



California English Language Development Test



Technical Report

2009–10 EDITION

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California English Language Development Test (CELDT)

2009–10 Edition Technical Report

Updated July 2013

This revision of the 2009–10 Edition Technical Report contains the following errata:

Page 69, Table 8.3

Page 98, Table 10.5

Page D-7 through D-8, Table D-6

Pages K-1 through K-56, Appendix K

Pages L-1 through L-20, Appendix L

Table of Contents

CHAPTER 1: INTRODUCTION	1
1.1 Test Purpose.....	1
1.2 Intended Population	1
1.3 CELDT Development History.....	2
1.4 Testing Windows	2
1.5 Significant Developments in 2009–10.....	3
1.6 Limitations to Test Interpretation.....	4
1.7 Organizations Involved with the CELDT 2009–10 Edition.....	4
1.8 Overview of the Technical Report.....	5
CHAPTER 2: OVERVIEW OF THE CELDT	7
2.1 CELDT Blueprint.....	7
2.2 Item Formats	8
2.3 Test Length	10
2.4 CELDT Scores and Reports.....	13
2.5 Equating Across CELDT Editions	15
CHAPTER 3: ITEM DEVELOPMENT	19
3.1 Item Development Activities.....	19
3.2 Item Review Process.....	23
3.3 Field Testing and Item Analysis	26
CHAPTER 4: TEST ASSEMBLY.....	29
4.1 Rules for Item Selection.....	29
4.2 Test Forms and Structure.....	30
CHAPTER 5: TEST ADMINISTRATION.....	31
5.1 Test Security and Confidentiality.....	31

5.2	Procedures to Maintain Standardization	32
5.3	Testing Students with Disabilities	35
5.4	Demographic Data Corrections.....	39
CHAPTER 6: PERFORMANCE STANDARDS		41
6.1	Common Scale Development	41
6.2	2006 Standard Setting Procedure for K–12.....	44
6.3	2010 Standard Setting Procedure for K–1 Reading and Writing	45
6.4	Standard Setting Results for All Grades and Domains.....	48
CHAPTER 7: SCORING AND REPORTING		55
7.1	Procedures for Maintaining and Retrieving Individual Scores.....	55
7.2	Multiple-Choice Scoring	57
7.3	Writing Constructed-Response Scoring	58
7.4	Types of Scores.....	60
7.5	Types of Reports	62
7.6	Overview of Score Aggregation Procedures.....	62
7.7	Criteria for Interpreting Test Scores	65
CHAPTER 8: TEST ANALYSES AND RESULTS.....		67
8.1	Samples Used for the Analyses	68
8.2	Classical Test Theory (CTT) Item Analysis	68
8.3	Reliability Analyses.....	70
8.4	Decision Classification Analyses.....	74
8.5	Validity Evidence	76
8.6	Item Response Theory Analyses	78
8.7	Differential Item Functioning Analyses	80
CHAPTER 9: QUALITY CONTROL PROCEDURES		83
9.1	Quality Control of Item Development	83

9.2	Quality Control of Test Materials	84
9.3	Quality Control of Scanning	86
9.4	Quality Control of Image Editing	86
9.5	Quality Control of Answer Document Processing and Scoring	87
9.6	Quality Control of Psychometric Processes	87
9.7	Quality Control of Reporting	89
CHAPTER 10: HISTORICAL COMPARISONS		91
10.1	Test Summary Statistics	91
10.2	Examinee Performance Over Time	94
10.3	Test Characteristics 2006–07 to 2009–10	97
REFERENCES.....		100
APPENDIXES		103

List of Appendixes

A	Technical History of the CELDT and CELDT Blueprints.....	A-1
B	Information Related to Content Validity.....	B-1
C	CELDT Writing and Speaking Scoring Rubrics.....	C-1
D	Item Maps.....	D-1
E	Scale Score Summary Statistics.....	E-1
F	Descriptive Statistics and Domain Correlations.....	F-1
G	Classification Consistency and Accuracy.....	G-1
H	Raw Score to Scale Score Tables.....	H-1
I	Scale Score Frequency Distributions.....	I-1
J	Demographic Frequency Distributions.....	J-1
K	Classical Item Statistics.....	K-1
L	Comparison of Annual Assessment Versus Initial Assessment Item Difficulty...	L-1
M	Unscaled Item Parameters.....	M-1
N	Item-Type Correlations.....	N-1
O	Rater Consistency and Reliability.....	O-1
P	Test Characteristic and Standard Error Curves.....	P-1
Q	Score Report Samples.....	Q-1
R	Proficiency by Grade and Grade Span.....	R-1

List of Tables

Table 2.1: Number of Operational Items	11
Table 2.2: Number of Field Test Items	12
Table 2.3: Estimated Time Required to Administer the CELDT	13
Table 2.4: Number of Items by Type and Domain Raw Score Ranges.....	13
Table 5.1: Permitted Test Variations, Accommodations, and Modifications for CELDT Administration.....	35
Table 5.2: Number of Students Using Accommodations, Modifications, and Alternate Assessments.....	38
Table 6.1: Lowest Obtainable and Highest Obtainable Scale Score Values	44
Table 6.2: CELDT Cut Scores.....	49
Table 6.3: CELDT General Test Performance Descriptors	51
Table 7.1: Percentage of Examinees in Performance Levels.....	63
Table 8.1: Number of Students in the 2009–10 Test Population	67
Table 8.2: Mean <i>p</i> -Values, Annual Assessment	69
Table 8.3: Mean Point-Biserial Correlation, Annual Assessment	69
Table 8.4: Mean Omit Rates, Annual Assessment.....	70
Table 8.5: Test Reliability Coefficients	71
Table 8.6: Operational Test Standard Errors of Measurement (SEM) Based on Classical Test Theory.....	73
Table 8.7: Summary of Model Fit Statistics.....	79
Table 8.8: Operational Test Scaling Constants	79
Table 8.9: Mantel-Haenszel Data Structure	81
Table 10.1: Summary Statistics, Annual Assessment Data	92
Table 10.2: Summary Statistics, Initial Assessment Data	93
Table 10.3: 2001–02 to 2009–10 Editions Percent English Proficient Students.....	94
Table 10.4: 2006–07 to 2009–10 Editions Average <i>p</i> -Values	98
Table 10.5: 2006–07 to 2009–10 Editions Average Point-Biserial Coefficients.....	98
Table 10.6: 2006–07 to 2009–10 Editions Standard Errors of Measurement.....	99

List of Figures

Figure 10.1: Listening Percent Proficient, Annual Assessment Data	95
Figure 10.2: Speaking Percent Proficient, Annual Assessment Data	95
Figure 10.3: Reading Percent Proficient, Annual Assessment Data	96
Figure 10.4: Writing Percent Proficient, Annual Assessment Data.....	96
Figure 10.5: Overall Percent Proficient, Annual Assessment Data	97

Chapter 1: Introduction

The California English Language Development Test (CELDT) was developed by 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 (ELs). The CELDT was designed to fulfill these requirements.

1.1 Test Purpose

The California *EC* Section 60810(d) 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.

Responding to these requirements, the CDE, with the approval of the State Superintendent of Public Instruction and the State Board of Education (SBE), developed the CELDT. The test assesses ELs in the domains of listening, speaking, reading, and writing. The CELDT consists of five separate tests: kindergarten and grade one (K–1), grade two (2), grades three through five (3–5), grades six through eight (6–8), and grades nine through twelve (9–12).

1.2 Intended Population

All students in kindergarten through grade twelve (K–12) whose primary language is not English, based on a home language survey (*EC* Section 52164.1[a]), must be tested for initial identification. Students entering a California public school for the first time must be tested within 30 days from the date of enrollment. Based on the results, the student may be classified as initially fluent English proficient (IFEP). Students who are identified as ELs must be tested annually during the annual assessment (AA) window (July 1–

¹Title changed to Assessment and Accountability Division as of December 2010.

October 31) until they are reclassified as fluent English proficient (Reclassified Fluent English Proficient—RFEP) based on the guidelines for reclassification established by the SBE (EC 313[d]). CELDT results may be used for planning instruction and are one of four criteria for reclassification of ELs to English proficient.

1.3 CELDT Development History

The original blueprint for the CELDT was developed by a number 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 administering the test to a small number of classes. The 2001–02 Edition (Form A) was then created using the field test items and data.

The original scale and performance level cut scores created for the CELDT were based on the 2000 field test and 2001–02 Edition (Form A) data. The 2001–02 Edition was not vertically linked across grades. Editions used in 2002–03, 2003–04, 2004–05, and 2005–06 were each anchored to the base form scales. 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 and a new standard setting was held to establish new performance level cut scores in 2006. The results of this administration of common items enabled the creation of common scales 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*, which can be found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/formftechreport.pdf>.

The CELDT Technical Advisory Group (TAG) has actively advised the CDE throughout the history of the CELDT, including test blueprint creation, performance standards setting, 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 California school districts. See Appendix B for more information about the composition of the 2009–10 committee.

1.4 Testing Windows

The testing window for AA begins on July 1 and ends on October 31. Initial assessment (IA) testing may be conducted at any time during the year that begins July 1 and extends to June 30 of the following calendar year.

1.5 Significant Developments in 2009–10

1.5.1 K–1 Reading and Writing Domains. In 2009–10, the reading and writing domains were administered to K–1 students for the first time. All items in these domains were field tested in March 2009, prior to their operational use on the 2009–10 Edition of the CELDT. Once the domains were operational on the 2009–10 Edition, only the number and percent correct were provided on the student-level reports to the districts. The results of the listening and speaking domains were reported as scale scores and performance levels alongside the reading and writing scores. The overall score was calculated as the average of the listening and speaking scale scores. A standard setting was conducted in January 2010 to establish performance level cut scores for the K–1 reading and writing domains. The SBE subsequently adopted the cut scores at their May 2010 meeting. School districts were provided the new reading and writing scale scores and performance levels in a supplemental student score file in June 2010. The overall score for the 2009–10 Edition was not recalculated to incorporate reading and writing scores but remained as the average of the listening and speaking scores. The CELDT TAG advised the CDE on all aspects of test development.

1.5.2 New Race and Ethnicity Data Collection. As a result of the U.S. Department of Education’s October 2007 decision to comply with federal Office of Management and Budget race and ethnicity guidelines, the CDE incorporated the federal requirements regarding race and ethnicity reporting into CELDT student demographic data collection. Beginning with the 2009–10 school year, schools and districts were required to collect and report student race and ethnicity data using a two-part question. The first part of the question asked if the student was Hispanic or Latino. The second part of the question asked the race(s) of the student. The 2009–10 CELDT demographic pages reflected this new requirement.

1.5.3 New CELDT Contractor. In 2009 the contract for the 2009–10, 2010–11, and 2011–12 CELDT administrations was awarded to a new contractor, Educational Data Systems of Morgan Hill, California. As the prime contractor, Educational Data Systems has overall responsibility for the management and implementation of the contract and monitors and manages the work of its main subcontractors.

1.5.4 New CELDT Web Site. A new Web site (<http://www.celdt.org/>) specifically devoted to CELDT administration and support was launched by the new contractor. The CELDT District Coordinators are provided password-protected access to the secure District Portal, an area of the Web site that contains a secure document archive and interactive applications for ordering test materials, submitting Pre-Identification (Pre-ID) files, downloading Student Score Files, performing demographic data correction, and requesting pickup of materials.

1.5.5 Local Scoring Tool. A new online interactive application called the Local Scoring Tool (LST) was designed and developed to replace the previously used local scoring software called eTIP. The LST, available at <http://www.celdt.org/>, the public CELDT Web site, runs with a PC or a Mac computer through a Web browser and has

enhanced features for creating a local Preliminary Student Score Report and exporting scored student records.

1.5.6 CELDT Live! Online Trainings. The general test administration training workshops were changed from in-person to online trainings by introducing *CELDT Live!* as a series of online presentations that provide detailed information to CELDT District Coordinators and others about the administration and implementation of the CELDT program. CELDT District Coordinators, district staff, and test examiners can view the presentations at any time by downloading archives from the CELDT Web site (<http://www.celdt.org/>). Topics addressed in 2009–10 included segments on ordering test materials, using the various online applications, and administering the K–1 reading and writing domains.

1.6 Limitations to Test 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.

When comparing CELDT results, it is important to remember that scores cannot be directly compared across domains (e.g., scale scores of 400 on speaking and 400 on reading do not indicate comparable levels of proficiency).

1.7 Organizations Involved with the CELDT 2009–10 Edition

1.7.1 Educational Data Systems. As the prime contractor, Educational Data Systems has overall responsibility for working with the CDE to deliver, maintain, and improve the CELDT and to oversee and coordinate the work of its subcontractors: MetriTech, Inc. of Champaign, Illinois; Sacramento County Office of Education (SCOE) of Sacramento, California; Kornerstone Technologies of Chatsworth, California; and Iron Mountain Films, Inc. of Sacramento, California. Educational Data Systems manages all aspects of the program activities and has direct responsibilities for developing and maintaining the CELDT Web site and interactive applications; running the operational aspects of the program including materials printing, distribution, and retrieval, test scoring, and reporting; communicating directly with CELDT District Coordinators; and producing the *CELDT Live!* presentations.

1.7.2 MetriTech, Inc. MetriTech, Inc. is responsible for item development, item writer training, test form assembly, materials production, writing anchor pull activities, scoring of constructed-response items, analysis of test results, completion of all psychometric activities, and development of the technical report on test administration.

1.7.3 Sacramento County Office of Education (SCOE). SCOE provides CELDT training and support activities, develops interpretive support materials, provides the speaking samples, participates in writing anchor pull activities, works directly with Iron Mountain Films to produce the training DVD, and presents the Scoring Training of Trainers workshops.

1.7.4 Kornerstone Technologies. Kornerstone manages the Customer Support Center, which handles user inquiries about the CELDT program administration.

1.7.5 CTB McGraw-Hill (CTB). For the 2009–10 Edition, CTB was responsible for item development, internal and external item reviews, and test form development. In this transition year, CTB prepared and transferred camera-ready test materials to Educational Data Systems for printing and distribution to districts.

1.8 Overview of the Technical Report

This report describes test development activities and the psychometric qualities of the 2009–10 Edition of the CELDT. Chapter 2 provides a summary of the CELDT development, the types of items, and the equating processes. Details of the item development process are presented in Chapter 3. Chapters 4 and 5 discuss test assembly and administration, respectively. The CELDT standard setting procedures are described in Chapter 6, and Chapter 7 summarizes the scoring and reporting procedures. The analysis and results, including reliability and validity analysis, are contained in Chapter 8. Quality control procedures are discussed in Chapter 9. Chapter 10 provides historical comparisons of examinee performance and test characteristics. The information is extensive, and many of the tables and supporting documents are included in appendixes at the end of the report.

Appendix A includes a description of the technical history of the CELDT. Appendix B contains information about the participants involved in the development and review of the CELDT items, and Appendix C contains the scoring rubrics for writing and speaking. Appendix D provides maps (“item maps”) of the operational and field test items and their distribution in the test forms. Appendix E includes scale score summary statistics for the 2009–10 Edition, along with those from comparable previous editions for comparison. Appendix F reports the correlations among student performance in the domains of listening, speaking, reading, and writing.

Additional appendixes provide information on the consistency and accuracy of the performance level classification; the scoring tables, or raw score to scale score conversion tables; frequencies of scores at each score point; student demographic information; detailed item statistics; comparisons of item difficulty between annual assessment and initial assessment data; item parameters; item-type correlations; inter-rater reliability for constructed-response items; test characteristic curves; samples of the various reports used for the CELDT; and proficiency by grade and grade span.

This report provides technical details on the operational test for the 2009–10 CELDT Edition only. Technical reports for previous years' tests are available at the CDE Web page at <http://www.cde.ca.gov/ta/tg/el/techreport.asp>.

Chapter 2: Overview of the CELDT

The CELDT assesses English language proficiency, as defined by the California English Language Development (ELD) Standards with respect to four domains: listening, speaking, reading, and writing. The Overall Student Performance Level is a composite of these four domains. The Comprehension Score is a composite of the reading and listening domains.

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 academic subject frameworks and standards. The California English-Language Arts Content Standards and related state assessments give much more attention to academic content and measurement of reading/language arts (e.g., identifying plot elements, understanding author's purpose, comparing and contrasting text) than to the precursory 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 along the continuum of English proficiency. Listening and speaking items do not typically appear on academic achievement assessments, although assessment of oratorical skill is sometimes made at higher grades.

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 domains, 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.

2.1 CELDT Blueprint

CELDT blueprints and blueprint preface may be found on the CDE Web page at <http://www.cde.ca.gov/ta/tg/el/resources/blueprint2010.doc> [Note: the preceding Web address is no longer valid.] and in Appendix A.

The performance of the items selected for inclusion in the CELDT both individually and as a whole must meet certain psychometric criteria in order to ensure the reliability,

validity, and fairness of the test and continuity over time. These statistical “targets” are described in more detail in Chapter 4.

2.2 Item Formats

The CELDT contains three basic item formats: multiple-choice (MC), dichotomous-constructed-response (DCR), and constructed-response (CR).

CELDT multiple-choice items consist of a stem (question) and three or four response options. Dichotomous-constructed-response items, which are found primarily in the speaking test, usually require a constructed response (i.e., a reply to a question), which is then evaluated as right or wrong by the test examiner. Constructed-response items are evaluated with respect to a rubric and may receive 0 through 4 points.

2.2.1 Listening Item Formats. The CELDT listening domain assesses students’ receptive skills vital for effectively processing information presented orally in English. The listening domain consists of the following test components and their associated language functions:

Following Oral Directions: Items require students to identify classroom-related nouns, verbs, and prepositions; and demonstrate understanding of the relationships of words without having to read or reconfigure the directions to show aural comprehension.

Teacher Talk: Items require students to comprehend important details, make high-level summaries, and understand classroom directions and common contexts.

Extended Listening Comprehension: Items require students to follow the thread of a story, dialogue, and/or presentation of ideas; extract more details, pick out what is important, and use inference; and listen to learn.

Rhyming: Items require students to 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 (grades K–1 and 2 only).

2.2.2 Speaking Item Formats. The CELDT speaking domain assesses students’ productive skills necessary for communicating in both social and academic settings. The speaking domain consists of the following test components and their language functions:

Oral Vocabulary: Items elicit a single word or short phrase, and assess simple to complex social, academic, and classroom vocabulary.

Speech Functions: Items elicit one declarative or interrogative statement; assess formation of a response appropriate to a situation; and focus on question formation.

Choose and Give Reasons: Items elicit two sentences or complete thoughts, and assess independent clause formation and the ability to make rudimentary explanations or persuasive statements.

4-Picture Narrative: Items elicit a paragraph-length story and assess vocabulary; sentence formation; and the ability to describe, use transitions, use past tense, sustain ideas on a topic, and show fluency.

2.2.3 Grades K–1 Reading Item Formats. The CELDT K–1 reading domain assesses students’ receptive skills required to process information presented in written materials in English. The reading domain consists of the following test components and their language functions:

Word Analysis: Items require students to recognize English phonemes; name upper- and lowercase letters of the alphabet; and recognize sound/symbol relationships.

Fluency and Vocabulary: Items require students to read simple words and phrases.

Comprehension: Items require students to identify basic text features such as book titles.

2.2.4 Grades 2–12 Reading Item Formats. The CELDT grades 2–12 reading domain assesses students’ receptive skills required to process information presented in written materials in English. The reading domain consists of the following test components and their language functions:

Word Analysis: Items require students to recognize initial, medial, and final sounds; use rhyming; and identify syllables, affixes, and root words.

Fluency and Vocabulary: Items require students to perform word-to-picture match, and to identify multiple-meaning words, synonyms, antonyms, phrasal verbs, common idioms, and modified cloze.

Reading Comprehension: Items require students to follow the thread of a story or informational passage; extract meaningful details and pick out what is important; determine the main idea, author purpose, and cause and effect; read idioms; determine setting, character, and theme; extend and apply skills to new situations; use inference; and read to learn.

2.2.5 Grades K–1 Writing Item Formats. The CELDT K–1 writing domain assesses students’ productive skills in written language. The writing domain consists of the following test components and their language functions:

Copying Letters and Words: Items require students to copy lower- and uppercase letters and commonly used words.

Writing Words: Items require students to write words in response to prompts.

Punctuation and Capitalization: Items require students to identify correct use of capital letters to begin sentences and for proper nouns, and to identify correct sentence ending punctuation.

2.2.6 Grades 2–12 Writing Item Formats. The CELDT grades 2–12 writing domain assesses students’ productive skills in written language that are critical for communication of ideas and assignments in English. The writing domain consists of the following test components and their language functions:

Grammar and Structure: Items assess grammar, prepositions, plurals, apostrophes, pronouns, possession, auxiliary verbs, interrogatives, and comparatives.

Writing Sentences: Items assess sentence formation, and the use of prepositional phrases, compound and complex structures, and descriptive language.

Writing Short Compositions: Items assess sentence formation, paragraph writing, composition structure, and transitions; descriptive, expository, or persuasive writing; ability to sustain a topic and show fluency; and spelling and mechanics.

2.3 Test Length

Table 2.1 presents a summary of the number of items, by item type, in Form 1 of the test, which contains only operational items (i.e., items that contribute to a student’s score). Form 1 was also used for the Large Print and CD Versions of the test. The CD Version is a PDF document that may be enlarged on the computer screen to assist the student to view the items. The Braille Version consisted of Form 1 of the 2008–09 Edition CELDT, except for the K–1 reading and writing forms, which were Form 1 of the 2009–10 Edition CELDT. More information on the alternate versions of the CELDT available for students with disabilities may be found in Chapter 5.

Table 2.1: Number of Operational Items

Grade Span	Domain	Number of Operational Items				
		Total	Dichotomous Constructed Response	Multiple Choice	Constructed Response Scores 0–2	Constructed Response Scores 0–3
K–1	Listening	20	10	10		
	Speaking	20	13		6	1
	Reading	20	18			2
	Writing	20	12		8	
2	Listening	20	10	10		
	Speaking	20	13		6	1
	Reading	35		35		
	Writing	24		19		4
3–5	Listening	20		20		
	Speaking	20	13		6	1
	Reading	35		35		
	Writing	24		19		4
6–8	Listening	20		20		
	Speaking	20	13		6	1
	Reading	35		35		
	Writing	24		19		4
9–12	Listening	20		20		
	Speaking	20	13		6	1
	Reading	35		35		
	Writing	24		19		4

In order to field test newly developed items on large samples, additional forms of the test are distributed for use during the AA window. These forms contain varying numbers of field test items in addition to the operational items contained in Form 1. Table 2.2 shows the number of field test items included in each of these additional forms. Appendix D presents additional information related to the composition of each test form.

Table 2.2: Number of Field Test Items

Domain	Test Form	Number of Field Test Items				
		K–1	2	3–5	6–8	9–12
Listening	2	10	10	8	8	8
	3	6	6	4	4	4
Speaking	4	6	6	6	6	6
	5	6	6	6	6	6
Reading	2	3				
	3	3				
	4	3				
	5	3				
	6		5	5	5	5
	7		5	5	5	5
	8		4	4	4	4
	9		4	4	4	4
Writing	2	2				
	3	2				
	4	2				
	5	2				
	6		4	4	4	4
	7		4	4	4	4
	8		4	4	4	4
	9		4	4	4	4
	10		1	1	1	1
	11		1	1	1	1

Because of the wide variability in students' English language proficiency, no time limits have been set for any part of the test. The time required to complete each part of the test will depend on the overall linguistic competency of the students being tested.

The testing time for each domain varies, depending on the form of the test that is being administered. Table 2.3 provides estimates of the approximate time required to administer each domain. For grades 2–12, the writing test is administered in two sessions to reduce student fatigue.

Table 2.3: Estimated Time Required to Administer the CELDT

Domain	Grade Span	Administration Type	Estimated Testing Time
Listening	K–12	Group ^a	15 minutes
Speaking	K–12	Individual	10 minutes
Reading	K–1	Individual	20 minutes
Reading	2–12	Group	50 minutes
Writing	K–1	Individual	20 minutes
Writing—Session 1	2–12	Group	30 minutes
Writing—Session 2	2–12	Group	30 minutes

^aThe components Teacher Talk and Extended Listening Comprehension may be group administered at grade 1; the other two components are administered individually. All listening components are administered individually at kindergarten.

2.4 CELDT Scores and Reports

The CELDT raw score is calculated as the number of operational multiple-choice (MC) and dichotomous-constructed-response (DCR) items answered correctly plus the number of points received on the operational constructed-response (CR) items. Raw scores are then transformed, via look-up tables, to scale scores, which range from 140 to 810 across domains and grades. Table 2.4 summarizes the numbers of items by type (MC, DCR, CR) and the total domain raw score range for each domain.

Table 2.4: Number of Items by Type and Domain Raw Score Ranges

Domain	Grade Span	Number of Items	Item Type (Score Points)	Raw Score Range
Listening	K–2	10	MC	0–20
		10	DCR	
	3–12	20	MC	
Speaking	K–12 ^a	13	DCR	0–29
		6	CR (0–2)	
		1	CR (0–4)	
Reading	K–1 ^b	18	DCR	0–24
		2	CR (0–3)	
	2–12	35	MC	0–35

Domain	Grade Span	Number of Items	Item Type (Score Points)	Raw Score Range
Writing	K–1	12	DCR	0–28
		8	CR (0–2)	
	2–12 ^c	19	MC	0–35
		4	CR (0–3)	
		1	CR (0–4)	

^aMaximum score points = (13x1) + (6x2) + (1x4) = 29

^bMaximum score points = (18x1) + (2x3) = 24

^cMaximum score points = (19x1) + (4x3) + (1x4) = 35

Both the annual assessment (AA) and initial assessment (IA) administrations involve local scoring as well as official scoring by the CELDT contractor. Because the CELDT is used to identify students who will benefit from EL instruction, examiners administer the test to incoming students throughout the year and then locally score the test using the Examiner’s Manuals and Scoring Guides provided. These local scores are used for determining appropriate instructional programs for immediate placement purposes. For both AA and IA, the tests are then sent to the CELDT contractor for official scoring and reporting to the CDE and to districts. The local scores given to students in the speaking domain remain as the official scores for the student. The contractor scores all other items. Individual student reports and electronic data files are sent to the districts within approximately six to eight weeks after receipt of the scorable materials at the contractor’s processing facility.

The tables provided in the Scoring Guides for converting raw scores to scale scores in local scoring are provided in Appendix H.

2.4.1 Scores and Reports. Scores are reported for individual test takers and for groups of test takers. The Student Performance Level Report (SPLR) provides one scale score for each domain (listening, speaking, reading, and writing) as well as an overall scale score and a comprehension scale score. For the 2009–10 Edition, the overall scale score was calculated as the average of the scale scores of the four domains (grades 2–12) or the listening and speaking domains only (grades K–1). The comprehension scale score was calculated as the average of the scale scores of the reading and listening domains.

Individual reports also provide performance level designations by categorizing scale scores as falling into one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The Overall Student Performance Level is determined by first calculating the overall scale score, then finding the performance level in the grade-appropriate overall look-up table.

In 2009–10, the K–1 SPLR was slightly modified because the reading and writing scale scores were not yet available at the time 2009–10 CELDT testing began. The K–1 SPLRs consisted of the student’s scale scores and performance levels for the listening and speaking domains, and the raw scores, the total number of raw score points possible, and the percent correct for the reading and writing domains. The comprehension score was not provided on the report. Subsequent to the January 2010 K–1 standard setting and the July 2010 State Board of Education’s approvals of the K–1 performance level cut scores, the individual student scale scores, performance levels, and comprehension score were calculated for all K–1 students and provided to the districts in downloadable Student Score Files on the secure District Portal of the CELDT Web site.

In addition to printed SPLRs, CELDT results are available on Student Record Labels and in electronic Student Score Files (SSF).

The methods for calculating the scale scores, performance levels, comprehension score, and the cut scores for each performance level, grade, and domain, are presented in Chapter 6.

2.4.2 Group Scores and Reports. Individual scores are aggregated to produce group-level scores and reports. The 2009–10 Edition annual assessment window (July 1 through October 31) group reports consisted of the Roster Report and the Performance Level Summary Report (PLSR) for each school and district. The Roster Report is presented by grade and test purpose, and displays an alphabetical listing by last name and the scores of each student in the group. This report provides the scale score and performance level for each domain and the overall score. The PLSR is presented by grade and test purpose and provides the number and percent of students in each performance level for each domain separately and for the overall score. The total number of students, the average scale score, and the standard deviation of test scores are also provided.

For the initial assessment window (November 1 through June 30), only the PLSR was provided (no Roster Report). Districts were provided a PLSR for all initial assessment student results and one for the combined group of initial assessment and annual assessment student results (IA and IA/AA Combined).

2.5 Equating Across CELDT Editions

Raw scores are not comparable from form to form because they are based on different sets of items, which may differ in difficulty. Scale scores, however, are comparable across forms and across time. That is, a scale score of 400 obtained on one form or administration of the CELDT represents the same level of language proficiency as on any other, even though the scores may be based on different sets of items. The equivalence of scale scores from form to form or test administration to test administration is achieved in part by careful attention to following the test blueprint and

the item selection rules and in part by conducting a statistical process known as test equating.

Items on CELDT forms are classified as “operational” or “field test” items. Operational items have been previously evaluated and found to possess the psychometric qualities required of the CELDT. Field test items are included to obtain the data necessary to evaluate their psychometric quality. Each year a proportion of operational items is replaced with items that have been previously field tested. In this way, test takers do not become so familiar with the content of specific items that the test score is no longer a fair representation of their proficiency level. Student scores and reports are based only on operational items

2.5.1 Equating Models. The CELDT uses a set of procedures based on item response theory (IRT) for equating purposes. IRT is a test theory that attempts to explain a test taker’s response to a test item in terms of a set of item characteristics and the test taker’s proficiency level. A key feature of IRT is that an important item characteristic, difficulty, is expressed on the same scale as that test taker’s proficiency.

There are a variety of IRT models, which vary in complexity. The CELDT employs three different IRT models: the three-parameter logistic (3PL) model for the multiple-choice items, the two-parameter logistic (2PL) model for the dichotomous-constructed-response items, and the generalized partial credit model (GPC) for the constructed-response items.

In the 3PL model, (Lord & Novick, 1968; Lord, 1980) the probability that a student i with scale score θ_i responds correctly to item j is expressed as

$$P_j(\theta_i) = c_j + \frac{1 - c_j}{1 + \exp[-Da_j(\theta_i - b_j)]},$$

where a_j represents the item discrimination, b_j the item difficulty, and c_j the probability of a correct response by a very low-scoring student. D is a scaling factor that brings the interpretation of the logistic model parameters in line with the normal ogive model parameters.

The two-parameter logistic model (2PL), which is used for DCR items, is very similar to the 3PL except that it drops the “guessing” parameter c_j . That is,

$$P_j(\theta_i) = \frac{1}{1 + \exp[-Da_j(\theta_i - b_j)]}.$$

The generalized partial credit model (Muraki, 1992) is an extension of the two-parameter model to the polytomous case where an item is rubric scored. The general form of the GPC model is

$$P_{jk}(\theta) = \frac{\exp\left[\sum_{v=1}^k a_j(\theta - b_{jv})\right]}{\sum_{c=1}^{m_j} \exp\left[\sum_{v=1}^c a_j(\theta - b_{jv})\right]},$$

where v represents the m^{th} response category for item j .

Equivalently,

$$P_{jk}(\theta) = \frac{\exp\left[\sum_{v=2}^k Z_{jv}(\theta)\right]}{1 + \sum_{c=2}^{m_j} \exp\left[\sum_{v=2}^c Z_{jv}(\theta)\right]},$$

where $Z_{jk}(\theta) = a_j(\theta - b_{jk})$.

The Stocking and Lord scaling method (1983) is used to put the raw item parameter estimates obtained in the calibration (reported in Appendix M) onto the CELDT common scale. The multiplicative (m_1) and additive (m_2) constants (Table 8.8) can be applied to the item-parameter estimates to obtain the scaled item-parameter estimates, using the following formulas:

$$a_{celdt} = A_j / m_1$$

$$b_{celdt} = m_1 * B_j + m_2$$

2.5.2 Equating Process. When the equating analyses begin, some items (operational) already have parameters and some items (field test) do not. An initial analysis (calibration analysis) results in a set of item parameters for every item, including the field test items. This initial set of parameters, however, is not yet expressed in terms of the common scale, which they must be in order to maintain the continuity of the scale over time. Since the operational items have previously determined parameters expressed in terms of the common scale, a second analysis (equating analysis) uses the known parameters to place the field test item parameters on the common scale. In this sense, the operational items serve to anchor the calibrations of the field test items. Once a set of scaled item parameters exists, the field test items can be used operationally in future test forms.

The statistical procedures make use of data samples (“equating samples”), which are random samples of approximately 75,000 cases drawn from the AA population at each

grade span.² These samples are selected after the bulk of the AA records has been processed.

A complete set of analyses is initially conducted to examine the items, verify that item difficulties are reasonable in light of past performance, and check the scoring key. During the calibration analyses, analysts check the adequacy of the solution (e.g., the convergence of the calibrations, the fit of the model to the items). To ensure quality control, a psychometrician who has not conducted the analyses independently reviews the results. If there are questions, these are resolved before the process continues.

²Kindergarten records for equating are selected from the IA population tested during the AA window, which represents the vast majority of kindergarten students.

Chapter 3: Item Development

The development of new CELDT items for field testing in the 2009–10 Edition involved the selection of qualified item writers, specification of item writing guidelines, training item writers, writing items, reviewing and editing newly written items, and evaluating items to determine if they met test form specification criteria.

3.1 Item Development Activities

3.1.1 Item Writer Selection. The item writers had diverse, relevant educational and professional backgrounds, including undergraduate and advanced degrees in linguistics, elementary education, international politics, music, anthropology, journalism, biology, history, English, and English as a second language (ESL). All had classroom teaching experience and taught or developed curricular materials in ESL or ELD. For more detailed information on the item writers employed, see Appendix B, Table 3.

3.1.2 Item Writer Training. Prior to developing new items, item writers were trained at a one-day workshop in Sacramento on June 10, 2008. The training included an overview of the CELDT program, as well as the work requirements for item writing. The content of the training manual provided to the item writers and the information in the slides presented in the training are summarized here.

The introduction first described the CELDT program and what constitutes K–12 English language proficiency. The CELDT test performance descriptors and specific goals for item writing were also presented.

Following the introduction, item formats were described by domain (i.e., listening, speaking, reading, and writing) followed by a description of each test component (e.g., *Listening—Following Oral Directions*) and the test component item formats. 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 using the multiple-choice format. Students were to be given an oral prompt (usually one sentence) that stated what a student was directed to do. Answer choices were either to be artwork that showed the directions being followed correctly or incorrectly, or examples of artwork from which the student selected the correct representation. 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. Item statistics, including p -values and point-biserial correlations, were used with sample items 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. After the workshop, item writer training was reinforced through feedback given to the item writers during the development of the new items and during the item review process.

3.1.3 Item Writing. Item writers developed items in all three formats (i.e., MC, CR, and DCR) for four grade spans: K–2 (listening and speaking for all three grades, and reading and writing for grade 2 only³), 3–5, 6–8, and 9–12 (listening, speaking, reading, and writing).

For all domains, the primary goal was to develop items in order to meet the following item performance level targets: 30 percent Advanced, 20 percent Early Advanced, 20 percent Intermediate, 20 percent Early Intermediate, and 10 percent Beginning. Additional goals for item writing included developing items to cover the widest range of ELD standards for underrepresented items in the current item pool. Additional goals targeted specific test components in listening. For *Listening—Following Oral Directions*, items targeted more complex syntactic structures and the comprehension of multi-step oral directions, including comparatives and prepositional phrases. For *Listening—Teacher Talk* and *Listening—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?” an item might ask a more holistic question such as “Why is the teacher making this announcement?” (Key: “To explain a change in schedule.”)

Sections 3.1.4, 3.1.5, and 3.1.6 highlight the areas of emphasis in item development for the 2009–10 edition.

All items were developed based on the California ELD standards, which can be found at <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>.

3.1.4 Grades 2–12 Reading 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 represents the stimulus to which students respond. The purpose of a passage is to be substantial enough to yield items that accurately assess the student’s reading comprehension skills. A passage must also have enough substance so that different levels of comprehension may be assessed. A student should be able to respond to items using understanding or information drawn directly—or indirectly by inference—from a passage.

³The K–1 reading and writing items used in 2009–10 were developed by WestEd under a separate contract with the CDE.

A passage needs to have thematic substance leading to text-based conclusions rather than speculative conclusions. In a testing situation, answers to questions must be both supported by the text and unambiguous. A passage also needs a strong main idea, setting, and characters, and must have a clear beginning, middle, and end. It must also be imbued with a strong author presence or point of view. For example, a nonfiction piece should be more than just a chronological piecing together of facts. It should contain interesting information and be written to appeal to all students within each of the grade spans. The development goals also include requiring passages that do not address content specifically taught in the classroom or that require previous knowledge to be understood.

In creating items involving the use of passage stimuli, item writers created original works. For expository or biographical passages, item writers also created original passages, using knowledge gained from research into external sources.

3.1.5 Grades K–1 Reading and Writing Item Development. Until 2009–10, students in K–1 were tested in listening and speaking only. Federal review of the California program indicated that reading and writing needed to be tested at all grades. Consequently, item development⁴ was initiated in 2008 to address this need.

The CELDT English Learner Expert Panel convened on May 28, 2008, in Sacramento. Nine members were selected for their expertise in areas that included language testing, applied linguistics, English language development and acquisition, early childhood development, testing, and psychometrics. The panel recommended a number of principles to guide the development of the K–1 reading and writing domains. These guiding principles and recommendations are presented below.

- Since there often is overlap or correlation among skills in the English language “domains” (listening, speaking, reading, writing), and at this age/developmental level, listening and speaking are likely needed to engage students in reading and writing tasks, the following should be used to determine the domain to which a test item aligns:
 - Generally, if an item is a listening or speaking item, then the student would not be required to process written English letters or words.
 - Generally, reading and writing items would require the student to recognize and/or produce written English letters or words.
- It is important that there be clear rationale (e.g., theory and/or research based) for aligning an item to a particular domain.
- Performance expectations of ELs should generally not be more advanced than those of English proficient or “English only” students of comparable age.

⁴WestEd, Inc. was under contract to the CDE for K–1 reading and writing item development.

A key reference for expectations of English proficient or “English only” kindergarten and grade 1 students are the state’s grade-level ELA standards.

- For writing, particularly at kindergarten, there is likely going to be more overlap between the proficiency expectations of ELs and English proficient students of the same age. Therefore, skills may be tested on the CELDT even though the skill is introduced in the kindergarten curriculum (e.g., writing the letters of the alphabet). Some skills may be fundamental/foundational such that it makes sense to assess them on the CELDT.
- ELD standards assessed in grade 2 at the Intermediate level may not be appropriate for the K–1 reading and writing assessments or may be appropriate only for grade 1 at the Advanced level. ELD standards/skills assessed in grade 2 at the Early Advanced and Advanced levels are likely not appropriate for the K–1 reading and writing assessments, even at the Advanced level.
- The English language proficiency level at which a skill is assessed (e.g., Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced) should be consistent with the state ELD standards and reflect appropriate levels of complexity and rigor.

With respect to the administration of the reading and writing tests, the panel proposed the following considerations:

- The K–1 reading and writing assessments should be a one-on-one administration as are listening and speaking.
- Answer documents should be consumable.
- The number of items per page should be limited to two.
- The administration manual should describe the preferred administration setting and what type of writing implement should be used.
- Administration directions should provide a clear cap on time usage (e.g., wait time for responses; overall time for test, etc.) and explicit guidance to administrators about decisions and contingencies (e.g., guidelines for stopping points/frustration levels, allowable encouragement and reinforcement, and clear direction regarding the use of the student’s primary language).

The panel then assisted in the development of the blueprint for the K–1 reading and writing tests (see Appendix A). The next step was to prepare a style guide and item specifications for the item writers, who received training in June 2008 and completed their work during the remaining summer months.

EL experts, editors, and CDE staff reviewed the completed items to ensure that they met the specifications and were appropriate for inclusion on the test. At the same time, bias experts considered each item. Any changes that were required as a result of these

reviews were made before submitting the items to the CDE for final review and approval.

3.1.6 Grades 2–12 Writing Item Development. There are two types of CR items within the writing domain: Sentences and Short Compositions. In Sentences, students are assessed on their ability to write one detailed sentence describing a picture. The Sentences items are intended to assess sentence formation, use of prepositional phrases, compound and complex structures, and descriptive language.

The Short Compositions 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 Compositions items are intended to assess sentence formation, paragraph writing, composition structure, transitions, and descriptive, expository, or persuasive writing. Additionally, items solicit a student's ability to sustain a topic, show fluency, and use correct spelling and mechanics. Item writers were given sample prompts to use as models in developing original writing item stimuli.

3.2 Item Review Process

Newly written CELDT items undergo a series of internal and external item reviews. The purpose of these reviews is to remove items that are inappropriate, inaccurate, or otherwise flawed. For the 2009–10 Edition of the CELDT, CTB McGraw-Hill (CTB) was responsible for and performed internal and external item reviews for all domains and all grade spans with the exception of the K–1 reading and writing domains.

3.2.1 Contractor Reviews. All CELDT items must meet testing industry quality standards. To achieve that aim, all items go through internal reviews by contractor staff, independent review by the CDE staff, and external Content and Bias and Sensitivity reviews.

Throughout the multi-step review process, specialists evaluated the importance of the information being assessed, the item's match to the standards, and the items' 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 in this review process.

After the items had been written for the 2009–10 Edition, an extensive series of internal reviews followed. These reviews enabled contractor staff 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.

Every item received at a minimum two reviews by assessment specialists to ensure at least 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, the reviewers accepted the item as written, suggested revisions, or recommended that the item be discarded. 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.

3.2.2 CDE Staff Review. CDE staff reviewed all items prior to review by two external panels: Content, and Bias and Sensitivity. Changes requested by the CDE were incorporated into the final item pool submitted to the Content and the Bias and Sensitivity Review panels.

3.2.3 External Review of CELDT Items. The purpose of the Content review is to ensure the validity of the CELDT items and their match to the test specifications. The purpose of the Bias and Sensitivity reviews is to ensure fairness of the CELDT items. Both reviews rely on 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 in Sacramento, California. Content Review occurred October 7–8, 2008, and Bias and Sensitivity Review occurred October 10, 2008. Specific demographic information for participants in these meetings is included in Appendix B.

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

Review panel participants received training on appropriate modeling of the reviews and clear instructions regarding their role as reviewers for either content or bias and sensitivity issues exhibited by the items. Participants 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 on 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 beyond “saving”—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 elicits an emotional feeling from a specific subgroup of students but not all students 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 included the following features:

- Aligned to the correct California ELD standard
- Dealt with material important in testing the targeted standard or skill
- Used age- and grade-appropriate content and performance level of the standard being assessed
- Presented at a reading level suitable for the grade level being tested

Additionally, reviewers were tasked with ensuring each MC item included the following characteristics:

- Had a stem that did not facilitate answering the item
- 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
- Had one and only one correct answer choice

Finally, reviewers checked each CR item to ensure that content followed specific guidelines:

- Was written so a student possessing the skill being assessed could construct a response that could be scored with the specified rubric (i.e., the range of possible correct responses was wide enough to allow for diversity of responses)
- Had precise and unambiguous directions for the desired response

- Was free of extraneous words or expressions
- 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 reflected community norms. For the Bias and Sensitivity Review, participants were given guidelines for the reasoning necessary to reject an item.

Reviewers were asked to reject an item for the following reasons:

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

Participants were informed that their recommendations would go to the CDE for approval before the changes were incorporated into each item.

3.3 Field Testing and Item Analysis

Field test items are embedded in test forms administered during the AA window after having passed all internal and external reviews. These items are inserted into the test solely to obtain the data that is required to evaluate them statistically. They do not contribute to the student’s test score.

The use of embedded field test items assures that the samples used to evaluate the items are large, random, and representative of California’s EL population. The distribution of field test items across multiple test forms assures that the testing time required of individual students is not burdensome. For details on the item distributions across forms, see Appendix D.

The embedded field test approach provides substantial data for analysis, which yield stable estimates of various statistical criteria. These analyses are conducted after the close of the AA window. The results of the 2009–10 field test data analyses are described in Chapter 8.

3.3.1 Field Test Item Distribution. The CDE approved a Test Form Distribution Plan document (May 2009) that contained specific details for ensuring that the multiple field test forms for each grade span were distributed evenly across the state. The distribution plan also included precautions to make sure that no more than 30 percent of the sample for any field test item would come from a single school district.

3.3.2 Initial K–1 Reading and Writing Field Test. Because the K–1 reading and writing items had not been field tested on previous operational forms, a special field test for those items was conducted during the week of March 16–20, 2009. Four test forms, each consisting of 10 reading and 10 writing items from the 2008 K–1 reading and writing item development program, were field tested at 57 different California schools representing 35 districts around the state.

The total sample size for the field test study was 2,548, and the numbers of students taking each form were approximately equal. Each school administered one form to approximately 25 kindergarten students and 25 grade 1 students. Two schools that had originally volunteered to administer the field test were not able to do so during the test week.

Following the procedures used with all other field test items in the CELDT, the items were subjected to a set of statistical analyses to determine their difficulty, precision, and fairness. A set of IRT analyses examined the fit of the items to the logistic models used in the CELDT. Items that met acceptable statistical criteria and correctly addressed the test blueprint were subsequently marked as such in the item bank, and were therefore available for operational use.

Chapter 4: Test Assembly

Each form of the CELDT assesses the four domains of listening, speaking, reading, and writing. All items included in the operational test were administered in previous editions, either as operational or field test items. New items developed for subsequent test editions are included in test forms as field test items.

4.1 Rules for Item Selection

4.1.1 Content Rules and Item Selection. The construction of the CELDT requires fulfilling the requirements of the blueprint as well as meeting the statistical/psychometric requirements as specified in the next section. Test validity requires that content coverage adhere to test blueprints. The blueprints specify the number of scored items for each test domain and the standards within that domain. In addition to meeting these specifications, no more than approximately 70 percent of the items from the previous edition can be retained in the subsequent year.

4.1.2 Psychometric Criteria. In addition to following the content rules for item selection, each CELDT form must conform to the following psychometric criteria:

- Item locations (i.e., b parameters) must represent difficulty levels that span the scale with more items around the Early Advanced cut score. The use of very easy or very hard items is to be avoided.
- Item-total correlations (point-biserial correlations) of items must be greater than 0.15.
- Items with C-level Differential Item Functioning (DIF) flags (see Chapter 8) may not be used. B-level DIF flags are to be avoided unless absolutely required to meet the content specifications of the blueprint.

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) is 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 comparability across years, content developers construct domain and grade-level tests by matching TCC and standard error (SE) curves of the new form with the previous form. The conditional standard error of measurement (CSEM), which varies with student ability level, is also considered in test selection. The lower the CSEM, the more information a test provides.

The contractor submits each proposed test form to the CDE for review. Along with the item selection, the contractor also submits the TCC and the raw score to scale score

conversion table that is correct for the selected items. The CDE provides final approval of the items to be included in each form.

4.1.3 Rules for Item Sequence and Layout. Although many of the items are retained from one edition to the next, the sequencing of items is altered to provide some additional levels of test security. In order to ensure the stability of item parameters, however, items may only be relocated within five positions of their appearance when previously calibrated.

4.2 Test Forms and Structure

For the 2009–10 Edition, there were five K–1 test forms. Each of the forms contained the same operational items. Forms 2 and 3 also contained listening field test items, and Forms 4 and 5 contained speaking field test items. Forms 2–5 contained both reading and writing field test items.

For grade 2 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 items that differed from K–1. 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 identical form designs. 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 embedded 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.

For more detail on the structure of the 2009–10 CELDT test forms, including the types of items and the distribution of field test items, see Appendix D.

Chapter 5: Test Administration

5.1 Test Security and Confidentiality

A set of procedures is in place to ensure the security of the CELDT and the confidentiality of test results. Every person involved in the development, editing, and assembly of tests and the analysis of test results is required to sign a security affidavit agreeing to maintain the integrity of the materials. This means that computer systems that access items and test results require password access, and hard-copy materials are kept in locked files, cabinets, or secure warehouses. The CELDT Scoring Guides, Examiner's Manuals, and all other test materials are secure documents. Scoring training and item writer training materials are also secure documents. Student scores and demographic data represent confidential student information. Security is maintained throughout the test development, production, distribution, testing, scoring, and reporting processes. District and school site test coordinators must sign the *CELDT Test Security Agreement* form, and anyone serving as an examiner, proctor, or scorer, or handling secure test material, must sign the *CELDT Test Security Affidavit* form.

During the item and test development processes, electronic files reside on a site accessed by Secure File Transfer Protocol. Access to the site is password controlled. Transmission to and from the site is via an encrypted protocol. Secure materials are not shared via e-mail, unless password protected and encrypted. All contractor sites are protected by firewall software and hardware to provide an additional level of security for sensitive information.

When documents are approved for printing, they are transmitted electronically to the printing subcontractors through the SFTP site. Hard copies of the pre-press material are returned via courier. The printing subcontractors have all had extensive experience with secure testing programs and are familiar and comply with the confidentiality requirements.

All contractor personnel, including subcontractors, vendors, and temporary workers who have access to secure materials, are required to sign security forms stating the secure nature of test items and the confidentiality of student information.

A secure chain-link fence with a barbed-wire top surrounds the document processing facility. Access to warehouses is by rolling gates, which are locked at all times except when opened to allow pickup or receipt of materials. A verified electronic security system monitors access to the offices and warehouse areas 24 hours a day, seven days a week.

Transfer of student data among the CELDT contractor and subcontractors follows secure procedures. Data files are exchanged through the same SFTP site used for test materials. During analysis, the data files reside on secure servers with controlled access.

Additional security procedures are maintained throughout the process:

- Test materials from the printing subcontractor are stored in a secure warehouse facility prior to shipment.
- Employees who have access to materials are required to sign confidentiality statements.
- Visitor access to the scoring center is controlled. No unaccompanied visitors are allowed on the premises.
- Unused and used secure test books, and unused answer books are accounted for by county-district-school (CDS) code and stored in labeled boxes on pallets. The long-term storage box and pallet labels are recorded electronically so that returned documents from any district or school can be retrieved from long-term storage at any time. Scanned (used) answer documents are stored in labeled scan boxes on labeled pallets. The scan box and pallet numbers are scanned for retrieval as needed. Documents are stored for a minimum of one year or until the CDE provides express written consent to destroy them.
- All test materials are disposed of securely.

Student data files are downloadable by districts or independently testing charter schools through the secure District Portal area of the CELDT Web site. This secure area of the site uses Secure Socket Layer (SSL) encryption for all transfers of data. Unique district passwords to the secure District Portal are released only to CELDT District Coordinators. The student data files are also optionally available to the CELDT District Coordinator on a password protected and encrypted CD.

5.2 Procedures to Maintain Standardization

Written CELDT procedures exist for all phases of the testing process to ensure that tests are administered in a fair and standardized manner throughout the state. The procedures are incorporated into manuals designed for specific roles.

The manuals help ensure that the administration of the CELDT is consistent across classrooms, schools, and school districts. In 2009–10, three types of manuals were developed. The Test Coordinator’s Manual described procedures to be used by CELDT District Coordinators and school site coordinators in obtaining and returning test materials and maintaining them while in the district. The Examiner’s Manual provided information for the person responsible for actual test administration, ranging from guidelines for the testing environment to verbatim administration scripts. The Scoring Guide contained information required for scoring test results, including scoring keys and raw score to scale score conversion tables

5.2.1 CELDT District Coordinator (CDC). CELDT District Coordinators were required to sign and submit to the CELDT contractor a *Superintendent’s Designation of*

CELDT District Coordinator form before any testing materials were sent to the district. The form was e-mailed to the current CDC at the start of the annual administration. An electronic copy was also provided on the home page of the CELDT Web site.

The CDC is responsible for ensuring the proper and consistent administration of the tests. CDCs are also responsible for securing testing materials upon receipt, distributing testing materials to schools, tracking the materials, providing training to and answering questions from district staff and test site coordinators, retrieving materials from schools after administration, and returning scorable materials to the CELDT contractor for processing.

The CDC is responsible for implementing procedures to supply other districts with previous CELDT scores for students who have moved out of the district. Additionally, the CDC is responsible for ensuring that at least one representative of the district attends a Scoring Training of Trainers (STOT) workshop and for ensuring that all test examiners within the district are subsequently trained by the district representative(s).

The collection and secure destruction of unused and nonscorable secure materials, which is the responsibility of the CDC, is completed once each year at the end of the school year. All secure CELDT materials must be destroyed. These include all unused test materials, Examiner's Manuals, the contents of the Scoring Training of Trainers Administration Trainer's Kit, additional copies of all training materials made by the district, CDs containing images of secure test and training materials, and the DVDs provided during the trainings. Districts had the option to securely destroy the confidential materials locally and provide a certificate of destruction, or return the materials to the CELDT contractor.

5.2.2 *CELDT Site Coordinator.* The CELDT site coordinator is the test coordinator at the school level who is responsible for managing the CELDT testing program at the school, coordinating with the district trainers for the training of all the test examiners, ensuring the proper administration of all testing procedures, maintaining the security of the test materials, and assuring the proper packing and return of test materials to the CDC.

5.2.3 *Test Examiners.* Test examiners administer the tests to students. Test examiners and their assistants must complete training in the current administration of the CELDT before doing so and must follow the directions prescribed in the Examiner's Manuals. Proctors should assist test examiners when groups of test takers exceed 20 students.

5.2.4 *Training for General Test Administration.* For the 2009–10 administration, general test administration training was accomplished through online presentations called *CELDT Live!* The *CELDT Live!* presentations covered a range of different topics relevant to the current test administration. Archives of the *CELDT Live!* presentations were available for downloading and viewing at any time through the CELDT Web site. PowerPoint handouts and transcribed scripts from the *CELDT Live!* presentations were

also available for downloading from the Web site. The Frequently Asked Questions Web site was updated from questions that were asked during the live presentations.

5.2.5 Scoring Training of Trainers (STOT) Workshops. For the 2009–10 Edition, training for district test administration and local scoring was accomplished through a series of in-person workshops, called Scoring Training of Trainers (STOT) Workshops. The CELDT must be administered to students only by trained CELDT examiners. These workshops emphasized specific test administration procedures and the scoring of the speaking and writing items. The workshops also covered general test administration and security procedures, important dates and the testing schedule, a general overview of the CELDT and the test materials, and updates on changes to the upcoming edition of the CELDT. For the 2009–10 Edition CELDT training, 1,773 district participants attended 23 one-day training workshops conducted across the state between April 30 and August 12, 2009.

At least one person from each district that administers the CELDT is required to attend a STOT workshop. Seat allocations at the workshops were provided to the districts based on a formula that used the number of students the district tested the prior year. Districts with higher student populations were provided more seat allocations.

Extensive training materials were developed for use at the STOT workshops and for the trainers to duplicate and provide to the examiners at their districts. At the 2009–10 STOT workshops, an Administration Trainer’s Kit binder, a training video on DVD, an audio CD with sample responses to student speaking items, a CD with printable PDF documents of the training materials, and training and calibration materials were provided to each STOT participant. Participants who completed the one-day workshop were provided a certificate of completion.

The participants at the workshop were required to practice scoring by working through exercises for scoring the speaking and writing components of the CELDT. These included separate exercises for administering and scoring Oral Vocabulary, Speech Functions, Choose and Give Reasons, 4-Picture Narrative, Writing Sentences, Writing Short Compositions, and K–1 Early Literacy Reading and Writing. Because the K–1 reading and writing domains were new in 2009–10, specific emphasis was placed on explaining the new K–1 reading and writing test materials, rubrics, and special directions for administering these domains to kindergarten and grade 1 students.

Additional resources were provided to the STOT participants in the Administration Trainer’s Kit binder on how to conduct a successful training of CELDT examiners in their districts.

5.2.6 Scoring Rubrics. Examiners scoring the speaking domain use a set of item-type-specific rubrics to determine the score for each item, and then record the rubric score for each item on the answer document. These speaking rubrics are presented in Appendix C.

Rubrics developed for operational use starting with the 2006–07 Edition are used to score writing. The scoring rubric for Sentences and another rubric for Short Compositions are applied across all constructed-response writing items for grade spans 2–12. The rubrics for K–1 writing are different.⁵ The writing rubrics are also presented in Appendix C.

5.3 Testing Students with Disabilities

Some adjustments to the normal test administration process are allowed for all students who take the CELDT. These test variations include simplifying or clarifying the instructions, testing in a small group setting rather than in a full classroom, and providing extra time on a test within a testing day. Some test variations may be made as long as these variations are regularly used in classroom instruction. These include testing the individual student separately, using audio amplification or visual magnifying equipment, and providing manually coded English or American Sign Language to present directions for administration.

Two other types of administrative adjustments are allowed if specified in the student’s Individualized Education Plan (IEP) or Section 504 Plan. The first type, called an accommodation, changes the way the test is given but does not change what is tested. The second type, called a modification, fundamentally changes what is being tested. The purpose of test variations, accommodations, and modifications is to enable the students to take the CELDT, not to give them an advantage over other students or to improve their scores. Scores are calculated in the usual way. Test variations and accommodations do not result in changes to students’ scores. Students with test modifications receive the Lowest Obtainable Scale Score (LOSS) for each domain marked as a modified assessment. If the student took a modified assessment for all domains, the overall scale score is also the LOSS.

Table 5.1 presents a summary of the permitted variations, accommodations, and modifications applicable to the CELDT. Eligibility is indicated as applying to all students or requiring specification in the student’s IEP or Section 504 Plan.

Table 5.1: Permitted Test Variations, Accommodations, and Modifications for CELDT Administration

Variation (1), Accommodation (2), or Modification (3)	Eligible
Test administration directions that are simplified or clarified (does not apply to test questions)	ALL

⁵For more information on the rationale for the development of the CELDT scoring rubrics, see the technical report for the 2006–07 Edition found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/formftechreport.pdf>.

Variation (1), Accommodation (2), or Modification (3)	Eligible
Student marks in test booklet (other than responses) including highlighting	ALL Marked test booklets may not be used again.
Test students in a small group setting	ALL
Extra time on a test within a testing day	ALL
Test individual student separately, provided that a test examiner directly supervises the student	1
Visual magnifying equipment	1
Audio amplification equipment	1
Noise buffers (e.g., individual carrel or study enclosure)	1
Special lighting or acoustics; special or adaptive furniture	1
Colored overlay, mask, or other means to maintain visual attention	1
Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)	1
Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic school	2
Responses dictated orally, or in Manually Coded English or American Sign Language to a scribe for selected-response items (multiple-choice questions)	2
Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)	2
Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter, and the student provides all spelling and language conventions	2
Assistive device that does not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test)	2
Braille transcriptions provided by the test contractor	2
Large-print versions Test items enlarged if font larger than required on large-print versions	2
Test over more than one day for a test or test part to be administered in a single sitting	2
Supervised breaks within a section of the test	2
Administration of the test at the most beneficial time of day to the student	2
Test administered at home or in hospital by a test examiner	2
Dictionary	3

Variation (1), Accommodation (2), or Modification (3)	Eligible
Manually Coded English or American Sign Language to present test questions	2 Writing
	3 Reading, Listening, Speaking
Test questions read aloud to student or used audio CD presentation	2 Writing
	3 Reading
Word processing software with spell and grammar check tools enabled on the essay responses writing portion of test	3
Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe [audio recorder, or speech-to-text converter] (scribe provides spelling, grammar, and language conventions)	3
Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses	3
Unlisted Accommodation or Modification	Check with the CDE prior to use

5.3.1 Alternate Assessments. IEP teams may determine that a student is unable to participate in one or more parts of the CELDT, even with variations, accommodations, and/or modifications, because of short-term or long-term disability. In these instances, districts may administer an alternate assessment to English learners per the student’s IEP or Section 504 Plan. The district must still return a Student Book (grades K–2) or scannable answer document (grades 3–12) for that student, ensuring that alternate assessment in the Test Variation field is marked for each appropriate domain. Students who take an alternate assessment receive the LOSS for each domain marked as an alternate assessment. If the student took an alternate assessment for all domains, the overall scale score is also the LOSS.

The use of accommodations, modifications, and alternate assessment administrations for one or more domains of the CELDT should be considered carefully when interpreting scores.⁶ When a student achieves the Proficient performance level with the accommodation “test over more than one day for a test or test part to be administered in a single sitting,” for example, the testing conditions should be considered along with the knowledge and skills ascribed to the student. Table 5.2 summarizes the number of

⁶Students who take an alternate assessment are assigned the LOSS for the domain. If a student takes an alternate assessment in only one domain, for example, the interpretation of the overall score or Comprehension Score should be considered with special care.

students who used accommodations, modifications, and alternate assessments during the administration of the 2009–10 CELDT.

Table 5.2: Number of Students Using Accommodations, Modifications, and Alternate Assessments

Annual Assessment	Number of Students			
	Listening	Speaking	Reading	Writing
Accommodations	4,238	3,735	4,555	4,962
Modifications	408	400	596	404
Alternate Assessments	5,295	5,290	5,287	5,290
Initial Assessment				
Accommodations	293	269	293	314
Modifications	42	33	33	30
Alternate Assessments	1,137	1,139	1,094	1,096

5.3.2 Versions of the CELDT. The CELDT has three special versions: Braille, Large Print, and CD. The Braille Version is only for students who are trained braille users. The student may have responses recorded by a test proctor or aide. Specific instructions and a Braille Version Examiner’s Manual are provided for the test examiners because the content is not exactly parallel to that of the regular version. The 2009–10 Edition Braille Version of the CELDT consisted of Form 1 of the 2008–09 Edition CELDT for all grade spans, except for the K–1 reading and writing forms, which were Form 1 of the 2009–10 Edition CELDT.

The 2009–10 Edition Large Print Version consisted of an enlarged format of the Form 1 test for each grade span and was produced in conjunction with guidelines from the American Printing House for the Blind. Students who use a Large Print Version should be allowed certain adjustments:

- 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
- Marking answers in the Student Book or on a Large Print Version Answer Book, which must then be transcribed to a regular Student Book or Answer Book by the test examiner or proctor

The large print test materials included grade span specific large print format spiral-bound book or books, a large print format answer document, a regular scannable answer document, and special instructions to the examiner for transcribing the student’s responses to the regular scannable answer document.

A CD Version of the CELDT is also available for visually impaired students. This version contains an electronic file (PDF) of the Form 1 test for each grade span of the CELDT. The PDFs can be displayed on a computer screen, which permits greater enlargement of text and graphics than is provided in the Large Print Version. The student may respond in either a regular scannable answer document or in a large print answer document, which is then transcribed by the examiner into a regular scannable answer document. The same environmental adjustments as for the Large Print Version apply to the CD Version.

Student scores for the Braille Version, Large Print Version, and CD Version are as valid as those for the regular version of the CELDT.

5.4 Demographic Data Corrections

For tests submitted during the AA window, districts receive an opportunity to make corrections to the student demographic data before the group-level reports are issued to districts and electronic summary data files are posted by the CDE. The correction process is done electronically through the Data Review Module (DRM), an online, interactive application located in the secure District Portal of the CELDT Web site. Districts have access to detailed instructions on using the DRM both online and in a detailed DRM User Guide.

The DRM application is pre-loaded with the demographic fields of the scored data records. To assist the districts in reviewing and making corrections to the data, the application flags errors in the student demographic data. Corrections may be made online through data editing screens and filters, or they may be made offline by downloading an electronic data file containing the student demographic data and the error flags. Downloaded and corrected data files are then uploaded by the district to the DRM, which performs data validity checks on every field to ensure only valid changes are made to the data.

Once the data correction window closes, the contractor integrates the corrected data into the official student records. To ensure quality control, two independent programs merge the corrected data into the original scored file, and outputs from the two programs are compared and corrected, if necessary, until both program outputs match. The corrected data file is used to create all AA group-level data reports and data files.

Chapter 6: Performance Standards

The five CELDT performance levels⁷ 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 define what students know and are able to do and are termed Test Performance Descriptors.

6.1 Common Scale Development

6.1.1 2006–07 Scale Development. A common scale⁸ 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, common scale to allow comparison of scores across adjacent grade spans and across testing administrations. Scales were developed for all domains of the CELDT.

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 (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 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 grade span 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 allows comparison of the scale scores from test versions across adjacent

⁷Due to the need to distinguish between the proficiency levels as listed by the ELD standards and students' performance on the CELDT, the previously termed "proficiency levels" have been renamed "performance levels."

⁸While vertical in design, the CELDT scale is called a *common scale* since English language development does not show growth at the same starting point.

grade spans. For further information about calibration and equating procedures, see the Item Response Theory Analyses discussion in Section 8.6.

6.1.2 2009–10 K–1 Reading and Writing Scale Development. The K–1 reading and writing domains were administered for the first time in 2009–10 (see Section 3.3.2 for details of the initial K–1 reading and writing field tests).

The K–1 reading test was linked to the common scale through a set of six previously calibrated grade 2 items embedded in the operational K–1 test. These items served as anchors to place the remaining K–1 items on the common scale. The calibration and equating procedure followed the approach used regularly with the CELDT and was conducted on a sample of 35,968 student records that had been scored and reported by October 1, 2009. Although CELDT item calibration is usually restricted to AA student records, this calibration sample included both AA and IA kindergarten students because kindergarten students would have essentially been eliminated from the analysis if IA records were eliminated, since most kindergarten students are initial testers.

There were no grade 2 writing items that were appropriate for administration to K–1 students. Consequently, a special study was conducted to link the K–1 writing test to the common scale through a multi-step process involving three samples of students: 7,344 grade 2 students (AA only), 872 grade 2 students who also completed the K–1 writing test, and 35,842 K–1 students. The samples consisted of student records that had been scored and reported by October 1, 2009.

The sample of schools selected to participate in the K–1 Writing Linking Study included the following characteristics: (1) a geographic cross-section of the California grade 2 student population, (2) schools that had on average 50 second-grade students, and (3) districts of various sizes. Schools that had participated in the spring 2009 K–1 field tests were not recruited again for this study. Recruitment efforts took place from June through September 2009, and included sending e-mails to the sampled list of districts, contacting districts by phone, and contacting district CELDT coordinators in person at spring 2009 training workshops. The final sample included 47 schools in 24 districts.

A special K–1 writing-only answer document was designed and developed for this study. The book mimicked the writing section of the 2009–10 K–1 scannable answer document. Demographic data collection pages were included as a cover to the Writing Linking Study Student Book, and included the demographic data fields necessary to analyze the data. A special lithocode field was added to the Writing Linking Study Student Book, which allowed the grade 2 student's regular scannable Student Book to be linked to the Writing Linking Study Student Book. Teachers were instructed to fill in the lithocode (a unique document ID) from the student's regular grade 2 scannable document to the Writing Linking Study lithocode field. This number was then present in both data records and was used to merge the records.

The Writing Linking Study documents were shipped to districts for distribution to their

participating schools at the same time as the regular 2009–10 Edition CELDT test materials. Testing for both the regular CELDT and the Writing Linking Study was to occur at relatively the same time (within a week or two), and schools were instructed to package and return both their regular grade 2 documents and the Writing Linking Study documents as soon as testing was completed in the same package with their regular shipment of scorable documents. The receipt, processing, and scoring of these schools' documents were prioritized so that the data could be analyzed to place the K–1 items on the common writing scale, and for the standard setting to be conducted in January 2010.

Once the scoring and merging of student records were complete, the data were analyzed. First, the responses from grade 2 examinees ($N = 7,344$) were used to obtain parameter estimates for the 24 items constituting the grade 2 writing test. These items were also used in the linking study. Those parameter estimates were converted to the CELDT common scale using the anchor items previously identified.

Next, the responses ($N = 872$) to the 44 items (20 new K–1 items and 24 grade 2 items) from the linking sample were analyzed as a set to put them into a common metric. During this analysis, 4 DCR items and 4 CR-3 items (all new K–1 items) were eliminated from the analysis because they were too easy for the second-grade sample (i.e., all p -values $> .98$ for the dichotomous items, information functions nearly flat and near 0.0 for the CR-3 items). The common-scale values from the grade 2 writing analysis (above) were then used as anchor values to place the remaining 36 items (12 K–1 items and 24 grade 2 items) onto that same scale.

Finally, the sample of K–1 students tested during the AA window was calibrated and linked to the common scale using the values from the link analysis. All scored items were included in this analysis. As a check on the appropriateness of the grade 2 linking sample, raw score to scale score conversions for the second-grade test were done using both the second-grade sample of 7,344 and the linking sample of 872 second-grade students. The two scales were almost identical for both scale scores and standard errors.

The final results of the K–1 Writing Linking Study are included in Appendix M (item parameters) and in Table 8.8 (Stocking-Lord coefficients).

6.1.3 Lowest and Highest Obtainable Scale Scores. The endpoints for scale scores for a given domain and grade span were set in 2006–07 for all areas except K–1 reading and writing, which were set in 2010 (see Section 6.4). These endpoints are referred to as the Lowest Obtainable Scale Score (LOSS) and the Highest Obtainable Scale Score (HOSS). Table 6.1 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 for all grade spans and domains except the K–1 reading and writing, see the *CELDT 2006–07 Edition (Form F) Technical Report*, which can be found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/techreport.asp>.

Table 6.1: Lowest Obtainable and Highest Obtainable Scale Score Values

Grade Span	LOSS/ HOSS	Scale Score					Overall
		Listening	Speaking	Reading	Writing	Compre- hension	
K–1	LOSS	220	140	220	220	220	180
	HOSS	570	630	570	600	570	600
2	LOSS	220	140	280	220	250	215
	HOSS	570	630	650	690	610	635
3–5	LOSS	220	200	280	220	250	230
	HOSS	640	720	700	740	670	700
6–8	LOSS	230	225	320	220	275	248
	HOSS	715	720	750	780	732	741
9–12	LOSS	230	235	320	220	275	251
	HOSS	725	740	770	810	747	761

6.2 2006 Standard Setting Procedure for K–12

For K–1 this standard setting only included listening and speaking. The purpose of the standard setting was to establish new baseline, proficiency-level cut scores for the CELDT on the new scale. Standard setting participants engaged in three rounds of activities in which they determined two cut scores (Early Intermediate and Early Advanced). These scores were then used to establish cut scores for all five proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Standard setting participants were recruited from across the State of California and were selected based on their expertise with English language development, their experience in the field of education, and their knowledge of the CELDT. The participants were divided into two groups. One group evaluated the reading and writing domains while the other group evaluated the listening and speaking domains. Each group had 10–14 participants. Participants decided on cut scores for grades 2, 4, 7, and 10 for reading and writing and grades 1, 4, 7, and 10 for listening and speaking. Thus, approximately 100 education experts participated in establishing cut scores for the eight groups (four grades; two groups per grade). The panels met in Sacramento, California, February 12–16, 2006.

The Bookmark method was used. In brief, the procedure requires panelists to (a) achieve some general level of consensus on the requirements of the performance levels to be differentiated, (b) examine a test booklet in which the items have been arranged in difficulty order from easiest to hardest, and (c) place a “bookmark” between items that best seem to differentiate the performance requirements of the levels to be differentiated. When averaged across the combined judgments of all panelists, this resulting bookmark corresponds to a cut score on the test. Panelists are provided

multiple opportunities to review and change their placement of the bookmark following discussion of their placements with other panelists and a consideration of cut score impact on the target population.

Results of the panels' work with the selected performance levels (Intermediate, Advanced) and grades (K, 3, 5, 6, 8, 9, 11, 12 for reading and writing; 2, 3, 5, 6, 8, 9, 11, 12 for listening and speaking) were used to interpolate/extrapolate cuts for all performance levels and grades. Participants engaged in discussions to smooth data and to produce a set of proficiency levels that best reflect continuous English language development across all grades.

The standard setting document may be found on the CDE's Web site at <http://www.cde.ca.gov/ta/tg/el/documents/standardsetting.pdf>.

6.3 2010 Standard Setting Procedure for K–1 Reading and Writing

The introduction of the reading and writing domains for K–1 in the 2009–10 Edition necessitated convening new panels to set cut scores for these domains.

As in the 2006 Standard Setting, participants were recruited from across the State of California and were selected based on their expertise with English language development, their experience in the field of education, and their knowledge of the CELDT. A panel of 15 California educators with English learner teaching experience at these early grades was selected from a much larger list of 311 who had either applied to work with the development (130) or review (80) of items for the K–1 reading and writing domains or who had previously participated in the 2006 CELDT standard setting (101). Panelists met in Sacramento

Nine of the panelists were teachers and six were administrators. Specific titles of the administrators were EL Coordinator, EL Specialist, CELDT District Coordinator, Title 1 Teacher Support Provider, Language Assessment Center Administrator, ELD site coordinator, and Language Specialist. Eight of the participants came from the northern sections of the state and seven from the southern.

Since the CELDT cut points for other grades and domains were initially set by using the Bookmark method, which is a well-regarded procedure, it was used for this standard setting as well.

Prior to the meeting, panelists were sent background material to prepare them for the standard setting process. The material consisted of an agenda, the California English Language Development Standards, CELDT Test Performance Descriptors for grades 2–12, and the CELDT blueprint for the K–1 reading and writing domains. In addition, contractor staff prepared draft K–1 reading and writing Test Performance Descriptors for panelist review.

The standard setting meeting convened in Sacramento on January 13, 2010, at the Sacramento County Office of Education offices. On the day of the meeting, panelists received the following materials:

- Confidentiality agreement
- K–1 Form 1 Student Book containing only the operational items in the order in which they were administered (copy of the printed test book)
- Ordered Item Booklets (OIB)
- Item map
- Impact data
- Evaluation forms

In the OIBs, operational items from the 2009–10 CELDT appeared one item per page in *difficulty* order from easiest to most difficult. Difficulty was operationally defined as the *b* parameter after calibrating the items using item response theory (IRT). The items were ordered by their locations on the theta distribution as determined by IRT calibrations, using item parameters based on the 2- or 3-parameter logistic model (2PL, 3PL) for multiple-choice items or the generalized partial credit model (GPC) for constructed-response items. Rubric-scored items appeared in the OIBs more than once, each appearance representing the difficulty associated with the rubric score. In the original Student Book, individual items were spread across two pages and oriented to make it easy for use when the student is sitting opposite the test examiner. In the OIBs, the items were presented one per page and oriented to make reading easier.

The item map displayed relevant information regarding each item. It showed (a) the position of the item in the OIB; (b) the position of the item in the original test; (c) the associated standard and (d) English language development (ELD) component; and (e) the correct answer for each multiple-choice item.

Data used in the creation of the OIB consisted of test results from a sample of approximately 35,000 kindergarten and grade 1 students. The data used to present impact consisted of test results from a sample of approximately 125,000 kindergarten students and 100,000 grade 1 students. The grade 1 sample contained only annual assessment (AA) students whose test materials had been processed by the end of October 2009. This sample was chosen in keeping with the prior practice of basing CELDT item calibrations only on AA students. Limiting the kindergarten students to AA only, however, would have resulted in almost no kindergarten students being included, as most kindergarteners are initial testers. Moreover, kindergarten AA records may represent a somewhat unusual sample, consisting as it does of students who were in kindergarten the year before. For that reason, all kindergarten records were included in the data sample.

The Bookmark procedure requires panelists to (a) achieve some general level of consensus on the requirements of the performance levels to be differentiated (e.g., what differentiates students who perform at the Intermediate level from those who perform at the Early Advanced level), (b) examine the OIB in which the items have been arranged in difficulty order from easiest to hardest, and (c) place a bookmark between items that best seem to differentiate the performance requirements of the levels to be differentiated. When the judgments of all panelists are combined statistically (i.e., the median judgment), the resulting bookmark corresponds to a cut score on the test. Panelists had two rounds of ratings for each cut score.

The work of the panel required one full day to complete. The day began with a large-group presentation that summarized the test development process, oriented participants to the task, and explained the procedures that would be followed. The training addressed questions such as the difference between norms, which are essentially relative, and standards, which are absolute. The Bookmark process was described in detail, and time was provided to answer all questions.

The panelists then focused on draft K–1 reading and writing Test Performance Descriptors, which had been prepared prior to the meeting. After initial discussion, the panel divided into five groups, with each group asked to consider one performance category and suggest revisions to the draft Test Performance Descriptors. Each group's focus was on the performance definitions and the knowledge and skills that defined students in the category. When these groups had had an opportunity to examine and revise all the draft performance descriptors, they recombined to share their findings and ensure that levels flowed reasonably into each other. That is, the skills described at the Early Intermediate level, for example, should not appear higher than those described at the Intermediate or higher performance levels. The purpose of this exercise was to ensure that panelists had a clear picture in mind of the type of student whose responses were to be rated before they began to place their bookmarks in the OIBs. At this point, the panel was divided into two tables to facilitate discussion in smaller groups. One table consisted of seven panelists, the other eight. The split was essentially random.

Because of the complexity of the task, panelists began by first considering grade 1 students and the reading domain. They worked alone at first, examining the OIB and the associated materials to make their first set of bookmark placements. After they had individually placed their bookmarks, they discussed the placement of their bookmarks with others at their table. Contractor staff facilitated this discussion. The purpose of the discussion was not to defend differences, but rather to explore differences, and panelists were clearly informed that there was no need to come to consensus regarding the placement of the bookmarks. These discussions often help clarify the cognitive requirements of the item and help panelists achieve greater clarity, if not greater consistency, in their bookmark placements. After this discussion, the process was repeated for the first-grade writing test. Group discussion followed the initial bookmark placement.

Staff then collected and analyzed the initial ratings so that impact data could be presented.

A set of “plausible reference points” was made available to panelists. These were a set of bookmarks that were developed in collaboration with the CDE staff that produced outcomes for the K–1 reading and writing domains with impact similar to that seen at other grades. Panelists were repeatedly advised that these were only reference points and that they were free to place their bookmarks at the positions they believed to be most accurate.

The afternoon session began by showing the panelists impact data (i.e., the percentage of grade one students falling into each performance category based on the initial cuts). This was followed by both large-group and small-group discussion of the impact data. When the discussion ended, panelists were asked to make a second set of bookmark placements for the reading items. Then the participants followed the same procedures for the writing items.

When the grade 1 ratings were completed, the process was repeated for kindergarten with one difference: the initial ratings were made after the panelists had had an opportunity to review the impact of the grade 1 cuts on the kindergarten population. They then proceeded to the initial cut, small-group discussion, impact review, and second cuts. The process started with reading and ended with writing.

After all ratings were completed, panelists were asked to review the performance level descriptions they had developed that morning in light of the day’s ratings and outcomes. A brief discussion that followed suggested only minor additions or clarifications to the drafts. A number of checks were made on the adequacy of the ratings. Agreement among the panelists was high at both grade levels, although somewhat higher with respect to the kindergarten ratings than the grade 1 ratings.

6.4 Standard Setting Results for All Grades and Domains

Results of the standard settings are summarized in Table 6.2 for all grades and domains and expressed as scale scores. Cut scores for comprehension and the overall score are also presented.

For all grades, the cut scores for comprehension were calculated by averaging the listening and reading cut scores. For grades 2–12, the overall cut scores were calculated as the unweighted average of the listening, speaking, reading, and writing cut scores. For kindergarten and grade 1, the overall cut scores were calculated as the unweighted average of listening and speaking cut scores.

Table 6.2: CELDT Cut Scores

Grade	Performance Level	Scale Scores					
		Listening	Speaking	Reading	Writing	Compre- hension	Overall
K	Early Intermediate	362	353	282	341	322	352
	Intermediate	409	405	319	371	364	400
	Early Advanced	455	457	377	398	416	449
	Advanced	502	509	446	427	474	496
1	Early Intermediate	362	353	360	393	361	359
	Intermediate	409	405	398	409	403	406
	Early Advanced	455	457	446	435	450	454
	Advanced	502	509	570	475	536	502
2	Early Intermediate	375	370	421	423	398	397
	Intermediate	426	420	473	469	449	447
	Early Advanced	476	470	524	514	500	496
	Advanced	527	520	554	560	540	540
3	Early Intermediate	389	388	448	437	418	415
	Intermediate	443	436	482	479	462	460
	Early Advanced	498	482	542	537	520	514
	Advanced	552	532	577	570	564	557
4	Early Intermediate	402	405	474	451	438	433
	Intermediate	461	451	491	489	476	473
	Early Advanced	519	497	560	550	539	531
	Advanced	578	543	600	580	589	575
5	Early Intermediate	411	411	478	455	444	438
	Intermediate	473	459	504	497	488	483
	Early Advanced	537	507	564	551	550	539
	Advanced	601	556	604	587	602	587
6	Early Intermediate	413	417	481	458	447	442
	Intermediate	484	467	516	502	500	492
	Early Advanced	570	518	568	553	569	552

Grade	Performance Level	Scale Scores					
		Listening	Speaking	Reading	Writing	Compre- hension	Overall
7	Advanced	638	568	609	593	623	602
	Early Intermediate	418	423	485	462	451	447
	Intermediate	495	476	529	508	512	502
	Early Advanced	572	528	572	554	572	556
	Advanced	649	581	613	600	631	610
8	Early Intermediate	427	423	497	465	462	453
	Intermediate	508	480	543	511	525	510
	Early Advanced	595	539	588	557	591	569
	Advanced	670	595	627	602	648	623
9	Early Intermediate	436	423	509	467	472	458
	Intermediate	519	485	557	514	538	518
	Early Advanced	606	547	605	560	605	579
	Advanced	691	610	648	606	669	638
10	Early Intermediate	445	423	521	470	483	464
	Intermediate	534	490	571	517	552	528
	Early Advanced	623	557	621	563	622	591
	Advanced	712	624	665	610	688	652
11	Early Intermediate	445	423	521	470	483	464
	Intermediate	534	490	571	517	552	528
	Early Advanced	623	557	621	563	622	591
	Advanced	712	624	665	610	688	652
12	Early Intermediate	445	423	521	470	483	464
	Intermediate	534	490	571	517	552	528
	Early Advanced	623	557	621	563	622	591
	Advanced	712	624	665	610	688	652

Table 6.3 presents general CELDT Test Performance Descriptors. These describe the competencies associated with each performance level and characterize what students at each performance level know and can do in English. Detailed Test Performance Descriptors for each grade span and domain are available in the Examiner’s Manuals and on the backs of the Student Performance Level Reports.

Table 6.3: CELDT General Test Performance Descriptors

Performance Level	Descriptor
	K–1 Students
Advanced	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 proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to orally identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Written production reflects grade-appropriate discourse. Errors are infrequent and do not reduce communication.
Early Advanced	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 production is characterized by more elaborate discourse, and written production includes simple sentences often using two-syllable words. Errors are less frequent and rarely complicate communication.
Intermediate	Students at this level of English language performance 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 abstract concepts during unmodified instruction. They are able to respond and express themselves orally with increasing ease to more varied communication and learning demands with a reduced number of errors. Written production has usually expanded to common phrases and one-syllable words. Errors still complicate communication.
Early Intermediate	Students at this level of English language performance 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 production is usually limited to phrases and memorized statements and questions. Written production is limited to letters and high-frequency, one-syllable words. Frequent errors still reduce communication.

Performance Level	Descriptor
Beginning	Students at this level of English language performance 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 production is usually limited to disconnected words and memorized statements and questions. Written production is incomprehensible or limited to common letters. Frequent errors make communication difficult.
2–12 Students	
Advanced	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 proficiency 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.
Early Advanced	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.
Intermediate	Students at this level of English language performance 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 productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.
Early Intermediate	Students at this level of English language performance 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

Performance Level	Descriptor
	productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.
Beginning	Students at this level of English language performance 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.

Chapter 7: Scoring and Reporting

This chapter summarizes how student responses to CELDT items were collected, scored, and reported. As discussed in Chapter 9, a sophisticated system of quality control checks was in place throughout the scoring and reporting process.

7.1 Procedures for Maintaining and Retrieving Individual Scores

The MC and DCR items elicit responses (MC items) or scores (DCR items) that are recorded on scannable documents for machine scoring. Written responses to the CR items are scanned and then scored by humans. The first steps in the scoring process involve scanning documents and merging the resultant data file(s) with information contained in the Pre-Identification (Pre-ID) files.

7.1.1 Scoring and Reporting Specifications. Written specifications developed prior to operational scoring help ensure that CELDT results are reported accurately. The following documents were developed for the 2009–10 Edition.

- **Reporting Specifications:** These specifications provide the reporting categories and calculation rules for the information presented on CELDT individual and summary paper reports as well as the electronic Student Score File. These specifications include approved paper report mock-ups, reporting rules, and footnotes to use when a domain on the answer document is marked with a modification and/or alternate assessment.
- **Scanning, Editing, and Scoring Specifications:** This document provides details on how scanned data is edited, constructed-response items are scored, scoring calculations, including default values and override circumstances, are applied, and K–1 records are merged. This document also includes the user interactions with Pre-ID files and the Data Review Module Web-based applications.
- **Receiving, Editing, and Scanning Specifications:** These specifications outline how scorable answer documents are retrieved from districts and how they are processed through scanning. These specifications include rules for handling anomalies found during document processing.
- **Test Form Distribution Plan:** This plan provides a summary of the number of districts and students (by grade span) that receive each field test form, how the forms are distributed across the largest ten districts, and how the operational form (Form 1) is distributed.
- **Standard Setting Plan:** This document details the purpose of the kindergarten and grade 1 reading and writing standard setting, how the materials were to be prepared for the meeting, the process participants undertook, and the deliverables or expected outcomes of the meeting.

7.1.2 Types of Documents. Grades 3–12 used a single scannable answer document for each student. The scannable documents were separate from the Test Books themselves. For all grades, examiners recorded responses and scores to the speaking test in the student’s scannable answer document.

Grade K–1 students used two scannable answer documents. Students recorded their own writing responses in the scannable Student Books. In cases where the listening items were administered to a group for grade 1, the students marked the answers themselves. The K–1 listening and speaking domains were administered in a book that was separate from the reading and writing domains.

7.1.3 Scanning and Editing. The scanning, editing, and scoring processes were performed throughout the year (July 1, 2009–June 30, 2010), although the bulk of the material was received in November at the close of the AA window.

Answer documents were scanned and scored in accordance with the Scanning, Editing, and Scoring Specifications. The editing process included steps to ensure that the student name and statewide ID number were accurate. In addition, demographic fields that were crucial to merge processes were reviewed and edited so that the resulting data files were as complete as possible.

For grades 2–12, the scannable answer documents produced a single record for each student that included demographic data, scanned responses, and the scores for DCR items that had been entered by the examiner. For grades K–1, there were two response documents, one for the reading and writing domains, and one for the listening and speaking domains. The process by which the two scanned records were merged is described in Section 7.1.4.

7.1.4 Record Merge Process. Prior to completing the testing for the AA window, districts were provided the option of uploading to the CELDT Web site Pre-ID files containing student demographic and identification data. The Pre-ID system employed many data checks prior to acceptance of each file. Once accepted, a unique number was generated to identify each record in the Pre-ID file. This number was printed on the Pre-ID label as a barcode, and districts placed the labels on the scannable documents. When documents were scanned, this barcode number was attached to the scan record and was the “key” for merging the scanned data (described in section 7.1.2) with the Pre-ID file. Checks were performed to eliminate duplicate barcode numbers during each step of the merging process.

Since the K–1 tests used two answer documents, it was necessary to merge the information from the two documents into a single record for each student. During this process, the demographic fields were compared before creating a merge record, using the following criteria:

- Both documents had a Pre-ID label, and the barcode numbers matched.

- If one of the documents had a Pre-ID label and the other one did not, then the demographics from the Pre-ID file were copied into the merged record.
- If neither document had a Pre-ID label, the records were matched using the following fields: CDS Code, Grade, Student Last Name, and Student First Name. If duplicates existed at this stage, further matching was made on Date of Birth and Gender. For these records, all the demographic fields from the listening and speaking Student Book were copied into the merged record.
- The latest test date of the two records was used for reporting.

Documents that could not be matched by this process were reported separately.

7.2 Multiple-Choice Scoring

The document scanning, data editing, and merging processes generated a data file with one record per student. That record contained student responses to MC items, the DCR items that had been scored locally (e.g., the speaking domain) and the scores for the written responses. The multiple-choice items were machine scored with quality control measures in place throughout the process.

7.2.1 Scoring Key Verification Process. Scoring keys, in the form of item maps, were produced in the item development process and verified thoroughly by performing various quality control checks. The item maps contained information about an assembled test form, including item identification information, correct key (MC items), and statistics associated with each item. Various checks were performed before keys were finalized. As a last step in this verification process, item maps were verified against the camera-ready copy of the test book to ensure that any item positional shift that might have occurred before the book was finalized was correctly accounted for.

After the keys were programmed into the multiple-choice scoring system, another quality control step took place to ensure what was entered into the scoring system matched the original test maps. As a final check, the entire scoring system was verified using a test deck that contained a variety of response vectors, including sample documents that had all responses marked correctly.

Classical item analyses were run on an early sample of data to provide a statistical check of the keys. This part of the verification sequence is described more fully in Chapter 8. Psychometricians then scored a large sample of test records and compared these results to those produced by the scoring system. The comparison checked that both the raw score calculations and the raw score-to-scale score conversions were performed properly.

7.2.2 Multiple-choice Scores. To score the operational MC items, the student responses in the data file were compared with the answer keys. The answer keys for each domain were specific to grade span and form. If a response was correct, that item received a score of 1; if incorrect or if there were multiple marks, the score was 0. As a

quality control measure, the scores for MC items were duplicated using an entirely different program, and the two sets of scores were compared. The scoring process was not continued until any discrepancies were resolved.

7.3 Writing Constructed-Response Scoring

The writing domain consists of constructed-response items that are graded by humans rather than machines. Although the constructed-response writing items may be scored locally, the official writing scores are assigned by the contractor. Many procedures are in place to ensure that this process is carefully executed and that its results are reliable, valid, and fair.

7.3.1 Anchor Paper Selection. The first step in ensuring accurate scores is the selection of papers used both to train scorers and to evaluate the scorers throughout the scoring process. These papers are called anchor papers. Each year, anchor papers must be selected for new items that are being field tested. The anchor papers are associated with that item throughout its use on the test. If, for example, an operational item is furloughed for a year or more and then reappears on the test, the anchor papers originally chosen at the field testing stage are used to train the scorers. This helps ensure that scores do not drift over time as the pool of scorers and/or trainers shifts.

Contractor staff who had extensive experience in constructed-response scoring and/or who had been heavily involved in the Scoring Training of Trainers (STOT) training conducted the anchor paper selection process. Master scorers who already had deep involvement with operational CELDT scoring by mid-November when the anchor selection activity took place represented the majority of participants. (Refer to Appendix B for demographic characteristics of the staff who participated in the 2009–10 anchor pulling.)

Four groups with three participants each initially met as a whole group for an overview and orientation to the task, which provided detailed information about the writing domain, specifically the two types of constructed-response items with which the groups worked: Sentences and Short Compositions.

Prior to the meeting, master scorers had selected a large pool of papers for each writing item to be scored, which represented the pool from which the anchor papers were selected. Two experienced scorers had also pre-scored all of these papers.

Following the overview, the groups separated to consider these papers. The participants reviewed and independently scored each paper. The pre-session scores were not revealed at that time. Then the groups discussed their scores, compared their scores with the pre-scores, and came to consensus regarding a final score.

The groups also suggested annotations for each paper that explained the reasoning used in assigning the final score. These annotations were intended to provide guidance during scorer training.

7.3.2 Scorer Selection. CELDT scorers were selected from a larger pool of applicants. At a minimum, each scorer possessed a bachelor's degree, and about 25 percent had advanced degrees. Qualified applicants completed a battery of tests to ensure their accuracy. Ultimately, only about half of qualified applicants became scorers. Approximately 40 percent had prior teaching experience or were currently teaching.

In addition to meeting these requirements, lead scoring staff (master scorers, trainers, and table leaders) must have extensive scoring experience. Master scorers, for example, generally had about 10 years' experience and had worked with scoring protocols for multiple programs and states. They also interacted closely with the test development staff to ensure that lessons learned from scoring were incorporated into future test forms. Table leaders, whose role is to respond to questions and issues of scorers as they arise during scoring, also had significant scoring experience.

7.3.3 Scorer Training. Each successful applicant completed an extensive training program and demonstrated mastery of the rubric prior to live scoring. The training addressed the rubric and used a set of "anchor" papers to guide the scorers. Anchor papers had been selected through a group process (see Section 7.3.1) by master scorers and concretely illustrated each rubric score point. Multiple anchor papers were used throughout the training process.

The training process began with a master scorer leading a review of the rubrics and anchor papers with a group of potential scorers. Each score point on each rubric was defined, and at least two approved examples of student work that meet the criteria for each score point (i.e., anchor papers) were presented and discussed. Following this presentation, the scorers independently assigned scores to a series of papers presented in training packets, each containing a minimum of 10 responses. A panel of master scorers had already scored each paper in a training packet. As the potential scorers finished the training packet, they shared their scores and rationales for their scoring with the trainer. Discrepancies were noted and corrected. Finally, each potential scorer was given a posttest packet containing at least 15 sample student responses. The potential scorers independently assigned scores to the papers in the posttest packet, and their scores were compared with those assigned by the master scorers. Scorers must be certified to exit training and be approved to score. The certification requirement is 80 percent exact agreement and 100 percent exact or adjacent agreement with the anchor paper's scores.

7.3.4 Ongoing Scorer Evaluation. Scorer evaluation continued after training and certification. As a scorer began a session, and periodically thereafter, sets of five "check" papers from the anchor paper pool were presented as part of the normal workflow. Readers whose scores differed from the check-set papers were removed from live scoring and given additional training followed by another qualifying set of papers. Readers unable to qualify were dismissed from scoring. Exact agreement between reader scores and check-set scores was obtained on approximately 80 percent to 100 percent of the check-set papers across all grade levels and domains. Additionally,

scorers randomly scored a sample of papers throughout the scoring process that had been scored by someone else. This 10 percent random check is called a “double-blind” read process, because neither of the scorers is aware of the other’s scores. Any time a scorer failed to meet certification requirements, the workstation locked, and a master scorer addressed the issue one-on-one.

7.3.5 Electronic Scoring. Scanners identified the constructed-response areas of each page of the scannable documents and “clipped” an image of any items to be scored. The scanner program created an index file that stayed with the clipped image and uniquely identified it as belonging to a particular student.

The constructed-response scoring was completed at centralized scoring centers located in Champaign and Bloomington, Illinois, under supervised conditions. Strict security measures were implemented to protect the privacy of student data and responses as well as the secure test items. These security measures included the following:

- Student identifying data such as name, ID number, gender, etc., were stripped from the image record and not shown on the scorer’s screen.
- Browser restrictions prevented scorers from printing any image or portion of an image. An exception existed for scoring supervisors, who may need to print a student response in cases of the discovery of sensitive writing.
- Images were available only through the scoring application and were not distributed to any other network or data server.
- Access to the system was only permitted using SSL browser encryption, ensuring that communication between the scorer and the server was protected.

Images of items were presented to the scorer. The scorer then recorded the appropriate score for that item and moved to the next item. Each item only accepted a score applicable to that item (e.g., 3-point items only accepted a score of 0, 1, 2, or 3) or a defined non-scoring code (e.g., blank, illegible, off-topic). Information regarding the scorer and the scores assigned was recorded in the database at the point of scoring.

Reports of scorer performance were computed throughout the scoring day, aggregating results of the scoring for each scorer, and reports were generated that showed the total number of items processed by each scorer daily and cumulatively for the project. By using the unique ID number assigned to each scorer and data pertaining to exact, adjacent, and non-adjacent inter-rater agreement, these reports also provided total production and scoring rates. Table leaders and master scoring staff reviewed these reports to determine the necessity of retraining scoring staff.

7.4 Types of Scores

In order to compute domain raw scores, the score files were merged into a single file with one record per student. After the merge, the raw scores were computed for each

domain. Scale scores and performance levels were assigned based on the conversion tables (see Chapter 6 Section 6.1 for development of the common scale). Measures to ensure accuracy were taken at each step in the scoring and reporting process.

7.4.1 Merging Score Files. The MC and CR scoring processes resulted in two data files that were merged for final scoring and reporting. One file contained the MC and DCR scores (recorded by the examiner), and another contained the CR scores. The first part of the merge process checked that all operational CR items had scores. Special codes were assigned in cases where a numeric score was not given. The two data files were then merged using the document lithocode as the merge key. The merge process was checked using two independently developed programs. Any discrepancies were resolved before continuing with scoring and reporting.

7.4.2 Raw Scores. Raw scores for each domain were obtained by summing the number of MC and DCR items answered correctly and adding the total number of points obtained on the CR items. CR items were found within the speaking and writing domains and the K–1 reading domain (see Table 2.1).

Raw scores are not normally included in any of the reports. However, for the 2009–10 Edition, only raw scores were available at the time reports were generated for K–1 reading and writing. Consequently, the K–1 Student Performance Level Report provided raw scores, the total possible raw score, and the percent of total achieved in the reading and writing domains. School districts were provided the new reading and writing scale scores in a special student score file in June, 2010.

7.4.3 Scale Scores. Raw scores are not directly comparable from edition to edition because each raw score is based on a different set of items that may differ in difficulty. The CELDT reports student performance in terms of scale scores that express student proficiency in terms of a constant metric. That is, a scale score of 350 on one edition represents the same level of proficiency as a 350 on another edition, even though each scale score may represent a different raw score.

CELDT scale scores are expressed as three-digit numbers that range from 140 to 810 across grades and domains. Lower scores indicate lesser proficiency, and higher scores indicate greater proficiency. Student-level scale scores are shown on the Student Performance Level Report, Student Record Labels, and Roster Report. The Performance Level Summary Report provides the mean scale score and the standard deviation of scale scores for the aggregated group.

In addition to scale scores for the four domains, scale scores are given for overall proficiency, which is an average of all four domains (an average of the listening and speaking domains for K–1), and for comprehension, which is an average of reading and listening.

7.4.4 Performance Levels. Each scale score is classified into one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. These performance levels are described in detail in Chapter 6.

7.5 Types of Reports

CELDT reports communicate results to teachers, parents, and administrators, thereby providing information needed to guide student learning and evaluate instructional programs. Results are also used for meeting state and federal accountability requirements for schools and districts.

7.5.1 Student Performance Level Report. This one-page report presents results for an individual student. Scale scores⁹ are presented numerically and graphically for each domain and for the Overall Student Performance Level. The Comprehension Score, an average of the listening and reading scores, is also provided as well as the performance levels associated with each domain score and Overall Student Performance Level.

7.5.2 Student Record Label. This report is designed to summarize individual student performance on a label that can be attached to the student's file for easy reference. It contains the information provided in the Student Performance Level Report in a compact (4-inch x 1.5-inch) format.

7.5.3 Roster Report. The Roster Report displays how each student in a grade performed on the CELDT. It provides the scale score and the performance level for each domain and overall. Students are listed alphabetically by last name.

7.5.4 Performance Level Summary Report. This one-page report summarizes how students at a grade scored. It provides the number and percent of students at each performance level for each domain and overall. The total number of students, the mean scale score, and the standard deviation¹⁰ of scale scores are also provided for each domain and overall.

Samples of each report are shown in Appendix Q.

7.6 Overview of Score Aggregation Procedures

In addition to reports at the student level (Student Performance Level Report, Student Record Labels), individual scores are aggregated and reported to provide evidence on the performance of groups of students (Performance Level Summary Report, Roster Reports). The group reports are aggregated to the school, independently testing charter school, and district levels.

7.6.1 State-Level Summary Statistics. Appendix E presents scale score summary statistics of student performance on the CELDT. The tables show the number of examinees in each grade taking each test and the scale score means and standard

⁹For the 2009–10 administration, scale scores, performance levels, and comprehension scores were not reported for K–1 reading and writing.

¹⁰The standard deviation is provided only for groups of two or more students.

deviations of student scores. Historical results are shown as far back as the 2006–07 administration, the first year in which the common scale was used.

Table 7.1 presents the percentages of AA students tested during the AA window in each performance category by domain. The last column on the table presents the overall percentage of examinees classified at the Early Advanced level or higher.

Table 7.1: Percentage of Examinees in Performance Levels

Domain	Grade	Percentage of Examinees					
		Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Early Advanced + Advanced
Listening	K	27.3%	39.8%	26.6%	5.6%	.7%	6.3%
	1	7.5%	24.3%	40.5%	23.0%	4.7%	27.7%
	2	3.0%	11.0%	34.0%	29.2%	22.8%	52.0%
	3	7.1%	17.2%	30.4%	29.7%	15.7%	45.3%
	4	5.4%	12.1%	40.5%	24.4%	17.6%	42.0%
	5	4.3%	9.3%	26.9%	43.6%	15.9%	59.5%
	6	4.3%	10.8%	40.4%	30.2%	14.3%	44.4%
	7	4.7%	10.8%	29.3%	34.0%	21.1%	55.1%
	8	4.5%	14.2%	36.5%	18.6%	26.2%	44.8%
	9	5.2%	15.2%	44.7%	25.4%	9.6%	35.0%
	10	6.7%	15.9%	34.3%	29.7%	13.5%	43.1%
	11	5.8%	13.5%	31.0%	32.5%	17.2%	49.8%
12	7.3%	12.1%	29.1%	32.7%	18.9%	51.6%	
Speaking	K	29.4%	30.1%	25.5%	12.9%	2.2%	15.0%
	1	8.5%	18.4%	32.0%	30.3%	10.7%	41.1%
	2	3.6%	8.6%	26.4%	30.1%	31.2%	61.3%
	3	2.9%	9.5%	27.8%	39.3%	20.5%	59.8%
	4	2.7%	6.6%	25.5%	40.3%	24.9%	65.2%
	5	2.6%	4.6%	29.6%	39.0%	24.2%	63.2%
	6	3.7%	8.3%	25.0%	39.4%	23.7%	63.1%
	7	3.8%	6.8%	22.3%	42.2%	24.9%	67.0%
	8	4.2%	5.9%	30.8%	27.2%	31.9%	59.1%
	9	5.7%	7.6%	28.3%	35.5%	22.9%	58.5%
	10	6.2%	8.5%	28.0%	35.7%	21.5%	57.2%

		Percentage of Examinees					
Domain	Grade	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Early Advanced + Advanced
	11	5.9%	7.7%	24.9%	35.3%	26.2%	61.5%
	12	6.9%	7.1%	22.0%	34.6%	29.4%	64.0%
Reading	K	17.0%	33.6%	41.6%	6.4%	1.3%	7.7%
	1	23.8%	34.2%	23.1%	11.0%	8.0%	18.9%
	2	28.9%	38.1%	24.6%	6.7%	1.7%	8.4%
	3	22.2%	21.4%	42.1%	10.2%	4.0%	14.2%
	4	22.3%	7.4%	54.0%	12.3%	4.1%	16.3%
	5	17.0%	8.2%	45.3%	20.6%	8.9%	29.5%
	6	16.1%	16.4%	32.6%	23.6%	11.4%	35.0%
	7	12.7%	17.0%	31.2%	26.3%	12.8%	39.1%
	8	14.5%	16.8%	31.9%	23.3%	13.5%	36.8%
	9	18.2%	25.3%	32.9%	17.3%	6.2%	23.6%
	10	18.0%	26.8%	32.6%	15.5%	7.1%	22.6%
	11	14.8%	23.1%	32.6%	19.2%	10.2%	29.4%
	12	15.0%	20.9%	31.6%	20.6%	12.0%	32.6%
Writing	K	11.9%	30.7%	44.0%	12.4%	1.0%	13.4%
	1	22.2%	29.4%	34.5%	11.3%	2.6%	13.9%
	2	21.7%	34.5%	30.4%	11.2%	2.3%	13.5%
	3	15.2%	24.4%	41.0%	13.5%	5.9%	19.4%
	4	12.3%	20.0%	48.7%	12.1%	6.8%	18.9%
	5	8.2%	17.4%	43.1%	18.0%	13.2%	31.2%
	6	8.1%	15.3%	36.6%	30.3%	9.7%	40.0%
	7	6.5%	14.9%	36.1%	26.7%	15.8%	42.5%
	8	5.6%	11.9%	30.9%	28.9%	22.8%	51.7%
	9	8.7%	14.2%	38.0%	27.0%	12.1%	39.1%
	10	8.4%	12.2%	34.0%	29.3%	16.1%	45.4%
	11	7.9%	11.6%	31.7%	29.7%	19.1%	48.8%
	12	9.2%	11.5%	30.9%	28.8%	19.5%	48.4%

		Percentage of Examinees					
Domain	Grade	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Early Advanced + Advanced
	K	30.8%	32.2%	27.8%	7.9%	1.3%	9.2%
	1	8.2%	18.1%	38.6%	26.5%	8.5%	35.0%
	2	10.3%	23.1%	38.9%	22.2%	5.5%	27.7%
	3	8.9%	19.0%	43.6%	21.3%	7.2%	28.5%
	4	6.9%	11.9%	44.6%	28.4%	8.1%	36.5%
	5	4.9%	9.1%	37.5%	37.6%	10.9%	48.5%
Overall	6	5.5%	10.6%	39.9%	33.4%	10.5%	43.9%
	7	5.0%	9.9%	30.6%	40.0%	14.6%	54.6%
	8	5.1%	9.5%	31.2%	39.8%	14.3%	54.1%
	9	6.5%	13.5%	39.3%	33.7%	7.0%	40.7%
	10	7.1%	13.4%	37.2%	35.6%	6.7%	42.3%
	11	6.3%	11.7%	32.3%	39.7%	10.0%	49.7%
	12	7.5%	10.8%	29.7%	39.5%	12.5%	52.0%

7.7 Criteria for Interpreting Test Scores

A school district may use CELDT results to help make decisions about student placement in EL programs, student exit from EL programs, and student growth in proficiency while in EL programs. The CELDT, however, is a single measure of student performance and is intended to be used in combination with other relevant information in the decision-making process. The test scores must be interpreted cautiously when making decisions about student or program performance. The CELDT performance levels represent broad ranges of proficiency with wide gradations between the lowest and highest possible scores in each range that will be reflected in student performance.

While statistical procedures were carefully applied to ensure a continuous scale throughout the full range of the common scale, caution should be used in comparing individual student performance across wide grade spans. And even though the common scales have the same general properties across domains, numeric comparisons across domains are not possible. That is, a student scoring 400 in reading and 420 in speaking is not necessarily doing better in terms of oral skills.

Chapter 8: Test Analyses and Results

The annual assessment (AA) operational test was administered to all students in California whose primary language was a language other than English, as identified in the home language survey, and who had previously taken the CELDT. The initial assessment (IA) was administered to all students in California whose primary language was a language other than English and who had not taken the CELDT previously.

Table 8.1 shows the distribution of the 2009–10 total tested student population by test purpose. This table includes the counts for all students tested during the 2009–10 school year (July 1, 2009 through June 30, 2010). The N-counts here may not match those in other reports, nor will they always match those shown in other tables and appendixes of this report, due to different reporting specifications that might require demographic information missing from some records, and the addition of student records to the final data file after the analyses for this report were completed.

Table 8.1: Number of Students in the 2009–10 Test Population

Grade	Number of Students				Total
	Initial Assessment	Annual Assessment	AA Outside the Window	Purpose Unknown	
K	206,888	5,374	152	64	212,478
1	19,311	176,848	1,781	52	197,992
2	11,807	172,461	1,623	78	185,969
3	10,540	162,713	1,520	83	174,856
4	9,671	134,728	1,386	67	145,852
5	8,666	113,840	1,238	70	123,814
6	8,565	91,535	1,032	194	101,326
7	8,472	85,982	1,143	124	95,721
8	7,233	80,638	905	108	88,884
9	14,407	76,820	1,186	363	92,776
10	8,558	73,224	1,223	134	83,139
11	6,804	63,464	1,132	93	71,493
12	4,685	55,103	672	39	60,499
Total	325,607	1,292,730	14,993	1,469	1,634,799

Demographic characteristics of the tested student population are reported in Appendix J.

8.1 Samples Used for the Analyses

Results of the 2009–10 administration of the CELDT were analyzed using various widely accepted theoretical bases and statistical approaches for evaluating validity and reliability and for scaling and equating. Classical test statistics were used to evaluate item difficulty, item discrimination, and participation. Item response theory (IRT) was also used to calibrate results, to evaluate goodness of fit and empirical bias (i.e., differential item functioning), and to place field test items onto the CELDT scale.

The samples for these analyses designated “AA” consisted of the population of annual assessment students, all of whom have been previously identified as English learners, tested during the AA window (July 1–October 31). Samples designated “Equating Sample” consisted of random samples of approximately 75,000 students for each grade span drawn from AA students (grades 1–12) and IA students (kindergarten) tested during the AA window. Without including IA students in the sample, there would essentially be no kindergarten representation in the equating sample. Samples designated “IA” consisted of the population of students tested for initial identification throughout the year.

8.2 Classical Test Theory (CTT) Item Analysis

Many of the statistics that are in common use for evaluating tests, such as p -values, point-biserial correlations, and reliability coefficients, arise from classical test theory. Item analyses for each of the listening, speaking, reading, and writing items, both operational and field test, were conducted. In order to maintain consistency and comparability across years, these analyses were conducted using the AA sample of students. Detailed results of these item analyses are presented in Appendix K, summaries of which appear in the sections that follow.

8.2.1 Item Difficulty Statistics. Statistics for individual items at each grade span are provided in the tables of Appendix K. 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). This “adjusted item mean,” while not technically a p -value (i.e., the proportion of test takers responding correctly), has a range of 0 to 1, like MC item means.

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 of 0.30 to 0.90.

Table 8.2: Mean p-Values, Annual Assessment

Grade Span	Listening	Speaking	Reading	Writing
K–1	0.64	0.59	0.74	0.67
2	0.79	0.75	0.50	0.56
3–5	0.71	0.71	0.55	0.64
6–8	0.80	0.72	0.59	0.70
9–12	0.76	0.63	0.57	0.71

8.2.2 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 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. Table 8.3 reports the mean point-biserial correlations by grade span and domain.

Table 8.3: Mean Point-Biserial Correlations, Annual Assessment

Grade Span	Listening	Speaking	Reading	Writing
K–1	0.37	0.53	0.43	0.35
2	0.37	0.49	0.36	0.43
3–5	0.32	0.47	0.40	0.43
6–8	0.36	0.48	0.37	0.43
9–12	0.38	0.53	0.37	0.46

8.2.3 Item Omit Rates. The Item Analysis tables in Appendix K also report the rate at which students omit MC 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, and the initial assessment test-takers showed generally higher omit rates on some items. Table 8.4 reports the mean omit rates by grade span and domain.

Table 8.4: Mean Omit Rates, Annual Assessment

Grade Span	Listening	Speaking	Reading	Writing
K–1	1.47%	4.73%	0.77%	1.65%
2	1.05%	1.97%	2.02%	2.06%
3–5	0.87%	1.59%	1.05%	1.19%
6–8	0.98%	1.58%	1.16%	1.21%
9–12	1.91%	3.01%	1.95%	2.12%

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 assessment data and is reported in Appendix L. Correlations between MC, CR, and DCR items are available in Appendix N.

8.3 Reliability Analyses

The reliability for a particular group of students’ test scores estimates the extent to which the scores would remain consistent if those same students were retested with another parallel version of the same test. If the test includes constructed-response items, reliability extends to an evaluation of the extent to which the students’ scores would remain consistent if both the items and the scorers were changed.

8.3.1 Internal Consistency Reliability Coefficients. Because 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, it cannot, in fact, 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 statistics, 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 (1951), which 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 fell between 0.71 and 0.91 across all grades and domains, and these are typical coefficients for assessments of these lengths. Table 8.5 presents reliability coefficients for each domain of the test by grade.

Table 8.5: Test Reliability Coefficients*

Grade	Listening (20 items)	Speaking (20 items)	Reading (35 items)	Writing (24 items)
K	0.79	0.91	0.71	0.79
1	0.79	0.89	0.77	0.77
2	0.79	0.87	0.86	0.86
3	0.71	0.86	0.85	0.85
4	0.73	0.85	0.87	0.85
5	0.74	0.86	0.89	0.86
6	0.76	0.86	0.85	0.85
7	0.78	0.87	0.86	0.86
8	0.79	0.89	0.87	0.87
9	0.75	0.88	0.84	0.86
10	0.78	0.90	0.85	0.87
11	0.80	0.90	0.87	0.87
12	0.85	0.91	0.89	0.90

*Cronbach's Alpha

8.3.2 Standard Errors of Measurement (Classical Test Theory). 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. 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 than the reliability coefficient across different groups of students. 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. Classical test theory represents the standard error of measurement as a single value calculated according to the formula

$$SEM = SD\sqrt{1-\alpha} ,$$

where *SD* represents the standard deviation and α represents the test reliability.

The SEM for the overall score is calculated according to the formula

$$SEM_{all} = \sqrt{\frac{2(SEM_{LS}^2) + SEM_{RD}^2 + SEM_{WT}^2}{4}} .$$

These SEM values are shown in Table 8.6. The range of raw score standard errors for the CELDT 2009–10 Edition is between 1.51 and 2.70 points across all grades and domains. In general, this translates into an error band of about two raw score points in most domains. For example, if a student received a raw score of 25 with a standard error of 2.00 points, upon 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.

**Table 8.6: Operational Test Standard Errors of Measurement (SEM)
Based on Classical Test Theory**

SEM (Raw Score Units)						
Grade	Listening	Speaking	Reading	Writing	Overall	
K	1.96	2.25	2.58	1.97	2.21	
1	1.81	2.39	2.01	2.01	2.07	
2	1.57	2.19	2.68	2.69	2.33	
3	1.91	2.33	2.68	2.50	2.37	
4	1.76	2.20	2.64	2.40	2.27	
5	1.62	2.01	2.47	2.25	2.11	
6	1.64	2.18	2.56	2.35	2.21	
7	1.54	2.09	2.54	2.26	2.14	
8	1.51	1.99	2.47	2.18	2.07	
9	1.74	2.25	2.58	2.30	2.24	
10	1.66	2.13	2.61	2.27	2.19	
11	1.59	2.14	2.50	2.28	2.15	
12	1.57	2.15	2.48	2.23	2.13	

SEM (Scale Score Units)						
Grade	Listening	Speaking	Reading	Writing	Overall	
K	31.74	30.20	24.22	15.94	26.27	
1	26.19	26.20	31.96	16.35	25.79	
2	25.61	26.95	25.53	27.46	26.40	
3	39.84	24.01	26.82	24.54	29.52	
4	37.58	26.17	23.97	23.65	28.42	
5	36.00	27.12	21.80	22.79	27.51	
6	43.38	25.80	25.77	24.06	30.78	
7	42.39	26.71	25.26	23.79	30.47	
8	42.29	26.60	24.71	23.82	30.31	
9	47.92	30.34	28.66	24.95	34.13	
10	46.28	29.46	28.49	25.21	33.38	
11	44.62	30.23	27.17	25.90	32.84	
12	42.90	31.51	27.77	26.58	32.83	

8.3.3 Conditional Standard Errors of Measurement. Classical test theory assumes that the standard error of a test score is constant throughout the score range. While the assumption is probably reasonable in the mid-score ranges, it is less so at the extremes

of the score distribution. Item response theory expands the concept by providing estimates of the standard error at each score point on the distribution.

The item response theory, or conditional SEM, is defined as

$$SEM(\theta) = \frac{1}{\sqrt{I(\theta)}},$$

where $I(\theta)$ is the test information function. The item response theory's SEM has an inverse normal distribution in which SEM values decrease as it moves toward the center. Conditional standard errors of measurement are reported as part of the raw score to scale score conversion tables presented in Appendix H.

8.3.4 Writing Score Reliability. As noted earlier for the writing domain, reliability must estimate the consistency in test scores when both items and scorers change. Internal consistency coefficients reflect only changes in the former.

Appendix O provides inter-rater agreement statistics for all CR items. Exact agreement ranges from 65 percent to 98 percent across items and averages 81 percent. Considering only those items that used rubrics with three or more points, discrepant scores (i.e., cases in which two readers assigned scores that were more than one point apart) occurred, on average, 1 percent of the time.

8.4 Decision Classification Analyses

The reliabilities of performance level classifications, which are criterion referenced, are related to the reliabilities of the tests on which they are based, but they are not identical. Glaser (1963) was among the first to draw attention to this distinction, and Feldt and Brennan (1989) extensively reviewed the topic. While test reliability evaluates the consistency of test scores, decision classification reliability evaluates the consistency with which people are classified.

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 indexes 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 performance 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 (Fleiss & Cohen, 1973) represents the agreement of the classifications between two parallel versions, taking into account the probability of a correct classification by chance. It measures how the test contributes to the classification of examinees over and above chance classifications. In general, the value of kappa is lower than the value of the probability of correct classification because the probability of a correct classification by chance is larger than zero.

The Livingston-Lewis (1995) methodology was used to calculate classification consistency and accuracy on the CELDT. The Livingston-Lewis procedure uses 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 0.766 in grade 6 writing to 0.922 in grade K reading. Decision accuracy at the critical cut point ranged from 0.708 in grade 5 writing to 0.948 in grade K reading. Overall, consistency measures ranged from 0.494 to 0.595, accuracy ranged from 0.484 to 0.719, and kappa ranged from 0.212 to 0.442.

8.5 Validity Evidence

8.5.1 Purpose of the CELDT. The CELDT was designed and developed to provide scores representing English language proficiency that are valid for required educational decision making defined by the test purposes in the California *Education Code*. The primary inferences from the test results include measurement of (a) the proficiency of individual students relative to the larger EL population in California and (b) relative program effectiveness based on the results of groups of students. Progress can be tracked over years and grades. The results can be used to analyze the strengths and weaknesses of students' growth in the four domains measured 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 EL 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).

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 made from test scores. 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).

8.5.2 The Constructs to Be Measured. Construct validity—what test scores mean and what kinds of inferences they support—is the central concept underlying the validation process. Evidence for the CELDT's construct validity is cumulative and integrates evidence from both content-related and criterion-related validity studies. (See

Chapter 7 for a discussion of the scoring and reporting of the CELDT, including the scores generated, the interpretation of their use, and the intended test population.)

The CELDT is a standardized test that assesses the construct of English language proficiency of ELs in grades K–12 in California public schools, per the California *Education Code*. It was designed in alignment with the English Language Development 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 Standards and linked to the academic content standards for English-language arts, mathematics, and science (see <http://www.cde.ca.gov/ta/tg/el/documents/linkagealignstudy.pdf>). A recommendation from the study was the inclusion of items with greater linguistic complexity than in the ELD standards or on the test itself.

8.5.3 Validity Evidence. 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 item specification, item writing, item review, field testing, test form construction, and standardized test administration.

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 they purport to measure. Although 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 correlations among the CELDT scales for each grade and grade span are presented in Appendix F.

8.6 Item Response Theory Analyses

8.6.1 IRT Model-Data Fit Analyses. Because the CELDT makes use of item response theory to equate successive forms of the test, evaluating the extent to which the model is appropriate for the CELDT data is an important part of evaluating the validity of the test. Goodness-of-fit statistics were computed for each item to examine how closely an item's data conform to the item response models. For each item, a comparison of the observed proportions of examinees in each response category with the expected proportion based on the model parameters yields a chi-square-like goodness-of-fit test (with degrees of freedom equal to m_j-1 , one less than the number of response categories for an item) for each item, the Q statistic.

This statistic is directly dependent on sample size, and for samples of the size used for the CELDT, the Q values need to be modified to take this dependency into account. Consistent with past practice, we calculated a Z statistic as

$$Z_j = \frac{Q_j - df(Q_j)}{\sqrt{2(df)}} ,$$

where $df = m_j - 1$.

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.

8.6.2 Model Fit Assessment Results. The tests of model fit are made at the time the operational and field test items are calibrated. Table 8.7 presents a summary of the fit results by showing the number of items, operational or field test, that are flagged by the significance test. Overall, the fit of items is excellent, particularly for the upper-grade forms. The greatest problem with model fit lies with test forms administered at the early grades.

Table 8.7: Summary of Model Fit Statistics

Domain	Item Type	Number of Items					
		K–1	K–2		3–5	6–8	9–12
			2				
Listening	Operational		0		0	0	0
	Field Test		1		0	0	0
Speaking	Operational		8		0	0	0
	Field Test		5		0	0	0
Reading	Operational	2		0	0	0	0
	Field Test	1		0	0	0	0
Writing	Operational	0		0	0	0	0
	Field Test	3		1	0	0	0

8.6.3 Operational Test Scaling Constants. The Stocking and Lord scaling method (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 8.8) can be applied to the item-parameter estimates to obtain the scaled item-parameter estimates, using the following formula:

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

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

The Stocking-Lord coefficients for the 2009–10 Edition are shown in Table 8.8.

Table 8.8: Operational Test Scaling Constants

Domain	Grade Span	Multiplicative Constants (m1)	Additive Constants (m2)
Listening	K–2	78.9375	418.1494
	3–5	60.4892	508.1256
	6–8	75.2925	577.0894
	9–12	80.5966	603.6045
Speaking	K–2	64.4789	419.8642
	3–5	55.2904	513.9393
	6–8	64.1138	551.9864
	9–12	83.6704	572.1901

Domain	Grade Span	Multiplicative Constants (m1)	Additive Constants (m2)
Reading	K–1	75.5916	337.0032
	2	51.8655	447.1634
	3–5	53.0079	510.3654
	6–8	53.1596	553.9256
	9–12	57.1917	581.9374
Writing	K–1	46.6161	358.2076
	2	49.9856	459.2763
	3–5	44.3135	507.1244
	6–8	48.6155	545.5465
	9–12	55.4745	552.7795

8.7 Differential Item Functioning Analyses

In addition to the analyses that were conducted as part of the CELDT development process, gender differential item functioning (DIF) analyses were conducted. The procedures used were the Mantel-Haenszel procedure (1959) for the MC items and the standardized mean difference (SMD) procedure (Dorans, 1989) for the CR items. Differential item functioning is said to occur when two groups of examinees, who are matched in terms of the test construct, respond differently to an item. That is, although the two groups are of equal ability, one group appears to answer the item incorrectly more frequently than another. There are many possible reasons for DIF. The wording of an item, for example, may be such that one group interprets the question differently than the other, or the reading demands of the items are such that, although reading is not being measured (e.g., a mathematics test), reading differences between the groups lead to differential outcomes on the item.

8.7.1 Mantel-Haenszel Procedure. The Mantel-Haenszel procedure is a well researched and widely used method for detecting DIF in multiple-choice items.

For the Mantel-Haenszel (MH) test, the examinees are split into a focal group, which is typically of prime interest, and a reference group. Each group is then further divided into K matched ability groups, often on the basis of total test raw score. That is, all examinees obtaining a raw score of 10 represent one matched ability group, for example. Then for an item, j, the data from the kth level of reference and focal group members can be arranged as a 2 x 2 table, as follows:

Table 8.9: Mantel-Haenszel Data Structure

Group	Item j correct	Item j incorrect	Total
Reference Group	A_k	B_k	n_{Rk}
Focal Group	C_k	D_k	n_{Fk}
Total Group	R_k	W_k	n_{Tk}

The MH odds ratio estimate, α_{MH} , for item j compares the two groups in terms of their odds of answering the item correctly and is given as follows:

$$\alpha_{MH} = \frac{\sum_k \frac{A_k D_k}{N_{Tk}}}{\sum_k \frac{B_k C_k}{N_{Tk}}}$$

The odds ratio estimate is often rescaled to the ETS delta scale (Holland & Thayer, 1985) using the following transformation:

$$\Delta_{MH} = -2.35 \times \log_e(\alpha_{MH}).$$

Δ_{MH} is negative when the item is more difficult for members of the focal group than it is for the comparable members of the reference group.

8.7.2 The Standardized Mean Difference Procedure. The Mantel-Haenszel procedure is not applicable to items that produce scores other than correct/incorrect. Dorans (1989) proposed a method called the standardized mean difference (SMD) that compares the item means of two groups (focal and reference) after adjusting for differences in the distribution of members of the two groups across the values of the matching variable, usually the test score. These indices are indicators of the degree to which members of one gender group perform better or worse than expected on each item.

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

Chapter 9: Quality Control Procedures

Quality control procedures operate throughout all phases of item development, test assembly, printing, distribution, administration, scoring, and reporting.

9.1 Quality Control of Item Development

9.1.1 Item Specifications. Item development specifications guide item writers and those involved in the review of test items. Test blueprints provide direction for those involved in the assembly of test forms. Each year a review of the item bank is conducted to evaluate current resources and to prepare an Item Development Plan, which guides item development activities for that year.

9.1.2 Item Writers. Item writers are identified through a selection process to ensure that only highly qualified individuals contribute items to the item bank. Potential writers submit their applications via the Internet. Following an initial screening by contractor staff, the CDE staff members review the approved credentials of each applicant. After selection, the writers are trained to ensure that they have a thorough understanding of the CELDT standards and item development specifications.

9.1.3 Internal Contractor Reviews. Although editors interact frequently with writers during the item development process, once the writers formally submit the items, they undergo a formal evaluation by several reviewers. One reviewer checks that the item matches the requirements of the Item Development Plan. Another checks that the item is aligned with the CELDT standards and that the content is appropriate (e.g., for grade and language) for EL students. A final check is made to ensure that the item format is consistent with the item development specifications. At this point in the process, any required artwork is developed.

9.1.4 Internal CDE Reviews. Items that pass contractor review are submitted to the CDE for review. Any modifications to the items or artwork that the CDE requires are made at this point.

9.1.5 External Panel Reviews. Independent panels of California EL educators convene to conduct final reviews prior to use of the items in a test. Two panels examine each item. Panel participants are independent of those educators who were involved in item writing. A panel may recommend that an item be dropped, revised, or accepted as is. The first panel considers the item from the perspective of its content, alignment with CELDT standards, and appropriateness for the specified grade level.

The second panel, the Bias and Sensitivity Review panel, specifically addresses issues of bias in the items. Members of the panel are selected to represent a variety of cultural viewpoints and classroom experience with a variety of language groups. An essential test development task is to create assessments that measure English language proficiency free of 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 “biased” (Camilli & Shepard, 1994; Green, 1975).

Throughout the item development process, steps are taken to reduce or eliminate bias. A portion of the item writer training addresses the topic and provides specific guidelines for item writers to follow. Internal reviewers keep these concerns continually in mind as they examine items. The review panels may decide to let an item move forward to field testing, require changes, or drop an item from further consideration.

Only after an item has passed through all these stages of review is it eligible to be considered for empirical analysis as a field test item.

9.1.6 Empirical Evaluation of Item Performance. The reviews that items undergo to this point rest on the judgment of experts in language acquisition and test development. When an item has passed all of these review stages, it may be placed in a test form as a field test item, which does not contribute to students’ scores.

Following a test administration cycle in which the item was field tested, the item-level data are analyzed and a series of statistical indexes are generated. The values of these indexes are then examined against a set of criteria that have been developed to ensure that only items that meet acceptable levels of statistical quality are considered for operational use in future years.

The precise nature of these analyses is detailed in Chapter 8. In general, they consist of analyses that examine the difficulty and precision of the item. Items that are too difficult or too easy, which means they contain relatively less information about student performance, may be eliminated or considered for field testing with a different grade span. A set of analyses addresses the specific issue of bias by examining whether items function identically for different groups of students; for example, whether boys at a given level of proficiency answer the question correctly as often as girls at that same level of proficiency.

The CDE defines the criteria for acceptable or unacceptable item statistics. These criteria are intended to ensure that the item (1) has an appropriate level of difficulty for the target population; (2) discriminates well between examinees that differ in ability; (3) conforms well to the statistical model underlying the measurement of the intended constructs; and (4) shows no significant evidence of differential functioning across groups. Details of these analyses and their outcomes are provided in Chapter 8 and the appendixes that support that chapter.

9.2 Quality Control of Test Materials

9.2.1 Preparation of Test Materials. During the process of test development, the test materials—Test Books, Student Books, Answer Books, manuals, and support materials—go through many review steps by both contractor and the CDE staff to ensure that assessment materials are accurate.

When all approvals have been complete, “camera-ready” copy of the materials is transmitted to printers via secure lines to ensure their accuracy as well as their security. Printers prepare hard-copy proofs of the documents, which undergo a final, exhaustive review, to ensure that the copy is accurate, complete, and properly sequenced.

9.2.2 *Distribution of Test Materials.* A Web-based order system collects quantities of each of the materials ordered by authorized district personnel and generates a packing list, which is printed on three-part carbonless paper. Packers check off each item on the packing list when materials are counted and placed into a district or school’s box. A second packer double-checks quantities and items before each box is labeled and sealed. The district is required to inventory the materials upon receipt against each packing list and report any shortages or overages to the CELDT Customer Support Center.

Each week, proof of delivery records are reconciled against shipment manifests. Any shipment or single box that does not appear to have been delivered is checked first through the UPS tracking Web site, and then, if the information is not available, with a communication to the district. Follow-up continues until the shipment is accounted for. If the problem results from a problem with the carrier, test materials are reshipped to the local education agency while the missing materials are located. The CDE is informed of any missing materials, the circumstances surrounding the incident, and all communications made to reconcile the missing materials.

9.2.3 *Retrieval of Test Materials.* Districts enter their requests for pickup through the online system, which then generates a log of materials to be received. This log is used to check in the test materials upon receipt of each shipment.

9.2.4 *Processing of Test Materials.* The tracking audit begins when materials received at the scoring center are matched to the shipping manifests. CELDT program boxes are given unique identifying bar code labels, called Receiving Bar Code Labels (RBC), and box counts are reconciled against the number of boxes requested for pickup. The RBC box identifiers are used throughout the system to account for all received boxes and to make sure every box is processed through all steps of the system.

- The district name on each return address label placed on the boxes by the district is verified against the district name on the Group Information Sheets (GIS). During a pre-check step, the shipping bar code from the return address label is scanned, as well as the RBC bar code, and the number of boxes is verified. A pre-check bar code (PBC) label is attached to each box, allowing tracking through the remainder of the operations stations.
- RBCs are scanned initially as the boxes move through the receiving and check-in process and again when the boxes are disassembled and the contents are placed into scan boxes. All bar code numbers are reconciled prior to completing the check-in process to ensure everything that was received was processed.

- Scannable answer documents are removed from the district’s shipping boxes or envelopes, checked against the Group Information Sheets (GIS: the scannable header sheet) and School/Group Lists (SGL: a listing of the schools and grades whose materials are contained in the shipment), and immediately placed into scan crates and then labeled scan boxes. All scan boxes are accounted for by unique sequence numbers that are recorded in the operations database.
- After scanning, a final reconciliation of the scanned student records, the scanned GIS records, and the SGL records is completed to ascertain that all documents checked in are contained in the scan file.

9.3 Quality Control of Scanning

Before scanning begins, a complete deck of controlled data, the “test deck,” is scanned and then run through the editing programs, which flag errors and omissions in the data, to test that the scanners and programs are functioning correctly. Next, a complete check of the scanning system is performed. Intensity levels of each scanner are constantly monitored by running diagnostic sheets through each scanner before and during each batch of answer documents. Scanners are recalibrated if discrepancies are found. Documents received in poor condition (e.g., torn, folded, or stained) that cannot be fed through the scanners are transferred to a new scannable document. Editing and resolution procedures are followed to resolve demographic information issues on the answer documents (e.g., multiple marks, poor erasures, or incomplete data). Multiple iterations of error listings are prepared to verify correction of all errors and to correct any errors introduced during the editing process.

Ongoing maintenance checks, which are designed to ensure that the scanners read reliably, include calibration of the read heads every four hours, cleaning and dusting of all open areas with continuous-stream compressed air, read-head skew tests, and bar code reader tests.

Finally, the actual counts of student documents scanned are compared to expected counts from the school documentation and scannable header sheets. Large discrepancies are investigated and resolved.

9.4 Quality Control of Image Editing

The test deck is used to test all possible errors in the edit specifications. This set of test documents is used to verify that each image of the document is saved correctly in two ways:

- Verifying the capture of images for constructed-response scoring by reviewing the test deck file and demonstrating that student responses are captured completely and are readable on-screen and when printed

- Verifying that the image editing program correctly indexes scanned images to the correct student

9.5 Quality Control of Answer Document Processing and Scoring

The following checks are made immediately after scanning:

- The process is checked to ensure the scanner was properly calibrated.
- Data that can be captured from answer documents but were not bubbled properly into the scannable grids are edited and verified.
- The number of scanned student records is checked against the number of students bubbled on the scannable Group Information Sheets for each group to ensure that all documents have been processed. If necessary, these records are also checked against the School/Group List, which lists all the groups within a grade at each school.
- The system checks to be sure students are correctly coded as belonging to the proper school, district, and grade. Changes are made as necessary.
- All invalid or out-of-range lithocodes (pre-assigned codes on each answer document) are individually checked and resolved.

If editors find discrepancies between scan counts and counts from the GIS and SGL, they investigate these by going back to the scan boxes and reviewing the physical documents. They also review the GIS, SGL, and documents in the previous and subsequent group to be sure documents were not scanned out of order. All large, discrepant counts are verified and reconciled before the scan file is cleared for subsequent processing.

Constructed-response items are routed to the hand-scoring system for scoring by trained evaluators, and those results are returned electronically to the scoring system. There are multiple checks in place to ensure that the images and scored results are connected with the correct student record before final scoring and reporting.

Before the system is used operationally, a complete test deck of controlled data is run through the scanning, routing, and merging programs that produce complete student records and reports. A final check is made before scoring to verify that student records include all components of the test. Editors investigated and corrected unmatched or questionably matched K–1 records.

9.6 Quality Control of Psychometric Processes

9.6.1 Score Key Verification Procedures. Checks are made continuously through the item selection and test form assembly process to verify that the keys to be used to score the test are correct. Additionally, an empirical check is made as soon as enough

live data has been acquired from the districts to verify the accuracy of the key. Preliminary statistical analyses are conducted for each test in the CELDT (e.g., 3–5 reading, 6–8 writing) to confirm that the bank item characteristics remain stable for operational items and that the “putative” key for field test items, for which no previous statistical data exist, is accurate. Item maps, which are assembled as the forms are created and which contain scoring information and statistical profiles of the items where available, are checked against the results of these analyses. This provides final confirmation that the keys applied to produce student scores are accurate and that no clerical errors have been made in the creation of the item maps.

9.6.2 Quality Control of the Statistical Analysis Process. All psychometric analyses undergo comprehensive quality checks. Psychometricians on contractor staff independently check results to ensure that the proper steps were taken and that the results are reasonable. That is, the analyses and results are reviewed by a person or persons not involved in conducting the analyses themselves.

The review may extend beyond the psychometric staff. If the preliminary item analysis conducted to verify the key identified any questionable items—none were in 2009–10—then the question is referred to development staff and content experts to verify the correctness of the key. In addition, CDE psychometricians conduct independent analyses of the data sets to ensure accuracy of results.

Chapter 2 discusses the quality control of the analysis process in more detail.

9.6.3 Score Verification Process. In addition to checking the accuracy of the key, psychometricians verify that the programming team has applied the key and the raw score to scale score conversion tables correctly. They do so by independently generating the raw and scale scores for a sample of students prior to the release of test scores and reports.

They also review the outcomes against the results of past administrations to test for reasonableness. At least with respect to student test data, large populations tend not to change dramatically from year to year. A significant shift in score levels or distributions would trigger the need for additional review to ensure that the shift is not a scoring anomaly.

9.6.4 Statistical Information for Test Development. Test development staff use results of the statistical analyses, especially those for field test items, for future item selection and test form development. Once the results of the analyses have been verified, the results are transmitted electronically to the item bank system. The bank maintains historical statistical profiles for items as they reappear in the test; these are reviewed to ensure that items have not become unstable over time and, therefore, unusable.

9.7 Quality Control of Reporting

A simulated set of data generated from the processing of the test deck initially tests the accuracy of the reporting and aggregation programs prior to operational use. Next, a set of pilot reports (some of the first live districts to arrive for processing that cover all grades and include an independent charter school) is reviewed to check the format of the reports (e.g., labels, placement of data into correct positions on the page, and all formatting) and the accuracy of the score aggregations. Calculations are verified by hand and electronically, and checked for consistency across all reports. Only when this process is complete and the pilot reports are approved does production of the live data reports begin.

Chapter 10: Historical Comparisons

Historical records of examinee performance and test characteristics provide evidence of trends in examinee performance and test characteristics over time. These records have been maintained since 2006–07 when the common scale was introduced. Results prior to 2006–07 are not directly comparable and, with minor exceptions, are not reported here.

The indicators of examinee performance include the mean and standard deviation of scale scores and the percentage of examinees classified into early advanced and advanced performance levels. Test characteristics are compared by looking at the mean proportion correct, overall reliability and standard errors of measurement, as well as the mean IRT *b*-value for each test.

10.1 Test Summary Statistics

Table 10.1 summarizes the operational test scale scores for the AA data by grade and then by grade span. For purposes of comparison, summary statistics from previous editions are presented in Appendix E. Descriptive statistics for each domain (listening, speaking, reading, and writing) are provided.

Table 10.2 summarizes the operational test scale scores for the IA data by grade and then by grade span. Descriptive statistics for each domain (listening, speaking, reading, and writing) and historical values for previous editions are provided in Appendix E.

Scale score frequency distributions for annual assessment and initial assessment purposes for all grade spans are reported in Appendix I.

Table 10.1: Summary Statistics, Annual Assessment Data

Grade/ 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	5,335	378.00	69.265	366.57	100.676	315.80	44.975	366.34	34.786	346.67	49.506	372.05	78.374
1	176,291	430.05	57.143	434.84	79.008	392.65	66.639	406.41	34.097	411.09	53.505	432.20	62.883
2	172,458	475.16	55.885	485.83	74.748	441.31	68.227	450.72	73.399	458.00	53.794	462.88	54.703
3	162,713	480.43	73.989	491.93	64.163	480.25	69.256	485.59	63.370	480.09	63.033	484.18	54.760
4	134,728	512.29	72.329	513.92	67.566	508.07	66.490	507.95	61.052	509.93	61.768	510.18	54.376
5	113,840	538.60	70.607	530.01	72.489	529.19	65.717	524.92	60.908	533.65	61.103	530.30	55.082
6	91,535	556.16	88.544	530.22	68.950	536.30	66.545	531.13	62.125	545.99	69.696	538.07	59.476
7	85,982	575.83	90.386	546.39	74.083	549.40	67.515	543.18	63.576	562.37	71.282	553.32	61.740
8	80,638	586.89	92.291	556.14	80.193	561.84	68.528	553.22	66.068	574.11	73.021	564.14	64.652
9	76,820	579.03	95.831	552.82	87.590	558.73	71.651	543.08	66.686	568.64	75.916	558.04	66.380
10	73,224	593.57	98.675	560.92	93.164	573.02	73.570	548.96	69.929	583.05	78.734	568.75	70.453
11	63,464	605.38	99.784	569.86	95.602	583.62	75.351	552.72	71.826	594.26	80.606	577.52	72.416
12	55,103	603.98	110.770	572.15	105.045	584.34	83.743	547.92	84.061	593.92	91.048	576.73	83.954
K–1	181,626	428.52	58.203	432.83	80.557	390.39	67.367	405.24	34.783	409.19	54.492	430.43	64.200
2	172,458	475.16	55.885	485.83	74.748	441.31	68.227	450.72	73.399	458.00	53.794	462.88	54.703
3–5	411,281	506.96	76.317	509.67	69.451	502.91	70.314	503.80	64.007	504.69	65.846	505.46	57.897
6–8	258,155	572.31	91.238	543.70	75.083	548.64	68.292	542.04	64.497	560.23	72.206	551.29	62.804
9–12	268,611	594.34	101.318	563.02	95.091	573.76	76.383	547.95	72.703	583.81	81.771	569.40	73.224

Table 10.2: Summary Statistics, Initial Assessment Data

Grade/ 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	206,244	354.99	80.143	346.79	117.259	295.27	47.773	344.20	44.379	325.00	56.868	350.67	92.013
1	19,223	406.35	92.495	399.69	133.802	378.63	90.071	395.34	60.566	392.27	84.593	402.81	109.581
2	11,807	429.29	107.108	421.47	153.611	418.28	90.530	407.64	113.975	423.57	91.516	418.84	106.351
3	10,540	440.18	117.242	432.75	136.014	447.71	102.085	435.37	117.899	443.73	103.694	438.67	109.126
4	9,671	467.27	126.232	452.75	144.067	476.79	109.778	458.17	123.737	471.81	113.053	463.41	117.769
5	8,666	480.25	134.565	460.58	151.238	492.00	116.374	469.44	130.099	485.91	121.120	475.24	125.684
6	8,565	508.47	153.487	476.06	147.387	518.62	114.499	489.88	134.202	513.33	129.283	497.84	129.914
7	8,472	502.40	161.700	471.39	157.054	517.26	120.698	486.36	143.198	509.61	136.654	493.93	138.401
8	7,233	508.95	163.088	478.14	158.220	528.50	122.725	495.76	144.071	518.50	138.365	502.42	139.583
9	14,407	526.00	165.760	485.30	166.190	542.20	125.760	497.50	142.120	533.88	141.010	512.39	141.650
10	8,558	525.41	158.528	479.06	162.525	545.83	121.227	496.54	135.090	535.40	134.802	511.34	135.064
11	6,804	554.13	151.757	510.06	152.207	568.70	119.004	521.47	125.515	561.19	130.345	538.22	127.867
12	4,685	555.19	153.945	517.40	151.825	569.60	121.266	518.62	127.992	562.17	132.580	539.84	129.488
K–1	225,467	359.37	82.525	351.30	119.674	302.37	57.621	348.56	48.144	330.74	62.626	355.11	94.764
2	11,807	429.29	107.108	421.47	153.611	418.28	90.530	407.64	113.975	423.57	91.516	418.84	106.351
3–5	28,877	461.28	126.763	447.80	143.895	470.74	110.655	453.23	124.430	465.79	113.656	457.93	118.178
6–8	24,270	506.49	159.294	475.05	154.087	521.09	119.260	490.40	140.401	513.57	134.662	497.84	135.865
9–12	34,454	535.46	160.201	493.07	161.302	552.15	123.268	504.96	135.715	543.58	136.824	521.05	136.286

10.2 Examinee Performance Over Time

10.2.1 Scale Score Results. The CELDT common scale was used operationally for the first time with the 2006–07 Edition (Form F). Appendix E reports the numbers of students tested, the scale score means, and the scale score standard deviations for each administration since 2006. These results are reported separately for AA and IA.

10.2.2 Proficiency Results. Following are the criteria to meet proficiency on the CELDT for students in grades K–1 and 2–12.

- Grades K–1: an Overall Student Performance Level of at least Early Advanced and a performance level of at least Intermediate on listening and speaking
- Grades 2–12: an Overall Student Performance Level of Early Advanced or higher and performance level in each domain (listening, speaking, reading, writing) in the Intermediate level 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. This is shown in Table 10.3, in which performance is summarized by grade span. Table 10.3 presents results prior to 2006 for informational purposes only. In addition, the introduction of reading and writing tests for K–1 students in 2009–10 makes comparisons for that grade span over time somewhat more difficult.

Table 10.3: 2001–02 to 2009–10 Editions Percent English Proficient Students

Edition	Percent of Students					
	K–1	K–2	3–5	6–8	9–12	All Grades
2009–10 ^a	33.8%	21.7%	34.9%	47.0%	41.0%	36.7%
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 ^b		20.0%	27.3%	37.4%	34.3%	29.1%
2005–06		31.3%	40.9%	56.8%	64.1%	46.8%
2004–05		28.7%	37.0%	54.0%	62.5%	43.9%
2003–04		28.8%	34.2%	47.4%	54.9%	39.7%
2002–03		21.7%	25.1%	39.5%	46.7%	31.5%
2001–02		14.9%	16.8%	30.0%	44.4%	24.4%

^aWith the addition of the K–1 reading and writing domains in 2009–10, the K–2 grade span was split into K–1 and 2. Earlier results are reported for K–2 only.

^bBeginning in 2006–07, percentages agree based on the new common scale and cut scores.

Percent proficient by grade and domain, including overall, is shown in Appendix R. Proficiency results for the 2008–09 and the 2009–10 AA test administrations are illustrated in Figures 10.1–10.5.

Figure 10.1: Listening Percent Proficient, Annual Assessment Data

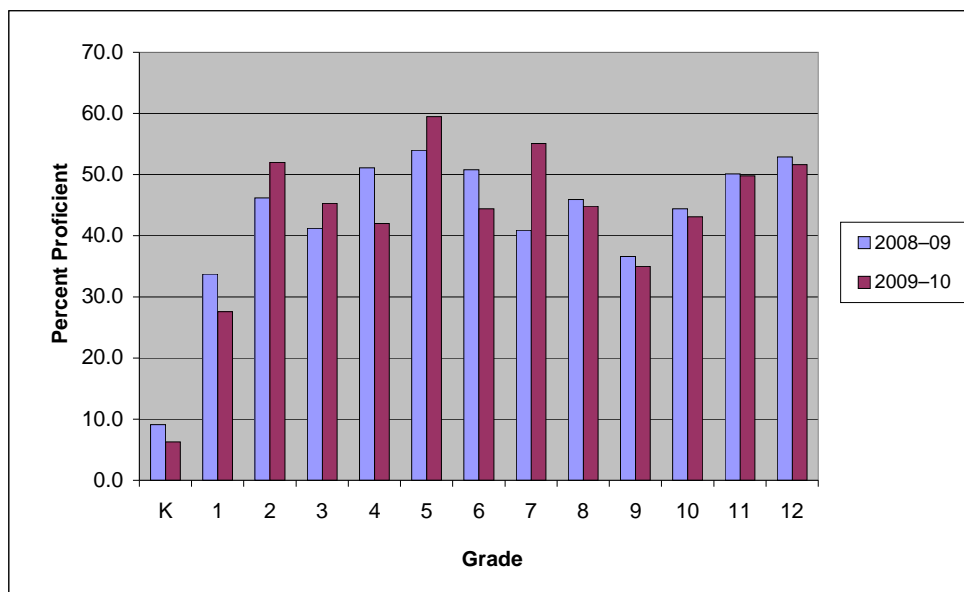


Figure 10.2: Speaking Percent Proficient, Annual Assessment Data

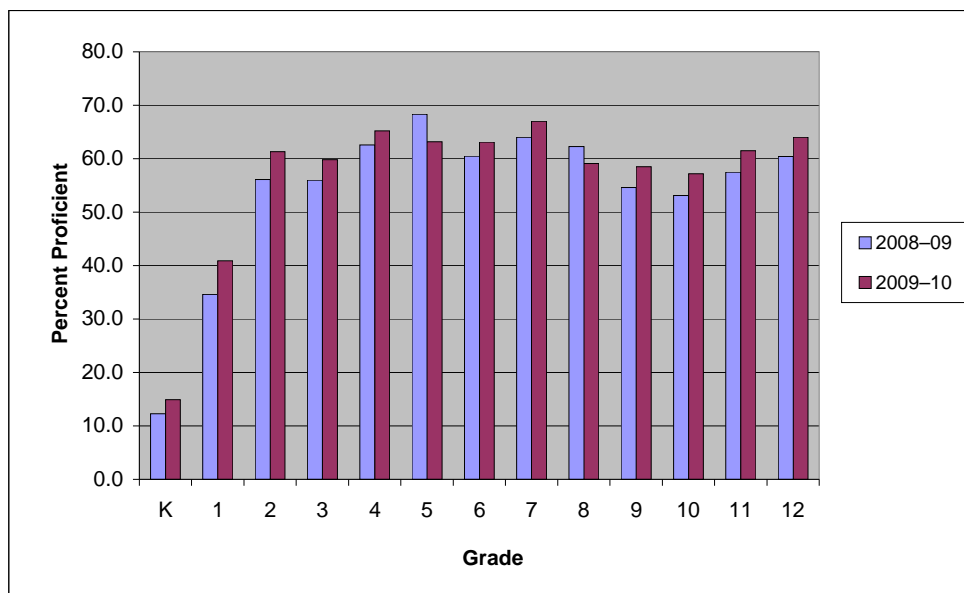
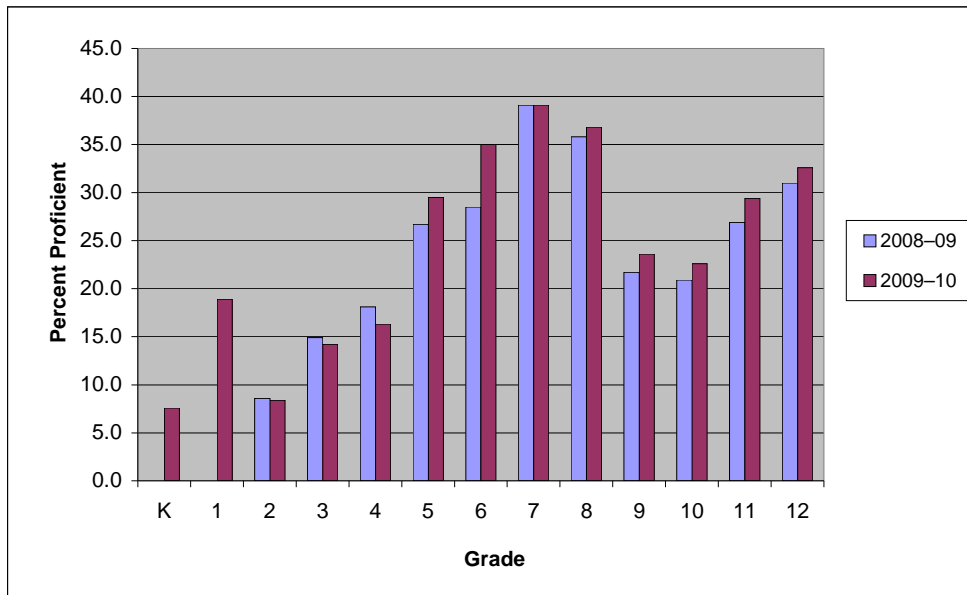
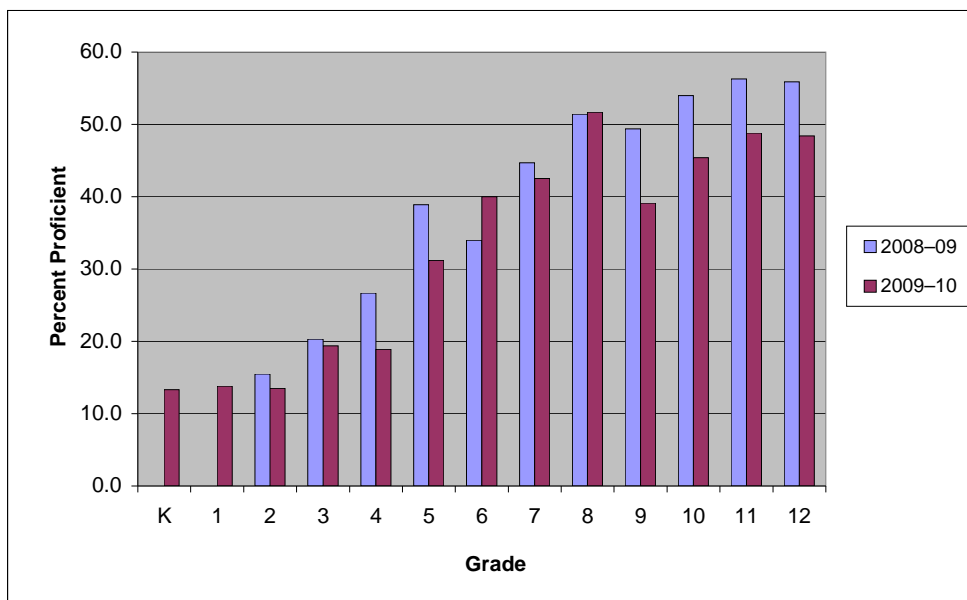


Figure 10.3: Reading Percent Proficient, Annual Assessment Data



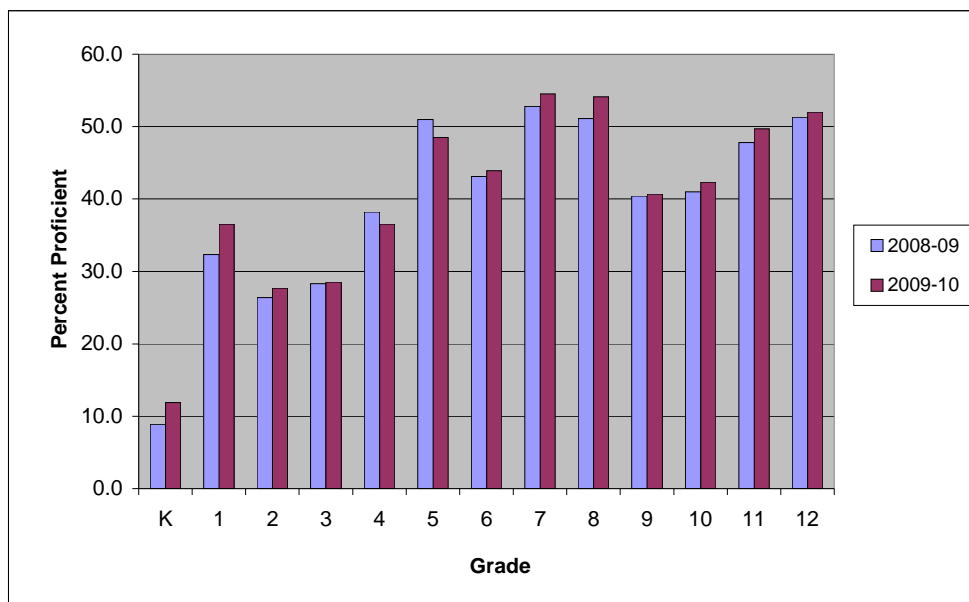
Note: The reading domain was not administered to kindergarten or grade 1 students prior to the 2009–10 Edition.

Figure 10.4: Writing Percent Proficient, Annual Assessment Data



Note: The writing domain was not administered to kindergarten or grade 1 students prior to the 2009–10 Edition.

Figure 10.5: Overall Percent Proficient, Annual Assessment Data



10.3 Test Characteristics 2006–07 to 2009–10

Table 10.4 presents the average test p -value since the introduction of the common scale in 2006. From this perspective, the items selected for tests have generally become more difficult over these years. The equating process, however, ensures that the scale scores represent a constant level of proficiency over time despite these changes in the item selection.

Table 10.5 presents the average test point-biserial (discrimination) coefficients for the same period. Over time, the items used in these tests have retained a high degree of precision.

Table 10.4: 2006–07 to 2009–10 Editions Average p -Values

Domain	Edition	p -Values				
		K–2		3–5	6–8	9–12
		K–1	2			
Listening	2009–10	0.64	0.79	0.71	0.80	0.76
	2008–09		0.71	0.74	0.82	0.78
	2007–08		0.72	0.77	0.85	0.81
	2006–07		0.73	0.79	0.86	0.83
Speaking	2009–10	0.59	0.75	0.71	0.72	0.63
	2008–09		0.71	0.77	0.74	0.65
	2007–08		0.71	0.76	0.74	0.66
	2006–07		0.69	0.74	0.76	0.68
Reading	2009–10	0.74	0.50	0.55	0.59	0.57
	2008–09		0.53	0.57	0.59	0.60
	2007–08		0.53	0.58	0.59	0.62
	2006–07		0.51	0.58	0.59	0.62
Writing	2009–10	0.67	0.56	0.64	0.70	0.71
	2008–09		0.57	0.67	0.70	0.75
	2007–08		0.59	0.71	0.71	0.76
	2006–07		0.57	0.70	0.71	0.74

Table 10.5: 2006–07 to 2009–10 Editions Average Point-Biserial Coefficients

Domain	Edition	Point-Biserial Coefficients				
		K–2		3–5	6–8	9–12
		K–1	2			
Listening	2009–10	0.37	0.37	0.32	0.36	0.38
	2008–09		0.46	0.41	0.40	0.41
	2007–08		0.46	0.43	0.41	0.43
	2006–07		0.39	0.33	0.35	0.37
Speaking	2009–10	0.53	0.49	0.47	0.48	0.53
	2008–09		0.55	0.51	0.52	0.56
	2007–08		0.52	0.50	0.52	0.57
	2006–07		0.54	0.47	0.51	0.53
Reading	2009–10	0.43	0.36	0.40	0.37	0.37
	2008–09		0.42	0.44	0.42	0.40
	2007–08		0.42	0.45	0.44	0.42
	2006–07		0.38	0.40	0.38	0.35
Writing	2009–10	0.35	0.43	0.43	0.43	0.46
	2008–09		0.49	0.48	0.46	0.48
	2007–08		0.50	0.51	0.49	0.52
	2006–07		0.49	0.50	0.49	0.54

Table 10.6 presents the standard errors of measurement for the domains as derived from classical test theory. Despite slight year-to-year changes in the reliabilities of the tests and different sets of items used each year, the standard errors have remained remarkably consistent across time.

Table 10.6: 2006–07 to 2009–10 Editions Standard Errors of Measurement

Domain	Year	Standard Errors of Measurement												
		K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	2009–10	1.96	1.81	1.57	1.91	1.76	1.62	1.64	1.54	1.51	1.74	1.66	1.59	1.57
	2008–09	1.91	1.84	1.60	1.87	1.71	1.55	1.59	1.52	1.48	1.70	1.64	1.59	1.55
	2007–08	1.85	1.75	1.55	1.87	1.66	1.47	1.51	1.43	1.36	1.61	1.57	1.51	1.47
	2006–07	1.80	1.70	1.49	1.79	1.59	1.44	1.46	1.37	1.30	1.53	1.50	1.46	1.40
Speaking	2009–10	2.25	2.39	2.19	2.33	2.20	2.01	2.18	2.09	1.99	2.25	2.13	2.14	2.15
	2008–09	2.25	2.36	2.13	2.28	2.11	1.95	2.14	2.04	1.99	2.20	2.17	2.14	2.12
	2007–08	2.09	2.17	2.00	2.26	2.07	1.90	2.14	2.03	1.97	2.23	2.19	2.15	2.12
	2006–07	1.56	1.62	1.45	1.20	1.10	1.06	1.33	1.27	1.23	1.52	1.51	1.50	1.48
Reading	2009–10	2.58	2.01	2.68	2.68	2.64	2.47	2.56	2.54	2.47	2.58	2.61	2.50	2.48
	2008–09			2.61	2.65	2.59	2.47	2.57	2.51	2.46	2.61	2.57	2.53	2.48
	2007–08			2.59	2.66	2.59	2.45	2.56	2.51	2.44	2.57	2.52	2.47	2.42
	2006–07			2.57	2.63	2.53	2.41	2.57	2.51	2.44	2.52	2.50	2.46	2.41
Writing	2009–10	1.97	2.01	2.69	2.50	2.40	2.25	2.35	2.26	2.18	2.30	2.27	2.28	2.23
	2008–09			2.70	2.56	2.38	2.23	2.40	2.32	2.26	2.25	2.22	2.20	2.20
	2007–08			2.66	2.45	2.26	2.12	2.34	2.28	2.21	2.20	2.17	2.14	2.15
	2006–07			2.66	2.48	2.29	2.18	2.32	2.27	2.22	2.23	2.19	2.16	2.17
Overall	2009–10	2.21	2.07	2.33	2.37	2.27	2.11	2.21	2.14	2.07	2.24	2.19	2.15	2.13
	2008–09	2.08	2.10	2.26	2.34	2.19	2.05	2.18	2.10	2.05	2.19	2.15	2.11	2.09
	2007–08	1.97	1.96	2.20	2.31	2.15	1.98	2.14	2.06	1.99	2.15	2.11	2.07	2.04
	2006–07	1.68	1.66	2.12	2.11	1.96	1.85	1.99	1.93	1.88	2.00	1.97	1.94	1.91

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Appendixes

- A** Technical History of the CELDT and CELDT Blueprints
- B** Information Related to Content Validity
- C** CELDT Writing and Speaking Scoring Rubrics
- D** Item Maps
- E** Scale Score Summary Statistics
- F** Descriptive Statistics and Domain Correlations
- G** Classification Consistency and Accuracy
- H** Raw Score to Scale Score Tables
- I** Scale Score Frequency Distributions
- J** Demographic Frequency Distributions
- K** Classical Item Statistics
- L** Comparison of Annual Assessment Versus Initial Assessment Item Difficulty
- M** Unscaled Item Parameters
- N** Item-Type Correlations
- O** Rater Consistency and Reliability
- P** Test Characteristic and Standard Error Curves
- Q** Score Report Samples
- R** Proficiency by Grade and Grade Span

Appendix A: Technical History of the CELDT and CELDT Blueprints**2001–02 Edition (Form A) through 2008–09 Edition (Form H)**

The California English Language Development Test (CELDT) was developed by the CDE Testing and Accountability 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 years of operational testing, the CDE has 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 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.¹

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), a series of analyses 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 vertically linked. Test forms in 2002–03, 2003–04, 2004–05, and 2005–06 were each anchored back to the original 2001–02 (Form A) scale. Each of these forms contained changes, some of them significant, which are detailed below.

¹The Technical Reports can be found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/techreport.asp>.

1999–2000 Field Test

The CELDT was initially 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) developed 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 creation of 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 three and above, 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 one, and grade two 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 2006.²

2001–02 Edition (Form A)

The data from the 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. A comparison of data from the field test with that of the operational test found sampling discrepancies significant enough to require a recalibration of the item parameters for Form A. Although 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.

2002–03 Edition (Form B)

One goal in creating subsequent CELDT editions was to eliminate all items not owned by the CDE. As part of that effort, a second operational test, Form A+, 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).

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

²The Standard Setting Technical Report for 2006 can be found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/standardsetting.pdf>.

until June 30, 2003. The 2002–03 Edition (Form B) was the first form to test exclusively within 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 (AA) and initial Assessment (IA) testing. This meant that IA students took field test items even though the data from these items arrived 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 AA 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 three through five (3–5), six through eight (6–8), and nine through twelve (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 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.

The decision was made to field test a shorter reading test in the 2002–03 Edition (Form B), containing 35 items rather than 45, in order to minimize testing time while maintaining 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 the decision to shorten this portion of the test.

In addition to the reading section, a portion of the writing domain was field tested. The Extended Writing item was redesigned to elicit sufficient writing to show students' proficiency. Data showed that less than 1 percent of students achieved 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), criticism continued of the LAS Story Retelling item. An analysis found that the item added little to the information and discrimination of the test. For a complete description of test information and

discrimination, see Allen & Yen (1979, pp. 262–269). Scale 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 ranged between 0.64 and 0.75 for each grade span. Without the Story Retelling item, the reliability was approximately 0.90. This made it clear that deleting the item improved the test's reliability. The next task 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. New scoring rubrics designed to lessen administrator demands and shorten testing time accompanied these new items. 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 showed that constructing a complete story is not that dissimilar to retelling a previously heard story. Training for all administrators ensured the validity and reliability of student scores and helped test examiners internalize the new scoring rubrics.

The listening test was also modified so that it could be group administered for grades three through twelve (3–12) rather than individually administered, further shortening testing time. A Comprehension component 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. 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, effort 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. The GRF also reported a comprehension scale score, taken as the weighted average of the listening and reading scores. As with the separate listening and speaking scores, 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 common 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-level 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. The common scale items were selected to include a content-representative sample of items from the higher and lower 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-level 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 learners 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 *No Child Left Behind* (NCLB); therefore, when Title III of NCLB imposed new requirements for state English language proficiency assessments, changes to the test were made to ensure that the 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 English Language Development (ELD) standards. NCLB required listening and speaking 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 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 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.

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).

2007–08 Edition (Form G)

The 2007–08 CELDT operational administration was the second 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.³ 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 *California English Language Development Standards & Assessment: Evaluating Linkage & Alignment* (Sato, Lagunoff, Worth, Bailey, & Butler, 2005).⁴ 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.

³These results are reported in the technical report for the 2008–09 edition found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/techrpt0809.pdf>.

⁴These results are reported in the linkage alignment study found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/linkagealignstudy.pdf>.

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. 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 ELD standards covered by the CELDT blueprint.

The Speech Functions component, 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. 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).

2008–09 Edition (Form H)

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 domain scores were each scaled separately and reflected the aforementioned common scale.⁵ 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 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. 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 ELD standards covered by the CELDT blueprint (see below).

For the 2008–09 Edition, the Speech Functions component was expanded to four items, and Oral Vocabulary further reduced to thirteen. This configuration (13 Oral Vocabulary,

⁵These results are reported in the technical report for the 2007–08 edition found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/techrpt0708.pdf>.

4 Speech Functions, 2 Choose and Give Reasons, and 1 4-Picture Narrative) now matched the blueprints of the other grade spans (i.e., 3–5, 6–8, and 9–12).

CELDT Validation and Evaluation Studies

This section summarizes CELDT validation and evaluation studies related to (a) the original scale cut score validation, (b) evaluation of linkage and alignment of standards and the CELDT, and (c) 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 in cooperation with the San Joaquin County Office of Education. The general procedure was to send a group of English language development experts to selected schools in order to conduct approximately 40 individual student evaluations. Results of these evaluations were then compared 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 spent 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 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, 2002).

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 (ELs) 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 two, five, seven, and nine); in grade nine, 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 ratability 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 ratability. 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., ratability, 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 time frame. 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.

CELDT Blueprint for Kindergarten – Grade One

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 One (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 One (continued)

Reading — Total Number of Items: 20	
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 already hear and produce (e.g., a as in cat and final consonants).	Early Intermediate
Recognize and name all uppercase and lowercase letters of the alphabet.	Intermediate
Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.	Intermediate
Fluency and Systematic Vocabulary Development	
ELD Standard	ELD Proficiency Level
Read simple vocabulary, phrases, and sentences independently.	Early Intermediate
Use decoding skills to read more complex words independently.	Intermediate
Reading Comprehension	
ELD Standard	ELD Proficiency Level
While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.	Beginning

CELDT Blueprint for Kindergarten – Grade One (continued)

Writing — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Copy the English alphabet legibly.	Beginning
Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).	Beginning
Write a few words or phrases about an event or character from a story read by the teacher.	Beginning
English Language Conventions	
ELD Standard	ELD Proficiency Level
Use capitalization to begin sentences and for proper nouns.	Early Intermediate
Use a period or question mark at the end of a sentence.	Early Intermediate

CELDT Blueprint for Grade Two

Listening — Total Number of Items: 20	
Strategies and Applications	
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 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 Grade Two (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 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 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 Grade Two (continued)

Writing — 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 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, 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, 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, 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

Appendix B: Information Related to Content Validity

The validity of educational tests rests heavily on issues of content relevance and representativeness. In order to ensure that these issues are adequately addressed at all stages in CELDT test development, the CDE relies on the expertise of diverse groups of experts in psychometrics, language testing, applied linguistics, English language development and acquisition, and early childhood development and testing. This appendix provides lists of experts who have contributed to the overall validity of the test.

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Table B-1: 2009–10 Writing Anchor Pull Participants (N = 17)

Demographic Characteristic		N	Percent
Special Education Teacher	Yes	1	6%
	No	16	94%
Classroom Teaching Level	Elementary	1	6%
	Secondary	1	6%
	High School	1	6%
	K–12	5	30%
	Other	1	6%
Ethnicity	Asian	1	6%
	Caucasian	14	82%
	Mexican American	2	12%
Languages Spoken	Spanish	4	24%
	French	2	12%
	None Specified	11	64%
Gender	Male	3	18%
	Female	14	82%
Current Position	Master Scorer	10	58%
	Teacher/Educator	3	18%
	Administrator	2	12%
	Contractor	2	12%
Teaching Location	Suburban	2	12%
	Urban	1	6%
CELDT Experience	1–2 years	12	70%
	5–6 years	3	18%
	>7 years	2	12%
District Coordinator	Yes	2	12%
Examiner	Yes	2	12%
Content Review Participant	Yes	2	12%
Sensitivity Review Participant	Yes	1	6%
Standard Setting Participant	Yes	3	18%
Anchor Pull Participant	Yes	5	30%

Table B-2: 2009–10 Content, Bias and Sensitivity Review Participants (N = 40)*

Demographic Characteristic		N	Percent
Special Ed	Yes	7	17.5%
	No	33	82.5%
Classroom Teaching Level	Elementary	18	45.0%
	Secondary	14	35.0%
	High School	10	25.0%
	K–12	18	45.0%
	Other	4	10.0%
Ethnicity	Caucasian	26	65.0%
	European	1	2.5%
	Indian	1	2.5%
	Mexican American	10	25.0%
	Declined to State	2	5.0%
Languages Spoken	French	1	2.5%
	German	1	2.5%
	Spanish	25	62.5%
	None Specified	13	32.5%
Gender	Male	4	10.0%
	Female	36	90.0%
Current Position	Teacher/Educator	29	72.5%
	Administrator	17	42.5%
	College/University	2	5.0%
	Parent	4	10.0%
	Researcher	2	5.0%
Teaching Location	Rural	8	20.0%
	Suburban	17	42.5%
	Urban	15	37.5%
CELDT Experience	<1 year	1	2.5%
	4 years	9	22.5%
	5 years	0	0.0%
	6 years	11	27.5%
	>6 years	19	47.5%
District Coordinator	Yes	16	40.0%
Site Coordinator	Yes	18	45.0%
Examiner	Yes	20	50.0%
Content Review Participant	Yes	8	20.0%
Sensitivity Review Participant	Yes	10	25.0%
Standard Setting Participant	Yes	7	17.5%

*Percentages sum to more than 100% for some characteristics because multiple responses per person are possible.

Table B-3: 2009–10 Item Writer Credentials and Experience

Writer	Educational Background	ESL Experience	Classroom Experience
1	M.A. in Teaching English to Speakers of Other Languages (TESOL) B.A. in Anthropology	Seven years ESL experience. One year ESL assessment experience.	Three years experience teaching ESL.
2	M.A. in TESOL B.S. in International Politics, Foreign Policy and Policy Process	Six years ESL experience.	Six years experience tutoring and teaching EFL/ESL in both Spain and the United States.
3	M.A. in TESOL B.S. in Journalism	Eleven years ESL experience. Six years ESL assessment experience. Two years item writing experience.	Six years experience teaching EFL/ESL in South Korea, Hungary, and the United States.
4	M.A. in TESOL B.S. in Biology (Botany)	Five years ESL experience.	Nine years teaching experience, including five years teaching EFL/ESL in South Korea, Hungary, and the United States.
5	M.A. in TESOL M.A. in American History B.A. in History	Fifteen years ESL experience.	Fifteen years teaching EFL/ESL in both South Korea and the United States.
6	M.A. in TESOL Bachelor's degree in Elementary Education	Twenty-four years ESL experience. Three years experience as content editor for ESL assessments.	Twenty-one years teaching EFL/ESL.
7	M.A. in Linguistics B.A. in Music	Six years experience as content editor for ESL assessments.	Fifteen years experience teaching ESL at United States universities.

Appendix C: CELDT Writing and Speaking Scoring Rubrics

**Scoring Rationale for Grades K–1
Writing—Copying Letter**

This rubric is provided with each item in the Student Book.

- 0—Draws illegible lines or does not copy the letter as it appears.
- 1—Copies letter legibly (letter is discernable and can be oriented in any direction).

**Scoring Rationale for Grades K–1
Writing—Copying Words**

This rubric is provided with each item in the Student Book.

- 0—Draws illegible lines or unacceptable response.
- 1—Copies at least one letter legibly (letter is discernable and can be oriented in any direction).
- 2—Copies the word legibly (word is discernable and letters can be oriented in any direction).

**Scoring Rationale for Grades K–1
Writing—Writing Words**

This rubric is provided with each item in the Student Book. Item-specific lists of example acceptable responses are provided in the Student Book.

- 0—Draws illegible lines or unacceptable response.
- 1—Writes part of an acceptable word.
- 2—Writes acceptable word legibly (letters are discernable but can be oriented in any direction).

**Scoring Rationale for Grades 2–12
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 merely copies the prompt.
- Response is written entirely in another language.
- Response is identical to a previous response.

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 for Grades 2–12 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 merely copies the prompt.
- Response is written entirely in another language.
- Response is identical to a previous response.

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 for Grade 2 [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.

**Scoring Rationale for Grades K–12
Speaking—Speech Functions**

0—Student does not perform the language function required.

- No response [NR].
- Response is entirely in another language [AL].

1—Student performs the language function required.

- Errors in grammar, vocabulary, and/or pronunciation are significant enough to interfere with communication.

2—Student performs the language function required.

- Speech is accurate enough not to interfere with communication (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication).

**Scoring Rationale for Grades K–12
Speaking—Choose and Give Reasons**

0—Student does not make choice or does not support choice with a relevant reason.

- No response [NR].
- Response is entirely in another language [AL].

1—Student makes choice and supports choice with at least one relevant reason.

- Errors in grammar, vocabulary, and/or pronunciation are significant enough to interfere with communication.

2—Student makes choice and supports it with at least two relevant reasons.

- Speech is generally accurate (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication).

Scoring Rationale for Grades K–12 Speaking—4-Picture Narrative

0—No response [NR].

- Spoken in another language [AL].
- Unintelligible.
- Response consists entirely of “I don’t know” or “I forget.”

1—Student attempts to tell a story based on the pictures, but does not construct a coherent narrative.

- Response displays a very limited range of vocabulary. The student’s speech is often halting or impeded.
- Response includes numerous grammatical errors that interfere with communication.
- Student’s speech is generally difficult to understand. Pronunciation often interferes with communication.

2—Story is based on pictures but does not clearly express some major event.

- Response displays some of the necessary vocabulary, but the student often cannot find the right word.
- Response shows control of basic grammatical structures, but includes numerous errors, some of which interfere with communication.
- Student’s speech is sometimes difficult to understand. Pronunciation sometimes interferes with communication.

3—Story is coherent and includes explanation of major events, but does not provide much elaboration (e.g., explanations of details and context).

- Vocabulary resources are generally adequate to perform the task. The student sometimes cannot find the right word.
- Response is generally adequate grammatically. Errors rarely interfere with communication.
- Student may have an accent and/or make some errors in pronunciation, but pronunciation is generally accurate and usually does not interfere with communication.

Appendix C: CELDT Writing and Speaking Scoring Rubrics

4—Story is coherent and effective, including explanation of major events, with appropriate elaboration (e.g., explanations of details and context). Contains more complex sentence structure.

- Vocabulary resources are well developed. The student can almost always find the appropriate word. Uses precise word choice.
- Response displays few grammatical errors and contains varied grammatical and syntactical structures. Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication.
- Student may have an accent, but both pronunciation and intonation are generally accurate and do not interfere with communication.

Appendix D: Item Maps

The tables in Appendix D identify the position (Item Number) of each item within test books for all items across the forms of the 2009–10 Edition of the CELDT. 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. Field test items are shaded.

Note: There were only five test forms for kindergarten and grade 1. Grades 2–12 included 11 test forms.

Item function is classified as operational (OP) or field test (FT). Field test items do not contribute to student scores.

Table D-1: Item Map, Listening, Grade Span K–2

Item Number				Item Sequence Number	Function	Item ID
Forms 1, 6–11	Form 2	Form 3	Forms 4–5			
1	1	1	1	1	OP	00382780
2	2	2	2	2	OP	01057170
3	3	3	3	3	OP	00676871
4	4	4	4	4	OP	00545930
5	5	5	5	5	OP	00940005
6	8	8	6	6	OP	00803281
7	9	9	7	7	OP	00803303
8	10	10	8	8	OP	01057151
9	11	11	9	9	OP	01057153
10	12	12	10	10	OP	01057155
	6			11	FT	01208362
	7			12	FT	01208364
	13	13		13	FT	01208366
	14	14		14	FT	01208368
	15	15		15	FT	01208370
	16	16		16	FT	01208372
		6		17	FT	01208383
		7		18	FT	01208385
11	17	17	11	19	OP	00382748
12	18	18	12	20	OP	00940030
13	19	19	13	21	OP	00382746
14	20	20	14	22	OP	00676867
15	21	21	15	23	OP	00676873
16	23	23	16	24	OP	00803313
17	24	24	17	25	OP	00803315
18	26	26	18	26	OP	01057174
19	27	27	19	27	OP	00803299
20	28	28	20	28	OP	01057176
	22			29	FT	01208374
	25			30	FT	01208376
	29			31	FT	01208378
	30			32	FT	01208380
		22		33	FT	01208387
		25		34	FT	01208389
		29		35	FT	01208391
		30		36	FT	01208393

Table D-2: Item Map, Listening, Grade Span 3–5

Item Number				Item Sequence Number	Function	Item ID
Form 1	Form 2	Form 3	Forms 4–11			
1	1	1	1	1	OP	00382864
2	2	2	2	2	OP	00382912
3	3	3	3	3	OP	00382854
4	4	4	4	4	OP	01057646
5	5	5	5	5	OP	00546100
6	6	6	6	6	OP	00940976
7	7	7	7	7	OP	01057627
8	8	8	8	8	OP	00803461
9	9	9	9	9	OP	00940959
10	10	10	10	10	OP	00546104
11	13	13	11	11	OP	00546112
12	14	14	12	12	OP	00382926
13	15	15	13	13	OP	00382920
14	16	16	14	14	OP	00940963
15	17	17	15	15	OP	00940965
16	20	20	16	16	OP	01057650
17	21	21	17	17	OP	01057633
18	26	26	18	18	OP	01057637
19	27	27	19	19	OP	01057639
20	28	28	20	20	OP	01057641
	11			21	FT	01208893
	12			22	FT	01208895
	18			23	FT	01208897
	19			24	FT	01208899
	22	22		25	FT	01208901
	23	23		26	FT	01208903
	24	24		27	FT	01208905
	25	25		28	FT	01208907
		11		29	FT	01208910
		12		30	FT	01208912
		18		31	FT	01208914
		19		32	FT	01208916

Table D-3: Item Map, Listening, Grade Span 6–8

Item Number				Item Sequence Number	Function	Item ID
Form 1	Form 2	Form 3	Forms 4–11			
1	1	1	1	1	OP	00693728
2	2	2	2	2	OP	00693720
3	3	3	3	3	OP	00693722
4	4	4	4	4	OP	00940160
5	5	5	5	5	OP	00940177
6	6	6	6	6	OP	00546267
7	7	7	7	7	OP	00437690
8	8	8	8	8	OP	00383002
9	9	9	9	9	OP	01059777
10	10	10	10	10	OP	00940162
11	13	13	11	11	OP	00383008
12	14	14	12	12	OP	00693732
13	15	15	13	13	OP	01059767
14	16	16	14	14	OP	00940181
15	17	17	15	15	OP	00803593
16	18	18	16	16	OP	01059779
17	19	19	17	17	OP	00546283
18	22	22	18	18	OP	00803591
19	23	23	19	19	OP	01059783
20	24	24	20	20	OP	01059785
	11			21	FT	01209035
	12			22	FT	01209037
	20			23	FT	01209039
	21			24	FT	01209041
	25	25		25	FT	01209043
	26	26		26	FT	01209045
	27	27		27	FT	01209047
	28	28		28	FT	01209049
		11		29	FT	01209052
		12		30	FT	01209054
		20		31	FT	01209056
		21		32	FT	01209058

Table D-4: Item Map, Listening, Grade Span 9–12

Item Number				Item Sequence Number	Function	Item ID
Form 1	Form 2	Form 3	Forms 4–11			
1	1	1	1	1	OP	00683420
2	2	2	2	2	OP	00546438
3	3	3	3	3	OP	00940419
4	4	4	4	4	OP	00437841
5	5	5	5	5	OP	00546444
6	6	6	6	6	OP	00803659
7	7	7	7	7	OP	00383034
8	10	10	8	8	OP	00546436
9	11	11	9	9	OP	00546440
10	12	12	10	10	OP	00940438
11	13	13	11	11	OP	00383100
12	14	14	12	12	OP	00546454
13	15	15	13	13	OP	01059869
14	16	16	14	14	OP	00940423
15	17	17	15	15	OP	00682950
16	18	18	16	16	OP	00940425
17	19	19	17	17	OP	00803661
18	26	26	18	18	OP	01059873
19	27	27	19	19	OP	01059877
20	28	28	20	20	OP	01059879
	8			21	FT	01209176
	9			22	FT	01209178
	20			23	FT	01209180
	21			24	FT	01209182
	22	22		25	FT	01209184
	23	23		26	FT	01209186
	24	24		27	FT	01209188
	25	25		28	FT	01209190
		8		29	FT	01209203
		9		30	FT	01209205
		20		31	FT	01209207
		21		32	FT	01209209

Table D-5: Item Map, Reading, Grade Span K–1

Item Number					Item Sequence Number	Function	Item ID
Form 1	Form 2	Form 3	Form 4	Form 5			
1	1	1	1	1	1	OP	01210024
2	2	2	2	2	2	OP	01210046
3	4	4	3	3	3	OP	01210917
4	5	5	4	4	4	OP	01210918
5	6	6	5	5	5	OP	01210919
6	7	7	6	6	6	OP	01210914
7	8	8	7	7	7	OP	01210916
8	9	9	8	8	8	OP	01210915
11	12	12	12	11	9	OP	01210048
12	13	13	13	12	10	OP	01210028
13	14	15	14	14	11	OP	01210012
14	15	16	15	15	12	OP	01210032
15	17	17	16	16	13	OP	01210074
16	18	18	18	18	14	OP	01210056
17	19	19	19	19	15	OP	01210016
18	20	20	20	20	16	OP	01210072
19	22	22	22	21	17	OP	01210038
20	23	23	23	22	18	OP	01210078
	3				19	FT	01210082
	16				20	FT	01210118
	21				21	FT	01210130
		3			22	FT	01210086
		14			23	FT	01210106
		21			24	FT	01210132
			17		25	FT	01210122
			21		26	FT	01210134
				13	27	FT	01210098
				17	28	FT	01210124
				23	29	FT	01210058
9	10	10	9	9	30	OP	01210070
10	11	11	10	10	31	OP	01210030
			11		32	FT	01210094

Table D-6: Item Map, Reading, Grade 2

Item Number					Item Sequence Number	Function	Item ID
Forms 1–5, 10–11	Form 6	Form 7	Form 8	Form 9			
1	1	1	1	1	1	OP	00240708
2	2	2	2	2	2	OP	00803374
3	3	3	3	3	3	OP	00546036
4	4	4	4	4	4	OP	01059041
5	5	5	5	5	5	OP	00940070
6	6	6	6	6	6	OP	01059053
7	7	7	7	7	7	OP	00240819
8	8	8	8	8	8	OP	00680947
9	9	9	9	9	9	OP	00240821
10	10	10	10	10	10	OP	00545999
11	11	11	11	11	11	OP	01059043
12	12	12	12	12	12	OP	00680989
13	15	15	13	13	13	OP	00803372
14	16	16	14	14	14	OP	00240835
15	17	17	15	15	15	OP	00680991
16	18	18	16	16	16	OP	01059045
17	19	19	17	17	17	OP	00803370
18	20	20	18	18	18	OP	01059055
19	21	21	19	19	19	OP	00546040
20	22	22	20	20	20	OP	00940087
21	25	25	21	21	21	OP	01059047
22	26	26	22	22	22	OP	01059059
23	27	27	23	23	23	OP	00940076
24	28	28	24	24	24	OP	01059049
25	30	30	25	25	25	OP	01059069
26	31	31	26	26	26	OP	01059071
27	32	32	27	27	27	OP	01059075
28	33	33	28	28	28	OP	00940091
29	34	34	29	29	29	OP	00940093
30	35	35	30	30	30	OP	00940095
31	36	36	31	31	31	OP	00680934
32	37	37	32	32	32	OP	00680936
33	38	38	37	37	33	OP	00803392
34	39	39	38	38	34	OP	00803394
35	40	40	39	39	35	OP	00803398
	13				36	FT	01208478
	14				37	FT	01208480
	23				38	FT	01208482

Item Number					Item Sequence Number	Function	Item ID
Forms 1–5, 10–11	Form 6	Form 7	Form 8	Form 9			
	24				39	FT	01208484
	29				40	FT	01208486
		13			41	FT	01208488
		14			42	FT	01208490
		23			43	FT	01208492
		24			44	FT	01208494
		29			45	FT	01208496
			33		46	FT	01208498
			34		47	FT	01208500
			35		48	FT	01208502
			36		49	FT	01208504
				33	50	FT	01208506
				34	51	FT	01208508
				35	52	FT	01208510
				36	53	FT	01208512

Table D-7: Item Map, Reading, Grade Span 3–5

Item Number					Item Sequence Number	Function	Item ID
Forms 1–5, 10–11	Form 6	Form 7	Form 8	Form 9			
1	1	1	1	1	1	OP	00803523
2	2	2	2	2	2	OP	01059097
3	3	3	3	3	3	OP	00241158
4	4	4	4	4	4	OP	00691070
5	5	5	5	5	5	OP	01059107
6	6	6	6	6	6	OP	01059105
7	7	7	7	7	7	OP	00940996
8	8	8	8	8	8	OP	00546207
9	9	9	9	9	9	OP	00546205
10	10	10	10	10	10	OP	00940986
11	11	11	11	11	11	OP	00940994
12	12	12	12	12	12	OP	00691072
13	15	15	13	13	13	OP	00691051
14	17	17	14	14	14	OP	01059111
15	18	18	15	15	15	OP	00940992
16	19	19	16	16	16	OP	00940990
17	20	20	17	17	17	OP	00354164
18	21	21	18	18	18	OP	00354168
19	22	22	19	19	19	OP	00546211
20	23	23	20	20	20	OP	00803541
21	24	24	21	21	21	OP	00941000
22	25	25	22	22	22	OP	00940988
23	26	26	23	23	23	OP	01059099
24	27	27	24	24	24	OP	01059101
25	30	30	25	25	25	OP	01059125
26	31	31	26	26	26	OP	01059127
27	32	32	27	27	27	OP	01059129
28	33	33	28	28	28	OP	01059131
29	34	34	29	29	29	OP	01059117
30	35	35	30	30	30	OP	01059119
31	36	36	31	31	31	OP	01059121
32	37	37	36	36	32	OP	00941004
33	38	38	37	37	33	OP	00941006
34	39	39	38	38	34	OP	00941008
35	40	40	39	39	35	OP	00941010
	13				36	FT	01208922
	14				37	FT	01208924
	16				38	FT	01208926
	28				39	FT	01208928

Item Number					Item Sequence Number	Function	Item ID
Forms 1–5, 10–11	Form 6	Form 7	Form 8	Form 9			
	29				40	FT	01208930
		13			41	FT	01208932
		14			42	FT	01208934
		16			43	FT	01208936
		28			44	FT	01208938
		29			45	FT	01208940
			32		46	FT	01208944
			33		47	FT	01208946
			34		48	FT	01208948
			35		49	FT	01208950
				32	50	FT	01208952
				33	51	FT	01208954
				34	52	FT	01208956
				35	53	FT	01208958

Table D-8: Item Map, Reading, Grade Span 6–8

Item Number					Item Sequence Number	Function	Item ID
Forms 1–5, 10–11	Form 6	Form 7	Form 8	Form 9			
1	1	1	1	1	1	OP	00437766
2	2	2	2	2	2	OP	00803707
3	3	3	3	3	3	OP	00241506
4	4	4	4	4	4	OP	00437749
5	5	5	5	5	5	OP	00546365
6	6	6	6	6	6	OP	01060116
7	7	7	7	7	7	OP	00241514
8	8	8	8	8	8	OP	01060126
9	10	10	9	9	9	OP	00546361
10	11	11	10	10	10	OP	00546336
11	13	13	11	11	11	OP	01060128
12	14	14	12	12	12	OP	00354604
13	15	15	13	13	13	OP	00546355
14	16	16	14	14	14	OP	00354598
15	17	17	15	15	15	OP	01060130
16	18	18	16	16	16	OP	01060132
17	19	19	17	17	17	OP	00940273
18	22	22	18	18	18	OP	00940275
19	23	23	19	19	19	OP	00354614
20	24	24	20	20	20	OP	01060120
21	25	25	21	21	21	OP	00241528
22	26	26	22	22	22	OP	01060124
23	27	27	23	23	23	OP	00940285
24	29	29	24	24	24	OP	00940295
25	30	30	25	25	25	OP	00940297
26	31	31	26	26	26	OP	00940301
27	32	32	27	27	27	OP	00546342
28	33	33	28	28	28	OP	00546344
29	34	34	29	29	29	OP	00546348
30	35	35	30	30	30	OP	00803721
31	36	36	31	31	31	OP	00803723
32	37	37	32	32	32	OP	00803725
33	38	38	37	37	33	OP	00940287
34	39	39	38	38	34	OP	00940291
35	40	40	39	39	35	OP	00940293
	9				36	FT	01209064
	12				37	FT	01209066
	20				38	FT	01209068
	21				39	FT	01209070

Forms 1–5, 10–11	Item Number				Item Sequence Number	Function	Item ID
	Form 6	Form 7	Form 8	Form 9			
	28				40	FT	01209072
		9			41	FT	01209074
		12			42	FT	01209076
		20			43	FT	01209078
		21			44	FT	01209080
		28			45	FT	01209082
			33		46	FT	01209086
			34		47	FT	01209088
			35		48	FT	01209090
			36		49	FT	01209092
				33	50	FT	01209094
				34	51	FT	01209096
				35	52	FT	01209098
				36	53	FT	01209100

Table D-9: Item Map, Reading, Grade Span 9–12

Item Number					Item Sequence Number	Function	Item ID
Forms 1–5, 10–11	Form 6	Form 7	Form 8	Form 9			
1	1	1	1	1	1	OP	00683964
2	2	2	2	2	2	OP	00546505
3	3	3	3	3	3	OP	00437909
4	4	4	4	4	4	OP	00940456
5	5	5	5	5	5	OP	00940454
6	6	6	6	6	6	OP	00241753
7	7	7	7	7	7	OP	00717216
8	8	8	8	8	8	OP	00804714
9	9	9	9	9	9	OP	00804688
10	10	10	10	10	10	OP	00940446
11	11	11	11	11	11	OP	01059977
12	12	12	12	12	12	OP	01059975
13	13	13	13	13	13	OP	01059967
14	16	16	14	14	14	OP	00684043
15	17	17	15	15	15	OP	00546534
16	18	18	16	16	16	OP	00683949
17	19	19	17	17	17	OP	00354292
18	20	20	18	18	18	OP	00354288
19	21	21	19	19	19	OP	00684045
20	22	22	20	20	20	OP	00437913
21	23	23	21	21	21	OP	00684034
22	25	25	22	22	22	OP	01059971
23	26	26	23	23	23	OP	01059981
24	29	29	24	24	24	OP	01059973
25	30	30	25	25	25	OP	00804754
26	31	31	26	26	26	OP	00804756
27	32	32	27	27	27	OP	00804758
28	33	33	28	28	28	OP	01059995
29	34	34	29	29	29	OP	01059997
30	35	35	30	30	30	OP	01059999
31	36	36	31	31	31	OP	00940466
32	37	37	32	32	32	OP	00940468
33	38	38	33	33	33	OP	00940470
34	39	39	38	38	34	OP	01059987
35	40	40	39	39	35	OP	01059989
	14				36	FT	01209215
	15				37	FT	01209217
	24				38	FT	01209219
	27				39	FT	01209221

Item Number					Item Sequence Number	Function	Item ID
Forms 1–5, 10–11	Form 6	Form 7	Form 8	Form 9			
	28				40	FT	01209223
		14			41	FT	01209225
		15			42	FT	01209227
		24			43	FT	01209229
		27			44	FT	01209231
		28			45	FT	01209233
			34		46	FT	01209236
			35		47	FT	01209238
			36		48	FT	01209240
			37		49	FT	01209242
				34	50	FT	01209245
				35	51	FT	01209247
				36	52	FT	01209249
				37	53	FT	01209251

Table D-10: Item Map, Speaking, Grade Span K–2

Item Number			Item Sequence Number	Function	Item ID
Forms 1–3, 6–11 ^a	Form 4	Form 5			
1	1	1	1	OP	00382718
2	2	2	2	OP	00803327
3	3	3	3	OP	00545971
4	4	4	4	OP	00545977
5	5	5	5	OP	00545981
6	6	6	6	OP	00382724
7	7	7	7	OP	00680897
8	8	8	8	OP	00382766
9	9	9	9	OP	00940056
10	10	10	10	OP	00680889
11	11	11	11	OP	00545983
12	14	14	12	OP	01057185
13	15	15	13	OP	00940041
	12		14	FT	01208448
	13		15	FT	01208450
		12	16	FT	01208460
		13	17	FT	01208462
20	26	26	18	OP	01057193
	25		19	FT	01208458
		25	20	FT	01208470
14	17	17	21	OP	00940047
15	19	19	22	OP	01057187
16	20	20	23	OP	00940045
17	21	21	24	OP	01057199
18	22	22	25	OP	01057191
19	24	24	26	OP	00803345
	16		27	FT	01208452
	18		28	FT	01208454
	23		29	FT	01208456
		16	30	FT	01208464
		18	31	FT	01208466
		23	32	FT	01208468

^a Forms 6–11 were used for Grade 2 only.

Table D-11: Item Map, Speaking, Grade Span 3–5

Item Number			Item Sequence Number	Function	Item ID
Forms 1–3, 6–11	Form 4	Form 5			
1	1	1	1	OP	00437542
2	2	2	2	OP	00383154
3	3	3	3	OP	00803468
4	4	4	4	OP	00546147
5	5	5	5	OP	00437531
6	6	6	6	OP	00437544
7	7	7	7	OP	00687665
8	8	8	8	OP	00546133
9	9	9	9	OP	00803482
10	10	10	10	OP	00940336
11	11	11	11	OP	01059002
12	14	14	12	OP	00940353
13	15	15	13	OP	01059004
	12		14	FT	01208964
	13		15	FT	01208966
		12	16	FT	01208976
		13	17	FT	01208978
20	26	26	18	OP	01059012
	25		19	FT	01208974
		25	20	FT	01208986
14	16	16	21	OP	00687650
15	17	17	22	OP	00383174
16	20	20	23	OP	00383139
17	21	21	24	OP	00940342
18	23	23	25	OP	01059010
19	24	24	26	OP	00803476
	18		27	FT	01208968
	19		28	FT	01208970
	22		29	FT	01208972
		18	30	FT	01208980
		19	31	FT	01208982
		22	32	FT	01208984

Table D-12: Item Map, Speaking, Grade Span 6–8

Item Number			Item Sequence Number	Function	Item ID
Forms 1–3, 6–11	Form 4	Form 5			
1	1	1	1	OP	00940203
2	2	2	2	OP	00546318
3	3	3	3	OP	00803628
4	4	4	4	OP	00546302
5	5	5	5	OP	00383187
6	6	6	6	OP	00803613
7	7	7	7	OP	01059795
8	8	8	8	OP	00940191
9	9	9	9	OP	01059807
10	10	10	10	OP	01059805
11	11	11	11	OP	00940205
12	14	14	12	OP	00383201
13	15	15	13	OP	00546308
	12		14	FT	01209106
	13		15	FT	01209108
		12	16	FT	01209118
		13	17	FT	01209120
20	26	26	18	OP	01059815
	25		19	FT	01209116
		25	20	FT	01209128
14	18	18	21	OP	00940211
15	19	19	22	OP	01059799
16	20	20	23	OP	00546324
17	21	21	24	OP	00546312
18	22	22	25	OP	00940199
19	24	24	26	OP	01059801
	16		27	FT	01209110
	17		28	FT	01209112
	23		29	FT	01209114
		16	30	FT	01209122
		17	31	FT	01209124
		23	32	FT	01209126

Table D-13: Item Map, Speaking, Grade Span 9–12

Item Number			Item Sequence Number	Function	Item ID
Forms 1–3, 6–11	Form 4	Form 5			
1	1	1	1	OP	00683631
2	2	2	2	OP	00546489
3	3	3	3	OP	00546475
4	4	4	4	OP	00803814
5	5	5	5	OP	01059915
6	6	6	6	OP	00940495
7	7	7	7	OP	01059903
8	8	8	8	OP	00940484
9	9	9	9	OP	00940482
10	10	10	10	OP	00940497
11	13	13	11	OP	00383291
12	14	14	12	OP	00683673
13	15	15	13	OP	00683682
	11		14	FT	01209256
	12		15	FT	01209258
		11	16	FT	01209269
		12	17	FT	01209271
20	26	26	18	OP	00940492
	25		19	FT	01209266
		25	20	FT	01209279
14	18	18	21	OP	00683642
15	19	19	22	OP	00546483
16	20	20	23	OP	00546497
17	21	21	24	OP	00940486
18	23	23	25	OP	00940490
19	24	24	26	OP	01059921
	16		27	FT	01209260
	17		28	FT	01209262
	22		29	FT	01209264
		16	30	FT	01209273
		17	31	FT	01209275
		22	32	FT	01209277

Table D-14: Item Map, Writing, Grade Span K–1

Item Number					Item Sequence Number	Function	Item ID
Form 1	Form 2	Form 3	Form 4	Form 5			
1	1	1	1	1	1	OP	01210162
2	2	2	2	2	2	OP	01210144
3	3	3	4	3	3	OP	01210204
4	4	4	5	4	4	OP	01210182
13	14	15	15	14	5	OP	01210154
14	15	16	16	15	6	OP	01210158
15	16	17	17	16	7	OP	01210176
16	17	18	18	17	8	OP	01210218
17	18	19	19	18	9	OP	01210178
18	19	20	20	19	10	OP	01210180
19	20	21	21	20	11	OP	01210220
20	21	22	22	21	12	OP	01210160
	5				13	FT	01210226
	22				14	FT	01210272
		5			15	FT	01210232
			3		16	FT	01210222
				22	17	FT	01210276
5	6	6	6	5	18	OP	01210166
6	7	7	7	6	19	OP	01210146
7	8	8	8	7	20	OP	01210206
8	9	9	9	8	21	OP	01210188
9	10	11	10	10	22	OP	01210150
10	11	12	11	11	23	OP	01210170
11	12	13	13	12	24	OP	01210174
12	13	14	14	13	25	OP	01210192
		10			26	FT	01210244
			12		27	FT	01210254
				9	28	FT	01210240

Table D-15: Item Map, Writing, Grade 2

Item Number							Item Sequence Number	Function	Item ID
Forms 1–5	Form 6	Form 7	Form 8	Form 9	Form 10	Form 11			
1	1	1	1	1	1	1	1	OP	00353969
2	2	2	2	2	2	2	2	OP	00546063
3	3	3	3	3	3	3	3	OP	00353963
4	4	4	4	4	4	4	4	OP	00354002
5	5	5	5	5	5	5	5	OP	00353990
6	6	6	6	6	6	6	6	OP	00546075
7	7	7	7	7	7	7	7	OP	00353982
8	8	8	8	8	8	8	8	OP	00546073
9	9	9	9	9	9	9	9	OP	00546083
10	10	10	10	10	10	10	10	OP	00354019
11	11	11	11	11	11	11	11	OP	00546055
12	12	12	12	12	12	12	12	OP	00354008
13	13	13	13	13	13	13	13	OP	00546067
14	17	17	17	17	14	14	14	OP	00940137
15	18	18	18	18	15	15	15	OP	00940139
16	19	19	19	19	16	16	16	OP	00940141
17	20	20	20	20	17	17	17	OP	01057235
18	21	21	21	21	18	18	18	OP	01057237
19	22	22	22	22	19	19	19	OP	01057239
	14						20	FT	01208522
	15						21	FT	01208524
	16						22	FT	01208526
		14					23	FT	01208530
		15					24	FT	01208532
		16					25	FT	01208534
			14				26	FT	01208538
			15				27	FT	01208540
			16				28	FT	01208542
				14			29	FT	01208546

Item Number							Item Sequence Number	Function	Item ID
Forms 1–5	Form 6	Form 7	Form 8	Form 9	Form 10	Form 11			
				15			30	FT	01208548
				16			31	FT	01208550
24	28	28	28	28	25	25	32	OP	01057213
					24		33	FT	01208554
						24	34	FT	01208556
20	23	23	23	23	20	20	35	OP	00940119
21	24	24	24	24	21	21	36	OP	00940135
22	25	25	25	25	22	22	37	OP	01057241
23	26	26	26	26	23	23	38	OP	01057225
	27						39	FT	01208528
		27					40	FT	01208536
			27				41	FT	01208544
				27			42	FT	01208552

Table D-16: Item Map, Writing, Grade Span 3–5

Item Number							Item Sequence Number	Function	Item ID
Forms 1–5	Form 6	Form 7	Form 8	Form 9	Form 10	Form 11			
1	1	1	1	1	1	1	1	OP	00354208
2	2	2	2	2	2	2	2	OP	00437639
3	3	3	3	3	3	3	3	OP	00546234
4	4	4	4	4	4	4	4	OP	00354181
5	5	5	5	5	5	5	5	OP	00354179
6	6	6	6	6	6	6	6	OP	00354226
7	7	7	7	7	7	7	7	OP	00546228
8	8	8	8	8	8	8	8	OP	00546248
9	9	9	9	9	9	9	9	OP	00546236
10	10	10	10	10	10	10	10	OP	00546226
11	14	14	14	14	11	11	11	OP	00803515
12	15	15	15	15	12	12	12	OP	00803517
13	16	16	16	16	13	13	13	OP	00803519
14	17	17	17	17	14	14	14	OP	01059952
15	18	18	18	18	15	15	15	OP	01059954
16	19	19	19	19	16	16	16	OP	01059956
17	20	20	20	20	17	17	17	OP	00803505
18	21	21	21	21	18	18	18	OP	00803507
19	22	22	22	22	19	19	19	OP	00803509
	11						20	FT	01208994
	12						21	FT	01208996
	13						22	FT	01208998
		11					23	FT	01209002
		12					24	FT	01209004
		13					25	FT	01209006
			11				26	FT	01209010
			12				27	FT	01209012
			13				28	FT	01209014
				11			29	FT	01209018

Item Number							Item Sequence Number	Function	Item ID
Forms 1–5	Form 6	Form 7	Form 8	Form 9	Form 10	Form 11			
				12			30	FT	01209020
				13			31	FT	01209022
24	28	28	28	28	25	25	32	OP	01059032
					24		33	FT	01209028
						24	34	FT	01209030
20	23	23	23	23	20	20	35	OP	00437661
21	24	24	24	24	21	21	36	OP	00546230
22	25	25	25	25	22	22	37	OP	01059958
23	26	26	26	26	23	23	38	OP	01059934
	27						39	FT	01209000
		27					40	FT	01209008
			27				41	FT	01209016
				27			42	FT	01209024

Table D-17: Item Map, Writing, Grade Span 6–8

Item Number							Item Sequence Number	Function	Item ID
Forms 1–5	Form 6	Form 7	Form 8	Form 9	Form 10	Form 11			
1	1	1	1	1	1	1	1	OP	00546415
2	2	2	2	2	2	2	2	OP	00437794
3	3	3	3	3	3	3	3	OP	00546405
4	4	4	4	4	4	4	4	OP	00354683
5	5	5	5	5	5	5	5	OP	00354699
6	6	6	6	6	6	6	6	OP	00546427
7	7	7	7	7	7	7	7	OP	00546419
8	11	11	11	11	8	8	8	OP	00803765
9	12	12	12	12	9	9	9	OP	00803767
10	13	13	13	13	10	10	10	OP	00803769
11	14	14	14	14	11	11	11	OP	01069257
12	15	15	15	15	12	12	12	OP	01069259
13	16	16	16	16	13	13	13	OP	01069261
14	17	17	17	17	14	14	14	OP	00803785
15	18	18	18	18	15	15	15	OP	00803787
16	19	19	19	19	16	16	16	OP	00803789
17	20	20	20	20	17	17	17	OP	00940241
18	21	21	21	21	18	18	18	OP	00940243
19	22	22	22	22	19	19	19	OP	00940245
	8						20	FT	01209136
	9						21	FT	01209138
	10						22	FT	01209140
		8					23	FT	01209144
		9					24	FT	01209146
		10					25	FT	01209148
			8				26	FT	01209152
			9				27	FT	01209154
			10				28	FT	01209156
				8			29	FT	01209160

Item Number							Item Sequence Number	Function	Item ID
Forms 1–5	Form 6	Form 7	Form 8	Form 9	Form 10	Form 11			
				9			30	FT	01209162
				10			31	FT	01209164
24	28	28	28	28	25	25	32	OP	01069227
					24		33	FT	01209170
						24	34	FT	01209172
20	23	23	23	23	20	20	35	OP	01069239
21	24	24	24	24	21	21	36	OP	00546421
22	25	25	25	25	22	22	37	OP	01069263
23	26	26	26	26	23	23	38	OP	01069255
	27						39	FT	01209142
		27					40	FT	01209150
			27				41	FT	01209158
				27			42	FT	01209166

Table D-18: Item Map, Writing, Grade Span 9–12

Item Number							Item Sequence Number	Function	Item ID
Forms 1–5	Form 6	Form 7	Form 8	Form 9	Form 10	Form 11			
1	1	1	1	1	1	1	1	OP	00354123
2	2	2	2	2	2	2	2	OP	00437928
3	3	3	3	3	3	3	3	OP	00354053
4	4	4	4	4	4	4	4	OP	00684167
5	5	5	5	5	5	5	5	OP	00546588
6	6	6	6	6	6	6	6	OP	00546600
7	7	7	7	7	7	7	7	OP	00354078
8	8	8	8	8	8	8	8	OP	00546568
9	9	9	9	9	9	9	9	OP	00546576
10	10	10	10	10	10	10	10	OP	00684125
11	14	14	14	14	11	11	11	OP	01060039
12	15	15	15	15	12	12	12	OP	01060041
13	16	16	16	16	13	13	13	OP	01060043
14	17	17	17	17	14	14	14	OP	00940507
15	18	18	18	18	15	15	15	OP	00940509
16	19	19	19	19	16	16	16	OP	00940511
17	20	20	20	20	17	17	17	OP	00940531
18	21	21	21	21	18	18	18	OP	00940533
19	22	22	22	22	19	19	19	OP	00940535
	11						20	FT	01209287
	12						21	FT	01209289
	13						22	FT	01209291
		11					23	FT	01209295
		12					24	FT	01209297
		13					25	FT	01209299
			11				26	FT	01209303
			12				27	FT	01209305
			13				28	FT	01209307
				11			29	FT	01209311

Item Number							Item Sequence Number	Function	Item ID
Forms 1–5	Form 6	Form 7	Form 8	Form 9	Form 10	Form 11			
				12			30	FT	01209313
				13			31	FT	01209315
24	28	28	28	28	25	25	32	OP	01060007
					24		33	FT	01209320
						24	34	FT	01209323
20	23	23	23	23	20	20	35	OP	01060021
21	24	24	24	24	21	21	36	OP	01060037
22	25	25	25	25	22	22	37	OP	00546602
23	26	26	26	26	23	23	38	OP	01060029
	27						39	FT	01209293
		27					40	FT	01209301
			27				41	FT	01209309
				27			42	FT	01209317

Appendix E: Scale Score Summary Statistics

Note: The following tables display 2009–10 Edition results first, followed by historical results through the 2006–07 Edition, the first that used the common scale.

Table E–1: 2009–10 Edition Scale Score 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	5,335	378.00	69.265	366.57	100.676	315.80	44.975	366.34	34.786	346.67	49.506	372.05	78.374
1	176,291	430.05	57.143	434.84	79.008	392.65	66.639	406.41	34.097	411.09	53.505	432.20	62.883
2	172,458	475.16	55.885	485.83	74.748	441.31	68.227	450.72	73.399	458.00	53.794	462.88	54.703
3	162,713	480.43	73.989	491.93	64.163	480.25	69.256	485.59	63.370	480.09	63.033	484.18	54.760
4	134,728	512.29	72.329	513.92	67.566	508.07	66.490	507.95	61.052	509.93	61.768	510.18	54.376
5	113,840	538.60	70.607	530.01	72.489	529.19	65.717	524.92	60.908	533.65	61.103	530.30	55.082
6	91,535	556.16	88.544	530.22	68.950	536.30	66.545	531.13	62.125	545.99	69.696	538.07	59.476
7	85,982	575.83	90.386	546.39	74.083	549.40	67.515	543.18	63.576	562.37	71.282	553.32	61.740
8	80,638	586.89	92.291	556.14	80.193	561.84	68.528	553.22	66.068	574.11	73.021	564.14	64.652
9	76,820	579.03	95.831	552.82	87.590	558.73	71.651	543.08	66.686	568.64	75.916	558.04	66.380
10	73,224	593.57	98.675	560.92	93.164	573.02	73.570	548.96	69.929	583.05	78.734	568.75	70.453
11	63,464	605.38	99.784	569.86	95.602	583.62	75.351	552.72	71.826	594.26	80.606	577.52	72.416
12	55,103	603.98	110.770	572.15	105.045	584.34	83.743	547.92	84.061	593.92	91.048	576.73	83.954

Table E–2: 2009–10 Edition Scale Score 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–1	181,626	428.52	58.203	432.83	80.557	390.39	67.367	405.24	34.783	409.19	54.492	430.43	64.200
2	172,458	475.16	55.885	485.83	74.748	441.31	68.227	450.72	73.399	458.00	53.794	462.88	54.703
3–5	411,281	506.96	76.317	509.67	69.451	502.91	70.314	503.80	64.007	504.69	65.846	505.46	57.897
6–8	258,155	572.31	91.238	543.70	75.083	548.64	68.292	542.04	64.497	560.23	72.206	551.29	62.804
9–12	268,611	594.34	101.318	563.02	95.091	573.76	76.383	547.95	72.703	583.81	81.771	569.40	73.224

Table E–3: 2009–10 Edition Scale Score Summary Statistics by Grade, Initial 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	206,214	354.99	80.143	346.79	117.259	295.27	47.773	344.20	44.379	325.00	56.868	350.67	92.013
1	19,219	406.35	92.495	399.69	133.802	378.63	90.071	395.34	60.566	392.27	84.593	402.81	109.581
2	11,807	429.29	107.108	421.47	153.611	418.28	90.530	407.64	113.975	423.57	91.516	418.84	106.351
3	10,540	440.18	117.242	432.75	136.014	447.71	102.085	435.37	117.899	443.73	103.694	438.67	109.126
4	9,671	467.27	126.232	452.75	144.067	476.79	109.778	458.17	123.737	471.81	113.053	463.41	117.769
5	8,663	480.25	134.565	460.58	151.238	492.00	116.374	469.44	130.099	485.91	121.120	475.24	125.684
6	8,561	508.47	153.487	476.06	147.387	518.62	114.499	489.88	134.202	513.33	129.283	497.84	129.914
7	8,465	502.40	161.700	471.39	157.054	517.26	120.698	486.36	143.198	509.61	136.654	493.93	138.401
8	7,231	508.95	163.088	478.14	158.220	528.50	122.725	495.76	144.071	518.50	138.365	502.42	139.583
9	14,388	526.18	165.632	485.46	166.127	542.41	125.680	497.71	141.990	534.08	140.898	512.58	141.533
10	8,555	525.41	158.528	479.06	162.525	545.83	121.227	496.54	135.090	535.40	134.802	511.34	135.064
11	6,803	554.13	151.757	510.06	152.207	568.70	119.004	521.47	125.515	561.19	130.345	538.22	127.867
12	4,682	555.19	153.945	517.40	151.825	569.60	121.266	518.62	127.992	562.17	132.580	539.84	129.488

Table E–4: 2009–10 Edition Scale Score Summary Statistics by Grade Span, Initial 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–1	225,433	359.37	82.525	351.30	119.674	302.37	57.621	348.56	48.144	330.74	62.626	355.11	94.764
2	11,807	429.29	107.108	421.47	153.611	418.28	90.530	407.64	113.975	423.57	91.516	418.84	106.351
3–5	28,874	461.28	126.763	447.80	143.895	470.74	110.655	453.23	124.430	465.79	113.656	457.93	118.178
6–8	24,257	506.49	159.294	475.05	154.087	521.09	119.260	490.40	140.401	513.57	134.662	497.84	135.865
9–12	34,428	535.46	160.201	493.07	161.302	552.15	123.268	504.96	135.715	543.58	136.824	521.05	136.286

Table E–5: 2008–09 Edition Scale Score 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	5,276	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	179,992	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	176,098	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	160,147	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	135,258	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	118,512	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	102,527	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	94,686	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	82,946	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	83,558	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	75,684	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	63,299	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	55,134	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 E–6: 2008–09 Edition Scale Score 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	*361,366	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	413,917	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	280,159	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	277,675	587.88	102.14	556.38	97.44	570.97	77.06	556.34	77.51	579.14	82.24	567.51	74.77

*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 E–7: 2008–09 Edition Scale Score Summary Statistics by Grade, Initial 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	208,916	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	20,279	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	13,599	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	12,037	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	10,656	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	9,823	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	9,641	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	9,882	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	8,289	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	16,828	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	10,525	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	8,268	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	5,828	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 E–8: 2008–09 Edition Scale Score Summary Statistics by Grade Span, Initial 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	*242,794	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	32,516	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	27,812	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	41,449	532.30	162.35	494.55	159.95	546.83	123.69	513.17	145.23	539.31	138.09	521.34	139.05

*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.

Table E–9: 2007–08 Edition Scale Score 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	5,967	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	182,795	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	168,016	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	153,171	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	135,399	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	128,432	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	109,440	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	92,909	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	87,158	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	81,401	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	74,483	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	63,845	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	51,770	591.14	108.12	564.65	106.02	580.53	82.03	552.35	86.63	585.56	88.63	571.79	82.99

Table E–10: 2007–08 Edition Scale Score 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	*356,778	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	417,002	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	289,507	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	271,499	580.08	101.16	550.14	99.35	568.04	75.72	550.71	77.01	573.77	81.26	561.86	74.83

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

Table E–11: 2007–08 Edition Scale Score Summary Statistics by Grade, Initial 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	208,415	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	22,266	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	15,674	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	13,853	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	12,897	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	11,983	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	11,841	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	12,048	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	10,528	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	21,243	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	12,921	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	9,926	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	6,372	559.01	139.57	529.49	139.85	570.23	106.64	532.38	121.30	564.36	117.76	547.41	116.85

Table E–12: 2007–08 Edition Scale Score Summary Statistics by Grade Span, Initial 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	*246,355	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	38,733	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	34,417	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	50,462	522.49	158.03	490.58	158.33	540.66	118.31	503.89	140.38	531.33	133.23	514.05	135.07

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

Table E–13: 2006–07 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data

Grade	N	Listening/Speaking		Listening		Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	7,143	340.50	91.66	354.02	77.21	327.41	118.11	N/A	N/A	N/A	N/A	340.50	91.66
1	168,999	414.77	68.59	415.34	63.11	414.68	86.86	N/A	N/A	N/A	N/A	414.77	68.59
2	158,997	462.10	64.54	463.00	63.73	461.68	79.51	431.42	67.11	438.34	81.27	448.24	58.11
3	149,266	471.98	60.25	466.49	70.84	477.92	68.30	467.81	63.76	479.34	68.64	472.52	54.84
4	143,822	504.09	62.68	504.26	73.20	504.40	72.29	498.86	62.93	502.65	63.97	502.17	55.23
5	129,088	523.24	64.61	526.37	73.27	520.64	76.75	519.03	63.88	516.35	62.61	520.22	56.17
6	103,392	535.38	75.49	548.31	94.25	522.97	77.91	518.25	66.23	522.86	64.15	527.72	62.42
7	94,727	551.85	80.27	567.07	99.97	537.17	82.57	532.95	68.23	532.62	65.50	542.08	65.67
8	87,490	563.05	85.01	580.19	104.13	546.48	87.88	547.43	70.11	540.67	68.17	553.31	69.50
9	82,319	549.39	83.91	562.96	93.93	536.40	96.11	551.64	71.75	546.52	76.09	549.01	70.50
10	75,913	558.78	89.57	572.28	98.08	545.84	103.33	563.71	73.96	551.14	80.07	557.87	74.91
11	61,375	567.88	90.08	581.51	99.32	554.80	103.65	574.9	75.03	555.37	80.75	566.27	75.67
12	48,581	573.64	94.93	586.12	105.48	561.72	106.61	579.87	80.67	554.83	88.06	570.27	81.71

Table E–14: 2006–07 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data

Grade Span	N	Listening/Speaking		Listening		Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K–2	*335,139	435.64	72.61	436.64	69.04	435.12	88.85	431.42	67.11	438.34	81.27	429.06	67.81
3–5	422,176	498.59	65.91	497.66	76.50	500.00	74.43	494.05	66.91	498.60	67.02	497.20	58.76
6–8	285,609	549.32	80.89	564.30	100.12	534.88	83.18	532.06	69.13	531.55	66.25	540.32	66.56
9–12	268,188	560.67	89.47	574.04	98.90	547.87	102.28	565.49	75.58	551.36	80.63	559.32	75.50

*N-count for grade span K–2 is 335,139 overall, but reading and writing include only Grade 2 data, for which the N-count is 158,997.

Table E–15: 2006–07 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data

Grade	N	Listening/Speaking		Listening		Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	211,087	336.90	98.86	345.12	83.45	329.10	125.74	N/A	N/A	N/A	N/A	336.90	98.86
1	27,833	377.45	117.41	384.86	100.80	370.45	141.60	N/A	N/A	N/A	N/A	377.45	117.41
2	18,370	401.55	131.34	411.15	115.11	392.36	154.58	405.19	88.67	390.17	117.79	399.40	108.91
3	16,577	416.68	120.41	419.10	116.81	414.68	135.55	432.42	96.73	420.65	122.47	421.38	109.29
4	15,130	438.00	131.99	443.76	128.90	432.70	146.31	457.51	106.51	439.04	128.70	442.92	119.93
5	14,304	452.52	139.04	459.97	135.60	445.54	153.45	474.28	113.45	452.15	132.40	457.65	126.41
6	14,029	475.21	147.28	487.89	154.19	463.15	151.54	496.64	109.06	471.29	134.92	479.32	129.69
7	14,245	473.75	153.35	488.03	161.43	460.10	156.37	502.13	114.39	470.57	140.89	479.78	135.78
8	12,231	481.19	156.96	495.62	165.29	467.41	159.86	511.56	117.00	479.39	142.25	488.07	138.46
9	23,504	479.93	157.92	494.75	162.37	465.74	165.26	520.56	124.58	485.13	155.62	491.19	144.09
10	14,180	491.59	152.04	508.37	157.10	475.42	160.11	533.85	120.96	497.73	147.50	503.48	137.74
11	10,211	520.83	140.80	537.03	146.59	505.24	148.87	558.00	115.52	524.11	136.40	530.73	127.74
12	6,272	536.60	135.51	551.14	143.09	522.65	144.70	570.53	115.22	537.00	131.26	544.96	122.67

Table E–16: 2006–07 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data

Grade Span	N	Listening/Speaking		Listening		Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K–2	*257,290	345.90	105.53	354.14	90.33	338.09	131.29	405.19	88.67	390.17	117.79	345.75	103.61
3–5	46,011	434.83	131.08	439.92	127.99	430.20	145.40	453.68	106.78	436.49	128.33	439.74	119.26
6–8	40,505	476.51	152.42	490.27	160.19	463.36	155.81	503.07	113.54	473.48	139.32	482.12	134.58
9–12	54,167	497.25	152.18	512.82	157.32	482.31	159.94	536.88	122.27	501.78	148.55	508.09	138.48

*N-count for Grade Span K–2 is 257,290 overall, but reading and writing include only Grade 2 data, for which the N-count is 18,370.

Appendix F : Descriptive Statistics and Domain Correlations

The following tables detail descriptive statistics and domain correlations by grade span, for the 2009–10 Edition for both annual assessment and initial assessment data. All analyses are based on scale scores.

Annual Assessment Data

Table F-1: Descriptive Statistics, Annual Assessment, Grade Span K–1

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	181,626	428.52	58.203	220	570
Speaking	181,626	432.83	80.557	140	630
Reading	181,501	385.15	53.719	240	570
Writing	181,501	404.56	30.185	240	600

Table F-2: Pearson Correlation Coefficients, Annual Assessment, Grade Span K–1

	Listening	Speaking	Reading	Writing
Listening	1.000	.711	.555	.539
Speaking	.711	1.000	.529	.488
Reading	.555	.529	1.000	.723
Writing	.539	.488	.723	1.000

Table F-3: Descriptive Statistics, Annual Assessment, Grade 2

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	172,458	475.16	55.885	220	570
Speaking	172,458	485.83	74.748	140	630
Reading	172,458	441.31	68.227	280	650
Writing	172,458	450.72	73.399	220	690

Table F-4: Pearson Correlation Coefficients, Annual Assessment, Grade 2

	Listening	Speaking	Reading	Writing
Listening	1.000	.652	.497	.522
Speaking	.652	1.000	.407	.450
Reading	.497	.407	1.000	.652
Writing	.522	.450	.652	1.000

Table F-5: Descriptive Statistics, Annual Assessment, Grade Span 3–5

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	411,281	506.96	76.317	220	640
Speaking	411,281	509.67	69.451	200	720
Reading	411,281	502.91	70.314	280	700
Writing	411,281	503.80	64.007	220	740

Table F-6: Pearson Correlation Coefficients, Annual Assessment, Grade Span 3–5

	Listening	Speaking	Reading	Writing
Listening	1.000	.539	.613	.579
Speaking	.539	1.000	.490	.514
Reading	.613	.490	1.000	.739
Writing	.579	.514	.739	1.000

Table F-7: Descriptive Statistics, Annual Assessment, Grade Span 6–8

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	258,155	572.31	91.238	230	715
Speaking	258,155	543.70	75.083	225	720
Reading	258,155	548.64	68.292	320	750
Writing	258,155	542.04	64.497	220	780

Table F-8: Pearson Correlation Coefficients, Annual Assessment, Grade Span 6–8

	Listening	Speaking	Reading	Writing
Listening	1.000	.569	.633	.605
Speaking	.569	1.000	.535	.563
Reading	.633	.535	1.000	.744
Writing	.605	.563	.744	1.000

Table F-9: Descriptive Statistics, Annual Assessment, Grade Span 9–12

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	268,611	594.34	101.318	230	725
Speaking	268,611	563.02	95.091	235	740
Reading	268,611	573.76	76.383	320	770
Writing	268,611	547.95	72.703	220	810

Table F-10: Pearson Correlation Coefficients, Annual Assessment, Grade Span 9–12

	Listening	Speaking	Reading	Writing
Listening	1.000	.568	.689	.665
Speaking	.568	1.000	.542	.591
Reading	.689	.542	1.000	.714
Writing	.665	.591	.714	1.000

Initial Assessment Data

Table F-11: Descriptive Statistics, Initial Assessment, Grade Span K–1

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	225,433	359.37	82.525	220	570
Speaking	225,433	351.30	119.674	140	630
Reading	224,881	302.37	57.621	220	570
Writing	224,881	348.56	48.144	220	600

Table F-12: Pearson Correlation Coefficients, Initial Assessment, Grade Span K–1

	Listening	Speaking	Reading	Writing
Listening	1.000	0.751	0.572	0.524
Speaking	0.751	1.000	0.549	0.484
Reading	0.572	0.549	1.000	0.692
Writing	0.524	0.484	0.692	1.000

Table F-13: Descriptive Statistics, Initial Assessment, Grade 2

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	11,807	429.29	107.108	220	570
Speaking	11,807	421.47	153.611	140	630
Reading	11,807	418.28	90.530	280	650
Writing	11,807	407.64	113.975	220	690

Table F-14: Pearson Correlation Coefficients, Initial Assessment, Grade 2

	Listening	Speaking	Reading	Writing
Listening	1.000	0.894	0.715	0.784
Speaking	0.894	1.000	0.681	0.771
Reading	0.715	0.681	1.000	0.805
Writing	0.784	0.771	0.805	1.000

Table F-15: Descriptive Statistics, Initial Assessment, Grade Span 3–5

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	28,874	461.28	126.763	220	640
Speaking	28,874	447.80	143.895	200	720
Reading	28,874	470.74	110.655	280	700
Writing	28,874	453.23	124.430	220	740

Table F-16: Pearson Correlation Coefficients, Initial Assessment, Grade Span 3–5

	Listening	Speaking	Reading	Writing
Listening	1.000	0.828	0.835	0.844
Speaking	0.828	1.000	0.785	0.838
Reading	0.835	0.785	1.000	0.872
Writing	0.844	0.838	0.872	1.000

Table F-17: Descriptive Statistics, Initial Assessment, Grade Span 6–8

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	24,257	506.49	159.294	230	715
Speaking	24,257	475.05	154.087	225	720
Reading	24,257	521.09	119.260	320	750
Writing	24,257	490.40	140.401	220	780

Table F-18: Pearson Correlation Coefficients, Initial Assessment, Grade Span 6–8

	Listening	Speaking	Reading	Writing
Listening	1.000	0.863	0.869	0.860
Speaking	0.863	1.000	0.841	0.859
Reading	0.869	0.841	1.000	0.897
Writing	0.860	0.859	0.897	1.000

Table F-19: Descriptive Statistics, Initial Assessment, Grade Span 9–12

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	34,428	535.46	160.201	230	725
Speaking	34,428	493.07	161.302	235	740
Reading	34,428	552.15	123.268	320	770
Writing	34,428	504.96	135.715	220	810

Table F-20: Pearson Correlation Coefficients, Initial Assessment, Grade Span 9–12

	Listening	Speaking	Reading	Writing
Listening	1.000	0.834	0.863	0.856
Speaking	0.834	1.000	0.804	0.829
Reading	0.863	0.804	1.000	0.875
Writing	0.856	0.829	0.875	1.000

Appendix G Classification Consistency and Accuracy

Note: All values are based on annual assessment data.

Table G-1: Classification Consistency and Accuracy, Listening

Grade	Accuracy	Consistency	Kappa
K	0.534	0.481	0.266
1	0.560	0.452	0.252
2	0.573	0.471	0.285
3	0.508	0.394	0.212
4	0.523	0.414	0.225
5	0.572	0.451	0.224
6	0.586	0.458	0.260
7	0.589	0.471	0.290
8	0.556	0.461	0.296
9	0.554	0.439	0.229
10	0.556	0.459	0.265
11	0.551	0.463	0.266
12	0.542	0.463	0.268

Table G-2: Classification Consistency and Accuracy, Speaking

Grade	Accuracy	Consistency	Kappa
K	0.584	0.521	0.353
1	0.611	0.499	0.338
2	0.646	0.538	0.374
3	0.660	0.543	0.375
4	0.640	0.525	0.348
5	0.643	0.529	0.350
6	0.638	0.525	0.351
7	0.654	0.544	0.371
8	0.694	0.590	0.442
9	0.639	0.527	0.363
10	0.662	0.551	0.399
11	0.676	0.568	0.419
12	0.664	0.562	0.409

Table G-3: Classification Consistency and Accuracy, Reading

Grade	Accuracy	Consistency	Kappa
K	0.617	0.499	0.279
1	0.570	0.480	0.319
2	0.643	0.559	0.381
3	0.652	0.532	0.339
4	0.719	0.595	0.373
5	0.618	0.538	0.359
6	0.571	0.474	0.318
7	0.567	0.467	0.316
8	0.570	0.481	0.336
9	0.566	0.471	0.308
10	0.569	0.477	0.317
11	0.567	0.475	0.324
12	0.543	0.463	0.313

Table G-4: Classification Consistency and Accuracy, Writing

Grade	Accuracy	Consistency	Kappa
K	0.591	0.478	0.222
1	0.565	0.481	0.286
2	0.554	0.478	0.284
3	0.619	0.519	0.315
4	0.658	0.529	0.303
5	0.496	0.454	0.251
6	0.546	0.460	0.254
7	0.519	0.445	0.259
8	0.505	0.443	0.258
9	0.520	0.448	0.255
10	0.521	0.445	0.256
11	0.511	0.438	0.251
12	0.484	0.426	0.238

Table G-5: Classification Accuracy at Each Performance Cut Score, Listening

Grade	Accuracy at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.915	0.682	0.937	0.989
1	0.962	0.895	0.791	0.914
2	0.977	0.929	0.853	0.780
3	0.946	0.874	0.819	0.813
4	0.961	0.903	0.824	0.796
5	0.970	0.926	0.842	0.779
6	0.966	0.910	0.838	0.839
7	0.967	0.918	0.853	0.802
8	0.969	0.916	0.853	0.765
9	0.962	0.900	0.825	0.861
10	0.961	0.908	0.824	0.846
11	0.967	0.925	0.840	0.804
12	0.971	0.944	0.842	0.785

Table G-6: Classification Accuracy at Each Performance Cut Score, Speaking

Grade	Accuracy at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.954	0.814	0.850	0.974
1	0.970	0.937	0.867	0.832
2	0.978	0.952	0.904	0.806
3	0.979	0.942	0.889	0.852
4	0.979	0.945	0.889	0.841
5	0.979	0.950	0.890	0.847
6	0.980	0.953	0.901	0.802
7	0.979	0.955	0.910	0.822
8	0.979	0.959	0.910	0.834
9	0.974	0.952	0.905	0.798
10	0.975	0.954	0.913	0.811
11	0.975	0.955	0.917	0.826
12	0.976	0.961	0.930	0.804

Table G-7: Classification Accuracy at Each Performance Cut Score, Reading

Grade	Accuracy at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.854	0.823	0.948	0.988
1	0.850	0.870	0.918	0.929
2	0.934	0.825	0.916	0.978
3	0.943	0.883	0.858	0.944
4	0.945	0.928	0.837	0.949
5	0.958	0.940	0.815	0.883
6	0.949	0.915	0.831	0.841
7	0.956	0.919	0.856	0.818
8	0.955	0.920	0.855	0.817
9	0.941	0.885	0.810	0.901
10	0.943	0.888	0.817	0.898
11	0.954	0.911	0.831	0.854
12	0.963	0.927	0.807	0.827

Table G-8: Classification Accuracy at Each Performance Cut Score, Writing

Grade	Accuracy at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.966	0.769	0.866	0.989
1	0.907	0.821	0.861	0.987
2	0.951	0.764	0.865	0.974
3	0.962	0.884	0.806	0.930
4	0.969	0.916	0.811	0.910
5	0.977	0.939	0.708	0.835
6	0.978	0.941	0.726	0.857
7	0.980	0.949	0.791	0.789
8	0.983	0.959	0.841	0.716
9	0.978	0.944	0.750	0.829
10	0.979	0.951	0.789	0.785
11	0.979	0.954	0.810	0.748
12	0.984	0.962	0.777	0.741

Table G-9: Classification Consistency at Each Performance Cut Score, Listening

Grade	Consistency at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.859	0.655	0.873	0.989
1	0.940	0.852	0.733	0.914
2	0.961	0.895	0.795	0.780
3	0.912	0.818	0.750	0.813
4	0.937	0.858	0.759	0.796
5	0.952	0.891	0.777	0.779
6	0.943	0.867	0.776	0.839
7	0.948	0.881	0.796	0.802
8	0.951	0.881	0.796	0.765
9	0.937	0.855	0.759	0.861
10	0.940	0.868	0.755	0.846
11	0.950	0.893	0.775	0.804
12	0.957	0.919	0.776	0.785

Table G-10: Classification Consistency at Each Performance Cut Score, Speaking

Grade	Consistency at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.931	0.754	0.786	0.974
1	0.955	0.910	0.817	0.832
2	0.965	0.929	0.865	0.806
3	0.966	0.913	0.845	0.852
4	0.964	0.915	0.843	0.841
5	0.964	0.921	0.846	0.847
6	0.968	0.930	0.860	0.802
7	0.967	0.933	0.872	0.822
8	0.968	0.938	0.875	0.834
9	0.961	0.929	0.866	0.798
10	0.963	0.933	0.878	0.811
11	0.963	0.934	0.884	0.826
12	0.965	0.943	0.901	0.804

Table G-11: Classification Consistency at Each Performance Cut Score, Reading

Grade	Consistency at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.791	0.758	0.922	0.988
1	0.795	0.817	0.887	0.929
2	0.903	0.767	0.876	0.978
3	0.915	0.832	0.785	0.944
4	0.921	0.896	0.765	0.949
5	0.939	0.914	0.759	0.883
6	0.925	0.879	0.768	0.841
7	0.935	0.884	0.800	0.818
8	0.935	0.886	0.799	0.817
9	0.914	0.837	0.758	0.901
10	0.916	0.843	0.766	0.898
11	0.932	0.875	0.775	0.854
12	0.946	0.897	0.751	0.827

Table G-12: Classification Consistency at Each Performance Cut Score, Writing

Grade	Consistency at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.946	0.670	0.803	0.989
1	0.861	0.755	0.806	0.987
2	0.925	0.698	0.790	0.974
3	0.945	0.836	0.743	0.930
4	0.954	0.882	0.724	0.910
5	0.966	0.915	0.669	0.835
6	0.967	0.915	0.662	0.857
7	0.970	0.927	0.731	0.789
8	0.974	0.941	0.783	0.716
9	0.967	0.918	0.692	0.829
10	0.968	0.928	0.723	0.785
11	0.970	0.933	0.745	0.748
12	0.976	0.944	0.713	0.741

Appendix H: Raw Score to Scale Score Tables

The tables below provide the scale score values, the standard error, and the performance levels for each raw score point by domain and grade. The final two tables provide the scale score ranges for each performance level for the Overall and the Comprehension scores.

Note: Standard errors can be large at the ends of these scales because extreme scores contain relatively less information than non-extreme scores.

Table H-1: Raw Score to Scale Score, 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	
12	418	22	Intermediate
13	429	22	
14	441	23	
15	454	23	
16	467	23	Early Advanced
17	482	24	
18	501	28	
19	530	38	Advanced
20	570	67	

Table H-2: Raw Score to Scale Score, 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	
12	418	22	Intermediate
13	429	22	
14	441	23	
15	454	23	
16	467	23	Early Advanced
17	482	24	
18	501	28	
19	530	38	Advanced
20	570	67	

Table H-3: Raw Score to Scale Score, 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 Advanced
18	501	28	
19	530	38	Advanced
20	570	67	

Table H-4: Raw Score to Scale Score, 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	
11	445	36	Intermediate
12	463	36	
13	481	35	
14	499	34	Early Advanced
15	518	34	
16	538	35	
17	561	37	Advanced
18	590	42	
19	635	60	
20	640	62	

**Table H-5: Raw Score to Scale Score,
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	
12	463	36	Intermediate
13	481	35	
14	499	34	
15	518	34	
16	538	35	Early Advanced
17	561	37	
18	590	42	Advanced
19	635	60	
20	640	62	

**Table H-6: Raw Score to Scale Score,
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	
10	428	37	Early Intermediate
11	445	36	
12	463	36	
13	481	35	Intermediate
14	499	34	
15	518	34	
16	538	35	
17	561	37	
18	590	42	Advanced
19	635	60	
20	640	62	

**Table H-7: Raw Score to Scale Score,
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 Advanced
18	625	60	
19	685	76	Advanced
20	715	89	

**Table H-8: Raw Score to Scale Score,
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	
14	505	39	Intermediate
15	527	42	
16	553	46	
17	584	51	
18	625	60	Early Advanced
19	685	76	
20	715	89	Advanced

**Table H-9: Raw Score to Scale Score,
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 Advanced
19	685	76	Advanced
20	715	89	

**Table H-10: Raw Score to Scale Score,
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	
13	523	43	Intermediate
14	546	45	
15	570	47	
16	599	52	
17	635	60	Early Advanced
18	684	75	
19	725	90	Advanced
20	725	90	

**Table H-11: Raw Score to Scale Score,
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	
14	546	45	Intermediate
15	570	47	
16	599	52	
17	635	60	Early Advanced
18	684	75	
19	725	90	Advanced
20	725	90	

**Table H-12: Raw Score to Scale Score,
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	
14	546	45	Intermediate
15	570	47	
16	599	52	
17	635	60	Early Advanced
18	684	75	
19	725	90	Advanced
20	725	90	

**Table H-13: Raw Score to Scale Score,
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 Advanced
18	684	75	
19	725	90	Advanced
20	725	90	

Table H-14: Raw Score to Scale Score, 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	

Table H-15: Raw Score to Scale Score, 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	

Table H-16: Raw Score to Scale Score, 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	

Table H-17: Raw Score to Scale Score, 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	Early Advanced
19	483	17	
20	490	17	
21	498	18	
22	506	19	
23	515	20	
24	525	22	Advanced
25	537	24	
26	553	28	
27	574	33	
28	607	46	
29	720	155	

Table H-18: Raw Score to Scale Score, 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	
26	553	28	Advanced
27	574	33	
28	607	46	
29	720	155	

Table H-19: Raw Score to Scale Score, 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	
8	414	17	Early Intermediate
9	421	17	
10	428	16	
11	434	16	
12	441	16	
13	447	16	
14	453	16	
15	459	16	Intermediate
16	465	16	
17	471	16	
18	477	16	
19	483	17	
20	490	17	
21	498	18	
22	506	19	
23	515	20	Early Advanced
24	525	22	
25	537	24	
26	553	28	Advanced
27	574	33	
28	607	46	
29	720	155	

Table H-20: Raw Score to Scale Score, 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	

Table H-21: Raw Score to Scale Score, 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	
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	Early Advanced
22	538	22	
23	549	23	
24	562	25	
25	577	28	
26	595	32	Advanced
27	621	39	
28	662	55	
29	720	90	

Table H-22: Raw Score to Scale Score, 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	

Table H-23: Raw Score to Scale Score, 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	

Table H-24: Raw Score to Scale Score, 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	
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	

Table H-25: Raw Score to Scale Score, 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	
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	

**Table H-26: Raw Score to Scale Score,
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	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	

Table H-27: Raw Score to Scale Score, Reading, Grade K

Raw Score	Scale Score	Standard Error	Performance Level
0	220	26	Beginning
1	220	26	
2	235	16	
3	246	13	
4	254	12	
5	261	12	
6	268	13	
7	275	13	
8	282	14	Early Intermediate
9	289	14	
10	296	14	
11	303	15	
12	311	15	
13	319	16	Intermediate
14	328	17	
15	338	17	
16	349	16	
17	360	13	
18	369	11	
19	377	11	Early Advanced
20	386	12	
21	398	16	
22	415	21	
23	446	40	Advanced
24	570	170	

Table H-28: Raw Score to Scale Score, Reading, Grade 1

Raw Score	Scale Score	Standard Error	Performance Level
0	220	26	Beginning
1	220	26	
2	235	16	
3	246	13	
4	254	12	
5	261	12	
6	268	13	
7	275	13	
8	282	14	
9	289	14	
10	296	14	
11	303	15	
12	311	15	
13	319	16	
14	328	17	
15	338	17	
16	349	16	
17	360	13	Early Intermediate
18	369	11	
19	377	11	
20	386	12	
21	398	16	Intermediate
22	415	21	
23	446	40	Early Advanced
24	570	170	

Table H-29: Raw Score to Scale Score, 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	
33	567	24	Advanced
34	592	35	
35	650	84	

Table H-30: Raw Score to Scale Score, 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	
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	Early Advanced
26	552	16	
27	559	17	
28	566	17	
29	574	18	
30	583	19	Advanced
31	593	21	
32	606	24	
33	624	29	
34	655	43	
35	700	76	

Table H-31: Raw Score to Scale Score, 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	
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	
30	583	19	
31	593	21	Advanced
32	606	24	
33	624	29	
34	655	43	
35	700	76	

Table H-32: Raw Score to Scale Score, 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	
30	583	19	
31	593	21	Advanced
32	606	24	
33	624	29	
34	655	43	
35	700	76	

Table H-33: Raw Score to Scale Score, 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	

Table H-34: Raw Score to Scale Score, 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	

Table H-35: Raw Score to Scale Score, 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	
20	545	20	Intermediate
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	

Table H-36: Raw Score to Scale Score, 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	
18	560	24	Intermediate
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	
29	658	24	Advanced
30	670	25	
31	684	27	
32	701	31	
33	723	37	
34	760	51	
35	770	56	

Table H-37: Raw Score to Scale Score, 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	

Table H-38: Raw Score to Scale Score, 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	

**Table H-39: Raw Score to Scale Score,
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	

Table H-40: Raw Score to Scale Score, Writing, Grade K

Raw Score	Scale Score	Standard Error	Performance Level
0	220	34	Beginning
1	239	24	
2	259	18	
3	273	16	
4	285	16	
5	297	15	
6	309	15	
7	320	15	
8	331	15	
9	341	14	Early Intermediate
10	351	13	
11	358	12	
12	365	11	
13	371	10	Intermediate
14	377	10	
15	382	10	
16	387	10	
17	393	10	
18	398	10	Early Advanced
19	403	10	
20	409	10	
21	414	10	
22	421	11	
23	427	11	Advanced
24	435	13	
25	444	14	
26	456	18	
27	475	26	
28	600	258	

Table H-41: Raw Score to Scale Score, Writing, Grade 1

Raw Score	Scale Score	Standard Error	Performance Level
0	220	34	Beginning
1	239	24	
2	259	18	
3	273	16	
4	285	16	
5	297	15	
6	309	15	
7	320	15	
8	331	15	
9	341	14	
10	351	13	
11	358	12	
12	365	11	
13	371	10	
14	377	10	
15	382	10	
16	387	10	
17	393	10	Early Intermediate
18	398	10	
19	403	10	Intermediate
20	409	10	
21	414	10	
22	421	11	
23	427	11	Early Advanced
24	435	13	
25	444	14	
26	456	18	Advanced
27	475	26	
28	600	258	

Table H-42: Raw Score to Scale Score, 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	
31	568	27	Advanced
32	588	32	
33	616	38	
34	658	52	
35	690	67	

Table H-43: Raw Score to Scale Score, 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	
29	573	25	Advanced
30	587	26	
31	604	29	
32	623	32	
33	649	38	
34	689	52	
35	740	84	

Table H-44: Raw Score to Scale Score, 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	

Table H-45: Raw Score to Scale Score, 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	

Table H-46: Raw Score to Scale Score, 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	

Table H-47: Raw Score to Scale Score, 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	

Table H-48: Raw Score to Scale Score, 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	

Table H-49: Raw Score to Scale Score, 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	

Table H-50: Raw Score to Scale Score, 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	

Table H-51: Raw Score to Scale Score, 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	

**Table H-52: Raw Score to Scale Score,
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	

The following two tables present scale score ranges associated with each performance level for the Overall and Comprehension Scores by grade.

Table H-53: Scale Score Ranges, Overall Score

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

Note: In 2009–10, the Overall Scale Score for Kindergarten and Grade 1 was based on the average of the listening and speaking domains only. The Overall Score for Grades 2–12 was calculated as the average of the scale scores of the four domains, listening, reading, writing and speaking.

Table H-54: Scale Score Ranges, Comprehension Score

Grade	Performance Level				
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
K	220–321	322–363	364–415	416–473	474–570
1	220–360	361–402	403–449	450–535	536–570
2	250–397	398–448	449–499	500–539	540–610
3	250–417	418–461	462–519	520–563	564–670
4	250–437	438–475	476–538	539–588	589–670
5	250–443	444–487	488–549	550–601	602–670
6	275–446	447–499	500–568	569–622	623–732
7	275–450	451–511	512–571	572–630	631–732
8	275–461	462–524	525–590	591–647	648–732
9	275–471	472–537	538–604	605–668	669–747
10	275–482	483–551	552–621	622–687	688–747
11	275–482	483–551	552–621	622–687	688–747
12	275–482	483–551	552–621	622–687	688–747

Note: The Comprehension scale score was calculated as the average of the scale scores of the reading and listening domains.

Appendix I: Scale Score Frequency Distributions

Note: The Braille Versions of the CELDT use different scale score tables. Consequently, the following tables have very low frequencies for certain scale scores that cannot be obtained on the regular forms.

Annual Assessment Data

Table I-1: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	4,596	2.5	4,596	2.5
304	2,600	1.4	7,196	4.0
305	1	.0	7,197	4.0
332	3,335	1.8	10,532	5.8
349	4,075	2.2	14,607	8.0
363	5,101	2.8	19,708	10.9
375	6,646	3.7	26,354	14.5
386	8,580	4.7	34,934	19.2
397	10,966	6.0	45,900	25.3
407	13,705	7.5	59,605	32.8
418	16,478	9.1	76,083	41.9
429	18,362	10.1	94,445	52.0
441	19,308	10.6	113,753	62.6
454	18,652	10.3	132,405	72.9
467	16,900	9.3	149,305	82.2
482	13,718	7.6	163,023	89.8
501	10,223	5.6	173,246	95.4
530	5,976	3.3	179,222	98.7
570	2,404	1.3	181,626	100.0

Table I-2: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	1,578	.9	1,578	.9
304	578	.3	2,156	1.3
332	788	.5	2,944	1.7
349	937	.5	3,881	2.3
363	1,315	.8	5,196	3.0
375	1,696	1.0	6,892	4.0
386	2,455	1.4	9,347	5.4
397	3,377	2.0	12,724	7.4
407	4,784	2.8	17,508	10.2
418	6,587	3.8	24,095	14.0
429	9,365	5.4	33,460	19.4
441	12,404	7.2	45,864	26.6
454	16,480	9.6	62,344	36.2
467	20,405	11.8	82,749	48.0
482	23,929	13.9	106,678	61.9
501	26,408	15.3	133,086	77.2
530	24,324	14.1	157,410	91.3
543	2	.0	157,412	91.3
570	15,046	8.7	172,458	100.0

Table I-3: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,027	1.2	5,027	1.2
296	2,509	.6	7,536	1.8
342	4,402	1.1	11,938	2.9
367	2	.0	11,940	2.9
370	6,978	1.7	18,918	4.6
386	3	.0	18,921	4.6
391	10,260	2.5	29,181	7.1
403	1	.0	29,182	7.1
410	14,328	3.5	43,510	10.6
428	19,446	4.7	62,956	15.3
445	25,299	6.2	88,255	21.5
450	1	.0	88,256	21.5
463	31,666	7.7	119,922	29.2
466	3	.0	119,925	29.2
481	38,037	9.2	157,962	38.4
483	2	.0	157,964	38.4
499	43,105	10.5	201,069	48.9
502	2	.0	201,071	48.9
518	46,396	11.3	247,467	60.2
538	47,453	11.5	294,920	71.7
548	1	.0	294,921	71.7
561	44,038	10.7	338,959	82.4
590	36,023	8.8	374,982	91.2
634	2	.0	374,984	91.2
635	24,854	6.0	399,838	97.2
640	11,443	2.8	411,281	100.0

Table I-4: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	3,153	1.2	3,153	1.2
312	866	.3	4,019	1.6
350	1,373	.5	5,392	2.1
367	1	.0	5,393	2.1
376	1,958	.8	7,351	2.8
388	2	.0	7,353	2.8
397	2,463	1.0	9,816	3.8
416	3,156	1.2	12,972	5.0
433	4,241	1.6	17,213	6.7
439	1	.0	17,214	6.7
450	5,798	2.2	23,012	8.9
455	1	.0	23,013	8.9
467	8,411	3.3	31,424	12.2
485	12,217	4.7	43,641	16.9
490	2	.0	43,643	16.9
505	17,957	7.0	61,600	23.9
511	1	.0	61,601	23.9
527	25,351	9.8	86,952	33.7
536	1	.0	86,953	33.7
553	33,767	13.1	120,720	46.8
570	1	.0	120,721	46.8
584	41,931	16.2	162,652	63.0
618	1	.0	162,653	63.0
625	43,167	16.7	205,820	79.7
685	34,982	13.6	240,802	93.3
701	1	.0	240,803	93.3
715	17,352	6.7	258,155	100.0

Table I-5: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	5,716	2.1	5,716	2.1
283	952	.4	6,668	2.5
351	1,507	.6	8,175	3.0
389	2,318	.9	10,493	3.9
406	1	.0	10,494	3.9
416	3,257	1.2	13,751	5.1
433	1	.0	13,752	5.1
439	4,456	1.7	18,208	6.8
461	6,067	2.3	24,275	9.0
481	8,664	3.2	32,939	12.3
502	11,828	4.4	44,767	16.7
516	1	.0	44,768	16.7
523	16,119	6.0	60,887	22.7
546	22,428	8.3	83,315	31.0
563	1	.0	83,316	31.0
570	29,864	11.1	113,180	42.1
599	36,997	13.8	150,177	55.9
635	41,459	15.4	191,636	71.3
668	2	.0	191,638	71.3
684	38,464	14.3	230,102	85.7
725	38,509	14.3	268,611	100.0

Table I-6: Scale Score Frequency Distribution, Annual Assessment, Speaking, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	5,327	2.9	5,327	2.9
259	1,894	1.0	7,221	4.0
293	1,997	1.1	9,218	5.1
314	2,200	1.2	11,418	6.3
329	2,456	1.4	13,874	7.6
342	2,751	1.5	16,625	9.2
353	3,164	1.7	19,789	10.9
362	3,638	2.0	23,427	12.9
371	4,263	2.3	27,690	15.2
379	4,830	2.7	32,520	17.9
380	1	.0	32,521	17.9
387	5,486	3.0	38,007	20.9
394	6,023	3.3	44,030	24.2
402	6,583	3.6	50,613	27.9
408	7,128	3.9	57,741	31.8
415	7,519	4.1	65,260	35.9
422	8,072	4.4	73,332	40.4
428	8,392	4.6	81,724	45.0
435	8,511	4.7	90,235	49.7
442	9,033	5.0	99,268	54.7
449	9,157	5.0	108,425	59.7
457	9,335	5.1	117,760	64.8
465	9,297	5.1	127,057	70.0
473	9,234	5.1	136,291	75.0
483	9,272	5.1	145,563	80.1
494	8,883	4.9	154,446	85.0
508	8,125	4.5	162,571	89.5
525	7,376	4.1	169,947	93.6
549	5,920	3.3	175,867	96.8
588	4,072	2.2	179,939	99.1
630	1,687	.9	181,626	100.0

Table I-7: Scale Score Frequency Distribution, Annual Assessment, Speaking, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	2,146	1.2	2,146	1.2
259	467	.3	2,613	1.5
293	470	.3	3,083	1.8
314	507	.3	3,590	2.1
329	555	.3	4,145	2.4
342	595	.3	4,740	2.7
353	687	.4	5,427	3.1
362	848	.5	6,275	3.6
371	1,073	.6	7,348	4.3
379	1,298	.8	8,646	5.0
387	1,619	.9	10,265	6.0
394	2,022	1.2	12,287	7.1
402	2,425	1.4	14,712	8.5
408	2,931	1.7	17,643	10.2
415	3,489	2.0	21,132	12.3
422	3,965	2.3	25,097	14.6
428	4,776	2.8	29,873	17.3
435	5,411	3.1	35,284	20.5
442	6,120	3.5	41,404	24.0
449	7,150	4.1	48,554	28.2
457	8,555	5.0	57,109	33.1
465	9,636	5.6	66,745	38.7
473	10,900	6.3	77,645	45.0
483	12,224	7.1	89,869	52.1
494	13,714	8.0	103,583	60.1
508	15,055	8.7	118,638	68.8
525	15,971	9.3	134,609	78.1
539	2	.0	134,611	78.1
549	15,998	9.3	150,609	87.3
577	2	.0	150,611	87.3
588	14,140	8.2	164,751	95.5
630	7,707	4.5	172,458	100.0

Table I-8: Scale Score Frequency Distribution, Annual Assessment, Speaking, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
200	4,763	1.2	4,763	1.2
316	1,044	.3	5,807	1.4
346	1,105	.3	6,912	1.7
364	1,292	.3	8,204	2.0
377	1,471	.4	9,675	2.4
388	1,709	.4	11,384	2.8
390	1	.0	11,385	2.8
398	2,113	.5	13,498	3.3
406	2,598	.6	16,096	3.9
414	3,231	.8	19,327	4.7
421	3,914	1.0	23,241	5.7
428	4,808	1.2	28,049	6.8
434	5,815	1.4	33,864	8.2
440	1	.0	33,865	8.2
441	6,725	1.6	40,590	9.9
446	1	.0	40,591	9.9
447	8,102	2.0	48,693	11.8
452	2	.0	48,695	11.8
453	9,468	2.3	58,163	14.1
459	11,236	2.7	69,399	16.9
465	13,223	3.2	82,622	20.1
470	1	.0	82,623	20.1
471	15,455	3.8	98,078	23.8
477	17,854	4.3	115,932	28.2
483	20,345	4.9	136,277	33.1
484	1	.0	136,278	33.1
490	23,354	5.7	159,632	38.8
492	2	.0	159,634	38.8
498	26,434	6.4	186,068	45.2
500	1	.0	186,069	45.2
506	29,185	7.1	215,254	52.3
510	2	.0	215,256	52.3
515	31,769	7.7	247,025	60.1
525	33,332	8.1	280,357	68.2
537	34,204	8.3	314,561	76.5
553	32,778	8.0	347,339	84.5
571	1	.0	347,340	84.5

Speaking, Grade Span 3–5 (continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
574	29,160	7.1	376,500	91.5
604	2	.0	376,502	91.5
607	22,271	5.4	398,773	97.0
720	12,508	3.0	411,281	100.0

Table I-9: Scale Score Frequency Distribution, Annual Assessment, Speaking, Grade Span 6-8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
225	3,687	1.4	3,687	1.4
320	924	.4	4,611	1.8
352	794	.3	5,405	2.1
372	836	.3	6,241	2.4
387	915	.4	7,156	2.8
399	962	.4	8,118	3.1
406	1	.0	8,119	3.1
410	1,134	.4	9,253	3.6
419	1,281	.5	10,534	4.1
423	1	.0	10,535	4.1
428	1,505	.6	12,040	4.7
436	1,746	.7	13,786	5.3
444	2,167	.8	15,953	6.2
452	2,582	1.0	18,535	7.2
459	3,201	1.2	21,736	8.4
466	3,925	1.5	25,661	9.9
473	4,822	1.9	30,483	11.8
481	6,022	2.3	36,505	14.1
488	7,363	2.9	43,868	17.0
493	1	.0	43,869	17.0
495	8,744	3.4	52,613	20.4
501	2	.0	52,615	20.4
503	10,670	4.1	63,285	24.5
511	12,777	4.9	76,062	29.5
519	15,072	5.8	91,134	35.3
528	17,581	6.8	108,715	42.1
529	1	.0	108,716	42.1
538	19,840	7.7	128,556	49.8
549	21,631	8.4	150,187	58.2
554	2	.0	150,189	58.2
562	22,897	8.9	173,086	67.0
570	1	.0	173,087	67.0
577	23,306	9.0	196,393	76.1
595	21,702	8.4	218,095	84.5
618	2	.0	218,097	84.5
621	18,847	7.3	236,944	91.8
662	13,599	5.3	250,543	97.1
720	7,612	2.9	258,155	100.0

Table I-10: Scale Score Frequency Distribution, Annual Assessment, Speaking, Grade Span 9-12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
235	7,763	2.9	7,763	2.9
332	1,822	.7	9,585	3.6
369	1,690	.6	11,275	4.2
392	1,646	.6	12,921	4.8
408	1,744	.6	14,665	5.5
416	2	.0	14,667	5.5
422	1,826	.7	16,493	6.1
433	1,917	.7	18,410	6.9
444	2,169	.8	20,579	7.7
453	2,555	1.0	23,134	8.6
462	3,078	1.1	26,212	9.8
471	3,499	1.3	29,711	11.1
472	1	.0	29,712	11.1
479	4,251	1.6	33,963	12.6
487	5,094	1.9	39,057	14.5
495	6,113	2.3	45,170	16.8
503	7,265	2.7	52,435	19.5
511	8,642	3.2	61,077	22.7
519	1	.0	61,078	22.7
520	10,296	3.8	71,374	26.6
528	11,888	4.4	83,262	31.0
537	1	.0	83,263	31.0
538	13,800	5.1	97,063	36.1
548	15,597	5.8	112,660	41.9
558	17,196	6.4	129,856	48.3
570	18,744	7.0	148,600	55.3
583	19,719	7.3	168,319	62.7
597	19,740	7.3	188,059	70.0
613	19,178	7.1	207,237	77.2
632	17,476	6.5	224,713	83.7
648	1	.0	224,714	83.7
655	15,599	5.8	240,313	89.5
686	12,394	4.6	252,707	94.1
736	8,963	3.3	261,670	97.4
740	6,941	2.6	268,611	100.0

Table I-11: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	1,584	.9	1,584	0.9
235	127	.1	1,711	0.9
246	216	.1	1,927	1.1
254	315	.2	2,242	1.2
261	492	.3	2,734	1.5
268	666	.4	3,400	1.9
275	893	.5	4,293	2.4
282	1,160	.6	5,453	3.0
289	1,549	.9	7,002	3.9
296	2,005	1.1	9,007	5.0
303	2,707	1.5	11,714	6.5
311	3,867	2.1	15,581	8.6
319	5,093	2.8	20,674	11.4
328	6,706	3.7	27,380	15.1
338	8,735	4.8	36,115	19.9
349	10,293	5.7	46,408	25.6
360	12,213	6.7	58,621	32.3
369	14,158	7.8	72,779	40.1
377	16,149	8.9	88,928	49.0
386	18,365	10.1	107,293	59.1
398	20,052	11.0	127,345	70.2
415	20,749	11.4	148,094	81.6
446	19,350	10.7	167,444	92.3
570	14,057	7.7	181,501	100.0

Table I-12: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	13,816	8.0	13,816	8.0
345	7,052	4.1	20,868	12.1
381	8,793	5.1	29,661	17.2
399	9,848	5.7	39,509	22.9
412	10,320	6.0	49,829	28.9
423	10,072	5.8	59,901	34.7
432	9,559	5.5	69,460	40.3
439	8,823	5.1	78,283	45.4
446	8,158	4.7	86,441	50.1
453	7,808	4.5	94,249	54.7
459	7,380	4.3	101,629	58.9
465	7,079	4.1	108,708	63.0
471	6,823	4.0	115,531	67.0
477	6,330	3.7	121,861	70.7
482	6,072	3.5	127,933	74.2
485	1	.0	127,934	74.2
488	5,866	3.4	133,800	77.6
494	5,433	3.2	139,233	80.7
500	5,132	3.0	144,365	83.7
506	4,947	2.9	149,312	86.6
512	4,555	2.6	153,867	89.2
519	4,073	2.4	157,940	91.6
525	1	.0	157,941	91.6
526	3,560	2.1	161,501	93.6
533	3,192	1.9	164,693	95.5
542	2,700	1.6	167,393	97.1
544	1	.0	167,394	97.1
552	2,166	1.3	169,560	98.3
567	1,545	.9	171,105	99.2
592	948	.5	172,053	99.8
650	405	.2	172,458	100.0

Table I-13: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	14,918	3.6	14,918	3.6
358	8,464	2.1	23,382	5.7
370	1	.0	23,383	5.7
398	1	.0	23,384	5.7
404	10,790	2.6	34,174	8.3
416	1	.0	34,175	8.3
425	13,085	3.2	47,260	11.5
430	2	.0	47,262	11.5
439	14,691	3.6	61,953	15.1
441	1	.0	61,954	15.1
451	15,289	3.7	77,243	18.8
459	1	.0	77,244	18.8
460	15,698	3.8	92,942	22.6
468	1	.0	92,943	22.6
469	16,180	3.9	109,123	26.5
475	1	.0	109,124	26.5
477	16,168	3.9	125,292	30.5
482	1	.0	125,293	30.5
484	16,416	4.0	141,709	34.5
490	1	.0	141,710	34.5
491	16,873	4.1	158,583	38.6
497	16,987	4.1	175,570	42.7
504	17,070	4.2	192,640	46.8
510	17,421	4.2	210,061	51.1
516	17,303	4.2	227,364	55.3
522	17,299	4.2	244,663	59.5
528	17,055	4.1	261,718	63.6
529	1	.0	261,719	63.6
534	17,293	4.2	279,012	67.8
535	1	.0	279,013	67.8
540	16,932	4.1	295,945	72.0
542	1	.0	295,946	72.0
546	16,747	4.1	312,693	76.0
552	16,045	3.9	328,738	79.9
559	15,199	3.7	343,937	83.6
566	14,454	3.5	358,391	87.1
574	12,831	3.1	371,222	90.3
579	2	.0	371,224	90.3

Reading, Grade Span 3–5 (continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
583	11,611	2.8	382,835	93.1
593	9,872	2.4	392,707	95.5
601	1	.0	392,708	95.5
606	7,889	1.9	400,597	97.4
620	1	.0	400,598	97.4
624	5,702	1.4	406,300	98.8
655	3,532	.9	409,832	99.6
700	1,449	.4	411,281	100.0

Table I-14: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	5,723	2.2	5,723	2.2
358	2,439	.9	8,162	3.2
371	1	.0	8,163	3.2
411	3,537	1.4	11,700	4.5
415	1	.0	11,701	4.5
436	4,379	1.7	16,080	6.2
438	2	.0	16,082	6.2
452	5,110	2.0	21,192	8.2
455	1	.0	21,193	8.2
466	5,971	2.3	27,164	10.5
477	6,580	2.5	33,744	13.1
487	7,388	2.9	41,132	15.9
496	8,130	3.1	49,262	19.1
505	8,965	3.5	58,227	22.6
513	9,829	3.8	68,056	26.4
514	1	.0	68,057	26.4
521	10,826	4.2	78,883	30.6
529	11,805	4.6	90,688	35.1
537	12,384	4.8	103,072	39.9
545	13,002	5.0	116,074	45.0
552	13,787	5.3	129,861	50.3
558	1	.0	129,862	50.3
560	13,977	5.4	143,839	55.7
568	14,401	5.6	158,240	61.3
575	14,191	5.5	172,431	66.8
584	14,145	5.5	186,576	72.3
592	13,705	5.3	200,281	77.6
601	12,704	4.9	212,985	82.5
610	11,642	4.5	224,627	87.0
621	9,916	3.8	234,543	90.9
632	8,259	3.2	242,802	94.1
646	6,368	2.5	249,170	96.5
662	4,497	1.7	253,667	98.3
685	2,664	1.0	256,331	99.3
723	1,368	.5	257,699	99.8
750	456	.2	258,155	100.0

Table I-15: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	7,254	2.7	7,254	2.7
359	2,257	.8	9,511	3.5
395	2	.0	9,513	3.5
427	3,364	1.3	12,877	4.8
455	4,630	1.7	17,507	6.5
474	6,173	2.3	23,680	8.8
489	7,209	2.7	30,889	11.5
501	8,215	3.1	39,104	14.6
513	9,273	3.5	48,377	18.0
523	9,798	3.6	58,175	21.7
533	10,716	4.0	68,891	25.6
538	1	.0	68,892	25.6
542	11,370	4.2	80,262	29.9
551	12,235	4.6	92,497	34.4
560	13,098	4.9	105,595	39.3
564	1	.0	105,596	39.3
569	13,445	5.0	119,041	44.3
577	14,143	5.3	133,184	49.6
586	14,412	5.4	147,596	54.9
594	14,482	5.4	162,078	60.3
602	14,341	5.3	176,419	65.7
611	14,187	5.3	190,606	71.0
619	13,293	4.9	203,899	75.9
628	12,649	4.7	216,548	80.6
637	11,457	4.3	228,005	84.9
647	10,216	3.8	238,221	88.7
658	8,796	3.3	247,017	92.0
670	7,122	2.7	254,139	94.6
684	5,622	2.1	259,761	96.7
691	1	.0	259,762	96.7
701	3,953	1.5	263,715	98.2
723	2,717	1.0	266,432	99.2
760	1,565	.6	267,997	99.8
770	614	.2	268,611	100.0

Table I-16: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	1,457	.8	1,542	.8
239	85	.0	1,542	.8
259	91	.1	1,633	.9
273	90	.0	1,723	.9
285	90	.0	1,813	1.0
297	109	.1	1,922	1.1
309	186	.1	2,108	1.2
320	346	.2	2,454	1.4
331	562	.3	3,016	1.7
341	973	.5	3,989	2.2
351	1,559	.9	5,548	3.1
358	2,241	1.2	7,789	4.3
365	3,259	1.8	11,048	6.1
371	4,638	2.6	15,686	8.6
377	6,451	3.6	22,137	12.2
382	9,159	5.0	31,296	17.2
387	12,164	6.7	43,460	23.9
393	15,411	8.5	58,871	32.4
398	18,107	10.0	76,978	42.4
403	19,091	10.5	96,069	52.9
409	18,601	10.2	114,670	63.2
414	16,706	9.2	131,376	72.4
421	14,215	7.8	145,591	80.2
427	11,404	6.3	156,995	86.5
435	8,848	4.9	165,843	91.4
444	6,594	3.6	172,437	95.0
456	4,567	2.5	177,004	97.5
475	2,981	1.6	179,985	99.2
600	1,516	.8	181,501	100.0

Table I-17: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	8,663	5.0	8,663	5.0
309	4,327	2.5	12,990	7.5
369	5,342	3.1	18,332	10.6
391	5,991	3.5	24,323	14.1
405	6,375	3.7	30,698	17.8
416	6,645	3.9	37,343	21.7
424	6,991	4.1	44,334	25.7
432	7,076	4.1	51,410	29.8
438	7,268	4.2	58,678	34.0
444	7,390	4.3	66,068	38.3
450	7,640	4.4	73,708	42.7
456	7,569	4.4	81,277	47.1
462	7,874	4.6	89,151	51.7
467	7,634	4.4	96,785	56.1
473	7,889	4.6	104,674	60.7
478	7,822	4.5	112,496	65.2
481	1	.0	112,497	65.2
484	7,767	4.5	120,264	69.7
490	7,616	4.4	127,880	74.2
496	7,466	4.3	135,346	78.5
500	2	.0	135,348	78.5
503	7,175	4.2	142,523	82.6
510	6,604	3.8	149,127	86.5
518	6,203	3.6	155,330	90.1
528	5,408	3.1	160,738	93.2
538	4,448	2.6	165,186	95.8
551	3,298	1.9	168,484	97.7
568	2,128	1.2	170,612	98.9
588	1,064	.6	171,676	99.5
616	557	.3	172,233	99.9
658	184	.1	172,417	100.0
690	41	.0	172,458	100.0

Table I-18: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	7,387	1.8	7,387	1.8
347	2,633	.6	10,020	2.4
379	3,647	.9	13,667	3.3
396	4,291	1.0	17,958	4.4
408	5,021	1.2	22,979	5.6
418	5,811	1.4	28,790	7.0
426	6,607	1.6	35,397	8.6
433	1	.0	35,398	8.6
434	7,552	1.8	42,950	10.4
441	8,650	2.1	51,600	12.5
446	1	.0	51,601	12.5
448	9,747	2.4	61,348	14.9
455	10,986	2.7	72,334	17.6
461	12,440	3.0	84,774	20.6
465	3	.0	84,777	20.6
468	13,749	3.3	98,526	24.0
471	2	.0	98,528	24.0
475	15,861	3.9	114,389	27.8
478	1	.0	114,390	27.8
481	17,181	4.2	131,571	32.0
485	1	.0	131,572	32.0
488	19,306	4.7	150,878	36.7
496	21,368	5.2	172,246	41.9
503	23,154	5.6	195,400	47.5
507	1	.0	195,401	47.5
511	25,486	6.2	220,887	53.7
520	27,121	6.6	248,008	60.3
524	1	.0	248,009	60.3
529	28,726	7.0	276,735	67.3
533	3	.0	276,738	67.3
538	29,476	7.2	306,214	74.5
544	2	.0	306,216	74.5
549	28,516	6.9	334,732	81.4
560	25,922	6.3	360,654	87.7
573	21,233	5.2	381,887	92.9
587	14,856	3.6	396,743	96.5
597	1	.0	396,744	96.5
604	8,772	2.1	405,516	98.6

Writing, Grade Span 3–5 (continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
617	1	.0	405,517	98.6
623	4,013	1.0	409,530	99.6
649	1,381	.3	410,911	99.9
687	1	.0	410,912	99.9
689	325	.1	411,237	100.0
740	44	.0	411,281	100.0

CELDT 2009–10 Edition Technical Report

Appendix I: Scale Score Frequency Distributions

Table I-19: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	3,561	1.4	3,561	1.4
309	1	.0	3,562	1.4
327	639	.2	4,201	1.6
374	859	.3	5,060	2.0
397	1,180	.5	6,240	2.4
414	1,455	.6	7,695	3.0
427	1,849	.7	9,544	3.7
438	2,209	.9	11,753	4.6
448	2,608	1.0	14,361	5.6
457	3,190	1.2	17,551	6.8
465	3,601	1.4	21,152	8.2
472	4,096	1.6	25,248	9.8
479	4,827	1.9	30,075	11.6
483	1	.0	30,076	11.7
486	5,524	2.1	35,600	13.8
493	6,312	2.4	41,912	16.2
497	1	.0	41,913	16.2
499	7,328	2.8	49,241	19.1
506	8,537	3.3	57,778	22.4
511	2	.0	57,780	22.4
513	10,108	3.9	67,888	26.3
520	11,833	4.6	79,721	30.9
526	1	.0	79,722	30.9
527	14,112	5.5	93,834	36.3
534	2	.0	93,836	36.3
535	16,467	6.4	110,303	42.7
544	19,268	7.5	129,571	50.2
552	1	.0	129,572	50.2
553	21,518	8.3	151,090	58.5
563	22,649	8.8	173,739	67.3
575	22,769	8.8	196,508	76.1
588	20,781	8.0	217,289	84.2
603	17,007	6.6	234,296	90.8
619	12,052	4.7	246,348	95.4
639	7,222	2.8	253,570	98.2
663	3,301	1.3	256,871	99.5
702	1,074	.4	257,945	99.9
780	210	.1	258,155	100.0

Table I-20: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,515	2.1	5,515	2.1
316	454	.2	5,969	2.2
355	642	.2	6,611	2.5
378	932	.3	7,543	2.8
396	1,163	.4	8,706	3.2
411	1,467	.5	10,173	3.8
412	1	.0	10,174	3.8
423	1,799	.7	11,973	4.5
425	1	.0	11,974	4.5
435	2,122	.8	14,096	5.2
436	1	.0	14,097	5.2
445	2,467	.9	16,564	6.2
455	2,992	1.1	19,556	7.3
464	3,377	1.3	22,933	8.5
472	4,053	1.5	26,986	10.0
480	4,456	1.7	31,442	11.7
488	5,136	1.9	36,578	13.6
496	5,811	2.2	42,389	15.8
503	6,511	2.4	48,900	18.2
510	7,566	2.8	56,466	21.0
517	8,888	3.3	65,354	24.3
525	10,843	4.0	76,197	28.4
533	13,056	4.9	89,253	33.2
541	16,035	6.0	105,288	39.2
549	19,627	7.3	124,915	46.5
553	1	.0	124,916	46.5
558	22,808	8.5	147,724	55.0
563	1	.0	147,725	55.0
569	25,638	9.5	173,363	64.5
575	1	.0	173,364	64.5
580	26,632	9.9	199,996	74.5
594	24,607	9.2	224,603	83.6
610	19,602	7.3	244,205	90.9
630	13,230	4.9	257,435	95.8
655	7,101	2.6	264,536	98.5
690	3,000	1.1	267,536	99.6
706	1	.0	267,537	99.6
745	921	.3	268,458	99.9
810	153	.1	268,611	100.0

Table I-21: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span K–1

**Comprehension, Grade Span K–1
(continued)**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	938	.5	938	.5	307	308	.2	6,196	3.4
227	61	.0	999	.6	308	111	.1	6,307	3.5
233	91	.1	1,090	.6	309	70	.0	6,377	3.5
237	103	.1	1,193	.7	310	139	.1	6,516	3.6
240	127	.1	1,320	.7	311	198	.1	6,714	3.7
244	144	.1	1,464	.8	312	121	.1	6,835	3.8
247	181	.1	1,645	.9	313	39	.0	6,874	3.8
251	181	.1	1,826	1.0	314	180	.1	7,054	3.9
254	213	.1	2,039	1.1	315	130	.1	7,184	4.0
258	247	.1	2,286	1.3	316	199	.1	7,383	4.1
261	252	.1	2,538	1.4	317	256	.1	7,639	4.2
262	67	.0	2,605	1.4	318	28	.0	7,667	4.2
265	263	.1	2,868	1.6	319	260	.1	7,927	4.4
269	292	.2	3,160	1.7	320	17	.0	7,944	4.4
274	267	.1	3,427	1.9	321	495	.3	8,439	4.7
275	30	.0	3,457	1.9	322	264	.1	8,703	4.8
276	30	.0	3,487	1.9	323	29	.0	8,732	4.8
279	272	.2	3,759	2.1	324	44	.0	8,776	4.9
282	62	.0	3,821	2.1	325	349	.2	9,125	5.0
283	13	.0	3,834	2.1	326	486	.3	9,611	5.3
284	268	.1	4,102	2.3	327	47	.0	9,658	5.3
286	79	.0	4,181	2.3	328	106	.1	9,764	5.4
289	127	.1	4,308	2.4	329	201	.1	9,965	5.5
290	194	.1	4,502	2.5	330	691	.4	10,656	5.9
291	38	.0	4,540	2.5	332	360	.2	11,016	6.1
292	6	.0	4,546	2.5	333	231	.1	11,247	6.2
293	128	.1	4,674	2.6	334	412	.2	11,659	6.4
294	154	.1	4,828	2.7	335	448	.2	12,107	6.7
296	172	.1	5,000	2.8	336	201	.1	12,308	6.8
297	51	.0	5,051	2.8	337	496	.3	12,804	7.1
298	113	.1	5,164	2.9	338	321	.2	13,125	7.3
299	5	.0	5,169	2.9	339	349	.2	13,474	7.4
300	224	.1	5,393	3.0	340	356	.2	13,830	7.6
301	28	.0	5,421	3.0	341	578	.3	14,408	8.0
303	395	.2	5,816	3.2	343	939	.5	15,347	8.5
304	14	.0	5,830	3.2	344	343	.2	15,690	8.7
305	58	.0	5,888	3.3					continues...

Comprehension, Grade Span K–1 (continued)					Comprehension, Grade Span K–1 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
345	568	.3	16,258	9.0	384	480	.3	51,919	28.7
346	441	.2	16,699	9.2	385	61	.0	51,980	28.7
347	397	.2	17,096	9.5	386	1,395	.8	53,375	29.5
348	492	.3	17,588	9.7	387	1,207	.7	54,582	30.2
349	354	.2	17,942	9.9	388	1,374	.8	55,956	30.9
350	975	.5	18,917	10.5	389	3,793	2.1	59,749	33.0
351	784	.4	19,701	10.9	391	1,454	.8	61,203	33.8
352	475	.3	20,176	11.2	392	2,270	1.3	63,473	35.1
353	105	.1	20,281	11.2	393	1,772	1.0	65,245	36.1
354	962	.5	21,243	11.7	394	1,456	.8	66,701	36.9
355	283	.2	21,526	11.9	395	1,318	.7	68,019	37.6
356	1,075	.6	22,601	12.5	396	2,111	1.2	70,130	38.8
357	764	.4	23,365	12.9	397	3,075	1.7	73,205	40.5
358	517	.3	23,882	13.2	398	8	.0	73,213	40.5
359	984	.5	24,866	13.7	399	1,682	.9	74,895	41.4
360	244	.1	25,110	13.9	400	1,975	1.1	76,870	42.5
361	494	.3	25,604	14.2	401	875	.5	77,745	43.0
362	2,145	1.2	27,749	15.3	402	3,701	2.0	81,446	45.0
363	834	.5	28,583	15.8	403	1,936	1.1	83,382	46.1
364	365	.2	28,948	16.0	404	110	.1	83,492	46.2
365	175	.1	29,123	16.1	405	1,836	1.0	85,328	47.2
366	590	.3	29,713	16.4	406	808	.4	86,136	47.6
367	3,088	1.7	32,801	18.1	407	3,307	1.8	89,443	49.4
368	591	.3	33,392	18.5	408	2,404	1.3	91,847	50.8
370	660	.4	34,052	18.8	409	2,029	1.1	93,876	51.9
371	40	.0	34,092	18.8	410	462	.3	94,338	52.1
372	1,631	.9	35,723	19.7	411	2,627	1.5	96,965	53.6
373	2,679	1.5	38,402	21.2	413	5,519	3.1	102,484	56.7
374	854	.5	39,256	21.7	414	67	.0	102,551	56.7
375	90	.0	39,346	21.7	415	2,199	1.2	104,750	57.9
376	765	.4	40,111	22.2	416	1,956	1.1	106,706	59.0
377	874	.5	40,985	22.7	418	1,115	.6	107,821	59.6
378	3,781	2.1	44,766	24.7	419	2,766	1.5	110,587	61.1
380	1,175	.6	45,941	25.4	420	2,247	1.2	112,834	62.4
381	788	.4	46,729	25.8	421	983	.5	113,817	62.9
382	272	.2	47,001	26.0	422	3,613	2.0	117,430	64.9
383	4,438	2.5	51,439	28.4					continues...

**Comprehension, Grade Span K–1
(continued)**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
424	14	.0	117,444	64.9
425	919	.5	118,363	65.4
426	5,294	2.9	123,657	68.4
428	2,539	1.4	126,196	69.8
429	971	.5	127,167	70.3
430	250	.1	127,417	70.4
432	3,574	2.0	130,991	72.4
433	1	.0	130,992	72.4
434	4,280	2.4	135,272	74.8
435	449	.2	135,721	75.0
437	1,644	.9	137,365	75.9
439	694	.4	138,059	76.3
440	1,867	1.0	139,926	77.3
441	2,809	1.6	142,735	78.9
443	3,023	1.7	145,758	80.6
444	4	.0	145,762	80.6
445	129	.1	145,891	80.6
448	2,353	1.3	148,244	81.9
449	1,442	.8	149,686	82.7
450	2,510	1.4	152,196	84.1
451	18	.0	152,214	84.1
453	277	.2	152,491	84.3
454	10	.0	152,501	84.3
456	2,780	1.5	155,281	85.8
458	2,243	1.2	157,524	87.1
459	51	.0	157,575	87.1
464	3,337	1.8	160,912	88.9
465	25	.0	160,937	89.0
466	47	.0	160,984	89.0
469	54	.0	161,038	89.0
472	972	.5	162,010	89.6
473	2,349	1.3	164,359	90.9
478	258	.1	164,617	91.0
483	204	.1	164,821	91.1
484	216	.1	165,037	91.2
488	1,790	1.0	166,827	92.2

**Comprehension, Grade Span K–1
(continued)**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
492	351	.2	167,178	92.4
494	551	.3	167,729	92.7
499	881	.5	168,610	93.2
505	1,225	.7	169,835	93.9
508	585	.3	170,420	94.2
512	1,589	.9	172,009	95.1
518	1,924	1.1	173,933	96.1
526	2,173	1.2	176,106	97.3
535	2,158	1.2	178,264	98.5
550	1,732	1.0	179,996	99.5
570	907	.5	180,903	100.0

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

Comprehension, Grade 2					Comprehension, Grade 2 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	1,065	.6	1,065	.6	375	14	.0	13,425	7.8
282	61	.0	1,126	.7	376	390	.2	13,815	8.0
292	178	.1	1,304	.8	377	57	.0	13,872	8.0
300	87	.1	1,391	.8	378	225	.1	14,097	8.2
306	227	.1	1,618	.9	380	101	.1	14,198	8.2
309	78	.0	1,696	1.0	381	1,880	1.1	16,078	9.3
314	258	.1	1,954	1.1	382	49	.0	16,127	9.4
316	64	.0	2,018	1.2	383	248	.1	16,375	9.5
321	388	.2	2,406	1.4	384	3	.0	16,378	9.5
324	71	.0	2,477	1.4	385	35	.0	16,413	9.5
326	46	.0	2,523	1.5	386	76	.0	16,489	9.6
327	383	.2	2,906	1.7	387	978	.6	17,467	10.1
329	21	.0	2,927	1.7	389	346	.2	17,813	10.3
333	511	.3	3,438	2.0	390	993	.6	18,806	10.9
336	13	.0	3,451	2.0	392	294	.2	19,100	11.1
338	734	.4	4,185	2.4	393	1,098	.6	20,198	11.7
339	12	.0	4,197	2.4	394	513	.3	20,711	12.0
342	72	.0	4,269	2.5	395	6	.0	20,717	12.0
343	808	.5	5,077	2.9	396	3	.0	20,720	12.0
345	5	.0	5,082	2.9	397	101	.1	20,821	12.1
347	96	.1	5,178	3.0	398	329	.2	21,150	12.3
348	4	.0	5,182	3.0	399	1,963	1.1	23,113	13.4
349	967	.6	6,149	3.6	401	76	.0	23,189	13.4
351	77	.0	6,226	3.6	403	575	.3	23,764	13.8
354	1,446	.8	7,672	4.4	404	627	.4	24,391	14.1
356	104	.1	7,776	4.5	405	1,356	.8	25,747	14.9
357	3	.0	7,779	4.5	406	866	.5	26,613	15.4
358	59	.0	7,838	4.5	407	94	.1	26,707	15.5
360	1,510	.9	9,348	5.4	408	666	.4	27,373	15.9
363	45	.0	9,393	5.4	409	663	.4	28,036	16.3
365	405	.2	9,798	5.7	410	397	.2	28,433	16.5
366	1	.0	9,799	5.7	411	964	.6	29,397	17.0
367	1,461	.8	11,260	6.5	412	127	.1	29,524	17.1
368	28	.0	11,288	6.5	413	766	.4	30,290	17.6
371	345	.2	11,633	6.7	414	1,183	.7	31,473	18.2
372	223	.1	11,856	6.9	415	1,105	.6	32,578	18.9
373	1,432	.8	13,288	7.7	416	113	.1	32,691	19.0
374	123	.1	13,411	7.8					continues...

Comprehension, Grade 2 (continued)					Comprehension, Grade 2 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
417	1,079	0.6	33,770	19.6	457	1,466	0.9	81,411	47.2
418	204	0.1	33,974	19.7	458	119	0.1	81,530	47.3
419	474	0.3	34,448	20.0	459	1,111	0.6	82,641	47.9
420	2,626	1.5	37,074	21.5	460	2,458	1.4	85,099	49.3
421	159	0.1	37,233	21.6	461	379	0.2	85,478	49.6
422	78	0	37,311	21.6	462	1,841	1.1	87,319	50.6
423	935	0.5	38,246	22.2	463	1,093	0.6	88,412	51.3
424	1,063	0.6	39,309	22.8	464	2,168	1.3	90,580	52.5
425	867	0.5	40,176	23.3	465	593	0.3	91,173	52.9
426	3,392	2	43,568	25.3	466	2,228	1.3	93,401	54.2
428	558	0.3	44,126	25.6	467	1,518	0.9	94,919	55.0
430	965	0.6	45,091	26.1	468	505	0.3	95,424	55.3
431	1,106	0.6	46,197	26.8	469	946	0.5	96,370	55.9
432	1,335	0.8	47,532	27.6	470	2,714	1.6	99,084	57.5
433	2,726	1.6	50,258	29.1	471	1,076	0.6	100,160	58.1
434	688	0.4	50,946	29.5	472	890	0.5	101,050	58.6
435	294	0.2	51,240	29.7	473	2,612	1.5	103,662	60.1
436	1,045	0.6	52,285	30.3	474	1,134	0.7	104,796	60.8
437	923	0.5	53,208	30.9	475	164	0.1	104,960	60.9
438	1,551	0.9	54,759	31.8	476	2,017	1.2	106,977	62.0
439	1,561	0.9	56,320	32.7	477	2,226	1.3	109,203	63.3
440	2,079	1.2	58,399	33.9	479	1,134	0.7	110,337	64.0
441	1,469	0.9	59,868	34.7	480	2,127	1.2	112,464	65.2
442	76	0	59,944	34.8	481	800	0.5	113,264	65.7
443	1,928	1.1	61,872	35.9	482	1,064	0.6	114,328	66.3
444	544	0.3	62,416	36.2	483	1,946	1.1	116,274	67.4
445	1,410	0.8	63,826	37.0	484	1,034	0.6	117,308	68.0
446	1,070	0.6	64,896	37.6	485	1,027	0.6	118,335	68.6
447	2,435	1.4	67,331	39.0	486	1,884	1.1	120,219	69.7
448	24	0	67,355	39.1	487	27	0	120,246	69.7
449	1,324	0.8	68,679	39.8	488	1,790	1	122,036	70.8
450	2,853	1.7	71,532	41.5	489	1,639	1	123,675	71.7
451	12	0	71,544	41.5	490	100	0.1	123,775	71.8
452	1,287	0.7	72,831	42.2	491	3,299	1.9	127,074	73.7
453	2,924	1.7	75,755	43.9	492	1	0	127,075	73.7
454	8	0	75,763	43.9	493	337	0.2	127,412	73.9
455	660	0.4	76,423	44.3	494	3,119	1.8	130,531	75.7
456	3,522	2	79,945	46.4					continues...

Comprehension, Grade 2 (continued)					Comprehension, Grade 2 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
496	510	0.3	131,041	76.0	547	1	.0	166,488	96.5
497	2,881	1.7	133,922	77.7	548	1,464	.8	167,952	97.4
498	32	0	133,954	77.7	551	984	.6	168,936	98.0
500	3,013	1.7	136,967	79.4	556	901	.5	169,837	98.5
501	331	0.2	137,298	79.6	558	4	.0	169,841	98.5
503	2,279	1.3	139,577	80.9	561	1,118	.6	170,959	99.1
504	861	0.5	140,438	81.4	566	21	.0	170,980	99.1
506	2,187	1.3	142,625	82.7	568	652	.4	171,632	99.5
507	290	0.2	142,915	82.9	575	42	.0	171,674	99.5
508	335	0.2	143,250	83.1	581	449	.3	172,123	99.8
509	1,301	0.8	144,551	83.8	590	111	.1	172,234	99.9
510	930	0.5	145,481	84.4	610	224	.1	172,458	100.0
511	424	0.2	145,905	84.6					
512	1,467	0.9	147,372	85.5					
513	770	0.4	148,142	85.9					
514	416	0.2	148,558	86.1					
515	1,249	0.7	149,807	86.9					
516	2	0	149,809	86.9					
517	1,321	0.8	151,130	87.6					
518	1,267	0.7	152,397	88.4					
520	535	0.3	152,932	88.7					
521	1,815	1.1	154,747	89.7					
523	581	0.3	155,328	90.1					
524	1,248	0.7	156,576	90.8					
526	979	0.6	157,555	91.4					
528	1,039	0.6	158,594	92.0					
529	677	0.4	159,271	92.4					
531	993	0.6	160,264	92.9					
532	745	0.4	161,009	93.4					
534	239	0.1	161,248	93.5					
535	765	0.4	162,013	93.9					
536	886	0.5	162,899	94.5					
537	44	0	162,943	94.5					
538	840	0.5	163,783	95.0					
541	1,631	0.9	165,414	95.9					
543	1	0	165,415	95.9					
544	952	0.6	166,367	96.5					
546	120	0.1	166,487	96.5					

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	2,967	.7	2,967	.7
288	466	.1	3,433	.8
289	219	.1	3,652	.9
309	1	.0	3,653	.9
311	727	.2	4,380	1.1
312	276	.1	4,656	1.1
322	265	.1	4,921	1.2
325	1,016	.2	5,937	1.4
327	246	.1	6,183	1.5
329	269	.1	6,452	1.6
333	1	.0	6,453	1.6
335	1,384	.3	7,837	1.9
340	156	.0	7,993	1.9
341	1	.0	7,994	1.9
344	124	.0	8,118	2.0
345	1,190	.3	9,308	2.3
348	82	.0	9,390	2.3
350	670	.2	10,060	2.4
352	67	.0	10,127	2.5
354	1,387	.3	11,514	2.8
355	51	.0	11,565	2.8
358	45	.0	11,610	2.8
360	284	.1	11,894	2.9
362	1,437	.3	13,331	3.2
364	546	.1	13,877	3.4
365	28	.0	13,905	3.4
367	302	.1	14,207	3.5
368	26	.0	14,233	3.5
371	1,341	.3	15,574	3.8
373	769	.2	16,343	4.0
374	801	.2	17,144	4.2
377	21	.0	17,165	4.2
378	196	.0	17,361	4.2
380	1,094	.3	18,455	4.5
382	118	.0	18,573	4.5
383	521	.1	19,094	4.6
384	870	.2	19,964	4.9

Comprehension, Grade Span 3–5 (continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
386	104	.0	20,068	4.9
387	684	.2	20,752	5.0
389	806	.2	21,558	5.2
390	533	.1	22,091	5.4
391	1	.0	22,092	5.4
393	985	.2	23,077	5.6
396	455	.1	23,532	5.7
397	1,531	.4	25,063	6.1
399	614	.1	25,677	6.2
400	26	.0	25,703	6.2
401	1,329	.3	27,032	6.6
403	20	.0	27,052	6.6
404	725	.2	27,777	6.8
405	280	.1	28,057	6.8
406	35	.0	28,092	6.8
407	1,138	.3	29,230	7.1
408	1,029	.3	30,259	7.4
409	573	.1	30,832	7.5
410	1,585	.4	32,417	7.9
412	10	.0	32,427	7.9
413	161	.0	32,588	7.9
415	1,622	.4	34,210	8.3
416	1,308	.3	35,518	8.6
417	1,247	.3	36,765	8.9
418	5	.0	36,770	8.9
419	1,373	.3	38,143	9.3
420	237	.1	38,380	9.3
421	913	.2	39,293	9.6
422	6	.0	39,299	9.6
423	455	.1	39,754	9.7
424	2,523	.6	42,277	10.3
425	843	.2	43,120	10.5
426	1,497	.4	44,617	10.8
427	311	.1	44,928	10.9
428	649	.2	45,577	11.1
429	36	.0	45,613	11.1
430	2,230	.5	47,843	11.6

continues...

Comprehension, Grade Span 3–5 (continued)					Comprehension, Grade Span 3–5 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
432	30	.0	47,873	11.6	472	695	.2	112,607	27.4
433	2,931	.7	50,804	12.4	473	1,932	.5	114,539	27.8
434	604	.1	51,408	12.5	474	1,271	.3	115,810	28.2
435	2,775	.7	54,183	13.2	475	4,312	1.0	120,122	29.2
437	653	.2	54,836	13.3	476	2	.0	120,124	29.2
438	492	.1	55,328	13.5	477	3,093	.8	123,217	30.0
439	2,699	.7	58,027	14.1	478	1,545	.4	124,762	30.3
440	104	.0	58,131	14.1	479	3,982	1.0	128,744	31.3
441	413	.1	58,544	14.2	480	2,842	.7	131,586	32.0
442	2,899	.7	61,443	14.9	481	966	.2	132,552	32.2
443	991	.2	62,434	15.2	482	2,534	.6	135,086	32.8
444	3,412	.8	65,846	16.0	483	2,536	.6	137,622	33.5
446	56	.0	65,902	16.0	484	3,468	.8	141,090	34.3
447	1,049	.3	66,951	16.3	486	4,656	1.1	145,746	35.4
448	3,492	.8	70,443	17.1	487	183	.0	145,929	35.5
449	42	.0	70,485	17.1	488	2,767	.7	148,696	36.2
450	948	.2	71,433	17.4	489	5,622	1.4	154,318	37.5
451	2,602	.6	74,035	18.0	490	135	.0	154,453	37.6
452	3,052	.7	77,087	18.7	491	2,246	.5	156,699	38.1
453	2,139	.5	79,226	19.3	492	4,016	1.0	160,715	39.1
455	24	.0	79,250	19.3	493	1,928	.5	162,643	39.5
456	1,334	.3	80,584	19.6	494	869	.2	163,512	39.8
457	4,138	1.0	84,722	20.6	495	5,872	1.4	169,384	41.2
458	18	.0	84,740	20.6	496	44	.0	169,428	41.2
459	1,347	.3	86,087	20.9	497	1,980	.5	171,408	41.7
460	2,089	.5	88,176	21.4	498	5,654	1.4	177,062	43.1
461	4,353	1.1	92,529	22.5	499	1,008	.2	178,070	43.3
462	2,175	.5	94,704	23.0	500	449	.1	178,519	43.4
463	300	.1	95,004	23.1	501	7,151	1.7	185,670	45.1
464	1,647	.4	96,651	23.5	502	163	.0	185,833	45.2
465	51	.0	96,702	23.5	503	1,187	.3	187,020	45.5
466	4,814	1.2	101,516	24.7	504	7,080	1.7	194,100	47.2
467	2	.0	101,518	24.7	505	138	.0	194,238	47.2
468	1,508	.4	103,026	25.1	506	504	.1	194,742	47.4
469	2,203	.5	105,229	25.6	507	8,436	2.1	203,178	49.4
470	3,973	1.0	109,202	26.6	508	4	.0	203,182	49.4
471	2,710	.7	111,912	27.2	509	88	.0	203,270	49.4

continues . . .

Comprehension, Grade Span 3–5
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
510	4,349	1.1	207,619	50.5
511	4,352	1.1	211,971	51.5
512	2	.0	211,973	51.5
513	3,388	.8	215,361	52.4
514	4,895	1.2	220,256	53.6
515	775	.2	221,031	53.7
516	3,112	.8	224,143	54.5
517	4,607	1.1	228,750	55.6
518	199	.0	228,949	55.7
519	2,842	.7	231,791	56.4
520	3,617	.9	235,408	57.2
521	2,151	.5	237,559	57.8
522	2,805	.7	240,364	58.4
523	3,344	.8	243,708	59.3
524	2,330	.6	246,038	59.8
525	1,847	.4	247,885	60.3
526	3,862	.9	251,747	61.2
527	2,871	.7	254,618	61.9
528	78	.0	254,696	61.9
529	5,601	1.4	260,297	63.3
530	2,804	.7	263,101	64.0
532	5,232	1.3	268,333	65.2
533	3,191	.8	271,524	66.0
534	49	.0	271,573	66.0
535	3,926	1.0	275,499	67.0
536	3,649	.9	279,148	67.9
537	777	.2	279,925	68.1
538	3,998	1.0	283,923	69.0
539	2,915	.7	286,838	69.7
540	639	.2	287,477	69.9
541	2,746	.7	290,223	70.6
542	4,600	1.1	294,823	71.7
543	960	.2	295,783	71.9
544	2,415	.6	298,198	72.5
545	2,771	.7	300,969	73.2
546	1,677	.4	302,646	73.6
547	3,753	.9	306,399	74.5

Comprehension, Grade Span 3–5
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
548	2,636	.6	309,035	75.1
550	4,954	1.2	313,989	76.3
552	2,801	.7	316,790	77.0
553	4,184	1.0	320,974	78.0
554	32	.0	321,006	78.1
555	684	.2	321,690	78.2
556	6,465	1.6	328,155	79.8
558	44	.0	328,199	79.8
559	1,902	.5	330,101	80.3
560	4,512	1.1	334,613	81.4
561	102	.0	334,715	81.4
562	2,380	.6	337,095	82.0
563	3,155	.8	340,250	82.7
564	3	.0	340,253	82.7
565	3,508	.9	343,761	83.6
566	342	.1	344,103	83.7
567	2,488	.6	346,591	84.3
568	2,456	.6	349,047	84.9
569	411	.1	349,458	85.0
571	2,791	.7	352,249	85.6
572	3,640	.9	355,889	86.5
574	2,544	.6	358,433	87.2
575	709	.2	359,142	87.3
577	1,858	.5	361,000	87.8
578	3,605	.9	364,605	88.7
581	1,525	.4	366,130	89.0
582	2,551	.6	368,681	89.6
583	1,368	.3	370,049	90.0
584	1,236	.3	371,285	90.3
586	2,579	.6	373,864	90.9
587	1,519	.4	375,383	91.3
590	1,756	.4	377,139	91.7
591	2,233	.5	379,372	92.2
592	839	.2	380,211	92.4
593	2,145	.5	382,356	93.0
596	792	.2	383,148	93.2
597	1,822	.4	384,970	93.6

continues . . .

**Comprehension, Grade Span 3–5
(continued)**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
598	1,753	.4	386,723	94.0
599	677	.2	387,400	94.2
600	1,952	.5	389,352	94.7
603	864	.2	390,216	94.9
604	2,115	.5	392,331	95.4
606	1	.0	392,332	95.4
607	2,252	.5	394,584	95.9
608	454	.1	395,038	96.1
609	2,140	.5	397,178	96.6
611	1,023	.2	398,201	96.8
614	2,120	.5	400,321	97.3
616	1,154	.3	401,475	97.6
619	64	.0	401,539	97.6
620	1,855	.5	403,394	98.1
622	716	.2	404,110	98.3
623	1,228	.3	405,338	98.6
629	1,487	.4	406,825	98.9
630	132	.0	406,957	98.9
632	1,136	.3	408,093	99.2
645	1,323	.3	409,416	99.5
647	926	.2	410,342	99.8
667	421	.1	410,763	99.9
670	518	.1	411,281	100.0

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	2,368	.9	2,368	.9
294	63	.0	2,431	.9
316	169	.1	2,600	1.0
320	113	.0	2,713	1.1
333	105	.0	2,818	1.1
335	357	.1	3,175	1.2
341	109	.0	3,284	1.3
343	1	.0	3,285	1.3
348	338	.1	3,623	1.4
353	55	.0	3,678	1.4
354	125	.0	3,803	1.5
358	317	.1	4,120	1.6
361	88	.0	4,208	1.6
363	27	.0	4,235	1.6
367	221	.1	4,456	1.7
368	305	.1	4,761	1.8
371	24	.0	4,785	1.9
374	119	.0	4,904	1.9
375	16	.0	4,920	1.9
376	300	.1	5,220	2.0
377	173	.1	5,393	2.1
379	17	.0	5,410	2.1
380	144	.1	5,554	2.2
382	108	.0	5,662	2.2
383	15	.0	5,677	2.2
385	269	.1	5,946	2.3
387	211	.1	6,157	2.4
389	93	.0	6,250	2.4
391	13	.0	6,263	2.4
393	638	.2	6,901	2.7
394	53	.0	6,954	2.7
395	195	.1	7,149	2.8
399	64	.0	7,213	2.8
401	159	.1	7,372	2.9
402	282	.1	7,654	3.0
404	497	.2	8,151	3.2
405	1	.0	8,152	3.2

Comprehension, Grade Span 6–8 (continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
406	211	.1	8,363	3.2
407	10	.0	8,373	3.2
408	138	.1	8,511	3.3
411	8	.0	8,519	3.3
412	487	.2	9,006	3.5
413	394	.2	9,400	3.6
414	219	.1	9,619	3.7
415	8	.0	9,627	3.7
416	287	.1	9,914	3.8
418	79	.0	9,993	3.9
420	10	.0	10,003	3.9
421	393	.2	10,396	4.0
422	292	.1	10,688	4.1
423	280	.1	10,968	4.2
424	254	.1	11,222	4.3
425	4	.0	11,226	4.3
426	439	.2	11,665	4.5
427	52	.0	11,717	4.5
428	2	.0	11,719	4.5
430	316	.1	12,035	4.7
431	667	.3	12,702	4.9
432	1	.0	12,703	4.9
434	630	.2	13,333	5.2
435	16	.0	13,349	5.2
436	287	.1	13,636	5.3
437	207	.1	13,843	5.4
438	3	.0	13,846	5.4
439	311	.1	14,157	5.5
440	68	.0	14,225	5.5
441	313	.1	14,538	5.6
442	716	.3	15,254	5.9
443	366	.1	15,620	6.1
444	52	.0	15,672	6.1
446	421	.2	16,093	6.2
447	9	.0	16,102	6.2
448	381	.1	16,483	6.4
449	365	.1	16,848	6.5

continues . . .

Comprehension, Grade Span 6–8
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
451	1,154	.4	18,002	7.0
452	166	.1	18,168	7.0
455	614	.2	18,782	7.3
456	250	.1	19,032	7.4
457	1	.0	19,033	7.4
458	814	.3	19,847	7.7
459	531	.2	20,378	7.9
460	987	.4	21,365	8.3
461	1	.0	21,366	8.3
462	1	.0	21,367	8.3
463	514	.2	21,881	8.5
464	455	.2	22,336	8.7
466	567	.2	22,903	8.9
467	41	.0	22,944	8.9
468	1,163	.5	24,107	9.3
469	566	.2	24,673	9.6
470	422	.2	25,095	9.7
471	144	.1	25,239	9.8
472	776	.3	26,015	10.1
473	662	.3	26,677	10.3
474	13	.0	26,690	10.3
475	589	.2	27,279	10.6
476	77	.0	27,356	10.6
477	1,244	.5	28,600	11.1
478	547	.2	29,147	11.3
480	47	.0	29,194	11.3
481	2,303	.9	31,497	12.2
482	236	.1	31,733	12.3
484	35	.0	31,768	12.3
485	1,161	.4	32,929	12.8
486	1,367	.5	34,296	13.3
488	28	.0	34,324	13.3
489	879	.3	35,203	13.6
490	1,392	.5	36,595	14.2
491	834	.3	37,429	14.5
492	87	.0	37,516	14.5
493	202	.1	37,718	14.6

Comprehension, Grade Span 6–8
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
494	926	.4	38,644	15.0
495	877	.3	39,521	15.3
496	1,594	.6	41,115	15.9
497	375	.1	41,490	16.1
498	507	.2	41,997	16.3
499	827	.3	42,824	16.6
500	1,068	.4	43,892	17.0
501	142	.1	44,034	17.1
502	1,856	.7	45,890	17.8
503	842	.3	46,732	18.1
504	37	.0	46,769	18.1
505	1,282	.5	48,051	18.6
506	392	.2	48,443	18.8
507	1,805	.7	50,248	19.5
508	29	.0	50,277	19.5
509	2,157	.8	52,434	20.3
510	264	.1	52,698	20.4
511	1,934	.7	54,632	21.2
512	77	.0	54,709	21.2
513	1,515	.6	56,224	21.8
515	1,398	.5	57,622	22.3
516	1,354	.5	58,976	22.8
517	1,586	.6	60,562	23.5
518	1,107	.4	61,669	23.9
520	2,407	.9	64,076	24.8
521	1,437	.6	65,513	25.4
522	536	.2	66,049	25.6
524	2,752	1.1	68,801	26.7
525	1,735	.7	70,536	27.3
526	472	.2	71,008	27.5
527	6	.0	71,014	27.5
528	2,797	1.1	73,811	28.6
529	1,453	.6	75,264	29.2
530	1,088	.4	76,352	29.6
531	1	.0	76,353	29.6
532	2,627	1.0	78,980	30.6
533	1,643	.6	80,623	31.2

continues . . .

Comprehension, Grade Span 6–8 (continued)					Comprehension, Grade Span 6–8 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
534	336	.1	80,959	31.4	579	3,234	1.3	151,682	58.8
535	747	.3	81,706	31.6	581	3,233	1.3	154,915	60.0
536	2,559	1.0	84,265	32.6	583	51	.0	154,966	60.0
537	1,751	.7	86,016	33.3	584	2,974	1.2	157,940	61.2
538	450	.2	86,466	33.5	585	2,155	.8	160,095	62.0
539	1,707	.7	88,173	34.2	586	390	.2	160,485	62.2
540	1,741	.7	89,914	34.8	587	845	.3	161,330	62.5
541	2,091	.8	92,005	35.6	588	5,377	2.1	166,707	64.6
542	1	.0	92,006	35.6	590	364	.1	167,071	64.7
543	1,762	.7	93,768	36.3	592	5,897	2.3	172,968	67.0
544	1,792	.7	95,560	37.0	594	66	.0	173,034	67.0
545	2,505	1.0	98,065	38.0	595	450	.2	173,484	67.2
547	1,565	.6	99,630	38.6	596	3,084	1.2	176,568	68.4
548	1,933	.7	101,563	39.3	597	2,179	.8	178,747	69.2
549	2,320	.9	103,883	40.2	599	920	.4	179,667	69.6
551	1,715	.7	105,598	40.9	600	3,146	1.2	182,813	70.8
552	4,015	1.6	109,613	42.5	601	65	.0	182,878	70.8
553	417	.2	110,030	42.6	602	1,668	.6	184,546	71.5
555	1,161	.4	111,191	43.1	603	748	.3	185,294	71.8
556	4,992	1.9	116,183	45.0	604	3,248	1.3	188,542	73.0
557	264	.1	116,447	45.1	605	70	.0	188,612	73.1
558	30	.0	116,477	45.1	606	29	.0	188,641	73.1
559	971	.4	117,448	45.5	607	1,073	.4	189,714	73.5
560	5,386	2.1	122,834	47.6	608	4,529	1.8	194,243	75.2
563	164	.1	122,998	47.6	610	101	.0	194,344	75.3
564	5,414	2.1	128,412	49.7	611	1,065	.4	195,409	75.7
565	840	.3	129,252	50.1	613	3,107	1.2	198,516	76.9
567	1	.0	129,253	50.1	614	158	.1	198,674	77.0
568	5,588	2.2	134,841	52.2	615	2,126	.8	200,800	77.8
569	1,024	.4	135,865	52.6	617	2,923	1.1	203,723	78.9
572	4,636	1.8	140,501	54.4	618	1,771	.7	205,494	79.6
573	1,320	.5	141,821	54.9	619	79	.0	205,573	79.6
574	398	.2	142,219	55.1	622	2,083	.8	207,656	80.4
575	212	.1	142,431	55.2	623	2,966	1.1	210,622	81.6
576	2,983	1.2	145,414	56.3	625	5	.0	210,627	81.6
577	3,033	1.2	148,447	57.5	626	2,407	.9	213,034	82.5
578	1	.0	148,448	57.5	628	2,029	.8	215,063	83.3

continues . . .

Comprehension, Grade Span 6–8
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
630	2,781	1.1	217,844	84.4
633	497	.2	218,341	84.6
634	2,796	1.1	221,137	85.7
635	1,538	.6	222,675	86.3
637	602	.2	223,277	86.5
638	2,834	1.1	226,111	87.6
641	736	.3	226,847	87.9
643	3,845	1.5	230,692	89.4
645	898	.3	231,590	89.7
647	2,886	1.1	234,476	90.8
649	1,110	.4	235,586	91.3
651	6	.0	235,592	91.3
653	4,022	1.6	239,614	92.8
655	519	.2	240,133	93.0
658	3,819	1.5	243,952	94.5
662	1,494	.6	245,446	95.1
665	1,873	.7	247,319	95.8
667	24	.0	247,343	95.8
668	1,583	.6	248,926	96.4
673	3,005	1.2	251,931	97.6
674	239	.1	252,170	97.7
680	1,532	.6	253,702	98.3
685	889	.3	254,591	98.6
687	50	.0	254,641	98.6
688	1,259	.5	255,900	99.1
700	876	.3	256,776	99.5
704	453	.2	257,229	99.6
717	136	.1	257,365	99.7
719	551	.2	257,916	99.9
732	239	.1	258,155	100.0

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	4,569	1.7	4,569	1.7
294	62	.0	4,631	1.7
301	130	.0	4,761	1.8
321	72	.0	4,833	1.8
328	91	.0	4,924	1.8
335	172	.1	5,096	1.9
342	118	.0	5,214	1.9
352	137	.1	5,351	2.0
354	213	.1	5,564	2.1
355	238	.1	5,802	2.2
359	100	.0	5,902	2.2
363	1	.0	5,903	2.2
365	102	.0	6,005	2.2
368	273	.1	6,278	2.3
369	99	.0	6,377	2.4
371	89	.0	6,466	2.4
374	164	.1	6,630	2.5
376	52	.0	6,682	2.5
378	133	.0	6,815	2.5
379	249	.1	7,064	2.6
381	50	.0	7,114	2.6
386	133	.0	7,247	2.7
387	195	.1	7,442	2.8
389	169	.1	7,611	2.8
390	315	.1	7,926	3.0
392	87	.0	8,013	3.0
395	29	.0	8,042	3.0
398	73	.0	8,115	3.0
399	239	.1	8,354	3.1
400	276	.1	8,630	3.2
403	227	.1	8,857	3.3
408	285	.1	9,142	3.4
410	241	.1	9,383	3.5
411	259	.1	9,642	3.6
412	239	.1	9,881	3.7
414	1	.0	9,882	3.7
416	20	.0	9,902	3.7

Comprehension, Grade Span 9–12 (continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
417	15	.0	9,917	3.7
420	460	.2	10,377	3.9
421	477	.2	10,854	4.0
422	258	.1	11,112	4.1
424	19	.0	11,131	4.1
426	158	.1	11,289	4.2
429	21	.0	11,310	4.2
430	209	.1	11,519	4.3
431	299	.1	11,818	4.4
432	106	.0	11,924	4.4
433	547	.2	12,471	4.6
434	4	.0	12,475	4.6
435	306	.1	12,781	4.8
437	86	.0	12,867	4.8
438	17	.0	12,884	4.8
439	283	.1	13,167	4.9
441	220	.1	13,387	5.0
442	57	.0	13,444	5.0
444	343	.1	13,787	5.1
445	766	.3	14,553	5.4
446	34	.0	14,587	5.4
447	405	.2	14,992	5.6
450	5	.0	14,997	5.6
451	222	.1	15,219	5.7
452	553	.2	15,772	5.9
454	348	.1	16,120	6.0
455	11	.0	16,131	6.0
456	631	.2	16,762	6.2
457	5	.0	16,767	6.2
458	814	.3	17,581	6.5
459	118	.0	17,699	6.6
460	10	.0	17,709	6.6
461	77	.0	17,786	6.6
464	1,312	.5	19,098	7.1
465	71	.0	19,169	7.1
467	595	.2	19,764	7.4
468	492	.2	20,256	7.5

continues . . .

Comprehension, Grade Span 9–12 (continued)					Comprehension, Grade Span 9–12 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
469	238	.1	20,494	7.6	513	202	.1	42,571	15.8
470	524	.2	21,018	7.8	515	169	.1	42,740	15.9
472	5	.0	21,023	7.8	516	536	.2	43,276	16.1
474	181	.1	21,204	7.9	517	1,829	.7	45,105	16.8
475	876	.3	22,080	8.2	518	1,079	.4	46,184	17.2
476	436	.2	22,516	8.4	519	119	.0	46,303	17.2
477	699	.3	23,215	8.6	520	442	.2	46,745	17.4
478	503	.2	23,718	8.8	521	36	.0	46,781	17.4
479	215	.1	23,933	8.9	522	1,458	.5	48,239	18.0
481	962	.4	24,895	9.3	523	2,320	.9	50,559	18.8
483	95	.0	24,990	9.3	525	332	.1	50,891	18.9
485	776	.3	25,766	9.6	526	837	.3	51,728	19.3
486	563	.2	26,329	9.8	527	311	.1	52,039	19.4
487	609	.2	26,938	10.0	528	1,232	.5	53,271	19.8
488	739	.3	27,677	10.3	529	2,225	.8	55,496	20.7
489	482	.2	28,159	10.5	531	876	.3	56,372	21.0
490	220	.1	28,379	10.6	532	1,263	.5	57,635	21.5
491	818	.3	29,197	10.9	533	216	.1	57,851	21.5
492	550	.2	29,747	11.1	534	1,368	.5	59,219	22.0
494	3	.0	29,750	11.1	535	1,467	.5	60,686	22.6
495	960	.4	30,710	11.4	536	395	.1	61,081	22.7
496	30	.0	30,740	11.4	537	1,394	.5	62,475	23.3
497	1,331	.5	32,071	11.9	538	2	.0	62,477	23.3
498	891	.3	32,962	12.3	539	2,129	.8	64,606	24.1
499	118	.0	33,080	12.3	540	23	.0	64,629	24.1
500	436	.2	33,516	12.5	541	2,477	.9	67,106	25.0
501	1,294	.5	34,810	13.0	542	24	.0	67,130	25.0
502	781	.3	35,591	13.3	543	4	.0	67,134	25.0
504	80	.0	35,671	13.3	544	2,549	.9	69,683	25.9
505	12	.0	35,683	13.3	545	184	.1	69,867	26.0
506	1,117	.4	36,800	13.7	546	2,448	.9	72,315	26.9
507	1,699	.6	38,499	14.3	548	2,051	.8	74,366	27.7
508	63	.0	38,562	14.4	549	9	.0	74,375	27.7
509	5	.0	38,567	14.4	550	1,691	.6	76,066	28.3
510	859	.3	39,426	14.7	551	1,596	.6	77,662	28.9
511	571	.2	39,997	14.9	552	262	.1	77,924	29.0
512	2,372	.9	42,369	15.8	553	1,642	.6	79,566	29.6

continues . . .

Comprehension, Grade Span 9–12 (continued)					Comprehension, Grade Span 9–12 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
554	1,046	.4	80,612	30.0	596	2,962	1.1	139,466	51.9
555	53	.0	80,665	30.0	597	2,078	.8	141,544	52.7
556	2,949	1.1	83,614	31.1	598	337	.1	141,881	52.8
557	1,575	.6	85,189	31.7	599	1,181	.4	143,062	53.3
558	624	.2	85,813	31.9	600	2,601	1.0	145,663	54.2
559	49	.0	85,862	32.0	601	1	.0	145,664	54.2
560	2,106	.8	87,968	32.7	602	2,535	.9	148,199	55.2
561	2,642	1.0	90,610	33.7	603	1,345	.5	149,544	55.7
562	846	.3	91,456	34.0	605	2,472	.9	152,016	56.6
564	13	.0	91,469	34.1	606	2,677	1.0	154,693	57.6
565	2,246	.8	93,715	34.9	607	87	.0	154,780	57.6
566	2,827	1.1	96,542	35.9	608	1,352	.5	156,132	58.1
567	440	.2	96,982	36.1	609	2,201	.8	158,333	58.9
568	464	.2	97,446	36.3	610	2,810	1.0	161,143	60.0
569	2,277	.8	99,723	37.1	612	16	.0	161,159	60.0
570	2,915	1.1	102,638	38.2	613	2,796	1.0	163,955	61.0
571	295	.1	102,933	38.3	614	3,480	1.3	167,435	62.3
572	1	.0	102,934	38.3	615	62	.0	167,497	62.4
573	2,149	.8	105,083	39.1	616	1	.0	167,498	62.4
574	1,737	.6	106,820	39.8	617	1,091	.4	168,589	62.8
575	2,211	.8	109,031	40.6	618	4,653	1.7	173,242	64.5
576	32	.0	109,063	40.6	619	174	.1	173,416	64.6
578	2,933	1.1	111,996	41.7	620	293	.1	173,709	64.7
579	3,266	1.2	115,262	42.9	622	1,354	.5	175,063	65.2
580	178	.1	115,440	43.0	623	4,451	1.7	179,514	66.8
581	1	.0	115,441	43.0	624	230	.1	179,744	66.9
582	2,684	1.0	118,125	44.0	626	1,589	.6	181,333	67.5
584	3,711	1.4	121,836	45.4	627	3,203	1.2	184,536	68.7
585	98	.0	121,934	45.4	628	933	.3	185,469	69.0
586	1,945	.7	123,879	46.1	629	330	.1	185,799	69.2
587	499	.2	124,378	46.3	630	2,000	.7	187,799	69.9
588	3,970	1.5	128,348	47.8	631	2,718	1.0	190,517	70.9
590	1,755	.7	130,103	48.4	633	485	.2	191,002	71.1
591	410	.2	130,513	48.6	634	669	.2	191,671	71.4
592	2,984	1.1	133,497	49.7	635	2,306	.9	193,977	72.2
593	1,717	.6	135,214	50.3	636	2,443	.9	196,420	73.1
594	1,290	.5	136,504	50.8	638	585	.2	197,005	73.3

continues . . .

Comprehension, Grade Span 9–12
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
639	2,530	.9	199,535	74.3
641	2,554	1.0	202,089	75.2
642	774	.3	202,863	75.5
643	2,734	1.0	205,597	76.5
646	1,770	.7	207,367	77.2
647	3,861	1.4	211,228	78.6
650	243	.1	211,471	78.7
651	4,172	1.6	215,643	80.3
652	1,244	.5	216,887	80.7
653	4	.0	216,891	80.7
655	1,584	.6	218,475	81.3
656	3,023	1.1	221,498	82.5
659	2,806	1.0	224,304	83.5
660	2,829	1.1	227,133	84.6
661	123	.0	227,256	84.6
663	2,149	.8	229,405	85.4
665	2,649	1.0	232,054	86.4
668	3,101	1.2	235,155	87.5
671	2,260	.8	237,415	88.4
672	2,634	1.0	240,049	89.4
676	3,033	1.1	243,082	90.5
677	1,945	.7	245,027	91.2
679	376	.1	245,403	91.4
681	3,050	1.1	248,453	92.5
684	1,504	.6	249,957	93.1
686	3,116	1.2	253,073	94.2
691	3,047	1.1	256,120	95.3
692	989	.4	257,109	95.7
697	2,953	1.1	260,062	96.8
702	41	.0	260,103	96.8
703	657	.2	260,760	97.1
704	2,453	.9	263,213	98.0
713	1,967	.7	265,180	98.7
722	307	.1	265,487	98.8
724	1,529	.6	267,016	99.4
727	105	.0	267,121	99.4
742	1,036	.4	268,157	99.8
747	454	.2	268,611	100.0

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Overall, Grade Span K–1					Overall, Grade Span K–1 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
180	2,468	1.4	2,468	1.4	327	10	.0	10,022	5.5
222	687	.4	3,155	1.7	328	471	.3	10,493	5.8
236	550	.3	3,705	2.0	330	223	.1	10,716	5.9
239	392	.2	4,097	2.3	331	245	.1	10,961	6.0
244	459	.3	4,556	2.5	333	204	.1	11,165	6.1
251	314	.2	4,870	2.7	334	216	.1	11,381	6.3
256	279	.2	5,149	2.8	335	2	.0	11,383	6.3
257	246	.1	5,395	3.0	337	347	.2	11,730	6.5
263	193	.1	5,588	3.1	338	291	.2	12,021	6.6
267	264	.1	5,852	3.2	339	405	.2	12,426	6.8
268	134	.1	5,986	3.3	341	113	.1	12,539	6.9
273	100	.1	6,086	3.4	342	193	.1	12,732	7.0
274	201	.1	6,287	3.5	344	256	.1	12,988	7.2
279	76	.0	6,363	3.5	345	472	.3	13,460	7.4
281	382	.2	6,745	3.7	346	276	.2	13,736	7.6
284	46	.0	6,791	3.7	347	206	.1	13,942	7.7
286	119	.1	6,910	3.8	349	75	.0	14,017	7.7
290	25	.0	6,935	3.8	350	326	.2	14,343	7.9
291	132	.1	7,067	3.9	351	460	.3	14,803	8.2
295	376	.2	7,443	4.1	352	549	.3	15,352	8.5
297	12	.0	7,455	4.1	353	48	.0	15,400	8.5
298	221	.1	7,676	4.2	355	716	.4	16,116	8.9
299	95	.1	7,771	4.3	356	57	.0	16,173	8.9
303	83	.0	7,854	4.3	357	275	.2	16,448	9.1
304	216	.1	8,070	4.4	358	640	.4	17,088	9.4
307	68	.0	8,138	4.5	359	191	.1	17,279	9.5
309	186	.1	8,324	4.6	360	422	.2	17,701	9.7
311	249	.1	8,573	4.7	361	48	.0	17,749	9.8
312	232	.1	8,805	4.8	362	290	.2	18,039	9.9
314	43	.0	8,848	4.9	363	429	.2	18,468	10.2
316	151	.1	8,999	5.0	364	924	.5	19,392	10.7
317	227	.1	9,226	5.1	366	150	.1	19,542	10.8
320	3	.0	9,229	5.1	367	502	.3	20,044	11.0
321	257	.1	9,486	5.2	368	770	.4	20,814	11.5
322	137	.1	9,623	5.3	369	670	.4	21,484	11.8
323	372	.2	9,995	5.5	370	102	.1	21,586	11.9
324	17	.0	10,012	5.5	371	614	.3	22,200	12.2

continues . . .

Overall, Grade Span K–1 (continued)					Overall, Grade Span K–1 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
372	1	.0	22,201	12.2	410	1,705	.9	54,441	30.0
373	718	.4	22,919	12.6	411	1,592	.9	56,033	30.9
374	669	.4	23,588	13.0	412	995	.5	57,028	31.4
375	868	.5	24,456	13.5	413	1,001	.6	58,029	31.9
376	12	.0	24,468	13.5	414	1,825	1.0	59,854	33.0
377	508	.3	24,976	13.8	415	881	.5	60,735	33.4
378	992	.5	25,968	14.3	416	1,932	1.1	62,667	34.5
379	568	.3	26,536	14.6	417	1,787	1.0	64,454	35.5
380	570	.3	27,106	14.9	418	1,005	.6	65,459	36.0
381	431	.2	27,537	15.2	419	604	.3	66,063	36.4
382	904	.5	28,441	15.7	420	1,505	.8	67,568	37.2
383	33	.0	28,474	15.7	421	1,688	.9	69,256	38.1
384	1,383	.8	29,857	16.4	422	1,010	.6	70,266	38.7
385	894	.5	30,751	16.9	423	1,686	.9	71,952	39.6
386	564	.3	31,315	17.2	424	2,091	1.2	74,043	40.8
387	30	.0	31,345	17.3	425	1,250	.7	75,293	41.5
388	1,158	.6	32,503	17.9	426	1,132	.6	76,425	42.1
389	718	.4	33,221	18.3	427	561	.3	76,986	42.4
390	937	.5	34,158	18.8	428	3,460	1.9	80,446	44.3
391	790	.4	34,948	19.2	429	193	.1	80,639	44.4
392	942	.5	35,890	19.8	430	1,376	.8	82,015	45.2
393	606	.3	36,496	20.1	431	1,903	1.0	83,918	46.2
394	1,043	.6	37,539	20.7	432	1,858	1.0	85,776	47.2
395	1,521	.8	39,060	21.5	433	981	.5	86,757	47.8
397	1,350	.7	40,410	22.2	434	2,217	1.2	88,974	49.0
398	915	.5	41,325	22.8	435	1,551	.9	90,525	49.8
399	907	.5	42,232	23.3	436	570	.3	91,095	50.2
400	1,754	1.0	43,986	24.2	437	1,304	.7	92,399	50.9
401	406	.2	44,392	24.4	438	2,094	1.2	94,493	52.0
402	1,521	.8	45,913	25.3	439	1,227	.7	95,720	52.7
403	97	.1	46,010	25.3	440	711	.4	96,431	53.1
404	1,792	1.0	47,802	26.3	441	3,655	2.0	100,086	55.1
405	231	.1	48,033	26.4	442	130	.1	100,216	55.2
406	1,790	1.0	49,823	27.4	443	1,217	.7	101,433	55.8
407	1,299	.7	51,122	28.1	444	1,651	.9	103,084	56.8
408	908	.5	52,030	28.6	445	2,784	1.5	105,868	58.3
409	706	.4	52,736	29.0	446	2	.0	105,870	58.3

continues . . .

Overall, Grade Span K–1 (continued)					Overall, Grade Span K–1 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
447	1,846	1.0	107,716	59.3	487	2,067	1.1	154,700	85.2
448	1,461	.8	109,177	60.1	488	1,361	.7	156,061	85.9
449	1,353	.7	110,530	60.9	489	1,394	.8	157,455	86.7
450	884	.5	111,414	61.3	492	963	.5	158,418	87.2
451	3,222	1.8	114,636	63.1	493	214	.1	158,632	87.3
452	426	.2	115,062	63.4	495	1,754	1.0	160,386	88.3
453	1,434	.8	116,496	64.1	496	1,250	.7	161,636	89.0
454	1,046	.6	117,542	64.7	497	1,351	.7	162,987	89.7
455	1,881	1.0	119,423	65.8	499	14	.0	163,001	89.7
456	1,390	.8	120,813	66.5	501	1,074	.6	164,075	90.3
457	1,510	.8	122,323	67.3	502	25	.0	164,100	90.4
458	1,694	.9	124,017	68.3	503	1,339	.7	165,439	91.1
459	1,435	.8	125,452	69.1	504	1,170	.6	166,609	91.7
461	959	.5	126,411	69.6	506	519	.3	167,128	92.0
462	3,038	1.7	129,449	71.3	508	1,027	.6	168,155	92.6
463	1,770	1.0	131,219	72.2	509	45	.0	168,200	92.6
464	183	.1	131,402	72.3	512	598	.3	168,798	92.9
465	735	.4	132,137	72.8	513	1,273	.7	170,071	93.6
466	1,432	.8	133,569	73.5	514	205	.1	170,276	93.8
467	1,100	.6	134,669	74.1	515	1,091	.6	171,367	94.4
468	2,217	1.2	136,886	75.4	517	74	.0	171,441	94.4
469	931	.5	137,817	75.9	518	5	.0	171,446	94.4
470	1,407	.8	139,224	76.7	519	701	.4	172,147	94.8
471	503	.3	139,727	76.9	521	447	.2	172,594	95.0
472	22	.0	139,749	76.9	524	13	.0	172,607	95.0
473	978	.5	140,727	77.5	525	1,066	.6	173,673	95.6
474	2,246	1.2	142,973	78.7	526	148	.1	173,821	95.7
475	1,897	1.0	144,870	79.8	527	1,368	.8	175,189	96.5
476	42	.0	144,912	79.8	529	38	.0	175,227	96.5
477	1,521	.8	146,433	80.6	532	208	.1	175,435	96.6
478	69	.0	146,502	80.7	535	765	.4	176,200	97.0
479	549	.3	147,051	81.0	539	1,094	.6	177,294	97.6
480	1,469	.8	148,520	81.8	542	120	.1	177,414	97.7
481	1,103	.6	149,623	82.4	544	876	.5	178,290	98.2
482	1,375	.8	150,998	83.1	547	327	.2	178,617	98.3
483	1,510	.8	152,508	84.0	548	183	.1	178,800	98.4
486	125	.1	152,633	84.0	556	282	.2	179,082	98.6

continues . . .

Overall, Grade Span K–1
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
559	1,133	.6	180,215	99.2
565	357	.2	180,572	99.4
579	421	.2	180,993	99.7
580	367	.2	181,360	99.9
600	266	.1	181,626	100.0

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Overall, Grade 2					Overall, Grade 2 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
215	790	.5	790	.5	283	33	.0	1,514	.9
231	6	.0	796	.5	284	12	.0	1,526	.9
236	29	.0	825	.5	285	25	.0	1,551	.9
237	14	.0	839	.5	286	27	.0	1,578	.9
240	10	.0	849	.5	287	7	.0	1,585	.9
243	38	.0	887	.5	288	16	.0	1,601	.9
244	43	.0	930	.5	289	36	.0	1,637	.9
247	16	.0	946	.5	290	35	.0	1,672	1.0
248	7	.0	953	.6	291	25	.0	1,697	1.0
250	28	.0	981	.6	292	12	.0	1,709	1.0
252	21	.0	1,002	.6	293	38	.0	1,747	1.0
253	47	.0	1,049	.6	294	32	.0	1,779	1.0
254	4	.0	1,053	.6	295	27	.0	1,806	1.0
256	7	.0	1,060	.6	296	31	.0	1,837	1.1
257	2	.0	1,062	.6	297	20	.0	1,857	1.1
258	29	.0	1,091	.6	298	26	.0	1,883	1.1
259	11	.0	1,102	.6	299	18	.0	1,901	1.1
261	20	.0	1,122	.7	300	28	.0	1,929	1.1
262	21	.0	1,143	.7	301	29	.0	1,958	1.1
263	2	.0	1,145	.7	302	54	.0	2,012	1.2
264	3	.0	1,148	.7	303	27	.0	2,039	1.2
265	38	.0	1,186	.7	304	28	.0	2,067	1.2
267	17	.0	1,203	.7	305	36	.0	2,103	1.2
268	25	.0	1,228	.7	306	42	.0	2,145	1.2
269	7	.0	1,235	.7	307	38	.0	2,183	1.3
270	19	.0	1,254	.7	308	35	.0	2,218	1.3
271	6	.0	1,260	.7	309	42	.0	2,260	1.3
272	27	.0	1,287	.7	310	39	.0	2,299	1.3
273	7	.0	1,294	.8	311	45	.0	2,344	1.4
274	20	.0	1,314	.8	312	55	.0	2,399	1.4
275	11	.0	1,325	.8	313	46	.0	2,445	1.4
276	26	.0	1,351	.8	314	48	.0	2,493	1.4
277	21	.0	1,372	.8	315	43	.0	2,536	1.5
278	16	.0	1,388	.8	316	45	.0	2,581	1.5
279	13	.0	1,401	.8	317	68	.0	2,649	1.5
280	30	.0	1,431	.8	318	43	.0	2,692	1.6
281	25	.0	1,456	.8	319	66	.0	2,758	1.6
282	25	.0	1,481	.9					

continues . . .

Overall, Grade 2 (continued)					Overall, Grade 2 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	63	.0	2,821	1.6	357	130	.1	6,709	3.9
321	73	.0	2,894	1.7	358	190	.1	6,899	4.0
322	70	.0	2,964	1.7	359	167	.1	7,066	4.1
323	72	.0	3,036	1.8	360	172	.1	7,238	4.2
324	67	.0	3,103	1.8	361	179	.1	7,417	4.3
325	61	.0	3,164	1.8	362	166	.1	7,583	4.4
326	58	.0	3,222	1.9	363	222	.1	7,805	4.5
327	65	.0	3,287	1.9	364	177	.1	7,982	4.6
328	100	.1	3,387	2.0	365	206	.1	8,188	4.7
329	75	.0	3,462	2.0	366	235	.1	8,423	4.9
330	91	.1	3,553	2.1	367	180	.1	8,603	5.0
331	87	.1	3,640	2.1	368	217	.1	8,820	5.1
332	92	.1	3,732	2.2	369	277	.2	9,097	5.3
333	107	.1	3,839	2.2	370	208	.1	9,305	5.4
334	71	.0	3,910	2.3	371	232	.1	9,537	5.5
335	91	.1	4,001	2.3	372	241	.1	9,778	5.7
336	88	.1	4,089	2.4	373	287	.2	10,065	5.8
337	98	.1	4,187	2.4	374	248	.1	10,313	6.0
338	89	.1	4,276	2.5	375	261	.2	10,574	6.1
339	114	.1	4,390	2.5	376	249	.1	10,823	6.3
340	109	.1	4,499	2.6	377	238	.1	11,061	6.4
341	115	.1	4,614	2.7	378	322	.2	11,383	6.6
342	120	.1	4,734	2.7	379	286	.2	11,669	6.8
343	93	.1	4,827	2.8	380	268	.2	11,937	6.9
344	141	.1	4,968	2.9	381	326	.2	12,263	7.1
345	115	.1	5,083	2.9	382	294	.2	12,557	7.3
346	77	.0	5,160	3.0	383	293	.2	12,850	7.5
347	150	.1	5,310	3.1	384	315	.2	13,165	7.6
348	102	.1	5,412	3.1	385	350	.2	13,515	7.8
349	138	.1	5,550	3.2	386	339	.2	13,854	8.0
350	142	.1	5,692	3.3	387	362	.2	14,216	8.2
351	115	.1	5,807	3.4	388	389	.2	14,605	8.5
352	138	.1	5,945	3.4	389	304	.2	14,909	8.6
353	142	.1	6,087	3.5	390	395	.2	15,304	8.9
354	148	.1	6,235	3.6	391	366	.2	15,670	9.1
355	153	.1	6,388	3.7	392	400	.2	16,070	9.3
356	191	.1	6,579	3.8	393	416	.2	16,486	9.6

continues . . .

Overall, Grade 2 (continued)					Overall, Grade 2 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
394	397	.2	16,883	9.8	431	1,041	.6	41,135	23.9
395	443	.3	17,326	10.0	432	938	.5	42,073	24.4
396	441	.3	17,767	10.3	433	937	.5	43,010	24.9
397	410	.2	18,177	10.5	434	1,010	.6	44,020	25.5
398	440	.3	18,617	10.8	435	995	.6	45,015	26.1
399	467	.3	19,084	11.1	436	1,109	.6	46,124	26.7
400	422	.2	19,506	11.3	437	956	.6	47,080	27.3
401	522	.3	20,028	11.6	438	1,155	.7	48,235	28.0
402	531	.3	20,559	11.9	439	1,037	.6	49,272	28.6
403	537	.3	21,096	12.2	440	1,133	.7	50,405	29.2
404	496	.3	21,592	12.5	441	1,184	.7	51,589	29.9
405	527	.3	22,119	12.8	442	1,095	.6	52,684	30.5
406	562	.3	22,681	13.2	443	1,250	.7	53,934	31.3
407	536	.3	23,217	13.5	444	1,233	.7	55,167	32.0
408	551	.3	23,768	13.8	445	1,109	.6	56,276	32.6
409	579	.3	24,347	14.1	446	1,255	.7	57,531	33.4
410	541	.3	24,888	14.4	447	1,185	.7	58,716	34.0
411	655	.4	25,543	14.8	448	1,258	.7	59,974	34.8
412	612	.4	26,155	15.2	449	1,280	.7	61,254	35.5
413	640	.4	26,795	15.5	450	1,192	.7	62,446	36.2
414	673	.4	27,468	15.9	451	1,309	.8	63,755	37.0
415	698	.4	28,166	16.3	452	1,269	.7	65,024	37.7
416	660	.4	28,826	16.7	453	1,360	.8	66,384	38.5
417	668	.4	29,494	17.1	454	1,283	.7	67,667	39.2
418	765	.4	30,259	17.5	455	1,402	.8	69,069	40.0
419	734	.4	30,993	18.0	456	1,310	.8	70,379	40.8
420	711	.4	31,704	18.4	457	1,308	.8	71,687	41.6
421	797	.5	32,501	18.8	458	1,375	.8	73,062	42.4
422	723	.4	33,224	19.3	459	1,421	.8	74,483	43.2
423	797	.5	34,021	19.7	460	1,327	.8	75,810	44.0
424	815	.5	34,836	20.2	461	1,493	.9	77,303	44.8
425	834	.5	35,670	20.7	462	1,356	.8	78,659	45.6
426	846	.5	36,516	21.2	463	1,414	.8	80,073	46.4
427	850	.5	37,366	21.7	464	1,525	.9	81,598	47.3
428	932	.5	38,298	22.2	465	1,365	.8	82,963	48.1
429	921	.5	39,219	22.7	466	1,336	.8	84,299	48.9
430	875	.5	40,094	23.2	467	1,429	.8	85,728	49.7

continues . . .

Overall, Grade 2 (continued)					Overall, Grade 2 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
468	1,481	.9	87,209	50.6	505	1,154	.7	136,318	79.0
469	1,366	.8	88,575	51.4	506	975	.6	137,293	79.6
470	1,485	.9	90,060	52.2	507	1,093	.6	138,386	80.2
471	1,574	.9	91,634	53.1	508	1,169	.7	139,555	80.9
472	1,313	.8	92,947	53.9	509	958	.6	140,513	81.5
473	1,472	.9	94,419	54.7	510	946	.5	141,459	82.0
474	1,542	.9	95,961	55.6	511	1,053	.6	142,512	82.6
475	1,334	.8	97,295	56.4	512	916	.5	143,428	83.2
476	1,424	.8	98,719	57.2	513	958	.6	144,386	83.7
477	1,566	.9	100,285	58.2	514	933	.5	145,319	84.3
478	1,302	.8	101,587	58.9	515	1,021	.6	146,340	84.9
479	1,498	.9	103,085	59.8	516	907	.5	147,247	85.4
480	1,492	.9	104,577	60.6	517	830	.5	148,077	85.9
481	1,383	.8	105,960	61.4	518	1,013	.6	149,090	86.5
482	1,323	.8	107,283	62.2	519	879	.5	149,969	87.0
483	1,486	.9	108,769	63.1	520	736	.4	150,705	87.4
484	1,334	.8	110,103	63.8	521	903	.5	151,608	87.9
485	1,195	.7	111,298	64.5	522	695	.4	152,303	88.3
486	1,555	.9	112,853	65.4	523	767	.4	153,070	88.8
487	1,274	.7	114,127	66.2	524	767	.4	153,837	89.2
488	1,243	.7	115,370	66.9	525	733	.4	154,570	89.6
489	1,565	.9	116,935	67.8	526	640	.4	155,210	90.0
490	1,266	.7	118,201	68.5	527	794	.5	156,004	90.5
491	1,211	.7	119,412	69.2	528	695	.4	156,699	90.9
492	1,404	.8	120,816	70.1	529	615	.4	157,314	91.2
493	1,252	.7	122,068	70.8	530	629	.4	157,943	91.6
494	1,195	.7	123,263	71.5	531	633	.4	158,576	92.0
495	1,341	.8	124,604	72.3	532	548	.3	159,124	92.3
496	1,339	.8	125,943	73.0	533	659	.4	159,783	92.7
497	1,010	.6	126,953	73.6	534	459	.3	160,242	92.9
498	1,294	.8	128,247	74.4	535	639	.4	160,881	93.3
499	1,305	.8	129,552	75.1	536	425	.2	161,306	93.5
500	941	.5	130,493	75.7	537	622	.4	161,928	93.9
501	1,274	.7	131,767	76.4	538	460	.3	162,388	94.2
502	1,261	.7	133,028	77.1	539	526	.3	162,914	94.5
503	952	.6	133,980	77.7	540	438	.3	163,352	94.7
504	1,184	.7	135,164	78.4	541	406	.2	163,758	95.0

continues . . .

Overall, Grade 2 (continued)					Overall, Grade 2 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
542	401	.2	164,159	95.2	579	95	.1	171,759	99.6
543	505	.3	164,664	95.5	580	72	.0	171,831	99.6
544	304	.2	164,968	95.7	581	30	.0	171,861	99.7
545	480	.3	165,448	95.9	582	42	.0	171,903	99.7
546	274	.2	165,722	96.1	583	28	.0	171,931	99.7
547	452	.3	166,174	96.4	584	47	.0	171,978	99.7
548	296	.2	166,470	96.5	585	80	.0	172,058	99.8
549	421	.2	166,891	96.8	586	17	.0	172,075	99.8
550	265	.2	167,156	96.9	587	15	.0	172,090	99.8
551	215	.1	167,371	97.1	588	19	.0	172,109	99.8
552	355	.2	167,726	97.3	589	26	.0	172,135	99.8
553	290	.2	168,016	97.4	590	45	.0	172,180	99.8
554	201	.1	168,217	97.5	591	13	.0	172,193	99.8
555	319	.2	168,536	97.7	592	31	.0	172,224	99.9
556	126	.1	168,662	97.8	594	16	.0	172,240	99.9
557	369	.2	169,031	98.0	595	42	.0	172,282	99.9
558	134	.1	169,165	98.1	596	13	.0	172,295	99.9
559	339	.2	169,504	98.3	597	7	.0	172,302	99.9
560	155	.1	169,659	98.4	599	18	.0	172,320	99.9
561	135	.1	169,794	98.5	600	16	.0	172,336	99.9
562	216	.1	170,010	98.6	602	36	.0	172,372	100.0
563	180	.1	170,190	98.7	603	2	.0	172,374	100.0
564	101	.1	170,291	98.7	604	14	.0	172,388	100.0
565	260	.2	170,551	98.9	606	18	.0	172,406	100.0
566	61	.0	170,612	98.9	609	11	.0	172,417	100.0
567	149	.1	170,761	99.0	610	3	.0	172,420	100.0
568	66	.0	170,827	99.1	612	7	.0	172,427	100.0
569	171	.1	170,998	99.2	614	2	.0	172,429	100.0
570	88	.1	171,086	99.2	616	16	.0	172,445	100.0
571	61	.0	171,147	99.2	617	3	.0	172,448	100.0
572	94	.1	171,241	99.3	620	3	.0	172,451	100.0
573	111	.1	171,352	99.4	625	1	.0	172,452	100.0
574	52	.0	171,404	99.4	627	3	.0	172,455	100.0
575	133	.1	171,537	99.5	635	3	.0	172,458	100.0
576	54	.0	171,591	99.5					
577	47	.0	171,638	99.5					
578	26	.0	171,664	99.5					

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Overall, Grade Span 3–5					Overall, Grade Span 3–5 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	2,034	.5	2,034	.5	302	32	.0	3,215	.8
249	47	.0	2,081	.5	303	15	.0	3,230	.8
259	78	.0	2,159	.5	304	66	.0	3,296	.8
260	40	.0	2,199	.5	305	9	.0	3,305	.8
261	23	.0	2,222	.5	306	39	.0	3,344	.8
266	67	.0	2,289	.6	307	48	.0	3,392	.8
267	40	.0	2,329	.6	308	56	.0	3,448	.8
268	9	.0	2,338	.6	309	40	.0	3,488	.8
269	19	.0	2,357	.6	310	45	.0	3,533	.9
271	53	.0	2,410	.6	311	50	.0	3,583	.9
272	49	.0	2,459	.6	312	41	.0	3,624	.9
274	54	.0	2,513	.6	313	48	.0	3,672	.9
275	3	.0	2,516	.6	314	77	.0	3,749	.9
277	57	.0	2,573	.6	315	47	.0	3,796	.9
278	14	.0	2,587	.6	316	44	.0	3,840	.9
279	29	.0	2,616	.6	317	83	.0	3,923	1.0
280	22	.0	2,638	.6	318	51	.0	3,974	1.0
281	25	.0	2,663	.6	319	63	.0	4,037	1.0
282	24	.0	2,687	.7	320	24	.0	4,061	1.0
283	23	.0	2,710	.7	321	78	.0	4,139	1.0
285	37	.0	2,747	.7	322	73	.0	4,212	1.0
286	8	.0	2,755	.7	323	34	.0	4,246	1.0
287	28	.0	2,783	.7	324	69	.0	4,315	1.0
288	26	.0	2,809	.7	325	37	.0	4,352	1.1
289	25	.0	2,834	.7	326	55	.0	4,407	1.1
290	33	.0	2,867	.7	327	48	.0	4,455	1.1
291	24	.0	2,891	.7	328	54	.0	4,509	1.1
292	21	.0	2,912	.7	329	89	.0	4,598	1.1
293	38	.0	2,950	.7	330	50	.0	4,648	1.1
294	10	.0	2,960	.7	331	78	.0	4,726	1.1
295	6	.0	2,966	.7	332	49	.0	4,775	1.2
296	53	.0	3,019	.7	333	87	.0	4,862	1.2
297	33	.0	3,052	.7	334	64	.0	4,926	1.2
298	23	.0	3,075	.7	335	84	.0	5,010	1.2
299	26	.0	3,101	.8	336	68	.0	5,078	1.2
300	45	.0	3,146	.8	337	69	.0	5,147	1.3
301	37	.0	3,183	.8	338	62	.0	5,209	1.3

continues . . .

Overall, Grade Span 3–5 (continued)					Overall, Grade Span 3–5 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
339	75	.0	5,284	1.3	376	175	.0	10,129	2.5
340	108	.0	5,392	1.3	377	226	.1	10,355	2.5
341	65	.0	5,457	1.3	378	203	.0	10,558	2.6
342	80	.0	5,537	1.3	379	211	.1	10,769	2.6
343	96	.0	5,633	1.4	380	211	.1	10,980	2.7
344	72	.0	5,705	1.4	381	234	.1	11,214	2.7
345	109	.0	5,814	1.4	382	250	.1	11,464	2.8
346	90	.0	5,904	1.4	383	264	.1	11,728	2.9
347	94	.0	5,998	1.5	384	242	.1	11,970	2.9
348	124	.0	6,122	1.5	385	276	.1	12,246	3.0
349	95	.0	6,217	1.5	386	292	.1	12,538	3.0
350	119	.0	6,336	1.5	387	271	.1	12,809	3.1
351	94	.0	6,430	1.6	388	311	.1	13,120	3.2
352	117	.0	6,547	1.6	389	283	.1	13,403	3.3
353	108	.0	6,655	1.6	390	341	.1	13,744	3.3
354	111	.0	6,766	1.6	391	311	.1	14,055	3.4
355	112	.0	6,878	1.7	392	269	.1	14,324	3.5
356	105	.0	6,983	1.7	393	353	.1	14,677	3.6
357	121	.0	7,104	1.7	394	284	.1	14,961	3.6
358	158	.0	7,262	1.8	395	343	.1	15,304	3.7
359	104	.0	7,366	1.8	396	402	.1	15,706	3.8
360	121	.0	7,487	1.8	397	350	.1	16,056	3.9
361	148	.0	7,635	1.9	398	358	.1	16,414	4.0
362	114	.0	7,749	1.9	399	403	.1	16,817	4.1
363	135	.0	7,884	1.9	400	377	.1	17,194	4.2
364	171	.0	8,055	2.0	401	437	.1	17,631	4.3
365	146	.0	8,201	2.0	402	461	.1	18,092	4.4
366	197	.0	8,398	2.0	403	420	.1	18,512	4.5
367	149	.0	8,547	2.1	404	481	.1	18,993	4.6
368	127	.0	8,674	2.1	405	485	.1	19,478	4.7
369	186	.0	8,860	2.2	406	440	.1	19,918	4.8
370	160	.0	9,020	2.2	407	461	.1	20,379	5.0
371	172	.0	9,192	2.2	408	505	.1	20,884	5.1
372	181	.0	9,373	2.3	409	488	.1	21,372	5.2
373	199	.0	9,572	2.3	410	548	.1	21,920	5.3
374	178	.0	9,750	2.4	411	533	.1	22,453	5.5
375	204	.0	9,954	2.4	412	597	.1	23,050	5.6

continues . . .

Overall, Grade Span 3–5 (continued)					Overall, Grade Span 3–5 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
413	535	.1	23,585	5.7	450	1,391	.3	58,506	14.2
414	595	.1	24,180	5.9	451	1,390	.3	59,896	14.6
415	612	.1	24,792	6.0	452	1,487	.4	61,383	14.9
416	558	.1	25,350	6.2	453	1,448	.4	62,831	15.3
417	657	.2	26,007	6.3	454	1,602	.4	64,433	15.7
418	634	.2	26,641	6.5	455	1,600	.4	66,033	16.1
419	709	.2	27,350	6.6	456	1,604	.4	67,637	16.4
420	702	.2	28,052	6.8	457	1,682	.4	69,319	16.9
421	671	.2	28,723	7.0	458	1,751	.4	71,070	17.3
422	659	.2	29,382	7.1	459	1,677	.4	72,747	17.7
423	699	.2	30,081	7.3	460	1,869	.5	74,616	18.1
424	771	.2	30,852	7.5	461	1,892	.5	76,508	18.6
425	826	.2	31,678	7.7	462	1,778	.4	78,286	19.0
426	708	.2	32,386	7.9	463	2,004	.5	80,290	19.5
427	840	.2	33,226	8.1	464	1,833	.4	82,123	20.0
428	796	.2	34,022	8.3	465	1,931	.5	84,054	20.4
429	850	.2	34,872	8.5	466	2,091	.5	86,145	20.9
430	776	.2	35,648	8.7	467	1,962	.5	88,107	21.4
431	930	.2	36,578	8.9	468	2,198	.5	90,305	22.0
432	950	.2	37,528	9.1	469	2,086	.5	92,391	22.5
433	963	.2	38,491	9.4	470	2,110	.5	94,501	23.0
434	951	.2	39,442	9.6	471	2,090	.5	96,591	23.5
435	956	.2	40,398	9.8	472	2,221	.5	98,812	24.0
436	1,015	.2	41,413	10.1	473	2,177	.5	100,989	24.6
437	1,059	.3	42,472	10.3	474	2,365	.6	103,354	25.1
438	1,070	.3	43,542	10.6	475	2,300	.6	105,654	25.7
439	1,110	.3	44,652	10.9	476	2,376	.6	108,030	26.3
440	1,073	.3	45,725	11.1	477	2,421	.6	110,451	26.9
441	1,084	.3	46,809	11.4	478	2,357	.6	112,808	27.4
442	1,173	.3	47,982	11.7	479	2,492	.6	115,300	28.0
443	1,215	.3	49,197	12.0	480	2,500	.6	117,800	28.6
444	1,261	.3	50,458	12.3	481	2,480	.6	120,280	29.2
445	1,233	.3	51,691	12.6	482	2,556	.6	122,836	29.9
446	1,352	.3	53,043	12.9	483	2,644	.6	125,480	30.5
447	1,331	.3	54,374	13.2	484	2,521	.6	128,001	31.1
448	1,339	.3	55,713	13.5	485	2,868	.7	130,869	31.8
449	1,402	.3	57,115	13.9	486	2,540	.6	133,409	32.4

continues . . .

Overall, Grade Span 3–5 (continued)					Overall, Grade Span 3–5 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
487	2,763	.7	136,172	33.1	524	3,080	.7	250,797	61.0
488	2,784	.7	138,956	33.8	525	3,213	.8	254,010	61.8
489	2,695	.7	141,651	34.4	526	3,084	.7	257,094	62.5
490	2,868	.7	144,519	35.1	527	3,067	.7	260,161	63.3
491	2,823	.7	147,342	35.8	528	3,297	.8	263,458	64.1
492	2,904	.7	150,246	36.5	529	3,114	.8	266,572	64.8
493	2,742	.7	152,988	37.2	530	3,085	.8	269,657	65.6
494	3,076	.7	156,064	37.9	531	3,186	.8	272,843	66.3
495	2,987	.7	159,051	38.7	532	3,106	.8	275,949	67.1
496	2,871	.7	161,922	39.4	533	2,958	.7	278,907	67.8
497	3,114	.8	165,036	40.1	534	3,240	.8	282,147	68.6
498	3,011	.7	168,047	40.9	535	2,965	.7	285,112	69.3
499	2,871	.7	170,918	41.6	536	2,840	.7	287,952	70.0
500	3,219	.8	174,137	42.3	537	3,215	.8	291,167	70.8
501	3,003	.7	177,140	43.1	538	2,799	.7	293,966	71.5
502	3,116	.8	180,256	43.8	539	3,043	.7	297,009	72.2
503	3,131	.8	183,387	44.6	540	2,871	.7	299,880	72.9
504	3,186	.8	186,573	45.4	541	2,552	.6	302,432	73.5
505	3,272	.8	189,845	46.2	542	3,056	.7	305,488	74.3
506	3,203	.8	193,048	46.9	543	2,710	.7	308,198	74.9
507	3,312	.8	196,360	47.7	544	2,887	.7	311,085	75.6
508	3,083	.7	199,443	48.5	545	2,742	.7	313,827	76.3
509	3,153	.8	202,596	49.3	546	2,864	.7	316,691	77.0
510	3,407	.8	206,003	50.1	547	2,470	.6	319,161	77.6
511	3,135	.8	209,138	50.9	548	2,645	.6	321,806	78.2
512	3,238	.8	212,376	51.6	549	2,645	.6	324,451	78.9
513	3,139	.8	215,515	52.4	550	2,457	.6	326,908	79.5
514	3,233	.8	218,748	53.2	551	2,544	.6	329,452	80.1
515	3,234	.8	221,982	54.0	552	2,555	.6	332,007	80.7
516	3,250	.8	225,232	54.8	553	2,320	.6	334,327	81.3
517	3,237	.8	228,469	55.6	554	2,363	.6	336,690	81.9
518	3,082	.7	231,551	56.3	555	2,357	.6	339,047	82.4
519	3,408	.8	234,959	57.1	556	2,299	.6	341,346	83.0
520	2,990	.7	237,949	57.9	557	2,351	.6	343,697	83.6
521	3,325	.8	241,274	58.7	558	1,996	.5	345,693	84.1
522	3,319	.8	244,593	59.5	559	2,306	.6	347,999	84.6
523	3,124	.8	247,717	60.2	560	1,936	.5	349,935	85.1

continues . . .

Overall, Grade Span 3–5 (continued)					Overall, Grade Span 3–5 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
561	2,264	.6	352,199	85.6	598	721	.2	398,481	96.9
562	1,867	.5	354,066	86.1	599	518	.1	398,999	97.0
563	1,878	.5	355,944	86.5	600	642	.2	399,641	97.2
564	1,968	.5	357,912	87.0	601	619	.2	400,260	97.3
565	1,644	.4	359,556	87.4	602	462	.1	400,722	97.4
566	1,806	.4	361,362	87.9	603	502	.1	401,224	97.6
567	1,854	.5	363,216	88.3	604	415	.1	401,639	97.7
568	1,696	.4	364,912	88.7	605	513	.1	402,152	97.8
569	1,626	.4	366,538	89.1	606	567	.1	402,719	97.9
570	1,748	.4	368,286	89.5	607	326	.1	403,045	98.0
571	1,591	.4	369,877	89.9	608	332	.1	403,377	98.1
572	1,551	.4	371,428	90.3	609	489	.1	403,866	98.2
573	1,456	.4	372,884	90.7	610	365	.1	404,231	98.3
574	1,588	.4	374,472	91.1	611	329	.1	404,560	98.4
575	1,382	.3	375,854	91.4	612	302	.1	404,862	98.4
576	1,392	.3	377,246	91.7	613	331	.1	405,193	98.5
577	1,378	.3	378,624	92.1	614	391	.1	405,584	98.6
578	1,254	.3	379,878	92.4	615	285	.1	405,869	98.7
579	1,172	.3	381,050	92.6	616	217	.1	406,086	98.7
580	1,414	.3	382,464	93.0	617	327	.1	406,413	98.8
581	1,183	.3	383,647	93.3	618	287	.1	406,700	98.9
582	1,236	.3	384,883	93.6	619	226	.1	406,926	98.9
583	1,046	.3	385,929	93.8	620	225	.1	407,151	99.0
584	896	.2	386,825	94.1	621	258	.1	407,409	99.1
585	1,220	.3	388,045	94.4	622	246	.1	407,655	99.1
586	902	.2	388,947	94.6	623	214	.1	407,869	99.2
587	895	.2	389,842	94.8	624	206	.1	408,075	99.2
588	982	.2	390,824	95.0	625	228	.1	408,303	99.3
589	939	.2	391,763	95.3	626	153	.0	408,456	99.3
590	819	.2	392,582	95.5	627	173	.0	408,629	99.4
591	786	.2	393,368	95.6	628	119	.0	408,748	99.4
592	788	.2	394,156	95.8	629	130	.0	408,878	99.4
593	864	.2	395,020	96.0	630	234	.1	409,112	99.5
594	734	.2	395,754	96.2	631	160	.0	409,272	99.5
595	638	.2	396,392	96.4	632	74	.0	409,346	99.5
596	692	.2	397,084	96.5	633	151	.0	409,497	99.6
597	676	.2	397,760	96.7	634	169	.0	409,666	99.6

continues . . .

Overall, Grade Span 3–5 (continued)					Overall, Grade Span 3–5 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
635	69	.0	409,735	99.6	677	11	.0	411,265	100.0
636	78	.0	409,813	99.6	685	1	.0	411,266	100.0
637	94	.0	409,907	99.7	686	3	.0	411,269	100.0
638	134	.0	410,041	99.7	687	7	.0	411,276	100.0
639	116	.0	410,157	99.7	688	1	.0	411,277	100.0
640	30	.0	410,187	99.7	698	1	.0	411,278	100.0
641	120	.0	410,307	99.8	700	3	.0	411,281	100.0
642	155	.0	410,462	99.8					
643	25	.0	410,487	99.8					
644	19	.0	410,506	99.8					
645	88	.0	410,594	99.8					
646	49	.0	410,643	99.8					
647	83	.0	410,726	99.9					
648	5	.0	410,731	99.9					
649	57	.0	410,788	99.9					
650	50	.0	410,838	99.9					
651	33	.0	410,871	99.9					
652	16	.0	410,887	99.9					
653	52	.0	410,939	99.9					
654	40	.0	410,979	99.9					
655	11	.0	410,990	99.9					
656	1	.0	410,991	99.9					
657	25	.0	411,016	99.9					
658	51	.0	411,067	99.9					
659	30	.0	411,097	100.0					
660	17	.0	411,114	100.0					
661	23	.0	411,137	100.0					
662	2	.0	411,139	100.0					
663	1	.0	411,140	100.0					
664	24	.0	411,164	100.0					
666	42	.0	411,206	100.0					
667	2	.0	411,208	100.0					
669	16	.0	411,224	100.0					
670	19	.0	411,243	100.0					
672	1	.0	411,244	100.0					
674	3	.0	411,247	100.0					
676	7	.0	411,254	100.0					

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Overall, Grade Span 6–8					Overall, Grade Span 6–8 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
248	1,806	.7	1,806	.7	313	9	.0	2,421	.9
258	4	.0	1,810	.7	314	23	.0	2,444	.9
269	25	.0	1,835	.7	315	17	.0	2,461	1.0
271	2	.0	1,837	.7	316	15	.0	2,476	1.0
272	57	.0	1,894	.7	317	25	.0	2,501	1.0
275	3	.0	1,897	.7	318	21	.0	2,522	1.0
277	1	.0	1,898	.7	319	13	.0	2,535	1.0
278	36	.0	1,934	.7	320	28	.0	2,563	1.0
280	37	.0	1,971	.8	321	22	.0	2,585	1.0
281	4	.0	1,975	.8	322	47	.0	2,632	1.0
282	1	.0	1,976	.8	323	28	.0	2,660	1.0
285	54	.0	2,030	.8	324	22	.0	2,682	1.0
287	5	.0	2,035	.8	325	17	.0	2,699	1.0
288	7	.0	2,042	.8	326	16	.0	2,715	1.1
289	24	.0	2,066	.8	327	35	.0	2,750	1.1
290	25	.0	2,091	.8	328	18	.0	2,768	1.1
292	17	.0	2,108	.8	329	36	.0	2,804	1.1
293	12	.0	2,120	.8	330	19	.0	2,823	1.1
294	2	.0	2,122	.8	331	26	.0	2,849	1.1
295	34	.0	2,156	.8	332	17	.0	2,866	1.1
296	4	.0	2,160	.8	333	53	.0	2,919	1.1
297	21	.0	2,181	.8	334	22	.0	2,941	1.1
298	10	.0	2,191	.8	335	27	.0	2,968	1.1
299	18	.0	2,209	.9	336	53	.0	3,021	1.2
300	12	.0	2,221	.9	337	24	.0	3,045	1.2
301	19	.0	2,240	.9	338	27	.0	3,072	1.2
302	20	.0	2,260	.9	339	30	.0	3,102	1.2
303	16	.0	2,276	.9	340	22	.0	3,124	1.2
304	7	.0	2,283	.9	341	54	.0	3,178	1.2
305	11	.0	2,294	.9	342	22	.0	3,200	1.2
306	11	.0	2,305	.9	343	38	.0	3,238	1.3
307	16	.0	2,321	.9	344	20	.0	3,258	1.3
308	19	.0	2,340	.9	345	29	.0	3,287	1.3
309	22	.0	2,362	.9	346	39	.0	3,326	1.3
310	16	.0	2,378	.9	347	41	.0	3,367	1.3
311	6	.0	2,384	.9	348	29	.0	3,396	1.3
312	28	.0	2,412	.9	349	30	.0	3,426	1.3

continues . . .

Overall, Grade Span 6–8 (continued)					Overall, Grade Span 6–8 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
350	41	.0	3,467	1.3	387	70	.0	5,341	2.1
351	30	.0	3,497	1.4	388	74	.0	5,415	2.1
352	42	.0	3,539	1.4	389	58	.0	5,473	2.1
353	35	.0	3,574	1.4	390	66	.0	5,539	2.1
354	53	.0	3,627	1.4	391	59	.0	5,598	2.2
355	20	.0	3,647	1.4	392	74	.0	5,672	2.2
356	45	.0	3,692	1.4	393	81	.0	5,753	2.2
357	27	.0	3,719	1.4	394	55	.0	5,808	2.2
358	49	.0	3,768	1.5	395	81	.0	5,889	2.3
359	36	.0	3,804	1.5	396	83	.0	5,972	2.3
360	49	.0	3,853	1.5	397	94	.0	6,066	2.3
361	25	.0	3,878	1.5	398	95	.0	6,161	2.4
362	56	.0	3,934	1.5	399	82	.0	6,243	2.4
363	52	.0	3,986	1.5	400	107	.0	6,350	2.5
364	35	.0	4,021	1.6	401	74	.0	6,424	2.5
365	46	.0	4,067	1.6	402	109	.0	6,533	2.5
366	58	.0	4,125	1.6	403	105	.0	6,638	2.6
367	49	.0	4,174	1.6	404	108	.0	6,746	2.6
368	55	.0	4,229	1.6	405	87	.0	6,833	2.6
369	35	.0	4,264	1.7	406	106	.0	6,939	2.7
370	63	.0	4,327	1.7	407	100	.0	7,039	2.7
371	46	.0	4,373	1.7	408	122	.0	7,161	2.8
372	56	.0	4,429	1.7	409	101	.0	7,262	2.8
373	57	.0	4,486	1.7	410	115	.0	7,377	2.9
374	47	.0	4,533	1.8	411	104	.0	7,481	2.9
375	52	.0	4,585	1.8	412	116	.0	7,597	2.9
376	50	.0	4,635	1.8	413	139	.1	7,736	3.0
377	61	.0	4,696	1.8	414	113	.0	7,849	3.0
378	54	.0	4,750	1.8	415	129	.0	7,978	3.1
379	57	.0	4,807	1.9	416	113	.0	8,091	3.1
380	67	.0	4,874	1.9	417	137	.1	8,228	3.2
381	70	.0	4,944	1.9	418	133	.1	8,361	3.2
382	38	.0	4,982	1.9	419	148	.1	8,509	3.3
383	91	.0	5,073	2.0	420	128	.0	8,637	3.3
384	56	.0	5,129	2.0	421	154	.1	8,791	3.4
385	77	.0	5,206	2.0	422	159	.1	8,950	3.5
386	65	.0	5,271	2.0	423	150	.1	9,100	3.5

continues . . .

Overall, Grade Span 6–8 (continued)					Overall, Grade Span 6–8 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
424	166	.1	9,266	3.6	461	372	.1	18,015	7.0
425	151	.1	9,417	3.6	462	379	.1	18,394	7.1
426	148	.1	9,565	3.7	463	364	.1	18,758	7.3
427	179	.1	9,744	3.8	464	378	.1	19,136	7.4
428	157	.1	9,901	3.8	465	377	.1	19,513	7.6
429	170	.1	10,071	3.9	466	375	.1	19,888	7.7
430	160	.1	10,231	4.0	467	414	.2	20,302	7.9
431	169	.1	10,400	4.0	468	410	.2	20,712	8.0
432	165	.1	10,565	4.1	469	424	.2	21,136	8.2
433	187	.1	10,752	4.2	470	428	.2	21,564	8.4
434	205	.1	10,957	4.2	471	481	.2	22,045	8.5
435	208	.1	11,165	4.3	472	417	.2	22,462	8.7
436	195	.1	11,360	4.4	473	488	.2	22,950	8.9
437	231	.1	11,591	4.5	474	425	.2	23,375	9.1
438	194	.1	11,785	4.6	475	498	.2	23,873	9.2
439	216	.1	12,001	4.6	476	481	.2	24,354	9.4
440	228	.1	12,229	4.7	477	502	.2	24,856	9.6
441	193	.1	12,422	4.8	478	525	.2	25,381	9.8
442	247	.1	12,669	4.9	479	505	.2	25,886	10.0
443	234	.1	12,903	5.0	480	555	.2	26,441	10.2
444	246	.1	13,149	5.1	481	590	.2	27,031	10.5
445	210	.1	13,359	5.2	482	574	.2	27,605	10.7
446	271	.1	13,630	5.3	483	571	.2	28,176	10.9
447	210	.1	13,840	5.4	484	651	.3	28,827	11.2
448	272	.1	14,112	5.5	485	583	.2	29,410	11.4
449	235	.1	14,347	5.6	486	655	.3	30,065	11.6
450	308	.1	14,655	5.7	487	634	.2	30,699	11.9
451	261	.1	14,916	5.8	488	653	.3	31,352	12.1
452	293	.1	15,209	5.9	489	690	.3	32,042	12.4
453	256	.1	15,465	6.0	490	645	.2	32,687	12.7
454	283	.1	15,748	6.1	491	713	.3	33,400	12.9
455	340	.1	16,088	6.2	492	712	.3	34,112	13.2
456	290	.1	16,378	6.3	493	732	.3	34,844	13.5
457	306	.1	16,684	6.5	494	802	.3	35,646	13.8
458	278	.1	16,962	6.6	495	802	.3	36,448	14.1
459	347	.1	17,309	6.7	496	818	.3	37,266	14.4
460	334	.1	17,643	6.8	497	834	.3	38,100	14.8

continues . . .

Overall, Grade Span 6–8 (continued)					Overall, Grade Span 6–8 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
498	872	.3	38,972	15.1	535	1,505	.6	85,531	33.1
499	843	.3	39,815	15.4	536	1,881	.7	87,412	33.9
500	837	.3	40,652	15.7	537	1,485	.6	88,897	34.4
501	925	.4	41,577	16.1	538	1,935	.7	90,832	35.2
502	906	.4	42,483	16.5	539	1,519	.6	92,351	35.8
503	936	.4	43,419	16.8	540	2,099	.8	94,450	36.6
504	951	.4	44,370	17.2	541	1,621	.6	96,071	37.2
505	958	.4	45,328	17.6	542	1,992	.8	98,063	38.0
506	1,035	.4	46,363	18.0	543	1,556	.6	99,619	38.6
507	1,052	.4	47,415	18.4	544	1,977	.8	101,596	39.4
508	1,029	.4	48,444	18.8	545	1,663	.6	103,259	40.0
509	1,064	.4	49,508	19.2	546	2,049	.8	105,308	40.8
510	1,074	.4	50,582	19.6	547	1,673	.6	106,981	41.4
511	1,158	.4	51,740	20.0	548	2,204	.9	109,185	42.3
512	1,146	.4	52,886	20.5	549	1,770	.7	110,955	43.0
513	1,158	.4	54,044	20.9	550	2,230	.9	113,185	43.8
514	1,202	.5	55,246	21.4	551	1,808	.7	114,993	44.5
515	1,068	.4	56,314	21.8	552	2,132	.8	117,125	45.4
516	1,323	.5	57,637	22.3	553	1,902	.7	119,027	46.1
517	1,172	.5	58,809	22.8	554	2,050	.8	121,077	46.9
518	1,310	.5	60,119	23.3	555	1,838	.7	122,915	47.6
519	1,172	.5	61,291	23.7	556	2,144	.8	125,059	48.4
520	1,426	.6	62,717	24.3	557	1,954	.8	127,013	49.2
521	1,323	.5	64,040	24.8	558	2,071	.8	129,084	50.0
522	1,514	.6	65,554	25.4	559	1,831	.7	130,915	50.7
523	1,326	.5	66,880	25.9	560	2,035	.8	132,950	51.5
524	1,518	.6	68,398	26.5	561	1,805	.7	134,755	52.2
525	1,272	.5	69,670	27.0	562	2,114	.8	136,869	53.0
526	1,554	.6	71,224	27.6	563	2,015	.8	138,884	53.8
527	1,313	.5	72,537	28.1	564	2,026	.8	140,910	54.6
528	1,655	.6	74,192	28.7	565	2,111	.8	143,021	55.4
529	1,378	.5	75,570	29.3	566	2,053	.8	145,074	56.2
530	1,828	.7	77,398	30.0	567	2,014	.8	147,088	57.0
531	1,423	.6	78,821	30.5	568	1,931	.7	149,019	57.7
532	1,896	.7	80,717	31.3	569	2,224	.9	151,243	58.6
533	1,453	.6	82,170	31.8	570	1,858	.7	153,101	59.3
534	1,856	.7	84,026	32.5	571	2,180	.8	155,281	60.2

continues . . .

Overall, Grade Span 6–8 (continued)					Overall, Grade Span 6–8 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
572	2,040	.8	157,321	60.9	609	1,148	.4	220,600	85.5
573	1,970	.8	159,291	61.7	610	1,444	.6	222,044	86.0
574	1,986	.8	161,277	62.5	611	1,233	.5	223,277	86.5
575	2,233	.9	163,510	63.3	612	1,160	.4	224,437	86.9
576	1,844	.7	165,354	64.1	613	1,254	.5	225,691	87.4
577	2,121	.8	167,475	64.9	614	1,153	.4	226,844	87.9
578	1,649	.6	169,124	65.5	615	1,109	.4	227,953	88.3
579	2,011	.8	171,135	66.3	616	1,184	.5	229,137	88.8
580	1,621	.6	172,756	66.9	617	1,212	.5	230,349	89.2
581	2,067	.8	174,823	67.7	618	1,117	.4	231,466	89.7
582	1,694	.7	176,517	68.4	619	828	.3	232,294	90.0
583	2,045	.8	178,562	69.2	620	1,074	.4	233,368	90.4
584	1,796	.7	180,358	69.9	621	1,082	.4	234,450	90.8
585	2,073	.8	182,431	70.7	622	864	.3	235,314	91.2
586	1,649	.6	184,080	71.3	623	818	.3	236,132	91.5
587	1,978	.8	186,058	72.1	624	884	.3	237,016	91.8
588	1,614	.6	187,672	72.7	625	903	.3	237,919	92.2
589	2,025	.8	189,697	73.5	626	761	.3	238,680	92.5
590	1,679	.7	191,376	74.1	627	923	.4	239,603	92.8
591	1,685	.7	193,061	74.8	628	938	.4	240,541	93.2
592	1,661	.6	194,722	75.4	629	699	.3	241,240	93.4
593	1,817	.7	196,539	76.1	630	702	.3	241,942	93.7
594	1,612	.6	198,151	76.8	631	796	.3	242,738	94.0
595	1,835	.7	199,986	77.5	632	757	.3	243,495	94.3
596	1,622	.6	201,608	78.1	633	700	.3	244,195	94.6
597	1,497	.6	203,105	78.7	634	392	.2	244,587	94.7
598	1,465	.6	204,570	79.2	635	794	.3	245,381	95.1
599	1,595	.6	206,165	79.9	636	615	.2	245,996	95.3
600	1,722	.7	207,887	80.5	637	508	.2	246,504	95.5
601	1,273	.5	209,160	81.0	638	522	.2	247,026	95.7
602	1,828	.7	210,988	81.7	639	630	.2	247,656	95.9
603	1,335	.5	212,323	82.2	640	466	.2	248,122	96.1
604	1,549	.6	213,872	82.8	641	489	.2	248,611	96.3
605	1,300	.5	215,172	83.3	642	588	.2	249,199	96.5
606	1,546	.6	216,718	83.9	643	440	.2	249,639	96.7
607	1,322	.5	218,040	84.5	644	389	.2	250,028	96.9
608	1,412	.5	219,452	85.0	645	406	.2	250,434	97.0

continues . . .

Overall, Grade Span 6–8 (continued)					Overall, Grade Span 6–8 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
646	475	.2	250,909	97.2	683	33	.0	257,471	99.7
647	345	.1	251,254	97.3	684	74	.0	257,545	99.8
648	282	.1	251,536	97.4	685	13	.0	257,558	99.8
649	411	.2	251,947	97.6	686	62	.0	257,620	99.8
650	337	.1	252,284	97.7	687	20	.0	257,640	99.8
651	279	.1	252,563	97.8	688	18	.0	257,658	99.8
652	334	.1	252,897	98.0	689	34	.0	257,692	99.8
653	322	.1	253,219	98.1	690	82	.0	257,774	99.9
654	313	.1	253,532	98.2	691	34	.0	257,808	99.9
655	141	.1	253,673	98.3	692	8	.0	257,816	99.9
656	246	.1	253,919	98.4	693	11	.0	257,827	99.9
657	308	.1	254,227	98.5	694	19	.0	257,846	99.9
658	242	.1	254,469	98.6	695	30	.0	257,876	99.9
659	143	.1	254,612	98.6	696	1	.0	257,877	99.9
660	244	.1	254,856	98.7	697	31	.0	257,908	99.9
661	153	.1	255,009	98.8	698	12	.0	257,920	99.9
662	206	.1	255,215	98.9	699	34	.0	257,954	99.9
663	174	.1	255,389	98.9	700	18	.0	257,972	99.9
664	194	.1	255,583	99.0	701	17	.0	257,989	99.9
665	154	.1	255,737	99.1	702	2	.0	257,991	99.9
666	104	.0	255,841	99.1	703	9	.0	258,000	99.9
667	201	.1	256,042	99.2	704	5	.0	258,005	99.9
668	151	.1	256,193	99.2	705	33	.0	258,038	100.0
669	143	.1	256,336	99.3	706	21	.0	258,059	100.0
670	43	.0	256,379	99.3	707	14	.0	258,073	100.0
671	161	.1	256,540	99.4	709	7	.0	258,080	100.0
672	77	.0	256,617	99.4	710	4	.0	258,084	100.0
673	108	.0	256,725	99.4	712	9	.0	258,093	100.0
674	48	.0	256,773	99.5	714	1	.0	258,094	100.0
675	154	.1	256,927	99.5	715	21	.0	258,115	100.0
676	76	.0	257,003	99.6	716	4	.0	258,119	100.0
677	97	.0	257,100	99.6	717	2	.0	258,121	100.0
678	23	.0	257,123	99.6	718	1	.0	258,122	100.0
679	88	.0	257,211	99.6	719	3	.0	258,125	100.0
680	94	.0	257,305	99.7	721	10	.0	258,135	100.0
681	47	.0	257,352	99.7	725	1	.0	258,136	100.0
682	86	.0	257,438	99.7	726	4	.0	258,140	100.0

continues . . .

Overall, Grade Span 6–8
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
727	1	.0	258,141	100.0
733	2	.0	258,143	100.0
734	4	.0	258,147	100.0
741	8	.0	258,155	100.0

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Overall, Grade Span 9–12					Overall, Grade Span 9–12 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
251	3,285	1.2	3,285	1.2	318	37	.0	4,074	1.5
261	4	.0	3,289	1.2	319	7	.0	4,081	1.5
264	34	.0	3,323	1.2	320	56	.0	4,137	1.5
274	2	.0	3,325	1.2	321	12	.0	4,149	1.5
275	67	.0	3,392	1.3	322	58	.0	4,207	1.6
278	6	.0	3,398	1.3	323	14	.0	4,221	1.6
281	20	.0	3,418	1.3	324	85	.0	4,306	1.6
284	26	.0	3,444	1.3	325	17	.0	4,323	1.6
285	17	.0	3,461	1.3	326	3	.0	4,326	1.6
288	11	.0	3,472	1.3	327	58	.0	4,384	1.6
289	12	.0	3,484	1.3	328	11	.0	4,395	1.6
290	45	.0	3,529	1.3	329	76	.0	4,471	1.7
291	39	.0	3,568	1.3	330	42	.0	4,513	1.7
293	4	.0	3,572	1.3	331	22	.0	4,535	1.7
294	25	.0	3,597	1.3	332	86	.0	4,621	1.7
295	7	.0	3,604	1.3	333	32	.0	4,653	1.7
296	7	.0	3,611	1.3	334	17	.0	4,670	1.7
297	23	.0	3,634	1.4	335	118	.0	4,788	1.8
298	28	.0	3,662	1.4	336	27	.0	4,815	1.8
299	9	.0	3,671	1.4	337	38	.0	4,853	1.8
300	25	.0	3,696	1.4	338	83	.0	4,936	1.8
302	13	.0	3,709	1.4	339	13	.0	4,949	1.8
303	44	.0	3,753	1.4	340	17	.0	4,966	1.8
304	5	.0	3,758	1.4	341	114	.0	5,080	1.9
305	41	.0	3,799	1.4	342	34	.0	5,114	1.9
306	5	.0	3,804	1.4	343	24	.0	5,138	1.9
307	9	.0	3,813	1.4	344	36	.0	5,174	1.9
308	18	.0	3,831	1.4	345	67	.0	5,241	2.0
309	25	.0	3,856	1.4	346	22	.0	5,263	2.0
310	23	.0	3,879	1.4	347	61	.0	5,324	2.0
311	13	.0	3,892	1.4	348	39	.0	5,363	2.0
312	25	.0	3,917	1.5	349	18	.0	5,381	2.0
313	18	.0	3,935	1.5	350	77	.0	5,458	2.0
314	48	.0	3,983	1.5	351	29	.0	5,487	2.0
315	22	.0	4,005	1.5	352	35	.0	5,522	2.1
316	25	.0	4,030	1.5	353	38	.0	5,560	2.1
317	7	.0	4,037	1.5	354	48	.0	5,608	2.1

continues . . .

Overall, Grade Span 9–12 (continued)					Overall, Grade Span 9–12 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
355	27	.0	5,635	2.1	392	68	.0	7,799	2.9
356	67	.0	5,702	2.1	393	86	.0	7,885	2.9
357	44	.0	5,746	2.1	394	63	.0	7,948	3.0
358	42	.0	5,788	2.2	395	103	.0	8,051	3.0
359	43	.0	5,831	2.2	396	100	.0	8,151	3.0
360	42	.0	5,873	2.2	397	65	.0	8,216	3.1
361	40	.0	5,913	2.2	398	86	.0	8,302	3.1
362	17	.0	5,930	2.2	399	92	.0	8,394	3.1
363	39	.0	5,969	2.2	400	71	.0	8,465	3.2
364	89	.0	6,058	2.3	401	98	.0	8,563	3.2
365	35	.0	6,093	2.3	402	95	.0	8,658	3.2
366	45	.0	6,138	2.3	403	78	.0	8,736	3.3
367	51	.0	6,189	2.3	404	89	.0	8,825	3.3
368	37	.0	6,226	2.3	405	106	.0	8,931	3.3
369	63	.0	6,289	2.3	406	90	.0	9,021	3.4
370	48	.0	6,337	2.4	407	111	.0	9,132	3.4
371	59	.0	6,396	2.4	408	90	.0	9,222	3.4
372	65	.0	6,461	2.4	409	103	.0	9,325	3.5
373	42	.0	6,503	2.4	410	138	.1	9,463	3.5
374	57	.0	6,560	2.4	411	104	.0	9,567	3.6
375	86	.0	6,646	2.5	412	113	.0	9,680	3.6
376	81	.0	6,727	2.5	413	137	.1	9,817	3.7
377	55	.0	6,782	2.5	414	118	.0	9,935	3.7
378	61	.0	6,843	2.5	415	134	.0	10,069	3.7
379	47	.0	6,890	2.6	416	103	.0	10,172	3.8
380	53	.0	6,943	2.6	417	102	.0	10,274	3.8
381	77	.0	7,020	2.6	418	108	.0	10,382	3.9
382	53	.0	7,073	2.6	419	122	.0	10,504	3.9
383	56	.0	7,129	2.7	420	151	.1	10,655	4.0
384	73	.0	7,202	2.7	421	120	.0	10,775	4.0
385	79	.0	7,281	2.7	422	109	.0	10,884	4.1
386	73	.0	7,354	2.7	423	147	.1	11,031	4.1
387	99	.0	7,453	2.8	424	133	.0	11,164	4.2
388	56	.0	7,509	2.8	425	128	.0	11,292	4.2
389	69	.0	7,578	2.8	426	150	.1	11,442	4.3
390	81	.0	7,659	2.9	427	117	.0	11,559	4.3
391	72	.0	7,731	2.9	428	127	.0	11,686	4.4

continues . . .

Overall, Grade Span 9–12 (continued)					Overall, Grade Span 9–12 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
429	168	.1	11,854	4.4	466	282	.1	19,716	7.3
430	153	.1	12,007	4.5	467	299	.1	20,015	7.5
431	152	.1	12,159	4.5	468	330	.1	20,345	7.6
432	141	.1	12,300	4.6	469	335	.1	20,680	7.7
433	174	.1	12,474	4.6	470	332	.1	21,012	7.8
434	147	.1	12,621	4.7	471	303	.1	21,315	7.9
435	168	.1	12,789	4.8	472	384	.1	21,699	8.1
436	148	.1	12,937	4.8	473	319	.1	22,018	8.2
437	174	.1	13,111	4.9	474	363	.1	22,381	8.3
438	181	.1	13,292	4.9	475	368	.1	22,749	8.5
439	167	.1	13,459	5.0	476	345	.1	23,094	8.6
440	168	.1	13,627	5.1	477	398	.1	23,492	8.7
441	165	.1	13,792	5.1	478	351	.1	23,843	8.9
442	183	.1	13,975	5.2	479	381	.1	24,224	9.0
443	179	.1	14,154	5.3	480	379	.1	24,603	9.2
444	206	.1	14,360	5.3	481	423	.2	25,026	9.3
445	199	.1	14,559	5.4	482	379	.1	25,405	9.5
446	186	.1	14,745	5.5	483	436	.2	25,841	9.6
447	180	.1	14,925	5.6	484	429	.2	26,270	9.8
448	227	.1	15,152	5.6	485	481	.2	26,751	10.0
449	235	.1	15,387	5.7	486	416	.2	27,167	10.1
450	187	.1	15,574	5.8	487	429	.2	27,596	10.3
451	221	.1	15,795	5.9	488	525	.2	28,121	10.5
452	217	.1	16,012	6.0	489	461	.2	28,582	10.6
453	229	.1	16,241	6.0	490	473	.2	29,055	10.8
454	239	.1	16,480	6.1	491	487	.2	29,542	11.0
455	223	.1	16,703	6.2	492	551	.2	30,093	11.2
456	286	.1	16,989	6.3	493	492	.2	30,585	11.4
457	245	.1	17,234	6.4	494	535	.2	31,120	11.6
458	253	.1	17,487	6.5	495	522	.2	31,642	11.8
459	292	.1	17,779	6.6	496	531	.2	32,173	12.0
460	258	.1	18,037	6.7	497	549	.2	32,722	12.2
461	248	.1	18,285	6.8	498	596	.2	33,318	12.4
462	268	.1	18,553	6.9	499	528	.2	33,846	12.6
463	306	.1	18,859	7.0	500	587	.2	34,433	12.8
464	301	.1	19,160	7.1	501	602	.2	35,035	13.0
465	274	.1	19,434	7.2	502	646	.2	35,681	13.3

continues . . .

Overall, Grade Span 9–12 (continued)					Overall, Grade Span 9–12 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
503	578	.2	36,259	13.5	540	1,228	.5	70,070	26.1
504	653	.2	36,912	13.7	541	1,235	.5	71,305	26.5
505	608	.2	37,520	14.0	542	1,245	.5	72,550	27.0
506	675	.3	38,195	14.2	543	1,308	.5	73,858	27.5
507	671	.2	38,866	14.5	544	1,314	.5	75,172	28.0
508	663	.2	39,529	14.7	545	1,229	.5	76,401	28.4
509	685	.3	40,214	15.0	546	1,413	.5	77,814	29.0
510	752	.3	40,966	15.3	547	1,260	.5	79,074	29.4
511	675	.3	41,641	15.5	548	1,455	.5	80,529	30.0
512	707	.3	42,348	15.8	549	1,290	.5	81,819	30.5
513	688	.3	43,036	16.0	550	1,484	.6	83,303	31.0
514	790	.3	43,826	16.3	551	1,385	.5	84,688	31.5
515	773	.3	44,599	16.6	552	1,554	.6	86,242	32.1
516	822	.3	45,421	16.9	553	1,414	.5	87,656	32.6
517	747	.3	46,168	17.2	554	1,508	.6	89,164	33.2
518	889	.3	47,057	17.5	555	1,455	.5	90,619	33.7
519	805	.3	47,862	17.8	556	1,371	.5	91,990	34.2
520	922	.3	48,784	18.2	557	1,756	.7	93,746	34.9
521	889	.3	49,673	18.5	558	1,354	.5	95,100	35.4
522	911	.3	50,584	18.8	559	1,818	.7	96,918	36.1
523	924	.3	51,508	19.2	560	1,406	.5	98,324	36.6
524	976	.4	52,484	19.5	561	1,795	.7	100,119	37.3
525	924	.3	53,408	19.9	562	1,657	.6	101,776	37.9
526	968	.4	54,376	20.2	563	1,725	.6	103,501	38.5
527	1,092	.4	55,468	20.6	564	1,705	.6	105,206	39.2
528	1,020	.4	56,488	21.0	565	1,617	.6	106,823	39.8
529	1,016	.4	57,504	21.4	566	1,849	.7	108,672	40.5
530	1,021	.4	58,525	21.8	567	1,583	.6	110,255	41.0
531	1,103	.4	59,628	22.2	568	1,931	.7	112,186	41.8
532	1,024	.4	60,652	22.6	569	1,680	.6	113,866	42.4
533	1,224	.5	61,876	23.0	570	1,791	.7	115,657	43.1
534	1,008	.4	62,884	23.4	571	1,773	.7	117,430	43.7
535	1,253	.5	64,137	23.9	572	1,774	.7	119,204	44.4
536	1,072	.4	65,209	24.3	573	1,769	.7	120,973	45.0
537	1,214	.5	66,423	24.7	574	1,899	.7	122,872	45.7
538	1,192	.4	67,615	25.2	575	1,857	.7	124,729	46.4
539	1,227	.5	68,842	25.6	576	1,966	.7	126,695	47.2

continues . . .

Overall, Grade Span 9–12 (continued)					Overall, Grade Span 9–12 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
577	1,839	.7	128,534	47.9	614	1,664	.6	198,030	73.7
578	1,989	.7	130,523	48.6	615	1,801	.7	199,831	74.4
579	1,737	.6	132,260	49.2	616	1,560	.6	201,391	75.0
580	1,896	.7	134,156	49.9	617	1,715	.6	203,106	75.6
581	1,905	.7	136,061	50.7	618	1,704	.6	204,810	76.2
582	1,820	.7	137,881	51.3	619	1,559	.6	206,369	76.8
583	1,947	.7	139,828	52.1	620	1,654	.6	208,023	77.4
584	1,872	.7	141,700	52.8	621	1,500	.6	209,523	78.0
585	1,914	.7	143,614	53.5	622	1,656	.6	211,179	78.6
586	1,782	.7	145,396	54.1	623	1,587	.6	212,766	79.2
587	2,065	.8	147,461	54.9	624	1,599	.6	214,365	79.8
588	1,767	.7	149,228	55.6	625	1,418	.5	215,783	80.3
589	2,044	.8	151,272	56.3	626	1,569	.6	217,352	80.9
590	1,811	.7	153,083	57.0	627	1,427	.5	218,779	81.4
591	2,028	.8	155,111	57.7	628	1,614	.6	220,393	82.0
592	1,754	.7	156,865	58.4	629	1,424	.5	221,817	82.6
593	2,059	.8	158,924	59.2	630	1,341	.5	223,158	83.1
594	1,861	.7	160,785	59.9	631	1,587	.6	224,745	83.7
595	1,927	.7	162,712	60.6	632	1,354	.5	226,099	84.2
596	1,910	.7	164,622	61.3	633	1,560	.6	227,659	84.8
597	1,870	.7	166,492	62.0	634	1,423	.5	229,082	85.3
598	2,004	.7	168,496	62.7	635	1,089	.4	230,171	85.7
599	1,723	.6	170,219	63.4	636	1,443	.5	231,614	86.2
600	2,145	.8	172,364	64.2	637	1,223	.5	232,837	86.7
601	1,607	.6	173,971	64.8	638	1,254	.5	234,091	87.1
602	2,134	.8	176,105	65.6	639	1,080	.4	235,171	87.6
603	1,720	.6	177,825	66.2	640	1,393	.5	236,564	88.1
604	2,019	.8	179,844	67.0	641	1,171	.4	237,735	88.5
605	1,738	.6	181,582	67.6	642	1,041	.4	238,776	88.9
606	1,889	.7	183,471	68.3	643	1,014	.4	239,790	89.3
607	1,904	.7	185,375	69.0	644	1,172	.4	240,962	89.7
608	1,836	.7	187,211	69.7	645	804	.3	241,766	90.0
609	1,777	.7	188,988	70.4	646	1,134	.4	242,900	90.4
610	1,839	.7	190,827	71.0	647	1,038	.4	243,938	90.8
611	1,824	.7	192,651	71.7	648	745	.3	244,683	91.1
612	1,913	.7	194,564	72.4	649	1,196	.4	245,879	91.5
613	1,802	.7	196,366	73.1	650	827	.3	246,706	91.8

continues . . .

Overall, Grade Span 9–12 (continued)					Overall, Grade Span 9–12 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
651	900	.3	247,606	92.2	688	204	.1	265,595	98.9
652	931	.3	248,537	92.5	689	171	.1	265,766	98.9
653	640	.2	249,177	92.8	690	154	.1	265,920	99.0
654	973	.4	250,150	93.1	691	188	.1	266,108	99.1
655	829	.3	250,979	93.4	692	111	.0	266,219	99.1
656	733	.3	251,712	93.7	693	178	.1	266,397	99.2
657	554	.2	252,266	93.9	694	151	.1	266,548	99.2
658	832	.3	253,098	94.2	695	88	.0	266,636	99.3
659	827	.3	253,925	94.5	696	80	.0	266,716	99.3
660	518	.2	254,443	94.7	697	103	.0	266,819	99.3
661	565	.2	255,008	94.9	698	164	.1	266,983	99.4
662	743	.3	255,751	95.2	699	105	.0	267,088	99.4
663	596	.2	256,347	95.4	700	124	.0	267,212	99.5
664	528	.2	256,875	95.6	701	78	.0	267,290	99.5
665	634	.2	257,509	95.9	702	51	.0	267,341	99.5
666	352	.1	257,861	96.0	703	80	.0	267,421	99.6
667	673	.3	258,534	96.2	704	104	.0	267,525	99.6
668	567	.2	259,101	96.5	705	53	.0	267,578	99.6
669	428	.2	259,529	96.6	706	100	.0	267,678	99.7
670	436	.2	259,965	96.8	707	64	.0	267,742	99.7
671	295	.1	260,260	96.9	708	59	.0	267,801	99.7
672	533	.2	260,793	97.1	709	78	.0	267,879	99.7
673	433	.2	261,226	97.3	710	69	.0	267,948	99.8
674	354	.1	261,580	97.4	711	13	.0	267,961	99.8
675	373	.1	261,953	97.5	712	40	.0	268,001	99.8
676	302	.1	262,255	97.6	713	62	.0	268,063	99.8
677	369	.1	262,624	97.8	714	40	.0	268,103	99.8
678	405	.2	263,029	97.9	715	49	.0	268,152	99.8
679	289	.1	263,318	98.0	716	28	.0	268,180	99.8
680	234	.1	263,552	98.1	717	23	.0	268,203	99.8
681	277	.1	263,829	98.2	718	26	.0	268,229	99.9
682	345	.1	264,174	98.3	719	72	.0	268,301	99.9
683	264	.1	264,438	98.4	720	25	.0	268,326	99.9
684	257	.1	264,695	98.5	721	28	.0	268,354	99.9
685	254	.1	264,949	98.6	722	33	.0	268,387	99.9
686	191	.1	265,140	98.7	723	13	.0	268,400	99.9
687	251	.1	265,391	98.8	724	1	.0	268,401	99.9

continues . . .

Overall, Grade Span 9–12
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
725	4	.0	268,405	99.9
726	11	.0	268,416	99.9
727	22	.0	268,438	99.9
728	23	.0	268,461	99.9
729	10	.0	268,471	99.9
730	13	.0	268,484	100.0
731	22	.0	268,506	100.0
732	16	.0	268,522	100.0
733	11	.0	268,533	100.0
734	1	.0	268,534	100.0
736	3	.0	268,537	100.0
737	1	.0	268,538	100.0
738	1	.0	268,539	100.0
739	4	.0	268,543	100.0
740	2	.0	268,545	100.0
741	9	.0	268,554	100.0
742	14	.0	268,568	100.0
743	3	.0	268,571	100.0
744	11	.0	268,582	100.0
745	13	.0	268,595	100.0
747	3	.0	268,598	100.0
748	4	.0	268,602	100.0
757	3	.0	268,605	100.0
758	3	.0	268,608	100.0
761	3	.0	268,611	100.0

Initial Assessment Data

Table I-31: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	42,392	18.8	42,392	18.8
304	17,595	7.8	59,987	26.6
332	16,781	7.4	76,768	34.1
349	15,037	6.7	91,805	40.7
356	1	0.0	91,806	40.7
363	14,297	6.3	106,103	47.1
368	2	0.0	106,105	47.1
375	14,096	6.3	120,201	53.3
386	14,640	6.5	134,841	59.8
397	14,794	6.6	149,635	66.4
403	1	0.0	149,636	66.4
407	14,559	6.5	164,195	72.8
418	13,381	5.9	177,576	78.8
429	11,789	5.2	189,365	84.0
441	9,630	4.3	198,995	88.3
454	7,981	3.5	206,976	91.8
467	6,537	2.9	213,513	94.7
482	5,011	2.2	218,524	96.9
501	3,547	1.6	222,071	98.5
530	2,259	1.0	224,330	99.5
570	1,103	0.5	225,433	100.0

Table I-32: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	1,761	14.9	1,761	14.9
304	338	2.9	2,099	17.8
332	269	2.3	2,368	20.1
349	212	1.8	2,580	21.9
363	207	1.8	2,787	23.6
375	192	1.6	2,979	25.2
386	208	1.8	3,187	27.0
397	238	2.0	3,425	29.0
407	273	2.3	3,698	31.3
418	395	3.4	4,093	34.7
429	450	3.8	4,543	38.5
441	613	5.2	5,156	43.7
454	809	6.9	5,965	50.5
467	892	7.6	6,857	58.1
482	1,178	10.0	8,035	68.1
501	1,369	11.6	9,404	79.7
530	1,341	11.4	10,745	91.0
570	1,062	9.0	11,807	100.0

Table I-33: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	4,084	14.1	4,084	14.1
296	594	2.1	4,678	16.2
342	812	2.8	5,490	19.0
343	1	0.0	5,491	19.0
370	1,047	3.6	6,538	22.6
391	1,050	3.6	7,588	26.3
410	1,130	3.9	8,718	30.2
428	1,267	4.4	9,985	34.6
445	1,414	4.9	11,399	39.5
463	1,605	5.6	13,004	45.0
481	1,774	6.1	14,778	51.2
499	2,025	7.0	16,803	58.2
518	2,163	7.5	18,966	65.7
538	2,326	8.1	21,292	73.7
561	2,266	7.9	23,558	81.6
590	2,176	7.5	25,734	89.1
635	1,904	6.6	27,638	95.7
640	1,236	4.3	28,874	100.0

Table I-34: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	3,762	15.5	3,762	15.5
312	556	2.3	4,318	17.8
350	717	3.0	5,035	20.8
376	782	3.2	5,817	24.0
397	733	3.0	6,550	27.0
416	672	2.8	7,222	29.8
433	669	2.8	7,891	32.5
450	610	2.5	8,501	35.1
467	655	2.7	9,156	37.8
485	822	3.4	9,978	41.1
505	945	3.9	10,923	45.0
527	1,311	5.4	12,234	50.4
553	1,649	6.8	13,883	57.2
570	1	0.0	13,884	57.2
584	2,298	9.5	16,182	66.7
625	2,721	11.2	18,903	77.9
685	2,944	12.1	21,847	90.1
715	2,410	9.9	24,257	100.0

Table I-35: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	4,451	12.9	4,451	12.9
283	631	1.8	5,082	14.8
351	863	2.5	5,945	17.3
389	949	2.8	6,894	20.0
416	1,092	3.2	7,986	23.2
439	1,107	3.2	9,093	26.4
461	1,217	3.5	10,310	30.0
481	1,234	3.6	11,544	33.5
502	1,404	4.1	12,948	37.6
523	1,535	4.5	14,483	42.1
546	1,846	5.4	16,329	47.4
570	2,334	6.8	18,663	54.2
599	2,786	8.1	21,449	62.3
635	3,373	9.8	24,822	72.1
668	1	0.0	24,823	72.1
684	3,790	11.0	28,613	83.1
725	5,815	16.9	34,428	100.0

Table I-36: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	41,906	18.6	41,906	18.6
259	9,613	4.3	51,519	22.9
293	8,468	3.8	59,987	26.6
314	8,144	3.6	68,131	30.2
329	7,421	3.3	75,552	33.5
342	7,552	3.4	83,104	36.9
349	1	0.0	83,105	36.9
353	7,639	3.4	90,744	40.3
362	7,824	3.5	98,568	43.7
371	8,218	3.7	106,786	47.4
379	8,101	3.6	114,887	51.0
387	8,117	3.6	123,004	54.6
394	8,049	3.6	131,053	58.1
402	7,918	3.5	138,971	61.7
408	7,999	3.6	146,970	65.2
414	1	0.0	146,971	65.2
415	7,655	3.4	154,626	68.6
422	7,380	3.3	162,006	71.9
428	6,959	3.1	168,965	75.0
435	6,525	2.9	175,490	77.9
442	6,133	2.7	181,623	80.6
449	5,906	2.6	187,529	83.2
457	5,487	2.4	193,016	85.6
465	5,213	2.3	198,229	87.9
473	4,887	2.2	203,116	90.1
483	4,534	2.0	207,650	92.1
494	4,217	1.9	211,867	94.0
508	3,900	1.7	215,767	95.7
525	3,491	1.6	219,258	97.3
549	2,830	1.3	222,088	98.5
588	2,250	1.0	224,338	99.5
630	1,095	0.5	225,433	100.0

Table I-37: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	2,194	18.6	2,194	18.6
259	175	1.5	2,369	20.1
293	141	1.2	2,510	21.3
314	127	1.1	2,637	22.3
329	94	0.8	2,731	23.1
342	85	0.7	2,816	23.9
353	76	0.6	2,892	24.5
362	80	0.7	2,972	25.2
371	89	0.8	3,061	25.9
379	112	1.0	3,173	26.9
387	113	1.0	3,286	27.8
394	105	0.9	3,391	28.7
402	146	1.2	3,537	30.0
408	157	1.3	3,694	31.3
415	188	1.6	3,882	32.9
422	200	1.7	4,082	34.6
428	208	1.8	4,290	36.3
435	240	2.0	4,530	38.4
442	311	2.6	4,841	41.0
449	327	2.8	5,168	43.8
457	389	3.3	5,557	47.1
465	430	3.6	5,987	50.7
473	516	4.4	6,503	55.1
483	538	4.6	7,041	59.6
494	653	5.5	7,694	65.2
508	757	6.4	8,451	71.6
525	816	6.9	9,267	78.5
549	932	7.9	10,199	86.4
588	917	7.8	11,116	94.2
630	691	5.9	11,807	100.0

Table I-38: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
200	5,630	19.5	5,630	19.5
316	724	2.5	6,354	22.0
346	487	1.7	6,841	23.7
364	356	1.2	7,197	24.9
377	302	1.1	7,499	26.0
388	237	0.8	7,736	26.8
398	250	0.9	7,986	27.7
406	267	0.9	8,253	28.6
414	269	0.9	8,522	29.5
421	268	0.9	8,790	30.4
428	315	1.1	9,105	31.5
434	346	1.2	9,451	32.7
441	369	1.3	9,820	34.0
447	430	1.5	10,250	35.5
453	456	1.6	10,706	37.1
459	563	2.0	11,269	39.0
465	641	2.2	11,910	41.3
471	715	2.5	12,625	43.7
477	831	2.9	13,456	46.6
483	878	3.0	14,334	49.6
484	1	0.0	14,335	49.7
490	1,053	3.7	15,388	53.3
498	1,187	4.1	16,575	57.4
506	1,248	4.3	17,823	61.7
515	1,420	4.9	19,243	66.6
525	1,479	5.1	20,722	71.8
537	1,571	5.4	22,293	77.2
553	1,784	6.2	24,077	83.4
574	1,753	6.1	25,830	89.5
607	1,736	6.0	27,566	95.5
720	1,308	4.5	28,874	100.0

Table I-39: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
225	4,962	20.5	4,962	20.5
320	755	3.1	5,717	23.6
352	480	2.0	6,197	25.6
372	362	1.5	6,559	27.0
387	309	1.3	6,868	28.3
399	241	1.0	7,109	29.3
410	264	1.1	7,373	30.4
419	233	1.0	7,606	31.4
428	225	0.9	7,831	32.3
436	213	0.9	8,044	33.2
444	207	0.9	8,251	34.0
452	212	0.9	8,463	34.9
459	277	1.1	8,740	36.0
466	319	1.3	9,059	37.4
473	307	1.3	9,366	38.6
481	359	1.5	9,725	40.1
488	371	1.5	10,096	41.6
495	493	2.0	10,589	43.7
503	579	2.4	11,168	46.0
511	613	2.5	11,781	48.6
519	733	3.0	12,514	51.6
528	882	3.6	13,396	55.2
538	1,051	4.3	14,447	59.6
549	1,095	4.5	15,542	64.1
562	1,293	5.3	16,835	69.4
577	1,423	5.9	18,258	75.3
595	1,559	6.4	19,817	81.7
618	1	0.0	19,818	81.7
621	1,569	6.5	21,387	88.2
662	1,543	6.4	22,930	94.5
663	1	0.0	22,931	94.5
720	1,326	5.5	24,257	100.0

Table I-40: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
235	7,286	21.2	7,286	21.2
332	1,022	3.0	8,308	24.1
369	633	1.8	8,941	26.0
392	505	1.5	9,446	27.4
408	445	1.3	9,891	28.7
422	396	1.2	10,287	29.9
433	355	1.0	10,642	30.9
444	376	1.1	11,018	32.0
453	386	1.1	11,404	33.1
462	357	1.0	11,761	34.2
471	447	1.3	12,208	35.5
479	479	1.4	12,687	36.9
487	549	1.6	13,236	38.5
495	600	1.7	13,836	40.2
503	680	2.0	14,516	42.2
511	695	2.0	15,211	44.2
520	836	2.4	16,047	46.6
528	915	2.7	16,962	49.3
538	1,078	3.1	18,040	52.4
548	1,130	3.3	19,170	55.7
558	1,371	4.0	20,541	59.7
570	1,430	4.2	21,971	63.8
583	1,610	4.7	23,581	68.5
587	1	0.0	23,582	68.5
597	1,659	4.8	25,241	73.3
613	1,698	4.9	26,939	78.3
624	1	0.0	26,940	78.3
632	1,781	5.2	28,721	83.4
655	1,704	5.0	30,425	88.4
686	1,575	4.6	32,000	93.0
736	1,324	3.9	33,324	96.8
740	1,104	3.2	34,428	100.0

Table I-41: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	16,695	7.4	16,695	7.4
235	5,778	2.6	22,473	10.0
246	8,106	3.6	30,579	13.6
254	10,606	4.7	41,185	18.3
261	12,529	5.6	53,714	23.9
268	13,644	6.1	67,358	30.0
275	13,612	6.1	80,970	36.0
282	13,946	6.2	94,916	42.2
289	13,763	6.1	108,679	48.3
296	14,042	6.2	122,721	54.6
303	14,325	6.4	137,046	60.9
311	14,318	6.4	151,364	67.3
319	13,622	6.1	164,986	73.4
328	11,634	5.2	176,620	78.5
338	9,393	4.2	186,013	82.7
349	7,343	3.3	193,356	86.0
360	5,670	2.5	199,026	88.5
369	4,451	2.0	203,477	90.5
377	3,773	1.7	207,250	92.2
386	3,438	1.5	210,688	93.7
398	3,589	1.6	214,277	95.3
415	3,797	1.7	218,074	97.0
446	3,776	1.7	221,850	98.7
570	3,031	1.4	224,881	100.0

Table I-42: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	2,652	22.5	2,652	22.5
345	482	4.1	3,134	26.5
381	605	5.1	3,739	31.7
399	639	5.4	4,378	37.1
412	584	5.0	4,962	42.0
423	558	4.7	5,520	46.8
432	509	4.3	6,029	51.1
439	451	3.8	6,480	54.9
446	400	3.4	6,880	58.3
453	404	3.4	7,284	61.7
459	355	3.0	7,639	64.7
465	329	2.8	7,968	67.5
471	290	2.5	8,258	69.9
477	309	2.6	8,567	72.6
482	318	2.7	8,885	75.3
488	290	2.5	9,175	77.7
494	270	2.3	9,445	80.0
500	264	2.2	9,709	82.2
506	271	2.3	9,980	84.5
512	262	2.2	10,242	86.8
519	243	2.1	10,485	88.8
526	267	2.3	10,752	91.1
533	241	2.0	10,993	93.1
542	249	2.1	11,242	95.2
552	197	1.7	11,439	96.9
567	167	1.4	11,606	98.3
592	122	1.0	11,728	99.3
650	79	0.7	11,807	100.0

Table I-43: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	5,339	18.5	5,339	18.5
358	774	2.7	6,113	21.2
404	943	3.3	7,056	24.4
425	1,126	3.9	8,182	28.3
439	1,066	3.7	9,248	32.0
441	1	0.0	9,249	32.0
451	1,034	3.6	10,283	35.6
460	984	3.4	11,267	39.0
469	922	3.2	12,189	42.2
477	833	2.9	13,022	45.1
484	803	2.8	13,825	47.9
491	796	2.8	14,621	50.6
497	745	2.6	15,366	53.2
504	799	2.8	16,165	56.0
510	769	2.7	16,934	58.7
516	746	2.6	17,680	61.2
522	750	2.6	18,430	63.8
528	734	2.5	19,164	66.4
534	830	2.9	19,994	69.3
540	746	2.6	20,740	71.8
546	806	2.8	21,546	74.6
552	823	2.9	22,369	77.5
559	824	2.9	23,193	80.3
566	770	2.7	23,963	83.0
574	838	2.9	24,801	85.9
583	777	2.7	25,578	88.6
593	810	2.8	26,388	91.4
606	783	2.7	27,171	94.1
620	1	0.0	27,172	94.1
624	714	2.5	27,886	96.6
655	638	2.2	28,524	98.8
700	350	1.2	28,874	100.0

Table I-44: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	4,192	17.3	4,192	17.3
358	451	1.9	4,643	19.1
411	596	2.5	5,239	21.6
436	627	2.6	5,866	24.2
452	631	2.6	6,497	26.8
466	621	2.6	7,118	29.3
477	614	2.5	7,732	31.9
487	588	2.4	8,320	34.3
496	553	2.3	8,873	36.6
505	542	2.2	9,415	38.8
513	556	2.3	9,971	41.1
521	569	2.4	10,540	43.5
529	674	2.8	11,214	46.2
537	583	2.4	11,797	48.6
543	1	0.0	11,798	48.6
545	702	2.9	12,500	51.5
552	685	2.8	13,185	54.4
560	711	2.9	13,896	57.3
568	801	3.3	14,697	60.6
575	766	3.2	15,463	63.8
584	811	3.3	16,274	67.1
592	811	3.3	17,085	70.4
601	898	3.7	17,983	74.1
610	897	3.7	18,880	77.8
621	858	3.5	19,738	81.4
632	1003	4.1	20,741	85.5
646	849	3.5	21,590	89.0
662	895	3.7	22,485	92.7
685	734	3.0	23,219	95.7
706	1	0.0	23,220	95.7
723	689	2.8	23,909	98.6
750	348	1.4	24,257	100.0

Table I-45: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 9-12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	4,723	13.7	4,723	13.7
359	563	1.6	5,286	15.4
427	753	2.2	6,039	17.5
455	958	2.8	6,997	20.3
474	1,067	3.1	8,064	23.4
489	1,114	3.2	9,178	26.7
501	1,104	3.2	10,282	29.9
513	1,044	3.0	11,326	32.9
523	1,037	3.0	12,363	35.9
533	960	2.8	13,323	38.7
542	913	2.7	14,236	41.4
551	867	2.5	15,103	43.9
560	961	2.8	16,064	46.7
569	990	2.9	17,054	49.5
577	1,000	2.9	18,054	52.4
586	1,038	3.0	19,092	55.5
594	1,065	3.1	20,157	58.6
602	1,123	3.3	21,280	61.8
611	1,193	3.5	22,473	65.3
619	1,177	3.4	23,650	68.7
628	1,246	3.6	24,896	72.3
637	1,228	3.6	26,124	75.9
647	1,219	3.5	27,343	79.4
658	1,203	3.5	28,546	82.9
670	1,241	3.6	29,787	86.5
684	1,176	3.4	30,963	89.9
691	1	0.0	30,964	89.9
701	1,072	3.1	32,036	93.1
715	1	0.0	32,037	93.1
723	993	2.9	33,030	95.9
760	821	2.4	33,851	98.3
770	577	1.7	34,428	100.0

Table I-46: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	11,116	4.9	11,116	4.9
239	2,457	1.1	13,573	6.0
259	2,881	1.3	16,454	7.3
273	3,327	1.5	19,781	8.8
285	4,241	1.9	24,022	10.7
297	5,763	2.6	29,785	13.2
309	8,807	3.9	38,592	17.2
320	12,889	5.7	51,481	22.9
331	16,534	7.4	68,015	30.2
341	19,629	8.7	87,644	39.0
351	21,074	9.4	108,718	48.3
358	19,826	8.8	128,544	57.2
365	17,826	7.9	146,370	65.1
371	15,389	6.8	161,759	71.9
377	12,865	5.7	174,624	77.7
382	10,300	4.6	184,924	82.2
387	8,338	3.7	193,262	85.9
393	6,794	3.0	200,056	89.0
398	5,557	2.5	205,613	91.4
403	4,447	2.0	210,060	93.4
409	3,580	1.6	213,640	95.0
414	2,913	1.3	216,553	96.3
421	2,155	1.0	218,708	97.3
427	1,835	0.8	220,543	98.1
435	1,355	0.6	221,898	98.7
444	1,050	0.5	222,948	99.1
456	887	0.4	223,835	99.5
475	638	0.3	224,473	99.8
600	408	0.2	224,881	100.0

Table I-47: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,612	22.1	2,612	22.1
309	432	3.7	3,044	25.8
369	455	3.9	3,499	29.6
391	450	3.8	3,949	33.5
405	398	3.4	4,347	36.8
416	378	3.2	4,725	40.0
424	343	2.9	5,068	42.9
432	382	3.2	5,450	46.2
438	349	3.0	5,799	49.1
444	344	2.9	6,143	52.0
450	325	2.8	6,468	54.8
456	352	3.0	6,820	57.8
462	373	3.2	7,193	60.9
467	354	3.0	7,547	63.9
473	370	3.1	7,917	67.1
478	375	3.2	8,292	70.2
484	339	2.9	8,631	73.1
490	378	3.2	9,009	76.3
496	360	3.1	9,369	79.4
503	374	3.2	9,743	82.5
510	376	3.2	10,119	85.7
518	387	3.3	10,506	89.0
528	350	3.0	10,856	92.0
538	323	2.7	11,179	94.7
551	235	2.0	11,414	96.7
568	178	1.5	11,592	98.2
588	124	1.1	11,716	99.2
616	60	0.5	11,776	99.7
658	24	0.2	11,800	99.9
690	7	0.1	11,807	100.0

Table I-48: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,192	18.0	5,192	18.0
347	577	2.0	5,769	20.0
379	646	2.2	6,415	22.2
396	620	2.2	7,035	24.4
408	577	2.0	7,612	26.4
418	505	1.8	8,117	28.1
426	482	1.7	8,599	29.8
434	519	1.8	9,118	31.6
441	547	1.9	9,665	33.5
448	568	2.0	10,233	35.4
455	645	2.2	10,878	37.7
461	665	2.3	11,543	40.0
468	713	2.5	12,256	42.5
475	729	2.5	12,985	45.0
478	1	0.0	12,986	45.0
481	827	2.9	13,813	47.8
488	911	3.2	14,724	51.0
496	976	3.4	15,700	54.4
503	1,025	3.6	16,725	57.9
511	1,158	4.0	17,883	61.9
520	1,150	4.0	19,033	65.9
529	1,294	4.5	20,327	70.4
538	1,432	5.0	21,759	75.4
549	1,466	5.1	23,225	80.4
560	1,533	5.3	24,758	85.7
573	1,372	4.8	26,130	90.5
587	1,135	3.9	27,265	94.4
604	841	2.9	28,106	97.3
623	486	1.7	28,592	99.0
643	1	0.0	28,593	99.0
649	196	0.7	28,789	99.7
689	69	0.2	28,858	99.9
740	16	0.1	28,874	100.0

Table I-49: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	3,936	16.2	3,936	16.2
327	391	1.6	4,327	17.8
374	453	1.9	4,780	19.7
397	461	1.9	5,241	21.6
414	428	1.8	5,669	23.4
427	370	1.5	6,039	24.9
438	346	1.4	6,385	26.3
448	360	1.5	6,745	27.8
457	371	1.5	7,116	29.3
465	369	1.5	7,485	30.9
472	398	1.6	7,883	32.5
479	417	1.7	8,300	34.2
486	440	1.8	8,740	36.0
493	480	2.0	9,220	38.0
499	464	1.9	9,684	39.9
506	517	2.1	10,201	42.1
513	546	2.3	10,747	44.3
520	618	2.6	11,365	46.9
527	757	3.1	12,122	50.0
535	841	3.5	12,963	53.4
544	949	3.9	13,912	57.4
553	1,081	4.5	14,993	61.8
563	1,243	5.1	16,236	66.9
575	1,278	5.3	17,514	72.2
588	1,453	6.0	18,967	78.2
598	1	0.0	18,968	78.2
603	1,346	5.6	20,314	83.7
619	1,387	5.7	21,701	89.5
639	1,083	4.5	22,784	93.9
663	848	3.5	23,632	97.4
698	1	0.0	23,633	97.4
702	471	1.9	24,104	99.4
780	153	0.6	24,257	100.0

Table I-50: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 9-12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	4,396	12.8	4,396	12.8
316	426	1.2	4,822	14.0
355	499	1.5	5,321	15.5
378	541	1.6	5,862	17.0
396	553	1.6	6,415	18.6
411	571	1.7	6,986	20.3
423	573	1.7	7,559	22.0
435	551	1.6	8,110	23.6
445	598	1.7	8,708	25.3
455	525	1.5	9,233	26.8
464	565	1.6	9,798	28.5
472	609	1.8	10,407	30.2
480	606	1.8	11,013	32.0
488	664	1.9	11,677	33.9
496	619	1.8	12,296	35.7
503	728	2.1	13,024	37.8
510	725	2.1	13,749	39.9
517	782	2.3	14,531	42.2
525	914	2.7	15,445	44.9
533	926	2.7	16,371	47.6
541	1,182	3.4	17,553	51.0
549	1,374	4.0	18,927	55.0
558	1,638	4.8	20,565	59.7
569	1,927	5.6	22,492	65.3
575	1	0.0	22,493	65.3
580	2,143	6.2	24,636	71.6
594	2,259	6.6	26,895	78.1
608	1	0.0	26,896	78.1
610	2,327	6.8	29,223	84.9
630	1,942	5.6	31,165	90.5
655	1,607	4.7	32,772	95.2
690	1,000	2.9	33,772	98.1
745	488	1.4	34,260	99.5
810	168	0.5	34,428	100.0

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Comprehension, Grade Span K–1 (continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	11,724	5.2	11,724	5.2	307	2,266	1.0	73,309	32.7
227	2,641	1.2	14,365	6.4	308	2,382	1.1	75,691	33.8
233	3,115	1.4	17,480	7.8	309	29	.0	75,720	33.8
237	3,322	1.5	20,802	9.3	310	1,830	.8	77,550	34.6
240	3,504	1.6	24,306	10.8	311	695	.3	78,245	34.9
244	3,210	1.4	27,516	12.3	312	2,209	1.0	80,454	35.9
247	2,818	1.3	30,334	13.5	313	205	.1	80,659	36.0
251	2,555	1.1	32,889	14.7	314	1,906	.9	82,565	36.8
254	2,102	.9	34,991	15.6	315	2,371	1.1	84,936	37.9
258	1,793	.8	36,784	16.4	316	1,002	.4	85,938	38.3
261	1,574	.7	38,358	17.1	317	1,115	.5	87,053	38.8
262	1,206	.5	39,564	17.7	318	800	.4	87,853	39.2
265	1,239	.6	40,803	18.2	319	2,505	1.1	90,358	40.3
269	1,715	.8	42,518	19.0	320	563	.3	90,921	40.6
274	597	.3	43,115	19.2	321	2,659	1.2	93,580	41.7
275	1,157	.5	44,272	19.8	322	2,362	1.1	95,942	42.8
276	887	.4	45,159	20.1	323	716	.3	96,658	43.1
279	1,910	.9	47,069	21.0	324	128	.1	96,786	43.2
282	1,701	.8	48,770	21.8	325	2,261	1.0	99,047	44.2
283	620	.3	49,390	22.0	326	2,753	1.2	101,800	45.4
284	795	.4	50,185	22.4	327	884	.4	102,684	45.8
286	1,703	.8	51,888	23.1	328	1,112	.5	103,796	46.3
289	2,536	1.1	54,424	24.3	329	1,740	.8	105,536	47.1
290	134	.1	54,558	24.3	330	3,014	1.3	108,550	48.4
291	427	.2	54,985	24.5	332	2,259	1.0	110,809	49.4
292	459	.2	55,444	24.7	333	1,098	.5	111,907	49.9
293	2,763	1.2	58,207	26.0	334	2,425	1.1	114,332	51.0
294	109	.0	58,316	26.0	335	1,526	.7	115,858	51.7
296	2,759	1.2	61,075	27.2	336	1,215	.5	117,073	52.2
297	990	.4	62,065	27.7	337	3,036	1.4	120,109	53.6
298	66	.0	62,131	27.7	338	697	.3	120,806	53.9
299	347	.2	62,478	27.9	339	2,580	1.2	123,386	55.0
300	2,733	1.2	65,211	29.1	340	273	.1	123,659	55.2
301	956	.4	66,167	29.5	341	3,069	1.4	126,728	56.5
303	2,915	1.3	69,082	30.8	343	3,256	1.5	129,984	58.0
304	504	.2	69,586	31.0	344	2,119	.9	132,103	58.9
305	1,457	.7	71,043	31.7					continues...

Comprehension, Grade Span K–1 (continued)					Comprehension, Grade Span K–1 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
345	1,064	.5	133,167	59.4	384	775	.3	187,594	83.7
346	1,870	.8	135,037	60.2	385	394	.2	187,988	83.9
347	1,164	.5	136,201	60.8	386	761	.3	188,749	84.2
348	2,536	1.1	138,737	61.9	387	234	.1	188,983	84.3
349	249	.1	138,986	62.0	388	430	.2	189,413	84.5
350	2,684	1.2	141,670	63.2	389	2,648	1.2	192,061	85.7
351	2,143	1.0	143,813	64.2	391	830	.4	192,891	86.1
352	1,654	.7	145,467	64.9	392	622	.3	193,513	86.3
353	766	.3	146,233	65.2	393	885	.4	194,398	86.7
354	1,791	.8	148,024	66.0	394	577	.3	194,975	87.0
355	1,666	.7	149,690	66.8	395	800	.4	195,775	87.3
356	982	.4	150,672	67.2	396	1,059	.5	196,834	87.8
357	1,926	.9	152,598	68.1	397	974	.4	197,808	88.2
358	1,606	.7	154,204	68.8	398	65	.0	197,873	88.3
359	2,042	.9	156,246	69.7	399	472	.2	198,345	88.5
360	1,077	.5	157,323	70.2	400	848	.4	199,193	88.9
361	700	.3	158,023	70.5	401	523	.2	199,716	89.1
362	2,946	1.3	160,969	71.8	402	1,138	.5	200,854	89.6
363	1,421	.6	162,390	72.4	403	401	.2	201,255	89.8
364	1,444	.6	163,834	73.1	404	28	.0	201,283	89.8
365	434	.2	164,268	73.3	405	682	.3	201,965	90.1
366	969	.4	165,237	73.7	406	263	.1	202,228	90.2
367	2,937	1.3	168,174	75.0	407	857	.4	203,085	90.6
368	1,933	.9	170,107	75.9	408	718	.3	203,803	90.9
370	1,073	.5	171,180	76.4	409	424	.2	204,227	91.1
371	434	.2	171,614	76.6	410	506	.2	204,733	91.3
372	1,702	.8	173,316	77.3	411	659	.3	205,392	91.6
373	2,268	1.0	175,584	78.3	412	3	.0	205,395	91.6
374	1,298	.6	176,882	78.9	413	1,247	.6	206,642	92.2
375	437	.2	177,319	79.1	414	160	.1	206,802	92.3
376	851	.4	178,170	79.5	415	663	.3	207,465	92.6
377	251	.1	178,421	79.6	416	394	.2	207,859	92.7
378	3,808	1.7	182,229	81.3	418	372	.2	208,231	92.9
380	944	.4	183,173	81.7	419	537	.2	208,768	93.1
381	456	.2	183,629	81.9	420	419	.2	209,187	93.3
382	632	.3	184,261	82.2	421	380	.2	209,567	93.5
383	2,558	1.1	186,819	83.3					continues...

Comprehension, Grade Span K–1
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
422	722	.3	210,289	93.8
424	68	.0	210,357	93.8
425	469	.2	210,826	94.1
426	964	.4	211,790	94.5
428	387	.2	212,177	94.7
429	391	.2	212,568	94.8
430	182	.1	212,750	94.9
432	613	.3	213,363	95.2
433	11	.0	213,374	95.2
434	855	.4	214,229	95.6
435	170	.1	214,399	95.7
436	9	.0	214,408	95.7
437	264	.1	214,672	95.8
439	318	.1	214,990	95.9
440	357	.2	215,347	96.1
441	450	.2	215,797	96.3
443	605	.3	216,402	96.5
444	25	.0	216,427	96.6
445	96	.0	216,523	96.6
448	425	.2	216,948	96.8
449	353	.2	217,301	96.9
450	438	.2	217,739	97.1
451	5	.0	217,744	97.1
453	104	.0	217,848	97.2
454	23	.0	217,871	97.2
456	492	.2	218,363	97.4
458	474	.2	218,837	97.6
459	54	.0	218,891	97.7
464	665	.3	219,556	98.0
465	34	.0	219,590	98.0
466	11	.0	219,601	98.0
469	53	.0	219,654	98.0
472	237	.1	219,891	98.1
473	523	.2	220,414	98.3
478	73	.0	220,487	98.4
483	42	.0	220,529	98.4

Comprehension, Grade Span K–1
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
484	62	.0	22,0591	98.4
488	402	.2	22,0993	98.6
492	121	.1	22,1114	98.6
494	91	.0	22,1205	98.7
499	150	.1	22,1355	98.8
505	231	.1	22,1586	98.9
508	183	.1	22,1769	98.9
512	275	.1	22,2044	99.1
518	321	.1	22,2365	99.2
526	440	.2	22,2805	99.4
535	515	.2	22,3320	99.6
550	492	.2	22,3812	99.9
570	335	.1	22,4147	100.0

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Comprehension, Grade 2					Comprehension, Grade 2 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	1,428	12.1	1,428	12.1	376	25	0.2	3,283	27.8
282	53	0.5	1,481	12.5	377	21	0.2	3,304	28.0
292	149	1.3	1,630	13.8	378	19	0.2	3,323	28.1
300	63	0.5	1,693	14.3	380	11	0.1	3,334	28.2
306	106	0.9	1,799	15.2	381	113	1.0	3,447	29.2
309	64	0.5	1,863	15.8	382	16	0.1	3,463	29.3
314	85	0.7	1,948	16.5	383	18	0.2	3,481	29.5
316	47	0.4	1,995	16.9	385	5	0.0	3,486	29.5
321	114	1.0	2,109	17.9	386	19	0.2	3,505	29.7
324	26	0.2	2,135	18.1	387	54	0.5	3,559	30.1
326	18	0.2	2,153	18.2	389	26	0.2	3,585	30.4
327	61	0.5	2,214	18.8	390	58	0.5	3,643	30.9
329	14	0.1	2,228	18.9	392	16	0.1	3,659	31.0
333	61	0.5	2,289	19.4	393	64	0.5	3,723	31.5
336	11	0.1	2,300	19.5	394	32	0.3	3,755	31.8
338	95	0.8	2,395	20.3	395	3	0.0	3,758	31.8
339	2	0.0	2,397	20.3	396	2	0.0	3,760	31.9
342	46	0.4	2,443	20.7	397	22	0.2	3,782	32.0
343	47	0.4	2,490	21.1	398	31	0.3	3,813	32.3
345	1	0.0	2,491	21.1	399	122	1.0	3,935	33.3
347	23	0.2	2,514	21.3	401	15	0.1	3,950	33.5
349	72	0.6	2,586	21.9	403	39	0.3	3,989	33.8
351	25	0.2	2,611	22.1	404	43	0.4	4,032	34.2
354	99	0.8	2,710	23.0	405	72	0.6	4,104	34.8
356	28	0.2	2,738	23.2	406	30	0.3	4,134	35.0
357	1	0.0	2,739	23.2	407	13	0.1	4,147	35.1
358	25	0.2	2,764	23.4	408	40	0.3	4,187	35.5
360	109	0.9	2,873	24.3	409	48	0.4	4,235	35.9
363	19	0.2	2,892	24.5	410	30	0.3	4,265	36.1
365	62	0.5	2,954	25.0	411	44	0.4	4,309	36.5
367	104	0.9	3,058	25.9	412	12	0.1	4,321	36.6
368	21	0.2	3,079	26.1	413	37	0.3	4,358	36.9
371	31	0.3	3,110	26.3	414	71	0.6	4,429	37.5
372	43	0.4	3,153	26.7	415	68	0.6	4,497	38.1
373	73	0.6	3,226	27.3	416	14	0.1	4,511	38.2
374	26	0.2	3,252	27.5	417	59	0.5	4,570	38.7
375	6	0.1	3,258	27.6	418	12	0.1	4,582	38.8

continues...

Comprehension, Grade 2 (continued)					Comprehension, Grade 2 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
419	38	0.3	4,620	39.1	460	99	0.8	6,977	59.1
420	120	1.0	4,740	40.2	461	26	0.2	7,003	59.3
421	8	0.1	4,748	40.2	462	87	0.7	7,090	60.1
422	8	0.1	4,756	40.3	463	43	0.4	7,133	60.4
423	38	0.3	4,794	40.6	464	92	0.8	7,225	61.2
424	49	0.4	4,843	41.0	465	29	0.3	7,254	61.4
425	62	0.5	4,905	41.5	466	89	0.8	7,343	62.2
426	144	1.2	5,049	42.8	467	85	0.7	7,428	62.9
428	31	0.3	5,080	43.0	468	27	0.2	7,455	63.1
430	33	0.3	5,113	43.3	469	33	0.3	7,488	63.4
431	60	0.5	5,173	43.8	470	122	1.0	7,610	64.5
432	69	0.6	5,242	44.4	471	50	0.4	7,660	64.9
433	123	1.0	5,365	45.4	472	34	0.3	7,694	65.2
434	28	0.2	5,393	45.7	473	123	1.0	7,817	66.2
435	16	0.1	5,409	45.8	474	47	0.4	7,864	66.6
436	49	0.4	5,458	46.2	475	12	0.1	7,876	66.7
437	49	0.4	5,507	46.6	476	77	0.7	7,953	67.4
438	67	0.6	5,574	47.2	477	100	0.9	8,053	68.2
439	63	0.5	5,637	47.7	479	50	0.4	8,103	68.6
440	108	0.9	5,745	48.7	480	102	0.9	8,205	69.5
441	69	0.6	5,814	49.2	481	54	0.5	8,259	70.0
442	5	0.0	5,819	49.3	482	57	0.5	8,316	70.4
443	72	0.6	5,891	49.9	483	91	0.8	8,407	71.2
444	41	0.4	5,932	50.2	484	48	0.4	8,455	71.6
445	56	0.5	5,988	50.7	485	62	0.5	8,517	72.1
446	47	0.4	6,035	51.1	486	84	0.7	8,601	72.9
447	136	1.2	6,171	52.3	487	4	0.0	8,605	72.9
449	59	0.5	6,230	52.8	488	76	0.6	8,681	73.5
450	140	1.2	6,370	54.0	489	84	0.7	8,765	74.2
452	51	0.4	6,421	54.4	490	5	0.0	8,770	74.3
453	124	1.1	6,545	55.4	491	156	1.3	8,926	75.6
454	1	0.0	6,546	55.4	493	23	0.2	8,949	75.8
455	36	0.3	6,582	55.8	494	148	1.3	9,097	77.1
456	174	1.5	6,756	57.2	496	28	0.2	9,125	77.3
457	58	0.5	6,814	57.7	497	136	1.2	9,261	78.4
458	9	0.1	6,823	57.8	498	4	0.0	9,265	78.5
459	55	0.5	6,878	58.3	500	141	1.2	9,406	79.7

continues . . .

Comprehension, Grade 2 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
501	10	0.1	9,416	79.8
503	112	1.0	9,528	80.7
504	54	0.5	9,582	81.2
506	119	1.0	9,701	82.2
507	25	0.2	9,726	82.4
508	18	0.2	9,744	82.5
509	54	0.5	9,798	83.0
510	47	0.4	9,845	83.4
511	23	0.2	9,868	83.6
512	89	0.8	9,957	84.3
513	52	0.4	10,009	84.8
514	15	0.1	10,024	84.9
515	66	0.6	10,090	85.5
517	86	0.7	10,176	86.2
518	78	0.7	10,254	86.9
520	20	0.2	10,274	87.0
521	123	1.0	10,397	88.1
523	25	0.2	10,422	88.3
524	75	0.6	10,497	88.9
526	71	0.6	10,568	89.5
528	77	0.7	10,645	90.2
529	24	0.2	10,669	90.4
531	63	0.5	10,732	90.9
532	41	0.4	10,773	91.2
534	25	0.2	10,798	91.5
535	35	0.3	10,833	91.8
536	77	0.7	10,910	92.4
537	4	0.0	10,914	92.4
538	66	0.6	10,980	93.0
541	104	0.9	11,084	93.9
544	67	0.6	11,151	94.4
546	11	0.1	11,162	94.5
548	112	1.0	11,274	95.5
551	92	0.8	11,366	96.3
552	1	0.0	11,367	96.3
556	85	0.7	11,452	97.0
558	2	0.0	11,454	97.0

Comprehension, Grade 2 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
561	122	1.0	11,576	98.0
566	3	0.0	11,579	98.1
568	85	0.7	11,664	98.8
575	9	0.1	11,673	98.8
581	70	0.6	11,743	99.5
590	18	0.2	11,761	99.6
610	46	0.4	11,807	100.0

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	3,614	12.5	3,614	12.5
288	228	0.8	3,842	13.3
289	56	0.2	3,898	13.5
311	237	0.8	4,135	14.3
312	84	0.3	4,219	14.6
322	81	0.3	4,300	14.9
325	264	0.9	4,564	15.8
327	44	0.2	4,608	16.0
329	70	0.2	4,678	16.2
335	301	1.0	4,979	17.2
340	37	0.1	5,016	17.4
344	20	0.1	5,036	17.4
345	198	0.7	5,234	18.1
348	14	0.1	5,248	18.2
350	134	0.5	5,382	18.6
352	11	0.0	5,393	18.7
354	152	0.5	5,545	19.2
355	6	0.0	5,551	19.2
358	7	0.0	5,558	19.3
360	65	0.2	5,623	19.5
362	122	0.4	5,745	19.9
364	101	0.4	5,846	20.3
365	2	0.0	5,848	20.3
367	60	0.2	5,908	20.5
368	3	0.0	5,911	20.5
371	83	0.3	5,994	20.8
373	134	0.5	6,128	21.2
374	102	0.4	6,230	21.6
377	3	0.0	6,233	21.6
378	31	0.1	6,264	21.7
380	72	0.3	6,336	21.9
382	23	0.1	6,359	22.0
383	103	0.4	6,462	22.4
384	90	0.3	6,552	22.7
386	20	0.1	6,572	22.8
387	101	0.4	6,673	23.1
389	48	0.2	6,721	23.3

Comprehension, Grade Span 3–5 (continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
390	91	0.3	6,812	23.6
392	1	0.0	6,813	23.6
393	88	0.3	6,901	23.9
396	65	0.2	6,966	24.1
397	218	0.8	7,184	24.9
399	40	0.1	7,224	25.0
400	1	0.0	7,225	25.0
401	115	0.4	7,340	25.4
404	107	0.4	7,447	25.8
405	28	0.1	7,475	25.9
406	1	0.0	7,476	25.9
407	93	0.3	7,569	26.2
408	117	0.4	7,686	26.6
409	48	0.2	7,734	26.8
410	135	0.5	7,869	27.3
412	1	0.0	7,870	27.3
413	12	0.0	7,882	27.3
415	176	0.6	8,058	27.9
416	98	0.3	8,156	28.3
417	114	0.4	8,270	28.6
419	107	0.4	8,377	29.0
420	17	0.1	8,394	29.1
421	89	0.3	8,483	29.4
423	49	0.2	8,532	29.6
424	177	0.6	8,709	30.2
425	76	0.3	8,785	30.4
426	106	0.4	8,891	30.8
427	26	0.1	8,917	30.9
428	30	0.1	8,947	31.0
429	2	0.0	8,949	31.0
430	175	0.6	9,124	31.6
432	1	0.0	9,125	31.6
433	198	0.7	9,323	32.3
434	44	0.2	9,367	32.4
435	199	0.7	9,566	33.1
437	39	0.1	9,605	33.3
438	30	0.1	9,635	33.4

continues...

Comprehension, Grade Span 3–5
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
439	172	0.6	9,807	34.0
440	3	0.0	9,810	34.0
441	22	0.1	9,832	34.1
442	164	0.6	9,996	34.6
443	59	0.2	10,055	34.8
444	190	0.7	10,245	35.5
446	3	0.0	10,248	35.5
447	79	0.3	10,327	35.8
448	248	0.9	10,575	36.6
449	5	0.0	10,580	36.6
450	47	0.2	10,627	36.8
451	142	0.5	10,769	37.3
452	162	0.6	10,931	37.9
453	114	0.4	11,045	38.3
455	1	0.0	11,046	38.3
456	65	0.2	11,111	38.5
457	214	0.7	11,325	39.2
458	1	0.0	11,326	39.2
459	60	0.2	11,386	39.4
460	100	0.4	11,486	39.8
461	217	0.8	11,703	40.5
462	116	0.4	11,819	40.9
463	17	0.1	11,836	41.0
464	72	0.3	11,908	41.2
465	1	0.0	11,909	41.2
466	245	0.9	12,154	42.1
468	82	0.3	12,236	42.4
469	115	0.4	12,351	42.8
470	200	0.7	12,551	43.5
471	113	0.4	12,664	43.9
472	42	0.2	12,706	44.0
473	103	0.4	12,809	44.4
474	72	0.3	12,881	44.6
475	190	0.7	13,071	45.3
477	153	0.5	13,224	45.8
478	70	0.2	13,294	46.0
479	180	0.6	13,474	46.7

Comprehension, Grade Span 3–5
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
480	135	0.5	13,609	47.1
481	47	0.2	13,656	47.3
482	103	0.4	13,759	47.7
483	109	0.4	13,868	48.0
484	141	0.5	14,009	48.5
486	198	0.7	14,207	49.2
487	9	0.0	14,216	49.2
488	126	0.4	14,342	49.7
489	234	0.8	14,576	50.5
490	8	0.0	14,584	50.5
491	107	0.4	14,691	50.9
492	192	0.7	14,883	51.5
493	91	0.3	14,974	51.9
494	32	0.1	15,006	52.0
495	285	1.0	15,291	53.0
496	1	0.0	15,292	53.0
497	82	0.3	15,374	53.3
498	247	0.9	15,621	54.1
499	48	0.2	15,669	54.3
500	19	0.1	15,688	54.3
501	308	1.1	15,996	55.4
502	7	0.0	16,003	55.4
503	48	0.2	16,051	55.6
504	319	1.1	16,370	56.7
505	10	0.0	16,380	56.7
506	23	0.1	16,403	56.8
507	346	1.2	16,749	58.0
509	4	0.0	16,753	58.0
510	190	0.7	16,943	58.7
511	223	0.8	17,166	59.5
513	175	0.6	17,341	60.1
514	215	0.7	17,556	60.8
515	31	0.1	17,587	60.9
516	142	0.5	17,729	61.4
517	197	0.7	17,926	62.1
518	10	0.0	17,936	62.1
519	136	0.5	18,072	62.6

continues . . .

**Comprehension, Grade Span 3–5
(continued)**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
520	164	0.6	18,236	63.2
521	92	0.3	18,328	63.5
522	110	0.4	18,438	63.9
523	153	0.5	18,591	64.4
524	94	0.3	18,685	64.7
525	94	0.3	18,779	65.0
526	163	0.6	18,942	65.6
527	158	0.6	19,100	66.2
529	222	0.8	19,322	66.9
530	122	0.4	19,444	67.3
532	240	0.8	19,684	68.2
533	112	0.4	19,796	68.6
534	1	0.0	19,797	68.6
535	179	0.6	19,976	69.2
536	206	0.7	20,182	69.9
537	41	0.1	20,223	70.0
538	179	0.6	20,402	70.7
539	126	0.4	20,528	71.1
540	37	0.1	20,565	71.2
541	126	0.4	20,691	71.7
542	246	0.9	20,937	72.5
543	34	0.1	20,971	72.6
544	99	0.3	21,070	73.0
545	138	0.5	21,208	73.5
546	84	0.3	21,292	73.7
547	182	0.6	21,474	74.4
548	149	0.5	21,623	74.9
550	208	0.7	21,831	75.6
552	169	0.6	22,000	76.2
553	186	0.6	22,186	76.8
554	1	0.0	22,187	76.8
555	51	0.2	22,238	77.0
556	356	1.2	22,594	78.3
558	2	0.0	22,596	78.3
559	85	0.3	22,681	78.6
560	230	0.8	22,911	79.4
561	4	0.0	22,915	79.4

**Comprehension, Grade Span 3–5
(continued)**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
562	108	0.4	23,023	79.7
563	160	0.6	23,183	80.3
565	176	0.6	23,359	80.9
566	16	0.1	23,375	81.0
567	156	0.5	23,531	81.5
568	106	0.4	23,637	81.9
569	20	0.1	23,657	81.9
571	144	0.5	23,801	82.4
572	213	0.7	24,014	83.2
574	156	0.5	24,170	83.7
575	24	0.1	24,194	83.8
577	142	0.5	24,336	84.3
578	194	0.7	24,530	85.0
581	84	0.3	24,614	85.3
582	169	0.6	24,783	85.8
583	112	0.4	24,895	86.2
584	73	0.3	24,968	86.5
586	196	0.7	25,164	87.2
587	77	0.3	25,241	87.4
590	78	0.3	25,319	87.7
591	184	0.6	25,503	88.3
592	73	0.3	25,576	88.6
593	98	0.3	25,674	88.9
596	60	0.2	25,734	89.1
597	93	0.3	25,827	89.4
598	193	0.7	26,020	90.1
599	42	0.2	26,062	90.3
600	104	0.4	26,166	90.6
603	42	0.2	26,208	90.8
604	161	0.6	26,369	91.3
607	194	0.7	26,563	92.0
608	57	0.2	26,620	92.2
609	167	0.6	26,787	92.8
611	89	0.3	26,876	93.1
614	186	0.6	27,062	93.7
616	131	0.5	27,193	94.2
619	8	0.0	27,201	94.2

continues . . .

**Comprehension, Grade Span 3–5
(continued)**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
620	193	0.7	27,394	94.9
622	127	0.4	27,521	95.3
623	167	0.6	27,688	95.9
629	242	0.8	27,930	96.7
630	30	0.1	27,960	96.8
632	199	0.7	28,159	97.5
645	245	0.9	28,404	98.4
647	207	0.7	28,611	99.1
667	105	0.4	28,716	99.5
670	158	0.6	28,874	100.0

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	3,216	13.3	3,216	13.3
294	101	0.4	3,317	13.7
316	156	0.6	3,473	14.3
320	88	0.4	3,561	14.7
333	82	0.3	3,643	15.0
335	207	0.9	3,850	15.9
341	75	0.3	3,925	16.2
348	224	0.9	4,149	17.1
353	41	0.2	4,190	17.3
354	72	0.3	4,262	17.6
358	174	0.7	4,436	18.3
361	68	0.3	4,504	18.6
363	24	0.1	4,528	18.7
367	68	0.3	4,596	19.0
368	108	0.5	4,704	19.4
371	8	0.0	4,712	19.4
374	69	0.3	4,781	19.7
375	6	0.0	4,787	19.7
376	69	0.3	4,856	20.0
377	50	0.2	4,906	20.2
379	5	0.0	4,911	20.3
380	83	0.3	4,994	20.6
382	52	0.2	5,046	20.8
383	3	0.0	5,049	20.8
385	48	0.2	5,097	21.0
387	42	0.2	5,139	21.2
389	51	0.2	5,190	21.4
391	4	0.0	5,194	21.4
393	179	0.7	5,373	22.2
394	31	0.1	5,404	22.3
395	27	0.1	5,431	22.4
399	27	0.1	5,458	22.5
401	58	0.2	5,516	22.7
402	26	0.1	5,542	22.9
404	107	0.4	5,649	23.3
406	74	0.3	5,723	23.6
407	1	0.0	5,724	23.6

Comprehension, Grade Span 6–8 (continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
408	76	0.3	5,800	23.9
412	32	0.1	5,832	24.0
413	109	0.5	5,941	24.5
414	81	0.3	6,022	24.8
416	74	0.3	6,096	25.1
418	35	0.1	6,131	25.3
420	11	0.1	6,142	25.3
421	80	0.3	6,222	25.7
422	37	0.2	6,259	25.8
423	49	0.2	6,308	26.0
424	81	0.3	6,389	26.3
425	1	0.0	6,390	26.3
426	131	0.5	6,521	26.9
427	19	0.1	6,540	27.0
428	3	0.0	6,543	27.0
430	39	0.2	6,582	27.1
431	148	0.6	6,730	27.7
434	111	0.5	6,841	28.2
435	9	0.0	6,850	28.2
436	42	0.2	6,892	28.4
437	58	0.2	6,950	28.7
438	1	0.0	6,951	28.7
439	40	0.2	6,991	28.8
440	31	0.1	7,022	29.0
441	55	0.2	7,077	29.2
442	105	0.4	7,182	29.6
443	34	0.1	7,216	29.8
444	22	0.1	7,238	29.8
446	80	0.3	7,318	30.2
447	3	0.0	7,321	30.2
448	40	0.2	7,361	30.4
449	49	0.2	7,410	30.6
451	140	0.6	7,550	31.1
452	19	0.1	7,569	31.2
455	79	0.3	7,648	31.5
456	41	0.2	7,689	31.7
457	3	0.0	7,692	31.7

continues . . .

Comprehension, Grade Span 6–8
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
458	44	0.2	7,736	31.9
459	50	0.2	7,786	32.1
460	100	0.4	7,886	32.5
462	1	0.0	7,887	32.5
463	52	0.2	7,939	32.7
464	68	0.3	8,007	33.0
466	34	0.1	8,041	33.2
467	13	0.1	8,054	33.2
468	99	0.4	8,153	33.6
469	54	0.2	8,207	33.8
470	27	0.1	8,234	33.9
471	10	0.0	8,244	34.0
472	66	0.3	8,310	34.3
473	87	0.4	8,397	34.6
474	8	0.0	8,405	34.7
475	42	0.2	8,447	34.8
476	13	0.1	8,460	34.9
477	111	0.5	8,571	35.3
478	13	0.1	8,584	35.4
480	17	0.1	8,601	35.5
481	161	0.7	8,762	36.1
482	10	0.0	8,772	36.2
484	11	0.1	8,783	36.2
485	84	0.4	8,867	36.6
486	95	0.4	8,962	37.0
488	6	0.0	8,968	37.0
489	78	0.3	9,046	37.3
490	90	0.4	9,136	37.7
491	41	0.2	9,177	37.8
492	16	0.1	9,193	37.9
493	22	0.1	9,215	38.0
494	56	0.2	9,271	38.2
495	49	0.2	9,320	38.4
496	80	0.3	9,400	38.8
497	31	0.1	9,431	38.9
498	41	0.2	9,472	39.1
499	53	0.2	9,525	39.3

Comprehension, Grade Span 6–8
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
500	64	0.3	9,589	39.5
501	14	0.1	9,603	39.6
502	77	0.3	9,680	39.9
503	52	0.2	9,732	40.1
504	14	0.1	9,746	40.2
505	61	0.3	9,807	40.4
506	29	0.1	9,836	40.6
507	97	0.4	9,933	41.0
508	5	0.0	9,938	41.0
509	155	0.6	10,093	41.6
510	9	0.0	10,102	41.7
511	99	0.4	10,201	42.1
512	15	0.1	10,216	42.1
513	75	0.3	10,291	42.4
515	76	0.3	10,367	42.7
516	52	0.2	10,419	43.0
517	102	0.4	10,521	43.4
518	67	0.3	10,588	43.7
520	79	0.3	10,667	44.0
521	83	0.3	10,750	44.3
522	41	0.2	10,791	44.5
524	112	0.5	10,903	45.0
525	94	0.4	10,997	45.3
526	37	0.2	11,034	45.5
528	142	0.6	11,176	46.1
529	61	0.3	11,237	46.3
530	64	0.3	11,301	46.6
532	122	0.5	11,423	47.1
533	56	0.2	11,479	47.3
534	30	0.1	11,509	47.5
535	23	0.1	11,532	47.5
536	150	0.6	11,682	48.2
537	53	0.2	11,735	48.4
538	31	0.1	11,766	48.5
539	84	0.4	11,850	48.9
540	60	0.3	11,910	49.1
541	97	0.4	12,007	49.5

continues . . .

Comprehension, Grade Span 6–8
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
543	100	0.4	12,107	49.9
544	83	0.3	12,190	50.3
545	88	0.4	12,278	50.6
547	103	0.4	12,381	51.0
548	92	0.4	12,473	51.4
549	101	0.4	12,574	51.8
551	81	0.3	12,655	52.2
552	183	0.8	12,838	52.9
553	26	0.1	12,864	53.0
555	74	0.3	12,938	53.3
556	201	0.8	13,139	54.2
557	29	0.1	13,168	54.3
558	2	0.0	13,170	54.3
559	76	0.3	13,246	54.6
560	251	1.0	13,497	55.6
563	13	0.1	13,510	55.7
564	272	1.1	13,782	56.8
565	28	0.1	13,810	56.9
568	281	1.2	14,091	58.1
569	36	0.2	14,127	58.2
572	204	0.8	14,331	59.1
573	51	0.2	14,382	59.3
574	33	0.1	14,415	59.4
575	14	0.1	14,429	59.5
576	124	0.5	14,553	60.0
577	157	0.7	14,710	60.6
579	195	0.8	14,905	61.5
581	133	0.6	15,038	62.0
583	5	0.0	15,043	62.0
584	181	0.8	15,224	62.8
585	97	0.4	15,321	63.2
586	24	0.1	15,345	63.3
587	72	0.3	15,417	63.6
588	293	1.2	15,710	64.8
590	10	0.0	15,720	64.8
592	383	1.6	16,103	66.4
594	12	0.1	16,115	66.4

Comprehension, Grade Span 6–8
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
595	18	0.1	16,133	66.5
596	162	0.7	16,295	67.2
597	150	0.6	16,445	67.8
599	62	0.3	16,507	68.1
600	169	0.7	16,676	68.8
601	5	0.0	16,681	68.8
602	138	0.6	16,819	69.3
603	24	0.1	16,843	69.4
604	171	0.7	17,014	70.1
605	3	0.0	17,017	70.2
606	3	0.0	17,020	70.2
607	66	0.3	17,086	70.4
608	312	1.3	17,398	71.7
610	8	0.0	17,406	71.8
611	45	0.2	17,451	71.9
613	200	0.8	17,651	72.8
614	4	0.0	17,655	72.8
615	148	0.6	17,803	73.4
617	210	0.9	18,013	74.3
618	66	0.3	18,079	74.5
619	14	0.1	18,093	74.6
622	103	0.4	18,196	75.0
623	279	1.2	18,475	76.2
625	2	0.0	18,477	76.2
626	107	0.4	18,584	76.6
628	237	1.0	18,821	77.6
630	131	0.5	18,952	78.1
633	19	0.1	18,971	78.2
634	196	0.8	19,167	79.0
635	179	0.7	19,346	79.8
637	22	0.1	19,368	79.8
638	156	0.6	19,524	80.5
641	46	0.2	19,570	80.7
643	364	1.5	19,934	82.2
645	44	0.2	19,978	82.4
647	222	0.9	20,200	83.3
649	48	0.2	20,248	83.5

continues . . .

**Comprehension, Grade Span 6–8
(continued)**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
651	4	0.0	20,252	83.5
653	324	1.3	20,576	84.8
655	97	0.4	20,673	85.2
658	377	1.6	21,050	86.8
662	135	0.6	21,185	87.3
665	275	1.1	21,460	88.5
667	7	0.0	21,467	88.5
668	156	0.6	21,623	89.1
673	525	2.2	22,148	91.3
674	78	0.3	22,226	91.6
680	242	1.0	22,468	92.6
685	237	1.0	22,705	93.6
687	29	0.1	22,734	93.7
688	317	1.3	23,051	95.0
700	317	1.3	23,368	96.3
704	219	0.9	23,587	97.2
710	1	0.0	23,588	97.2
717	91	0.4	23,679	97.6
719	361	1.5	24,040	99.1
732	217	0.9	24,257	100.0

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	3,764	10.9	3,764	10.9
294	85	0.3	3,849	11.2
301	137	0.4	3,986	11.6
321	64	0.2	4,050	11.8
328	84	0.2	4,134	12.0
335	178	0.5	4,312	12.5
342	95	0.3	4,407	12.8
352	101	0.3	4,508	13.1
354	145	0.4	4,653	13.5
355	119	0.4	4,772	13.9
359	78	0.2	4,850	14.1
365	72	0.2	4,922	14.3
368	129	0.4	5,051	14.7
369	77	0.2	5,128	14.9
371	46	0.1	5,174	15.0
374	61	0.2	5,235	15.2
376	40	0.1	5,275	15.3
378	58	0.2	5,333	15.5
379	111	0.3	5,444	15.8
381	24	0.1	5,468	15.9
386	81	0.2	5,549	16.1
387	74	0.2	5,623	16.3
389	92	0.3	5,715	16.6
390	88	0.3	5,803	16.9
392	60	0.2	5,863	17.0
395	5	0.0	5,868	17.0
398	38	0.1	5,906	17.2
399	55	0.2	5,961	17.3
400	46	0.1	6,007	17.5
403	143	0.4	6,150	17.9
408	100	0.3	6,250	18.2
410	35	0.1	6,285	18.3
411	36	0.1	6,321	18.4
412	114	0.3	6,435	18.7
416	4	0.0	6,439	18.7
417	3	0.0	6,442	18.7
420	153	0.4	6,595	19.2

Comprehension, Grade Span 9–12 (continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
421	131	0.4	6,726	19.5
422	112	0.3	6,838	19.9
424	3	0.0	6,841	19.9
426	73	0.2	6,914	20.1
429	1	0.0	6,915	20.1
430	32	0.1	6,947	20.2
431	113	0.3	7,060	20.5
432	49	0.1	7,109	20.7
433	120	0.4	7,229	21.0
435	125	0.4	7,354	21.4
437	37	0.1	7,391	21.5
438	3	0.0	7,394	21.5
439	107	0.3	7,501	21.8
441	19	0.1	7,520	21.8
442	17	0.1	7,537	21.9
444	77	0.2	7,614	22.1
445	208	0.6	7,822	22.7
446	19	0.1	7,841	22.8
447	89	0.3	7,930	23.0
450	2	0.0	7,932	23.0
451	104	0.3	8,036	23.3
452	120	0.4	8,156	23.7
454	52	0.2	8,208	23.8
455	9	0.0	8,217	23.9
456	176	0.5	8,393	24.4
458	213	0.6	8,606	25.0
459	11	0.0	8,617	25.0
460	3	0.0	8,620	25.0
461	32	0.1	8,652	25.1
464	264	0.8	8,916	25.9
465	35	0.1	8,951	26.0
467	128	0.4	9,079	26.4
468	70	0.2	9,149	26.6
469	80	0.2	9,229	26.8
470	124	0.4	9,353	27.2
472	1	0.0	9,354	27.2
474	56	0.2	9,410	27.3

continues . . .

Comprehension, Grade Span 9–12 (continued)					Comprehension, Grade Span 9–12 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
475	156	0.5	9,566	27.8	518	87	0.3	12,623	36.7
476	95	0.3	9,661	28.1	519	21	0.1	12,644	36.7
477	85	0.3	9,746	28.3	520	65	0.2	12,709	36.9
478	60	0.2	9,806	28.5	522	109	0.3	12,818	37.2
479	46	0.1	9,852	28.6	523	173	0.5	12,991	37.7
481	176	0.5	10,028	29.1	525	44	0.1	13,035	37.9
483	24	0.1	10,052	29.2	526	72	0.2	13,107	38.1
485	94	0.3	10,146	29.5	527	26	0.1	13,133	38.2
486	80	0.2	10,226	29.7	528	96	0.3	13,229	38.4
487	106	0.3	10,332	30.0	529	162	0.5	13,391	38.9
488	99	0.3	10,431	30.3	531	103	0.3	13,494	39.2
489	44	0.1	10,475	30.4	532	122	0.4	13,616	39.6
490	44	0.1	10,519	30.6	533	37	0.1	13,653	39.7
491	119	0.4	10,638	30.9	534	105	0.3	13,758	40.0
492	107	0.3	10,745	31.2	535	131	0.4	13,889	40.3
495	134	0.4	10,879	31.6	536	31	0.1	13,920	40.4
496	15	0.0	10,894	31.6	537	125	0.4	14,045	40.8
497	201	0.6	11,095	32.2	539	188	0.6	14,233	41.3
498	64	0.2	11,159	32.4	540	8	0.0	14,241	41.4
499	28	0.1	11,187	32.5	541	187	0.5	14,428	41.9
500	30	0.1	11,217	32.6	542	3	0.0	14,431	41.9
501	169	0.5	11,386	33.1	543	1	0.0	14,432	41.9
502	106	0.3	11,492	33.4	544	205	0.6	14,637	42.5
503	1	0.0	11,493	33.4	545	9	0.0	14,646	42.5
504	19	0.1	11,512	33.4	546	205	0.6	14,851	43.1
505	1	0.0	11,513	33.4	548	176	0.5	15,027	43.7
506	126	0.4	11,639	33.8	549	5	0.0	15,032	43.7
507	194	0.6	11,833	34.4	550	144	0.4	15,176	44.1
508	16	0.1	11,849	34.4	551	81	0.2	15,257	44.3
509	3	0.0	11,852	34.4	552	46	0.1	15,303	44.5
510	93	0.3	11,945	34.7	553	132	0.4	15,435	44.8
511	75	0.2	12,020	34.9	554	91	0.3	15,526	45.1
512	237	0.7	12,257	35.6	555	2	0.0	15,528	45.1
513	18	0.1	12,275	35.7	556	188	0.6	15,716	45.7
515	33	0.1	12,308	35.8	557	122	0.4	15,838	46.0
516	71	0.2	12,379	36.0	558	71	0.2	15,909	46.2
517	157	0.5	12,536	36.4	559	7	0.0	15,916	46.2

continues . . .

Comprehension, Grade Span 9–12
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
560	139	0.4	16,055	46.6
561	180	0.5	16,235	47.2
562	83	0.2	16,318	47.4
564	7	0.0	16,325	47.4
565	154	0.5	16,479	47.9
566	174	0.5	16,653	48.4
567	55	0.2	16,708	48.5
568	19	0.1	16,727	48.6
569	170	0.5	16,897	49.1
570	160	0.5	17,057	49.5
571	43	0.1	17,100	49.7
573	154	0.5	17,254	50.1
574	132	0.4	17,386	50.5
575	141	0.4	17,527	50.9
576	2	0.0	17,529	50.9
578	241	0.7	17,770	51.6
579	170	0.5	17,940	52.1
580	15	0.0	17,955	52.2
582	220	0.6	18,175	52.8
584	221	0.6	18,396	53.4
585	23	0.1	18,419	53.5
586	163	0.5	18,582	54.0
587	64	0.2	18,646	54.2
588	235	0.7	18,881	54.8
590	166	0.5	19,047	55.3
591	62	0.2	19,109	55.5
592	193	0.6	19,302	56.1
593	85	0.3	19,387	56.3
594	139	0.4	19,526	56.7
596	228	0.7	19,754	57.4
597	98	0.3	19,852	57.7
598	17	0.1	19,869	57.7
599	126	0.4	19,995	58.1
600	185	0.5	20,180	58.6
601	1	0.0	20,181	58.6
602	149	0.4	20,330	59.1
603	144	0.4	20,474	59.5

Comprehension, Grade Span 9–12
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
605	189	0.6	20,663	60.0
606	125	0.4	20,788	60.4
607	4	0.0	20,792	60.4
608	123	0.4	20,915	60.8
609	189	0.6	21,104	61.3
610	171	0.5	21,275	61.8
612	1	0.0	21,276	61.8
613	216	0.6	21,492	62.4
614	247	0.7	21,739	63.1
615	13	0.0	21,752	63.2
617	43	0.1	21,795	63.3
618	367	1.1	22,162	64.4
619	11	0.0	22,173	64.4
620	46	0.1	22,219	64.5
622	59	0.2	22,278	64.7
623	404	1.2	22,682	65.9
624	12	0.0	22,694	65.9
626	85	0.3	22,779	66.2
627	297	0.9	23,076	67.0
628	136	0.4	23,212	67.4
629	19	0.1	23,231	67.5
630	103	0.3	23,334	67.8
631	263	0.8	23,597	68.5
633	17	0.1	23,614	68.6
634	107	0.3	23,721	68.9
635	165	0.5	23,886	69.4
636	228	0.7	24,114	70.0
638	26	0.1	24,140	70.1
639	168	0.5	24,308	70.6
641	327	1.0	24,635	71.6
642	41	0.1	24,676	71.7
643	181	0.5	24,857	72.2
646	229	0.7	25,086	72.9
647	274	0.8	25,360	73.7
650	54	0.2	25,414	73.8
651	289	0.8	25,703	74.7
652	212	0.6	25,915	75.3

continues . . .

Comprehension, Grade Span 9–12
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
653	3	0.0	25,918	75.3
655	94	0.3	26,012	75.6
656	283	0.8	26,295	76.4
659	297	0.9	26,592	77.2
660	287	0.8	26,879	78.1
661	35	0.1	26,914	78.2
663	134	0.4	27,048	78.6
665	280	0.8	27,328	79.4
668	291	0.9	27,619	80.2
670	1	0.0	27,620	80.2
671	289	0.8	27,909	81.1
672	199	0.6	28,108	81.6
676	268	0.8	28,376	82.4
677	318	0.9	28,694	83.3
679	115	0.3	28,809	83.7
681	332	1.0	29,141	84.6
684	292	0.9	29,433	85.5
686	368	1.1	29,801	86.6
691	467	1.4	30,268	87.9
692	257	0.8	30,525	88.7
697	580	1.7	31,105	90.4
702	17	0.1	31,122	90.4
703	216	0.6	31,338	91.0
704	563	1.6	31,901	92.7
708	1	0.0	31,902	92.7
713	613	1.8	32,515	94.4
722	133	0.4	32,648	94.8
724	618	1.8	33,266	96.6
727	68	0.2	33,334	96.8
742	612	1.8	33,946	98.6
747	482	1.4	34,428	100.0

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Overall, Grade Span K–1					Overall, Grade Span K–1 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
180	25,860	11.5	25,860	11.5	327	73	0.0	71,880	31.9
222	5,971	2.7	31,831	14.1	328	1,759	0.8	73,639	32.7
236	4,243	1.9	36,074	16.0	330	1,023	0.5	74,662	33.1
239	3,520	1.6	39,594	17.6	331	982	0.4	75,644	33.6
244	2,479	1.1	42,073	18.7	333	919	0.4	76,563	34.0
251	1,400	0.6	43,473	19.3	334	563	0.3	77,126	34.2
256	2,558	1.1	46,031	20.4	337	1,656	0.7	78,782	35.0
257	791	0.4	46,822	20.8	338	858	0.4	79,640	35.3
263	482	0.2	47,304	21.0	339	1,386	0.6	81,026	35.9
267	2,138	1.0	49,442	21.9	341	537	0.2	81,563	36.2
268	306	0.1	49,748	22.1	342	934	0.4	82,497	36.6
273	183	0.1	49,931	22.2	344	653	0.3	83,150	36.9
274	1,501	0.7	51,432	22.8	345	1,655	0.7	84,805	37.6
279	90	0.0	51,522	22.9	346	770	0.3	85,575	38.0
281	3,053	1.4	54,575	24.2	347	862	0.4	86,437	38.3
284	43	0.0	54,618	24.2	349	433	0.2	86,870	38.5
286	1,128	0.5	55,746	24.7	350	703	0.3	87,573	38.9
290	26	0.0	55,772	24.7	351	1,650	0.7	89,223	39.6
291	894	0.4	56,666	25.1	352	1,470	0.7	90,693	40.2
295	2,227	1.0	58,893	26.1	353	350	0.2	91,043	40.4
297	19	0.0	58,912	26.1	355	2,076	0.9	93,119	41.3
298	1,383	0.6	60,295	26.8	356	328	0.2	93,447	41.5
299	606	0.3	60,901	27.0	357	476	0.2	93,923	41.7
303	520	0.2	61,421	27.3	358	1,656	0.7	95,579	42.4
304	993	0.4	62,414	27.7	359	824	0.4	96,403	42.8
307	406	0.2	62,820	27.9	360	1,094	0.5	97,497	43.3
309	1,241	0.6	64,061	28.4	361	49	0.0	97,546	43.3
311	998	0.4	65,059	28.9	362	860	0.4	98,406	43.7
312	1,255	0.6	66,314	29.4	363	1,160	0.5	99,566	44.2
314	243	0.1	66,557	29.5	364	2,196	1.0	101,762	45.1
316	1,015	0.5	67,572	30.0	366	244	0.1	102,006	45.3
317	609	0.3	68,181	30.2	367	1,399	0.6	103,405	45.9
320	1	0.0	68,182	30.2	368	1,859	0.8	105,264	46.7
321	1,144	0.5	69,326	30.8	369	1,243	0.6	106,507	47.3
322	333	0.2	69,659	30.9	370	387	0.2	106,894	47.4
323	2,056	0.9	71,715	31.8	371	1,539	0.7	108,433	48.1
324	92	0.0	71,807	31.9	373	1,545	0.7	109,978	48.8

continues . . .

Overall, Grade Span K–1 (continued)					Overall, Grade Span K–1 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
374	1,098	0.5	111,076	49.3	412	1,206	0.5	158,456	70.3
375	2,035	0.9	113,111	50.2	413	880	0.4	159,336	70.7
376	54	0.0	113,165	50.2	414	1,787	0.8	161,123	71.5
377	1,245	0.6	114,410	50.8	415	485	0.2	161,608	71.7
378	2,162	1.0	116,572	51.7	416	1,913	0.9	163,521	72.5
379	757	0.3	117,329	52.1	417	1,598	0.7	165,119	73.3
380	868	0.4	118,197	52.4	418	711	0.3	165,830	73.6
381	852	0.4	119,049	52.8	419	681	0.3	166,511	73.9
382	2,077	0.9	121,126	53.7	420	1,178	0.5	167,689	74.4
383	177	0.1	121,303	53.8	421	1,549	0.7	169,238	75.1
384	2,154	1.0	123,457	54.8	422	673	0.3	169,911	75.4
385	1,431	0.6	124,888	55.4	423	1,517	0.7	171,428	76.0
386	989	0.4	125,877	55.8	424	1,486	0.7	172,914	76.7
387	126	0.1	126,003	55.9	425	1,039	0.5	173,953	77.2
388	1,920	0.9	127,923	56.8	426	859	0.4	174,812	77.5
389	1,244	0.6	129,167	57.3	427	523	0.2	175,335	77.8
390	1,405	0.6	130,572	57.9	428	2,166	1.0	177,501	78.7
391	1,026	0.5	131,598	58.4	429	275	0.1	177,776	78.9
392	1,576	0.7	133,174	59.1	430	840	0.4	178,616	79.2
393	686	0.3	133,860	59.4	431	1,075	0.5	179,691	79.7
394	1,365	0.6	135,225	60.0	432	1,237	0.6	180,928	80.3
395	2,414	1.1	137,639	61.1	433	737	0.3	181,665	80.6
397	1,738	0.8	139,377	61.8	434	1,132	0.5	182,797	81.1
398	1,201	0.5	140,578	62.4	435	1,051	0.5	183,848	81.6
399	1,402	0.6	141,980	63.0	436	517	0.2	184,365	81.8
400	1,981	0.9	143,961	63.9	437	842	0.4	185,207	82.2
401	605	0.3	144,566	64.1	438	955	0.4	186,162	82.6
402	1,803	0.8	146,369	64.9	439	780	0.4	186,942	82.9
403	136	0.1	146,505	65.0	440	667	0.3	187,609	83.2
404	2,020	0.9	148,525	65.9	441	1,839	0.8	189,448	84.0
405	455	0.2	148,980	66.1	442	42	0.0	189,490	84.1
406	1,944	0.9	150,924	67.0	443	751	0.3	190,241	84.4
407	1,643	0.7	152,567	67.7	444	598	0.3	190,839	84.7
408	800	0.4	153,367	68.0	445	1,750	0.8	192,589	85.4
409	825	0.4	154,192	68.4	446	1	0.0	192,590	85.4
410	1,634	0.7	155,826	69.1	447	961	0.4	193,551	85.9
411	1,424	0.6	157,250	69.8	448	522	0.2	194,073	86.1

continues . . .

Overall, Grade Span K–1 (continued)					Overall, Grade Span K–1 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
449	644	0.3	194,717	86.4	489	654	0.3	214,952	95.4
450	691	0.3	195,408	86.7	492	274	0.1	215,226	95.5
451	1,391	0.6	196,799	87.3	493	62	0.0	215,288	95.5
452	188	0.1	196,987	87.4	495	776	0.3	216,064	95.8
453	694	0.3	197,681	87.7	496	580	0.3	216,644	96.1
454	318	0.1	197,999	87.8	497	450	0.2	217,094	96.3
455	661	0.3	198,660	88.1	499	4	0.0	217,098	96.3
456	947	0.4	199,607	88.5	501	407	0.2	217,505	96.5
457	849	0.4	200,456	88.9	502	6	0.0	217,511	96.5
458	511	0.2	200,967	89.2	503	591	0.3	218,102	96.8
459	565	0.3	201,532	89.4	504	446	0.2	218,548	97.0
461	554	0.3	202,086	89.6	506	151	0.1	218,699	97.0
462	1,195	0.5	203,281	90.2	508	522	0.2	219,221	97.2
463	906	0.4	204,187	90.6	509	10	0.0	219,231	97.3
464	52	0.0	204,239	90.6	512	191	0.1	219,422	97.3
465	211	0.1	204,450	90.7	513	448	0.2	219,870	97.5
466	589	0.3	205,039	91.0	514	129	0.1	219,999	97.6
467	524	0.2	205,563	91.2	515	453	0.2	220,452	97.8
468	1,058	0.5	206,621	91.7	517	24	0.0	220,476	97.8
469	285	0.1	206,906	91.8	518	6	0.0	220,482	97.8
470	544	0.2	207,450	92.0	519	256	0.1	220,738	97.9
471	278	0.1	207,728	92.2	521	224	0.1	220,962	98.0
472	3	0.0	207,731	92.2	524	15	0.0	220,977	98.0
473	359	0.2	208,090	92.3	525	468	0.2	221,445	98.2
474	1,057	0.5	209,147	92.8	526	36	0.0	221,481	98.3
475	726	0.3	209,873	93.1	527	599	0.3	222,080	98.5
476	21	0.0	209,894	93.1	529	21	0.0	222,101	98.5
477	667	0.3	210,561	93.4	532	69	0.0	222,170	98.6
478	51	0.0	210,612	93.4	535	437	0.2	222,607	98.8
479	178	0.1	210,790	93.5	539	450	0.2	223,057	99.0
480	595	0.3	211,385	93.8	542	78	0.0	223,135	99.0
481	509	0.2	211,894	94.0	544	388	0.2	223,523	99.2
482	460	0.2	212,354	94.2	547	135	0.1	223,658	99.2
483	641	0.3	212,995	94.5	548	111	0.1	223,769	99.3
486	24	0.0	213,019	94.5	556	152	0.1	223,921	99.3
487	784	0.4	213,803	94.8	559	569	0.3	224,490	99.6
488	495	0.2	214,298	95.1	565	222	0.1	224,712	99.7

continues . . .

Overall, Grade Span K–1
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
579	282	0.1	224,994	99.8
580	234	0.1	225,228	99.9
600	205	0.1	225,433	100.0

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
215	1,240	10.5	1,240	10.5
231	18	0.2	1,258	10.7
236	81	0.7	1,339	11.3
237	20	0.2	1,359	11.5
240	29	0.3	1,388	11.8
243	47	0.4	1,435	12.2
244	67	0.6	1,502	12.7
247	29	0.3	1,531	13.0
248	20	0.2	1,551	13.1
250	32	0.3	1,583	13.4
252	25	0.2	1,608	13.6
253	58	0.5	1,666	14.1
254	5	0.0	1,671	14.2
256	6	0.1	1,677	14.2
257	10	0.1	1,687	14.3
258	31	0.3	1,718	14.6
259	13	0.1	1,731	14.7
261	23	0.2	1,754	14.9
262	16	0.1	1,770	15.0
263	2	0.0	1,772	15.0
264	5	0.0	1,777	15.1
265	24	0.2	1,801	15.3
266	1	0.0	1,802	15.3
267	14	0.1	1,816	15.4
268	19	0.2	1,835	15.5
269	7	0.1	1,842	15.6
270	15	0.1	1,857	15.7
271	5	0.0	1,862	15.8
272	20	0.2	1,882	15.9
273	18	0.2	1,900	16.1
274	21	0.2	1,921	16.3
275	11	0.1	1,932	16.4
276	13	0.1	1,945	16.5
277	33	0.3	1,978	16.8
278	17	0.1	1,995	16.9
279	5	0.0	2,000	16.9
280	20	0.2	2,020	17.1

Overall, Grade 2 (continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
281	9	0.1	2,029	17.2
282	11	0.1	2,040	17.3
283	29	0.3	2,069	17.5
284	6	0.1	2,075	17.6
285	18	0.2	2,093	17.7
286	16	0.1	2,109	17.9
287	7	0.1	2,116	17.9
288	10	0.1	2,126	18.0
289	13	0.1	2,139	18.1
290	25	0.2	2,164	18.3
291	13	0.1	2,177	18.4
292	8	0.1	2,185	18.5
293	11	0.1	2,196	18.6
294	10	0.1	2,206	18.7
295	13	0.1	2,219	18.8
296	14	0.1	2,233	18.9
297	18	0.2	2,251	19.1
298	13	0.1	2,264	19.2
299	17	0.1	2,281	19.3
300	9	0.1	2,290	19.4
301	16	0.1	2,306	19.5
302	9	0.1	2,315	19.6
303	6	0.1	2,321	19.7
304	9	0.1	2,330	19.7
305	12	0.1	2,342	19.8
306	12	0.1	2,354	19.9
307	10	0.1	2,364	20.0
308	9	0.1	2,373	20.1
309	14	0.1	2,387	20.2
310	9	0.1	2,396	20.3
311	16	0.1	2,412	20.4
312	12	0.1	2,424	20.5
313	7	0.1	2,431	20.6
314	12	0.1	2,443	20.7
315	11	0.1	2,454	20.8
316	17	0.1	2,471	20.9
317	17	0.1	2,488	21.1

continues . . .

Overall, Grade 2 (continued)					Overall, Grade 2 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
318	8	0.1	2,496	21.1	355	15	0.1	2,989	25.3
319	25	0.2	2,521	21.4	356	18	0.2	3,007	25.5
320	11	0.1	2,532	21.4	357	14	0.1	3,021	25.6
321	13	0.1	2,545	21.6	358	17	0.1	3,038	25.7
322	17	0.1	2,562	21.7	359	13	0.1	3,051	25.8
323	11	0.1	2,573	21.8	360	14	0.1	3,065	26.0
324	11	0.1	2,584	21.9	361	16	0.1	3,081	26.1
325	11	0.1	2,595	22.0	362	14	0.1	3,095	26.2
326	16	0.1	2,611	22.1	363	18	0.2	3,113	26.4
327	10	0.1	2,621	22.2	364	10	0.1	3,123	26.5
328	13	0.1	2,634	22.3	365	17	0.1	3,140	26.6
329	9	0.1	2,643	22.4	366	20	0.2	3,160	26.8
330	13	0.1	2,656	22.5	367	14	0.1	3,174	26.9
331	14	0.1	2,670	22.6	368	17	0.1	3,191	27.0
332	8	0.1	2,678	22.7	369	16	0.1	3,207	27.2
333	14	0.1	2,692	22.8	370	21	0.2	3,228	27.3
334	11	0.1	2,703	22.9	371	16	0.1	3,244	27.5
335	18	0.2	2,721	23.1	372	15	0.1	3,259	27.6
336	9	0.1	2,730	23.1	373	15	0.1	3,274	27.7
337	12	0.1	2,742	23.2	374	15	0.1	3,289	27.9
338	14	0.1	2,756	23.3	375	13	0.1	3,302	28.0
339	19	0.2	2,775	23.5	376	29	0.3	3,331	28.2
340	19	0.2	2,794	23.7	377	19	0.2	3,350	28.4
341	12	0.1	2,806	23.8	378	25	0.2	3,375	28.6
342	10	0.1	2,816	23.9	379	19	0.2	3,394	28.8
343	10	0.1	2,826	23.9	380	15	0.1	3,409	28.9
344	10	0.1	2,836	24.0	381	27	0.2	3,436	29.1
345	14	0.1	2,850	24.1	382	21	0.2	3,457	29.3
346	15	0.1	2,865	24.3	383	18	0.2	3,475	29.4
347	14	0.1	2,879	24.4	384	12	0.1	3,487	29.5
348	11	0.1	2,890	24.5	385	21	0.2	3,508	29.7
349	18	0.2	2,908	24.6	386	19	0.2	3,527	29.9
350	15	0.1	2,923	24.8	387	22	0.2	3,549	30.1
351	10	0.1	2,933	24.8	388	31	0.3	3,580	30.3
352	17	0.1	2,950	25.0	389	10	0.1	3,590	30.4
353	11	0.1	2,961	25.1	390	23	0.2	3,613	30.6
354	13	0.1	2,974	25.2	391	23	0.2	3,636	30.8

continues . . .

Overall, Grade 2 (continued)					Overall, Grade 2 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
392	24	0.2	3,660	31.0	429	39	0.3	4,920	41.7
393	29	0.3	3,689	31.2	430	32	0.3	4,952	41.9
394	28	0.2	3,717	31.5	431	46	0.4	4,998	42.3
395	20	0.2	3,737	31.7	432	28	0.2	5,026	42.6
396	28	0.2	3,765	31.9	433	48	0.4	5,074	43.0
397	39	0.3	3,804	32.2	434	44	0.4	5,118	43.4
398	27	0.2	3,831	32.5	435	45	0.4	5,163	43.7
399	36	0.3	3,867	32.8	436	53	0.5	5,216	44.2
400	21	0.2	3,888	32.9	437	46	0.4	5,262	44.6
401	22	0.2	3,910	33.1	438	62	0.5	5,324	45.1
402	29	0.3	3,939	33.4	439	55	0.5	5,379	45.6
403	31	0.3	3,970	33.6	440	49	0.4	5,428	46.0
404	34	0.3	4,004	33.9	441	49	0.4	5,477	46.4
405	26	0.2	4,030	34.1	442	56	0.5	5,533	46.9
406	21	0.2	4,051	34.3	443	57	0.5	5,590	47.3
407	26	0.2	4,077	34.5	444	57	0.5	5,647	47.8
408	25	0.2	4,102	34.7	445	51	0.4	5,698	48.3
409	30	0.3	4,132	35.0	446	49	0.4	5,747	48.7
410	30	0.3	4,162	35.3	447	54	0.5	5,801	49.1
411	41	0.4	4,203	35.6	448	52	0.4	5,853	49.6
412	36	0.3	4,239	35.9	449	54	0.5	5,907	50.0
413	32	0.3	4,271	36.2	450	55	0.5	5,962	50.5
414	37	0.3	4,308	36.5	451	56	0.5	6,018	51.0
415	37	0.3	4,345	36.8	452	62	0.5	6,080	51.5
416	38	0.3	4,383	37.1	453	50	0.4	6,130	51.9
417	40	0.3	4,423	37.5	454	47	0.4	6,177	52.3
418	48	0.4	4,471	37.9	455	69	0.6	6,246	52.9
419	37	0.3	4,508	38.2	456	54	0.5	6,300	53.4
420	36	0.3	4,544	38.5	457	47	0.4	6,347	53.8
421	50	0.4	4,594	38.9	458	60	0.5	6,407	54.3
422	32	0.3	4,626	39.2	459	40	0.3	6,447	54.6
423	42	0.4	4,668	39.5	460	63	0.5	6,510	55.1
424	47	0.4	4,715	39.9	461	56	0.5	6,566	55.6
425	41	0.4	4,756	40.3	462	51	0.4	6,617	56.0
426	46	0.4	4,802	40.7	463	71	0.6	6,688	56.6
427	45	0.4	4,847	41.1	464	50	0.4	6,738	57.1
428	34	0.3	4,881	41.3	465	61	0.5	6,799	57.6

continues . . .

Appendix I: Scale Score Frequency Distributions

Overall, Grade 2 (continued)					Overall, Grade 2 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
466	64	0.5	6,863	58.1	503	58	0.5	9,219	78.1
467	70	0.6	6,933	58.7	504	59	0.5	9,278	78.6
468	80	0.7	7,013	59.4	505	52	0.4	9,330	79.0
469	61	0.5	7,074	59.9	506	35	0.3	9,365	79.3
470	78	0.7	7,152	60.6	507	44	0.4	9,409	79.7
471	85	0.7	7,237	61.3	508	66	0.6	9,475	80.3
472	52	0.4	7,289	61.7	509	50	0.4	9,525	80.7
473	86	0.7	7,375	62.5	510	37	0.3	9,562	81.0
474	69	0.6	7,444	63.1	511	54	0.5	9,616	81.4
475	53	0.5	7,497	63.5	512	64	0.5	9,680	82.0
476	71	0.6	7,568	64.1	513	43	0.4	9,723	82.4
477	70	0.6	7,638	64.7	514	35	0.3	9,758	82.7
478	47	0.4	7,685	65.1	515	47	0.4	9,805	83.0
479	66	0.6	7,751	65.7	516	58	0.5	9,863	83.5
480	77	0.7	7,828	66.3	517	50	0.4	9,913	84.0
481	60	0.5	7,888	66.8	518	61	0.5	9,974	84.5
482	59	0.5	7,947	67.3	519	33	0.3	10,007	84.8
483	80	0.7	8,027	68.0	520	40	0.3	10,047	85.1
484	66	0.6	8,093	68.5	521	64	0.5	10,111	85.6
485	61	0.5	8,154	69.1	522	48	0.4	10,159	86.0
486	62	0.5	8,216	69.6	523	37	0.3	10,196	86.4
487	68	0.6	8,284	70.2	524	47	0.4	10,243	86.8
488	63	0.5	8,347	70.7	525	45	0.4	10,288	87.1
489	79	0.7	8,426	71.4	526	38	0.3	10,326	87.5
490	53	0.5	8,479	71.8	527	49	0.4	10,375	87.9
491	58	0.5	8,537	72.3	528	36	0.3	10,411	88.2
492	74	0.6	8,611	72.9	529	34	0.3	10,445	88.5
493	62	0.5	8,673	73.5	530	31	0.3	10,476	88.7
494	45	0.4	8,718	73.8	531	37	0.3	10,513	89.0
495	69	0.6	8,787	74.4	532	32	0.3	10,545	89.3
496	67	0.6	8,854	75.0	533	43	0.4	10,588	89.7
497	34	0.3	8,888	75.3	534	32	0.3	10,620	90.0
498	61	0.5	8,949	75.8	535	48	0.4	10,668	90.4
499	61	0.5	9,010	76.3	536	35	0.3	10,703	90.7
500	39	0.3	9,049	76.6	537	38	0.3	10,741	91.0
501	55	0.5	9,104	77.1	538	26	0.2	10,767	91.2
502	57	0.5	9,161	77.6	539	33	0.3	10,800	91.5

continues . . .

Overall, Grade 2 (continued)					Overall, Grade 2 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
540	37	0.3	10,837	91.8	577	6	0.1	11,634	98.5
541	29	0.3	10,866	92.0	578	8	0.1	11,642	98.6
542	31	0.3	10,897	92.3	579	14	0.1	11,656	98.7
543	41	0.4	10,938	92.6	580	13	0.1	11,669	98.8
544	31	0.3	10,969	92.9	581	2	0.0	11,671	98.9
545	46	0.4	11,015	93.3	582	10	0.1	11,681	98.9
546	22	0.2	11,037	93.5	583	7	0.1	11,688	99.0
547	47	0.4	11,084	93.9	584	9	0.1	11,697	99.1
548	25	0.2	11,109	94.1	585	16	0.1	11,713	99.2
549	28	0.2	11,137	94.3	586	3	0.0	11,716	99.2
550	34	0.3	11,171	94.6	588	4	0.0	11,720	99.3
551	16	0.1	11,187	94.8	589	7	0.1	11,727	99.3
552	33	0.3	11,220	95.0	590	7	0.1	11,734	99.4
553	22	0.2	11,242	95.2	591	1	0.0	11,735	99.4
554	21	0.2	11,263	95.4	592	9	0.1	11,744	99.5
555	23	0.2	11,286	95.6	594	11	0.1	11,755	99.6
556	10	0.1	11,296	95.7	595	12	0.1	11,767	99.7
557	39	0.3	11,335	96.0	596	1	0.0	11,768	99.7
558	14	0.1	11,349	96.1	597	3	0.0	11,771	99.7
559	34	0.3	11,383	96.4	598	1	0.0	11,772	99.7
560	20	0.2	11,403	96.6	599	5	0.0	11,777	99.8
561	20	0.2	11,423	96.8	600	1	0.0	11,778	99.8
562	26	0.2	11,449	97.0	602	9	0.1	11,787	99.8
563	26	0.2	11,475	97.2	604	2	0.0	11,789	99.9
564	6	0.1	11,481	97.2	606	5	0.0	11,794	99.9
565	25	0.2	11,506	97.5	609	3	0.0	11,797	99.9
566	6	0.1	11,512	97.5	610	1	0.0	11,798	99.9
567	21	0.2	11,533	97.7	612	1	0.0	11,799	99.9
568	12	0.1	11,545	97.8	616	2	0.0	11,801	100.0
569	16	0.1	11,561	97.9	617	1	0.0	11,802	100.0
570	10	0.1	11,571	98.0	627	3	0.0	11,805	100.0
571	7	0.1	11,578	98.1	635	2	0.0	11,807	100.0
572	10	0.1	11,588	98.2					
573	16	0.1	11,604	98.3					
574	7	0.1	11,611	98.3					
575	13	0.1	11,624	98.5					
576	4	0.0	11,628	98.5					

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Overall, Grade Span 3–5					Overall, Grade Span 3–5 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	3,104	10.8	3,104	10.8	301	39	0.1	4,574	15.8
249	119	0.4	3,223	11.2	302	6	0.0	4,580	15.9
259	151	0.5	3,374	11.7	303	36	0.1	4,616	16.0
260	98	0.3	3,472	12.0	304	45	0.2	4,661	16.1
261	44	0.2	3,516	12.2	305	14	0.1	4,675	16.2
266	114	0.4	3,630	12.6	306	20	0.1	4,695	16.3
267	101	0.4	3,731	12.9	307	36	0.1	4,731	16.4
268	10	0.0	3,741	13.0	308	29	0.1	4,760	16.5
269	38	0.1	3,779	13.1	309	49	0.2	4,809	16.7
271	51	0.2	3,830	13.3	310	32	0.1	4,841	16.8
272	87	0.3	3,917	13.6	311	27	0.1	4,868	16.9
274	30	0.1	3,947	13.7	312	39	0.1	4,907	17.0
275	9	0.0	3,956	13.7	313	45	0.2	4,952	17.2
277	56	0.2	4,012	13.9	314	36	0.1	4,988	17.3
278	22	0.1	4,034	14.0	315	18	0.1	5,006	17.3
279	19	0.1	4,053	14.0	316	19	0.1	5,025	17.4
280	45	0.2	4,098	14.2	317	54	0.2	5,079	17.6
281	15	0.1	4,113	14.2	318	20	0.1	5,099	17.7
282	28	0.1	4,141	14.3	319	49	0.2	5,148	17.8
283	7	0.0	4,148	14.4	320	18	0.1	5,166	17.9
284	1	0.0	4,149	14.4	321	34	0.1	5,200	18.0
285	31	0.1	4,180	14.5	322	24	0.1	5,224	18.1
286	25	0.1	4,205	14.6	323	16	0.1	5,240	18.2
287	23	0.1	4,228	14.6	324	38	0.1	5,278	18.3
288	26	0.1	4,254	14.7	325	25	0.1	5,303	18.4
289	14	0.1	4,268	14.8	326	31	0.1	5,334	18.5
290	20	0.1	4,288	14.9	327	34	0.1	5,368	18.6
291	34	0.1	4,322	15.0	328	35	0.1	5,403	18.7
292	30	0.1	4,352	15.1	329	40	0.1	5,443	18.9
293	12	0.0	4,364	15.1	330	20	0.1	5,463	18.9
294	4	0.0	4,368	15.1	331	35	0.1	5,498	19.0
295	8	0.0	4,376	15.2	332	38	0.1	5,536	19.2
296	44	0.2	4,420	15.3	333	28	0.1	5,564	19.3
297	21	0.1	4,441	15.4	334	14	0.1	5,578	19.3
298	43	0.2	4,484	15.5	335	43	0.2	5,621	19.5
299	17	0.1	4,501	15.6	336	42	0.2	5,663	19.6
300	34	0.1	4,535	15.7	337	22	0.1	5,685	19.7

continues . . .

Overall, Grade Span 3–5 (continued)					Overall, Grade Span 3–5 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
338	29	0.1	5,714	19.8	375	29	0.1	6,963	24.1
339	22	0.1	5,736	19.9	376	43	0.2	7,006	24.3
340	39	0.1	5,775	20.0	377	36	0.1	7,042	24.4
341	48	0.2	5,823	20.2	378	30	0.1	7,072	24.5
342	32	0.1	5,855	20.3	379	18	0.1	7,090	24.6
343	37	0.1	5,892	20.4	380	29	0.1	7,119	24.7
344	29	0.1	5,921	20.5	381	19	0.1	7,138	24.7
345	33	0.1	5,954	20.6	382	31	0.1	7,169	24.8
346	22	0.1	5,976	20.7	383	28	0.1	7,197	24.9
347	52	0.2	6,028	20.9	384	22	0.1	7,219	25.0
348	37	0.1	6,065	21.0	385	32	0.1	7,251	25.1
349	27	0.1	6,092	21.1	386	33	0.1	7,284	25.2
350	42	0.2	6,134	21.2	387	28	0.1	7,312	25.3
351	22	0.1	6,156	21.3	388	30	0.1	7,342	25.4
352	40	0.1	6,196	21.5	389	37	0.1	7,379	25.6
353	45	0.2	6,241	21.6	390	32	0.1	7,411	25.7
354	22	0.1	6,263	21.7	391	31	0.1	7,442	25.8
355	23	0.1	6,286	21.8	392	26	0.1	7,468	25.9
356	35	0.1	6,321	21.9	393	27	0.1	7,495	26.0
357	46	0.2	6,367	22.1	394	33	0.1	7,528	26.1
358	47	0.2	6,414	22.2	395	48	0.2	7,576	26.2
359	38	0.1	6,452	22.4	396	40	0.1	7,616	26.4
360	35	0.1	6,487	22.5	397	41	0.1	7,657	26.5
361	29	0.1	6,516	22.6	398	47	0.2	7,704	26.7
362	39	0.1	6,555	22.7	399	28	0.1	7,732	26.8
363	31	0.1	6,586	22.8	400	38	0.1	7,770	26.9
364	43	0.2	6,629	23.0	401	38	0.1	7,808	27.0
365	40	0.1	6,669	23.1	402	40	0.1	7,848	27.2
366	26	0.1	6,695	23.2	403	29	0.1	7,877	27.3
367	46	0.2	6,741	23.4	404	39	0.1	7,916	27.4
368	33	0.1	6,774	23.5	405	55	0.2	7,971	27.6
369	22	0.1	6,796	23.5	406	46	0.2	8,017	27.8
370	13	0.1	6,809	23.6	407	29	0.1	8,046	27.9
371	35	0.1	6,844	23.7	408	31	0.1	8,077	28.0
372	33	0.1	6,877	23.8	409	46	0.2	8,123	28.1
373	25	0.1	6,902	23.9	410	35	0.1	8,158	28.3
374	32	0.1	6,934	24.0	411	46	0.2	8,204	28.4

continues . . .

Overall, Grade Span 3–5 (continued)					Overall, Grade Span 3–5 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
412	34	0.1	8,238	28.5	449	79	0.3	10,395	36.0
413	35	0.1	8,273	28.7	450	66	0.2	10,461	36.2
414	56	0.2	8,329	28.9	451	64	0.2	10,525	36.5
415	47	0.2	8,376	29.0	452	86	0.3	10,611	36.8
416	31	0.1	8,407	29.1	453	70	0.2	10,681	37.0
417	52	0.2	8,459	29.3	454	80	0.3	10,761	37.3
418	42	0.2	8,501	29.4	455	89	0.3	10,850	37.6
419	47	0.2	8,548	29.6	456	77	0.3	10,927	37.8
420	47	0.2	8,595	29.8	457	69	0.2	10,996	38.1
421	36	0.1	8,631	29.9	458	92	0.3	11,088	38.4
422	57	0.2	8,688	30.1	459	86	0.3	11,174	38.7
423	54	0.2	8,742	30.3	460	99	0.3	11,273	39.0
424	49	0.2	8,791	30.5	461	85	0.3	11,358	39.3
425	49	0.2	8,840	30.6	462	69	0.2	11,427	39.6
426	50	0.2	8,890	30.8	463	105	0.4	11,532	39.9
427	71	0.3	8,961	31.0	464	99	0.3	11,631	40.3
428	63	0.2	9,024	31.3	465	110	0.4	11,741	40.7
429	56	0.2	9,080	31.5	466	104	0.4	11,845	41.0
430	73	0.3	9,153	31.7	467	96	0.3	11,941	41.4
431	62	0.2	9,215	31.9	468	112	0.4	12,053	41.7
432	56	0.2	9,271	32.1	469	102	0.4	12,155	42.1
433	50	0.2	9,321	32.3	470	102	0.4	12,257	42.5
434	54	0.2	9,375	32.5	471	91	0.3	12,348	42.8
435	58	0.2	9,433	32.7	472	96	0.3	12,444	43.1
436	72	0.3	9,505	32.9	473	108	0.4	12,552	43.5
437	68	0.2	9,573	33.2	474	116	0.4	12,668	43.9
438	67	0.2	9,640	33.4	475	114	0.4	12,782	44.3
439	69	0.2	9,709	33.6	476	104	0.4	12,886	44.6
440	54	0.2	9,763	33.8	477	124	0.4	13,010	45.1
441	57	0.2	9,820	34.0	478	91	0.3	13,101	45.4
442	65	0.2	9,885	34.2	479	130	0.5	13,231	45.8
443	63	0.2	9,948	34.5	480	104	0.4	13,335	46.2
444	75	0.3	10,023	34.7	481	109	0.4	13,444	46.6
445	72	0.3	10,095	35.0	482	113	0.4	13,557	47.0
446	62	0.2	10,157	35.2	483	114	0.4	13,671	47.4
447	77	0.3	10,234	35.4	484	107	0.4	13,778	47.7
448	82	0.3	10,316	35.7	485	138	0.5	13,916	48.2

continues . . .

Overall, Grade Span 3–5 (continued)					Overall, Grade Span 3–5 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
486	104	0.4	14,020	48.6	523	162	0.6	18,907	65.5
487	124	0.4	14,144	49.0	524	147	0.5	19,054	66.0
488	124	0.4	14,268	49.4	525	151	0.5	19,205	66.5
489	108	0.4	14,376	49.8	526	150	0.5	19,355	67.0
490	112	0.4	14,488	50.2	527	116	0.4	19,471	67.4
491	99	0.3	14,587	50.5	528	135	0.5	19,606	67.9
492	146	0.5	14,733	51.0	529	125	0.4	19,731	68.3
493	123	0.4	14,856	51.5	530	128	0.4	19,859	68.8
494	120	0.4	14,976	51.9	531	110	0.4	19,969	69.2
495	121	0.4	15,097	52.3	532	127	0.4	20,096	69.6
496	103	0.4	15,200	52.6	533	125	0.4	20,221	70.0
497	147	0.5	15,347	53.2	534	140	0.5	20,361	70.5
498	137	0.5	15,484	53.6	535	138	0.5	20,499	71.0
499	120	0.4	15,604	54.0	536	115	0.4	20,614	71.4
500	153	0.5	15,757	54.6	537	150	0.5	20,764	71.9
501	122	0.4	15,879	55.0	538	123	0.4	20,887	72.3
502	124	0.4	16,003	55.4	539	123	0.4	21,010	72.8
503	143	0.5	16,146	55.9	540	136	0.5	21,146	73.2
504	141	0.5	16,287	56.4	541	128	0.4	21,274	73.7
505	156	0.5	16,443	57.0	542	142	0.5	21,416	74.2
506	145	0.5	16,588	57.5	543	145	0.5	21,561	74.7
507	133	0.5	16,721	57.9	544	127	0.4	21,688	75.1
508	147	0.5	16,868	58.4	545	130	0.5	21,818	75.6
509	136	0.5	17,004	58.9	546	150	0.5	21,968	76.1
510	144	0.5	17,148	59.4	547	125	0.4	22,093	76.5
511	134	0.5	17,282	59.9	548	127	0.4	22,220	77.0
512	136	0.5	17,418	60.3	549	120	0.4	22,340	77.4
513	136	0.5	17,554	60.8	550	96	0.3	22,436	77.7
514	141	0.5	17,695	61.3	551	124	0.4	22,560	78.1
515	137	0.5	17,832	61.8	552	128	0.4	22,688	78.6
516	134	0.5	17,966	62.2	553	117	0.4	22,805	79.0
517	131	0.5	18,097	62.7	554	96	0.3	22,901	79.3
518	121	0.4	18,218	63.1	555	95	0.3	22,996	79.6
519	132	0.5	18,350	63.6	556	99	0.3	23,095	80.0
520	122	0.4	18,472	64.0	557	138	0.5	23,233	80.5
521	137	0.5	18,609	64.5	558	101	0.4	23,334	80.8
522	136	0.5	18,745	64.9	559	123	0.4	23,457	81.2

continues . . .

Overall, Grade Span 3–5
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
560	107	0.4	23,564	81.6
561	120	0.4	23,684	82.0
562	80	0.3	23,764	82.3
563	95	0.3	23,859	82.6
564	112	0.4	23,971	83.0
565	96	0.3	24,067	83.4
566	93	0.3	24,160	83.7
567	127	0.4	24,287	84.1
568	84	0.3	24,371	84.4
569	89	0.3	24,460	84.7
570	118	0.4	24,578	85.1
571	102	0.4	24,680	85.5
572	85	0.3	24,765	85.8
573	92	0.3	24,857	86.1
574	78	0.3	24,935	86.4
575	87	0.3	25,022	86.7
576	85	0.3	25,107	87.0
577	101	0.4	25,208	87.3
578	96	0.3	25,304	87.6
579	71	0.3	25,375	87.9
580	98	0.3	25,473	88.2
581	76	0.3	25,549	88.5
582	96	0.3	25,645	88.8
583	64	0.2	25,709	89.0
584	66	0.2	25,775	89.3
585	102	0.4	25,877	89.6
586	69	0.2	25,946	89.9
587	71	0.3	26,017	90.1
588	70	0.2	26,087	90.4
589	69	0.2	26,156	90.6
590	75	0.3	26,231	90.9
591	61	0.2	26,292	91.1
592	67	0.2	26,359	91.3
593	70	0.2	26,429	91.5
594	74	0.3	26,503	91.8
595	56	0.2	26,559	92.0
596	57	0.2	26,616	92.2

Overall, Grade Span 3–5
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
597	64	0.2	26,680	92.4
598	82	0.3	26,762	92.7
599	61	0.2	26,823	92.9
600	73	0.3	26,896	93.2
601	76	0.3	26,972	93.4
602	49	0.2	27,021	93.6
603	52	0.2	27,073	93.8
604	41	0.1	27,114	93.9
605	54	0.2	27,168	94.1
606	72	0.3	27,240	94.3
607	33	0.1	27,273	94.5
608	47	0.2	27,320	94.6
609	64	0.2	27,384	94.8
610	53	0.2	27,437	95.0
611	42	0.2	27,479	95.2
612	35	0.1	27,514	95.3
613	51	0.2	27,565	95.5
614	63	0.2	27,628	95.7
615	33	0.1	27,661	95.8
616	27	0.1	27,688	95.9
617	62	0.2	27,750	96.1
618	43	0.2	27,793	96.3
619	35	0.1	27,828	96.4
620	22	0.1	27,850	96.5
621	32	0.1	27,882	96.6
622	51	0.2	27,933	96.7
623	43	0.2	27,976	96.9
624	26	0.1	28,002	97.0
625	42	0.2	28,044	97.1
626	32	0.1	28,076	97.2
627	38	0.1	28,114	97.4
628	25	0.1	28,139	97.5
629	25	0.1	28,164	97.5
630	63	0.2	28,227	97.8
631	31	0.1	28,258	97.9
632	10	0.0	28,268	97.9
633	27	0.1	28,295	98.0

continues . . .

Overall, Grade Span 3–5
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
634	32	0.1	28,327	98.1
635	17	0.1	28,344	98.2
636	19	0.1	28,363	98.2
637	28	0.1	28,391	98.3
638	43	0.2	28,434	98.5
639	21	0.1	28,455	98.6
640	6	0.0	28,461	98.6
641	26	0.1	28,487	98.7
642	42	0.2	28,529	98.8
643	5	0.0	28,534	98.8
644	3	0.0	28,537	98.8
645	26	0.1	28,563	98.9
646	6	0.0	28,569	98.9
647	31	0.1	28,600	99.1
648	3	0.0	28,603	99.1
649	11	0.0	28,614	99.1
650	31	0.1	28,645	99.2
651	16	0.1	28,661	99.3
652	3	0.0	28,664	99.3
653	30	0.1	28,694	99.4
654	14	0.1	28,708	99.4
655	5	0.0	28,713	99.4
657	11	0.0	28,724	99.5
658	20	0.1	28,744	99.6
659	16	0.1	28,760	99.6
660	9	0.0	28,769	99.6
661	17	0.1	28,786	99.7
663	5	0.0	28,791	99.7
664	12	0.0	28,803	99.8
666	18	0.1	28,821	99.8
667	2	0.0	28,823	99.8
668	3	0.0	28,826	99.8
669	3	0.0	28,829	99.8
670	14	0.1	28,843	99.9
671	1	0.0	28,844	99.9
674	6	0.0	28,850	99.9
676	2	0.0	28,852	99.9

Overall, Grade Span 3–5
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
677	7	0.0	28,859	100.0
686	5	0.0	28,864	100.0
687	5	0.0	28,869	100.0
688	1	0.0	28,870	100.0
698	2	0.0	28,872	100.0
700	2	0.0	28,874	100.0

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
248	2,717	11.2	2,717	11.2
258	18	0.1	2,735	11.3
269	54	0.2	2,789	11.5
271	14	0.1	2,803	11.6
272	159	0.7	2,962	12.2
275	34	0.1	2,996	12.4
277	13	0.1	3,009	12.4
278	56	0.2	3,065	12.6
280	55	0.2	3,120	12.9
281	9	0.0	3,129	12.9
282	3	0.0	3,132	12.9
285	97	0.4	3,229	13.3
287	22	0.1	3,251	13.4
288	17	0.1	3,268	13.5
289	14	0.1	3,282	13.5
290	44	0.2	3,326	13.7
292	23	0.1	3,349	13.8
293	19	0.1	3,368	13.9
294	12	0.1	3,380	13.9
295	39	0.2	3,419	14.1
296	29	0.1	3,448	14.2
297	22	0.1	3,470	14.3
298	18	0.1	3,488	14.4
299	26	0.1	3,514	14.5
300	18	0.1	3,532	14.6
301	20	0.1	3,552	14.6
302	21	0.1	3,573	14.7
303	15	0.1	3,588	14.8
304	11	0.1	3,599	14.8
305	31	0.1	3,630	15.0
306	8	0.0	3,638	15.0
307	20	0.1	3,658	15.1
308	27	0.1	3,685	15.2
309	17	0.1	3,702	15.3
310	19	0.1	3,721	15.3
311	13	0.1	3,734	15.4
312	18	0.1	3,752	15.5

Overall, Grade Span 6–8 (continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
313	19	0.1	3,771	15.6
314	19	0.1	3,790	15.6
315	20	0.1	3,810	15.7
316	11	0.1	3,821	15.8
317	34	0.1	3,855	15.9
318	32	0.1	3,887	16.0
319	27	0.1	3,914	16.1
320	21	0.1	3,935	16.2
321	17	0.1	3,952	16.3
322	38	0.2	3,990	16.5
323	43	0.2	4,033	16.6
324	27	0.1	4,060	16.7
325	12	0.1	4,072	16.8
326	48	0.2	4,120	17.0
327	27	0.1	4,147	17.1
328	19	0.1	4,166	17.2
329	44	0.2	4,210	17.4
330	22	0.1	4,232	17.5
331	29	0.1	4,261	17.6
332	22	0.1	4,283	17.7
333	30	0.1	4,313	17.8
334	23	0.1	4,336	17.9
335	14	0.1	4,350	17.9
336	29	0.1	4,379	18.1
337	22	0.1	4,401	18.1
338	24	0.1	4,425	18.2
339	31	0.1	4,456	18.4
340	36	0.2	4,492	18.5
341	26	0.1	4,518	18.6
342	30	0.1	4,548	18.8
343	42	0.2	4,590	18.9
344	24	0.1	4,614	19.0
345	36	0.2	4,650	19.2
346	46	0.2	4,696	19.4
347	32	0.1	4,728	19.5
348	24	0.1	4,752	19.6
349	27	0.1	4,779	19.7

continues . . .

Overall, Grade Span 6–8 (continued)					Overall, Grade Span 6–8 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
350	38	0.2	4,817	19.9	387	19	0.1	5,869	24.2
351	31	0.1	4,848	20.0	388	33	0.1	5,902	24.3
352	35	0.1	4,883	20.1	389	25	0.1	5,927	24.4
353	33	0.1	4,916	20.3	390	30	0.1	5,957	24.6
354	17	0.1	4,933	20.3	391	28	0.1	5,985	24.7
355	17	0.1	4,950	20.4	392	20	0.1	6,005	24.8
356	54	0.2	5,004	20.6	393	20	0.1	6,025	24.8
357	24	0.1	5,028	20.7	394	32	0.1	6,057	25.0
358	29	0.1	5,057	20.9	395	24	0.1	6,081	25.1
359	20	0.1	5,077	20.9	396	26	0.1	6,107	25.2
360	23	0.1	5,100	21.0	397	25	0.1	6,132	25.3
361	14	0.1	5,114	21.1	398	23	0.1	6,155	25.4
362	42	0.2	5,156	21.3	399	29	0.1	6,184	25.5
363	44	0.2	5,200	21.4	400	33	0.1	6,217	25.6
364	27	0.1	5,227	21.6	401	27	0.1	6,244	25.7
365	22	0.1	5,249	21.6	402	32	0.1	6,276	25.9
366	40	0.2	5,289	21.8	403	29	0.1	6,305	26.0
367	27	0.1	5,316	21.9	404	40	0.2	6,345	26.2
368	33	0.1	5,349	22.1	405	25	0.1	6,370	26.3
369	19	0.1	5,368	22.1	406	34	0.1	6,404	26.4
370	37	0.2	5,405	22.3	407	23	0.1	6,427	26.5
371	32	0.1	5,437	22.4	408	21	0.1	6,448	26.6
372	34	0.1	5,471	22.6	409	25	0.1	6,473	26.7
373	19	0.1	5,490	22.6	410	29	0.1	6,502	26.8
374	27	0.1	5,517	22.7	411	25	0.1	6,527	26.9
375	37	0.2	5,554	22.9	412	29	0.1	6,556	27.0
376	38	0.2	5,592	23.1	413	29	0.1	6,585	27.2
377	22	0.1	5,614	23.1	414	27	0.1	6,612	27.3
378	29	0.1	5,643	23.3	415	34	0.1	6,646	27.4
379	30	0.1	5,673	23.4	416	35	0.1	6,681	27.5
380	21	0.1	5,694	23.5	417	24	0.1	6,705	27.6
381	29	0.1	5,723	23.6	418	22	0.1	6,727	27.7
382	22	0.1	5,745	23.7	419	32	0.1	6,759	27.9
383	33	0.1	5,778	23.8	420	22	0.1	6,781	28.0
384	23	0.1	5,801	23.9	421	32	0.1	6,813	28.1
385	20	0.1	5,821	24.0	422	21	0.1	6,834	28.2
386	29	0.1	5,850	24.1	423	35	0.1	6,869	28.3

continues . . .

Overall, Grade Span 6–8 (continued)					Overall, Grade Span 6–8 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
424	28	0.1	6,897	28.4	461	38	0.2	8,077	33.3
425	26	0.1	6,923	28.5	462	25	0.1	8,102	33.4
426	32	0.1	6,955	28.7	463	46	0.2	8,148	33.6
427	29	0.1	6,984	28.8	464	34	0.1	8,182	33.7
428	28	0.1	7,012	28.9	465	41	0.2	8,223	33.9
429	36	0.2	7,048	29.1	466	26	0.1	8,249	34.0
430	33	0.1	7,081	29.2	467	38	0.2	8,287	34.2
431	32	0.1	7,113	29.3	468	39	0.2	8,326	34.3
432	28	0.1	7,141	29.4	469	29	0.1	8,355	34.4
433	26	0.1	7,167	29.6	470	32	0.1	8,387	34.6
434	29	0.1	7,196	29.7	471	39	0.2	8,426	34.7
435	25	0.1	7,221	29.8	472	39	0.2	8,465	34.9
436	34	0.1	7,255	29.9	473	37	0.2	8,502	35.1
437	39	0.2	7,294	30.1	474	53	0.2	8,555	35.3
438	29	0.1	7,323	30.2	475	27	0.1	8,582	35.4
439	31	0.1	7,354	30.3	476	47	0.2	8,629	35.6
440	26	0.1	7,380	30.4	477	29	0.1	8,658	35.7
441	32	0.1	7,412	30.6	478	43	0.2	8,701	35.9
442	32	0.1	7,444	30.7	479	39	0.2	8,740	36.0
443	29	0.1	7,473	30.8	480	43	0.2	8,783	36.2
444	24	0.1	7,497	30.9	481	38	0.2	8,821	36.4
445	31	0.1	7,528	31.0	482	52	0.2	8,873	36.6
446	23	0.1	7,551	31.1	483	33	0.1	8,906	36.7
447	21	0.1	7,572	31.2	484	49	0.2	8,955	36.9
448	36	0.2	7,608	31.4	485	35	0.1	8,990	37.1
449	33	0.1	7,641	31.5	486	47	0.2	9,037	37.3
450	41	0.2	7,682	31.7	487	51	0.2	9,088	37.5
451	25	0.1	7,707	31.8	488	33	0.1	9,121	37.6
452	32	0.1	7,739	31.9	489	58	0.2	9,179	37.8
453	37	0.2	7,776	32.1	490	57	0.2	9,236	38.1
454	40	0.2	7,816	32.2	491	51	0.2	9,287	38.3
455	36	0.2	7,852	32.4	492	41	0.2	9,328	38.5
456	41	0.2	7,893	32.5	493	51	0.2	9,379	38.7
457	37	0.2	7,930	32.7	494	38	0.2	9,417	38.8
458	24	0.1	7,954	32.8	495	54	0.2	9,471	39.0
459	43	0.2	7,997	33.0	496	47	0.2	9,518	39.2
460	42	0.2	8,039	33.1	497	54	0.2	9,572	39.5

continues . . .

Overall, Grade Span 6–8 (continued)					Overall, Grade Span 6–8 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
498	50	0.2	9,622	39.7	535	82	0.3	11,952	49.3
499	50	0.2	9,672	39.9	536	91	0.4	12,043	49.7
500	48	0.2	9,720	40.1	537	59	0.2	12,102	49.9
501	64	0.3	9,784	40.3	538	84	0.4	12,186	50.2
502	53	0.2	9,837	40.6	539	67	0.3	12,253	50.5
503	57	0.2	9,894	40.8	540	93	0.4	12,346	50.9
504	44	0.2	9,938	41.0	541	54	0.2	12,400	51.1
505	46	0.2	9,984	41.2	542	87	0.4	12,487	51.5
506	51	0.2	10,035	41.4	543	66	0.3	12,553	51.8
507	52	0.2	10,087	41.6	544	101	0.4	12,654	52.2
508	44	0.2	10,131	41.8	545	83	0.3	12,737	52.5
509	56	0.2	10,187	42.0	546	89	0.4	12,826	52.9
510	70	0.3	10,257	42.3	547	80	0.3	12,906	53.2
511	50	0.2	10,307	42.5	548	94	0.4	13,000	53.6
512	66	0.3	10,373	42.8	549	69	0.3	13,069	53.9
513	52	0.2	10,425	43.0	550	89	0.4	13,158	54.2
514	55	0.2	10,480	43.2	551	68	0.3	13,226	54.5
515	64	0.3	10,544	43.5	552	97	0.4	13,323	54.9
516	69	0.3	10,613	43.8	553	84	0.4	13,407	55.3
517	58	0.2	10,671	44.0	554	85	0.4	13,492	55.6
518	73	0.3	10,744	44.3	555	99	0.4	13,591	56.0
519	60	0.3	10,804	44.5	556	81	0.3	13,672	56.4
520	60	0.3	10,864	44.8	557	86	0.4	13,758	56.7
521	67	0.3	10,931	45.1	558	86	0.4	13,844	57.1
522	67	0.3	10,998	45.3	559	77	0.3	13,921	57.4
523	60	0.3	11,058	45.6	560	106	0.4	14,027	57.8
524	89	0.4	11,147	46.0	561	84	0.4	14,111	58.2
525	69	0.3	11,216	46.2	562	109	0.5	14,220	58.6
526	71	0.3	11,287	46.5	563	84	0.4	14,304	59.0
527	67	0.3	11,354	46.8	564	99	0.4	14,403	59.4
528	77	0.3	11,431	47.1	565	94	0.4	14,497	59.8
529	60	0.3	11,491	47.4	566	93	0.4	14,590	60.2
530	78	0.3	11,569	47.7	567	95	0.4	14,685	60.5
531	64	0.3	11,633	48.0	568	108	0.5	14,793	61.0
532	80	0.3	11,713	48.3	569	111	0.5	14,904	61.4
533	69	0.3	11,782	48.6	570	91	0.4	14,995	61.8
534	88	0.4	11,870	48.9	571	111	0.5	15,106	62.3

continues . . .

Overall, Grade Span 6–8 (continued)					Overall, Grade Span 6–8 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
572	103	0.4	15,209	62.7	609	85	0.4	18,766	77.4
573	94	0.4	15,303	63.1	610	123	0.5	18,889	77.9
574	67	0.3	15,370	63.4	611	93	0.4	18,982	78.3
575	93	0.4	15,463	63.8	612	85	0.4	19,067	78.6
576	106	0.4	15,569	64.2	613	115	0.5	19,182	79.1
577	120	0.5	15,689	64.7	614	92	0.4	19,274	79.5
578	73	0.3	15,762	65.0	615	77	0.3	19,351	79.8
579	107	0.4	15,869	65.4	616	91	0.4	19,442	80.2
580	97	0.4	15,966	65.8	617	106	0.4	19,548	80.6
581	123	0.5	16,089	66.3	618	75	0.3	19,623	80.9
582	95	0.4	16,184	66.7	619	52	0.2	19,675	81.1
583	107	0.4	16,291	67.2	620	97	0.4	19,772	81.5
584	103	0.4	16,394	67.6	621	95	0.4	19,867	81.9
585	98	0.4	16,492	68.0	622	66	0.3	19,933	82.2
586	90	0.4	16,582	68.4	623	80	0.3	20,013	82.5
587	110	0.5	16,692	68.8	624	81	0.3	20,094	82.8
588	83	0.3	16,775	69.2	625	91	0.4	20,185	83.2
589	101	0.4	16,876	69.6	626	62	0.3	20,247	83.5
590	66	0.3	16,942	69.8	627	90	0.4	20,337	83.8
591	107	0.4	17,049	70.3	628	111	0.5	20,448	84.3
592	104	0.4	17,153	70.7	629	72	0.3	20,520	84.6
593	112	0.5	17,265	71.2	630	48	0.2	20,568	84.8
594	85	0.4	17,350	71.5	631	80	0.3	20,648	85.1
595	106	0.4	17,456	72.0	632	93	0.4	20,741	85.5
596	113	0.5	17,569	72.4	633	57	0.2	20,798	85.7
597	84	0.4	17,653	72.8	634	45	0.2	20,843	85.9
598	83	0.3	17,736	73.1	635	107	0.4	20,950	86.4
599	110	0.5	17,846	73.6	636	78	0.3	21,028	86.7
600	108	0.5	17,954	74.0	637	73	0.3	21,101	87.0
601	78	0.3	18,032	74.3	638	78	0.3	21,179	87.3
602	108	0.5	18,140	74.8	639	95	0.4	21,274	87.7
603	74	0.3	18,214	75.1	640	64	0.3	21,338	88.0
604	85	0.4	18,299	75.4	641	50	0.2	21,388	88.2
605	99	0.4	18,398	75.9	642	95	0.4	21,483	88.6
606	101	0.4	18,499	76.3	643	60	0.3	21,543	88.8
607	84	0.4	18,583	76.6	644	39	0.2	21,582	89.0
608	98	0.4	18,681	77.0	645	55	0.2	21,637	89.2

continues . . .

Overall, Grade Span 6–8 (continued)					Overall, Grade Span 6–8 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
646	69	0.3	21,706	89.5	683	48	0.2	23,556	97.1
647	67	0.3	21,773	89.8	684	47	0.2	23,603	97.3
648	57	0.2	21,830	90.0	685	12	0.1	23,615	97.4
649	68	0.3	21,898	90.3	686	32	0.1	23,647	97.5
650	52	0.2	21,950	90.5	687	22	0.1	23,669	97.6
651	54	0.2	22,004	90.7	688	14	0.1	23,683	97.6
652	80	0.3	22,084	91.0	689	35	0.1	23,718	97.8
653	60	0.3	22,144	91.3	690	48	0.2	23,766	98.0
654	61	0.3	22,205	91.5	691	22	0.1	23,788	98.1
655	38	0.2	22,243	91.7	692	16	0.1	23,804	98.1
656	46	0.2	22,289	91.9	693	21	0.1	23,825	98.2
657	80	0.3	22,369	92.2	694	11	0.1	23,836	98.3
658	59	0.2	22,428	92.5	695	30	0.1	23,866	98.4
659	31	0.1	22,459	92.6	696	1	0.0	23,867	98.4
660	72	0.3	22,531	92.9	697	46	0.2	23,913	98.6
661	32	0.1	22,563	93.0	698	15	0.1	23,928	98.6
662	80	0.3	22,643	93.4	699	33	0.1	23,961	98.8
663	53	0.2	22,696	93.6	700	21	0.1	23,982	98.9
664	47	0.2	22,743	93.8	701	11	0.1	23,993	98.9
665	46	0.2	22,789	94.0	702	3	0.0	23,996	98.9
666	24	0.1	22,813	94.1	703	2	0.0	23,998	98.9
667	50	0.2	22,863	94.3	704	10	0.0	24,008	99.0
668	57	0.2	22,920	94.5	705	44	0.2	24,052	99.2
669	51	0.2	22,971	94.7	706	13	0.1	24,065	99.2
670	14	0.1	22,985	94.8	707	25	0.1	24,090	99.3
671	71	0.3	23,056	95.1	709	7	0.0	24,097	99.3
672	35	0.1	23,091	95.2	710	9	0.0	24,106	99.4
673	45	0.2	23,136	95.4	711	1	0.0	24,107	99.4
674	38	0.2	23,174	95.5	712	27	0.1	24,134	99.5
675	82	0.3	23,256	95.9	714	6	0.0	24,140	99.5
676	37	0.2	23,293	96.0	715	24	0.1	24,164	99.6
677	33	0.1	23,326	96.2	716	2	0.0	24,166	99.6
678	8	0.0	23,334	96.2	717	6	0.0	24,172	99.7
679	41	0.2	23,375	96.4	719	9	0.0	24,181	99.7
680	53	0.2	23,428	96.6	720	8	0.0	24,189	99.7
681	28	0.1	23,456	96.7	721	24	0.1	24,213	99.8
682	52	0.2	23,508	96.9	725	3	0.0	24,216	99.8

continues . . .

Overall, Grade Span 6–8
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
726	8	0.0	24,224	99.9
727	8	0.0	24,232	99.9
733	3	0.0	24,235	99.9
734	16	0.1	24,251	100.0
741	6	0.0	24,257	100.0

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Overall, Grade Span 9–12					Overall, Grade Span 9–12 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
251	3,328	9.7	3,328	9.7	318	22	0.1	4,341	12.6
261	15	0.0	3,343	9.7	319	9	0.0	4,350	12.6
264	50	0.2	3,393	9.9	320	18	0.1	4,368	12.7
274	12	0.0	3,405	9.9	321	18	0.1	4,386	12.7
275	100	0.3	3,505	10.2	322	29	0.1	4,415	12.8
278	20	0.1	3,525	10.2	323	26	0.1	4,441	12.9
281	70	0.2	3,595	10.4	324	50	0.2	4,491	13.0
284	23	0.1	3,618	10.5	325	31	0.1	4,522	13.1
285	51	0.2	3,669	10.7	326	11	0.0	4,533	13.2
288	16	0.1	3,685	10.7	327	18	0.1	4,551	13.2
289	16	0.1	3,701	10.8	328	15	0.0	4,566	13.3
290	55	0.2	3,756	10.9	329	37	0.1	4,603	13.4
291	71	0.2	3,827	11.1	330	39	0.1	4,642	13.5
293	8	0.0	3,835	11.1	331	33	0.1	4,675	13.6
294	15	0.0	3,850	11.2	332	26	0.1	4,701	13.7
295	25	0.1	3,875	11.3	333	34	0.1	4,735	13.8
296	7	0.0	3,882	11.3	334	12	0.0	4,747	13.8
297	33	0.1	3,915	11.4	335	45	0.1	4,792	13.9
298	25	0.1	3,940	11.4	336	33	0.1	4,825	14.0
299	19	0.1	3,959	11.5	337	39	0.1	4,864	14.1
300	19	0.1	3,978	11.6	338	25	0.1	4,889	14.2
302	19	0.1	3,997	11.6	339	39	0.1	4,928	14.3
303	39	0.1	4,036	11.7	340	28	0.1	4,956	14.4
304	7	0.0	4,043	11.7	341	44	0.1	5,000	14.5
305	33	0.1	4,076	11.8	342	48	0.1	5,048	14.7
306	6	0.0	4,082	11.9	343	27	0.1	5,075	14.7
307	16	0.1	4,098	11.9	344	29	0.1	5,104	14.8
308	23	0.1	4,121	12.0	345	30	0.1	5,134	14.9
309	33	0.1	4,154	12.1	346	34	0.1	5,168	15.0
310	6	0.0	4,160	12.1	347	61	0.2	5,229	15.2
311	13	0.0	4,173	12.1	348	36	0.1	5,265	15.3
312	21	0.1	4,194	12.2	349	21	0.1	5,286	15.4
313	20	0.1	4,214	12.2	350	26	0.1	5,312	15.4
314	23	0.1	4,237	12.3	351	33	0.1	5,345	15.5
315	52	0.2	4,289	12.5	352	32	0.1	5,377	15.6
316	7	0.0	4,296	12.5	353	38	0.1	5,415	15.7
317	23	0.1	4,319	12.6	354	41	0.1	5,456	15.9

continues . . .

Overall, Grade Span 9–12 (continued)					Overall, Grade Span 9–12 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
355	22	0.1	5,478	15.9	392	54	0.2	7,037	20.4
356	29	0.1	5,507	16.0	393	49	0.1	7,086	20.6
357	38	0.1	5,545	16.1	394	23	0.1	7,109	20.7
358	35	0.1	5,580	16.2	395	63	0.2	7,172	20.8
359	45	0.1	5,625	16.3	396	56	0.2	7,228	21.0
360	38	0.1	5,663	16.5	397	29	0.1	7,257	21.1
361	30	0.1	5,693	16.5	398	55	0.2	7,312	21.2
362	20	0.1	5,713	16.6	399	49	0.1	7,361	21.4
363	52	0.2	5,765	16.8	400	28	0.1	7,389	21.5
364	65	0.2	5,830	16.9	401	45	0.1	7,434	21.6
365	31	0.1	5,861	17.0	402	38	0.1	7,472	21.7
366	36	0.1	5,897	17.1	403	35	0.1	7,507	21.8
367	51	0.2	5,948	17.3	404	47	0.1	7,554	21.9
368	30	0.1	5,978	17.4	405	52	0.2	7,606	22.1
369	46	0.1	6,024	17.5	406	45	0.1	7,651	22.2
370	34	0.1	6,058	17.6	407	41	0.1	7,692	22.3
371	71	0.2	6,129	17.8	408	38	0.1	7,730	22.5
372	47	0.1	6,176	17.9	409	36	0.1	7,766	22.6
373	34	0.1	6,210	18.0	410	67	0.2	7,833	22.8
374	38	0.1	6,248	18.2	411	47	0.1	7,880	22.9
375	60	0.2	6,308	18.3	412	36	0.1	7,916	23.0
376	33	0.1	6,341	18.4	413	53	0.2	7,969	23.2
377	36	0.1	6,377	18.5	414	30	0.1	7,999	23.2
378	50	0.2	6,427	18.7	415	45	0.1	8,044	23.4
379	21	0.1	6,448	18.7	416	52	0.2	8,096	23.5
380	41	0.1	6,489	18.9	417	38	0.1	8,134	23.6
381	51	0.2	6,540	19.0	418	36	0.1	8,170	23.7
382	52	0.2	6,592	19.2	419	46	0.1	8,216	23.9
383	23	0.1	6,615	19.2	420	53	0.2	8,269	24.0
384	47	0.1	6,662	19.4	421	42	0.1	8,311	24.1
385	64	0.2	6,726	19.5	422	21	0.1	8,332	24.2
386	37	0.1	6,763	19.6	423	52	0.2	8,384	24.4
387	63	0.2	6,826	19.8	424	39	0.1	8,423	24.5
388	34	0.1	6,860	19.9	425	37	0.1	8,460	24.6
389	26	0.1	6,886	20.0	426	50	0.2	8,510	24.7
390	58	0.2	6,944	20.2	427	30	0.1	8,540	24.8
391	39	0.1	6,983	20.3	428	45	0.1	8,585	24.9

continues . . .

Overall, Grade Span 9–12 (continued)					Overall, Grade Span 9–12 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
429	56	0.2	8,641	25.1	466	37	0.1	10,314	30.0
430	46	0.1	8,687	25.2	467	55	0.2	10,369	30.1
431	45	0.1	8,732	25.4	468	46	0.1	10,415	30.3
432	45	0.1	8,777	25.5	469	57	0.2	10,472	30.4
433	51	0.2	8,828	25.6	470	48	0.1	10,520	30.6
434	52	0.2	8,880	25.8	471	40	0.1	10,560	30.7
435	35	0.1	8,915	25.9	472	57	0.2	10,617	30.8
436	48	0.1	8,963	26.0	473	52	0.2	10,669	31.0
437	48	0.1	9,011	26.2	474	39	0.1	10,708	31.1
438	34	0.1	9,045	26.3	475	72	0.2	10,780	31.3
439	39	0.1	9,084	26.4	476	47	0.1	10,827	31.5
440	43	0.1	9,127	26.5	477	72	0.2	10,899	31.7
441	33	0.1	9,160	26.6	478	51	0.2	10,950	31.8
442	40	0.1	9,200	26.7	479	46	0.1	10,996	31.9
443	42	0.1	9,242	26.8	480	56	0.2	11,052	32.1
444	53	0.2	9,295	27.0	481	63	0.2	11,115	32.3
445	53	0.2	9,348	27.2	482	55	0.2	11,170	32.4
446	41	0.1	9,389	27.3	483	60	0.2	11,230	32.6
447	40	0.1	9,429	27.4	484	59	0.2	11,289	32.8
448	36	0.1	9,465	27.5	485	58	0.2	11,347	33.0
449	54	0.2	9,519	27.7	486	51	0.2	11,398	33.1
450	37	0.1	9,556	27.8	487	53	0.2	11,451	33.3
451	40	0.1	9,596	27.9	488	74	0.2	11,525	33.5
452	54	0.2	9,650	28.0	489	67	0.2	11,592	33.7
453	49	0.1	9,699	28.2	490	56	0.2	11,648	33.8
454	52	0.2	9,751	28.3	491	61	0.2	11,709	34.0
455	41	0.1	9,792	28.4	492	47	0.1	11,756	34.2
456	44	0.1	9,836	28.6	493	68	0.2	11,824	34.3
457	40	0.1	9,876	28.7	494	49	0.1	11,873	34.5
458	46	0.1	9,922	28.8	495	66	0.2	11,939	34.7
459	63	0.2	9,985	29.0	496	68	0.2	12,007	34.9
460	43	0.1	10,028	29.1	497	53	0.2	12,060	35.0
461	49	0.1	10,077	29.3	498	65	0.2	12,125	35.2
462	52	0.2	10,129	29.4	499	54	0.2	12,179	35.4
463	44	0.1	10,173	29.6	500	54	0.2	12,233	35.5
464	52	0.2	10,225	29.7	501	72	0.2	12,305	35.7
465	52	0.2	10,277	29.9	502	59	0.2	12,364	35.9

continues . . .

Appendix I: Scale Score Frequency Distributions

Overall, Grade Span 9–12 (continued)					Overall, Grade Span 9–12 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
503	72	0.2	12,436	36.1	540	109	0.3	15,365	44.6
504	67	0.2	12,503	36.3	541	99	0.3	15,464	44.9
505	60	0.2	12,563	36.5	542	98	0.3	15,562	45.2
506	80	0.2	12,643	36.7	543	106	0.3	15,668	45.5
507	61	0.2	12,704	36.9	544	102	0.3	15,770	45.8
508	75	0.2	12,779	37.1	545	80	0.2	15,850	46.0
509	67	0.2	12,846	37.3	546	99	0.3	15,949	46.3
510	79	0.2	12,925	37.5	547	82	0.2	16,031	46.6
511	69	0.2	12,994	37.7	548	109	0.3	16,140	46.9
512	67	0.2	13,061	37.9	549	89	0.3	16,229	47.1
513	57	0.2	13,118	38.1	550	110	0.3	16,339	47.5
514	76	0.2	13,194	38.3	551	98	0.3	16,437	47.7
515	70	0.2	13,264	38.5	552	117	0.3	16,554	48.1
516	78	0.2	13,342	38.8	553	102	0.3	16,656	48.4
517	71	0.2	13,413	39.0	554	93	0.3	16,749	48.7
518	76	0.2	13,489	39.2	555	106	0.3	16,855	49.0
519	82	0.2	13,571	39.4	556	94	0.3	16,949	49.2
520	82	0.2	13,653	39.7	557	116	0.3	17,065	49.6
521	79	0.2	13,732	39.9	558	98	0.3	17,163	49.9
522	79	0.2	13,811	40.1	559	110	0.3	17,273	50.2
523	70	0.2	13,881	40.3	560	114	0.3	17,387	50.5
524	74	0.2	13,955	40.5	561	124	0.4	17,511	50.9
525	85	0.3	14,040	40.8	562	120	0.4	17,631	51.2
526	87	0.3	14,127	41.0	563	144	0.4	17,775	51.6
527	89	0.3	14,216	41.3	564	110	0.3	17,885	52.0
528	95	0.3	14,311	41.6	565	98	0.3	17,983	52.2
529	64	0.2	14,375	41.8	566	100	0.3	18,083	52.5
530	93	0.3	14,468	42.0	567	92	0.3	18,175	52.8
531	79	0.2	14,547	42.3	568	138	0.4	18,313	53.2
532	87	0.3	14,634	42.5	569	111	0.3	18,424	53.5
533	92	0.3	14,726	42.8	570	123	0.4	18,547	53.9
534	84	0.2	14,810	43.0	571	118	0.3	18,665	54.2
535	96	0.3	14,906	43.3	572	120	0.4	18,785	54.6
536	85	0.3	14,991	43.5	573	118	0.3	18,903	54.9
537	86	0.3	15,077	43.8	574	136	0.4	19,039	55.3
538	97	0.3	15,174	44.1	575	122	0.4	19,161	55.7
539	82	0.2	15,256	44.3	576	130	0.4	19,291	56.0

continues . . .

Overall, Grade Span 9–12 (continued)					Overall, Grade Span 9–12 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
577	124	0.4	19,415	56.4	614	130	0.4	24,240	70.4
578	134	0.4	19,549	56.8	615	153	0.4	24,393	70.9
579	93	0.3	19,642	57.1	616	114	0.3	24,507	71.2
580	109	0.3	19,751	57.4	617	144	0.4	24,651	71.6
581	145	0.4	19,896	57.8	618	117	0.3	24,768	71.9
582	105	0.3	20,001	58.1	619	133	0.4	24,901	72.3
583	125	0.4	20,126	58.5	620	148	0.4	25,049	72.8
584	129	0.4	20,255	58.8	621	135	0.4	25,184	73.2
585	152	0.4	20,407	59.3	622	149	0.4	25,333	73.6
586	132	0.4	20,539	59.7	623	147	0.4	25,480	74.0
587	148	0.4	20,687	60.1	624	160	0.5	25,640	74.5
588	120	0.4	20,807	60.4	625	121	0.4	25,761	74.8
589	148	0.4	20,955	60.9	626	130	0.4	25,891	75.2
590	122	0.4	21,077	61.2	627	109	0.3	26,000	75.5
591	150	0.4	21,227	61.7	628	146	0.4	26,146	75.9
592	110	0.3	21,337	62.0	629	123	0.4	26,269	76.3
593	138	0.4	21,475	62.4	630	136	0.4	26,405	76.7
594	123	0.4	21,598	62.7	631	153	0.4	26,558	77.1
595	112	0.3	21,710	63.1	632	130	0.4	26,688	77.5
596	142	0.4	21,852	63.5	633	142	0.4	26,830	77.9
597	130	0.4	21,982	63.9	634	116	0.3	26,946	78.3
598	149	0.4	22,131	64.3	635	124	0.4	27,070	78.6
599	109	0.3	22,240	64.6	636	146	0.4	27,216	79.1
600	137	0.4	22,377	65.0	637	137	0.4	27,353	79.5
601	138	0.4	22,515	65.4	638	106	0.3	27,459	79.8
602	156	0.5	22,671	65.9	639	111	0.3	27,570	80.1
603	132	0.4	22,803	66.2	640	165	0.5	27,735	80.6
604	118	0.3	22,921	66.6	641	116	0.3	27,851	80.9
605	127	0.4	23,048	67.0	642	115	0.3	27,966	81.2
606	131	0.4	23,179	67.3	643	128	0.4	28,094	81.6
607	141	0.4	23,320	67.7	644	154	0.5	28,248	82.1
608	138	0.4	23,458	68.1	645	77	0.2	28,325	82.3
609	125	0.4	23,583	68.5	646	149	0.4	28,474	82.7
610	122	0.4	23,705	68.9	647	138	0.4	28,612	83.1
611	140	0.4	23,845	69.3	648	116	0.3	28,728	83.4
612	134	0.4	23,979	69.7	649	121	0.4	28,849	83.8
613	131	0.4	24,110	70.0	650	110	0.3	28,959	84.1

continues . . .

Overall, Grade Span 9–12 (continued)					Overall, Grade Span 9–12 (continued)				
Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
651	112	0.3	29,071	84.4	688	64	0.2	32,402	94.1
652	141	0.4	29,212	84.9	689	63	0.2	32,465	94.3
653	89	0.3	29,301	85.1	690	59	0.2	32,524	94.5
654	141	0.4	29,442	85.5	691	64	0.2	32,588	94.7
655	128	0.4	29,570	85.9	692	62	0.2	32,650	94.8
656	111	0.3	29,681	86.2	693	64	0.2	32,714	95.0
657	87	0.3	29,768	86.5	694	55	0.2	32,769	95.2
658	128	0.4	29,896	86.8	695	58	0.2	32,827	95.4
659	103	0.3	29,999	87.1	696	48	0.1	32,875	95.5
660	69	0.2	30,068	87.3	697	53	0.2	32,928	95.6
661	92	0.3	30,160	87.6	698	80	0.2	33,008	95.9
662	118	0.3	30,278	88.0	699	52	0.2	33,060	96.0
663	110	0.3	30,388	88.3	700	66	0.2	33,126	96.2
664	75	0.2	30,463	88.5	701	48	0.1	33,174	96.4
665	101	0.3	30,564	88.8	702	37	0.1	33,211	96.5
666	59	0.2	30,623	89.0	703	45	0.1	33,256	96.6
667	111	0.3	30,734	89.3	704	53	0.2	33,309	96.8
668	107	0.3	30,841	89.6	705	43	0.1	33,352	96.9
669	76	0.2	30,917	89.8	706	63	0.2	33,415	97.1
670	91	0.3	31,008	90.1	707	31	0.1	33,446	97.2
671	54	0.2	31,062	90.2	708	34	0.1	33,480	97.3
672	109	0.3	31,171	90.5	709	59	0.2	33,539	97.4
673	106	0.3	31,277	90.9	710	46	0.1	33,585	97.6
674	100	0.3	31,377	91.1	711	16	0.1	33,601	97.6
675	82	0.2	31,459	91.4	712	37	0.1	33,638	97.7
676	60	0.2	31,519	91.6	713	49	0.1	33,687	97.9
677	78	0.2	31,597	91.8	714	29	0.1	33,716	97.9
678	97	0.3	31,694	92.1	715	40	0.1	33,756	98.1
679	78	0.2	31,772	92.3	716	33	0.1	33,789	98.1
680	60	0.2	31,832	92.5	717	33	0.1	33,822	98.2
681	74	0.2	31,906	92.7	718	35	0.1	33,857	98.3
682	98	0.3	32,004	93.0	719	64	0.2	33,921	98.5
683	66	0.2	32,070	93.2	720	30	0.1	33,951	98.6
684	70	0.2	32,140	93.4	721	39	0.1	33,990	98.7
685	68	0.2	32,208	93.6	722	45	0.1	34,035	98.9
686	57	0.2	32,265	93.7	723	22	0.1	34,057	98.9
687	73	0.2	32,338	93.9	725	1	0.0	34,058	98.9

continues . . .

Overall, Grade Span 9–12
(continued)

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
726	2	0.0	34,060	98.9
727	42	0.1	34,102	99.1
728	39	0.1	34,141	99.2
729	12	0.0	34,153	99.2
730	24	0.1	34,177	99.3
731	39	0.1	34,216	99.4
732	8	0.0	34,224	99.4
733	11	0.0	34,235	99.4
734	4	0.0	34,239	99.5
735	2	0.0	34,241	99.5
736	8	0.0	34,249	99.5
737	4	0.0	34,253	99.5
738	3	0.0	34,256	99.5
739	4	0.0	34,260	99.5
740	5	0.0	34,265	99.5
741	18	0.1	34,283	99.6
742	22	0.1	34,305	99.6
743	2	0.0	34,307	99.7
744	24	0.1	34,331	99.7
745	32	0.1	34,363	99.8
747	9	0.0	34,372	99.8
748	5	0.0	34,377	99.9
749	4	0.0	34,381	99.9
750	1	0.0	34,382	99.9
751	2	0.0	34,384	99.9
757	9	0.0	34,393	99.9
758	11	0.0	34,404	99.9
760	7	0.0	34,411	100.0
761	17	0.1	34,428	100.0

Appendix J: Demographic Frequency Distributions

Note:

The tables in this appendix provide frequency distributions of the number of students tested by home language, ethnicity, migrant education, gifted and talented, English learner program, and primary disability for annual assessment and initial assessment data.

Annual Assessment

Table J-1: Frequency Distribution, Home Language, Annual Assessment, Grade Span K–1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	151,818	83.3%	151,818	83.3%
Vietnamese	5,805	3.2%	157,623	86.5%
Cantonese	2,912	1.6%	160,535	88.1%
Filipino	2,558	1.4%	163,093	89.5%
All Other Non-English Language	2,310	1.3%	165,403	90.8%
Mandarin	1,896	1.0%	167,299	91.8%
Korean	1,863	1.0%	169,162	92.9%
Hmong	1,512	.8%	170,674	93.7%
Punjabi	1,261	.7%	171,935	94.4%
Arabic	1,245	.7%	173,180	95.1%
Armenian	928	.5%	174,108	95.6%
Russian	892	.5%	175,000	96.1%
Japanese	834	.5%	175,834	96.5%
Farsi	780	.4%	176,614	97.0%
Khmer	653	.4%	177,267	97.3%
Hindi	633	.3%	177,900	97.7%
Urdu	423	.2%	178,323	97.9%
Lao	313	.2%	178,636	98.1%
Portuguese	243	.1%	178,879	98.2%
Gujarati	190	.1%	179,069	98.3%
Ukrainian	185	.1%	179,254	98.4%
Mixteco	177	.1%	179,431	98.5%
Thai	174	.1%	179,605	98.6%
French	171	.1%	179,776	98.7%
Somali	163	.1%	179,939	98.8%
Indonesian	155	.1%	180,094	98.9%
Bengali	152	.1%	180,246	98.9%
Hebrew	149	.1%	180,395	99.0%
German	146	.1%	180,541	99.1%
Pashto	140	.1%	180,681	99.2%
Tongan	131	.1%	180,812	99.3%
Chaldean	126	.1%	180,938	99.3%
Mien (Yao)	120	.1%	181,058	99.4%
Ilocano	103	.1%	181,161	99.4%

Home Language	Number of Students		Cumulative Frequency	Cumulative Percent
	Frequency	Percent		
Rumanian	102	.1%	181,263	99.5%
Samoan	101	.1%	181,364	99.6%
Burmese	85	.0%	181,449	99.6%
Assyrian	73	.0%	181,522	99.6%
Italian	64	.0%	181,586	99.7%
Chaozhou	57	.0%	181,643	99.7%
Turkish	56	.0%	181,699	99.7%
Polish	51	.0%	181,750	99.8%
Serbo-Croatian	51	.0%	181,801	99.8%
Cebuano	48	.0%	181,849	99.8%
Lahu	43	.0%	181,892	99.9%
Tigrinya	41	.0%	181,933	99.9%
Marshallese	35	.0%	181,968	99.9%
Dutch	34	.0%	182,002	99.9%
Toishanese	31	.0%	182,033	99.9%
Kurdish	29	.0%	182,062	99.9%
Greek	26	.0%	182,088	100.0%
Hungarian	23	.0%	182,111	100.0%
Taiwanese	21	.0%	182,132	100.0%
Albanian	16	.0%	182,148	100.0%
Khmu	12	.0%	182,160	100.0%
Chamorro	3	.0%	182,163	100.0%

Table J-2: Frequency Distribution, Home Language, Annual Assessment, Grade 2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	143,772	83.4%	143,772	83.4%
Vietnamese	5,369	3.1%	149,141	86.5%
Cantonese	2,886	1.7%	152,027	88.2%
Filipino	2,426	1.4%	154,453	89.6%
All Other Non-English Language	1,960	1.1%	156,413	90.7%
Korean	1,933	1.1%	158,346	91.9%
Mandarin	1,773	1.0%	160,119	92.9%
Hmong	1,478	.9%	161,597	93.7%
Arabic	1,201	.7%	162,798	94.4%
Punjabi	1,095	.6%	163,893	95.1%
Armenian	902	.5%	164,795	95.6%
Russian	887	.5%	165,682	96.1%
Japanese	748	.4%	166,430	96.6%
Farsi	698	.4%	167,128	97.0%
Khmer	697	.4%	167,825	97.4%
Hindi	542	.3%	168,367	97.7%
Urdu	419	.2%	168,786	97.9%
Lao	346	.2%	169,132	98.1%
Ukrainian	200	.1%	169,332	98.2%
Gujarati	192	.1%	169,524	98.3%
Portuguese	187	.1%	169,711	98.5%
Somali	170	.1%	169,881	98.6%
Mixteco	155	.1%	170,036	98.6%
Indonesian	154	.1%	170,190	98.7%
French	153	.1%	170,343	98.8%
Thai	153	.1%	170,496	98.9%
Mien (Yao)	139	.1%	170,635	99.0%
Tongan	125	.1%	170,760	99.1%
Hebrew	122	.1%	170,882	99.1%
Pashto	117	.1%	170,999	99.2%
Bengali	114	.1%	171,113	99.3%
Ilocano	111	.1%	171,224	99.3%
German	108	.1%	171,332	99.4%
Chaldean	106	.1%	171,438	99.5%
Samoan	103	.1%	171,541	99.5%
Rumanian	93	.1%	171,634	99.6%
Assyrian	86	.0%	171,720	99.6%
Chaozhou	71	.0%	171,791	99.7%
Burmese	65	.0%	171,856	99.7%
Serbo-Croatian	64	.0%	171,920	99.7%
Italian	55	.0%	171,975	99.8%
Cebuano	53	.0%	172,028	99.8%
Turkish	38	.0%	172,066	99.8%
Tigrinya	38	.0%	172,104	99.8%
Dutch	36	.0%	172,140	99.9%

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Marshallese	34	.0%	172,174	99.9%
Hungarian	31	.0%	172,205	99.9%
Polish	30	.0%	172,235	99.9%
Kurdish	30	.0%	172,265	99.9%
Lahu	26	.0%	172,291	100.0%
Taiwanese	22	.0%	172,313	100.0%
Toishanese	20	.0%	172,333	100.0%
Greek	15	.0%	172,348	100.0%
Khmu	11	.0%	172,359	100.0%
Albanian	7	.0%	172,366	100.0%
Chamorro	6	.0%	172,372	100.0%
--	2	.0%	172,375	100.0%

Table J-3: Frequency Distribution, Home Language, Annual Assessment, Grade Span 3–5

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	352,451	85.7%	352,451	85.7%
Vietnamese	10,274	2.5%	362,725	88.2%
Filipino	6,001	1.5%	368,726	89.7%
Cantonese	5,391	1.3%	374,117	91.0%
Hmong	4,011	1.0%	378,128	92.0%
Korean	3,719	.9%	381,847	92.9%
All Other Non-English Language	3,471	.8%	385,318	93.7%
Arabic	2,634	.6%	387,952	94.4%
Mandarin	2,474	.6%	390,426	95.0%
Punjabi	2,396	.6%	392,822	95.6%
Armenian	2,006	.5%	394,828	96.0%
Russian	1,888	.5%	396,716	96.5%
Khmer	1,678	.4%	398,394	96.9%
Farsi	1,473	.4%	399,867	97.3%
Japanese	1,384	.3%	401,251	97.6%
Hindi	1,001	.2%	402,252	97.9%
Lao	755	.2%	403,007	98.0%
Urdu	723	.2%	403,730	98.2%
Ukrainian	628	.2%	404,358	98.4%
Portuguese	477	.1%	404,835	98.5%
Somali	397	.1%	405,232	98.6%
Tongan	386	.1%	405,618	98.7%
Mixteco	353	.1%	405,971	98.8%
Mien (Yao)	349	.1%	406,320	98.8%
Gujarati	305	.1%	406,625	98.9%
French	296	.1%	406,921	99.0%
Samoan	295	.1%	407,216	99.1%
Chaldean	285	.1%	407,501	99.1%
Indonesian	279	.1%	407,780	99.2%
Thai	278	.1%	408,058	99.3%
Ilocano	266	.1%	408,324	99.3%
Hebrew	253	.1%	408,577	99.4%
Pashto	244	.1%	408,821	99.5%
Rumanian	220	.1%	409,041	99.5%
Assyrian	212	.1%	409,253	99.6%
German	198	.0%	409,451	99.6%
Chaozhou	193	.0%	409,644	99.7%
Bengali	167	.0%	409,811	99.7%
Burmese	142	.0%	409,953	99.7%
Serbo-Croatian	131	.0%	410,084	99.8%
Cebuano	125	.0%	410,209	99.8%
Italian	103	.0%	410,312	99.8%
Turkish	96	.0%	410,408	99.8%
Tigrinya	92	.0%	410,500	99.9%

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Lahu	86	.0%	410,586	99.9%
Kurdish	78	.0%	410,664	99.9%
Marshallese	73	.0%	410,737	99.9%
Polish	59	.0%	410,796	99.9%
Toishanese	49	.0%	410,845	99.9%
Dutch	46	.0%	410,891	100.0%
Taiwanese	43	.0%	410,934	100.0%
Greek	35	.0%	410,969	100.0%
Hungarian	35	.0%	411,004	100.0%
Albanian	33	.0%	411,037	100.0%
Khmu	22	.0%	411,059	100.0%
Chamorro	10	.0%	411,069	100.0%

**Table J-4: Frequency Distribution, Home Language, Annual Assessment,
Grade Span 6–8**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	225,616	87.5%	225,616	87.5%
Vietnamese	4,402	1.7%	230,018	89.2%
Filipino	3,606	1.4%	233,624	90.6%
Hmong	3,204	1.2%	236,828	91.8%
Cantonese	2,771	1.1%	239,599	92.9%
Korean	1,964	0.8%	241,563	93.6%
All Other Non-English Language	1,742	0.7%	243,305	94.3%
Arabic	1,508	0.6%	244,813	94.9%
Punjabi	1,330	0.5%	246,143	95.4%
Armenian	1,290	0.5%	247,433	95.9%
Mandarin	1,259	0.5%	248,692	96.4%
Khmer	1,152	0.4%	249,844	96.9%
Russian	957	0.4%	250,801	97.2%
Farsi	743	0.3%	251,544	97.5%
Japanese	624	0.2%	252,168	97.8%
Hindi	510	0.2%	252,678	98.0%
Lao	455	0.2%	253,133	98.1%
Urdu	359	0.1%	253,492	98.3%
Ukrainian	320	0.1%	253,812	98.4%
Tongan	298	0.1%	254,110	98.5%
Portuguese	295	0.1%	254,405	98.6%
Mixteco	293	0.1%	254,698	98.7%
Somali	288	0.1%	254,986	98.9%
Thai	269	0.1%	255,255	99.0%
Samoan	248	0.1%	255,503	99.1%
Chaldean	218	0.1%	255,721	99.1%
Ilocano	197	0.1%	255,918	99.2%
Mien (Yao)	190	0.1%	256,108	99.3%
French	142	0.1%	256,250	99.3%
Rumanian	139	0.1%	256,389	99.4%
Assyrian	137	0.1%	256,526	99.5%
Gujarati	129	0.1%	256,655	99.5%
Indonesian	123	0.0%	256,778	99.5%
Pashto	123	0.0%	256,901	99.6%
Hebrew	109	0.0%	257,010	99.6%
Burmese	103	0.0%	257,113	99.7%
Chaozhou	82	0.0%	257,195	99.7%
Cebuano	74	0.0%	257,269	99.7%
German	71	0.0%	257,340	99.8%
Tigrinya	71	0.0%	257,411	99.8%
Marshallese	70	0.0%	257,481	99.8%
Serbo-Croatian	68	0.0%	257,549	99.8%
Turkish	52	0.0%	257,601	99.9%
Kurdish	48	0.0%	257,649	99.9%

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bengali	48	0.0%	257,697	99.9%
Lahu	41	0.0%	257,738	99.9%
Italian	37	0.0%	257,775	99.9%
Taiwanese	34	0.0%	257,809	99.9%
Polish	28	0.0%	257,837	100.0%
Greek	24	0.0%	257,861	100.0%
Toishanese	22	0.0%	257,883	100.0%
Dutch	18	0.0%	257,901	100.0%
Hungarian	16	0.0%	257,917	100.0%
Chamorro	10	0.0%	257,927	100.0%
Khmu	8	0.0%	257,935	100.0%
Albanian	8	0.0%	257,943	100.0%
--	1	0.0%	257,944	100.0%

**Table J-5: Frequency Distribution, Home Language, Annual Assessment,
Grade Span 9–12**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	230,215	85.8%	230,215	85.8%
Vietnamese	4,655	1.7%	234,870	87.5%
Hmong	4,225	1.6%	239,095	89.1%
Filipino	3,641	1.4%	242,736	90.5%
Cantonese	3,438	1.3%	246,174	91.8%
Korean	2,661	1.0%	248,835	92.7%
All Other Non-English Language	2,244	0.8%	251,079	93.6%
Mandarin	2,232	0.8%	253,311	94.4%
Punjabi	1,605	0.6%	254,916	95.0%
Armenian	1,556	0.6%	256,472	95.6%
Arabic	1,555	0.6%	258,027	96.2%
Khmer	1,442	0.5%	259,469	96.7%
Russian	1,006	0.4%	260,475	97.1%
Farsi	889	0.3%	261,364	97.4%
Lao	573	0.2%	261,937	97.6%
Hindi	550	0.2%	262,487	97.8%
Japanese	502	0.2%	262,989	98.0%
Urdu	421	0.2%	263,410	98.2%
Thai	382	0.1%	263,792	98.3%
Tongan	318	0.1%	264,110	98.4%
Ukrainian	316	0.1%	264,426	98.6%
Portuguese	292	0.1%	264,718	98.7%
Samoan	291	0.1%	265,009	98.8%
Mien (Yao)	289	0.1%	265,298	98.9%
Somali	273	0.1%	265,571	99.0%
Ilocano	253	0.1%	265,824	99.1%
Chaldean	239	0.1%	266,063	99.2%
Mixteco	185	0.1%	266,248	99.2%
Assyrian	183	0.1%	266,431	99.3%
Indonesian	162	0.1%	266,593	99.4%
Burmese	161	0.1%	266,754	99.4%
Gujarati	160	0.1%	266,914	99.5%
French	152	0.1%	267,066	99.5%
Rumanian	148	0.1%	267,214	99.6%
Pashto	145	0.1%	267,359	99.7%
Hebrew	93	0.0%	267,452	99.7%
Cebuano	93	0.0%	267,545	99.7%
Tigrinya	75	0.0%	267,620	99.7%
German	66	0.0%	267,686	99.8%
Turkish	66	0.0%	267,752	99.8%
Serbo-Croatian	62	0.0%	267,814	99.8%
Marshallese	57	0.0%	267,871	99.8%
Taiwanese	55	0.0%	267,926	99.9%
Chaozhou	54	0.0%	267,980	99.9%

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bengali	47	0.0%	268,027	99.9%
Lahu	40	0.0%	268,067	99.9%
Kurdish	39	0.0%	268,106	99.9%
Toishanese	37	0.0%	268,143	99.9%
Polish	32	0.0%	268,175	100.0%
Italian	29	0.0%	268,204	100.0%
Khmu	20	0.0%	268,224	100.0%
Greek	17	0.0%	268,241	100.0%
Dutch	16	0.0%	268,257	100.0%
Hungarian	14	0.0%	268,271	100.0%
Albanian	13	0.0%	268,284	100.0%
Chamorro	6	0.0%	268,290	100.0%
--	2	0.0%	268,292	100.0%

Initial Assessment

Table J-6: Frequency Distribution, Home Language, Initial Assessment, Grade Span K–1

Home Language	Number of Students		Cumulative Frequency	Cumulative Percent
	Frequency	Percent		
Spanish	178,229	79.0%	178,229	79.0%
Vietnamese	6,837	3.0%	185,066	82.0%
All Other Non-English Language	5,361	2.4%	190,427	84.4%
Cantonese	4,054	1.8%	194,481	86.2%
Mandarin	3,839	1.7%	198,320	87.9%
Filipino	3,799	1.7%	202,119	89.6%
Korean	3,426	1.5%	205,545	91.1%
Arabic	2,110	0.9%	207,655	92.0%
Hmong	1,772	0.8%	209,427	92.8%
Russian	1,593	0.7%	211,020	93.5%
Punjabi	1,559	0.7%	212,579	94.2%
Japanese	1,432	0.6%	214,011	94.9%
Armenian	1,346	0.6%	215,357	95.4%
Farsi	1,196	0.5%	216,553	96.0%
Hindi	1,178	0.5%	217,731	96.5%
Khmer	788	0.4%	218,519	96.9%
Urdu	646	0.3%	219,165	97.1%
Portuguese	441	0.2%	219,606	97.3%
Lao	439	0.2%	220,045	97.5%
French	401	0.2%	220,446	97.7%
Gujarati	393	0.2%	220,839	97.9%
German	391	0.2%	221,230	98.1%
Hebrew	390	0.2%	221,620	98.2%
Ukrainian	301	0.1%	221,921	98.4%
Somali	269	0.1%	222,190	98.5%
Thai	222	0.1%	222,412	98.6%
Bengali	217	0.1%	222,629	98.7%
Indonesian	214	0.1%	222,843	98.8%
Mixteco	210	0.1%	223,053	98.9%
Pashto	195	0.1%	223,248	98.9%
Tongan	184	0.1%	223,432	99.0%
Chaldean	181	0.1%	223,613	99.1%
Samoan	178	0.1%	223,791	99.2%
Rumanian	175	0.1%	223,966	99.3%
Mien (Yao)	160	0.1%	224,126	99.3%
Italian	142	0.1%	224,268	99.4%
Turkish	133	0.1%	224,401	99.5%
Assyrian	124	0.1%	224,525	99.5%
Ilocano	114	0.1%	224,639	99.6%
Serbo-Croatian	104	0.1%	224,743	99.6%
Burmese	103	0.1%	224,846	99.7%
Dutch	103	0.1%	224,949	99.7%
Cebuano	84	0.0%	225,033	99.7%

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Polish	81	0.0%	225,114	99.8%
Tigrinya	74	0.0%	225,188	99.8%
Chaozhou	73	0.0%	225,261	99.8%
Hungarian	60	0.0%	225,321	99.9%
Toishanese	49	0.0%	225,370	99.9%
Marshallese	45	0.0%	225,415	99.9%
Greek	44	0.0%	225,459	99.9%
Kurdish	43	0.0%	225,502	99.9%
Lahu	41	0.0%	225,543	100.0%
Taiwanese	39	0.0%	225,582	100.0%
Albanian	24	0.0%	225,606	100.0%
Khmu	17	0.0%	225,623	100.0%
Chamorro	13	0.0%	225,636	100.0%

Table J-7: Frequency Distribution, Home Language, Initial Assessment, Grade 2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	7,823	66.7%	7,823	66.7%
Filipino	491	4.2%	8,314	70.9%
All Other Non-English Language	423	3.6%	8,737	74.5%
Korean	369	3.2%	9,106	77.6%
Vietnamese	347	3.0%	9,453	80.6%
Mandarin	304	2.6%	9,757	83.2%
Arabic	266	2.3%	10,023	85.5%
Cantonese	236	2.0%	10,259	87.5%
Russian	138	1.2%	10,397	88.6%
Japanese	133	1.1%	10,530	89.8%
Hmong	106	0.9%	10,636	90.7%
Farsi	100	0.9%	10,736	91.5%
Punjabi	99	0.8%	10,835	92.4%
Armenian	82	0.7%	10,917	93.1%
Hindi	75	0.6%	10,992	93.7%
Urdu	72	0.6%	11,064	94.3%
French	55	0.5%	11,119	94.8%
Khmer	43	0.4%	11,162	95.2%
German	41	0.4%	11,203	95.5%
Hebrew	41	0.4%	11,244	95.9%
Portuguese	39	0.3%	11,283	96.2%
Lao	39	0.3%	11,322	96.5%
Chaldean	29	0.3%	11,351	96.8%
Samoan	28	0.2%	11,379	97.0%
Gujarati	26	0.2%	11,405	97.2%
Thai	25	0.2%	11,430	97.5%
Tongan	22	0.2%	11,452	97.6%
Mixteco	22	0.2%	11,474	97.8%
Indonesian	21	0.2%	11,495	98.0%
Burmese	19	0.2%	11,514	98.2%
Somali	19	0.2%	11,533	98.3%
Pashto	15	0.1%	11,548	98.5%
Mien (Yao)	15	0.1%	11,563	98.6%
Ukrainian	14	0.1%	11,577	98.7%
Bengali	14	0.1%	11,591	98.8%
Italian	13	0.1%	11,604	98.9%
Cebuano	13	0.1%	11,617	99.1%
Assyrian	13	0.1%	11,630	99.2%
Rumanian	13	0.1%	11,643	99.3%
Dutch	11	0.1%	11,654	99.4%
Greek	9	0.1%	11,663	99.4%
Tigrinya	9	0.1%	11,672	99.5%
Ilocano	8	0.1%	11,680	99.6%
Turkish	7	0.1%	11,687	99.6%
Marshallese	7	0.1%	11,694	99.7%

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Kurdish	7	0.1%	11,701	99.8%
Serbo-Croatian	7	0.1%	11,708	99.8%
Hungarian	6	0.1%	11,714	99.9%
Chaozhou	4	0.0%	11,718	99.9%
Toishanese	4	0.0%	11,722	99.9%
Polish	2	0.0%	11,724	100.0%
Albanian	2	0.0%	11,726	100.0%
Chamorro	1	0.0%	11,727	100.0%
Taiwanese	1	0.0%	11,728	100.0%
Lahu	1	0.0%	11,729	100.0%

**Table J-8: Frequency Distribution, Home Language, Initial Assessment,
Grade Span 3–5**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	18,497	64.5%	18,497	64.5%
Filipino	1,335	4.7%	19,832	69.2%
Korean	1,179	4.1%	21,011	73.3%
All Other Non-English Language	935	3.3%	21,946	76.6%
Vietnamese	904	3.2%	22,850	79.7%
Mandarin	808	2.8%	23,658	82.6%
Arabic	715	2.5%	24,373	85.0%
Cantonese	577	2.0%	24,950	87.1%
Hmong	318	1.1%	25,268	88.2%
Russian	317	1.1%	25,585	89.3%
Japanese	291	1.0%	25,876	90.3%
Armenian	266	0.9%	26,142	91.2%
Punjabi	265	0.9%	26,407	92.1%
Farsi	230	0.8%	26,637	92.9%
Hindi	194	0.7%	26,831	93.6%
Urdu	186	0.7%	27,017	94.3%
French	141	0.5%	27,158	94.8%
Portuguese	96	0.3%	27,254	95.1%
German	95	0.3%	27,349	95.4%
Hebrew	92	0.3%	27,441	95.8%
Chaldean	86	0.3%	27,527	96.1%
Khmer	85	0.3%	27,612	96.4%
Lao	70	0.2%	27,682	96.6%
Ukrainian	68	0.2%	27,750	96.8%
Tongan	65	0.2%	27,815	97.1%
Somali	64	0.2%	27,879	97.3%
Thai	58	0.2%	27,937	97.5%
Indonesian	56	0.2%	27,993	97.7%
Samoan	54	0.2%	28,047	97.9%
Gujarati	52	0.2%	28,099	98.1%
Mixteco	51	0.2%	28,150	98.2%
Rumanian	47	0.2%	28,197	98.4%
Burmese	40	0.1%	28,237	98.5%
Bengali	39	0.1%	28,276	98.7%
Assyrian	38	0.1%	28,314	98.8%
Pashto	37	0.1%	28,351	98.9%
Ilocano	32	0.1%	28,383	99.0%
Cebuano	32	0.1%	28,415	99.2%
Italian	27	0.1%	28,442	99.2%
Turkish	24	0.1%	28,466	99.3%
Mien (Yao)	23	0.1%	28,489	99.4%
Dutch	22	0.1%	28,511	99.5%
Polish	20	0.1%	28,531	99.6%
Kurdish	19	0.1%	28,550	99.6%

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Tigrinya	19	0.1%	28,569	99.7%
Marshallese	16	0.1%	28,585	99.7%
Hungarian	15	0.1%	28,600	99.8%
Taiwanese	14	0.1%	28,614	99.8%
Greek	9	0.0%	28,623	99.9%
Lahu	8	0.0%	28,631	99.9%
Serbo-Croatian	7	0.0%	28,638	99.9%
Toishanese	6	0.0%	28,644	100.0%
Chaozhou	5	0.0%	28,649	100.0%
Chamorro	4	0.0%	28,653	100.0%
Khmu	3	0.0%	28,656	100.0%
Albanian	3	0.0%	28,659	100.0%

Table J-9: Frequency Distribution, Home Language, Initial Assessment, Grade Span 6–8

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	15,519	64.5%	15,519	64.5%
Filipino	1,101	4.6%	16,620	69.1%
Korean	901	3.8%	17,521	72.9%
Mandarin	870	3.6%	18,391	76.5%
Vietnamese	794	3.3%	19,185	79.8%
All Other Non-English Language	693	2.9%	19,878	82.7%
Cantonese	670	2.8%	20,548	85.4%
Arabic	572	2.4%	21,120	87.8%
Armenian	277	1.2%	21,397	89.0%
Hmong	233	1.0%	21,630	89.9%
Russian	231	1.0%	21,861	90.9%
Punjabi	224	0.9%	22,085	91.8%
Farsi	213	0.9%	22,298	92.7%
Japanese	180	0.8%	22,478	93.5%
Hindi	135	0.6%	22,613	94.0%
Urdu	125	0.5%	22,738	94.6%
French	109	0.5%	22,847	95.0%
Portuguese	90	0.4%	22,937	95.4%
Chaldean	88	0.4%	23,025	95.7%
Khmer	73	0.3%	23,098	96.1%
Hebrew	68	0.3%	23,166	96.3%
Thai	68	0.3%	23,234	96.6%
German	66	0.3%	23,300	96.9%
Ukrainian	53	0.2%	23,353	97.1%
Lao	52	0.2%	23,405	97.3%
Samoan	48	0.2%	23,453	97.5%
Assyrian	48	0.2%	23,501	97.7%
Somali	45	0.2%	23,546	97.9%
Gujarati	44	0.2%	23,590	98.1%
Indonesian	42	0.2%	23,632	98.3%
Ilocano	40	0.2%	23,672	98.4%
Mixteco	39	0.2%	23,711	98.6%
Burmese	36	0.2%	23,747	98.7%
Tongan	36	0.2%	23,783	98.9%
Pashto	34	0.1%	23,817	99.0%
Rumanian	24	0.1%	23,841	99.1%
Bengali	24	0.1%	23,865	99.2%
Turkish	22	0.1%	23,887	99.3%
Mien (Yao)	15	0.1%	23,902	99.4%
Italian	14	0.1%	23,916	99.5%
Cebuano	14	0.1%	23,930	99.5%
Polish	14	0.1%	23,944	99.6%
Serbo-Croatian	14	0.1%	23,958	99.6%
Taiwanese	13	0.1%	23,971	99.7%
Tigrinya	13	0.1%	23,984	99.7%

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Dutch	12	0.1%	23,996	99.8%
Kurdish	12	0.1%	24,008	99.8%
Hungarian	10	0.0%	24,018	99.9%
Greek	8	0.0%	24,026	99.9%
Marshallese	8	0.0%	24,034	99.9%
Toishanese	7	0.0%	24,041	100.0%
Chaozhou	3	0.0%	24,044	100.0%
Lahu	2	0.0%	24,046	100.0%
Albanian	2	0.0%	24,048	100.0%
Khmu	1	0.0%	24,049	100.0%

**Table J-10: Frequency Distribution, Home Language, Initial Assessment,
Grade Span 9–12**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	22,280	65.3%	22,280	65.3%
Filipino	1,393	4.1%	23,673	69.4%
Vietnamese	1,186	3.5%	24,859	72.9%
Mandarin	1,163	3.4%	26,022	76.3%
All Other Non-English Language	1,132	3.3%	27,154	79.6%
Korean	919	2.7%	28,073	82.3%
Cantonese	893	2.6%	28,966	84.9%
Arabic	678	2.0%	29,644	86.9%
German	418	1.2%	30,062	88.1%
Punjabi	362	1.1%	30,424	89.2%
Armenian	346	1.0%	30,770	90.2%
Farsi	326	1.0%	31,096	91.2%
Chaldean	286	0.8%	31,382	92.0%
Hmong	247	0.7%	31,629	92.7%
Russian	217	0.6%	31,846	93.4%
Urdu	176	0.5%	32,022	93.9%
Portuguese	173	0.5%	32,195	94.4%
Japanese	170	0.5%	32,365	94.9%
French	166	0.5%	32,531	95.4%
Thai	160	0.5%	32,691	95.9%
Hindi	128	0.4%	32,819	96.2%
Khmer	116	0.3%	32,935	96.6%
Samoan	74	0.2%	33,009	96.8%
Assyrian	73	0.2%	33,082	97.0%
Italian	71	0.2%	33,153	97.2%
Burmese	69	0.2%	33,222	97.4%
Hebrew	69	0.2%	33,291	97.6%
Indonesian	69	0.2%	33,360	97.8%
Lao	66	0.2%	33,426	98.0%
Tongan	62	0.2%	33,488	98.2%
Gujarati	62	0.2%	33,550	98.4%
Somali	49	0.1%	33,599	98.5%
Ukrainian	46	0.1%	33,645	98.6%
Rumanian	44	0.1%	33,689	98.8%
Bengali	40	0.1%	33,729	98.9%
Ilocano	39	0.1%	33,768	99.0%
Pashto	34	0.1%	33,802	99.1%
Dutch	33	0.1%	33,835	99.2%
Toishanese	33	0.1%	33,868	99.3%
Turkish	28	0.1%	33,896	99.4%
Polish	26	0.1%	33,922	99.5%
Cebuano	23	0.1%	33,945	99.5%
Taiwanese	21	0.1%	33,966	99.6%
Marshallese	19	0.1%	33,985	99.6%

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Serbo-Croatian	19	0.1%	34,004	99.7%
Kurdish	17	0.1%	34,021	99.7%
Hungarian	16	0.1%	34,037	99.8%
Tigrinya	15	0.0%	34,052	99.8%
Mien (Yao)	14	0.0%	34,066	99.9%
Mixteco	9	0.0%	34,075	99.9%
Chamorro	8	0.0%	34,083	99.9%
Albanian	7	0.0%	34,090	100.0%
Lahu	6	0.0%	34,096	100.0%
Greek	5	0.0%	34,101	100.0%
Chaozhou	4	0.0%	34,105	100.0%
Khmu	3	0.0%	34,108	100.0%

Annual Assessment

Table J-11: Frequency Distribution, Ethnicity, Annual Assessment, Grade Span K–1

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	147,806	81.1%	147,806	81.1%
Two or More Races ¹	14,729	8.1%	162,535	89.2%
White	3,434	1.9%	165,969	91.1%
Vietnamese	3,313	1.8%	169,282	92.9%
Chinese	3,108	1.7%	172,390	94.6%
Asian Indian	1,780	1.0%	174,170	95.6%
Hmong	1,613	0.9%	175,783	96.5%
Other Asian	1,598	0.9%	177,381	97.3%
Korean	979	0.5%	178,360	97.9%
Asian	943	0.5%	179,303	98.4%
Filipino	690	0.4%	179,993	98.8%
African American or Black	518	0.3%	180,511	99.1%
Laotian	430	0.2%	180,941	99.3%
Cambodian	389	0.2%	181,330	99.5%
Japanese	388	0.2%	181,718	99.7%
Other Pacific Islander	264	0.1%	181,982	99.9%
American Indian or Alaska Native	118	0.1%	182,100	99.9%
Samoan	69	0.0%	182,169	100%
Native Hawaiian	30	0.0%	182,199	100%
Guamanian	8	0.0%	182,207	100%
Tahitian	6	0.0%	182,213	100%
Native Hawaiian or Pacific Islander	4	0.0%	182,217	100%

¹ This code is used if more than one race is selected across multiple major group codes or if no race is selected.

Table J-12: Frequency Distribution, Ethnicity, Annual Assessment, Grade 2

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	139,962	81.2%	139,962	81.2%
Two or More Races ¹	13,688	7.9%	153,650	89.1%
White	3,213	1.9%	156,863	91.0%
Vietnamese	3,054	1.8%	159,917	92.7%
Chinese	3,017	1.7%	162,934	94.5%
Hmong	1,629	0.9%	164,563	95.4%
Other Asian	1,581	0.9%	166,144	96.3%
Asian Indian	1,535	0.9%	167,679	97.2%
Korean	1,052	0.6%	168,731	97.8%
Asian	883	0.5%	169,614	98.4%
Filipino	661	0.4%	170,275	98.7%
African American or Black	533	0.3%	170,808	99.0%
Laotian	424	0.2%	171,232	99.3%
Cambodian	418	0.2%	171,650	99.5%
Japanese	370	0.2%	172,020	99.7%
Other Pacific Islander	244	0.1%	172,264	99.9%
American Indian or Alaska Native	108	0.1%	172,372	100.0%
Samoaan	56	0.0%	172,428	100.0%
Native Hawaiian	13	0.0%	172,441	100.0%
Guamanian	9	0.0%	172,450	100.0%
Tahitian	6	0.0%	172,456	100.0%
Native Hawaiian or Pacific Islander	2	0.0%	172,458	100.0%

¹ This code is used if more than one race is selected across multiple major group codes or if no race is selected.

**Table J-13: Frequency Distribution, Ethnicity, Annual Assessment,
Grade Span 3–5**

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	343,595	83.5%	343,595	83.5%
Two or More Races ¹	27,563	6.7%	371,158	90.2%
White	7,120	1.7%	378,278	92.0%
Vietnamese	5,934	1.4%	384,212	93.4%
Chinese	5,838	1.4%	390,050	94.8%
Hmong	4,036	1.0%	394,086	95.8%
Other Asian	3,342	0.8%	397,428	96.6%
Asian Indian	2,974	0.7%	400,402	97.4%
Korean	2,149	0.5%	402,551	97.9%
Asian	1,822	0.4%	404,373	98.3%
Filipino	1,731	0.4%	406,104	98.7%
African American or Black	1,198	0.3%	407,302	99.0%
Cambodian	1,086	0.3%	408,388	99.3%
Laotian	990	0.2%	409,378	99.5%
Japanese	692	0.2%	410,070	99.7%
Other Pacific Islander	657	0.2%	410,727	99.9%
American Indian or Alaska Native	310	0.1%	411,037	99.9%
Samoan	177	0.0%	411,214	100.0%
Native Hawaiian	43	0.0%	411,257	100.0%
Guamanian	12	0.0%	411,269	100.0%
Tahitian	9	0.0%	411,278	100.0%
Native Hawaiian or Pacific Islander	3	0.0%	411,281	100.0%

¹ This code is used if more than one race is selected across multiple major group codes or if no race is selected.

**Table J-14: Frequency Distribution, Ethnicity, Annual Assessment,
Grade Span 6–8**

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	221,371	85.8%	221,371	85.8%
Two or More Races ¹	14,608	5.7%	235,979	91.4%
White	3,945	1.5%	239,924	92.9%
Chinese	2,990	1.2%	242,914	94.1%
Vietnamese	2,400	0.9%	245,314	95.0%
Hmong	2,328	0.9%	247,642	95.9%
Other Asian	2,207	0.9%	249,849	96.8%
Filipino	1,440	0.6%	251,289	97.3%
Asian Indian	1,365	0.5%	252,654	97.9%
Korean	1,223	0.5%	253,877	98.3%
Asian	985	0.4%	254,862	98.7%
African American or Black	775	0.3%	255,637	99.0%
Laotian	706	0.3%	256,343	99.3%
Cambodian	673	0.3%	257,016	99.6%
Other Pacific Islander	452	0.2%	257,468	99.7%
Japanese	353	0.1%	257,821	99.9%
Samoan	159	0.1%	257,980	99.9%
American Indian or Alaska Native	133	0.1%	258,113	100.0%
Native Hawaiian	26	0.0%	258,139	100.0%
Tahitian	7	0.0%	258,146	100.0%
Guamanian	6	0.0%	258,152	100.0%
Native Hawaiian or Pacific Islander	3	0.0%	258,155	100.0%

¹ This code is used if more than one race is selected across multiple major group codes or if no race is selected.

**Table J-15: Frequency Distribution, Ethnicity, Annual Assessment,
Grade Span 9–12**

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	226,775	84.4%	226,775	84.4%
Two or More Races ¹	14,554	5.4%	241,329	89.8%
Chinese	4,686	1.7%	246,015	91.6%
White	4,406	1.6%	250,421	93.2%
Other Asian	2,856	1.1%	253,277	94.3%
Vietnamese	2,647	1.0%	255,924	95.3%
Hmong	2,448	0.9%	258,372	96.2%
Filipino	1,824	0.7%	260,196	96.9%
Korean	1,679	0.6%	261,875	97.5%
Asian Indian	1,629	0.6%	263,504	98.1%
Asian	1,083	0.4%	264,587	98.5%
Laotian	1,009	0.4%	265,596	98.9%
Cambodian	903	0.3%	266,499	99.2%
African American or Black	829	0.3%	267,328	99.5%
Other Pacific Islander	564	0.2%	267,892	99.7%
Japanese	286	0.1%	268,178	99.8%
Samoan	194	0.1%	268,372	99.9%
American Indian or Alaska Native	184	0.1%	268,556	100.0%
Native Hawaiian	23	0.0%	268,579	100.0%
Guamanian	16	0.0%	268,595	100.0%
Tahitian	15	0.0%	268,610	100.0%
Native Hawaiian or Pacific Islander	1	0.0%	268,611	100.0%

¹ This code is used if more than one race is selected across multiple major group codes or if no race is selected.

Initial Assessment

Table J-16: Frequency Distribution, Ethnicity, Initial Assessment, Grade Span K–1

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	174,840	77.3%	174,840	77.3%
Two or More Races ¹	17,984	8.0%	192,824	85.3%
White	7,101	3.1%	199,925	88.4%
Chinese	5,775	2.6%	205,700	91.0%
Vietnamese	4,948	2.2%	210,648	93.1%
Asian Indian	3,175	1.4%	213,823	94.5%
Hmong	2,127	0.9%	215,950	95.5%
Other Asian	2,125	0.9%	218,075	96.4%
Korean	2,053	0.9%	220,128	97.3%
Filipino	1,968	0.9%	222,096	98.2%
African American or Black	901	0.4%	222,997	98.6%
Japanese	852	0.4%	223,849	99.0%
Cambodian	552	0.2%	224,401	99.2%
Laotian	452	0.2%	224,853	99.4%
Other Pacific Islander	422	0.2%	225,275	99.6%
Asian	363	0.2%	225,638	99.8%
American Indian or Alaska Native	336	0.1%	225,974	99.9%
Samoan	122	0.1%	226,096	100.0%
Native Hawaiian	44	0.0%	226,140	100.0%
Guamanian	15	0.0%	226,155	100.0%
Tahitian	7	0.0%	226,162	100.0%
Native Hawaiian or Pacific Islander	5	0.0%	226,167	100.0%

¹ This code is used if more than one race is selected across multiple major group codes or if no race is selected.

Table J-17: Frequency Distribution, Ethnicity, Initial Assessment, Grade 2

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	7,575	64.2%	7,575	64.2%
Two or More Races ¹	1,115	9.4%	8,690	73.6%
White	715	6.1%	9,405	79.7%
Chinese	458	3.9%	9,863	83.5%
Filipino	314	2.7%	10,177	86.2%
Korean	295	2.5%	10,472	88.7%
Asian Indian	278	2.4%	10,750	91.0%
Vietnamese	258	2.2%	11,008	93.2%
Other Asian	258	2.2%	11,266	95.4%
Hmong	159	1.3%	11,425	96.8%
Japanese	95	0.8%	11,520	97.6%
African American or Black	91	0.8%	11,611	98.3%
Other Pacific Islander	43	0.4%	11,654	98.7%
American Indian or Alaska Native	35	0.3%	11,689	99.0%
Laotian	35	0.3%	11,724	99.3%
Cambodian	34	0.3%	11,758	99.6%
Samoan	29	0.2%	11,787	99.8%
Asian	18	0.2%	11,805	100.0%
Native Hawaiian or Pacific Islander	1	0.0%	11,806	100.0%
Guamanian	1	0.0%	11,807	100.0%

¹ This code is used if more than one race is selected across multiple major group codes or if no race is selected.

**Table J-18: Frequency Distribution, Ethnicity, Initial Assessment,
Grade Span 3–5**

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	8,000	62.3%	18,000	62.3%
Two or More Races ¹	2,734	9.5%	20,734	71.8%
White	1,819	6.3%	22,553	78.1%
Chinese	1,174	4.1%	23,727	82.2%
Korean	969	3.4%	24,696	85.5%
Filipino	884	3.1%	25,580	88.6%
Vietnamese	710	2.5%	26,290	91.1%
Other Asian	671	2.3%	26,961	93.4%
Asian Indian	588	2.0%	27,549	95.4%
Hmong	425	1.5%	27,974	96.9%
African American or Black	244	0.8%	28,218	97.7%
Japanese	196	0.7%	28,414	98.4%
Other Pacific Islander	133	0.5%	28,547	98.9%
Laotian	73	0.3%	28,620	99.1%
American Indian or Alaska Native	69	0.2%	28,689	99.4%
Cambodian	68	0.2%	28,757	99.6%
Asian	66	0.2%	28,823	99.8%
Samoan	39	0.1%	28,862	100.0%
Native Hawaiian	7	0.0%	28,869	100.0%
Tahitian	3	0.0%	28,872	100.0%
Guamanian	2	0.0%	28,874	100.0%

¹ This code is used if more than one race is selected across multiple major group codes or if no race is selected.

**Table J-19: Frequency Distribution, Ethnicity, Initial Assessment,
Grade Span 6–8**

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	15,263	62.9%	15,263	62.9%
Two or More Races ¹	1,899	7.8%	17,162	70.8%
White	1,536	6.3%	18,698	77.1%
Chinese	1,364	5.6%	20,062	82.7%
Filipino	781	3.2%	20,843	85.9%
Korean	773	3.2%	21,616	89.1%
Vietnamese	637	2.6%	22,253	91.7%
Other Asian	582	2.4%	22,835	94.1%
Asian Indian	412	1.7%	23,247	95.8%
Hmong	333	1.4%	23,580	97.2%
African American or Black	186	0.8%	23,766	98.0%
Japanese	138	0.6%	23,904	98.5%
Other Pacific Islander	93	0.4%	23,997	98.9%
Cambodian	60	0.2%	24,057	99.2%
Laotian	53	0.2%	24,110	99.4%
American Indian or Alaska Native	50	0.2%	24,160	99.6%
Asian	46	0.2%	24,206	99.8%
Samoan	45	0.2%	24,251	100.0%
Native Hawaiian	2	0.0%	24,253	100.0%
Guamanian	2	0.0%	24,255	100.0%
Tahitian	2	0.0%	24,257	100.0%

¹ This code is used if more than one race is selected across multiple major group codes or if no race is selected.

**Table J-20: Frequency Distribution, Ethnicity, Initial Assessment,
Grade Span 9–12**

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	21,802	63.3%	21,802	63.3%
White	2,594	7.5%	24,396	70.9%
Two or More Races ¹	2,539	7.4%	26,935	78.2%
Chinese	2,022	5.9%	28,957	84.1%
Filipino	1,012	2.9%	29,969	87.0%
Vietnamese	958	2.8%	30,927	89.8%
Korean	791	2.3%	31,718	92.1%
Other Asian	733	2.1%	32,451	94.3%
Asian Indian	550	1.6%	33,001	95.9%
Hmong	422	1.2%	33,423	97.1%
African American or Black	340	1.0%	33,763	98.1%
Other Pacific Islander	140	0.4%	33,903	98.5%
Japanese	133	0.4%	34,036	98.9%
Cambodian	108	0.3%	34,144	99.2%
Asian	89	0.3%	34,233	99.4%
Samoan	67	0.2%	34,300	99.6%
Laotian	62	0.2%	34,362	99.8%
American Indian or Alaska Native	41	0.1%	34,403	99.9%
Native Hawaiian	14	0.0%	34,417	100.0%
Tahitian	6	0.0%	34,423	100.0%
Guamanian	4	0.0%	34,427	100.0%
Native Hawaiian or Pacific Islander	1	0.0%	34,428	100.0%

¹ This code is used if more than one race is selected across multiple major group codes or if no race is selected.

Annual Assessment

Table J-21: Frequency Distribution, Migrant Education, Annual Assessment, All Grade Spans

Grade Span	Number of Students	
	Frequency	Percent
K–1	7,139	3.9%
2	7,196	4.2%
3–5	19,845	4.8%
6–8	13,984	5.4%
9–12	13,280	4.9%

Initial Assessment

Table J-22: Frequency Distribution, Migrant Education, Initial Assessment, All Grade Spans

Grade Span	Number of Students	
	Frequency	Percent
K–1	3,193	1.4%
2	194	1.6%
3–5	466	1.6%
6–8	469	1.9%
9–12	495	1.4%

Annual Assessment

Table J-23: Frequency Distribution, Gifted and Talented Program Participation, Annual Assessment, All Grade Spans

Grade Span	Number of Students	
	Frequency	Percent
K–1	97	.1%
2	248	.1%
3–5	13,483	3.3%
6–8	3,262	1.3%
9–12	5,170	1.9%

Initial Assessment

Table J-24: Frequency Distribution, Gifted and Talented Program Participation, Initial Assessment, All Grade Spans

Grade Span	Number of Students	
	Frequency	Percent
K–1	127	.1%
2	14	.1%
3–5	278	1.0%
6–8	150	.6%
9–12	518	1.5%

Annual Assessment

Table J-25: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade Span K–1

Program Type	Number of Students		Cumulative Frequency	Cumulative Percent
	Frequency	Percent		
EL in ELD and SDAIE	85,312	46.8%	85,312	46.8%
EL in ELD and SDAIE with Primary Language Support	56,526	31.0%	141,838	77.8%
EL in ELD	19,204	10.5%	161,042	88.4%
EL in ELD and Academic Subjects through Primary Language	13,451	7.4%	174,493	95.8%
Unknown	4,883	2.7%	179,376	98.4%
Other	2,292	1.3%	181,668	99.7%
None	374	0.2%	182,042	99.9%
Blank	175	0.1%	182,217	100.0%

Table J-26: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade 2

Program Type	Number of Students		Cumulative Frequency	Cumulative Percent
	Frequency	Percent		
EL in ELD and SDAIE	90,426	52.4%	90,426	52.4%
EL in ELD and SDAIE with Primary Language Support	45,765	26.5%	136,191	79.0%
EL in ELD	17,063	9.9%	153,254	88.9%
EL in ELD and Academic Subjects through Primary Language	12,238	7.1%	165,492	96.0%
Unknown	4,083	2.4%	169,575	98.3%
Other	2,310	1.3%	171,885	99.7%
None	392	0.2%	172,277	99.9%
Blank	181	0.1%	172,458	100.0%

Table J-27: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade Span 3–5

Program Type	Number of Students		Cumulative Frequency	Cumulative Percent
	Frequency	Percent		
EL in ELD and SDAIE	234,391	57.0%	234,391	57.0%
EL in ELD and SDAIE with Primary Language Support	98,653	24.0%	333,044	81.0%
EL in ELD	40,829	9.9%	373,873	90.9%
EL in ELD and Academic Subjects through Primary Language	19,853	4.8%	393,726	95.7%
Unknown	9,435	2.3%	403,161	98.0%
Other	6,428	1.6%	409,589	99.6%
None	1,228	0.3%	410,817	99.9%
Blank	464	0.1%	411,281	100.0%

Table J-28: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade Span 6–8

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EL in ELD and SDAIE	164,098	63.6%	164,098	63.6%
EL in ELD	32,959	12.8%	197,057	76.3%
EL in ELD and SDAIE with Primary Language Support	32,088	12.4%	229,145	88.8%
Other	12,421	4.8%	241,566	93.6%
Unknown	8,752	3.4%	250,318	97.0%
None	4,074	1.6%	254,392	98.5%
EL in ELD and Academic Subjects through Primary Language	3,283	1.3%	257,675	99.8%
Blank	480	0.2%	258,155	100.0%

Table J-29: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade Span 9–12

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EL in ELD and SDAIE	148,328	55.2%	148,328	55.2%
EL in ELD	36,821	13.7%	185,149	68.9%
Other	33,942	12.6%	219,091	81.6%
EL in ELD and SDAIE with Primary Language Support	24,163	9.0%	243,254	90.6%
None	9,662	3.6%	252,916	94.2%
Unknown	9,529	3.5%	262,445	97.7%
EL in ELD and Academic Subjects through Primary Language	4,739	1.8%	267,184	99.5%
Blank	1,427	0.5%	268,611	100.0%

Initial Assessment

Table J-30: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span K–1

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Blank	212,629	94.0%	212,629	94.0%
EL in ELD and SDAIE with Primary Language Support	4,738	2.1%	217,367	96.1%
EL in ELD and SDAIE	4,679	2.1%	222,046	98.2%
EL in ELD	1,929	0.9%	223,975	99.0%
EL in ELD and Academic Subjects through Primary Language	712	0.3%	224,687	99.3%
None	694	0.3%	225,381	99.7%
Other	406	0.2%	225,787	99.8%
Unknown	378	0.2%	226,165	100.0%

Table J-31: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade 2

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Blank	10,294	87.2%	10,294	87.2%
EL in ELD and SDAIE	639	5.4%	10,933	92.6%
EL in ELD and SDAIE with Primary Language Support	358	3.0%	11,291	95.6%
EL in ELD	257	2.2%	11,548	97.8%
None	121	1.0%	11,669	98.8%
EL in ELD and Academic Subjects through Primary Language	54	0.5%	11,723	99.3%
Unknown	50	0.4%	11,773	99.7%
Other	34	0.3%	11,807	100.0%

Table J-32: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span 3–5

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Blank	25,213	87.3%	25,213	87.3%
EL in ELD and SDAIE	1,689	5.8%	26,902	93.2%
EL in ELD and SDAIE with Primary Language Support	781	2.7%	27,683	95.9%
EL in ELD	530	1.8%	28,213	97.7%
None	316	1.1%	28,529	98.8%
Unknown	137	0.5%	28,666	99.3%
Other	124	0.4%	28,790	99.7%
EL in ELD and Academic Subjects through Primary Language	84	0.3%	28,874	100.0%

Table J-33: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span 6–8

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Blank	21,221	87.5%	21,221	87.5%
EL in ELD and SDAIE	1,427	5.9%	22,648	93.4%
EL in ELD	556	2.3%	23,204	95.7%
EL in ELD and SDAIE with Primary Language Support	457	1.9%	23,661	97.5%
None	343	1.4%	24,004	99.0%
Other	117	0.5%	24,121	99.4%
Unknown	86	0.4%	24,207	99.8%
EL in ELD and Academic Subjects through Primary Language	50	0.2%	24,257	100.0%

Table J-34: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span 9–12

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Blank	29,712	86.3%	29,712	86.3%
EL in ELD and SDAIE	1,862	5.4%	31,574	91.7%
EL in ELD and SDAIE with Primary Language Support	679	2.0%	32,253	93.7%
EL in ELD	614	1.8%	32,867	95.5%
Other	613	1.8%	33,480	97.2%
None	573	1.7%	34,053	98.9%
Unknown	259	0.8%	34,312	99.7%
EL in ELD and Academic Subjects through Primary Language	116	0.3%	34,428	100.0%

Annual Assessment

Table J-35: Frequency Distribution, Primary Disability, Annual Assessment, Grade Span K–1

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	171,137	93.9%	171,137	93.9%
Speech or Language Impairment (SLI)	7,233	4.0%	178,370	97.9%
Specific Learning Disability (SLD)	1,150	0.6%	179,520	98.5%
Autism (AUT)	1,071	0.6%	180,591	99.1%
Mental Retardation (MR)	533	0.3%	181,124	99.4%
Other Health Impairment (OHI)	340	0.2%	181,464	99.6%
Blank	314	0.2%	181,778	99.8%
Orthopedic Impairment (OI)	145	0.1%	181,923	99.8%
Hard of Hearing (HH)	123	0.1%	182,046	99.9%
Multiple Disabilities (MD)	54	0.0%	182,100	99.9%
Visual Impairment (VI)	49	0.0%	182,149	100.0%
Deaf (DEAF)	32	0.0%	182,181	100.0%
Emotional Disturbance (ED)	17	0.0%	182,198	100.0%
Traumatic Brain Injury (TBI)	14	0.0%	182,212	100.0%
Deaf-Blindness (DB)	2	0.0%	182,214	100.0%
Other Code	3	0.0%	182,217	100.0%

Table J-36: Frequency Distribution, Primary Disability, Annual Assessment, Grade 2

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	159,927	92.7%	159,927	92.7%
Speech or Language Impairment (SLI)	7,173	4.2%	167,100	96.9%
Specific Learning Disability (SLD)	2,433	1.4%	169,533	98.3%
Autism (AUT)	1,013	0.6%	170,546	98.9%
Mental Retardation (MR)	623	0.4%	171,169	99.3%
Other Health Impairment (OHI)	487	0.3%	171,656	99.5%
Blank	272	0.2%	171,928	99.7%
Orthopedic Impairment (OI)	192	0.1%	172,120	99.8%
Hard of Hearing (HH)	146	0.1%	172,266	99.9%
Multiple Disabilities (MD)	46	0.0%	172,312	99.9%
Deaf (DEAF)	41	0.0%	172,353	99.9%
Emotional Disturbance (ED)	38	0.0%	172,391	100.0%
Visual Impairment (VI)	36	0.0%	172,427	100.0%
Traumatic Brain Injury (TBI)	18	0.0%	172,445	100.0%
Other Code	8	0.0%	172,453	100.0%
Deaf-Blindness (DB)	5	0.0%	172,458	100.0%

**Table J-37: Frequency Distribution, Primary Disability,
Annual Assessment, Grade Span 3–5**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	159,927	92.7%	159,927	92.7%
Speech or Language Impairment (SLI)	7,173	4.2%	167,100	96.9%
Specific Learning Disability (SLD)	2,433	1.4%	169,533	98.3%
Autism (AUT)	1,013	0.6%	170,546	98.9%
Mental Retardation (MR)	623	0.4%	171,169	99.3%
Other Health Impairment (OHI)	487	0.3%	171,656	99.5%
Blank	272	0.2%	171,928	99.7%
Orthopedic Impairment (OI)	192	0.1%	172,120	99.8%
Hard of Hearing (HH)	146	0.1%	172,266	99.9%
Multiple Disabilities (MD)	46	0.0%	172,312	99.9%
Deaf (DEAF)	41	0.0%	172,353	99.9%
Emotional Disturbance (ED)	38	0.0%	172,391	100.0%
Visual Impairment (VI)	36	0.0%	172,427	100.0%
Traumatic Brain Injury (TBI)	18	0.0%	172,445	100.0%
Other Code	8	0.0%	172,453	100.0%
Deaf-Blindness (DB)	5	0.0%	172,458	100.0%

**Table J-39: Frequency Distribution, Primary Disability,
Annual Assessment, Grade Span 6–8**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	212,885	82.5%	212,885	82.5%
Specific Learning Disability (SLD)	30,689	11.9%	243,574	94.4%
Speech or Language Impairment (SLI)	6,238	2.4%	249,812	96.8%
Mental Retardation (MR)	2,161	0.8%	251,973	97.6%
Other Health Impairment (OHI)	2,018	0.8%	253,991	98.4%
Autism (AUT)	1,528	0.6%	255,519	99.0%
Orthopedic Impairment (OI)	583	0.2%	256,102	99.2%
Hard of Hearing (HH)	522	0.2%	256,624	99.4%
Blank	504	0.2%	257,128	99.6%
Emotional Disturbance (ED)	419	0.2%	257,547	99.8%
Multiple Disabilities (MD)	198	0.1%	257,745	99.8%
Visual Impairment (VI)	145	0.1%	257,890	99.9%
Traumatic Brain Injury (TBI)	119	0.0%	258,009	99.9%
Deaf (DEAF)	117	0.0%	258,126	100.0%
Other Code	23	0.0%	258,149	100.0%
Deaf-Blindness (DB)	6	0.0%	258,155	100.0%

**Table J-40: Frequency Distribution, Primary Disability,
Annual Assessment, Grade Span 9–12**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	222,737	82.9%	222,737	82.9%
Specific Learning Disability (SLD)	33,326	12.4%	256,063	95.3%
Mental Retardation (MR)	3,122	1.2%	259,185	96.5%
Speech or Language Impairment (SLI)	2,706	1.0%	261,891	97.5%
Other Health Impairment (OHI)	1,674	0.6%	263,565	98.1%
Autism (AUT)	964	0.4%	264,529	98.5%
Blank	874	0.3%	265,403	98.8%
Orthopedic Impairment (OI)	779	0.3%	266,182	99.1%
Emotional Disturbance (ED)	720	0.3%	266,902	99.4%
Hard of Hearing (HH)	572	0.2%	267,474	99.6%
Traumatic Brain Injury (TBI)	497	0.2%	267,971	99.8%
Multiple Disabilities (MD)	293	0.1%	268,264	99.9%

Initial Assessment

Table J-41: Frequency Distribution, Primary Disability, Initial Assessment, Grade Span K–1

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	216,748	95.8%	216,748	95.8%
Speech or Language Impairment (SLI)	4,005	1.8%	220,753	97.6%
Blank	2,017	0.9%	222,770	98.5%
Specific Learning Disability (SLD)	1,097	0.5%	223,867	99.0%
Autism (AUT)	1,092	0.5%	224,959	99.5%
Mental Retardation (MR)	554	0.2%	225,513	99.7%
Orthopedic Impairment (OI)	188	0.1%	225,701	99.8%
Other Health Impairment (OHI)	177	0.1%	225,878	99.9%
Hard of Hearing (HH)	88	0.0%	225,966	99.9%
Multiple Disabilities (MD)	75	0.0%	226,041	99.9%
Deaf (DEAF)	36	0.0%	226,077	100.0%
Visual Impairment (VI)	34	0.0%	226,111	100.0%
Other Code	24	0.0%	226,135	100.0%
Traumatic Brain Injury (TBI)	20	0.0%	226,155	100.0%
Emotional Disturbance (ED)	9	0.0%	226,164	100.0%
Deaf-Blindness (DB)	3	0.0%	226,167	100.0%

Table J-42: Frequency Distribution, Primary Disability, Initial Assessment, Grade 2

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	11,175	94.6%	11,175	94.6%
Blank	221	1.9%	11,396	96.5%
Speech or Language Impairment (SLI)	145	1.2%	11,541	97.7%
Autism (AUT)	71	0.6%	11,612	98.3%
Specific Learning Disability (SLD)	67	0.6%	11,679	98.9%
Mental Retardation (MR)	62	0.5%	11,741	99.4%
Orthopedic Impairment (OI)	17	0.1%	11,758	99.6%
Other Health Impairment (OHI)	14	0.1%	11,772	99.7%
Visual Impairment (VI)	8	0.1%	11,780	99.8%
Multiple Disabilities (MD)	8	0.1%	11,788	99.8%
Hard of Hearing (HH)	6	0.1%	11,794	99.9%
Deaf (DEAF)	6	0.1%	11,800	99.9%
Other Code	4	0.0%	11,804	100.0%
Emotional Disturbance (ED)	2	0.0%	11,806	100.0%
Traumatic Brain Injury (TBI)	1	0.0%	11,807	100.0%

Table J-43: Frequency Distribution, Primary Disability, Initial Assessment, Grade Span 3–5

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	27,277	94.5%	27,277	94.5%
Blank	562	1.9%	27,839	96.4%
Specific Learning Disability (SLD)	379	1.3%	28,218	97.7%
Speech or Language Impairment (SLI)	220	0.8%	28,438	98.5%
Mental Retardation (MR)	159	0.6%	28,597	99.0%
Autism (AUT)	109	0.4%	28,706	99.4%
Orthopedic Impairment (OI)	46	0.2%	28,752	99.6%
Other Health Impairment (OHI)	32	0.1%	28,784	99.7%
Hard of Hearing (HH)	23	0.1%	28,807	99.8%
Emotional Disturbance (ED)	19	0.1%	28,826	99.8%
Deaf (DEAF)	16	0.1%	28,842	99.9%
Multiple Disabilities (MD)	11	0.0%	28,853	99.9%
Visual Impairment (VI)	9	0.0%	28,862	100.0%
Traumatic Brain Injury (TBI)	6	0.0%	28,868	100.0%
Other Code	4	0.0%	28,872	100.0%
Deaf-Blindness (DB)	2	0.0%	28,874	100.0%

Table J-44: Frequency Distribution, Primary Disability, Initial Assessment, Grade Span 6–8

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	22,808	94.0%	22,808	94.0%
Blank	501	2.1%	23,309	96.1%
Specific Learning Disability (SLD)	454	1.9%	23,763	98.0%
Mental Retardation (MR)	150	0.6%	23,913	98.6%
Speech or Language Impairment (SLI)	91	0.4%	24,004	99.0%
Autism (AUT)	74	0.3%	24,078	99.3%
Orthopedic Impairment (OI)	44	0.2%	24,122	99.4%
Other Health Impairment (OHI)	42	0.2%	24,164	99.6%
Emotional Disturbance (ED)	27	0.1%	24,191	99.7%
Hard of Hearing (HH)	19	0.1%	24,210	99.8%
Multiple Disabilities (MD)	19	0.1%	24,229	99.9%
Deaf (DEAF)	13	0.1%	24,242	99.9%
Visual Impairment (VI)	8	0.0%	24,250	100.0%
Traumatic Brain Injury (TBI)	6	0.0%	24,256	100.0%
Other Code	1	0.0%	24,257	100.0%

**Table J-45: Frequency Distribution, Primary Disability,
Initial Assessment, Grade Span 9–12**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	31,955	92.8%	31,955	92.8%
Blank	931	2.7%	32,886	95.5%
Specific Learning Disability (SLD)	851	2.5%	33,737	98.0%
Mental Retardation (MR)	264	0.8%	34,001	98.8%
Speech or Language Impairment (SLI)	89	0.3%	34,090	99.0%
Emotional Disturbance (ED)	79	0.2%	34,169	99.2%
Other Health Impairment (OHI)	66	0.2%	34,235	99.4%
Autism (AUT)	50	0.1%	34,285	99.6%
Orthopedic Impairment (OI)	45	0.1%	34,330	99.7%
Multiple Disabilities (MD)	36	0.1%	34,366	99.8%
Deaf (DEAF)	19	0.1%	34,385	99.9%
Hard of Hearing (HH)	15	0.0%	34,400	99.9%
Other Code	12	0.0%	34,412	100.0%
Visual Impairment (VI)	8	0.0%	34,420	100.0%
Traumatic Brain Injury (TBI)	7	0.0%	34,427	100.0%
Deaf-Blindness (DB)	1	0.0%	34,428	100.0%

Appendix K: Classical Item Statistics**Notes:**

Refer to Appendix D: Item Maps to determine the corresponding position in the test form from the Item Sequence Number and item number.

MC refers to multiple-choice, DCR refers to dichotomous-constructed-response, and CR refers to constructed-response item types. For constructed-response items, p -value is the item mean divided by the maximum number of points.

Annual Assessment

Table K-1: Item Analysis, Annual Assessment Data, Listening, Grade Span K–1

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	180,903	0.92	0.319	0.84
2	MC	180,903	0.68	0.327	0.88
3	MC	180,903	0.63	0.301	0.91
4	MC	180,903	0.56	0.258	0.89
5	MC	180,903	0.58	0.229	1.04
6	MC	180,903	0.43	0.153	1.60
7	MC	180,903	0.47	0.244	1.44
8	MC	180,903	0.51	0.271	1.41
9	MC	180,903	0.44	0.319	1.58
10	MC	180,903	0.62	0.271	1.56
11	MC	43,705	0.74	0.299	3.54
12	MC	43,705	0.62	0.163	3.42
13	MC	88,867	0.69	0.288	4.22
14	MC	88,867	0.65	0.249	3.56
15	MC	88,867	0.57	0.226	3.63
16	MC	88,867	0.56	0.228	3.83
17	MC	45,162	0.60	0.191	1.69
18	MC	45,162	0.52	0.246	2.57
19	DCR	180,903	0.83	0.502	0.59
20	DCR	180,903	0.73	0.485	0.60
21	DCR	180,903	0.85	0.467	0.92
22	DCR	180,903	0.79	0.417	2.65
23	DCR	180,903	0.21	0.346	2.59
24	DCR	180,903	0.84	0.547	2.83
25	DCR	180,903	0.86	0.533	2.81
26	DCR	180,903	0.74	0.508	2.93
27	DCR	180,903	0.52	0.433	0.68
28	DCR	180,903	0.55	0.424	0.70
29	DCR	43,705	0.64	0.473	3.97
30	DCR	43,705	0.59	0.479	3.95
31	DCR	43,705	0.49	0.455	2.55
32	DCR	43,705	0.44	0.428	2.67
33	DCR	45,162	0.42	0.395	3.00
34	DCR	45,162	0.90	0.46	3.17
35	DCR	45,162	0.45	0.423	1.19
36	DCR	45,162	0.55	0.467	1.30

Table: K-2: Item Analysis, Annual Assessment Data, Listening, Grade 2

Item Sequence Number	Type	N	P-Value	Point- Biserial	Percent Omit
1	MC	172,454	.95	.318	0.90
2	MC	172,454	.89	.350	0.79
3	MC	172,454	.84	.354	0.83
4	MC	172,454	.77	.350	0.81
5	MC	172,454	.73	.244	0.96
6	MC	172,454	.57	.278	0.94
7	MC	172,454	.65	.303	1.03
8	MC	172,454	.77	.378	1.00
9	MC	172,454	.71	.380	1.07
10	MC	172,454	.77	.326	1.21
11	MC	16,681	.91	.315	0.92
12	MC	16,681	.79	.203	0.86
13	MC	33,851	.82	.313	2.50
14	MC	33,851	.77	.301	1.52
15	MC	33,851	.75	.217	1.62
16	MC	33,851	.72	.293	1.84
17	MC	17,170	.67	.200	1.83
18	MC	17,170	.73	.357	2.36
19	DCR	172,454	.92	.440	0.71
20	DCR	172,454	.88	.426	0.74
21	DCR	172,454	.94	.412	1.04
22	DCR	172,454	.91	.366	1.40
23	DCR	172,454	.45	.357	1.35
24	DCR	172,454	.93	.493	1.55
25	DCR	172,454	.94	.489	1.54
26	DCR	172,454	.86	.423	1.65
27	DCR	172,454	.70	.406	0.74
28	DCR	172,454	.71	.402	0.78
29	DCR	16,681	.82	.378	1.32
30	DCR	16,681	.74	.385	1.13
31	DCR	16,681	.66	.400	0.62
32	DCR	16,681	.63	.397	0.73
33	DCR	17,170	.63	.407	1.46
34	DCR	17,170	.96	.439	1.57
35	DCR	17,170	.56	.384	1.04
36	DCR	17,170	.71	.447	1.13

Table K-3: Item Analysis, Annual Assessment Data, Listening, Grade Span 3–5

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	411,258	.81	.317	0.95
2	MC	411,258	.88	.357	0.83
3	MC	411,258	.94	.346	0.83
4	MC	411,258	.92	.397	0.78
5	MC	411,258	.80	.352	0.87
6	MC	411,258	.82	.361	0.79
7	MC	411,258	.87	.400	0.79
8	MC	411,258	.80	.322	0.78
9	MC	411,258	.70	.303	0.77
10	MC	411,258	.59	.250	0.80
11	MC	411,258	.72	.354	0.87
12	MC	411,258	.70	.385	0.79
13	MC	411,258	.75	.368	0.85
14	MC	411,258	.59	.398	0.80
15	MC	411,258	.74	.331	0.85
16	MC	411,258	.45	.285	0.81
17	MC	411,258	.44	.263	0.91
18	MC	411,258	.52	.290	1.01
19	MC	411,258	.48	.196	1.06
20	MC	411,258	.61	.187	1.23
21	MC	40,313	.82	.286	0.88
22	MC	40,313	.88	.287	0.98
23	MC	40,313	.61	.335	0.77
24	MC	40,313	.54	.277	0.87
25	MC	80,983	.73	.244	1.44
26	MC	80,983	.26	.085	1.48
27	MC	80,983	.35	.091	1.54
28	MC	80,983	.40	.253	1.51
29	MC	40,670	.88	.261	2.03
30	MC	40,670	.69	.205	2.14
31	MC	40,670	.48	.329	1.65
32	MC	40,670	.67	.211	1.70

Table K-4: Item Analysis, Annual Assessment Data, Listening, Grade Span 6–8

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	258,142	.88	.365	1.06
2	MC	258,142	.92	.364	0.96
3	MC	258,142	.93	.449	0.94
4	MC	258,142	.84	.366	0.97
5	MC	258,142	.76	.394	0.94
6	MC	258,142	.86	.385	0.95
7	MC	258,142	.80	.359	0.95
8	MC	258,142	.85	.361	0.93
9	MC	258,142	.75	.288	0.94
10	MC	258,142	.60	.339	0.93
11	MC	258,142	.96	.437	0.97
12	MC	258,142	.91	.469	0.94
13	MC	258,142	.91	.429	0.96
14	MC	258,142	.84	.428	0.97
15	MC	258,142	.87	.367	0.97
16	MC	258,142	.76	.391	0.98
17	MC	258,142	.76	.221	0.98
18	MC	258,142	.77	.287	0.98
19	MC	258,142	.49	.228	1.07
20	MC	258,142	.51	.235	1.19
21	MC	28,927	.85	.253	0.86
22	MC	28,927	.67	.306	0.89
23	MC	28,927	.58	.265	0.81
24	MC	28,927	.80	.304	0.82
25	MC	50,441	.73	.274	1.27
26	MC	50,441	.41	.048	1.29
27	MC	50,441	.61	.281	1.31
28	MC	50,441	.35	.030	1.48
29	MC	21,514	.87	.270	1.62
30	MC	21,514	.83	.278	1.62
31	MC	21,514	.36	.098	1.65
32	MC	21,514	.64	.231	1.65

Table K-5: Item Analysis, Annual Assessment Data, Listening, Grade Span 9–12

Item Sequence Number	Type	N	P-Value	Point- Biserial	Percent Omit
1	MC	268,602	.90	.456	2.08
2	MC	268,602	.85	.423	1.94
3	MC	268,602	.84	.395	2.17
4	MC	268,602	.85	.440	1.94
5	MC	268,602	.85	.434	1.86
6	MC	268,602	.90	.498	1.81
7	MC	268,602	.83	.417	1.80
8	MC	268,602	.75	.462	1.82
9	MC	268,602	.69	.359	1.90
10	MC	268,602	.68	.308	1.86
11	MC	268,602	.94	.523	1.82
12	MC	268,602	.65	.266	1.90
13	MC	268,602	.77	.365	1.90
14	MC	268,602	.90	.399	1.81
15	MC	268,602	.88	.445	1.82
16	MC	268,602	.80	.389	1.86
17	MC	268,602	.54	.244	1.90
18	MC	268,602	.55	.213	1.94
19	MC	268,602	.59	.307	1.97
20	MC	268,602	.53	.243	2.05
21	MC	27,117	.61	.221	3.05
22	MC	27,117	.85	.422	2.96
23	MC	27,117	.61	.360	2.97
24	MC	27,117	.61	.317	3.06
25	MC	54,455	.29	.085	4.94
26	MC	54,455	.56	.350	4.92
27	MC	54,455	.52	.180	5.00
28	MC	54,455	.51	.167	5.00
29	MC	27,338	.76	.399	2.82
30	MC	27,338	.84	.419	2.88
31	MC	27,338	.49	.202	3.10
32	MC	27,338	.82	.449	3.13

Table K-6: Item Analysis, Annual Assessment Data, Speaking, Grade Span K–1

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	DCR	180,903	.87	.462	0.49
2	DCR	180,903	.64	.503	0.49
3	DCR	180,903	.76	.435	0.60
4	DCR	180,903	.62	.561	4.10
5	DCR	180,903	.48	.417	4.22
6	DCR	180,903	.76	.497	4.35
7	DCR	180,903	.71	.489	4.38
8	DCR	180,903	.71	.540	4.39
9	DCR	180,903	.77	.492	4.40
10	DCR	180,903	.51	.418	4.40
11	DCR	180,903	.51	.517	4.47
12	DCR	180,903	.60	.503	4.42
13	DCR	180,903	.32	.347	4.50
14	DCR	45,947	.87	.502	6.02
15	DCR	45,947	.88	.485	5.94
16	DCR	45,149	.81	.521	4.89
17	DCR	45,149	.91	.516	4.86
18	CR	180,903	.51	.675	0.75
19	CR	44,987	.47	.712	2.09
20	CR	44,722	.49	.721	0.95
21	CR	180,903	.57	.615	0.62
22	CR	180,903	.46	.620	9.93
23	CR	180,903	.46	.655	18.35
24	CR	180,903	.35	.584	18.54
25	CR	180,903	.68	.634	0.56
26	CR	180,903	.67	.644	0.64
27	CR	45,278	.44	.593	1.46
28	CR	35,721	.48	.553	22.26
29	CR	45,130	.72	.640	1.78
30	CR	44,832	.58	.612	0.70
31	CR	38,083	.45	.562	15.65
32	CR	44,818	.60	.647	0.73

Table K-7: Item Analysis, Annual Assessment Data, Speaking, Grade 2

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	DCR	172,454	.94	.439	0.59
2	DCR	172,454	.76	.451	0.58
3	DCR	172,454	.90	.411	0.69
4	DCR	172,454	.79	.519	1.73
5	DCR	172,454	.66	.395	1.81
6	DCR	172,454	.86	.427	1.84
7	DCR	172,454	.87	.435	1.86
8	DCR	172,454	.83	.487	1.84
9	DCR	172,454	.87	.458	1.85
10	DCR	172,454	.65	.360	1.84
11	DCR	172,454	.66	.482	1.90
12	DCR	172,454	.83	.463	1.83
13	DCR	172,454	.68	.364	1.96
14	DCR	18,915	.96	.474	1.82
15	DCR	18,915	.96	.456	1.73
16	DCR	17,877	.91	.488	2.33
17	DCR	17,877	.96	.518	2.21
18	CR	172,454	.65	.614	0.87
19	CR	18,744	.65	.648	0.90
20	CR	17,720	.63	.670	0.88
21	CR	172,454	.77	.586	0.70
22	CR	172,454	.69	.584	1.97
23	CR	172,454	.71	.634	7.07
24	CR	172,454	.58	.564	7.19
25	CR	172,454	.83	.585	0.65
26	CR	172,454	.82	.583	0.72
27	CR	18,774	.65	.539	0.75
28	CR	17,557	.71	.530	7.18
29	CR	18,785	.88	.537	0.69
30	CR	17,761	.76	.557	0.65
31	CR	16,801	.64	.527	6.02
32	CR	17,758	.76	.593	0.67

Table K-8: Item Analysis, Annual Assessment Data, Speaking, Grade Span 3–5

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	DCR	411,258	.85	.461	0.62
2	DCR	411,258	.90	.446	0.62
3	DCR	411,258	.76	.428	0.70
4	DCR	411,258	.76	.432	1.50
5	DCR	411,258	.78	.476	1.55
6	DCR	411,258	.67	.369	1.72
7	DCR	411,258	.93	.404	1.68
8	DCR	411,258	.80	.409	1.60
9	DCR	411,258	.65	.388	1.68
10	DCR	411,258	.46	.407	1.64
11	DCR	411,258	.50	.413	1.72
12	DCR	411,258	.62	.375	1.74
13	DCR	411,258	.45	.395	1.78
14	DCR	44,732	.92	.406	2.13
15	DCR	44,732	.77	.466	2.28
16	DCR	42,767	.86	.430	1.98
17	DCR	42,767	.68	.421	2.11
18	CR	411,258	.74	.600	0.79
19	CR	44,207	.67	.619	1.17
20	CR	42,477	.69	.647	0.68
21	CR	411,258	.84	.544	0.69
22	CR	411,258	.72	.610	0.68
23	CR	411,258	.76	.584	4.81
24	CR	411,258	.50	.518	4.86
25	CR	411,258	.81	.567	0.67
26	CR	411,258	.78	.552	0.71
27	CR	42,253	.84	.443	5.54
28	CR	42,158	.91	.434	5.75
29	CR	44,145	.81	.479	1.31
30	CR	40,814	.88	.408	4.57
31	CR	40,771	.83	.458	4.67
32	CR	42,247	.85	.556	1.22

Table K-9: Item Analysis, Annual Assessment Data, Speaking, Grade Span 6–8

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	DCR	258,142	.91	.405	0.82
2	DCR	258,142	.93	.452	0.83
3	DCR	258,142	.81	.416	0.88
4	DCR	258,142	.67	.392	1.44
5	DCR	258,142	.69	.421	1.48
6	DCR	258,142	.42	.348	1.63
7	DCR	258,142	.93	.524	1.89
8	DCR	258,142	.66	.435	1.66
9	DCR	258,142	.87	.497	1.75
10	DCR	258,142	.73	.454	1.60
11	DCR	258,142	.32	.333	1.64
12	DCR	258,142	.58	.405	1.61
13	DCR	258,142	.76	.484	1.62
14	DCR	27,765	.92	.496	1.65
15	DCR	27,765	.56	.405	1.84
16	DCR	24,229	.54	.353	1.85
17	DCR	24,229	.93	.462	1.87
18	CR	258,142	.76	.609	0.97
19	CR	27,473	.76	.660	1.05
20	CR	23,960	.75	.637	1.11
21	CR	258,142	.82	.606	1.35
22	CR	258,142	.65	.546	1.35
23	CR	258,142	.79	.586	3.59
24	CR	258,142	.66	.600	3.64
25	CR	258,142	.81	.604	0.91
26	CR	258,142	.73	.558	0.91
27	CR	27,525	.75	.597	0.86
28	CR	27,530	.91	.538	0.85
29	CR	27,485	.92	.499	1.01
30	CR	24,016	.67	.578	0.88
31	CR	24,021	.83	.564	0.86
32	CR	23,962	.83	.598	1.10

Table K-10: Item Analysis, Annual Assessment Data, Speaking, Grade Span 9–12

Item Sequence Number	Type	N	P-Value	Point- Biserial	Percent Omit
1	DCR	268,602	.72	.487	1.61
2	DCR	268,602	.66	.501	1.61
3	DCR	268,602	.75	.551	1.66
4	DCR	268,602	.56	.423	3.14
5	DCR	268,602	.85	.578	3.43
6	DCR	268,602	.84	.555	3.60
7	DCR	268,602	.64	.497	3.57
8	DCR	268,602	.49	.497	3.59
9	DCR	268,602	.38	.425	3.65
10	DCR	268,602	.31	.356	3.80
11	DCR	268,602	.49	.400	3.62
12	DCR	268,602	.41	.386	3.63
13	DCR	268,602	.30	.391	3.69
14	DCR	26,346	.84	.594	4.03
15	DCR	26,346	.52	.464	4.25
16	DCR	24,637	.73	.550	3.82
17	DCR	24,637	.69	.481	3.63
18	CR	268,602	.70	.690	1.91
19	CR	25,832	.75	.719	1.95
20	CR	24,214	.77	.717	1.72
21	CR	268,602	.83	.655	2.21
22	CR	268,602	.70	.618	2.21
23	CR	268,602	.77	.651	4.84
24	CR	268,602	.67	.666	4.91
25	CR	268,602	.80	.644	1.74
26	CR	268,602	.83	.617	1.74
27	CR	25,882	.87	.600	1.76
28	CR	25,907	.72	.639	1.67
29	CR	25,836	.84	.618	1.94
30	CR	24,288	.81	.613	1.42
31	CR	24,289	.89	.599	1.41
32	CR	24,160	.88	.589	1.94

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

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 Proportion of Max.	Stand. Dev.
K-1	18	180,903	11.2	20.3	31.5	28.8	8.2	.675	2.02	0.51	1.125
	19	44,987	14.0	24.2	30.1	25.0	6.7	.712	1.86	0.47	1.141
	20	44,722	13.3	21.9	30.5	26.7	7.7	.721	1.94	0.49	1.148
	21	180,903	30.9	24.2	44.9			.615	1.14	0.57	.859
	22	180,903	43.7	20.8	35.5			.620	.92	0.46	.886
	23	180,903	43.1	22.5	34.4			.655	.91	0.46	.876
	24	180,903	52.0	26.7	21.3			.584	.69	0.35	.799
	25	180,903	13.3	37.2	49.5			.634	1.36	0.68	.705
	26	180,903	14.3	37.3	48.4			.644	1.34	0.67	.715
	27	45,278	41.1	30.6	28.3			.593	.87	0.44	.823
	28	35,721	40.3	24.5	35.2			.553	.95	0.48	.867
	29	45,130	12.2	31.2	56.6			.640	1.44	0.72	.700
	30	44,832	30.4	23.7	45.9			.612	1.16	0.58	.859
	31	38,083	43.5	22.9	33.6			.562	.90	0.45	.873
32	44,818	18.6	43.0	38.4			.647	1.20	0.60	.729	
2	18	172,454	4.2	9.5	27.1	41.3	17.8	.614	2.59	0.65	1.021
	19	18,744	3.6	10.8	27.1	40.4	18.1	.648	2.58	0.65	1.019
	20	17,720	4.9	11.0	27.4	40.5	16.3	.670	2.52	0.63	1.043
	21	172,454	14.3	17.5	68.2			.586	1.54	0.77	.731
	22	172,454	23.0	17.4	59.6			.584	1.37	0.69	.832
	23	172,454	18.8	20.5	60.6			.634	1.42	0.71	.787
	24	172,454	28.1	28.8	43.1			.564	1.15	0.58	.830
	25	172,454	4.8	24.5	70.6			.585	1.66	0.83	.567
	26	172,454	5.4	24.7	69.8			.583	1.64	0.82	.581
	27	18,774	22.5	26.3	51.2			.539	1.29	0.65	.809
	28	17,557	19.8	18.4	61.8			.530	1.42	0.71	.800
	29	18,785	3.2	18.4	78.4			.537	1.75	0.88	.500
	30	17,761	14.2	20.2	65.6			.557	1.51	0.76	.731
	31	16,801	25.1	22.4	52.5			.527	1.27	0.64	.838
32	17,758	7.8	32.3	59.8			.593	1.52	0.76	.637	

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item Sequence Number	N	Percent Score	Percent Score	Percent Score	Percent Score	Percent Score	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
			Point = 0	Point = 1	Point = 2	Point = 3	Point = 4				
3–5	18	411,258	2.4	4.0	17.6	49.0	27.1	.600	2.94	0.74	.904
	19	44,207	2.1	7.5	29.6	44.3	16.6	.619	2.66	0.67	.912
	20	42,477	2.1	7.1	25.5	45.0	20.3	.647	2.74	0.69	.929
	21	411,258	9.4	14.3	76.3			.544	1.67	0.84	.641
	22	411,258	19.1	19.0	61.9			.610	1.43	0.72	.792
	23	411,258	16.7	15.9	67.4			.584	1.51	0.76	.764
	24	411,258	38.2	23.2	38.6			.518	1.00	0.50	.876
	25	411,258	8.9	21.4	69.7			.567	1.61	0.81	.645
	26	411,258	7.9	29.0	63.1			.552	1.55	0.78	.636
	27	42,253	8.1	16.0	75.9			.443	1.68	0.84	.618
	28	42,158	4.3	9.8	85.8			.434	1.82	0.91	.487
	29	44,145	2.9	33.5	63.6			.479	1.61	0.81	.544
	30	40,814	4.7	14.2	81.1			.408	1.76	0.88	.524
	31	40,771	9.6	15.2	75.2			.458	1.66	0.83	.646
32	42,247	5.2	21.1	73.7			.556	1.69	0.85	.565	
6–8	18	258,142	2.1	3.1	15.7	46.8	32.2	.609	3.04	0.76	.891
	19	27,473	1.6	3.2	15.3	51.6	28.4	.660	3.02	0.76	.839
	20	23,960	1.8	3.7	17.0	49.8	27.6	.637	2.98	0.75	.870
	21	258,142	9.4	18.7	72.0			.606	1.63	0.82	.649
	22	258,142	17.3	36.2	46.5			.546	1.29	0.65	.744
	23	258,142	12.3	18.6	69.1			.586	1.57	0.79	.701
	24	258,142	21.4	26.5	52.1			.600	1.31	0.66	.800
	25	258,142	7.6	22.4	70.0			.604	1.62	0.81	.621
	26	258,142	12.7	30.0	57.3			.558	1.45	0.73	.708
	27	27,525	14.6	21.0	64.4			.597	1.50	0.75	.737
	28	27,530	4.4	10.4	85.2			.538	1.81	0.91	.493
	29	27,485	2.7	11.4	85.9			.499	1.83	0.92	.441
	30	24,016	15.4	35.8	48.8			.578	1.33	0.67	.728
	31	24,021	8.4	18.5	73.1			.564	1.65	0.83	.629
32	23,962	5.4	24.7	69.9			.598	1.65	0.83	.580	

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

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 Proportion of Max.	Stand. Dev.
9–12	18	268,602	5.2	6.2	21.6	42.5	24.5	.690	2.75	0.70	1.056
	19	25,832	2.7	5.1	15.9	41.7	34.6	.719	3.00	0.75	.977
	20	24,214	2.7	4.4	14.5	41.6	36.9	.717	3.06	0.77	.962
	21	268,602	10.5	14.0	75.5			.655	1.65	0.83	.661
	22	268,602	14.9	30.5	54.5			.618	1.40	0.70	.734
	23	268,602	14.1	18.6	67.3			.651	1.53	0.77	.729
	24	268,602	20.3	25.8	53.8			.666	1.34	0.67	.793
	25	268,602	10.2	20.6	69.2			.644	1.59	0.80	.668
	26	268,602	6.2	21.7	72.1			.617	1.66	0.83	.591
	27	25,882	7.6	10.9	81.5			.600	1.74	0.87	.588
	28	25,907	16.9	23.5	59.6			.639	1.43	0.72	.763
	29	25,836	6.2	19.6	74.2			.618	1.68	0.84	.585
	30	24,288	9.4	19.4	71.2			.613	1.62	0.81	.652
31	24,289	5.5	11.5	83.0			.599	1.78	0.89	.533	
32	24,160	4.0	16.8	79.2			.589	1.75	0.88	.517	

Table K-12: Item Analysis, Annual Assessment Data, Reading, Grade Span K–1

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	DCR	180,903	.80	.369	0.63
2	DCR	180,903	.59	.306	0.71
3	DCR	180,903	.63	.331	0.70
4	DCR	180,903	.66	.203	0.74
5	DCR	180,903	.65	.415	0.80
6	DCR	180,903	.48	.326	0.86
7	DCR	180,903	.80	.511	0.84
8	DCR	180,903	.79	.459	0.83
9	DCR	180,903	.96	.434	0.73
10	DCR	180,903	.98	.415	0.73
11	DCR	180,903	.90	.490	0.69
12	DCR	180,903	.88	.510	0.76
13	DCR	180,903	.71	.483	0.75
14	DCR	180,903	.43	.456	0.78
15	DCR	180,903	.58	.579	0.92
16	DCR	180,903	.64	.584	0.95
17	DCR	180,903	.87	.370	0.71
18	DCR	180,903	.65	.324	0.74
19	DCR	43,664	.86	.394	0.71
20	DCR	43,664	.97	.345	0.86
21	DCR	43,664	.46	.529	0.99
22	DCR	45,183	.84	.350	1.15
23	DCR	45,183	.89	.438	1.15
24	DCR	45,183	.51	.590	1.33
25	DCR	46,062	.69	.511	1.07
26	DCR	46,062	.37	.474	1.35
27	DCR	45,162	.98	.420	0.70
28	DCR	45,162	.57	.316	0.76
29	DCR	45,162	.63	.429	0.70
30	CR	180,903	.95	.527	0.71
31	CR	180,903	.93	.554	0.73
32	CR	45,751	.93	.583	0.00

Table K-13: Item Analysis, Annual Assessment Data, Reading, Grade 2

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	172,454	.69	.470	1.11
2	MC	172,454	.73	.352	1.25
3	MC	172,454	.67	.392	1.24
4	MC	172,454	.52	.298	1.47
5	MC	172,454	.48	.303	2.22
6	MC	172,454	.41	.328	2.71
7	MC	172,454	.58	.457	1.44
8	MC	172,454	.68	.429	2.04
9	MC	172,454	.54	.343	1.99
10	MC	172,454	.41	.190	1.81
11	MC	172,454	.37	.353	1.73
12	MC	172,454	.64	.293	1.77
13	MC	172,454	.67	.370	2.41
14	MC	172,454	.54	.488	1.37
15	MC	172,454	.57	.477	1.46
16	MC	172,454	.45	.297	1.77
17	MC	172,454	.38	.337	1.60
18	MC	172,454	.70	.454	1.62
19	MC	172,454	.32	.296	1.58
20	MC	172,454	.54	.386	1.64
21	MC	172,454	.48	.335	1.65
22	MC	172,454	.58	.577	1.59
23	MC	172,454	.53	.413	1.67
24	MC	172,454	.55	.537	1.76
25	MC	172,454	.42	.346	1.60
26	MC	172,454	.43	.367	1.76
27	MC	172,454	.35	.280	1.80
28	MC	172,454	.50	.393	1.87
29	MC	172,454	.33	.294	2.03
30	MC	172,454	.37	.340	2.14
31	MC	172,454	.36	.281	2.03
32	MC	172,454	.32	.182	2.20
33	MC	172,454	.48	.393	2.42
34	MC	172,454	.44	.381	8.33
35	MC	172,454	.42	.270	3.63
36	MC	16,974	.35	.349	2.51
37	MC	16,974	.56	.470	2.47
38	MC	16,974	.46	.488	2.52
39	MC	16,974	.37	.259	3.06
40	MC	16,974	.34	.471	2.44
41	MC	16,944	.25	.188	2.37
42	MC	16,944	.30	.046	2.18
43	MC	16,944	.39	.139	2.17
44	MC	16,944	.33	.285	2.83

Table K-13: Item Analysis, Annual Assessment Data, Reading, Grade 2

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
45	MC	16,944	.41	.362	2.17
46	MC	16,586	.36	.139	3.09
47	MC	16,586	.34	.292	3.52
48	MC	16,586	.61	.505	3.66
49	MC	16,586	.40	.427	4.39
50	MC	17,116	.39	.236	2.31
51	MC	17,116	.42	.429	2.68
52	MC	17,116	.46	.393	2.66
53	MC	17,116	.34	.266	3.84

Table K-14: Item Analysis. Annual Assessment Data, Reading, Grade Span 3–5

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	411,258	.68	.350	0.83
2	MC	411,258	.56	.429	0.88
3	MC	411,258	.69	.442	0.81
4	MC	411,258	.65	.393	0.86
5	MC	411,258	.60	.532	0.95
6	MC	411,258	.48	.312	0.91
7	MC	411,258	.53	.292	0.92
8	MC	411,258	.61	.387	1.04
9	MC	411,258	.62	.404	0.91
10	MC	411,258	.81	.464	0.96
11	MC	411,258	.49	.296	1.04
12	MC	411,258	.57	.304	1.07
13	MC	411,258	.49	.440	0.96
14	MC	411,258	.56	.409	0.96
15	MC	411,258	.52	.482	0.96
16	MC	411,258	.63	.478	0.97
17	MC	411,258	.76	.524	0.99
18	MC	411,258	.45	.440	1.06
19	MC	411,258	.50	.411	0.99
20	MC	411,258	.49	.290	1.12
21	MC	411,258	.65	.536	1.15
22	MC	411,258	.55	.436	1.13
23	MC	411,258	.71	.541	1.08
24	MC	411,258	.39	.339	1.15
25	MC	411,258	.69	.464	1.01
26	MC	411,258	.44	.347	1.02
27	MC	411,258	.52	.324	1.15
28	MC	411,258	.59	.408	1.05
29	MC	411,258	.41	.359	1.11
30	MC	411,258	.37	.259	1.17
31	MC	411,258	.44	.352	1.26
32	MC	411,258	.34	.336	1.20
33	MC	411,258	.45	.358	1.31
34	MC	411,258	.47	.373	1.39
35	MC	411,258	.50	.406	1.40
36	MC	41,037	.53	.440	1.83
37	MC	41,037	.81	.340	1.86
38	MC	41,037	.82	.398	1.58
39	MC	41,037	.64	.551	1.89
40	MC	41,037	.48	.343	2.10
41	MC	40,117	.63	.401	1.55
42	MC	40,117	.29	.336	1.60
43	MC	40,117	.61	.384	1.25
44	MC	40,117	.51	.402	1.52

Table K-14: Item Analysis. Annual Assessment Data, Reading, Grade Span 3–5

Item Sequence Number	Type	N	P-Value	Point- Biserial	Percent Omit
45	MC	40,117	.23	.257	1.72
46	MC	38,688	.48	.415	2.01
47	MC	38,688	.50	.351	2.12
48	MC	38,688	.27	.126	2.23
49	MC	38,688	.37	.344	2.24
50	MC	41,315	.35	.202	1.35
51	MC	41,315	.23	.100	1.42
52	MC	41,315	.26	.101	1.55
53	MC	41,315	.49	.400	1.65

Table K-15: Item Analysis, Annual Assessment Data, Reading, Grade Span 6–8

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	258,142	.89	.418	0.97
2	MC	258,142	.65	.310	1.03
3	MC	258,142	.74	.321	1.03
4	MC	258,142	.54	.426	1.05
5	MC	258,142	.79	.479	1.03
6	MC	258,142	.66	.345	1.03
7	MC	258,142	.69	.527	1.05
8	MC	258,142	.46	.246	1.20
9	MC	258,142	.50	.330	1.08
10	MC	258,142	.86	.414	1.05
11	MC	258,142	.59	.246	1.13
12	MC	258,142	.89	.472	1.02
13	MC	258,142	.69	.439	1.07
14	MC	258,142	.76	.448	1.06
15	MC	258,142	.65	.387	1.14
16	MC	258,142	.78	.429	1.06
17	MC	258,142	.65	.475	1.10
18	MC	258,142	.42	.291	1.12
19	MC	258,142	.45	.258	1.10
20	MC	258,142	.74	.467	1.13
21	MC	258,142	.50	.375	1.14
22	MC	258,142	.42	.370	1.19
23	MC	258,142	.33	.278	1.31
24	MC	258,142	.52	.321	1.13
25	MC	258,142	.61	.363	1.20
26	MC	258,142	.71	.461	1.17
27	MC	258,142	.55	.426	1.37
28	MC	258,142	.57	.480	1.20
29	MC	258,142	.65	.470	1.27
30	MC	258,142	.35	.258	1.25
31	MC	258,142	.52	.362	1.28
32	MC	258,142	.37	.200	1.31
33	MC	258,142	.48	.336	1.48
34	MC	258,142	.50	.292	1.45
35	MC	258,142	.32	.156	1.57
36	MC	25,764	.62	.376	1.36
37	MC	25,764	.67	.480	1.36
38	MC	25,764	.72	.463	1.32
39	MC	25,764	.64	.418	1.34
40	MC	25,764	.25	.106	1.63
41	MC	27,153	.47	.342	1.68
42	MC	27,153	.52	.299	1.67
43	MC	27,153	.65	.420	1.65
44	MC	27,153	.74	.538	1.63

Table K-15: Item Analysis, Annual Assessment Data, Reading, Grade Span 6–8

Item Sequence Number	Type	N	P-Value	Point- Biserial	Percent Omit
45	MC	27,153	.48	.414	2.01
46	MC	24,585	.57	.417	2.09
47	MC	24,585	.44	.288	2.14
48	MC	24,585	.33	.226	2.25
49	MC	24,585	.37	.251	2.20
50	MC	25,472	.29	.338	1.31
51	MC	25,472	.15	.043	1.31
52	MC	25,472	.18	-.013	1.39
53	MC	25,472	.45	.240	1.32

Table K-16: Item Analysis, Annual Assessment Data, Reading, Grade Span 9–12

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	268,602	.86	.419	1.83
2	MC	268,602	.51	.409	1.77
3	MC	268,602	.68	.390	1.85
4	MC	268,602	.88	.418	1.74
5	MC	268,602	.73	.429	1.96
6	MC	268,602	.76	.416	1.79
7	MC	268,602	.58	.324	1.85
8	MC	268,602	.52	.316	1.86
9	MC	268,602	.62	.422	1.91
10	MC	268,602	.64	.428	1.78
11	MC	268,602	.65	.390	1.81
12	MC	268,602	.82	.479	1.84
13	MC	268,602	.73	.480	1.84
14	MC	268,602	.41	.273	2.13
15	MC	268,602	.81	.443	1.86
16	MC	268,602	.45	.335	1.91
17	MC	268,602	.48	.356	1.89
18	MC	268,602	.52	.374	1.86
19	MC	268,602	.47	.388	1.99
20	MC	268,602	.82	.471	1.81
21	MC	268,602	.50	.249	1.88
22	MC	268,602	.49	.349	1.93
23	MC	268,602	.47	.286	1.92
24	MC	268,602	.68	.475	2.01
25	MC	268,602	.44	.334	1.92
26	MC	268,602	.50	.386	2.00
27	MC	268,602	.55	.330	1.97
28	MC	268,602	.33	.259	2.19
29	MC	268,602	.37	.260	2.03
30	MC	268,602	.48	.340	2.09
31	MC	268,602	.44	.293	2.11
32	MC	268,602	.47	.401	2.16
33	MC	268,602	.62	.419	2.14
34	MC	268,602	.39	.313	2.26
35	MC	268,602	.43	.274	2.44
36	MC	26,419	.89	.425	1.05
37	MC	26,419	.82	.495	1.17
38	MC	26,419	.69	.364	1.18
39	MC	26,419	.86	.460	1.11
40	MC	26,419	.62	.517	1.15
41	MC	26,705	.49	.409	4.12
42	MC	26,705	.76	.479	4.08
43	MC	26,705	.51	.379	4.16
44	MC	26,705	.66	.470	4.12

Table K-16: Item Analysis, Annual Assessment Data, Reading, Grade Span 9–12

Item Sequence Number	Type	N	P-Value	Point- Biserial	Percent Omit
45	MC	26,705	.55	.353	4.17
46	MC	25,648	.26	.085	2.66
47	MC	25,648	.38	.245	2.81
48	MC	25,648	.58	.396	2.94
49	MC	25,648	.35	.281	2.87
50	MC	26,741	.49	.386	1.95
51	MC	26,741	.48	.329	1.94
52	MC	26,741	.36	.274	2.02
53	MC	26,741	.31	.314	2.05

Table K-17: Item Analysis, Annual Assessment Data, Reading, Constructed-Response Items, Grade Span K–1

Grade Span	Item Sequence Number	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K–1	30	180,903	1.8	2.0	4.8	91.4	.527	2.86	.95	.517
	31	180,903	3.3	2.3	5.8	88.7	.554	2.80	.93	.636
	32	45,751	3.3	2.1	6.3	88.2	.583	2.79	.93	.637

Table K-18: Item Analysis, Annual Assessment Data, Writing, Grade Span K–1

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	CR ¹	180,903	.93	.320	0.85
2	CR	180,903	.90	.285	0.87
3	CR	180,903	.93	.281	0.89
4	CR	180,903	.96	.308	0.87
5	DCR	180,903	.44	.345	0.81
6	DCR	180,903	.57	.271	0.99
7	DCR	180,903	.37	.345	1.04
8	DCR	180,903	.55	.285	1.08
9	DCR	180,903	.51	.335	0.85
10	DCR	180,903	.59	.293	0.95
11	DCR	180,903	.46	.334	1.00
12	DCR	180,903	.63	.297	1.05
13	DCR	3,490	.91	.238	0.00
14	DCR	43,664	.50	.383	0.99
15	DCR	3,474	.91	.214	0.00
16	DCR	4,175	.95	.195	0.00
17	DCR	45,162	.47	.346	0.96
18	CR	180,903	.89	.285	0.91
19	CR	180,903	.92	.316	0.94
20	CR	180,903	.65	.292	0.99
21	CR	180,903	.69	.332	0.95
22	CR	180,903	.74	.498	3.89
23	CR	180,903	.64	.520	3.34
24	CR	180,903	.57	.526	4.95
25	CR	180,903	.50	.485	5.72
26	CR	3,467	.78	.093	0.00
27	CR	4,014	.50	.474	0.00
28	CR	4,269	.93	.217	0.00

¹Items 1–4 (copy the letter) are constructed-response items (0–1), but they use the 2PL rather than the GPC IRT model.

Table K-19: Item Analysis, Annual Assessment Data, Writing, Grade 2

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	172,454	.49	.367	1.30
2	MC	172,454	.72	.433	1.72
3	MC	172,454	.68	.449	1.85
4	MC	172,454	.74	.424	2.23
5	MC	172,454	.52	.415	1.52
6	MC	172,454	.65	.470	2.03
7	MC	172,454	.66	.429	2.46
8	MC	172,454	.47	.409	2.56
9	MC	172,454	.65	.481	1.69
10	MC	172,454	.72	.482	2.55
11	MC	172,454	.61	.283	3.00
12	MC	172,454	.79	.475	2.07
13	MC	172,454	.55	.245	2.19
14	MC	172,454	.51	.377	1.85
15	MC	172,454	.52	.389	2.01
16	MC	172,454	.58	.408	2.11
17	MC	172,454	.52	.266	2.08
18	MC	172,454	.53	.218	2.13
19	MC	172,454	.52	.300	2.19
20	MC	16,974	.60	.402	2.60
21	MC	16,974	.48	.453	2.50
22	MC	16,974	.28	.077	2.79
23	MC	16,944	.66	.574	2.72
24	MC	16,944	.40	.306	2.18
25	MC	16,944	.63	.422	2.51
26	MC	16,586	.18	.056	2.27
27	MC	16,586	.45	.338	2.45
28	MC	16,586	.50	.294	2.74
29	MC	17,116	.39	.156	1.81
30	MC	17,116	.27	.102	1.96
31	MC	17,116	.55	.435	2.24
32	CR	172,454	.49	.594	2.43
33	CR	3,354	.44	.618	0.06
34	CR	3,124	.42	.610	0.22
35	CR	172,454	.41	.584	1.48
36	CR	172,454	.37	.584	1.68
37	CR	172,454	.38	.596	1.92
38	CR	172,454	.37	.594	2.33
39	CR	3,335	.31	.633	0.27
40	CR	3,202	.38	.577	0.25
41	CR	3,200	.40	.610	0.38
42	CR	3,238	.40	.597	0.06

Table K-20: Item Analysis, Annual Assessment Data, Writing, Grade Span 3–5

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	411,258	.73	.358	0.94
2	MC	411,258	.80	.399	1.00
3	MC	411,258	.88	.499	1.00
4	MC	411,258	.62	.451	0.94
5	MC	411,258	.64	.372	0.99
6	MC	411,258	.84	.452	1.08
7	MC	411,258	.50	.271	1.15
8	MC	411,258	.61	.382	1.00
9	MC	411,258	.59	.390	1.03
10	MC	411,258	.66	.315	1.11
11	MC	411,258	.82	.475	1.23
12	MC	411,258	.38	.272	1.12
13	MC	411,258	.70	.460	1.10
14	MC	411,258	.79	.429	1.19
15	MC	411,258	.52	.283	1.29
16	MC	411,258	.67	.413	1.23
17	MC	411,258	.67	.360	1.29
18	MC	411,258	.74	.471	1.36
19	MC	411,258	.50	.277	1.37
20	MC	41,037	.56	.315	1.74
21	MC	41,037	.48	.231	1.57
22	MC	41,037	.72	.408	1.64
23	MC	40,117	.47	.128	1.55
24	MC	40,117	.59	.396	1.37
25	MC	40,117	.45	.156	1.41
26	MC	38,688	.67	.378	1.38
27	MC	38,688	.77	.412	1.20
28	MC	38,688	.60	.346	1.25
29	MC	41,315	.65	.363	1.44
30	MC	41,315	.44	.132	1.24
31	MC	41,315	.66	.412	1.23
32	CR	411,258	.53	.614	1.83
33	CR	3,132	.56	.631	0.22
34	CR	3,326	.58	.615	0.42
35	CR	411,258	.57	.561	1.15
36	CR	411,258	.55	.605	1.34
37	CR	411,258	.58	.570	1.40
38	CR	411,258	.58	.543	1.53
39	CR	3,261	.54	.582	0.15
40	CR	3,269	.62	.481	0.18
41	CR	4,063	.45	.648	21.19
42	CR	3,729	.53	.681	10.40

Table K-21: Item Analysis, Annual Assessment Data, Writing, Grade Span 6–8

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	258,142	.88	.484	1.07
2	MC	258,142	.66	.349	1.11
3	MC	258,142	.69	.414	1.26
4	MC	258,142	.89	.551	1.09
5	MC	258,142	.64	.287	1.10
6	MC	258,142	.87	.540	1.14
7	MC	258,142	.58	.329	1.22
8	MC	258,142	.61	.377	1.19
9	MC	258,142	.69	.442	1.16
10	MC	258,142	.70	.360	1.18
11	MC	258,142	.83	.516	1.30
12	MC	258,142	.75	.429	1.16
13	MC	258,142	.89	.467	1.14
14	MC	258,142	.48	.232	1.18
15	MC	258,142	.64	.406	1.22
16	MC	258,142	.79	.464	1.19
17	MC	258,142	.82	.509	1.24
18	MC	258,142	.80	.429	1.26
19	MC	258,142	.29	.093	1.28
20	MC	25,764	.79	.450	1.45
21	MC	25,764	.76	.402	1.44
22	MC	25,764	.70	.327	1.53
23	MC	27,153	.83	.505	1.66
24	MC	27,153	.58	.388	1.69
25	MC	27,153	.70	.376	1.77
26	MC	24,585	.57	.159	1.11
27	MC	24,585	.84	.519	1.09
28	MC	24,585	.70	.394	1.19
29	MC	25,472	.76	.449	1.15
30	MC	25,472	.80	.417	1.13
31	MC	25,472	.76	.370	1.20
32	CR	258,142	.66	.579	1.63
33	CR	3,431	.64	.577	0.00
34	CR	3,563	.62	.578	0.03
35	CR	258,142	.73	.532	1.13
36	CR	258,142	.65	.526	1.21
37	CR	258,142	.62	.543	1.30
38	CR	258,142	.63	.549	1.38
39	CR	3,360	.68	.439	0.03
40	CR	3,220	.68	.477	0.00
41	CR	3,352	.66	.495	0.12
42	CR	3,263	.67	.388	0.03

Table K-22: Item Analysis, Annual Assessment Data, Writing, Grade Span 9–12

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	268,602	.81	.542	1.92
2	MC	268,602	.71	.472	2.00
3	MC	268,602	.75	.543	2.04
4	MC	268,602	.78	.521	1.98
5	MC	268,602	.85	.524	1.93
6	MC	268,602	.72	.463	2.03
7	MC	268,602	.69	.421	2.15
8	MC	268,602	.70	.334	1.98
9	MC	268,602	.69	.425	1.95
10	MC	268,602	.77	.557	2.00
11	MC	268,602	.86	.534	2.05
12	MC	268,602	.63	.341	2.00
13	MC	268,602	.67	.325	1.98
14	MC	268,602	.68	.394	2.02
15	MC	268,602	.56	.330	2.08
16	MC	268,602	.84	.331	2.06
17	MC	268,602	.66	.453	2.11
18	MC	268,602	.90	.493	2.10
19	MC	268,602	.64	.277	2.16
20	MC	26,419	.60	.288	1.38
21	MC	26,419	.85	.415	1.22
22	MC	26,419	.67	.208	1.26
23	MC	26,705	.71	.509	4.36
24	MC	26,705	.68	.345	4.34
25	MC	26,705	.47	.344	4.41
26	MC	25,648	.84	.509	1.90
27	MC	25,648	.60	.336	1.78
28	MC	25,648	.24	.018	1.78
29	MC	26,741	.84	.557	2.00
30	MC	26,741	.84	.530	1.79
31	MC	26,741	.64	.131	1.82
32	CR	268,602	.64	.609	3.18
33	CR	3,195	.64	.423	2.69
34	CR	3,284	.67	.498	0.18
35	CR	268,602	.67	.490	2.16
36	CR	268,602	.63	.513	2.24
37	CR	268,602	.65	.550	2.30
38	CR	268,602	.64	.552	2.50
39	CR	3,261	.65	.447	0.34
40	CR	3,136	.66	.387	0.94
41	CR	3,178	.63	.425	0.25
42	CR	3,320	.64	.382	0.15

Table K-23: Item Analysis, Annual Assessment Data, Writing, Constructed-Response Items, All Grade Spans

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 Proportion of Max.	Stand. Dev.
K-1	18	180,903	1.2	21.0	77.8			.285	1.77	0.89	0.450
	19	180,903	1.2	13.3	85.6			.316	1.84	0.92	0.393
	20	180,903	1.2	68.4	30.4			.292	1.29	0.65	0.481
	21	180,903	1.1	60.0	38.9			.332	1.38	0.69	0.508
	22	180,903	8.9	34.1	57.0			.498	1.48	0.74	0.655
	23	180,903	10.2	51.3	38.5			.520	1.28	0.64	0.638
	24	180,903	16.8	53.3	29.9			.526	1.13	0.57	0.671
	25	180,903	19.0	62.8	18.2			.485	.99	0.50	0.610
	26	3,467	15.6	13.8	70.6			.093	1.55	0.78	0.748
	27	4,014	11.8	77.4	10.8			.474	.99	0.50	0.475
	28	4,269	4.9	3.8	91.4			.217	1.86	0.93	0.463
2	32	172,454	10.4	19.6	40.7	24.2	5.1	.594	1.94	0.49	1.026
	33	3,354	5.8	34.9	35.1	22.6	1.6	.618	1.77	0.44	0.927
	34	3,124	13.2	26.5	39.5	19.5	1.3	.610	1.67	0.42	0.988
	35	172,454	29.9	22.1	43.3	4.7		.584	1.23	0.41	0.932
	36	172,454	34.2	22.6	40.9	2.3		.584	1.11	0.37	0.911
	37	172,454	33.2	22.0	41.3	3.5		.596	1.15	0.38	0.929
	38	172,454	35.9	23.2	35.9	5.0		.594	1.10	0.37	0.953
	39	3,335	41.6	24.9	30.9	2.5		.633	.93	0.31	0.908
	40	3,202	30.3	27.2	39.5	3.0		.577	1.14	0.38	0.893
	41	3,200	27.0	28.7	39.0	5.2		.610	1.21	0.40	0.908
	42	3,238	27.8	26.0	43.5	2.6		.597	1.20	0.40	0.884

Table K-23: Item Analysis, Annual Assessment Data, Writing, Constructed-Response Items, All Grade Spans

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 Proportion of Max.	Stand. Dev.
3–5	32	411,258	7.6	16.3	38.5	29.9	7.6	.614	2.13	0.53	1.026
	33	3,132	10.9	7.6	33.5	40.0	8.0	.631	2.24	0.56	1.099
	34	3,326	5.0	10.9	32.4	45.3	6.4	.615	2.32	0.58	0.985
	35	411,258	8.6	17.7	68.0	5.7		.561	1.71	0.57	0.702
	36	411,258	12.3	17.4	64.2	6.1		.605	1.64	0.55	0.774
	37	411,258	9.1	18.9	61.1	10.9		.570	1.74	0.58	0.771
	38	411,258	11.7	17.9	53.9	16.5		.543	1.75	0.58	0.866
	39	3,261	10.9	23.6	55.6	9.9		.582	1.63	0.54	0.813
	40	3,269	7.6	15.5	58.9	18.0		.481	1.86	0.62	0.801
	41	4,063	8.9	21.9	58.6	10.5		.648	1.34	0.45	0.979
	42	3,729	6.2	20.3	63.4	10.1		.681	1.58	0.53	0.866
6–8	32	258,142	3.5	5.3	28.4	49.6	13.2	.579	2.64	0.66	0.902
	33	3,431	1.3	6.0	34.5	50.1	8.0	.577	2.57	0.64	0.787
	34	3,563	2.0	7.6	39.9	42.3	8.2	.578	2.47	0.62	0.830
	35	258,142	3.3	10.5	49.3	36.9		.532	2.20	0.73	0.752
	36	258,142	5.8	15.7	55.8	22.7		.526	1.95	0.65	0.784
	37	258,142	5.3	15.9	65.3	13.5		.543	1.87	0.62	0.700
	38	258,142	6.0	18.2	56.0	19.8		.549	1.90	0.63	0.781
	39	3,360	4.3	12.7	55.7	27.3		.439	2.05	0.68	0.762
	40	3,220	3.7	14.7	56.6	25.1		.477	2.03	0.68	0.737
	41	3,352	4.5	13.8	60.7	20.9		.495	1.98	0.66	0.733
	42	3,263	3.2	14.3	59.9	22.6		.388	2.01	0.67	0.711

Table K-23: Item Analysis, Annual Assessment Data, Writing, Constructed-Response Items, All Grade Spans

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 Proportion of Max.	Stand. Dev.
9–12	32	268,602	7.0	3.7	25.8	55.5	8.0	.609	2.54	0.64	0.951
	33	3,195	1.0	3.2	33.1	58.3	4.3	.423	2.54	0.64	0.797
	34	3,284	1.0	2.6	29.2	62.3	4.9	.498	2.67	0.67	0.676
	35	268,602	5.0	11.1	61.8	22.1		.490	2.01	0.67	0.731
	36	268,602	4.8	16.3	65.1	13.9		.513	1.88	0.63	0.692
	37	268,602	5.5	17.3	54.0	23.2		.550	1.95	0.65	0.789
	38	268,602	5.9	14.4	62.0	17.8		.552	1.92	0.64	0.741
	39	3,261	2.5	21.7	52.4	23.5		.447	1.96	0.65	0.752
	40	3,136	3.1	19.8	52.5	24.6		.387	1.97	0.66	0.776
	41	3,178	4.3	18.8	59.6	17.3		.425	1.89	0.63	0.730
	42	3,320	3.5	18.0	60.2	18.4		.383	1.93	0.64	0.712

Note: With respect to the initial assessment data, results are shown only for operational test items.

Initial Assessment

Table K-24: Item Analysis, Initial Assessment Data, Listening, Grade Span K–1

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	224,147	.78	.445	5.34
2	MC	224,147	.42	.334	5.89
3	MC	224,147	.44	.307	5.97
4	MC	224,147	.44	.279	5.98
5	MC	224,147	.45	.285	6.41
6	MC	224,147	.36	.207	8.72
7	MC	224,147	.34	.289	8.25
8	MC	224,147	.38	.255	8.47
9	MC	224,147	.28	.326	8.73
10	MC	224,147	.47	.317	8.57
19	DCR	224,147	.52	.670	0.85
20	DCR	224,147	.38	.613	0.86
21	DCR	224,147	.53	.617	0.98
22	DCR	224,147	.51	.570	17.78
23	DCR	224,147	.11	.400	17.87
24	DCR	224,147	.51	.706	18.44
25	DCR	224,147	.53	.703	18.41
26	DCR	224,147	.41	.664	18.49
27	DCR	224,147	.17	.490	1.68
28	DCR	224,147	.18	.479	1.79

Table K-25: Item Analysis, Initial Assessment Data, Listening, Grade 2

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	11,807	.82	.721	9.72
2	MC	11,807	.73	.688	9.84
3	MC	11,807	.71	.641	9.82
4	MC	11,807	.66	.607	9.94
5	MC	11,807	.64	.450	10.09
6	MC	11,807	.50	.448	10.60
7	MC	11,807	.54	.498	10.59
8	MC	11,807	.63	.563	10.60
9	MC	11,807	.59	.593	10.81
10	MC	11,807	.65	.591	10.88
19	DCR	11,807	.73	.821	2.43
20	DCR	11,807	.67	.781	2.47
21	DCR	11,807	.73	.820	2.64
22	DCR	11,807	.72	.766	15.23
23	DCR	11,807	.38	.540	15.25
24	DCR	11,807	.73	.843	15.73
25	DCR	11,807	.74	.843	15.71
26	DCR	11,807	.67	.778	15.78
27	DCR	11,807	.54	.658	3.64
28	DCR	11,807	.55	.663	3.73

Table K-26: Item Analysis, Initial Assessment Data, Listening, Grade Span 3–5

Item Sequence Number	Type	N	P-Value	Point- Biserial	Percent Omit
1	MC	28,872	.67	.591	11.13
2	MC	28,872	.73	.678	11.39
3	MC	28,872	.79	.697	11.41
4	MC	28,872	.73	.731	11.49
5	MC	28,872	.67	.637	12.04
6	MC	28,872	.65	.640	12.00
7	MC	28,872	.72	.684	11.75
8	MC	28,872	.67	.595	11.84
9	MC	28,872	.56	.570	11.71
10	MC	28,872	.51	.478	11.80
11	MC	28,872	.62	.589	11.81
12	MC	28,872	.59	.590	11.99
13	MC	28,872	.65	.617	12.25
14	MC	28,872	.52	.567	12.28
15	MC	28,872	.60	.584	12.41
16	MC	28,872	.42	.426	12.37
17	MC	28,872	.42	.437	12.50
18	MC	28,872	.47	.486	12.69
19	MC	28,872	.42	.417	12.86
20	MC	28,872	.52	.457	13.05

Table K-27: Item Analysis, Initial Assessment Data, Listening, Grade Span 6–8

Item Sequence Number	Type	N	P-Value	Point- Biserial	Percent Omit
1	MC	24,254	.71	.677	12.59
2	MC	24,254	.72	.697	12.36
3	MC	24,254	.69	.767	12.47
4	MC	24,254	.66	.685	12.79
5	MC	24,254	.61	.597	12.61
6	MC	24,254	.69	.714	12.85
7	MC	24,254	.63	.670	12.89
8	MC	24,254	.66	.680	12.93
9	MC	24,254	.62	.613	12.85
10	MC	24,254	.48	.624	12.66
11	MC	24,254	.77	.765	12.86
12	MC	24,254	.71	.765	12.93
13	MC	24,254	.68	.766	13.07
14	MC	24,254	.68	.706	13.19
15	MC	24,254	.68	.715	13.13
16	MC	24,254	.60	.678	13.20
17	MC	24,254	.66	.552	13.19
18	MC	24,254	.59	.616	13.19
19	MC	24,254	.48	.482	13.36
20	MC	24,254	.48	.488	13.54

Table K-28: Item Analysis, Initial Assessment Data, Listening, Grade Span 9–12

Item Sequence Number	Type	N	P-Value	Point- Biserial	Percent Omit
1	MC	34,425	.72	.689	11.23
2	MC	34,425	.69	.661	10.72
3	MC	34,425	.71	.657	11.42
4	MC	34,425	.68	.647	10.95
5	MC	34,425	.67	.686	10.83
6	MC	34,425	.75	.691	10.85
7	MC	34,425	.71	.676	10.90
8	MC	34,425	.62	.661	10.79
9	MC	34,425	.58	.570	11.43
10	MC	34,425	.61	.547	11.19
11	MC	34,425	.77	.745	11.15
12	MC	34,425	.61	.478	11.26
13	MC	34,425	.62	.590	11.26
14	MC	34,425	.74	.675	11.14
15	MC	34,425	.74	.696	11.20
16	MC	34,425	.68	.619	11.37
17	MC	34,425	.49	.453	11.48
18	MC	34,425	.50	.466	11.53
19	MC	34,425	.51	.541	11.76
20	MC	34,425	.45	.434	11.77

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Table K-29: Item Analysis, Initial Assessment Data, Speaking, Grade Span K–1

Item Sequence Number	Type	N	P-Value	Point- Biserial	Percent Omit
1	DCR	224,147	.61	.632	0.79
2	DCR	224,147	.45	.627	0.80
3	DCR	224,147	.51	.569	0.85
4	DCR	224,147	.38	.664	19.63
5	DCR	224,147	.34	.567	19.99
6	DCR	224,147	.53	.659	20.49
7	DCR	224,147	.39	.602	20.62
8	DCR	224,147	.49	.672	20.67
9	DCR	224,147	.51	.656	20.67
10	DCR	224,147	.30	.543	20.72
11	DCR	224,147	.32	.626	20.85
12	DCR	224,147	.30	.602	20.80
13	DCR	224,147	.13	.406	20.86
18	CR	224,147	.33	.790	1.63
21	CR	224,147	.32	.704	1.27
22	CR	224,147	.25	.675	20.71
23	CR	224,147	.21	.674	39.82
24	CR	224,147	.15	.615	40.25
25	CR	224,147	.43	.759	1.27
26	CR	224,147	.41	.758	1.46

Table K-30: Item Analysis, Initial Assessment Data, Speaking, Grade 2

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	DCR	11,807	.74	.813	2.14
2	DCR	11,807	.60	.727	2.13
3	DCR	11,807	.70	.779	2.19
4	DCR	11,807	.61	.778	16.87
5	DCR	11,807	.55	.663	17.13
6	DCR	11,807	.68	.789	17.46
7	DCR	11,807	.68	.791	17.55
8	DCR	11,807	.66	.789	17.60
9	DCR	11,807	.68	.803	17.63
10	DCR	11,807	.52	.639	17.61
11	DCR	11,807	.52	.692	17.68
12	DCR	11,807	.64	.790	17.65
13	DCR	11,807	.56	.640	17.70
18	CR	11,807	.52	.868	3.44
21	CR	11,807	.62	.830	2.83
22	CR	11,807	.55	.793	6.71
23	CR	11,807	.56	.816	22.08
24	CR	11,807	.46	.734	22.41
25	CR	11,807	.65	.867	3.07
26	CR	11,807	.64	.864	3.28

Table K-31: Item Analysis, Initial Assessment Data, Speaking, Grade Span 3–5

Item Sequence Number	Type	N	P-Value	Point- Biserial	Percent Omit
1	DCR	28,872	.67	.770	2.16
2	DCR	28,872	.69	.793	2.19
3	DCR	28,872	.58	.746	2.24
4	DCR	28,872	.57	.734	17.37
5	DCR	28,872	.58	.757	17.61
6	DCR	28,872	.51	.652	18.07
7	DCR	28,872	.69	.813	18.10
8	DCR	28,872	.59	.754	18.11
9	DCR	28,872	.51	.660	18.18
10	DCR	28,872	.39	.612	18.16
11	DCR	28,872	.39	.610	18.27
12	DCR	28,872	.44	.637	18.18
13	DCR	28,872	.38	.608	18.20
18	CR	28,872	.57	.890	3.30
21	CR	28,872	.63	.853	2.81
22	CR	28,872	.54	.821	2.86
23	CR	28,872	.57	.824	22.59
24	CR	28,872	.40	.695	22.89
25	CR	28,872	.60	.858	3.25
26	CR	28,872	.59	.852	3.34

Table K-32: Item Analysis, Initial Assessment Data, Speaking, Grade Span 6–8

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	DCR	24,254	.68	.779	2.36
2	DCR	24,254	.68	.816	2.34
3	DCR	24,254	.60	.742	2.41
4	DCR	24,254	.49	.695	16.24
5	DCR	24,254	.53	.712	16.64
6	DCR	24,254	.34	.543	17.21
7	DCR	24,254	.66	.865	17.84
8	DCR	24,254	.51	.737	17.67
9	DCR	24,254	.60	.835	17.77
10	DCR	24,254	.54	.785	17.77
11	DCR	24,254	.31	.547	17.86
12	DCR	24,254	.47	.697	17.52
13	DCR	24,254	.54	.804	17.58
18	CR	24,254	.57	.899	3.82
21	CR	24,254	.58	.877	6.98
22	CR	24,254	.49	.811	7.08
23	CR	24,254	.57	.864	22.00
24	CR	24,254	.49	.825	22.37
25	CR	24,254	.60	.883	3.87
26	CR	24,254	.54	.849	4.00

Table K-33: Item Analysis, Initial Assessment Data, Speaking, Grade Span 9–12

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	DCR	34,425	.53	.725	3.07
2	DCR	34,425	.51	.719	3.05
3	DCR	34,425	.55	.768	3.08
4	DCR	34,425	.40	.581	16.58
5	DCR	34,425	.60	.816	17.53
6	DCR	34,425	.62	.820	18.13
7	DCR	34,425	.50	.735	18.19
8	DCR	34,425	.39	.678	18.32
9	DCR	34,425	.30	.584	18.53
10	DCR	34,425	.27	.523	18.59
11	DCR	34,425	.40	.574	18.24
12	DCR	34,425	.35	.551	18.28
13	DCR	34,425	.28	.539	18.35
18	CR	34,425	.52	.887	4.40
21	CR	34,425	.61	.860	6.77
22	CR	34,425	.52	.833	6.84
23	CR	34,425	.56	.850	20.19
24	CR	34,425	.50	.842	20.50
25	CR	34,425	.59	.859	4.30
26	CR	34,425	.65	.839	4.34

Table K-34: Item Analysis, Initial Assessment Data, Speaking—Constructed-Response Items, All Grade Spans

Grade Span	Item Sequence Number	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point =		Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
						3	4				
K-1	18	224,147	33.5	24.5	21.9	15.6	4.6	.790	1.33	0.33	1.215
	21	224,147	58.4	18.9	22.6			.704	.64	0.32	.826
	22	224,147	66.9	16.1	17.0			.675	.50	0.25	.768
	23	224,147	72.3	13.8	13.9			.674	.42	0.21	.722
	24	224,147	76.9	15.3	7.7			.615	.31	0.15	.606
	25	224,147	39.9	34.9	25.2			.759	.85	0.43	.793
	26	224,147	41.1	35.6	23.3			.758	.82	0.41	.783
2	18	11,807	24.0	8.5	19.0	31.7	16.7	.868	2.09	0.52	1.423
	21	11,807	31.7	13.2	55.1			.830	1.23	0.62	.902
	22	11,807	38.5	12.9	48.6			.793	1.10	0.55	.928
	23	11,808	36.8	15.0	48.2			.816	1.11	0.56	.915
	24	11,807	43.8	21.4	34.8			.734	.91	0.46	.882
	25	11,807	25.1	19.6	55.3			.867	1.30	0.65	.844
	26	11,807	25.8	19.9	54.3			.864	1.28	0.64	.849
3-5	18	28,872	24.0	5.6	13.5	33.9	22.9	.890	2.26	0.57	1.485
	21	28,872	31.2	11.4	57.4			.853	1.26	0.63	.904
	22	28,872	38.5	14.2	47.3			.821	1.09	0.54	.922
	23	28,872	36.6	12.1	51.3			.824	1.15	0.57	.926
	24	28,872	52.2	16.4	31.4			.695	.79	0.40	.890
	25	28,872	32.2	15.0	52.8			.858	1.21	0.60	.899
	26	28,872	30.8	20.2	48.9			.852	1.18	0.59	.875
6-8	18	24,254	24.1	6.5	12.8	29.9	26.7	.899	2.29	0.57	1.522
	21	24,254	34.4	14.5	51.1			.877	1.17	0.58	.909
	22	24,254	38.6	24.0	37.3			.811	.99	0.49	.871
	23	24,254	36.2	13.7	50.1			.864	1.14	0.57	.919
	24	24,254	42.6	16.5	40.9			.825	.98	0.49	.913
	25	24,254	32.7	15.2	52.1			.883	1.19	0.60	.900
	26	24,254	36.4	19.6	44.0			.849	1.08	0.54	.894

Table K-34: Item Analysis, Initial Assessment Data, Speaking—Constructed-Response Items, All Grade Spans

Grade Span	Item Sequence Number	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score		Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
						Point = 3	Point = 4				
9–12	18	34,425	26.2	8.2	16.2	28.7	20.6	.887	2.10	0.52	1.494
	21	34,425	32.7	11.7	55.5			.860	1.23	0.61	.911
	22	34,425	37.5	21.1	41.5			.833	1.04	0.52	.888
	23	34,425	36.8	15.1	48.0			.850	1.11	0.56	.914
	24	34,425	41.1	17.7	41.2			.842	1.00	0.50	.907
	25	34,425	33.1	15.7	51.2			.859	1.18	0.59	.900
	26	34,425	26.8	17.0	56.2			.839	1.29	0.65	.862

Table K-35: Item Analysis, Initial Assessment Data, Reading, Grade Span K–1

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	DCR	224,147	.47	.364	1.46
2	DCR	224,147	.38	.243	1.74
3	DCR	224,147	.33	.331	1.94
4	DCR	224,147	.39	.328	2.35
5	DCR	224,147	.34	.358	2.51
6	DCR	224,147	.26	.264	2.77
7	DCR	224,147	.32	.404	2.80
8	DCR	224,147	.40	.413	2.86
9	DCR	224,147	.72	.569	1.88
10	DCR	224,147	.72	.578	2.07
11	DCR	224,147	.40	.548	2.29
12	DCR	224,147	.41	.506	2.70
13	DCR	224,147	.30	.394	2.79
14	DCR	224,147	.08	.494	2.91
15	DCR	224,147	.10	.560	3.56
16	DCR	224,147	.10	.560	3.64
17	DCR	224,147	.55	.456	2.23
18	DCR	224,147	.30	.417	2.53
30	CR	224,147	.64	.688	1.76
31	CR	224,147	.52	.700	1.98

Table K-36: Item Analysis, Initial Assessment Data, Reading, Grade 2

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	11,807	.57	.625	11.66
2	MC	11,807	.61	.560	11.87
3	MC	11,807	.58	.570	13.27
4	MC	11,807	.45	.446	13.80
5	MC	11,807	.44	.464	14.86
6	MC	11,807	.36	.456	15.27
7	MC	11,807	.50	.597	13.95
8	MC	11,807	.58	.606	14.49
9	MC	11,807	.47	.511	14.54
10	MC	11,807	.39	.413	14.36
11	MC	11,807	.34	.469	14.53
12	MC	11,807	.54	.488	14.64
13	MC	11,807	.56	.555	14.93
14	MC	11,807	.47	.602	14.25
15	MC	11,807	.50	.605	14.38
16	MC	11,807	.38	.467	14.69
17	MC	11,807	.35	.464	14.53
18	MC	11,807	.58	.645	14.58
19	MC	11,807	.30	.414	14.44
20	MC	11,807	.46	.550	14.62
21	MC	11,807	.43	.504	14.60
22	MC	11,807	.49	.682	14.56
23	MC	11,807	.45	.565	14.68
24	MC	11,807	.47	.650	14.82
25	MC	11,807	.37	.486	15.21
26	MC	11,807	.38	.513	15.46
27	MC	11,807	.32	.422	15.49
28	MC	11,807	.44	.540	15.77
29	MC	11,807	.30	.421	15.90
30	MC	11,807	.32	.451	16.00
31	MC	11,807	.33	.422	16.00
32	MC	11,807	.31	.369	16.19
33	MC	11,807	.44	.556	16.21
34	MC	11,807	.40	.535	21.22
35	MC	11,807	.38	.458	17.73

Table K-37: Item Analysis, Initial Assessment Data, Reading, Grade Span 3–5

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	28,872	.59	.559	13.09
2	MC	28,872	.48	.610	13.41
3	MC	28,872	.54	.626	13.39
4	MC	28,872	.51	.590	13.78
5	MC	28,872	.50	.683	13.80
6	MC	28,872	.44	.514	13.92
7	MC	28,872	.45	.481	13.93
8	MC	28,872	.48	.547	13.98
9	MC	28,872	.53	.601	13.93
10	MC	28,872	.66	.665	14.01
11	MC	28,872	.41	.441	14.07
12	MC	28,872	.52	.495	14.10
13	MC	28,872	.42	.592	13.91
14	MC	28,872	.48	.602	14.04
15	MC	28,872	.45	.626	14.38
16	MC	28,872	.52	.640	14.36
17	MC	28,872	.61	.708	14.31
18	MC	28,872	.40	.595	14.44
19	MC	28,872	.45	.596	14.39
20	MC	28,872	.43	.501	14.60
21	MC	28,872	.55	.681	14.50
22	MC	28,872	.49	.586	14.53
23	MC	28,872	.59	.709	14.48
24	MC	28,872	.37	.524	14.63
25	MC	28,872	.57	.658	14.66
26	MC	28,872	.40	.509	14.75
27	MC	28,872	.46	.507	14.93
28	MC	28,872	.50	.594	14.91
29	MC	28,872	.40	.531	15.07
30	MC	28,872	.34	.447	15.09
31	MC	28,872	.40	.534	15.22
32	MC	28,872	.33	.503	15.14
33	MC	28,872	.43	.549	15.25
34	MC	28,872	.42	.548	15.34
35	MC	28,872	.46	.578	15.32

Table K-38: Item Analysis, Initial Assessment Data, Reading, Grade Span 6–8

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	24,254	.72	.708	13.68
2	MC	24,254	.53	.592	13.86
3	MC	24,254	.62	.593	13.84
4	MC	24,254	.46	.652	13.95
5	MC	24,254	.66	.726	14.17
6	MC	24,254	.57	.624	14.11
7	MC	24,254	.57	.729	14.22
8	MC	24,254	.40	.475	14.59
9	MC	24,254	.45	.550	14.37
10	MC	24,254	.71	.716	14.29
11	MC	24,254	.48	.546	14.31
12	MC	24,254	.68	.742	14.28
13	MC	24,254	.57	.661	14.39
14	MC	24,254	.62	.706	14.32
15	MC	24,254	.59	.651	14.48
16	MC	24,254	.66	.691	14.34
17	MC	24,254	.57	.687	14.54
18	MC	24,254	.41	.504	14.56
19	MC	24,254	.41	.486	14.53
20	MC	24,254	.58	.708	14.41
21	MC	24,254	.46	.579	14.53
22	MC	24,254	.43	.583	14.73
23	MC	24,254	.36	.500	14.78
24	MC	24,254	.50	.545	14.58
25	MC	24,254	.56	.603	14.72
26	MC	24,254	.62	.706	14.63
27	MC	24,254	.48	.630	14.90
28	MC	24,254	.52	.679	14.65
29	MC	24,254	.59	.685	14.83
30	MC	24,254	.36	.456	14.78
31	MC	24,254	.50	.586	14.93
32	MC	24,254	.36	.417	14.98
33	MC	24,254	.49	.563	15.14
34	MC	24,254	.51	.524	15.22
35	MC	24,254	.35	.404	15.32

Table K-39: Item Analysis, Initial Assessment Data, Reading, Grade Span 9–12

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	34,425	.75	.638	11.51
2	MC	34,425	.52	.583	11.40
3	MC	34,425	.56	.589	11.83
4	MC	34,425	.75	.666	11.58
5	MC	34,425	.63	.641	11.98
6	MC	34,425	.63	.630	11.74
7	MC	34,425	.55	.549	11.82
8	MC	34,425	.49	.505	11.91
9	MC	34,425	.57	.635	12.01
10	MC	34,425	.57	.584	11.93
11	MC	34,425	.58	.613	11.99
12	MC	34,425	.68	.695	11.94
13	MC	34,425	.62	.683	12.02
14	MC	34,425	.37	.466	12.32
15	MC	34,425	.64	.633	12.25
16	MC	34,425	.48	.514	12.11
17	MC	34,425	.46	.533	12.29
18	MC	34,425	.48	.533	12.19
19	MC	34,425	.45	.528	12.28
20	MC	34,425	.65	.702	11.96
21	MC	34,425	.47	.435	12.24
22	MC	34,425	.49	.551	12.46
23	MC	34,425	.44	.490	12.37
24	MC	34,425	.61	.663	12.40
25	MC	34,425	.42	.518	12.50
26	MC	34,425	.51	.577	12.59
27	MC	34,425	.52	.541	12.58
28	MC	34,425	.38	.479	12.75
29	MC	34,425	.40	.446	12.68
30	MC	34,425	.48	.552	12.82
31	MC	34,425	.45	.520	12.88
32	MC	34,425	.47	.589	12.86
33	MC	34,425	.60	.637	12.89
34	MC	34,425	.45	.520	12.99
35	MC	34,425	.46	.487	13.19

Table K-40: Item Analysis, Initial Assessment Data, Reading, 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 Proportion of Max.	Stand. Dev.
K-1	30	224,147	18.6	18.3	15.9	47.2		0.688	1.92	0.64	1.179
K-1	31	224,147	35.2	13.0	12.2	39.6		0.700	1.56	0.52	1.320

Table K-41: Item Analysis, Initial Assessment Data, Writing, Grade Span K–1

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	DCR	224,147	.67	.488	4.85
2	DCR	224,147	.58	.429	5.39
3	DCR	224,147	.74	.428	5.04
4	DCR	224,147	.87	.411	4.72
5	DCR	224,147	.21	.269	3.20
6	DCR	224,147	.29	.326	3.76
7	DCR	224,147	.16	.263	3.86
8	DCR	224,147	.27	.323	3.95
9	DCR	224,147	.19	.324	3.44
10	DCR	224,147	.35	.352	3.75
11	DCR	224,147	.20	.312	3.84
12	DCR	224,147	.36	.374	4.03
18	CR	224,147	.62	.592	6.49
19	CR	224,147	.65	.623	6.94
20	CR	224,147	.50	.530	7.27
21	CR	224,147	.51	.554	7.26
22	CR	224,147	.21	.627	36.72
23	CR	224,147	.24	.619	30.99
24	CR	224,147	.15	.605	39.08
25	CR	224,147	.14	.571	40.78

Table K-42: Item Analysis, Initial Assessment Data, Writing, Grade 2

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	11,807	.43	.504	13.92
2	MC	11,807	.60	.633	14.55
3	MC	11,807	.57	.617	14.82
4	MC	11,807	.61	.618	15.15
5	MC	11,807	.47	.564	14.58
6	MC	11,807	.54	.639	15.19
7	MC	11,807	.53	.587	15.41
8	MC	11,807	.42	.510	15.62
9	MC	11,807	.53	.625	14.80
10	MC	11,807	.58	.647	15.67
11	MC	11,807	.52	.496	15.87
12	MC	11,807	.66	.668	15.09
13	MC	11,807	.49	.460	15.14
14	MC	11,807	.44	.520	15.04
15	MC	11,807	.45	.564	15.24
16	MC	11,807	.49	.591	15.39
17	MC	11,807	.46	.476	15.21
18	MC	11,807	.47	.414	15.27
19	MC	11,807	.44	.474	15.37
32	CR	11,807	.37	.773	19.62
35	CR	11,807	.33	.726	16.46
36	CR	11,807	.30	.710	17.53
37	CR	11,807	.32	.740	18.02
38	CR	11,807	.30	.721	18.73

Table K-43: Item Analysis, Initial Assessment Data, Writing, Grade Span 3–5

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	28,872	.59	.595	13.63
2	MC	28,872	.67	.650	13.73
3	MC	28,872	.69	.739	13.88
4	MC	28,872	.54	.625	13.90
5	MC	28,872	.56	.599	14.01
6	MC	28,872	.66	.694	14.00
7	MC	28,872	.41	.437	14.20
8	MC	28,872	.51	.548	14.07
9	MC	28,872	.50	.576	14.08
10	MC	28,872	.56	.561	14.17
11	MC	28,872	.68	.699	14.36
12	MC	28,872	.35	.412	14.33
13	MC	28,872	.56	.652	14.30
14	MC	28,872	.67	.655	14.46
15	MC	28,872	.47	.521	14.49
16	MC	28,872	.58	.604	14.43
17	MC	28,872	.56	.584	14.44
18	MC	28,872	.59	.665	14.55
19	MC	28,872	.45	.496	14.53
32	CR	28,872	.41	.822	20.23
35	CR	28,872	.45	.810	16.02
36	CR	28,872	.43	.813	16.95
37	CR	28,872	.45	.813	17.39
38	CR	28,872	.46	.779	17.63

Table K-44: Item Analysis, Initial Assessment Data, Writing, Grade Span 6–8

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	24,254	.64	.729	13.56
2	MC	24,254	.60	.610	13.61
3	MC	24,254	.56	.630	13.94
4	MC	24,254	.67	.766	13.86
5	MC	24,254	.55	.542	13.69
6	MC	24,254	.68	.782	13.81
7	MC	24,254	.50	.539	13.99
8	MC	24,254	.53	.583	14.01
9	MC	24,254	.56	.670	13.97
10	MC	24,254	.59	.612	13.96
11	MC	24,254	.70	.756	14.08
12	MC	24,254	.61	.674	13.99
13	MC	24,254	.76	.713	13.91
14	MC	24,254	.50	.417	14.00
15	MC	24,254	.56	.631	14.22
16	MC	24,254	.62	.672	14.04
17	MC	24,254	.66	.753	14.05
18	MC	24,254	.68	.701	14.15
19	MC	24,254	.36	.374	14.15
32	CR	24,254	.51	.856	18.37
35	CR	24,254	.60	.835	14.03
36	CR	24,254	.52	.819	15.23
37	CR	24,254	.50	.834	16.44
38	CR	24,254	.51	.821	16.38

Table K-45: Item Analysis, Initial Assessment Data, Writing, Grade Span 9–12

Item Sequence Number	Type	N	P-Value	Point-Biserial	Percent Omit
1	MC	34,425	.66	.721	11.58
2	MC	34,425	.60	.674	11.72
3	MC	34,425	.60	.704	11.89
4	MC	34,425	.65	.704	11.85
5	MC	34,425	.71	.686	11.68
6	MC	34,425	.61	.663	11.91
7	MC	34,425	.61	.663	11.88
8	MC	34,425	.59	.573	11.71
9	MC	34,425	.57	.641	11.73
10	MC	34,425	.62	.660	11.83
11	MC	34,425	.68	.699	11.98
12	MC	34,425	.61	.588	11.85
13	MC	34,425	.62	.606	11.84
14	MC	34,425	.61	.640	11.86
15	MC	34,425	.47	.485	12.06
16	MC	34,425	.75	.582	11.96
17	MC	34,425	.56	.587	12.05
18	MC	34,425	.77	.734	11.96
19	MC	34,425	.59	.532	12.11
32	CR	34,425	.51	.836	18.78
35	CR	34,425	.58	.760	12.69
36	CR	34,425	.53	.796	13.80
37	CR	34,425	.53	.801	14.43
38	CR	34,425	.52	.797	15.25

Table K-46: Item Analysis, Initial Assessment Data, Writing—Constructed-Response Items, All Grade Spans

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 Proportion of Max.	Stand. Dev.
K-1	18	224,147	13.3	49.5	37.3			.592	1.24	0.62	.669
	19	224,147	13.6	41.8	44.6			.623	1.31	0.65	.697
	20	224,147	12.6	75.7	11.7			.530	.99	0.50	.493
	21	224,147	11.5	75.3	13.1			.554	1.02	0.51	.496
	22	224,147	67.5	22.6	9.9			.627	.42	0.21	.665
	23	224,147	61.4	29.5	9.1			.619	.48	0.24	.657
	24	224,147	74.6	20.2	5.2			.605	.31	0.15	.562
	25	224,147	75.1	21.5	3.4			.571	.28	0.14	.521
2	32	11,807	31.0	17.4	30.6	16.4	4.7	.773	1.46	0.37	1.214
	35	11,807	45.2	16.1	34.2	4.5		.726	.98	0.33	.987
	36	11,807	48.6	16.0	32.9	2.4		.710	.89	0.30	.949
	37	11,807	46.2	16.1	33.4	4.3		.740	.96	0.32	.983
	38	11,807	50.0	16.5	27.9	5.5		.721	.89	0.30	.994
3-5	32	28,872	29.0	13.7	28.1	21.5	7.7	.822	1.65	0.41	1.304
	35	28,872	29.0	13.2	51.9	5.9		.810	1.35	0.45	.962
	36	28,872	31.7	13.9	48.3	6.1		.813	1.29	0.43	.981
	37	28,872	29.4	14.1	47.3	9.2		.813	1.36	0.45	1.002
	38	28,872	30.7	14.8	39.6	15.0		.779	1.39	0.46	1.073
6-8	32	24,254	25.3	6.1	20.4	34.1	14.0	.856	2.05	0.51	1.405
	35	24,254	22.1	10.3	33.0	34.7		.835	1.80	0.60	1.137
	36	24,254	25.2	12.9	43.2	18.7		.819	1.55	0.52	1.061
	37	24,254	26.9	12.1	45.7	15.3		.834	1.49	0.50	1.046
	38	24,254	26.9	13.0	40.0	20.1		.821	1.53	0.51	1.091
9-12	32	34,425	26.7	4.5	19.3	37.4	12.1	.836	2.04	0.51	1.403
	35	34,425	19.0	10.6	48.1	22.3		.760	1.74	0.58	1.009
	36	34,425	20.7	15.0	49.1	15.2		.796	1.59	0.53	.980
	37	34,425	21.7	17.9	40.1	20.3		.801	1.59	0.53	1.040
	38	34,425	22.5	14.8	45.4	17.2		.797	1.57	0.52	1.019

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Notes:

Refer to Appendix D: Item Maps to determine the corresponding form and item number.

Item difficulty values are *p*-values for multiple-choice items or item means divided by the maximum number of points for constructed-response items.

Table L-1: Comparison of Item Difficulty, Listening, Grade Span K–1

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.92	.78	0.14
2	.68	.42	0.26
3	.63	.44	0.19
4	.56	.44	0.12
5	.58	.45	0.13
6	.43	.36	0.07
7	.47	.34	0.13
8	.51	.38	0.13
9	.44	.28	0.16
10	.62	.47	0.15
19	.83	.52	0.31
20	.73	.38	0.35
21	.85	.53	0.32
22	.79	.51	0.28
23	.21	.11	0.10
24	.84	.51	0.33
25	.86	.53	0.33
26	.74	.41	0.33
27	.52	.17	0.35
28	.55	.18	0.37
		Sum	4.55
		Average	0.23

Table L-2: Comparison of Item Difficulty, Listening, Grade 2

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.95	.82	0.13
2	.89	.73	0.16
3	.84	.71	0.13
4	.77	.66	0.11
5	.73	.64	0.09
6	.57	.50	0.07
7	.65	.54	0.11
8	.77	.63	0.14
9	.71	.59	0.12
10	.77	.65	0.12
19	.92	.73	0.19
20	.88	.67	0.21
21	.94	.73	0.21
22	.91	.72	0.19
23	.45	.38	0.07
24	.93	.73	0.20
25	.94	.74	0.20
26	.86	.67	0.19
27	.70	.54	0.16
28	.71	.55	0.16
		Sum	2.96
		Average	0.15

Table L-3: Comparison of Item Difficulty, Listening, Grade Span 3–5

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.81	.67	0.14
2	.88	.73	0.15
3	.94	.79	0.15
4	.92	.73	0.19
5	.80	.67	0.13
6	.82	.65	0.17
7	.87	.72	0.15
8	.80	.67	0.13
9	.70	.56	0.14
10	.59	.51	0.08
11	.72	.62	0.10
12	.70	.59	0.11
13	.75	.65	0.10
14	.59	.52	0.07
15	.74	.60	0.14
16	.45	.42	0.03
17	.44	.42	0.02
18	.52	.47	0.05
19	.48	.42	0.06
20	.61	.52	0.09
		Sum	2.20
		Average	0.11

Table L-4: Comparison of Item Difficulty, Listening, Grade Span 6–8

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.88	.71	0.17
2	.92	.72	0.20
3	.93	.69	0.24
4	.84	.66	0.18
5	.76	.61	0.15
6	.86	.69	0.17
7	.80	.63	0.17
8	.85	.66	0.19
9	.75	.62	0.13
10	.60	.48	0.12
11	.96	.77	0.19
12	.91	.71	0.20
13	.91	.68	0.23
14	.84	.68	0.16
15	.87	.68	0.19
16	.76	.60	0.16
17	.76	.66	0.10
18	.77	.59	0.18
19	.49	.48	0.01
20	.51	.48	0.03
		Sum	3.17
		Average	0.16

Table L-5: Comparison of Item Difficulty, Listening, Grade Span 9–12

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.90	.72	0.18
2	.85	.69	0.16
3	.84	.71	0.13
4	.85	.68	0.17
5	.85	.67	0.18
6	.90	.75	0.15
7	.83	.71	0.12
8	.75	.62	0.13
9	.69	.58	0.11
10	.68	.61	0.07
11	.94	.77	0.17
12	.65	.61	0.04
13	.77	.62	0.15
14	.90	.74	0.16
15	.88	.74	0.14
16	.80	.68	0.12
17	.54	.49	0.05
18	.55	.50	0.05
19	.59	.51	0.08
20	.53	.45	0.08
		Sum	2.44
		Average	0.12

Table L-6: Comparison of Item Difficulty, Speaking, Grade Span K–1

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.87	.61	0.26
2	.64	.45	0.19
3	.76	.51	0.25
4	.62	.38	0.24
5	.48	.34	0.14
6	.76	.53	0.23
7	.71	.39	0.32
8	.71	.49	0.22
9	.77	.51	0.26
10	.51	.30	0.21
11	.51	.32	0.19
12	.60	.30	0.30
13	.32	.13	0.19
18	.51	.33	0.18
21	.57	.32	0.25
22	.46	.25	0.21
23	.46	.21	0.25
24	.35	.15	0.20
25	.68	.43	0.25
26	.67	.41	0.26
		Sum	4.60
		Average	0.23

Table L-7: Comparison of Item Difficulty, Speaking, Grade 2

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.94	.74	0.20
2	.76	.60	0.16
3	.90	.70	0.20
4	.79	.61	0.18
5	.66	.55	0.11
6	.86	.68	0.18
7	.87	.68	0.19
8	.83	.66	0.17
9	.87	.68	0.19
10	.65	.52	0.13
11	.66	.52	0.14
12	.83	.64	0.19
13	.68	.56	0.12
18	.65	.52	0.13
21	.77	.62	0.15
22	.69	.55	0.14
23	.71	.56	0.15
24	.58	.46	0.12
25	.83	.65	0.18
26	.82	.64	0.18
		Sum	3.21
		Average	0.16

Table L-8: Comparison of Item Difficulty, Speaking, Grade Span 3–5

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.85	.67	0.18
2	.90	.69	0.21
3	.76	.58	0.18
4	.76	.57	0.19
5	.78	.58	0.20
6	.67	.51	0.16
7	.93	.69	0.24
8	.80	.59	0.21
9	.65	.51	0.14
10	.46	.39	0.07
11	.50	.39	0.11
12	.62	.44	0.18
13	.45	.38	0.07
18	.74	.57	0.17
21	.84	.63	0.21
22	.72	.54	0.18
23	.76	.57	0.19
24	.50	.40	0.10
25	.81	.60	0.21
26	.78	.59	0.19
		Sum	3.39
		Average	0.17

Table L-9: Comparison of Item Difficulty, Speaking, Grade Span 6–8

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.91	.68	0.23
2	.93	.68	0.25
3	.81	.60	0.21
4	.67	.49	0.18
5	.69	.53	0.16
6	.42	.34	0.08
7	.93	.66	0.27
8	.66	.51	0.15
9	.87	.60	0.27
10	.73	.54	0.19
11	.32	.31	0.01
12	.58	.47	0.11
13	.76	.54	0.22
18	.76	.57	0.19
21	.82	.58	0.24
22	.65	.49	0.16
23	.79	.57	0.22
24	.66	.49	0.17
25	.81	.60	0.21
26	.73	.54	0.19
		Sum	3.71
		Average	0.19

Table L-10: Comparison of Item Difficulty, Speaking, Grade Span 9–12

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.72	.53	0.19
2	.66	.51	0.15
3	.75	.55	0.20
4	.56	.40	0.16
5	.85	.60	0.25
6	.84	.62	0.22
7	.64	.50	0.14
8	.49	.39	0.10
9	.38	.30	0.08
10	.31	.27	0.04
11	.49	.40	0.09
12	.41	.35	0.06
13	.30	.28	0.02
18	.70	.52	0.18
21	.83	.61	0.22
22	.70	.52	0.18
23	.77	.56	0.21
24	.67	.50	0.17
25	.80	.59	0.21
26	.83	.65	0.18
		Sum	3.05
		Average	0.15

Table L-11: Comparison of Item Difficulty, Reading, Grade Span K–1

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.80	.47	0.33
2	.59	.38	0.21
3	.63	.33	0.30
4	.66	.39	0.27
5	.65	.34	0.31
6	.48	.26	0.22
7	.80	.32	0.48
8	.79	.40	0.39
9	.96	.72	0.24
10	.98	.72	0.26
11	.90	.40	0.50
12	.88	.41	0.47
13	.71	.30	0.41
14	.43	.08	0.35
15	.58	.10	0.48
16	.64	.10	0.54
17	.87	.55	0.32
18	.65	.30	0.35
30	.95	.64	0.31
31	.93	.52	0.41
		Sum	7.15
		Average	0.36

Table L-12: Comparison of Item Difficulty, Reading, Grade 2

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.69	.57	0.12
2	.73	.61	0.12
3	.67	.58	0.09
4	.52	.45	0.07
5	.48	.44	0.04
6	.41	.36	0.05
7	.58	.50	0.08
8	.68	.58	0.10
9	.54	.47	0.07
10	.41	.39	0.02
11	.37	.34	0.03
12	.64	.54	0.10
13	.67	.56	0.11
14	.54	.47	0.07
15	.57	.50	0.07
16	.45	.38	0.07
17	.38	.35	0.03
18	.70	.58	0.12
19	.32	.30	0.02
20	.54	.46	0.08
21	.48	.43	0.05
22	.58	.49	0.09
23	.53	.45	0.08
24	.55	.47	0.08
25	.42	.37	0.05
26	.43	.38	0.05
27	.35	.32	0.03
28	.50	.44	0.06
29	.33	.30	0.03
30	.37	.32	0.05
31	.36	.33	0.03
32	.32	.31	0.01
33	.48	.44	0.04
34	.44	.40	0.04
35	.42	.38	0.04
		Sum	2.19
		Average	0.06

Table L-13: Comparison of Item Difficulty, Reading, Grade Span 3–5

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.68	.59	0.09
2	.56	.48	0.08
3	.69	.54	0.15
4	.65	.51	0.14
5	.60	.50	0.10
6	.48	.44	0.04
7	.53	.45	0.08
8	.61	.48	0.13
9	.62	.53	0.09
10	.81	.66	0.15
11	.49	.41	0.08
12	.57	.52	0.05
13	.49	.42	0.07
14	.56	.48	0.08
15	.52	.45	0.07
16	.63	.52	0.11
17	.76	.61	0.15
18	.45	.40	0.05
19	.50	.45	0.05
20	.49	.43	0.06
21	.65	.55	0.10
22	.55	.49	0.06
23	.71	.59	0.12
24	.39	.37	0.02
25	.69	.57	0.12
26	.44	.40	0.04
27	.52	.46	0.06
28	.59	.50	0.09
29	.41	.40	0.01
30	.37	.34	0.03
31	.44	.40	0.04
32	.34	.33	0.01
33	.45	.43	0.02
34	.47	.42	0.05
35	.50	.46	0.04
		Sum	2.63
		Average	0.08

Table L-14: Comparison of Item Difficulty, Reading, Grade Span 6–8

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.89	.72	0.17
2	.65	.53	0.12
3	.74	.62	0.12
4	.54	.46	0.08
5	.79	.66	0.13
6	.66	.57	0.09
7	.69	.57	0.12
8	.46	.40	0.06
9	.50	.45	0.05
10	.86	.71	0.15
11	.59	.48	0.11
12	.89	.68	0.21
13	.69	.57	0.12
14	.76	.62	0.14
15	.65	.59	0.06
16	.78	.66	0.12
17	.65	.57	0.08
18	.42	.41	0.01
19	.45	.41	0.04
20	.74	.58	0.16
21	.50	.46	0.04
22	.42	.43	-0.01
23	.33	.36	-0.03
24	.52	.50	0.02
25	.61	.56	0.05
26	.71	.62	0.09
27	.55	.48	0.07
28	.57	.52	0.05
29	.65	.59	0.06
30	.35	.36	-0.01
31	.52	.50	0.02
32	.37	.36	0.01
33	.48	.49	-0.01
34	.50	.51	-0.01
35	.32	.35	-0.03
		Sum	2.45
		Average	0.07

Table L-15: Comparison of Item Difficulty, Reading, Grade Span 9–12

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.86	.75	0.11
2	.51	.52	-0.01
3	.68	.56	0.12
4	.88	.75	0.13
5	.73	.63	0.10
6	.76	.63	0.13
7	.58	.55	0.03
8	.52	.49	0.03
9	.62	.57	0.05
10	.64	.57	0.07
11	.65	.58	0.07
12	.82	.68	0.14
13	.73	.62	0.11
14	.41	.37	0.04
15	.81	.64	0.17
16	.45	.48	-0.03
17	.48	.46	0.02
18	.52	.48	0.04
19	.47	.45	0.02
20	.82	.65	0.17
21	.50	.47	0.03
22	.49	.49	0.00
23	.47	.44	0.03
24	.68	.61	0.07
25	.44	.42	0.02
26	.50	.51	-0.01
27	.55	.52	0.03
28	.33	.38	-0.05
29	.37	.40	-0.03
30	.48	.48	0.00
31	.44	.45	-0.01
32	.47	.47	0.00
33	.62	.60	0.02
34	.39	.45	-0.06
35	.43	.46	-0.03
		Sum	1.52
		Average	0.04

Table L-16: Comparison of Item Difficulty, Writing, Grade Span K–1

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.93	.67	0.26
2	.90	.58	0.32
3	.93	.74	0.19
4	.96	.87	0.09
5	.44	.21	0.23
6	.57	.29	0.28
7	.37	.16	0.21
8	.55	.27	0.28
9	.51	.19	0.32
10	.59	.35	0.24
11	.46	.20	0.26
12	.63	.36	0.27
18	.89	.62	0.27
19	.92	.65	0.27
20	.65	.50	0.15
21	.69	.51	0.18
22	.74	.21	0.53
23	.64	.24	0.40
24	.57	.15	0.42
25	.50	.14	0.36
		Sum	5.53
		Average	0.28

Table L-17: Comparison of Item Difficulty, Writing, Grade 2

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.49	.43	0.06
2	.72	.60	0.12
3	.68	.57	0.11
4	.74	.61	0.13
5	.52	.47	0.05
6	.65	.54	0.11
7	.66	.53	0.13
8	.47	.42	0.05
9	.65	.53	0.12
10	.72	.58	0.14
11	.61	.52	0.09
12	.79	.66	0.13
13	.55	.49	0.06
14	.51	.44	0.07
15	.52	.45	0.07
16	.58	.49	0.09
17	.52	.46	0.06
18	.53	.47	0.06
19	.52	.44	0.08
32	.49	.37	0.12
35	.41	.33	0.08
36	.37	.30	0.07
37	.38	.32	0.06
38	.37	.30	0.07
		Sum	2.13
		Average	0.09

Table L-18: Comparison of Item Difficulty, Writing, Grade Span 3–5

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.73	.59	0.14
2	.80	.67	0.13
3	.88	.69	0.19
4	.62	.54	0.08
5	.64	.56	0.08
6	.84	.66	0.18
7	.50	.41	0.09
8	.61	.51	0.10
9	.59	.50	0.09
10	.66	.56	0.10
11	.82	.68	0.14
12	.38	.35	0.03
13	.70	.56	0.14
14	.79	.67	0.12
15	.52	.47	0.05
16	.67	.58	0.09
17	.67	.56	0.11
18	.74	.59	0.15
19	.50	.45	0.05
32	.53	.41	0.12
35	.57	.45	0.12
36	.55	.43	0.12
37	.58	.45	0.13
38	.58	.46	0.12
		Sum	2.67
		Average	0.11

Table L-19: Comparison of Item Difficulty, Writing, Grade Span 6–8

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.88	.64	0.24
2	.66	.60	0.06
3	.69	.56	0.13
4	.89	.67	0.22
5	.64	.55	0.09
6	.87	.68	0.19
7	.58	.50	0.08
8	.61	.53	0.08
9	.69	.56	0.13
10	.70	.59	0.11
11	.83	.70	0.13
12	.75	.61	0.14
13	.89	.76	0.13
14	.48	.50	-0.02
15	.64	.56	0.08
16	.79	.62	0.17
17	.82	.66	0.16
18	.80	.68	0.12
19	.29	.36	-0.07
32	.66	.51	0.15
35	.73	.60	0.13
36	.65	.52	0.13
37	.62	.50	0.12
38	.63	.51	0.12
		Sum	2.82
		Average	0.12

Table L-20: Comparison of Item Difficulty, Writing, Grade Span 9–12

Item Sequence Number	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.81	.66	0.15
2	.71	.60	0.11
3	.75	.60	0.15
4	.78	.65	0.13
5	.85	.71	0.14
6	.72	.61	0.11
7	.69	.61	0.08
8	.70	.59	0.11
9	.69	.57	0.12
10	.77	.62	0.15
11	.86	.68	0.18
12	.63	.61	0.02
13	.67	.62	0.05
14	.68	.61	0.07
15	.56	.47	0.09
16	.84	.75	0.09
17	.66	.56	0.10
18	.90	.77	0.13
19	.64	.59	0.05
32	.64	.51	0.13
35	.67	.58	0.09
36	.63	.53	0.10
37	.65	.53	0.12
38	.64	.52	0.12
		Sum	2.59
		Average	0.11

Appendix M: Unscaled Item Parameters**Notes:**

Unshaded entries represent operational items. Shaded items are field test items. Field test items do not contribute to the students' test scores.

The 3PL model (multiple-choice items) uses the a, b, and c parameters, also known as the discrimination, difficulty, and guessing parameters, respectively. The 2PL model (dichotomous-constructed-response items) uses only the a and b parameters. The generalized partial credit model (GPC: constructed-response items) uses the alpha and gamma parameters.

Refer to Appendix D: Item Maps to determine the corresponding position of the item within test forms from the Item Sequence Number.

The samples for these analyses consisted of random samples of approximately 75,000 students for each grade span drawn from AA students (grades 1–12) and IA students (kindergarten) tested during the AA window.

Table M-1: Unscaled Parameters, Listening, Grade Span K–2

Item Sequence		Parameters		
Number	Model	a	b	c
1	3PL	0.9745	-1.3980	0.2833
2	3PL	1.2270	0.0041	0.2563
3	3PL	1.0820	0.1884	0.2898
4	3PL	1.0680	0.5256	0.3242
5	3PL	0.6890	0.4195	0.2582
6	3PL	1.0120	1.2620	0.3125
7	3PL	0.7823	0.6929	0.1973
8	3PL	1.3230	0.5491	0.3066
9	3PL	1.2730	0.5385	0.1709
10	3PL	0.8812	0.1716	0.2745
11	3PL	1.1370	-0.0846	0.3130
12	3PL	0.6005	0.3087	0.2833
13	3PL	0.8395	-0.0353	0.2833
14	3PL	0.7254	0.1381	0.2833
15	3PL	0.6614	0.3558	0.2041
16	3PL	0.8309	0.5558	0.2833
17	3PL	0.6270	0.5701	0.2833
18	3PL	0.9615	0.6096	0.2722
19	2PL	3.2970	-0.6394	
20	2PL	2.5800	-0.3630	
21	2PL	2.6810	-0.7727	
22	2PL	1.9980	-0.7217	
23	2PL	1.9130	1.0060	
24	2PL	4.0000	-0.6201	
25	2PL	4.0000	-0.6931	
26	2PL	2.9920	-0.3474	
27	2PL	2.3330	0.2817	
28	2PL	2.2870	0.2361	
29	2PL	2.3080	-0.1523	
30	2PL	2.4910	0.0692	
31	2PL	2.5950	0.3399	
32	2PL	2.4860	0.4345	
33	2PL	1.4790	0.2903	
34	2PL	2.7910	-1.1310	
35	2PL	2.1650	0.5404	
36	2PL	2.5840	0.3270	

Table M-2: Unscaled Parameters Listening, Grade Span 3–5

Item Sequence		Parameters		
Number	Model	a	b	c
1	3PL	0.5787	-1.6460	0.0688
2	3PL	0.7982	-1.8800	0.0824
3	3PL	1.0300	-2.2710	0.1037
4	3PL	1.1650	-1.8810	0.0936
5	3PL	0.6791	-1.3460	0.1181
6	3PL	0.7054	-1.5280	0.0650
7	3PL	1.1040	-1.2930	0.2933
8	3PL	0.5840	-1.5100	0.1265
9	3PL	0.4987	-1.0400	0.0851
10	3PL	0.3894	-0.2365	0.1225
11	3PL	0.8501	-0.3607	0.3191
12	3PL	0.8608	-0.4640	0.2247
13	3PL	0.9447	-0.4541	0.3411
14	3PL	1.2000	0.0983	0.2567
15	3PL	0.7083	-0.5316	0.3208
16	3PL	0.8965	0.7969	0.2242
17	3PL	1.0040	0.9189	0.2658
18	3PL	0.9305	0.6721	0.2995
19	3PL	0.7682	1.2940	0.3435
20	3PL	0.4764	0.7113	0.3852
21	3PL	0.5320	-1.7350	0.1880
22	3PL	0.6012	-2.0530	0.2243
23	3PL	0.7781	0.0862	0.2786
24	3PL	0.5821	0.3497	0.2088
25	3PL	0.3715	-1.2340	0.2079
26	3PL	0.9893	2.3620	0.2147
27	3PL	0.8813	2.2560	0.3044
28	3PL	1.0850	1.1180	0.2516
29	3PL	0.5699	-2.0240	0.2804
30	3PL	0.3609	-0.4471	0.3134
31	3PL	1.0350	0.5078	0.2355
32	3PL	0.4238	-0.1976	0.2845

Table M-3: Unscaled Parameters Listening, Grade Span 6–8

Item Sequence		Parameters		
Number	Model	a	b	c
1	3PL	0.6688	-2.0470	0.1547
2	3PL	0.6588	-2.5270	0.1270
3	3PL	1.0060	-2.1670	0.0660
4	3PL	0.6143	-1.9420	0.0559
5	3PL	0.7342	-1.1280	0.0894
6	3PL	0.7006	-1.8350	0.1050
7	3PL	0.6412	-1.4770	0.1142
8	3PL	0.6115	-1.9500	0.0627
9	3PL	0.4515	-1.4080	0.1314
10	3PL	0.7797	0.1468	0.2833
11	3PL	1.1060	-2.4030	0.2245
12	3PL	1.0550	-1.9910	0.0670
13	3PL	0.8856	-2.1460	0.0658
14	3PL	0.9030	-1.3780	0.1885
15	3PL	0.6211	-2.1250	0.0549
16	3PL	0.7414	-1.0280	0.1341
17	3PL	0.3268	-1.5840	0.2385
18	3PL	0.4121	-1.8560	0.0738
19	3PL	0.6942	0.7942	0.2546
20	3PL	0.6802	0.6623	0.2684
21	3PL	0.4369	-1.8730	0.3740
22	3PL	0.5653	-0.5705	0.1742
23	3PL	0.4770	-0.0420	0.1477
24	3PL	0.5561	-1.4400	0.2102
25	3PL	0.6891	-0.0955	0.4520
26	3PL	1.0140	2.5770	0.3873
27	3PL	0.9325	0.3225	0.3622
28	3PL	0.7539	3.3270	0.3323
29	3PL	0.3588	-2.7370	0.3296
30	3PL	0.4286	-2.0590	0.2976
31	3PL	0.8482	2.0110	0.3063
32	3PL	0.3680	-0.2391	0.2621

Table M-4: Unscaled Parameters Listening, Grade Span 9–12

Item Sequence		Parameters		
Number	Model	a	b	c
1	3PL	0.7918	-2.2810	0.0821
2	3PL	0.7056	-1.8090	0.0969
3	3PL	0.7294	-1.3060	0.3722
4	3PL	0.7985	-1.6360	0.1282
5	3PL	0.7265	-1.8160	0.0608
6	3PL	1.4000	-1.3310	0.4006
7	3PL	0.7378	-1.5380	0.1520
8	3PL	1.0360	-0.8085	0.1522
9	3PL	0.5922	-0.7271	0.1484
10	3PL	0.5782	-0.2332	0.3095
11	3PL	1.1930	-2.3500	0.1085
12	3PL	0.6324	0.3857	0.4207
13	3PL	0.5794	-1.0450	0.2833
14	3PL	0.5574	-2.8290	0.1056
15	3PL	0.7595	-2.0050	0.0925
16	3PL	0.6283	-1.5030	0.1221
17	3PL	0.5851	0.7459	0.3034
18	3PL	0.2491	-0.1063	0.1014
19	3PL	0.4687	-0.3927	0.0812
20	3PL	0.3404	0.1132	0.1093
21	3PL	0.3156	0.7145	0.3414
22	3PL	0.7370	-1.3750	0.3720
23	3PL	0.5853	-0.2356	0.1630
24	3PL	0.6259	0.1982	0.2863
25	3PL	0.9976	2.4560	0.2483
26	3PL	0.7225	0.0690	0.1736
27	3PL	0.6695	1.9610	0.4532
28	3PL	0.4514	2.0420	0.3934
29	3PL	0.6996	-1.0310	0.2925
30	3PL	0.7243	-1.6610	0.2342
31	3PL	0.3240	1.0410	0.2643
32	3PL	0.8162	-1.4700	0.1783

Table M-5: Unscaled Parameters Speaking, Grade Span K–2

Item Sequence Number	Model	Parameters						
		a	b	α	γ_1	γ_2	γ_3	γ_4
1	2PL	2.3910	-0.9450					
2	2PL	1.7927	-0.2299					
3	2PL	1.8430	-0.6570					
4	2PL	2.4049	-0.1083					
5	2PL	1.5463	0.1857					
6	2PL	2.0137	-0.5940					
7	2PL	2.1646	-0.3207					
8	2PL	2.1765	-0.4088					
9	2PL	2.1653	-0.5677					
10	2PL	1.5798	0.1826					
11	2PL	2.0183	0.1731					
12	2PL	2.3298	-0.0388					
13	2PL	1.8234	0.6192					
14	2PL	2.8434	-0.8744					
15	2PL	2.8548	-0.7984					
16	2PL	2.4133	-0.5207					
17	2PL	3.3101	-1.1624					
18	GPC			1.8189	-1.6714	-0.4649	0.7481	2.7761
19	GPC			1.9240	-1.2507	-0.0884	1.0055	2.9540
20	GPC			1.9100	-1.4135	-0.1050	1.0065	2.9794
21	GPC			1.8658	0.0656	0.0671		
22	GPC			1.9327	0.7158	0.4006		
23	GPC			2.5206	0.6572	0.8632		
24	GPC			2.1694	0.9911	1.6195		
25	GPC			2.3704	-1.9400	0.3910		
26	GPC			2.4217	-1.8815	0.4820		
27	GPC			1.8207	0.3446	0.9521		
28	GPC			2.3210	1.1784	0.9639		
29	GPC			2.3234	-1.8127	-0.0295		
30	GPC			1.6803	0.1528	-0.0271		
31	GPC			1.9461	1.3393	0.7999		
32	GPC			2.2772	-1.2836	1.0530		

Table M-6: Unscaled Parameters Speaking, Grade Span 3–5

Item Sequence Number	Model	Parameters						
		a	b	α	γ_1	γ_2	γ_3	γ_4
1	2PL	1.5054	-1.6444					
2	2PL	1.5715	-1.9635					
3	2PL	1.1733	-1.2328					
4	2PL	1.1787	-1.2284					
5	2PL	1.4094	-1.1600					
6	2PL	0.9319	-0.8717					
7	2PL	1.4131	-2.4285					
8	2PL	1.1142	-1.4800					
9	2PL	0.9929	-0.7358					
10	2PL	1.1811	0.1252					
11	2PL	1.1444	0.0491					
12	2PL	0.9097	-0.5776					
13	2PL	1.1494	0.1930					
14	2PL	1.3700	-2.3322					
15	2PL	1.3608	-1.1483					
16	2PL	1.4252	-1.5799					
17	2PL	1.0927	-0.8756					
18	GPC			1.0940	-2.7094	-2.5848	-1.3521	1.0407
19	GPC			1.1852	-2.9621	-2.2182	-0.5563	1.6390
20	GPC			1.1967	-3.0406	-2.2489	-0.7558	1.3717
21	GPC			1.1110	-1.4975	-1.8126		
22	GPC			1.3281	-0.9092	-1.0788		
23	GPC			1.2108	-0.8635	-1.4204		
24	GPC			1.0168	0.2615	-0.1497		
25	GPC			1.2527	-2.0638	-1.2837		
26	GPC			1.2210	-2.4665	-0.8168		
27	GPC			1.2092	-1.2145	-1.5951		
28	GPC			1.5123	-1.6671	-2.5763		
29	GPC			1.1121	-3.3568	-0.7606		
30	GPC			1.2250	-1.5089	-2.0167		
31	GPC			1.1080	-0.8304	-1.6020		
32	GPC			1.2091	-2.4815	-1.4901		

Table M-7: Unscaled Parameters Speaking, Grade Span 6–8

Item Sequence Number	Model	Parameters						
		a	b	α	γ_1	γ_2	γ_3	γ_4
1	2PL	1.2153	-2.4036					
2	2PL	1.4986	-2.3348					
3	2PL	1.1128	-1.6367					
4	2PL	0.9842	-0.8564					
5	2PL	1.1312	-0.9350					
6	2PL	1.0179	0.3817					
7	2PL	2.0423	-2.0769					
8	2PL	1.1876	-0.6829					
9	2PL	1.5763	-1.7202					
10	2PL	1.2681	-1.0374					
11	2PL	1.0525	0.9022					
12	2PL	1.0879	-0.3937					
13	2PL	1.4306	-1.1375					
14	2PL	1.6241	-2.2038					
15	2PL	1.1128	-0.2856					
16	2PL	0.9667	-0.3439					
17	2PL	1.5098	-2.4707					
18	GPC			1.0855	-3.0650	-2.8151	-1.5038	0.6801
19	GPC			1.2571	-2.8266	-2.9701	-1.4947	1.0983
20	GPC			1.1668	-3.0121	-2.9175	-1.6253	0.8459
21	GPC			1.3846	-2.1456	-1.5198		
22	GPC			1.1785	-1.4658	-0.0487		
23	GPC			1.2328	-1.4961	-1.3776		
24	GPC			1.3907	-1.0721	-0.4976		
25	GPC			1.4204	-2.6802	-1.3367		
26	GPC			1.1699	-1.7707	-0.6270		
27	GPC			1.3090	-1.2970	-1.0419		
28	GPC			1.2449	-2.2949	-2.3712		
29	GPC			1.1038	-2.7134	-2.3059		
30	GPC			1.3828	-1.9162	-0.2723		
31	GPC			1.2288	-2.0536	-1.5892		
32	GPC			1.4987	-3.2408	-1.4716		

Table M-8: Unscaled Parameters Speaking, Grade Span 9–12

Item Sequence Number	Model	Parameters						
		a	b	α	γ_1	γ_2	γ_3	γ_4
1	2PL	1.3381	-1.0032					
2	2PL	1.4400	-0.6701					
3	2PL	1.7040	-0.9702					
4	2PL	1.1085	-0.2488					
5	2PL	1.9580	-1.3939					
6	2PL	1.7736	-1.4513					
7	2PL	1.4193	-0.5116					
8	2PL	1.6316	0.0218					
9	2PL	1.3498	0.4456					
10	2PL	1.1130	0.8644					
11	2PL	1.0614	0.0567					
12	2PL	1.1408	0.4752					
13	2PL	1.3396	0.8434					
14	2PL	1.8730	-1.4197					
15	2PL	1.2731	-0.1294					
16	2PL	1.6525	-0.8128					
17	2PL	1.3104	-0.7314					
18	GPC			1.2909	-2.6480	-2.3273	-0.9517	1.1174
19	GPC			1.3402	-2.8125	-2.5017	-1.5192	0.4797
20	GPC			1.4968	-3.0448	-2.6491	-1.6171	0.6539
21	GPC			1.5874	-2.0918	-1.9743		
22	GPC			1.3027	-1.7142	-0.4812		
23	GPC			1.4807	-1.6292	-1.3801		
24	GPC			1.6860	-1.3971	-0.5474		
25	GPC			1.5333	-2.3938	-1.4190		
26	GPC			1.5064	-3.3082	-1.5163		
27	GPC			1.4173	-1.9413	-2.3690		
28	GPC			1.4364	-1.3144	-0.9289		
29	GPC			1.6226	-3.0589	-1.8409		
30	GPC			1.5495	-2.0720	-1.4919		
31	GPC			1.6449	-2.8236	-2.3525		
32	GPC			1.4759	-2.9415	-1.8352		

Table M-9: Unscaled Parameters Reading, Grade Span K–1

Item Sequence Number	Model	Parameters						
		a	b	α	γ_1	γ_2	γ_3	γ_4
1	2PL	1.1929	-0.5377					
2	2PL	0.7004	0.2050					
3	2PL	0.9882	0.2267					
4	2PL	0.7899	-0.0399					
5	2PL	1.1594	0.1373					
6	2PL	0.8612	0.8896					
7	2PL	1.7994	-0.1064					
8	2PL	1.4818	-0.2758					
9	2PL	3.7760	-1.0513					
10	2PL	4.0000	-1.0717					
11	2PL	2.5711	-0.3925					
12	2PL	2.3083	-0.3962					
13	2PL	1.5639	0.0855					
14	2PL	2.8766	0.9719					
15	2PL	4.0000	0.6072					
16	2PL	4.0000	0.5055					
17	2PL	1.5509	-0.7423					
18	2PL	1.2459	0.2438					
19	2PL	1.6635	-0.5436					
20	2PL	2.6964	-0.8659					
21	2PL	3.4957	0.8524					
22	2PL	1.1895	-0.7880					
23	2PL	1.8385	-0.5452					
24	2PL	4.0000	0.8032					
25	2PL	1.4995	0.1330					
26	2PL	2.6365	1.1154					
27	2PL	4.0000	-1.2287					
28	2PL	0.7334	0.2571					
29	2PL	1.5115	0.3849					
30	GPC			3.2635		-3.9806	-2.4792	-2.2120
31	GPC			3.2448		-2.1791	-1.9062	-1.8409
32	GPC			3.3156		-2.2474	-2.1290	-1.9438

Table M-10: Unscaled Parameters Reading, Grade 2

Item Sequence		Parameters		
Number	Model	a	b	c
1	3PL	1.2860	-0.3680	0.2118
2	3PL	0.7810	-0.6069	0.2647
3	3PL	1.0790	0.0365	0.3676
4	3PL	0.7996	0.8837	0.3181
5	3PL	1.4380	1.0510	0.3404
6	3PL	0.8228	1.1280	0.2181
7	3PL	1.1200	0.1367	0.2166
8	3PL	1.0620	-0.2637	0.2601
9	3PL	0.9530	0.6618	0.3154
10	3PL	1.7630	1.5490	0.3435
11	3PL	0.9861	1.1130	0.1960
12	3PL	0.5443	-0.0306	0.2764
13	3PL	0.6964	-0.4374	0.1872
14	3PL	1.2960	0.2091	0.1880
15	3PL	1.4750	0.2049	0.2474
16	3PL	0.9598	1.0940	0.2891
17	3PL	0.8133	1.0180	0.1652
18	3PL	1.1260	-0.5383	0.1558
19	3PL	0.8301	1.4210	0.1628
20	3PL	0.7567	0.2118	0.1656
21	3PL	0.5593	0.2802	0.0775
22	3PL	1.6850	-0.1111	0.1029
23	3PL	0.8034	0.1202	0.1196
24	3PL	1.5230	0.1055	0.1514
25	3PL	1.0690	1.0080	0.2392
26	3PL	0.6920	0.6154	0.1200
27	3PL	1.0490	1.3660	0.2321
28	3PL	1.8200	0.7380	0.3234
29	3PL	1.0040	1.3800	0.1979
30	3PL	1.0840	1.1280	0.2089
31	3PL	1.2710	1.3010	0.2454
32	3PL	1.8310	1.6640	0.2698
33	3PL	1.3710	0.7415	0.2814
34	3PL	1.0590	0.8023	0.2284
35	3PL	1.2650	1.2660	0.3037
36	3PL	0.8657	1.2270	0.1698
37	3PL	0.8870	-0.0477	0.1040
38	3PL	1.2440	0.4832	0.1456
39	3PL	0.4487	1.3640	0.1210
40	3PL	1.2000	0.9120	0.1333

Table M-10: Unscaled Parameters Reading, Grade 2

Item Sequence		Parameters		
Number	Model	a	b	c
41	3PL	0.4999	3.2160	0.1686
42	3PL	0.4545	4.0120	0.2858
43	3PL	0.2542	2.1180	0.1523
44	3PL	0.9689	1.5860	0.2126
45	3PL	0.9570	1.0600	0.2131
46	3PL	0.8659	2.1570	0.3000
47	3PL	0.6457	1.3910	0.1355
48	3PL	1.5780	0.1596	0.2669
49	3PL	1.6470	0.9115	0.2111
50	3PL	0.6617	1.6620	0.2512
51	3PL	1.1190	0.6376	0.1636
52	3PL	1.2440	0.7272	0.2482
53	3PL	0.6805	1.3760	0.1668

Table M-11: Unscaled Parameters Reading, Grade Span 3–5

Item Sequence		Parameters		
Number	Model	a	b	c
1	3PL	0.6386	-0.4652	0.2125
2	3PL	0.7438	-0.1256	0.0892
3	3PL	0.8679	-0.4763	0.1994
4	3PL	0.7335	-0.3297	0.1994
5	3PL	1.0950	-0.2423	0.0888
6	3PL	0.6963	0.7048	0.2193
7	3PL	0.5033	0.4103	0.1878
8	3PL	0.6984	-0.1239	0.1994
9	3PL	0.6740	-0.4374	0.0912
10	3PL	1.1400	-1.1450	0.1030
11	3PL	0.5087	0.6514	0.1994
12	3PL	0.7146	0.5156	0.3086
13	3PL	0.8631	0.1949	0.1105
14	3PL	0.7805	0.0368	0.1581
15	3PL	1.3510	0.2832	0.2007
16	3PL	1.2220	-0.0669	0.2436
17	3PL	1.2620	-0.9052	0.0652
18	3PL	1.0070	0.4680	0.1446
19	3PL	1.0420	0.4305	0.2126
20	3PL	0.6573	0.7961	0.2489
21	3PL	1.5870	-0.1926	0.2253
22	3PL	0.9149	0.1396	0.1795
23	3PL	1.3470	-0.6040	0.1257
24	3PL	0.9461	0.9533	0.1871
25	3PL	0.9050	-0.6592	0.1040
26	3PL	0.7796	0.6967	0.1779
27	3PL	0.9682	0.7096	0.3113
28	3PL	0.6920	-0.2303	0.0846
29	3PL	1.2700	0.8813	0.2308
30	3PL	0.7735	1.3380	0.2103
31	3PL	0.8747	0.7933	0.2082
32	3PL	1.2610	1.0740	0.1815
33	3PL	1.2310	0.7929	0.2531
34	3PL	0.9982	0.6596	0.2280
35	3PL	0.9146	0.3891	0.2007
36	3PL	1.0030	0.3698	0.2118
37	3PL	0.6359	-1.4760	0.1171
38	3PL	0.7595	-1.3710	0.1131
39	3PL	1.2800	-0.2150	0.1515
40	3PL	0.7746	0.7262	0.2165

Table M-11: Unscaled Parameters Reading, Grade Span 3–5

Item Sequence		Parameters		
Number	Model	a	b	c
41	3PL	0.7287	-0.4419	0.1249
42	3PL	1.1880	1.1300	0.1429
43	3PL	0.6840	-0.2662	0.1639
44	3PL	0.9897	0.4234	0.2295
45	3PL	0.8392	1.6130	0.1068
46	3PL	0.9971	0.5604	0.1886
47	3PL	0.6957	0.4681	0.1651
48	3PL	1.0320	2.1030	0.2088
49	3PL	1.2970	1.0620	0.1995
50	3PL	0.4006	1.6720	0.1506
51	3PL	0.8294	2.5130	0.1951
52	3PL	0.9096	2.1100	0.2079
53	3PL	1.0280	0.4533	0.2180

Table M-12: Unscaled Parameters Reading, Grade Span 6–8

Item Sequence		Parameters		
Number	Model	a	b	c
1	3PL	1.0230	-1.7010	0.1994
2	3PL	0.4543	-0.4918	0.1994
3	3PL	0.4892	-1.1040	0.1994
4	3PL	0.8206	0.1828	0.1994
5	3PL	1.0240	-1.1090	0.0919
6	3PL	0.5669	-0.4574	0.1994
7	3PL	1.0370	-0.6973	0.0321
8	3PL	0.3404	0.5318	0.0585
9	3PL	0.5873	0.4171	0.1564
10	3PL	0.8645	-1.6000	0.1437
11	3PL	0.3640	0.0390	0.1994
12	3PL	1.3510	-1.6380	0.0571
13	3PL	0.8054	-0.6466	0.1307
14	3PL	0.8857	-0.8675	0.1994
15	3PL	0.6957	-0.3592	0.1818
16	3PL	0.7533	-1.2660	0.0518
17	3PL	1.0050	-0.3505	0.1607
18	3PL	0.8910	0.9949	0.2313
19	3PL	0.4508	0.7798	0.1443
20	3PL	0.8467	-1.0360	0.0531
21	3PL	0.6834	0.2485	0.1233
22	3PL	1.0240	0.7161	0.1777
23	3PL	1.2080	1.1750	0.1963
24	3PL	0.6808	0.5539	0.2396
25	3PL	0.6126	-0.1880	0.1690
26	3PL	1.1680	-0.3370	0.2840
27	3PL	1.0190	0.1681	0.2047
28	3PL	1.3000	0.1111	0.1994
29	3PL	1.5270	-0.0120	0.3048
30	3PL	0.9002	1.3430	0.2073
31	3PL	0.9318	0.5014	0.2538
32	3PL	0.6156	1.6730	0.2278
33	3PL	0.8359	0.6723	0.2388
34	3PL	0.8135	0.8014	0.2940
35	3PL	0.9632	1.9020	0.2491
36	3PL	0.5997	-0.3478	0.0789
37	3PL	0.8645	-0.5122	0.0784
38	3PL	0.9087	-0.6065	0.1899
39	3PL	0.8335	-0.1664	0.1940
40	3PL	0.9321	2.3700	0.2022

Table M-12: Unscaled Parameters Reading, Grade Span 6–8

Item Sequence		Parameters		
Number	Model	a	b	c
41	3PL	0.5429	0.2921	0.1291
42	3PL	0.4647	0.0008	0.0969
43	3PL	0.8284	-0.5295	0.1514
44	3PL	1.2600	-0.8311	0.1351
45	3PL	0.9719	0.4106	0.1876
46	3PL	1.3360	0.4075	0.2856
47	3PL	0.7744	0.9538	0.2126
48	3PL	0.8086	1.4700	0.1772
49	3PL	1.1120	1.3550	0.2468
50	3PL	1.3400	1.0850	0.1314
51	3PL	1.0990	2.4750	0.1227
52	3PL	0.9470	3.5030	0.1729
53	3PL	0.5836	1.1370	0.2492

Table M-13: Unscaled Parameters Reading, Grade Span 9–12

Item Sequence		Parameters		
Number	Model	a	b	c
1	3PL	1.0610	-1.0800	0.4610
2	3PL	0.7376	0.1739	0.1076
3	3PL	0.6712	-0.5308	0.1994
4	3PL	0.8986	-1.7700	0.1994
5	3PL	0.7465	-0.9728	0.1111
6	3PL	0.7562	-0.9014	0.1994
7	3PL	0.5746	0.1113	0.2301
8	3PL	0.6404	0.5385	0.2473
9	3PL	1.0620	0.0763	0.2950
10	3PL	0.8455	-0.2654	0.2016
11	3PL	0.6701	-0.3830	0.1994
12	3PL	1.0570	-1.3630	0.0498
13	3PL	0.9292	-0.9234	0.0689
14	3PL	0.6030	1.1090	0.2018
15	3PL	0.8650	-1.3890	0.0618
16	3PL	0.7819	0.8046	0.2269
17	3PL	0.7859	0.6207	0.2161
18	3PL	0.6910	0.3071	0.1735
19	3PL	0.8277	0.4915	0.1541
20	3PL	0.9934	-1.3940	0.0449
21	3PL	0.6720	1.1120	0.3375
22	3PL	0.7998	0.5570	0.2339
23	3PL	0.3948	0.3316	0.0668
24	3PL	0.9706	-0.4927	0.1754
25	3PL	0.7401	0.7467	0.1782
26	3PL	0.8594	0.4468	0.2149
27	3PL	0.7344	0.4625	0.2840
28	3PL	1.1970	1.3690	0.2300
29	3PL	0.7719	1.3540	0.2249
30	3PL	0.7868	0.6892	0.2401
31	3PL	0.9429	1.0330	0.2731
32	3PL	0.8964	0.5083	0.1691
33	3PL	1.0540	0.1203	0.3188
34	3PL	0.7709	1.0220	0.1853
35	3PL	0.8602	1.1560	0.2819
36	3PL	1.0840	-1.6740	0.1123
37	3PL	1.2640	-1.0570	0.1201
38	3PL	0.6603	-0.3505	0.2438
39	3PL	1.1000	-1.3530	0.1401
40	3PL	1.1710	-0.1258	0.1427

Table M-13: Unscaled Parameters Reading, Grade Span 9–12

Item Sequence		Parameters		
Number	Model	a	b	c
41	3PL	0.6950	0.1870	0.1361
42	3PL	0.8385	-1.1750	0.1654
43	3PL	0.7267	0.3205	0.2527
44	3PL	0.7848	-0.6197	0.1612
45	3PL	0.8612	0.5641	0.3721
46	3PL	1.3190	2.1300	0.2217
47	3PL	0.6234	1.4710	0.1940
48	3PL	0.9669	0.3044	0.2441
49	3PL	1.0400	1.2570	0.1936
50	3PL	0.8988	0.3966	0.1817
51	3PL	0.7030	0.6001	0.2095
52	3PL	0.8420	1.1780	0.2000
53	3PL	0.8978	1.1970	0.1560

Table M-14: Unscaled Parameters Writing, Grade Span K–1

Item Sequence Number	Model	Parameters						
		a	b	α	γ_1	γ_2	γ_3	γ_4
1	2PL	1.8065	-0.8961					
2	2PL	1.5562	-0.7001					
3	2PL	1.5832	-1.6128					
4	2PL	1.7290	-1.9729					
5	2PL	0.8658	1.5243					
6	2PL	0.9790	0.8342					
7	2PL	0.9771	1.7903					
8	2PL	1.0539	0.9083					
9	2PL	1.2413	1.2308					
10	2PL	0.9240	0.6255					
11	2PL	1.0980	1.3352					
12	2PL	1.0147	0.4905					
13	2PL	1.7146	-0.3261					
14	2PL	1.1474	1.2501					
15	2PL	1.4222	-0.1156					
16	2PL	1.0001	-0.0457					
17	2PL	1.0560	1.2252					
18	GPC			2.1655	-3.2355	0.1648		
19	GPC			1.9214	-3.1747	0.4165		
20	GPC			1.7357	-3.1059	2.0872		
21	GPC			1.7549	-3.2424	1.2942		
22	GPC			3.8701	1.1676	3.4413		
23	GPC			3.0146	0.5445	3.5652		
24	GPC			3.7705	1.6855	5.0058		
25	GPC			3.2511	1.6690	5.3389		
26	GPC			0.8289	0.1736	-0.4336		
27	GPC			3.7024	1.1712	6.5901		
28	GPC			1.1439	1.2058	-2.2739		

Table M-15: Unscaled Parameters Writing, Grade 2

Item Sequence Number	Model	Parameters							
		a	b	c	α	γ_1	γ_2	γ_3	γ_4
1	3PL	2.3666	-1.6141	-0.8956					
2	3PL	1.6789	0.8173	-1.0435					
3	3PL	1.7729	0.4688	-1.0532					
4	3PL	1.8834	0.6567	-0.5907					
5	3PL	2.7642	-1.4805	-0.9049					
6	3PL	2.1297	0.2263	-1.0071					
7	3PL	1.5459	0.3750	-1.2651					
8	3PL	2.1041	-1.2151	-1.2629					
9	3PL	2.6845	-0.0175	-0.8377					
10	3PL	1.9466	1.0116	-1.2891					
11	3PL	1.5050	-1.0027	-0.2808					
12	3PL	3.1446	1.3050	-0.3480					
13	3PL	2.5394	-2.5945	-0.2333					
14	3PL	3.1443	-2.1586	-0.6961					
15	3PL	2.0429	-1.1427	-0.8930					
16	3PL	2.7041	-1.3064	-0.5964					
17	3PL	1.9215	-1.9436	-0.4655					
18	3PL	1.2171	-1.5120	-0.4446					
19	3PL	1.5121	-1.2086	-0.7643					
20	3PL	1.5153	-0.2284	-1.0443					
21	3PL	1.7897	-0.6483	-1.7113					
22	3PL	2.2413	-4.9749	-1.1238					
23	3PL	3.9451	0.6399	-1.1804					
24	3PL	0.8485	-0.6860	-2.4370					
25	3PL	2.2562	-0.4174	-0.5961					
26	3PL	1.7165	-4.8187	-1.6658					
27	3PL	2.3340	-2.2337	-1.0034					
28	3PL	3.0667	-3.1612	-0.5190					
29	3PL	1.6535	-2.6908	-0.7742					
30	3PL	2.6504	-5.0981	-1.1915					
31	3PL	2.7811	-1.1428	-0.7585					
32	GPC				1.0416	-1.7666	-1.0185	0.8665	2.5140
33	GPC				1.2945	-2.8259	-0.1930	1.1179	4.1439
34	GPC				1.1456	-1.5081	-0.5339	1.3188	4.0453
35	GPC				1.0841	-0.2356	-0.4871	3.0979	
36	GPC				1.0945	-0.0523	-0.3018	3.8611	
37	GPC				1.1311	-0.1000	-0.3692	3.4221	
38	GPC				1.1092	0.0061	-0.1410	2.9266	
39	GPC				1.3019	0.1198	0.3139	3.9657	
40	GPC				1.1943	-0.5057	-0.2188	3.4587	

Table M-15: Unscaled Parameters Writing, Grade 2

Item Sequence		Parameters							
Number	Model	a	b	c	α	γ_1	γ_2	γ_3	γ_4
41	GPC				1.2984	-0.4572	0.1696	3.3036	
42	GPC				1.1639	-0.4794	-0.2437	3.8926	

Table M-16: Unscaled Parameters Writing, Grade Span 3–5

Item Sequence Number	Model	Parameters							
		a	b	c	α	γ_1	γ_2	γ_3	γ_4
1	3PL	1.2500	0.4821	-0.6183					
2	3PL	1.2458	1.3106	-0.9280					
3	3PL	2.0655	2.9327	-1.5567					
4	3PL	2.4746	-0.3103	-0.8998					
5	3PL	2.0471	-0.4745	-0.5056					
6	3PL	1.5303	2.1213	-1.7169					
7	3PL	0.9263	-0.6445	-1.3227					
8	3PL	1.5274	-0.1526	-1.0115					
9	3PL	1.2429	0.0418	-1.6067					
10	3PL	1.1165	0.0709	-0.7369					
11	3PL	1.8740	1.8292	-1.0558					
12	3PL	1.4695	-1.6034	-1.3972					
13	3PL	1.8497	0.6046	-1.0685					
14	3PL	1.6225	1.2132	-0.7389					
15	3PL	1.1129	-0.6971	-1.0749					
16	3PL	1.9408	0.0363	-0.6471					
17	3PL	1.2497	0.2457	-0.9716					
18	3PL	2.0536	0.8622	-0.9132					
19	3PL	1.3739	-1.0834	-0.9443					
20	3PL	1.3713	-0.6563	-0.9255					
21	3PL	1.5981	-1.8733	-0.7188					
22	3PL	1.3658	0.6539	-1.2090					
23	3PL	0.3327	-1.0106	-0.9280					
24	3PL	2.1118	-0.7010	-0.7729					
25	3PL	0.5312	-1.1935	-0.9280					
26	3PL	1.4249	0.0571	-0.9396					
27	3PL	1.3709	0.9710	-1.1634					
28	3PL	1.3754	-0.4514	-0.9288					
29	3PL	1.4379	0.0946	-0.8028					
30	3PL	0.4802	-1.2483	-0.9280					
31	3PL	2.0600	-0.0303	-0.6561					
32	GPC				1.0987	-2.0501	-1.2443	0.4965	2.2316
33	GPC				1.1357	-0.6689	-1.9310	0.03528	2.4525
34	GPC				1.1833	-1.7927	-1.6446	-0.12664	2.9298
35	GPC				1.2067	-2.0446	1.2067	3.2298	
36	GPC				1.3148	-1.6364	-1.4376	3.2388	
37	GPC				1.1592	-1.9143	-1.3452	2.3849	
38	GPC				0.9337	-1.2278	-1.2334	1.6066	
39	GPC				1.2554	-1.6921	-0.8569	2.6077	
40	GPC				0.8464	-1.3738	-1.5111	1.5260	

Table M-16: Unscaled Parameters Writing, Grade Span 3–5

Item Sequence Number	Model	Parameters							
		a	b	c	α	γ_1	γ_2	γ_3	γ_4
41	GPC				0.9147	-0.3879	-0.9162	2.3067	
42	GPC				1.1683	-1.5550	-1.2450	2.6228	

Table M-17: Unscaled Parameters Writing, Grade Span 6–8

Item Sequence Number	Model	Parameters							
		a	b	c	α	γ_1	γ_2	γ_3	γ_4
1	3PL	1.7021	2.7832	-1.7285					
2	3PL	1.5622	-0.0679	-0.5601					
3	3PL	1.3762	0.4795	-0.9280					
4	3PL	2.7142	3.7865	-1.2674					
5	3PL	0.8700	0.1022	-0.9655					
6	3PL	2.5071	3.0566	-1.2519					
7	3PL	0.9332	0.0670	-1.7699					
8	3PL	1.2457	0.2178	-1.5549					
9	3PL	1.7642	0.6602	-1.2407					
10	3PL	1.0995	0.4472	-0.9280					
11	3PL	2.2422	2.2642	-1.0818					
12	3PL	1.4519	1.0897	-1.2248					
13	3PL	2.4335	2.6421	-0.1618					
14	3PL	1.5199	-1.5579	-0.7216					
15	3PL	1.7064	0.1469	-1.0325					
16	3PL	1.9545	1.4331	-0.9031					
17	3PL	2.3089	1.9601	-0.9489					
18	3PL	1.4358	1.5554	-1.3242					
19	3PL	2.3484	-4.5004	-1.0900					
20	3PL	1.4940	1.4920	-1.4818					
21	3PL	1.3392	1.0004	-1.2148					
22	3PL	0.8822	0.7422	-2.0191					
23	3PL	1.7869	2.2086	-1.3552					
24	3PL	1.6916	-0.2019	-1.0995					
25	3PL	1.1004	0.6840	-1.2208					
26	3PL	0.4539	-0.4787	-0.9280					
27	3PL	2.2117	2.2580	-1.3295					
28	3PL	1.2477	0.6625	-1.7220					
29	3PL	1.6070	1.3595	-1.4081					
30	3PL	1.2620	1.6036	-1.3999					
31	3PL	1.0116	1.2664	-1.8794					
32	GPC				0.9158	-2.0994	-2.3885	-0.6352	1.7616
33	GPC				1.2740	-3.4740	-2.7378	-0.3870	2.7357
34	GPC				1.2190	-3.0664	-2.3929	0.1174	2.6220
35	GPC				0.8859	-2.7085	-1.9867	0.4202	
36	GPC				0.8560	-2.0534	-1.5463	1.1954	
37	GPC				0.9881	-2.4265	-1.7111	1.9922	
38	GPC				0.9467	-2.2818	-1.3996	1.3875	
39	GPC				0.7174	-1.6824	-1.6781	0.9149	
40	GPC				0.8660	-2.2725	-1.5958	1.1149	

Table M-17: Unscaled Parameters Writing, Grade Span 6–8

Item Sequence		Parameters							
Number	Model	a	b	c	α	γ_1	γ_2	γ_3	γ_4
41	GPC				0.9136	-1.9445	-1.6732	1.4580	
42	GPC				0.6588	-1.9333	-1.5408	1.2144	

Table M-18: Unscaled Parameters Writing, Grade Span 9–12

Item Sequence Number	Model	Parameters							
		a	b	c	α	γ_1	γ_2	γ_3	γ_4
1	3PL	2.1537	1.9811	-1.2265					
2	3PL	1.5404	0.9998	-1.7137					
3	3PL	2.1453	1.5935	-1.7998					
4	3PL	1.9832	1.6824	-1.4406					
5	3PL	2.4946	2.2957	-0.4853					
6	3PL	1.4380	1.0341	-1.6139					
7	3PL	1.1827	0.8184	-1.8362					
8	3PL	0.6731	0.8978	-2.4162					
9	3PL	1.1765	0.9169	-2.2158					
10	3PL	2.6397	1.8527	-1.3911					
11	3PL	2.5186	2.6090	-0.5493					
12	3PL	0.8087	0.4209	-1.8522					
13	3PL	0.8339	0.4181	-1.1939					
14	3PL	1.0599	0.6264	-1.5405					
15	3PL	0.9399	0.0242	-2.0031					
16	3PL	0.6479	1.6285	-1.3773					
17	3PL	2.3152	0.4713	-1.1018					
18	3PL	1.4388	2.8585	-1.2524					
19	3PL	0.6329	0.3099	-1.3757					
20	3PL	1.1045	-0.5152	-0.7071					
21	3PL	1.2777	1.7457	-0.9550					
22	3PL	0.5489	0.0490	-0.8108					
23	3PL	2.1628	0.8331	-0.6053					
24	3PL	0.5577	0.4160	-0.9103					
25	3PL	1.5391	-0.7741	-1.3173					
26	3PL	1.8402	2.1222	-1.2430					
27	3PL	0.9335	0.0746	-1.6522					
28	3PL	*							
29	3PL	3.0930	2.7701	-0.7565					
30	3PL	3.0698	2.3923	-0.4746					
31	3PL	*							
32	GPC			0.8291	-0.8069	-2.4156	-0.7837	2.3349	
33	GPC			0.6344	-0.4581	-2.6646	-0.5664	2.8976	
34	GPC			1.0057	-2.2322	-3.2057	-0.7658	3.1875	
35	GPC			0.6492	-1.8541	-1.9131	1.1785		
36	GPC			0.7824	-2.4761	-1.6084	1.8195		
37	GPC			0.8374	-2.4796	-1.3692	1.0901		
38	GPC			0.8909	-2.2413	-1.7479	1.5638		
39	GPC			0.8189	-2.7409	-1.0480	1.1267		
40	GPC			0.6250	-2.0250	-1.0768	0.9815		

Table M-18: Unscaled Parameters Writing, Grade Span 9–12

Item Sequence		Parameters							
Number	Model	a	b	c	α	γ_1	γ_2	γ_3	γ_4
41	GPC			0.7232	-2.0330	-1.2844	1.5238		
42	GPC			0.6592	-2.0491	-1.2919	1.4429		

*Non-converging items were excluded from parameter estimation.

Appendix N: Item-Type Correlations

Note:
The tables in this appendix present item-type descriptive statistics and correlations among multiple-choice (MC), dichotomous-constructed-response (DCR), and constructed-response (CR) items by grade span for annual assessment and initial assessment data.

Table N-1: Item-Type Descriptive Statistics, Annual Assessment

Domain	Grade Span	N	Item Type	Raw Score			
				Mean Score	Standard Deviation	Maximum Score	Pearson Correlation
Listening	K-1	180,903	MC	5.8557	2.11353	10	.478
		180,903	DCR	6.9310	2.53400	10	
	2	172,454	MC	7.6444	2.01865	10	.479
		172,454	DCR	8.2370	1.97506	10	
Speaking	K-1	180,903	DCR	8.2516	3.45344	13	.700
		180,903	CR	8.3905	4.45387	16	
	2	172,454	DCR	10.2876	2.78679	13	.673
		172,454	CR	11.3641	3.83860	16	
	3-5	411,258	DCR	9.1325	2.92430	13	.663
		411,258	CR	11.7117	3.67642	16	
	6-8	258,142	DCR	9.2815	2.79068	13	.708
		258,142	CR	11.9032	3.61043	16	
9-12	268,602	DCR	7.3914	3.34036	13	.723	
	268,602	CR	11.9101	3.97468	16		
Reading	K-1	180,903	DC	13.0062	3.71750	18	.501
		180,903	CR	5.6569	1.08075	6	
	K-1	180,903	DCR	7.8320	2.31870	12	.530
		180,903	CR	11.1650	2.60383	16	
Writing	2	172,454	MC	11.4211	4.28430	19	.685
		172,454	CR	6.5339	3.54899	16	
	3-5	411,258	MC	12.6684	4.01650	19	.675
		411,258	CR	8.9722	3.08018	16	
	6-8	258,142	MC	13.5144	3.87224	19	.655
		258,142	CR	10.5535	2.83052	16	
	9-12	268,602	MC	13.9171	4.18329	19	.681
		268,602	CR	10.2924	2.79498	16	

Table N-2: Item-Type Descriptive Statistics, Initial Assessment

Domain	Grade Span	N	Item Type	Raw Score			Pearson Correlation
				Mean Score	Standard Deviation	Maximum Score	
Listening	K-1	224,147	MC	4.3729	2.25956	10	.545
		224,147	DCR	3.8365	3.26024	10	
	2	11,807	MC	6.4677	3.11164	10	.799
		11,807	DCR	6.4568	3.77241	10	
Speaking	K-1	224,147	DCR	5.2373	4.19030	13	.794
		224,147	CR	4.8731	4.59488	16	
	2	11,807	DCR	8.1233	4.89988	13	.901
		11,807	CR	9.0325	5.88885	16	
	3-5	28,872	DCR	6.9985	4.73330	13	.903
		28,872	CR	8.9366	6.05035	16	
	6-8	24,254	DCR	6.9555	4.88357	13	.927
		24,254	CR	8.8317	6.21807	16	
	9-12	34,425	DCR	5.7131	4.49515	13	.890
		34,425	CR	8.9515	6.17620	16	
Reading	K-1	224,147	DC	6.5765	4.09782	18	.620
		224,147	CR	3.4780	2.37850	6	
Writing	K-1	224,147	DCR	4.8899	2.51779	12	.661
		224,147	CR	6.0474	3.37550	16	
	2	11,807	MC	9.6993	5.78225	19	.809
		11,807	CR	5.1824	4.29446	16	
	3-5	28,872	MC	10.5814	5.96312	19	.851
		28,872	CR	7.0409	4.70782	16	
	6-8	24,254	MC	11.3216	6.23424	19	.874
		24,254	CR	8.4376	5.16229	16	
	9-12	34,425	MC	11.8520	6.19994	19	.871
		34,425	CR	8.5247	4.75994	16	

Appendix O: Rater Consistency and Reliability

Note:

In the following tables, “discrepant” 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.

Table O-1: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span K–1

Prompt	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant	Score Point Distribution					
								Percent	0	1	2	3	4
Copying Letters - N	1	181,495	19,003	18,247	96.0	0	0	7	93				
Copying Letters - m	2	181,495	19,317	17,819	92.2	0	0	11	89				
Copying Letters - d	3	181,495	19,242	17,991	93.5	0	0	7	93				
Copying Letters - I	4	181,495	19,124	18,694	97.8	0	0	4	96				
Copying Words - five	18	181,495	19,058	15,492	81.3	5	0	1	22	77			
Copying Words- desk	19	181,495	19,410	14,778	76.1	2	0	1	13	86			
Copying Words - paper	20	181,495	18,997	14,800	77.9	5	0	1	68	31			
Copying Words - April	21	181,495	19,281	14,915	77.4	8	0	1	59	40			
Writing Words - bear	22	181,495	18,688	17,285	92.5	18	0.1	9	34	57			
Writing Words - apple	23	181,495	18,753	16,720	89.2	30	0.2	10	51	39			
Writing Words - James	24	181,495	18,455	17,398	94.3	29	0.2	17	53	30			
Writing Words - Lisa	25	181,495	18,602	16,990	91.3	43	0.2	19	63	18			

Table O-2: Inter-Rater Agreement, Annual Assessment, Writing, Grade 2

Prompt	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant	Score Point Distribution				
								Percent	0	1	2	3
Sentences												
Family Picnic	35	172,430	18,194	14,695	80.8	420	2.3	30	22	43	5	
Drawing Trees	36	172,430	18,074	15,181	84.0	386	2.1	34	23	41	2	
Counting By Fives	37	172,430	17,766	14,747	83.0	368	2.1	33	22	41	4	
Map Lesson	38	172,431	18,039	15,195	84.2	333	1.8	36	23	36	5	
Short Composition												
Visit	32	172,430	17,870	11,941	66.8	368	2.1	10	20	41	24	5

Table O-3: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 3–5

Prompt	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant	Score Point Distribution				
								Percent	0	1	2	3
Sentences												
Playing Instruments	35	411,272	43,486	35,702	82.1	480	1.1	8	18	68	6	
Riding A Scooter	36	411,272	43,071	36,291	84.3	565	1.3	12	17	64	6	
Sweeping The Floor	37	411,272	43,389	35,624	82.1	388	0.9	9	19	61	11	
Crossing The Street	38	411,271	41,253	30,440	73.8	947	2.3	12	18	54	16	
Short Composition												
School Rule	32	411,272	43,262	28,018	64.8	1,008	2.3	7	17	39	30	8

Table O-4: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 6–8

Prompt	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant	Score Point Distribution				
								Percent	0	1	2	3
Sentences												
Bus Stop	35	258,150	26,781	21,601	80.7	221	0.8	3	11	49	37	
New Shoes	36	258,150	26,366	20,270	76.9	285	1.1	6	16	56	23	
Windy Day	37	258,150	26,814	20,720	77.3	255	1.0	5	16	65	13	
Who Is Taller	38	258,150	26,645	20,461	76.8	275	1.0%	6	18	56	20	
Short Composition												
Teacher	32	258,150	26,494	17,163	64.8	494	1.9	3	5	28	49	14

Table O-5: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 9–12

Prompt	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant	Score Point Distribution				
								Percent	0	1	2	3
Sentences												
School Choir	35	268,596	28,231	20,869	73.9	455	1.6	5	11	62	22	
Newspaper Rack	36	268,591	27,684	21,092	76.2	381	1.4	5	16	65	14	
Fixing The Net	37	268,590	27,799	20,654	74.3	407	1.5	5	17	54	23	
Headstand	38	268,591	27,689	19,705	71.2	411	1.5	6	14	62	18	
Short Composition												
Surprised	32	268,597	28,319	19,853	70.1	842	3.0	7	4	26	56	8

Appendix P: Test Characteristic and Standard Error Curves

Figure P-1: Test Characteristic and Standard Error Curves, Listening, Grades K–2

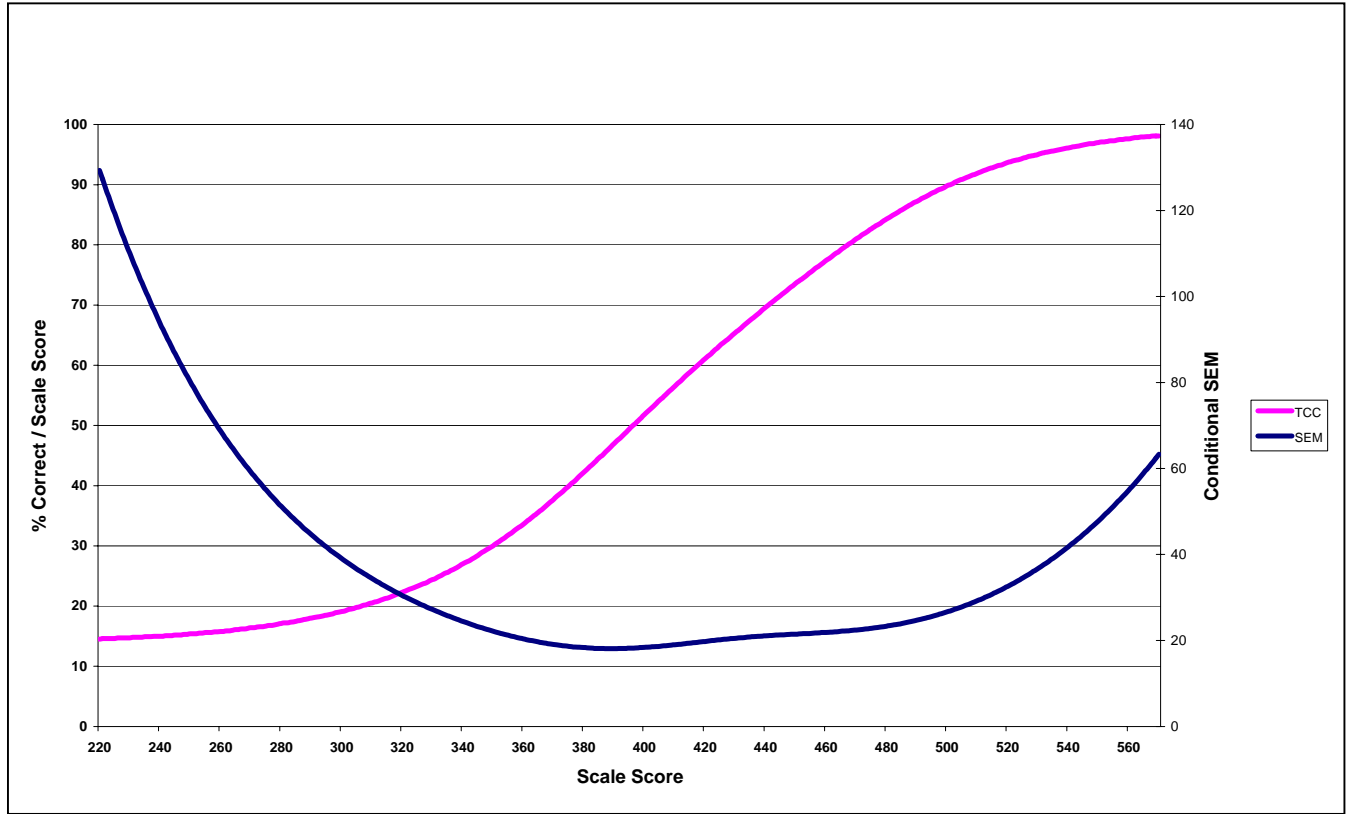


Figure P-2: Test Characteristic and Standard Error Curves, Listening, Grades 3–5

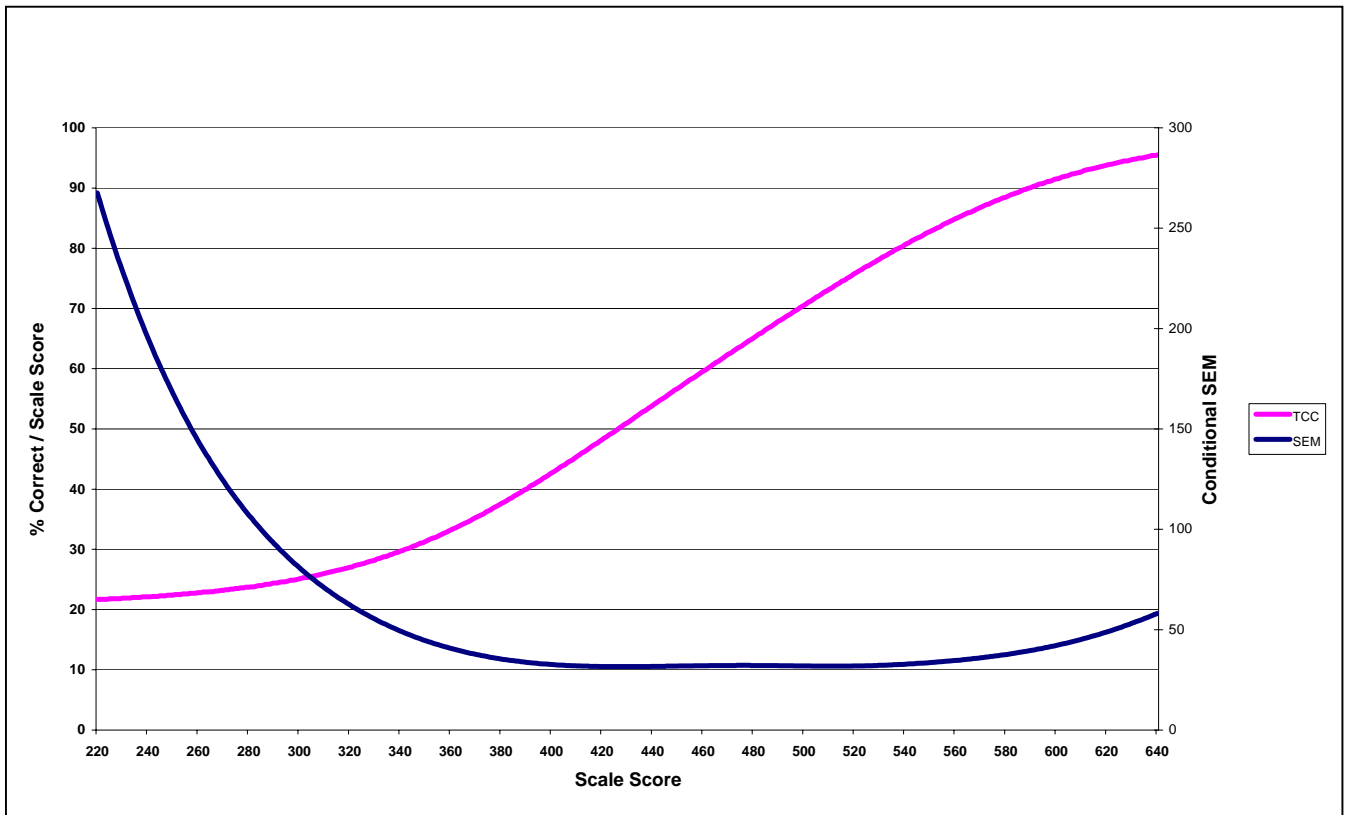


Figure P-3: Test Characteristic and Standard Error Curves, Listening, Grades 6–8

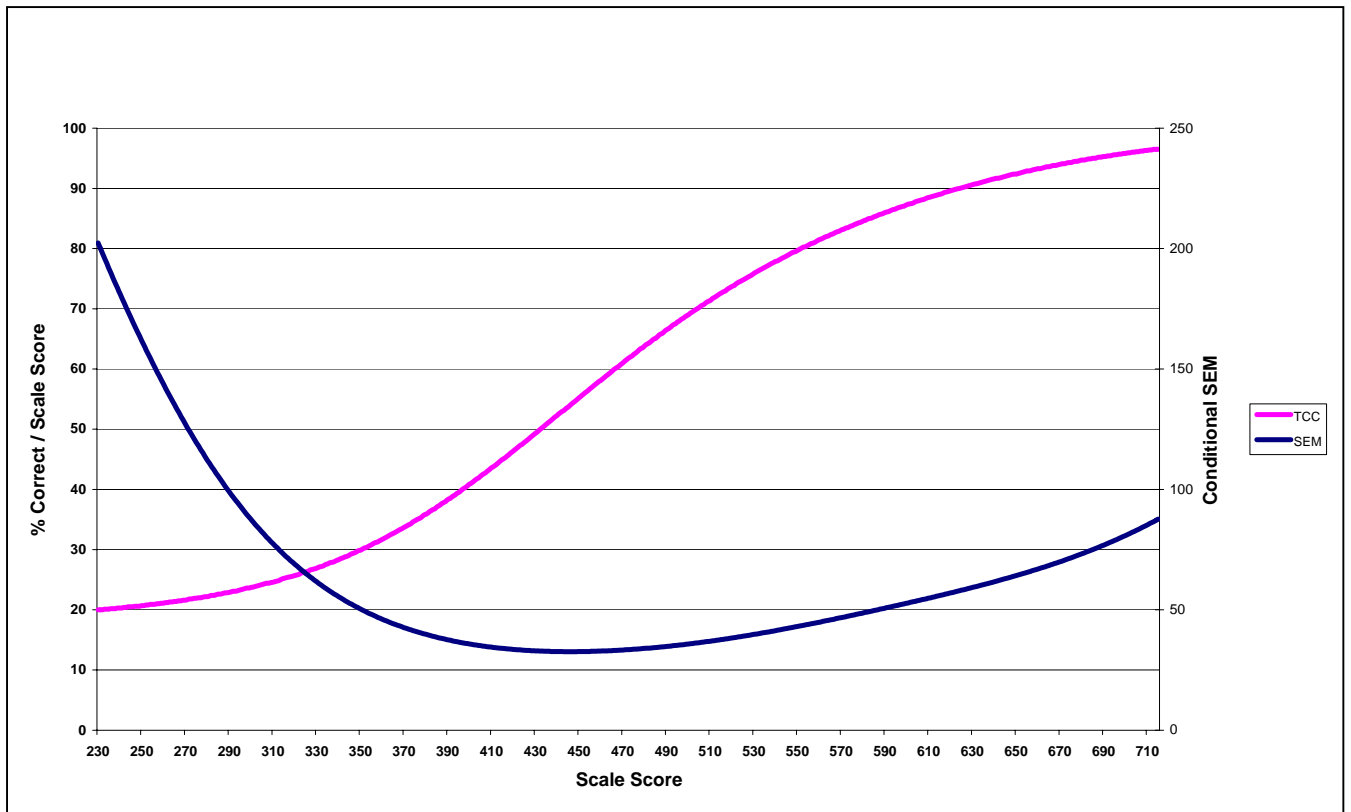


Figure P-4: Test Characteristic and Standard Error Curves, Listening, Grades 9–12

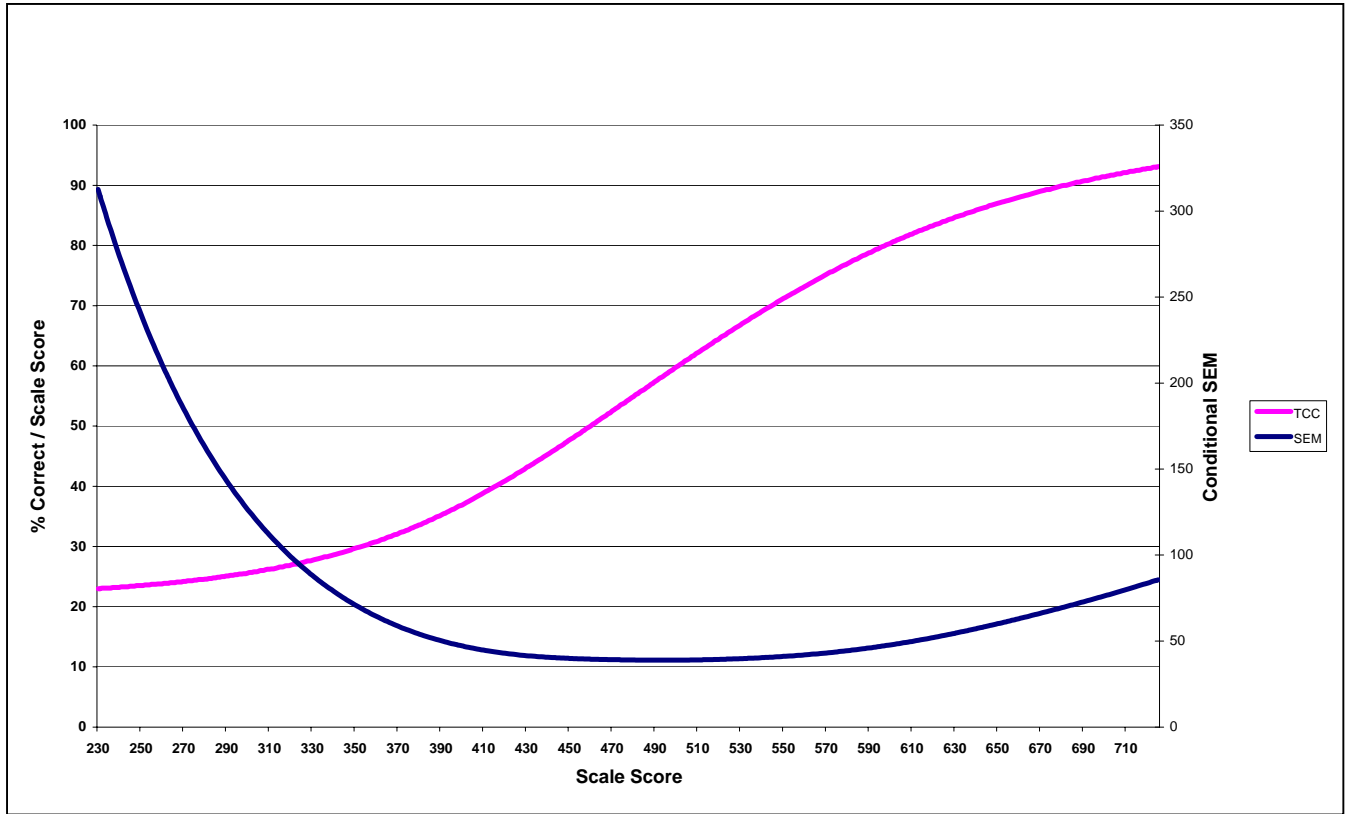


Figure P-5: Test Characteristic and Standard Error Curves, Speaking, Grades K–2

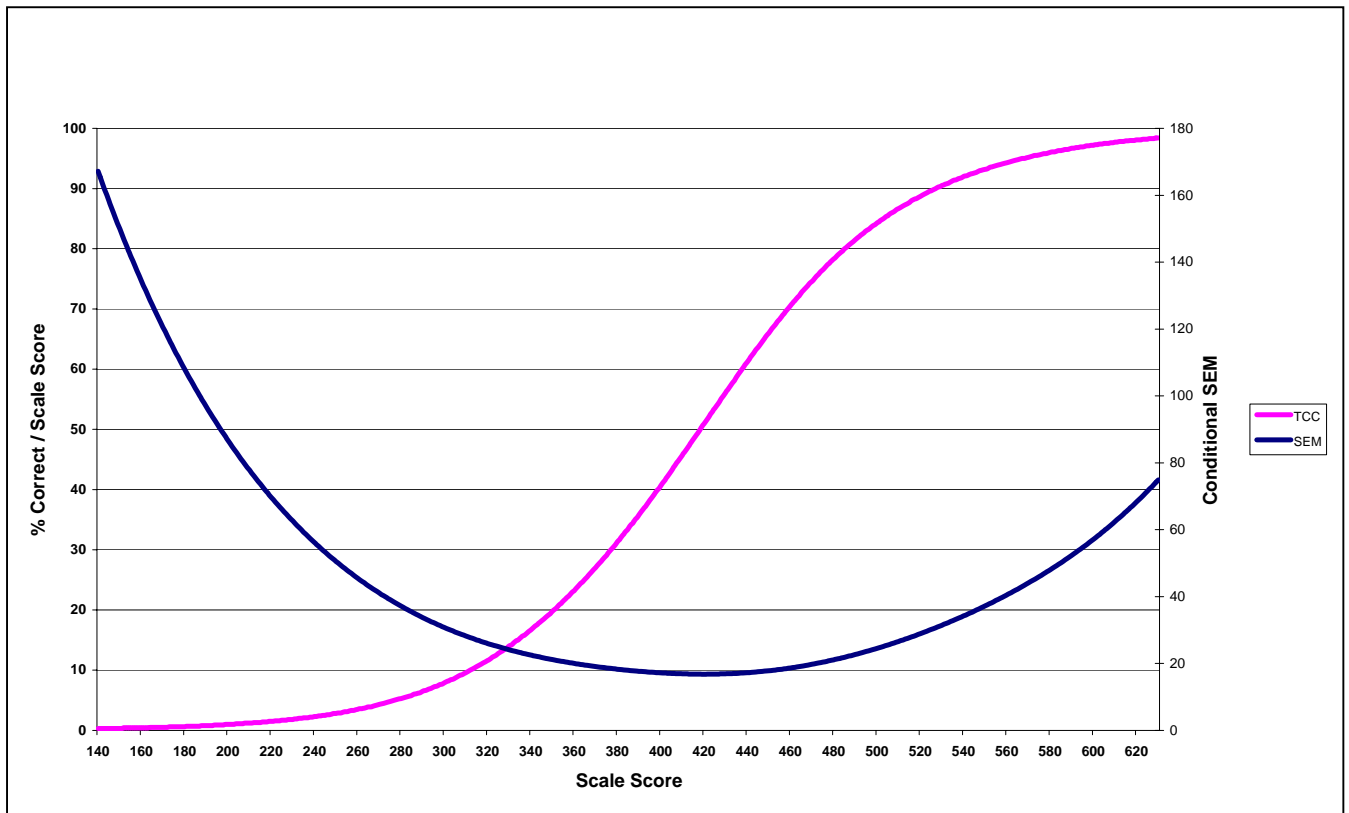


Figure P-6: Test Characteristic and Standard Error Curves, Speaking, Grades 3–5

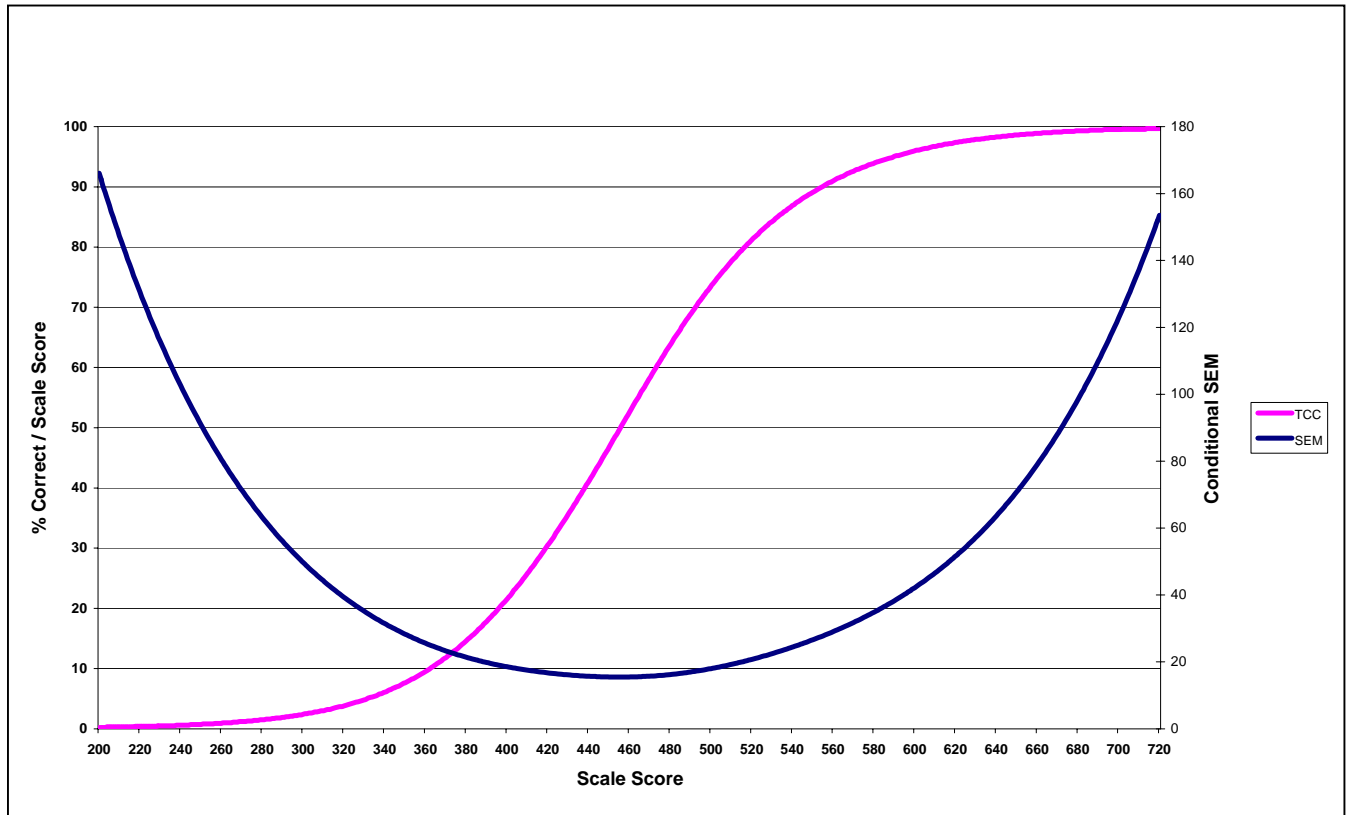


Figure P-7: Test Characteristic and Standard Error Curves, Speaking, Grades 6–8

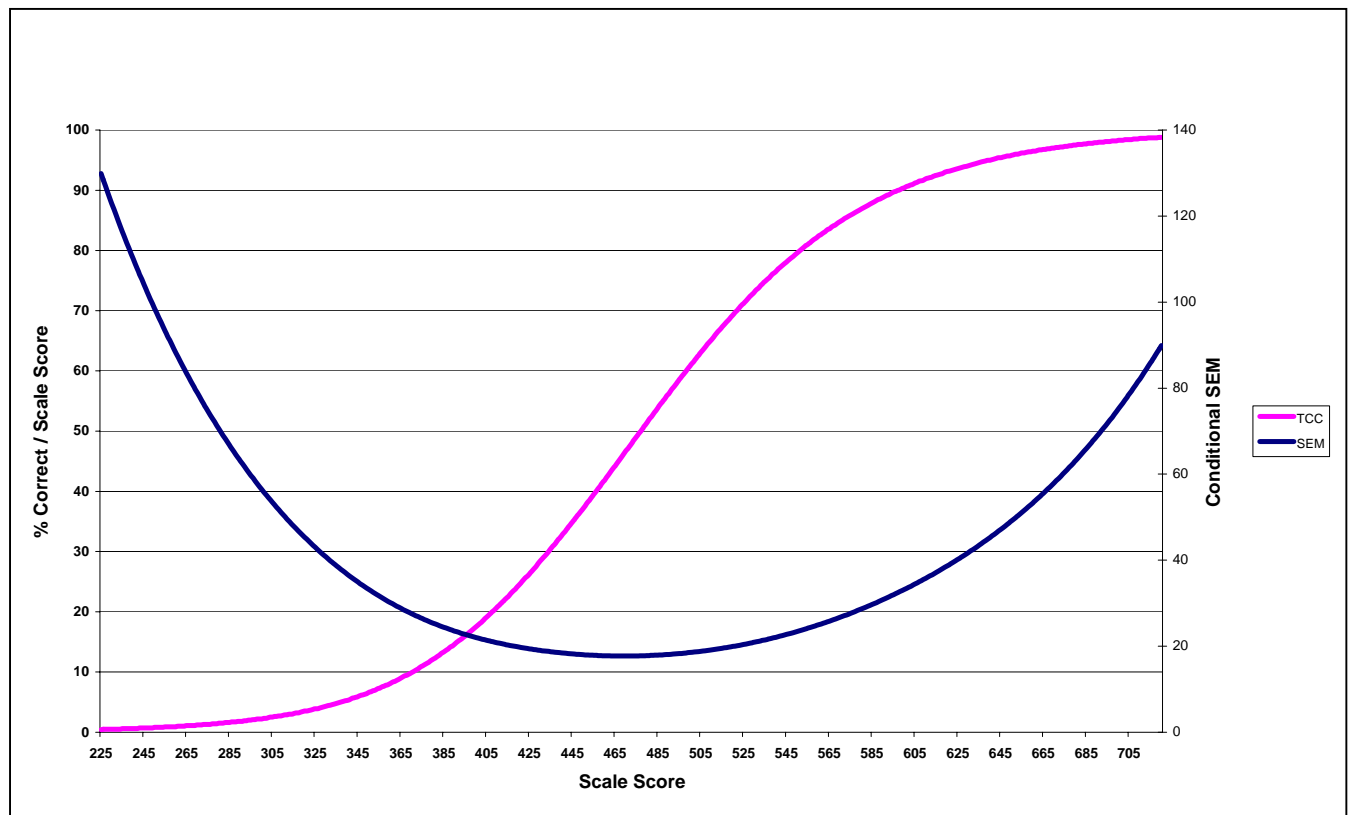


Figure P-8: Test Characteristic and Standard Error Curves, Speaking, Grades 9–12

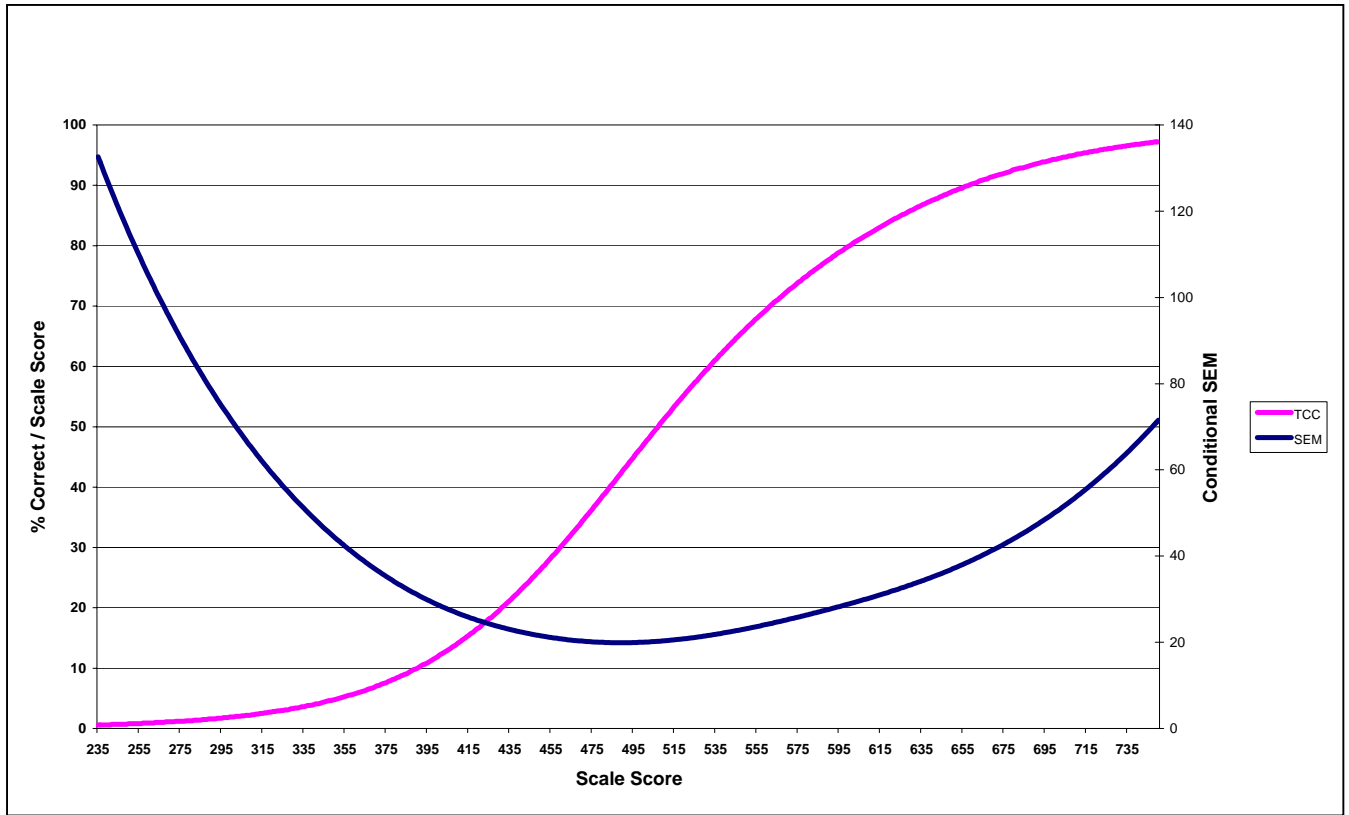


Figure P-9: Test Characteristic and Standard Error Curves, Reading, Grades K–1

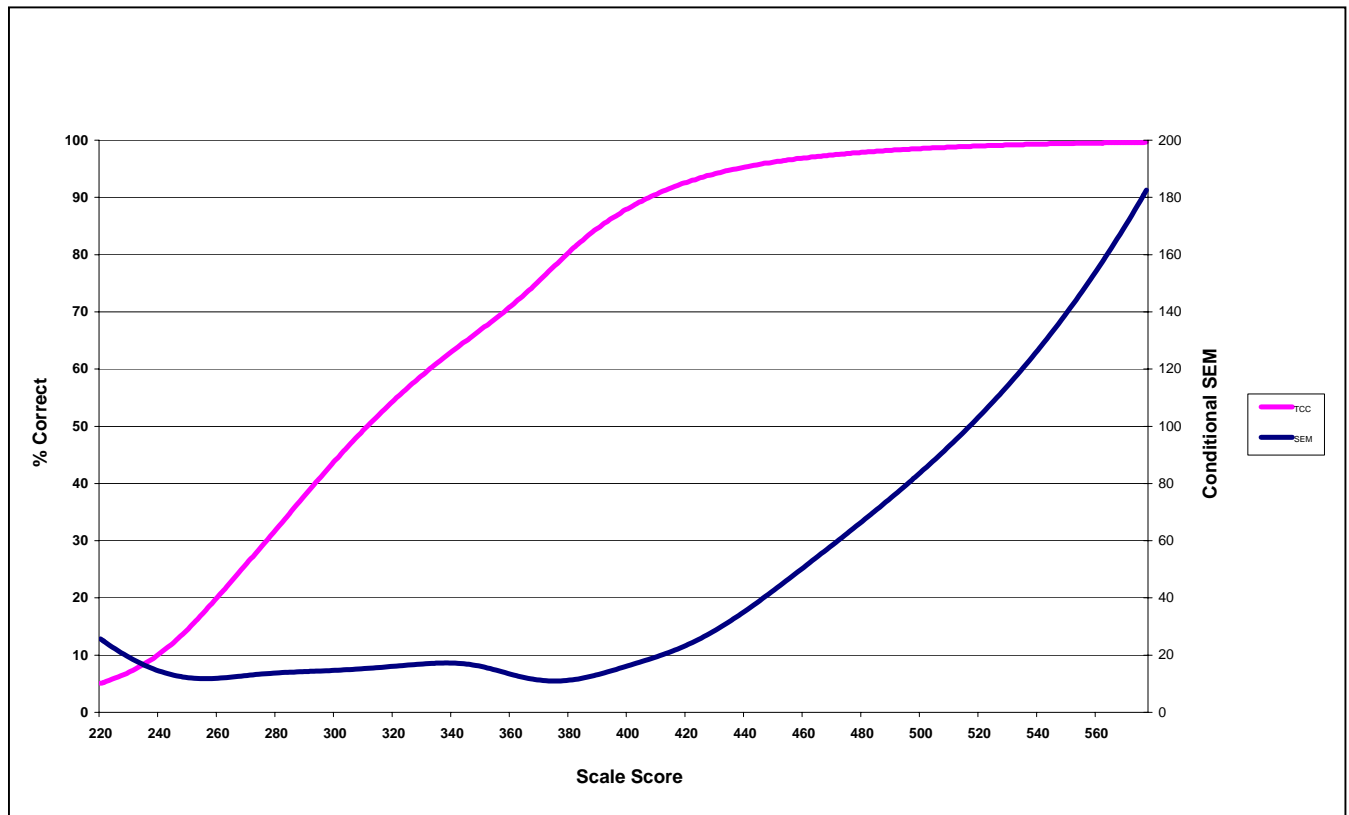


Figure P-10: Test Characteristic and Standard Error Curves, Reading, Grade 2

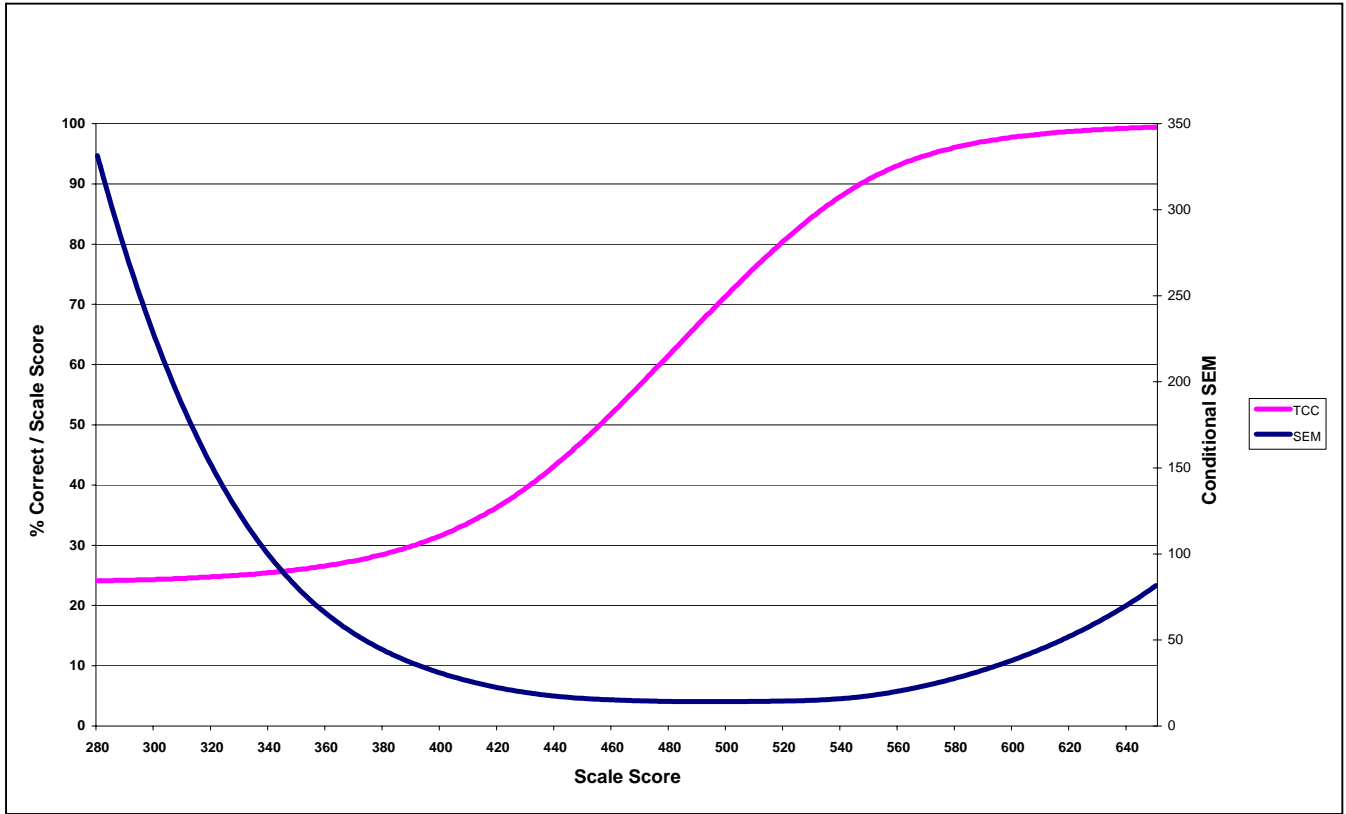


Figure P-11: Test Characteristic and Standard Error Curves, Reading, Grades 3–5

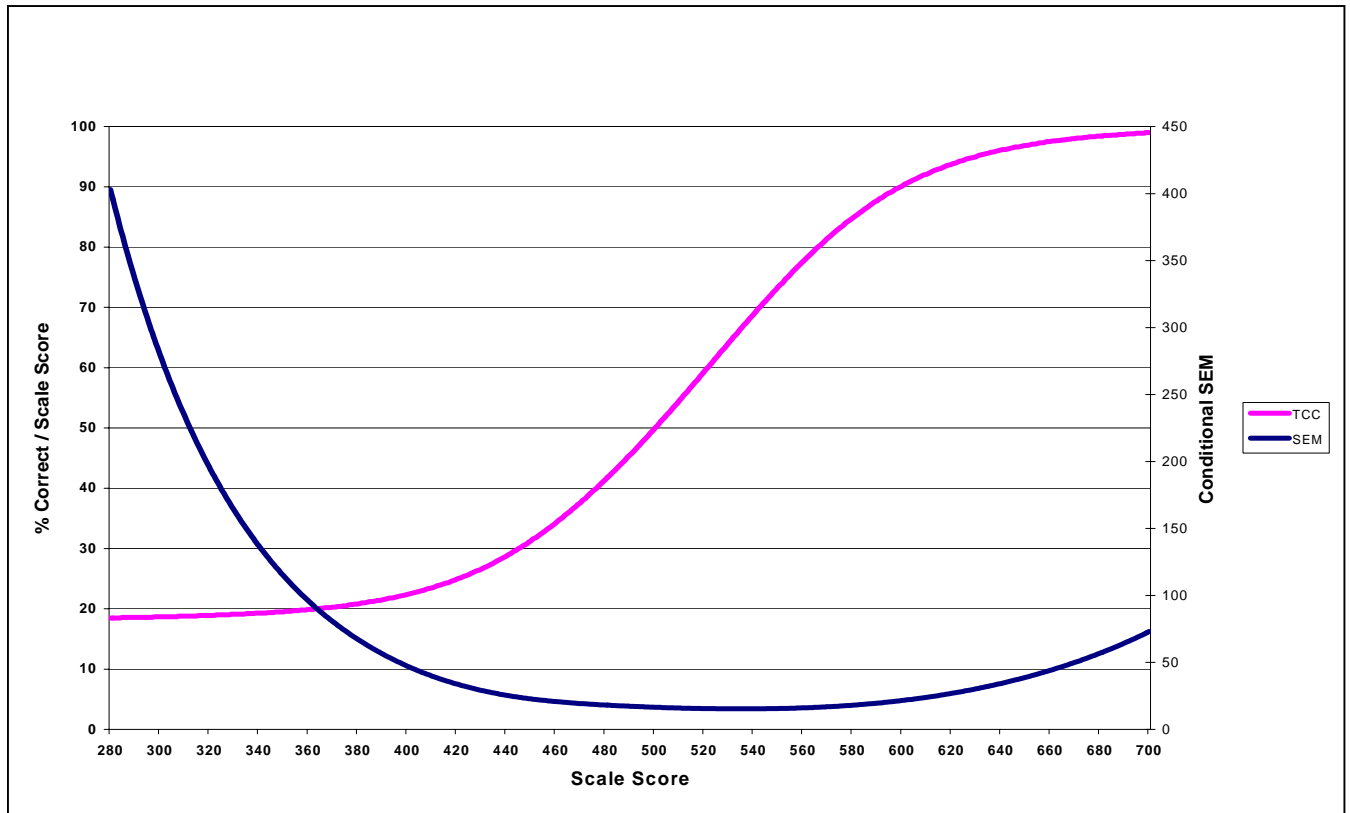


Figure P-12: Test Characteristic and Standard Error Curves, Reading, Grades 6–8

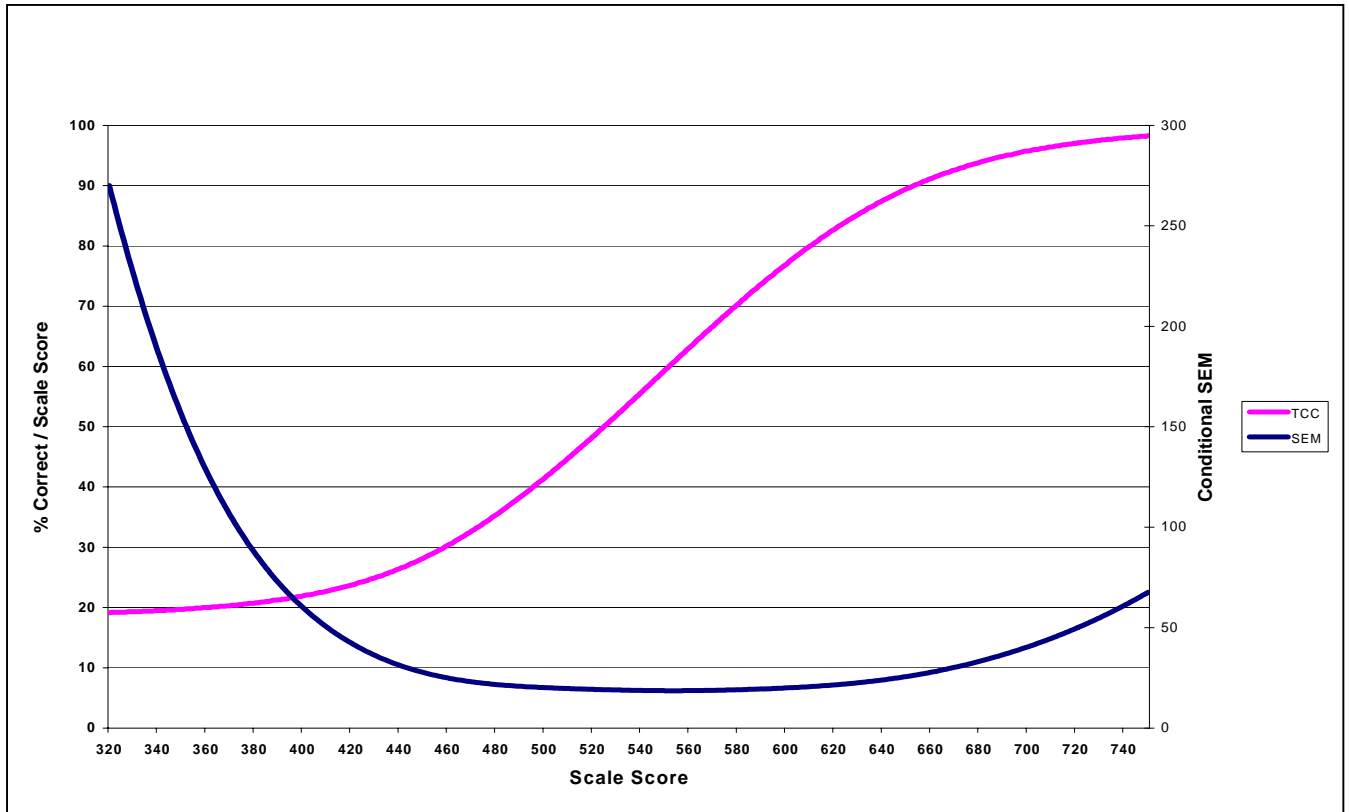


Figure P-13: Test Characteristic and Standard Error Curves, Reading, Grades 9–12

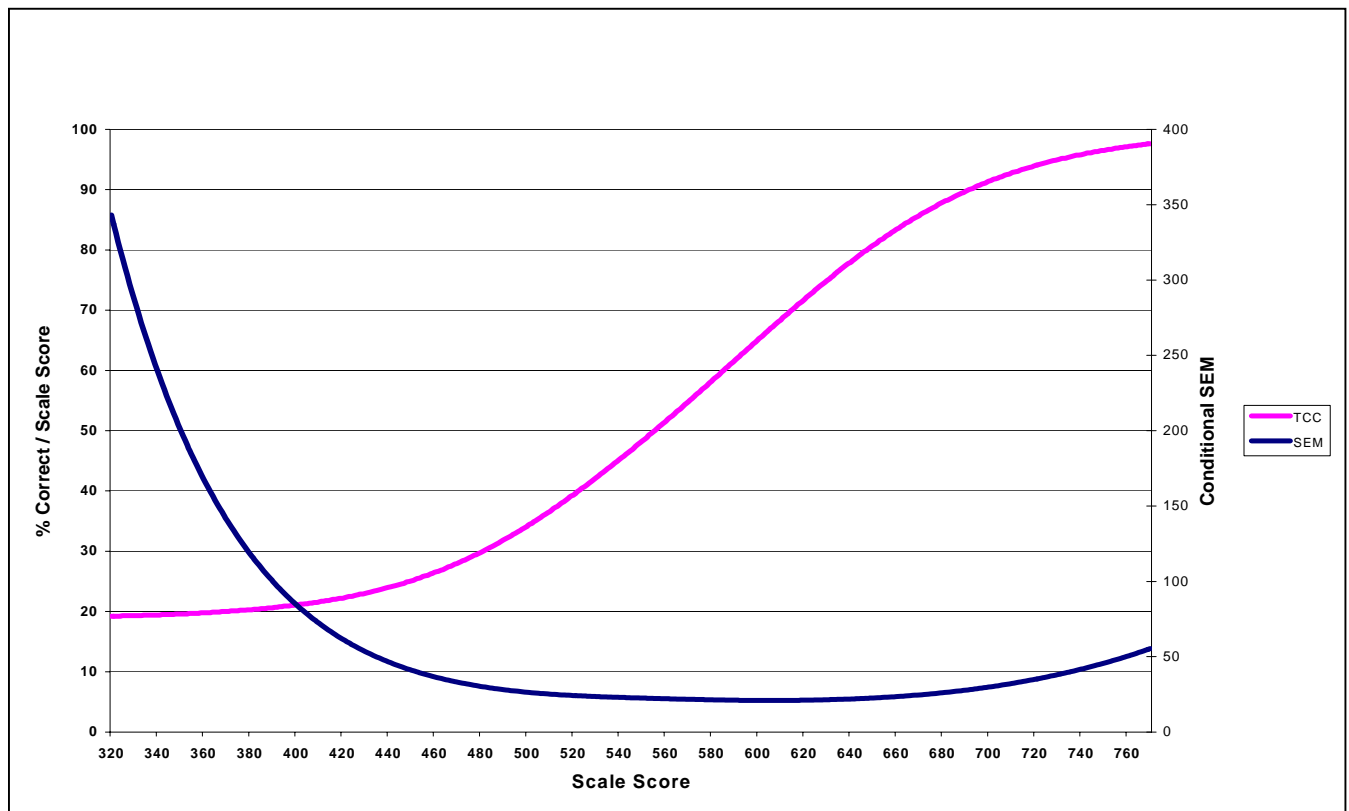


Figure P-14: Test Characteristic and Standard Error Curves, Writing, Grades K–1

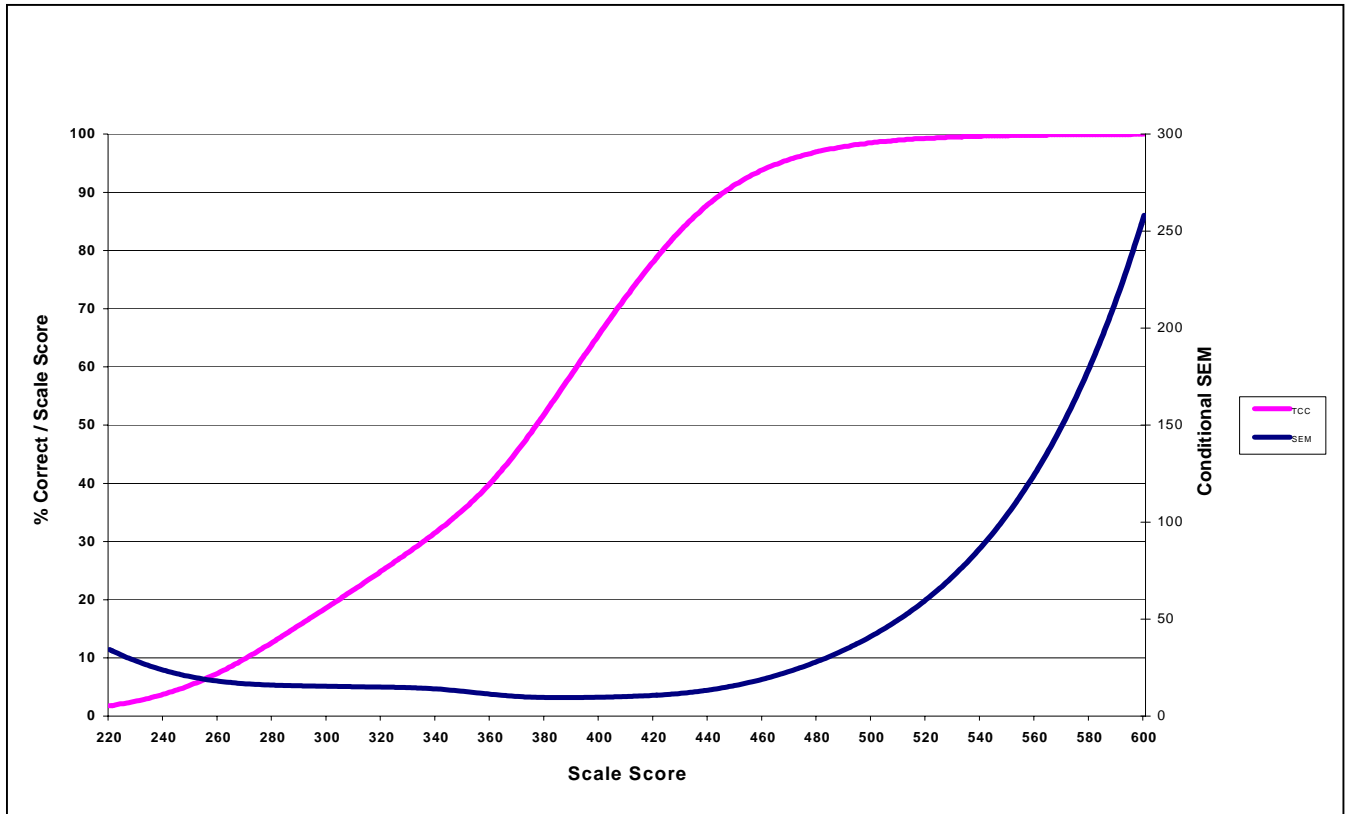


Figure P-15: Test Characteristic and Standard Error Curves, Writing, Grade 2

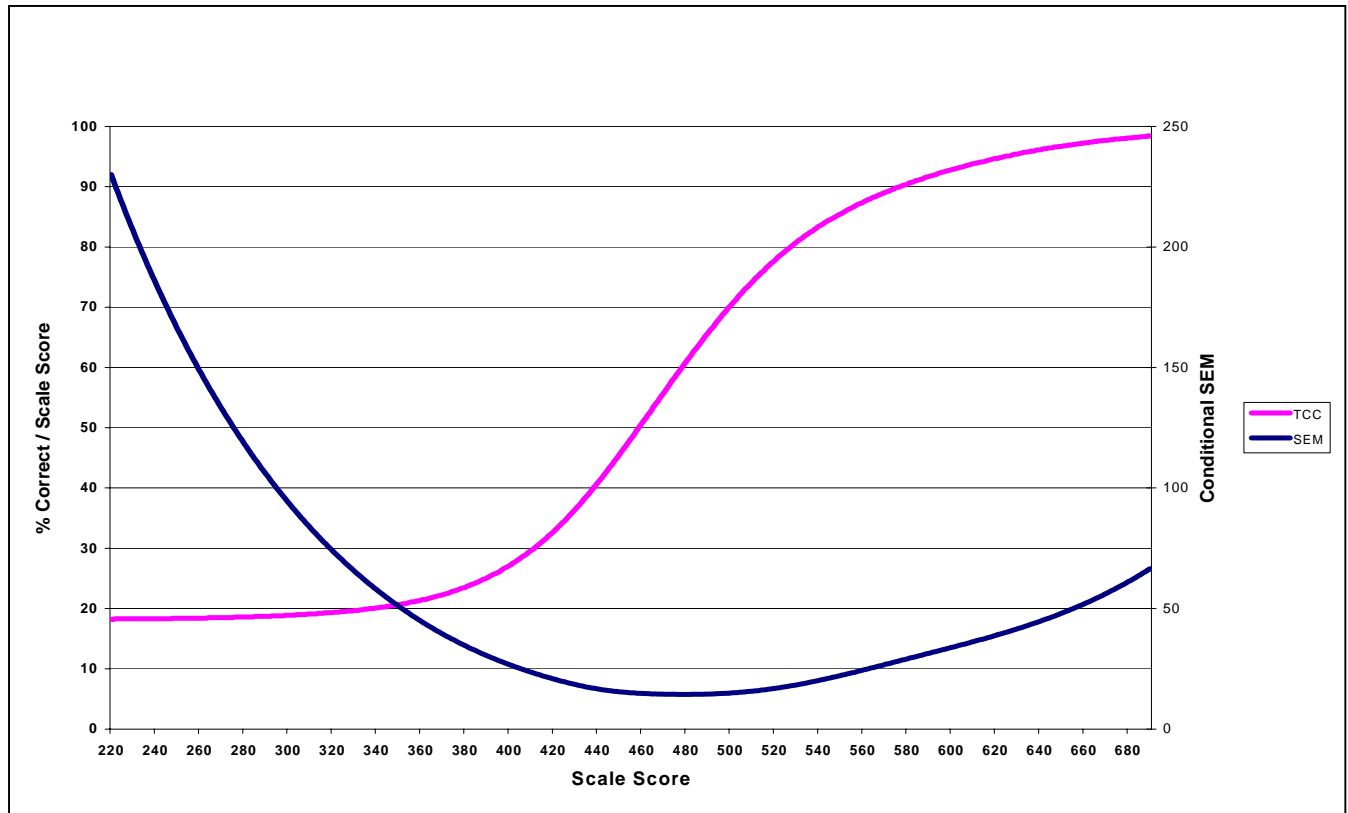


Figure P-16: Test Characteristic and Standard Error Curves, Writing, Grades 3–5

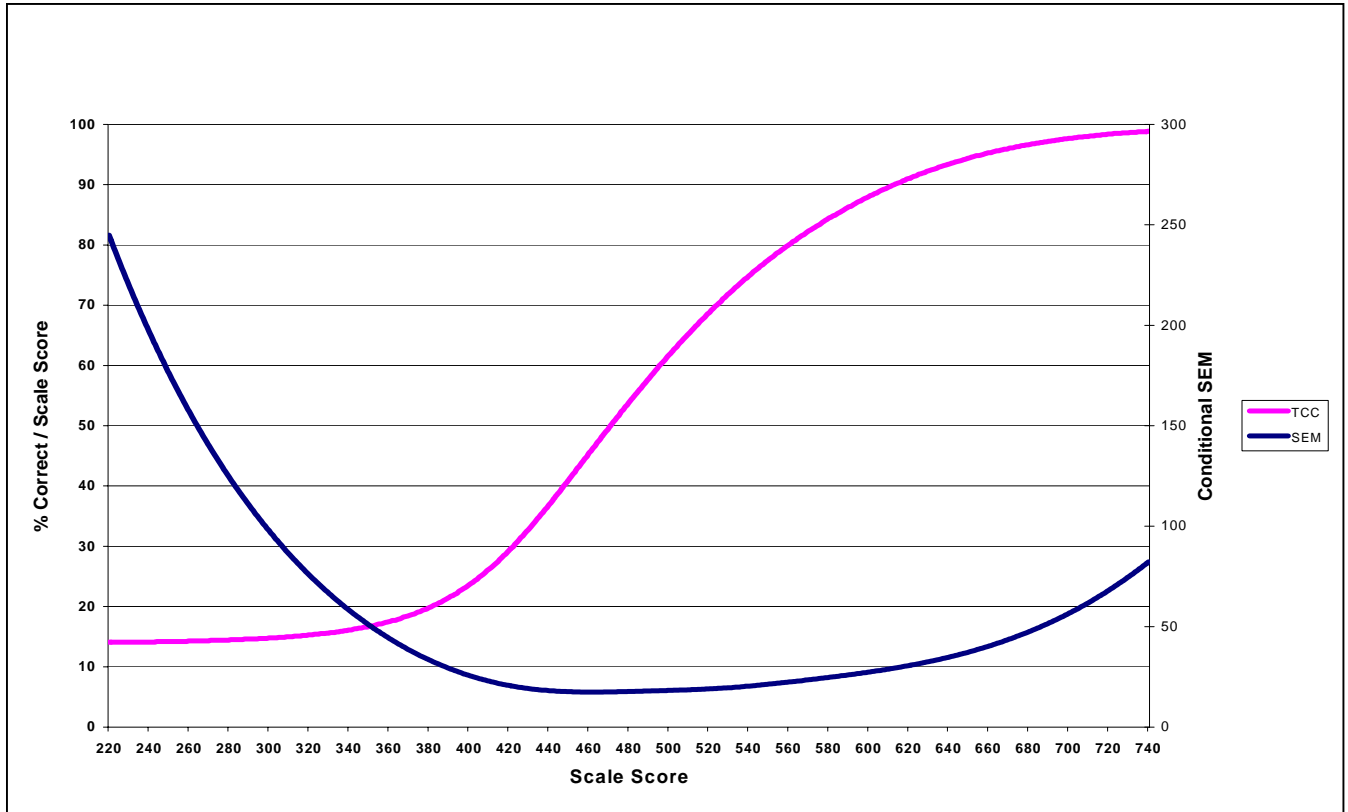


Figure P-17: Test Characteristic and Standard Error Curves, Writing, Grades 6–8

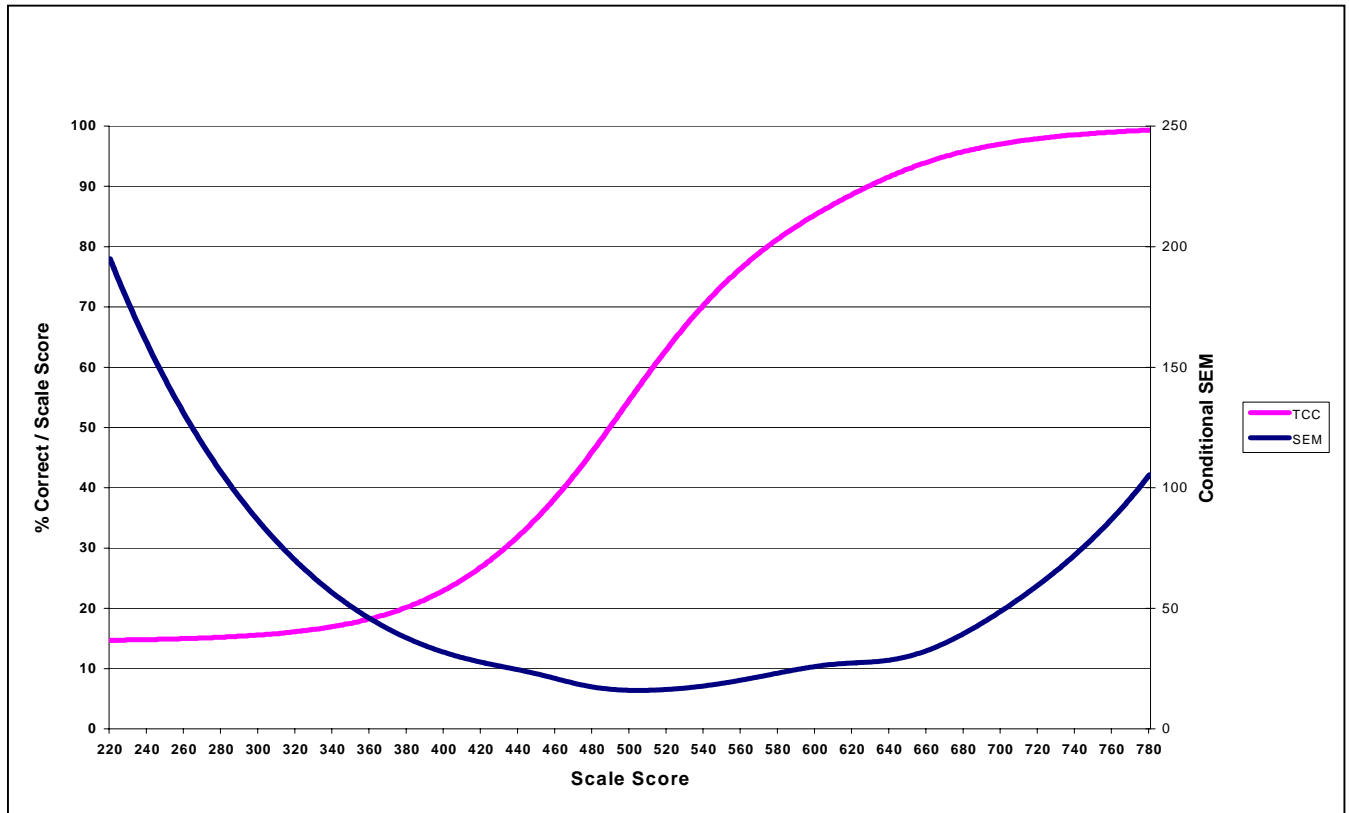
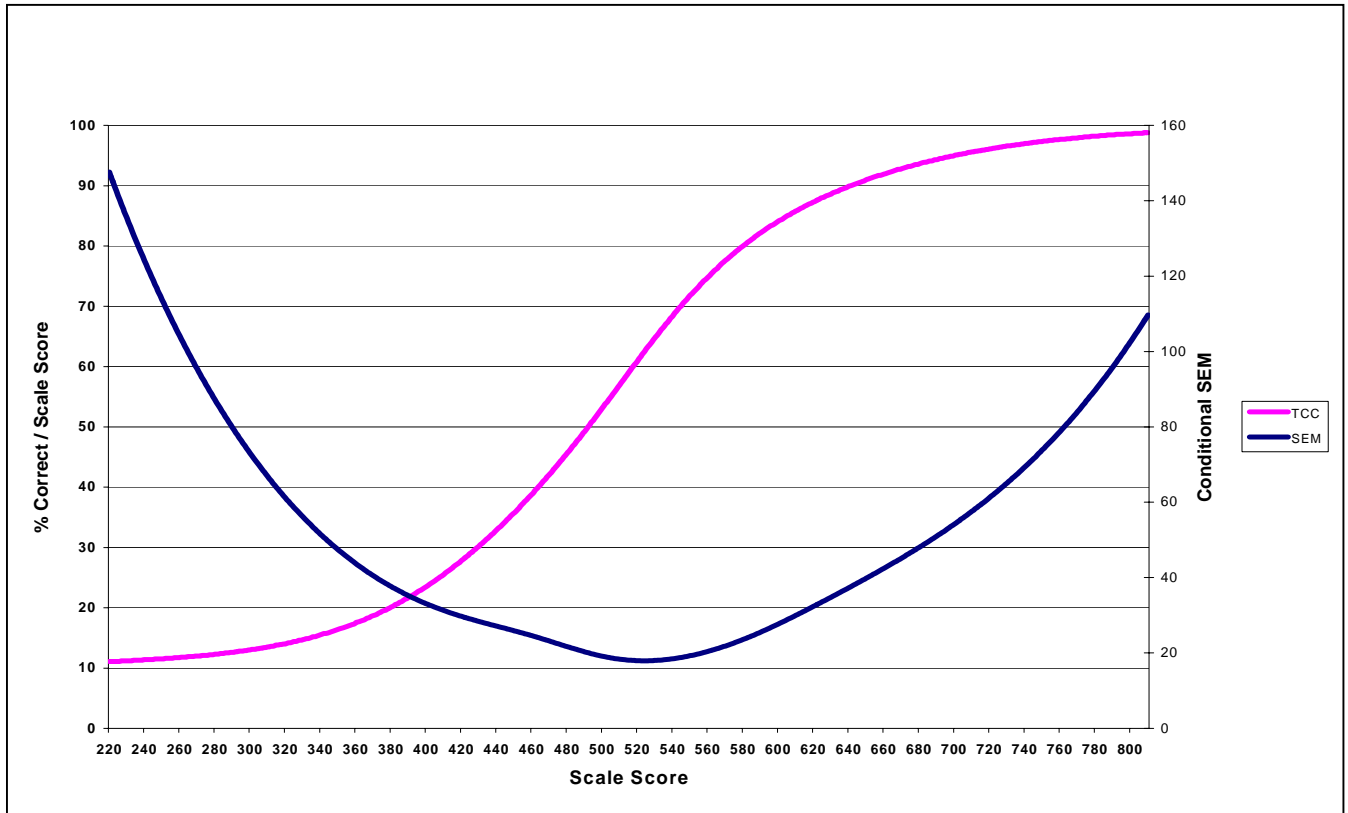


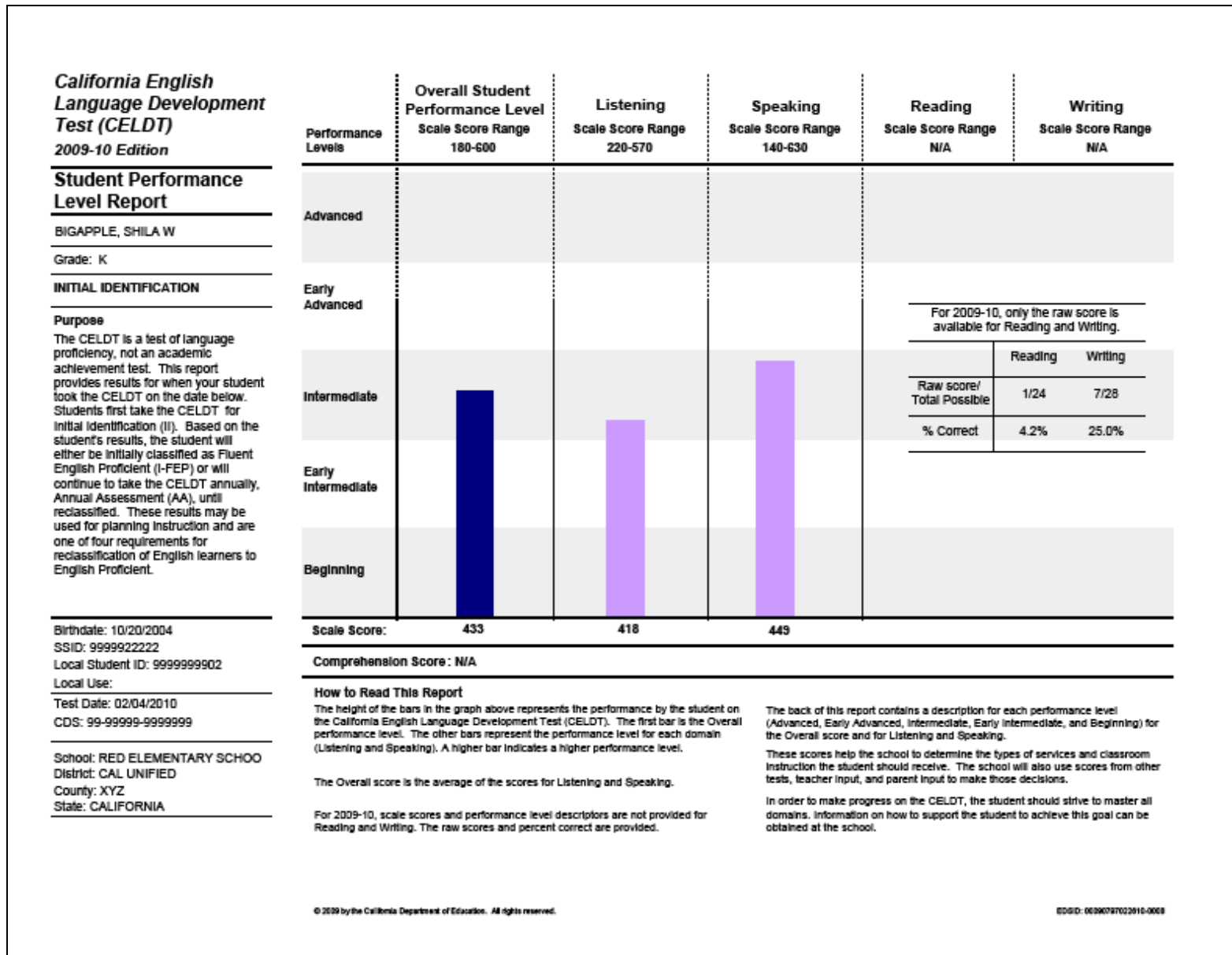
Figure P-18: Test Characteristic and Standard Error Curves, Writing, Grades 9–12



Appendix Q Score Report Samples

Note: The data in these reports are not real. The reports are shown for illustration purposes only.

Figure Q-1: Sample Student Performance Level Report, Grade K



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0000: 0039079702010-0008

Figure Q-2: Sample Student Performance Level Report, Grade 2

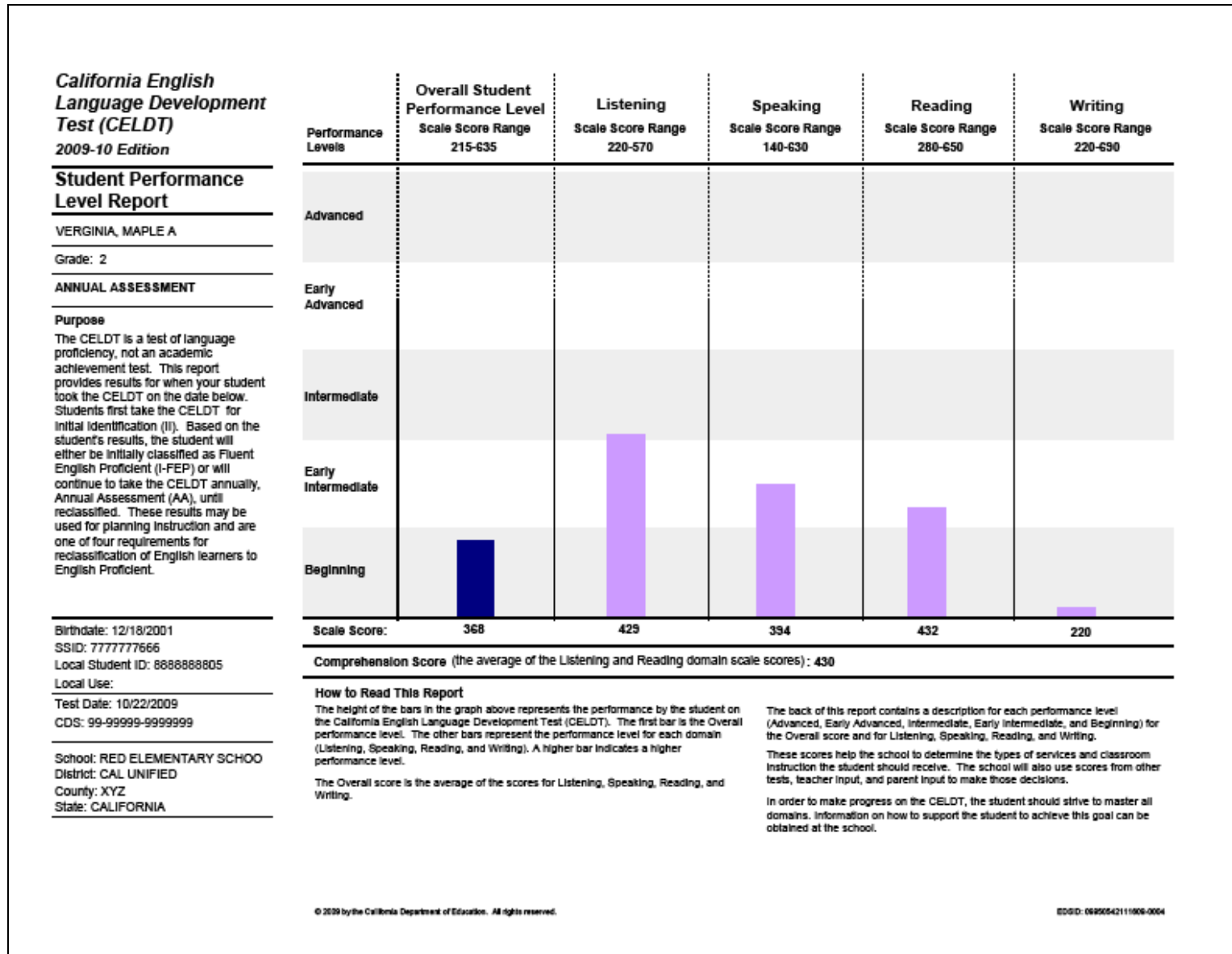


Figure Q-3: Sample Student Record Labels, Grade K

California English Language Development Test (CELDT)																					
CDS: 99-99999-9999999 DISTRICT: CAL UNIFIED SCHOOL: RED ELEMENTARY SCHOOL GRADE: K INITIAL IDENTIFICATION																					
California English Language Development Test (CELDT)																					
2009-10 Edition ALABAMA, MINA Birthdate: 02/20/2004 Grade: K Primary Lang: Vietnamese District: CAL UNIFIED School: RED ELEMENTARY SCHOOL Test Date: 08/19/2009 SSID: 9999922221 Local Stu ID: 999999901 INITIAL IDENTIFICATION Local Use:	<table border="1"> <thead> <tr> <th>Domain</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>481</td> <td>Early Advanced</td> </tr> <tr> <td>Listening</td> <td>429</td> <td>Intermediate</td> </tr> <tr> <td>Speaking</td> <td>494</td> <td>Early Advanced</td> </tr> <tr> <td>Reading</td> <td></td> <td>Not Available for K-1</td> </tr> <tr> <td>Writing</td> <td></td> <td>Not Available for K-1</td> </tr> </tbody> </table>	Domain	Score	Performance Level	Overall	481	Early Advanced	Listening	429	Intermediate	Speaking	494	Early Advanced	Reading		Not Available for K-1	Writing		Not Available for K-1		
Domain	Score	Performance Level																			
Overall	481	Early Advanced																			
Listening	429	Intermediate																			
Speaking	494	Early Advanced																			
Reading		Not Available for K-1																			
Writing		Not Available for K-1																			
California English Language Development Test (CELDT)																					
2009-10 Edition APRIL, MOON M Birthdate: 03/13/2004 Grade: K Primary Lang: Spanish District: CAL UNIFIED School: RED ELEMENTARY SCHOOL Test Date: 10/06/2009 SSID: Local Stu ID: 999999602 INITIAL IDENTIFICATION Local Use:	<table border="1"> <thead> <tr> <th>Domain</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>432</td> <td>Intermediate</td> </tr> <tr> <td>Listening</td> <td>429</td> <td>Intermediate</td> </tr> <tr> <td>Speaking</td> <td>435</td> <td>Intermediate</td> </tr> <tr> <td>Reading</td> <td></td> <td>Not Available for K-1</td> </tr> <tr> <td>Writing</td> <td></td> <td>Not Available for K-1</td> </tr> </tbody> </table>	Domain	Score	Performance Level	Overall	432	Intermediate	Listening	429	Intermediate	Speaking	435	Intermediate	Reading		Not Available for K-1	Writing		Not Available for K-1		
Domain	Score	Performance Level																			
Overall	432	Intermediate																			
Listening	429	Intermediate																			
Speaking	435	Intermediate																			
Reading		Not Available for K-1																			
Writing		Not Available for K-1																			
California English Language Development Test (CELDT)																					
2009-10 Edition BIGAPPLE, SHILA W Birthdate: 10/20/2004 Grade: K Primary Lang: District: CAL UNIFIED School: RED ELEMENTARY SCHOOL Test Date: 02/04/2010 SSID: 9999922222 Local Stu ID: 999999902 INITIAL IDENTIFICATION Local Use:	<table border="1"> <thead> <tr> <th>Domain</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>433</td> <td>Intermediate</td> </tr> <tr> <td>Listening</td> <td>418</td> <td>Intermediate</td> </tr> <tr> <td>Speaking</td> <td>449</td> <td>Intermediate</td> </tr> <tr> <td>Reading</td> <td></td> <td>Not Available for K-1</td> </tr> <tr> <td>Writing</td> <td></td> <td>Not Available for K-1</td> </tr> </tbody> </table>	Domain	Score	Performance Level	Overall	433	Intermediate	Listening	418	Intermediate	Speaking	449	Intermediate	Reading		Not Available for K-1	Writing		Not Available for K-1		
Domain	Score	Performance Level																			
Overall	433	Intermediate																			
Listening	418	Intermediate																			
Speaking	449	Intermediate																			
Reading		Not Available for K-1																			
Writing		Not Available for K-1																			
California English Language Development Test (CELDT)																					
2009-10 Edition BRONZE, PLATINUM Birthdate: 01/01/2005 Grade: K Primary Lang: Filipino District: CAL UNIFIED School: RED ELEMENTARY SCHOOL Test Date: 07/10/2009 SSID: 5000000061 Local Stu ID: INITIAL IDENTIFICATION Local Use:	<table border="1"> <thead> <tr> <th>Domain</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>600</td> <td>Advanced</td> </tr> <tr> <td>Listening</td> <td>570</td> <td>Advanced</td> </tr> <tr> <td>Speaking</td> <td>630</td> <td>Advanced</td> </tr> <tr> <td>Reading</td> <td></td> <td>Not Available for K-1</td> </tr> <tr> <td>Writing</td> <td></td> <td>Not Available for K-1</td> </tr> </tbody> </table>	Domain	Score	Performance Level	Overall	600	Advanced	Listening	570	Advanced	Speaking	630	Advanced	Reading		Not Available for K-1	Writing		Not Available for K-1		
Domain	Score	Performance Level																			
Overall	600	Advanced																			
Listening	570	Advanced																			
Speaking	630	Advanced																			
Reading		Not Available for K-1																			
Writing		Not Available for K-1																			

Figure Q-4: Sample Student Record Labels, Grade 1

<p>California English Language Development Test (CELDT)</p> <p>CDS: 99-99999-9999999 DISTRICT: CAL UNIFIED SCHOOL: RED ELEMENTARY SCHOOL GRADE: 1 INITIAL IDENTIFICATION</p>																					
<p>California English Language Development Test (CELDT)</p> <p>2009-10 Edition</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>387</td> <td>Early Intermediate</td> </tr> <tr> <td>Listening</td> <td>407</td> <td>Early Intermediate</td> </tr> <tr> <td>Speaking</td> <td>387</td> <td>Early Intermediate</td> </tr> <tr> <td>Reading</td> <td></td> <td>Not Available for K-1</td> </tr> <tr> <td>Writing</td> <td></td> <td>Not Available for K-1</td> </tr> </tbody> </table> <p>BRONZE, OLYMPIC J Birthdate: 09/12/2003 Grade: 1 Primary Lang: Spanish District: CAL UNIFIED School: RED ELEMENTARY SCHOOL Test Date: 09/22/2009 SSID: 9999922240 Local Stu ID: 9999999915 INITIAL IDENTIFICATION Local Use:</p>				Domain	Score	Performance Level	Overall	387	Early Intermediate	Listening	407	Early Intermediate	Speaking	387	Early Intermediate	Reading		Not Available for K-1	Writing		Not Available for K-1
Domain	Score	Performance Level																			
Overall	387	Early Intermediate																			
Listening	407	Early Intermediate																			
Speaking	387	Early Intermediate																			
Reading		Not Available for K-1																			
Writing		Not Available for K-1																			
<p>California English Language Development Test (CELDT)</p> <p>2009-10 Edition</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>800</td> <td>Advanced</td> </tr> <tr> <td>Listening</td> <td>570</td> <td>Advanced</td> </tr> <tr> <td>Speaking</td> <td>630</td> <td>Advanced</td> </tr> <tr> <td>Reading</td> <td></td> <td>Not Available for K-1</td> </tr> <tr> <td>Writing</td> <td></td> <td>Not Available for K-1</td> </tr> </tbody> </table> <p>BRONZE, PLATINUM Birthdate: 01/01/2005 Grade: 1 Primary Lang: Filipino District: CAL UNIFIED School: RED ELEMENTARY SCHOOL Test Date: 07/10/2009 SSID: 5000000061 Local Stu ID: INITIAL IDENTIFICATION Local Use:</p>				Domain	Score	Performance Level	Overall	800	Advanced	Listening	570	Advanced	Speaking	630	Advanced	Reading		Not Available for K-1	Writing		Not Available for K-1
Domain	Score	Performance Level																			
Overall	800	Advanced																			
Listening	570	Advanced																			
Speaking	630	Advanced																			
Reading		Not Available for K-1																			
Writing		Not Available for K-1																			
<p>California English Language Development Test (CELDT)</p> <p>2009-10 Edition</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>385</td> <td>Early Intermediate</td> </tr> <tr> <td>Listening</td> <td>363</td> <td>Early Intermediate</td> </tr> <tr> <td>Speaking</td> <td>408</td> <td>Intermediate</td> </tr> <tr> <td>Reading</td> <td></td> <td>Not Available for K-1</td> </tr> <tr> <td>Writing</td> <td></td> <td>Not Available for K-1</td> </tr> </tbody> </table> <p>FUSIA, NEVADA Birthdate: 04/01/2004 Grade: 1 Primary Lang: Assyrian District: CAL UNIFIED School: RED ELEMENTARY SCHOOL Test Date: 07/10/2009 SSID: 4100000063 Local Stu ID: INITIAL IDENTIFICATION Local Use:</p>				Domain	Score	Performance Level	Overall	385	Early Intermediate	Listening	363	Early Intermediate	Speaking	408	Intermediate	Reading		Not Available for K-1	Writing		Not Available for K-1
Domain	Score	Performance Level																			
Overall	385	Early Intermediate																			
Listening	363	Early Intermediate																			
Speaking	408	Intermediate																			
Reading		Not Available for K-1																			
Writing		Not Available for K-1																			
<p>California English Language Development Test (CELDT)</p> <p>2009-10 Edition</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>388</td> <td>Early Intermediate</td> </tr> <tr> <td>Listening</td> <td>397</td> <td>Early Intermediate</td> </tr> <tr> <td>Speaking</td> <td>402</td> <td>Early Intermediate</td> </tr> <tr> <td>Reading</td> <td></td> <td>Not Available for K-1</td> </tr> <tr> <td>Writing</td> <td></td> <td>Not Available for K-1</td> </tr> </tbody> </table> <p>GEORGIA, PEACHES Birthdate: 08/11/2003 Grade: 1 Primary Lang: Spanish District: CAL UNIFIED School: RED ELEMENTARY SCHOOL Test Date: 09/22/2009 SSID: 9999922230 Local Stu ID: 9999999913 INITIAL IDENTIFICATION Local Use:</p>				Domain	Score	Performance Level	Overall	388	Early Intermediate	Listening	397	Early Intermediate	Speaking	402	Early Intermediate	Reading		Not Available for K-1	Writing		Not Available for K-1
Domain	Score	Performance Level																			
Overall	388	Early Intermediate																			
Listening	397	Early Intermediate																			
Speaking	402	Early Intermediate																			
Reading		Not Available for K-1																			
Writing		Not Available for K-1																			

Figure Q-5: Sample Student Record labels, Grade 2

<p>California English Language Development Test (CELDT)</p> <p>CDS: 99-99999-9999999 DISTRICT: CAL UNIFIED SCHOOL: RED ELEMENTARY SCHOOL GRADE: 2 INITIAL IDENTIFICATION</p>																					
<p>California English Language Development Test (CELDT)</p> <p>2009-10 Edition</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>637</td> <td>Early Advanced</td> </tr> <tr> <td>Listening</td> <td>530</td> <td>Advanced</td> </tr> <tr> <td>Speaking</td> <td>525</td> <td>Advanced</td> </tr> <tr> <td>Reading</td> <td>525</td> <td>Early Advanced</td> </tr> <tr> <td>Writing</td> <td>568</td> <td>Advanced</td> </tr> </tbody> </table> <p>ALASKA, SARA Birthdate: 06/20/2002 Grade: 2 Primary Lang: Other Non-English District: CAL UNIFIED School: RED ELEMENTARY SCHOOL Test Date: 02/03/2010 SSID: 7777777777 Local Stu ID: 8888888803 INITIAL IDENTIFICATION Local Use:</p>				Domain	Score	Performance Level	Overall	637	Early Advanced	Listening	530	Advanced	Speaking	525	Advanced	Reading	525	Early Advanced	Writing	568	Advanced
Domain	Score	Performance Level																			
Overall	637	Early Advanced																			
Listening	530	Advanced																			
Speaking	525	Advanced																			
Reading	525	Early Advanced																			
Writing	568	Advanced																			
<p>California English Language Development Test (CELDT)</p> <p>2009-10 Edition</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>216</td> <td>Beginning</td> </tr> <tr> <td>Listening</td> <td>220</td> <td>Beginning</td> </tr> <tr> <td>Speaking</td> <td>140</td> <td>Beginning</td> </tr> <tr> <td>Reading</td> <td>280</td> <td>Beginning</td> </tr> <tr> <td>Writing</td> <td>220</td> <td>Beginning</td> </tr> </tbody> </table> <p>ARIZONA, VERGINIA D Birthdate: 03/04/2002 Grade: 2 Primary Lang: Portuguese District: CAL UNIFIED School: RED ELEMENTARY SCHOOL Test Date: 01/14/2010 SSID: 9999922224 Local Stu ID: 9999999904 INITIAL IDENTIFICATION Local Use:</p>				Domain	Score	Performance Level	Overall	216	Beginning	Listening	220	Beginning	Speaking	140	Beginning	Reading	280	Beginning	Writing	220	Beginning
Domain	Score	Performance Level																			
Overall	216	Beginning																			
Listening	220	Beginning																			
Speaking	140	Beginning																			
Reading	280	Beginning																			
Writing	220	Beginning																			
<p>California English Language Development Test (CELDT)</p> <p>2009-10 Edition</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>386</td> <td>Beginning</td> </tr> <tr> <td>Listening</td> <td>467</td> <td>Intermediate</td> </tr> <tr> <td>Speaking</td> <td>494</td> <td>Early Advanced</td> </tr> <tr> <td>Reading</td> <td>280</td> <td>Beginning</td> </tr> <tr> <td>Writing</td> <td>220</td> <td>Beginning</td> </tr> </tbody> </table> <p>CALIFORNIA, POPPIES A Birthdate: 06/11/2002 Grade: 2 Primary Lang: Other Non-English District: CAL UNIFIED School: RED ELEMENTARY SCHOOL Test Date: 10/04/2009 SSID: 8888888888 Local Stu ID: 9999999922 INITIAL IDENTIFICATION Local Use:</p>				Domain	Score	Performance Level	Overall	386	Beginning	Listening	467	Intermediate	Speaking	494	Early Advanced	Reading	280	Beginning	Writing	220	Beginning
Domain	Score	Performance Level																			
Overall	386	Beginning																			
Listening	467	Intermediate																			
Speaking	494	Early Advanced																			
Reading	280	Beginning																			
Writing	220	Beginning																			
<p>California English Language Development Test (CELDT)</p> <p>2009-10 Edition</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>478</td> <td>Intermediate</td> </tr> <tr> <td>Listening</td> <td>501</td> <td>Early Advanced</td> </tr> <tr> <td>Speaking</td> <td>449</td> <td>Intermediate</td> </tr> <tr> <td>Reading</td> <td>459</td> <td>Early Intermediate</td> </tr> <tr> <td>Writing</td> <td>510</td> <td>Intermediate</td> </tr> </tbody> </table> <p>CAROLINA, CHARLOT Birthdate: 05/08/2002 Grade: 2 Primary Lang: District: CAL UNIFIED School: RED ELEMENTARY SCHOOL Test Date: 12/02/2009 SSID: Local Stu ID: 9999999918 INITIAL IDENTIFICATION Local Use:</p>				Domain	Score	Performance Level	Overall	478	Intermediate	Listening	501	Early Advanced	Speaking	449	Intermediate	Reading	459	Early Intermediate	Writing	510	Intermediate
Domain	Score	Performance Level																			
Overall	478	Intermediate																			
Listening	501	Early Advanced																			
Speaking	449	Intermediate																			
Reading	459	Early Intermediate																			
Writing	510	Intermediate																			

Figure Q-6: Sample Performance Level Summary Report, Grade 1

<i>California English Language Development Test</i> 2009-10 Edition	Performance Levels	Overall		Listening		Speaking		Reading		Writing	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Performance Level Summary Report	Advanced	8	11	3	5	17	30				
SCHOOL: RED ELEMENTARY S											
Grade: 1											
ANNUAL ASSESSMENT	Early Advanced	15	26	12	21	10	18				
Purpose This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).	Intermediate	12	21	18	32	11	19	Reading and Writing Scale Scores are not available for grades K-1.			
	Early Intermediate	15	26	11	19	9	16				
	Beginning	9	16	13	23	10	18				
CDS #: 99-99999-9999999	Total Number of Students	57		57		57					
District: CAL UNIFIED	Mean Scale Score	428.0		411.9		444.4					
County: XYZ CO	Standard Deviation	65.5		56.1		83.3					
State: CALIFORNIA	Number (percent) of students who met the CELDT criterion: 21 (36.84%)										

Figure Q-7: Sample Performance Level Summary Report, Grade 2

<i>California English Language Development Test 2009-10 Edition</i>	Performance Levels	Overall		Listening		Speaking		Reading		Writing	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Performance Level Summary Report	Advanced	0	0	2	5	4	11	0	0	0	0
SCHOOL: RED ELEMENTARY S	Early Advanced	5	14	10	27	10	27	3	8	2	5
Grade: 2	Intermediate	12	32	11	30	18	49	10	27	9	24
ANNUAL ASSESSMENT	Early Intermediate	12	32	7	19	4	11	8	22	15	41
Purpose This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).	Beginning	8	22	7	19	1	3	16	43	11	30
CDS #: 99-99999-9999999	Total Number of Students	37		37		37		37		37	
District: CAL UNIFIED County: XYZ CO State: CALIFORNIA	Mean Scale Score	454.5		458.6		474.6		450.4		436.1	
	Standard Deviation	54.4		74.9		45.1		67.3		95.6	
	Number (percent) of students who met the CELDT criterion: 5 (13.51%)										

Figure Q-8: Sample Roster Report, Grade K

California English Language Development Test 2009-10 Edition	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
Roster Report	ALABAMA, MINA Birthdate: 02/20/2004 SSID: 9999922221 Local Student ID: 9999999901 Test Date: 08/19/2009	461 Early Advanced	429 Intermediate	494 Early Advanced		
School: RED ELEMENTARY SC						
Grade: K						
INITIAL ASSESSMENT						
Purpose						
This Roster Report displays how each student at this grade performed on the California English Language Development Test (CELDT). This report provides the scale score and performance level for each domain and Overall. Students are listed alphabetically by last name.	BIGAPPLE, SHILA W Birthdate: 10/20/2004 SSID: 9999922222 Local Student ID: 9999999902 Test Date: 02/04/2010	433 Intermediate	418 Intermediate	449 Intermediate	For 2009-10, grade K-1 reading and writing scale scores and performance levels are not available.	
	CAMALIA, IOWA Birthdate: 05/17/2004 SSID: 9999999881 Local Student ID: 9999999881 Test Date: 10/06/2009	395 Early Intermediate	363 Early Intermediate	428 Intermediate		
	COPPER, ISABEL S Birthdate: 03/09/2004 SSID: 9999922227 Local Student ID: 9999999909 Test Date: 11/23/2009	180 Beginning	220 Beginning	140 Beginning		
	DOKOTA, SOUTH W Birthdate: 10/13/2004 SSID: 9999999911 Local Student ID: 9999999911 Test Date: 12/07/2009	397 Early Intermediate	407 Early Intermediate	387 Early Intermediate		
	JASMIN, DAKOTA M Birthdate: 03/13/2004 SSID: 9999999888 Local Student ID: 9999999888 Test Date: 10/06/2009	432 Intermediate	429 Intermediate	435 Intermediate		
	MAPLE, SUN Birthdate: 06/05/2004 SSID: 9999999803 Local Student ID: 9999999803 Test Date: 10/06/2009	392 Early Intermediate	397 Early Intermediate	387 Early Intermediate		
CDS #: 99-99999-9999999 District: CAL UNIFIED County: XYZ State: CALIFORNIA	MAY, FOREST A Birthdate: 01/03/2004 SSID: 9999999801 Local Student ID: 9999999801 Test Date: 09/30/2009	425 Intermediate	386 Early Intermediate	465 Early Advanced		

Figure Q-9: Sample Roster Report, Grade 2

<i>California English Language Development Test 2009-10 Edition</i>	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 220-630 Performance Level
Roster Report	ALASKA, SARA Birthdate: 06/20/2002 SSID: 7777777777 Local Student ID: 8888888803 Test Date: 02/03/2010	537 Early Advanced	530 Advanced	525 Advanced	526 Early Advanced	568 Advanced
School: RED ELEMENTARY SC						
Grade: 2	ARIZONA, VERGINIA D Birthdate: 03/04/2002 SSID: 9999922224 Local Student ID: 9999999904 Test Date: 01/14/2010	215 Beginning	220 Beginning	140 Beginning	280 Beginning	220 Beginning
INITIAL ASSESSMENT	CALIFORNIA, POPPIES A Birthdate: 06/11/2002 SSID: 8888888888 Local Student ID: 9999999922 Test Date: 10/04/2009	365 Beginning	467 Intermediate	494 Early Advanced	280 Beginning	220 Beginning
Purpose This Roster Report displays how each student at this grade performed on the California English Language Development Test (CELDT). This report provides the scale score and performance level for each domain and Overall. Students are listed alphabetically by last name.	CAROLINA, CHARLOT Birthdate: 05/08/2002 SSID: Local Student ID: 9999999918 Test Date: 12/02/2009	479 Intermediate	501 Early Advanced	449 Intermediate	459 Early Intermediate	510 Intermediate
	KANSAS, TULIPS Birthdate: 12/11/2001 SSID: 6666666666 Local Student ID: 8888888806 Test Date: 10/22/2009	414 Early Intermediate	467 Intermediate	422 Intermediate	399 Beginning	369 Beginning
	NEBRASKA, JASMIN Birthdate: 02/15/2002 SSID: 9999922243 Local Student ID: 9999999917 Test Date: 09/30/2009	428 Early Intermediate	467 Intermediate	494 Early Advanced	280 Beginning	473 Intermediate
	NEVADA, RENA Birthdate: 08/11/2002 SSID: Local Student ID: 9999999919 Test Date: 10/15/2009	215 Beginning	220 Beginning	140 Beginning	280 Beginning	220 Beginning
	OHIO, FLOWER Birthdate: 01/20/2002 SSID: 7777777776 Local Student ID: 8888888804 Test Date: 01/21/2010	477 Intermediate	454 Intermediate	525 Advanced	453 Early Intermediate	478 Intermediate
CDS #: 99-99999-9999999 District: CAL UNIFIED County: XYZ State: CALIFORNIA	OREGON, ROSE Birthdate: 02/03/2002 SSID: Local Student ID: 8888888801 Test Date: 11/19/2009	522 Early Advanced	530 Advanced	549 Advanced	533 Early Advanced	478 Intermediate

Appendix R: Proficiency by Grade and Grade Span

Note: This appendix contains historical tables from the 2006-07 Edition, which was the first year the common scale was used. For proficiency results for previous Editions, see CELDT Technical Reports available at <http://www.cde.ca.gov/ta/tg/el/techreport.asp>.

“N Prof” and “Percent Prof” refer, respectively, to the number and percent of students at the Early Advanced and Advanced Performance levels.

Table R-1: 2009–10 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	N Prof Listening	Percent Prof Listening	N Prof Speaking	Percent Prof Speaking	N Prof Reading	Percent Prof Reading	N Prof Writing	Percent Prof Writing	N Prof Overall	Percent Prof Overall
K	5,374	337	6.3	802	15.0	411	7.7	717	13.4	490	9.1
1	176,848	48,884	27.7	72,399	41.1	33,340	18.9	24,471	13.9	61,713	34.9
2	172,461	89,709	52.0	105,713	61.3	14,518	8.4	23,331	13.5	47,854	27.7
3	162,713	73,745	45.3	97,307	59.8	23,182	14.2	31,600	19.4	46,340	28.5
4	134,728	56,554	42.0	87,854	65.2	21,987	16.3	25,510	18.9	49,235	36.5
5	113,840	67,728	59.5	71,902	63.2	33,599	29.5	35,495	31.2	55,232	48.5
6	91,535	40,685	44.4	57,737	63.1	32,020	35.0	36,580	40.0	40,204	43.9
7	85,982	47,386	55.1	57,642	67.0	33,630	39.1	36,535	42.5	46,872	54.6
8	80,638	36,090	44.8	47,696	59.1	29,653	36.8	41,683	51.7	43,648	54.1
9	76,820	26,858	35.0	44,903	58.5	18,118	23.6	30,035	39.1	31,295	40.7
10	73,224	31,575	43.1	41,895	57.2	16,569	22.6	33,235	45.4	30,960	42.3
11	63,464	31,579	49.8	39,014	61.5	18,690	29.4	30,970	48.8	31,527	49.7
12	55,103	28,422	51.6	35,253	64.0	17,946	32.6	26,647	48.4	28,653	52.0
Grade Span											
K–1	182,222	49,221	27.0	73,201	40.2	33,751	18.5	25,188	13.8	62,203	34.1
2	172,461	89,709	52.0	105,713	61.3	14,518	8.4	23,331	13.5	47,854	27.7
3–5	411,281	198,027	48.1	257,063	62.5	78,768	19.2	92,605	22.5	150,807	36.7
6–8	258,155	124,161	48.1	163,075	63.2	95,303	36.9	114,798	44.5	130,724	50.6
9–12	268,611	118,434	44.1	161,065	60.0	71,323	26.6	120,887	45.0	122,435	45.6
Total	1,292,730	579,552	44.8	760,117	58.8	293,663	22.7	376,809	29.1	517,053	40.0

Table R-2: 2008–09 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	N Prof Listening	Percent Prof Listening	N Prof Speaking	Percent Prof Speaking	N Prof Reading	Percent Prof Reading	N Prof Writing	Percent Prof Writing	N Prof Overall	Percent Prof Overall
K	5,276	481	9.1	651	12.3	N/A	N/A	N/A	N/A	471	8.9
1	179,992	60,703	33.7	62,219	34.6	N/A	N/A	N/A	N/A	58,123	32.3
2	176,098	81,289	46.2	98,864	56.1	15,158	8.6	27,279	15.5	46,462	26.4
3	160,147	65,950	41.2	89,718	56.0	23,786	14.9	32,514	20.3	45,383	28.3
4	135,258	69,148	51.1	84,616	62.6	24,418	18.1	36,105	26.7	51,620	38.2
5	118,512	64,055	54.0	80,948	68.3	31,684	26.7	46,118	38.9	60,389	51.0
6	102,527	52,087	50.8	62,016	60.5	29,226	28.5	34,818	34.0	44,221	43.1
7	94,686	38,726	40.9	60,574	64.0	37,019	39.1	42,348	44.7	50,003	52.8
8	82,946	38,089	45.9	51,686	62.3	29,662	35.8	42,623	51.4	42,384	51.1
9	83,558	30,612	36.6	45,628	54.6	18,138	21.7	41,264	49.4	33,796	40.4
10	75,684	33,572	44.4	40,179	53.1	15,843	20.9	40,843	54.0	31,036	41.0
11	63,299	31,732	50.1	36,407	57.5	17,033	26.9	35,635	56.3	30,226	47.8
12	55,134	29,190	52.9	33,300	60.4	17,118	31.0	30,847	55.9	28,272	51.3
Grade Span											
K–2	361,366	142,473	39.4	161,734	44.8	15,158	4.2	27,279	7.5	105,056	29.1
3–5	413,917	199,153	48.1	255,282	61.7	79,888	19.3	114,737	27.7	157,392	38.0
6–8	280,159	128,902	46.0	174,276	62.2	95,907	34.2	119,789	42.8	136,608	48.8
9–12	277,675	125,106	45.1	155,514	56.0	68,132	24.5	148,589	53.5	123,330	44.4
Total	1,333,117	595,634	44.7	746,806	56.2	259,085	20.6	410,394	32.9	522,386	40.1

Table R-3: 2007–08 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	N Prof Listening	Percent Prof Listening	N Prof Speaking	Percent Prof Speaking	N Prof Reading	Percent Prof Reading	N Prof Writing	Percent Prof Writing	N Prof Overall	Percent Prof Overall
K	5,967	404	6.8	802	13.4	N/A	N/A	N/A	N/A	466	7.8
1	182,795	54,121	29.6	69,111	37.8	N/A	N/A	N/A	N/A	56,365	30.8
2	168,016	56,488	33.6	92,660	55.2	8,970	5.3	23,378	13.9	35,167	20.9
3	153,171	53,249	34.8	78,835	51.5	15,293	10.0	28,779	18.8	36,264	23.7
4	135,399	63,835	47.1	75,429	55.7	20,039	14.8	31,065	22.9	45,151	33.3
5	128,432	63,758	49.6	77,933	60.7	30,842	24.0	45,054	35.1	60,048	46.8
6	109,440	48,659	44.5	57,006	52.1	34,369	31.4	34,252	31.3	44,841	41.0
7	92,909	48,084	51.8	51,429	55.4	31,998	34.4	36,471	39.3	45,369	48.8
8	87,158	33,998	39.0	53,998	62.0	29,043	33.3	41,489	47.6	42,524	48.8
9	81,401	24,472	30.1	38,164	46.9	18,050	22.2	36,100	44.3	29,947	36.8
10	74,483	26,984	36.2	34,117	45.8	15,522	20.8	36,498	49.0	27,596	37.1
11	63,845	27,180	42.6	32,999	51.7	17,509	27.4	33,125	51.9	28,371	44.4
12	51,770	23,301	45.0	28,809	55.6	16,045	31.0	26,890	51.9	24,676	47.7
Grade Span											
K–2	356,778	111,013	31.1	162,573	45.6	8,970	2.5	23,378	6.6	91,998	25.8
3–5	417,002	180,842	43.4	232,197	55.7	66,174	15.9	104,898	25.2	141,463	33.9
6–8	289,507	130,741	45.2	162,433	56.1	95,410	33.0	112,212	38.8	132,734	45.8
9–12	271,499	101,937	37.5	134,089	49.4	67,126	24.7	132,613	48.8	110,590	40.7
Total	1,334,786	524,533	39.3	691,292	51.7	237,680	19.0	373,101	29.8	476,785	36.6

Table R-4: 2006–07 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	N Prof Listening/Speaking	Percent Prof Listening/Speaking	N Prof Reading	Percent Prof Reading	N Prof Writing	Percent Prof Writing	N Prof Overall	Percent Prof Overall
K	5,993	1,054	17.6	N/A	N/A	N/A	N/A	1,054	17.6
1	159,686	54,344	34.0	N/A	N/A	N/A	N/A	54,344	34.0
2	156,889	71,633	45.7	15,139	9.6	39,526	25.2	45,471	29.0
3	158,731	49,508	31.2	16,110	10.1	41,474	26.1	33,668	21.2
4	148,801	81,834	55.0	36,311	24.4	60,229	40.5	66,034	44.4
5	130,703	90,311	69.1	50,320	38.5	67,057	51.3	79,554	60.9
6	111,464	61,276	55.0	37,471	33.6	56,238	50.5	53,372	47.9
7	97,445	62,641	64.3	41,974	43.1	55,703	57.2	57,067	58.6
8	89,276	61,972	69.4	47,413	53.1	56,658	63.5	58,931	66.0
9	85,846	52,877	61.6	45,468	53.0	44,577	51.9	50,730	59.1
10	74,813	49,293	65.9	44,567	59.6	41,124	55.0	47,760	63.8
11	59,133	40,685	68.8	38,209	64.6	33,447	56.6	39,707	67.1
12	46,951	33,422	71.2	31,984	68.1	26,526	56.5	32,592	69.4
Grade Span									
K–2	322,568	127,220	39.4	15,152	4.7	39,580	12.3	100,997	31.3
3–5	438,235	221,762	50.6	102,791	23.5	168,827	38.5	179,339	40.9
6–8	298,185	185,960	62.4	126,908	42.6	168,667	56.6	169,439	56.8
9–12	266,743	176,333	66.1	160,286	60.1	145,740	54.6	170,850	64.1
Total	2,651,462	1,422,125	53.6	810,103	30.6	1,045,373	39.4	1,240,909	46.8