



California English Language Development Test



Technical Report
2015–16 Edition

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**California Department of Education
Assessment Development and
Administration Division**



**California English Language
Development Test Annual Technical
Report 2015–16 Edition**

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Chapter 1: Introduction

The California English Language Development Test (CELDT) was developed by the California Department of Education (CDE) in response to legislation requiring school districts to:

- Assess students upon enrollment—based on results from a home language survey—for initial identification as English learners (ELs).
- Annually assess the English language proficiency of all ELs.

As stated in California *Education Code (EC)* Section 60810 (Statutes of 1997), the State Superintendent of Public Instruction (SSPI) was required to select or develop a test that assesses the English language development (ELD) of pupils whose primary language is a language other than English, and required school districts to assess the ELD of all ELs. In addition, the CELDT must be aligned to the 1999 English-Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve (1999 ELD Standards). The CELDT was designed to fulfill these requirements.

The following sections examine the test's purpose, intended population, development history, administration windows, and significant developments that occurred during the 2015–16 test cycle.

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 SSPI 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, 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 to determine if they are ELs. Based on the results, the student may be classified as an EL or as initially fluent English proficient (IFEP). This application of the CELDT is defined as initial assessment (IA). Students who are identified as ELs must be tested annually during the annual assessment (AA) window (July 1 through 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[f]). 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 EL 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. Editions used in 2002–03, 2003–04, 2004–05, and 2005–06 were each anchored to the base form scales.

Following the 2005–06 Edition (Form E) AA, 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/techreport.asp>. For more information about the technical history of the CELDT from 2006–07 to the present, see appendix A.

In 2009–10, the reading and writing domains were administered to K–1 students for the first time. A standard setting was conducted in January 2010 to establish performance-level cut scores for these domains.

The CELDT Technical Advisory Group (TAG) has actively advised the CDE throughout the history of the CELDT, including test blueprint creation, performance level standard 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 and California school districts. See appendix B for more information about the 2015–16 group.

1.4 Testing Windows

The AA testing window begins on July 1 and ends on October 31. All students who previously have been identified as ELs and have not been reclassified must be tested

during this period. IA testing may be conducted at any time during the school year from July 1 through June 30.

1.5 Significant Developments Related to the CELDT 2015–16 Edition

1.5.1 Form Reuse. Test forms used in the 2014–15 administration year were reused in their entirety for the 2015–16 administration year for the following tests:

- Grades K–2 listening
- Grades K–1 reading
- Grades K–1 writing
- Grade 2 reading
- Grade 2 writing
- Grades 3–5 listening
- Grades 6–8 listening

The remaining tests had some items replaced. Items that were memorable, were associated with a relatively high number of raw score points, or performed poorly in the 2013–14 administration year (the most recent previous administration with item statistics) were more likely than other items to be replaced.

1.5.2 New Scoring Contractor for Constructed-Response Scoring. The Sacramento County Office of Education (SCOE) assumed responsibility for the scoring of writing constructed-response (CR) items beginning with the 2015–16 Edition. SCOE maintained all previous scoring procedures. In an effort to maximize rater consistency, SCOE increased the amount of training provided to raters, provided more validation sets to those raters, and implemented more expert read-behinds after training.

1.6 Limitations to Test Interpretation

Because CELDT scores are used for both individual reporting and local, state, and federal accountability requirements, test purpose plays a role in the interpretation and use of scores. LEAs should contact the CDE for more information on the appropriate uses of CELDT scores for reclassification and for state and federal accountability requirements.

Results should never be presented publicly 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 the results from 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 2015–16 Edition

1.7.1 Educational Data Systems (EDS). As the CDE’s prime contractor for the CELDT, 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: Educational Testing Service (ETS) of Princeton, NJ; Sacramento County Office of Education (SCOE) of Sacramento, California; Kornerstone Technology of Chatsworth, California; and Iron Mountain Films (IMF), Inc. of Sacramento, California. Educational Data Systems manages all program activities and has direct responsibility for developing and maintaining the CELDT Web site and interactive applications; running the operational aspects of the program, including material printing, distribution and retrieval, test scoring and reporting; communicating directly with CELDT District Coordinators; and producing the Web-based test administration training presentations.

1.7.2 Educational Testing Service (ETS). ETS is responsible for managing the CELDT Item Bank, item development, test form assembly, psychometrics, post-administration psychometric activities, and compiling this Technical Report.

1.7.3 Sacramento County Office of Education (SCOE). SCOE provides training for test administration and local scoring; provides support activities; develops interpretive support materials; provides the student speaking and writing samples for training materials and the Examiner’s Manuals; works directly with IMF to produce the CELDT Fundamentals videos, Administration and Scoring video, and audio samples; and manages and presents the Scoring Training of Trainers (STOT) workshops. SCOE is also responsible for hiring, training, and supervising the CR item scorers.

1.7.4 Kornerstone Technology. Kornerstone manages the Customer Support Center which handles inquiries about CELDT program administration.

1.7.5 Iron Mountain Films (IMF), Inc. IMF professionally records and produces the CELDT Fundamentals videos and the administration and scoring video used in the STOT workshops and which are provided to districts for their local training. IMF also records and produces audio tracks of students’ responses to speaking items for use in training and calibration activities.

1.8 Overview of the Technical Report

This report describes test development activities and the psychometric qualities of the 2015–16 Edition of the CELDT. Chapter 2 provides a summary of the CELDT test development, the types of items used in the CELDT, 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 analyses and results, including reliability and validity analyses, are contained in chapter 8. Quality control procedures are discussed in chapter 9. Chapter 10 provides historical comparisons of examinee performance and test characteristics. Additional 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 TAG. Appendix C contains the scoring rubrics for writing and speaking and the history of changes dating back to the 2010–11 test administration. Appendix D provides “item maps,” or listings by grade span and domain, of the operational items and their positions in the test forms. Appendix E includes scale score summary statistics for the 2015–16 Edition, along with those from 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 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 AA and IA data; item parameters; item-type correlations; inter-rater reliability for CR writing items; CR ratings agreement between local and centralized scoring; test characteristic and standard error curves; samples of the various reports used for the CELDT; and the number and percent of students categorized as proficient.

This report provides technical details on the operational test for the 2015–16 CELDT Edition only. Technical reports for previous years’ tests are available on the CDE Web page at <http://www.cde.ca.gov/ta/tg/el/techreport.asp> and by request from the California Department of Education at celdt@cde.ca.gov.

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Chapter 2: Test Design and Format

The California English Language Development Test (CELDT) assesses English language proficiency, as defined by the 1999 English-Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve (1999 ELD Standards), with respect to four domains: listening, speaking, reading, and writing. The Overall Student Performance Level is a composite of these four domain scores.¹ The Comprehension Score is a composite of the reading and listening domain scores.

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' English language proficiency assessments, differs from academic achievement tests in several ways. CELDT content is selected to measure students' proficiency in the English language—how well students can listen, speak, read, and write in English—rather than to measure their achievement on the California academic subject frameworks and standards. The California Common Core State 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.

CELDT reading test components assess word analysis at all grade levels. In achievement tests, this is usually assessed only at grades kindergarten through two, 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 commonly 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 acquisition, not 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.asp> and in appendix A.

¹For grades 2 through 12, the overall scale score is an unweighted average of the four domain scale scores. For grades K and 1, the overall scale score is a weighted average where listening and speaking are weighted 45% each, and reading and writing are weighted 5% each.

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 section 4.1.

2.2 Item Formats, Test Components, and Language Functions

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

CELDT MC items consist of a stem (question) and three or four response options. DCR 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. CR items are evaluated with respect to a rubric and, depending on the rubric, may receive a score of 0 through 2, or up to 4 points.

The following sections describe the test components and language functions assessed in each domain.

2.2.1 Listening Test Components and Language Functions. 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 Test Components and Language Functions. 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 also assess the ability to describe, use transitions, use past tense, sustain ideas on a topic, and show fluency.

2.2.3 Grades K–1 Reading Test Components and Language Functions. 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 Test Components and Language Functions. 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 identify multiple-meaning words, synonyms, antonyms, phrasal verbs, and common idioms, and to work with items in a modified cloze format.
- **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 Test Components and Language Functions. 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 sentence-ending punctuation and the correct use of capital letters for proper nouns and to begin sentences.

2.2.6 Grades 2–12 Writing Test Components and Language Functions. 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.
- **Sentences:** Items assess sentence formation and the use of prepositional phrases, compound and complex structures, and descriptive language.
- **Short Compositions:** Items assess sentence formation, paragraph writing, composition structure, and transitions; descriptive, expository, or persuasive writing; the 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).

Table 2.1: Number of Operational Items

Grade Span	Domain	Number of Operational Items					
		Total	Dichotomous Constructed Response	Multiple Choice	Constructed Response Scores 0–1	Constructed Response Scores 0–2	Constructed Response Scores 0–3
K–1	Listening	20	10	10			
	Speaking	20	13			6	1
	Reading	20	4	14			2
	Writing	20	4	4	4	8	
2	Listening	20	10	10			
	Speaking	20	13			6	1
	Reading	35		35			
	Writing	24		19		4	1
3–5	Listening	20		20			
	Speaking	20	13			6	1
	Reading	35		35			
	Writing	24		19		4	1
6–8	Listening	20		20			
	Speaking	20	13			6	1
	Reading	35		35			
	Writing	24		19		4	1
9–12	Listening	20		20			
	Speaking	20	13			6	1
	Reading	35		35			
	Writing	24		19		4	1

Because of the wide variability in students’ English language proficiency, there are no time limits for any part of the test. The time required to complete each part of the test will depend on the 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 2.2 provides estimates of the approximate time required to administer each domain. For grades 2–12, the writing test may be administered in two sessions to reduce student fatigue. The two sessions may not break up a test component.

Table 2.2: Estimated Time Required to Administer the CELDT

Domain	Grade Span	Administration Type	Estimated Testing Time
Listening	K–1	Individual and Group ^a	25 minutes
Listening	2–12	Group	20 minutes
Speaking	K–12	Individual	15 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

^a Following Oral Directions and Rhyming must be given individually to grade 1 students. Teacher Talk and Extended Listening Comprehension may be administered to grade 1 students individually or in a group, depending on the perceived maturity level of the students.

2.4 CELDT Scores and Reports

The CELDT raw score is calculated as the number of operational MC and DCR items answered correctly plus the number of points received on the operational CR items. Raw scores are then converted, via look-up tables, to scale scores, which range from 140 to 810 across domains and grades. Table 2.3 summarizes the numbers of items by type (MC, DCR, CR) and the total raw score range for each domain.

Table 2.3: Number of Operational 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	14	MC	0–24		
		4	DCR			
		2	CR (0–3)			
Writing	2–12	35	MC	0–35		
		4	MC			
		K–1 ^c	4		DCR	0–28
			4		CR (0–1)	
			8		CR (0–2)	
		2–12 ^d	19		MC	0–35
4	CR (0–3)					
1	CR (0–4)					

^a Maximum score points = (13 * 1) + (6 * 2) + (1 * 4) = 29

^b Maximum score points = (14 * 1) + (4 * 1) + (2 * 3) = 24

^c Maximum score points = (4 * 1) + (4 * 1) + (4 * 1) + (8 * 2) = 28

^d Maximum score points = (19 * 1) + (4 * 3) + (1 * 4) = 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 ELD instruction, examiners administer the test to incoming students throughout the year and then locally score the test using the Examiner’s Manuals provided. These local scores are used for determining appropriate instructional programs for immediate placement purposes. For both AA and IA administrations, the tests are then sent to the CELDT contractor for official scoring and reporting to the CDE and to districts. The local scores 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 six to eight weeks after receipt of the scorable materials at the contractor's processing facility.

The tables provided in the local scoring section of the Examiner's Manuals for converting raw scores to scale scores are presented 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. The comprehension scale score is calculated as the average of the scale scores of the reading and listening domains. For K–1, the overall scores are calculated as the weighted average scores of the four domains:

$.45 * \text{listening} + .45 * \text{speaking} + .05 * \text{reading} + .05 * \text{writing}$.

For grades 2–12, the overall scale scores are calculated as the unweighted average of the listening, speaking, reading, and writing scale scores.

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 for all domains and the overall scale score.

In addition to printed SPLRs, CELDT results are provided on Student Record Labels and in electronic Student Score Files (SSFs). Samples of the SPLRs and Student Record Labels are presented in appendix Q.

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 AA window (July 1 through October 31) group reports consist of the Roster Report at the school level 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 of the scores for 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 for each group are also provided.

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

2.5 Equating Across CELDT Editions

Raw scores are not comparable across different editions of the test because they are based on different sets of items, which may differ in difficulty. Scale scores, however, are comparable across editions and across time. That is, a scale score of 400 obtained on one administration in one domain 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 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.

CELDT items are those that have been previously evaluated with the CELDT population and found to possess the psychometric qualities required of the CELDT.

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 (also called item parameters) 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 that vary in complexity. The CELDT employs three different IRT models: the three-parameter logistic (3PL) model for the MC items, the two-parameter logistic (2PL) model for the DCR items, and the generalized partial credit (GPC) model for the CR 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 (also known as the “guessing” parameter). D is a scaling factor that brings the interpretation of the logistic model parameters in line with the normal distribution model parameters.

The 2PL model, 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 GPC 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

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

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

Or equivalently,

$$P_{jk}(\theta_i) = \frac{\exp\left[\sum_{v=0}^k Z_{jv}(\theta_i)\right]}{\sum_{c=0}^{m_j} \exp\left[\sum_{v=0}^c Z_{jv}(\theta_i)\right]},$$

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

The Stocking and Lord method (1983) is used to put the raw item-parameter estimates obtained in the calibration (reported in appendix M) onto the CELDT common scale. Once that is done, the items can be used operationally in subsequent editions. 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:

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

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

2.5.2 Equating Process. Equating is a statistical process used as a control for minor differences in difficulty between test forms composed of different items.

The equating process begins at the conclusion of the AA window. To calculate updated item parameters, a series of analyses are conducted.

The first is a calibration analysis that produces a set of item parameters for every item. This set of item parameters, however, is not yet expressed in terms of the common scale, which it must be in order to maintain the continuity of the scale over time. Since the items already have parameters expressed in terms of the common scale (from previous test administrations), an equating analysis, which updates these known parameters with new values on the common scale, is conducted.

The CELDT equating analyses make use of data samples, which are random samples of approximately 75,000 students tested during the AA window at each grade span.² Before the equating analyses are conducted, a preliminary analysis is conducted to

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

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).

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Chapter 3: Item Development

The process of developing new California English Language Development Test (CELDT) items involves specifying item writing guidelines, selecting and training qualified item writers, writing items, reviewing and editing newly written items, and evaluating items to determine if they meet test form specification criteria. Additionally, to field test newly written items, the CELDT uses an embedded field testing model, which embeds field test items within the operational form of the test to create multiple field test forms. Samples of students are given different field test forms so that data are collected on all items without overburdening students with a long test.

In the 2015–16 test administration year, as a result of redirecting funds to its new assessment, the English Language Proficiency Assessments for California (ELPAC), the California Department of Education eliminated item writing and all field testing.

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Chapter 4: Test Assembly

Each form of the California English Language Development Test (CELDT) assesses the four domains of listening, speaking, reading, and writing. All items included on the 2015–16 Edition operational test were administered in previous editions, either as operational or field test items. This chapter explains the rules for item selection and the structure of the test forms.

4.1 Rules for Item Selection

4.1.1 Content Rules and Item Selection. The construction of the CELDT necessitates fulfilling the requirements of the test blueprints as well as meeting the statistical and psychometric criteria specified, as described in the next section. Test validity requires that content coverage adheres to test blueprints. The blueprints specify the number of items to include in each domain and which English language development (ELD) standards to assess within each domain.

Certain tests of the 2015–16 Edition were repeated in their entirety from the 2014–15 Edition. However, when the same cohort of students would take both the 2014–15 and 2015–16 editions, memorable items and items with relatively high point values were replaced. In addition, items were replaced if they did not meet ideal psychometric criteria during the 2013–14 administration year (the most recent previous administration with item statistics).

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

- Individual items should have p -values (a measure of difficulty) that range from 0.20 to 0.95. Some items may be chosen outside this range, with the California Department of Education’s approval, to provide more meaningful and accurate scores for students at a wider range of performance levels.
- The collection of items within each domain must represent difficulty levels that span the scale, with more items around the Early Advanced cut score.
- Point-biserial correlations (a measure of reliability) must be greater than 0.15.
- Items with C-level and B-level differential item function (DIF) classifications were used only when it was necessary to meet test specifications.

When assembling tests, assessment specialists reviewed three types of curves for each grade span by domain: the test characteristic curve (TCC), the test information curve (TIC), and the conditional standard error of measurement curve (CSEM). To ensure that new operational tests had similar statistical characteristics to prior tests, assessment specialists compared the curves for proposed test forms with target curves from prior forms. Target curves were developed using the most recent statistics available at test assembly time, which is generally two years before test administration.

This approach to test development is called “pre-equating” because the test scale is set before the test is administered. The pre-equating model allows publication of the CELDT raw score to scale score and performance level conversion tables concurrent with the publication of the test forms. This is important because there can be no delay between administering and scoring the tests. Districts administering the CELDT must use these tables to score the tests locally just after administering the test to determine students’ English language proficiency level and to make decisions related to additional ELD and instructional placement.

The TCC and CSEM curves included in appendix P are the result of the re-estimation of 2009–10 to 2012–13 item parameters described in appendix A.

4.1.3 Rules for Item Sequence and Layout. For 2015–16 Edition test forms that were previously administered in the 2014–15 Edition, the items were maintained in the same item position.

In instances where 2015–16 Edition test forms were revised by replacing specific items, the order of the reused items from the 2014–15 Edition was retained and replacement items were inserted into the position of items that had been removed. The order of items associated with passages remained the same as the order of the previous administration. To ensure the stability of item parameters, replacement items were located at similar positions in the form as when previously calibrated.

4.1.4 Item Status Codes. In the CELDT Item Bank, where all items and their statistical data are stored, item status codes are used to indicate whether an item has been administered and whether it is ready to be used as a field test item or an operational item.

The CELDT item status codes are as follows:

- **Field test ready:** Items approved and available for use as field test items during the current year’s test assembly.
- **Field tested awaiting statistics:** Items administered as field test items and awaiting statistics and statistical reviews to determine whether they will be rejected or approved for operational use. These items are not available for use during the current year’s test assembly.
- **Operational ready:** Items field tested and approved for operational use, but not used operationally yet. They are available for use as operational items during the current year’s test assembly.
- **Used operationally:** Items field tested, approved as Operational ready, and used operationally one or more times. They are available for use as operational items during the current year’s test assembly.
- **Legacy unavailable:** Items previously known as “Dormant” and made unavailable for use prior to the development of the 2013–14 Edition. They are no longer available for test assembly.

- **Rejected before use:** Items rejected during a content or a bias and sensitivity review. They are no longer available for test assembly.
- **Rejected after use for content reasons:** Items rejected after an administration for content reasons. They are no longer available for test assembly.
- **Rejected after use for statistical reasons:** Items rejected after an administration because the statistics were not acceptable. They are not available for test assembly.
- **Released:** Items used in publicly accessible materials, such as an edition of *CELDT Released Test Questions*. They are no longer available for test assembly.
- **Resting:** Items used operationally and removed from use for a set period of time and that can be used again after the resting period is over. These items are not available for test assembly until the resting period has passed and the item has been redesignated as used operationally.
- **Ready for piloting:** These items have been developed and are awaiting initial piloting, or awaiting re-piloting after edits were made that warrant further piloting. They are not available for use as field test items during the current year’s test assembly.

As with all CELDT editions, all operational items in the 2015–16 Edition had the status of “operational ready” or “used operationally.”

4.2 *Test Forms and Structure*

The 2015–16 Edition of the CELDT was composed of one form at each grade span, and because of the elimination of field testing, each form contained only operational items. The operational test forms each contained the four domains of listening, speaking, reading, and writing at each grade span. For more details on the structure of the 2015–16 CELDT, including the numbers and types of items, item sequences, and item identifiers for each grade span and domain, see the item maps in appendix D.

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Chapter 5: Test Administration

Procedures are in place to ensure that test security is maintained throughout the testing process, from item development to reporting. To ensure standardization of the administration of the California English Language Development Test (CELDT) throughout the state, instruction manuals are provided along with the test materials to local educational agencies (LEAs). LEA-designated trainers participate in state-run trainings designed to ensure test examiners are trained to administer and locally score the tests. Special versions of the test and accommodation procedures exist to make the test accessible to the broadest range of students possible. This chapter describes the security and standardization features of the CELDT program.

5.1 *Test Security and Confidentiality*

The CELDT is a secure test, meaning that items and test materials are not publicly released. Therefore, test materials are considered secure documents, including the materials used for local scoring training and item writer training materials. Student scores and demographic data represent confidential private student information. A set of procedures is in place to maintain security throughout test development, production, distribution, testing, scoring, and reporting processes.

5.1.1 *Security Forms.* Every person involved with the CELDT is required to sign one or more security forms to agree to maintain the security of the test. CELDT District Coordinators (CDCs) and school site test coordinators must sign the *CELDT Test Security Agreement* form, and anyone serving as an examiner, proctor, or scorer, or anyone handling secure test materials, must sign the *CELDT Test Security Affidavit* form. Subcontractors and vendors are informed of the secure nature of the materials and data related to the CELDT and are required to sign additional security forms related to their involvement with the CELDT.

5.1.2 *Electronic Security.* All computer systems that store items, test results, and other secure files require password access. During the item and test development processes, electronic files reside on a server accessed by Secure File Transfer Protocol (SFTP). 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 traceable courier for final approval. The printing subcontractors all have extensive experience with secure testing programs and are familiar, and in compliance, with the confidentiality requirements of the CELDT program.

Transfer of student data between the CELDT contractor, subcontractors, and the California Department of Education (CDE) 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.

Student data files are downloadable by districts 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 CDCs and are reset at the beginning of each test administration year. The student data files are also optionally available to the CDC on a password protected and encrypted CD-ROM.

5.1.3 Physical Security. District and school site personnel responsible for the security of the CELDT test materials must follow the required procedures for security as outlined in the test security forms, the *District and Test Site Coordinator's Manual*, and the *California Code of Regulations*. Hard copy materials are to be kept in locked cabinets, rooms, or secure warehouses. Access to test materials is to be limited to only those within the school district responsible for test security, except on actual testing dates. All test materials are to be gathered and accounted for following each period of testing.

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

Access to document processing warehouses at Educational Data Systems is by rolling gates, which are locked at all times except when opened to allow pickup or receipt of materials. A secure chain-link fence with a barbed-wire top surrounds the document processing facility. A verified electronic security system monitors access to the offices and warehouse areas 24 hours a day, seven days a week. All visitors entering the facility are required to sign in at the front desk and obtain an entry badge that allows them access to the facility.

The following additional security procedures are maintained for the CELDT program:

- Test materials received from the printing subcontractor are stored in a secure warehouse facility prior to packaging and shipping to districts.
- At a pre-approved, designated time, the contractor disposes of all test materials received and not distributed to districts. This work is done onsite by an experienced professional shredding contractor. Districts have the option to securely destroy the confidential materials locally and provide a destruction date, or return the materials to the contractor. Unused and used secure Test Books, Answer Books, Examiner's Manuals, and training materials that are sent back for contractor secure destruction are accounted for by county-district (CD) code and stored in labeled boxes on pallets at the contractor's warehouse.
- All boxes and pallets placed in the secure warehouse for long-term storage are recorded electronically so that they can be retrieved at any time. Scanned (used) answer documents are stored in labeled "scan" boxes on labeled pallets in the

same warehouse. The scan box and pallet numbers are scanned into a database for retrieval, as needed. Documents are stored for a minimum of one year or until the CDE provides express written consent to destroy them.

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 California. The procedures are incorporated into manuals designed for specific roles.

The *District and Test Site Coordinator's Manual* describes procedures to be used by CELDT District Coordinators and school site coordinators in receiving, inventorying, storing, and returning test materials to the contractor for scoring.

The Examiner's Manuals are to be used by the person responsible for actual test administration and provide information ranging from guidelines for the testing environment to verbatim test administration scripts. The Examiner's Manuals also provide the information required for local scoring and the compiling of test results, including scoring keys and raw score to scale score conversion tables.

5.2.1 CELDT District Coordinator (CDC). Each year, all CDCs are required to complete and submit to the CELDT contractor a *Superintendent's Designation of CELDT District Coordinator* form before any testing materials are sent to the district. The form is available through the District Portal to the current CDC prior to the start of the annual administration activities or via the CELDT Customer Support Center for districts that do not have access to the portal.

The CDC is responsible for ensuring the proper and consistent administration of the tests. CDCs are also responsible for securing and inventorying testing materials upon receipt, distributing materials to schools, tracking the materials, answering questions from district staff and test site coordinators, retrieving materials from schools after test administration, and returning scorable materials to the CELDT contractor for processing. Should there be a security breach or testing irregularity during testing, it is the responsibility of the CDC to investigate and report the incident, as required in the *District and Test Site Coordinator's Manual*.

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 has attended a Scoring Training of Trainers (STOT) workshop or has obtained training via the online Moodle system, 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, also the responsibility of the CDC, is completed once each year at the end of the school year. The CDC has the option to locally destroy all CELDT materials or request a pickup of the materials for return to the contractor for centralized destruction. Materials that are required to be destroyed each year include all unused test materials, Examiner's

Manuals, the contents of the *Scoring Training of Trainers Administration Trainer’s Kit*, and additional copies of all training materials made by the district.

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 at the school, 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 must complete training for the current administration of the CELDT before administering the test and must follow the directions prescribed in the Examiner’s Manuals. Proctors must be available to assist test examiners when groups of test takers exceed 20 students.

5.2.4 Training for General Test Administration. For the 2015–16 administration, general test administration training was accomplished through e-mail communication and Web-based recordings. Monthly update e-mails were provided to CDCs containing upcoming important dates and deadlines for the CELDT.

A series of recorded tutorials on how to use CELDT related Web applications, including Initial Ordering, the Local Scoring Tool, Packing and Returning Scorable Documents, Pre-Identification, and the Data Review Module (DRM) were created and posted to the CELDT Web site to support district staff as they used these applications.

A series of short videos called CELDT Fundamentals were available on the CELDT Web site, in both English and Spanish, to provide basic CELDT information to new coordinators, district staff, parents, and the public.

The e-mails, tutorials, and videos were available for viewing on the CELDT Web site on-demand throughout the administration year. Closed captioning was available on each presentation and written transcripts were tagged for accessibility and available for downloading from the Web site.

Additional support to district personnel was provided through the Frequently Asked Questions Web page, which was periodically updated with the answers to questions received through the CELDT Customer Support Center.

5.2.5 Scoring Training of Trainers (STOT) Workshops. For the 2015–16 Edition, test administration training was accomplished through a series of day-long in-person workshops called STOT workshops. The purposes of the STOT workshops are to train participants to (a) standardize the administration of the CELDT, (b) reliably score the speaking and writing constructed response (CR) items, and (c) train other qualified persons locally to administer and score the CELDT as test examiners.

The 2015–16 Edition workshops were limited to new CELDT district trainers (i.e., a district trainer who had not attended a STOT workshop the previous year) and people who served as lead trainers at regional training workshops. Although the attendance at

STOT workshops was limited, the online Moodle Training Site was expanded and available to all school districts.

Each year, these workshops are conducted at various locations around the state. New CELDT district trainers and regional trainers were invited to learn about administering and scoring the 2015–16 Edition of the CELDT, and about changes in the test materials and administration procedures (if any) that all examiners are required to know. Administration of the CELDT involves scoring a student’s responses to the speaking items during test administration and scoring a student’s responses to the CR writing items just after testing. Thus, standardization of the scoring is critical, and extensive training is provided in these two areas to accomplish this.

A total of 790 participants from 568 districts and independent charter schools attended nine workshops held between April 7 and August 25, 2015. This represents approximately 34% of the 1,692 districts registered for testing at the end of August 2015. Fourteen county offices of education hosted an additional 19 regional training workshops. No participation data are available on these trainings.

Training at the Workshops: Workshop participants received training on scoring for listening, speaking, and CR writing items. After the training on each test component was completed, workshop participants worked through exercises for administering and scoring that test component. Workshop presenters guided these activities and responded to questions throughout the process. All participants who completed the STOT workshop and training exercises were e-mailed a certificate of completion.

- **Training Materials:** For the 2015–16 Edition, the contents of the training materials were updated to be consistent with the 2015–16 Edition test materials. The CELDT Administration and Scoring Videos were reused from the previous year and a clarifying document, *Administration and Scoring Videos—References Not Applicable to the 2015–16 Edition*, was provided as a resource for anyone using a 2013–14 Edition training video for their local training.
- **Online Training Resources:** Online training is provided through an online learning management system called Moodle. There was a slight increase in the number of users of the online training resources as compared to the previous year. As of December 31, 2015, upon closing the system, for the 2015–16 Edition training, there were 10,773 Moodle users (as opposed to 10,675 the previous year).

The training modules used in the STOT workshops were posted to Moodle for district training purposes. These training modules included the workshop presenters’ scripts, embedded audio samples and video clips from the training video, training exercises for scoring, and calibration quizzes for most test components. These online resources were intended to supplement local training or allow local trainers to recreate the STOT workshop training.

- Trainees were given access to Moodle to take the calibration quizzes on their own after completing either in-person or online training. Once a trainee

completed a quiz and met or exceeded the required calibration level, the trainee could print a report showing that she or he passed the calibration quiz.

Online training resources were expanded in 2015–16. New additions were:

- Oral Vocabulary Calibration Quizzes: Four new Oral Vocabulary practice scoring videos and online quizzes were added. This new quiz option allows a test examiner to listen to a student at a particular grade span responding to Oral Vocabulary items and to practice scoring those responses.
- STOT Scoring Calibration Sheets: Calibration rounds with all the embedded audio have been added to the Speech Functions, Choose and Give Reasons, and 4-Picture Narrative training presentations to assist trainers who are hosting an in-person training.

5.2.6 Scoring Rubrics. The CELDT scoring rubrics were developed for operational use starting with the 2006–07 Edition. 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 student’s answer document. These speaking rubrics are presented in appendix C.

The scoring rubric for Sentences and another rubric for Short Compositions are applied across all CR writing items for grade spans 2–12. There are separate rubrics for the K–1 writing domain.³ The writing rubrics are 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 an 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

³For 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/techreport.asp> or by request from CDE at celdt@cde.ca.gov.

improve their scores. Providing students with test variations and accommodations does not result in changes to students’ scores. However, 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

Test Variation (1), Accommodation (2), or Modification (3)	Eligible
Test administration directions that are simplified or clarified (does not apply to test questions)	ALL
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
Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items	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

Test Variation (1), Accommodation (2), or Modification (3)	Eligible
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 or test items enlarged (not duplicated) to a font size larger than that used 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
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- or long-term disability. In these instances, districts may administer an alternate assessment as specified in the student’s IEP or Section 504 plan. The district must still return a scannable answer document for that student and ensure that the alternate assessment bubble 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.⁴ When a student achieves the proficient performance level with, for example, the accommodation “test over more than one day for a test or test part to be administered in a single sitting,” the testing conditions should be considered along with the knowledge and skills ascribed to the student. Table 5.2 summarizes the number of students who used accommodations, modifications, and alternate assessments during the 2015–16 administration of the CELDT broken down by test purpose.

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

Type	Number of Students			
	Listening	Speaking	Reading	Writing
Annual Assessment				
Accommodations	9,484	7,831	10,411	10,980
Modifications	528	501	1,334	541
Alternate Assessments	7,948	7,926	7,936	7,945
Initial Assessment				
Accommodations	411	392	415	402
Modifications	44	42	46	40
Alternate Assessments	1,075	1,067	1,066	1,070

5.3.2 Versions of the CELDT. The CELDT has three special versions: Braille, large print, and CD-ROM.

The Braille Version is available only to students who are blind or visually impaired with documentation in an IEP or Section 504 plan. 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 item content differs from that of the regular version. Despite the different item content, the Braille Version has been equated to produce scale scores equivalent to the regular edition. Braille CELDT forms were created for the 2013–14 Edition and reused in their entirety for the 2015–16 Edition. These forms consisted largely of Braille versions of Form 1 items, which differed in modest ways to allow for Braille delivery. For example, pictures may have been replaced with descriptions of pictures. Items were replaced when a Braille version was not viable.

⁴Students 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.

The Large Print Version consists of an enlarged version of the Form 1 test for each grade span. Students who use the Large Print Version are allowed certain administrative 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 large print Answer Book, which must then be transcribed to a regular scannable answer document by the test examiner or proctor

The large print test materials include a spiral-bound test book or books, a large print Answer Book, a regular scannable Answer Book, and special instructions to the examiner for transcribing the student's responses to the regular scannable Answer Book.

A CD-ROM 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 for the Large Print Version apply to the CD-ROM Version.

Braille forms used the 2013–14 Edition; Large Print and CD-Rom Version used the 2015–16 Edition.

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

5.4 Demographic Data and Data Correction

Demographic and student-identifying information are collected for all students on the front and back covers of the scannable answer document. Districts may also choose to electronically identify most of these data through a Pre-Identification (Pre-ID) label, which is placed on the front of the scannable answer document. Instructions on how to fill out the demographic pages are provided in the Examiner's Manuals and the *District and Test Site Coordinator's Manual*, and additional instructions regarding the use of the Pre-ID labels are provided in the *Pre-ID Data File Layout* and the *Pre-ID User Guide*.

For tests submitted during the annual assessment (AA) window, districts receive an opportunity to make corrections to the demographic data before the group-level reports are issued to districts and electronic summary data files are posted by the CDE to the public Web site, DataQuest. The correction process is done electronically through the Data Review Module (DRM), an online, interactive application accessed through the

secure District Portal of the CELDT Web site. Districts have access to detailed instructions on how to use 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. Districts are requested to log on to the secure District Portal, access their data, and make corrections as necessary. To assist the districts in reviewing and making corrections to the data, the application flags data errors and potential data errors in the student demographic data. Errors or potential errors are determined based on rules specified in the *DRM Data File Layout*. These rules determine what is flagged, such as missing data, multiple marks, incorrectly formatted data, and invalid or out of range values.

Prior to opening the DRM window for LEA data corrections, the California Longitudinal Pupil Achievement Data System (CALPADS) data are merged with the CELDT data to establish error flags on fields that are important to an accurate record match. Two fields essential to an accurate match are the Statewide Student Identifier (SSID) and the Date Testing Completed (DTC).

- The errors and warnings for the SSID field in the DRM provide details on the type of error that could be causing a Student Score File (SSF) record not to match with a CALPADS record.
- A CALPADS Comparison Data File is provided for download by the CELDT District Coordinator so he or she can work with the local CALPADS Administrator to resolve the SSID errors and warnings in either system.
- If the DTC is blank on the student's Answer Book, it is populated in the scoring process as the first day of the month and year that the document was submitted for scoring.

The DRM is the only opportunity for districts to make corrections to the SSID and other CELDT student demographics that were not populated from CALPADS data. Because of the importance of correct demographic data to a successful CELDT/CALPADS record merge, all districts are urged to participate in the DRM to correct as many errors and warnings as possible.

The DRM allows corrections to be made online through data editing screens and dynamic filters, or 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 student record and data field to ensure only valid changes are made to the data.

Once the DRM data correction window closes, student records, including all corrections, are downloaded from the DRM and integrated into the official student records. In this process, if demographic corrections affect the assignment of a performance level to a student (e.g., the student's grade level changed or an erroneous modification code was removed), the record is rescored and a new performance level is assigned. To ensure quality control, two independent programs merge the corrected data into two copies of

the original scored file, and outputs from the two programs are compared and corrected, if necessary, until the outputs from both programs match.

The SSF is then merged with the CALPADS data records and certain data fields (see below) are populated into the CELDT student records from CALPADS student records. A merge is successful if a CELDT student record matches with a CALPADS record.

In the CELDT/CALPADS record merge, the following fields are populated into CELDT student records from CALPADS data:

- Primary Language Code
- Primary Disability Code
- Date First Enrolled in USA School
- Program Participation: Migrant Education
- Special Education Services at a Non-Public School (NPS)
- NPS Code
- County/District of Residence—Only for students with individualized education programs (IEPs)
- Date of Birth
- Gender

The following fields were not collected on the CELDT Answer Book nor merged from CALPADS, thus were no longer included in the CELDT records or reports:

- Ethnicity/Race
- Reporting Ethnicity
- Program Participation: Gifted and Talented, English Learner Services

This final merged file is used to create all group-level data reports and data files for the annual assessment (AA) window test results.

Chapter 6: Performance Standards

The five California English Language Development Test (CELDT) performance levels are termed Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced and are defined by cut scores on the CELDT common scale. Descriptors of student performance at each level—termed Test Performance Descriptors—define what students know and are able to do at that level. This chapter describes the development of the common scale and the process used to develop the cut scores that distinguish the CELDT performance levels.

6.1 Common Scale Development

6.1.1 2006–07 Scale Development. A common scale⁵ 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 common scale to allow comparison of scores across adjacent grade spans and across testing administrations.

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 (“anchor” items) served to place the grade span 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 grade span 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 editions across adjacent grade spans. For further information about calibration and equating procedures, see the Item Response Theory Analyses discussion in section 8.6.

⁵While vertical in design, the CELDT scale is called a *common scale* since English language development does not show growth at the same starting point.

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. The K–1 reading test was linked to the common scale through a set of previously calibrated grade 2 items embedded in the operational K–1 test. Although CELDT item calibration is usually restricted to AA student records, and since most kindergarten students are initial testers, this calibration sample included AA students as well as initial assessment (IA) kindergarten students because kindergarten students would have essentially been eliminated from the analysis if IA records were eliminated.

Since there were no grade 2 writing items that were appropriate for administration to K–1 students, a special “linking study” was conducted. The linkage was created by having grade 2 students complete the K–1 writing domain. The sample of schools selected to participate in the linking study consisted of a geographic cross-section of California districts of various sizes. Testing for both the regular CELDT and the Writing Linking Study occurred at relatively the same time (within a week or two).

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 grade levels and domains except K–1 reading and writing, which were set in 2010. 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.

Table 6.1: Lowest and Highest Obtainable Scale Score Values

Grade Span	Score Type	Scale Score					
		Listening	Speaking	Reading	Writing	Compre-hension	Overall
K–1	LOSS	220	140	220	220	220	184
	HOSS	570	630	570	600	570	598
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 Standard Setting Procedures

6.2.1 2006 Standard Setting. The purpose of the standard setting was to establish new cut scores for the CELDT on the common scale for the Early Intermediate and Early Advanced performance levels. These scores were then used to establish cut

scores for all five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Cut scores were established for all grade levels and domains except K–1 reading and writing, which were not administered at that time.

The standard setting process requires experts to examine the standards and identify points on the score scale that operationally differentiate performance levels. Standard setting participants were recruited from across California and were selected based on their expertise with English language development (ELD), their experience in the field of education, and their knowledge of the CELDT. During the meeting, 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 in eight groups (two groups each at grades 4, 7, and 10; one group each at grade 1 and grade 2). The panels met in Sacramento, California, February 12–16, 2006.

The Bookmark method was used for establishing the cut points for each performance level. 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 were 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 (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 smoothen data and to produce a set of performance levels that best reflect continuous English language development across all grades.

The standard setting document can be found on the California Department of Education’s Web site at <http://www.cde.ca.gov/ta/tg/el/documents/standardsetting.pdf>.

6.2.2 2010 Standard Setting. The introduction of the reading and writing domains for grades K–1 in the 2009–10 Edition necessitated convening panels to set cut scores for these domains and grades.

As in the 2006 standard setting, participants were recruited from across California and were selected based on their expertise with ELD, 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 people who had either applied to work with the development or review

of items for the K–1 reading and writing domains or who had previously participated in the 2006 CELDT standard setting. Panelists met in Sacramento on January 13, 2010.

The CELDT cut points for other grades and domains were initially set by using the Bookmark method, the well-established procedure also used for this standard setting. 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 panelists then focused on draft K–1 reading and writing Test Performance Descriptors, which had been prepared prior to the meeting. 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.

Because of the complexity of the task, panelists began by first considering grade one students and the reading domain. After they had individually placed their bookmarks, group discussion of the placement followed. Staff then collected and analyzed the initial ratings so that impact data could be presented to the group. 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. The participants followed the same procedures for the writing items. When the grade one ratings were completed, the process was repeated for kindergarten.

Agreement among the panelists was high at both grade levels, although somewhat higher with respect to the kindergarten ratings than the grade one ratings.

Reading K–1 and writing K–1 links to the common scale were revised in spring 2013. This produced new scale score cut points beginning with the 2013–14 Edition, but did not impact raw score performance requirements.

6.3 *Standard Setting Results for All Grades and Domains*

Results of the standard settings summarized in table 6.2 for all grades and domains are expressed as scale scores. Cut scores for comprehension and the overall score—which are calculated from the domain scale scores—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 grades K–1, the overall cut scores were calculated as the weighted average of the cut scores of the four domains ($.45 * \text{listening} + .45 * \text{speaking} + .05 * \text{reading} + .05 * \text{writing}$).

Table 6.2: CELDT Cut Scores

Grade	Performance Level	Scale Scores					
		Listening	Speaking	Reading	Writing	Compre-hension	Overall
K	Early Intermediate	362	353	232	255	297	346
	Intermediate	409	405	300	327	354	397
	Early Advanced	455	457	380	383	417	448
	Advanced	502	509	468	430	485	499
1	Early Intermediate	362	353	357	372	359	358
	Intermediate	409	405	393	406	401	406
	Early Advanced	455	457	468	444	461	456
	Advanced	502	509	570	518	536	509
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
	Advanced	638	568	609	593	623	602

Grade	Performance Level	Scale Scores					
		Listening	Speaking	Reading	Writing	Compre- hension	Overall
7	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 (SPLRs).

Table 6.3: CELDT General Test Performance Descriptors

Grades K–1 Students	
Performance Level	Descriptor
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 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.
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.

Grades 2–12 Students	
Performance Level	Descriptor
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 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 the California English Language Development Test (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 multiple-choice (MC) and dichotomous-constructed-response (DCR) items elicit responses (MC items) or scores (DCR items) that are recorded on scannable documents for machine scoring. Written responses to the constructed-response (CR) items are scanned and then scored by human scorers.

7.1.1 Scoring and Reporting Specifications. Written specifications developed prior to operational scoring helped ensure that CELDT results were reported accurately.

- **Test Form Distribution Plan:** There was no Test Form Distribution Plan in the 2015–16 Edition as there was no field testing and all students were administered Form 1.
- **Operations Specifications:** These specifications outline how scorable answer documents were retrieved from districts and how they were processed through scanning along with the rules for handling anomalies found during document processing.
- **Data Processing Specifications:** This document provided details on how scanned data were edited, how CR items were scored, and how scoring calculations, including default values and override circumstances, were applied. The methods used to merge data provided by the district through the Pre-Identification (Pre-ID) and the Data Review Module (DRM) Web-based applications were also included in the specifications.
- **Reporting Specifications:** These specifications provided the reporting categories and calculation rules for the information presented on CELDT individual and summary paper reports as well as electronic files. Approved paper report mock-ups, reporting rules, and footnotes to use when a domain on the answer document was marked with a testing irregularity or modification and/or alternate assessment are included in the specifications.

7.1.2 Types of Documents. Students in grades 3–12 used a scannable answer document called an Answer Book, and a separate nonscannable Test Book. Students recorded their responses to reading, writing, and listening items, and examiners recorded responses and scores to the speaking items in the Answer Book.

Students in grades K–1 and grade 2 used one scannable Answer Book in which they recorded their own writing responses. In cases where listening items were administered to a group for grade 1, the students marked their own answers. Examiners recorded

students' responses to the reading, speaking, and listening domains (when administered individually).

7.1.3 Scanning and Editing. The scanning, editing, and scoring processes were performed throughout the year (July 1, 2015 through June 30, 2016), although most of the material was received in November after the close of the annual assessment (AA) window.

Answer documents were scanned and scored in accordance with the Data Processing Specifications. The editing process included steps to check the spelling of the student name (i.e., that the scanner picked up all the bubbled letters and that there were no multiple marks, no embedded blanks, and no initial blanks in the name) and that all the bubbled digits in the Statewide Student Identifier (SSID) were picked up by the scanner. 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.

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.

7.1.4 Record Merge Process. Prior to completing the testing for the AA window, districts were given the option of uploading Pre-ID files containing student demographic and identification data to a secure district portal. The Pre-ID system employed data checks according to the rules established in the *2015–16 Edition Pre-ID Data File Layout*, prior to acceptance of each record. Due to the new CALPADS / CELDT record merge process, the following demographic fields were not included in the Pre-ID File layout for the 2015–16 Edition of CELDT: District Name, School Name, Ethnicity / Race, Primary Language Code, Primary Disability Code, Program Participation Migrant Education, Program Participation Gifted and Talented, Program Participation English Learner Services, Date First Enrolled (USA), Special Ed Services Code, NPS Code, and County/District of Residence for students with Individualized Education Plans.

Once the student records were uploaded by the districts and accepted by the Pre-ID system, the system applied a unique sequence number to each record in the Pre-ID file. This unique number was printed on the Pre-ID label as a bar code, and districts placed the labels on the scannable answer documents to identify them. After testing, when documents were scanned, this bar-code number was attached to the scan record and was used as the “key” for merging the scanned data (described in section 7.1.3) with the Pre-ID file data. Checks were performed to eliminate duplicate bar-code numbers during each step of the merging process.

7.2 Multiple-Choice Scoring

The scanning, data editing, and merging processes generated a data file with one record per student. That record contained student responses to MC items, scores for 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 during the item development process and verified by performing various quality control checks upon delivery for use in scoring. The item maps contained information about each test form, including item identification information, correct key (MC items), and statistics associated with each item. As a last step in the verification process, item maps were verified against the print-ready copy of the Test and Answer Books 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 MC scoring system, another quality control step took place to ensure that what was entered 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 answer documents that had all responses marked correctly.

After the above checks were complete, data analysts scored a large sample of student records that came in for scoring early in the administration and checked them using point-biserials, p -values, and response frequencies. The analysts compared these results to those produced by the scoring system. Additionally, all items with low point-biserials were further verified by reviewing the tests.

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 are specific to grade span. An item received a score of 1 if a response was correct; a score of 0 was assigned if the response was incorrect, blank, or if multiple marks were present.

7.3 Constructed-Response Scoring

CR scoring includes activities associated with the writing and speaking domains. The writing domain consists of CR items that are graded by human readers rather than machines. Local examiners may score the CR writing items, but the contractor assigns the official writing scores. Local examiners provide the official scores for the speaking items. This section describes procedures that are in place to ensure that both processes are carefully executed and that test results are reliable, valid, and fair.

7.3.1 Writing Anchor Paper Selection. The purpose of anchor paper selection is the identification of student work samples used both to train and to evaluate scorers, thereby maintaining quality control throughout the scoring process. This process is referred to as range finding, and the samples of student work selected are called anchor papers. Anchor papers were selected from previously used anchor papers and from student work samples where both scorers agreed on the score point. Anchor papers were chosen and arranged to illustrate the application of the rubric to a variety of student response types.

7.3.2 Writing Scorer Selection. CELDT scorers for the contractor were selected from a pool of 544 applicants. The application process included a survey and a phone interview, in order to confirm that the applicant had:

- A bachelor's degree from an accredited college or university (written proof required)
- Working knowledge of English grammar
- A teaching credential and/or experience teaching English-language arts
- Experience scoring open-ended student responses ranging from sentences to essays

Beyond the pre-employment screening, applicants were required to meet a rigorous set of hand-scoring qualifications. Specific hand-scoring qualifications included:

- Completion of all required paid training
- Receipt of a passing score on post-training validation
- Ongoing attainment of minimum scoring validation and speed requirements

Ultimately, 252 applicants (46 percent of the 544 applicants) scored the CELDT. Of this number, 25 percent had prior teaching experience or were currently teaching, and 66 percent had previous experience scoring open-ended student responses ranging from sentences to essays.

In addition to meeting these requirements, 22 members of the lead scoring staff (92 percent of the 24 master scorers, trainers, and table leaders) had extensive scoring experience. Master scorers, for example, had multiple years of constructed-response scoring experience and had worked with scoring protocols for multiple programs and states. Table leaders, whose role is to respond to questions and issues of scorers as they arise during scoring, had a minimum of two years of scoring experience.

7.3.3 Writing Scorer Training. Each successful applicant completed an extensive training program and demonstrated mastery of the rubrics prior to operational scoring. To guide the scorers, scorer training addressed the rubrics for each item and used sets of anchor papers that were selected by master scorers to concretely illustrate each rubric score point. Multiple anchor papers were used throughout the training process.

Writing scorer training was delivered in an interactive classroom environment. Each scorer was required to demonstrate satisfactory scoring ability based upon the results of both the calibration tests and the practice scoring environment. Once the minimum requirements were met, the scorer was allowed to score actual student responses.

The training began by orienting the scorer to the scoring process and the use of the CELDT writing rubric. It covered both general aspects of the rubric as well as aspects of the specific item(s) they would encounter. Each score point on each rubric was defined, and at least six approved examples of student work that met the criteria for each score point (i.e., anchor papers) were presented and discussed. A post-test containing at least

10 sample student responses followed the training for each prompt. Trainees whose post-test results indicated mastery of the topic moved on to scoring practice items, while an indication of inadequate mastery lead the trainee to additional instruction on the topic. The certification requirement is at least an 80 percent exact agreement and 100 percent adjacent (within one point) agreement with the anchor papers' scores.

7.3.4 Ongoing Writing Scorer Evaluation. Scorer evaluation continued after training and certification. As a scorer began a live scoring session, and periodically thereafter, sets of ten “check papers” from the anchor paper pool were presented as part of the normal workflow. Readers were required to demonstrate exact agreement with the established check-set scores on 80 percent of the check-set papers with no discrepant scores across all grade levels and items. Any time a scorer failed to meet these ongoing certification requirements, the workstation was automatically locked out of scoring, and a master scorer addressed the issue with the scorer individually. Readers whose scores differed from the check-set papers were given additional training followed by another qualifying set of papers. Readers unable to maintain qualification through this process were dismissed from scoring.

Additionally, scorers randomly scored a sample of papers throughout the scoring process that had been scored by someone else. This 10 percent random check was called a “double-blind” read behind process, because neither of the scorers is aware of the other’s scores. Master scorers monitored the “double-blind” read behind process by accessing user and prompt reports found in the IMGScore's administrator system. See appendix O for information about scorer agreement rates.

7.3.5 Writing Electronic Image-based Constructed-Response Scoring. Scanners were programmed to identify the CR areas on each page of the scannable answer documents and electronically “clip” an image of the 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 CR scoring was completed at a centralized scoring center located in Sacramento, California, 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 have needed to print a student response in cases of the discovery of sensitive writing that required handling offline.
- 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 is protected from outside hacking.

The image-based scoring system presents scanned images of student responses to the scorers on the computer screen. The scorers then read and evaluate the student responses and enter their score for that response on the computer. The system only allows input of an appropriate score for that item (e.g., items with a maximum possible score of 3 only accept a score of 0, 1, 2, or 3) or a defined non-scoring code (e.g., blank, illegible, unintelligible). Data regarding the scorers (i.e., scorer ID number, metadata related to time and date of scoring, etc.) and the scores they assign are recorded in a database dynamically at the time of scoring.

The image-based system is programmed to provide many on-demand reports of scorer performance. Reports of scorer performance are computed throughout the scoring day, and reports are generated that show the total number of items processed daily by each scorer. By using the unique ID number assigned to each scorer and data pertaining to exact, adjacent, and non-adjacent agreement, these reports also provide total production and scoring rates. Table leaders and master scoring staff review these reports to determine the necessity of retraining scoring staff or assigning staff to score different items based on the numbers of items in the queue to be scored. This helps assure that scoring is completed within deadlines for different batches of tests and that reporting deadlines can be met.

7.4 *Types of Scores*

In order to compute domain raw scores, the score files are merged into a single file with one record per student. After the merge, the raw scores are computed for each domain. Scale scores and performance levels are assigned based on the conversion tables. (See chapter 6, section 6.1 for development of the common scale.) Measures to ensure accuracy are taken at each step in the scoring and reporting process.

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

7.4.2 Raw Scores. Raw scores for each domain are obtained by summing the number of MC and DCR items answered correctly and adding the total number of points obtained on the CR items within the speaking and writing domains and the K–1 reading domain. (See table 2.1.) Raw scores are used to compute scale scores, but are not included in any of the paper reports.

7.4.3 Scale Scores. Raw scores are not directly comparable from edition to edition because each raw score is based on a 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 in one domain on one edition represents the same level of proficiency as a 350 on the same domain 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 (PLSR) provides the mean scale score and the standard deviation of scale scores for an aggregated group. The types of reports and different aggregations are described in the next section.

In addition to providing scale scores for the four domains of listening, speaking, reading, and writing, scale scores are also provided for overall proficiency, which is a composite of all four domains, and for comprehension, which is an average of the scale scores 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 and how they are defined 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 (SPLR). This one-page report presents results for an individual student. Scale scores are presented numerically and graphically for each domain and for the overall performance levels. The Comprehension Score is also provided. The Test Performance Descriptors specific to the grade span of the student are printed on the back of the report.

7.5.2 Student Record Label. This report is designed to provide individual student performance scores on a label that can be attached to the student's file for easy reference. It contains the majority of the statistical and demographic information provided in the SPLR in a compact (4-inch x 1.5-inch) format.

7.5.3 Roster Report. The Roster Report displays by school and grade how each student performed on the CELDT. This report is produced after the student demographic data are corrected using the DRM. Rosters include data for only AA students tested within the AA window. The roster provides the scale score and the

performance level for each domain and overall scores in addition to some demographic data. Students are listed alphabetically by last name.

7.5.4 Performance Level Summary Report (PLSR). 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 deviation⁶ of scale scores are also provided for each domain and overall. Three separate reports are provided at school and district levels: (1) aggregated results of students with a test purpose of AA tested within the AA window, (2) results of students with a test purpose of initial assessment (IA) tested throughout the administration year, and (3) results of students with a test purpose of AA or IA combined for all students tested throughout the year.

Samples of each report are shown in appendix Q.

7.6 Score Aggregation

Individual scores are aggregated and reported to provide information about the performance of groups of students (PLSR and summary electronic files). These reports are run by test purpose (AA, IA, and AA/IA Combined) and no students are excluded. The group files are aggregated at the school, district, or independently testing charter school, and state levels. The number and percent of students at each performance level by domain, mean scale scores, and standard deviations for each subgroup are also calculated.

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 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 of the table presents the combined percentage of examinees classified at the Early Advanced level or higher.

⁶The standard deviation is provided only for groups of two or more students.

Table 7.1: Percentage of Examinees by Performance Level

Domain	Grade	N	Percentage of Examinees					
			Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Early Advanced + Advanced
Listening	K	32,228	14.3	28.8	32.9	16.9	7.1	24.0
	1	148,472	7.4	18.3	32.6	25.6	16.2	41.8
	2	151,980	3.5	8.8	25.4	34.8	27.4	62.3
	3	142,760	9.6	12.5	30.7	31.5	15.7	47.1
	4	134,510	7.4	8.8	26.6	36.7	20.4	57.2
	5	107,220	4.9	9.5	24.6	42.1	19.0	61.0
	6	85,905	9.4	8.7	36.4	33.2	12.4	45.6
	7	69,250	7.9	11.3	25.5	37.2	18.1	55.3
	8	60,052	7.3	8.6	32.7	39.9	11.5	51.4
	9	52,483	9.5	14.9	41.0	22.3	12.3	34.6
	10	53,783	9.0	18.8	29.7	34.9	7.5	42.4
	11	44,113	7.9	16.8	28.7	37.4	9.1	46.5
12	39,889	11.7	16.9	28.0	34.8	8.6	43.4	
Speaking	K	32,228	9.7	19.5	40.7	23.4	6.7	30.1
	1	148,472	5.6	10.7	35.9	33.9	13.9	47.9
	2	151,980	3.1	6.5	21.9	35.4	33.1	68.5
	3	142,760	3.1	5.4	25.8	43.0	22.8	65.7
	4	134,510	3.1	5.2	19.7	43.7	28.3	71.9
	5	107,220	3.0	4.3	21.6	33.0	38.1	71.1
	6	85,905	4.6	6.1	26.0	41.6	21.7	63.3
	7	69,250	4.7	5.8	23.3	44.2	22.0	66.2
	8	60,052	5.5	6.4	22.4	35.7	30.1	65.8
	9	52,483	6.8	6.4	29.4	37.7	19.7	57.4
	10	53,783	8.0	6.1	29.8	37.7	18.3	56.1
	11	44,113	7.0	6.1	27.7	37.3	21.9	59.2
12	39,889	10.2	6.4	25.7	36.0	21.7	57.7	

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Domain	Grade	N	Percentage of Examinees					
			Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Early Advanced + Advanced
Reading	K	32,228	6.4	28.5	45.8	16.8	2.4	19.3
	1	148,472	37.3	15.3	35.0	7.7	4.7	12.4
	2	151,980	30.2	32.8	27.2	6.6	3.2	9.8
	3	142,760	33.7	22.4	33.4	7.7	2.8	10.5
	4	134,510	26.4	11.4	48.1	10.7	3.3	14.1
	5	107,220	19.3	10.9	43.0	19.4	7.3	26.8
	6	85,905	20.1	14.9	33.6	21.7	9.7	31.4
	7	69,250	15.9	15.9	30.9	24.9	12.3	37.2
	8	60,052	15.2	16.1	29.5	24.0	15.1	39.1
	9	52,483	19.3	27.0	27.1	18.5	8.1	26.6
	10	53,783	19.5	21.1	30.3	20.8	8.3	29.1
	11	44,113	16.4	17.8	29.0	24.4	12.4	36.8
12	39,889	19.9	17.4	27.9	22.7	12.1	34.8	
Writing	K	32,228	6.6	31.0	42.3	16.8	3.3	20.1
	1	148,472	35.1	28.4	22.6	13.0	0.9	13.9
	2	151,980	17.1	30.8	30.2	17.8	4.1	21.9
	3	142,760	15.6	26.0	40.2	12.5	5.8	18.3
	4	134,510	12.4	15.4	52.0	12.5	7.6	20.2
	5	107,220	8.4	13.8	46.8	18.3	12.7	31.0
	6	85,905	9.3	14.4	34.1	30.2	12.1	42.3
	7	69,250	8.0	14.7	25.9	40.8	10.6	51.4
	8	60,052	8.7	10.2	28.5	36.8	15.8	52.6
	9	52,483	11.9	14.9	25.7	34.2	13.3	47.5
	10	53,783	11.9	12.4	21.7	35.4	18.7	54.1
	11	44,113	10.8	11.8	20.0	35.6	21.8	57.4
12	39,889	14.6	12.4	20.2	33.0	19.8	52.8	

Domain	Grade	N	Percentage of Examinees					
			Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Early Advanced + Advanced
Overall	K	32,228	12.9	21.5	38.9	21.8	4.8	26.7
	1	148,472	7.8	13.7	36.0	32.7	9.8	42.5
	2	151,980	8.4	19.5	38.5	26.2	7.4	33.6
	3	142,760	10.6	19.1	41.5	21.8	7.1	28.8
	4	134,510	8.0	11.3	41.2	29.7	9.8	39.5
	5	107,220	6.0	8.8	34.2	38.7	12.2	51.0
	6	85,905	8.4	10.7	37.0	34.3	9.6	43.9
	7	69,250	7.6	9.9	29.0	40.9	12.5	53.4
	8	60,052	7.8	8.6	29.5	40.9	13.1	54.0
	9	52,483	10.2	12.5	36.1	33.7	7.5	41.2
	10	53,783	11.1	12.1	33.1	35.6	8.1	43.7
	11	44,113	9.6	11.1	29.9	38.1	11.3	49.4
12	39,889	13.2	11.2	29.3	35.5	10.8	46.3	

7.7 *Criteria for Interpreting Test Scores*

A school district may use CELDT results to help make decisions about student placement in English Learner (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 non-adjacent grade spans. Although the common scales have the same general properties across domains, numeric comparisons across domains cannot be made. That is, a student scoring 400 in reading and 420 in speaking is not necessarily doing better in terms of oral skills.

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Chapter 8: Test Analyses and Results

As in prior editions, results of the 2015–16 California English Language Development Test (CELDT) were analyzed using various widely accepted 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. Differential item functioning (DIF) analyses were performed to flag items that might be biased against certain student groups. Item response theory (IRT) was also used to calibrate results, and to evaluate goodness of fit.

Table 8.1 shows the number of students tested by grade and test purpose. This table includes the counts for all students tested from July 1, 2015 through June 30, 2016. 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. This is due to different reporting specifications requiring demographic information that may be 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 also shows the number of annual assessment (AA) students tested outside the AA window, and the number of students with an unknown test purpose (i.e., the test purpose was not marked, or both test purposes were marked, on the student’s answer document).

Table 8.1: Number of Students in the 2015–16 Test Population by Test Purpose

Grade	Initial Assessment	Annual Assessment	AA Outside the Window	Purpose Unknown	Total
K	178,282	32,228	481	337	211,328
1	15,162	148,472	1,915	116	165,665
2	10,908	151,980	1,975	105	164,968
3	9,764	142,760	1,875	74	154,473
4	8,959	134,510	1,954	104	145,527
5	8,137	107,220	1,596	70	117,023
6	7,966	85,905	1,458	73	95,402
7	7,705	69,250	1,278	89	78,322
8	6,286	60,052	1,096	38	67,472
9	13,900	52,483	1,625	99	68,107
10	7,887	53,783	1,517	49	63,236
11	5,906	44,113	1,332	34	51,385
12	4,039	39,889	1,436	49	45,413
Total	284,901	1,122,645	19,538	1,237	1,428,321

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

8.1 *Definition of Reporting Populations and Samples*

Students tested during the AA window (July 1, 2015 through October 31, 2015) who were classified as English learners (ELs) and had previously taken the CELDT are identified in this report as “AA.” Students whose primary language was a language other than English who took the CELDT for the first time during the administration year (July 1, 2015 through June 30, 2016) are identified in this report as “IA” (initial assessment). Results reported in most of the appendixes and tables of this report are based on the AA and IA populations.

The equating analyses are based on subsets of these two test populations. The subsets consisted of random samples of approximately 75,000 students for each grade span drawn from the AA population (for grades 1–12) or the AA and IA population (for kindergarten) tested during the AA window. Students taking the Braille Version or answering fewer than five questions were also excluded. Results based on the equating samples are reported in appendix M, appendix P, table 8.7, and table 8.8. All other appendixes and tables provide population values.

8.2 *Classical Test Theory (CTT) Item Analysis*

Many of the statistics that are commonly used for evaluating tests, such as p -values, point-biserial correlations, and reliability coefficients, arise from classical test theory. Item analyses were conducted for each item across all domains. 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.* For multiple-choice (MC) items, the p -value is the proportion of students answering the item correctly. For constructed-response (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 p -values based on the AA sample were generally within the expected range of above 0.20 and below 0.95, and most were also in the desired difficulty range of 0.30 to 0.90. These ranges were defined to produce items that discriminate most effectively throughout the range of student proficiency. Mean item p -values computed using students in the AA population are presented in table 8.2.

Table 8.2: Mean p -Values, Annual Assessment

Grade Span	Mean p -Values			
	Listening	Speaking	Reading	Writing
K–1	.59	.69	.65	.64
2	.75	.83	.51	.58
3–5	.72	.74	.51	.67
6–8	.71	.66	.52	.69
9–12	.70	.63	.54	.70

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. Likewise 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 items. 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	Mean Point-Biserial Correlations			
	Listening	Speaking	Reading	Writing
K–1	.38	.55	.43	.37
2	.38	.53	.40	.46
3–5	.32	.49	.41	.45
6–8	.34	.47	.38	.44
9–12	.37	.56	.38	.46

8.2.3 Item Omit Rates. 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 extreme item difficulty instead.

Omit rates tended to be low, with the lowest values for students in grades 3–5. Omit rates were generally highest for the speaking domain. Table 8.4 reports the mean omit rates by grade span and domain for AA students.

Table 8.4: Mean Omit Rates, Annual Assessment

Grade Span	Mean Percent Items Omitted			
	Listening	Speaking	Reading	Writing ^a
K–1	1.65	2.90	1.46	2.03
2	1.36	1.61	2.03	2.25
3–5	1.07	1.64	1.37	1.39
6–8	1.44	1.76	1.62	1.66
9–12	2.84	3.52	2.93	3.03

^a Omit rates for 2–12 writing are based on multiple-choice items only. Omit rates for K–1 writing are based on multiple-choice and dichotomous-constructed-response (DCR) items only.

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. The former are, on average, uniformly higher than the latter, which is reasonable considering that students tested for annual assessment have most probably already received language instruction, whereas students tested for initial identification are more likely not to have received instruction.

Correlations between MC, CR, and dichotomous constructed-response (DCR) items are available in appendix N. The purpose of examining the internal structure of the test is to demonstrate the internal construct validity of the test and to ensure all the items work to form a coherent whole. As the results in appendix N indicate, the correlations are all positive and are generally high.

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 CR 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. The reliability coefficient 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 CELDT reliabilities were evaluated by grade and domain by the coefficient α index of internal consistency (Cronbach, 1951), which is calculated as

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

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

The reliability coefficients for the CELDT were of typical magnitude for assessments of these lengths, and ranged from 0.68 to 0.91 across all grades and domains. Table 8.5 presents reliability coefficients for each domain of the test by grade.

Table 8.5: Test Reliability Coefficients

Grade	Reliability-Coefficient Alpha			
	Listening	Speaking	Reading	Writing
K	.80	.90	.79	.78
1	.80	.89	.83	.78
2	.79	.87	.88	.88
3	.68	.86	.85	.85
4	.71	.86	.88	.86
5	.73	.86	.89	.86
6	.71	.84	.84	.85
7	.74	.86	.86	.86
8	.76	.88	.88	.87
9	.72	.89	.82	.83
10	.75	.91	.85	.85
11	.75	.91	.86	.85
12	.78	.91	.87	.86

Note: The listening and speaking domains have 20 items each at all grades. The K–1 reading domain has 20 items, and all other grades have 35 items. The K–1 writing domain has 20 items, and all other grades have 24 items.

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 SEM.

The SEM is expressed in the same units as the test score, whether they are in raw score or scale score points. 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 SEM as a single value calculated according to the formula

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

where SD represents the standard deviation and α represents the reliability of the score for which an SEM is being calculated.

For grades 2 through 12, the SEM for the overall score is calculated according to the formula

$$SEM_{Overall} = \sqrt{.25^2 SEM_{LS}^2 + .25^2 SEM_{SP}^2 + .25^2 SEM_{RD}^2 + .25^2 SEM_{WR}^2}$$

and for grades K and 1

$$SEM_{Overall} = \sqrt{.45^2 SEM_{LS}^2 + .45^2 SEM_{SP}^2 + .05^2 SEM_{RD}^2 + .05^2 SEM_{WR}^2}$$

These SEM values are shown in table 8.6. The range of raw score standard errors for the CELDT 2015–16 Edition is between 1.63 and 2.68 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 and 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. As the table shows, the SEM scale score values for individual domains average about 31 scale score points.

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

Grade	SEM (Raw Score Units)				
	Listening	Speaking	Reading	Writing	Overall
K	1.90	2.35	2.21	2.16	1.37
1	1.86	2.28	1.91	2.07	1.33
2	1.67	1.99	2.60	2.44	1.10
3	1.91	2.35	2.67	2.47	1.18
4	1.76	2.19	2.64	2.30	1.12
5	1.63	2.04	2.54	2.17	1.06
6	1.90	2.19	2.68	2.32	1.14
7	1.82	2.10	2.64	2.25	1.11
8	1.75	2.04	2.58	2.17	1.08
9	1.88	2.21	2.66	2.41	1.15
10	1.83	2.18	2.63	2.37	1.14
11	1.80	2.15	2.60	2.34	1.12
12	1.81	2.15	2.59	2.38	1.13

Grade	SEM (Scale Score Units)				
	Listening	Speaking	Reading	Writing	Overall
K	32.62	24.32	28.92	23.92	18.41
1	29.64	23.96	30.34	25.15	17.26
2	26.47	24.88	23.68	23.40	12.32
3	44.54	23.69	28.88	23.86	15.71
4	40.55	25.37	24.16	22.48	14.53
5	38.10	26.50	22.07	21.96	13.97
6	52.84	26.86	30.26	24.40	17.72
7	50.39	27.25	28.02	24.11	17.04
8	48.85	27.73	26.16	24.19	16.63
9	55.42	28.17	33.38	30.54	19.22
10	54.04	28.58	31.61	30.65	18.84
11	52.46	28.22	30.34	30.49	18.37
12	52.13	28.56	30.76	31.17	18.46

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 reasonable 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

$$SEM(\theta) = \frac{1}{\sqrt{I(\theta)}}, \text{ where } I(\theta) \text{ is the test information function.}$$

The item response theory's SEM has an inverse normal distribution in which SEM values decrease as scores move toward the center of the range. Conditional SEM values 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, the reliability estimates 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 75 percent to 98 percent across items, and averages 87 percent. When considering only those items that used rubrics with more than three score points, discrepant scores (i.e., cases in which two readers assigned scores that were more than one point apart) occurred, on average, less than 1 percent of the time.

Appendix O contains information about official item-level writing scores, which are determined in a centralized scoring of writing responses for all students. Writing scores are initially determined at the local level to support immediate decision making. Training is provided to support the consistency and accuracy of local scoring. Appendix S provides differences in the percentage of students earning each score point, where both local and centralized scores are available. Positive values mean that a larger percentage of students earn the score indicated based on local scores than centralized scores. Negative values mean that a larger percentage of students earn the score indicated based on centralized scores.

8.4 Decision Classification Analyses

The reliabilities of performance level classifications, which are criterion referenced, are related to the reliabilities of the test scores 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 of classification.

Consistency in classification represents how well two versions of an assessment with equal difficulty agree in their classification of students (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 based

on a hypothetical parallel test. The examinees' scores on the second form are modeled statistically.

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 examinee received is consistent with the classification that the examinee 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 indexes 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 of the same test, 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 and then rounded to the nearest integer. The result is denoted by n , which is the integer closest to

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

where r is the correlation coefficient. 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 examinees 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 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. Overall, accuracy ranged from 0.531 to 0.744, consistency measures ranged from 0.420 to 0.662, and kappa ranged from 0.235 to 0.548. These values are consistent with those obtained on past editions of the test. Decision accuracy at the critical cut point between Intermediate and Early Advanced ranged from 0.813 in grade 3 listening to 0.952 in grade 2 reading. Decision consistency at the critical cut point between Intermediate and Early Advanced ranged from 0.745 in grade 3 listening to 0.933 in grade 2 reading.

8.5 Validity Analyses

8.5.1 Purpose of the CELDT. The CELDT was designed and developed to provide scores representing English language proficiency levels for required educational decision making as defined by the test purposes in the *California Education Code*. The primary inferences from the test results include (a) the proficiency level of individual students and (b) English language development (ELD) 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 ELD 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 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 to be in alignment with the 1999 ELD Standards for the domains of listening, speaking, reading, and writing. The CELDT is also designed to help the State of California meet the primary purpose of Title III regulations: to “assist all limited English proficient children . . . to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet” (Title III, Part A, Section 3102).

In response to this and in accordance with advice from the CELDT Technical Advisory Group, a study was conducted in 2006 to assess the degree to which the CELDT items were aligned with the 1999 ELD 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 1999 ELD Standards or on the test itself, and that has been the goal of test development activities since.

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. Construct-irrelevant variance means that the test measures variables that are not part of the construct being measured. Use of inappropriate language in the item stem or answer choices, for example, can make the item a guessing task rather than a measure of language proficiency. Construct underrepresentation occurs when tasks that are essential to the skill being measured are omitted. This is one of the reasons the CELDT uses CR items in addition to MC items, thereby ensuring that relevant language production skills are adequately assessed.

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 by showing that the correlations among the four language domains are positive and reasonably high. These correlations for each domain and grade span are presented in appendix F.

8.6 Item Response Theory Analyses

8.6.1 IRT Model Fit Analyses. Because the CELDT makes use of item response theory (IRT) 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 the large samples of 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 $(N/1,500 \times 4)$ for a given test, where N is the sample size.

8.6.2 Model Fit Assessment Results. Table 8.7 presents a summary of the fit results by showing the number of items that were flagged by the significance test. The pattern of item misfit is consistent with previous administrations, with the most items identified in the speaking tests, K–1 tests, and K–2 tests. The greatest lack of model fit lies with test forms administered at the early grades, where most misfitting items are found. The K–2 speaking test and the 9–12 speaking test, in particular, have a number of items that do not fit the IRT models well.

This evaluation of model fit for CELDT tends to be sensitive for K–1, K–2, and speaking tests because they include stopping points; these are points where the test administrator ends a section early when a student is performing very poorly. The item calibration treats items not presented to students after those stopping points as “not

seen” rather than assuming that those responses would have been incorrect. This treatment of not presented items is likely responsible for the high degree of item misfit.

Using the grade 9–12 speaking test as an example, nine of the ten flagged items were from a point in the test after poorly-performing students were stopped and before all students resumed with the following section. Graphs of the observed proportion right and the predicted probability right at each scale score value were created using only students who answered all items. Only one of the ten flagged 9-12 speaking items still showed misfit when these plots were reviewed.

Table 8.7: Summary of Model Fit Statistics

Domain	Item Type	Number of Items Showing Misfit				
		K–1 ^a	2 ^a	3–5	6–8	9–12
Listening	Operational	1		0	0	0
Speaking	Operational	7		0	0	10
Reading	Operational	2	0	0	0	0
Writing	Operational	5	0	0	0	0

^a Listening and speaking items are the same for K–1 and grade 2.

8.6.3 Operational Test Scaling Constants. The Stocking and Lord scaling method (1983) was used to put the item-parameter estimates obtained during calibration onto the CELDT common scale. The multiplicative (m_1) and additive (m_2) constants were applied to the item-parameter estimates to obtain the scaled item-parameter estimates, using the following formula

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

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

The Stocking-Lord coefficients applied after the 2015–16 Edition item calibrations are shown in table 8.8.

Stocking and Lord was performed with two sets of item parameter estimates for each test. Appendix M contains the recalibrated unscaled item-parameter estimates for 2015–16.

- For test forms that were reused in their entirety in 2015–16, appendix U contains on-scale item parameter estimates previously determined using 2014–15 unscaled item parameter estimates (appendix M) and 2014–15 scaling constants (table 8.8 from the 2014–15 CELDT Annual Technical Report).
- For test forms that were used for the first time in 2015–16, on-scale item parameter estimates are obtained from appendix T; these are the on-scale parameter estimates drawn from the CELDT item bank during form construction.

Because it can be confusing for the scale score associated with a particular raw score to vary even slightly for the same form across editions, 2015–16 scores were generated

for all tests using the on-scale parameter estimates drawn from the CELDT item bank during each form’s construction (appendix T).

The application of scaling constants in table 8.8 to the 2015–16 unscaled item parameter estimates yields on-scale item parameter estimates that could be used to support the creation of CELDT common scale scores in future editions.

Table 8.8: Operational Test Scaling Constants

Domain	Grade Span	Multiplicative Constants (m_1)	Additive Constants (m_2)
Listening	K–2	49.9280	441.9169
	3–5	60.6223	514.6771
	6–8	67.1597	567.1294
	9–12	77.0997	594.1567
Speaking	K–2	54.7370	458.6401
	3–5	46.3412	520.2522
	6–8	58.6251	551.8706
	9–12	73.7813	576.4210
Reading	K–1	72.3803	341.0092
	2	51.5716	453.6821
	3–5	54.0427	500.6370
	6–8	54.8020	551.4486
	9–12	60.2864	581.4598
Writing	K–1	56.9959	353.0184
	2	55.6258	464.6462
	3–5	52.5985	507.4366
	6–8	49.0749	545.0869
	9–12	55.7064	559.3464

8.7 Differential Item Functioning (DIF) Analyses

In addition to the analyses that were conducted as part of the CELDT development process, gender DIF analyses were conducted. The procedures used were the Mantel-Haenszel (MH) procedure (1959) for the MC items and the standardized mean difference (SMD) procedure (Dorans, 1989) for the CR items. DIF is said to occur when two groups of examinees, who are matched in terms of the test construct as described in section 8.5.2, 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 (MH) Procedure. The MH procedure is a well-researched and widely used method for detecting DIF in MC items.

For the 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 k^{th} level of reference and focal group members can be arranged as a 2 x 2 table, as shown in table 8.9.

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 Educational Testing Service (ETS) delta scale (Holland & Thayer, 1985) using the following transformation

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

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.

Dichotomous items are assigned one of three DIF classifications.

1. “C” - Δ_{MH} is at least 1.5, and is significantly greater than 1.0.
2. “B” - Δ_{MH} is at least 1.0, and is significantly greater than 0.0.
3. “A” - otherwise.

Items with a “C” classification are not used in the creation of future forms, and items with a “B” classification are used only when necessary to meet test specifications.

8.7.2 The Standardized Mean Difference (SMD) Procedure. The MH 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 indexes are indicators of the degree to which members of one gender group perform better or worse than expected on each CR item.

Polytomous items are also assigned one of three DIF classifications.

1. “C” - $p_{\chi^2_{MH}}$ is less than .05, and $\frac{SMD}{sd}$ is greater than .25.
2. “B” - $p_{\chi^2_{MH}}$ is less than .05, and $\frac{SMD}{sd}$ is greater than .125.
3. “A” - otherwise.

These classifications were defined to be in alignment with the dichotomous classifications in terms of stringency (Zwick, Thayer, and Mazzeo, 1997). Items with a “C” classification are not used in the creation of future forms, and items with a “B” classification are used only when necessary to meet test specifications.

Overall, no items showed positive “C” DIF and one item showed negative “C” DIF by gender. (See table 8.10.) Positive “C” DIF favors female students, and negative “C” DIF favors male students. Due to sample size restrictions, DIF could not be computed by primary language.

Table 8.10: Gender DIF Classifications

Domain	Grade Span	Number of Items by Gender DIF Category					Total
		+C	+B	A	-B	-C	
Listening	K–2	0	0	20	0	0	20
	3–5	0	0	20	0	0	20
	6–8	0	0	19	1	0	20
	9–12	0	0	20	0	0	20
Speaking	K–2	0	0	17	2	1	20
	3–5	0	0	17	3	0	20
	6–8	0	2	17	1	0	20
	9–12	0	0	20	0	0	20
Reading	K–1	0	0	20	0	0	20
	2	0	0	35	0	0	35
	3–5	0	0	35	0	0	35
	6–8	0	2	31	2	0	35
	9–12	0	0	34	1	0	35

Domain	Grade Span	Number of Items by Gender DIF Category					Total
		+C	+B	A	-B	-C	
Writing	K–1	0	0	20	0	0	20
	2	0	0	24	0	0	24
	3–5	0	0	24	0	0	24
	6–8	0	0	24	0	0	24
	9–12	0	0	24	0	0	24

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Chapter 9: Quality Control Procedures

Quality control procedures operate throughout all phases of item development, test assembly, printing, distribution, administration, scoring, and reporting. This chapter details the specific physical and electronic procedures that are implemented to ensure accurate processing for the California English Language Development Test (CELDT) program.

9.1 *Quality Control of Test Materials*

9.1.1 *Preparation of Test Materials.* During the process of test development, the test materials—Test Books, Answer Books, Examiner’s Manuals, and support materials—go through many review steps by both contractor and California Department of Education (CDE) staff to ensure that assessment materials are accurate.

When all approvals have been completed, “print-ready” copies of the materials are transmitted to printers via Secure File Transfer Protocol to ensure their accuracy as well as their security. Hard-copy proofs of the documents undergo a final, exhaustive review to ensure that they are accurate, complete, and properly sequenced.

9.1.2 *Distribution of Test Materials.* A Web-based ordering system allows authorized district personnel to enter the numbers of students to be tested by school and grade for the initial order and quantities of each material needed for additional orders through the secure CELDT District Portal. Based on this information, packing lists are generated. These lists display in detail the quantity of all the testing and support materials that the districts will need in order to administer the CELDT, including the required overage for the initial order. Before all the packing lists are printed, a few samples are checked to make sure that the quantities of the materials on the packing list are in accordance with the 2015–16 Fulfillment and Overage Formulas document. These packing lists are printed on three-part carbonless paper so that copies may be provided to each school as well as the district, while one is kept on file with the contractor. Packers use the packing list to identify the exact package size and quantity of materials to be packed into boxes for each school and district. A second packer double-checks quantities and items before each box is labeled and sealed.

A pre-printed list of every district that placed an order is used to ensure that all the packing lists were generated and packed for shipment to districts. 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 by the published deadline to ensure that all materials arrived at the proper school and district.

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 United Parcel Service tracking Web site, and then, if sufficient information is not available, with a communication to the district. Follow-up continues until the shipment is accounted for. If the problem is due to an issue with the carrier, while the carrier attempts to locate the materials, the contractor reships test materials to the

district. The CDE is informed of any missing materials, the circumstances surrounding the incident, and all communications made to reconcile and recover the missing materials.

9.1.3 Retrieval of Test Materials. Districts enter their requests for pickup of materials through the online application within the secure CELDT District Portal, which then generates a log of materials to be received by the contractor. The contracted carrier arrives at the district office with the pre-paid shipping labels and picks up the boxes or pallets for delivery to the contractor. Upon receipt, each shipment is checked in against the pickup log. All scorable and nonscorable requests for pickup are reconciled to ensure 100% accountability. The same reconciling process as detailed in section 9.1.2 is used for the retrieval of secure materials.

9.1.4 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 district-identifying bar-code labels, called Receiving Bar Code Labels (RBCs), and box counts are reconciled against the number of boxes requested for pickup. The RBC box identifiers are used throughout processing to account for all received boxes and make sure every box of scorable answer documents is processed through scanning.

The following are additional steps to ensure accurate processing of the CELDT answer documents:

- The district name on each return address label placed on the boxes by the district is verified against the district name on the Group Identification Sheet (GIS: the scannable header sheet). During the pre-check step, the bar code from the return address label is scanned, as well as the RBC. A Pre-check Bar Code (PBC) label is produced at this step and is attached to each box, allowing tracking through the remainder of the scorable processing stations. Once all boxes for a shipment have been processed through pre-check, a report is generated for those orders that are completely received.
- PBCs are scanned initially as the boxes move through the receiving and check-in process and again when the boxes are disassembled and the scorable contents are placed into scan boxes. All bar code numbers are reconciled prior to completing the check-in process to ensure that the entire order was processed.
- Scannable answer documents are removed from the district's shipping boxes or envelopes, checked against the GIS and School/Group Lists (SGL: a listing of the schools and grades whose materials are contained in the shipment), and placed into temporary holding scan crates and then assigned to permanent labeled scan boxes. All scan boxes are accounted for by unique sequence numbers that are recorded in a database.
- After scanning, a final reconciliation of the number of scanned student records, the quantity bubbled on the scanned GIS, and the quantity written on the SGL is completed to ascertain that all documents assigned to a scan file are contained in the scan file.

9.2 *Quality Control of Scanning*

Before scanning begins, a complete deck of controlled data, the “test deck,” is created and scanned. The test deck documents are created by bubbling the answer documents based on the test deck control file, which contains various combinations of demographic information and answer responses for all grades and all domains. The test deck also includes records from the Braille Version. To test that the scanners and programs are functioning correctly, the test deck scan file is compared to the test deck control file to ensure that the output matches.

Next, a complete check of the scanning system is performed. Intensity levels of all scanners are constantly monitored by running diagnostic sheets through each scanner before and during the scanning of 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 to ensure proper scoring of student responses. 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.

Scanner operators perform ongoing maintenance checks, which are designed to ensure that the scanners read reliably. After two hours of scanning, operators clean and dust all open areas with continuous-stream compressed air and perform a quick check. If the quick check fails, the read heads are calibrated. Calibration occurs at a minimum of every four hours of scanning, and an Image Calibration Log is completed and checked by the lead operator. A software utility program notifies the scanner operator of a buildup of dust, erasure fragments, or other irregularities that affect the quality of the images. This utility notifies the scanner operators of an issue in time to prevent data errors. A user exit program checks whether the scanner read heads are registering values in coordinates that should be blank and alerts the operator that the read heads need cleaning. In addition, cleaning of the rollers, read-head de-skew tests, and bar-code-reader tests are performed periodically.

A final check is made of the actual counts of student documents scanned compared to the expected counts from the GIS and SGL. Large discrepancies are investigated and resolved.

9.3 *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 all images from the answer documents are saved correctly, including:

- Verifying the capture of images for constructed-response (CR) scoring by reviewing the test deck file and demonstrating that student response sections are captured completely and are readable on-screen (clear and dark enough) and when printed

- Verifying that the image editing program correctly indexes scanned images to the correct student and that fields needing editing are completely captured as an image
- Verifying that the number of images in a given scan file (for the grades in the file) is accurate prior to loading the file into the image editing program for scoring

9.4 Quality Control of Answer Document Processing and Scoring

Before the processing and scoring system is used operationally, a complete test deck of controlled data is run through the scanning, routing, and merging programs, resulting in the production of complete student records and reports. The following quality checks are made immediately after scanning:

- The scanning 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, the quantity bubbled on the scanned GIS, and the quantity written on the SGL are compared to ascertain that all documents assigned to a scan file are contained in the scan file.
- The system is programmed to confirm students are correctly coded as belonging to a valid school, district, and grade. Changes are made as necessary.
- All invalid or out-of-range lithocodes are reviewed 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 counting 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 discrepant counts are verified and reconciled before the scan file is cleared for subsequent processing.

CR items are routed to the electronic image-based scoring system for evaluation by trained scorers, and those results are returned electronically to the scoring system. Multiple checks are in place to ensure that the images of the student's CR and scored results are merged with the correct student record and that each student has a score or condition code for every CR item before final scoring and reporting. A final check is made before scoring to verify that student records include responses and scores for all components of the test.

Steps are in place to process the Student Score File (SSF) on two different software platforms. Only when the outputs from both processes match are the student reports printed. This process continued during the monthly processing of data for the entire 2015–16 Edition.

9.5 *Quality Control of Psychometric Processes*

9.5.1 Score Key Verification Procedures. Checks are made continuously throughout 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 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. 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.

9.5.2 Quality Control of the Statistical Analysis Process. All psychometric analyses undergo comprehensive quality checks. Psychometricians independently check results to ensure that the proper steps were taken for all analyses 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.

Key elements of the analysis process are replicated by independent psychometric staff at Educational Data Systems to further establish the accuracy of the results.

The review may extend beyond the psychometric staff. If the preliminary item analysis conducted to verify the key identifies any questionable items, the question is referred to development staff and content experts to verify the correctness of the key. No questionable items were identified in the 2015–16 Edition.

In addition, CDE psychometricians conduct independent analyses of the data sets to ensure accuracy of results.

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

9.5.3 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 the test deck and a sample of students prior to the release of test scores and reports
- Checking the accuracy of the scale scores converted from raw scores by hand scoring a sample of student records from each grade
- Parallel processing each student score record to detect unanticipated errors
- Running the merged student records for the first several districts (also called pilot districts) through a third independent scoring process programmed by ETS

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.

9.5.4 Statistical Information for Test Development. Test development staff use results of the statistical analyses 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 CELDT Item 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 are, therefore, unusable.

9.6 Quality Control of Data Aggregation and 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 (several of the earliest districts' materials 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 in a different software environment than the creation of these files, and checked for consistency across all reports. Only when this process is complete and the pilot reports are approved does production of the 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 at 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 Item Response Theory (IRT) *b*-value (difficulty) for each test. This section provides historical summary statistics and performance data over time.

10.1 Test Summary Statistics

Table 10.1 summarizes the operational test scale scores for the annual assessment (AA) data (AA students tested within the AA window) 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 presents comparable results for the initial assessment (IA) data. Historical values for previous editions are provided in appendix E. Scale score frequency distributions for AA and IA 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	32,228	412.53	72.500	423.64	77.704	324.73	63.275	338.34	51.058	368.42	58.591	408.95	65.148
1	148,472	442.51	67.736	450.57	75.081	385.17	74.784	385.99	54.656	413.63	62.713	439.97	63.282
2	151,980	483.65	60.233	490.12	73.952	444.44	69.667	463.40	69.694	463.78	56.408	470.03	55.840
3	142,760	480.27	80.406	500.28	66.469	463.74	75.653	484.79	64.459	471.74	67.698	481.90	58.067
4	134,510	516.53	78.022	522.30	71.014	497.34	71.534	510.02	63.806	506.66	66.606	511.17	58.865
5	107,220	540.88	77.274	536.45	76.284	520.40	69.975	525.82	63.340	530.35	66.398	530.52	59.891
6	85,905	544.49	101.080	529.29	71.280	526.90	78.860	531.75	67.440	535.45	80.311	532.73	66.587
7	69,250	561.99	102.305	542.29	77.285	541.95	78.813	541.50	69.818	551.73	81.795	546.56	69.625
8	60,052	575.02	104.787	551.73	85.645	557.81	78.734	550.79	74.199	566.18	83.966	558.46	74.151
9	52,483	564.95	109.486	550.81	90.754	552.27	82.532	541.82	80.872	558.33	87.432	552.09	78.253
10	53,783	578.04	112.653	557.29	99.007	569.79	85.690	549.30	85.348	573.63	91.579	563.23	83.829
11	44,113	587.15	111.639	565.02	98.756	582.29	86.298	554.87	86.411	584.44	92.000	571.96	84.040
12	39,889	571.07	128.849	554.60	114.607	571.57	98.591	539.46	105.410	571.05	107.424	558.81	101.587
K–1	180,700	437.16	69.563	445.77	76.255	374.39	76.450	377.49	57.027	405.56	64.368	434.44	64.717
2	151,980	483.65	60.233	490.12	73.952	444.44	69.667	463.40	69.694	463.78	56.408	470.03	55.840
3–5	384,490	509.86	82.488	518.07	72.425	491.29	76.234	505.06	66.083	500.30	71.076	505.70	62.104
6–8	215,207	558.64	103.289	539.73	77.992	540.37	79.807	540.20	70.573	549.26	82.780	544.36	70.534
9–12	190,268	575.08	115.463	556.73	100.419	568.23	88.532	546.46	89.210	571.37	94.598	561.26	86.767

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	178,282	357.08	88.235	365.64	110.348	270.86	56.352	276.33	54.001	313.77	63.180	352.13	85.361
1	15,162	389.73	113.823	373.00	151.935	353.28	102.326	362.91	79.574	371.32	102.197	378.59	123.578
2	10,908	400.47	127.220	375.21	170.087	404.08	96.782	393.59	122.878	402.05	104.951	393.03	120.145
3	9,764	406.33	132.081	395.10	151.382	420.66	105.923	406.05	130.351	413.27	111.326	406.72	119.782
4	8,959	427.61	144.446	410.28	161.362	443.78	116.664	425.81	139.706	435.47	124.386	426.56	131.869
5	8,137	437.05	149.156	410.29	165.880	455.75	121.345	433.65	143.772	446.18	129.543	433.86	136.520
6	7,966	445.39	172.446	428.76	155.379	486.38	123.329	447.90	149.245	465.69	140.992	451.67	141.207
7	7,705	444.13	176.814	425.70	161.454	489.54	128.191	447.90	153.439	466.64	146.201	451.38	146.436
8	6,286	442.20	178.462	422.65	160.282	496.86	129.941	449.94	153.897	469.34	147.930	452.47	147.038
9	13,900	463.34	180.008	425.74	174.374	501.11	138.250	443.50	164.626	482.01	153.019	458.07	155.403
10	7,887	478.67	174.273	434.67	165.853	517.41	136.982	458.57	158.420	497.82	149.514	471.98	149.455
11	5,906	503.28	173.927	462.33	164.703	540.61	138.125	482.37	155.499	521.71	150.504	496.79	149.672
12	4,039	521.42	169.614	483.26	158.665	556.40	135.434	501.31	150.886	538.67	147.132	515.23	145.113
K–1	193,444	359.64	90.927	366.21	114.173	277.32	65.099	283.12	61.035	318.28	68.824	354.20	89.235
2	10,908	400.47	127.220	375.21	170.087	404.08	96.782	393.59	122.878	402.05	104.951	393.03	120.145
3–5	26,860	422.73	142.151	404.77	159.381	439.00	115.295	421.01	138.147	430.64	122.225	421.56	129.595
6–8	21,957	444.03	175.716	425.94	158.949	490.49	127.024	448.49	152.059	467.07	144.837	451.80	144.730
9–12	31,732	481.98	177.396	442.09	169.793	519.55	139.016	461.84	161.035	500.54	152.325	476.01	152.969

10.2 Examinee Performance Over Time

10.2.1 Scale Score Results. The California English Language Development Test (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 the 2006–07 Edition administration. These results are reported separately for the AA and IA.

10.2.2 Proficiency Results. The 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 Early Advanced or higher and a performance level of Intermediate or higher on listening and speaking
- **Grades 2–12:** An Overall Student Performance Level of Early Advanced or higher and a performance level in each domain (listening, speaking, reading, writing) of Intermediate or higher

These results are shown in table 10.3, in which performance is summarized by grade span. Table 10.3 presents results prior to 2006–07 for informational purposes only. The introduction of reading and writing tests for K–1 students in 2009–10 makes comparisons for that grade span prior to that time somewhat more difficult.

Table 10.3: 2001–02 to 2015–16 Editions Percent English Proficient Students, Annual Assessment Data

Edition	Percent of Students					
	K–2		3–5	6–8	9–12	All Grades
	K–1	2				
2015–16 ^a	39.6	27.2	36.5	46.8	41.6	38.6
2014–15 ^a	38.0	26.9	37.4	45.3	44.9	38.8
2013–14 ^a	35.6	27.1	38.1	45.8	44.5	38.6
2012–13 ^a	34.0	27.8	36.9	44.4	45.1	38.0
2011–12 ^a	34.4	24.5	39.9	48.3	42.7	39.1
2010–11 ^a	31.4	23.6	33.0	45.2	36.2	34.5
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 the K–2 span only.

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

The percent of students achieving English proficiency broken down by grade and domain, including the overall score, is shown in appendix R. Proficiency results for the 2014–15 and the 2015–16 AA test administrations are illustrated in figures 10.1–10.5.

Figure 10.1: Listening Percent Proficient, Annual Assessment Data

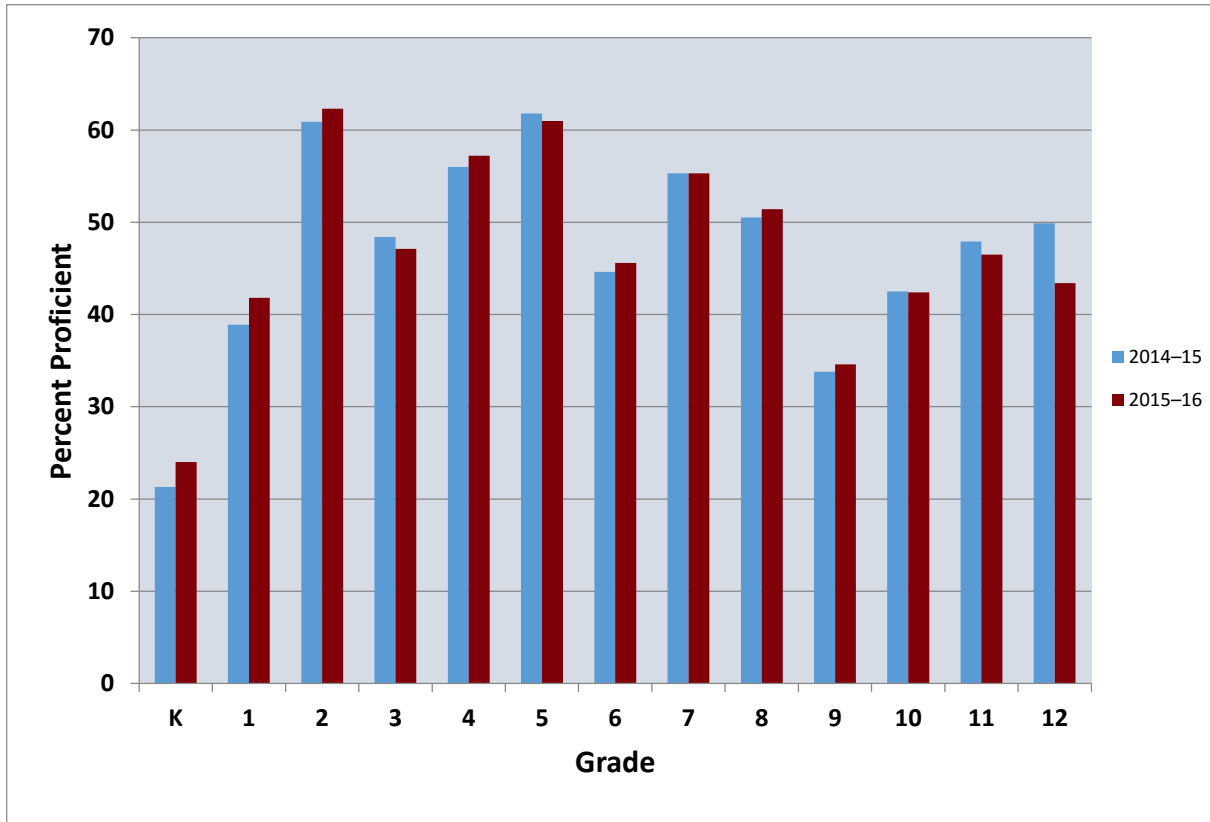


Figure 10.2: Speaking Percent Proficient, Annual Assessment Data

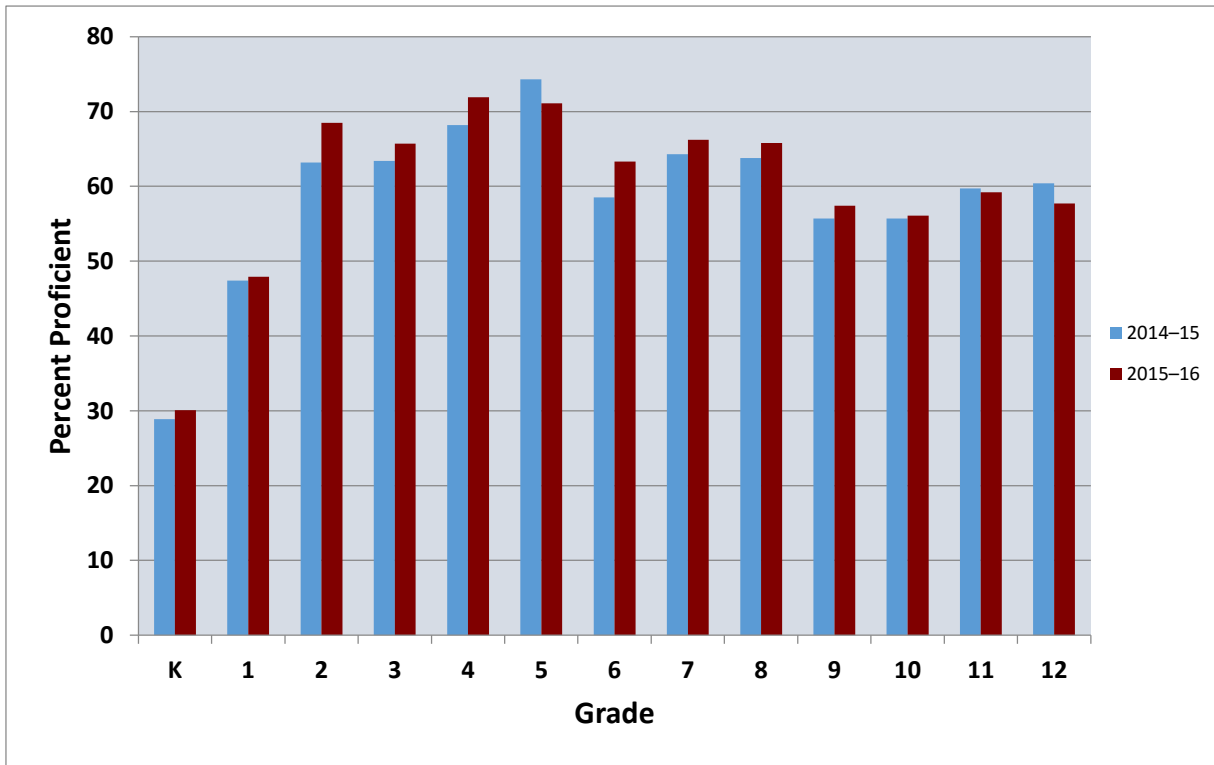


Figure 10.3: Reading Percent Proficient, Annual Assessment Data

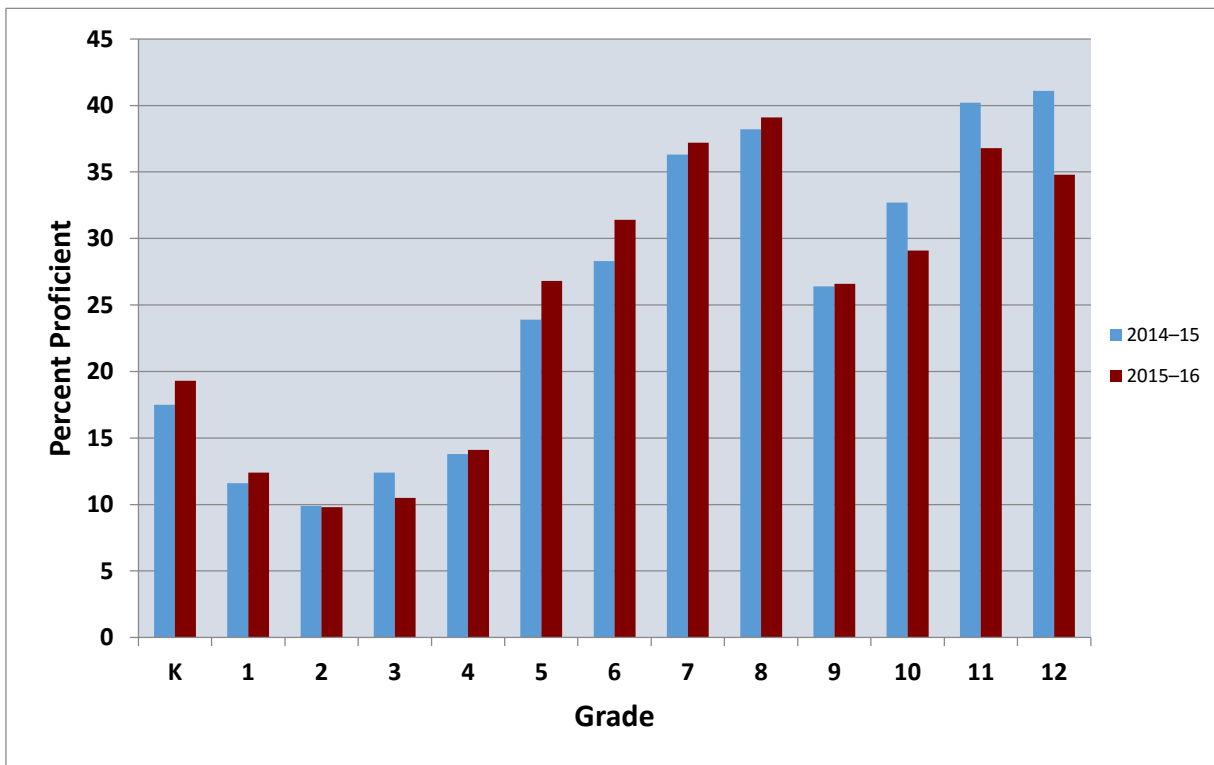


Figure 10.4: Writing Percent Proficient, Annual Assessment Data

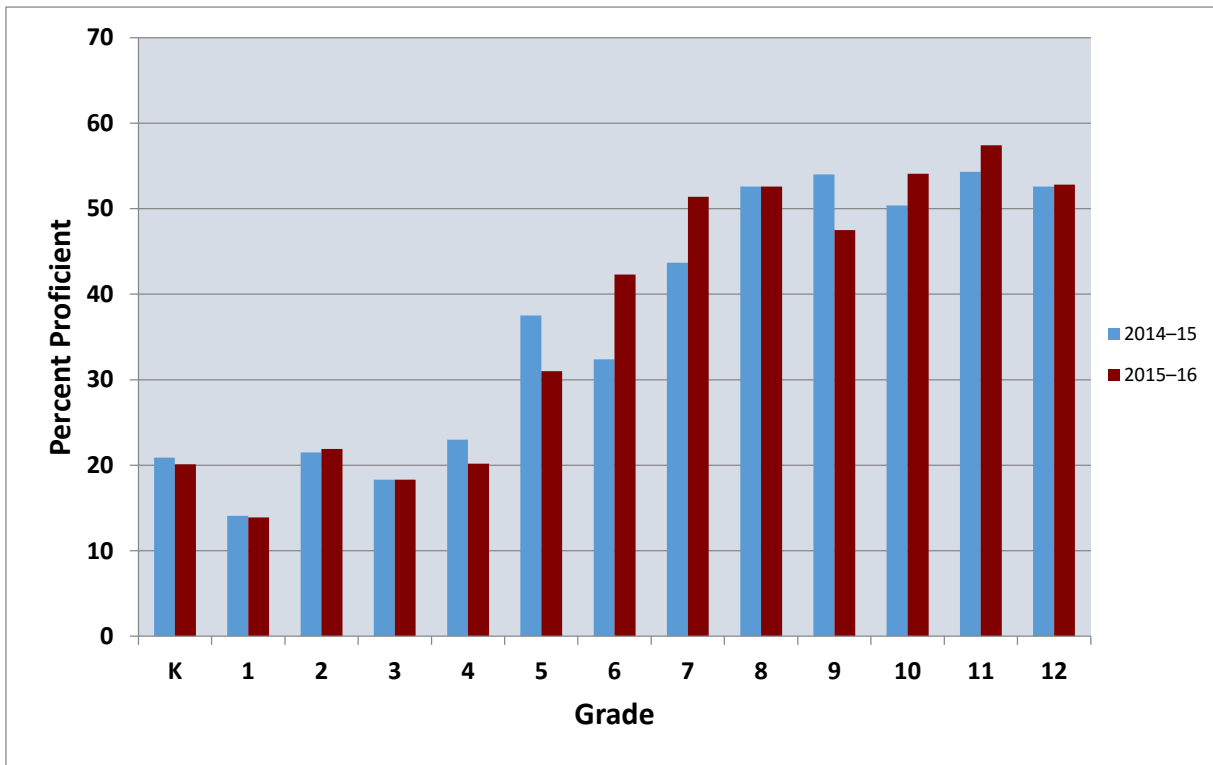
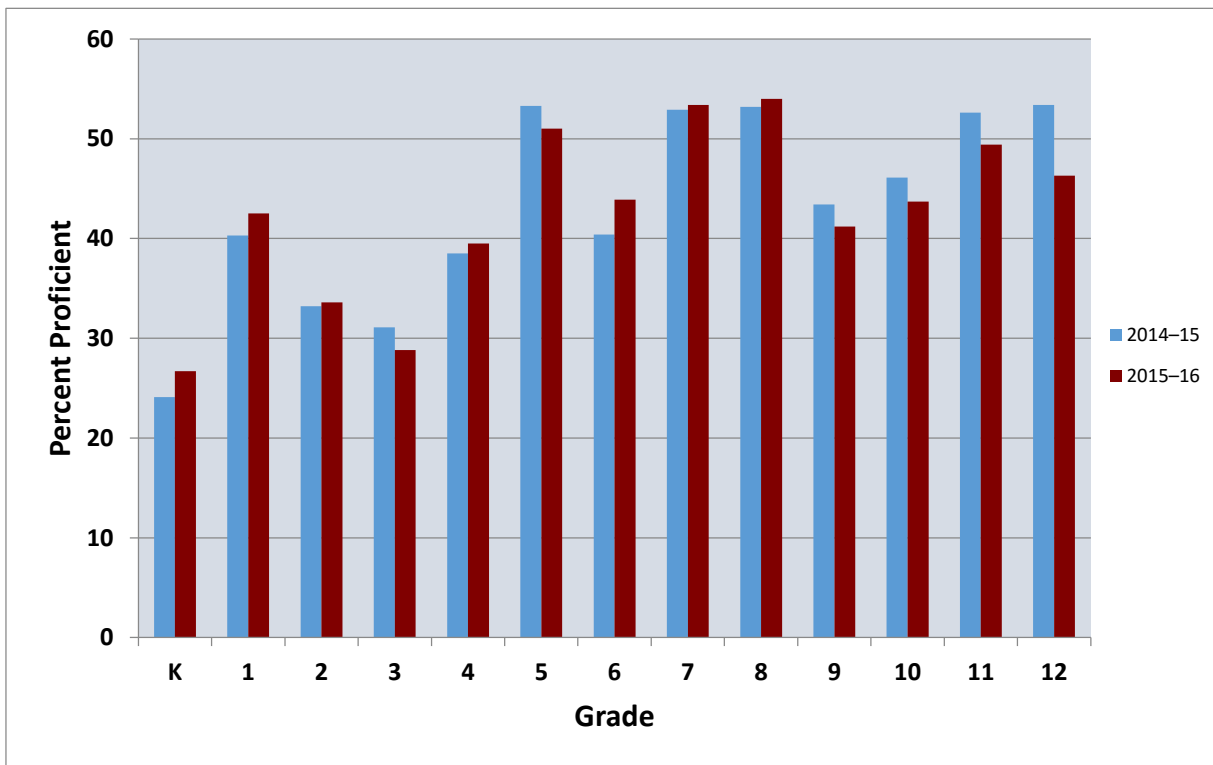


Figure 10.5: Overall Percent Proficient, Annual Assessment Data



10.3 Test Characteristics 2006–07 to 2015–16

Table 10.4 presents the average test p -value since the introduction of the common scale in 2006–07. 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 2015–16 Editions Average p -Values, Annual Assessment Data

Domain	Edition	Average p -Values				
		K–2				
		K–1	2	3–5	6–8	9–12
Listening	2015–16	.59	.75	.72	.71	.70
	2014–15	.58	.74	.71	.70	.71
	2013–14	.58	.74	.72	.71	.71
	2012–13	.50	.69	.69	.68	.67
	2011–12	.53	.70	.73	.73	.67
	2010–11	.60	.74	.67	.73	.66
	2009–10	.64	.79	.71	.80	.76
	2008–09	.71	.74	.82	.78	.78
	2007–08	.72	.77	.85	.81	.81
	2006–07	.73	.79	.86	.83	.83
Speaking	2015–16	.69	.83	.74	.66	.63
	2014–15	.67	.81	.73	.68	.64
	2013–14	.66	.80	.73	.68	.64
	2012–13	.57	.75	.70	.72	.64
	2011–12	.59	.76	.70	.70	.67
	2010–11	.58	.76	.70	.73	.64
	2009–10	.59	.75	.71	.72	.63
	2008–09	.71	.77	.74	.65	.65
	2007–08	.71	.76	.74	.66	.66
	2006–07	.69	.74	.76	.68	.68

Domain	Edition	Average <i>p</i> -Values				
		K–2		3–5	6–8	9–12
		K–1	2			
Reading	2015–16	.65	.51	.51	.52	.54
	2014–15	.65	.51	.52	.52	.54
	2013–14	.66	.51	.53	.53	.54
	2012–13	.70	.48	.53	.50	.55
	2011–12	.69	.48	.56	.52	.55
	2010–11	.72	.48	.53	.51	.57
	2009–10	.74	.50	.55	.59	.57
	2008–09		.53	.57	.59	.60
	2007–08		.53	.58	.59	.62
	2006–07		.51	.58	.59	.62
Writing	2015–16	.64	.58	.67	.69	.70
	2014–15	.65	.58	.68	.69	.72
	2013–14	.65	.59	.68	.70	.72
	2012–13	.66	.60	.65	.68	.71
	2011–12	.65	.58	.64	.68	.72
	2010–11	.63	.59	.64	.68	.72
	2009–10	.67	.56	.64	.70	.71
	2008–09		.57	.67	.70	.75
	2007–08		.59	.71	.71	.76
	2006–07		.57	.70	.71	.74

Note: Listening and speaking assessments are the same for kindergarten through grade 2 students. Reading and writing assessments taken by kindergarten and grade 1 students began in 2009–10, which are distinct from the assessments taken by grade 2 students.

Table 10.5: 2006–07 to 2015–16 Editions Average Point-Biserial Coefficients, Annual Assessment Data

Domain	Edition	Average Point-Biserial Coefficients				
		K–2				
		K–1	2	3–5	6–8	9–12
Listening	2015–16	.38	.38	.32	.34	.37
	2014–15	.38	.37	.32	.33	.37
	2013–14	.37	.37	.31	.31	.36
	2012–13	.35	.38	.29	.28	.33
	2011–12	.34	.35	.30	.30	.32
	2010–11	.36	.36	.31	.30	.32
	2009–10	.37	.37	.32	.36	.38
	2008–09	.46		.41	.40	.41
	2007–08	.46		.43	.41	.43
	2006–07	.39		.33	.35	.37
Speaking	2015–16	.55	.53	.49	.47	.56
	2014–15	.54	.52	.47	.49	.54
	2013–14	.54	.51	.47	.47	.52
	2012–13	.52	.50	.46	.48	.51
	2011–12	.54	.51	.48	.47	.53
	2010–11	.54	.50	.47	.51	.52
	2009–10	.53	.49	.47	.48	.53
	2008–09	.55		.51	.52	.56
	2007–08	.52		.50	.52	.57
	2006–07	.54		.47	.51	.53
Reading	2015–16	.43	.40	.41	.38	.38
	2014–15	.43	.40	.42	.37	.36
	2013–14	.42	.40	.41	.37	.35
	2012–13	.44	.38	.37	.33	.35
	2011–12	.44	.37	.36	.33	.35
	2010–11	.46	.37	.38	.33	.36
	2009–10	.43	.36	.40	.37	.37
	2008–09	.42		.44	.42	.40
	2007–08	.42		.45	.44	.42
	2006–07	.38		.40	.38	.35

Domain	Edition	Average Point-Biserial Coefficients				
		K–2				
		K–1	2	3–5	6–8	9–12
Writing	2015–16	.37	.46	.45	.44	.46
	2014–15	.36	.46	.45	.43	.46
	2013–14	.35	.45	.44	.43	.45
	2012–13	.34	.46	.41	.38	.43
	2011–12	.32	.46	.39	.40	.43
	2010–11	.35	.43	.42	.42	.45
	2009–10	.35	.43	.43	.43	.46
	2008–09		.49	.48	.46	.48
	2007–08		.50	.51	.49	.52
	2006–07		.49	.50	.49	.54

Note: Listening and speaking assessments are the same for kindergarten through grade 2 students. Reading and writing assessments taken by kindergarten and grade 1 students began in 2009–10, which are distinct from the assessments taken by grade 2 students.

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 2015–16 Editions Standard Errors of Measurement, Annual Assessment Data

Domain	Year	Standard Errors of Measurement												
		K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	2015–16	1.90	1.86	1.67	1.91	1.76	1.63	1.90	1.82	1.75	1.88	1.83	1.80	1.81
	2014–15	1.91	1.87	1.69	1.90	1.78	1.63	1.91	1.82	1.75	1.83	1.78	1.75	1.73
	2013–14	1.93	1.89	1.71	1.90	1.77	1.65	1.90	1.84	1.77	1.84	1.80	1.75	1.73
	2012–13	1.90	1.96	1.80	1.90	1.81	1.70	1.98	1.91	1.85	1.87	1.84	1.81	1.81
	2011–12	1.92	2.01	1.82	1.84	1.72	1.64	1.87	1.80	1.73	1.84	1.82	1.77	1.76
	2010–11	1.92	1.86	1.70	1.95	1.82	1.70	1.86	1.78	1.73	1.82	1.78	1.75	1.73
	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	2015–16	2.35	2.28	1.99	2.35	2.19	2.04	2.19	2.10	2.04	2.21	2.18	2.15	2.15
	2014–15	2.32	2.28	2.03	2.29	2.20	2.07	2.17	2.06	2.00	2.19	2.14	2.10	2.09
	2013–14	2.30	2.30	2.06	2.29	2.21	2.09	2.16	2.07	2.01	2.18	2.15	2.10	2.08
	2012–13	2.24	2.41	2.25	2.34	2.19	2.05	2.14	2.04	1.98	2.21	2.16	2.12	2.12
	2011–12	2.19	2.32	2.18	2.26	2.11	2.03	2.14	2.10	2.01	2.16	2.06	2.10	2.02
	2010–11	2.19	2.35	2.15	2.26	2.11	1.99	2.21	2.10	2.03	2.20	2.17	2.13	2.12
	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

Domain	Year	Standard Errors of Measurement												
		K	1	2	3	4	5	6	7	8	9	10	11	12
Reading	2015–16	2.21	1.91	2.60	2.67	2.64	2.54	2.68	2.64	2.58	2.66	2.63	2.60	2.59
	2014–15	2.22	1.91	2.60	2.66	2.64	2.52	2.68	2.65	2.59	2.65	2.63	2.61	2.59
	2013–14	2.24	1.92	2.60	2.66	2.63	2.53	2.68	2.65	2.59	2.66	2.64	2.61	2.59
	2012–13	2.36	1.87	2.61	2.68	2.65	2.56	2.71	2.69	2.66	2.65	2.63	2.60	2.58
	2011–12	2.57	2.11	2.62	2.67	2.62	2.48	2.76	2.69	2.61	2.66	2.64	2.63	2.56
	2010–11	2.55	2.01	2.64	2.70	2.67	2.55	2.71	2.67	2.63	2.67	2.62	2.57	2.53
	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	2015–16	2.16	2.07	2.44	2.47	2.30	2.17	2.32	2.25	2.17	2.41	2.37	2.34	2.38
	2014–15	2.11	2.02	2.43	2.47	2.34	2.21	2.31	2.23	2.15	2.29	2.25	2.22	2.23
	2013–14	2.16	2.07	2.42	2.46	2.32	2.20	2.28	2.21	2.12	2.27	2.24	2.20	2.21
	2012–13	2.19	2.09	2.38	2.41	2.31	2.21	2.35	2.28	2.22	2.35	2.30	2.26	2.28
	2011–12	2.20	2.16	2.42	2.44	2.34	2.23	2.43	2.33	2.30	2.30	2.27	2.25	2.25
	2010–11	2.16	2.13	2.67	2.54	2.40	2.27	2.42	2.33	2.25	2.29	2.26	2.24	2.26
	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

Domain	Year	Standard Errors of Measurement												
		K	1	2	3	4	5	6	7	8	9	10	11	12
Overall	2015–16	1.37	1.33	1.10	1.18	1.12	1.06	1.14	1.11	1.08	1.15	1.14	1.12	1.13
	2014–15	1.36	1.34	1.11	1.17	1.13	1.07	1.14	1.10	1.07	1.13	1.11	1.10	1.09
	2013–14	1.36	1.35	1.11	1.17	1.13	1.07	1.14	1.11	1.07	1.13	1.11	1.09	1.09
	2012–13	1.33	1.40	1.14	1.17	1.13	1.08	1.16	1.12	1.10	1.14	1.13	1.11	1.11
	2011–12	1.32	1.39	1.14	1.16	1.11	1.06	1.16	1.13	1.09	1.13	1.11	1.10	1.08
	2010–11	1.32	1.36	1.16	1.19	1.14	1.08	1.16	1.12	1.09	1.13	1.11	1.10	1.09
	2009–10	1.49	1.50	1.16	1.19	1.14	1.06	1.10	1.07	1.03	1.12	1.10	1.08	1.07
	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

Note: The methodology used to calculate overall standard errors of measurement changed in 2009–10, and results based on the two methodologies are not comparable. The earlier methodology for calculating the overall standard error of measurement is described in the 2008–09 Annual Technical Report.

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Appendix A: Technical History of the CELDT and CELDT Blueprints

2006–07 Edition through 2014–15 Edition

The California English Language Development Test (CELDT) was developed by the California Department of Education (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 (ELs) annually. Technical reports dating from the CELDT inception through the 2005–06 Edition can be found at <http://www.cde.ca.gov/ta/tg/el/techreport.asp> and via request from the CDE at celdt@cde.ca.gov.

2006–07 Edition (Form F)

The 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 the listening and speaking domains.** Prior to NCLB, listening/speaking was one combined test domain in alignment with the English Language Development (ELD) Standards. NCLB subsequently required listening and speaking to be assessed as separate test domains.
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.

Appendix A: Technical History of the CELDT and CELDT Blueprints

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 test component was developed for the K–2 grade span listening domain 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)⁷

The 2007–08 CELDT operational administration was the second one after domain scales and updated performance standards were established. As with the 2006–07 Edition, the 2007–08 Edition of the CELDT reported scale scores for the listening, speaking, reading, and writing domains. The four domain scores were each scaled separately and reflected the aforementioned common scale. 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).⁸ The expectation was that including these open-ended text prompts would elicit an independent clause, providing

⁷Detailed 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> and via request from the CDE at celdt@cde.ca.gov.

⁸These 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>.

students the opportunity to construct more complex sentences than the picture-based items. Item writers were provided samples of the new open-ended format along with a rationale for why the format was being developed. Unfortunately, when these items were administered to students, they exhibited several problems. The items required students to include the stem along with their own contribution to the sentence, and students often incorrectly copied the prompt. This introduced the possibility that errors were related to incorrect copying rather than actual failures in grammar or syntax. Furthermore, providing students with part of a complex sentence requires that they be fully competent in reading in order to respond appropriately to the prompts. Students who might have achieved basic communication (simple sentences) may be at a loss when trying to finish a complex sentence, resulting in a much lower score than would be obtained from a language sample elicited by a picture. In this case, the lower scores are not necessarily an accurate reflection of the students' writing ability. As a result of these issues, the items were suppressed and did not contribute to students' writing scores in 2007–08. This format was subsequently abandoned in 2008–09, and the previously used picture-based format was reintroduced.

The 2007–08 Edition was designed to best align the difficulty level of the CELDT at all grade spans, given the results of the linkage and alignment study. 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 test 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 items to compensate).

2008–09 Edition⁹

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. 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.

⁹Detailed 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> and via request from the CDE at celdt@cde.ca.gov.

The 2008–09 Edition was designed to best align the difficulty level of the CELDT at all grade spans, given the results of the linkage and alignment study. 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, four Speech Functions, two Choose and Give Reasons, and one 4-Picture Narrative) now matched the blueprints of the other grade spans (i.e., 3–5, 6–8, and 9–12).

2009–10 Edition

The 2009–10 CELDT administration introduced reading and writing for K–1 students, and performance standards were established for these two domains and grades. 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 kindergarten and grade one (K–1) reading and writing item development program, were field tested at 57 different California schools representing 35 districts and 2,548 students. Following the usual field test analysis procedures, the items were subjected to a set of statistical analyses to determine their difficulty, precision, and fairness. Items that met acceptable statistical criteria and correctly addressed the test blueprint were then selected for operational use. The reading items were linked to the common scale by including among the new items an anchor set of grade 2 items that had been previously calibrated. There were no grade 2 writing items that were appropriate for administration to K–1 students. Consequently, a sample of grade 2 students completed the K–1 form, and these data were used to link the writing items to the common scale.

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 for the 2009–10 Edition scores. The overall score for 2009–10 K–1 students remained as the average of the listening and speaking scores only.¹⁰ The composite overall score for other students was computed as the truncated average of the four domain scores. For students in grades 2–12, a scale score composite for comprehension was computed from the truncated average of the listening and reading scale scores.

¹⁰These results are reported in the technical report for the 2009–10 Edition. The 2009–10 Edition is archived. For a copy of archived reports, please contact the CDE via e-mail at celdt@cde.ca.gov.

As with previous editions, the 2009–10 Edition was designed to provide maximum reliability at the Early Advanced performance level, the critical cut score for decision making.

2010–11 Edition

The 2010–11 Edition maintained the changes that had been incorporated into previous editions and the level of technical quality reflected in previous editions.

The 2010–11 Edition ushered in several notable improvements in design. A new field-testing plan was implemented to reduce the number of schools that receive field test forms, thus lowering overall testing demands on districts. This approach resulted in a sufficient sample for statistical analysis of items but substantially reduced the total testing time required across all schools in the state.

A comprehensive review of the test materials was performed prior to test form construction for the 2010–11 Edition. The number of pages in the scannable Answer Books was reduced, instructions to the examiner were moved from the Answer Book to the Examiner’s Manual, and blank pages were removed from the Test Books wherever possible. All four domains of the K–1 test were combined into one consumable Student Book. The Scoring Guide, which was a separate document in the past, was incorporated into the Examiner’s Manual for each grade span. Additionally, a separate Field Test Examiner’s Manual was created for each grade span containing instructions for each of the field test forms.

Scoring Training of Trainers (STOT) workshop training materials were expanded to include a new section for Oral Vocabulary training. This was the first year that Oral Vocabulary was trained and prompting and scoring guidelines were developed. Additionally, a new online training and scoring calibration tool, called Moodle, was made available to district trainers and test examiners. Due to budget cuts, the number of STOT workshops, which had been 23 in 2009–10, was reduced to 15. However, a new program of training workshops through local and regional sites, run by trainers who received official training at one of the STOT workshops, was introduced.

The following additional program changes were made during this test administration period:

Test Material Formats

- The following new sections were added to the Test Coordinator’s Manual: “Who Should Take the CELDT?,” “Special Testing Situations,” “Alternate Assessments,” “Report Test Irregularities,” “Return and Destroy Nonscorable and Unused Materials,” “Test Irregularities and Security Breach Report Form,” and “Special Charges.”
- The grades K–1 Examiner’s Manual was separated from the grade 2 Examiner’s Manual.

Appendix A: Technical History of the CELDT and CELDT Blueprints

- The labels for the multiple-choice item answer choices were changed from “1,” “2,” “3,” and “4” to “A,” “B,” “C,” and “D” for all domains.
- The order of the response circles for each Speaking dichotomous constructed-response item in the Answer Book was changed from (left to right) “C” (correct), “I” (incorrect), “NR” (no response) to “NR,” “I,” “C.”
- The Sentences test component was modified in the Answer Book to increase from three to five the number of lines on which students write their responses.
- Horizontal dashed guide lines were added to the K–1 Writing Letters test component response boxes in the Answer Book.
- The CDE established a policy that the K–1 Writing Words story prompt items with pictures would be administered without them and in the future new Writing Words items would be developed without any pictures.
- The location of the Oral Vocabulary practice items was changed because Oral Vocabulary has different types of items. Previously, two practice items were shown sequentially one after the other at the beginning of the test component and they were both of the same type. This was changed so that there were either two or three practice questions, one at the beginning and one or two later, to introduce a new type of question.

Directions and Test Administration

- The directions to the test examiner in the Examiner’s Manuals for the Oral Vocabulary test component was changed to standardize repetition of the question one time if the student gives an appropriate response to the prompt in English, but the response is not entirely accurate (for example, it is too general, too specific, names the object pictured instead of the function, or restates the prompt).
- Written directions to students were added at the beginning of the Sentences test component section of the Answer Book in grades 2–12 to clarify to students they must write one sentence, and to ensure that students are aware they must write inside the box allocated for the response.
- The directions to the student in the Test Book for the Grammar and Structure test component were standardized to “Choose the word (or words) that BEST complete(s) each sentence,” for all items that contain one paragraph and three blanks.

Scoring

- Rubrics were developed for each new K–1 Writing constructed-response item type: Copying Letters, Copying Words, Writing Words story prompt, and the Writing Words picture prompt.
- For the Sentences test component (which requires a response of only one sentence per prompt), the rules that the contractor had been using for scoring responses with *multiple* sentences were provided in writing in the STOT binder for the first time.
- For the Oral Vocabulary test component, examples of some common responses of both reasonable (correct) responses and incorrect responses were added to the Examiner’s Manual to help test examiners score these items.

Pre-Identification (Pre-ID) Data Management

- The data submission rules for the “Hispanic or Latino,” “Student’s Primary Language Code,” “Primary Disability,” and “Date First Enrolled in USA School” fields were changed so that it was an error (rather than a warning) if any of these fields were left blank in the Pre-ID file submitted by the district.
- The data submission rules for the “Most Recent Previous CELDT Administration,” “Most Recent Previous Scale Scores,” and the “Student’s Grade During Most Recent Previous CELDT Administration” fields were made dependent on one another and on the “Test Purpose” field.

Other

- External Content and Bias and Sensitivity Reviews were cancelled due to State budget cuts. Items written during the 2010–11 administration year went through an internal CDE Bias and Sensitivity Review.
- Five field test forms were developed, each containing field test items for only one domain. All districts testing with the CELDT received Form 1 (the operational form), and within those districts selected for field testing, select schools were assigned one of the five field test forms to administer during the Annual Assessment testing window.

2011–12 Edition

The 2011–12 Edition maintained the changes that had been incorporated into previous editions including administering the second year of the reduced participation field-testing plan.

In an effort to reduce the number of pages in the K–1 scannable Answer Books, instructions to the examiner were moved from the Answer Book to the Examiner’s Manual, and blank pages were removed wherever possible.

Appendix A: Technical History of the CELDT and CELDT Blueprints

The Examiner’s Manuals included new sample responses and scoring guidelines for the Oral Vocabulary test component and revised Examiner’s Manual wording that clarified instructions for test examiners for repeating questions and prompting in the listening domain. Additional specific wording was provided to inform students that they may raise their hands if they would like a question repeated.

STOT workshop training materials were expanded with a new section to the Trainer’s Kit binder for the administration of the listening domain; a new field test-specific section on the Administration and Scoring Video; and an increased number of sample student responses, anchor responses, and calibration sets for the Speech Functions and Choose and Give Reasons test components. Training was also provided for the new K–1 writing practice item modeling boxes.

The following additional program changes were made during this test administration period:

Test Material Formats

- The following new sections were added to the *Test Coordinator’s Manual*: “Pre-Identification,” “Field Testing,” and “Data Review Module.”
- The pictures in the grade two Short Compositions test component were removed. The CDE established a policy that those items currently with pictures will be administered without them and, in the future, new items would be developed without pictures.
- The term “Sample” item was changed to “Practice” item in all books.
- The pictures that were part of the K–1 Teacher Talk practice item were removed.
- Each K–1 Writing Words practice item was enhanced to include examples of acceptable responses in the Examiner’s Manual.
- K–1 writing practice items were displayed with two response boxes in the Answer Book. The directions to the examiners explained that the first box was for the student to practice. The second box was for the test examiner to model the correct response if the student did not respond correctly.

Directions and Test Administration

- The directions to the test examiners in the Examiner’s Manuals for the listening domain items and answer choices, if applicable, were changed to standardize repetition one time, if requested by the student (the story or talk may not be repeated). Additionally, these directions were read to students.
- The information about practice items in Table 4 in the Examiner’s Manuals for the writing domain was made specific to each test component. Additionally, where applicable, a statement about modeling the correct response if the student does not respond correctly was added.

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- The Short Compositions writing prompt was added to the directions that are read to the student by the test examiner.
- The directions read by the test examiner for the K–1 writing items were revised to tell students to write inside the box provided for the response.

Scoring

- Samples of student writing (anchors) for each writing test component were added to the rubric pages in the Examiner’s Manuals.
- The charts from the Trainer’s Kit binder that list sample correct responses, sample responses that are not entirely accurate (for which the test examiner is to ask the question again), and sample incorrect responses were added to the Examiner’s Manual for the Oral Vocabulary test component.
- The layout of the pictures and charts in the speaking section were reformatted so that when the Examiner’s Manual is laid open, the test examiner’s pages face the examiner, while the pictures face the student.
- Guidelines on scoring common types of responses for Oral Vocabulary, Speech Functions, and Choose and Give Reasons test components were added to the Trainer’s Kit binder.
- The term “letter reversals” was defined both in the Trainer’s Kit binder and K–1 Examiner’s Manual for the Copying Words and Writing Words test components.
- The rules for scoring Sentences responses with multiple sentences were simplified. A response with more than one sentence was given the score of the highest-scored sentence.
- The contractor rules for evaluating spelling within constructed-response Sentences responses was provided for local scorers in the Trainer’s Kit binder for the first time.
- Rules for scoring multiple-choice test items in the Word Analysis, Fluency and Vocabulary, and Punctuation and Capitalization test components were changed. Test examiners were trained to record the specific response selected by the student (“A,” “B,” or “C”) rather than marking “NR” (for no response), “I” (for an incorrect response), or “C” (for a correct response). Directions clarified that if a student did not respond to the question or provided a response other than the “A,” “B,” or “C” response options, the test examiner was not to mark anything in the Answer Book.
- A statement about the difference in scoring and how to mark the Answer Book for the speaking domain when there is “No Response,” versus when a student responds incorrectly, was added to the Important Points to Remember section of the Examiner’s Manuals. It was further clarified that when a student’s score is determined, both “no response” and “incorrect” are counted as zeros.

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- For the Speech Functions items, directions to the test examiners were rewritten to clarify that the student's response does not necessarily have to be in the form of a question. As long as the student's response fulfills the speech function specified with the item, the response can be in the form of a question or a statement. Examples of reasonable responses were added to the Examiner's Manuals.
- For Oral Vocabulary, test component directions were rewritten to clarify that student responses may be in any verb tense.

Other

- For grades K–1 and 2, "Student Book" was retitled to "Answer Book."
- An ordering form was developed so districts could order additional copies of paper reports and data files from the 2006–07 Edition through the present.
- The field testing plan changed such that all schools within a district that was selected for field testing were assigned the same field test form, with the exception of some large districts. The largest ten districts received a field test form in addition to Form 1.

2012–13 Edition

The 2012–13 Edition maintained many of the changes that had been incorporated into previous editions.

A new group administration training was added to the STOT Workshop. New training videos were produced for listening, reading, 4-Picture Narrative (to include new prompting directions), and a new field test administration video for administering and scoring the new Form 3 field test Oral Vocabulary item type. Online training resources and binder materials were enhanced.

The following additional program changes were made during this test administration period:

Directions and Test Administration

- Directions read by the test examiner were added to the Examiner's Manuals to make sure that students' desks are clear of all materials not needed for the test.

Other

- The Request a Pickup tutorial was replaced by the Packing and Returning Scorable Documents tutorial.
- The field testing plan changed to improve sample representation. Large high schools were limited to 500 students participating per grade, and some large

districts were not given the same form at all schools with the same grade spans. See section 3.3 for a detailed explanation of the new field testing plan.

CELDT Item Alignment Study

The State Board of Education (SBE) adopted the 2012 California English Language Development (ELD) Standards on November 7, 2012. The California Department of Education (CDE) then called for a study to examine the alignment of existing CELDT items to the newly adopted standards. The study was conducted in 2013. The full report of the study is available at

<http://www.cde.ca.gov/ta/tg/el/documents/celdtitemalignment.doc>. A portion of the Executive Summary is provided below:

With the new 2012 English Language Development (ELD) Standards in place, the CDE is required by state and federal law to ensure the English language proficiency assessment administered annually to California's English learners (ELs) is appropriately aligned to the 2012 ELD Standards. The CELDT was developed to align to the 1999 English-Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve (1999 ELD Standards). As the 2012 ELD Standards differ significantly from the 1999 ELD Standards, the CDE intends to replace the CELDT with the English Language Proficiency Assessments for California (ELPAC) system that will be aligned to the new standards.

The purpose of this study is to analyze the alignment of current CELDT items to the 2012 ELD Standards. The outcome of this study will inform the plans for the development of the ELPAC by providing information about the degree to which the current CELDT item pool may be usable in the development of the ELPAC.

This report addresses the following topics: (1) identification or development of an alignment protocol appropriate for analyzing the alignment of items to the new standards; (2) summary of the design and methodology; (3) description of the item alignment meeting; (4) study outcomes and findings; and (5) recommendations.

The key findings are as follows:

- (1) overall, 26 percent of the sampled active CELDT items in the item pool were found to have primary alignment to one of the 2012 ELD Standards;
- (2) in the domain of listening, 24 percent of sampled items had primary alignment;
- (3) in the domain of speaking, 30 percent of sampled items had primary alignment;

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- (4) in the domain of reading, 35 percent of sampled items had primary alignment;
- (5) in the domain of writing, 8 percent of sampled items had primary alignment to the 2012 ELD Standards;
- (6) of the 2012 ELD Standards for Part I: Interacting in Meaningful Ways, alignment from the existing CELDT items was minimal; and
- (7) of the 2012 ELD Standards for Part II: Learning About How English Works, there were no items with primary alignment to any of the seven standards.

The report concludes that considerable development of new items and potentially new item types will be necessary as part of the ELPAC design and development process.

New Item Parameters and Technical Adjustments to the K–1 Performance Level Cut Scores for Reading and Writing (Re-estimation)

Additional psychometric scaling work was completed to ensure the comparability of the 2013–14 test results with those from previous years. Item Response Theory (IRT) item parameters were re-estimated using multiple years of data (2009–10 through 2012–13), and the Stocking and Lord approach (1983) was used to put the item parameters onto the CELDT scale. This re-estimation was successful for all grade spans and domains except for K–1 reading and writing.

Minor adjustments to some of the performance level cut scores were needed to ensure the verticality of the common scale for the K–1 reading and writing, and to maintain comparability to the cut scores established by the SBE in May 2010. These adjusted cut points were applied to the 2013–14 K–1 reading and writing raw scores, and will be used until the CELDT is replaced by the ELPAC.

Re-estimated IRT item parameters were loaded into the CELDT Item Bank with a value of “2012–13R.” *P*-values were also loaded based on the 2009–10 through 2012–13 data set. Other values in the CELDT Item Bank for 2012–13R were drawn from the most recent administration in which individual items appeared.

Scale Score Comparisons of K–1 Reading and Writing

As a result of the adjustments made to the K–1 reading/writing item parameters in spring 2013, the scale scores prior to the 2013–14 Edition are not comparable to those issued in 2013–14 and future years. For example, a scale score of 300 in 2012–13 is not equivalent to a scale score of 300 in 2013–14. Most year-to-year comparisons, such as those used for accountability calculations, rely on performance levels rather than scale scores. Therefore, due to adjustments in performance level cut scores, it is acceptable to compare performance levels for administrations before and after the 2013–14 Edition. However, in order to compare scale scores across this time period, please use the table below. This conversion table lists scale scores for administrations

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prior to the 2013–14 Edition and their corresponding equivalency scores for 2013–14 onward. If a specific scale score does not appear in the table, use the nearest value. This will provide a reasonably good estimate.

Note that this table only applies to the K–1 reading and writing domains; the overall K–1 scale scores are minimally affected. These conversion scores are intended only to assist researchers in performing reasonable longitudinal comparisons of scale scores for the K–1 reading and writing domains. They do not apply to other grade spans or domains, and should not be used for any school, district, or state policy purpose.

Table A-1: Reading K–1 and Writing K–1 Scale Scores

Reading Scale Scores		Writing Scale Scores	
2012–13 and Before	2013–14 and After	2012–13 and Before	2013–14 and After
220	220	220	220
220	220	260	220
238	220	286	220
258	220	301	220
270	220	313	220
279	220	322	220
287	232	330	221
293	247	337	239
299	258	343	255
304	268	348	269
310	278	354	282
316	289	359	294
322	300	364	305
329	312	369	316
336	324	373	327
344	336	378	339
353	347	383	350
362	357	388	361
373	368	393	372
385	380	399	383
399	393	405	394
414	409	411	406
436	431	419	418
481	468	427	430
570	570	438	444
		451	461
		470	483
		507	518
		600	600

2013–14 Edition

The 2013–14 Edition maintained many of the changes that had been incorporated into previous editions. The following additional program changes were made during this test administration period:

Directions and Test Administration

- An announcement was released in August 2013 reminding test administrators of the security risks posed by electronic devices. Test administrators were reminded that electronic devices may not be brought into the testing room. Wording was added to the Examiner’s Manual for the test examiner to remind students to clear their desks before test materials are distributed.
- Designed to develop item calibrations for field test items, a new field test sampling plan was implemented for 2013–14. The goal of the updated field testing plan was to make the field testing sample of students as representative as possible of the population of students who take the CELDT. A multiple-grade cohort sample of the districts and schools across California was selected by stratified cluster probability sampling. The initial stage included the construction of a sample frame, partitioning school districts into three strata defined by geographic areas of contiguous counties: North, Central, and South. Los Angeles County was defined as the fourth stratum due to its size. Within each stratum, school districts were sorted by their sizes and were further grouped into substrata. Sample size was proportionally allocated according to the stratum proportions, and school districts were randomly sorted within each substratum. Systematic probability sampling was used to select districts for each test form from the substrata within each of the four strata. A sample of school districts was drawn with balanced sizes so that every student had approximately equal probability of selection into the sample.

Scoring

- A group administration training was added to the STOT workshop. New training videos were produced for listening, reading, and the 4-Picture Narrative test component (to include reordered prompting directions), and a new field test administration video was produced to train the administration and scoring of the new Form 3 field test Oral Vocabulary item type. Online training resources and binder materials were also enhanced.
- When the 2013–14 Edition was developed, new field test items that were aligned to the 1999 ELD Standards were embedded in the tests. In November 2012, just after the development of this edition, new ELD standards were adopted by the SBE, and Educational Data Systems conducted an item alignment study in 2013 to determine the alignment of the CELDT items to the new 2012 ELD standards. In this study, it was determined that many of the writing items did not align to the new standards, and as a result, some writing field test items on the 2013–14

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Edition were not scored. The item bank status codes for these items were changed to the classification “Rejected after use for content reasons.”

- It was determined that for the development of the 2013–14 test forms, the K–1 reading and writing item parameter estimates as calculated in the 2009–10 to 2012–13 time frame needed to be recalculated with data pooled across these four preceding years. A study was conducted to measure the impact of updating the item parameters. In the case of K–1 reading and writing, it was found that the updated item parameters would result in student classifications that would not be comparable to those from previous years. No other tests had this issue.

To address the need for comparability as well as the need to update the item parameters, the performance level cut scores were adjusted so that student classifications that occurred in 2013–14 and future years would be comparable to those from the 2009–10 through 2012–13 time frame. The result was: a) a set of raw score-to-scale score conversion tables based on the updated item parameters and b) an adjusted set of K–1 reading, writing, overall, and comprehension performance level cut scores that correspond to the updated item parameters. These were used for the 2013–14 Edition and will be used as long as the CELDT vertical scale is used.

- During the 2013–14 administration cycle, the CELDT program reviewed the item status codes in the CELDT Item Bank and resolved to make three changes:

Replace the code “Dormant” with “Legacy unavailable”: Prior to the 2012–2016 contract, a total of 991 items had been classified as “Dormant.” Although the term “Dormant” implies that an item may be reused after a resting period, the CDE had not set a resting period for Dormant items or ever reactivated any Dormant items. The CDE decided to reclassify dormant items as “Legacy unavailable” to indicate that they are items that cannot be used operationally and to indicate that the Dormant classification cannot be used going forward. That is, Legacy unavailable items are items that the CDE decided were unavailable at some point prior to the 2012–2016 contract. All 991 items that had been classified as Dormant were reclassified as Legacy unavailable.

Classify items that should not be used temporarily as “Resting”: The “Resting” code indicates that an item can be reused after a certain period. After the resting period has passed, the “Resting” code would be manually changed to “Used operationally” to make it available for test construction.

Implement “Ready for piloting” when item piloting and field testing resume: At the beginning of the 2012–2016 contract, the CDE agreed to add the code “Ready for piloting” to distinguish items that needed to go through piloting from items that were “Field test ready.” However, rules for the classification of “Ready for piloting” have not been written or entered in the CELDT Item Bank, and no additional items are scheduled to be written under the current contract. ETS

recommended that the “Ready for piloting” status code be implemented during the next contract.

2014–15 Edition

The 2014–15 Edition maintained many of the changes that had been incorporated into previous editions. The following additional program changes were made during this test administration period:

Field Testing and Item Writing

When a CELDT edition is typically developed, field test items that are aligned to the 1999 ELD Standards are embedded in the tests. In mandated budget cuts to the CELDT for the purpose of redirecting funds to its new assessment, the English Language Proficiency Assessments for California (ELPAC), the CDE eliminated field testing for the 2014–15 Edition. All students tested in the 2014–15 administration year were tested with Form 1, the operational form of the test that contained no field test items. Additionally, because the CELDT Item Bank would not be needed to create new field test forms, the CDE discontinued all item writing efforts.

California Longitudinal Pupil Achievement Data System Merge

Title III of the Elementary and Secondary Education Act provides supplemental funding to local educational agencies (LEAs) to help ELs attain English language proficiency (ELP). LEAs receiving Title III funding are required to meet Annual Measurable Achievement Objectives (AMAOs) each year. In the past, Title III AMAO target calculations have been based upon proficiency measurements and demographic variables captured from the CELDT Answer Book. Starting in 2014–15, the Title III Accountability Reports began incorporating certain demographic data from the California Longitudinal Pupil Achievement Data System (CALPADS) Operational Data Store. CALPADS is a state-managed longitudinal data system used to maintain student-level data, including student demographics, assessment results, course data, discipline, staff assignments, and other information for state and federal reporting. CALPADS provides schools and LEAs with the opportunity to collect and correct select data directly online, instead of using the CELDT Answer Books to collect these data.

In keeping with the State’s overall goal of using CALPADS data as the primary source of student demographic information, the CDE determined that for the 2014–15 AMAO calculations and CELDT reporting, certain demographic fields (e.g., primary language code) would come from CALPADS rather than the CELDT Answer Book. The data were merged into the CELDT Student Score Files (SSF) where the SSF record matched with a CALPADS record.

In addition, the Ethnicity/Race, Reporting Ethnicity, and Program Participation: Gifted and Talented, English Learner Services data were not collected on the CELDT Answer Book.

Form Reuse

Test forms used in the 2013–14 administration year were reused in their entirety for the 2014–15 administration year.

CELDT Blueprint Preface

The CELDT is aligned to the 1999 ELD Standards approved by the SBE in 1999. The ELD standards identify five proficiency levels through which ELs progress toward English language proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The blueprints are organized by grade span: kindergarten through grade one; grade two; grades three through five; grades six through eight; and grades nine through twelve. Each ELD standard under the four domains reflects a skill that English learners are expected to have mastered at that specified language proficiency level.

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., <i>a</i> as in <i>cat</i> 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
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 <i>he</i> or <i>she</i>).	Early Intermediate
Ask and answer questions by using phrases or simple sentences.	Early Intermediate

CELDT Blueprint for Grades Three–Five (continued)

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

CELDT Blueprint for Grades Three–Five (continued)

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

CELDT Blueprint for Grades Three–Five (continued)

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

CELDT Blueprint for Grades Three–Five (continued)

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

CELDT Blueprint for Grades Three–Five (continued)

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

CELDT Blueprint for Grades Three–Five (continued)

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

CELDT Blueprint for Grades Six–Eight

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

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Appendix B: Information Related to Content Validity

The validity of educational tests rests heavily on issues of content relevance and representativeness. The California Department of Education relies on the expertise of diverse groups of experts in psychometrics, language testing, applied linguistics, English language development (ELD) and acquisition, and early childhood development and testing. This appendix provides a list of experts who have contributed to the overall validity of the test.

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Appendix C: Writing and Speaking Rubrics History

Notes:

This appendix first shows the official scoring rubrics for the 2015–16 administration, followed by rubrics from previous administrations where revisions occurred, dating back to the 2010–11 Edition.

Changes to the scoring rubrics are displayed as follows:

`<begin add>new, added text<end add>`

`<begin delete>deleted text<end delete>`

Italics indicate new text, and strikethroughs indicate deleted text.

2015–16 CURRENT SCORING RUBRICS

Writing—Short Compositions

NONSCORABLE

A score of **0** should be assigned to ANY of the following responses:

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

SCORE	SCORING RUBRIC
0	<p>NO COMMUNICATION</p> <ul style="list-style-type: none"> • 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	<p>EMERGING COMMUNICATION</p> <ul style="list-style-type: none"> • 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 limited (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	<p>DEVELOPING COMMUNICATION</p> <ul style="list-style-type: none"> • Content is related to the prompt. • Response is mostly comprehensible. • Subject and predicate are in correct word order in at least one complete or run-on sentence. The response may also contain other complete, attempted, or run-on sentences or sentence fragments. • Grammar and syntax contain numerous errors, sometimes interfering with meaning. • Vocabulary is general, imprecise, and/or repetitive. • Spelling and mechanics errors often interfere with meaning.

SCORE	SCORING RUBRIC
3	<p>COMPETENT COMMUNICATION</p> <ul style="list-style-type: none"> • Content reasonably addresses the prompt. • Response is mostly comprehensible and recognizable as a paragraph; contains logical sequencing. • For grades 2–5, subject and predicate are in correct word order in at least three complete, attempted, or run-on sentences. For grade 2, at least one of these is a complete sentence. The other two may be attempted or run-on sentences. For grades 3–5, at least two of these are complete sentences. The other one may be an attempted or a run-on sentence. The response may also contain other complete, attempted, or run-on sentences or sentence fragments. • For grades 6–12, subject and predicate are in correct word order in at least three complete sentences. The response may also contain other complete, attempted, or run-on sentences or sentence fragments. • Grammar and syntax contain few errors that occasionally interfere with meaning. • Vocabulary adequately addresses the prompt. • Spelling and mechanics errors occasionally interfere with meaning.
4	<p>FULLY COMPETENT COMMUNICATION</p> <ul style="list-style-type: none"> • 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 in at least three complete sentences. One or more of the complete sentences must be syntactically complex (defined as multiple subjects or objects, multiple verbs, use of an infinitive or gerund as an object or subject, compound or complex sentence structure, prepositional phrase or phrasal verb, or relative clause). The response may also contain other complete sentences or attempted sentences; the response may not contain run-on sentences or sentence fragments. • 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.

Writing—Sentences

NONSCORABLE

A score of **0** should be assigned to ANY of the following:

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

SCORE	SCORING RUBRIC
0	<p>NO COMMUNICATION</p> <p>Subject or predicate is missing. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • 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, or plural endings are missing 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	<p>EMERGING COMMUNICATION</p> <p>Subject and predicate are evident and in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is reasonably related to the prompt. • Response contains awkward clauses and/or non-standard 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, word order). • Articles, possessives, prepositions, or plural endings are often missing or incorrect. • Vocabulary is limited, imprecise, or does not adequately address the prompt. • 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.

SCORE	SCORING RUBRIC
2	<p>BASIC COMMUNICATION</p> <p>Subject and predicate are in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • 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, word order). • Articles, possessives, prepositions, or plural endings may be missing or incorrect. • Vocabulary adequately addresses the prompt. • Spelling errors do not interfere with meaning. • Punctuation and/or capitalization have few errors that do not interfere with meaning. <p>A compound or complex sentence may receive a score of 2 if an independent clause contains no errors or only errors that do not interfere with meaning.</p>
3	<p>FULLY COMPETENT COMMUNICATION</p> <p>Subject and predicate have some syntactical complexity (defined as multiple subjects or objects, multiple verbs, use of infinitive or gerund as an object or subject, compound or complex sentence structure, prepositional phrase or phrasal verb, or relative clause). The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • 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 adequately addresses the prompt with some specificity. • Spelling contains no errors. • Punctuation and/or capitalization may contain only one error in either capitalization at the beginning of the sentence or punctuation at the end of the sentence. The sentence may also contain the following minor mechanical errors: missing periods after abbreviations, capitalization errors in the middle of the sentence, extraneous or missing commas.

Writing—Copying Letters	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or does not copy the letter as it appears.
1	<ul style="list-style-type: none"> • Copies letter legibly. Letter reversals are not acceptable.

Writing—Copying Words	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Copies part of the word. Must include correct initial letter in the initial position and one other correct letter. Letter reversals are acceptable.
2	<ul style="list-style-type: none"> • Copies the word legibly. Must include correct initial letter in the initial position. All letters are in the correct letter order. Letter reversals are not acceptable.

Writing—Writing Words (Word stated by test examiner, picture prompt)	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Writes part of the stated word. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.
2	<ul style="list-style-type: none"> • Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

Writing—Writing Words (Response to a story read by the test examiner)	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Writes part of an acceptable response to the prompt. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.
2	<ul style="list-style-type: none"> • Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

Speaking—4-Picture Narrative	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • No response. • Spoken in another language. • Unintelligible. • Response consists of a single word or a few words that may or may not be related to the prompt.
1	<ul style="list-style-type: none"> • Student attempts to tell a story based on one or more 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 grammatical¹ errors that interfere with communication. • Student's speech is generally difficult to understand. Pronunciation often interferes with communication.
2	<ul style="list-style-type: none"> • Story is based on pictures but does not clearly explain one or more pictures. • 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	<ul style="list-style-type: none"> • Story is coherent and includes explanation of all four pictures, 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 does not interfere with communication.
4	<ul style="list-style-type: none"> • Story is coherent and effective, including explanation of all four pictures, 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 syntactical² 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.

¹*Grammatical*, as the term is used in this guide, refers to using forms of words that reflect concepts such as *plural*, *possessive*, *subject-verb agreement*, *verb tense*, and *comparative and superlative adjectives*.

²*Syntactical*, as used in this guide, refers to *rules for combining words in order to form phrases, clauses, and sentences*.

Note: It is expected that in any given response, all four of the bulleted characteristics (content, vocabulary, grammar, and pronunciation) listed for a point level (1, 2, 3, or 4) are present. Assign the score that most closely describes the student’s overall performance noting where the student needs to improve. If there is a notable discrepancy between a student’s pronunciation and his or her ability to articulate ideas, give less weight to pronunciation.

Speaking—Choose and Give Reasons*	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Student does not make choice or does not support choice with a relevant reason. • No response. • Response is entirely in another language.
1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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).

*The italics in this rubric are not changes from the previous year, they are italics represented in the rubric.

Speaking—Speech Functions	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Student does not perform the language function required. • No response. • Response is entirely in another language.
1	<ul style="list-style-type: none"> • Student performs the language function required. • Errors in grammar, vocabulary, and/or pronunciation are significant enough to interfere with communication.
2	<ul style="list-style-type: none"> • 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).

CHANGES FOR THE 2015–16 EDITION SCORING RUBRICS

There were no changes to any rubrics for the 2015–16 Edition.

CHANGES FOR THE 2014–15 EDITION SCORING RUBRICS

Writing—Writing Words (story prompt)	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Writes part of an acceptable response to the prompt. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.
2	<ul style="list-style-type: none"> • Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

There were no changes to the other rubrics for the 2014–15 Edition.

CHANGES FOR THE 2013–14 EDITION SCORING RUBRICS

There were no changes to the Writing—Short Compositions rubric for the 2013–14 Edition.

Writing—Sentences

NONSCORABLE

A score of **0** should be assigned to ANY of the following:

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

SCORE	SCORING RUBRIC
0	<p>NO COMMUNICATION</p> <ul style="list-style-type: none"> • 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, or plural endings are missing 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	<p>EMERGING COMMUNICATION</p> <p>Simple subject Subject and a simple predicate are evident and in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is reasonably related to the prompt. • Response contains awkward clauses and/or non-standard 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, word order). • Articles, possessives, prepositions, or plural endings are often missing or incorrect. • Vocabulary is limited, imprecise, or does not adequately address the prompt. • 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.

Writing—Sentences	
SCORE	SCORING RUBRIC
2	<p>BASIC COMMUNICATION Subject and predicate are in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • 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, word order). • Articles, possessives, prepositions, or plural endings may be missing or incorrect. • Vocabulary adequately addresses the prompt. • Spelling errors do not interfere with meaning. • Punctuation and/or capitalization have few errors that do not interfere with meaning. <p>A compound or complex sentence may receive a score of 2 if an independent clause contains no errors or only errors that do not interfere with meaning.</p>
3	<p>FULLY COMPETENT COMMUNICATION Subject and predicate have some syntactical complexity (defined as multiple subjects or objects, multiple verbs, use of infinitive or gerund as an object or subject, compound or complex sentence structure, prepositional phrase or phrasal verb, or relative clause). The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • 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 adequately addresses the prompt with some specificity. • Spelling contains no errors. • Punctuation and/or capitalization may contain only one error in either capitalization at the beginning of the sentence or punctuation at the end of the sentence. The sentence may also contain the following minor mechanical errors: missing periods after abbreviations, capitalization errors in the middle of the sentence, extraneous or missing commas.

There were no changes to the Writing—Copying Letters rubric for the 2013–14 Edition.

There were no changes to the Writing—Copying Words rubric for the 2013–14 Edition.

There were no changes to the Writing—Writing Words (picture prompt) rubric for the 2013–14 Edition.

There were no changes to the Writing—Writing Words (story prompt) rubric for the 2013–14 Edition.

Speaking—4-Picture Narrative	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • No response <begin delete>[NR]<end delete>. • Spoken in another language <begin delete>[AL]<end delete>. • Unintelligible. • Response consists of a single word or a few words that may or may not be related to the prompt.
1	<ul style="list-style-type: none"> • Student attempts to tell a story based on one or more 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 grammatical¹ errors that interfere with communication. • Student's speech is generally difficult to understand. Pronunciation often interferes with communication.
2	<ul style="list-style-type: none"> • Story is based on pictures but does not clearly explain one or more pictures. • 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	<ul style="list-style-type: none"> • Story is coherent and includes explanation of all four pictures, 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 does not interfere with communication.
4	<ul style="list-style-type: none"> • Story is coherent and effective, including explanation of all four pictures, 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 syntactical² 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.

¹*Grammatical*, as the term is used in this guide, refers to using forms of words that reflect concepts such as *plural*, *possessive*, *subject-verb agreement*, *verb tense*, and *comparative and superlative adjectives*.

²*Syntactical*, as used in this guide, refers to *rules for combining words in order to form phrases, clauses, and sentences*.

Note: It is expected that in any given response, all four of the bulleted characteristics (content, vocabulary, grammar, and pronunciation) listed for a point level (1, 2, 3, or 4) are present. Assign the score that most closely describes the student’s overall performance noting where the student needs to improve. If there is a notable discrepancy between a student’s pronunciation and his or her ability to articulate ideas, give less weight to pronunciation.

Speaking—Choose and Give Reasons*	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Student does not make choice or does not support choice with a relevant reason. • No response <begin delete>[NR]<end delete>. • Response is entirely in another language <begin delete>[AL]<end delete>.
1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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).

*The italics in this rubric are not changes from the previous year, they are italics represented in the rubric.

Speaking—Speech Functions	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Student does not perform the language function required. • No response <begin delete>[NR]<end delete>. • Response is entirely in another language <begin delete>[AL]<end delete>.
1	<ul style="list-style-type: none"> • Student performs the language function required. • Errors in grammar, vocabulary, and/or pronunciation are significant enough to interfere with communication.
2	<ul style="list-style-type: none"> • 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).

CHANGES FOR THE 2012–13 EDITION SCORING RUBRICS

Writing—Short Compositions

NONSCORABLE

A score of **0** should be assigned to ANY of the following:

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

SCORE	SCORING RUBRIC
0	<p>NO COMMUNICATION</p> <ul style="list-style-type: none"> • 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	<p>EMERGING COMMUNICATION</p> <ul style="list-style-type: none"> • 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 <i>limited</i> (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	<p>DEVELOPING COMMUNICATION</p> <ul style="list-style-type: none"> • 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 <i>in correct word order in at least one complete or run-on sentence. The response may also contain other complete, attempted, or run-on sentences or sentence fragments.</i> • Grammar and syntax contain numerous errors, sometimes interfering with meaning. • Vocabulary is vague or general, (primarily uses words such as “fun,” “nice,” “cool,” “good”) <i>imprecise, and/or repetitive.</i> • Spelling and mechanics errors may <i>often</i> interfere with meaning.

Writing—Short Compositions	
SCORE	SCORING RUBRIC
3	<p>COMPETENT COMMUNICATION</p> <ul style="list-style-type: none"> • 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 grades 3–5; three sentences for grades 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. <ul style="list-style-type: none"> <i><begin add>For grades 2–5, subject and predicate are in correct word order in at least three complete, attempted, or run-on sentences. For grade 2, at least one of these is a complete sentence. The other two may be attempted or run-on sentences.</i> <i>For grades 3–5, at least two of these are complete sentences. The other one may be an attempted or a run-on sentence.</i> <i>The response may also contain other complete, attempted, or run-on sentences or sentence fragments.</i> <i>For grades 6–12, subject and predicate are in correct word order in at least three complete sentences. The response may also contain other complete, attempted, or run-on sentences or sentence fragments.</i><end add> • Grammar and syntax contain few errors that occasionally interfere with meaning. • Vocabulary adequately addresses the prompt. • Spelling and capitalization <i><begin add>mechanics<end add></i> errors occasionally interfere with meaning.

Writing—Short Compositions	
SCORE	SCORING RUBRIC
4	<p>EXPRESSIVE FULLY COMPETENT COMMUNICATION</p> <ul style="list-style-type: none"> • 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 in at least three complete sentences. Response contains at least three complete sentences, one or more of which is One or more of the complete sentences must be syntactically complex (defined as multiple subjects / or objects, multiple verbs, use of an infinitive or gerund as an object or subject, compound / or complex sentence structure, prepositional phrases phrase or phrasal verb, or relative clause s). 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. The response may also contain other complete sentences or attempted sentences; the response may not contain run-on sentences or sentence fragments. • 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.

Writing—Sentences

NONSCORABLE

A score of **0** should be assigned to ANY of the following:

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

SCORE	SCORING RUBRIC
<p>0</p>	<p>NO COMMUNICATION</p> <ul style="list-style-type: none"> • 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.
<p>1</p>	<p>EMERGING COMMUNICATION</p> <p>Simple subject and a simple predicate are evident and in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is reasonably related to the prompt. • Response contains awkward clauses and/or non-standard 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, <i>word order</i>). • Articles, possessives, prepositions, and plural endings are often missing and/ <i>incorrect</i>. • Vocabulary is vague (primarily uses words such as “fun,” “nice,” “cool,” “good”) <i>limited, imprecise, or does not adequately address the prompt.</i> • 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.

Writing—Sentences	
SCORE	SCORING RUBRIC
3	<ul style="list-style-type: none"> • Response Punctuation and/or capitalization may contain only <i>one error</i> in either <i>capitalization</i> capitalization at the beginning of the sentence or <i>punctuation</i> punctuation at the end of the sentence. May <i>The sentence may also</i> contain the following minor mechanical errors: missing periods after abbreviations, capitalization errors in the middle of the sentence, extraneous or missing commas.

There were no changes to the Writing—Copying Letters (picture prompt) rubric for the 2012–13 Edition.

There were no changes to the Writing—Copying Words (picture prompt) rubric for the 2012–13 Edition.

There were no changes to the Writing—Writing Words (picture prompt) rubric for the 2012–13 Edition.

There were no changes to the Writing—Writing Words (story prompt) rubric for the 2012–13 Edition.

Speaking—4-Picture Narrative	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • No response [NR]. • Spoken in another language [AL]. • Unintelligible. • Response consists entirely of “I don’t know” or “I forget.” <i>of a single word or a few words that may or may not be related to the prompt.</i>
1	<ul style="list-style-type: none"> • Student attempts to tell a story based on the pictures <i>one or more pictures,</i> 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 grammatical¹ errors that interfere with communication. • Student's speech is generally difficult to understand. Pronunciation often interferes with communication.
2	<ul style="list-style-type: none"> • Story is based on pictures but does not clearly express some major event <i>explain one or more pictures.</i> • 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	<ul style="list-style-type: none"> • Story is coherent and includes explanation of major events <i>all four pictures</i>, 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 does not interfere with communication.

Speaking—4-Picture Narrative	
SCORE	SCORING RUBRIC
4	<ul style="list-style-type: none"> • Story is coherent and effective, including explanation of major events <i>all four pictures</i>, 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 syntactical² 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.

¹*Grammatical*, as the term is used in this guide, refers to using forms of words that reflect concepts such as *plural, possessive, subject-verb agreement, verb tense, and comparative and superlative adjectives*.

²*Syntactical*, as used in this guide, refers to *rules for combining words in order to form phrases, clauses, and sentences*.

Note: It is expected that in any given response, all four of the bulleted characteristics (content, vocabulary, grammar, and pronunciation) listed for a point level (1, 2, 3, or 4) are present. Assign the score that most closely describes the student’s overall performance noting where the student needs to improve. If there is a notable discrepancy between a student’s pronunciation and his or her ability to articulate ideas, give less weight to pronunciation.

There were no changes to the Speaking—Choose and Give Reasons rubric for the 2012–13 Edition.

There were no changes to the Speaking—Speech Functions rubric for the 2012–13 Edition.

CHANGES FOR THE 2011–12 EDITION SCORING RUBRICS

There were no changes to the Writing—Short Compositions rubric for the 2011–12 Edition.

There were no changes to the Writing—Short Compositions rubric for the 2011–12 Edition.

Writing—Copying Letters*	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or does not copy the letter as it appears.
1	<ul style="list-style-type: none"> • Copies letter legibly. Letter reversals are not acceptable.

*The change to this rubric is the order of the score points in the table. They were changed to 0 then 1.

Writing—Copying Words^	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Copies part of the word. Must include correct initial letter in the initial position and one other correct letter. Letter reversals are acceptable.
2	<ul style="list-style-type: none"> • Copies the word legibly. <i>Must include correct initial letter in the initial position.</i> All letters are in the correct letter order. Letter reversals are not acceptable.

^The change to this rubric is the order of the score points in the table. They were changed to 0 then 1, followed by 2.

Writing—Writing Words (picture prompt)^	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Writes part of the stated word. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.
2	<ul style="list-style-type: none"> • Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

^The change to this rubric is the order of the score points in the table. They were changed to 0 then 1, followed by 2.

Writing—Writing Words (story prompt)^	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Writes part of an acceptable response to the prompt. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.
2	<ul style="list-style-type: none"> • Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

^The change to this rubric is the order of the score points in the table. They were changed to 0 then 1, followed by 2.

There were no changes to the Speaking—4-Picture Narrative rubric for the 2011–12 Edition.

There were no changes to the Speaking—Choose and Give Reasons rubric for the 2011–12 Edition.

There were no changes to the Speaking—Speech Functions rubric for the 2011–12 Edition.

CHANGES FOR THE 2010–11 EDITION SCORING RUBRICS

Writing—Short Compositions

<begin delete>~~Non-scorable~~<end delete><begin add>**NON-SCORABLE**<end add>

A score of **0** should be assigned to ANY of the following responses:

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

SCORE	SCORING RUBRIC
0	<p><begin delete>{<end delete>NO COMMUNICATION<begin delete>}<end delete></p> <ul style="list-style-type: none"> • 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	<p><begin delete>{<end delete>EMERGING COMMUNICATION<begin delete>}<end delete></p> <ul style="list-style-type: none"> • 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	<p><begin delete>{<end delete>DEVELOPING COMMUNICATION<begin delete>}<end delete></p> <ul style="list-style-type: none"> • 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.

Writing—Short Compositions	
SCORE	SCORING RUBRIC
3	<p><begin delete>{<end delete>COMPETENT COMMUNICATION<begin delete>}<end delete></p> <ul style="list-style-type: none"> • 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 grades 3–5; three sentences for grades 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	<p><begin delete>{<end delete>EXPRESSIVE COMMUNICATION<begin delete>}<end delete></p> <ul style="list-style-type: none"> • 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.

There were no changes to the Writing—Sentences rubric for the 2010–11 Edition.

Writing—Copying Letters	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or does not copy the letter as it appears.
1	<ul style="list-style-type: none"> • Copies letter legibly (letter is discernible and can be oriented in any direction). <i>Letter reversals are not acceptable.</i>

Writing—Copying Words	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Copies at least one letter legibly (letter is discernible and can be oriented in any direction) <i>Copies part of the word. Must include correct initial letter in the initial position and one other correct letter. Letter reversals are acceptable.</i>
2	<ul style="list-style-type: none"> • Copies the word legibly (word is discernible and letters can be oriented in any direction). <i>All letters are in the correct letter order. Letter reversals are not acceptable.</i>

Writing—Writing Words (picture prompt)	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Writes part of an acceptable word <i>Writes part of the stated word. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.</i>
2	<ul style="list-style-type: none"> • Writes acceptable word legibly (letters are discernible but can be oriented in any direction) <i>Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.</i>

Writing—Writing Words (story prompt)	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Writes part of an acceptable word <i>Writes part of an acceptable response to the prompt. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.</i>
2	<ul style="list-style-type: none"> • Writes acceptable word legibly (letters are discernible but can be oriented in any direction) <i>Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.</i>

Speaking—4-Picture Narrative	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • No response [NR]. • Spoken in another language [AL]. • Unintelligible. • Response consists entirely of “I don’t know” or “I forget.”
1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 does not interfere with communication.

Speaking—4-Picture Narrative	
SCORE	SCORING RUBRIC
4	<ul style="list-style-type: none"> • 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 accent, but both pronunciation and intonation are generally accurate and do not interfere with communication.

¹*Grammatical*, as the term is used in this guide, refers to using forms of words that reflect concepts such as *plural, possessive, subject-verb agreement, verb tense, and comparative and superlative adjectives*.

²*Syntactical*, as used in this guide, refers to *rules for combining words in order to form phrases, clauses, and sentences*.

Note: It is expected that in any given response, all four of the bulleted characteristics (content, vocabulary, grammar, and pronunciation) listed for a point level (1, 2, 3, or 4) are present. Assign the score that most closely describes the student’s overall performance noting where the student needs to improve. If there is a notable discrepancy between a student’s pronunciation and his or her ability to articulate ideas, give less weight to pronunciation.

There were no changes to the Speaking—Choose and Give Reasons rubric for the 2010–11 Edition.

There were no changes to the Speaking—Speech Functions rubric for the 2010–11 Edition.

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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. The Item Sequence Number is used for other alignments, such as those in appendixes K–M. Only operational items are included here as there were no field test items in the 2015–16 administration.

Note:

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13. An Item ID is present and Legacy ID is reported as “N/A” for items first used after 2012–13.

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

Item Number		Function	Item ID	Legacy ID
Form 1	Item Sequence Number			
1	1	OP	CEL00728	01057170
2	2	OP	CEL00526	00940028
3	3	OP	CEL00786	01208385
4	4	OP	CEL00399	00676871
5	5	OP	CEL00899	01210599
6	6	OP	CEL00515	00940005
7	7	OP	CEL00330	00545930
8	8	OP	CEL00284	00437120
9	9	OP	CEL00285	00437122
10	10	OP	CEL00286	00437124
11	11	OP	CEL00730	01057174
12	12	OP	CEL00782	01208376
13	13	OP	CEL00788	01208389
14	14	OP	CEL00471	00803313
15	15	OP	CEL00787	01208387
16	16	OP	CEL00397	00676867
17	17	OP	CEL00836	01210292
18	18	OP	CEL00400	00676873
19	19	OP	CEL00789	01208391
20	20	OP	CEL00463	00803297

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

Item Number					
Form 1	Item Sequence Number	Function	Item ID	Legacy ID	
1	1	OP	CEL00151	00382856	
2	2	OP	CEL00425	00687427	
3	3	OP	CEL00154	00382862	
4	4	OP	CEL00177	00382908	
5	5	OP	CEL00484	00803461	
6	6	OP	CEL00554	00940959	
7	7	OP	CEL00800	01208912	
8	8	OP	CEL00352	00546104	
9	9	OP	CEL00186	00382926	
10	10	OP	CEL00357	00546114	
11	11	OP	CEL00435	00687449	
12	12	OP	CEL00356	00546112	
13	13	OP	CEL00793	01208897	
14	14	OP	CEL00843	01210299	
15	15	OP	CEL00744	01057650	
16	16	OP	CEL00557	00940965	
17	17	OP	CEL00736	01057633	
18	18	OP	CEL00738	01057637	
19	19	OP	CEL00740	01057641	
20	20	OP	CEL00739	01057639	

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

Item Number					
Form 1	Item Sequence Number	Function	Item ID	Legacy ID	
1	1	OP	CEL00487	00803587	
2	2	OP	CEL00538	00940177	
3	3	OP	CEL00307	00437690	
4	4	OP	CEL00804	01209037	
5	5	OP	CEL00531	00940162	
6	6	OP	CEL00224	00383002	
7	7	OP	CEL00363	00546267	
8	8	OP	CEL00806	01209041	
9	9	OP	CEL00453	00693734	
10	10	OP	CEL00754	01059779	
11	11	OP	CEL00230	00383014	
12	12	OP	CEL00540	00940181	
13	13	OP	CEL00805	01209039	
14	14	OP	CEL00451	00693730	
15	15	OP	CEL00532	00940164	
16	16	OP	CEL00489	00803591	
17	17	OP	CEL00541	00940183	
18	18	OP	CEL00437	00693699	
19	19	OP	CEL00438	00693701	
20	20	OP	CEL00439	00693703	

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
1		1	OP	CEL00768	01059883
2		2	OP	CEL00262	00383078
3		3	OP	CEL00551	00940438
4		4	OP	CEL00823	01209203
5		5	OP	CEL00319	00437841
6		6	OP	CEL00379	00546440
7		7	OP	CEL00542	00940419
8		8	OP	CEL10017	N/A
9		9	OP	CEL00995	01211127
10		10	OP	CEL00817	01209180
11		11	OP	CEL00386	00546454
12		12	OP	CEL00412	00682950
13		13	OP	CEL00818	01209182
14		14	OP	CEL10032	N/A
15		15	OP	CEL00997	01211129
16		16	OP	CEL00761	01059869
17		17	OP	CEL00865	01210321
18		18	OP	CEL00546	00940427
19		19	OP	CEL00547	00940429
20		20	OP	CEL00549	00940433

Table D-5: Item Map, Speaking, Grade Span K–2

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
1		1	OP	CES00674	01057183
2		2	OP	CES00346	00680889
3		3	OP	CES00436	00940039
4		4	OP	CES00770	01210323
5		5	OP	CES00396	00803337
6		6	OP	CES00680	01057195
7		7	OP	CES00391	00803327
8		8	OP	CES00675	01057185
9		9	OP	CES00728	01208460
10		10	OP	CES00723	01208450
11		11	OP	CES00290	00545983
12		12	OP	CES00287	00545977
13		13	OP	CES00148	00382772
14		14	OP	CES00818	01210562
15		15	OP	CES00774	01210327
16		16	OP	CES00439	00940045
17		17	OP	CES00967	01211280
18		18	OP	CES10058	N/A
19		19	OP	CES00778	01210331
20		20	OP	CES00649	1003861

Table D-6: Item Map, Speaking, Grade Span 3–5

Item Number					
Form 1	Item Sequence Number	Function	Item ID	Legacy ID	
1	1	OP	CES00252	00437531	
2	2	OP	CES00402	00803468	
3	3	OP	CES00258	00437544	
4	4	OP	CES00168	00383154	
5	5	OP	CES00780	01210333	
6	6	OP	CES00692	01059014	
7	7	OP	CES00371	00687645	
8	8	OP	CES00304	00546147	
9	9	OP	CES00693	01059016	
10	10	OP	CES00741	01208978	
11	11	OP	CES00920	01211035	
12	12	OP	CES00471	00940353	
13	13	OP	CES00687	01059004	
14	14	OP	CES00835	01210664	
15	15	OP	CES00925	01211040	
16	16	OP	CES00178	00383174	
17	17	OP	CES00466	00940342	
18	18	OP	CES00406	00803476	
19	19	OP	CES00467	00940344	
20	20	OP	CES00739	01208974	

Table D-7: Item Map, Speaking, Grade Span 6–8

Item Number		Function	Item ID	Legacy ID
Form 1	Item Sequence Number			
1	1	OP	CES00183	00383187
2	2	OP	CES00455	00940203
3	3	OP	CES00790	01210343
4	4	OP	CES00412	00803613
5	5	OP	CES00752	01209118
6	6	OP	CES00456	00940205
7	7	OP	CES00747	01209108
8	8	OP	CES00856	01210762
9	9	OP	CES00449	00940191
10	10	OP	CES00263	00437722
11	11	OP	CES00847	01210729
12	12	OP	CES00386	00693765
13	13	OP	CES00190	00383201
14	14	OP	CES00748	01209110
15	15	OP	CES00706	01059809
16	16	OP	CES00958	01211254
17	17	OP	CES00701	01059799
18	18	OP	CES00849	01210733
19	19	OP	CES00708	01059813
20	20	OP	CES00635	1003521

Table D-8: Item Map, Speaking, Grade Span 9–12

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
1		1	OP	CES00335	00546487
2		2	OP	CES00475	00940480
3		3	OP	CES00872	01210841
4		4	OP	CES00476	00940482
5		5	OP	CES00483	00940497
6		6	OP	CES00801	01210354
7		7	OP	CES00477	00940484
8		8	OP	CES00759	01209258
9		9	OP	CES00897	01210890
10		10	OP	CES00764	01209269
11		11	OP	CES00802	01210355
12		12	OP	CES00367	00683682
13		13	OP	CES00236	00383295
14		14	OP	CES00274	00437871
15		15	OP	CES10052	N/A
16		16	OP	CES00364	00683675
17		17	OP	CES00712	01059905
18		18	OP	CES00486	00940503
19		19	OP	CES00808	01210361
20		20	OP	CES00969	01211282

Table D-9: Item Map, Reading, Grade Span K–1

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
1		1	OP	CER01031	01210026
2		2	OP	CER01030	01210024
3		3	OP	CER01041	01210046
4		4	OP	CER01314	01210917
5		5	OP	CER01315	01210918
6		6	OP	CER01312	01210915
7		7	OP	CER01316	01210919
8		8	OP	CER01216	01210596
9		9	OP	CER01311	01210914
12		10	OP	CER01034	01210032
13		11	OP	CER01179	01210529
14		12	OP	CER01025	01210014
15		13	OP	CER01079	01210122
16		14	OP	CER01055	01210074
17		15	OP	CER01083	01210130
18		16	OP	CER01027	01210018
19		17	OP	CER01047	01210058
20		18	OP	CER01057	01210078
10		19	OP	CER01066	01210096
11		20	OP	CER01033	01210030

Table D-10: Item Map, Reading, Grade 2

Item Number		Function	Item ID	Legacy ID
Form 1	Item Sequence Number			
1	1	OP	CER00348	00546026
2	2	OP	CER00353	00546036
3	3	OP	CER00270	00437237
4	4	OP	CER01090	01210364
5	5	OP	CER01212	01210592
6	6	OP	CER00032	00240821
7	7	OP	CER00011	00240727
8	8	OP	CER00009	00240723
9	9	OP	CER01099	01210373
10	10	OP	CER00336	00545999
11	11	OP	CER00343	00546014
12	12	OP	CER01100	01210374
13	13	OP	CER01101	01210375
14	14	OP	CER00442	00680991
15	15	OP	CER01200	01210580
16	16	OP	CER00955	01208496
17	17	OP	CER00211	00353933
18	18	OP	CER00220	00353951
19	19	OP	CER00545	00940074
20	20	OP	CER01192	01210559
21	21	OP	CER00546	00940076
22	22	OP	CER00877	01059047
23	23	OP	CER00338	00546003
24	24	OP	CER00949	01208484
25	25	OP	CER00355	00546040
26	26	OP	CER00957	01208500
27	27	OP	CER00958	01208502
28	28	OP	CER00959	01208504
29	29	OP	CER01103	01210377
30	30	OP	CER01104	01210378
31	31	OP	CER01105	01210379
32	32	OP	CER01094	01210368
33	33	OP	CER01096	01210370
34	34	OP	CER01171	01210493
35	35	OP	CER01097	01210371

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

Item Number		Function	Item ID	Legacy ID
Form 1	Item Sequence Number			
1	1	OP	CER00893	01059097
2	2	OP	CER00463	00691065
3	3	OP	CER01242	01210671
4	4	OP	CER00050	00241059
5	5	OP	CER00964	01208922
6	6	OP	CER00052	00241063
7	7	OP	CER00072	00241154
8	8	OP	CER01108	01210382
9	9	OP	CER01107	01210381
10	10	OP	CER00377	00546207
11	11	OP	CER00898	01059107
12	12	OP	CER00897	01059105
13	13	OP	CER01241	01210657
14	14	OP	CER00458	00691051
15	15	OP	CER00296	00437620
16	16	OP	CER00498	00803539
17	17	OP	CER00235	00354168
18	18	OP	CER00896	01059103
19	19	OP	CER00599	00940990
20	20	OP	CER01110	01210384
21	21	OP	CER00900	01059111
22	22	OP	CER00604	00941000
23	23	OP	CER00600	00940992
24	24	OP	CER00972	01208938
25	25	OP	CER00895	01059101
26	26	OP	CER01113	01210387
27	27	OP	CER01114	01210388
28	28	OP	CER01115	01210389
29	29	OP	CER01112	01210386
30	30	OP	CER01161	01210483
31	31	OP	CER01121	01210395
32	32	OP	CER01123	01210397
33	33	OP	CER00974	01208944
34	34	OP	CER00975	01208946
35	35	OP	CER00977	01208950

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
1		1	OP	CER00928	01060116
2		2	OP	CER00982	01209064
3		3	OP	CER00128	00241514
4		4	OP	CER00380	00546334
5		5	OP	CER00513	00803707
6		6	OP	CER00303	00437751
7		7	OP	CER00393	00546361
8		8	OP	CER00987	01209074
9		9	OP	CER00988	01209076
10		10	OP	CER00934	01060128
11		11	OP	CER00510	00803693
12		12	OP	CER00514	00803709
13		13	OP	CER00985	01209070
14		14	OP	CER00564	00940275
15		15	OP	CER00990	01209080
16		16	OP	CER00515	00803711
17		17	OP	CER00563	00940273
18		18	OP	CER01128	01210402
19		19	OP	CER00402	00546380
20		20	OP	CER00932	01060124
21		21	OP	CER00937	01060134
22		22	OP	CER00569	00940285
23		23	OP	CER00144	00241558
24		24	OP	CER00145	00241560
25		25	OP	CER00143	00241556
26		26	OP	CER10050	N/A
27		27	OP	CER10051	N/A
28		28	OP	CER10052	N/A
29		29	OP	CER10056	N/A
30		30	OP	CER01130	01210404
31		31	OP	CER01173	01210495
32		32	OP	CER01133	01210407
33		33	OP	CER00521	00803735
34		34	OP	CER00523	00803739
35		35	OP	CER00524	00803741

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

Item Number				
Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CER01152	01210426
2	2	OP	CER01415	01211145
3	3	OP	CER01143	01210417
4	4	OP	CER00327	00437909
5	5	OP	CER00531	00804714
6	6	OP	CER00451	00684030
7	7	OP	CER00471	00717216
8	8	OP	CER01006	01209227
9	9	OP	CER00911	01059967
10	10	OP	CER01005	01209225
11	11	OP	CER00157	00241779
12	12	OP	CER00242	00354274
13	13	OP	CER00533	00804718
14	14	OP	CER00918	01059981
15	15	OP	CER00419	00546536
16	16	OP	CER00457	00684045
17	17	OP	CER00321	00437896
18	18	OP	CER00418	00546534
19	19	OP	CER01007	01209229
20	20	OP	CER00912	01059969
21	21	OP	CER00443	00683949
22	22	OP	CER01309	01210900
23	23	OP	CER10057	N/A
24	24	OP	CER10058	N/A
25	25	OP	CER10063	N/A
26	26	OP	CER01016	01209249
27	27	OP	CER01017	01209251
28	28	OP	CER01014	01209245
29	29	OP	CER10088	N/A
30	30	OP	CER10089	N/A
31	31	OP	CER10092	N/A
32	32	OP	CER10094	N/A
33	33	OP	CER01011	01209238
34	34	OP	CER01012	01209240
35	35	OP	CER01013	01209242

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
17		1	OP	CEW00896	01210200
18		2	OP	CEW00932	01210272
19		3	OP	CEW00885	01210178
20		4	OP	CEW00876	01210160
13		5	OP	CEW00884	01210176
14		6	OP	CEW00905	01210218
15		7	OP	CEW00875	01210158
16		8	OP	CEW00931	01210270
1		9	OP	CEW00877	01210162
2		10	OP	CEW00909	01210226
3		11	OP	CEW00868	01210144
4		12	OP	CEW00898	01210204
5		13	OP	CEW00919	01210246
6		14	OP	CEW00889	01210186
7		15	OP	CEW00890	01210188
8		16	OP	CEW00891	01210190
9		17	OP	CEW00923	01210254
10		18	OP	CEW00871	01210150
11		19	OP	CEW00989	01210552
12		20	OP	CEW00902	01210212

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
1		1	OP	CEW00005	00353965
2		2	OP	CEW00020	00353996
3		3	OP	CEW00004	00353963
4		4	OP	CEW00298	00681402
5		5	OP	CEW00939	01210436
6		6	OP	CEW00220	00546085
7		7	OP	CEW00021	00353998
8		8	OP	CEW00209	00546063
9		9	OP	CEW00941	01210438
10		10	OP	CEW00940	01210437
11		11	OP	CEW00796	01208524
12		12	OP	CEW00981	01210528
13		13	OP	CEW00800	01208532
14		14	OP	CEW00974	01210499
15		15	OP	CEW00975	01210500
16		16	OP	CEW00976	01210501
17		17	OP	CEW00390	00940137
18		18	OP	CEW00391	00940139
19		19	OP	CEW00392	00940141
20		20	OP	CEW00389	00940135
21		21	OP	CEW00995	01210574
22		22	OP	CEW00381	00940119
23		23	OP	CEW00802	01208536
24		24	OP	CEW01084	01210937

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
1		1	OP	CEW00100	00354226
2		2	OP	CEW00088	00354202
3		3	OP	CEW00077	00354179
4		4	OP	CEW00228	00546226
5		5	OP	CEW00090	00354206
6		6	OP	CEW00239	00546248
7		7	OP	CEW00950	01210447
8		8	OP	CEW00813	01208994
9		9	OP	CEW00815	01208998
10		10	OP	CEW01019	01210694
11		11	OP	CEW00747	01059936
12		12	OP	CEW00748	01059938
13		13	OP	CEW00749	01059940
14		14	OP	CEW00755	01059952
15		15	OP	CEW00756	01059954
16		16	OP	CEW00757	01059956
17		17	OP	CEW00422	00940377
18		18	OP	CEW00423	00940379
19		19	OP	CEW00424	00940381
20		20	OP	CEW01110	01211075
21		21	OP	CEW00175	00437661
22		22	OP	CEW01015	01210690
23		23	OP	CEW00094	00354214
24		24	OP	CEW01014	01210688

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
1		1	OP	CEW00265	00546425
2		2	OP	CEW00145	00354697
3		3	OP	CEW00833	01209140
4		4	OP	CEW00832	01209138
5		5	OP	CEW00178	00437794
6		6	OP	CEW00147	00354701
7		7	OP	CEW00837	01209148
8		8	OP	CEW00836	01209146
9		9	OP	CEW00961	01210458
10		10	OP	CEW00262	00546419
11		11	OP	CEW00255	00546405
12		12	OP	CEW00959	01210456
13		13	OP	CEW00256	00546407
14		14	OP	CEW00350	00803765
15		15	OP	CEW00351	00803767
16		16	OP	CEW00352	00803769
17		17	OP	CEW00779	01069233
18		18	OP	CEW00780	01069235
19		19	OP	CEW00781	01069237
20		20	OP	CEW00794	01069263
21		21	OP	CEW00782	01069239
22		22	OP	CEW00842	01209158
23		23	OP	CEW00963	01210460
24		24	OP	CEW00709	1003901

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
1		1	OP	CEW00306	00684130
2		2	OP	CEW00283	00546586
3		3	OP	CEW00060	00354095
4		4	OP	CEW00849	01209287
5		5	OP	CEW00966	01210463
6		6	OP	CEW00278	00546576
7		7	OP	CEW00850	01209289
8		8	OP	CEW00041	00354047
9		9	OP	CEW00061	00354097
10		10	OP	CEW00279	00546578
11		11	OP	CEW00970	01210467
12		12	OP	CEW00855	01209299
13		13	OP	CEW00854	01209297
14		14	OP	CEW00431	00940507
15		15	OP	CEW00432	00940509
16		16	OP	CEW00433	00940511
17		17	OP	CEW00769	01060031
18		18	OP	CEW00770	01060033
19		19	OP	CEW00771	01060035
20		20	OP	CEW00764	01060021
21		21	OP	CEW00856	01209301
22		22	OP	CEW00971	01210468
23		23	OP	CEW00972	01210469
24		24	OP	CEW00447	00940539

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Appendix E: Scale Score Summary Statistics

Note: The following tables display 2015–16 Edition results first, followed by historical results through the 2006–07 Edition, the first edition that used the common scale.

Table E-1: 2015–16 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	32,228	412.53	72.500	423.64	77.704	324.73	63.275	338.34	51.058	368.42	58.591	408.95	65.148
1	148,472	442.51	67.736	450.57	75.081	385.17	74.784	385.99	54.656	413.63	62.713	439.97	63.282
2	151,980	483.65	60.233	490.12	73.952	444.44	69.667	463.40	69.694	463.78	56.408	470.03	55.840
3	142,760	480.27	80.406	500.28	66.469	463.74	75.653	484.79	64.459	471.74	67.698	481.90	58.067
4	134,510	516.53	78.022	522.30	71.014	497.34	71.534	510.02	63.806	506.66	66.606	511.17	58.865
5	107,220	540.88	77.274	536.45	76.284	520.40	69.975	525.82	63.340	530.35	66.398	530.52	59.891
6	85,905	544.49	101.080	529.29	71.280	526.90	78.860	531.75	67.440	535.45	80.311	532.73	66.587
7	69,250	561.99	102.305	542.29	77.285	541.95	78.813	541.50	69.818	551.73	81.795	546.56	69.625
8	60,052	575.02	104.787	551.73	85.645	557.81	78.734	550.79	74.199	566.18	83.966	558.46	74.151
9	52,483	564.95	109.486	550.81	90.754	552.27	82.532	541.82	80.872	558.33	87.432	552.09	78.253
10	53,783	578.04	112.653	557.29	99.007	569.79	85.690	549.30	85.348	573.63	91.579	563.23	83.829
11	44,113	587.15	111.639	565.02	98.756	582.29	86.298	554.87	86.411	584.44	92.000	571.96	84.040
12	39,889	571.07	128.849	554.60	114.607	571.57	98.591	539.46	105.410	571.05	107.424	558.81	101.587

Table E-2: 2015–16 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	180,700	437.16	69.563	445.77	76.255	374.39	76.450	377.49	57.027	405.56	64.368	434.44	64.717
2	151,980	483.65	60.233	490.12	73.952	444.44	69.667	463.40	69.694	463.78	56.408	470.03	55.840
3–5	384,490	509.86	82.488	518.07	72.425	491.29	76.234	505.06	66.083	500.30	71.076	505.70	62.104
6–8	215,207	558.64	103.289	539.73	77.992	540.37	79.807	540.20	70.573	549.26	82.780	544.36	70.534
9–12	190,268	575.08	115.463	556.73	100.419	568.23	88.532	546.46	89.210	571.37	94.598	561.26	86.767

Table E-3: 2015–16 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	178,282	357.08	88.235	365.64	110.348	270.86	56.352	276.33	54.001	313.77	63.180	352.13	85.361
1	15,162	389.73	113.823	373.00	151.935	353.28	102.326	362.91	79.574	371.32	102.197	378.59	123.578
2	10,908	400.47	127.220	375.21	170.087	404.08	96.782	393.59	122.878	402.05	104.951	393.03	120.145
3	9,764	406.33	132.081	395.10	151.382	420.66	105.923	406.05	130.351	413.27	111.326	406.72	119.782
4	8,959	427.61	144.446	410.28	161.362	443.78	116.664	425.81	139.706	435.47	124.386	426.56	131.869
5	8,137	437.05	149.156	410.29	165.880	455.75	121.345	433.65	143.772	446.18	129.543	433.86	136.520
6	7,966	445.39	172.446	428.76	155.379	486.38	123.329	447.90	149.245	465.69	140.992	451.67	141.207
7	7,705	444.13	176.814	425.70	161.454	489.54	128.191	447.90	153.439	466.64	146.201	451.38	146.436
8	6,286	442.20	178.462	422.65	160.282	496.86	129.941	449.94	153.897	469.34	147.930	452.47	147.038
9	13,900	463.34	180.008	425.74	174.374	501.11	138.250	443.50	164.626	482.01	153.019	458.07	155.403
10	7,887	478.67	174.273	434.67	165.853	517.41	136.982	458.57	158.420	497.82	149.514	471.98	149.455
11	5,906	503.28	173.927	462.33	164.703	540.61	138.125	482.37	155.499	521.71	150.504	496.79	149.672
12	4,039	521.42	169.614	483.26	158.665	556.40	135.434	501.31	150.886	538.67	147.132	515.23	145.113

Table E-4: 2015–16 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	193,444	359.64	90.927	366.21	114.173	277.32	65.099	283.12	61.035	318.28	68.824	354.20	89.235
2	10,908	400.47	127.220	375.21	170.087	404.08	96.782	393.59	122.878	402.05	104.951	393.03	120.145
3–5	26,860	422.73	142.151	404.77	159.381	439.00	115.295	421.01	138.147	430.64	122.225	421.56	129.595
6–8	21,957	444.03	175.716	425.94	158.949	490.49	127.024	448.49	152.059	467.07	144.837	451.80	144.730
9–12	31,732	481.98	177.396	442.09	169.793	519.55	139.016	461.84	161.035	500.54	152.325	476.01	152.969

Table E-5: 2014–15 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	24,176	406.90	72.964	421.05	78.293	322.20	62.355	341.30	48.838	364.34	58.420	405.28	65.129
1	158,886	438.57	67.734	449.38	73.961	383.33	73.583	388.56	52.878	410.74	62.056	437.70	62.497
2	160,419	482.21	59.971	489.99	71.452	445.05	69.294	464.28	67.634	463.36	56.184	470.01	54.712
3	158,374	482.81	80.036	500.29	63.645	467.46	75.601	490.71	64.786	474.90	67.944	484.94	57.946
4	124,932	514.55	76.867	521.78	68.645	497.21	70.296	510.65	62.869	505.66	65.414	510.67	57.452
5	105,769	542.02	76.012	540.07	74.841	523.91	68.480	529.35	63.378	532.76	65.207	533.46	59.046
6	78,398	542.86	99.655	526.28	71.159	524.06	75.802	528.48	65.741	533.21	77.969	530.04	65.028
7	68,123	562.43	100.310	543.94	78.859	542.53	75.199	540.48	69.472	552.24	79.295	546.97	68.655
8	60,915	575.04	101.847	555.03	84.940	557.85	75.718	550.22	71.923	566.20	80.863	559.16	71.564
9	55,388	568.58	104.594	551.83	87.413	558.15	80.490	553.00	78.936	563.12	83.751	557.52	74.522
10	52,149	583.30	109.169	561.79	95.245	574.92	83.646	559.54	83.909	578.86	88.575	569.52	80.375
11	45,637	594.44	109.557	570.31	96.304	586.21	84.034	565.00	84.748	590.08	89.376	578.62	81.123
12	44,781	589.51	125.236	566.59	110.776	581.10	95.331	555.88	102.599	585.06	103.756	572.90	97.480

Table E-6: 2014–15 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	183,062	434.39	69.281	445.64	75.162	375.26	75.108	382.32	54.753	404.61	63.560	433.42	63.801
2	160,419	482.21	59.971	489.99	71.452	445.05	69.294	464.28	67.634	463.36	56.184	470.01	54.712
3–5	389,075	509.10	81.615	518.00	70.351	492.36	75.621	507.62	65.706	500.51	70.479	506.40	61.374
6–8	207,436	558.74	101.398	540.53	78.847	540.05	76.837	538.81	69.404	549.15	80.419	544.15	69.239
9–12	197,955	583.15	112.310	562.05	97.424	574.23	86.348	558.14	87.493	578.44	91.723	569.02	83.571

Table E-7: 2014–15 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	186,269	356.26	87.611	367.45	110.224	271.76	56.004	282.74	53.782	313.80	62.756	352.94	84.787
1	16,559	393.63	110.418	381.50	147.259	356.78	98.940	368.04	75.541	375.02	98.464	384.60	119.409
2	11,169	405.74	124.676	382.96	167.971	406.60	94.772	397.20	120.343	405.95	102.373	397.81	117.438
3	9,996	412.06	131.099	403.82	146.794	425.15	105.178	414.53	130.502	418.40	110.756	413.58	118.266
4	8,593	433.40	142.279	417.00	157.770	446.82	115.593	431.97	138.641	439.92	122.876	431.98	129.767
5	7,825	447.33	147.909	428.27	162.000	466.36	121.295	447.23	143.638	456.65	129.410	446.97	135.583
6	7,695	461.28	170.275	444.57	152.719	496.83	119.952	463.08	145.821	478.85	138.385	466.02	138.099
7	7,497	449.62	176.376	432.61	161.333	496.93	125.003	455.61	151.444	473.08	144.113	458.26	144.540
8	6,459	446.98	177.335	430.52	159.293	503.03	126.358	458.79	151.465	474.81	145.393	459.40	144.634
9	12,797	477.05	178.029	439.74	170.289	511.06	136.078	464.83	164.426	493.87	150.968	472.82	153.274
10	7,362	485.73	172.945	442.81	160.459	523.69	134.001	476.98	157.996	504.51	147.045	481.94	146.896
11	5,676	514.04	175.141	471.37	161.724	547.63	137.435	501.29	158.366	530.63	150.691	508.22	149.331
12	4,237	532.24	168.617	488.79	152.889	561.03	132.349	515.33	151.137	546.42	145.089	524.00	142.683

Table E-8: 2014–15 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	202,828	359.31	90.273	368.60	113.766	278.70	64.973	289.70	60.562	318.80	68.478	355.53	88.550
2	11,169	405.74	124.676	382.96	167.971	406.60	94.772	397.20	120.343	405.95	102.373	397.81	117.438
3–5	26,414	429.45	140.654	415.35	155.325	444.41	114.786	429.89	137.799	436.73	121.500	429.46	128.079
6–8	21,651	452.98	174.626	436.24	157.824	498.71	123.669	459.21	149.502	475.65	142.507	461.36	142.349
9–12	30,072	493.93	176.133	453.37	164.970	528.09	136.603	481.80	161.010	510.82	150.422	488.94	150.736

Table E-9: 2013–14 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	16,220	403.37	72.919	413.51	79.769	319.24	61.387	335.66	49.586	361.10	57.875	399.87	65.501
1	164,316	435.52	67.354	444.32	73.290	382.40	72.449	385.44	52.549	408.74	61.199	433.85	61.788
2	172,295	480.88	60.184	487.25	70.901	446.63	68.538	465.41	66.811	463.48	55.972	469.67	54.322
3	151,443	482.39	78.540	499.30	63.011	472.48	74.012	491.39	63.598	477.20	66.617	486.02	56.817
4	125,029	517.14	75.370	520.42	67.576	502.40	68.970	513.60	61.931	509.56	64.358	513.02	56.542
5	102,894	539.75	75.319	538.38	73.203	524.57	67.243	529.94	61.893	531.96	64.162	532.79	57.648
6	79,222	544.97	97.878	529.14	69.511	528.70	74.327	531.99	64.616	536.58	76.685	533.32	63.844
7	69,771	559.20	97.888	543.35	76.207	542.48	74.336	542.39	67.287	550.59	77.477	546.48	66.440
8	62,000	574.38	98.601	555.43	81.774	559.32	73.964	553.37	69.513	566.60	78.440	560.25	68.703
9	55,499	569.59	102.569	553.24	83.358	557.68	78.745	554.50	76.090	563.39	81.767	558.38	71.409
10	52,923	582.66	106.358	561.47	91.493	572.32	81.006	560.77	80.686	577.24	85.794	568.93	76.820
11	50,182	596.82	106.683	571.37	92.113	585.90	81.786	568.66	82.312	591.11	86.760	580.32	77.668
12	48,802	592.91	122.252	568.66	107.211	583.67	93.149	560.04	99.764	588.05	101.015	575.95	94.179

Table E-10: 2013–14 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	180,536	432.63	68.492	441.55	74.419	376.72	73.770	380.97	54.193	404.46	62.413	430.79	62.885
2	172,295	480.88	60.184	487.25	70.901	446.63	68.538	465.41	66.811	463.48	55.972	469.67	54.322
3–5	379,366	509.40	80.213	516.86	69.255	496.47	73.731	509.16	64.555	502.72	68.996	507.60	60.095
6–8	210,993	558.32	98.820	541.56	76.256	542.25	75.258	541.71	67.530	550.04	78.420	545.58	67.060
9–12	207,406	585.00	109.933	563.36	93.825	574.36	84.390	560.83	84.954	579.43	89.498	570.52	80.542

Table E-11: 2013–14 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	195,217	354.36	87.801	361.33	112.125	272.01	55.490	281.08	52.976	312.98	62.638	349.27	85.625
1	16,753	397.89	108.732	385.35	143.720	359.08	97.906	367.29	76.639	378.30	97.035	388.33	116.906
2	10,891	410.52	123.473	390.29	164.251	411.16	94.777	403.71	119.592	410.61	102.256	403.60	116.531
3	9,237	417.93	130.562	410.88	146.311	429.41	107.066	419.26	130.888	423.47	111.639	419.05	119.072
4	8,163	440.61	140.992	423.99	155.670	453.55	115.145	440.51	138.224	446.88	122.421	439.34	129.293
5	7,274	456.43	147.723	437.72	161.872	473.79	121.501	455.75	143.374	464.91	129.567	455.60	135.685
6	7,395	463.43	169.967	446.94	153.808	496.52	120.224	464.27	146.816	479.77	138.921	467.36	139.087
7	7,050	455.74	174.504	440.62	160.239	500.59	123.926	463.51	150.646	477.97	143.086	464.69	143.955
8	5,868	458.02	177.509	439.57	161.761	508.67	126.994	467.36	152.682	483.14	146.203	467.98	146.297
9	11,602	487.84	179.148	453.53	170.139	519.40	137.162	476.86	165.214	503.43	152.353	484.06	154.372
10	7,578	501.01	170.017	462.56	159.900	533.80	131.584	491.34	153.725	517.19	144.685	496.81	144.444
11	5,876	525.48	169.236	484.73	155.384	556.13	130.249	513.46	150.164	540.59	144.257	519.59	142.296
12	4,250	544.11	166.993	506.06	150.852	569.91	128.680	530.09	147.331	556.80	142.370	537.18	139.397

Table E-12: 2013–14 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	211,970	357.80	90.400	363.23	115.121	278.89	64.383	287.89	59.915	318.15	68.323	352.35	89.126
2	10,891	410.52	123.473	390.29	164.251	411.16	94.777	403.71	119.592	410.61	102.256	403.60	116.531
3–5	24,674	436.78	140.148	423.13	154.509	450.48	115.578	437.05	137.907	443.43	121.905	436.54	128.408
6–8	20,313	459.20	173.771	442.62	158.402	501.44	123.586	464.90	149.861	480.12	142.509	466.61	142.891
9–12	29,306	506.95	174.318	469.74	162.984	537.81	134.467	495.66	157.999	522.18	148.659	502.18	148.597

Table E-13: 2012–13 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	6,662	385.24	74.405	384.32	91.551	323.86	43.191	371.62	28.094	354.30	51.039	380.60	69.081
1	177,548	431.05	68.338	433.79	74.554	394.83	71.032	405.59	38.446	412.69	61.047	428.73	62.125
2	172,770	486.56	62.225	481.84	70.838	446.21	68.833	471.68	60.674	466.14	57.530	471.20	53.998
3	155,038	485.86	78.521	487.21	57.849	484.48	67.429	499.87	56.070	484.92	64.139	488.98	53.159
4	124,612	515.06	75.873	506.09	61.808	508.71	64.422	517.65	56.014	511.63	62.307	511.51	53.087
5	107,379	542.01	74.790	522.40	66.253	530.89	63.559	535.52	57.671	536.19	62.195	532.33	54.251
6	83,807	542.84	94.863	535.87	69.187	527.28	73.290	533.80	56.480	534.82	74.738	534.57	60.253
7	72,940	563.39	95.487	550.60	73.238	542.07	73.639	545.10	59.246	552.49	75.974	549.91	62.510
8	62,426	576.64	97.136	559.80	79.565	555.00	74.242	553.13	61.679	565.58	77.606	560.76	65.523
9	58,667	565.86	109.337	558.41	83.178	555.82	75.755	559.29	71.949	560.58	82.772	559.47	70.571
10	60,070	585.36	110.702	567.71	86.556	571.47	76.532	567.35	73.806	578.14	84.772	572.59	73.045
11	54,667	598.73	112.361	575.44	88.385	584.91	77.759	573.23	76.109	591.55	86.975	582.70	75.500
12	50,369	593.43	124.857	569.69	103.048	581.89	88.316	564.29	93.603	587.39	99.190	576.95	90.733

Table E-14: 2012–13 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	184,210	429.39	69.098	432.01	75.800	392.26	71.457	404.36	38.645	410.58	61.685	426.99	63.033
2	172,770	486.56	62.225	481.84	70.838	446.21	68.833	471.68	60.674	466.14	57.530	471.20	53.998
3–5	387,029	510.84	80.003	503.05	63.212	505.16	68.098	515.48	58.335	507.75	66.401	508.26	56.294
6–8	219,173	559.31	96.735	547.59	74.273	540.10	74.537	543.07	59.452	549.46	77.014	547.14	63.460
9–12	223,773	585.33	114.782	567.61	90.342	573.00	80.250	565.98	78.945	578.90	89.057	572.60	77.832

Table E-15: 2012–13 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	201,375	358.42	83.237	350.57	114.235	300.96	46.249	347.07	39.827	329.46	57.288	350.99	83.383
1	16,231	404.17	103.180	387.62	135.943	379.28	94.008	398.78	59.080	391.49	92.287	394.74	109.318
2	10,133	428.67	118.285	404.26	154.811	414.92	93.326	420.93	112.453	421.58	99.014	416.85	110.268
3	8,479	427.59	127.175	409.83	137.005	444.55	102.400	440.20	120.782	435.85	108.442	430.22	112.671
4	7,589	447.73	137.336	422.84	146.531	467.73	111.531	459.95	127.753	457.51	119.076	449.23	122.487
5	7,005	465.39	144.847	434.44	152.178	485.52	117.166	475.09	131.578	475.23	126.289	464.78	128.769
6	6,779	484.36	156.282	458.01	152.232	503.97	118.371	486.59	127.041	493.94	131.477	482.81	129.306
7	6,703	490.90	162.766	462.42	159.076	510.66	123.372	489.51	133.377	500.57	137.583	487.96	136.043
8	5,437	494.88	165.817	461.68	160.807	520.61	126.504	497.08	133.475	507.52	140.968	493.15	138.095
9	12,045	517.23	170.589	486.92	164.406	539.14	127.247	510.60	150.316	527.95	143.312	513.10	144.182
10	6,747	505.99	168.604	471.74	158.684	537.79	125.979	504.43	144.078	521.65	141.054	504.62	139.659
11	5,640	536.71	165.643	505.44	150.685	562.41	123.961	530.46	138.155	549.30	139.232	533.39	135.716
12	4,043	547.62	160.961	513.78	144.537	571.01	121.464	536.96	133.809	559.05	135.336	541.97	131.225

Table E-16: 2012–13 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	217,606	361.84	85.733	353.34	116.401	306.80	55.335	350.93	43.735	334.08	62.753	354.25	86.357
2	10,133	428.67	118.285	404.26	154.811	414.92	93.326	420.93	112.453	421.58	99.014	416.85	110.268
3–5	23,073	445.69	136.949	421.58	145.226	464.61	111.335	457.29	127.239	454.93	118.689	446.97	121.794
6–8	18,919	489.70	161.417	460.62	157.169	511.12	122.699	490.64	131.233	500.19	136.524	487.61	134.328
9–12	28,475	522.74	168.408	490.81	158.338	547.95	126.177	516.81	144.721	535.10	141.514	519.21	140.307

Table E-17: 2011–12 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	5,293	379.76	73.219	385.12	91.248	320.25	41.632	374.59	27.205	349.75	49.755	378.47	67.972
1	178,350	430.81	67.549	438.06	70.453	392.29	62.947	406.02	33.283	411.30	56.746	430.43	59.230
2	171,468	481.33	62.774	481.93	66.451	443.88	68.484	468.39	61.987	462.37	57.173	468.51	52.825
3	156,427	496.50	78.376	490.04	56.966	484.31	69.766	497.27	53.897	490.15	65.216	491.65	53.112
4	134,180	525.89	74.676	509.70	58.503	512.65	64.768	515.61	53.262	519.02	61.945	515.59	51.630
5	115,116	548.17	73.676	523.80	63.775	534.13	64.337	530.21	54.610	540.90	61.902	533.70	52.872
6	89,574	555.26	86.472	536.93	65.662	533.44	74.358	537.74	62.795	544.09	71.027	540.46	58.873
7	75,043	571.87	87.749	550.08	70.625	546.67	75.145	549.34	67.205	559.01	72.602	554.11	61.890
8	66,702	585.10	90.760	559.68	75.999	560.41	75.297	559.80	71.172	572.50	74.693	565.87	65.316
9	67,243	564.58	100.213	566.01	79.990	556.58	74.896	556.32	66.440	560.34	78.473	560.50	66.216
10	65,548	581.42	103.024	573.20	85.796	570.79	76.801	562.42	69.668	575.87	81.544	571.58	70.172
11	57,551	592.44	104.069	580.51	88.737	581.94	77.497	566.98	70.400	586.95	82.644	580.09	71.674
12	53,893	593.37	114.820	581.16	100.394	582.95	85.838	561.07	85.203	587.92	93.229	579.27	84.605

Table E-18: 2011–12 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	183,643	429.34	68.255	436.53	71.687	390.22	63.587	405.11	33.538	409.53	57.487	428.93	60.132
2	171,468	481.33	62.774	481.93	66.451	443.88	68.484	468.39	61.987	462.37	57.173	468.51	52.825
3–5	405,723	520.88	78.750	506.12	61.070	507.82	69.682	512.68	55.551	514.10	66.550	511.50	55.313
6–8	231,319	569.25	88.990	547.76	71.002	545.51	75.688	547.86	67.337	557.12	73.535	552.22	62.637
9–12	244,235	582.02	105.889	574.70	88.629	572.19	79.271	561.52	72.817	576.86	84.461	572.23	73.363

Table E-19: 2011–12 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	205,738	358.35	80.732	356.86	113.972	299.36	45.575	350.30	41.333	328.64	56.401	353.87	82.279
1	16,140	405.87	102.015	393.07	134.074	377.30	90.264	399.45	55.286	391.37	89.874	397.91	107.453
2	10,515	433.59	113.730	415.63	148.633	420.61	92.938	423.48	115.572	426.90	96.839	422.99	108.534
3	8,764	441.42	129.549	420.67	136.101	449.77	103.855	442.16	119.830	445.38	110.224	438.17	113.039
4	7,877	469.13	134.561	440.75	141.501	479.04	110.409	464.12	123.018	473.86	117.161	462.92	119.080
5	7,302	483.27	140.367	448.36	147.976	497.04	115.865	476.90	126.073	489.94	123.450	476.05	124.646
6	7,395	506.79	150.140	478.42	145.328	519.27	117.607	498.15	132.512	512.80	127.862	500.25	127.679
7	6,811	502.78	158.088	475.02	151.599	522.43	122.605	498.28	140.755	512.39	134.772	499.22	134.830
8	5,632	508.95	159.370	479.25	153.119	534.33	122.466	505.82	143.097	521.42	135.385	506.67	136.076
9	12,798	522.10	164.623	496.77	162.845	545.06	125.605	512.36	139.114	533.35	139.006	518.71	138.575
10	7,535	524.61	163.490	491.63	158.705	550.69	122.984	518.07	133.511	537.42	137.224	520.88	134.899
11	5,683	544.32	160.423	511.30	150.860	569.08	121.827	534.39	128.640	556.46	135.468	539.41	131.186
12	3,964	555.46	154.750	524.52	143.250	576.80	118.057	539.99	122.975	565.90	130.498	548.83	125.240

Table E-20: 2011–12 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	221,878	361.81	83.384	359.50	115.934	305.03	54.115	353.87	44.379	333.20	61.666	357.07	85.135
2	10,515	433.59	113.730	415.63	148.633	420.61	92.938	423.48	115.572	426.90	96.839	422.99	108.534
3–5	23,943	463.30	135.703	435.72	142.070	473.81	111.520	459.98	123.653	468.34	118.131	457.87	119.710
6–8	19,838	506.03	155.557	477.49	149.735	524.63	120.882	500.37	138.459	515.11	132.469	501.72	132.602
9–12	29,980	531.35	162.744	501.90	157.474	555.23	123.848	521.63	134.132	543.06	137.336	527.16	135.043

Table E-21: 2010–11 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	4,992	375.40	74.355	370.52	97.808	314.74	44.190	363.89	32.971	344.88	51.205	369.13	72.429
1	176,263	426.15	61.539	435.60	79.252	390.82	68.245	403.11	35.040	408.28	56.091	427.01	61.063
2	169,646	468.97	57.545	488.34	73.214	442.03	71.533	454.90	70.926	455.26	55.523	463.19	54.687
3	159,336	470.99	73.890	489.95	58.434	473.44	77.002	487.72	64.771	471.97	65.951	480.15	55.209
4	135,881	507.02	71.358	509.14	60.281	505.22	70.871	509.87	62.071	505.88	63.038	507.44	53.840
5	114,585	531.80	71.043	522.35	64.562	529.24	68.487	527.44	61.847	530.28	62.439	527.34	54.499
6	87,958	550.70	86.881	537.79	78.381	529.72	74.891	528.51	59.174	539.96	70.728	536.30	60.381
7	77,574	565.74	88.265	555.51	84.628	543.45	74.728	538.90	61.004	554.34	72.084	550.52	63.204
8	74,156	576.72	90.350	568.72	91.440	559.07	74.905	548.28	63.328	567.64	73.910	562.82	66.434
9	70,547	551.18	96.102	560.53	85.267	552.64	76.000	550.54	67.615	551.64	77.005	553.35	66.054
10	67,867	565.45	98.297	568.65	93.041	567.32	78.770	555.60	71.363	566.12	80.125	563.88	70.579
11	60,748	579.05	99.430	576.82	94.853	580.58	79.670	560.90	73.393	579.54	81.541	573.96	72.574
12	54,030	579.16	110.573	577.51	105.376	582.20	88.276	555.74	87.491	580.42	92.142	573.28	85.233

Table E-22: 2010–11 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	181,255	424.75	62.482	433.81	80.528	388.73	68.833	402.03	35.568	406.54	56.916	425.42	62.130
2	169,646	468.97	57.545	488.34	73.214	442.03	71.533	454.90	70.926	455.26	55.523	463.19	54.687
3–5	409,802	499.94	76.476	505.37	62.255	499.58	76.187	506.17	65.127	499.52	68.352	502.39	57.892
6–8	239,688	563.62	89.066	553.09	85.572	543.24	75.802	537.99	61.613	553.18	73.053	549.11	64.150
9–12	253,192	567.66	101.393	570.24	94.461	569.59	81.257	555.49	74.690	568.36	83.189	565.37	73.734

Table E-23: 2010–11 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	204,359	348.04	86.470	344.72	117.258	293.54	47.205	336.74	47.210	320.60	59.433	342.80	87.173
1	18,831	401.58	96.777	395.95	135.700	376.84	92.271	394.81	57.154	389.03	87.692	397.01	106.518
2	11,996	426.24	106.964	422.30	152.870	420.88	93.796	414.50	111.741	423.35	92.880	420.65	106.245
3	10,164	434.51	115.689	430.93	132.754	444.18	105.832	439.45	118.474	439.12	103.773	436.94	108.002
4	9,175	458.49	127.132	442.89	141.537	471.24	112.360	457.55	124.848	464.66	114.306	457.21	117.841
5	8,352	478.78	133.807	454.95	146.772	494.98	117.704	476.41	128.713	486.67	121.008	475.94	123.889
6	8,123	504.88	150.821	484.33	152.138	521.54	115.348	490.10	126.699	512.99	126.803	499.80	127.231
7	7,630	499.17	160.757	480.04	166.132	527.37	121.406	488.37	135.421	513.06	135.153	498.32	137.219
8	6,460	501.52	162.216	484.28	167.787	536.09	123.291	495.79	135.795	518.59	137.055	504.00	138.637
9	15,822	526.35	153.930	506.78	160.503	546.64	122.057	517.84	136.914	536.25	132.098	524.04	133.299
10	8,591	521.67	156.848	490.71	164.447	547.62	124.184	509.87	137.423	534.41	134.406	517.11	135.546
11	6,761	539.93	154.818	512.49	157.115	566.37	122.747	528.61	129.809	552.90	132.913	536.49	131.183
12	4,556	548.27	152.051	524.05	151.920	572.78	121.627	532.91	125.696	560.28	130.744	544.14	127.443

Table E-24: 2010–11 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	223,190	352.56	88.644	349.04	119.774	300.57	57.400	341.64	50.762	326.38	65.152	347.37	90.235
2	11,996	426.24	106.964	422.30	152.870	420.88	93.796	414.50	111.741	423.35	92.880	420.65	106.245
3–5	27,691	455.81	126.471	442.14	140.350	468.47	113.591	456.60	124.655	461.93	114.348	455.42	117.322
6–8	22,213	501.94	157.643	482.84	161.659	527.77	119.926	491.16	132.439	514.64	132.747	500.51	134.092
9–12	35,730	530.59	154.830	506.20	160.086	553.94	123.081	519.88	134.556	542.02	132.986	527.29	133.018

Table E-25: 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-26: 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-27: 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-28: 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-29: 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-30: 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-31: 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-32: 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-33: 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-34: 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-35: 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-36: 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-37: 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	574.90	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-38: 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-39: 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-40: 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 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	180,700	437.16	69.563	220	570
Speaking	180,700	445.77	76.255	140	630
Reading	180,700	374.39	76.450	220	570
Writing	180,700	377.49	57.027	220	600

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.709	.553	.561
Speaking	.709	1.000	.526	.514
Reading	.553	.526	1.000	.718
Writing	.561	.514	.718	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	151,980	483.65	60.233	220	570
Speaking	151,980	490.12	73.952	140	630
Reading	151,980	444.44	69.667	280	650
Writing	151,980	463.40	69.694	220	690

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.669	.506	.555
Speaking	.669	1.000	.419	.488
Reading	.506	.419	1.000	.710
Writing	.555	.488	.710	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	384,490	509.86	82.488	220	640
Speaking	384,490	518.07	72.425	200	720
Reading	384,490	491.29	76.234	280	700
Writing	384,490	505.06	66.083	220	740

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.577	.605	.614
Speaking	.577	1.000	.505	.565
Reading	.605	.505	1.000	.727
Writing	.614	.565	.727	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	215,207	558.64	103.289	230	715
Speaking	215,207	539.73	77.992	225	720
Reading	215,207	540.37	79.807	320	750
Writing	215,207	540.20	70.573	220	780

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.620	.630	.640
Speaking	.620	1.000	.544	.640
Reading	.630	.544	1.000	.703
Writing	.640	.640	.703	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	190,268	575.08	115.463	230	725
Speaking	190,268	556.73	100.419	235	740
Reading	190,268	568.23	88.532	320	770
Writing	190,268	546.46	89.210	220	810

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.679	.717	.713
Speaking	.679	1.000	.646	.714
Reading	.717	.646	1.000	.753
Writing	.713	.714	.753	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	193,444	359.64	90.927	220	570
Speaking	193,444	366.21	114.173	140	630
Reading	193,444	277.32	65.099	220	570
Writing	193,444	283.12	61.035	220	600

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.724	.545	.517
Speaking	.724	1.000	.491	.440
Reading	.545	.491	1.000	.760
Writing	.517	.440	.760	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	10,908	400.47	127.220	220	570
Speaking	10,908	375.21	170.087	140	630
Reading	10,908	404.08	96.782	280	650
Writing	10,908	393.59	122.878	220	690

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.915	.754	.823
Speaking	.915	1.000	.727	.808
Reading	.754	.727	1.000	.847
Writing	.823	.808	.847	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	26,860	422.73	142.152	220	640
Speaking	26,860	404.77	159.381	200	720
Reading	26,860	439.00	115.295	280	700
Writing	26,860	421.01	138.147	220	740

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.839	.803	.847
Speaking	.839	1.000	.771	.865
Reading	.803	.771	1.000	.849
Writing	.847	.865	.849	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	21,957	444.03	175.716	230	715
Speaking	21,957	425.94	158.949	225	720
Reading	21,957	490.49	127.024	320	750
Writing	21,957	448.49	152.059	220	780

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.853	.829	.838
Speaking	.853	1.000	.828	.886
Reading	.829	.828	1.000	.870
Writing	.838	.886	.870	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	31,732	481.98	177.396	230	725
Speaking	31,732	442.09	169.793	235	740
Reading	31,732	519.55	139.016	320	770
Writing	31,732	461.84	161.035	220	810

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.848	.854	.849
Speaking	.848	1.000	.841	.879
Reading	.854	.841	1.000	.882
Writing	.849	.879	.882	1.000

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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	.621	.505	.345
1	.612	.497	.342
2	.639	.532	.361
3	.531	.420	.235
4	.551	.442	.243
5	.590	.479	.280
6	.570	.456	.257
7	.569	.461	.284
8	.609	.495	.302
9	.567	.455	.264
10	.581	.467	.289
11	.585	.471	.291
12	.586	.474	.306

Table G-2: Classification Consistency and Accuracy, Speaking

Grade	Accuracy	Consistency	Kappa
K	.735	.634	.502
1	.726	.628	.492
2	.720	.634	.491
3	.735	.639	.482
4	.721	.626	.464
5	.725	.643	.489
6	.686	.587	.427
7	.697	.602	.448
8	.706	.621	.486
9	.717	.629	.498
10	.728	.650	.531
11	.739	.656	.536
12	.743	.662	.548

Table G-3: Classification Consistency and Accuracy, Reading

Grade	Accuracy	Consistency	Kappa
K	.689	.582	.386
1	.663	.573	.399
2	.744	.649	.514
3	.710	.623	.471
4	.737	.655	.487
5	.709	.615	.467
6	.650	.546	.406
7	.664	.557	.428
8	.670	.564	.441
9	.623	.511	.370
10	.649	.538	.403
11	.651	.540	.411
12	.654	.545	.420

Table G-4: Classification Consistency and Accuracy, Writing

Grade	Accuracy	Consistency	Kappa
K	.656	.547	.351
1	.611	.522	.346
2	.694	.589	.453
3	.674	.569	.407
4	.703	.607	.431
5	.692	.596	.440
6	.657	.547	.402
7	.669	.560	.413
8	.675	.572	.436
9	.613	.508	.370
10	.629	.529	.398
11	.634	.536	.403
12	.641	.545	.422

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	.921	.860	.885	.947
1	.957	.894	.858	.895
2	.979	.929	.854	.864
3	.933	.871	.813	.877
4	.955	.910	.831	.828
5	.969	.913	.827	.867
6	.937	.886	.813	.904
7	.952	.893	.822	.878
8	.959	.908	.817	.902
9	.941	.864	.827	.907
10	.948	.866	.820	.926
11	.956	.877	.818	.915
12	.949	.873	.823	.919

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	.956	.914	.899	.957
1	.969	.937	.875	.925
2	.979	.957	.881	.882
3	.979	.955	.884	.900
4	.979	.957	.883	.881
5	.978	.963	.885	.874
6	.970	.943	.856	.893
7	.968	.948	.858	.893
8	.966	.949	.869	.891
9	.953	.944	.864	.913
10	.948	.941	.869	.922
11	.955	.949	.875	.915
12	.953	.949	.877	.917

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	.957	.855	.889	.976
1	.879	.864	.919	.960
2	.898	.906	.952	.978
3	.871	.872	.945	.976
4	.906	.898	.933	.972
5	.931	.915	.901	.942
6	.904	.881	.893	.948
7	.926	.897	.891	.936
8	.937	.908	.891	.922
9	.908	.866	.890	.951
10	.920	.884	.891	.944
11	.935	.899	.887	.922
12	.939	.902	.889	.917

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	.957	.855	.866	.967
1	.863	.834	.883	.991
2	.939	.896	.897	.957
3	.937	.883	.893	.946
4	.945	.890	.895	.953
5	.962	.904	.869	.933
6	.955	.903	.854	.926
7	.962	.909	.845	.925
8	.961	.923	.849	.912
9	.945	.885	.834	.916
10	.948	.900	.839	.903
11	.953	.906	.843	.894
12	.949	.898	.847	.904

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	.887	.806	.838	.924
1	.937	.852	.804	.852
2	.969	.901	.806	.813
3	.901	.819	.745	.827
4	.933	.873	.768	.771
5	.952	.874	.771	.819
6	.907	.840	.749	.860
7	.928	.848	.768	.832
8	.939	.871	.767	.863
9	.912	.816	.769	.862
10	.923	.815	.766	.893
11	.934	.828	.764	.879
12	.924	.828	.773	.882

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	.938	.878	.865	.938
1	.961	.909	.838	.896
2	.980	.935	.851	.844
3	.976	.936	.843	.862
4	.977	.938	.846	.838
5	.979	.944	.855	.836
6	.968	.915	.815	.856
7	.969	.921	.820	.855
8	.967	.922	.839	.856
9	.955	.917	.829	.881
10	.949	.920	.836	.892
11	.956	.926	.843	.883
12	.954	.925	.847	.886

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	.935	.806	.847	.973
1	.831	.814	.887	.939
2	.858	.869	.933	.968
3	.834	.830	.922	.971
4	.870	.859	.906	.959
5	.906	.882	.864	.919
6	.866	.834	.852	.926
7	.897	.856	.849	.910
8	.914	.871	.849	.891
9	.869	.814	.846	.929
10	.888	.837	.848	.921
11	.909	.858	.841	.891
12	.912	.865	.847	.884

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	.938	.808	.814	.955
1	.818	.784	.841	.990
2	.915	.854	.857	.938
3	.912	.841	.851	.924
4	.920	.848	.863	.930
5	.945	.863	.833	.904
6	.935	.864	.814	.897
7	.946	.875	.805	.895
8	.946	.892	.813	.882
9	.919	.848	.796	.882
10	.924	.865	.808	.869
11	.932	.873	.814	.861
12	.928	.869	.818	.871

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 Scale 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	117	Beginning
1	220	117	
2	220	117	
3	220	117	
4	285	65	
5	338	35	Early Intermediate
6	363	24	
7	380	20	
8	393	19	
9	406	19	Intermediate
10	418	20	
11	430	21	
12	442	21	
13	454	22	Early Advanced
14	467	23	
15	480	23	
16	494	22	Advanced
17	509	23	
18	528	27	
19	562	42	
20	570	46	

Table H-2: Raw Score to Scale Score, Listening, Grade 1

Raw Score	Scale Score	Standard Error	Performance Level
0	220	117	Beginning
1	220	117	
2	220	117	
3	220	117	
4	285	65	
5	338	35	Early Intermediate
6	363	24	
7	380	20	
8	393	19	
9	406	19	Intermediate
10	418	20	
11	430	21	
12	442	21	
13	454	22	Early Advanced
14	467	23	
15	480	23	
16	494	22	Advanced
17	509	23	
18	528	27	
19	562	42	
20	570	46	

Table H-3: Raw Score to Scale Score, Listening, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	220	117	Beginning
1	220	117	
2	220	117	
3	220	117	
4	285	65	
5	338	35	
6	363	24	
7	380	20	Early Intermediate
8	393	19	
9	406	19	
10	418	20	
11	430	21	Intermediate
12	442	21	
13	454	22	
14	467	23	
15	480	23	Early Advanced
16	494	22	
17	509	23	
18	528	27	Advanced
19	562	42	
20	570	46	

Table H-4: Raw Score to Scale Score, Listening, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	220	302	Beginning
1	220	302	
2	220	302	
3	220	302	
4	220	302	
5	220	302	
6	241	259	
7	335	79	
8	372	48	
9	399	42	Early Intermediate
10	423	40	
11	444	38	Intermediate
12	464	37	
13	484	35	
14	502	34	Early Advanced
15	521	33	
16	541	33	
17	563	34	Advanced
18	589	38	
19	633	56	
20	640	60	

**Table H-5: Raw Score to Scale Score,
Listening, Grade 4**

Raw Score	Scale Score	Standard Error	Performance Level
0	220	302	Beginning
1	220	302	
2	220	302	
3	220	302	
4	220	302	
5	220	302	
6	241	259	
7	335	79	
8	372	48	
9	399	42	
10	423	40	Early Intermediate
11	444	38	Early Intermediate
12	464	37	Intermediate
13	484	35	
14	502	34	
15	521	33	Early Advanced
16	541	33	
17	563	34	
18	589	38	Advanced
19	633	56	
20	640	60	

**Table H-6: Raw Score to Scale Score,
Listening, Grade 5**

Raw Score	Scale Score	Standard Error	Performance Level
0	220	302	Beginning
1	220	302	
2	220	302	
3	220	302	
4	220	302	
5	220	302	
6	241	259	
7	335	79	
8	372	48	
9	399	42	
10	423	40	Early Intermediate
11	444	38	
12	464	37	
13	484	35	Intermediate
14	502	34	
15	521	33	
16	541	33	Early Advanced
17	563	34	
18	589	38	
19	633	56	Advanced
20	640	60	

Table H-7: Raw Score to Scale Score, Listening, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	230	694	Beginning
1	230	694	
2	230	694	
3	230	694	
4	230	694	
5	230	694	
6	230	694	
7	350	156	
8	410	77	
9	445	56	Early Intermediate
10	471	46	
11	494	41	Intermediate
12	514	39	
13	534	38	
14	555	37	
15	576	38	Early Advanced
16	599	39	
17	625	42	
18	660	49	Advanced
19	715	73	
20	715	73	

Table H-8: Raw Score to Scale Score, Listening, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	230	694	Beginning
1	230	694	
2	230	694	
3	230	694	
4	230	694	
5	230	694	
6	230	694	
7	350	156	
8	410	77	
9	445	56	Early Intermediate
10	471	46	
11	494	41	
12	514	39	Intermediate
13	534	38	
14	555	37	
15	576	38	Early Advanced
16	599	39	
17	625	42	
18	660	49	Advanced
19	715	73	
20	715	73	

Table H-9: Raw Score to Scale Score, Listening, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	230	694	Beginning
1	230	694	
2	230	694	
3	230	694	
4	230	694	
5	230	694	
6	230	694	
7	350	156	
8	410	77	
9	445	56	Early Intermediate
10	471	46	
11	494	41	
12	514	39	Intermediate
13	534	38	
14	555	37	
15	576	38	
16	599	39	Early Advanced
17	625	42	
18	660	49	
19	715	73	Advanced
20	715	73	

Table H-10: Raw Score to Scale Score, Listening, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	230	738	Beginning
1	230	738	
2	230	738	
3	230	738	
4	230	738	
5	230	738	
6	230	738	
7	363	138	
8	417	80	
9	452	61	Early Intermediate
10	480	53	
11	505	48	
12	528	46	Intermediate
13	551	45	
14	575	45	
15	599	46	
16	627	48	Early Advanced
17	659	53	
18	700	61	Advanced
19	725	67	
20	725	67	

Table H-11: Raw Score to Scale Score, Listening, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	230	738	Beginning
1	230	738	
2	230	738	
3	230	738	
4	230	738	
5	230	738	
6	230	738	
7	363	138	
8	417	80	
9	452	61	Early Intermediate
10	480	53	
11	505	48	
12	528	46	
13	551	45	Intermediate
14	575	45	
15	599	46	
16	627	48	Early Advanced
17	659	53	
18	700	61	
19	725	67	Advanced
20	725	67	

Table H-12: Raw Score to Scale Score, Listening, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	230	738	Beginning
1	230	738	
2	230	738	
3	230	738	
4	230	738	
5	230	738	
6	230	738	
7	363	138	
8	417	80	
9	452	61	Early Intermediate
10	480	53	
11	505	48	
12	528	46	
13	551	45	Intermediate
14	575	45	
15	599	46	
16	627	48	Early Advanced
17	659	53	
18	700	61	
19	725	67	Advanced
20	725	67	

**Table H-13: Raw Score to Scale Score,
Listening, Grade 12**

Raw Score	Scale Score	Standard Error	Performance Level
0	230	738	Beginning
1	230	738	
2	230	738	
3	230	738	
4	230	738	
5	230	738	
6	230	738	
7	363	138	
8	417	80	Early Intermediate
9	452	61	
10	480	53	
11	505	48	
12	528	46	Intermediate
13	551	45	
14	575	45	
15	599	46	Early Advanced
16	627	48	
17	659	53	
18	700	61	Advanced
19	725	67	
20	725	67	

Table H-14: Raw Score to Scale Score, Speaking, Kindergarten

Raw Score	Scale Score	Standard Error	Performance Level
0	140	196	Beginning
1	268	39	
2	297	28	
3	316	24	
4	330	22	
5	342	20	
6	353	19	Early Intermediate
7	362	18	
8	370	17	
9	378	16	
10	386	16	
11	392	16	
12	399	15	
13	406	15	Intermediate
14	412	15	
15	418	15	
16	424	15	
17	430	15	
18	436	15	
19	442	15	
20	449	15	
21	455	16	
22	463	16	Early Advanced
23	471	17	
24	479	19	
25	490	21	
26	503	23	
27	522	29	Advanced
28	552	40	
29	630	101	

Table H-15: Raw Score to Scale Score, Speaking, Grade 1

Raw Score	Scale Score	Standard Error	Performance Level
0	140	196	Beginning
1	268	39	
2	297	28	
3	316	24	
4	330	22	
5	342	20	
6	353	19	Early Intermediate
7	362	18	
8	370	17	
9	378	16	
10	386	16	
11	392	16	
12	399	15	
13	406	15	Intermediate
14	412	15	
15	418	15	
16	424	15	
17	430	15	
18	436	15	
19	442	15	
20	449	15	
21	455	16	
22	463	16	Early Advanced
23	471	17	
24	479	19	
25	490	21	
26	503	23	
27	522	29	Advanced
28	552	40	
29	630	101	

Table H-16: Raw Score to Scale Score, Speaking, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	140	196	Beginning
1	268	39	
2	297	28	
3	316	24	
4	330	22	
5	342	20	
6	353	19	
7	362	18	
8	370	17	Early Intermediate
9	378	16	
10	386	16	
11	392	16	
12	399	15	
13	406	15	
14	412	15	
15	418	15	
16	424	15	Intermediate
17	430	15	
18	436	15	
19	442	15	
20	449	15	
21	455	16	
22	463	16	
23	471	17	Early Advanced
24	479	19	
25	490	21	
26	503	23	
27	522	29	Advanced
28	552	40	
29	630	101	

Table H-17: Raw Score to Scale Score, Speaking, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	200	174	Beginning
1	319	41	
2	350	29	
3	369	24	
4	383	21	Early Intermediate
5	394	20	
6	404	18	
7	413	17	
8	421	17	
9	429	16	Intermediate
10	436	16	
11	443	15	
12	449	15	
13	456	15	
14	462	15	
15	468	15	
16	474	15	Early Advanced
17	480	15	
18	486	15	
19	492	15	
20	499	16	
21	506	16	
22	513	17	
23	522	18	Advanced
24	531	20	
25	542	22	
26	556	25	Advanced
27	576	30	
28	607	41	
29	720	160	

Table H-18: Raw Score to Scale Score, Speaking, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	200	174	Beginning
1	319	41	
2	350	29	
3	369	24	
4	383	21	
5	394	20	
6	404	18	
7	413	17	Early Intermediate
8	421	17	
9	429	16	
10	436	16	
11	443	15	
12	449	15	
13	456	15	Intermediate
14	462	15	
15	468	15	
16	474	15	
17	480	15	
18	486	15	
19	492	15	
20	499	16	Early Advanced
21	506	16	
22	513	17	
23	522	18	
24	531	20	
25	542	22	
26	556	25	Advanced
27	576	30	
28	607	41	
29	720	160	

Table H-19: Raw Score to Scale Score, Speaking, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	200	174	Beginning
1	319	41	
2	350	29	
3	369	24	
4	383	21	
5	394	20	
6	404	18	
7	413	17	Early Intermediate
8	421	17	
9	429	16	
10	436	16	
11	443	15	
12	449	15	
13	456	15	Intermediate
14	462	15	
15	468	15	
16	474	15	
17	480	15	
18	486	15	
19	492	15	
20	499	16	Early Advanced
21	506	16	
22	513	17	
23	522	18	
24	531	20	
25	542	22	
26	556	25	Advanced
27	576	30	
28	607	41	
29	720	160	

Table H-20: Raw Score to Scale Score, Speaking, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	225	95	Beginning
1	286	57	
2	329	40	
3	356	33	
4	375	29	
5	390	26	
6	403	24	
7	415	23	
8	426	22	Early Intermediate
9	435	21	
10	445	21	
11	453	20	
12	462	20	
13	470	20	Intermediate
14	479	20	
15	487	20	
16	495	20	
17	503	20	
18	512	21	
19	521	21	Early Advanced
20	531	22	
21	541	23	
22	553	24	
23	566	26	
24	580	28	Advanced
25	597	31	
26	618	35	
27	647	43	
28	693	61	
29	720	75	

Table H-21: Raw Score to Scale Score, Speaking, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	225	95	Beginning
1	286	57	
2	329	40	
3	356	33	
4	375	29	
5	390	26	
6	403	24	
7	415	23	
8	426	22	Early Intermediate
9	435	21	
10	445	21	
11	453	20	
12	462	20	
13	470	20	
14	479	20	Intermediate
15	487	20	
16	495	20	
17	503	20	
18	512	21	
19	521	21	
20	531	22	Early Advanced
21	541	23	
22	553	24	
23	566	26	
24	580	28	
25	597	31	Advanced
26	618	35	
27	647	43	
28	693	61	
29	720	75	

Table H-22: Raw Score to Scale Score, Speaking, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	225	95	Beginning
1	286	57	
2	329	40	
3	356	33	
4	375	29	
5	390	26	
6	403	24	
7	415	23	
8	426	22	Early Intermediate
9	435	21	
10	445	21	
11	453	20	
12	462	20	
13	470	20	
14	479	20	
15	487	20	Intermediate
16	495	20	
17	503	20	
18	512	21	
19	521	21	
20	531	22	
21	541	23	Early Advanced
22	553	24	
23	566	26	
24	580	28	
25	597	31	Advanced
26	618	35	
27	647	43	
28	693	61	
29	720	75	

Table H-23: Raw Score to Scale Score, Speaking, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	235	139	Beginning
1	335	56	
2	375	39	
3	399	31	
4	416	27	
5	429	25	Early Intermediate
6	441	23	
7	451	22	
8	460	21	
9	468	20	
10	476	19	
11	484	19	Intermediate
12	491	19	
13	499	19	
14	506	19	
15	513	19	
16	521	19	
17	529	20	
18	537	20	
19	545	21	
20	555	22	Early Advanced
21	564	23	
22	575	24	
23	588	26	
24	602	28	
25	618	31	Advanced
26	639	36	
27	666	43	
28	712	61	
29	740	76	

Table H-24: Raw Score to Scale Score, Speaking, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	235	139	Beginning
1	335	56	
2	375	39	
3	399	31	
4	416	27	
5	429	25	Early Intermediate
6	441	23	
7	451	22	
8	460	21	
9	468	20	
10	476	19	
11	484	19	
12	491	19	Intermediate
13	499	19	
14	506	19	
15	513	19	
16	521	19	
17	529	20	
18	537	20	
19	545	21	
20	555	22	
21	564	23	Early Advanced
22	575	24	
23	588	26	
24	602	28	
25	618	31	
26	639	36	Advanced
27	666	43	
28	712	61	
29	740	76	

Table H-25: Raw Score to Scale Score, Speaking, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	235	139	Beginning
1	335	56	
2	375	39	
3	399	31	
4	416	27	
5	429	25	Early Intermediate
6	441	23	
7	451	22	
8	460	21	
9	468	20	
10	476	19	
11	484	19	
12	491	19	Intermediate
13	499	19	
14	506	19	
15	513	19	
16	521	19	
17	529	20	
18	537	20	
19	545	21	
20	555	22	
21	564	23	Early Advanced
22	575	24	
23	588	26	
24	602	28	
25	618	31	
26	639	36	Advanced
27	666	43	
28	712	61	
29	740	76	

**Table H-26: Raw Score to Scale Score,
Speaking, Grade 12**

Raw Score	Scale Score	Standard Error	Performance Level
0	235	139	Beginning
1	335	56	
2	375	39	
3	399	31	
4	416	27	
5	429	25	Early Intermediate
6	441	23	
7	451	22	
8	460	21	
9	468	20	
10	476	19	
11	484	19	
12	491	19	Intermediate
13	499	19	
14	506	19	
15	513	19	
16	521	19	
17	529	20	
18	537	20	
19	545	21	
20	555	22	
21	564	23	Early Advanced
22	575	24	
23	588	26	
24	602	28	
25	618	31	
26	639	36	Advanced
27	666	43	
28	712	61	
29	740	76	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	32	Beginning
1	220	32	
2	220	32	
3	220	32	
4	220	32	
5	220	32	
6	233	25	Early Intermediate
7	248	20	
8	259	19	
9	270	19	
10	280	20	
11	291	22	
12	304	24	Intermediate
13	318	24	
14	331	24	
15	344	22	
16	356	22	
17	368	21	
18	381	22	Early Advanced
19	394	23	
20	409	25	
21	427	27	
22	450	33	
23	488	48	
24	570	117	

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

Raw Score	Scale Score	Standard Error	Performance Level	
0	220	32	Beginning	
1	220	32		
2	220	32		
3	220	32		
4	220	32		
5	220	32		
6	233	25		
7	248	20		
8	259	19		
9	270	19		
10	280	20		
11	291	22		
12	304	24		
13	318	24		
14	331	24		
15	344	22		
16	356	22		
17	368	21	Early Intermediate	
18	381	22		
19	394	23	Intermediate	
20	409	25		
21	427	27		
22	450	33		
23	488	48		Early Advanced
24	570	117		

Table H-29: Raw Score to Scale Score, Reading, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	280	300	Beginning
1	280	300	
2	280	300	
3	280	300	
4	280	300	
5	280	300	
6	280	300	
7	280	300	
8	321	154	
9	373	56	
10	395	34	
11	408	26	
12	419	21	
13	427	18	Early Intermediate
14	434	17	
15	441	16	
16	447	15	
17	453	14	
18	459	14	
19	464	14	
20	470	14	
21	476	14	Intermediate
22	481	14	
23	487	14	
24	493	14	
25	498	14	
26	504	14	
27	511	14	
28	518	15	
29	525	16	Early Advanced
30	534	17	
31	543	18	
32	556	21	Advanced
33	573	26	
34	601	38	
35	650	74	

Table H-30: Raw Score to Scale Score, Reading, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	280	782	Beginning
1	280	782	
2	280	782	
3	280	782	
4	280	782	
5	280	782	
6	280	782	
7	375	110	
8	413	53	
9	433	37	
10	447	29	
11	458	24	Early Intermediate
12	466	22	
13	474	19	
14	481	18	
15	488	17	Intermediate
16	494	16	
17	499	15	
18	505	15	
19	510	15	
20	516	14	
21	521	14	
22	527	14	
23	532	15	
24	538	15	
25	544	15	Early Advanced
26	550	15	
27	556	16	
28	564	17	
29	572	18	
30	581	19	Advanced
31	592	21	
32	605	24	
33	625	30	
34	658	45	
35	700	73	

Table H-31: Raw Score to Scale Score, Reading, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	280	782	Beginning
1	280	782	
2	280	782	
3	280	782	
4	280	782	
5	280	782	
6	280	782	
7	375	110	
8	413	53	
9	433	37	
10	447	29	
11	458	24	
12	466	22	
13	474	19	Early Intermediate
14	481	18	
15	488	17	
16	494	16	Intermediate
17	499	15	
18	505	15	
19	510	15	
20	516	14	
21	521	14	
22	527	14	
23	532	15	
24	538	15	
25	544	15	
26	550	15	
27	556	16	
28	564	17	Early Advanced
29	572	18	
30	581	19	
31	592	21	
32	605	24	Advanced
33	625	30	
34	658	45	
35	700	73	

Table H-32: Raw Score to Scale Score, Reading, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	280	782	Beginning
1	280	782	
2	280	782	
3	280	782	
4	280	782	
5	280	782	
6	280	782	
7	375	110	
8	413	53	
9	433	37	
10	447	29	
11	458	24	
12	466	22	
13	474	19	Early Intermediate
14	481	18	
15	488	17	
16	494	16	Intermediate
17	499	15	
18	505	15	
19	510	15	
20	516	14	
21	521	14	
22	527	14	
23	532	15	
24	538	15	
25	544	15	
26	550	15	
27	556	16	
28	564	17	Early Advanced
29	572	18	
30	581	19	
31	592	21	
32	605	24	Advanced
33	625	30	
34	658	45	
35	700	73	

Table H-33: Raw Score to Scale Score, Reading, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	320	394	Beginning
1	320	394	
2	320	394	
3	320	394	
4	320	394	
5	320	394	
6	320	394	
7	320	394	
8	420	85	
9	455	47	
10	475	36	
11	490	30	Early Intermediate
12	503	26	
13	513	24	
14	522	22	Intermediate
15	530	21	
16	538	19	
17	545	18	
18	552	18	
19	559	17	
20	565	17	
21	571	16	Early Advanced
22	578	16	
23	584	16	
24	591	16	
25	597	16	
26	604	17	
27	611	17	Advanced
28	619	18	
29	628	19	
30	638	20	
31	650	23	
32	665	26	
33	685	32	
34	720	48	
35	750	66	

Table H-34: Raw Score to Scale Score, Reading, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	320	394	Beginning
1	320	394	
2	320	394	
3	320	394	
4	320	394	
5	320	394	
6	320	394	
7	320	394	
8	420	85	
9	455	47	
10	475	36	
11	490	30	Early Intermediate
12	503	26	
13	513	24	
14	522	22	Intermediate
15	530	21	
16	538	19	
17	545	18	
18	552	18	
19	559	17	
20	565	17	
21	571	16	Early Advanced
22	578	16	
23	584	16	
24	591	16	
25	597	16	
26	604	17	
27	611	17	Advanced
28	619	18	
29	628	19	
30	638	20	
31	650	23	
32	665	26	
33	685	32	
34	720	48	
35	750	66	

Table H-35: Raw Score to Scale Score, Reading, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	320	394	Beginning
1	320	394	
2	320	394	
3	320	394	
4	320	394	
5	320	394	
6	320	394	
7	320	394	
8	420	85	
9	455	47	
10	475	36	
11	490	30	
12	503	26	Early Intermediate
13	513	24	
14	522	22	
15	530	21	
16	538	19	
17	545	18	Intermediate
18	552	18	
19	559	17	
20	565	17	
21	571	16	
22	578	16	
23	584	16	
24	591	16	Early Advanced
25	597	16	
26	604	17	
27	611	17	
28	619	18	
29	628	19	Advanced
30	638	20	
31	650	23	
32	665	26	
33	685	32	
34	720	48	
35	750	66	

Table H-36: Raw Score to Scale Score, Reading, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	320	375	Beginning
1	320	375	
2	320	375	
3	320	375	
4	320	375	
5	320	375	
6	320	375	
7	320	375	
8	397	139	
9	447	68	
10	474	48	
11	494	38	
12	509	34	Early Intermediate
13	523	30	
14	535	28	
15	546	26	
16	556	25	
17	565	24	Intermediate
18	574	23	
19	582	22	
20	591	21	
21	598	21	
22	606	20	Early Advanced
23	614	20	
24	622	20	
25	630	20	
26	639	20	
27	648	21	Advanced
28	657	22	
29	668	23	
30	680	25	
31	695	27	
32	713	32	
33	739	40	
34	770	53	
35	770	53	

Table H-37: Raw Score to Scale Score, Reading, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	320	375	Beginning
1	320	375	
2	320	375	
3	320	375	
4	320	375	
5	320	375	
6	320	375	
7	320	375	
8	397	139	
9	447	68	
10	474	48	
11	494	38	
12	509	34	
13	523	30	Early Intermediate
14	535	28	
15	546	26	
16	556	25	
17	565	24	
18	574	23	Intermediate
19	582	22	
20	591	21	
21	598	21	
22	606	20	
23	614	20	
24	622	20	Early Advanced
25	630	20	
26	639	20	
27	648	21	
28	657	22	
29	668	23	Advanced
30	680	25	
31	695	27	
32	713	32	
33	739	40	
34	770	53	
35	770	53	

Table H-38: Raw Score to Scale Score, Reading, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	320	375	Beginning
1	320	375	
2	320	375	
3	320	375	
4	320	375	
5	320	375	
6	320	375	
7	320	375	
8	397	139	
9	447	68	
10	474	48	
11	494	38	
12	509	34	
13	523	30	Early Intermediate
14	535	28	
15	546	26	
16	556	25	
17	565	24	
18	574	23	Intermediate
19	582	22	
20	591	21	
21	598	21	
22	606	20	
23	614	20	
24	622	20	Early Advanced
25	630	20	
26	639	20	
27	648	21	
28	657	22	
29	668	23	Advanced
30	680	25	
31	695	27	
32	713	32	
33	739	40	
34	770	53	
35	770	53	

**Table H-39: Raw Score to Scale Score,
Reading, Grade 12**

Raw Score	Scale Score	Standard Error	Performance Level
0	320	375	Beginning
1	320	375	
2	320	375	
3	320	375	
4	320	375	
5	320	375	
6	320	375	
7	320	375	
8	397	139	
9	447	68	
10	474	48	
11	494	38	
12	509	34	Early Intermediate
13	523	30	
14	535	28	
15	546	26	
16	556	25	
17	565	24	Intermediate
18	574	23	
19	582	22	
20	591	21	
21	598	21	
22	606	20	
23	614	20	Early Advanced
24	622	20	
25	630	20	
26	639	20	
27	648	21	
28	657	22	Advanced
29	668	23	
30	680	25	
31	695	27	
32	713	32	
33	739	40	
34	770	53	
35	770	53	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	30	Beginning
1	220	30	
2	220	30	
3	220	30	
4	220	30	
5	220	30	
6	230	29	
7	247	26	
8	262	24	Early Intermediate
9	275	22	
10	287	21	
11	299	20	
12	310	20	
13	320	20	
14	331	20	Intermediate
15	342	20	
16	353	20	
17	363	20	
18	374	20	
19	385	20	Early Advanced
20	396	20	
21	407	21	
22	419	21	
23	431	22	Advanced
24	444	23	
25	460	25	
26	480	29	
27	511	40	
28	600	123	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	30	Beginning
1	220	30	
2	220	30	
3	220	30	
4	220	30	
5	220	30	
6	230	29	
7	247	26	
8	262	24	
9	275	22	
10	287	21	
11	299	20	
12	310	20	
13	320	20	
14	331	20	
15	342	20	
16	353	20	
17	363	20	
18	374	20	Early Intermediate
19	385	20	
20	396	20	Intermediate
21	407	21	
22	419	21	
23	431	22	Early Advanced
24	444	23	
25	460	25	
26	480	29	
27	511	40	
28	600	123	

Table H-42: Raw Score to Scale Score, Writing, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	220	224	Beginning
1	220	224	
2	220	224	
3	220	224	
4	220	224	
5	220	224	
6	307	68	
7	356	36	
8	378	28	
9	393	25	
10	405	22	
11	415	20	
12	424	19	Early Intermediate
13	431	17	
14	438	16	
15	444	15	
16	450	14	
17	456	14	
18	462	14	
19	468	14	
20	474	14	Intermediate
21	479	14	
22	485	14	
23	492	14	
24	499	14	
25	506	15	
26	514	16	Early Advanced
27	524	18	
28	535	20	
29	548	22	
30	564	25	Advanced
31	582	27	
32	603	30	
33	629	34	
34	666	44	
35	690	55	

Table H-43: Raw Score to Scale Score, Writing, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	220	135	Beginning
1	220	135	
2	220	135	
3	220	135	
4	220	135	
5	220	135	
6	305	53	
7	346	37	
8	370	31	
9	387	28	
10	401	25	
11	412	24	
12	423	22	
13	432	21	
14	440	20	Early Intermediate
15	448	19	
16	455	18	
17	463	18	
18	470	17	
19	477	17	
20	484	17	Intermediate
21	491	17	
22	498	17	
23	506	17	
24	513	17	
25	521	18	
26	530	18	
27	539	19	Early Advanced
28	549	20	
29	561	22	
30	574	24	Advanced
31	591	27	
32	612	31	
33	641	37	
34	683	48	
35	740	77	

Table H-44: Raw Score to Scale Score, Writing, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	220	135	Beginning
1	220	135	
2	220	135	
3	220	135	
4	220	135	
5	220	135	
6	305	53	
7	346	37	
8	370	31	
9	387	28	
10	401	25	
11	412	24	
12	423	22	
13	432	21	
14	440	20	
15	448	19	
16	455	18	Early Intermediate
17	463	18	
18	470	17	
19	477	17	
20	484	17	
21	491	17	Intermediate
22	498	17	
23	506	17	
24	513	17	
25	521	18	
26	530	18	
27	539	19	
28	549	20	
29	561	22	Early Advanced
30	574	24	
31	591	27	Advanced
32	612	31	
33	641	37	
34	683	48	
35	740	77	

Table H-45: Raw Score to Scale Score, Writing, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	220	135	Beginning
1	220	135	
2	220	135	
3	220	135	
4	220	135	
5	220	135	
6	305	53	
7	346	37	
8	370	31	
9	387	28	
10	401	25	
11	412	24	
12	423	22	
13	432	21	
14	440	20	
15	448	19	
16	455	18	Early Intermediate
17	463	18	
18	470	17	
19	477	17	
20	484	17	
21	491	17	Intermediate
22	498	17	
23	506	17	
24	513	17	
25	521	18	
26	530	18	
27	539	19	
28	549	20	
29	561	22	Early Advanced
30	574	24	
31	591	27	Advanced
32	612	31	
33	641	37	
34	683	48	
35	740	77	

Table H-46: Raw Score to Scale Score, Writing, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	220	110	Beginning
1	220	110	
2	220	110	
3	220	110	
4	220	110	
5	220	110	
6	290	60	
7	336	42	
8	363	36	
9	384	32	
10	401	30	
11	416	29	
12	429	28	
13	442	27	
14	453	26	
15	464	24	Early Intermediate
16	473	23	
17	483	21	
18	491	20	
19	499	19	
20	507	19	Intermediate
21	515	18	
22	522	18	
23	530	18	
24	538	18	
25	546	18	
26	554	18	Early Advanced
27	564	19	
28	574	20	
29	585	22	
30	598	24	Advanced
31	615	28	
32	637	33	
33	670	43	
34	728	60	
35	780	77	

Table H-47: Raw Score to Scale Score, Writing, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	220	110	Beginning
1	220	110	
2	220	110	
3	220	110	
4	220	110	
5	220	110	
6	290	60	
7	336	42	
8	363	36	
9	384	32	
10	401	30	
11	416	29	
12	429	28	
13	442	27	
14	453	26	
15	464	24	Early Intermediate
16	473	23	
17	483	21	
18	491	20	
19	499	19	
20	507	19	Intermediate
21	515	18	
22	522	18	
23	530	18	
24	538	18	
25	546	18	
26	554	18	Early Advanced
27	564	19	
28	574	20	
29	585	22	
30	598	24	Advanced
31	615	28	
32	637	33	
33	670	43	
34	728	60	
35	780	77	

Table H-48: Raw Score to Scale Score, Writing, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	220	110	Beginning
1	220	110	
2	220	110	
3	220	110	
4	220	110	
5	220	110	
6	290	60	
7	336	42	
8	363	36	
9	384	32	
10	401	30	
11	416	29	
12	429	28	
13	442	27	
14	453	26	
15	464	24	
16	473	23	Early Intermediate
17	483	21	
18	491	20	
19	499	19	
20	507	19	
21	515	18	Intermediate
22	522	18	
23	530	18	
24	538	18	
25	546	18	
26	554	18	
27	564	19	Early Advanced
28	574	20	
29	585	22	
30	598	24	
31	615	28	Advanced
32	637	33	
33	670	43	
34	728	60	
35	780	77	

Table H-49: Raw Score to Scale Score, Writing, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	220	83	Beginning
1	220	83	
2	220	83	
3	220	83	
4	220	83	
5	220	83	
6	243	72	
7	293	56	
8	326	49	
9	352	44	
10	374	41	
11	393	39	
12	410	36	
13	425	34	
14	439	32	
15	451	30	
16	462	28	
17	473	27	Early Intermediate
18	483	25	
19	493	24	
20	503	24	
21	512	23	
22	522	23	Intermediate
23	532	23	
24	542	23	
25	552	24	
26	563	25	Early Advanced
27	575	26	
28	588	27	
29	603	29	
30	619	31	Advanced
31	639	35	
32	665	41	
33	701	51	
34	759	70	
35	810	95	

Table H-50: Raw Score to Scale Score, Writing, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	220	83	Beginning
1	220	83	
2	220	83	
3	220	83	
4	220	83	
5	220	83	
6	243	72	
7	293	56	
8	326	49	
9	352	44	
10	374	41	
11	393	39	
12	410	36	
13	425	34	
14	439	32	
15	451	30	
16	462	28	
17	473	27	Early Intermediate
18	483	25	
19	493	24	
20	503	24	
21	512	23	
22	522	23	Intermediate
23	532	23	
24	542	23	
25	552	24	
26	563	25	Early Advanced
27	575	26	
28	588	27	
29	603	29	
30	619	31	Advanced
31	639	35	
32	665	41	
33	701	51	
34	759	70	
35	810	95	

Table H-51: Raw Score to Scale Score, Writing, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	220	83	Beginning
1	220	83	
2	220	83	
3	220	83	
4	220	83	
5	220	83	
6	243	72	
7	293	56	
8	326	49	
9	352	44	
10	374	41	
11	393	39	
12	410	36	
13	425	34	
14	439	32	
15	451	30	
16	462	28	
17	473	27	Early Intermediate
18	483	25	
19	493	24	
20	503	24	
21	512	23	
22	522	23	Intermediate
23	532	23	
24	542	23	
25	552	24	
26	563	25	Early Advanced
27	575	26	
28	588	27	
29	603	29	
30	619	31	Advanced
31	639	35	
32	665	41	
33	701	51	
34	759	70	
35	810	95	

**Table H-52: Raw Score to Scale Score,
Writing, Grade 12**

Raw Score	Scale Score	Standard Error	Performance Level
0	220	83	Beginning
1	220	83	
2	220	83	
3	220	83	
4	220	83	
5	220	83	
6	243	72	
7	293	56	
8	326	49	
9	352	44	
10	374	41	
11	393	39	
12	410	36	
13	425	34	
14	439	32	
15	451	30	
16	462	28	
17	473	27	Early Intermediate
18	483	25	
19	493	24	
20	503	24	
21	512	23	
22	522	23	Intermediate
23	532	23	
24	542	23	
25	552	24	
26	563	25	Early Advanced
27	575	26	
28	588	27	
29	603	29	
30	619	31	Advanced
31	639	35	
32	665	41	
33	701	51	
34	759	70	
35	810	95	

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

Table H-53: Scale Score Ranges, Overall Scale Score

Grade	Overall Scale Scores				
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
K	184–345	346–396	397–447	448–498	499–598
1	184–357	358–405	406–455	456–508	509–598
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: The Overall Scale Score for kindergarten and grade 1 was based on the following calculation: listening, 45%; speaking, 45%; reading, 5%; writing, 5%. The Overall Scale Score for grades 2–12 was calculated as the average of the scale scores of the four domains: listening, speaking, reading, and writing.

Table H-54: Scale Score Ranges, Comprehension Scale Score

Grade	Comprehension Scale Scores				
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
K	220–296	297–353	354–416	417–484	485–570
1	220–358	359–400	401–460	461–535	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 listening and reading 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	6,471	3.6	6,471	3.6
285	3,915	2.2	10,386	5.7
317	1	.0	10,387	5.7
338	5,143	2.8	15,530	8.6
343	1	.0	15,531	8.6
361	1	.0	15,532	8.6
363	6,576	3.6	22,108	12.2
380	8,224	4.6	30,332	16.8
389	1	.0	30,333	16.8
393	9,895	5.5	40,228	22.3
406	11,710	6.5	51,938	28.7
418	13,171	7.3	65,109	36.0
430	14,628	8.1	79,737	44.1
442	15,461	8.6	95,198	52.7
454	15,681	8.7	110,879	61.4
457	1	.0	110,880	61.4
467	15,589	8.6	126,469	70.0
480	14,768	8.2	141,237	78.2
494	13,112	7.3	154,349	85.4
503	1	.0	154,350	85.4
509	11,051	6.1	165,401	91.5
528	8,092	4.5	173,493	96.0
562	5,067	2.8	178,560	98.8
570	2,140	1.2	180,700	100.0

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

Listening, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,009	1.3	2,009	1.3
285	759	.5	2,768	1.8
338	1,071	.7	3,839	2.5
363	1,479	1.0	5,318	3.5
380	2,011	1.3	7,329	4.8
393	2,656	1.7	9,985	6.6
406	3,787	2.5	13,772	9.1
418	4,938	3.2	18,710	12.3
430	6,536	4.3	25,246	16.6
442	8,391	5.5	33,637	22.1
454	10,532	6.9	44,169	29.1
457	1	.0	44,170	29.1
467	13,162	8.7	57,332	37.7
480	15,826	10.4	73,158	48.1
487	1	.0	73,159	48.1
494	17,953	11.8	91,112	59.9
503	1	.0	91,113	60.0
509	19,180	12.6	110,293	72.6
523	1	.0	110,294	72.6
528	18,590	12.2	128,884	84.8
562	14,821	9.8	143,705	94.6
570	8,275	5.4	151,980	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	6,687	1.7	6,687	1.7
241	3,213	.8	9,900	2.6
252	1	.0	9,901	2.6
335	5,529	1.4	15,430	4.0
338	1	.0	15,431	4.0
372	8,628	2.2	24,059	6.3
398	3	.0	24,062	6.3
399	12,638	3.3	36,700	9.5
421	1	.0	36,701	9.5
423	17,401	4.5	54,102	14.1
441	1	.0	54,103	14.1
444	22,874	5.9	76,977	20.0
461	4	.0	76,981	20.0
464	28,700	7.5	105,681	27.5
484	34,840	9.1	140,521	36.5
499	3	.0	140,524	36.5
502	39,686	10.3	180,210	46.9
521	42,600	11.1	222,810	57.9
537	1	.0	222,811	57.9
541	43,911	11.4	266,722	69.4
563	41,899	10.9	308,621	80.3
585	2	.0	308,623	80.3
589	36,278	9.4	344,901	89.7
627	2	.0	344,903	89.7
633	26,493	6.9	371,396	96.6
640	13,094	3.4	384,490	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	9,246	4.3	9,246	4.3
350	3,742	1.7	12,988	6.0
410	4,928	2.3	17,916	8.3
445	6,176	2.9	24,092	11.2
471	8,699	4.0	32,791	15.2
494	11,219	5.2	44,010	20.5
514	14,931	6.9	58,941	27.4
534	18,650	8.7	77,591	36.1
555	22,489	10.4	100,080	46.5
576	25,350	11.8	125,430	58.3
599	26,858	12.5	152,288	70.8
625	25,557	11.9	177,845	82.6
660	20,221	9.4	198,066	92.0
715	17,141	8.0	215,207	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	9,951	5.2	9,951	5.2
360	1	.0	9,952	5.2
363	3,418	1.8	13,370	7.0
414	1	.0	13,371	7.0
417	4,660	2.4	18,031	9.5
449	1	.0	18,032	9.5
452	6,028	3.2	24,060	12.6
477	2	.0	24,062	12.6
480	7,738	4.1	31,800	16.7
505	9,856	5.2	41,656	21.9
525	2	.0	41,658	21.9
528	12,578	6.6	54,236	28.5
549	4	.0	54,240	28.5
551	15,918	8.4	70,158	36.9
573	2	.0	70,160	36.9
575	19,200	10.1	89,360	47.0
599	22,098	11.6	111,458	58.6
627	23,880	12.6	135,338	71.1
630	1	.0	135,339	71.1
659	22,910	12.0	158,249	83.2
666	2	.0	158,251	83.2
700	17,968	9.4	176,219	92.6
710	3	.0	176,222	92.6
725	14,046	7.4	190,268	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	4,473	2.5	4,473	2.5
268	1,259	.7	5,732	3.2
296	1	.0	5,733	3.2
297	1,307	.7	7,040	3.9
316	1,298	.7	8,338	4.6
330	1,449	.8	9,787	5.4
342	1,616	.9	11,403	6.3
353	1,960	1.1	13,363	7.4
362	2,257	1.2	15,620	8.6
370	2,658	1.5	18,278	10.1
378	3,112	1.7	21,390	11.8
386	3,499	1.9	24,889	13.8
392	4,042	2.2	28,931	16.0
396	1	.0	28,932	16.0
399	4,556	2.5	33,488	18.5
406	4,976	2.8	38,464	21.3
412	5,621	3.1	44,085	24.4
418	6,154	3.4	50,239	27.8
424	6,732	3.7	56,971	31.5
430	7,365	4.1	64,336	35.6
436	7,794	4.3	72,130	39.9
442	8,527	4.7	80,657	44.6
449	9,232	5.1	89,889	49.7
453	1	.0	89,890	49.7
455	10,010	5.5	99,900	55.3
460	1	.0	99,901	55.3
463	10,769	6.0	110,670	61.2
471	11,540	6.4	122,210	67.6
479	11,954	6.6	134,164	74.2
490	12,185	6.7	146,349	81.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
492	1	.0	146,350	81.0
503	11,493	6.4	157,843	87.4
522	10,396	5.8	168,239	93.1
552	8,198	4.5	176,437	97.6
630	4,263	2.4	180,700	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	2,140	1.4	2,140	1.4
268	321	.2	2,461	1.6
297	295	.2	2,756	1.8
316	335	.2	3,091	2.0
330	340	.2	3,431	2.3
342	385	.3	3,816	2.5
353	418	.3	4,234	2.8
362	514	.3	4,748	3.1
370	629	.4	5,377	3.5
378	683	.4	6,060	4.0
386	874	.6	6,934	4.6
392	1,049	.7	7,983	5.3
399	1,259	.8	9,242	6.1
406	1,473	1.0	10,715	7.1
412	1,827	1.2	12,542	8.3
418	2,050	1.3	14,592	9.6
424	2,516	1.7	17,108	11.3
430	2,939	1.9	20,047	13.2
436	3,636	2.4	23,683	15.6
442	4,283	2.8	27,966	18.4
449	5,378	3.5	33,344	21.9
455	6,611	4.3	39,955	26.3
463	7,898	5.2	47,853	31.5
471	9,946	6.5	57,799	38.0
479	12,126	8.0	69,925	46.0
483	1	.0	69,926	46.0
490	14,754	9.7	84,680	55.7
503	16,985	11.2	101,665	66.9
504	1	.0	101,666	66.9
519	1	.0	101,667	66.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
522	18,819	12.4	120,486	79.3
540	1	.0	120,487	79.3
552	18,433	12.1	138,920	91.4
630	13,060	8.6	151,980	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	5,609	1.5	5,609	1.5
319	1,243	.3	6,852	1.8
324	1	.0	6,853	1.8
350	1,104	.3	7,957	2.1
369	1,106	.3	9,063	2.4
383	1,273	.3	10,336	2.7
394	1,567	.4	11,903	3.1
404	1,956	.5	13,859	3.6
413	2,479	.6	16,338	4.2
421	3,018	.8	19,356	5.0
426	1	.0	19,357	5.0
429	3,893	1.0	23,250	6.0
436	4,573	1.2	27,823	7.2
440	1	.0	27,824	7.2
443	5,476	1.4	33,300	8.7
449	6,570	1.7	39,870	10.4
456	7,556	2.0	47,426	12.3
459	1	.0	47,427	12.3
462	8,937	2.3	56,364	14.7
466	2	.0	56,366	14.7
468	10,146	2.6	66,512	17.3
472	1	.0	66,513	17.3
474	11,466	3.0	77,979	20.3
480	12,968	3.4	90,947	23.7
486	15,009	3.9	105,956	27.6
492	17,158	4.5	123,114	32.0
499	19,529	5.1	142,643	37.1
506	22,431	5.8	165,074	42.9
513	25,190	6.6	190,264	49.5
515	2	.0	190,266	49.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
522	28,301	7.4	218,567	56.8
524	3	.0	218,570	56.8
531	31,022	8.1	249,592	64.9
534	2	.0	249,594	64.9
542	32,889	8.6	282,483	73.5
546	1	.0	282,484	73.5
556	32,952	8.6	315,436	82.0
560	2	.0	315,438	82.0
576	30,852	8.0	346,290	90.1
607	24,433	6.4	370,723	96.4
608	2	.0	370,725	96.4
720	13,765	3.6	384,490	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	4,406	2.0	4,406	2.0
286	969	.5	5,375	2.5
329	808	.4	6,183	2.9
356	728	.3	6,911	3.2
375	786	.4	7,697	3.6
390	783	.4	8,480	3.9
403	948	.4	9,428	4.4
415	1,041	.5	10,469	4.9
426	1,360	.6	11,829	5.5
435	1,504	.7	13,333	6.2
445	1,951	.9	15,284	7.1
453	2,435	1.1	17,719	8.2
462	3,158	1.5	20,877	9.7
470	3,767	1.8	24,644	11.5
479	4,945	2.3	29,589	13.7
487	6,261	2.9	35,850	16.7
488	1	.0	35,851	16.7
495	7,573	3.5	43,424	20.2
496	2	.0	43,426	20.2
503	9,461	4.4	52,887	24.6
512	11,587	5.4	64,474	30.0
521	13,977	6.5	78,451	36.5
531	15,995	7.4	94,446	43.9
532	3	.0	94,449	43.9
541	18,027	8.4	112,476	52.3
542	2	.0	112,478	52.3
553	19,116	8.9	131,594	61.1
566	19,420	9.0	151,014	70.2
580	18,357	8.5	169,371	78.7
586	1	.0	169,372	78.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
597	16,266	7.6	185,638	86.3
618	12,602	5.9	198,240	92.1
647	9,036	4.2	207,276	96.3
693	5,306	2.5	212,582	98.8
720	2,625	1.2	215,207	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	8,467	4.5	8,467	4.5
335	2,185	1.1	10,652	5.6
375	1,660	.9	12,312	6.5
399	1,416	.7	13,728	7.2
416	1,315	.7	15,043	7.9
418	1	.0	15,044	7.9
429	1,269	.7	16,313	8.6
441	1,329	.7	17,642	9.3
450	1	.0	17,643	9.3
451	1,462	.8	19,105	10.0
460	1,581	.8	20,686	10.9
468	1,770	.9	22,456	11.8
476	2,018	1.1	24,474	12.9
484	2,466	1.3	26,940	14.2
491	2,729	1.4	29,669	15.6
499	3,356	1.8	33,025	17.4
500	1	.0	33,026	17.4
506	3,982	2.1	37,008	19.5
508	2	.0	37,010	19.5
513	4,884	2.6	41,894	22.0
521	5,829	3.1	47,723	25.1
524	2	.0	47,725	25.1
529	6,950	3.7	54,675	28.7
532	1	.0	54,676	28.7
537	8,466	4.4	63,142	33.2
541	1	.0	63,143	33.2
545	9,911	5.2	73,054	38.4
555	11,444	6.0	84,498	44.4
562	1	.0	84,499	44.4
564	12,882	6.8	97,381	51.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
573	1	.0	97,382	51.2
575	13,965	7.3	111,347	58.5
588	14,718	7.7	126,065	66.3
602	14,779	7.8	140,844	74.0
618	14,376	7.6	155,220	81.6
620	3	.0	155,223	81.6
639	12,620	6.6	167,843	88.2
666	10,413	5.5	178,256	93.7
673	1	.0	178,257	93.7
712	7,207	3.8	185,464	97.5
723	1	.0	185,465	97.5
740	4,803	2.5	190,268	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	5,321	2.9	5,321	2.9
233	1,980	1.1	7,301	4.0
248	2,437	1.3	9,738	5.4
259	3,116	1.7	12,854	7.1
270	3,892	2.2	16,746	9.3
280	4,989	2.8	21,735	12.0
291	6,605	3.7	28,340	15.7
304	8,145	4.5	36,485	20.2
318	9,524	5.3	46,009	25.5
331	10,503	5.8	56,512	31.3
344	11,314	6.3	67,826	37.5
356	11,777	6.5	79,603	44.1
368	12,447	6.9	92,050	50.9
381	13,535	7.5	105,585	58.4
394	14,027	7.8	119,612	66.2
409	14,112	7.8	133,724	74.0
427	14,006	7.8	147,730	81.8
450	13,768	7.6	161,498	89.4
488	11,988	6.6	173,486	96.0
570	7,214	4.0	180,700	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	10,995	7.2	10,995	7.2
321	5,479	3.6	16,474	10.8
373	6,899	4.5	23,373	15.4
395	7,487	4.9	30,860	20.3
408	7,542	5.0	38,402	25.3
419	7,453	4.9	45,855	30.2
427	7,075	4.7	52,930	34.8
434	6,626	4.4	59,556	39.2
441	6,416	4.2	65,972	43.4
447	6,129	4.0	72,101	47.4
453	5,909	3.9	78,010	51.3
459	5,910	3.9	83,920	55.2
464	5,844	3.8	89,764	59.1
470	5,909	3.9	95,673	63.0
476	5,763	3.8	101,436	66.7
481	5,619	3.7	107,055	70.4
487	5,643	3.7	112,698	74.2
493	5,442	3.6	118,140	77.7
498	5,046	3.3	123,186	81.1
504	4,858	3.2	128,044	84.3
511	4,679	3.1	132,723	87.3
518	4,288	2.8	137,011	90.2
525	3,879	2.6	140,890	92.7
534	3,327	2.2	144,217	94.9
543	2,830	1.9	147,047	96.8
556	2,217	1.5	149,264	98.2
573	1,583	1.0	150,847	99.3
601	857	.6	151,704	99.8
650	276	.2	151,980	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	23,281	6.1	23,281	6.1
375	12,505	3.3	35,786	9.3
411	2	.0	35,788	9.3
413	15,313	4.0	51,101	13.3
431	1	.0	51,102	13.3
433	17,112	4.5	68,214	17.7
446	3	.0	68,217	17.7
447	17,515	4.6	85,732	22.3
458	17,105	4.4	102,837	26.7
466	16,244	4.2	119,081	31.0
474	15,532	4.0	134,613	35.0
481	14,758	3.8	149,371	38.8
488	14,253	3.7	163,624	42.6
494	13,870	3.6	177,494	46.2
499	13,957	3.6	191,451	49.8
504	2	.0	191,453	49.8
505	13,982	3.6	205,435	53.4
510	13,776	3.6	219,211	57.0
515	1	.0	219,212	57.0
516	14,150	3.7	233,362	60.7
521	14,015	3.6	247,377	64.3
526	2	.0	247,379	64.3
527	14,108	3.7	261,487	68.0
531	2	.0	261,489	68.0
532	14,165	3.7	275,654	71.7
538	13,903	3.6	289,557	75.3
544	13,559	3.5	303,116	78.8
550	13,357	3.5	316,473	82.3
556	12,888	3.4	329,361	85.7
563	1	.0	329,362	85.7

Appendix I: Scale Score Frequency Distributions

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
564	12,163	3.2	341,525	88.8
572	11,105	2.9	352,630	91.7
581	9,770	2.5	362,400	94.3
589	1	.0	362,401	94.3
592	8,012	2.1	370,413	96.3
602	2	.0	370,415	96.3
605	6,261	1.6	376,676	98.0
625	4,396	1.1	381,072	99.1
658	2,531	.7	383,603	99.8
700	887	.2	384,490	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	14,125	6.6	14,125	6.6
420	6,017	2.8	20,142	9.4
455	7,354	3.4	27,496	12.8
458	1	.0	27,497	12.8
475	8,207	3.8	35,704	16.6
477	1	.0	35,705	16.6
490	8,601	4.0	44,306	20.6
503	8,737	4.1	53,043	24.6
513	8,971	4.2	62,014	28.8
522	9,067	4.2	71,081	33.0
530	9,182	4.3	80,263	37.3
537	1	.0	80,264	37.3
538	9,399	4.4	89,663	41.7
545	9,412	4.4	99,075	46.0
552	9,373	4.4	108,448	50.4
559	9,693	4.5	118,141	54.9
565	9,517	4.4	127,658	59.3
571	9,480	4.4	137,138	63.7
578	9,380	4.4	146,518	68.1
584	9,090	4.2	155,608	72.3
591	9,005	4.2	164,613	76.5
597	8,617	4.0	173,230	80.5
604	8,093	3.8	181,323	84.3
611	7,408	3.4	188,731	87.7
619	6,575	3.1	195,306	90.8
628	5,780	2.7	201,086	93.4
638	4,886	2.3	205,972	95.7
650	3,717	1.7	209,689	97.4
665	2,701	1.3	212,390	98.7
685	1,661	.8	214,051	99.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
720	881	.4	214,932	99.9
750	275	.1	215,207	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	10,744	5.6	10,744	5.6
397	3,586	1.9	14,330	7.5
445	2	.0	14,332	7.5
447	4,852	2.6	19,184	10.1
474	5,804	3.1	24,988	13.1
492	1	.0	24,989	13.1
494	6,453	3.4	31,442	16.5
508	1	.0	31,443	16.5
509	6,917	3.6	38,360	20.2
523	7,412	3.9	45,772	24.1
535	7,722	4.1	53,494	28.1
546	8,160	4.3	61,654	32.4
556	8,503	4.5	70,157	36.9
557	1	.0	70,158	36.9
565	8,962	4.7	79,120	41.6
567	1	.0	79,121	41.6
574	9,172	4.8	88,293	46.4
577	2	.0	88,295	46.4
582	9,424	5.0	97,719	51.4
591	9,360	4.9	107,079	56.3
595	3	.0	107,082	56.3
598	9,536	5.0	116,618	61.3
604	3	.0	116,621	61.3
606	9,394	4.9	126,015	66.2
612	1	.0	126,016	66.2
614	8,972	4.7	134,988	70.9
622	8,875	4.7	143,863	75.6
629	1	.0	143,864	75.6
630	8,481	4.5	152,345	80.1
639	7,760	4.1	160,105	84.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
648	7,120	3.7	167,225	87.9
657	6,056	3.2	173,281	91.1
668	5,248	2.8	178,529	93.8
680	4,207	2.2	182,736	96.0
689	1	.0	182,737	96.0
695	3,192	1.7	185,929	97.7
713	2,159	1.1	188,088	98.9
721	1	.0	188,089	98.9
739	1,322	.7	189,411	99.5
770	857	.5	190,268	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	2,879	1.6	2,879	1.6
230	708	.4	3,587	2.0
247	1,139	.6	4,726	2.6
262	1,675	.9	6,401	3.5
275	2,471	1.4	8,872	4.9
287	3,104	1.7	11,976	6.6
299	4,222	2.3	16,198	9.0
310	5,341	3.0	21,539	11.9
320	6,785	3.8	28,324	15.7
331	8,401	4.6	36,725	20.3
342	10,594	5.9	47,319	26.2
353	12,922	7.2	60,241	33.3
363	15,017	8.3	75,258	41.6
374	16,257	9.0	91,515	50.6
385	16,497	9.1	108,012	59.8
396	15,522	8.6	123,534	68.4
407	14,068	7.8	137,602	76.1
419	12,033	6.7	149,635	82.8
431	9,793	5.4	159,428	88.2
444	7,717	4.3	167,145	92.5
460	5,800	3.2	172,945	95.7
480	3,954	2.2	176,899	97.9
511	2,470	1.4	179,369	99.3
600	1,331	.7	180,700	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,463	3.6	5,463	3.6
307	2,301	1.5	7,764	5.1
356	2,750	1.8	10,514	6.9
378	3,127	2.1	13,641	9.0
393	3,656	2.4	17,297	11.4
405	4,092	2.7	21,389	14.1
415	4,572	3.0	25,961	17.1
424	4,892	3.2	30,853	20.3
431	5,188	3.4	36,041	23.7
438	5,395	3.5	41,436	27.3
444	5,624	3.7	47,060	31.0
450	6,041	4.0	53,101	34.9
456	6,258	4.1	59,359	39.1
462	6,546	4.3	65,905	43.4
468	6,842	4.5	72,747	47.9
474	7,105	4.7	79,852	52.5
479	7,331	4.8	87,183	57.4
485	7,787	5.1	94,970	62.5
492	7,748	5.1	102,718	67.6
499	8,037	5.3	110,755	72.9
506	7,872	5.2	118,627	78.1
514	7,851	5.2	126,478	83.2
524	7,476	4.9	133,954	88.1
535	6,621	4.4	140,575	92.5
548	5,104	3.4	145,679	95.9
564	3,328	2.2	149,007	98.0
582	1,815	1.2	150,822	99.2
603	808	.5	151,630	99.8
629	273	.2	151,903	99.9
666	69	.0	151,972	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
690	8	.0	151,980	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	6,560	1.7	6,560	1.7
305	1,637	.4	8,197	2.1
343	1	.0	8,198	2.1
346	2,084	.5	10,282	2.7
367	1	.0	10,283	2.7
370	2,669	.7	12,952	3.4
387	3,454	.9	16,406	4.3
401	4,282	1.1	20,688	5.4
412	5,391	1.4	26,079	6.8
423	6,334	1.6	32,413	8.4
432	7,611	2.0	40,024	10.4
438	1	.0	40,025	10.4
440	8,634	2.2	48,659	12.7
448	9,581	2.5	58,240	15.1
454	1	.0	58,241	15.1
455	10,601	2.8	68,842	17.9
461	1	.0	68,843	17.9
463	11,981	3.1	80,824	21.0
470	13,292	3.5	94,116	24.5
477	14,710	3.8	108,826	28.3
484	15,978	4.2	124,804	32.5
490	2	.0	124,806	32.5
491	17,508	4.6	142,314	37.0
497	1	.0	142,315	37.0
498	19,463	5.1	161,778	42.1
506	21,265	5.5	183,043	47.6
511	2	.0	183,045	47.6
513	23,076	6.0	206,121	53.6
519	3	.0	206,124	53.6
521	24,954	6.5	231,078	60.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
527	1	.0	231,079	60.1
530	26,285	6.8	257,364	66.9
536	2	.0	257,366	66.9
539	27,129	7.1	284,495	74.0
549	26,547	6.9	311,042	80.9
556	1	.0	311,043	80.9
561	24,380	6.3	335,423	87.2
568	1	.0	335,424	87.2
574	20,630	5.4	356,054	92.6
582	2	.0	356,056	92.6
591	14,667	3.8	370,723	96.4
612	8,806	2.3	379,529	98.7
623	1	.0	379,530	98.7
641	3,842	1.0	383,372	99.7
683	985	.3	384,357	100.0
740	133	.0	384,490	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	3,874	1.8	3,874	1.8
290	467	.2	4,341	2.0
336	561	.3	4,902	2.3
363	715	.3	5,617	2.6
384	944	.4	6,561	3.0
401	1,312	.6	7,873	3.7
416	1,714	.8	9,587	4.5
429	2,301	1.1	11,888	5.5
442	2,669	1.2	14,557	6.8
453	3,403	1.6	17,960	8.3
464	3,899	1.8	21,859	10.2
472	1	.0	21,860	10.2
473	4,418	2.1	26,278	12.2
483	5,091	2.4	31,369	14.6
491	5,704	2.7	37,073	17.2
496	1	.0	37,074	17.2
499	6,513	3.0	43,587	20.3
507	7,310	3.4	50,897	23.7
511	1	.0	50,898	23.7
515	8,456	3.9	59,354	27.6
522	9,486	4.4	68,840	32.0
530	11,009	5.1	79,849	37.1
534	1	.0	79,850	37.1
538	12,868	6.0	92,718	43.1
546	14,659	6.8	107,377	49.9
554	16,511	7.7	123,888	57.6
564	17,833	8.3	141,721	65.9
572	1	.0	141,722	65.9
574	18,178	8.4	159,900	74.3
584	1	.0	159,901	74.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
585	17,661	8.2	177,562	82.5
598	15,057	7.0	192,619	89.5
615	11,167	5.2	203,786	94.7
617	1	.0	203,787	94.7
637	7,126	3.3	210,913	98.0
642	1	.0	210,914	98.0
670	3,272	1.5	214,186	99.5
728	928	.4	215,114	100.0
780	93	.0	215,207	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	5,880	3.1	5,880	3.1
243	405	.2	6,285	3.3
293	528	.3	6,813	3.6
317	1	.0	6,814	3.6
326	670	.4	7,484	3.9
352	930	.5	8,414	4.4
374	1,119	.6	9,533	5.0
393	1,463	.8	10,996	5.8
410	1,740	.9	12,736	6.7
419	1	.0	12,737	6.7
425	2,071	1.1	14,808	7.8
439	2,428	1.3	17,236	9.1
451	2,815	1.5	20,051	10.5
453	1	.0	20,052	10.5
462	3,149	1.7	23,201	12.2
473	3,563	1.9	26,764	14.1
483	4,119	2.2	30,883	16.2
491	1	.0	30,884	16.2
493	4,778	2.5	35,662	18.7
500	1	.0	35,663	18.7
503	5,508	2.9	41,171	21.6
509	3	.0	41,174	21.6
512	6,627	3.5	47,801	25.1
522	8,015	4.2	55,816	29.3
528	1	.0	55,817	29.3
532	9,358	4.9	65,175	34.3
538	2	.0	65,177	34.3
542	11,396	6.0	76,573	40.2
552	13,295	7.0	89,868	47.2
559	1	.0	89,869	47.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
563	15,267	8.0	105,136	55.3
571	1	.0	105,137	55.3
575	16,720	8.8	121,857	64.0
584	2	.0	121,859	64.0
588	17,335	9.1	139,194	73.2
599	2	.0	139,196	73.2
603	16,536	8.7	155,732	81.8
619	14,071	7.4	169,803	89.2
639	10,358	5.4	180,161	94.7
665	6,216	3.3	186,377	98.0
668	1	.0	186,378	98.0
701	2,931	1.5	189,309	99.5
759	854	.4	190,163	99.9
804	1	.0	190,164	99.9
810	104	.1	190,268	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,116	1.2	2,116	1.2
226	344	.2	2,460	1.4
234	328	.2	2,788	1.5
239	365	.2	3,153	1.7
245	378	.2	3,531	2.0
250	429	.2	3,960	2.2
252	471	.3	4,431	2.5
255	403	.2	4,834	2.7
259	184	.1	5,018	2.8
262	437	.2	5,455	3.0
266	200	.1	5,655	3.1
269	373	.2	6,028	3.3
272	242	.1	6,270	3.5
275	308	.2	6,578	3.6
277	224	.1	6,802	3.8
279	437	.2	7,239	4.0
281	1	.0	7,240	4.0
282	549	.3	7,789	4.3
285	195	.1	7,984	4.4
288	528	.3	8,512	4.7
291	416	.2	8,928	4.9
293	243	.1	9,171	5.1
294	484	.3	9,655	5.3
298	461	.3	10,116	5.6
300	525	.3	10,641	5.9
301	359	.2	11,000	6.1
304	316	.2	11,316	6.3
305	257	.1	11,573	6.4
306	531	.3	12,104	6.7
307	94	.1	12,198	6.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
308	280	.2	12,478	6.9
309	380	.2	12,858	7.1
310	2	.0	12,860	7.1
311	288	.2	13,148	7.3
313	452	.3	13,600	7.5
314	996	.6	14,596	8.1
316	345	.2	14,941	8.3
319	724	.4	15,665	8.7
320	421	.2	16,086	8.9
321	881	.5	16,967	9.4
323	51	.0	17,018	9.4
325	736	.4	17,754	9.8
326	458	.3	18,212	10.1
327	672	.4	18,884	10.5
328	437	.2	19,321	10.7
330	478	.3	19,799	11.0
331	646	.4	20,445	11.3
332	310	.2	20,755	11.5
333	920	.5	21,675	12.0
334	429	.2	22,104	12.2
335	629	.3	22,733	12.6
336	487	.3	23,220	12.9
337	191	.1	23,411	13.0
338	603	.3	24,014	13.3
339	251	.1	24,265	13.4
340	569	.3	24,834	13.7
341	339	.2	25,173	13.9
342	1,377	.8	26,550	14.7
343	616	.3	27,166	15.0
344	575	.3	27,741	15.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
345	100	.1	27,841	15.4
347	929	.5	28,770	15.9
348	1,400	.8	30,170	16.7
349	1,147	.6	31,317	17.3
350	580	.3	31,897	17.7
351	106	.1	32,003	17.7
353	758	.4	32,761	18.1
354	660	.4	33,421	18.5
355	2,746	1.5	36,167	20.0
356	479	.3	36,646	20.3
357	95	.1	36,741	20.3
359	619	.3	37,360	20.7
360	644	.4	38,004	21.0
361	1,185	.7	39,189	21.7
362	2,603	1.4	41,792	23.1
363	120	.1	41,912	23.2
364	77	.0	41,989	23.2
365	375	.2	42,364	23.4
366	667	.4	43,031	23.8
367	1,102	.6	44,133	24.4
368	3,612	2.0	47,745	26.4
369	72	.0	47,817	26.5
371	31	.0	47,848	26.5
372	761	.4	48,609	26.9
373	1,068	.6	49,677	27.5
374	3,332	1.8	53,009	29.3
375	1,171	.6	54,180	30.0
376	25	.0	54,205	30.0
378	280	.2	54,485	30.2
379	934	.5	55,419	30.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
380	3,328	1.8	58,747	32.5
381	2,097	1.2	60,844	33.7
382	155	.1	60,999	33.8
384	11	.0	61,010	33.8
385	673	.4	61,683	34.1
386	1,995	1.1	63,678	35.2
387	4,327	2.4	68,005	37.6
388	3	.0	68,008	37.6
389	27	.0	68,035	37.7
391	11	.0	68,046	37.7
392	1,934	1.1	69,980	38.7
393	5,107	2.8	75,087	41.6
394	440	.2	75,527	41.8
395	156	.1	75,683	41.9
397	3	.0	75,686	41.9
399	6,202	3.4	81,888	45.3
400	876	.5	82,764	45.8
401	494	.3	83,258	46.1
403	249	.1	83,507	46.2
404	22	.0	83,529	46.2
405	5,339	3.0	88,868	49.2
406	1,576	.9	90,444	50.1
407	676	.4	91,120	50.4
409	45	.0	91,165	50.5
410	366	.2	91,531	50.7
411	3,818	2.1	95,349	52.8
412	2,446	1.4	97,795	54.1
413	1,104	.6	98,899	54.7
415	129	.1	99,028	54.8
416	573	.3	99,601	55.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
417	2,745	1.5	102,346	56.6
418	2,362	1.3	104,708	57.9
419	1,655	.9	106,363	58.9
420	262	.1	106,625	59.0
421	260	.1	106,885	59.2
422	707	.4	107,592	59.5
423	72	.0	107,664	59.6
424	4,056	2.2	111,720	61.8
425	2,130	1.2	113,850	63.0
426	340	.2	114,190	63.2
427	3	.0	114,193	63.2
428	1,363	.8	115,556	63.9
429	132	.1	115,688	64.0
430	2,889	1.6	118,577	65.6
431	2,325	1.3	120,902	66.9
432	435	.2	121,337	67.1
433	27	.0	121,364	67.2
434	1,850	1.0	123,214	68.2
435	1	.0	123,215	68.2
436	174	.1	123,389	68.3
437	2,590	1.4	125,979	69.7
438	2,201	1.2	128,180	70.9
440	2,413	1.3	130,593	72.3
442	250	.1	130,843	72.4
444	2,853	1.6	133,696	74.0
445	799	.4	134,495	74.4
446	1,147	.6	135,642	75.1
447	1,807	1.0	137,449	76.1
448	338	.2	137,787	76.3
450	16	.0	137,803	76.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
451	2,433	1.3	140,236	77.6
452	1,226	.7	141,462	78.3
453	2,090	1.2	143,552	79.4
454	465	.3	144,017	79.7
457	16	.0	144,033	79.7
458	1,518	.8	145,551	80.5
459	1,746	1.0	147,297	81.5
460	1,596	.9	148,893	82.4
461	578	.3	149,471	82.7
463	35	.0	149,506	82.7
465	2,521	1.4	152,027	84.1
466	11	.0	152,038	84.1
468	2,271	1.3	154,309	85.4
469	43	.0	154,352	85.4
471	1,128	.6	155,480	86.0
472	1,759	1.0	157,239	87.0
475	80	.0	157,319	87.1
477	2,269	1.3	159,588	88.3
478	330	.2	159,918	88.5
479	1,707	.9	161,625	89.4
481	42	.0	161,667	89.5
482	111	.1	161,778	89.5
484	1,480	.8	163,258	90.3
485	441	.2	163,699	90.6
488	69	.0	163,768	90.6
489	1,482	.8	165,250	91.4
491	1,629	.9	166,879	92.4
494	675	.4	167,554	92.7
498	1,848	1.0	169,402	93.7
500	194	.1	169,596	93.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
506	1,110	.6	170,706	94.5
508	1,528	.8	172,234	95.3
510	337	.2	172,571	95.5
512	381	.2	172,952	95.7
518	541	.3	173,493	96.0
525	1,882	1.0	175,375	97.1
529	522	.3	175,897	97.3
532	934	.5	176,831	97.9
539	1,143	.6	177,974	98.5
549	1,110	.6	179,084	99.1
566	1,005	.6	180,089	99.7
570	611	.3	180,700	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	1,383	.9	1,383	.9
270	88	.1	1,471	1.0
282	211	.1	1,682	1.1
296	98	.1	1,780	1.2
303	61	.0	1,841	1.2
307	106	.1	1,947	1.3
309	294	.2	2,241	1.5
314	86	.1	2,327	1.5
319	80	.1	2,407	1.6
321	303	.2	2,710	1.8
323	54	.0	2,764	1.8
327	32	.0	2,796	1.8
329	182	.1	2,978	2.0
330	431	.3	3,409	2.2
333	18	.0	3,427	2.3
336	442	.3	3,869	2.5
339	6	.0	3,875	2.5
340	97	.1	3,972	2.6
342	152	.1	4,124	2.7
343	536	.4	4,660	3.1
345	5	.0	4,665	3.1
346	83	.1	4,748	3.1
348	4	.0	4,752	3.1
349	636	.4	5,388	3.5
350	157	.1	5,545	3.6
352	73	.0	5,618	3.7
353	2	.0	5,620	3.7
355	899	.6	6,519	4.3
356	52	.0	6,571	4.3
357	212	.1	6,783	4.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
359	25	.0	6,808	4.5
361	849	.6	7,657	5.0
362	1	.0	7,658	5.0
363	346	.2	8,004	5.3
365	1	.0	8,005	5.3
366	132	.1	8,137	5.4
367	989	.7	9,126	6.0
368	164	.1	9,290	6.1
369	368	.2	9,658	6.4
372	14	.0	9,672	6.4
373	1,096	.7	10,768	7.1
374	3	.0	10,771	7.1
375	428	.3	11,199	7.4
376	183	.1	11,382	7.5
377	3	.0	11,385	7.5
378	88	.1	11,473	7.5
379	163	.1	11,636	7.7
380	979	.6	12,615	8.3
381	531	.3	13,146	8.6
382	68	.0	13,214	8.7
383	236	.2	13,450	8.8
385	131	.1	13,581	8.9
386	45	.0	13,626	9.0
387	1,517	1.0	15,143	10.0
389	400	.3	15,543	10.2
391	128	.1	15,671	10.3
392	28	.0	15,699	10.3
394	1,665	1.1	17,364	11.4
395	522	.3	17,886	11.8
398	107	.1	17,993	11.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
399	179	.1	18,172	12.0
400	1,225	.8	19,397	12.8
401	532	.4	19,929	13.1
402	71	.0	20,000	13.2
403	134	.1	20,134	13.2
404	490	.3	20,624	13.6
405	49	.0	20,673	13.6
406	716	.5	21,389	14.1
407	1,640	1.1	23,029	15.2
408	36	.0	23,065	15.2
409	5	.0	23,070	15.2
410	292	.2	23,362	15.4
411	27	.0	23,389	15.4
412	910	.6	24,299	16.0
413	1,381	.9	25,680	16.9
415	421	.3	26,101	17.2
416	369	.2	26,470	17.4
417	126	.1	26,596	17.5
418	1,025	.7	27,621	18.2
419	576	.4	28,197	18.6
420	1,061	.7	29,258	19.3
421	228	.2	29,486	19.4
422	415	.3	29,901	19.7
423	294	.2	30,195	19.9
424	1,520	1.0	31,715	20.9
425	760	.5	32,475	21.4
426	1,275	.8	33,750	22.2
428	557	.4	34,307	22.6
429	379	.2	34,686	22.8
430	651	.4	35,337	23.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
431	1,555	1.0	36,892	24.3
432	724	.5	37,616	24.8
433	704	.5	38,320	25.2
434	580	.4	38,900	25.6
435	666	.4	39,566	26.0
436	765	.5	40,331	26.5
437	1,689	1.1	42,020	27.6
438	1,082	.7	43,102	28.4
439	10	.0	43,112	28.4
440	699	.5	43,811	28.8
441	1,682	1.1	45,493	29.9
442	7	.0	45,500	29.9
443	845	.6	46,345	30.5
444	3,046	2.0	49,391	32.5
445	60	.0	49,451	32.5
446	40	.0	49,491	32.6
447	2,085	1.4	51,576	33.9
448	13	.0	51,589	33.9
449	970	.6	52,559	34.6
450	2,319	1.5	54,878	36.1
451	727	.5	55,605	36.6
452	746	.5	56,351	37.1
453	1,809	1.2	58,160	38.3
454	723	.5	58,883	38.7
455	183	.1	59,066	38.9
456	1,561	1.0	60,627	39.9
457	1,462	1.0	62,089	40.9
458	789	.5	62,878	41.4
459	685	.5	63,563	41.8
460	2,269	1.5	65,832	43.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
461	767	.5	66,599	43.8
462	420	.3	67,019	44.1
463	1,430	.9	68,449	45.0
464	1,781	1.2	70,230	46.2
465	945	.6	71,175	46.8
466	763	.5	71,938	47.3
467	1,531	1.0	73,469	48.3
468	1,778	1.2	75,247	49.5
469	769	.5	76,016	50.0
470	1,253	.8	77,269	50.8
471	1,344	.9	78,613	51.7
472	729	.5	79,342	52.2
473	1,725	1.1	81,067	53.3
474	528	.3	81,595	53.7
475	1,562	1.0	83,157	54.7
476	1,108	.7	84,265	55.4
477	1,037	.7	85,302	56.1
478	1,706	1.1	87,008	57.2
479	993	.7	88,001	57.9
480	1,089	.7	89,090	58.6
481	1,261	.8	90,351	59.4
482	1,360	.9	91,711	60.3
483	690	.5	92,401	60.8
484	1,414	.9	93,815	61.7
485	1,447	1.0	95,262	62.7
486	1,504	1.0	96,766	63.7
487	1,455	1.0	98,221	64.6
488	16	.0	98,237	64.6
489	1,710	1.1	99,947	65.8
490	1,765	1.2	101,712	66.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
492	1,469	1.0	103,181	67.9
493	1,499	1.0	104,680	68.9
494	440	.3	105,120	69.2
495	1,340	.9	106,460	70.0
496	1,621	1.1	108,081	71.1
498	1,405	.9	109,486	72.0
499	1,724	1.1	111,210	73.2
500	83	.1	111,293	73.2
501	1,330	.9	112,623	74.1
502	1,779	1.2	114,402	75.3
503	933	.6	115,335	75.9
504	1,277	.8	116,612	76.7
505	178	.1	116,790	76.8
506	1,445	1.0	118,235	77.8
507	1,463	1.0	119,698	78.8
508	143	.1	119,841	78.9
509	367	.2	120,208	79.1
510	2,313	1.5	122,521	80.6
511	268	.2	122,789	80.8
513	2,161	1.4	124,950	82.2
514	460	.3	125,410	82.5
516	1,559	1.0	126,969	83.5
517	858	.6	127,827	84.1
518	250	.2	128,077	84.3
519	1,561	1.0	129,638	85.3
520	208	.1	129,846	85.4
521	1,147	.8	130,993	86.2
523	1,207	.8	132,200	87.0
524	717	.5	132,917	87.5
525	421	.3	133,338	87.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
526	1,320	.9	134,658	88.6
527	704	.5	135,362	89.1
528	355	.2	135,717	89.3
530	839	.6	136,556	89.9
531	1,075	.7	137,631	90.6
532	283	.2	137,914	90.7
533	958	.6	138,872	91.4
534	395	.3	139,267	91.6
535	637	.4	139,904	92.1
536	904	.6	140,808	92.6
537	447	.3	141,255	92.9
538	1	.0	141,256	92.9
540	1,421	.9	142,677	93.9
541	148	.1	142,825	94.0
542	456	.3	143,281	94.3
543	925	.6	144,206	94.9
544	598	.4	144,804	95.3
547	680	.4	145,484	95.7
548	877	.6	146,361	96.3
550	284	.2	146,645	96.5
552	1,427	.9	148,072	97.4
555	79	.1	148,151	97.5
556	594	.4	148,745	97.9
559	706	.5	149,451	98.3
563	542	.4	149,993	98.7
564	150	.1	150,143	98.8
565	2	.0	150,145	98.8
567	494	.3	150,639	99.1
571	494	.3	151,133	99.4
572	6	.0	151,139	99.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
579	23	.0	151,162	99.5
581	245	.2	151,407	99.6
585	330	.2	151,737	99.8
589	39	.0	151,776	99.9
606	82	.1	151,858	99.9
610	122	.1	151,980	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	4,105	1.1	4,105	1.1
260	769	.2	4,874	1.3
297	410	.1	5,284	1.4
307	1,211	.3	6,495	1.7
308	375	.1	6,870	1.8
316	410	.1	7,280	1.9
326	1,989	.5	9,269	2.4
327	390	.1	9,659	2.5
333	354	.1	10,013	2.6
337	411	.1	10,424	2.7
339	2,261	.6	12,685	3.3
343	201	.1	12,886	3.4
344	335	.1	13,221	3.4
347	159	.0	13,380	3.5
349	294	.1	13,674	3.6
350	83	.0	13,757	3.6
351	2,316	.6	16,073	4.2
353	191	.0	16,264	4.2
354	72	.0	16,336	4.2
355	581	.2	16,917	4.4
357	179	.0	17,096	4.4
359	29	.0	17,125	4.5
361	85	.0	17,210	4.5
362	2,336	.6	19,546	5.1
364	70	.0	19,616	5.1
365	18	.0	19,634	5.1
367	40	.0	19,674	5.1
368	13	.0	19,687	5.1
370	46	.0	19,733	5.1
372	2,329	.6	22,062	5.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
373	891	.2	22,953	6.0
374	694	.2	23,647	6.2
375	11	.0	23,658	6.2
376	15	.0	23,673	6.2
378	12	.0	23,685	6.2
379	11	.0	23,696	6.2
381	8	.0	23,704	6.2
382	2,125	.6	25,829	6.7
384	682	.2	26,511	6.9
385	19	.0	26,530	6.9
386	10	.0	26,540	6.9
387	1,112	.3	27,652	7.2
388	6	.0	27,658	7.2
389	1	.0	27,659	7.2
391	2,307	.6	29,966	7.8
392	991	.3	30,957	8.1
395	4	.0	30,961	8.1
396	478	.1	31,439	8.2
398	4	.0	31,443	8.2
399	1,389	.4	32,832	8.5
400	1,568	.4	34,400	8.9
402	1,082	.3	35,482	9.2
404	273	.1	35,755	9.3
406	1,349	.4	37,104	9.7
408	188	.0	37,292	9.7
409	2,448	.6	39,740	10.3
410	805	.2	40,545	10.5
411	117	.0	40,662	10.6
412	1	.0	40,663	10.6
414	84	.0	40,747	10.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
415	799	.2	41,546	10.8
416	1,363	.4	42,909	11.2
417	70	.0	42,979	11.2
418	1,678	.4	44,657	11.6
419	2,178	.6	46,835	12.2
420	47	.0	46,882	12.2
421	488	.1	47,370	12.3
422	39	.0	47,409	12.3
423	1,772	.5	49,181	12.8
425	20	.0	49,201	12.8
426	331	.1	49,532	12.9
428	4,809	1.3	54,341	14.1
429	1,411	.4	55,752	14.5
430	267	.1	56,019	14.6
431	13	.0	56,032	14.6
432	971	.3	57,003	14.8
433	197	.1	57,200	14.9
434	237	.1	57,437	14.9
435	1,841	.5	59,278	15.4
436	723	.2	60,001	15.6
438	5,270	1.4	65,271	17.0
439	7	.0	65,278	17.0
440	2,121	.6	67,399	17.5
441	80	.0	67,479	17.6
442	4	.0	67,483	17.6
443	471	.1	67,954	17.7
444	1,431	.4	69,385	18.0
445	1,995	.5	71,380	18.6
446	416	.1	71,796	18.7
448	5,809	1.5	77,605	20.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
449	319	.1	77,924	20.3
451	1,868	.5	79,792	20.8
452	1,089	.3	80,881	21.0
453	2	.0	80,883	21.0
454	179	.0	81,062	21.1
455	4,696	1.2	85,758	22.3
456	98	.0	85,856	22.3
457	1,727	.4	87,583	22.8
458	3,325	.9	90,908	23.6
459	1,529	.4	92,437	24.0
460	131	.0	92,568	24.1
461	2,666	.7	95,234	24.8
462	1,313	.3	96,547	25.1
463	85	.0	96,632	25.1
464	425	.1	97,057	25.2
465	4,151	1.1	101,208	26.3
466	1,489	.4	102,697	26.7
467	2,884	.8	105,581	27.5
468	51	.0	105,632	27.5
469	3,426	.9	109,058	28.4
470	1	.0	109,059	28.4
471	3,104	.8	112,163	29.2
472	1,922	.5	114,085	29.7
474	2,640	.7	116,725	30.4
475	2,406	.6	119,131	31.0
476	1,512	.4	120,643	31.4
477	2,935	.8	123,578	32.1
479	3,525	.9	127,103	33.1
480	2,657	.7	129,760	33.7
481	1,272	.3	131,032	34.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
482	2,684	.7	133,716	34.8
483	67	.0	133,783	34.8
484	4,821	1.3	138,604	36.0
485	371	.1	138,975	36.1
486	1,895	.5	140,870	36.6
487	1,962	.5	142,832	37.1
488	2,808	.7	145,640	37.9
489	3,621	.9	149,261	38.8
490	938	.2	150,199	39.1
491	4,132	1.1	154,331	40.1
492	768	.2	155,099	40.3
493	1,811	.5	156,910	40.8
494	2,928	.8	159,838	41.6
495	2,723	.7	162,561	42.3
496	1	.0	162,562	42.3
497	3,451	.9	166,013	43.2
498	3,299	.9	169,312	44.0
499	1,193	.3	170,505	44.3
500	3,578	.9	174,083	45.3
501	2,628	.7	176,711	46.0
502	1,216	.3	177,927	46.3
503	3,355	.9	181,282	47.1
504	2,434	.6	183,716	47.8
505	1,776	.5	185,492	48.2
506	1,890	.5	187,382	48.7
507	3,720	1.0	191,102	49.7
508	991	.3	192,093	50.0
509	1,883	.5	193,976	50.5
510	3,063	.8	197,039	51.2
511	4,470	1.2	201,509	52.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
512	25	.0	201,534	52.4
513	2,126	.6	203,660	53.0
514	5,073	1.3	208,733	54.3
515	2,180	.6	210,913	54.9
517	3,828	1.0	214,741	55.9
518	3,683	1.0	218,424	56.8
520	3,571	.9	221,995	57.7
521	2,151	.6	224,146	58.3
522	1,058	.3	225,204	58.6
523	3,755	1.0	228,959	59.5
524	2,443	.6	231,402	60.2
525	3,437	.9	234,839	61.1
526	3,067	.8	237,906	61.9
527	479	.1	238,385	62.0
528	3,861	1.0	242,246	63.0
529	2,730	.7	244,976	63.7
531	4,358	1.1	249,334	64.8
532	1,914	.5	251,248	65.3
533	790	.2	252,038	65.6
534	4,113	1.1	256,151	66.6
535	2,241	.6	258,392	67.2
536	4,214	1.1	262,606	68.3
537	484	.1	263,090	68.4
538	2,174	.6	265,264	69.0
539	4,405	1.1	269,669	70.1
540	159	.0	269,828	70.2
541	1,090	.3	270,918	70.5
542	5,584	1.5	276,502	71.9
543	35	.0	276,537	71.9
544	966	.3	277,503	72.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
545	4,612	1.2	282,115	73.4
546	874	.2	282,989	73.6
547	3,845	1.0	286,834	74.6
548	1,977	.5	288,811	75.1
549	1,458	.4	290,269	75.5
550	2,520	.7	292,789	76.1
551	674	.2	293,463	76.3
552	3,184	.8	296,647	77.2
553	2,893	.8	299,540	77.9
554	37	.0	299,577	77.9
555	1,537	.4	301,114	78.3
556	4,528	1.2	305,642	79.5
557	322	.1	305,964	79.6
558	1,709	.4	307,673	80.0
559	2,481	.6	310,154	80.7
560	2,380	.6	312,534	81.3
561	1,168	.3	313,702	81.6
563	5,280	1.4	318,982	83.0
564	83	.0	319,065	83.0
566	3,631	.9	322,696	83.9
567	2,160	.6	324,856	84.5
569	3,123	.8	327,979	85.3
571	617	.2	328,596	85.5
572	4,485	1.2	333,081	86.6
573	668	.2	333,749	86.8
574	710	.2	334,459	87.0
575	156	.0	334,615	87.0
576	2,534	.7	337,149	87.7
577	2,183	.6	339,332	88.3
578	224	.1	339,556	88.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
580	3,805	1.0	343,361	89.3
582	1,169	.3	344,530	89.6
583	646	.2	345,176	89.8
584	909	.2	346,085	90.0
585	3,537	.9	349,622	90.9
586	428	.1	350,050	91.0
588	1,556	.4	351,606	91.4
589	574	.1	352,180	91.6
590	1,770	.5	353,950	92.1
591	1,765	.5	355,715	92.5
592	595	.2	356,310	92.7
594	2,459	.6	358,769	93.3
595	718	.2	359,487	93.5
597	1,445	.4	360,932	93.9
598	3,065	.8	363,997	94.7
599	125	.0	364,122	94.7
602	3,155	.8	367,277	95.5
606	1,177	.3	368,454	95.8
607	3,114	.8	371,568	96.6
608	1	.0	371,569	96.6
610	1,476	.4	373,045	97.0
612	1,973	.5	375,018	97.5
614	1	.0	375,019	97.5
616	1,293	.3	376,312	97.9
619	1,641	.4	377,953	98.3
620	28	.0	377,981	98.3
621	1	.0	377,982	98.3
622	1,260	.3	379,242	98.6
623	517	.1	379,759	98.8
629	1,307	.3	381,066	99.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
631	58	.0	381,124	99.1
632	1,051	.3	382,175	99.4
644	157	.0	382,332	99.4
645	777	.2	383,109	99.6
649	759	.2	383,868	99.8
666	271	.1	384,139	99.9
670	351	.1	384,490	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	4,956	2.3	4,956	2.3
325	840	.4	5,796	2.7
335	1,013	.5	6,809	3.2
342	871	.4	7,680	3.6
352	722	.3	8,402	3.9
360	586	.3	8,988	4.2
365	1,079	.5	10,067	4.7
366	416	.2	10,483	4.9
371	281	.1	10,764	5.0
376	178	.1	10,942	5.1
380	119	.1	11,061	5.1
382	1,056	.5	12,117	5.6
384	72	.0	12,189	5.7
385	450	.2	12,639	5.9
387	43	.0	12,682	5.9
391	39	.0	12,721	5.9
394	18	.0	12,739	5.9
395	1,063	.5	13,802	6.4
397	28	.0	13,830	6.4
400	14	.0	13,844	6.4
402	445	.2	14,289	6.6
404	13	.0	14,302	6.6
407	1,063	.5	15,365	7.1
410	5	.0	15,370	7.1
412	434	.2	15,804	7.3
413	12	.0	15,816	7.3
415	447	.2	16,263	7.6
417	991	.5	17,254	8.0
420	393	.2	17,647	8.2
424	5	.0	17,652	8.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
426	270	.1	17,922	8.3
427	825	.4	18,747	8.7
429	2	.0	18,749	8.7
431	233	.1	18,982	8.8
432	1,084	.5	20,066	9.3
434	2	.0	20,068	9.3
436	160	.1	20,228	9.4
437	752	.3	20,980	9.7
440	112	.1	21,092	9.8
442	561	.3	21,653	10.1
444	57	.0	21,710	10.1
445	644	.3	22,354	10.4
447	76	.0	22,430	10.4
448	551	.3	22,981	10.7
450	1,181	.5	24,162	11.2
451	23	.0	24,185	11.2
454	20	.0	24,205	11.2
456	458	.2	24,663	11.5
457	623	.3	25,286	11.7
459	397	.2	25,683	11.9
460	638	.3	26,321	12.2
461	286	.1	26,607	12.4
463	685	.3	27,292	12.7
464	9	.0	27,301	12.7
466	283	.1	27,584	12.8
467	1,187	.6	28,771	13.4
470	208	.1	28,979	13.5
472	200	.1	29,179	13.6
473	817	.4	29,996	13.9
474	1,479	.7	31,475	14.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
477	683	.3	32,158	14.9
479	459	.2	32,617	15.2
480	820	.4	33,437	15.5
481	74	.0	33,511	15.6
483	395	.2	33,906	15.8
484	1,674	.8	35,580	16.5
487	1,536	.7	37,116	17.2
489	1	.0	37,117	17.2
490	150	.1	37,267	17.3
491	244	.1	37,511	17.4
492	1,519	.7	39,030	18.1
494	1,675	.8	40,705	18.9
495	201	.1	40,906	19.0
496	636	.3	41,542	19.3
497	17	.0	41,559	19.3
498	1,354	.6	42,913	19.9
500	568	.3	43,481	20.2
502	1,082	.5	44,563	20.7
503	843	.4	45,406	21.1
504	1,355	.6	46,761	21.7
505	711	.3	47,472	22.1
507	4	.0	47,476	22.1
508	2,268	1.1	49,744	23.1
509	259	.1	50,003	23.2
511	338	.2	50,341	23.4
512	1,712	.8	52,053	24.2
513	1,030	.5	53,083	24.7
514	40	.0	53,123	24.7
515	1,521	.7	54,644	25.4
516	659	.3	55,303	25.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
517	69	.0	55,372	25.7
518	2,206	1.0	57,578	26.8
519	553	.3	58,131	27.0
521	164	.1	58,295	27.1
522	2,112	1.0	60,407	28.1
523	1,635	.8	62,042	28.8
524	115	.1	62,157	28.9
525	599	.3	62,756	29.2
526	1,456	.7	64,212	29.8
527	413	.2	64,625	30.0
528	1,210	.6	65,835	30.6
529	2,251	1.0	68,086	31.6
531	69	.0	68,155	31.7
532	1,475	.7	69,630	32.4
533	1,536	.7	71,166	33.1
534	1,230	.6	72,396	33.6
536	2,188	1.0	74,584	34.7
537	467	.2	75,051	34.9
538	1,206	.6	76,257	35.4
539	2,918	1.4	79,175	36.8
540	323	.2	79,498	36.9
541	32	.0	79,530	37.0
542	1,969	.9	81,499	37.9
543	1,099	.5	82,598	38.4
544	1,598	.7	84,196	39.1
545	148	.1	84,344	39.2
546	2,849	1.3	87,193	40.5
549	2,601	1.2	89,794	41.7
550	1,708	.8	91,502	42.5
551	687	.3	92,189	42.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
552	1,268	.6	93,457	43.4
553	2,652	1.2	96,109	44.7
554	6	.0	96,115	44.7
555	266	.1	96,381	44.8
556	1,601	.7	97,982	45.5
557	3,121	1.5	101,103	47.0
559	819	.4	101,922	47.4
560	3,593	1.7	105,515	49.0
561	27	.0	105,542	49.0
562	701	.3	106,243	49.4
563	1,234	.6	107,477	49.9
564	2,972	1.4	110,449	51.3
565	500	.2	110,949	51.6
566	1,247	.6	112,196	52.1
567	1,728	.8	113,924	52.9
568	1,191	.6	115,115	53.5
569	1,987	.9	117,102	54.4
570	1,550	.7	118,652	55.1
571	61	.0	118,713	55.2
572	1,558	.7	120,271	55.9
573	3,179	1.5	123,450	57.4
575	1,588	.7	125,038	58.1
576	1,058	.5	126,096	58.6
577	2,128	1.0	128,224	59.6
579	2,243	1.0	130,467	60.6
580	1,384	.6	131,851	61.3
581	1,272	.6	133,123	61.9
582	1,547	.7	134,670	62.6
583	1,838	.9	136,508	63.4
585	2,710	1.3	139,218	64.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
586	1,577	.7	140,795	65.4
587	429	.2	141,224	65.6
588	2,818	1.3	144,042	66.9
589	14	.0	144,056	66.9
590	1,101	.5	145,157	67.4
591	2,295	1.1	147,452	68.5
592	1,234	.6	148,686	69.1
593	883	.4	149,569	69.5
595	3,610	1.7	153,179	71.2
596	218	.1	153,397	71.3
597	746	.3	154,143	71.6
598	2,857	1.3	157,000	73.0
599	573	.3	157,573	73.2
601	2,934	1.4	160,507	74.6
602	1,425	.7	161,932	75.2
604	1,606	.7	163,538	76.0
605	1,293	.6	164,831	76.6
606	683	.3	165,514	76.9
607	416	.2	165,930	77.1
608	1,694	.8	167,624	77.9
609	2,112	1.0	169,736	78.9
610	56	.0	169,792	78.9
611	1,676	.8	171,468	79.7
612	875	.4	172,343	80.1
613	1,207	.6	173,550	80.6
614	1,851	.9	175,401	81.5
615	976	.5	176,377	82.0
617	2	.0	176,379	82.0
618	2,351	1.1	178,730	83.1
619	1,135	.5	179,865	83.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
620	184	.1	180,049	83.7
622	2,826	1.3	182,875	85.0
624	473	.2	183,348	85.2
625	1,309	.6	184,657	85.8
626	1,511	.7	186,168	86.5
627	3	.0	186,171	86.5
628	1,402	.7	187,573	87.2
630	409	.2	187,982	87.3
631	991	.5	188,973	87.8
632	1,668	.8	190,641	88.6
633	388	.2	191,029	88.8
635	1,362	.6	192,391	89.4
637	1,234	.6	193,625	90.0
639	1,324	.6	194,949	90.6
640	588	.3	195,537	90.9
642	143	.1	195,680	90.9
643	647	.3	196,327	91.2
644	1,241	.6	197,568	91.8
645	516	.2	198,084	92.0
646	748	.3	198,832	92.4
648	28	.0	198,860	92.4
649	1,936	.9	200,796	93.3
652	2	.0	200,798	93.3
653	907	.4	201,705	93.7
655	1,181	.5	202,886	94.3
656	1,056	.5	203,942	94.8
659	1,195	.6	205,137	95.3
662	645	.3	205,782	95.6
663	1,284	.6	207,066	96.2
667	1,244	.6	208,310	96.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
671	1,291	.6	209,601	97.4
672	548	.3	210,149	97.6
674	15	.0	210,164	97.7
676	1,337	.6	211,501	98.3
682	1,147	.5	212,648	98.8
687	32	.0	212,680	98.8
690	1,197	.6	213,877	99.4
700	679	.3	214,556	99.7
705	58	.0	214,614	99.7
717	429	.2	215,043	99.9
732	164	.1	215,207	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	6,104	3.2	6,104	3.2
313	559	.3	6,663	3.5
338	649	.3	7,312	3.8
341	637	.3	7,949	4.2
352	665	.3	8,614	4.5
362	541	.3	9,155	4.8
368	699	.4	9,854	5.2
369	447	.2	10,301	5.4
376	316	.2	10,617	5.6
380	332	.2	10,949	5.8
382	197	.1	11,146	5.9
386	724	.4	11,870	6.2
388	126	.1	11,996	6.3
393	80	.0	12,076	6.3
397	56	.0	12,132	6.4
400	589	.3	12,721	6.7
402	46	.0	12,767	6.7
405	446	.2	13,213	6.9
406	25	.0	13,238	7.0
407	423	.2	13,661	7.2
410	25	.0	13,686	7.2
412	549	.3	14,235	7.5
414	17	.0	14,252	7.5
418	447	.2	14,699	7.7
422	12	.0	14,711	7.7
424	911	.5	15,622	8.2
426	12	.0	15,634	8.2
428	392	.2	16,026	8.4
429	1	.0	16,027	8.4
430	19	.0	16,046	8.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
432	543	.3	16,589	8.7
434	8	.0	16,597	8.7
435	328	.2	16,925	8.9
436	349	.2	17,274	9.1
438	432	.2	17,706	9.3
439	5	.0	17,711	9.3
443	278	.1	17,989	9.5
445	540	.3	18,529	9.7
447	232	.1	18,761	9.9
449	743	.4	19,504	10.3
451	356	.2	19,860	10.4
454	118	.1	19,978	10.5
455	504	.3	20,482	10.8
459	253	.1	20,735	10.9
461	1	.0	20,736	10.9
462	295	.2	21,031	11.1
463	1,682	.9	22,713	11.9
464	60	.0	22,773	12.0
468	43	.0	22,816	12.0
470	392	.2	23,208	12.2
471	3	.0	23,211	12.2
472	25	.0	23,236	12.2
473	773	.4	24,009	12.6
474	246	.1	24,255	12.7
476	846	.4	25,101	13.2
477	663	.3	25,764	13.5
480	544	.3	26,308	13.8
481	214	.1	26,522	13.9
484	4	.0	26,526	13.9
486	392	.2	26,918	14.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
487	1,696	.9	28,614	15.0
488	5	.0	28,619	15.0
489	723	.4	29,342	15.4
491	110	.1	29,452	15.5
492	6	.0	29,458	15.5
493	442	.2	29,900	15.7
494	726	.4	30,626	16.1
495	91	.0	30,717	16.1
496	2	.0	30,719	16.1
498	120	.1	30,839	16.2
499	1,558	.8	32,397	17.0
500	3	.0	32,400	17.0
501	1,319	.7	33,719	17.7
504	322	.2	34,041	17.9
505	1	.0	34,042	17.9
507	1,490	.8	35,532	18.7
508	229	.1	35,761	18.8
510	33	.0	35,794	18.8
511	1,059	.6	36,853	19.4
512	579	.3	37,432	19.7
513	792	.4	38,224	20.1
514	819	.4	39,043	20.5
515	9	.0	39,052	20.5
517	127	.1	39,179	20.6
518	1,321	.7	40,500	21.3
519	10	.0	40,510	21.3
520	786	.4	41,296	21.7
521	89	.0	41,385	21.8
522	1,068	.6	42,453	22.3
523	192	.1	42,645	22.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
524	416	.2	43,061	22.6
525	1,750	.9	44,811	23.6
527	344	.2	45,155	23.7
528	51	.0	45,206	23.8
529	43	.0	45,249	23.8
530	1,532	.8	46,781	24.6
531	1,200	.6	47,981	25.2
532	2	.0	47,983	25.2
533	38	.0	48,021	25.2
534	550	.3	48,571	25.5
535	843	.4	49,414	26.0
536	315	.2	49,729	26.1
537	2,026	1.1	51,755	27.2
538	1	.0	51,756	27.2
539	696	.4	52,452	27.6
541	11	.0	52,463	27.6
542	1,626	.9	54,089	28.4
543	1,596	.8	55,685	29.3
545	12	.0	55,697	29.3
546	1,342	.7	57,039	30.0
547	72	.0	57,111	30.0
548	1,526	.8	58,637	30.8
549	832	.4	59,469	31.3
550	205	.1	59,674	31.4
551	1,169	.6	60,843	32.0
553	1,249	.7	62,092	32.6
554	535	.3	62,627	32.9
555	2,137	1.1	64,764	34.0
558	1,264	.7	66,028	34.7
559	840	.4	66,868	35.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
560	1,411	.7	68,279	35.9
561	713	.4	68,992	36.3
562	1,154	.6	70,146	36.9
563	653	.3	70,799	37.2
564	22	.0	70,821	37.2
565	1,293	.7	72,114	37.9
566	1,195	.6	73,309	38.5
567	1,365	.7	74,674	39.2
568	362	.2	75,036	39.4
570	1,298	.7	76,334	40.1
571	1,260	.7	77,594	40.8
572	1,052	.6	78,646	41.3
573	31	.0	78,677	41.4
574	2,238	1.2	80,915	42.5
575	823	.4	81,738	43.0
576	213	.1	81,951	43.1
577	1,154	.6	83,105	43.7
578	2,216	1.2	85,321	44.8
579	228	.1	85,549	45.0
580	4	.0	85,553	45.0
581	668	.4	86,221	45.3
582	2,015	1.1	88,236	46.4
583	1,442	.8	89,678	47.1
584	212	.1	89,890	47.2
586	4,234	2.2	94,124	49.5
587	37	.0	94,161	49.5
588	100	.1	94,261	49.5
590	3,168	1.7	97,429	51.2
591	1,271	.7	98,700	51.9
592	70	.0	98,770	51.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
594	1,060	.6	99,830	52.5
595	1,937	1.0	101,767	53.5
596	1,173	.6	102,940	54.1
597	440	.2	103,380	54.3
598	2,540	1.3	105,920	55.7
599	269	.1	106,189	55.8
600	1,301	.7	107,490	56.5
602	2,852	1.5	110,342	58.0
604	1,774	.9	112,116	58.9
606	1,409	.7	113,525	59.7
607	1,261	.7	114,786	60.3
609	1,758	.9	116,544	61.3
610	1,339	.7	117,883	62.0
611	620	.3	118,503	62.3
612	2,480	1.3	120,983	63.6
614	1,199	.6	122,182	64.2
615	53	.0	122,235	64.2
616	2,983	1.6	125,218	65.8
617	247	.1	125,465	65.9
619	969	.5	126,434	66.5
620	2,869	1.5	129,303	68.0
621	215	.1	129,518	68.1
622	1	.0	129,519	68.1
623	1,132	.6	130,651	68.7
624	1,679	.9	132,330	69.5
625	1,332	.7	133,662	70.2
627	131	.1	133,793	70.3
628	3,933	2.1	137,726	72.4
630	86	.0	137,812	72.4
632	2,023	1.1	139,835	73.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
633	1,954	1.0	141,789	74.5
635	214	.1	142,003	74.6
636	1,599	.8	143,602	75.5
637	1,785	.9	145,387	76.4
639	339	.2	145,726	76.6
640	1,878	1.0	147,604	77.6
641	658	.3	148,262	77.9
642	1,033	.5	149,295	78.5
643	1	.0	149,296	78.5
644	1,794	.9	151,090	79.4
645	993	.5	152,083	79.9
646	1	.0	152,084	79.9
647	1,065	.6	153,149	80.5
649	2,859	1.5	156,008	82.0
652	1	.0	156,009	82.0
653	3,527	1.9	159,536	83.8
656	106	.1	159,642	83.9
657	1,237	.7	160,879	84.6
658	1,775	.9	162,654	85.5
660	4	.0	162,658	85.5
661	2,331	1.2	164,989	86.7
663	1,125	.6	166,114	87.3
665	1,975	1.0	168,089	88.3
669	3,084	1.6	171,173	90.0
670	225	.1	171,398	90.1
672	7	.0	171,405	90.1
673	826	.4	172,231	90.5
674	1,424	.7	173,655	91.3
677	1,639	.9	175,294	92.1
678	1,325	.7	176,619	92.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
682	1,093	.6	177,712	93.4
683	109	.1	177,821	93.5
684	1,216	.6	179,037	94.1
686	1,559	.8	180,596	94.9
690	1,027	.5	181,623	95.5
691	1,168	.6	182,791	96.1
696	1,177	.6	183,968	96.7
697	832	.4	184,800	97.1
698	53	.0	184,853	97.2
699	260	.1	185,113	97.3
702	1,140	.6	186,253	97.9
706	577	.3	186,830	98.2
707	1	.0	186,831	98.2
710	1,024	.5	187,855	98.7
714	115	.1	187,970	98.8
715	1	.0	187,971	98.8
719	1,107	.6	189,078	99.4
732	538	.3	189,616	99.7
735	194	.1	189,810	99.8
747	458	.2	190,268	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
184	1,274	.7	1,274	.7
185	70	.0	1,344	.7
186	147	.1	1,491	.8
187	153	.1	1,644	.9
188	116	.1	1,760	1.0
189	160	.1	1,920	1.1
190	158	.1	2,078	1.1
191	70	.0	2,148	1.2
192	102	.1	2,250	1.2
193	98	.1	2,348	1.3
194	66	.0	2,414	1.3
195	45	.0	2,459	1.4
196	37	.0	2,496	1.4
197	27	.0	2,523	1.4
198	16	.0	2,539	1.4
199	14	.0	2,553	1.4
200	8	.0	2,561	1.4
201	6	.0	2,567	1.4
202	1	.0	2,568	1.4
203	4	.0	2,572	1.4
204	1	.0	2,573	1.4
208	1	.0	2,574	1.4
213	55	.0	2,629	1.5
214	18	.0	2,647	1.5
215	21	.0	2,668	1.5
216	41	.0	2,709	1.5
217	62	.0	2,771	1.5
218	44	.0	2,815	1.6
219	49	.0	2,864	1.6
220	57	.0	2,921	1.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
221	59	.0	2,980	1.6
222	30	.0	3,010	1.7
223	25	.0	3,035	1.7
224	22	.0	3,057	1.7
225	14	.0	3,071	1.7
226	11	.0	3,082	1.7
227	15	.0	3,097	1.7
228	6	.0	3,103	1.7
230	1	.0	3,104	1.7
233	2	.0	3,106	1.7
237	47	.0	3,153	1.7
238	13	.0	3,166	1.8
239	38	.0	3,204	1.8
240	17	.0	3,221	1.8
241	88	.0	3,309	1.8
242	64	.0	3,373	1.9
243	50	.0	3,423	1.9
244	81	.0	3,504	1.9
245	79	.0	3,583	2.0
246	69	.0	3,652	2.0
247	58	.0	3,710	2.1
248	68	.0	3,778	2.1
249	69	.0	3,847	2.1
250	53	.0	3,900	2.2
251	61	.0	3,961	2.2
252	57	.0	4,018	2.2
253	45	.0	4,063	2.2
254	57	.0	4,120	2.3
255	54	.0	4,174	2.3
256	52	.0	4,226	2.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
257	53	.0	4,279	2.4
258	78	.0	4,357	2.4
259	55	.0	4,412	2.4
260	59	.0	4,471	2.5
261	72	.0	4,543	2.5
262	63	.0	4,606	2.5
263	62	.0	4,668	2.6
264	58	.0	4,726	2.6
265	70	.0	4,796	2.7
266	59	.0	4,855	2.7
267	65	.0	4,920	2.7
268	51	.0	4,971	2.8
269	74	.0	5,045	2.8
270	66	.0	5,111	2.8
271	59	.0	5,170	2.9
272	76	.0	5,246	2.9
273	67	.0	5,313	2.9
274	89	.0	5,402	3.0
275	78	.0	5,480	3.0
276	67	.0	5,547	3.1
277	80	.0	5,627	3.1
278	83	.0	5,710	3.2
279	65	.0	5,775	3.2
280	57	.0	5,832	3.2
281	80	.0	5,912	3.3
282	67	.0	5,979	3.3
283	74	.0	6,053	3.3
284	82	.0	6,135	3.4
285	69	.0	6,204	3.4
286	77	.0	6,281	3.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
287	87	.0	6,368	3.5
288	76	.0	6,444	3.6
289	74	.0	6,518	3.6
290	87	.0	6,605	3.7
291	85	.0	6,690	3.7
292	82	.0	6,772	3.7
293	110	.1	6,882	3.8
294	89	.0	6,971	3.9
295	106	.1	7,077	3.9
296	91	.1	7,168	4.0
297	87	.0	7,255	4.0
298	111	.1	7,366	4.1
299	101	.1	7,467	4.1
300	109	.1	7,576	4.2
301	112	.1	7,688	4.3
302	101	.1	7,789	4.3
303	104	.1	7,893	4.4
304	106	.1	7,999	4.4
305	112	.1	8,111	4.5
306	91	.1	8,202	4.5
307	105	.1	8,307	4.6
308	100	.1	8,407	4.7
309	104	.1	8,511	4.7
310	105	.1	8,616	4.8
311	106	.1	8,722	4.8
312	129	.1	8,851	4.9
313	105	.1	8,956	5.0
314	100	.1	9,056	5.0
315	117	.1	9,173	5.1
316	126	.1	9,299	5.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
317	109	.1	9,408	5.2
318	106	.1	9,514	5.3
319	126	.1	9,640	5.3
320	126	.1	9,766	5.4
321	110	.1	9,876	5.5
322	115	.1	9,991	5.5
323	153	.1	10,144	5.6
324	162	.1	10,306	5.7
325	141	.1	10,447	5.8
326	148	.1	10,595	5.9
327	122	.1	10,717	5.9
328	159	.1	10,876	6.0
329	140	.1	11,016	6.1
330	157	.1	11,173	6.2
331	157	.1	11,330	6.3
332	157	.1	11,487	6.4
333	156	.1	11,643	6.4
334	153	.1	11,796	6.5
335	170	.1	11,966	6.6
336	169	.1	12,135	6.7
337	175	.1	12,310	6.8
338	169	.1	12,479	6.9
339	184	.1	12,663	7.0
340	159	.1	12,822	7.1
341	171	.1	12,993	7.2
342	211	.1	13,204	7.3
343	192	.1	13,396	7.4
344	195	.1	13,591	7.5
345	214	.1	13,805	7.6
346	193	.1	13,998	7.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
347	186	.1	14,184	7.8
348	216	.1	14,400	8.0
349	212	.1	14,612	8.1
350	226	.1	14,838	8.2
351	224	.1	15,062	8.3
352	225	.1	15,287	8.5
353	255	.1	15,542	8.6
354	251	.1	15,793	8.7
355	259	.1	16,052	8.9
356	294	.2	16,346	9.0
357	266	.1	16,612	9.2
358	283	.2	16,895	9.3
359	309	.2	17,204	9.5
360	298	.2	17,502	9.7
361	297	.2	17,799	9.9
362	284	.2	18,083	10.0
363	321	.2	18,404	10.2
364	355	.2	18,759	10.4
365	333	.2	19,092	10.6
366	331	.2	19,423	10.7
367	363	.2	19,786	10.9
368	391	.2	20,177	11.2
369	428	.2	20,605	11.4
370	394	.2	20,999	11.6
371	439	.2	21,438	11.9
372	433	.2	21,871	12.1
373	428	.2	22,299	12.3
374	475	.3	22,774	12.6
375	468	.3	23,242	12.9
376	505	.3	23,747	13.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
377	468	.3	24,215	13.4
378	501	.3	24,716	13.7
379	532	.3	25,248	14.0
380	555	.3	25,803	14.3
381	575	.3	26,378	14.6
382	588	.3	26,966	14.9
383	603	.3	27,569	15.3
384	605	.3	28,174	15.6
385	653	.4	28,827	16.0
386	619	.3	29,446	16.3
387	640	.4	30,086	16.6
388	743	.4	30,829	17.1
389	730	.4	31,559	17.5
390	693	.4	32,252	17.8
391	748	.4	33,000	18.3
392	748	.4	33,748	18.7
393	755	.4	34,503	19.1
394	755	.4	35,258	19.5
395	776	.4	36,034	19.9
396	834	.5	36,868	20.4
397	855	.5	37,723	20.9
398	866	.5	38,589	21.4
399	844	.5	39,433	21.8
400	846	.5	40,279	22.3
401	929	.5	41,208	22.8
402	961	.5	42,169	23.3
403	974	.5	43,143	23.9
404	974	.5	44,117	24.4
405	1,040	.6	45,157	25.0
406	1,032	.6	46,189	25.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
407	1,013	.6	47,202	26.1
408	1,011	.6	48,213	26.7
409	1,022	.6	49,235	27.2
410	1,036	.6	50,271	27.8
411	1,089	.6	51,360	28.4
412	1,129	.6	52,489	29.0
413	1,208	.7	53,697	29.7
414	1,201	.7	54,898	30.4
415	1,200	.7	56,098	31.0
416	1,076	.6	57,174	31.6
417	1,214	.7	58,388	32.3
418	1,191	.7	59,579	33.0
419	1,209	.7	60,788	33.6
420	1,258	.7	62,046	34.3
421	1,368	.8	63,414	35.1
422	1,211	.7	64,625	35.8
423	1,200	.7	65,825	36.4
424	1,375	.8	67,200	37.2
425	1,343	.7	68,543	37.9
426	1,212	.7	69,755	38.6
427	1,413	.8	71,168	39.4
428	1,369	.8	72,537	40.1
429	1,307	.7	73,844	40.9
430	1,249	.7	75,093	41.6
431	1,330	.7	76,423	42.3
432	1,482	.8	77,905	43.1
433	1,381	.8	79,286	43.9
434	1,368	.8	80,654	44.6
435	1,478	.8	82,132	45.5
436	1,367	.8	83,499	46.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
437	1,430	.8	84,929	47.0
438	1,419	.8	86,348	47.8
439	1,446	.8	87,794	48.6
440	1,393	.8	89,187	49.4
441	1,470	.8	90,657	50.2
442	1,392	.8	92,049	50.9
443	1,494	.8	93,543	51.8
444	1,342	.7	94,885	52.5
445	1,426	.8	96,311	53.3
446	1,576	.9	97,887	54.2
447	1,340	.7	99,227	54.9
448	1,376	.8	100,603	55.7
449	1,572	.9	102,175	56.5
450	1,407	.8	103,582	57.3
451	1,395	.8	104,977	58.1
452	1,457	.8	106,434	58.9
453	1,476	.8	107,910	59.7
454	1,316	.7	109,226	60.4
455	1,496	.8	110,722	61.3
456	1,506	.8	112,228	62.1
457	1,345	.7	113,573	62.9
458	1,462	.8	115,035	63.7
459	1,380	.8	116,415	64.4
460	1,359	.8	117,774	65.2
461	1,445	.8	119,219	66.0
462	1,433	.8	120,652	66.8
463	1,390	.8	122,042	67.5
464	1,357	.8	123,399	68.3
465	1,332	.7	124,731	69.0
466	1,350	.7	126,081	69.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
467	1,275	.7	127,356	70.5
468	1,327	.7	128,683	71.2
469	1,299	.7	129,982	71.9
470	1,313	.7	131,295	72.7
471	1,167	.6	132,462	73.3
472	1,287	.7	133,749	74.0
473	1,222	.7	134,971	74.7
474	1,176	.7	136,147	75.3
475	1,161	.6	137,308	76.0
476	1,173	.6	138,481	76.6
477	1,211	.7	139,692	77.3
478	1,151	.6	140,843	77.9
479	1,073	.6	141,916	78.5
480	1,085	.6	143,001	79.1
481	1,076	.6	144,077	79.7
482	1,053	.6	145,130	80.3
483	951	.5	146,081	80.8
484	964	.5	147,045	81.4
485	1,042	.6	148,087	82.0
486	957	.5	149,044	82.5
487	950	.5	149,994	83.0
488	933	.5	150,927	83.5
489	863	.5	151,790	84.0
490	944	.5	152,734	84.5
491	757	.4	153,491	84.9
492	798	.4	154,289	85.4
493	897	.5	155,186	85.9
494	805	.4	155,991	86.3
495	680	.4	156,671	86.7
496	869	.5	157,540	87.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
497	700	.4	158,240	87.6
498	716	.4	158,956	88.0
499	641	.4	159,597	88.3
500	715	.4	160,312	88.7
501	566	.3	160,878	89.0
502	645	.4	161,523	89.4
503	692	.4	162,215	89.8
504	549	.3	162,764	90.1
505	611	.3	163,375	90.4
506	571	.3	163,946	90.7
507	560	.3	164,506	91.0
508	541	.3	165,047	91.3
509	604	.3	165,651	91.7
510	425	.2	166,076	91.9
511	412	.2	166,488	92.1
512	445	.2	166,933	92.4
513	410	.2	167,343	92.6
514	478	.3	167,821	92.9
515	443	.2	168,264	93.1
516	487	.3	168,751	93.4
517	337	.2	169,088	93.6
518	450	.2	169,538	93.8
519	393	.2	169,931	94.0
520	378	.2	170,309	94.2
521	274	.2	170,583	94.4
522	412	.2	170,995	94.6
523	312	.2	171,307	94.8
524	339	.2	171,646	95.0
525	303	.2	171,949	95.2
526	304	.2	172,253	95.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
527	300	.2	172,553	95.5
528	312	.2	172,865	95.7
529	302	.2	173,167	95.8
530	313	.2	173,480	96.0
531	345	.2	173,825	96.2
532	197	.1	174,022	96.3
533	226	.1	174,248	96.4
534	225	.1	174,473	96.6
535	205	.1	174,678	96.7
536	193	.1	174,871	96.8
537	191	.1	175,062	96.9
538	177	.1	175,239	97.0
539	136	.1	175,375	97.1
540	214	.1	175,589	97.2
541	190	.1	175,779	97.3
542	163	.1	175,942	97.4
543	155	.1	176,097	97.5
544	192	.1	176,289	97.6
545	148	.1	176,437	97.6
546	218	.1	176,655	97.8
547	192	.1	176,847	97.9
548	158	.1	177,005	98.0
549	170	.1	177,175	98.0
550	126	.1	177,301	98.1
551	157	.1	177,458	98.2
552	181	.1	177,639	98.3
553	158	.1	177,797	98.4
554	114	.1	177,911	98.5
555	152	.1	178,063	98.5
556	114	.1	178,177	98.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
557	108	.1	178,285	98.7
558	119	.1	178,404	98.7
559	127	.1	178,531	98.8
560	69	.0	178,600	98.8
561	61	.0	178,661	98.9
562	69	.0	178,730	98.9
563	122	.1	178,852	99.0
564	81	.0	178,933	99.0
565	99	.1	179,032	99.1
566	76	.0	179,108	99.1
567	68	.0	179,176	99.2
568	34	.0	179,210	99.2
569	43	.0	179,253	99.2
570	11	.0	179,264	99.2
571	73	.0	179,337	99.2
572	28	.0	179,365	99.3
573	48	.0	179,413	99.3
574	13	.0	179,426	99.3
575	63	.0	179,489	99.3
576	21	.0	179,510	99.3
577	52	.0	179,562	99.4
578	43	.0	179,605	99.4
579	106	.1	179,711	99.5
580	47	.0	179,758	99.5
581	93	.1	179,851	99.5
582	69	.0	179,920	99.6
583	101	.1	180,021	99.6
584	70	.0	180,091	99.7
585	61	.0	180,152	99.7
586	78	.0	180,230	99.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
587	90	.0	180,320	99.8
588	83	.0	180,403	99.8
589	33	.0	180,436	99.9
590	90	.0	180,526	99.9
591	28	.0	180,554	99.9
592	34	.0	180,588	99.9
594	74	.0	180,662	100.0
598	38	.0	180,700	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
215	1,060	.7	1,060	.7
225	5	.0	1,065	.7
231	27	.0	1,092	.7
236	11	.0	1,103	.7
238	10	.0	1,113	.7
241	4	.0	1,117	.7
243	9	.0	1,126	.7
244	32	.0	1,158	.8
247	39	.0	1,197	.8
249	16	.0	1,213	.8
250	15	.0	1,228	.8
251	4	.0	1,232	.8
253	6	.0	1,238	.8
254	30	.0	1,268	.8
255	12	.0	1,280	.8
256	1	.0	1,281	.8
257	4	.0	1,285	.8
258	16	.0	1,301	.9
259	29	.0	1,330	.9
260	12	.0	1,342	.9
261	19	.0	1,361	.9
262	22	.0	1,383	.9
263	12	.0	1,395	.9
264	9	.0	1,404	.9
265	21	.0	1,425	.9
266	8	.0	1,433	.9
267	7	.0	1,440	.9
268	16	.0	1,456	1.0
269	2	.0	1,458	1.0
270	27	.0	1,485	1.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
271	5	.0	1,490	1.0
272	13	.0	1,503	1.0
273	8	.0	1,511	1.0
274	15	.0	1,526	1.0
275	14	.0	1,540	1.0
276	30	.0	1,570	1.0
277	15	.0	1,585	1.0
278	17	.0	1,602	1.1
279	14	.0	1,616	1.1
280	5	.0	1,621	1.1
281	23	.0	1,644	1.1
282	14	.0	1,658	1.1
283	14	.0	1,672	1.1
284	19	.0	1,691	1.1
285	10	.0	1,701	1.1
286	28	.0	1,729	1.1
287	30	.0	1,759	1.2
288	24	.0	1,783	1.2
289	27	.0	1,810	1.2
290	29	.0	1,839	1.2
291	10	.0	1,849	1.2
292	26	.0	1,875	1.2
293	24	.0	1,899	1.2
294	22	.0	1,921	1.3
295	11	.0	1,932	1.3
296	7	.0	1,939	1.3
297	33	.0	1,972	1.3
298	20	.0	1,992	1.3
299	30	.0	2,022	1.3
300	21	.0	2,043	1.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
301	18	.0	2,061	1.4
302	37	.0	2,098	1.4
303	17	.0	2,115	1.4
304	30	.0	2,145	1.4
305	27	.0	2,172	1.4
306	30	.0	2,202	1.4
307	32	.0	2,234	1.5
308	32	.0	2,266	1.5
309	20	.0	2,286	1.5
310	34	.0	2,320	1.5
311	27	.0	2,347	1.5
312	48	.0	2,395	1.6
313	34	.0	2,429	1.6
314	36	.0	2,465	1.6
315	28	.0	2,493	1.6
316	39	.0	2,532	1.7
317	39	.0	2,571	1.7
318	43	.0	2,614	1.7
319	39	.0	2,653	1.7
320	20	.0	2,673	1.8
321	41	.0	2,714	1.8
322	27	.0	2,741	1.8
323	57	.0	2,798	1.8
324	55	.0	2,853	1.9
325	32	.0	2,885	1.9
326	45	.0	2,930	1.9
327	58	.0	2,988	2.0
328	39	.0	3,027	2.0
329	69	.0	3,096	2.0
330	50	.0	3,146	2.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
331	61	.0	3,207	2.1
332	66	.0	3,273	2.2
333	53	.0	3,326	2.2
334	65	.0	3,391	2.2
335	62	.0	3,453	2.3
336	55	.0	3,508	2.3
337	79	.1	3,587	2.4
338	75	.0	3,662	2.4
339	55	.0	3,717	2.4
340	73	.0	3,790	2.5
341	83	.1	3,873	2.5
342	61	.0	3,934	2.6
343	66	.0	4,000	2.6
344	93	.1	4,093	2.7
345	53	.0	4,146	2.7
346	84	.1	4,230	2.8
347	80	.1	4,310	2.8
348	83	.1	4,393	2.9
349	83	.1	4,476	2.9
350	98	.1	4,574	3.0
351	96	.1	4,670	3.1
352	115	.1	4,785	3.1
353	80	.1	4,865	3.2
354	96	.1	4,961	3.3
355	127	.1	5,088	3.3
356	97	.1	5,185	3.4
357	113	.1	5,298	3.5
358	137	.1	5,435	3.6
359	83	.1	5,518	3.6
360	93	.1	5,611	3.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
361	143	.1	5,754	3.8
362	102	.1	5,856	3.9
363	110	.1	5,966	3.9
364	159	.1	6,125	4.0
365	104	.1	6,229	4.1
366	124	.1	6,353	4.2
367	155	.1	6,508	4.3
368	126	.1	6,634	4.4
369	145	.1	6,779	4.5
370	153	.1	6,932	4.6
371	134	.1	7,066	4.6
372	147	.1	7,213	4.7
373	130	.1	7,343	4.8
374	186	.1	7,529	5.0
375	198	.1	7,727	5.1
376	173	.1	7,900	5.2
377	171	.1	8,071	5.3
378	211	.1	8,282	5.4
379	185	.1	8,467	5.6
380	179	.1	8,646	5.7
381	204	.1	8,850	5.8
382	211	.1	9,061	6.0
383	210	.1	9,271	6.1
384	219	.1	9,490	6.2
385	205	.1	9,695	6.4
386	280	.2	9,975	6.6
387	262	.2	10,237	6.7
388	226	.1	10,463	6.9
389	283	.2	10,746	7.1
390	219	.1	10,965	7.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
391	274	.2	11,239	7.4
392	298	.2	11,537	7.6
393	290	.2	11,827	7.8
394	264	.2	12,091	8.0
395	327	.2	12,418	8.2
396	276	.2	12,694	8.4
397	311	.2	13,005	8.6
398	346	.2	13,351	8.8
399	314	.2	13,665	9.0
400	360	.2	14,025	9.2
401	381	.3	14,406	9.5
402	355	.2	14,761	9.7
403	404	.3	15,165	10.0
404	415	.3	15,580	10.3
405	355	.2	15,935	10.5
406	422	.3	16,357	10.8
407	416	.3	16,773	11.0
408	394	.3	17,167	11.3
409	477	.3	17,644	11.6
410	442	.3	18,086	11.9
411	425	.3	18,511	12.2
412	458	.3	18,969	12.5
413	468	.3	19,437	12.8
414	455	.3	19,892	13.1
415	532	.4	20,424	13.4
416	438	.3	20,862	13.7
417	556	.4	21,418	14.1
418	587	.4	22,005	14.5
419	464	.3	22,469	14.8
420	608	.4	23,077	15.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
421	624	.4	23,701	15.6
422	558	.4	24,259	16.0
423	680	.4	24,939	16.4
424	547	.4	25,486	16.8
425	577	.4	26,063	17.1
426	659	.4	26,722	17.6
427	663	.4	27,385	18.0
428	627	.4	28,012	18.4
429	721	.5	28,733	18.9
430	671	.4	29,404	19.3
431	651	.4	30,055	19.8
432	742	.5	30,797	20.3
433	720	.5	31,517	20.7
434	695	.5	32,212	21.2
435	803	.5	33,015	21.7
436	667	.4	33,682	22.2
437	898	.6	34,580	22.8
438	747	.5	35,327	23.2
439	817	.5	36,144	23.8
440	929	.6	37,073	24.4
441	722	.5	37,795	24.9
442	897	.6	38,692	25.5
443	888	.6	39,580	26.0
444	807	.5	40,387	26.6
445	1,007	.7	41,394	27.2
446	964	.6	42,358	27.9
447	882	.6	43,240	28.5
448	986	.6	44,226	29.1
449	1,002	.7	45,228	29.8
450	952	.6	46,180	30.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
451	1,069	.7	47,249	31.1
452	1,063	.7	48,312	31.8
453	953	.6	49,265	32.4
454	1,034	.7	50,299	33.1
455	1,180	.8	51,479	33.9
456	930	.6	52,409	34.5
457	1,224	.8	53,633	35.3
458	1,141	.8	54,774	36.0
459	1,009	.7	55,783	36.7
460	1,275	.8	57,058	37.5
461	1,116	.7	58,174	38.3
462	1,116	.7	59,290	39.0
463	1,295	.9	60,585	39.9
464	1,052	.7	61,637	40.6
465	1,162	.8	62,799	41.3
466	1,287	.8	64,086	42.2
467	1,180	.8	65,266	42.9
468	1,219	.8	66,485	43.7
469	1,244	.8	67,729	44.6
470	1,256	.8	68,985	45.4
471	1,207	.8	70,192	46.2
472	1,331	.9	71,523	47.1
473	1,173	.8	72,696	47.8
474	1,278	.8	73,974	48.7
475	1,360	.9	75,334	49.6
476	1,131	.7	76,465	50.3
477	1,434	.9	77,899	51.3
478	1,357	.9	79,256	52.1
479	1,201	.8	80,457	52.9
480	1,354	.9	81,811	53.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
481	1,326	.9	83,137	54.7
482	1,253	.8	84,390	55.5
483	1,252	.8	85,642	56.4
484	1,302	.9	86,944	57.2
485	1,301	.9	88,245	58.1
486	1,297	.9	89,542	58.9
487	1,299	.9	90,841	59.8
488	1,223	.8	92,064	60.6
489	1,301	.9	93,365	61.4
490	1,341	.9	94,706	62.3
491	1,186	.8	95,892	63.1
492	1,269	.8	97,161	63.9
493	1,249	.8	98,410	64.8
494	1,241	.8	99,651	65.6
495	1,288	.8	100,939	66.4
496	1,223	.8	102,162	67.2
497	1,136	.7	103,298	68.0
498	1,291	.8	104,589	68.8
499	1,142	.8	105,731	69.6
500	1,129	.7	106,860	70.3
501	1,118	.7	107,978	71.0
502	1,187	.8	109,165	71.8
503	1,030	.7	110,195	72.5
504	1,229	.8	111,424	73.3
505	1,060	.7	112,484	74.0
506	1,033	.7	113,517	74.7
507	1,096	.7	114,613	75.4
508	1,060	.7	115,673	76.1
509	964	.6	116,637	76.7
510	1,222	.8	117,859	77.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
511	966	.6	118,825	78.2
512	1,023	.7	119,848	78.9
513	973	.6	120,821	79.5
514	1,021	.7	121,842	80.2
515	918	.6	122,760	80.8
516	997	.7	123,757	81.4
517	908	.6	124,665	82.0
518	850	.6	125,515	82.6
519	908	.6	126,423	83.2
520	818	.5	127,241	83.7
521	746	.5	127,987	84.2
522	1,038	.7	129,025	84.9
523	775	.5	129,800	85.4
524	819	.5	130,619	85.9
525	883	.6	131,502	86.5
526	781	.5	132,283	87.0
527	738	.5	133,021	87.5
528	702	.5	133,723	88.0
529	814	.5	134,537	88.5
530	620	.4	135,157	88.9
531	698	.5	135,855	89.4
532	581	.4	136,436	89.8
533	670	.4	137,106	90.2
534	680	.4	137,786	90.7
535	627	.4	138,413	91.1
536	544	.4	138,957	91.4
537	553	.4	139,510	91.8
538	586	.4	140,096	92.2
539	595	.4	140,691	92.6
540	546	.4	141,237	92.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
541	423	.3	141,660	93.2
542	541	.4	142,201	93.6
543	488	.3	142,689	93.9
544	307	.2	142,996	94.1
545	534	.4	143,530	94.4
546	389	.3	143,919	94.7
547	432	.3	144,351	95.0
548	325	.2	144,676	95.2
549	379	.2	145,055	95.4
550	321	.2	145,376	95.7
551	378	.2	145,754	95.9
552	349	.2	146,103	96.1
553	287	.2	146,390	96.3
554	370	.2	146,760	96.6
555	272	.2	147,032	96.7
556	303	.2	147,335	96.9
557	335	.2	147,670	97.2
558	263	.2	147,933	97.3
559	194	.1	148,127	97.5
560	272	.2	148,399	97.6
561	185	.1	148,584	97.8
562	281	.2	148,865	98.0
563	132	.1	148,997	98.0
564	253	.2	149,250	98.2
565	217	.1	149,467	98.3
566	171	.1	149,638	98.5
567	164	.1	149,802	98.6
568	166	.1	149,968	98.7
569	135	.1	150,103	98.8
570	216	.1	150,319	98.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
571	54	.0	150,373	98.9
572	182	.1	150,555	99.1
573	35	.0	150,590	99.1
574	180	.1	150,770	99.2
575	38	.0	150,808	99.2
576	149	.1	150,957	99.3
577	49	.0	151,006	99.4
578	81	.1	151,087	99.4
579	61	.0	151,148	99.5
580	96	.1	151,244	99.5
581	63	.0	151,307	99.6
582	61	.0	151,368	99.6
583	9	.0	151,377	99.6
584	109	.1	151,486	99.7
585	34	.0	151,520	99.7
586	50	.0	151,570	99.7
587	39	.0	151,609	99.8
588	46	.0	151,655	99.8
589	37	.0	151,692	99.8
590	13	.0	151,705	99.8
591	31	.0	151,736	99.8
592	13	.0	151,749	99.8
593	34	.0	151,783	99.9
594	20	.0	151,803	99.9
595	25	.0	151,828	99.9
596	11	.0	151,839	99.9
597	13	.0	151,852	99.9
598	7	.0	151,859	99.9
599	8	.0	151,867	99.9
600	13	.0	151,880	99.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
601	20	.0	151,900	99.9
602	2	.0	151,902	99.9
603	15	.0	151,917	100.0
605	4	.0	151,921	100.0
606	6	.0	151,927	100.0
607	12	.0	151,939	100.0
608	12	.0	151,951	100.0
609	5	.0	151,956	100.0
611	2	.0	151,958	100.0
613	6	.0	151,964	100.0
614	1	.0	151,965	100.0
615	1	.0	151,966	100.0
616	4	.0	151,970	100.0
617	4	.0	151,974	100.0
619	5	.0	151,979	100.0
622	1	.0	151,980	100.0

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	2,971	.8	2,971	.8
235	64	.0	3,035	.8
251	11	.0	3,046	.8
253	15	.0	3,061	.8
256	10	.0	3,071	.8
258	52	.0	3,123	.8
259	110	.0	3,233	.8
261	12	.0	3,245	.8
263	14	.0	3,259	.8
265	17	.0	3,276	.9
266	7	.0	3,283	.9
267	68	.0	3,351	.9
268	65	.0	3,416	.9
271	13	.0	3,429	.9
272	75	.0	3,504	.9
273	10	.0	3,514	.9
274	51	.0	3,565	.9
275	55	.0	3,620	.9
276	2	.0	3,622	.9
277	17	.0	3,639	.9
278	37	.0	3,676	1.0
279	8	.0	3,684	1.0
280	52	.0	3,736	1.0
281	46	.0	3,782	1.0
282	4	.0	3,786	1.0
283	51	.0	3,837	1.0
284	7	.0	3,844	1.0
285	15	.0	3,859	1.0
286	41	.0	3,900	1.0
287	20	.0	3,920	1.0

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
288	34	.0	3,954	1.0
289	25	.0	3,979	1.0
290	40	.0	4,019	1.0
291	18	.0	4,037	1.0
292	31	.0	4,068	1.1
293	11	.0	4,079	1.1
294	19	.0	4,098	1.1
295	18	.0	4,116	1.1
296	41	.0	4,157	1.1
297	41	.0	4,198	1.1
298	31	.0	4,229	1.1
299	40	.0	4,269	1.1
300	40	.0	4,309	1.1
301	47	.0	4,356	1.1
302	14	.0	4,370	1.1
303	37	.0	4,407	1.1
304	66	.0	4,473	1.2
305	55	.0	4,528	1.2
306	53	.0	4,581	1.2
307	39	.0	4,620	1.2
308	34	.0	4,654	1.2
309	69	.0	4,723	1.2
310	52	.0	4,775	1.2
311	30	.0	4,805	1.2
312	56	.0	4,861	1.3
313	45	.0	4,906	1.3
314	51	.0	4,957	1.3
315	43	.0	5,000	1.3
316	69	.0	5,069	1.3
317	45	.0	5,114	1.3

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
318	55	.0	5,169	1.3
319	64	.0	5,233	1.4
320	61	.0	5,294	1.4
321	69	.0	5,363	1.4
322	63	.0	5,426	1.4
323	73	.0	5,499	1.4
324	40	.0	5,539	1.4
325	87	.0	5,626	1.5
326	62	.0	5,688	1.5
327	67	.0	5,755	1.5
328	82	.0	5,837	1.5
329	67	.0	5,904	1.5
330	82	.0	5,986	1.6
331	62	.0	6,048	1.6
332	63	.0	6,111	1.6
333	81	.0	6,192	1.6
334	68	.0	6,260	1.6
335	66	.0	6,326	1.6
336	74	.0	6,400	1.7
337	105	.0	6,505	1.7
338	87	.0	6,592	1.7
339	84	.0	6,676	1.7
340	83	.0	6,759	1.8
341	93	.0	6,852	1.8
342	85	.0	6,937	1.8
343	105	.0	7,042	1.8
344	96	.0	7,138	1.9
345	109	.0	7,247	1.9
346	112	.0	7,359	1.9
347	110	.0	7,469	1.9

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
348	95	.0	7,564	2.0
349	135	.0	7,699	2.0
350	106	.0	7,805	2.0
351	125	.0	7,930	2.1
352	94	.0	8,024	2.1
353	111	.0	8,135	2.1
354	128	.0	8,263	2.1
355	139	.0	8,402	2.2
356	130	.0	8,532	2.2
357	131	.0	8,663	2.3
358	139	.0	8,802	2.3
359	120	.0	8,922	2.3
360	148	.0	9,070	2.4
361	151	.0	9,221	2.4
362	132	.0	9,353	2.4
363	138	.0	9,491	2.5
364	149	.0	9,640	2.5
365	143	.0	9,783	2.5
366	140	.0	9,923	2.6
367	190	.0	10,113	2.6
368	143	.0	10,256	2.7
369	203	.1	10,459	2.7
370	176	.0	10,635	2.8
371	212	.1	10,847	2.8
372	180	.0	11,027	2.9
373	199	.1	11,226	2.9
374	195	.1	11,421	3.0
375	202	.1	11,623	3.0
376	260	.1	11,883	3.1
377	194	.1	12,077	3.1

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
378	262	.1	12,339	3.2
379	207	.1	12,546	3.3
380	246	.1	12,792	3.3
381	247	.1	13,039	3.4
382	257	.1	13,296	3.5
383	249	.1	13,545	3.5
384	266	.1	13,811	3.6
385	297	.1	14,108	3.7
386	318	.1	14,426	3.8
387	297	.1	14,723	3.8
388	332	.1	15,055	3.9
389	307	.1	15,362	4.0
390	333	.1	15,695	4.1
391	327	.1	16,022	4.2
392	370	.1	16,392	4.3
393	310	.1	16,702	4.3
394	384	.1	17,086	4.4
395	362	.1	17,448	4.5
396	399	.1	17,847	4.6
397	399	.1	18,246	4.7
398	384	.1	18,630	4.8
399	439	.1	19,069	5.0
400	448	.1	19,517	5.1
401	481	.1	19,998	5.2
402	429	.1	20,427	5.3
403	475	.1	20,902	5.4
404	439	.1	21,341	5.6
405	464	.1	21,805	5.7
406	447	.1	22,252	5.8
407	503	.1	22,755	5.9

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
408	561	.1	23,316	6.1
409	490	.1	23,806	6.2
410	540	.1	24,346	6.3
411	565	.1	24,911	6.5
412	607	.2	25,518	6.6
413	524	.1	26,042	6.8
414	613	.2	26,655	6.9
415	568	.1	27,223	7.1
416	656	.2	27,879	7.3
417	625	.2	28,504	7.4
418	631	.2	29,135	7.6
419	721	.2	29,856	7.8
420	723	.2	30,579	8.0
421	690	.2	31,269	8.1
422	698	.2	31,967	8.3
423	745	.2	32,712	8.5
424	687	.2	33,399	8.7
425	782	.2	34,181	8.9
426	784	.2	34,965	9.1
427	769	.2	35,734	9.3
428	793	.2	36,527	9.5
429	847	.2	37,374	9.7
430	848	.2	38,222	9.9
431	893	.2	39,115	10.2
432	812	.2	39,927	10.4
433	878	.2	40,805	10.6
434	1,016	.3	41,821	10.9
435	841	.2	42,662	11.1
436	992	.3	43,654	11.4
437	949	.2	44,603	11.6

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
438	967	.3	45,570	11.9
439	1,090	.3	46,660	12.1
440	1,058	.3	47,718	12.4
441	1,047	.3	48,765	12.7
442	1,107	.3	49,872	13.0
443	1,068	.3	50,940	13.2
444	1,107	.3	52,047	13.5
445	1,176	.3	53,223	13.8
446	1,087	.3	54,310	14.1
447	1,255	.3	55,565	14.5
448	1,248	.3	56,813	14.8
449	1,172	.3	57,985	15.1
450	1,303	.3	59,288	15.4
451	1,158	.3	60,446	15.7
452	1,372	.4	61,818	16.1
453	1,273	.3	63,091	16.4
454	1,237	.3	64,328	16.7
455	1,514	.4	65,842	17.1
456	1,377	.4	67,219	17.5
457	1,498	.4	68,717	17.9
458	1,410	.4	70,127	18.2
459	1,544	.4	71,671	18.6
460	1,620	.4	73,291	19.1
461	1,564	.4	74,855	19.5
462	1,682	.4	76,537	19.9
463	1,569	.4	78,106	20.3
464	1,592	.4	79,698	20.7
465	1,686	.4	81,384	21.2
466	1,880	.5	83,264	21.7
467	1,652	.4	84,916	22.1

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
468	1,820	.5	86,736	22.6
469	1,732	.5	88,468	23.0
470	1,782	.5	90,250	23.5
471	1,844	.5	92,094	24.0
472	1,709	.4	93,803	24.4
473	2,020	.5	95,823	24.9
474	1,852	.5	97,675	25.4
475	2,103	.5	99,778	26.0
476	1,969	.5	101,747	26.5
477	2,048	.5	103,795	27.0
478	2,105	.5	105,900	27.5
479	1,962	.5	107,862	28.1
480	2,201	.6	110,063	28.6
481	1,942	.5	112,005	29.1
482	2,266	.6	114,271	29.7
483	2,200	.6	116,471	30.3
484	2,261	.6	118,732	30.9
485	2,261	.6	120,993	31.5
486	2,280	.6	123,273	32.1
487	2,632	.7	125,905	32.7
488	2,295	.6	128,200	33.3
489	2,350	.6	130,550	34.0
490	2,197	.6	132,747	34.5
491	2,432	.6	135,179	35.2
492	2,601	.7	137,780	35.8
493	2,415	.6	140,195	36.5
494	2,502	.7	142,697	37.1
495	2,511	.7	145,208	37.8
496	2,796	.7	148,004	38.5
497	2,561	.7	150,565	39.2

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
498	2,642	.7	153,207	39.8
499	2,627	.7	155,834	40.5
500	2,612	.7	158,446	41.2
501	2,782	.7	161,228	41.9
502	2,464	.6	163,692	42.6
503	2,860	.7	166,552	43.3
504	2,623	.7	169,175	44.0
505	2,889	.8	172,064	44.8
506	2,742	.7	174,806	45.5
507	2,661	.7	177,467	46.2
508	2,964	.8	180,431	46.9
509	2,620	.7	183,051	47.6
510	2,930	.8	185,981	48.4
511	2,739	.7	188,720	49.1
512	2,954	.8	191,674	49.9
513	2,846	.7	194,520	50.6
514	2,914	.8	197,434	51.3
515	2,975	.8	200,409	52.1
516	2,794	.7	203,203	52.9
517	2,904	.8	206,107	53.6
518	2,870	.7	208,977	54.4
519	2,862	.7	211,839	55.1
520	3,053	.8	214,892	55.9
521	2,790	.7	217,682	56.6
522	2,965	.8	220,647	57.4
523	2,978	.8	223,625	58.2
524	2,920	.8	226,545	58.9
525	2,959	.8	229,504	59.7
526	2,774	.7	232,278	60.4
527	2,934	.8	235,212	61.2

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
528	3,035	.8	238,247	62.0
529	2,750	.7	240,997	62.7
530	2,991	.8	243,988	63.5
531	2,783	.7	246,771	64.2
532	2,729	.7	249,500	64.9
533	2,970	.8	252,470	65.7
534	2,886	.8	255,356	66.4
535	2,854	.7	258,210	67.2
536	2,797	.7	261,007	67.9
537	2,924	.8	263,931	68.6
538	2,660	.7	266,591	69.3
539	2,957	.8	269,548	70.1
540	2,640	.7	272,188	70.8
541	2,715	.7	274,903	71.5
542	2,841	.7	277,744	72.2
543	2,528	.7	280,272	72.9
544	2,615	.7	282,887	73.6
545	2,695	.7	285,582	74.3
546	2,437	.6	288,019	74.9
547	2,655	.7	290,674	75.6
548	2,257	.6	292,931	76.2
549	2,722	.7	295,653	76.9
550	2,371	.6	298,024	77.5
551	2,486	.6	300,510	78.2
552	2,442	.6	302,952	78.8
553	2,309	.6	305,261	79.4
554	2,502	.7	307,763	80.0
555	2,185	.6	309,948	80.6
556	2,400	.6	312,348	81.2
557	1,995	.5	314,343	81.8

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
558	2,210	.6	316,553	82.3
559	2,021	.5	318,574	82.9
560	2,123	.6	320,697	83.4
561	1,940	.5	322,637	83.9
562	2,146	.6	324,783	84.5
563	1,732	.5	326,515	84.9
564	2,020	.5	328,535	85.4
565	1,859	.5	330,394	85.9
566	1,914	.5	332,308	86.4
567	1,686	.4	333,994	86.9
568	1,822	.5	335,816	87.3
569	1,637	.4	337,453	87.8
570	1,772	.5	339,225	88.2
571	1,674	.4	340,899	88.7
572	1,575	.4	342,474	89.1
573	1,773	.5	344,247	89.5
574	1,274	.3	345,521	89.9
575	1,793	.5	347,314	90.3
576	1,227	.3	348,541	90.7
577	1,460	.4	350,001	91.0
578	1,201	.3	351,202	91.3
579	1,257	.3	352,459	91.7
580	1,316	.3	353,775	92.0
581	1,282	.3	355,057	92.3
582	1,236	.3	356,293	92.7
583	1,047	.3	357,340	92.9
584	1,157	.3	358,497	93.2
585	1,111	.3	359,608	93.5
586	940	.2	360,548	93.8
587	1,215	.3	361,763	94.1

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
588	903	.2	362,666	94.3
589	796	.2	363,462	94.5
590	1,052	.3	364,514	94.8
591	766	.2	365,280	95.0
592	914	.2	366,194	95.2
593	872	.2	367,066	95.5
594	665	.2	367,731	95.6
595	851	.2	368,582	95.9
596	636	.2	369,218	96.0
597	589	.2	369,807	96.2
598	971	.3	370,778	96.4
599	367	.1	371,145	96.5
600	665	.2	371,810	96.7
601	536	.1	372,346	96.8
602	467	.1	372,813	97.0
603	782	.2	373,595	97.2
604	374	.1	373,969	97.3
605	438	.1	374,407	97.4
606	527	.1	374,934	97.5
607	460	.1	375,394	97.6
608	407	.1	375,801	97.7
609	467	.1	376,268	97.9
610	341	.1	376,609	98.0
611	469	.1	377,078	98.1
612	272	.1	377,350	98.1
613	363	.1	377,713	98.2
614	343	.1	378,056	98.3
615	281	.1	378,337	98.4
616	429	.1	378,766	98.5
617	173	.0	378,939	98.6

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
618	346	.1	379,285	98.6
619	314	.1	379,599	98.7
620	277	.1	379,876	98.8
621	276	.1	380,152	98.9
622	240	.1	380,392	98.9
623	274	.1	380,666	99.0
624	139	.0	380,805	99.0
625	165	.0	380,970	99.1
626	271	.1	381,241	99.2
627	223	.1	381,464	99.2
628	195	.1	381,659	99.3
629	204	.1	381,863	99.3
630	115	.0	381,978	99.3
631	204	.1	382,182	99.4
632	105	.0	382,287	99.4
633	111	.0	382,398	99.5
634	212	.1	382,610	99.5
635	63	.0	382,673	99.5
636	126	.0	382,799	99.6
637	105	.0	382,904	99.6
638	116	.0	383,020	99.6
639	204	.1	383,224	99.7
640	17	.0	383,241	99.7
641	54	.0	383,295	99.7
642	88	.0	383,383	99.7
643	70	.0	383,453	99.7
644	119	.0	383,572	99.8
645	37	.0	383,609	99.8
646	47	.0	383,656	99.8
647	83	.0	383,739	99.8

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
648	60	.0	383,799	99.8
649	110	.0	383,909	99.8
650	46	.0	383,955	99.9
651	30	.0	383,985	99.9
652	43	.0	384,028	99.9
653	7	.0	384,035	99.9
654	32	.0	384,067	99.9
655	39	.0	384,106	99.9
656	46	.0	384,152	99.9
657	60	.0	384,212	99.9
658	13	.0	384,225	99.9
659	2	.0	384,227	99.9
660	8	.0	384,235	99.9
661	9	.0	384,244	99.9
662	30	.0	384,274	99.9
663	22	.0	384,296	99.9
664	37	.0	384,333	100.0
665	9	.0	384,342	100.0
666	16	.0	384,358	100.0
667	12	.0	384,370	100.0
668	23	.0	384,393	100.0
670	2	.0	384,395	100.0
671	1	.0	384,396	100.0
673	23	.0	384,419	100.0
674	1	.0	384,420	100.0
675	37	.0	384,457	100.0
676	2	.0	384,459	100.0
679	2	.0	384,461	100.0
684	6	.0	384,467	100.0
685	13	.0	384,480	100.0

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
689	6	.0	384,486	100.0
700	4	.0	384,490	100.0

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
248	2,585	1.2	2,585	1.2
264	122	.1	2,707	1.3
266	29	.0	2,736	1.3
273	29	.0	2,765	1.3
274	80	.0	2,845	1.3
277	19	.0	2,864	1.3
278	32	.0	2,896	1.3
281	48	.0	2,944	1.4
282	18	.0	2,962	1.4
284	39	.0	3,001	1.4
286	37	.0	3,038	1.4
287	13	.0	3,051	1.4
289	35	.0	3,086	1.4
290	28	.0	3,114	1.4
291	16	.0	3,130	1.5
292	10	.0	3,140	1.5
293	70	.0	3,210	1.5
294	41	.0	3,251	1.5
296	23	.0	3,274	1.5
297	38	.0	3,312	1.5
299	38	.0	3,350	1.6
300	14	.0	3,364	1.6
301	31	.0	3,395	1.6
302	27	.0	3,422	1.6
303	27	.0	3,449	1.6
304	20	.0	3,469	1.6
305	29	.0	3,498	1.6
306	10	.0	3,508	1.6
307	22	.0	3,530	1.6
308	12	.0	3,542	1.6

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
309	44	.0	3,586	1.7
310	16	.0	3,602	1.7
311	24	.0	3,626	1.7
312	16	.0	3,642	1.7
313	30	.0	3,672	1.7
314	40	.0	3,712	1.7
315	28	.0	3,740	1.7
316	38	.0	3,778	1.8
317	27	.0	3,805	1.8
318	33	.0	3,838	1.8
319	43	.0	3,881	1.8
320	38	.0	3,919	1.8
321	11	.0	3,930	1.8
322	48	.0	3,978	1.8
323	52	.0	4,030	1.9
324	25	.0	4,055	1.9
325	24	.0	4,079	1.9
326	31	.0	4,110	1.9
327	77	.0	4,187	1.9
328	28	.0	4,215	2.0
329	28	.0	4,243	2.0
330	53	.0	4,296	2.0
331	48	.0	4,344	2.0
332	38	.0	4,382	2.0
333	40	.0	4,422	2.1
334	60	.0	4,482	2.1
335	67	.0	4,549	2.1
336	18	.0	4,567	2.1
337	45	.0	4,612	2.1
338	68	.0	4,680	2.2

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
339	49	.0	4,729	2.2
340	40	.0	4,769	2.2
341	60	.0	4,829	2.2
342	76	.0	4,905	2.3
343	40	.0	4,945	2.3
344	62	.0	5,007	2.3
345	66	.0	5,073	2.4
346	49	.0	5,122	2.4
347	36	.0	5,158	2.4
348	88	.0	5,246	2.4
349	34	.0	5,280	2.5
350	56	.0	5,336	2.5
351	87	.0	5,423	2.5
352	50	.0	5,473	2.5
353	68	.0	5,541	2.6
354	54	.0	5,595	2.6
355	45	.0	5,640	2.6
356	82	.0	5,722	2.7
357	68	.0	5,790	2.7
358	61	.0	5,851	2.7
359	62	.0	5,913	2.7
360	70	.0	5,983	2.8
361	68	.0	6,051	2.8
362	73	.0	6,124	2.8
363	64	.0	6,188	2.9
364	93	.0	6,281	2.9
365	71	.0	6,352	3.0
366	66	.0	6,418	3.0
367	77	.0	6,495	3.0
368	63	.0	6,558	3.0

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
369	108	.1	6,666	3.1
370	68	.0	6,734	3.1
371	62	.0	6,796	3.2
372	83	.0	6,879	3.2
373	96	.0	6,975	3.2
374	65	.0	7,040	3.3
375	105	.0	7,145	3.3
376	89	.0	7,234	3.4
377	83	.0	7,317	3.4
378	79	.0	7,396	3.4
379	108	.1	7,504	3.5
380	71	.0	7,575	3.5
381	101	.0	7,676	3.6
382	101	.0	7,777	3.6
383	73	.0	7,850	3.6
384	123	.1	7,973	3.7
385	70	.0	8,043	3.7
386	86	.0	8,129	3.8
387	119	.1	8,248	3.8
388	112	.1	8,360	3.9
389	91	.0	8,451	3.9
390	88	.0	8,539	4.0
391	83	.0	8,622	4.0
392	91	.0	8,713	4.0
393	123	.1	8,836	4.1
394	116	.1	8,952	4.2
395	107	.0	9,059	4.2
396	125	.1	9,184	4.3
397	79	.0	9,263	4.3
398	121	.1	9,384	4.4

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
399	140	.1	9,524	4.4
400	131	.1	9,655	4.5
401	103	.0	9,758	4.5
402	126	.1	9,884	4.6
403	146	.1	10,030	4.7
404	130	.1	10,160	4.7
405	147	.1	10,307	4.8
406	108	.1	10,415	4.8
407	164	.1	10,579	4.9
408	122	.1	10,701	5.0
409	156	.1	10,857	5.0
410	105	.0	10,962	5.1
411	158	.1	11,120	5.2
412	148	.1	11,268	5.2
413	137	.1	11,405	5.3
414	153	.1	11,558	5.4
415	132	.1	11,690	5.4
416	152	.1	11,842	5.5
417	157	.1	11,999	5.6
418	154	.1	12,153	5.6
419	133	.1	12,286	5.7
420	173	.1	12,459	5.8
421	141	.1	12,600	5.9
422	173	.1	12,773	5.9
423	146	.1	12,919	6.0
424	176	.1	13,095	6.1
425	153	.1	13,248	6.2
426	184	.1	13,432	6.2
427	192	.1	13,624	6.3
428	139	.1	13,763	6.4

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
429	190	.1	13,953	6.5
430	177	.1	14,130	6.6
431	186	.1	14,316	6.7
432	193	.1	14,509	6.7
433	206	.1	14,715	6.8
434	154	.1	14,869	6.9
435	210	.1	15,079	7.0
436	175	.1	15,254	7.1
437	226	.1	15,480	7.2
438	229	.1	15,709	7.3
439	211	.1	15,920	7.4
440	196	.1	16,116	7.5
441	230	.1	16,346	7.6
442	218	.1	16,564	7.7
443	207	.1	16,771	7.8
444	244	.1	17,015	7.9
445	224	.1	17,239	8.0
446	256	.1	17,495	8.1
447	249	.1	17,744	8.2
448	255	.1	17,999	8.4
449	247	.1	18,246	8.5
450	264	.1	18,510	8.6
451	207	.1	18,717	8.7
452	319	.1	19,036	8.8
453	228	.1	19,264	9.0
454	317	.1	19,581	9.1
455	228	.1	19,809	9.2
456	277	.1	20,086	9.3
457	318	.1	20,404	9.5
458	268	.1	20,672	9.6

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
459	306	.1	20,978	9.7
460	349	.2	21,327	9.9
461	280	.1	21,607	10.0
462	362	.2	21,969	10.2
463	284	.1	22,253	10.3
464	343	.2	22,596	10.5
465	326	.2	22,922	10.7
466	345	.2	23,267	10.8
467	367	.2	23,634	11.0
468	338	.2	23,972	11.1
469	386	.2	24,358	11.3
470	351	.2	24,709	11.5
471	410	.2	25,119	11.7
472	361	.2	25,480	11.8
473	462	.2	25,942	12.1
474	376	.2	26,318	12.2
475	402	.2	26,720	12.4
476	402	.2	27,122	12.6
477	467	.2	27,589	12.8
478	427	.2	28,016	13.0
479	423	.2	28,439	13.2
480	443	.2	28,882	13.4
481	418	.2	29,300	13.6
482	453	.2	29,753	13.8
483	476	.2	30,229	14.0
484	454	.2	30,683	14.3
485	496	.2	31,179	14.5
486	466	.2	31,645	14.7
487	496	.2	32,141	14.9
488	539	.3	32,680	15.2

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
489	503	.2	33,183	15.4
490	595	.3	33,778	15.7
491	495	.2	34,273	15.9
492	597	.3	34,870	16.2
493	557	.3	35,427	16.5
494	595	.3	36,022	16.7
495	593	.3	36,615	17.0
496	640	.3	37,255	17.3
497	592	.3	37,847	17.6
498	759	.4	38,606	17.9
499	579	.3	39,185	18.2
500	715	.3	39,900	18.5
501	639	.3	40,539	18.8
502	778	.4	41,317	19.2
503	724	.3	42,041	19.5
504	825	.4	42,866	19.9
505	715	.3	43,581	20.3
506	781	.4	44,362	20.6
507	780	.4	45,142	21.0
508	813	.4	45,955	21.4
509	767	.4	46,722	21.7
510	892	.4	47,614	22.1
511	822	.4	48,436	22.5
512	920	.4	49,356	22.9
513	815	.4	50,171	23.3
514	853	.4	51,024	23.7
515	907	.4	51,931	24.1
516	963	.4	52,894	24.6
517	964	.4	53,858	25.0
518	952	.4	54,810	25.5

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
519	977	.5	55,787	25.9
520	986	.5	56,773	26.4
521	1,056	.5	57,829	26.9
522	1,033	.5	58,862	27.4
523	1,122	.5	59,984	27.9
524	1,110	.5	61,094	28.4
525	1,095	.5	62,189	28.9
526	1,124	.5	63,313	29.4
527	1,138	.5	64,451	29.9
528	1,223	.6	65,674	30.5
529	1,215	.6	66,889	31.1
530	1,201	.6	68,090	31.6
531	1,262	.6	69,352	32.2
532	1,261	.6	70,613	32.8
533	1,324	.6	71,937	33.4
534	1,327	.6	73,264	34.0
535	1,367	.6	74,631	34.7
536	1,353	.6	75,984	35.3
537	1,370	.6	77,354	35.9
538	1,341	.6	78,695	36.6
539	1,427	.7	80,122	37.2
540	1,464	.7	81,586	37.9
541	1,415	.7	83,001	38.6
542	1,489	.7	84,490	39.3
543	1,504	.7	85,994	40.0
544	1,542	.7	87,536	40.7
545	1,510	.7	89,046	41.4
546	1,535	.7	90,581	42.1
547	1,583	.7	92,164	42.8
548	1,583	.7	93,747	43.6

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
549	1,589	.7	95,336	44.3
550	1,626	.8	96,962	45.1
551	1,636	.8	98,598	45.8
552	1,665	.8	100,263	46.6
553	1,633	.8	101,896	47.3
554	1,728	.8	103,624	48.2
555	1,646	.8	105,270	48.9
556	1,785	.8	107,055	49.7
557	1,721	.8	108,776	50.5
558	1,669	.8	110,445	51.3
559	1,738	.8	112,183	52.1
560	1,721	.8	113,904	52.9
561	1,801	.8	115,705	53.8
562	1,701	.8	117,406	54.6
563	1,761	.8	119,167	55.4
564	1,835	.9	121,002	56.2
565	1,660	.8	122,662	57.0
566	1,833	.9	124,495	57.8
567	1,784	.8	126,279	58.7
568	1,774	.8	128,053	59.5
569	1,716	.8	129,769	60.3
570	1,683	.8	131,452	61.1
571	1,813	.8	133,265	61.9
572	1,731	.8	134,996	62.7
573	1,731	.8	136,727	63.5
574	1,681	.8	138,408	64.3
575	1,844	.9	140,252	65.2
576	1,639	.8	141,891	65.9
577	1,793	.8	143,684	66.8
578	1,638	.8	145,322	67.5

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
579	1,624	.8	146,946	68.3
580	1,817	.8	148,763	69.1
581	1,502	.7	150,265	69.8
582	1,831	.9	152,096	70.7
583	1,610	.7	153,706	71.4
584	1,585	.7	155,291	72.2
585	1,636	.8	156,927	72.9
586	1,580	.7	158,507	73.7
587	1,498	.7	160,005	74.3
588	1,579	.7	161,584	75.1
589	1,452	.7	163,036	75.8
590	1,533	.7	164,569	76.5
591	1,410	.7	165,979	77.1
592	1,488	.7	167,467	77.8
593	1,467	.7	168,934	78.5
594	1,367	.6	170,301	79.1
595	1,472	.7	171,773	79.8
596	1,402	.7	173,175	80.5
597	1,228	.6	174,403	81.0
598	1,298	.6	175,701	81.6
599	1,182	.5	176,883	82.2
600	1,212	.6	178,095	82.8
601	1,305	.6	179,400	83.4
602	1,175	.5	180,575	83.9
603	1,212	.6	181,787	84.5
604	1,140	.5	182,927	85.0
605	1,081	.5	184,008	85.5
606	1,114	.5	185,122	86.0
607	1,166	.5	186,288	86.6
608	1,040	.5	187,328	87.0

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
609	1,092	.5	188,420	87.6
610	899	.4	189,319	88.0
611	956	.4	190,275	88.4
612	883	.4	191,158	88.8
613	932	.4	192,090	89.3
614	877	.4	192,967	89.7
615	947	.4	193,914	90.1
616	738	.3	194,652	90.4
617	857	.4	195,509	90.8
618	704	.3	196,213	91.2
619	689	.3	196,902	91.5
620	845	.4	197,747	91.9
621	645	.3	198,392	92.2
622	833	.4	199,225	92.6
623	612	.3	199,837	92.9
624	616	.3	200,453	93.1
625	574	.3	201,027	93.4
626	675	.3	201,702	93.7
627	602	.3	202,304	94.0
628	569	.3	202,873	94.3
629	467	.2	203,340	94.5
630	621	.3	203,961	94.8
631	513	.2	204,474	95.0
632	578	.3	205,052	95.3
633	444	.2	205,496	95.5
634	429	.2	205,925	95.7
635	436	.2	206,361	95.9
636	502	.2	206,863	96.1
637	358	.2	207,221	96.3
638	337	.2	207,558	96.4

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
639	416	.2	207,974	96.6
640	354	.2	208,328	96.8
641	364	.2	208,692	97.0
642	335	.2	209,027	97.1
643	328	.2	209,355	97.3
644	341	.2	209,696	97.4
645	336	.2	210,032	97.6
646	231	.1	210,263	97.7
647	206	.1	210,469	97.8
648	228	.1	210,697	97.9
649	324	.2	211,021	98.1
650	232	.1	211,253	98.2
651	157	.1	211,410	98.2
652	188	.1	211,598	98.3
653	265	.1	211,863	98.4
654	191	.1	212,054	98.5
655	157	.1	212,211	98.6
656	170	.1	212,381	98.7
657	139	.1	212,520	98.8
658	220	.1	212,740	98.9
659	108	.1	212,848	98.9
660	163	.1	213,011	99.0
661	148	.1	213,159	99.0
662	112	.1	213,271	99.1
663	106	.0	213,377	99.1
664	91	.0	213,468	99.2
665	112	.1	213,580	99.2
666	83	.0	213,663	99.3
667	132	.1	213,795	99.3
668	82	.0	213,877	99.4

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
669	34	.0	213,911	99.4
670	92	.0	214,003	99.4
671	54	.0	214,057	99.5
672	125	.1	214,182	99.5
673	33	.0	214,215	99.5
674	74	.0	214,289	99.6
675	65	.0	214,354	99.6
676	32	.0	214,386	99.6
677	85	.0	214,471	99.7
678	38	.0	214,509	99.7
679	70	.0	214,579	99.7
680	35	.0	214,614	99.7
681	37	.0	214,651	99.7
682	43	.0	214,694	99.8
683	40	.0	214,734	99.8
684	26	.0	214,760	99.8
685	52	.0	214,812	99.8
686	17	.0	214,829	99.8
687	4	.0	214,833	99.8
688	39	.0	214,872	99.8
689	22	.0	214,894	99.9
690	26	.0	214,920	99.9
691	23	.0	214,943	99.9
692	24	.0	214,967	99.9
693	17	.0	214,984	99.9
694	3	.0	214,987	99.9
695	18	.0	215,005	99.9
696	4	.0	215,009	99.9
697	25	.0	215,034	99.9
698	23	.0	215,057	99.9

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
699	15	.0	215,072	99.9
700	16	.0	215,088	99.9
701	1	.0	215,089	99.9
702	12	.0	215,101	100.0
703	7	.0	215,108	100.0
704	1	.0	215,109	100.0
705	10	.0	215,119	100.0
706	14	.0	215,133	100.0
707	16	.0	215,149	100.0
708	1	.0	215,150	100.0
710	4	.0	215,154	100.0
712	4	.0	215,158	100.0
713	6	.0	215,164	100.0
714	8	.0	215,172	100.0
715	5	.0	215,177	100.0
718	1	.0	215,178	100.0
720	14	.0	215,192	100.0
721	6	.0	215,198	100.0
723	1	.0	215,199	100.0
728	4	.0	215,203	100.0
733	2	.0	215,205	100.0
734	1	.0	215,206	100.0
741	1	.0	215,207	100.0

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
251	4,478	2.4	4,478	2.4
257	31	.0	4,509	2.4
269	30	.0	4,539	2.4
270	17	.0	4,556	2.4
276	91	.0	4,647	2.4
277	30	.0	4,677	2.5
282	15	.0	4,692	2.5
283	31	.0	4,723	2.5
284	85	.0	4,808	2.5
286	45	.0	4,853	2.6
288	24	.0	4,877	2.6
289	44	.0	4,921	2.6
290	8	.0	4,929	2.6
292	30	.0	4,959	2.6
294	49	.0	5,008	2.6
295	19	.0	5,027	2.6
296	18	.0	5,045	2.7
297	16	.0	5,061	2.7
298	73	.0	5,134	2.7
299	12	.0	5,146	2.7
300	5	.0	5,151	2.7
301	13	.0	5,164	2.7
302	64	.0	5,228	2.7
303	36	.0	5,264	2.8
304	8	.0	5,272	2.8
305	14	.0	5,286	2.8
306	40	.0	5,326	2.8
307	15	.0	5,341	2.8
308	15	.0	5,356	2.8
309	63	.0	5,419	2.8

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
310	6	.0	5,425	2.9
311	36	.0	5,461	2.9
312	13	.0	5,474	2.9
313	53	.0	5,527	2.9
314	21	.0	5,548	2.9
315	13	.0	5,561	2.9
316	48	.0	5,609	2.9
317	53	.0	5,662	3.0
318	16	.0	5,678	3.0
319	47	.0	5,725	3.0
320	32	.0	5,757	3.0
321	25	.0	5,782	3.0
322	44	.0	5,826	3.1
323	65	.0	5,891	3.1
324	36	.0	5,927	3.1
325	57	.0	5,984	3.1
326	41	.0	6,025	3.2
327	46	.0	6,071	3.2
328	64	.0	6,135	3.2
329	35	.0	6,170	3.2
330	26	.0	6,196	3.3
331	74	.0	6,270	3.3
332	21	.0	6,291	3.3
333	97	.1	6,388	3.4
334	41	.0	6,429	3.4
335	40	.0	6,469	3.4
336	45	.0	6,514	3.4
337	48	.0	6,562	3.4
338	57	.0	6,619	3.5
339	51	.0	6,670	3.5

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
340	24	.0	6,694	3.5
341	79	.0	6,773	3.6
342	40	.0	6,813	3.6
343	56	.0	6,869	3.6
344	42	.0	6,911	3.6
345	49	.0	6,960	3.7
346	69	.0	7,029	3.7
347	74	.0	7,103	3.7
348	51	.0	7,154	3.8
349	48	.0	7,202	3.8
350	64	.0	7,266	3.8
351	60	.0	7,326	3.9
352	100	.1	7,426	3.9
353	42	.0	7,468	3.9
354	64	.0	7,532	4.0
355	58	.0	7,590	4.0
356	57	.0	7,647	4.0
357	61	.0	7,708	4.1
358	81	.0	7,789	4.1
359	91	.0	7,880	4.1
360	54	.0	7,934	4.2
361	78	.0	8,012	4.2
362	71	.0	8,083	4.2
363	77	.0	8,160	4.3
364	68	.0	8,228	4.3
365	45	.0	8,273	4.3
366	85	.0	8,358	4.4
367	55	.0	8,413	4.4
368	83	.0	8,496	4.5
369	55	.0	8,551	4.5

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
370	92	.0	8,643	4.5
371	87	.0	8,730	4.6
372	75	.0	8,805	4.6
373	61	.0	8,866	4.7
374	74	.0	8,940	4.7
375	88	.0	9,028	4.7
376	79	.0	9,107	4.8
377	94	.0	9,201	4.8
378	72	.0	9,273	4.9
379	92	.0	9,365	4.9
380	104	.1	9,469	5.0
381	97	.1	9,566	5.0
382	67	.0	9,633	5.1
383	94	.0	9,727	5.1
384	97	.1	9,824	5.2
385	90	.0	9,914	5.2
386	86	.0	10,000	5.3
387	106	.1	10,106	5.3
388	102	.1	10,208	5.4
389	109	.1	10,317	5.4
390	123	.1	10,440	5.5
391	75	.0	10,515	5.5
392	89	.0	10,604	5.6
393	125	.1	10,729	5.6
394	87	.0	10,816	5.7
395	97	.1	10,913	5.7
396	127	.1	11,040	5.8
397	97	.1	11,137	5.9
398	76	.0	11,213	5.9
399	128	.1	11,341	6.0

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
400	104	.1	11,445	6.0
401	100	.1	11,545	6.1
402	102	.1	11,647	6.1
403	122	.1	11,769	6.2
404	102	.1	11,871	6.2
405	115	.1	11,986	6.3
406	134	.1	12,120	6.4
407	104	.1	12,224	6.4
408	105	.1	12,329	6.5
409	134	.1	12,463	6.6
410	109	.1	12,572	6.6
411	108	.1	12,680	6.7
412	135	.1	12,815	6.7
413	94	.0	12,909	6.8
414	111	.1	13,020	6.8
415	132	.1	13,152	6.9
416	141	.1	13,293	7.0
417	118	.1	13,411	7.0
418	118	.1	13,529	7.1
419	119	.1	13,648	7.2
420	130	.1	13,778	7.2
421	143	.1	13,921	7.3
422	133	.1	14,054	7.4
423	122	.1	14,176	7.5
424	116	.1	14,292	7.5
425	162	.1	14,454	7.6
426	133	.1	14,587	7.7
427	139	.1	14,726	7.7
428	149	.1	14,875	7.8
429	136	.1	15,011	7.9

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
430	155	.1	15,166	8.0
431	191	.1	15,357	8.1
432	115	.1	15,472	8.1
433	150	.1	15,622	8.2
434	157	.1	15,779	8.3
435	169	.1	15,948	8.4
436	149	.1	16,097	8.5
437	163	.1	16,260	8.5
438	217	.1	16,477	8.7
439	148	.1	16,625	8.7
440	169	.1	16,794	8.8
441	163	.1	16,957	8.9
442	157	.1	17,114	9.0
443	182	.1	17,296	9.1
444	178	.1	17,474	9.2
445	186	.1	17,660	9.3
446	176	.1	17,836	9.4
447	170	.1	18,006	9.5
448	174	.1	18,180	9.6
449	184	.1	18,364	9.7
450	201	.1	18,565	9.8
451	199	.1	18,764	9.9
452	188	.1	18,952	10.0
453	206	.1	19,158	10.1
454	174	.1	19,332	10.2
455	210	.1	19,542	10.3
456	189	.1	19,731	10.4
457	248	.1	19,979	10.5
458	178	.1	20,157	10.6
459	207	.1	20,364	10.7

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
460	225	.1	20,589	10.8
461	168	.1	20,757	10.9
462	229	.1	20,986	11.0
463	237	.1	21,223	11.2
464	232	.1	21,455	11.3
465	210	.1	21,665	11.4
466	207	.1	21,872	11.5
467	216	.1	22,088	11.6
468	227	.1	22,315	11.7
469	232	.1	22,547	11.9
470	238	.1	22,785	12.0
471	251	.1	23,036	12.1
472	262	.1	23,298	12.2
473	281	.1	23,579	12.4
474	233	.1	23,812	12.5
475	238	.1	24,050	12.6
476	284	.1	24,334	12.8
477	243	.1	24,577	12.9
478	294	.2	24,871	13.1
479	283	.1	25,154	13.2
480	292	.2	25,446	13.4
481	280	.1	25,726	13.5
482	291	.2	26,017	13.7
483	261	.1	26,278	13.8
484	276	.1	26,554	14.0
485	310	.2	26,864	14.1
486	306	.2	27,170	14.3
487	298	.2	27,468	14.4
488	314	.2	27,782	14.6
489	346	.2	28,128	14.8

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
490	310	.2	28,438	14.9
491	319	.2	28,757	15.1
492	340	.2	29,097	15.3
493	330	.2	29,427	15.5
494	332	.2	29,759	15.6
495	348	.2	30,107	15.8
496	370	.2	30,477	16.0
497	354	.2	30,831	16.2
498	364	.2	31,195	16.4
499	392	.2	31,587	16.6
500	352	.2	31,939	16.8
501	399	.2	32,338	17.0
502	369	.2	32,707	17.2
503	427	.2	33,134	17.4
504	393	.2	33,527	17.6
505	401	.2	33,928	17.8
506	445	.2	34,373	18.1
507	428	.2	34,801	18.3
508	421	.2	35,222	18.5
509	427	.2	35,649	18.7
510	468	.2	36,117	19.0
511	468	.2	36,585	19.2
512	499	.3	37,084	19.5
513	476	.3	37,560	19.7
514	478	.3	38,038	20.0
515	508	.3	38,546	20.3
516	503	.3	39,049	20.5
517	509	.3	39,558	20.8
518	553	.3	40,111	21.1
519	586	.3	40,697	21.4

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
520	534	.3	41,231	21.7
521	585	.3	41,816	22.0
522	571	.3	42,387	22.3
523	541	.3	42,928	22.6
524	595	.3	43,523	22.9
525	610	.3	44,133	23.2
526	590	.3	44,723	23.5
527	653	.3	45,376	23.8
528	632	.3	46,008	24.2
529	647	.3	46,655	24.5
530	682	.4	47,337	24.9
531	653	.3	47,990	25.2
532	681	.4	48,671	25.6
533	748	.4	49,419	26.0
534	654	.3	50,073	26.3
535	718	.4	50,791	26.7
536	687	.4	51,478	27.1
537	746	.4	52,224	27.4
538	761	.4	52,985	27.8
539	726	.4	53,711	28.2
540	801	.4	54,512	28.7
541	786	.4	55,298	29.1
542	888	.5	56,186	29.5
543	785	.4	56,971	29.9
544	817	.4	57,788	30.4
545	880	.5	58,668	30.8
546	819	.4	59,487	31.3
547	959	.5	60,446	31.8
548	874	.5	61,320	32.2
549	867	.5	62,187	32.7

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
550	907	.5	63,094	33.2
551	925	.5	64,019	33.6
552	903	.5	64,922	34.1
553	978	.5	65,900	34.6
554	934	.5	66,834	35.1
555	1,014	.5	67,848	35.7
556	1,027	.5	68,875	36.2
557	1,008	.5	69,883	36.7
558	987	.5	70,870	37.2
559	1,061	.6	71,931	37.8
560	1,133	.6	73,064	38.4
561	971	.5	74,035	38.9
562	1,108	.6	75,143	39.5
563	1,069	.6	76,212	40.1
564	1,069	.6	77,281	40.6
565	1,165	.6	78,446	41.2
566	1,078	.6	79,524	41.8
567	1,153	.6	80,677	42.4
568	1,206	.6	81,883	43.0
569	1,067	.6	82,950	43.6
570	1,195	.6	84,145	44.2
571	1,125	.6	85,270	44.8
572	1,267	.7	86,537	45.5
573	1,098	.6	87,635	46.1
574	1,213	.6	88,848	46.7
575	1,363	.7	90,211	47.4
576	1,234	.6	91,445	48.1
577	1,185	.6	92,630	48.7
578	1,335	.7	93,965	49.4
579	1,152	.6	95,117	50.0

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
580	1,393	.7	96,510	50.7
581	1,330	.7	97,840	51.4
582	1,233	.6	99,073	52.1
583	1,321	.7	100,394	52.8
584	1,306	.7	101,700	53.5
585	1,275	.7	102,975	54.1
586	1,254	.7	104,229	54.8
587	1,391	.7	105,620	55.5
588	1,269	.7	106,889	56.2
589	1,277	.7	108,166	56.8
590	1,329	.7	109,495	57.5
591	1,313	.7	110,808	58.2
592	1,311	.7	112,119	58.9
593	1,371	.7	113,490	59.6
594	1,209	.6	114,699	60.3
595	1,303	.7	116,002	61.0
596	1,237	.7	117,239	61.6
597	1,235	.6	118,474	62.3
598	1,266	.7	119,740	62.9
599	1,346	.7	121,086	63.6
600	1,336	.7	122,422	64.3
601	1,318	.7	123,740	65.0
602	1,360	.7	125,100	65.7
603	1,257	.7	126,357	66.4
604	1,326	.7	127,683	67.1
605	1,158	.6	128,841	67.7
606	1,273	.7	130,114	68.4
607	1,163	.6	131,277	69.0
608	1,367	.7	132,644	69.7
609	1,271	.7	133,915	70.4

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
610	1,237	.7	135,152	71.0
611	1,240	.7	136,392	71.7
612	1,180	.6	137,572	72.3
613	1,158	.6	138,730	72.9
614	1,219	.6	139,949	73.6
615	1,242	.7	141,191	74.2
616	1,188	.6	142,379	74.8
617	1,211	.6	143,590	75.5
618	1,196	.6	144,786	76.1
619	1,145	.6	145,931	76.7
620	1,124	.6	147,055	77.3
621	1,133	.6	148,188	77.9
622	1,182	.6	149,370	78.5
623	1,074	.6	150,444	79.1
624	1,047	.6	151,491	79.6
625	1,018	.5	152,509	80.2
626	1,022	.5	153,531	80.7
627	1,012	.5	154,543	81.2
628	1,013	.5	155,556	81.8
629	982	.5	156,538	82.3
630	1,036	.5	157,574	82.8
631	953	.5	158,527	83.3
632	925	.5	159,452	83.8
633	1,073	.6	160,525	84.4
634	875	.5	161,400	84.8
635	897	.5	162,297	85.3
636	843	.4	163,140	85.7
637	954	.5	164,094	86.2
638	818	.4	164,912	86.7
639	860	.5	165,772	87.1

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
640	834	.4	166,606	87.6
641	784	.4	167,390	88.0
642	806	.4	168,196	88.4
643	765	.4	168,961	88.8
644	674	.4	169,635	89.2
645	752	.4	170,387	89.6
646	729	.4	171,116	89.9
647	719	.4	171,835	90.3
648	641	.3	172,476	90.6
649	827	.4	173,303	91.1
650	590	.3	173,893	91.4
651	576	.3	174,469	91.7
652	643	.3	175,112	92.0
653	602	.3	175,714	92.4
654	485	.3	176,199	92.6
655	610	.3	176,809	92.9
656	696	.4	177,505	93.3
657	372	.2	177,877	93.5
658	650	.3	178,527	93.8
659	426	.2	178,953	94.1
660	519	.3	179,472	94.3
661	498	.3	179,970	94.6
662	412	.2	180,382	94.8
663	402	.2	180,784	95.0
664	454	.2	181,238	95.3
665	492	.3	181,730	95.5
666	336	.2	182,066	95.7
667	337	.2	182,403	95.9
668	359	.2	182,762	96.1
669	400	.2	183,162	96.3

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
670	324	.2	183,486	96.4
671	312	.2	183,798	96.6
672	314	.2	184,112	96.8
673	273	.1	184,385	96.9
674	384	.2	184,769	97.1
675	202	.1	184,971	97.2
676	299	.2	185,270	97.4
677	278	.1	185,548	97.5
678	189	.1	185,737	97.6
679	221	.1	185,958	97.7
680	240	.1	186,198	97.9
681	312	.2	186,510	98.0
682	122	.1	186,632	98.1
683	230	.1	186,862	98.2
684	195	.1	187,057	98.3
685	165	.1	187,222	98.4
686	208	.1	187,430	98.5
687	171	.1	187,601	98.6
688	180	.1	187,781	98.7
689	120	.1	187,901	98.8
690	126	.1	188,027	98.8
691	101	.1	188,128	98.9
692	181	.1	188,309	99.0
693	136	.1	188,445	99.0
694	102	.1	188,547	99.1
695	108	.1	188,655	99.2
696	68	.0	188,723	99.2
697	82	.0	188,805	99.2
698	103	.1	188,908	99.3
699	138	.1	189,046	99.4

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
700	50	.0	189,096	99.4
701	71	.0	189,167	99.4
702	71	.0	189,238	99.5
703	74	.0	189,312	99.5
704	98	.1	189,410	99.5
705	49	.0	189,459	99.6
706	63	.0	189,522	99.6
707	31	.0	189,553	99.6
708	40	.0	189,593	99.6
709	44	.0	189,637	99.7
710	69	.0	189,706	99.7
711	58	.0	189,764	99.7
712	26	.0	189,790	99.7
713	37	.0	189,827	99.8
714	2	.0	189,829	99.8
715	44	.0	189,873	99.8
716	15	.0	189,888	99.8
717	26	.0	189,914	99.8
718	59	.0	189,973	99.8
719	35	.0	190,008	99.9
720	19	.0	190,027	99.9
721	9	.0	190,036	99.9
722	9	.0	190,045	99.9
723	14	.0	190,059	99.9
724	3	.0	190,062	99.9
725	39	.0	190,101	99.9
726	19	.0	190,120	99.9
727	32	.0	190,152	99.9
728	5	.0	190,157	99.9
729	10	.0	190,167	99.9

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
730	10	.0	190,177	100.0
733	5	.0	190,182	100.0
734	24	.0	190,206	100.0
735	8	.0	190,214	100.0
736	4	.0	190,218	100.0
738	1	.0	190,219	100.0
740	11	.0	190,230	100.0
741	4	.0	190,234	100.0
742	5	.0	190,239	100.0
743	1	.0	190,240	100.0
746	1	.0	190,241	100.0
747	1	.0	190,242	100.0
748	18	.0	190,260	100.0
753	3	.0	190,263	100.0
754	2	.0	190,265	100.0
761	3	.0	190,268	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	40,714	21.0	40,714	21.0
285	16,971	8.8	57,685	29.8
317	1	.0	57,686	29.8
338	16,803	8.7	74,489	38.5
361	2	.0	74,491	38.5
363	15,995	8.3	90,486	46.8
380	15,337	7.9	105,823	54.7
393	14,449	7.5	120,272	62.2
406	12,962	6.7	133,234	68.9
415	1	.0	133,235	68.9
418	11,578	6.0	144,813	74.9
430	10,021	5.2	154,834	80.0
442	8,709	4.5	163,543	84.5
454	7,189	3.7	170,732	88.3
467	6,193	3.2	176,925	91.5
480	5,052	2.6	181,977	94.1
494	4,053	2.1	186,030	96.2
509	2,969	1.5	188,999	97.7
528	2,220	1.1	191,219	98.8
562	1,501	.8	192,720	99.6
570	724	.4	193,444	100.0

Table I-32: Scale Score Frequency Distribution, Initial Assessment,

Listening, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,973	27.3	2,973	27.3
285	382	3.5	3,355	30.8
338	325	3.0	3,680	33.7
363	235	2.2	3,915	35.9
380	229	2.1	4,144	38.0
393	223	2.0	4,367	40.0
406	256	2.3	4,623	42.4
418	289	2.6	4,912	45.0
430	326	3.0	5,238	48.0
442	407	3.7	5,645	51.8
454	419	3.8	6,064	55.6
467	544	5.0	6,608	60.6
480	626	5.7	7,234	66.3
494	757	6.9	7,991	73.3
509	797	7.3	8,788	80.6
528	855	7.8	9,643	88.4
562	764	7.0	10,407	95.4
570	501	4.6	10,908	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	6,030	22.4	6,030	22.4
241	1,120	4.2	7,150	26.6
335	1,352	5.0	8,502	31.7
372	1,391	5.2	9,893	36.8
399	1,391	5.2	11,284	42.0
423	1,300	4.8	12,584	46.9
444	1,232	4.6	13,816	51.4
464	1,289	4.8	15,105	56.2
484	1,344	5.0	16,449	61.2
502	1,491	5.6	17,940	66.8
521	1,561	5.8	19,501	72.6
541	1,695	6.3	21,196	78.9
563	1,645	6.1	22,841	85.0
589	1,565	5.8	24,406	90.9
633	1,428	5.3	25,834	96.2
640	1,026	3.8	26,860	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	7,396	33.7	7,396	33.7
350	1,177	5.4	8,573	39.0
410	1,076	4.9	9,649	43.9
445	863	3.9	10,512	47.9
471	813	3.7	11,325	51.6
494	788	3.6	12,113	55.2
514	831	3.8	12,944	59.0
534	909	4.1	13,853	63.1
555	996	4.5	14,849	67.6
576	1,149	5.2	15,998	72.9
599	1,289	5.9	17,287	78.7
625	1,360	6.2	18,647	84.9
660	1,394	6.3	20,041	91.3
715	1,916	8.7	21,957	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	8,273	26.1	8,273	26.1
363	1,573	5.0	9,846	31.0
417	1,683	5.3	11,529	36.3
452	1,693	5.3	13,222	41.7
480	1,523	4.8	14,745	46.5
505	1,420	4.5	16,165	50.9
528	1,435	4.5	17,600	55.5
551	1,520	4.8	19,120	60.3
575	1,564	4.9	20,684	65.2
599	1,732	5.5	22,416	70.6
627	1,932	6.1	24,348	76.7
659	2,095	6.6	26,443	83.3
700	2,131	6.7	28,574	90.0
725	3,158	10.0	31,732	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	30,204	15.6	30,204	15.6
268	6,264	3.2	36,468	18.9
296	1	.0	36,469	18.9
297	5,248	2.7	41,717	21.6
316	5,097	2.6	46,814	24.2
330	5,349	2.8	52,163	27.0
342	5,397	2.8	57,560	29.8
353	5,743	3.0	63,303	32.7
362	6,132	3.2	69,435	35.9
370	6,390	3.3	75,825	39.2
378	6,757	3.5	82,582	42.7
386	6,987	3.6	89,569	46.3
392	6,988	3.6	96,557	49.9
396	1	.0	96,558	49.9
399	7,234	3.7	103,792	53.7
403	1	.0	103,793	53.7
406	7,226	3.7	111,019	57.4
412	7,089	3.7	118,108	61.1
418	6,908	3.6	125,016	64.6
424	6,912	3.6	131,928	68.2
430	6,416	3.3	138,344	71.5
436	6,187	3.2	144,531	74.7
441	1	.0	144,532	74.7
442	5,941	3.1	150,473	77.8
449	5,749	3.0	156,222	80.8
455	5,366	2.8	161,588	83.5
460	1	.0	161,589	83.5
463	5,354	2.8	166,943	86.3
471	5,078	2.6	172,021	88.9

Table I-36: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
479	4,774	2.5	176,795	91.4
490	4,481	2.3	181,276	93.7
503	4,146	2.1	185,422	95.9
522	3,555	1.8	188,977	97.7
552	2,848	1.5	191,825	99.2
630	1,619	.8	193,444	100.0

Table I-37: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	3,265	29.9	3,265	29.9
268	293	2.7	3,558	32.6
297	164	1.5	3,722	34.1
316	108	1.0	3,830	35.1
330	87	.8	3,917	35.9
342	85	.8	4,002	36.7
353	72	.7	4,074	37.3
362	73	.7	4,147	38.0
370	83	.8	4,230	38.8
378	74	.7	4,304	39.5
386	83	.8	4,387	40.2
392	69	.6	4,456	40.9
399	91	.8	4,547	41.7
406	98	.9	4,645	42.6
412	101	.9	4,746	43.5
418	113	1.0	4,859	44.5
424	137	1.3	4,996	45.8
430	133	1.2	5,129	47.0
436	156	1.4	5,285	48.5
442	213	2.0	5,498	50.4
449	237	2.2	5,735	52.6
455	268	2.5	6,003	55.0
463	337	3.1	6,340	58.1
471	432	4.0	6,772	62.1
479	488	4.5	7,260	66.6
490	551	5.1	7,811	71.6
503	671	6.2	8,482	77.8
522	788	7.2	9,270	85.0
552	870	8.0	10,140	93.0

Table I-37: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
630	768	7.0	10,908	100.0

Table I-38: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
200	8,559	31.9	8,559	31.9
319	1,070	4.0	9,629	35.8
350	631	2.3	10,260	38.2
369	438	1.6	10,698	39.8
383	352	1.3	11,050	41.1
394	257	1.0	11,307	42.1
404	262	1.0	11,569	43.1
413	272	1.0	11,841	44.1
421	286	1.1	12,127	45.1
429	267	1.0	12,394	46.1
436	282	1.0	12,676	47.2
443	328	1.2	13,004	48.4
449	337	1.3	13,341	49.7
456	365	1.4	13,706	51.0
462	393	1.5	14,099	52.5
468	424	1.6	14,523	54.1
474	461	1.7	14,984	55.8
480	476	1.8	15,460	57.6
486	514	1.9	15,974	59.5
492	570	2.1	16,544	61.6
499	668	2.5	17,212	64.1
506	739	2.8	17,951	66.8
513	833	3.1	18,784	69.9
522	950	3.5	19,734	73.5
531	1,063	4.0	20,797	77.4
542	1,169	4.4	21,966	81.8
556	1,300	4.8	23,266	86.6
576	1,321	4.9	24,587	91.5
607	1,282	4.8	25,869	96.3

Table I-38: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
720	991	3.7	26,860	100.0

Table I-39: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
225	6,358	29.0	6,358	29.0
286	1,169	5.3	7,527	34.3
329	656	3.0	8,183	37.3
356	420	1.9	8,603	39.2
375	312	1.4	8,915	40.6
390	262	1.2	9,177	41.8
403	276	1.3	9,453	43.1
415	238	1.1	9,691	44.1
426	285	1.3	9,976	45.4
435	267	1.2	10,243	46.7
445	250	1.1	10,493	47.8
453	298	1.4	10,791	49.1
462	302	1.4	11,093	50.5
470	358	1.6	11,451	52.2
479	386	1.8	11,837	53.9
487	403	1.8	12,240	55.7
495	467	2.1	12,707	57.9
503	487	2.2	13,194	60.1
512	549	2.5	13,743	62.6
521	573	2.6	14,316	65.2
531	685	3.1	15,001	68.3
541	766	3.5	15,767	71.8
553	822	3.7	16,589	75.6
566	871	4.0	17,460	79.5
580	886	4.0	18,346	83.6
597	957	4.4	19,303	87.9
618	809	3.7	20,112	91.6
647	800	3.6	20,912	95.2
693	607	2.8	21,519	98.0

Table I-39: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
720	438	2.0	21,957	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	10,479	33.0	10,479	33.0
335	1,471	4.6	11,950	37.7
375	771	2.4	12,721	40.1
399	539	1.7	13,260	41.8
416	454	1.4	13,714	43.2
429	389	1.2	14,103	44.4
441	360	1.1	14,463	45.6
451	392	1.2	14,855	46.8
460	418	1.3	15,273	48.1
468	373	1.2	15,646	49.3
476	388	1.2	16,034	50.5
484	429	1.4	16,463	51.9
491	407	1.3	16,870	53.2
499	460	1.4	17,330	54.6
506	472	1.5	17,802	56.1
513	511	1.6	18,313	57.7
521	544	1.7	18,857	59.4
529	666	2.1	19,523	61.5
537	700	2.2	20,223	63.7
545	735	2.3	20,958	66.0
555	851	2.7	21,809	68.7
564	908	2.9	22,717	71.6
575	990	3.1	23,707	74.7
588	1,123	3.5	24,830	78.2
602	1,112	3.5	25,942	81.8
618	1,223	3.9	27,165	85.6
639	1,203	3.8	28,368	89.4
666	1,253	3.9	29,621	93.3
712	1,022	3.2	30,643	96.6

Table I-40: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
740	1,089	3.4	31,732	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	57,994	30.0	57,994	30.0
233	15,997	8.3	73,991	38.2
248	14,892	7.7	88,883	45.9
259	13,363	6.9	102,246	52.9
270	12,190	6.3	114,436	59.2
280	11,689	6.0	126,125	65.2
291	11,158	5.8	137,283	71.0
304	10,413	5.4	147,696	76.4
318	8,915	4.6	156,611	81.0
331	7,459	3.9	164,070	84.8
344	5,620	2.9	169,690	87.7
356	4,207	2.2	173,897	89.9
368	3,244	1.7	177,141	91.6
381	2,880	1.5	180,021	93.1
394	2,563	1.3	182,584	94.4
409	2,518	1.3	185,102	95.7
427	2,354	1.2	187,456	96.9
450	2,289	1.2	189,745	98.1
488	2,205	1.1	191,950	99.2
570	1,494	.8	193,444	100.0

Table I-42: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	3,178	29.1	3,178	29.1
321	486	4.5	3,664	33.6
373	516	4.7	4,180	38.3
395	539	4.9	4,719	43.3
408	476	4.4	5,195	47.6
419	456	4.2	5,651	51.8
427	391	3.6	6,042	55.4
434	309	2.8	6,351	58.2
441	274	2.5	6,625	60.7
447	263	2.4	6,888	63.1
453	271	2.5	7,159	65.6
459	219	2.0	7,378	67.6
464	236	2.2	7,614	69.8
470	257	2.4	7,871	72.2
476	227	2.1	8,098	74.2
481	225	2.1	8,323	76.3
487	236	2.2	8,559	78.5
493	227	2.1	8,786	80.5
498	226	2.1	9,012	82.6
504	196	1.8	9,208	84.4
511	256	2.3	9,464	86.8
518	254	2.3	9,718	89.1
525	216	2.0	9,934	91.1
534	198	1.8	10,132	92.9
543	223	2.0	10,355	94.9
556	199	1.8	10,554	96.8
573	184	1.7	10,738	98.4
601	111	1.0	10,849	99.5
650	59	.5	10,908	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	7,478	27.8	7,478	27.8
375	1,149	4.3	8,627	32.1
413	1,388	5.2	10,015	37.3
433	1,408	5.2	11,423	42.5
447	1,268	4.7	12,691	47.2
458	1,140	4.2	13,831	51.5
466	947	3.5	14,778	55.0
474	824	3.1	15,602	58.1
481	631	2.3	16,233	60.4
488	547	2.0	16,780	62.5
494	522	1.9	17,302	64.4
499	518	1.9	17,820	66.3
505	500	1.9	18,320	68.2
510	476	1.8	18,796	70.0
516	542	2.0	19,338	72.0
521	483	1.8	19,821	73.8
527	488	1.8	20,309	75.6
532	544	2.0	20,853	77.6
538	517	1.9	21,370	79.6
544	551	2.1	21,921	81.6
550	548	2.0	22,469	83.7
556	548	2.0	23,017	85.7
564	537	2.0	23,554	87.7
572	540	2.0	24,094	89.7
581	540	2.0	24,634	91.7
592	520	1.9	25,154	93.6
605	559	2.1	25,713	95.7
625	511	1.9	26,224	97.6
658	402	1.5	26,626	99.1

Table I-42: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
700	234	.9	26,860	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	6,313	28.8	6,313	28.8
420	997	4.5	7,310	33.3
455	1,045	4.8	8,355	38.1
475	948	4.3	9,303	42.4
490	816	3.7	10,119	46.1
503	738	3.4	10,857	49.4
513	610	2.8	11,467	52.2
522	544	2.5	12,011	54.7
530	463	2.1	12,474	56.8
538	449	2.0	12,923	58.9
545	446	2.0	13,369	60.9
552	447	2.0	13,816	62.9
559	469	2.1	14,285	65.1
565	435	2.0	14,720	67.0
571	467	2.1	15,187	69.2
578	450	2.0	15,637	71.2
584	454	2.1	16,091	73.3
591	450	2.0	16,541	75.3
597	493	2.2	17,034	77.6
604	533	2.4	17,567	80.0
611	521	2.4	18,088	82.4
619	509	2.3	18,597	84.7
628	549	2.5	19,146	87.2
638	561	2.6	19,707	89.8
650	538	2.5	20,245	92.2
665	556	2.5	20,801	94.7
685	487	2.2	21,288	97.0
720	421	1.9	21,709	98.9
750	248	1.1	21,957	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	7,748	24.4	7,748	24.4
397	1,068	3.4	8,816	27.8
447	1,289	4.1	10,105	31.8
474	1,370	4.3	11,475	36.2
494	1,310	4.1	12,785	40.3
509	1,135	3.6	13,920	43.9
523	1,075	3.4	14,995	47.3
535	922	2.9	15,917	50.2
546	827	2.6	16,744	52.8
556	755	2.4	17,499	55.1
565	765	2.4	18,264	57.6
574	686	2.2	18,950	59.7
582	753	2.4	19,703	62.1
591	731	2.3	20,434	64.4
598	735	2.3	21,169	66.7
606	691	2.2	21,860	68.9
614	772	2.4	22,632	71.3
622	767	2.4	23,399	73.7
630	807	2.5	24,206	76.3
639	787	2.5	24,993	78.8
648	885	2.8	25,878	81.6
657	882	2.8	26,760	84.3
668	866	2.7	27,626	87.1
680	840	2.6	28,466	89.7
695	816	2.6	29,282	92.3
713	777	2.4	30,059	94.7
739	746	2.4	30,805	97.1
770	927	2.9	31,732	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	50,932	26.3	50,932	26.3
230	12,343	6.4	63,275	32.7
247	13,530	7.0	76,805	39.7
262	14,059	7.3	90,864	47.0
275	14,040	7.3	104,904	54.2
287	13,655	7.1	118,559	61.3
299	11,991	6.2	130,550	67.5
310	10,307	5.3	140,857	72.8
320	8,770	4.5	149,627	77.3
331	7,702	4.0	157,329	81.3
342	6,830	3.5	164,159	84.9
353	5,969	3.1	170,128	87.9
363	5,010	2.6	175,138	90.5
374	4,090	2.1	179,228	92.7
385	3,357	1.7	182,585	94.4
396	2,565	1.3	185,150	95.7
407	2,057	1.1	187,207	96.8
419	1,549	.8	188,756	97.6
431	1,279	.7	190,035	98.2
444	1,046	.5	191,081	98.8
460	798	.4	191,879	99.2
480	645	.3	192,524	99.5
511	534	.3	193,058	99.8
600	386	.2	193,444	100.0

Table I-47: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	3,048	27.9	3,048	27.9
307	404	3.7	3,452	31.6
356	417	3.8	3,869	35.5
378	384	3.5	4,253	39.0
393	299	2.7	4,552	41.7
405	296	2.7	4,848	44.4
415	268	2.5	5,116	46.9
424	256	2.3	5,372	49.2
431	247	2.3	5,619	51.5
438	223	2.0	5,842	53.6
444	241	2.2	6,083	55.8
450	251	2.3	6,334	58.1
456	241	2.2	6,575	60.3
462	238	2.2	6,813	62.5
468	268	2.5	7,081	64.9
474	296	2.7	7,377	67.6
479	301	2.8	7,678	70.4
485	326	3.0	8,004	73.4
492	312	2.9	8,316	76.2
499	348	3.2	8,664	79.4
506	327	3.0	8,991	82.4
514	358	3.3	9,349	85.7
524	356	3.3	9,705	89.0
535	354	3.2	10,059	92.2
548	315	2.9	10,374	95.1
564	257	2.4	10,631	97.5
582	152	1.4	10,783	98.9
603	73	.7	10,856	99.5
629	34	.3	10,890	99.8

Table I-47: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
666	16	.1	10,906	100.0
690	2	.0	10,908	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	6,859	25.5	6,859	25.5
305	839	3.1	7,698	28.7
346	844	3.1	8,542	31.8
370	712	2.7	9,254	34.5
387	644	2.4	9,898	36.9
401	561	2.1	10,459	38.9
412	465	1.7	10,924	40.7
423	472	1.8	11,396	42.4
432	505	1.9	11,901	44.3
440	482	1.8	12,383	46.1
448	515	1.9	12,898	48.0
455	511	1.9	13,409	49.9
463	531	2.0	13,940	51.9
470	531	2.0	14,471	53.9
477	589	2.2	15,060	56.1
484	651	2.4	15,711	58.5
491	670	2.5	16,381	61.0
498	698	2.6	17,079	63.6
506	755	2.8	17,834	66.4
513	738	2.7	18,572	69.1
521	906	3.4	19,478	72.5
530	922	3.4	20,400	75.9
539	950	3.5	21,350	79.5
549	1,044	3.9	22,394	83.4
561	1,056	3.9	23,450	87.3
574	1,001	3.7	24,451	91.0
591	912	3.4	25,363	94.4
612	753	2.8	26,116	97.2
641	526	2.0	26,642	99.2

Table I-48: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
683	191	.7	26,833	99.9
740	27	.1	26,860	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	5,025	22.9	5,025	22.9
290	635	2.9	5,660	25.8
336	599	2.7	6,259	28.5
363	513	2.3	6,772	30.8
384	492	2.2	7,264	33.1
401	476	2.2	7,740	35.3
416	464	2.1	8,204	37.4
429	418	1.9	8,622	39.3
442	468	2.1	9,090	41.4
453	433	2.0	9,523	43.4
464	450	2.0	9,973	45.4
473	417	1.9	10,390	47.3
483	429	2.0	10,819	49.3
491	456	2.1	11,275	51.4
499	484	2.2	11,759	53.6
507	412	1.9	12,171	55.4
515	496	2.3	12,667	57.7
522	499	2.3	13,166	60.0
530	528	2.4	13,694	62.4
538	561	2.6	14,255	64.9
546	697	3.2	14,952	68.1
554	708	3.2	15,660	71.3
564	767	3.5	16,427	74.8
574	846	3.9	17,273	78.7
585	918	4.2	18,191	82.8
598	950	4.3	19,141	87.2
615	951	4.3	20,092	91.5
637	832	3.8	20,924	95.3
670	648	3.0	21,572	98.2

Table I-49: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
728	297	1.4	21,869	99.6
780	88	.4	21,957	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	6,652	21.0	6,652	21.0
243	632	2.0	7,284	23.0
293	669	2.1	7,953	25.1
326	693	2.2	8,646	27.2
352	659	2.1	9,305	29.3
374	652	2.1	9,957	31.4
393	645	2.0	10,602	33.4
410	609	1.9	11,211	35.3
425	591	1.9	11,802	37.2
439	646	2.0	12,448	39.2
451	594	1.9	13,042	41.1
462	585	1.8	13,627	42.9
473	648	2.0	14,275	45.0
483	607	1.9	14,882	46.9
493	628	2.0	15,510	48.9
503	679	2.1	16,189	51.0
512	695	2.2	16,884	53.2
522	809	2.5	17,693	55.8
532	883	2.8	18,576	58.5
542	914	2.9	19,490	61.4
552	1,046	3.3	20,536	64.7
563	1,182	3.7	21,718	68.4
575	1,244	3.9	22,962	72.4
588	1,421	4.5	24,383	76.8
603	1,475	4.6	25,858	81.5
619	1,622	5.1	27,480	86.6
639	1,512	4.8	28,992	91.4
665	1,280	4.0	30,272	95.4
701	854	2.7	31,126	98.1

Table I-50: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
759	468	1.5	31,594	99.6
810	138	.4	31,732	100.0

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	24,648	12.7	24,648	12.7	306	4,881	2.5	86,280	44.6
226	3,734	1.9	28,382	14.7	307	55	.0	86,335	44.6
234	2,995	1.5	31,377	16.2	308	321	.2	86,656	44.8
239	2,317	1.2	33,694	17.4	309	1,070	.6	87,726	45.3
245	1,777	.9	35,471	18.3	310	1	.0	87,727	45.4
250	1,436	.7	36,907	19.1	311	1,477	.8	89,204	46.1
252	6,908	3.6	43,815	22.6	313	3,918	2.0	93,122	48.1
255	1,246	.6	45,061	23.3	314	2,600	1.3	95,722	49.5
259	2,020	1.0	47,081	24.3	316	1,218	.6	96,940	50.1
262	871	.5	47,952	24.8	319	4,409	2.3	101,349	52.4
266	1,799	.9	49,751	25.7	320	1,464	.8	102,813	53.1
268	1	.0	49,752	25.7	321	1,870	1.0	104,683	54.1
269	615	.3	50,367	26.0	323	18	.0	104,701	54.1
272	1,336	.7	51,703	26.7	325	3,434	1.8	108,135	55.9
275	426	.2	52,129	26.9	326	1,307	.7	109,442	56.6
277	1,112	.6	53,241	27.5	327	2,056	1.1	111,498	57.6
279	6,021	3.1	59,262	30.6	328	598	.3	112,096	57.9
282	1,236	.6	60,498	31.3	330	1,216	.6	113,312	58.6
285	1,883	1.0	62,381	32.2	331	2,665	1.4	115,977	60.0
288	953	.5	63,334	32.7	332	1,053	.5	117,030	60.5
290	1	.0	63,335	32.7	333	1,904	1.0	118,934	61.5
291	5,013	2.6	68,348	35.3	334	409	.2	119,343	61.7
293	1,723	.9	70,071	36.2	335	1,093	.6	120,436	62.3
294	720	.4	70,791	36.6	336	1,177	.6	121,613	62.9
298	3,169	1.6	73,960	38.2	337	997	.5	122,610	63.4
300	4,106	2.1	78,066	40.4	338	1,862	1.0	124,472	64.3
301	480	.2	78,546	40.6	339	683	.4	125,155	64.7
304	1,251	.6	79,797	41.3	340	655	.3	125,810	65.0
305	1,602	.8	81,399	42.1	341	230	.1	126,040	65.2

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
342	1,945	1.0	127,985	66.2	375	676	.3	158,466	81.9
343	1,674	.9	129,659	67.0	376	107	.1	158,573	82.0
344	1,587	.8	131,246	67.8	378	113	.1	158,686	82.0
345	484	.3	131,730	68.1	379	1,023	.5	159,709	82.6
347	677	.3	132,407	68.4	380	1,889	1.0	161,598	83.5
348	1,976	1.0	134,383	69.5	381	849	.4	162,447	84.0
349	1,618	.8	136,001	70.3	382	178	.1	162,625	84.1
350	1,654	.9	137,655	71.2	384	63	.0	162,688	84.1
351	343	.2	137,998	71.3	385	762	.4	163,450	84.5
353	371	.2	138,369	71.5	386	1,247	.6	164,697	85.1
354	896	.5	139,265	72.0	387	1,500	.8	166,197	85.9
355	3,034	1.6	142,299	73.6	388	25	.0	166,222	85.9
356	1,073	.6	143,372	74.1	389	62	.0	166,284	86.0
357	342	.2	143,714	74.3	391	14	.0	166,298	86.0
359	244	.1	143,958	74.4	392	1,528	.8	167,826	86.8
360	798	.4	144,756	74.8	393	1,456	.8	169,282	87.5
361	1,587	.8	146,343	75.7	394	178	.1	169,460	87.6
362	2,280	1.2	148,623	76.8	395	42	.0	169,502	87.6
363	349	.2	148,972	77.0	397	3	.0	169,505	87.6
364	211	.1	149,183	77.1	399	2,412	1.2	171,917	88.9
365	121	.1	149,304	77.2	400	249	.1	172,166	89.0
366	797	.4	150,101	77.6	401	90	.0	172,256	89.0
367	1,272	.7	151,373	78.3	403	55	.0	172,311	89.1
368	2,446	1.3	153,819	79.5	404	43	.0	172,354	89.1
369	161	.1	153,980	79.6	405	1,725	.9	174,079	90.0
371	125	.1	154,105	79.7	406	566	.3	174,645	90.3
372	618	.3	154,723	80.0	407	133	.1	174,778	90.4
373	1,151	.6	155,874	80.6	409	64	.0	174,842	90.4
374	1,916	1.0	157,790	81.6	410	93	.0	174,935	90.4

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
411	948	.5	175,883	90.9
412	806	.4	176,689	91.3
413	308	.2	176,997	91.5
414	6	.0	177,003	91.5
415	34	.0	177,037	91.5
416	171	.1	177,208	91.6
417	562	.3	177,770	91.9
418	548	.3	178,318	92.2
419	472	.2	178,790	92.4
420	153	.1	178,943	92.5
421	50	.0	178,993	92.5
422	142	.1	179,135	92.6
423	84	.0	179,219	92.6
424	797	.4	180,016	93.1
425	463	.2	180,479	93.3
426	216	.1	180,695	93.4
428	243	.1	180,938	93.5
429	108	.1	181,046	93.6
430	585	.3	181,631	93.9
431	423	.2	182,054	94.1
432	176	.1	182,230	94.2
433	39	.0	182,269	94.2
434	290	.1	182,559	94.4
436	107	.1	182,666	94.4
437	477	.2	183,143	94.7
438	436	.2	183,579	94.9
440	395	.2	183,974	95.1
442	122	.1	184,096	95.2
444	475	.2	184,571	95.4

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
445	173	.1	184,744	95.5
446	197	.1	184,941	95.6
447	279	.1	185,220	95.7
448	118	.1	185,338	95.8
450	21	.0	185,359	95.8
451	405	.2	185,764	96.0
452	186	.1	185,950	96.1
453	394	.2	186,344	96.3
454	137	.1	186,481	96.4
457	17	.0	186,498	96.4
458	208	.1	186,706	96.5
459	351	.2	187,057	96.7
460	263	.1	187,320	96.8
461	115	.1	187,435	96.9
463	25	.0	187,460	96.9
465	449	.2	187,909	97.1
466	1	.0	187,910	97.1
468	360	.2	188,270	97.3
469	23	.0	188,293	97.3
471	198	.1	188,491	97.4
472	291	.2	188,782	97.6
475	44	.0	188,826	97.6
477	370	.2	189,196	97.8
478	83	.0	189,279	97.8
479	302	.2	189,581	98.0
481	8	.0	189,589	98.0
482	42	.0	189,631	98.0
484	263	.1	189,894	98.2
485	109	.1	190,003	98.2

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
488	15	.0	190,018	98.2
489	278	.1	190,296	98.4
491	268	.1	190,564	98.5
494	133	.1	190,697	98.6
498	336	.2	191,033	98.8
500	22	.0	191,055	98.8
506	204	.1	191,259	98.9
508	306	.2	191,565	99.0
510	79	.0	191,644	99.1
512	63	.0	191,707	99.1
518	97	.1	191,804	99.2
525	391	.2	192,195	99.4
529	142	.1	192,337	99.4
532	182	.1	192,519	99.5
539	198	.1	192,717	99.6
549	263	.1	192,980	99.8
566	264	.1	193,244	99.9
570	200	.1	193,444	100.0

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	2,217	20.3	2,217	20.3
270	150	1.4	2,367	21.7
282	171	1.6	2,538	23.3
296	127	1.2	2,665	24.4
303	35	.3	2,700	24.8
307	133	1.2	2,833	26.0
309	111	1.0	2,944	27.0
314	112	1.0	3,056	28.0
319	89	.8	3,145	28.8
321	66	.6	3,211	29.4
323	55	.5	3,266	29.9
327	33	.3	3,299	30.2
329	80	.7	3,379	31.0
330	105	1.0	3,484	31.9
333	10	.1	3,494	32.0
336	59	.5	3,553	32.6
339	1	.0	3,554	32.6
340	31	.3	3,585	32.9
342	28	.3	3,613	33.1
343	50	.5	3,663	33.6
345	3	.0	3,666	33.6
346	25	.2	3,691	33.8
348	1	.0	3,692	33.8
349	53	.5	3,745	34.3
350	20	.2	3,765	34.5
352	25	.2	3,790	34.7
355	65	.6	3,855	35.3
356	24	.2	3,879	35.6
357	21	.2	3,900	35.8

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
359	13	.1	3,913	35.9	400	62	.6	4,827	44.3
361	57	.5	3,970	36.4	401	27	.2	4,854	44.5
362	1	.0	3,971	36.4	402	6	.1	4,860	44.6
363	22	.2	3,993	36.6	403	12	.1	4,872	44.7
366	44	.4	4,037	37.0	404	26	.2	4,898	44.9
367	50	.5	4,087	37.5	405	6	.1	4,904	45.0
368	32	.3	4,119	37.8	406	35	.3	4,939	45.3
369	25	.2	4,144	38.0	407	78	.7	5,017	46.0
372	1	.0	4,145	38.0	408	3	.0	5,020	46.0
373	84	.8	4,229	38.8	410	18	.2	5,038	46.2
374	1	.0	4,230	38.8	411	4	.0	5,042	46.2
375	20	.2	4,250	39.0	412	60	.6	5,102	46.8
376	15	.1	4,265	39.1	413	53	.5	5,155	47.3
378	23	.2	4,288	39.3	415	11	.1	5,166	47.4
379	25	.2	4,313	39.5	416	18	.2	5,184	47.5
380	47	.4	4,360	40.0	417	11	.1	5,195	47.6
381	23	.2	4,383	40.2	418	50	.5	5,245	48.1
382	22	.2	4,405	40.4	419	22	.2	5,267	48.3
383	27	.2	4,432	40.6	420	48	.4	5,315	48.7
385	22	.2	4,454	40.8	421	19	.2	5,334	48.9
386	10	.1	4,464	40.9	422	28	.3	5,362	49.2
387	92	.8	4,556	41.8	423	23	.2	5,385	49.4
389	36	.3	4,592	42.1	424	76	.7	5,461	50.1
391	11	.1	4,603	42.2	425	41	.4	5,502	50.4
392	5	.0	4,608	42.2	426	62	.6	5,564	51.0
394	91	.8	4,699	43.1	428	32	.3	5,596	51.3
395	49	.4	4,748	43.5	429	22	.2	5,618	51.5
398	5	.0	4,753	43.6	430	40	.4	5,658	51.9
399	12	.1	4,765	43.7	431	53	.5	5,711	52.4

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
432	49	.4	5,760	52.8	462	16	.1	6,943	63.7
433	27	.2	5,787	53.1	463	42	.4	6,985	64.0
434	21	.2	5,808	53.2	464	84	.8	7,069	64.8
435	36	.3	5,844	53.6	465	41	.4	7,110	65.2
436	27	.2	5,871	53.8	466	35	.3	7,145	65.5
437	68	.6	5,939	54.4	467	60	.6	7,205	66.1
438	55	.5	5,994	55.0	468	60	.6	7,265	66.6
439	1	.0	5,995	55.0	469	29	.3	7,294	66.9
440	20	.2	6,015	55.1	470	64	.6	7,358	67.5
441	78	.7	6,093	55.9	471	50	.5	7,408	67.9
443	39	.4	6,132	56.2	472	23	.2	7,431	68.1
444	120	1.1	6,252	57.3	473	61	.6	7,492	68.7
445	1	.0	6,253	57.3	474	22	.2	7,514	68.9
446	4	.0	6,257	57.4	475	59	.5	7,573	69.4
447	88	.8	6,345	58.2	476	36	.3	7,609	69.8
448	1	.0	6,346	58.2	477	44	.4	7,653	70.2
449	30	.3	6,376	58.5	478	53	.5	7,706	70.6
450	88	.8	6,464	59.3	479	36	.3	7,742	71.0
451	29	.3	6,493	59.5	480	46	.4	7,788	71.4
452	25	.2	6,518	59.8	481	35	.3	7,823	71.7
453	84	.8	6,602	60.5	482	68	.6	7,891	72.3
454	23	.2	6,625	60.7	483	30	.3	7,921	72.6
455	7	.1	6,632	60.8	484	38	.3	7,959	73.0
456	73	.7	6,705	61.5	485	52	.5	8,011	73.4
457	57	.5	6,762	62.0	486	54	.5	8,065	73.9
458	30	.3	6,792	62.3	487	58	.5	8,123	74.5
459	27	.2	6,819	62.5	489	63	.6	8,186	75.0
460	74	.7	6,893	63.2	490	59	.5	8,245	75.6
461	34	.3	6,927	63.5	492	60	.6	8,305	76.1

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
493	61	.6	8,366	76.7	526	92	.8	9,686	88.8
494	14	.1	8,380	76.8	527	32	.3	9,718	89.1
495	59	.5	8,439	77.4	528	15	.1	9,733	89.2
496	53	.5	8,492	77.9	530	34	.3	9,767	89.5
498	46	.4	8,538	78.3	531	55	.5	9,822	90.0
499	85	.8	8,623	79.1	532	22	.2	9,844	90.2
500	2	.0	8,625	79.1	533	47	.4	9,891	90.7
501	47	.4	8,672	79.5	534	19	.2	9,910	90.9
502	76	.7	8,748	80.2	535	41	.4	9,951	91.2
503	39	.4	8,787	80.6	536	49	.4	10,000	91.7
504	41	.4	8,828	80.9	537	11	.1	10,011	91.8
505	11	.1	8,839	81.0	540	88	.8	10,099	92.6
506	67	.6	8,906	81.6	541	17	.2	10,116	92.7
507	53	.5	8,959	82.1	542	44	.4	10,160	93.1
508	6	.1	8,965	82.2	543	55	.5	10,215	93.6
509	17	.2	8,982	82.3	544	27	.2	10,242	93.9
510	98	.9	9,080	83.2	547	30	.3	10,272	94.2
511	24	.2	9,104	83.5	548	63	.6	10,335	94.7
513	103	.9	9,207	84.4	550	35	.3	10,370	95.1
514	19	.2	9,226	84.6	552	84	.8	10,454	95.8
516	56	.5	9,282	85.1	555	10	.1	10,464	95.9
517	46	.4	9,328	85.5	556	50	.5	10,514	96.4
518	22	.2	9,350	85.7	559	54	.5	10,568	96.9
519	76	.7	9,426	86.4	563	63	.6	10,631	97.5
520	8	.1	9,434	86.5	564	15	.1	10,646	97.6
521	40	.4	9,474	86.9	565	1	.0	10,647	97.6
523	71	.7	9,545	87.5	567	59	.5	10,706	98.1
524	30	.3	9,575	87.8	571	60	.6	10,766	98.7
525	19	.2	9,594	88.0	579	1	.0	10,767	98.7

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
581	36	.3	10,803	99.0
585	48	.4	10,851	99.5
589	11	.1	10,862	99.6
606	14	.1	10,876	99.7
610	32	.3	10,908	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	4,990	18.6	4,990	18.6
260	365	1.4	5,355	19.9
297	165	.6	5,520	20.6
307	418	1.6	5,938	22.1
308	122	.5	6,060	22.6
316	189	.7	6,249	23.3
326	618	2.3	6,867	25.6
327	161	.6	7,028	26.2
333	152	.6	7,180	26.7
337	141	.5	7,321	27.3
339	498	1.9	7,819	29.1
343	102	.4	7,921	29.5
344	100	.4	8,021	29.9
347	54	.2	8,075	30.1
349	91	.3	8,166	30.4
350	32	.1	8,198	30.5
351	272	1.0	8,470	31.5
353	64	.2	8,534	31.8
354	8	.0	8,542	31.8
355	134	.5	8,676	32.3
357	44	.2	8,720	32.5
359	4	.0	8,724	32.5
361	17	.1	8,741	32.5
362	196	.7	8,937	33.3
364	8	.0	8,945	33.3
367	4	.0	8,949	33.3
370	2	.0	8,951	33.3
372	153	.6	9,104	33.9
373	153	.6	9,257	34.5

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
374	180	.7	9,437	35.1
378	1	.0	9,438	35.1
381	1	.0	9,439	35.1
382	98	.4	9,537	35.5
384	149	.6	9,686	36.1
386	2	.0	9,688	36.1
387	134	.5	9,822	36.6
391	212	.8	10,034	37.4
392	171	.6	10,205	38.0
395	1	.0	10,206	38.0
396	113	.4	10,319	38.4
399	97	.4	10,416	38.8
400	144	.5	10,560	39.3
402	160	.6	10,720	39.9
404	46	.2	10,766	40.1
406	147	.5	10,913	40.6
408	26	.1	10,939	40.7
409	231	.9	11,170	41.6
410	38	.1	11,208	41.7
411	19	.1	11,227	41.8
414	7	.0	11,234	41.8
415	126	.5	11,360	42.3
416	144	.5	11,504	42.8
417	13	.0	11,517	42.9
418	121	.5	11,638	43.3
419	145	.5	11,783	43.9
420	5	.0	11,788	43.9
421	12	.0	11,800	43.9
422	2	.0	11,802	43.9

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
423	201	.7	12,003	44.7
425	2	.0	12,005	44.7
426	36	.1	12,041	44.8
428	367	1.4	12,408	46.2
429	61	.2	12,469	46.4
430	18	.1	12,487	46.5
432	87	.3	12,574	46.8
433	12	.0	12,586	46.9
434	16	.1	12,602	46.9
435	130	.5	12,732	47.4
436	63	.2	12,795	47.6
438	253	.9	13,048	48.6
440	155	.6	13,203	49.2
441	5	.0	13,208	49.2
443	41	.2	13,249	49.3
444	96	.4	13,345	49.7
445	105	.4	13,450	50.1
446	30	.1	13,480	50.2
448	270	1.0	13,750	51.2
449	20	.1	13,770	51.3
451	91	.3	13,861	51.6
452	72	.3	13,933	51.9
454	12	.0	13,945	51.9
455	248	.9	14,193	52.8
456	6	.0	14,199	52.9
457	77	.3	14,276	53.1
458	136	.5	14,412	53.7
459	68	.3	14,480	53.9
460	4	.0	14,484	53.9

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
461	119	.4	14,603	54.4
462	55	.2	14,658	54.6
463	5	.0	14,663	54.6
464	22	.1	14,685	54.7
465	183	.7	14,868	55.4
466	73	.3	14,941	55.6
467	108	.4	15,049	56.0
468	2	.0	15,051	56.0
469	140	.5	15,191	56.6
471	108	.4	15,299	57.0
472	88	.3	15,387	57.3
474	100	.4	15,487	57.7
475	81	.3	15,568	58.0
476	53	.2	15,621	58.2
477	102	.4	15,723	58.5
479	126	.5	15,849	59.0
480	96	.4	15,945	59.4
481	55	.2	16,000	59.6
482	100	.4	16,100	59.9
483	7	.0	16,107	60.0
484	171	.6	16,278	60.6
485	21	.1	16,299	60.7
486	60	.2	16,359	60.9
487	69	.3	16,428	61.2
488	113	.4	16,541	61.6
489	114	.4	16,655	62.0
490	45	.2	16,700	62.2
491	128	.5	16,828	62.7
492	34	.1	16,862	62.8

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
493	50	.2	16,912	63.0
494	111	.4	17,023	63.4
495	104	.4	17,127	63.8
497	138	.5	17,265	64.3
498	128	.5	17,393	64.8
499	43	.2	17,436	64.9
500	137	.5	17,573	65.4
501	97	.4	17,670	65.8
502	53	.2	17,723	66.0
503	100	.4	17,823	66.4
504	64	.2	17,887	66.6
505	67	.2	17,954	66.8
506	70	.3	18,024	67.1
507	114	.4	18,138	67.5
508	36	.1	18,174	67.7
509	73	.3	18,247	67.9
510	106	.4	18,353	68.3
511	138	.5	18,491	68.8
512	2	.0	18,493	68.8
513	66	.2	18,559	69.1
514	191	.7	18,750	69.8
515	70	.3	18,820	70.1
517	150	.6	18,970	70.6
518	120	.4	19,090	71.1
520	127	.5	19,217	71.5
521	76	.3	19,293	71.8
522	36	.1	19,329	72.0
523	138	.5	19,467	72.5
524	87	.3	19,554	72.8

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
525	95	.4	19,649	73.2
526	108	.4	19,757	73.6
527	14	.1	19,771	73.6
528	144	.5	19,915	74.1
529	108	.4	20,023	74.5
531	125	.5	20,148	75.0
532	84	.3	20,232	75.3
533	28	.1	20,260	75.4
534	123	.5	20,383	75.9
535	107	.4	20,490	76.3
536	156	.6	20,646	76.9
537	29	.1	20,675	77.0
538	82	.3	20,757	77.3
539	162	.6	20,919	77.9
540	3	.0	20,922	77.9
541	38	.1	20,960	78.0
542	231	.9	21,191	78.9
544	46	.2	21,237	79.1
545	164	.6	21,401	79.7
546	47	.2	21,448	79.9
547	128	.5	21,576	80.3
548	94	.3	21,670	80.7
549	43	.2	21,713	80.8
550	104	.4	21,817	81.2
551	39	.1	21,856	81.4
552	119	.4	21,975	81.8
553	116	.4	22,091	82.2
554	2	.0	22,093	82.3
555	44	.2	22,137	82.4

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
556	196	.7	22,333	83.1
557	7	.0	22,340	83.2
558	55	.2	22,395	83.4
559	113	.4	22,508	83.8
560	79	.3	22,587	84.1
561	55	.2	22,642	84.3
563	221	.8	22,863	85.1
564	1	.0	22,864	85.1
566	151	.6	23,015	85.7
567	97	.4	23,112	86.0
569	96	.4	23,208	86.4
571	21	.1	23,229	86.5
572	212	.8	23,441	87.3
573	41	.2	23,482	87.4
574	23	.1	23,505	87.5
575	5	.0	23,510	87.5
576	96	.4	23,606	87.9
577	87	.3	23,693	88.2
578	9	.0	23,702	88.2
580	155	.6	23,857	88.8
582	47	.2	23,904	89.0
583	31	.1	23,935	89.1
584	73	.3	24,008	89.4
585	158	.6	24,166	90.0
586	18	.1	24,184	90.0
588	51	.2	24,235	90.2
589	21	.1	24,256	90.3
590	119	.4	24,375	90.7
591	71	.3	24,446	91.0

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
592	18	.1	24,464	91.1
594	125	.5	24,589	91.5
595	31	.1	24,620	91.7
597	118	.4	24,738	92.1
598	125	.5	24,863	92.6
599	17	.1	24,880	92.6
602	162	.6	25,042	93.2
606	70	.3	25,112	93.5
607	214	.8	25,326	94.3
610	105	.4	25,431	94.7
612	137	.5	25,568	95.2
616	103	.4	25,671	95.6
619	187	.7	25,858	96.3
620	2	.0	25,860	96.3
622	117	.4	25,977	96.7
623	66	.2	26,043	97.0
629	151	.6	26,194	97.5
631	9	.0	26,203	97.6
632	162	.6	26,365	98.2
644	33	.1	26,398	98.3
645	107	.4	26,505	98.7
649	168	.6	26,673	99.3
666	71	.3	26,744	99.6
670	116	.4	26,860	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	5,102	23.2	5,102	23.2
325	478	2.2	5,580	25.4
335	385	1.8	5,965	27.2
342	478	2.2	6,443	29.3
352	372	1.7	6,815	31.0
360	306	1.4	7,121	32.4
365	294	1.3	7,415	33.8
366	238	1.1	7,653	34.9
371	141	.6	7,794	35.5
376	88	.4	7,882	35.9
380	57	.3	7,939	36.2
382	177	.8	8,116	37.0
384	47	.2	8,163	37.2
385	149	.7	8,312	37.9
387	17	.1	8,329	37.9
391	17	.1	8,346	38.0
394	17	.1	8,363	38.1
395	136	.6	8,499	38.7
397	12	.1	8,511	38.8
400	10	.0	8,521	38.8
402	135	.6	8,656	39.4
404	4	.0	8,660	39.4
407	73	.3	8,733	39.8
410	2	.0	8,735	39.8
412	124	.6	8,859	40.3
413	1	.0	8,860	40.4
415	113	.5	8,973	40.9
417	43	.2	9,016	41.1
420	92	.4	9,108	41.5

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
424	2	.0	9,110	41.5
426	71	.3	9,181	41.8
427	39	.2	9,220	42.0
429	2	.0	9,222	42.0
431	48	.2	9,270	42.2
432	203	.9	9,473	43.1
436	41	.2	9,514	43.3
437	24	.1	9,538	43.4
440	26	.1	9,564	43.6
442	104	.5	9,668	44.0
444	32	.1	9,700	44.2
445	63	.3	9,763	44.5
447	13	.1	9,776	44.5
448	21	.1	9,797	44.6
450	173	.8	9,970	45.4
451	16	.1	9,986	45.5
454	14	.1	10,000	45.5
456	58	.3	10,058	45.8
457	52	.2	10,110	46.0
459	16	.1	10,126	46.1
460	97	.4	10,223	46.6
461	48	.2	10,271	46.8
463	55	.3	10,326	47.0
464	5	.0	10,331	47.1
466	46	.2	10,377	47.3
467	92	.4	10,469	47.7
470	40	.2	10,509	47.9
472	2	.0	10,511	47.9
473	69	.3	10,580	48.2

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
474	122	.6	10,702	48.7
477	45	.2	10,747	48.9
479	58	.3	10,805	49.2
480	58	.3	10,863	49.5
481	23	.1	10,886	49.6
483	44	.2	10,930	49.8
484	96	.4	11,026	50.2
487	121	.6	11,147	50.8
490	25	.1	11,172	50.9
491	41	.2	11,213	51.1
492	104	.5	11,317	51.5
494	71	.3	11,388	51.9
495	25	.1	11,413	52.0
496	43	.2	11,456	52.2
497	8	.0	11,464	52.2
498	99	.5	11,563	52.7
500	43	.2	11,606	52.9
502	56	.3	11,662	53.1
503	59	.3	11,721	53.4
504	54	.2	11,775	53.6
505	47	.2	11,822	53.8
507	2	.0	11,824	53.9
508	152	.7	11,976	54.5
509	7	.0	11,983	54.6
511	33	.2	12,016	54.7
512	64	.3	12,080	55.0
513	45	.2	12,125	55.2
514	7	.0	12,132	55.3
515	67	.3	12,199	55.6

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
516	41	.2	12,240	55.7
517	3	.0	12,243	55.8
518	112	.5	12,355	56.3
519	38	.2	12,393	56.4
521	30	.1	12,423	56.6
522	73	.3	12,496	56.9
523	75	.3	12,571	57.3
524	28	.1	12,599	57.4
525	15	.1	12,614	57.4
526	73	.3	12,687	57.8
527	32	.1	12,719	57.9
528	41	.2	12,760	58.1
529	118	.5	12,878	58.7
531	12	.1	12,890	58.7
532	78	.4	12,968	59.1
533	58	.3	13,026	59.3
534	44	.2	13,070	59.5
536	120	.5	13,190	60.1
537	26	.1	13,216	60.2
538	47	.2	13,263	60.4
539	133	.6	13,396	61.0
540	11	.1	13,407	61.1
541	5	.0	13,412	61.1
542	99	.5	13,511	61.5
543	52	.2	13,563	61.8
544	44	.2	13,607	62.0
545	21	.1	13,628	62.1
546	156	.7	13,784	62.8
549	136	.6	13,920	63.4

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
550	73	.3	13,993	63.7
551	19	.1	14,012	63.8
552	96	.4	14,108	64.3
553	90	.4	14,198	64.7
554	1	.0	14,199	64.7
555	23	.1	14,222	64.8
556	78	.4	14,300	65.1
557	92	.4	14,392	65.5
559	64	.3	14,456	65.8
560	133	.6	14,589	66.4
561	4	.0	14,593	66.5
562	61	.3	14,654	66.7
563	55	.3	14,709	67.0
564	89	.4	14,798	67.4
565	38	.2	14,836	67.6
566	63	.3	14,899	67.9
567	67	.3	14,966	68.2
568	37	.2	15,003	68.3
569	103	.5	15,106	68.8
570	45	.2	15,151	69.0
571	10	.0	15,161	69.0
572	75	.3	15,236	69.4
573	125	.6	15,361	70.0
575	50	.2	15,411	70.2
576	72	.3	15,483	70.5
577	82	.4	15,565	70.9
579	98	.4	15,663	71.3
580	53	.2	15,716	71.6
581	45	.2	15,761	71.8

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
582	56	.3	15,817	72.0
583	95	.4	15,912	72.5
585	93	.4	16,005	72.9
586	84	.4	16,089	73.3
587	36	.2	16,125	73.4
588	89	.4	16,214	73.8
589	1	.0	16,215	73.8
590	70	.3	16,285	74.2
591	117	.5	16,402	74.7
592	46	.2	16,448	74.9
593	63	.3	16,511	75.2
595	115	.5	16,626	75.7
596	30	.1	16,656	75.9
597	61	.3	16,717	76.1
598	149	.7	16,866	76.8
599	24	.1	16,890	76.9
601	148	.7	17,038	77.6
602	85	.4	17,123	78.0
604	56	.3	17,179	78.2
605	65	.3	17,244	78.5
606	19	.1	17,263	78.6
607	49	.2	17,312	78.8
608	63	.3	17,375	79.1
609	114	.5	17,489	79.7
610	8	.0	17,497	79.7
611	79	.4	17,576	80.0
612	29	.1	17,605	80.2
613	138	.6	17,743	80.8
614	90	.4	17,833	81.2

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
615	29	.1	17,862	81.3
618	171	.8	18,033	82.1
619	35	.2	18,068	82.3
620	45	.2	18,113	82.5
622	173	.8	18,286	83.3
624	52	.2	18,338	83.5
625	56	.3	18,394	83.8
626	109	.5	18,503	84.3
627	1	.0	18,504	84.3
628	62	.3	18,566	84.6
630	20	.1	18,586	84.6
631	103	.5	18,689	85.1
632	116	.5	18,805	85.6
633	10	.0	18,815	85.7
635	102	.5	18,917	86.2
637	105	.5	19,022	86.6
639	88	.4	19,110	87.0
640	20	.1	19,130	87.1
642	32	.1	19,162	87.3
643	22	.1	19,184	87.4
644	122	.6	19,306	87.9
645	77	.4	19,383	88.3
646	26	.1	19,409	88.4
648	10	.0	19,419	88.4
649	159	.7	19,578	89.2
653	33	.2	19,611	89.3
655	182	.8	19,793	90.1
656	51	.2	19,844	90.4
659	75	.3	19,919	90.7

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
662	136	.6	20,055	91.3
663	84	.4	20,139	91.7
667	96	.4	20,235	92.2
671	117	.5	20,352	92.7
672	154	.7	20,506	93.4
674	7	.0	20,513	93.4
676	163	.7	20,676	94.2
682	186	.8	20,862	95.0
687	14	.1	20,876	95.1
690	332	1.5	21,208	96.6
700	258	1.2	21,466	97.8
705	40	.2	21,506	97.9
717	265	1.2	21,771	99.2
732	186	.8	21,957	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	6,154	19.4	6,154	19.4
313	350	1.1	6,504	20.5
338	370	1.2	6,874	21.7
341	394	1.2	7,268	22.9
352	373	1.2	7,641	24.1
362	323	1.0	7,964	25.1
368	388	1.2	8,352	26.3
369	217	.7	8,569	27.0
376	169	.5	8,738	27.5
380	152	.5	8,890	28.0
382	116	.4	9,006	28.4
386	307	1.0	9,313	29.3
388	63	.2	9,376	29.5
393	45	.1	9,421	29.7
397	31	.1	9,452	29.8
400	194	.6	9,646	30.4
402	19	.1	9,665	30.5
405	187	.6	9,852	31.0
406	14	.0	9,866	31.1
407	162	.5	10,028	31.6
410	11	.0	10,039	31.6
412	134	.4	10,173	32.1
414	5	.0	10,178	32.1
418	187	.6	10,365	32.7
422	3	.0	10,368	32.7
424	204	.6	10,572	33.3
426	1	.0	10,573	33.3
428	187	.6	10,760	33.9
430	2	.0	10,762	33.9

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
432	204	.6	10,966	34.6
435	45	.1	11,011	34.7
436	136	.4	11,147	35.1
438	101	.3	11,248	35.4
439	1	.0	11,249	35.5
443	100	.3	11,349	35.8
445	200	.6	11,549	36.4
447	26	.1	11,575	36.5
449	262	.8	11,837	37.3
451	63	.2	11,900	37.5
454	47	.1	11,947	37.6
455	178	.6	12,125	38.2
459	47	.1	12,172	38.4
462	38	.1	12,210	38.5
463	415	1.3	12,625	39.8
464	25	.1	12,650	39.9
468	20	.1	12,670	39.9
470	127	.4	12,797	40.3
472	7	.0	12,804	40.4
473	168	.5	12,972	40.9
474	32	.1	13,004	41.0
476	194	.6	13,198	41.6
477	147	.5	13,345	42.1
480	140	.4	13,485	42.5
481	67	.2	13,552	42.7
484	5	.0	13,557	42.7
486	46	.1	13,603	42.9
487	330	1.0	13,933	43.9
488	4	.0	13,937	43.9

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
489	110	.3	14,047	44.3
491	35	.1	14,082	44.4
492	3	.0	14,085	44.4
493	113	.4	14,198	44.7
494	151	.5	14,349	45.2
495	19	.1	14,368	45.3
496	2	.0	14,370	45.3
498	17	.1	14,387	45.3
499	240	.8	14,627	46.1
500	2	.0	14,629	46.1
501	202	.6	14,831	46.7
504	70	.2	14,901	47.0
507	218	.7	15,119	47.6
508	57	.2	15,176	47.8
510	5	.0	15,181	47.8
511	117	.4	15,298	48.2
512	49	.2	15,347	48.4
513	114	.4	15,461	48.7
514	112	.4	15,573	49.1
515	2	.0	15,575	49.1
517	28	.1	15,603	49.2
518	171	.5	15,774	49.7
519	3	.0	15,777	49.7
520	95	.3	15,872	50.0
521	34	.1	15,906	50.1
522	101	.3	16,007	50.4
523	14	.0	16,021	50.5
524	30	.1	16,051	50.6
525	181	.6	16,232	51.2

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
527	60	.2	16,292	51.3
528	2	.0	16,294	51.3
529	5	.0	16,299	51.4
530	128	.4	16,427	51.8
531	123	.4	16,550	52.2
533	11	.0	16,561	52.2
534	40	.1	16,601	52.3
535	117	.4	16,718	52.7
536	17	.1	16,735	52.7
537	196	.6	16,931	53.4
539	84	.3	17,015	53.6
541	5	.0	17,020	53.6
542	144	.5	17,164	54.1
543	160	.5	17,324	54.6
545	4	.0	17,328	54.6
546	114	.4	17,442	55.0
547	15	.0	17,457	55.0
548	130	.4	17,587	55.4
549	52	.2	17,639	55.6
550	12	.0	17,651	55.6
551	142	.4	17,793	56.1
553	96	.3	17,889	56.4
554	32	.1	17,921	56.5
555	179	.6	18,100	57.0
558	105	.3	18,205	57.4
559	130	.4	18,335	57.8
560	84	.3	18,419	58.0
561	38	.1	18,457	58.2
562	103	.3	18,560	58.5

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
563	94	.3	18,654	58.8
564	5	.0	18,659	58.8
565	75	.2	18,734	59.0
566	106	.3	18,840	59.4
567	109	.3	18,949	59.7
568	25	.1	18,974	59.8
570	93	.3	19,067	60.1
571	115	.4	19,182	60.5
572	74	.2	19,256	60.7
573	3	.0	19,259	60.7
574	170	.5	19,429	61.2
575	53	.2	19,482	61.4
576	12	.0	19,494	61.4
577	63	.2	19,557	61.6
578	193	.6	19,750	62.2
579	43	.1	19,793	62.4
580	1	.0	19,794	62.4
581	39	.1	19,833	62.5
582	155	.5	19,988	63.0
583	129	.4	20,117	63.4
584	11	.0	20,128	63.4
586	300	.9	20,428	64.4
588	23	.1	20,451	64.4
590	242	.8	20,693	65.2
591	61	.2	20,754	65.4
592	15	.0	20,769	65.5
594	86	.3	20,855	65.7
595	142	.4	20,997	66.2
596	59	.2	21,056	66.4

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
597	20	.1	21,076	66.4	637	164	.5	24,391	76.9
598	237	.7	21,313	67.2	639	62	.2	24,453	77.1
599	45	.1	21,358	67.3	640	107	.3	24,560	77.4
600	60	.2	21,418	67.5	641	32	.1	24,592	77.5
602	210	.7	21,628	68.2	642	154	.5	24,746	78.0
604	124	.4	21,752	68.5	644	143	.5	24,889	78.4
606	116	.4	21,868	68.9	645	49	.2	24,938	78.6
607	99	.3	21,967	69.2	647	149	.5	25,087	79.1
609	119	.4	22,086	69.6	649	231	.7	25,318	79.8
610	119	.4	22,205	70.0	653	327	1.0	25,645	80.8
611	80	.3	22,285	70.2	656	19	.1	25,664	80.9
612	137	.4	22,422	70.7	657	105	.3	25,769	81.2
614	114	.4	22,536	71.0	658	196	.6	25,965	81.8
615	9	.0	22,545	71.0	661	196	.6	26,161	82.4
616	211	.7	22,756	71.7	663	167	.5	26,328	83.0
617	10	.0	22,766	71.7	665	148	.5	26,476	83.4
619	90	.3	22,856	72.0	669	361	1.1	26,837	84.6
620	202	.6	23,058	72.7	670	58	.2	26,895	84.8
621	32	.1	23,090	72.8	672	2	.0	26,897	84.8
623	129	.4	23,219	73.2	673	65	.2	26,962	85.0
624	133	.4	23,352	73.6	674	158	.5	27,120	85.5
625	51	.2	23,403	73.8	677	219	.7	27,339	86.2
627	31	.1	23,434	73.8	678	180	.6	27,519	86.7
628	331	1.0	23,765	74.9	682	104	.3	27,623	87.1
630	7	.0	23,772	74.9	683	29	.1	27,652	87.1
632	122	.4	23,894	75.3	684	218	.7	27,870	87.8
633	195	.6	24,089	75.9	686	256	.8	28,126	88.6
635	24	.1	24,113	76.0	690	211	.7	28,337	89.3
636	114	.4	24,227	76.3	691	174	.5	28,511	89.8

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
696	250	.8	28,761	90.6
697	194	.6	28,955	91.2
698	23	.1	28,978	91.3
699	90	.3	29,068	91.6
702	271	.9	29,339	92.5
706	171	.5	29,510	93.0
710	326	1.0	29,836	94.0
714	51	.2	29,887	94.2
719	550	1.7	30,437	95.9
732	451	1.4	30,888	97.3
735	163	.5	31,051	97.9
747	681	2.1	31,732	100.0

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
184	11,214	5.8	11,214	5.8
185	1,906	1.0	13,120	6.8
186	2,674	1.4	15,794	8.2
187	1,898	1.0	17,692	9.1
188	928	.5	18,620	9.6
189	750	.4	19,370	10.0
190	448	.2	19,818	10.2
191	207	.1	20,025	10.4
192	244	.1	20,269	10.5
193	143	.1	20,412	10.6
194	80	.0	20,492	10.6
195	69	.0	20,561	10.6
196	49	.0	20,610	10.7
197	31	.0	20,641	10.7
198	16	.0	20,657	10.7
199	11	.0	20,668	10.7
200	6	.0	20,674	10.7
201	4	.0	20,678	10.7
202	2	.0	20,680	10.7
203	1	.0	20,681	10.7
213	1,653	.9	22,334	11.5
214	417	.2	22,751	11.8
215	405	.2	23,156	12.0
216	555	.3	23,711	12.3
217	396	.2	24,107	12.5
218	207	.1	24,314	12.6
219	166	.1	24,480	12.7
220	132	.1	24,612	12.7
221	75	.0	24,687	12.8

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
222	62	.0	24,749	12.8	256	585	.3	33,053	17.1
223	27	.0	24,776	12.8	257	346	.2	33,399	17.3
224	27	.0	24,803	12.8	258	310	.2	33,709	17.4
225	13	.0	24,816	12.8	259	202	.1	33,911	17.5
226	15	.0	24,831	12.8	260	150	.1	34,061	17.6
227	10	.0	24,841	12.8	261	203	.1	34,264	17.7
228	3	.0	24,844	12.8	262	127	.1	34,391	17.8
229	4	.0	24,848	12.8	263	816	.4	35,207	18.2
230	5	.0	24,853	12.8	264	245	.1	35,452	18.3
232	1	.0	24,854	12.8	265	332	.2	35,784	18.5
237	942	.5	25,796	13.3	266	188	.1	35,972	18.6
238	289	.1	26,085	13.5	267	210	.1	36,182	18.7
239	410	.2	26,495	13.7	268	140	.1	36,322	18.8
240	218	.1	26,713	13.8	269	606	.3	36,928	19.1
241	1,241	.6	27,954	14.5	270	676	.3	37,604	19.4
242	570	.3	28,524	14.7	271	338	.2	37,942	19.6
243	384	.2	28,908	14.9	272	437	.2	38,379	19.8
244	400	.2	29,308	15.2	273	298	.2	38,677	20.0
245	275	.1	29,583	15.3	274	697	.4	39,374	20.4
246	208	.1	29,791	15.4	275	355	.2	39,729	20.5
247	126	.1	29,917	15.5	276	355	.2	40,084	20.7
248	508	.3	30,425	15.7	277	303	.2	40,387	20.9
249	303	.2	30,728	15.9	278	263	.1	40,650	21.0
250	208	.1	30,936	16.0	279	561	.3	41,211	21.3
251	234	.1	31,170	16.1	280	290	.1	41,501	21.5
252	160	.1	31,330	16.2	281	349	.2	41,850	21.6
253	114	.1	31,444	16.3	282	208	.1	42,058	21.7
254	751	.4	32,195	16.6	283	743	.4	42,801	22.1
255	273	.1	32,468	16.8	284	353	.2	43,154	22.3

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
285	441	.2	43,595	22.5	314	397	.2	57,476	29.7
286	385	.2	43,980	22.7	315	387	.2	57,863	29.9
287	633	.3	44,613	23.1	316	662	.3	58,525	30.3
288	465	.2	45,078	23.3	317	474	.2	58,999	30.5
289	272	.1	45,350	23.4	318	443	.2	59,442	30.7
290	309	.2	45,659	23.6	319	565	.3	60,007	31.0
291	510	.3	46,169	23.9	320	581	.3	60,588	31.3
292	497	.3	46,666	24.1	321	411	.2	60,999	31.5
293	430	.2	47,096	24.3	322	534	.3	61,533	31.8
294	784	.4	47,880	24.8	323	611	.3	62,144	32.1
295	523	.3	48,403	25.0	324	452	.2	62,596	32.4
296	487	.3	48,890	25.3	325	437	.2	63,033	32.6
297	523	.3	49,413	25.5	326	517	.3	63,550	32.9
298	665	.3	50,078	25.9	327	498	.3	64,048	33.1
299	386	.2	50,464	26.1	328	736	.4	64,784	33.5
300	563	.3	51,027	26.4	329	532	.3	65,316	33.8
301	376	.2	51,403	26.6	330	506	.3	65,822	34.0
302	327	.2	51,730	26.7	331	425	.2	66,247	34.2
303	346	.2	52,076	26.9	332	641	.3	66,888	34.6
304	550	.3	52,626	27.2	333	584	.3	67,472	34.9
305	491	.3	53,117	27.5	334	490	.3	67,962	35.1
306	454	.2	53,571	27.7	335	639	.3	68,601	35.5
307	580	.3	54,151	28.0	336	481	.2	69,082	35.7
308	421	.2	54,572	28.2	337	648	.3	69,730	36.0
309	718	.4	55,290	28.6	338	505	.3	70,235	36.3
310	378	.2	55,668	28.8	339	622	.3	70,857	36.6
311	496	.3	56,164	29.0	340	573	.3	71,430	36.9
312	318	.2	56,482	29.2	341	693	.4	72,123	37.3
313	597	.3	57,079	29.5	342	549	.3	72,672	37.6

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
343	534	.3	73,206	37.8	372	1,035	.5	97,238	50.3
344	835	.4	74,041	38.3	373	1,171	.6	98,409	50.9
345	522	.3	74,563	38.5	374	925	.5	99,334	51.4
346	679	.4	75,242	38.9	375	1,194	.6	100,528	52.0
347	640	.3	75,882	39.2	376	1,042	.5	101,570	52.5
348	835	.4	76,717	39.7	377	961	.5	102,531	53.0
349	650	.3	77,367	40.0	378	1,305	.7	103,836	53.7
350	661	.3	78,028	40.3	379	1,008	.5	104,844	54.2
351	818	.4	78,846	40.8	380	941	.5	105,785	54.7
352	616	.3	79,462	41.1	381	1,299	.7	107,084	55.4
353	868	.4	80,330	41.5	382	974	.5	108,058	55.9
354	614	.3	80,944	41.8	383	1,124	.6	109,182	56.4
355	950	.5	81,894	42.3	384	1,309	.7	110,491	57.1
356	779	.4	82,673	42.7	385	1,098	.6	111,589	57.7
357	683	.4	83,356	43.1	386	1,122	.6	112,711	58.3
358	755	.4	84,111	43.5	387	1,241	.6	113,952	58.9
359	921	.5	85,032	44.0	388	1,003	.5	114,955	59.4
360	781	.4	85,813	44.4	389	1,150	.6	116,105	60.0
361	890	.5	86,703	44.8	390	1,113	.6	117,218	60.6
362	864	.4	87,567	45.3	391	1,181	.6	118,399	61.2
363	965	.5	88,532	45.8	392	1,308	.7	119,707	61.9
364	935	.5	89,467	46.2	393	1,108	.6	120,815	62.5
365	884	.5	90,351	46.7	394	1,056	.5	121,871	63.0
366	869	.4	91,220	47.2	395	1,194	.6	123,065	63.6
367	902	.5	92,122	47.6	396	1,115	.6	124,180	64.2
368	1,146	.6	93,268	48.2	397	1,063	.5	125,243	64.7
369	899	.5	94,167	48.7	398	1,221	.6	126,464	65.4
370	1,075	.6	95,242	49.2	399	1,065	.6	127,529	65.9
371	961	.5	96,203	49.7	400	1,193	.6	128,722	66.5

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
401	1,055	.5	129,777	67.1	430	763	.4	157,931	81.6
402	1,019	.5	130,796	67.6	431	823	.4	158,754	82.1
403	1,157	.6	131,953	68.2	432	767	.4	159,521	82.5
404	1,130	.6	133,083	68.8	433	784	.4	160,305	82.9
405	989	.5	134,072	69.3	434	742	.4	161,047	83.3
406	1,148	.6	135,220	69.9	435	690	.4	161,737	83.6
407	1,071	.6	136,291	70.5	436	718	.4	162,455	84.0
408	1,015	.5	137,306	71.0	437	693	.4	163,148	84.3
409	1,108	.6	138,414	71.6	438	716	.4	163,864	84.7
410	1,000	.5	139,414	72.1	439	657	.3	164,521	85.0
411	1,054	.5	140,468	72.6	440	632	.3	165,153	85.4
412	997	.5	141,465	73.1	441	660	.3	165,813	85.7
413	1,062	.5	142,527	73.7	442	617	.3	166,430	86.0
414	1,028	.5	143,555	74.2	443	596	.3	167,026	86.3
415	1,004	.5	144,559	74.7	444	576	.3	167,602	86.6
416	915	.5	145,474	75.2	445	590	.3	168,192	86.9
417	968	.5	146,442	75.7	446	572	.3	168,764	87.2
418	965	.5	147,407	76.2	447	533	.3	169,297	87.5
419	964	.5	148,371	76.7	448	587	.3	169,884	87.8
420	994	.5	149,365	77.2	449	629	.3	170,513	88.1
421	919	.5	150,284	77.7	450	578	.3	171,091	88.4
422	851	.4	151,135	78.1	451	524	.3	171,615	88.7
423	888	.5	152,023	78.6	452	522	.3	172,137	89.0
424	826	.4	152,849	79.0	453	533	.3	172,670	89.3
425	905	.5	153,754	79.5	454	533	.3	173,203	89.5
426	848	.4	154,602	79.9	455	471	.2	173,674	89.8
427	884	.5	155,486	80.4	456	518	.3	174,192	90.0
428	827	.4	156,313	80.8	457	465	.2	174,657	90.3
429	855	.4	157,168	81.2	458	501	.3	175,158	90.5

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
459	492	.3	175,650	90.8	488	219	.1	185,560	95.9
460	465	.2	176,115	91.0	489	223	.1	185,783	96.0
461	472	.2	176,587	91.3	490	220	.1	186,003	96.2
462	424	.2	177,011	91.5	491	237	.1	186,240	96.3
463	432	.2	177,443	91.7	492	208	.1	186,448	96.4
464	458	.2	177,901	92.0	493	205	.1	186,653	96.5
465	382	.2	178,283	92.2	494	178	.1	186,831	96.6
466	406	.2	178,689	92.4	495	159	.1	186,990	96.7
467	413	.2	179,102	92.6	496	203	.1	187,193	96.8
468	361	.2	179,463	92.8	497	151	.1	187,344	96.8
469	345	.2	179,808	93.0	498	184	.1	187,528	96.9
470	400	.2	180,208	93.2	499	142	.1	187,670	97.0
471	361	.2	180,569	93.3	500	186	.1	187,856	97.1
472	362	.2	180,931	93.5	501	140	.1	187,996	97.2
473	342	.2	181,273	93.7	502	142	.1	188,138	97.3
474	343	.2	181,616	93.9	503	138	.1	188,276	97.3
475	326	.2	181,942	94.1	504	144	.1	188,420	97.4
476	310	.2	182,252	94.2	505	140	.1	188,560	97.5
477	341	.2	182,593	94.4	506	158	.1	188,718	97.6
478	341	.2	182,934	94.6	507	143	.1	188,861	97.6
479	295	.2	183,229	94.7	508	121	.1	188,982	97.7
480	296	.2	183,525	94.9	509	139	.1	189,121	97.8
481	251	.1	183,776	95.0	510	121	.1	189,242	97.8
482	270	.1	184,046	95.1	511	129	.1	189,371	97.9
483	273	.1	184,319	95.3	512	133	.1	189,504	98.0
484	272	.1	184,591	95.4	513	120	.1	189,624	98.0
485	267	.1	184,858	95.6	514	111	.1	189,735	98.1
486	266	.1	185,124	95.7	515	107	.1	189,842	98.1
487	217	.1	185,341	95.8	516	112	.1	189,954	98.2

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
517	80	.0	190,034	98.2	546	63	.0	192,222	99.4
518	116	.1	190,150	98.3	547	43	.0	192,265	99.4
519	116	.1	190,266	98.4	548	40	.0	192,305	99.4
520	104	.1	190,370	98.4	549	51	.0	192,356	99.4
521	86	.0	190,456	98.5	550	36	.0	192,392	99.5
522	103	.1	190,559	98.5	551	38	.0	192,430	99.5
523	74	.0	190,633	98.5	552	43	.0	192,473	99.5
524	82	.0	190,715	98.6	553	48	.0	192,521	99.5
525	77	.0	190,792	98.6	554	28	.0	192,549	99.5
526	96	.0	190,888	98.7	555	49	.0	192,598	99.6
527	67	.0	190,955	98.7	556	31	.0	192,629	99.6
528	68	.0	191,023	98.7	557	27	.0	192,656	99.6
529	74	.0	191,097	98.8	558	31	.0	192,687	99.6
530	97	.1	191,194	98.8	559	38	.0	192,725	99.6
531	95	.0	191,289	98.9	560	23	.0	192,748	99.6
532	59	.0	191,348	98.9	561	20	.0	192,768	99.7
533	75	.0	191,423	99.0	562	20	.0	192,788	99.7
534	58	.0	191,481	99.0	563	28	.0	192,816	99.7
535	63	.0	191,544	99.0	564	12	.0	192,828	99.7
536	75	.0	191,619	99.1	565	18	.0	192,846	99.7
537	63	.0	191,682	99.1	566	23	.0	192,869	99.7
538	63	.0	191,745	99.1	567	20	.0	192,889	99.7
539	57	.0	191,802	99.2	568	18	.0	192,907	99.7
540	86	.0	191,888	99.2	569	19	.0	192,926	99.7
541	56	.0	191,944	99.2	570	5	.0	192,931	99.7
542	51	.0	191,995	99.3	571	25	.0	192,956	99.7
543	65	.0	192,060	99.3	572	22	.0	192,978	99.8
544	45	.0	192,105	99.3	573	25	.0	193,003	99.8
545	54	.0	192,159	99.3	574	5	.0	193,008	99.8

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
575	27	.0	193,035	99.8
576	13	.0	193,048	99.8
577	26	.0	193,074	99.8
578	16	.0	193,090	99.8
579	25	.0	193,115	99.8
580	15	.0	193,130	99.8
581	22	.0	193,152	99.8
582	18	.0	193,170	99.9
583	30	.0	193,200	99.9
584	23	.0	193,223	99.9
585	13	.0	193,236	99.9
586	19	.0	193,255	99.9
587	23	.0	193,278	99.9
588	26	.0	193,304	99.9
589	13	.0	193,317	99.9
590	30	.0	193,347	99.9
591	12	.0	193,359	100.0
592	15	.0	193,374	100.0
594	43	.0	193,417	100.0
598	27	.0	193,444	100.0

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
215	1,861	17.1	1,861	17.1
225	59	.5	1,920	17.6
231	85	.8	2,005	18.4
236	38	.3	2,043	18.7
238	44	.4	2,087	19.1
241	13	.1	2,100	19.3
243	36	.3	2,136	19.6
244	42	.4	2,178	20.0
247	142	1.3	2,320	21.3
249	58	.5	2,378	21.8
250	21	.2	2,399	22.0
251	12	.1	2,411	22.1
253	22	.2	2,433	22.3
254	81	.7	2,514	23.0
255	20	.2	2,534	23.2
256	1	.0	2,535	23.2
257	4	.0	2,539	23.3
258	26	.2	2,565	23.5
259	37	.3	2,602	23.9
260	16	.1	2,618	24.0
261	13	.1	2,631	24.1
262	6	.1	2,637	24.2
263	22	.2	2,659	24.4
264	20	.2	2,679	24.6
265	34	.3	2,713	24.9
266	16	.1	2,729	25.0
267	6	.1	2,735	25.1
268	39	.4	2,774	25.4
269	2	.0	2,776	25.4

Table I-57: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
270	23	.2	2,799	25.7
271	28	.3	2,827	25.9
272	23	.2	2,850	26.1
273	17	.2	2,867	26.3
274	12	.1	2,879	26.4
275	11	.1	2,890	26.5
276	29	.3	2,919	26.8
277	44	.4	2,963	27.2
278	11	.1	2,974	27.3
279	10	.1	2,984	27.4
280	4	.0	2,988	27.4
281	36	.3	3,024	27.7
282	12	.1	3,036	27.8
283	34	.3	3,070	28.1
284	17	.2	3,087	28.3
285	16	.1	3,103	28.4
286	20	.2	3,123	28.6
287	35	.3	3,158	29.0
288	10	.1	3,168	29.0
289	29	.3	3,197	29.3
290	23	.2	3,220	29.5
291	10	.1	3,230	29.6
292	8	.1	3,238	29.7
293	25	.2	3,263	29.9
294	27	.2	3,290	30.2
295	29	.3	3,319	30.4
296	9	.1	3,328	30.5
297	18	.2	3,346	30.7
298	14	.1	3,360	30.8

Table I-57: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
299	18	.2	3,378	31.0
300	9	.1	3,387	31.1
301	14	.1	3,401	31.2
302	12	.1	3,413	31.3
303	14	.1	3,427	31.4
304	19	.2	3,446	31.6
305	9	.1	3,455	31.7
306	14	.1	3,469	31.8
307	13	.1	3,482	31.9
308	15	.1	3,497	32.1
309	13	.1	3,510	32.2
310	7	.1	3,517	32.2
311	11	.1	3,528	32.3
312	16	.1	3,544	32.5
313	13	.1	3,557	32.6
314	7	.1	3,564	32.7
315	18	.2	3,582	32.8
316	16	.1	3,598	33.0
317	17	.2	3,615	33.1
318	9	.1	3,624	33.2
319	17	.2	3,641	33.4
320	10	.1	3,651	33.5
321	12	.1	3,663	33.6
322	12	.1	3,675	33.7
323	13	.1	3,688	33.8
324	16	.1	3,704	34.0
325	16	.1	3,720	34.1
326	8	.1	3,728	34.2
327	13	.1	3,741	34.3

Table I-57: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
328	10	.1	3,751	34.4
329	19	.2	3,770	34.6
330	9	.1	3,779	34.6
331	12	.1	3,791	34.8
332	21	.2	3,812	34.9
333	16	.1	3,828	35.1
334	11	.1	3,839	35.2
335	18	.2	3,857	35.4
336	10	.1	3,867	35.5
337	13	.1	3,880	35.6
338	9	.1	3,889	35.7
339	5	.0	3,894	35.7
340	11	.1	3,905	35.8
341	5	.0	3,910	35.8
342	6	.1	3,916	35.9
343	12	.1	3,928	36.0
344	17	.2	3,945	36.2
345	9	.1	3,954	36.2
346	11	.1	3,965	36.3
347	16	.1	3,981	36.5
348	14	.1	3,995	36.6
349	4	.0	3,999	36.7
350	9	.1	4,008	36.7
351	6	.1	4,014	36.8
352	13	.1	4,027	36.9
353	17	.2	4,044	37.1
354	13	.1	4,057	37.2
355	11	.1	4,068	37.3
356	11	.1	4,079	37.4

Table I-57: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
357	15	.1	4,094	37.5
358	16	.1	4,110	37.7
359	10	.1	4,120	37.8
360	12	.1	4,132	37.9
361	18	.2	4,150	38.0
362	12	.1	4,162	38.2
363	7	.1	4,169	38.2
364	18	.2	4,187	38.4
365	9	.1	4,196	38.5
366	14	.1	4,210	38.6
367	11	.1	4,221	38.7
368	11	.1	4,232	38.8
369	9	.1	4,241	38.9
370	10	.1	4,251	39.0
371	8	.1	4,259	39.0
372	13	.1	4,272	39.2
373	21	.2	4,293	39.4
374	10	.1	4,303	39.4
375	15	.1	4,318	39.6
376	17	.2	4,335	39.7
377	17	.2	4,352	39.9
378	15	.1	4,367	40.0
379	11	.1	4,378	40.1
380	19	.2	4,397	40.3
381	7	.1	4,404	40.4
382	10	.1	4,414	40.5
383	18	.2	4,432	40.6
384	17	.2	4,449	40.8
385	17	.2	4,466	40.9

Table I-57: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
386	14	.1	4,480	41.1
387	19	.2	4,499	41.2
388	12	.1	4,511	41.4
389	15	.1	4,526	41.5
390	17	.2	4,543	41.6
391	15	.1	4,558	41.8
392	17	.2	4,575	41.9
393	15	.1	4,590	42.1
394	13	.1	4,603	42.2
395	22	.2	4,625	42.4
396	16	.1	4,641	42.5
397	18	.2	4,659	42.7
398	18	.2	4,677	42.9
399	23	.2	4,700	43.1
400	26	.2	4,726	43.3
401	20	.2	4,746	43.5
402	20	.2	4,766	43.7
403	18	.2	4,784	43.9
404	32	.3	4,816	44.2
405	10	.1	4,826	44.2
406	19	.2	4,845	44.4
407	19	.2	4,864	44.6
408	28	.3	4,892	44.8
409	23	.2	4,915	45.1
410	25	.2	4,940	45.3
411	31	.3	4,971	45.6
412	27	.2	4,998	45.8
413	28	.3	5,026	46.1
414	25	.2	5,051	46.3

Table I-57: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
415	28	.3	5,079	46.6
416	29	.3	5,108	46.8
417	24	.2	5,132	47.0
418	37	.3	5,169	47.4
419	25	.2	5,194	47.6
420	31	.3	5,225	47.9
421	28	.3	5,253	48.2
422	23	.2	5,276	48.4
423	24	.2	5,300	48.6
424	34	.3	5,334	48.9
425	33	.3	5,367	49.2
426	33	.3	5,400	49.5
427	22	.2	5,422	49.7
428	32	.3	5,454	50.0
429	33	.3	5,487	50.3
430	34	.3	5,521	50.6
431	29	.3	5,550	50.9
432	42	.4	5,592	51.3
433	27	.2	5,619	51.5
434	27	.2	5,646	51.8
435	36	.3	5,682	52.1
436	24	.2	5,706	52.3
437	44	.4	5,750	52.7
438	32	.3	5,782	53.0
439	39	.4	5,821	53.4
440	44	.4	5,865	53.8
441	30	.3	5,895	54.0
442	42	.4	5,937	54.4
443	36	.3	5,973	54.8

Table I-57: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
444	37	.3	6,010	55.1
445	30	.3	6,040	55.4
446	50	.5	6,090	55.8
447	34	.3	6,124	56.1
448	42	.4	6,166	56.5
449	32	.3	6,198	56.8
450	36	.3	6,234	57.2
451	41	.4	6,275	57.5
452	46	.4	6,321	57.9
453	37	.3	6,358	58.3
454	51	.5	6,409	58.8
455	47	.4	6,456	59.2
456	31	.3	6,487	59.5
457	40	.4	6,527	59.8
458	41	.4	6,568	60.2
459	28	.3	6,596	60.5
460	63	.6	6,659	61.0
461	43	.4	6,702	61.4
462	37	.3	6,739	61.8
463	43	.4	6,782	62.2
464	37	.3	6,819	62.5
465	55	.5	6,874	63.0
466	40	.4	6,914	63.4
467	46	.4	6,960	63.8
468	42	.4	7,002	64.2
469	50	.5	7,052	64.6
470	40	.4	7,092	65.0
471	59	.5	7,151	65.6
472	42	.4	7,193	65.9

Table I-57: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
473	46	.4	7,239	66.4
474	41	.4	7,280	66.7
475	38	.3	7,318	67.1
476	36	.3	7,354	67.4
477	46	.4	7,400	67.8
478	50	.5	7,450	68.3
479	50	.5	7,500	68.8
480	44	.4	7,544	69.2
481	47	.4	7,591	69.6
482	50	.5	7,641	70.0
483	52	.5	7,693	70.5
484	56	.5	7,749	71.0
485	49	.4	7,798	71.5
486	39	.4	7,837	71.8
487	38	.3	7,875	72.2
488	49	.4	7,924	72.6
489	54	.5	7,978	73.1
490	44	.4	8,022	73.5
491	34	.3	8,056	73.9
492	38	.3	8,094	74.2
493	43	.4	8,137	74.6
494	45	.4	8,182	75.0
495	53	.5	8,235	75.5
496	48	.4	8,283	75.9
497	39	.4	8,322	76.3
498	46	.4	8,368	76.7
499	51	.5	8,419	77.2
500	37	.3	8,456	77.5
501	41	.4	8,497	77.9

Table I-57: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
502	53	.5	8,550	78.4
503	52	.5	8,602	78.9
504	43	.4	8,645	79.3
505	49	.4	8,694	79.7
506	33	.3	8,727	80.0
507	51	.5	8,778	80.5
508	45	.4	8,823	80.9
509	47	.4	8,870	81.3
510	53	.5	8,923	81.8
511	40	.4	8,963	82.2
512	51	.5	9,014	82.6
513	33	.3	9,047	82.9
514	42	.4	9,089	83.3
515	34	.3	9,123	83.6
516	46	.4	9,169	84.1
517	44	.4	9,213	84.5
518	44	.4	9,257	84.9
519	47	.4	9,304	85.3
520	49	.4	9,353	85.7
521	33	.3	9,386	86.0
522	41	.4	9,427	86.4
523	33	.3	9,460	86.7
524	43	.4	9,503	87.1
525	37	.3	9,540	87.5
526	37	.3	9,577	87.8
527	47	.4	9,624	88.2
528	39	.4	9,663	88.6
529	34	.3	9,697	88.9
530	28	.3	9,725	89.2

Table I-57: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
531	35	.3	9,760	89.5
532	24	.2	9,784	89.7
533	28	.3	9,812	90.0
534	30	.3	9,842	90.2
535	36	.3	9,878	90.6
536	29	.3	9,907	90.8
537	23	.2	9,930	91.0
538	28	.3	9,958	91.3
539	28	.3	9,986	91.5
540	32	.3	10,018	91.8
541	29	.3	10,047	92.1
542	36	.3	10,083	92.4
543	28	.3	10,111	92.7
544	22	.2	10,133	92.9
545	23	.2	10,156	93.1
546	25	.2	10,181	93.3
547	21	.2	10,202	93.5
548	22	.2	10,224	93.7
549	30	.3	10,254	94.0
550	23	.2	10,277	94.2
551	20	.2	10,297	94.4
552	31	.3	10,328	94.7
553	17	.2	10,345	94.8
554	23	.2	10,368	95.0
555	24	.2	10,392	95.3
556	25	.2	10,417	95.5
557	18	.2	10,435	95.7
558	20	.2	10,455	95.8
559	20	.2	10,475	96.0

Table I-57: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
560	22	.2	10,497	96.2
561	15	.1	10,512	96.4
562	24	.2	10,536	96.6
563	11	.1	10,547	96.7
564	25	.2	10,572	96.9
565	18	.2	10,590	97.1
566	15	.1	10,605	97.2
567	13	.1	10,618	97.3
568	12	.1	10,630	97.5
569	11	.1	10,641	97.6
570	12	.1	10,653	97.7
571	7	.1	10,660	97.7
572	18	.2	10,678	97.9
573	4	.0	10,682	97.9
574	21	.2	10,703	98.1
575	3	.0	10,706	98.1
576	16	.1	10,722	98.3
577	6	.1	10,728	98.3
578	18	.2	10,746	98.5
579	10	.1	10,756	98.6
580	15	.1	10,771	98.7
581	10	.1	10,781	98.8
582	12	.1	10,793	98.9
583	1	.0	10,794	99.0
584	10	.1	10,804	99.0
585	4	.0	10,808	99.1
586	10	.1	10,818	99.2
587	7	.1	10,825	99.2
588	10	.1	10,835	99.3

Table I-57: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
589	4	.0	10,839	99.4
590	2	.0	10,841	99.4
591	12	.1	10,853	99.5
592	3	.0	10,856	99.5
593	8	.1	10,864	99.6
594	5	.0	10,869	99.6
595	2	.0	10,871	99.7
596	1	.0	10,872	99.7
597	4	.0	10,876	99.7
599	5	.0	10,881	99.8
600	4	.0	10,885	99.8
601	2	.0	10,887	99.8
603	3	.0	10,890	99.8
605	1	.0	10,891	99.8
607	2	.0	10,893	99.9
608	5	.0	10,898	99.9
609	2	.0	10,900	99.9
613	4	.0	10,904	100.0
616	1	.0	10,905	100.0
622	1	.0	10,906	100.0
629	2	.0	10,908	100.0

Table I-58: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	4,269	15.9	4,269	15.9
235	158	.6	4,427	16.5
251	67	.2	4,494	16.7
253	45	.2	4,539	16.9
256	29	.1	4,568	17.0
258	152	.6	4,720	17.6
259	221	.8	4,941	18.4
261	49	.2	4,990	18.6
263	50	.2	5,040	18.8
265	17	.1	5,057	18.8
266	16	.1	5,073	18.9
267	134	.5	5,207	19.4
268	237	.9	5,444	20.3
271	54	.2	5,498	20.5
272	75	.3	5,573	20.7
273	30	.1	5,603	20.9
274	153	.6	5,756	21.4
275	48	.2	5,804	21.6
276	21	.1	5,825	21.7
277	39	.1	5,864	21.8
278	35	.1	5,899	22.0
279	17	.1	5,916	22.0
280	119	.4	6,035	22.5
281	33	.1	6,068	22.6
282	24	.1	6,092	22.7
283	22	.1	6,114	22.8
284	22	.1	6,136	22.8
285	37	.1	6,173	23.0
286	38	.1	6,211	23.1

Table I-58: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
287	6	.0	6,217	23.1
288	37	.1	6,254	23.3
289	58	.2	6,312	23.5
290	35	.1	6,347	23.6
291	68	.3	6,415	23.9
292	40	.1	6,455	24.0
293	17	.1	6,472	24.1
294	37	.1	6,509	24.2
295	29	.1	6,538	24.3
296	74	.3	6,612	24.6
297	71	.3	6,683	24.9
298	39	.1	6,722	25.0
299	56	.2	6,778	25.2
300	82	.3	6,860	25.5
301	59	.2	6,919	25.8
302	14	.1	6,933	25.8
303	64	.2	6,997	26.0
304	52	.2	7,049	26.2
305	86	.3	7,135	26.6
306	86	.3	7,221	26.9
307	14	.1	7,235	26.9
308	46	.2	7,281	27.1
309	77	.3	7,358	27.4
310	47	.2	7,405	27.6
311	37	.1	7,442	27.7
312	68	.3	7,510	28.0
313	87	.3	7,597	28.3
314	59	.2	7,656	28.5
315	34	.1	7,690	28.6

Table I-58: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
316	50	.2	7,740	28.8
317	42	.2	7,782	29.0
318	51	.2	7,833	29.2
319	77	.3	7,910	29.4
320	41	.2	7,951	29.6
321	63	.2	8,014	29.8
322	58	.2	8,072	30.1
323	71	.3	8,143	30.3
324	41	.2	8,184	30.5
325	32	.1	8,216	30.6
326	32	.1	8,248	30.7
327	46	.2	8,294	30.9
328	42	.2	8,336	31.0
329	60	.2	8,396	31.3
330	29	.1	8,425	31.4
331	42	.2	8,467	31.5
332	54	.2	8,521	31.7
333	42	.2	8,563	31.9
334	57	.2	8,620	32.1
335	38	.1	8,658	32.2
336	28	.1	8,686	32.3
337	42	.2	8,728	32.5
338	39	.1	8,767	32.6
339	42	.2	8,809	32.8
340	46	.2	8,855	33.0
341	35	.1	8,890	33.1
342	46	.2	8,936	33.3
343	55	.2	8,991	33.5
344	40	.1	9,031	33.6

Table I-58: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
345	36	.1	9,067	33.8
346	60	.2	9,127	34.0
347	30	.1	9,157	34.1
348	50	.2	9,207	34.3
349	35	.1	9,242	34.4
350	46	.2	9,288	34.6
351	55	.2	9,343	34.8
352	37	.1	9,380	34.9
353	17	.1	9,397	35.0
354	58	.2	9,455	35.2
355	44	.2	9,499	35.4
356	46	.2	9,545	35.5
357	31	.1	9,576	35.7
358	43	.2	9,619	35.8
359	30	.1	9,649	35.9
360	40	.1	9,689	36.1
361	56	.2	9,745	36.3
362	35	.1	9,780	36.4
363	32	.1	9,812	36.5
364	62	.2	9,874	36.8
365	26	.1	9,900	36.9
366	44	.2	9,944	37.0
367	46	.2	9,990	37.2
368	38	.1	10,028	37.3
369	39	.1	10,067	37.5
370	40	.1	10,107	37.6
371	35	.1	10,142	37.8
372	39	.1	10,181	37.9
373	47	.2	10,228	38.1

Table I-58: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
374	40	.1	10,268	38.2
375	37	.1	10,305	38.4
376	39	.1	10,344	38.5
377	41	.2	10,385	38.7
378	34	.1	10,419	38.8
379	36	.1	10,455	38.9
380	38	.1	10,493	39.1
381	34	.1	10,527	39.2
382	40	.1	10,567	39.3
383	35	.1	10,602	39.5
384	37	.1	10,639	39.6
385	34	.1	10,673	39.7
386	34	.1	10,707	39.9
387	30	.1	10,737	40.0
388	42	.2	10,779	40.1
389	27	.1	10,806	40.2
390	38	.1	10,844	40.4
391	49	.2	10,893	40.6
392	37	.1	10,930	40.7
393	35	.1	10,965	40.8
394	40	.1	11,005	41.0
395	50	.2	11,055	41.2
396	40	.1	11,095	41.3
397	39	.1	11,134	41.5
398	33	.1	11,167	41.6
399	39	.1	11,206	41.7
400	46	.2	11,252	41.9
401	33	.1	11,285	42.0
402	32	.1	11,317	42.1

Table I-58: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
403	37	.1	11,354	42.3
404	56	.2	11,410	42.5
405	39	.1	11,449	42.6
406	48	.2	11,497	42.8
407	40	.1	11,537	43.0
408	31	.1	11,568	43.1
409	30	.1	11,598	43.2
410	35	.1	11,633	43.3
411	40	.1	11,673	43.5
412	49	.2	11,722	43.6
413	44	.2	11,766	43.8
414	50	.2	11,816	44.0
415	48	.2	11,864	44.2
416	54	.2	11,918	44.4
417	50	.2	11,968	44.6
418	52	.2	12,020	44.8
419	47	.2	12,067	44.9
420	47	.2	12,114	45.1
421	43	.2	12,157	45.3
422	36	.1	12,193	45.4
423	47	.2	12,240	45.6
424	47	.2	12,287	45.7
425	57	.2	12,344	46.0
426	42	.2	12,386	46.1
427	38	.1	12,424	46.3
428	39	.1	12,463	46.4
429	46	.2	12,509	46.6
430	52	.2	12,561	46.8
431	57	.2	12,618	47.0

Table I-58: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
432	41	.2	12,659	47.1
433	49	.2	12,708	47.3
434	49	.2	12,757	47.5
435	57	.2	12,814	47.7
436	42	.2	12,856	47.9
437	62	.2	12,918	48.1
438	45	.2	12,963	48.3
439	59	.2	13,022	48.5
440	51	.2	13,073	48.7
441	56	.2	13,129	48.9
442	66	.2	13,195	49.1
443	48	.2	13,243	49.3
444	45	.2	13,288	49.5
445	51	.2	13,339	49.7
446	42	.2	13,381	49.8
447	62	.2	13,443	50.0
448	66	.2	13,509	50.3
449	44	.2	13,553	50.5
450	65	.2	13,618	50.7
451	54	.2	13,672	50.9
452	64	.2	13,736	51.1
453	60	.2	13,796	51.4
454	59	.2	13,855	51.6
455	69	.3	13,924	51.8
456	58	.2	13,982	52.1
457	62	.2	14,044	52.3
458	77	.3	14,121	52.6
459	60	.2	14,181	52.8
460	75	.3	14,256	53.1

Table I-58: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
461	47	.2	14,303	53.3
462	58	.2	14,361	53.5
463	65	.2	14,426	53.7
464	58	.2	14,484	53.9
465	82	.3	14,566	54.2
466	75	.3	14,641	54.5
467	74	.3	14,715	54.8
468	68	.3	14,783	55.0
469	56	.2	14,839	55.2
470	54	.2	14,893	55.4
471	72	.3	14,965	55.7
472	61	.2	15,026	55.9
473	68	.3	15,094	56.2
474	73	.3	15,167	56.5
475	69	.3	15,236	56.7
476	56	.2	15,292	56.9
477	71	.3	15,363	57.2
478	81	.3	15,444	57.5
479	56	.2	15,500	57.7
480	91	.3	15,591	58.0
481	81	.3	15,672	58.3
482	74	.3	15,746	58.6
483	72	.3	15,818	58.9
484	76	.3	15,894	59.2
485	77	.3	15,971	59.5
486	65	.2	16,036	59.7
487	81	.3	16,117	60.0
488	82	.3	16,199	60.3
489	74	.3	16,273	60.6

Table I-58: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
490	93	.3	16,366	60.9
491	77	.3	16,443	61.2
492	73	.3	16,516	61.5
493	92	.3	16,608	61.8
494	97	.4	16,705	62.2
495	85	.3	16,790	62.5
496	83	.3	16,873	62.8
497	88	.3	16,961	63.1
498	109	.4	17,070	63.6
499	91	.3	17,161	63.9
500	91	.3	17,252	64.2
501	91	.3	17,343	64.6
502	96	.4	17,439	64.9
503	94	.3	17,533	65.3
504	109	.4	17,642	65.7
505	96	.4	17,738	66.0
506	82	.3	17,820	66.3
507	88	.3	17,908	66.7
508	89	.3	17,997	67.0
509	86	.3	18,083	67.3
510	98	.4	18,181	67.7
511	97	.4	18,278	68.0
512	113	.4	18,391	68.5
513	90	.3	18,481	68.8
514	80	.3	18,561	69.1
515	79	.3	18,640	69.4
516	98	.4	18,738	69.8
517	73	.3	18,811	70.0
518	99	.4	18,910	70.4

Table I-58: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
519	87	.3	18,997	70.7
520	120	.4	19,117	71.2
521	86	.3	19,203	71.5
522	111	.4	19,314	71.9
523	94	.3	19,408	72.3
524	88	.3	19,496	72.6
525	95	.4	19,591	72.9
526	116	.4	19,707	73.4
527	98	.4	19,805	73.7
528	102	.4	19,907	74.1
529	104	.4	20,011	74.5
530	109	.4	20,120	74.9
531	92	.3	20,212	75.2
532	106	.4	20,318	75.6
533	122	.5	20,440	76.1
534	93	.3	20,533	76.4
535	72	.3	20,605	76.7
536	89	.3	20,694	77.0
537	86	.3	20,780	77.4
538	93	.3	20,873	77.7
539	96	.4	20,969	78.1
540	102	.4	21,071	78.4
541	90	.3	21,161	78.8
542	84	.3	21,245	79.1
543	96	.4	21,341	79.5
544	93	.3	21,434	79.8
545	92	.3	21,526	80.1
546	92	.3	21,618	80.5
547	93	.3	21,711	80.8

Table I-58: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
548	100	.4	21,811	81.2
549	100	.4	21,911	81.6
550	96	.4	22,007	81.9
551	76	.3	22,083	82.2
552	92	.3	22,175	82.6
553	87	.3	22,262	82.9
554	85	.3	22,347	83.2
555	78	.3	22,425	83.5
556	83	.3	22,508	83.8
557	71	.3	22,579	84.1
558	70	.3	22,649	84.3
559	72	.3	22,721	84.6
560	77	.3	22,798	84.9
561	65	.2	22,863	85.1
562	87	.3	22,950	85.4
563	67	.2	23,017	85.7
564	83	.3	23,100	86.0
565	70	.3	23,170	86.3
566	74	.3	23,244	86.5
567	76	.3	23,320	86.8
568	78	.3	23,398	87.1
569	60	.2	23,458	87.3
570	77	.3	23,535	87.6
571	61	.2	23,596	87.8
572	61	.2	23,657	88.1
573	73	.3	23,730	88.3
574	44	.2	23,774	88.5
575	82	.3	23,856	88.8
576	58	.2	23,914	89.0

Table I-58: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
577	71	.3	23,985	89.3
578	55	.2	24,040	89.5
579	67	.2	24,107	89.8
580	64	.2	24,171	90.0
581	69	.3	24,240	90.2
582	75	.3	24,315	90.5
583	59	.2	24,374	90.7
584	67	.2	24,441	91.0
585	69	.3	24,510	91.3
586	50	.2	24,560	91.4
587	80	.3	24,640	91.7
588	49	.2	24,689	91.9
589	50	.2	24,739	92.1
590	57	.2	24,796	92.3
591	48	.2	24,844	92.5
592	51	.2	24,895	92.7
593	49	.2	24,944	92.9
594	53	.2	24,997	93.1
595	54	.2	25,051	93.3
596	38	.1	25,089	93.4
597	48	.2	25,137	93.6
598	67	.2	25,204	93.8
599	38	.1	25,242	94.0
600	40	.1	25,282	94.1
601	46	.2	25,328	94.3
602	33	.1	25,361	94.4
603	62	.2	25,423	94.7
604	41	.2	25,464	94.8
605	28	.1	25,492	94.9

Table I-58: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
606	49	.2	25,541	95.1
607	36	.1	25,577	95.2
608	39	.1	25,616	95.4
609	31	.1	25,647	95.5
610	38	.1	25,685	95.6
611	43	.2	25,728	95.8
612	19	.1	25,747	95.9
613	24	.1	25,771	95.9
614	39	.1	25,810	96.1
615	34	.1	25,844	96.2
616	52	.2	25,896	96.4
617	16	.1	25,912	96.5
618	41	.2	25,953	96.6
619	33	.1	25,986	96.7
620	28	.1	26,014	96.9
621	45	.2	26,059	97.0
622	24	.1	26,083	97.1
623	29	.1	26,112	97.2
624	12	.0	26,124	97.3
625	14	.1	26,138	97.3
626	24	.1	26,162	97.4
627	35	.1	26,197	97.5
628	33	.1	26,230	97.7
629	30	.1	26,260	97.8
630	12	.0	26,272	97.8
631	26	.1	26,298	97.9
632	15	.1	26,313	98.0
633	16	.1	26,329	98.0
634	38	.1	26,367	98.2

Table I-58: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
635	12	.0	26,379	98.2
636	29	.1	26,408	98.3
637	15	.1	26,423	98.4
638	28	.1	26,451	98.5
639	39	.1	26,490	98.6
640	3	.0	26,493	98.6
641	10	.0	26,503	98.7
642	21	.1	26,524	98.7
643	15	.1	26,539	98.8
644	21	.1	26,560	98.9
645	11	.0	26,571	98.9
646	6	.0	26,577	98.9
647	20	.1	26,597	99.0
648	14	.1	26,611	99.1
649	21	.1	26,632	99.2
650	4	.0	26,636	99.2
651	10	.0	26,646	99.2
652	11	.0	26,657	99.2
653	3	.0	26,660	99.3
654	6	.0	26,666	99.3
655	22	.1	26,688	99.4
656	13	.0	26,701	99.4
657	27	.1	26,728	99.5
658	5	.0	26,733	99.5
660	2	.0	26,735	99.5
661	4	.0	26,739	99.5
662	11	.0	26,750	99.6
663	6	.0	26,756	99.6
664	23	.1	26,779	99.7

Table I-58: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
665	3	.0	26,782	99.7
666	11	.0	26,793	99.8
667	9	.0	26,802	99.8
668	8	.0	26,810	99.8
671	1	.0	26,811	99.8
673	7	.0	26,818	99.8
675	19	.1	26,837	99.9
681	1	.0	26,838	99.9
684	4	.0	26,842	99.9
685	12	.0	26,854	100.0
687	1	.0	26,855	100.0
689	3	.0	26,858	100.0
698	2	.0	26,860	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	3,503	16.0	3,503	16.0
264	288	1.3	3,791	17.3
266	137	.6	3,928	17.9
273	94	.4	4,022	18.3
274	124	.6	4,146	18.9
277	89	.4	4,235	19.3
278	94	.4	4,329	19.7
281	82	.4	4,411	20.1
282	67	.3	4,478	20.4
284	85	.4	4,563	20.8
286	19	.1	4,582	20.9
287	43	.2	4,625	21.1
289	80	.4	4,705	21.4
290	17	.1	4,722	21.5
291	75	.3	4,797	21.8
292	8	.0	4,805	21.9
293	97	.4	4,902	22.3
294	81	.4	4,983	22.7
296	32	.1	5,015	22.8
297	65	.3	5,080	23.1
299	42	.2	5,122	23.3
300	30	.1	5,152	23.5
301	26	.1	5,178	23.6
302	77	.4	5,255	23.9
303	52	.2	5,307	24.2
304	26	.1	5,333	24.3
305	48	.2	5,381	24.5
306	21	.1	5,402	24.6
307	46	.2	5,448	24.8

Table I-59: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
308	29	.1	5,477	24.9
309	79	.4	5,556	25.3
310	19	.1	5,575	25.4
311	65	.3	5,640	25.7
312	34	.2	5,674	25.8
313	15	.1	5,689	25.9
314	55	.3	5,744	26.2
315	21	.1	5,765	26.3
316	45	.2	5,810	26.5
317	34	.2	5,844	26.6
318	51	.2	5,895	26.8
319	65	.3	5,960	27.1
320	62	.3	6,022	27.4
321	21	.1	6,043	27.5
322	49	.2	6,092	27.7
323	64	.3	6,156	28.0
324	36	.2	6,192	28.2
325	10	.0	6,202	28.2
326	41	.2	6,243	28.4
327	79	.4	6,322	28.8
328	19	.1	6,341	28.9
329	30	.1	6,371	29.0
330	49	.2	6,420	29.2
331	38	.2	6,458	29.4
332	54	.2	6,512	29.7
333	23	.1	6,535	29.8
334	40	.2	6,575	29.9
335	45	.2	6,620	30.1
336	44	.2	6,664	30.4

Table I-59: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
337	31	.1	6,695	30.5
338	73	.3	6,768	30.8
339	53	.2	6,821	31.1
340	26	.1	6,847	31.2
341	32	.1	6,879	31.3
342	41	.2	6,920	31.5
343	50	.2	6,970	31.7
344	36	.2	7,006	31.9
345	47	.2	7,053	32.1
346	45	.2	7,098	32.3
347	41	.2	7,139	32.5
348	51	.2	7,190	32.7
349	31	.1	7,221	32.9
350	53	.2	7,274	33.1
351	38	.2	7,312	33.3
352	36	.2	7,348	33.5
353	50	.2	7,398	33.7
354	31	.1	7,429	33.8
355	36	.2	7,465	34.0
356	41	.2	7,506	34.2
357	34	.2	7,540	34.3
358	48	.2	7,588	34.6
359	23	.1	7,611	34.7
360	32	.1	7,643	34.8
361	28	.1	7,671	34.9
362	29	.1	7,700	35.1
363	32	.1	7,732	35.2
364	40	.2	7,772	35.4
365	35	.2	7,807	35.6

Table I-59: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
366	35	.2	7,842	35.7
367	29	.1	7,871	35.8
368	37	.2	7,908	36.0
369	37	.2	7,945	36.2
370	25	.1	7,970	36.3
371	12	.1	7,982	36.4
372	35	.2	8,017	36.5
373	31	.1	8,048	36.7
374	24	.1	8,072	36.8
375	33	.2	8,105	36.9
376	40	.2	8,145	37.1
377	26	.1	8,171	37.2
378	39	.2	8,210	37.4
379	38	.2	8,248	37.6
380	33	.2	8,281	37.7
381	42	.2	8,323	37.9
382	20	.1	8,343	38.0
383	25	.1	8,368	38.1
384	31	.1	8,399	38.3
385	33	.2	8,432	38.4
386	41	.2	8,473	38.6
387	23	.1	8,496	38.7
388	47	.2	8,543	38.9
389	33	.2	8,576	39.1
390	36	.2	8,612	39.2
391	33	.2	8,645	39.4
392	28	.1	8,673	39.5
393	38	.2	8,711	39.7
394	41	.2	8,752	39.9

Table I-59: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
395	30	.1	8,782	40.0
396	30	.1	8,812	40.1
397	23	.1	8,835	40.2
398	36	.2	8,871	40.4
399	30	.1	8,901	40.5
400	42	.2	8,943	40.7
401	29	.1	8,972	40.9
402	28	.1	9,000	41.0
403	36	.2	9,036	41.2
404	34	.2	9,070	41.3
405	30	.1	9,100	41.4
406	26	.1	9,126	41.6
407	28	.1	9,154	41.7
408	32	.1	9,186	41.8
409	33	.2	9,219	42.0
410	25	.1	9,244	42.1
411	26	.1	9,270	42.2
412	24	.1	9,294	42.3
413	15	.1	9,309	42.4
414	29	.1	9,338	42.5
415	31	.1	9,369	42.7
416	26	.1	9,395	42.8
417	19	.1	9,414	42.9
418	36	.2	9,450	43.0
419	21	.1	9,471	43.1
420	22	.1	9,493	43.2
421	30	.1	9,523	43.4
422	25	.1	9,548	43.5
423	22	.1	9,570	43.6

Table I-59: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
424	22	.1	9,592	43.7
425	31	.1	9,623	43.8
426	30	.1	9,653	44.0
427	25	.1	9,678	44.1
428	20	.1	9,698	44.2
429	23	.1	9,721	44.3
430	24	.1	9,745	44.4
431	29	.1	9,774	44.5
432	25	.1	9,799	44.6
433	21	.1	9,820	44.7
434	30	.1	9,850	44.9
435	22	.1	9,872	45.0
436	20	.1	9,892	45.1
437	17	.1	9,909	45.1
438	33	.2	9,942	45.3
439	25	.1	9,967	45.4
440	23	.1	9,990	45.5
441	28	.1	10,018	45.6
442	25	.1	10,043	45.7
443	21	.1	10,064	45.8
444	30	.1	10,094	46.0
445	13	.1	10,107	46.0
446	30	.1	10,137	46.2
447	28	.1	10,165	46.3
448	30	.1	10,195	46.4
449	30	.1	10,225	46.6
450	27	.1	10,252	46.7
451	21	.1	10,273	46.8
452	27	.1	10,300	46.9

Table I-59: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
453	34	.2	10,334	47.1
454	31	.1	10,365	47.2
455	21	.1	10,386	47.3
456	28	.1	10,414	47.4
457	31	.1	10,445	47.6
458	27	.1	10,472	47.7
459	38	.2	10,510	47.9
460	31	.1	10,541	48.0
461	30	.1	10,571	48.1
462	21	.1	10,592	48.2
463	27	.1	10,619	48.4
464	31	.1	10,650	48.5
465	25	.1	10,675	48.6
466	33	.2	10,708	48.8
467	23	.1	10,731	48.9
468	34	.2	10,765	49.0
469	29	.1	10,794	49.2
470	33	.2	10,827	49.3
471	37	.2	10,864	49.5
472	28	.1	10,892	49.6
473	29	.1	10,921	49.7
474	26	.1	10,947	49.9
475	38	.2	10,985	50.0
476	35	.2	11,020	50.2
477	36	.2	11,056	50.4
478	30	.1	11,086	50.5
479	27	.1	11,113	50.6
480	37	.2	11,150	50.8
481	34	.2	11,184	50.9

Table I-59: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
482	23	.1	11,207	51.0
483	40	.2	11,247	51.2
484	26	.1	11,273	51.3
485	41	.2	11,314	51.5
486	32	.1	11,346	51.7
487	35	.2	11,381	51.8
488	48	.2	11,429	52.1
489	43	.2	11,472	52.2
490	43	.2	11,515	52.4
491	46	.2	11,561	52.7
492	44	.2	11,605	52.9
493	38	.2	11,643	53.0
494	28	.1	11,671	53.2
495	33	.2	11,704	53.3
496	44	.2	11,748	53.5
497	33	.2	11,781	53.7
498	39	.2	11,820	53.8
499	33	.2	11,853	54.0
500	39	.2	11,892	54.2
501	32	.1	11,924	54.3
502	36	.2	11,960	54.5
503	38	.2	11,998	54.6
504	52	.2	12,050	54.9
505	44	.2	12,094	55.1
506	42	.2	12,136	55.3
507	37	.2	12,173	55.4
508	42	.2	12,215	55.6
509	43	.2	12,258	55.8
510	37	.2	12,295	56.0

Table I-59: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
511	39	.2	12,334	56.2
512	39	.2	12,373	56.4
513	35	.2	12,408	56.5
514	61	.3	12,469	56.8
515	47	.2	12,516	57.0
516	50	.2	12,566	57.2
517	61	.3	12,627	57.5
518	51	.2	12,678	57.7
519	62	.3	12,740	58.0
520	65	.3	12,805	58.3
521	54	.2	12,859	58.6
522	45	.2	12,904	58.8
523	65	.3	12,969	59.1
524	46	.2	13,015	59.3
525	49	.2	13,064	59.5
526	52	.2	13,116	59.7
527	48	.2	13,164	60.0
528	45	.2	13,209	60.2
529	50	.2	13,259	60.4
530	74	.3	13,333	60.7
531	60	.3	13,393	61.0
532	53	.2	13,446	61.2
533	64	.3	13,510	61.5
534	52	.2	13,562	61.8
535	61	.3	13,623	62.0
536	57	.3	13,680	62.3
537	53	.2	13,733	62.5
538	56	.3	13,789	62.8
539	60	.3	13,849	63.1

Table I-59: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
540	76	.3	13,925	63.4
541	57	.3	13,982	63.7
542	70	.3	14,052	64.0
543	58	.3	14,110	64.3
544	58	.3	14,168	64.5
545	72	.3	14,240	64.9
546	63	.3	14,303	65.1
547	60	.3	14,363	65.4
548	70	.3	14,433	65.7
549	71	.3	14,504	66.1
550	66	.3	14,570	66.4
551	66	.3	14,636	66.7
552	57	.3	14,693	66.9
553	58	.3	14,751	67.2
554	75	.3	14,826	67.5
555	81	.4	14,907	67.9
556	64	.3	14,971	68.2
557	51	.2	15,022	68.4
558	59	.3	15,081	68.7
559	66	.3	15,147	69.0
560	77	.4	15,224	69.3
561	67	.3	15,291	69.6
562	73	.3	15,364	70.0
563	72	.3	15,436	70.3
564	74	.3	15,510	70.6
565	62	.3	15,572	70.9
566	64	.3	15,636	71.2
567	75	.3	15,711	71.6
568	63	.3	15,774	71.8

Table I-59: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
569	77	.4	15,851	72.2
570	78	.4	15,929	72.5
571	64	.3	15,993	72.8
572	64	.3	16,057	73.1
573	62	.3	16,119	73.4
574	74	.3	16,193	73.7
575	78	.4	16,271	74.1
576	60	.3	16,331	74.4
577	67	.3	16,398	74.7
578	68	.3	16,466	75.0
579	50	.2	16,516	75.2
580	82	.4	16,598	75.6
581	53	.2	16,651	75.8
582	69	.3	16,720	76.1
583	75	.3	16,795	76.5
584	73	.3	16,868	76.8
585	74	.3	16,942	77.2
586	66	.3	17,008	77.5
587	64	.3	17,072	77.8
588	80	.4	17,152	78.1
589	62	.3	17,214	78.4
590	64	.3	17,278	78.7
591	59	.3	17,337	79.0
592	62	.3	17,399	79.2
593	54	.2	17,453	79.5
594	65	.3	17,518	79.8
595	75	.3	17,593	80.1
596	78	.4	17,671	80.5
597	64	.3	17,735	80.8

Table I-59: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
598	75	.3	17,810	81.1
599	65	.3	17,875	81.4
600	53	.2	17,928	81.7
601	83	.4	18,011	82.0
602	64	.3	18,075	82.3
603	68	.3	18,143	82.6
604	56	.3	18,199	82.9
605	55	.3	18,254	83.1
606	63	.3	18,317	83.4
607	85	.4	18,402	83.8
608	54	.2	18,456	84.1
609	63	.3	18,519	84.3
610	50	.2	18,569	84.6
611	51	.2	18,620	84.8
612	62	.3	18,682	85.1
613	71	.3	18,753	85.4
614	80	.4	18,833	85.8
615	55	.3	18,888	86.0
616	49	.2	18,937	86.2
617	69	.3	19,006	86.6
618	49	.2	19,055	86.8
619	68	.3	19,123	87.1
620	77	.4	19,200	87.4
621	49	.2	19,249	87.7
622	55	.3	19,304	87.9
623	52	.2	19,356	88.2
624	34	.2	19,390	88.3
625	48	.2	19,438	88.5
626	61	.3	19,499	88.8

Table I-59: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
627	50	.2	19,549	89.0
628	52	.2	19,601	89.3
629	36	.2	19,637	89.4
630	55	.3	19,692	89.7
631	40	.2	19,732	89.9
632	51	.2	19,783	90.1
633	40	.2	19,823	90.3
634	42	.2	19,865	90.5
635	46	.2	19,911	90.7
636	42	.2	19,953	90.9
637	35	.2	19,988	91.0
638	47	.2	20,035	91.2
639	52	.2	20,087	91.5
640	42	.2	20,129	91.7
641	34	.2	20,163	91.8
642	41	.2	20,204	92.0
643	52	.2	20,256	92.3
644	42	.2	20,298	92.4
645	45	.2	20,343	92.6
646	25	.1	20,368	92.8
647	36	.2	20,404	92.9
648	40	.2	20,444	93.1
649	41	.2	20,485	93.3
650	45	.2	20,530	93.5
651	33	.2	20,563	93.7
652	23	.1	20,586	93.8
653	67	.3	20,653	94.1
654	51	.2	20,704	94.3
655	19	.1	20,723	94.4

Table I-59: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
656	38	.2	20,761	94.6
657	21	.1	20,782	94.6
658	54	.2	20,836	94.9
659	20	.1	20,856	95.0
660	32	.1	20,888	95.1
661	29	.1	20,917	95.3
662	17	.1	20,934	95.3
663	27	.1	20,961	95.5
664	18	.1	20,979	95.5
665	31	.1	21,010	95.7
666	31	.1	21,041	95.8
667	41	.2	21,082	96.0
668	26	.1	21,108	96.1
669	4	.0	21,112	96.2
670	24	.1	21,136	96.3
671	15	.1	21,151	96.3
672	45	.2	21,196	96.5
673	12	.1	21,208	96.6
674	43	.2	21,251	96.8
675	16	.1	21,267	96.9
676	9	.0	21,276	96.9
677	39	.2	21,315	97.1
678	7	.0	21,322	97.1
679	46	.2	21,368	97.3
680	29	.1	21,397	97.4
681	26	.1	21,423	97.6
682	22	.1	21,445	97.7
683	19	.1	21,464	97.8
684	13	.1	21,477	97.8

Table I-59: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
685	31	.1	21,508	98.0
686	9	.0	21,517	98.0
687	4	.0	21,521	98.0
688	34	.2	21,555	98.2
689	19	.1	21,574	98.3
690	18	.1	21,592	98.3
691	14	.1	21,606	98.4
692	27	.1	21,633	98.5
693	18	.1	21,651	98.6
694	1	.0	21,652	98.6
695	17	.1	21,669	98.7
696	1	.0	21,670	98.7
697	18	.1	21,688	98.8
698	30	.1	21,718	98.9
699	17	.1	21,735	99.0
700	10	.0	21,745	99.0
701	3	.0	21,748	99.0
702	10	.0	21,758	99.1
703	2	.0	21,760	99.1
705	15	.1	21,775	99.2
706	23	.1	21,798	99.3
707	20	.1	21,818	99.4
708	3	.0	21,821	99.4
710	14	.1	21,835	99.4
712	9	.0	21,844	99.5
713	15	.1	21,859	99.6
714	17	.1	21,876	99.6
715	5	.0	21,881	99.7
718	3	.0	21,884	99.7

Table I-59: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
720	17	.1	21,901	99.7
721	10	.0	21,911	99.8
725	2	.0	21,913	99.8
727	6	.0	21,919	99.8
728	19	.1	21,938	99.9
733	5	.0	21,943	99.9
734	5	.0	21,948	100.0
741	9	.0	21,957	100.0

Table I-60: Scale Score Frequency Distribution, Initial Assessment,

Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
251	5,158	16.3	5,158	16.3
257	106	.3	5,264	16.6
269	107	.3	5,371	16.9
270	63	.2	5,434	17.1
276	154	.5	5,588	17.6
277	73	.2	5,661	17.8
282	8	.0	5,669	17.9
283	55	.2	5,724	18.0
284	159	.5	5,883	18.5
286	26	.1	5,909	18.6
288	52	.2	5,961	18.8
289	108	.3	6,069	19.1
290	26	.1	6,095	19.2
292	22	.1	6,117	19.3
294	97	.3	6,214	19.6
295	29	.1	6,243	19.7
296	6	.0	6,249	19.7
297	22	.1	6,271	19.8
298	144	.5	6,415	20.2
299	4	.0	6,419	20.2
300	13	.0	6,432	20.3
301	21	.1	6,453	20.3
302	82	.3	6,535	20.6
303	67	.2	6,602	20.8
304	10	.0	6,612	20.8
305	10	.0	6,622	20.9
306	96	.3	6,718	21.2
307	16	.1	6,734	21.2
308	40	.1	6,774	21.3

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
309	92	.3	6,866	21.6	338	75	.2	8,258	26.0
310	11	.0	6,877	21.7	339	32	.1	8,290	26.1
311	37	.1	6,914	21.8	340	26	.1	8,316	26.2
312	27	.1	6,941	21.9	341	93	.3	8,409	26.5
313	88	.3	7,029	22.2	342	52	.2	8,461	26.7
314	18	.1	7,047	22.2	343	27	.1	8,488	26.7
315	4	.0	7,051	22.2	344	33	.1	8,521	26.9
316	119	.4	7,170	22.6	345	73	.2	8,594	27.1
317	46	.1	7,216	22.7	346	56	.2	8,650	27.3
318	15	.0	7,231	22.8	347	37	.1	8,687	27.4
319	43	.1	7,274	22.9	348	37	.1	8,724	27.5
320	37	.1	7,311	23.0	349	48	.2	8,772	27.6
321	41	.1	7,352	23.2	350	62	.2	8,834	27.8
322	41	.1	7,393	23.3	351	57	.2	8,891	28.0
323	83	.3	7,476	23.6	352	53	.2	8,944	28.2
324	45	.1	7,521	23.7	353	36	.1	8,980	28.3
325	61	.2	7,582	23.9	354	73	.2	9,053	28.5
326	35	.1	7,617	24.0	355	34	.1	9,087	28.6
327	42	.1	7,659	24.1	356	79	.2	9,166	28.9
328	79	.2	7,738	24.4	357	53	.2	9,219	29.1
329	30	.1	7,768	24.5	358	77	.2	9,296	29.3
330	32	.1	7,800	24.6	359	46	.1	9,342	29.4
331	98	.3	7,898	24.9	360	43	.1	9,385	29.6
332	19	.1	7,917	24.9	361	67	.2	9,452	29.8
333	72	.2	7,989	25.2	362	47	.1	9,499	29.9
334	35	.1	8,024	25.3	363	90	.3	9,589	30.2
335	57	.2	8,081	25.5	364	51	.2	9,640	30.4
336	62	.2	8,143	25.7	365	43	.1	9,683	30.5
337	40	.1	8,183	25.8	366	55	.2	9,738	30.7

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
367	52	.2	9,790	30.9	396	76	.2	11,269	35.5
368	63	.2	9,853	31.1	397	41	.1	11,310	35.6
369	38	.1	9,891	31.2	398	23	.1	11,333	35.7
370	51	.2	9,942	31.3	399	49	.2	11,382	35.9
371	67	.2	10,009	31.5	400	49	.2	11,431	36.0
372	37	.1	10,046	31.7	401	55	.2	11,486	36.2
373	46	.1	10,092	31.8	402	40	.1	11,526	36.3
374	49	.2	10,141	32.0	403	57	.2	11,583	36.5
375	45	.1	10,186	32.1	404	36	.1	11,619	36.6
376	51	.2	10,237	32.3	405	38	.1	11,657	36.7
377	42	.1	10,279	32.4	406	51	.2	11,708	36.9
378	59	.2	10,338	32.6	407	46	.1	11,754	37.0
379	57	.2	10,395	32.8	408	58	.2	11,812	37.2
380	63	.2	10,458	33.0	409	53	.2	11,865	37.4
381	48	.2	10,506	33.1	410	50	.2	11,915	37.5
382	43	.1	10,549	33.2	411	20	.1	11,935	37.6
383	56	.2	10,605	33.4	412	55	.2	11,990	37.8
384	67	.2	10,672	33.6	413	36	.1	12,026	37.9
385	42	.1	10,714	33.8	414	39	.1	12,065	38.0
386	36	.1	10,750	33.9	415	43	.1	12,108	38.2
387	63	.2	10,813	34.1	416	33	.1	12,141	38.3
388	40	.1	10,853	34.2	417	34	.1	12,175	38.4
389	40	.1	10,893	34.3	418	51	.2	12,226	38.5
390	64	.2	10,957	34.5	419	37	.1	12,263	38.6
391	42	.1	10,999	34.7	420	39	.1	12,302	38.8
392	43	.1	11,042	34.8	421	52	.2	12,354	38.9
393	55	.2	11,097	35.0	422	49	.2	12,403	39.1
394	38	.1	11,135	35.1	423	27	.1	12,430	39.2
395	58	.2	11,193	35.3	424	51	.2	12,481	39.3

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
425	56	.2	12,537	39.5	454	37	.1	13,753	43.3
426	37	.1	12,574	39.6	455	48	.2	13,801	43.5
427	37	.1	12,611	39.7	456	41	.1	13,842	43.6
428	52	.2	12,663	39.9	457	40	.1	13,882	43.7
429	49	.2	12,712	40.1	458	46	.1	13,928	43.9
430	33	.1	12,745	40.2	459	46	.1	13,974	44.0
431	34	.1	12,779	40.3	460	41	.1	14,015	44.2
432	22	.1	12,801	40.3	461	34	.1	14,049	44.3
433	39	.1	12,840	40.5	462	38	.1	14,087	44.4
434	46	.1	12,886	40.6	463	38	.1	14,125	44.5
435	39	.1	12,925	40.7	464	41	.1	14,166	44.6
436	41	.1	12,966	40.9	465	45	.1	14,211	44.8
437	44	.1	13,010	41.0	466	34	.1	14,245	44.9
438	35	.1	13,045	41.1	467	50	.2	14,295	45.0
439	45	.1	13,090	41.3	468	48	.2	14,343	45.2
440	50	.2	13,140	41.4	469	46	.1	14,389	45.3
441	35	.1	13,175	41.5	470	34	.1	14,423	45.5
442	32	.1	13,207	41.6	471	25	.1	14,448	45.5
443	42	.1	13,249	41.8	472	57	.2	14,505	45.7
444	57	.2	13,306	41.9	473	41	.1	14,546	45.8
445	47	.1	13,353	42.1	474	40	.1	14,586	46.0
446	42	.1	13,395	42.2	475	41	.1	14,627	46.1
447	59	.2	13,454	42.4	476	36	.1	14,663	46.2
448	36	.1	13,490	42.5	477	40	.1	14,703	46.3
449	56	.2	13,546	42.7	478	44	.1	14,747	46.5
450	46	.1	13,592	42.8	479	42	.1	14,789	46.6
451	44	.1	13,636	43.0	480	41	.1	14,830	46.7
452	30	.1	13,666	43.1	481	39	.1	14,869	46.9
453	50	.2	13,716	43.2	482	38	.1	14,907	47.0

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
483	41	.1	14,948	47.1	512	59	.2	16,431	51.8
484	49	.2	14,997	47.3	513	62	.2	16,493	52.0
485	49	.2	15,046	47.4	514	64	.2	16,557	52.2
486	46	.1	15,092	47.6	515	47	.1	16,604	52.3
487	46	.1	15,138	47.7	516	69	.2	16,673	52.5
488	47	.1	15,185	47.9	517	56	.2	16,729	52.7
489	48	.2	15,233	48.0	518	70	.2	16,799	52.9
490	50	.2	15,283	48.2	519	51	.2	16,850	53.1
491	51	.2	15,334	48.3	520	53	.2	16,903	53.3
492	56	.2	15,390	48.5	521	72	.2	16,975	53.5
493	60	.2	15,450	48.7	522	55	.2	17,030	53.7
494	47	.1	15,497	48.8	523	51	.2	17,081	53.8
495	47	.1	15,544	49.0	524	72	.2	17,153	54.1
496	48	.2	15,592	49.1	525	55	.2	17,208	54.2
497	43	.1	15,635	49.3	526	51	.2	17,259	54.4
498	58	.2	15,693	49.5	527	53	.2	17,312	54.6
499	51	.2	15,744	49.6	528	72	.2	17,384	54.8
500	68	.2	15,812	49.8	529	59	.2	17,443	55.0
501	46	.1	15,858	50.0	530	51	.2	17,494	55.1
502	56	.2	15,914	50.2	531	63	.2	17,557	55.3
503	62	.2	15,976	50.3	532	77	.2	17,634	55.6
504	33	.1	16,009	50.5	533	64	.2	17,698	55.8
505	56	.2	16,065	50.6	534	56	.2	17,754	55.9
506	57	.2	16,122	50.8	535	68	.2	17,822	56.2
507	49	.2	16,171	51.0	536	63	.2	17,885	56.4
508	51	.2	16,222	51.1	537	68	.2	17,953	56.6
509	55	.2	16,277	51.3	538	67	.2	18,020	56.8
510	49	.2	16,326	51.4	539	64	.2	18,084	57.0
511	46	.1	16,372	51.6	540	68	.2	18,152	57.2

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
541	73	.2	18,225	57.4	570	100	.3	20,471	64.5
542	78	.2	18,303	57.7	571	70	.2	20,541	64.7
543	85	.3	18,388	57.9	572	90	.3	20,631	65.0
544	65	.2	18,453	58.2	573	83	.3	20,714	65.3
545	83	.3	18,536	58.4	574	75	.2	20,789	65.5
546	78	.2	18,614	58.7	575	87	.3	20,876	65.8
547	74	.2	18,688	58.9	576	83	.3	20,959	66.1
548	68	.2	18,756	59.1	577	86	.3	21,045	66.3
549	76	.2	18,832	59.3	578	90	.3	21,135	66.6
550	75	.2	18,907	59.6	579	68	.2	21,203	66.8
551	76	.2	18,983	59.8	580	103	.3	21,306	67.1
552	55	.2	19,038	60.0	581	97	.3	21,403	67.4
553	69	.2	19,107	60.2	582	80	.3	21,483	67.7
554	64	.2	19,171	60.4	583	85	.3	21,568	68.0
555	81	.3	19,252	60.7	584	87	.3	21,655	68.2
556	65	.2	19,317	60.9	585	89	.3	21,744	68.5
557	86	.3	19,403	61.1	586	70	.2	21,814	68.7
558	82	.3	19,485	61.4	587	91	.3	21,905	69.0
559	83	.3	19,568	61.7	588	71	.2	21,976	69.3
560	91	.3	19,659	62.0	589	103	.3	22,079	69.6
561	81	.3	19,740	62.2	590	97	.3	22,176	69.9
562	70	.2	19,810	62.4	591	82	.3	22,258	70.1
563	72	.2	19,882	62.7	592	82	.3	22,340	70.4
564	89	.3	19,971	62.9	593	109	.3	22,449	70.7
565	73	.2	20,044	63.2	594	82	.3	22,531	71.0
566	72	.2	20,116	63.4	595	93	.3	22,624	71.3
567	94	.3	20,210	63.7	596	98	.3	22,722	71.6
568	81	.3	20,291	63.9	597	86	.3	22,808	71.9
569	80	.3	20,371	64.2	598	97	.3	22,905	72.2

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
599	80	.3	22,985	72.4	628	93	.3	25,545	80.5
600	86	.3	23,071	72.7	629	86	.3	25,631	80.8
601	102	.3	23,173	73.0	630	96	.3	25,727	81.1
602	95	.3	23,268	73.3	631	85	.3	25,812	81.3
603	70	.2	23,338	73.5	632	85	.3	25,897	81.6
604	85	.3	23,423	73.8	633	112	.4	26,009	82.0
605	95	.3	23,518	74.1	634	69	.2	26,078	82.2
606	81	.3	23,599	74.4	635	76	.2	26,154	82.4
607	84	.3	23,683	74.6	636	93	.3	26,247	82.7
608	92	.3	23,775	74.9	637	92	.3	26,339	83.0
609	88	.3	23,863	75.2	638	76	.2	26,415	83.2
610	89	.3	23,952	75.5	639	91	.3	26,506	83.5
611	111	.3	24,063	75.8	640	98	.3	26,604	83.8
612	101	.3	24,164	76.2	641	82	.3	26,686	84.1
613	72	.2	24,236	76.4	642	85	.3	26,771	84.4
614	97	.3	24,333	76.7	643	76	.2	26,847	84.6
615	68	.2	24,401	76.9	644	65	.2	26,912	84.8
616	89	.3	24,490	77.2	645	86	.3	26,998	85.1
617	67	.2	24,557	77.4	646	85	.3	27,083	85.3
618	85	.3	24,642	77.7	647	69	.2	27,152	85.6
619	94	.3	24,736	78.0	648	90	.3	27,242	85.9
620	93	.3	24,829	78.2	649	90	.3	27,332	86.1
621	92	.3	24,921	78.5	650	69	.2	27,401	86.4
622	100	.3	25,021	78.9	651	71	.2	27,472	86.6
623	71	.2	25,092	79.1	652	86	.3	27,558	86.8
624	78	.2	25,170	79.3	653	73	.2	27,631	87.1
625	90	.3	25,260	79.6	654	65	.2	27,696	87.3
626	110	.3	25,370	80.0	655	83	.3	27,779	87.5
627	82	.3	25,452	80.2	656	81	.3	27,860	87.8

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
657	51	.2	27,911	88.0	686	62	.2	29,774	93.8
658	103	.3	28,014	88.3	687	54	.2	29,828	94.0
659	63	.2	28,077	88.5	688	46	.1	29,874	94.1
660	72	.2	28,149	88.7	689	43	.1	29,917	94.3
661	71	.2	28,220	88.9	690	43	.1	29,960	94.4
662	67	.2	28,287	89.1	691	36	.1	29,996	94.5
663	66	.2	28,353	89.4	692	81	.3	30,077	94.8
664	96	.3	28,449	89.7	693	44	.1	30,121	94.9
665	67	.2	28,516	89.9	694	41	.1	30,162	95.1
666	42	.1	28,558	90.0	695	51	.2	30,213	95.2
667	58	.2	28,616	90.2	696	38	.1	30,251	95.3
668	53	.2	28,669	90.3	697	23	.1	30,274	95.4
669	85	.3	28,754	90.6	698	50	.2	30,324	95.6
670	73	.2	28,827	90.8	699	71	.2	30,395	95.8
671	64	.2	28,891	91.0	700	43	.1	30,438	95.9
672	64	.2	28,955	91.2	701	44	.1	30,482	96.1
673	50	.2	29,005	91.4	702	23	.1	30,505	96.1
674	77	.2	29,082	91.6	703	40	.1	30,545	96.3
675	50	.2	29,132	91.8	704	61	.2	30,606	96.5
676	63	.2	29,195	92.0	705	26	.1	30,632	96.5
677	51	.2	29,246	92.2	706	62	.2	30,694	96.7
678	42	.1	29,288	92.3	707	34	.1	30,728	96.8
679	59	.2	29,347	92.5	708	26	.1	30,754	96.9
680	85	.3	29,432	92.8	709	33	.1	30,787	97.0
681	76	.2	29,508	93.0	710	81	.3	30,868	97.3
682	45	.1	29,553	93.1	711	48	.2	30,916	97.4
683	55	.2	29,608	93.3	712	26	.1	30,942	97.5
684	46	.1	29,654	93.5	713	35	.1	30,977	97.6
685	58	.2	29,712	93.6	714	4	.0	30,981	97.6

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
715	47	.1	31,028	97.8
716	4	.0	31,032	97.8
717	28	.1	31,060	97.9
718	85	.3	31,145	98.2
719	29	.1	31,174	98.2
720	15	.0	31,189	98.3
721	4	.0	31,193	98.3
722	19	.1	31,212	98.4
723	17	.1	31,229	98.4
724	6	.0	31,235	98.4
725	62	.2	31,297	98.6
726	27	.1	31,324	98.7
727	55	.2	31,379	98.9
728	6	.0	31,385	98.9
729	5	.0	31,390	98.9
730	16	.1	31,406	99.0
731	1	.0	31,407	99.0
732	1	.0	31,408	99.0
733	10	.0	31,418	99.0
734	90	.3	31,508	99.3
735	8	.0	31,516	99.3
736	6	.0	31,522	99.3
737	1	.0	31,523	99.3
740	26	.1	31,549	99.4
741	39	.1	31,588	99.5
742	16	.1	31,604	99.6
744	1	.0	31,605	99.6
746	4	.0	31,609	99.6
747	6	.0	31,615	99.6

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
748	63	.2	31,678	99.8
753	7	.0	31,685	99.9
754	19	.1	31,704	99.9
755	5	.0	31,709	99.9
761	23	.1	31,732	100.0

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Appendix J: Demographic Frequency Distributions

Notes:

The tables in this appendix provide frequency distributions of the number of students tested by home language, ethnicity, migrant education, and primary disability for annual assessment and initial assessment data.

Data for ethnicity were not collected on the CELDT Answer Book nor merged from CALPADS for the 2015–16 Edition. Data for gifted and talented and English learner program participation were also not collected for the 2015–16 Edition. Therefore, table numbers J-11 through J-20 and J-23 through J-34, which were presented in reports through 2013–14, have been removed. Table numbers are maintained to provide comparisons with previous years' data.

Beginning with the 2014–15 Edition, the category “Student receives no Special Education Services” includes student records with no data for the Primary Disability field.

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	147,958	82.4	147,958	82.4
Vietnamese	4,889	2.7	152,847	85.2
Mandarin (Putonghua)	2,834	1.6	155,681	86.7
Cantonese	2,347	1.3	158,028	88.1
Arabic	1,999	1.1	160,027	89.2
Filipino (Pilipino or Tagalog)	1,961	1.1	161,988	90.3
Korean	1,757	1.0	163,745	91.2
All other non-English languages	1,672	.9	165,417	92.2
Punjabi	1,500	.8	166,917	93.0
Hmong	1,304	.7	168,221	93.7
Russian	1,204	.7	169,425	94.4
Japanese	972	.5	170,397	94.9
Armenian	964	.5	171,361	95.5
Hindi	755	.4	172,116	95.9
Farsi (Persian)	725	.4	172,841	96.3

Table J-1: Frequency Distribution, Home Language, Annual Assessment, Grade Span K–1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Khmer (Cambodian)	615	.3	173,456	96.7
Telugu	567	.3	174,023	97.0
Urdu	449	.3	174,472	97.2
Mixteco	442	.2	174,914	97.5
Tamil	379	.2	175,293	97.7
Chaldean	291	.2	175,584	97.8
Portuguese	253	.1	175,837	98.0
Gujarati	239	.1	176,076	98.1
Ukrainian	221	.1	176,297	98.2
Hebrew	219	.1	176,516	98.4
Lao	213	.1	176,729	98.5
Pashto	211	.1	176,940	98.6
French	201	.1	177,141	98.7
Bengali	194	.1	177,335	98.8
Somali	184	.1	177,519	98.9
Thai	152	.1	177,671	99.0
German	148	.1	177,819	99.1
Marathi	121	.1	177,940	99.1
Kannada	118	.1	178,058	99.2
Indonesian	109	.1	178,167	99.3
Rumanian	94	.1	178,261	99.3
Tongan	90	.1	178,351	99.4
Ilocano	86	.0	178,437	99.4
Assyrian	85	.0	178,522	99.5
Samoan	83	.0	178,605	99.5
Turkish	82	.0	178,687	99.6
Burmese	73	.0	178,760	99.6
Italian	70	.0	178,830	99.6
Tigrinya	66	.0	178,896	99.7

**Table J-1: Frequency Distribution, Home Language, Annual Assessment,
Grade Span K–1**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Toishanese	64	.0	178,960	99.7
Serbo-Croatian (Bosnian, Croatian, and Serbian)	62	.0	179,022	99.8
Mien (Yao)	61	.0	179,083	99.8
Marshallese	49	.0	179,132	99.8
Polish	47	.0	179,179	99.8
Hungarian	45	.0	179,224	99.9
Dutch	37	.0	179,261	99.9
Lahu	34	.0	179,295	99.9
Cebuano (Visayan)	32	.0	179,327	99.9
Kurdish (Kurdi, Kurmanji)	31	.0	179,358	99.9
Chaozhou (Chiuchow)	28	.0	179,386	100.0
Greek	25	.0	179,411	100.0
Taiwanese	24	.0	179,435	100.0
Albanian	19	.0	179,454	100.0
Khmu	7	.0	179,461	100.0
Chamorro (Guamanian)	6	.0	179,467	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	125,796	83.2	125,796	83.2
Vietnamese	3,985	2.6	129,781	85.8
Cantonese	2,231	1.5	132,012	87.3
Mandarin (Putonghua)	2,116	1.4	134,128	88.7
Filipino (Pilipino or Tagalog)	1,779	1.2	135,907	89.9
Arabic	1,661	1.1	137,568	91.0
Korean	1,508	1.0	139,076	92.0
All other non-English languages	1,321	.9	140,397	92.8
Hmong	1,052	.7	141,449	93.5
Punjabi	1,046	.7	142,495	94.2
Russian	966	.6	143,461	94.9
Armenian	847	.6	144,308	95.4
Japanese	756	.5	145,064	95.9
Farsi (Persian)	610	.4	145,674	96.3
Hindi	542	.4	146,216	96.7
Khmer (Cambodian)	489	.3	146,705	97.0
Urdu	370	.2	147,075	97.3
Mixteco	359	.2	147,434	97.5
Telugu	299	.2	147,733	97.7
Portuguese	239	.2	147,972	97.9
Chaldean	196	.1	148,168	98.0
Tamil	196	.1	148,364	98.1
French	194	.1	148,558	98.2
Lao	187	.1	148,745	98.4
Ukrainian	185	.1	148,930	98.5
Pashto	175	.1	149,105	98.6
Gujarati	154	.1	149,259	98.7
Somali	141	.1	149,400	98.8
Hebrew	130	.1	149,530	98.9

Table J-2: Frequency Distribution, Home Language, Annual Assessment, Grade 2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bengali	125	.1	149,655	99.0
German	120	.1	149,775	99.0
Thai	117	.1	149,892	99.1
Indonesian	100	.1	149,992	99.2
Tongan	85	.1	150,077	99.2
Rumanian	83	.1	150,160	99.3
Samoan	76	.1	150,236	99.4
Mien (Yao)	72	.0	150,308	99.4
Ilocano	65	.0	150,373	99.4
Assyrian	64	.0	150,437	99.5
Turkish	62	.0	150,499	99.5
Burmese	61	.0	150,560	99.6
Toishanese	60	.0	150,620	99.6
Marathi	56	.0	150,676	99.6
Polish	54	.0	150,730	99.7
Serbo-Croatian (Bosnian, Croatian, and Serbian)	53	.0	150,783	99.7
Kannada	50	.0	150,833	99.7
Italian	46	.0	150,879	99.8
Cebuano (Visayan)	44	.0	150,923	99.8
Kurdish (Kurdi, Kurmanji)	39	.0	150,962	99.8
Tigrinya	39	.0	151,001	99.9
Chaozhou (Chiuchow)	34	.0	151,035	99.9
Dutch	29	.0	151,064	99.9
Hungarian	28	.0	151,092	99.9
Marshallese	27	.0	151,119	99.9
Taiwanese	26	.0	151,145	100.0
Lahu	24	.0	151,169	100.0
Greek	21	.0	151,190	100.0
Albanian	16	.0	151,206	100.0

Table J-2: Frequency Distribution, Home Language, Annual Assessment, Grade 2

Home Language	Number of Students		Cumulative Frequency	Cumulative Percent
	Frequency	Percent		
Khmu	8	.0	151,214	100.0
Chamorro (Guamanian)	1	.0	151,215	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	327,093	85.6	327,093	85.6
Vietnamese	7,934	2.1	335,027	87.6
Filipino (Pilipino or Tagalog)	4,711	1.2	339,738	88.9
Arabic	4,348	1.1	344,086	90.0
Cantonese	4,216	1.1	348,302	91.1
Mandarin (Putonghua)	3,730	1.0	352,032	92.1
Hmong	3,015	.8	355,047	92.9
All other non-English languages	2,852	.7	357,899	93.6
Korean	2,642	.7	360,541	94.3
Punjabi	2,480	.6	363,021	95.0
Russian	1,980	.5	365,001	95.5
Armenian	1,782	.5	366,783	95.9
Japanese	1,510	.4	368,293	96.3
Farsi (Persian)	1,510	.4	369,803	96.7
Khmer (Cambodian)	1,154	.3	370,957	97.0
Hindi	1,142	.3	372,099	97.3
Mixteco	1,014	.3	373,113	97.6
Urdu	772	.2	373,885	97.8
Lao	557	.1	374,442	97.9
Chaldean	557	.1	374,999	98.1
Portuguese	515	.1	375,514	98.2
Ukrainian	480	.1	375,994	98.3
French	405	.1	376,399	98.5
Pashto	388	.1	376,787	98.6
Telugu	378	.1	377,165	98.7
Somali	365	.1	377,530	98.7
Hebrew	333	.1	377,863	98.8
Tamil	289	.1	378,152	98.9
Thai	274	.1	378,426	99.0

**Table J-3: Frequency Distribution, Home Language, Annual Assessment,
Grade Span 3–5**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bengali	238	.1	378,664	99.0
Gujarati	235	.1	378,899	99.1
Tongan	227	.1	379,126	99.2
Indonesian	215	.1	379,341	99.2
Mien (Yao)	212	.1	379,553	99.3
Ilocano	208	.1	379,761	99.3
Samoan	208	.1	379,969	99.4
German	204	.1	380,173	99.4
Assyrian	191	.0	380,364	99.5
Rumanian	191	.0	380,555	99.5
Burmese	146	.0	380,701	99.6
Turkish	128	.0	380,829	99.6
Italian	127	.0	380,956	99.6
Cebuano (Visayan)	123	.0	381,079	99.7
Toishanese	123	.0	381,202	99.7
Lahu	112	.0	381,314	99.7
Marshallese	100	.0	381,414	99.8
Marathi	100	.0	381,514	99.8
Tigrinya	91	.0	381,605	99.8
Kurdish (Kurdi, Kurmanji)	84	.0	381,689	99.8
Serbo-Croatian (Bosnian, Croatian, and Serbian)	84	.0	381,773	99.9
Hungarian	79	.0	381,852	99.9
Kannada	78	.0	381,930	99.9
Taiwanese	77	.0	382,007	99.9
Polish	70	.0	382,077	99.9
Dutch	60	.0	382,137	100.0
Chaozhou (Chiuchow)	58	.0	382,195	100.0
Greek	47	.0	382,242	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
Albanian	38	.0	382,280	100.0
Khmu	21	.0	382,301	100.0
Chamorro (Guamanian)	9	.0	382,310	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	184,794	86.7	184,794	86.7
Vietnamese	4,013	1.9	188,807	88.6
Filipino (Pilipino or Tagalog)	2,880	1.4	191,687	89.9
Arabic	2,713	1.3	194,400	91.2
Mandarin (Putonghua)	2,089	1.0	196,489	92.2
Hmong	1,927	.9	198,416	93.1
Cantonese	1,736	.8	200,152	93.9
All other non-English languages	1,528	.7	201,680	94.6
Punjabi	1,150	.5	202,830	95.1
Korean	1,048	.5	203,878	95.6
Farsi (Persian)	875	.4	204,753	96.0
Russian	870	.4	205,623	96.4
Armenian	745	.3	206,368	96.8
Khmer (Cambodian)	689	.3	207,057	97.1
Japanese	633	.3	207,690	97.4
Mixteco	532	.2	208,222	97.7
Hindi	454	.2	208,676	97.9
Urdu	408	.2	209,084	98.1
Lao	372	.2	209,456	98.2
Chaldean	268	.1	209,724	98.4
Ukrainian	244	.1	209,968	98.5
Portuguese	234	.1	210,202	98.6
Pashto	215	.1	210,417	98.7
Thai	207	.1	210,624	98.8
Somali	204	.1	210,828	98.9
Ilocano	186	.1	211,014	99.0
French	177	.1	211,191	99.1
Tongan	163	.1	211,354	99.1
Samoan	161	.1	211,515	99.2

**Table J-4: Frequency Distribution, Home Language, Annual Assessment,
Grade Span 6–8**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	132	.1	211,647	99.3
Hebrew	122	.1	211,769	99.3
Gujarati	121	.1	211,890	99.4
Bengali	121	.1	212,011	99.4
Assyrian	103	.0	212,114	99.5
Indonesian	99	.0	212,213	99.5
Rumanian	94	.0	212,307	99.6
Marshallese	84	.0	212,391	99.6
Burmese	79	.0	212,470	99.7
Telugu	70	.0	212,540	99.7
German	65	.0	212,605	99.7
Turkish	64	.0	212,669	99.7
Cebuano (Visayan)	64	.0	212,733	99.8
Tigrinya	49	.0	212,782	99.8
Italian	47	.0	212,829	99.8
Tamil	47	.0	212,876	99.8
Lahu	45	.0	212,921	99.9
Serbo-Croatian (Bosnian, Croatian, and Serbian)	39	.0	212,960	99.9
Toishanese	38	.0	212,998	99.9
Kurdish (Kurdi, Kurmanji)	33	.0	213,031	99.9
Taiwanese	28	.0	213,059	99.9
Hungarian	26	.0	213,085	99.9
Chaozhou (Chiuchow)	24	.0	213,109	100.0
Dutch	21	.0	213,130	100.0
Greek	20	.0	213,150	100.0
Polish	20	.0	213,170	100.0
Khmu	14	.0	213,184	100.0
Marathi	13	.0	213,197	100.0
Kannada	9	.0	213,206	100.0
Albanian	6	.0	213,212	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
Chamorro (Guamanian)	3	.0	213,215	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	159,458	84.9	159,458	84.9
Vietnamese	3,572	1.9	163,030	86.8
Filipino (Pilipino or Tagalog)	3,008	1.6	166,038	88.4
Mandarin (Putonghua)	2,979	1.6	169,017	90.0
Arabic	2,675	1.4	171,692	91.4
Cantonese	2,351	1.3	174,043	92.7
Hmong	1,669	.9	175,712	93.6
All other non-English languages	1,581	.8	177,293	94.4
Punjabi	1,101	.6	178,394	95.0
Korean	1,023	.5	179,417	95.5
Farsi (Persian)	847	.5	180,264	96.0
Armenian	794	.4	181,058	96.4
Khmer (Cambodian)	672	.4	181,730	96.8
Russian	647	.3	182,377	97.1
Japanese	466	.2	182,843	97.3
Hindi	371	.2	183,214	97.5
Urdu	364	.2	183,578	97.7
Chaldean	364	.2	183,942	97.9
Mixteco	346	.2	184,288	98.1
Portuguese	289	.2	184,577	98.3
Thai	258	.1	184,835	98.4
Lao	250	.1	185,085	98.5
Ilocano	202	.1	185,287	98.6
Ukrainian	193	.1	185,480	98.8
Somali	184	.1	185,664	98.8
Pashto	181	.1	185,845	98.9
Samoan	178	.1	186,023	99.0
Tongan	174	.1	186,197	99.1

**Table J-5: Frequency Distribution, Home Language, Annual Assessment,
Grade Span 9–12**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
French	173	.1	186,370	99.2
Burmese	144	.1	186,514	99.3
Assyrian	109	.1	186,623	99.4
Gujarati	103	.1	186,726	99.4
Bengali	101	.1	186,827	99.5
Mien (Yao)	97	.1	186,924	99.5
Indonesian	86	.0	187,010	99.6
Rumanian	76	.0	187,086	99.6
Marshallese	75	.0	187,161	99.6
Tigrinya	66	.0	187,227	99.7
Hebrew	64	.0	187,291	99.7
German	55	.0	187,346	99.7
Cebuano (Visayan)	53	.0	187,399	99.8
Italian	44	.0	187,443	99.8
Toishanese	40	.0	187,483	99.8
Turkish	35	.0	187,518	99.8
Kurdish (Kurdi, Kurmanji)	34	.0	187,552	99.9
Lahu	33	.0	187,585	99.9
Serbo-Croatian (Bosnian, Croatian, and Serbian)	32	.0	187,617	99.9
Taiwanese	31	.0	187,648	99.9
Tamil	28	.0	187,676	99.9
Hungarian	22	.0	187,698	99.9
Greek	21	.0	187,719	99.9
Polish	21	.0	187,740	100.0
Chaozhou (Chiuchow)	19	.0	187,759	100.0
Telugu	19	.0	187,778	100.0
Dutch	16	.0	187,794	100.0
Khmu	12	.0	187,806	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
Albanian	7	.0	187,813	100.0
Chamorro (Guamanian)	6	.0	187,819	100.0
Kannada	4	.0	187,823	100.0
Marathi	3	.0	187,826	100.0

Initial Assessment

Table J-6: Frequency Distribution, Home Language, Initial Assessment, Grade Span K–1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	142,654	77.0	142,654	77.0
Mandarin (Putonghua)	5,248	2.8	147,902	79.8
Vietnamese	4,359	2.4	152,261	82.1
Cantonese	3,045	1.6	155,306	83.8
Arabic	2,813	1.5	158,119	85.3
Korean	2,568	1.4	160,687	86.7
All other non-English languages	2,497	1.3	163,184	88.0
Filipino (Pilipino or Tagalog)	2,385	1.3	165,569	89.3
Russian	1,743	.9	167,312	90.3
Punjabi	1,659	.9	168,971	91.2
Hindi	1,443	.8	170,414	91.9
Japanese	1,342	.7	171,756	92.7
Hmong	1,266	.7	173,022	93.3
Telugu	1,203	.6	174,225	94.0
Farsi (Persian)	1,151	.6	175,376	94.6
Armenian	1,149	.6	176,525	95.2
Tamil	805	.4	177,330	95.7
Urdu	643	.3	177,973	96.0
Khmer (Cambodian)	524	.3	178,497	96.3
French	521	.3	179,018	96.6
Portuguese	511	.3	179,529	96.9
Mixteco	484	.3	180,013	97.1
Hebrew	438	.2	180,451	97.4
German	324	.2	180,775	97.5
Gujarati	314	.2	181,089	97.7
Chaldean	298	.2	181,387	97.9
Pashto	283	.2	181,670	98.0
Marathi	274	.1	181,944	98.2

Table J-6: Frequency Distribution, Home Language, Initial Assessment, Grade Span K–1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bengali	266	.1	182,210	98.3
Ukrainian	262	.1	182,472	98.4
Kannada	227	.1	182,699	98.6
Lao	221	.1	182,920	98.7
Somali	215	.1	183,135	98.8
Thai	206	.1	183,341	98.9
Rumanian	176	.1	183,517	99.0
Indonesian	160	.1	183,677	99.1
Turkish	156	.1	183,833	99.2
Italian	135	.1	183,968	99.3
Burmese	108	.1	184,076	99.3
Polish	105	.1	184,181	99.4
Samoan	94	.1	184,275	99.4
Tongan	94	.1	184,369	99.5
Serbo-Croatian (Bosnian, Croatian, and Serbian)	93	.1	184,462	99.5
Assyrian	89	.0	184,551	99.6
Dutch	88	.0	184,639	99.6
Tigrinya	79	.0	184,718	99.7
Ilocano	76	.0	184,794	99.7
Hungarian	75	.0	184,869	99.7
Toishanese	70	.0	184,939	99.8
Marshallese	66	.0	185,005	99.8
Mien (Yao)	62	.0	185,067	99.8
Cebuano (Visayan)	48	.0	185,115	99.9
Kurdish (Kurdi, Kurmanji)	48	.0	185,163	99.9
Taiwanese	44	.0	185,207	99.9
Greek	43	.0	185,250	99.9
Albanian	30	.0	185,280	100.0

**Table J-6: Frequency Distribution, Home Language, Initial Assessment,
Grade Span K–1**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Lahu	28	.0	185,308	100.0
Chaozhou (Chiuchow)	25	.0	185,333	100.0
Khmu	9	.0	185,342	100.0
Chamorro (Guamanian)	6	.0	185,348	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	5,972	60.4	5,972	60.4
Mandarin (Putonghua)	546	5.5	6,518	65.9
Arabic	331	3.3	6,849	69.3
Korean	323	3.3	7,172	72.6
All other non-English languages	286	2.9	7,458	75.5
Vietnamese	258	2.6	7,716	78.1
Filipino (Pilipino or Tagalog)	255	2.6	7,971	80.6
Cantonese	172	1.7	8,143	82.4
Russian	160	1.6	8,303	84.0
Hindi	141	1.4	8,444	85.4
Farsi (Persian)	140	1.4	8,584	86.8
Japanese	118	1.2	8,702	88.0
Telugu	113	1.1	8,815	89.2
Punjabi	108	1.1	8,923	90.3
Armenian	87	.9	9,010	91.2
French	81	.8	9,091	92.0
Tamil	73	.7	9,164	92.7
Portuguese	68	.7	9,232	93.4
Urdu	64	.6	9,296	94.1
Hebrew	63	.6	9,359	94.7
Hmong	50	.5	9,409	95.2
Pashto	37	.4	9,446	95.6
Mixteco	29	.3	9,475	95.9
Somali	27	.3	9,502	96.1
German	26	.3	9,528	96.4
Gujarati	25	.3	9,553	96.7
Bengali	25	.3	9,578	96.9
Marathi	25	.3	9,603	97.2
Kannada	24	.2	9,627	97.4

Table J-7: Frequency Distribution, Home Language, Initial Assessment, Grade 2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Khmer (Cambodian)	23	.2	9,650	97.6
Samoan	17	.2	9,667	97.8
Thai	17	.2	9,684	98.0
Hungarian	16	.2	9,700	98.1
Rumanian	16	.2	9,716	98.3
Italian	15	.2	9,731	98.5
Turkish	14	.1	9,745	98.6
Ukrainian	14	.1	9,759	98.7
Dutch	11	.1	9,770	98.8
Cebuano (Visayan)	10	.1	9,780	98.9
Polish	10	.1	9,790	99.0
Indonesian	9	.1	9,799	99.1
Chaldean	9	.1	9,808	99.2
Burmese	8	.1	9,816	99.3
Ilocano	8	.1	9,824	99.4
Tongan	8	.1	9,832	99.5
Assyrian	8	.1	9,840	99.6
Kurdish (Kurdi, Kurmanji)	8	.1	9,848	99.6
Marshallese	6	.1	9,854	99.7
Lao	5	.1	9,859	99.7
Toishanese	5	.1	9,864	99.8
Tigrinya	5	.1	9,869	99.8
Mien (Yao)	4	.0	9,873	99.9
Greek	3	.0	9,876	99.9
Chaozhou (Chiuchow)	3	.0	9,879	99.9
Serbo-Croatian (Bosnian, Croatian, and Serbian)	3	.0	9,882	100.0
Chamorro (Guamanian)	1	.0	9,883	100.0
Taiwanese	1	.0	9,884	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	14,794	60.5	14,794	60.5
Mandarin (Putonghua)	1,458	6.0	16,252	66.4
Arabic	837	3.4	17,089	69.9
Filipino (Pilipino or Tagalog)	809	3.3	17,898	73.2
All other non-English languages	765	3.1	18,663	76.3
Korean	707	2.9	19,370	79.2
Vietnamese	670	2.7	20,040	81.9
Cantonese	358	1.5	20,398	83.4
Russian	343	1.4	20,741	84.8
Farsi (Persian)	292	1.2	21,033	86.0
Punjabi	285	1.2	21,318	87.1
Japanese	266	1.1	21,584	88.2
Hindi	261	1.1	21,845	89.3
Armenian	214	.9	22,059	90.2
French	205	.8	22,264	91.0
Portuguese	190	.8	22,454	91.8
Telugu	178	.7	22,632	92.5
Hebrew	148	.6	22,780	93.1
Urdu	143	.6	22,923	93.7
Tamil	138	.6	23,061	94.3
Hmong	123	.5	23,184	94.8
Pashto	96	.4	23,280	95.2
Mixteco	96	.4	23,376	95.6
German	85	.3	23,461	95.9
Bengali	79	.3	23,540	96.2
Gujarati	72	.3	23,612	96.5
Thai	64	.3	23,676	96.8
Somali	60	.2	23,736	97.0
Turkish	50	.2	23,786	97.2

Table J-8: Frequency Distribution, Home Language, Initial Assessment, Grade Span 3–5

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Kannada	48	.2	23,834	97.4
Khmer (Cambodian)	47	.2	23,881	97.6
Marathi	47	.2	23,928	97.8
Dutch	45	.2	23,973	98.0
Samoan	42	.2	24,015	98.2
Ukrainian	41	.2	24,056	98.3
Rumanian	40	.2	24,096	98.5
Marshallese	37	.2	24,133	98.7
Ilocano	30	.1	24,163	98.8
Italian	30	.1	24,193	98.9
Lao	27	.1	24,220	99.0
Indonesian	27	.1	24,247	99.1
Burmese	26	.1	24,273	99.2
Cebuano (Visayan)	25	.1	24,298	99.3
Chaldean	24	.1	24,322	99.4
Tongan	20	.1	24,342	99.5
Polish	17	.1	24,359	99.6
Kurdish (Kurdi, Kurmanji)	17	.1	24,376	99.6
Assyrian	12	.0	24,388	99.7
Serbo-Croatian (Bosnian, Croatian, and Serbian)	12	.0	24,400	99.7
Tigrinya	11	.0	24,411	99.8
Hungarian	10	.0	24,421	99.8
Mien (Yao)	9	.0	24,430	99.9
Toishanese	9	.0	24,439	99.9
Greek	8	.0	24,447	99.9
Taiwanese	7	.0	24,454	100.0
Chamorro (Guamanian)	3	.0	24,457	100.0
Khmu	3	.0	24,460	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
Albanian	3	.0	24,463	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	12,165	61.7	12,165	61.7
Mandarin (Putonghua)	1,159	5.9	13,324	67.6
Filipino (Pilipino or Tagalog)	776	3.9	14,100	71.5
Vietnamese	670	3.4	14,770	74.9
Arabic	660	3.3	15,430	78.3
All other non-English languages	521	2.6	15,951	80.9
Korean	490	2.5	16,441	83.4
Cantonese	375	1.9	16,816	85.3
Farsi (Persian)	251	1.3	17,067	86.6
Punjabi	250	1.3	17,317	87.8
Russian	232	1.2	17,549	89.0
Armenian	208	1.1	17,757	90.1
French	173	.9	17,930	90.9
Japanese	159	.8	18,089	91.8
Hindi	146	.7	18,235	92.5
Portuguese	144	.7	18,379	93.2
Urdu	122	.6	18,501	93.8
Hebrew	108	.5	18,609	94.4
Hmong	82	.4	18,691	94.8
German	71	.4	18,762	95.2
Telugu	67	.3	18,829	95.5
Thai	64	.3	18,893	95.8
Mixteco	60	.3	18,953	96.1
Tamil	59	.3	19,012	96.4
Somali	58	.3	19,070	96.7
Pashto	57	.3	19,127	97.0
Gujarati	54	.3	19,181	97.3
Turkish	41	.2	19,222	97.5
Bengali	35	.2	19,257	97.7

**Table J-9: Frequency Distribution, Home Language, Initial Assessment,
Grade Span 6–8**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Indonesian	34	.2	19,291	97.8
Italian	31	.2	19,322	98.0
Khmer (Cambodian)	30	.2	19,352	98.2
Dutch	29	.1	19,381	98.3
Ukrainian	28	.1	19,409	98.4
Ilocano	27	.1	19,436	98.6
Samoan	27	.1	19,463	98.7
Burmese	26	.1	19,489	98.9
Cebuano (Visayan)	23	.1	19,512	99.0
Rumanian	23	.1	19,535	99.1
Tongan	17	.1	19,552	99.2
Marshallese	17	.1	19,569	99.3
Marathi	17	.1	19,586	99.3
Kannada	16	.1	19,602	99.4
Lao	15	.1	19,617	99.5
Taiwanese	14	.1	19,631	99.6
Hungarian	13	.1	19,644	99.6
Tigrinya	12	.1	19,656	99.7
Chaldean	11	.1	19,667	99.8
Kurdish (Kurdi, Kurmanji)	9	.0	19,676	99.8
Polish	8	.0	19,684	99.8
Greek	7	.0	19,691	99.9
Toishanese	7	.0	19,698	99.9
Serbo-Croatian (Bosnian, Croatian, and Serbian)	6	.0	19,704	99.9
Assyrian	5	.0	19,709	100.0
Chaozhou (Chiuchow)	2	.0	19,711	100.0
Chamorro (Guamanian)	1	.0	19,712	100.0
Mien (Yao)	1	.0	19,713	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
Khmu	1	.0	19,714	100.0
Albanian	1	.0	19,715	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	17,810	63.4	17,810	63.4
Mandarin (Putonghua)	1,492	5.3	19,302	68.7
Filipino (Pilipino or Tagalog)	1,045	3.7	20,347	72.5
Vietnamese	964	3.4	21,311	75.9
All other non-English languages	900	3.2	22,211	79.1
Arabic	747	2.7	22,958	81.8
Cantonese	664	2.4	23,622	84.1
Korean	401	1.4	24,023	85.6
German	376	1.3	24,399	86.9
Farsi (Persian)	374	1.3	24,773	88.2
Punjabi	371	1.3	25,144	89.6
Russian	291	1.0	25,435	90.6
Portuguese	266	.9	25,701	91.5
French	237	.8	25,938	92.4
Armenian	235	.8	26,173	93.2
Italian	179	.6	26,352	93.9
Japanese	149	.5	26,501	94.4
Urdu	145	.5	26,646	94.9
Hindi	133	.5	26,779	95.4
Thai	125	.4	26,904	95.8
Gujarati	85	.3	26,989	96.1
Hmong	81	.3	27,070	96.4
Dutch	66	.2	27,136	96.6
Somali	62	.2	27,198	96.9
Hebrew	60	.2	27,258	97.1
Mixteco	58	.2	27,316	97.3
Pashto	57	.2	27,373	97.5
Bengali	55	.2	27,428	97.7
Ukrainian	50	.2	27,478	97.9

**Table J-10: Frequency Distribution, Home Language, Initial Assessment,
Grade Span 9–12**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Burmese	44	.2	27,522	98.0
Turkish	44	.2	27,566	98.2
Khmer (Cambodian)	40	.1	27,606	98.3
Indonesian	40	.1	27,646	98.5
Samoan	39	.1	27,685	98.6
Rumanian	34	.1	27,719	98.7
Telugu	33	.1	27,752	98.8
Tongan	32	.1	27,784	99.0
Tamil	32	.1	27,816	99.1
Chaldean	28	.1	27,844	99.2
Ilocano	27	.1	27,871	99.3
Lao	22	.1	27,893	99.3
Tigrinya	22	.1	27,915	99.4
Marshallese	20	.1	27,935	99.5
Cebuano (Visayan)	19	.1	27,954	99.6
Polish	18	.1	27,972	99.6
Marathi	14	.0	27,986	99.7
Hungarian	12	.0	27,998	99.7
Serbo-Croatian (Bosnian, Croatian, and Serbian)	12	.0	28,010	99.8
Kannada	11	.0	28,021	99.8
Greek	10	.0	28,031	99.8
Assyrian	10	.0	28,041	99.9
Taiwanese	8	.0	28,049	99.9
Albanian	8	.0	28,057	99.9
Chaozhou (Chiuchow)	5	.0	28,062	99.9
Chamorro (Guamanian)	4	.0	28,066	100.0
Kurdish (Kurdi, Kurmanji)	4	.0	28,070	100.0
Toishanese	3	.0	28,073	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
Mien (Yao)	2	.0	28,075	100.0
Khmu	2	.0	28,077	100.0

Data for ethnicity were not collected on the CELDT Answer Book nor merged from CALPADS for the 2014–15 Edition. Therefore, table numbers J-11 through J-20, which were presented in prior reports, have been removed. Table numbers are maintained to provide comparisons with previous years' data.

Annual Assessment

Table J-21: Frequency Distribution, Migrant Education, Annual Assessment, All Grade Spans

Grade Span	Number of Students	
	Frequency	Percent
K–1	4,814	2.7
2	4,243	2.8
3–5	11,679	3.0
6–8	6,706	3.1
9–12	5,735	3.0

Initial Assessment

Table J-22: Frequency Distribution, Migrant Education, Initial Assessment, All Grade Spans

Grade Span	Number of Students	
	Frequency	Percent
K–1	3,963	2.0
2	296	2.7
3–5	816	3.0
6–8	640	2.9
9–12	784	2.5

Table numbers J-23 through J-34, which were presented in prior reports, have been removed. Data for gifted and talented and English learner program participation were not collected for the 2015–16 Edition. Table numbers are maintained to provide comparisons with previous years' data.

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	165,033	91.3	165,033	91.3
Speech or Language Impairment (SLI)	9,717	5.4	174,750	96.7
Autism (AUT)	2,014	1.1	176,764	97.8
Specific Learning Disability (SLD)	1,768	1.0	178,532	98.8
Mental Retardation/Intellectual Disability (MR/ID)	809	.4	179,341	99.2
Other Health Impairment (OHI)	730	.4	180,071	99.7
Hard of Hearing (HH)	208	.1	180,279	99.8
Orthopedic Impairment (OI)	170	.1	180,449	99.9
Multiple Disabilities (MD)	88	.0	180,537	99.9
Visual Impairment (VI)	61	.0	180,598	99.9
Emotional Disturbance (ED)	50	.0	180,648	100.0
Deafness/Hearing Impairment (DEAF/HI)	32	.0	180,680	100.0
Traumatic Brain Injury (TBI)	15	.0	180,695	100.0
Established Medical Disability (EMD)	4	.0	180,699	100.0
Deaf-Blindness (DB)	1	.0	180,700	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	136,623	89.9	136,623	89.9
Speech or Language Impairment (SLI)	7,476	4.9	144,099	94.8
Specific Learning Disability (SLD)	3,746	2.5	147,845	97.3
Autism (AUT)	1,718	1.1	149,563	98.4
Other Health Impairment (OHI)	900	.6	150,463	99.0
Mental Retardation/Intellectual Disability (MR/ID)	836	.6	151,299	99.6
Hard of Hearing (HH)	205	.1	151,504	99.7
Orthopedic Impairment (OI)	182	.1	151,686	99.8
Multiple Disabilities (MD)	96	.1	151,782	99.9
Emotional Disturbance (ED)	71	.0	151,853	99.9
Visual Impairment (VI)	62	.0	151,915	100.0
Deafness/Hearing Impairment (DEAF/HI)	38	.0	151,953	100.0
Traumatic Brain Injury (TBI)	26	.0	151,979	100.0
Deaf-Blindness (DB)	1	.0	151,980	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	326,304	84.9	326,304	84.9
Specific Learning Disability (SLD)	28,707	7.5	355,011	92.3
Speech or Language Impairment (SLI)	14,981	3.9	369,992	96.2
Autism (AUT)	4,859	1.3	374,851	97.5
Other Health Impairment (OHI)	4,454	1.2	379,305	98.7
Mental Retardation/Intellectual Disability (MR/ID)	2,789	.7	382,094	99.4
Hard of Hearing (HH)	745	.2	382,839	99.6
Orthopedic Impairment (OI)	617	.2	383,456	99.7
Emotional Disturbance (ED)	395	.1	383,851	99.8
Multiple Disabilities (MD)	229	.1	384,080	99.9
Visual Impairment (VI)	203	.1	384,283	99.9
Deafness/Hearing Impairment (DEAF/HI)	118	.0	384,401	100.0
Traumatic Brain Injury (TBI)	78	.0	384,479	100.0
Deaf-Blindness (DB)	8	.0	384,487	100.0
Established Medical Disability (EMD)	3	.0	384,490	100.0

**Table J-38: 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	163,177	75.8	163,177	75.8
Specific Learning Disability (SLD)	34,335	16.0	197,512	91.8
Speech or Language Impairment (SLI)	5,224	2.4	202,736	94.2
Other Health Impairment (OHI)	4,073	1.9	206,809	96.1
Autism (AUT)	3,499	1.6	210,308	97.7
Mental Retardation/Intellectual Disability (MR/ID)	2,673	1.2	212,981	99.0
Hard of Hearing (HH)	579	.3	213,560	99.2
Emotional Disturbance (ED)	562	.3	214,122	99.5
Orthopedic Impairment (OI)	503	.2	214,625	99.7
Multiple Disabilities (MD)	235	.1	214,860	99.8
Visual Impairment (VI)	149	.1	215,009	99.9
Deafness/Hearing Impairment (DEAF/HI)	109	.1	215,118	100.0
Traumatic Brain Injury (TBI)	87	.0	215,205	100.0
Established Medical Disability (EMD)	1	.0	215,206	100.0
Deaf-Blindness (DB)	1	.0	215,207	100.0

**Table J-39: 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	141,814	74.5	141,814	74.5
Specific Learning Disability (SLD)	33,475	17.6	175,289	92.1
Mental Retardation/Intellectual Disability (MR/ID)	3,915	2.1	179,204	94.2
Other Health Impairment (OHI)	3,170	1.7	182,374	95.9
Autism (AUT)	2,826	1.5	185,200	97.3
Speech or Language Impairment (SLI)	2,218	1.2	187,418	98.5
Emotional Disturbance (ED)	837	.4	188,255	98.9
Orthopedic Impairment (OI)	830	.4	189,085	99.4
Hard of Hearing (HH)	497	.3	189,582	99.6
Multiple Disabilities (MD)	240	.1	189,822	99.8
Visual Impairment (VI)	185	.1	190,007	99.9
Traumatic Brain Injury (TBI)	142	.1	190,149	99.9
Deafness/Hearing Impairment (DEAF/HI)	115	.1	190,264	100.0
Deaf-Blindness (DB)	3	.0	190,267	100.0
Established Medical Disability (EMD)	1	.0	190,268	100.0

Initial Assessment

Table J-40: 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	180,689	93.4	180,689	93.4
Speech or Language Impairment (SLI)	8,275	4.3	188,964	97.7
Autism (AUT)	2,127	1.1	191,091	98.8
Mental Retardation/Intellectual Disability (MR/ID)	771	.4	191,862	99.2
Specific Learning Disability (SLD)	547	.3	192,409	99.5
Other Health Impairment (OHI)	424	.2	192,833	99.7
Orthopedic Impairment (OI)	191	.1	193,024	99.8
Hard of Hearing (HH)	168	.1	193,192	99.9
Multiple Disabilities (MD)	99	.1	193,291	99.9
Visual Impairment (VI)	56	.0	193,347	99.9
Deafness/Hearing Impairment (DEAF/HI)	52	.0	193,399	100.0
Emotional Disturbance (ED)	21	.0	193,420	100.0
Established Medical Disability (EMD)	17	.0	193,437	100.0
Traumatic Brain Injury (TBI)	7	.0	193,444	100.0

**Table J-41: 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	10,351	94.9	10,351	94.9
Speech or Language Impairment (SLI)	192	1.8	10,543	96.7
Specific Learning Disability (SLD)	115	1.1	10,658	97.7
Autism (AUT)	87	.8	10,745	98.5
Other Health Impairment (OHI)	57	.5	10,802	99.0
Mental Retardation/Intellectual Disability (MR/ID)	52	.5	10,854	99.5
Orthopedic Impairment (OI)	13	.1	10,867	99.6
Multiple Disabilities (MD)	13	.1	10,880	99.7
Hard of Hearing (HH)	11	.1	10,891	99.8
Emotional Disturbance (ED)	9	.1	10,900	99.9
Deafness/Hearing Impairment (DEAF/HI)	4	.0	10,904	100.0
Visual Impairment (VI)	2	.0	10,906	100.0
Deaf-Blindness (DB)	1	.0	10,907	100.0
Traumatic Brain Injury (TBI)	1	.0	10,908	100.0

**Table J-42: 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	25,496	94.9	25,496	94.9
Specific Learning Disability (SLD)	520	1.9	26,016	96.9
Speech or Language Impairment (SLI)	260	1.0	26,276	97.8
Autism (AUT)	175	.7	26,451	98.5
Mental Retardation/Intellectual Disability (MR/ID)	163	.6	26,614	99.1
Other Health Impairment (OHI)	125	.5	26,739	99.5
Multiple Disabilities (MD)	34	.1	26,773	99.7
Hard of Hearing (HH)	25	.1	26,798	99.8
Orthopedic Impairment (OI)	24	.1	26,822	99.9
Emotional Disturbance (ED)	17	.1	26,839	99.9
Deafness/Hearing Impairment (DEAF/HI)	10	.0	26,849	100.0
Visual Impairment (VI)	8	.0	26,857	100.0
Traumatic Brain Injury (TBI)	3	.0	26,860	100.0

**Table J-43: 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	20,792	94.7	20,792	94.7
Specific Learning Disability (SLD)	626	2.9	21,418	97.5
Mental Retardation/Intellectual Disability (MR/ID)	133	.6	21,551	98.2
Other Health Impairment (OHI)	113	.5	21,664	98.7
Autism (AUT)	111	.5	21,775	99.2
Speech or Language Impairment (SLI)	93	.4	21,868	99.6
Emotional Disturbance (ED)	25	.1	21,893	99.7
Orthopedic Impairment (OI)	19	.1	21,912	99.8
Multiple Disabilities (MD)	19	.1	21,931	99.9
Hard of Hearing (HH)	12	.1	21,943	99.9
Deafness/Hearing Impairment (DEAF/HI)	11	.1	21,954	100.0
Visual Impairment (VI)	3	.0	21,957	100.0

**Table J-44: 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	30,416	95.9	30,416	95.9
Specific Learning Disability (SLD)	787	2.5	31,203	98.3
Mental Retardation/Intellectual Disability (MR/ID)	146	.5	31,349	98.8
Other Health Impairment (OHI)	105	.3	31,454	99.1
Autism (AUT)	82	.3	31,536	99.4
Speech or Language Impairment (SLI)	53	.2	31,589	99.5
Emotional Disturbance (ED)	47	.1	31,636	99.7
Orthopedic Impairment (OI)	29	.1	31,665	99.8
Hard of Hearing (HH)	22	.1	31,687	99.9
Multiple Disabilities (MD)	19	.1	31,706	99.9
Deafness/Hearing Impairment (DEAF/HI)	9	.0	31,715	99.9
Visual Impairment (VI)	9	.0	31,724	100.0
Traumatic Brain Injury (TBI)	8	.0	31,732	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 ID. Appendix D and appendix K tables are ordered by the Item Sequence Number.

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

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.

The N counts shown in the following tables represent the total number of records available for analysis, not the records with complete data. Because of missing data, individual statistics may be based on different N counts.

Annual Assessment

Table K-1: Item Analysis, Annual Assessment Data, Listening, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	180,694	.71	.357	1.01
CEL00526	00940028	MC	180,694	.27	.288	1.31
CEL00786	01208385	MC	180,694	.52	.295	2.21
CEL00399	00676871	MC	180,694	.56	.314	1.07
CEL00899	01210599	MC	180,694	.50	.353	1.14
CEL00515	00940005	MC	180,694	.57	.251	1.11
CEL00330	00545930	MC	180,694	.56	.327	1.19
CEL00284	00437120	MC	180,694	.55	.319	1.18
CEL00285	00437122	MC	180,694	.83	.401	1.16
CEL00286	00437124	MC	180,694	.83	.389	1.21
CEL00730	01057174	DCR	180,694	.77	.461	.67
CEL00782	01208376	DCR	180,694	.60	.461	.71
CEL00788	01208389	DCR	180,694	.69	.315	.80
CEL00471	00803313	DCR	180,694	.84	.466	1.04
CEL00787	01208387	DCR	180,694	.71	.498	3.77
CEL00397	00676867	DCR	180,694	.82	.444	3.79
CEL00836	01210292	DCR	180,694	.48	.463	3.96
CEL00400	00676873	DCR	180,694	.28	.449	3.96
CEL00789	01208391	DCR	180,694	.35	.382	.83
CEL00463	00803297	DCR	180,694	.42	.409	.86

Table: K-2: Item Analysis, Annual Assessment Data, Listening, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	151,976	.90	.356	1.07
CEL00526	00940028	MC	151,976	.44	.339	1.30
CEL00786	01208385	MC	151,976	.69	.362	2.79
CEL00399	00676871	MC	151,976	.75	.341	1.09
CEL00899	01210599	MC	151,976	.68	.369	1.04
CEL00515	00940005	MC	151,976	.76	.267	1.03
CEL00330	00545930	MC	151,976	.76	.400	1.11
CEL00284	00437120	MC	151,976	.70	.326	1.21
CEL00285	00437122	MC	151,976	.92	.410	1.20
CEL00286	00437124	MC	151,976	.91	.399	1.41
CEL00730	01057174	DCR	151,976	.87	.404	.93
CEL00782	01208376	DCR	151,976	.72	.379	.96
CEL00788	01208389	DCR	151,976	.83	.333	1.02
CEL00471	00803313	DCR	151,976	.93	.408	1.37
CEL00787	01208387	DCR	151,976	.86	.461	1.78
CEL00397	00676867	DCR	151,976	.92	.412	1.80
CEL00836	01210292	DCR	151,976	.70	.440	1.95
CEL00400	00676873	DCR	151,976	.50	.428	1.93
CEL00789	01208391	DCR	151,976	.51	.355	1.13
CEL00463	00803297	DCR	151,976	.57	.373	1.14

Table K-3: Item Analysis, Annual Assessment Data, Listening, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00151	00382856	MC	384,466	.90	.314	1.28
CEL00425	00687427	MC	384,466	.93	.370	.90
CEL00154	00382862	MC	384,466	.86	.308	1.00
CEL00177	00382908	MC	384,466	.86	.332	.96
CEL00484	00803461	MC	384,466	.82	.357	1.00
CEL00554	00940959	MC	384,466	.79	.314	.95
CEL00800	01208912	MC	384,466	.76	.238	.94
CEL00352	00546104	MC	384,466	.59	.243	.95
CEL00186	00382926	MC	384,466	.74	.381	1.07
CEL00357	00546114	MC	384,466	.63	.294	.99
CEL00435	00687449	MC	384,466	.90	.357	.98
CEL00356	00546112	MC	384,466	.79	.396	.97
CEL00793	01208897	MC	384,466	.61	.353	1.04
CEL00843	01210299	MC	384,466	.70	.352	.99
CEL00744	01057650	MC	384,466	.50	.344	1.03
CEL00557	00940965	MC	384,466	.77	.358	1.03
CEL00736	01057633	MC	384,466	.49	.335	1.18
CEL00738	01057637	MC	384,466	.56	.307	1.26
CEL00740	01057641	MC	384,466	.64	.269	1.33
CEL00739	01057639	MC	384,466	.49	.216	1.56

Table K-4: Item Analysis, Annual Assessment Data, Listening, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00487	00803587	MC	215,197	.87	.385	1.49
CEL00538	00940177	MC	215,197	.81	.422	1.34
CEL00307	00437690	MC	215,197	.81	.354	1.36
CEL00804	01209037	MC	215,197	.62	.351	1.34
CEL00531	00940162	MC	215,197	.62	.359	1.35
CEL00224	00383002	MC	215,197	.86	.404	1.35
CEL00363	00546267	MC	215,197	.86	.383	1.38
CEL00806	01209041	MC	215,197	.80	.386	1.42
CEL00453	00693734	MC	215,197	.60	.138	1.41
CEL00754	01059779	MC	215,197	.82	.421	1.39
CEL00230	00383014	MC	215,197	.63	.233	1.41
CEL00540	00940181	MC	215,197	.83	.435	1.42
CEL00805	01209039	MC	215,197	.61	.318	1.42
CEL00451	00693730	MC	215,197	.65	.348	1.41
CEL00532	00940164	MC	215,197	.58	.201	1.41
CEL00489	00803591	MC	215,197	.74	.300	1.39
CEL00541	00940183	MC	215,197	.55	.279	1.47
CEL00437	00693699	MC	215,197	.72	.379	1.61
CEL00438	00693701	MC	215,197	.51	.286	1.67
CEL00439	00693703	MC	215,197	.64	.322	1.82

Table K-5: Item Analysis, Annual Assessment Data, Listening, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00768	01059883	MC	190,247	.37	.194	3.07
CEL00262	00383078	MC	190,247	.83	.435	2.77
CEL00551	00940438	MC	190,247	.67	.339	2.90
CEL00823	01209203	MC	190,247	.72	.353	2.72
CEL00319	00437841	MC	190,247	.86	.468	2.75
CEL00379	00546440	MC	190,247	.62	.361	2.84
CEL00542	00940419	MC	190,247	.74	.365	2.79
CEL10017	N/A	MC	190,247	.82	.423	2.77
CEL00995	01211127	MC	190,247	.66	.300	2.74
CEL00817	01209180	MC	190,247	.67	.421	2.85
CEL00386	00546454	MC	190,247	.62	.268	2.79
CEL00412	00682950	MC	190,247	.87	.480	2.76
CEL00818	01209182	MC	190,247	.60	.332	2.79
CEL10032	N/A	MC	190,247	.73	.391	2.86
CEL00997	01211129	MC	190,247	.62	.321	2.84
CEL00761	01059869	MC	190,247	.72	.363	2.78
CEL00865	01210321	MC	190,247	.84	.460	2.87
CEL00546	00940427	MC	190,247	.68	.403	2.88
CEL00547	00940429	MC	190,247	.62	.306	2.93
CEL00549	00940433	MC	190,247	.68	.385	3.03

Table K-6: Item Analysis, Annual Assessment Data, Speaking, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	180,694	.75	.495	.52
CES00346	00680889	DCR	180,694	.57	.442	.55
CES00436	00940039	DCR	180,694	.75	.427	.58
CES00770	01210323	DCR	180,694	.72	.531	2.51
CES00396	00803337	DCR	180,694	.87	.513	2.65
CES00680	01057195	DCR	180,694	.82	.594	2.55
CES00391	00803327	DCR	180,694	.74	.452	2.60
CES00675	01057185	DCR	180,694	.72	.539	2.63
CES00728	01208460	DCR	180,694	.86	.496	2.63
CES00723	01208450	DCR	180,694	.93	.512	2.69
CES00290	00545983	DCR	180,694	.52	.473	2.66
CES00287	00545977	DCR	180,694	.69	.552	2.73
CES00148	00382772	DCR	180,694	.90	.509	2.83
CES00818	01210562	CR	180,694	.51	.624	.77
CES00774	01210327	CR	180,694	.63	.633	.81
CES00439	00940045	CR	180,694	.50	.647	12.83
CES00967	01211280	CR	180,694	.58	.658	13.07
CES10058	N/A	CR	180,694	.66	.631	.74
CES00778	01210331	CR	180,694	.57	.614	.92
CES00649	1003861	CR	180,694	.55	.670	.76

Table K-7: Item Analysis, Annual Assessment Data, Speaking, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	151,976	.84	.465	.67
CES00346	00680889	DCR	151,976	.69	.397	.70
CES00436	00940039	DCR	151,976	.87	.410	.68
CES00770	01210323	DCR	151,976	.87	.506	1.54
CES00396	00803337	DCR	151,976	.95	.513	1.67
CES00680	01057195	DCR	151,976	.91	.585	1.55
CES00391	00803327	DCR	151,976	.84	.431	1.60
CES00675	01057185	DCR	151,976	.87	.523	1.58
CES00728	01208460	DCR	151,976	.94	.500	1.58
CES00723	01208450	DCR	151,976	.97	.535	1.65
CES00290	00545983	DCR	151,976	.67	.460	1.60
CES00287	00545977	DCR	151,976	.83	.532	1.69
CES00148	00382772	DCR	151,976	.95	.504	1.83
CES00818	01210562	CR	151,976	.73	.605	.82
CES00774	01210327	CR	151,976	.82	.603	.80
CES00439	00940045	CR	151,976	.74	.628	4.75
CES00967	01211280	CR	151,976	.78	.630	4.87
CES10058	N/A	CR	151,976	.80	.586	.80
CES00778	01210331	CR	151,976	.73	.568	.93
CES00649	1003861	CR	151,976	.70	.636	.92

Table K-8: Item Analysis, Annual Assessment Data, Speaking, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00252	00437531	DCR	384,466	.85	.469	.72
CES00402	00803468	DCR	384,466	.83	.455	.81
CES00258	00437544	DCR	384,466	.71	.339	.75
CES00168	00383154	DCR	384,466	.89	.459	1.30
CES00780	01210333	DCR	384,466	.90	.430	1.34
CES00692	01059014	DCR	384,466	.91	.433	1.35
CES00371	00687645	DCR	384,466	.94	.461	1.39
CES00304	00546147	DCR	384,466	.80	.450	1.37
CES00693	01059016	DCR	384,466	.75	.527	1.42
CES00741	01208978	DCR	384,466	.78	.425	1.50
CES00920	01211035	DCR	384,466	.53	.353	1.43
CES00471	00940353	DCR	384,466	.59	.373	1.49
CES00687	01059004	DCR	384,466	.46	.399	1.68
CES00835	01210664	CR	384,466	.64	.592	.84
CES00925	01211040	CR	384,466	.70	.586	.81
CES00178	00383174	CR	384,466	.69	.620	5.84
CES00466	00940342	CR	384,466	.63	.609	5.99
CES00406	00803476	CR	384,466	.74	.571	.81
CES00467	00940344	CR	384,466	.76	.621	.93
CES00739	01208974	CR	384,466	.69	.618	.94

Table K-9: Item Analysis, Annual Assessment Data, Speaking, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00183	00383187	DCR	215,197	.65	.422	1.20
CES00455	00940203	DCR	215,197	.94	.455	1.15
CES00790	01210343	DCR	215,197	.92	.496	1.25
CES00412	00803613	DCR	215,197	.47	.363	1.63
CES00752	01209118	DCR	215,197	.56	.370	1.71
CES00456	00940205	DCR	215,197	.29	.323	1.75
CES00747	01209108	DCR	215,197	.63	.412	1.75
CES00856	01210762	DCR	215,197	.37	.318	1.79
CES00449	00940191	DCR	215,197	.57	.408	1.88
CES00263	00437722	DCR	215,197	.85	.470	1.85
CES00847	01210729	DCR	215,197	.63	.471	1.85
CES00386	00693765	DCR	215,197	.17	.292	1.89
CES00190	00383201	DCR	215,197	.60	.440	1.96
CES00748	01209110	CR	215,197	.75	.608	1.33
CES00706	01059809	CR	215,197	.80	.613	1.34
CES00958	01211254	CR	215,197	.81	.574	3.29
CES00701	01059799	CR	215,197	.67	.585	3.39
CES00849	01210733	CR	215,197	.88	.606	1.27
CES00708	01059813	CR	215,197	.81	.592	1.44
CES00635	1003521	CR	215,197	.73	.622	1.48

Table K-10: Item Analysis, Annual Assessment Data, Speaking, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00335	00546487	DCR	190,247	.54	.411	2.42
CES00475	00940480	DCR	190,247	.67	.411	2.41
CES00872	01210841	DCR	190,247	.81	.594	2.43
CES00476	00940482	DCR	190,247	.47	.453	3.72
CES00483	00940497	DCR	190,247	.31	.361	3.79
CES00801	01210354	DCR	190,247	.53	.524	3.86
CES00477	00940484	DCR	190,247	.43	.452	3.93
CES00759	01209258	DCR	190,247	.48	.446	3.96
CES00897	01210890	DCR	190,247	.67	.634	3.99
CES00764	01209269	DCR	190,247	.72	.607	4.13
CES00802	01210355	DCR	190,247	.52	.452	3.95
CES00367	00683682	DCR	190,247	.35	.426	3.99
CES00236	00383295	DCR	190,247	.72	.623	4.06
CES00274	00437871	CR	190,247	.70	.652	2.63
CES10052	N/A	CR	190,247	.80	.670	2.66
CES00364	00683675	CR	190,247	.74	.690	5.09
CES00712	01059905	CR	190,247	.78	.722	5.22
CES00486	00940503	CR	190,247	.77	.656	2.58
CES00808	01210361	CR	190,247	.78	.705	2.79
CES00969	01211282	CR	190,247	.75	.758	2.85

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	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	CES00818	01210562	180,694	32.9	31.3	35.8			.624	1.03	.51	.828
	CES00774	01210327	180,694	27.8	19.0	53.3			.633	1.26	.63	.863
	CES00439	00940045	180,694	39.1	21.6	39.3			.647	1.00	.50	.885
	CES00967	01211280	180,694	33.5	16.7	49.8			.658	1.16	.58	.898
	CES10058	N/A	180,694	13.7	39.9	46.4			.631	1.33	.66	.703
	CES00778	01210331	180,694	22.0	42.1	35.9			.614	1.14	.57	.748
	CES00649	1003861	180,694	10.1	15.2	29.5	34.0	11.2	.670	2.21	.55	1.140
2	CES00818	01210562	151,976	14.9	23.7	61.5			.605	1.47	.73	.739
	CES00774	01210327	151,976	11.2	14.0	74.9			.603	1.64	.82	.674
	CES00439	00940045	151,976	17.1	18.7	64.2			.628	1.47	.74	.769
	CES00967	01211280	151,976	15.4	13.6	71.0			.630	1.56	.78	.745
	CES10058	N/A	151,976	5.4	28.6	66.0			.586	1.61	.80	.589
	CES00778	01210331	151,976	10.2	34.1	55.7			.568	1.46	.73	.672
	CES00649	1003861	151,976	3.8	6.6	21.4	42.3	25.8	.636	2.80	.70	1.019
3-5	CES00835	01210664	384,466	24.1	24.4	51.4			.592	1.27	.64	.825
	CES00925	01211040	384,466	18.7	22.8	58.5			.586	1.40	.70	.783
	CES00178	00383174	384,466	22.2	17.9	59.8			.620	1.38	.69	.824
	CES00466	00940342	384,466	28.3	17.9	53.8			.609	1.26	.63	.869
	CES00406	00803476	384,466	9.7	32.3	58.0			.571	1.48	.74	.666
	CES00467	00940344	384,466	11.8	24.9	63.3			.621	1.51	.76	.697
	CES00739	01208974	384,466	3.2	5.9	24.1	45.0	21.8	.618	2.76	.69	.963
6-8	CES00748	01209110	215,197	15.6	19.4	65.1			.608	1.49	.75	.749
	CES00706	01059809	215,197	8.8	21.6	69.6			.613	1.61	.80	.644
	CES00958	01211254	215,197	11.1	16.3	72.5			.574	1.61	.81	.678
	CES00701	01059799	215,197	16.0	33.9	50.1			.585	1.34	.67	.739
	CES00849	01210733	215,197	4.4	14.9	80.7			.606	1.76	.88	.519
	CES00708	01059813	215,197	5.7	25.9	68.4			.592	1.63	.81	.590
	CES00635	1003521	215,197	3.3	3.9	18.8	44.6	29.3	.622	2.93	.73	.967

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	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	CES00274	00437871	190,247	17.6	24.2	58.3			.652	1.41	.70	.770
	CES10052	N/A	190,247	12.3	16.2	71.5			.670	1.59	.80	.698
	CES00364	00683675	190,247	14.2	24.4	61.4			.690	1.47	.74	.730
	CES00712	01059905	190,247	12.6	18.6	68.8			.722	1.56	.78	.706
	CES00486	00940503	190,247	11.5	23.0	65.5			.656	1.54	.77	.692
	CES00808	01210361	190,247	13.3	17.1	69.5			.705	1.56	.78	.716
	CES00969	01211282	190,247	6.5	3.9	11.7	37.2	40.7	.758	3.02	.75	1.123

Table K-12: Item Analysis, Annual Assessment Data, Reading, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01031	01210026	MC	180,694	.88	.360	1.02
CER01030	01210024	MC	180,694	.74	.363	1.36
CER01041	01210046	MC	180,694	.50	.359	1.35
CER01314	01210917	MC	180,694	.62	.370	1.98
CER01315	01210918	MC	180,694	.64	.216	1.74
CER01312	01210915	MC	180,694	.78	.434	1.38
CER01316	01210919	MC	180,694	.64	.457	1.49
CER01216	01210596	MC	180,694	.47	.253	1.50
CER01311	01210914	MC	180,694	.49	.381	1.69
CER01034	01210032	MC	180,694	.85	.442	1.35
CER01179	01210529	MC	180,694	.58	.395	2.02
CER01025	01210014	MC	180,694	.67	.549	2.00
CER01079	01210122	MC	180,694	.71	.519	2.12
CER01055	01210074	MC	180,694	.67	.552	2.19
CER01083	01210130	DCR	180,694	.45	.499	1.18
CER01027	01210018	DCR	180,694	.34	.524	1.31
CER01047	01210058	DCR	180,694	.52	.436	.92
CER01057	01210078	DCR	180,694	.62	.411	.95
CER01066	01210096	CR	180,694	.90	.560	.81
CER01033	01210030	CR	180,694	.91	.543	.84

Table K-13: Item Analysis, Annual Assessment Data, Reading, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00348	00546026	MC	151,976	.52	.426	1.26
CER00353	00546036	MC	151,976	.65	.452	1.45
CER00270	00437237	MC	151,976	.25	.171	2.02
CER01090	01210364	MC	151,976	.58	.354	2.58
CER01212	01210592	MC	151,976	.33	.339	1.77
CER00032	00240821	MC	151,976	.58	.356	2.29
CER00011	00240727	MC	151,976	.53	.416	3.11
CER00009	00240723	MC	151,976	.65	.461	2.00
CER01099	01210373	MC	151,976	.59	.471	2.34
CER00336	00545999	MC	151,976	.42	.273	2.06
CER00343	00546014	MC	151,976	.72	.426	1.77
CER01100	01210374	MC	151,976	.29	.258	1.88
CER01101	01210375	MC	151,976	.57	.518	1.59
CER00442	00680991	MC	151,976	.56	.474	1.90
CER01200	01210580	MC	151,976	.53	.351	1.88
CER00955	01208496	MC	151,976	.40	.329	2.10
CER00211	00353933	MC	151,976	.69	.552	1.57
CER00220	00353951	MC	151,976	.74	.464	1.66
CER00545	00940074	MC	151,976	.43	.410	1.54
CER01192	01210559	MC	151,976	.49	.364	2.19
CER00546	00940076	MC	151,976	.52	.452	1.86
CER00877	01059047	MC	151,976	.48	.366	2.19
CER00338	00546003	MC	151,976	.53	.561	1.82
CER00949	01208484	MC	151,976	.39	.307	2.03
CER00355	00546040	MC	151,976	.31	.289	1.91
CER00957	01208500	MC	151,976	.40	.234	1.75
CER00958	01208502	MC	151,976	.66	.530	2.50
CER00959	01208504	MC	151,976	.40	.436	1.88
CER01103	01210377	MC	151,976	.47	.411	2.05
CER01104	01210378	MC	151,976	.70	.361	2.63
CER01105	01210379	MC	151,976	.49	.495	2.23
CER01094	01210368	MC	151,976	.43	.346	2.10
CER01096	01210370	MC	151,976	.53	.465	2.37
CER01171	01210493	MC	151,976	.49	.427	2.35
CER01097	01210371	MC	151,976	.41	.361	2.33

Table K-14: Item Analysis, Annual Assessment Data, Reading, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00893	01059097	MC	384,466	.49	.437	1.13
CER00463	00691065	MC	384,466	.50	.333	1.18
CER01242	01210671	MC	384,466	.41	.461	1.11
CER00050	00241059	MC	384,466	.45	.261	1.19
CER00964	01208922	MC	384,466	.59	.397	1.30
CER00052	00241063	MC	384,466	.41	.317	1.18
CER00072	00241154	MC	384,466	.45	.469	1.25
CER01108	01210382	MC	384,466	.58	.411	1.33
CER01107	01210381	MC	384,466	.45	.342	1.27
CER00377	00546207	MC	384,466	.54	.401	1.28
CER00898	01059107	MC	384,466	.54	.535	1.31
CER00897	01059105	MC	384,466	.48	.250	1.33
CER01241	01210657	MC	384,466	.34	.279	1.49
CER00458	00691051	MC	384,466	.47	.482	1.20
CER00296	00437620	MC	384,466	.58	.447	1.27
CER00498	00803539	MC	384,466	.50	.448	1.39
CER00235	00354168	MC	384,466	.51	.529	1.25
CER00896	01059103	MC	384,466	.70	.401	1.32
CER00599	00940990	MC	384,466	.50	.466	1.43
CER01110	01210384	MC	384,466	.61	.448	1.32
CER00900	01059111	MC	384,466	.56	.455	1.39
CER00604	00941000	MC	384,466	.68	.570	1.48
CER00600	00940992	MC	384,466	.45	.416	1.47
CER00972	01208938	MC	384,466	.52	.453	1.50
CER00895	01059101	MC	384,466	.39	.357	1.55
CER01113	01210387	MC	384,466	.52	.315	1.31
CER01114	01210388	MC	384,466	.44	.326	1.40
CER01115	01210389	MC	384,466	.60	.441	1.33
CER01112	01210386	MC	384,466	.59	.455	1.43
CER01161	01210483	MC	384,466	.59	.527	1.83
CER01121	01210395	MC	384,466	.52	.419	1.42
CER01123	01210397	MC	384,466	.53	.475	1.51
CER00974	01208944	MC	384,466	.50	.461	1.61
CER00975	01208946	MC	384,466	.56	.345	1.58
CER00977	01208950	MC	384,466	.33	.313	1.68

Table K-15: Item Analysis, Annual Assessment Data, Reading, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00928	01060116	MC	215,197	.65	.263	1.50
CER00982	01209064	MC	215,197	.59	.351	1.54
CER00128	00241514	MC	215,197	.72	.494	1.49
CER00380	00546334	MC	215,197	.36	.322	1.52
CER00513	00803707	MC	215,197	.58	.331	1.46
CER00303	00437751	MC	215,197	.56	.384	1.53
CER00393	00546361	MC	215,197	.49	.334	1.51
CER00987	01209074	MC	215,197	.47	.354	1.60
CER00988	01209076	MC	215,197	.57	.311	1.56
CER00934	01060128	MC	215,197	.57	.223	1.61
CER00510	00803693	MC	215,197	.48	.259	1.48
CER00514	00803709	MC	215,197	.38	.325	1.53
CER00985	01209070	MC	215,197	.62	.428	1.63
CER00564	00940275	MC	215,197	.46	.358	1.55
CER00990	01209080	MC	215,197	.80	.494	1.52
CER00515	00803711	MC	215,197	.40	.322	1.64
CER00563	00940273	MC	215,197	.64	.464	1.58
CER01128	01210402	MC	215,197	.63	.433	1.54
CER00402	00546380	MC	215,197	.63	.420	1.57
CER00932	01060124	MC	215,197	.45	.411	1.56
CER00937	01060134	MC	215,197	.40	.334	1.59
CER00569	00940285	MC	215,197	.32	.331	1.67
CER00144	00241558	MC	215,197	.59	.454	1.56
CER00145	00241560	MC	215,197	.61	.459	1.61
CER00143	00241556	MC	215,197	.38	.310	1.71
CER10050	N/A	MC	215,197	.45	.363	1.64
CER10051	N/A	MC	215,197	.38	.332	1.68
CER10052	N/A	MC	215,197	.54	.438	1.80
CER10056	N/A	MC	215,197	.59	.433	1.67
CER01130	01210404	MC	215,197	.62	.536	1.73
CER01173	01210495	MC	215,197	.47	.438	1.80
CER01133	01210407	MC	215,197	.60	.500	1.72
CER00521	00803735	MC	215,197	.45	.383	1.81
CER00523	00803739	MC	215,197	.40	.305	1.86
CER00524	00803741	MC	215,197	.49	.392	1.90

Table K-16: Item Analysis, Annual Assessment Data, Reading, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01152	01210426	MC	190,247	.78	.388	2.81
CER01415	01211145	MC	190,247	.66	.334	2.73
CER01143	01210417	MC	190,247	.55	.401	2.83
CER00327	00437909	MC	190,247	.62	.409	2.77
CER00531	00804714	MC	190,247	.51	.320	2.90
CER00451	00684030	MC	190,247	.63	.379	2.89
CER00471	00717216	MC	190,247	.57	.340	2.84
CER01006	01209227	MC	190,247	.80	.457	2.75
CER00911	01059967	MC	190,247	.73	.504	2.76
CER01005	01209225	MC	190,247	.49	.431	2.82
CER00157	00241779	MC	190,247	.74	.432	2.89
CER00242	00354274	MC	190,247	.34	.294	2.96
CER00533	00804718	MC	190,247	.41	.232	2.83
CER00918	01059981	MC	190,247	.48	.278	2.96
CER00419	00546536	MC	190,247	.76	.448	2.79
CER00457	00684045	MC	190,247	.47	.397	2.92
CER00321	00437896	MC	190,247	.54	.408	3.02
CER00418	00546534	MC	190,247	.80	.498	2.83
CER01007	01209229	MC	190,247	.49	.336	2.86
CER00912	01059969	MC	190,247	.58	.351	2.93
CER00443	00683949	MC	190,247	.40	.319	2.87
CER01309	01210900	MC	190,247	.45	.376	3.02
CER10057	N/A	MC	190,247	.51	.255	2.87
CER10058	N/A	MC	190,247	.49	.379	2.91
CER10063	N/A	MC	190,247	.52	.392	3.04
CER01016	01209249	MC	190,247	.41	.302	2.94
CER01017	01209251	MC	190,247	.37	.400	2.94
CER01014	01209245	MC	190,247	.54	.473	3.04
CER10088	N/A	MC	190,247	.49	.461	2.96
CER10089	N/A	MC	190,247	.48	.422	3.05
CER10092	N/A	MC	190,247	.47	.428	3.19
CER10094	N/A	MC	190,247	.52	.405	3.04
CER01011	01209238	MC	190,247	.33	.273	3.14
CER01012	01209240	MC	190,247	.57	.380	3.21
CER01013	01209242	MC	190,247	.35	.337	3.28

Table K-17: Item Analysis, Annual Assessment Data, Reading, Constructed-Response Items

Grade Span	Item ID	Legacy ID	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	CER01066	01210096	180,694	4.5	4.4	7.5	83.5		.560	2.70	.90	.755
	CER01033	01210030	180,694	4.5	2.9	6.3	86.3		.543	2.74	.91	.719

Table K-18: Item Analysis, Annual Assessment Data, Writing, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00896	01210200	MC	180,694	.59	.247	2.39
CEW00932	01210272	MC	180,694	.45	.343	2.47
CEW00885	01210178	MC	180,694	.45	.338	2.56
CEW00876	01210160	MC	180,694	.65	.281	2.59
CEW00884	01210176	DCR	180,694	.39	.306	1.32
CEW00905	01210218	DCR	180,694	.47	.282	1.47
CEW00875	01210158	DCR	180,694	.54	.285	1.67
CEW00931	01210270	DCR	180,694	.32	.333	1.74
CEW00877	01210162	CR	180,694	.92	.277	.71
CEW00909	01210226	CR	180,694	.89	.315	.76
CEW00868	01210144	CR	180,694	.89	.329	.75
CEW00898	01210204	CR	180,694	.91	.308	.77
CEW00919	01210246	CR	180,694	.82	.354	.83
CEW00889	01210186	CR	180,694	.80	.384	.91
CEW00890	01210188	CR	180,694	.88	.378	.97
CEW00891	01210190	CR	180,694	.75	.574	3.43
CEW00923	01210254	CR	180,694	.45	.540	5.09
CEW00871	01210150	CR	180,694	.63	.533	4.39
CEW00989	01210552	CR	180,694	.47	.536	8.64
CEW00902	01210212	CR	180,694	.49	.554	7.19

Table K-19: Item Analysis, Annual Assessment Data, Writing, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00005	00353965	MC	151,976	.77	.381	1.53
CEW00020	00353996	MC	151,976	.83	.432	1.80
CEW00004	00353963	MC	151,976	.70	.437	1.83
CEW00298	00681402	MC	151,976	.73	.598	1.81
CEW00939	01210436	MC	151,976	.64	.481	2.13
CEW00220	00546085	MC	151,976	.70	.520	2.44
CEW00021	00353998	MC	151,976	.59	.316	2.07
CEW00209	00546063	MC	151,976	.72	.455	2.51
CEW00941	01210438	MC	151,976	.55	.464	2.60
CEW00940	01210437	MC	151,976	.71	.498	3.68
CEW00796	01208524	MC	151,976	.52	.456	2.01
CEW00981	01210528	MC	151,976	.47	.277	2.24
CEW00800	01208532	MC	151,976	.40	.108	2.32
CEW00974	01210499	MC	151,976	.64	.433	1.94
CEW00975	01210500	MC	151,976	.43	.330	2.10
CEW00976	01210501	MC	151,976	.46	.298	2.31
CEW00390	00940137	MC	151,976	.53	.394	2.39
CEW00391	00940139	MC	151,976	.58	.407	2.43
CEW00392	00940141	MC	151,976	.60	.452	2.55
CEW00389	00940135	CR	151,976	.44	.680	2.15
CEW00995	01210574	CR	151,976	.55	.680	1.83
CEW00381	00940119	CR	151,976	.45	.661	2.13
CEW00802	01208536	CR	151,976	.47	.647	2.41
CEW01084	01210937	CR	151,976	.45	.644	2.14

Table K-20: Item Analysis, Annual Assessment Data, Writing, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00100	00354226	MC	384,466	.87	.458	1.18
CEW00088	00354202	MC	384,466	.73	.342	1.30
CEW00077	00354179	MC	384,466	.65	.401	1.27
CEW00228	00546226	MC	384,466	.66	.324	1.21
CEW00090	00354206	MC	384,466	.67	.426	1.27
CEW00239	00546248	MC	384,466	.59	.397	1.31
CEW00950	01210447	MC	384,466	.57	.368	1.36
CEW00813	01208994	MC	384,466	.50	.235	1.29
CEW00815	01208998	MC	384,466	.67	.407	1.35
CEW01019	01210694	MC	384,466	.64	.441	1.46
CEW00747	01059936	MC	384,466	.82	.486	1.56
CEW00748	01059938	MC	384,466	.74	.480	1.34
CEW00749	01059940	MC	384,466	.83	.537	1.41
CEW00755	01059952	MC	384,466	.78	.478	1.51
CEW00756	01059954	MC	384,466	.56	.331	1.48
CEW00757	01059956	MC	384,466	.67	.459	1.42
CEW00422	00940377	MC	384,466	.83	.513	1.54
CEW00423	00940379	MC	384,466	.61	.394	1.61
CEW00424	00940381	MC	384,466	.55	.300	1.59
CEW01110	01211075	CR	384,466	.67	.583	1.27
CEW00175	00437661	CR	384,466	.55	.574	1.43
CEW01015	01210690	CR	384,466	.65	.630	1.52
CEW00094	00354214	CR	384,466	.62	.594	1.58
CEW01014	01210688	CR	384,466	.55	.621	1.58

Table K-21: Item Analysis, Annual Assessment Data, Writing, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00265	00546425	MC	215,197	.72	.499	1.59
CEW00145	00354697	MC	215,197	.74	.393	1.58
CEW00833	01209140	MC	215,197	.72	.365	1.75
CEW00832	01209138	MC	215,197	.77	.418	1.56
CEW00178	00437794	MC	215,197	.63	.374	1.57
CEW00147	00354701	MC	215,197	.59	.256	1.59
CEW00837	01209148	MC	215,197	.71	.402	1.65
CEW00836	01209146	MC	215,197	.54	.372	1.61
CEW00961	01210458	MC	215,197	.73	.479	1.60
CEW00262	00546419	MC	215,197	.55	.295	1.66
CEW00255	00546405	MC	215,197	.66	.408	1.63
CEW00959	01210456	MC	215,197	.66	.373	1.60
CEW00256	00546407	MC	215,197	.84	.501	1.61
CEW00350	00803765	MC	215,197	.58	.378	1.70
CEW00351	00803767	MC	215,197	.75	.507	1.71
CEW00352	00803769	MC	215,197	.66	.365	1.67
CEW00779	01069233	MC	215,197	.80	.491	1.79
CEW00780	01069235	MC	215,197	.82	.519	1.82
CEW00781	01069237	MC	215,197	.71	.427	1.80
CEW00794	01069263	CR	215,197	.66	.552	1.68
CEW00782	01069239	CR	215,197	.75	.560	1.70
CEW00842	01209158	CR	215,197	.68	.574	1.77
CEW00963	01210460	CR	215,197	.72	.537	1.76
CEW00709	1003901	CR	215,197	.61	.585	1.95

Table K-22: Item Analysis, Annual Assessment Data, Writing, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00306	00684130	MC	190,247	.84	.579	2.96
CEW00283	00546586	MC	190,247	.72	.460	2.97
CEW00060	00354095	MC	190,247	.63	.423	3.23
CEW00849	01209287	MC	190,247	.59	.338	2.94
CEW00966	01210463	MC	190,247	.76	.477	2.94
CEW00278	00546576	MC	190,247	.64	.376	2.96
CEW00850	01209289	MC	190,247	.83	.530	3.00
CEW00041	00354047	MC	190,247	.62	.402	3.02
CEW00061	00354097	MC	190,247	.87	.446	2.95
CEW00279	00546578	MC	190,247	.86	.547	3.01
CEW00970	01210467	MC	190,247	.66	.443	3.03
CEW00855	01209299	MC	190,247	.46	.333	3.02
CEW00854	01209297	MC	190,247	.67	.334	3.01
CEW00431	00940507	MC	190,247	.66	.420	3.02
CEW00432	00940509	MC	190,247	.61	.401	3.05
CEW00433	00940511	MC	190,247	.83	.387	3.00
CEW00769	01060031	MC	190,247	.68	.406	3.15
CEW00770	01060033	MC	190,247	.79	.537	3.15
CEW00771	01060035	MC	190,247	.74	.439	3.17
CEW00764	01060021	CR	190,247	.74	.550	2.93
CEW00856	01209301	CR	190,247	.73	.586	3.12
CEW00971	01210468	CR	190,247	.72	.610	3.08
CEW00972	01210469	CR	190,247	.71	.567	3.04
CEW00447	00940539	CR	190,247	.50	.554	3.83

Table K-23: Item Analysis, Annual Assessment Data, Writing, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	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	CEW00919	01210246	180,694	7.5	21.0	71.5			.354	1.64	.82	.617
	CEW00889	01210186	180,694	3.5	32.7	63.8			.384	1.60	.80	.556
	CEW00890	01210188	180,694	3.8	17.3	78.9			.378	1.75	.88	.512
	CEW00891	01210190	180,694	9.3	31.8	58.9			.574	1.50	.75	.661
	CEW00923	01210254	180,694	19.2	71.0	9.8			.540	.91	.45	.530
	CEW00871	01210150	180,694	13.2	48.3	38.5			.533	1.25	.63	.673
	CEW00989	01210552	180,694	24.9	56.1	18.9			.536	.94	.47	.660
	CEW00902	01210212	180,694	25.8	49.5	24.7			.554	.99	.49	.711
2	CEW00389	00940135	151,976	15.5	40.9	39.9	3.7		.680	1.32	.44	.776
	CEW00995	01210574	151,976	11.3	26.6	47.5	14.6		.680	1.65	.55	.863
	CEW00381	00940119	151,976	14.3	40.6	40.1	5.0		.661	1.36	.45	.784
	CEW00802	01208536	151,976	13.7	38.1	42.3	5.9		.647	1.40	.47	.795
	CEW01084	01210937	151,976	11.9	25.0	33.9	28.3	0.9	.644	1.81	.45	1.004
3-5	CEW01110	01211075	384,466	3.8	20.0	46.6	29.5		.583	2.02	.67	.805
	CEW00175	00437661	384,466	4.5	33.1	54.1	8.2		.574	1.66	.55	.692
	CEW01015	01210690	384,466	4.6	19.2	51.5	24.7		.630	1.96	.65	.789
	CEW00094	00354214	384,466	4.5	22.1	57.7	15.7		.594	1.85	.62	.732
	CEW01014	01210688	384,466	6.4	14.1	35.3	42.6	1.7	.621	2.19	.55	.923
6-8	CEW00794	01069263	215,197	3.4	15.0	62.9	18.7		.552	1.97	.66	.687
	CEW00782	01069239	215,197	2.9	7.7	50.2	39.2		.560	2.26	.75	.721
	CEW00842	01209158	215,197	3.4	15.4	55.3	25.8		.574	2.04	.68	.740
	CEW00963	01210460	215,197	3.1	9.3	56.3	31.4		.537	2.16	.72	.709
	CEW00709	1003901	215,197	3.9	5.8	36.1	51.8	2.5	.585	2.43	.61	.802
9-12	CEW00764	01060021	190,247	4.0	10.9	45.7	39.4		.550	2.20	.74	.788
	CEW00856	01209301	190,247	4.4	10.9	46.6	38.2		.586	2.19	.73	.794
	CEW00971	01210468	190,247	4.5	13.4	44.3	37.8		.610	2.15	.72	.817
	CEW00972	01210469	190,247	4.0	7.7	59.8	28.5		.567	2.13	.71	.712
	CEW00447	00940539	190,247	18.5	5.8	37.7	35.5	2.6	.554	1.98	.50	1.120

Initial Assessment

Table K-24: Item Analysis, Initial Assessment Data, Listening, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	193,438	.41	.347	6.06
CEL00526	00940028	MC	193,438	.20	.220	6.64
CEL00786	01208385	MC	193,438	.36	.278	9.85
CEL00399	00676871	MC	193,438	.38	.298	6.60
CEL00899	01210599	MC	193,438	.32	.343	6.77
CEL00515	00940005	MC	193,438	.42	.267	6.80
CEL00330	00545930	MC	193,438	.42	.286	6.84
CEL00284	00437120	MC	193,438	.41	.331	6.82
CEL00285	00437122	MC	193,438	.64	.451	6.68
CEL00286	00437124	MC	193,438	.60	.430	6.73
CEL00730	01057174	DCR	193,438	.44	.590	1.33
CEL00782	01208376	DCR	193,438	.27	.570	1.38
CEL00788	01208389	DCR	193,438	.49	.437	1.50
CEL00471	00803313	DCR	193,438	.54	.610	1.57
CEL00787	01208387	DCR	193,438	.43	.594	19.91
CEL00397	00676867	DCR	193,438	.52	.579	19.97
CEL00836	01210292	DCR	193,438	.23	.541	20.12
CEL00400	00676873	DCR	193,438	.11	.457	20.12
CEL00789	01208391	DCR	193,438	.12	.421	1.74
CEL00463	00803297	DCR	193,438	.14	.442	1.86

Table K-25: Item Analysis, Initial Assessment Data, Listening, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	10,908	.63	.700	14.27
CEL00526	00940028	MC	10,908	.34	.507	14.81
CEL00786	01208385	MC	10,908	.50	.621	16.68
CEL00399	00676871	MC	10,908	.55	.646	14.80
CEL00899	01210599	MC	10,908	.47	.615	14.92
CEL00515	00940005	MC	10,908	.59	.470	15.02
CEL00330	00545930	MC	10,908	.55	.685	14.97
CEL00284	00437120	MC	10,908	.51	.572	15.24
CEL00285	00437122	MC	10,908	.66	.743	15.20
CEL00286	00437124	MC	10,908	.66	.740	15.40
CEL00730	01057174	DCR	10,908	.56	.810	3.47
CEL00782	01208376	DCR	10,908	.47	.715	3.49
CEL00788	01208389	DCR	10,908	.57	.718	3.66
CEL00471	00803313	DCR	10,908	.62	.831	3.91
CEL00787	01208387	DCR	10,908	.52	.804	24.28
CEL00397	00676867	DCR	10,908	.61	.816	24.40
CEL00836	01210292	DCR	10,908	.46	.745	24.44
CEL00400	00676873	DCR	10,908	.32	.628	24.52
CEL00789	01208391	DCR	10,908	.35	.606	4.62
CEL00463	00803297	DCR	10,908	.39	.643	4.66

Table K-26: Item Analysis, Initial Assessment Data, Listening, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00151	00382856	MC	26,860	.66	.676	15.46
CEL00425	00687427	MC	26,860	.60	.730	15.10
CEL00154	00382862	MC	26,860	.63	.661	15.41
CEL00177	00382908	MC	26,860	.62	.649	15.46
CEL00484	00803461	MC	26,860	.59	.638	16.13
CEL00554	00940959	MC	26,860	.52	.624	15.79
CEL00800	01208912	MC	26,860	.59	.466	15.67
CEL00352	00546104	MC	26,860	.44	.498	15.90
CEL00186	00382926	MC	26,860	.55	.616	16.30
CEL00357	00546114	MC	26,860	.49	.536	16.47
CEL00435	00687449	MC	26,860	.65	.685	16.46
CEL00356	00546112	MC	26,860	.58	.661	16.40
CEL00793	01208897	MC	26,860	.44	.551	16.78
CEL00843	01210299	MC	26,860	.52	.607	16.52
CEL00744	01057650	MC	26,860	.40	.484	16.79
CEL00557	00940965	MC	26,860	.53	.635	16.83
CEL00736	01057633	MC	26,860	.41	.509	17.00
CEL00738	01057637	MC	26,860	.44	.534	17.25
CEL00740	01057641	MC	26,860	.45	.513	17.44
CEL00739	01057639	MC	26,860	.40	.463	17.59

Table K-27: Item Analysis, Initial Assessment Data, Listening, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00487	00803587	MC	21,957	.62	.651	16.01
CEL00538	00940177	MC	21,957	.55	.591	15.59
CEL00307	00437690	MC	21,957	.55	.631	16.21
CEL00804	01209037	MC	21,957	.46	.598	16.02
CEL00531	00940162	MC	21,957	.40	.643	15.94
CEL00224	00383002	MC	21,957	.56	.679	16.51
CEL00363	00546267	MC	21,957	.60	.696	16.46
CEL00806	01209041	MC	21,957	.53	.694	16.61
CEL00453	00693734	MC	21,957	.45	.458	16.78
CEL00754	01059779	MC	21,957	.53	.696	16.91
CEL00230	00383014	MC	21,957	.49	.490	16.97
CEL00540	00940181	MC	21,957	.60	.667	17.37
CEL00805	01209039	MC	21,957	.44	.561	17.15
CEL00451	00693730	MC	21,957	.43	.607	17.25
CEL00532	00940164	MC	21,957	.45	.517	17.31
CEL00489	00803591	MC	21,957	.48	.597	17.15
CEL00541	00940183	MC	21,957	.39	.529	17.29
CEL00437	00693699	MC	21,957	.52	.633	17.65
CEL00438	00693701	MC	21,957	.42	.528	17.79
CEL00439	00693703	MC	21,957	.48	.586	17.98

Table K-28: Item Analysis, Initial Assessment Data, Listening, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00768	01059883	MC	31,732	.36	.451	17.12
CEL00262	00383078	MC	31,732	.64	.654	16.61
CEL00551	00940438	MC	31,732	.55	.593	17.38
CEL00823	01209203	MC	31,732	.55	.525	16.73
CEL00319	00437841	MC	31,732	.63	.686	16.77
CEL00379	00546440	MC	31,732	.46	.583	17.89
CEL00542	00940419	MC	31,732	.61	.639	17.17
CEL10017	N/A	MC	31,732	.52	.609	17.57
CEL00995	01211127	MC	31,732	.53	.563	16.93
CEL00817	01209180	MC	31,732	.45	.628	17.28
CEL00386	00546454	MC	31,732	.54	.501	17.33
CEL00412	00682950	MC	31,732	.65	.711	17.35
CEL00818	01209182	MC	31,732	.45	.553	17.41
CEL10032	N/A	MC	31,732	.54	.624	17.49
CEL00997	01211129	MC	31,732	.48	.567	17.85
CEL00761	01059869	MC	31,732	.50	.568	17.42
CEL00865	01210321	MC	31,732	.57	.686	17.76
CEL00546	00940427	MC	31,732	.56	.634	17.84
CEL00547	00940429	MC	31,732	.48	.534	18.15
CEL00549	00940433	MC	31,732	.54	.622	18.15

Table K-29: Item Analysis, Initial Assessment Data, Speaking, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	193,438	.54	.614	1.04
CES00346	00680889	DCR	193,438	.32	.527	1.06
CES00436	00940039	DCR	193,438	.52	.552	1.41
CES00770	01210323	DCR	193,438	.48	.629	9.49
CES00396	00803337	DCR	193,438	.59	.652	9.76
CES00680	01057195	DCR	193,438	.57	.701	10.11
CES00391	00803327	DCR	193,438	.55	.593	10.21
CES00675	01057185	DCR	193,438	.43	.629	10.46
CES00728	01208460	DCR	193,438	.54	.628	10.52
CES00723	01208450	DCR	193,438	.68	.657	10.57
CES00290	00545983	DCR	193,438	.34	.570	10.59
CES00287	00545977	DCR	193,438	.44	.649	10.68
CES00148	00382772	DCR	193,438	.69	.656	10.74
CES00818	01210562	CR	193,438	.26	.667	1.98
CES00774	01210327	CR	193,438	.31	.680	2.37
CES00439	00940045	CR	193,438	.22	.652	31.27
CES00967	01211280	CR	193,438	.29	.689	31.84
CES10058	N/A	CR	193,438	.41	.733	1.82
CES00778	01210331	CR	193,438	.32	.710	2.52
CES00649	1003861	CR	193,438	.36	.771	1.80

Table K-30: Item Analysis, Initial Assessment Data, Speaking, Grade Span 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	10,908	.52	.828	2.67
CES00346	00680889	DCR	10,908	.44	.722	2.75
CES00436	00940039	DCR	10,908	.56	.819	3.66
CES00770	01210323	DCR	10,908	.60	.835	17.46
CES00396	00803337	DCR	10,908	.61	.878	17.86
CES00680	01057195	DCR	10,908	.56	.892	19.13
CES00391	00803327	DCR	10,908	.54	.820	19.25
CES00675	01057185	DCR	10,908	.54	.865	19.70
CES00728	01208460	DCR	10,908	.60	.876	19.75
CES00723	01208450	DCR	10,908	.62	.897	19.78
CES00290	00545983	DCR	10,908	.43	.744	19.91
CES00287	00545977	DCR	10,908	.53	.857	19.99
CES00148	00382772	DCR	10,908	.63	.883	20.05
CES00818	01210562	CR	10,908	.46	.853	4.83
CES00774	01210327	CR	10,908	.51	.882	5.47
CES00439	00940045	CR	10,908	.46	.854	25.74
CES00967	01211280	CR	10,908	.48	.874	26.15
CES10058	N/A	CR	10,908	.51	.892	4.52
CES00778	01210331	CR	10,908	.46	.862	5.84
CES00649	1003861	CR	10,908	.45	.914	4.50

Table K-31: Item Analysis, Initial Assessment Data, Speaking, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00252	00437531	DCR	26,860	.50	.819	2.66
CES00402	00803468	DCR	26,860	.48	.828	2.82
CES00258	00437544	DCR	26,860	.43	.676	3.64
CES00168	00383154	DCR	26,860	.54	.827	15.82
CES00780	01210333	DCR	26,860	.53	.840	18.89
CES00692	01059014	DCR	26,860	.52	.830	19.19
CES00371	00687645	DCR	26,860	.54	.864	19.54
CES00304	00546147	DCR	26,860	.47	.810	19.76
CES00693	01059016	DCR	26,860	.45	.828	20.07
CES00741	01208978	DCR	26,860	.46	.789	20.18
CES00920	01211035	DCR	26,860	.34	.690	20.28
CES00471	00940353	DCR	26,860	.32	.675	20.40
CES00687	01059004	DCR	26,860	.32	.680	20.50
CES00835	01210664	CR	26,860	.37	.818	4.75
CES00925	01211040	CR	26,860	.42	.854	5.51
CES00178	00383174	CR	26,860	.42	.848	27.44
CES00466	00940342	CR	26,860	.37	.811	28.22
CES00406	00803476	CR	26,860	.45	.871	4.26
CES00467	00940344	CR	26,860	.44	.880	5.71
CES00739	01208974	CR	26,860	.42	.910	4.23

Table K-32: Item Analysis, Initial Assessment Data, Speaking, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00183	00383187	DCR	21,957	.40	.694	2.73
CES00455	00940203	DCR	21,957	.62	.762	2.82
CES00790	01210343	DCR	21,957	.54	.795	3.09
CES00412	00803613	DCR	21,957	.32	.620	13.90
CES00752	01209118	DCR	21,957	.22	.561	17.03
CES00456	00940205	DCR	21,957	.25	.598	17.37
CES00747	01209108	DCR	21,957	.37	.744	17.95
CES00856	01210762	DCR	21,957	.25	.600	18.16
CES00449	00940191	DCR	21,957	.34	.712	18.27
CES00263	00437722	DCR	21,957	.49	.808	18.39
CES00847	01210729	DCR	21,957	.35	.751	18.58
CES00386	00693765	DCR	21,957	.18	.545	18.72
CES00190	00383201	DCR	21,957	.37	.759	18.83
CES00748	01209110	CR	21,957	.40	.848	5.21
CES00706	01059809	CR	21,957	.48	.880	6.41
CES00958	01211254	CR	21,957	.46	.868	24.24
CES00701	01059799	CR	21,957	.41	.855	24.85
CES00849	01210733	CR	21,957	.52	.891	4.45
CES00708	01059813	CR	21,957	.49	.887	6.26
CES00635	1003521	CR	21,957	.43	.913	4.58

Table K-33: Item Analysis, Initial Assessment Data, Speaking, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00335	00546487	DCR	31,732	.25	.629	3.39
CES00475	00940480	DCR	31,732	.43	.658	3.36
CES00872	01210841	DCR	31,732	.38	.762	3.58
CES00476	00940482	DCR	31,732	.22	.612	19.37
CES00483	00940497	DCR	31,732	.21	.585	19.76
CES00801	01210354	DCR	31,732	.30	.725	20.19
CES00477	00940484	DCR	31,732	.27	.688	20.99
CES00759	01209258	DCR	31,732	.30	.695	21.18
CES00897	01210890	DCR	31,732	.38	.830	21.31
CES00764	01209269	DCR	31,732	.42	.832	21.46
CES00802	01210355	DCR	31,732	.39	.725	20.79
CES00367	00683682	DCR	31,732	.28	.676	20.97
CES00236	00383295	DCR	31,732	.41	.819	21.19
CES00274	00437871	CR	31,732	.43	.871	5.72
CES10052	N/A	CR	31,732	.47	.867	7.04
CES00364	00683675	CR	31,732	.44	.881	23.57
CES00712	01059905	CR	31,732	.44	.895	24.29
CES00486	00940503	CR	31,732	.49	.866	5.32
CES00808	01210361	CR	31,732	.47	.887	7.05
CES00969	01211282	CR	31,732	.46	.919	5.46

Table K-34: Item Analysis, Initial Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	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	CES00818	01210562	193,438	63.0	22.5	14.5			.667	.51	.26	.735
	CES00774	01210327	193,438	61.5	14.7	23.8			.680	.62	.31	.843
	CES00439	00940045	193,438	71.2	13.5	15.4			.652	.44	.22	.744
	CES00967	01211280	193,438	65.1	12.5	22.4			.689	.57	.29	.832
	CES10058	N/A	193,438	40.9	37.2	21.9			.733	.81	.41	.769
	CES00778	01210331	193,438	51.3	33.8	14.9			.710	.64	.32	.728
	CES00649	1003861	193,438	31.9	21.8	23.4	17.9	5.1	.771	1.42	.36	1.242
2	CES00818	01210562	10,908	45.8	15.4	38.7			.853	.93	.46	.917
	CES00774	01210327	10,908	44.1	9.9	46.0			.882	1.02	.51	.949
	CES00439	00940045	10,908	48.0	12.4	39.6			.854	.92	.46	.932
	CES00967	01211280	10,908	47.0	9.1	43.9			.874	.97	.48	.953
	CES10058	N/A	10,908	38.9	19.5	41.6			.892	1.03	.51	.897
	CES00778	01210331	10,908	42.3	23.1	34.6			.862	.92	.46	.874
	CES00649	1003861	10,908	36.3	6.7	14.0	25.0	18.0	.914	1.82	.45	1.568
3-5	CES00835	01210664	26,860	54.9	15.3	29.7			.818	.75	.37	.885
	CES00925	01211040	26,860	51.0	14.1	34.9			.854	.84	.42	.913
	CES00178	00383174	26,860	52.9	11.0	36.0			.848	.83	.42	.928
	CES00466	00940342	26,860	58.3	10.3	31.4			.811	.73	.37	.908
	CES00406	00803476	26,860	45.2	19.6	35.2			.871	.90	.45	.891
	CES00467	00940344	26,860	48.4	15.7	35.8			.880	.87	.44	.909
	CES00739	01208974	26,860	39.0	8.1	15.0	23.5	14.5	.910	1.66	.42	1.530
6-8	CES00748	01209110	21,957	54.0	13.1	33.0			.848	.79	.40	.908
	CES00706	01059809	21,957	44.7	15.6	39.7			.880	.95	.48	.917
	CES00958	01211254	21,957	47.7	12.4	39.9			.868	.92	.46	.933
	CES00701	01059799	21,957	49.8	19.3	30.9			.855	.81	.41	.878
	CES00849	01210733	21,957	41.6	13.1	45.3			.891	1.04	.52	.932
	CES00708	01059813	21,957	42.1	17.0	40.9			.887	.99	.49	.911
	CES00635	1003521	21,957	37.7	8.4	14.6	22.5	16.7	.913	1.72	.43	1.552

Table K-34: Item Analysis, Initial Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	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	CES00274	00437871	31,732	50.2	14.1	35.7			.871	.86	.43	.915
	CES10052	N/A	31,732	47.1	12.4	40.4			.867	.93	.47	.933
	CES00364	00683675	31,732	48.7	14.3	37.0			.881	.88	.44	.918
	CES00712	01059905	31,732	49.3	12.9	37.8			.895	.88	.44	.926
	CES00486	00940503	31,732	43.2	15.4	41.4			.866	.98	.49	.920
	CES00808	01210361	31,732	47.8	11.1	41.1			.887	.93	.47	.941
	CES00969	01211282	31,732	38.2	7.2	10.9	19.8	24.0	.919	1.84	.46	1.653

Table K-35: Item Analysis, Initial Assessment Data, Reading, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01031	01210026	MC	193,438	.57	.417	6.96
CER01030	01210024	MC	193,438	.44	.348	7.40
CER01041	01210046	MC	193,438	.31	.191	7.70
CER01314	01210917	MC	193,438	.35	.317	10.18
CER01315	01210918	MC	193,438	.41	.322	9.79
CER01312	01210915	MC	193,438	.45	.394	9.54
CER01316	01210919	MC	193,438	.36	.363	9.82
CER01216	01210596	MC	193,438	.33	.239	9.90
CER01311	01210914	MC	193,438	.28	.252	10.07
CER01034	01210032	MC	193,438	.46	.468	9.51
CER01179	01210529	MC	193,438	.37	.301	11.66
CER01025	01210014	MC	193,438	.30	.398	11.84
CER01079	01210122	MC	193,438	.39	.372	12.12
CER01055	01210074	MC	193,438	.27	.390	12.24
CER01083	01210130	DCR	193,438	.08	.523	3.94
CER01027	01210018	DCR	193,438	.07	.515	4.16
CER01047	01210058	DCR	193,438	.20	.376	3.10
CER01057	01210078	DCR	193,438	.28	.409	3.24
CER01066	01210096	CR	193,438	.49	.651	2.93
CER01033	01210030	CR	193,438	.47	.660	3.01

Table K-36: Item Analysis, Initial Assessment Data, Reading, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00348	00546026	MC	10,908	.40	.560	19.05
CER00353	00546036	MC	10,908	.49	.649	20.05
CER00270	00437237	MC	10,908	.24	.368	20.60
CER01090	01210364	MC	10,908	.45	.566	21.42
CER01212	01210592	MC	10,908	.26	.478	21.04
CER00032	00240821	MC	10,908	.46	.560	21.01
CER00011	00240727	MC	10,908	.42	.589	22.07
CER00009	00240723	MC	10,908	.50	.640	20.92
CER01099	01210373	MC	10,908	.47	.625	21.26
CER00336	00545999	MC	10,908	.37	.507	20.88
CER00343	00546014	MC	10,908	.52	.662	20.76
CER01100	01210374	MC	10,908	.24	.423	20.97
CER01101	01210375	MC	10,908	.42	.666	20.73
CER00442	00680991	MC	10,908	.43	.629	21.02
CER01200	01210580	MC	10,908	.42	.550	21.18
CER00955	01208496	MC	10,908	.33	.492	21.52
CER00211	00353933	MC	10,908	.50	.716	20.93
CER00220	00353951	MC	10,908	.53	.688	21.04
CER00545	00940074	MC	10,908	.35	.584	21.11
CER01192	01210559	MC	10,908	.38	.573	21.95
CER00546	00940076	MC	10,908	.39	.604	21.53
CER00877	01059047	MC	10,908	.37	.569	21.87
CER00338	00546003	MC	10,908	.40	.685	21.53
CER00949	01208484	MC	10,908	.29	.458	22.03
CER00355	00546040	MC	10,908	.28	.487	21.61
CER00957	01208500	MC	10,908	.30	.401	22.54
CER00958	01208502	MC	10,908	.48	.691	23.38
CER00959	01208504	MC	10,908	.31	.550	22.69
CER01103	01210377	MC	10,908	.38	.601	22.85
CER01104	01210378	MC	10,908	.51	.615	23.36
CER01105	01210379	MC	10,908	.37	.633	22.99
CER01094	01210368	MC	10,908	.34	.527	22.91
CER01096	01210370	MC	10,908	.39	.637	23.27
CER01171	01210493	MC	10,908	.36	.609	23.09
CER01097	01210371	MC	10,908	.32	.538	23.11

Table K-37: Item Analysis, Initial Assessment Data, Reading, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00893	01059097	MC	26,860	.37	.610	18.61
CER00463	00691065	MC	26,860	.35	.498	18.78
CER01242	01210671	MC	26,860	.30	.612	18.86
CER00050	00241059	MC	26,860	.35	.451	19.19
CER00964	01208922	MC	26,860	.44	.575	19.53
CER00052	00241063	MC	26,860	.35	.515	19.39
CER00072	00241154	MC	26,860	.34	.616	19.39
CER01108	01210382	MC	26,860	.40	.592	19.46
CER01107	01210381	MC	26,860	.35	.511	19.74
CER00377	00546207	MC	26,860	.39	.572	19.50
CER00898	01059107	MC	26,860	.39	.686	19.64
CER00897	01059105	MC	26,860	.39	.500	19.81
CER01241	01210657	MC	26,860	.28	.443	19.98
CER00458	00691051	MC	26,860	.34	.613	19.72
CER00296	00437620	MC	26,860	.40	.616	19.96
CER00498	00803539	MC	26,860	.40	.607	20.16
CER00235	00354168	MC	26,860	.37	.656	20.13
CER00896	01059103	MC	26,860	.50	.612	20.17
CER00599	00940990	MC	26,860	.38	.630	20.34
CER01110	01210384	MC	26,860	.45	.629	20.25
CER00900	01059111	MC	26,860	.42	.640	20.35
CER00604	00941000	MC	26,860	.48	.713	20.39
CER00600	00940992	MC	26,860	.35	.604	20.61
CER00972	01208938	MC	26,860	.42	.625	20.38
CER00895	01059101	MC	26,860	.32	.556	20.47
CER01113	01210387	MC	26,860	.37	.540	20.48
CER01114	01210388	MC	26,860	.32	.499	20.71
CER01115	01210389	MC	26,860	.46	.619	20.66
CER01112	01210386	MC	26,860	.45	.655	20.93
CER01161	01210483	MC	26,860	.44	.687	21.27
CER01121	01210395	MC	26,860	.39	.588	21.01
CER01123	01210397	MC	26,860	.40	.644	21.03
CER00974	01208944	MC	26,860	.38	.631	21.22
CER00975	01208946	MC	26,860	.42	.565	21.16
CER00977	01208950	MC	26,860	.29	.492	21.27

Table K-38: Item Analysis, Initial Assessment Data, Reading, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00928	01060116	MC	21,957	.49	.578	18.04
CER00982	01209064	MC	21,957	.47	.600	18.10
CER00128	00241514	MC	21,957	.51	.720	18.34
CER00380	00546334	MC	21,957	.41	.489	18.08
CER00513	00803707	MC	21,957	.40	.573	18.26
CER00303	00437751	MC	21,957	.42	.602	18.50
CER00393	00546361	MC	21,957	.38	.539	18.63
CER00987	01209074	MC	21,957	.43	.559	18.70
CER00988	01209076	MC	21,957	.39	.501	18.56
CER00934	01060128	MC	21,957	.42	.565	18.56
CER00510	00803693	MC	21,957	.44	.459	18.49
CER00514	00803709	MC	21,957	.30	.558	18.88
CER00985	01209070	MC	21,957	.46	.664	18.83
CER00564	00940275	MC	21,957	.37	.563	18.98
CER00990	01209080	MC	21,957	.50	.718	18.91
CER00515	00803711	MC	21,957	.34	.534	18.95
CER00563	00940273	MC	21,957	.48	.663	19.21
CER01128	01210402	MC	21,957	.48	.670	18.87
CER00402	00546380	MC	21,957	.48	.647	18.89
CER00932	01060124	MC	21,957	.40	.627	19.16
CER00937	01060134	MC	21,957	.36	.555	19.22
CER00569	00940285	MC	21,957	.32	.535	19.26
CER00144	00241558	MC	21,957	.47	.660	19.03
CER00145	00241560	MC	21,957	.49	.672	19.28
CER00143	00241556	MC	21,957	.34	.520	19.25
CER10050	N/A	MC	21,957	.38	.596	19.34
CER10051	N/A	MC	21,957	.34	.573	19.48
CER10052	N/A	MC	21,957	.42	.656	19.53
CER10056	N/A	MC	21,957	.48	.670	19.44
CER01130	01210404	MC	21,957	.47	.738	19.48
CER01173	01210495	MC	21,957	.41	.646	19.59
CER01133	01210407	MC	21,957	.48	.713	19.47
CER00521	00803735	MC	21,957	.39	.597	19.66
CER00523	00803739	MC	21,957	.35	.512	19.88
CER00524	00803741	MC	21,957	.42	.615	19.69

Table K-39: Item Analysis, Initial Assessment Data, Reading, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01152	01210426	MC	31,732	.57	.691	17.58
CER01415	01211145	MC	31,732	.57	.608	17.61
CER01143	01210417	MC	31,732	.46	.589	18.01
CER00327	00437909	MC	31,732	.46	.583	18.16
CER00531	00804714	MC	31,732	.46	.554	18.25
CER00451	00684030	MC	31,732	.51	.561	18.33
CER00471	00717216	MC	31,732	.50	.614	18.23
CER01006	01209227	MC	31,732	.60	.671	18.08
CER00911	01059967	MC	31,732	.53	.707	18.16
CER01005	01209225	MC	31,732	.42	.602	18.13
CER00157	00241779	MC	31,732	.51	.607	18.46
CER00242	00354274	MC	31,732	.22	.450	18.64
CER00533	00804718	MC	31,732	.38	.458	18.56
CER00918	01059981	MC	31,732	.40	.542	18.62
CER00419	00546536	MC	31,732	.45	.612	18.67
CER00457	00684045	MC	31,732	.40	.522	18.60
CER00321	00437896	MC	31,732	.37	.532	19.07
CER00418	00546534	MC	31,732	.51	.670	18.85
CER01007	01209229	MC	31,732	.46	.576	18.74
CER00912	01059969	MC	31,732	.44	.521	18.99
CER00443	00683949	MC	31,732	.43	.586	18.64
CER01309	01210900	MC	31,732	.40	.592	19.12
CER10057	N/A	MC	31,732	.46	.536	18.88
CER10058	N/A	MC	31,732	.43	.610	19.21
CER10063	N/A	MC	31,732	.47	.638	19.17
CER01016	01209249	MC	31,732	.36	.500	19.44
CER01017	01209251	MC	31,732	.36	.609	19.48
CER01014	01209245	MC	31,732	.43	.676	19.55
CER10088	N/A	MC	31,732	.45	.657	19.46
CER10089	N/A	MC	31,732	.46	.651	19.74
CER10092	N/A	MC	31,732	.41	.651	19.76
CER10094	N/A	MC	31,732	.45	.660	19.64
CER01011	01209238	MC	31,732	.34	.530	19.77
CER01012	01209240	MC	31,732	.52	.635	19.91
CER01013	01209242	MC	31,732	.37	.588	19.96

Table K-40: Item Analysis, Initial Assessment Data, Reading, Constructed-Response Items

Grade Span	Item ID	Legacy ID	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	CER01066	01210096	193,438	38.5	12.6	11.0	37.9		.651	1.48	.49	1.334
	CER01033	01210030	193,438	40.8	12.0	11.1	36.0		.660	1.42	.47	1.334

Table K-41: Item Analysis, Initial Assessment Data, Writing, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00896	01210200	MC	193,438	.43	.234	13.60
CEW00932	01210272	MC	193,438	.24	.185	13.80
CEW00885	01210178	MC	193,438	.23	.189	14.05
CEW00876	01210160	MC	193,438	.44	.290	14.03
CEW00884	01210176	DCR	193,438	.21	.209	3.72
CEW00905	01210218	DCR	193,438	.25	.275	4.02
CEW00875	01210158	DCR	193,438	.30	.300	4.81
CEW00931	01210270	DCR	193,438	.15	.241	4.94
CEW00877	01210162	CR	193,438	.65	.470	3.00
CEW00909	01210226	CR	193,438	.58	.477	4.05
CEW00868	01210144	CR	193,438	.49	.508	3.75
CEW00898	01210204	CR	193,438	.60	.498	3.69
CEW00919	01210246	CR	193,438	.52	.562	5.41
CEW00889	01210186	CR	193,438	.51	.613	5.98
CEW00890	01210188	CR	193,438	.59	.591	6.32
CEW00891	01210190	CR	193,438	.23	.694	29.87
CEW00923	01210254	CR	193,438	.15	.661	34.62
CEW00871	01210150	CR	193,438	.19	.683	32.99
CEW00989	01210552	CR	193,438	.14	.623	41.61
CEW00902	01210212	CR	193,438	.13	.614	41.02

Table K-42: Item Analysis, Initial Assessment Data, Writing, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00005	00353965	MC	10,908	.56	.643	20.39
CEW00020	00353996	MC	10,908	.60	.696	20.53
CEW00004	00353963	MC	10,908	.52	.637	20.86
CEW00298	00681402	MC	10,908	.52	.757	21.09
CEW00939	01210436	MC	10,908	.45	.625	21.33
CEW00220	00546085	MC	10,908	.50	.681	21.72
CEW00021	00353998	MC	10,908	.45	.543	21.16
CEW00209	00546063	MC	10,908	.52	.678	21.53
CEW00941	01210438	MC	10,908	.42	.617	21.79
CEW00940	01210437	MC	10,908	.52	.685	22.32
CEW00796	01208524	MC	10,908	.41	.617	21.60
CEW00981	01210528	MC	10,908	.35	.460	21.80
CEW00800	01208532	MC	10,908	.33	.317	21.86
CEW00974	01210499	MC	10,908	.49	.619	21.67
CEW00975	01210500	MC	10,908	.35	.503	21.76
CEW00976	01210501	MC	10,908	.35	.497	21.90
CEW00390	00940137	MC	10,908	.41	.535	21.96
CEW00391	00940139	MC	10,908	.43	.598	22.08
CEW00392	00940141	MC	10,908	.46	.644	22.23
CEW00389	00940135	CR	10,908	.30	.834	25.07
CEW00995	01210574	CR	10,908	.36	.848	26.77
CEW00381	00940119	CR	10,908	.30	.835	27.77
CEW00802	01208536	CR	10,908	.32	.834	28.29
CEW01084	01210937	CR	10,908	.29	.823	29.73

Table K-43: Item Analysis, Initial Assessment Data, Writing, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00100	00354226	MC	26,860	.58	.702	19.00
CEW00088	00354202	MC	26,860	.54	.672	19.15
CEW00077	00354179	MC	26,860	.48	.624	19.34
CEW00228	00546226	MC	26,860	.48	.573	19.39
CEW00090	00354206	MC	26,860	.50	.619	19.58
CEW00239	00546248	MC	26,860	.43	.562	19.64
CEW00950	01210447	MC	26,860	.45	.583	19.73
CEW00813	01208994	MC	26,860	.41	.485	20.01
CEW00815	01208998	MC	26,860	.51	.629	20.07
CEW01019	01210694	MC	26,860	.48	.625	20.29
CEW00747	01059936	MC	26,860	.56	.714	20.15
CEW00748	01059938	MC	26,860	.52	.697	19.94
CEW00749	01059940	MC	26,860	.56	.758	20.04
CEW00755	01059952	MC	26,860	.58	.680	20.23
CEW00756	01059954	MC	26,860	.42	.594	20.23
CEW00757	01059956	MC	26,860	.48	.650	20.13
CEW00422	00940377	MC	26,860	.59	.720	20.19
CEW00423	00940379	MC	26,860	.46	.600	20.27
CEW00424	00940381	MC	26,860	.43	.543	20.22
CEW01110	01211075	CR	26,860	.44	.855	22.55
CEW00175	00437661	CR	26,860	.37	.847	25.10
CEW01015	01210690	CR	26,860	.43	.872	25.23
CEW00094	00354214	CR	26,860	.41	.855	25.24
CEW01014	01210688	CR	26,860	.34	.859	28.83

Table K-44: Item Analysis, Initial Assessment Data, Writing, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00265	00546425	MC	21,957	.48	.700	17.93
CEW00145	00354697	MC	21,957	.55	.660	17.98
CEW00833	01209140	MC	21,957	.49	.637	18.01
CEW00832	01209138	MC	21,957	.55	.666	18.00
CEW00178	00437794	MC	21,957	.50	.615	18.12
CEW00147	00354701	MC	21,957	.48	.484	18.12
CEW00837	01209148	MC	21,957	.52	.619	18.68
CEW00836	01209146	MC	21,957	.42	.531	18.73
CEW00961	01210458	MC	21,957	.54	.677	18.33
CEW00262	00546419	MC	21,957	.44	.536	18.38
CEW00255	00546405	MC	21,957	.48	.618	18.53
CEW00959	01210456	MC	21,957	.48	.564	18.34
CEW00256	00546407	MC	21,957	.59	.741	18.41
CEW00350	00803765	MC	21,957	.43	.592	18.68
CEW00351	00803767	MC	21,957	.47	.690	18.62
CEW00352	00803769	MC	21,957	.50	.610	18.55
CEW00779	01069233	MC	21,957	.57	.723	18.69
CEW00780	01069235	MC	21,957	.57	.732	18.84
CEW00781	01069237	MC	21,957	.50	.647	18.66
CEW00794	01069263	CR	21,957	.44	.854	21.51
CEW00782	01069239	CR	21,957	.51	.864	21.66
CEW00842	01209158	CR	21,957	.45	.861	23.30
CEW00963	01210460	CR	21,957	.48	.850	21.81
CEW00709	1003901	CR	21,957	.39	.868	26.11

Table K-45: Item Analysis, Initial Assessment Data, Writing, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00306	00684130	MC	31,732	.54	.671	17.93
CEW00283	00546586	MC	31,732	.48	.689	17.86
CEW00060	00354095	MC	31,732	.47	.642	18.08
CEW00849	01209287	MC	31,732	.51	.627	17.88
CEW00966	01210463	MC	31,732	.55	.655	17.95
CEW00278	00546576	MC	31,732	.46	.603	18.00
CEW00850	01209289	MC	31,732	.59	.730	18.12
CEW00041	00354047	MC	31,732	.45	.599	18.45
CEW00061	00354097	MC	31,732	.71	.695	18.01
CEW00279	00546578	MC	31,732	.62	.705	18.35
CEW00970	01210467	MC	31,732	.45	.647	18.29
CEW00855	01209299	MC	31,732	.39	.525	18.45
CEW00854	01209297	MC	31,732	.56	.624	18.42
CEW00431	00940507	MC	31,732	.52	.682	18.25
CEW00432	00940509	MC	31,732	.42	.550	18.44
CEW00433	00940511	MC	31,732	.68	.653	18.38
CEW00769	01060031	MC	31,732	.52	.693	18.46
CEW00770	01060033	MC	31,732	.58	.660	18.44
CEW00771	01060035	MC	31,732	.55	.678	18.49
CEW00764	01060021	CR	31,732	.56	.816	18.76
CEW00856	01209301	CR	31,732	.51	.837	21.58
CEW00971	01210468	CR	31,732	.51	.860	20.61
CEW00972	01210469	CR	31,732	.52	.823	20.23
CEW00447	00940539	CR	31,732	.34	.793	27.04

Table K-46: Item Analysis, Initial Assessment Data, Writing, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	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	CEW00919	01210246	193,438	32.0	32.9	35.1			.562	1.03	.52	.819
	CEW00889	01210186	193,438	24.3	50.4	25.3			.613	1.01	.51	.705
	CEW00890	01210188	193,438	24.2	32.7	43.1			.591	1.19	.59	.798
	CEW00891	01210190	193,438	64.3	26.0	9.7			.694	.45	.23	.665
	CEW00923	01210254	193,438	72.8	24.9	2.3			.661	.30	.15	.504
	CEW00871	01210150	193,438	68.6	25.8	5.6			.683	.37	.19	.587
	CEW00989	01210552	193,438	75.7	19.7	4.5			.623	.29	.14	.543
	CEW00902	01210212	193,438	77.9	18.6	3.5			.614	.26	.13	.511
2	CEW00389	00940135	10,908	44.9	24.4	27.3	3.5		.834	.89	.30	.922
	CEW00995	01210574	10,908	42.7	15.9	30.6	10.7		.848	1.09	.36	1.075
	CEW00381	00940119	10,908	44.9	23.2	27.7	4.1		.835	.91	.30	.940
	CEW00802	01208536	10,908	44.6	22.3	27.4	5.8		.834	.94	.32	.973
	CEW01084	01210937	10,908	44.3	16.6	20.9	17.5	0.8	.823	1.14	.29	1.185
3-5	CEW01110	01211075	26,860	35.9	17.1	27.2	19.7		.855	1.31	.44	1.151
	CEW00175	00437661	26,860	37.8	20.9	35.0	6.3		.847	1.10	.37	.985
	CEW01015	01210690	26,860	37.9	14.7	28.7	18.7		.872	1.28	.43	1.155
	CEW00094	00354214	26,860	37.6	17.1	31.1	14.3		.855	1.22	.41	1.099
	CEW01014	01210688	26,860	41.3	11.3	20.4	25.2	1.8	.859	1.35	.34	1.290
6-8	CEW00794	01069263	21,957	34.1	15.6	33.9	16.4		.854	1.33	.44	1.109
	CEW00782	01069239	21,957	31.1	12.4	28.8	27.6		.864	1.53	.51	1.194
	CEW00842	01209158	21,957	33.7	17.6	30.2	18.5		.861	1.34	.45	1.126
	CEW00963	01210460	21,957	31.2	12.6	37.0	19.2		.850	1.44	.48	1.120
	CEW00709	1003901	21,957	36.4	7.6	22.2	30.8	2.9	.868	1.56	.39	1.330
9-12	CEW00764	01060021	31,732	26.0	11.7	31.3	31.0		.816	1.67	.56	1.166
	CEW00856	01209301	31,732	29.5	12.7	32.0	25.8		.837	1.54	.51	1.164
	CEW00971	01210468	31,732	28.0	16.9	29.4	25.6		.860	1.53	.51	1.150
	CEW00972	01210469	31,732	26.5	10.9	42.7	19.8		.823	1.56	.52	1.083
	CEW00447	00940539	31,732	45.3	5.1	21.4	23.6	4.6	.793	1.37	.34	1.373

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Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Notes:

Refer to Appendix D: Item Maps to determine the corresponding position in the test form from the Item ID. Appendix D and appendix L tables are ordered by the Item Sequence Number.

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

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 ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00728	01057170	.71	.41	.30
CEL00526	00940028	.27	.20	.07
CEL00786	01208385	.52	.36	.16
CEL00399	00676871	.56	.38	.18
CEL00899	01210599	.50	.32	.18
CEL00515	00940005	.57	.42	.15
CEL00330	00545930	.56	.42	.14
CEL00284	00437120	.55	.41	.14
CEL00285	00437122	.83	.64	.19
CEL00286	00437124	.83	.60	.23
CEL00730	01057174	.77	.44	.33
CEL00782	01208376	.60	.27	.33
CEL00788	01208389	.69	.49	.20
CEL00471	00803313	.84	.54	.30
CEL00787	01208387	.71	.43	.28
CEL00397	00676867	.82	.52	.30
CEL00836	01210292	.48	.23	.25
CEL00400	00676873	.28	.11	.17
CEL00789	01208391	.35	.12	.23
CEL00463	00803297	.42	.14	.28
			Sum	4.41
			Average	.22

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-2: Comparison of Item Difficulty, Listening, Grade 2

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00728	01057170	.90	.63	.27
CEL00526	00940028	.44	.34	.10
CEL00786	01208385	.69	.50	.19
CEL00399	00676871	.75	.55	.20
CEL00899	01210599	.68	.47	.21
CEL00515	00940005	.76	.59	.17
CEL00330	00545930	.76	.55	.21
CEL00284	00437120	.70	.51	.19
CEL00285	00437122	.92	.66	.26
CEL00286	00437124	.91	.66	.25
CEL00730	01057174	.87	.56	.31
CEL00782	01208376	.72	.47	.25
CEL00788	01208389	.83	.57	.26
CEL00471	00803313	.93	.62	.31
CEL00787	01208387	.86	.52	.34
CEL00397	00676867	.92	.61	.31
CEL00836	01210292	.70	.46	.24
CEL00400	00676873	.50	.32	.18
CEL00789	01208391	.51	.35	.16
CEL00463	00803297	.57	.39	.18
			Sum	4.59
			Average	.23

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-3: Comparison of Item Difficulty, Listening, Grade Span 3–5

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00151	00382856	.90	.66	.24
CEL00425	00687427	.93	.60	.33
CEL00154	00382862	.86	.63	.23
CEL00177	00382908	.86	.62	.24
CEL00484	00803461	.82	.59	.23
CEL00554	00940959	.79	.52	.27
CEL00800	01208912	.76	.59	.17
CEL00352	00546104	.59	.44	.15
CEL00186	00382926	.74	.55	.19
CEL00357	00546114	.63	.49	.14
CEL00435	00687449	.90	.65	.25
CEL00356	00546112	.79	.58	.21
CEL00793	01208897	.61	.44	.17
CEL00843	01210299	.70	.52	.18
CEL00744	01057650	.50	.40	.10
CEL00557	00940965	.77	.53	.24
CEL00736	01057633	.49	.41	.08
CEL00738	01057637	.56	.44	.12
CEL00740	01057641	.64	.45	.19
CEL00739	01057639	.49	.40	.09
			Sum	3.82
			Average	.19

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-4: Comparison of Item Difficulty, Listening, Grade Span 6–8

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00487	00803587	.87	.62	.25
CEL00538	00940177	.81	.55	.26
CEL00307	00437690	.81	.55	.26
CEL00804	01209037	.62	.46	.16
CEL00531	00940162	.62	.40	.22
CEL00224	00383002	.86	.56	.30
CEL00363	00546267	.86	.60	.26
CEL00806	01209041	.80	.53	.27
CEL00453	00693734	.60	.45	.15
CEL00754	01059779	.82	.53	.29
CEL00230	00383014	.63	.49	.14
CEL00540	00940181	.83	.60	.23
CEL00805	01209039	.61	.44	.17
CEL00451	00693730	.65	.43	.22
CEL00532	00940164	.58	.45	.13
CEL00489	00803591	.74	.48	.26
CEL00541	00940183	.55	.39	.16
CEL00437	00693699	.72	.52	.20
CEL00438	00693701	.51	.42	.09
CEL00439	00693703	.64	.48	.16
			Sum	4.18
			Average	.21

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-5: Comparison of Item Difficulty, Listening, Grade Span 9–12

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00768	01059883	.37	.36	.01
CEL00262	00383078	.83	.64	.19
CEL00551	00940438	.67	.55	.12
CEL00823	01209203	.72	.55	.17
CEL00319	00437841	.86	.63	.23
CEL00379	00546440	.62	.46	.16
CEL00542	00940419	.74	.61	.13
CEL10017	N/A	.82	.52	.30
CEL00995	01211127	.66	.53	.13
CEL00817	01209180	.67	.45	.22
CEL00386	00546454	.62	.54	.08
CEL00412	00682950	.87	.65	.22
CEL00818	01209182	.60	.45	.15
CEL10032	N/A	.73	.54	.19
CEL00997	01211129	.62	.48	.14
CEL00761	01059869	.72	.50	.22
CEL00865	01210321	.84	.57	.27
CEL00546	00940427	.68	.56	.12
CEL00547	00940429	.62	.48	.14
CEL00549	00940433	.68	.54	.14
			Sum	3.33
			Average	.17

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-6: Comparison of Item Difficulty, Speaking, Grade Span K–1

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00674	01057183	.75	.54	.21
CES00346	00680889	.57	.32	.25
CES00436	00940039	.75	.52	.23
CES00770	01210323	.72	.48	.24
CES00396	00803337	.87	.59	.28
CES00680	01057195	.82	.57	.25
CES00391	00803327	.74	.55	.19
CES00675	01057185	.72	.43	.29
CES00728	01208460	.86	.54	.32
CES00723	01208450	.93	.68	.25
CES00290	00545983	.52	.34	.18
CES00287	00545977	.69	.44	.25
CES00148	00382772	.90	.69	.21
CES00818	01210562	.51	.26	.25
CES00774	01210327	.63	.31	.32
CES00439	00940045	.50	.22	.28
CES00967	01211280	.58	.29	.29
CES10058	N/A	.66	.41	.25
CES00778	01210331	.57	.32	.25
CES00649	1003861	.55	.36	.19
			Sum	4.98
			Average	.25

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-7: Comparison of Item Difficulty, Speaking, Grade 2

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00674	01057183	.84	.52	.32
CES00346	00680889	.69	.44	.25
CES00436	00940039	.87	.56	.31
CES00770	01210323	.87	.60	.27
CES00396	00803337	.95	.61	.34
CES00680	01057195	.91	.56	.35
CES00391	00803327	.84	.54	.30
CES00675	01057185	.87	.54	.33
CES00728	01208460	.94	.60	.34
CES00723	01208450	.97	.62	.35
CES00290	00545983	.67	.43	.24
CES00287	00545977	.83	.53	.30
CES00148	00382772	.95	.63	.32
CES00818	01210562	.73	.46	.27
CES00774	01210327	.82	.51	.31
CES00439	00940045	.74	.46	.28
CES00967	01211280	.78	.48	.30
CES10058	N/A	.80	.51	.29
CES00778	01210331	.73	.46	.27
CES00649	1003861	.70	.45	.25
			Sum	5.99
			Average	.30

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-8: Comparison of Item Difficulty, Speaking, Grade Span 3–5

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00252	00437531	.85	.50	.35
CES00402	00803468	.83	.48	.35
CES00258	00437544	.71	.43	.28
CES00168	00383154	.89	.54	.35
CES00780	01210333	.90	.53	.37
CES00692	01059014	.91	.52	.39
CES00371	00687645	.94	.54	.40
CES00304	00546147	.80	.47	.33
CES00693	01059016	.75	.45	.30
CES00741	01208978	.78	.46	.32
CES00920	01211035	.53	.34	.19
CES00471	00940353	.59	.32	.27
CES00687	01059004	.46	.32	.14
CES00835	01210664	.64	.37	.27
CES00925	01211040	.70	.42	.28
CES00178	00383174	.69	.42	.27
CES00466	00940342	.63	.37	.26
CES00406	00803476	.74	.45	.29
CES00467	00940344	.76	.44	.32
CES00739	01208974	.69	.42	.27
			Sum	6.00
			Average	.30

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-9: Comparison of Item Difficulty, Speaking, Grade Span 6–8

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00183	00383187	.65	.40	.25
CES00455	00940203	.94	.62	.32
CES00790	01210343	.92	.54	.38
CES00412	00803613	.47	.32	.15
CES00752	01209118	.56	.22	.34
CES00456	00940205	.29	.25	.04
CES00747	01209108	.63	.37	.26
CES00856	01210762	.37	.25	.12
CES00449	00940191	.57	.34	.23
CES00263	00437722	.85	.49	.36
CES00847	01210729	.63	.35	.28
CES00386	00693765	.17	.18	-.01
CES00190	00383201	.60	.37	.23
CES00748	01209110	.75	.40	.35
CES00706	01059809	.80	.48	.32
CES00958	01211254	.81	.46	.35
CES00701	01059799	.67	.41	.26
CES00849	01210733	.88	.52	.36
CES00708	01059813	.81	.49	.32
CES00635	1003521	.73	.43	.30
			Sum	5.21
			Average	.26

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-10: Comparison of Item Difficulty, Speaking, Grade Span 9–12

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00335	00546487	.54	.25	.29
CES00475	00940480	.67	.43	.24
CES00872	01210841	.81	.38	.43
CES00476	00940482	.47	.22	.25
CES00483	00940497	.31	.21	.10
CES00801	01210354	.53	.30	.23
CES00477	00940484	.43	.27	.16
CES00759	01209258	.48	.30	.18
CES00897	01210890	.67	.38	.29
CES00764	01209269	.72	.42	.30
CES00802	01210355	.52	.39	.13
CES00367	00683682	.35	.28	.07
CES00236	00383295	.72	.41	.31
CES00274	00437871	.70	.43	.27
CES10052	N/A	.80	.47	.33
CES00364	00683675	.74	.44	.30
CES00712	01059905	.78	.44	.34
CES00486	00940503	.77	.49	.28
CES00808	01210361	.78	.47	.31
CES00969	01211282	.75	.46	.29
			Sum	5.10
			Average	.26

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-11: Comparison of Item Difficulty, Reading, Grade Span K–1

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER01031	01210026	.88	.57	.31
CER01030	01210024	.74	.44	.30
CER01041	01210046	.50	.31	.19
CER01314	01210917	.62	.35	.27
CER01315	01210918	.64	.41	.23
CER01312	01210915	.78	.45	.33
CER01316	01210919	.64	.36	.28
CER01216	01210596	.47	.33	.14
CER01311	01210914	.49	.28	.21
CER01034	01210032	.85	.46	.39
CER01179	01210529	.58	.37	.21
CER01025	01210014	.67	.30	.37
CER01079	01210122	.71	.39	.32
CER01055	01210074	.67	.27	.40
CER01083	01210130	.45	.08	.37
CER01027	01210018	.34	.07	.27
CER01047	01210058	.52	.20	.32
CER01057	01210078	.62	.28	.34
CER01066	01210096	.90	.49	.41
CER01033	01210030	.91	.47	.44
			Sum	6.10
			Average	.31

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-12: Comparison of Item Difficulty, Reading, Grade 2

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER00348	00546026	.52	.40	.12
CER00353	00546036	.65	.49	.16
CER00270	00437237	.25	.24	.01
CER01090	01210364	.58	.45	.13
CER01212	01210592	.33	.26	.07
CER00032	00240821	.58	.46	.12
CER00011	00240727	.53	.42	.11
CER00009	00240723	.65	.50	.15
CER01099	01210373	.59	.47	.12
CER00336	00545999	.42	.37	.05
CER00343	00546014	.72	.52	.20
CER01100	01210374	.29	.24	.05
CER01101	01210375	.57	.42	.15
CER00442	00680991	.56	.43	.13
CER01200	01210580	.53	.42	.11
CER00955	01208496	.40	.33	.07
CER00211	00353933	.69	.50	.19
CER00220	00353951	.74	.53	.21
CER00545	00940074	.43	.35	.08
CER01192	01210559	.49	.38	.11
CER00546	00940076	.52	.39	.13
CER00877	01059047	.48	.37	.11
CER00338	00546003	.53	.40	.13
CER00949	01208484	.39	.29	.10
CER00355	00546040	.31	.28	.03
CER00957	01208500	.40	.30	.10
CER00958	01208502	.66	.48	.18
CER00959	01208504	.40	.31	.09
CER01103	01210377	.47	.38	.09
CER01104	01210378	.70	.51	.19
CER01105	01210379	.49	.37	.12
CER01094	01210368	.43	.34	.09
CER01096	01210370	.53	.39	.14
CER01171	01210493	.49	.36	.13
CER01097	01210371	.41	.32	.09
			Sum	4.06
			Average	.12

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-13: Comparison of Item Difficulty, Reading, Grade Span 3–5

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER00893	01059097	.49	.37	.12
CER00463	00691065	.50	.35	.15
CER01242	01210671	.41	.30	.11
CER00050	00241059	.45	.35	.10
CER00964	01208922	.59	.44	.15
CER00052	00241063	.41	.35	.06
CER00072	00241154	.45	.34	.11
CER01108	01210382	.58	.40	.18
CER01107	01210381	.45	.35	.10
CER00377	00546207	.54	.39	.15
CER00898	01059107	.54	.39	.15
CER00897	01059105	.48	.39	.09
CER01241	01210657	.34	.28	.06
CER00458	00691051	.47	.34	.13
CER00296	00437620	.58	.40	.18
CER00498	00803539	.50	.40	.10
CER00235	00354168	.51	.37	.14
CER00896	01059103	.70	.50	.20
CER00599	00940990	.50	.38	.12
CER01110	01210384	.61	.45	.16
CER00900	01059111	.56	.42	.14
CER00604	00941000	.68	.48	.20
CER00600	00940992	.45	.35	.10
CER00972	01208938	.52	.42	.10
CER00895	01059101	.39	.32	.07
CER01113	01210387	.52	.37	.15
CER01114	01210388	.44	.32	.12
CER01115	01210389	.60	.46	.14
CER01112	01210386	.59	.45	.14
CER01161	01210483	.59	.44	.15
CER01121	01210395	.52	.39	.13
CER01123	01210397	.53	.40	.13
CER00974	01208944	.50	.38	.12
CER00975	01208946	.56	.42	.14
CER00977	01208950	.33	.29	.04
			Sum	4.43
			Average	.13

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-14: Comparison of Item Difficulty, Reading, Grade Span 6–8

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER00928	01060116	.65	.49	.16
CER00982	01209064	.59	.47	.12
CER00128	00241514	.72	.51	.21
CER00380	00546334	.36	.41	-.05
CER00513	00803707	.58	.40	.18
CER00303	00437751	.56	.42	.14
CER00393	00546361	.49	.38	.11
CER00987	01209074	.47	.43	.04
CER00988	01209076	.57	.39	.18
CER00934	01060128	.57	.42	.15
CER00510	00803693	.48	.44	.04
CER00514	00803709	.38	.30	.08
CER00985	01209070	.62	.46	.16
CER00564	00940275	.46	.37	.09
CER00990	01209080	.80	.50	.30
CER00515	00803711	.40	.34	.06
CER00563	00940273	.64	.48	.16
CER01128	01210402	.63	.48	.15
CER00402	00546380	.63	.48	.15
CER00932	01060124	.45	.40	.05
CER00937	01060134	.40	.36	.04
CER00569	00940285	.32	.32	.00
CER00144	00241558	.59	.47	.12
CER00145	00241560	.61	.49	.12
CER00143	00241556	.38	.34	.04
CER10050	N/A	.45	.38	.07
CER10051	N/A	.38	.34	.04
CER10052	N/A	.54	.42	.12
CER10056	N/A	.59	.48	.11
CER01130	01210404	.62	.47	.15
CER01173	01210495	.47	.41	.06
CER01133	01210407	.60	.48	.12
CER00521	00803735	.45	.39	.06
CER00523	00803739	.40	.35	.05
CER00524	00803741	.49	.42	.07
			Sum	3.65
			Average	.10

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-15: Comparison of Item Difficulty, Reading, Grade Span 9–12

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER01152	01210426	.78	.57	.21
CER01415	01211145	.66	.57	.09
CER01143	01210417	.55	.46	.09
CER00327	00437909	.62	.46	.16
CER00531	00804714	.51	.46	.05
CER00451	00684030	.63	.51	.12
CER00471	00717216	.57	.50	.07
CER01006	01209227	.80	.60	.20
CER00911	01059967	.73	.53	.20
CER01005	01209225	.49	.42	.07
CER00157	00241779	.74	.51	.23
CER00242	00354274	.34	.22	.12
CER00533	00804718	.41	.38	.03
CER00918	01059981	.48	.40	.08
CER00419	00546536	.76	.45	.31
CER00457	00684045	.47	.40	.07
CER00321	00437896	.54	.37	.17
CER00418	00546534	.80	.51	.29
CER01007	01209229	.49	.46	.03
CER00912	01059969	.58	.44	.14
CER00443	00683949	.40	.43	-.03
CER01309	01210900	.45	.40	.05
CER10057	N/A	.51	.46	.05
CER10058	N/A	.49	.43	.06
CER10063	N/A	.52	.47	.05
CER01016	01209249	.41	.36	.05
CER01017	01209251	.37	.36	.01
CER01014	01209245	.54	.43	.11
CER10088	N/A	.49	.45	.04
CER10089	N/A	.48	.46	.02
CER10092	N/A	.47	.41	.06
CER10094	N/A	.52	.45	.07
CER01011	01209238	.33	.34	-.01
CER01012	01209240	.57	.52	.05
CER01013	01209242	.35	.37	-.02
			Sum	3.29
			Average	.09

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-16: Comparison of Item Difficulty, Writing, Grade Span K–1

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00896	01210200	.59	.43	.16
CEW00932	01210272	.45	.24	.21
CEW00885	01210178	.45	.23	.22
CEW00876	01210160	.65	.44	.21
CEW00884	01210176	.39	.21	.18
CEW00905	01210218	.47	.25	.22
CEW00875	01210158	.54	.30	.24
CEW00931	01210270	.32	.15	.17
CEW00877	01210162	.92	.65	.27
CEW00909	01210226	.89	.58	.31
CEW00868	01210144	.89	.49	.40
CEW00898	01210204	.91	.60	.31
CEW00919	01210246	.82	.52	.30
CEW00889	01210186	.80	.51	.29
CEW00890	01210188	.88	.59	.29
CEW00891	01210190	.75	.23	.52
CEW00923	01210254	.45	.15	.30
CEW00871	01210150	.63	.19	.44
CEW00989	01210552	.47	.14	.33
CEW00902	01210212	.49	.13	.36
			Sum	5.73
			Average	.29

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-17: Comparison of Item Difficulty, Writing, Grade 2

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00005	00353965	.77	.56	.21
CEW00020	00353996	.83	.60	.23
CEW00004	00353963	.70	.52	.18
CEW00298	00681402	.73	.52	.21
CEW00939	01210436	.64	.45	.19
CEW00220	00546085	.70	.50	.20
CEW00021	00353998	.59	.45	.14
CEW00209	00546063	.72	.52	.20
CEW00941	01210438	.55	.42	.13
CEW00940	01210437	.71	.52	.19
CEW00796	01208524	.52	.41	.11
CEW00981	01210528	.47	.35	.12
CEW00800	01208532	.40	.33	.07
CEW00974	01210499	.64	.49	.15
CEW00975	01210500	.43	.35	.08
CEW00976	01210501	.46	.35	.11
CEW00390	00940137	.53	.41	.12
CEW00391	00940139	.58	.43	.15
CEW00392	00940141	.60	.46	.14
CEW00389	00940135	.44	.30	.14
CEW00995	01210574	.55	.36	.19
CEW00381	00940119	.45	.30	.15
CEW00802	01208536	.47	.32	.15
CEW01084	01210937	.45	.29	.16
			Sum	3.72
			Average	.16

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-18: Comparison of Item Difficulty, Writing, Grade Span 3–5

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00100	00354226	.87	.58	.29
CEW00088	00354202	.73	.54	.19
CEW00077	00354179	.65	.48	.17
CEW00228	00546226	.66	.48	.18
CEW00090	00354206	.67	.50	.17
CEW00239	00546248	.59	.43	.16
CEW00950	01210447	.57	.45	.12
CEW00813	01208994	.50	.41	.09
CEW00815	01208998	.67	.51	.16
CEW01019	01210694	.64	.48	.16
CEW00747	01059936	.82	.56	.26
CEW00748	01059938	.74	.52	.22
CEW00749	01059940	.83	.56	.27
CEW00755	01059952	.78	.58	.20
CEW00756	01059954	.56	.42	.14
CEW00757	01059956	.67	.48	.19
CEW00422	00940377	.83	.59	.24
CEW00423	00940379	.61	.46	.15
CEW00424	00940381	.55	.43	.12
CEW01110	01211075	.67	.44	.23
CEW00175	00437661	.55	.37	.18
CEW01015	01210690	.65	.43	.22
CEW00094	00354214	.62	.41	.21
CEW01014	01210688	.55	.34	.21
			Sum	4.53
			Average	.19

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-19: Comparison of Item Difficulty, Writing, Grade Span 6–8

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00265	00546425	.72	.48	.24
CEW00145	00354697	.74	.55	.19
CEW00833	01209140	.72	.49	.23
CEW00832	01209138	.77	.55	.22
CEW00178	00437794	.63	.50	.13
CEW00147	00354701	.59	.48	.11
CEW00837	01209148	.71	.52	.19
CEW00836	01209146	.54	.42	.12
CEW00961	01210458	.73	.54	.19
CEW00262	00546419	.55	.44	.11
CEW00255	00546405	.66	.48	.18
CEW00959	01210456	.66	.48	.18
CEW00256	00546407	.84	.59	.25
CEW00350	00803765	.58	.43	.15
CEW00351	00803767	.75	.47	.28
CEW00352	00803769	.66	.50	.16
CEW00779	01069233	.80	.57	.23
CEW00780	01069235	.82	.57	.25
CEW00781	01069237	.71	.50	.21
CEW00794	01069263	.66	.44	.22
CEW00782	01069239	.75	.51	.24
CEW00842	01209158	.68	.45	.23
CEW00963	01210460	.72	.48	.24
CEW00709	1003901	.61	.39	.22
			Sum	4.77
			Average	.20

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-20: Comparison of Item Difficulty, Writing, Grade Span 9–12

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00306	00684130	.84	.54	.30
CEW00283	00546586	.72	.48	.24
CEW00060	00354095	.63	.47	.16
CEW00849	01209287	.59	.51	.08
CEW00966	01210463	.76	.55	.21
CEW00278	00546576	.64	.46	.18
CEW00850	01209289	.83	.59	.24
CEW00041	00354047	.62	.45	.17
CEW00061	00354097	.87	.71	.16
CEW00279	00546578	.86	.62	.24
CEW00970	01210467	.66	.45	.21
CEW00855	01209299	.46	.39	.07
CEW00854	01209297	.67	.56	.11
CEW00431	00940507	.66	.52	.14
CEW00432	00940509	.61	.42	.19
CEW00433	00940511	.83	.68	.15
CEW00769	01060031	.68	.52	.16
CEW00770	01060033	.79	.58	.21
CEW00771	01060035	.74	.55	.19
CEW00764	01060021	.74	.56	.18
CEW00856	01209301	.73	.51	.22
CEW00971	01210468	.72	.51	.21
CEW00972	01210469	.71	.52	.19
CEW00447	00940539	.50	.34	.16
			Sum	4.37
			Average	.18

Appendix M: Unscaled Item Parameters**Notes:**

Unscaled item parameter estimates were obtained from calibrations using 2015–16 data. After scaling constants found in table 8.8 were applied to these parameter estimates, the item bank was refreshed. This made these most recent parameter estimates available for future form construction. These parameter estimates were not used to produce scores reported to CELDT 2015–16 Edition students.

Minor differences in unscaled item parameter estimates should be present each year due to sampling error, modeling error, and due to variation in overall student performance from year to year as it applied to the definition of the theta metric.

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

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.

The samples for these analyses consisted of random samples of approximately 75,000 students for each grade span drawn from annual assessment (AA) students (grades 1–12) and initial assessment (IA) students (kindergarten) tested during the AA window.

Table M-1: Unscaled Item Parameters, Listening, Grade Span K–2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00728	01057170	3PL	0.9208	-0.4616	0.3102
CEL00526	00940028	3PL	2.1821	1.3981	0.3102
CEL00786	01208385	3PL	0.9366	0.5094	0.3102
CEL00399	00676871	3PL	0.9301	0.3245	0.3102
CEL00899	01210599	3PL	1.2090	0.5480	0.3102
CEL00515	00940005	3PL	0.6732	0.2402	0.3102
CEL00330	00545930	3PL	1.0841	0.2814	0.3102
CEL00284	00437120	3PL	0.8587	0.3728	0.3102
CEL00285	00437122	3PL	1.0167	-1.0887	0.3102
CEL00286	00437124	3PL	0.9854	-1.0391	0.3102
CEL00730	01057174	2PL	0.9613	-1.1715	
CEL00782	01208376	2PL	0.8278	-0.4673	
CEL00788	01208389	2PL	0.5452	-1.2900	
CEL00471	00803313	2PL	1.2379	-1.4452	
CEL00787	01208387	2PL	0.9818	-1.0373	
CEL00397	00676867	2PL	0.8639	-1.6180	
CEL00836	01210292	2PL	0.8989	-0.1381	
CEL00400	00676873	2PL	1.0531	0.6338	
CEL00789	01208391	2PL	0.6997	0.2427	
CEL00463	00803297	2PL	0.7124	0.0213	

Note: These parameters were not used for calculating 2015–16 scores.

Table M-2: Unscaled Item Parameters, Listening, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00151	00382856	3PL	0.6527	-2.2249	0.2791
CEL00425	00687427	3PL	1.0469	-1.9345	0.2791
CEL00154	00382862	3PL	0.5916	-1.7413	0.2791
CEL00177	00382908	3PL	0.6621	-1.5941	0.2791
CEL00484	00803461	3PL	0.7460	-1.1713	0.2791
CEL00554	00940959	3PL	0.5707	-1.1488	0.2791
CEL00800	01208912	3PL	0.3841	-1.2432	0.2791
CEL00352	00546104	3PL	0.4413	0.3485	0.2791
CEL00186	00382926	3PL	0.8478	-0.5831	0.2791
CEL00357	00546114	3PL	0.6185	0.0227	0.2791
CEL00435	00687449	3PL	0.8463	-1.8229	0.2791
CEL00356	00546112	3PL	0.9349	-0.8831	0.2791
CEL00793	01208897	3PL	0.9005	0.1200	0.2791
CEL00843	01210299	3PL	0.7457	-0.3926	0.2791
CEL00744	01057650	3PL	1.2308	0.6229	0.2791
CEL00557	00940965	3PL	0.7652	-0.8221	0.2791
CEL00736	01057633	3PL	1.2363	0.6685	0.2791
CEL00738	01057637	3PL	0.8041	0.4147	0.2791
CEL00740	01057641	3PL	0.5520	-0.0414	0.2791
CEL00739	01057639	3PL	0.5862	1.0421	0.2791

Note: These parameters were not used for calculating 2015–16 scores.

Table M-3: Unscaled Item Parameters, Listening, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00487	00803587	3PL	0.7540	-1.6078	0.3081
CEL00538	00940177	3PL	0.9360	-0.9521	0.3081
CEL00307	00437690	3PL	0.6617	-1.1656	0.3081
CEL00804	01209037	3PL	0.8433	0.1328	0.3081
CEL00531	00940162	3PL	0.7574	0.0940	0.3081
CEL00224	00383002	3PL	0.8256	-1.4009	0.3081
CEL00363	00546267	3PL	0.7452	-1.5362	0.3081
CEL00806	01209041	3PL	0.7848	-0.9347	0.3081
CEL00453	00693734	3PL	0.1720	1.0121	0.3081
CEL00754	01059779	3PL	0.9081	-1.0298	0.3081
CEL00230	00383014	3PL	0.3788	0.1143	0.3081
CEL00540	00940181	3PL	1.0430	-1.0155	0.3081
CEL00805	01209039	3PL	0.6899	0.2179	0.3081
CEL00451	00693730	3PL	0.7187	-0.0248	0.3081
CEL00532	00940164	3PL	0.3313	0.7209	0.3081
CEL00489	00803591	3PL	0.4952	-0.7379	0.3081
CEL00541	00940183	3PL	0.6467	0.6206	0.3081
CEL00437	00693699	3PL	0.8951	-0.4029	0.3081
CEL00438	00693701	3PL	0.9158	0.7730	0.3081
CEL00439	00693703	3PL	0.7424	0.0420	0.3081

Note: These parameters were not used for calculating 2015–16 scores.

Table M-4: Unscaled Item Parameters, Listening, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00768	01059883	3PL	0.7105	1.9560	0.2980
CEL00262	00383078	3PL	0.7710	-1.2988	0.2980
CEL00551	00940438	3PL	0.5521	-0.3173	0.2980
CEL00823	01209203	3PL	0.5431	-0.7062	0.2980
CEL00319	00437841	3PL	0.8936	-1.4551	0.2980
CEL00379	00546440	3PL	0.7045	0.0528	0.2980
CEL00542	00940419	3PL	0.5784	-0.8341	0.2980
CEL10017	N/A	3PL	0.7029	-1.2842	0.2980
CEL00995	01211127	3PL	0.4258	-0.2570	0.2980
CEL00817	01209180	3PL	0.8666	-0.2218	0.2980
CEL00386	00546454	3PL	0.4033	0.1039	0.2980
CEL00412	00682950	3PL	0.9129	-1.5081	0.2980
CEL00818	01209182	3PL	0.6166	0.1766	0.2980
CEL10032	N/A	3PL	0.6707	-0.6635	0.2980
CEL00997	01211129	3PL	0.5650	0.0557	0.2980
CEL00761	01059869	3PL	0.5347	-0.7052	0.2980
CEL00865	01210321	3PL	0.8442	-1.3263	0.2980
CEL00546	00940427	3PL	0.8003	-0.2718	0.2980
CEL00547	00940429	3PL	0.4800	0.0663	0.2980
CEL00549	00940433	3PL	0.7694	-0.2750	0.2980

Note: These parameters were not used for calculating 2015–16 scores.

Table M-5: Unscaled Item Parameters, Speaking, Grade Span K–2

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4	
CES00674	01057183	2PL	0.7269	-1.4949						
CES00346	00680889	2PL	0.7086	-0.5836						
CES00436	00940039	2PL	0.6295	-1.6052						
CES00770	01210323	2PL	0.9198	-1.1794						
CES00396	00803337	2PL	0.9978	-2.1918						
CES00680	01057195	2PL	1.2253	-1.3924						
CES00391	00803327	2PL	0.6304	-1.5021						
CES00675	01057185	2PL	0.9305	-1.1317						
CES00728	01208460	2PL	0.8724	-1.8902						
CES00723	01208450	2PL	1.2186	-2.3955						
CES00290	00545983	2PL	0.7694	-0.3839						
CES00287	00545977	2PL	0.9924	-0.8788						
CES00148	00382772	2PL	1.0215	-2.2618						
CES00818	01210562	GPC			1.0259	-0.4232	0.1359			
CES00774	01210327	GPC			0.8981	-0.3233	-0.6156			
CES00439	00940045	GPC			1.0380	-0.2047	-0.0879			
CES00967	01211280	GPC			0.9170	-0.3000	-0.5371			
CES10058	N/A	GPC			1.0338	-1.4010	-0.0217			
CES00778	01210331	GPC			0.9797	-0.9646	0.3119			
CES00649	1003861	GPC			0.7804	-1.4654	-0.9566	-0.0825	1.3892	

Note: These parameters were not used for calculating 2015–16 scores.

Table M-6: Unscaled Item Parameters, Speaking, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4	
CES00252	00437531	2PL	0.7916	-1.8461						
CES00402	00803468	2PL	0.7353	-1.8608						
CES00258	00437544	2PL	0.4087	-1.9324						
CES00168	00383154	2PL	0.7572	-2.3587						
CES00780	01210333	2PL	0.7290	-2.4348						
CES00692	01059014	2PL	0.7174	-2.6657						
CES00371	00687645	2PL	0.8998	-2.7183						
CES00304	00546147	2PL	0.7053	-1.5720						
CES00693	01059016	2PL	0.9108	-1.1917						
CES00741	01208978	2PL	0.6391	-1.6733						
CES00920	01211035	2PL	0.4820	-0.5659						
CES00471	00940353	2PL	0.4787	-1.0416						
CES00687	01059004	2PL	0.6269	-0.1297						
CES00835	01210664	GPC			0.7671	-0.6044	-0.4276			
CES00925	01211040	GPC			0.7180	-0.8725	-0.7220			
CES00178	00383174	GPC			0.7692	-0.6761	-0.8379			
CES00466	00940342	GPC			0.7445	-0.3040	-0.7078			
CES00406	00803476	GPC			0.7855	-1.8038	-0.4394			
CES00467	00940344	GPC			0.9134	-1.4514	-0.6302			
CES00739	01208974	GPC			0.6667	-2.4060	-2.0961	-0.7504	1.1102	

Note: These parameters were not used for calculating 2015–16 scores.

Table M-7: Unscaled Item Parameters, Speaking, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4	
CES00183	00383187	2PL	0.6094	-0.9623						
CES00455	00940203	2PL	0.6669	-3.3158						
CES00790	01210343	2PL	0.8151	-2.7524						
CES00412	00803613	2PL	0.5749	0.0056						
CES00752	01209118	2PL	0.5395	-1.0300						
CES00456	00940205	2PL	0.6382	0.3789						
CES00747	01209108	2PL	0.5276	-0.9838						
CES00856	01210762	2PL	0.4917	0.5627						
CES00449	00940191	2PL	0.5793	-0.7420						
CES00263	00437722	2PL	0.6801	-2.2624						
CES00847	01210729	2PL	0.7165	-0.7171						
CES00386	00693765	2PL	0.7445	1.0318						
CES00190	00383201	2PL	0.6488	-0.7164						
CES00748	01209110	GPC			0.8139	-1.0127	-0.8960			
CES00706	01059809	GPC			0.8649	-1.7341	-0.9132			
CES00958	01211254	GPC			0.6444	-1.4524	-1.4429			
CES00701	01059799	GPC			0.7710	-1.3502	-0.1664			
CES00849	01210733	GPC			0.9121	-2.4152	-1.3791			
CES00708	01059813	GPC			0.8465	-2.3744	-0.7983			
CES00635	1003521	GPC			0.6089	-2.5127	-2.4575	-1.1039	0.7459	

Note: These parameters were not used for calculating 2015–16 scores.

Table M-8: Unscaled Item Parameters, Speaking, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4	
CES00335	00546487	2PL	0.5318	-0.4836						
CES00475	00940480	2PL	0.5014	-1.3911						
CES00872	01210841	2PL	0.9505	-1.5309						
CES00476	00940482	2PL	0.7274	-0.2941						
CES00483	00940497	2PL	0.7050	0.4181						
CES00801	01210354	2PL	0.9433	-0.3884						
CES00477	00940484	2PL	0.7761	0.0873						
CES00759	01209258	2PL	0.6123	-0.1279						
CES00897	01210890	2PL	1.2861	-0.7746						
CES00764	01209269	2PL	0.9851	-1.1606						
CES00802	01210355	2PL	0.6659	-0.4014						
CES00367	00683682	2PL	0.8616	0.2433						
CES00236	00383295	2PL	1.1011	-1.0217						
CES00274	00437871	GPC			0.7970	-1.0842	-0.5786			
CES10052	N/A	GPC			0.8288	-1.3555	-1.1336			
CES00364	00683675	GPC			0.9026	-1.4335	-0.5803			
CES00712	01059905	GPC			1.0178	-1.4936	-0.8266			
CES00486	00940503	GPC			0.8260	-1.6371	-0.7876			
CES00808	01210361	GPC			0.9699	-1.2712	-0.9190			
CES00969	01211282	GPC			0.8774	-1.9248	-1.8239	-1.1729	0.1952	

Note: These parameters were not used for calculating 2015–16 scores.

Table M-9: Unscaled Item Parameters, Reading, Grade Span K–1

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3
CER01031	01210026	3PL	0.9337	-0.6998	0.4110				
CER01030	01210024	3PL	0.7879	-0.0603	0.2968				
CER01041	01210046	3PL	1.2458	0.9957	0.2647				
CER01314	01210917	3PL	1.0441	0.5895	0.3148				
CER01315	01210918	3PL	0.3335	-0.5598	0.0544				
CER01312	01210915	3PL	1.1611	-0.1190	0.3335				
CER01316	01210919	3PL	2.1632	0.5343	0.3413				
CER01216	01210596	3PL	1.1203	1.3770	0.3263				
CER01311	01210914	3PL	2.2545	0.9450	0.2625				
CER01034	01210032	3PL	1.1764	-0.6428	0.2434				
CER01179	01210529	3PL	1.5938	0.7631	0.3488				
CER01025	01210014	3PL	2.4349	0.2908	0.2474				
CER01079	01210122	3PL	2.2245	0.2800	0.3489				
CER01055	01210074	3PL	2.4621	0.2960	0.2285				
CER01083	01210130	2PL	1.0705	0.5331					
CER01027	01210018	2PL	1.4466	0.8183					
CER01047	01210058	3PL	1.0936	0.5819	0.1578				
CER01057	01210078	3PL	0.8939	0.2874	0.2032				
CER01066	01210096	GPC				1.7627	-1.2272	-0.9801	-0.8814
CER01033	01210030	GPC				2.2824	-1.2197	-1.0472	-0.8539

Note: These parameters were not used for calculating 2015–16 scores.

Table M-10: Unscaled Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00348	00546026	3PL	1.0090	0.3866	0.2241
CER00353	00546036	3PL	1.0988	-0.0577	0.2805
CER00270	00437237	3PL	1.2864	1.8964	0.1943
CER01090	01210364	3PL	0.7769	0.2911	0.2867
CER01212	01210592	3PL	0.9893	1.2110	0.1629
CER00032	00240821	3PL	0.8963	0.4379	0.3276
CER00011	00240727	3PL	0.8157	0.1976	0.1663
CER00009	00240723	3PL	1.0839	-0.1787	0.2515
CER01099	01210373	3PL	1.0285	-0.0293	0.1931
CER00336	00545999	3PL	1.5986	1.2298	0.3207
CER00343	00546014	3PL	0.9672	-0.5089	0.2611
CER01100	01210374	3PL	1.1016	1.5737	0.1915
CER01101	01210375	3PL	1.0565	-0.1380	0.0855
CER00442	00680991	3PL	1.3030	0.2508	0.2454
CER01200	01210580	3PL	1.1319	0.7064	0.3442
CER00955	01208496	3PL	1.1286	1.0542	0.2446
CER00211	00353933	3PL	1.9597	-0.3126	0.2399
CER00220	00353951	3PL	1.1474	-0.6464	0.2089
CER00545	00940074	3PL	0.7470	0.5181	0.0896
CER01192	01210559	3PL	0.7247	0.5122	0.1988
CER00546	00940076	3PL	0.7733	0.0244	0.0658
CER00877	01059047	3PL	0.6203	0.3711	0.1175
CER00338	00546003	3PL	1.2353	-0.0010	0.0737
CER00949	01208484	3PL	0.6406	1.2505	0.2075
CER00355	00546040	3PL	1.1530	1.3851	0.2018
CER00957	01208500	3PL	0.7475	1.5516	0.2783
CER00958	01208502	3PL	1.6779	-0.2223	0.2284
CER00959	01208504	3PL	1.6677	0.8026	0.2023
CER01103	01210377	3PL	1.5092	0.7129	0.2767
CER01104	01210378	3PL	0.6692	-0.6293	0.2075
CER01105	01210379	3PL	1.3391	0.3992	0.1882
CER01094	01210368	3PL	0.5901	0.6558	0.1170
CER01096	01210370	3PL	1.1739	0.3051	0.2201
CER01171	01210493	3PL	0.8836	0.3870	0.1644
CER01097	01210371	3PL	0.7057	0.7840	0.1471

Note: These parameters were not used for calculating 2015–16 scores.

Table M-11: Unscaled Item Parameters, Reading, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CER00893	01059097	3PL	0.7625	0.2084	0.0731
CER00463	00691065	3PL	0.6167	0.5334	0.1931
CER01242	01210671	3PL	0.9391	0.5682	0.0943
CER00050	00241059	3PL	0.5579	1.1299	0.2356
CER00964	01208922	3PL	0.9425	0.2725	0.2966
CER00052	00241063	3PL	0.8425	1.0253	0.2155
CER00072	00241154	3PL	0.8702	0.3673	0.0793
CER01108	01210382	3PL	0.7677	0.0312	0.1931
CER01107	01210381	3PL	0.9044	0.8862	0.2424
CER00377	00546207	3PL	0.7249	0.1310	0.1460
CER00898	01059107	3PL	1.1013	0.0105	0.0886
CER00897	01059105	3PL	0.8949	1.2147	0.3501
CER01241	01210657	3PL	0.5031	1.3138	0.0956
CER00458	00691051	3PL	0.9654	0.3084	0.1080
CER00296	00437620	3PL	0.7931	-0.1400	0.1130
CER00498	00803539	3PL	0.8478	0.2134	0.1111
CER00235	00354168	3PL	1.1797	0.1701	0.1157
CER00896	01059103	3PL	0.7427	-0.5858	0.1931
CER00599	00940990	3PL	1.3440	0.4362	0.2207
CER01110	01210384	3PL	0.7920	-0.2797	0.1067
CER00900	01059111	3PL	1.0236	0.1637	0.2028
CER00604	00941000	3PL	1.7978	-0.2872	0.2122
CER00600	00940992	3PL	1.2944	0.6989	0.2247
CER00972	01208938	3PL	0.9604	0.2429	0.1735
CER00895	01059101	3PL	0.9533	0.9702	0.1895
CER01113	01210387	3PL	0.5616	0.4547	0.1931
CER01114	01210388	3PL	0.6629	0.8465	0.1931
CER01115	01210389	3PL	1.0415	0.1144	0.2621
CER01112	01210386	3PL	1.0607	0.1062	0.2491
CER01161	01210483	3PL	1.2015	-0.1101	0.1463
CER01121	01210395	3PL	0.8321	0.3094	0.1931
CER01123	01210397	3PL	1.1527	0.2543	0.1960
CER00974	01208944	3PL	1.1029	0.3900	0.1913
CER00975	01208946	3PL	0.6247	0.1714	0.1931
CER00977	01208950	3PL	1.3486	1.2043	0.1961

Note: These parameters were not used for calculating 2015–16 scores.

Table M-12: Unscaled Item Parameters, Reading, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00928	01060116	3PL	0.3715	-0.5839	0.1947
CER00982	01209064	3PL	0.5833	0.0079	0.1947
CER00128	00241514	3PL	0.9399	-0.8605	0.0376
CER00380	00546334	3PL	0.8058	1.1750	0.1721
CER00513	00803707	3PL	0.5214	0.0558	0.1947
CER00303	00437751	3PL	0.6945	0.1603	0.1947
CER00393	00546361	3PL	0.6160	0.5687	0.1947
CER00987	01209074	3PL	0.6725	0.6774	0.1947
CER00988	01209076	3PL	0.4930	0.1051	0.1947
CER00934	01060128	3PL	0.3164	0.1285	0.1947
CER00510	00803693	3PL	0.4519	0.8532	0.1947
CER00514	00803709	3PL	0.6808	1.0141	0.1457
CER00985	01209070	3PL	0.8295	-0.1580	0.1947
CER00564	00940275	3PL	0.7458	0.6590	0.1795
CER00990	01209080	3PL	1.1451	-1.1375	0.0351
CER00515	00803711	3PL	0.6982	1.0598	0.1947
CER00563	00940273	3PL	0.9103	-0.2863	0.1683
CER01128	01210402	3PL	0.7599	-0.3669	0.1211
CER00402	00546380	3PL	0.7454	-0.3053	0.1465
CER00932	01060124	3PL	1.0443	0.6128	0.1898
CER00937	01060134	3PL	0.9276	0.9704	0.2067
CER00569	00940285	3PL	1.2789	1.1688	0.1779
CER00144	00241558	3PL	1.0558	0.0679	0.2205
CER00145	00241560	3PL	1.1236	0.0258	0.2493
CER00143	00241556	3PL	0.6994	1.1181	0.1726
CER10050	N/A	3PL	0.7397	0.6230	0.1619
CER10051	N/A	3PL	1.0161	1.0613	0.2064
CER10052	N/A	3PL	1.1292	0.3124	0.2284
CER10056	N/A	3PL	1.1135	0.1770	0.2613
CER01130	01210404	3PL	1.4566	-0.1609	0.1658
CER01173	01210495	3PL	1.4948	0.5515	0.2271
CER01133	01210407	3PL	1.2577	-0.0877	0.1809
CER00521	00803735	3PL	0.8954	0.6396	0.1802
CER00523	00803739	3PL	0.7602	1.0431	0.1966
CER00524	00803741	3PL	0.9367	0.4856	0.1990

Note: These parameters were not used for calculating 2015–16 scores.

Table M-13: Unscaled Item Parameters, Reading, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01152	01210426	3PL	0.6174	-1.2909	0.2059
CER01415	01211145	3PL	0.4540	-0.5629	0.2059
CER01143	01210417	3PL	0.6858	0.1787	0.2059
CER00327	00437909	3PL	0.6895	-0.1581	0.2059
CER00531	00804714	3PL	0.5983	0.6297	0.2528
CER00451	00684030	3PL	0.5882	-0.2856	0.2059
CER00471	00717216	3PL	0.5132	0.0984	0.2059
CER01006	01209227	3PL	0.9323	-1.1613	0.2059
CER00911	01059967	3PL	0.9682	-0.9194	0.0546
CER01005	01209225	3PL	0.8294	0.2838	0.1345
CER00157	00241779	3PL	0.7498	-0.8493	0.2059
CER00242	00354274	3PL	0.7365	1.4105	0.2059
CER00533	00804718	3PL	0.4172	1.5785	0.2059
CER00918	01059981	3PL	0.4636	0.7717	0.2059
CER00419	00546536	3PL	0.8825	-0.9331	0.2059
CER00457	00684045	3PL	0.9616	0.5511	0.2002
CER00321	00437896	3PL	0.8010	0.1941	0.2059
CER00418	00546534	3PL	1.1220	-1.0372	0.2059
CER01007	01209229	3PL	0.9237	0.8368	0.3094
CER00912	01059969	3PL	0.5887	0.0361	0.2059
CER00443	00683949	3PL	0.7855	1.1259	0.2153
CER01309	01210900	3PL	0.8074	0.6378	0.1844
CER10057	N/A	3PL	0.3596	0.6853	0.2059
CER10058	N/A	3PL	0.6113	0.2994	0.1158
CER10063	N/A	3PL	0.6586	0.2501	0.1594
CER01016	01209249	3PL	0.7767	1.1321	0.2310
CER01017	01209251	3PL	1.1244	0.8630	0.1580
CER01014	01209245	3PL	1.0705	0.1588	0.1894
CER10088	N/A	3PL	1.3099	0.4110	0.2079
CER10089	N/A	3PL	1.3062	0.5860	0.2451
CER10092	N/A	3PL	1.1486	0.5594	0.2145
CER10094	N/A	3PL	0.8308	0.3671	0.2057
CER01011	01209238	3PL	0.5688	1.4984	0.1501
CER01012	01209240	3PL	0.8152	0.3586	0.3034
CER01013	01209242	3PL	1.0795	1.1112	0.1932

Note: These parameters were not used for calculating 2015–16 scores.

Table M-14: Unscaled Item Parameters, Writing, Grade Span K–1

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
CEW00896	01210200	3PL	1.2182	1.2374	0.4679					
CEW00932	01210272	3PL	1.6247	1.0814	0.2477					
CEW00885	01210178	3PL	1.4334	1.0874	0.2407					
CEW00876	01210160	3PL	0.8343	0.8560	0.4573					
CEW00884	01210176	3PL	1.2488	1.3140	0.2235					
CEW00905	01210218	3PL	0.7316	1.1936	0.2495					
CEW00875	01210158	3PL	0.7086	1.0365	0.3120					
CEW00931	01210270	3PL	1.5423	1.3671	0.1690					
CEW00877	01210162	2PL	0.7237	-1.8858						
CEW00909	01210226	2PL	0.7507	-1.5147						
CEW00868	01210144	2PL	0.8573	-1.2888						
CEW00898	01210204	2PL	0.8167	-1.6032						
CEW00919	01210246	GPC				0.5224	-1.5447	-1.0081		
CEW00889	01210186	GPC				0.6914	-2.4308	-0.1923		
CEW00890	01210188	GPC				0.6517	-2.1729	-1.0840		
CEW00891	01210190	GPC				1.3146	-1.1151	0.1935		
CEW00923	01210254	GPC				1.3137	-0.7234	1.8714		
CEW00871	01210150	GPC				1.1593	-1.0077	0.7435		
CEW00989	01210552	GPC				1.0161	-0.6480	1.4201		
CEW00902	01210212	GPC				1.0704	-0.4996	1.2579		

Note: These parameters were not used for calculating 2015–16 scores.

Table M-15: Unscaled Item Parameters, Writing, Grade 2

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
CEW00005	00353965	3PL	0.7053	-0.7984	0.3013					
CEW00020	00353996	3PL	0.9338	-1.1433	0.3013					
CEW00004	00353963	3PL	1.1577	-0.0984	0.3583					
CEW00298	00681402	3PL	2.7243	-0.2954	0.2879					
CEW00939	01210436	3PL	1.6348	0.0870	0.3096					
CEW00220	00546085	3PL	1.6341	-0.2049	0.3064					
CEW00021	00353998	3PL	0.5997	0.3591	0.3013					
CEW00209	00546063	3PL	1.1553	-0.2935	0.3297					
CEW00941	01210438	3PL	2.1763	0.3808	0.2923					
CEW00940	01210437	3PL	1.8794	-0.1827	0.3684					
CEW00796	01208524	3PL	1.2303	0.3787	0.2070					
CEW00981	01210528	3PL	0.6822	1.1602	0.3013					
CEW00800	01208532	3PL	0.7499	2.2351	0.3520					
CEW00974	01210499	3PL	1.1265	0.1085	0.3186					
CEW00975	01210500	3PL	0.8222	0.8627	0.2000					
CEW00976	01210501	3PL	0.6249	0.8434	0.2106					
CEW00390	00940137	3PL	2.1943	0.6095	0.3373					
CEW00391	00940139	3PL	1.5903	0.4775	0.3665					
CEW00392	00940141	3PL	1.8460	0.3516	0.3589					
CEW00389	00940135	GPC				1.1729	-1.3539	0.2172	2.1796	
CEW00995	01210574	GPC				1.0549	-1.6217	-0.4023	1.3337	
CEW00381	00940119	GPC				1.0639	-1.4761	0.1739	2.0795	
CEW00802	01208536	GPC				0.9822	-1.5539	0.0679	2.0361	
CEW01084	01210937	GPC				0.7427	-1.7056	-0.3919	0.6042	3.7680

Note: These parameters were not used for calculating 2015–16 scores.

Table M-16: Unscaled Item Parameters, Writing, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters										
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4			
CEW00100	00354226	3PL	1.0080	-1.3314	0.2793								
CEW00088	00354202	3PL	0.6096	-0.6262	0.2793								
CEW00077	00354179	3PL	1.2101	0.1289	0.3411								
CEW00228	00546226	3PL	0.6027	-0.1366	0.2793								
CEW00090	00354206	3PL	1.4583	0.0995	0.3767								
CEW00239	00546248	3PL	0.9088	0.1280	0.2296								
CEW00950	01210447	3PL	0.9262	0.2950	0.2576								
CEW00813	01208994	3PL	0.7747	1.0848	0.3351								
CEW00815	01208998	3PL	0.9829	-0.0674	0.3157								
CEW01019	01210694	3PL	1.4192	0.1106	0.3140								
CEW00747	01059936	3PL	1.1663	-0.9252	0.2725								
CEW00748	01059938	3PL	1.1500	-0.5245	0.2516								
CEW00749	01059940	3PL	1.4636	-0.9710	0.2381								
CEW00755	01059952	3PL	1.1314	-0.6963	0.2940								
CEW00756	01059954	3PL	0.6941	0.3290	0.2394								
CEW00757	01059956	3PL	1.0940	-0.1992	0.2440								
CEW00422	00940377	3PL	1.5467	-0.7960	0.3524								
CEW00423	00940379	3PL	0.9753	0.1188	0.2785								
CEW00424	00940381	3PL	0.6373	0.5504	0.2793								
CEW01110	01211075	GPC				0.6640	-3.1738	-1.0990	0.7482				
CEW00175	00437661	GPC				0.7556	-2.9661	-0.4847	2.1306				
CEW01015	01210690	GPC				0.8139	-2.6654	-1.0706	0.9506				
CEW00094	00354214	GPC				0.7546	-2.8312	-1.0074	1.5205				
CEW01014	01210688	GPC				0.6604	-2.2172	-1.2847	0.0463	3.6699			

Note: These parameters were not used for calculating 2015–16 scores.

Table M-17: Unscaled Item Parameters, Writing, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
CEW00265	00546425	3PL	1.0888	-0.5314	0.1813					
CEW00145	00354697	3PL	0.7177	-0.6472	0.2761					
CEW00833	01209140	3PL	0.6059	-0.5869	0.2761					
CEW00832	01209138	3PL	0.7301	-0.8834	0.2761					
CEW00178	00437794	3PL	1.0580	0.2068	0.3457					
CEW00147	00354701	3PL	0.7859	0.7638	0.4148					
CEW00837	01209148	3PL	0.8686	-0.2841	0.3145					
CEW00836	01209146	3PL	1.2831	0.4083	0.2725					
CEW00961	01210458	3PL	1.1475	-0.4255	0.2648					
CEW00262	00546419	3PL	0.6159	0.5352	0.2761					
CEW00255	00546405	3PL	0.8664	-0.1229	0.2761					
CEW00959	01210456	3PL	0.7309	-0.1538	0.2761					
CEW00256	00546407	3PL	1.1900	-1.0253	0.3153					
CEW00350	00803765	3PL	0.7301	0.0028	0.1728					
CEW00351	00803767	3PL	1.2651	-0.5467	0.2369					
CEW00352	00803769	3PL	0.6649	-0.1698	0.2761					
CEW00779	01069233	3PL	1.0464	-0.9389	0.2282					
CEW00780	01069235	3PL	1.1302	-1.1056	0.1855					
CEW00781	01069237	3PL	0.8753	-0.4806	0.2546					
CEW00794	01069263	GPC				0.6060	-3.4411	-1.7449	1.5568	
CEW00782	01069239	GPC				0.5765	-3.5299	-2.4632	0.4534	
CEW00842	01209158	GPC				0.6369	-3.4429	-1.5781	1.0352	
CEW00963	01210460	GPC				0.5458	-3.5773	-2.4071	0.8729	
CEW00709	1003901	GPC				0.5674	-2.6934	-2.5542	-0.3330	3.8542

Note: These parameters were not used for calculating 2015–16 scores.

Table M-18: Unscaled Item Parameters, Writing, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
CEW00306	00684130	3PL	1.3308	-1.1208	0.2305					
CEW00283	00546586	3PL	0.8075	-0.5979	0.2535					
CEW00060	00354095	3PL	0.8163	-0.1308	0.2535					
CEW00849	01209287	3PL	0.6424	0.2549	0.2915					
CEW00966	01210463	3PL	0.8447	-0.8289	0.2535					
CEW00278	00546576	3PL	0.5981	-0.1962	0.2535					
CEW00850	01209289	3PL	0.9301	-1.2562	0.2535					
CEW00041	00354047	3PL	0.7143	-0.0730	0.2535					
CEW00061	00354097	3PL	0.5402	-2.2254	0.2535					
CEW00279	00546578	3PL	1.2073	-1.1324	0.3800					
CEW00970	01210467	3PL	0.8213	-0.4283	0.1602					
CEW00855	01209299	3PL	0.9651	0.6216	0.2003					
CEW00854	01209297	3PL	0.4230	-0.5004	0.2535					
CEW00431	00940507	3PL	0.7535	-0.2802	0.2535					
CEW00432	00940509	3PL	0.7643	-0.0415	0.2535					
CEW00433	00940511	3PL	0.4020	-2.2226	0.2535					
CEW00769	01060031	3PL	0.5695	-0.5313	0.2535					
CEW00770	01060033	3PL	1.4138	-0.6708	0.3301					
CEW00771	01060035	3PL	0.6897	-0.8084	0.2535					
CEW00764	01060021	GPC				0.4000	-4.5568	-2.5310	0.3561	
CEW00856	01209301	GPC				0.4625	-3.9368	-2.3268	0.4143	
CEW00971	01210468	GPC				0.5342	-3.8096	-1.7828	0.3754	
CEW00972	01210469	GPC				0.4582	-3.9132	-3.0951	1.1672	
CEW00447	00940539	GPC				0.3729	0.7788	-3.1718	0.3192	4.7781

Note: These parameters were not used for calculating 2015–16 scores.

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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			Pearson Correlation
				Mean Score	Standard Deviation	Maximum Score	
Listening	K-1	180,694	MC	5.8918	2.2458	10	.576
		180,694	DCR	5.9474	2.5775	10	
	2	151,976	MC	7.5092	2.0935	10	.521
		151,976	DCR	7.3954	2.2239	10	
Speaking	K-1	180,694	DCR	9.8319	3.2442	13	.682
		180,694	CR	9.1234	4.5689	16	
	2	151,976	DCR	11.2042	2.5108	13	.678
		151,976	CR	11.9880	3.7895	16	
	3-5	384,466	DCR	9.9455	2.7277	13	.690
		384,466	CR	11.0637	4.0505	16	
	6-8	215,197	DCR	7.6688	2.9022	13	.658
		215,197	CR	12.3708	3.5590	16	
	9-12	190,247	DCR	7.2166	3.5887	13	.746
		190,247	CR	12.1531	4.3112	16	
Reading	K-1	180,694	MC	9.2373	3.2140	14	.637
		180,694	DCR	1.9346	1.3621	4	
		180,694	MC	9.2373	3.2140	14	.487
		180,694	CR	5.4452	1.3965	6	
		180,694	DCR	1.9346	1.3621	4	.365
		180,694	CR	5.4452	1.3965	6	
Writing	K-1	180,694	MC	2.1449	1.2320	4	.359
		180,694	DCR	1.7247	1.2201	4	
		180,694	MC	2.1449	1.2320	4	.384
		180,694	CR	14.1747	3.5469	20	
		180,694	DCR	1.7247	1.2201	4	.385
		180,694	CR	14.1747	3.5469	20	
	2	151,976	MC	11.5551	4.3590	19	.715
		151,976	CR	7.5460	3.3855	16	
	3-5	384,466	MC	12.9307	4.1767	19	.694
		384,466	CR	9.6786	2.9892	16	
6-8	215,197	MC	13.1812	4.2246	19	.653	
	215,197	CR	10.8520	2.7080	16		
9-12	190,247	MC	13.4384	4.2556	19	.706	
	190,247	CR	10.6550	3.0911	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	193,438	MC	4.1638	2.2883	10	.605
		193,438	DCR	3.2810	2.8331	10	
	2	10,908	MC	5.4651	3.4396	10	.835
		10,908	DCR	4.8600	3.8791	10	
Speaking	K-1	193,438	DCR	6.6779	4.4412	13	.760
		193,438	CR	5.0234	4.7184	16	
	2	10,908	DCR	7.1526	5.5811	13	.929
		10,908	CR	7.6027	6.4683	16	
	3-5	26,860	DCR	5.8914	5.2200	13	.928
		26,860	CR	6.5870	6.2407	16	
	6-8	21,957	DCR	4.7041	4.4669	13	.902
		21,957	CR	7.2189	6.4425	16	
	9-12	31,732	DCR	4.2434	4.5933	13	.889
		31,732	CR	7.3128	6.6587	16	
Reading	K-1	193,438	MC	5.3090	3.1373	14	.576
		193,438	DCR	0.6363	0.9844	4	
		193,438	MC	5.3090	3.1373	14	.481
		193,438	CR	2.9068	2.5779	6	
		193,438	DCR	0.6363	0.9844	4	.420
		193,438	CR	2.9068	2.5779	6	
Writing	K-1	193,438	MC	1.3321	1.0535	4	.351
		193,438	DCR	0.8948	1.0174	4	
		193,438	MC	1.3321	1.0535	4	.337
		193,438	CR	7.2178	4.8229	20	
		193,438	DCR	0.8948	1.0174	4	.338
		193,438	CR	7.2178	4.8229	20	
	2	10,908	MC	8.6455	6.0598	19	.845
		10,908	CR	4.9824	4.6373	16	
	3-5	26,860	MC	9.4585	6.4011	19	.863
		26,860	CR	6.2589	5.2419	16	
6-8	21,957	MC	9.5675	6.4192	19	.864	
	21,957	CR	7.1957	5.4260	16		
9-12	31,732	MC	10.0438	6.4633	19	.876	
	31,732	CR	7.6703	5.2883	16		

Appendix O: Rater Consistency and Reliability

Notes:

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

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

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Copying Letters								
CEW00877	01210162	9	178,672	19,175	18,531	96.6	0	0.0
CEW00909	01210226	10	178,672	18,771	17,710	94.3	0	0.0
CEW00868	01210144	11	178,672	19,218	18,026	93.8	0	0.0
CEW00898	01210204	12	178,672	19,280	18,245	94.6	0	0.0
Copying Words								
CEW00919	01210246	13	178,672	19,483	16,655	85.5	216	1.1
CEW00889	01210186	14	178,672	19,140	15,933	83.2	62	0.3
CEW00890	01210188	15	178,672	19,383	17,314	89.3	94	0.5
Writing Words								
CEW00891	01210190	16	178,672	22,779	21,583	94.7	91	0.4
CEW00923	01210254	17	178,672	24,998	24,479	97.9	6	0.0
CEW00871	01210150	18	178,672	24,394	23,720	97.2	40	0.2
CEW00989	01210552	19	178,672	26,601	26,133	98.2	9	0.0
CEW00902	01210212	20	178,672	25,733	24,902	96.8	33	0.1

Table O-2: Inter-Rater Agreement, Annual Assessment, Writing, Grade 2

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Sentences								
CEW00389	00940135	20	151,764	16,972	13,806	81.3	13	0.1
CEW00995	01210574	21	151,764	17,323	14,209	82.0	29	0.2
CEW00381	00940119	22	151,764	17,176	14,381	83.7	12	0.1
CEW00802	01208536	23	151,764	17,357	14,170	81.6	28	0.2
Short Compositions								
CEW01084	01210937	24	151,764	17,647	13,165	74.6	102	0.6

Table O-3: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 3–5

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Sentences								
CEW01110	01211075	20	384,153	42,662	34,510	80.9	103	0.2
CEW00175	00437661	21	384,153	42,765	35,278	82.5	46	0.1
CEW01015	01210690	22	384,153	43,194	36,436	84.4	59	0.1
CEW00094	00354214	23	384,153	42,903	35,624	83.0	49	0.1
Short Compositions								
CEW01014	01210688	24	384,153	45,049	34,345	76.2	315	0.7

Table O-4: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 6–8

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Sentences								
CEW00794	01069263	20	214,771	23,814	19,832	83.3	36	0.2
CEW00782	01069239	21	214,771	24,207	20,834	86.1	29	0.1
CEW00842	01209158	22	214,771	24,770	20,676	83.5	47	0.2
CEW00963	01210460	23	214,771	24,221	21,102	87.1	32	0.1
Short Compositions								
CEW00709	1003901	24	214,771	25,654	20,618	80.4	105	0.4

Table O-5: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 9–12

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Sentences								
CEW00764	01060021	20	189,750	21,035	17,528	83.3	64	0.3
CEW00856	01209301	21	189,750	21,737	18,172	83.6	81	0.4
CEW00971	01210468	22	189,750	21,986	18,572	84.5	48	0.2
CEW00972	01210469	23	189,750	21,745	19,088	87.8	63	0.3
Short Compositions								
CEW00447	00940539	24	189,750	23,622	18,498	78.3	396	1.7

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Appendix P: Test Characteristic and Standard Error Curves

Note:

The samples for these analyses consisted of random samples of approximately 75,000 students for each grade span drawn from annual assessment (AA) students (grades 1–12) and initial assessment (IA) students (kindergarten) tested during the AA window.

Figure P-1: Test Characteristic and Standard Error Curves, Listening, Grades K–2

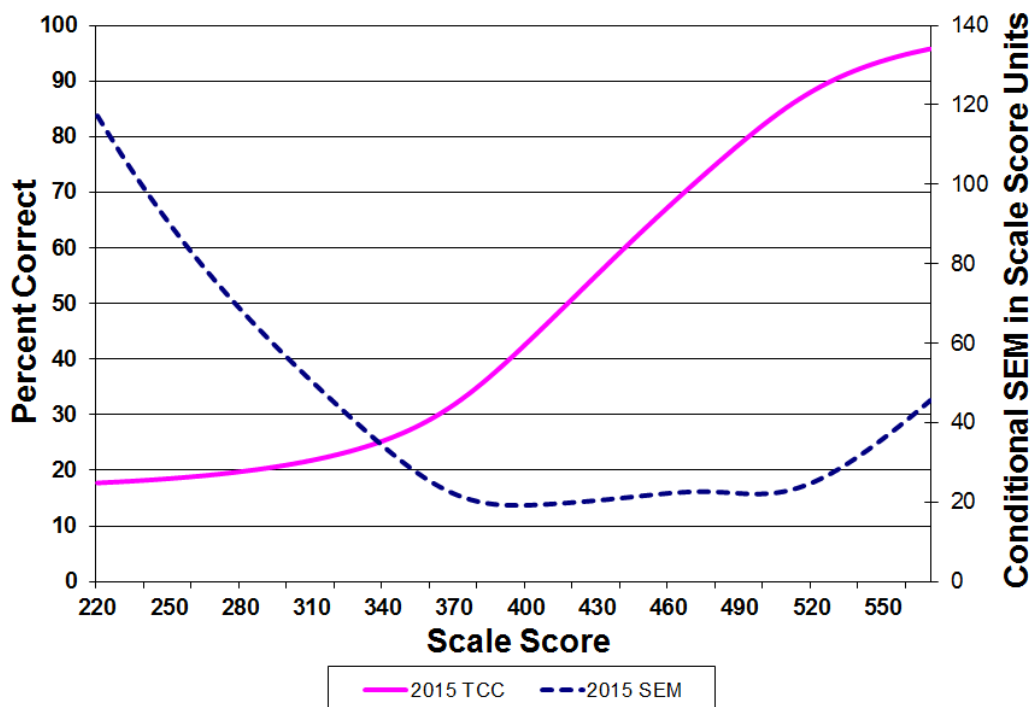


Figure P-2: Test Characteristic and Standard Error Curves, Listening, Grades 3–5

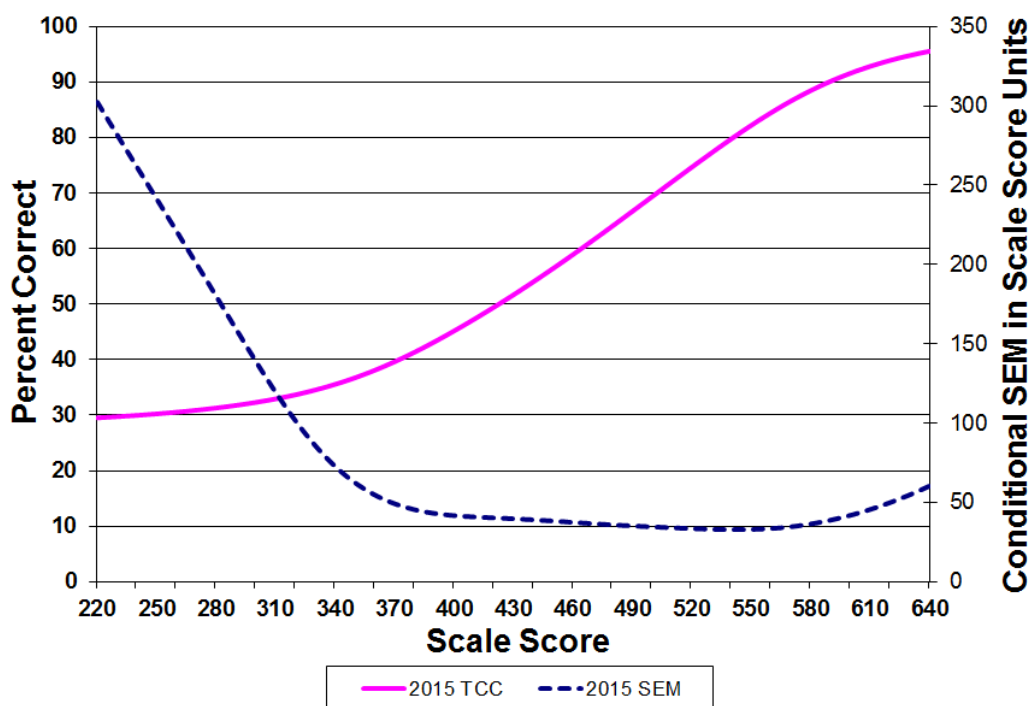


Figure P-3: Test Characteristic and Standard Error Curves, Listening, Grades 6–8

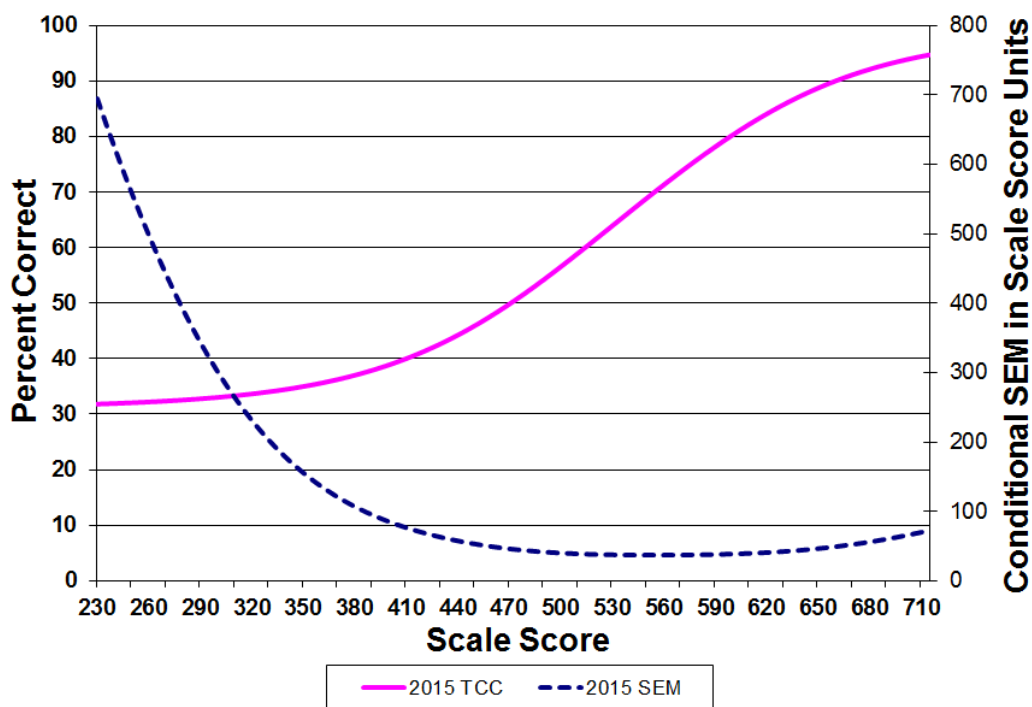


Figure P-4: Test Characteristic and Standard Error Curves, Listening, Grades 9–12

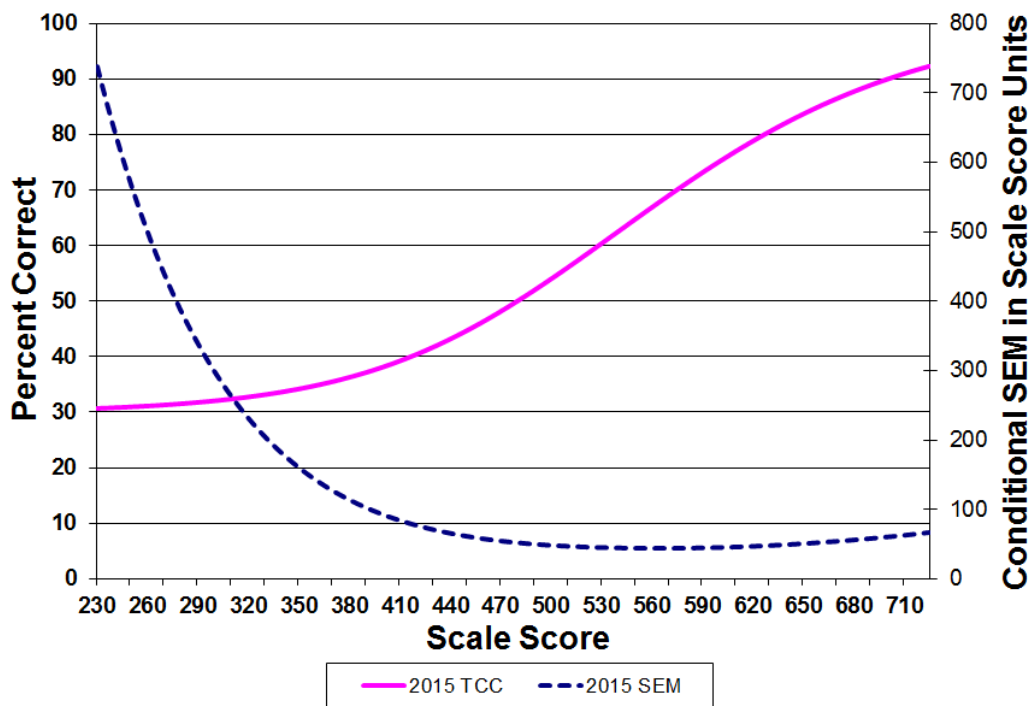


Figure P-5: Test Characteristic and Standard Error Curves, Speaking, Grades K–2

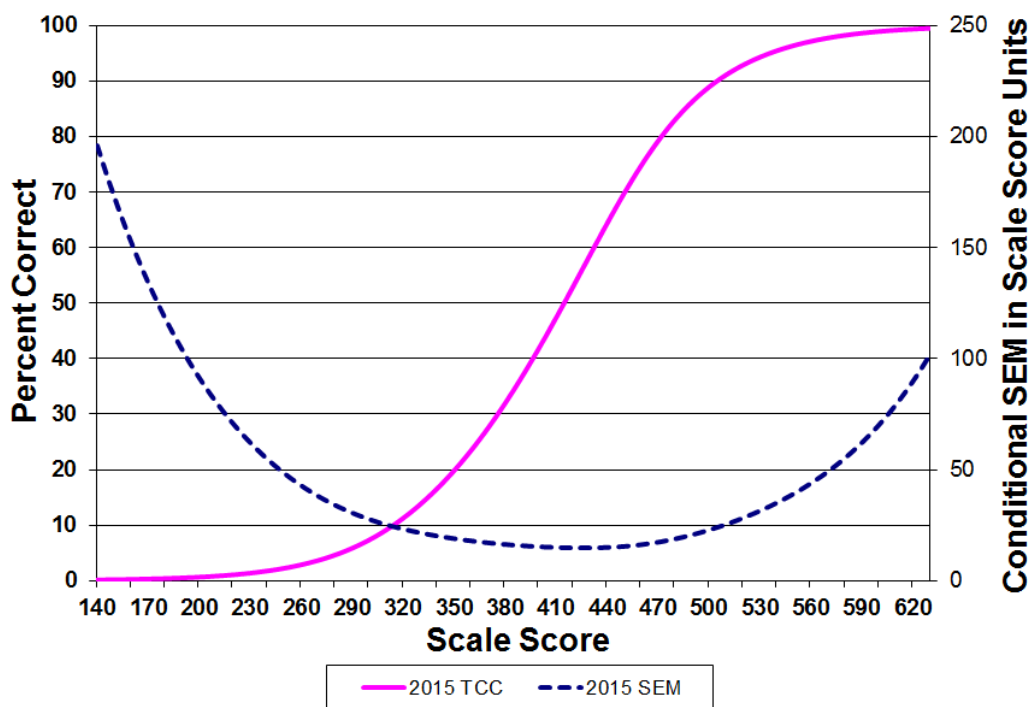


Figure P-6: Test Characteristic and Standard Error Curves, Speaking, Grades 3–5

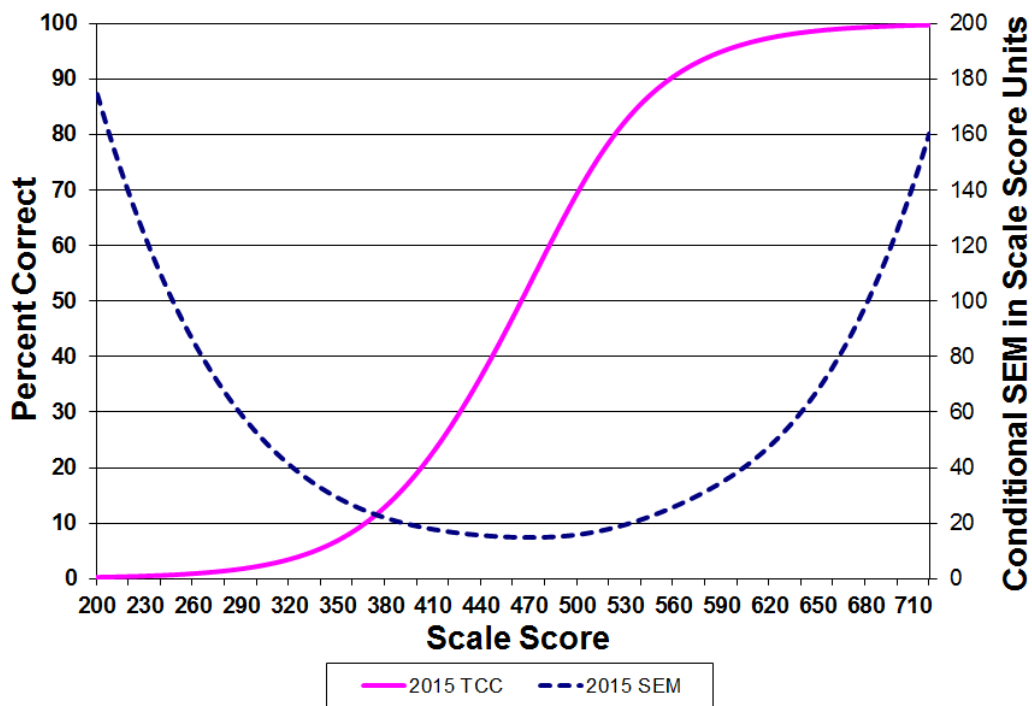


Figure P-7: Test Characteristic and Standard Error Curves, Speaking, Grades 6–8

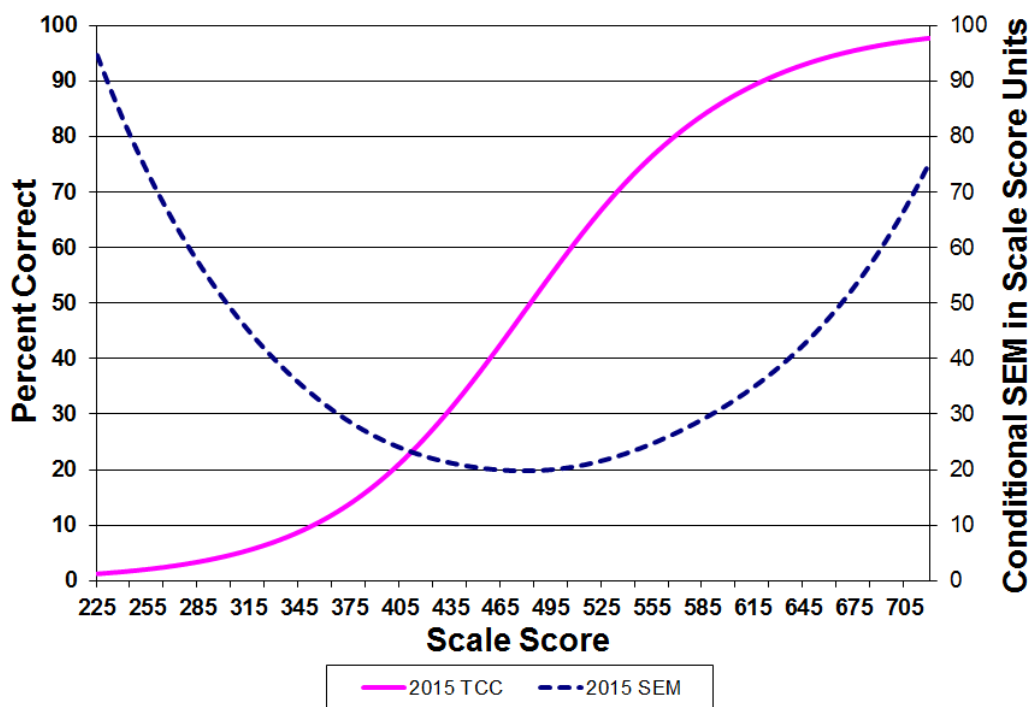


Figure P-8: Test Characteristic and Standard Error Curves, Speaking, Grades 9–12

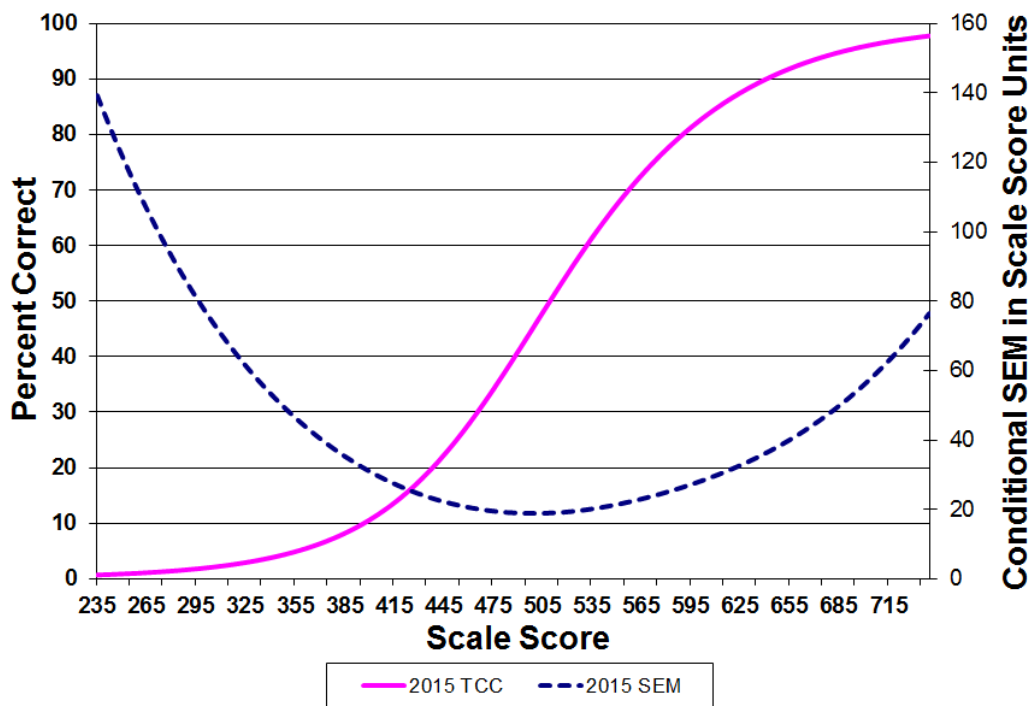


Figure P-9: Test Characteristic and Standard Error Curves, Reading, Grades K–1

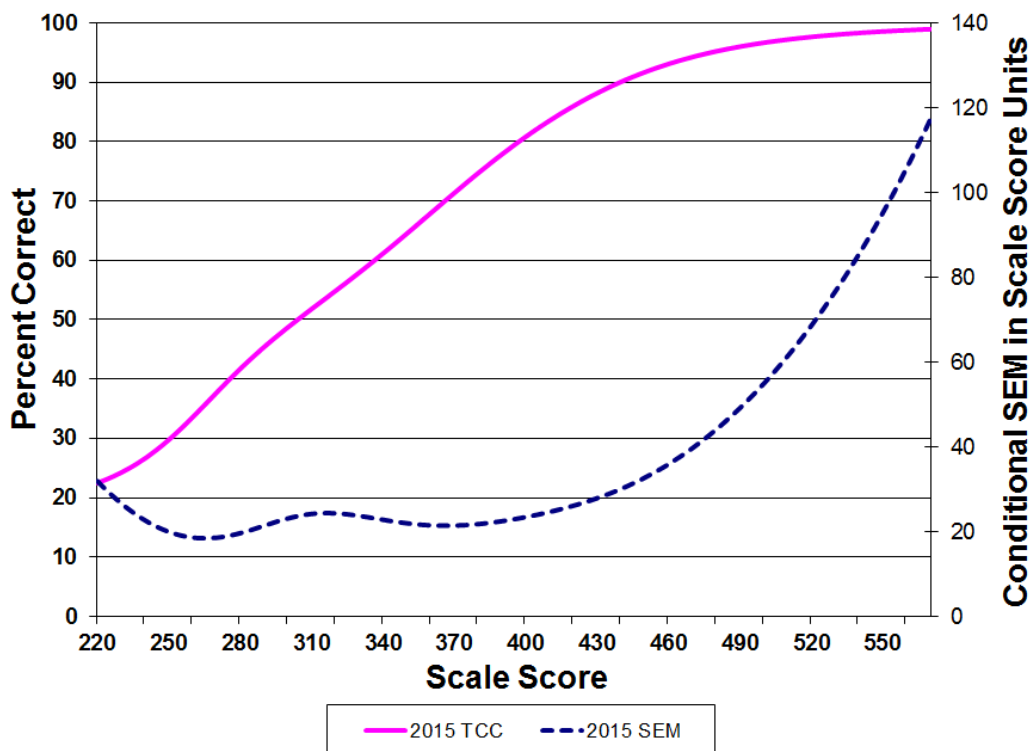


Figure P-10: Test Characteristic and Standard Error Curves, Reading, Grade 2

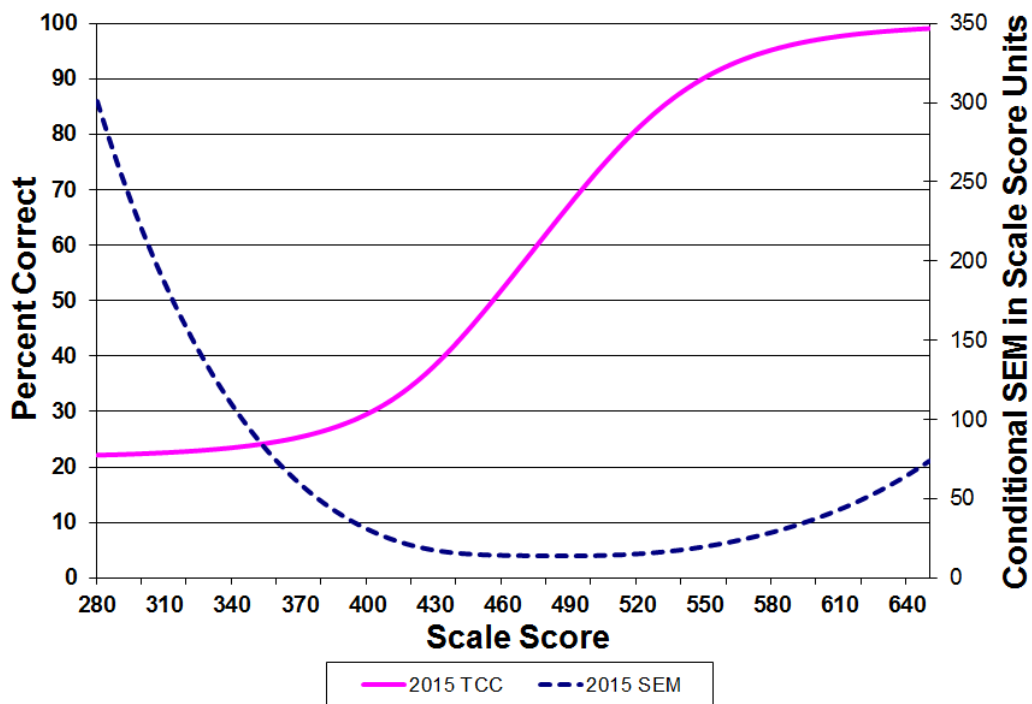


Figure P-11: Test Characteristic and Standard Error Curves, Reading, Grades 3–5

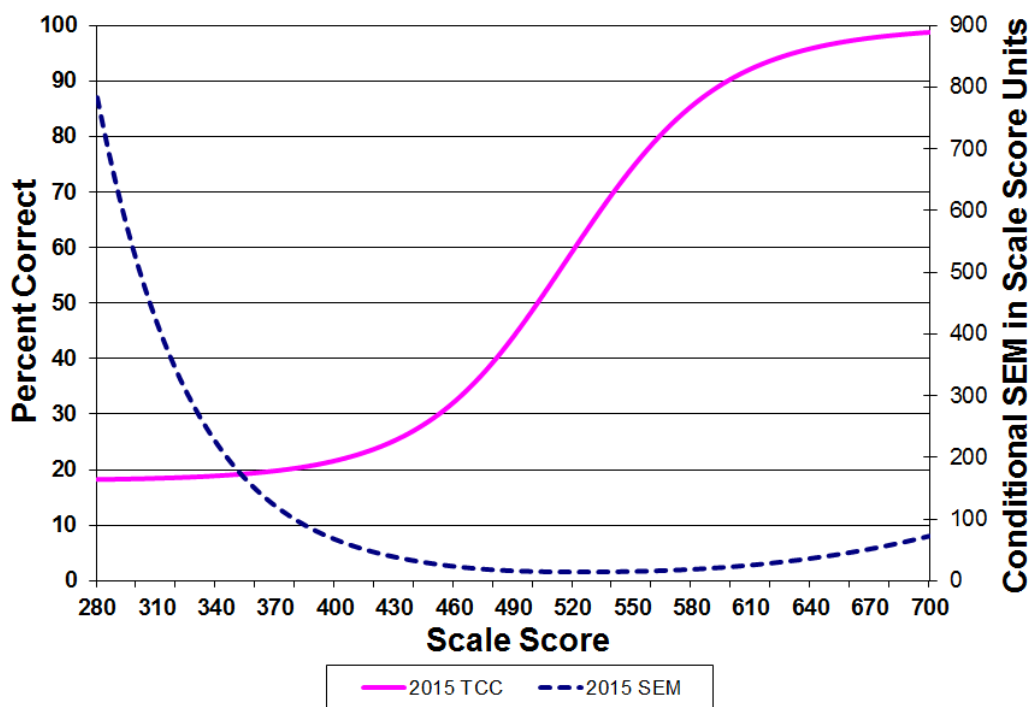


Figure P-12: Test Characteristic and Standard Error Curves, Reading, Grades 6–8

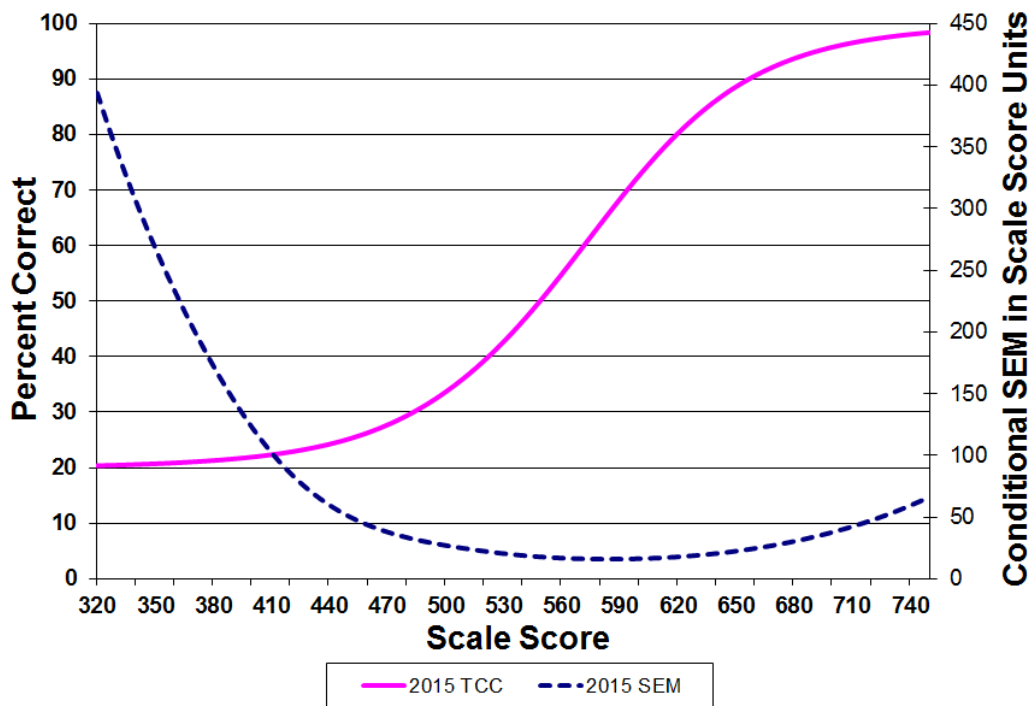


Figure P-13: Test Characteristic and Standard Error Curves, Reading, Grades 9–12

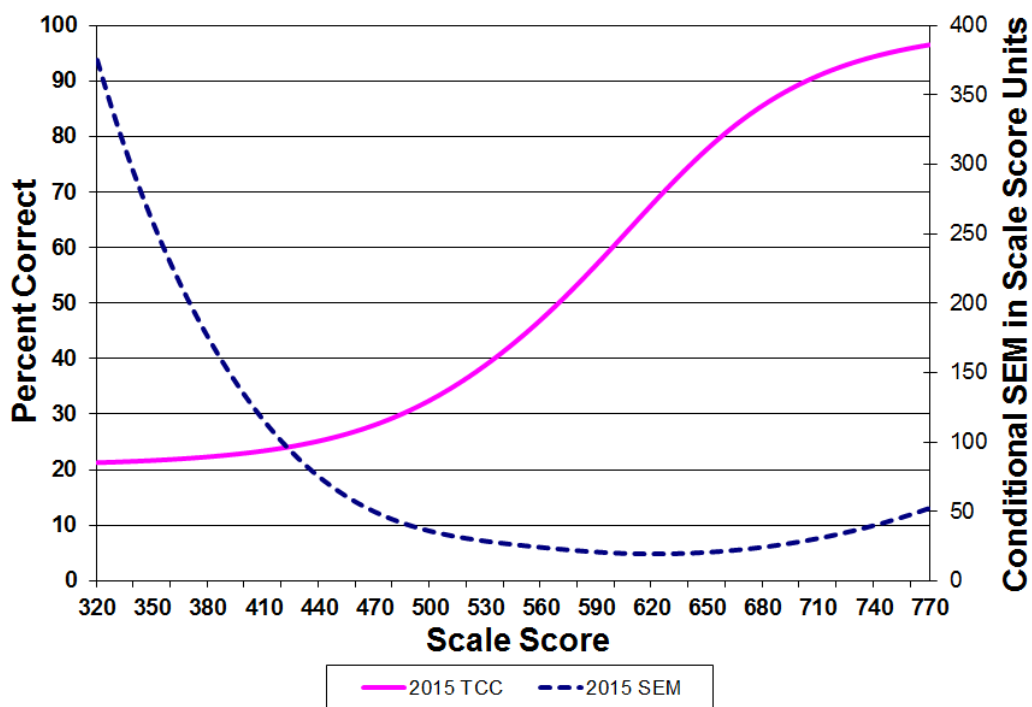


Figure P-14: Test Characteristic and Standard Error Curves, Writing, Grades K–1

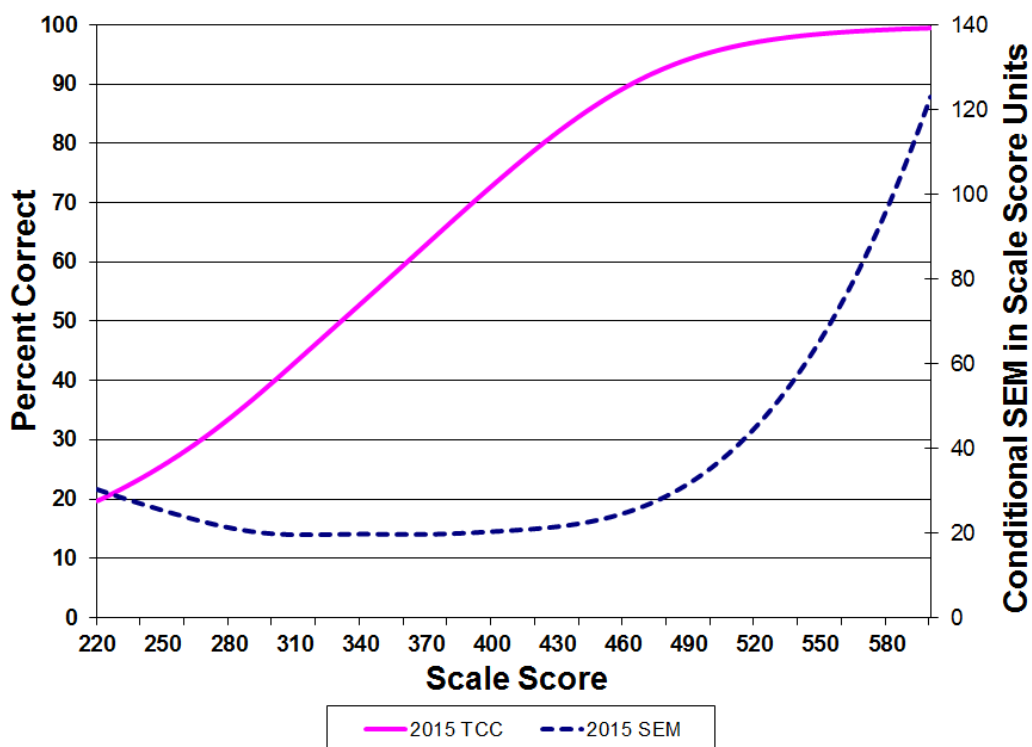


Figure P-15: Test Characteristic and Standard Error Curves, Writing, Grade 2

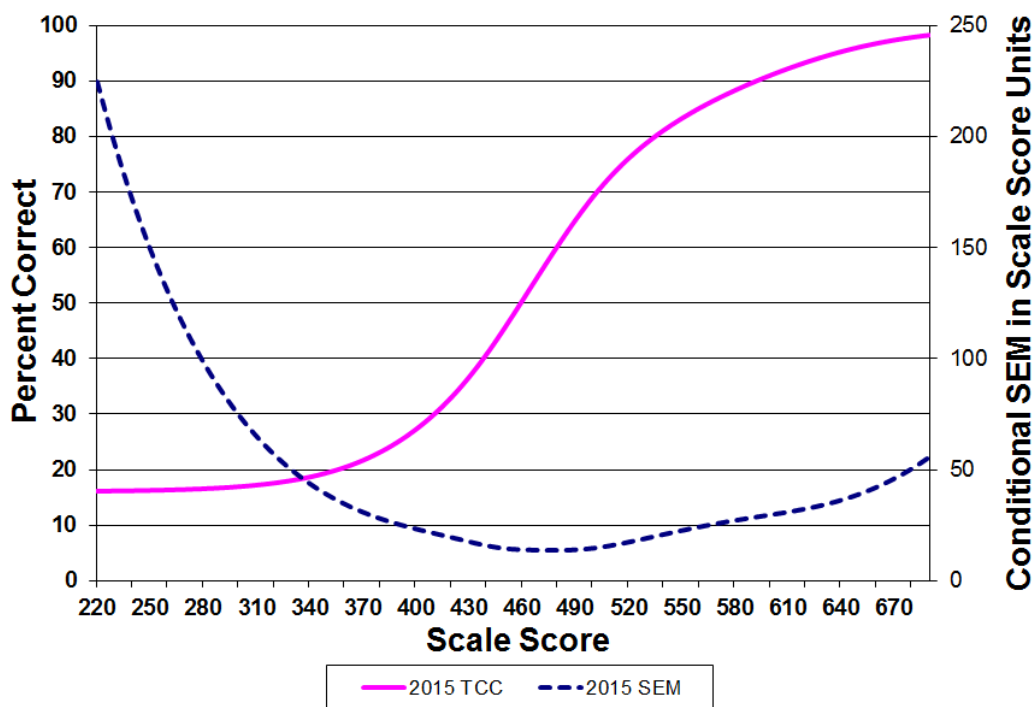


Figure P-16: Test Characteristic and Standard Error Curves, Writing, Grades 3–5

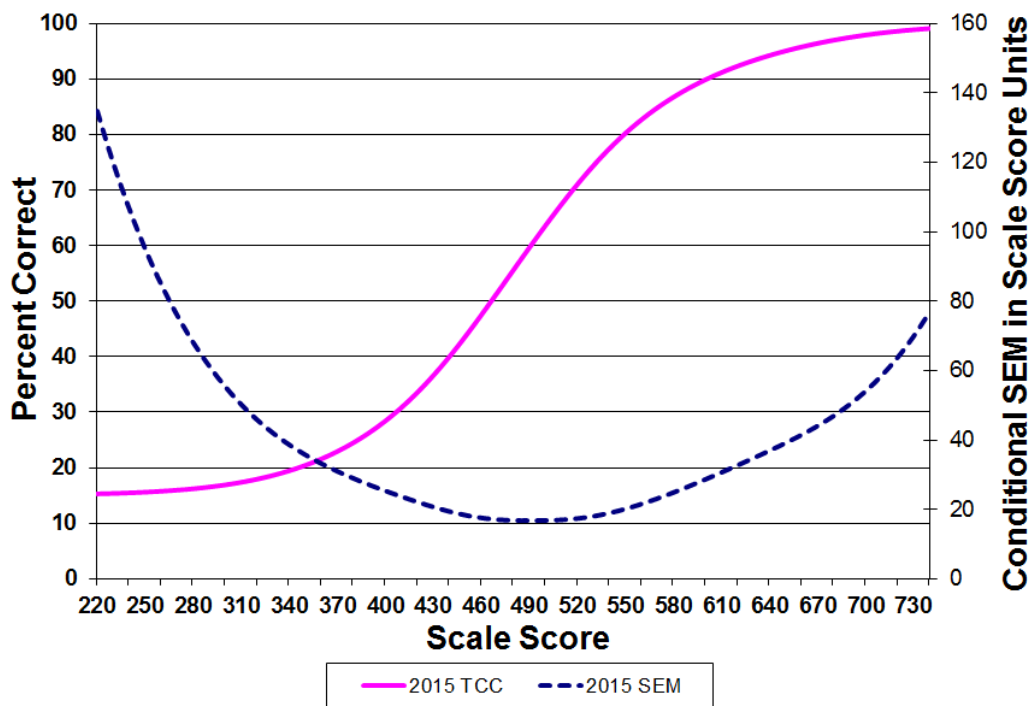


Figure P-17: Test Characteristic and Standard Error Curves, Writing, Grades 6–8

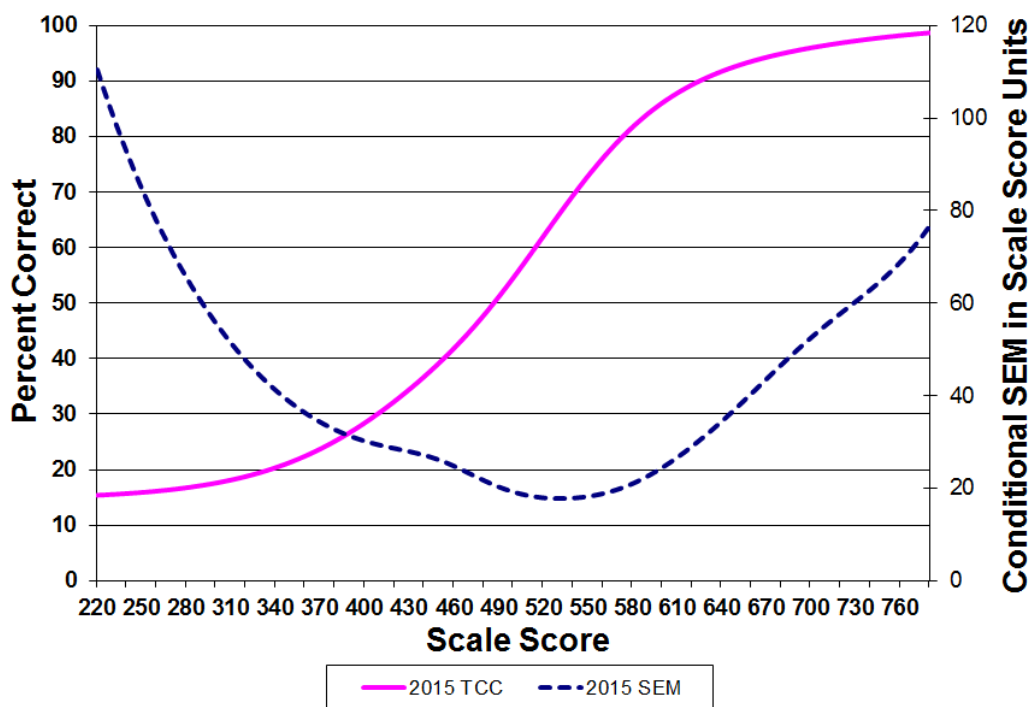
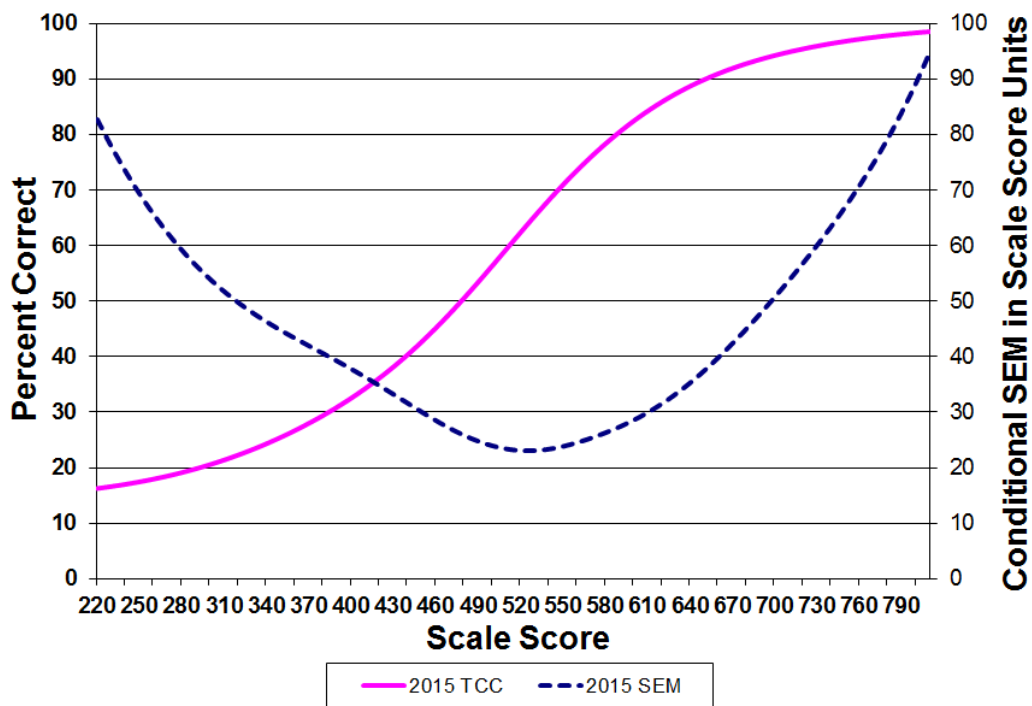


Figure P-18: Test Characteristic and Standard Error Curves, Writing, Grades 9–12



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, Annual Assessment

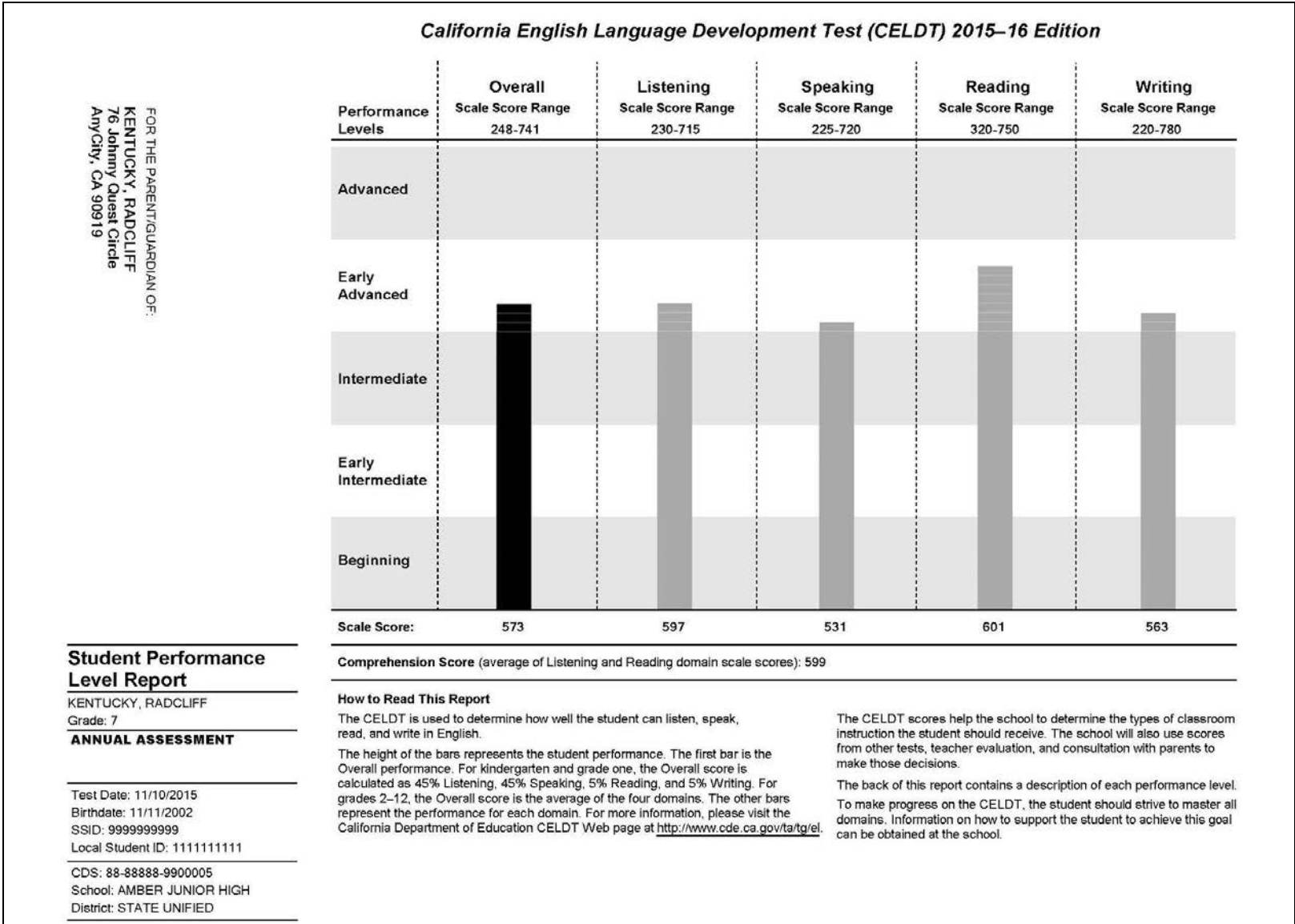


Figure Q-2: Sample Student Performance Level Report, Initial Assessment

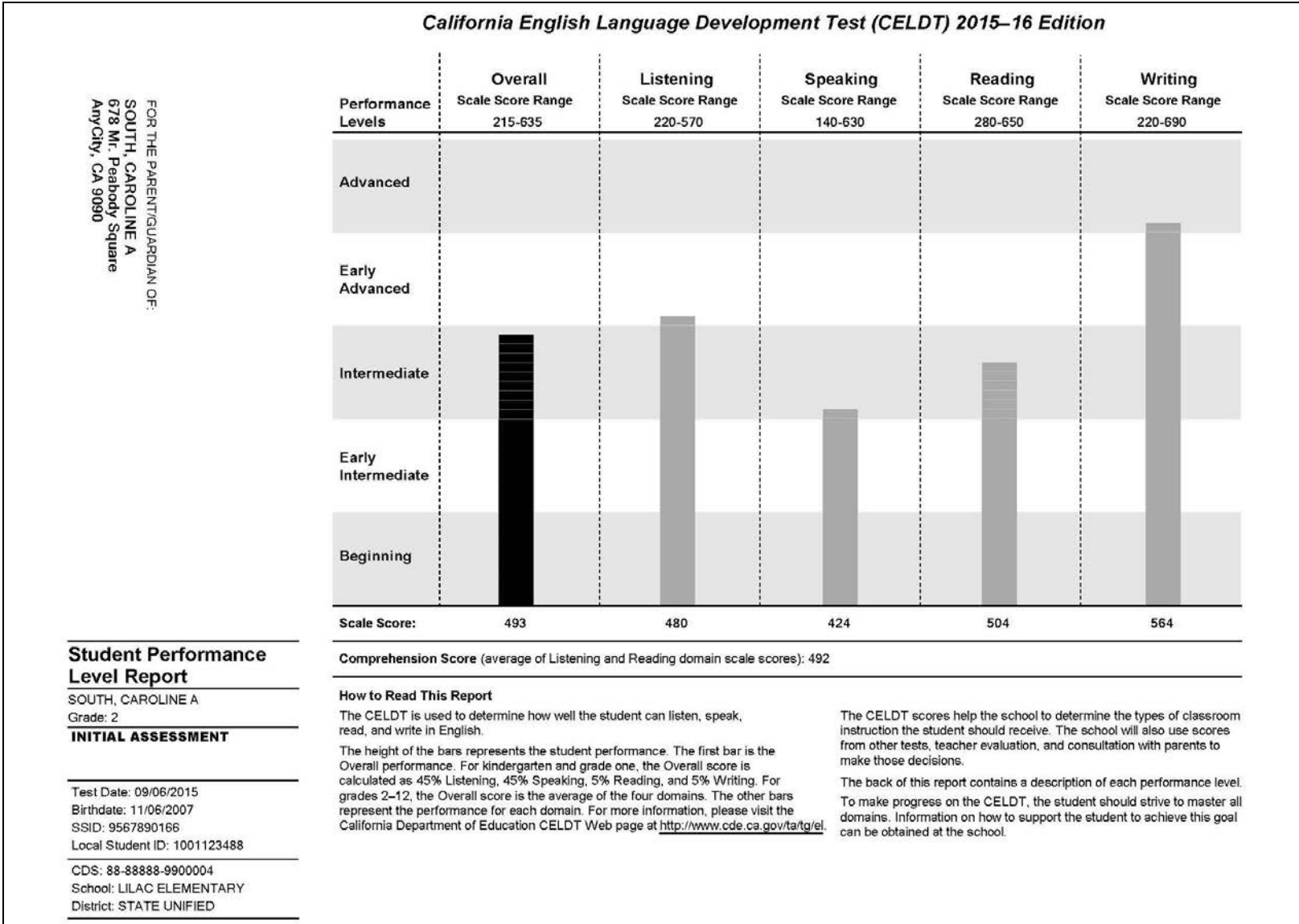


Figure Q-3: Sample Student Record Labels

**California
English Language
Development Test (CELDT)**

CDS: 88-88888-9999998
 DISTRICT: CAL UNIFIED
 SCHOOL: RED ELEMENTARY
 GRADE: 2
 ANNUAL ASSESSMENT

California English Language Development Test (CELDT)			
2015–16 Edition			
Domain	Score	Performance Level	
CAROLINA, MANNY	Overall	479	Intermediate
Birthdate: 05/09/2008 Grade: 2	Listening	501	Early Advanced
District: CAL UNIFIED	Speaking	449	Intermediate
School: RED ELEMENTARY	Reading	459	Early Intermediate
Test Date: 10/03/2015	Writing	510	Intermediate
SSID: 9999999918	Local Stu ID:		
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2015–16 Edition			
Domain	Score	Performance Level	
KANSAS, VERGINIA A	Overall	392	Beginning
Birthdate: 07/21/2008 Grade: 2	Listening	220	Beginning
District: CAL UNIFIED	Speaking	449	Intermediate
School: RED ELEMENTARY	Reading	446	Early Intermediate
Test Date: 10/03/2015	Writing	456	Early Intermediate
SSID: 8888888807	Local Stu ID: 6666666777		
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2015–16 Edition			
Domain	Score	Performance Level	
NEVADA, RENA	Overall	215	Beginning
Birthdate: 09/11/2008 Grade: 2	Listening	220	Beginning
District: CAL UNIFIED	Speaking	140	Beginning
School: RED ELEMENTARY	Reading	280	Beginning
Test Date: 10/03/2015	Writing	220	Beginning
SSID: 9999999919	Local Stu ID:		
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2015–16 Edition			
Domain	Score	Performance Level	
VERGINIA, MAPLE A	Overall	368	Beginning
Birthdate: 12/19/2008 Grade: 2	Listening	429	Intermediate
District: CAL UNIFIED	Speaking	394	Early Intermediate
School: RED ELEMENTARY	Reading	432	Early Intermediate
Test Date: 10/03/2015	Writing	220	Beginning
SSID: 8888888805	Local Stu ID: 7777777666		
ANNUAL ASSESSMENT	Local Use:		

**California
English Language
Development Test (CELDT)**

CDS: 88-88888-9999998
 DISTRICT: CAL UNIFIED
 SCHOOL: RED ELEMENTARY
 GRADE: 2
 INITIAL ASSESSMENT

California English Language Development Test (CELDT)			
2015–16 Edition			
Domain	Score	Performance Level	
ALASKA, SARA	Overall	537	Early Advanced
Birthdate: 06/20/2008 Grade: 2	Listening	530	Advanced
District: CAL UNIFIED	Speaking	525	Advanced
School: RED ELEMENTARY	Reading	526	Early Advanced
Test Date: 10/03/2015	Writing	588	Advanced
SSID: 8888888803	Local Stu ID: 7777777777		
INITIAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2015–16 Edition			
Domain	Score	Performance Level	
ARIZONA, VERGINIA D	Overall	215	Beginning
Birthdate: 03/04/2009 Grade: 2	Listening	220	Beginning
District: CAL UNIFIED	Speaking	140	Beginning
School: RED ELEMENTARY	Reading	280	Beginning
Test Date: 10/03/2015	Writing	220	Beginning
SSID: 9999999904	Local Stu ID: 9999922224		
INITIAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2015–16 Edition			
Domain	Score	Performance Level	
CALIFORNIA, POPPIES A	Overall	365	Beginning
Birthdate: 06/11/2008 Grade: 2	Listening	467	Intermediate
District: CAL UNIFIED	Speaking	494	Early Advanced
School: RED ELEMENTARY	Reading	280	Beginning
Test Date: 10/03/2015	Writing	220	Beginning
SSID: 9999999922	Local Stu ID: 8888888888		
INITIAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2015–16 Edition			
Domain	Score	Performance Level	
NEBRASKA, JASMIN	Overall	428	Early Intermediate
Birthdate: 02/15/2009 Grade: 2	Listening	467	Intermediate
District: CAL UNIFIED	Speaking	494	Early Advanced
School: RED ELEMENTARY	Reading	280	Beginning
Test Date: 10/03/2015	Writing	473	Intermediate
SSID: 9999999917	Local Stu ID: 9999922243		
INITIAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2015–16 Edition			
Domain	Score	Performance Level	
OHIO, FLOWER	Overall	477	Intermediate
Birthdate: 01/20/2008 Grade: 2	Listening	454	Intermediate
District: CAL UNIFIED	Speaking	525	Advanced
School: RED ELEMENTARY	Reading	453	Early Intermediate
Test Date: 10/03/2015	Writing	478	Intermediate
SSID: 8888888804	Local Stu ID: 7777777776		
INITIAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2015–16 Edition			
Domain	Score	Performance Level	
OREGON, ROSE	Overall	522	Early Advanced
Birthdate: 02/03/2009 Grade: 2	Listening	530	Advanced
District: CAL UNIFIED	Speaking	549	Advanced
School: RED ELEMENTARY	Reading	533	Early Advanced
Test Date: 10/03/2015	Writing	478	Intermediate
SSID: 8888888801	Local Stu ID:		
INITIAL ASSESSMENT	Local Use:		

Figure Q-4: Sample District Performance Level Summary Report

California English Language Development Test (CELDT) 2015–16 Edition	Performance Levels	Overall		Listening		Speaking		Reading		Writing	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Performance Level Summary Report	Advanced	4	50	4	50	5	63	4	50	5	63
District: CAL UNIFIED	Early Advanced	2	25	1	13	1	13	2	25	1	13
Grade: 6	Intermediate	0	0	1	13	0	0	0	0	0	0
ANNUAL ASSESSMENT	Early Intermediate	1	13	1	13	1	13	1	13	1	13
Purpose This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.	Beginning	1	13	1	13	1	13	1	13	1	13
	Total Number of Students	8		8		8		8		8	
	Mean Scale Score	616.0		593.8		605.6		625.8		640.4	
	Standard Deviation	154.5		158.0		134.7		157.3		170.3	
CD: 88-77777	Number (percent) of students who met the CELDT Criterion: 6 (75%)										
County: GOLDEN State: CALIFORNIA											

Figure Q-5: Sample School Performance Level Summary Report

California English Language Development Test (CELDT) 2015–16 Edition	Performance Levels	Overall		Listening		Speaking		Reading		Writing	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Performance Level Summary Report	Advanced	4	50	4	50	5	63	4	50	5	63
School: EMERALD MIDDLE	Early Advanced	2	25	1	13	1	13	2	25	1	13
Grade: 6	Intermediate	0	0	1	13	0	0	0	0	0	0
ANNUAL ASSESSMENT	Early Intermediate	1	13	1	13	1	13	1	13	1	13
Purpose This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.	Beginning	1	13	1	13	1	13	1	13	1	13
	Total Number of Students	8		8		8		8		8	
	Mean Scale Score	616.0		593.8		605.6		625.8		640.4	
	Standard Deviation	154.5		158.0		134.7		157.3		170.3	
CDS: 88-77777-9900002 District: CAL UNIFIED County: GOLDEN State: CALIFORNIA	Number (percent) of students who met the CELDT Criterion: 6 (75%)										

Figure Q-6: Sample Roster Report

California English Language Development Test (CELDT) 2015–16 Edition Roster Report	Student	Overall	Listening	Speaking	Reading	Writing
		Scale Score Range 248-741 Performance Level	Scale Score Range 230-715 Performance Level	Scale Score Range 225-720 Performance Level	Scale Score Range 320-750 Performance Level	Scale Score Range 220-780 Performance Level
School: EMERALD MIDDLE Grade: 6 ANNUAL ASSESSMENT Purpose The report displays how each student in this grade at this school performed Overall and on each domain. Students are listed alphabetically by last name.	ALABAMA, JASPER Birthdate: 12/01/1998 SSID: 5303234586 Local Student ID: 9000000026 Test Date: 07/04/2012	564 Early Advanced	565 Intermediate	543 Early Advanced	577 Early Advanced	571 Early Advanced
	ARK, SILOAM Birthdate: 03/07/1999 SSID: 2030567859 Local Student ID: 9000000029 Test Date: 07/07/2012	462 Early Intermediate	445 Early Intermediate	438 Early Intermediate	502 Early Intermediate	466 Early Intermediate
	FLORIDA, ORLANDO Birthdate: 04/04/1999 SSID: 5958789085 Local Student ID: 1001235160 Test Date: 09/05/2012	741 Advanced	715 Advanced	720 Advanced	750 Advanced	780 Advanced
	SAN, FRANCISCO Birthdate: 06/06/1999 SSID: 3676901264 Local Student ID: 1001235180 Test Date: 07/07/2012	337 Beginning	289 Beginning	400 Beginning	320 Beginning	341 Beginning
	TEXAS, PARIS Birthdate: 03/03/1997 SSID: 6749678992 Local Student ID: 1001235150 Test Date: 09/04/2012	741 Advanced	715 Advanced	720 Advanced	750 Advanced	780 Advanced
	UTAH, OREM Birthdate: 06/06/1998 SSID: 3676901264 Local Student ID: 1001235180 Test Date: 07/07/2012	741 Advanced	715 Advanced	720 Advanced	750 Advanced	780 Advanced
	WASHINGTON, TAHOMA Birthdate: 05/05/1998 SSID: 4767890174 Local Student ID: 1001235170 Test Date: 09/06/2012	741 Advanced	715 Advanced	720 Advanced	750 Advanced	780 Advanced
	WYOMING, GILLETTE Birthdate: 11/05/1998 SSID: 6494123496 Local Student ID: 9000000025 Test Date: 10/03/2012	601 Early Advanced	591 Early Advanced	584 Advanced	607 Early Advanced	625 Advanced
	CDS: 88-77777-9900002 District: CAL UNIFIED County: GOLDEN State: CALIFORNIA					

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Appendix R: Proficiency by Grade and Grade Span

Notes:

This appendix contains historical tables from the 2006–07 Edition, 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> and by request from the California Department of Education at celdt@cde.ca.gov.

“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: 2015–16 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
K	32,228	7,748	24.0	9,703	30.1	6,206	19.3	6,493	20.1	8,592	26.7
1	148,472	62,073	41.8	71,097	47.9	18,413	12.4	20,670	13.9	63,087	42.5
2	151,980	94,648	62.3	104,127	68.5	14,969	9.8	33,353	21.9	51,041	33.6
3	142,760	67,291	47.1	93,822	65.7	14,986	10.5	26,084	18.3	41,180	28.8
4	134,510	76,892	57.2	96,751	71.9	18,952	14.1	27,132	20.2	53,163	39.5
5	107,220	65,421	61.0	76,239	71.1	28,699	26.8	33,254	31.0	54,643	51.0
6	85,905	39,150	45.6	54,347	63.3	26,968	31.4	36,338	42.3	37,719	43.9
7	69,250	38,262	55.3	45,844	66.2	25,780	37.2	35,605	51.4	36,971	53.4
8	60,052	30,880	51.4	39,488	65.8	23,487	39.1	31,575	52.6	32,448	54.0
9	52,483	18,161	34.6	30,128	57.4	13,979	26.6	24,918	47.5	21,641	41.2
10	53,783	22,823	42.4	30,163	56.1	15,647	29.1	29,083	54.1	23,503	43.7
11	44,113	20,525	46.5	26,097	59.2	16,245	36.8	25,339	57.4	21,811	49.4
12	39,889	17,301	43.4	23,021	57.7	13,880	34.8	21,059	52.8	18,460	46.3
Grade Span											
K–1	180,700	69,821	38.6	80,800	44.7	24,619	13.6	27,163	15.0	71,679	39.7
2	151,980	94,648	62.3	104,127	68.5	14,969	9.8	33,353	21.9	51,041	33.6
3–5	384,490	209,604	54.5	266,812	69.4	62,637	16.3	86,470	22.5	148,986	38.7
6–8	215,207	108,292	50.3	139,679	64.9	76,235	35.4	103,518	48.1	107,138	49.8
9–12	190,268	78,810	41.4	109,409	57.5	59,751	31.4	100,399	52.8	85,415	44.9
Total	1,122,645	561,175	50.0	700,827	62.4	238,211	21.2	350,903	31.3	464,259	41.4

Table R-2: 2014–15 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
K	24,176	5,141	21.3	6,976	28.9	4,230	17.5	5,041	20.9	5,827	24.1
1	158,886	61,847	38.9	75,276	47.4	18,379	11.6	22,383	14.1	63,999	40.3
2	160,419	97,623	60.9	101,441	63.2	15,815	9.9	34,514	21.5	53,236	33.2
3	158,374	76,591	48.4	100,355	63.4	19,667	12.4	29,022	18.3	49,303	31.1
4	124,932	69,944	56.0	85,236	68.2	17,274	13.8	28,752	23.0	48,080	38.5
5	105,769	65,330	61.8	78,629	74.3	25,321	23.9	39,674	37.5	56,355	53.3
6	78,398	34,970	44.6	45,897	58.5	22,187	28.3	25,375	32.4	31,685	40.4
7	68,123	37,653	55.3	43,809	64.3	24,762	36.3	29,789	43.7	36,012	52.9
8	60,915	30,735	50.5	38,848	63.8	23,283	38.2	32,021	52.6	32,424	53.2
9	55,388	18,707	33.8	30,842	55.7	14,611	26.4	29,928	54.0	24,052	43.4
10	52,149	22,148	42.5	29,025	55.7	17,057	32.7	26,308	50.4	24,015	46.1
11	45,637	21,877	47.9	27,225	59.7	18,361	40.2	24,775	54.3	24,021	52.6
12	44,781	22,365	49.9	27,064	60.4	18,390	41.1	23,572	52.6	23,910	53.4
Grade Span											
K–1	183,062	66,988	36.6	82,252	44.9	22,609	12.4	27,424	15.0	69,826	38.1
2	160,419	97,623	60.9	101,441	63.2	15,815	9.9	34,514	21.5	53,236	33.2
3–5	389,075	211,865	54.5	264,220	67.9	62,262	16.0	97,448	25.0	153,738	39.5
6–8	207,436	103,358	49.8	128,554	62.0	70,232	33.9	87,185	42.0	100,121	48.3
9–12	197,955	85,097	43.0	114,156	57.7	68,419	34.6	104,583	52.8	95,998	48.5
Total	1,137,947	564,931	49.6	690,623	60.7	239,337	21.0	351,154	30.9	472,919	41.6

Table R-3: 2013–14 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
K	16,220	3,117	19.2	4,017	24.8	2,555	15.8	2,907	17.9	3,386	20.9
1	164,316	60,241	36.7	71,948	43.8	18,088	11.0	21,091	12.8	61,100	37.2
2	172,295	102,940	59.7	105,537	61.3	17,301	10.0	37,805	21.9	56,502	32.8
3	151,443	72,277	47.7	94,902	62.7	20,894	13.8	27,690	18.3	47,353	31.3
4	125,029	71,791	57.4	83,870	67.1	20,094	16.1	31,053	24.8	50,244	40.2
5	102,894	61,783	60.0	75,122	73.0	24,763	24.1	38,830	37.7	53,814	52.3
6	79,222	35,525	44.8	48,240	60.9	24,217	30.6	26,981	34.1	33,604	42.4
7	69,771	36,964	53.0	44,127	63.2	25,107	36.0	30,774	44.1	35,950	51.5
8	62,000	30,462	49.1	38,931	62.8	23,887	38.5	33,484	54.0	32,955	53.2
9	55,499	18,524	33.4	30,800	55.5	13,953	25.1	30,013	54.1	23,788	42.9
10	52,923	21,834	41.3	28,700	54.2	15,752	29.8	26,931	50.9	23,356	44.1
11	50,182	24,532	48.9	29,772	59.3	19,651	39.2	27,940	55.7	26,490	52.8
12	48,802	24,674	50.6	29,714	60.9	20,369	41.7	26,687	54.7	26,525	54.4
Grade Span											
K–1	180,536	63,358	35.1	75,965	42.1	20,643	11.4	23,998	13.3	64,486	35.7
2	172,295	102,940	59.7	105,537	61.3	17,301	10.0	37,805	21.9	56,502	32.8
3–5	379,366	205,851	54.3	253,894	66.9	65,751	17.3	97,573	25.7	151,411	39.9
6–8	210,993	102,951	48.8	131,298	62.2	73,211	34.7	91,239	43.2	102,509	48.6
9–12	207,406	89,564	43.2	118,986	57.4	69,725	33.6	111,571	53.8	100,159	48.3
Total	1,150,596	564,664	49.1	685,680	59.6	246,631	21.4	362,186	31.5	475,067	41.3

Table R-4: 2012–13 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
K	6,662	994	14.9	891	13.4	576	8.6	847	12.7	824	12.4
1	177,548	68,310	38.5	61,925	34.9	29,601	16.7	27,175	15.3	61,999	34.9
2	172,770	103,149	59.7	107,456	62.2	16,762	9.7	29,404	17.0	57,358	33.2
3	155,038	65,819	42.5	88,802	57.3	24,305	15.7	33,319	21.5	48,785	31.5
4	124,612	59,206	47.5	76,207	61.2	24,415	19.6	34,630	27.8	46,245	37.1
5	107,379	55,441	51.6	62,975	58.6	31,368	29.2	47,064	43.8	54,478	50.7
6	83,807	29,778	35.5	55,331	66.0	25,633	30.6	29,097	34.7	35,155	41.9
7	72,940	33,331	45.7	50,416	69.1	26,244	36.0	33,860	46.4	38,356	52.6
8	62,426	25,019	40.1	42,069	67.4	21,999	35.2	33,765	54.1	32,426	51.9
9	58,667	18,950	32.3	36,665	62.5	12,820	21.9	33,898	57.8	25,484	43.4
10	60,070	24,699	41.1	37,264	62.0	13,067	21.8	33,807	56.3	27,704	46.1
11	54,667	26,106	47.8	36,053	66.0	16,780	30.7	32,996	60.4	29,578	54.1
12	50,369	24,338	48.3	32,747	65.0	16,617	33.0	29,459	58.5	27,403	54.4
Grade Span											
K–1	184,210	69,304	37.6	62,816	34.1	30,177	16.4	28,022	15.2	62,823	34.1
2	172,770	103,149	59.7	107,456	62.2	16,762	9.7	29,404	17.0	57,358	33.2
3–5	387,029	180,466	46.6	227,984	58.9	80,088	20.7	115,013	29.7	149,508	38.6
6–8	219,173	88,128	40.2	147,816	67.4	73,876	33.7	96,722	44.1	105,937	48.3
9–12	223,773	94,093	42.0	142,729	63.8	59,284	26.5	130,160	58.2	110,169	49.2
Total	1,186,955	535,140	45.1	688,801	58.0	260,187	21.9	399,321	33.6	485,795	40.9

Table R-5: 2011–12 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
K	5,293	670	12.7	712	13.5	388	7.3	773	14.6	593	11.2
1	178,350	63,447	35.6	67,264	37.7	26,087	14.6	22,231	12.5	62,704	35.2
2	171,468	103,474	60.3	102,939	60.0	15,435	9.0	25,678	15.0	51,964	30.3
3	156,427	85,034	54.4	99,667	63.7	26,704	17.1	30,462	19.5	53,685	34.3
4	134,180	79,489	59.2	85,032	63.4	24,807	18.5	34,792	25.9	55,101	41.1
5	115,116	69,073	60.0	78,276	68.0	38,939	33.8	45,923	39.9	60,348	52.4
6	89,574	44,364	49.5	60,402	67.4	30,279	33.8	40,083	44.7	42,033	46.9
7	75,043	44,223	58.9	52,414	69.8	32,610	43.5	35,355	47.1	41,919	55.9
8	66,702	36,013	54.0	46,284	69.4	25,341	38.0	37,160	55.7	37,437	56.1
9	67,243	22,390	33.3	45,859	68.2	15,547	23.1	35,973	53.5	28,712	42.7
10	65,548	27,471	41.9	43,792	66.8	14,723	22.5	38,733	59.1	29,113	44.4
11	57,551	27,314	47.5	40,182	69.8	17,097	29.7	35,604	61.9	29,498	51.3
12	53,893	27,253	50.6	38,376	71.2	17,700	32.8	32,929	61.1	29,154	54.1
Grade Span											
K–1	183,643	64,117	34.9	67,976	37.0	26,475	14.4	23,004	12.5	63,297	34.5
2	171,468	103,474	60.3	102,939	60.0	15,435	9.0	25,678	15.0	51,964	30.3
3–5	405,723	233,596	57.6	262,975	64.8	90,450	22.3	111,177	27.4	169,134	41.7
6–8	231,319	124,600	53.9	159,100	68.8	88,230	38.1	112,598	48.7	121,389	52.5
9–12	244,235	104,428	42.8	168,209	68.9	65,067	26.6	143,239	58.6	116,477	47.7
Total	1,236,388	630,215	51.0	761,199	61.6	285,657	23.1	415,696	33.6	522,261	42.2

Table R-6: 2010–11 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
K	4,992	421	8.4	680	13.6	327	6.6	482	9.7	443	8.9
1	176,263	50,043	28.4	68,732	39.0	33,579	19.1	17,966	10.2	56,929	32.3
2	169,646	83,268	49.1	112,137	66.1	12,561	7.4	26,080	15.4	47,925	28.3
3	159,336	55,671	34.9	97,575	61.2	23,510	14.8	32,826	20.6	41,860	26.3
4	135,881	62,234	45.8	87,654	64.5	24,463	18.0	37,518	27.6	46,356	34.1
5	114,585	56,826	49.6	69,587	60.7	31,766	27.7	48,048	41.9	52,723	46.0
6	87,958	43,039	48.9	53,796	61.2	28,500	32.4	30,037	34.1	38,167	43.4
7	77,574	44,583	57.5	50,465	65.1	28,080	36.2	34,686	44.7	40,923	52.8
8	74,156	37,541	50.6	48,347	65.2	26,709	36.0	40,184	54.2	39,104	52.7
9	70,547	20,990	29.8	42,435	60.2	15,547	22.0	35,878	50.9	25,411	36.0
10	67,867	16,124	23.8	40,182	59.2	14,381	21.2	31,832	46.9	25,077	37.0
11	60,748	18,093	29.8	38,505	63.4	17,371	28.6	31,295	51.5	27,455	45.2
12	54,030	17,554	32.5	35,228	65.2	17,328	32.1	27,793	51.4	26,007	48.1
Grade Span											
K–1	181,255	50,464	27.8	69,412	38.3	33,906	18.7	18,448	10.2	57,372	31.7
2	169,646	83,268	49.1	112,137	66.1	12,561	7.4	26,080	15.4	47,925	28.3
3–5	409,802	174,731	42.6	254,816	62.2	79,739	19.5	118,392	28.9	140,939	34.4
6–8	239,688	125,163	52.2	152,608	63.7	83,289	34.7	104,907	43.8	118,194	49.3
9–12	253,192	72,761	28.7	156,350	61.8	64,627	25.5	126,798	50.1	103,950	41.1
Total	1,253,583	506,387	40.4	745,323	59.5	274,122	21.9	394,625	31.5	468,380	37.4

Table R-7: 2009–10 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
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-8: 2008–09 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
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-9: 2007–08 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening Percent		Speaking Percent		Reading Percent		Writing Percent		Overall Percent	
		N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof
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-10: 2006–07 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening/Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
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	1,325,731	711,275	54.6	405,137	32.7	522,814	40.5	620,625	48.3

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Appendix S: Consistency of Local and Centralized Scoring

Notes:

Refer to Appendix D: Item Maps to determine the Item ID and position in the test form from the Item Sequence Number below.

The number of examinees refers to the number of students for whom local scores were provided by those administering the test.

Table S-1: Consistency of Local and Centralized Scoring, Writing

Grade Span	Item Sequence Number	Number of Examinees	Difference in Percent of Examinees				
			Score Point = 0	Score Point = 1	Score Point = 2	Score Point = 3	Score Point = 4
K–1	9	239,145	88.2	11.8			
	10	238,846	86.6	13.4			
	11	238,971	84.5	15.5			
	12	238,766	88.2	11.8			
	13	238,803	69.0	26.9	4.1		
	14	238,627	69.8	28.9	1.4		
	15	238,699	70.2	27.4	2.4		
	16	237,215	88.0	11.3	0.7		
	17	236,987	91.3	8.4	0.3		
	18	236,886	86.1	13.4	0.5		
	19	236,666	88.5	11.2	0.4		
	20	235,243	88.0	11.5	0.5		
2	20	34,832	60.3	37.2	2.4	0.1	
	21	34,775	61.5	35.5	2.8	0.1	
	22	34,742	61.2	35.7	2.9	0.1	
	23	34,700	60.2	36.3	3.4	0.2	
	24	34,454	53.1	39.9	6.2	0.6	0.1
3–5	20	88,497	61.1	35.8	2.9	0.2	
	21	88,303	59.1	38.4	2.4	0.1	
	22	88,181	63.8	33.9	2.2	0.1	
	23	88,072	63.5	34.5	1.9	0.1	
	24	87,890	53.1	40.8	5.5	0.6	0.1
6–8	20	45,528	63.7	34.3	1.9	0.1	
	21	45,401	69.5	28.9	1.5	0.0	
	22	45,395	65.4	32.7	1.8	0.1	
	23	45,310	64.0	34.1	1.7	0.1	
	24	45,361	54.4	40.0	5.0	0.5	0.1
9–12	20	37,887	64.5	32.6	2.7	0.2	
	21	37,779	64.6	32.7	2.5	0.2	
	22	37,758	66.1	31.4	2.4	0.1	
	23	37,700	60.8	37.3	1.8	0.1	
	24	37,739	51.5	38.5	8.8	1.1	0.2

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Appendix T: On-scale Item Parameters**Notes:**

Items appear in the Form 1 delivery order described in appendix D.

CELDT forms are pre-equated (see section 4.1.2 for a description of this process). CELDT 2015–16 Edition scores are developed using on-scale item parameter estimates drawn from the CELDT Item Bank when those forms were created. Tables in Appendix T show those on-scale item parameter estimates. Conversion tables produced by these on-scale item parameter estimates can be found in appendix H.

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.

Table T-1: On-scale Item Parameters, Listening, Grade Span K–2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00728	01057170	3PL	0.0203	427.7721	0.3102
CEL00526	00940028	3PL	0.0389	500.9873	0.3102
CEL00786	01208385	3PL	0.0137	457.3214	0.3102
CEL00399	00676871	3PL	0.0178	449.3493	0.3102
CEL00899	01210599	3PL	0.0196	470.5812	0.3102
CEL00515	00940005	3PL	0.0121	452.7342	0.3102
CEL00330	00545930	3PL	0.0138	460.3603	0.3102
CEL00284	00437120	3PL	0.0149	565.2850	0.2304
CEL00285	00437122	3PL	0.0215	489.8008	0.4532
CEL00286	00437124	3PL	0.0225	498.9356	0.4312
CEL00730	01057174	2PL	0.0256	399.1103	
CEL00782	01208376	2PL	0.0275	422.6248	
CEL00788	01208389	2PL	0.0091	311.3949	
CEL00471	00803313	2PL	0.0383	383.5944	
CEL00787	01208387	2PL	0.0142	408.4550	
CEL00397	00676867	2PL	0.0153	351.1369	
CEL00836	01210292	2PL	0.0161	459.5296	
CEL00400	00676873	2PL	0.0178	482.7694	
CEL00789	01208391	2PL	0.0151	438.9876	
CEL00463	00803297	2PL	0.0153	426.7540	

Table T-2: On-scale Item Parameters, Listening, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00151	00382856	3PL	0.0051	317.4340	0.2833
CEL00425	00687427	3PL	0.0225	381.2408	0.2132
CEL00154	00382862	3PL	0.0084	412.8152	0.2791
CEL00177	00382908	3PL	0.0122	421.6133	0.2791
CEL00484	00803461	3PL	0.0109	436.3005	0.2791
CEL00554	00940959	3PL	0.0098	469.7983	0.2791
CEL00800	01208912	3PL	0.0060	457.9585	0.2791
CEL00352	00546104	3PL	0.0084	523.9698	0.2791
CEL00186	00382926	3PL	0.0159	487.6790	0.2791
CEL00357	00546114	3PL	0.0125	486.3483	0.2791
CEL00435	00687449	3PL	0.0149	406.0795	0.2631
CEL00356	00546112	3PL	0.0136	474.1220	0.2791
CEL00793	01208897	3PL	0.0143	508.9141	0.2791
CEL00843	01210299	3PL	0.0117	482.5618	0.2791
CEL00744	01057650	3PL	0.0192	559.2226	0.2791
CEL00557	00940965	3PL	0.0120	468.2545	0.2791
CEL00736	01057633	3PL	0.0212	550.4205	0.2791
CEL00738	01057637	3PL	0.0144	540.0034	0.2791
CEL00740	01057641	3PL	0.0076	511.7473	0.2791
CEL00739	01057639	3PL	0.0096	567.0166	0.2791

Table T-3: On-scale Item Parameters, Listening, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00487	00803587	3PL	0.0117	447.6242	0.3081
CEL00538	00940177	3PL	0.0138	508.7225	0.3081
CEL00307	00437690	3PL	0.0106	491.6819	0.3081
CEL00804	01209037	3PL	0.0108	560.3988	0.3081
CEL00531	00940162	3PL	0.0121	579.3180	0.3081
CEL00224	00383002	3PL	0.0105	465.0393	0.3081
CEL00363	00546267	3PL	0.0110	460.8068	0.3081
CEL00806	01209041	3PL	0.0091	498.4065	0.3081
CEL00453	00693734	3PL	0.0037	587.1384	0.3081
CEL00754	01059779	3PL	0.0141	515.4001	0.3081
CEL00230	00383014	3PL	0.0066	575.1001	0.3081
CEL00540	00940181	3PL	0.0154	488.4415	0.3081
CEL00805	01209039	3PL	0.0128	589.2821	0.3081
CEL00451	00693730	3PL	0.0110	551.0355	0.3081
CEL00532	00940164	3PL	0.0042	619.1159	0.3081
CEL00489	00803591	3PL	0.0070	500.2320	0.3081
CEL00541	00940183	3PL	0.0102	623.2712	0.3081
CEL00437	00693699	3PL	0.0124	548.9771	0.3081
CEL00438	00693701	3PL	0.0154	614.2005	0.3081
CEL00439	00693703	3PL	0.0113	574.2514	0.3081

Table T-4: On-scale Item Parameters, Listening, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00768	01059883	3PL	0.0099	714.0594	0.2980
CEL00262	00383078	3PL	0.0098	502.2631	0.2980
CEL00551	00940438	3PL	0.0069	567.8114	0.2980
CEL00823	01209203	3PL	0.0100	527.3978	0.2980
CEL00319	00437841	3PL	0.0107	486.6184	0.2980
CEL00379	00546440	3PL	0.0090	593.9732	0.2980
CEL00542	00940419	3PL	0.0089	489.9142	0.2980
CEL10017	N/A	3PL	0.0082	465.0370	0.2980
CEL00995	01211127	3PL	0.0068	575.0469	0.2980
CEL00817	01209180	3PL	0.0110	577.7524	0.2980
CEL00386	00546454	3PL	0.0061	585.1543	0.2980
CEL00412	00682950	3PL	0.0108	477.1949	0.2980
CEL00818	01209182	3PL	0.0072	618.3242	0.2980
CEL10032	N/A	3PL	0.0077	529.6902	0.2980
CEL00997	01211129	3PL	0.0072	591.0878	0.2980
CEL00761	01059869	3PL	0.0072	537.5550	0.2980
CEL00865	01210321	3PL	0.0106	489.9360	0.2980
CEL00546	00940427	3PL	0.0102	591.0224	0.2980
CEL00547	00940429	3PL	0.0064	609.9817	0.2980
CEL00549	00940433	3PL	0.0096	579.3654	0.2980

Table T-5: On-scale Item Parameters, Speaking, Grade Span K–2

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	γ_1	γ_2	γ_3	γ_4	
CES00674	01057183	2PL	0.0131	382.4669					
CES00346	00680889	2PL	0.0126	426.5144					
CES00436	00940039	2PL	0.0117	371.9232					
CES00770	01210323	2PL	0.0156	404.0259					
CES00396	00803337	2PL	0.0175	337.0495					
CES00680	01057195	2PL	0.0198	386.4913					
CES00391	00803327	2PL	0.0112	381.7484					
CES00675	01057185	2PL	0.0168	394.5848					
CES00728	01208460	2PL	0.0161	356.2680					
CES00723	01208450	2PL	0.0201	330.3210					
CES00290	00545983	2PL	0.0136	435.1545					
CES00287	00545977	2PL	0.0174	403.6238					
CES00148	00382772	2PL	0.0160	328.4503					
CES00818	01210562	GPC	0.0179		438.8763	463.2395			
CES00774	01210327	GPC	0.0157		440.3346	423.2130			
CES00439	00940045	GPC	0.0172		443.2203	453.8081			
CES00967	01211280	GPC	0.0135		454.0793	426.0991			
CES10058	N/A	GPC	0.0219		384.2453	449.1127			
CES00778	01210331	GPC	0.0180		400.1378	474.4927			
CES00649	1003861	GPC	0.0157		378.0417	402.5029	454.4905	530.7982	

Table T-6: On-scale Item Parameters, Speaking, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	γ_1	γ_2	γ_3	γ_4	
CES00252	00437531	2PL	0.0163	443.8779					
CES00402	00803468	2PL	0.0159	435.9281					
CES00258	00437544	2PL	0.0087	422.4826					
CES00168	00383154	2PL	0.0150	400.6685					
CES00780	01210333	2PL	0.0175	413.1304					
CES00692	01059014	2PL	0.0157	403.6332					
CES00371	00687645	2PL	0.0182	392.4789					
CES00304	00546147	2PL	0.0154	447.6841					
CES00693	01059016	2PL	0.0218	452.0529					
CES00741	01208978	2PL	0.0142	448.2911					
CES00920	01211035	2PL	0.0091	491.8116					
CES00471	00940353	2PL	0.0114	459.5863					
CES00687	01059004	2PL	0.0142	513.6793					
CES00835	01210664	GPC	0.0156		501.7637	503.8207			
CES00925	01211040	GPC	0.0159		480.8150	488.1021			
CES00178	00383174	GPC	0.0170		488.3154	477.8950			
CES00466	00940342	GPC	0.0139		521.3775	495.0044			
CES00406	00803476	GPC	0.0169		430.6240	492.7648			
CES00467	00940344	GPC	0.0196		442.5425	481.8223			
CES00739	01208974	GPC	0.0181		400.7539	435.2562	499.2626	578.9288	

Table T-7: On-scale Item Parameters, Speaking, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	γ_1	γ_2	γ_3	γ_4	
CES00183	00383187	2PL	0.0100	490.1223					
CES00455	00940203	2PL	0.0100	340.7519					
CES00790	01210343	2PL	0.0119	377.2679					
CES00412	00803613	2PL	0.0089	561.1995					
CES00752	01209118	2PL	0.0087	476.3625					
CES00456	00940205	2PL	0.0101	568.1815					
CES00747	01209108	2PL	0.0090	509.1968					
CES00856	01210762	2PL	0.0069	587.3041					
CES00449	00940191	2PL	0.0100	506.2093					
CES00263	00437722	2PL	0.0098	401.3412					
CES00847	01210729	2PL	0.0112	508.4455					
CES00386	00693765	2PL	0.0122	598.1604					
CES00190	00383201	2PL	0.0108	508.5711					
CES00748	01209110	GPC	0.0132		490.8974	499.7862			
CES00706	01059809	GPC	0.0134		448.0368	496.1564			
CES00958	01211254	GPC	0.0105		467.2801	465.7098			
CES00701	01059799	GPC	0.0143		485.7067	545.0584			
CES00849	01210733	GPC	0.0163		407.2539	475.8823			
CES00708	01059813	GPC	0.0163		428.5789	508.7248			
CES00635	1003521	GPC	0.0121		401.4139	422.6038	497.5618	591.4888	

Table T-8: On-scale Item Parameters, Speaking, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	γ_1	γ_2	γ_3	γ_4	
CES00335	00546487	2PL	0.0073	531.9909					
CES00475	00940480	2PL	0.0066	472.1673					
CES00872	01210841	2PL	0.0119	468.1290					
CES00476	00940482	2PL	0.0088	555.2626					
CES00483	00940497	2PL	0.0091	598.4081					
CES00801	01210354	2PL	0.0119	546.2167					
CES00477	00940484	2PL	0.0102	581.9516					
CES00759	01209258	2PL	0.0085	554.5015					
CES00897	01210890	2PL	0.0143	509.3157					
CES00764	01209269	2PL	0.0115	478.7169					
CES00802	01210355	2PL	0.0094	550.8147					
CES00367	00683682	2PL	0.0114	591.8138					
CES00236	00383295	2PL	0.0117	485.5333					
CES00274	00437871	GPC	0.0108		499.5326	539.8126			
CES10052	N/A	GPC	0.0127		477.3093	506.5513			
CES00364	00683675	GPC	0.0128		476.7266	541.2533			
CES00712	01059905	GPC	0.0152		470.4975	518.7432			
CES00486	00940503	GPC	0.0117		454.8043	518.2227			
CES00808	01210361	GPC	0.0146		498.4722	519.5761			
CES00969	01211282	GPC	0.0120		434.8794	457.7724	490.8188	589.4010	

Table T-9: On-scale Item Parameters, Reading, Grade Span K–1

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3
CER01031	01210026	3PL	0.0151	292.2344	0.3250			
CER01030	01210024	3PL	0.0126	337.1067	0.3342			
CER01041	01210046	3PL	0.0164	404.3882	0.3183			
CER01314	01210917	3PL	0.0122	379.0330	0.2693			
CER01315	01210918	3PL	0.0051	325.3091	0.1415			
CER01312	01210915	3PL	0.0189	334.0460	0.3202			
CER01316	01210919	3PL	0.0194	374.7909	0.2967			
CER01216	01210596	3PL	0.0110	442.4067	0.3052			
CER01311	01210914	3PL	0.0198	418.0823	0.2610			
CER01066	01210096	GPC	0.0189			252.2272	268.5073	267.7920
CER01033	01210030	GPC	0.0225			250.7469	263.6857	271.6979
CER01034	01210032	3PL	0.0244	310.5716	0.2839			
CER01179	01210529	3PL	0.0170	401.0348	0.3054			
CER01025	01210014	3PL	0.0262	355.2508	0.2064			
CER01079	01210122	3PL	0.0227	359.7899	0.2793			
CER01055	01210074	3PL	0.0245	356.5402	0.2226			
CER01083	01210130	2PL	0.0200	367.9282				
CER01027	01210018	2PL	0.0186	412.9375				
CER01047	01210058	3PL	0.0115	381.4967	0.0940			
CER01057	01210078	3PL	0.0084	346.9807	0.0738			

Table T-10: On-scale Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CER00348	00546026	3PL	0.0205	459.0338	0.2346
CER00353	00546036	3PL	0.0217	451.9080	0.3784
CER00270	00437237	3PL	0.0202	542.5749	0.1872
CER01090	01210364	3PL	0.0128	467.3301	0.2611
CER01212	01210592	3PL	0.0190	498.1526	0.2068
CER00032	00240821	3PL	0.0195	487.3306	0.3381
CER00011	00240727	3PL	0.0226	457.8800	0.1360
CER00009	00240723	3PL	0.0214	438.9923	0.2472
CER01099	01210373	3PL	0.0142	444.6427	0.1287
CER00336	00545999	3PL	0.0347	522.1844	0.3439
CER00343	00546014	3PL	0.0166	435.5115	0.2487
CER01100	01210374	3PL	0.0222	522.0285	0.2328
CER01101	01210375	3PL	0.0207	441.7398	0.0940
CER00442	00680991	3PL	0.0278	462.8191	0.2538
CER01200	01210580	3PL	0.0209	496.9863	0.3745
CER00955	01208496	3PL	0.0191	500.8147	0.2115
CER00211	00353933	3PL	0.0369	436.7470	0.2305
CER00220	00353951	3PL	0.0287	440.4540	0.1380
CER00545	00940074	3PL	0.0151	498.8810	0.1526
CER01192	01210559	3PL	0.0178	488.1431	0.2607
CER00546	00940076	3PL	0.0155	454.0406	0.0823
CER00877	01059047	3PL	0.0131	478.5067	0.1669
CER00338	00546003	3PL	0.0243	443.7668	0.1030
CER00949	01208484	3PL	0.0094	516.5010	0.1329
CER00355	00546040	3PL	0.0212	518.0813	0.1957
CER00957	01208500	3PL	0.0129	522.6301	0.2175
CER00958	01208502	3PL	0.0339	448.0897	0.2626
CER00959	01208504	3PL	0.0348	494.9429	0.1909
CER01103	01210377	3PL	0.0268	495.5197	0.2558
CER01104	01210378	3PL	0.0095	411.8611	0.2075

Table T-10: On-scale Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01105	01210379	3PL	0.0239	483.0956	0.2037
CER01094	01210368	3PL	0.0157	509.0431	0.2152
CER01096	01210370	3PL	0.0286	489.2531	0.3053
CER01171	01210493	3PL	0.0176	479.4684	0.1836
CER01097	01210371	3PL	0.0149	510.6633	0.1810

Table T-11: On-scale Item Parameters, Reading, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CER00893	01059097	3PL	0.0158	515.0278	0.1931
CER00463	00691065	3PL	0.0112	521.4483	0.1931
CER01242	01210671	3PL	0.0155	522.0991	0.0974
CER00050	00241059	3PL	0.0098	547.2893	0.1931
CER00964	01208922	3PL	0.0179	505.5543	0.2540
CER00052	00241063	3PL	0.0178	536.6107	0.2250
CER00072	00241154	3PL	0.0161	516.4833	0.0700
CER01108	01210382	3PL	0.0131	477.9248	0.1931
CER01107	01210381	3PL	0.0149	537.7679	0.2023
CER00377	00546207	3PL	0.0161	489.9572	0.1931
CER00898	01059107	3PL	0.0202	495.0900	0.0730
CER00897	01059105	3PL	0.0165	566.6820	0.3321
CER01241	01210657	3PL	0.0109	582.2645	0.1304
CER00458	00691051	3PL	0.0176	519.9984	0.1291
CER00296	00437620	3PL	0.0146	498.6853	0.1285
CER00498	00803539	3PL	0.0166	513.3921	0.1453
CER00235	00354168	3PL	0.0204	525.4779	0.1499
CER00896	01059103	3PL	0.0144	481.6207	0.1931
CER00599	00940990	3PL	0.0257	514.6338	0.2305
CER01110	01210384	3PL	0.0148	487.7148	0.0824
CER00900	01059111	3PL	0.0198	521.1990	0.2161
CER00604	00941000	3PL	0.0336	489.7012	0.2200
CER00600	00940992	3PL	0.0247	534.2002	0.2075
CER00972	01208938	3PL	0.0185	520.5227	0.1968
CER00895	01059101	3PL	0.0180	559.4905	0.1992
CER01113	01210387	3PL	0.0093	553.7386	0.1931
CER01114	01210388	3PL	0.0122	554.3438	0.1892
CER01115	01210389	3PL	0.0201	521.6114	0.2679
CER01112	01210386	3PL	0.0198	488.8801	0.1695
CER01161	01210483	3PL	0.0209	504.2173	0.1680

Table T-11: On-scale Item Parameters, Reading, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01121	01210395	3PL	0.0121	511.1664	0.0916
CER01123	01210397	3PL	0.0200	523.2966	0.2165
CER00974	01208944	3PL	0.0192	523.3589	0.1681
CER00975	01208946	3PL	0.0125	518.7477	0.1855
CER00977	01208950	3PL	0.0271	561.0712	0.1977

Table T-12: On-scale Item Parameters, Reading, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00928	01060116	3PL	0.0081	510.4385	0.1947
CER00982	01209064	3PL	0.0115	531.5629	0.1947
CER00128	00241514	3PL	0.0194	511.0855	0.1947
CER00380	00546334	3PL	0.0151	608.9663	0.1801
CER00513	00803707	3PL	0.0093	545.7438	0.1947
CER00303	00437751	3PL	0.0129	555.4127	0.1947
CER00393	00546361	3PL	0.0110	573.8719	0.1947
CER00987	01209074	3PL	0.0127	580.7107	0.1947
CER00988	01209076	3PL	0.0092	559.8461	0.1947
CER00934	01060128	3PL	0.0064	556.8548	0.1947
CER00510	00803693	3PL	0.0088	604.4145	0.1947
CER00514	00803709	3PL	0.0137	605.3857	0.1584
CER00985	01209070	3PL	0.0155	543.2674	0.1947
CER00564	00940275	3PL	0.0142	584.2400	0.1789
CER00990	01209080	3PL	0.0220	491.7762	0.0425
CER00515	00803711	3PL	0.0127	609.3996	0.1947
CER00563	00940273	3PL	0.0179	535.5266	0.1698
CER01128	01210402	3PL	0.0155	537.3098	0.1947
CER00402	00546380	3PL	0.0149	538.2337	0.1947
CER00932	01060124	3PL	0.0194	581.9938	0.1913
CER00937	01060134	3PL	0.0153	599.1147	0.2018
CER00569	00940285	3PL	0.0218	611.5553	0.1793
CER00144	00241558	3PL	0.0192	560.8429	0.2279
CER00145	00241560	3PL	0.0209	554.9119	0.2416
CER00143	00241556	3PL	0.0129	608.3689	0.1816
CER10050	N/A	3PL	0.0177	601.6382	0.2246
CER10051	N/A	3PL	0.0185	616.4880	0.1985
CER10052	N/A	3PL	0.0235	584.1158	0.2698
CER10056	N/A	3PL	0.0214	574.9093	0.2768
CER01130	01210404	3PL	0.0274	548.1024	0.2081

Table T-12: On-scale Item Parameters, Reading, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01173	01210495	3PL	0.0271	585.7007	0.2241
CER01133	01210407	3PL	0.0223	554.8319	0.2062
CER00521	00803735	3PL	0.0171	592.7134	0.2014
CER00523	00803739	3PL	0.0162	617.5880	0.2121
CER00524	00803741	3PL	0.0166	585.7720	0.2149

Table T-13: On-scale Item Parameters, Reading, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CER01152	01210426	3PL	0.0076	497.0677	0.2059
CER01415	01211145	3PL	0.0088	526.8556	0.2059
CER01143	01210417	3PL	0.0114	600.9413	0.2059
CER00327	00437909	3PL	0.0112	565.8966	0.2059
CER00531	00804714	3PL	0.0091	599.0548	0.2059
CER00451	00684030	3PL	0.0104	561.1187	0.2059
CER00471	00717216	3PL	0.0086	587.5063	0.2059
CER01006	01209227	3PL	0.0156	509.4677	0.2059
CER00911	01059967	3PL	0.0180	536.8581	0.2059
CER01005	01209225	3PL	0.0133	594.3796	0.1405
CER00157	00241779	3PL	0.0121	529.6766	0.2059
CER00242	00354274	3PL	0.0090	651.2232	0.0924
CER00533	00804718	3PL	0.0075	666.0662	0.2059
CER00918	01059981	3PL	0.0071	631.5174	0.2059
CER00419	00546536	3PL	0.0145	520.1608	0.2059
CER00457	00684045	3PL	0.0144	610.1175	0.1744
CER00321	00437896	3PL	0.0126	607.7666	0.2059
CER00418	00546534	3PL	0.0178	520.4875	0.2059
CER01007	01209229	3PL	0.0154	627.0578	0.3081
CER00912	01059969	3PL	0.0103	582.6724	0.2059
CER00443	00683949	3PL	0.0127	649.6746	0.1949
CER01309	01210900	3PL	0.0129	626.2778	0.1983
CER10057	N/A	3PL	0.0077	615.6676	0.2059
CER10058	N/A	3PL	0.0137	618.3512	0.1909
CER10063	N/A	3PL	0.0150	608.7652	0.2071
CER01016	01209249	3PL	0.0139	651.3917	0.2304
CER01017	01209251	3PL	0.0186	642.9207	0.1726
CER01014	01209245	3PL	0.0183	595.7655	0.2057
CER10088	N/A	3PL	0.0206	602.9957	0.2261
CER10089	N/A	3PL	0.0221	614.4455	0.2808

Table T-13: On-scale Item Parameters, Reading, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER10092	N/A	3PL	0.0189	615.5338	0.2222
CER10094	N/A	3PL	0.0165	584.2883	0.2145
CER01011	01209238	3PL	0.0107	687.0596	0.1519
CER01012	01209240	3PL	0.0141	605.1716	0.2800
CER01013	01209242	3PL	0.0183	657.1344	0.2053

Table T-14: On-scale Item Parameters, Writing, Grade Span K–1

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4	
CEW00877	01210162	2PL	0.0141	250.2476						
CEW00909	01210226	2PL	0.0130	244.5721						
CEW00868	01210144	2PL	0.0132	276.2197						
CEW00898	01210204	2PL	0.0120	230.0086						
CEW00919	01210246	GPC	0.0079			240.3334	288.9963			
CEW00889	01210186	GPC	0.0157			225.7417	304.7668			
CEW00890	01210188	GPC	0.0109			175.0446	339.3712			
CEW00891	01210190	GPC	0.0278			299.1935	369.1473			
CEW00923	01210254	GPC	0.0203			306.8151	461.7757			
CEW00871	01210150	GPC	0.0202			302.8660	386.7254			
CEW00989	01210552	GPC	0.0178			350.9011	399.1229			
CEW00902	01210212	GPC	0.0186			329.9003	423.5985			
CEW00884	01210176	3PL	0.0200	436.4815	0.1891					
CEW00905	01210218	3PL	0.0099	404.6363	0.1872					
CEW00875	01210158	3PL	0.0095	404.1717	0.2162					
CEW00931	01210270	3PL	0.0190	440.6982	0.1592					
CEW00896	01210200	3PL	0.0134	443.4661	0.4076					
CEW00932	01210272	3PL	0.0198	421.9622	0.2219					
CEW00885	01210178	3PL	0.0215	416.0047	0.2103					
CEW00876	01210160	3PL	0.0103	410.3017	0.2984					

Table T-15: On-scale Item Parameters, Writing, Grade 2

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00005	00353965	3PL	0.0189	433.0173	0.3013				
CEW00020	00353996	3PL	0.0186	405.7580	0.3013				
CEW00004	00353963	3PL	0.0208	450.6537	0.2879				
CEW00298	00681402	3PL	0.0449	449.3478	0.2803				
CEW00939	01210436	3PL	0.0310	469.1926	0.2584				
CEW00220	00546085	3PL	0.0271	450.4386	0.2839				
CEW00021	00353998	3PL	0.0103	493.6736	0.3013				
CEW00209	00546063	3PL	0.0218	445.9091	0.3521				
CEW00941	01210438	3PL	0.0416	485.5606	0.2871				
CEW00940	01210437	3PL	0.0334	451.9141	0.3637				
CEW00796	01208524	3PL	0.0211	490.6302	0.2501				
CEW00981	01210528	3PL	0.0111	518.5560	0.2977				
CEW00800	01208532	3PL	0.0113	547.4884	0.2878				
CEW00974	01210499	3PL	0.0254	475.8090	0.3438				
CEW00975	01210500	3PL	0.0169	498.2407	0.1747				
CEW00976	01210501	3PL	0.0150	506.5876	0.2416				
CEW00390	00940137	3PL	0.0333	495.5189	0.3225				
CEW00391	00940139	3PL	0.0255	489.3093	0.3099				
CEW00392	00940141	3PL	0.0314	484.4821	0.3609				
CEW00389	00940135	GPC	0.0145			438.7655	459.6004	607.3673	
CEW00995	01210574	GPC	0.0201			401.2047	456.8687	538.4576	
CEW00381	00940119	GPC	0.0134			427.3888	462.4559	598.4720	
CEW00802	01208536	GPC	0.0133			434.7649	452.1337	620.6626	
CEW01084	01210937	GPC	0.0187			380.9007	451.9351	532.2132	619.4513

Table T-16: On-scale Item Parameters, Writing, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00100	00354226	3PL	0.0200	440.7359	0.2793				
CEW00088	00354202	3PL	0.0113	484.7231	0.2793				
CEW00077	00354179	3PL	0.0220	516.5711	0.3415				
CEW00228	00546226	3PL	0.0115	500.9542	0.2793				
CEW00090	00354206	3PL	0.0262	510.9374	0.3689				
CEW00239	00546248	3PL	0.0168	511.8669	0.2285				
CEW00950	01210447	3PL	0.0182	508.5244	0.2476				
CEW00813	01208994	3PL	0.0140	550.7568	0.2822				
CEW00815	01208998	3PL	0.0180	502.8003	0.3176				
CEW01019	01210694	3PL	0.0254	514.3582	0.3107				
CEW00747	01059936	3PL	0.0218	460.4169	0.2374				
CEW00748	01059938	3PL	0.0190	478.9361	0.2305				
CEW00749	01059940	3PL	0.0277	456.6280	0.2135				
CEW00755	01059952	3PL	0.0211	470.0864	0.2813				
CEW00756	01059954	3PL	0.0117	535.3141	0.2193				
CEW00757	01059956	3PL	0.0206	498.9371	0.2588				
CEW00422	00940377	3PL	0.0289	469.3582	0.3379				
CEW00423	00940379	3PL	0.0174	512.9126	0.2564				
CEW00424	00940381	3PL	0.0132	532.9287	0.2793				
CEW01110	01211075	GPC	0.0138			416.6901	445.7913	539.3997	
CEW00175	00437661	GPC	0.0137			431.7808	432.9548	633.5358	
CEW01015	01210690	GPC	0.0151			382.3098	449.0777	556.9070	
CEW00094	00354214	GPC	0.0138			361.6522	456.7809	580.2882	
CEW01014	01210688	GPC	0.0149			361.9729	451.6241	539.0979	673.1297

Table T-17: On-scale Item Parameters, Writing, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00265	00546425	3PL	0.0211	512.4984	0.1848				
CEW00145	00354697	3PL	0.0148	514.3736	0.2761				
CEW00833	01209140	3PL	0.0124	515.3157	0.2761				
CEW00832	01209138	3PL	0.0146	501.5526	0.2761				
CEW00178	00437794	3PL	0.0222	552.8562	0.3461				
CEW00147	00354701	3PL	0.0174	572.5593	0.4070				
CEW00837	01209148	3PL	0.0174	529.8270	0.3060				
CEW00836	01209146	3PL	0.0266	559.6906	0.2631				
CEW00961	01210458	3PL	0.0248	521.5559	0.2709				
CEW00262	00546419	3PL	0.0132	565.1871	0.2761				
CEW00255	00546405	3PL	0.0181	537.2518	0.2761				
CEW00959	01210456	3PL	0.0148	532.2569	0.2761				
CEW00256	00546407	3PL	0.0230	491.7645	0.2761				
CEW00350	00803765	3PL	0.0153	544.1826	0.1839				
CEW00351	00803767	3PL	0.0238	522.5347	0.2275				
CEW00352	00803769	3PL	0.0139	538.8356	0.2761				
CEW00779	01069233	3PL	0.0218	503.9445	0.2761				
CEW00780	01069235	3PL	0.0237	490.9796	0.2114				
CEW00781	01069237	3PL	0.0190	518.0760	0.2603				
CEW00794	01069263	GPC	0.0115			377.6588	424.7878	617.8307	
CEW00782	01069239	GPC	0.0113			396.4195	438.7867	566.9646	
CEW00842	01209158	GPC	0.0122			380.9013	438.2274	592.9349	
CEW00963	01210460	GPC	0.0100			341.5756	437.1107	598.8789	
CEW00709	1003901	GPC	0.0135			414.1629	450.7988	562.2627	747.3576

Table T-18: On-scale Item Parameters, Writing, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00306	00684130	3PL	0.0221	493.8156	0.2535				
CEW00283	00546586	3PL	0.0137	518.4860	0.2535				
CEW00060	00354095	3PL	0.0135	553.6084	0.2535				
CEW00849	01209287	3PL	0.0110	562.1061	0.2535				
CEW00966	01210463	3PL	0.0148	512.6830	0.2535				
CEW00278	00546576	3PL	0.0101	551.8200	0.2535				
CEW00850	01209289	3PL	0.0148	487.2593	0.2535				
CEW00041	00354047	3PL	0.0116	557.7644	0.2535				
CEW00061	00354097	3PL	0.0101	442.3221	0.2535				
CEW00279	00546578	3PL	0.0186	484.7678	0.2535				
CEW00970	01210467	3PL	0.0151	548.1393	0.2535				
CEW00855	01209299	3PL	0.0166	594.8644	0.1942				
CEW00854	01209297	3PL	0.0077	536.3785	0.2535				
CEW00431	00940507	3PL	0.0137	542.5606	0.2535				
CEW00432	00940509	3PL	0.0122	564.3905	0.2535				
CEW00433	00940511	3PL	0.0081	452.0278	0.2535				
CEW00769	01060031	3PL	0.0097	538.8839	0.2535				
CEW00770	01060033	3PL	0.0250	523.8633	0.3134				
CEW00771	01060035	3PL	0.0125	518.3258	0.2535				
CEW00764	01060021	GPC	0.0070			353.7908	381.0214	575.5992	
CEW00856	01209301	GPC	0.0076			328.7083	417.1398	565.0884	
CEW00971	01210468	GPC	0.0101			324.1315	473.3419	590.3047	
CEW00972	01210469	GPC	0.0081			332.4181	395.4993	649.7747	
CEW00447	00940539	GPC	0.0100			467.2412	429.7036	545.4646	735.8102

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Appendix U: Reference Item Parameters**Notes:**

Items appear in the Form 1 delivery order described in appendix D.

Seven tests from the CELDT 2014–15 Edition were reused in the 2015–16 Edition, namely, Listening K–2, Listening 3–5, Listening 6–8, Reading K–1, Reading Grade 2, Writing K–1, and Writing Grade 2, and the parameter estimates used to produce the scores were also reused. This meant that the conversion tables for these tests in appendix H are identical for the two editions. The reused parameter estimates for these tests reported in appendix T are also identical for the two editions.

Appendix U results support CELDT Item Bank updates for these seven tests and were not used for score reporting for 2015–16. Raw item parameter estimates in appendix M are put onto the CELDT common scale after each edition using Stocking and Lord (1983), and loaded into the CELDT Item Bank. Stocking and Lord requires reference item parameter estimates already on the CELDT common scale to be the basis for transforming the raw item parameter estimates; therefore, the most recent 2014–15 parameter estimates found in Appendix U were used.

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.

Table U-1: Reference Item Parameters, Listening, Grade Span K–2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00728	01057170	3PL	0.0189	419.7205	0.3102
CEL00526	00940028	3PL	0.0413	510.3377	0.3102
CEL00786	01208385	3PL	0.0192	466.6101	0.3102
CEL00399	00676871	3PL	0.0185	457.5558	0.3102
CEL00899	01210599	3PL	0.0235	469.4956	0.3102
CEL00515	00940005	3PL	0.0130	453.3436	0.3102
CEL00330	00545930	3PL	0.0235	460.7626	0.3102
CEL00284	00437120	3PL	0.0178	464.2520	0.3102
CEL00285	00437122	3PL	0.0199	388.7246	0.3102
CEL00286	00437124	3PL	0.0187	388.0437	0.3102
CEL00730	01057174	2PL	0.0196	383.5464	
CEL00782	01208376	2PL	0.0165	418.9965	
CEL00788	01208389	2PL	0.0109	374.5906	
CEL00471	00803313	2PL	0.0253	369.8196	
CEL00787	01208387	2PL	0.0197	391.5309	
CEL00397	00676867	2PL	0.0176	362.9854	
CEL00836	01210292	2PL	0.0185	435.6835	
CEL00400	00676873	2PL	0.0206	474.7321	
CEL00789	01208391	2PL	0.0137	451.1731	
CEL00463	00803297	2PL	0.0138	437.9405	

Table U-2: Reference Item Parameters, Listening, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00151	00382856	3PL	0.0112	378.7200	0.2791
CEL00425	00687427	3PL	0.0166	391.6319	0.2791
CEL00154	00382862	3PL	0.0096	404.3122	0.2791
CEL00177	00382908	3PL	0.0110	416.4833	0.2791
CEL00484	00803461	3PL	0.0121	440.4209	0.2791
CEL00554	00940959	3PL	0.0092	448.5524	0.2791
CEL00800	01208912	3PL	0.0060	445.9505	0.2791
CEL00352	00546104	3PL	0.0075	531.5933	0.2791
CEL00186	00382926	3PL	0.0142	478.7653	0.2791
CEL00357	00546114	3PL	0.0106	512.3115	0.2791
CEL00435	00687449	3PL	0.0143	409.1535	0.2791
CEL00356	00546112	3PL	0.0148	466.1321	0.2791
CEL00793	01208897	3PL	0.0151	522.3782	0.2791
CEL00843	01210299	3PL	0.0123	492.7445	0.2791
CEL00744	01057650	3PL	0.0197	553.0757	0.2791
CEL00557	00940965	3PL	0.0124	465.7257	0.2791
CEL00736	01057633	3PL	0.0215	553.4695	0.2791
CEL00738	01057637	3PL	0.0131	536.9287	0.2791
CEL00740	01057641	3PL	0.0089	515.9432	0.2791
CEL00739	01057639	3PL	0.0092	574.4715	0.2791

Table U-3: Reference Item Parameters, Listening, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00487	00803587	3PL	0.0118	459.8215	0.3081
CEL00538	00940177	3PL	0.0135	501.4421	0.3081
CEL00307	00437690	3PL	0.0100	483.9292	0.3081
CEL00804	01209037	3PL	0.0126	574.1041	0.3081
CEL00531	00940162	3PL	0.0114	574.1211	0.3081
CEL00224	00383002	3PL	0.0120	469.9207	0.3081
CEL00363	00546267	3PL	0.0116	469.0571	0.3081
CEL00806	01209041	3PL	0.0114	504.0272	0.3081
CEL00453	00693734	3PL	0.0026	628.9739	0.3081
CEL00754	01059779	3PL	0.0140	502.1423	0.3081
CEL00230	00383014	3PL	0.0056	569.6561	0.3081
CEL00540	00940181	3PL	0.0152	496.5237	0.3081
CEL00805	01209039	3PL	0.0103	584.2713	0.3081
CEL00451	00693730	3PL	0.0110	563.6326	0.3081
CEL00532	00940164	3PL	0.0049	622.1389	0.3081
CEL00489	00803591	3PL	0.0070	513.8038	0.3081
CEL00541	00940183	3PL	0.0095	609.5250	0.3081
CEL00437	00693699	3PL	0.0132	542.9257	0.3081
CEL00438	00693701	3PL	0.0145	618.4305	0.3081
CEL00439	00693703	3PL	0.0113	572.5751	0.3081

Table U-4: Reference Item Parameters, Reading, Grade Span K–1

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3
CER01031	01210026	3PL	0.0134	292.1370	0.4029			
CER01030	01210024	3PL	0.0110	336.6526	0.3170			
CER01041	01210046	3PL	0.0176	413.4482	0.2705			
CER01314	01210917	3PL	0.0142	384.2041	0.3166			
CER01315	01210918	3PL	0.0047	300.0167	0.0493			
CER01312	01210915	3PL	0.0154	329.9933	0.3275			
CER01316	01210919	3PL	0.0272	378.1817	0.3302			
CER01216	01210596	3PL	0.0133	441.8035	0.3169			
CER01311	01210914	3PL	0.0285	411.4443	0.2651			
CER01066	01210096	GPC	0.0244			251.3180	270.5539	277.1934
CER01033	01210030	GPC	0.0316			252.0018	265.6642	279.6925
CER01034	01210032	3PL	0.0169	298.9312	0.2699			
CER01179	01210529	3PL	0.0203	397.6193	0.3599			
CER01025	01210014	3PL	0.0332	361.6068	0.2398			
CER01079	01210122	3PL	0.0298	360.2595	0.3426			
CER01055	01210074	3PL	0.0334	360.4987	0.2279			
CER01083	01210130	2PL	0.0147	379.0694				
CER01027	01210018	2PL	0.0192	402.3334				
CER01047	01210058	3PL	0.0149	385.6713	0.1436			
CER01057	01210078	3PL	0.0124	360.4411	0.1833			

Table U-5: Reference Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CER00348	00546026	3PL	0.0188	471.1519	0.2165
CER00353	00546036	3PL	0.0214	447.6965	0.2899
CER00270	00437237	3PL	0.0252	548.9121	0.1943
CER01090	01210364	3PL	0.0142	464.4974	0.2695
CER01212	01210592	3PL	0.0182	514.0125	0.1596
CER00032	00240821	3PL	0.0180	476.5515	0.3336
CER00011	00240727	3PL	0.0159	463.9610	0.1653
CER00009	00240723	3PL	0.0223	443.1933	0.2372
CER01099	01210373	3PL	0.0207	450.9247	0.1957
CER00336	00545999	3PL	0.0325	516.3774	0.3315
CER00343	00546014	3PL	0.0175	422.8217	0.2178
CER01100	01210374	3PL	0.0225	530.7504	0.1905
CER01101	01210375	3PL	0.0213	447.4253	0.0980
CER00442	00680991	3PL	0.0259	464.8311	0.2395
CER01200	01210580	3PL	0.0220	491.3932	0.3464
CER00955	01208496	3PL	0.0217	509.8982	0.2515
CER00211	00353933	3PL	0.0380	438.2184	0.2402
CER00220	00353951	3PL	0.0225	419.8600	0.2218
CER00545	00940074	3PL	0.0141	482.1551	0.0899
CER01192	01210559	3PL	0.0138	483.3075	0.2011
CER00546	00940076	3PL	0.0153	456.9384	0.0783
CER00877	01059047	3PL	0.0133	474.2954	0.1360
CER00338	00546003	3PL	0.0242	453.1411	0.0688
CER00949	01208484	3PL	0.0125	519.7709	0.2075
CER00355	00546040	3PL	0.0231	524.2699	0.2065
CER00957	01208500	3PL	0.0149	529.4032	0.2726
CER00958	01208502	3PL	0.0330	444.3226	0.2473
CER00959	01208504	3PL	0.0332	494.4189	0.1962
CER01103	01210377	3PL	0.0307	492.2600	0.2801
CER01104	01210378	3PL	0.0120	418.7713	0.2075

Table U-5: Reference Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01105	01210379	3PL	0.0266	477.7439	0.2029
CER01094	01210368	3PL	0.0114	493.0403	0.1306
CER01096	01210370	3PL	0.0240	472.6604	0.2334
CER01171	01210493	3PL	0.0168	476.2911	0.1813
CER01097	01210371	3PL	0.0138	496.4647	0.1485

Table U-6: Reference Item Parameters, Writing, Grade Span K–1

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4	
CEW00877	01210162	2PL	0.0142	247.1299						
CEW00909	01210226	2PL	0.0140	263.9382						
CEW00868	01210144	2PL	0.0172	273.0438						
CEW00898	01210204	2PL	0.0159	260.4225						
CEW00919	01210246	GPC	0.0096			240.9122	293.9385			
CEW00889	01210186	GPC	0.0119			216.8129	334.4771			
CEW00890	01210188	GPC	0.0124			221.8440	294.5127			
CEW00891	01210190	GPC	0.0268			293.2995	366.1556			
CEW00923	01210254	GPC	0.0237			316.0680	458.5776			
CEW00871	01210150	GPC	0.0225			302.2953	395.2784			
CEW00989	01210552	GPC	0.0183			321.9411	434.3785			
CEW00902	01210212	GPC	0.0200			327.5990	420.9500			
CEW00884	01210176	3PL	0.0214	428.4127	0.2228					
CEW00905	01210218	3PL	0.0133	420.1802	0.2407					
CEW00875	01210158	3PL	0.0132	410.9173	0.2977					
CEW00931	01210270	3PL	0.0262	431.8051	0.1617					
CEW00896	01210200	3PL	0.0216	429.4254	0.4566					
CEW00932	01210272	3PL	0.0310	419.2417	0.2528					
CEW00885	01210178	3PL	0.0272	419.5491	0.2450					
CEW00876	01210160	3PL	0.0141	406.0334	0.4337					

Table U-7: Reference Item Parameters, Writing, Grade 2

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00005	00353965	3PL	0.0130	420.1137	0.3013				
CEW00020	00353996	3PL	0.0173	402.9144	0.3013				
CEW00004	00353963	3PL	0.0200	458.5038	0.3476				
CEW00298	00681402	3PL	0.0499	449.0276	0.2760				
CEW00939	01210436	3PL	0.0299	470.0125	0.3054				
CEW00220	00546085	3PL	0.0293	452.4906	0.2982				
CEW00021	00353998	3PL	0.0110	482.2555	0.3013				
CEW00209	00546063	3PL	0.0214	449.7233	0.3464				
CEW00941	01210438	3PL	0.0409	485.0308	0.2888				
CEW00940	01210437	3PL	0.0354	456.3357	0.3801				
CEW00796	01208524	3PL	0.0232	485.8253	0.2069				
CEW00981	01210528	3PL	0.0101	508.9766	0.2028				
CEW00800	01208532	3PL	0.0146	589.9528	0.3583				
CEW00974	01210499	3PL	0.0214	472.7950	0.3393				
CEW00975	01210500	3PL	0.0148	508.7982	0.1852				
CEW00976	01210501	3PL	0.0110	513.6999	0.2081				
CEW00390	00940137	3PL	0.0367	497.2619	0.3361				
CEW00391	00940139	3PL	0.0297	489.0028	0.3679				
CEW00392	00940141	3PL	0.0329	482.1510	0.3534				
CEW00389	00940135	GPC	0.0192			398.2499	475.5925	588.5983	
CEW00995	01210574	GPC	0.0180			384.8961	447.8934	539.2949	
CEW00381	00940119	GPC	0.0180			397.6938	477.6826	579.5279	
CEW00802	01208536	GPC	0.0171			376.6357	471.1667	582.2986	
CEW01084	01210937	GPC	0.0156			349.5753	422.4411	511.3728	649.1173

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