



California Department of  
**EDUCATION**

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

## 2005–2006 Edition (Form E)

Submitted to the California Department of Education August 2007

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## Introduction

The California English Language Development Test (CELDT) was developed by CTB/McGraw-Hill (CTB) in conjunction with the California Department of Education (CDE) Standards and Assessment Division in response to legislation requiring school districts to assess the English language proficiency of all students with a primary language other than English (English learners) upon initial enrollment and annually. As stated in California Assembly Bill 748 (Statutes of 1997), the Superintendent of Public Instruction was required to select or develop a test that assesses the English language development of pupils whose primary language is a language other than English. Subsequently, California Senate Bill 638 (Statutes of 1999) required school districts to assess the English language development of all English Learners. The CELDT was the test designed to fulfill these requirements.

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

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

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

Responding to these requirements, CDE, with the approval of the Superintendent of Public Instruction and the State Board of Education (SBE), developed the CELDT. The test assesses English Learners in the skill areas of Listening/Speaking, Reading, and Writing. The test is administered to four separate grade span levels (K-2, 3-5, 6-8, and 9-12).

During the past five years of operational testing, CTB and CDE have received invaluable input from classroom teachers, administrators, and the SBE regarding critical issues for the CELDT Program. These recommendations have guided the improvement of the assessment and other aspects of the program. The blueprint for the CELDT was developed by a number of committees representing California English Language Development 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 persuaded to administer the test to a small number of classes. The 2001-2002 Edition (Form A) then was created using the Field Test items and data.

The scale and proficiency cut scores created for the CELDT assessment were based on the 2000 Field Test and 2001-2002 Edition (Form A) data. Because the 2001-2002 Edition (Form A) operational administration did not involve any common items or groups for establishing a vertical scale, the recalibrated scale was not strictly speaking vertically linked. Forms B, C, D and E used in 2002, 2003, 2004, and 2005, respectively, were each anchored to the 2001-2002 Edition (Form A) scale.

### **2001-2002 Edition (Form A)**

The CELDT Field Test was developed between 1999 and 2000. It contained 70% LAS items (Listening/Speaking, and Writing), and 30% new items (Reading). The Reading test was newly developed in alignment with the California English Language Development Standards. The Listening/Speaking items were administered individually while the Reading and Writing items were administered in groups.

A Standard Setting was conducted March 30 – April 2, 2001, to set proficiency cut scores for each content area and grade span based upon the Field Test data. CTB and CDE made the decision to assign identical cut scores for grade spans 3-5, 6-8 and 9-12 across all proficiency levels. Within the first grade span, Kindergarten, grade 1, and grade 2 were assigned separate Listening/Speaking proficiency cut scores. Second grade Reading and Writing were also assigned unique cut scores. These cut scores have remained unchanged since 2001 through the present administration.

### **2002-2003 Edition (Form B)**

The 2002-2003 Edition (Form B) operational administration for Annual Assessment students took place between July 1 and October 31, 2002. Testing for initial identification continued until June 30, 2003. The 2002-2003 Edition (Form B) was the first form to test exclusively in these dates, and all subsequent operational CELDT forms have followed the same pattern of testing.

Another major improvement to the CELDT program was the creation of an operational-only version of the test for Initial Identification. Starting with the 2002-2003 Edition (Form B), this shorter version of the test was administered during the Annual Administration window and continued to be used for Initial Identification testing until July 30 of the following year. This version was also used for students taking the Large Print or the Braille version of the test.

A shorter Reading test was field tested in the 2002-2003 Edition (Form B) containing 35 items rather than 45. The intention of this reduction was to minimize testing time without sacrificing the validity and reliability of student scores. The format of the Reading section was also modified, with the inclusion of fewer stop points for the administration of sample items. The Extended Writing item was redesigned to elicit sufficient writing to show students' proficiency. Less than 1% of students achieved the highest score-point of 5/5; therefore it was appropriate to create a simpler 4-point rubric.



### **2003-2004 Edition (Form C)**

A Field Test was administered during the Winter of 2003. This Field Test was composed of new items created specifically for the CELDT (except for the Oral Vocabulary) and featured a 4-Picture Narrative item to replace the Story Retelling in Speaking.

Accompanying these new items were new scoring rubrics designed to lessen the administrator demands and shorten testing time. The Field Test items focused more on performance based tasks and a language function approach. Training was provided for all administrators to ensure the validity and reliability of student scores and to reduce the burden of administrators needing to internalize the new scoring rubrics.

The most significant change to the test starting with the 2003-2004 Edition (Form C) was the complete elimination of LAS items, and the inclusion of only CDE owned items. Through gradual replacement and the process of field testing, 100% of the CELDT was, and continues to be, CDE owned.

### **2004-2005 Edition (Form D)**

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

### **2005-2006 Edition (Form E)**

For the 2005-2006 (Form E) operational test, students were scored in the skill areas of Listening/Speaking, Reading, and Writing. The resulting scores from these skill areas were then combined to create an Overall score. The Listening/Speaking portion of the test included a Listening portion of the test administered in groups and a Speaking portion of the test administered individually. The Reading and Writing skill areas were given in group administrations.

The 2005-2006 Edition (Form E) was the transitional form between the original CELDT scale and the new CELDT scale that was created at the March 2006 Standard Setting prior to the 2006-2007 Edition (Form F). In addition to the usual number of field test items, 2005-2006 Edition (Form E) contained embedded common-scale items for each content area. Within a given grade span and content area approximately 12 items were included from the operational test from the grade span above and 12 items from the grade span below. The lowest grade span (K-2) contained only items from above, while the highest grade span (9-12) contained only items from below. In selecting these

common items, CTB included a content-representative sample of items from the off-level grade span. This content and standards-based focus was meant to ensure appropriate linkages would be created during calibrations for the common scale.

In developing the test forms with common scale items, the effort was made to avoid potential position effects and to include all relevant examples and directions to ensure item comparability across grades. Test Characteristic Curves (TCCs) for both on- and off-level grade spans were compared, and common items were selected that created a TCC generally falling between the two grade span TCCs.

To ensure a representative sample population, all 2005-2006 Edition (Form E) books and items were taken by all CELDT test takers as well as a sample of English speakers. The purpose of this broad sampling was to (a) ensure an accurate and representative calibration and (b) conduct the common scaling prior to the Standard Setting.

Unlike previous administrations, which required only 10% of student responses to the Writing constructed-response (CR) items to be scored twice, 100% of the student responses for the 2005-2006 Edition (Form E) were scored by independent scorers and discrepancies resolved by a third reader. The purpose of this procedural modification was to ensure the reliability and validity of student CR scores for all future forms.

## **Future CELDT Steps**

Results of a study conducted by members of the CELDT Technical Advisory Group (TAG) suggest that changes to the CELDT blueprint may help to align the test more closely with English Language Development Standards. To address this need for making adjustments to the blueprint while simultaneously maintaining the integrity of the common scale and proficiency cut scores, there will be a process of gradual replacement. This effort will add more items at the appropriate difficulty levels that assess the standards recommended by the TAG without impacting testing time or test validity.

The CELDT has undergone significant improvements over the past five years, and it will continue to evolve to meet the changing needs of the English learner population and the state of California. These changes will be incorporated into the structure of the test without altering the psychometric rigor or comparability of each form.

## **Overview of the Technical Report**

This report describes the test development and psychometric qualities of the CELDT, 2005-2006 Edition (Form E) <sup>1</sup> including test design, proficiency definition, scaling and equating, decision consistency and accuracy, and summary results. Appendices provide specific results of the 2005-2006 operational administration.

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<sup>1</sup> Field testing of items for the full 2006-2007 Edition (Form F) was conducted during the operational testing of 2005-2006 Edition (Form E). The 2006-2007 (Form F) test design and psychometric qualities will be discussed in the CELDT 2006-2007 Edition (Form F) technical report.

Appendix A provides maps of the items and their distribution in test booklets. Appendix B includes summary statistics for all operational administrations since the 2001-2002 Edition (Form A), including the 2005-2006 Edition (Form E). Appendix C describes the relation between student performance on the skill areas of Listening, Speaking, Reading, and Writing. Appendix D provides information on the accuracy and consistency of the proficiency-level classifications. The scoring tables, or Raw-Score-to-Scale-Score Conversion tables, are presented in Appendix E, and the frequencies of scores at each score point are reported in Appendix F. Student demographic information is reported in Appendix G by home language and ethnicity.

Item statistics are reported in Appendices H–M, including classical item analyses, comparisons of item difficulty between Annual Administration and Initial Identification data, item-type correlations, inter-rater reliability for CR items, and the operational item parameters. Appendix N provides a graphic representation of each form's TCC and standard error of measurement (SEM), and Appendix O reports the specifications used in the development of the CELDT 2005-2006 Edition (Form E). Mock-ups of the performance reports are illustrated in Appendix P.

CTB endeavored to follow the testing guidelines published by the American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education (1999). Information regarding documentation and compliance can be found in Appendix Q.

This document provides technical details on the operational test for the 2005-2006 Edition (Form E) only. As such, it is an extension of previous technical reports. For information regarding the CELDT Standard Settings, refer to the 2001 *California English Language Development Bookmark Standard Setting Technical Report* and the 2006 *California English Language Development Bookmark Standard Setting Technical Report* (CTB/McGraw-Hill, 2006, 2001). For the 2000 field test or the 2001 operational test, refer to the *Technical Report for the California English Language Development Test (CELDT) 2000–2001* (CTB/McGraw-Hill, 2001). For information regarding the operational tests since, refer to subsequent technical reports (CTB/McGraw-Hill, 2002b, 2003, 2004a, 2005).

## CELDT Development and Structure

This portion describes the test construct in terms of content and structure of the CELDT as well as descriptions of overall English language proficiency and the cut scores used to define proficiency on the test scale.

### Test Forms and Structure

Each booklet in the 2005-2006 Edition (Form E) series was divided into the three skill areas of Listening/Speaking, Reading, and Writing, following parallel specifications to the 2004-2005 Edition (Form D). All items included in the 2005-2006 Edition (Form E) operational test were administered in the 2004-2005 Edition (Form D) either as operational or field test items. New items developed for the 2005-2006 Edition (Form E) were included in each booklet as field test items. Items from adjacent grade span(s) were also included in most forms to provide data to construct a common scale. The layout of the booklets varied, with every booklet in the series containing the operational test for the given grade span and also containing embedded field test items and/or common scale items for the three skill areas. For detail on the item distributions across forms, see Appendix A. For detail on the number of questions in each operational test and field test item section, see Appendix O.

For Grade Span 1 (Kindergarten-Grade 2), there were a total of 12 distinct booklets. There were 6 booklets for Kindergarten and Grade 1 (E1-E6), consisting only of the Listening/Speaking test. Kindergartners and first graders were not administered the Reading or Writing portions of the CELDT, and their overall scores were based solely on the results of their Listening/Speaking test. Each of the 6 booklets contained the same operational items, as well as unique embedded field test and/or common scale items created for the 2005-2006 Edition (Form E). (See Table 1.)

There were 12 booklets for Grade-2 students; in addition to the same Listening/Speaking items administered to Kindergarten and Grade 1, the Grade-2 booklets also contained Reading and Writing tests. Booklets for test forms E1-E6 contained Listening/Speaking sections identical to the Kindergarten and Grade-1 tests, as well as operational Reading and Writing items and Writing field test items in E1. Booklets E7-E12 contained only the operational Listening/Speaking items, as well as operational, field test, and/or common scale items for both Reading and Writing items.

Grade Spans 2 and 3 (3-5 and 6-8, respectively) had parallel booklet layouts. Each grade span had 14 booklets (E1-E14). Within each grade span, one set of operational items was used across all 14 booklets. In addition to the operational items, booklets E7-E8 contained embedded field test and/or common scale items for Listening/Speaking and booklets E1 and E9-E14 contained field test and/or common scale items for Reading and Writing.

Grade Span 4 (for grades 9-12) had 12 booklets, called E1-E12. One set of operational items was used across all 12 booklets. In addition to the operational items, booklets E1-

E7 contained embedded field test and/or common-scale items for Listening/Speaking, and booklets E1 and E8-E12 contained field test and/or common-scale items for Reading and Writing.

Regarding the items field tested in booklets E1–E12 or E14 for each grade span, it should be noted that each booklet usually contained different embedded field test items, though there were some cases of overlap. Forms E1–E12 or E14 were randomly distributed across districts, and specific precautions were taken to ensure that no more than 30% of the sample for any field test or common-scale item came from a single school district.

Each individual question in each skill area had a set number of obtainable score points. For most questions, either 0 or 1 score point could be obtained on the question. For some questions, the number of score points was higher; in such cases the scoring was based on a scoring rubric. This was the case for the *constructed response–Speech Functions* questions in Speaking with three score points (0, 1, or 2); for the *constructed response–Choose and Give Reasons* questions in Speaking with three score points (0, 1, or 2); for the *constructed response–4-Picture Narrative* questions in Speaking with five score points (0, 1, 2, 3, or 4); for the *constructed response–Writing Sentences* questions in Writing with four score points (0, 1, 2, or 3); and for the *constructed response–Short Compositions* questions in Writing with five score points (0, 1, 2, 3, or 4). For each section the points achieved on each question were then summed to provide a total raw score. The total raw score had a particular scale score associated with it, based on the raw score and the item parameters.

For Listening/Speaking on the 2005–2006 (Form E) operational CELDT, in Grade Span 1, there were dichotomous items with two score points (0 or 1), two *Choose and Give Reasons* question with three score points (0, 1, or 2), and one *4-Picture Narrative* question with five score points (0, 1, 2, 3, or 4). In sum, the Listening/Speaking section of the test for Grade Span 1 had up to 45 raw score points.<sup>2</sup> For Grade Spans 2–4, there were 33 dichotomous items with two score points (0 or 1), four *Speech Functions* questions with three score points (0, 1, or 2), two *Choose and Give Reasons* questions with three score points (0, 1, or 2), and one *4-Picture Narrative* question with five score points (0, 1, 2, 3, or 4). In sum, the Listening/Speaking section of the test for grade spans 2, 3, and 4 had up to 43 raw score points.<sup>3</sup>

For Reading on the 2005–2006 (Form E) operational CELDT, at each grade span, there were 35 dichotomous items with two score points (0 or 1). In sum, the Reading section of the test had up to 35 raw score points.

For Writing on the 2005–2006 (Form E) operational CELDT at each grade span, there were 19 dichotomous items with two score points (0 or 1), four *Sentences* questions with four score points (0, 1, 2, or 3), and one *Short Composition* question with five score

<sup>2</sup> (37x1) + (2x2) + (1x4)

<sup>3</sup> (33x1) + (4x2) + (2x2) + (1x4)

points (0, 1, 2, 3, or 4). In sum, the Writing section of the test had up to 35 raw score points.<sup>4</sup>

For more detail on the structure of the 2005-2006 Edition (Form E) CELDT, including the types of items and the distribution of field test items, please see Appendix O.

**Table 1 2005–2006 (Form E) Operational Test Administration Structure**

Subject	Grade Span				
	1 (Grades K-1)	1 (Grade 2)	2 (Grades 3-5)	3 (Grades 6-8)	4 (Grades 9-12)
Listening/ Speaking	✓	✓	✓	✓	✓
Reading	Not Tested	✓	✓	✓	✓
Writing	Not Tested	✓	✓	✓	✓

✓ = Subject Area Administered

## Proficiency

The five proficiency levels used with the CELDT are termed Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Descriptions of student performance at each level were developed to define what students know and are able to do (CTB/McGraw-Hill, 2002a). These five proficiency levels are defined on the test scale by cut scores. Cut score information is reported in Table 2, and Proficiency Level Descriptions are reported in Table 3.

Cut scores and Proficiency Level Descriptors remained the same for The 2005-2006 Edition (Form E) as in previous operational CELDT administrations. For more information on the development of the cut scores and Proficiency Level Descriptions, please refer to the *Technical Report for the California English Language Development Test (CELDT) 2000–2001* (CTB/McGraw-Hill, 2002a).

<sup>4</sup> (19x1) + (4x3) + (1x4)

**Table 2 CELDT 2001-2006 (Forms A–E) Cut Scores**

Listening/Speaking

Test Grade		Early Int.	Int.	Early Adv.	Adv.
K-2	K	410	458	506	554
	1	424	471	517	564
	2	454	495	536	577
3-5		438	482	526	569
6-8		438	482	526	569
9-12		438	482	526	569

Reading

Test Grade		Early Int.	Int.	Early Adv.	Adv.
2		438	475	511	548
3-5		466	499	533	566
6-8		466	499	533	566
9-12		466	499	533	566

Writing

Test Grade		Early Int.	Int.	Early Adv.	Adv.
2		424	469	514	559
3-5		445	488	530	573
6-8		445	488	530	573
9-12		445	488	530	573

Overall

Test Grade		Early Int.	Int.	Early Adv.	Adv.
K-2	K	410	458	506	554
	1	424	471	517	564
	2	443	483	524	565
3-5		447	488	529	569
6-8		447	488	529	569
9-12		447	488	529	569

**Table 3 CELDT Proficiency-Level Descriptions**

Proficiency Level	Description
Advanced	Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.
Early Advanced	Students performing at this level of English language proficiency 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 other academic areas.
Intermediate	Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.
Early Intermediate	Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.
Beginning	Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.



## **Administration of the 2005-2006 Edition (Form E)**

The operational administration of the CELDT 2005-2006 Edition (Form E) was conducted during 2005–2006. The Annual Administration data was collected between July 1 and October 31, 2005 (N=1,326,625); Initial Identification data was collected throughout the year (N=418,450). Initial data were collected from students whose home language is a language other than English, who have never taken the CELDT, and who took the test between July 1, 2005, and June 30, 2006. Students who took the CELDT for purposes of Initial Identification after July 1, 2005, did not retake the test during the 2005 annual administration.

### **Test Summary Statistics**

Tables 4 and 5 summarize the operational test scale scores for the 2005-2006 Edition (Form E) Annual Assessment. These statistics are based on data from the General Research Tape (GRT).<sup>5</sup> This student data file is a compilation of all score, biographical, and programmatic data for a given administration. An overview of summary statistics from the CELDT 2001-2005 Editions (Forms A–D) is available in Appendix B. Descriptive statistics for each skill area (Listening/Speaking, Reading, and Writing) are provided. Correlations between skill area scores are detailed in Appendix C.

Tables 6 and 7 summarize the operational test scale scores for the 2005-2006 Edition (Form E) Initial Identification. These statistics are also based on data from the GRT. Descriptive statistics for each skill area (Listening/Speaking, Reading, and Writing) are provided in Appendix B. Correlations between skill area scores are detailed in Appendix C.

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<sup>5</sup> The GRT data includes all 2005-2006 Edition (Form E) data received at CTB/McGraw-Hill prior to November 15, 2005 (testing completed prior to October 31, 2005) without exclusions.

**Table 4 2005–2006 Edition (Form E) Summary Statistics by Grade, Annual Assessment Data**

Grade	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	6001	446.00	81.82	NA	NA	NA	NA	446.00	81.82
1	159943	497.14	57.85	NA	NA	NA	NA	497.14	57.85
2	156995	535.06	58.49	454.45	49.82	477.40	57.18	500.13	47.08
3	158782	503.94	55.32	474.82	51.07	498.84	56.10	495.02	47.57
4	148893	530.47	58.58	499.86	51.57	517.10	53.36	519.11	48.57
5	130770	546.64	61.43	516.27	52.09	528.23	53.11	534.08	49.85
6	111500	529.56	60.23	510.66	49.49	522.33	50.15	522.66	48.42
7	97468	539.85	64.61	519.93	50.36	528.49	51.60	531.67	51.11
8	89400	547.55	69.43	529.47	51.35	534.83	54.08	539.49	54.38
9	85712	531.09	56.98	531.56	51.07	528.82	50.83	530.27	47.71
10	74743	536.38	60.80	539.32	53.54	531.45	53.31	535.51	50.86
11	59224	542.90	61.68	545.77	53.17	533.92	53.09	541.00	51.09
12	47194	545.25	69.41	548.52	57.19	532.86	58.94	542.61	57.70

**Table 5 2005–2006 Edition (Form E) Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K-2	322939*	514.61	62.35	454.45	49.82	477.40	57.18	497.63	53.97
3-5	438445	525.68	60.90	495.69	54.29	513.81	55.64	514.85	51.19
6-8	298368	538.31	64.94	519.34	50.92	528.10	52.07	530.66	51.60
9-12	266873	537.69	61.67	539.88	53.75	531.40	53.56	536.30	51.44

\* N-count for Grade Span 1 is 322939 overall, but Reading and Writing includes only Grade 2 data, for which the N-count is 156995.

**Table 6 2005–2006 Edition (Form E) Summary Statistics by Grade, Initial Identification Data**

Grade	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	213334	426.95	101.90	NA	NA	NA	NA	426.95	101.90
1	30561	449.38	126.15	NA	NA	NA	NA	449.38	126.15
2	20328	462.17	145.01	431.43	69.17	427.36	101.46	445.49	108.64
3	18528	433.73	132.38	443.12	75.30	439.15	107.44	437.14	107.62
4	17236	453.98	141.08	463.10	83.76	456.37	112.37	456.56	115.70
5	16368	468.36	147.67	477.21	89.39	468.09	116.15	470.20	121.63
6	15787	459.62	141.71	482.46	88.54	470.80	113.03	467.81	117.38
7	16221	461.20	147.76	488.14	92.79	473.93	117.43	470.82	122.83
8	13166	463.08	148.89	493.19	93.88	476.75	118.14	473.72	123.79
9	24685	456.77	142.09	492.62	97.89	471.98	116.72	469.24	121.28
10	15535	475.19	130.55	506.83	91.65	487.86	107.39	485.95	111.34
11	10494	500.78	120.44	524.65	86.30	506.93	98.77	507.94	102.65
12	6207	514.58	114.76	533.28	84.23	514.72	94.65	518.94	97.76

**Table 7 2005–2006 Edition (Form E) Summary Statistics by Grade Span, Initial Identification Data**

Grade Span	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K-2	264223*	432.25	109.40	431.43	69.17	427.36	101.46	430.96	105.84
3-5	52132	451.32	140.91	460.44	83.91	453.95	112.49	453.96	115.63
6-8	45174	461.13	146.06	487.59	91.76	473.59	116.18	470.56	121.29
9-12	56921	475.72	134.31	506.51	94.08	487.01	110.19	485.92	114.63

\* N-count for Grade Span K-2 is 264223 overall, but for Reading and Writing is administered to only Grade 2 (N=20328).

## **Classification Consistency and Accuracy**

As is common in criterion-referenced tests, the accuracy and consistency of decisions made in classifying students into proficiency levels is very important. Decision accuracy is the extent to which the test's classification of examinees into mastery levels agrees with the examinees' true classification. The examinees' true scores and therefore true classification are not known but can be modeled.

Decision consistency is the extent to which the test classification of examinees into mastery levels agrees with classifications due to a hypothetical parallel test. Again, the examinees' scores on the second form are modeled. Most popular indices are decision consistency at each cut score, overall decision consistency across all cut scores, and coefficient kappa. The last index measures how much the test contributes to the classification of examinees into mastery levels over and above chance classifications.

The Livingston-Lewis (1995) methodology was used to calculate classification consistency and accuracy on the CELDT 2005-2006 Edition (Form E) results. The Livingston-Lewis procedure utilizes a beta-binomial model, thus requiring two steps. First, proportion-correct true scores are fitted to a 4-parameter beta distribution. Then, the binomial distribution is used to estimate classification accuracy and consistency. Documentation for CTB/McGraw-Hill's implementation of this procedure was written by Chen and Finkelman (2004).

Results of classification consistency and accuracy are reported in Appendix D by grade span and skill area. The overall decision accuracy and consistency represent classification across all cut scores and are therefore lower than would be expected for individual cut scores.

## **Scoring Tables**

Tables for the conversion of the 2005-2006 Edition (Form E) raw scores (number correct) to scale scores are provided in Appendix E.

## **Scale Score Distributions**

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

## **Student Population**

The 2005–2006 (Form E) Annual Administration operational test was administered to all students in California whose home language was a language other than English and who had previously taken the CELDT. During this administration 1,326,625 students took the CELDT for this purpose.

The 2005–2006 (Form E) Initial Identification operational test was administered to all students in California whose home language was a language other than English and who had not taken the CELDT previously. During this administration, 418,450 students took the CELDT for this purpose.

Student demographic characteristics are reported in Appendix G by home language and ethnicity.

## **Item Analysis**

Classical item analyses for each of the operational Listening/Speaking, Reading, and Writing items were conducted. In addition, the field tested Listening/Speaking, Reading, and Writing items were studied. The results of both the operational and field test item analyses are located in Appendix H.

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

## **Reliability**

The reliability for a particular group of students' test scores is the extent to which the scores would remain consistent if those same students were retested with another parallel version of the same test, written to measure the same set of skills. If the test includes constructed-response questions, the reliability is the extent to which the students' scores would remain consistent if both the questions and the scorers were changed.

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

### ***Reliability Coefficient***

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

The reliability coefficients for the CELDT 2005-2006 Edition (Form E) are between 0.86 to 0.89 across all grades and subject areas, and these are typical coefficients for assessments of these lengths. Please see Table 8 for reliabilities for each skill area of the test by grade span.

**Table 8 2005–2006 Operational Test Reliabilities\***

Skill Area	Number of Items	Grade Span				
		K-2: Grades K-1	K-2: Grade 2	3-5	6-8	9-12
Listening/ Speaking	40	0.87	0.85	0.85	0.85	0.87
Reading	35	NA	0.88	0.89	0.88	0.88
Writing	24	NA	0.88	0.87	0.86	0.87

\*Cronbach's Alpha

### **Standard Error of Measurement**

The standard error of measurement (SEM) is a measure of how much students' scores would vary from the scores they would earn on a perfectly reliable test. The SEM is the difference between each student's score and the score that a student would earn on a perfectly reliable test. If it were possible to compute the error of measurement for each student's score, in a large group of students, these errors of measurement would have a mean of zero. The standard deviation of the errors of measurement would be an indication of how much the errors of measurement are affecting the students' scores. This statistic is the standard error of measurement. The SEM is expressed in the same units as the test score, whether they are in raw-score or scale-score points. It is important to note that the SEM tends to be much more consistent across different groups of students than the reliability coefficient. In a large group of students, about two-thirds of the students will earn scores within one SEM of the scores they would earn on a perfectly reliable test.

The SEM is the margin of error associated with an examinees' score. The range of standard errors for the CELDT 2005-2006 Edition (Form E) is between 14 and 21 points across all grades and subject areas in scale score units. In general, this translates into an error band of about one to two raw score points, depending on the students' score. For example, if a student received a raw score of 25 with a standard error of 1 point, on retesting, the student might have attained a score between 24 to 26 about two-thirds of the time. It is important to remember that assessments are not perfectly reliable and only offer an estimate of what the student is capable of in a specified domain of knowledge. CELDT standard errors of measurement for each skill area and overall are shown in Table 9 below. For scale score SEM for each skill area, see Appendix E.

The reliability from year to year is maintained by equating each new test form to a previous form, thus producing a relationship in which one can compare students' proficiency levels across years.

**Table 9 2005-2006 Operational Test Standard Errors of Measurement (SEM)\***

Grade Span	SEM (Scale Score Units)			
	Listening/ Speaking	Reading	Writing	Overall
K-2: Grades K-1	14.65	NA	NA	14.65
K-2: Grade 2	18.55	16.86	17.62	17.91
3-5	20.25	17.27	18.17	19.03
6-8	20.63	16.50	16.84	18.76
9-12	16.65	16.58	15.85	16.43

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

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

### Inter-rater Reliability

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

### Scoring Procedures

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

Second, the read-behind procedure was used to help readers maintain consistent scoring on 100% of the items scored. On a daily basis, table leaders read and scored a random selection of each reader's scored papers. When there was close agreement of the two scores, the table leader was able to give feedback that enhanced the reader's confidence and ability to score quickly and accurately. On the other hand, if the reader's scores were different from those of the leader, guidance necessary to refocus effort was provided to the reader. This read-behind procedure allowed for early detection of aberrant scores and their correction.

In addition, a significant number of papers in each content area were scored by a second reader to establish inter-rater reliability statistics for all constructed-response items. This procedure is called a double-blind read because the second reader does not know the first reader's score. All readers participated in the blind second reading. Double-blind reads were used to maintain high rates of inter-rater reliability over time. Appendix K provides the results of inter-rater agreement study for CR items.

## Item Response Theory (IRT) Analyses

Calibration and scaling of the 2005–2006 (Form E) operational test data was accomplished using the PARDUX and FLUX computer programs (Burkett, 1999, 1998). This proprietary software, developed at CTB/McGraw-Hill, enabled scaling and linking of complex assessment data such as that produced for the CELDT.

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

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

where  $a_i$  is the item discrimination,  $b_i$  is the item difficulty, and  $c_i$  is the probability of a correct response by a very low-scoring student.

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

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

where

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

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

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

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



and

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

where  $j$  and  $\gamma_{ji}$  are parameters freely estimated from the data. The first constraint implies that higher item scores reflect higher ability levels and that items can vary in their discriminations. The 2PPC model estimates a total of  $m_j$  independent item parameters; for each item there are  $m_j$  independent  $\gamma_{ji}$  parameters and one  $\alpha_j$  parameter. See Appendices L-N for item parameter statistics, test characteristic curves, and conditional standard errors from the 2005-2006 (Form E) test.

### Goodness-of-Fit

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

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

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

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

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

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

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

The Z statistic is an index of the degree to which obtained proportions of students with each item score are close to the proportions that would be predicted by the estimated thetas and item parameters. These values are computed for ten intervals corresponding to deciles of the theta distribution (Burket, 1991). The Z statistic is used to characterize item fit. The critical value of Z is different for each grade or grade span because it is dependent on sample size.

## Scaling and Equating

CTB uses an equating design based on common items to maintain the CELDT scales. Common items are used to equate field test items onto the existing CELDT scales, and new operational test forms can then be selected from the field test items and maintain the scale. In this way, the new form can be constructed on the CELDT scales of the previous form. The use of common items has become an industry-standard procedure for ensuring that a common scale can be established across the test forms. The linking and equating is conducted using the procedure by Stocking and Lord (Stocking and Lord, 1983). The Stocking and Lord procedure is based on determining the linear equating constants, M1 and M2, that minimize the difference between two test characteristic curves, such that, for a suitable group of examinees, the average squared difference between true-score estimates is as small as possible.

## Growth

The CELDT scale was established using data from the initial field test conducted in the fall of 2000, and modified using data from the 2001 operational administration (Form A). New items have been developed each year, field tested with anchor items, and their item parameters placed on the scale developed from the 2001-2002 Edition (Form A) in order to preserve the validity of the cut scores that had been established by standard setting committees in the spring of 2001. These procedures allow reasonable comparisons of the results from each year.

The Annual Assessment mean scores overall have shown an increase each year for all grades until the 2004-2005 administration. The 2005-2006 Edition (Form E) administration showed more variable growth patterns across the grades. Figures 1–4 illustrate these patterns. Mean scale scores and standard deviations are reported in Appendix B.

Note that the annual data does not include Initial Identification data and therefore do not include the lowest scoring students who often show substantial growth in their first month in the school year. As illustrated in Table 7 as compared to Table 5, there was a much larger standard deviation for the Initial Identification group.

Proficiency for CELDT is defined as an Overall score of Early Advanced or higher, and each skill area proficiency level (Listening/Speaking, Reading, Writing) as Intermediate or higher. The percent of California English Learners who attained English proficiency has increased in each grade span each year, as shown in Table 10. However, between the 2004-2005 and 2005-2006 Editions (Forms D and E), overall percent English Proficient has shown smaller changes, between two and four percentage points different between the two forms. For the tables and figures on the following pages, proficiency in a skill area is defined as a skill area score of Early Advanced or higher.

**Table 10 Percent English-Proficient Students on the CELDT 2001-2005 (Forms A-E) Annual Assessment**

Year	Grade Spans				All Grades
	K–2	3–5	6–8	9–12	K–12
2005	31.3	40.9	56.8	64.1	46.8
2004	28.7	37.0	54.0	62.5	43.9
2003	28.8	34.2	47.4	54.9	39.7
2002	21.7	25.1	39.5	46.7	31.5
2001	14.9	16.8	30.0	44.4	24.4

Percent proficiency by grade and skill area, including Overall, is shown for each administration year in Tables 11–15 and is illustrated in Figures 1–4.

**Table 11 Proficiency by Grade and Grade Span for 2001-2002 Edition (Form A), Annual Assessment Data**

Grade	N Tested	N Prof Listening/ Speaking	% Prof Listening/ Speaking	N Prof Reading	% Prof Reading	N Prof Writing	% Prof Writing	N Prof Overall	% Prof Overall
K*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	159986	28579	17.9	N/A	N/A	N/A	N/A	28579	17.9
2	166679	32758	19.7	12901	7.7	33274	20.0	20059	12.0
3	156520	21980	14.0	8924	5.7	25746	16.5	13078	8.4
4	135134	29629	21.9	18924	14.0	36860	27.3	23118	17.1
5	125877	36233	28.8	30117	23.9	47076	37.4	33796	26.9
6	108263	23356	21.6	31684	29.3	36376	33.6	25134	23.2
7	92351	23847	25.8	37685	40.8	36522	39.6	28813	31.2
8	85456	24932	29.2	42734	50.0	37334	43.7	31982	37.4
9	71239	26627	37.4	37974	53.3	28531	40.1	28277	39.7
10	67735	26593	39.3	39145	57.8	28557	42.2	29067	42.9
11	53768	22544	41.9	35081	65.3	24891	46.3	25533	47.5
12	39288	17528	44.6	28105	71.5	19859	50.6	20241	51.5
K-2	326665	61337	18.8	12901	7.7	33274	20.0	48638	14.9
3-5	417531	87842	21.0	57965	13.9	109682	26.3	69992	16.8
6-8	286070	72135	25.2	112103	39.2	110232	38.5	85929	30.0
9-12	232030	93292	40.2	140305	60.5	101838	43.9	103118	44.4
<b>Overall</b>	<b>1262296</b>	<b>314606</b>	<b>24.9</b>	<b>323274</b>	<b>29.3</b>	<b>355026</b>	<b>32.2</b>	<b>307677</b>	<b>24.4</b>

\* 2001-2002 was the first year of operational testing; as such, all kindergartener data were treated as initial identification.

**Table 12 Proficiency by Grade and Grade Span for 2002-2003 Edition (Form B), Annual Assessment Data**

Grade	N Tested	N Prof Listening/ Speaking	% Prof Listening/ Speaking	N Prof Reading	% Prof Reading	N Prof Writing	% Prof Writing	N Prof Overall	% Prof Overall
K	8135	1317	16.2	N/A	N/A	N/A	N/A	1317	16.2
1	160579	45080	28.1	N/A	N/A	N/A	N/A	45080	28.1
2	160257	58154	36.3	12705	7.9	35939	22.4	25118	15.7
3	160107	44422	27.8	10433	6.5	27743	17.3	20059	12.5
4	147640	60245	40.8	26751	18.1	46514	31.5	40416	27.4
5	125227	60696	48.5	35116	28.0	51730	41.3	48251	38.5
6	112594	43796	38.9	34548	30.7	40729	36.2	36805	32.7
7	98844	44757	45.3	42333	42.8	42247	42.7	40689	41.2
8	84780	41041	48.4	43196	51.0	39614	46.7	39471	46.6
9	76959	31249	40.6	43264	56.2	32643	42.4	32536	42.3
10	67284	30987	46.1	41674	61.9	30591	45.5	31219	46.4
11	54396	25737	47.3	36708	67.5	26506	48.7	26790	49.3
12	40633	20347	50.1	29537	72.7	21132	52.0	21310	52.5
K-2	328971	104551	31.8	12705	7.9	35939	22.4	71515	21.7
3-5	432974	165363	38.2	72300	16.7	125987	29.1	108726	25.1
6-8	296218	129594	43.7	120077	40.5	122590	41.4	116965	39.5
9-12	239272	108320	45.3	151183	63.2	110872	46.3	111855	46.7
<b>Overall</b>	<b>1297435</b>	<b>507828</b>	<b>39.1</b>	<b>356265</b>	<b>31.6</b>	<b>395388</b>	<b>35.0</b>	<b>409061</b>	<b>31.5</b>

**Table 13 Proficiency by Grade and Grade Span for 2003-2004 Edition (Form C), Annual Assessment Data**

Grade	N Tested	N Prof Listening/ Speaking	% Prof Listening/ Speaking	N Prof Reading	% Prof Reading	N Prof Writing	% Prof Writing	N Prof Overall	% Prof Overall
K	6664	1550	23.3	N/A	N/A	N/A	N/A	1550	23.3
1	166704	59042	35.4	N/A	N/A	N/A	N/A	59042	35.4
2	170782	89450	52.4	16172	9.5	45257	26.5	38360	22.5
3	159439	56642	35.5	12600	7.9	37308	23.4	26870	16.9
4	153602	83827	54.6	32643	21.3	60895	39.6	56189	36.6
5	137167	90615	66.1	47561	34.7	69751	50.9	70965	51.7
6	112653	57564	51.1	34369	30.5	46422	41.2	44397	39.4
7	104276	59639	57.2	42111	40.4	50195	48.1	50448	48.4
8	94262	58279	61.8	46760	49.6	50706	53.8	52589	55.8
9	77889	37718	48.4	41011	52.7	32830	42.2	37783	48.5
10	74559	39112	52.5	45022	60.4	33619	45.1	40302	54.1
11	59229	33517	56.6	39469	66.6	28432	48.0	34822	58.8
12	45211	27172	60.1	32061	70.9	22558	49.9	28175	62.3
K-2	344150	150042	43.6	16172	9.5	45257	26.5	98952	28.8
3-5	450208	231084	51.3	92804	20.6	167954	37.3	154024	34.2
6-8	311191	175482	56.4	123240	39.6	147323	47.3	147434	47.4
9-12	256888	137519	53.5	157563	61.3	117439	45.7	141082	54.9
<b>Overall</b>	<b>1362437</b>	<b>694127</b>	<b>50.9</b>	<b>389779</b>	<b>32.8</b>	<b>477973</b>	<b>40.2</b>	<b>541492</b>	<b>39.7</b>

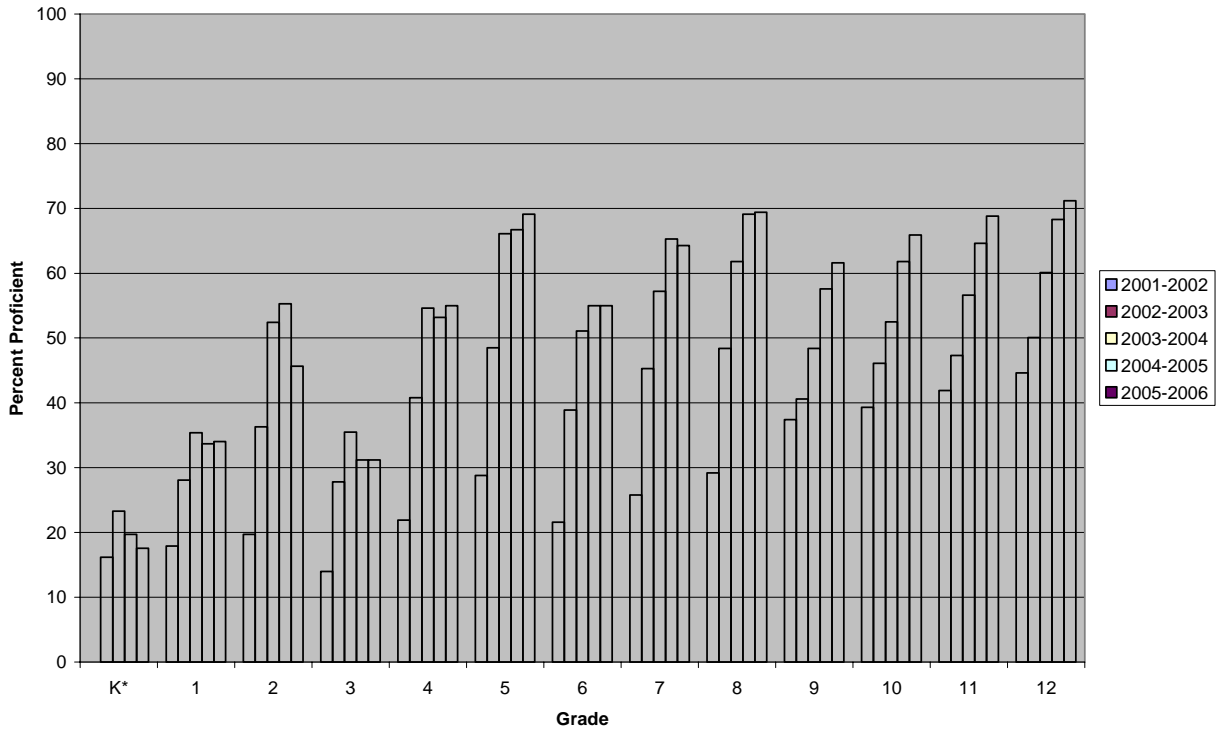
**Table 14 Proficiency by Grade and Grade Span for 2004-2005 Edition (Form D), Annual Assessment Data**

Grade	N Tested	N Prof Listening/ Speaking	% Prof Listening/ Speaking	N Prof Reading	% Prof Reading	N Prof Writing	% Prof Writing	N Prof Overall	% Prof Overall
K	7025	1382	19.7	N/A	N/A	N/A	N/A	1382	19.7
1	153873	51870	33.7	N/A	N/A	N/A	N/A	51870	33.7
2	165182	91264	55.3	13039	7.9	44694	27.1	40294	24.4
3	163289	50992	31.2	13105	8.0	53958	33.0	30332	18.6
4	147890	78634	53.2	29906	20.2	72721	49.2	58475	39.5
5	135953	90721	66.7	47062	34.6	82757	60.9	76617	56.4
6	112031	61587	55.0	35374	31.6	59016	52.7	49482	44.2
7	98482	64336	65.3	42302	43.0	59326	60.2	55555	56.4
8	94115	64992	69.1	49922	53.0	61276	65.1	59585	63.3
9	84657	48766	57.6	49311	58.2	49705	58.7	49095	58.0
10	72999	45144	61.8	46251	63.4	44140	60.5	45416	62.2
11	60482	39050	64.6	40921	67.7	37286	61.6	39339	65.0
12	48113	32853	68.3	33960	70.6	30122	62.6	32637	67.8
K-2	326080	144516	44.3	13039	4.0	44694	13.7	93546	28.7
3-5	447132	220347	49.3	90073	20.1	209436	46.8	165424	37.0
6-8	304628	190915	62.7	127598	41.9	179618	59.0	164622	54.0
9-12	266251	165813	62.3	170443	64.0	161253	60.6	166487	62.5
<b>Overall</b>	<b>1344091</b>	<b>721591</b>	<b>53.7</b>	<b>401153</b>	<b>33.9</b>	<b>595001</b>	<b>50.3</b>	<b>590079</b>	<b>43.9</b>

**Table 15 Proficiency by Grade and Grade Span for 2005-2006 Edition (Form E), Annual Assessment Data**

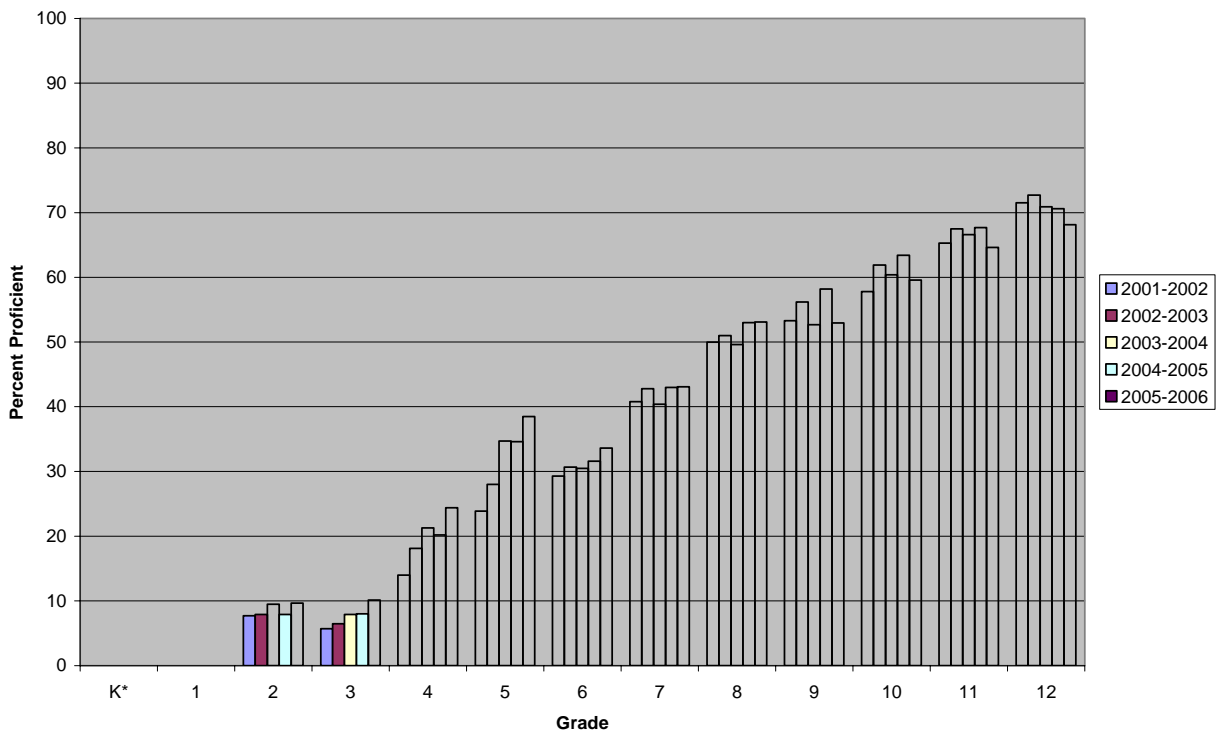
<b>Grade</b>	<b>N Tested</b>	<b>N Prof Listening/ Speaking</b>	<b>% Prof Listening/ Speaking</b>	<b>N Prof Reading</b>	<b>% Prof Reading</b>	<b>N Prof Writing</b>	<b>% Prof Writing</b>	<b>N Prof Overall</b>	<b>% Prof Overall</b>
K	5993	1054	17.6	N/A	N/A	N/A	N/A	1054	17.6
1	159686	54344	34.0	N/A	N/A	N/A	N/A	54344	34.0
2	156889	71633	45.7	15139	9.6	39526	25.2	45471	29.0
3	158731	49508	31.2	16110	10.1	41474	26.1	33668	21.2
4	148801	81834	55.0	36311	24.4	60229	40.5	66034	44.4
5	130703	90311	69.1	50320	38.5	67057	51.3	79554	60.9
6	111464	61276	55.0	37471	33.6	56238	50.5	53372	47.9
7	97445	62641	64.3	41974	43.1	55703	57.2	57067	58.6
8	89276	61972	69.4	47413	53.1	56658	63.5	58931	66.0
9	85846	52877	61.6	45468	53.0	44577	51.9	50730	59.1
10	74813	49293	65.9	44567	59.6	41124	55.0	47760	63.8
11	59133	40685	68.8	38209	64.6	33447	56.6	39707	67.1
12	46951	33422	71.2	31984	68.1	26526	56.5	32592	69.4
K-2	322568	127220	39.4	15152	4.7	39580	12.3	100997	31.3
3-5	438235	221762	50.6	102791	23.5	168827	38.5	179339	40.9
6-8	298185	185960	62.4	126908	42.6	168667	56.6	169439	56.8
9-12	266743	176333	66.1	160286	60.1	145740	54.6	170850	64.1
<b>Overall</b>	<b>2651462</b>	<b>1422125</b>	<b>53.6</b>	<b>810103</b>	<b>30.6</b>	<b>1045373</b>	<b>39.4</b>	<b>1240909</b>	<b>46.8</b>

**Figure 1 Listening/Speaking % Proficient, Annual Assessment Data**



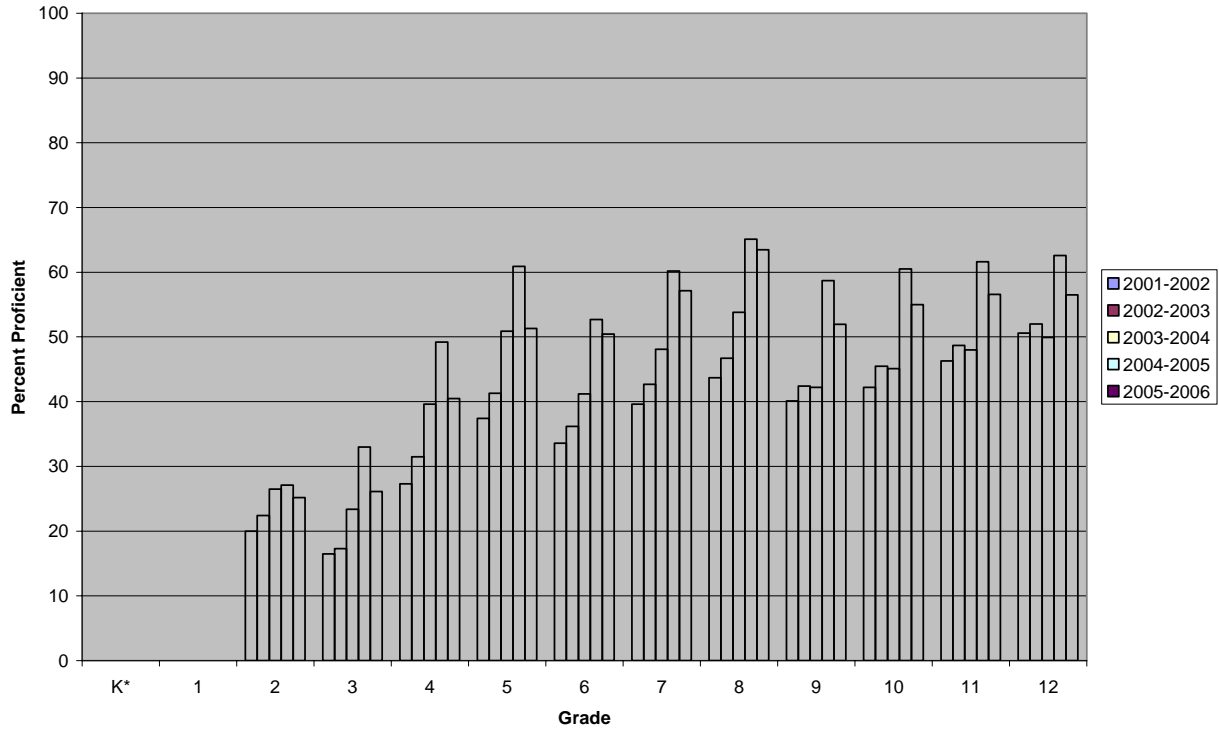
\* 2001-2002 was the first year of operational testing; as such, all kindergartener data were treated as Initial Identification.

**Figure 2 Reading % Proficient, Annual Assessment Data**



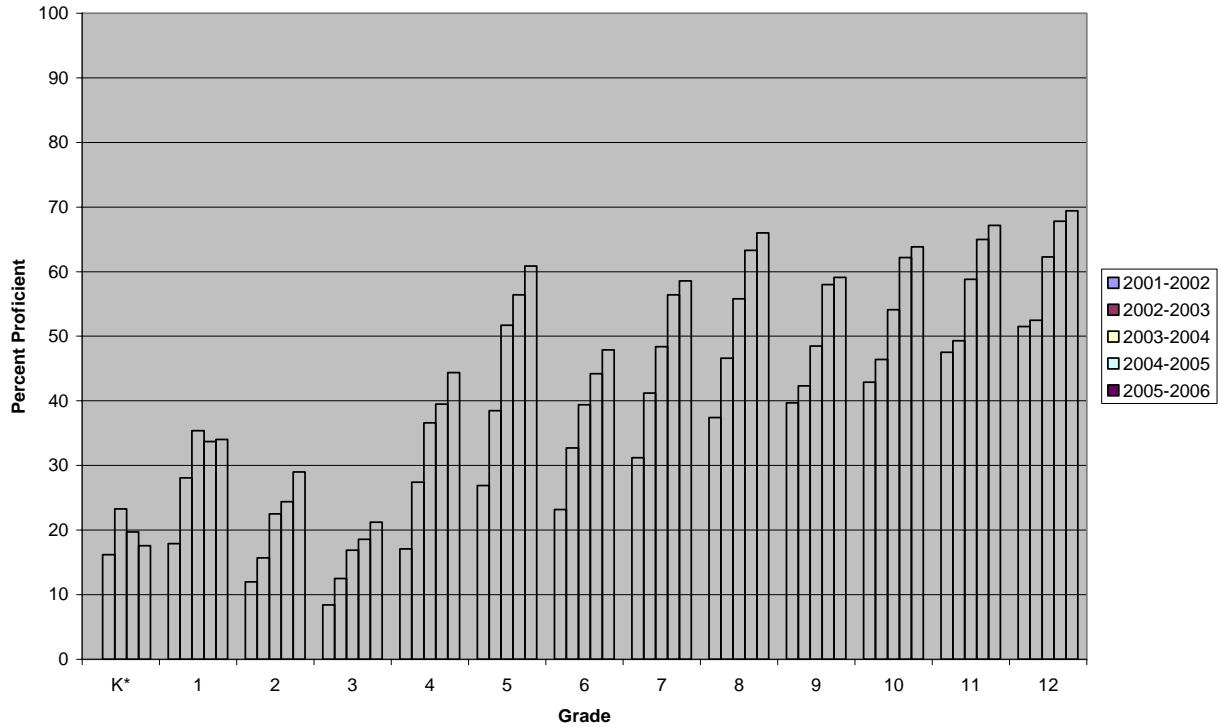
\* The Reading test is not administered to Kindergarten or Grade 1 students.

**Figure 3 Writing % Proficient, Annual Assessment Data**



\* The Writing test is not administered to Kindergarten or Grade 1 students.

**Figure 4 Overall % Proficient, Annual Assessment Data**



\* 2001-2002 was the first year of operational testing; as such, all kindergartener data were treated as Initial Identification.



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## Appendices

**Appendix A** 2005-2006 Edition (Form E) Item Maps

Appendix A provides booklet numbers for all items across the forms of CELDT 2005-2006 Edition (Form E). The Sequence Number is used for other alignments, such as those in Appendix H. Both operational and field items are included here. Common linking items will be reported in the technical report for the 2006–2007 Edition (Form F) of the CELDT.

2005-2006 Edition (Form E) Item Map, Listening, Grade Span K-2

Form E1 Item No.	Form E2 Item No.	Form E3 Item No.	Form E4 Item No.	Form E5 Item No.	Form E6 Item No.	Form E7- E12 Item No.	Sequence Number	Content Form E	Item ID
1	1	1	1	1	1	1	1	LS	00382784
2	2	2	2	2	2	2	2	LS	00382782
3	3	3	4	4	4	3	3	LS	00382780
4	4	4	5	5	5	4	4	LS	00437162
5	5	5	7	7	7	5	5	LS	00545930
6	6	6	8	8	8	6	6	LS	00545932
7	8	8	10	10	10	7	7	LS	00545940
8	9	9	11	11	11	8	8	LS	00545942
9	10	10	12	12	12	9	9	LS	00545944
10	15	15	15	15	15	10	10	LS	00382750
11	16	16	16	16	16	11	11	LS	00382710
12	17	17	17	17	17	12	12	LS	00382746
13	18	18	18	18	18	13	13	LS	00382704
14	19	19	19	19	19	14	14	LS	00382754
15	20	20	20	20	20	15	15	LS	00382716
16	21	21	21	21	21	16	16	LS	00545952
17	22	22	23	23	23	17	17	LS	00437130
18	23	23	24	24	24	18	18	LS	00545960
19	24	24	25	25	25	19	19	LS	00545962
20	25	25	26	26	26	20	20	LS	00545950

2005-2006 Edition (Form E) Item Map, Listening Field Test, Grade Span K-2

Form E1 Item No.	Form E2 Item No.	Form E3 Item No.	Form E4 Item No.	Form E5 Item No.	Form E6 Item No.	Form E7- E12 Item No.	Sequence Number	Content Form E	Item ID
		11					41	LS_FT	00676857
		12					42	LS_FT	00676859
		13					43	LS_FT	00676861
			3				44	LS_FT	00676863
			6				45	LS_FT	00676865
			22				46	LS_FT	00676867
				3			47	LS_FT	00676869
				6			48	LS_FT	00676871
				22			49	LS_FT	00676873
					3		50	LS_FT	00676875
					6		51	LS_FT	00676877
					9		52	LS_FT	00676879
					22		53	LS_FT	00676881

\*Shading indicates Field Test Items for each form.

2005-2006 Edition (Form E) Item Map, Listening, Grade Span 3-5

Form E1 Item No.	Form E2 Item No.	Form E3 Item No.	Form E4 Item No.	Form E5 Item No.	Form E6 Item No.	Form E7 Item No.	Form E8 Item No.	Form E9- E14 Item No.	Sequence Number	Content Form E	Item ID
1	1	1	1	1	1	1	1	1	66	LS	00382854
2	2	2	2	2	2	2	2	2	67	LS	00382864
3	3	3	3	3	4	4	4	3	68	LS	00382906
4	4	4	4	4	5	5	5	4	69	LS	00437523
5	5	5	5	5	6	6	6	5	70	LS	00546096
6	6	6	6	6	8	8	8	6	71	LS	00546102
7	7	7	7	7	9	9	9	7	72	LS	00382904
8	8	8	8	8	10	10	10	8	73	LS	00382908
9	10	10	10	10	11	11	11	9	74	LS	00382912
10	11	11	11	11	13	13	13	10	75	LS	00546100
11	12	12	12	12	14	14	14	11	76	LS	00546104
12	14	14	14	14	15	15	15	12	77	LS	00546108
13	16	16	16	16	17	17	17	13	78	LS	00382922
14	17	17	17	17	18	18	18	14	79	LS	00382920
15	18	18	18	18	19	19	19	15	80	LS	00382926
16	19	19	19	19	20	20	20	16	81	LS	00546112
17	20	20	20	20	22	22	22	17	82	LS	00546114
18	21	21	21	21	23	23	23	18	83	LS	00546116
19	22	22	22	22	24	24	24	19	84	LS	00546120
20	23	23	23	23	25	25	25	20	85	LS	00546122

2005-2006 Edition (Form E) Item Map, Listening Field Test, Grade Span 3-5

Form E1 Item No.	Form E2 Item No.	Form E3 Item No.	Form E4 Item No.	Form E5 Item No.	Form E6 Item No.	Form E7 Item No.	Form E8 Item No.	Form E9- E14 Item No.	Sequence Number	Content Form E	Item ID
		24							106	LS_FT	00687179
		25							107	LS_FT	00687181
		26							108	LS_FT	00687183
				24					109	LS_FT	00687418
				25					110	LS_FT	00687420
				26					111	LS_FT	00687422
					7				112	LS_FT	00687427
					12				113	LS_FT	00687429
					16				114	LS_FT	00687431
					21				115	LS_FT	00687433
						7			116	LS_FT	00687436
						12			117	LS_FT	00687438
						16			118	LS_FT	00687440
						21			119	LS_FT	00687442
							7		120	LS_FT	00687445
							12		121	LS_FT	00687447
							16		122	LS_FT	00687449
							21		123	LS_FT	00687451

\*Shading indicates Field Test Items for each form.



2005-2006 Edition (Form E) Item Map, Listening, Grade Span 6-8

Form E1 Item No.	Form E2 Item No.	Form E3 Item No.	Form E4 Item No.	Form E5 Item No.	Form E6 Item No.	Form E7 Item No.	Form E8 Item No.	Form E9- E14 Item No.	Sequence Number	Content Form E	Item ID
1	1	1	1	1	1	1	1	1	134	LS	00546265
2	2	2	2	2	2	2	2	2	135	LS	00546267
3	4	4	4	4	3	3	3	3	136	LS	00437708
4	5	5	5	5	5	5	5	4	137	LS	00382940
5	6	6	6	6	6	6	6	5	138	LS	00382944
6	7	7	7	7	7	7	7	6	139	LS	00437690
7	8	8	8	8	8	8	8	7	140	LS	00383000
8	9	9	9	9	9	9	9	8	141	LS	00383002
9	11	11	11	11	11	11	11	9	142	LS	00382948
10	12	12	12	12	12	12	12	10	143	LS	00546269
11	13	13	13	13	13	13	13	11	144	LS	00546273
12	14	14	14	14	14	14	14	12	145	LS	00383008
13	16	16	16	16	16	16	16	13	146	LS	00437712
14	17	17	17	17	18	18	18	14	147	LS	00382960
15	18	18	18	18	20	20	20	15	148	LS	00382968
16	19	19	19	19	21	21	21	16	149	LS	00546281
17	20	20	20	20	22	22	22	17	150	LS	00546283
18	24	24	24	24	23	23	23	18	151	LS	00546289
19	25	25	25	25	24	24	24	19	152	LS	00546291
20	26	26	26	26	25	25	25	20	153	LS	00546293

2005-2006 Edition (Form E) Item Map, Listening Field Test, Grade Span 6-8

Form E1 Item No.	Form E2 Item No.	Form E3 Item No.	Form E4 Item No.	Form E5 Item No.	Form E6 Item No.	Form E7 Item No.	Form E8 Item No.	Form E9- E14 Item No.	Sequence Number	Content Form E	Item ID
			21						174	LS_FT	00693699
			22						175	LS_FT	00693701
			23						176	LS_FT	00693703
				21					177	LS_FT	00693706
				22					178	LS_FT	00693708
				23					179	LS_FT	00693710
					4				180	LS_FT	00693713
					10				181	LS_FT	00693715
					19				182	LS_FT	00693717
						4			183	LS_FT	00693720
						10			184	LS_FT	00693722
						19			185	LS_FT	00693724
							4		186	LS_FT	00693726
							10		187	LS_FT	00693728
							15		188	LS_FT	00693730
							17		189	LS_FT	00693732
							19		190	LS_FT	00693734

\*Shading indicates Field Test Items for each form.

2005-2006 Edition (Form E) Item Map, Listening, Grade Span 9-12

Form E1 Item No.	Form E2 Item No.	Form E3 Item No.	Form E4 Item No.	Form E5 Item No.	Form E6 Item No.	Form E7 Item No.	Form E8- E12 Item No.	Sequence Number	Content Form E	Item ID
1	1	1	1	1	1	1	1	202	LS	00383044
2	2	2	2	2	2	2	2	203	LS	00383076
3	3	3	3	3	3	3	3	204	LS	00383090
4	4	4	4	5	5	5	4	205	LS	00546436
5	5	5	5	6	6	6	5	206	LS	00546438
6	6	6	6	7	7	7	6	207	LS	00437841
7	7	7	7	8	8	8	7	208	LS	00383030
8	8	8	8	9	9	9	8	209	LS	00383034
9	9	9	9	10	10	10	9	210	LS	00383082
10	11	11	11	12	12	12	10	211	LS	00546442
11	12	12	12	13	13	13	11	212	LS	00546444
12	14	14	14	14	14	14	12	213	LS	00383054
13	15	15	15	15	15	15	13	214	LS	00383058
14	16	16	16	17	17	17	14	215	LS	00383100
15	17	17	17	18	18	18	15	216	LS	00546450
16	18	18	18	20	20	20	16	217	LS	00546452
17	19	19	19	21	21	21	17	218	LS	00546454
18	23	23	23	22	22	22	18	219	LS	00437849
19	24	24	24	23	23	23	19	220	LS	00437851
20	25	25	25	24	24	24	20	221	LS	00437854

2005-2006 Edition (Form E) Item Map, Listening Field Test, Grade Span 9-12

Form E1 Item No.	Form E2 Item No.	Form E3 Item No.	Form E4 Item No.	Form E5 Item No.	Form E6 Item No.	Form E7 Item No.	Form E8- E12 Item No.	Sequence Number	Content Form E	Item ID
		20						242	LS_FT	00682871
		21						243	LS_FT	00682873
		22						244	LS_FT	00682875
			20					245	LS_FT	00682941
			21					246	LS_FT	00682943
			22					247	LS_FT	00682945
				11				248	LS_FT	00682948
				19				249	LS_FT	00682950
					11			250	LS_FT	00683415
					19			251	LS_FT	00683417
						4		252	LS_FT	00683420
						11		253	LS_FT	00683422
						16		254	LS_FT	00683424
						19		255	LS_FT	00683426
21						24		256	SP_FT	00683620
	20							257	SP_FT	00683624
		6						258	SP_FT	00683631
		20						259	SP_FT	00683633

\*Shading indicates Field Test Items for each form.

2005-2006 Edition (Form E) Item Map, Speaking, Grade Span K-2

Form E1 Item No.	Form E2 Item No.	Form E3 Item No.	Form E4 Item No.	Form E5 Item No.	Form E6 Item No.	Form E7- E12 Item No.	Sequence Number	Content Form E	Item ID
1	1	1	1	1	1	1	21	SP	00382718
2	3	3	2	2	2	2	22	SP	00382766
3	4	4	3	3	3	3	23	SP	00437139
4	5	5	5	5	5	4	24	SP	00382722
5	6	6	6	6	6	5	25	SP	00382724
6	8	8	7	7	7	6	26	SP	00545981
7	10	10	8	8	8	7	27	SP	00545971
8	11	11	10	10	10	8	28	SP	00545973
9	12	12	11	11	11	9	29	SP	00545975
10	13	13	12	12	12	10	30	SP	00545977
11	14	14	13	13	13	11	31	SP	00437172
12	16	16	14	14	14	12	32	SP	00382770
13	17	17	15	15	15	13	33	SP	00382726
14	18	18	16	16	16	14	34	SP	00545985
15	19	19	17	17	17	15	35	SP	00545987
16	21	21	18	18	18	16	36	SP	00382732
17	22	22	20	20	20	17	37	SP	00437174
18	23	23	21	21	21	18	38	SP	00437143
19	25	25	22	22	22	19	39	SP	00545979
20	26	26	23	23	23	20	40	SP	00545967

2005-2006 Edition (Form E) Item Map, Speaking Field Test, Grade Span K-2

Form E1 Item No.	Form E2 Item No.	Form E3 Item No.	Form E4 Item No.	Form E5 Item No.	Form E6 Item No.	Form E7- E12 Item No.	Sequence Number	Content Form E	Item ID
21					24		54	SP_FT	00678424
	9						55	SP_FT	00680883
	15						56	SP_FT	00680885
	20						57	SP_FT	00680887
		9					58	SP_FT	00680889
		15					59	SP_FT	00680891
		20					60	SP_FT	00680893
		24					61	SP_FT	00680895
			9				62	SP_FT	00680897
				9			63	SP_FT	00680900
				24			64	SP_FT	00680902
					19		65	SP_FT	00680904

\*Shading indicates Field Test Items for each form.

2005-2006 Edition (Form E) Item Map, Speaking, Grade Span 3-5

Form E1 Item No.	Form E2 Item No.	Form E3 Item No.	Form E4 Item No.	Form E5 Item No.	Form E6 Item No.	Form E7 Item No.	Form E8 Item No.	Form E9- E14 Item No.	Sequence Number	Content Form E	Item ID
1	1	1	1	1	1	1	1	1	86	SP	00295698
2	2	2	2	2	2	2	2	2	87	SP	00383131
3	3	3	3	3	3	3	3	3	88	SP	00437531
4	6	6	6	6	4	4	4	4	89	SP	00437542
5	7	7	7	7	5	5	5	5	90	SP	00383154
6	8	8	8	8	6	6	6	6	91	SP	00383158
7	9	9	9	9	7	7	7	7	92	SP	00383160
8	10	10	10	10	9	9	9	8	93	SP	00546147
9	11	11	11	11	10	10	10	9	94	SP	00437544
10	13	13	13	13	11	11	11	10	95	SP	00383135
11	14	14	14	14	12	12	12	11	96	SP	00383166
12	15	15	15	15	13	13	13	12	97	SP	00546137
13	16	16	16	16	14	14	14	13	98	SP	00546151
14	17	17	17	17	16	16	16	14	99	SP	00383174
15	18	18	18	18	18	18	18	15	100	SP	00383139
16	20	20	20	20	19	19	19	16	101	SP	00383170
17	21	21	21	21	20	20	20	17	102	SP	00546139
18	23	23	23	23	21	21	21	18	103	SP	00437548
19	24	24	24	24	22	22	22	19	104	SP	00546143
20	25	25	25	25	24	24	24	20	105	SP	00546127

2005-2006 Edition (Form E) Item Map, Speaking Field Test, Grade Span 3-5

Form E1 Item No.	Form E2 Item No.	Form E3 Item No.	Form E4 Item No.	Form E5 Item No.	Form E6 Item No.	Form E7 Item No.	Form E8 Item No.	Form E9- E14 Item No.	Sequence Number	Content Form E	Item ID
21									124	SP_FT	00687621
	19								125	SP_FT	00687642
		12							126	SP_FT	00687645
		19							127	SP_FT	00687647
			19						128	SP_FT	00687650
			22						129	SP_FT	00687652
				19					130	SP_FT	00687655
				22					131	SP_FT	00687657
							8		132	SP_FT	00687665
							23		133	SP_FT	00687667

\*Shading indicates Field Test Items for each form.



2005-2006 Edition (Form E) Item Map, Speaking, Grade Span 6-8

Form E1 Item No.	Form E2 Item No.	Form E3 Item No.	Form E4 Item No.	Form E5 Item No.	Form E6 Item No.	Form E7 Item No.	Form E8 Item No.	Form E9- E14 Item No.	Sequence Number	Content Form E	Item ID
1	1	1	1	1	1	1	1	1	154	SP	00383193
2	2	2	2	2	2	2	2	2	155	SP	00383195
3	3	3	3	3	3	3	3	3	156	SP	00437732
4	6	6	6	6	4	4	4	4	157	SP	00383187
5	7	7	7	7	5	5	5	5	158	SP	00546302
6	8	8	8	8	6	6	6	6	159	SP	00546304
7	11	11	11	11	8	8	8	7	160	SP	00383197
8	12	12	12	12	9	9	9	8	161	SP	00437722
9	13	13	13	13	10	10	10	9	162	SP	00437734
10	14	14	14	14	11	11	11	10	163	SP	00383225
11	15	15	15	15	12	12	12	11	164	SP	00383201
12	16	16	16	16	13	13	13	12	165	SP	00546308
13	17	17	17	17	14	14	14	13	166	SP	00546322
14	18	18	18	18	16	16	16	14	167	SP	00383207
15	19	19	19	19	17	17	17	15	168	SP	00546312
16	21	21	21	21	20	20	20	16	169	SP	00383235
17	22	22	22	22	21	21	21	17	170	SP	00546324
18	23	23	23	23	22	22	22	18	171	SP	00437726
19	25	25	25	25	23	23	23	19	172	SP	00546328
20	26	26	26	26	25	25	25	20	173	SP	00546298

2005-2006 Edition (Form E) Item Map, Speaking Field Test, Grade Span 6-8

Form E1 Item No.	Form E2 Item No.	Form E3 Item No.	Form E4 Item No.	Form E5 Item No.	Form E6 Item No.	Form E7 Item No.	Form E8 Item No.	Form E9- E14 Item No.	Sequence Number	Content Form E	Item ID
21									191	SP_FT	00693739
	20								192	SP_FT	00693749
		20							193	SP_FT	00693752
			20						194	SP_FT	00693755
			24						195	SP_FT	00693757
				20					196	SP_FT	00693760
				24					197	SP_FT	00693762
					7				198	SP_FT	00693765
					19				199	SP_FT	00693767
						19			200	SP_FT	00693770
							24		201	SP_FT	00693773

\*Shading indicates Field Test Items for each form.

2005-2006 Edition (Form E) Item Map, Speaking, Grade Span 9-12

Form E1 Item No.	Form E2 Item No.	Form E3 Item No.	Form E4 Item No.	Form E5 Item No.	Form E6 Item No.	Form E7 Item No.	Form E8- E12 Item No.	Sequence Number	Content Form E	Item ID
1	1	1	1	1	1	1	1	222	SP	00383256
2	2	2	2	2	2	2	2	223	SP	00383289
3	3	3	3	3	3	3	3	224	SP	00437878
4	4	4	4	4	4	4	4	225	SP	00546491
5	7	7	7	6	6	6	5	226	SP	00546473
6	8	8	8	7	7	7	6	227	SP	00546475
7	9	9	9	8	8	8	7	228	SP	00546487
8	10	10	10	9	9	9	8	229	SP	00546489
9	11	11	11	12	12	12	9	230	SP	00383258
10	12	12	12	13	13	13	10	231	SP	00383262
11	13	13	13	14	14	14	11	232	SP	00437869
12	14	14	14	15	15	15	12	233	SP	00383291
13	15	15	15	16	16	16	13	234	SP	00383295
14	16	16	16	17	17	17	14	235	SP	00437871
15	18	18	18	18	18	18	15	236	SP	00383303
16	19	19	19	19	19	19	16	237	SP	00546483
17	21	21	21	21	21	21	17	238	SP	00546497
18	23	23	23	22	22	22	18	239	SP	00437873
19	24	24	24	23	23	23	19	240	SP	00546485
20	25	25	25	25	25	25	20	241	SP	00546467

2005-2006 Edition (Form E) Item Map, Speaking Field Test, Grade Span 9-12

Form E1 Item No.	Form E2 Item No.	Form E3 Item No.	Form E4 Item No.	Form E5 Item No.	Form E6 Item No.	Form E7 Item No.	Form E8- E12 Item No.	Sequence Number	Content Form E	Item ID
			5					260	SP_FT	00683638
			6					261	SP_FT	00683640
			20					262	SP_FT	00683642
			22					263	SP_FT	00683644
				5				264	SP_FT	00683660
				10				265	SP_FT	00683662
				20				266	SP_FT	00683664
					5			267	SP_FT	00683671
					10			268	SP_FT	00683673
					20			269	SP_FT	00683675
					24			270	SP_FT	00683677
						5		271	SP_FT	00683680
						10		272	SP_FT	00683682
						20		273	SP_FT	00683684

\*Shading indicates Field Test Items for each form.

2005-2006 Edition (Form E) Item Map, Reading, Grade Span K-2

Form E1 Item No.	Form E2- E6 Item No.	Form E7 Item No.	Form E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Sequence Number	Content Form E	Item ID
1	1	1	1	1	1	1	1	1	RD	00240708
2	2	2	2	2	2	2	2	2	RD	00240809
3	3	3	3	3	3	3	3	3	RD	00240717
4	4	5	5	5	4	4	4	4	RD	00240819
5	5	6	6	6	5	5	5	5	RD	00240821
6	6	7	7	7	6	6	6	6	RD	00437237
7	7	8	8	8	7	7	7	7	RD	00240725
8	8	9	9	9	8	9	9	8	RD	00545999
9	9	10	10	10	9	11	11	9	RD	00546014
10	10	11	11	11	10	12	12	10	RD	00546026
11	11	12	12	12	11	13	13	11	RD	00240823
12	12	13	13	13	12	15	15	12	RD	00240825
13	13	14	14	14	13	16	16	13	RD	00240739
14	14	15	15	15	14	18	18	14	RD	00240731
15	15	16	16	16	15	19	19	15	RD	00240835
16	16	17	17	17	16	20	20	16	RD	00353943
17	17	18	18	18	18	21	21	17	RD	00353935
18	18	19	19	19	19	22	22	18	RD	00437243
19	19	20	20	20	20	23	23	19	RD	00546018
20	20	21	21	21	21	24	24	20	RD	00546003
21	21	22	22	22	22	25	25	21	RD	00546030
22	22	23	23	23	23	26	26	22	RD	00546040
23	23	24	24	24	24	27	27	23	RD	00437245
24	24	25	25	25	25	28	28	24	RD	00437247
25	25	26	26	26	26	29	29	25	RD	00437249
26	26	30	30	30	30	30	30	26	RD	00240855
27	27	31	31	31	31	31	31	27	RD	00240857

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**2005-2006 Edition (Form E) Item Map, Reading, Grade Span K-2 continued**

Form E1 Item No.	Form E2- E6 Item No.	Form E7 Item No.	Form E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Sequence Number	Content Form E	Item ID
28	28	32	32	32	32	32	32	28	RD	00240859
29	29	33	33	33	33	33	33	29	RD	00437262
30	30	34	34	34	34	34	34	30	RD	00437266
31	31	35	35	35	35	35	35	31	RD	00437268
32	32	36	36	36	36	36	36	32	RD	00546005
33	33	37	37	37	37	37	37	33	RD	00546007
34	34	38	38	38	38	38	38	34	RD	00546009
35	35	39	39	39	39	39	39	35	RD	00546011

**2005-2006 Edition (Form E) Item Map, Reading Field Test, Grade Span K-2**

Form E1 Item No.	Form E2- E6 Item No.	Form E7 Item No.	Form E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Sequence Number	Content Form E	Item ID
				27				36	RD_FT	00680932
				28				37	RD_FT	00680934
				29				38	RD_FT	00680936
					17			39	RD_FT	00680938
					27			40	RD_FT	00680940
					28			41	RD_FT	00680942
					29			42	RD_FT	00680944
						10		43	RD_FT	00680947
						17		44	RD_FT	00680949
							10	45	RD_FT	00680989
							17	46	RD_FT	00680991

\*Shading indicates Field Test Items for each form.

2005-2006 Edition (Form E) Item Map, Reading, Grade Span 3-5

Form E1 Item No.	Form E2- E6 Item No.	Form E7 Item No.	Form E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Sequence Number	Content Form E	Item ID
1	1	1	1	1	1	1	1	47	RD	00437598
2	2	2	2	2	2	2	2	48	RD	00437616
3	3	3	3	3	3	3	3	49	RD	00437600
4	4	5	5	5	5	5	5	50	RD	00437618
5	5	6	6	6	6	6	6	51	RD	00546163
6	6	8	8	8	8	8	8	52	RD	00546190
7	7	9	9	9	9	9	9	53	RD	00241154
8	8	10	10	10	10	10	10	54	RD	00241158
9	9	11	11	11	11	11	11	55	RD	00241063
10	10	12	12	12	12	12	12	56	RD	00546207
11	11	13	13	13	13	13	13	57	RD	00546205
12	12	14	14	14	14	14	14	58	RD	00354154
13	13	15	15	15	15	15	15	59	RD	00437622
14	14	16	16	16	16	16	16	60	RD	00241075
15	15	18	18	18	17	17	17	61	RD	00437602
16	16	20	20	20	18	18	18	62	RD	00437620
17	17	21	21	21	19	19	19	63	RD	00241071
18	18	22	22	22	20	20	20	64	RD	00241073
19	19	23	23	23	21	21	21	65	RD	00546209
20	20	24	24	24	24	24	24	66	RD	00354164
21	21	25	25	25	25	25	25	67	RD	00354162
22	22	26	26	26	26	26	26	68	RD	00354168
23	23	27	27	27	27	27	27	69	RD	00546211
24	24	28	28	28	28	28	28	70	RD	00437624
25	25	29	29	29	29	29	29	71	RD	00437626
26	26	30	30	30	30	30	30	72	RD	00437628
27	27	31	31	31	31	31	31	73	RD	00437630

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2005-2006 Edition (Form E) Item Map, Reading, Grade Span 3-5 continued

Form E1 Item No.	Form E2- E6 Item No.	Form E7 Item No.	Form E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Sequence Number	Content Form E	Item ID
28	28	35	35	35	32	32	32	74	RD	00241109
29	29	36	36	36	33	33	33	75	RD	00241111
30	30	37	37	37	34	34	34	76	RD	00241113
31	31	38	38	38	35	35	35	77	RD	00241115
32	32	39	39	39	36	36	36	78	RD	00546196
33	33	40	40	40	37	37	37	79	RD	00546198
34	34	41	41	41	38	38	38	80	RD	00546200
35	35	42	42	42	39	39	39	81	RD	00546202

2005-2006 Edition (Form E) Item Map, Reading Field Test, Grade Span 3-5

Form E1 Item No.	Form E2- E6 Item No.	Form E7 Item No.	Form E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Sequence Number	Content Form E	Item ID
		19						82	RD_FT	00691051
				32				83	RD_FT	00691055
				33				84	RD_FT	00691057
				34				85	RD_FT	00691059
						4		86	RD_FT	00691063
						7		87	RD_FT	00691065
						22	22	88	RD_FT	00691067
							4	89	RD_FT	00691070
							7	90	RD_FT	00691072
							23	91	RD_FT	00691074

\*Shading indicates Field Test Items for each form.



2005-2006 Edition (Form E) Item Map, Reading, Grade Span 6-8

Form E1 Item No.	Form E2- E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Form E13 Item No.	Form E14 Item No.	Sequence Number	Content Form E	Item ID
1	1	1	1	1	1	1	1	92	RD	00437749
2	2	2	2	2	2	2	2	93	RD	00437766
3	3	4	4	4	3	3	3	94	RD	00241504
4	4	5	5	5	4	4	4	95	RD	00546361
5	5	6	6	6	6	6	6	96	RD	00546365
6	6	7	7	7	7	7	7	97	RD	00437751
7	7	8	8	8	9	9	9	98	RD	00241514
8	8	9	9	9	10	10	10	99	RD	00437772
9	9	10	10	10	11	11	11	100	RD	00546334
10	10	11	11	11	12	12	12	101	RD	00546378
11	11	12	12	12	13	13	13	102	RD	00354592
12	12	14	14	14	14	14	14	103	RD	00546355
13	13	15	15	15	16	16	16	104	RD	00354610
14	14	16	16	16	17	17	17	105	RD	00354614
15	15	17	17	17	18	18	18	106	RD	00546363
16	16	18	18	18	20	20	20	107	RD	00241510
17	17	19	19	19	21	21	21	108	RD	00546382
18	18	20	20	20	22	22	22	109	RD	00241528
19	19	21	21	21	23	23	23	110	RD	00437755
20	20	22	22	22	24	24	24	111	RD	00241447
21	21	23	23	23	25	25	25	112	RD	00437757
22	22	24	24	24	26	26	26	113	RD	00437759
23	23	25	25	25	27	27	27	114	RD	00437761
24	24	26	26	26	28	28	28	115	RD	00437763
25	25	30	30	30	29	29	29	116	RD	00241455
26	26	31	31	31	30	30	30	117	RD	00241459
27	27	32	32	32	31	31	31	118	RD	00241463

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**2005-2006 Edition (Form E) Item Map, Reading, Grade Span 6-8 continued**

Form E1 Item No.	Form E2- E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Form E13 Item No.	Form E14 Item No.	Sequence Number	Content Form E	Item ID
28	28	33	33	33	32	32	32	119	RD	00241465
29	29	34	34	34	33	33	33	120	RD	00241556
30	30	35	35	35	34	34	34	121	RD	00241558
31	31	36	36	36	35	35	35	122	RD	00241560
32	32	37	37	37	36	36	36	123	RD	00546342
33	33	38	38	38	37	37	37	124	RD	00546344
34	34	39	39	39	38	38	38	125	RD	00546346
35	35	40	40	40	39	39	39	126	RD	00546348

**2005-2006 Edition (Form E) Item Map, Reading Field Test, Grade Span 6-8**

Form E1 Item No.	Form E2- E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Form E13 Item No.	Form E14 Item No.	Sequence Number	Content Form E	Item ID
				27				127	RD_FT	00693798
				28				128	RD_FT	00693800
				29				129	RD_FT	00693802

\*Shading indicates Field Test Items for each form.

2005-2006 Edition (Form E) Item Map, Reading, Grade Span 9-12

Form E1 Item No.	Form E2- E7 Item No.	Form E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Sequence Number	Content Form E	Item ID
1	1	1	1	1	1	1	130	RD	00437890
2	2	2	2	2	2	2	131	RD	00241753
3	3	4	4	4	4	4	132	RD	00437909
4	4	5	5	5	5	5	133	RD	00241856
5	5	6	6	6	7	7	134	RD	00546505
6	6	8	8	8	9	9	135	RD	00546507
7	7	9	9	9	10	10	136	RD	00546547
8	8	10	10	10	11	11	137	RD	00354272
9	9	11	11	11	13	13	138	RD	00546534
10	10	13	13	13	14	14	139	RD	00354288
11	11	14	14	14	15	15	140	RD	00354292
12	12	15	15	15	16	16	141	RD	00546511
13	13	17	17	17	18	18	142	RD	00241775
14	14	18	18	18	19	19	143	RD	00437896
15	15	19	19	19	20	20	144	RD	00437913
16	16	20	20	20	21	21	145	RD	00546528
17	17	21	21	21	23	23	146	RD	00241884
18	18	22	22	22	24	24	147	RD	00241886
19	19	23	23	23	25	25	148	RD	00241888
20	20	24	24	24	26	26	149	RD	00241783
21	21	25	25	25	27	27	150	RD	00546538
22	22	26	26	26	28	28	151	RD	00546540
23	23	27	27	27	29	29	152	RD	00546542
24	24	31	31	31	30	30	153	RD	00241785
25	25	32	32	32	31	31	154	RD	00241787
26	26	33	33	33	32	32	155	RD	00241789
27	27	34	34	34	33	33	156	RD	00241795

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2005-2006 Edition (Form E) Item Map, Reading, Grade Span 9-12 continued

Form E1 Item No.	Form E2- E7 Item No.	Form E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Sequence Number	Content Form E	Item ID
28	28	35	35	35	34	34	157	RD	00241799
29	29	36	36	36	35	35	158	RD	00241801
30	30	37	37	37	36	36	159	RD	00437915
31	31	38	38	38	37	37	160	RD	00437917
32	32	39	39	39	38	38	161	RD	00437919
33	33	40	40	40	39	39	162	RD	00546513
34	34	41	41	41	40	40	163	RD	00546515
35	35	42	42	42	41	41	164	RD	00546519

2005-2006 Edition (Form E) Item Map, Reading Field Test, Grade Span 9-12

Form E1 Item No.	Form E2- E7 Item No.	Form E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Sequence Number	Content Form E	Item ID
		3		7			165	RD_FT	00683947
		12					166	RD_FT	00683949
			3				167	RD_FT	00683952
			12				168	RD_FT	00683954
			28	28			169	RD_FT	00683956
			29	29			170	RD_FT	00683958
			30	30			171	RD_FT	00683960
				3			172	RD_FT	00683964
				12			173	RD_FT	00683968
					6		174	RD_FT	00684030
					8		175	RD_FT	00684032
					17		176	RD_FT	00684034
						6	177	RD_FT	00684039
						8	178	RD_FT	00684041
						12	179	RD_FT	00684043
						17	180	RD_FT	00684045

\*Shading indicates Field Test Items for each form.

2005-2006 Edition (Form E) Item Map, Writing, Grade Span K-2

Form E1 Item No.	Form E2- E6 Item No.	Form E7 Item No.	Form E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Sequence Number	Content Form E	Item ID
1	1	1	1	1	1	1	1	1	WR	00353969
2	2	2	2	2	2	2	2	2	WR	00353980
3	3	3	3	3	3	3	3	3	WR	00353986
4	4	4	4	4	4	4	4	4	WR	00354019
5	5	7	7	7	7	7	7	5	WR	00437287
6	6	8	8	8	8	8	8	6	WR	00437275
7	7	9	9	9	9	9	9	7	WR	00353978
8	8	10	10	10	10	10	10	8	WR	00354002
9	9	11	11	11	11	11	11	9	WR	00353990
10	10	12	12	12	12	12	12	10	WR	00353998
11	11	13	13	13	13	13	13	11	WR	00546073
12	12	14	14	14	14	14	14	12	WR	00546083
13	13	15	15	15	15	15	15	13	WR	00353963
14	14	16	16	16	16	16	16	14	WR	00354008
15	15	17	17	17	17	17	17	15	WR	00354025
16	16	18	18	18	18	18	18	16	WR	00354027
17	17	19	19	19	19	19	19	17	WR	00353982
18	18	20	20	20	20	20	20	18	WR	00546055
19	19	21	21	21	21	21	21	19	WR	00546067
20	20	22	22	22	22	22	22	20	WR	00437279
21	21	23	23	23	23	23	23	21	WR	00437293
22	22	25	25	25	25	24	24	22	WR	00546079
23	23	26	26	26	26	25	25	23	WR	00546071
24	24	28	28	28	28	26	26	24	WR	00546043

2005-2006 Edition (Form E) Item Map, Writing Field Test, Grade Span K-2

Form E1 Item No.	Form E2- E6 Item No.	Form E7 Item No.	Form E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Sequence Number	Content Form E	Item ID
25								25	WR_FT	00681241
		24						26	WR_FT	00681316
			24					27	WR_FT	00681334
				24				28	WR_FT	00681337
					24			29	WR_FT	00681340
						5		30	WR_FT	00681402
						6		31	WR_FT	00681404
							5	32	WR_FT	00681406
							6	33	WR_FT	00681408
							27	34	WR_FT	00681410

\*Shading indicates Field Test Items for each form.

2005-2006 Edition (Form E) Item Map, Writing, Grade Span 3-5

Form E1 Item No.	Form E2- E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Form E13 Item No.	Form E14 Item No.	Sequence Number	Content Form E	Item ID
1	1	1	1	1	1	1	1	35	WR	00354228
2	2	2	2	2	2	2	2	36	WR	00437639
3	3	3	3	3	3	3	3	37	WR	00354249
4	4	4	4	4	4	4	4	38	WR	00354224
5	5	5	5	5	5	5	5	39	WR	00354189
6	6	7	7	7	7	7	7	40	WR	00354191
7	7	8	8	8	8	8	8	41	WR	00437643
8	8	9	9	9	9	9	9	42	WR	00354187
9	9	10	10	10	10	10	10	43	WR	00437657
10	10	11	11	11	11	11	11	44	WR	00354204
11	11	12	12	12	12	12	12	45	WR	00354226
12	12	14	14	14	14	14	14	46	WR	00354239
13	13	15	15	15	15	15	15	47	WR	00354230
14	14	16	16	16	16	16	16	48	WR	00354179
15	15	17	17	17	17	17	17	49	WR	00354208
16	16	18	18	18	18	18	18	50	WR	00546226
17	17	19	19	19	19	19	19	51	WR	00546228
18	18	20	20	20	20	20	20	52	WR	00546236
19	19	21	21	21	21	21	21	53	WR	00546248
20	20	23	23	23	22	22	22	54	WR	00437661
21	21	24	24	24	23	23	23	55	WR	00546230
22	22	26	26	26	24	24	24	56	WR	00546262
23	23	27	27	27	25	25	25	57	WR	00354234
24	24	28	28	28	26	26	26	58	WR	00546218



2005-2006 Edition (Form E) Item Map, Writing Field Test, Grade Span 3-5

Form E1 Item No.	Form E2- E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Form E13 Item No.	Form E14 Item No.	Sequence Number	Content Form E	Item ID
25								59	WR_FT	00691078
							27	60	WR_FT	00691134

\*Shading indicates Field Test Items for each form.

2005-2006 Edition (Form E) Item Map, Writing, Grade Span 6-8

Form E1 Item No.	Form E2- E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Form E13 Item No.	Form E14 Item No.	Sequence Number	Content Form E	Item ID
1	1	1	1	1	1	1	1	61	WR	00437792
2	2	2	2	2	2	2	2	62	WR	00354673
3	3	3	3	3	3	3	3	63	WR	00354677
4	4	5	5	5	4	4	4	64	WR	00437807
5	5	6	6	6	5	5	5	65	WR	00437794
6	6	7	7	7	6	6	6	66	WR	00354661
7	7	8	8	8	8	8	8	67	WR	00354653
8	8	9	9	9	9	9	9	68	WR	00437796
9	9	11	11	11	11	11	11	69	WR	00354663
10	10	12	12	12	12	12	12	70	WR	00546405
11	11	13	13	13	13	13	13	71	WR	00546425
12	12	14	14	14	14	14	14	72	WR	00437811
13	13	15	15	15	15	15	15	73	WR	00354683
14	14	17	17	17	16	16	16	74	WR	00354655
15	15	18	18	18	17	17	17	75	WR	00354707
16	16	19	19	19	18	18	18	76	WR	00354699
17	17	20	20	20	19	19	19	77	WR	00354697
18	18	21	21	21	20	20	20	78	WR	00546409
19	19	22	22	22	21	21	21	79	WR	00546419
20	20	23	23	23	22	22	22	80	WR	00437813
21	21	24	24	24	23	23	23	81	WR	00546421
22	22	27	27	27	24	24	24	82	WR	00546423
23	23	28	28	28	25	25	25	83	WR	00354689
24	24	29	29	29	26	26	26	84	WR	00546385

2005-2006 Edition (Form E) Item Map, Writing Field Test, Grade Span 6-8

Form E1 Item No.	Form E2- E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Form E13 Item No.	Form E14 Item No.	Sequence Number	Content Form E	Item ID
25								85	WR_FT	00692227
				10				86	WR_FT	00692850
							27	87	WR_FT	00693197

\*Shading indicates Field Test Items for each form.

2005-2006 Edition (Form E) Item Map, Writing, Grade Span 9-12

Form E1 Item No.	Form E2- E7 Item No.	Form E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Sequence Number	Content Form E	Item ID
1	1	1	1	1	1	1	88	WR	00354070
2	2	2	2	2	2	2	89	WR	00354121
3	3	3	3	3	3	3	90	WR	00437926
4	4	5	5	5	5	5	91	WR	00354119
5	5	6	6	6	6	6	92	WR	00354117
6	6	7	7	7	7	7	93	WR	00437928
7	7	8	8	8	8	8	94	WR	00354053
8	8	9	9	9	9	9	95	WR	00437930
9	9	11	11	11	10	10	96	WR	00354057
10	10	12	12	12	11	11	97	WR	00354123
11	11	13	13	13	12	12	98	WR	00354074
12	12	14	14	14	13	13	99	WR	00354129
13	13	15	15	15	14	14	100	WR	00354093
14	14	17	17	17	15	15	101	WR	00354047
15	15	18	18	18	17	17	102	WR	00354078
16	16	19	19	19	18	18	103	WR	00546568
17	17	20	20	20	19	19	104	WR	00546588
18	18	21	21	21	20	20	105	WR	00546598
19	19	22	22	22	21	21	106	WR	00546600
20	20	23	23	23	22	22	107	WR	00437932
21	21	24	24	24	23	23	108	WR	00546592
22	22	27	27	27	24	24	109	WR	00546602
23	23	28	28	28	25	25	110	WR	00437946
24	24	29	29	29	26	26	111	WR	00546558

2005-2006 Edition (Form E) Item Map, Writing Field Test, Grade Span 9-12

Form E1 Item No.	Form E2- E7 Item No.	Form E8 Item No.	Form E9 Item No.	Form E10 Item No.	Form E11 Item No.	Form E12 Item No.	Sequence Number	Content Form E	Item ID
25							112	WR_FT	00684085
		4					113	WR_FT	00684125
		26					114	WR_FT	00684127
			4				115	WR_FT	00684130
			26				116	WR_FT	00684132
				4			117	WR_FT	00684167
				26			118	WR_FT	00684169
					16		119	WR_FT	00684172
						16	120	WR_FT	00684175
						27	121	WR_FT	00684177

\*Shading indicates Field Test Items for each form.

**Appendix B: CELDT Summary Statistics and Proficiency, 2001-2006 Editions (Forms A-E)**

**2001-2002 Edition (Form A) Summary Statistics by Grade, Annual Assessment Data**

Grade	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1	158399	476.17	55.29	NA	NA	NA	NA	476.17	55.29
2	164889	506.43	53.08	446.05	47.60	460.09	64.44	479.88	45.43
3	154952	480.77	55.18	468.11	48.51	482.11	57.84	478.07	46.15
4	133499	493.76	58.35	490.03	48.75	500.46	55.97	494.64	46.74
5	125064	503.07	61.15	505.54	48.29	512.93	53.62	506.28	47.37
6	107430	497.14	53.24	502.63	55.52	508.85	49.76	501.56	44.05
7	91740	500.51	58.51	513.82	55.74	512.99	52.84	507.08	47.38
8	84955	502.88	60.92	523.60	54.27	516.72	53.11	511.64	48.57
9	70606	506.15	66.00	522.93	58.75	508.65	57.62	511.11	52.08
10	67438	506.93	68.89	528.24	59.34	509.59	59.71	513.06	54.11
11	53315	512.77	64.77	537.57	56.92	514.62	58.01	519.57	50.24
12	39037	516.52	67.46	544.59	56.75	518.26	58.23	524.11	50.91

**2001-2002 Edition (Form A) Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K-2	323288*	491.61	56.25	446.05	47.60	460.09	64.44	478.06	50.54
3-5	413515	491.71	58.79	486.51	50.94	497.36	57.43	491.95	48.15
6-8	284125	499.94	57.38	512.52	55.89	512.54	51.88	506.36	46.70
9-12	230396	509.67	66.95	531.54	58.71	511.94	58.55	515.84	52.30

\* N-count for Grade Span K-2 is 323,288 overall, but Reading and Writing includes only Grade 2 data, for which N-count is 164,889

**2002-2003 Edition (Form B) Summary Statistics by Grade, Annual Assessment Data**

Grade	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	8135	446.24	76.86	NA	NA	NA	NA	446.24	76.86
1	160579	491.78	57.69	NA	NA	NA	NA	491.78	57.69
2	160257	518.59	64.91	450.38	49.60	468.63	57.94	488.67	47.83
3	160107	500.30	67.99	469.52	50.01	483.81	57.08	488.11	50.70
4	147640	515.68	73.25	496.10	51.42	506.53	54.74	508.12	51.98
5	125227	524.02	78.71	510.74	52.69	517.74	54.38	518.76	54.17
6	112594	517.05	70.59	507.98	51.76	510.99	50.52	512.90	50.46
7	98844	517.40	78.92	520.01	53.64	516.46	53.66	517.44	54.16
8	84780	519.05	82.36	528.54	54.56	520.13	55.12	521.32	56.35
9	76959	509.06	75.86	531.64	52.49	512.80	55.49	515.26	52.94
10	67284	505.44	84.97	538.82	55.29	515.10	56.74	515.82	56.49
11	54396	506.72	87.75	546.20	56.49	518.84	56.71	519.23	56.92
12	40633	508.42	93.56	552.95	57.73	522.76	57.06	522.75	59.79

**2002-2003 Edition (Form B) Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K-2	328971*	503.72	63.89	450.38	49.60	468.63	57.94	489.14	54.17
3-5	432974	512.40	73.67	490.51	54.05	501.37	57.29	503.80	53.69
6-8	296218	517.74	76.91	517.88	53.87	515.43	53.06	516.82	53.55
9-12	239272	507.40	84.38	540.59	55.65	516.51	56.51	517.59	56.13

\* N-count for Grade Span K-2 is 328,971 overall, but Reading and Writing includes only Grade 2 data, for which the N-count is 160,257

**2003-2004 Edition (Form C) Summary Statistics by Grade, Annual Assessment Data**

Grade	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	6664	448.05	87.14	NA	NA	NA	NA	448.05	87.14
1	166704	503.20	61.47	NA	NA	NA	NA	503.20	61.47
2	170782	538.94	64.72	452.88	48.44	473.19	57.74	500.62	49.71
3	159439	505.24	62.36	472.21	51.47	492.75	56.42	493.49	50.71
4	153602	529.05	66.66	498.23	51.98	513.50	53.93	517.09	52.02
5	137167	544.03	70.33	514.90	53.30	524.88	54.06	531.60	53.75
6	112653	520.68	58.48	505.63	51.00	519.91	49.08	516.35	47.24
7	104276	526.69	61.21	515.21	52.39	525.20	50.97	523.08	49.06
8	94262	531.33	64.64	524.71	52.64	529.79	51.24	528.92	50.89
9	77889	519.83	60.01	526.71	55.68	520.08	55.21	521.23	50.21
10	74559	523.92	63.19	535.90	59.14	522.33	57.60	526.14	52.61
11	59229	529.35	64.62	544.48	59.78	525.53	59.23	531.79	53.54
12	45211	533.43	70.75	549.25	63.51	525.78	63.97	535.09	58.34

**2003-2004 Edition (Form C) Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K-2	344150*	519.87	66.86	452.88	48.44	473.19	57.74	500.85	57.10
3-5	450208	525.18	68.22	494.09	55.07	509.62	56.45	513.15	54.41
6-8	311191	525.92	61.47	514.62	52.54	524.68	50.54	522.41	49.25
9-12	256888	525.60	64.18	537.44	59.67	522.99	58.49	527.53	53.43

\* N-count for Grade Span K-2 is 344,150 overall, but Reading and Writing includes only Grade 2 data, for which the N-count is 170,782



**2004-2005 Edition (Form D) Summary Statistics by Grade, Annual Assessment Data**

Grade	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	7025	439.1	92.0	NA	NA	NA	NA	439.1	92.0
1	153873	499.3	60.5	NA	NA	NA	NA	499.3	60.5
2	165182	538.2	61.4	454.2	47.4	477.1	58.2	501.5	48.2
3	163289	505.1	59.3	474.4	51.5	498.7	56.8	495.4	49.3
4	147890	532.4	63.9	499.0	51.7	517.6	54.3	520.0	50.7
5	135953	549.6	67.8	517.1	53.1	529.4	54.1	536.1	52.5
6	112031	530.9	65.7	509.2	46.0	525.0	51.1	523.6	50.1
7	98482	543.3	70.2	519.6	47.5	532.0	52.2	534.2	52.8
8	94115	549.3	74.0	529.0	49.2	537.3	53.8	540.8	55.4
9	84657	526.7	57.5	534.7	53.3	532.4	55.7	529.7	49.1
10	72999	531.3	62.1	541.8	56.2	535.2	57.3	534.5	52.3
11	60482	535.6	63.4	548.0	57.3	537.4	58.7	538.8	53.6
12	48113	539.5	68.6	551.1	60.3	537.3	63.3	541.5	58.0

**2004-2005 Edition (Form D) Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K-2	326080*	517.73	65.75	454.22	47.45	477.05	58.23	499.16	56.26
3-5	447132	527.67	66.09	495.52	54.93	514.28	56.62	515.90	53.50
6-8	304628	540.61	70.24	518.67	48.19	531.07	52.55	532.36	53.12
9-12	266251	532.26	62.42	542.66	56.67	535.21	58.28	535.22	52.88

\* N-count for Grade Span K-2 is 326,080 overall, but Reading and Writing includes only Grade 2 data, for which the N-count is 165,182.

**2005-2006 Edition (Form E) Summary Statistics by Grade, Annual Assessment Data**

Grade	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	6994	441.73	86.41	NA	NA	NA	NA	441.73	86.41
1	160150	496.96	58.18	NA	NA	NA	NA	496.96	58.18
2	157176	534.89	58.80	454.40	49.87	477.31	57.32	500.02	47.30
3	158992	503.81	55.53	474.77	51.12	498.77	56.21	494.92	47.73
4	149092	530.37	58.86	499.82	51.69	517.02	53.61	519.03	48.82
5	131046	546.60	61.66	516.30	52.16	528.22	53.29	534.06	50.04
6	111721	529.53	60.40	510.67	49.57	522.33	50.25	522.65	48.56
7	97732	539.75	65.00	519.92	50.57	528.40	52.00	531.60	51.49
8	89634	547.53	69.71	529.53	51.49	534.83	54.35	539.50	54.64
9	85077	531.13	57.56	531.73	51.43	528.84	51.29	530.34	48.22
10	74864	536.50	60.84	539.45	53.52	531.48	53.32	535.61	50.85
11	59323	542.99	62.05	545.84	53.38	533.94	53.36	541.07	51.40
12	47358	545.06	69.98	548.43	57.60	532.68	59.46	542.44	58.20

**2005-2006 Edition (Form E) Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K-2	324320*	514.15	63.05	454.40	49.87	477.31	57.32	497.25	54.65
3-5	439130	525.60	61.14	495.67	54.37	513.75	55.81	514.79	51.39
6-8	299087	538.27	65.23	519.34	51.06	528.06	52.33	530.62	51.86
9-12	266622	537.75	62.07	540.01	53.98	531.40	53.88	536.36	51.78

\* N-count for Grade Span K-2 is 324,320 overall, but Reading and Writing includes only Grade 2 data, for which the N-count is 157,176.

**2001-2002 Edition (Form A) Summary Statistics by Grade, Initial Identification Data**

Grade	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	177140*	424.98	88.25	NA	NA	NA	NA	424.98	88.25
1	21219	452.73	101.86	NA	NA	NA	NA	452.73	101.86
2	15964	473.16	108.84	431.44	60.79	428.41	90.62	451.67	83.95
3	15211	445.37	108.50	450.38	66.05	446.57	93.78	447.05	87.95
4	14175	459.37	114.29	471.99	71.80	467.37	96.67	464.66	93.28
5	13111	466.27	120.15	486.27	76.99	478.53	99.77	474.46	98.28
6	12476	465.59	107.98	487.77	82.88	479.73	95.42	474.78	92.36
7	11899	462.29	113.37	493.17	85.95	480.08	97.79	474.57	96.65
8	9655	463.03	111.90	500.08	86.11	483.42	97.51	477.50	95.82
9	21594	474.13	109.55	507.71	84.65	488.18	90.75	486.16	93.05
10	9487	466.59	108.08	504.84	83.10	481.77	89.83	480.08	90.86
11	7718	492.46	92.08	527.25	75.46	503.40	79.65	504.02	78.12
12	5069	499.57	89.73	533.81	72.90	508.30	77.09	510.44	74.78

**2001-2002 Edition (Form A) Summary Statistics by Grade Span, Initial Identification Data**

Grade Span	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1: Grades K-2	214323**	431.32	92.49	431.44	60.79	428.41	90.62	429.72	89.98
2: Grades 3-5	42497	456.49	114.46	468.66	73.00	463.37	97.53	461.38	93.71
3: Grades 6-8	34030	463.71	111.01	493.15	85.02	480.90	96.86	475.48	94.87
4: Grades 9 -12	43868	478.66	104.79	513.54	82.16	491.80	87.66	490.79	88.76

\* The N-count for Kindergarten Initial data is substantially larger than that of other grades because the entire Kindergarten population was categorized as Initial Identification data, rather than as Annual Assessment data. This also affects the size of the N-count for Grade Span 1.

\*\* N-count for Grade Span 1 is 214,323 overall, but for Reading and Writing includes only Grade 2 data, for which N-count is 15,964

**2002-2003 Edition (Form B) Summary Statistics by Grade, Initial Identification Data**

Grade	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	219130	433.23	97.33	NA	NA	NA	NA	433.23	97.33
1	41972	463.44	112.64	NA	NA	NA	NA	463.44	112.64
2	26459	477.18	132.08	431.82	68.49	429.35	96.79	453.56	99.55
3	24595	451.02	130.66	444.19	73.76	437.63	102.49	445.66	103.37
4	22931	463.35	138.24	465.32	81.22	457.69	107.09	462.11	110.01
5	21019	467.89	143.37	478.41	86.90	468.36	110.84	470.33	114.73
6	20931	473.86	134.20	484.54	87.59	471.24	105.15	475.55	109.59
7	21718	468.33	141.58	490.62	92.17	472.48	108.08	474.62	114.48
8	17030	468.75	141.26	496.12	92.65	475.32	107.37	476.90	113.74
9	31235	458.25	132.08	497.37	94.54	468.89	108.60	470.37	111.21
10	17303	467.33	123.75	511.05	87.19	481.94	98.08	481.57	100.73
11	12023	490.72	114.80	530.93	80.79	501.44	88.90	503.09	91.85
12	7146	500.68	107.72	539.46	77.77	508.22	84.21	511.89	85.42

**2002-2003 Edition (Form B) Summary Statistics by Grade Span, Initial Identification Data**

Grade Span	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K-2	287561*	441.68	104.48	431.82	68.49	429.35	96.79	439.51	100.57
3-5	68545	460.32	137.38	461.75	81.70	453.76	107.41	458.73	109.66
6-8	59679	470.39	138.96	490.05	90.85	472.86	106.87	475.59	112.58
9-12	67707	470.82	125.57	511.27	90.03	482.16	101.34	483.43	103.93

\* N-count for Grade Span 1 is 287,561 overall, but for Reading and Writing includes only Grade 2 data, for which the N-count is 26,459.

**2003-2004 Edition (Form C) Summary Statistics by Grade, Initial Identification Data**

Grade	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	204771	427.35	105.18	NA	NA	NA	NA	427.35	105.18
1	31673	458.76	128.25	NA	NA	NA	NA	458.76	128.25
2	21152	473.76	145.48	429.48	68.98	426.50	99.21	450.57	108.57
3	19726	436.16	137.88	442.81	76.60	437.51	107.86	437.87	110.72
4	18462	452.60	146.30	461.34	84.79	453.29	113.52	454.66	118.65
5	17219	465.57	150.83	475.84	90.37	465.23	116.86	467.76	123.07
6	17553	455.99	137.42	477.81	89.10	468.88	111.14	464.37	114.74
7	18806	458.96	140.19	484.60	91.06	473.20	112.73	468.62	117.04
8	15151	462.40	139.39	490.18	91.95	477.49	112.14	472.81	116.58
9	30942	456.89	131.50	492.52	94.99	472.02	110.84	469.26	113.01
10	17360	474.98	122.72	506.14	90.83	485.51	101.70	485.07	104.88
11	12489	501.24	114.73	527.34	85.70	506.61	94.15	508.75	97.14
12	7360	512.28	111.68	535.74	83.93	512.30	92.13	517.78	94.18

**2003-2004 Edition (Form C) Summary Statistics by Grade Span, Initial Identification Data**

Grade Span	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K-2	257596*	435.02	113.11	429.48	68.98	426.50	99.21	433.12	109.16
3-5	55407	450.78	145.31	459.25	84.89	451.38	113.17	452.75	117.95
6-8	51510	458.96	139.04	483.93	90.79	472.99	112.07	468.40	116.17
9-12	68151	475.61	125.98	507.04	92.55	486.15	104.85	485.76	107.79

\* N-count for Grade Span 1 is 257,596 overall, but for Reading and Writing includes only Grade 2 data, for which the N-count is 21,152.

**2004-2005 Edition (Form D) Summary Statistics by Grade, Initial Identification Data**

Grade	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	173223	430.5	101.0	NA	NA	NA	NA	430.5	101.0
1	32941	454.2	124.5	NA	NA	NA	NA	454.2	124.5
2	20820	465.4	145.2	429.8	67.5	425.9	101.5	446.3	108.7
3	19331	433.8	133.5	442.1	76.0	438.7	107.9	436.8	108.2
4	18397	452.4	142.6	461.0	83.9	454.4	113.8	454.7	116.6
5	16901	468.6	147.2	476.8	89.8	468.4	116.8	470.3	121.2
6	16956	460.2	144.0	480.4	85.9	472.9	112.9	468.1	117.8
7	17559	458.2	150.2	484.4	90.1	471.8	116.1	467.8	122.7
8	15435	467.1	148.8	492.9	90.6	481.0	114.6	476.7	121.6
9	27802	455.2	138.1	495.4	99.3	479.6	117.1	471.0	119.2
10	16367	475.6	129.3	510.6	94.9	495.5	109.2	489.0	111.4
11	11201	500.4	117.5	529.4	88.7	514.8	101.1	510.9	101.6
12	7044	510.8	113.4	536.2	86.3	520.1	97.5	519.1	97.6

**2004-2005 Edition (Form D) Summary Statistics by Grade Span, Initial Identification Data**

Grade Span	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K-2	226984	437.1	110.1	429.8	67.5	425.9	101.5	435.4	105.8
3-5	54629	450.8	141.6	459.2	84.3	453.2	113.4	453.2	116.0
6-8	49950	510.0	147.7	503.0	89.0	508.0	114.6	511.0	120.8
9-12	62414	474.9	131.3	510.1	96.2	494.6	111.3	488.3	113.3

\* N-count for Grade Span 1 is 326,080 overall, but for Reading and Writing includes only Grade 2 data, for which the N-count is 165,182.

**2005–2006 Edition (Form E) Summary Statistics by Grade, Initial Identification Data**

Grade	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	213334	426.95	101.90	NA	NA	NA	NA	426.95	101.90
1	30561	449.38	126.15	NA	NA	NA	NA	449.38	126.15
2	20328	462.17	145.01	431.43	69.17	427.36	101.46	445.49	108.64
3	18528	433.73	132.38	443.12	75.30	439.15	107.44	437.14	107.62
4	17236	453.98	141.08	463.10	83.76	456.37	112.37	456.56	115.70
5	16368	468.36	147.67	477.21	89.39	468.09	116.15	470.20	121.63
6	15787	459.62	141.71	482.46	88.54	470.80	113.03	467.81	117.38
7	16221	461.20	147.76	488.14	92.79	473.93	117.43	470.82	122.83
8	13166	463.08	148.89	493.19	93.88	476.75	118.14	473.72	123.79
9	24685	456.77	142.09	492.62	97.89	471.98	116.72	469.24	121.28
10	15535	475.19	130.55	506.83	91.65	487.86	107.39	485.95	111.34
11	10494	500.78	120.44	524.65	86.30	506.93	98.77	507.94	102.65
12	6207	514.58	114.76	533.28	84.23	514.72	94.65	518.94	97.76

**2005–2006 Edition (Form E) Summary Statistics by Grade Span, Initial Identification Data**

Grade Span	N	Listening/Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K-2	264223*	432.25	109.40	431.43	69.17	427.36	101.46	430.96	105.84
3-5	52132	451.32	140.91	460.44	83.91	453.95	112.49	453.96	115.63
6-8	45174	461.13	146.06	487.59	91.76	473.59	116.18	470.56	121.29
9-12	56921	475.72	134.31	506.51	94.08	487.01	110.19	485.92	114.63

\* N-count for Grade Span K-2 is 264,223 overall, but for Reading and Writing is administered to only Grade 2 (N=20,328).

**Appendix C Skill Area Correlations**

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

**Annual Assessment Data**

**Grade Span K-2: Grade 2**

*Simple Statistics*

<b>Skill Area</b>	<b>N*</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Minimum</b>	<b>Maximum</b>
Listening/ Speaking	156995	535.06	58.49	220	710
Reading	156995	454.45	49.82	340	630
Writing	156995	477.40	57.18	280	640

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

*Pearson Correlation Coefficients*

	<b>Listening*</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>Listening</b>	1.00	0.42	0.39	0.40
<b>Speaking</b>	0.42	1.00	0.34	0.38
<b>Reading</b>	0.39	0.34	1.00	0.67
<b>Writing</b>	0.40	0.38	0.67	1.00

\*In the administration of the 2005-2006 Edition (Form E), the skill areas of Listening and Speaking were administered separately.

**Grade Span 3-5**

*Simple Statistics*

<b>Skill Area</b>	<b>N</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Minimum</b>	<b>Maximum</b>
Listening/ Speaking	438445	525.68	60.90	220	710
Reading	438445	495.69	54.29	340	640
Writing	438445	513.81	55.64	280	690

*Pearson Correlation Coefficients*

	<b>Listening*</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>Listening</b>	1.00	0.44	0.56	0.49
<b>Speaking</b>	0.44	1.00	0.47	0.43
<b>Reading</b>	0.56	0.47	1.00	0.75
<b>Writing</b>	0.49	0.43	0.75	1.00

\*In the administration of the 2005-2006 Edition (Form E), the skill areas of Listening and Speaking were administered separately.



Annual Assessment Data (continued)

**Grade Span 6-8**

*Simple Statistics*

<b>Skill Area</b>	<b>N</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Minimum</b>	<b>Maximum</b>
Listening/ Speaking	298368	538.31	64.94	220	710
Reading	298368	519.34	50.92	340	650
Writing	298368	528.10	52.07	280	700

*Pearson Correlation Coefficients*

	<b>Listening*</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>Listening</b>	1.00	0.36	0.51	0.47
<b>Speaking</b>	0.36	1.00	0.42	0.42
<b>Reading</b>	0.51	0.42	1.00	0.68
<b>Writing</b>	0.47	0.42	0.68	1.00

\*In the administration of the 2005-2006 Edition (Form E), the skill areas of Listening and Speaking were administered separately.

**Grade Span 9-12**

*Simple Statistics*

<b>Skill Area</b>	<b>N</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Minimum</b>	<b>Maximum</b>
Listening/ Speaking	266873	537.69	61.67	220	710
Reading	266873	539.88	53.75	340	650
Writing	266873	531.40	53.56	280	700

*Pearson Correlation Coefficients*

	<b>Listening*</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>Listening</b>	1.00	0.37	0.58	0.50
<b>Speaking</b>	0.37	1.00	0.43	0.40
<b>Reading</b>	0.58	0.43	1.00	0.68
<b>Writing</b>	0.50	0.40	0.68	1.00

\*In the administration of the 2005-2006 Edition (Form E), the skill areas of Listening and Speaking were administered separately.

Initial Identification Data

**Grade Span K-2: Grade 2\***

*Simple Statistics*

Skill Area	N	Mean	Std Dev	Minimum	Maximum
Listening/ Speaking	20328	462.17	145.01	220	710
Reading	20328	431.43	69.17	340	630
Writing	20328	427.36	101.46	280	640

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

*Pearson Correlation Coefficients*

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.52	0.48	0.55
Speaking	0.52	1.00	0.43	0.48
Reading	0.48	0.43	1.00	0.67
Writing	0.55	0.48	0.67	1.00

\*In the administration of the 2005-2006 Edition (Form E), the skill areas of Listening and Speaking were administered separately.

**Grade Span 3-5**

*Simple Statistics*

Skill Area	N	Mean	Std Dev	Minimum	Maximum
Listening/ Speaking	52132	451.32	140.91	220	710
Reading	52132	460.44	83.91	340	640
Writing	52132	453.95	112.49	280	690

*Pearson Correlation Coefficients*

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.55	0.69	0.69
Speaking	0.55	1.00	0.58	0.55
Reading	0.69	0.58	1.00	0.78
Writing	0.69	0.55	0.78	1.00

\*In the administration of the 2005-2006 Edition (Form E), the skill areas of Listening and Speaking were administered separately.

Initial Identification Data (continued)

**Grade Span 6-8**

*Simple Statistics*

<b>Skill Area</b>	<b>N</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Minimum</b>	<b>Maximum</b>
Listening/ Speaking	45174	461.13	146.06	220	710
Reading	45174	487.59	91.76	340	650
Writing	45174	473.59	116.18	280	700

*Pearson Correlation Coefficients*

	<b>Listening*</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>Listening</b>	1.00	0.50	0.67	0.70
<b>Speaking</b>	0.50	1.00	0.53	0.55
<b>Reading</b>	0.67	0.53	1.00	0.77
<b>Writing</b>	0.70	0.55	0.77	1.00

\*In the administration of the 2005-2006 Edition (Form E), the skill areas of Listening and Speaking were administered separately.

**Grade Span 9-12**

*Simple Statistics*

<b>Skill Area</b>	<b>N</b>	<b>Mean</b>	<b>Std Dev</b>	<b>Minimum</b>	<b>Maximum</b>
Listening/ Speaking	56921	475.72	134.31	220	710
Reading	56921	506.51	94.08	340	650
Writing	56921	487.01	110.19	280	700

*Pearson Correlation Coefficients*

	<b>Listening*</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>Listening</b>	1.00	0.49	0.70	0.67
<b>Speaking</b>	0.49	1.00	0.54	0.53
<b>Reading</b>	0.70	0.54	1.00	0.77
<b>Writing</b>	0.67	0.53	0.77	1.00

\*In the administration of the 2005-2006 Edition (Form E), the skill areas of Listening and Speaking were administered separately.

Appendix D Classification Accuracy and Consistency

Overall 2005-2006 Edition (Form E) Classification Accuracy and Consistency

Grade Span	Skill Area	Accuracy	Consistency	Kappa
K	Listening/Speaking	0.75	0.66	0.49
	1	Listening/Speaking	0.74	0.65
K-2	Listening/Speaking	0.69	0.58	0.42
	2	Reading	0.75	0.65
3-5	Writing	0.73	0.62	0.48
	Listening/Speaking	0.68	0.57	0.42
	Reading	0.67	0.57	0.45
	Writing	0.75	0.65	0.50
	Listening/Speaking	0.70	0.60	0.44
6-8	Reading	0.69	0.58	0.46
	Writing	0.81	0.74	0.55
9-12	Listening/Speaking	0.69	0.58	0.42
	Reading	0.71	0.61	0.48
	Writing	0.66	0.56	0.38

2005-2006 Edition (Form E) Classification Accuracy at Each Proficiency Level

Grade Span	Skill Area	Accuracy at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	Listening/Speaking	0.98	0.90	0.92	0.96
	1	Listening/Speaking	0.99	0.94	0.88
K-2	Listening/Speaking	0.99	0.94	0.86	0.90
	2	Reading	0.88	0.92	0.95
3-5	Writing	0.94	0.90	0.91	0.97
	Listening/Speaking	0.98	0.94	0.87	0.89
	Reading	0.93	0.91	0.91	0.92
	Writing	0.97	0.92	0.86	N/A
	Listening/Speaking	0.99	0.96	0.87	0.87
6-8	Reading	0.95	0.91	0.90	0.93
	Writing	0.98	0.95	0.88	N/A
9-12	Listening/Speaking	0.99	0.96	0.92	0.82
	Reading	0.96	0.94	0.91	0.90
	Writing	0.98	0.95	0.88	0.84

\*Because of inadequate sample size above the fourth cut score (between Early Advanced and Advanced), accuracy could not be computed.

**2005-2006 Edition (Form E) Classification Consistency at Each Proficiency Level**

Grade Span	Skill Area	Consistency at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
<b>K</b>	Listening/Speaking	0.97	0.86	0.88	0.95
<b>1</b>	Listening/Speaking	0.99	0.91	0.84	0.90
<b>K-2</b>	Listening/Speaking	0.98	0.92	0.81	0.85
	<b>2</b>	Reading	0.83	0.89	0.93
<b>3-5</b>	Writing	0.91	0.86	0.88	0.96
	Listening/Speaking	0.98	0.91	0.82	0.84
	Reading	0.90	0.88	0.86	0.89
<b>6-8</b>	Writing	0.95	0.89	0.81	N/A
	Listening/Speaking	0.99	0.94	0.83	0.82
	Reading	0.92	0.88	0.86	0.90
<b>9-12</b>	Writing	0.97	0.93	0.83	N/A
	Listening/Speaking	0.99	0.94	0.89	0.76
	Reading	0.95	0.91	0.87	0.86
	Writing	0.98	0.93	0.83	0.80

\*Because of inadequate sample size above the fourth cut score (between Early Advanced and Advanced), consistency could not be computed.

Appendix E 2005-2006 Edition (Form E) Raw Score to Scale Score Tables

CELDT 2005-2006 Edition (Form E) Raw Score to Scale Score Tables  
Listening/Speaking, Grade Span K-2: Kindergarten

Raw Score	Scale Score	Standard Error	Prof. Level	Raw Score	Scale Score	Standard Error	Prof. Level	
0	220	169	Beginning	23	460	11	Intermediate	
1	220	169		24	463	11		
2	220	169		25	467	11		
3	220	169		26	471	11		
4	262	127		27	475	11		
5	338	51		28	478	11		
6	361	32		29	482	11		
7	375	25		30	486	12		
8	385	21		31	491	12		
9	394	19		32	495	12		
10	401	17		33	500	12		
11	408	16	34	504	13			
12	414	15	Early Intermediate	35	509	13	Early Advanced	
13	419	14		36	515	14		
14	424	13		37	521	14		
15	428	13		38	528	15		
16	433	12		39	535	16		
17	437	12		40	544	18		
18	441	12		41	555	20		Advanced
19	445	11		42	568	23		
20	449	11		43	587	29		
21	452	11		44	619	41		
22	456	11	45	710	116			

**CELDT 2005-2006 Edition (Form E) Technical Report**

*Appendix E: Raw Score to Scale Score Tables*

CELDT 2005-2006 Edition (Form E) Raw Score to Scale Score Tables  
Listening/Speaking, Grade Span K-2: Grade 1

<b>Raw Score</b>	<b>Scale Score</b>	<b>Standard Error</b>	<b>Prof. Level</b>	<b>Raw Score</b>	<b>Scale Score</b>	<b>Standard Error</b>	<b>Prof. Level</b>
0	220	169	Beginning	23	460	11	Early Inter.
1	220	169		24	463	11	
2	220	169		25	467	11	
3	220	169		26	471	11	Intermediate
4	262	127		27	475	11	
5	338	51		28	478	11	
6	361	32		29	482	11	
7	375	25		30	486	12	
8	385	21		31	491	12	
9	394	19		32	495	12	
10	401	17		33	500	12	
11	408	16		34	504	13	
12	414	15		35	509	13	
13	419	14	36	515	14		
14	424	13	Early Intermediate	37	521	14	Early Advanced
15	428	13		38	528	15	
16	433	12		39	535	16	
17	437	12		40	544	18	
18	441	12		41	555	20	
19	445	11		42	568	23	Adv.
20	449	11		43	587	29	
21	452	11		44	619	41	
22	456	11		45	710	116	

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

**CELDT 2005-2006 Edition (Form E) Technical Report**

*Appendix E: Raw Score to Scale Score Tables*

CELDT 2005-2006 Edition (Form E) Raw Score to Scale Score Tables  
Listening/Speaking, Grade Span K-2: Grade 2

Raw Score	Scale Score	Standard Error	Prof. Level	Raw Score	Scale Score	Standard Error	Prof. Level
0	220	169	Beginning	23	460	11	Early Intermediate
1	220	169		24	463	11	
2	220	169		25	467	11	
3	220	169		26	471	11	
4	262	127		27	475	11	
5	338	51		28	478	11	
6	361	32		29	482	11	Intermediate
7	375	25		30	486	12	
8	385	21		31	491	12	
9	394	19		32	495	12	
10	401	17		33	500	12	
11	408	16		34	504	13	Early Adv.
12	414	15		35	509	13	
13	419	14		36	515	14	
14	424	13		37	521	14	
15	428	13		38	528	15	
16	433	12		39	535	16	
17	437	12		40	544	18	Adv.
18	441	12		41	555	20	
19	445	11		42	568	23	
20	449	11		43	587	29	Early Int.
21	452	11		44	619	41	
22	456	11	45	710	116		

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



**CELDT 2005-2006 Edition (Form E) Technical Report**

*Appendix E: Raw Score to Scale Score Tables*

CELDT 2005-2006 Edition (Form E) Raw Score to Scale Score Tables  
Reading, Grade Span K-2: Grade 2

Raw Score	Scale Score	Standard Error	Prof. Level	Raw Score	Scale Score	Standard Error	Prof. Level
0	340	107	Beginning	18	462	11	Early Inter.
1	340	107		19	466	11	
2	340	107		20	470	11	
3	340	107		21	474	11	Intermediate
4	340	107		22	479	11	
5	340	107		23	483	11	
6	340	107		24	488	11	
7	340	107		25	493	12	
8	346	101		26	498	12	
9	400	47		27	503	12	Early Advanced
10	416	31		28	509	12	
11	426	22		29	515	12	
12	434	18		Early Inter.	30	522	12
13	440	15	31		529	13	
14	445	14	32		538	15	
15	450	12	33		549	18	Adv.
16	454	12	34		568	26	
17	458	11	35		630	88	

CELDT 2005-2006 Edition (Form E) Raw Score to Scale Score Tables  
Writing, Grade Span K-2: Grade 2

Raw Score	Scale Score	Standard Error	Prof. Level	Raw Score	Scale Score	Standard Error	Prof. Level
0	280	131	Beginning	18	474	13	Intermediate
1	280	131		19	479	12	
2	280	131		20	485	12	
3	280	131		21	490	12	
4	280	131		22	495	12	
5	280	131		23	501	12	
6	280	131		24	506	12	Early Advanced
7	352	59		25	512	12	
8	376	35		26	517	12	
9	391	31		27	523	12	
10	405	31		28	530	12	
11	418	31	Early Intermediate	29	536	12	Early Advanced
12	430	27		30	544	13	
13	440	22		31	552	14	
14	449	19		32	562	15	Adv.
15	456	16		33	574	17	
16	462	15		34	593	23	
17	468	14		35	640	60	

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

**CELDT 2005-2006 Edition (Form E) Technical Report**

*Appendix E: Raw Score to Scale Score Tables*

CELDT 2005-2006 Edition (Form E) Raw Score to Scale Score Tables  
Listening/Speaking, Grade Span 3-5

Raw Score	Scale Score	Standard Error	Prof. Level	Raw Score	Scale Score	Standard Error	Prof. Level
0	220	148	Beginning	25	451	15	Early Intermediate
1	220	148		26	456	14	
2	220	148		27	460	14	
3	220	148		28	465	14	
4	220	148		29	470	14	
5	220	148		30	474	14	
6	280	88		31	479	14	Intermediate
7	315	53		32	483	14	
8	335	38		33	488	14	
9	349	30		34	493	14	
10	360	26		35	498	14	
11	370	24		36	504	15	
12	378	22		37	509	15	Early Adv.
13	386	20		38	515	16	
14	392	19		39	522	17	
15	399	18		40	529	18	
16	405	18		41	537	19	
17	411	17		42	547	21	
18	416	17		43	558	23	Advanced
19	422	16		44	571	26	
20	427	16		45	589	31	
21	432	16		46	612	37	
22	437	15	47	645	46		
23	442	15	Early Int.	48	696	61	
24	446	15		49	710	67	

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

**CELDT 2005-2006 Edition (Form E) Technical Report**

*Appendix E: Raw Score to Scale Score Tables*

CELDT 2005-2006 Edition (Form E) Raw Score to Scale Score Tables  
Reading, Grade Span 3-5

Raw Score	Scale Score	Standard Error	Prof. Level	Raw Score	Scale Score	Standard Error	Prof. Level
0	340	101	Beginning	18	476	14	Early Intermediate
1	340	101		19	481	14	
2	340	101		20	486	14	
3	340	101		21	491	13	
4	340	101		22	496	13	
5	340	101		23	501	13	Intermediate
6	340	101		24	506	14	
7	375	66		25	511	14	
8	398	43		26	517	14	
9	413	31		27	523	15	
10	424	26		28	529	15	Early Adv.
11	433	22		29	536	16	
12	441	20		30	545	18	
13	448	18		31	554	20	Adv.
14	454	17		32	567	23	
15	460	16	33	584	28		
16	466	15	Early Int.	34	615	43	
17	471	15	Early Int.	35	640	59	

CELDT 2005-2006 Edition (Form E) Raw Score to Scale Score Tables  
Writing, Grade Span 3-5

Raw Score	Scale Score	Standard Error	Prof. Level	Raw Score	Scale Score	Standard Error	Prof. Level
0	280	121	Beginning	18	468	15	Early Int.
1	280	121		19	474	15	
2	280	121		20	480	14	
3	280	121		21	486	14	Intermediate
4	280	121		22	492	14	
5	280	121		23	499	15	
6	317	84		24	505	15	
7	351	50		25	513	15	
8	372	40		26	520	16	Early Adv.
9	388	35		27	528	17	
10	402	31		28	537	17	
11	414	27		29	547	18	
12	424	24		30	558	20	
13	433	21		31	571	21	Adv.
14	441	19	32	587	24		
15	448	18	Early Int.	33	608	29	
16	455	17	Early Int.	34	640	39	
17	462	16	Early Int.	35	690	67	

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

**CELDT 2005-2006 Edition (Form E) Technical Report**

*Appendix E: Raw Score to Scale Score Tables*

CELDT 2005-2006 Edition (Form E) Raw Score to Scale Score Tables  
Listening/Speaking, Grade Span 6-8

Raw Score	Scale Score	Standard Error	Prof. Level	Raw Score	Scale Score	Standard Error	Prof. Level
0	220	168	Beginning	25	452	12	Early Intermediate
1	220	168		26	456	12	
2	220	168		27	460	12	
3	220	168		28	464	12	
4	220	168		29	467	12	
5	220	168		30	471	13	
6	273	115		31	475	13	Early Intermediate
7	323	65		32	480	13	
8	346	42		33	484	13	Intermediate
9	362	31		34	488	13	
10	373	26		35	493	14	
11	382	23		36	498	14	
12	390	20		37	503	15	
13	397	18		38	509	15	
14	404	17		39	515	16	
15	409	16		40	521	17	
16	415	15		41	528	18	Early Adv.
17	419	15		42	537	19	
18	424	14		43	546	21	
19	428	14		44	557	24	
20	433	13		45	571	27	Advanced
21	437	13	46	589	32		
22	441	13	47	614	39		
23	445	13	48	655	55		
24	448	12	49	710	88		

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

**CELDT 2005-2006 Edition (Form E) Technical Report**

*Appendix E: Raw Score to Scale Score Tables*

CELDT 2005-2006 Edition (Form E) Raw Score to Scale Score Tables  
Reading, Grade Span 6-8

Raw Score	Scale Score	Standard Error	Prof. Level	Raw Score	Scale Score	Standard Error	Prof. Level	
0	340	140	Beginning	18	507	13	Intermediate	
1	340	140		19	512	12		
2	340	140		20	516	12		
3	340	140		21	520	12		
4	340	140		22	525	11		
5	340	140		23	529	11		
6	340	140		Early Intermediate	24	534	12	Early Advanced
7	373	107			25	538	12	
8	430	50			26	543	12	
9	448	32			27	548	12	
10	459	24	28		554	13		
11	467	21	29		560	14		
12	475	18	Advanced		30	567	15	
13	481	17		31	576	17		
14	487	16		32	586	19		
15	492	15		33	601	23		
16	498	14		34	625	33		
17	503	13	Inter.	35	650	49		

CELDT 2005-2006 Edition (Form E) Raw Score to Scale Score Tables  
Writing, Grade Span 6-8

Raw Score	Scale Score	Standard Error	Prof. Level	Raw Score	Scale Score	Standard Error	Prof. Level	
0	280	130	Beginning	18	477	14	Early Inter.	
1	280	130		19	483	13		
2	280	130		Intermediate	20	488	13	
3	280	130			21	493	13	
4	280	130			22	498	13	
5	311	99			23	503	13	
6	353	57			24	509	14	
7	376	44			25	516	15	
8	393	37			26	522	15	
9	408	32			Early Advanced	27	530	17
10	420	28				28	538	18
11	430	25				29	548	19
12	439	22	30	559		21		
13	447	20	31	572		23		
14	454	18	Early Inter.	32	588	27	Adv.	
15	461	16		33	612	34		
16	467	15		34	656	54		
17	472	14		35	700	83		

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

**CELDT 2005-2006 Edition (Form E) Technical Report**

*Appendix E: Raw Score to Scale Score Tables*

CELDT 2005-2006 Edition (Form E) Raw Score to Scale Score Tables  
Listening/Speaking, Grade Span 9-12

<b>Raw Score</b>	<b>Scale Score</b>	<b>Standard Error</b>	<b>Prof. Level</b>	<b>Raw Score</b>	<b>Scale Score</b>	<b>Standard Error</b>	<b>Prof. Level</b>
0	220	205	Beginning	25	481	11	Early Int.
1	220	205		26	484	11	Intermediate
2	220	205		27	487	11	
3	220	205		28	490	11	
4	220	205		29	494	11	
5	220	205		30	497	11	
6	314	111		31	500	11	
7	368	57		32	504	11	
8	389	36		33	507	11	
9	402	27		34	511	11	
10	412	22		35	514	11	
11	420	19		36	518	12	
12	427	17		37	522	12	
13	433	16	38	526	12	Early Advanced	
14	438	15	39	531	13		
15	443	14	40	535	13		
16	447	14	41	541	14		
17	452	13	42	547	15		
18	456	13	43	554	17		
19	460	12	44	562	18		
20	463	12	45	571	20	Advanced	
21	467	12	46	584	24		
22	471	11	47	603	31		
23	474	11	48	638	50		
24	477	11	49	710	122		

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

**CELDT 2005-2006 Edition (Form E) Technical Report**

*Appendix E: Raw Score to Scale Score Tables*

CELDT 2005-2006 Edition (Form E) Raw Score to Scale Score Tables  
Reading, Grade Span 9-12

Raw Score	Scale Score	Standard Error	Prof. Level	Raw Score	Scale Score	Standard Error	Prof. Level
0	340	143	Beginning	18	513	14	Intermediate
1	340	143		19	518	14	
2	340	143		20	522	13	
3	340	143		21	527	13	
4	340	143		22	532	13	
5	340	143		23	537	13	Early Advanced
6	340	143		24	541	13	
7	372	111		25	546	13	
8	419	64		26	552	13	
9	441	42		27	557	13	
10	455	32	28	563	14	Advanced	
11	466	26	29	569	14		
12	475	23	30	577	16		
13	483	20	31	585	17		
14	490	18	32	596	19		
15	496	17	Early Inter.	33	610	24	Advanced
16	502	16		34	635	35	
17	507	15	Inter.	35	650	44	

CELDT 2005-2006 Edition (Form E) Raw Score to Scale Score Tables  
Writing, Grade Span 9-12

Raw Score	Scale Score	Standard Error	Prof. Level	Raw Score	Scale Score	Standard Error	Prof. Level
0	280	127	Beginning	18	478	13	Early Inter.
1	280	127		19	483	13	
2	280	127		20	488	13	Intermediate
3	280	127		21	494	12	
4	280	127		22	499	12	
5	325	82		23	504	12	
6	359	52		24	510	12	
7	381	41		25	515	13	
8	397	34		26	522	13	Early Adv.
9	411	29		27	528	14	
10	422	25		28	536	15	
11	432	22		29	545	17	
12	441	20	30	555	19		
13	448	18	Early Int.	31	568	22	Early Adv.
14	455	16		32	585	26	
15	461	15		33	607	31	Adv.
16	467	14		34	643	44	
17	473	14		35	700	78	

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

Appendix F 2005-2006 Edition (Form E) Scale Score Frequency Distributions

CELDT 2005-2006 Edition (Form E) Annual Assessment Grade Span K-2  
Scale Score Frequency Distribution

*Listening/Speaking*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	3664	1.13	3664	1.13
262	980	0.30	4644	1.44
338	1131	0.35	5775	1.79
361	1122	0.35	6897	2.14
375	1223	0.38	8120	2.51
385	1301	0.40	9421	2.92
394	1346	0.42	10767	3.33
401	1208	0.37	11975	3.71
408	1237	0.38	13212	4.09
414	1230	0.38	14442	4.47
419	1320	0.41	15762	4.88
424	1496	0.46	17258	5.34
428	1538	0.48	18796	5.82
433	1652	0.51	20448	6.33
437	1798	0.56	22246	6.89
441	1998	0.62	24244	7.51
445	2215	0.69	26459	8.19
449	2503	0.78	28962	8.97
452	2774	0.86	31736	9.83
456	3296	1.02	35032	10.85
460	3490	1.08	38522	11.93
463	4126	1.28	42648	13.21
467	4573	1.42	47221	14.62
471	5388	1.67	52609	16.29
475	6051	1.87	58660	18.16
478	6751	2.09	65411	20.25

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
482	7629	2.36	73040	22.62
486	8595	2.66	81635	25.28
491	9891	3.06	91526	28.34
495	11030	3.42	102556	31.76
500	12581	3.90	115137	35.65
504	14078	4.36	129215	40.01
509	15669	4.85	144884	44.86
515	17246	5.34	162130	50.20
521	19178	5.94	181308	56.14
528	20593	6.38	201901	62.52
535	22046	6.83	223947	69.35
544	22649	7.01	246596	76.36
555	22715	7.03	269311	83.39
568	20755	6.43	290066	89.82
587	17145	5.31	307211	95.13
619	11595	3.59	318806	98.72
710	4133	1.28	322939	100.00

**CELDT 2005-2006 Edition (From E) Annual Assessment Grade Span K-2: Grade 2  
Scale Score Frequency Distribution**

***Reading***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	9469	6.03	9469	6.03
346	5112	3.26	14581	9.29
400	6726	4.28	21307	13.57
416	7971	5.08	29278	18.65
426	8412	5.36	37690	24.01
434	8542	5.44	46232	29.45
440	8043	5.12	54275	34.57
445	7692	4.90	61967	39.47
450	6874	4.38	68841	43.85
454	6306	4.02	75147	47.87
458	6029	3.84	81176	51.71
462	5737	3.65	86913	55.36
466	5644	3.60	92557	58.96
470	5743	3.66	98300	62.61
474	5805	3.70	104105	66.31
479	5727	3.65	109832	69.96
483	5747	3.66	115579	73.62
488	5700	3.63	121279	77.25
493	5511	3.51	126790	80.76
498	5360	3.41	132150	84.17
503	5040	3.21	137190	87.38
509	4653	2.96	141843	90.35
515	4035	2.57	145878	92.92
522	3375	2.15	149253	95.07
529	2828	1.80	152081	96.87
538	2102	1.34	154183	98.21
549	1529	0.97	155712	99.18

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
568	907	0.58	156619	99.76
630	376	0.24	156995	100.00

**CELDT 2005-2006 Edition (Form E) Annual Assessment Grade Span K-2: Grade 2  
Scale Score Frequency Distribution**

*Writing*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
280	5266	3.35	5266	3.35
352	1490	0.95	6756	4.30
376	2038	1.30	8794	5.60
391	2756	1.76	11550	7.36
405	3662	2.33	15212	9.69
418	4760	3.03	19972	12.72
430	5617	3.58	25589	16.30
440	6426	4.09	32015	20.39
449	6891	4.39	38906	24.78
456	6835	4.35	45741	29.14
462	7205	4.59	52946	33.72
468	6841	4.36	59787	38.08
474	6862	4.37	66649	42.45
479	6911	4.40	73560	46.85
485	6934	4.42	80494	51.27
490	7085	4.51	87579	55.78
495	7259	4.62	94838	60.41
501	7522	4.79	102360	65.20
506	7565	4.82	109925	70.02
512	7490	4.77	117415	74.79
517	7318	4.66	124733	79.45
523	7011	4.47	131744	83.92
530	6579	4.19	138323	88.11
536	5656	3.60	143979	91.71
544	4618	2.94	148597	94.65
552	3482	2.22	152079	96.87
562	2439	1.55	154518	98.42

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
574	1474	0.94	155992	99.36
593	758	0.48	156750	99.84
640	245	0.16	156995	100.00

**CELDT 2005-2006 Edition (Form E) Annual Assessment Grade Span K-2: Grades K-1  
Scale Score Frequency Distribution**

***Overall***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	2514	1.51	2514	1.51
262	752	0.45	3266	1.97
338	850	0.51	4116	2.48
361	859	0.52	4975	3.00
375	907	0.55	5882	3.54
385	937	0.56	6819	4.11
394	925	0.56	7744	4.67
401	931	0.56	8675	5.23
408	967	0.58	9642	5.81
414	987	0.59	10629	6.41
419	1051	0.63	11680	7.04
424	1144	0.69	12824	7.73
428	1186	0.71	14010	8.44
433	1288	0.78	15298	9.22
437	1413	0.85	16711	10.07
441	1582	0.95	18293	11.02
445	1746	1.05	20039	12.08
449	1983	1.19	22022	13.27
452	2182	1.31	24204	14.59
456	2583	1.56	26787	16.14
460	2772	1.67	29559	17.81
463	3235	1.95	32794	19.76
467	3544	2.14	36338	21.90
471	4121	2.48	40459	24.38
475	4533	2.73	44992	27.11
478	5009	3.02	50001	30.13
482	5519	3.33	55520	33.46

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
486	6095	3.67	61615	37.13
491	6805	4.10	68420	41.23
495	7415	4.47	75835	45.70
500	8069	4.86	83904	50.56
504	8525	5.14	92429	55.70
509	8994	5.42	101423	61.12
515	9426	5.68	110849	66.80
521	9505	5.73	120354	72.53
528	9402	5.67	129756	78.19
535	8960	5.40	138716	83.59
544	8147	4.91	146863	88.50
555	7157	4.31	154020	92.81
568	5542	3.34	159562	96.15
587	3717	2.24	163279	98.39
619	2071	1.25	165350	99.64
710	594	0.36	165944	100.00

**CELDT 2005-2006 Edition (Form E) Annual Assessment Grade Span K-2: Grade 2  
Scale Score Frequency Distribution**

**Overall\***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
265	718	0.46	718	0.46
266	19	0.01	737	0.47
280	17	0.01	754	0.48
283	11	0.01	765	0.49
284	17	0.01	782	0.50
286	74	0.05	856	0.55
287	5	0.00	861	0.55
288	10	0.01	871	0.55
289	7	0.00	878	0.56
290	14	0.01	892	0.57
291	10	0.01	902	0.57
292	12	0.01	914	0.58
293	4	0.00	918	0.58
294	4	0.00	922	0.59
296	8	0.01	930	0.59
297	2	0.00	932	0.59
298	3	0.00	935	0.60
299	5	0.00	940	0.60
300	1	0.00	941	0.60
301	12	0.01	953	0.61
302	12	0.01	965	0.61
304	15	0.01	980	0.62
305	14	0.01	994	0.63
306	8	0.01	1002	0.64
307	10	0.01	1012	0.64
308	9	0.01	1021	0.65
309	11	0.01	1032	0.66

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
310	14	0.01	1046	0.67
311	18	0.01	1064	0.68
312	9	0.01	1073	0.68
313	5	0.00	1078	0.69
314	12	0.01	1090	0.69
315	16	0.01	1106	0.70
316	6	0.00	1112	0.71
317	9	0.01	1121	0.71
318	9	0.01	1130	0.72
319	3	0.00	1133	0.72
320	13	0.01	1146	0.73
321	10	0.01	1156	0.74
322	6	0.00	1162	0.74
323	12	0.01	1174	0.75
324	53	0.03	1227	0.78
325	15	0.01	1242	0.79
326	6	0.00	1248	0.79
327	4	0.00	1252	0.80
328	7	0.00	1259	0.80
329	7	0.00	1266	0.81
330	6	0.00	1272	0.81
331	11	0.01	1283	0.82
332	13	0.01	1296	0.83
333	6	0.00	1302	0.83
334	4	0.00	1306	0.83
335	56	0.04	1362	0.87
336	4	0.00	1366	0.87
337	15	0.01	1381	0.88
338	6	0.00	1387	0.88
339	9	0.01	1396	0.89

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	2	0.00	1398	0.89
341	4	0.00	1402	0.89
342	49	0.03	1451	0.92
343	18	0.01	1469	0.94
344	10	0.01	1479	0.94
345	13	0.01	1492	0.95
346	3	0.00	1495	0.95
347	55	0.04	1550	0.99
348	6	0.00	1556	0.99
349	26	0.02	1582	1.01
350	12	0.01	1594	1.02
351	7	0.00	1601	1.02
352	40	0.03	1641	1.05
353	18	0.01	1659	1.06
354	8	0.01	1667	1.06
355	39	0.02	1706	1.09
357	30	0.02	1736	1.11
358	8	0.01	1744	1.11
359	38	0.02	1782	1.14
360	17	0.01	1799	1.15
361	18	0.01	1817	1.16
362	35	0.02	1852	1.18
363	21	0.01	1873	1.19
364	27	0.02	1900	1.21
365	4	0.00	1904	1.21
366	35	0.02	1939	1.24
367	67	0.04	2006	1.28
368	21	0.01	2027	1.29
369	35	0.02	2062	1.31
370	33	0.02	2095	1.33

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
371	70	0.04	2165	1.38
372	13	0.01	2178	1.39
373	73	0.05	2251	1.43
374	19	0.01	2270	1.45
375	54	0.03	2324	1.48
376	14	0.01	2338	1.49
377	63	0.04	2401	1.53
378	31	0.02	2432	1.55
379	58	0.04	2490	1.59
380	22	0.01	2512	1.60
381	65	0.04	2577	1.64
382	36	0.02	2613	1.66
383	83	0.05	2696	1.72
384	52	0.03	2748	1.75
385	80	0.05	2828	1.80
386	110	0.07	2938	1.87
387	17	0.01	2955	1.88
388	106	0.07	3061	1.95
389	43	0.03	3104	1.98
390	94	0.06	3198	2.04
391	41	0.03	3239	2.06
392	118	0.08	3357	2.14
393	49	0.03	3406	2.17
394	121	0.08	3527	2.25
395	87	0.06	3614	2.30
396	142	0.09	3756	2.39
397	61	0.04	3817	2.43
398	143	0.09	3960	2.52
399	91	0.06	4051	2.58
400	143	0.09	4194	2.67

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
401	98	0.06	4292	2.73
402	151	0.10	4443	2.83
403	86	0.05	4529	2.88
404	107	0.07	4636	2.95
405	143	0.09	4779	3.04
406	107	0.07	4886	3.11
407	151	0.10	5037	3.21
408	145	0.09	5182	3.30
409	150	0.10	5332	3.40
410	128	0.08	5460	3.48
411	125	0.08	5585	3.56
412	182	0.12	5767	3.67
413	109	0.07	5876	3.74
414	162	0.10	6038	3.85
415	245	0.16	6283	4.00
416	116	0.07	6399	4.08
417	185	0.12	6584	4.19
418	136	0.09	6720	4.28
419	274	0.17	6994	4.45
420	165	0.11	7159	4.56
421	203	0.13	7362	4.69
422	228	0.15	7590	4.83
423	171	0.11	7761	4.94
424	222	0.14	7983	5.08
425	233	0.15	8216	5.23
426	243	0.15	8459	5.39
427	287	0.18	8746	5.57
428	290	0.18	9036	5.76
429	190	0.12	9226	5.88
430	328	0.21	9554	6.09

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
431	211	0.13	9765	6.22
432	358	0.23	10123	6.45
433	267	0.17	10390	6.62
434	317	0.20	10707	6.82
435	297	0.19	11004	7.01
436	291	0.19	11295	7.19
437	337	0.21	11632	7.41
438	366	0.23	11998	7.64
439	424	0.27	12422	7.91
440	385	0.25	12807	8.16
441	363	0.23	13170	8.39
442	388	0.25	13558	8.64
443	365	0.23	13923	8.87
444	512	0.33	14435	9.19
445	408	0.26	14843	9.45
446	527	0.34	15370	9.79
447	512	0.33	15882	10.12
448	529	0.34	16411	10.45
449	471	0.30	16882	10.75
450	576	0.37	17458	11.12
451	630	0.40	18088	11.52
452	523	0.33	18611	11.85
453	596	0.38	19207	12.23
454	568	0.36	19775	12.60
455	717	0.46	20492	13.05
456	633	0.40	21125	13.46
457	694	0.44	21819	13.90
458	716	0.46	22535	14.35
459	940	0.60	23475	14.95
460	480	0.31	23955	15.26

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
461	952	0.61	24907	15.86
462	698	0.44	25605	16.31
463	794	0.51	26399	16.82
464	973	0.62	27372	17.43
465	796	0.51	28168	17.94
466	1062	0.68	29230	18.62
467	684	0.44	29914	19.05
468	1227	0.78	31141	19.84
469	856	0.55	31997	20.38
470	1048	0.67	33045	21.05
471	986	0.63	34031	21.68
472	1055	0.67	35086	22.35
473	968	0.62	36054	22.97
474	1137	0.72	37191	23.69
475	1131	0.72	38322	24.41
476	1223	0.78	39545	25.19
477	1022	0.65	40567	25.84
478	1363	0.87	41930	26.71
479	1297	0.83	43227	27.53
480	1054	0.67	44281	28.21
481	1452	0.92	45733	29.13
482	1203	0.77	46936	29.90
483	1285	0.82	48221	30.71
484	1426	0.91	49647	31.62
485	1252	0.80	50899	32.42
486	1619	1.03	52518	33.45
487	1354	0.86	53872	34.31
488	1590	1.01	55462	35.33
489	1351	0.86	56813	36.19
490	1522	0.97	58335	37.16

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
491	1599	1.02	59934	38.18
492	1434	0.91	61368	39.09
493	1530	0.97	62898	40.06
494	1604	1.02	64502	41.09
495	1611	1.03	66113	42.11
496	1486	0.95	67599	43.06
497	1734	1.10	69333	44.16
498	1678	1.07	71011	45.23
499	1497	0.95	72508	46.18
500	1595	1.02	74103	47.20
501	1938	1.23	76041	48.44
502	1621	1.03	77662	49.47
503	1609	1.02	79271	50.49
504	1732	1.10	81003	51.60
505	1733	1.10	82736	52.70
506	1597	1.02	84333	53.72
507	1780	1.13	86113	54.85
508	1687	1.07	87800	55.93
509	1654	1.05	89454	56.98
510	1520	0.97	90974	57.95
511	1751	1.12	92725	59.06
512	1651	1.05	94376	60.11
513	1670	1.06	96046	61.18
514	1577	1.00	97623	62.18
515	1638	1.04	99261	63.23
516	1543	0.98	100804	64.21
517	1759	1.12	102563	65.33
518	1385	0.88	103948	66.21
519	1456	0.93	105404	67.14
520	1573	1.00	106977	68.14

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
521	1400	0.89	108377	69.03
522	1483	0.94	109860	69.98
523	1594	1.02	111454	70.99
524	1531	0.98	112985	71.97
525	1290	0.82	114275	72.79
526	1220	0.78	115495	73.57
527	1536	0.98	117031	74.54
528	1432	0.91	118463	75.46
529	1018	0.65	119481	76.10
530	1438	0.92	120919	77.02
531	1299	0.83	122218	77.85
532	1187	0.76	123405	78.60
533	1089	0.69	124494	79.30
534	1120	0.71	125614	80.01
535	1280	0.82	126894	80.83
536	1136	0.72	128030	81.55
537	1058	0.67	129088	82.22
538	1046	0.67	130134	82.89
539	928	0.59	131062	83.48
540	1135	0.72	132197	84.20
541	608	0.39	132805	84.59
542	1202	0.77	134007	85.36
543	902	0.57	134909	85.93
544	831	0.53	135740	86.46
545	857	0.55	136597	87.01
546	812	0.52	137409	87.52
547	902	0.57	138311	88.10
548	849	0.54	139160	88.64
549	449	0.29	139609	88.93
550	977	0.62	140586	89.55

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
551	552	0.35	141138	89.90
552	592	0.38	141730	90.28
553	681	0.43	142411	90.71
554	758	0.48	143169	91.19
555	469	0.30	143638	91.49
556	733	0.47	144371	91.96
557	284	0.18	144655	92.14
558	658	0.42	145313	92.56
559	444	0.28	145757	92.84
560	501	0.32	146258	93.16
561	343	0.22	146601	93.38
562	574	0.37	147175	93.75
563	366	0.23	147541	93.98
564	533	0.34	148074	94.32
565	157	0.10	148231	94.42
566	570	0.36	148801	94.78
567	280	0.18	149081	94.96
568	257	0.16	149338	95.12
569	437	0.28	149775	95.40
570	327	0.21	150102	95.61
571	260	0.17	150362	95.78
572	383	0.24	150745	96.02
573	114	0.07	150859	96.09
574	406	0.26	151265	96.35
575	131	0.08	151396	96.43
576	315	0.20	151711	96.63
577	161	0.10	151872	96.74
578	205	0.13	152077	96.87
579	196	0.12	152273	96.99
580	193	0.12	152466	97.12

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
581	45	0.03	152511	97.14
582	205	0.13	152716	97.27
583	89	0.06	152805	97.33
584	147	0.09	152952	97.42
585	78	0.05	153030	97.47
586	53	0.03	153083	97.51
587	177	0.11	153260	97.62
588	58	0.04	153318	97.66
589	68	0.04	153386	97.70
590	122	0.08	153508	97.78
591	58	0.04	153566	97.82
592	122	0.08	153688	97.89
593	32	0.02	153720	97.91
594	59	0.04	153779	97.95
595	127	0.08	153906	98.03
596	40	0.03	153946	98.06
597	52	0.03	153998	98.09
598	59	0.04	154057	98.13
599	111	0.07	154168	98.20
600	44	0.03	154212	98.23
601	67	0.04	154279	98.27
602	61	0.04	154340	98.31
603	63	0.04	154403	98.35
604	73	0.05	154476	98.40
605	67	0.04	154543	98.44
606	108	0.07	154651	98.51
607	114	0.07	154765	98.58
608	71	0.05	154836	98.62
609	70	0.04	154906	98.67
610	121	0.08	155027	98.75

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
611	94	0.06	155121	98.81
612	61	0.04	155182	98.85
613	124	0.08	155306	98.92
614	148	0.09	155454	99.02
615	54	0.03	155508	99.05
616	128	0.08	155636	99.13
617	51	0.03	155687	99.17
618	99	0.06	155786	99.23
619	104	0.07	155890	99.30
620	49	0.03	155939	99.33
621	121	0.08	156060	99.40
622	34	0.02	156094	99.43
623	119	0.08	156213	99.50
624	43	0.03	156256	99.53
625	77	0.05	156333	99.58
626	47	0.03	156380	99.61
627	93	0.06	156473	99.67
628	25	0.02	156498	99.68
629	20	0.01	156518	99.70
630	101	0.06	156619	99.76
631	9	0.01	156628	99.77
632	54	0.03	156682	99.80
633	62	0.04	156744	99.84
635	55	0.04	156799	99.88
637	44	0.03	156843	99.90
640	41	0.03	156884	99.93
642	1	0.00	156885	99.93
645	22	0.01	156907	99.94
646	3	0.00	156910	99.95
647	7	0.00	156917	99.95

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
648	5	0.00	156922	99.95
649	1	0.00	156923	99.95
650	9	0.01	156932	99.96
652	4	0.00	156936	99.96
653	16	0.01	156952	99.97
656	14	0.01	156966	99.98
657	8	0.01	156974	99.99
660	17	0.01	156991	100.00
672	4	0.00	156995	100.00

Note. \*Because CELDT uses the number-correct method of scoring, only certain scale scores are associated with particular raw scores. When the skill area scale scores are then combined to produce the Overall score distribution, certain scale scores will appear more often than others.

**CELDT 2005-2006 Edition (Form E) Annual Assessment Grade Span 3-5  
Scale Score Frequency Distribution**

*Listening/Speaking*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	2984	0.68	2984	0.68
280	410	0.09	3394	0.77
315	519	0.12	3913	0.89
335	632	0.14	4545	1.04
349	697	0.16	5242	1.20
360	761	0.17	6003	1.37
370	840	0.19	6843	1.56
378	882	0.20	7725	1.76
386	892	0.20	8617	1.97
392	950	0.22	9567	2.18
399	1064	0.24	10631	2.42
405	1235	0.28	11866	2.71
411	1410	0.32	13276	3.03
416	1626	0.37	14902	3.40
422	1746	0.40	16648	3.80
427	1989	0.45	18637	4.25
432	2141	0.49	20778	4.74
437	2578	0.59	23356	5.33
442	3062	0.70	26418	6.03
446	3483	0.79	29901	6.82
451	3962	0.90	33863	7.72
456	4850	1.11	38713	8.83
460	5521	1.26	44234	10.09
465	6382	1.46	50616	11.54
470	7406	1.69	58022	13.23
474	8408	1.92	66430	15.15
479	9537	2.18	75967	17.33

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
483	10955	2.50	86922	19.83
488	12548	2.86	99470	22.69
493	14030	3.20	113500	25.89
498	15959	3.64	129459	29.53
504	18049	4.12	147508	33.64
509	20621	4.70	168129	38.35
515	22761	5.19	190890	43.54
522	25793	5.88	216683	49.42
529	28325	6.46	245008	55.88
537	30727	7.01	275735	62.89
547	32435	7.40	308170	70.29
558	33169	7.57	341339	77.85
571	31382	7.16	372721	85.01
589	27749	6.33	400470	91.34
612	20383	4.65	420853	95.99
645	11737	2.68	432590	98.66
696	4528	1.03	437118	99.70
710	1327	0.30	438445	100.00

**CELDT 2005-2006 Edition (Form E) Annual Assessment Grade Span 3-5  
Scale Score Frequency Distribution**

***Reading***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	11766	2.68	11766	2.68
375	5519	1.26	17285	3.94
398	7546	1.72	24831	5.66
413	9501	2.17	34332	7.83
424	10545	2.41	44877	10.24
433	11215	2.56	56092	12.79
441	11801	2.69	67893	15.48
448	12121	2.76	80014	18.25
454	12239	2.79	92253	21.04
460	12407	2.83	104660	23.87
466	13130	2.99	117790	26.87
471	13529	3.09	131319	29.95
476	14259	3.25	145578	33.20
481	15118	3.45	160696	36.65
486	16004	3.65	176700	40.30
491	16708	3.81	193408	44.11
496	17485	3.99	210893	48.10
501	18788	4.29	229681	52.39
506	19387	4.42	249068	56.81
511	20536	4.68	269604	61.49
517	21450	4.89	291054	66.38
523	22013	5.02	313067	71.40
529	22587	5.15	335654	76.56
536	22516	5.14	358170	81.69
545	21504	4.90	379674	86.60
554	19452	4.44	399126	91.03
567	16492	3.76	415618	94.79

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
584	12503	2.85	428121	97.65
615	7459	1.70	435580	99.35
640	2865	0.65	438445	100.00



**CELDT 2005-2006 Edition (Form E) Annual Assessment Grade Span 3-5  
Scale Score Frequency Distribution**

***Writing***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
280	6048	1.38	6048	1.38
317	938	0.21	6986	1.59
351	1245	0.28	8231	1.88
372	1693	0.39	9924	2.26
388	2345	0.53	12269	2.80
402	3274	0.75	15543	3.55
414	4437	1.01	19980	4.56
424	5593	1.28	25573	5.83
433	6389	1.46	31962	7.29
441	7278	1.66	39240	8.95
448	7962	1.82	47202	10.77
455	8542	1.95	55744	12.71
462	9015	2.06	64759	14.77
468	10212	2.33	74971	17.10
474	11175	2.55	86146	19.65
480	12664	2.89	98810	22.54
486	14678	3.35	113488	25.88
492	17317	3.95	130805	29.83
499	20231	4.61	151036	34.45
505	23679	5.40	174715	39.85
513	27902	6.36	202617	46.21
520	31785	7.25	234402	53.46
528	35216	8.03	269618	61.49
537	37243	8.49	306861	69.99
547	36801	8.39	343662	78.38
558	33370	7.61	377032	85.99
571	26823	6.12	403855	92.11

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
587	19073	4.35	422928	96.46
608	10544	2.40	433472	98.87
640	4234	0.97	437706	99.83
690	739	0.17	438445	100.00

**CELDT 2005-2006 Edition (Form E) Annual Assessment Grade Span 3-5  
Scale Score Frequency Distribution**

**Overall\***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
265	2256	0.51	2256	0.51
273	19	0.00	2275	0.52
274	18	0.00	2293	0.52
279	29	0.01	2322	0.53
282	11	0.00	2333	0.53
283	25	0.01	2358	0.54
286	14	0.00	2372	0.54
288	29	0.01	2401	0.55
290	8	0.00	2409	0.55
291	11	0.00	2420	0.55
292	21	0.00	2441	0.56
293	5	0.00	2446	0.56
295	114	0.03	2560	0.58
296	11	0.00	2571	0.59
297	16	0.00	2587	0.59
298	11	0.00	2598	0.59
299	4	0.00	2602	0.59
300	12	0.00	2614	0.60
301	24	0.01	2638	0.60
302	9	0.00	2647	0.60
303	22	0.01	2669	0.61
304	16	0.00	2685	0.61
305	6	0.00	2691	0.61
306	22	0.01	2713	0.62
307	6	0.00	2719	0.62
308	9	0.00	2728	0.62
309	24	0.01	2752	0.63

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
310	17	0.00	2769	0.63
311	6	0.00	2775	0.63
312	107	0.02	2882	0.66
313	33	0.01	2915	0.66
314	1	0.00	2916	0.67
315	9	0.00	2925	0.67
316	28	0.01	2953	0.67
317	7	0.00	2960	0.68
318	19	0.00	2979	0.68
319	17	0.00	2996	0.68
320	7	0.00	3003	0.68
321	39	0.01	3042	0.69
322	113	0.03	3155	0.72
323	8	0.00	3163	0.72
324	9	0.00	3172	0.72
325	22	0.01	3194	0.73
326	15	0.00	3209	0.73
327	26	0.01	3235	0.74
328	10	0.00	3245	0.74
329	98	0.02	3343	0.76
330	35	0.01	3378	0.77
331	36	0.01	3414	0.78
332	10	0.00	3424	0.78
333	17	0.00	3441	0.78
334	8	0.00	3449	0.79
335	126	0.03	3575	0.82
336	18	0.00	3593	0.82
337	19	0.00	3612	0.82
338	26	0.01	3638	0.83
339	29	0.01	3667	0.84

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	135	0.03	3802	0.87
341	13	0.00	3815	0.87
342	10	0.00	3825	0.87
343	52	0.01	3877	0.88
344	122	0.03	3999	0.91
345	29	0.01	4028	0.92
346	27	0.01	4055	0.92
347	47	0.01	4102	0.94
348	116	0.03	4218	0.96
349	54	0.01	4272	0.97
350	25	0.01	4297	0.98
351	96	0.02	4393	1.00
352	50	0.01	4443	1.01
353	54	0.01	4497	1.03
354	104	0.02	4601	1.05
355	9	0.00	4610	1.05
356	66	0.02	4676	1.07
357	120	0.03	4796	1.09
358	87	0.02	4883	1.11
359	20	0.00	4903	1.12
360	136	0.03	5039	1.15
361	80	0.02	5119	1.17
362	66	0.02	5185	1.18
363	146	0.03	5331	1.22
364	36	0.01	5367	1.22
365	78	0.02	5445	1.24
366	145	0.03	5590	1.27
367	102	0.02	5692	1.30
368	159	0.04	5851	1.33
369	65	0.01	5916	1.35

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
370	57	0.01	5973	1.36
371	216	0.05	6189	1.41
372	84	0.02	6273	1.43
373	136	0.03	6409	1.46
374	97	0.02	6506	1.48
375	93	0.02	6599	1.51
376	198	0.05	6797	1.55
377	92	0.02	6889	1.57
378	176	0.04	7065	1.61
379	82	0.02	7147	1.63
380	214	0.05	7361	1.68
381	144	0.03	7505	1.71
382	85	0.02	7590	1.73
383	205	0.05	7795	1.78
384	112	0.03	7907	1.80
385	167	0.04	8074	1.84
386	145	0.03	8219	1.87
387	151	0.03	8370	1.91
388	146	0.03	8516	1.94
389	152	0.03	8668	1.98
390	174	0.04	8842	2.02
391	145	0.03	8987	2.05
392	213	0.05	9200	2.10
393	182	0.04	9382	2.14
394	202	0.05	9584	2.19
395	148	0.03	9732	2.22
396	257	0.06	9989	2.28
397	98	0.02	10087	2.30
398	215	0.05	10302	2.35
399	267	0.06	10569	2.41

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
400	152	0.03	10721	2.45
401	248	0.06	10969	2.50
402	218	0.05	11187	2.55
403	233	0.05	11420	2.60
404	249	0.06	11669	2.66
405	259	0.06	11928	2.72
406	202	0.05	12130	2.77
407	311	0.07	12441	2.84
408	243	0.06	12684	2.89
409	284	0.06	12968	2.96
410	194	0.04	13162	3.00
411	318	0.07	13480	3.07
412	300	0.07	13780	3.14
413	315	0.07	14095	3.21
414	386	0.09	14481	3.30
415	308	0.07	14789	3.37
416	400	0.09	15189	3.46
417	329	0.08	15518	3.54
418	390	0.09	15908	3.63
419	407	0.09	16315	3.72
420	384	0.09	16699	3.81
421	464	0.11	17163	3.91
422	423	0.10	17586	4.01
423	466	0.11	18052	4.12
424	387	0.09	18439	4.21
425	579	0.13	19018	4.34
426	448	0.10	19466	4.44
427	549	0.13	20015	4.56
428	572	0.13	20587	4.70
429	504	0.11	21091	4.81

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
430	678	0.15	21769	4.97
431	464	0.11	22233	5.07
432	782	0.18	23015	5.25
433	528	0.12	23543	5.37
434	769	0.18	24312	5.55
435	688	0.16	25000	5.70
436	599	0.14	25599	5.84
437	743	0.17	26342	6.01
438	611	0.14	26953	6.15
439	902	0.21	27855	6.35
440	791	0.18	28646	6.53
441	913	0.21	29559	6.74
442	741	0.17	30300	6.91
443	840	0.19	31140	7.10
444	963	0.22	32103	7.32
445	822	0.19	32925	7.51
446	1128	0.26	34053	7.77
447	907	0.21	34960	7.97
448	1109	0.25	36069	8.23
449	1038	0.24	37107	8.46
450	1048	0.24	38155	8.70
451	1158	0.26	39313	8.97
452	1035	0.24	40348	9.20
453	1373	0.31	41721	9.52
454	1066	0.24	42787	9.76
455	1313	0.30	44100	10.06
456	1158	0.26	45258	10.32
457	1312	0.30	46570	10.62
458	1411	0.32	47981	10.94
459	1335	0.30	49316	11.25

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
460	1492	0.34	50808	11.59
461	1512	0.34	52320	11.93
462	1423	0.32	53743	12.26
463	1614	0.37	55357	12.63
464	1602	0.37	56959	12.99
465	1590	0.36	58549	13.35
466	1792	0.41	60341	13.76
467	1773	0.40	62114	14.17
468	1801	0.41	63915	14.58
469	1624	0.37	65539	14.95
470	2152	0.49	67691	15.44
471	1752	0.40	69443	15.84
472	1906	0.43	71349	16.27
473	2100	0.48	73449	16.75
474	2106	0.48	75555	17.23
475	1857	0.42	77412	17.66
476	2441	0.56	79853	18.21
477	2353	0.54	82206	18.75
478	2085	0.48	84291	19.22
479	2537	0.58	86828	19.80
480	2308	0.53	89136	20.33
481	2534	0.58	91670	20.91
482	2578	0.59	94248	21.50
483	2357	0.54	96605	22.03
484	2821	0.64	99426	22.68
485	2500	0.57	101926	23.25
486	2735	0.62	104661	23.87
487	2524	0.58	107185	24.45
488	3051	0.70	110236	25.14
489	2958	0.67	113194	25.82

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
490	2734	0.62	115928	26.44
491	3317	0.76	119245	27.20
492	2897	0.66	122142	27.86
493	2980	0.68	125122	28.54
494	3309	0.75	128431	29.29
495	3242	0.74	131673	30.03
496	3396	0.77	135069	30.81
497	3332	0.76	138401	31.57
498	3228	0.74	141629	32.30
499	3472	0.79	145101	33.09
500	3343	0.76	148444	33.86
501	3684	0.84	152128	34.70
502	3499	0.80	155627	35.50
503	3944	0.90	159571	36.39
504	3419	0.78	162990	37.17
505	3411	0.78	166401	37.95
506	4010	0.91	170411	38.87
507	3822	0.87	174233	39.74
508	3940	0.90	178173	40.64
509	3728	0.85	181901	41.49
510	3588	0.82	185489	42.31
511	4254	0.97	189743	43.28
512	3912	0.89	193655	44.17
513	4028	0.92	197683	45.09
514	4034	0.92	201717	46.01
515	4190	0.96	205907	46.96
516	3872	0.88	209779	47.85
517	3744	0.85	213523	48.70
518	4746	1.08	218269	49.78
519	3929	0.90	222198	50.68

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
520	4326	0.99	226524	51.67
521	3850	0.88	230374	52.54
522	4228	0.96	234602	53.51
523	4358	0.99	238960	54.50
524	3617	0.82	242577	55.33
525	4848	1.11	247425	56.43
526	3559	0.81	250984	57.24
527	4019	0.92	255003	58.16
528	4103	0.94	259106	59.10
529	4336	0.99	263442	60.09
530	4094	0.93	267536	61.02
531	4183	0.95	271719	61.97
532	3877	0.88	275596	62.86
533	4117	0.94	279713	63.80
534	3985	0.91	283698	64.71
535	3752	0.86	287450	65.56
536	4131	0.94	291581	66.50
537	3815	0.87	295396	67.37
538	3607	0.82	299003	68.20
539	4170	0.95	303173	69.15
540	3189	0.73	306362	69.87
541	3873	0.88	310235	70.76
542	3754	0.86	313989	71.61
543	3386	0.77	317375	72.39
544	3255	0.74	320630	73.13
545	3866	0.88	324496	74.01
546	3405	0.78	327901	74.79
547	3879	0.88	331780	75.67
548	2516	0.57	334296	76.25
549	4577	1.04	338873	77.29

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
550	2383	0.54	341256	77.83
551	2983	0.68	344239	78.51
552	3296	0.75	347535	79.27
553	2769	0.63	350304	79.90
554	3631	0.83	353935	80.73
555	2234	0.51	356169	81.23
556	2670	0.61	358839	81.84
557	2617	0.60	361456	82.44
558	2947	0.67	364403	83.11
559	2548	0.58	366951	83.69
560	2662	0.61	369613	84.30
561	2298	0.52	371911	84.83
562	2570	0.59	374481	85.41
563	2319	0.53	376800	85.94
564	2429	0.55	379229	86.49
565	1984	0.45	381213	86.95
566	2549	0.58	383762	87.53
567	1973	0.45	385735	87.98
568	1964	0.45	387699	88.43
569	1585	0.36	389284	88.79
570	2340	0.53	391624	89.32
571	1415	0.32	393039	89.64
572	1917	0.44	394956	90.08
573	1589	0.36	396545	90.44
574	1851	0.42	398396	90.87
575	1844	0.42	400240	91.29
576	1506	0.34	401746	91.63
577	1163	0.27	402909	91.89
578	1051	0.24	403960	92.13
579	2389	0.54	406349	92.68

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
580	767	0.17	407116	92.85
581	1164	0.27	408280	93.12
582	1180	0.27	409460	93.39
583	1247	0.28	410707	93.67
584	1200	0.27	411907	93.95
585	1159	0.26	413066	94.21
586	813	0.19	413879	94.40
587	1665	0.38	415544	94.78
588	920	0.21	416464	94.99
589	472	0.11	416936	95.09
590	838	0.19	417774	95.29
591	1471	0.34	419245	95.62
592	604	0.14	419849	95.76
593	548	0.12	420397	95.88
594	1129	0.26	421526	96.14
595	540	0.12	422066	96.26
596	744	0.17	422810	96.43
597	469	0.11	423279	96.54
598	742	0.17	424021	96.71
599	668	0.15	424689	96.86
600	665	0.15	425354	97.01
601	577	0.13	425931	97.15
602	477	0.11	426408	97.25
603	603	0.14	427011	97.39
604	342	0.08	427353	97.47
605	475	0.11	427828	97.58
606	393	0.09	428221	97.67
607	610	0.14	428831	97.81
608	571	0.13	429402	97.94
609	39	0.01	429441	97.95

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
610	234	0.05	429675	98.00
611	715	0.16	430390	98.16
612	317	0.07	430707	98.24
613	270	0.06	430977	98.30
614	209	0.05	431186	98.34
615	434	0.10	431620	98.44
616	337	0.08	431957	98.52
617	80	0.02	432037	98.54
618	344	0.08	432381	98.62
619	374	0.09	432755	98.70
620	305	0.07	433060	98.77
621	298	0.07	433358	98.84
622	66	0.02	433424	98.85
623	403	0.09	433827	98.95
624	238	0.05	434065	99.00
625	141	0.03	434206	99.03
626	295	0.07	434501	99.10
627	134	0.03	434635	99.13
628	356	0.08	434991	99.21
629	265	0.06	435256	99.27
630	124	0.03	435380	99.30
631	85	0.02	435465	99.32
632	162	0.04	435627	99.36
633	237	0.05	435864	99.41
634	122	0.03	435986	99.44
635	21	0.00	436007	99.44
636	403	0.09	436410	99.54
637	32	0.01	436442	99.54
638	119	0.03	436561	99.57
639	34	0.01	436595	99.58

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
640	174	0.04	436769	99.62
641	150	0.03	436919	99.65
642	76	0.02	436995	99.67
643	74	0.02	437069	99.69
644	100	0.02	437169	99.71
645	23	0.01	437192	99.71
646	125	0.03	437317	99.74
647	76	0.02	437393	99.76
648	177	0.04	437570	99.80
649	36	0.01	437606	99.81
650	33	0.01	437639	99.82
651	58	0.01	437697	99.83
653	111	0.03	437808	99.85
654	133	0.03	437941	99.89
655	72	0.02	438013	99.90
656	15	0.00	438028	99.90
657	19	0.00	438047	99.91
659	4	0.00	438051	99.91
660	91	0.02	438142	99.93
661	116	0.03	438258	99.96
662	9	0.00	438267	99.96
666	13	0.00	438280	99.96
667	25	0.01	438305	99.97
668	64	0.01	438369	99.98
669	1	0.00	438370	99.98
673	2	0.00	438372	99.98
674	15	0.00	438387	99.99
675	28	0.01	438415	99.99
680	9	0.00	438424	100.00
681	8	0.00	438432	100.00

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
687	13	0.00	438445	100.00

Note. \*Because CELDT uses the number-correct method of scoring, only certain scale scores are associated with particular raw scores. When the skill area scale scores are then combined to produce the Overall score distribution, certain scale scores will appear more often than others.



**CELDT 2005-2006 Edition (Form E) Annual Assessment Grade Span 6-8  
Scale Score Frequency Distribution**

*Listening/Speaking*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	2637	0.88	2637	0.88
273	422	0.14	3059	1.03
323	539	0.18	3598	1.21
346	628	0.21	4226	1.42
362	694	0.23	4920	1.65
373	695	0.23	5615	1.88
382	682	0.23	6297	2.11
390	647	0.22	6944	2.33
397	679	0.23	7623	2.55
404	643	0.22	8266	2.77
409	738	0.25	9004	3.02
415	818	0.27	9822	3.29
419	830	0.28	10652	3.57
424	978	0.33	11630	3.90
428	949	0.32	12579	4.22
433	967	0.32	13546	4.54
437	872	0.29	14418	4.83
441	898	0.30	15316	5.13
445	1066	0.36	16382	5.49
448	1118	0.37	17500	5.87
452	1317	0.44	18817	6.31
456	1487	0.50	20304	6.81
460	1699	0.57	22003	7.37
464	1867	0.63	23870	8.00
467	2191	0.73	26061	8.73
471	2577	0.86	28638	9.60
475	3098	1.04	31736	10.64

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
480	3637	1.22	35373	11.86
484	4542	1.52	39915	13.38
488	5472	1.83	45387	15.21
493	6368	2.13	51755	17.35
498	8006	2.68	59761	20.03
503	9595	3.22	69356	23.25
509	11766	3.94	81122	27.19
515	14312	4.80	95434	31.99
521	16974	5.69	112408	37.67
528	19527	6.54	131935	44.22
537	22934	7.69	154869	51.91
546	25285	8.47	180154	60.38
557	27156	9.10	207310	69.48
571	27664	9.27	234974	78.75
589	25530	8.56	260504	87.31
614	20530	6.88	281034	94.19
655	12871	4.31	293905	98.50
710	4463	1.50	298368	100.00

**CELDT 2005-2006 Edition (Form E) Annual Assessment Grade Span 6-8  
Scale Score Frequency Distribution**

***Reading***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	7210	2.42	7210	2.42
373	3382	1.13	10592	3.55
430	4759	1.60	15351	5.14
448	6075	2.04	21426	7.18
459	7031	2.36	28457	9.54
467	7961	2.67	36418	12.21
475	8323	2.79	44741	15.00
481	8792	2.95	53533	17.94
487	9311	3.12	62844	21.06
492	10038	3.36	72882	24.43
498	10552	3.54	83434	27.96
503	11133	3.73	94567	31.69
507	11627	3.90	106194	35.59
512	12223	4.10	118417	39.69
516	12675	4.25	131092	43.94
520	13286	4.45	144378	48.39
525	13395	4.49	157773	52.88
529	13687	4.59	171460	57.47
534	14119	4.73	185579	62.20
538	13974	4.68	199553	66.88
543	13939	4.67	213492	71.55
548	13921	4.67	227413	76.22
554	13604	4.56	241017	80.78
560	12620	4.23	253637	85.01
567	11954	4.01	265591	89.01
576	10497	3.52	276088	92.53
586	8950	3.00	285038	95.53

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
601	6899	2.31	291937	97.84
625	4450	1.49	296387	99.34
650	1981	0.66	298368	100.00

**CELDT 2005-2006 Edition (Form E) Annual Assessment Grade Span 6-8  
Scale Score Frequency Distribution**

*Writing*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
280	3375	1.13	3375	1.13
311	308	0.10	3683	1.23
353	383	0.13	4066	1.36
376	553	0.19	4619	1.55
393	768	0.26	5387	1.81
408	1222	0.41	6609	2.22
420	1733	0.58	8342	2.80
430	2293	0.77	10635	3.56
439	2747	0.92	13382	4.49
447	3176	1.06	16558	5.55
454	3569	1.20	20127	6.75
461	3944	1.32	24071	8.07
467	4296	1.44	28367	9.51
472	4514	1.51	32881	11.02
477	5055	1.69	37936	12.71
483	5732	1.92	43668	14.64
488	6400	2.15	50068	16.78
493	7718	2.59	57786	19.37
498	9079	3.04	66865	22.41
503	11199	3.75	78064	26.16
509	13732	4.60	91796	30.77
516	17065	5.72	108861	36.49
522	20840	6.98	129701	43.47
530	24712	8.28	154413	51.75
538	28022	9.39	182435	61.14
548	29432	9.86	211867	71.01
559	28253	9.47	240120	80.48

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
572	24672	8.27	264792	88.75
588	18399	6.17	283191	94.91
612	10690	3.58	293881	98.50
656	4023	1.35	297904	99.84
700	464	0.16	298368	100.00

**CELDT 2005-2006 Edition (Form E) Annual Assessment Grade Span 6-8  
Scale Score Frequency Distribution**

**Overall\***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
265	1987	0.67	1987	0.67
272	7	0.00	1994	0.67
273	9	0.00	2003	0.67
281	2	0.00	2005	0.67
283	10	0.00	2015	0.68
287	5	0.00	2020	0.68
289	9	0.00	2029	0.68
291	38	0.01	2067	0.69
292	10	0.00	2077	0.70
293	7	0.00	2084	0.70
294	7	0.00	2091	0.70
295	6	0.00	2097	0.70
296	7	0.00	2104	0.71
297	26	0.01	2130	0.71
298	2	0.00	2132	0.71
299	9	0.00	2141	0.72
300	23	0.01	2164	0.73
301	7	0.00	2171	0.73
302	18	0.01	2189	0.73
303	2	0.00	2191	0.73
304	11	0.00	2202	0.74
305	10	0.00	2212	0.74
306	9	0.00	2221	0.74
307	3	0.00	2224	0.75
308	10	0.00	2234	0.75
309	11	0.00	2245	0.75
310	10	0.00	2255	0.76

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
311	12	0.00	2267	0.76
313	21	0.01	2288	0.77
314	4	0.00	2292	0.77
315	21	0.01	2313	0.78
316	51	0.02	2364	0.79
317	2	0.00	2366	0.79
318	19	0.01	2385	0.80
319	10	0.00	2395	0.80
320	20	0.01	2415	0.81
321	7	0.00	2422	0.81
322	11	0.00	2433	0.82
323	25	0.01	2458	0.82
324	20	0.01	2478	0.83
325	20	0.01	2498	0.84
326	19	0.01	2517	0.84
327	24	0.01	2541	0.85
328	58	0.02	2599	0.87
329	33	0.01	2632	0.88
330	3	0.00	2635	0.88
331	30	0.01	2665	0.89
332	16	0.01	2681	0.90
333	16	0.01	2697	0.90
334	27	0.01	2724	0.91
335	18	0.01	2742	0.92
336	53	0.02	2795	0.94
337	10	0.00	2805	0.94
338	19	0.01	2824	0.95
339	14	0.00	2838	0.95
340	31	0.01	2869	0.96
341	48	0.02	2917	0.98

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
342	26	0.01	2943	0.99
343	27	0.01	2970	1.00
344	16	0.01	2986	1.00
345	8	0.00	2994	1.00
346	56	0.02	3050	1.02
347	14	0.00	3064	1.03
348	15	0.01	3079	1.03
349	14	0.00	3093	1.04
350	33	0.01	3126	1.05
351	33	0.01	3159	1.06
352	9	0.00	3168	1.06
353	46	0.02	3214	1.08
354	21	0.01	3235	1.08
355	18	0.01	3253	1.09
356	37	0.01	3290	1.10
357	50	0.02	3340	1.12
358	33	0.01	3373	1.13
359	46	0.02	3419	1.15
360	49	0.02	3468	1.16
361	23	0.01	3491	1.17
362	41	0.01	3532	1.18
363	28	0.01	3560	1.19
364	78	0.03	3638	1.22
365	28	0.01	3666	1.23
366	25	0.01	3691	1.24
367	60	0.02	3751	1.26
368	51	0.02	3802	1.27
369	38	0.01	3840	1.29
370	23	0.01	3863	1.29
371	83	0.03	3946	1.32

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
372	30	0.01	3976	1.33
373	78	0.03	4054	1.36
374	40	0.01	4094	1.37
375	66	0.02	4160	1.39
376	60	0.02	4220	1.41
377	61	0.02	4281	1.43
378	76	0.03	4357	1.46
379	79	0.03	4436	1.49
380	38	0.01	4474	1.50
381	128	0.04	4602	1.54
382	46	0.02	4648	1.56
383	122	0.04	4770	1.60
384	36	0.01	4806	1.61
385	130	0.04	4936	1.65
386	58	0.02	4994	1.67
387	109	0.04	5103	1.71
388	98	0.03	5201	1.74
389	85	0.03	5286	1.77
390	61	0.02	5347	1.79
391	98	0.03	5445	1.82
392	69	0.02	5514	1.85
393	77	0.03	5591	1.87
394	74	0.02	5665	1.90
395	84	0.03	5749	1.93
396	99	0.03	5848	1.96
397	83	0.03	5931	1.99
398	88	0.03	6019	2.02
399	114	0.04	6133	2.06
400	94	0.03	6227	2.09
401	89	0.03	6316	2.12

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
402	95	0.03	6411	2.15
403	139	0.05	6550	2.20
404	94	0.03	6644	2.23
405	120	0.04	6764	2.27
406	104	0.03	6868	2.30
407	120	0.04	6988	2.34
408	128	0.04	7116	2.38
409	116	0.04	7232	2.42
410	139	0.05	7371	2.47
411	149	0.05	7520	2.52
412	142	0.05	7662	2.57
413	135	0.05	7797	2.61
414	121	0.04	7918	2.65
415	184	0.06	8102	2.72
416	120	0.04	8222	2.76
417	192	0.06	8414	2.82
418	134	0.04	8548	2.86
419	172	0.06	8720	2.92
420	166	0.06	8886	2.98
421	173	0.06	9059	3.04
422	175	0.06	9234	3.09
423	183	0.06	9417	3.16
424	215	0.07	9632	3.23
425	160	0.05	9792	3.28
426	223	0.07	10015	3.36
427	181	0.06	10196	3.42
428	228	0.08	10424	3.49
429	217	0.07	10641	3.57
430	244	0.08	10885	3.65
431	226	0.08	11111	3.72

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
432	235	0.08	11346	3.80
433	283	0.09	11629	3.90
434	219	0.07	11848	3.97
435	222	0.07	12070	4.05
436	292	0.10	12362	4.14
437	223	0.07	12585	4.22
438	293	0.10	12878	4.32
439	256	0.09	13134	4.40
440	341	0.11	13475	4.52
441	260	0.09	13735	4.60
442	296	0.10	14031	4.70
443	280	0.09	14311	4.80
444	365	0.12	14676	4.92
445	372	0.12	15048	5.04
446	321	0.11	15369	5.15
447	405	0.14	15774	5.29
448	314	0.11	16088	5.39
449	374	0.13	16462	5.52
450	432	0.14	16894	5.66
451	317	0.11	17211	5.77
452	493	0.17	17704	5.93
453	352	0.12	18056	6.05
454	532	0.18	18588	6.23
455	341	0.11	18929	6.34
456	508	0.17	19437	6.51
457	443	0.15	19880	6.66
458	463	0.16	20343	6.82
459	475	0.16	20818	6.98
460	490	0.16	21308	7.14
461	463	0.16	21771	7.30

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
462	562	0.19	22333	7.49
463	551	0.18	22884	7.67
464	606	0.20	23490	7.87
465	557	0.19	24047	8.06
466	548	0.18	24595	8.24
467	597	0.20	25192	8.44
468	618	0.21	25810	8.65
469	570	0.19	26380	8.84
470	686	0.23	27066	9.07
471	673	0.23	27739	9.30
472	719	0.24	28458	9.54
473	660	0.22	29118	9.76
474	798	0.27	29916	10.03
475	730	0.24	30646	10.27
476	768	0.26	31414	10.53
477	686	0.23	32100	10.76
478	918	0.31	33018	11.07
479	837	0.28	33855	11.35
480	802	0.27	34657	11.62
481	1025	0.34	35682	11.96
482	872	0.29	36554	12.25
483	983	0.33	37537	12.58
484	989	0.33	38526	12.91
485	1072	0.36	39598	13.27
486	1082	0.36	40680	13.63
487	1273	0.43	41953	14.06
488	1063	0.36	43016	14.42
489	1178	0.39	44194	14.81
490	1205	0.40	45399	15.22
491	1390	0.47	46789	15.68

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
492	1429	0.48	48218	16.16
493	1168	0.39	49386	16.55
494	1422	0.48	50808	17.03
495	1603	0.54	52411	17.57
496	1588	0.53	53999	18.10
497	1473	0.49	55472	18.59
498	1581	0.53	57053	19.12
499	1714	0.57	58767	19.70
500	1781	0.60	60548	20.29
501	1604	0.54	62152	20.83
502	1920	0.64	64072	21.47
503	2004	0.67	66076	22.15
504	1655	0.55	67731	22.70
505	2050	0.69	69781	23.39
506	2252	0.75	72033	24.14
507	1864	0.62	73897	24.77
508	2096	0.70	75993	25.47
509	2306	0.77	78299	26.24
510	2327	0.78	80626	27.02
511	2297	0.77	82923	27.79
512	2024	0.68	84947	28.47
513	2411	0.81	87358	29.28
514	2569	0.86	89927	30.14
515	2410	0.81	92337	30.95
516	2663	0.89	95000	31.84
517	2714	0.91	97714	32.75
518	2369	0.79	100083	33.54
519	2748	0.92	102831	34.46
520	2684	0.90	105515	35.36
521	2507	0.84	108022	36.20

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
522	2849	0.95	110871	37.16
523	3057	1.02	113928	38.18
524	2990	1.00	116918	39.19
525	3041	1.02	119959	40.21
526	2878	0.96	122837	41.17
527	3007	1.01	125844	42.18
528	3085	1.03	128929	43.21
529	2732	0.92	131661	44.13
530	2927	0.98	134588	45.11
531	3060	1.03	137648	46.13
532	3138	1.05	140786	47.19
533	3585	1.20	144371	48.39
534	3351	1.12	147722	49.51
535	3174	1.06	150896	50.57
536	3091	1.04	153987	51.61
537	3190	1.07	157177	52.68
538	2760	0.93	159937	53.60
539	3193	1.07	163130	54.67
540	2904	0.97	166034	55.65
541	3432	1.15	169466	56.80
542	3618	1.21	173084	58.01
543	2531	0.85	175615	58.86
544	3332	1.12	178947	59.98
545	3128	1.05	182075	61.02
546	2776	0.93	184851	61.95
547	3056	1.02	187907	62.98
548	2758	0.92	190665	63.90
549	2892	0.97	193557	64.87
550	2945	0.99	196502	65.86
551	3535	1.18	200037	67.04

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
552	2470	0.83	202507	67.87
553	2414	0.81	204921	68.68
554	2967	0.99	207888	69.68
555	2509	0.84	210397	70.52
556	2295	0.77	212692	71.29
557	3007	1.01	215699	72.29
558	2720	0.91	218419	73.20
559	2121	0.71	220540	73.92
560	2622	0.88	223162	74.79
561	2455	0.82	225617	75.62
562	2653	0.89	228270	76.51
563	2058	0.69	230328	77.20
564	2187	0.73	232515	77.93
565	2221	0.74	234736	78.67
566	1897	0.64	236633	79.31
567	2447	0.82	239080	80.13
568	2112	0.71	241192	80.84
569	1671	0.56	242863	81.40
570	1803	0.60	244666	82.00
571	2092	0.70	246758	82.70
572	1975	0.66	248733	83.36
573	1483	0.50	250216	83.86
574	1546	0.52	251762	84.38
575	1810	0.61	253572	84.99
576	1863	0.62	255435	85.61
577	1269	0.43	256704	86.04
578	1921	0.64	258625	86.68
579	1287	0.43	259912	87.11
580	1126	0.38	261038	87.49
581	1873	0.63	262911	88.12

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
582	1153	0.39	264064	88.50
583	1087	0.36	265151	88.87
584	1313	0.44	266464	89.31
585	1388	0.47	267852	89.77
586	776	0.26	268628	90.03
587	978	0.33	269606	90.36
588	1692	0.57	271298	90.93
589	583	0.20	271881	91.12
590	991	0.33	272872	91.45
591	1327	0.44	274199	91.90
592	485	0.16	274684	92.06
593	799	0.27	275483	92.33
594	1270	0.43	276753	92.76
595	765	0.26	277518	93.01
596	692	0.23	278210	93.24
597	937	0.31	279147	93.56
598	711	0.24	279858	93.80
599	449	0.15	280307	93.95
600	1268	0.42	281575	94.37
601	601	0.20	282176	94.57
602	333	0.11	282509	94.68
603	675	0.23	283184	94.91
604	991	0.33	284175	95.24
605	468	0.16	284643	95.40
606	881	0.30	285524	95.70
607	327	0.11	285851	95.80
608	391	0.13	286242	95.94
609	518	0.17	286760	96.11
610	753	0.25	287513	96.36
611	464	0.16	287977	96.52

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
612	463	0.16	288440	96.67
613	327	0.11	288767	96.78
614	584	0.20	289351	96.98
615	133	0.04	289484	97.02
616	585	0.20	290069	97.22
617	541	0.18	290610	97.40
618	286	0.10	290896	97.50
619	145	0.05	291041	97.54
620	410	0.14	291451	97.68
621	414	0.14	291865	97.82
622	277	0.09	292142	97.91
623	172	0.06	292314	97.97
624	470	0.16	292784	98.13
625	99	0.03	292883	98.16
626	248	0.08	293131	98.24
627	405	0.14	293536	98.38
628	117	0.04	293653	98.42
629	192	0.06	293845	98.48
630	471	0.16	294316	98.64
631	160	0.05	294476	98.70
632	114	0.04	294590	98.73
633	346	0.12	294936	98.85
634	82	0.03	295018	98.88
635	111	0.04	295129	98.91
636	376	0.13	295505	99.04
637	109	0.04	295614	99.08
638	283	0.09	295897	99.17
639	119	0.04	296016	99.21
640	41	0.01	296057	99.23
641	161	0.05	296218	99.28

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
642	180	0.06	296398	99.34
643	190	0.06	296588	99.40
644	91	0.03	296679	99.43
645	96	0.03	296775	99.47
646	91	0.03	296866	99.50
647	98	0.03	296964	99.53
648	218	0.07	297182	99.60
649	57	0.02	297239	99.62
650	3	0.00	297242	99.62
651	44	0.01	297286	99.64
652	183	0.06	297469	99.70
653	1	0.00	297470	99.70
654	209	0.07	297679	99.77
656	3	0.00	297682	99.77
657	20	0.01	297702	99.78
658	191	0.06	297893	99.84
659	10	0.00	297903	99.84
660	45	0.02	297948	99.86
663	18	0.01	297966	99.87
664	118	0.04	298084	99.90
665	58	0.02	298142	99.92
668	1	0.00	298143	99.92
669	31	0.01	298174	99.93
670	64	0.02	298238	99.96
671	2	0.00	298240	99.96
674	2	0.00	298242	99.96
675	39	0.01	298281	99.97
676	5	0.00	298286	99.97
680	5	0.00	298291	99.97

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
681	47	0.02	298338	99.99
686	10	0.00	298348	99.99
692	20	0.01	298368	100.00

Note. \*Because CELDT uses the number-correct method of scoring, only certain scale scores are associated with particular raw scores. When the skill area scale scores are then combined to produce the Overall score distribution, certain scale scores will appear more often than others.

**CELDT 2005-2006 Edition (Form E) Annual Assessment Grade Span 9-12  
Scale Score Frequency Distribution**

*Listening/Speaking*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	3130	1.17	3130	1.17
314	389	0.15	3519	1.32
368	523	0.20	4042	1.51
389	658	0.25	4700	1.76
402	792	0.30	5492	2.06
412	831	0.31	6323	2.37
420	908	0.34	7231	2.71
427	997	0.37	8228	3.08
433	1073	0.40	9301	3.49
438	1133	0.42	10434	3.91
443	1235	0.46	11669	4.37
447	1312	0.49	12981	4.86
452	1494	0.56	14475	5.42
456	1579	0.59	16054	6.02
460	1715	0.64	17769	6.66
463	1672	0.63	19441	7.28
467	1565	0.59	21006	7.87
471	1686	0.63	22692	8.50
474	1849	0.69	24541	9.20
477	2034	0.76	26575	9.96
481	2276	0.85	28851	10.81
484	2420	0.91	31271	11.72
487	2728	1.02	33999	12.74
490	2888	1.08	36887	13.82
494	3322	1.24	40209	15.07
497	3642	1.36	43851	16.43
500	4240	1.59	48091	18.02

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
504	4827	1.81	52918	19.83
507	5594	2.10	58512	21.93
511	6467	2.42	64979	24.35
514	7109	2.66	72088	27.01
518	8425	3.16	80513	30.17
522	10027	3.76	90540	33.93
526	11198	4.20	101738	38.12
531	12860	4.82	114598	42.94
535	14528	5.44	129126	48.38
541	15959	5.98	145085	54.36
547	17389	6.52	162474	60.88
554	18389	6.89	180863	67.77
562	19047	7.14	199910	74.91
571	18565	6.96	218475	81.86
584	17384	6.51	235859	88.38
603	14883	5.58	250742	93.96
638	10732	4.02	261474	97.98
710	5399	2.02	266873	100.00

**CELDT 2005-2006 Edition (Form E) Annual Assessment Grade Span 9-12  
Scale Score Frequency Distribution**

***Reading***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	5306	1.99	5306	1.99
372	1465	0.55	6771	2.54
419	2256	0.85	9027	3.38
441	3132	1.17	12159	4.56
455	4058	1.52	16217	6.08
466	4899	1.84	21116	7.91
475	5212	1.95	26328	9.87
483	5957	2.23	32285	12.10
490	6396	2.40	38681	14.49
496	6702	2.51	45383	17.01
502	7096	2.66	52479	19.66
507	7708	2.89	60187	22.55
513	8123	3.04	68310	25.60
518	8630	3.23	76940	28.83
522	9216	3.45	86156	32.28
527	9942	3.73	96098	36.01
532	10489	3.93	106587	39.94
537	11354	4.25	117941	44.19
541	12153	4.55	130094	48.75
546	12749	4.78	142843	53.52
552	13538	5.07	156381	58.60
557	14141	5.30	170522	63.90
563	15074	5.65	185596	69.54
569	15260	5.72	200856	75.26
577	15401	5.77	216257	81.03
585	14547	5.45	230804	86.48
596	13209	4.95	244013	91.43

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
610	10847	4.06	254860	95.50
635	8086	3.03	262946	98.53
650	3927	1.47	266873	100.00



**CELDT 2005-2006 Edition (Form E) Annual Assessment Grade Span 9-12  
Scale Score Frequency Distribution**

***Writing***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
280	4163	1.56	4163	1.56
325	176	0.07	4339	1.63
359	212	0.08	4551	1.71
381	351	0.13	4902	1.84
397	539	0.20	5441	2.04
411	796	0.30	6237	2.34
422	1044	0.39	7281	2.73
432	1523	0.57	8804	3.30
441	1894	0.71	10698	4.01
448	2284	0.86	12982	4.86
455	2660	1.00	15642	5.86
461	3024	1.13	18666	6.99
467	3461	1.30	22127	8.29
473	3922	1.47	26049	9.76
478	4445	1.67	30494	11.43
483	5028	1.88	35522	13.31
488	5625	2.11	41147	15.42
494	6353	2.38	47500	17.80
499	7705	2.89	55205	20.69
504	8641	3.24	63846	23.92
510	10242	3.84	74088	27.76
515	12528	4.69	86616	32.46
522	15392	5.77	102008	38.22
528	19125	7.17	121133	45.39
536	23574	8.83	144707	54.22
545	27348	10.25	172055	64.47
555	28537	10.69	200592	75.16

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
568	26374	9.88	226966	85.05
585	20933	7.84	247899	92.89
607	13073	4.90	260972	97.79
643	5339	2.00	266311	99.79
700	562	0.21	266873	100.00

**CELDT 2005-2006 Edition (Form E) Annual Assessment Grade Span 9-12  
Scale Score Frequency Distribution**

**Overall\***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
265	2240	0.84	2240	0.84
273	6	0.00	2246	0.84
276	14	0.01	2260	0.85
284	14	0.01	2274	0.85
290	15	0.01	2289	0.86
292	1	0.00	2290	0.86
293	15	0.01	2305	0.86
294	5	0.00	2310	0.87
296	4	0.00	2314	0.87
297	5	0.00	2319	0.87
298	11	0.00	2330	0.87
300	12	0.00	2342	0.88
301	1	0.00	2343	0.88
302	8	0.00	2351	0.88
303	6	0.00	2357	0.88
304	5	0.00	2362	0.89
305	21	0.01	2383	0.89
307	11	0.00	2394	0.90
308	13	0.00	2407	0.90
309	2	0.00	2409	0.90
310	22	0.01	2431	0.91
311	7	0.00	2438	0.91
312	21	0.01	2459	0.92
313	12	0.00	2471	0.93
314	7	0.00	2478	0.93
315	11	0.00	2489	0.93
316	9	0.00	2498	0.94

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
317	8	0.00	2506	0.94
318	7	0.00	2513	0.94
319	13	0.00	2526	0.95
320	11	0.00	2537	0.95
321	5	0.00	2542	0.95
322	11	0.00	2553	0.96
323	19	0.01	2572	0.96
324	6	0.00	2578	0.97
325	25	0.01	2603	0.98
326	18	0.01	2621	0.98
327	4	0.00	2625	0.98
328	15	0.01	2640	0.99
329	12	0.00	2652	0.99
330	10	0.00	2662	1.00
331	30	0.01	2692	1.01
332	16	0.01	2708	1.01
333	11	0.00	2719	1.02
334	31	0.01	2750	1.03
335	11	0.00	2761	1.03
336	21	0.01	2782	1.04
337	19	0.01	2801	1.05
338	7	0.00	2808	1.05
339	62	0.02	2870	1.08
340	12	0.00	2882	1.08
341	12	0.00	2894	1.08
342	16	0.01	2910	1.09
343	8	0.00	2918	1.09
344	25	0.01	2943	1.10
345	7	0.00	2950	1.11
346	12	0.00	2962	1.11

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
347	16	0.01	2978	1.12
348	4	0.00	2982	1.12
349	47	0.02	3029	1.13
350	12	0.00	3041	1.14
351	8	0.00	3049	1.14
352	13	0.00	3062	1.15
353	4	0.00	3066	1.15
354	11	0.00	3077	1.15
355	7	0.00	3084	1.16
356	42	0.02	3126	1.17
357	18	0.01	3144	1.18
358	18	0.01	3162	1.18
359	5	0.00	3167	1.19
360	15	0.01	3182	1.19
361	30	0.01	3212	1.20
362	9	0.00	3221	1.21
363	8	0.00	3229	1.21
364	18	0.01	3247	1.22
365	41	0.02	3288	1.23
366	13	0.00	3301	1.24
367	9	0.00	3310	1.24
368	41	0.02	3351	1.26
369	9	0.00	3360	1.26
370	17	0.01	3377	1.27
371	48	0.02	3425	1.28
372	23	0.01	3448	1.29
373	24	0.01	3472	1.30
374	48	0.02	3520	1.32
375	23	0.01	3543	1.33
376	69	0.03	3612	1.35

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
377	18	0.01	3630	1.36
378	69	0.03	3699	1.39
379	23	0.01	3722	1.39
380	22	0.01	3744	1.40
381	73	0.03	3817	1.43
382	34	0.01	3851	1.44
383	77	0.03	3928	1.47
384	36	0.01	3964	1.49
385	81	0.03	4045	1.52
386	59	0.02	4104	1.54
387	31	0.01	4135	1.55
388	82	0.03	4217	1.58
389	33	0.01	4250	1.59
390	68	0.03	4318	1.62
391	24	0.01	4342	1.63
392	74	0.03	4416	1.65
393	117	0.04	4533	1.70
394	48	0.02	4581	1.72
395	69	0.03	4650	1.74
396	51	0.02	4701	1.76
397	100	0.04	4801	1.80
398	79	0.03	4880	1.83
399	45	0.02	4925	1.85
400	80	0.03	5005	1.88
401	55	0.02	5060	1.90
402	75	0.03	5135	1.92
403	47	0.02	5182	1.94
404	60	0.02	5242	1.96
405	61	0.02	5303	1.99
406	33	0.01	5336	2.00

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
407	61	0.02	5397	2.02
408	77	0.03	5474	2.05
409	62	0.02	5536	2.07
410	94	0.04	5630	2.11
411	55	0.02	5685	2.13
412	90	0.03	5775	2.16
413	98	0.04	5873	2.20
414	87	0.03	5960	2.23
415	70	0.03	6030	2.26
416	160	0.06	6190	2.32
417	64	0.02	6254	2.34
418	114	0.04	6368	2.39
419	105	0.04	6473	2.43
420	124	0.05	6597	2.47
421	126	0.05	6723	2.52
422	122	0.05	6845	2.56
423	104	0.04	6949	2.60
424	92	0.03	7041	2.64
425	148	0.06	7189	2.69
426	148	0.06	7337	2.75
427	107	0.04	7444	2.79
428	135	0.05	7579	2.84
429	121	0.05	7700	2.89
430	161	0.06	7861	2.95
431	164	0.06	8025	3.01
432	207	0.08	8232	3.08
433	108	0.04	8340	3.13
434	146	0.05	8486	3.18
435	202	0.08	8688	3.26
436	175	0.07	8863	3.32

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
437	176	0.07	9039	3.39
438	231	0.09	9270	3.47
439	178	0.07	9448	3.54
440	297	0.11	9745	3.65
441	145	0.05	9890	3.71
442	238	0.09	10128	3.80
443	234	0.09	10362	3.88
444	232	0.09	10594	3.97
445	296	0.11	10890	4.08
446	207	0.08	11097	4.16
447	297	0.11	11394	4.27
448	262	0.10	11656	4.37
449	274	0.10	11930	4.47
450	282	0.11	12212	4.58
451	279	0.10	12491	4.68
452	354	0.13	12845	4.81
453	344	0.13	13189	4.94
454	323	0.12	13512	5.06
455	390	0.15	13902	5.21
456	375	0.14	14277	5.35
457	388	0.15	14665	5.50
458	365	0.14	15030	5.63
459	370	0.14	15400	5.77
460	403	0.15	15803	5.92
461	398	0.15	16201	6.07
462	485	0.18	16686	6.25
463	347	0.13	17033	6.38
464	441	0.17	17474	6.55
465	452	0.17	17926	6.72
466	480	0.18	18406	6.90

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
467	471	0.18	18877	7.07
468	473	0.18	19350	7.25
469	488	0.18	19838	7.43
470	536	0.20	20374	7.63
471	505	0.19	20879	7.82
472	551	0.21	21430	8.03
473	547	0.20	21977	8.24
474	618	0.23	22595	8.47
475	576	0.22	23171	8.68
476	644	0.24	23815	8.92
477	725	0.27	24540	9.20
478	541	0.20	25081	9.40
479	722	0.27	25803	9.67
480	623	0.23	26426	9.90
481	724	0.27	27150	10.17
482	751	0.28	27901	10.45
483	660	0.25	28561	10.70
484	879	0.33	29440	11.03
485	722	0.27	30162	11.30
486	765	0.29	30927	11.59
487	830	0.31	31757	11.90
488	890	0.33	32647	12.23
489	978	0.37	33625	12.60
490	860	0.32	34485	12.92
491	905	0.34	35390	13.26
492	1020	0.38	36410	13.64
493	922	0.35	37332	13.99
494	1009	0.38	38341	14.37
495	965	0.36	39306	14.73
496	1100	0.41	40406	15.14

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
497	1166	0.44	41572	15.58
498	1059	0.40	42631	15.97
499	1165	0.44	43796	16.41
500	1137	0.43	44933	16.84
501	1285	0.48	46218	17.32
502	1314	0.49	47532	17.81
503	1403	0.53	48935	18.34
504	1245	0.47	50180	18.80
505	1376	0.52	51556	19.32
506	1419	0.53	52975	19.85
507	1490	0.56	54465	20.41
508	1412	0.53	55877	20.94
509	1546	0.58	57423	21.52
510	1572	0.59	58995	22.11
511	1626	0.61	60621	22.72
512	1793	0.67	62414	23.39
513	1778	0.67	64192	24.05
514	1855	0.70	66047	24.75
515	1882	0.71	67929	25.45
516	1695	0.64	69624	26.09
517	2033	0.76	71657	26.85
518	1858	0.70	73515	27.55
519	2099	0.79	75614	28.33
520	2090	0.78	77704	29.12
521	2145	0.80	79849	29.92
522	2118	0.79	81967	30.71
523	2212	0.83	84179	31.54
524	2438	0.91	86617	32.46
525	2104	0.79	88721	33.24
526	2493	0.93	91214	34.18

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
527	2380	0.89	93594	35.07
528	2429	0.91	96023	35.98
529	2604	0.98	98627	36.96
530	2422	0.91	101049	37.86
531	2821	1.06	103870	38.92
532	2733	1.02	106603	39.95
533	2598	0.97	109201	40.92
534	2802	1.05	112003	41.97
535	2717	1.02	114720	42.99
536	2766	1.04	117486	44.02
537	2909	1.09	120395	45.11
538	2971	1.11	123366	46.23
539	3204	1.20	126570	47.43
540	2653	0.99	129223	48.42
541	3042	1.14	132265	49.56
542	2971	1.11	135236	50.67
543	2815	1.05	138051	51.73
544	3014	1.13	141065	52.86
545	2919	1.09	143984	53.95
546	3279	1.23	147263	55.18
547	2750	1.03	150013	56.21
548	3165	1.19	153178	57.40
549	2933	1.10	156111	58.50
550	3034	1.14	159145	59.63
551	3258	1.22	162403	60.85
552	2530	0.95	164933	61.80
553	3339	1.25	168272	63.05
554	2717	1.02	170989	64.07
555	2751	1.03	173740	65.10
556	3135	1.17	176875	66.28

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
557	2618	0.98	179493	67.26
558	3001	1.12	182494	68.38
559	2864	1.07	185358	69.46
560	2200	0.82	187558	70.28
561	3048	1.14	190606	71.42
562	2661	1.00	193267	72.42
563	2339	0.88	195606	73.30
564	2536	0.95	198142	74.25
565	2467	0.92	200609	75.17
566	2789	1.05	203398	76.22
567	1439	0.54	204837	76.75
568	3308	1.24	208145	77.99
569	2164	0.81	210309	78.80
570	1784	0.67	212093	79.47
571	1902	0.71	213995	80.19
572	2267	0.85	216262	81.04
573	2055	0.77	218317	81.81
574	1712	0.64	220029	82.45
575	1649	0.62	221678	83.06
576	2044	0.77	223722	83.83
577	1646	0.62	225368	84.45
578	1630	0.61	226998	85.06
579	1470	0.55	228468	85.61
580	1825	0.68	230293	86.29
581	1291	0.48	231584	86.78
582	1337	0.50	232921	87.28
583	1131	0.42	234052	87.70
584	1867	0.70	235919	88.40
585	676	0.25	236595	88.65
586	1826	0.68	238421	89.34

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
587	1118	0.42	239539	89.76
588	704	0.26	240243	90.02
589	1208	0.45	241451	90.47
590	1508	0.57	242959	91.04
591	412	0.15	243371	91.19
592	1530	0.57	244901	91.77
593	433	0.16	245334	91.93
594	772	0.29	246106	92.22
595	560	0.21	246666	92.43
596	1445	0.54	248111	92.97
597	904	0.34	249015	93.31
598	285	0.11	249300	93.42
599	884	0.33	250184	93.75
600	822	0.31	251006	94.05
601	437	0.16	251443	94.22
602	1038	0.39	252481	94.61
603	269	0.10	252750	94.71
604	491	0.18	253241	94.89
605	709	0.27	253950	95.16
606	876	0.33	254826	95.49
607	498	0.19	255324	95.67
608	183	0.07	255507	95.74
609	237	0.09	255744	95.83
610	626	0.23	256370	96.06
611	566	0.21	256936	96.28
612	255	0.10	257191	96.37
613	344	0.13	257535	96.50
614	442	0.17	257977	96.67
615	363	0.14	258340	96.80
616	188	0.07	258528	96.87

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
617	459	0.17	258987	97.05
618	26	0.01	259013	97.05
619	469	0.18	259482	97.23
620	142	0.05	259624	97.28
621	164	0.06	259788	97.35
622	57	0.02	259845	97.37
623	388	0.15	260233	97.51
624	423	0.16	260656	97.67
625	73	0.03	260729	97.70
626	140	0.05	260869	97.75
627	237	0.09	261106	97.84
628	141	0.05	261247	97.89
629	364	0.14	261611	98.03
630	65	0.02	261676	98.05
631	118	0.04	261794	98.10
632	170	0.06	261964	98.16
633	350	0.13	262314	98.29
634	77	0.03	262391	98.32
635	148	0.06	262539	98.38
636	136	0.05	262675	98.43
637	139	0.05	262814	98.48
638	260	0.10	263074	98.58
639	124	0.05	263198	98.62
640	206	0.08	263404	98.70
641	117	0.04	263521	98.74
642	278	0.10	263799	98.85
643	248	0.09	264047	98.94
644	11	0.00	264058	98.95
645	95	0.04	264153	98.98
646	310	0.12	264463	99.10

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
647	152	0.06	264615	99.15
648	3	0.00	264618	99.16
649	169	0.06	264787	99.22
650	192	0.07	264979	99.29
651	58	0.02	265037	99.31
652	97	0.04	265134	99.35
653	249	0.09	265383	99.44
655	222	0.08	265605	99.52
656	78	0.03	265683	99.55
658	20	0.01	265703	99.56
659	193	0.07	265896	99.63
660	192	0.07	266088	99.71
662	27	0.01	266115	99.72
663	125	0.05	266240	99.76
664	58	0.02	266298	99.78
665	130	0.05	266428	99.83
668	68	0.03	266496	99.86
669	117	0.04	266613	99.90
670	1	0.00	266614	99.90
674	83	0.03	266697	99.93
676	8	0.00	266705	99.94
678	99	0.04	266804	99.97
679	9	0.00	266813	99.98
682	10	0.00	266823	99.98
688	22	0.01	266845	99.99
692	28	0.01	266873	100.00

Note. \*Because CELDT uses the number-correct method of scoring, only certain scale scores are associated with particular raw scores. When the skill area scale scores are then combined to produce the Overall score distribution, certain scale scores will appear more often than others.





**CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span K-2  
Scale Score Frequency Distribution**

*Listening/Speaking*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	39200	14.84	39200	14.84
262	6341	2.40	45541	17.24
338	5974	2.26	51515	19.50
361	4832	1.83	56347	21.33
375	4388	1.66	60735	22.99
385	4040	1.53	64775	24.52
394	3820	1.45	68595	25.96
401	3745	1.42	72340	27.38
408	3611	1.37	75951	28.75
414	3740	1.42	79691	30.16
419	3747	1.42	83438	31.58
424	3781	1.43	87219	33.01
428	3958	1.50	91177	34.51
433	4147	1.57	95324	36.08
437	4274	1.62	99598	37.69
441	4546	1.72	104144	39.42
445	4823	1.83	108967	41.24
449	5004	1.89	113971	43.13
452	5357	2.03	119328	45.16
456	5416	2.05	124744	47.21
460	5758	2.18	130502	49.39
463	5867	2.22	136369	51.61
467	6274	2.37	142643	53.99
471	6391	2.42	149034	56.40
475	6627	2.51	155661	58.91
478	6597	2.50	162258	61.41
482	6829	2.58	169087	63.99

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
486	6869	2.60	175956	66.59
491	6881	2.60	182837	69.20
495	6823	2.58	189660	71.78
500	6868	2.60	196528	74.38
504	6676	2.53	203204	76.91
509	7224	2.73	210428	79.64
515	6870	2.60	217298	82.24
521	6923	2.62	224221	84.86
528	6572	2.49	230793	87.35
535	6433	2.43	237226	89.78
544	6076	2.30	243302	92.08
555	5990	2.27	249292	94.35
568	5358	2.03	254650	96.38
587	4624	1.75	259274	98.13
619	3451	1.31	262725	99.43
710	1498	0.57	264223	100.00

**CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span K-2  
Scale Score Frequency Distribution**

***Reading***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	5393	26.53	5393	26.53
346	643	3.16	6036	29.69
400	795	3.91	6831	33.60
416	861	4.24	7692	37.84
426	941	4.63	8633	42.47
434	873	4.29	9506	46.76
440	832	4.09	10338	50.86
445	719	3.54	11057	54.39
450	558	2.74	11615	57.14
454	547	2.69	12162	59.83
458	469	2.31	12631	62.14
462	478	2.35	13109	64.49
466	511	2.51	13620	67.00
470	457	2.25	14077	69.25
474	461	2.27	14538	71.52
479	454	2.23	14992	73.75
483	500	2.46	15492	76.21
488	512	2.52	16004	78.73
493	487	2.40	16491	81.12
498	473	2.33	16964	83.45
503	488	2.40	17452	85.85
509	474	2.33	17926	88.18
515	493	2.43	18419	90.61
522	438	2.15	18857	92.76
529	413	2.03	19270	94.80
538	376	1.85	19646	96.65

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
549	293	1.44	19939	98.09
568	244	1.20	20183	99.29
630	145	0.71	20328	100.00

**CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span K-2  
Scale Score Frequency Distribution**

***Writing***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
280	5532	27.21	5532	27.21
352	420	2.07	5952	29.28
376	434	2.13	6386	31.41
391	437	2.15	6823	33.56
405	497	2.44	7320	36.01
418	468	2.30	7788	38.31
430	524	2.58	8312	40.89
440	584	2.87	8896	43.76
449	570	2.80	9466	46.57
456	644	3.17	10110	49.73
462	589	2.90	10699	52.63
468	557	2.74	11256	55.37
474	553	2.72	11809	58.09
479	540	2.66	12349	60.75
485	495	2.44	12844	63.18
490	579	2.85	13423	66.03
495	569	2.80	13992	68.83
501	596	2.93	14588	71.76
506	643	3.16	15231	74.93
512	637	3.13	15868	78.06
517	626	3.08	16494	81.14
523	643	3.16	17137	84.30
530	662	3.26	17799	87.56
536	572	2.81	18371	90.37
544	548	2.70	18919	93.07
552	470	2.31	19389	95.38
562	380	1.87	19769	97.25

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
574	300	1.48	20069	98.73
593	179	0.88	20248	99.61
640	80	0.39	20328	100.00

CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span K-2: Grades K-1  
Scale Score Frequency Distribution

**Overall\***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	34959	14.33	34959	14.33
262	5941	2.44	40900	16.77
338	5699	2.34	46599	19.11
361	4600	1.89	51199	20.99
375	4203	1.72	55402	22.72
385	3882	1.59	59284	24.31
394	3681	1.51	62965	25.82
401	3629	1.49	66594	27.30
408	3526	1.45	70120	28.75
414	3640	1.49	73760	30.24
419	3675	1.51	77435	31.75
424	3716	1.52	81151	33.27
428	3864	1.58	85015	34.86
433	4063	1.67	89078	36.52
437	4204	1.72	93282	38.25
441	4480	1.84	97762	40.08
445	4742	1.94	102504	42.03
449	4908	2.01	107412	44.04
452	5269	2.16	112681	46.20
456	5317	2.18	117998	48.38
460	5668	2.32	123666	50.70
463	5763	2.36	129429	53.07
467	6170	2.53	135599	55.60
471	6276	2.57	141875	58.17
475	6477	2.66	148352	60.83
478	6422	2.63	154774	63.46
482	6651	2.73	161425	66.19

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
486	6650	2.73	168075	68.91
491	6624	2.72	174699	71.63
495	6562	2.69	181261	74.32
500	6531	2.68	187792	77.00
504	6263	2.57	194055	79.56
509	6763	2.77	200818	82.34
515	6275	2.57	207093	84.91
521	6211	2.55	213304	87.46
528	5785	2.37	219089	89.83
535	5456	2.24	224545	92.07
544	4914	2.01	229459	94.08
555	4564	1.87	234023	95.95
568	3889	1.59	237912	97.55
587	3054	1.25	240966	98.80
619	2117	0.87	243083	99.67
710	812	0.33	243895	100.00

Note. \*Because CELDT uses the number-correct method of scoring, only certain scale scores are associated with particular raw scores. When the skill area scale scores are then combined to produce the Overall score distribution, certain scale scores will appear more often than others.



**CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span K-2: Grade 2  
Scale Score Frequency Distribution**

**Overall\***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
265	3472	17.08	3472	0.46
266	49	0.24	3521	0.47
280	38	0.19	3559	0.48
283	22	0.11	3581	0.49
284	63	0.31	3644	0.50
286	182	0.90	3826	0.55
287	12	0.06	3838	0.55
288	38	0.19	3876	0.55
289	21	0.10	3897	0.56
290	51	0.25	3948	0.57
291	26	0.13	3974	0.57
292	21	0.10	3995	0.58
293	11	0.05	4006	0.58
294	12	0.06	4018	0.59
295	2	0.01	4020	0.59
296	8	0.04	4028	0.59
297	4	0.02	4032	0.60
298	15	0.07	4047	0.60
299	5	0.02	4052	0.60
301	17	0.08	4069	0.61
302	17	0.08	4086	0.61
304	37	0.18	4123	0.62
305	21	0.10	4144	0.63
306	8	0.04	4152	0.64
307	26	0.13	4178	0.64
308	30	0.15	4208	0.65
309	28	0.14	4236	0.66

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
310	18	0.09	4254	0.67
311	28	0.14	4282	0.68
312	21	0.10	4303	0.68
313	14	0.07	4317	0.69
314	32	0.16	4349	0.69
315	17	0.08	4366	0.70
316	10	0.05	4376	0.71
317	24	0.12	4400	0.71
318	6	0.03	4406	0.72
319	16	0.08	4422	0.72
320	6	0.03	4428	0.73
321	16	0.08	4444	0.74
322	4	0.02	4448	0.74
323	9	0.04	4457	0.75
324	106	0.52	4563	0.78
325	27	0.13	4590	0.79
326	6	0.03	4596	0.79
327	8	0.04	4604	0.80
328	12	0.06	4616	0.80
329	11	0.05	4627	0.81
330	7	0.03	4634	0.81
331	7	0.03	4641	0.82
332	7	0.03	4648	0.83
333	5	0.02	4653	0.83
334	4	0.02	4657	0.83
335	93	0.46	4750	0.87
336	7	0.03	4757	0.87
337	13	0.06	4770	0.88
338	7	0.03	4777	0.88
339	9	0.04	4786	0.89

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	5	0.02	4791	0.89
341	7	0.03	4798	0.89
342	82	0.40	4880	0.92
343	14	0.07	4894	0.94
344	3	0.01	4897	0.94
345	12	0.06	4909	0.95
346	3	0.01	4912	0.95
347	68	0.33	4980	0.99
348	6	0.03	4986	0.99
349	24	0.12	5010	1.01
350	12	0.06	5022	1.02
351	10	0.05	5032	1.02
352	43	0.21	5075	1.05
353	11	0.05	5086	1.06
354	6	0.03	5092	1.06
355	36	0.18	5128	1.09
356	2	0.01	5130	1.11
357	14	0.07	5144	1.11
358	3	0.01	5147	1.14
359	42	0.21	5189	1.15
360	9	0.04	5198	1.16
361	14	0.07	5212	1.18
362	31	0.15	5243	1.19
363	14	0.07	5257	1.21
364	35	0.17	5292	1.21
365	5	0.02	5297	1.24
366	22	0.11	5319	1.28
368	12	0.06	5331	1.31
369	39	0.19	5370	1.38
370	16	0.08	5386	1.39

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
371	38	0.19	5424	1.43
372	8	0.04	5432	1.45
373	38	0.19	5470	1.48
374	7	0.03	5477	1.49
375	25	0.12	5502	1.53
376	7	0.03	5509	1.55
377	34	0.17	5543	1.59
378	14	0.07	5557	1.60
379	32	0.16	5589	1.64
380	16	0.08	5605	1.66
381	25	0.12	5630	1.72
382	15	0.07	5645	1.75
383	34	0.17	5679	1.80
384	15	0.07	5694	1.87
385	33	0.16	5727	1.88
386	34	0.17	5761	1.95
387	10	0.05	5771	1.98
388	24	0.12	5795	2.04
389	12	0.06	5807	2.06
390	32	0.16	5839	2.14
391	19	0.09	5858	2.17
392	30	0.15	5888	2.25
393	21	0.10	5909	2.30
394	34	0.17	5943	2.39
395	20	0.10	5963	2.43
396	27	0.13	5990	2.52
397	12	0.06	6002	2.58
398	30	0.15	6032	2.67
399	20	0.10	6052	2.73
400	26	0.13	6078	2.83

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
401	21	0.10	6099	2.88
402	30	0.15	6129	2.95
403	22	0.11	6151	3.04
404	16	0.08	6167	3.11
405	35	0.17	6202	3.21
406	24	0.12	6226	3.30
407	36	0.18	6262	3.40
408	26	0.13	6288	3.48
409	35	0.17	6323	3.56
410	22	0.11	6345	3.67
411	17	0.08	6362	3.74
412	45	0.22	6407	3.85
413	13	0.06	6420	4.00
414	26	0.13	6446	4.08
415	46	0.23	6492	4.19
416	18	0.09	6510	4.28
417	29	0.14	6539	4.45
418	27	0.13	6566	4.56
419	59	0.29	6625	4.69
420	18	0.09	6643	4.83
421	28	0.14	6671	4.94
422	40	0.20	6711	5.08
423	28	0.14	6739	5.23
424	21	0.10	6760	5.39
425	26	0.13	6786	5.57
426	28	0.14	6814	5.76
427	39	0.19	6853	5.88
428	38	0.19	6891	6.09
429	16	0.08	6907	6.22
430	33	0.16	6940	6.45

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
431	32	0.16	6972	6.62
432	53	0.26	7025	6.82
433	35	0.17	7060	7.01
434	48	0.24	7108	7.19
435	23	0.11	7131	7.41
436	41	0.20	7172	7.64
437	46	0.23	7218	7.91
438	33	0.16	7251	8.16
439	52	0.26	7303	8.39
440	50	0.25	7353	8.64
441	27	0.13	7380	8.87
442	43	0.21	7423	9.19
443	33	0.16	7456	9.45
444	53	0.26	7509	9.79
445	42	0.21	7551	10.12
446	59	0.29	7610	10.45
447	52	0.26	7662	10.75
448	55	0.27	7717	11.12
449	39	0.19	7756	11.52
450	54	0.27	7810	11.85
451	60	0.30	7870	12.23
452	46	0.23	7916	12.60
453	46	0.23	7962	13.05
454	46	0.23	8008	13.46
455	70	0.34	8078	13.90
456	58	0.29	8136	14.35
457	50	0.25	8186	14.95
458	57	0.28	8243	15.26
459	55	0.27	8298	15.86
460	43	0.21	8341	16.31

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
461	89	0.44	8430	16.82
462	71	0.35	8501	17.43
463	41	0.20	8542	17.94
464	80	0.39	8622	18.62
465	58	0.29	8680	19.05
466	79	0.39	8759	19.84
467	50	0.25	8809	20.38
468	94	0.46	8903	21.05
469	70	0.34	8973	21.68
470	71	0.35	9044	22.35
471	82	0.40	9126	22.97
472	78	0.38	9204	23.69
473	75	0.37	9279	24.41
474	85	0.42	9364	25.19
475	90	0.44	9454	25.84
476	98	0.48	9552	26.71
477	64	0.31	9616	27.53
478	104	0.51	9720	28.21
479	107	0.53	9827	29.13
480	91	0.45	9918	29.90
481	115	0.57	10033	30.71
482	97	0.48	10130	31.62
483	95	0.47	10225	32.42
484	102	0.50	10327	33.45
485	83	0.41	10410	34.31
486	90	0.44	10500	35.33
487	120	0.59	10620	36.19
488	106	0.52	10726	37.16
489	96	0.47	10822	38.18
490	106	0.52	10928	39.09

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
491	125	0.61	11053	40.06
492	107	0.53	11160	41.09
493	112	0.55	11272	42.11
494	122	0.60	11394	43.06
495	122	0.60	11516	44.16
496	105	0.52	11621	45.23
497	132	0.65	11753	46.18
498	118	0.58	11871	47.20
499	132	0.65	12003	48.44
500	141	0.69	12144	49.47
501	125	0.61	12269	50.49
502	110	0.54	12379	51.60
503	111	0.55	12490	52.70
504	120	0.59	12610	53.72
505	117	0.58	12727	54.85
506	118	0.58	12845	55.93
507	138	0.68	12983	56.98
508	103	0.51	13086	57.95
509	101	0.50	13187	59.06
510	122	0.60	13309	60.11
511	112	0.55	13421	61.18
512	116	0.57	13537	62.18
513	138	0.68	13675	63.23
514	142	0.70	13817	64.21
515	118	0.58	13935	65.33
516	121	0.60	14056	66.21
517	122	0.60	14178	67.14
518	125	0.61	14303	68.14
519	118	0.58	14421	69.03
520	127	0.62	14548	69.98

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
521	127	0.62	14675	70.99
522	112	0.55	14787	71.97
523	118	0.58	14905	72.79
524	106	0.52	15011	73.57
525	113	0.56	15124	74.54
526	120	0.59	15244	75.46
527	126	0.62	15370	76.10
528	121	0.60	15491	77.02
529	83	0.41	15574	77.85
530	154	0.76	15728	78.60
531	129	0.63	15857	79.30
532	136	0.67	15993	80.01
533	111	0.55	16104	80.83
534	87	0.43	16191	81.55
535	141	0.69	16332	82.22
536	111	0.55	16443	82.89
537	105	0.52	16548	83.48
538	109	0.54	16657	84.20
539	81	0.40	16738	84.59
540	104	0.51	16842	85.36
541	68	0.33	16910	85.93
542	132	0.65	17042	86.46
543	80	0.39	17122	87.01
544	82	0.40	17204	87.52
545	88	0.43	17292	88.10
546	103	0.51	17395	88.64
547	86	0.42	17481	88.93
548	86	0.42	17567	89.55
549	61	0.30	17628	89.90
550	113	0.56	17741	90.28

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
551	70	0.34	17811	90.71
552	63	0.31	17874	91.19
553	68	0.33	17942	91.49
554	72	0.35	18014	91.96
555	53	0.26	18067	92.14
556	98	0.48	18165	92.56
557	31	0.15	18196	92.84
558	78	0.38	18274	93.16
559	58	0.29	18332	93.38
560	63	0.31	18395	93.75
561	34	0.17	18429	93.98
562	59	0.29	18488	94.32
563	58	0.29	18546	94.42
564	68	0.33	18614	94.78
565	24	0.12	18638	94.96
566	82	0.40	18720	95.12
567	40	0.20	18760	95.40
568	42	0.21	18802	95.61
569	59	0.29	18861	95.78
570	40	0.20	18901	96.02
571	42	0.21	18943	96.09
572	46	0.23	18989	96.35
573	21	0.10	19010	96.43
574	64	0.31	19074	96.63
575	24	0.12	19098	96.74
576	45	0.22	19143	96.87
577	27	0.13	19170	96.99
578	45	0.22	19215	97.12
579	36	0.18	19251	97.14
580	36	0.18	19287	97.27

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
581	5	0.02	19292	97.33
582	46	0.23	19338	97.42
583	24	0.12	19362	97.47
584	44	0.22	19406	97.51
585	29	0.14	19435	97.62
586	7	0.03	19442	97.66
587	45	0.22	19487	97.70
588	7	0.03	19494	97.78
589	19	0.09	19513	97.82
590	17	0.08	19530	97.89
591	3	0.01	19533	97.91
592	30	0.15	19563	97.95
593	5	0.02	19568	98.03
594	13	0.06	19581	98.06
595	41	0.20	19622	98.09
596	4	0.02	19626	98.13
597	5	0.02	19631	98.20
598	3	0.01	19634	98.23
599	21	0.10	19655	98.27
600	15	0.07	19670	98.31
601	12	0.06	19682	98.35
602	3	0.01	19685	98.40
603	8	0.04	19693	98.44
604	17	0.08	19710	98.51
605	11	0.05	19721	98.58
606	13	0.06	19734	98.62
607	29	0.14	19763	98.67
608	6	0.03	19769	98.75
609	4	0.02	19773	98.81
610	23	0.11	19796	98.85

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
611	25	0.12	19821	98.92
612	8	0.04	19829	99.02
613	15	0.07	19844	99.05
614	20	0.10	19864	99.13
615	13	0.06	19877	99.17
616	24	0.12	19901	99.23
617	14	0.07	19915	99.30
618	12	0.06	19927	99.33
619	18	0.09	19945	99.40
620	5	0.02	19950	99.43
621	32	0.16	19982	99.50
622	10	0.05	19992	99.53
623	25	0.12	20017	99.58
624	14	0.07	20031	99.61
625	21	0.10	20052	99.67
626	6	0.03	20058	99.68
627	33	0.16	20091	99.70
628	9	0.04	20100	99.76
629	4	0.02	20104	99.77
630	27	0.13	20131	99.80
631	5	0.02	20136	99.84
632	8	0.04	20144	99.88
633	20	0.10	20164	99.90
635	25	0.12	20189	99.93
637	18	0.09	20207	99.93
640	22	0.11	20229	99.94
645	13	0.06	20242	99.95
648	3	0.01	20245	99.95
649	2	0.01	20247	99.95
650	5	0.02	20252	99.95

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
652	2	0.01	20254	99.96
653	5	0.02	20259	99.96
656	15	0.07	20274	99.97
657	14	0.07	20288	99.98
660	9	0.04	20297	99.99
672	6	0.03	20303	100.00

Note. \*Because CELDT uses the number-correct method of scoring, only certain scale scores are associated with particular raw scores. When the skill area scale scores are then combined to produce the Overall score distribution, certain scale scores will appear more often than others.

**CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span 3-5  
Scale Score Frequency Distribution**

*Listening/Speaking*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	10347	19.85	10347	19.85
280	843	1.62	11190	21.46
315	859	1.65	12049	23.11
335	864	1.66	12913	24.77
349	731	1.40	13644	26.17
360	629	1.21	14273	27.38
370	551	1.06	14824	28.44
378	479	0.92	15303	29.35
386	390	0.75	15693	30.10
392	354	0.68	16047	30.78
399	340	0.65	16387	31.43
405	377	0.72	16764	32.16
411	337	0.65	17101	32.80
416	335	0.64	17436	33.45
422	276	0.53	17712	33.98
427	330	0.63	18042	34.61
432	309	0.59	18351	35.20
437	297	0.57	18648	35.77
442	350	0.67	18998	36.44
446	378	0.73	19376	37.17
451	404	0.77	19780	37.94
456	445	0.85	20225	38.80
460	460	0.88	20685	39.68
465	518	0.99	21203	40.67
470	528	1.01	21731	41.68
474	637	1.22	22368	42.91
479	705	1.35	23073	44.26

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
483	752	1.44	23825	45.70
488	820	1.57	24645	47.27
493	896	1.72	25541	48.99
498	1119	2.15	26660	51.14
504	1218	2.34	27878	53.48
509	1363	2.61	29241	56.09
515	1570	3.01	30811	59.10
522	1781	3.42	32592	62.52
529	2005	3.85	34597	66.36
537	2177	4.18	36774	70.54
547	2373	4.55	39147	75.09
558	2473	4.74	41620	79.84
571	2712	5.20	44332	85.04
589	2499	4.79	46831	89.83
612	2165	4.15	48996	93.98
645	1679	3.22	50675	97.21
696	1010	1.94	51685	99.14
710	447	0.86	52132	100.00

**CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span 3-5  
Scale Score Frequency Distribution**

***Reading***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	12046	23.11	12046	23.11
375	1046	2.01	13092	25.11
398	1327	2.55	14419	27.66
413	1539	2.95	15958	30.61
424	1637	3.14	17595	33.75
433	1533	2.94	19128	36.69
441	1455	2.79	20583	39.48
448	1301	2.50	21884	41.98
454	1212	2.32	23096	44.30
460	1132	2.17	24228	46.47
466	1064	2.04	25292	48.52
471	1096	2.10	26388	50.62
476	1071	2.05	27459	52.67
481	1104	2.12	28563	54.79
486	1159	2.22	29722	57.01
491	1224	2.35	30946	59.36
496	1251	2.40	32197	61.76
501	1269	2.43	33466	64.19
506	1353	2.60	34819	66.79
511	1507	2.89	36326	69.68
517	1558	2.99	37884	72.67
523	1687	3.24	39571	75.91
529	1704	3.27	41275	79.17
536	1833	3.52	43108	82.69
545	1812	3.48	44920	86.17
554	1768	3.39	46688	89.56
567	1777	3.41	48465	92.97

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
584	1600	3.07	50065	96.04
615	1313	2.52	51378	98.55
640	754	1.45	52132	100.00

**CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span 3-5  
Scale Score Frequency Distribution**

***Writing***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
280	11899	22.82	11899	22.82
317	788	1.51	12687	24.34
351	841	1.61	13528	25.95
372	840	1.61	14368	27.56
388	733	1.41	15101	28.97
402	780	1.50	15881	30.46
414	735	1.41	16616	31.87
424	812	1.56	17428	33.43
433	972	1.86	18400	35.30
441	927	1.78	19327	37.07
448	918	1.76	20245	38.83
455	887	1.70	21132	40.54
462	881	1.69	22013	42.23
468	896	1.72	22909	43.94
474	938	1.80	23847	45.74
480	1048	2.01	24895	47.75
486	1117	2.14	26012	49.90
492	1233	2.37	27245	52.26
499	1451	2.78	28696	55.04
505	1552	2.98	30248	58.02
513	1871	3.59	32119	61.61
520	2149	4.12	34268	65.73
528	2416	4.63	36684	70.37
537	2711	5.20	39395	75.57
547	2805	5.38	42200	80.95
558	2759	5.29	44959	86.24
571	2499	4.79	47458	91.03

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
587	2094	4.02	49552	95.05
608	1513	2.90	51065	97.95
640	824	1.58	51889	99.53
690	243	0.47	52132	100.00

**CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span 3-5  
Scale Score Frequency Distribution**

**Overall\***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
265	9125	17.50	9125	17.50
273	67	0.13	9192	17.63
274	34	0.07	9226	17.70
279	70	0.13	9296	17.83
282	41	0.08	9337	17.91
283	63	0.12	9400	18.03
286	50	0.10	9450	18.13
288	102	0.20	9552	18.32
290	23	0.04	9575	18.37
291	23	0.04	9598	18.41
292	55	0.11	9653	18.52
293	12	0.02	9665	18.54
295	267	0.51	9932	19.05
296	21	0.04	9953	19.09
297	45	0.09	9998	19.18
298	8	0.02	10006	19.19
299	8	0.02	10014	19.21
300	8	0.02	10022	19.22
301	37	0.07	10059	19.30
302	29	0.06	10088	19.35
303	50	0.10	10138	19.45
304	46	0.09	10184	19.54
305	4	0.01	10188	19.54
306	56	0.11	10244	19.65
307	12	0.02	10256	19.67
308	12	0.02	10268	19.70
309	55	0.11	10323	19.80

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
310	33	0.06	10356	19.86
311	18	0.03	10374	19.90
312	222	0.43	10596	20.33
313	86	0.16	10682	20.49
314	3	0.01	10685	20.50
315	15	0.03	10700	20.52
316	42	0.08	10742	20.61
317	11	0.02	10753	20.63
318	50	0.10	10803	20.72
319	27	0.05	10830	20.77
320	23	0.04	10853	20.82
321	67	0.13	10920	20.95
322	203	0.39	11123	21.34
323	12	0.02	11135	21.36
324	7	0.01	11142	21.37
325	29	0.06	11171	21.43
326	26	0.05	11197	21.48
327	55	0.11	11252	21.58
328	13	0.02	11265	21.61
329	139	0.27	11404	21.88
330	74	0.14	11478	22.02
331	65	0.12	11543	22.14
332	18	0.03	11561	22.18
333	39	0.07	11600	22.25
334	5	0.01	11605	22.26
335	167	0.32	11772	22.58
336	36	0.07	11808	22.65
337	50	0.10	11858	22.75
338	34	0.07	11892	22.81
339	57	0.11	11949	22.92

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	159	0.30	12108	23.23
341	19	0.04	12127	23.26
342	19	0.04	12146	23.30
343	77	0.15	12223	23.45
344	144	0.28	12367	23.72
345	52	0.10	12419	23.82
346	29	0.06	12448	23.88
347	59	0.11	12507	23.99
348	83	0.16	12590	24.15
349	70	0.13	12660	24.28
350	55	0.11	12715	24.39
351	57	0.11	12772	24.50
352	54	0.10	12826	24.60
353	60	0.12	12886	24.72
354	86	0.16	12972	24.88
355	24	0.05	12996	24.93
356	60	0.12	13056	25.04
357	92	0.18	13148	25.22
358	88	0.17	13236	25.39
359	16	0.03	13252	25.42
360	116	0.22	13368	25.64
361	76	0.15	13444	25.79
362	73	0.14	13517	25.93
363	92	0.18	13609	26.10
364	40	0.08	13649	26.18
365	66	0.13	13715	26.31
366	85	0.16	13800	26.47
367	88	0.17	13888	26.64
368	72	0.14	13960	26.78
369	45	0.09	14005	26.86

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
370	63	0.12	14068	26.99
371	123	0.24	14191	27.22
372	53	0.10	14244	27.32
373	60	0.12	14304	27.44
374	89	0.17	14393	27.61
375	55	0.11	14448	27.71
376	75	0.14	14523	27.86
377	66	0.13	14589	27.98
378	81	0.16	14670	28.14
379	63	0.12	14733	28.26
380	47	0.09	14780	28.35
381	102	0.20	14882	28.55
382	38	0.07	14920	28.62
383	87	0.17	15007	28.79
384	58	0.11	15065	28.90
385	68	0.13	15133	29.03
386	74	0.14	15207	29.17
387	53	0.10	15260	29.27
388	87	0.17	15347	29.44
389	52	0.10	15399	29.54
390	63	0.12	15462	29.66
391	47	0.09	15509	29.75
392	83	0.16	15592	29.91
393	65	0.12	15657	30.03
394	61	0.12	15718	30.15
395	52	0.10	15770	30.25
396	89	0.17	15859	30.42
397	34	0.07	15893	30.49
398	74	0.14	15967	30.63
399	73	0.14	16040	30.77

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
400	59	0.11	16099	30.88
401	70	0.13	16169	31.02
402	73	0.14	16242	31.16
403	88	0.17	16330	31.32
404	59	0.11	16389	31.44
405	66	0.13	16455	31.56
406	47	0.09	16502	31.65
407	68	0.13	16570	31.78
408	48	0.09	16618	31.88
409	72	0.14	16690	32.01
410	60	0.12	16750	32.13
411	90	0.17	16840	32.30
412	70	0.13	16910	32.44
413	56	0.11	16966	32.54
414	86	0.16	17052	32.71
415	62	0.12	17114	32.83
416	89	0.17	17203	33.00
417	63	0.12	17266	33.12
418	76	0.15	17342	33.27
419	75	0.14	17417	33.41
420	56	0.11	17473	33.52
421	83	0.16	17556	33.68
422	73	0.14	17629	33.82
423	84	0.16	17713	33.98
424	60	0.12	17773	34.09
425	71	0.14	17844	34.23
426	68	0.13	17912	34.36
427	67	0.13	17979	34.49
428	76	0.15	18055	34.63
429	80	0.15	18135	34.79

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
430	78	0.15	18213	34.94
431	71	0.14	18284	35.07
432	85	0.16	18369	35.24
433	68	0.13	18437	35.37
434	74	0.14	18511	35.51
435	63	0.12	18574	35.63
436	75	0.14	18649	35.77
437	103	0.20	18752	35.97
438	66	0.13	18818	36.10
439	90	0.17	18908	36.27
440	86	0.16	18994	36.43
441	82	0.16	19076	36.59
442	84	0.16	19160	36.75
443	106	0.20	19266	36.96
444	111	0.21	19377	37.17
445	95	0.18	19472	37.35
446	107	0.21	19579	37.56
447	110	0.21	19689	37.77
448	116	0.22	19805	37.99
449	97	0.19	19902	38.18
450	96	0.18	19998	38.36
451	107	0.21	20105	38.57
452	99	0.19	20204	38.76
453	146	0.28	20350	39.04
454	114	0.22	20464	39.25
455	122	0.23	20586	39.49
456	115	0.22	20701	39.71
457	120	0.23	20821	39.94
458	120	0.23	20941	40.17
459	102	0.20	21043	40.36

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
460	136	0.26	21179	40.63
461	131	0.25	21310	40.88
462	139	0.27	21449	41.14
463	155	0.30	21604	41.44
464	132	0.25	21736	41.69
465	118	0.23	21854	41.92
466	129	0.25	21983	42.17
467	149	0.29	22132	42.45
468	143	0.27	22275	42.73
469	147	0.28	22422	43.01
470	136	0.26	22558	43.27
471	141	0.27	22699	43.54
472	146	0.28	22845	43.82
473	151	0.29	22996	44.11
474	160	0.31	23156	44.42
475	164	0.31	23320	44.73
476	181	0.35	23501	45.08
477	166	0.32	23667	45.40
478	121	0.23	23788	45.63
479	160	0.31	23948	45.94
480	171	0.33	24119	46.27
481	173	0.33	24292	46.60
482	172	0.33	24464	46.93
483	182	0.35	24646	47.28
484	213	0.41	24859	47.68
485	185	0.35	25044	48.04
486	192	0.37	25236	48.41
487	178	0.34	25414	48.75
488	218	0.42	25632	49.17
489	207	0.40	25839	49.56

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
490	216	0.41	26055	49.98
491	228	0.44	26283	50.42
492	197	0.38	26480	50.79
493	205	0.39	26685	51.19
494	220	0.42	26905	51.61
495	202	0.39	27107	52.00
496	222	0.43	27329	52.42
497	242	0.46	27571	52.89
498	198	0.38	27769	53.27
499	250	0.48	28019	53.75
500	247	0.47	28266	54.22
501	246	0.47	28512	54.69
502	224	0.43	28736	55.12
503	249	0.48	28985	55.60
504	224	0.43	29209	56.03
505	222	0.43	29431	56.45
506	266	0.51	29697	56.97
507	244	0.47	29941	57.43
508	249	0.48	30190	57.91
509	246	0.47	30436	58.38
510	214	0.41	30650	58.79
511	287	0.55	30937	59.34
512	260	0.50	31197	59.84
513	239	0.46	31436	60.30
514	253	0.49	31689	60.79
515	279	0.54	31968	61.32
516	248	0.48	32216	61.80
517	259	0.50	32475	62.29
518	300	0.58	32775	62.87
519	246	0.47	33021	63.34

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
520	285	0.55	33306	63.89
521	242	0.46	33548	64.35
522	252	0.48	33800	64.84
523	277	0.53	34077	65.37
524	251	0.48	34328	65.85
525	317	0.61	34645	66.46
526	226	0.43	34871	66.89
527	279	0.54	35150	67.42
528	309	0.59	35459	68.02
529	329	0.63	35788	68.65
530	273	0.52	36061	69.17
531	291	0.56	36352	69.73
532	285	0.55	36637	70.28
533	257	0.49	36894	70.77
534	293	0.56	37187	71.33
535	272	0.52	37459	71.85
536	299	0.57	37758	72.43
537	277	0.53	38035	72.96
538	223	0.43	38258	73.39
539	273	0.52	38531	73.91
540	240	0.46	38771	74.37
541	280	0.54	39051	74.91
542	270	0.52	39321	75.43
543	229	0.44	39550	75.87
544	234	0.45	39784	76.31
545	282	0.54	40066	76.85
546	233	0.45	40299	77.30
547	285	0.55	40584	77.85
548	201	0.39	40785	78.23
549	352	0.68	41137	78.91

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
550	199	0.38	41336	79.29
551	214	0.41	41550	79.70
552	238	0.46	41788	80.16
553	199	0.38	41987	80.54
554	267	0.51	42254	81.05
555	199	0.38	42453	81.43
556	229	0.44	42682	81.87
557	233	0.45	42915	82.32
558	230	0.44	43145	82.76
559	215	0.41	43360	83.17
560	235	0.45	43595	83.62
561	186	0.36	43781	83.98
562	193	0.37	43974	84.35
563	206	0.40	44180	84.75
564	188	0.36	44368	85.11
565	169	0.32	44537	85.43
566	224	0.43	44761	85.86
567	176	0.34	44937	86.20
568	189	0.36	45126	86.56
569	123	0.24	45249	86.80
570	178	0.34	45427	87.14
571	142	0.27	45569	87.41
572	162	0.31	45731	87.72
573	169	0.32	45900	88.05
574	194	0.37	46094	88.42
575	149	0.29	46243	88.70
576	147	0.28	46390	88.99
577	116	0.22	46506	89.21
578	139	0.27	46645	89.47
579	262	0.50	46907	89.98

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
580	94	0.18	47001	90.16
581	135	0.26	47136	90.42
582	110	0.21	47246	90.63
583	147	0.28	47393	90.91
584	110	0.21	47503	91.12
585	106	0.20	47609	91.32
586	101	0.19	47710	91.52
587	183	0.35	47893	91.87
588	94	0.18	47987	92.05
589	52	0.10	48039	92.15
590	97	0.19	48136	92.33
591	191	0.37	48327	92.70
592	83	0.16	48410	92.86
593	57	0.11	48467	92.97
594	147	0.28	48614	93.25
595	82	0.16	48696	93.41
596	115	0.22	48811	93.63
597	61	0.12	48872	93.75
598	102	0.20	48974	93.94
599	109	0.21	49083	94.15
600	95	0.18	49178	94.33
601	71	0.14	49249	94.47
602	55	0.11	49304	94.58
603	92	0.18	49396	94.75
604	75	0.14	49471	94.90
605	60	0.12	49531	95.01
606	69	0.13	49600	95.14
607	77	0.15	49677	95.29
608	78	0.15	49755	95.44
609	1	0.00	49756	95.44

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
610	47	0.09	49803	95.53
611	127	0.24	49930	95.78
612	66	0.13	49996	95.90
613	47	0.09	50043	95.99
614	31	0.06	50074	96.05
615	89	0.17	50163	96.22
616	56	0.11	50219	96.33
617	16	0.03	50235	96.36
618	79	0.15	50314	96.51
619	69	0.13	50383	96.65
620	73	0.14	50456	96.79
621	34	0.07	50490	96.85
622	14	0.03	50504	96.88
623	95	0.18	50599	97.06
624	42	0.08	50641	97.14
625	33	0.06	50674	97.20
626	51	0.10	50725	97.30
627	21	0.04	50746	97.34
628	99	0.19	50845	97.53
629	68	0.13	50913	97.66
630	23	0.04	50936	97.71
631	21	0.04	50957	97.75
632	36	0.07	50993	97.82
633	44	0.08	51037	97.90
634	39	0.07	51076	97.97
635	5	0.01	51081	97.98
636	126	0.24	51207	98.23
637	4	0.01	51211	98.23
638	33	0.06	51244	98.30
639	10	0.02	51254	98.32

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
640	47	0.09	51301	98.41
641	48	0.09	51349	98.50
642	36	0.07	51385	98.57
643	34	0.07	51419	98.63
644	38	0.07	51457	98.71
645	4	0.01	51461	98.71
646	40	0.08	51501	98.79
647	29	0.06	51530	98.85
648	77	0.15	51607	98.99
649	13	0.02	51620	99.02
650	14	0.03	51634	99.04
651	18	0.03	51652	99.08
653	60	0.12	51712	99.19
654	45	0.09	51757	99.28
655	38	0.07	51795	99.35
656	3	0.01	51798	99.36
657	7	0.01	51805	99.37
660	66	0.13	51871	99.50
661	63	0.12	51934	99.62
662	5	0.01	51939	99.63
666	6	0.01	51945	99.64
667	24	0.05	51969	99.69
668	64	0.12	52033	99.81
669	2	0.00	52035	99.81
673	5	0.01	52040	99.82
674	8	0.02	52048	99.84
675	23	0.04	52071	99.88
680	24	0.05	52095	99.93
681	8	0.02	52103	99.94
687	29	0.06	52132	100.00



*Appendix F: Scale Score Distributions*

Note. \*Because CELDT uses the number-correct method of scoring, only certain scale scores are associated with particular raw scores. When the skill area scale scores are then combined to produce the Overall score distribution, certain scale scores will appear more often than others.

**CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span 6-8  
Scale Score Frequency Distribution**

*Listening/Speaking*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	8902	19.71	8902	19.71
273	694	1.54	9596	21.24
323	743	1.64	10339	22.89
346	819	1.81	11158	24.70
362	695	1.54	11853	26.24
373	645	1.43	12498	27.67
382	487	1.08	12985	28.74
390	442	0.98	13427	29.72
397	395	0.87	13822	30.60
404	324	0.72	14146	31.31
409	299	0.66	14445	31.98
415	286	0.63	14731	32.61
419	275	0.61	15006	33.22
424	240	0.53	15246	33.75
428	262	0.58	15508	34.33
433	252	0.56	15760	34.89
437	180	0.40	15940	35.29
441	195	0.43	16135	35.72
445	207	0.46	16342	36.18
448	236	0.52	16578	36.70
452	221	0.49	16799	37.19
456	250	0.55	17049	37.74
460	243	0.54	17292	38.28
464	281	0.62	17573	38.90
467	305	0.68	17878	39.58
471	339	0.75	18217	40.33
475	353	0.78	18570	41.11

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
480	398	0.88	18968	41.99
484	465	1.03	19433	43.02
488	513	1.14	19946	44.15
493	624	1.38	20570	45.54
498	659	1.46	21229	46.99
503	756	1.67	21985	48.67
509	938	2.08	22923	50.74
515	1051	2.33	23974	53.07
521	1278	2.83	25252	55.90
528	1544	3.42	26796	59.32
537	1803	3.99	28599	63.31
546	2133	4.72	30732	68.03
557	2423	5.36	33155	73.39
571	2795	6.19	35950	79.58
589	2959	6.55	38909	86.13
614	2831	6.27	41740	92.40
655	2289	5.07	44029	97.47
710	1145	2.53	45174	100.00

**CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span 6-8  
Scale Score Frequency Distribution**

***Reading***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	9631	21.32	9631	21.32
373	783	1.73	10414	23.05
430	1003	2.22	11417	25.27
448	1204	2.67	12621	27.94
459	1365	3.02	13986	30.96
467	1311	2.90	15297	33.86
475	1231	2.73	16528	36.59
481	1181	2.61	17709	39.20
487	1053	2.33	18762	41.53
492	1026	2.27	19788	43.80
498	1027	2.27	20815	46.08
503	938	2.08	21753	48.15
507	1004	2.22	22757	50.38
512	965	2.14	23722	52.51
516	1040	2.30	24762	54.81
520	994	2.20	25756	57.02
525	1081	2.39	26837	59.41
529	1156	2.56	27993	61.97
534	1195	2.65	29188	64.61
538	1179	2.61	30367	67.22
543	1324	2.93	31691	70.15
548	1347	2.98	33038	73.13
554	1494	3.31	34532	76.44
560	1456	3.22	35988	79.67
567	1628	3.60	37616	83.27
576	1763	3.90	39379	87.17
586	1560	3.45	40939	90.63

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
601	1580	3.50	42519	94.12
625	1582	3.50	44101	97.62
650	1073	2.38	45174	100.00

**CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span 6-8  
Scale Score Frequency Distribution**

***Writing***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
280	8977	19.87	8977	19.87
311	501	1.11	9478	20.98
353	521	1.15	9999	22.13
376	617	1.37	10616	23.50
393	648	1.43	11264	24.93
408	729	1.61	11993	26.55
420	763	1.69	12756	28.24
430	771	1.71	13527	29.94
439	724	1.60	14251	31.55
447	764	1.69	15015	33.24
454	666	1.47	15681	34.71
461	679	1.50	16360	36.22
467	638	1.41	16998	37.63
472	639	1.41	17637	39.04
477	634	1.40	18271	40.45
483	657	1.45	18928	41.90
488	680	1.51	19608	43.41
493	725	1.60	20333	45.01
498	755	1.67	21088	46.68
503	918	2.03	22006	48.71
509	1086	2.40	23092	51.12
516	1341	2.97	24433	54.09
522	1554	3.44	25987	57.53
530	1837	4.07	27824	61.59
538	2246	4.97	30070	66.56
548	2510	5.56	32580	72.12
559	2858	6.33	35438	78.45

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
572	2893	6.40	38331	84.85
588	2763	6.12	41094	90.97
612	2270	5.03	43364	95.99
656	1431	3.17	44795	99.16
700	379	0.84	45174	100.00

**CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span 6-8  
Scale Score Frequency Distribution**

**Overall\***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
265	7696	17.04	7696	17.04
272	55	0.12	7751	17.16
273	19	0.04	7770	17.20
281	15	0.03	7785	17.23
283	55	0.12	7840	17.36
287	18	0.04	7858	17.39
289	45	0.10	7903	17.49
291	120	0.27	8023	17.76
292	26	0.06	8049	17.82
293	37	0.08	8086	17.90
294	17	0.04	8103	17.94
295	15	0.03	8118	17.97
296	25	0.06	8143	18.03
297	39	0.09	8182	18.11
298	11	0.02	8193	18.14
299	38	0.08	8231	18.22
300	34	0.08	8265	18.30
301	23	0.05	8288	18.35
302	36	0.08	8324	18.43
303	8	0.02	8332	18.44
304	29	0.06	8361	18.51
305	22	0.05	8383	18.56
306	13	0.03	8396	18.59
307	6	0.01	8402	18.60
308	21	0.05	8423	18.65
309	27	0.06	8450	18.71
310	24	0.05	8474	18.76

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
311	24	0.05	8498	18.81
312	3	0.01	8501	18.82
313	20	0.04	8521	18.86
314	15	0.03	8536	18.90
315	44	0.10	8580	18.99
316	116	0.26	8696	19.25
317	7	0.02	8703	19.27
318	35	0.08	8738	19.34
319	22	0.05	8760	19.39
320	32	0.07	8792	19.46
321	18	0.04	8810	19.50
322	32	0.07	8842	19.57
323	34	0.08	8876	19.65
324	48	0.11	8924	19.75
325	38	0.08	8962	19.84
326	40	0.09	9002	19.93
327	30	0.07	9032	19.99
328	139	0.31	9171	20.30
329	47	0.10	9218	20.41
330	17	0.04	9235	20.44
331	49	0.11	9284	20.55
332	17	0.04	9301	20.59
333	25	0.06	9326	20.64
334	36	0.08	9362	20.72
335	26	0.06	9388	20.78
336	108	0.24	9496	21.02
337	11	0.02	9507	21.05
338	30	0.07	9537	21.11
339	30	0.07	9567	21.18
340	24	0.05	9591	21.23

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
341	67	0.15	9658	21.38
342	31	0.07	9689	21.45
343	30	0.07	9719	21.51
344	35	0.08	9754	21.59
345	25	0.06	9779	21.65
346	104	0.23	9883	21.88
347	7	0.02	9890	21.89
348	24	0.05	9914	21.95
349	36	0.08	9950	22.03
350	63	0.14	10013	22.17
351	34	0.08	10047	22.24
352	14	0.03	10061	22.27
353	83	0.18	10144	22.46
354	44	0.10	10188	22.55
355	24	0.05	10212	22.61
356	48	0.11	10260	22.71
357	48	0.11	10308	22.82
358	43	0.10	10351	22.91
359	54	0.12	10405	23.03
360	43	0.10	10448	23.13
361	27	0.06	10475	23.19
362	41	0.09	10516	23.28
363	45	0.10	10561	23.38
364	66	0.15	10627	23.52
365	54	0.12	10681	23.64
366	22	0.05	10703	23.69
367	56	0.12	10759	23.82
368	66	0.15	10825	23.96
369	35	0.08	10860	24.04
370	26	0.06	10886	24.10

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
371	60	0.13	10946	24.23
372	33	0.07	10979	24.30
373	58	0.13	11037	24.43
374	46	0.10	11083	24.53
375	41	0.09	11124	24.62
376	56	0.12	11180	24.75
377	23	0.05	11203	24.80
378	90	0.20	11293	25.00
379	54	0.12	11347	25.12
380	28	0.06	11375	25.18
381	74	0.16	11449	25.34
382	57	0.13	11506	25.47
383	66	0.15	11572	25.62
384	37	0.08	11609	25.70
385	79	0.17	11688	25.87
386	54	0.12	11742	25.99
387	59	0.13	11801	26.12
388	68	0.15	11869	26.27
389	59	0.13	11928	26.40
390	63	0.14	11991	26.54
391	84	0.19	12075	26.73
392	61	0.14	12136	26.87
393	48	0.11	12184	26.97
394	40	0.09	12224	27.06
395	83	0.18	12307	27.24
396	66	0.15	12373	27.39
397	60	0.13	12433	27.52
398	57	0.13	12490	27.65
399	83	0.18	12573	27.83
400	78	0.17	12651	28.01

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
401	46	0.10	12697	28.11
402	34	0.08	12731	28.18
403	89	0.20	12820	28.38
404	41	0.09	12861	28.47
405	74	0.16	12935	28.63
406	71	0.16	13006	28.79
407	60	0.13	13066	28.92
408	69	0.15	13135	29.08
409	50	0.11	13185	29.19
410	61	0.14	13246	29.32
411	63	0.14	13309	29.46
412	45	0.10	13354	29.56
413	54	0.12	13408	29.68
414	62	0.14	13470	29.82
415	79	0.17	13549	29.99
416	53	0.12	13602	30.11
417	80	0.18	13682	30.29
418	61	0.14	13743	30.42
419	53	0.12	13796	30.54
420	68	0.15	13864	30.69
421	64	0.14	13928	30.83
422	66	0.15	13994	30.98
423	70	0.15	14064	31.13
424	65	0.14	14129	31.28
425	55	0.12	14184	31.40
426	73	0.16	14257	31.56
427	62	0.14	14319	31.70
428	67	0.15	14386	31.85
429	72	0.16	14458	32.01
430	70	0.15	14528	32.16

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
431	70	0.15	14598	32.32
432	67	0.15	14665	32.46
433	73	0.16	14738	32.62
434	73	0.16	14811	32.79
435	53	0.12	14864	32.90
436	75	0.17	14939	33.07
437	56	0.12	14995	33.19
438	68	0.15	15063	33.34
439	62	0.14	15125	33.48
440	85	0.19	15210	33.67
441	66	0.15	15276	33.82
442	70	0.15	15346	33.97
443	69	0.15	15415	34.12
444	53	0.12	15468	34.24
445	77	0.17	15545	34.41
446	60	0.13	15605	34.54
447	64	0.14	15669	34.69
448	81	0.18	15750	34.87
449	69	0.15	15819	35.02
450	81	0.18	15900	35.20
451	51	0.11	15951	35.31
452	90	0.20	16041	35.51
453	70	0.15	16111	35.66
454	84	0.19	16195	35.85
455	60	0.13	16255	35.98
456	90	0.20	16345	36.18
457	64	0.14	16409	36.32
458	66	0.15	16475	36.47
459	63	0.14	16538	36.61
460	90	0.20	16628	36.81

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
461	74	0.16	16702	36.97
462	79	0.17	16781	37.15
463	75	0.17	16856	37.31
464	82	0.18	16938	37.50
465	87	0.19	17025	37.69
466	81	0.18	17106	37.87
467	93	0.21	17199	38.07
468	92	0.20	17291	38.28
469	86	0.19	17377	38.47
470	80	0.18	17457	38.64
471	100	0.22	17557	38.87
472	75	0.17	17632	39.03
473	73	0.16	17705	39.19
474	94	0.21	17799	39.40
475	104	0.23	17903	39.63
476	102	0.23	18005	39.86
477	107	0.24	18112	40.09
478	103	0.23	18215	40.32
479	111	0.25	18326	40.57
480	101	0.22	18427	40.79
481	96	0.21	18523	41.00
482	89	0.20	18612	41.20
483	108	0.24	18720	41.44
484	100	0.22	18820	41.66
485	130	0.29	18950	41.95
486	118	0.26	19068	42.21
487	117	0.26	19185	42.47
488	102	0.23	19287	42.69
489	110	0.24	19397	42.94
490	109	0.24	19506	43.18

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
491	126	0.28	19632	43.46
492	137	0.30	19769	43.76
493	103	0.23	19872	43.99
494	131	0.29	20003	44.28
495	150	0.33	20153	44.61
496	133	0.29	20286	44.91
497	124	0.27	20410	45.18
498	127	0.28	20537	45.46
499	133	0.29	20670	45.76
500	141	0.31	20811	46.07
501	133	0.29	20944	46.36
502	187	0.41	21131	46.78
503	169	0.37	21300	47.15
504	136	0.30	21436	47.45
505	155	0.34	21591	47.80
506	183	0.41	21774	48.20
507	152	0.34	21926	48.54
508	180	0.40	22106	48.94
509	206	0.46	22312	49.39
510	165	0.37	22477	49.76
511	177	0.39	22654	50.15
512	150	0.33	22804	50.48
513	184	0.41	22988	50.89
514	192	0.43	23180	51.31
515	176	0.39	23356	51.70
516	185	0.41	23541	52.11
517	203	0.45	23744	52.56
518	195	0.43	23939	52.99
519	182	0.40	24121	53.40
520	203	0.45	24324	53.85

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
521	202	0.45	24526	54.29
522	194	0.43	24720	54.72
523	236	0.52	24956	55.24
524	209	0.46	25165	55.71
525	181	0.40	25346	56.11
526	187	0.41	25533	56.52
527	201	0.44	25734	56.97
528	225	0.50	25959	57.46
529	195	0.43	26154	57.90
530	219	0.48	26373	58.38
531	228	0.50	26601	58.89
532	233	0.52	26834	59.40
533	259	0.57	27093	59.97
534	244	0.54	27337	60.51
535	222	0.49	27559	61.01
536	209	0.46	27768	61.47
537	225	0.50	27993	61.97
538	177	0.39	28170	62.36
539	242	0.54	28412	62.89
540	215	0.48	28627	63.37
541	258	0.57	28885	63.94
542	284	0.63	29169	64.57
543	211	0.47	29380	65.04
544	254	0.56	29634	65.60
545	264	0.58	29898	66.18
546	223	0.49	30121	66.68
547	263	0.58	30384	67.26
548	232	0.51	30616	67.77
549	220	0.49	30836	68.26
550	237	0.52	31073	68.79

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
551	275	0.61	31348	69.39
552	186	0.41	31534	69.81
553	198	0.44	31732	70.24
554	271	0.60	32003	70.84
555	205	0.45	32208	71.30
556	203	0.45	32411	71.75
557	266	0.59	32677	72.34
558	247	0.55	32924	72.88
559	176	0.39	33100	73.27
560	217	0.48	33317	73.75
561	232	0.51	33549	74.27
562	237	0.52	33786	74.79
563	206	0.46	33992	75.25
564	222	0.49	34214	75.74
565	223	0.49	34437	76.23
566	183	0.41	34620	76.64
567	253	0.56	34873	77.20
568	220	0.49	35093	77.68
569	206	0.46	35299	78.14
570	213	0.47	35512	78.61
571	256	0.57	35768	79.18
572	238	0.53	36006	79.71
573	159	0.35	36165	80.06
574	170	0.38	36335	80.43
575	230	0.51	36565	80.94
576	218	0.48	36783	81.43
577	130	0.29	36913	81.71
578	291	0.64	37204	82.36
579	171	0.38	37375	82.74
580	136	0.30	37511	83.04

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
581	255	0.56	37766	83.60
582	163	0.36	37929	83.96
583	143	0.32	38072	84.28
584	209	0.46	38281	84.74
585	211	0.47	38492	85.21
586	87	0.19	38579	85.40
587	167	0.37	38746	85.77
588	274	0.61	39020	86.38
589	85	0.19	39105	86.57
590	142	0.31	39247	86.88
591	215	0.48	39462	87.36
592	63	0.14	39525	87.50
593	116	0.26	39641	87.75
594	201	0.44	39842	88.20
595	110	0.24	39952	88.44
596	81	0.18	40033	88.62
597	178	0.39	40211	89.01
598	140	0.31	40351	89.32
599	75	0.17	40426	89.49
600	208	0.46	40634	89.95
601	75	0.17	40709	90.12
602	43	0.10	40752	90.21
603	127	0.28	40879	90.49
604	194	0.43	41073	90.92
605	97	0.21	41170	91.14
606	167	0.37	41337	91.51
607	49	0.11	41386	91.61
608	75	0.17	41461	91.78
609	89	0.20	41550	91.98
610	198	0.44	41748	92.42

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
611	61	0.14	41809	92.55
612	117	0.26	41926	92.81
613	56	0.12	41982	92.93
614	124	0.27	42106	93.21
615	30	0.07	42136	93.27
616	174	0.39	42310	93.66
617	111	0.25	42421	93.91
618	56	0.12	42477	94.03
619	31	0.07	42508	94.10
620	83	0.18	42591	94.28
621	153	0.34	42744	94.62
622	92	0.20	42836	94.82
623	40	0.09	42876	94.91
624	123	0.27	42999	95.19
625	17	0.04	43016	95.22
626	54	0.12	43070	95.34
627	122	0.27	43192	95.61
628	11	0.02	43203	95.64
629	28	0.06	43231	95.70
630	163	0.36	43394	96.06
631	22	0.05	43416	96.11
632	32	0.07	43448	96.18
633	140	0.31	43588	96.49
634	14	0.03	43602	96.52
635	21	0.05	43623	96.57
636	118	0.26	43741	96.83
637	52	0.12	43793	96.94
638	93	0.21	43886	97.15
639	17	0.04	43903	97.19
640	3	0.01	43906	97.19

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
641	69	0.15	43975	97.35
642	37	0.08	44012	97.43
643	93	0.21	44105	97.63
644	57	0.13	44162	97.76
645	18	0.04	44180	97.80
646	30	0.07	44210	97.87
647	69	0.15	44279	98.02
648	66	0.15	44345	98.16
649	17	0.04	44362	98.20
650	1	0.00	44363	98.20
651	31	0.07	44394	98.27
652	44	0.10	44438	98.37
653	3	0.01	44441	98.38
654	142	0.31	44583	98.69
656	1	0.00	44584	98.69
657	10	0.02	44594	98.72
658	96	0.21	44690	98.93
660	23	0.05	44713	98.98
663	22	0.05	44735	99.03
664	94	0.21	44829	99.24
665	51	0.11	44880	99.35
668	1	0.00	44881	99.35
669	30	0.07	44911	99.42
670	55	0.12	44966	99.54
671	3	0.01	44969	99.55
674	1	0.00	44970	99.55
675	62	0.14	45032	99.69
676	3	0.01	45035	99.69
680	12	0.03	45047	99.72

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
681	62	0.14	45109	99.86
686	26	0.06	45135	99.91
692	39	0.09	45174	100.00

Note. \*Because CELDT uses the number-correct method of scoring, only certain scale scores are associated with particular raw scores. When the skill area scale scores are then combined to produce the Overall score distribution, certain scale scores will appear more often than others.

**CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span 9-12  
Scale Score Frequency Distribution**

*Listening/Speaking*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	9708	17.06	9708	17.06
314	620	1.09	10328	18.14
368	752	1.32	11080	19.47
389	834	1.47	11914	20.93
402	796	1.40	12710	22.33
412	670	1.18	13380	23.51
420	671	1.18	14051	24.69
427	594	1.04	14645	25.73
433	578	1.02	15223	26.74
438	532	0.93	15755	27.68
443	497	0.87	16252	28.55
447	524	0.92	16776	29.47
452	465	0.82	17241	30.29
456	527	0.93	17768	31.22
460	476	0.84	18244	32.05
463	460	0.81	18704	32.86
467	435	0.76	19139	33.62
471	428	0.75	19567	34.38
474	482	0.85	20049	35.22
477	453	0.80	20502	36.02
481	513	0.90	21015	36.92
484	487	0.86	21502	37.78
487	492	0.86	21994	38.64
490	506	0.89	22500	39.53
494	557	0.98	23057	40.51
497	651	1.14	23708	41.65
500	644	1.13	24352	42.78

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
504	680	1.19	25032	43.98
507	779	1.37	25811	45.35
511	876	1.54	26687	46.88
514	985	1.73	27672	48.61
518	1046	1.84	28718	50.45
522	1184	2.08	29902	52.53
526	1437	2.52	31339	55.06
531	1530	2.69	32869	57.74
535	1717	3.02	34586	60.76
541	1885	3.31	36471	64.07
547	2149	3.78	38620	67.85
554	2468	4.34	41088	72.18
562	2684	4.72	43772	76.90
571	2935	5.16	46707	82.06
584	2998	5.27	49705	87.32
603	2987	5.25	52692	92.57
638	2566	4.51	55258	97.08
710	1663	2.92	56921	100.00

**CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span 9-12  
Scale Score Frequency Distribution**

***Reading***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	10154	17.84	10154	17.84
372	577	1.01	10731	18.85
419	893	1.57	11624	20.42
441	1074	1.89	12698	22.31
455	1365	2.40	14063	24.71
466	1515	2.66	15578	27.37
475	1495	2.63	17073	29.99
483	1447	2.54	18520	32.54
490	1424	2.50	19944	35.04
496	1257	2.21	21201	37.25
502	1305	2.29	22506	39.54
507	1216	2.14	23722	41.68
513	1235	2.17	24957	43.84
518	1216	2.14	26173	45.98
522	1239	2.18	27412	48.16
527	1210	2.13	28622	50.28
532	1347	2.37	29969	52.65
537	1382	2.43	31351	55.08
541	1466	2.58	32817	57.65
546	1591	2.80	34408	60.45
552	1694	2.98	36102	63.42
557	1805	3.17	37907	66.60
563	2082	3.66	39989	70.25
569	2200	3.87	42189	74.12
577	2388	4.20	44577	78.31
585	2530	4.44	47107	82.76
596	2600	4.57	49707	87.33

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*Appendix F: Scale Score Distributions*

610	2591	4.55	52298	91.88
635	2576	4.53	54874	96.40
650	2047	3.60	56921	100.00

**CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span 9-12  
Scale Score Frequency Distribution**

*Writing*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
280	9534	16.75	9534	16.75
325	341	0.60	9875	17.35
359	485	0.85	10360	18.20
381	539	0.95	10899	19.15
397	570	1.00	11469	20.15
411	623	1.09	12092	21.24
422	784	1.38	12876	22.62
432	779	1.37	13655	23.99
441	793	1.39	14448	25.38
448	834	1.47	15282	26.85
455	874	1.54	16156	28.38
461	877	1.54	17033	29.92
467	875	1.54	17908	31.46
473	910	1.60	18818	33.06
478	925	1.63	19743	34.68
483	945	1.66	20688	36.35
488	952	1.67	21640	38.02
494	1077	1.89	22717	39.91
499	1127	1.98	23844	41.89
504	1238	2.17	25082	44.06
510	1426	2.51	26508	46.57
515	1590	2.79	28098	49.36
522	1887	3.32	29985	52.68
528	2252	3.96	32237	56.63
536	2873	5.05	35110	61.68
545	3330	5.85	38440	67.53
555	3886	6.83	42326	74.36

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*Appendix F: Scale Score Distributions*

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
568	4255	7.48	46581	81.83
585	4036	7.09	50617	88.93
607	3533	6.21	54150	95.13
643	2252	3.96	56402	99.09
700	519	0.91	56921	100.00

**CELDT 2005-2006 Edition (Form E) Initial Identification Grade Span 9-12  
Scale Score Frequency Distribution**

**Overall\***

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
265	8363	14.69	8363	14.69
273	22	0.04	8385	14.73
276	69	0.12	8454	14.85
284	104	0.18	8558	15.03
290	78	0.14	8636	15.17
292	10	0.02	8646	15.19
293	19	0.03	8665	15.22
294	44	0.08	8709	15.30
296	21	0.04	8730	15.34
297	49	0.09	8779	15.42
298	15	0.03	8794	15.45
300	39	0.07	8833	15.52
301	7	0.01	8840	15.53
302	10	0.02	8850	15.55
303	19	0.03	8869	15.58
304	15	0.03	8884	15.61
305	32	0.06	8916	15.66
306	1	0.00	8917	15.67
307	22	0.04	8939	15.70
308	21	0.04	8960	15.74
310	37	0.07	8997	15.81
311	16	0.03	9013	15.83
312	92	0.16	9105	16.00
313	20	0.04	9125	16.03
314	19	0.03	9144	16.06
315	30	0.05	9174	16.12
316	13	0.02	9187	16.14

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
317	14	0.02	9201	16.16
318	17	0.03	9218	16.19
319	20	0.04	9238	16.23
320	23	0.04	9261	16.27
321	10	0.02	9271	16.29
322	16	0.03	9287	16.32
323	39	0.07	9326	16.38
324	5	0.01	9331	16.39
325	31	0.05	9362	16.45
326	23	0.04	9385	16.49
327	6	0.01	9391	16.50
328	31	0.05	9422	16.55
329	22	0.04	9444	16.59
330	19	0.03	9463	16.62
331	52	0.09	9515	16.72
332	26	0.05	9541	16.76
333	10	0.02	9551	16.78
334	32	0.06	9583	16.84
335	17	0.03	9600	16.87
336	17	0.03	9617	16.90
337	23	0.04	9640	16.94
338	14	0.02	9654	16.96
339	123	0.22	9777	17.18
340	30	0.05	9807	17.23
341	24	0.04	9831	17.27
342	11	0.02	9842	17.29
343	17	0.03	9859	17.32
344	18	0.03	9877	17.35
345	15	0.03	9892	17.38
346	10	0.02	9902	17.40

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
347	34	0.06	9936	17.46
348	4	0.01	9940	17.46
349	95	0.17	10035	17.63
350	18	0.03	10053	17.66
351	13	0.02	10066	17.68
352	22	0.04	10088	17.72
353	3	0.01	10091	17.73
354	8	0.01	10099	17.74
355	13	0.02	10112	17.76
356	65	0.11	10177	17.88
357	25	0.04	10202	17.92
358	23	0.04	10225	17.96
359	4	0.01	10229	17.97
360	23	0.04	10252	18.01
361	54	0.09	10306	18.11
362	12	0.02	10318	18.13
363	9	0.02	10327	18.14
364	43	0.08	10370	18.22
365	36	0.06	10406	18.28
366	24	0.04	10430	18.32
367	30	0.05	10460	18.38
368	53	0.09	10513	18.47
369	35	0.06	10548	18.53
370	35	0.06	10583	18.59
371	44	0.08	10627	18.67
372	31	0.05	10658	18.72
373	23	0.04	10681	18.76
374	56	0.10	10737	18.86
375	34	0.06	10771	18.92
376	35	0.06	10806	18.98

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
377	19	0.03	10825	19.02
378	51	0.09	10876	19.11
379	23	0.04	10899	19.15
380	20	0.04	10919	19.18
381	50	0.09	10969	19.27
382	32	0.06	11001	19.33
383	34	0.06	11035	19.39
384	53	0.09	11088	19.48
385	42	0.07	11130	19.55
386	40	0.07	11170	19.62
387	43	0.08	11213	19.70
388	38	0.07	11251	19.77
389	42	0.07	11293	19.84
390	39	0.07	11332	19.91
391	38	0.07	11370	19.98
392	24	0.04	11394	20.02
393	79	0.14	11473	20.16
394	52	0.09	11525	20.25
395	29	0.05	11554	20.30
396	59	0.10	11613	20.40
397	46	0.08	11659	20.48
398	53	0.09	11712	20.58
399	39	0.07	11751	20.64
400	52	0.09	11803	20.74
401	46	0.08	11849	20.82
402	41	0.07	11890	20.89
403	52	0.09	11942	20.98
404	63	0.11	12005	21.09
405	47	0.08	12052	21.17
406	57	0.10	12109	21.27

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
407	55	0.10	12164	21.37
408	65	0.11	12229	21.48
409	49	0.09	12278	21.57
410	78	0.14	12356	21.71
411	48	0.08	12404	21.79
412	69	0.12	12473	21.91
413	88	0.15	12561	22.07
414	67	0.12	12628	22.19
415	48	0.08	12676	22.27
416	132	0.23	12808	22.50
417	50	0.09	12858	22.59
418	64	0.11	12922	22.70
419	77	0.14	12999	22.84
420	79	0.14	13078	22.98
421	76	0.13	13154	23.11
422	100	0.18	13254	23.28
423	83	0.15	13337	23.43
424	66	0.12	13403	23.55
425	108	0.19	13511	23.74
426	95	0.17	13606	23.90
427	86	0.15	13692	24.05
428	59	0.10	13751	24.16
429	78	0.14	13829	24.30
430	122	0.21	13951	24.51
431	88	0.15	14039	24.66
432	97	0.17	14136	24.83
433	54	0.09	14190	24.93
434	93	0.16	14283	25.09
435	106	0.19	14389	25.28
436	78	0.14	14467	25.42

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
437	91	0.16	14558	25.58
438	113	0.20	14671	25.77
439	80	0.14	14751	25.91
440	119	0.21	14870	26.12
441	75	0.13	14945	26.26
442	121	0.21	15066	26.47
443	96	0.17	15162	26.64
444	90	0.16	15252	26.80
445	106	0.19	15358	26.98
446	100	0.18	15458	27.16
447	111	0.20	15569	27.35
448	84	0.15	15653	27.50
449	112	0.20	15765	27.70
450	121	0.21	15886	27.91
451	90	0.16	15976	28.07
452	131	0.23	16107	28.30
453	105	0.18	16212	28.48
454	118	0.21	16330	28.69
455	104	0.18	16434	28.87
456	120	0.21	16554	29.08
457	99	0.17	16653	29.26
458	125	0.22	16778	29.48
459	112	0.20	16890	29.67
460	123	0.22	17013	29.89
461	128	0.22	17141	30.11
462	149	0.26	17290	30.38
463	105	0.18	17395	30.56
464	118	0.21	17513	30.77
465	137	0.24	17650	31.01
466	112	0.20	17762	31.20

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
467	143	0.25	17905	31.46
468	131	0.23	18036	31.69
469	119	0.21	18155	31.90
470	154	0.27	18309	32.17
471	139	0.24	18448	32.41
472	140	0.25	18588	32.66
473	130	0.23	18718	32.88
474	156	0.27	18874	33.16
475	135	0.24	19009	33.40
476	174	0.31	19183	33.70
477	175	0.31	19358	34.01
478	103	0.18	19461	34.19
479	188	0.33	19649	34.52
480	164	0.29	19813	34.81
481	132	0.23	19945	35.04
482	161	0.28	20106	35.32
483	157	0.28	20263	35.60
484	187	0.33	20450	35.93
485	157	0.28	20607	36.20
486	159	0.28	20766	36.48
487	187	0.33	20953	36.81
488	153	0.27	21106	37.08
489	177	0.31	21283	37.39
490	144	0.25	21427	37.64
491	163	0.29	21590	37.93
492	198	0.35	21788	38.28
493	189	0.33	21977	38.61
494	175	0.31	22152	38.92
495	154	0.27	22306	39.19
496	191	0.34	22497	39.52

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
497	184	0.32	22681	39.85
498	203	0.36	22884	40.20
499	187	0.33	23071	40.53
500	204	0.36	23275	40.89
501	198	0.35	23473	41.24
502	205	0.36	23678	41.60
503	192	0.34	23870	41.94
504	206	0.36	24076	42.30
505	232	0.41	24308	42.70
506	177	0.31	24485	43.02
507	213	0.37	24698	43.39
508	191	0.34	24889	43.73
509	235	0.41	25124	44.14
510	235	0.41	25359	44.55
511	213	0.37	25572	44.93
512	250	0.44	25822	45.36
513	223	0.39	26045	45.76
514	219	0.38	26264	46.14
515	240	0.42	26504	46.56
516	222	0.39	26726	46.95
517	277	0.49	27003	47.44
518	255	0.45	27258	47.89
519	272	0.48	27530	48.37
520	278	0.49	27808	48.85
521	270	0.47	28078	49.33
522	280	0.49	28358	49.82
523	252	0.44	28610	50.26
524	298	0.52	28908	50.79
525	273	0.48	29181	51.27
526	280	0.49	29461	51.76

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
527	251	0.44	29712	52.20
528	296	0.52	30008	52.72
529	305	0.54	30313	53.25
530	272	0.48	30585	53.73
531	308	0.54	30893	54.27
532	308	0.54	31201	54.81
533	253	0.44	31454	55.26
534	319	0.56	31773	55.82
535	311	0.55	32084	56.37
536	320	0.56	32404	56.93
537	316	0.56	32720	57.48
538	331	0.58	33051	58.06
539	346	0.61	33397	58.67
540	299	0.53	33696	59.20
541	358	0.63	34054	59.83
542	347	0.61	34401	60.44
543	295	0.52	34696	60.95
544	373	0.66	35069	61.61
545	345	0.61	35414	62.22
546	346	0.61	35760	62.82
547	303	0.53	36063	63.36
548	375	0.66	36438	64.02
549	344	0.60	36782	64.62
550	392	0.69	37174	65.31
551	392	0.69	37566	66.00
552	260	0.46	37826	66.45
553	431	0.76	38257	67.21
554	330	0.58	38587	67.79
555	323	0.57	38910	68.36
556	381	0.67	39291	69.03

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
557	312	0.55	39603	69.58
558	402	0.71	40005	70.28
559	329	0.58	40334	70.86
560	279	0.49	40613	71.35
561	387	0.68	41000	72.03
562	297	0.52	41297	72.55
563	337	0.59	41634	73.14
564	358	0.63	41992	73.77
565	328	0.58	42320	74.35
566	379	0.67	42699	75.01
567	207	0.36	42906	75.38
568	509	0.89	43415	76.27
569	332	0.58	43747	76.86
570	235	0.41	43982	77.27
571	322	0.57	44304	77.83
572	352	0.62	44656	78.45
573	319	0.56	44975	79.01
574	284	0.50	45259	79.51
575	286	0.50	45545	80.01
576	324	0.57	45869	80.58
577	258	0.45	46127	81.04
578	273	0.48	46400	81.52
579	233	0.41	46633	81.93
580	321	0.56	46954	82.49
581	273	0.48	47227	82.97
582	217	0.38	47444	83.35
583	231	0.41	47675	83.76
584	330	0.58	48005	84.34
585	153	0.27	48158	84.60
586	379	0.67	48537	85.27

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
587	225	0.40	48762	85.67
588	120	0.21	48882	85.88
589	202	0.35	49084	86.23
590	353	0.62	49437	86.85
591	101	0.18	49538	87.03
592	362	0.64	49900	87.67
593	83	0.15	49983	87.81
594	159	0.28	50142	88.09
595	135	0.24	50277	88.33
596	406	0.71	50683	89.04
597	179	0.31	50862	89.36
598	73	0.13	50935	89.48
599	223	0.39	51158	89.88
600	222	0.39	51380	90.27
601	99	0.17	51479	90.44
602	276	0.48	51755	90.92
603	36	0.06	51791	90.99
604	110	0.19	51901	91.18
605	250	0.44	52151	91.62
606	271	0.48	52422	92.10
607	87	0.15	52509	92.25
608	78	0.14	52587	92.39
609	57	0.10	52644	92.49
610	166	0.29	52810	92.78
611	202	0.35	53012	93.13
612	100	0.18	53112	93.31
613	76	0.13	53188	93.44
614	135	0.24	53323	93.68
615	208	0.37	53531	94.04
616	47	0.08	53578	94.13

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
617	139	0.24	53717	94.37
618	10	0.02	53727	94.39
619	156	0.27	53883	94.66
620	28	0.05	53911	94.71
621	95	0.17	54006	94.88
622	14	0.02	54020	94.90
623	151	0.27	54171	95.17
624	198	0.35	54369	95.52
625	30	0.05	54399	95.57
626	46	0.08	54445	95.65
627	74	0.13	54519	95.78
628	38	0.07	54557	95.85
629	181	0.32	54738	96.16
630	6	0.01	54744	96.18
631	11	0.02	54755	96.19
632	66	0.12	54821	96.31
633	149	0.26	54970	96.57
634	8	0.01	54978	96.59
635	47	0.08	55025	96.67
636	17	0.03	55042	96.70
637	24	0.04	55066	96.74
638	131	0.23	55197	96.97
639	50	0.09	55247	97.06
640	32	0.06	55279	97.12
641	27	0.05	55306	97.16
642	150	0.26	55456	97.43
643	58	0.10	55514	97.53
644	2	0.00	55516	97.53
645	15	0.03	55531	97.56
646	91	0.16	55622	97.72

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Appendix F: Scale Score Distributions

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
647	40	0.07	55662	97.79
649	43	0.08	55705	97.86
650	51	0.09	55756	97.95
651	13	0.02	55769	97.98
652	56	0.10	55825	98.07
653	88	0.15	55913	98.23
655	79	0.14	55992	98.37
656	57	0.10	56049	98.47
658	4	0.01	56053	98.48
659	88	0.15	56141	98.63
660	65	0.11	56206	98.74
662	18	0.03	56224	98.78
663	70	0.12	56294	98.90
664	31	0.05	56325	98.95
665	94	0.17	56419	99.12
668	42	0.07	56461	99.19
669	106	0.19	56567	99.38
672	1	0.00	56568	99.38
674	99	0.17	56667	99.55
676	2	0.00	56669	99.56
678	139	0.24	56808	99.80
679	1	0.00	56809	99.80
682	15	0.03	56824	99.83
688	38	0.07	56862	99.90
692	59	0.10	56921	100.00

Note. \*Because CELDT uses the number-correct method of scoring, only certain scale scores are associated with particular raw scores. When the skill area scale scores are then combined to produce the Overall score distribution, certain scale scores will appear more often than others.



**Appendix G** Demographic Frequency Distributions

Frequency Distributions for Home Language and Primary Ethnicity

**Annual Assessment, Grade Span K-2: Grades K-1**

<b>Home Language</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>	<b>Cumulative Percent</b>
Spanish	140394	84.60	140394	84.60
Vietnamese	4579	2.76	144973	87.36
Cantonese	2508	1.51	147481	88.87
Filipino (Pilipino or Tagalog)	1972	1.19	149453	90.06
All Other Non-English Language	1732	1.04	151185	91.11
Hmong	1689	1.02	152874	92.12
Korean	1514	0.91	154388	93.04
Mandarin (Putonghua)	1397	0.84	155785	93.88
Punjabi	1113	0.67	156898	94.55
Arabic	890	0.54	157788	95.09
Russian	850	0.51	158638	95.60
Armenian	841	0.51	159479	96.10
Unknown	767	0.46	160246	96.57
Khmer (Cambodian)	745	0.45	160991	97.02
Japanese	661	0.40	161652	97.41
Farsi (Persian)	575	0.35	162227	97.76
Hindi	458	0.28	162685	98.04
Urdu	327	0.20	163012	98.23
Lao	315	0.19	163327	98.42
Ukrainian	228	0.14	163555	98.56
Portuguese	212	0.13	163767	98.69
Gujarati	175	0.11	163942	98.79
Mien (Yao)	152	0.09	164094	98.89
Tongan	139	0.08	164233	98.97
Samoan	125	0.08	164358	99.04
French	107	0.06	164465	99.11
Indonesian	105	0.06	164570	99.17
Thai	101	0.06	164671	99.23
Pashto	97	0.06	164768	99.29
Rumanian	96	0.06	164864	99.35
Ilocano	91	0.05	164955	99.40
Hebrew	88	0.05	165043	99.46
Mixteco	83	0.05	165126	99.51
Serbo-Croatian	72	0.04	165198	99.55
German	68	0.04	165266	99.59
Chaozhou (Chaochow)	60	0.04	165326	99.63
Assyrian	59	0.04	165385	99.66
Chaldean	56	0.03	165441	99.70
Burmese	50	0.03	165491	99.73
Bengali	49	0.03	165540	99.76
Turkish	40	0.02	165580	99.78
continues...				

Frequency Distributions for Home Language and Primary Ethnicity

**Annual Assessment, Grade Span K-2: Grades K-1**

<b>Home Language</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>	<b>Cumulative Percent</b>
Cebuano (Visayan)	40	0.02	165620	99.80
Tigrinya	37	0.02	165657	99.83
Italian	33	0.02	165690	99.85
Dutch	32	0.02	165722	99.87
Lahu	30	0.02	165752	99.88
Hungarian	27	0.02	165779	99.90
Polish	27	0.02	165806	99.92
Kurdish (Kurdi, Kurmanji)	26	0.02	165832	99.93
Somali	24	0.01	165856	99.95
Greek	22	0.01	165878	99.96
Taiwanese	22	0.01	165900	99.97
Toishanese	17	0.01	165917	99.98
Marshallese	14	0.01	165931	99.99
Khmu	9	0.01	165940	100.00
Chamorro (Guamanian)	2	0.00	165942	100.00
Albanian	2	0.00	165944	100.00

**Annual Assessment, Grade Span K-2: Grades K-1**

<b>Primary Ethnicity</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>	<b>Cumulative Percent</b>
Hispanic or Latino	140083	84.42	140083	84.42
White (not of Hispanic origin)	4366	2.63	144449	87.05
Vietnamese	4229	2.55	148678	89.60
Chinese	4077	2.46	152755	92.05
Other Asian	3199	1.93	155954	93.98
Filipino	2261	1.36	158215	95.34
Asian Indian	2002	1.21	160217	96.55
Korean	1466	0.88	161683	97.43
Declined to state	755	0.45	162438	97.89
Laotian	663	0.40	163101	98.29
African American	609	0.37	163710	98.65
Cambodian	586	0.35	164296	99.01
Japanese	569	0.34	164865	99.35
Unknown	393	0.24	165258	99.59
Other Pacific Islander	377	0.23	165635	99.81
American Indian or Alaskan Native	163	0.10	165798	99.91
Samoan	113	0.07	165911	99.98
Native Hawaiian	21	0.01	165932	99.99
Guamanian	6	0.00	165938	100.00
Tahitian	6	0.00	165944	100.00

Frequency Distributions for Home Language and Primary Ethnicity

Annual Assessment, Grade Span K-2: Grade 2

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	133137	84.80	133137	84.80
Vietnamese	3853	2.45	136990	87.26
Cantonese	2654	1.69	139644	88.95
Filipino (Pilipino or Tagalog)	2079	1.32	141723	90.27
Hmong	1637	1.04	143360	91.32
Korean	1589	1.01	144949	92.33
All Other Non-English Language	1279	0.81	146228	93.14
Mandarin (Putonghua)	1155	0.74	147383	93.88
Punjabi	1082	0.69	148465	94.57
Armenian	901	0.57	149366	95.14
Arabic	818	0.52	150184	95.66
Khmer (Cambodian)	760	0.48	150944	96.15
Russian	747	0.48	151691	96.62
Japanese	637	0.41	152328	97.03
Farsi (Persian)	564	0.36	152892	97.39
Unknown	511	0.33	153403	97.71
Hindi	403	0.26	153806	97.97
Lao	337	0.21	154143	98.18
Urdu	309	0.20	154452	98.38
Ukrainian	236	0.15	154688	98.53
Mien (Yao)	182	0.12	154870	98.65
Portuguese	175	0.11	155045	98.76
Gujarati	149	0.09	155194	98.85
Tongan	140	0.09	155334	98.94
Rumanian	123	0.08	155457	99.02
Samoan	112	0.07	155569	99.09
Ilocano	111	0.07	155680	99.16
Indonesian	108	0.07	155788	99.23
Thai	106	0.07	155894	99.30
French	87	0.06	155981	99.35
Mixteco	83	0.05	156064	99.41
Hebrew	80	0.05	156144	99.46
Pashto	75	0.05	156219	99.51
Serbo-Croatian	70	0.04	156289	99.55
Assyrian	56	0.04	156345	99.59
Chaldean	54	0.03	156399	99.62
Burmese	51	0.03	156450	99.65
Bengali	51	0.03	156501	99.69
German	50	0.03	156551	99.72
Cebuano (Visayan)	50	0.03	156601	99.75
Chaozhou (Chaochow)	46	0.03	156647	99.78
continues...				

Frequency Distributions for Home Language and Primary Ethnicity

**Annual Assessment, Grade Span K-2: Grade 2**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Tigrinya	37	0.02	156684	99.80
Polish	31	0.02	156715	99.82
Italian	30	0.02	156745	99.84
Turkish	30	0.02	156775	99.86
Lahu	29	0.02	156804	99.88
Taiwanese	27	0.02	156831	99.90
Greek	26	0.02	156857	99.91
Albanian	26	0.02	156883	99.93
Kurdish (Kurdi, Kurmanji)	25	0.02	156908	99.94
Marshallese	21	0.01	156929	99.96
Dutch	20	0.01	156949	99.97
Somali	20	0.01	156969	99.98
Hungarian	13	0.01	156982	99.99
Khmu	5	0.00	156987	99.99
Chamorro (Guamanian)	4	0.00	156991	100.00
Toishanese	4	0.00	156995	100.00

**Annual Assessment, Grade Span K-2: Grade 2**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	132850	84.62	132850	84.62
White (not of Hispanic origin)	4129	2.63	136979	87.25
Chinese	3895	2.48	140874	89.73
Vietnamese	3495	2.23	144369	91.96
Other Asian	3304	2.10	147673	94.06
Filipino	2326	1.48	149999	95.54
Asian Indian	1726	1.10	151725	96.64
Korean	1508	0.96	153233	97.60
Laotian	732	0.47	153965	98.07
Declined to state	653	0.42	154618	98.49
Cambodian	548	0.35	155166	98.83
Japanese	524	0.33	155690	99.17
African American	491	0.31	156181	99.48
Other Pacific Islander	323	0.21	156504	99.69
Unknown	240	0.15	156744	99.84
American Indian or Alaskan Native	133	0.08	156877	99.92
Samoan	104	0.07	156981	99.99
Native Hawaiian	6	0.00	156987	99.99
Guamanian	4	0.00	156991	100.00
Tahitian	4	0.00	156995	100.00

Frequency Distributions for Home Language and Primary Ethnicity

**Annual Assessment, Grade Span 3-5**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	378025	86.22	378025	86.22
Vietnamese	9636	2.20	387661	88.42
Cantonese	6478	1.48	394139	89.89
Hmong	5622	1.28	399761	91.18
Filipino (Pilipino or Tagalog)	5504	1.26	405265	92.43
Korean	3936	0.90	409201	93.33
All Other Non-English Language	3323	0.76	412524	94.09
Armenian	2627	0.60	415151	94.69
Punjabi	2261	0.52	417412	95.20
Mandarin (Putonghua)	2205	0.50	419617	95.71
Khmer (Cambodian)	2102	0.48	421719	96.19
Arabic	1974	0.45	423693	96.64
Russian	1767	0.40	425460	97.04
Farsi (Persian)	1293	0.29	426753	97.33
Unknown	1290	0.29	428043	97.63
Japanese	1248	0.28	429291	97.91
Lao	1035	0.24	430326	98.15
Hindi	895	0.20	431221	98.35
Urdu	653	0.15	431874	98.50
Ukrainian	613	0.14	432487	98.64
Mien (Yao)	533	0.12	433020	98.76
Portuguese	470	0.11	433490	98.87
Tongan	403	0.09	433893	98.96
Samoan	361	0.08	434254	99.04
Thai	351	0.08	434605	99.12
Gujarati	276	0.06	434881	99.19
Ilocano	270	0.06	435151	99.25
Rumanian	261	0.06	435412	99.31
Indonesian	245	0.06	435657	99.36
Hebrew	217	0.05	435874	99.41
French	208	0.05	436082	99.46
Pashto	199	0.05	436281	99.51
Mixteco	182	0.04	436463	99.55
Serbo-Croatian	173	0.04	436636	99.59
Chaldean	156	0.04	436792	99.62
Assyrian	155	0.04	436947	99.66
German	131	0.03	437078	99.69
Cebuano (Visayan)	119	0.03	437197	99.72
Chaozhou (Chaochow)	112	0.03	437309	99.74
Bengali	110	0.03	437419	99.77
Toishanese	103	0.02	437522	99.79
continues...				

Frequency Distributions for Home Language and Primary Ethnicity

**Annual Assessment, Grade Span 3-5**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Tigrinya	101	0.02	437623	99.81
Burmese	97	0.02	437720	99.83
Kurdish (Kurdi, Kurmanji)	83	0.02	437803	99.85
Lahu	69	0.02	437872	99.87
Albanian	68	0.02	437940	99.88
Italian	62	0.01	438002	99.90
Polish	59	0.01	438061	99.91
Somali	59	0.01	438120	99.93
Turkish	58	0.01	438178	99.94
Taiwanese	55	0.01	438233	99.95
Dutch	50	0.01	438283	99.96
Hungarian	44	0.01	438327	99.97
Greek	41	0.01	438368	99.98
Khmu	34	0.01	438402	99.99
Marshallese	33	0.01	438435	100.00
Chamorro (Guamanian)	10	0.00	438445	100.00

**Annual Assessment , Grade Span 3-5**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	377431	86.08	377431	86.08
White (not of Hispanic origin)	10540	2.40	387971	88.49
Other Asian	9094	2.07	397065	90.56
Chinese	8854	2.02	405919	92.58
Vietnamese	8629	1.97	414548	94.55
Filipino	6280	1.43	420828	95.98
Korean	3764	0.86	424592	96.84
Asian Indian	3513	0.80	428105	97.64
Laotian	2649	0.60	430754	98.25
Cambodian	1890	0.43	432644	98.68
African American	1357	0.31	434001	98.99
Japanese	1069	0.24	435070	99.23
Declined to state	1037	0.24	436107	99.47
Other Pacific Islander	938	0.21	437045	99.68
Unknown	669	0.15	437714	99.83
Samoan	341	0.08	438055	99.91
American Indian or Alaskan Native	321	0.07	438376	99.98
Native Hawaiian	33	0.01	438409	99.99
Guamanian	19	0.00	438428	100.00
Tahitian	17	0.00	438445	100.00

Frequency Distributions for Home Language and Primary Ethnicity

Annual Assessment, Grade Span 6-8

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	260409	87.28	260409	87.28
Vietnamese	5206	1.74	265615	89.02
Hmong	4972	1.67	270587	90.69
Filipino (Pilipino or Tagalog)	3290	1.10	273877	91.79
Cantonese	3233	1.08	277110	92.88
Korean	2557	0.86	279667	93.73
Khmer (Cambodian)	1886	0.63	281553	94.36
All Other Non-English Language	1749	0.59	283302	94.95
Armenian	1635	0.55	284937	95.50
Punjabi	1457	0.49	286394	95.99
Mandarin (Putonghua)	1355	0.45	287749	96.44
Russian	1167	0.39	288916	96.83
Arabic	1143	0.38	290059	97.22
Lao	827	0.28	290886	97.49
Farsi (Persian)	798	0.27	291684	97.76
Unknown	667	0.22	292351	97.98
Hindi	638	0.21	292989	98.20
Japanese	628	0.21	293617	98.41
Mien (Yao)	460	0.15	294077	98.56
Ukrainian	421	0.14	294498	98.70
Urdu	366	0.12	294864	98.83
Tongan	318	0.11	295182	98.93
Portuguese	316	0.11	295498	99.04
Samoan	269	0.09	295767	99.13
Ilocano	254	0.09	296021	99.21
Thai	224	0.08	296245	99.29
Rumanian	178	0.06	296423	99.35
Mixteco	175	0.06	296598	99.41
Gujarati	143	0.05	296741	99.45
Pashto	141	0.05	296882	99.50
Hebrew	130	0.04	297012	99.55
Indonesian	126	0.04	297138	99.59
Assyrian	122	0.04	297260	99.63
French	114	0.04	297374	99.67
Chaldean	87	0.03	297461	99.70
German	79	0.03	297540	99.72
Serbo-Croatian	72	0.02	297612	99.75
Tigrinya	70	0.02	297682	99.77
Lahu	65	0.02	297747	99.79
Kurdish (Kurdi, Kurmanji)	62	0.02	297809	99.81
Cebuano (Visayan)	58	0.02	297867	99.83
continues...				

Frequency Distributions for Home Language and Primary Ethnicity

**Annual Assessment, Grade Span 6-8**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Burmese	53	0.02	297920	99.85
Chaozhou (Chaochow)	49	0.02	297969	99.87
Taiwanese	44	0.01	298013	99.88
Albanian	44	0.01	298057	99.90
Turkish	41	0.01	298098	99.91
Polish	35	0.01	298133	99.92
Italian	33	0.01	298166	99.93
Bengali	29	0.01	298195	99.94
Marshallese	27	0.01	298222	99.95
Somali	26	0.01	298248	99.96
Dutch	24	0.01	298272	99.97
Greek	23	0.01	298295	99.98
Khmu	23	0.01	298318	99.98
Toishanese	23	0.01	298341	99.99
Hungarian	20	0.01	298361	100.00
Chamorro (Guamanian)	7	0.00	298368	100.00

**Annual Assessment, Grade Span 6-8**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	260304	87.24	260304	87.24
Other Asian	7344	2.46	267648	89.70
White (not of Hispanic origin)	6432	2.16	274080	91.86
Vietnamese	4633	1.55	278713	93.41
Chinese	4590	1.54	283303	94.95
Filipino	3759	1.26	287062	96.21
Korean	2411	0.81	289473	97.02
Laotian	2105	0.71	291578	97.72
Asian Indian	2039	0.68	293617	98.41
Cambodian	1355	0.45	294972	98.86
African American	807	0.27	295779	99.13
Other Pacific Islander	772	0.26	296551	99.39
Japanese	585	0.20	297136	99.59
Declined to state	468	0.16	297604	99.74
Unknown	316	0.11	297920	99.85
Samoan	225	0.08	298145	99.93
American Indian or Alaskan Native	174	0.06	298319	99.98
Native Hawaiian	24	0.01	298343	99.99
Guamanian	15	0.01	298358	100.00
Tahitian	10	0.00	298368	100.00



Frequency Distributions for Home Language and Primary Ethnicity

Annual Assessment , Grade Span 9-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	223750	83.84	223750	83.84
Vietnamese	5246	1.97	228996	85.81
Hmong	5113	1.92	234109	87.72
Cantonese	4139	1.55	238248	89.27
Filipino (Pilipino or Tagalog)	3383	1.27	241631	90.54
Korean	2866	1.07	244497	91.62
Mandarin (Putonghua)	2604	0.98	247101	92.59
Khmer (Cambodian)	2227	0.83	249328	93.43
All Other Non-English Language	1971	0.74	251299	94.16
Armenian	1902	0.71	253201	94.88
Punjabi	1879	0.70	255080	95.58
Russian	1326	0.50	256406	96.08
Arabic	1239	0.46	257645	96.54
Farsi (Persian)	975	0.37	258620	96.91
Unknown	879	0.33	259499	97.24
Lao	860	0.32	260359	97.56
Hindi	739	0.28	261098	97.84
Mien (Yao)	569	0.21	261667	98.05
Japanese	488	0.18	262155	98.23
Ukrainian	447	0.17	262602	98.40
Urdu	415	0.16	263017	98.56
Portuguese	367	0.14	263384	98.69
Thai	326	0.12	263710	98.81
Samoan	293	0.11	264003	98.92
Ilocano	283	0.11	264286	99.03
Tongan	257	0.10	264543	99.13
Rumanian	196	0.07	264739	99.20
Indonesian	175	0.07	264914	99.27
Gujarati	166	0.06	265080	99.33
French	141	0.05	265221	99.38
Pashto	139	0.05	265360	99.43
Assyrian	124	0.05	265484	99.48
Burmese	121	0.05	265605	99.52
Mixteco	108	0.04	265713	99.57
Chaldean	105	0.04	265818	99.60
Hebrew	86	0.03	265904	99.64
Serbo-Croatian	80	0.03	265984	99.67
Lahu	79	0.03	266063	99.70
Cebuano (Visayan)	75	0.03	266138	99.72
Tigrinya	66	0.02	266204	99.75
Taiwanese	65	0.02	266269	99.77
continues...				

Frequency Distributions for Home Language and Primary Ethnicity

**Annual Assessment, Grade Span 9-12**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Kurdish (Kurdi, Kurmanji)	64	0.02	266333	99.80
German	63	0.02	266396	99.82
Somali	62	0.02	266458	99.84
Turkish	51	0.02	266509	99.86
Polish	49	0.02	266558	99.88
Khmu	46	0.02	266604	99.90
Bengali	43	0.02	266647	99.92
Albanian	41	0.02	266688	99.93
Toishanese	33	0.01	266721	99.94
Chaozhou (Chaochow)	32	0.01	266753	99.96
Greek	27	0.01	266780	99.97
Hungarian	24	0.01	266804	99.97
Italian	23	0.01	266827	99.98
Marshallese	22	0.01	266849	99.99
Dutch	15	0.01	266864	100.00
Chamorro (Guamanian)	9	0.00	266873	100.00

**Annual Assessment, Grade Span 9-12**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	223252	83.65	223252	83.65
Other Asian	8517	3.19	231769	86.85
White (not of Hispanic origin)	6909	2.59	238678	89.44
Chinese	6770	2.54	245448	91.97
Vietnamese	4793	1.80	250241	93.77
Filipino	3925	1.47	254166	95.24
Korean	2707	1.01	256873	96.25
Asian Indian	2419	0.91	259292	97.16
Laotian	1728	0.65	261020	97.81
Cambodian	1578	0.59	262598	98.40
African American	1022	0.38	263620	98.78
Other Pacific Islander	894	0.33	264514	99.12
Declined to state	850	0.32	265364	99.43
Japanese	474	0.18	265838	99.61
Unknown	466	0.17	266304	99.79
American Indian or Alaskan Native	282	0.11	266586	99.89
Samoan	238	0.09	266824	99.98
Native Hawaiian	24	0.01	266848	99.99
Guamanian	20	0.01	266868	100.00
Tahitian	5	0.00	266873	100.00

Frequency Distributions for Home Language and Primary Ethnicity

Initial Identification, Grade Span K-2: Grades K-1

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	196274	80.47	196274	80.47
Vietnamese	7347	3.01	203621	83.49
Filipino (Pilipino or Tagalog)	4206	1.72	207827	85.21
All Other Non-English Language	3920	1.61	211747	86.82
Mandarin (Putonghua)	3752	1.54	215499	88.36
Cantonese	3553	1.46	219052	89.81
Korean	3552	1.46	222604	91.27
Hmong	2176	0.89	224780	92.16
Unknown	1947	0.80	226727	92.96
Arabic	1616	0.66	228343	93.62
Punjabi	1583	0.65	229926	94.27
Russian	1382	0.57	231308	94.84
Farsi (Persian)	1326	0.54	232634	95.38
Armenian	1290	0.53	233924	95.91
Japanese	1232	0.51	235156	96.42
Khmer (Cambodian)	971	0.40	236127	96.82
Hindi	967	0.40	237094	97.21
Urdu	617	0.25	237711	97.46
Lao	588	0.24	238299	97.71
Portuguese	436	0.18	238735	97.88
French	382	0.16	239117	98.04
Ukrainian	357	0.15	239474	98.19
Gujarati	342	0.14	239816	98.33
Hebrew	316	0.13	240132	98.46
German	309	0.13	240441	98.58
Indonesian	263	0.11	240704	98.69
Tongan	246	0.10	240950	98.79
Somali	235	0.10	241185	98.89
Mien (Yao)	218	0.09	241403	98.98
Samoan	217	0.09	241620	99.07
Thai	202	0.08	241822	99.15
Rumanian	202	0.08	242024	99.23
Pashto	156	0.06	242180	99.30
Chaozhou (Chaochow)	137	0.06	242317	99.35
Mixteco	118	0.05	242435	99.40
Ilocano	116	0.05	242551	99.45
Bengali	110	0.05	242661	99.49
Italian	100	0.04	242761	99.54
Polish	100	0.04	242861	99.58
Dutch	99	0.04	242960	99.62
Serbo-Croatian	91	0.04	243051	99.65
continues...				

Frequency Distributions for Home Language and Primary Ethnicity

**Initial Identification, Grade Span K-2: Grades K-1**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Greek	84	0.03	243135	99.69
Cebuano (Visayan)	82	0.03	243217	99.72
Burmese	80	0.03	243297	99.75
Assyrian	80	0.03	243377	99.79
Turkish	75	0.03	243452	99.82
Hungarian	65	0.03	243517	99.85
Chaldean	64	0.03	243581	99.87
Tigrinya	62	0.03	243643	99.90
Albanian	59	0.02	243702	99.92
Taiwanese	50	0.02	243752	99.94
Lahu	43	0.02	243795	99.96
Kurdish (Kurdi, Kurmanji)	41	0.02	243836	99.98
Marshallese	23	0.01	243859	99.99
Toishanese	14	0.01	243873	99.99
Khmu	13	0.01	243886	100.00
Chamorro (Guamanian)	9	0.00	243895	100.00

**Initial Identification, Grade Span K-2: Grades K-1**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	196550	80.59	196550	80.59
White (not of Hispanic origin)	8510	3.49	205060	84.08
Chinese	7868	3.23	212928	87.30
Vietnamese	6882	2.82	219810	90.12
Other Asian	4783	1.96	224593	92.09
Filipino	4621	1.89	229214	93.98
Asian Indian	4127	1.69	233341	95.67
Korean	3508	1.44	236849	97.11
Japanese	1186	0.49	238035	97.60
Declined to state	1150	0.47	239185	98.07
African American	1071	0.44	240256	98.51
Laotian	877	0.36	241133	98.87
Unknown	854	0.35	241987	99.22
Cambodian	790	0.32	242777	99.54
Other Pacific Islander	577	0.24	243354	99.78
American Indian or Alaskan Native	265	0.11	243619	99.89
Samoan	213	0.09	243832	99.97
Native Hawaiian	40	0.02	243872	99.99
Guamanian	12	0.00	243884	100.00
Tahitian	11	0.00	243895	100.00

Frequency Distributions for Home Language and Primary Ethnicity

Initial Identification, Grade Span K-2: Grade 2

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	15013	73.85	15013	73.85
Filipino (Pilipino or Tagalog)	726	3.57	15739	77.43
Korean	593	2.92	16332	80.34
Vietnamese	503	2.47	16835	82.82
All Other Non-English Language	499	2.45	17334	85.27
Mandarin (Putonghua)	315	1.55	17649	86.82
Unknown	310	1.52	17959	88.35
Cantonese	241	1.19	18200	89.53
Hmong	237	1.17	18437	90.70
Russian	197	0.97	18634	91.67
Arabic	196	0.96	18830	92.63
Japanese	162	0.80	18992	93.43
Punjabi	149	0.73	19141	94.16
Farsi (Persian)	119	0.59	19260	94.75
Hindi	106	0.52	19366	95.27
Armenian	93	0.46	19459	95.73
Khmer (Cambodian)	69	0.34	19528	96.06
Urdu	64	0.31	19592	96.38
Portuguese	62	0.30	19654	96.68
French	49	0.24	19703	96.93
Indonesian	49	0.24	19752	97.17
Ukrainian	46	0.23	19798	97.39
Tongan	44	0.22	19842	97.61
German	39	0.19	19881	97.80
Samoan	39	0.19	19920	97.99
Lao	38	0.19	19958	98.18
Thai	36	0.18	19994	98.36
Gujarati	34	0.17	20028	98.52
Hebrew	30	0.15	20058	98.67
Mixteco	30	0.15	20088	98.82
Somali	23	0.11	20111	98.93
Rumanian	22	0.11	20133	99.04
Ilocano	16	0.08	20149	99.12
Polish	14	0.07	20163	99.19
Cebuano (Visayan)	13	0.06	20176	99.25
Bengali	13	0.06	20189	99.32
Burmese	12	0.06	20201	99.38
Mien (Yao)	11	0.05	20212	99.43
Italian	10	0.05	20222	99.48
Turkish	10	0.05	20232	99.53
Pashto	9	0.04	20241	99.57
continues...				

Frequency Distributions for Home Language and Primary Ethnicity

**Initial Identification, Grade Span K-2: Grade 2**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Dutch	8	0.04	20249	99.61
Chaozhou (Chaochow)	8	0.04	20257	99.65
Marshallese	8	0.04	20265	99.69
Serbo-Croatian	8	0.04	20273	99.73
Greek	7	0.03	20280	99.76
Assyrian	7	0.03	20287	99.80
Taiwanese	7	0.03	20294	99.83
Chaldean	7	0.03	20301	99.87
Hungarian	6	0.03	20307	99.90
Kurdish (Kurdi, Kurmanji)	6	0.03	20313	99.93
Albanian	5	0.02	20318	99.95
Tigrinya	5	0.02	20323	99.98
Chamorro (Guamanian)	2	0.01	20325	99.99
Lahu	1	0.00	20326	99.99
Khmu	1	0.00	20327	100.00
Toishanese	1	0.00	20328	100.00

**Initial Identification, Grade Span K-2: Grade 2**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	15098	74.27	15098	74.27
White (not of Hispanic origin)	934	4.59	16032	78.87
Filipino	794	3.91	16826	82.77
Chinese	613	3.02	17439	85.79
Korean	599	2.95	18038	88.73
Other Asian	531	2.61	18569	91.35
Vietnamese	441	2.17	19010	93.52
Asian Indian	439	2.16	19449	95.68
African American	154	0.76	19603	96.43
Japanese	152	0.75	19755	97.18
Unknown	143	0.70	19898	97.88
Declined to state	118	0.58	20016	98.47
Laotian	87	0.43	20103	98.89
Other Pacific Islander	84	0.41	20187	99.31
Cambodian	66	0.32	20253	99.63
Samoan	41	0.20	20294	99.83
American Indian or Alaskan Native	23	0.11	20317	99.95
Native Hawaiian	6	0.03	20323	99.98
Guamanian	4	0.02	20327	100.00
Tahitian	1	0.00	20328	100.00

Frequency Distributions for Home Language and Primary Ethnicity

Initial Identification, Grade Span 3-5

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	38275	73.42	38275	73.42
Filipino (Pilipino or Tagalog)	1895	3.64	40170	77.05
Korean	1818	3.49	41988	80.54
Vietnamese	1289	2.47	43277	83.01
All Other Non-English Language	1176	2.26	44453	85.27
Mandarin (Putonghua)	878	1.68	45331	86.95
Cantonese	721	1.38	46052	88.34
Hmong	700	1.34	46752	89.68
Unknown	694	1.33	47446	91.01
Arabic	515	0.99	47961	92.00
Russian	446	0.86	48407	92.85
Punjabi	363	0.70	48770	93.55
Japanese	352	0.68	49122	94.23
Farsi (Persian)	292	0.56	49414	94.79
Armenian	261	0.50	49675	95.29
Hindi	211	0.40	49886	95.69
Khmer (Cambodian)	184	0.35	50070	96.04
Urdu	160	0.31	50230	96.35
Portuguese	144	0.28	50374	96.63
French	136	0.26	50510	96.89
Lao	116	0.22	50626	97.11
Ukrainian	115	0.22	50741	97.33
Hebrew	114	0.22	50855	97.55
Thai	111	0.21	50966	97.76
Tongan	109	0.21	51075	97.97
Samoan	106	0.20	51181	98.18
German	99	0.19	51280	98.37
Indonesian	87	0.17	51367	98.53
Gujarati	73	0.14	51440	98.67
Rumanian	69	0.13	51509	98.80
Somali	69	0.13	51578	98.94
Mixteco	51	0.10	51629	99.04
Ilocano	50	0.10	51679	99.13
Burmese	47	0.09	51726	99.22
Italian	29	0.06	51755	99.28
Mien (Yao)	29	0.06	51784	99.33
Cebuano (Visayan)	28	0.05	51812	99.39
Serbo-Croatian	26	0.05	51838	99.44
Hungarian	24	0.05	51862	99.48
Polish	24	0.05	51886	99.53
Dutch	23	0.04	51909	99.57
continues...				

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*Appendix G: Demographic Frequency Distributions*

Frequency Distributions for Home Language and Primary Ethnicity

**Initial Identification, Grade Span 3-5**

<b>Home Language</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>	<b>Cumulative Percent</b>
Tigrinya	23	0.04	51932	99.62
Turkish	22	0.04	51954	99.66
Chaldean	22	0.04	51976	99.70
Greek	19	0.04	51995	99.74
Taiwanese	19	0.04	52014	99.77
Pashto	18	0.03	52032	99.81
Marshallese	17	0.03	52049	99.84
Bengali	17	0.03	52066	99.87
Assyrian	14	0.03	52080	99.90
Chaozhou (Chaochow)	11	0.02	52091	99.92
Kurdish (Kurdi, Kurmanji)	11	0.02	52102	99.94
Albanian	11	0.02	52113	99.96
Lahu	9	0.02	52122	99.98
Toishanese	7	0.01	52129	99.99
Chamorro (Guamanian)	2	0.00	52131	100.00
Khmu	1	0.00	52132	100.00

**Initial Identification, Grade Span 3-5**

<b>Primary Ethnicity</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>	<b>Cumulative Percent</b>
Hispanic or Latino	38507	73.86	38507	73.86
White (not of Hispanic origin)	2274	4.36	40781	78.23
Filipino	2075	3.98	42856	82.21
Korean	1795	3.44	44651	85.65
Chinese	1749	3.35	46400	89.00
Other Asian	1438	2.76	47838	91.76
Vietnamese	1214	2.33	49052	94.09
Asian Indian	874	1.68	49926	95.77
African American	423	0.81	50349	96.58
Japanese	343	0.66	50692	97.24
Unknown	316	0.61	51008	97.84
Declined to state	276	0.53	51284	98.37
Laotian	254	0.49	51538	98.86
Other Pacific Islander	231	0.44	51769	99.30
Cambodian	173	0.33	51942	99.64
Samoan	111	0.21	52053	99.85
American Indian or Alaskan Native	57	0.11	52110	99.96
Native Hawaiian	8	0.02	52118	99.97
Guamanian	8	0.02	52126	99.99
Tahitian	6	0.01	52132	100.00



Frequency Distributions for Home Language and Primary Ethnicity

**Initial Identification, Grade Span 6-8**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	33210	73.52	33210	73.52
Filipino (Pilipino or Tagalog)	1565	3.46	34775	76.98
Korean	1472	3.26	36247	80.24
Vietnamese	980	2.17	37227	82.41
All Other Non-English Language	869	1.92	38096	84.33
Mandarin (Putonghua)	868	1.92	38964	86.25
Unknown	728	1.61	39692	87.86
Cantonese	671	1.49	40363	89.35
Hmong	666	1.47	41029	90.82
Russian	463	1.02	41492	91.85
Arabic	387	0.86	41879	92.71
Punjabi	361	0.80	42240	93.51
Armenian	332	0.73	42572	94.24
Farsi (Persian)	278	0.62	42850	94.86
Japanese	201	0.44	43051	95.30
Khmer (Cambodian)	191	0.42	43242	95.72
Hindi	160	0.35	43402	96.08
Portuguese	135	0.30	43537	96.38
Thai	129	0.29	43666	96.66
Urdu	124	0.27	43790	96.94
Ukrainian	119	0.26	43909	97.20
Samoan	115	0.25	44024	97.45
Lao	114	0.25	44138	97.71
French	93	0.21	44231	97.91
Hebrew	91	0.20	44322	98.11
Tongan	89	0.20	44411	98.31
Indonesian	72	0.16	44483	98.47
Rumanian	67	0.15	44550	98.62
Gujarati	64	0.14	44614	98.76
German	61	0.14	44675	98.90
Somali	51	0.11	44726	99.01
Ilocano	45	0.10	44771	99.11
Mixteco	39	0.09	44810	99.19
Mien (Yao)	37	0.08	44847	99.28
Turkish	28	0.06	44875	99.34
Burmese	26	0.06	44901	99.40
Cebuano (Visayan)	24	0.05	44925	99.45
Taiwanese	22	0.05	44947	99.50
Italian	20	0.04	44967	99.54
Pashto	20	0.04	44987	99.59
Polish	20	0.04	45007	99.63
continues...				

Frequency Distributions for Home Language and Primary Ethnicity

**Initial Identification, Grade Span 6-8**

<b>Home Language</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>	<b>Cumulative Percent</b>
Bengali	19	0.04	45026	99.67
Dutch	18	0.04	45044	99.71
Serbo-Croatian	17	0.04	45061	99.75
Chaldean	17	0.04	45078	99.79
Greek	16	0.04	45094	99.82
Tigrinya	16	0.04	45110	99.86
Albanian	11	0.02	45121	99.88
Chaozhou (Chaochow)	10	0.02	45131	99.90
Marshallese	9	0.02	45140	99.92
Assyrian	8	0.02	45148	99.94
Lahu	8	0.02	45156	99.96
Hungarian	7	0.02	45163	99.98
Toishanese	5	0.01	45168	99.99
Kurdish (Kurdi, Kurmanji)	3	0.01	45171	99.99
Chamorro (Guamanian)	2	0.00	45173	100.00
Khmu	1	0.00	45174	100.00

**Initial Identification, Grade Span 6-8**

<b>Primary Ethnicity</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>	<b>Cumulative Percent</b>
Hispanic or Latino	33478	74.11	33478	74.11
White (not of Hispanic origin)	2068	4.58	35546	78.69
Filipino	1723	3.81	37269	82.50
Chinese	1651	3.65	38920	86.16
Korean	1471	3.26	40391	89.41
Other Asian	1348	2.98	41739	92.40
Vietnamese	910	2.01	42649	94.41
Asian Indian	695	1.54	43344	95.95
African American	324	0.72	43668	96.67
Unknown	305	0.68	43973	97.34
Laotian	284	0.63	44257	97.97
Declined to state	202	0.45	44459	98.42
Japanese	197	0.44	44656	98.85
Other Pacific Islander	186	0.41	44842	99.27
Cambodian	168	0.37	45010	99.64
Samoan	116	0.26	45126	99.89
American Indian or Alaskan Native	30	0.07	45156	99.96
Native Hawaiian	9	0.02	45165	99.98
Guamanian	7	0.02	45172	100.00
Tahitian	2	0.00	45174	100.00

Frequency Distributions for Home Language and Primary Ethnicity

Initial Identification, Grade Span 9-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	41385	72.71	41385	72.71
Filipino (Pilipino or Tagalog)	1704	2.99	43089	75.70
Mandarin (Putonghua)	1424	2.50	44513	78.20
Vietnamese	1400	2.46	45913	80.66
Korean	1357	2.38	47270	83.04
Cantonese	1275	2.24	48545	85.28
All Other Non-English Language	1162	2.04	49707	87.33
Unknown	967	1.70	50674	89.03
Hmong	803	1.41	51477	90.44
Russian	547	0.96	52024	91.40
Arabic	522	0.92	52546	92.31
Punjabi	491	0.86	53037	93.18
Farsi (Persian)	383	0.67	53420	93.85
Armenian	328	0.58	53748	94.43
German	308	0.54	54056	94.97
Khmer (Cambodian)	286	0.50	54342	95.47
Portuguese	260	0.46	54602	95.93
Japanese	206	0.36	54808	96.29
Hindi	198	0.35	55006	96.64
Lao	147	0.26	55153	96.89
Thai	143	0.25	55296	97.15
Urdu	135	0.24	55431	97.38
Ukrainian	130	0.23	55561	97.61
Samoan	120	0.21	55681	97.82
French	117	0.21	55798	98.03
Indonesian	102	0.18	55900	98.21
Somali	91	0.16	55991	98.37
Tongan	84	0.15	56075	98.51
Gujarati	83	0.15	56158	98.66
Hebrew	74	0.13	56232	98.79
Rumanian	55	0.10	56287	98.89
Mien (Yao)	54	0.09	56341	98.98
Ilocano	49	0.09	56390	99.07
Italian	48	0.08	56438	99.15
Chaldean	44	0.08	56482	99.23
Taiwanese	40	0.07	56522	99.30
Burmese	36	0.06	56558	99.36
Turkish	34	0.06	56592	99.42
Dutch	33	0.06	56625	99.48
Polish	33	0.06	56658	99.54
Assyrian	32	0.06	56690	99.59
continues...				

Frequency Distributions for Home Language and Primary Ethnicity

**Initial Identification, Grade Span 9-12**

<b>Home Language</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>	<b>Cumulative Percent</b>
Pashto	30	0.05	56720	99.65
Serbo-Croatian	26	0.05	56746	99.69
Cebuano (Visayan)	23	0.04	56769	99.73
Albanian	21	0.04	56790	99.77
Kurdish (Kurdi, Kurmanji)	20	0.04	56810	99.80
Bengali	19	0.03	56829	99.84
Tigrinya	16	0.03	56845	99.87
Hungarian	11	0.02	56856	99.89
Lahu	11	0.02	56867	99.91
Mixteco	11	0.02	56878	99.92
Greek	10	0.02	56888	99.94
Marshallese	10	0.02	56898	99.96
Chaozhou (Chaochow)	9	0.02	56907	99.98
Toishanese	7	0.01	56914	99.99
Khmu	5	0.01	56919	100.00
Chamorro (Guamanian)	2	0.00	56921	100.00

**Initial Identification, Grade Span 9-12**

<b>Primary Ethnicity</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Frequency</b>	<b>Cumulative Percent</b>
Hispanic or Latino	41741	73.33	41741	73.33
Chinese	2848	5.00	44589	78.33
White (not of Hispanic origin)	2769	4.86	47358	83.20
Filipino	1882	3.31	49240	86.51
Other Asian	1715	3.01	50955	89.52
Korean	1346	2.36	52301	91.88
Vietnamese	1284	2.26	53585	94.14
Asian Indian	738	1.30	54323	95.44
African American	543	0.95	54866	96.39
Declined to state	458	0.80	55324	97.19
Unknown	430	0.76	55754	97.95
Cambodian	276	0.48	56030	98.43
Other Pacific Islander	251	0.44	56281	98.88
Laotian	244	0.43	56525	99.30
Japanese	198	0.35	56723	99.65
Samoan	112	0.20	56835	99.85
American Indian or Alaskan Native	69	0.12	56904	99.97
Native Hawaiian	7	0.01	56911	99.98
Guamanian	6	0.01	56917	99.99
Tahitian	4	0.01	56921	100.00

Appendix H 2005-2006 Edition (Form E) Item Analysis

**Listening**  
**Annual Assessment Data, Grade Span K-2**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	214807	0.77	0.39	0.00%
2	MC	215330	0.86	0.34	0.00%
3	MC	215299	0.87	0.37	0.00%
4	MC	215145	0.63	0.42	0.00%
5	MC	215244	0.49	0.30	0.00%
6	MC	215218	0.88	0.33	0.00%
7	MC	214229	0.52	0.44	0.01%
8	MC	213871	0.44	0.40	0.01%
9	MC	213321	0.55	0.48	0.01%
10	DCR	215072	0.58	0.61	0.34%
11	DCR	215211	0.86	0.49	0.27%
12	DCR	213960	0.61	0.70	0.85%
13	DCR	203113	0.66	0.66	5.88%**
14	DCR	202703	0.55	0.52	6.07%
15	DCR	202329	0.16	0.48	6.24%
16	DCR	202272	0.48	0.61	6.27%
17	DCR	202109	0.52	0.65	6.35%
18	DCR	201964	0.37	0.68	6.41%
19	DCR	201991	0.75	0.48	6.40%
20	DCR	200290	0.86	0.40	7.19%

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*K-2 Listening DCR items, items 10-20, are individually administered. If students do not respond to the first three items, teachers are instructed to skip the remaining DCR items. This may account for the increase in percent omit reported in the table above.

**Listening**  
**Annual Assessment Data, Grade Span 3-5**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	431642	0.92	0.39	0.00%
2	MC	432813	0.90	0.41	0.00%
3	MC	432767	0.81	0.42	0.00%
4	MC	432910	0.91	0.39	0.00%
5	MC	433065	0.97	0.36	0.00%
6	MC	433049	0.89	0.34	0.00%
7	MC	432942	0.94	0.37	0.00%
8	MC	433039	0.88	0.39	0.00%
9	MC	432900	0.94	0.41	0.00%
10	MC	432531	0.82	0.44	0.00%
11	MC	432589	0.53	0.36	0.00%
12	MC	432544	0.83	0.50	0.00%
13	MC	432783	0.79	0.48	0.00%
14	MC	432308	0.73	0.46	0.00%
15	MC	432702	0.72	0.51	0.00%
16	MC	432605	0.68	0.45	0.00%
17	MC	432333	0.67	0.45	0.00%
18	MC	432069	0.98	0.30	0.00%
19	MC	431697	0.79	0.34	0.00%
20	MC	431412	0.88	0.39	0.00%

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Listening**  
**Annual Assessment Data, Grade Span 6-8**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	294239	0.96**	0.38	0.00%
2	MC	294346	0.84	0.43	0.00%
3	MC	294364	0.96	0.39	0.00%
4	MC	294619	0.95	0.39	0.00%
5	MC	294634	0.97	0.40	0.00%
6	MC	294476	0.77	0.44	0.00%
7	MC	294419	0.71	0.44	0.00%
8	MC	294493	0.84	0.49	0.00%
9	MC	294536	0.88	0.37	0.00%
10	MC	294585	0.98	0.32	0.00%
11	MC	294509	0.90	0.42	0.00%
12	MC	294368	0.96	0.43	0.00%
13	MC	294350	0.90	0.47	0.00%
14	MC	294414	0.91	0.45	0.00%
15	MC	294334	0.91	0.51	0.00%
16	MC	294394	0.95	0.40	0.00%
17	MC	294344	0.84	0.35	0.00%
18	MC	293936	0.81	0.37	0.00%
19	MC	293777	0.66	0.42	0.00%
20	MC	293481	0.48	0.32	0.00%

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*Given the relatively low difficulty of the items, recommendations have been made to increase the difficulty of the items in future forms. For more information regarding these recommendations, see *California English Language Development Standards & Alignment: Evaluating Linkage & Alignment* (Murphy, Bailey, & Butler, 2006, July 21).

**Listening  
Annual Assessment Data, Grade Span 9-12**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	260269	0.92	0.43	0.01%
2	MC	261319	0.96	0.40	0.00%
3	MC	261172	0.95	0.43	0.00%
4	MC	261315	0.62	0.51	0.00%
5	MC	261335	0.83	0.49	0.00%
6	MC	260942	0.81	0.46	0.00%
7	MC	261474	0.98	0.32	0.00%
8	MC	261472	0.77	0.47	0.00%
9	MC	261347	0.93	0.42	0.00%
10	MC	261030	0.82	0.48	0.00%
11	MC	261432	0.83	0.46	0.00%
12	MC	261314	0.96	0.46	0.00%
13	MC	261334	0.91	0.49	0.00%
14	MC	261353	0.94	0.48	0.00%
15	MC	261187	0.77	0.38	0.00%
16	MC	261184	0.61	0.31	0.00%
17	MC	261112	0.65	0.32	0.00%
18	MC	260925	0.91	0.41	0.00%
19	MC	260908	0.90	0.43	0.00%
20	MC	260809	0.91	0.43	0.00%

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.



**Speaking**  
**Annual Assessment Data, Grade Span K-2**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	DCR	191730	0.70	0.58	0.17%
2	DCR	191748	0.67	0.52	0.16%
3	DCR	191076	0.95	0.24	0.51%
4	DCR	191759	0.73	0.49	0.15%
5	DCR	191469	0.72	0.55	0.30%
6	DCR	191781	0.49	0.57	0.14%
7	DCR	191703	0.56	0.54	0.18%
8	DCR	191676	0.44	0.42	0.20%
9	DCR	191624	0.86	0.31	0.22%
10	DCR	191530	0.57	0.60	0.27%
11	DCR	191591	0.96	0.25	0.24%
12	DCR	191642	0.80	0.53	0.21%
13	DCR	191575	0.76	0.53	0.25%
14	DCR	191457	0.57	0.54	0.31%
15	DCR	191634	0.64	0.53	0.22%
16	DCR	191661	0.70	0.54	0.20%
17	DCR	191686	0.80	0.50	0.19%

Operational Item Numbers 18-20 are CR Items

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Speaking**  
**Annual Assessment Data, Grade Span 3-5**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	CR	427685	0.95	0.27	0.09%
2	CR	427868	0.95	0.30	0.04%
3	CR	426723	0.72	0.48	0.31%
4	CR	427520	0.87	0.43	0.12%
5	CR	427153	0.87	0.45	0.21%
6	CR	427395	0.97	0.33	0.15%
7	CR	426928	0.94	0.35	0.26%
8	CR	427043	0.77	0.46	0.24%
9	CR	425834	0.67	0.40	0.52%
10	CR	427187	0.93	0.32	0.20%
11**	CR	426771	1.00	0.11	0.30%
12	CR	426904	0.07	0.23	0.27%
13	CR	426970	0.12	0.28	0.25%

Operational Item Numbers 14-20 are Annual Assessment Data CR Items

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*Item 11 shows poor statistical quality (i.e., high p-value and low item-test correlation). It is recommended that not be used in future operational test selections.

\*\*Items 12 and 13 show poor statistical quality (i.e., low p-values). It is recommended that not be used in future operational test selections.

**Speaking**  
**Annual Assessment Data, Grade Span 6-8**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	CR	288701	0.93	0.34	0.04%
2	CR	288688	0.97	0.39	0.05%
3	CR	288404	0.94	0.32	0.14%
4	CR	287995	0.62	0.44	0.28%
5	CR	287582	0.70	0.47	0.43%
6	CR	287230	0.92	0.44	0.55%
7	CR	288221	0.93	0.51	0.21%
8	CR	287984	0.88	0.48	0.29%
9	CR	288263	0.84	0.35	0.19%
10	CR	288189	0.88	0.53	0.22%
11	CR	288041	0.58	0.49	0.27%
12	CR	287999	0.70	0.51	0.28%
13	CR	287611	0.77	0.44	0.42%

Operational Item Numbers 14-20 are Annual Assessment Data CR Items

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Speaking**  
**Annual Assessment Data, Grade Span 9-12**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	CR	254340	0.99	0.26	0.06%
2	CR	254351	0.84	0.37	0.06%
3	CR	253954	0.84	0.44	0.21%
4	CR	253566	0.77	0.54	0.36%
5	CR	253356	0.83	0.55	0.45%
6	CR	253841	0.70	0.55	0.26%
7	CR	253596	0.66	0.48	0.35%
8	CR	252983	0.63	0.53	0.59%
9	CR	253893	0.81	0.49	0.24%
10	CR	253762	0.83	0.51	0.29%
11	CR	253664	0.60	0.42	0.33%
12	CR	253678	0.49	0.43	0.32%
13	CR	253593	0.63	0.57	0.35%

Operational Item Numbers 14-20 are Annual Assessment Data CR Items

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Speaking**  
**Annual Assessment Data, Constructed Response Items**

Grade Span	Oper. Item Number*	N	Percent Score Point =0**	Percent Score Point =1	Percent Score Point =2	Percent Score Point =3	Percent Score Point =4	Item-Test Corr.	Alpha ***	Mean	Mean Percent of Max.	Stand. Dev.
K-2	18	191800	24.60%	42.74%	32.53%	.	.	0.72	0.85	1.08	0.54	0.75
K-2	19	191636	20.53%	39.63%	39.63%	.	.	0.73	0.85	1.19	0.60	0.75
K-3	20	191283	13.17%	25.40%	30.35%	24.55%	6.12%	0.77	0.86	1.85	0.46	1.12
3-5	14	426869	15.48%	23.32%	60.92%	.	.	0.74	0.80	1.46	0.73	0.75
3-5	15	426711	13.56%	21.67%	64.46%	.	.	0.72	0.80	1.51	0.76	0.72
3-5	16	411517	9.42%	25.17%	61.54%	.	.	0.69	0.80	1.54	0.77	0.67
3-5	17	411190	22.74%	35.32%	38.01%	.	.	0.67	0.81	1.16	0.58	0.78
3-5	18	427471	2.20%	21.74%	75.93%	.	.	0.56	0.81	1.74	0.87	0.49
3-5	19	427276	2.50%	22.62%	74.70%	.	.	0.57	0.81	1.72	0.86	0.50
3-5	20	426524	1.46%	4.97%	21.23%	50.44%	21.54%	0.68	0.81	2.86	0.72	0.86
6-8	14	288208	2.58%	11.79%	85.41%	.	.	0.55	0.83	1.83	0.92	0.44
6-8	15	288277	19.20%	30.52%	50.09%	.	.	0.66	0.82	1.31	0.66	0.77
6-8	16	285631	4.17%	11.99%	82.74%	.	.	0.58	0.82	1.79	0.90	0.50
6-8	17	285410	7.04%	22.79%	69.00%	.	.	0.62	0.82	1.63	0.82	0.61
6-8	18	288421	1.00%	14.25%	84.61%	.	.	0.53	0.83	1.84	0.92	0.40
6-8	19	288334	1.58%	20.35%	77.90%	.	.	0.57	0.83	1.76	0.88	0.46
6-8	20	287810	0.98%	3.78%	18.65%	52.21%	24.02%	0.68	0.82	2.95	0.74	0.82
9-12	14	253774	13.10%	27.07%	59.55%	.	.	0.68	0.86	1.47	0.74	0.72
9-12	15	252413	10.16%	24.70%	64.33%	.	.	0.69	0.86	1.55	0.78	0.67
9-12	16	247427	12.69%	30.96%	53.58%	.	.	0.65	0.86	1.42	0.71	0.71
9-12	17	246949	9.52%	22.06%	65.46%	.	.	0.65	0.86	1.58	0.79	0.66
9-12	18	254190	2.88%	15.82%	81.17%	.	.	0.59	0.86	1.78	0.89	0.48
9-12	19	254105	1.14%	11.27%	87.43%	.	.	0.54	0.86	1.86	0.93	0.37
9-12	20	253255	0.69%	3.07%	13.16%	48.52%	34.07%	0.68	0.86	3.13	0.78	0.80

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*For the 2005-2006 Edition (Form E) data, all omits and blanks were treated as condition codes and given a Score Point of zero.

\*\*\*The alphas noted here indicate the reliability of the test with that particular constructed response item removed.

**CELDT 2005-2006 Edition (Form E) Technical Report**

*Appendix H: 2005-2006 Edition (Form E) Item Analysis*

**Reading  
Annual Assessment Data, Grade Span K-2: Grade 2 Only**

<b>Operational Item Number*</b>	<b>Type</b>	<b>N</b>	<b>P-Value</b>	<b>Point Biserial</b>	<b>Percent Omit</b>
1	MC	152285	0.60	0.56	0.00%
2	MC	152265	0.71	0.45	0.00%
3	MC	152377	0.54	0.46	0.00%
4	MC	151746	0.55	0.47	0.01%
5	MC	151788	0.52	0.28	0.01%
6	MC	151713	0.19	0.17	0.01%
7	MC	151331	0.21	0.20	0.01%
8	MC	150702	0.34	0.30	0.01%
9	MC	150529	0.77	0.42	0.02%
10	MC	151086	0.56	0.50	0.01%
11	MC	152237	0.76	0.50	0.00%
12	MC	152132	0.57	0.44	0.00%
13	MC	151726	0.68	0.54	0.01%
14	MC	151413	0.70	0.47	0.01%
15	MC	145642	0.50	0.47	0.05%
16	MC	152076	0.35	0.41	0.01%
17	MC	150806	0.25	0.25	0.01%
18	MC	150225	0.63	0.57	0.02%
19	MC	150083	0.65	0.58	0.02%
20	MC	150048	0.54	0.59	0.02%
21	MC	151159	0.49	0.48	0.01%
22	MC	150870	0.31	0.40	0.01%
23	MC	151840	0.47	0.30	0.01%
24	MC	149838	0.59	0.54	0.02%
25	MC	151492	0.70	0.43	0.01%
26	MC	150876	0.42	0.27	0.01%
27	MC	150613	0.52	0.35	0.01%
28	MC	150363	0.75	0.51	0.02%
29	MC	150988	0.39	0.44	0.01%
30	MC	148907	0.65	0.52	0.03%
31	MC	150094	0.58	0.51	0.02%
32	MC	150512	0.42	0.49	0.02%
33	MC	149243	0.57	0.53	0.02%
34	MC	149643	0.39	0.31	0.02%
35	MC	149682	0.50	0.50	0.02%

MC=Multiple Choice

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

Reading  
Annual Assessment Data, Grade Span 3-5

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	432562	0.72	0.46	0.00%
2	MC	432534	0.61	0.50	0.00%
3	MC	432208	0.71	0.47	0.00%
4	MC	432577	0.58	0.44	0.00%
5	MC	432421	0.63	0.47	0.00%
6	MC	432006	0.54	0.31	0.00%
7	MC	431788	0.47	0.51	0.00%
8	MC	431936	0.61	0.51	0.00%
9	MC	431078	0.51	0.45	0.00%
10	MC	431412	0.58	0.45	0.00%
11	MC	430769	0.61	0.45	0.00%
12	MC	432491	0.89	0.42	0.00%
13	MC	432279	0.94	0.40	0.00%
14	MC	431039	0.65	0.54	0.00%
15	MC	431010	0.72	0.55	0.00%
16	MC	431193	0.64	0.52	0.00%
17	MC	431447	0.79	0.45	0.00%
18	MC	431470	0.58	0.45	0.00%
19	MC	430770	0.59	0.53	0.00%
20	MC	431344	0.73	0.59	0.00%
21	MC	430931	0.74	0.58	0.00%
22	MC	430822	0.43	0.43	0.00%
23	MC	430835	0.48	0.44	0.00%
24	MC	431914	0.64	0.50	0.00%
25	MC	431672	0.56	0.33	0.00%
26	MC	430724	0.83	0.52	0.01%
27	MC	431793	0.57	0.50	0.00%
28	MC	431522	0.71	0.46	0.00%
29	MC	431117	0.69	0.46	0.00%
30	MC	429889	0.49	0.37	0.01%
31	MC	430943	0.67	0.56	0.00%
32	MC	430286	0.46	0.26	0.01%
33	MC	429876	0.72	0.56	0.01%
34	MC	429295	0.58	0.39	0.01%
35	MC	427100	0.46	0.34	0.01%

MC=Multiple Choice

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

Reading  
Annual Assessment Data, Grade Span 6-8

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	294847	0.45	0.47	0.00%
2	MC	294838	0.88	0.44	0.00%
3	MC	294832	0.61	0.47	0.00%
4	MC	294623	0.51	0.40	0.00%
5	MC	294766	0.74	0.52	0.00%
6	MC	294645	0.55	0.40	0.00%
7	MC	294716	0.62	0.58	0.00%
8	MC	294453	0.62	0.50	0.00%
9	MC	294690	0.39	0.37	0.00%
10	MC	294447	0.49	0.24	0.00%
11	MC	294834	0.86	0.52	0.00%
12	MC	294485	0.69	0.50	0.00%
13	MC	294398	0.54	0.47	0.00%
14	MC	294467	0.50	0.38	0.00%
15	MC	294739	0.61	0.44	0.00%
16	MC	294248	0.55	0.51	0.00%
17	MC	294696	0.83	0.50	0.00%
18	MC	293990	0.46	0.40	0.00%
19	MC	294399	0.71	0.45	0.00%
20	MC	293540	0.57	0.49	0.00%
21	MC	294790	0.73	0.40	0.00%
22	MC	294689	0.76	0.43	0.00%
23	MC	294442	0.88	0.43	0.00%
24	MC	294572	0.50	0.40	0.00%
25	MC	294357	0.89	0.38	0.00%
26	MC	293908	0.76	0.50	0.00%
27	MC	294281	0.65	0.52	0.00%
28	MC	294241	0.51	0.37	0.00%
29	MC	292818	0.41	0.32	0.01%
30	MC	294095	0.51	0.41	0.00%
31	MC	293953	0.56	0.46	0.00%
32	MC	292739	0.49	0.44	0.01%
33	MC	293622	0.49	0.50	0.00%
34	MC	293587	0.63	0.53	0.00%
35	MC	293474	0.56	0.49	0.01%

MC=Multiple Choice

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.



**Reading  
Annual Assessment Data, Grade Span 9-12**

<b>Operational Item Number*</b>	<b>Type</b>	<b>N</b>	<b>P-Value</b>	<b>Point Biserial</b>	<b>Percent Omit</b>
1	MC	262556	0.82	0.48	0.00%
2	MC	262638	0.76	0.41	0.00%
3	MC	261091	0.67	0.42	0.01%
4	MC	262503	0.72	0.28	0.00%
5	MC	262606	0.47	0.41	0.00%
6	MC	262474	0.89	0.41	0.00%
7	MC	262258	0.84	0.44	0.00%
8	MC	262512	0.80	0.50	0.00%
9	MC	262352	0.76	0.49	0.00%
10	MC	262259	0.61	0.46	0.00%
11	MC	262309	0.54	0.42	0.00%
12	MC	262532	0.61	0.41	0.00%
13	MC	262226	0.69	0.49	0.00%
14	MC	261908	0.57	0.44	0.00%
15	MC	262456	0.83	0.54	0.00%
16	MC	261825	0.74	0.45	0.00%
17	MC	262456	0.92	0.37	0.00%
18	MC	262501	0.81	0.44	0.00%
19	MC	262020	0.61	0.48	0.00%
20	MC	261649	0.71	0.54	0.00%
21	MC	262216	0.62	0.45	0.00%
22	MC	262446	0.78	0.31	0.00%
23	MC	262127	0.43	0.40	0.00%
24	MC	261591	0.78	0.35	0.00%
25	MC	262158	0.79	0.49	0.00%
26	MC	262219	0.74	0.56	0.00%
27	MC	261993	0.56	0.59	0.00%
28	MC	261758	0.57	0.40	0.00%
29	MC	262018	0.49	0.46	0.00%
30	MC	261960	0.69	0.52	0.00%
31	MC	261862	0.49	0.45	0.00%
32	MC	261733	0.76	0.56	0.00%
33	MC	261467	0.62	0.46	0.01%
34	MC	261476	0.52	0.40	0.01%
35	MC	261382	0.60	0.45	0.01%

MC=Multiple Choice

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Writing**  
**Annual Assessment Data, Grade Span K-2: Grade 2 Only**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	151923	0.45	0.37	0.00%
2	MC	151534	0.70	0.49	0.01%
3	MC	151442	0.73	0.57	0.01%
4	MC	150205	0.70	0.53	0.01%
5	MC	151224	0.84	0.52	0.01%
6	MC	149944	0.65	0.36	0.02%
7	MC	150259	0.47	0.38	0.01%
8	MC	149765	0.69	0.47	0.02%
9	MC	150462	0.50	0.43	0.01%
10	MC	150243	0.58	0.38	0.01%
11	MC	150563	0.36	0.36	0.01%
12	MC	150215	0.57	0.53	0.01%
13	MC	150232	0.64	0.52	0.01%
14	MC	149320	0.77	0.50	0.02%
15	MC	149963	0.73	0.53	0.02%
16	MC	149404	0.69	0.51	0.02%
17	MC	149768	0.62	0.51	0.02%
18	MC	149878	0.61	0.29	0.02%
19	MC	150249	0.54	0.28	0.01%

Operational Item Numbers 20-24 are Annual Assessment Data CR Items

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Writing**  
**Annual Assessment Data, Grade Span 3-5**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	432601	0.91	0.44	0.00%
2	MC	432306	0.81	0.48	0.00%
3	MC	432319	0.79	0.53	0.00%
4	MC	432705	0.87	0.53	0.00%
5	MC	432573	0.89	0.48	0.00%
6	MC	431805	0.86	0.49	0.00%
7	MC	431742	0.71	0.38	0.00%
8	MC	432311	0.87	0.52	0.00%
9	MC	432012	0.88	0.41	0.00%
10	MC	431400	0.83	0.49	0.00%
11	MC	431216	0.82	0.51	0.00%
12	MC	431768	0.75	0.53	0.00%
13	MC	430875	0.74	0.46	0.00%
14	MC	431337	0.65	0.42	0.00%
15	MC	430634	0.67	0.40	0.01%
16	MC	431289	0.67	0.36	0.00%
17	MC	430460	0.47	0.31	0.01%
18	MC	430665	0.56	0.43	0.01%
19	MC	430759	0.60	0.43	0.01%

Operational Item Numbers 20-24 are Annual Assessment Data CR Items

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Writing**  
**Annual Assessment Data, Grade Span 6-8**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	294565	0.73	0.50	0.00%
2	MC	294722	0.88	0.46	0.00%
3	MC	294609	0.91	0.44	0.00%
4	MC	294745	0.86	0.52	0.00%
5	MC	294712	0.64	0.41	0.00%
6	MC	294362	0.93	0.49	0.00%
7	MC	294246	0.90	0.55	0.00%
8	MC	294637	0.85	0.46	0.00%
9	MC	294353	0.90	0.52	0.00%
10	MC	294505	0.63	0.44	0.00%
11	MC	294064	0.73	0.56	0.00%
12	MC	294546	0.87	0.50	0.00%
13	MC	294041	0.87	0.62	0.00%
14	MC	294354	0.86	0.55	0.00%
15	MC	293659	0.81	0.58	0.00%
16	MC	294051	0.57	0.30	0.00%
17	MC	294078	0.59	0.34	0.00%
18	MC	294133	0.71	0.42	0.00%
19	MC	294089	0.56	0.39	0.00%

Operational Item Numbers 20-24 are Annual Assessment Data CR Items

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Writing**  
**Annual Assessment Data, Grade Span 9-12**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	262405	0.93	0.47	0.00%
2	MC	262370	0.96	0.34	0.00%
3	MC	262170	0.93	0.47	0.00%
4	MC	262420	0.91	0.51	0.00%
5	MC	262353	0.82	0.57	0.00%
6	MC	261731	0.67	0.53	0.00%
7	MC	261621	0.73	0.58	0.00%
8	MC	262297	0.92	0.54	0.00%
9	MC	262096	0.89	0.58	0.00%
10	MC	262115	0.79	0.58	0.00%
11	MC	261780	0.76	0.52	0.00%
12	MC	262261	0.93	0.40	0.00%
13	MC	261948	0.84	0.55	0.00%
14	MC	261774	0.66	0.50	0.00%
15	MC	261410	0.61	0.42	0.00%
16	MC	261824	0.71	0.42	0.00%
17	MC	261791	0.83	0.49	0.00%
18	MC	261890	0.84	0.51	0.00%
19	MC	261670	0.69	0.49	0.00%

Operational Item Numbers 20-24 are Annual Assessment Data CR Items

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Writing**  
**Annual Assessment Data, Constructed Response Items**

Grade Span	Oper. Item Number*	N	Percent Score Point =0**	Percent Score Point =1	Percent Score Point =2	Percent Score Point =3	Percent Score Point =4	Item-Test Corr.	Alpha ***	Mean	Mean Percent of Max.	Stand. Dev.
K-2	20	150596	3.42%	23.11%	58.74%	13.60%	.	0.72	0.87	1.83	0.61	0.69
K-2	21	150747	3.21%	28.01%	57.95%	9.80%	.	0.68	0.87	1.75	0.58	0.67
K-2	22	150157	3.22%	30.28%	48.39%	16.69%	.	0.72	0.87	1.80	0.60	0.75
K-2	23	149685	2.88%	46.87%	42.48%	6.04%	.	0.69	0.87	1.53	0.51	0.66
K-2	24	150039	3.13%	40.60%	31.15%	21.55%	2.07%	0.77	0.87	1.79	0.45	0.89
3-5	20	430649	0.73%	15.59%	66.18%	16.96%	.	0.61	0.86	2.00	0.67	0.60
3-5	21	430083	0.72%	22.12%	59.13%	17.34%	.	0.66	0.86	1.94	0.65	0.65
3-5	22	429510	0.61%	17.39%	41.86%	39.33%	.	0.66	0.86	2.21	0.74	0.74
3-5	23	428808	0.73%	18.23%	56.23%	23.84%	.	0.65	0.86	2.04	0.68	0.67
3-5	24	428655	1.06%	14.77%	37.86%	40.89%	4.42%	0.72	0.86	2.33	0.58	0.82
6-8	20	293970	0.23%	13.08%	37.62%	48.76%	.	0.65	0.85	2.35	0.78	0.71
6-8	21	293670	0.25%	18.51%	42.95%	37.88%	.	0.61	0.86	2.19	0.73	0.74
6-8	22	293657	0.25%	8.26%	49.86%	41.21%	.	0.56	0.86	2.33	0.78	0.63
6-8	23	293189	0.30%	10.79%	64.52%	23.82%	.	0.57	0.85	2.13	0.71	0.59
6-8	24	288391	0.38%	7.45%	55.57%	32.59%	1.79%	0.60	0.85	2.29	0.57	0.65
9-12	20	261358	0.08%	5.70%	57.43%	36.35%	.	0.53	0.86	2.31	0.77	0.58
9-12	21	261066	0.08%	9.24%	52.02%	38.11%	.	0.55	0.86	2.29	0.76	0.63
9-12	22	260798	0.11%	16.07%	52.52%	30.65%	.	0.54	0.87	2.14	0.71	0.67
9-12	23	260951	0.11%	9.42%	57.19%	32.69%	.	0.53	0.86	2.23	0.74	0.61
9-12	24	256424	0.29%	5.20%	50.00%	39.99%	2.20%	0.60	0.86	2.40	0.60	0.64

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*For the 2005-2006 Edition (Form E) data, all omits and blanks were treated as condition codes and given a Score Point of zero.

\*\*\*The alphas noted here indicate the reliability of the test with that particular constructed response item removed.

**Listening**  
**Initial Identification Data, Grade Span K-2**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	214807	0.77	0.39	0.00%
2	MC	215330	0.86	0.34	0.00%
3	MC	215299	0.87	0.37	0.00%
4	MC	215145	0.63	0.42	0.00%
5	MC	215244	0.49	0.30	0.00%
6	MC	215218	0.88	0.33	0.00%
7	MC	214229	0.52	0.44	0.01%
8	MC	213871	0.44	0.40	0.01%
9	MC	213321	0.55	0.48	0.01%
10	DCR	215072	0.58	0.61	0.34%
11	DCR	215211	0.86	0.49	0.27%
12	DCR	213960	0.61	0.70	0.85%
13	DCR	203113	0.66	0.66	5.88%
14	DCR	202703	0.55	0.52	6.07%
15	DCR	202329	0.16	0.48	6.24%
16	DCR	202272	0.48	0.61	6.27%
17	DCR	202109	0.52	0.65	6.35%
18	DCR	201964	0.37	0.68	6.41%
19	DCR	201991	0.75	0.48	6.40%
20	DCR	200290	0.86	0.40	7.19%

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Listening**  
**Initial Identification Data, Grade Span 3-5**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	42129	0.87	0.50	0.01%
2	MC	42291	0.84	0.52	0.00%
3	MC	42304	0.75	0.50	0.00%
4	MC	42249	0.82	0.56	0.00%
5	MC	42313	0.87	0.63	0.00%
6	MC	42227	0.81	0.51	0.00%
7	MC	42282	0.86	0.58	0.00%
8	MC	42278	0.82	0.50	0.00%
9	MC	42267	0.85	0.66	0.00%
10	MC	42057	0.76	0.54	0.01%
11	MC	42183	0.52	0.37	0.00%
12	MC	42097	0.76	0.61	0.01%
13	MC	42071	0.74	0.54	0.01%
14	MC	41959	0.71	0.48	0.01%
15	MC	42021	0.67	0.53	0.01%
16	MC	42033	0.67	0.46	0.01%
17	MC	41979	0.63	0.47	0.01%
18	MC	41928	0.92	0.51	0.01%
19	MC	41867	0.76	0.40	0.01%
20	MC	41839	0.80	0.57	0.01%

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the RWO sequence number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.



**Listening**  
**Initial Identification Data, Grade Span 6-8**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	36486	0.88	0.55	0.00%
2	MC	36512	0.78	0.54	0.00%
3	MC	36513	0.90	0.55	0.00%
4	MC	36610	0.87	0.61	0.00%
5	MC	36601	0.90	0.59	0.00%
6	MC	36508	0.71	0.55	0.00%
7	MC	36493	0.63	0.48	0.00%
8	MC	36475	0.76	0.57	0.00%
9	MC	36580	0.82	0.53	0.00%
10	MC	36564	0.94	0.48	0.00%
11	MC	36550	0.83	0.57	0.00%
12	MC	36465	0.87	0.63	0.01%
13	MC	36475	0.82	0.58	0.00%
14	MC	36488	0.82	0.62	0.00%
15	MC	36460	0.81	0.70	0.01%
16	MC	36455	0.88	0.62	0.01%
17	MC	36457	0.80	0.42	0.01%
18	MC	36328	0.76	0.50	0.01%
19	MC	36276	0.63	0.48	0.01%
20	MC	36238	0.50	0.31	0.01%

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Listening**  
**Initial Identification Data, Grade Span 9-12**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	46486	0.85	0.56	0.01%
2	MC	46922	0.91	0.49	0.00%
3	MC	46845	0.88	0.57	0.00%
4	MC	46933	0.60	0.52	0.00%
5	MC	46927	0.76	0.59	0.00%
6	MC	46832	0.75	0.53	0.00%
7	MC	46925	0.94	0.49	0.00%
8	MC	46911	0.74	0.54	0.00%
9	MC	46760	0.86	0.56	0.01%
10	MC	46477	0.73	0.56	0.01%
11	MC	46916	0.76	0.60	0.00%
12	MC	46832	0.90	0.57	0.00%
13	MC	46812	0.84	0.59	0.00%
14	MC	46800	0.86	0.63	0.00%
15	MC	46755	0.73	0.48	0.01%
16	MC	46762	0.64	0.31	0.01%
17	MC	46731	0.67	0.32	0.01%
18	MC	46642	0.88	0.44	0.01%
19	MC	46580	0.86	0.51	0.01%
20	MC	46560	0.86	0.53	0.01%

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Speaking**  
**Initial Identification Data, Grade Span K-2**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	DCR	191730	0.70	0.58	0.17%
2	DCR	191748	0.67	0.52	0.16%
3	DCR	191076	0.95	0.24	0.51%
4	DCR	191759	0.73	0.49	0.15%
5	DCR	191469	0.72	0.55	0.30%
6	DCR	191781	0.49	0.57	0.14%
7	DCR	191703	0.56	0.54	0.18%
8	DCR	191676	0.44	0.42	0.20%
9	DCR	191624	0.86	0.31	0.22%
10	DCR	191530	0.57	0.60	0.27%
11	DCR	191591	0.96	0.25	0.24%
12	DCR	191642	0.80	0.53	0.21%
13	DCR	191575	0.76	0.53	0.25%
14	DCR	191457	0.57	0.54	0.31%
15	DCR	191634	0.64	0.53	0.22%
16	DCR	191661	0.70	0.54	0.20%
17	DCR	191686	0.80	0.50	0.19%

Operational Item Numbers 18-20 are CR Items

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Speaking**  
**Initial Identification Data, Grade Span 3-5**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	CR	36188	0.94	0.29	0.06%
2	CR	36189	0.91	0.49	0.06%
3	CR	36114	0.71	0.57	0.27%
4	CR	36166	0.85	0.53	0.12%
5	CR	36152	0.85	0.54	0.16%
6	CR	36156	0.93	0.51	0.15%
7	CR	36107	0.87	0.58	0.28%
8	CR	36127	0.75	0.57	0.23%
9	CR	36022	0.65	0.48	0.52%
10	CR	36116	0.91	0.45	0.26%
11	CR	36082	0.99	0.22	0.35%
12	CR	36111	0.12	0.29	0.27%
13	CR	36095	0.19	0.37	0.32%

Operational Item Numbers 14-20 are CR Items

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Speaking**  
**Initial Identification Data, Grade Span 6-8**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	CR	30789	0.89	0.51	0.05%
2	CR	30787	0.95	0.47	0.05%
3	CR	30768	0.92	0.39	0.11%
4	CR	30706	0.66	0.49	0.31%
5	CR	30684	0.70	0.58	0.39%
6	CR	30610	0.88	0.57	0.63%
7	CR	30728	0.89	0.62	0.24%
8	CR	30689	0.83	0.60	0.37%
9	CR	30724	0.82	0.42	0.26%
10	CR	30717	0.85	0.65	0.28%
11	CR	30696	0.61	0.57	0.35%
12	CR	30685	0.69	0.63	0.38%
13	CR	30660	0.77	0.51	0.46%

Operational Item Numbers 14-20 are Annual Assessment Data CR Items

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Speaking**  
Initial Identification Data, Grade Span 9-12

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	CR	40786	0.97	0.35	0.09%
2	CR	40807	0.84	0.41	0.04%
3	CR	40732	0.81	0.54	0.22%
4	CR	40731	0.73	0.66	0.23%
5	CR	40628	0.80	0.63	0.48%
6	CR	40672	0.69	0.63	0.37%
7	CR	40646	0.60	0.60	0.43%
8	CR	40463	0.62	0.60	0.88%
9	CR	40699	0.78	0.59	0.30%
10	CR	40675	0.84	0.53	0.36%
11	CR	40637	0.57	0.45	0.46%
12	CR	40648	0.53	0.44	0.43%
13	CR	40605	0.65	0.64	0.53%

Operational Item Numbers 14-20 are Annual Assessment Data CR Items

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

Speaking

Initial Identification Data, Constructed Response Items

Grade Span	Oper. Item Number*	N	Percent Score Point =0**	Percent Score Point =1	Percent Score Point =2	Percent Score Point =3	Percent Score Point =4	Item-Test Corr.	Alpha ***	Mean	Mean Percent of Max.	Stand. Dev.
K-2	18	191800	24.60%	42.74%	32.53%	.	.	0.72	0.85	1.08	0.54	0.75
K-2	19	191636	20.53%	39.63%	39.63%	.	.	0.73	0.85	1.19	0.60	0.75
K-2	20	191283	13.17%	25.40%	30.35%	24.55%	6.12%	0.77	0.86	1.85	0.46	1.12
3-5	14	36075	17.30%	22.12%	60.21%	.	.	0.78	0.87	1.43	0.72	0.77
3-5	15	36041	15.27%	20.73%	63.53%	.	.	0.77	0.87	1.48	0.74	0.75
3-5	16	34619	10.86%	23.16%	61.59%	.	.	0.74	0.87	1.53	0.77	0.69
3-5	17	34580	22.20%	31.30%	41.99%	.	.	0.70	0.88	1.21	0.61	0.79
3-5	18	36134	5.07%	21.23%	73.49%	.	.	0.70	0.88	1.69	0.85	0.56
3-5	19	36119	4.98%	22.43%	72.34%	.	.	0.69	0.88	1.68	0.84	0.56
3-5	20	36031	3.60%	6.33%	19.13%	45.17%	25.27%	0.79	0.88	2.83	0.71	1.00
6-8	14	30728	4.79%	13.54%	81.43%	.	.	0.66	0.90	1.77	0.89	0.52
6-8	15	30743	20.08%	25.81%	53.92%	.	.	0.74	0.90	1.34	0.67	0.79
6-8	16	30236	8.32%	13.96%	75.88%	.	.	0.73	0.89	1.69	0.85	0.62
6-8	17	30226	9.48%	21.38%	67.27%	.	.	0.72	0.89	1.59	0.80	0.66
6-8	18	30761	2.55%	15.72%	81.59%	.	.	0.66	0.90	1.79	0.90	0.47
6-8	19	30744	3.50%	20.62%	75.69%	.	.	0.69	0.90	1.72	0.86	0.52
6-8	20	30691	2.40%	5.70%	17.90%	46.04%	27.59%	0.78	0.90	2.91	0.73	0.95
9-12	14	40691	16.59%	25.20%	57.89%	.	.	0.76	0.90	1.41	0.71	0.76
9-12	15	40284	14.67%	23.62%	60.39%	.	.	0.78	0.90	1.46	0.73	0.74
9-12	16	39058	14.97%	26.95%	53.76%	.	.	0.73	0.90	1.41	0.71	0.74
9-12	17	38978	12.20%	20.99%	62.29%	.	.	0.74	0.90	1.52	0.76	0.71
9-12	18	40739	5.25%	17.96%	76.58%	.	.	0.69	0.91	1.71	0.86	0.56
9-12	19	40729	2.12%	13.44%	84.21%	.	.	0.61	0.91	1.82	0.91	0.43
9-12	20	40590	1.44%	4.95%	15.11%	40.68%	37.25%	0.77	0.91	3.08	0.77	0.92

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*For the 2005-2006 Edition (Form E) data, all omits and blanks were treated as condition codes and given a Score Point of zero.

\*\*\*The alphas noted here indicate the reliability of the test with that particular constructed response item removed.

Reading  
Initial Identification Data, Grade Span K-2: Grade 2 Only

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	15675	0.59	0.60	0.00%
2	MC	15685	0.67	0.50	0.00%
3	MC	15690	0.54	0.47	0.00%
4	MC	15624	0.56	0.50	0.01%
5	MC	15628	0.53	0.31	0.01%
6	MC	15636	0.22	0.24	0.01%
7	MC	15576	0.25	0.29	0.01%
8	MC	15506	0.39	0.38	0.02%
9	MC	15529	0.73	0.49	0.01%
10	MC	15563	0.55	0.52	0.01%
11	MC	15647	0.74	0.53	0.01%
12	MC	15633	0.57	0.51	0.01%
13	MC	15596	0.66	0.57	0.01%
14	MC	15546	0.69	0.51	0.01%
15	MC	15074	0.52	0.50	0.04%
16	MC	15618	0.36	0.44	0.01%
17	MC	15453	0.29	0.35	0.02%
18	MC	15418	0.65	0.57	0.02%
19	MC	15388	0.63	0.61	0.02%
20	MC	15409	0.54	0.63	0.02%
21	MC	15532	0.50	0.55	0.01%
22	MC	15498	0.36	0.48	0.02%
23	MC	15508	0.51	0.35	0.02%
24	MC	15321	0.60	0.57	0.03%
25	MC	15453	0.67	0.50	0.02%
26	MC	15380	0.45	0.32	0.02%
27	MC	15350	0.54	0.37	0.03%
28	MC	15322	0.73	0.54	0.03%
29	MC	15378	0.41	0.47	0.02%
30	MC	15208	0.67	0.53	0.03%
31	MC	15274	0.60	0.52	0.03%
32	MC	15327	0.46	0.53	0.03%
33	MC	15212	0.57	0.56	0.03%
34	MC	15228	0.44	0.39	0.03%
35	MC	15248	0.51	0.56	0.03%

MC=Multiple Choice

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.



Reading  
Initial Identification Data, Grade Span 3-5

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	41339	0.67	0.52	0.00%
2	MC	41324	0.58	0.57	0.00%
3	MC	41277	0.65	0.54	0.00%
4	MC	41321	0.56	0.51	0.00%
5	MC	41327	0.59	0.52	0.00%
6	MC	41270	0.54	0.35	0.00%
7	MC	41235	0.46	0.55	0.00%
8	MC	41251	0.56	0.57	0.00%
9	MC	41164	0.51	0.49	0.01%
10	MC	41196	0.53	0.50	0.00%
11	MC	41083	0.61	0.51	0.01%
12	MC	41296	0.82	0.51	0.00%
13	MC	41272	0.89	0.44	0.00%
14	MC	41049	0.60	0.60	0.01%
15	MC	41048	0.65	0.62	0.01%
16	MC	41067	0.59	0.57	0.01%
17	MC	41142	0.76	0.50	0.01%
18	MC	41118	0.56	0.49	0.01%
19	MC	41071	0.57	0.59	0.01%
20	MC	41098	0.67	0.65	0.01%
21	MC	41046	0.68	0.64	0.01%
22	MC	41018	0.45	0.52	0.01%
23	MC	41047	0.49	0.52	0.01%
24	MC	41057	0.60	0.57	0.01%
25	MC	40996	0.55	0.38	0.01%
26	MC	40889	0.77	0.59	0.01%
27	MC	41007	0.58	0.53	0.01%
28	MC	40949	0.69	0.53	0.01%
29	MC	40902	0.66	0.51	0.01%
30	MC	40752	0.50	0.42	0.02%
31	MC	40885	0.64	0.60	0.01%
32	MC	40857	0.46	0.29	0.01%
33	MC	40798	0.67	0.64	0.01%
34	MC	40698	0.56	0.44	0.02%
35	MC	40500	0.47	0.43	0.02%

MC=Multiple Choice

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

Reading  
Initial Identification Data, Grade Span 6-8

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	36363	0.45	0.56	0.00%
2	MC	36365	0.81	0.56	0.00%
3	MC	36361	0.60	0.59	0.00%
4	MC	36283	0.51	0.49	0.00%
5	MC	36300	0.71	0.62	0.00%
6	MC	36275	0.55	0.49	0.00%
7	MC	36268	0.60	0.67	0.00%
8	MC	36249	0.65	0.57	0.00%
9	MC	36317	0.50	0.42	0.00%
10	MC	36271	0.53	0.27	0.00%
11	MC	36295	0.81	0.58	0.00%
12	MC	36235	0.67	0.57	0.00%
13	MC	36244	0.53	0.54	0.00%
14	MC	36231	0.51	0.47	0.00%
15	MC	36292	0.62	0.46	0.00%
16	MC	36166	0.56	0.59	0.01%
17	MC	36290	0.75	0.62	0.00%
18	MC	36123	0.51	0.48	0.01%
19	MC	36254	0.65	0.56	0.00%
20	MC	36111	0.60	0.57	0.01%
21	MC	36288	0.74	0.46	0.00%
22	MC	36226	0.72	0.54	0.00%
23	MC	36203	0.85	0.50	0.01%
24	MC	36196	0.54	0.47	0.01%
25	MC	36212	0.88	0.43	0.01%
26	MC	36122	0.73	0.59	0.01%
27	MC	36121	0.64	0.62	0.01%
28	MC	36152	0.55	0.43	0.01%
29	MC	36038	0.45	0.40	0.01%
30	MC	36106	0.58	0.49	0.01%
31	MC	36083	0.61	0.56	0.01%
32	MC	35953	0.52	0.55	0.01%
33	MC	36085	0.54	0.61	0.01%
34	MC	36062	0.67	0.60	0.01%
35	MC	36039	0.61	0.58	0.01%

MC=Multiple Choice

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

Reading  
Initial Identification Data, Grade Span 9-12

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	47189	0.75	0.60	0.00%
2	MC	47236	0.72	0.50	0.00%
3	MC	46924	0.64	0.51	0.01%
4	MC	47245	0.72	0.37	0.00%
5	MC	47243	0.55	0.48	0.00%
6	MC	47130	0.85	0.52	0.00%
7	MC	47113	0.84	0.47	0.00%
8	MC	47020	0.73	0.62	0.01%
9	MC	46979	0.69	0.58	0.01%
10	MC	46972	0.60	0.50	0.01%
11	MC	47020	0.53	0.48	0.01%
12	MC	47111	0.62	0.41	0.00%
13	MC	47067	0.67	0.53	0.01%
14	MC	46756	0.55	0.50	0.01%
15	MC	47110	0.75	0.65	0.00%
16	MC	46967	0.72	0.48	0.01%
17	MC	47132	0.87	0.44	0.00%
18	MC	47131	0.76	0.54	0.00%
19	MC	47041	0.60	0.57	0.01%
20	MC	46870	0.65	0.62	0.01%
21	MC	47019	0.64	0.51	0.01%
22	MC	47066	0.79	0.30	0.01%
23	MC	46921	0.50	0.45	0.01%
24	MC	46943	0.77	0.41	0.01%
25	MC	46924	0.76	0.56	0.01%
26	MC	46954	0.70	0.65	0.01%
27	MC	46909	0.58	0.68	0.01%
28	MC	46697	0.54	0.46	0.01%
29	MC	46860	0.51	0.54	0.01%
30	MC	46913	0.67	0.60	0.01%
31	MC	46829	0.52	0.53	0.01%
32	MC	46772	0.72	0.64	0.01%
33	MC	46727	0.62	0.56	0.01%
34	MC	46681	0.55	0.49	0.01%
35	MC	46653	0.62	0.52	0.01%

MC=Multiple Choice

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Writing**  
Initial Identification Data, Grade Span K-2: Grade 2 Only

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	15469	0.48	0.39	0.00%
2	MC	15412	0.66	0.52	0.01%
3	MC	15415	0.69	0.59	0.01%
4	MC	15289	0.66	0.56	0.01%
5	MC	15353	0.78	0.59	0.01%
6	MC	15250	0.64	0.40	0.02%
7	MC	15288	0.48	0.40	0.01%
8	MC	15257	0.68	0.50	0.02%
9	MC	15294	0.53	0.43	0.01%
10	MC	15265	0.57	0.41	0.02%
11	MC	15336	0.39	0.37	0.01%
12	MC	15299	0.57	0.53	0.01%
13	MC	15291	0.64	0.51	0.01%
14	MC	15223	0.74	0.54	0.02%
15	MC	15271	0.70	0.56	0.02%
16	MC	15178	0.67	0.55	0.02%
17	MC	15242	0.60	0.51	0.02%
18	MC	15275	0.63	0.35	0.01%
19	MC	15308	0.56	0.35	0.01%
Operational Item Numbers 20-24 are Annual Assessment Data CR Items					

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Writing**  
**Initial Identification Data, Grade Span 3-5**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	41201	0.85	0.51	0.00%
2	MC	41161	0.75	0.55	0.00%
3	MC	41137	0.73	0.57	0.00%
4	MC	41200	0.80	0.61	0.00%
5	MC	41178	0.82	0.54	0.00%
6	MC	41078	0.80	0.56	0.00%
7	MC	41073	0.63	0.43	0.00%
8	MC	41138	0.81	0.58	0.00%
9	MC	41110	0.83	0.45	0.00%
10	MC	41048	0.74	0.58	0.00%
11	MC	41044	0.73	0.57	0.00%
12	MC	41089	0.69	0.56	0.00%
13	MC	40948	0.67	0.50	0.01%
14	MC	40986	0.64	0.48	0.01%
15	MC	40957	0.64	0.45	0.01%
16	MC	41020	0.65	0.43	0.01%
17	MC	40951	0.45	0.32	0.01%
18	MC	40945	0.55	0.46	0.01%
19	MC	40956	0.57	0.43	0.01%

Operational Item Numbers 20-24 are Annual Assessment Data CR Items

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Writing**  
**Initial Identification Data, Grade Span 6-8**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	36285	0.66	0.59	0.00%
2	MC	36332	0.79	0.56	0.00%
3	MC	36333	0.83	0.61	0.00%
4	MC	36336	0.78	0.60	0.00%
5	MC	36343	0.66	0.46	0.00%
6	MC	36282	0.84	0.64	0.00%
7	MC	36241	0.79	0.67	0.00%
8	MC	36302	0.79	0.55	0.00%
9	MC	36238	0.80	0.64	0.00%
10	MC	36222	0.61	0.48	0.00%
11	MC	36172	0.68	0.64	0.01%
12	MC	36271	0.77	0.62	0.00%
13	MC	36167	0.76	0.71	0.01%
14	MC	36242	0.78	0.65	0.00%
15	MC	36146	0.72	0.66	0.01%
16	MC	36231	0.58	0.34	0.00%
17	MC	36195	0.61	0.43	0.00%
18	MC	36217	0.71	0.48	0.00%
19	MC	36196	0.56	0.44	0.00%

Operational Item Numbers 20-24 are Annual Assessment Data CR Items

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

**Writing**  
**Initial Identification Data, Grade Span 9-12**

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	47343	0.87	0.59	0.00%
2	MC	47329	0.91	0.50	0.00%
3	MC	47291	0.86	0.57	0.00%
4	MC	47329	0.83	0.65	0.00%
5	MC	47312	0.75	0.66	0.00%
6	MC	47157	0.63	0.60	0.00%
7	MC	47109	0.67	0.64	0.01%
8	MC	47295	0.84	0.67	0.00%
9	MC	47241	0.78	0.71	0.00%
10	MC	47245	0.74	0.63	0.00%
11	MC	47050	0.71	0.61	0.01%
12	MC	47260	0.88	0.47	0.00%
13	MC	47205	0.78	0.63	0.00%
14	MC	47056	0.62	0.55	0.01%
15	MC	47111	0.63	0.53	0.01%
16	MC	47190	0.66	0.50	0.00%
17	MC	47192	0.79	0.51	0.00%
18	MC	47190	0.78	0.54	0.00%
19	MC	47072	0.67	0.55	0.01%

Operational Item Numbers 20-24 are Annual Assessment Data CR Items

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

Writing

Initial Identification Data, Constructed Response Items

Grade Span	Item Number*	N	Percent Score Point =0**	Percent Score Point =1	Percent Score Point =2	Percent Score Point =3	Percent Score Point =4	Item-Test Corr.	Alpha ***	Mean	Mean Percent of Max.	Stand. Dev.
K-2	20	14747	7.89%	20.49%	49.57%	17.17%	.	0.80	0.90	1.80	0.60	0.83
K-2	21	14653	7.62%	24.90%	49.85%	12.14%	.	0.76	0.90	1.70	0.57	0.79
K-2	22	14555	7.53%	27.13%	40.18%	19.03%	.	0.80	0.90	1.75	0.58	0.87
K-2	23	14473	7.46%	39.74%	37.82%	8.33%	.	0.77	0.90	1.50	0.50	0.77
K-2	24	14478	7.60%	34.13%	25.95%	22.17%	3.52%	0.83	0.90	1.78	0.45	1.02
3-5	20	39304	5.79%	17.88%	52.75%	18.88%	.	0.77	0.90	1.89	0.63	0.79
3-5	21	39086	5.87%	21.86%	46.57%	20.47%	.	0.79	0.90	1.86	0.62	0.82
3-5	22	38926	5.42%	19.37%	32.21%	37.38%	.	0.80	0.90	2.08	0.69	0.91
3-5	23	38849	5.65%	19.16%	44.10%	25.28%	.	0.79	0.90	1.94	0.65	0.84
3-5	24	39101	6.87%	17.36%	29.04%	35.53%	6.01%	0.84	0.90	2.17	0.54	1.03
6-8	20	35175	2.68%	17.42%	30.28%	46.35%	.	0.78	0.92	2.24	0.75	0.84
6-8	21	34887	2.74%	21.18%	33.02%	38.99%	.	0.76	0.92	2.13	0.71	0.85
6-8	22	34959	2.63%	14.07%	38.58%	40.85%	.	0.74	0.92	2.22	0.74	0.79
6-8	23	34554	3.10%	16.65%	47.64%	27.63%	.	0.76	0.92	2.05	0.68	0.77
6-8	24	32975	2.98%	11.18%	41.17%	31.17%	4.18%	0.76	0.92	2.25	0.56	0.85
9-12	20	46032	0.54%	11.01%	47.32%	38.28%	.	0.69	0.92	2.27	0.76	0.68
9-12	21	45769	0.53%	13.85%	43.90%	38.33%	.	0.67	0.92	2.24	0.75	0.71
9-12	22	45431	0.65%	18.61%	44.19%	32.45%	.	0.66	0.92	2.13	0.71	0.74
9-12	23	45641	0.68%	13.81%	46.88%	34.96%	.	0.67	0.92	2.21	0.74	0.70
9-12	24	43222	1.38%	8.11%	39.57%	36.97%	5.21%	0.73	0.92	2.40	0.60	0.79

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*For the 2005-2006 Edition (Form E) data, all omits and blanks were treated as condition codes and given a Score Point of zero.

\*\*\*The alphas noted here indicate the reliability of the test with that particular constructed response item removed.



**Appendix I** 2005-2006 Edition (Form E) Comparison of Annual Assessment versus Initial Identification Item Difficulty

**CELDT 2005-2006 Edition (Form E) P-Value Comparison of Annual Assessment to Initial Identification Data Listening Grade Span K-2**

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.92	0.77	0.15
2	0.95	0.86	0.09
3	0.95	0.87	0.08
4	0.82	0.63	0.19
5	0.62	0.49	0.13
6	0.96	0.88	0.08
7	0.73	0.52	0.22
8	0.61	0.44	0.18
9	0.73	0.55	0.18
10	0.82	0.58	0.24
11	0.96	0.86	0.10
12	0.86	0.61	0.25
13	0.88	0.66	0.22
14	0.74	0.55	0.19
15	0.34	0.16	0.18
16	0.71	0.48	0.23
17	0.83	0.52	0.31
18	0.69	0.37	0.32
19	0.89	0.75	0.14
20	0.93	0.86	0.07
		Sum	3.56
		Average	0.18

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book number.

**CELDT 2005-2006 Edition (Form E) P-Value Comparison of Annual Assessment to  
Initial Identification Data Listening Grade Span 3-5**

Operational Item Number	Annual Data	Initial Data	Difference (Annual- Initial)
1	0.92	0.87	0.05
2	0.90	0.84	0.06
3	0.81	0.75	0.05
4	0.91	0.82	0.09
5	0.97	0.87	0.10
6	0.89	0.81	0.08
7	0.94	0.86	0.08
8	0.88	0.82	0.06
9	0.94	0.85	0.10
10	0.82	0.76	0.06
11	0.53	0.52	0.01
12	0.83	0.76	0.08
13	0.79	0.74	0.05
14	0.73	0.71	0.02
15	0.72	0.67	0.05
16	0.68	0.67	0.01
17	0.67	0.63	0.04
18	0.98	0.92	0.05
19	0.79	0.76	0.04
20	0.88	0.80	0.08
		Sum	1.16
		Average	0.06

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book number.

**CELDT 2005-2006 Edition (Form E) P-Value Comparison of Annual Assessment to  
Initial Identification Data Listening Grade Span 6-8**

Operational Item Number	Annual Data	Initial Data	Difference (Annual- Initial)
1	0.96	0.88	0.08
2	0.84	0.78	0.05
3	0.96	0.90	0.07
4	0.95	0.87	0.09
5	0.97	0.90	0.08
6	0.77	0.71	0.06
7	0.71	0.63	0.08
8	0.84	0.76	0.08
9	0.88	0.82	0.06
10	0.98	0.94	0.04
11	0.90	0.83	0.07
12	0.96	0.87	0.09
13	0.90	0.82	0.08
14	0.91	0.82	0.09
15	0.91	0.81	0.10
16	0.95	0.88	0.08
17	0.84	0.80	0.04
18	0.81	0.76	0.06
19	0.66	0.63	0.03
20	0.48	0.50	-0.02
		Sum	1.30
		Average	0.07

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book number.

**CELDT 2005-2006 Edition (Form E) P-Value Comparison of Annual Assessment to  
Initial Identification Data Listening Grade Span 9-12**

Operational Item Number	Annual Data	Initial Data	Difference (Annual- Initial)
1	0.92	0.85	0.07
2	0.96	0.91	0.05
3	0.95	0.88	0.06
4	0.62	0.60	0.01
5	0.83	0.76	0.06
6	0.81	0.75	0.06
7	0.98	0.94	0.05
8	0.77	0.74	0.04
9	0.93	0.86	0.07
10	0.82	0.73	0.09
11	0.83	0.76	0.07
12	0.96	0.90	0.06
13	0.91	0.84	0.07
14	0.94	0.86	0.08
15	0.77	0.73	0.04
16	0.61	0.64	-0.03
17	0.65	0.67	-0.02
18	0.91	0.88	0.03
19	0.90	0.86	0.05
20	0.91	0.86	0.05
		Sum	0.98
		Average	0.05

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book number.

**CELDT 2005-2006 Edition (Form E) P-Value Comparison of Annual Assessment to  
Initial Identification Data Speaking Grade Span K-2**

Operational Item Number	Annual Data	Initial Data	Difference (Annual- Initial)
1	0.89	0.70	0.18
2	0.76	0.67	0.10
3	0.98	0.95	0.03
4	0.84	0.73	0.11
5	0.83	0.72	0.10
6	0.60	0.49	0.11
7	0.76	0.56	0.20
8	0.60	0.44	0.16
9	0.92	0.86	0.06
10	0.71	0.57	0.15
11	0.97	0.96	0.02
12	0.94	0.80	0.14
13	0.92	0.76	0.15
14	0.70	0.57	0.13
15	0.79	0.64	0.15
16	0.86	0.70	0.16
17	0.91	0.80	0.10
18	0.71	0.54	0.17
19	0.77	0.60	0.18
20	0.57	0.46	0.11
		Sum	2.51
		Average	0.13

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book number.

**CELDT 2005-2006 Edition (Form E) P-Value Comparison of Annual Assessment to Initial Identification Data Speaking Grade Span 3-5**

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.95	0.94	0.00
2	0.95	0.91	0.03
3	0.72	0.71	0.02
4	0.87	0.85	0.02
5	0.87	0.85	0.02
6	0.97	0.93	0.04
7	0.94	0.87	0.06
8	0.77	0.75	0.02
9	0.67	0.65	0.02
10	0.93	0.91	0.02
11	1.00	0.99	0.01
12	0.07	0.12	-0.05
13	0.12	0.19	-0.06
14	0.73	0.72	0.01
15	0.76	0.74	0.01
16	0.77	0.77	0.01
17	0.58	0.60	-0.02
18	0.87	0.84	0.03
19	0.86	0.84	0.02
20	0.71	0.71	0.01
		Sum	0.24
		Average	0.01

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book number.

**CELDT 2005-2006 Edition (Form E) P-Value Comparison of Annual Assessment to  
Initial Identification Data Speaking Grade Span 6-8**

Operational Item Number	Annual Data	Initial Data	Difference (Annual- Initial)
1	0.93	0.89	0.04
2	0.97	0.95	0.02
3	0.94	0.92	0.02
4	0.62	0.66	-0.04
5	0.70	0.70	0.00
6	0.92	0.88	0.04
7	0.93	0.89	0.03
8	0.88	0.83	0.05
9	0.84	0.82	0.02
10	0.88	0.85	0.03
11	0.58	0.61	-0.03
12	0.70	0.69	0.01
13	0.77	0.77	0.00
14	0.92	0.88	0.03
15	0.65	0.67	-0.01
16	0.90	0.84	0.05
17	0.81	0.79	0.02
18	0.92	0.90	0.02
19	0.88	0.86	0.02
20	0.74	0.73	0.01
		Sum	0.31

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book number.

**CELDT 2005-2006 Edition (Form E) P-Value Comparison of Annual Assessment to  
Initial Identification Data Speaking Grade Span 9-12**

Operational Item Number	Annual Data	Initial Data	Difference (Annual- Initial)
1	0.99	0.97	0.02
2	0.84	0.84	0.00
3	0.84	0.81	0.03
4	0.77	0.73	0.05
5	0.83	0.80	0.03
6	0.70	0.69	0.01
7	0.66	0.60	0.06
8	0.63	0.62	0.01
9	0.81	0.78	0.03
10	0.83	0.84	-0.01
11	0.60	0.57	0.02
12	0.49	0.53	-0.04
13	0.63	0.65	-0.02
14	0.73	0.71	0.03
15	0.77	0.73	0.04
16	0.71	0.70	0.01
17	0.79	0.76	0.03
18	0.89	0.86	0.03
19	0.93	0.91	0.02
20	0.78	0.77	0.01
		Sum	0.35
		Average	0.02

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book number.



**CELDT 2005-2006 Edition (Form E) P-Value Comparison of Annual Assessment to  
Initial Identification Data Reading Grade Span K-2**

Operational Item Number	Annual Data	Initial Data	Difference (Annual- Initial)
1	0.60	0.59	0.02
2	0.71	0.67	0.04
3	0.54	0.54	0.00
4	0.55	0.56	-0.01
5	0.52	0.53	-0.01
6	0.19	0.22	-0.04
7	0.21	0.25	-0.04
8	0.34	0.39	-0.05
9	0.77	0.73	0.04
10	0.56	0.55	0.01
11	0.76	0.74	0.02
12	0.57	0.57	0.00
13	0.68	0.66	0.02
14	0.70	0.69	0.01
15	0.50	0.52	-0.02
16	0.35	0.36	-0.01
17	0.25	0.29	-0.04
18	0.63	0.65	-0.02
19	0.65	0.63	0.02
20	0.54	0.54	-0.01
21	0.49	0.50	-0.01
22	0.31	0.36	-0.04
23	0.47	0.51	-0.04
24	0.59	0.60	-0.01
25	0.70	0.67	0.02
26	0.42	0.45	-0.02
27	0.52	0.54	-0.02
28	0.75	0.73	0.02
29	0.39	0.41	-0.02
30	0.65	0.67	-0.02
31	0.58	0.60	-0.02
32	0.42	0.46	-0.04
33	0.57	0.57	-0.01
34	0.39	0.44	-0.05
35	0.50	0.51	-0.01
		Sum	-0.32
		Average	-0.01

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book number.

**CELDT 2005-2006 Edition (Form E) P-Value Comparison of Annual Assessment to Initial Identification Data Reading Grade Span 3-5**

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.72	0.67	0.05
2	0.61	0.58	0.03
3	0.71	0.65	0.06
4	0.58	0.56	0.02
5	0.63	0.59	0.04
6	0.54	0.54	0.00
7	0.47	0.46	0.01
8	0.61	0.56	0.05
9	0.51	0.51	0.00
10	0.58	0.53	0.05
11	0.61	0.61	0.00
12	0.89	0.82	0.07
13	0.94	0.89	0.04
14	0.65	0.60	0.05
15	0.72	0.65	0.07
16	0.64	0.59	0.05
17	0.79	0.76	0.03
18	0.58	0.56	0.01
19	0.59	0.57	0.03
20	0.73	0.67	0.06
21	0.74	0.68	0.06
22	0.43	0.45	-0.02
23	0.48	0.49	-0.02
24	0.64	0.60	0.03
25	0.56	0.55	0.00
26	0.83	0.77	0.06
27	0.57	0.58	-0.01
28	0.71	0.69	0.02
29	0.69	0.66	0.03
30	0.49	0.50	-0.01
31	0.67	0.64	0.02
32	0.46	0.46	0.00
33	0.72	0.67	0.06
34	0.58	0.56	0.01
35	0.46	0.47	0.00
		Sum	0.96
		Average	0.03

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book number.

**CELDT 2005-2006 Edition (Form E) P-Value Comparison of Annual Assessment to  
Initial Identification Data Reading Grade Span 6-8**

Operational Item Number	Annual Data	Initial Data	Difference (Annual- Initial)
1	0.45	0.45	0.00
2	0.88	0.81	0.07
3	0.61	0.60	0.01
4	0.51	0.51	0.00
5	0.74	0.71	0.03
6	0.55	0.55	0.00
7	0.62	0.60	0.01
8	0.62	0.65	-0.03
9	0.39	0.50	-0.11
10	0.49	0.53	-0.04
11	0.86	0.81	0.06
12	0.69	0.67	0.02
13	0.54	0.53	0.01
14	0.50	0.51	-0.01
15	0.61	0.62	-0.01
16	0.55	0.56	-0.01
17	0.83	0.75	0.08
18	0.46	0.51	-0.05
19	0.71	0.65	0.06
20	0.57	0.60	-0.03
21	0.73	0.74	0.00
22	0.76	0.72	0.04
23	0.88	0.85	0.03
24	0.50	0.54	-0.04
25	0.89	0.88	0.01
26	0.76	0.73	0.03
27	0.65	0.64	0.00
28	0.51	0.55	-0.05
29	0.41	0.45	-0.04
30	0.51	0.58	-0.06
31	0.56	0.61	-0.05
32	0.49	0.52	-0.03
33	0.49	0.54	-0.05
34	0.63	0.67	-0.04
35	0.56	0.61	-0.05
		Sum	-0.27
		Average	-0.01

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book number.

**CELDT 2005-2006 Edition (Form E) P-Value Comparison of Annual Assessment to  
Initial Identification Data Reading Grade Span 9-12**

Operational Item Number	Annual Data	Initial Data	Difference (Annual- Initial)
1	0.82	0.75	0.07
2	0.76	0.72	0.04
3	0.67	0.64	0.03
4	0.72	0.72	0.01
5	0.47	0.55	-0.08
6	0.89	0.85	0.05
7	0.84	0.84	0.00
8	0.80	0.73	0.07
9	0.76	0.69	0.06
10	0.61	0.60	0.02
11	0.54	0.53	0.01
12	0.61	0.62	-0.01
13	0.69	0.67	0.02
14	0.57	0.55	0.02
15	0.83	0.75	0.08
16	0.74	0.72	0.02
17	0.92	0.87	0.04
18	0.81	0.76	0.04
19	0.61	0.60	0.02
20	0.71	0.65	0.05
21	0.62	0.64	-0.01
22	0.78	0.79	-0.01
23	0.43	0.50	-0.07
24	0.78	0.77	0.00
25	0.79	0.76	0.02
26	0.74	0.70	0.05
27	0.56	0.58	-0.02
28	0.57	0.54	0.03
29	0.49	0.51	-0.02
30	0.69	0.67	0.02
31	0.49	0.52	-0.03
32	0.76	0.72	0.04
33	0.62	0.62	0.00
34	0.52	0.55	-0.03
35	0.60	0.62	-0.03
		Sum	0.51
		Average	0.01

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book number.

**CELDT 2005-2006 Edition (Form E) P-Value Comparison of Annual Assessment to  
Initial Identification Data Writing Grade Span K-2**

Operational Item Number	Annual Data	Initial Data	Difference (Annual- Initial)
1	0.45	0.48	-0.03
2	0.70	0.66	0.04
3	0.73	0.69	0.04
4	0.70	0.66	0.04
5	0.84	0.78	0.05
6	0.65	0.64	0.01
7	0.47	0.48	-0.01
8	0.69	0.68	0.01
9	0.50	0.53	-0.03
10	0.58	0.57	0.00
11	0.36	0.39	-0.03
12	0.57	0.57	0.01
13	0.64	0.64	0.00
14	0.77	0.74	0.03
15	0.73	0.70	0.02
16	0.69	0.67	0.02
17	0.62	0.60	0.02
18	0.61	0.63	-0.02
19	0.54	0.56	-0.02
20	0.60	0.57	0.03
21	0.58	0.54	0.04
22	0.59	0.55	0.04
23	0.50	0.47	0.03
24	0.44	0.42	0.02
		Sum	0.33
		Average	0.01

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book number.

**CELDT 2005-2006 Edition (Form E) P-Value Comparison of Annual Assessment to  
Initial Identification Data Writing Grade Span 3-5**

Operational Item Number	Annual Data	Initial Data	Difference (Annual- Initial)
1	0.91	0.85	0.06
2	0.81	0.75	0.06
3	0.79	0.73	0.06
4	0.87	0.80	0.07
5	0.89	0.82	0.07
6	0.86	0.80	0.05
7	0.71	0.63	0.08
8	0.87	0.81	0.07
9	0.88	0.83	0.05
10	0.83	0.74	0.08
11	0.82	0.73	0.08
12	0.75	0.69	0.06
13	0.74	0.67	0.07
14	0.65	0.64	0.02
15	0.67	0.64	0.03
16	0.67	0.65	0.02
17	0.47	0.45	0.02
18	0.56	0.55	0.01
19	0.60	0.57	0.03
20	0.66	0.60	0.06
21	0.64	0.59	0.05
22	0.73	0.65	0.08
23	0.67	0.61	0.06
24	0.58	0.52	0.06
		Sum	1.30
		Average	0.05

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book number.

**CELDT 2005-2006 Edition (Form E) P-Value Comparison of Annual Assessment to  
Initial Identification Data Writing Grade Span 6-8**

Operational Item Number	Annual Data	Initial Data	Difference (Annual- Initial)
1	0.73	0.66	0.07
2	0.88	0.79	0.09
3	0.91	0.83	0.09
4	0.86	0.78	0.09
5	0.64	0.66	-0.02
6	0.93	0.84	0.09
7	0.90	0.79	0.11
8	0.85	0.79	0.06
9	0.90	0.80	0.10
10	0.63	0.61	0.01
11	0.73	0.68	0.05
12	0.87	0.77	0.10
13	0.87	0.76	0.11
14	0.86	0.78	0.08
15	0.81	0.72	0.08
16	0.57	0.58	-0.02
17	0.59	0.61	-0.02
18	0.71	0.71	0.00
19	0.56	0.56	0.00
20	0.78	0.72	0.06
21	0.73	0.68	0.05
22	0.77	0.71	0.06
23	0.70	0.65	0.05
24	0.56	0.51	0.05
		Sum	1.33
		Average	0.06

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book number.

**CELDT 2005-2006 Edition (Form E) P-Value Comparison of Annual Assessment to  
Initial Identification Data Writing Grade Span 9-12**

Operational Item Number	Annual Data	Initial Data	Difference (Annual- Initial)
1	0.93	0.87	0.06
2	0.96	0.91	0.05
3	0.93	0.86	0.06
4	0.91	0.83	0.08
5	0.82	0.75	0.06
6	0.67	0.63	0.04
7	0.73	0.67	0.06
8	0.92	0.84	0.08
9	0.89	0.78	0.11
10	0.79	0.74	0.05
11	0.76	0.71	0.05
12	0.93	0.88	0.05
13	0.84	0.78	0.06
14	0.66	0.62	0.04
15	0.61	0.63	-0.02
16	0.71	0.66	0.05
17	0.83	0.79	0.03
18	0.84	0.78	0.06
19	0.69	0.67	0.03
20	0.77	0.74	0.03
21	0.76	0.72	0.04
22	0.71	0.68	0.03
23	0.74	0.71	0.03
24	0.58	0.55	0.04
		Sum	1.16
		Average	0.05

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book number.



**Appendix J** Item-Type Correlations

The following tables detail correlations between multiple choice (MC), dichotomous constructed response (DCR), and constructed response (CR) items by grade span for Annual Assessment data.

**Descriptive Statistics**

Skill Area	Grade Span	N	Item Type**	Mean Score***	SD	Maximum Score
Listening*	K-2	322939	DCR	8.40	2.62	11
			MC	7.15	1.87	9
Speaking	K-2	322939	CR	5.06	2.11	8
			DCR	13.34	3.99	17
	3-5	438445	CR	11.69	3.73	16
			DCR	9.60	2.25	13
	6-8	298368	CR	12.77	3.29	16
			DCR	10.31	2.89	13
	9-12	266873	CR	6.48	1.86	16
			DCR	9.17	3.38	13
Writing	K-2: Grade 2	156995	CR	6.90	2.34	12
			MC	5.58	6.51	20
	3-5	438445	CR	8.51	2.24	12
			MC	14.15	3.95	20
	6-8	298368	CR	8.88	1.89	12
			MC	14.61	3.93	20
	9-12	266873	CR	9.00	1.85	12
			MC	15.15	4.13	20

\* Listening had more than one item type in Grade Span K-2 only.

\*\* DCR = dichotomous constructed response; MC = multiple choice; CR = constructed response

\*\*\* All analyses are based on raw scores.

**Item-Type Correlations**

Skill Area	Grade Span	Item Type**		Pearson Correlation***
Listening*	K-2	DCR	MC	0.57
Speaking	K-2	CR	DCR	0.67
	3-5	CR	DCR	0.63
	6-8	CR	DCR	0.73
	9-12	CR	DCR	0.71
Writing	K-2: Grade 2	CR	MC	0.69
	3-5	CR	MC	0.65
	6-8	CR	MC	0.62
	9-12	CR	MC	0.59

\* Listening had more than one item type in Grade Span K-2 only.

\*\* DCR = dichotomous constructed response; MC = multiple choice;  
CR = constructed response

\*\*\* Two-tailed

Appendix K Rater Consistency and Reliability

Writing, Sentences

Grade Span K-2: Grade 2

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
20	E1-E6	208756	208756	181412	86.9%	2938	1.4%	24	54	13
22	E7-E10	104166	104166	90214	86.6%	1606	1.5%	23	55	14
22	E11-E12	42006	42006	36520	86.9%	576	1.4%	22	55	14
<b>Overall</b>		354928	354928	308146	86.8%	5120	1.4%			

Grade Span K-2: Grade 2

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
21	E1-E6	208756	208756	182634	87.5%	2548	1.2%	27	54	10
23	E7-E10	104166	104166	91028	87.4%	1312	1.3%	26	55	10
23	E11-E12	42006	42006	36816	87.6%	400	1.0%	25	56	10
<b>Overall</b>		354928	354928	310478	87.5%	4260	1.2%			

Grade Span K-2: Grade 2

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
22	E1-E6	208756	208756	178324	85.4%	2690	1.3%	29	46	16
25	E7-E10	104166	104166	89250	85.7%	1464	1.4%	29	46	16
24	E11-E12	42006	42006	36052	85.8%	496	1.2%	25	48	17
<b>Overall</b>		354928	354928	303626	85.5%	4650	1.3%			

Grade Span K-2: Grade 2

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
23	E1-E6	208756	208756	177890	85.2%	2768	1.3%	44	41	6
26	E7-E10	104166	104166	88196	84.7%	1528	1.5%	45	40	6
25	E11-E12	42006	42006	35794	85.2%	528	1.3%	41	43	6
<b>Overall</b>		354928	354928	301880	85.1%	4824	1.4%			

Grade Span K-2: Grade 2

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
27	E7-E10	104190	104190	89292	85.7%	1674	1.6%	36	44	9

\*Discrepancy indicates more than one score point difference between two readers; for example, one reader assigned a score of 1, the other reader a score of 3.

**CELDT 2005-2006 Edition (Form E) Technical Report**

*Appendix K: Rater Consistency and Reliability*

**Writing, Sentences (continued)**

Grade Span 3-5

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
20	E1-E8	610572	610572	521786	85.5%	3690	0.6%	16	62	17
23	E9-E11	210260	210260	179424	85.3%	1500	0.7%	17	61	17
22	E12-E14	160910	160910	135980	84.5%	1064	0.7%	16	61	18
<b>Overall</b>		981742	981742	837190	85.3%	6254	0.6%			

Grade Span 3-5

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
21	E1-E8	610572	610572	537970	88.1%	3244	0.5%	22	56	17
24	E9-E11	210260	210260	185234	88.1%	1202	0.6%	22	55	18
23	E12-E14	160910	160910	140954	87.6%	994	0.6%	22	55	18
<b>Overall</b>		981742	981742	864158	88.0%	5440	0.6%			

Grade Span 3-5

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
22	E1-E8	610572	610572	525494	86.1%	4234	0.7%	17	40	38
26	E9-E11	210260	210260	181648	86.4%	1418	0.7%	18	38	39
24	E12-E14	160910	160910	137780	85.6%	1180	0.7%	17	39	39
<b>Overall</b>		981742	981742	844922	86.1%	6832	0.7%			

Grade Span 3-5

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
23	E1-E8	610572	610572	529398	86.7%	3750	0.6%	18	53	23
27	E9-E11	210260	210260	183108	87.1%	1302	0.6%	18	52	24
25	E12-E14	160910	160910	137666	85.6%	1174	0.7%	18	52	24
<b>Overall</b>		981742	981742	850172	86.6%	6226	0.6%			

Grade Span 3-5

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
22	E9-E11	210272	210272	185434	88.2%	1300	0.6%	14	47	34
25	E9-E11	210272	210272	184420	87.7%	1210	0.6%	21	48	25

\*Discrepancy indicates more than one score point difference between two readers; for example, one reader assigned a score of 1, the other reader a score of 3.

**CELDT 2005-2006 Edition (Form E) Technical Report**

*Appendix K: Rater Consistency and Reliability*

**Writing, Sentences (continued)**

Grade Span 6-8

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
20	E1-E8	418928	418928	373780	89.2%	1870	0.4%	13	35	47
23	E9-E11	154976	154976	138068	89.1%	714	0.5%	13	34	49
22	E12-E14	113770	113770	102116	89.8%	564	0.5%	13	35	47
<b>Overall</b>		687674	687674	613964	89.3%	3148	0.5%			

Grade Span 6-8

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
21	E1-E8	418928	418928	365050	87.1%	2000	0.5%	19	41	36
24	E9-E11	154976	154976	134312	86.7%	806	0.5%	18	39	38
23	E12-E14	113770	113770	99236	87.2%	512	0.5%	18	40	37
<b>Overall</b>		687674	687674	598598	87.0%	3318	0.5%			

Grade Span 6-8

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
22	E1-E8	418928	418928	368014	87.8%	1640	0.4%	9	46	40
27	E9-E11	154976	154976	135356	87.3%	724	0.5%	10	45	41
24	E12-E14	113770	113770	100148	88.0%	526	0.5%	9	46	41
<b>Overall</b>		687674	687674	603518	87.8%	2890	0.4%			

Grade Span 6-8

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
23	E1-E8	418928	418928	369376	88.2%	1428	0.3%	12	60	24
28	E9-E11	154976	154976	136222	87.9%	516	0.3%	12	58	25
25	E12-E14	113770	113770	100870	88.7%	398	0.3%	11	59	25
<b>Overall</b>		687674	687674	606468	88.2%	2342	0.3%			

Grade Span 6-8

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
25	E9-E11	154984	154984	135664	87.5%	654	0.4%	11	47	38
26	E9-E11	154984	154984	131352	84.8%	823	0.5%	13	52	29

\*Discrepancy indicates more than one score point difference between two readers; for example, one reader assigned a score of 1, the other reader a score of 3.

**CELDT 2005-2006 Edition (Form E) Technical Report**

*Appendix K: Rater Consistency and Reliability*

**Writing, Sentences (continued)**

Grade Span 9-12

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
20	E1-E7	412808	412808	355032	86.0%	1338	0.3%	7	52	36
23	E8-E10	135334	135334	115642	85.4%	460	0.3%	7	51	37
22	E11-E12	100134	100134	86940	86.8%	314	0.3%	6	55	34
<b>Overall</b>		648276	648276	557614	86.0%	2112	0.3%			

Grade Span 9-12

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
21	E1-E7	412808	412808	346170	83.9%	1834	0.4%	10	48	37
24	E8-E10	135334	135334	113180	83.6%	630	0.5%	10	46	39
23	E11-E12	100134	100134	84426	84.3%	392	0.4%	9	50	36
<b>Overall</b>		648276	648276	543776	83.9%	2856	0.4%			

Grade Span 9-12

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
22	E1-E7	412808	412808	336150	81.4%	2616	0.6%	15	49	30
27	E8-E10	135334	135334	109682	81.0%	950	0.7%	16	47	31
24	E11-E12	100134	100134	82334	82.2%	592	0.6%	17	49	29
<b>Overall</b>		648276	648276	528166	81.5%	4158	0.6%			

Grade Span 9-12

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
23	E1-E7	412808	412808	359516	87.1%	1,994	0.5%	10	53	32
28	E8-E10	135334	135334	117570	86.9%	700	0.5%	10	52	33
25	E11-E12	100134	100134	87776	87.7%	468	0.5%	9	54	32
<b>Overall</b>		648276	648276	564862	87.1%	3,162	0.5%			

Grade Span 9-12

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)		
								1	2	3
25	E8-E10	135334	135334	117998	87.2%	796	0.6%	11	38	45

\*Discrepancy indicates more than one score point difference between two readers; for example, one reader assigned a score of 1, the other reader a score of 3.

Writing, Short Compositions

All Grade Spans

Grade	Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)			
									1	2	3	4
2	24	E1-E6	208806	208806	148753	71.2%	7369	3.5%	34	28	24	4
2	28	E7-E10	104166	104166	73392	70.5%	3744	3.6%	34	28	24	4
2	26	E11-E12	42006	42006	29952	71.3%	1344	3.2%	33	28	25	4
2	27	E11 (CS)	26650	26650	21060	79.0%	734	2.8%	45	28	14	1
<b>Overall</b>			<b>381628</b>	<b>381628</b>	<b>273157</b>	<b>71.6%</b>	<b>13191</b>	<b>3.5%</b>				
3-5	24	E1-E8	610622	610622	395506	64.8%	13296	2.2%	12	31	44	8
3-5	28	E9-E11	210214	210214	135976	64.7%	4640	2.2%	12	29	43	11
3-5	26	E12-E14	160910	160910	104022	64.6%	3538	2.2%	11	29	44	10
3-5	27	E12-E13 (CS)	115558	115558	82198	71.1%	3054	2.6%	15	41	28	6
<b>Overall</b>			<b>1097304</b>	<b>1097304</b>	<b>717702</b>	<b>65.4%</b>	<b>24528</b>	<b>2.2%</b>				
6-8	24	E1-E8	418972	418972	273570	65.3%	8596	2.1%	6	43	39	5
6-8	29	E9-E11	154970	154970	98574	63.6%	3464	2.2%	6	41	40	7
6-8	26	E12-E14	113826	113826	74428	65.4%	2294	2.0%	6	46	36	5
6-8	27	E12-E13 (CS)	83948	83948	58022	69.1%	1532	1.8%	7	39	39	6
<b>Overall</b>			<b>771716</b>	<b>771716</b>	<b>504594</b>	<b>65.4%</b>	<b>15886</b>	<b>2.1%</b>				
9-12	24	E1-E7	412866	412866	272220	65.9%	7722	1.9%	4	37	45	6
9-12	29	E8-E10	135544	135344	88910	65.7%	2324	1.7%	4	35	46	7
9-12	26	E11-E12	100152	100152	66750	66.6%	1758	1.8%	4	39	43	6
9-12	27	E11 (CS)	62940	62940	43026	68.4%	1294	2.1%	5	40	37	6
<b>Overall</b>			<b>711502</b>	<b>711302</b>	<b>470906</b>	<b>66.2%</b>	<b>13098</b>	<b>1.8%</b>				

\*Discrepancy indicates more than one score point difference between two readers; for example, one reader assigned a score of 1, the other reader a score of 3.

**Appendix L 2005-2006 Edition (Form E) Unscaled Operational Item Parameters**

Operational		Parameters		
Item Number*	Model**	A	B	C
1	3PL	0.689	-1.560	0.495
2	3PL	0.707	-2.131	0.485
3	3PL	0.738	-2.048	0.489
4	3PL	0.974	-0.767	0.380
5	3PL	0.682	0.439	0.321
6	3PL	0.683	-2.703	0.283
7	3PL	0.884	-0.291	0.335
8	3PL	0.903	0.265	0.278
9	3PL	0.998	-0.438	0.223
Operational Item Numbers 41-45 are 3PL Field Test Items				
41	3PL	0.636	0.764	0.402
42	3PL	0.797	-0.069	0.352
43	3PL	0.798	1.340	0.147
44	3PL	0.768	-1.588	0.424
45	3PL	1.091	-0.388	0.321
Operational Item Numbers 47-48 are 3PL Field Test Items				
47	3PL	0.994	-1.247	0.468
48	3PL	0.712	-0.110	0.293
Operational Item Numbers 50-51 are 3PL Field Test Items				
50	3PL	0.588	-2.257	0.283
51	3PL	0.471	-0.315	0.261
52	3PL	0.526	-2.098	0.283

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Operational		Parameters					
Item Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4	Gamma 5
10	2PPC	1.191	-1.850	NA	NA	NA	NA
11	2PPC	1.504	-4.129	NA	NA	NA	NA
12	2PPC	1.628	-2.396	NA	NA	NA	NA
13	2PPC	1.748	-2.737	NA	NA	NA	NA
14	2PPC	0.805	-1.078	NA	NA	NA	NA
15	2PPC	1.208	0.973	NA	NA	NA	NA
16	2PPC	1.840	-1.221	NA	NA	NA	NA
17	2PPC	1.581	-2.097	NA	NA	NA	NA

continued on next page



Appendix L: Unscaled Operational Item Parameters

Listening/Speaking 2PPC Model Items, Annual Assessment Data, Grade Span K-2

Operational		Parameters					
Item Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4	Gamma 5
18	2PPC	1.867	-1.181	NA	NA	NA	NA
19	2PPC	1.177	-2.456	NA	NA	NA	NA
20	2PPC	0.947	-2.610	NA	NA	NA	NA
21	2PPC	1.833	-2.865	NA	NA	NA	NA
22	2PPC	1.129	-1.367	NA	NA	NA	NA
23	2PPC	1.210	-4.057	NA	NA	NA	NA
24	2PPC	1.331	-2.058	NA	NA	NA	NA
25	2PPC	1.189	-1.840	NA	NA	NA	NA
26	2PPC	1.349	-0.431	NA	NA	NA	NA
27	2PPC	1.446	-1.409	NA	NA	NA	NA
28	2PPC	0.856	-0.355	NA	NA	NA	NA
29	2PPC	1.087	-2.687	NA	NA	NA	NA
30	2PPC	1.436	-1.117	NA	NA	NA	NA
31	2PPC	1.551	-4.430	NA	NA	NA	NA
32	2PPC	1.678	-3.430	NA	NA	NA	NA
33	2PPC	1.956	-3.358	NA	NA	NA	NA
34	2PPC	1.088	-0.852	NA	NA	NA	NA
35	2PPC	1.152	-1.588	NA	NA	NA	NA
36	2PPC	1.420	-2.312	NA	NA	NA	NA
37	2PPC	1.473	-2.892	NA	NA	NA	NA
38	2PPC	1.363	-2.161	-0.065	NA	NA	NA
39	2PPC	1.444	-2.424	-0.662	NA	NA	NA
40	2PPC	1.090	-2.024	-1.181	0.142	2.299	NA
Operational Item Numbers 46, 49, 53-58, and 62-65 are 2PPC Field Test Items							
46	2PPC	1.197	-2.067	NA	NA	NA	NA
49	2PPC	1.725	1.432	NA	NA	NA	NA
53	2PPC	0.987	1.669	NA	NA	NA	NA
54	2PPC	1.129	-1.946	-1.228	0.236	2.476	NA
55	2PPC	1.577	-4.845	NA	NA	NA	NA
56	2PPC	1.371	-1.164	NA	NA	NA	NA
57	2PPC	2.021	-2.598	NA	NA	NA	NA
58	2PPC	1.017	-0.515	NA	NA	NA	NA
62	2PPC	1.083	-0.796	NA	NA	NA	NA
63	2PPC	1.116	-1.940	NA	NA	NA	NA
64	2PPC	0.918	2.408	NA	NA	NA	NA
65	2PPC	1.316	-2.046	-0.931	0.351	2.430	NA

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Appendix L: Unscaled Operational Item Parameters

Listening/Speaking 3PL Model Items, Annual Assessment Data, Grade Span 3-5				
Operational		Parameters		
Item				
Number	Model**	A	B	C
1	3PL	0.672	-1.784	0.494
2	3PL	0.559	-1.874	0.439
3	3PL	0.520	-1.319	0.299
4	3PL	0.541	-2.459	0.283
5	3PL	0.775	-3.143	0.199
6	3PL	0.425	-2.619	0.283
7	3PL	0.556	-2.939	0.283
8	3PL	0.464	-2.194	0.320
9	3PL	0.677	-2.698	0.277
10	3PL	0.590	-1.363	0.283
11	3PL	0.328	0.477	0.171
12	3PL	0.639	-1.645	0.119
13	3PL	0.613	-1.061	0.289
14	3PL	0.677	-0.244	0.386
15	3PL	0.635	-0.644	0.208
16	3PL	0.541	-0.259	0.281
17	3PL	0.565	-0.335	0.251
18	3PL	0.636	-3.605	0.283
19	3PL	0.399	-0.819	0.454
20	3PL	0.497	-2.171	0.277
Operational Item Numbers 41-58 are 3PL Field Test Items				
41	3PL	0.415	1.730	0.195
42	3PL	0.336	-2.167	0.283
43	3PL	0.663	-2.050	0.283
44	3PL	0.473	0.463	0.225
45	3PL	0.645	-0.776	0.283
46	3PL	0.774	-2.235	0.283
47	3PL	0.931	-2.393	0.191
48	3PL	0.603	-2.715	0.283
49	3PL	0.543	-0.923	0.234
50	3PL	0.431	-1.376	0.248
51	3PL	0.810	-2.718	0.283
52	3PL	0.700	-2.538	0.283
53	3PL	0.404	-0.726	0.283
54	3PL	0.311	-3.491	0.283
55	3PL	0.720	-3.141	0.283
56	3PL	0.573	-2.186	0.283
57	3PL	0.533	-2.113	0.283
58	3PL	0.512	-3.344	0.283

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

*Appendix L: Unscaled Operational Item Parameters*

<b>Listening/Speaking 2PPC Model Items, Annual Assessment Data, Grade Span 3-5</b>							
<b>Operational</b>		<b>Parameters</b>					
<b>Item</b>			<b>Gamma</b>	<b>Gamma</b>	<b>Gamma</b>	<b>Gamma</b>	<b>Gamma</b>
<b>Number*</b>	<b>Model**</b>	<b>Alpha</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
21	2PPC	1.038	-3.294	NA	NA	NA	NA
22	2PPC	1.158	-3.545	NA	NA	NA	NA
23	2PPC	1.138	-1.273	NA	NA	NA	NA
24	2PPC	1.337	-2.471	NA	NA	NA	NA
25	2PPC	1.325	-2.466	NA	NA	NA	NA
26	2PPC	1.677	-4.690	NA	NA	NA	NA
27	2PPC	1.194	-3.244	NA	NA	NA	NA
28	2PPC	1.046	-1.486	NA	NA	NA	NA
29	2PPC	0.811	-0.880	NA	NA	NA	NA
30	2PPC	1.157	-3.080	NA	NA	NA	NA
31	2PPC	1.401	-5.611	NA	NA	NA	NA
32	2PPC	0.969	2.926	NA	NA	NA	NA
33	2PPC	0.905	2.201	NA	NA	NA	NA
34	2PPC	1.812	-1.954	-1.020	NA	NA	NA
35	2PPC	1.722	-2.007	-1.241	NA	NA	NA
36	2PPC	1.781	-2.247	-1.029	NA	NA	NA
37	2PPC	1.424	-1.052	0.342	NA	NA	NA
38	2PPC	1.324	-3.785	-1.598	NA	NA	NA
39	2PPC	1.284	-3.598	-1.482	NA	NA	NA
40	2PPC	1.075	-2.629	-2.421	-1.119	1.304	NA
<b>Operational Item Numbers 59-68 are 2PPC Field Test Items</b>							
59	2PPC	1.139	-2.616	-2.735	-1.122	1.339	NA
60	2PPC	1.469	-1.069	-1.395	NA	NA	NA
61	2PPC	0.868	-2.266	NA	NA	NA	NA
62	2PPC	1.528	-2.222	-2.147	NA	NA	NA
63	2PPC	1.501	-2.070	-1.485	NA	NA	NA
64	2PPC	1.442	-2.796	-0.523	NA	NA	NA
65	2PPC	1.775	-2.188	-0.720	NA	NA	NA
66	2PPC	1.248	-3.107	-1.157	NA	NA	NA
67	2PPC	1.097	-2.947	NA	NA	NA	NA
68	2PPC	1.124	-2.813	-2.275	-0.635	1.596	NA

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

*Appendix L: Unscaled Operational Item Parameters*

<b>Listening/Speaking 3PL Model Items, Annual Assessment Data, Grade Span 6-8</b>				
<b>Operational</b>		<b>Parameters</b>		
<b>Item</b>				
<b>Number*</b>	<b>Model**</b>	<b>A</b>	<b>B</b>	<b>C</b>
1	3PL	0.752	-2.888	0.283
2	3PL	0.506	-1.630	0.283
3	3PL	0.635	-3.228	0.283
4	3PL	0.649	-3.084	0.283
5	3PL	0.968	-2.950	0.283
6	3PL	0.644	-0.857	0.283
7	3PL	0.376	-0.989	0.197
8	3PL	0.522	-1.950	0.170
9	3PL	0.477	-2.270	0.283
10	3PL	0.653	-4.084	0.283
11	3PL	0.532	-2.373	0.283
12	3PL	0.770	-2.826	0.283
13	3PL	0.682	-2.055	0.283
14	3PL	0.629	-2.379	0.212
15	3PL	0.751	-2.066	0.260
16	3PL	0.601	-3.223	0.283
17	3PL	0.310	-2.585	0.283
18	3PL	0.272	-2.541	0.283
19	3PL	0.390	-0.172	0.283
20	3PL	0.367	2.353	0.349
<b>Operational Item Numbers 41-57 are 3PL Field Test Items</b>				
41	3PL	0.429	-0.889	0.283
42	3PL	0.670	1.332	0.326
43	3PL	0.534	0.474	0.283
44	3PL	0.526	0.049	0.244
45	3PL	0.406	-1.172	0.283
46	3PL	0.356	0.158	0.283
47	3PL	0.813	-2.374	0.283
48	3PL	0.653	-3.073	0.283
49	3PL	0.611	-1.315	0.283
50	3PL	0.643	-2.295	0.283
51	3PL	1.023	-1.922	0.283
52	3PL	0.336	-0.648	0.283
53	3PL	0.725	-2.806	0.283
54	3PL	0.419	-2.519	0.283
55	3PL	0.516	-0.275	0.260
56	3PL	0.766	-1.877	0.232
57	3PL	0.199	-0.510	0.283

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix L: Unscaled Operational Item Parameters

Listening/Speaking 2PPC Model Items, Annual Assessment Data, Grade Span 6-8							
Operational		Parameters					
Item Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4	Gamma 5
21	2PPC	1.231	-3.297	NA	NA	NA	NA
22	2PPC	1.905	-5.011	NA	NA	NA	NA
23	2PPC	1.076	-3.109	NA	NA	NA	NA
24	2PPC	0.943	-0.535	NA	NA	NA	NA
25	2PPC	1.062	-0.921	NA	NA	NA	NA
26	2PPC	1.415	-3.081	NA	NA	NA	NA
27	2PPC	1.985	-3.855	NA	NA	NA	NA
28	2PPC	1.442	-2.563	NA	NA	NA	NA
29	2PPC	0.864	-1.817	NA	NA	NA	NA
30	2PPC	1.754	-2.875	NA	NA	NA	NA
31	2PPC	1.192	-0.364	NA	NA	NA	NA
32	2PPC	1.251	-1.034	NA	NA	NA	NA
33	2PPC	1.029	-1.386	NA	NA	NA	NA
34	2PPC	1.285	-2.994	-2.383	NA	NA	NA
35	2PPC	1.286	-1.268	-0.300	NA	NA	NA
36	2PPC	1.321	-2.337	-2.275	NA	NA	NA
37	2PPC	1.274	-2.201	-1.259	NA	NA	NA
38	2PPC	0.045	-4.007	-1.854	NA	NA	NA
39	2PPC	1.336	-3.915	-1.712	NA	NA	NA
40	2PPC	1.080	-2.648	-2.658	-1.279	1.254	NA
Operational Item Numbers 58-68 are 2PPC Field Test Items							
58	2PPC	1.203	-2.840	-2.994	-1.180	1.148	NA
59	2PPC	1.212	-1.918	-1.447	NA	NA	NA
60	2PPC	1.335	-2.840	-1.652	NA	NA	NA
61	2PPC	0.045	-3.507	-2.853	NA	NA	NA
62	2PPC	1.114	-3.245	-2.029	NA	NA	NA
63	2PPC	1.169	-2.230	-2.223	NA	NA	NA
64	2PPC	1.240	-3.397	-1.670	NA	NA	NA
65	2PPC	1.095	2.262	NA	NA	NA	NA
66	2PPC	1.048	-1.271	-0.582	NA	NA	NA
67	2PPC	1.304	-2.661	-3.438	NA	NA	NA
68	2PPC	1.093	-2.409	-2.744	-0.901	1.607	NA

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Appendix L: Unscaled Operational Item Parameters

Operational		Parameters		
Item Number*	Model**	A	B	C
1	3PL	0.633	-2.473	0.151
2	3PL	0.738	-2.728	0.283
3	3PL	0.739	-2.653	0.193
4	3PL	0.670	-0.123	0.157
5	3PL	0.556	-1.419	0.243
6	3PL	0.477	-1.467	0.247
7	3PL	0.897	-3.265	0.283
8	3PL	0.439	-1.354	0.172
9	3PL	0.796	-2.302	0.199
10	3PL	0.604	-1.334	0.189
11	3PL	0.549	-1.422	0.283
12	3PL	0.900	-2.657	0.140
13	3PL	0.980	-1.740	0.269
14	3PL	0.940	-2.350	0.111
15	3PL	0.368	-1.238	0.283
16	3PL	0.525	1.748	0.499
17	3PL	0.362	0.835	0.417
18	3PL	0.530	-2.375	0.283
19	3PL	0.559	-2.246	0.281
20	3PL	0.531	-2.665	0.185
Operational Item Numbers 41-54 are 3PL Field Test Items				
41	3PL	0.380	0.494	0.283
42	3PL	0.521	1.555	0.468
43	3PL	0.403	2.270	0.367
44	3PL	0.875	-1.204	0.334
45	3PL	0.856	-1.574	0.283
46	3PL	0.612	-0.705	0.243
47	3PL	0.800	-2.713	0.283
48	3PL	0.611	-1.909	0.283
49	3PL	0.672	-3.402	0.283
50	3PL	0.446	-2.334	0.283
51	3PL	0.827	-1.692	0.283
52	3PL	0.366	-2.035	0.283
53	3PL	0.844	-1.090	0.158
54	3PL	0.302	-1.446	0.283

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix L: Unscaled Operational Item Parameters

Listening/Speaking 2PPC Model Items, Annual Assessment Data, Grade Span 9-12							
Operational		Parameters					
Item Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4	Gamma 5
21	2PPC	2.303	-6.328	NA	NA	NA	NA
22	2PPC	1.008	-1.989	NA	NA	NA	NA
23	2PPC	1.349	-2.206	NA	NA	NA	NA
24	2PPC	1.655	-1.714	NA	NA	NA	NA
25	2PPC	1.811	-2.286	NA	NA	NA	NA
26	2PPC	1.532	-1.116	NA	NA	NA	NA
27	2PPC	1.257	-0.785	NA	NA	NA	NA
28	2PPC	1.500	-0.630	NA	NA	NA	NA
29	2PPC	1.444	-1.816	NA	NA	NA	NA
30	2PPC	1.553	-1.970	NA	NA	NA	NA
31	2PPC	0.958	-0.413	NA	NA	NA	NA
32	2PPC	0.969	0.053	NA	NA	NA	NA
33	2PPC	1.602	-0.738	NA	NA	NA	NA
34	2PPC	1.407	-1.651	-0.757	NA	NA	NA
35	2PPC	1.696	-2.219	-1.069	NA	NA	NA
36	2PPC	1.412	-1.566	-0.419	NA	NA	NA
37	2PPC	1.557	-1.778	-1.183	NA	NA	NA
38	2PPC	1.550	-3.362	-2.111	NA	NA	NA
39	2PPC	0.045	-3.745	-2.323	NA	NA	NA
40	2PPC	1.287	-2.841	-2.990	-1.892	0.716	NA
Operational Item Numbers 55-72 are 2PPC Field Test Items							
55	2PPC	1.286	-2.523	-2.556	-1.528	1.134	NA
56	2PPC	1.410	-1.441	-1.653	NA	NA	NA
57	2PPC	1.087	-0.572	NA	NA	NA	NA
58	2PPC	1.732	-2.897	-2.358	NA	NA	NA
59	2PPC	0.949	-1.996	NA	NA	NA	NA
60	2PPC	0.806	-0.688	NA	NA	NA	NA
61	2PPC	1.648	-1.858	-1.766	NA	NA	NA
62	2PPC	1.616	-4.061	-2.650	NA	NA	NA
63	2PPC	1.367	-1.220	NA	NA	NA	NA
64	2PPC	1.738	-0.892	NA	NA	NA	NA
65	2PPC	0.906	0.766	-2.995	NA	NA	NA
66	2PPC	1.454	-2.092	NA	NA	NA	NA
67	2PPC	1.197	0.694	NA	NA	NA	NA
68	2PPC	1.751	-1.885	-0.946	NA	NA	NA
69	2PPC	1.248	-1.935	-2.743	-1.552	0.840	NA
70	2PPC	1.444	-4.246	NA	NA	NA	NA
71	2PPC	1.262	1.320	NA	NA	NA	NA
72	2PPC	1.269	-1.357	-0.568	NA	NA	NA

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Appendix L: Unscaled Operational Item Parameters

Reading 3PL Model Items, Annual Assessment Data, Grade Span K-2

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	1.127	-0.238	0.107
2	3PL	0.788	-0.793	0.084
3	3PL	1.167	0.498	0.281
4	3PL	1.290	0.439	0.287
5	3PL	0.977	1.216	0.390
6	3PL	1.855	2.010	0.151
7	3PL	2.327	1.772	0.168
8	3PL	2.121	1.403	0.259
9	3PL	0.797	-0.945	0.139
10	3PL	1.064	0.186	0.205
11	3PL	1.645	-0.482	0.327
12	3PL	0.961	0.288	0.268
13	3PL	1.469	-0.291	0.233
14	3PL	1.121	-0.281	0.286
15	3PL	1.296	0.654	0.249
16	3PL	0.567	0.864	0.032
17	3PL	1.559	1.729	0.191
18	3PL	2.006	0.055	0.281
19	3PL	1.703	-0.152	0.226
20	3PL	1.248	0.056	0.104
21	3PL	0.766	0.261	0.094
22	3PL	1.015	1.192	0.141
23	3PL	1.455	1.137	0.355
24	3PL	1.107	0.003	0.175
25	3PL	0.859	-0.421	0.232
26	3PL	0.742	1.528	0.297
27	3PL	0.820	0.825	0.312
28	3PL	1.589	-0.510	0.262
29	3PL	0.763	0.732	0.087
30	3PL	1.615	0.136	0.332
31	3PL	1.617	0.321	0.293
32	3PL	1.452	0.723	0.192
33	3PL	1.390	0.239	0.238
34	3PL	1.552	1.253	0.272
35	3PL	1.322	0.459	0.214
Operational Item Numbers 36-46 are 3PL Field Test Items				
36	3PL	0.835	-0.157	0.167
37	3PL	1.032	1.081	0.161
38	3PL	1.751	1.786	0.292
39	3PL	1.095	-0.188	0.144
40	3PL	0.978	0.047	0.141

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.



Appendix L: Unscaled Operational Item Parameters

Reading 3PL Model Items, Annual Assessment Data, Grade Span K-2

Operational Item		Parameters		
Number*	Model**	A	B	C
41	3PL	2.264	1.410	0.184
42	3PL	1.882	0.445	0.261
43	3PL	1.081	-0.100	0.271
44	3PL	0.778	-0.224	0.110
45	3PL	0.521	0.312	0.274
46	3PL	1.214	0.497	0.223

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix L: Unscaled Operational Item Parameters

Reading 3PL Model Items, Annual Assessment Data, Grade Span 3-5

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	0.691	-0.906	0.119
2	3PL	0.896	-0.202	0.170
3	3PL	0.730	-0.793	0.132
4	3PL	0.638	-0.177	0.128
5	3PL	0.670	-0.514	0.078
6	3PL	0.473	0.497	0.229
7	3PL	1.019	0.330	0.131
8	3PL	0.785	-0.426	0.074
9	3PL	0.943	0.357	0.200
10	3PL	0.597	-0.374	0.048
11	3PL	0.829	-0.057	0.228
12	3PL	1.003	-1.855	0.066
13	3PL	1.377	-2.045	0.037
14	3PL	0.981	-0.449	0.132
15	3PL	1.062	-0.730	0.122
16	3PL	1.056	-0.261	0.186
17	3PL	0.766	-1.294	0.106
18	3PL	0.765	-0.029	0.166
19	3PL	0.976	-0.182	0.134
20	3PL	1.156	-0.846	0.057
21	3PL	1.330	-0.730	0.151
22	3PL	0.994	0.632	0.170
23	3PL	1.033	0.474	0.200
24	3PL	0.789	-0.380	0.155
25	3PL	0.543	0.408	0.254
26	3PL	1.105	-1.379	0.058
27	3PL	1.435	0.183	0.264
28	3PL	0.675	-0.984	0.062
29	3PL	0.648	-0.977	0.025
30	3PL	0.675	0.582	0.208
31	3PL	1.256	-0.349	0.205
32	3PL	0.377	1.215	0.197
33	3PL	1.004	-0.830	0.067
34	3PL	0.556	-0.042	0.154
35	3PL	0.598	0.731	0.188
Operational Item Numbers 36-45 are 3PL Field Test Items				
36	3PL	0.833	0.017	0.095
37	3PL	0.368	0.873	0.103
38	3PL	0.969	0.056	0.185
39	3PL	1.321	1.964	0.210
40	3PL	0.972	-0.113	0.185
41	3PL	0.722	0.778	0.223
42	3PL	1.359	-0.260	0.157
43	3PL	0.622	-0.651	0.100

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*Appendix L: Unscaled Operational Item Parameters*

**Reading 3PL Model Items, Annual Assessment Data, Grade Span 3-5**

Operational		Parameters		
Item Number*	Model**	A	B	C
44	3PL	0.978	0.843	0.345
45	3PL	0.603	-0.419	0.086

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

*Appendix L: Unscaled Operational Item Parameters*

**Reading 3PL Model Items, Annual Assessment Data, Grade Span 6-8**

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	0.665	0.263	0.032
2	3PL	1.006	-1.706	0.084
3	3PL	0.698	-0.327	0.102
4	3PL	0.544	0.191	0.091
5	3PL	0.993	-0.814	0.156
6	3PL	0.607	0.081	0.169
7	3PL	1.059	-0.361	0.085
8	3PL	0.943	-0.163	0.198
9	3PL	0.837	1.034	0.181
10	3PL	0.461	1.427	0.315
11	3PL	1.479	-1.416	0.089
12	3PL	0.867	-0.644	0.143
13	3PL	0.790	0.159	0.168
14	3PL	0.573	0.478	0.171
15	3PL	0.678	-0.164	0.189
16	3PL	1.067	0.105	0.185
17	3PL	1.070	-1.421	0.020
18	3PL	0.786	0.638	0.191
19	3PL	0.691	-0.827	0.141
20	3PL	0.950	0.026	0.184
21	3PL	0.623	-0.888	0.207
22	3PL	0.687	-1.140	0.141
23	3PL	1.044	-1.752	0.080
24	3PL	0.715	0.518	0.209
25	3PL	0.846	-2.010	0.073
26	3PL	0.895	-1.062	0.071
27	3PL	1.038	-0.317	0.179
28	3PL	0.699	0.553	0.233
29	3PL	0.707	1.132	0.218
30	3PL	1.124	0.551	0.278
31	3PL	1.226	0.298	0.274
32	3PL	1.070	0.496	0.219
33	3PL	1.271	0.384	0.191
34	3PL	1.427	-0.041	0.274
35	3PL	1.472	0.282	0.278
Operational Item Numbers 36-38 are 3PL Field Test Items				
36	3PL	0.938	0.867	0.207
37	3PL	0.904	-0.105	0.224
38	3PL	0.248	2.648	0.200

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

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*Appendix L: Unscaled Operational Item Parameters*

**Reading 3PL Model Items, Annual Assessment Data, Grade Span 9-12**

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	0.849	-1.583	0.031
2	3PL	0.560	-1.478	0.061
3	3PL	0.531	-0.900	0.051
4	3PL	0.334	-1.301	0.200
5	3PL	0.620	0.414	0.138
6	3PL	0.832	-2.093	0.061
7	3PL	0.732	-1.811	0.049
8	3PL	0.900	-1.255	0.166
9	3PL	0.808	-1.104	0.113
10	3PL	0.817	-0.149	0.222
11	3PL	0.765	0.250	0.226
12	3PL	0.845	0.114	0.313
13	3PL	0.832	-0.596	0.195
14	3PL	0.653	-0.162	0.119
15	3PL	1.060	-1.478	0.023
16	3PL	1.035	-0.428	0.381
17	3PL	0.823	-2.256	0.166
18	3PL	0.721	-1.417	0.166
19	3PL	0.785	-0.306	0.150
20	3PL	0.902	-0.829	0.089
21	3PL	0.804	-0.160	0.238
22	3PL	0.377	-2.040	0.100
23	3PL	0.704	0.606	0.149
24	3PL	0.490	-1.510	0.166
25	3PL	1.151	-0.789	0.327
26	3PL	1.216	-0.786	0.193
27	3PL	1.226	-0.151	0.105
28	3PL	0.678	0.106	0.226
29	3PL	1.010	0.321	0.182
30	3PL	0.981	-0.569	0.187
31	3PL	1.041	0.387	0.204
32	3PL	1.238	-0.856	0.193
33	3PL	0.769	-0.253	0.190
34	3PL	0.747	0.360	0.226
35	3PL	0.826	-0.052	0.219
Operational Item Numbers 36-52 are 3PL Field Test Items				
36	3PL	0.373	0.813	0.219
37	3PL	0.669	0.780	0.265
38	3PL	0.678	-1.743	0.200
39	3PL	0.954	-1.517	0.166
40	3PL	0.340	0.733	0.377
41	3PL	1.151	-0.566	0.314
42	3PL	1.030	-0.001	0.201
43	3PL	0.723	-1.766	0.200

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*Appendix L: Unscaled Operational Item Parameters*  
**Reading 3PL Model Items, Annual Assessment Data, Grade Span 9-12**

Operational		Parameters		
Item Number*	Model**	A	B	C
44	3PL	0.593	0.370	0.264
45	3PL	1.169	-2.065	0.200
46	3PL	0.524	-0.833	0.102
47	3PL	0.165	0.459	0.200
48	3PL	0.640	1.237	0.351
49	3PL	0.762	-1.962	0.200
50	3PL	0.744	2.556	0.165
51	3PL	0.865	1.489	0.212
52	3PL	0.951	0.547	0.177

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix L: Unscaled Operational Item Parameters

Writing 3PL Model Items, Annual Assessment Data, Grade Span K-2

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	1.727	0.957	0.303
2	3PL	1.028	-0.267	0.254
3	3PL	1.597	-0.249	0.278
4	3PL	1.423	-0.078	0.302
5	3PL	1.709	-0.649	0.357
6	3PL	1.034	0.548	0.433
7	3PL	1.402	0.932	0.299
8	3PL	1.219	0.046	0.349
9	3PL	1.858	0.738	0.305
10	3PL	0.755	0.510	0.294
11	3PL	1.248	1.113	0.202
12	3PL	1.829	0.340	0.271
13	3PL	1.510	0.175	0.302
14	3PL	1.885	-0.080	0.436
15	3PL	1.349	-0.245	0.293
16	3PL	1.171	-0.121	0.260
17	3PL	1.204	0.136	0.257
18	3PL	1.253	0.958	0.475
19	3PL	1.203	1.157	0.421
Operational Item Numbers 30-33 are 3PL Field Test Items				
30	3PL	2.123	-0.062	0.226
31	3PL	1.565	0.146	0.380
32	3PL	1.289	-0.153	0.280
33	3PL	2.108	-0.312	0.245

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix L: Unscaled Operational Item Parameters

Writing 2PPC Model Items, Annual Assessment Data, Grade Span K-2

Operational		Parameters					
Item Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4	Gamma 5
20	2PPC	2.004	-0.008	-2.066	2.841	NA	NA
21	2PPC	1.591	0.019	-1.543	2.986	NA	NA
22	2PPC	1.770	-1.092	-1.229	1.984	NA	NA
23	2PPC	1.615	-1.047	-0.151	3.441	NA	NA
24	2PPC	1.529	-1.740	-0.076	1.108	3.558	NA
Operational Item Numbers 25-29, 34 are 2PPC Field Test Items							
25	2PPC	1.522	-2.259	0.321	1.969	4.112	NA
26	2PPC	1.520	-0.815	-0.504	2.918	NA	NA
27	2PPC	1.195	-0.641	-0.894	2.527	NA	NA
28	2PPC	1.316	-0.804	-0.244	3.474	NA	NA
29	2PPC	1.621	-1.645	-0.714	2.920	NA	NA
34	2PPC	1.543	-1.750	0.209	1.794	4.353	NA

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.



Appendix L: Unscaled Operational Item Parameters

Writing 3PL Model Items, Annual Assessment Data, Grade Span 3-5

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	1.125	-1.350	0.410
2	3PL	0.857	-1.109	0.174
3	3PL	1.325	-0.590	0.302
4	3PL	1.350	-1.089	0.288
5	3PL	1.284	-1.165	0.386
6	3PL	1.069	-1.091	0.294
7	3PL	0.465	-1.000	0.100
8	3PL	1.386	-1.060	0.325
9	3PL	0.902	-1.170	0.406
10	3PL	0.971	-1.020	0.247
11	3PL	1.033	-0.897	0.253
12	3PL	1.191	-0.453	0.268
13	3PL	0.732	-0.722	0.182
14	3PL	0.988	0.130	0.336
15	3PL	0.906	0.070	0.345
16	3PL	0.641	-0.004	0.322
17	3PL	0.512	0.987	0.205
18	3PL	0.829	0.206	0.189
19	3PL	0.833	0.113	0.229

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix L: Unscaled Operational Item Parameters

Writing 2PPC Model Items, Annual Assessment Data, Grade Span 3-5

Operational		Parameters					
Item Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4	Gamma 5
20	2PPC	1.122	-1.218	-2.177	2.492	NA	NA
21	2PPC	1.364	-1.450	-1.710	2.316	NA	NA
22	2PPC	1.230	-2.167	-1.564	0.465	NA	NA
23	2PPC	1.351	-1.346	-1.994	2.217	NA	NA
24	2PPC	1.177	-2.929	-1.430	-0.610	2.485	NA
Operational Item Numbers 25-26 2PPC Field Test Items							
25	2PPC	1.300	-2.989	-0.995	0.607	3.127	NA
26	2PPC	0.643	-0.031	-0.891	0.697	2.480	NA

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Appendix L: Unscaled Operational Item Parameters

Writing 3PL Model Items, Annual Assessment Data, Grade Span 6-8

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	0.841	-0.680	0.141
2	3PL	0.916	-1.396	0.266
3	3PL	0.925	-1.747	0.272
4	3PL	1.174	-1.149	0.262
5	3PL	0.866	0.118	0.300
6	3PL	1.223	-1.782	0.205
7	3PL	1.323	-1.422	0.190
8	3PL	0.813	-1.412	0.177
9	3PL	1.313	-1.427	0.243
10	3PL	0.683	-0.174	0.162
11	3PL	1.324	-0.420	0.206
12	3PL	1.130	-1.229	0.256
13	3PL	1.968	-1.042	0.206
14	3PL	1.259	-1.139	0.199
15	3PL	1.214	-0.902	0.143
16	3PL	0.755	0.882	0.370
17	3PL	0.668	0.531	0.313
18	3PL	0.769	-0.272	0.296
19	3PL	0.600	0.240	0.186
Operational Item Number 26 is a 3PL Field Test Item				
26	3PL	0.855	2.199	0.132

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix L: Unscaled Operational Item Parameters

Writing 2PPC Model Items, Annual Assessment Data, Grade Span 6-8

Operational		Parameters					
Item Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4	Gamma 5
20	2PPC	1.135	-2.468	-2.171	0.916	NA	NA
21	2PPC	1.016	-1.853	-1.690	1.309	NA	NA
22	2PPC	1.085	-1.880	-2.755	0.299	NA	NA
23	2PPC	1.249	-1.815	-2.521	1.421	NA	NA
24	2PPC	1.122	-2.471	-2.302	-1.241	2.696	NA
Operational Item Numbers 25, 27 are 2PPC Field Test Items							
31	2PPC	0.847	-1.451	-1.786	0.390	2.400	NA
32	2PPC	0.675	-0.381	-1.670	0.783	2.109	NA

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Appendix L: Unscaled Operational Item Parameters

Writing 3PL Model Items, Annual Assessment Data, Grade Span 9-12

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	1.168	-1.926	0.180
2	3PL	0.856	-2.712	0.176
3	3PL	1.232	-1.728	0.269
4	3PL	1.165	-1.767	0.113
5	3PL	1.240	-1.023	0.164
6	3PL	0.976	-0.437	0.132
7	3PL	1.341	-0.573	0.152
8	3PL	1.551	-1.682	0.146
9	3PL	1.413	-1.477	0.098
10	3PL	1.622	-0.662	0.248
11	3PL	0.976	-0.808	0.174
12	3PL	1.072	-1.595	0.450
13	3PL	1.492	-0.927	0.294
14	3PL	0.857	-0.445	0.118
15	3PL	0.609	-0.285	0.113
16	3PL	0.572	-0.722	0.194
17	3PL	1.401	-0.680	0.403
18	3PL	1.307	-0.866	0.329
19	3PL	0.922	-0.432	0.204
Operational Item Numbers 27, 29, 31, 33-34 are 3PL Field Test Items				
27	3PL	1.234	-0.538	0.241
29	3PL	1.644	-0.867	0.270
31	3PL	0.954	-0.821	0.111
33	3PL	1.254	-1.067	0.109
34	3PL	1.075	-0.802	0.222

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix L: Unscaled Operational Item Parameters

Writing 2PPC Model Items, Annual Assessment Data, Grade Span 9-12							
Operational		Parameters					
Item Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4	Gamma 5
20	2PPC	1.041	-1.913	-2.944	0.705	NA	NA
21	2PPC	0.885	-1.233	-2.571	0.990	NA	NA
22	2PPC	0.896	-1.748	-1.736	0.798	NA	NA
23	2PPC	0.884	-1.492	-2.483	1.392	NA	NA
24	2PPC	1.195	-2.304	-2.874	-1.272	2.771	NA
Operational Item Numbers 25, 27, 29, 31, 34 are 2PPC Field Test Items							
25	2PPC	0.881	-1.248	-2.357	0.315	3.034	NA
27	2PPC	0.361	0.590	-1.567	0.494	NA	NA
29	2PPC	0.449	-0.271	-1.195	1.536	NA	NA
31	2PPC	0.624	-0.804	-1.771	1.177	NA	NA
34	2PPC	0.833	-1.022	-2.243	-0.295	1.782	NA

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Appendix M 2005-2006 Edition (Form E) Scaled Operational Item Parameters

Listening/Speaking 3PL Model Items, Annual Assessment Data, Grade Span K-2			Parameters		
Operational Item Number*	Model**	A	B	C	
1	3PL	0.012	343.820	0.495	
2	3PL	0.012	310.806	0.485	
3	3PL	0.013	315.592	0.489	
4	3PL	0.017	389.649	0.380	
5	3PL	0.012	459.405	0.321	
6	3PL	0.012	277.691	0.283	
7	3PL	0.015	417.183	0.335	
8	3PL	0.016	449.304	0.278	
9	3PL	0.017	408.679	0.223	
Operational Item Numbers 41-45 are 3PL Field Test Items					
41	3PL	0.011	478.170	0.402	
42	3PL	0.014	430.037	0.352	
43	3PL	0.014	511.481	0.147	
44	3PL	0.013	342.176	0.424	
45	3PL	0.019	411.588	0.321	
Operational Item Numbers 47-48 are 3PL Field Test Items					
47	3PL	0.017	361.882	0.468	
48	3PL	0.012	427.634	0.293	
Operational Item Numbers 50-51 are 3PL Field Test Items					
50	3PL	0.010	303.518	0.283	
51	3PL	0.008	415.773	0.261	
52	3PL	0.009	312.683	0.283	

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Listening/Speaking 2PPC Model Items, Annual Assessment Data, Grade Span K-2			Parameters				
Operational Item Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4	Gamma 5
10	2PPC	0.021	7.087	NA	NA	NA	NA
11	2PPC	0.026	7.155	NA	NA	NA	NA
12	2PPC	0.028	9.819	NA	NA	NA	NA
13	2PPC	0.030	10.385	NA	NA	NA	NA
14	2PPC	0.014	4.964	NA	NA	NA	NA
15	2PPC	0.021	10.037	NA	NA	NA	NA
16	2PPC	0.032	12.587	NA	NA	NA	NA
17	2PPC	0.027	9.765	NA	NA	NA	NA

continued on next page

Appendix M: Scaled Operational Item Parameters

Listening/Speaking 2PPC Model Items, Annual Assessment Data, Grade Span K-2

Operational		Parameters					
Item Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4	Gamma 5
18	2PPC	0.032	12.832	NA	NA	NA	NA
19	2PPC	0.032	12.832	NA	NA	NA	NA
20	2PPC	0.020	6.374	NA	NA	NA	NA
21	2PPC	0.016	4.494	NA	NA	NA	NA
22	2PPC	0.032	10.891	NA	NA	NA	NA
23	2PPC	0.020	7.108	NA	NA	NA	NA
24	2PPC	0.021	5.022	NA	NA	NA	NA
25	2PPC	0.023	7.933	NA	NA	NA	NA
26	2PPC	0.021	7.081	NA	NA	NA	NA
27	2PPC	0.023	9.693	NA	NA	NA	NA
28	2PPC	0.025	9.442	NA	NA	NA	NA
29	2PPC	0.015	6.069	NA	NA	NA	NA
30	2PPC	0.019	5.472	NA	NA	NA	NA
31	2PPC	0.025	9.658	NA	NA	NA	NA
32	2PPC	0.027	7.213	NA	NA	NA	NA
33	2PPC	0.029	9.163	NA	NA	NA	NA
34	2PPC	0.034	11.322	NA	NA	NA	NA
35	2PPC	0.019	7.311	NA	NA	NA	NA
36	2PPC	0.020	7.059	NA	NA	NA	NA
37	2PPC	0.025	8.345	NA	NA	NA	NA
38	2PPC	0.025	8.164	NA	NA	NA	NA
39	2PPC	0.024	8.069	10.166	NA	NA	NA
40	2PPC	0.025	8.413	10.174	NA	NA	NA
Operational Item Numbers 46, 49, 53-58, and 62-65 are 2PPC Field Test Items							
46	2PPC	0.021	6.914	NA	NA	NA	NA
49	2PPC	0.030	14.379	NA	NA	NA	NA
53	2PPC	0.017	9.080	NA	NA	NA	NA
54	2PPC	0.020	6.524	7.241	8.706	10.946	NA
55	2PPC	0.027	6.988	NA	NA	NA	NA
56	2PPC	0.024	9.129	NA	NA	NA	NA
57	2PPC	0.035	12.569	NA	NA	NA	NA
58	2PPC	0.018	7.121	NA	NA	NA	NA
62	2PPC	0.019	7.330	NA	NA	NA	NA
63	2PPC	0.019	6.440	NA	NA	NA	NA
64	2PPC	0.016	9.295	NA	NA	NA	NA
65	2PPC	0.023	7.832	8.946	10.228	12.307	NA

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.



Appendix M: Scaled Operational Item Parameters

Listening/Speaking 3PL Model Items, Annual Assessment Data, Grade Span 3-5					
Operational Item		Parameters			
Number	Model**	A	B	C	
1	3PL	0.013	410.817	0.494	
2	3PL	0.011	406.312	0.439	
3	3PL	0.010	434.049	0.299	
4	3PL	0.011	377.032	0.283	
5	3PL	0.016	342.845	0.199	
6	3PL	0.008	369.048	0.283	
7	3PL	0.011	353.069	0.283	
8	3PL	0.009	390.303	0.320	
9	3PL	0.014	365.101	0.277	
10	3PL	0.012	431.874	0.283	
11	3PL	0.007	523.872	0.171	
12	3PL	0.013	417.740	0.119	
13	3PL	0.012	446.970	0.289	
14	3PL	0.014	487.811	0.386	
15	3PL	0.013	467.814	0.208	
16	3PL	0.011	487.069	0.281	
17	3PL	0.011	483.262	0.251	
18	3PL	0.013	319.769	0.283	
19	3PL	0.008	459.075	0.454	
20	3PL	0.010	391.430	0.277	
Operational Item Numbers 41-58 are 3PL Field Test Items					
41	3PL	0.008	586.478	0.195	
42	3PL	0.007	391.657	0.283	
43	3PL	0.013	397.508	0.283	
44	3PL	0.009	523.161	0.225	
45	3PL	0.013	461.212	0.283	
46	3PL	0.015	388.249	0.283	
47	3PL	0.019	380.369	0.191	
48	3PL	0.012	364.266	0.283	
49	3PL	0.011	453.869	0.234	
50	3PL	0.009	431.194	0.248	
51	3PL	0.016	364.082	0.283	
52	3PL	0.014	373.121	0.283	
53	3PL	0.008	463.722	0.283	
54	3PL	0.006	325.471	0.283	
55	3PL	0.014	342.937	0.283	
56	3PL	0.011	390.682	0.283	
57	3PL	0.011	394.335	0.283	
58	3PL	0.010	332.804	0.283	

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix M: Scaled Operational Item Parameters

Listening/Speaking 2PPC Model Items, Annual Assessment Data, Grade Span 3-5							
Operational		Parameters					
Item Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4	Gamma 5
21	2PPC	0.021	7.086	NA	NA	NA	NA
22	2PPC	0.023	8.031	NA	NA	NA	NA
23	2PPC	0.023	10.103	NA	NA	NA	NA
24	2PPC	0.027	10.900	NA	NA	NA	NA
25	2PPC	0.027	10.788	NA	NA	NA	NA
26	2PPC	0.034	12.076	NA	NA	NA	NA
27	2PPC	0.024	8.693	NA	NA	NA	NA
28	2PPC	0.021	8.979	NA	NA	NA	NA
29	2PPC	0.016	7.226	NA	NA	NA	NA
30	2PPC	0.023	8.489	NA	NA	NA	NA
31	2PPC	0.028	8.398	NA	NA	NA	NA
32	2PPC	0.019	12.612	NA	NA	NA	NA
33	2PPC	0.018	11.249	NA	NA	NA	NA
34	2PPC	0.036	16.161	17.095	NA	NA	NA
35	2PPC	0.034	15.219	15.984	NA	NA	NA
36	2PPC	0.036	15.566	16.784	NA	NA	NA
37	2PPC	0.028	13.191	14.585	NA	NA	NA
38	2PPC	0.026	9.454	11.641	NA	NA	NA
39	2PPC	0.026	9.245	11.360	NA	NA	NA
40	2PPC	0.022	8.121	8.329	9.631	12.053	NA
Operational Item Numbers 59-68 are 2PPC Field Test Items							
59	2PPC	0.023	8.771	8.652	10.265	12.726	NA
60	2PPC	0.029	13.625	13.298	NA	NA	NA
61	2PPC	0.017	6.413	NA	NA	NA	NA
62	2PPC	0.031	13.055	13.130	NA	NA	NA
63	2PPC	0.030	12.941	13.526	NA	NA	NA
64	2PPC	0.029	11.623	13.896	NA	NA	NA
65	2PPC	0.035	15.558	17.026	NA	NA	NA
66	2PPC	0.025	9.377	11.327	NA	NA	NA
67	2PPC	0.022	8.028	NA	NA	NA	NA
68	2PPC	0.022	8.428	8.966	10.606	12.838	NA

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

*Appendix M: Scaled Operational Item Parameters*

<b>Listening/Speaking 3PL Model Items, Annual Assessment Data, Grade Span 6-8</b>			<b>Parameters</b>		
<b>Operational Item Number*</b>	<b>Model**</b>	<b>A</b>	<b>B</b>	<b>C</b>	
1	3PL	0.014	382.195	0.283	
2	3PL	0.009	450.897	0.283	
3	3PL	0.012	363.608	0.283	
4	3PL	0.012	371.467	0.283	
5	3PL	0.018	378.799	0.283	
6	3PL	0.012	493.106	0.283	
7	3PL	0.007	485.869	0.197	
8	3PL	0.010	433.420	0.170	
9	3PL	0.009	415.943	0.283	
10	3PL	0.012	316.885	0.283	
11	3PL	0.010	410.326	0.283	
12	3PL	0.014	385.555	0.283	
13	3PL	0.012	427.647	0.283	
14	3PL	0.012	409.982	0.212	
15	3PL	0.014	427.074	0.260	
16	3PL	0.011	363.860	0.283	
17	3PL	0.006	398.728	0.283	
18	3PL	0.005	401.108	0.283	
19	3PL	0.007	530.514	0.283	
20	3PL	0.007	668.386	0.349	
<b>Operational Item Numbers 41-57 are 3PL Field Test Items</b>					
41	3PL	0.008	491.346	0.283	
42	3PL	0.012	612.617	0.326	
43	3PL	0.010	565.762	0.283	
44	3PL	0.010	542.581	0.244	
45	3PL	0.007	475.907	0.283	
46	3PL	0.007	548.501	0.283	
47	3PL	0.015	410.268	0.283	
48	3PL	0.012	372.082	0.283	
49	3PL	0.011	468.064	0.283	
50	3PL	0.012	414.559	0.283	
51	3PL	0.019	434.940	0.283	
52	3PL	0.006	504.491	0.283	
53	3PL	0.013	386.637	0.283	
54	3PL	0.008	402.337	0.283	
55	3PL	0.009	524.861	0.260	
56	3PL	0.014	437.370	0.232	
57	3PL	0.004	512.036	0.283	

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix M: Scaled Operational Item Parameters

Listening/Speaking 2PPC Model Items, Annual Assessment Data, Grade Span 6-8							
Operational		Parameters					
Item Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4	Gamma 5
21	2PPC	0.023	8.875	NA	NA	NA	NA
22	2PPC	0.035	13.825	NA	NA	NA	NA
23	2PPC	0.020	7.526	NA	NA	NA	NA
24	2PPC	0.017	8.790	NA	NA	NA	NA
25	2PPC	0.019	9.577	NA	NA	NA	NA
26	2PPC	0.026	10.911	NA	NA	NA	NA
27	2PPC	0.036	15.764	NA	NA	NA	NA
28	2PPC	0.026	11.691	NA	NA	NA	NA
29	2PPC	0.016	6.726	NA	NA	NA	NA
30	2PPC	0.032	14.460	NA	NA	NA	NA
31	2PPC	0.022	11.419	NA	NA	NA	NA
32	2PPC	0.023	11.331	NA	NA	NA	NA
33	2PPC	0.019	8.785	NA	NA	NA	NA
34	2PPC	0.024	9.706	10.317	NA	NA	NA
35	2PPC	0.024	11.441	12.409	NA	NA	NA
36	2PPC	0.024	10.726	10.788	NA	NA	NA
37	2PPC	0.023	10.394	11.336	NA	NA	NA
38	2PPC	0.022	8.048	9.619	NA	NA	NA
39	2PPC	0.024	9.294	11.496	NA	NA	NA
40	2PPC	0.020	8.031	8.021	9.401	11.933	NA
Operational Item Numbers 58-68 are 2PPC Field Test Items							
58	2PPC	0.022	9.050	8.896	10.710	13.038	NA
59	2PPC	0.022	10.068	10.539	NA	NA	NA
60	2PPC	0.024	10.357	11.545	NA	NA	NA
61	2PPC	0.028	11.598	11.966	NA	NA	NA
62	2PPC	0.020	7.767	8.983	NA	NA	NA
63	2PPC	0.021	9.322	9.329	NA	NA	NA
64	2PPC	0.023	8.857	10.584	NA	NA	NA
65	2PPC	0.020	13.087	NA	NA	NA	NA
66	2PPC	0.019	9.092	9.781	NA	NA	NA
67	2PPC	0.024	10.228	9.451	NA	NA	NA
68	2PPC	0.020	8.397	8.062	9.905	12.412	NA

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Appendix M: Scaled Operational Item Parameters

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	0.009	387.194	0.151
2	3PL	0.011	369.568	0.283
3	3PL	0.011	374.773	0.193
4	3PL	0.010	549.415	0.157
5	3PL	0.008	459.978	0.243
6	3PL	0.007	456.607	0.247
7	3PL	0.013	332.474	0.283
8	3PL	0.006	464.446	0.172
9	3PL	0.012	398.968	0.199
10	3PL	0.009	465.795	0.189
11	3PL	0.008	459.724	0.283
12	3PL	0.013	374.492	0.140
13	3PL	0.014	437.771	0.269
14	3PL	0.014	395.705	0.111
15	3PL	0.005	472.458	0.283
16	3PL	0.008	678.550	0.499
17	3PL	0.005	615.578	0.417
18	3PL	0.008	393.928	0.283
19	3PL	0.008	402.820	0.281
20	3PL	0.008	373.912	0.185
Operational Item Numbers 41-54 are 3PL Field Test Items				
41	3PL	0.006	591.997	0.283
42	3PL	0.008	665.272	0.468
43	3PL	0.006	714.611	0.367
44	3PL	0.013	474.813	0.334
45	3PL	0.012	449.266	0.283
46	3PL	0.009	509.264	0.243
47	3PL	0.012	370.599	0.283
48	3PL	0.009	426.099	0.283
49	3PL	0.010	323.078	0.283
50	3PL	0.006	396.811	0.283
51	3PL	0.012	441.115	0.283
52	3PL	0.005	417.445	0.283
53	3PL	0.012	482.636	0.158
54	3PL	0.004	458.071	0.283

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix M: Scaled Operational Item Parameters

Listening/Speaking 2PPC Model Items, Annual Assessment Data, Grade Span 9-12							
Operational		Parameters					
Item			Gamma	Gamma	Gamma	Gamma	Gamma
Number*	Model**	Alpha	1	2	3	4	5
21	2PPC	0.033	12.280	NA	NA	NA	NA
22	2PPC	0.015	6.158	NA	NA	NA	NA
23	2PPC	0.020	8.697	NA	NA	NA	NA
24	2PPC	0.024	11.663	NA	NA	NA	NA
25	2PPC	0.026	12.347	NA	NA	NA	NA
26	2PPC	0.022	11.265	NA	NA	NA	NA
27	2PPC	0.018	9.376	NA	NA	NA	NA
28	2PPC	0.022	11.491	NA	NA	NA	NA
29	2PPC	0.021	9.853	NA	NA	NA	NA
30	2PPC	0.022	10.580	NA	NA	NA	NA
31	2PPC	0.014	7.330	NA	NA	NA	NA
32	2PPC	0.014	7.888	NA	NA	NA	NA
33	2PPC	0.023	12.206	NA	NA	NA	NA
34	2PPC	0.020	9.718	10.611	NA	NA	NA
35	2PPC	0.025	11.484	12.634	NA	NA	NA
36	2PPC	0.020	9.848	10.996	NA	NA	NA
37	2PPC	0.023	10.803	11.398	NA	NA	NA
38	2PPC	0.022	9.161	10.411	NA	NA	NA
39	2PPC	0.022	8.397	9.493	NA	NA	NA
40	2PPC	0.019	7.558	7.409	8.507	11.115	NA
Operational Item Numbers 55-72 are 2PPC Field Test Items							
55	2PPC	0.019	7.869	7.836	8.863	11.525	NA
56	2PPC	0.020	9.950	9.739	NA	NA	NA
57	2PPC	0.016	8.213	NA	NA	NA	NA
58	2PPC	0.025	11.099	11.638	NA	NA	NA
59	2PPC	0.014	5.671	NA	NA	NA	NA
60	2PPC	0.012	5.823	NA	NA	NA	NA
61	2PPC	0.024	11.456	11.548	NA	NA	NA
62	2PPC	0.023	9.001	10.412	NA	NA	NA
63	2PPC	0.020	9.830	NA	NA	NA	NA
64	2PPC	0.025	13.154	NA	NA	NA	NA
65	2PPC	0.013	8.087	4.327	NA	NA	NA
66	2PPC	0.021	9.654	NA	NA	NA	NA
67	2PPC	0.017	10.364	NA	NA	NA	NA
68	2PPC	0.025	12.267	13.206	NA	NA	NA
69	2PPC	0.018	8.149	7.342	8.532	10.924	NA
70	2PPC	0.021	7.421	NA	NA	NA	NA
71	2PPC	0.018	11.520	NA	NA	NA	NA
72	2PPC	0.018	8.895	9.684	NA	NA	NA

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Appendix M: Scaled Operational Item Parameters

Reading 3PL Model Items, Annual Assessment Data, Grade Span K-2

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	0.021	422.632	0.107
2	3PL	0.014	392.151	0.084
3	3PL	0.021	463.097	0.281
4	3PL	0.023	459.839	0.287
5	3PL	0.018	502.562	0.390
6	3PL	0.034	546.156	0.151
7	3PL	0.042	533.107	0.168
8	3PL	0.039	512.820	0.259
9	3PL	0.015	383.813	0.139
10	3PL	0.019	445.929	0.205
11	3PL	0.030	409.242	0.327
12	3PL	0.018	451.528	0.268
13	3PL	0.027	419.708	0.233
14	3PL	0.020	420.257	0.286
15	3PL	0.024	471.664	0.249
16	3PL	0.010	483.201	0.032
17	3PL	0.028	530.721	0.191
18	3PL	0.037	438.768	0.281
19	3PL	0.031	427.351	0.226
20	3PL	0.023	438.820	0.104
21	3PL	0.014	450.076	0.094
22	3PL	0.018	501.238	0.141
23	3PL	0.026	498.208	0.355
24	3PL	0.020	435.859	0.175
25	3PL	0.016	412.585	0.232
26	3PL	0.014	519.662	0.297
27	3PL	0.015	481.025	0.312
28	3PL	0.029	407.693	0.262
29	3PL	0.014	475.937	0.087
30	3PL	0.029	443.168	0.332
31	3PL	0.029	453.369	0.293
32	3PL	0.026	475.424	0.192
33	3PL	0.025	448.840	0.238
34	3PL	0.028	504.592	0.272
35	3PL	0.024	460.940	0.214
Operational Item Numbers 36-46 are 3PL Field Test Items				
36	3PL	0.015	427.123	0.167
37	3PL	0.019	495.135	0.161
38	3PL	0.032	533.836	0.292
39	3PL	0.020	425.372	0.144
40	3PL	0.018	438.306	0.141
41	3PL	0.041	513.212	0.184
42	3PL	0.034	460.181	0.261
43	3PL	0.020	430.250	0.271

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*Appendix M: Scaled Operational Item Parameters*

**Reading 3PL Model Items, Annual Assessment Data, Grade Span K-2**

Operational		Parameters		
Item Number*	Model**	A	B	C
44	3PL	0.014	423.398	0.110
45	3PL	0.009	452.873	0.274
46	3PL	0.022	463.043	0.223

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.



Appendix M: Scaled Operational Item Parameters

Reading 3PL Model Items, Annual Assessment Data, Grade Span 3-5

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	0.014	454.718	0.119
2	3PL	0.018	489.898	0.170
3	3PL	0.015	460.330	0.132
4	3PL	0.013	491.135	0.128
5	3PL	0.013	474.287	0.078
6	3PL	0.009	524.837	0.229
7	3PL	0.020	516.494	0.131
8	3PL	0.016	478.719	0.074
9	3PL	0.019	517.869	0.200
10	3PL	0.012	481.311	0.048
11	3PL	0.017	497.159	0.228
12	3PL	0.020	407.254	0.066
13	3PL	0.028	397.776	0.037
14	3PL	0.020	477.562	0.132
15	3PL	0.021	463.513	0.122
16	3PL	0.021	486.975	0.186
17	3PL	0.015	435.324	0.106
18	3PL	0.015	498.548	0.166
19	3PL	0.020	490.889	0.134
20	3PL	0.023	457.703	0.057
21	3PL	0.027	463.483	0.151
22	3PL	0.020	531.609	0.170
23	3PL	0.021	523.716	0.200
24	3PL	0.016	481.000	0.155
25	3PL	0.011	520.399	0.254
26	3PL	0.022	431.031	0.058
27	3PL	0.029	509.130	0.264
28	3PL	0.013	450.797	0.062
29	3PL	0.013	451.169	0.025
30	3PL	0.013	529.076	0.208
31	3PL	0.025	482.540	0.205
32	3PL	0.008	560.772	0.197
33	3PL	0.020	458.502	0.067
34	3PL	0.011	497.895	0.154
35	3PL	0.012	536.543	0.188
Operational Item Numbers 36-45 are 3PL Field Test Items				
36	3PL	0.017	500.825	0.095
37	3PL	0.007	543.669	0.103
38	3PL	0.019	502.805	0.185
39	3PL	0.026	598.190	0.210
40	3PL	0.019	494.347	0.185
41	3PL	0.014	538.878	0.223
42	3PL	0.027	486.989	0.157
43	3PL	0.012	467.460	0.100

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*Appendix M: Scaled Operational Item Parameters*

**Reading 3PL Model Items, Annual Assessment Data, Grade Span 3-5**

Operational		Parameters		
Item Number*	Model**	A	B	C
44	3PL	0.020	542.163	0.345
45	3PL	0.012	479.071	0.086

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix M: Scaled Operational Item Parameters

Reading 3PL Model Items, Annual Assessment Data, Grade Span 6-8

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	0.013	556.948	0.032
2	3PL	0.020	455.746	0.084
3	3PL	0.014	526.639	0.102
4	3PL	0.011	553.200	0.091
5	3PL	0.019	501.590	0.156
6	3PL	0.012	547.565	0.169
7	3PL	0.021	524.853	0.085
8	3PL	0.018	535.065	0.198
9	3PL	0.016	596.548	0.181
10	3PL	0.009	616.702	0.315
11	3PL	0.029	470.668	0.089
12	3PL	0.017	510.333	0.143
13	3PL	0.015	551.598	0.168
14	3PL	0.011	567.957	0.171
15	3PL	0.013	535.008	0.189
16	3PL	0.021	548.814	0.185
17	3PL	0.021	470.415	0.020
18	3PL	0.015	576.171	0.191
19	3PL	0.013	500.923	0.141
20	3PL	0.018	544.763	0.184
21	3PL	0.012	497.817	0.207
22	3PL	0.013	484.833	0.141
23	3PL	0.020	453.400	0.080
24	3PL	0.014	570.038	0.209
25	3PL	0.016	440.153	0.073
26	3PL	0.017	488.831	0.071
27	3PL	0.020	527.152	0.179
28	3PL	0.014	571.804	0.233
29	3PL	0.014	601.567	0.218
30	3PL	0.022	571.724	0.278
31	3PL	0.024	558.705	0.274
32	3PL	0.021	568.888	0.219
33	3PL	0.025	563.153	0.191
34	3PL	0.028	541.293	0.274
35	3PL	0.029	557.885	0.278
Operational Item Numbers 36-38 are 3PL Field Test Items				
36	3PL	0.018	587.979	0.207
37	3PL	0.018	538.024	0.224
38	3PL	0.005	679.466	0.200

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix M: Scaled Operational Item Parameters

Reading 3PL Model Items, Annual Assessment Data, Grade Span 9-12

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	0.015	490.820	0.031
2	3PL	0.010	496.561	0.061
3	3PL	0.010	528.278	0.051
4	3PL	0.006	506.283	0.200
5	3PL	0.011	600.296	0.138
6	3PL	0.015	462.823	0.061
7	3PL	0.013	478.306	0.049
8	3PL	0.016	508.778	0.166
9	3PL	0.015	517.065	0.113
10	3PL	0.015	569.471	0.222
11	3PL	0.014	591.312	0.226
12	3PL	0.015	583.844	0.313
13	3PL	0.015	544.960	0.195
14	3PL	0.012	568.709	0.119
15	3PL	0.019	496.561	0.023
16	3PL	0.019	554.142	0.381
17	3PL	0.015	453.900	0.166
18	3PL	0.013	499.892	0.166
19	3PL	0.014	560.825	0.150
20	3PL	0.016	532.153	0.089
21	3PL	0.015	568.843	0.238
22	3PL	0.007	465.773	0.100
23	3PL	0.013	610.863	0.149
24	3PL	0.009	494.793	0.166
25	3PL	0.021	534.366	0.327
26	3PL	0.022	534.506	0.193
27	3PL	0.022	569.346	0.105
28	3PL	0.012	583.413	0.226
29	3PL	0.018	595.200	0.182
30	3PL	0.018	546.406	0.187
31	3PL	0.019	598.835	0.204
32	3PL	0.023	530.656	0.193
33	3PL	0.014	563.735	0.190
34	3PL	0.014	597.336	0.226
35	3PL	0.015	574.750	0.219
Operational Item Numbers 36-52 are 3PL Field Test Items				
36	3PL	0.007	622.182	0.219
37	3PL	0.012	620.375	0.265
38	3PL	0.012	482.019	0.200
39	3PL	0.017	494.408	0.166
40	3PL	0.006	617.820	0.377
41	3PL	0.021	546.607	0.314
42	3PL	0.019	577.548	0.201
43	3PL	0.013	480.772	0.200

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*Appendix M: Scaled Operational Item Parameters*  
**Reading 3PL Model Items, Annual Assessment Data, Grade Span 9-12**

Operational		Parameters		
Item Number*	Model**	A	B	C
44	3PL	0.011	597.901	0.264
45	3PL	0.021	464.399	0.200
46	3PL	0.010	531.951	0.102
47	3PL	0.003	602.799	0.200
48	3PL	0.012	645.458	0.351
49	3PL	0.014	470.015	0.200
50	3PL	0.014	717.769	0.165
51	3PL	0.016	659.271	0.212
52	3PL	0.017	607.593	0.177

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix M: Scaled Operational Item Parameters

Writing 3PL Model Items, Annual Assessment Data, Grade Span K-2

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	0.032	499.091	0.303
2	3PL	0.019	433.842	0.254
3	3PL	0.030	434.815	0.278
4	3PL	0.027	443.928	0.302
5	3PL	0.032	413.430	0.357
6	3PL	0.019	477.281	0.433
7	3PL	0.026	497.759	0.299
8	3PL	0.023	450.504	0.349
9	3PL	0.035	487.448	0.305
10	3PL	0.014	475.285	0.294
11	3PL	0.023	507.420	0.202
12	3PL	0.034	466.188	0.271
13	3PL	0.028	457.387	0.302
14	3PL	0.035	443.795	0.436
15	3PL	0.025	434.978	0.293
16	3PL	0.022	441.642	0.260
17	3PL	0.023	455.320	0.257
18	3PL	0.023	499.154	0.475
19	3PL	0.023	509.756	0.421
Operational Item Numbers 30-33 are 3PL Field Test Items				
30	3PL	0.040	444.785	0.226
31	3PL	0.029	455.873	0.380
32	3PL	0.024	439.908	0.280
33	3PL	0.040	431.455	0.245

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix M: Scaled Operational Item Parameters

Writing 2PPC Model Items, Annual Assessment Data, Grade Span K-2

Operational		Parameters					
Item Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4	Gamma 5
20	2PPC	0.038	16.829	14.771	19.678	NA	NA
21	2PPC	0.030	13.383	11.821	16.350	NA	NA
22	2PPC	0.033	13.775	13.638	16.851	NA	NA
23	2PPC	0.030	12.525	13.421	17.013	NA	NA
24	2PPC	0.029	11.109	12.773	13.957	16.407	NA
Operational Item Numbers 25-29, 34 are 2PPC Field Test Items							
25	2PPC	0.029	10.526	13.106	14.754	16.897	NA
26	2PPC	0.029	11.954	12.264	15.686	NA	NA
27	2PPC	0.022	9.394	9.142	12.562	NA	NA
28	2PPC	0.025	10.250	10.810	14.528	NA	NA
29	2PPC	0.030	11.969	12.901	16.534	NA	NA
34	2PPC	0.029	11.213	13.173	14.757	17.316	NA

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Appendix M: Scaled Operational Item Parameters

Writing 3PL Model Items, Annual Assessment Data, Grade Span 3-5

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	0.023	432.516	0.410
2	3PL	0.017	444.553	0.174
3	3PL	0.027	470.488	0.302
4	3PL	0.027	445.556	0.288
5	3PL	0.026	441.741	0.386
6	3PL	0.021	445.472	0.294
7	3PL	0.009	450.006	0.100
8	3PL	0.028	447.017	0.325
9	3PL	0.018	441.481	0.406
10	3PL	0.019	448.987	0.247
11	3PL	0.021	455.166	0.253
12	3PL	0.024	477.337	0.268
13	3PL	0.015	463.890	0.182
14	3PL	0.020	506.493	0.336
15	3PL	0.018	503.507	0.345
16	3PL	0.013	499.785	0.322
17	3PL	0.010	549.340	0.205
18	3PL	0.017	510.303	0.189
19	3PL	0.017	505.651	0.229

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.



Appendix M: Scaled Operational Item Parameters

Writing 2PPC Model Items, Annual Assessment Data, Grade Span 3-5

Operational		Parameters					
Item Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4	Gamma 5
20	2PPC	0.022	10.001	9.042	13.711	NA	NA
21	2PPC	0.027	12.188	11.928	15.954	NA	NA
22	2PPC	0.025	10.134	10.737	12.766	NA	NA
23	2PPC	0.027	12.160	11.512	15.723	NA	NA
24	2PPC	0.024	8.840	10.339	11.159	14.254	NA
Operational Item Numbers 25-26 2PPC Field Test Items							
25	2PPC	0.026	10.014	12.008	13.610	16.130	NA
26	2PPC	0.013	6.397	5.537	7.125	8.908	NA

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Appendix M: Scaled Operational Item Parameters

Writing 3PL Model Items, Annual Assessment Data, Grade Span 6-8

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	0.018	494.199	0.141
2	3PL	0.020	460.717	0.266
3	3PL	0.020	444.336	0.272
4	3PL	0.025	472.258	0.262
5	3PL	0.019	531.449	0.300
6	3PL	0.026	442.693	0.205
7	3PL	0.028	459.525	0.190
8	3PL	0.017	459.989	0.177
9	3PL	0.028	459.291	0.243
10	3PL	0.015	517.823	0.162
11	3PL	0.028	506.344	0.206
12	3PL	0.024	468.558	0.256
13	3PL	0.042	477.276	0.206
14	3PL	0.027	472.756	0.199
15	3PL	0.026	483.796	0.143
16	3PL	0.016	567.140	0.370
17	3PL	0.014	550.748	0.313
18	3PL	0.016	513.266	0.296
19	3PL	0.013	537.171	0.186
Operational Item Number 26 is a 3PL Field Test Item				
26	3PL	0.018	628.674	0.132

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix M: Scaled Operational Item Parameters

Writing 2PPC Model Items, Annual Assessment Data, Grade Span 6-8

Operational		Parameters					
Item Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4	Gamma 5
20	2PPC	0.024	10.304	10.601	13.688	NA	NA
21	2PPC	0.022	9.580	9.743	12.741	NA	NA
22	2PPC	0.023	10.337	9.462	12.515	NA	NA
23	2PPC	0.027	12.241	11.535	15.477	NA	NA
24	2PPC	0.024	10.160	10.329	11.391	15.327	NA
Operational Item Numbers 25, 27 are 2PPC Field Test Items							
31	2PPC	0.018	8.087	7.752	9.928	11.938	NA
32	2PPC	0.014	7.220	5.931	8.385	9.711	NA

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Appendix M: Scaled Operational Item Parameters

Writing 3PL Model Items, Annual Assessment Data, Grade Span 9-12

Operational Item		Parameters		
Number*	Model**	A	B	C
1	3PL	0.022	443.931	0.180
2	3PL	0.016	402.967	0.176
3	3PL	0.024	454.295	0.269
4	3PL	0.022	452.260	0.113
5	3PL	0.024	491.050	0.164
6	3PL	0.019	521.634	0.132
7	3PL	0.026	514.522	0.152
8	3PL	0.030	456.690	0.146
9	3PL	0.027	467.374	0.098
10	3PL	0.031	509.867	0.248
11	3PL	0.019	502.281	0.174
12	3PL	0.021	461.242	0.450
13	3PL	0.029	496.080	0.294
14	3PL	0.016	521.183	0.118
15	3PL	0.012	529.567	0.113
16	3PL	0.011	506.762	0.194
17	3PL	0.027	508.939	0.403
18	3PL	0.025	499.271	0.329
19	3PL	0.018	521.905	0.204
Operational Item Numbers 27, 29, 31, 33-34 are 3PL Field Test Items				
27	3PL	0.024	516.381	0.241
29	3PL	0.032	499.169	0.270
31	3PL	0.018	501.579	0.111
33	3PL	0.024	488.738	0.109
34	3PL	0.021	502.582	0.222

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

\*\*The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Appendix M: Scaled Operational Item Parameters

**Writing 2PPC Model Items, Annual Assessment Data, Grade Span 9-12**

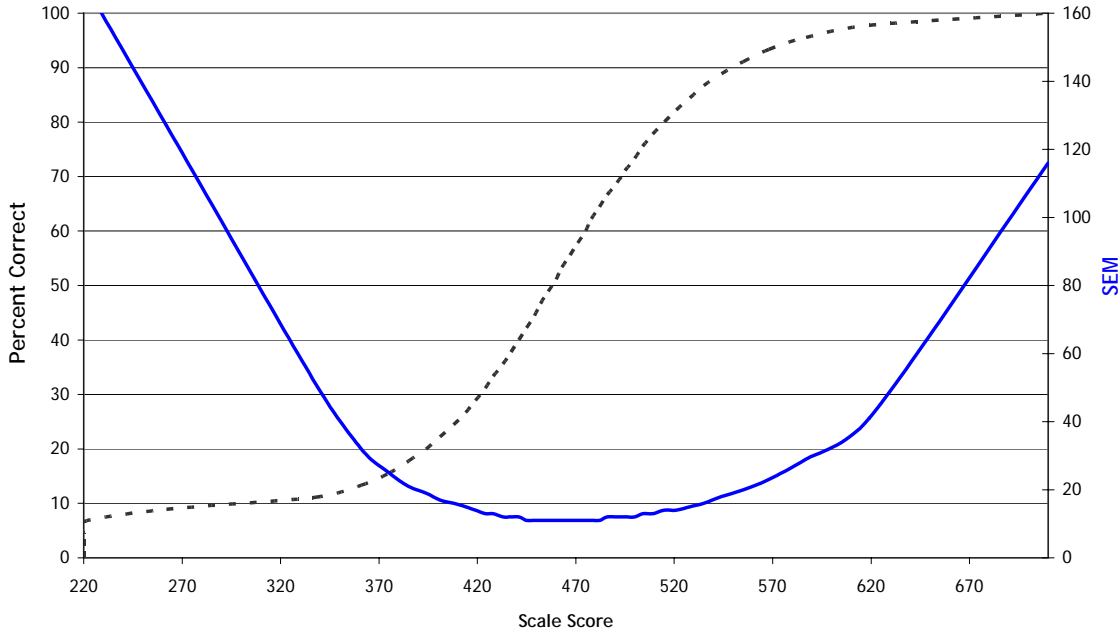
Operational		Parameters					
Item Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4	Gamma 5
20	2PPC	0.020	8.955	7.924	11.572	NA	NA
21	2PPC	0.017	8.005	6.668	10.228	NA	NA
22	2PPC	0.017	7.603	7.616	10.149	NA	NA
23	2PPC	0.017	7.738	6.747	10.622	NA	NA
24	2PPC	0.023	10.168	9.598	11.200	15.242	NA
Operational Item Numbers 25, 27, 29, 31, 34 are 2PPC Field Test Items							
25	2PPC	0.017	7.942	6.833	9.505	12.225	NA
27	2PPC	0.007	4.352	2.195	4.256	NA	NA
29	2PPC	0.009	4.417	3.493	6.224	NA	NA
31	2PPC	0.012	5.708	4.741	7.689	NA	NA
34	2PPC	0.016	7.671	6.450	8.398	10.476	NA

\*The operational item number is equivalent to the Sequence Number in Appendix A: 2005-2006 Edition (Form E) Item Map; please refer to the 2005-2006 Edition (Form E) Item Map to determine the corresponding book item number.

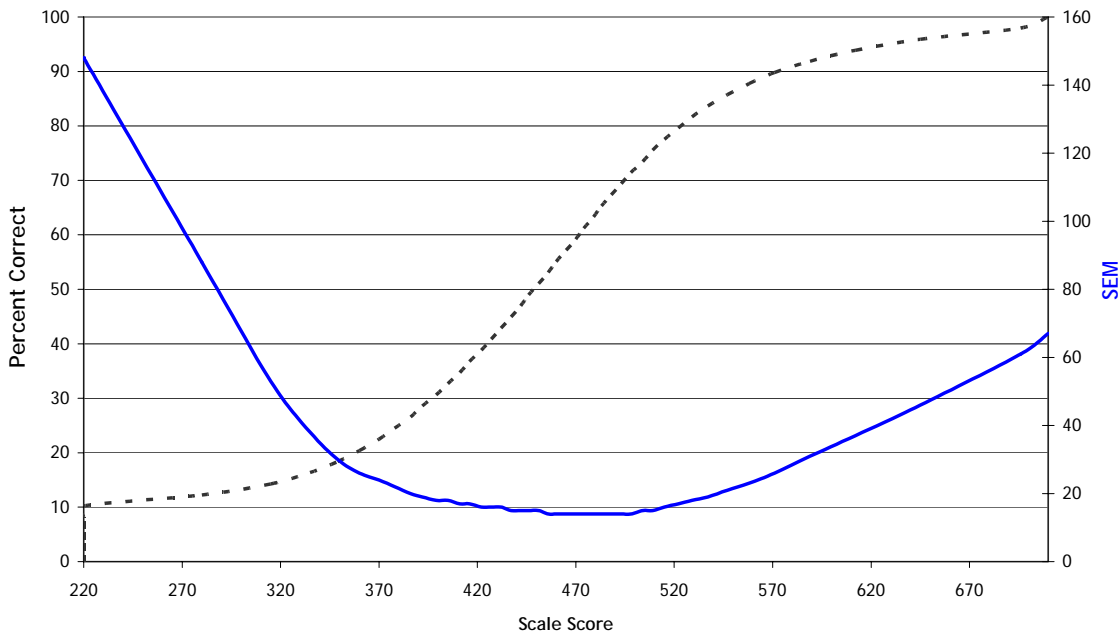
\*\*The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Appendix N Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2005-2006 Edition (Form E)  
Based on the 2005-2006 Edition (Form E) Scoring Table  
Listening Grade Span K-2

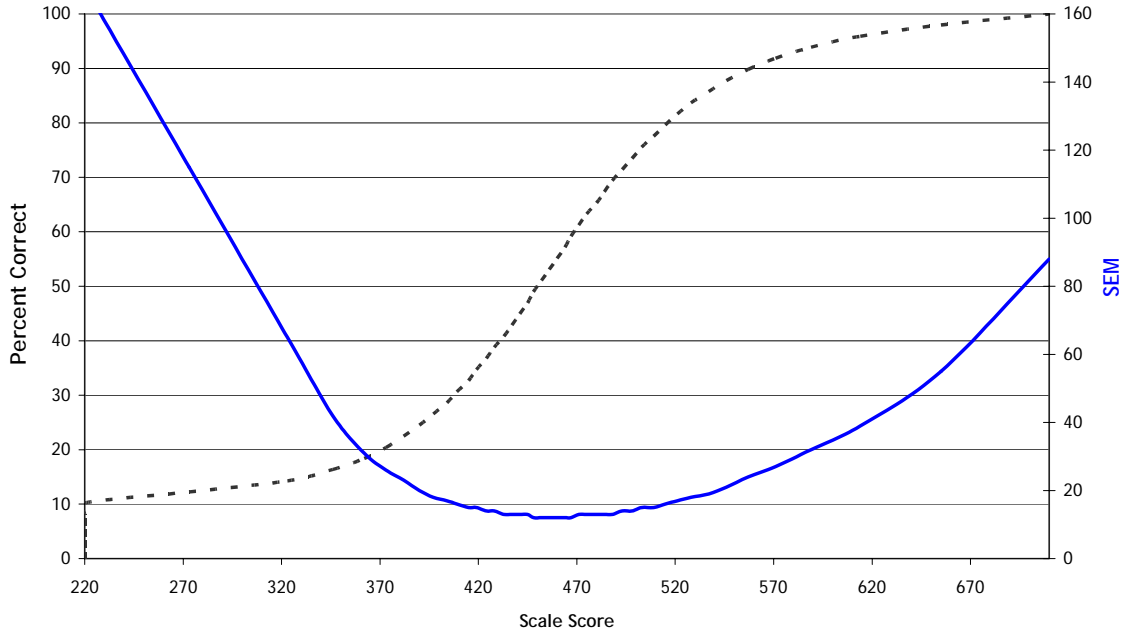


Test Characteristic and Standard Error Curves for CELDT 2005-2006 Edition (Form E)  
Based on the 2005-2006 Edition (Form E) Scoring Table  
Listening Grade Span 3-5

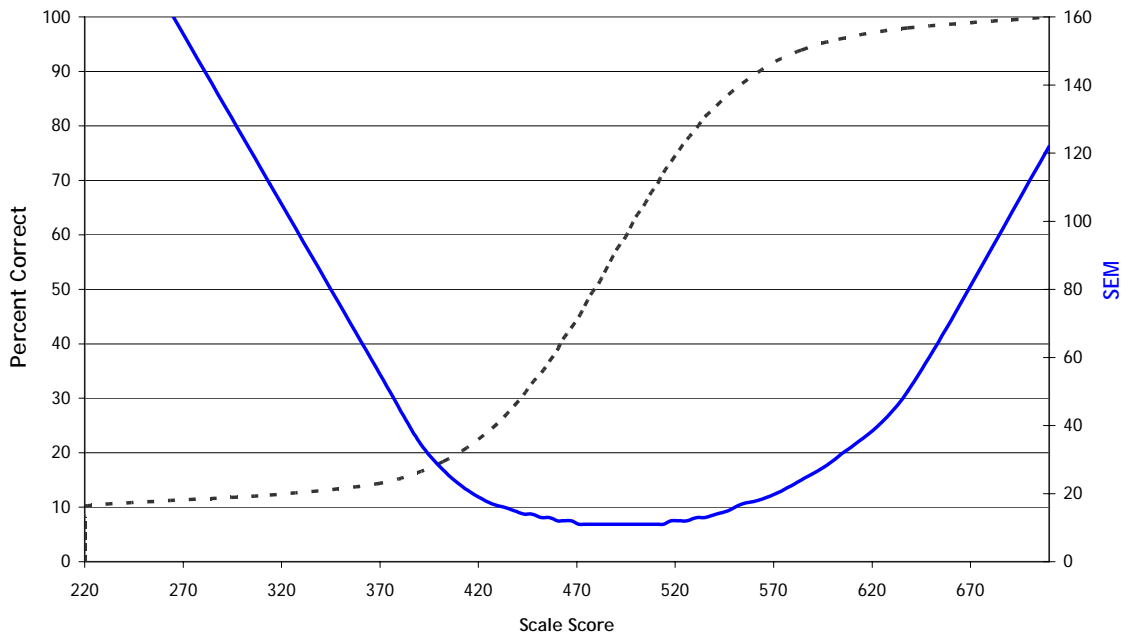


**CELDT 2005-2006 Edition (Form E) Technical Report**  
*Appendix N: Test Characteristic and Standard Error Curves*

**Test Characteristic and Standard Error Curves for CELDT 2005-2006 Edition (Form E)**  
**Based on the 2005-2006 Edition (Form E) Scoring Table**  
**Listening Grade Span 6-8**

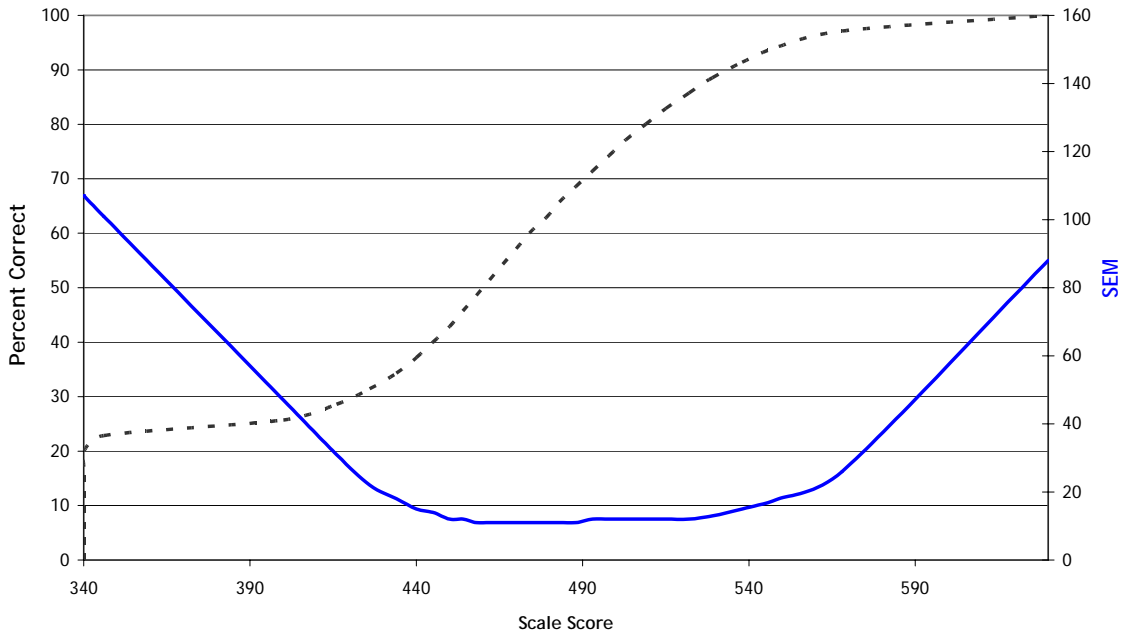


**Test Characteristic and Standard Error Curves for CELDT 2005-2006 Edition (Form E)**  
**Based on the 2005-2006 Edition (Form E) Scoring Table**  
**Listening Grade Span 9-12**

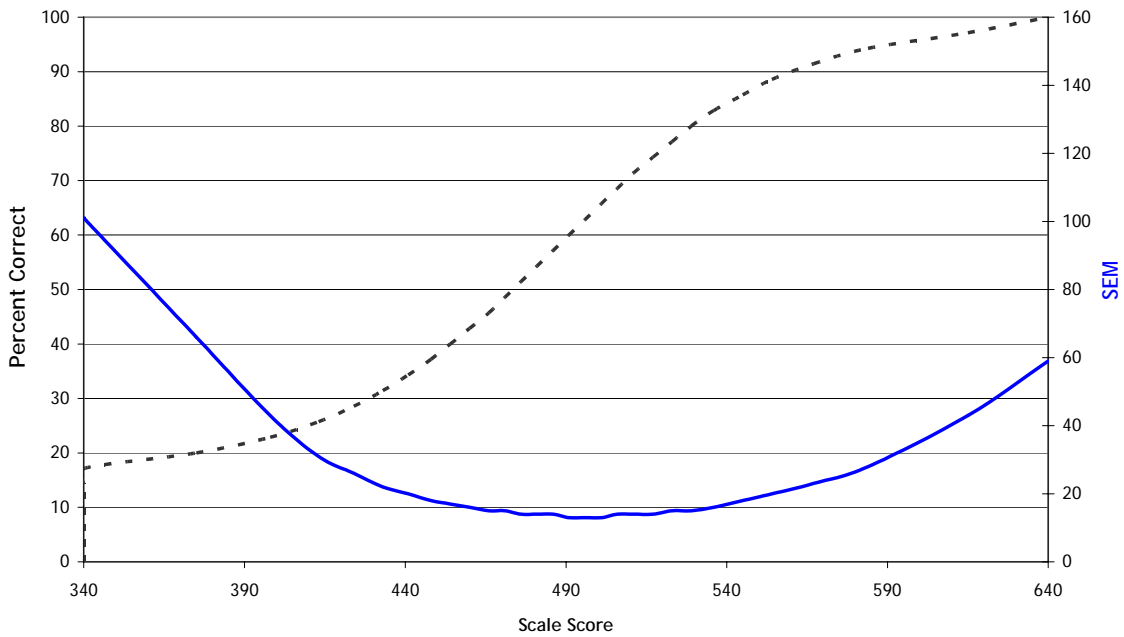


**CELDT 2005-2006 Edition (Form E) Technical Report**  
*Appendix N: Test Characteristic and Standard Error Curves*

**Test Characteristic and Standard Error Curves for CELDT 2005-2006 Edition (Form E)**  
**Based on the 2005-2006 Edition (Form E) Scoring Table**  
**Reading Grade Span K-2: Grade 2**



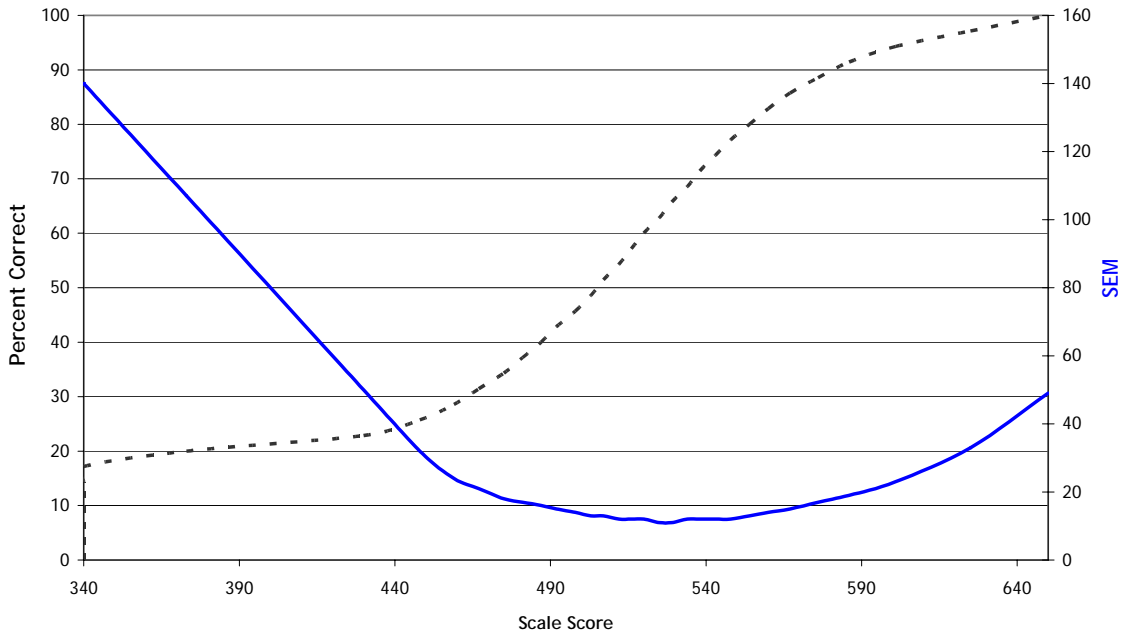
**Test Characteristic and Standard Error Curves for CELDT 2005-2006 Edition (Form E)**  
**Based on the 2005-2006 Edition (Form E) Scoring Table**  
**Reading Grade Span 3-5**



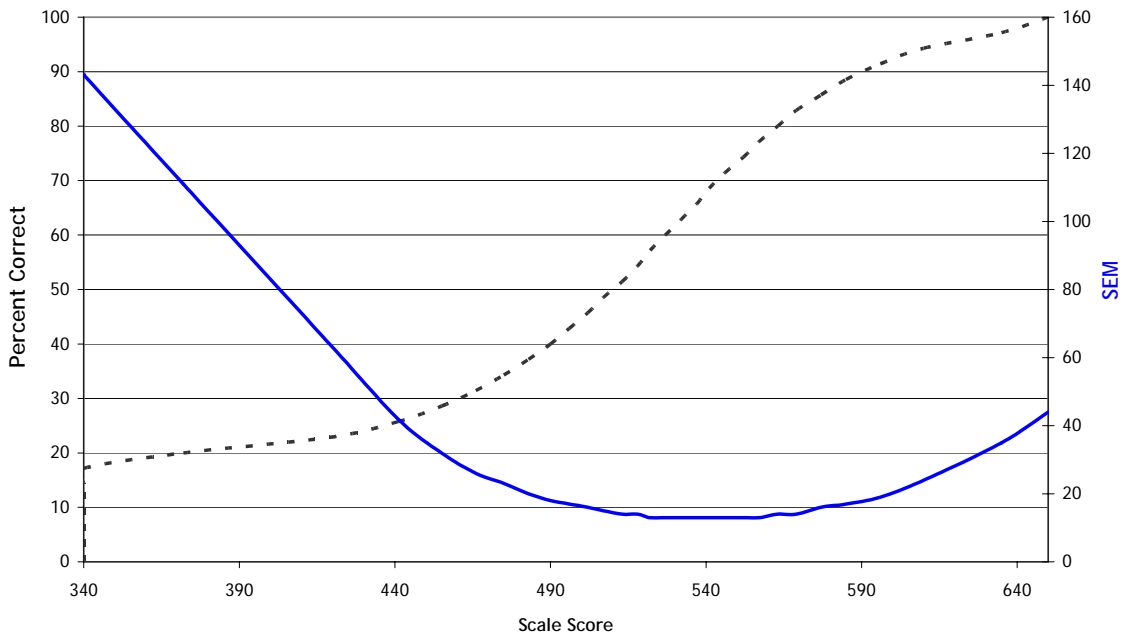


**CELDT 2005-2006 Edition (Form E) Technical Report**  
*Appendix N: Test Characteristic and Standard Error Curves*

**Test Characteristic and Standard Error Curves for CELDT 2005-2006 Edition (Form E)**  
**Based on the 2005-2006 Edition (Form E) Scoring Table**  
**Reading Grade Span 6-8**

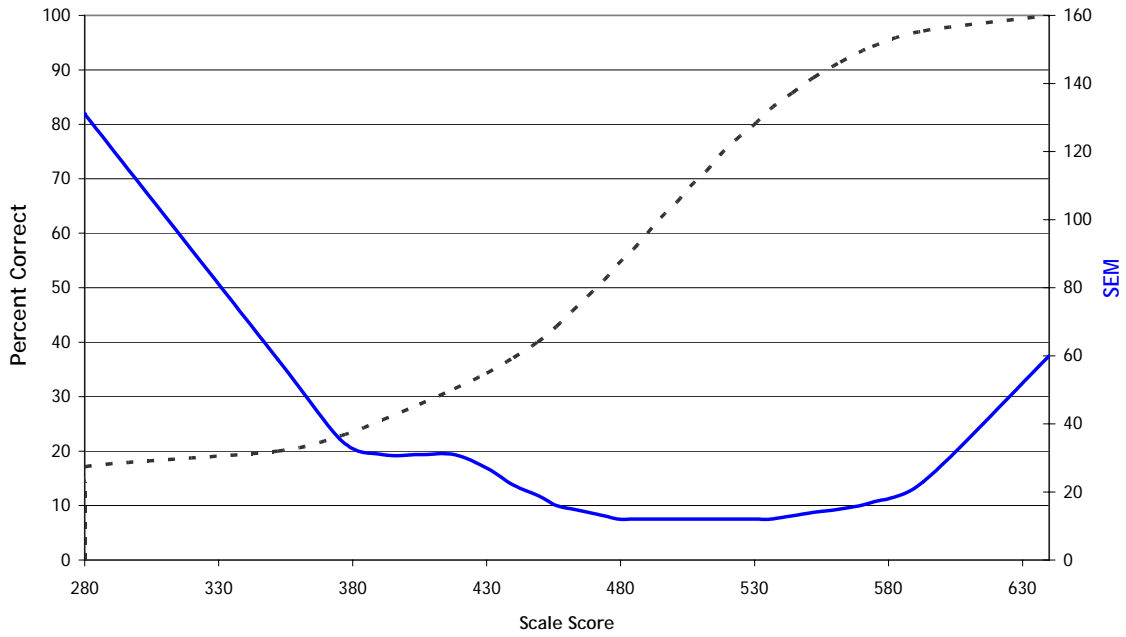


**Test Characteristic and Standard Error Curves for CELDT 2005-2006 Edition (Form E)**  
**Based on the 2005-2006 Edition (Form E) Scoring Table**  
**Reading Grade Span 9-12**

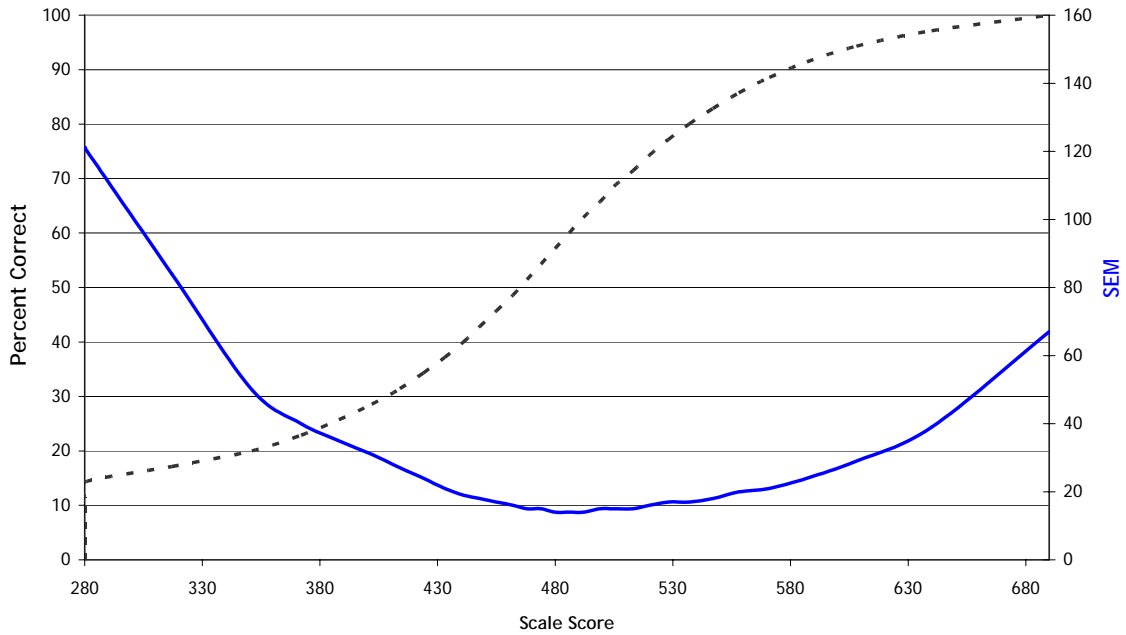


**CELDT 2005-2006 Edition (Form E) Technical Report**  
*Appendix N: Test Characteristic and Standard Error Curves*

**Test Characteristic and Standard Error Curves for CELDT Form E**  
**Based on the Form E Scoring Table**  
**Writing Grade Span 4**

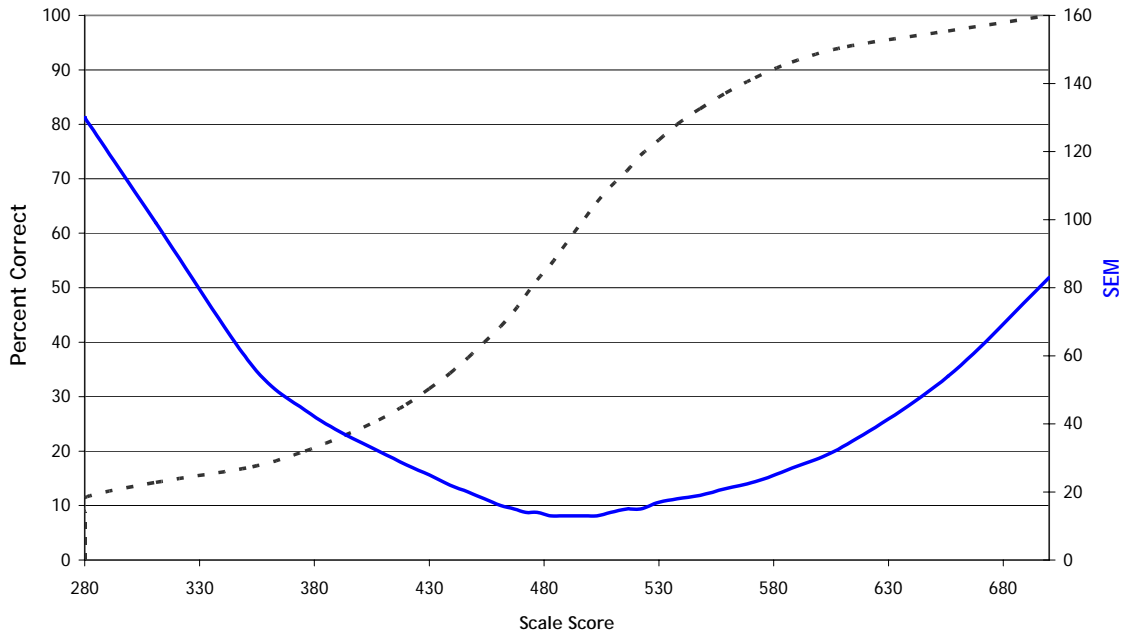


**Test Characteristic and Standard Error Curves for CELDT Form E**  
**Based on the Form E Scoring Table**  
**Writing Grade Span 4**

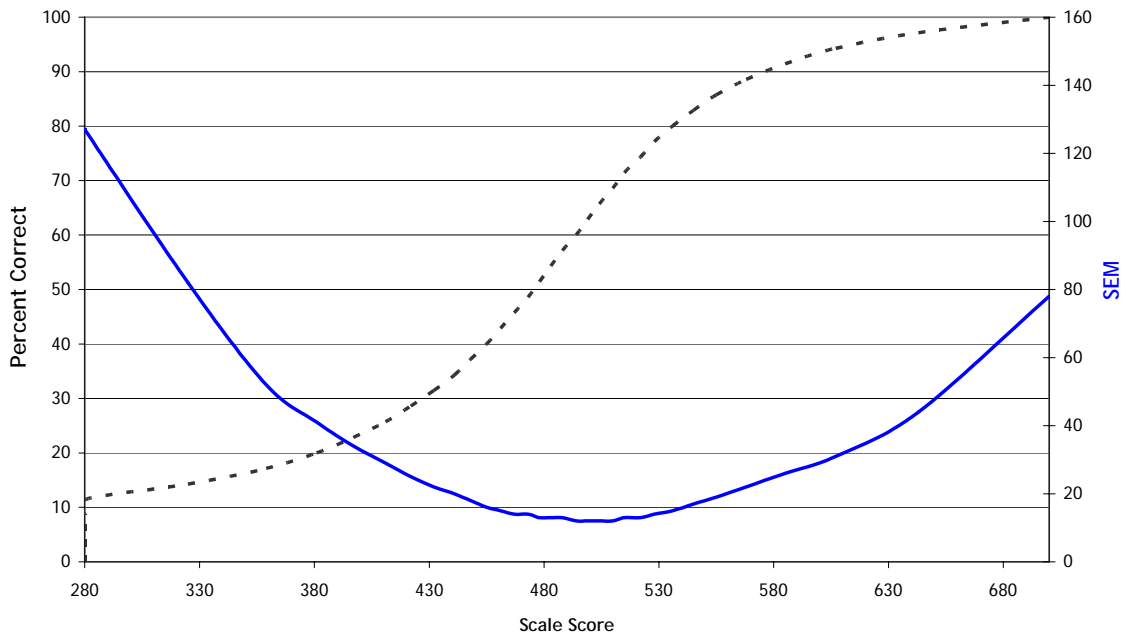


**CELDT 2005-2006 Edition (Form E) Technical Report**  
*Appendix N: Test Characteristic and Standard Error Curves*

**Test Characteristic and Standard Error Curves for CELDT 2005-2006 Edition (Form E)**  
**Based on the 2005-2006 Edition (Form E) Scoring Table**  
**Writing Grade Span 6-8**



**Test Characteristic and Standard Error Curves for CELDT 2005-2006 Edition (Form E)**  
**Based on the 2005-2006 Edition (Form E) Scoring Table**  
**Writing Grade Span 9-12**



**Appendix O** Test Development Documentation**Item Selection Specifications for the CELDT 2005–2006 (Form E) Operational Test****CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)  
TEST DESIGN AND DEVELOPMENT**

**Listening:** Assesses students' receptive skills vital for effectively processing information presented orally in English. The Listening test consists of these subtests:

*Following Oral Directions:* Identify classroom-related nouns and verbs, prepositions; understand relationship of words—do not have to read or reconfigure the direction to show aural comprehension.

*Teacher Talk:* Comprehend important details, make high-level summary, understand classroom directions and common contexts.

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

**Speaking:** Assesses students' productive skills necessary for communicating in both social and academic settings. The Speaking test consists of these subtests:

*Oral Vocabulary:* Elicits single word or short phrase. Assesses simple to complex vocabulary, especially academic and classroom vocabulary.

*Speech Functions (3-12 only):* Elicits one declarative or interrogative statement. Assesses formation of response appropriate to situation. Focuses on question formation.

*Choose and Give Reasons:* Elicits two sentences or complete thoughts. Assesses independent clause formation and ability to make rudimentary explanations or persuasive statements.

*4-Picture Narrative:* Elicits paragraph-length story. Assesses vocabulary, sentence formation, ability to describe, use transitions, use past tense, sustain ideas on a topic, show fluency.

**Reading:** Assesses students' receptive skills of written language required to process information presented in written materials in English.

*Word Analysis:* Initial, medial, final sounds; rhyming, syllables, affixes, root word.

*Fluency and Vocabulary:* Word-to-picture match, multimeaning words, synonyms, antonyms, phrasal verbs, common idioms, modified cloze.

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

**Writing:** Assesses students' productive skills in written language critical for communication of ideas and assignments in English.

*Grammar and Structure:* Grammar, prepositions, plurals, apostrophes, pronouns, possession; auxiliary verbs, interrogatives, comparatives.

*Writing Sentences:* Sentence formation, use of prepositional phrases, compound and complex structures, descriptive language.

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

2005-2006 Edition (Form E) Test Specifications Listening/Speaking, Reading, and Writing

Grade Span	Test Materials	Content of Materials Items are not listed in order				
		Skill Area	No. of Operational Items (per form)	Item Type*	No. of Field Test Items (all forms)	No. of comm on scale items (all forms)
<b>Grades K-1: Operational 2005-2006 Edition (Form E) with Embedded Listening and Speaking Field Test and Common Scale Items</b>						
<b>K-1 6 forms (E1-E6)</b>	6 scannable test books	<b>Listening</b>				
		Following Oral Directions	11	DCR/CR1	3	8
		Teacher Talk	6	MC	7	4
		Extended Listening Comp.	3	MC	3	3
		<b>Speaking</b>				
		Oral Vocabulary	17	DCR/CR1	9	10
		Speech Functions	NA	NA	NA	NA
		Choose & Give Reasons	2	CR2	1	1
		4-Picture Narrative	1	CR4	2	1
<b>Grade 2: Operational 2005-2006 Edition (Form E) with Embedded Listening, Speaking, Reading, and Writing Field Test and Common Scale Items</b>						
<b>Grade 2 12 forms (E1-E12)</b>	12 scannable test books	<b>Listening</b>				
		Following Oral Directions	11	DCR/CR1	3	8
		Teacher Talk	6	MC	7	4
		Extended Listening Comp.	3	MC	3	3
		<b>Speaking</b>				
		Oral Vocabulary	17	DCR/CR1	9	10
		Speech Functions	NA	NA	NA	NA
		Choose & Give Reasons	2	CR2	1	1
		4-Picture Narrative	1	CR4	2	1
		<b>Reading</b>				
		Word Analysis	10	MC	2	5
		Fluency & Vocabulary	12	MC	3	2
		Read. Comp.	13	MC	6	6
<b>Writing</b>						
Grammar & Structure	19	MC	4	8		
Sentences	4	CR3	4	4		
Short Compositions	1	CR4	2	1		

continued on next page

Grade Span	Test Materials	Content of Materials Items are not listed in order				
		Skill Area	No. of Operational Items (per form)	Item Type*	No. of Field Test Items (all forms)	No. of common scale items (all forms)
<b>Grades 3-5: Operational 2005-2006 Edition (Form E) with Embedded Listening, Speaking, Reading, and Writing Field Test and Common Scale Items</b>						
<b>Grades 3-5 14 forms (E1-E14)</b>	14 reusable test books	<b>Listening</b>				
		Following Oral Directions	0	DCR	0	4
		Following Oral Directions	11	MC	6	7
		Teacher Talk	6	MC	6	8
		Extended Listening Comp.	3	MC	6	6
		<b>Speaking</b>				
		Oral Vocabulary	13	DCR/CR1	2	16
		Speech Functions	4	CR2	4	3
		Choose & Give Reasons	2	CR2	2	2
		4-Picture Narrative	1	CR4	2	2
		<b>Reading</b>				
		Word Analysis	11	MC	4	7
		Fluency & Vocabulary	12	MC	3	8
Read. Comp. & Lit. Analysis	12	MC	3	7		
<b>Writing</b>						
Grammar & Structure	19	MC	0	12		
Sentences	4	CR3	0	6		
Short Compositions	1	CR4	2	2		
<b>Grades 6-8: Operational 2005-2006 Edition (Form E) with Embedded Listening, Speaking, Reading, and Writing Field Test and Common Scale Items</b>						
<b>Grades 6-8 14 forms (E1-E14)</b>	14 reusable test books	<b>Listening</b>				
		Following Oral Directions	11	MC	6	8
		Teacher Talk	6	MC	5	8
		Extended Listening Comp.	3	MC	6	6
		<b>Speaking</b>				
		Oral Vocabulary	13	DCR/CR1	1	21
		Speech Functions	4	CR2	6	4
		Choose & Give Reasons	2	CR2	2	2
		4-Picture Narrative	1	CR4	2	2
		<b>Reading</b>				
		Word Analysis	10	MC	0	9
		Fluency & Vocabulary	10	MC	0	9
		Read. Comp. & Lit. Analysis	15	MC	3	6
<b>Writing</b>						
Grammar & Structure	19	MC	1	14		
Sentences	4	CR3	0	6		
Short Compositions	1	CR4	2	2		

continued on next page

Grade Span	Test Materials	Content of Materials Items are not listed in order				
		Skill Area	No. of Operational Items (per form)	Item Type*	No. of Field Test Items (all forms)	No. of comm on scale items (all forms)
<b>Grades 9-12: Operational 2005-2006 Edition (Form E) with Embedded Listening, Speaking, Reading, and Writing Field Test and Common Scale Items</b>						
<b>Grades 9-12 12 forms (E1-E12)</b>	12 reusable test books	<b>Listening</b>				
		Following Oral Directions	11	MC	4	5
		Teacher Talk	6	MC	4	5
		Extended Listening Comp.	3	MC	6	3
		<b>Speaking</b>				
		Oral Vocabulary	10	DCR/CR1	9	6
		Speech Functions	4	CR2	6	3
		Choose & Give Reasons	1	CR2	1	2
		4-Picture Narrative	1	CR4	2	1
		<b>Reading</b>				
		Word Analysis	7	MC	7	4
		Fluency & Vocabulary	13	MC	6	6
		Read. Comp. & Lit. Analysis	15	MC	3	3
<b>Writing</b>						
Grammar & Structure	19	MC	5	8		
Sentences	4	CR3	3	3		
Short Compositions	1	CR4	2	1		

\*Item type:

MC = Multiple Choice

DCR = Dichotomous Constructed Response

CR = Constructed Response

CR1, CR2, CR3, CR4 = 1-, 2-, 3-, and 4-point Constructed Response items, respectively



**Research Specifications for the Construction of CELDT Operational 2005-2006 Edition (Form E)  
Listening & Speaking**

The construction of one operational form, 2005-2006 Edition (Form E), for the California English Language Development Test (CELDT) requires fulfillment of content (subtest) category quotas, as well as statistical/psychometric requirements specified below. Content specifications will be determined from the operational test specifications. Test validity requires that content coverage adhere to test specifications.

**Selecting items from the Fall 2004 Field Test Pool:**

Item Statistics	Criterion
Information	Avoid low Info items
Location	Should span the scale, but need a little bit more items with location around the Early Advanced Cut.
Proportion of Maximum Score (p-max)	Between .30 and .90
Item-Total Correlations or Point Biserial correlations	>.15
Fit	Minimize the number of poor-fitting items (i.e., Fit='0')
DIF (Bias)	Avoid items with Bias.

**Form Selection Considerations**

The basic method is to view the TCC curves and the SE curves of Operational 2005-2006 Edition (Form E) (using ItemWin) and to compare the curves with Operational Form D. It is recommended that Form D items be used as the Reference Set. The SE curves should bottom out between 430 and 530, if possible. Summary of the selections should be examined and provided to Research.

**Material Submission to Research**

Please provide the following material to the Research Monitor, along with the completed submission:

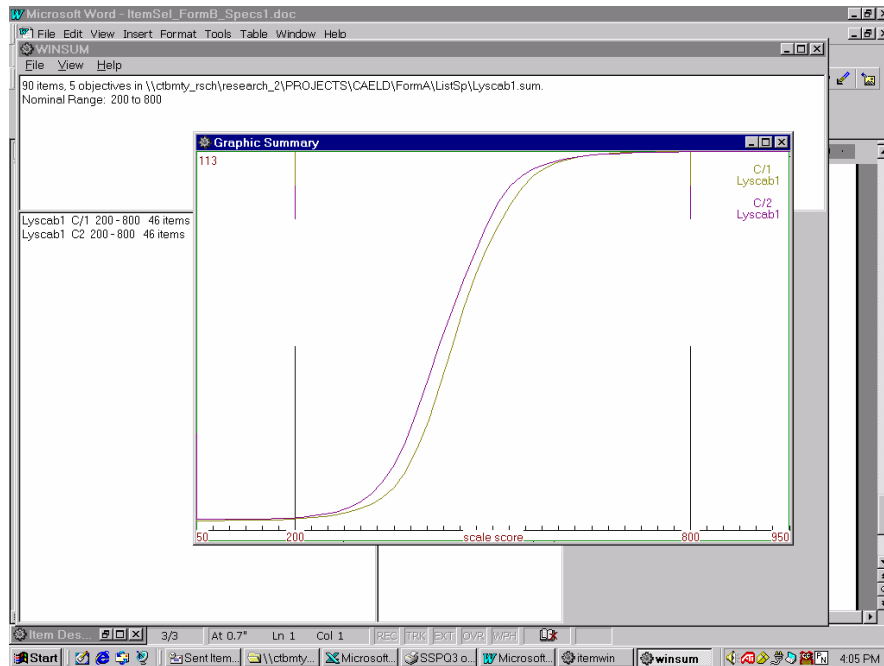
- A cover sheet including the following information: 1) your name, 2) date of the selection, 3) grade span level, 4) CELDT Listening & Speaking test specification, 5) test map of your 2005-2006 Edition (Form E) selection (i.e., tables of Strand or Objective and item type representation for your selection), and 6) a signature of approval from a Content Lead.
- Identification of any items with misfit, bias flags, and reasons for including those items
- A listing of the items in the forms, sorted in order of Item.
- A listing of the items in the forms, sorted in order of ascending Location.
- A listing of the items in the forms, sorted in order of Information.
- A listing of the items in the forms, sorted in order of Objectives.
- Plots of TCC and SE curves.
- TCC Summary and Summary Report.
- Electronic copy of the item.

Example outputs

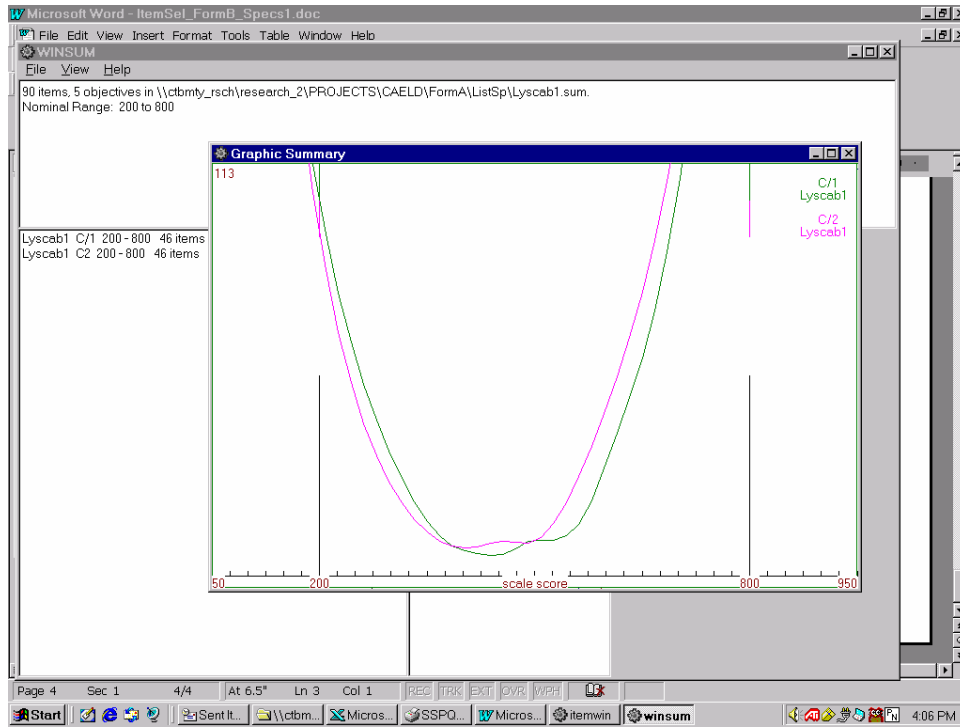
1) List of Items

Item Descriptions										
Item	Book	Lv	Obj	Passage Descriptor	Item Descriptor	B	F	SR	Loc	Info
13 21	B1 1	2	13		Ans. simple question	1	2	373	3.40	
3 10	B1 1	2	11		Resp. to simple Dire	1	2	375	0.79	
32 23	B1 1	2	13		Ans. simple question	1	2	376	3.78	
31 22	B1 1	2	13		Ans. simple question	1	2	388	3.86	
2 7	B1 1	2	11		Resp. to simple Dire	1	2	389	4.67	
46 3	B1 1	2	11		Resp. to simple dire	1	2	391	5.48	
4 5	B1 1	2	11		Resp. to simple Dire	1	2	393	4.43	
1 2	B1 1	2	11		Resp. to simple Dire	1	2	395	3.76	
24 1	B1 1	2	11		Resp. to simple dire	1	2	395	5.29	
5 6	B1 1	2	11		Resp. to simple Dire	1	2	398	1.18	
20 36	B1 1	2	14		Use English phoneme:	1	3	409	2.22	
22 39	B1 1	2	14		Use English phoneme:	1	3	414	3.39	
18 34	B1 1	2	14		Use English phoneme:	1	3	415	3.10	
41 41	B1 1	2	14		Use Eng. phonemes	1	3	417	5.93	
21 38	B1 1	2	14		Use English phoneme:	1	3	419	4.26	
25 4	B1 1	2	11		Resp. to simple dire	1	3	419	3.80	
40 40	B1 1	2	14		Use Eng. phonemes	1	3	419	5.34	
44 44	B1 1	2	14		Use Eng. phonemes	1	3	420	3.96	
33 24	B1 1	2	13		Ans. simple question	1	3	421	5.62	
38 32	B1 1	2	14		Use Eng. phonemes	1	3	425	5.90	
17 33	B1 1	2	14		Use English phoneme:	1	3	426	4.16	
35 26	B1 1	2	13		Ans. simple question	1	3	426	7.05	
45 45	B1 1	2	14		Use Eng. phonemes	1	3	427	4.22	
37 31	B1 1	2	14		Use Eng. phonemes	1	3	429	4.24	
43 43	B1 1	2	14		Use Eng. phonemes	1	3	435	2.13	
14 25	B1 1	2	13		Ans. simple question	1	3	438	6.15	
39 37	B1 1	2	14		Use Eng. phonemes	1	3	443	3.15	

2) TCC



3) SE



4) Summary Report

Test Summary

Lv/Itm	Nom Rang	Floor	Ceiling	Items	Max Rs	RS Range	Ave Bias	PCT poor fit
C/1	200-800	276.4	614.7	46	50	3.01 - 49.98	1.000	0.0
C/2	200-800	263.1	607.4	46	50	3.18 - 49.96	1.000	0.0

90 items, 5 objectives in \\ctbmy\_rsch\research\_2\PROJECTS\CAELD\FormA>ListSp\Lyscab1.sum.

## Item Development and Review Procedures

### Internal Item Reviews

After the items have been written at the item writer workshops and/or submitted subsequent to the workshops, CTB employed a series of internal reviews that is extensive and complete. These reviews enable the assessment specialists to evaluate and verify the overall quality of the test items before they are prepared for presentation to the CDE and the CELDT content and bias/sensitivity review committees.

The process also assures that items are being developed to meet the CTB criteria for excellence.

The review process proposed for the CELDT program included:

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

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

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

- Match of each item to the identified ELD standard and construct
- Relevance of each item as the item relates to the purpose of the test
- Match of each item to the principles of good, quality item development
- Appropriateness of the difficulty level of the items
- Accuracy of content presented in the item
- Appropriateness of any graphics artwork and figures

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

### *Internal Editorial Review*

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

*Internal Bias and Sensitivity Review*

Prior to external bias and sensitivity review, CTB conducted an internal review using trained staff. This review was conducted by CTB staff members. These staff members have been trained to identify and eliminate questions that contain content or wording that could be construed as potentially offensive to or biased against members of specific ethnic, racial, or gender groups. These trained staff members review each item before it is prepared for committee review. Again, items that did not meet the criteria were revised or discarded. CTB acknowledges that all items written for this project remain the property of the CDE, whether or not the items ultimately proved usable for the CELDT program.

CELDT 2004-2005 and 2005-2006 (Forms D and E) Pre-Planning Meeting Participants  
January 2005

Last Name	First Name	Position	Affiliation	Sub Affiliation
Acuña Austin	Norma	EL Consultant/LACOE CELDT Contact	Los Angeles County Office of Education	LACBDA
Aguilar	Gustavo	Coordinator of Bilingual Compliance	Oakland Unified	
Alvarado	Amanda	Associate Ed Research Analyst	Long Beach Unified	
Bartz	Mina	Director of Research and Accountability	Ontario-Montclair Elementary	
Bryan	Howard	Director, ELD/Bilingual Education	Santa Ana Unified	
Buchanan	Aaron	Director of Educational Accountability	San Jose Unified	
Bury	Brenda	Language Assessment Program Coordinator	Pajaro Valley Unified	
Chandley	Laurie	ELD Program Specialist	Torrance Unified	
Der-Karabetian	Armine	Director, K-12 ELL Programs	Fontana Unified	
Eldridge	Ed	Accountability Manager	Sacramento City Unified	
Friesen	Carmen	Instruction Consultant	Tulare County Office of Education	
Garbosky	Jan	Director of Research and Evaluation	Sweetwater Union High	
Garcia	Hector	ELD Bilingual Coordinator	Alameda County Office of Education	
Garcia	Paul	Administrative Analyst	Fresno Unified	
Ginnold	Anne	Director, Project Pathways	Mills College	Mills College/Educ. Dept. Assessment, Rsrch., Eval.
Gonsalves	Stella	Office Technician I	Sacramento City Unified	
Heck	Jay	Supervisor of Assessment & Registration Center	Garden Grove Unified	
Howard	Crystal	Associate Research Analyst	Long Beach Unified	
Jurich	Katarin	Assistant Director of Curriculum	Stockton Unified	
Kampf	Bob	DATA Manager of Assessment	Clovis Unified	
Keifer	Joy	Specialist, Bilingual and Migrant Education	Santa Clara Unified School District	
Lasher	Jessamy	Director, Curriculum	Tahoe-Truckee Unified	
Lee	Bonnie	Senior Research Analyst	San Jose Unified	
Leyva	Rosa	Bilingual Coordinator	San Bernardino City Unified	
Lomas	Sylvia	Coordinator/ Region School Improvement Unit	Riverside County Office of Education	
Long	Peter	Teacher on Special Assignment	San Francisco Unified	
Lopez	Lydia	Specialist	Los Angeles Unified	
Maez	Karla	Director of Research Instructional Support/Technology	San Bernardino City Unified	

CELDT 2004-2005 and 2005-2006 (Forms D and E) Pre-Planning Meeting  
January 2005

Last Name	First Name	Position	Affiliation	Sub Affiliation
Maitland-Francoisse	Laurren	EL Program Specialist	Fontana Unified	
Manrique	Carlos	Senior Director-Accountability	Compton Unified	
Martin	Cecelia	Teacher Specialist	Glendale Unified	
Medina	Oscar	Coordinator,Bilingual Specialist	San Diego County Office of Education	
Nguyen	Annie	Program Manager	San Joaquin County Office of Education	
Novacek	Jill	Project Evaluator	Stockton City Unified	San Joaquin Elementary
Olague	Julian	Project Director	Montebello Unified	Bella Vista Elementary
Quadrelli-Jones	Cheryl	Program Coordinator/English Learner	Anaheim Union High	
Ramirez	Silvia	ELL Coach	Healdsburg Unified	Foss Creek School
Savaglio	David	Director Research and Assessment	Pomona Unified	
Shumar	Jennifer	Program Specialist	Santa Ana Unified	
Smith	Roseanne	Coordinator, Assessments	West Contra Costa Unified	
Spiegel-Coleman	Shelly	Consultant In-Charge	Los Angeles County Office of Education	CATESOL
Stack	Jim	Director, Achievement Assessment	San Francisco Unified	
Vang	Mao	Interim Director	Sacramento City Unified	
Wong	Pierina	Project Evaluator	Stockton City Unified	
Zavala	Ercilia	Principal	Aromas San Juan Unified	Aromas Elementary School
Acosta	Estella	CELDT Test Coordinator	RTC Orange County	
Alvarado	Amanda	Associate Ed Research Analyst	Long Beach Unified	
Bartz	Mina	Director, Research and Evaluation	Ontario-Montclair Elementary	
Engebretson	Cindy			
Garcia	Yvonne	CELDT Test Coordinator	RTC Los Angeles County	
Gomez	Cynthia			
Hack	Jay			
Hallett	Lori			
Lee	Bonnie	Senior Research Analyst	San Jose Unified	
Lopez	Lydia	Specialist	Los Angeles Unified	

CELDT 2004-2005 and 2005-2006 (Forms D and E) Pre-Planning Meeting  
January 2005

Last Name	First Name	Position	Affiliation	Sub Affiliation
Maez	Karla	Director of Research Instructional Support/Tech	San Bernardino City Unified	
Manrique	Carlos	Senior Director of Accountability	Compton Unified	
Nievas	Christina			
Savaglio	David	Director Research and Assessment	Pomona Unified	
Smith	Roseann	District Assessment Coordinator	West Contra Costa Unified	
Acosta Cooper	Carmel	Senior Program Evaluator	Riverside Unified	Dept. Educ. Accountability
Acuna Austin	Norma	Bilingual Education Consultant	Los Angeles County Office of Education	LACBDA
Arriola-Freeman	Elena			
Bryan	Howard	Director, ELD/Bilingual Education	Santa Ana Unified	
Ho	Gloria	Teacher on Special Assignment	San Francisco Unified	
Loomas	Sylvia			
Rodrigues	Cliff			
Weilein	Michael			



**Appendix P** CELDT 2005-2006 Edition (Form E) Report Mock-Ups

CELDT report designs are represented in mock-up form in Appendix P.

**Annual Assessment Reports**

Proficiency Level Summary Reports

Grade 1

Grade 2

Grade 5

Grade 7

Student Proficiency Level Reports

Grade 1

Grade 2

Grade 5

Grade 6

Grade 9

Roster Report (Grade 1)

Roster Report Totals (Grade 1)

Roster Report Braille (Grade 1)

Student Label (Grade 7)

**Initial Identification Reports**

Proficiency Level Summary Reports

Kindergarten

Grade 2

Grade 5

Grade 7

Student Proficiency Level Reports

Kindergarten

Grade 2

Grade 5

Grade 6

Grade 9

Roster Report (Kindergarten)

Roster Report Totals (Kindergarten)

Roster Report Braille (Kindergarten)

Student Label (Grade 1 and Grade 7)

**Report Backers (Proficiency Level Descriptions)**

Kindergarten

Grade 2

Grades 3–5

Grades 6–8

Grades 9–12



## Proficiency Level Summary Report

School: WESTPARK

Grade: 1

### ANNUAL ASSESSMENT

#### Purpose

This report summarizes the number and percentage of students for the skill areas and overall at each of the five English language proficiency levels. This information may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2005-06 Administration

CDS#: 12-12345-1234567

District: WESTMINSTER

County: ORANGE

State: CALIFORNIA

Proficiency Levels	Listening and Speaking	Reading	Writing	OVERALL
<b>Advanced</b>	5% 1 Student			5% 1 Student
<b>Early Advanced</b>	18% 4 Students			18% 4 Students
<b>Intermediate</b>	68% 15 Students			68% 15 Students
<b>Early Intermediate</b>	9% 2 Students	NOT ADMINISTERED AT THIS GRADE		9% 2 Students
<b>Beginning</b>	0% 0 Students			0% 0 Students
<b>Total Number of Students</b>	22	0	0	22
<b>Mean Scale Score</b>	510.0	0	0	514.2
<b>Standard Deviation</b>	29.5	0	0	21.8

Students meeting CELDT criteria for reclassification review: 4\*

### Observations

Proficiency level scores provide a description of the competency demonstrated by the students in the skill areas (Listening/Speaking, Reading, and Writing) assessed by the California English Language Development Test.

Scores that fall within a proficiency level indicate mastery of the majority of skills for that level and the levels below, as

described on the back of the report.

A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level. By mastering the skills at the higher levels of proficiency, students can further develop their English language proficiency.

\*CELDT review criteria for reclassification: Score must be at least "Early Advanced" overall and at least "Intermediate" in all skill areas.



# Proficiency Level Summary Report

School: WESTPARK

Grade: 2

## ANNUAL ASSESSMENT

### Purpose

This report summarizes the number and percentage of students for the skill areas and overall at each of the five English language proficiency levels. This information may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2005-06 Administration

CDS#: 12-12345-1234567

District: WESTMINSTER

County: ORANGE

State: CALIFORNIA

Proficiency Levels	Listening and Speaking	Reading	Writing	OVERALL
<b>Advanced</b>	25% 6 Students	0% 0 Students	0% 0 Students	13% 3 Students
<b>Early Advanced</b>	54% 13 Students	8% 2 Students	13% 3 Students	21% 5 Students
<b>Intermediate</b>	21% 5 Students	21% 5 Students	58% 14 Students	50% 12 Students
<b>Early Intermediate</b>	0% 0 Students	42% 10 Students	29% 7 Students	17% 4 Students
<b>Beginning</b>	0% 0 Students	29% 7 Students	0% 0 Students	0% 0 Students
<b>Total Number of Students</b>	24	24	24	24
<b>Mean Scale Score</b>	567.3	457.4	482.3	518.3
<b>Standard Deviation</b>	53.5	38.6	28.8	38.0

Students meeting CELDT criteria for reclassification review: 5\*

### Observations

Proficiency level scores provide a description of the competency demonstrated by the students in the skill areas (Listening/Speaking, Reading, and Writing) assessed by the California English Language Development Test.

Scores that fall within a proficiency level indicate mastery of the majority of skills for that level and the levels below, as

described on the back of the report.

A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level. By mastering the skills at the higher levels of proficiency, students can further develop their English language proficiency.

\*CELDT review criteria for reclassification: Score must be at least "Early Advanced" overall and at least "Intermediate" in all skill areas.



# Proficiency Level Summary Report

School: WESTPARK

Grade: 5

## ANNUAL ASSESSMENT

### Purpose

This report summarizes the number and percentage of students for the skill areas and overall at each of the five English language proficiency levels. This information may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2005-06 Administration

CDS#: 12-12345-1234567

District: WESTMINSTER

County: ORANGE

State: CALIFORNIA

Proficiency Levels	Listening and Speaking	Reading	Writing	OVERALL
<b>Advanced</b>	25% 6 Students	0% 0 Students	0% 0 Students	13% 3 Students
<b>Early Advanced</b>	54% 13 Students	8% 2 Students	13% 3 Students	21% 5 Students
<b>Intermediate</b>	21% 5 Students	21% 5 Students	58% 14 Students	50% 12 Students
<b>Early Intermediate</b>	0% 0 Students	42% 10 Students	29% 7 Students	17% 4 Students
<b>Beginning</b>	0% 0 Students	29% 7 Students	0% 0 Students	0% 0 Students
<b>Total Number of Students</b>	24	24	24	24
<b>Mean Scale Score</b>	567.3	457.4	482.3	518.3
<b>Standard Deviation</b>	53.5	38.6	28.8	38.0

Students meeting CELDT criteria for reclassification review: 5\*

### Observations

Proficiency level scores provide a description of the competency demonstrated by the students in the skill areas (Listening/Speaking, Reading, and Writing) assessed by the California English Language Development Test.

Scores that fall within a proficiency level indicate mastery of the majority of skills for that level and the levels below, as

described on the back of the report.

A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level. By mastering the skills at the higher levels of proficiency, students can further develop their English language proficiency.

\*CELDT review criteria for reclassification: Score must be at least "Early Advanced" overall and at least "Intermediate" in all skill areas.



# Proficiency Level Summary Report

District: ANYDISTRICT

Grade: 7

## ANNUAL ASSESSMENT

### Purpose

This report summarizes the number and percentage of students for the skill areas and overall at each of the five English language proficiency levels. This information may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2005-06 Administration

CDS#: 12-12345-1234567

County: ORANGE

State: CALIFORNIA

Proficiency Levels	Listening and Speaking	Reading	Writing	OVERALL
<b>Advanced</b>	25% 6 Students	0% 0 Students	0% 0 Students	13% 3 Students
<b>Early Advanced</b>	54% 13 Students	8% 2 Students	13% 3 Students	21% 5 Students
<b>Intermediate</b>	21% 5 Students	21% 5 Students	58% 14 Students	50% 12 Students
<b>Early Intermediate</b>	0% 0 Students	42% 10 Students	29% 7 Students	17% 4 Students
<b>Beginning</b>	0% 0 Students	29% 7 Students	0% 0 Students	0% 0 Students
<b>Total Number of Students</b>	24	24	24	24
<b>Mean Scale Score</b>	567.3	457.4	482.3	518.3
<b>Standard Deviation</b>	53.5	38.6	28.8	38.0

Students meeting CELDT criteria for reclassification review: 5\*

### Observations

Proficiency level scores provide a description of the competency demonstrated by the students in the skill areas (Listening/Speaking, Reading, and Writing) assessed by the California English Language Development Test.

Scores that fall within a proficiency level indicate mastery of the majority of skills for that level and the levels below, as

described on the back of the report.

A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level. By mastering the skills at the higher levels of proficiency, students can further develop their English language proficiency.

\*CELDT review criteria for reclassification: Score must be at least "Early Advanced" overall and at least "Intermediate" in all skill areas.



# Student Proficiency Level Report

SANDY GRIMMS

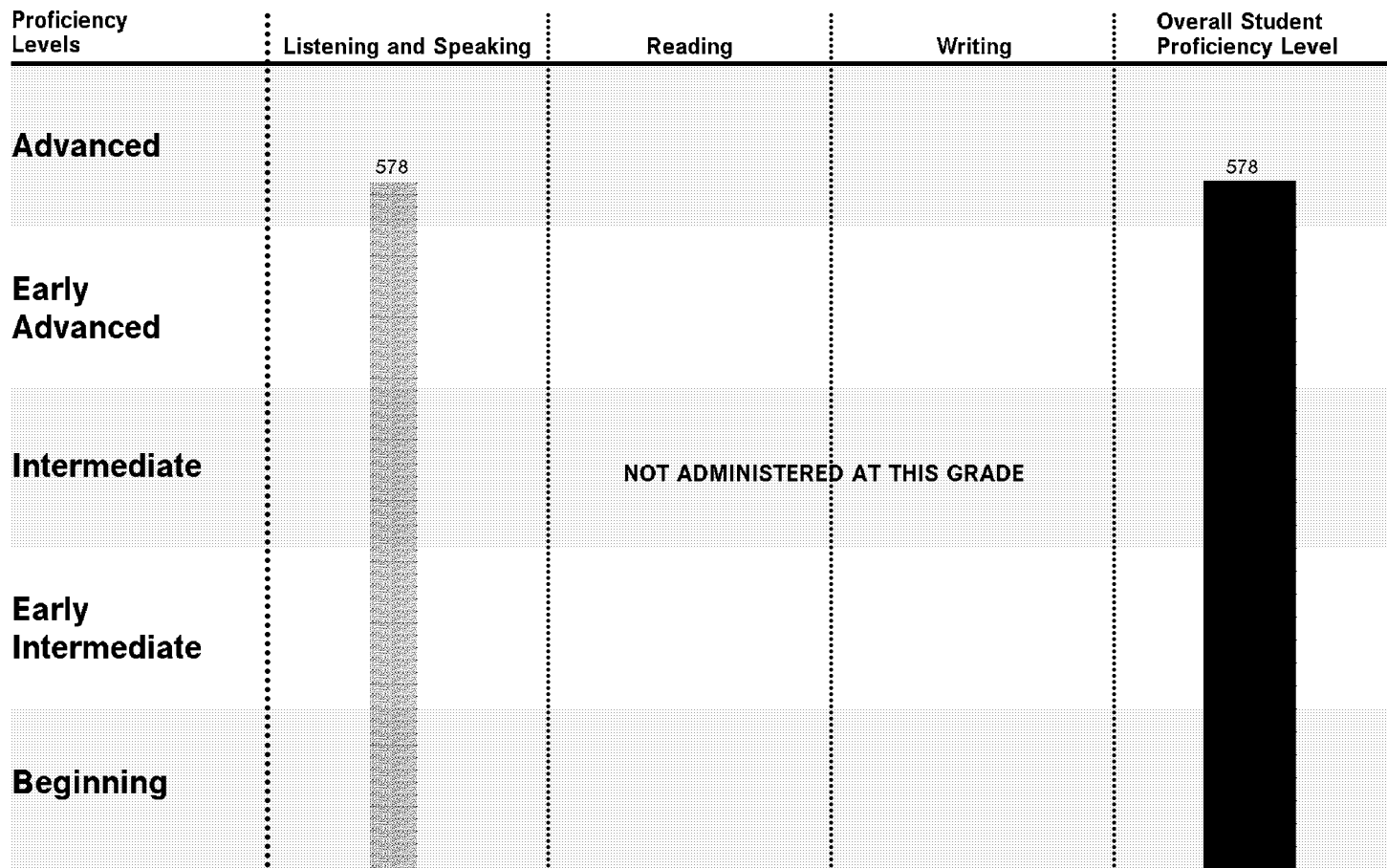
Grade: 1

## ANNUAL ASSESSMENT

### Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data



### Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the

student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

Birthdate: 04/19/98  
 Special Codes:  
 ABCDEFGHIJKLMNOPQRST  
 9000017384.....

Test Date: 09/14/2005  
 2005-06 Administration  
 CDS#: 12-12345-1234567  
 School: MCKINLEY  
 District: WESTMINSTER  
 County: LOS ANGELES CO  
 State: CALIFORNIA



# Student Proficiency Level Report

LARRY PEEBLES

Grade: 2

## ANNUAL ASSESSMENT

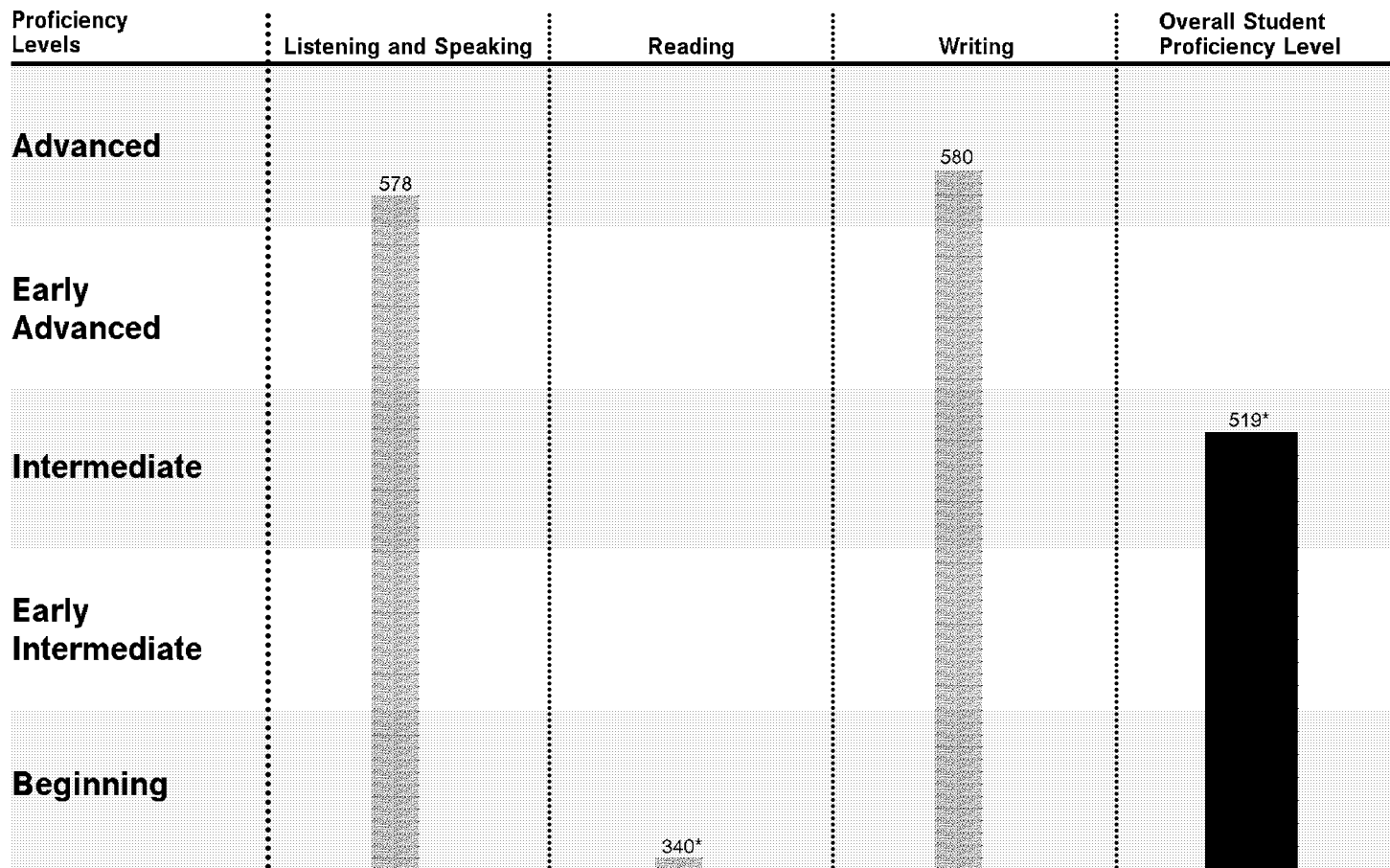
### Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/97  
 Special Codes:  
 ABCDEFGHIJKLMNOPQRST  
 9000017384.....

Test Date: 09/14/2005  
 2005-06 Administration  
 CDS#: 12-12345-1234567  
 School: MCKINLEY  
 District: WESTMINSTER  
 County: LOS ANGELES CO  
 State: CALIFORNIA



\*Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

### Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the

student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

# Student Proficiency Level Report

MARY HURT

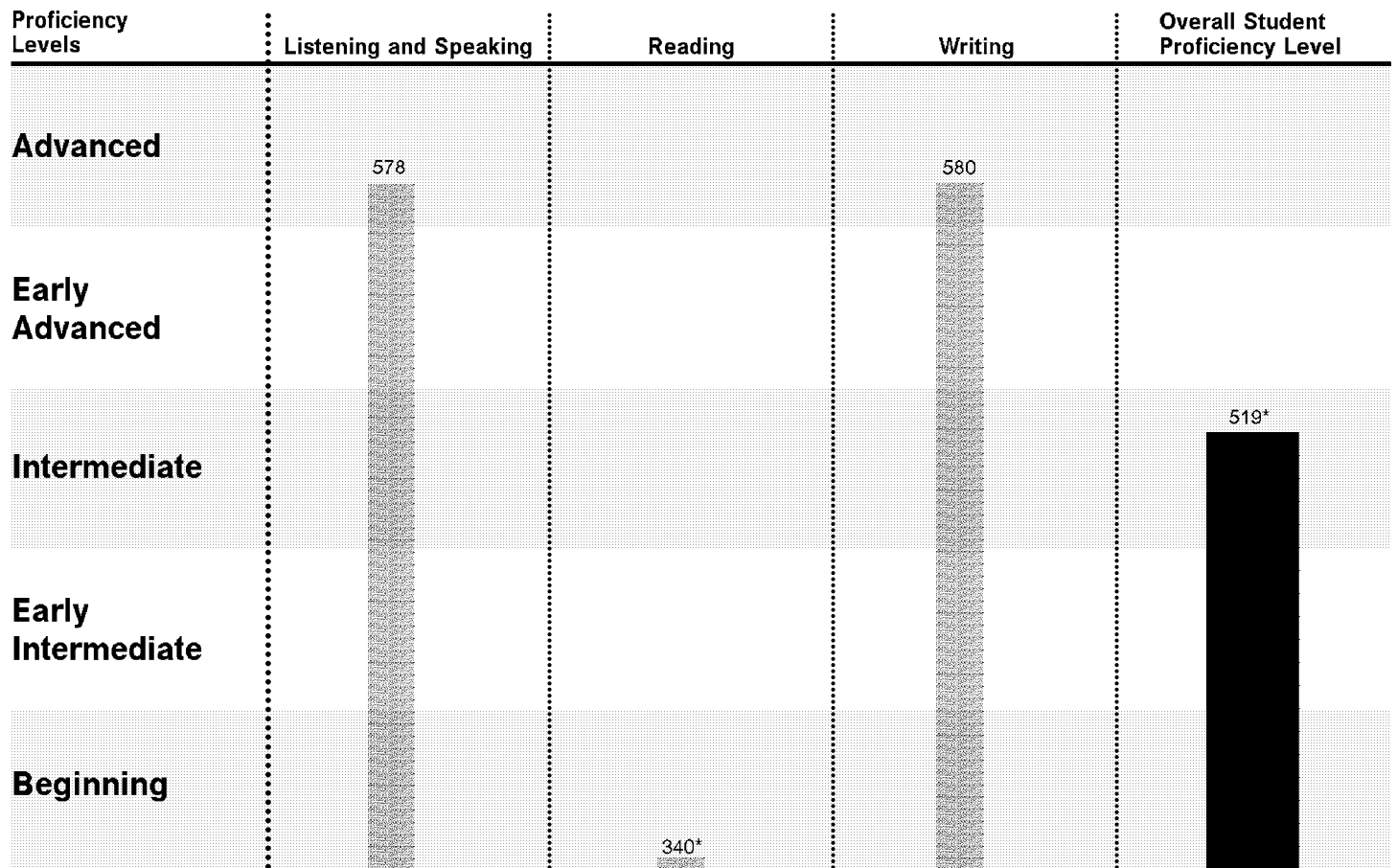
Grade: 5

## ANNUAL ASSESSMENT

### Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data



\*Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

### Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the

student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

Birthdate: 04/19/94  
 Special Codes:  
 ABCDEFGHIJKLMNOPQRST  
 9000017384.....

Test Date: 09/14/2005  
 2005-06 Administration  
 CDS#: 12-12345-1234567  
 School: MCKINLEY  
 District: WESTMINSTER  
 County: LOS ANGELES CO  
 State: CALIFORNIA





# Student Proficiency Level Report

SANDY SCHOENLEBER

Grade: 6

## ANNUAL ASSESSMENT

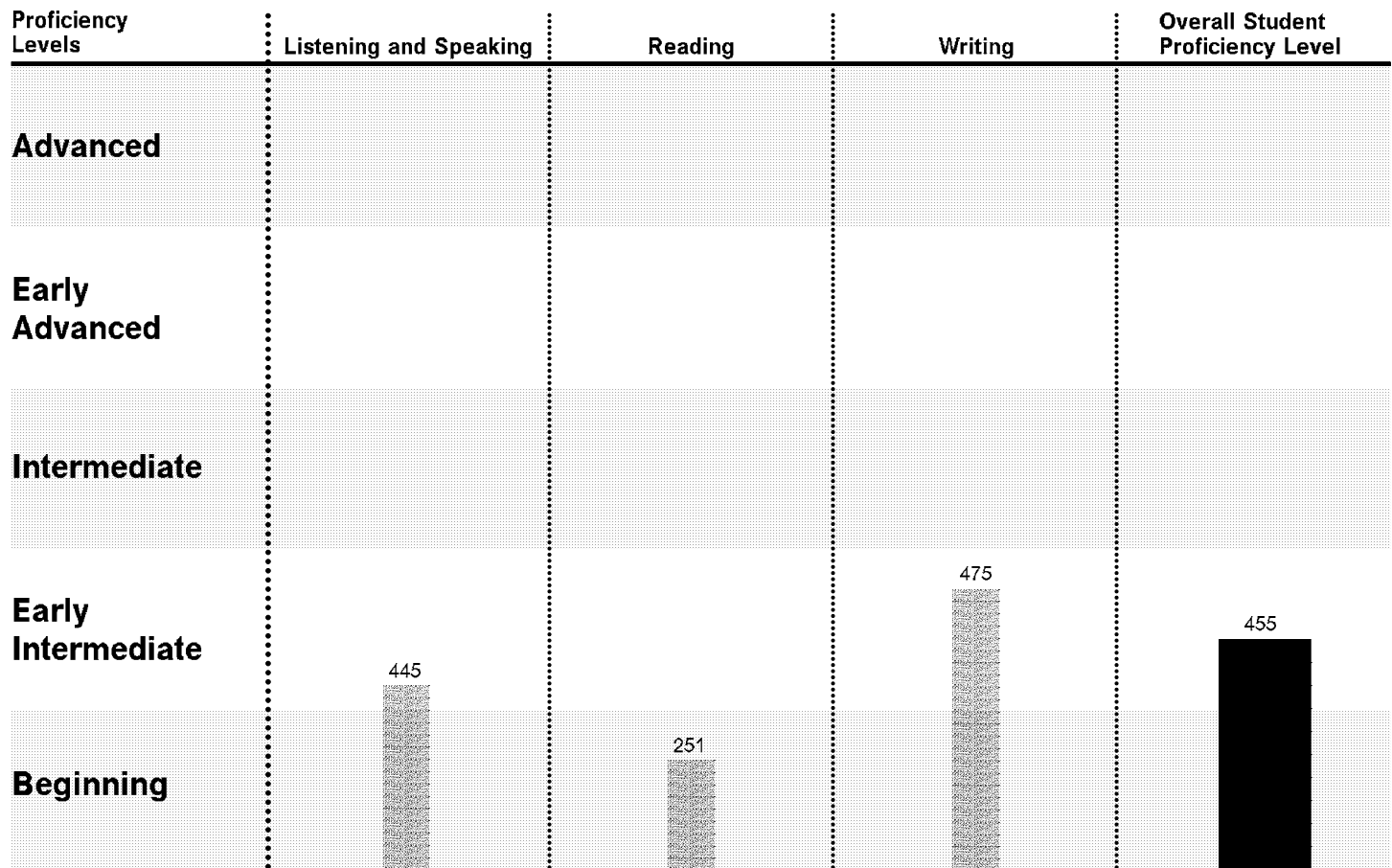
### Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/93  
 Special Codes:  
 ABCDEFGHIJKLMNOPQRST  
 9000017384.....

Test Date: 09/14/2005  
 2005-06 Administration  
 CDS#: 12-12345-1234567  
 School: MCKINLEY  
 District: WESTMINSTER  
 County: LOS ANGELES CO  
 State: CALIFORNIA



## Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the

student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.



# Student Proficiency Level Report

MARY HERNANDEZ

Grade: 9

## ANNUAL ASSESSMENT

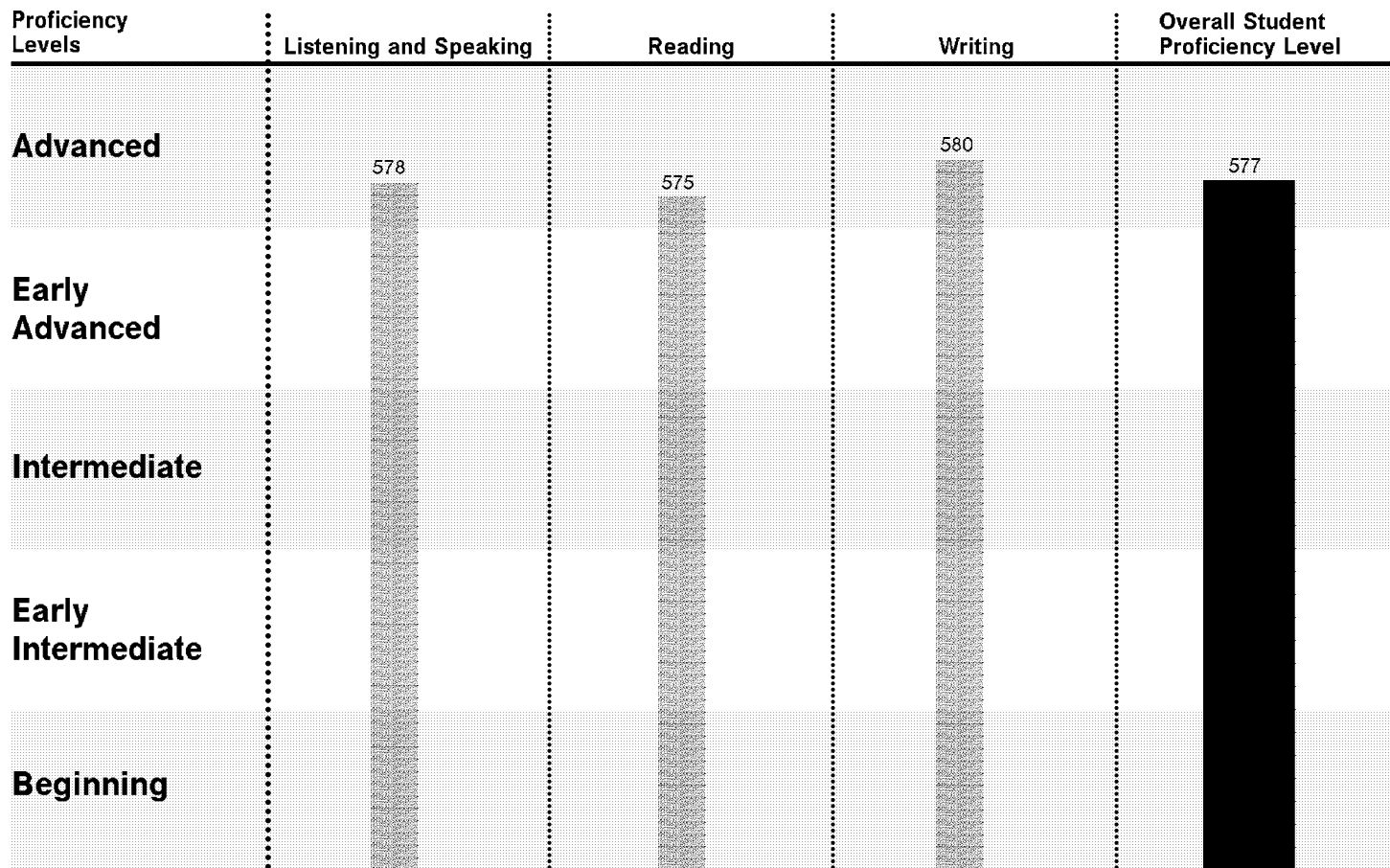
### Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/90  
 Special Codes:  
 ABCDEFGHIJKLMNOPQRST  
 9000017384.....

Test Date: 09/14/2005  
 2005-06 Administration  
 CDS#: 12-12345-1234567  
 School: MCKINLEY  
 District: WESTMINSTER  
 County: LOS ANGELES CO  
 State: CALIFORNIA



## Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the

student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.



## Roster Report

Class: MARTIN

Grade: 1

### ANNUAL ASSESSMENT

#### Purpose

This report provides a permanent record of test results for students in this group. The results may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2005-08 Administration

CDS#: 12-12345-1234567

School: WESTPARK ELEMENTARY

District: WESTMINSTER

County: ORANGE

State: CALIFORNIA

Student	Score	Listening and Speaking	Reading	Writing	OVERALL
<b>ALLEN SALLY</b> DOB: 03/21/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>505</b> Intermediate			<b>505</b> Intermediate
<b>BAITS JONNY M</b> DOB: 03/23/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>535</b> Early Advanced			<b>535</b> Early Advanced
<b>BROOK TIMMY</b> DOB: 03/25/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>592</b> Advanced			<b>592</b> Advanced
<b>BURTON AMY</b> DOB: 03/27/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>375</b> Beginning			<b>375</b> Beginning
<b>ELMS BOBBY L</b> DOB: 03/29/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>490</b> Intermediate			<b>490</b> Intermediate
<b>FRONT PAM</b> DOB: 03/31/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>505</b> Intermediate	<b>NOT ADMINISTERED AT THIS GRADE</b>		<b>505</b> Intermediate
<b>GRANT PANE W</b> DOB: 04/01/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>592</b> Advanced			<b>592</b> Advanced
<b>HOWARD DEBRA A</b> DOB: 04/03/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>375</b> Beginning			<b>375</b> Beginning
<b>LEACH KORI C</b> DOB: 04/05/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>220*</b> Beginning			<b>220*</b> Beginning
<b>MCKENNY JEAN</b> DOB: 07/05/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>535</b> Early Advanced			<b>535</b> Early Advanced
<b>NORTH DICK</b> DOB: 05/30/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>490</b> Intermediate			<b>490</b> Intermediate

\*Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.



## Roster Report

Class: MARTIN

Grade: 1

### ANNUAL ASSESSMENT

#### Purpose

This report provides a permanent record of test results for students in this group. The results may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2005-08 Administration

CDS#: 12-12345-1234567

School: WESTPARK ELEMENTARY

District: WESTMINSTER

County: ORANGE

State: CALIFORNIA

Proficiency Levels	Listening and Speaking	Reading	Writing	OVERALL
Total Advanced	2	0	0	2
Total Early Advanced	2	0	0	2
Total Intermediate	3	0	0	3
Total Early Intermediate	2	0	0	2
Total Beginning	2	0	0	2
Total Number of Students	11	0	0	11



## Roster Report Braille

Class: MARTIN

Grade: 1

### ANNUAL ASSESSMENT

#### Purpose

This report provides a permanent record of test results for students in this group. The results may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2005-08 Administration

CDS#: 12-12345-1234567

School: WESTPARK ELEMENTARY

District: WESTMINSTER

County: ORANGE

State: CALIFORNIA


Student	Score	Listening and Speaking	Reading	Writing	Overall Score Does Not Apply
<b>ALLEN SALLY</b> DOB: 03/21/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	31 35			
<b>BAITS JONNY M</b> DOB: 03/23/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	18 35			
<b>BROOK TIMMY</b> DOB: 03/25/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	24 35			
<b>BURTON AMY</b> DOB: 03/27/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	30 35			
<b>ELMS BOBBY L</b> DOB: 03/29/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	31 35			
<b>FRONT PAM</b> DOB: 03/31/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	25 35	<b>NOT ADMINISTERED AT THIS GRADE</b>		
<b>GRANT PANE W</b> DOB: 04/01/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	15 35			
<b>HOWARD DEBRA A</b> DOB: 04/03/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	32 35			
<b>LEACH KORI C</b> DOB: 04/05/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	27* 35			
<b>MCKENNY JEAN</b> DOB: 07/05/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	22 35			
<b>NORTH DICK</b> DOB: 05/30/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	30 35			

\*Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

# LABEL

Shown actual size (1 3/8" x 4")

**PROTOTYPE**

 <b>CAMERON, ANNIE</b> Birthdate: 011/19/92 Grade: 7 Primary Lang: Mandarin District: Westminster School: McKinley Test Date: 09/14/2005 2005-06 Administration <b>ANNUAL ASSESSMENT</b>	<b>Skill Area</b>	<b>Scale Score</b>	<b>Proficiency Level</b>
	Listening and Speaking	470	Early Intermediate
	Reading	535	Early Advanced
	Writing	494	Intermediate
	OVERALL	502	Intermediate
	Student ID: 1234567890 Other Codes: 1234567890123456		

4/25/05



## Proficiency Level Summary Report

School: WESTPARK

Grade: KG

### INITIAL IDENTIFICATION

#### Purpose

This report summarizes the number and percentage of students for the skill areas and overall at each of the five English language proficiency levels. This information may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Proficiency Levels	Listening and Speaking	Reading	Writing	OVERALL
<b>Advanced</b>	5% 1 Student			5% 1 Student
<b>Early Advanced</b>	18% 4 Students			18% 4 Students
<b>Intermediate</b>	68% 15 Students			68% 15 Students
<b>Early Intermediate</b>	9% 2 Students	<b>NOT ADMINISTERED AT THIS GRADE</b>		9% 2 Students
<b>Beginning</b>	0% 0 Students			0% 0 Students
<b>Total Number of Students</b>	22	0	0	22
<b>Mean Scale Score</b>	510.0	0	0	514.2
<b>Standard Deviation</b>	29.5	0	0	21.8

Students meeting CELDT criteria for reclassification review: 4\*

### Observations

Proficiency level scores provide a description of the competency demonstrated by the students in the skill areas (Listening/Speaking, Reading, and Writing) assessed by the California English Language Development Test.

Scores that fall within a proficiency level indicate mastery of the majority of skills for that level and the levels below, as

described on the back of the report.

A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level. By mastering the skills at the higher levels of proficiency, students can further develop their English language proficiency.

\*CELDT review criteria for reclassification: Score must be at least "Early Advanced" overall and at least "Intermediate" in all skill areas.

Test Date: 2005-06 Administration

CDS#: 12-12345-1234567

District: WESTMINSTER

County: ORANGE

State: CALIFORNIA



# Proficiency Level Summary Report

School: WESTPARK

Grade: 2

## INITIAL IDENTIFICATION

### Purpose

This report summarizes the number and percentage of students for the skill areas and overall at each of the five English language proficiency levels. This information may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2005-06 Administration

CDS#: 12-12345-1234567

District: WESTMINSTER

County: ORANGE

State: CALIFORNIA

Proficiency Levels	Listening and Speaking	Reading	Writing	OVERALL
<b>Advanced</b>	5% 1 Student	5% 1 Student	5% 1 Student	0% 0 Students
<b>Early Advanced</b>	18% 4 Students	18% 4 Students	23% 5 Students	23% 5 Students
<b>Intermediate</b>	68% 15 Students	45% 10 Students	64% 14 Students	59% 13 Students
<b>Early Intermediate</b>	9% 2 Students	23% 5 Students	9% 2 Students	18% 4 Students
<b>Beginning</b>	0% 0 Students	9% 2 Students	0% 0 Students	0% 0 Students
<b>Total Number of Students</b>	22	22	22	22
<b>Mean Scale Score</b>	510.0	513.9	522.2	514.2
<b>Standard Deviation</b>	29.5	29.7	27.8	21.8

Students meeting CELDT criteria for reclassification review: 4\*

## Observations

Proficiency level scores provide a description of the competency demonstrated by the students in the skill areas (Listening/Speaking, Reading, and Writing) assessed by the California English Language Development Test.

Scores that fall within a proficiency level indicate mastery of the majority of skills for that level and the levels below, as

described on the back of the report.

A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level. By mastering the skills at the higher levels of proficiency, students can further develop their English language proficiency.

\*CELDT review criteria for reclassification: Score must be at least "Early Advanced" overall and at least "Intermediate" in all skill areas.





## Proficiency Level Summary Report

School: WESTPARK

Grade: 5

### INITIAL IDENTIFICATION

#### Purpose

This report summarizes the number and percentage of students for the skill areas and overall at each of the five English language proficiency levels. This information may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2005-06 Administration

CDS#: 12-12345-1234567

District: WESTMINSTER

County: ORANGE

State: CALIFORNIA

Proficiency Levels	Listening and Speaking	Reading	Writing	OVERALL
<b>Advanced</b>	5% 1 Student	5% 1 Student	5% 1 Student	0% 0 Students
<b>Early Advanced</b>	18% 4 Students	18% 4 Students	23% 5 Students	23% 5 Students
<b>Intermediate</b>	68% 15 Students	45% 10 Students	64% 14 Students	59% 13 Students
<b>Early Intermediate</b>	9% 2 Students	23% 5 Students	9% 2 Students	18% 4 Students
<b>Beginning</b>	0% 0 Students	9% 2 Students	0% 0 Students	0% 0 Students
<b>Total Number of Students</b>	22	22	22	22
<b>Mean Scale Score</b>	510.0	513.9	522.2	514.2
<b>Standard Deviation</b>	29.5	29.7	27.8	21.8

Students meeting CELDT criteria for reclassification review: 4\*

### Observations

Proficiency level scores provide a description of the competency demonstrated by the students in the skill areas (Listening/Speaking, Reading, and Writing) assessed by the California English Language Development Test.

Scores that fall within a proficiency level indicate mastery of the majority of skills for that level and the levels below, as

described on the back of the report.

A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level. By mastering the skills at the higher levels of proficiency, students can further develop their English language proficiency.

\*CELDT review criteria for reclassification: Score must be at least "Early Advanced" overall and at least "Intermediate" in all skill areas.



# Proficiency Level Summary Report

District: CYPRESS

Grade: 7

## INITIAL IDENTIFICATION

### Purpose

This report summarizes the number and percentage of students for the skill areas and overall at each of the five English language proficiency levels. This information may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2005-06 Administration

CDS#: 12-12345-1234567

County: ORANGE

State: CALIFORNIA

Proficiency Levels	Listening and Speaking	Reading	Writing	OVERALL
<b>Advanced</b>	3% 1 Student	3% 1 Student	6% 2 Students	6% 2 Students
<b>Early Advanced</b>	14% 5 Students	8% 3 Students	22% 8 Students	8% 3 Students
<b>Intermediate</b>	42% 15 Students	31% 11 Students	33% 12 Students	44% 16 Students
<b>Early Intermediate</b>	39% 14 Students	22% 8 Students	14% 5 Students	25% 9 Students
<b>Beginning</b>	3% 1 Student	36% 13 Students	25% 9 Students	17% 6 Students
<b>Total Number of Students</b>	36	36	36	36
<b>Mean Scale Score</b>	492.8	488.6	492.4	491.7
<b>Standard Deviation</b>	43.8	43.2	62.2	42.2

Students meeting CELDT criteria for reclassification review: 4\*

## Observations

Proficiency level scores provide a description of the competency demonstrated by the students in the skill areas (Listening/Speaking, Reading, and Writing) assessed by the California English Language Development Test.

Scores that fall within a proficiency level indicate mastery of the majority of skills for that level and the levels below, as

described on the back of the report.

A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level. By mastering the skills at the higher levels of proficiency, students can further develop their English language proficiency.

\*CELDT review criteria for reclassification: Score must be at least "Early Advanced" overall and at least "Intermediate" in all skill areas.



# Student Proficiency Level Report

SANDY GRIMMS

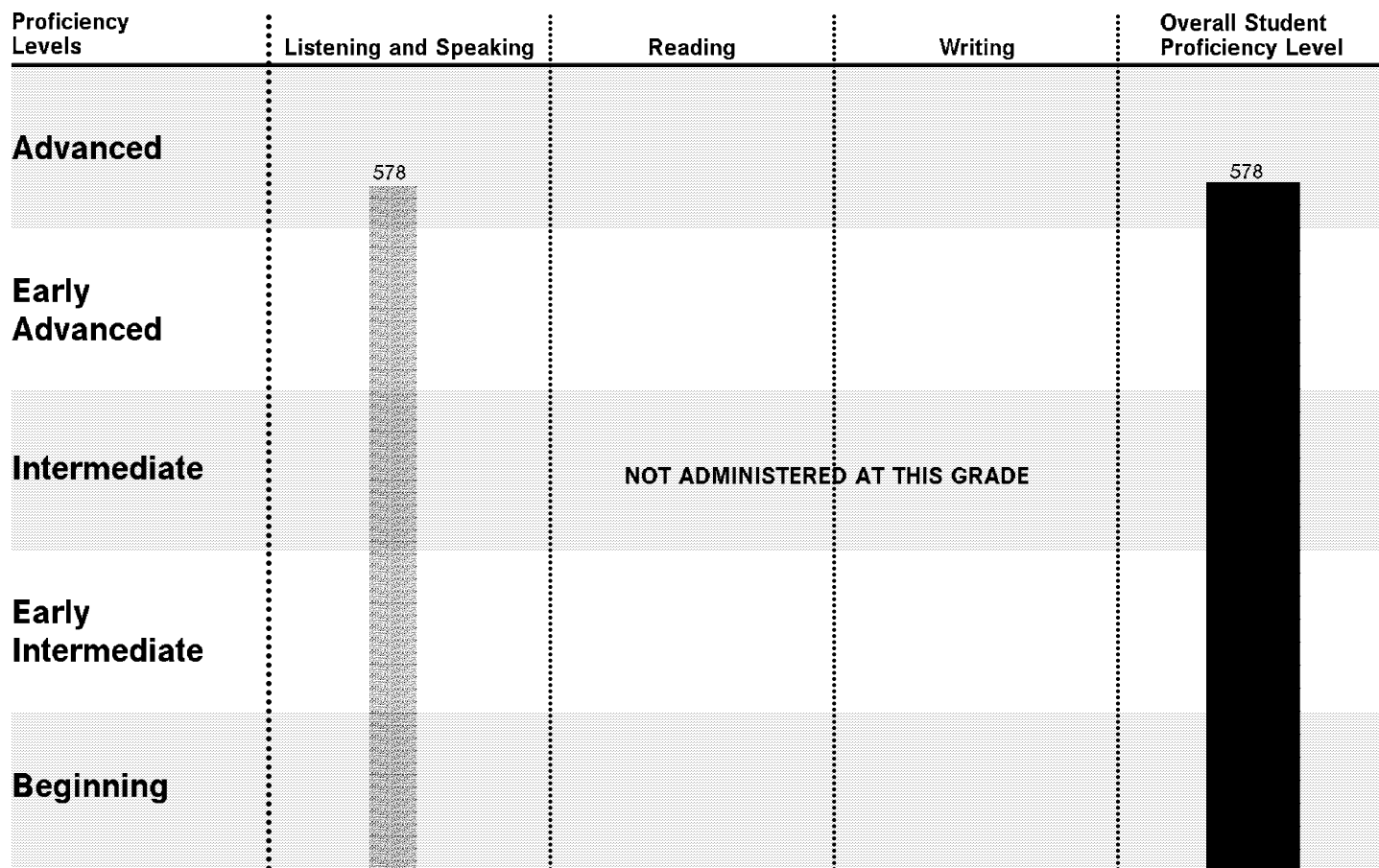
Grade: KG

## INITIAL IDENTIFICATION

### Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data



## Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the

student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

# Student Proficiency Level Report

LARRY PEEBLES

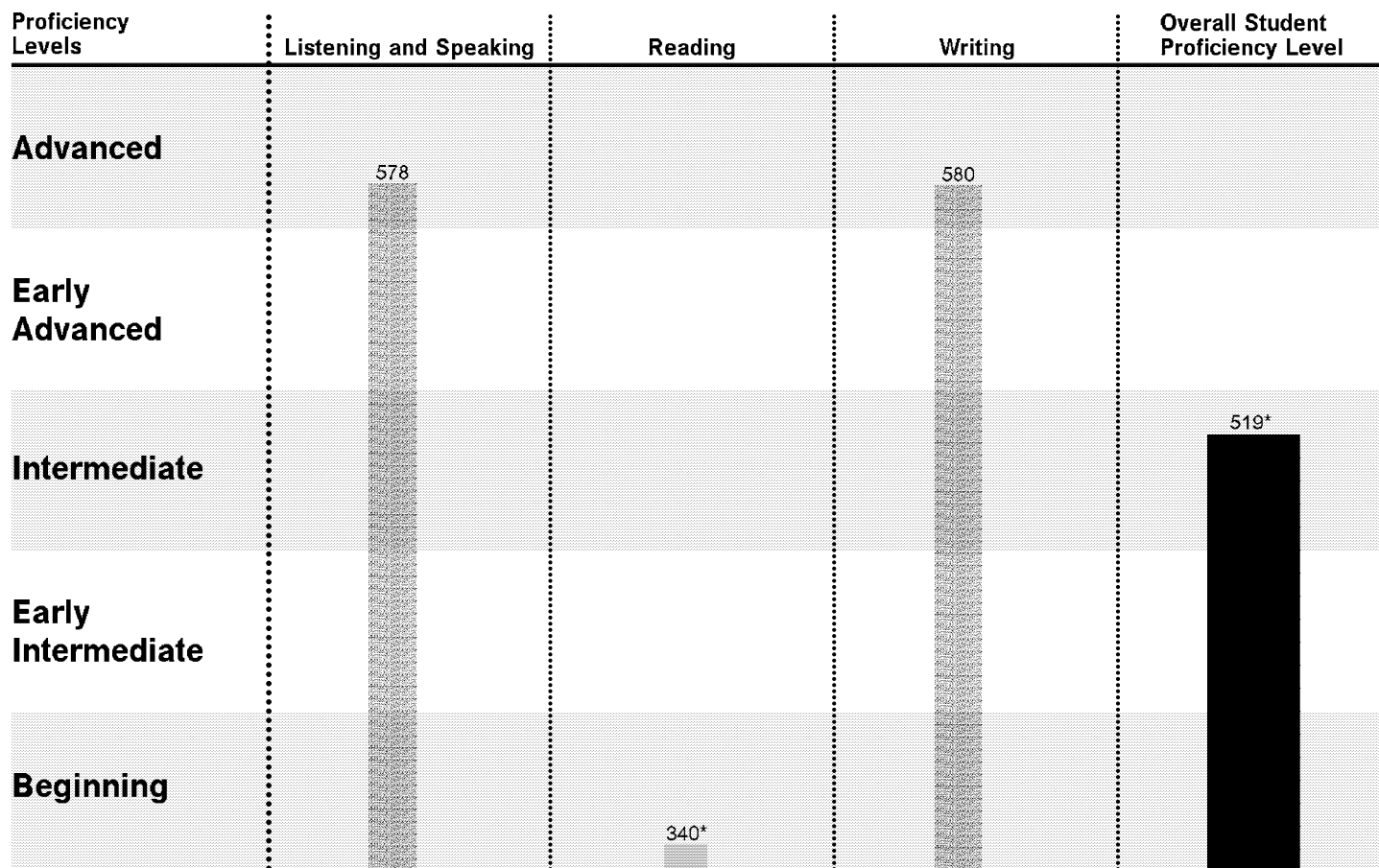
Grade: 2

## INITIAL IDENTIFICATION

### Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data



\*Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

## Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the

student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

Birthdate: 04/19/97  
 Special Codes:  
 ABCDEFGHIJKLMNOPQRST  
 9000017384.....

Test Date: 09/14/2005  
 2005-06 Administration  
 CDS#: 12-12345-1234567  
 School: MCKINLEY  
 District: WESTMINSTER  
 County: ORANGE  
 State: CALIFORNIA



# Student Proficiency Level Report

MARY HURT

Grade: 5

## INITIAL IDENTIFICATION

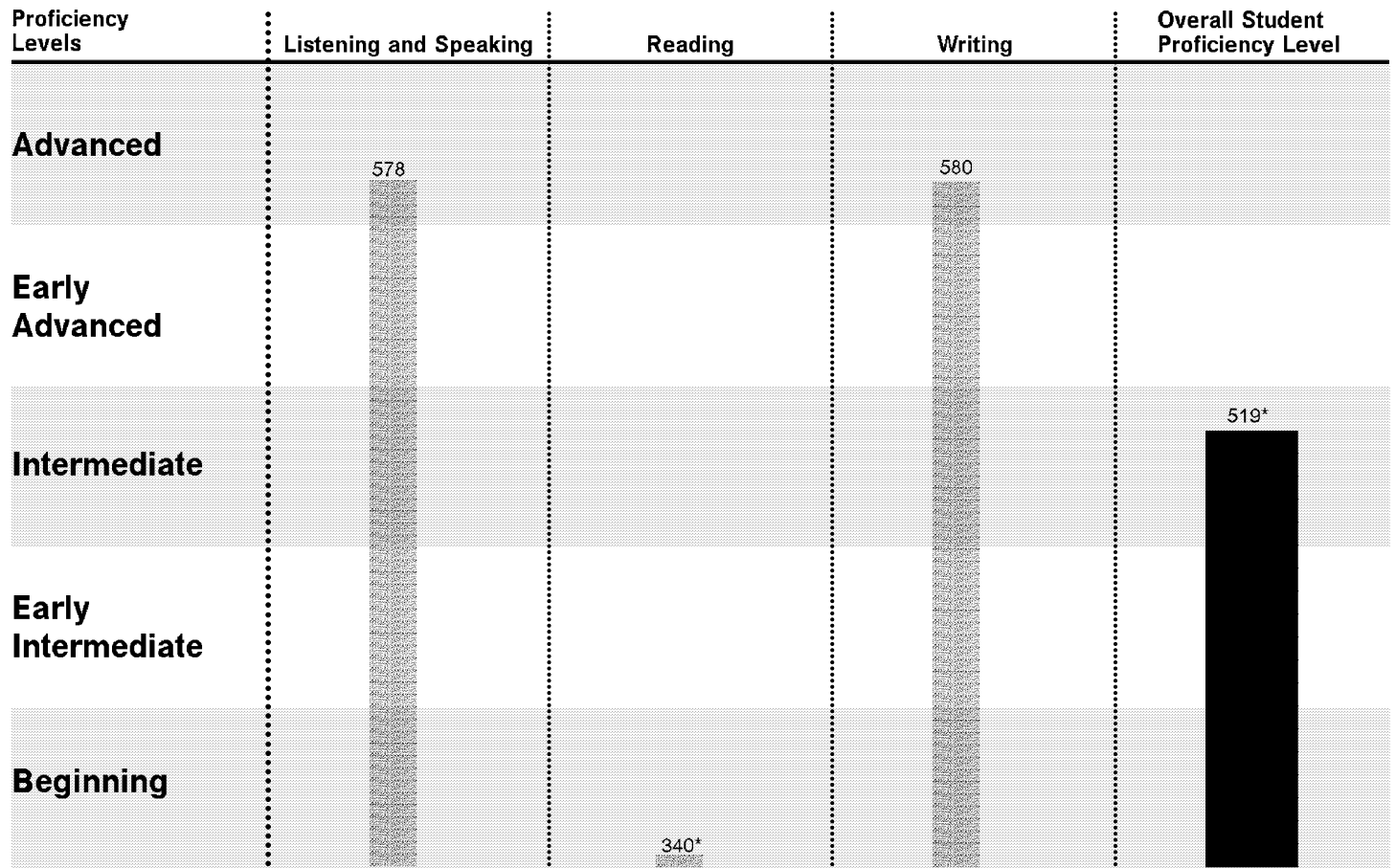
### Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/94  
 Special Codes:  
 ABCDEFGHIJKLMNOPQRST  
 9000017384.....

Test Date: 09/14/2005  
 2005-06 Administration  
 CDS#: 12-12345-1234567  
 School: MCKINLEY  
 District: WESTMINSTER  
 County: ORANGE  
 State: CALIFORNIA



\*Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

## Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the

student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.



# Student Proficiency Level Report

SANDY SCHOENLEBER

Grade: 6

## INITIAL IDENTIFICATION

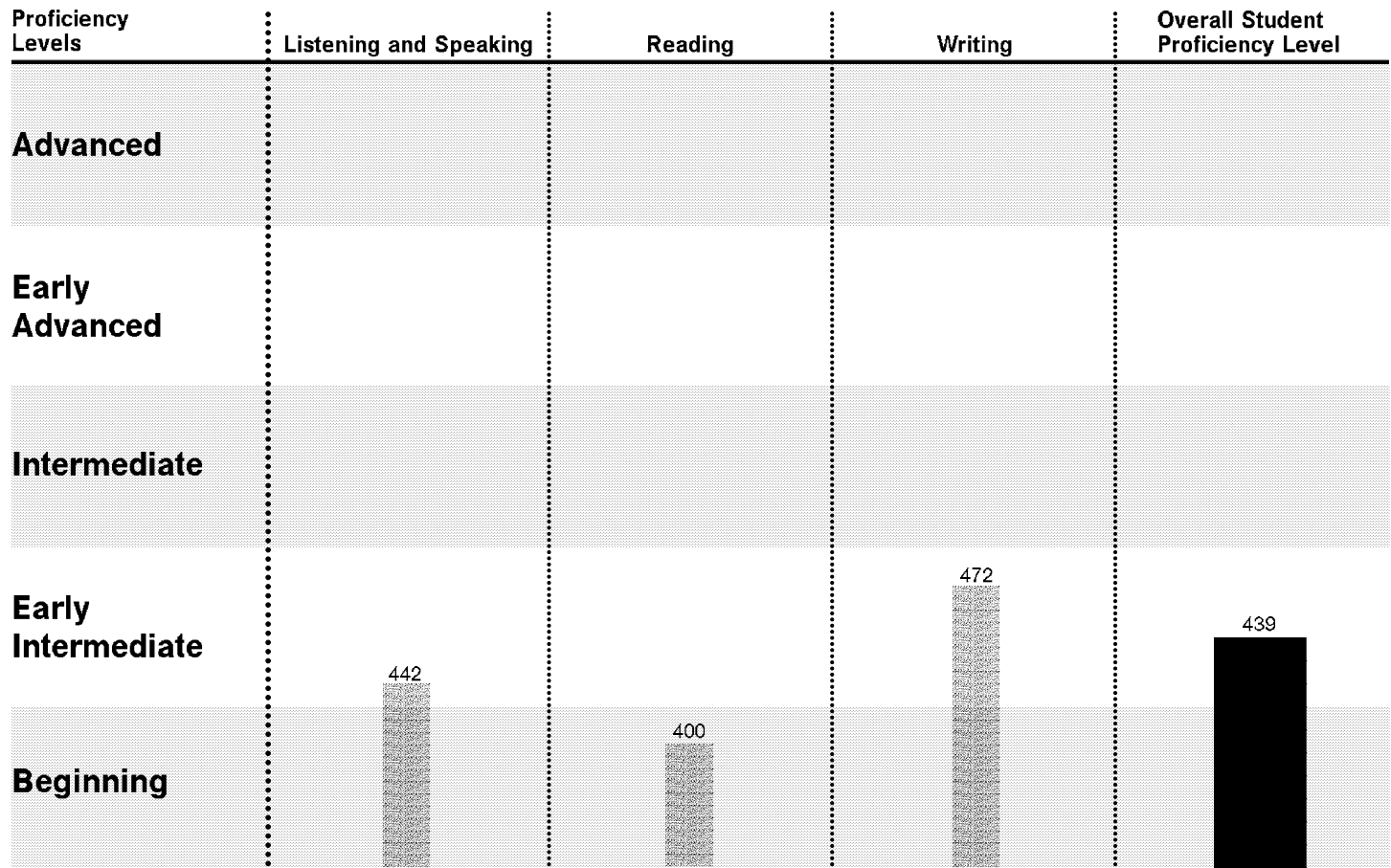
### Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/93  
 Special Codes:  
 ABCDEFGHIJKLMNOPQRST  
 9000017384.....

Test Date: 09/14/2005  
 2005-06 Administration  
 CDS#: 12-12345-1234567  
 School: MCKINLEY  
 District: WESTMINSTER  
 County: ORANGE  
 State: CALIFORNIA



## Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the

student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.



# Student Proficiency Level Report

MARY HERNANDEZ

Grade: 9

## INITIAL IDENTIFICATION

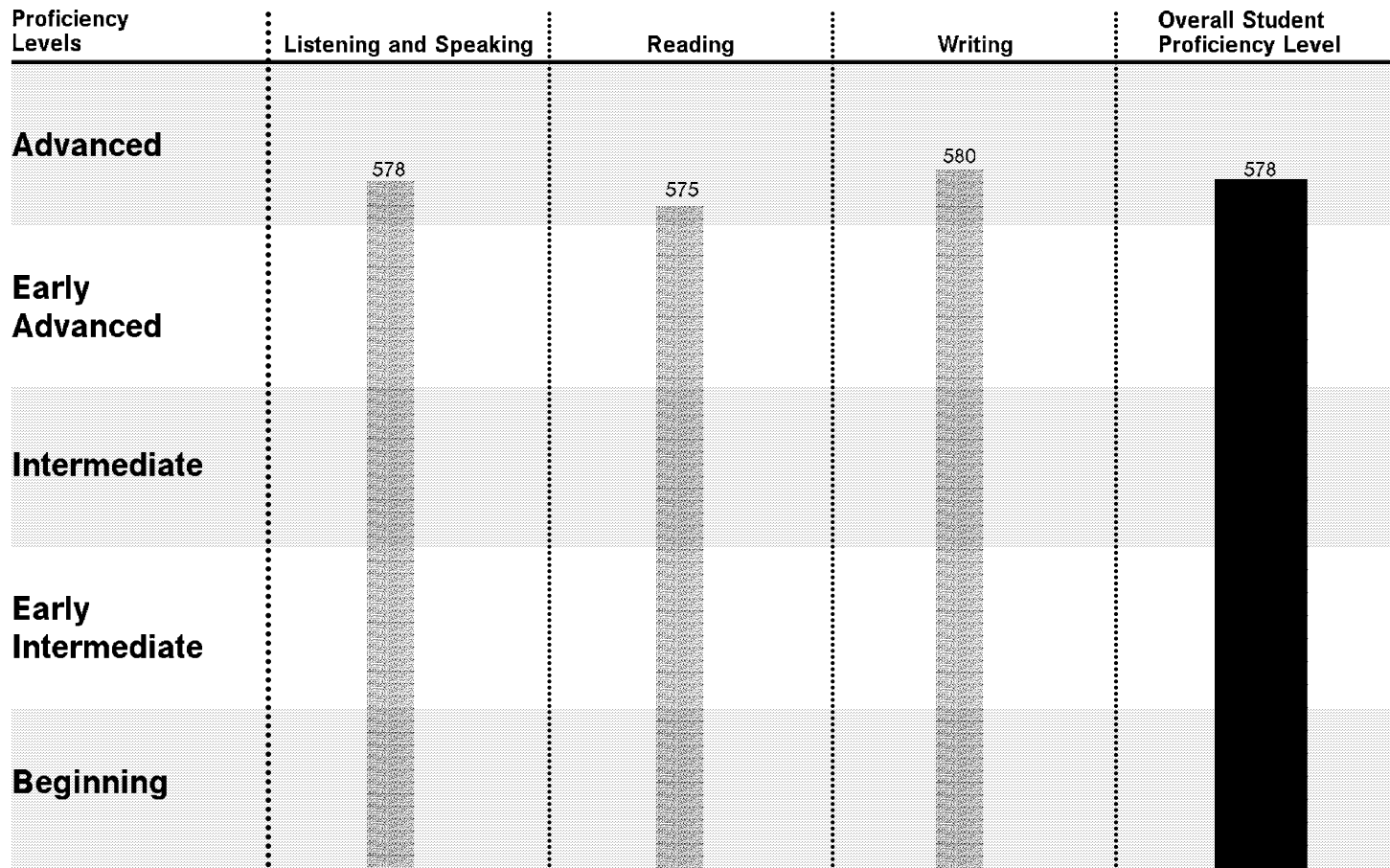
### Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/90  
 Special Codes:  
 ABCDEFGHIJKLMNOPQRST  
 9000017384.....

Test Date: 09/14/2005  
 2005-06 Administration  
 CDS#: 12-12345-1234567  
 School: MCKINLEY  
 District: WESTMINSTER  
 County: ORANGE  
 State: CALIFORNIA



## Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the

student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.



# Roster Report

Class: MARTIN

Grade: KG

## INITIAL IDENTIFICATION

### Purpose

This report provides a permanent record of test results for students in this group. The results may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2005-06 Administration

CDS#: 12-12345-1234567

School: WESTPARK ELEMENTARY

District: WESTMINSTER

County: ORANGE

State: CALIFORNIA

Student	Score	Listening and Speaking	Reading	Writing	OVERALL
<b>ALLEN SALLY</b> DOB: 03/21/99 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>505</b> Intermediate			<b>505</b> Intermediate
<b>BAITS JONNY M</b> DOB: 03/23/99 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>535</b> Early Advanced			<b>535</b> Early Advanced
<b>BROOK TIMMY</b> DOB: 03/25/99 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>592</b> Advanced			<b>592</b> Advanced
<b>BURTON AMY</b> DOB: 03/27/99 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>375</b> Beginning			<b>375</b> Beginning
<b>ELMS BOBBY L</b> DOB: 03/29/99 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>490</b> Intermediate			<b>490</b> Intermediate
<b>FRONT PAM</b> DOB: 03/31/99 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>505</b> Intermediate	<b>NOT ADMINISTERED AT THIS GRADE</b>		<b>505</b> Intermediate
<b>GRANT PANE W</b> DOB: 04/01/99 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>592</b> Advanced			<b>592</b> Advanced
<b>HOWARD DEBRA A</b> DOB: 04/03/99 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>375</b> Beginning			<b>375</b> Beginning
<b>LEACH KORI C</b> DOB: 04/05/99 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>220*</b> Beginning			<b>220*</b> Beginning
<b>MCKENNY JEAN</b> DOB: 07/05/99 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>535</b> Early Advanced			<b>535</b> Early Advanced
<b>NORTH DICK</b> DOB: 05/30/99 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	<b>490</b> Intermediate			<b>490</b> Intermediate

\*Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.





## Roster Report

Class: MARTIN

Grade: KG

### INITIAL IDENTIFICATION

#### Purpose

This report provides a permanent record of test results for students in this group. The results may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2005-06 Administration

CDS#: 12-12345-1234567

School: WESTPARK ELEMENTARY

District: WESTMINSTER

County: ORANGE

State: CALIFORNIA

Proficiency Levels	Listening and Speaking	Reading	Writing	OVERALL
Total Advanced	2	0	0	2
Total Early Advanced	2	0	0	2
Total Intermediate	3	0	0	3
Total Early Intermediate	2	0	0	2
Total Beginning	2	0	0	2
Total Number of Students	11	0	0	11



## Roster Report Braille

Class: MARTIN

Grade: KG

### INITIAL IDENTIFICATION

#### Purpose

This report provides a permanent record of test results for students in this group. The results may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2005-06 Administration

CDS#: 12-12345-1234567

School: WESTPARK ELEMENTARY

District: WESTMINSTER

County: ORANGE

State: CALIFORNIA


Student	Score	Listening and Speaking	Reading	Writing	Overall Score Does Not Apply
<b>ALLEN SALLY</b> DOB: 03/21/99 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	31 35			
<b>BAITS JONNY M</b> DOB: 03/23/99 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	18 35			
<b>BROOK TIMMY</b> DOB: 03/25/99 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	24 35			
<b>BURTON AMY</b> DOB: 03/27/99 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	30 35			
<b>ELMS BOBBY L</b> DOB: 03/29/99 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	31 35			
<b>FRONT PAM</b> DOB: 03/31/99 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	25 35	<b>NOT ADMINISTERED AT THIS GRADE</b>		
<b>GRANT PANE W</b> DOB: 04/01/99 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	15 35			
<b>HOWARD DEBRA A</b> DOB: 04/03/99 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	32 35			
<b>LEACH KORI C</b> DOB: 04/05/99 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	27* 35			
<b>MCKENNY JEAN</b> DOB: 07/05/99 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	22 35			
<b>NORTH DICK</b> DOB: 05/30/99 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	30 35			

\*Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

# LABEL

Shown actual size (1 3/8" x 4")

**PROTOTYPE**


 <b>BROWN, CAROL</b> Birthdate: 04/19/98 Grade: 1 Primary Lang: Other District: Westminster School: McKinley Test Date: 09/14/2005 2005-06 Administration <b>INITIAL IDENTIFICATION</b>	<b>Skill Area</b>	<b>Scale Score</b>	<b>Proficiency Level</b>
	Listening and Speaking	502	Intermediate
	Reading		N/A
	Writing		N/A
	<b>OVERALL</b>	<b>502</b>	<b>Intermediate</b>
Student ID: 123456789 Other Codes: 12345678901234567			

4/25/05

# LABEL

Shown actual size (1 3/8" x 4")

**PROTOTYPE**

 <b>CAMERON, ANNIE</b> Birthdate: 011/19/92 Grade: 7 Primary Lang: Mandarin District: Westminster School: McKinley Test Date: 09/14/2005 2005-06 Administration <b>INITIAL IDENTIFICATION</b>	<b>Skill Area</b>	<b>Scale Score</b>	<b>Proficiency Level</b>
	Listening and Speaking	470	Early Intermediate
	Reading	535	Early Advanced
	Writing	494	Intermediate
	OVERALL	502	Intermediate
	Student ID: 1234567890 Other Codes: 1234567890123456		

# California English Language Development Test Proficiency Standards

Grades K-1  
Proficiency  
Levels

Listening and Speaking  
Standards

## Advanced

Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

Students who perform at this level on the CELDT typically understand and use more extensive vocabulary and more complex syntax, with minor problems in comprehension or communication; understand and follow all simple oral directions; tell a coherent story based on a picture sequence, clearly expressing its main point using complete sentences, without errors that significantly hinder communication, though perhaps without giving much elaboration.

## Early Advanced

Students performing at this level of English language proficiency 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 other academic areas.

Students who perform at this level on the CELDT typically understand and use a somewhat more extensive vocabulary and simple syntax, with occasional problems in comprehension or communication; understand and follow many simple oral directions; tell a somewhat coherent story based on a picture sequence, but without clearly expressing its main point, using some complete sentences with gaps in vocabulary and errors that hinder communication.

## Intermediate

Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

Students who perform at this level on the CELDT typically understand and use simple vocabulary and syntax, with significant gaps in comprehension and frequent errors in communication; understand and follow a few simple oral directions; tell a story that is not coherent based on a picture sequence, using phrases and incomplete sentences, with scant vocabulary and numerous errors that hinder communication.

## Early Intermediate

Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.

Students who perform at this level on the CELDT typically understand and use very basic vocabulary, but make frequent errors, with severely limited comprehension and communication; understand and attempt to follow a few simple oral directions; tell part of a story, using simple words and phrases.

## Beginning

Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.

Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may understand or attempt to use a few basic words, with severely limited comprehension and communication; attempt to follow simple oral directions, with severely limited success.

# California English Language Development Test Proficiency Standards

Grade 2 Proficiency Levels	Listening and Speaking Standards	Reading Standards	Writing Standards
<p><b>Advanced</b></p> <p>Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.</p>	<p>Students who perform at this level on the CELDT typically understand and use more extensive vocabulary and more complex syntax, with occasional minor problems in comprehension or communication; understand and follow all simple oral directions; tell a coherent story based on a picture sequence, using complete and fluent sentences that contain only minor errors, though perhaps without giving much elaboration.</p>	<p>Students who perform at this level on the CELDT typically match spoken words that have difficult beginning and medial sounds to printed words; use irregular plurals; use context to identify synonyms and words that have multiple meanings; read a more complex story and answer increasingly difficult questions that involve sequencing, generalizing, drawing conclusions, and making simple predictions.</p>	<p>Students who perform at this level on the CELDT typically identify a complex verb tense; write complete sentences that contain no grammatical, syntactical, or mechanical errors and that are appropriate to a picture prompt; write a short story in response to sequenced pictures (the story contains fluent sentences, well-organized ideas, accurate transitions, precise vocabulary, and no significant grammatical errors).</p>
<p><b>Early Advanced</b></p> <p>Students performing at this level of English language proficiency 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 other academic areas.</p>	<p>Students who perform at this level on the CELDT typically understand and use somewhat more extensive vocabulary and simple syntax, with minor problems in comprehension or communication; understand and follow most simple oral directions; tell a somewhat coherent story based on a picture sequence, clearly expressing its main point in complete sentences, without errors that significantly hinder communication, but without giving much elaboration.</p>	<p>Students who perform at this level on the CELDT typically match more difficult vocabulary words to pictures; use regular plurals and identify the number of syllables in a word; use context clues to complete sentences in a short passage with words appropriate to the topic; answer more difficult questions that involve sequencing, generalizing, drawing conclusions and making simple predictions, after reading a story.</p>	<p>Students who perform at this level on the CELDT typically demonstrate use of contractions, possessives, superlatives, regular plurals, compound subjects, prepositions, and articles; write complete sentences that contain no grammatical, syntactical, or mechanical errors and that are appropriate to a picture prompt; write a short story in response to sequenced pictures; The story contains fluent sentences, clear ideas, and accurate transitions.</p>
<p><b>Intermediate</b></p> <p>Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.</p>	<p>Students who perform at this level on the CELDT typically understand and use simple vocabulary and syntax, with occasional gaps in comprehension and communication; understand and follow many simple oral directions; tell a story that is not coherent based on a picture sequence, but without clearly expressing its main point, using some complete sentences with gaps in vocabulary and errors that hinder communication.</p>	<p>Students who perform at this level on the CELDT typically match similar sound patterns and identify compound words; recognize common abbreviations; use the context of a sentence to fill in the blanks with the correct words; recall details and answer literal questions, after reading a story.</p>	<p>Students who perform at this level on the CELDT typically begin to use standard writing conventions, such as subject and verb agreement, compound subjects, verb tenses, pronouns, irregular verbs, and conjunctions; write simple sentences appropriate to a picture prompt (the sentences may contain errors, but these errors do not affect the meaning of the sentences); write a short story by listing events or ideas in response to sequenced pictures (the story may contain repetitive transitional words and errors that do not affect meaning).</p>
<p><b>Early Intermediate</b></p> <p>Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.</p>	<p>Students who perform at this level on the CELDT typically understand and use basic vocabulary, but make frequent errors, with limited comprehension and communication; understand and follow some simple oral directions; tell a story that is not coherent based on a picture sequence, using phrases and incomplete sentences with scant vocabulary and numerous errors that hinder communication.</p>	<p>Students who perform at this level on the CELDT typically match simple vocabulary words to pictures; hear a word and select its printed form from a choice of similar words; identify contractions and recognize basic semantic categories; recall a few details from simple stories.</p>	<p>Students who perform at this level on the CELDT typically begin to use some standard writing conventions, such as spacing, punctuation, and capitalization; write sentences appropriate to a picture prompt; The sentences include at least one English word spelled correctly, and major errors make the sentences difficult to understand; write a short story by listing events or ideas in response to sequenced pictures (the story contains at least one complete sentence and major errors that make the story difficult to understand).</p>
<p><b>Beginning</b></p> <p>Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may understand and use a few basic words and phrases, with severely limited comprehension and communication; understand and follow a very few simple oral directions; tell part of a story, using simple words and phrases.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may identify the letter that corresponds to the initial sound of a simple spoken word; match commonly used nouns to pictures; begin to recognize some basic groups of related words; recall minimal details from a simple story.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive/productive skills or may use a few standard writing conventions; write some isolated English words in response to a picture prompt; attempt to write a short story in response to sequenced pictures. The writing is minimal and contains unrelated fragments.</p>

Test Date: 2005-06 Administration

# California English Language Development Test Proficiency Standards

## Grades 3-5 Proficiency Levels

### Listening and Speaking Standards

### Reading Standards

### Writing Standards

#### Advanced

Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

Students who perform at this level on the CELDT typically understand and use extensive vocabulary and complex syntax, without significant problems in comprehension or communication; understand and follow all oral directions; tell a coherent and detailed story based on a picture sequence, using complete and fluent sentences that contain only minor errors.

Students who perform at this level on the CELDT typically interpret more complex figures of speech; decode words with more difficult beginning or medial sounds; identify root words and synonyms; identify the number of syllables in a word; sequence events, draw inferences, and make predictions and generalizations based on a given text.

Students who perform at this level on the CELDT typically write a relevant sentence in response to a picture prompt (the sentence has no mechanical or syntactical errors); write a well-organized paragraph that contains relevant details and accurate transitions in response to sequenced pictures and a sentence starter (the paragraph may contain a few minor errors in grammar and mechanics).

#### Early Advanced

Students performing at this level of English language proficiency 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 other academic areas.

Students who perform at this level on the CELDT typically understand and use fairly extensive vocabulary and fairly complex syntax, with occasional minor problems in comprehension or communication; understand and follow most complex, multi-step oral directions; tell a coherent story based on a picture sequence, clearly expressing its main point, using complete sentences without errors that significantly hinder communication, but without giving much elaboration.

Students who perform at this level on the CELDT typically match complex vocabulary words to pictures; recognize synonyms/antonyms; use context clues and inferences to select the correct word to complete a short passage or story; distinguish between fact and opinion, draw more subtle inferences from a text, and interpret some common figures of speech based on a given text.

Students who perform at this level on the CELDT typically use their knowledge of grammar and mechanics to identify the appropriate word to complete a complex sentence; write a paragraph that clearly communicates a series of events or ideas based on sequenced pictures and a sentence starter (the paragraph has details connected by repetitive transitional words, and may contain errors in grammar and mechanics).

#### Intermediate

Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

Students who perform at this level on the CELDT typically understand and use simple vocabulary and syntax, with occasional gaps in comprehension and communication; understand and follow some complex, multi-step oral directions; tell a somewhat coherent story based on a picture sequence, but without clearly expressing its main point, using phrases and incomplete sentences with gaps in vocabulary and errors that hinder communication.

Students who perform at this level on the CELDT typically begin to identify the number of syllables in some words of simple structure; use context clues to select the correct word to complete a short story; match more difficult vocabulary words to pictures; answer factual comprehension questions, identify events, and draw conclusions based on a given text.

Students who perform at this level on the CELDT typically use their knowledge of grammar and mechanics to identify the appropriate word or phrase to complete a simple sentence; write a relevant sentence in response to a picture prompt (the sentence may contain minor errors); write a paragraph based on sequenced pictures and a sentence starter (the paragraph may have a disorganized sequence of events or ideas, but is generally clear).

#### Early Intermediate

Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.

Students who perform at this level on the CELDT typically understand and use basic vocabulary and syntax, but make frequent errors, with limited comprehension and communication; understand and follow simple oral directions; tell a story that is not coherent based on a picture sequence, using phrases, scant vocabulary, and numerous errors that hinder communication.

Students who perform at this level on the CELDT typically match vocabulary words to pictures; recognize sound/symbol relationships; use context clues to choose the correct word to complete a sentence; answer some factual comprehension questions, and make inferences after reading a simple text.

Students who perform at this level on the CELDT typically complete a sentence using the appropriate word; respond to a picture prompt by writing words, phrases, or simple sentences that contain at least one English word spelled correctly; write words or phrases based on sequenced pictures and a sentence starter (the response may contain numerous errors that distort meaning).

#### Beginning

Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.

Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may understand and use basic vocabulary, with severely limited comprehension and communication; understand and follow a very few simple oral directions; tell part of a story, using simple words and phrases.

Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may match commonly used nouns to pictures; recognize some sound/symbol relationships; begin to recognize some basic groups of related words; recall minimal details from a simple text.

Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may choose the appropriate word to complete a sentence; attempt to write about a topic, but the response is minimal, and contains some isolated English words.

# California English Language Development Test Proficiency Standards

Grades 6-8  
Proficiency  
Levels

Listening and Speaking  
Standards

Reading  
Standards

Writing  
Standards

## Advanced

Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

Students who perform at this level on the CELDT typically understand and use extensive vocabulary and complex syntax, without significant problems in comprehension or communication; understand and follow all oral directions; tell a coherent and detailed story based on a picture sequence, using complete and fluent sentences that contain only minor errors.

Students who perform at this level on the CELDT typically recognize synonyms and antonyms; demonstrate decoding and word-attack skills, such as sound pairs and prefixes; understand complex structures, such as root words, word parts, and grammatical features; synthesize and make predictions; demonstrate understanding of idiomatic expressions.

Students who perform at this level on the CELDT typically use difficult transitions, conjunctions, and prepositions correctly; respond to a picture prompt by writing complete sentences that are appropriate to the topic and have no syntactical or mechanical errors; write a paragraph that is fluent and contains a clear sequence of events or ideas, precise vocabulary and appropriate transitional words. The paragraph may contain minor errors and one or more non-English words.

## Early Advanced

Students performing at this level of English language proficiency 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 other academic areas.

Students who perform at this level on the CELDT typically understand and use fairly extensive vocabulary and fairly complex syntax, with occasional minor problems in comprehension or communication; understand and follow most complex, multi-step oral directions; tell a coherent story based on a picture sequence, clearly expressing its main point, using complete sentences without errors that significantly hinder communication, but without giving much elaboration.

Students who perform at this level on the CELDT typically identify the correct meaning of a word in a given context; recognize character traits and features of a variety of texts; make inferences and draw conclusions from more challenging reading passages.

Students who perform at this level on the CELDT typically use verb tenses correctly; demonstrate familiarity with idioms and expressions; write complete sentences appropriate to a picture prompt (the sentences may contain minor errors); write a paragraph that contains details and a coherent sequence of events or ideas.

## Intermediate

Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

Students who perform at this level on the CELDT typically understand and use simple vocabulary and syntax, with occasional gaps in comprehension and communication; understand and follow some complex, multi-step oral directions; tell a somewhat coherent story based on a picture sequence, but without clearly expressing its main point, using phrases and incomplete sentences with gaps in vocabulary and errors that hinder communication.

Students who perform at this level on the CELDT typically demonstrate some knowledge of simple synonyms, antonyms and simple root words; recognize the sequence of events in a reading passage; determine the main idea of a simple text; recognize the parts of a book.

Students who perform at this level on the CELDT typically use articles and pronouns correctly; use idiomatic qualifiers; write a sentence in response to a picture prompt (the sentence may contain several errors that interfere with meaning); write a paragraph about a topic, but the paragraph may consist of a disorganized list of events, containing some details and repetitive transitional words.

## Early Intermediate

Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.

Students who perform at this level on the CELDT typically understand and use basic vocabulary and syntax, but make frequent errors, with limited comprehension and communication; understand and follow simple oral directions; tell a story that is not coherent based on a picture sequence, using phrases, scant vocabulary, and numerous errors that hinder communication.

Students who perform at this level on the CELDT typically identify sound/symbol correspondences at the beginning of words; begin to use words in context appropriately; answer literal comprehension questions from a simple story.

Students who perform at this level on the CELDT typically use capitalization and punctuation in abbreviations correctly; attempt to write about a topic, but the response is minimal, containing some isolated English words.

## Beginning

Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.

Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may understand and use basic vocabulary, with severely limited comprehension and communication; understand and follow a very few simple oral directions; tell part of a story, using simple words and phrases.

Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may recognize some sound/symbol correspondences at the beginning of simple words; match commonly used nouns to pictures; recall minimal details from a simple story.

Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may use capitalization and punctuation in abbreviations; attempt to write about a topic, but the response is minimal.

Test Date: 2005-06 Administration



# California English Language Development Test Proficiency Standards

## Grades 9-12 Proficiency Levels

### Listening and Speaking Standards

### Reading Standards

### Writing Standards

#### Advanced

Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

Students who perform at this level on the CELDT typically understand and use extensive vocabulary and complex syntax, without significant problems in comprehension or communication; understand and follow all oral directions; tell a coherent and detailed story based on a picture sequence, using complete and fluent sentences that contain only minor errors.

Students who perform at this level on the CELDT typically identify and use affixes to infer meaning; infer meaning from more complex vocabulary; sequence stated or implied events of a story; recognize summary statements. Identify cause and effect; identify traits of characters, intended purpose, and other features of a variety of texts.

Students who perform at this level on the CELDT typically recognize adjectives and proper nouns; respond to a picture prompt by writing a complete sentence with no grammatical or syntactical errors; respond to a narrative prompt by writing a paragraph with an organized sequence of events or ideas, details, and precise vocabulary (the paragraph may contain minimal errors and one or more non-English words).

#### Early Advanced

Students performing at this level of English language proficiency 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 other academic areas.

Students who perform at this level on the CELDT typically understand and use fairly extensive vocabulary and fairly complex syntax, with occasional minor problems in comprehension or communication; understand and follow most complex, multi-step oral directions; tell a coherent story based on a picture sequence, clearly expressing its main point, using complete sentences without errors that significantly hinder communication, but without giving much elaboration.

Students who perform at this level on the CELDT typically recognize words with multiple meanings and root words; derive the meaning of words in a given context; identify details, main ideas, and setting in reading passages; draw simple conclusions about a character in a narrative; use details to make predictions; identify stated and implied themes in literary passages.

Students who perform at this level on the CELDT typically use correct grammar, such as present tense verbs and subject and verb agreement; distinguish among various noun endings; write sentences that are appropriate to the topic (the sentences contain few errors); write a paragraph that contains details and a clear sequence of events.

#### Intermediate

Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.

Students who perform at this level on the CELDT typically understand and use simple vocabulary and syntax, with occasional gaps in comprehension and communication; understand and follow some complex, multi-step oral directions; tell a somewhat coherent story based on a picture sequence, but without clearly expressing its main point, using phrases and incomplete sentences with gaps in vocabulary and errors that hinder communication.

Students who perform at this level on the CELDT typically demonstrate decoding skills; demonstrate knowledge of antonyms and synonyms; identify the correct meaning of a word in a given context; make logical inferences in narrative passages.

Students who perform at this level on the CELDT typically write at least one complete sentence in response to a picture prompt (the response may contain a few errors in vocabulary, grammar, and/or syntax); respond to a narrative prompt by producing a simple sequence of events or ideas that may be disorganized (they use details and repetitive transitional words).

#### Early Intermediate

Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.

Students who perform at this level on the CELDT typically understand and use basic vocabulary and syntax, but make frequent errors, with limited comprehension and communication; understand and follow simple oral directions; tell a story that is not coherent based on a picture sequence, using phrases, scant vocabulary, and numerous errors that hinder communication.

Students who perform at this level on the CELDT typically identify the use of simple vocabulary within the context of a short passage; use irregular plurals and words with multiple meanings; identify the number of syllables in a word; identify the sequence of events in a passage.

Students who perform at this level on the CELDT typically recognize correctly written forms of address; use appropriate verb forms when asking a question; write phrases related to the topic that is presented as a sequence of pictures; write at least one complete sentence in response to a narrative prompt (the response may contain serious errors in vocabulary, grammar, and/or syntax).

#### Beginning

Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.

Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may understand and use basic vocabulary, with severely limited comprehension and communication; understand and follow a very few simple oral directions; tell part of a story, using simple words and phrases.

Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may recognize some sound/symbol relationships; locate information in a simple text.

Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may recognize the correct use of capitalization and punctuation in abbreviations; attempt to write about a topic, but the response is minimal and contains some isolated English words.

**Appendix Q AERA/APA/NCME Standards Compliance**

**Efforts were made to adhere to the AERA Standards included in the following publications:**

- 2005-2006 Edition (Form E) CELDT Technical Report
- 2004-2005 Form D CELDT Technical Report
- 2003-2004 Form C CELDT Technical Report
- CELDT Bookmark Standard Setting Technical Report (2006)
- CELDT Bookmark Standard Setting Technical Report (2001)
- CELDT Contract
- 2004 Administration Trainer's Kit
- 2004 Training Video
- Test Coordinator's Manual (2004)
- Scoring Guides for Form D: Grades K-2, 3-5, 6-8, and 9-12
- Examiner's Manuals for Form D: Grades K-2, 3-5, 6-8, and 9-12
- Student Test Booklets for Form D: Grades K-2, 3-5, 6-8, and 9-12
- Student Answer Books for Form D: Grades K-2, 3-5, 6-8, and 9-12

		2005 Technical Report	Other Documents
<b>1. Validity</b>			
<b>1.1 –</b>	Interpretation and use of test scores Summary of evidence and theory	Report text, P3-P32 Report text, B1-B10	
<b>1.2 –</b>	Intention and interpretation of scores Appropriate population(s) Construct the test assesses	P3-P32 Report text Report text	
<b>1.3 –</b>	Cautions against invalid common misinterpretations	N/A	N/A
<b>1.4 –</b>	Justify new use, collecting new evidence if necessary	N/A	N/A
<b>1.5 –</b>	Composition of examinee sample	Report text, G1-G22	
<b>1.6 –</b>	Specification and generation of test content Construct the test is intended to measure Criteria such as importance, frequency, or criticality, explained and justified	O1-O10 Report text  N/A	   N/A
<b>1.7 –</b>	Procedures for selecting experts and for eliciting judgments or ratings  Judges qualifications- including training and instruction provided Scorer independence and level of score agreement reached Scorer interaction/influence	   K1-K5 N/A	Admin Trainer's Kit Admin Trainer's Kit, Examiner's Mnls  N/A
<b>1.8 –</b>	Psychological processes or cognitive operations used by examinees The theoretical or empirical evidence in support of those premises Same for observers or scorers	O1-O6 O7-O10	  Scoring Guides
<b>1.9 –</b>	If unaffected by practice, the sensitivity to repeated testing	N/A	N/A

Appendix Q: Standards Compliance

	2005 Technical Report	Other Documents
1.10 – Interpreting only specific items or small subset of items User warned against making interpretations contrary to developer specifics	N/A N/A	N/A N/A
1.11 – If parts interdependent, internal structure demonstrated	O3-O4, C1-C4	
1.12 – Interpretation of subscores Score difference or profiles including rationale and relevant evidence Composite scores	Report text H1-H27 Report text	
1.13 – Data collection procedures Potential differences from typical operational testing	Report text	Test Coordntr's Mnl
1.14 – Other measured variables, rational and analysis Any features likely to differ from typical operational testing.	N/A N/A	N/A N/A
1.15 - Levels of criterion performance and justification	Report text, E1-E10	
1.16- Criterion variables: suitability and technical quality	E1-E10	Bookmark Standard Setting TR
1.17 – Other quantifiable variables	N/A	N/A
1.18 – Statistical adjustments and procedures for restriction or attenuation Coefficients for restriction or attenuation	N/A N/A	N/A N/A
1.19 – For classification into treatments, evidence of differential outcomes	N/A	N/A
1.20 – Ensure meta-analysis is comparable to other studies Test-criterion relationship and influencing factors	N/A N/A	N/A N/A
1.21 – Choice of meta-analytic evidence	N/A	N/A
1.22 – Expectation for stated outcome from test recommendation	D1-D4	

*Appendix Q: Standards Compliance*

		2005 Technical Report	Other Documents
1.23 –	Indirect benefits	N/A	N/A
1.24 –	Unintended consequences of test construct	N/A	N/A
<b>2. Reliability and Errors of Measurement</b>			
2.1 –	Reliabilities and standard errors	Report text, B1-B10	
2.2 –	Standard error: overall and conditional for both raw and scale scores	Report text, N1-N6	
2.3 –	When emphasizing differences between two tests, reliability data and SE's	N/A	N/A
2.4 –	Method for quantifying precision or consistency Sampling procedures	Report text	Test Coordntr's Mnl
2.5 –	Reliability coefficient and SE for each statistical approach/method	N/A	N/A
2.6 –	Reliability coefficient's adjusted and unadjusted SE's and rationale for adjusting	Report text, H1-H36 Report text, H1-H36	
2.7 –	Multifactor instrument explanation	N/A	N/A
2.8 –	Degree to which rate influences performance		Examiner's Mnls
2.9 –	Reliability for speeded tests	N/A	N/A
2.10 –	Subjective scoring- inter-rater consistency	K1-K5	
2.11 –	Reliability and SE for subpopulations	N/A	N/A
2.12 –	Reliability by grade	H1-H36	
2.13 –	Local scorer reliability data	N/A	N/A

	2005 Technical Report	Other Documents
<b>2.14</b> – Conditional SE at several score levels Cut-score SE	Report text, B1-B10, N1-N6 N1-N6	Bookmark Standard Setting TR
<b>2.15</b> – Categorical classification: % in each test form	Report text	
<b>2.16</b> – Adaptive testing reliability	N/A	N/A
<b>2.17</b> – Long and short version reliability data	N/A	N/A
<b>2.18</b> – Reliability for variations in test administration procedure	N/A	N/A
<b>2.19</b> – Test scores for groups regarded as sample of larger pop	N/A	
<b>2.20</b> – Reliability data for aggregated group performance	N/A	N/A
<b>3. Test Development and Revision</b>		
<b>3.1</b> – Document evidence of scientific development	Report text	
<b>3.2</b> – Purpose of test Definitions of domain Test specifications	Report text Report text O1-O10	
<b>3.3</b> – Test specifications: rationale and development process Define content Number of items, item formats, and item section arrangement Psychometric properties of items Time for testing Directions for test takers Procedures for administration and scoring	O1-O10 A1-A34, O1-O4 A1-A34, O1-O4 H1-H36	Examiner's Mnls Examiner's Mnls, Test Booklets Examiner's Mnls
<b>3.4</b> – Score interpretation: normative or standardization samples	Report text	

	2005 Technical Report	Other Documents
3.5 – Expert review of test	O10-O16	
3.6 – Type of items Response formats Scoring procedures Domain to be measured Intended test takers	Report text, A1-A34, O1-O4 A1-A34, O1-O4 O1-O4 Report text	Training Video, Scoring Guides
3.7 – Procedures for development, review, and tryout items Selection of item formats and categories	O1-O10 Report text, O1-O10	
3.8 – Tryout or field tests: procedures for selecting sample, and data collected	N/A	N/A
3.9 – IRT documentation: difficulty, discrimination, information, etc Parameter estimation process	Report text, I1-I6 Report text, L1-L23, M1-M23	
3.10 – Cross-validation studies for item sets	C1-C4	
3.11 – Extent to which content domain represents desired test domain	I1-I4	
3.12 – Computerized adaptive tests	N/A	N/A
3.13 – Weighting items	Report text	
3.14 – Scoring for extended-response items		Scoring Guides
3.15 – Behavior as test sample	N/A	N/A
3.16 – Short form of test	N/A	N/A
3.17 – Sources of irrelevant variance	N/A	N/A

	2005 Technical Report	Other Documents
3.18 – Scores reflecting speededness	N/A	N/A
3.19 – Test directions enable reproducible testing		Test Booklets, Examiner's MnIs
3.20 – Sufficient instructions for test-takers		Examiner's MnIs, Test Booklets
3.21 – Permissible variation in condition for test administration		Training Video, Admin Trainer's Kit
3.22 – Procedures for scoring Rating scales Scaled scores	Report text, K1-K5  Report text, E1-E10	Scoring Guides
3.23 – Process of selecting and training scorers  Training materials and procedures Scorer reliability and potential drift evaluated		Training Video, Admin Trainer's Kit Training Video, Admin Trainer's Kit Admin Trainer's Kit
3.24 – Local scoring and required training – expected agreement/accuracy		Admin Trainer's Kit
3.25 – Changes in validity	N/A	N/A
3.26 – 'Revised' edition for significant changes, otherwise 'with minor modification'	N/A	N/A
3.27 – Pieces of test only for research use clearly marked	N/A	N/A
<b>4. Scales, Norms and Score Comparability</b>		
4.1- Derived scale scores: meaning and intended interpretation	Report text, E1-E10, D1-D2	



Appendix Q: Standards Compliance

	2005 Technical Report	Other Documents
4.2 – Construction of scales for reporting scores		Bookmark Standard Setting TR
4.3 – Warning for misinterpretation of scale scores		Scoring Guides, Standard Setting TR
4.4 – Interpretable raw scores: meaning, intended interpretation, limitations	N/A	N/A
4.5 – Population norms	N/A	N/A
4.6 – Sample population: procedures, participation, weighting, descriptive statistics	G1-G20	
User able to judge appropriateness of norms	N/A	N/A
Precision of norms	N/A	N/A
4.7 – Local examinees differing from norm population	N/A	N/A
4.8 – Norms used to characterize examinees	N/A	N/A
4.9 – Score interpretations for criterion-referenced tests	Report text	
4.10 – Score equivalence: rationale for interchangeable test form scores	Report text	
Procedure for creating comparable test forms	Report text, O1-O12	
4.11 – Form-to-form equivalence: equating functions, linkages, and accuracy	Report text	
4.12 – Statistical equivalence for different test forms	Report text	
4.13 – Anchor test design: content and empirical relations among scores	Report text	
Representativeness and psychometric characteristics of anchors	H1-H36	
4.14 – Score conversions: construction, interpretation, and limitations	E1-E10, L1-L23, M1-M23	
4.15 – Assurance against item context effects	N/A	N/A

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	2005 Technical Report	Other Documents
4.16 – Changes in test specifications noted in test manuals Caution against score equivalence	N/A N/A	N/A N/A
4.17 – Stability of common scale tests		2003-2005 Technical Reports
4.18 – Re-norming of test to ensure accuracy		Upcoming 2006 Standard Setting
4.19 – Rationale and procedures for establishing cut scores	Report text	Bookmark Standard Setting TR
4.20 – Evidence for cut scores and categories	Report text, D1-D2	
4.21 - Cut-scores enable judges to use own knowledge and experience		2003-2005 Technical Reports
<b>5. Test Administration, Scoring and Reporting</b>		
5.1 – Administration follows standardized procedures		Training Video, Examiner's Mnls
5.2 – Modifications or disruptions of administration or scoring procedures		Test Booklets, Answer Books
5.3 – Accommodation procedures		Test Coordntr's Mnl, Answer Books
5.4 – Testing environment: comfort without distraction		Examiner's Mnls
5.5 – Instructions to test takers: how to respond, equipment explanation		Examiner's Mnls, Test Booklets
5.6 – Assurance of test score integrity		Training Video, Test Coordntr's Mnl
5.7 – Test users responsibility for security of test materials		Training Video, Test Coordntr's Mnl

	2005 Technical Report	Other Documents
5.8 – Procedures for scoring Monitor and report frequency of scoring errors Correct systematic scoring error	N/A	Training Video, Scoring Guides N/A
5.9 – Scoring rubrics for human judges Monitoring and documenting adherence to rubrics		Scoring Guides Admin Trainer's Kit
5.10 – Released test materials use simple language Materials include coverage, scores, precision, and common misinterpretations	P3-P32 P3-P32	
5.11 – Computer-prepared interpretations include sources, rationale, and justification	Report text	
5.12 – Group-level info from aggregated test: validity and reliability for aggregate	N/A	N/A
5.13 – Protection of confidentiality for score/identification transmission		Test Coordntrs Mnl
5.14 – Corrected score reports sent out for material errors	N/A	N/A
5.15 – Guidelines for test data, test protocol, and technical report retention		Admin Trainer's Kit
5.16 – Guidelines for retention of test records		Admin Trainer's Kit
<b>6. Supporting Documentation for Tests</b>		
6.1 – Test documents made available to prospective test users		CELDT Contract
6.2 – Test documents complete, accurate, and written for intended audience	P3-P32	Answer Books, Examiner's Mnls

	2005 Technical Report	Other Documents
6.3 – Rationale for test including recommended use and support Information for score interpretation with caution against misinterpretation	P3-P32  P3-P32	  Scoring Guides
6.4 – Intended population and specifications Item pool and scale development procedures Norm population demographic variables and years of data collection	G1-G20  N/A	  Bookmark Standard Setting TR N/A
6.5 – Statistical descriptions and analyses of scores and validity of interpretation Item level information Cut scores and configural rules Raw and derived scores Normative data Standard Errors  Equating procedures	Report text, D1-D2 Report text Report text, D1-D2 E1-E10 Report text, F1-F22 Report text, N1-N10 Report text, L1-L23, M1-M23	
6.6 – Test relating to curriculum or material	N/A	N/A
6.7 – Qualifications required to administer test and interpret scores accurately		Admin Trainer's Kit
6.8 – Validity for local scoring includes interpretative materials for scores	N/A	N/A
6.9 – Test documents cite representative sample of studies pertaining to test use	Report text	
6.10 – For case studies include examples of test taker diversity	N/A	N/A
6.11 – Score interchangeability for multiple methods of administration	N/A	N/A
6.12 – Computer-generated interpretations include summary of support	N/A	N/A
6.13 – Documentation amended or revised for test changes		2003-2005 CELDT Materials

*Appendix Q: Standards Compliance*

		2005 Technical Report	Other Documents
6.14 –	All test documents contain copyright or publication date	Back of title page	All Documents
6.15 –	General information for test users and researchers on appropriateness of use		Admin Trainer's Kit
	General information for guardian consent prior to administration	N/A	N/A
<b>7. Fairness in Testing and Test Use</b>			
7.1 –	Data for each relevant subgroup as well as whole population	G1-G20	
	Subgroup differences in content, scores, response structure or process	N/A	N/A
7.2 –	Construct-irrelevant variance across sub-groups and effect on valid inferences	N/A	N/A
7.3 –	DIF prompts study into test design, content, and format	N/A	N/A
7.4 –	Elimination of offensive content	O9-O12	
7.5 –	Alternate explanations for interpretation of individualized performance	N/A	N/A

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	2005 Technical Report	Other Documents
7.6 – Differential prediction of a criterion for sub-groups	N/A	N/A
7.7 – Elimination of unnecessary reading or linguistic demands	N/A	N/A
7.8 – Caution against comparability for scores disaggregated by subgroups	N/A	N/A
7.9 – Policy instruments: inform policymakers of test implications	O1-O2	
7.10 – Mean difference studies for sub-groups		2003-2004 Form C Tech Report
7.11 – Mean score differences determine testing model	N/A	N/A
7.12 – Comparable and equitable treatment for all test takers		Examiner's Mnls

**8. The Rights and Responsibilities of Test Takers**

\* Standards 8.1-8.13 Not Applicable to the 2003-2004 CELDT Administration

**9. Testing Individuals of Diverse Linguistic Backgrounds**

9.1 – Test practices reduce threats to reliability and validity due to language		Admin Trainer's Kit, Examiner's Mnls
9.2 – Collect validity evidence for linguistic subgroups with differing test scores	N/A	N/A
9.3 – Test multilingual test taker in most proficient language of available test forms	N/A	N/A
9.4 – Describe in test manual linguistic modifications recommended by publisher	N/A	N/A
9.5 – Non-comparable regular and modified test versions flagged and explained	N/A	N/A

		2005 Technical Report	Other Documents
9.6 –	Information for appropriate test use and interpretation for multilingual tests	P3-P24	Test Booklets continues...
9.7 –	Methods of translation and equivalency, including reliability and validity	N/A	N/A
9.8 –	Language usage appropriate to relevant occupation or profession	N/A	N/A
9.9 –	Test comparability for multiple language versions of a test	N/A	N/A
9.10 –	Tests of language proficiency based on range of language features	O3-O5	
9.11 –	Test interpreters fluent in language of test and examiner’s native language	N/A	N/A
	Interpreters experienced in translating and understand assessment process	N/A	N/A
<b>10. Testing Individuals with Disabilities</b>			
10.1 –	Ensure scores accurately reflect intended construct rather than disability	CDE’s Special Accommodations/Modifications for California Statewide Assessments	
10.2 –	Individuals knowledgeable of disabilities modify test and administration	CDE’s Special Accommodations/Modifications for California Statewide Assessments	
10.3 –	Pilot test modified tests with examinees with similar disabilities	N/A	N/A
10.4 –	Modifications made for disability and evidence of validity in test manual		Scoring Guides
	Caution regarding confidence of score interpretation		
10.5 –	Documents with modified tests state modifying steps likely to alter validity		Scoring Guides

Appendix Q: Standards Compliance

	2005 Technical Report	Other Documents
10.6 – Appropriate times for speeded tests (not multiple of standard time) Fatigue investigated as important factor	N/A N/A	N/A N/A
10.7 – Effects of modifications for people with various disabilities	N/A	N/A
10.8 – Responsibilities of administrators for modified forms	CDE's Special Accommodations/Modifications for California Statewide Assessments	
10.9 – Use of norms appropriate to test purpose	N/A	N/A
10.10 – Test modifications appropriate for test taker yet maintain validity	CDE's Special Accommodations/Modifications for California Statewide Assessments	
10.11 – Lacking evidence of comparability, modification info provided to test users		Scoring Guides
10.12 – Test is not the sole indicator of functioning, use of multiple sources		Scoring Guides
<b>11. The Responsibilities of Test Users</b>		
	* Standards 11.1-11.24 Not Applicable to the CELDT	
<b>12. Psychological Testing and Assessment</b>		
	* Standards 12.1-12.20 Not Applicable to the CELDT	
<b>13. Educational Testing and Assessment</b>		
13.1 – Intended use of results when mandated by school, district, or state Responsibility of mandating authority to monitor impact and consequences	Report text	State responsibility
13.2 – Evidence of test's technical quality for each (if multiple) purpose	Report text	



Appendix Q: Standards Compliance

		2005 Technical Report	Other Documents
13.3 –	Appropriate range of knowledge tested and elicited target-domain responses Aspects of target domain test represents as well as those it fails to represent	H1-H36 O1-O6	
13.4 –	Development of local norms to support user’s intended interpretation	N/A	N/A
13.5 –	Tests for promotion cover only specified content and skills	Report text, O1-O6	
13.6 –	Multiple opportunities on equivalent test forms to qualify for promotion Time interval enables instructional experience	Report text Report text	
13.7 –	Multiple factors contribute to promotion decisions		Local responsibility
13.8 –	Effect of construct and reliability overlap in comparing scores on different tests	N/A	N/A
13.9 –	Relationship among test scores, instructional programs, and desired outcomes		State responsibility
13.10 –	Test administrators proficient in test procedures and adhere to directions		Admin Trainer's Kit
13.11 –	Test users ensure preparation activities or materials do not affect score validity		Admin Trainer's Kit, Examiners Mnl
13.12 –	Individuals selecting tests understand test process and outcomes		Local responsibility
13.13 –	Individuals interpreting tests have qualified backgrounds		Admin Trainer's Kit
13.14 –	Score reports contain statement of measurement error and score interpretation	P3-P32	
13.15 –	Reports of group differences are accompanied by contextual information	N/A	N/A

*Appendix Q: Standards Compliance*

2005 Technical Report	Other Documents
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**13.16** – Date of administration reported with test score, as well as age of norms

P3-P26

**13.17** – Change or gain in scores defined and technical qualities reported

Report text

**13.18** – Documentation for tests administered and scored using multimedia/computers  
Construct-irrelevant variance of computer-based testing addressed in design

N/A

N/A

N/A

N/A

**13.19** – Sample size and shape of score distributions for groups on score summaries

P3-P32

**14. Testing in Employment and Credentialing**

\* Standards 14.1-14.17 Not Applicable to the CELDT

**15. Testing in Program Evaluation and Public Policy**

\* Standards 15.1-15.13 Not Applicable to the CELDT