

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



# Computer-based Initial English Language Proficiency Assessments for California 2020–2021 Technical Report

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**By ETS**



**Contract #CN150012**

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Acronyms and Initialisms Used in the English Language Proficiency Assessments for California Technical Report

|  |  |
| --- | --- |
| Term | Definition |
| AERA | American Educational Research Association |
| AIS | average item score |
| APA | American Psychological Association |
| AST | Administration and Scoring Training |
| CAASPP | California Assessment of Student Performance and Progress |
| CAI | Cambium Assessment, Inc. |
| CALPADS | California Longitudinal Pupil Achievement Data System |
| CalTAC | California Technical Assistance Center |
| CBA | computer-based assessment |
| *CCR* | *California Code of Regulations* |
| CDE | California Department of Education |
| CDS | county/district/school |
| CELDT | California English Language Development Test |
| COVID-19 | novel coronavirus disease 2019 |
| CR | constructed response |
| DEI | Data Entry Interface |
| *DFA* | *Directions for Administration* |
| DIF | differential item functioning |
| *EC* | *Education Code* |
| EL | English learner |
| ELAS | English language acquisition status |
| ELD | English Language Development |
| ELP | English language proficiency |
| ELPAC | English Language Proficiency Assessments for California |
| eSKM | Enterprise Score Key Management |
| ESSA | Every Student Succeeds Act |
| GIS | Group Information Sheet |
| HLS | home language survey |
| HOSS | highest obtainable scale score |
| IEP | individualized education program |
| IFEP | initial fluent English proficient |
| IRT | item response theory |
| ISAAP | Individual Student Assessment Accessibility Profile |
| K | kindergarten |
| K–2 | kindergarten through grade two |
| LEA | local educational agency |
| LOSS | lowest obtainable scale score |
| LST | Local Scoring Tool |

Table of Acronyms and Initialisms *(continuation)*

|  |  |
| --- | --- |
| Term | Definition |
| MC | multiple choice |
| MOU | Memorandum of Understanding |
| NCME | National Council on Measurement in Education |
| OTI | Office of Testing Integrity |
| PAR | Psychometric Analysis & Research |
| PIN | problem item notification |
| PPT | paper–pencil test |
| QWK | quadratic-weighted kappa |
| QWK | quadratic-weighted kappa |
| RSVP | Rotating Score Validation Process |
| SBE | State Board of Education |
| SCOE | Sacramento County Office of Education |
| SD | standard deviation |
| SFTP | secure file transfer protocol |
| SIS | student information system |
| SSID | Statewide Student Identifier |
| SSR | Student Score Report |
| STAIRS | Security and Test Administration Incident Reporting System |
| TBD | To Be Determined |
| TCC | test characteristic curve |
| TDS | test delivery system |
| THSS | Teacher Hand Scoring System |
| TIPS | Technology and Information Processing Services |
| TOMS | Test Operations Management System |
| UAT | user acceptance testing |
| USC | United States Code |

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## Introduction

This technical report focuses on the development, administration, psychometric analyses, and results of the administration of the Initial English Language Proficiency Assessments for California (ELPAC). This chapter provides an overview of the computer-based Initial ELPAC program, including background information, the purpose of the test, the intended population, the testing window, and an overview of the technical report. It also reports the information on the impact of the novel coronavirus disease 2019 (COVID-19) pandemic to the 2020–‍2021 Initial ELPAC’s first computer-based administration.

The 2020–2021 Initial ELPAC administration was impacted by the delay with the start of the school year and continued distance learning for some schools. Of the 156,050 students who took the test from July 2020 through June 2021, approximately 91percent completed testing prior to March 2021. There were no students that completed the assessment in July 2020. Comparatively, in the 2019–2020 administration, there were 23,050 students who took the test in July 2019, which accounted for 11 percent of all test takers. Remaining numbers and percentages for the 2020–2021 administration are presented in table 1.1.

Table 1.1 Initial ELPAC Testing for July 2020 Through June 2021

|  |  |  |
| --- | --- | --- |
| Month and Year | Number | Percent |
| July 2020 | 0 | 0% |
| August 2020 | 4,828 | 3% |
| September 2020 | 38,931 | 25% |
| October 2020 | 64,766 | 42% |
| November 2020 | 18,521 | 12% |
| December 2020 | 8,143 | 5% |
| January 2021 | 3,764 | 2% |
| February 2021 | 3,717 | 2% |
| March 2021 | 3,996 | 3% |
| April 2021 | 3,430 | 2% |
| May 2021 | 4,399 | 3% |
| June 2021 | 1,555 | 1% |

Of the 156,050 students who completed the Initial ELPAC during the 2020–2021 administration, 127,249 students took the assessment on computers or other electronic devices and 28,801 used the paper–pencil test (PPT) emergency forms of the assessment. PPTs were allowed from July 1 through August 19 to accommodate for the fall administration of the Summative ELPAC. Scores and responses from the PPTs were then entered into the Data Entry Interface (DEI) beginning August 20.

### ELPAC Overview

The ELPAC “is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal laws require that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve” (California Department of Education [CDE], 2021b). California *Education Code (EC)* Section 313(a) requires that the assessment of ELP be done upon initial enrollment and annually thereafter until the local educational agency (LEA) reclassifies the student as English proficient.

### Purpose of the Assessment

The ELPAC consists of two assessments: the Initial ELPAC and the Summative ELPAC. The Initial ELPAC identifies whether a student is initial fluent English proficient (IFEP) or an English learner (EL) who would benefit from additional instructional supports. Students identified as ELs after taking the Initial ELPAC go on to take the Summative ELPAC by the end of each academic year. The Summative ELPAC is one piece of the evidence used to determine whether the student’s English proficiency has improved to the point that the student can be reclassified as fluent English proficient.

The Initial ELPAC is administered only once during a student’s time in a California public school. The Summative ELPAC is administered annually to students in kindergarten through grade twelve who have been identified as ELs.

### Test Content

The content of the Initial ELPAC is aligned with the 2012 ELD Standards (CDE, 2014). The test content corresponds to the *California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (CDE, 2013a)*.* Items on the Initial ELPAC also correspond to the *California Common Core State Standards for Mathematics* (CDE, 2013b) as well as the *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve* (CDE, 2021c).

For the 2020–2021 administration, the Initial ELPAC transitioned to a computer-based assessment similar to the Summative ELPAC, which transitioned to a computer-based assessment as of February 2020. The content of table 1.2 describes the differences between the Initial ELPAC and the Summative ELPAC.

Table 1.2 Differences Between the Computer-based Initial and Summative ELPAC for the 2020–2021 Administration

|  |  |
| --- | --- |
| **Initial ELPAC** | **Summative ELPAC** |
| This is an assessment used to identify a student as either an EL who needs support to learn English or as IFEP. | This is an assessment used to measure the ELP of EL students. The results will help the school or LEA determine whether the student is ready to be reclassified as proficient in English. |
| This assessment is administered within 30 days of when the student enrolls in a California public school for the first time. | This assessment is administered every spring, from February 1 to May 31.[[1]](#footnote-2) |
| A student takes this test one time only. The Initial ELPAC is taken before the Summative ELPAC. | A student takes this test annually until reclassified. |
| There is one test form. | The test form is refreshed annually. |

Table 1.2 *(continuation)*

|  |  |
| --- | --- |
| **Initial ELPAC** | **Summative ELPAC** |
| There are six grade levels and grade spans: kindergarten, 1, 2, 3–5, 6–8, and 9–‍12. | There are seven grade levels and grade spans: kindergarten, 1, 2, 3–5, 6–8, 9–10, and 11–‍12. |
| The Speaking domain is scored locally, and raw scores are entered into the DEI. The Writing domain is also scored locally; these scores are entered into the DEI for kindergarten through grade two (K–2) or the Teacher Hand Scoring System (THSS) for grades three through twelve. Local scoring for both domains is done by a trained ELPAC test examiner. The Listening and Reading domains are machine-scored. Student Score Reports (SSRs) are generated electronically in the Test Operations Management System (TOMS) once all domains have been completed and scores have been merged. These SSRs can be printed locally by designated staff. | The Speaking domain is scored locally, and raw scores are entered into the DEI. The Writing domain is scored by ETS. The Listening and Reading domains are machine-scored. Once all domains have been completed and scored, SSRs are provided by ETS electronically to the LEA in TOMS and can be printed locally by designated staff. |

### Intended Population

The Initial ELPAC is given to students in kindergarten through grade twelve whose primary language is other than English, based on the results of the HLS, to determine their ELP status. Students with disabilities whose individualized education program (IEP) or Section 504 plan specifies they cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations are eligible for a domain exemption(s). Students with the most significant cognitive disabilities who cannot access the ELPAC with approved accessibility resources are eligible to take a locally determined alternate assessment, as noted in their IEP.

Students who were new to a school in California and whose HLS indicated a language other than English were identified with an English language acquisition status of To Be Determined. To assess the new student’s ELP during the 2020–2021 administration, the student was tested within 75 days of enrollment in a California public school during the administration window—July 1 through June 30—after the approval of Senate Bill 220 on September 18, 2020. Results of Initial ELPAC testing determined whether a student needed English language development services.

### Testing Window and Times

California *Code of Regulations,* Title 5 *(*5 *CCR)*, Section 11518(s), establishes the Initial ELPAC testing window from July 1 through June 30 annually. During this time period, any student whose primary or native language is a language other than English (determined by the home language survey [HLS] administered by the LEA and pursuant to 5 *CCR* Section 11518.5[a]), or who is identified for administration of the Initial ELPAC pursuant to 5 *CCR* Section 11518.20(a); who has not previously been classified as an EL student by a California public school; and who has no record of results of the CELDT or the Initial or Summative ELPAC must be administered the Initial ELPAC (5 *CCR* Section 11518[ag]). The testing window for the administration of the Initial ELPAC was from July 1, 2020, through June 30, 2021.

Because of the COVID-19 pandemic, some changes were implemented to the administration of the 2020–2021 Initial ELPAC. First, Senate Bill 820 was signed by Governor Gavin Newsom, allowing for a 45-calendar-day extension to the Initial ELPAC 30-‍calendar-day requirement. Then, from July 1 to August 19, 2020, LEAs were allowed to administer the previous year’s unused PPT materials, if students were physically at school. The responses and scores from the PPTs were then entered manually into the DEI starting August 20, 2020. Additionally, on August 20, 2020, students eligible for the Initial ELPAC were able to take the computer-based assessment in person or remotely.

During the Initial ELPAC testing window, LEAs were required to test and then provide the parent or guardian with the written results of the Initial ELPAC within 30 days of the student’s initial date of California enrollment. If the Initial ELPAC was administered prior to the student’s initial date of California enrollment, the written results of the Initial ELPAC could be provided to the parent or guardian up to 60 days prior to enrollment, but not before July 1, 2020 (5*CCR* Section 11518.5[e]).

The ELPAC is an untimed test, and students are allowed as much time as they need to complete their responses in each domain. The test may be administered over the course of several days. The estimated testing times for the Initial ELPAC domains are posted by grade level and grade span on the ELPAC website. Estimated testing times are provided for administration planning only.

### Intended Use and Purpose of Test Scores

The SBE approved the reporting hierarchy of the Initial ELPAC in May 2018. Individual student scores for the Initial ELPAC for all grade levels (i.e., kindergarten through grade twelve) included

* an overall performance level and scale score;
* an oral language proficiency level, which reflects performance on the Listening and Speaking domains; and
* a written language proficiency level, which reflects performance on the Reading and Writing domains.

Each student who took the Initial ELPAC received an overall score, which placed the student within one of the three Initial ELPAC performance levels:

1. EL1: Novice EL
2. EL2: Intermediate EL
3. IFEP: Initial fluent English proficient

Each student who took the Initial ELPAC also received an oral language and a written language proficiency level based on the composite scores. The three Initial ELPAC proficiency levels for the oral and written language composites indicate the following:

1. Minimally developed
2. Somewhat to moderately developed
3. Well developed

### Significant Developments in 2020–2021

#### Remote Testing

The novel coronavirus disease 2019 (COVID-19) pandemic continued to impact the instructional mode of LEAs during the 2020–2021 school year: many LEAs conducted learning remotely, few continued with in-person administration, and some used a hybrid approach. In response, in-person and remote testing administration options were made available to the LEAs for the Initial ELPAC.

The CDE and ETS worked together to develop a way to allow schools to administer the Initial ELPAC to EL students remotely that included the following updates:

* A Fall Administration website was created to provide up-to-date information for remote testing, such as technology requirements, instructions, quick reference guides, sample parent/guardian letters, and videos for test examiners showing remote administration of the Speaking domain and the Reading and Writing domains.
* The Student Testing Interface was enhanced to enable students to access the Initial ELPAC when the student could not be tested at the school or LEA in person.
* The secure browser and web-based browser were updated with the following new features:
  + One-on-one chatting or voice or video calls with the test examiner
  + A raise-hand feature to signal the test examiner for attention
  + Ability to approve a request from the test examiner to share a screen
* The Test Administrator Interface was updated with the following new features:
* Selection of an option to indicate whether the test session was in person or remote (for tracking and analysis purposes)
* One-on-one chatting or voice or video calls with a student
* One-way broadcast of messages to the students in the test session
* Multiple monitoring options (gallery or list views of testing students)
* Ability to request the student to share a screen
* Remote testing addenda were developed for test examiners to use in conjunction with the *Directions for Administration (DFAs)* that provided remote logon instructions and specific domain administration instructions.
* PDF versions of the K–2 Writing Answer Books were posted on the secure Moodle Training Site, along with newly developed Student Writing Response Sheet PDFs, for the test examiner to use while testing K–2 students remotely.
* Remote testing administration videos were created to show test examiners how to give a remote test; how to monitor a remote test session; how to schedule, start, and stop a remote test session; and how to administer the Speaking domain remotely.
* A video was created for students and parents/guardians to introduce them to remote testing.

#### Accessibility Resources

The following accessibility resource–related updates were made:

* California Assessment of Student Performance and Progress (CAASPP) Matrix One has been combined with the ELPAC Matrix Four to create the California Assessment Accessibility Resources Matrix that serves both testing programs.
* The Initial ELPAC used the same embedded and non-embedded accessibility resources for computer-based assessments and PPTs in the test delivery system as the Summative ELPAC.

### Groups and Organizations Involved with the ELPAC

#### California State Board of Education

The SBE is the state agency that establishes educational policy for kindergarten through grade twelve in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for kindergarten through grade eight, adopts regulations to implement legislation, and has the authority to grant waivers of the *EC*.

In addition to adopting the rules and regulations for itself, its appointees, and California’s public schools, the SBE is also the state educational agency responsible for overseeing California’s compliance with the federal Every Student Succeeds Act as well as the state’s Public School Accountability Act that measures the academic performance and progress of schools on a variety of academic metrics (CDE, 2021e).

#### California Department of Education

The CDE oversees California’s public school system, which is responsible for the education of more than 6,000,000 children and young adults in more than 10,500 schools.1F[[2]](#footnote-3) California aims to provide a world-class education for all students, from early childhood to adulthood. The CDE serves the state by innovating and collaborating as a team with educators, school staff, parents/guardians, and community partners to prepare students to live, work, and thrive in a highly connected world.

Within the CDE, it is the Instruction, Measurement, & Administration Branch that oversees programs promoting innovation and improving student achievement. Programs include oversight of statewide assessments and the collection and reporting of educational data (CDE, 2022d).

#### California Educators

A variety of California educators, including school administrators and teachers experienced in teaching EL students—who were selected based on their qualifications, experiences, demographics, and geographic locations—were invited to participate in the ELPAC development process. In this process, California educators participated in tasks that included defining the purpose and scope of the assessment, assessment design, item development, standard setting, score reporting, and scoring constructed-response (CR) items.

#### Contractors

##### Primary Testing Contractor—ETS

The CDE and the SBE contract with ETS to develop and administer both the Initial ELPAC and the Summative ELPAC. As the primary testing contractor, ETS has the overall responsibility for working with the CDE to implement and maintain an effective assessment system and coordinating ETS’ work with its subcontractors.

Activities conducted directly by ETS include, but are not limited to, the following:

* Providing management of the program activities
* Providing a tiered help desk support system for LEAs
* Developing high-quality items that are aligned to the 2012 ELD Standards
* Constructing, producing, and controlling the quality of ELPAC test forms and related testing materials, including grade- and content-specific *DFAs* and remote testing addenda
* Hosting and maintaining a website with resources for the ELPAC
* Developing, hosting, and providing support for TOMS
* Processing student test assignments
* Producing and distributing score reports electronically
* Developing a score reporting website
* Completing all psychometric procedures

##### Subcontractor—Cambium Assessment, Inc.

ETS also monitors and manages the work of Cambium Assessment, Inc. (CAI), subcontractor to ETS for California computer-based assessments. Activities conducted by CAI include

* providing the CAI proprietary test delivery system (TDS), including the Student Testing Interface, Test Administrator Interface, DEI, secure browser, web-based browser, and practice and training tests;
* hosting and providing support for its TDS;
* scoring machine-scorable items; and
* providing high-level technology help desk support to LEAs for technology issues directly related to the TDS.

##### Subcontractor—Sacramento County Office of Education

ETS contracted with the Sacramento County Office of Education to manage all activities associated with administration and scoring training and outreach, including

* supporting and training county offices of education, LEAs, and direct funded charter schools;
* developing informational materials;
* recruiting and providing logistics for educator meetings and trainings; and
* producing Administration and Scoring Training materials and videos, including an online training site for LEA coordinators and test examiners.

### Systems Overview and Functionality

#### Test Operations Management System

TOMS is the password-protected, web-based system used by LEAs to manage all aspects of ELPAC testing. TOMS serves various functions, including, but not limited to, the following:

* Assigning and managing ELPAC online user roles
* Managing student test assignments and accessibility resources
* Reviewing test material orders and pre-identification services
* Viewing and downloading reports
* Providing a platform for authorized user access to secure materials, such as *DFAs*, ELPAC user information, and access to the ELPAC Security and Test Administration Incident Reporting Systemand Appeals process

TOMS receives student enrollment data, including LEA and school hierarchy data, from the California Longitudinal Pupil Achievement Data System (CALPADS) via a daily feed. CALPADS is “a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.”[[3]](#footnote-4) LEA staff involved in the operational administration of the computer-based Initial ELPAC—such as LEA ELPAC coordinators, site ELPAC coordinators, and ELPAC test examiners—were assigned varying levels of access to TOMS. A description of user roles is explained more extensively in the *Test Operations Management System User Guide* (CDE, 2021a).

#### Test Delivery System

The TDS is the means by which the statewide computer-based assessments are delivered to students. Components of the TDS include

* the Test Administrator Interface, the web browser–based application that allows test examiners to activate student tests and monitor student testing;
* the Student Testing Interface, on which students take the test using the secure browser;
* the secure browser, the computer-based application through which the Student Testing Interface may be accessed and through which students are prevented from accessing other applications during testing;
* the web-based browser, the online application through which the Student Testing Interface may be accessed for students and test examiners that are testing remotely;
* the DEI, the web browser–based application that, for the operational administration of the computer-based Initial ELPAC, allows test examiners to enter scores for the Speaking domain for kindergarten through grade twelve and Writing domain for kindergarten through grade two; and
* the THSS, the web browser–based application that allows test examiners to enter scores for Writing domain responses for grades three through twelve.

#### Practice and Training Tests

The practice and training tests were provided to LEAs to prepare students and LEA staff for administration of the computer-based ELPAC. The practice test included examples of all the types of test questions that may appear in the actual test at each grade level or grade span and mirrored a full-length assessment. The training test was shorter compared to the practice test and included some sample test questions for each domain. The practice and training tests simulated the experience of the operational ELPAC and could be used for the Initial ELPAC as well; however, they did not assess standards, gauge student success on the operational assessment, or produce scores that demonstrate mastery of the standards similar to the operational assessments.

Students accessed practice and training tests using a web browser, although accessing them through the secure browser permitted students to take the tests using the text-to-speech embedded accommodation and to use assistive technology.

The purposes of the practice and training tests are to

* allow students and administrators to become familiar with the user interface and components of the TDS and the process of starting and completing a testing session;
* introduce students and test administrators to grade-specific items similar to those on the operational assessment; and
* provide an opportunity for educators to assign embedded designated supports and accommodations and determine how they worked for their students prior to using the resources in an operational test setting.

*DFAs* and kindergarten through grade two sample Answer Books for the practice and training tests were available on the ELPAC website for LEAs and parents/guardians to use to help students prepare to take the ELPAC. Practice test scoring guides were also provided to help LEAs and parents/guardians understand how the items are scored .

#### Constructed-Response Scoring Systems for ETS

CR items from the Writing domain in the TDS and from the K–2 PPT forms were routed to ETS’ CR scoring system for the LEAs participating in the Rotating Score Validation Process only. CR items were scored by certified raters. Hired raters were provided in-depth training and certified before starting the human-scoring process. Human raters were supervised by a scoring leader and provided ELPAC scoring materials such as anchor sets, scoring rubrics, validity samples, qualifying sets, and condition codes for unscorable responses within the interface. The quality control processes for CR scoring are explained further in [*Chapter 7: Quality Control*](#_Quality_Control). The ETS scores were later compared to the local scores, and the comparison reports were provided to the LEAs.

### Limitations of the Administration

The impacts of the COVID-19 pandemic to schools and LEAs extended into the 2020–2021 school year. Many schools and LEAs continued to provide distance learning for most of the 2020–2021 school year. Remote testing was an option available to schools that could not test students in person. The main limitations of this administration were as follows:

* The LEAs had to coordinate finding and hiring enough test examiners, training their test examiners on the new method of testing students remotely (including the new web-based browser and specific remote testing administration instructions), and ensuring students showed up for testing, either remotely or in person.
* Despite having the option to select which test session was being created, some test examiners selected the incorrect session type, which reduced the effectiveness of the evaluation of remote and in-person assessment.

### Overview of the Technical Report

This technical report addresses the characteristics of the Initial ELPAC administered in the 2020–2021 school year and contains seven additional chapters, as follows:

* [Chapter 2](#_Test_Design_and) presents a brief description of the Initial ELPAC test development processes, including for the test blueprints, item development, item review, test assembly, and form review, when the 2018–2019 Initial ELPAC intact form was newly developed.
* [Chapter 3](#_Test_Administration) details the processes involved in the 2020–2021 administration. It also describes the procedures followed to maintain test security throughout the test administration process.
* [Chapter 4](#_Scoring_and_Reporting) describes the scoring procedures at the item level, including CR scoring for the Initial ELPAC and the approach implemented to produce student scores.
* [Chapter 5](#_Test_Analyses_and) summarizes the item- and test-level statistics from the analyses conducted for the 2020–2021 computer-based administration of the Initial ELPAC and the test location analyses conducted to support the score interpretation for in-person and remote administrations. Results are included for classical item analyses, information on test reliability, and score comparability between the test locations.
* [Chapter 6](#_Validity) reports validity evidence supporting the use of the Initial ELPAC. It includes information about content validity and evidence of fairness and reliability.
* [Chapter 7](#_Quality_Control) highlights the quality-control processes used at various stages of the 2020–‍2021 Initial ELPAC administration, including item development, test assignment, test administration, scoring procedures, psychometric analysis processes, and score reporting.
* [Chapter 8](#_Continuous_Improvement) details the ongoing means of program improvement.

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## Test Design and Assembly

This chapter describes the Initial English Language Proficiency Assessments for California (ELPAC) test development process, including the item use plan, item review process, test assembly, and form reviews.

### Overview

To prepare for the 2020–2021 Initial ELPAC, several test design tasks were examined prior to conducting item development and test development tasks to transition the assessment to a computer-based format. The Initial ELPAC test blueprints were reviewed (California Department of Education [CDE], 2019d), a high-level test design was developed (CDE, 2019b), a usability pilot was conducted (CDE, 2019a), task type conversion specifications were created (CDE, 2019c), and an item use plan was formed (CDE, 2020b). Then, the entire Summative and Initial ELPAC pool of 2,289 paper–pencil items was converted for computer-based administration on the basis of these plans.

All operational items in the 2020–2021 Initial ELPAC were field-tested as computer-based items in fall 2019. The field test of those items is described in the *Computer-based Summative ELPAC Fall 2019 Field Test Technical Report* (CDE, 2020b).

### Initial ELPAC Test Blueprints

In November 2015, the California State Board of Education (SBE) approved the *Proposed Test Blueprints for the ELPAC* (CDE, 2015), which included some task types adapted from the California English Language Development Test items that were aligned with the 2012 *California English Language Development Standards, Kindergarten Through Grade 12* (2012 ELD Standards) (CDE, 2014). After the SBE approved the *Proposed Test Blueprints for the ELPAC*, the first pilot of ELPAC items and the stand-alone sample field test of the Initial ELPAC was administered.

Analysis of the pilot and the stand-alone sample field test results led to modifications of the Initial ELPAC test blueprints; for example, the names of some of the task types were changed and some of the task types were removed. The Summative ELPAC test blueprints were separated from the Initial ELPAC test blueprints. While all 27 task types were retained in the Summative ELPAC test blueprints, a total of 23 task types were included in the Initial ELPAC test blueprints. Fewer task types and items were placed on the Initial ELPAC than the Summative ELPAC because less student response data was needed to meet the goals of the Initial ELPAC (CDE, 2020d).The SBE approved the revised Initial ELPAC test blueprints in March 2018, which was prior to the start of the first operational administration of the Initial ELPAC on July 1, 2018.

Test blueprints were developed to describe the content of the paper–pencil Initial ELPAC. The test blueprints contained four tables with information about the task types in each of the four language domains of Listening, Speaking, Reading, and Writing. Task types were individual items or sets of items that required a student to perform an activity to elicit information about the student’s English language proficiency (ELP).

The test blueprints provided information about the number of items and points that were administered per task type within each grade level and domain. The test blueprints also provided two types of alignment between task types and the standards: “primary” and “secondary.” Primary alignment indicated there was a close or strong match in terms of the language knowledge, skills, and abilities covered by both the task type and the standard. Secondary alignment indicated that there was a moderate or partial match between the standard and the item in terms of language knowledge, skills, and abilities.

In November 2018, the SBE approved plans to transition the ELPAC from a paper–pencil test (PPT) to a computer-based assessment. The transition to the computer-based ELPAC involved a small-scale usability pilot in spring 2019 and a field test in October and November 2019, leading up to the first operational administration in July 2020. No revisions were made to the test blueprints during the transition from the PPT to the computer-based Initial ELPAC.

### Item Use Plan

The 2020–2021 Initial ELPAC consisted of the operational items that were field-tested as computer-based items in fall 2019. The field test is described in the *Computer-based Summative ELPAC Fall 2019 Field Test Technical Report* (CDE, 2020b). Originally, these operational items were the paper–pencil items that appeared in the 2018–2019 and 2019–2020 Initial ELPAC but were converted to a computer-based format for the fall 2019 field test. Each of the six grade levels and grade spans had one form that assessed all four of the domains (Listening, Speaking, Reading, and Writing).

### Task Types and Features

The 2020–2021 Initial ELPAC contained 23 task types. Each task type required a student to perform an activity to elicit information about the student’s ELP and had one or more items that aligned with the 2012 ELD Standards (CDE, 2014). While the 2012 ELD Standards are organized according to three modes of communication (collaborative, interpretive, and productive communication), federal Title I requirements of the Every Student Succeeds Act (ESSA) of 2015 call for a statewide assessment of ELP that includes the four language domains of Listening, Speaking, Reading, and Writing (ESSA, 200.6[h][1][ii]).

The Listening domain of the Initial ELPAC had five task types, the Speaking domain had five task types, the Reading domain had eight task types, and the Writing domain had five task types. When a task type required the use of integrated language skills, such as listening and speaking, the task type was classified according to the language skill used to provide the response. For instance, the task type *Summarize an Academic Presentation* required a student to listen to a presentation and then summarize the presentation by speaking to the test examiner. Because the student provided the summary as a spoken response, the task type was classified as a Speaking task type.

The next subsections summarize the task types used to assess ELP within each domain of the Initial ELPAC based on the *Item Writing Guidelines for the ELPAC* (CDE, 2018). A full description of each task type is available in the *Definitions of Task Types for the English Language Proficiency Assessment for California* (CDE, 2020c).

#### Listening

Listening task types assessed the ability of an English learner (EL) student to comprehend spoken English conversations, discussions, and oral presentations in a range of social and academic contexts. Students listened to a stimulus and then demonstrated their ability to listen actively by answering multiple-choice (MC) questions. Students heard audio recordings of the Listening stimuli.

#### Speaking

Speaking task types assessed the ability of an EL student to express information and ideas and to participate in grade-level conversations and class discussions. All task types included one or more constructed-response (CR) items. Test examiners scored student responses in the moment, using scoring rubrics.

#### Reading

Reading task types assessed the ability of an EL student to read, analyze, and interpret a variety of grade-level-appropriate literary and informational texts. For kindergarten and grade one, the Reading domain was scaffolded, as these students are beginning to develop their print literacy. Words and stories were read together, and then students were asked to answer questions about the text. For grades two through twelve, students read a text and then demonstrated their print literacy skills by answering MC questions.

#### Writing

Writing task types assessed the ability of an EL student to write literary and informational texts to present, describe, and explain information. All task types included one or more CR items. Student responses were scored by test examiners using rubrics.

### ETS Item Review Process

Before Initial ELPAC items were designated as field test ready, the draft versions underwent an ETS internal review process, external educator reviews by item review panels, and a CDE review and final approval. This section describes the review process.

#### ETS Content Review

On all items ETS developed, content-area assessment specialists conducted two content reviews of items and stimuli. Assessment specialists verified thatthe items and stimuli were in alignment with the 2012 ELD Standards and with the approved item specifications. Assessment specialists reviewed each item in terms of the following characteristics:

* Relevance of each item to the purpose of the test
* Match of each item to the Item Writing Guidelines for the ELPAC
* Match of each item to the principles of quality item writing
* Match of each item to the identified standard or standards
* Accuracy of the content of the item
* Readability of the item or passage
* Grade-level appropriateness of the item
* Appropriateness of any illustrations, graphs, or figures

Assessment specialists checked each item against its classification codes, both to evaluate the correctness of the classification and to confirm that the task posed by the item was relevant to the outcome it was intended to measure. The reviewers were able to accept the item and classification as written, suggest revisions, or recommend that the item be discarded. These steps occurred prior to the CDE’s review.

#### ETS Accessibility Review

Internal experts on alternate test formats reviewed all items, with a focus on accessibility for all student populations, and provided potential refinement solutions to improve item accessibility. Refer to [*2.8.2 Forms with Accessibility Features*](#_Forms_with_Accessibility) for additional information about steps ETS took to ensure Initial ELPAC forms were accessible.

#### ETS Editorial Review

After content-area assessment specialists reviewed each item, a group of specially trained editors also reviewed each item in preparation for consideration by the CDE and participants at the item review meeting. The editors checked items for clarity, correctness of language, appropriateness of language for the grade level assessed, adherence to the style guidelines, and conformity with accepted item writing practices.

#### ETS Sensitivity and Fairness Review

ETS assessment specialists who were specially trained to identify and eliminate questions that contain content or wording that could be construed to be offensive to, or biased against, members of specific ethnic, racial, or gender groups conducted the next level of review (ETS, 2014). These trained staff members reviewed every item before the CDE reviews and item review meetings. Newly developed items were then submitted to the CDE for review prior to educator reviews.

The review process promoted a general awareness of, and responsiveness to, the following:

* Cultural diversity
* Diversity of background, cultural tradition, and viewpoints to be found in the test-taking populations
* Changing roles and attitudes toward various groups
* Role of language in setting and changing attitudes toward various groups
* Topics that may be unsettling or otherwise distract the student from the content being measured, such as natural disasters, disease, or family discord
* Contributions of diverse groups (including ethnic and minority groups, individuals with disabilities, and women) to the history and culture of the United States and the achievements of individuals within these groups
* Item accessibility for EL students

### CDE Review

After ETS reviews of items were completed, the items were reviewed by the CDE content teams. CDE content experts reviewed the items using the same criteria used in the ETS reviews. After CDE reviews occurred, ETS made edits to the items based on the CDE feedback, and the items were then finalized for item review meetings with California educators.

### California Educator Review

Each newly developed item was reviewed during the Item Review Panel meetings, comprised of two educator meetings: a Content Review Panel meeting that was held from August 1–5, 2016; and a Bias and Sensitivity Review Panel meeting that was held from August 3–5, 2016. Additional details about these meetings are presented in chapter 3 of the *Initial English Language Proficiency Assessments for California 2018–2019 Technical Report* (CDE, 2020a).

Two trainings for the panel participants were conducted during the meetings and prior to the item reviews: educators serving on the Content Review Panel were trained on Monday, August 1, 2016; and a different group of educators serving on the Bias and Sensitivity Review Panel were trained on Wednesday, August 3, 2016 (CDE, 2020d).

Table 2.1 shows the educational qualifications and present occupation of the individuals who participated in an ELPAC Content Review Panel or Bias and Sensitivity Review Panel.

Table 2.1 ELPAC Content Review Panel (CRP) and Bias and Sensitivity Review Panel (BSRP) Qualifications, by Meeting Type and Total

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Type** | **CRP** | **BSRP** | **Total** |
| Occupation | Classroom Teacher | 11 | 4 | 15 |
| Occupation | EL or Literacy Specialist or Coach | 18 | 7 | 25 |
| Occupation | School Administrator | 1 | 3 | 4 |
| Occupation | LEA or County Office Employee | 11 | 3 | 14 |
| Highest Degree Earned | Bachelor’s Degree | 22 | 4 | 26 |
| Highest Degree Earned | Master’s Degree | 16 | 13 | 29 |
| Highest Degree Earned | Doctorate | 4 | 1 | 5 |
| **Total Participants:** | **N/A** | **83** | **35** | **118** |

**Note:** Numbers may not match the totals because participants may have multiple occupations or teaching credentials or are currently working toward earning their highest degree. The information is self-reported and may not reflect all their experience and earned credentials.

### Test Assembly

Since no revisions were made to the blueprint for the Initial ELPAC in its transition from a PPT to a computer-based assessment, the 2020–2021, computer-based Initial ELPAC used the same forms as the paper–pencil 2018–2019 Initial ELPAC. The forms used were assembled by ETS assessment specialists and reviewed and approved by the CDE.

The test assembly process began with the creation of test development specifications, which described the content characteristics, psychometric characteristics, and quantity of items to be used in the 2018–2019 Initial ELPAC (CDE, 2020d). ETS created the test development specifications that the CDE reviewed and approved.

#### Test Forms

Each grade level and grade span of the computer-based 2020–2021 Initial ELPAC had one form with operational items only; each form was based on a 2018–2019 Initial ELPAC form. One form was developed for each of the six grade levels and grade spans: kindergarten, grade one, grade two, grade span three through five, grade span six through eight, and grade span nine through twelve. For the computer-based delivery, ETS created a variant of the form that contained twinned items for braille, to which students who required the braille accommodation were routed.

Table 2.2 provides an overview of the number of items and points by domain and grade for the Initial ELPAC.

Table 2.2 Overview of Initial ELPAC Items and Points by Domain and Grade Level or Grade Span

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | Kindergarten Items | Kindergarten Points | Grade 1 Items | Grade 1 Points | Grade 2 Items | Grade 2 Points | Grades 3–5 Items | Grades 3–5 Points | Grades 6–8 Items | Grades 6–8 Points | Grades 9–12 Items | Grades 9–12 Points |
| Listening | 12 | 12 | 12 | 12 | 12 | 12 | 13 | 13 | 14 | 14 | 14 | 14 |
| Speaking | 8 | 15 | 8 | 17 | 8 | 17 | 9 | 17 | 9 | 17 | 9 | 17 |
| Reading | 8 | 11 | 9 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| Writing | 8 | 12 | 8 | 13 | 6 | 13 | 5 | 12 | 2 | 8 | 2 | 8 |
| **Total** | **36** | **50** | **37** | **52** | **36** | **52** | **37** | **52** | **35** | **49** | **35** | **49** |

The number of items in the 2020–2021 Initial ELPAC followed the *Test Blueprints for the Initial ELPAC* (CDE, 2019d), which the SBE approved on March 15, 2018.

#### Forms with Accessibility Features

Items that appeared in the 2020–2021 Initial ELPAC had a full set of accessibility resources as described in the California Assessment Accessibility Resources Matrix (CDE, 2020a). The 2020–2021 Initial ELPAC had the full set of universal tools, designated supports, and accommodations that were available in the test delivery system (TDS). Descriptions of these features are provided in section [*3.4 Fairness and Accessibility*](#_Accessibility_Resources). Table 3.B.1 in [appendix 3.B](#_Appendix_3.B:_Assigned) lists the available accommodations and student usage.

Assessment specialists from ETS’ Accessibility and Alternate Formats team reviewed the 2020–2021 Initial ELPAC and collaborated with content staff to determine appropriate adaptations and ensure that appropriate content to support the accommodations was created and uploaded in the Item Banking Information System. The accessibility resources were imported into the TDS, along with other item content, and prepared for computer-based delivery. ETS checked the accessibility resources to ensure that they functioned correctly during the user acceptance testing (UAT) process. Any needed revisions to accessibility resources that were identified during UAT were applied prior to the release of the 2020–2021 Initial ELPAC.

#### Psychometric Review

The ETS Psychometric Analysis & Research (PAR) group reviewed the proposed computer-based Initial ELPAC form, for each grade level and grade span, to ensure that the form met the psychometric criteria and was aligned with the computer-based Initial ELPAC blueprints. Classical item analyses are conducted annually as a quality control step. Results of the analyses are reported in [chapter 5](#_Analyses_and_Results) of this technical report.

The following criteria were used to review the operational forms:

* Do the forms align with the Initial ELPAC blueprints?
* Do item statistics meet the psychometric criteria? Criteria include the following:
* The range for *p*-values is between 0.20 and 0.95.
* Item-total correlations are greater than 0.15.
* Items flagged for C-DIF—differential item functioning—are used only as necessary to meet the test blueprint and with CDE approval.
* Item response theory (IRT) *b*-parameter estimates are within the range of -4.0 to +4.0.

The psychometric review of operational item statistics included several steps. First, PAR staff reviewed forms for consistency with form specifications in terms of content and item type composition; this step occurred before the fall 2019 field test administration.

After the IRT analyses were completed for the field test administration, item performance was evaluated by reviewing individual item parameter estimates and the summary IRT statistics for each operational form. A list was created of items whose estimates fell out of the ranges as indicated in the test development specifications. The list was sent to assessment specialists at ETS for review and to, wherever possible, find alternative items in the field test forms to replace the items with out-of-range statistics.

#### California Department of Education Review

The CDE reviewed all test materials, including form planners, *Directions for Administration*, kindergarten through grade two Writing Answer Books, and items in the TDS. All test materials were approved before they were posted for use.

The Initial ELPAC is a preequated test and, therefore, no revisions can be made to the operational items. Once the operational items in a form planner were approved by the CDE, no further item replacements could be made.

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## Test Administration

This chapter provides the details of administering the computer-based Initial English Language Proficiency Assessments for California (ELPAC), as well as local educational agency (LEA) participation and demographic summaries.

### Procedures to Maintain Standardization

To maintain standardization during the Initial ELPAC administration, ELPAC staff at LEAs were provided with several forms of communication and training. ETS produced and provided the *Initial ELPAC Online Test Administration Manual* (California Department of Education [CDE], 2020b), which detailed the process and policies for a secure and standardized administration, as well as the *Directions for Administration (DFAs)* andother quick-reference guides describing various aspects of the Initial ELPAC administration. Additionally, the Sacramento County Office of Education (SCOE) provided virtual trainings on the Moodle Training Site for LEA ELPAC coordinators and site ELPAC coordinators, as well as to ELPAC test examiners. SCOE also provided training and calibration quizzes on the Moodle Training Site for test examiners who administered and scored the Speaking and Writing domains.

#### Local Educational Agency ELPAC Coordinator

An LEA ELPAC coordinator was designated by the LEA superintendent no later than April 1 of each year. LEAs include public school districts, State Board of Education–authorized charter schools, county office of education programs, and direct funded charter schools.

LEA ELPAC coordinators were responsible for ensuring the proper and consistent administration of the ELPAC. In addition to the responsibilities set forth in *California Code of Regulations*, Title 5(5 *CCR)*, Section 11518.40, their responsibilities included

* adding ELPAC site coordinators, test examiners, Local Scoring Tool (LST) correspondence administrators, and the LST data entry staff into the Test Operations Management System (TOMS);
* reporting test security incidents (including testing irregularities) to the CDE using the online Security and Test Administration Incident Reporting System (STAIRS)/Appeals process;
* ensuring that correct testing procedures were followed;
* ensuring that test materials were distributed to the schools and kept in a locked, secure area at all times;
* ensuring that all site ELPAC coordinators and test examiners were trained and certified to administer the Initial ELPAC;
* ordering test materials and supplemental test materials in TOMS;
* ensuring adequate test materials were on hand and redistributed throughout the LEA during the testing window as needed;
* shipping materials back for scoring if the LEA was participating in the Rotating Score Validation Process (RSVP); and
* requesting for unlocking of scores.

The LEA ELPAC coordinator signed both the ELPAC *Test Security Agreement* (5 *CCR* 11518.50[b]) and *Test Security Affidavit*.

#### Site ELPAC Coordinator

A site ELPAC coordinator was trained by the LEA ELPAC coordinator for each test site (5*CCR* Section 11518.40[b][7]). A site ELPAC coordinator signed both the ELPAC *Test Security Agreement* and the ELPAC *Test Security Affidavit* (5 *CCR* Section 11518.45[b][3]).

In addition to the responsibilities set forth in 5 *CCR* Section 11518.45, their responsibilities may have included

* identifying test examiners and ensuring that they have signed ELPAC *Test Security Affidavits*,
* adding test examiners into TOMS,
* managing ELPAC testing at the school,
* ensuring the proper administration of all testing procedures,
* maintaining the security of all test materials at the site,
* reporting test security incidents (including testing irregularities) to the CDE using the online STAIRS/Appeals process, and
* assuring the proper packing and return of test materials to the LEA ELPAC coordinator if participating in the RSVP.

#### Test Examiner

Test examiners were identified by the site ELPAC coordinators as individuals who administered the Initial ELPAC and were an employee or contractor of an LEA. A test examiner was required to be proficient in English with complete command of pronunciation, intonation, and fluency, and had certified that training in the administration and scoring of the ELPAC had been completed. A test examiner signed the ELPAC *Test Security Affidavit* (5 *CCR* Section 11518.45[b][3]).

The majority of Initial ELPAC test administrations involved one-on-one testing, including grades two through twelve. Assessments in kindergarten and grade one were always administered one-on-one, in that each student was paired with a test examiner to respond to each item in all domains. For grade two, Listening, Reading, and Speaking domains were administered one-on-one, and Writing was administered one-on-one or in a small group. For grades three through twelve, the Speaking domain was a one-on-one administration, and Listening, Reading, and Writing was one-on-one or group administration. As needed, proctors assisted test examiners during group administration of 20 or more students in grades three through twelve Listening, Reading, and Writing. Proctors and anyone handling test and training materials who do not have access to TOMS must sign the *Test Security Affidavit for Non TOMS Users* prior to accessing the test materials or administering the test.

A test examiner’s duties may have included

* ensuring the physical conditions of the testing room meet the criteria for a secure test environment;
* verifying receipt of appropriate test materials (e.g., Writing Answer Books for kindergarten through grade two [K–2] students) and access to the *DFAs* in TOMS;
* reporting all test security incidents to the ELPAC site coordinator and LEA ELPAC coordinator in a manner consistent with ELPAC, state, and LEA policies; and
* completing local scoring of the Speaking and Writing domains and entering scores in the Data Entry Interface (DEI) and Teacher Hand Scoring System (THSS);
* determining the need for a proctor to assist with monitoring group administration of 20 or more students; and
* fully complying with all directions provided in the *DFAs*.

#### Local Scoring Tool Correspondence Administrator

The LST correspondence administrator was the designated staff member who performed score entry in the DEI and THSS and printed individual Initial ELPAC Student Score Reports (SSRs) at the LEA level. This role was assigned by the LEA ELPAC coordinator in TOMS. Prior to handling testing materials, an LST correspondence coordinator signed a *Test Security Affidavit* (5 *CCR* Section 11518.50[d]).

#### Local Scoring Tool Data Entry Staff

The LST data entry staff performed score entry in the DEI and THSS and printed individual Initial ELPAC SSRs at the school level. This role was assigned by the LEA ELPAC coordinator in TOMS. Prior to handling testing materials, an LST data entry staff member signed a *Test Security Affidavit* (5 *CCR* Section 11518.50[d]).

#### Instructions for Test Administration

##### *Directions for Administration*

Test examiners were required to use the *DFAs*, housed securely in TOMS, to administer tests to students. Each grade level and grade span had a combined *DFA* for the Listening, Speaking, Reading, and Writing domains.

For students who needed to be tested remotely, test examiners could access addenda to the *DFA* for kindergarten through grade two (K–2) for some additional directions for the remote administration of the Reading and Listening domains. The *DFA* addenda were available in the Moodle Training Site. Aside from the *DFA* addenda, the PDF versions of the K–2 Writing Answer Books were also provided in Moodle for test examiners to download and share with the student via an online meeting application while administering the Writing domain.

A student score sheet was provided as the last page of the grades three through twelve *DFA* and the inside back cover of the Writing Answer Books for K–2. Use of the scoring sheet was optional; the test examiner could use it to record a student’s Speaking scores manually. These student scores could later be entered into the DEI. Alternatively, the test examiner could enter the student’s Speaking scores into the DEI while administering the test.

LEAs that administered the K–2 Writing domain paper–pencil tests (PPTs) found the Writing rubrics in the *DFA* for test examiners to locally score the students’ responses. The inside back cover of the K–2 Writing Answer Books included a Writing score sheet, along with the Speaking score sheet, for test examiners to record a student’s Writing scores, which were later entered into the DEI.

##### *Initial ELPAC Online Test Administration Manual*

The *Initial ELPAC Online Test Administration Manual* (CDE, 2020b) contained information and instructions on overall procedures and guidelines for all LEA and test site staff involved in the administration of the Initial ELPAC. Sections included the following topics:

* Dates for ordering materials and testing
* Roles and responsibilities of those involved with ELPAC testing
* Test administration resources
* Test security
* Administration preparation and planning
* General test administration
* Instructions for steps to take before, during, and after testing
* Guidelines for handing materials

##### *California Assessment of Student Performance and Progress and ELPAC Test Operations Management System User Guide*

TOMS is a web-based application accessed by those with the identified LEA user roles to sign the appropriate test security agreements and affidavits, add and manage users, order materials, confirm student’s eligibility for testing, and view and update computer-based student test settings for the Initial ELPAC.

TOMS modules used for Initial ELPAC administration that are described in the *TOMS User Guide* included the following (CDE, 2021b):

* **Adding and Managing Users—**This module allowed LEA ELPAC coordinators to add site ELPAC coordinators, test examiners, and LST roles to TOMS so that the designated user could administer, monitor, and manage the ELPAC.
* **Student Profile—**This module allowed LEA ELPAC coordinators, site ELPAC coordinators, and test examiners to view and manage student test assignments and test settings.
* **Orders—**This module allowed LEA ELPAC coordinators to approve orders, view summary orders, view and track orders, and place supplemental orders within specified windows.
* **Reports—**This module allowed LEA ELPAC coordinators and site ELPAC coordinators access to the various reports in TOMS, including some that are specific to the Initial ELPAC.
* **STAIRS/Appeals—**This module allowed LEA ELPAC coordinators and site ELPAC coordinators access to create new STAIRS cases or search for STAIRS/Appeals cases.
* **Audio Modules—**These modules allowed test examiners access to the audio files that are part of the Listening and Speaking portions of the ELPAC in grades three through twelve for administration of the PPT emergency forms.

### Student Participation Requirement

California *Education Code* Section 313 requires LEAs to administer the ELPAC to all eligible students in kindergarten through grade twelve whose primary language is a language other than English. The Initial ELPAC was administered only once to a new student in a California public school. The results of the locally scored Initial ELPAC helped to determine whether the student needed support in learning English. The Initial ELPAC assessed the following six grade levels and grade spans: kindergarten, grade one, grade two, and grade spans three through five, six through eight, and nine through twelve.

### Demographic Student Group Summaries

Table 3.A.1 through table 3.A.4, in [appendix 3.A](#_Appendix_3.A:_Initial), provide the number of participants and the percent of participation of all students and select demographic groups for each test during the 2020–2021 administration. Note that the data in the *Number Registered* column includes students who were enrolled within a grade and eligible for the Initial ELPAC during the 2020–‍2021 administration. The *Number Tested* columns include students who tested at the current grade level and exclude off-grade testers and students registered who did not test.

The demographic composition of 2020–2021 Initial ELPAC students looked similar to the 2019–2020 population (refer to appendix 3.A of the *Paper–Pencil Initial English Language Proficiency Assessments for California 2019–2020 Technical Report* [CDE, 2021d]). Across almost all the grade levels, grade spans, and demographic groups, more than 95 percent of the registered students took the Initial ELPAC in 2020–‍2021.

Table 3.1 presents the demographic student groups to be reported for the 2020–2021 administration.

Table 3.1 Demographic Student Groups to Be Reported

| **Category** | **Student Groups** |
| --- | --- |
| Accommodations | * Using accommodations * Not using accommodations |
| Economic Status | * Economically disadvantaged * Not economically disadvantaged |
| Ethnicity | * American Indian or Alaska Native * Asian * Native Hawaiian or Other Pacific Islander * Filipino * Hispanic or Latino * Black or African American * White * Two or more races |
| Gender | * Male * Female * Nonbinary |
| Homeless Status | * Homeless * Not homeless |

Table 3.1 *(continuation)*

| **Category** | **Student Groups** |
| --- | --- |
| Migrant Status | * Migrant education * Not migrant education |
| Military Status | * Military * Not military |
| Special Education Services Status | * Special education services * Special education services with alternate assessments * No special education services |

### Fairness and Accessibility

With the transition of the Initial ELPAC to a computer-based assessment, there were more accessibility resources available to students. LEAs were also still able to provide a student with a locally determined alternate assessment, as well as domain exemptions, depending on a student’s individualized education program (IEP).

#### Locally Determined Alternate Assessments and Domain Exemptions

IEP teams may have determined that a student with the most significant cognitive disabilities was unable to participate in one or more domains of the ELPAC, even with accommodations. In this instance, the student may have been tested with a locally determined alternate assessment for a specific domain or all domains, as noted in the student’s IEP.

When a student’s IEP or Section 504 plan specified that the student had a disability for which there were no appropriate accommodations for assessment in one or more of the tested domains, the student was assessed in the remaining domain(s) in which it was possible to assess the student. For the Initial ELPAC, a student may only be exempted in one domain of each composite.

A student was assigned an overall score only if assessed in all non-exempt domains in both the oral and written language skills. To be considered as having been assessed in oral language, the student must have been assessed in either Speaking or Listening. To be considered as having been assessed in written language, the student must have been assessed in either Reading or Writing.

A statewide Initial Alternate ELPAC, for students with the most significant cognitive disabilities, was not developed at the time of this test administration.

#### Accessibility Resource Categories

The purpose of universal tools, designated supports, and accommodations in testing is to allow *all* students the opportunity to demonstrate what they know and what they are able to do. Universal tools, designated supports, and accommodations minimize or remove barriers that could otherwise prevent students from demonstrating their knowledge, skills, and ability in a specific area.

The CDE’s California Assessment Accessibility Resources Matrix (Accessibility Matrix) (CDE, 2020) is intended for school-level personnel and IEP and Section 504 plan teams to select and administer the appropriate universal tools, designated supports, and accommodations as deemed necessary for individual students.

##### Universal Tools

Universal toolswere available to all students by default, although they could be disabled if a student found them distracting. Each universal tool fell into one of two categories: embedded and non-embedded. Embedded universal tools were provided through the Student Testing Interface (through the secure browser and web-based browser), although they could be turned off by a test examiner. Students taking the PPT K–2 Writing domain or those who were assigned to take the PPT emergency form as specified in an IEP or Section 504 plan did not have access to embedded universal tools.

###### Embedded

The following embedded universal tools were available to students testing in the secure browser and web-based browser:

* Breaks
* Digital notepad
* Expandable items
* Expandable passages
* Highlighter
* Keyboard navigation
* Line reader (grades three through twelve)
* Mark for review (grades two through twelve)
* Strikethrough (grades three through twelve)
* Writing tools (grades three through twelve)
* Zoom (in or out)

###### Non-Embedded

The following non-embedded universal tools were available to students testing in the secure browser and web-based browser:

* Breaks
* Oral clarification of test directions by the test examiner in English
* Scratch paper
* Test navigation assistant

The following non-embedded universal tools were available to students in kindergarten through grade two taking the PPT Writing domain:

* Breaks
* Highlighter
* Mark for review
* Oral clarification of test directions by the test examiner in English
* Scratch paper

The following non-embedded universal tools were available to students taking the PPT emergency form:

* Breaks
* Highlighter (in the test book for grades two through twelve)
* Line reader (grades three through twelve)
* Mark for review (in the test book for grades two through twelve [highlighters] and grades three through twelve [nonhighlighters])
* Oral clarification of test directions by the test examiner in English
* Scratch paper
* Strikethrough (grades three through twelve)

##### Designated Supports

Designated supports were available to all students and were set by an LEA ELPAC coordinator or site ELPAC coordinator as test settings in TOMS. Each designated support fell into one of two categories: embedded and non-embedded. Embedded designated supports were provided through the Student Testing Interface (through the secure browser and web-based browser). Students taking the PPT K–2 Writing domain or those who were assigned to take the PPT emergency form because of an IEP or Section 504 plan did not have access to embedded designated supports.

For the Initial ELPAC, because students were new to the LEA, determination of what resource a student needed was not available prior to testing. So, on test day, a test examiner could assign the appropriate designated support by selecting the resource in the Test Administrator Interface.

###### Embedded

The following embedded designated supports were available to students testing in the secure browser and web-based browser:

* Color contrast
* Masking
* Mouse pointer (size and color)
* Pause or replay audio—Listening domain
* Pause or replay audio—Speaking domain
* Permissive mode
* Print (font) size
* Streamline
* Turn off any universal tool(s)

###### Non-Embedded

The following non-embedded designated supports were available to students testing in the secure browser and web-based browser:

* Amplification
* Color contrast
* Color overlay
* Designated interface assistant
* Magnification
* Masking
* Medical supports
* Noise buffers
* Print-on-demand
* Read aloud for items—Writing domain
* Separate setting
* Simplified test directions
* Translated test directions (including American Sign Language or Manually Coded English)

The following non-embedded designated supports were available to students in kindergarten through grade two taking the PPT Writing domain:

* American Sign Language or Manual Coded English
* Amplification
* Color overlay
* Magnification
* Masking
* Medical supports
* Noise buffers
* Read-aloud items
* Separate setting
* Simplified test directions
* Translated test directions (including American Sign Language or Manually Coded English)

The following non-embedded designated supports were available to students taking the PPT emergency form:

* Amplification
* Color overlay
* Magnification
* Masking
* Medical supports
* Noise buffers
* Pause or replay audio—Listening domain
* Pause or replay audio—Speaking domain
* Read aloud for items—Writing domain
* Separate setting
* Simplified test directions
* Translated test directions (including American Sign Language or Manually Coded English)

##### Accommodations

Accommodations are changes in procedures or materials that increase equitable access during ELPAC testing and were available to students with a documented need for the accommodation(s) via an IEP or Section 504 plan. Assessment accommodations generated valid assessment results for students who needed them; they allowed these students to show what they know and can do. Accommodations did not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments. Students taking the PPT K–2 Writing domain or those who were assigned to take the PPT emergency form because of an IEP or Section 504 plan did not have access to embedded accommodations.

###### Embedded

The following embedded accommodations were available to students testing in the secure browser and web-based browser:

* American Sign Language
* Audio transcript (includes braille transcript)
* Braille (embossed and refreshable)
* Closed-captioning
* Text-to-speech—Listening, Speaking, and Writing domains (Although this support is allowable, it is also built into the items through test examiner–read questions or audio recordings.)

###### Non-Embedded

The following non-embedded accommodations were available to students testing in the secure browser and web-based browser:

* Alternate response options
* American Sign Language or Manually Coded English
* Braille
* Breaks
* Scribe (Writing)
* Speech-to-text

The following non-embedded accommodations were available to students in K–2 taking the PPT Writing domain:

* Alternate response options
* American Sign Language or Manually Coded English
* Braille
* Breaks
* Large print
* Scribe (Writing)

The following non-embedded accommodations were available to students taking the PPT emergency form:

* Alternate response options
* American Sign Language or Manually Coded English
* Audio transcript (includes braille transcript)
* Braille
* Breaks
* Large print
* Scribe
* Word processor (Writing domain) (grades three through twelve)

##### Unlisted Resources

An unlisted resource is an instructional resource that a student regularly uses in daily instruction, assessment, or both, that has not been previously identified as a universal tool, designated support, or accommodation. The Accessibility Matrix included an inventory of unlisted resources that were already identified and were preapproved (CDE, 2020). During the 2020–2021 Initial ELPAC administration, an LEA ELPAC coordinator or site ELPAC coordinator would use TOMS to submit a request for use of an unlisted resource. A request for an unlisted resource that was not preidentified was sent to the CDE for review and adjudication.

Unlisted resources are non-embedded resources that are made available if specified in the eligible student’s IEP or Section 504 plan and only upon approval by the CDE. Unlisted resources that changed the construct of an assessment and were approved were flagged as causing a change in construct. Test results for a student using an unlisted resource that was approved but that changed the construct of what was being measured were given the lowest obtainable scale score for reporting purposes. The student’s scale score would be reported but appear on the SSR with an asterisk and a footnote that an unlisted resource that changed the construct was used for one or more domains; therefore, the student received the lowest score in that domain.

The CDE preidentified the following non-embedded unlisted resources that change the construct being measured:

* Bilingual dictionary
* English dictionary
* Signed exact English
* Thesaurus
* Translated word lists
* Translations

The LEA ELPAC coordinator or site ELPAC coordinator was required to submit a request for the use of an unlisted resource to the CDE a minimum of 10 business days before the student’s first day of testing. The lowest obtainable scale scores were reported for the affected domain when administrations included unlisted resources that changed the construct of that assessment.

#### Selection

##### Resources

The full list of the universal tools, designated supports, and accommodations used in ELPAC computer-based and paper–pencil assessments are documented in the Accessibility Matrix (CDE, 2020). Most embedded and non-embedded universal tools, designated supports, and accommodations listed in parts 1, 2, and 3 of the Accessibility Matrix were available for the Initial ELPAC through the computer-based testing interface or, in the case of non-embedded resources, from the school or LEA. Part 5 of the Accessibility Matrix included approved unlisted resources. School-level personnel, IEP teams, and Section 504 teams used the Accessibility Matrix when deciding how best to support the student’s test-taking experience.

##### Training for Proper Identification and Assignment of Designated Supports and Accommodations

ETS produced short demonstration videos for every embedded accessibility resource that demonstrated how to use the resource for educators, students, and parents/guardians. The videos were available in both English and Spanish on the Accessibility Resources Demonstration Videos web page on the ELPAC website. In addition, ETS also developed a video with LEA staff to help California educators learn more about the importance of implementing ELPAC accessibility resources and best practices used by educators in the field. The “Importance of Implementing CAASPP and ELPAC Accessibility Resources: Voices from Educators” video was available on the Accessibility Resources web page on the ELPAC website.

Accessibility resource videos were also linked within the Individual Student Assessment Accessibility Profile (ISAAP) Tool, increasing access to the demonstration videos. Educators using the ISAAP Tool to determine the student’s needs could view the corresponding demonstration video without having to navigate away from the tool.

A video on how to use the ISAAP Tool was also available to support educators in the process of creating an individual student profile and matching accessibility resources to student needs to ensure a fair and valid testing experience for all students.

For the 2020–2021 Initial ELPAC administration, ETS introduced a new virtual training series, “Matching Accessibility Resources to Students’ Needs.” This training focused on providing participants with an understanding of the importance of accessibility resources, the categories of accessibility resources, and the process for matching students with appropriate accessibility resources for daily instruction and on assessments. The virtual training was originally intended as a one-time event but, because of overwhelming interest, the training was offered on four additional dates. The training was recorded and archived. LEA coordinators, site coordinators, and test examiners were notified via email when the recorded training was available, further extending its reach.

At the California Assessment Conference, SCOE offered three sessions on accessibility. A “Plenary Accessibility 101” session was available as a prerecorded session for all conference attendees and was intended to build a shared understanding of basic accessibility-related terms and considerations. The “Digging Deeper into Accessibility” breakout session focused on developing an equitable and systematic process for matching students with appropriate accessibility resources. “Universal Design for Learning and Accessibility Resources: A Pathway to Success for All Students” was another breakout session focused on providing an opportunity to practice appropriately matching student needs to the various accessibility resources.

#### Identification

Designated supports and accommodations were assigned to individual students on the basis of identified student need. Such assignments were implemented in TOMS by the LEA ELPAC coordinator or site ELPAC coordinator, either through individual assignment through the student’s profile in TOMS or in a batch upload for multiple students. For a batch upload, settings were uploaded into TOMS using a spreadsheet with data that had either been entered into a template downloaded from TOMS; or created by selecting and entering information into the web-based ISAAP Tool. The ISAAP Tool could be used by LEAs in conjunction with the 2020–2021 CAASPP and ELPAC Accessibility Guide for Online Testing (CDE, 2021a), as well as with state regulations and policies (such as the Accessibility Matrix) related to assessment accessibility*.*

#### Assignment

Once the student’s IEP or Section 504 plan team decided which accessibility resource(s) the student should use, LEA ELPAC coordinators and site ELPAC coordinators used TOMS to assign designated supports and accommodations to students prior to the start of a test session.

There were three ways the student’s accessibility resource(s) could be assigned:

1. Using the ISAAP Tool to identify the accessibility resource(s) and then uploading the spreadsheet it creates into TOMS
2. Using the Online Student Test Settings template to enter students’ assignments and then uploading the spreadsheet into TOMS
3. Entering assignments for each student individually in TOMS

If a student’s IEP or Section 504 plan team identified and designated a resource not identified in the CDE Accessibility Matrix, the LEA ELPAC coordinator or site ELPAC coordinator needed to submit a request for an unlisted resource to be approved by the CDE. The CDE then determined whether the requested unlisted resource changed the construct being measured before the student started testing.

#### Delivery

Universal tools, designated supports, and accommodations can be delivered as either embedded or non-embedded resources. Embedded resources are digitally delivered features or settings available as part of the technology platform for computer-based ELPAC testing. Examples of embedded resources include the braille language resource, color contrast, and closed-captioning.

Non-embedded resources are available, when provided by the LEA, for both computer-based assessments and PPTs. These resources are not part of the technology platform for computer-based ELPAC testing. Examples of non-embedded resources include magnification, noise buffers, and the use of a scribe.

Refer to subsection [*3.4.2 Accessibility Resource Categories*](#_Accessibility_Resource_Categories) for a detailed description of the accessibility resources available to students taking the Initial ELPAC.

#### Usage of Designated Supports and Accommodations

LEA ELPAC coordinators and site ELPAC coordinators were responsible for assigning their students’ test settings in TOMS before testing occurred and providing the necessary resources during testing. If a test setting was not applied before testing, then a STAIRS incident was to be submitted to reset the test so the student could be retested with the correct accommodation or designated support. If a test setting was accidentally assigned to a student, then a STAIRS incident was also to be submitted to reset the test so the student could be retested without the accommodation or designated support.

Assignment and usage of test settings were directed by the LEA or site at which the student was tested. At the end of the administration, Cambium Assessment, Inc. (CAI) provided ETS with a file listing which accommodation and designated support resources were used. This was combined with a file from TOMS of assigned test settings. Only specific accommodations and designated supports were tracked. These include the embedded accommodations American Sign Language, audio transcript, and text-to-speech; and the embedded masking and non-embedded print-on-demand designated supports. Assigned designated supports, accommodations, and usage information is provided in table 3.B.1 of [appendix 3.B](#_Appendix_3.B:_Assigned).

Because ETS did not perform any security site visits or audits at LEAs during the 2020–‍2021 test administration, monitoring the testing of students with disabilities was also not performed.

### Test Security and Confidentiality

For the Initial ELPAC administration, every person who worked with the assessments, communicated test results, or received testing information was responsible for maintaining the security and confidentiality of the tests, including CDE staff, ETS staff, ETS subcontractors, LEA assessment coordinators, school assessment coordinators, students, parents/‌guardians, teachers, and cooperative educational service agency staff. ETS’ Code of Ethics required that all test information, including tangible materials (such as test items), confidential files (such as those containing personally identifiable student information), processes related to test administration (such as the configurations of secure servers), and activities were kept secure. ETS had systems in place that maintained tight security for test items and test results, as well as for student data. To ensure security for all the tests that ETS develops or handles, ETS maintains an Office of Testing Integrity (OTI), which is described in the next subsection.

All tests within the ELPAC system of assessments, as well as the confidentiality of student information, should be protected to ensure the validity, reliability, and fairness of the results. As stated in *Standard 7.9* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014), “The documentation should explain the steps necessary to protect test materials and to prevent inappropriate exchange of information during the test administration session” (p. 128).

All testing materials for the computer-based Initial ELPAC, including *DFAs*, Answer Books,PPT emergency forms, and all test questions—were considered secure.

This section of the *Initial ELPAC Technical Report* describes the measures intended to prevent potential test security incidents prior to testing and the actions that were taken to handle actual security incidents during or after testing using the STAIRS process.

#### ETS’ Office of Testing Integrity

The OTI is a division of ETS that provides quality assurance services for all testing programs managed by ETS; this division resides in the ETS legal department. The Office of Professional Standards Compliance at ETS publishes and maintains *ETS Standards for Quality and Fairness* (ETS, 2014)*,* which supports the OTI’s goals and activities. The *ETS Standards for Quality and Fairness* provides guidelines to help ETS staff design, develop, and deliver technically sound, fair, and beneficial products and services and to help the public and auditors evaluate those products and services.

The OTI’s mission is to

* minimize any testing security violations that can impact the fairness of testing,
* minimize and investigate any security breach that threatens the validity of the interpretation of test scores, and
* report on security activities.

The OTI helps prevent misconduct on the part of students and administrators, detects potential misconduct through empirically established indicators, and resolves situations involving misconduct in a fair and balanced way that reflects the laws and professional standards governing the integrity of testing.

In an effort to enforce secure testing practices, the OTI strives to safeguard the various processes involved in a test development and administration cycle. For the computer-based Initial ELPAC, those processes included the following:

* Test development
* Item and data review
* Item banking
* Transfer of forms and items to the CDE and CAI
* Security of electronic files using a firewall
* Printing and publishing
* Test administration
* Test delivery
* Processing and scoring
* Data management
* Statistical analysis
* Student confidentiality

#### Procedures to Maintain Standardization of Test Security

Test security requires the accounting of all secure materials—including computer-based and PPT items and student data—before, during, and after each test administration. The LEA ELPAC coordinator is responsible for keeping all electronic and PPT materials secure, keeping student information confidential, and making sure the site ELPAC coordinators and ELPAC test examiners are properly trained regarding security policies and procedures.

The site ELPAC coordinator is responsible for mitigating test security incidents at the test site, keeping test materials secure, and reporting incidents to the LEA ELPAC coordinator.

The ELPAC test examiner is responsible for reporting testing incidents to the site ELPAC coordinator, keeping test materials secure, and securely destroying printed and digital media for *DFAs* (CDE, 2020b).

The following measures ensured the security of the ELPAC:

* LEA ELPAC coordinators and site ELPAC coordinators must have electronically signed and submitted an *ELPAC Test Security Agreement* in TOMS (5 *CCR*, Section 11518.40 [b][4]).
* Anyone having access to the testing materials must have electronically signed and submitted an *ELPAC Test Security Affidavit* in TOMS before receiving access to any testing materials (5 *CCR*, Section 11518.50[d]).
* Anyone having access to the testing materials, but not having access to TOMS, must have signed the *ELPAC Test Security Affidavit for Non-TOMS Users,* which was available as a web-based form, before receiving access to any testing materials.

In addition, it was the responsibility of every participant in the 2020–2021 Initial ELPAC administration to immediately report any violation or suspected violation of test security or confidentiality. The ELPAC test examiner reported to the site ELPAC coordinator or LEA ELPAC coordinator, who then submitted the incident using the STAIRS/Appeals process. Breach incidents were to be reported by the LEA ELPAC coordinator to the California Technical Assistance Center (CalTAC) and entered into STAIRS within 24 hours of the incident (5 *CCR*, Section 11518.40 [b][13]).

#### Test Security Monitoring

The LEA and school testing staff were responsible for maintaining the security and confidentiality of testing materials and devices during the testing window and reporting any irregularities or breaches that occurred. Typically, ETS would perform site visits and testing procedure audits during the testing window; however, these visits were not made during the 2020–2021 Initial ELPAC administration because many schools and LEAs were not open for in-person instruction as a result of the COVID-19 pandemic. It is expected that these visits will resume in future administrations per state health and safety guidelines. However, selected LEAs were audited remotely, with LEA ELPAC coordinators or other LEA staff responding to a series of questions about test administration.

#### Test Delivery

Although the Initial ELPAC transitioned to a computer-based assessment, the Writing domain for kindergarten through grade two remained as a PPT. There were logistics involved to ensure the timely delivery of test materials to LEAs across the state. To manage the materials ordering process, ETS used TOMS, the secure website that permitted ELPAC users to perform a number of tasks for the ELPAC system. Through TOMS, users could perform the following activities:

* Confirm or update an LEA shipping address and indicate whether an LEA can receive pallet shipments
* Order test materials in the primary test materials order window and order additional test materials, including braille and large-print forms, as needed in the supplemental test materials order window
* Add site ELPAC coordinators, test examiners, the LST correspondence administrator, and LST data entry users
* Administer the Listening domain and the *Speaking—Summarize Academic Presentations* item for grades three through twelve, when needed for students taking a PPT emergency form

The ETS warehouse team prepared shipments based on orders submitted by each LEA. Materials were tracked using closed-loop tracking and United Parcel Service tracking methods to ensure timely delivery of Initial ELPAC test materials. Shipping notices were included in each delivery. These notices provided LEAs with an inventory of the number of Answer Books included in the shipment. Additionally, LEAs were provided with return materials that included Group Identification Sheets—precoded, scannable forms facilitating identification of materials when they were received at ETS—and, for LEAs that participated in the RSVP, shipping labels that allowed tracking of materials that were returned to ETS for scoring.

#### Security of Electronic Files Using a Firewall

A firewall is software that prevents unauthorized entry to files, email, and other organization-specific information. All ETS data exchanges and internal email remain within the ETS firewall at all ETS locations, ranging from Princeton, New Jersey; to San Antonio, Texas; to Sacramento, California.

All electronic applications that are included in TOMS remain protected by the ETS firewall software at all times. Because of the sensitive nature of the student information processed by TOMS, the firewall plays a significant role in maintaining assurance of confidentiality among the users of this information.

Refer to section [*1.9.1 Test Operations Management System*](#_Test_Operations_Management) in [*Chapter 1: Introduction*](#_Introduction) for more information on TOMS.

#### Transfer of Scores via Secure Data Exchange

Because of the confidential nature of test results, ETS currently uses secure file transfer protocol (SFTP) and encryption for all data file transfers; test data is never sent via email. SFTP is a method for the reliable and exclusive routing of files. Files reside on a password-protected server that only authorized users can access. ETS shares an SFTP server with the CDE. On that site, ETS posts Microsoft Word and Excel files, Adobe Acrobat PDFs, or other document files for the CDE to review; the CDE returns reviewed materials in the same manner. Files are deleted upon retrieval.

The SFTP server is used as a conduit for the transfer of files; secure test data is stored only temporarily on the shared SFTP server. Industry-standard secure protocols are used to transfer test content and student data from the ETS internal data center to any external systems.

For the 2020–2021 Initial ELPAC, ETS entered information about the deliverable in a web form on a SharePoint website when a file was posted. A CDE staff member monitored this log throughout the day for updates on the status of deliverables and downloaded and deleted the file from the SFTP server when its status showed it had been posted.

#### Data Management in the Secure Database

ETS currently maintains a secure database to house all student demographic data and assessment results. Information associated with each student has a database relationship to the LEA, school, and grade codes as the data is collected during operational testing. Only individuals with the appropriate credentials can access the data. ETS builds all interfaces with the most stringent security considerations, including interfaces with data encryption for databases that store test items and student data. ETS applies best and up-to-date security practices, including system-to-system authentication and authorization, in all solution designs.

All stored test content and student data is encrypted. Industry-standard secure protocols are used to transfer test content and student data from the ETS internal data center to any external systems. ETS complies with the Family Educational Rights and Privacy Act (20 *United States Code [USC]* § 1232g; 34 *Code of Federal Regulations* Part 99) and the Children’s Online Privacy Protection Act (15 *USC* §§ 6501–6506, P.L. No. 105–277, 112 Stat. 2681–1728).

In TOMS, staff at LEAs and test sites have different levels of access appropriate to the role assigned to them (CDE, 2021b).

#### Statistical Analysis on Secure Servers

The 2020–2021 Initial ELPAC Writing scores for the RSVP sample were entered by human raters. After scoring the constructed-response (CR) Writing items, the Information Technology team at ETS loaded data files from the SFTP site and then loaded them into a database that contained the official results from the field, which included both multiple choice and CR items. The ETS Data Quality Services staff extracted the data from the database and performed quality control procedures before passing files to the ETS Psychometric Analysis & Research (PAR) group. PAR kept the files on secure servers. All staff members involved with the data adhered to the ETS Code of Ethics and the ETS Information Protection Policies to prevent any unauthorized access to data.

#### Student Confidentiality

To meet the requirements of the Every Student Succeeds Act, as well as state requirements, LEAs must collect demographic data about students’ ethnicity, disabilities, parent/guardian education, and so forth. ETS takes every precaution to prevent any of this information from becoming public or being used for anything other than testing purposes. These procedures are applied to all documents in which student demographic data appears, including reports and the pre-identification files and PPT Answer Books.

#### Student Test Results

##### Types of Results

The following deliverables are produced for reporting of the Initial ELPAC:

* Individual SSRs (electronic)
* Internet reports—available on a public web reporting site—aggregated by content area and state, county, LEA, or test site

##### Security of Results Files

ETS takes measures to protect files and reports that show students’ scores and performance levels on the Initial ELPAC. ETS is committed to safeguarding all secure information in its possession from unauthorized access, disclosure, modification, or destruction. ETS has strict information security policies in place to protect the confidentiality of both student and client data. ETS staff access to production databases is limited to personnel with a business need to access the data. User IDs for production systems must be person-specific or for systems use only.

ETS has implemented network controls for routers, gateways, switches, firewalls, network tier management, and network connectivity. Routers, gateways, and switches represent points of access between networks. However, these do not contain mass storage or represent points of vulnerability, particularly for unauthorized access or denial of service.

ETS has many facilities, policies, and procedures to protect computer files. Software and procedures such as firewalls, intrusion detection, and virus control are in place to provide for physical security, data security, and disaster recovery. ETS is certified in the BS 25999-2 standard for business continuity and conducts disaster recovery exercises annually. ETS routinely backs up all data to either disks through deduplication or to tapes, all of which are stored off site.

Access to the ETS Computer Processing Center is controlled by employee and visitor identification badges. The Center is secured by doors that can only be unlocked by the badges of personnel who have functional responsibilities within its secure perimeter. Authorized personnel accompany visitors to the ETS Computer Processing Center at all times. Extensive smoke detection and alarm systems, as well as a preaction fire-control system, are installed in the Center.

##### Security of Individual Results

ETS protects individual students’ results during the following events:

* Scoring
* Transfer of scores by means of secure data exchange
* Reporting
* Posting of aggregated data
* Storage

In addition to protecting the confidentiality of testing materials, ETS’ Code of Ethics further prohibits ETS employees from financial misuse, conflicts of interest, and unauthorized appropriation of ETS property and resources. Specific rules are also given to ETS employees and their immediate families who may be administered a test developed by ETS (e.g., the ELPAC). The ETS OTI verifies that these standards are followed throughout ETS. This verification is conducted, in part, by periodic on-site security audits of departments, with follow-up reports containing recommendations for improvement.

#### Security and Test Administration Incident Reporting System Process

Test security incidents, such as improprieties, irregularities, and breaches, are prohibited behaviors that give a student an unfair advantage or compromise the secure administration of the tests, which, in turn, compromises the reliability and validity of test results (CDE, 2021c). Whether intentional or unintentional, failure by staff or students to comply with security rules constitutes a test security incident. Test security incidents have impacts on scoring and affect students’ performance on the test.

LEA ELPAC coordinators and site ELPAC coordinators were to ensure that all test security and initial administration incidents were documented by following the prompts in TOMS that guided coordinators in their submittal. An Appeal is a request to reset, restore, reopen, or grant a grace period extension to a student’s test. For the Initial ELPAC, a Rescore Appeal is also available to remove scores entered in the THSS for the grades three through twelve Writing domain. If an Appeal to a student’s test was warranted, TOMS provided additional prompts to file the Appeal.

After a case was submitted, an email containing a case number and next steps was sent to the submitter (and to the LEA ELPAC coordinator, if the case was submitted by the site ELPAC coordinator). The STAIRS case in TOMS provided the LEA ELPAC coordinator, the CDE, and the CalTAC with the opportunity to interact and communicate regarding the STAIRS process (CDE, 2021c).

Prior to the assessment administration, ETS and the CDE agreed that the following types of STAIRS cases were also forwarded to the CDE:

* Student cheating or accessing unauthorized devices
* Security breach (where a student exposed secure materials)
* Student unable to review previous answers (20-minute pause rule for the computer adaptive test was exceeded)

Appeals requests were reviewed by the CDE. When a request to submit an Appeal was approved, the coordinator received a system-generated email with the Appeal type that was approved (CDE, 2021c).

Types of Appeals available during the 2020–2021 Initial ELPAC administration are described in table 3.2.

Table 3.2 Types of Appeals

|  |  |
| --- | --- |
| **Type of Appeal** | **Description** |
| Reset | Resetting a student’s initial assessment removed that assessment from the system and enables the student to start a new assessment from the beginning. |
| Re-open | Reopening an initial assessment allowed a student to access an assessment that had already been submitted or had expired. |
| Restore | Restoring an initial assessment returned an assessment from the Reset status to its prior status. This action could be performed only on tests that were reset previously. |
| Grace Period Extension | Permitting a grace period extension allowed the student to review previously answered questions upon logging back on to the assessment after expiration of the pause rule.  A grace period extension was granted only in cases where there was a disruption to a test session, such as a technical difficulty, fire drill, schoolwide power outage, earthquake, or other act beyond the control of the test examiner. |

##### Impropriety

A testing impropriety is an unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. An impropriety can be corrected and contained at a local level. An impropriety should be reported to the LEA ELPAC coordinator and site ELPAC coordinator immediately. The coordinator should report the incident within 24 hours, using the STAIRS/Appeals process in TOMS.

##### Irregularity

A testing irregularity is an unusual circumstance that impacts an individual or a group of students who are testing and may potentially affect student performance on the test or impact test security or test validity. These circumstances can be corrected and contained at the local level and submitted using the STAIRS/Appeals process in TOMS. An irregularity must be reported to the LEA ELPAC coordinator and site ELPAC coordinator immediately. The coordinator must report the irregularity within 24 hours, using the online STAIRS/‌Appeals process in TOMS.

##### Breach

A testing breach is an event that poses a threat to the validity of the test. Breaches require immediate attention; a breach that was due to social media exposure on the part of a student or adult or due to media coverage of an administration was to be escalated to CalTAC via telephone. Following the call, the CAASPP test site coordinator or LEA CAASPP coordinator must report the incident using the online STAIRS/Appeals process in TOMS within 24 hours. All other breaches were to be entered into STAIRS directly.

Examples may include such situations as a release of secure materials or a security or system risk. These circumstances have external implications for the CDE and may result in a decision to remove the test item(s) from the available secure bank.

##### Incident Reporting

If an incident occurred, the LEA ELPAC coordinator was instructed to enter the incident in STAIRS within 24 hours of the incident. Depending on the type of incident submitted, either TOMS prompted the user if an Appeal was to be filed after the STAIRS case was submitted; or the CDE or CalTAC would review the case to determine whether the testing issue required additional action by the LEA. Such additional actions could be instructions to retrain test examiners or provided guidance on how to address similar issues in the future.

The total count of incidents reported in STAIRS for the computer-based Initial ELPAC was 5,836. The number of STAIRS incidents that required an Appeal was 4,187. The most common Appeal type was Reset, and the second most common was Re-open. These counts include incidents that were in draft form, pending, or partially approved.

Table 3.3 provides the list of incident or issue types, the Appeal type associated with it, the number of incidents reported for that issue, and number of Statewide Student Identifiers (SSIDs) affected. The incidents involving Exposing Secure Materials or security breaches ranged from students and parents/guardians taking pictures of the testing device or test materials; to test examiners accidentally sharing the *DFAs* with parents/guardians; to test materials becoming lost at the school site because they were not kept in a secure, locked room. These counts exclude incidents that were in draft form, pending, or partially approved.

Table 3.3 Number and Types of Incidents Submitted in STAIRS

|  |  |  |  |
| --- | --- | --- | --- |
| **Description** | **Appeal Type** | **Number of Incidents** | **Total Number of SSIDs Submitted** |
| Accessibility Issue | Reset or No Appeal | 10 | 13 |
| Administered Incorrect Assessment | Reset or No Appeal | 834 | 1,350 |
| Administration Error | Reset or No Appeal | 45 | 66 |
| Data Entry Issue | Reset or Re-open or No Appeal | 1,191 | 1,844 |
| Expired or Accidentally Submitted Test or Domain | Re-open | 1,315 | 1,908 |
| Exposing Secure Materials | No Appeal | 60 | 0 |
| Hand Scoring Issue | Rescore | 0 | 0 |
| Incorrect Domain Exemption or Alternate Assessment | Reset or No Appeal | 92 | 94 |
| Incorrect SSID Used | Reset or No Appeal | 399 | 506 |
| Irregularity Flag submitted in error | No Appeal | 0 | 0 |
| Other Issues | No Appeal | 2 | 3 |
| Restore from Reset | Restore | 32 | 42 |
| Student Cheating or Accessing Unauthorized Devices | No Appeal | 37 | 37 |
| Student Disruption | No Appeal | 13 | 14 |
| Technical Issues | Grace Period Extension or Reset or No Appeal | 316 | 300 |
| Validity Issue | No Appeal | 15 | 15 |

Table 3.4 provides the counts of approved Appeals.

Table 3.4 Total Appeal Types Approved

|  |  |
| --- | --- |
| Appeal Type Approved | N Appeals |
| Reset | 2,627 |
| Re-open | 2,118 |
| Grace Period Extension | 29 |
| Restore | 30 |
| Rescore | 0 |

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### Appendix 3.A: Initial ELPAC Participation

Table 3.A.1 Initial ELPAC Assessment Participation—Kindergarten Through Grade Three

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Kindergarten: Number Registered | Kindergarten: Number Tested | Kindergarten: Percent Tested | Grade 1: Number Registered | Grade 1: Number Tested | Grade 1: Percent Tested | Grade 2: Number Registered | Grade 2: Number Tested | Grade 2: Percent Tested | Grade 3: Number Registered | Grade 3: Number Tested | Grade 3: Percent Tested |
| All | 125,386 | 123,857 | 99 | 5,803 | 5,606 | 97 | 3,341 | 3,236 | 97 | 3,024 | 2,894 | 96 |
| Male | 63,975 | 63,111 | 99 | 3,015 | 2,907 | 96 | 1,743 | 1,684 | 97 | 1,587 | 1,500 | 95 |
| Female | 61,404 | 60,740 | 99 | 2,786 | 2,697 | 97 | 1,597 | 1,551 | 97 | 1,436 | 1,393 | 97 |
| Nonbinary | 7 | 6 | 86 | 2 | 2 | 100 | 1 | 1 | 100 | 1 | 1 | 100 |
| American Indian or Alaska Native | 229 | 227 | 99 | 15 | 13 | 87 | 5 | 5 | 100 | 7 | 7 | 100 |
| Asian | 21,653 | 21,477 | 99 | 1,894 | 1,856 | 98 | 1,055 | 1,031 | 98 | 899 | 872 | 97 |
| Native Hawaiian or Other Pacific Islander | 264 | 258 | 98 | 35 | 35 | 100 | 18 | 17 | 94 | 22 | 20 | 91 |
| Filipino | 1,063 | 1,038 | 98 | 100 | 95 | 95 | 64 | 61 | 95 | 68 | 68 | 100 |
| Hispanic or Latino | 91,730 | 90,580 | 99 | 2,768 | 2,645 | 96 | 1,665 | 1,604 | 96 | 1,535 | 1,458 | 95 |
| Black or African American | 727 | 702 | 97 | 52 | 51 | 98 | 29 | 29 | 100 | 36 | 32 | 89 |
| White | 7,109 | 7,018 | 99 | 716 | 699 | 98 | 380 | 373 | 98 | 358 | 344 | 96 |
| Two or more races | 2,611 | 2,557 | 98 | 223 | 212 | 95 | 125 | 116 | 93 | 99 | 93 | 94 |
| Economically disadvantaged | 69,201 | 68,454 | 99 | 2,372 | 2,283 | 96 | 1,366 | 1,318 | 96 | 1,261 | 1,208 | 96 |
| Not economically disadvantaged | 56,185 | 55,403 | 99 | 3,431 | 3,323 | 97 | 1,975 | 1,918 | 97 | 1,763 | 1,686 | 96 |
| Calculated English Language Acquisition Status (ELAS): English learner (EL) | 101,360 | 101,360 | 100 | 3,978 | 3,978 | 100 | 2,266 | 2,266 | 100 | 2,281 | 2,281 | 100 |
| Calculated ELAS: Initial fluent English proficient (IFEP) | 22,497 | 22,497 | 100 | 1,628 | 1,628 | 100 | 970 | 970 | 100 | 613 | 613 | 100 |
| Calculated ELAS: Unknown | 1,529 | 0 | 0 | 197 | 0 | 0 | 105 | 0 | 0 | 130 | 0 | 0 |

Table 3.A.1 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Kindergarten: Number Registered | Kindergarten: Number Tested | Kindergarten: Percent Tested | Grade 1: Number Registered | Grade 1: Number Tested | Grade 1: Percent Tested | Grade 2: Number Registered | Grade 2: Number Tested | Grade 2: Percent Tested | Grade 3: Number Registered | Grade 3: Number Tested | Grade 3: Percent Tested |
| Migrant education | 2,277 | 2,252 | 99 | 104 | 102 | 98 | 63 | 62 | 98 | 67 | 65 | 97 |
| Not migrant education | 123,109 | 121,605 | 99 | 5,699 | 5,504 | 97 | 3,278 | 3,174 | 97 | 2,957 | 2,829 | 96 |
| Special education services | 12,203 | 11,882 | 97 | 279 | 253 | 91 | 111 | 103 | 93 | 87 | 72 | 83 |
| Special education services with alternate assessments | 585 | 581 | 99 | 38 | 38 | 100 | 12 | 12 | 100 | 4 | 4 | 100 |
| No special education services | 113,183 | 111,975 | 99 | 5,524 | 5,353 | 97 | 3,230 | 3,133 | 97 | 2,937 | 2,822 | 96 |
| Using accommodations | 112 | 112 | 100 | 3 | 3 | 100 | 2 | 2 | 100 | 1 | 1 | 100 |
| Not using accommodations | 123,167 | 123,167 | 100 | 5,565 | 5,565 | 100 | 3,221 | 3,221 | 100 | 2,889 | 2,889 | 100 |
| Military | 581 | 574 | 99 | 62 | 60 | 97 | 38 | 38 | 100 | 32 | 30 | 94 |
| Not military | 124,805 | 123,283 | 99 | 5,741 | 5,546 | 97 | 3,303 | 3,198 | 97 | 2,992 | 2,864 | 96 |
| Homeless | 3,658 | 3,608 | 99 | 286 | 273 | 95 | 169 | 164 | 97 | 181 | 174 | 96 |
| Not homeless | 121,728 | 120,249 | 99 | 5,517 | 5,333 | 97 | 3,172 | 3,072 | 97 | 2,843 | 2,720 | 96 |

Table 3.A.2 Initial ELPAC Assessment Participation—Grade Four Through Grade Six

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Grade 4: Number Registered | Grade 4: Number Tested | Grade 4: Percent Tested | Grade 5: Number Registered | Grade 5: Number Tested | Grade 5: Percent Tested | Grade 6: Number Registered | Grade 6: Number Tested | Grade 6: Percent Tested |
| All | 2,606 | 2,508 | 96 | 2,324 | 2,245 | 97 | 2,329 | 2,240 | 96 |
| Male | 1,364 | 1,310 | 96 | 1,127 | 1,092 | 97 | 1,172 | 1,132 | 97 |
| Female | 1,242 | 1,198 | 96 | 1,197 | 1,153 | 96 | 1,157 | 1,108 | 96 |
| Nonbinary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 5 | 5 | 100 | 3 | 3 | 100 | 3 | 3 | 100 |
| Asian | 731 | 711 | 97 | 624 | 607 | 97 | 590 | 579 | 98 |
| Native Hawaiian or Other Pacific Islander | 15 | 15 | 100 | 17 | 16 | 94 | 14 | 11 | 79 |
| Filipino | 71 | 68 | 96 | 67 | 66 | 99 | 66 | 65 | 98 |
| Hispanic or Latino | 1,388 | 1,328 | 96 | 1,252 | 1,200 | 96 | 1,282 | 1,223 | 95 |
| Black or African American | 40 | 36 | 90 | 27 | 26 | 96 | 21 | 20 | 95 |
| White | 274 | 268 | 98 | 258 | 255 | 99 | 254 | 248 | 98 |
| Two or more races | 82 | 77 | 94 | 76 | 72 | 95 | 99 | 91 | 92 |
| Economically disadvantaged | 1,119 | 1,082 | 97 | 1,022 | 999 | 98 | 1,056 | 1,016 | 96 |
| Not economically disadvantaged | 1,487 | 1,426 | 96 | 1,302 | 1,246 | 96 | 1,273 | 1,224 | 96 |
| Calculated ELAS: EL | 1,813 | 1,813 | 100 | 1,512 | 1,512 | 100 | 1,566 | 1,566 | 100 |
| Calculated ELAS: IFEP | 695 | 695 | 100 | 733 | 733 | 100 | 674 | 674 | 100 |
| Calculated ELAS: Unknown | 98 | 0 | 0 | 79 | 0 | 0 | 89 | 0 | 0 |
| Migrant education | 68 | 68 | 100 | 58 | 56 | 97 | 62 | 60 | 97 |
| Not migrant education | 2,538 | 2,440 | 96 | 2,266 | 2,189 | 97 | 2,267 | 2,180 | 96 |
| Special education services | 79 | 72 | 91 | 80 | 69 | 86 | 71 | 64 | 90 |
| Special education services with alternate assessments | 9 | 9 | 100 | 9 | 9 | 100 | 11 | 11 | 100 |
| No special education services | 2,527 | 2,436 | 96 | 2,244 | 2,176 | 97 | 2,258 | 2,176 | 96 |

Table 3.A.2 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Grade 4: Number Registered | Grade 4: Number Tested | Grade 4: Percent Tested | Grade 5: Number Registered | Grade 5: Number Tested | Grade 5: Percent Tested | Grade 6: Number Registered | Grade 6: Number Tested | Grade 6: Percent Tested |
| Using accommodations | 1 | 1 | 100 | 0 | 0 | 0 | 1 | 1 | 100 |
| Not using accommodations | 2,498 | 2,498 | 100 | 2,236 | 2,236 | 100 | 2,227 | 2,227 | 100 |
| Military | 30 | 30 | 100 | 19 | 19 | 100 | 27 | 27 | 100 |
| Not military | 2,576 | 2,478 | 96 | 2,305 | 2,226 | 97 | 2,302 | 2,213 | 96 |
| Homeless | 168 | 164 | 98 | 128 | 125 | 98 | 128 | 117 | 91 |
| Not homeless | 2,438 | 2,344 | 96 | 2,196 | 2,120 | 97 | 2,201 | 2,123 | 96 |

Table 3.A.3 Initial ELPAC Assessment Participation—Grade Seven Through Grade Nine

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Grade 7: Number Registered | Grade 7: Number Tested | Grade 7: Percent Tested | Grade 8: Number Registered | Grade 8: Number Tested | Grade 8: Percent Tested | Grade 9: Number Registered | Grade 9: Number Tested | Grade 9: Percent Tested |
| All | 2,301 | 2,209 | 96 | 2,014 | 1,960 | 97 | 4,145 | 3,914 | 94 |
| Male | 1,184 | 1,132 | 96 | 1,030 | 1,004 | 97 | 2,220 | 2,087 | 94 |
| Female | 1,116 | 1,076 | 96 | 984 | 956 | 97 | 1,921 | 1,824 | 95 |
| Nonbinary | 1 | 1 | 100 | 0 | 0 | 0 | 4 | 3 | 75 |
| American Indian or Alaska Native | 1 | 1 | 100 | 3 | 3 | 100 | 5 | 4 | 80 |
| Asian | 523 | 503 | 96 | 458 | 452 | 99 | 720 | 701 | 97 |
| Native Hawaiian or Other Pacific Islander | 17 | 16 | 94 | 17 | 16 | 94 | 15 | 15 | 100 |
| Filipino | 89 | 88 | 99 | 74 | 73 | 99 | 139 | 135 | 97 |
| Hispanic or Latino | 1,322 | 1,267 | 96 | 1,202 | 1,165 | 97 | 2,752 | 2,590 | 94 |
| Black or African American | 20 | 18 | 90 | 23 | 21 | 91 | 35 | 33 | 94 |
| White | 250 | 240 | 96 | 182 | 181 | 99 | 326 | 312 | 96 |
| Two or more races | 79 | 76 | 96 | 55 | 49 | 89 | 153 | 124 | 81 |
| Economically disadvantaged | 1,083 | 1,044 | 96 | 994 | 963 | 97 | 1,692 | 1,591 | 94 |
| Not economically disadvantaged | 1,218 | 1,165 | 96 | 1,020 | 997 | 98 | 2,453 | 2,323 | 95 |
| Calculated ELAS: EL | 1,589 | 1,589 | 100 | 1,381 | 1,381 | 100 | 2,859 | 2,859 | 100 |
| Calculated ELAS: IFEP | 620 | 620 | 100 | 579 | 579 | 100 | 1,055 | 1,055 | 100 |
| Calculated ELAS: Unknown | 92 | 0 | 0 | 54 | 0 | 0 | 231 | 0 | 0 |
| Migrant education | 52 | 51 | 98 | 43 | 39 | 91 | 95 | 89 | 94 |
| Not migrant education | 2,249 | 2,158 | 96 | 1,971 | 1,921 | 97 | 4,050 | 3,825 | 94 |
| Special education services | 51 | 49 | 96 | 61 | 57 | 93 | 80 | 72 | 90 |
| Special education services with alternate assessments | 11 | 11 | 100 | 15 | 15 | 100 | 18 | 18 | 100 |
| No special education services | 2,250 | 2,160 | 96 | 1,953 | 1,903 | 97 | 4,065 | 3,842 | 95 |

Table 3.A.3 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Grade 7: Number Registered | Grade 7: Number Tested | Grade 7: Percent Tested | Grade 8: Number Registered | Grade 8: Number Tested | Grade 8: Percent Tested | Grade 9: Number Registered | Grade 9: Number Tested | Grade 9: Percent Tested |
| Using accommodations | 3 | 3 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not using accommodations | 2,195 | 2,195 | 100 | 1,944 | 1,944 | 100 | 3,898 | 3,898 | 100 |
| Military | 17 | 16 | 94 | 18 | 18 | 100 | 29 | 29 | 100 |
| Not military | 2,284 | 2,193 | 96 | 1,996 | 1,942 | 97 | 4,116 | 3,885 | 94 |
| Homeless | 162 | 157 | 97 | 148 | 146 | 99 | 180 | 171 | 95 |
| Not homeless | 2,139 | 2,052 | 96 | 1,866 | 1,814 | 97 | 3,965 | 3,743 | 94 |

Table 3.A.4 Initial ELPAC Assessment Participation—Grade Ten Through Grade Twelve

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Grade 10: Number Registered | Grade 10: Number Tested | Grade 10: Percent Tested | Grade 11: Number Registered | Grade 11: Number Tested | Grade 11: Percent Tested | Grade 12: Number Registered | Grade 12: Number Tested | Grade 12: Percent Tested |
| All | 2,555 | 2,397 | 94 | 1,953 | 1,849 | 95 | 1,176 | 1,135 | 97 |
| Male | 1,367 | 1,274 | 93 | 1,041 | 985 | 95 | 593 | 572 | 96 |
| Female | 1,188 | 1,123 | 95 | 911 | 864 | 95 | 583 | 563 | 97 |
| Nonbinary | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 6 | 6 | 100 | 6 | 6 | 100 | 3 | 2 | 67 |
| Asian | 434 | 420 | 97 | 360 | 356 | 99 | 239 | 233 | 97 |
| Native Hawaiian or Other Pacific Islander | 13 | 13 | 100 | 7 | 5 | 71 | 10 | 10 | 100 |
| Filipino | 94 | 92 | 98 | 82 | 81 | 99 | 51 | 49 | 96 |
| Hispanic or Latino | 1,688 | 1,559 | 92 | 1,231 | 1,144 | 93 | 643 | 618 | 96 |
| Black or African American | 25 | 22 | 88 | 17 | 16 | 94 | 14 | 14 | 100 |
| White | 224 | 216 | 96 | 180 | 174 | 97 | 171 | 165 | 96 |
| Two or more races | 71 | 69 | 97 | 70 | 67 | 96 | 45 | 44 | 98 |
| Economically disadvantaged | 1,197 | 1,120 | 94 | 978 | 924 | 94 | 579 | 555 | 96 |
| Not economically disadvantaged | 1,358 | 1,277 | 94 | 975 | 925 | 95 | 597 | 580 | 97 |
| Calculated ELAS: EL | 1,782 | 1,782 | 100 | 1,304 | 1,304 | 100 | 731 | 731 | 100 |
| Calculated ELAS: IFEP | 615 | 615 | 100 | 545 | 545 | 100 | 404 | 404 | 100 |
| Calculated ELAS: Unknown | 158 | 0 | 0 | 104 | 0 | 0 | 41 | 0 | 0 |
| Migrant education | 58 | 56 | 97 | 38 | 36 | 95 | 16 | 15 | 94 |
| Not migrant education | 2,497 | 2,341 | 94 | 1,915 | 1,813 | 95 | 1,160 | 1,120 | 97 |
| Special education services | 60 | 49 | 82 | 49 | 42 | 86 | 79 | 67 | 85 |
| Special education services with alternate assessments | 21 | 21 | 100 | 17 | 17 | 100 | 49 | 49 | 100 |
| No special education services | 2,495 | 2,348 | 94 | 1,904 | 1,807 | 95 | 1,097 | 1,068 | 97 |

Table 3.A.4 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Grade 10: Number Registered | Grade 10: Number Tested | Grade 10: Percent Tested | Grade 11: Number Registered | Grade 11: Number Tested | Grade 11: Percent Tested | Grade 12: Number Registered | Grade 12: Number Tested | Grade 12: Percent Tested |
| Using accommodations | 1 | 1 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Not using accommodations | 2,377 | 2,377 | 100 | 1,831 | 1,831 | 100 | 1,086 | 1,086 | 100 |
| Military | 24 | 22 | 92 | 20 | 20 | 100 | 17 | 17 | 100 |
| Not military | 2,531 | 2,375 | 94 | 1,933 | 1,829 | 95 | 1,159 | 1,118 | 96 |
| Homeless | 140 | 128 | 91 | 123 | 116 | 94 | 68 | 68 | 100 |
| Not homeless | 2,415 | 2,269 | 94 | 1,830 | 1,733 | 95 | 1,108 | 1,067 | 96 |

### Appendix 3.B: Assigned Accommodations and Usage

**Note:** In table 3.B.1, accommodations and designated supports assigned to students in kindergarten through grade two can apply to all domains and all modes of delivery (computer-based and paper–pencil testing when applicable) because accessibility resources were assigned at the assessment level.

Table 3.B.1 2020–2021 Initial ELPAC Assignment and Usage of Accommodations (ACC) and Designated Supports (DS) by Grade Level or Grade Span

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Domain | Resource Type | Accommodation or Designated Support | Students Assigned | Students Used |
| Kindergarten | Listening | ACC | Embedded American Sign Language | 6 | 0 |
| Kindergarten | Listening | ACC | Embedded Audio Transcript | 3 | 0 |
| Kindergarten | Listening | ACC | Embedded Text-to-Speech (English TTS) | 27 | 0 |
| Kindergarten | Listening | DS | Embedded Masking | 36 | 0 |
| Kindergarten | Listening | DS | Non-embedded Print-on-Demand | 0 | 0 |
| Kindergarten | Speaking | ACC | Embedded American Sign Language | 6 | 0 |
| Kindergarten | Speaking | ACC | Embedded Audio Transcript | 2 | 0 |
| Kindergarten | Speaking | ACC | Embedded Text-to-Speech (English TTS) | 29 | 0 |
| Kindergarten | Speaking | DS | Embedded Masking | 24 | 0 |
| Kindergarten | Speaking | DS | Non-embedded Print-on-Demand | 0 | 0 |
| Kindergarten | Reading | ACC | Embedded Audio Transcript | 3 | 0 |
| Kindergarten | Reading | DS | Embedded Masking | 33 | 4 |
| Kindergarten | Reading | DS | Non-embedded Print-on-Demand | 0 | 0 |
| Kindergarten | Writing | ACC | Embedded Audio Transcript | 0 | 0 |
| Kindergarten | Writing | ACC | Embedded Text-to-Speech (English TTS) | 29 | 0 |
| Kindergarten | Writing | DS | Embedded Masking | 0 | 0 |
| Kindergarten | Writing | DS | Non-embedded Print-on-Demand | 0 | 0 |
| 1 | Listening | ACC | Embedded American Sign Language | 0 | 0 |
| 1 | Listening | ACC | Embedded Audio Transcript | 0 | 0 |
| 1 | Listening | ACC | Embedded Text-to-Speech (English TTS) | 0 | 0 |
| 1 | Listening | DS | Embedded Masking | 0 | 0 |
| 1 | Listening | DS | Non-embedded Print-on-Demand | 0 | 0 |

Table 3.B.1 *(continuation one)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Domain | Resource Type | Accommodation or Designated Support | Students Assigned | Students Used |
| 1 | Speaking | ACC | Embedded American Sign Language | 0 | 0 |
| 1 | Speaking | ACC | Embedded Audio Transcript | 0 | 0 |
| 1 | Speaking | ACC | Embedded Text-to-Speech (English TTS) | 0 | 0 |
| 1 | Speaking | DS | Embedded Masking | 0 | 0 |
| 1 | Speaking | DS | Non-embedded Print-on-Demand | 0 | 0 |
| 1 | Reading | ACC | Embedded Audio Transcript | 0 | 0 |
| 1 | Reading | DS | Embedded Masking | 0 | 0 |
| 1 | Reading | DS | Non-embedded Print-on-Demand | 0 | 0 |
| 1 | Writing | ACC | Embedded Audio Transcript | 0 | 0 |
| 1 | Writing | ACC | Embedded Text-to-Speech (English TTS) | 0 | 0 |
| 1 | Writing | DS | Embedded Masking | 0 | 0 |
| 1 | Writing | DS | Non-embedded Print-on-Demand | 0 | 0 |
| 2 | Listening | ACC | Embedded American Sign Language | 0 | 0 |
| 2 | Listening | ACC | Embedded Audio Transcript | 0 | 0 |
| 2 | Listening | ACC | Embedded Text-to-Speech (English TTS) | 2 | 0 |
| 2 | Listening | DS | Embedded Masking | 0 | 0 |
| 2 | Listening | DS | Non-embedded Print-on-Demand | 0 | 0 |
| 2 | Speaking | ACC | Embedded American Sign Language | 0 | 0 |
| 2 | Speaking | ACC | Embedded Audio Transcript | 0 | 0 |
| 2 | Speaking | ACC | Embedded Text-to-Speech (English TTS) | 2 | 0 |
| 2 | Speaking | DS | Embedded Masking | 0 | 0 |
| 2 | Speaking | DS | Non-embedded Print-on-Demand | 0 | 0 |
| 2 | Reading | ACC | Embedded Audio Transcript | 0 | 0 |
| 2 | Reading | DS | Embedded Masking | 0 | 0 |
| 2 | Reading | DS | Non-embedded Print-on-Demand | 0 | 0 |

Table 3.B.1 *(continuation two)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Domain | Resource Type | Accommodation or Designated Support | Students Assigned | Students Used |
| 2 | Writing | ACC | Embedded Audio Transcript | 0 | 0 |
| 2 | Writing | ACC | Embedded Text-to-Speech (English TTS) | 2 | 0 |
| 2 | Writing | DS | Embedded Masking | 0 | 0 |
| 2 | Writing | DS | Non-embedded Print-on-Demand | 0 | 0 |
| 3–5 | Listening | ACC | Embedded American Sign Language | 0 | 0 |
| 3–5 | Listening | ACC | Embedded Audio Transcript | 0 | 0 |
| 3–5 | Listening | ACC | Embedded Text-to-Speech (English TTS) | 1 | 0 |
| 3–5 | Listening | DS | Embedded Masking | 2 | 0 |
| 3–5 | Listening | DS | Non-embedded Print-on-Demand | 0 | 0 |
| 3–5 | Speaking | ACC | Embedded American Sign Language | 0 | 0 |
| 3–5 | Speaking | ACC | Embedded Audio Transcript | 0 | 0 |
| 3–5 | Speaking | ACC | Embedded Text-to-Speech (English TTS) | 1 | 0 |
| 3–5 | Speaking | DS | Embedded Masking | 2 | 0 |
| 3–5 | Speaking | DS | Non-embedded Print-on-Demand | 0 | 0 |
| 3–5 | Reading | ACC | Embedded Audio Transcript | 0 | 0 |
| 3–5 | Reading | DS | Embedded Masking | 2 | 0 |
| 3–5 | Reading | DS | Non-embedded Print-on-Demand | 0 | 0 |
| 3–5 | Writing | ACC | Embedded Audio Transcript | 0 | 0 |
| 3–5 | Writing | ACC | Embedded Text-to-Speech (English TTS) | 1 | 0 |
| 3–5 | Writing | DS | Embedded Masking | 3 | 0 |
| 3–5 | Writing | DS | Non-embedded Print-on-Demand | 0 | 0 |
| 6–8 | Listening | ACC | Embedded American Sign Language | 0 | 0 |
| 6–8 | Listening | ACC | Embedded Audio Transcript | 0 | 0 |
| 6–8 | Listening | ACC | Embedded Text-to-Speech (English TTS) | 3 | 0 |
| 6–8 | Listening | DS | Embedded Masking | 0 | 0 |
| 6–8 | Listening | DS | Non-embedded Print-on-Demand | 0 | 0 |

Table 3.B.1 *(continuation three)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Domain | Resource Type | Accommodation or Designated Support | Students Assigned | Students Used |
| 6–8 | Speaking | ACC | Embedded American Sign Language | 0 | 0 |
| 6–8 | Speaking | ACC | Embedded Audio Transcript | 0 | 0 |
| 6–8 | Speaking | ACC | Embedded Text-to-Speech (English TTS) | 3 | 0 |
| 6–8 | Speaking | DS | Embedded Masking | 0 | 0 |
| 6–8 | Speaking | DS | Non-embedded Print-on-Demand | 0 | 0 |
| 6–8 | Reading | ACC | Embedded Audio Transcript | 0 | 0 |
| 6–8 | Reading | DS | Embedded Masking | 0 | 0 |
| 6–8 | Reading | DS | Non-embedded Print-on-Demand | 0 | 0 |
| 6–8 | Writing | ACC | Embedded Audio Transcript | 0 | 0 |
| 6–8 | Writing | ACC | Embedded Text-to-Speech (English TTS) | 3 | 1 |
| 6–8 | Writing | DS | Embedded Masking | 0 | 0 |
| 6–8 | Writing | DS | Non-embedded Print-on-Demand | 0 | 0 |
| 9–12 | Listening | ACC | Embedded American Sign Language | 0 | 0 |
| 9–12 | Listening | ACC | Embedded Audio Transcript | 0 | 0 |
| 9–12 | Listening | ACC | Embedded Text-to-Speech (English TTS) | 1 | 0 |
| 9–12 | Listening | DS | Embedded Masking | 4 | 0 |
| 9–12 | Listening | DS | Non-embedded Print-on-Demand | 0 | 0 |
| 9–12 | Speaking | ACC | Embedded American Sign Language | 0 | 0 |
| 9–12 | Speaking | ACC | Embedded Audio Transcript | 0 | 0 |
| 9–12 | Speaking | ACC | Embedded Text-to-Speech (English TTS) | 1 | 0 |
| 9–12 | Speaking | DS | Embedded Masking | 4 | 0 |
| 9–12 | Speaking | DS | Non-embedded Print-on-Demand | 0 | 0 |
| 9–12 | Reading | ACC | Embedded Audio Transcript | 0 | 0 |
| 9–12 | Reading | DS | Embedded Masking | 5 | 1 |
| 9–12 | Reading | DS | Non-embedded Print-on-Demand | 0 | 0 |

Table 3.B.1 *(continuation four)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Domain | Resource Type | Accommodation or Designated Support | Students Assigned | Students Used |
| 9–12 | Writing | ACC | Embedded Audio Transcript | 0 | 0 |
| 9–12 | Writing | ACC | Embedded Text-to-Speech (English TTS) | 1 | 0 |
| 9–12 | Writing | DS | Embedded Masking | 5 | 0 |
| 9–12 | Writing | DS | Non-embedded Print-on-Demand | 0 | 0 |

## Scoring and Reporting

The purpose of this chapter is to describe the work performed to develop score reporting procedures for the Initial English Language Proficiency Assessments for California (ELPAC). The chapter summarizes scoring at the item level, including the types of scoring approaches that are used for each type of item in the Initial ELPAC and the approach implemented to produce student scores. This chapter also describes scores reported at the individual student level and various reports that are generated.

With the transition to computer-based administration, Initial ELPAC local scoring was performed only for the Speaking and Writing domains—the Listening and Reading domains were machine-scored in the test delivery system (TDS). All domain scores were merged to produce the Initial ELPAC Student Score Report (SSR). Student Writing scores from the Rotating Score Validation Process (RSVP) were used only for local educational agency (LEA) and ETS score comparison purposes. A subset of Speaking responses received a second rating from ETS raters; these were used in combination with the scores provided by local test examiners to evaluate the interrater reliability.

### Scoring for Constructed-Response Items

The Initial ELPAC was administered on an as-needed basis. When a student first enrolled in a California public school, the student’s parent/guardian completed a home language survey, which assisted the LEA with determining the student’s primary language. Students whose primary language was other than English or American Sign Language were administered the state’s English language proficiency assessment to determine their English proficiency. What follows is the sequence of events that occurred once it was determined that a student’s primary language was neither English nor American Sign Language:

1. The LEA assigned the student an English language acquisition status (ELAS) of To Be Determined (TBD) in the local student information system (SIS).
2. The SIS sent the information to the California Longitudinal Pupil Achievement Data System (CALPADS).
3. In its nightly data exchange, the Test Operations Management System (TOMS) updated the student’s ELAS with the data received from CALPADS.
4. TOMS registered eligible students—those who met the ELAS, primary language, and age criteria—to take the Initial ELPAC.
5. A test examiner administered the Initial ELPAC to students.

Because of the requirement that LEAs test and then notify the parents/guardians of the results of the Initial ELPAC within 30 calendar days of the student’s first day of enrollment3F,[[4]](#footnote-5) LEAs locally produced official scores based on directions provided in the *Directions for Administration (DFAs).* The Speaking domain was scored by test examiners “in the moment,” as was done with the Speaking items in the Summative ELPAC. The Writing domain was scored locally by test examiners using the rubrics and anchor samples provided in the *DFAs.* All local scores were entered into the Data Entry Interface (DEI) for Speaking in kindergarten through grade twelve and Writing in kindergarten through grade two (K–2). The Teacher Hand Scoring System (THSS) was used for scoring for Writing in grades three through twelve.

#### Training

There were separate Summative ELPAC and Initial ELPAC trainings planned, including 16 in-person statewide trainings scheduled between April and May 2020 for the 2020–‍2021 Initial ELPAC. These trainings included updated training videos, audio samples for Speaking, and the Moodle Training Site (Moodle); Moodle is a free, learning-management, open-source software. However, one of the impacts of the novel coronavirus disease 2019 pandemic was that all in-person trainings were canceled in March 2020. The California Department of Education (CDE) announced in July 2020 that all trainings would be conducted virtually through June 2021.

In the meantime, the ELPAC Administration and Scoring Training (AST) training team created a complete virtual training model for the 2020–2021 administration of the Initial ELPAC. Prior to the announcement that all training would be virtual, the Sacramento County Office of Education (SCOE) had reserved locations for 16 spring trainings and four makeup training sessions statewide. All reservations and facility agreements were cancelled and a new training plan with virtual requirements was developed. LEAs were informed in March 2020 that all in-person‑ trainings were canceled and, to meet the training requirement for administration and scoring, new virtual training modules would be created and posted in Moodle. SCOE began filming portions of the in-person training that could be accessed online. The AST in Moodle debuted on May 1, 2020.

Every LEA in California was required to complete the online LEA Certification course in Moodle for the Initial ELPAC 2020–2021 AST. The LEA ELPAC coordinator, or a designee, was responsible for overseeing test examiners’ calibration progress.

The Moodle Training Site was developed as a restricted site that could be accessed only by LEA ELPAC coordinators, LEA lead trainers, ELPAC test examiners, and others requiring general training in ELPAC administration. The site contained all resources needed to conduct a training, such as training presentations, along with the presenters’ scripts. The high-level changes and enhancements for training for the 2020–‍2021 Initial ELPAC were as follows:

* All LEA ELPAC coordinators were expected to complete, or designate staff to complete, the LEA Certification training requirement online in Moodle.
* All Moodle training and calibration quizzes were enhanced to include anchor samples, item stems, and pictures.
* A new virtual training was created and launched.
* New videos and modules were created to replace in-person training.

##### Local Educational Agency Certification of Administration and Scoring Training Requirement

All LEAs in California were required to complete, or designate staff to complete, the LEA Certification requirement online through Moodle instead of sending a trainer to the all-day, CDE-sponsored, statewide 2020–2021 Initial ELPAC AST, which used the “training-of-trainers” model. The goals of the 2020–2021 Initial ELPAC AST were as follows:

1. Standardize the administration of the ELPAC for all domains (i.e., Listening, Speaking, Reading, and Writing)
2. Train test examiners to score the Speaking and Writing items accurately and reliably
3. Train LEA trainers to train other qualified persons locally to administer and score the Initial ELPAC

Two certification courses were created. An LEA representative needed to complete only the one course that best represented the LEA. SCOE tracked LEA completion status.

1. **LEA Certification (kindergarten through grade twelve):** For the LEA ELPAC coordinator or a designee training in an LEA with kindergarten through grade twelve (K–12) (the person or people who would have attended the statewide in-person training)
2. **LEA Certification (grades six through twelve):** For the LEA ELPAC coordinator or a designee training in an LEA with grades six through twelve (the person or people who would have attended the statewide in-person training)

Table 4.1 shows the number of certificates issued for each certification course. The certificates-issued count is a duplicated count by LEA, as multiple people from an LEA may have completed certification.

Table 4.1 LEA Certification Counts

|  |  |
| --- | --- |
| LEA Certification Course | Number of Certificates Issued |
| K–12 Certification | 1,882 |
| Grades 6–12 Certification | 360 |

Some LEAs had a Memorandum of Understanding (MOU) with another LEA to administer the Initial ELPAC and were, therefore, not required to complete the training. The total number of LEAs that completed the certification course or had an MOU was 1,773.

As part of the effort to ensure LEAs were completing training, an online training verification form was created in August 2020 using Alchemer, a third-party, web-based survey tool, to give the LEAs an opportunity to provide their status of completing the training. Seven hundred fifty-four responses were received from August to November, mostly indicating that training would be, or had been, completed. In November 2020, the CDE was provided with a list of the 174 LEAs that had still not completed training, and 5 had students with an ELAS of TBD.

The online LEA certification training in Moodle covered the test administration of all grade levels and grade spans and all domains. The training focused primarily on the Writing scoring because the Summative ELPAC training in the previous fall had focused on Speaking. To complete LEA certification, for an LEA coordinator or designee, the certification course contained the following seven videos:

1. Introduction and Overview
2. Test Administration
3. After Testing
4. K–2 Administration (modeling an administration of the Writing tasks for K–2)
5. Writing—Describe a Picture, Grades 3–5
6. Writing—Justify an Opinion
7. Writing—Write About an Experience

##### Local Educational Agency Groups and Monitoring Test Examiner Calibration

Each LEA has a unique user group within the Moodle Training Site, with each LEA being issued a unique enrollment key for each of the training courses. An LEA ELPAC coordinator can designate ELPAC trainers within the site and request that trainers have access to view reports and monitor the completion of test examiners.

The LEA ELPAC coordinator, or a designee, was responsible for overseeing test examiners’ calibration progress and completion. Test examiners were emailed a certificate of completion upon successfully completing and passing calibration, which they were expected to email to their LEA ELPAC coordinator. LEA ELPAC coordinators could also monitor test examiners’ progress in the Activity Completion Report and Grade Book in Moodle.

Table 4.2 shows the number of test examiners statewide that accessed the courses.

Table 4.2 Moodle Course Access Counts

|  |  |
| --- | --- |
| Course | Number of Certificates Issued |
| Initial Trainer’s Course | 1,453 |
| Initial Test Examiner’s Course | 8,498 |
| Initial Downloads Course | 1,031 |

##### Agenda

What follows is the organization for the Moodle site:

* Section 1—Introduction and Test Administration
* Introduction and Overview Video
* Test Administration Video
* Speaking Overview Video
* Section 2—Talk About a Scene
* Section 3—Speaking: Support an Opinion (kindergarten)
* Section 4—Speaking: Retell a Narrative (K–2)
* Section 5—Kindergarten and Grade One Administration of Listening, Reading, and Writing
* Section 6—Writing Overview and Writing: Letters (K–2)
* Section 7—Writing: Words (kindergarten and grades one and two)
* Section 8—Writing: Independent Sentences (grades one and two)
* Section 9—Speaking: Speech Functions (grades three through twelve)
* Section 10—Speaking: Summarize an Academic Presentation (grades one through twelve)
* Section 11—Writing: Describe a Picture (grades three through five)
* Section 12—Writing: Justify an Opinion (grades three through twelve)
* Section 13—Writing: Write About an Experience (grades six through twelve)

##### Availability of Materials on the Moodle Training Site

The ELPAC Moodle Training Site provided a password-protected, online platform where course materials were developed and made available to LEA trainers and test examiners. The Moodle site provided California LEAs with the necessary training resources to train the test examiners who score the ELPAC as well as administration staff.

An impact of the cancellation of the in-person trainings was that hard-copy training binders were not given to participants. Instead, SCOE shipped one printed copy of the Initial ELPAC training binder to each LEA ELPAC coordinator, starting at the end of April 2020. As most LEAs had staff working remotely, the CDE allowed SCOE to mail training materials to addresses provided by the LEA ELPAC coordinator. The training binder was also available for download as a PDF file on the secure Moodle site.

Administration training videos, training presentations, and scripts were posted on Moodle for LEA trainers to use for their local training of test examiners. The training materials focused on scoring the Speaking and Writing task types. Scoring rubrics and training and calibration quizzes for Speaking and Writing scoring were also available.

LEA trainers downloaded materials to prepare for their training sessions and shared access to the site with the test examiners within the LEA. Test examiners used the site to review training materials and to calibrate in preparation for Speaking and Writing scoring. For remote testing, additional materials such as the remote testing addenda and PDF versions of the K–2 Writing Answer Books were also posted in Moodle for test examiners to access.

To access the ELPAC Moodle site for 2020–2021 Initial ELPAC training materials, LEA users required individual user accounts. Each LEA had its own district group. To monitor scoring calibration, the LEA ELPAC coordinator was issued a unique enrollment key for the training course and could view the results of the quizzes taken by test examiners.

##### Training Materials

Training materials are described in the next subsections.

###### Training Binders

An Initial ELPAC AST binder was provided to LEAs; materials included the following:

* **Section 1: Introduction and Test Administration**
* Overview of the program
* Contact information
* Test administration
* Scoring the Initial ELPAC and using the Local Scoring Tool
* Rubrics, alignment to the standards cards
* Preparing and training test examiners, including the Moodle Training Site
* **Section 2: *Talk About a Scene*—Kindergarten–Grade 12**
* Prompting and scoring guidelines
* Rubrics
* Each scene for each grade level and grade span
* Test questions and anchor charts
* **Section 3: Speaking*—Support an Opinion*—Kindergarten**
* Prompting and scoring guidelines
* Rubric
* Anchors, with 24 audio tracks as samples for training and calibration
* **Section 4: Speaking—*Retell a Narrative*—Grades K–2**
* Prompting and scoring guidelines
* Rubric
* Anchors, with more than 72 audio tracks as samples for training and calibration
* **Section 5: Kindergarten Administration**
* Presentation
* Testing materials
* **Section 6: Writing Letters—Kindergarten–Grade 2**
* Rubrics
* Test questions and anchor samples
* **Section 7: Writing Words—Kindergarten–Grade 2**
* Rubrics
* Test questions with anchor and training student writing samples
* **Section 8: Writing Independent Sentences—Grades 1–2**
* Rubrics
* Test questions with anchor student writing samples; and training and calibration student writing samples
* **Section 9: Speaking—*Speech Functions*—Grades 3–12**
* Prompting and scoring guidelines
* Rubric
* Anchors, with over 88 audio tracks as samples for training and calibration
* **Section 10: Speaking—*Summarize an Academic Presentation*—Grades 1–12**
* Prompting and scoring guidelines
* Rubrics
* Anchors, with more than 120 audio tracks as samples for training and calibration
* **Section 11—Writing—*Describe a Picture*—Grades 3–5**
* Rubrics
* Test questions with anchor student writing samples; and training and calibration student writing samples
* **Section 12—Writing—*Justify an Opinion*—Grades 3–12**
* Rubrics
* Test questions with anchor student writing samples; and training and calibration student writing samples
* **Section 13—*Write About an Experience*—Grades 6–12**
* Rubrics
* Test questions with anchor student writing samples; and training and calibration student writing samples
* **Section 14—After Testing**

###### Training Videos

Sixteen test administration videos were created and presented for the virtual online training; seven of those videos were brand new to support new virtual training. Videos used are listed in table 4.3.

Table 4.3 Available Scoring Training Videos

|  |  |
| --- | --- |
| **Video Topic** | **Description** |
| **K–2 Administration** | The narrated video captured a student in kindergarten or grade one being administered the ELPAC one-on-one using the user acceptance testing environment of the training test. The presentation included information about the test examiner’s knowledge of the use of tools and navigation of the tools. |
| **Speaking Overview** | This narrated video included a student taking the entire Speaking domain and included important tips about computer-based administration. |
| ***Talk About a Scene*** | This narrated video included a student answering *Talk About a Scene* questions and included important tips about computer-based administration. The narrator presented prompting and scoring guidelines and introduced the scoring rubric. |
| ***Speech Functions*** | The narrated video captured a student being administered a set of *Speech Functions* items. This video included the practice question and modeling, pointing guidelines, prompting and scoring guidelines, rubric overview, use of the Speaking DFA, and additional computer platform talking points. |
| ***Support an Opinion*** | This narrated video included two subsections coinciding with the two rubrics: K–2 and grades three through twelve, with students answering *Support an Opinion* questions. It included important tips about computer-based administration. The narrator presented prompting and scoring guidelines and introduced the scoring rubric. The video was edited to delete the grades three through twelve rubric, which does not apply to the Initial ELPAC. |

Table 4.3 *(continuation one)*

|  |  |
| --- | --- |
| **Video Topic** | **Description** |
| ***Retell a Narrative*** | This narrated video included a student answering *Retell a Narrative* questions and includes important tips about computer-based administration. The narrator presented prompting and scoring guidelines and introduced the scoring rubric. |
| ***Summarize an Academic Presentation*** | This narrated video included a student answering *Summarize an Academic Presentation* questions and included important tips about computer-based administration. The narrator presented prompting and scoring guidelines and introduced the scoring rubric and use of the main points. |
| **Introduction to the Initial ELPAC** | This video, including narration, explained the purpose of the Initial ELPAC and reviewed test materials, task types, and scoring. This video was updated with new footage of the computer-based ELPAC and new narration that included information about using the THSS. |
| **Initial Identification of English Learner (EL) Students** | This video, including narration, reviewed the process LEAs should follow in identifying EL students. This video from the paper–pencil ELPAC was revised with new footage from the computer-based ELPAC. |
| **K–2 Writing—New** | This newly created and narrated video included a student being administered the K–2 Writing domain, including letters, words, and independent sentences. The narrator presented prompting and scoring guidelines and introduced the scoring rubrics. The video was segmented to refer to separate binder sections for letters, words, and independent sentences. |
| **Writing—*Describe a Picture* (grades three through five)—New** | This newly created and narrated video included a student using the computer and typing a response to a grades three through five *Describe a Picture* test item. The narrator introduced the task type and scoring rubric. |
| **Writing—*Write About an Experience* (grades six through twelve)—New** | This newly created and narrated video included a student using a computer and typing a response to a *Write About an Experience* test item. The narrator introduced the task type and scoring rubric. |
| **Writing—*Justify an Opinion* (grades three through twelve)—New** | This newly created and narrated video included a student using a computer and typing a response to a *Write About an Experience* test item. The narrator introduced the task type and scoring rubric. |

Table 4.3 *(continuation two)*

|  |  |
| --- | --- |
| **Video Topic** | **Description** |
| **Introduction and Overview—New** | This newly created overview video was a recorded presentation of the in-person AST training for Section 1 of the binder. This was part of the LEA certification requirement. |
| **Test Administration—New** | This newly created test administration video was a recorded presentation of the in-person AST training for Section 1 of the binder. This was part of the LEA certification requirement. |
| **After Testing—New** | This newly created after-testing video was a recorded presentation of the in-person AST training for Section 14 of the binder. This was part of the LEA certification requirement. |

###### Remote Training Videos

After the decision was made to allow for remote testing, ETS created the following remote test administration videos that were made available to LEAs and their test examiners through the Fall Administration website:

* How Test Examiners Setup an Account
* ELPAC Reading and Writing Grades 3–12
* ELPAC Speaking Remotely

##### Training Presentations

Fourteen training presentations were created for LEA ELPAC trainers to use for local training. These training presentations included all of the Speaking and Writing video and audio files and Writing samples to be embedded into the presentations. Most of these presentations focused on training and scoring the Speaking and Writing task types.

Table 4.4 includes a list of the training presentations available to LEAs.

Table 4.4 Available Training Presentations

|  |  |
| --- | --- |
| **Binder Section** | **Training Presentations** |
| Section 1 | Introduction and Overview Training Presentation |
| Section 2 | Speaking Overview and *Talk About a Scene* Training Presentation |
| Section 3 | *Speaking—Support an Opinion* Training Presentation |
| Section 4 | *Speaking—Retell a Narrative* Training Presentation |
| Section 5 | Kindergarten and Grade Two Administration of Reading-Writing-Listening |
| Section 6 | *Writing Letters* Training Presentation |
| Section 7 | *Writing Words* Training Presentation |
| Section 8 | *Writing Independent Sentences* Training Presentation |
| Section 9 | *Speaking—Speech Functions* Training Presentation |

Table 4.4 *(continuation)*

|  |  |
| --- | --- |
| **Binder Section** | **Training Presentations** |
| Section 10 | Speaking—*Summarize an Academic Presentation* Training Presentation |
| Section 11 | Writing—*Describe a Picture* Training Presentation |
| Section 12 | Writing—*Justify an Opinion* Training Presentation |
| Section 13 | Writing—*Write About an Experience* Training Presentation |
| Section 14 | After Testing |

##### Online Training Resources Calibration Quizzes

To give test examiners an opportunity to refresh and test their knowledge prior to administering the Initial ELPAC and before scoring Speaking and Writing, the online training site included more than 50 training and calibration quizzes with more than 400 audio samples.

The Speaking training quizzes allowed a test examiner to listen to the audio, select a score, and receive feedback. The Moodle quiz provided the correct score, justification, and feedback after the test examiner completed 10 samples. Writing training quizzes included student Writing samples and provided correct score, justification, and feedback.

Upon completion of the calibration quiz, the “Pass/Fail” and “Percent correct” notifications were posted for the test examiner.

The training and calibration quizzes and Moodle Training Site provided the following calibration rates:

* 80 percent calibration required for 0–3 and 0–4 rubrics
* 90 percent calibration required for 0–2 rubrics

Table 4.5 shows a list of the training and calibration quizzes, by task type, created and posted to the Moodle Training Site.

Table 4.5 Training and Calibration Quizzes by Task Type

|  |  |  |
| --- | --- | --- |
| **Task Type** | **Training Quizzes** | **Calibration Quizzes** |
| Speaking—*Talk About a Scene* | * Kindergarten video quiz * Grade 1 video quiz * Grade 2 video quiz * Grades 3–5 video quiz * Grades 6–8 video quiz * Grades 9–12 video quiz | [None] |
| Speaking—*Speech Functions* | * Grades 3–5 * Grades 6–8 * Grades 9–12 | * Grades 3–5 * Grades 6–8 * Grades 9–12 |
| Speaking—*Support an Opinion* | * Kindergarten | * Kindergarten |
| Speaking—*Retell a Narrative* | * Kindergarten * Grade 1 * Grade 2 | * Kindergarten * Grade 1 * Grade 2 |

Table 4.5 *(continuation)*

|  |  |  |
| --- | --- | --- |
| **Task Type** | **Training Quizzes** | **Calibration Quizzes** |
| Speaking—*Summarize an Academic Presentation* | * Grade 1 * Grade 2 * Grades 3–5 * Grades 6–8 * Grades 9–12 | * Grade 1 * Grade 2 * Grades 3–5 * Grades 6–8 * Grades 9–12 |
| *Writing Words* | * Kindergarten * Grade 1 * Grade 2 | * Kindergarten * Grade 1 * Grade 2 |
| Writing—*Independent Sentences* | * Grades 1–2 | * Grades 1–2 |
| Writing—*Describe a Picture* | * Numbers 1 and 3 * Numbers 2 and 4 | * Numbers 1 and 3 * Numbers 2 and 4 |
| Writing—*Justify an Opinion* | * Grades 3–5 * Grades 6–8 * Grades 9–12 | * Grades 3–5 * Grades 6–8 * Grades 9–12 * Grades 6–12 |
| Writing—*Write About an Experience* | * Grades 6–8 * Grades 9–12 | * Grades 6–8 * Grades 9–12 * Grades 6–12 |

### Rotating Score Validation Process

Approximately 10 percent of LEAs in California were identified by the CDE to take part in the RSVP for the Initial ELPAC in 2020–2021. These identified LEAs returned their scannable K–2 Writing Answer Books to the testing contractor, ETS, after administering all domains, locally scoring the Speaking and Writing domains, and generating the Initial ELPAC SSR. For grades three through twelve, ETS received the Writing item responses by the students from the TDS for back-scoring. This process helped to produce task-level statistics at the domain level for the Initial ELPAC, validate scores, and provide technical assistance for guidance in understanding the score reports. Results pertaining to the RSVP are presented in [chapter 5](#_Test_Analyses_and).

LEAs identified to participate in the RSVP returned Answer Books for tests completed from August 19 to October 31, 2020. With the transition of the Initial ELPAC to computer-based assessment, LEAs locally scored only the Speaking and Writing domains, and only the Writing responses were back-scored by ETS. The LEAs were provided comparison report files in November, December, and January that showed scores from two sources: (1) Writing scores entered in the DEI or THSS by the LEA and (2) scores from the scoring at ETS.

Table 4.6 reports correlation coefficients between ETS and official Writing scores for the RSVP samples. All the coefficients were at least 0.845, indicating a very high level of correlation between scores that local test examiners and ETS assigned to the students in 2020–2021 for the Initial ELPAC. An exception was found in grade two, where the lower correlation of 0.736 for grade two between ETS and official scores might be due to the smaller sample shown in the final column of table 4.6 (101 students).

Table 4.6 Correlation Between ETS and Official Scores for RSVP Samples

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level or Grade Span | Writing: Total Score Points | Writing: Correlation Between ETS and Official Scores | Number of Students |
| Kindergarten | 12 | 0.958 | 5,990 |
| 1 | 13 | 0.845 | 231 |
| 2 | 13 | 0.736 | 101 |
| 3–5 | 12 | 0.957 | 457 |
| 6–8 | 8 | 0.920 | 383 |
| 9–12 | 8 | 0.937 | 394 |

### Human Scoring for Speaking Constructed-Response Items

Responses to Speaking constructed-response (CR) items were scored locally by test examiners. Speaking CR items and a random selection of about 1,200 recorded voice responses from the TDS were routed to ETS’ CR scoring systems to be scored a second time. The raters who were scoring these items were supervised by a scoring leader and provided scoring materials such as scoring rubrics, anchor sets, and training samples within the interface. The quality control processes for CR scoring are explained further in subsection [*7.3.4 Quality Control of Hand Scoring Procedures for Speaking and Writing*](#_Quality_Control_of).

Raters were not aware when a second scoring occurred, and second raters did not have access to the first score.

#### Rater Productivity and Reliability

The ETS Online Network for Evaluation offers a comprehensive set of tools that the scoring leaders and scoring management staff used to monitor the progress and accuracy of individual raters and raters in aggregate. Reports were produced to show rater productivity and performance indicated how many responses a rater scored during a shift.

Table 4.7 presents interrater reliability of Speaking items. The expected rate of exact agreement is 90 percent for 1-point items, 80 percent for 2-point items, 70 percent for 3-‍point items, and 60 percent for 4-point items. In this table, “Adjacent” indicates that the difference between scores is exactly one. “Discrepant” indicates that the difference between scores is greater than one. Because 1-‍point items cannot have discrepant ratings, these are listed as “N/A.”

Table 4.7 Interrater Reliability of Speaking Items

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Number of Score Points | Total Number of Responses | Average of Percent Exact | Average of Percent Adjacent | Average of Percent Discrepant |
| Kindergarten | All Speaking Items | 8,875 | 69.53 | 26.83 | 3.64 |
| Kindergarten | 1-pt Score Items | 3,583 | 79.51 | 20.49 | N/A |
| Kindergarten | 2-pt Score Items | 4,241 | 66.82 | 28.63 | 4.55 |
| Kindergarten | 4-pt Score Items | 1,051 | 46.43 | 41.20 | 12.37 |
| 1 | All Speaking Items | 8,266 | 70.05 | 24.98 | 4.97 |
| 1 | 1-pt Score Items | 3,230 | 82.38 | 17.62 | N/A |
| 1 | 2-pt Score Items | 3,063 | 70.75 | 23.77 | 5.48 |
| 1 | 4-pt Score Items | 1,973 | 48.76 | 38.93 | 12.32 |
| 2 | All Speaking Items | 7,718 | 74.46 | 20.77 | 4.77 |
| 2 | 1-pt Score Items | 3,219 | 85.21 | 14.79 | N/A |
| 2 | 2-pt Score Items | 3,073 | 75.37 | 19.13 | 5.50 |
| 2 | 4-pt Score Items | 1,426 | 48.25 | 37.80 | 13.96 |
| 3–5 | All Speaking Items | 9,500 | 78.34 | 16.97 | 4.69 |
| 3–5 | 1-pt Score Items | 3,149 | 90.16 | 9.84 | N/A |
| 3–5 | 2-pt Score Items | 5,374 | 76.09 | 17.47 | 6.44 |
| 3–5 | 4-pt Score Items | 977 | 52.61 | 37.15 | 10.24 |
| 6–8 | All Speaking Items | 9,477 | 78.47 | 17.71 | 3.82 |
| 6–8 | 1-pt Score Items | 3,250 | 89.05 | 10.95 | N/A |
| 6–8 | 2-pt Score Items | 5,247 | 76.81 | 17.84 | 5.36 |
| 6–8 | 4-pt Score Items | 980 | 52.35 | 39.39 | 8.27 |
| 9–12 | All Speaking Items | 9,633 | 75.81 | 20.96 | 3.23 |
| 9–12 | 1-pt Score Items | 3,314 | 86.09 | 13.91 | N/A |
| 9–12 | 2-pt Score Items | 5,246 | 74.21 | 21.50 | 4.29 |
| 9–12 | 4-pt Score Items | 1,073 | 51.91 | 40.07 | 8.01 |

For the 2020–2021 Initial ELPAC administration, the average percentage of exact agreement for all Speaking items ranged from 69.53 percent for kindergarten to 78.47 percent for grade span six through eight. The average percentage of exact agreement for 1-‍point Speaking items was less than 90 percent for kindergarten, grade one, and grade two, as well as grade spans six through eight and nine through twelve.

All of the values for 4-point items are also below expectations; this is theorized to be because second scorings based on audio recordings differ in fundamental ways from first scorings performed by test examiners in the moment. Similar results were found for the Summative ELPAC. A study is underway to enhance understanding about how different rating conditions impact the rating agreement and how interrater reliabilities can be improved for future administrations for the Summative ELPAC. It is expected that the understanding will be useful to improve the interrater reliabilities for Initial ELPAC as well.

### Types of Scores

#### Raw Scores

Raw scores for each domain were obtained by summing the number of points earned on all items on that domain.

The domain raw scores from Listening and Speaking were summed to compute the oral language skill composite raw score. The domain raw scores from Reading and Writing were summed to compute the written language skill composite raw score. The number and percentage of students at each raw score are reported for each domain in table 4.A.1 through table 4.A.52 in [appendix 4.A](#_Appendix_4.A:_Raw).

#### Scale Scores

Student performance on the Initial ELPAC is reported by means of scale scores that express student proficiency in terms of a constant metric. Thus, a scale score of 350 in one language skill area in one administration represents the same level of English proficiency as 350 in the same language skill area in another administration.

Initial ELPAC scale scores are expressed as three-digit numbers that range from 150 to 600 within each grade level or grade span. Lower scores indicate lesser English proficiency, and higher scores indicate greater English proficiency.

The oral language composite score consists of the sum of the student’s scores from the Speaking and Listening domains. The written language composite score consists of the student’s scores from the Reading and Writing domains. The weighting of the oral and written language scores is based upon the student’s grade level.

To produce scale scores for each composite language skill, the inverse of the test characteristic curve (TCC) method (Stocking, 1996) was used to develop a number-correct, raw-score-to-scale-score conversion table. The item response theory calibration process described in chapter 12 of the *Initial English Language Proficiency Assessments for California 2018–2019 Technical Report* (CDE, 2020) provides information in the logistic theta metric (mean 0, standard deviation 1). The theta scale is not particularly useful for reporting purposes because half of the theta scores are negative in any given administration, and the average student earns a theta score of zero; neither of these outcomes would be well understood by score users. Students’ raw scores on the Initial ELPAC are instead converted into scale scores by following a two-step procedure: (1) nonlinear monotonic transformations of the raw score points into theta metric points; and (2) linear transformations of the theta (proficiency estimate) points into reported scale score points. The linear transformations lead to scores that are uniformly positive.

First, using the inverse of the TCC constructed from the item parameter estimates obtained by calibration of data from the Initial ELPAC field test, each raw score is mapped to a corresponding theta score (proficiency estimate). The results can be described in a transformation table that converts raw scores to theta scores. Because the tests are not vertically scaled, each written language and oral language composite, by grade level or grade span, has its own theta scale.

Second, the theta score is converted to the reported scale score metric via a linear transformation. Thus, through this two-step process, each raw score point is converted to a corresponding theta score that is subsequently converted to a scale score. The general form of the function used to translate the theta points to scale score points is presented in equation 4.1. *Refer to the* [*Alternative Text for Equation 4.1*](#_Alternative_Text_for_7) *for a description of this equation.*

 (4.1)

where,

 is the theta score corresponding to the raw score point to be transformed, and

*SS* is the resulting scale score point.

An initial scale was defined for use only in the standard setting using a slope of 90 and an intercept of 450. The threshold scores obtained as a result of the standard setting process are presented on the standard setting scale in table 4.8 for oral language skills and table 4.9 for written language skills. The three Initial ELPAC proficiency levels for the oral and written language composites classify the composite skill as the following:

1. Minimally developed
2. Somewhat to moderately developed
3. Well developed

Table 4.8 Recommended Threshold Scores for Oral Language Skill and Associated Theta Score

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Level 2 Standard-Setting Scale Threshold | Level 2 Theta Threshold | Level 3 Standard-Setting Scale Threshold | Level 3 Theta Threshold |
| Kindergarten | 441 | -0.10 | 532 | 0.91 |
| 1 | 404 | -0.51 | 506 | 0.62 |
| 2 | 346 | -1.16 | 504 | 0.61 |
| 3–5 | 417 | -0.36 | 501 | 0.57 |
| 6–8 | 425 | -0.28 | 492 | 0.47 |
| 9–12 | 461 | 0.12 | 532 | 0.91 |

Table 4.9 Recommended Threshold Scores for Written Language Skill and Associated Theta Score

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Level 2 Standard-Setting Scale Threshold | Level 2 Theta Threshold | Level 3 Standard-Setting Scale Threshold | Level 3 Theta Threshold |
| Kindergarten | 582 | 1.46 | 738 | 3.20 |
| 1 | 410 | -0.44 | 574 | 1.37 |
| 2 | 387 | -0.71 | 580 | 1.44 |
| 3–5 | 484 | 0.38 | 582 | 1.46 |
| 6–8 | 461 | 0.12 | 611 | 1.79 |
| 9–12 | 464 | 0.15 | 579 | 1.43 |

After the standard setting, slopes and intercepts were adjusted for each test to produce thresholds that would be used for reporting. For reporting, the scalar and location constants were obtained by computing the slope and intercept using equation 4.2. *(Refer to the* [*Alternative Text for Equation 4.2*](#_Alternative_Text_for_8) *for a description of this equation.)*

 (4.2)

and equation 4.3 *(Refer to the* [*Alternative Text for Equation 4.3*](#_Alternative_Text_for_9) *for a description of this equation.)*

 (4.3)

where,

*SS*1 is the proposed scale score for the Level 2 threshold,

*SS*2 is the proposed scale score for the Level 3 threshold,

 is the interpolated theta score for the Level 2 threshold, and

 is the interpolated theta score for the Level 3 threshold.

The following points were considered to meet the CDE’s requirements during development of the proposed reporting scale score:

* Each scale score has three digits, with the lowest obtainable scale score (LOSS) at 150 and the highest obtainable scale score (HOSS) at 600.
* If possible, two consecutive raw scores are not transformed into the same scale score, with the exception of the LOSS and HOSS.
* The Level 3 threshold scores are set to be the same across the grade levels and grade spans; similarly, Level 2 threshold scores are the same across grade levels and grade spans.

Table 4.10 represents the slope and intercept of the linear transformation for the oral language skills composite reporting scales. Table 4.11 represents the slope and intercept of the linear transformation for written language skills composite reporting scales. These two tables remain the same as table 7.7 and table 7.8 ofthe *Initial English Language Proficiency Assessments for California 2018–2019 Technical Report* (CDE, 2020) because the test forms for the two years were the same.

Table 4.10 Slope, Intercept, and Reporting Threshold Scores for Oral Language Scale Linear Transformation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Oral Language Slope | Oral Language Intercept | Scale Score for Level 2 | Scale Score for Level 3 |
| Kindergarten | 79.13 | 377.91 | 370 | 450 |
| 1 | 70.61 | 406.08 | 370 | 450 |
| 2 | 45.40 | 422.49 | 370 | 450 |
| 3–5 | 86.21 | 401.12 | 370 | 450 |

Table 4.10 *(continuation)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Oral Language Slope | Oral Language Intercept | Scale Score for Level 2 | Scale Score for Level 3 |
| 6–8 | 107.38 | 399.85 | 370 | 450 |
| 9–12 | 101.39 | 357.63 | 370 | 450 |

Table 4.11 Slope, Intercept, and Reporting Threshold Scores for Written Language Scale Linear Transformation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Written Language Slope | Written Language Intercept | Scale Score for Level 2 | Scale Score for Level 3 |
| Kindergarten | 46.00 | 302.80 | 370 | 450 |
| 1 | 44.05 | 389.56 | 370 | 450 |
| 2 | 37.21 | 396.27 | 370 | 450 |
| 3–5 | 73.87 | 342.08 | 370 | 450 |
| 6–8 | 47.85 | 364.40 | 370 | 450 |
| 9–12 | 62.35 | 360.65 | 370 | 450 |

The overall reporting scale was calculated based on a weighted average of the two composite language skills, written and oral language. For kindergarten, the overall scores were calculated as the weighted average scores of the two composite scores:

* 0.90 × oral language skill score + 0.10 × written language skill score

For grade one, the overall scores were calculated as the weighted average scores of the two composite scores:

* 0.70 × oral language skill score + 0.30 × written language skill score

And for grades two through twelve, the overall scores were calculated as the average scores of the two composite scores:

* 0.50 × oral language skills score + 0.50 × written language skills score

The scale score ranges for each grade level and grade span are presented in table 4.12. This table shows the weight for the composite skills in forming the overall for each grade level and grade span. The frequency distributions of raw-score-to-scale-score for the oral and written language composites are presented in [appendix 4.B](#_Appendix_4.B:_Raw), in table 4.B.1 through table 4.B.26. Additionally, [appendix 4.C](#_Appendix_4.C:_Overall) provides the overall scale score distribution for each grade level.

Table 4.12 Overall Reporting Scale Score Ranges for Each Level by Grade Level or Grade Span

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Weight for Oral Language | Weight for Written Language | Level 1 | Level 2 | Level 3 |
| Kindergarten | 90% | 10% | 150–369 | 370–449 | 450–600 |
| 1 | 70% | 30% | 150–369 | 370–449 | 450–600 |

Table 4.12 *(continuation)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Weight for Oral Language | Weight for Written Language | Level 1 | Level 2 | Level 3 |
| 2 | 50% | 50% | 150–369 | 370–449 | 450–600 |
| 3–5 | 50% | 50% | 150–369 | 370–449 | 450–600 |
| 6–8 | 50% | 50% | 150–369 | 370–449 | 450–600 |
| 9–12 | 50% | 50% | 150–369 | 370–449 | 450–600 |

#### Performance Levels

To aid in the interpretation of the score scale, Initial ELPAC results also provide three proficiency levels for overall scale scores, as Level 1—Novice, Level 2—Intermediate, and Level 3—Initial Fluent English Proficient (IFEP). The scale score ranges defining the levels are presented for each of the grade levels or grade spans in table 4.12. More detailed descriptions of the performance levels are provided in chapter 6 of the *Initial English Language Proficiency Assessments for California 2018–2019 Technical Report* (CDE, 2020).

#### State-Level Aggregated Results

To provide meaningful results to interested educators, test scores for a given grade level are aggregated at the school, LEA or direct funded charter school, county, and state levels. The aggregated scores are generated for the selected groups of interest (gender, ethnicity, primary disability, etc.) and for the total population. This subsection contains a description of the types of aggregation that are performed on the Initial ELPAC test summary scores.

##### Individual Student Score Distributions and Summary Statistics

Summary statistics that describe student performance on a test are presented in table 4.13. Included in the table are the number of students taking each test and the means and standard deviations of student scores expressed in terms of both scale scores. [Appendix 4.D](#_Appendix_4.D:_Student), which is sorted by student demographic group, provides this data for each grade-level composite and overall.

Table 4.13 Mean and Standard Deviation (SD) of Overall, Oral Language, and Written Language Skill Scale Scores

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| Kindergarten | 123,857 | 334 | 124 | 338 | 130 | 290 | 108 |
| 1 | 5,606 | 354 | 140 | 354 | 146 | 355 | 140 |
| 2 | 3,236 | 363 | 132 | 364 | 141 | 361 | 134 |
| 3 | 2,894 | 306 | 140 | 338 | 158 | 275 | 133 |

Table 4.13 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| 4 | 2,508 | 320 | 152 | 348 | 167 | 292 | 146 |
| 5 | 2,245 | 336 | 160 | 359 | 171 | 312 | 156 |
| 6 | 2,240 | 341 | 141 | 362 | 176 | 319 | 116 |
| 7 | 2,209 | 334 | 139 | 349 | 174 | 319 | 113 |
| 8 | 1,960 | 339 | 143 | 352 | 176 | 326 | 119 |
| 9 | 3,914 | 324 | 145 | 333 | 173 | 316 | 126 |
| 10 | 2,397 | 329 | 139 | 338 | 165 | 320 | 122 |
| 11 | 1,849 | 341 | 142 | 351 | 169 | 330 | 124 |
| 12 | 1,135 | 366 | 145 | 377 | 170 | 354 | 128 |

The percentage of students at each proficiency level for overall, oral, and written language skills are presented in table 4.14 through table 4.16, respectively. Figure 4.1 through figure 4.3 present the bar graphs for the percentage of students in each performance level for overall, oral, and written language composites, using the data in table 4.14 through table 4.16, respectively. Values in the tables have been rounded and may not always sum to 100.

The percentage of students at each proficiency level for the overall language composite is presented in table 4.14. Figure 4.1 that immediately follows presents the bar graph for the percentage of students in each performance level for overall, using the data in table 4.14.

Table 4.14 Percentage of Students in Each Performance Level—Overall

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level | Overall Performance Level 1 | Overall Performance Level 2 | Overall Performance Level 3 |
| Kindergarten | 60 | 22 | 18 |
| 1 | 51 | 20 | 29 |
| 2 | 49 | 21 | 30 |
| 3 | 63 | 16 | 21 |
| 4 | 59 | 13 | 28 |
| 5 | 55 | 13 | 33 |
| 6 | 53 | 17 | 30 |
| 7 | 56 | 16 | 28 |
| 8 | 55 | 15 | 30 |
| 9 | 61 | 12 | 27 |
| 10 | 61 | 14 | 26 |
| 11 | 56 | 14 | 29 |
| 12 | 47 | 17 | 36 |

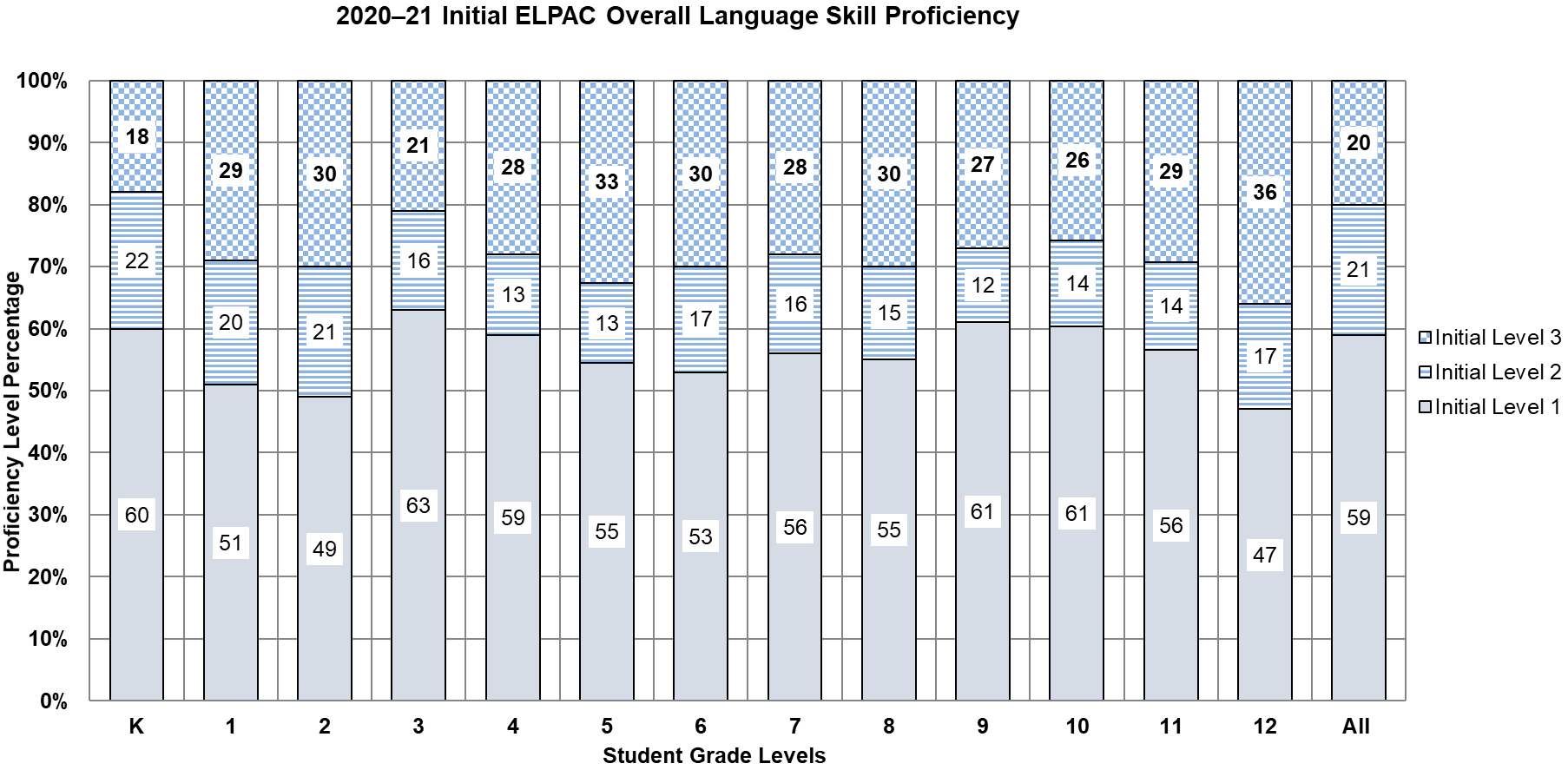


Figure 4.1 Percentage of students at each overall performance level

The percentage of students at each proficiency level for the oral language composite is presented in table 4.15. Figure 4.2 that immediately follows presents the bar graph for the percentage of students in each performance level for oral language, using the data in table 4.15.

Table 4.15 Percentage of Students in Each Performance Level—Oral Language

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level | Oral Language Performance Level 1 | Oral Language Performance Level 2 | Oral Language Performance Level 3 |
| Kindergarten | 59 | 22 | 19 |
| 1 | 51 | 19 | 30 |
| 2 | 46 | 22 | 32 |
| 3 | 53 | 15 | 31 |
| 4 | 53 | 12 | 35 |
| 5 | 51 | 11 | 39 |
| 6 | 49 | 11 | 40 |
| 7 | 53 | 11 | 36 |
| 8 | 52 | 10 | 37 |
| 9 | 60 | 7 | 33 |
| 10 | 58 | 10 | 32 |
| 11 | 55 | 10 | 35 |
| 12 | 45 | 14 | 41 |

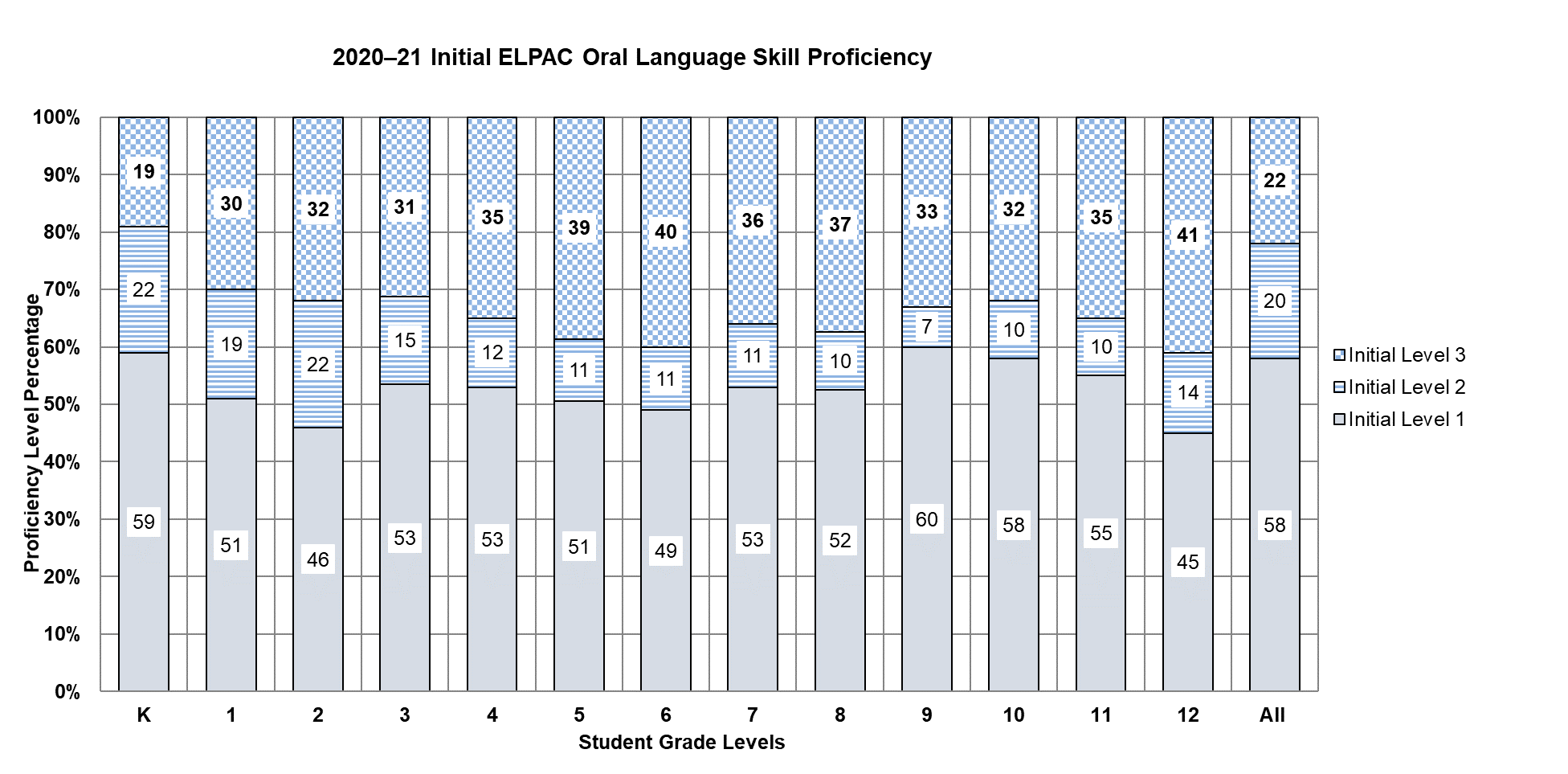


Figure 4.2 Percentage of students at each oral language performance level

The percentage of students at each proficiency level for the written language composite is presented in table 4.16. Figure 4.3 that immediately follows presents the bar graph for the percentage of students in each performance level for written language, using the data in table 4.16.

Table 4.16 Percentage of Students in Each Performance Level—Written Language

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level | Written Language Performance Level 1 | Written Language Performance Level 2 | Written Language Performance Level 3 |
| Kindergarten | 79 | 12 | 9 |
| 1 | 54 | 21 | 24 |
| 2 | 53 | 22 | 25 |
| 3 | 71 | 16 | 12 |
| 4 | 65 | 17 | 18 |
| 5 | 61 | 15 | 25 |
| 6 | 63 | 22 | 15 |
| 7 | 65 | 22 | 14 |
| 8 | 62 | 21 | 17 |
| 9 | 66 | 16 | 18 |
| 10 | 65 | 18 | 17 |
| 11 | 60 | 20 | 20 |
| 12 | 50 | 24 | 27 |

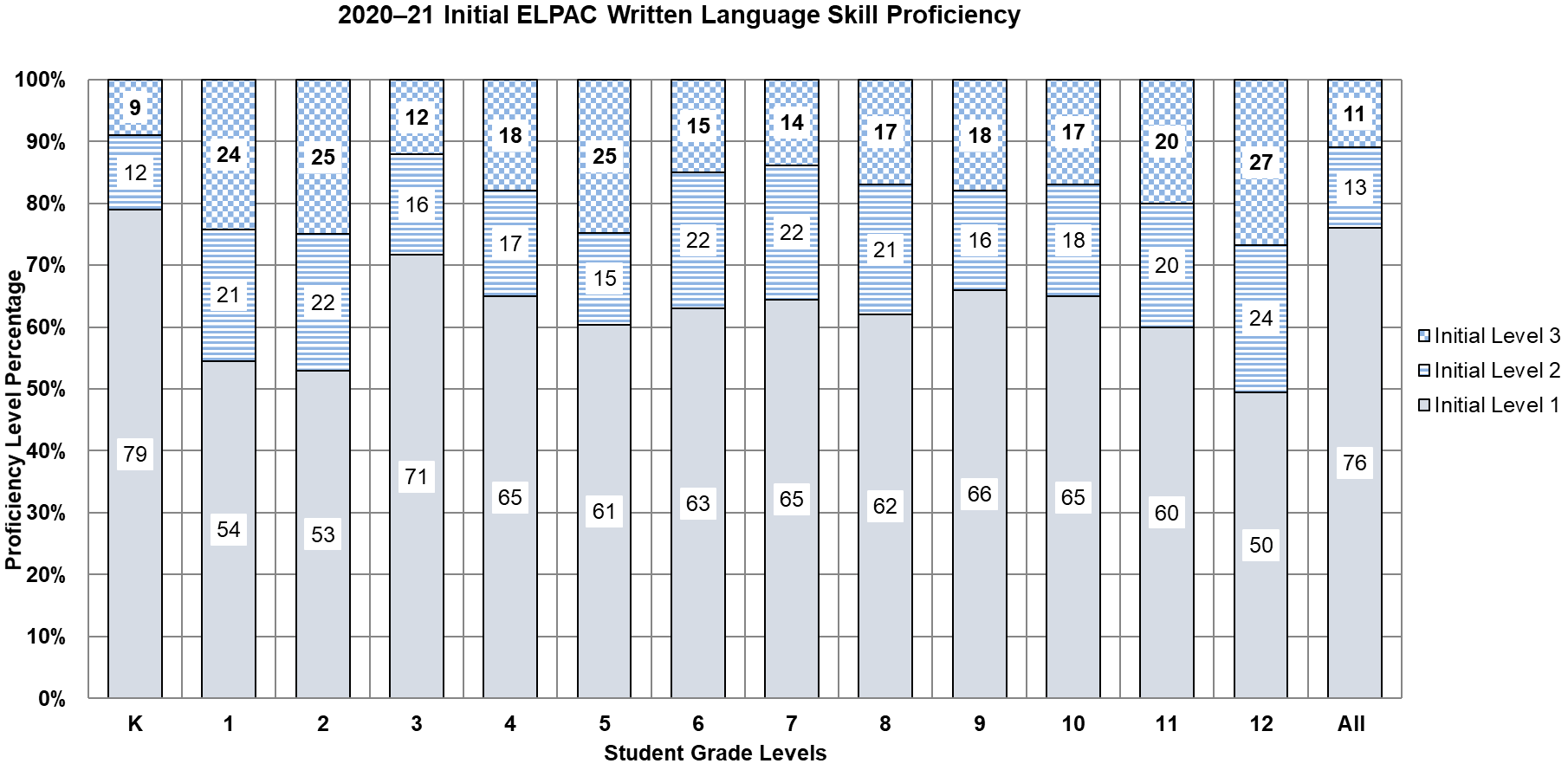


Figure 4.3 Percentage of students at each written language performance level

### Reports Produced and Scores for Each Report

Through the Test Operations Management System (TOMS), authorized users for the LEA were able to access individual SSRs. The CDE website also provided LEAs with the ability to download a configurable and customizable parent/guardian letter in a Microsoft Word template to be paired with parent/guardian letter data in a Microsoft Excel template that the user could download, modify, and create for parents/‌guardians using Word’s mail merge function. SSRs were provided in Spanish, Filipino, Vietnamese, and Traditional Chinese for those students whose primary language is other than English. All students received an SSR in English.

The summary performance for the two composite language skills and overall scores for selected groups of students are provided in [appendix 4.D](#_Appendix_4.D:_Student), table 4.D.1 through table 4.D.39. Students are grouped by demographic characteristics, including gender, primary language, race and ethnicity, economic status (disadvantaged or not), migrant status, disability status, military status, homeless status, and foster status.

The following data is reported for each student group:

* Number tested
* Mean scale score
* Percentage and count of students in each performance level
* Percentage and count of students by domain grouping

To protect student privacy, when students in a group are three or fewer, the summary statistics are not reported and are presented as a dash (-) in [appendix 4.D](#_Appendix_4.D:_Student).

#### Online Reporting

TOMS is a secure website hosted by ETS that permits LEA users to manage aspects of the Initial ELPAC administration and report delivery. This system uses a role-specific design to restrict access to certain tools and applications based on the user’s designated role. Specific functions of TOMS include the following:

* Manage user access privileges
* Manage test administration calendars and testing windows
* Manage student test assignments
* Manage and confirm the accuracy of students’ test settings (i.e., designated supports and accommodations) prior to testing
* Generate and download various reports

#### Alternate Assessments and Domain Exemptions

Sometimes a student’s individualized education program (IEP) or Section 504 plan specified that the student had a disability for which there were no appropriate accommodations for assessment in one or more of the Speaking, Listening, Reading, and Writing domains. For these cases, the student was assessed in the remaining domains in which it was possible to assess the student, per the *Code of Federal Regulations*, Title 34, Section 200.6. An LEA coordinator could mark an alternate assessment at the domain level in TOMS to be considered tested and receive a domain-level LOSS score.

Note the following considerations for reporting special cases:

* A student may be assigned an overall score only if assessed in all Initial ELPAC domains.
* An LEA could assign an alternate assessment or domain exemption for a domain in TOMS to be considered tested and receive a LOSS score if a student’s IEP or Section 504 plan specified that the student had a disability for which there were no appropriate accommodations for assessment in one or more of the Speaking, Listening, Reading, and Writing domains. An LEA could assign an alternate assessment for up to four domains, and the student would receive an overall LOSS and performance level of one.

#### Types of Score Reports

Score reports produced for the 2020–2021 Initial ELPAC are described in this subsection.

Tested-LEA student data files and corresponding aggregated files were used for public web reporting and for CDE apportionment. LEA student data files were available to the LEA on demand to coincide with the SSRs.

##### Student Score Reports

The SSR was the official score report for the student’s parent/guardian and describes the student’s results. For the 2020–2021 administration, the SSR was produced in TOMS and could be downloaded in PDF form. The SSR included the following:

* Overall score and reporting level
* Oral language reporting level
* Written language reporting level

As mentioned previously, the overall score, oral language, and written language levels were used to place a student within one of three Initial ELPAC proficiency levels: Novice EL, Intermediate EL, and IFEP.

Scores for students who were assigned accommodations or designated supports are reported in the same way as for students who were not assigned accommodations or designated supports. Detailed information about accessibility resources is described in subsection [*3.4.2 Accessibility Resource Categories*](#_Accessibility_Resource_Categories).

For the 2020–2021 administration, SSRs were made available to the LEAs in English, Spanish, Filipino, Chinese-Traditional (Mandarin, Cantonese), and Vietnamese. An SSR in a supported language was created if the student’s primary language as reported in the California Longitudinal Achievement Data System was one of these supported languages. The LEAs that received SSRs in supported languages received one SSR in English and another in the supported language. SSRs were made available only to students who met the participation requirement by logging on to at least one domain in each composite. These reports were available as PDFs for the LEA to download from TOMS.

In all, LEAs had three options for accessing and distributing SSRs to parents/guardians:

1. Accessing electronic SSR PDFs using a locally provided parent or student portal
2. Downloading SSR PDFs from TOMS and making them available electronically using a secure local method
3. Downloading SSR PDFs from TOMS, printing them, and making them available locally

The LEA ELPAC coordinator could forward the appropriate reports to test sites. In the case of a locally printed SSR, the LEA sent the printed report(s) to the child’s parent/guardian. Initial ELPAC SSRs that included individual student results were not distributed beyond the student’s school.

Further information about the SSR and its interpretation is provided on the Smarter Balanced Starting Smarter website for the ELPAC.

##### School Reports

Site ELPAC coordinators could download a file of student results for the school from TOMS.

##### Local Educational Agency Student Data Files and Aggregations

The ELPAC student data files for the LEA were available for the LEA ELPAC coordinator and site ELPAC coordinator to download from TOMS. LEA representatives had the option of downloading the following Initial ELPAC reports from TOMS:

* LEA student data files
* LEA-level aggregated files

#### Score Report Applications

Initial ELPAC results provided parents/guardians and LEAs with information about a child’s English proficiency as the child entered a California public school for the first time. Identifying students who need help in English is important because it helps students get the extra support and resources they need to do well in school.

#### Criteria for Interpreting Individual Test Scores

An LEA could use Initial ELPAC results to help make decisions about student placement in programs that supported the student’s development toward English proficiency. However, it is important to remember that a single test can provide only limited information. Other relevant information should also be considered. It is advisable for parents/guardians to evaluate a child’s progress by looking at classroom work and progress reports in addition to the child’s Initial ELPAC results. Test scores must be interpreted cautiously when making decisions about student or program performance.

The 2020–2021 Initial ELPAC reporting levels represent broad ranges of proficiency with wide gradations in student performance between the lowest and highest possible scores in each range. While statistical procedures were carefully applied to ensure a continuous scale throughout the full range of the common scale, ETS recommends using caution in comparing individual student performance across language skill domains. Although the common scales have the same general properties across domains, numeric comparisons across domains cannot be made; a student with a performance level of 3 in oral language and a performance level of 2 in written language is not necessarily doing better in oral language.

### References

California Department of Education. (2020). *Initial English Language Proficiency Assessments for California 2018–2019 technical report* [Unpublished report]. Sacramento, CA: California Department of Education.

Stocking, M. L. (1996). An alternative method for scoring adaptive tests. *Journal of Educational and Behavioral Statistics, 21*(4), 365–89.

### Accessibility Information

#### Alternative Text for Equation 4.1

Scale score equals slope times theta hat plus intercept.

#### Alternative Text for Equation 4.2

Slope equals the SS sub 2 minus SS sub 1 divided by the denominator theta hat sub 2 minus theta-hat sub 1.

#### Alternative Text for Equation 4.3

Intercept equals SS sub 2 minus theta hat sub 2 times slope.

### Appendix 4.A: Raw Score Distributions by Domain

**Note:** In table 4.A.1 through table 4.A.52, a domain raw score of “E” was given to students who were exempted for the domain.

Table 4.A.1 Raw Score Distribution for Kindergarten—Listening

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 18,999 | 15.34 |
| 1 | 5,291 | 4.27 |
| 2 | 4,359 | 3.52 |
| 3 | 5,395 | 4.36 |
| 4 | 7,757 | 6.26 |
| 5 | 10,216 | 8.25 |
| 6 | 11,572 | 9.34 |
| 7 | 11,560 | 9.33 |
| 8 | 11,057 | 8.93 |
| 9 | 10,472 | 8.45 |
| 10 | 9,780 | 7.90 |
| 11 | 9,344 | 7.54 |
| 12 | 8,050 | 6.50 |
| E | 5 | 0.00 |

Table 4.A.2 Raw Score Distribution for Grade One—Listening

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 1,030 | 18.37 |
| 1 | 245 | 4.37 |
| 2 | 245 | 4.37 |
| 3 | 280 | 4.99 |
| 4 | 419 | 7.47 |
| 5 | 452 | 8.06 |
| 6 | 386 | 6.89 |
| 7 | 360 | 6.42 |
| 8 | 393 | 7.01 |
| 9 | 388 | 6.92 |
| 10 | 458 | 8.17 |
| 11 | 467 | 8.33 |
| 12 | 483 | 8.62 |

Table 4.A.3 Raw Score Distribution for Grade Two—Listening

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 735 | 22.71 |
| 1 | 157 | 4.85 |
| 2 | 71 | 2.19 |
| 3 | 125 | 3.86 |
| 4 | 143 | 4.42 |
| 5 | 164 | 5.07 |
| 6 | 133 | 4.11 |
| 7 | 122 | 3.77 |
| 8 | 137 | 4.23 |
| 9 | 194 | 6.00 |
| 10 | 286 | 8.84 |
| 11 | 440 | 13.60 |
| 12 | 529 | 16.35 |

Table 4.A.4 Raw Score Distribution for Grade Three—Listening

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 569 | 19.66 |
| 1 | 166 | 5.74 |
| 2 | 104 | 3.59 |
| 3 | 118 | 4.08 |
| 4 | 164 | 5.67 |
| 5 | 185 | 6.39 |
| 6 | 176 | 6.08 |
| 7 | 168 | 5.81 |
| 8 | 191 | 6.60 |
| 9 | 189 | 6.53 |
| 10 | 246 | 8.50 |
| 11 | 257 | 8.88 |
| 12 | 223 | 7.71 |
| 13 | 138 | 4.77 |

Table 4.A.5 Raw Score Distribution for Grade Four—Listening

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 486 | 19.38 |
| 1 | 144 | 5.74 |
| 2 | 89 | 3.55 |
| 3 | 90 | 3.59 |
| 4 | 135 | 5.38 |
| 5 | 163 | 6.50 |
| 6 | 158 | 6.30 |
| 7 | 139 | 5.54 |
| 8 | 104 | 4.15 |
| 9 | 144 | 5.74 |
| 10 | 201 | 8.01 |
| 11 | 227 | 9.05 |
| 12 | 245 | 9.77 |
| 13 | 183 | 7.30 |

Table 4.A.6 Raw Score Distribution for Grade Five—Listening

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 386 | 17.19 |
| 1 | 129 | 5.75 |
| 2 | 67 | 2.98 |
| 3 | 72 | 3.21 |
| 4 | 115 | 5.12 |
| 5 | 138 | 6.15 |
| 6 | 133 | 5.92 |
| 7 | 118 | 5.26 |
| 8 | 105 | 4.68 |
| 9 | 133 | 5.92 |
| 10 | 157 | 6.99 |
| 11 | 219 | 9.76 |
| 12 | 231 | 10.29 |
| 13 | 242 | 10.78 |

Table 4.A.7 Raw Score Distribution for Grade Six—Listening

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 321 | 14.33 |
| 1 | 94 | 4.20 |
| 2 | 51 | 2.28 |
| 3 | 71 | 3.17 |
| 4 | 81 | 3.62 |
| 5 | 111 | 4.96 |
| 6 | 161 | 7.19 |
| 7 | 150 | 6.70 |
| 8 | 138 | 6.16 |
| 9 | 138 | 6.16 |
| 10 | 173 | 7.72 |
| 11 | 198 | 8.84 |
| 12 | 210 | 9.38 |
| 13 | 204 | 9.11 |
| 14 | 139 | 6.21 |

Table 4.A.8 Raw Score Distribution for Grade Seven—Listening

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 271 | 12.27 |
| 1 | 112 | 5.07 |
| 2 | 66 | 2.99 |
| 3 | 75 | 3.40 |
| 4 | 83 | 3.76 |
| 5 | 129 | 5.84 |
| 6 | 146 | 6.61 |
| 7 | 160 | 7.24 |
| 8 | 167 | 7.56 |
| 9 | 174 | 7.88 |
| 10 | 147 | 6.65 |
| 11 | 144 | 6.52 |
| 12 | 178 | 8.06 |
| 13 | 221 | 10.00 |
| 14 | 136 | 6.16 |

Table 4.A.9 Raw Score Distribution for Grade Eight—Listening

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 271 | 13.83 |
| 1 | 84 | 4.29 |
| 2 | 42 | 2.14 |
| 3 | 67 | 3.42 |
| 4 | 62 | 3.16 |
| 5 | 111 | 5.66 |
| 6 | 141 | 7.19 |
| 7 | 147 | 7.50 |
| 8 | 127 | 6.48 |
| 9 | 121 | 6.17 |
| 10 | 126 | 6.43 |
| 11 | 138 | 7.04 |
| 12 | 191 | 9.74 |
| 13 | 168 | 8.57 |
| 14 | 164 | 8.37 |

Table 4.A.10 Raw Score Distribution for Grade Nine—Listening

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 476 | 12.16 |
| 1 | 237 | 6.06 |
| 2 | 200 | 5.11 |
| 3 | 214 | 5.47 |
| 4 | 295 | 7.54 |
| 5 | 339 | 8.66 |
| 6 | 326 | 8.33 |
| 7 | 204 | 5.21 |
| 8 | 174 | 4.45 |
| 9 | 160 | 4.09 |
| 10 | 171 | 4.37 |
| 11 | 222 | 5.67 |
| 12 | 281 | 7.18 |
| 13 | 350 | 8.94 |
| 14 | 265 | 6.77 |

Table 4.A.11 Raw Score Distribution for Grade Ten—Listening

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 342 | 14.27 |
| 1 | 117 | 4.88 |
| 2 | 101 | 4.21 |
| 3 | 119 | 4.96 |
| 4 | 170 | 7.09 |
| 5 | 187 | 7.80 |
| 6 | 187 | 7.80 |
| 7 | 149 | 6.22 |
| 8 | 137 | 5.72 |
| 9 | 111 | 4.63 |
| 10 | 121 | 5.05 |
| 11 | 130 | 5.42 |
| 12 | 162 | 6.76 |
| 13 | 197 | 8.22 |
| 14 | 167 | 6.97 |

Table 4.A.12 Raw Score Distribution for Grade Eleven—Listening

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 262 | 14.17 |
| 1 | 95 | 5.14 |
| 2 | 75 | 4.06 |
| 3 | 93 | 5.03 |
| 4 | 111 | 6.00 |
| 5 | 134 | 7.25 |
| 6 | 126 | 6.81 |
| 7 | 109 | 5.90 |
| 8 | 95 | 5.14 |
| 9 | 94 | 5.08 |
| 10 | 79 | 4.27 |
| 11 | 119 | 6.44 |
| 12 | 148 | 8.00 |
| 13 | 178 | 9.63 |
| 14 | 131 | 7.08 |

Table 4.A.13 Raw Score Distribution for Grade Twelve—Listening

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 151 | 13.30 |
| 1 | 52 | 4.58 |
| 2 | 42 | 3.70 |
| 3 | 47 | 4.14 |
| 4 | 53 | 4.67 |
| 5 | 62 | 5.46 |
| 6 | 66 | 5.81 |
| 7 | 69 | 6.08 |
| 8 | 59 | 5.20 |
| 9 | 55 | 4.85 |
| 10 | 53 | 4.67 |
| 11 | 75 | 6.61 |
| 12 | 113 | 9.96 |
| 13 | 130 | 11.45 |
| 14 | 108 | 9.52 |

Table 4.A.14 Raw Score Distribution for Kindergarten—Speaking

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 22,358 | 18.05 |
| 1 | 3,127 | 2.52 |
| 2 | 3,342 | 2.70 |
| 3 | 3,710 | 3.00 |
| 4 | 4,296 | 3.47 |
| 5 | 4,505 | 3.64 |
| 6 | 5,126 | 4.14 |
| 7 | 5,541 | 4.47 |
| 8 | 6,298 | 5.08 |
| 9 | 7,011 | 5.66 |
| 10 | 7,317 | 5.91 |
| 11 | 8,306 | 6.71 |
| 12 | 9,131 | 7.37 |
| 13 | 10,918 | 8.82 |
| 14 | 12,753 | 10.30 |
| 15 | 10,113 | 8.17 |
| E | 5 | 0.00 |

Table 4.A.15 Raw Score Distribution for Grade One—Speaking

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 1,546 | 27.58 |
| 1 | 159 | 2.84 |
| 2 | 123 | 2.19 |
| 3 | 131 | 2.34 |
| 4 | 100 | 1.78 |
| 5 | 116 | 2.07 |
| 6 | 110 | 1.96 |
| 7 | 127 | 2.27 |
| 8 | 134 | 2.39 |
| 9 | 162 | 2.89 |
| 10 | 166 | 2.96 |
| 11 | 197 | 3.51 |
| 12 | 287 | 5.12 |
| 13 | 327 | 5.83 |
| 14 | 469 | 8.37 |
| 15 | 472 | 8.42 |
| 16 | 546 | 9.74 |
| 17 | 434 | 7.74 |

Table 4.A.16 Raw Score Distribution for Grade Two—Speaking

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 1,134 | 35.04 |
| 1 | 79 | 2.44 |
| 2 | 65 | 2.01 |
| 3 | 53 | 1.64 |
| 4 | 37 | 1.14 |
| 5 | 45 | 1.39 |
| 6 | 29 | 0.90 |
| 7 | 56 | 1.73 |
| 8 | 60 | 1.85 |
| 9 | 83 | 2.56 |
| 10 | 71 | 2.19 |
| 11 | 89 | 2.75 |
| 12 | 112 | 3.46 |
| 13 | 146 | 4.51 |
| 14 | 186 | 5.75 |
| 15 | 243 | 7.51 |
| 16 | 313 | 9.67 |
| 17 | 435 | 13.44 |

Table 4.A.17 Raw Score Distribution for Grade Three—Speaking

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 977 | 33.76 |
| 1 | 69 | 2.38 |
| 2 | 57 | 1.97 |
| 3 | 56 | 1.94 |
| 4 | 54 | 1.87 |
| 5 | 49 | 1.69 |
| 6 | 40 | 1.38 |
| 7 | 51 | 1.76 |
| 8 | 49 | 1.69 |
| 9 | 57 | 1.97 |
| 10 | 55 | 1.90 |
| 11 | 79 | 2.73 |
| 12 | 89 | 3.08 |
| 13 | 142 | 4.91 |
| 14 | 172 | 5.94 |
| 15 | 288 | 9.95 |
| 16 | 382 | 13.20 |
| 17 | 228 | 7.88 |

Table 4.A.18 Raw Score Distribution for Grade Four—Speaking

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 847 | 33.77 |
| 1 | 59 | 2.35 |
| 2 | 56 | 2.23 |
| 3 | 48 | 1.91 |
| 4 | 34 | 1.36 |
| 5 | 27 | 1.08 |
| 6 | 41 | 1.63 |
| 7 | 43 | 1.71 |
| 8 | 37 | 1.48 |
| 9 | 52 | 2.07 |
| 10 | 59 | 2.35 |
| 11 | 44 | 1.75 |
| 12 | 70 | 2.79 |
| 13 | 97 | 3.87 |
| 14 | 125 | 4.98 |
| 15 | 225 | 8.97 |
| 16 | 354 | 14.11 |
| 17 | 290 | 11.56 |

Table 4.A.19 Raw Score Distribution for Grade Five—Speaking

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 738 | 32.87 |
| 1 | 49 | 2.18 |
| 2 | 55 | 2.45 |
| 3 | 43 | 1.92 |
| 4 | 38 | 1.69 |
| 5 | 33 | 1.47 |
| 6 | 27 | 1.20 |
| 7 | 30 | 1.34 |
| 8 | 37 | 1.65 |
| 9 | 34 | 1.51 |
| 10 | 37 | 1.65 |
| 11 | 43 | 1.92 |
| 12 | 55 | 2.45 |
| 13 | 81 | 3.61 |
| 14 | 107 | 4.77 |
| 15 | 192 | 8.55 |
| 16 | 340 | 15.14 |
| 17 | 306 | 13.63 |

Table 4.A.20 Raw Score Distribution for Grade Six—Speaking

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 717 | 32.01 |
| 1 | 53 | 2.37 |
| 2 | 35 | 1.56 |
| 3 | 39 | 1.74 |
| 4 | 30 | 1.34 |
| 5 | 31 | 1.38 |
| 6 | 32 | 1.43 |
| 7 | 31 | 1.38 |
| 8 | 39 | 1.74 |
| 9 | 31 | 1.38 |
| 10 | 32 | 1.43 |
| 11 | 42 | 1.88 |
| 12 | 45 | 2.01 |
| 13 | 91 | 4.06 |
| 14 | 106 | 4.73 |
| 15 | 190 | 8.48 |
| 16 | 362 | 16.16 |
| 17 | 334 | 14.91 |

Table 4.A.21 Raw Score Distribution for Grade Seven—Speaking

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 752 | 34.04 |
| 1 | 61 | 2.76 |
| 2 | 50 | 2.26 |
| 3 | 45 | 2.04 |
| 4 | 27 | 1.22 |
| 5 | 33 | 1.49 |
| 6 | 46 | 2.08 |
| 7 | 46 | 2.08 |
| 8 | 33 | 1.49 |
| 9 | 32 | 1.45 |
| 10 | 28 | 1.27 |
| 11 | 43 | 1.95 |
| 12 | 56 | 2.54 |
| 13 | 79 | 3.58 |
| 14 | 110 | 4.98 |
| 15 | 175 | 7.92 |
| 16 | 298 | 13.49 |
| 17 | 295 | 13.35 |

Table 4.A.22 Raw Score Distribution for Grade Eight—Speaking

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 675 | 34.44 |
| 1 | 59 | 3.01 |
| 2 | 49 | 2.50 |
| 3 | 37 | 1.89 |
| 4 | 27 | 1.38 |
| 5 | 21 | 1.07 |
| 6 | 31 | 1.58 |
| 7 | 26 | 1.33 |
| 8 | 24 | 1.22 |
| 9 | 35 | 1.79 |
| 10 | 30 | 1.53 |
| 11 | 47 | 2.40 |
| 12 | 60 | 3.06 |
| 13 | 61 | 3.11 |
| 14 | 109 | 5.56 |
| 15 | 137 | 6.99 |
| 16 | 255 | 13.01 |
| 17 | 277 | 14.13 |

Table 4.A.23 Raw Score Distribution for Grade Nine—Speaking

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 1,433 | 36.61 |
| 1 | 110 | 2.81 |
| 2 | 130 | 3.32 |
| 3 | 95 | 2.43 |
| 4 | 99 | 2.53 |
| 5 | 63 | 1.61 |
| 6 | 77 | 1.97 |
| 7 | 73 | 1.87 |
| 8 | 57 | 1.46 |
| 9 | 66 | 1.69 |
| 10 | 63 | 1.61 |
| 11 | 62 | 1.58 |
| 12 | 86 | 2.20 |
| 13 | 100 | 2.55 |
| 14 | 119 | 3.04 |
| 15 | 217 | 5.54 |
| 16 | 415 | 10.60 |
| 17 | 647 | 16.53 |
| E | 2 | 0.05 |

Table 4.A.24 Raw Score Distribution for Grade Ten—Speaking

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 717 | 29.91 |
| 1 | 74 | 3.09 |
| 2 | 73 | 3.05 |
| 3 | 82 | 3.42 |
| 4 | 62 | 2.59 |
| 5 | 60 | 2.50 |
| 6 | 68 | 2.84 |
| 7 | 53 | 2.21 |
| 8 | 45 | 1.88 |
| 9 | 57 | 2.38 |
| 10 | 56 | 2.34 |
| 11 | 53 | 2.21 |
| 12 | 70 | 2.92 |
| 13 | 79 | 3.30 |
| 14 | 125 | 5.21 |
| 15 | 177 | 7.38 |
| 16 | 224 | 9.35 |
| 17 | 319 | 13.31 |
| E | 3 | 0.13 |

Table 4.A.25 Raw Score Distribution for Grade Eleven—Speaking

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 525 | 28.39 |
| 1 | 59 | 3.19 |
| 2 | 48 | 2.60 |
| 3 | 49 | 2.65 |
| 4 | 33 | 1.78 |
| 5 | 38 | 2.06 |
| 6 | 42 | 2.27 |
| 7 | 42 | 2.27 |
| 8 | 31 | 1.68 |
| 9 | 48 | 2.60 |
| 10 | 48 | 2.60 |
| 11 | 47 | 2.54 |
| 12 | 48 | 2.60 |
| 13 | 73 | 3.95 |
| 14 | 86 | 4.65 |
| 15 | 132 | 7.14 |
| 16 | 204 | 11.03 |
| 17 | 296 | 16.01 |

Table 4.A.26 Raw Score Distribution for Grade Twelve—Speaking

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 266 | 23.44 |
| 1 | 25 | 2.20 |
| 2 | 24 | 2.11 |
| 3 | 26 | 2.29 |
| 4 | 25 | 2.20 |
| 5 | 29 | 2.56 |
| 6 | 19 | 1.67 |
| 7 | 13 | 1.15 |
| 8 | 20 | 1.76 |
| 9 | 24 | 2.11 |
| 10 | 25 | 2.20 |
| 11 | 40 | 3.52 |
| 12 | 35 | 3.08 |
| 13 | 43 | 3.79 |
| 14 | 72 | 6.34 |
| 15 | 86 | 7.58 |
| 16 | 135 | 11.89 |
| 17 | 227 | 20.00 |
| E | 1 | 0.09 |

Table 4.A.27 Raw Score Distribution for Kindergarten—Reading

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 17,476 | 14.11 |
| 1 | 8,182 | 6.61 |
| 2 | 9,430 | 7.61 |
| 3 | 10,037 | 8.10 |
| 4 | 11,301 | 9.12 |
| 5 | 11,752 | 9.49 |
| 6 | 12,143 | 9.80 |
| 7 | 12,003 | 9.69 |
| 8 | 10,858 | 8.77 |
| 9 | 9,676 | 7.81 |
| 10 | 4,436 | 3.58 |
| 11 | 6,556 | 5.29 |
| E | 7 | 0.01 |

Table 4.A.28 Raw Score Distribution for Grade One—Reading

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 1,204 | 21.48 |
| 1 | 230 | 4.10 |
| 2 | 232 | 4.14 |
| 3 | 239 | 4.26 |
| 4 | 280 | 4.99 |
| 5 | 315 | 5.62 |
| 6 | 295 | 5.26 |
| 7 | 333 | 5.94 |
| 8 | 459 | 8.19 |
| 9 | 651 | 11.61 |
| 10 | 1,368 | 24.40 |

Table 4.A.29 Raw Score Distribution for Grade Two—Reading

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 545 | 16.84 |
| 1 | 121 | 3.74 |
| 2 | 147 | 4.54 |
| 3 | 177 | 5.47 |
| 4 | 177 | 5.47 |
| 5 | 231 | 7.14 |
| 6 | 209 | 6.46 |
| 7 | 244 | 7.54 |
| 8 | 228 | 7.05 |
| 9 | 329 | 10.17 |
| 10 | 828 | 25.59 |

Table 4.A.30 Raw Score Distribution for Grade Three—Reading

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 863 | 29.82 |
| 1 | 227 | 7.84 |
| 2 | 246 | 8.50 |
| 3 | 226 | 7.81 |
| 4 | 262 | 9.05 |
| 5 | 241 | 8.33 |
| 6 | 194 | 6.70 |
| 7 | 197 | 6.81 |
| 8 | 177 | 6.12 |
| 9 | 165 | 5.70 |
| 10 | 96 | 3.32 |

Table 4.A.31 Raw Score Distribution for Grade Four—Reading

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 716 | 28.55 |
| 1 | 187 | 7.46 |
| 2 | 194 | 7.74 |
| 3 | 195 | 7.78 |
| 4 | 175 | 6.98 |
| 5 | 166 | 6.62 |
| 6 | 167 | 6.66 |
| 7 | 176 | 7.02 |
| 8 | 188 | 7.50 |
| 9 | 197 | 7.85 |
| 10 | 147 | 5.86 |

Table 4.A.32 Raw Score Distribution for Grade Five—Reading

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 555 | 24.72 |
| 1 | 172 | 7.66 |
| 2 | 153 | 6.82 |
| 3 | 178 | 7.93 |
| 4 | 147 | 6.55 |
| 5 | 135 | 6.01 |
| 6 | 136 | 6.06 |
| 7 | 143 | 6.37 |
| 8 | 196 | 8.73 |
| 9 | 213 | 9.49 |
| 10 | 217 | 9.67 |

Table 4.A.33 Raw Score Distribution for Grade Six—Reading

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 465 | 20.76 |
| 1 | 159 | 7.10 |
| 2 | 205 | 9.15 |
| 3 | 201 | 8.97 |
| 4 | 252 | 11.25 |
| 5 | 203 | 9.06 |
| 6 | 201 | 8.97 |
| 7 | 152 | 6.79 |
| 8 | 161 | 7.19 |
| 9 | 161 | 7.19 |
| 10 | 80 | 3.57 |

Table 4.A.34 Raw Score Distribution for Grade Seven—Reading

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 435 | 19.69 |
| 1 | 166 | 7.51 |
| 2 | 206 | 9.33 |
| 3 | 218 | 9.87 |
| 4 | 246 | 11.14 |
| 5 | 202 | 9.14 |
| 6 | 173 | 7.83 |
| 7 | 167 | 7.56 |
| 8 | 177 | 8.01 |
| 9 | 131 | 5.93 |
| 10 | 88 | 3.98 |

Table 4.A.35 Raw Score Distribution for Grade Eight—Reading

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 372 | 18.98 |
| 1 | 149 | 7.60 |
| 2 | 185 | 9.44 |
| 3 | 184 | 9.39 |
| 4 | 195 | 9.95 |
| 5 | 155 | 7.91 |
| 6 | 152 | 7.76 |
| 7 | 149 | 7.60 |
| 8 | 138 | 7.04 |
| 9 | 172 | 8.78 |
| 10 | 109 | 5.56 |

Table 4.A.36 Raw Score Distribution for Grade Nine—Reading

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 653 | 16.68 |
| 1 | 272 | 6.95 |
| 2 | 325 | 8.30 |
| 3 | 350 | 8.94 |
| 4 | 425 | 10.86 |
| 5 | 380 | 9.71 |
| 6 | 342 | 8.74 |
| 7 | 302 | 7.72 |
| 8 | 323 | 8.25 |
| 9 | 364 | 9.30 |
| 10 | 177 | 4.52 |
| E | 1 | 0.03 |

Table 4.A.37 Raw Score Distribution for Grade Ten—Reading

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 389 | 16.23 |
| 1 | 147 | 6.13 |
| 2 | 151 | 6.30 |
| 3 | 212 | 8.84 |
| 4 | 262 | 10.93 |
| 5 | 262 | 10.93 |
| 6 | 228 | 9.51 |
| 7 | 230 | 9.60 |
| 8 | 211 | 8.80 |
| 9 | 200 | 8.34 |
| 10 | 105 | 4.38 |

Table 4.A.38 Raw Score Distribution for Grade Eleven—Reading

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 314 | 16.98 |
| 1 | 84 | 4.54 |
| 2 | 110 | 5.95 |
| 3 | 144 | 7.79 |
| 4 | 166 | 8.98 |
| 5 | 180 | 9.73 |
| 6 | 190 | 10.28 |
| 7 | 181 | 9.79 |
| 8 | 199 | 10.76 |
| 9 | 189 | 10.22 |
| 10 | 92 | 4.98 |

Table 4.A.39 Raw Score Distribution for Grade Twelve—Reading

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 164 | 14.45 |
| 1 | 37 | 3.26 |
| 2 | 61 | 5.37 |
| 3 | 63 | 5.55 |
| 4 | 96 | 8.46 |
| 5 | 96 | 8.46 |
| 6 | 109 | 9.60 |
| 7 | 127 | 11.19 |
| 8 | 156 | 13.74 |
| 9 | 148 | 13.04 |
| 10 | 78 | 6.87 |

Table 4.A.40 Raw Score Distribution for Kindergarten—Writing

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 60,343 | 48.72 |
| 1 | 10,922 | 8.82 |
| 2 | 9,005 | 7.27 |
| 3 | 5,853 | 4.73 |
| 4 | 4,929 | 3.98 |
| 5 | 4,018 | 3.24 |
| 6 | 4,218 | 3.41 |
| 7 | 4,003 | 3.23 |
| 8 | 4,587 | 3.70 |
| 9 | 2,308 | 1.86 |
| 10 | 2,702 | 2.18 |
| 11 | 2,934 | 2.37 |
| 12 | 8,033 | 6.49 |
| E | 2 | 0.00 |

Table 4.A.41 Raw Score Distribution for Grade One—Writing

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 1,521 | 27.13 |
| 1 | 205 | 3.66 |
| 2 | 259 | 4.62 |
| 3 | 197 | 3.51 |
| 4 | 253 | 4.51 |
| 5 | 167 | 2.98 |
| 6 | 232 | 4.14 |
| 7 | 210 | 3.75 |
| 8 | 285 | 5.08 |
| 9 | 288 | 5.14 |
| 10 | 357 | 6.37 |
| 11 | 362 | 6.46 |
| 12 | 442 | 7.88 |
| 13 | 828 | 14.77 |

Table 4.A.42 Raw Score Distribution for Grade Two—Writing

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 1,110 | 34.30 |
| 1 | 116 | 3.58 |
| 2 | 109 | 3.37 |
| 3 | 118 | 3.65 |
| 4 | 62 | 1.92 |
| 5 | 92 | 2.84 |
| 6 | 95 | 2.94 |
| 7 | 102 | 3.15 |
| 8 | 112 | 3.46 |
| 9 | 156 | 4.82 |
| 10 | 179 | 5.53 |
| 11 | 215 | 6.64 |
| 12 | 358 | 11.06 |
| 13 | 412 | 12.73 |

Table 4.A.43 Raw Score Distribution for Grade Three—Writing

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 1,394 | 48.17 |
| 1 | 97 | 3.35 |
| 2 | 90 | 3.11 |
| 3 | 97 | 3.35 |
| 4 | 92 | 3.18 |
| 5 | 101 | 3.49 |
| 6 | 126 | 4.35 |
| 7 | 113 | 3.90 |
| 8 | 154 | 5.32 |
| 9 | 146 | 5.04 |
| 10 | 181 | 6.25 |
| 11 | 187 | 6.46 |
| 12 | 116 | 4.01 |

Table 4.A.44 Raw Score Distribution for Grade Four—Writing

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 1,149 | 45.81 |
| 1 | 78 | 3.11 |
| 2 | 77 | 3.07 |
| 3 | 64 | 2.55 |
| 4 | 63 | 2.51 |
| 5 | 85 | 3.39 |
| 6 | 82 | 3.27 |
| 7 | 103 | 4.11 |
| 8 | 111 | 4.43 |
| 9 | 157 | 6.26 |
| 10 | 177 | 7.06 |
| 11 | 191 | 7.62 |
| 12 | 171 | 6.82 |

Table 4.A.45 Raw Score Distribution for Grade Five—Writing

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 966 | 43.03 |
| 1 | 56 | 2.49 |
| 2 | 50 | 2.23 |
| 3 | 50 | 2.23 |
| 4 | 58 | 2.58 |
| 5 | 67 | 2.98 |
| 6 | 79 | 3.52 |
| 7 | 93 | 4.14 |
| 8 | 102 | 4.54 |
| 9 | 134 | 5.97 |
| 10 | 178 | 7.93 |
| 11 | 203 | 9.04 |
| 12 | 209 | 9.31 |

Table 4.A.46 Raw Score Distribution for Grade Six—Writing

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 876 | 39.11 |
| 1 | 107 | 4.78 |
| 2 | 131 | 5.85 |
| 3 | 130 | 5.80 |
| 4 | 216 | 9.64 |
| 5 | 173 | 7.72 |
| 6 | 214 | 9.55 |
| 7 | 171 | 7.63 |
| 8 | 222 | 9.91 |

Table 4.A.47 Raw Score Distribution for Grade Seven—Writing

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 862 | 39.02 |
| 1 | 117 | 5.30 |
| 2 | 182 | 8.24 |
| 3 | 123 | 5.57 |
| 4 | 191 | 8.65 |
| 5 | 158 | 7.15 |
| 6 | 218 | 9.87 |
| 7 | 167 | 7.56 |
| 8 | 191 | 8.65 |

Table 4.A.48 Raw Score Distribution for Grade Eight—Writing

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 764 | 38.98 |
| 1 | 115 | 5.87 |
| 2 | 143 | 7.30 |
| 3 | 108 | 5.51 |
| 4 | 170 | 8.67 |
| 5 | 132 | 6.73 |
| 6 | 169 | 8.62 |
| 7 | 139 | 7.09 |
| 8 | 220 | 11.22 |

Table 4.A.49 Raw Score Distribution for Grade Nine—Writing

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 1,686 | 43.08 |
| 1 | 191 | 4.88 |
| 2 | 253 | 6.46 |
| 3 | 169 | 4.32 |
| 4 | 281 | 7.18 |
| 5 | 208 | 5.31 |
| 6 | 305 | 7.79 |
| 7 | 317 | 8.10 |
| 8 | 504 | 12.88 |

Table 4.A.50 Raw Score Distribution for Grade Ten—Writing

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 932 | 38.88 |
| 1 | 128 | 5.34 |
| 2 | 172 | 7.18 |
| 3 | 144 | 6.01 |
| 4 | 209 | 8.72 |
| 5 | 156 | 6.51 |
| 6 | 193 | 8.05 |
| 7 | 172 | 7.18 |
| 8 | 291 | 12.14 |

Table 4.A.51 Raw Score Distribution for Grade Eleven—Writing

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 669 | 36.18 |
| 1 | 76 | 4.11 |
| 2 | 122 | 6.60 |
| 3 | 100 | 5.41 |
| 4 | 166 | 8.98 |
| 5 | 148 | 8.00 |
| 6 | 174 | 9.41 |
| 7 | 149 | 8.06 |
| 8 | 245 | 13.25 |

Table 4.A.52 Raw Score Distribution for Grade Twelve—Writing

|  |  |  |
| --- | --- | --- |
| Raw Score | N | Percentage |
| 0 | 343 | 30.22 |
| 1 | 36 | 3.17 |
| 2 | 61 | 5.37 |
| 3 | 45 | 3.96 |
| 4 | 110 | 9.69 |
| 5 | 83 | 7.31 |
| 6 | 148 | 13.04 |
| 7 | 101 | 8.90 |
| 8 | 207 | 18.24 |
| E | 1 | 0.09 |

### Appendix 4.B: Raw Score, Scale Score, and Performance Level Distributions for Each Composite

**Note:** For table 4.B.1 through table 4.B.52, a very small number of students are exempt from one domain in a composite. Their results are not included in the tables for two reasons:

1. Their raw scores are based on the remaining domain, which makes them inconsistent in meaning with other students’ raw scores.
2. There are few students who are exempted from a domain and reporting their scores would introduce privacy concerns.

Table 4.B.1 Raw-Score-to-Scale-Score Distribution for Kindergarten—Oral Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 10,078 | 10.05 |
| 1 | 150 | 1 | 2,449 | 2.44 |
| 2 | 150 | 1 | 2,093 | 2.09 |
| 3 | 150 | 1 | 2,217 | 2.21 |
| 4 | 170 | 1 | 2,586 | 2.58 |
| 5 | 194 | 1 | 2,656 | 2.65 |
| 6 | 214 | 1 | 2,678 | 2.67 |
| 7 | 233 | 1 | 2,706 | 2.70 |
| 8 | 249 | 1 | 2,633 | 2.62 |
| 9 | 264 | 1 | 2,715 | 2.71 |
| 10 | 278 | 1 | 2,873 | 2.86 |
| 11 | 292 | 1 | 2,896 | 2.89 |
| 12 | 304 | 1 | 3,080 | 3.07 |
| 13 | 317 | 1 | 3,243 | 3.23 |
| 14 | 329 | 1 | 3,530 | 3.52 |
| 15 | 342 | 1 | 3,631 | 3.62 |
| 16 | 354 | 1 | 3,888 | 3.88 |
| 17 | 367 | 1 | 3,970 | 3.96 |
| 18 | 380 | 2 | 4,113 | 4.10 |
| 19 | 394 | 2 | 4,311 | 4.30 |
| 20 | 410 | 2 | 4,388 | 4.37 |
| 21 | 427 | 2 | 4,522 | 4.51 |
| 22 | 445 | 2 | 4,406 | 4.39 |
| 23 | 468 | 3 | 4,279 | 4.27 |
| 24 | 497 | 3 | 4,303 | 4.29 |
| 25 | 534 | 3 | 4,045 | 4.03 |
| 26 | 594 | 3 | 3,643 | 3.63 |
| 27 | 600 | 3 | 2,381 | 2.37 |

Table 4.B.2 Raw-Score-to-Scale-Score Distribution for Kindergarten—Oral Language for Paper–Pencil Test (PPT) Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 1,934 | 8.22 |
| 1 | 150 | 1 | 243 | 1.03 |
| 2 | 150 | 1 | 299 | 1.27 |
| 3 | 150 | 1 | 457 | 1.94 |
| 4 | 171 | 1 | 531 | 2.26 |
| 5 | 195 | 1 | 618 | 2.63 |
| 6 | 215 | 1 | 603 | 2.56 |
| 7 | 233 | 1 | 635 | 2.70 |
| 8 | 249 | 1 | 631 | 2.68 |
| 9 | 264 | 1 | 647 | 2.75 |
| 10 | 278 | 1 | 689 | 2.93 |
| 11 | 292 | 1 | 687 | 2.92 |
| 12 | 304 | 1 | 745 | 3.16 |
| 13 | 317 | 1 | 827 | 3.51 |
| 14 | 329 | 1 | 892 | 3.79 |
| 15 | 342 | 1 | 946 | 4.02 |
| 16 | 354 | 1 | 972 | 4.13 |
| 17 | 367 | 1 | 1,063 | 4.52 |
| 18 | 380 | 2 | 1,113 | 4.73 |
| 19 | 395 | 2 | 1,134 | 4.82 |
| 20 | 410 | 2 | 1,077 | 4.57 |
| 21 | 427 | 2 | 1,109 | 4.71 |
| 22 | 445 | 2 | 1,109 | 4.71 |
| 23 | 467 | 3 | 1,147 | 4.87 |
| 24 | 495 | 3 | 1,171 | 4.97 |
| 25 | 531 | 3 | 1,008 | 4.28 |
| 26 | 590 | 3 | 794 | 3.37 |
| 27 | 600 | 3 | 460 | 1.95 |

Table 4.B.3 Raw-Score-to-Scale-Score Distribution for Grade One—Oral Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 789 | 17.11 |
| 1 | 152 | 1 | 159 | 3.45 |
| 2 | 171 | 1 | 140 | 3.04 |
| 3 | 203 | 1 | 130 | 2.82 |
| 4 | 227 | 1 | 121 | 2.62 |
| 5 | 246 | 1 | 131 | 2.84 |
| 6 | 262 | 1 | 98 | 2.13 |
| 7 | 276 | 1 | 95 | 2.06 |
| 8 | 288 | 1 | 64 | 1.39 |
| 9 | 300 | 1 | 67 | 1.45 |
| 10 | 311 | 1 | 61 | 1.32 |
| 11 | 320 | 1 | 84 | 1.82 |
| 12 | 330 | 1 | 72 | 1.56 |
| 13 | 340 | 1 | 105 | 2.28 |
| 14 | 350 | 1 | 90 | 1.95 |
| 15 | 359 | 1 | 105 | 2.28 |
| 16 | 369 | 1 | 110 | 2.39 |
| 17 | 379 | 2 | 139 | 3.02 |
| 18 | 390 | 2 | 139 | 3.02 |
| 19 | 401 | 2 | 134 | 2.91 |
| 20 | 413 | 2 | 143 | 3.10 |
| 21 | 427 | 2 | 172 | 3.73 |
| 22 | 441 | 2 | 174 | 3.77 |
| 23 | 457 | 3 | 170 | 3.69 |
| 24 | 475 | 3 | 185 | 4.01 |
| 25 | 496 | 3 | 193 | 4.19 |
| 26 | 522 | 3 | 222 | 4.82 |
| 27 | 557 | 3 | 209 | 4.53 |
| 28 | 599 | 3 | 181 | 3.93 |
| 29 | 600 | 3 | 128 | 2.78 |

Table 4.B.4 Raw-Score-to-Scale-Score Distribution for Grade One—Oral Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 128 | 12.85 |
| 1 | 150 | 1 | 21 | 2.11 |
| 2 | 161 | 1 | 13 | 1.31 |
| 3 | 195 | 1 | 20 | 2.01 |
| 4 | 220 | 1 | 27 | 2.71 |
| 5 | 240 | 1 | 25 | 2.51 |
| 6 | 257 | 1 | 27 | 2.71 |
| 7 | 272 | 1 | 20 | 2.01 |
| 8 | 285 | 1 | 18 | 1.81 |
| 9 | 297 | 1 | 17 | 1.71 |
| 10 | 308 | 1 | 17 | 1.71 |
| 11 | 318 | 1 | 15 | 1.51 |
| 12 | 328 | 1 | 21 | 2.11 |
| 13 | 338 | 1 | 14 | 1.41 |
| 14 | 348 | 1 | 14 | 1.41 |
| 15 | 357 | 1 | 19 | 1.91 |
| 16 | 367 | 1 | 23 | 2.31 |
| 17 | 377 | 2 | 29 | 2.91 |
| 18 | 388 | 2 | 27 | 2.71 |
| 19 | 399 | 2 | 25 | 2.51 |
| 20 | 411 | 2 | 29 | 2.91 |
| 21 | 425 | 2 | 33 | 3.31 |
| 22 | 439 | 2 | 39 | 3.92 |
| 23 | 455 | 3 | 43 | 4.32 |
| 24 | 474 | 3 | 67 | 6.73 |
| 25 | 495 | 3 | 53 | 5.32 |
| 26 | 522 | 3 | 59 | 5.92 |
| 27 | 557 | 3 | 56 | 5.62 |
| 28 | 600 | 3 | 63 | 6.33 |
| 29 | 600 | 3 | 34 | 3.41 |

Table 4.B.5 Raw-Score-to-Scale-Score Distribution for Grade Two—Oral Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 549 | 19.91 |
| 1 | 222 | 1 | 136 | 4.93 |
| 2 | 257 | 1 | 71 | 2.58 |
| 3 | 280 | 1 | 81 | 2.94 |
| 4 | 297 | 1 | 95 | 3.45 |
| 5 | 310 | 1 | 84 | 3.05 |
| 6 | 321 | 1 | 57 | 2.07 |
| 7 | 330 | 1 | 51 | 1.85 |
| 8 | 338 | 1 | 35 | 1.27 |
| 9 | 345 | 1 | 31 | 1.12 |
| 10 | 350 | 1 | 24 | 0.87 |
| 11 | 356 | 1 | 29 | 1.05 |
| 12 | 362 | 1 | 21 | 0.76 |
| 13 | 367 | 1 | 29 | 1.05 |
| 14 | 372 | 2 | 28 | 1.02 |
| 15 | 378 | 2 | 34 | 1.23 |
| 16 | 383 | 2 | 28 | 1.02 |
| 17 | 389 | 2 | 39 | 1.41 |
| 18 | 394 | 2 | 41 | 1.49 |
| 19 | 401 | 2 | 40 | 1.45 |
| 20 | 408 | 2 | 63 | 2.29 |
| 21 | 416 | 2 | 64 | 2.32 |
| 22 | 424 | 2 | 72 | 2.61 |
| 23 | 434 | 2 | 80 | 2.90 |
| 24 | 446 | 2 | 99 | 3.59 |
| 25 | 460 | 3 | 148 | 5.37 |
| 26 | 477 | 3 | 142 | 5.15 |
| 27 | 500 | 3 | 194 | 7.04 |
| 28 | 535 | 3 | 208 | 7.54 |
| 29 | 600 | 3 | 184 | 6.67 |

Table 4.B.6 Raw-Score-to-Scale-Score Distribution for Grade Two—Oral Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 87 | 18.16 |
| 1 | 218 | 1 | 9 | 1.88 |
| 2 | 252 | 1 | 9 | 1.88 |
| 3 | 273 | 1 | 17 | 3.55 |
| 4 | 289 | 1 | 15 | 3.13 |
| 5 | 302 | 1 | 20 | 4.18 |
| 6 | 312 | 1 | 10 | 2.09 |
| 7 | 322 | 1 | 10 | 2.09 |
| 8 | 330 | 1 | 5 | 1.04 |
| 9 | 338 | 1 | 3 | 0.63 |
| 10 | 345 | 1 | 6 | 1.25 |
| 11 | 351 | 1 | 6 | 1.25 |
| 12 | 358 | 1 | 5 | 1.04 |
| 13 | 364 | 1 | 7 | 1.46 |
| 14 | 370 | 2 | 5 | 1.04 |
| 15 | 376 | 2 | 6 | 1.25 |
| 16 | 382 | 2 | 7 | 1.46 |
| 17 | 388 | 2 | 10 | 2.09 |
| 18 | 394 | 2 | 7 | 1.46 |
| 19 | 401 | 2 | 12 | 2.51 |
| 20 | 408 | 2 | 8 | 1.67 |
| 21 | 416 | 2 | 16 | 3.34 |
| 22 | 424 | 2 | 10 | 2.09 |
| 23 | 433 | 2 | 18 | 3.76 |
| 24 | 444 | 2 | 16 | 3.34 |
| 25 | 457 | 3 | 24 | 5.01 |
| 26 | 473 | 3 | 20 | 4.18 |
| 27 | 495 | 3 | 34 | 7.10 |
| 28 | 531 | 3 | 40 | 8.35 |
| 29 | 600 | 3 | 37 | 7.72 |

Table 4.B.7 Raw-Score-to-Scale-Score Distribution for Grade Three—Oral Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 386 | 15.53 |
| 1 | 150 | 1 | 126 | 5.07 |
| 2 | 150 | 1 | 74 | 2.98 |
| 3 | 151 | 1 | 68 | 2.74 |
| 4 | 166 | 1 | 94 | 3.78 |
| 5 | 194 | 1 | 97 | 3.90 |
| 6 | 217 | 1 | 76 | 3.06 |
| 7 | 237 | 1 | 52 | 2.09 |
| 8 | 254 | 1 | 36 | 1.45 |
| 9 | 269 | 1 | 41 | 1.65 |
| 10 | 284 | 1 | 39 | 1.57 |
| 11 | 297 | 1 | 32 | 1.29 |
| 12 | 309 | 1 | 29 | 1.17 |
| 13 | 321 | 1 | 32 | 1.29 |
| 14 | 333 | 1 | 31 | 1.25 |
| 15 | 344 | 1 | 30 | 1.21 |
| 16 | 355 | 1 | 36 | 1.45 |
| 17 | 366 | 1 | 39 | 1.57 |
| 18 | 377 | 2 | 48 | 1.93 |
| 19 | 389 | 2 | 52 | 2.09 |
| 20 | 401 | 2 | 53 | 2.13 |
| 21 | 414 | 2 | 51 | 2.05 |
| 22 | 427 | 2 | 80 | 3.22 |
| 23 | 442 | 2 | 91 | 3.66 |
| 24 | 460 | 3 | 112 | 4.51 |
| 25 | 479 | 3 | 139 | 5.59 |
| 26 | 503 | 3 | 132 | 5.31 |
| 27 | 533 | 3 | 157 | 6.32 |
| 28 | 573 | 3 | 116 | 4.67 |
| 29 | 599 | 3 | 88 | 3.54 |
| 30 | 600 | 3 | 48 | 1.93 |

Table 4.B.8 Raw-Score-to-Scale-Score Distribution for Grade Three—Oral Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 96 | 23.47 |
| 1 | 150 | 1 | 9 | 2.20 |
| 2 | 150 | 1 | 7 | 1.71 |
| 3 | 166 | 1 | 12 | 2.93 |
| 4 | 194 | 1 | 11 | 2.69 |
| 5 | 217 | 1 | 17 | 4.16 |
| 6 | 236 | 1 | 11 | 2.69 |
| 7 | 252 | 1 | 9 | 2.20 |
| 8 | 266 | 1 | 5 | 1.22 |
| 9 | 280 | 1 | 9 | 2.20 |
| 10 | 292 | 1 | 7 | 1.71 |
| 11 | 303 | 1 | 5 | 1.22 |
| 12 | 314 | 1 | 4 | 0.98 |
| 13 | 325 | 1 | 3 | 0.73 |
| 14 | 336 | 1 | 3 | 0.73 |
| 15 | 346 | 1 | 3 | 0.73 |
| 16 | 356 | 1 | 7 | 1.71 |
| 17 | 367 | 1 | 5 | 1.22 |
| 18 | 378 | 2 | 2 | 0.49 |
| 19 | 389 | 2 | 9 | 2.20 |
| 20 | 401 | 2 | 10 | 2.44 |
| 21 | 414 | 2 | 9 | 2.20 |
| 22 | 428 | 2 | 18 | 4.40 |
| 23 | 443 | 2 | 20 | 4.89 |
| 24 | 461 | 3 | 21 | 5.13 |
| 25 | 481 | 3 | 14 | 3.42 |
| 26 | 505 | 3 | 16 | 3.91 |
| 27 | 536 | 3 | 25 | 6.11 |
| 28 | 576 | 3 | 21 | 5.13 |
| 29 | 600 | 3 | 14 | 3.42 |
| 30 | 600 | 3 | 7 | 1.71 |

Table 4.B.9 Raw-Score-to-Scale-Score Distribution for Grade Four—Oral Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 313 | 14.49 |
| 1 | 150 | 1 | 122 | 5.65 |
| 2 | 150 | 1 | 71 | 3.29 |
| 3 | 151 | 1 | 54 | 2.50 |
| 4 | 166 | 1 | 85 | 3.94 |
| 5 | 194 | 1 | 71 | 3.29 |
| 6 | 217 | 1 | 73 | 3.38 |
| 7 | 237 | 1 | 60 | 2.78 |
| 8 | 254 | 1 | 37 | 1.71 |
| 9 | 269 | 1 | 28 | 1.30 |
| 10 | 284 | 1 | 18 | 0.83 |
| 11 | 297 | 1 | 32 | 1.48 |
| 12 | 309 | 1 | 25 | 1.16 |
| 13 | 321 | 1 | 31 | 1.44 |
| 14 | 333 | 1 | 26 | 1.20 |
| 15 | 344 | 1 | 23 | 1.06 |
| 16 | 355 | 1 | 21 | 0.97 |
| 17 | 366 | 1 | 34 | 1.57 |
| 18 | 377 | 2 | 31 | 1.44 |
| 19 | 389 | 2 | 47 | 2.18 |
| 20 | 401 | 2 | 34 | 1.57 |
| 21 | 414 | 2 | 34 | 1.57 |
| 22 | 427 | 2 | 43 | 1.99 |
| 23 | 442 | 2 | 72 | 3.33 |
| 24 | 460 | 3 | 86 | 3.98 |
| 25 | 479 | 3 | 91 | 4.21 |
| 26 | 503 | 3 | 121 | 5.60 |
| 27 | 533 | 3 | 131 | 6.06 |
| 28 | 573 | 3 | 149 | 6.90 |
| 29 | 599 | 3 | 131 | 6.06 |
| 30 | 600 | 3 | 66 | 3.06 |

Table 4.B.10 Raw-Score-to-Scale-Score Distribution for Grade Four—Oral Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 79 | 22.70 |
| 1 | 150 | 1 | 9 | 2.59 |
| 2 | 150 | 1 | 6 | 1.72 |
| 3 | 166 | 1 | 13 | 3.74 |
| 4 | 194 | 1 | 15 | 4.31 |
| 5 | 217 | 1 | 7 | 2.01 |
| 6 | 236 | 1 | 11 | 3.16 |
| 7 | 252 | 1 | 6 | 1.72 |
| 8 | 266 | 1 | 4 | 1.15 |
| 9 | 280 | 1 | 3 | 0.86 |
| 10 | 292 | 1 | 2 | 0.57 |
| 11 | 303 | 1 | 4 | 1.15 |
| 12 | 314 | 1 | 10 | 2.87 |
| 13 | 325 | 1 | 10 | 2.87 |
| 14 | 336 | 1 | 5 | 1.44 |
| 15 | 346 | 1 | 5 | 1.44 |
| 16 | 356 | 1 | 4 | 1.15 |
| 17 | 367 | 1 | 3 | 0.86 |
| 18 | 378 | 2 | 2 | 0.57 |
| 19 | 389 | 2 | 5 | 1.44 |
| 20 | 401 | 2 | 5 | 1.44 |
| 21 | 414 | 2 | 6 | 1.72 |
| 22 | 428 | 2 | 10 | 2.87 |
| 23 | 443 | 2 | 9 | 2.59 |
| 24 | 461 | 3 | 13 | 3.74 |
| 25 | 481 | 3 | 11 | 3.16 |
| 26 | 505 | 3 | 15 | 4.31 |
| 27 | 536 | 3 | 22 | 6.32 |
| 28 | 576 | 3 | 22 | 6.32 |
| 29 | 600 | 3 | 19 | 5.46 |
| 30 | 600 | 3 | 13 | 3.74 |

Table 4.B.11 Raw-Score-to-Scale-Score Distribution for Grade Five—Oral Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 249 | 13.09 |
| 1 | 150 | 1 | 106 | 5.57 |
| 2 | 150 | 1 | 50 | 2.63 |
| 3 | 151 | 1 | 51 | 2.68 |
| 4 | 166 | 1 | 84 | 4.42 |
| 5 | 194 | 1 | 63 | 3.31 |
| 6 | 217 | 1 | 69 | 3.63 |
| 7 | 237 | 1 | 53 | 2.79 |
| 8 | 254 | 1 | 32 | 1.68 |
| 9 | 269 | 1 | 39 | 2.05 |
| 10 | 284 | 1 | 29 | 1.52 |
| 11 | 297 | 1 | 19 | 1.00 |
| 12 | 309 | 1 | 14 | 0.74 |
| 13 | 321 | 1 | 16 | 0.84 |
| 14 | 333 | 1 | 17 | 0.89 |
| 15 | 344 | 1 | 21 | 1.10 |
| 16 | 355 | 1 | 25 | 1.31 |
| 17 | 366 | 1 | 31 | 1.63 |
| 18 | 377 | 2 | 14 | 0.74 |
| 19 | 389 | 2 | 31 | 1.63 |
| 20 | 401 | 2 | 35 | 1.84 |
| 21 | 414 | 2 | 20 | 1.05 |
| 22 | 427 | 2 | 41 | 2.16 |
| 23 | 442 | 2 | 59 | 3.10 |
| 24 | 460 | 3 | 61 | 3.21 |
| 25 | 479 | 3 | 83 | 4.36 |
| 26 | 503 | 3 | 97 | 5.10 |
| 27 | 533 | 3 | 126 | 6.62 |
| 28 | 573 | 3 | 139 | 7.31 |
| 29 | 599 | 3 | 136 | 7.15 |
| 30 | 600 | 3 | 92 | 4.84 |

Table 4.B.12 Raw-Score-to-Scale-Score Distribution for Grade Five—Oral Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 58 | 16.91 |
| 1 | 150 | 1 | 9 | 2.62 |
| 2 | 150 | 1 | 9 | 2.62 |
| 3 | 166 | 1 | 6 | 1.75 |
| 4 | 194 | 1 | 7 | 2.04 |
| 5 | 217 | 1 | 13 | 3.79 |
| 6 | 236 | 1 | 15 | 4.37 |
| 7 | 252 | 1 | 10 | 2.92 |
| 8 | 266 | 1 | 7 | 2.04 |
| 9 | 280 | 1 | 10 | 2.92 |
| 10 | 292 | 1 | 2 | 0.58 |
| 11 | 303 | 1 | 6 | 1.75 |
| 12 | 314 | 1 | 2 | 0.58 |
| 13 | 325 | 1 | 2 | 0.58 |
| 14 | 336 | 1 | 6 | 1.75 |
| 15 | 346 | 1 | 2 | 0.58 |
| 16 | 356 | 1 | 5 | 1.46 |
| 17 | 367 | 1 | 3 | 0.87 |
| 18 | 378 | 2 | 3 | 0.87 |
| 19 | 389 | 2 | 7 | 2.04 |
| 20 | 401 | 2 | 3 | 0.87 |
| 21 | 414 | 2 | 7 | 2.04 |
| 22 | 428 | 2 | 9 | 2.62 |
| 23 | 443 | 2 | 9 | 2.62 |
| 24 | 461 | 3 | 4 | 1.17 |
| 25 | 481 | 3 | 14 | 4.08 |
| 26 | 505 | 3 | 22 | 6.41 |
| 27 | 536 | 3 | 19 | 5.54 |
| 28 | 576 | 3 | 22 | 6.41 |
| 29 | 600 | 3 | 25 | 7.29 |
| 30 | 600 | 3 | 27 | 7.87 |

Table 4.B.13 Raw-Score-to-Scale-Score Distribution for Grade Six—Oral Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 231 | 11.98 |
| 1 | 150 | 1 | 67 | 3.47 |
| 2 | 150 | 1 | 42 | 2.18 |
| 3 | 150 | 1 | 40 | 2.07 |
| 4 | 150 | 1 | 55 | 2.85 |
| 5 | 155 | 1 | 77 | 3.99 |
| 6 | 176 | 1 | 83 | 4.30 |
| 7 | 197 | 1 | 73 | 3.78 |
| 8 | 216 | 1 | 38 | 1.97 |
| 9 | 234 | 1 | 32 | 1.66 |
| 10 | 250 | 1 | 22 | 1.14 |
| 11 | 265 | 1 | 29 | 1.50 |
| 12 | 279 | 1 | 23 | 1.19 |
| 13 | 293 | 1 | 20 | 1.04 |
| 14 | 306 | 1 | 21 | 1.09 |
| 15 | 320 | 1 | 20 | 1.04 |
| 16 | 332 | 1 | 17 | 0.88 |
| 17 | 345 | 1 | 26 | 1.35 |
| 18 | 359 | 1 | 33 | 1.71 |
| 19 | 372 | 2 | 26 | 1.35 |
| 20 | 386 | 2 | 34 | 1.76 |
| 21 | 401 | 2 | 40 | 2.07 |
| 22 | 417 | 2 | 45 | 2.33 |
| 23 | 434 | 2 | 54 | 2.80 |
| 24 | 453 | 3 | 67 | 3.47 |
| 25 | 475 | 3 | 68 | 3.53 |
| 26 | 500 | 3 | 96 | 4.98 |
| 27 | 530 | 3 | 110 | 5.70 |
| 28 | 566 | 3 | 122 | 6.32 |
| 29 | 598 | 3 | 138 | 7.15 |
| 30 | 600 | 3 | 121 | 6.27 |
| 31 | 600 | 3 | 59 | 3.06 |

Table 4.B.14 Raw-Score-to-Scale-Score Distribution for Grade Six—Oral Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 54 | 17.36 |
| 1 | 150 | 1 | 7 | 2.25 |
| 2 | 150 | 1 | 5 | 1.61 |
| 3 | 150 | 1 | 5 | 1.61 |
| 4 | 150 | 1 | 8 | 2.57 |
| 5 | 156 | 1 | 6 | 1.93 |
| 6 | 181 | 1 | 5 | 1.61 |
| 7 | 202 | 1 | 8 | 2.57 |
| 8 | 221 | 1 | 8 | 2.57 |
| 9 | 239 | 1 | 7 | 2.25 |
| 10 | 254 | 1 | 3 | 0.96 |
| 11 | 269 | 1 | 5 | 1.61 |
| 12 | 283 | 1 | 4 | 1.29 |
| 14 | 309 | 1 | 1 | 0.32 |
| 15 | 322 | 1 | 7 | 2.25 |
| 16 | 334 | 1 | 5 | 1.61 |
| 17 | 346 | 1 | 1 | 0.32 |
| 18 | 359 | 1 | 4 | 1.29 |
| 19 | 372 | 2 | 6 | 1.93 |
| 20 | 385 | 2 | 4 | 1.29 |
| 21 | 399 | 2 | 4 | 1.29 |
| 22 | 414 | 2 | 11 | 3.54 |
| 23 | 430 | 2 | 8 | 2.57 |
| 24 | 449 | 2 | 14 | 4.50 |
| 25 | 470 | 3 | 10 | 3.22 |
| 26 | 495 | 3 | 24 | 7.72 |
| 27 | 526 | 3 | 18 | 5.79 |
| 28 | 565 | 3 | 19 | 6.11 |
| 29 | 600 | 3 | 21 | 6.75 |
| 30 | 600 | 3 | 19 | 6.11 |
| 31 | 600 | 3 | 10 | 3.22 |

Table 4.B.15 Raw-Score-to-Scale-Score Distribution for Grade Seven—Oral Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 188 | 10.03 |
| 1 | 150 | 1 | 82 | 4.37 |
| 2 | 150 | 1 | 60 | 3.20 |
| 3 | 150 | 1 | 51 | 2.72 |
| 4 | 150 | 1 | 57 | 3.04 |
| 5 | 155 | 1 | 80 | 4.27 |
| 6 | 176 | 1 | 95 | 5.07 |
| 7 | 197 | 1 | 78 | 4.16 |
| 8 | 216 | 1 | 40 | 2.13 |
| 9 | 234 | 1 | 50 | 2.67 |
| 10 | 250 | 1 | 35 | 1.87 |
| 11 | 265 | 1 | 30 | 1.60 |
| 12 | 279 | 1 | 23 | 1.23 |
| 13 | 293 | 1 | 16 | 0.85 |
| 14 | 306 | 1 | 21 | 1.12 |
| 15 | 320 | 1 | 33 | 1.76 |
| 16 | 332 | 1 | 28 | 1.49 |
| 17 | 345 | 1 | 16 | 0.85 |
| 18 | 359 | 1 | 29 | 1.55 |
| 19 | 372 | 2 | 32 | 1.71 |
| 20 | 386 | 2 | 31 | 1.65 |
| 21 | 401 | 2 | 42 | 2.24 |
| 22 | 417 | 2 | 46 | 2.45 |
| 23 | 434 | 2 | 45 | 2.40 |
| 24 | 453 | 3 | 56 | 2.99 |
| 25 | 475 | 3 | 61 | 3.25 |
| 26 | 500 | 3 | 82 | 4.37 |
| 27 | 530 | 3 | 92 | 4.91 |
| 28 | 566 | 3 | 88 | 4.69 |
| 29 | 598 | 3 | 108 | 5.76 |
| 30 | 600 | 3 | 127 | 6.77 |
| 31 | 600 | 3 | 53 | 2.83 |

Table 4.B.16 Raw-Score-to-Scale-Score Distribution for Grade Seven—Oral Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 50 | 14.97 |
| 1 | 150 | 1 | 7 | 2.10 |
| 2 | 150 | 1 | 3 | 0.90 |
| 3 | 150 | 1 | 7 | 2.10 |
| 4 | 150 | 1 | 7 | 2.10 |
| 5 | 156 | 1 | 10 | 2.99 |
| 6 | 181 | 1 | 7 | 2.10 |
| 7 | 202 | 1 | 12 | 3.59 |
| 8 | 221 | 1 | 6 | 1.80 |
| 9 | 239 | 1 | 9 | 2.69 |
| 10 | 254 | 1 | 5 | 1.50 |
| 11 | 269 | 1 | 3 | 0.90 |
| 12 | 283 | 1 | 3 | 0.90 |
| 13 | 296 | 1 | 4 | 1.20 |
| 14 | 309 | 1 | 1 | 0.30 |
| 15 | 322 | 1 | 3 | 0.90 |
| 16 | 334 | 1 | 6 | 1.80 |
| 17 | 346 | 1 | 5 | 1.50 |
| 18 | 359 | 1 | 7 | 2.10 |
| 19 | 372 | 2 | 5 | 1.50 |
| 20 | 385 | 2 | 5 | 1.50 |
| 21 | 399 | 2 | 5 | 1.50 |
| 22 | 414 | 2 | 11 | 3.29 |
| 23 | 430 | 2 | 13 | 3.89 |
| 24 | 449 | 2 | 7 | 2.10 |
| 25 | 470 | 3 | 12 | 3.59 |
| 26 | 495 | 3 | 15 | 4.49 |
| 27 | 526 | 3 | 21 | 6.29 |
| 28 | 565 | 3 | 19 | 5.69 |
| 29 | 600 | 3 | 20 | 5.99 |
| 30 | 600 | 3 | 33 | 9.88 |
| 31 | 600 | 3 | 13 | 3.89 |

Table 4.B.17 Raw-Score-to-Scale-Score Distribution for Grade Eight—Oral Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 182 | 11.11 |
| 1 | 150 | 1 | 72 | 4.40 |
| 2 | 150 | 1 | 39 | 2.38 |
| 3 | 150 | 1 | 36 | 2.20 |
| 4 | 150 | 1 | 40 | 2.44 |
| 5 | 155 | 1 | 61 | 3.72 |
| 6 | 176 | 1 | 76 | 4.64 |
| 7 | 197 | 1 | 86 | 5.25 |
| 8 | 216 | 1 | 41 | 2.50 |
| 9 | 234 | 1 | 39 | 2.38 |
| 10 | 250 | 1 | 33 | 2.01 |
| 11 | 265 | 1 | 26 | 1.59 |
| 12 | 279 | 1 | 19 | 1.16 |
| 13 | 293 | 1 | 17 | 1.04 |
| 14 | 306 | 1 | 17 | 1.04 |
| 15 | 320 | 1 | 26 | 1.59 |
| 16 | 332 | 1 | 15 | 0.92 |
| 17 | 345 | 1 | 24 | 1.47 |
| 18 | 359 | 1 | 16 | 0.98 |
| 19 | 372 | 2 | 23 | 1.40 |
| 20 | 386 | 2 | 22 | 1.34 |
| 21 | 401 | 2 | 30 | 1.83 |
| 22 | 417 | 2 | 53 | 3.24 |
| 23 | 434 | 2 | 35 | 2.14 |
| 24 | 453 | 3 | 44 | 2.69 |
| 25 | 475 | 3 | 57 | 3.48 |
| 26 | 500 | 3 | 60 | 3.66 |
| 27 | 530 | 3 | 81 | 4.95 |
| 28 | 566 | 3 | 99 | 6.04 |
| 29 | 598 | 3 | 85 | 5.19 |
| 30 | 600 | 3 | 102 | 6.23 |
| 31 | 600 | 3 | 82 | 5.01 |

Table 4.B.18 Raw-Score-to-Scale-Score Distribution for Grade Eight—Oral Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 57 | 17.76 |
| 1 | 150 | 1 | 6 | 1.87 |
| 2 | 150 | 1 | 4 | 1.25 |
| 3 | 150 | 1 | 6 | 1.87 |
| 4 | 150 | 1 | 5 | 1.56 |
| 5 | 156 | 1 | 12 | 3.74 |
| 6 | 181 | 1 | 16 | 4.98 |
| 7 | 202 | 1 | 8 | 2.49 |
| 8 | 221 | 1 | 11 | 3.43 |
| 9 | 239 | 1 | 3 | 0.93 |
| 11 | 269 | 1 | 6 | 1.87 |
| 12 | 283 | 1 | 3 | 0.93 |
| 13 | 296 | 1 | 1 | 0.31 |
| 14 | 309 | 1 | 6 | 1.87 |
| 15 | 322 | 1 | 1 | 0.31 |
| 16 | 334 | 1 | 2 | 0.62 |
| 17 | 346 | 1 | 5 | 1.56 |
| 18 | 359 | 1 | 7 | 2.18 |
| 19 | 372 | 2 | 8 | 2.49 |
| 20 | 385 | 2 | 6 | 1.87 |
| 21 | 399 | 2 | 7 | 2.18 |
| 22 | 414 | 2 | 9 | 2.80 |
| 23 | 430 | 2 | 6 | 1.87 |
| 24 | 449 | 2 | 6 | 1.87 |
| 25 | 470 | 3 | 11 | 3.43 |
| 26 | 495 | 3 | 15 | 4.67 |
| 27 | 526 | 3 | 21 | 6.54 |
| 28 | 565 | 3 | 18 | 5.61 |
| 29 | 600 | 3 | 17 | 5.30 |
| 30 | 600 | 3 | 23 | 7.17 |
| 31 | 600 | 3 | 15 | 4.67 |

Table 4.B.19 Raw-Score-to-Scale-Score Distribution for Grade Nine—Oral Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 273 | 8.31 |
| 1 | 150 | 1 | 163 | 4.96 |
| 2 | 150 | 1 | 127 | 3.86 |
| 3 | 150 | 1 | 148 | 4.50 |
| 4 | 155 | 1 | 183 | 5.57 |
| 5 | 180 | 1 | 204 | 6.21 |
| 6 | 201 | 1 | 184 | 5.60 |
| 7 | 219 | 1 | 124 | 3.77 |
| 8 | 236 | 1 | 90 | 2.74 |
| 9 | 252 | 1 | 91 | 2.77 |
| 10 | 266 | 1 | 60 | 1.83 |
| 11 | 279 | 1 | 47 | 1.43 |
| 12 | 292 | 1 | 44 | 1.34 |
| 13 | 304 | 1 | 43 | 1.31 |
| 14 | 316 | 1 | 42 | 1.28 |
| 15 | 327 | 1 | 40 | 1.22 |
| 16 | 340 | 1 | 46 | 1.40 |
| 17 | 351 | 1 | 38 | 1.16 |
| 18 | 364 | 1 | 37 | 1.13 |
| 19 | 376 | 2 | 34 | 1.03 |
| 20 | 389 | 2 | 64 | 1.95 |
| 21 | 403 | 2 | 32 | 0.97 |
| 22 | 418 | 2 | 61 | 1.86 |
| 23 | 433 | 2 | 54 | 1.64 |
| 24 | 450 | 3 | 66 | 2.01 |
| 25 | 469 | 3 | 87 | 2.65 |
| 26 | 491 | 3 | 104 | 3.16 |
| 27 | 516 | 3 | 126 | 3.83 |
| 28 | 548 | 3 | 159 | 4.84 |
| 29 | 590 | 3 | 188 | 5.72 |
| 30 | 599 | 3 | 215 | 6.54 |
| 31 | 600 | 3 | 112 | 3.41 |

Table 4.B.20 Raw-Score-to-Scale-Score Distribution for Grade Nine—Oral Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 134 | 21.34 |
| 1 | 150 | 1 | 33 | 5.25 |
| 2 | 150 | 1 | 15 | 2.39 |
| 3 | 150 | 1 | 10 | 1.59 |
| 4 | 153 | 1 | 19 | 3.03 |
| 5 | 179 | 1 | 19 | 3.03 |
| 6 | 201 | 1 | 17 | 2.71 |
| 7 | 219 | 1 | 17 | 2.71 |
| 8 | 236 | 1 | 18 | 2.87 |
| 9 | 252 | 1 | 13 | 2.07 |
| 10 | 266 | 1 | 5 | 0.80 |
| 11 | 279 | 1 | 3 | 0.48 |
| 12 | 292 | 1 | 4 | 0.64 |
| 13 | 304 | 1 | 4 | 0.64 |
| 14 | 316 | 1 | 7 | 1.11 |
| 15 | 327 | 1 | 5 | 0.80 |
| 16 | 339 | 1 | 9 | 1.43 |
| 17 | 350 | 1 | 5 | 0.80 |
| 18 | 362 | 1 | 9 | 1.43 |
| 19 | 374 | 2 | 4 | 0.64 |
| 20 | 387 | 2 | 6 | 0.96 |
| 21 | 400 | 2 | 7 | 1.11 |
| 22 | 415 | 2 | 9 | 1.43 |
| 23 | 430 | 2 | 6 | 0.96 |
| 24 | 447 | 2 | 13 | 2.07 |
| 25 | 466 | 3 | 17 | 2.71 |
| 26 | 488 | 3 | 21 | 3.34 |
| 27 | 514 | 3 | 25 | 3.98 |
| 28 | 547 | 3 | 23 | 3.66 |
| 29 | 591 | 3 | 41 | 6.53 |
| 30 | 600 | 3 | 63 | 10.03 |
| 31 | 600 | 3 | 47 | 7.48 |

Table 4.B.21 Raw-Score-to-Scale-Score Distribution for Grade Ten—Oral Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 206 | 10.64 |
| 1 | 150 | 1 | 71 | 3.67 |
| 2 | 150 | 1 | 64 | 3.31 |
| 3 | 150 | 1 | 78 | 4.03 |
| 4 | 155 | 1 | 76 | 3.93 |
| 5 | 180 | 1 | 80 | 4.13 |
| 6 | 201 | 1 | 88 | 4.55 |
| 7 | 219 | 1 | 68 | 3.51 |
| 8 | 236 | 1 | 62 | 3.20 |
| 9 | 252 | 1 | 58 | 3.00 |
| 10 | 266 | 1 | 43 | 2.22 |
| 11 | 279 | 1 | 30 | 1.55 |
| 12 | 292 | 1 | 28 | 1.45 |
| 13 | 304 | 1 | 24 | 1.24 |
| 14 | 316 | 1 | 45 | 2.32 |
| 15 | 327 | 1 | 29 | 1.50 |
| 16 | 340 | 1 | 33 | 1.70 |
| 17 | 351 | 1 | 37 | 1.91 |
| 18 | 364 | 1 | 31 | 1.60 |
| 19 | 376 | 2 | 38 | 1.96 |
| 20 | 389 | 2 | 34 | 1.76 |
| 21 | 403 | 2 | 33 | 1.70 |
| 22 | 418 | 2 | 43 | 2.22 |
| 23 | 433 | 2 | 36 | 1.86 |
| 24 | 450 | 3 | 50 | 2.58 |
| 25 | 469 | 3 | 64 | 3.31 |
| 26 | 491 | 3 | 63 | 3.25 |
| 27 | 516 | 3 | 77 | 3.98 |
| 28 | 548 | 3 | 83 | 4.29 |
| 29 | 590 | 3 | 101 | 5.22 |
| 30 | 599 | 3 | 89 | 4.60 |
| 31 | 600 | 3 | 74 | 3.82 |

Table 4.B.22 Raw-Score-to-Scale-Score Distribution for Grade Ten—Oral Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 80 | 17.35 |
| 1 | 150 | 1 | 17 | 3.69 |
| 2 | 150 | 1 | 6 | 1.30 |
| 3 | 150 | 1 | 13 | 2.82 |
| 4 | 153 | 1 | 10 | 2.17 |
| 5 | 179 | 1 | 15 | 3.25 |
| 6 | 201 | 1 | 13 | 2.82 |
| 7 | 219 | 1 | 7 | 1.52 |
| 8 | 236 | 1 | 12 | 2.60 |
| 9 | 252 | 1 | 8 | 1.74 |
| 10 | 266 | 1 | 8 | 1.74 |
| 11 | 279 | 1 | 5 | 1.08 |
| 12 | 292 | 1 | 9 | 1.95 |
| 13 | 304 | 1 | 9 | 1.95 |
| 14 | 316 | 1 | 5 | 1.08 |
| 15 | 327 | 1 | 6 | 1.30 |
| 16 | 339 | 1 | 6 | 1.30 |
| 17 | 350 | 1 | 7 | 1.52 |
| 18 | 362 | 1 | 9 | 1.95 |
| 19 | 374 | 2 | 11 | 2.39 |
| 20 | 387 | 2 | 4 | 0.87 |
| 21 | 400 | 2 | 13 | 2.82 |
| 22 | 415 | 2 | 8 | 1.74 |
| 23 | 430 | 2 | 9 | 1.95 |
| 24 | 447 | 2 | 10 | 2.17 |
| 25 | 466 | 3 | 10 | 2.17 |
| 26 | 488 | 3 | 17 | 3.69 |
| 27 | 514 | 3 | 20 | 4.34 |
| 28 | 547 | 3 | 18 | 3.90 |
| 29 | 591 | 3 | 33 | 7.16 |
| 30 | 600 | 3 | 34 | 7.38 |
| 31 | 600 | 3 | 29 | 6.29 |

Table 4.B.23 Raw-Score-to-Scale-Score Distribution for Grade Eleven—Oral Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 169 | 11.42 |
| 1 | 150 | 1 | 68 | 4.59 |
| 2 | 150 | 1 | 53 | 3.58 |
| 3 | 150 | 1 | 35 | 2.36 |
| 4 | 155 | 1 | 47 | 3.18 |
| 5 | 180 | 1 | 52 | 3.51 |
| 6 | 201 | 1 | 44 | 2.97 |
| 7 | 219 | 1 | 56 | 3.78 |
| 8 | 236 | 1 | 32 | 2.16 |
| 9 | 252 | 1 | 28 | 1.89 |
| 10 | 266 | 1 | 31 | 2.09 |
| 11 | 279 | 1 | 33 | 2.23 |
| 12 | 292 | 1 | 31 | 2.09 |
| 13 | 304 | 1 | 12 | 0.81 |
| 14 | 316 | 1 | 31 | 2.09 |
| 15 | 327 | 1 | 20 | 1.35 |
| 16 | 340 | 1 | 20 | 1.35 |
| 17 | 351 | 1 | 28 | 1.89 |
| 18 | 364 | 1 | 31 | 2.09 |
| 19 | 376 | 2 | 23 | 1.55 |
| 20 | 389 | 2 | 24 | 1.62 |
| 21 | 403 | 2 | 26 | 1.76 |
| 22 | 418 | 2 | 30 | 2.03 |
| 23 | 433 | 2 | 35 | 2.36 |
| 24 | 450 | 3 | 39 | 2.64 |
| 25 | 469 | 3 | 48 | 3.24 |
| 26 | 491 | 3 | 47 | 3.18 |
| 27 | 516 | 3 | 69 | 4.66 |
| 28 | 548 | 3 | 82 | 5.54 |
| 29 | 590 | 3 | 95 | 6.42 |
| 30 | 599 | 3 | 80 | 5.41 |
| 31 | 600 | 3 | 61 | 4.12 |

Table 4.B.24 Raw-Score-to-Scale-Score Distribution for Grade Eleven—Oral Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 50 | 13.55 |
| 1 | 150 | 1 | 9 | 2.44 |
| 2 | 150 | 1 | 3 | 0.81 |
| 3 | 150 | 1 | 16 | 4.34 |
| 4 | 153 | 1 | 14 | 3.79 |
| 5 | 179 | 1 | 10 | 2.71 |
| 6 | 201 | 1 | 10 | 2.71 |
| 7 | 219 | 1 | 10 | 2.71 |
| 8 | 236 | 1 | 6 | 1.63 |
| 9 | 252 | 1 | 9 | 2.44 |
| 10 | 266 | 1 | 11 | 2.98 |
| 11 | 279 | 1 | 4 | 1.08 |
| 12 | 292 | 1 | 5 | 1.36 |
| 13 | 304 | 1 | 7 | 1.90 |
| 14 | 316 | 1 | 5 | 1.36 |
| 15 | 327 | 1 | 6 | 1.63 |
| 16 | 339 | 1 | 3 | 0.81 |
| 17 | 350 | 1 | 10 | 2.71 |
| 18 | 362 | 1 | 5 | 1.36 |
| 19 | 374 | 2 | 4 | 1.08 |
| 20 | 387 | 2 | 6 | 1.63 |
| 21 | 400 | 2 | 9 | 2.44 |
| 22 | 415 | 2 | 7 | 1.90 |
| 23 | 430 | 2 | 7 | 1.90 |
| 24 | 447 | 2 | 10 | 2.71 |
| 25 | 466 | 3 | 4 | 1.08 |
| 26 | 488 | 3 | 15 | 4.07 |
| 27 | 514 | 3 | 16 | 4.34 |
| 28 | 547 | 3 | 21 | 5.69 |
| 29 | 591 | 3 | 22 | 5.96 |
| 30 | 600 | 3 | 27 | 7.32 |
| 31 | 600 | 3 | 28 | 7.59 |

Table 4.B.25 Raw-Score-to-Scale-Score Distribution for Grade Twelve—Oral Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 101 | 11.56 |
| 1 | 150 | 1 | 29 | 3.32 |
| 2 | 150 | 1 | 25 | 2.86 |
| 3 | 150 | 1 | 21 | 2.40 |
| 4 | 155 | 1 | 23 | 2.63 |
| 5 | 180 | 1 | 20 | 2.29 |
| 6 | 201 | 1 | 19 | 2.17 |
| 7 | 219 | 1 | 14 | 1.60 |
| 8 | 236 | 1 | 19 | 2.17 |
| 9 | 252 | 1 | 13 | 1.49 |
| 10 | 266 | 1 | 9 | 1.03 |
| 11 | 279 | 1 | 18 | 2.06 |
| 12 | 292 | 1 | 14 | 1.60 |
| 13 | 304 | 1 | 8 | 0.92 |
| 14 | 316 | 1 | 9 | 1.03 |
| 15 | 327 | 1 | 14 | 1.60 |
| 16 | 340 | 1 | 13 | 1.49 |
| 17 | 351 | 1 | 11 | 1.26 |
| 18 | 364 | 1 | 14 | 1.60 |
| 19 | 376 | 2 | 29 | 3.32 |
| 20 | 389 | 2 | 26 | 2.97 |
| 21 | 403 | 2 | 20 | 2.29 |
| 22 | 418 | 2 | 17 | 1.95 |
| 23 | 433 | 2 | 22 | 2.52 |
| 24 | 450 | 3 | 25 | 2.86 |
| 25 | 469 | 3 | 32 | 3.66 |
| 26 | 491 | 3 | 34 | 3.89 |
| 27 | 516 | 3 | 42 | 4.81 |
| 28 | 548 | 3 | 50 | 5.72 |
| 29 | 590 | 3 | 66 | 7.55 |
| 30 | 599 | 3 | 70 | 8.01 |
| 31 | 600 | 3 | 47 | 5.38 |

Table 4.B.26 Raw-Score-to-Scale-Score Distribution for Grade Twelve—Oral Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 33 | 12.64 |
| 1 | 150 | 1 | 3 | 1.15 |
| 2 | 150 | 1 | 5 | 1.92 |
| 3 | 150 | 1 | 4 | 1.53 |
| 4 | 153 | 1 | 12 | 4.60 |
| 5 | 179 | 1 | 10 | 3.83 |
| 6 | 201 | 1 | 9 | 3.45 |
| 7 | 219 | 1 | 2 | 0.77 |
| 8 | 236 | 1 | 7 | 2.68 |
| 9 | 252 | 1 | 4 | 1.53 |
| 10 | 266 | 1 | 3 | 1.15 |
| 11 | 279 | 1 | 3 | 1.15 |
| 12 | 292 | 1 | 7 | 2.68 |
| 13 | 304 | 1 | 4 | 1.53 |
| 14 | 316 | 1 | 1 | 0.38 |
| 15 | 327 | 1 | 4 | 1.53 |
| 16 | 339 | 1 | 2 | 0.77 |
| 17 | 350 | 1 | 1 | 0.38 |
| 18 | 362 | 1 | 5 | 1.92 |
| 19 | 374 | 2 | 6 | 2.30 |
| 20 | 387 | 2 | 4 | 1.53 |
| 21 | 400 | 2 | 2 | 0.77 |
| 22 | 415 | 2 | 6 | 2.30 |
| 23 | 430 | 2 | 10 | 3.83 |
| 24 | 447 | 2 | 15 | 5.75 |
| 25 | 466 | 3 | 8 | 3.07 |
| 26 | 488 | 3 | 11 | 4.21 |
| 27 | 514 | 3 | 8 | 3.07 |
| 28 | 547 | 3 | 4 | 1.53 |
| 29 | 591 | 3 | 27 | 10.34 |
| 30 | 600 | 3 | 18 | 6.90 |
| 31 | 600 | 3 | 23 | 8.81 |

Table 4.B.27 Raw-Score-to-Scale-Score Distribution for Kindergarten—Written Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 12,758 | 12.72 |
| 1 | 164 | 1 | 6,383 | 6.36 |
| 2 | 202 | 1 | 6,374 | 6.35 |
| 3 | 227 | 1 | 6,281 | 6.26 |
| 4 | 246 | 1 | 6,585 | 6.56 |
| 5 | 263 | 1 | 6,553 | 6.53 |
| 6 | 278 | 1 | 6,217 | 6.20 |
| 7 | 292 | 1 | 5,755 | 5.74 |
| 8 | 305 | 1 | 4,954 | 4.94 |
| 9 | 317 | 1 | 4,225 | 4.21 |
| 10 | 328 | 1 | 3,487 | 3.48 |
| 11 | 340 | 1 | 3,075 | 3.07 |
| 12 | 350 | 1 | 2,909 | 2.90 |
| 13 | 361 | 1 | 2,615 | 2.61 |
| 14 | 372 | 2 | 2,583 | 2.57 |
| 15 | 383 | 2 | 2,382 | 2.37 |
| 16 | 394 | 2 | 2,188 | 2.18 |
| 17 | 406 | 2 | 2,076 | 2.07 |
| 18 | 419 | 2 | 1,756 | 1.75 |
| 19 | 435 | 2 | 1,734 | 1.73 |
| 20 | 453 | 3 | 1,697 | 1.69 |
| 21 | 477 | 3 | 1,912 | 1.91 |
| 22 | 515 | 3 | 2,088 | 2.08 |
| 23 | 600 | 3 | 3,726 | 3.71 |

Table 4.B.28 Raw-Score-to-Scale-Score Distribution for Kindergarten—Written Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 3,331 | 14.15 |
| 1 | 162 | 1 | 1,154 | 4.90 |
| 2 | 200 | 1 | 1,688 | 7.17 |
| 3 | 225 | 1 | 1,875 | 7.96 |
| 4 | 245 | 1 | 2,141 | 9.09 |
| 5 | 262 | 1 | 2,092 | 8.89 |
| 6 | 277 | 1 | 1,863 | 7.91 |
| 7 | 291 | 1 | 1,553 | 6.60 |
| 8 | 304 | 1 | 1,145 | 4.86 |
| 9 | 317 | 1 | 911 | 3.87 |
| 10 | 329 | 1 | 728 | 3.09 |
| 11 | 340 | 1 | 595 | 2.53 |
| 12 | 351 | 1 | 531 | 2.26 |
| 13 | 362 | 1 | 476 | 2.02 |
| 14 | 373 | 2 | 437 | 1.86 |
| 15 | 384 | 2 | 379 | 1.61 |
| 16 | 395 | 2 | 369 | 1.57 |
| 17 | 408 | 2 | 325 | 1.38 |
| 18 | 421 | 2 | 261 | 1.11 |
| 19 | 437 | 2 | 278 | 1.18 |
| 20 | 456 | 3 | 282 | 1.20 |
| 21 | 481 | 3 | 313 | 1.33 |
| 22 | 520 | 3 | 336 | 1.43 |
| 23 | 600 | 3 | 478 | 2.03 |

Table 4.B.29 Raw-Score-to-Scale-Score Distribution for Grade One—Written Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 796 | 17.27 |
| 1 | 190 | 1 | 167 | 3.62 |
| 2 | 226 | 1 | 166 | 3.60 |
| 3 | 248 | 1 | 148 | 3.21 |
| 4 | 265 | 1 | 134 | 2.91 |
| 5 | 280 | 1 | 119 | 2.58 |
| 6 | 292 | 1 | 135 | 2.93 |
| 7 | 303 | 1 | 116 | 2.52 |
| 8 | 314 | 1 | 111 | 2.41 |
| 9 | 323 | 1 | 115 | 2.49 |
| 10 | 332 | 1 | 128 | 2.78 |
| 11 | 341 | 1 | 105 | 2.28 |
| 12 | 350 | 1 | 95 | 2.06 |
| 13 | 359 | 1 | 112 | 2.43 |
| 14 | 369 | 1 | 112 | 2.43 |
| 15 | 379 | 2 | 120 | 2.60 |
| 16 | 389 | 2 | 126 | 2.73 |
| 17 | 401 | 2 | 149 | 3.23 |
| 18 | 414 | 2 | 183 | 3.97 |
| 19 | 429 | 2 | 183 | 3.97 |
| 20 | 448 | 2 | 217 | 4.71 |
| 21 | 472 | 3 | 243 | 5.27 |
| 22 | 511 | 3 | 325 | 7.05 |
| 23 | 600 | 3 | 505 | 10.95 |

Table 4.B.30 Raw-Score-to-Scale-Score Distribution for Grade One—Written Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 146 | 14.66 |
| 1 | 197 | 1 | 23 | 2.31 |
| 2 | 232 | 1 | 29 | 2.91 |
| 3 | 254 | 1 | 32 | 3.21 |
| 4 | 271 | 1 | 41 | 4.12 |
| 5 | 285 | 1 | 26 | 2.61 |
| 6 | 297 | 1 | 21 | 2.11 |
| 7 | 308 | 1 | 27 | 2.71 |
| 8 | 319 | 1 | 18 | 1.81 |
| 9 | 329 | 1 | 28 | 2.81 |
| 10 | 338 | 1 | 24 | 2.41 |
| 11 | 347 | 1 | 24 | 2.41 |
| 12 | 356 | 1 | 19 | 1.91 |
| 13 | 365 | 1 | 18 | 1.81 |
| 14 | 375 | 2 | 28 | 2.81 |
| 15 | 384 | 2 | 25 | 2.51 |
| 16 | 395 | 2 | 38 | 3.82 |
| 17 | 406 | 2 | 35 | 3.51 |
| 18 | 419 | 2 | 43 | 4.32 |
| 19 | 434 | 2 | 53 | 5.32 |
| 20 | 451 | 3 | 62 | 6.22 |
| 21 | 475 | 3 | 51 | 5.12 |
| 22 | 512 | 3 | 78 | 7.83 |
| 23 | 600 | 3 | 107 | 10.74 |

Table 4.B.31 Raw-Score-to-Scale-Score Distribution for Grade Two—Written Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 426 | 15.45 |
| 1 | 218 | 1 | 100 | 3.63 |
| 2 | 251 | 1 | 99 | 3.59 |
| 3 | 271 | 1 | 117 | 4.24 |
| 4 | 287 | 1 | 108 | 3.92 |
| 5 | 300 | 1 | 107 | 3.88 |
| 6 | 311 | 1 | 91 | 3.30 |
| 7 | 321 | 1 | 78 | 2.83 |
| 8 | 330 | 1 | 85 | 3.08 |
| 9 | 338 | 1 | 71 | 2.58 |
| 10 | 346 | 1 | 58 | 2.10 |
| 11 | 354 | 1 | 55 | 1.99 |
| 12 | 361 | 1 | 40 | 1.45 |
| 13 | 369 | 1 | 45 | 1.63 |
| 14 | 377 | 2 | 57 | 2.07 |
| 15 | 385 | 2 | 60 | 2.18 |
| 16 | 394 | 2 | 61 | 2.21 |
| 17 | 404 | 2 | 69 | 2.50 |
| 18 | 415 | 2 | 86 | 3.12 |
| 19 | 429 | 2 | 118 | 4.28 |
| 20 | 446 | 2 | 124 | 4.50 |
| 21 | 469 | 3 | 161 | 5.84 |
| 22 | 505 | 3 | 264 | 9.58 |
| 23 | 600 | 3 | 277 | 10.05 |

Table 4.B.32 Raw-Score-to-Scale-Score Distribution for Grade Two—Written Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 75 | 15.66 |
| 1 | 223 | 1 | 12 | 2.51 |
| 2 | 253 | 1 | 18 | 3.76 |
| 3 | 273 | 1 | 20 | 4.18 |
| 4 | 288 | 1 | 13 | 2.71 |
| 5 | 301 | 1 | 25 | 5.22 |
| 6 | 312 | 1 | 17 | 3.55 |
| 7 | 321 | 1 | 5 | 1.04 |
| 8 | 330 | 1 | 13 | 2.71 |
| 9 | 339 | 1 | 7 | 1.46 |
| 10 | 346 | 1 | 10 | 2.09 |
| 11 | 354 | 1 | 7 | 1.46 |
| 12 | 362 | 1 | 11 | 2.30 |
| 13 | 369 | 1 | 13 | 2.71 |
| 14 | 377 | 2 | 11 | 2.30 |
| 15 | 385 | 2 | 11 | 2.30 |
| 16 | 394 | 2 | 16 | 3.34 |
| 17 | 404 | 2 | 17 | 3.55 |
| 18 | 415 | 2 | 20 | 4.18 |
| 19 | 428 | 2 | 21 | 4.38 |
| 20 | 444 | 2 | 26 | 5.43 |
| 21 | 467 | 3 | 23 | 4.80 |
| 22 | 503 | 3 | 48 | 10.02 |
| 23 | 600 | 3 | 40 | 8.35 |

Table 4.B.33 Raw-Score-to-Scale-Score Distribution for Grade Three—Written Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 676 | 27.20 |
| 1 | 150 | 1 | 180 | 7.24 |
| 2 | 154 | 1 | 144 | 5.79 |
| 3 | 190 | 1 | 126 | 5.07 |
| 4 | 217 | 1 | 107 | 4.31 |
| 5 | 239 | 1 | 80 | 3.22 |
| 6 | 259 | 1 | 61 | 2.45 |
| 7 | 276 | 1 | 57 | 2.29 |
| 8 | 293 | 1 | 70 | 2.82 |
| 9 | 309 | 1 | 65 | 2.62 |
| 10 | 324 | 1 | 58 | 2.33 |
| 11 | 339 | 1 | 60 | 2.41 |
| 12 | 355 | 1 | 81 | 3.26 |
| 13 | 370 | 2 | 75 | 3.02 |
| 14 | 387 | 2 | 72 | 2.90 |
| 15 | 404 | 2 | 83 | 3.34 |
| 16 | 422 | 2 | 103 | 4.14 |
| 17 | 443 | 2 | 77 | 3.10 |
| 18 | 465 | 3 | 86 | 3.46 |
| 19 | 493 | 3 | 73 | 2.94 |
| 20 | 528 | 3 | 80 | 3.22 |
| 21 | 584 | 3 | 47 | 1.89 |
| 22 | 600 | 3 | 24 | 0.97 |

Table 4.B.34 Raw-Score-to-Scale-Score Distribution for Grade Three—Written Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 129 | 31.54 |
| 1 | 150 | 1 | 19 | 4.65 |
| 2 | 173 | 1 | 23 | 5.62 |
| 3 | 206 | 1 | 25 | 6.11 |
| 4 | 231 | 1 | 19 | 4.65 |
| 5 | 251 | 1 | 14 | 3.42 |
| 6 | 269 | 1 | 11 | 2.69 |
| 7 | 285 | 1 | 12 | 2.93 |
| 8 | 300 | 1 | 8 | 1.96 |
| 9 | 314 | 1 | 6 | 1.47 |
| 10 | 328 | 1 | 14 | 3.42 |
| 11 | 341 | 1 | 5 | 1.22 |
| 12 | 355 | 1 | 11 | 2.69 |
| 13 | 370 | 2 | 12 | 2.93 |
| 14 | 385 | 2 | 12 | 2.93 |
| 15 | 401 | 2 | 5 | 1.22 |
| 16 | 419 | 2 | 20 | 4.89 |
| 17 | 439 | 2 | 15 | 3.67 |
| 18 | 461 | 3 | 11 | 2.69 |
| 19 | 488 | 3 | 14 | 3.42 |
| 20 | 524 | 3 | 11 | 2.69 |
| 21 | 581 | 3 | 9 | 2.20 |
| 22 | 600 | 3 | 4 | 0.98 |

Table 4.B.35 Raw-Score-to-Scale-Score Distribution for Grade Four—Written Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 567 | 26.25 |
| 1 | 150 | 1 | 141 | 6.53 |
| 2 | 154 | 1 | 120 | 5.56 |
| 3 | 190 | 1 | 112 | 5.19 |
| 4 | 217 | 1 | 88 | 4.07 |
| 5 | 239 | 1 | 55 | 2.55 |
| 6 | 259 | 1 | 49 | 2.27 |
| 7 | 276 | 1 | 45 | 2.08 |
| 8 | 293 | 1 | 52 | 2.41 |
| 9 | 309 | 1 | 35 | 1.62 |
| 10 | 324 | 1 | 45 | 2.08 |
| 11 | 339 | 1 | 52 | 2.41 |
| 12 | 355 | 1 | 41 | 1.90 |
| 13 | 370 | 2 | 60 | 2.78 |
| 14 | 387 | 2 | 70 | 3.24 |
| 15 | 404 | 2 | 67 | 3.10 |
| 16 | 422 | 2 | 84 | 3.89 |
| 17 | 443 | 2 | 72 | 3.33 |
| 18 | 465 | 3 | 81 | 3.75 |
| 19 | 493 | 3 | 104 | 4.81 |
| 20 | 528 | 3 | 91 | 4.21 |
| 21 | 584 | 3 | 74 | 3.43 |
| 22 | 600 | 3 | 55 | 2.55 |

Table 4.B.36 Raw-Score-to-Scale-Score Distribution for Grade Four—Written Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 100 | 28.74 |
| 1 | 150 | 1 | 18 | 5.17 |
| 2 | 173 | 1 | 21 | 6.03 |
| 3 | 206 | 1 | 24 | 6.90 |
| 4 | 231 | 1 | 13 | 3.74 |
| 5 | 251 | 1 | 11 | 3.16 |
| 6 | 269 | 1 | 7 | 2.01 |
| 7 | 285 | 1 | 6 | 1.72 |
| 8 | 300 | 1 | 4 | 1.15 |
| 9 | 314 | 1 | 8 | 2.30 |
| 10 | 328 | 1 | 7 | 2.01 |
| 11 | 341 | 1 | 6 | 1.72 |
| 12 | 355 | 1 | 5 | 1.44 |
| 13 | 370 | 2 | 10 | 2.87 |
| 14 | 385 | 2 | 9 | 2.59 |
| 15 | 401 | 2 | 15 | 4.31 |
| 16 | 419 | 2 | 16 | 4.60 |
| 17 | 439 | 2 | 12 | 3.45 |
| 18 | 461 | 3 | 15 | 4.31 |
| 19 | 488 | 3 | 14 | 4.02 |
| 20 | 524 | 3 | 12 | 3.45 |
| 21 | 581 | 3 | 10 | 2.87 |
| 22 | 600 | 3 | 5 | 1.44 |

Table 4.B.37 Raw-Score-to-Scale-Score Distribution for Grade Five—Written Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 429 | 22.56 |
| 1 | 150 | 1 | 132 | 6.94 |
| 2 | 154 | 1 | 98 | 5.15 |
| 3 | 190 | 1 | 119 | 6.26 |
| 4 | 217 | 1 | 65 | 3.42 |
| 5 | 239 | 1 | 51 | 2.68 |
| 6 | 259 | 1 | 33 | 1.74 |
| 7 | 276 | 1 | 26 | 1.37 |
| 8 | 293 | 1 | 34 | 1.79 |
| 9 | 309 | 1 | 38 | 2.00 |
| 10 | 324 | 1 | 54 | 2.84 |
| 11 | 339 | 1 | 33 | 1.74 |
| 12 | 355 | 1 | 44 | 2.31 |
| 13 | 370 | 2 | 52 | 2.73 |
| 14 | 387 | 2 | 39 | 2.05 |
| 15 | 404 | 2 | 65 | 3.42 |
| 16 | 422 | 2 | 56 | 2.94 |
| 17 | 443 | 2 | 74 | 3.89 |
| 18 | 465 | 3 | 84 | 4.42 |
| 19 | 493 | 3 | 103 | 5.42 |
| 20 | 528 | 3 | 114 | 5.99 |
| 21 | 584 | 3 | 91 | 4.78 |
| 22 | 600 | 3 | 68 | 3.58 |

Table 4.B.38 Raw-Score-to-Scale-Score Distribution for Grade Five—Written Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 90 | 26.24 |
| 1 | 150 | 1 | 18 | 5.25 |
| 2 | 173 | 1 | 17 | 4.96 |
| 3 | 206 | 1 | 16 | 4.66 |
| 4 | 231 | 1 | 15 | 4.37 |
| 5 | 251 | 1 | 8 | 2.33 |
| 6 | 269 | 1 | 8 | 2.33 |
| 7 | 285 | 1 | 4 | 1.17 |
| 8 | 300 | 1 | 6 | 1.75 |
| 9 | 314 | 1 | 3 | 0.87 |
| 10 | 328 | 1 | 2 | 0.58 |
| 11 | 341 | 1 | 4 | 1.17 |
| 12 | 355 | 1 | 12 | 3.50 |
| 13 | 370 | 2 | 3 | 0.87 |
| 14 | 385 | 2 | 9 | 2.62 |
| 15 | 401 | 2 | 7 | 2.04 |
| 16 | 419 | 2 | 13 | 3.79 |
| 17 | 439 | 2 | 16 | 4.66 |
| 18 | 461 | 3 | 22 | 6.41 |
| 19 | 488 | 3 | 9 | 2.62 |
| 20 | 524 | 3 | 19 | 5.54 |
| 21 | 581 | 3 | 24 | 7.00 |
| 22 | 600 | 3 | 18 | 5.25 |

Table 4.B.39 Raw-Score-to-Scale-Score Distribution for Grade Six—Written Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 371 | 19.23 |
| 1 | 212 | 1 | 119 | 6.17 |
| 2 | 251 | 1 | 115 | 5.96 |
| 3 | 275 | 1 | 104 | 5.39 |
| 4 | 293 | 1 | 106 | 5.50 |
| 5 | 309 | 1 | 95 | 4.92 |
| 6 | 323 | 1 | 91 | 4.72 |
| 7 | 336 | 1 | 70 | 3.63 |
| 8 | 348 | 1 | 79 | 4.10 |
| 9 | 361 | 1 | 77 | 3.99 |
| 10 | 374 | 2 | 89 | 4.61 |
| 11 | 387 | 2 | 85 | 4.41 |
| 12 | 401 | 2 | 88 | 4.56 |
| 13 | 416 | 2 | 96 | 4.98 |
| 14 | 433 | 2 | 70 | 3.63 |
| 15 | 452 | 3 | 87 | 4.51 |
| 16 | 477 | 3 | 84 | 4.35 |
| 17 | 515 | 3 | 65 | 3.37 |
| 18 | 600 | 3 | 38 | 1.97 |

Table 4.B.40 Raw-Score-to-Scale-Score Distribution for Grade Six—Written Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 69 | 22.19 |
| 1 | 221 | 1 | 15 | 4.82 |
| 2 | 258 | 1 | 18 | 5.79 |
| 3 | 281 | 1 | 12 | 3.86 |
| 4 | 299 | 1 | 20 | 6.43 |
| 5 | 313 | 1 | 8 | 2.57 |
| 6 | 327 | 1 | 8 | 2.57 |
| 7 | 339 | 1 | 9 | 2.89 |
| 8 | 351 | 1 | 13 | 4.18 |
| 9 | 363 | 1 | 13 | 4.18 |
| 10 | 375 | 2 | 12 | 3.86 |
| 11 | 388 | 2 | 16 | 5.14 |
| 12 | 402 | 2 | 13 | 4.18 |
| 13 | 418 | 2 | 14 | 4.50 |
| 14 | 435 | 2 | 20 | 6.43 |
| 15 | 455 | 3 | 19 | 6.11 |
| 16 | 481 | 3 | 12 | 3.86 |
| 17 | 521 | 3 | 11 | 3.54 |
| 18 | 600 | 3 | 9 | 2.89 |

Table 4.B.41 Raw-Score-to-Scale-Score Distribution for Grade Seven—Written Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 334 | 17.81 |
| 1 | 212 | 1 | 136 | 7.25 |
| 2 | 251 | 1 | 121 | 6.45 |
| 3 | 275 | 1 | 115 | 6.13 |
| 4 | 293 | 1 | 122 | 6.51 |
| 5 | 309 | 1 | 100 | 5.33 |
| 6 | 323 | 1 | 71 | 3.79 |
| 7 | 336 | 1 | 77 | 4.11 |
| 8 | 348 | 1 | 94 | 5.01 |
| 9 | 361 | 1 | 74 | 3.95 |
| 10 | 374 | 2 | 82 | 4.37 |
| 11 | 387 | 2 | 78 | 4.16 |
| 12 | 401 | 2 | 69 | 3.68 |
| 13 | 416 | 2 | 78 | 4.16 |
| 14 | 433 | 2 | 97 | 5.17 |
| 15 | 452 | 3 | 70 | 3.73 |
| 16 | 477 | 3 | 74 | 3.95 |
| 17 | 515 | 3 | 50 | 2.67 |
| 18 | 600 | 3 | 33 | 1.76 |

Table 4.B.42 Raw-Score-to-Scale-Score Distribution for Grade Seven—Written Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 69 | 20.66 |
| 1 | 221 | 1 | 8 | 2.40 |
| 2 | 258 | 1 | 19 | 5.69 |
| 3 | 281 | 1 | 18 | 5.39 |
| 4 | 299 | 1 | 12 | 3.59 |
| 5 | 313 | 1 | 8 | 2.40 |
| 6 | 327 | 1 | 16 | 4.79 |
| 7 | 339 | 1 | 7 | 2.10 |
| 8 | 351 | 1 | 14 | 4.19 |
| 9 | 363 | 1 | 19 | 5.69 |
| 10 | 375 | 2 | 8 | 2.40 |
| 11 | 388 | 2 | 14 | 4.19 |
| 12 | 402 | 2 | 15 | 4.49 |
| 13 | 418 | 2 | 24 | 7.19 |
| 14 | 435 | 2 | 10 | 2.99 |
| 15 | 455 | 3 | 18 | 5.39 |
| 16 | 481 | 3 | 29 | 8.68 |
| 17 | 521 | 3 | 17 | 5.09 |
| 18 | 600 | 3 | 9 | 2.69 |

Table 4.B.43 Raw-Score-to-Scale-Score Distribution for Grade Eight—Written Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 275 | 16.78 |
| 1 | 212 | 1 | 121 | 7.38 |
| 2 | 251 | 1 | 124 | 7.57 |
| 3 | 275 | 1 | 99 | 6.04 |
| 4 | 293 | 1 | 100 | 6.10 |
| 5 | 309 | 1 | 73 | 4.45 |
| 6 | 323 | 1 | 52 | 3.17 |
| 7 | 336 | 1 | 65 | 3.97 |
| 8 | 348 | 1 | 65 | 3.97 |
| 9 | 361 | 1 | 65 | 3.97 |
| 10 | 374 | 2 | 78 | 4.76 |
| 11 | 387 | 2 | 67 | 4.09 |
| 12 | 401 | 2 | 65 | 3.97 |
| 13 | 416 | 2 | 65 | 3.97 |
| 14 | 433 | 2 | 68 | 4.15 |
| 15 | 452 | 3 | 62 | 3.78 |
| 16 | 477 | 3 | 69 | 4.21 |
| 17 | 515 | 3 | 79 | 4.82 |
| 18 | 600 | 3 | 47 | 2.87 |

Table 4.B.44 Raw-Score-to-Scale-Score Distribution for Grade Eight—Written Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 64 | 19.94 |
| 1 | 221 | 1 | 15 | 4.67 |
| 2 | 258 | 1 | 16 | 4.98 |
| 3 | 281 | 1 | 18 | 5.61 |
| 4 | 299 | 1 | 19 | 5.92 |
| 5 | 313 | 1 | 11 | 3.43 |
| 6 | 327 | 1 | 8 | 2.49 |
| 7 | 339 | 1 | 11 | 3.43 |
| 8 | 351 | 1 | 9 | 2.80 |
| 9 | 363 | 1 | 14 | 4.36 |
| 10 | 375 | 2 | 14 | 4.36 |
| 11 | 388 | 2 | 10 | 3.12 |
| 12 | 402 | 2 | 14 | 4.36 |
| 13 | 418 | 2 | 14 | 4.36 |
| 14 | 435 | 2 | 13 | 4.05 |
| 15 | 455 | 3 | 14 | 4.36 |
| 16 | 481 | 3 | 17 | 5.30 |
| 17 | 521 | 3 | 24 | 7.48 |
| 18 | 600 | 3 | 16 | 4.98 |

Table 4.B.45 Raw-Score-to-Scale-Score Distribution for Grade Nine—Written Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 439 | 13.36 |
| 1 | 163 | 1 | 211 | 6.42 |
| 2 | 213 | 1 | 238 | 7.24 |
| 3 | 243 | 1 | 243 | 7.40 |
| 4 | 266 | 1 | 236 | 7.18 |
| 5 | 284 | 1 | 208 | 6.33 |
| 6 | 300 | 1 | 163 | 4.96 |
| 7 | 315 | 1 | 124 | 3.77 |
| 8 | 330 | 1 | 107 | 3.26 |
| 9 | 345 | 1 | 108 | 3.29 |
| 10 | 360 | 1 | 115 | 3.50 |
| 11 | 376 | 2 | 113 | 3.44 |
| 12 | 393 | 2 | 126 | 3.83 |
| 13 | 411 | 2 | 138 | 4.20 |
| 14 | 432 | 2 | 155 | 4.72 |
| 15 | 457 | 3 | 153 | 4.66 |
| 16 | 490 | 3 | 176 | 5.36 |
| 17 | 540 | 3 | 152 | 4.63 |
| 18 | 600 | 3 | 81 | 2.47 |

Table 4.B.46 Raw-Score-to-Scale-Score Distribution for Grade Nine—Written Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 180 | 28.66 |
| 1 | 168 | 1 | 26 | 4.14 |
| 2 | 218 | 1 | 26 | 4.14 |
| 3 | 248 | 1 | 16 | 2.55 |
| 4 | 271 | 1 | 19 | 3.03 |
| 5 | 290 | 1 | 19 | 3.03 |
| 6 | 306 | 1 | 23 | 3.66 |
| 7 | 321 | 1 | 15 | 2.39 |
| 8 | 336 | 1 | 21 | 3.34 |
| 9 | 350 | 1 | 14 | 2.23 |
| 10 | 364 | 1 | 15 | 2.39 |
| 11 | 380 | 2 | 24 | 3.82 |
| 12 | 396 | 2 | 26 | 4.14 |
| 13 | 414 | 2 | 26 | 4.14 |
| 14 | 434 | 2 | 31 | 4.94 |
| 15 | 458 | 3 | 43 | 6.85 |
| 16 | 489 | 3 | 41 | 6.53 |
| 17 | 538 | 3 | 46 | 7.32 |
| 18 | 600 | 3 | 17 | 2.71 |

Table 4.B.47 Raw-Score-to-Scale-Score Distribution for Grade Ten—Written Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 271 | 14.00 |
| 1 | 163 | 1 | 115 | 5.94 |
| 2 | 213 | 1 | 106 | 5.48 |
| 3 | 243 | 1 | 124 | 6.40 |
| 4 | 266 | 1 | 137 | 7.08 |
| 5 | 284 | 1 | 100 | 5.17 |
| 6 | 300 | 1 | 95 | 4.91 |
| 7 | 315 | 1 | 93 | 4.80 |
| 8 | 330 | 1 | 87 | 4.49 |
| 9 | 345 | 1 | 76 | 3.93 |
| 10 | 360 | 1 | 82 | 4.24 |
| 11 | 376 | 2 | 86 | 4.44 |
| 12 | 393 | 2 | 95 | 4.91 |
| 13 | 411 | 2 | 76 | 3.93 |
| 14 | 432 | 2 | 74 | 3.82 |
| 15 | 457 | 3 | 94 | 4.86 |
| 16 | 490 | 3 | 91 | 4.70 |
| 17 | 540 | 3 | 102 | 5.27 |
| 18 | 600 | 3 | 32 | 1.65 |

Table 4.B.48 Raw-Score-to-Scale-Score Distribution for Grade Ten—Written Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 97 | 21.04 |
| 1 | 168 | 1 | 12 | 2.60 |
| 2 | 218 | 1 | 15 | 3.25 |
| 3 | 248 | 1 | 19 | 4.12 |
| 4 | 271 | 1 | 24 | 5.21 |
| 5 | 290 | 1 | 18 | 3.90 |
| 6 | 306 | 1 | 22 | 4.77 |
| 7 | 321 | 1 | 17 | 3.69 |
| 8 | 336 | 1 | 18 | 3.90 |
| 9 | 350 | 1 | 15 | 3.25 |
| 10 | 364 | 1 | 17 | 3.69 |
| 11 | 380 | 2 | 11 | 2.39 |
| 12 | 396 | 2 | 30 | 6.51 |
| 13 | 414 | 2 | 22 | 4.77 |
| 14 | 434 | 2 | 28 | 6.07 |
| 15 | 458 | 3 | 26 | 5.64 |
| 16 | 489 | 3 | 27 | 5.86 |
| 17 | 538 | 3 | 25 | 5.42 |
| 18 | 600 | 3 | 18 | 3.90 |

Table 4.B.49 Raw-Score-to-Scale-Score Distribution for Grade Eleven—Written Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 235 | 15.88 |
| 1 | 163 | 1 | 54 | 3.65 |
| 2 | 213 | 1 | 67 | 4.53 |
| 3 | 243 | 1 | 77 | 5.20 |
| 4 | 266 | 1 | 88 | 5.95 |
| 5 | 284 | 1 | 70 | 4.73 |
| 6 | 300 | 1 | 64 | 4.32 |
| 7 | 315 | 1 | 56 | 3.78 |
| 8 | 330 | 1 | 59 | 3.99 |
| 9 | 345 | 1 | 60 | 4.05 |
| 10 | 360 | 1 | 69 | 4.66 |
| 11 | 376 | 2 | 71 | 4.80 |
| 12 | 393 | 2 | 71 | 4.80 |
| 13 | 411 | 2 | 72 | 4.86 |
| 14 | 432 | 2 | 80 | 5.41 |
| 15 | 457 | 3 | 92 | 6.22 |
| 16 | 490 | 3 | 80 | 5.41 |
| 17 | 540 | 3 | 77 | 5.20 |
| 18 | 600 | 3 | 38 | 2.57 |

Table 4.B.50 Raw-Score-to-Scale-Score Distribution for Grade Eleven—Written Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 62 | 16.80 |
| 1 | 168 | 1 | 12 | 3.25 |
| 2 | 218 | 1 | 18 | 4.88 |
| 3 | 248 | 1 | 21 | 5.69 |
| 4 | 271 | 1 | 14 | 3.79 |
| 5 | 290 | 1 | 17 | 4.61 |
| 6 | 306 | 1 | 11 | 2.98 |
| 7 | 321 | 1 | 14 | 3.79 |
| 8 | 336 | 1 | 13 | 3.52 |
| 9 | 350 | 1 | 14 | 3.79 |
| 10 | 364 | 1 | 22 | 5.96 |
| 11 | 380 | 2 | 24 | 6.50 |
| 12 | 396 | 2 | 11 | 2.98 |
| 13 | 414 | 2 | 11 | 2.98 |
| 14 | 434 | 2 | 24 | 6.50 |
| 15 | 458 | 3 | 25 | 6.78 |
| 16 | 489 | 3 | 29 | 7.86 |
| 17 | 538 | 3 | 16 | 4.34 |
| 18 | 600 | 3 | 11 | 2.98 |

Table 4.B.51 Raw-Score-to-Scale-Score Distribution for Grade Twelve—Written Language for Computer-based Assessment Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 122 | 13.96 |
| 1 | 163 | 1 | 31 | 3.55 |
| 2 | 213 | 1 | 21 | 2.40 |
| 3 | 243 | 1 | 37 | 4.23 |
| 4 | 266 | 1 | 34 | 3.89 |
| 5 | 284 | 1 | 41 | 4.69 |
| 6 | 300 | 1 | 31 | 3.55 |
| 7 | 315 | 1 | 35 | 4.00 |
| 8 | 330 | 1 | 30 | 3.43 |
| 9 | 345 | 1 | 28 | 3.20 |
| 10 | 360 | 1 | 26 | 2.97 |
| 11 | 376 | 2 | 39 | 4.46 |
| 12 | 393 | 2 | 58 | 6.64 |
| 13 | 411 | 2 | 43 | 4.92 |
| 14 | 432 | 2 | 61 | 6.98 |
| 15 | 457 | 3 | 68 | 7.78 |
| 16 | 490 | 3 | 78 | 8.92 |
| 17 | 540 | 3 | 61 | 6.98 |
| 18 | 600 | 3 | 30 | 3.43 |

Table 4.B.52 Raw-Score-to-Scale-Score Distribution for Grade Twelve—Written Language for PPT Emergency Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Raw Score | Scale Score | Level | N | Percentage |
| 0 | 150 | 1 | 36 | 13.79 |
| 1 | 168 | 1 | 4 | 1.53 |
| 2 | 218 | 1 | 15 | 5.75 |
| 3 | 248 | 1 | 8 | 3.07 |
| 4 | 271 | 1 | 10 | 3.83 |
| 5 | 290 | 1 | 15 | 5.75 |
| 6 | 306 | 1 | 6 | 2.30 |
| 7 | 321 | 1 | 7 | 2.68 |
| 8 | 336 | 1 | 9 | 3.45 |
| 9 | 350 | 1 | 6 | 2.30 |
| 10 | 364 | 1 | 11 | 4.21 |
| 11 | 380 | 2 | 14 | 5.36 |
| 12 | 396 | 2 | 15 | 5.75 |
| 13 | 414 | 2 | 16 | 6.13 |
| 14 | 434 | 2 | 24 | 9.20 |
| 15 | 458 | 3 | 23 | 8.81 |
| 16 | 489 | 3 | 19 | 7.28 |
| 17 | 538 | 3 | 12 | 4.60 |
| 18 | 600 | 3 | 11 | 4.21 |

### Appendix 4.C: Overall Scale Scores and Performance Level Distribution

Table 4.C.1 Scale Score and Performance Level Distribution of Overall Scores for Kindergarten

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 150 | 1 | 10,176 | 8.22 |
| 151 | 1 | 2,837 | 2.29 |
| 155 | 1 | 2,044 | 1.65 |
| 158 | 1 | 1,418 | 1.14 |
| 160 | 1 | 962 | 0.78 |
| 161 | 1 | 681 | 0.55 |
| 163 | 1 | 450 | 0.36 |
| 164 | 1 | 342 | 0.28 |
| 165 | 1 | 24 | 0.02 |
| 166 | 1 | 220 | 0.18 |
| 167 | 1 | 158 | 0.13 |
| 168 | 1 | 675 | 0.54 |
| 169 | 1 | 621 | 0.50 |
| 170 | 1 | 110 | 0.09 |
| 171 | 1 | 49 | 0.04 |
| 172 | 1 | 53 | 0.04 |
| 173 | 1 | 395 | 0.32 |
| 174 | 1 | 95 | 0.08 |
| 175 | 1 | 1 | 0.00 |
| 176 | 1 | 429 | 0.35 |
| 177 | 1 | 8 | 0.01 |
| 178 | 1 | 334 | 0.27 |
| 179 | 1 | 183 | 0.15 |
| 180 | 1 | 31 | 0.03 |
| 181 | 1 | 125 | 0.10 |
| 182 | 1 | 110 | 0.09 |
| 183 | 1 | 18 | 0.01 |
| 184 | 1 | 68 | 0.05 |
| 185 | 1 | 45 | 0.04 |
| 186 | 1 | 54 | 0.04 |
| 187 | 1 | 32 | 0.03 |
| 188 | 1 | 30 | 0.02 |
| 189 | 1 | 26 | 0.02 |
| 190 | 1 | 567 | 0.46 |
| 191 | 1 | 535 | 0.43 |
| 192 | 1 | 80 | 0.06 |

Table 4.C.1 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 193 | 1 | 3 | 0.00 |
| 194 | 1 | 8 | 0.01 |
| 195 | 1 | 335 | 0.27 |
| 196 | 1 | 95 | 0.08 |
| 197 | 1 | 339 | 0.27 |
| 198 | 1 | 95 | 0.08 |
| 199 | 1 | 282 | 0.23 |
| 200 | 1 | 59 | 0.05 |
| 201 | 1 | 211 | 0.17 |
| 202 | 1 | 213 | 0.17 |
| 203 | 1 | 39 | 0.03 |
| 204 | 1 | 94 | 0.08 |
| 205 | 1 | 106 | 0.09 |
| 206 | 1 | 74 | 0.06 |
| 207 | 1 | 52 | 0.04 |
| 208 | 1 | 418 | 0.34 |
| 209 | 1 | 504 | 0.41 |
| 210 | 1 | 115 | 0.09 |
| 211 | 1 | 21 | 0.02 |
| 212 | 1 | 21 | 0.02 |
| 213 | 1 | 379 | 0.31 |
| 214 | 1 | 112 | 0.09 |
| 215 | 1 | 321 | 0.26 |
| 216 | 1 | 69 | 0.06 |
| 217 | 1 | 299 | 0.24 |
| 218 | 1 | 62 | 0.05 |
| 219 | 1 | 244 | 0.20 |
| 220 | 1 | 236 | 0.19 |
| 221 | 1 | 40 | 0.03 |
| 222 | 1 | 142 | 0.11 |
| 223 | 1 | 120 | 0.10 |
| 224 | 1 | 79 | 0.06 |
| 225 | 1 | 538 | 0.43 |
| 226 | 1 | 400 | 0.32 |
| 227 | 1 | 52 | 0.04 |
| 228 | 1 | 35 | 0.03 |
| 229 | 1 | 26 | 0.02 |
| 230 | 1 | 463 | 0.37 |
| 231 | 1 | 18 | 0.01 |
| 232 | 1 | 439 | 0.35 |

Table 4.C.1 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 233 | 1 | 13 | 0.01 |
| 234 | 1 | 346 | 0.28 |
| 235 | 1 | 6 | 0.00 |
| 236 | 1 | 311 | 0.25 |
| 237 | 1 | 36 | 0.03 |
| 238 | 1 | 190 | 0.15 |
| 239 | 1 | 589 | 0.48 |
| 240 | 1 | 181 | 0.15 |
| 241 | 1 | 364 | 0.29 |
| 243 | 1 | 75 | 0.06 |
| 244 | 1 | 471 | 0.38 |
| 245 | 1 | 40 | 0.03 |
| 246 | 1 | 49 | 0.04 |
| 247 | 1 | 411 | 0.33 |
| 248 | 1 | 25 | 0.02 |
| 249 | 1 | 381 | 0.31 |
| 250 | 1 | 311 | 0.25 |
| 252 | 1 | 266 | 0.21 |
| 253 | 1 | 597 | 0.48 |
| 254 | 1 | 295 | 0.24 |
| 255 | 1 | 142 | 0.11 |
| 256 | 1 | 111 | 0.09 |
| 257 | 1 | 78 | 0.06 |
| 258 | 1 | 464 | 0.37 |
| 259 | 1 | 55 | 0.04 |
| 260 | 1 | 430 | 0.35 |
| 261 | 1 | 45 | 0.04 |
| 262 | 1 | 391 | 0.32 |
| 263 | 1 | 3 | 0.00 |
| 264 | 1 | 346 | 0.28 |
| 265 | 1 | 634 | 0.51 |
| 266 | 1 | 54 | 0.04 |
| 267 | 1 | 419 | 0.34 |
| 268 | 1 | 156 | 0.13 |
| 269 | 1 | 134 | 0.11 |
| 270 | 1 | 425 | 0.34 |
| 271 | 1 | 13 | 0.01 |
| 272 | 1 | 84 | 0.07 |
| 273 | 1 | 460 | 0.37 |
| 274 | 1 | 53 | 0.04 |

Table 4.C.1 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 275 | 1 | 463 | 0.37 |
| 276 | 1 | 120 | 0.10 |
| 277 | 1 | 310 | 0.25 |
| 278 | 1 | 655 | 0.53 |
| 279 | 1 | 473 | 0.38 |
| 280 | 1 | 13 | 0.01 |
| 281 | 1 | 182 | 0.15 |
| 282 | 1 | 136 | 0.11 |
| 283 | 1 | 451 | 0.36 |
| 284 | 1 | 85 | 0.07 |
| 285 | 1 | 174 | 0.14 |
| 286 | 1 | 358 | 0.29 |
| 287 | 1 | 483 | 0.39 |
| 288 | 1 | 5 | 0.00 |
| 289 | 1 | 674 | 0.54 |
| 290 | 1 | 279 | 0.23 |
| 291 | 1 | 306 | 0.25 |
| 292 | 1 | 230 | 0.19 |
| 293 | 1 | 193 | 0.16 |
| 294 | 1 | 327 | 0.26 |
| 295 | 1 | 149 | 0.12 |
| 296 | 1 | 546 | 0.44 |
| 297 | 1 | 96 | 0.08 |
| 298 | 1 | 507 | 0.41 |
| 299 | 1 | 67 | 0.05 |
| 300 | 1 | 708 | 0.57 |
| 301 | 1 | 369 | 0.30 |
| 302 | 1 | 267 | 0.22 |
| 303 | 1 | 317 | 0.26 |
| 304 | 1 | 242 | 0.20 |
| 305 | 1 | 295 | 0.24 |
| 306 | 1 | 339 | 0.27 |
| 307 | 1 | 19 | 0.02 |
| 308 | 1 | 531 | 0.43 |
| 309 | 1 | 114 | 0.09 |
| 310 | 1 | 507 | 0.41 |
| 311 | 1 | 346 | 0.28 |
| 312 | 1 | 527 | 0.43 |
| 313 | 1 | 562 | 0.45 |
| 314 | 1 | 118 | 0.10 |

Table 4.C.1 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 315 | 1 | 262 | 0.21 |
| 316 | 1 | 561 | 0.45 |
| 317 | 1 | 225 | 0.18 |
| 318 | 1 | 180 | 0.15 |
| 319 | 1 | 523 | 0.42 |
| 320 | 1 | 149 | 0.12 |
| 321 | 1 | 582 | 0.47 |
| 322 | 1 | 438 | 0.35 |
| 323 | 1 | 302 | 0.24 |
| 324 | 1 | 735 | 0.59 |
| 325 | 1 | 446 | 0.36 |
| 326 | 1 | 58 | 0.05 |
| 327 | 1 | 322 | 0.26 |
| 328 | 1 | 531 | 0.43 |
| 329 | 1 | 197 | 0.16 |
| 330 | 1 | 260 | 0.21 |
| 331 | 1 | 440 | 0.36 |
| 332 | 1 | 539 | 0.44 |
| 333 | 1 | 117 | 0.09 |
| 334 | 1 | 703 | 0.57 |
| 335 | 1 | 198 | 0.16 |
| 336 | 1 | 487 | 0.39 |
| 337 | 1 | 444 | 0.36 |
| 338 | 1 | 335 | 0.27 |
| 339 | 1 | 285 | 0.23 |
| 340 | 1 | 287 | 0.23 |
| 341 | 1 | 567 | 0.46 |
| 342 | 1 | 178 | 0.14 |
| 343 | 1 | 617 | 0.50 |
| 344 | 1 | 157 | 0.13 |
| 345 | 1 | 804 | 0.65 |
| 346 | 1 | 546 | 0.44 |
| 347 | 1 | 224 | 0.18 |
| 348 | 1 | 462 | 0.37 |
| 349 | 1 | 371 | 0.30 |
| 350 | 1 | 377 | 0.30 |
| 351 | 1 | 426 | 0.34 |
| 352 | 1 | 40 | 0.03 |
| 353 | 1 | 567 | 0.46 |
| 354 | 1 | 134 | 0.11 |

Table 4.C.1 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 355 | 1 | 644 | 0.52 |
| 356 | 1 | 172 | 0.14 |
| 357 | 1 | 793 | 0.64 |
| 358 | 1 | 699 | 0.56 |
| 359 | 1 | 207 | 0.17 |
| 360 | 1 | 376 | 0.30 |
| 361 | 1 | 416 | 0.34 |
| 362 | 1 | 564 | 0.46 |
| 363 | 1 | 237 | 0.19 |
| 364 | 1 | 231 | 0.19 |
| 365 | 1 | 468 | 0.38 |
| 366 | 1 | 179 | 0.14 |
| 367 | 1 | 438 | 0.35 |
| 368 | 1 | 641 | 0.52 |
| 369 | 1 | 112 | 0.09 |
| 370 | 2 | 726 | 0.59 |
| 371 | 2 | 708 | 0.57 |
| 372 | 2 | 153 | 0.12 |
| 373 | 2 | 277 | 0.22 |
| 374 | 2 | 367 | 0.30 |
| 375 | 2 | 428 | 0.35 |
| 376 | 2 | 323 | 0.26 |
| 377 | 2 | 380 | 0.31 |
| 378 | 2 | 325 | 0.26 |
| 379 | 2 | 489 | 0.39 |
| 380 | 2 | 268 | 0.22 |
| 381 | 2 | 463 | 0.37 |
| 382 | 2 | 583 | 0.47 |
| 383 | 2 | 273 | 0.22 |
| 384 | 2 | 536 | 0.43 |
| 385 | 2 | 524 | 0.42 |
| 386 | 2 | 412 | 0.33 |
| 387 | 2 | 343 | 0.28 |
| 388 | 2 | 63 | 0.05 |
| 389 | 2 | 321 | 0.26 |
| 390 | 2 | 341 | 0.28 |
| 391 | 2 | 208 | 0.17 |
| 392 | 2 | 428 | 0.35 |
| 393 | 2 | 187 | 0.15 |
| 394 | 2 | 595 | 0.48 |

Table 4.C.1 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 395 | 2 | 567 | 0.46 |
| 396 | 2 | 10 | 0.01 |
| 397 | 2 | 569 | 0.46 |
| 398 | 2 | 569 | 0.46 |
| 399 | 2 | 160 | 0.13 |
| 400 | 2 | 377 | 0.30 |
| 401 | 2 | 425 | 0.34 |
| 402 | 2 | 455 | 0.37 |
| 403 | 2 | 259 | 0.21 |
| 404 | 2 | 262 | 0.21 |
| 405 | 2 | 314 | 0.25 |
| 406 | 2 | 299 | 0.24 |
| 407 | 2 | 380 | 0.31 |
| 408 | 2 | 157 | 0.13 |
| 409 | 2 | 308 | 0.25 |
| 410 | 2 | 173 | 0.14 |
| 411 | 2 | 488 | 0.39 |
| 412 | 2 | 432 | 0.35 |
| 413 | 2 | 221 | 0.18 |
| 414 | 2 | 457 | 0.37 |
| 415 | 2 | 525 | 0.42 |
| 416 | 2 | 426 | 0.34 |
| 417 | 2 | 473 | 0.38 |
| 418 | 2 | 258 | 0.21 |
| 419 | 2 | 287 | 0.23 |
| 420 | 2 | 174 | 0.14 |
| 421 | 2 | 248 | 0.20 |
| 422 | 2 | 240 | 0.19 |
| 423 | 2 | 338 | 0.27 |
| 424 | 2 | 204 | 0.16 |
| 425 | 2 | 390 | 0.31 |
| 426 | 2 | 175 | 0.14 |
| 427 | 2 | 344 | 0.28 |
| 428 | 2 | 555 | 0.45 |
| 429 | 2 | 137 | 0.11 |
| 430 | 2 | 573 | 0.46 |
| 431 | 2 | 389 | 0.31 |
| 432 | 2 | 500 | 0.40 |
| 433 | 2 | 293 | 0.24 |
| 435 | 2 | 271 | 0.22 |

Table 4.C.1 *(continuation seven)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 436 | 2 | 441 | 0.36 |
| 437 | 2 | 233 | 0.19 |
| 438 | 2 | 298 | 0.24 |
| 439 | 2 | 219 | 0.18 |
| 440 | 2 | 243 | 0.20 |
| 441 | 2 | 268 | 0.22 |
| 442 | 2 | 168 | 0.14 |
| 443 | 2 | 60 | 0.05 |
| 444 | 2 | 421 | 0.34 |
| 445 | 2 | 58 | 0.05 |
| 446 | 2 | 272 | 0.22 |
| 447 | 2 | 94 | 0.08 |
| 448 | 2 | 437 | 0.35 |
| 449 | 2 | 351 | 0.28 |
| 450 | 3 | 256 | 0.21 |
| 451 | 3 | 105 | 0.08 |
| 452 | 3 | 479 | 0.39 |
| 453 | 3 | 356 | 0.29 |
| 454 | 3 | 260 | 0.21 |
| 455 | 3 | 270 | 0.22 |
| 456 | 3 | 189 | 0.15 |
| 457 | 3 | 241 | 0.19 |
| 458 | 3 | 253 | 0.20 |
| 459 | 3 | 43 | 0.03 |
| 460 | 3 | 233 | 0.19 |
| 461 | 3 | 461 | 0.37 |
| 462 | 3 | 241 | 0.19 |
| 463 | 3 | 145 | 0.12 |
| 464 | 3 | 45 | 0.04 |
| 465 | 3 | 177 | 0.14 |
| 466 | 3 | 34 | 0.03 |
| 467 | 3 | 180 | 0.15 |
| 468 | 3 | 121 | 0.10 |
| 469 | 3 | 183 | 0.15 |
| 470 | 3 | 81 | 0.07 |
| 472 | 3 | 214 | 0.17 |
| 473 | 3 | 303 | 0.24 |
| 474 | 3 | 117 | 0.09 |
| 475 | 3 | 316 | 0.26 |
| 476 | 3 | 89 | 0.07 |

Table 4.C.1 *(continuation eight)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 477 | 3 | 300 | 0.24 |
| 478 | 3 | 283 | 0.23 |
| 479 | 3 | 213 | 0.17 |
| 480 | 3 | 304 | 0.25 |
| 481 | 3 | 505 | 0.41 |
| 482 | 3 | 246 | 0.20 |
| 483 | 3 | 244 | 0.20 |
| 484 | 3 | 46 | 0.04 |
| 485 | 3 | 242 | 0.20 |
| 486 | 3 | 249 | 0.20 |
| 487 | 3 | 179 | 0.14 |
| 488 | 3 | 254 | 0.21 |
| 489 | 3 | 231 | 0.19 |
| 491 | 3 | 245 | 0.20 |
| 493 | 3 | 203 | 0.16 |
| 494 | 3 | 39 | 0.03 |
| 495 | 3 | 219 | 0.18 |
| 496 | 3 | 19 | 0.02 |
| 497 | 3 | 13 | 0.01 |
| 498 | 3 | 53 | 0.04 |
| 499 | 3 | 267 | 0.22 |
| 500 | 3 | 9 | 0.01 |
| 501 | 3 | 32 | 0.03 |
| 502 | 3 | 43 | 0.03 |
| 503 | 3 | 32 | 0.03 |
| 504 | 3 | 61 | 0.05 |
| 505 | 3 | 47 | 0.04 |
| 506 | 3 | 138 | 0.11 |
| 507 | 3 | 550 | 0.44 |
| 508 | 3 | 206 | 0.17 |
| 510 | 3 | 241 | 0.19 |
| 511 | 3 | 233 | 0.19 |
| 512 | 3 | 248 | 0.20 |
| 513 | 3 | 194 | 0.16 |
| 514 | 3 | 43 | 0.03 |
| 515 | 3 | 189 | 0.15 |
| 516 | 3 | 195 | 0.16 |
| 517 | 3 | 212 | 0.17 |
| 518 | 3 | 169 | 0.14 |
| 519 | 3 | 220 | 0.18 |

Table 4.C.1 *(continuation nine)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 520 | 3 | 212 | 0.17 |
| 521 | 3 | 179 | 0.14 |
| 522 | 3 | 38 | 0.03 |
| 523 | 3 | 189 | 0.15 |
| 524 | 3 | 250 | 0.20 |
| 526 | 3 | 245 | 0.20 |
| 528 | 3 | 260 | 0.21 |
| 530 | 3 | 42 | 0.03 |
| 532 | 3 | 303 | 0.24 |
| 538 | 3 | 64 | 0.05 |
| 541 | 3 | 629 | 0.51 |
| 546 | 3 | 6 | 0.00 |
| 547 | 3 | 1 | 0.00 |
| 550 | 3 | 12 | 0.01 |
| 551 | 3 | 9 | 0.01 |
| 554 | 3 | 7 | 0.01 |
| 555 | 3 | 21 | 0.02 |
| 556 | 3 | 22 | 0.02 |
| 557 | 3 | 57 | 0.05 |
| 559 | 3 | 75 | 0.06 |
| 560 | 3 | 57 | 0.05 |
| 561 | 3 | 105 | 0.08 |
| 562 | 3 | 73 | 0.06 |
| 563 | 3 | 46 | 0.04 |
| 564 | 3 | 140 | 0.11 |
| 565 | 3 | 167 | 0.13 |
| 566 | 3 | 191 | 0.15 |
| 567 | 3 | 133 | 0.11 |
| 568 | 3 | 62 | 0.05 |
| 569 | 3 | 183 | 0.15 |
| 570 | 3 | 146 | 0.12 |
| 571 | 3 | 229 | 0.18 |
| 572 | 3 | 242 | 0.20 |
| 573 | 3 | 234 | 0.19 |
| 574 | 3 | 255 | 0.21 |
| 575 | 3 | 287 | 0.23 |
| 576 | 3 | 79 | 0.06 |
| 577 | 3 | 310 | 0.25 |
| 578 | 3 | 289 | 0.23 |
| 579 | 3 | 150 | 0.12 |

Table 4.C.1 *(continuation 10)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 580 | 3 | 202 | 0.16 |
| 581 | 3 | 114 | 0.09 |
| 582 | 3 | 391 | 0.32 |
| 583 | 3 | 65 | 0.05 |
| 584 | 3 | 137 | 0.11 |
| 585 | 3 | 115 | 0.09 |
| 586 | 3 | 370 | 0.30 |
| 588 | 3 | 206 | 0.17 |
| 591 | 3 | 99 | 0.08 |
| 592 | 3 | 272 | 0.22 |
| 595 | 3 | 800 | 0.65 |
| 600 | 3 | 919 | 0.74 |

Table 4.C.2 Scale Score and Performance Level Distribution of Overall Scores for Grade One

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 150 | 1 | 709 | 12.65 |
| 151 | 1 | 71 | 1.27 |
| 158 | 1 | 3 | 0.05 |
| 162 | 1 | 60 | 1.07 |
| 163 | 1 | 17 | 0.30 |
| 164 | 1 | 3 | 0.05 |
| 165 | 1 | 39 | 0.70 |
| 172 | 1 | 5 | 0.09 |
| 173 | 1 | 50 | 0.89 |
| 174 | 1 | 24 | 0.43 |
| 175 | 1 | 9 | 0.16 |
| 177 | 1 | 21 | 0.37 |
| 179 | 1 | 23 | 0.41 |
| 181 | 1 | 18 | 0.32 |
| 182 | 1 | 8 | 0.14 |
| 185 | 1 | 19 | 0.34 |
| 186 | 1 | 15 | 0.27 |
| 187 | 1 | 26 | 0.46 |
| 188 | 1 | 21 | 0.37 |
| 189 | 1 | 14 | 0.25 |
| 190 | 1 | 10 | 0.18 |
| 191 | 1 | 2 | 0.04 |
| 193 | 1 | 17 | 0.30 |
| 194 | 1 | 22 | 0.39 |
| 196 | 1 | 8 | 0.14 |
| 197 | 1 | 1 | 0.02 |
| 199 | 1 | 41 | 0.73 |
| 201 | 1 | 3 | 0.05 |
| 202 | 1 | 1 | 0.02 |
| 203 | 1 | 1 | 0.02 |
| 204 | 1 | 25 | 0.45 |
| 205 | 1 | 4 | 0.07 |
| 206 | 1 | 4 | 0.07 |
| 207 | 1 | 12 | 0.21 |
| 209 | 1 | 1 | 0.02 |
| 210 | 1 | 11 | 0.20 |
| 211 | 1 | 3 | 0.05 |
| 213 | 1 | 7 | 0.12 |
| 214 | 1 | 2 | 0.04 |

Table 4.C.2 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 216 | 1 | 11 | 0.20 |
| 217 | 1 | 37 | 0.66 |
| 218 | 1 | 1 | 0.02 |
| 219 | 1 | 4 | 0.07 |
| 222 | 1 | 13 | 0.23 |
| 224 | 1 | 1 | 0.02 |
| 225 | 1 | 2 | 0.04 |
| 226 | 1 | 11 | 0.20 |
| 227 | 1 | 20 | 0.36 |
| 228 | 1 | 8 | 0.14 |
| 229 | 1 | 18 | 0.32 |
| 230 | 1 | 16 | 0.29 |
| 233 | 1 | 20 | 0.36 |
| 235 | 1 | 11 | 0.20 |
| 236 | 1 | 6 | 0.11 |
| 238 | 1 | 25 | 0.45 |
| 239 | 1 | 5 | 0.09 |
| 240 | 1 | 16 | 0.29 |
| 242 | 1 | 2 | 0.04 |
| 243 | 1 | 18 | 0.32 |
| 244 | 1 | 7 | 0.12 |
| 246 | 1 | 3 | 0.05 |
| 247 | 1 | 27 | 0.48 |
| 249 | 1 | 2 | 0.04 |
| 250 | 1 | 13 | 0.23 |
| 251 | 1 | 11 | 0.20 |
| 252 | 1 | 8 | 0.14 |
| 253 | 1 | 8 | 0.14 |
| 254 | 1 | 2 | 0.04 |
| 255 | 1 | 3 | 0.05 |
| 256 | 1 | 14 | 0.25 |
| 257 | 1 | 2 | 0.04 |
| 258 | 1 | 12 | 0.21 |
| 259 | 1 | 8 | 0.14 |
| 260 | 1 | 16 | 0.29 |
| 261 | 1 | 13 | 0.23 |
| 262 | 1 | 1 | 0.02 |
| 263 | 1 | 19 | 0.34 |
| 264 | 1 | 3 | 0.05 |
| 265 | 1 | 5 | 0.09 |

Table 4.C.2 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 266 | 1 | 9 | 0.16 |
| 267 | 1 | 18 | 0.32 |
| 268 | 1 | 15 | 0.27 |
| 269 | 1 | 17 | 0.30 |
| 270 | 1 | 2 | 0.04 |
| 271 | 1 | 4 | 0.07 |
| 272 | 1 | 12 | 0.21 |
| 273 | 1 | 11 | 0.20 |
| 274 | 1 | 3 | 0.05 |
| 275 | 1 | 8 | 0.14 |
| 276 | 1 | 7 | 0.12 |
| 277 | 1 | 8 | 0.14 |
| 278 | 1 | 5 | 0.09 |
| 279 | 1 | 3 | 0.05 |
| 280 | 1 | 9 | 0.16 |
| 281 | 1 | 19 | 0.34 |
| 283 | 1 | 13 | 0.23 |
| 284 | 1 | 17 | 0.30 |
| 285 | 1 | 1 | 0.02 |
| 286 | 1 | 10 | 0.18 |
| 287 | 1 | 4 | 0.07 |
| 288 | 1 | 8 | 0.14 |
| 289 | 1 | 11 | 0.20 |
| 290 | 1 | 12 | 0.21 |
| 291 | 1 | 1 | 0.02 |
| 292 | 1 | 15 | 0.27 |
| 293 | 1 | 11 | 0.20 |
| 294 | 1 | 3 | 0.05 |
| 295 | 1 | 4 | 0.07 |
| 296 | 1 | 9 | 0.16 |
| 297 | 1 | 5 | 0.09 |
| 298 | 1 | 11 | 0.20 |
| 299 | 1 | 7 | 0.12 |
| 300 | 1 | 4 | 0.07 |
| 301 | 1 | 18 | 0.32 |
| 302 | 1 | 5 | 0.09 |
| 303 | 1 | 2 | 0.04 |
| 304 | 1 | 21 | 0.37 |
| 305 | 1 | 9 | 0.16 |
| 306 | 1 | 6 | 0.11 |

Table 4.C.2 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 307 | 1 | 12 | 0.21 |
| 308 | 1 | 12 | 0.21 |
| 309 | 1 | 6 | 0.11 |
| 310 | 1 | 11 | 0.20 |
| 311 | 1 | 2 | 0.04 |
| 312 | 1 | 23 | 0.41 |
| 313 | 1 | 4 | 0.07 |
| 314 | 1 | 2 | 0.04 |
| 315 | 1 | 18 | 0.32 |
| 317 | 1 | 8 | 0.14 |
| 318 | 1 | 13 | 0.23 |
| 319 | 1 | 4 | 0.07 |
| 320 | 1 | 8 | 0.14 |
| 321 | 1 | 11 | 0.20 |
| 322 | 1 | 15 | 0.27 |
| 323 | 1 | 5 | 0.09 |
| 324 | 1 | 10 | 0.18 |
| 325 | 1 | 20 | 0.36 |
| 326 | 1 | 18 | 0.32 |
| 327 | 1 | 1 | 0.02 |
| 328 | 1 | 11 | 0.20 |
| 329 | 1 | 22 | 0.39 |
| 330 | 1 | 2 | 0.04 |
| 331 | 1 | 10 | 0.18 |
| 332 | 1 | 10 | 0.18 |
| 333 | 1 | 8 | 0.14 |
| 334 | 1 | 7 | 0.12 |
| 335 | 1 | 12 | 0.21 |
| 336 | 1 | 13 | 0.23 |
| 338 | 1 | 21 | 0.37 |
| 339 | 1 | 11 | 0.20 |
| 340 | 1 | 6 | 0.11 |
| 341 | 1 | 8 | 0.14 |
| 342 | 1 | 26 | 0.46 |
| 343 | 1 | 4 | 0.07 |
| 344 | 1 | 4 | 0.07 |
| 345 | 1 | 22 | 0.39 |
| 346 | 1 | 25 | 0.45 |
| 347 | 1 | 5 | 0.09 |
| 348 | 1 | 13 | 0.23 |

Table 4.C.2 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 349 | 1 | 20 | 0.36 |
| 350 | 1 | 8 | 0.14 |
| 351 | 1 | 8 | 0.14 |
| 352 | 1 | 6 | 0.11 |
| 353 | 1 | 21 | 0.37 |
| 354 | 1 | 10 | 0.18 |
| 355 | 1 | 16 | 0.29 |
| 356 | 1 | 31 | 0.55 |
| 357 | 1 | 6 | 0.11 |
| 358 | 1 | 18 | 0.32 |
| 359 | 1 | 10 | 0.18 |
| 360 | 1 | 6 | 0.11 |
| 361 | 1 | 14 | 0.25 |
| 362 | 1 | 13 | 0.23 |
| 363 | 1 | 8 | 0.14 |
| 364 | 1 | 6 | 0.11 |
| 365 | 1 | 29 | 0.52 |
| 366 | 1 | 6 | 0.11 |
| 367 | 1 | 9 | 0.16 |
| 368 | 1 | 25 | 0.45 |
| 369 | 1 | 16 | 0.29 |
| 370 | 2 | 16 | 0.29 |
| 371 | 2 | 1 | 0.02 |
| 372 | 2 | 20 | 0.36 |
| 373 | 2 | 29 | 0.52 |
| 374 | 2 | 4 | 0.07 |
| 375 | 2 | 20 | 0.36 |
| 376 | 2 | 13 | 0.23 |
| 377 | 2 | 4 | 0.07 |
| 378 | 2 | 18 | 0.32 |
| 379 | 2 | 24 | 0.43 |
| 380 | 2 | 18 | 0.32 |
| 381 | 2 | 7 | 0.12 |
| 382 | 2 | 10 | 0.18 |
| 383 | 2 | 23 | 0.41 |
| 384 | 2 | 14 | 0.25 |
| 386 | 2 | 30 | 0.54 |
| 387 | 2 | 23 | 0.41 |
| 388 | 2 | 9 | 0.16 |
| 389 | 2 | 6 | 0.11 |

Table 4.C.2 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 390 | 2 | 23 | 0.41 |
| 391 | 2 | 13 | 0.23 |
| 392 | 2 | 5 | 0.09 |
| 393 | 2 | 29 | 0.52 |
| 394 | 2 | 21 | 0.37 |
| 395 | 2 | 3 | 0.05 |
| 396 | 2 | 8 | 0.14 |
| 397 | 2 | 27 | 0.48 |
| 398 | 2 | 3 | 0.05 |
| 399 | 2 | 7 | 0.12 |
| 400 | 2 | 21 | 0.37 |
| 401 | 2 | 23 | 0.41 |
| 402 | 2 | 17 | 0.30 |
| 403 | 2 | 19 | 0.34 |
| 404 | 2 | 4 | 0.07 |
| 405 | 2 | 17 | 0.30 |
| 406 | 2 | 15 | 0.27 |
| 407 | 2 | 22 | 0.39 |
| 408 | 2 | 4 | 0.07 |
| 409 | 2 | 19 | 0.34 |
| 410 | 2 | 15 | 0.27 |
| 411 | 2 | 8 | 0.14 |
| 412 | 2 | 2 | 0.04 |
| 413 | 2 | 27 | 0.48 |
| 414 | 2 | 6 | 0.11 |
| 415 | 2 | 17 | 0.30 |
| 416 | 2 | 18 | 0.32 |
| 417 | 2 | 10 | 0.18 |
| 418 | 2 | 14 | 0.25 |
| 419 | 2 | 32 | 0.57 |
| 420 | 2 | 4 | 0.07 |
| 422 | 2 | 14 | 0.25 |
| 423 | 2 | 25 | 0.45 |
| 424 | 2 | 8 | 0.14 |
| 425 | 2 | 16 | 0.29 |
| 426 | 2 | 8 | 0.14 |
| 427 | 2 | 1 | 0.02 |
| 428 | 2 | 24 | 0.43 |
| 429 | 2 | 15 | 0.27 |
| 430 | 2 | 1 | 0.02 |

Table 4.C.2 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 431 | 2 | 25 | 0.45 |
| 432 | 2 | 2 | 0.04 |
| 433 | 2 | 47 | 0.84 |
| 434 | 2 | 17 | 0.30 |
| 435 | 2 | 3 | 0.05 |
| 436 | 2 | 1 | 0.02 |
| 437 | 2 | 35 | 0.62 |
| 438 | 2 | 5 | 0.09 |
| 439 | 2 | 2 | 0.04 |
| 440 | 2 | 15 | 0.27 |
| 441 | 2 | 19 | 0.34 |
| 442 | 2 | 11 | 0.20 |
| 443 | 2 | 28 | 0.50 |
| 444 | 2 | 26 | 0.46 |
| 445 | 2 | 9 | 0.16 |
| 446 | 2 | 6 | 0.11 |
| 447 | 2 | 3 | 0.05 |
| 448 | 2 | 1 | 0.02 |
| 449 | 2 | 31 | 0.55 |
| 450 | 3 | 28 | 0.50 |
| 451 | 3 | 5 | 0.09 |
| 452 | 3 | 26 | 0.46 |
| 453 | 3 | 13 | 0.23 |
| 454 | 3 | 28 | 0.50 |
| 455 | 3 | 4 | 0.07 |
| 456 | 3 | 2 | 0.04 |
| 457 | 3 | 15 | 0.27 |
| 458 | 3 | 8 | 0.14 |
| 459 | 3 | 1 | 0.02 |
| 460 | 3 | 1 | 0.02 |
| 461 | 3 | 40 | 0.71 |
| 462 | 3 | 53 | 0.95 |
| 464 | 3 | 7 | 0.12 |
| 465 | 3 | 6 | 0.11 |
| 467 | 3 | 36 | 0.64 |
| 468 | 3 | 9 | 0.16 |
| 469 | 3 | 10 | 0.18 |
| 471 | 3 | 13 | 0.23 |
| 472 | 3 | 8 | 0.14 |
| 473 | 3 | 28 | 0.50 |

Table 4.C.2 *(continuation seven)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 474 | 3 | 30 | 0.54 |
| 476 | 3 | 12 | 0.21 |
| 477 | 3 | 4 | 0.07 |
| 478 | 3 | 3 | 0.05 |
| 479 | 3 | 13 | 0.23 |
| 481 | 3 | 1 | 0.02 |
| 482 | 3 | 26 | 0.46 |
| 484 | 3 | 4 | 0.07 |
| 485 | 3 | 9 | 0.16 |
| 486 | 3 | 31 | 0.55 |
| 487 | 3 | 8 | 0.14 |
| 489 | 3 | 55 | 0.98 |
| 490 | 3 | 5 | 0.09 |
| 491 | 3 | 4 | 0.07 |
| 494 | 3 | 14 | 0.25 |
| 496 | 3 | 3 | 0.05 |
| 497 | 3 | 1 | 0.02 |
| 498 | 3 | 1 | 0.02 |
| 499 | 3 | 2 | 0.04 |
| 500 | 3 | 66 | 1.18 |
| 501 | 3 | 42 | 0.75 |
| 502 | 3 | 2 | 0.04 |
| 504 | 3 | 2 | 0.04 |
| 505 | 3 | 2 | 0.04 |
| 507 | 3 | 31 | 0.55 |
| 508 | 3 | 10 | 0.18 |
| 510 | 3 | 7 | 0.12 |
| 512 | 3 | 9 | 0.16 |
| 513 | 3 | 38 | 0.68 |
| 514 | 3 | 6 | 0.11 |
| 516 | 3 | 1 | 0.02 |
| 519 | 3 | 68 | 1.21 |
| 520 | 3 | 4 | 0.07 |
| 522 | 3 | 1 | 0.02 |
| 524 | 3 | 17 | 0.30 |
| 525 | 3 | 6 | 0.11 |
| 527 | 3 | 61 | 1.09 |
| 530 | 3 | 1 | 0.02 |
| 532 | 3 | 34 | 0.61 |
| 533 | 3 | 2 | 0.04 |

Table 4.C.2 *(continuation eight)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 534 | 3 | 1 | 0.02 |
| 536 | 3 | 3 | 0.05 |
| 540 | 3 | 2 | 0.04 |
| 542 | 3 | 2 | 0.04 |
| 543 | 3 | 44 | 0.78 |
| 544 | 3 | 20 | 0.36 |
| 545 | 3 | 84 | 1.50 |
| 546 | 3 | 5 | 0.09 |
| 548 | 3 | 8 | 0.14 |
| 549 | 3 | 5 | 0.09 |
| 550 | 3 | 10 | 0.18 |
| 554 | 3 | 9 | 0.16 |
| 555 | 3 | 12 | 0.21 |
| 561 | 3 | 25 | 0.45 |
| 562 | 3 | 4 | 0.07 |
| 563 | 3 | 6 | 0.11 |
| 570 | 3 | 112 | 2.00 |
| 573 | 3 | 66 | 1.18 |
| 574 | 3 | 25 | 0.45 |
| 599 | 3 | 90 | 1.61 |
| 600 | 3 | 118 | 2.10 |

Table 4.C.3 Scale Score and Performance Level Distribution of Overall Scores for Grade Two

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 150 | 1 | 362 | 11.19 |
| 184 | 1 | 50 | 1.55 |
| 186 | 1 | 58 | 1.79 |
| 187 | 1 | 2 | 0.06 |
| 201 | 1 | 34 | 1.05 |
| 202 | 1 | 6 | 0.19 |
| 204 | 1 | 18 | 0.56 |
| 211 | 1 | 36 | 1.11 |
| 212 | 1 | 7 | 0.22 |
| 215 | 1 | 12 | 0.37 |
| 219 | 1 | 38 | 1.17 |
| 220 | 1 | 23 | 0.71 |
| 221 | 1 | 1 | 0.03 |
| 224 | 1 | 13 | 0.40 |
| 225 | 1 | 27 | 0.83 |
| 226 | 1 | 7 | 0.22 |
| 230 | 1 | 10 | 0.31 |
| 231 | 1 | 19 | 0.59 |
| 236 | 1 | 23 | 0.71 |
| 237 | 1 | 13 | 0.40 |
| 238 | 1 | 10 | 0.31 |
| 240 | 1 | 17 | 0.53 |
| 244 | 1 | 12 | 0.37 |
| 246 | 1 | 2 | 0.06 |
| 247 | 1 | 12 | 0.37 |
| 248 | 1 | 7 | 0.22 |
| 249 | 1 | 5 | 0.15 |
| 252 | 1 | 4 | 0.12 |
| 253 | 1 | 3 | 0.09 |
| 254 | 1 | 9 | 0.28 |
| 255 | 1 | 4 | 0.12 |
| 256 | 1 | 2 | 0.06 |
| 258 | 1 | 5 | 0.15 |
| 259 | 1 | 1 | 0.03 |
| 260 | 1 | 1 | 0.03 |
| 261 | 1 | 5 | 0.15 |
| 263 | 1 | 8 | 0.25 |
| 264 | 1 | 12 | 0.37 |
| 265 | 1 | 2 | 0.06 |

Table 4.C.3 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 266 | 1 | 10 | 0.31 |
| 267 | 1 | 8 | 0.25 |
| 269 | 1 | 2 | 0.06 |
| 270 | 1 | 3 | 0.09 |
| 271 | 1 | 3 | 0.09 |
| 272 | 1 | 13 | 0.40 |
| 273 | 1 | 5 | 0.15 |
| 274 | 1 | 12 | 0.37 |
| 276 | 1 | 16 | 0.49 |
| 278 | 1 | 2 | 0.06 |
| 279 | 1 | 10 | 0.31 |
| 280 | 1 | 1 | 0.03 |
| 281 | 1 | 10 | 0.31 |
| 282 | 1 | 2 | 0.06 |
| 283 | 1 | 4 | 0.12 |
| 284 | 1 | 24 | 0.74 |
| 286 | 1 | 2 | 0.06 |
| 287 | 1 | 3 | 0.09 |
| 288 | 1 | 2 | 0.06 |
| 289 | 1 | 4 | 0.12 |
| 290 | 1 | 8 | 0.25 |
| 291 | 1 | 12 | 0.37 |
| 292 | 1 | 13 | 0.40 |
| 293 | 1 | 5 | 0.15 |
| 294 | 1 | 5 | 0.15 |
| 295 | 1 | 5 | 0.15 |
| 296 | 1 | 9 | 0.28 |
| 297 | 1 | 1 | 0.03 |
| 298 | 1 | 4 | 0.12 |
| 299 | 1 | 18 | 0.56 |
| 300 | 1 | 1 | 0.03 |
| 301 | 1 | 14 | 0.43 |
| 302 | 1 | 7 | 0.22 |
| 304 | 1 | 17 | 0.53 |
| 305 | 1 | 15 | 0.46 |
| 306 | 1 | 3 | 0.09 |
| 307 | 1 | 4 | 0.12 |
| 308 | 1 | 2 | 0.06 |
| 309 | 1 | 14 | 0.43 |
| 310 | 1 | 4 | 0.12 |

Table 4.C.3 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 311 | 1 | 21 | 0.65 |
| 312 | 1 | 4 | 0.12 |
| 313 | 1 | 9 | 0.28 |
| 314 | 1 | 7 | 0.22 |
| 315 | 1 | 9 | 0.28 |
| 316 | 1 | 12 | 0.37 |
| 317 | 1 | 5 | 0.15 |
| 318 | 1 | 7 | 0.22 |
| 319 | 1 | 3 | 0.09 |
| 320 | 1 | 10 | 0.31 |
| 321 | 1 | 14 | 0.43 |
| 322 | 1 | 5 | 0.15 |
| 323 | 1 | 4 | 0.12 |
| 324 | 1 | 1 | 0.03 |
| 325 | 1 | 8 | 0.25 |
| 326 | 1 | 12 | 0.37 |
| 327 | 1 | 2 | 0.06 |
| 328 | 1 | 8 | 0.25 |
| 329 | 1 | 3 | 0.09 |
| 330 | 1 | 25 | 0.77 |
| 331 | 1 | 9 | 0.28 |
| 332 | 1 | 3 | 0.09 |
| 333 | 1 | 3 | 0.09 |
| 334 | 1 | 10 | 0.31 |
| 335 | 1 | 1 | 0.03 |
| 336 | 1 | 4 | 0.12 |
| 337 | 1 | 3 | 0.09 |
| 338 | 1 | 10 | 0.31 |
| 339 | 1 | 6 | 0.19 |
| 340 | 1 | 9 | 0.28 |
| 341 | 1 | 3 | 0.09 |
| 342 | 1 | 12 | 0.37 |
| 343 | 1 | 1 | 0.03 |
| 344 | 1 | 9 | 0.28 |
| 345 | 1 | 2 | 0.06 |
| 346 | 1 | 11 | 0.34 |
| 347 | 1 | 6 | 0.19 |
| 348 | 1 | 2 | 0.06 |
| 349 | 1 | 5 | 0.15 |
| 350 | 1 | 11 | 0.34 |

Table 4.C.3 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 351 | 1 | 3 | 0.09 |
| 352 | 1 | 3 | 0.09 |
| 353 | 1 | 6 | 0.19 |
| 354 | 1 | 8 | 0.25 |
| 355 | 1 | 2 | 0.06 |
| 356 | 1 | 6 | 0.19 |
| 357 | 1 | 6 | 0.19 |
| 358 | 1 | 8 | 0.25 |
| 359 | 1 | 4 | 0.12 |
| 360 | 1 | 4 | 0.12 |
| 361 | 1 | 12 | 0.37 |
| 362 | 1 | 10 | 0.31 |
| 363 | 1 | 8 | 0.25 |
| 364 | 1 | 11 | 0.34 |
| 365 | 1 | 7 | 0.22 |
| 366 | 1 | 7 | 0.22 |
| 367 | 1 | 10 | 0.31 |
| 368 | 1 | 6 | 0.19 |
| 369 | 1 | 3 | 0.09 |
| 370 | 2 | 8 | 0.25 |
| 371 | 2 | 3 | 0.09 |
| 372 | 2 | 7 | 0.22 |
| 373 | 2 | 6 | 0.19 |
| 374 | 2 | 8 | 0.25 |
| 375 | 2 | 1 | 0.03 |
| 376 | 2 | 7 | 0.22 |
| 377 | 2 | 6 | 0.19 |
| 378 | 2 | 5 | 0.15 |
| 379 | 2 | 2 | 0.06 |
| 380 | 2 | 9 | 0.28 |
| 381 | 2 | 13 | 0.40 |
| 382 | 2 | 9 | 0.28 |
| 383 | 2 | 4 | 0.12 |
| 384 | 2 | 5 | 0.15 |
| 385 | 2 | 14 | 0.43 |
| 386 | 2 | 12 | 0.37 |
| 387 | 2 | 5 | 0.15 |
| 388 | 2 | 5 | 0.15 |
| 389 | 2 | 13 | 0.40 |
| 390 | 2 | 8 | 0.25 |

Table 4.C.3 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 391 | 2 | 4 | 0.12 |
| 392 | 2 | 6 | 0.19 |
| 393 | 2 | 9 | 0.28 |
| 394 | 2 | 8 | 0.25 |
| 395 | 2 | 3 | 0.09 |
| 396 | 2 | 4 | 0.12 |
| 397 | 2 | 18 | 0.56 |
| 398 | 2 | 5 | 0.15 |
| 399 | 2 | 9 | 0.28 |
| 400 | 2 | 2 | 0.06 |
| 401 | 2 | 21 | 0.65 |
| 402 | 2 | 7 | 0.22 |
| 403 | 2 | 11 | 0.34 |
| 404 | 2 | 3 | 0.09 |
| 405 | 2 | 10 | 0.31 |
| 406 | 2 | 11 | 0.34 |
| 407 | 2 | 2 | 0.06 |
| 408 | 2 | 9 | 0.28 |
| 409 | 2 | 8 | 0.25 |
| 410 | 2 | 9 | 0.28 |
| 411 | 2 | 3 | 0.09 |
| 412 | 2 | 11 | 0.34 |
| 413 | 2 | 3 | 0.09 |
| 414 | 2 | 10 | 0.31 |
| 415 | 2 | 8 | 0.25 |
| 416 | 2 | 12 | 0.37 |
| 417 | 2 | 2 | 0.06 |
| 419 | 2 | 18 | 0.56 |
| 420 | 2 | 17 | 0.53 |
| 421 | 2 | 1 | 0.03 |
| 422 | 2 | 1 | 0.03 |
| 423 | 2 | 19 | 0.59 |
| 424 | 2 | 7 | 0.22 |
| 425 | 2 | 11 | 0.34 |
| 426 | 2 | 3 | 0.09 |
| 427 | 2 | 22 | 0.68 |
| 428 | 2 | 1 | 0.03 |
| 429 | 2 | 4 | 0.12 |
| 430 | 2 | 2 | 0.06 |
| 431 | 2 | 26 | 0.80 |

Table 4.C.3 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 432 | 2 | 27 | 0.83 |
| 434 | 2 | 1 | 0.03 |
| 435 | 2 | 14 | 0.43 |
| 436 | 2 | 13 | 0.40 |
| 437 | 2 | 1 | 0.03 |
| 438 | 2 | 23 | 0.71 |
| 439 | 2 | 12 | 0.37 |
| 440 | 2 | 7 | 0.22 |
| 441 | 2 | 6 | 0.19 |
| 442 | 2 | 2 | 0.06 |
| 443 | 2 | 14 | 0.43 |
| 444 | 2 | 8 | 0.25 |
| 445 | 2 | 18 | 0.56 |
| 446 | 2 | 25 | 0.77 |
| 447 | 2 | 14 | 0.43 |
| 448 | 2 | 1 | 0.03 |
| 450 | 3 | 3 | 0.09 |
| 451 | 3 | 6 | 0.19 |
| 452 | 3 | 16 | 0.49 |
| 453 | 3 | 33 | 1.02 |
| 455 | 3 | 1 | 0.03 |
| 456 | 3 | 5 | 0.15 |
| 457 | 3 | 6 | 0.19 |
| 458 | 3 | 21 | 0.65 |
| 459 | 3 | 2 | 0.06 |
| 460 | 3 | 2 | 0.06 |
| 461 | 3 | 3 | 0.09 |
| 462 | 3 | 19 | 0.59 |
| 464 | 3 | 2 | 0.06 |
| 465 | 3 | 39 | 1.21 |
| 468 | 3 | 2 | 0.06 |
| 469 | 3 | 1 | 0.03 |
| 470 | 3 | 19 | 0.59 |
| 473 | 3 | 39 | 1.21 |
| 474 | 3 | 2 | 0.06 |
| 475 | 3 | 9 | 0.28 |
| 476 | 3 | 16 | 0.49 |
| 477 | 3 | 1 | 0.03 |
| 478 | 3 | 1 | 0.03 |
| 480 | 3 | 5 | 0.15 |

Table 4.C.3 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 481 | 3 | 4 | 0.12 |
| 482 | 3 | 12 | 0.37 |
| 483 | 3 | 27 | 0.83 |
| 485 | 3 | 28 | 0.87 |
| 488 | 3 | 8 | 0.25 |
| 489 | 3 | 2 | 0.06 |
| 491 | 3 | 50 | 1.55 |
| 493 | 3 | 2 | 0.06 |
| 497 | 3 | 3 | 0.09 |
| 499 | 3 | 5 | 0.15 |
| 501 | 3 | 1 | 0.03 |
| 502 | 3 | 31 | 0.96 |
| 503 | 3 | 58 | 1.79 |
| 504 | 3 | 3 | 0.09 |
| 508 | 3 | 7 | 0.22 |
| 512 | 3 | 2 | 0.06 |
| 514 | 3 | 1 | 0.03 |
| 515 | 3 | 3 | 0.09 |
| 517 | 3 | 21 | 0.65 |
| 520 | 3 | 53 | 1.64 |
| 522 | 3 | 5 | 0.15 |
| 523 | 3 | 16 | 0.49 |
| 529 | 3 | 2 | 0.06 |
| 530 | 3 | 19 | 0.59 |
| 534 | 3 | 5 | 0.15 |
| 535 | 3 | 21 | 0.65 |
| 537 | 3 | 3 | 0.09 |
| 539 | 3 | 25 | 0.77 |
| 548 | 3 | 11 | 0.34 |
| 550 | 3 | 46 | 1.42 |
| 552 | 3 | 14 | 0.43 |
| 553 | 3 | 46 | 1.42 |
| 566 | 3 | 11 | 0.34 |
| 568 | 3 | 72 | 2.22 |
| 600 | 3 | 100 | 3.09 |

Table 4.C.4 Scale Score and Performance Level Distribution of Overall Scores for Grade Three

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 150 | 1 | 618 | 21.35 |
| 151 | 1 | 38 | 1.31 |
| 152 | 1 | 19 | 0.66 |
| 153 | 1 | 12 | 0.41 |
| 158 | 1 | 54 | 1.87 |
| 160 | 1 | 15 | 0.52 |
| 162 | 1 | 6 | 0.21 |
| 170 | 1 | 25 | 0.86 |
| 171 | 1 | 8 | 0.28 |
| 172 | 1 | 55 | 1.90 |
| 174 | 1 | 19 | 0.66 |
| 178 | 1 | 16 | 0.55 |
| 184 | 1 | 81 | 2.80 |
| 186 | 1 | 10 | 0.35 |
| 191 | 1 | 3 | 0.10 |
| 192 | 1 | 28 | 0.97 |
| 193 | 1 | 4 | 0.14 |
| 194 | 1 | 28 | 0.97 |
| 195 | 1 | 9 | 0.31 |
| 196 | 1 | 6 | 0.21 |
| 200 | 1 | 1 | 0.03 |
| 201 | 1 | 6 | 0.21 |
| 202 | 1 | 18 | 0.62 |
| 203 | 1 | 8 | 0.28 |
| 204 | 1 | 12 | 0.41 |
| 205 | 1 | 6 | 0.21 |
| 206 | 1 | 3 | 0.10 |
| 208 | 1 | 2 | 0.07 |
| 210 | 1 | 14 | 0.48 |
| 212 | 1 | 6 | 0.21 |
| 213 | 1 | 6 | 0.21 |
| 214 | 1 | 9 | 0.31 |
| 215 | 1 | 3 | 0.10 |
| 217 | 1 | 20 | 0.69 |
| 219 | 1 | 7 | 0.24 |
| 220 | 1 | 1 | 0.03 |
| 221 | 1 | 4 | 0.14 |
| 222 | 1 | 8 | 0.28 |
| 224 | 1 | 11 | 0.38 |

Table 4.C.4 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 226 | 1 | 2 | 0.07 |
| 227 | 1 | 10 | 0.35 |
| 228 | 1 | 6 | 0.21 |
| 229 | 1 | 3 | 0.10 |
| 230 | 1 | 10 | 0.35 |
| 232 | 1 | 4 | 0.14 |
| 233 | 1 | 1 | 0.03 |
| 234 | 1 | 2 | 0.07 |
| 235 | 1 | 2 | 0.07 |
| 236 | 1 | 16 | 0.55 |
| 238 | 1 | 8 | 0.28 |
| 242 | 1 | 10 | 0.35 |
| 243 | 1 | 6 | 0.21 |
| 244 | 1 | 7 | 0.24 |
| 245 | 1 | 1 | 0.03 |
| 247 | 1 | 6 | 0.21 |
| 248 | 1 | 2 | 0.07 |
| 249 | 1 | 9 | 0.31 |
| 250 | 1 | 7 | 0.24 |
| 251 | 1 | 9 | 0.31 |
| 253 | 1 | 4 | 0.14 |
| 254 | 1 | 5 | 0.17 |
| 255 | 1 | 6 | 0.21 |
| 256 | 1 | 4 | 0.14 |
| 257 | 1 | 5 | 0.17 |
| 258 | 1 | 6 | 0.21 |
| 259 | 1 | 2 | 0.07 |
| 260 | 1 | 5 | 0.17 |
| 262 | 1 | 9 | 0.31 |
| 263 | 1 | 3 | 0.10 |
| 264 | 1 | 10 | 0.35 |
| 265 | 1 | 1 | 0.03 |
| 266 | 1 | 3 | 0.10 |
| 267 | 1 | 4 | 0.14 |
| 268 | 1 | 6 | 0.21 |
| 270 | 1 | 9 | 0.31 |
| 272 | 1 | 5 | 0.17 |
| 273 | 1 | 9 | 0.31 |
| 274 | 1 | 2 | 0.07 |
| 275 | 1 | 9 | 0.31 |

Table 4.C.4 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 276 | 1 | 7 | 0.24 |
| 277 | 1 | 2 | 0.07 |
| 278 | 1 | 6 | 0.21 |
| 280 | 1 | 2 | 0.07 |
| 281 | 1 | 2 | 0.07 |
| 282 | 1 | 4 | 0.14 |
| 284 | 1 | 7 | 0.24 |
| 286 | 1 | 10 | 0.35 |
| 288 | 1 | 1 | 0.03 |
| 289 | 1 | 1 | 0.03 |
| 290 | 1 | 4 | 0.14 |
| 291 | 1 | 3 | 0.10 |
| 292 | 1 | 6 | 0.21 |
| 293 | 1 | 2 | 0.07 |
| 294 | 1 | 1 | 0.03 |
| 295 | 1 | 3 | 0.10 |
| 296 | 1 | 6 | 0.21 |
| 297 | 1 | 12 | 0.41 |
| 298 | 1 | 2 | 0.07 |
| 299 | 1 | 2 | 0.07 |
| 300 | 1 | 1 | 0.03 |
| 301 | 1 | 1 | 0.03 |
| 302 | 1 | 2 | 0.07 |
| 303 | 1 | 9 | 0.31 |
| 304 | 1 | 3 | 0.10 |
| 305 | 1 | 6 | 0.21 |
| 307 | 1 | 6 | 0.21 |
| 308 | 1 | 2 | 0.07 |
| 309 | 1 | 5 | 0.17 |
| 310 | 1 | 5 | 0.17 |
| 311 | 1 | 1 | 0.03 |
| 312 | 1 | 1 | 0.03 |
| 313 | 1 | 2 | 0.07 |
| 315 | 1 | 1 | 0.03 |
| 316 | 1 | 7 | 0.24 |
| 317 | 1 | 3 | 0.10 |
| 318 | 1 | 5 | 0.17 |
| 319 | 1 | 2 | 0.07 |
| 320 | 1 | 6 | 0.21 |
| 321 | 1 | 2 | 0.07 |

Table 4.C.4 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 322 | 1 | 6 | 0.21 |
| 323 | 1 | 5 | 0.17 |
| 324 | 1 | 6 | 0.21 |
| 325 | 1 | 4 | 0.14 |
| 326 | 1 | 2 | 0.07 |
| 327 | 1 | 7 | 0.24 |
| 329 | 1 | 1 | 0.03 |
| 330 | 1 | 10 | 0.35 |
| 332 | 1 | 2 | 0.07 |
| 333 | 1 | 7 | 0.24 |
| 334 | 1 | 1 | 0.03 |
| 335 | 1 | 9 | 0.31 |
| 336 | 1 | 1 | 0.03 |
| 337 | 1 | 5 | 0.17 |
| 338 | 1 | 4 | 0.14 |
| 339 | 1 | 4 | 0.14 |
| 340 | 1 | 1 | 0.03 |
| 341 | 1 | 8 | 0.28 |
| 342 | 1 | 3 | 0.10 |
| 343 | 1 | 8 | 0.28 |
| 345 | 1 | 5 | 0.17 |
| 347 | 1 | 11 | 0.38 |
| 349 | 1 | 7 | 0.24 |
| 350 | 1 | 8 | 0.28 |
| 351 | 1 | 5 | 0.17 |
| 352 | 1 | 10 | 0.35 |
| 353 | 1 | 3 | 0.10 |
| 354 | 1 | 5 | 0.17 |
| 355 | 1 | 12 | 0.41 |
| 356 | 1 | 1 | 0.03 |
| 357 | 1 | 4 | 0.14 |
| 358 | 1 | 5 | 0.17 |
| 359 | 1 | 5 | 0.17 |
| 360 | 1 | 10 | 0.35 |
| 361 | 1 | 4 | 0.14 |
| 362 | 1 | 4 | 0.14 |
| 363 | 1 | 7 | 0.24 |
| 364 | 1 | 5 | 0.17 |
| 365 | 1 | 1 | 0.03 |
| 366 | 1 | 2 | 0.07 |

Table 4.C.4 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 368 | 1 | 21 | 0.73 |
| 369 | 1 | 9 | 0.31 |
| 370 | 2 | 1 | 0.03 |
| 371 | 2 | 3 | 0.10 |
| 372 | 2 | 3 | 0.10 |
| 373 | 2 | 2 | 0.07 |
| 374 | 2 | 4 | 0.14 |
| 375 | 2 | 2 | 0.07 |
| 376 | 2 | 14 | 0.48 |
| 377 | 2 | 6 | 0.21 |
| 378 | 2 | 11 | 0.38 |
| 380 | 2 | 3 | 0.10 |
| 381 | 2 | 2 | 0.07 |
| 382 | 2 | 1 | 0.03 |
| 383 | 2 | 6 | 0.21 |
| 385 | 2 | 14 | 0.48 |
| 386 | 2 | 15 | 0.52 |
| 388 | 2 | 3 | 0.10 |
| 390 | 2 | 1 | 0.03 |
| 391 | 2 | 10 | 0.35 |
| 392 | 2 | 10 | 0.35 |
| 393 | 2 | 1 | 0.03 |
| 394 | 2 | 5 | 0.17 |
| 395 | 2 | 3 | 0.10 |
| 396 | 2 | 1 | 0.03 |
| 397 | 2 | 1 | 0.03 |
| 398 | 2 | 5 | 0.17 |
| 399 | 2 | 16 | 0.55 |
| 400 | 2 | 6 | 0.21 |
| 401 | 2 | 4 | 0.14 |
| 402 | 2 | 6 | 0.21 |
| 403 | 2 | 4 | 0.14 |
| 404 | 2 | 1 | 0.03 |
| 405 | 2 | 3 | 0.10 |
| 406 | 2 | 24 | 0.83 |
| 407 | 2 | 9 | 0.31 |
| 408 | 2 | 12 | 0.41 |
| 409 | 2 | 21 | 0.73 |
| 410 | 2 | 3 | 0.10 |
| 413 | 2 | 7 | 0.24 |

Table 4.C.4 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 414 | 2 | 5 | 0.17 |
| 415 | 2 | 15 | 0.52 |
| 416 | 2 | 8 | 0.28 |
| 417 | 2 | 12 | 0.41 |
| 418 | 2 | 4 | 0.14 |
| 420 | 2 | 1 | 0.03 |
| 421 | 2 | 8 | 0.28 |
| 423 | 2 | 12 | 0.41 |
| 424 | 2 | 10 | 0.35 |
| 425 | 2 | 17 | 0.59 |
| 426 | 2 | 2 | 0.07 |
| 427 | 2 | 1 | 0.03 |
| 429 | 2 | 13 | 0.45 |
| 430 | 2 | 1 | 0.03 |
| 431 | 2 | 5 | 0.17 |
| 432 | 2 | 15 | 0.52 |
| 433 | 2 | 13 | 0.45 |
| 434 | 2 | 1 | 0.03 |
| 436 | 2 | 4 | 0.14 |
| 437 | 2 | 6 | 0.21 |
| 438 | 2 | 1 | 0.03 |
| 439 | 2 | 1 | 0.03 |
| 440 | 2 | 3 | 0.10 |
| 441 | 2 | 20 | 0.69 |
| 442 | 2 | 11 | 0.38 |
| 443 | 2 | 7 | 0.24 |
| 444 | 2 | 7 | 0.24 |
| 445 | 2 | 11 | 0.38 |
| 446 | 2 | 4 | 0.14 |
| 449 | 2 | 2 | 0.07 |
| 450 | 3 | 4 | 0.14 |
| 451 | 3 | 26 | 0.90 |
| 452 | 3 | 14 | 0.48 |
| 453 | 3 | 1 | 0.03 |
| 454 | 3 | 16 | 0.55 |
| 456 | 3 | 3 | 0.10 |
| 458 | 3 | 4 | 0.14 |
| 460 | 3 | 8 | 0.28 |
| 461 | 3 | 11 | 0.38 |
| 462 | 3 | 5 | 0.17 |

Table 4.C.4 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 463 | 3 | 21 | 0.73 |
| 464 | 3 | 7 | 0.24 |
| 468 | 3 | 4 | 0.14 |
| 469 | 3 | 13 | 0.45 |
| 471 | 3 | 1 | 0.03 |
| 472 | 3 | 6 | 0.21 |
| 473 | 3 | 10 | 0.35 |
| 477 | 3 | 6 | 0.21 |
| 478 | 3 | 22 | 0.76 |
| 480 | 3 | 6 | 0.21 |
| 481 | 3 | 1 | 0.03 |
| 483 | 3 | 2 | 0.07 |
| 484 | 3 | 12 | 0.41 |
| 485 | 3 | 3 | 0.10 |
| 486 | 3 | 4 | 0.14 |
| 488 | 3 | 21 | 0.73 |
| 489 | 3 | 9 | 0.31 |
| 493 | 3 | 6 | 0.21 |
| 494 | 3 | 6 | 0.21 |
| 497 | 3 | 1 | 0.03 |
| 498 | 3 | 26 | 0.90 |
| 499 | 3 | 29 | 1.00 |
| 501 | 3 | 1 | 0.03 |
| 502 | 3 | 6 | 0.21 |
| 504 | 3 | 5 | 0.17 |
| 508 | 3 | 17 | 0.59 |
| 510 | 3 | 5 | 0.17 |
| 511 | 3 | 9 | 0.31 |
| 512 | 3 | 2 | 0.07 |
| 513 | 3 | 16 | 0.55 |
| 514 | 3 | 2 | 0.07 |
| 516 | 3 | 10 | 0.35 |
| 519 | 3 | 14 | 0.48 |
| 520 | 3 | 3 | 0.10 |
| 521 | 3 | 9 | 0.31 |
| 522 | 3 | 6 | 0.21 |
| 530 | 3 | 6 | 0.21 |
| 531 | 3 | 17 | 0.59 |
| 532 | 3 | 18 | 0.62 |
| 533 | 3 | 19 | 0.66 |

Table 4.C.4 *(continuation seven)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 540 | 3 | 1 | 0.03 |
| 541 | 3 | 1 | 0.03 |
| 544 | 3 | 3 | 0.10 |
| 546 | 3 | 7 | 0.24 |
| 547 | 3 | 7 | 0.24 |
| 550 | 3 | 5 | 0.17 |
| 551 | 3 | 14 | 0.48 |
| 552 | 3 | 2 | 0.07 |
| 553 | 3 | 1 | 0.03 |
| 559 | 3 | 11 | 0.38 |
| 564 | 3 | 28 | 0.97 |
| 567 | 3 | 2 | 0.07 |
| 568 | 3 | 1 | 0.03 |
| 579 | 3 | 20 | 0.69 |
| 587 | 3 | 5 | 0.17 |
| 591 | 3 | 3 | 0.10 |
| 592 | 3 | 17 | 0.59 |
| 600 | 3 | 12 | 0.41 |

Table 4.C.5 Scale Score and Performance Level Distribution of Overall Scores for Grade Four

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 150 | 1 | 519 | 20.69 |
| 151 | 1 | 29 | 1.16 |
| 152 | 1 | 25 | 1.00 |
| 153 | 1 | 15 | 0.60 |
| 158 | 1 | 59 | 2.35 |
| 160 | 1 | 7 | 0.28 |
| 162 | 1 | 5 | 0.20 |
| 170 | 1 | 18 | 0.72 |
| 171 | 1 | 4 | 0.16 |
| 172 | 1 | 53 | 2.11 |
| 174 | 1 | 9 | 0.36 |
| 178 | 1 | 15 | 0.60 |
| 184 | 1 | 64 | 2.55 |
| 186 | 1 | 8 | 0.32 |
| 191 | 1 | 4 | 0.16 |
| 192 | 1 | 13 | 0.52 |
| 193 | 1 | 4 | 0.16 |
| 194 | 1 | 21 | 0.84 |
| 195 | 1 | 7 | 0.28 |
| 196 | 1 | 9 | 0.36 |
| 199 | 1 | 1 | 0.04 |
| 200 | 1 | 1 | 0.04 |
| 201 | 1 | 5 | 0.20 |
| 202 | 1 | 18 | 0.72 |
| 203 | 1 | 2 | 0.08 |
| 204 | 1 | 18 | 0.72 |
| 205 | 1 | 6 | 0.24 |
| 206 | 1 | 5 | 0.20 |
| 208 | 1 | 1 | 0.04 |
| 210 | 1 | 12 | 0.48 |
| 212 | 1 | 8 | 0.32 |
| 213 | 1 | 5 | 0.20 |
| 214 | 1 | 14 | 0.56 |
| 215 | 1 | 1 | 0.04 |
| 217 | 1 | 16 | 0.64 |
| 219 | 1 | 5 | 0.20 |
| 221 | 1 | 4 | 0.16 |
| 222 | 1 | 3 | 0.12 |
| 224 | 1 | 11 | 0.44 |

Table 4.C.5 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 226 | 1 | 5 | 0.20 |
| 227 | 1 | 9 | 0.36 |
| 228 | 1 | 4 | 0.16 |
| 229 | 1 | 1 | 0.04 |
| 230 | 1 | 12 | 0.48 |
| 232 | 1 | 8 | 0.32 |
| 234 | 1 | 2 | 0.08 |
| 236 | 1 | 9 | 0.36 |
| 237 | 1 | 1 | 0.04 |
| 238 | 1 | 14 | 0.56 |
| 242 | 1 | 4 | 0.16 |
| 243 | 1 | 3 | 0.12 |
| 244 | 1 | 11 | 0.44 |
| 247 | 1 | 13 | 0.52 |
| 248 | 1 | 1 | 0.04 |
| 249 | 1 | 4 | 0.16 |
| 250 | 1 | 2 | 0.08 |
| 251 | 1 | 3 | 0.12 |
| 253 | 1 | 6 | 0.24 |
| 254 | 1 | 1 | 0.04 |
| 255 | 1 | 2 | 0.08 |
| 256 | 1 | 7 | 0.28 |
| 257 | 1 | 8 | 0.32 |
| 258 | 1 | 4 | 0.16 |
| 259 | 1 | 2 | 0.08 |
| 260 | 1 | 3 | 0.12 |
| 262 | 1 | 2 | 0.08 |
| 263 | 1 | 5 | 0.20 |
| 264 | 1 | 1 | 0.04 |
| 265 | 1 | 3 | 0.12 |
| 266 | 1 | 2 | 0.08 |
| 267 | 1 | 4 | 0.16 |
| 268 | 1 | 2 | 0.08 |
| 269 | 1 | 2 | 0.08 |
| 270 | 1 | 4 | 0.16 |
| 271 | 1 | 3 | 0.12 |
| 272 | 1 | 4 | 0.16 |
| 273 | 1 | 1 | 0.04 |
| 274 | 1 | 4 | 0.16 |
| 275 | 1 | 3 | 0.12 |

Table 4.C.5 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 278 | 1 | 12 | 0.48 |
| 280 | 1 | 2 | 0.08 |
| 281 | 1 | 5 | 0.20 |
| 283 | 1 | 1 | 0.04 |
| 284 | 1 | 5 | 0.20 |
| 286 | 1 | 2 | 0.08 |
| 287 | 1 | 1 | 0.04 |
| 289 | 1 | 1 | 0.04 |
| 290 | 1 | 3 | 0.12 |
| 291 | 1 | 1 | 0.04 |
| 292 | 1 | 5 | 0.20 |
| 293 | 1 | 1 | 0.04 |
| 296 | 1 | 10 | 0.40 |
| 297 | 1 | 7 | 0.28 |
| 298 | 1 | 2 | 0.08 |
| 299 | 1 | 5 | 0.20 |
| 301 | 1 | 3 | 0.12 |
| 302 | 1 | 2 | 0.08 |
| 303 | 1 | 5 | 0.20 |
| 305 | 1 | 1 | 0.04 |
| 307 | 1 | 6 | 0.24 |
| 308 | 1 | 1 | 0.04 |
| 309 | 1 | 2 | 0.08 |
| 310 | 1 | 4 | 0.16 |
| 313 | 1 | 2 | 0.08 |
| 314 | 1 | 2 | 0.08 |
| 315 | 1 | 3 | 0.12 |
| 316 | 1 | 7 | 0.28 |
| 317 | 1 | 2 | 0.08 |
| 318 | 1 | 5 | 0.20 |
| 319 | 1 | 1 | 0.04 |
| 320 | 1 | 3 | 0.12 |
| 321 | 1 | 5 | 0.20 |
| 322 | 1 | 2 | 0.08 |
| 324 | 1 | 4 | 0.16 |
| 325 | 1 | 5 | 0.20 |
| 327 | 1 | 4 | 0.16 |
| 329 | 1 | 1 | 0.04 |
| 330 | 1 | 11 | 0.44 |
| 332 | 1 | 5 | 0.20 |

Table 4.C.5 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 333 | 1 | 8 | 0.32 |
| 334 | 1 | 2 | 0.08 |
| 335 | 1 | 9 | 0.36 |
| 336 | 1 | 1 | 0.04 |
| 337 | 1 | 4 | 0.16 |
| 338 | 1 | 1 | 0.04 |
| 339 | 1 | 1 | 0.04 |
| 340 | 1 | 2 | 0.08 |
| 341 | 1 | 10 | 0.40 |
| 342 | 1 | 3 | 0.12 |
| 343 | 1 | 5 | 0.20 |
| 344 | 1 | 1 | 0.04 |
| 345 | 1 | 4 | 0.16 |
| 346 | 1 | 1 | 0.04 |
| 347 | 1 | 2 | 0.08 |
| 348 | 1 | 1 | 0.04 |
| 349 | 1 | 3 | 0.12 |
| 350 | 1 | 3 | 0.12 |
| 351 | 1 | 5 | 0.20 |
| 352 | 1 | 3 | 0.12 |
| 353 | 1 | 4 | 0.16 |
| 354 | 1 | 7 | 0.28 |
| 355 | 1 | 2 | 0.08 |
| 356 | 1 | 2 | 0.08 |
| 357 | 1 | 9 | 0.36 |
| 359 | 1 | 4 | 0.16 |
| 360 | 1 | 12 | 0.48 |
| 361 | 1 | 2 | 0.08 |
| 362 | 1 | 2 | 0.08 |
| 363 | 1 | 6 | 0.24 |
| 364 | 1 | 3 | 0.12 |
| 365 | 1 | 1 | 0.04 |
| 366 | 1 | 3 | 0.12 |
| 368 | 1 | 9 | 0.36 |
| 369 | 1 | 2 | 0.08 |
| 370 | 2 | 1 | 0.04 |
| 371 | 2 | 3 | 0.12 |
| 372 | 2 | 4 | 0.16 |
| 374 | 2 | 3 | 0.12 |
| 376 | 2 | 6 | 0.24 |

Table 4.C.5 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 377 | 2 | 10 | 0.40 |
| 378 | 2 | 5 | 0.20 |
| 380 | 2 | 3 | 0.12 |
| 381 | 2 | 3 | 0.12 |
| 382 | 2 | 1 | 0.04 |
| 383 | 2 | 8 | 0.32 |
| 385 | 2 | 7 | 0.28 |
| 386 | 2 | 5 | 0.20 |
| 388 | 2 | 4 | 0.16 |
| 390 | 2 | 3 | 0.12 |
| 391 | 2 | 12 | 0.48 |
| 392 | 2 | 7 | 0.28 |
| 394 | 2 | 5 | 0.20 |
| 395 | 2 | 2 | 0.08 |
| 396 | 2 | 2 | 0.08 |
| 397 | 2 | 3 | 0.12 |
| 398 | 2 | 2 | 0.08 |
| 399 | 2 | 10 | 0.40 |
| 400 | 2 | 8 | 0.32 |
| 401 | 2 | 4 | 0.16 |
| 402 | 2 | 2 | 0.08 |
| 404 | 2 | 1 | 0.04 |
| 405 | 2 | 2 | 0.08 |
| 406 | 2 | 15 | 0.60 |
| 407 | 2 | 5 | 0.20 |
| 408 | 2 | 6 | 0.24 |
| 409 | 2 | 10 | 0.40 |
| 410 | 2 | 2 | 0.08 |
| 411 | 2 | 1 | 0.04 |
| 412 | 2 | 3 | 0.12 |
| 414 | 2 | 5 | 0.20 |
| 415 | 2 | 9 | 0.36 |
| 416 | 2 | 4 | 0.16 |
| 417 | 2 | 5 | 0.20 |
| 418 | 2 | 2 | 0.08 |
| 421 | 2 | 2 | 0.08 |
| 422 | 2 | 2 | 0.08 |
| 423 | 2 | 8 | 0.32 |
| 424 | 2 | 9 | 0.36 |
| 425 | 2 | 11 | 0.44 |

Table 4.C.5 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 426 | 2 | 1 | 0.04 |
| 429 | 2 | 6 | 0.24 |
| 430 | 2 | 3 | 0.12 |
| 432 | 2 | 12 | 0.48 |
| 433 | 2 | 11 | 0.44 |
| 434 | 2 | 1 | 0.04 |
| 435 | 2 | 3 | 0.12 |
| 436 | 2 | 5 | 0.20 |
| 437 | 2 | 10 | 0.40 |
| 438 | 2 | 1 | 0.04 |
| 439 | 2 | 1 | 0.04 |
| 440 | 2 | 2 | 0.08 |
| 441 | 2 | 11 | 0.44 |
| 442 | 2 | 9 | 0.36 |
| 443 | 2 | 2 | 0.08 |
| 444 | 2 | 4 | 0.16 |
| 445 | 2 | 13 | 0.52 |
| 447 | 2 | 1 | 0.04 |
| 449 | 2 | 3 | 0.12 |
| 450 | 3 | 4 | 0.16 |
| 451 | 3 | 11 | 0.44 |
| 452 | 3 | 10 | 0.40 |
| 453 | 3 | 3 | 0.12 |
| 454 | 3 | 16 | 0.64 |
| 456 | 3 | 2 | 0.08 |
| 459 | 3 | 1 | 0.04 |
| 460 | 3 | 12 | 0.48 |
| 461 | 3 | 9 | 0.36 |
| 462 | 3 | 1 | 0.04 |
| 463 | 3 | 18 | 0.72 |
| 464 | 3 | 2 | 0.08 |
| 468 | 3 | 2 | 0.08 |
| 469 | 3 | 13 | 0.52 |
| 470 | 3 | 2 | 0.08 |
| 471 | 3 | 3 | 0.12 |
| 472 | 3 | 15 | 0.60 |
| 473 | 3 | 12 | 0.48 |
| 475 | 3 | 1 | 0.04 |
| 477 | 3 | 4 | 0.16 |
| 478 | 3 | 16 | 0.64 |

Table 4.C.5 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 480 | 3 | 7 | 0.28 |
| 483 | 3 | 3 | 0.12 |
| 484 | 3 | 14 | 0.56 |
| 485 | 3 | 5 | 0.20 |
| 486 | 3 | 11 | 0.44 |
| 488 | 3 | 22 | 0.88 |
| 489 | 3 | 6 | 0.24 |
| 493 | 3 | 1 | 0.04 |
| 494 | 3 | 6 | 0.24 |
| 497 | 3 | 2 | 0.08 |
| 498 | 3 | 34 | 1.36 |
| 499 | 3 | 10 | 0.40 |
| 501 | 3 | 5 | 0.20 |
| 502 | 3 | 6 | 0.24 |
| 504 | 3 | 3 | 0.12 |
| 506 | 3 | 2 | 0.08 |
| 508 | 3 | 16 | 0.64 |
| 511 | 3 | 8 | 0.32 |
| 512 | 3 | 3 | 0.12 |
| 513 | 3 | 18 | 0.72 |
| 515 | 3 | 1 | 0.04 |
| 516 | 3 | 10 | 0.40 |
| 519 | 3 | 27 | 1.08 |
| 520 | 3 | 3 | 0.12 |
| 521 | 3 | 10 | 0.40 |
| 522 | 3 | 3 | 0.12 |
| 531 | 3 | 21 | 0.84 |
| 532 | 3 | 20 | 0.80 |
| 533 | 3 | 23 | 0.92 |
| 544 | 3 | 7 | 0.28 |
| 546 | 3 | 25 | 1.00 |
| 547 | 3 | 13 | 0.52 |
| 550 | 3 | 3 | 0.12 |
| 551 | 3 | 19 | 0.76 |
| 552 | 3 | 4 | 0.16 |
| 559 | 3 | 13 | 0.52 |
| 562 | 3 | 8 | 0.32 |
| 564 | 3 | 32 | 1.28 |
| 567 | 3 | 5 | 0.20 |
| 568 | 3 | 1 | 0.04 |

Table 4.C.5 *(continuation seven)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 579 | 3 | 18 | 0.72 |
| 587 | 3 | 9 | 0.36 |
| 591 | 3 | 3 | 0.12 |
| 592 | 3 | 38 | 1.52 |
| 600 | 3 | 40 | 1.59 |

Table 4.C.6 Scale Score and Performance Level Distribution of Overall Scores for Grade Five

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 150 | 1 | 402 | 17.91 |
| 151 | 1 | 28 | 1.25 |
| 152 | 1 | 25 | 1.11 |
| 153 | 1 | 6 | 0.27 |
| 158 | 1 | 45 | 2.00 |
| 160 | 1 | 15 | 0.67 |
| 162 | 1 | 3 | 0.13 |
| 170 | 1 | 25 | 1.11 |
| 171 | 1 | 8 | 0.36 |
| 172 | 1 | 30 | 1.34 |
| 174 | 1 | 9 | 0.40 |
| 178 | 1 | 18 | 0.80 |
| 184 | 1 | 57 | 2.54 |
| 186 | 1 | 9 | 0.40 |
| 191 | 1 | 1 | 0.04 |
| 192 | 1 | 24 | 1.07 |
| 193 | 1 | 9 | 0.40 |
| 194 | 1 | 29 | 1.29 |
| 195 | 1 | 8 | 0.36 |
| 196 | 1 | 7 | 0.31 |
| 201 | 1 | 6 | 0.27 |
| 202 | 1 | 13 | 0.58 |
| 203 | 1 | 3 | 0.13 |
| 204 | 1 | 11 | 0.49 |
| 205 | 1 | 3 | 0.13 |
| 206 | 1 | 3 | 0.13 |
| 208 | 1 | 2 | 0.09 |
| 209 | 1 | 1 | 0.04 |
| 210 | 1 | 13 | 0.58 |
| 212 | 1 | 8 | 0.36 |
| 213 | 1 | 7 | 0.31 |
| 214 | 1 | 7 | 0.31 |
| 215 | 1 | 4 | 0.18 |
| 217 | 1 | 21 | 0.94 |
| 219 | 1 | 7 | 0.31 |
| 221 | 1 | 3 | 0.13 |
| 222 | 1 | 7 | 0.31 |
| 224 | 1 | 6 | 0.27 |
| 226 | 1 | 3 | 0.13 |

Table 4.C.6 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 227 | 1 | 9 | 0.40 |
| 228 | 1 | 9 | 0.40 |
| 229 | 1 | 1 | 0.04 |
| 230 | 1 | 12 | 0.53 |
| 232 | 1 | 3 | 0.13 |
| 234 | 1 | 4 | 0.18 |
| 235 | 1 | 2 | 0.09 |
| 236 | 1 | 10 | 0.45 |
| 237 | 1 | 4 | 0.18 |
| 238 | 1 | 8 | 0.36 |
| 242 | 1 | 5 | 0.22 |
| 243 | 1 | 6 | 0.27 |
| 244 | 1 | 5 | 0.22 |
| 245 | 1 | 1 | 0.04 |
| 247 | 1 | 10 | 0.45 |
| 249 | 1 | 4 | 0.18 |
| 250 | 1 | 3 | 0.13 |
| 251 | 1 | 3 | 0.13 |
| 253 | 1 | 1 | 0.04 |
| 254 | 1 | 2 | 0.09 |
| 255 | 1 | 3 | 0.13 |
| 256 | 1 | 4 | 0.18 |
| 257 | 1 | 2 | 0.09 |
| 258 | 1 | 1 | 0.04 |
| 259 | 1 | 2 | 0.09 |
| 260 | 1 | 2 | 0.09 |
| 262 | 1 | 3 | 0.13 |
| 263 | 1 | 1 | 0.04 |
| 264 | 1 | 2 | 0.09 |
| 266 | 1 | 1 | 0.04 |
| 267 | 1 | 2 | 0.09 |
| 268 | 1 | 3 | 0.13 |
| 272 | 1 | 1 | 0.04 |
| 273 | 1 | 4 | 0.18 |
| 274 | 1 | 1 | 0.04 |
| 275 | 1 | 2 | 0.09 |
| 276 | 1 | 5 | 0.22 |
| 278 | 1 | 5 | 0.22 |
| 280 | 1 | 2 | 0.09 |
| 281 | 1 | 4 | 0.18 |

Table 4.C.6 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 282 | 1 | 1 | 0.04 |
| 283 | 1 | 1 | 0.04 |
| 284 | 1 | 1 | 0.04 |
| 286 | 1 | 6 | 0.27 |
| 288 | 1 | 1 | 0.04 |
| 289 | 1 | 6 | 0.27 |
| 290 | 1 | 5 | 0.22 |
| 292 | 1 | 3 | 0.13 |
| 294 | 1 | 2 | 0.09 |
| 296 | 1 | 3 | 0.13 |
| 297 | 1 | 3 | 0.13 |
| 299 | 1 | 4 | 0.18 |
| 302 | 1 | 2 | 0.09 |
| 303 | 1 | 6 | 0.27 |
| 304 | 1 | 1 | 0.04 |
| 307 | 1 | 2 | 0.09 |
| 308 | 1 | 1 | 0.04 |
| 309 | 1 | 2 | 0.09 |
| 310 | 1 | 3 | 0.13 |
| 311 | 1 | 1 | 0.04 |
| 313 | 1 | 9 | 0.40 |
| 316 | 1 | 2 | 0.09 |
| 317 | 1 | 1 | 0.04 |
| 318 | 1 | 2 | 0.09 |
| 319 | 1 | 1 | 0.04 |
| 320 | 1 | 2 | 0.09 |
| 321 | 1 | 1 | 0.04 |
| 322 | 1 | 1 | 0.04 |
| 324 | 1 | 4 | 0.18 |
| 325 | 1 | 1 | 0.04 |
| 326 | 1 | 1 | 0.04 |
| 327 | 1 | 3 | 0.13 |
| 328 | 1 | 2 | 0.09 |
| 330 | 1 | 9 | 0.40 |
| 332 | 1 | 1 | 0.04 |
| 333 | 1 | 2 | 0.09 |
| 334 | 1 | 1 | 0.04 |
| 335 | 1 | 5 | 0.22 |
| 337 | 1 | 1 | 0.04 |
| 338 | 1 | 4 | 0.18 |

Table 4.C.6 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 339 | 1 | 1 | 0.04 |
| 340 | 1 | 1 | 0.04 |
| 341 | 1 | 5 | 0.22 |
| 342 | 1 | 2 | 0.09 |
| 343 | 1 | 1 | 0.04 |
| 344 | 1 | 1 | 0.04 |
| 345 | 1 | 3 | 0.13 |
| 346 | 1 | 5 | 0.22 |
| 347 | 1 | 6 | 0.27 |
| 348 | 1 | 1 | 0.04 |
| 349 | 1 | 5 | 0.22 |
| 350 | 1 | 2 | 0.09 |
| 351 | 1 | 4 | 0.18 |
| 352 | 1 | 2 | 0.09 |
| 353 | 1 | 3 | 0.13 |
| 355 | 1 | 3 | 0.13 |
| 356 | 1 | 2 | 0.09 |
| 357 | 1 | 4 | 0.18 |
| 359 | 1 | 4 | 0.18 |
| 360 | 1 | 6 | 0.27 |
| 361 | 1 | 2 | 0.09 |
| 362 | 1 | 3 | 0.13 |
| 363 | 1 | 5 | 0.22 |
| 364 | 1 | 1 | 0.04 |
| 366 | 1 | 3 | 0.13 |
| 367 | 1 | 1 | 0.04 |
| 368 | 1 | 6 | 0.27 |
| 369 | 1 | 4 | 0.18 |
| 370 | 2 | 4 | 0.18 |
| 371 | 2 | 2 | 0.09 |
| 372 | 2 | 5 | 0.22 |
| 374 | 2 | 1 | 0.04 |
| 375 | 2 | 1 | 0.04 |
| 376 | 2 | 6 | 0.27 |
| 377 | 2 | 3 | 0.13 |
| 378 | 2 | 4 | 0.18 |
| 380 | 2 | 2 | 0.09 |
| 383 | 2 | 10 | 0.45 |
| 385 | 2 | 10 | 0.45 |
| 386 | 2 | 3 | 0.13 |

Table 4.C.6 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 387 | 2 | 2 | 0.09 |
| 388 | 2 | 2 | 0.09 |
| 389 | 2 | 2 | 0.09 |
| 391 | 2 | 5 | 0.22 |
| 392 | 2 | 13 | 0.58 |
| 394 | 2 | 5 | 0.22 |
| 396 | 2 | 2 | 0.09 |
| 397 | 2 | 3 | 0.13 |
| 398 | 2 | 1 | 0.04 |
| 399 | 2 | 9 | 0.40 |
| 400 | 2 | 3 | 0.13 |
| 401 | 2 | 1 | 0.04 |
| 402 | 2 | 5 | 0.22 |
| 403 | 2 | 2 | 0.09 |
| 404 | 2 | 1 | 0.04 |
| 406 | 2 | 5 | 0.22 |
| 407 | 2 | 5 | 0.22 |
| 408 | 2 | 9 | 0.40 |
| 409 | 2 | 4 | 0.18 |
| 412 | 2 | 2 | 0.09 |
| 413 | 2 | 3 | 0.13 |
| 414 | 2 | 5 | 0.22 |
| 415 | 2 | 11 | 0.49 |
| 416 | 2 | 10 | 0.45 |
| 417 | 2 | 7 | 0.31 |
| 418 | 2 | 4 | 0.18 |
| 421 | 2 | 7 | 0.31 |
| 422 | 2 | 4 | 0.18 |
| 423 | 2 | 10 | 0.45 |
| 424 | 2 | 1 | 0.04 |
| 425 | 2 | 6 | 0.27 |
| 429 | 2 | 10 | 0.45 |
| 431 | 2 | 1 | 0.04 |
| 432 | 2 | 10 | 0.45 |
| 433 | 2 | 14 | 0.62 |
| 435 | 2 | 3 | 0.13 |
| 436 | 2 | 2 | 0.09 |
| 437 | 2 | 3 | 0.13 |
| 439 | 2 | 1 | 0.04 |
| 440 | 2 | 1 | 0.04 |

Table 4.C.6 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 441 | 2 | 8 | 0.36 |
| 442 | 2 | 10 | 0.45 |
| 443 | 2 | 3 | 0.13 |
| 444 | 2 | 1 | 0.04 |
| 445 | 2 | 7 | 0.31 |
| 446 | 2 | 4 | 0.18 |
| 447 | 2 | 1 | 0.04 |
| 449 | 2 | 2 | 0.09 |
| 450 | 3 | 2 | 0.09 |
| 451 | 3 | 6 | 0.27 |
| 452 | 3 | 11 | 0.49 |
| 453 | 3 | 2 | 0.09 |
| 454 | 3 | 21 | 0.94 |
| 455 | 3 | 1 | 0.04 |
| 456 | 3 | 1 | 0.04 |
| 460 | 3 | 11 | 0.49 |
| 461 | 3 | 8 | 0.36 |
| 462 | 3 | 5 | 0.22 |
| 463 | 3 | 10 | 0.45 |
| 464 | 3 | 1 | 0.04 |
| 466 | 3 | 2 | 0.09 |
| 468 | 3 | 3 | 0.13 |
| 469 | 3 | 8 | 0.36 |
| 471 | 3 | 3 | 0.13 |
| 472 | 3 | 21 | 0.94 |
| 473 | 3 | 16 | 0.71 |
| 477 | 3 | 3 | 0.13 |
| 478 | 3 | 8 | 0.36 |
| 480 | 3 | 3 | 0.13 |
| 481 | 3 | 2 | 0.09 |
| 483 | 3 | 4 | 0.18 |
| 484 | 3 | 13 | 0.58 |
| 485 | 3 | 3 | 0.13 |
| 486 | 3 | 9 | 0.40 |
| 487 | 3 | 1 | 0.04 |
| 488 | 3 | 18 | 0.80 |
| 489 | 3 | 6 | 0.27 |
| 493 | 3 | 4 | 0.18 |
| 494 | 3 | 2 | 0.09 |
| 498 | 3 | 11 | 0.49 |

Table 4.C.6 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 499 | 3 | 18 | 0.80 |
| 502 | 3 | 2 | 0.09 |
| 504 | 3 | 4 | 0.18 |
| 508 | 3 | 16 | 0.71 |
| 511 | 3 | 11 | 0.49 |
| 512 | 3 | 1 | 0.04 |
| 513 | 3 | 21 | 0.94 |
| 515 | 3 | 3 | 0.13 |
| 516 | 3 | 8 | 0.36 |
| 519 | 3 | 24 | 1.07 |
| 520 | 3 | 5 | 0.22 |
| 521 | 3 | 11 | 0.49 |
| 522 | 3 | 3 | 0.13 |
| 530 | 3 | 2 | 0.09 |
| 531 | 3 | 30 | 1.34 |
| 532 | 3 | 13 | 0.58 |
| 533 | 3 | 22 | 0.98 |
| 543 | 3 | 3 | 0.13 |
| 544 | 3 | 17 | 0.76 |
| 546 | 3 | 28 | 1.25 |
| 547 | 3 | 7 | 0.31 |
| 550 | 3 | 2 | 0.09 |
| 551 | 3 | 27 | 1.20 |
| 552 | 3 | 1 | 0.04 |
| 559 | 3 | 10 | 0.45 |
| 562 | 3 | 9 | 0.40 |
| 564 | 3 | 51 | 2.27 |
| 567 | 3 | 6 | 0.27 |
| 568 | 3 | 1 | 0.04 |
| 579 | 3 | 21 | 0.94 |
| 587 | 3 | 12 | 0.53 |
| 588 | 3 | 5 | 0.22 |
| 591 | 3 | 13 | 0.58 |
| 592 | 3 | 47 | 2.09 |
| 600 | 3 | 60 | 2.67 |

Table 4.C.7 Scale Score and Performance Level Distribution of Overall Scores for Grade Six

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 150 | 1 | 336 | 15.00 |
| 153 | 1 | 29 | 1.29 |
| 163 | 1 | 21 | 0.94 |
| 166 | 1 | 2 | 0.09 |
| 174 | 1 | 22 | 0.98 |
| 176 | 1 | 1 | 0.04 |
| 181 | 1 | 69 | 3.08 |
| 183 | 1 | 9 | 0.40 |
| 184 | 1 | 12 | 0.54 |
| 186 | 1 | 9 | 0.40 |
| 189 | 1 | 2 | 0.09 |
| 192 | 1 | 2 | 0.09 |
| 194 | 1 | 5 | 0.22 |
| 200 | 1 | 5 | 0.22 |
| 201 | 1 | 34 | 1.52 |
| 203 | 1 | 13 | 0.58 |
| 204 | 1 | 9 | 0.40 |
| 205 | 1 | 10 | 0.45 |
| 208 | 1 | 4 | 0.18 |
| 212 | 1 | 1 | 0.04 |
| 213 | 1 | 20 | 0.89 |
| 214 | 1 | 21 | 0.94 |
| 215 | 1 | 10 | 0.45 |
| 216 | 1 | 2 | 0.09 |
| 217 | 1 | 1 | 0.04 |
| 219 | 1 | 1 | 0.04 |
| 221 | 1 | 1 | 0.04 |
| 222 | 1 | 15 | 0.67 |
| 223 | 1 | 3 | 0.13 |
| 224 | 1 | 22 | 0.98 |
| 225 | 1 | 1 | 0.04 |
| 226 | 1 | 20 | 0.89 |
| 228 | 1 | 3 | 0.13 |
| 230 | 1 | 16 | 0.71 |
| 231 | 1 | 5 | 0.22 |
| 232 | 1 | 5 | 0.22 |
| 234 | 1 | 7 | 0.31 |
| 235 | 1 | 11 | 0.49 |
| 236 | 1 | 8 | 0.36 |

Table 4.C.7 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 237 | 1 | 5 | 0.22 |
| 240 | 1 | 1 | 0.04 |
| 242 | 1 | 2 | 0.09 |
| 243 | 1 | 17 | 0.76 |
| 245 | 1 | 16 | 0.71 |
| 246 | 1 | 10 | 0.45 |
| 249 | 1 | 1 | 0.04 |
| 250 | 1 | 2 | 0.09 |
| 251 | 1 | 4 | 0.18 |
| 253 | 1 | 7 | 0.31 |
| 255 | 1 | 10 | 0.45 |
| 256 | 1 | 1 | 0.04 |
| 258 | 1 | 2 | 0.09 |
| 259 | 1 | 4 | 0.18 |
| 260 | 1 | 7 | 0.31 |
| 262 | 1 | 1 | 0.04 |
| 263 | 1 | 8 | 0.36 |
| 264 | 1 | 8 | 0.36 |
| 265 | 1 | 5 | 0.22 |
| 267 | 1 | 2 | 0.09 |
| 268 | 1 | 2 | 0.09 |
| 269 | 1 | 3 | 0.13 |
| 270 | 1 | 7 | 0.31 |
| 272 | 1 | 9 | 0.40 |
| 276 | 1 | 3 | 0.13 |
| 277 | 1 | 5 | 0.22 |
| 278 | 1 | 1 | 0.04 |
| 279 | 1 | 11 | 0.49 |
| 280 | 1 | 3 | 0.13 |
| 284 | 1 | 2 | 0.09 |
| 286 | 1 | 7 | 0.31 |
| 287 | 1 | 8 | 0.36 |
| 290 | 1 | 1 | 0.04 |
| 291 | 1 | 1 | 0.04 |
| 292 | 1 | 3 | 0.13 |
| 293 | 1 | 2 | 0.09 |
| 294 | 1 | 7 | 0.31 |
| 296 | 1 | 1 | 0.04 |
| 298 | 1 | 7 | 0.31 |
| 299 | 1 | 1 | 0.04 |

Table 4.C.7 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 300 | 1 | 4 | 0.18 |
| 301 | 1 | 10 | 0.45 |
| 302 | 1 | 2 | 0.09 |
| 304 | 1 | 4 | 0.18 |
| 305 | 1 | 1 | 0.04 |
| 307 | 1 | 3 | 0.13 |
| 308 | 1 | 3 | 0.13 |
| 310 | 1 | 5 | 0.22 |
| 311 | 1 | 3 | 0.13 |
| 313 | 1 | 2 | 0.09 |
| 315 | 1 | 9 | 0.40 |
| 317 | 1 | 6 | 0.27 |
| 319 | 1 | 5 | 0.22 |
| 321 | 1 | 2 | 0.09 |
| 322 | 1 | 5 | 0.22 |
| 323 | 1 | 1 | 0.04 |
| 324 | 1 | 2 | 0.09 |
| 326 | 1 | 3 | 0.13 |
| 327 | 1 | 5 | 0.22 |
| 328 | 1 | 7 | 0.31 |
| 329 | 1 | 1 | 0.04 |
| 331 | 1 | 1 | 0.04 |
| 333 | 1 | 2 | 0.09 |
| 334 | 1 | 16 | 0.71 |
| 336 | 1 | 1 | 0.04 |
| 338 | 1 | 1 | 0.04 |
| 340 | 1 | 2 | 0.09 |
| 341 | 1 | 6 | 0.27 |
| 343 | 1 | 2 | 0.09 |
| 346 | 1 | 4 | 0.18 |
| 347 | 1 | 10 | 0.45 |
| 348 | 1 | 14 | 0.63 |
| 349 | 1 | 1 | 0.04 |
| 350 | 1 | 2 | 0.09 |
| 352 | 1 | 1 | 0.04 |
| 353 | 1 | 1 | 0.04 |
| 354 | 1 | 6 | 0.27 |
| 355 | 1 | 13 | 0.58 |
| 356 | 1 | 1 | 0.04 |
| 357 | 1 | 1 | 0.04 |

Table 4.C.7 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 360 | 1 | 5 | 0.22 |
| 361 | 1 | 8 | 0.36 |
| 362 | 1 | 9 | 0.40 |
| 363 | 1 | 3 | 0.13 |
| 364 | 1 | 4 | 0.18 |
| 367 | 1 | 9 | 0.40 |
| 368 | 1 | 3 | 0.13 |
| 369 | 1 | 5 | 0.22 |
| 370 | 2 | 9 | 0.40 |
| 371 | 2 | 3 | 0.13 |
| 372 | 2 | 5 | 0.22 |
| 373 | 2 | 5 | 0.22 |
| 374 | 2 | 3 | 0.13 |
| 375 | 2 | 7 | 0.31 |
| 376 | 2 | 1 | 0.04 |
| 377 | 2 | 11 | 0.49 |
| 379 | 2 | 5 | 0.22 |
| 380 | 2 | 7 | 0.31 |
| 381 | 2 | 3 | 0.13 |
| 383 | 2 | 7 | 0.31 |
| 384 | 2 | 1 | 0.04 |
| 385 | 2 | 8 | 0.36 |
| 387 | 2 | 3 | 0.13 |
| 388 | 2 | 10 | 0.45 |
| 389 | 2 | 5 | 0.22 |
| 391 | 2 | 7 | 0.31 |
| 392 | 2 | 3 | 0.13 |
| 394 | 2 | 5 | 0.22 |
| 395 | 2 | 6 | 0.27 |
| 396 | 2 | 1 | 0.04 |
| 398 | 2 | 7 | 0.31 |
| 399 | 2 | 1 | 0.04 |
| 400 | 2 | 4 | 0.18 |
| 401 | 2 | 12 | 0.54 |
| 402 | 2 | 4 | 0.18 |
| 403 | 2 | 3 | 0.13 |
| 404 | 2 | 7 | 0.31 |
| 406 | 2 | 4 | 0.18 |
| 407 | 2 | 12 | 0.54 |
| 408 | 2 | 1 | 0.04 |

Table 4.C.7 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 409 | 2 | 7 | 0.31 |
| 411 | 2 | 4 | 0.18 |
| 412 | 2 | 17 | 0.76 |
| 414 | 2 | 8 | 0.36 |
| 416 | 2 | 2 | 0.09 |
| 417 | 2 | 5 | 0.22 |
| 418 | 2 | 19 | 0.85 |
| 419 | 2 | 4 | 0.18 |
| 420 | 2 | 11 | 0.49 |
| 421 | 2 | 1 | 0.04 |
| 423 | 2 | 2 | 0.09 |
| 424 | 2 | 6 | 0.27 |
| 425 | 2 | 16 | 0.71 |
| 426 | 2 | 1 | 0.04 |
| 427 | 2 | 8 | 0.36 |
| 429 | 2 | 6 | 0.27 |
| 431 | 2 | 16 | 0.71 |
| 432 | 2 | 1 | 0.04 |
| 433 | 2 | 4 | 0.18 |
| 434 | 2 | 1 | 0.04 |
| 435 | 2 | 8 | 0.36 |
| 437 | 2 | 12 | 0.54 |
| 438 | 2 | 7 | 0.31 |
| 439 | 2 | 11 | 0.49 |
| 442 | 2 | 3 | 0.13 |
| 443 | 2 | 2 | 0.09 |
| 444 | 2 | 14 | 0.63 |
| 445 | 2 | 6 | 0.27 |
| 446 | 2 | 12 | 0.54 |
| 449 | 2 | 4 | 0.18 |
| 451 | 3 | 17 | 0.76 |
| 452 | 3 | 11 | 0.49 |
| 453 | 3 | 1 | 0.04 |
| 457 | 3 | 9 | 0.40 |
| 458 | 3 | 7 | 0.31 |
| 459 | 3 | 11 | 0.49 |
| 461 | 3 | 1 | 0.04 |
| 463 | 3 | 1 | 0.04 |
| 464 | 3 | 13 | 0.58 |
| 465 | 3 | 4 | 0.18 |

Table 4.C.7 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 466 | 3 | 18 | 0.80 |
| 467 | 3 | 12 | 0.54 |
| 470 | 3 | 12 | 0.54 |
| 472 | 3 | 5 | 0.22 |
| 473 | 3 | 18 | 0.80 |
| 474 | 3 | 1 | 0.04 |
| 475 | 3 | 5 | 0.22 |
| 476 | 3 | 12 | 0.54 |
| 477 | 3 | 5 | 0.22 |
| 480 | 3 | 7 | 0.31 |
| 481 | 3 | 5 | 0.22 |
| 482 | 3 | 11 | 0.49 |
| 484 | 3 | 21 | 0.94 |
| 486 | 3 | 5 | 0.22 |
| 487 | 3 | 6 | 0.27 |
| 488 | 3 | 3 | 0.13 |
| 489 | 3 | 3 | 0.13 |
| 491 | 3 | 33 | 1.47 |
| 492 | 3 | 1 | 0.04 |
| 493 | 3 | 11 | 0.49 |
| 494 | 3 | 12 | 0.54 |
| 496 | 3 | 1 | 0.04 |
| 500 | 3 | 19 | 0.85 |
| 501 | 3 | 6 | 0.27 |
| 504 | 3 | 8 | 0.36 |
| 507 | 3 | 23 | 1.03 |
| 508 | 3 | 16 | 0.71 |
| 509 | 3 | 23 | 1.03 |
| 510 | 3 | 3 | 0.13 |
| 516 | 3 | 16 | 0.71 |
| 517 | 3 | 19 | 0.85 |
| 518 | 3 | 8 | 0.36 |
| 522 | 3 | 7 | 0.31 |
| 523 | 3 | 4 | 0.18 |
| 525 | 3 | 24 | 1.07 |
| 526 | 3 | 25 | 1.12 |
| 528 | 3 | 9 | 0.40 |
| 538 | 3 | 18 | 0.80 |
| 539 | 3 | 43 | 1.92 |
| 541 | 3 | 19 | 0.85 |

Table 4.C.7 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 543 | 3 | 1 | 0.04 |
| 550 | 3 | 2 | 0.09 |
| 557 | 3 | 10 | 0.45 |
| 558 | 3 | 36 | 1.61 |
| 561 | 3 | 8 | 0.36 |
| 565 | 3 | 2 | 0.09 |
| 583 | 3 | 7 | 0.31 |
| 599 | 3 | 9 | 0.40 |
| 600 | 3 | 27 | 1.21 |

Table 4.C.8 Scale Score and Performance Level Distribution of Overall Scores for Grade Seven

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 150 | 1 | 292 | 13.22 |
| 153 | 1 | 34 | 1.54 |
| 163 | 1 | 22 | 1.00 |
| 174 | 1 | 22 | 1.00 |
| 176 | 1 | 4 | 0.18 |
| 181 | 1 | 83 | 3.76 |
| 183 | 1 | 5 | 0.23 |
| 184 | 1 | 7 | 0.32 |
| 186 | 1 | 5 | 0.23 |
| 189 | 1 | 1 | 0.05 |
| 192 | 1 | 8 | 0.36 |
| 194 | 1 | 15 | 0.68 |
| 195 | 1 | 1 | 0.05 |
| 200 | 1 | 1 | 0.05 |
| 201 | 1 | 44 | 1.99 |
| 202 | 1 | 2 | 0.09 |
| 203 | 1 | 15 | 0.68 |
| 204 | 1 | 7 | 0.32 |
| 205 | 1 | 14 | 0.63 |
| 207 | 1 | 3 | 0.14 |
| 208 | 1 | 1 | 0.05 |
| 212 | 1 | 2 | 0.09 |
| 213 | 1 | 28 | 1.27 |
| 214 | 1 | 22 | 1.00 |
| 215 | 1 | 11 | 0.50 |
| 216 | 1 | 5 | 0.23 |
| 220 | 1 | 2 | 0.09 |
| 222 | 1 | 30 | 1.36 |
| 223 | 1 | 5 | 0.23 |
| 224 | 1 | 19 | 0.86 |
| 225 | 1 | 3 | 0.14 |
| 226 | 1 | 15 | 0.68 |
| 228 | 1 | 6 | 0.27 |
| 230 | 1 | 13 | 0.59 |
| 231 | 1 | 6 | 0.27 |
| 232 | 1 | 7 | 0.32 |
| 234 | 1 | 3 | 0.14 |
| 235 | 1 | 12 | 0.54 |
| 236 | 1 | 8 | 0.36 |

Table 4.C.8 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 237 | 1 | 4 | 0.18 |
| 239 | 1 | 4 | 0.18 |
| 240 | 1 | 4 | 0.18 |
| 241 | 1 | 1 | 0.05 |
| 242 | 1 | 2 | 0.09 |
| 243 | 1 | 13 | 0.59 |
| 245 | 1 | 11 | 0.50 |
| 246 | 1 | 11 | 0.50 |
| 249 | 1 | 1 | 0.05 |
| 250 | 1 | 3 | 0.14 |
| 251 | 1 | 5 | 0.23 |
| 253 | 1 | 8 | 0.36 |
| 254 | 1 | 1 | 0.05 |
| 255 | 1 | 18 | 0.81 |
| 258 | 1 | 6 | 0.27 |
| 260 | 1 | 2 | 0.09 |
| 261 | 1 | 1 | 0.05 |
| 262 | 1 | 2 | 0.09 |
| 263 | 1 | 17 | 0.77 |
| 264 | 1 | 7 | 0.32 |
| 265 | 1 | 2 | 0.09 |
| 267 | 1 | 2 | 0.09 |
| 269 | 1 | 2 | 0.09 |
| 270 | 1 | 7 | 0.32 |
| 271 | 1 | 1 | 0.05 |
| 272 | 1 | 17 | 0.77 |
| 273 | 1 | 1 | 0.05 |
| 275 | 1 | 1 | 0.05 |
| 276 | 1 | 3 | 0.14 |
| 277 | 1 | 6 | 0.27 |
| 279 | 1 | 14 | 0.63 |
| 280 | 1 | 3 | 0.14 |
| 282 | 1 | 1 | 0.05 |
| 283 | 1 | 1 | 0.05 |
| 284 | 1 | 1 | 0.05 |
| 285 | 1 | 3 | 0.14 |
| 286 | 1 | 3 | 0.14 |
| 287 | 1 | 6 | 0.27 |
| 289 | 1 | 2 | 0.09 |
| 291 | 1 | 4 | 0.18 |

Table 4.C.8 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 292 | 1 | 1 | 0.05 |
| 293 | 1 | 3 | 0.14 |
| 294 | 1 | 4 | 0.18 |
| 295 | 1 | 1 | 0.05 |
| 297 | 1 | 2 | 0.09 |
| 298 | 1 | 13 | 0.59 |
| 299 | 1 | 2 | 0.09 |
| 300 | 1 | 3 | 0.14 |
| 301 | 1 | 12 | 0.54 |
| 302 | 1 | 1 | 0.05 |
| 304 | 1 | 5 | 0.23 |
| 305 | 1 | 3 | 0.14 |
| 306 | 1 | 2 | 0.09 |
| 307 | 1 | 7 | 0.32 |
| 308 | 1 | 9 | 0.41 |
| 312 | 1 | 2 | 0.09 |
| 313 | 1 | 6 | 0.27 |
| 315 | 1 | 7 | 0.32 |
| 317 | 1 | 3 | 0.14 |
| 319 | 1 | 3 | 0.14 |
| 321 | 1 | 8 | 0.36 |
| 322 | 1 | 2 | 0.09 |
| 323 | 1 | 1 | 0.05 |
| 324 | 1 | 1 | 0.05 |
| 326 | 1 | 4 | 0.18 |
| 327 | 1 | 7 | 0.32 |
| 328 | 1 | 6 | 0.27 |
| 330 | 1 | 1 | 0.05 |
| 331 | 1 | 2 | 0.09 |
| 333 | 1 | 3 | 0.14 |
| 334 | 1 | 11 | 0.50 |
| 336 | 1 | 1 | 0.05 |
| 337 | 1 | 2 | 0.09 |
| 340 | 1 | 4 | 0.18 |
| 341 | 1 | 12 | 0.54 |
| 343 | 1 | 3 | 0.14 |
| 347 | 1 | 9 | 0.41 |
| 348 | 1 | 11 | 0.50 |
| 349 | 1 | 5 | 0.23 |
| 350 | 1 | 1 | 0.05 |

Table 4.C.8 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 352 | 1 | 1 | 0.05 |
| 353 | 1 | 2 | 0.09 |
| 354 | 1 | 15 | 0.68 |
| 355 | 1 | 14 | 0.63 |
| 356 | 1 | 1 | 0.05 |
| 360 | 1 | 8 | 0.36 |
| 361 | 1 | 10 | 0.45 |
| 362 | 1 | 4 | 0.18 |
| 363 | 1 | 3 | 0.14 |
| 364 | 1 | 2 | 0.09 |
| 366 | 1 | 1 | 0.05 |
| 367 | 1 | 9 | 0.41 |
| 368 | 1 | 1 | 0.05 |
| 369 | 1 | 6 | 0.27 |
| 370 | 2 | 3 | 0.14 |
| 372 | 2 | 1 | 0.05 |
| 373 | 2 | 8 | 0.36 |
| 374 | 2 | 2 | 0.09 |
| 375 | 2 | 6 | 0.27 |
| 377 | 2 | 10 | 0.45 |
| 379 | 2 | 5 | 0.23 |
| 380 | 2 | 3 | 0.14 |
| 381 | 2 | 8 | 0.36 |
| 383 | 2 | 9 | 0.41 |
| 385 | 2 | 4 | 0.18 |
| 387 | 2 | 5 | 0.23 |
| 388 | 2 | 17 | 0.77 |
| 389 | 2 | 9 | 0.41 |
| 391 | 2 | 9 | 0.41 |
| 394 | 2 | 2 | 0.09 |
| 395 | 2 | 4 | 0.18 |
| 396 | 2 | 8 | 0.36 |
| 397 | 2 | 4 | 0.18 |
| 398 | 2 | 7 | 0.32 |
| 399 | 2 | 1 | 0.05 |
| 401 | 2 | 15 | 0.68 |
| 402 | 2 | 5 | 0.23 |
| 403 | 2 | 3 | 0.14 |
| 404 | 2 | 10 | 0.45 |
| 405 | 2 | 2 | 0.09 |

Table 4.C.8 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 406 | 2 | 7 | 0.32 |
| 407 | 2 | 10 | 0.45 |
| 409 | 2 | 6 | 0.27 |
| 411 | 2 | 6 | 0.27 |
| 412 | 2 | 15 | 0.68 |
| 414 | 2 | 3 | 0.14 |
| 416 | 2 | 2 | 0.09 |
| 417 | 2 | 6 | 0.27 |
| 418 | 2 | 13 | 0.59 |
| 419 | 2 | 1 | 0.05 |
| 420 | 2 | 9 | 0.41 |
| 423 | 2 | 2 | 0.09 |
| 424 | 2 | 10 | 0.45 |
| 425 | 2 | 13 | 0.59 |
| 427 | 2 | 5 | 0.23 |
| 431 | 2 | 11 | 0.50 |
| 433 | 2 | 2 | 0.09 |
| 434 | 2 | 2 | 0.09 |
| 435 | 2 | 6 | 0.27 |
| 436 | 2 | 2 | 0.09 |
| 437 | 2 | 11 | 0.50 |
| 438 | 2 | 4 | 0.18 |
| 439 | 2 | 7 | 0.32 |
| 442 | 2 | 2 | 0.09 |
| 443 | 2 | 2 | 0.09 |
| 444 | 2 | 15 | 0.68 |
| 445 | 2 | 1 | 0.05 |
| 446 | 2 | 11 | 0.50 |
| 449 | 2 | 1 | 0.05 |
| 451 | 3 | 5 | 0.23 |
| 452 | 3 | 10 | 0.45 |
| 453 | 3 | 3 | 0.14 |
| 454 | 3 | 7 | 0.32 |
| 455 | 3 | 1 | 0.05 |
| 457 | 3 | 8 | 0.36 |
| 458 | 3 | 6 | 0.27 |
| 459 | 3 | 10 | 0.45 |
| 461 | 3 | 1 | 0.05 |
| 462 | 3 | 1 | 0.05 |
| 463 | 3 | 1 | 0.05 |

Table 4.C.8 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 464 | 3 | 12 | 0.54 |
| 465 | 3 | 1 | 0.05 |
| 466 | 3 | 8 | 0.36 |
| 467 | 3 | 11 | 0.50 |
| 470 | 3 | 11 | 0.50 |
| 472 | 3 | 8 | 0.36 |
| 473 | 3 | 15 | 0.68 |
| 475 | 3 | 3 | 0.14 |
| 476 | 3 | 10 | 0.45 |
| 477 | 3 | 10 | 0.45 |
| 480 | 3 | 2 | 0.09 |
| 481 | 3 | 4 | 0.18 |
| 482 | 3 | 19 | 0.86 |
| 484 | 3 | 21 | 0.95 |
| 486 | 3 | 3 | 0.14 |
| 487 | 3 | 2 | 0.09 |
| 488 | 3 | 1 | 0.05 |
| 489 | 3 | 8 | 0.36 |
| 491 | 3 | 28 | 1.27 |
| 492 | 3 | 4 | 0.18 |
| 493 | 3 | 10 | 0.45 |
| 494 | 3 | 7 | 0.32 |
| 500 | 3 | 26 | 1.18 |
| 501 | 3 | 12 | 0.54 |
| 504 | 3 | 9 | 0.41 |
| 507 | 3 | 11 | 0.50 |
| 508 | 3 | 20 | 0.91 |
| 509 | 3 | 10 | 0.45 |
| 510 | 3 | 2 | 0.09 |
| 516 | 3 | 21 | 0.95 |
| 517 | 3 | 23 | 1.04 |
| 518 | 3 | 5 | 0.23 |
| 522 | 3 | 2 | 0.09 |
| 523 | 3 | 5 | 0.23 |
| 524 | 3 | 1 | 0.05 |
| 525 | 3 | 8 | 0.36 |
| 526 | 3 | 30 | 1.36 |
| 528 | 3 | 8 | 0.36 |
| 538 | 3 | 19 | 0.86 |
| 539 | 3 | 34 | 1.54 |

Table 4.C.8 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 541 | 3 | 27 | 1.22 |
| 543 | 3 | 1 | 0.05 |
| 557 | 3 | 10 | 0.45 |
| 558 | 3 | 29 | 1.31 |
| 561 | 3 | 15 | 0.68 |
| 563 | 3 | 1 | 0.05 |
| 583 | 3 | 5 | 0.23 |
| 599 | 3 | 3 | 0.14 |
| 600 | 3 | 32 | 1.45 |

Table 4.C.9 Scale Score and Performance Level Distribution of Overall Scores for Grade Eight

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 150 | 1 | 258 | 13.16 |
| 153 | 1 | 13 | 0.66 |
| 163 | 1 | 18 | 0.92 |
| 166 | 1 | 1 | 0.05 |
| 174 | 1 | 19 | 0.97 |
| 176 | 1 | 2 | 0.10 |
| 181 | 1 | 65 | 3.32 |
| 183 | 1 | 11 | 0.56 |
| 184 | 1 | 15 | 0.77 |
| 186 | 1 | 8 | 0.41 |
| 189 | 1 | 2 | 0.10 |
| 192 | 1 | 5 | 0.26 |
| 194 | 1 | 10 | 0.51 |
| 195 | 1 | 1 | 0.05 |
| 200 | 1 | 5 | 0.26 |
| 201 | 1 | 42 | 2.14 |
| 203 | 1 | 15 | 0.77 |
| 204 | 1 | 5 | 0.26 |
| 205 | 1 | 14 | 0.71 |
| 207 | 1 | 1 | 0.05 |
| 212 | 1 | 1 | 0.05 |
| 213 | 1 | 29 | 1.48 |
| 214 | 1 | 27 | 1.38 |
| 215 | 1 | 6 | 0.31 |
| 216 | 1 | 6 | 0.31 |
| 219 | 1 | 2 | 0.10 |
| 220 | 1 | 6 | 0.31 |
| 221 | 1 | 1 | 0.05 |
| 222 | 1 | 19 | 0.97 |
| 223 | 1 | 3 | 0.15 |
| 224 | 1 | 30 | 1.53 |
| 225 | 1 | 3 | 0.15 |
| 226 | 1 | 9 | 0.46 |
| 228 | 1 | 3 | 0.15 |
| 230 | 1 | 6 | 0.31 |
| 231 | 1 | 3 | 0.15 |
| 232 | 1 | 5 | 0.26 |
| 234 | 1 | 4 | 0.20 |
| 235 | 1 | 10 | 0.51 |

Table 4.C.9 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 236 | 1 | 10 | 0.51 |
| 237 | 1 | 3 | 0.15 |
| 239 | 1 | 6 | 0.31 |
| 240 | 1 | 6 | 0.31 |
| 242 | 1 | 1 | 0.05 |
| 243 | 1 | 11 | 0.56 |
| 245 | 1 | 12 | 0.61 |
| 246 | 1 | 9 | 0.46 |
| 248 | 1 | 1 | 0.05 |
| 249 | 1 | 1 | 0.05 |
| 250 | 1 | 1 | 0.05 |
| 251 | 1 | 11 | 0.56 |
| 253 | 1 | 9 | 0.46 |
| 255 | 1 | 20 | 1.02 |
| 256 | 1 | 3 | 0.15 |
| 258 | 1 | 4 | 0.20 |
| 259 | 1 | 1 | 0.05 |
| 260 | 1 | 5 | 0.26 |
| 262 | 1 | 1 | 0.05 |
| 263 | 1 | 12 | 0.61 |
| 264 | 1 | 5 | 0.26 |
| 267 | 1 | 1 | 0.05 |
| 269 | 1 | 1 | 0.05 |
| 270 | 1 | 5 | 0.26 |
| 271 | 1 | 1 | 0.05 |
| 272 | 1 | 6 | 0.31 |
| 273 | 1 | 2 | 0.10 |
| 275 | 1 | 2 | 0.10 |
| 277 | 1 | 3 | 0.15 |
| 279 | 1 | 6 | 0.31 |
| 280 | 1 | 2 | 0.10 |
| 284 | 1 | 8 | 0.41 |
| 285 | 1 | 5 | 0.26 |
| 286 | 1 | 9 | 0.46 |
| 287 | 1 | 6 | 0.31 |
| 289 | 1 | 1 | 0.05 |
| 291 | 1 | 1 | 0.05 |
| 293 | 1 | 4 | 0.20 |
| 294 | 1 | 10 | 0.51 |
| 295 | 1 | 1 | 0.05 |

Table 4.C.9 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 298 | 1 | 7 | 0.36 |
| 299 | 1 | 2 | 0.10 |
| 300 | 1 | 2 | 0.10 |
| 301 | 1 | 7 | 0.36 |
| 304 | 1 | 1 | 0.05 |
| 307 | 1 | 6 | 0.31 |
| 308 | 1 | 6 | 0.31 |
| 310 | 1 | 1 | 0.05 |
| 311 | 1 | 2 | 0.10 |
| 312 | 1 | 1 | 0.05 |
| 313 | 1 | 2 | 0.10 |
| 315 | 1 | 11 | 0.56 |
| 317 | 1 | 2 | 0.10 |
| 318 | 1 | 1 | 0.05 |
| 319 | 1 | 3 | 0.15 |
| 320 | 1 | 5 | 0.26 |
| 321 | 1 | 8 | 0.41 |
| 322 | 1 | 3 | 0.15 |
| 324 | 1 | 4 | 0.20 |
| 325 | 1 | 1 | 0.05 |
| 326 | 1 | 2 | 0.10 |
| 327 | 1 | 6 | 0.31 |
| 328 | 1 | 4 | 0.20 |
| 333 | 1 | 3 | 0.15 |
| 334 | 1 | 9 | 0.46 |
| 336 | 1 | 1 | 0.05 |
| 337 | 1 | 2 | 0.10 |
| 340 | 1 | 3 | 0.15 |
| 341 | 1 | 8 | 0.41 |
| 343 | 1 | 9 | 0.46 |
| 347 | 1 | 10 | 0.51 |
| 348 | 1 | 6 | 0.31 |
| 349 | 1 | 1 | 0.05 |
| 353 | 1 | 4 | 0.20 |
| 354 | 1 | 1 | 0.05 |
| 355 | 1 | 7 | 0.36 |
| 356 | 1 | 1 | 0.05 |
| 360 | 1 | 6 | 0.31 |
| 361 | 1 | 7 | 0.36 |
| 362 | 1 | 8 | 0.41 |

Table 4.C.9 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 363 | 1 | 2 | 0.10 |
| 364 | 1 | 1 | 0.05 |
| 365 | 1 | 1 | 0.05 |
| 366 | 1 | 2 | 0.10 |
| 367 | 1 | 9 | 0.46 |
| 368 | 1 | 1 | 0.05 |
| 369 | 1 | 7 | 0.36 |
| 370 | 2 | 6 | 0.31 |
| 372 | 2 | 2 | 0.10 |
| 373 | 2 | 6 | 0.31 |
| 374 | 2 | 4 | 0.20 |
| 375 | 2 | 5 | 0.26 |
| 376 | 2 | 1 | 0.05 |
| 377 | 2 | 6 | 0.31 |
| 378 | 2 | 1 | 0.05 |
| 379 | 2 | 3 | 0.15 |
| 380 | 2 | 7 | 0.36 |
| 381 | 2 | 4 | 0.20 |
| 383 | 2 | 15 | 0.77 |
| 385 | 2 | 6 | 0.31 |
| 387 | 2 | 5 | 0.26 |
| 388 | 2 | 2 | 0.10 |
| 389 | 2 | 11 | 0.56 |
| 391 | 2 | 7 | 0.36 |
| 392 | 2 | 1 | 0.05 |
| 394 | 2 | 8 | 0.41 |
| 395 | 2 | 6 | 0.31 |
| 396 | 2 | 6 | 0.31 |
| 397 | 2 | 2 | 0.10 |
| 398 | 2 | 3 | 0.15 |
| 399 | 2 | 2 | 0.10 |
| 401 | 2 | 7 | 0.36 |
| 402 | 2 | 2 | 0.10 |
| 404 | 2 | 8 | 0.41 |
| 405 | 2 | 2 | 0.10 |
| 406 | 2 | 2 | 0.10 |
| 407 | 2 | 3 | 0.15 |
| 409 | 2 | 4 | 0.20 |
| 411 | 2 | 4 | 0.20 |
| 412 | 2 | 9 | 0.46 |

Table 4.C.9 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 413 | 2 | 1 | 0.05 |
| 414 | 2 | 11 | 0.56 |
| 416 | 2 | 1 | 0.05 |
| 417 | 2 | 3 | 0.15 |
| 418 | 2 | 9 | 0.46 |
| 419 | 2 | 1 | 0.05 |
| 420 | 2 | 5 | 0.26 |
| 423 | 2 | 2 | 0.10 |
| 424 | 2 | 5 | 0.26 |
| 425 | 2 | 14 | 0.71 |
| 426 | 2 | 2 | 0.10 |
| 427 | 2 | 6 | 0.31 |
| 429 | 2 | 5 | 0.26 |
| 431 | 2 | 12 | 0.61 |
| 433 | 2 | 2 | 0.10 |
| 434 | 2 | 1 | 0.05 |
| 435 | 2 | 7 | 0.36 |
| 437 | 2 | 4 | 0.20 |
| 438 | 2 | 13 | 0.66 |
| 439 | 2 | 2 | 0.10 |
| 442 | 2 | 2 | 0.10 |
| 443 | 2 | 7 | 0.36 |
| 444 | 2 | 9 | 0.46 |
| 445 | 2 | 1 | 0.05 |
| 446 | 2 | 8 | 0.41 |
| 448 | 2 | 1 | 0.05 |
| 449 | 2 | 2 | 0.10 |
| 451 | 3 | 6 | 0.31 |
| 452 | 3 | 12 | 0.61 |
| 453 | 3 | 1 | 0.05 |
| 454 | 3 | 2 | 0.10 |
| 457 | 3 | 4 | 0.20 |
| 458 | 3 | 9 | 0.46 |
| 459 | 3 | 15 | 0.77 |
| 463 | 3 | 1 | 0.05 |
| 464 | 3 | 11 | 0.56 |
| 465 | 3 | 1 | 0.05 |
| 466 | 3 | 16 | 0.82 |
| 467 | 3 | 8 | 0.41 |
| 470 | 3 | 3 | 0.15 |

Table 4.C.9 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 472 | 3 | 4 | 0.20 |
| 473 | 3 | 13 | 0.66 |
| 476 | 3 | 7 | 0.36 |
| 477 | 3 | 16 | 0.82 |
| 480 | 3 | 3 | 0.15 |
| 481 | 3 | 3 | 0.15 |
| 482 | 3 | 8 | 0.41 |
| 484 | 3 | 13 | 0.66 |
| 486 | 3 | 4 | 0.20 |
| 487 | 3 | 6 | 0.31 |
| 488 | 3 | 2 | 0.10 |
| 489 | 3 | 3 | 0.15 |
| 491 | 3 | 20 | 1.02 |
| 492 | 3 | 2 | 0.10 |
| 493 | 3 | 5 | 0.26 |
| 494 | 3 | 1 | 0.05 |
| 495 | 3 | 2 | 0.10 |
| 500 | 3 | 20 | 1.02 |
| 501 | 3 | 8 | 0.41 |
| 504 | 3 | 3 | 0.15 |
| 507 | 3 | 6 | 0.31 |
| 508 | 3 | 15 | 0.77 |
| 509 | 3 | 18 | 0.92 |
| 510 | 3 | 2 | 0.10 |
| 516 | 3 | 12 | 0.61 |
| 517 | 3 | 17 | 0.87 |
| 518 | 3 | 2 | 0.10 |
| 522 | 3 | 10 | 0.51 |
| 523 | 3 | 5 | 0.26 |
| 524 | 3 | 2 | 0.10 |
| 525 | 3 | 14 | 0.71 |
| 526 | 3 | 21 | 1.07 |
| 528 | 3 | 7 | 0.36 |
| 535 | 3 | 1 | 0.05 |
| 538 | 3 | 16 | 0.82 |
| 539 | 3 | 36 | 1.84 |
| 541 | 3 | 17 | 0.87 |
| 543 | 3 | 2 | 0.10 |
| 557 | 3 | 11 | 0.56 |
| 558 | 3 | 53 | 2.70 |

Table 4.C.9 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 561 | 3 | 18 | 0.92 |
| 563 | 3 | 1 | 0.05 |
| 565 | 3 | 2 | 0.10 |
| 583 | 3 | 6 | 0.31 |
| 599 | 3 | 11 | 0.56 |
| 600 | 3 | 42 | 2.14 |

Table 4.C.10 Scale Score and Performance Level Distribution of Overall Scores for Grade Nine

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 150 | 1 | 495 | 12.65 |
| 152 | 1 | 8 | 0.20 |
| 153 | 1 | 25 | 0.64 |
| 157 | 1 | 113 | 2.89 |
| 159 | 1 | 35 | 0.89 |
| 161 | 1 | 1 | 0.03 |
| 165 | 1 | 28 | 0.72 |
| 172 | 1 | 27 | 0.69 |
| 174 | 1 | 2 | 0.05 |
| 176 | 1 | 21 | 0.54 |
| 182 | 1 | 115 | 2.94 |
| 184 | 1 | 38 | 0.97 |
| 185 | 1 | 20 | 0.51 |
| 186 | 1 | 3 | 0.08 |
| 191 | 1 | 10 | 0.26 |
| 193 | 1 | 11 | 0.28 |
| 194 | 1 | 3 | 0.08 |
| 197 | 1 | 95 | 2.43 |
| 199 | 1 | 32 | 0.82 |
| 200 | 1 | 10 | 0.26 |
| 201 | 1 | 6 | 0.15 |
| 202 | 1 | 2 | 0.05 |
| 207 | 1 | 22 | 0.56 |
| 208 | 1 | 66 | 1.69 |
| 210 | 1 | 4 | 0.10 |
| 211 | 1 | 30 | 0.77 |
| 212 | 1 | 35 | 0.89 |
| 214 | 1 | 4 | 0.10 |
| 216 | 1 | 19 | 0.49 |
| 217 | 1 | 27 | 0.69 |
| 219 | 1 | 3 | 0.08 |
| 220 | 1 | 31 | 0.79 |
| 221 | 1 | 3 | 0.08 |
| 222 | 1 | 39 | 1.00 |
| 223 | 1 | 30 | 0.77 |
| 225 | 1 | 25 | 0.64 |
| 227 | 1 | 3 | 0.08 |
| 228 | 1 | 8 | 0.20 |
| 230 | 1 | 1 | 0.03 |

Table 4.C.10 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 231 | 1 | 21 | 0.54 |
| 232 | 1 | 29 | 0.74 |
| 233 | 1 | 18 | 0.46 |
| 234 | 1 | 35 | 0.89 |
| 235 | 1 | 10 | 0.26 |
| 236 | 1 | 2 | 0.05 |
| 240 | 1 | 30 | 0.77 |
| 242 | 1 | 5 | 0.13 |
| 243 | 1 | 55 | 1.41 |
| 245 | 1 | 5 | 0.13 |
| 246 | 1 | 5 | 0.13 |
| 248 | 1 | 24 | 0.61 |
| 249 | 1 | 1 | 0.03 |
| 250 | 1 | 3 | 0.08 |
| 251 | 1 | 27 | 0.69 |
| 252 | 1 | 17 | 0.43 |
| 253 | 1 | 3 | 0.08 |
| 254 | 1 | 3 | 0.08 |
| 255 | 1 | 17 | 0.43 |
| 256 | 1 | 1 | 0.03 |
| 258 | 1 | 12 | 0.31 |
| 259 | 1 | 14 | 0.36 |
| 260 | 1 | 18 | 0.46 |
| 261 | 1 | 3 | 0.08 |
| 262 | 1 | 2 | 0.05 |
| 263 | 1 | 4 | 0.10 |
| 265 | 1 | 2 | 0.05 |
| 266 | 1 | 13 | 0.33 |
| 267 | 1 | 4 | 0.10 |
| 268 | 1 | 26 | 0.66 |
| 269 | 1 | 2 | 0.05 |
| 270 | 1 | 3 | 0.08 |
| 271 | 1 | 4 | 0.10 |
| 272 | 1 | 1 | 0.03 |
| 273 | 1 | 11 | 0.28 |
| 274 | 1 | 6 | 0.15 |
| 275 | 1 | 15 | 0.38 |
| 276 | 1 | 19 | 0.49 |
| 277 | 1 | 2 | 0.05 |
| 278 | 1 | 1 | 0.03 |

Table 4.C.10 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 279 | 1 | 8 | 0.20 |
| 280 | 1 | 1 | 0.03 |
| 282 | 1 | 7 | 0.18 |
| 283 | 1 | 10 | 0.26 |
| 284 | 1 | 9 | 0.23 |
| 285 | 1 | 5 | 0.13 |
| 286 | 1 | 3 | 0.08 |
| 287 | 1 | 1 | 0.03 |
| 288 | 1 | 9 | 0.23 |
| 290 | 1 | 14 | 0.36 |
| 291 | 1 | 18 | 0.46 |
| 292 | 1 | 2 | 0.05 |
| 294 | 1 | 9 | 0.23 |
| 296 | 1 | 4 | 0.10 |
| 297 | 1 | 14 | 0.36 |
| 298 | 1 | 8 | 0.20 |
| 299 | 1 | 3 | 0.08 |
| 300 | 1 | 8 | 0.20 |
| 301 | 1 | 3 | 0.08 |
| 302 | 1 | 3 | 0.08 |
| 303 | 1 | 1 | 0.03 |
| 304 | 1 | 7 | 0.18 |
| 305 | 1 | 7 | 0.18 |
| 306 | 1 | 10 | 0.26 |
| 307 | 1 | 1 | 0.03 |
| 308 | 1 | 8 | 0.20 |
| 309 | 1 | 1 | 0.03 |
| 310 | 1 | 5 | 0.13 |
| 311 | 1 | 7 | 0.18 |
| 312 | 1 | 5 | 0.13 |
| 313 | 1 | 1 | 0.03 |
| 314 | 1 | 13 | 0.33 |
| 315 | 1 | 3 | 0.08 |
| 316 | 1 | 7 | 0.18 |
| 317 | 1 | 2 | 0.05 |
| 318 | 1 | 5 | 0.13 |
| 319 | 1 | 3 | 0.08 |
| 320 | 1 | 7 | 0.18 |
| 321 | 1 | 8 | 0.20 |
| 322 | 1 | 1 | 0.03 |

Table 4.C.10 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 323 | 1 | 8 | 0.20 |
| 324 | 1 | 4 | 0.10 |
| 325 | 1 | 2 | 0.05 |
| 326 | 1 | 6 | 0.15 |
| 328 | 1 | 7 | 0.18 |
| 329 | 1 | 6 | 0.15 |
| 330 | 1 | 2 | 0.05 |
| 331 | 1 | 3 | 0.08 |
| 332 | 1 | 9 | 0.23 |
| 333 | 1 | 4 | 0.10 |
| 335 | 1 | 4 | 0.10 |
| 336 | 1 | 6 | 0.15 |
| 337 | 1 | 2 | 0.05 |
| 338 | 1 | 11 | 0.28 |
| 339 | 1 | 1 | 0.03 |
| 340 | 1 | 8 | 0.20 |
| 341 | 1 | 7 | 0.18 |
| 342 | 1 | 4 | 0.10 |
| 343 | 1 | 13 | 0.33 |
| 344 | 1 | 1 | 0.03 |
| 345 | 1 | 10 | 0.26 |
| 346 | 1 | 3 | 0.08 |
| 347 | 1 | 5 | 0.13 |
| 348 | 1 | 7 | 0.18 |
| 349 | 1 | 1 | 0.03 |
| 350 | 1 | 8 | 0.20 |
| 351 | 1 | 1 | 0.03 |
| 352 | 1 | 10 | 0.26 |
| 353 | 1 | 4 | 0.10 |
| 355 | 1 | 11 | 0.28 |
| 356 | 1 | 7 | 0.18 |
| 357 | 1 | 1 | 0.03 |
| 358 | 1 | 4 | 0.10 |
| 359 | 1 | 10 | 0.26 |
| 360 | 1 | 6 | 0.15 |
| 361 | 1 | 2 | 0.05 |
| 362 | 1 | 2 | 0.05 |
| 363 | 1 | 2 | 0.05 |
| 367 | 1 | 24 | 0.61 |
| 368 | 1 | 9 | 0.23 |

Table 4.C.10 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 369 | 1 | 2 | 0.05 |
| 370 | 2 | 7 | 0.18 |
| 372 | 2 | 1 | 0.03 |
| 374 | 2 | 13 | 0.33 |
| 375 | 2 | 16 | 0.41 |
| 376 | 2 | 6 | 0.15 |
| 377 | 2 | 2 | 0.05 |
| 379 | 2 | 3 | 0.08 |
| 380 | 2 | 2 | 0.05 |
| 381 | 2 | 2 | 0.05 |
| 382 | 2 | 20 | 0.51 |
| 383 | 2 | 12 | 0.31 |
| 384 | 2 | 1 | 0.03 |
| 385 | 2 | 4 | 0.10 |
| 386 | 2 | 2 | 0.05 |
| 387 | 2 | 1 | 0.03 |
| 388 | 2 | 2 | 0.05 |
| 389 | 2 | 15 | 0.38 |
| 390 | 2 | 9 | 0.23 |
| 391 | 2 | 3 | 0.08 |
| 392 | 2 | 5 | 0.13 |
| 394 | 2 | 2 | 0.05 |
| 396 | 2 | 1 | 0.03 |
| 397 | 2 | 19 | 0.49 |
| 398 | 2 | 9 | 0.23 |
| 399 | 2 | 1 | 0.03 |
| 400 | 2 | 7 | 0.18 |
| 401 | 2 | 2 | 0.05 |
| 403 | 2 | 1 | 0.03 |
| 405 | 2 | 18 | 0.46 |
| 406 | 2 | 8 | 0.20 |
| 407 | 2 | 9 | 0.23 |
| 408 | 2 | 3 | 0.08 |
| 411 | 2 | 8 | 0.20 |
| 413 | 2 | 17 | 0.43 |
| 414 | 2 | 4 | 0.10 |
| 415 | 2 | 17 | 0.43 |
| 416 | 2 | 1 | 0.03 |
| 417 | 2 | 4 | 0.10 |
| 418 | 2 | 8 | 0.20 |

Table 4.C.10 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 419 | 2 | 1 | 0.03 |
| 422 | 2 | 13 | 0.33 |
| 423 | 2 | 18 | 0.46 |
| 424 | 2 | 2 | 0.05 |
| 425 | 2 | 8 | 0.20 |
| 426 | 2 | 6 | 0.15 |
| 427 | 2 | 1 | 0.03 |
| 430 | 2 | 1 | 0.03 |
| 431 | 2 | 27 | 0.69 |
| 432 | 2 | 1 | 0.03 |
| 433 | 2 | 4 | 0.10 |
| 434 | 2 | 15 | 0.38 |
| 438 | 2 | 13 | 0.33 |
| 439 | 2 | 2 | 0.05 |
| 440 | 2 | 16 | 0.41 |
| 441 | 2 | 10 | 0.26 |
| 442 | 2 | 31 | 0.79 |
| 445 | 2 | 5 | 0.13 |
| 446 | 2 | 12 | 0.31 |
| 447 | 2 | 6 | 0.15 |
| 449 | 2 | 1 | 0.03 |
| 450 | 3 | 1 | 0.03 |
| 451 | 3 | 26 | 0.66 |
| 453 | 3 | 1 | 0.03 |
| 454 | 3 | 8 | 0.20 |
| 455 | 3 | 16 | 0.41 |
| 457 | 3 | 2 | 0.05 |
| 461 | 3 | 2 | 0.05 |
| 462 | 3 | 28 | 0.72 |
| 463 | 3 | 5 | 0.13 |
| 464 | 3 | 27 | 0.69 |
| 465 | 3 | 4 | 0.10 |
| 468 | 3 | 2 | 0.05 |
| 470 | 3 | 2 | 0.05 |
| 471 | 3 | 23 | 0.59 |
| 472 | 3 | 2 | 0.05 |
| 473 | 3 | 1 | 0.03 |
| 474 | 3 | 30 | 0.77 |
| 475 | 3 | 4 | 0.10 |
| 478 | 3 | 1 | 0.03 |

Table 4.C.10 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 479 | 3 | 2 | 0.05 |
| 480 | 3 | 28 | 0.72 |
| 481 | 3 | 3 | 0.08 |
| 482 | 3 | 1 | 0.03 |
| 483 | 3 | 6 | 0.15 |
| 484 | 3 | 1 | 0.03 |
| 486 | 3 | 5 | 0.13 |
| 487 | 3 | 16 | 0.41 |
| 488 | 3 | 3 | 0.08 |
| 490 | 3 | 20 | 0.51 |
| 491 | 3 | 13 | 0.33 |
| 492 | 3 | 7 | 0.18 |
| 494 | 3 | 2 | 0.05 |
| 496 | 3 | 6 | 0.15 |
| 497 | 3 | 6 | 0.15 |
| 498 | 3 | 4 | 0.10 |
| 501 | 3 | 19 | 0.49 |
| 502 | 3 | 5 | 0.13 |
| 503 | 3 | 58 | 1.48 |
| 505 | 3 | 17 | 0.43 |
| 506 | 3 | 5 | 0.13 |
| 507 | 3 | 5 | 0.13 |
| 511 | 3 | 32 | 0.82 |
| 513 | 3 | 13 | 0.33 |
| 516 | 3 | 31 | 0.79 |
| 517 | 3 | 3 | 0.08 |
| 518 | 3 | 1 | 0.03 |
| 519 | 3 | 30 | 0.77 |
| 524 | 3 | 27 | 0.69 |
| 525 | 3 | 8 | 0.20 |
| 526 | 3 | 3 | 0.08 |
| 528 | 3 | 34 | 0.87 |
| 529 | 3 | 40 | 1.02 |
| 540 | 3 | 48 | 1.23 |
| 543 | 3 | 4 | 0.10 |
| 544 | 3 | 7 | 0.18 |
| 545 | 3 | 96 | 2.45 |
| 546 | 3 | 2 | 0.05 |
| 558 | 3 | 1 | 0.03 |
| 565 | 3 | 43 | 1.10 |

Table 4.C.10 *(continuation seven)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 569 | 3 | 28 | 0.72 |
| 570 | 3 | 92 | 2.35 |
| 574 | 3 | 9 | 0.23 |
| 595 | 3 | 13 | 0.33 |
| 596 | 3 | 3 | 0.08 |
| 600 | 3 | 70 | 1.79 |

Table 4.C.11 Scale Score and Performance Level Distribution of Overall Scores for Grade Ten

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 150 | 1 | 287 | 11.97 |
| 152 | 1 | 2 | 0.08 |
| 153 | 1 | 16 | 0.67 |
| 157 | 1 | 63 | 2.63 |
| 159 | 1 | 17 | 0.71 |
| 161 | 1 | 2 | 0.08 |
| 165 | 1 | 13 | 0.54 |
| 172 | 1 | 8 | 0.33 |
| 174 | 1 | 1 | 0.04 |
| 176 | 1 | 22 | 0.92 |
| 182 | 1 | 56 | 2.34 |
| 184 | 1 | 16 | 0.67 |
| 185 | 1 | 8 | 0.33 |
| 186 | 1 | 1 | 0.04 |
| 191 | 1 | 5 | 0.21 |
| 193 | 1 | 5 | 0.21 |
| 197 | 1 | 56 | 2.34 |
| 199 | 1 | 15 | 0.63 |
| 200 | 1 | 6 | 0.25 |
| 201 | 1 | 7 | 0.29 |
| 202 | 1 | 1 | 0.04 |
| 207 | 1 | 8 | 0.33 |
| 208 | 1 | 37 | 1.54 |
| 210 | 1 | 1 | 0.04 |
| 211 | 1 | 17 | 0.71 |
| 212 | 1 | 13 | 0.54 |
| 214 | 1 | 2 | 0.08 |
| 215 | 1 | 6 | 0.25 |
| 216 | 1 | 11 | 0.46 |
| 217 | 1 | 20 | 0.83 |
| 219 | 1 | 3 | 0.13 |
| 220 | 1 | 11 | 0.46 |
| 221 | 1 | 5 | 0.21 |
| 222 | 1 | 13 | 0.54 |
| 223 | 1 | 13 | 0.54 |
| 224 | 1 | 1 | 0.04 |
| 225 | 1 | 17 | 0.71 |
| 227 | 1 | 1 | 0.04 |
| 228 | 1 | 8 | 0.33 |

Table 4.C.11 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 231 | 1 | 17 | 0.71 |
| 232 | 1 | 8 | 0.33 |
| 233 | 1 | 12 | 0.50 |
| 234 | 1 | 14 | 0.58 |
| 235 | 1 | 6 | 0.25 |
| 236 | 1 | 3 | 0.13 |
| 240 | 1 | 22 | 0.92 |
| 242 | 1 | 2 | 0.08 |
| 243 | 1 | 19 | 0.79 |
| 245 | 1 | 4 | 0.17 |
| 248 | 1 | 14 | 0.58 |
| 250 | 1 | 4 | 0.17 |
| 251 | 1 | 13 | 0.54 |
| 252 | 1 | 4 | 0.17 |
| 253 | 1 | 1 | 0.04 |
| 254 | 1 | 4 | 0.17 |
| 255 | 1 | 6 | 0.25 |
| 257 | 1 | 1 | 0.04 |
| 258 | 1 | 6 | 0.25 |
| 259 | 1 | 8 | 0.33 |
| 260 | 1 | 11 | 0.46 |
| 261 | 1 | 3 | 0.13 |
| 262 | 1 | 2 | 0.08 |
| 263 | 1 | 3 | 0.13 |
| 265 | 1 | 2 | 0.08 |
| 266 | 1 | 10 | 0.42 |
| 267 | 1 | 5 | 0.21 |
| 268 | 1 | 25 | 1.04 |
| 269 | 1 | 2 | 0.08 |
| 271 | 1 | 4 | 0.17 |
| 273 | 1 | 8 | 0.33 |
| 274 | 1 | 1 | 0.04 |
| 275 | 1 | 7 | 0.29 |
| 276 | 1 | 16 | 0.67 |
| 277 | 1 | 1 | 0.04 |
| 278 | 1 | 3 | 0.13 |
| 279 | 1 | 6 | 0.25 |
| 280 | 1 | 1 | 0.04 |
| 282 | 1 | 9 | 0.38 |
| 283 | 1 | 15 | 0.63 |

Table 4.C.11 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 284 | 1 | 3 | 0.13 |
| 285 | 1 | 6 | 0.25 |
| 286 | 1 | 1 | 0.04 |
| 287 | 1 | 1 | 0.04 |
| 288 | 1 | 5 | 0.21 |
| 290 | 1 | 5 | 0.21 |
| 291 | 1 | 18 | 0.75 |
| 292 | 1 | 1 | 0.04 |
| 294 | 1 | 3 | 0.13 |
| 296 | 1 | 2 | 0.08 |
| 297 | 1 | 8 | 0.33 |
| 298 | 1 | 4 | 0.17 |
| 299 | 1 | 2 | 0.08 |
| 300 | 1 | 8 | 0.33 |
| 301 | 1 | 1 | 0.04 |
| 302 | 1 | 4 | 0.17 |
| 303 | 1 | 2 | 0.08 |
| 304 | 1 | 5 | 0.21 |
| 305 | 1 | 5 | 0.21 |
| 306 | 1 | 7 | 0.29 |
| 307 | 1 | 1 | 0.04 |
| 308 | 1 | 8 | 0.33 |
| 309 | 1 | 3 | 0.13 |
| 310 | 1 | 8 | 0.33 |
| 311 | 1 | 2 | 0.08 |
| 312 | 1 | 3 | 0.13 |
| 313 | 1 | 1 | 0.04 |
| 314 | 1 | 5 | 0.21 |
| 315 | 1 | 2 | 0.08 |
| 316 | 1 | 5 | 0.21 |
| 317 | 1 | 3 | 0.13 |
| 318 | 1 | 3 | 0.13 |
| 319 | 1 | 4 | 0.17 |
| 320 | 1 | 11 | 0.46 |
| 321 | 1 | 8 | 0.33 |
| 323 | 1 | 10 | 0.42 |
| 324 | 1 | 1 | 0.04 |
| 325 | 1 | 2 | 0.08 |
| 326 | 1 | 5 | 0.21 |
| 328 | 1 | 5 | 0.21 |

Table 4.C.11 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 329 | 1 | 4 | 0.17 |
| 330 | 1 | 1 | 0.04 |
| 331 | 1 | 3 | 0.13 |
| 332 | 1 | 5 | 0.21 |
| 333 | 1 | 7 | 0.29 |
| 334 | 1 | 1 | 0.04 |
| 335 | 1 | 7 | 0.29 |
| 336 | 1 | 3 | 0.13 |
| 338 | 1 | 5 | 0.21 |
| 339 | 1 | 1 | 0.04 |
| 340 | 1 | 8 | 0.33 |
| 341 | 1 | 4 | 0.17 |
| 342 | 1 | 3 | 0.13 |
| 343 | 1 | 9 | 0.38 |
| 344 | 1 | 4 | 0.17 |
| 345 | 1 | 8 | 0.33 |
| 346 | 1 | 3 | 0.13 |
| 347 | 1 | 4 | 0.17 |
| 348 | 1 | 6 | 0.25 |
| 350 | 1 | 2 | 0.08 |
| 351 | 1 | 3 | 0.13 |
| 352 | 1 | 6 | 0.25 |
| 353 | 1 | 6 | 0.25 |
| 354 | 1 | 1 | 0.04 |
| 355 | 1 | 6 | 0.25 |
| 356 | 1 | 10 | 0.42 |
| 358 | 1 | 5 | 0.21 |
| 359 | 1 | 5 | 0.21 |
| 360 | 1 | 7 | 0.29 |
| 361 | 1 | 6 | 0.25 |
| 362 | 1 | 11 | 0.46 |
| 364 | 1 | 2 | 0.08 |
| 367 | 1 | 17 | 0.71 |
| 368 | 1 | 6 | 0.25 |
| 369 | 1 | 2 | 0.08 |
| 370 | 2 | 3 | 0.13 |
| 371 | 2 | 1 | 0.04 |
| 372 | 2 | 1 | 0.04 |
| 374 | 2 | 11 | 0.46 |
| 375 | 2 | 9 | 0.38 |

Table 4.C.11 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 376 | 2 | 7 | 0.29 |
| 377 | 2 | 2 | 0.08 |
| 379 | 2 | 3 | 0.13 |
| 381 | 2 | 2 | 0.08 |
| 382 | 2 | 15 | 0.63 |
| 383 | 2 | 4 | 0.17 |
| 385 | 2 | 7 | 0.29 |
| 388 | 2 | 2 | 0.08 |
| 389 | 2 | 9 | 0.38 |
| 390 | 2 | 8 | 0.33 |
| 391 | 2 | 5 | 0.21 |
| 392 | 2 | 2 | 0.08 |
| 394 | 2 | 7 | 0.29 |
| 397 | 2 | 16 | 0.67 |
| 398 | 2 | 10 | 0.42 |
| 400 | 2 | 3 | 0.13 |
| 401 | 2 | 1 | 0.04 |
| 405 | 2 | 16 | 0.67 |
| 406 | 2 | 8 | 0.33 |
| 407 | 2 | 8 | 0.33 |
| 411 | 2 | 3 | 0.13 |
| 413 | 2 | 12 | 0.50 |
| 414 | 2 | 1 | 0.04 |
| 415 | 2 | 11 | 0.46 |
| 416 | 2 | 1 | 0.04 |
| 417 | 2 | 2 | 0.08 |
| 418 | 2 | 3 | 0.13 |
| 419 | 2 | 1 | 0.04 |
| 422 | 2 | 14 | 0.58 |
| 423 | 2 | 20 | 0.83 |
| 425 | 2 | 4 | 0.17 |
| 426 | 2 | 6 | 0.25 |
| 429 | 2 | 1 | 0.04 |
| 430 | 2 | 2 | 0.08 |
| 431 | 2 | 19 | 0.79 |
| 432 | 2 | 2 | 0.08 |
| 433 | 2 | 3 | 0.13 |
| 434 | 2 | 7 | 0.29 |
| 438 | 2 | 7 | 0.29 |
| 440 | 2 | 8 | 0.33 |

Table 4.C.11 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 441 | 2 | 7 | 0.29 |
| 442 | 2 | 14 | 0.58 |
| 444 | 2 | 1 | 0.04 |
| 445 | 2 | 1 | 0.04 |
| 446 | 2 | 7 | 0.29 |
| 447 | 2 | 6 | 0.25 |
| 449 | 2 | 1 | 0.04 |
| 450 | 3 | 1 | 0.04 |
| 451 | 3 | 17 | 0.71 |
| 453 | 3 | 3 | 0.13 |
| 454 | 3 | 6 | 0.25 |
| 455 | 3 | 15 | 0.63 |
| 456 | 3 | 3 | 0.13 |
| 460 | 3 | 1 | 0.04 |
| 461 | 3 | 3 | 0.13 |
| 462 | 3 | 21 | 0.88 |
| 463 | 3 | 11 | 0.46 |
| 464 | 3 | 10 | 0.42 |
| 465 | 3 | 1 | 0.04 |
| 468 | 3 | 2 | 0.08 |
| 470 | 3 | 2 | 0.08 |
| 471 | 3 | 11 | 0.46 |
| 472 | 3 | 3 | 0.13 |
| 473 | 3 | 2 | 0.08 |
| 474 | 3 | 20 | 0.83 |
| 475 | 3 | 2 | 0.08 |
| 478 | 3 | 1 | 0.04 |
| 479 | 3 | 1 | 0.04 |
| 480 | 3 | 14 | 0.58 |
| 481 | 3 | 3 | 0.13 |
| 483 | 3 | 2 | 0.08 |
| 486 | 3 | 3 | 0.13 |
| 487 | 3 | 16 | 0.67 |
| 488 | 3 | 1 | 0.04 |
| 489 | 3 | 1 | 0.04 |
| 490 | 3 | 9 | 0.38 |
| 491 | 3 | 9 | 0.38 |
| 492 | 3 | 9 | 0.38 |
| 494 | 3 | 3 | 0.13 |
| 496 | 3 | 3 | 0.13 |

Table 4.C.11 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 497 | 3 | 3 | 0.13 |
| 498 | 3 | 3 | 0.13 |
| 501 | 3 | 6 | 0.25 |
| 503 | 3 | 27 | 1.13 |
| 505 | 3 | 7 | 0.29 |
| 506 | 3 | 3 | 0.13 |
| 507 | 3 | 5 | 0.21 |
| 511 | 3 | 11 | 0.46 |
| 513 | 3 | 8 | 0.33 |
| 516 | 3 | 16 | 0.67 |
| 517 | 3 | 5 | 0.21 |
| 518 | 3 | 3 | 0.13 |
| 519 | 3 | 9 | 0.38 |
| 524 | 3 | 14 | 0.58 |
| 525 | 3 | 8 | 0.33 |
| 528 | 3 | 25 | 1.04 |
| 529 | 3 | 14 | 0.58 |
| 535 | 3 | 1 | 0.04 |
| 540 | 3 | 29 | 1.21 |
| 544 | 3 | 15 | 0.63 |
| 545 | 3 | 48 | 2.00 |
| 557 | 3 | 1 | 0.04 |
| 558 | 3 | 1 | 0.04 |
| 565 | 3 | 28 | 1.17 |
| 569 | 3 | 17 | 0.71 |
| 570 | 3 | 53 | 2.21 |
| 574 | 3 | 5 | 0.21 |
| 595 | 3 | 8 | 0.33 |
| 596 | 3 | 5 | 0.21 |
| 600 | 3 | 28 | 1.17 |

Table 4.C.12 Scale Score and Performance Level Distribution of Overall Scores for Grade Eleven

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 150 | 1 | 245 | 13.25 |
| 152 | 1 | 2 | 0.11 |
| 153 | 1 | 9 | 0.49 |
| 157 | 1 | 38 | 2.06 |
| 159 | 1 | 6 | 0.32 |
| 161 | 1 | 2 | 0.11 |
| 165 | 1 | 11 | 0.59 |
| 172 | 1 | 3 | 0.16 |
| 174 | 1 | 3 | 0.16 |
| 176 | 1 | 10 | 0.54 |
| 182 | 1 | 31 | 1.68 |
| 184 | 1 | 9 | 0.49 |
| 185 | 1 | 7 | 0.38 |
| 186 | 1 | 3 | 0.16 |
| 191 | 1 | 2 | 0.11 |
| 193 | 1 | 6 | 0.32 |
| 194 | 1 | 2 | 0.11 |
| 197 | 1 | 30 | 1.62 |
| 199 | 1 | 18 | 0.97 |
| 200 | 1 | 2 | 0.11 |
| 201 | 1 | 6 | 0.32 |
| 202 | 1 | 1 | 0.05 |
| 207 | 1 | 7 | 0.38 |
| 208 | 1 | 22 | 1.19 |
| 210 | 1 | 2 | 0.11 |
| 211 | 1 | 12 | 0.65 |
| 212 | 1 | 14 | 0.76 |
| 216 | 1 | 4 | 0.22 |
| 217 | 1 | 13 | 0.70 |
| 219 | 1 | 1 | 0.05 |
| 220 | 1 | 10 | 0.54 |
| 221 | 1 | 2 | 0.11 |
| 222 | 1 | 7 | 0.38 |
| 223 | 1 | 7 | 0.38 |
| 225 | 1 | 9 | 0.49 |
| 227 | 1 | 1 | 0.05 |
| 228 | 1 | 7 | 0.38 |
| 231 | 1 | 7 | 0.38 |
| 232 | 1 | 6 | 0.32 |

Table 4.C.12 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 233 | 1 | 7 | 0.38 |
| 234 | 1 | 11 | 0.59 |
| 240 | 1 | 14 | 0.76 |
| 242 | 1 | 1 | 0.05 |
| 243 | 1 | 20 | 1.08 |
| 245 | 1 | 3 | 0.16 |
| 246 | 1 | 5 | 0.27 |
| 248 | 1 | 7 | 0.38 |
| 250 | 1 | 1 | 0.05 |
| 251 | 1 | 5 | 0.27 |
| 252 | 1 | 11 | 0.59 |
| 253 | 1 | 1 | 0.05 |
| 254 | 1 | 2 | 0.11 |
| 255 | 1 | 6 | 0.32 |
| 257 | 1 | 4 | 0.22 |
| 258 | 1 | 2 | 0.11 |
| 259 | 1 | 5 | 0.27 |
| 260 | 1 | 10 | 0.54 |
| 261 | 1 | 5 | 0.27 |
| 262 | 1 | 1 | 0.05 |
| 263 | 1 | 2 | 0.11 |
| 264 | 1 | 1 | 0.05 |
| 265 | 1 | 2 | 0.11 |
| 266 | 1 | 2 | 0.11 |
| 267 | 1 | 4 | 0.22 |
| 268 | 1 | 6 | 0.32 |
| 269 | 1 | 1 | 0.05 |
| 270 | 1 | 3 | 0.16 |
| 271 | 1 | 3 | 0.16 |
| 273 | 1 | 10 | 0.54 |
| 274 | 1 | 1 | 0.05 |
| 275 | 1 | 5 | 0.27 |
| 276 | 1 | 8 | 0.43 |
| 277 | 1 | 1 | 0.05 |
| 278 | 1 | 1 | 0.05 |
| 279 | 1 | 3 | 0.16 |
| 280 | 1 | 2 | 0.11 |
| 282 | 1 | 9 | 0.49 |
| 283 | 1 | 9 | 0.49 |
| 284 | 1 | 2 | 0.11 |

Table 4.C.12 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 285 | 1 | 3 | 0.16 |
| 286 | 1 | 2 | 0.11 |
| 287 | 1 | 2 | 0.11 |
| 288 | 1 | 6 | 0.32 |
| 290 | 1 | 2 | 0.11 |
| 291 | 1 | 7 | 0.38 |
| 293 | 1 | 1 | 0.05 |
| 294 | 1 | 2 | 0.11 |
| 295 | 1 | 1 | 0.05 |
| 296 | 1 | 6 | 0.32 |
| 297 | 1 | 7 | 0.38 |
| 298 | 1 | 9 | 0.49 |
| 299 | 1 | 1 | 0.05 |
| 300 | 1 | 2 | 0.11 |
| 301 | 1 | 3 | 0.16 |
| 302 | 1 | 1 | 0.05 |
| 304 | 1 | 3 | 0.16 |
| 305 | 1 | 5 | 0.27 |
| 306 | 1 | 7 | 0.38 |
| 307 | 1 | 1 | 0.05 |
| 308 | 1 | 4 | 0.22 |
| 309 | 1 | 3 | 0.16 |
| 310 | 1 | 5 | 0.27 |
| 311 | 1 | 7 | 0.38 |
| 312 | 1 | 2 | 0.11 |
| 313 | 1 | 3 | 0.16 |
| 314 | 1 | 5 | 0.27 |
| 315 | 1 | 2 | 0.11 |
| 316 | 1 | 2 | 0.11 |
| 317 | 1 | 1 | 0.05 |
| 318 | 1 | 2 | 0.11 |
| 319 | 1 | 3 | 0.16 |
| 320 | 1 | 2 | 0.11 |
| 321 | 1 | 7 | 0.38 |
| 323 | 1 | 3 | 0.16 |
| 324 | 1 | 1 | 0.05 |
| 326 | 1 | 6 | 0.32 |
| 328 | 1 | 1 | 0.05 |
| 329 | 1 | 1 | 0.05 |
| 331 | 1 | 4 | 0.22 |

Table 4.C.12 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 332 | 1 | 6 | 0.32 |
| 333 | 1 | 2 | 0.11 |
| 334 | 1 | 1 | 0.05 |
| 335 | 1 | 4 | 0.22 |
| 336 | 1 | 5 | 0.27 |
| 337 | 1 | 1 | 0.05 |
| 338 | 1 | 6 | 0.32 |
| 339 | 1 | 3 | 0.16 |
| 340 | 1 | 5 | 0.27 |
| 341 | 1 | 4 | 0.22 |
| 342 | 1 | 1 | 0.05 |
| 343 | 1 | 7 | 0.38 |
| 344 | 1 | 2 | 0.11 |
| 345 | 1 | 1 | 0.05 |
| 346 | 1 | 7 | 0.38 |
| 347 | 1 | 3 | 0.16 |
| 348 | 1 | 4 | 0.22 |
| 350 | 1 | 5 | 0.27 |
| 351 | 1 | 1 | 0.05 |
| 352 | 1 | 6 | 0.32 |
| 353 | 1 | 2 | 0.11 |
| 354 | 1 | 1 | 0.05 |
| 355 | 1 | 4 | 0.22 |
| 356 | 1 | 4 | 0.22 |
| 357 | 1 | 2 | 0.11 |
| 358 | 1 | 3 | 0.16 |
| 361 | 1 | 4 | 0.22 |
| 362 | 1 | 7 | 0.38 |
| 363 | 1 | 1 | 0.05 |
| 364 | 1 | 4 | 0.22 |
| 365 | 1 | 1 | 0.05 |
| 367 | 1 | 17 | 0.92 |
| 368 | 1 | 7 | 0.38 |
| 369 | 1 | 1 | 0.05 |
| 370 | 2 | 2 | 0.11 |
| 371 | 2 | 1 | 0.05 |
| 372 | 2 | 3 | 0.16 |
| 373 | 2 | 1 | 0.05 |
| 374 | 2 | 5 | 0.27 |
| 375 | 2 | 7 | 0.38 |

Table 4.C.12 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 376 | 2 | 7 | 0.38 |
| 377 | 2 | 1 | 0.05 |
| 379 | 2 | 4 | 0.22 |
| 381 | 2 | 1 | 0.05 |
| 382 | 2 | 9 | 0.49 |
| 383 | 2 | 8 | 0.43 |
| 385 | 2 | 2 | 0.11 |
| 386 | 2 | 1 | 0.05 |
| 388 | 2 | 3 | 0.16 |
| 389 | 2 | 11 | 0.59 |
| 390 | 2 | 9 | 0.49 |
| 391 | 2 | 2 | 0.11 |
| 392 | 2 | 3 | 0.16 |
| 394 | 2 | 2 | 0.11 |
| 397 | 2 | 10 | 0.54 |
| 398 | 2 | 8 | 0.43 |
| 400 | 2 | 8 | 0.43 |
| 403 | 2 | 1 | 0.05 |
| 405 | 2 | 12 | 0.65 |
| 406 | 2 | 4 | 0.22 |
| 407 | 2 | 6 | 0.32 |
| 408 | 2 | 1 | 0.05 |
| 411 | 2 | 4 | 0.22 |
| 413 | 2 | 13 | 0.70 |
| 414 | 2 | 4 | 0.22 |
| 415 | 2 | 7 | 0.38 |
| 417 | 2 | 1 | 0.05 |
| 418 | 2 | 4 | 0.22 |
| 419 | 2 | 1 | 0.05 |
| 421 | 2 | 1 | 0.05 |
| 422 | 2 | 8 | 0.43 |
| 423 | 2 | 11 | 0.59 |
| 425 | 2 | 3 | 0.16 |
| 426 | 2 | 6 | 0.32 |
| 431 | 2 | 18 | 0.97 |
| 432 | 2 | 1 | 0.05 |
| 434 | 2 | 2 | 0.11 |
| 438 | 2 | 4 | 0.22 |
| 439 | 2 | 4 | 0.22 |
| 440 | 2 | 5 | 0.27 |

Table 4.C.12 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 441 | 2 | 13 | 0.70 |
| 442 | 2 | 10 | 0.54 |
| 444 | 2 | 2 | 0.11 |
| 445 | 2 | 2 | 0.11 |
| 446 | 2 | 5 | 0.27 |
| 447 | 2 | 3 | 0.16 |
| 451 | 3 | 16 | 0.87 |
| 454 | 3 | 4 | 0.22 |
| 455 | 3 | 9 | 0.49 |
| 456 | 3 | 2 | 0.11 |
| 458 | 3 | 1 | 0.05 |
| 461 | 3 | 4 | 0.22 |
| 462 | 3 | 9 | 0.49 |
| 463 | 3 | 4 | 0.22 |
| 464 | 3 | 16 | 0.87 |
| 465 | 3 | 3 | 0.16 |
| 468 | 3 | 1 | 0.05 |
| 470 | 3 | 2 | 0.11 |
| 471 | 3 | 9 | 0.49 |
| 472 | 3 | 2 | 0.11 |
| 473 | 3 | 3 | 0.16 |
| 474 | 3 | 19 | 1.03 |
| 475 | 3 | 4 | 0.22 |
| 478 | 3 | 1 | 0.05 |
| 480 | 3 | 11 | 0.59 |
| 481 | 3 | 1 | 0.05 |
| 483 | 3 | 4 | 0.22 |
| 486 | 3 | 4 | 0.22 |
| 487 | 3 | 12 | 0.65 |
| 488 | 3 | 1 | 0.05 |
| 489 | 3 | 2 | 0.11 |
| 490 | 3 | 11 | 0.59 |
| 491 | 3 | 13 | 0.70 |
| 492 | 3 | 5 | 0.27 |
| 494 | 3 | 1 | 0.05 |
| 496 | 3 | 1 | 0.05 |
| 497 | 3 | 1 | 0.05 |
| 501 | 3 | 9 | 0.49 |
| 502 | 3 | 2 | 0.11 |
| 503 | 3 | 40 | 2.16 |

Table 4.C.12 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 505 | 3 | 8 | 0.43 |
| 506 | 3 | 4 | 0.22 |
| 507 | 3 | 1 | 0.05 |
| 511 | 3 | 11 | 0.59 |
| 513 | 3 | 6 | 0.32 |
| 516 | 3 | 19 | 1.03 |
| 517 | 3 | 6 | 0.32 |
| 519 | 3 | 12 | 0.65 |
| 524 | 3 | 27 | 1.46 |
| 525 | 3 | 5 | 0.27 |
| 528 | 3 | 12 | 0.65 |
| 529 | 3 | 15 | 0.81 |
| 540 | 3 | 23 | 1.24 |
| 543 | 3 | 1 | 0.05 |
| 544 | 3 | 13 | 0.70 |
| 545 | 3 | 42 | 2.27 |
| 558 | 3 | 1 | 0.05 |
| 565 | 3 | 12 | 0.65 |
| 569 | 3 | 13 | 0.70 |
| 570 | 3 | 41 | 2.22 |
| 574 | 3 | 3 | 0.16 |
| 595 | 3 | 5 | 0.27 |
| 596 | 3 | 1 | 0.05 |
| 600 | 3 | 37 | 2.00 |

Table 4.C.13 Scale Score and Performance Level Distribution of Overall Scores for Grade Twelve

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 150 | 1 | 143 | 12.60 |
| 152 | 1 | 1 | 0.09 |
| 153 | 1 | 2 | 0.18 |
| 157 | 1 | 22 | 1.94 |
| 159 | 1 | 5 | 0.44 |
| 161 | 1 | 1 | 0.09 |
| 165 | 1 | 5 | 0.44 |
| 172 | 1 | 2 | 0.18 |
| 176 | 1 | 2 | 0.18 |
| 182 | 1 | 9 | 0.79 |
| 184 | 1 | 4 | 0.35 |
| 185 | 1 | 1 | 0.09 |
| 186 | 1 | 5 | 0.44 |
| 191 | 1 | 1 | 0.09 |
| 193 | 1 | 3 | 0.26 |
| 197 | 1 | 16 | 1.41 |
| 199 | 1 | 8 | 0.70 |
| 207 | 1 | 4 | 0.35 |
| 208 | 1 | 11 | 0.97 |
| 210 | 1 | 2 | 0.18 |
| 211 | 1 | 7 | 0.62 |
| 212 | 1 | 5 | 0.44 |
| 214 | 1 | 1 | 0.09 |
| 216 | 1 | 1 | 0.09 |
| 217 | 1 | 8 | 0.70 |
| 220 | 1 | 7 | 0.62 |
| 222 | 1 | 8 | 0.70 |
| 223 | 1 | 3 | 0.26 |
| 225 | 1 | 4 | 0.35 |
| 227 | 1 | 1 | 0.09 |
| 228 | 1 | 4 | 0.35 |
| 230 | 1 | 3 | 0.26 |
| 233 | 1 | 1 | 0.09 |
| 234 | 1 | 5 | 0.44 |
| 235 | 1 | 3 | 0.26 |
| 236 | 1 | 1 | 0.09 |
| 240 | 1 | 6 | 0.53 |
| 242 | 1 | 2 | 0.18 |
| 243 | 1 | 9 | 0.79 |

Table 4.C.13 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 245 | 1 | 1 | 0.09 |
| 246 | 1 | 2 | 0.18 |
| 248 | 1 | 3 | 0.26 |
| 251 | 1 | 2 | 0.18 |
| 252 | 1 | 3 | 0.26 |
| 253 | 1 | 1 | 0.09 |
| 255 | 1 | 3 | 0.26 |
| 257 | 1 | 1 | 0.09 |
| 259 | 1 | 1 | 0.09 |
| 260 | 1 | 3 | 0.26 |
| 261 | 1 | 4 | 0.35 |
| 262 | 1 | 1 | 0.09 |
| 263 | 1 | 2 | 0.18 |
| 266 | 1 | 2 | 0.18 |
| 267 | 1 | 1 | 0.09 |
| 268 | 1 | 8 | 0.70 |
| 269 | 1 | 3 | 0.26 |
| 271 | 1 | 3 | 0.26 |
| 272 | 1 | 1 | 0.09 |
| 273 | 1 | 1 | 0.09 |
| 275 | 1 | 4 | 0.35 |
| 276 | 1 | 3 | 0.26 |
| 278 | 1 | 1 | 0.09 |
| 279 | 1 | 1 | 0.09 |
| 282 | 1 | 5 | 0.44 |
| 283 | 1 | 3 | 0.26 |
| 284 | 1 | 2 | 0.18 |
| 285 | 1 | 1 | 0.09 |
| 286 | 1 | 1 | 0.09 |
| 287 | 1 | 2 | 0.18 |
| 288 | 1 | 2 | 0.18 |
| 289 | 1 | 1 | 0.09 |
| 290 | 1 | 2 | 0.18 |
| 291 | 1 | 3 | 0.26 |
| 292 | 1 | 1 | 0.09 |
| 294 | 1 | 1 | 0.09 |
| 296 | 1 | 2 | 0.18 |
| 297 | 1 | 5 | 0.44 |
| 298 | 1 | 2 | 0.18 |
| 299 | 1 | 1 | 0.09 |

Table 4.C.13 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 300 | 1 | 2 | 0.18 |
| 302 | 1 | 1 | 0.09 |
| 303 | 1 | 1 | 0.09 |
| 304 | 1 | 4 | 0.35 |
| 306 | 1 | 1 | 0.09 |
| 308 | 1 | 2 | 0.18 |
| 309 | 1 | 1 | 0.09 |
| 311 | 1 | 2 | 0.18 |
| 312 | 1 | 2 | 0.18 |
| 313 | 1 | 1 | 0.09 |
| 314 | 1 | 1 | 0.09 |
| 316 | 1 | 1 | 0.09 |
| 317 | 1 | 2 | 0.18 |
| 318 | 1 | 1 | 0.09 |
| 320 | 1 | 4 | 0.35 |
| 321 | 1 | 1 | 0.09 |
| 323 | 1 | 3 | 0.26 |
| 324 | 1 | 1 | 0.09 |
| 325 | 1 | 1 | 0.09 |
| 326 | 1 | 3 | 0.26 |
| 328 | 1 | 3 | 0.26 |
| 329 | 1 | 4 | 0.35 |
| 330 | 1 | 4 | 0.35 |
| 331 | 1 | 2 | 0.18 |
| 332 | 1 | 3 | 0.26 |
| 333 | 1 | 2 | 0.18 |
| 334 | 1 | 1 | 0.09 |
| 335 | 1 | 2 | 0.18 |
| 336 | 1 | 4 | 0.35 |
| 338 | 1 | 2 | 0.18 |
| 339 | 1 | 2 | 0.18 |
| 343 | 1 | 3 | 0.26 |
| 344 | 1 | 2 | 0.18 |
| 345 | 1 | 3 | 0.26 |
| 346 | 1 | 9 | 0.79 |
| 347 | 1 | 1 | 0.09 |
| 348 | 1 | 2 | 0.18 |
| 349 | 1 | 4 | 0.35 |
| 350 | 1 | 2 | 0.18 |
| 352 | 1 | 5 | 0.44 |

Table 4.C.13 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 353 | 1 | 2 | 0.18 |
| 355 | 1 | 2 | 0.18 |
| 356 | 1 | 1 | 0.09 |
| 357 | 1 | 1 | 0.09 |
| 358 | 1 | 2 | 0.18 |
| 359 | 1 | 3 | 0.26 |
| 360 | 1 | 2 | 0.18 |
| 361 | 1 | 2 | 0.18 |
| 362 | 1 | 2 | 0.18 |
| 363 | 1 | 1 | 0.09 |
| 367 | 1 | 5 | 0.44 |
| 368 | 1 | 1 | 0.09 |
| 369 | 1 | 1 | 0.09 |
| 370 | 2 | 1 | 0.09 |
| 371 | 2 | 1 | 0.09 |
| 372 | 2 | 2 | 0.18 |
| 374 | 2 | 4 | 0.35 |
| 375 | 2 | 2 | 0.18 |
| 376 | 2 | 3 | 0.26 |
| 377 | 2 | 1 | 0.09 |
| 379 | 2 | 2 | 0.18 |
| 381 | 2 | 1 | 0.09 |
| 382 | 2 | 8 | 0.70 |
| 383 | 2 | 5 | 0.44 |
| 384 | 2 | 2 | 0.18 |
| 385 | 2 | 2 | 0.18 |
| 388 | 2 | 2 | 0.18 |
| 389 | 2 | 2 | 0.18 |
| 390 | 2 | 4 | 0.35 |
| 391 | 2 | 7 | 0.62 |
| 392 | 2 | 3 | 0.26 |
| 394 | 2 | 4 | 0.35 |
| 397 | 2 | 4 | 0.35 |
| 398 | 2 | 5 | 0.44 |
| 399 | 2 | 2 | 0.18 |
| 400 | 2 | 3 | 0.26 |
| 401 | 2 | 2 | 0.18 |
| 404 | 2 | 2 | 0.18 |
| 405 | 2 | 4 | 0.35 |
| 406 | 2 | 5 | 0.44 |

Table 4.C.13 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 407 | 2 | 3 | 0.26 |
| 409 | 2 | 1 | 0.09 |
| 410 | 2 | 1 | 0.09 |
| 411 | 2 | 2 | 0.18 |
| 413 | 2 | 14 | 1.23 |
| 414 | 2 | 1 | 0.09 |
| 415 | 2 | 4 | 0.35 |
| 417 | 2 | 1 | 0.09 |
| 418 | 2 | 5 | 0.44 |
| 422 | 2 | 10 | 0.88 |
| 423 | 2 | 5 | 0.44 |
| 425 | 2 | 5 | 0.44 |
| 426 | 2 | 2 | 0.18 |
| 431 | 2 | 17 | 1.50 |
| 432 | 2 | 4 | 0.35 |
| 433 | 2 | 3 | 0.26 |
| 434 | 2 | 5 | 0.44 |
| 438 | 2 | 3 | 0.26 |
| 440 | 2 | 6 | 0.53 |
| 441 | 2 | 8 | 0.70 |
| 442 | 2 | 5 | 0.44 |
| 444 | 2 | 1 | 0.09 |
| 445 | 2 | 1 | 0.09 |
| 446 | 2 | 4 | 0.35 |
| 447 | 2 | 2 | 0.18 |
| 450 | 3 | 2 | 0.18 |
| 451 | 3 | 13 | 1.15 |
| 452 | 3 | 2 | 0.18 |
| 453 | 3 | 2 | 0.18 |
| 454 | 3 | 7 | 0.62 |
| 455 | 3 | 4 | 0.35 |
| 458 | 3 | 1 | 0.09 |
| 461 | 3 | 2 | 0.18 |
| 462 | 3 | 4 | 0.35 |
| 463 | 3 | 2 | 0.18 |
| 464 | 3 | 6 | 0.53 |
| 468 | 3 | 1 | 0.09 |
| 470 | 3 | 1 | 0.09 |
| 471 | 3 | 2 | 0.18 |
| 473 | 3 | 2 | 0.18 |

Table 4.C.13 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 474 | 3 | 11 | 0.97 |
| 475 | 3 | 1 | 0.09 |
| 480 | 3 | 9 | 0.79 |
| 483 | 3 | 1 | 0.09 |
| 486 | 3 | 4 | 0.35 |
| 487 | 3 | 12 | 1.06 |
| 488 | 3 | 1 | 0.09 |
| 489 | 3 | 1 | 0.09 |
| 490 | 3 | 7 | 0.62 |
| 491 | 3 | 9 | 0.79 |
| 492 | 3 | 4 | 0.35 |
| 494 | 3 | 2 | 0.18 |
| 496 | 3 | 2 | 0.18 |
| 497 | 3 | 1 | 0.09 |
| 501 | 3 | 5 | 0.44 |
| 502 | 3 | 3 | 0.26 |
| 503 | 3 | 22 | 1.94 |
| 505 | 3 | 3 | 0.26 |
| 506 | 3 | 1 | 0.09 |
| 507 | 3 | 4 | 0.35 |
| 511 | 3 | 12 | 1.06 |
| 513 | 3 | 6 | 0.53 |
| 516 | 3 | 10 | 0.88 |
| 517 | 3 | 5 | 0.44 |
| 519 | 3 | 9 | 0.79 |
| 524 | 3 | 12 | 1.06 |
| 525 | 3 | 6 | 0.53 |
| 528 | 3 | 12 | 1.06 |
| 529 | 3 | 14 | 1.23 |
| 540 | 3 | 21 | 1.85 |
| 544 | 3 | 7 | 0.62 |
| 545 | 3 | 39 | 3.44 |
| 546 | 3 | 1 | 0.09 |
| 558 | 3 | 1 | 0.09 |
| 565 | 3 | 13 | 1.15 |
| 569 | 3 | 9 | 0.79 |

Table 4.C.13 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Level | N | Percentage |
| 570 | 3 | 34 | 3.00 |
| 574 | 3 | 4 | 0.35 |
| 595 | 3 | 4 | 0.35 |
| 596 | 3 | 2 | 0.18 |
| 600 | 3 | 29 | 2.56 |

### Appendix 4.D: Student Demographic Group Summaries

**Notes:**

* To protect privacy when the number of students in a student group is 10 or fewer, the summary statistics at the test level and reporting level are not reported and are presented as “N/A” in the tables in [appendix 4.D](#_Appendix_4.D:_Student).
* Percentages in these tables may not sum up to 100 because of rounding.

Table 4.D.1 Demographic Summary for Kindergarten—Oral Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 123,857 | 338 | 130 | 59 | 22 | 19 |
| Male | 63,111 | 322 | 127 | 65 | 20 | 15 |
| Female | 60,740 | 355 | 131 | 54 | 24 | 23 |
| Nonbinary | 6 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 227 | 352 | 131 | 53 | 23 | 24 |
| Asian | 21,477 | 388 | 132 | 43 | 25 | 32 |
| Native Hawaiian or Other Pacific Islander | 258 | 350 | 118 | 58 | 25 | 17 |
| Filipino | 1,038 | 403 | 117 | 38 | 30 | 32 |
| Hispanic or Latino | 90,580 | 322 | 124 | 65 | 21 | 14 |
| Black or African American | 702 | 373 | 133 | 47 | 24 | 29 |
| White | 7,018 | 370 | 138 | 48 | 24 | 28 |
| Two or more races | 2,557 | 377 | 141 | 47 | 22 | 31 |
| Economically disadvantaged | 68,454 | 316 | 122 | 67 | 21 | 13 |
| Not economically disadvantaged | 55,403 | 366 | 134 | 50 | 24 | 26 |
| Calculated ELAS: EL | 101,360 | 296 | 100 | 72 | 27 | 1 |
| Calculated ELAS: IFEP | 22,497 | 531 | 51 | 0 | 2 | 98 |
| Migrant education | 2,252 | 258 | 115 | 81 | 13 | 6 |
| Not migrant education | 121,605 | 340 | 130 | 59 | 22 | 19 |
| Special education services | 11,882 | 262 | 112 | 82 | 12 | 6 |
| Special education services with alternate assessments | 581 | 150 | 5 | 100 | 0 | 0 |
| No special education services | 111,975 | 347 | 129 | 57 | 23 | 20 |

Table 4.D.1 *(continuation)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| Using accommodations | 112 | 261 | 119 | 82 | 12 | 6 |
| Not using accommodations | 123,167 | 339 | 129 | 59 | 22 | 19 |
| Military | 574 | 359 | 123 | 53 | 26 | 21 |
| Not military | 123,283 | 338 | 130 | 59 | 22 | 19 |
| Homeless | 3,608 | 289 | 123 | 73 | 17 | 10 |
| Not homeless | 120,249 | 340 | 130 | 59 | 22 | 19 |

Table 4.D.2 Demographic Summary for Grade One—Oral Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 5,606 | 354 | 146 | 51 | 19 | 30 |
| Male | 2,907 | 345 | 145 | 53 | 20 | 27 |
| Female | 2,697 | 363 | 147 | 48 | 19 | 32 |
| Nonbinary | 2 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 13 | 362 | 114 | 38 | 38 | 23 |
| Asian | 1,856 | 416 | 137 | 34 | 18 | 47 |
| Native Hawaiian or Other Pacific Islander | 35 | 352 | 129 | 49 | 29 | 23 |
| Filipino | 95 | 404 | 117 | 38 | 28 | 34 |
| Hispanic or Latino | 2,645 | 303 | 135 | 65 | 20 | 16 |
| Black or African American | 51 | 352 | 134 | 47 | 25 | 27 |
| White | 699 | 363 | 146 | 49 | 18 | 33 |
| Two or more races | 212 | 385 | 145 | 41 | 21 | 38 |
| Economically disadvantaged | 2,283 | 300 | 130 | 66 | 20 | 14 |
| Not economically disadvantaged | 3,323 | 391 | 145 | 40 | 19 | 41 |
| Calculated ELAS: EL | 3,978 | 283 | 108 | 72 | 24 | 4 |
| Calculated ELAS: IFEP | 1,628 | 526 | 55 | 0 | 8 | 92 |
| Migrant education | 102 | 228 | 104 | 86 | 8 | 6 |
| Not migrant education | 5,504 | 356 | 146 | 50 | 20 | 30 |
| Special education services | 253 | 277 | 130 | 74 | 16 | 10 |
| Special education services with alternate assessments | 38 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 5,353 | 357 | 146 | 50 | 19 | 31 |
| Using accommodations | 3 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 5,565 | 355 | 145 | 51 | 19 | 30 |
| Military | 60 | 405 | 120 | 33 | 32 | 35 |
| Not military | 5,546 | 353 | 146 | 51 | 19 | 30 |
| Homeless | 273 | 268 | 132 | 75 | 13 | 12 |
| Not homeless | 5,333 | 358 | 145 | 50 | 20 | 31 |

Table 4.D.3 Demographic Summary for Grade Two—Oral Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 3,236 | 364 | 141 | 46 | 22 | 32 |
| Male | 1,684 | 363 | 140 | 46 | 23 | 31 |
| Female | 1,551 | 365 | 142 | 46 | 21 | 33 |
| Nonbinary | 1 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 5 | N/A | N/A | N/A | N/A | N/A |
| Asian | 1,031 | 418 | 132 | 31 | 23 | 47 |
| Native Hawaiian or Other Pacific Islander | 17 | 383 | 127 | 29 | 47 | 24 |
| Filipino | 61 | 423 | 81 | 23 | 43 | 34 |
| Hispanic or Latino | 1,604 | 319 | 135 | 60 | 20 | 20 |
| Black or African American | 29 | 410 | 76 | 31 | 34 | 34 |
| White | 373 | 379 | 141 | 41 | 22 | 37 |
| Two or more races | 116 | 401 | 129 | 32 | 26 | 42 |
| Economically disadvantaged | 1,318 | 316 | 133 | 61 | 22 | 18 |
| Not economically disadvantaged | 1,918 | 397 | 136 | 37 | 22 | 42 |
| Calculated ELAS: EL | 2,266 | 298 | 113 | 66 | 27 | 7 |
| Calculated ELAS: IFEP | 970 | 517 | 55 | 0 | 11 | 89 |
| Migrant education | 62 | 258 | 110 | 81 | 15 | 5 |
| Not migrant education | 3,174 | 366 | 141 | 46 | 22 | 32 |
| Special education services | 103 | 340 | 140 | 46 | 32 | 22 |
| Special education services with alternate assessments | 12 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 3,133 | 365 | 141 | 46 | 21 | 32 |
| Using accommodations | 2 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 3,221 | 365 | 140 | 46 | 22 | 32 |
| Military | 38 | 458 | 93 | 11 | 32 | 58 |
| Not military | 3,198 | 363 | 141 | 47 | 22 | 32 |
| Homeless | 164 | 299 | 121 | 70 | 16 | 14 |
| Not homeless | 3,072 | 367 | 141 | 45 | 22 | 33 |

Table 4.D.4 Demographic Summary for Grade Three—Oral Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,894 | 338 | 158 | 53 | 15 | 31 |
| Male | 1,500 | 333 | 159 | 55 | 14 | 31 |
| Female | 1,393 | 342 | 158 | 52 | 16 | 32 |
| Nonbinary | 1 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 7 | N/A | N/A | N/A | N/A | N/A |
| Asian | 872 | 389 | 157 | 40 | 16 | 44 |
| Native Hawaiian or Other Pacific Islander | 20 | 338 | 114 | 50 | 40 | 10 |
| Filipino | 68 | 447 | 93 | 19 | 32 | 49 |
| Hispanic or Latino | 1,458 | 291 | 149 | 65 | 14 | 21 |
| Black or African American | 32 | 356 | 138 | 50 | 19 | 31 |
| White | 344 | 365 | 156 | 47 | 14 | 38 |
| Two or more races | 93 | 391 | 156 | 34 | 22 | 44 |
| Economically disadvantaged | 1,208 | 284 | 142 | 68 | 14 | 18 |
| Not economically disadvantaged | 1,686 | 376 | 158 | 43 | 16 | 41 |
| Calculated ELAS: EL | 2,281 | 282 | 129 | 68 | 19 | 14 |
| Calculated ELAS: IFEP | 613 | 543 | 47 | 0 | 3 | 97 |
| Migrant education | 65 | 213 | 105 | 88 | 9 | 3 |
| Not migrant education | 2,829 | 340 | 158 | 52 | 15 | 32 |
| Special education services | 72 | 352 | 153 | 50 | 19 | 31 |
| Special education services with alternate assessments | 4 | N/A | N/A | N/A | N/A | N/A |
| No special education services | 2,822 | 337 | 158 | 53 | 15 | 31 |
| Using accommodations | 1 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,889 | 338 | 158 | 53 | 15 | 31 |
| Military | 30 | 430 | 111 | 23 | 30 | 47 |
| Not military | 2,864 | 337 | 158 | 54 | 15 | 31 |
| Homeless | 174 | 257 | 127 | 75 | 11 | 13 |
| Not homeless | 2,720 | 343 | 159 | 52 | 16 | 33 |

Table 4.D.5 Demographic Summary for Grade Four—Oral Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,508 | 348 | 167 | 53 | 12 | 35 |
| Male | 1,310 | 340 | 167 | 55 | 12 | 33 |
| Female | 1,198 | 355 | 167 | 50 | 12 | 38 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 5 | N/A | N/A | N/A | N/A | N/A |
| Asian | 711 | 407 | 162 | 38 | 12 | 50 |
| Native Hawaiian or Other Pacific Islander | 15 | 450 | 124 | 20 | 13 | 67 |
| Filipino | 68 | 465 | 100 | 19 | 24 | 57 |
| Hispanic or Latino | 1,328 | 299 | 159 | 65 | 11 | 24 |
| Black or African American | 36 | 398 | 145 | 39 | 14 | 47 |
| White | 268 | 375 | 163 | 47 | 12 | 40 |
| Two or more races | 77 | 384 | 164 | 42 | 12 | 47 |
| Economically disadvantaged | 1,082 | 303 | 155 | 64 | 11 | 25 |
| Not economically disadvantaged | 1,426 | 381 | 168 | 44 | 12 | 44 |
| Calculated ELAS: EL | 1,813 | 269 | 125 | 73 | 16 | 11 |
| Calculated ELAS: IFEP | 695 | 552 | 47 | 0 | 2 | 98 |
| Migrant education | 68 | 232 | 122 | 81 | 9 | 10 |
| Not migrant education | 2,440 | 351 | 167 | 52 | 12 | 36 |
| Special education services | 72 | 328 | 144 | 53 | 25 | 22 |
| Special education services with alternate assessments | 9 | N/A | N/A | N/A | N/A | N/A |
| No special education services | 2,436 | 348 | 168 | 53 | 11 | 36 |
| Using accommodations | 1 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,498 | 348 | 167 | 52 | 12 | 36 |
| Military | 30 | 428 | 160 | 30 | 20 | 50 |
| Not military | 2,478 | 347 | 167 | 53 | 12 | 35 |
| Homeless | 164 | 263 | 143 | 76 | 9 | 16 |
| Not homeless | 2,344 | 353 | 167 | 51 | 12 | 37 |

Table 4.D.6 Demographic Summary for Grade Five—Oral Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,245 | 359 | 171 | 51 | 11 | 39 |
| Male | 1,092 | 353 | 171 | 53 | 10 | 37 |
| Female | 1,153 | 365 | 172 | 49 | 11 | 40 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 3 | N/A | N/A | N/A | N/A | N/A |
| Asian | 607 | 414 | 163 | 39 | 11 | 50 |
| Native Hawaiian or Other Pacific Islander | 16 | 444 | 151 | 31 | 13 | 56 |
| Filipino | 66 | 471 | 95 | 18 | 23 | 59 |
| Hispanic or Latino | 1,200 | 313 | 168 | 62 | 9 | 30 |
| Black or African American | 26 | 426 | 142 | 31 | 15 | 54 |
| White | 255 | 396 | 161 | 43 | 12 | 45 |
| Two or more races | 72 | 393 | 166 | 40 | 18 | 42 |
| Economically disadvantaged | 999 | 320 | 163 | 60 | 10 | 29 |
| Not economically disadvantaged | 1,246 | 391 | 171 | 43 | 11 | 46 |
| Calculated ELAS: EL | 1,512 | 265 | 122 | 75 | 14 | 10 |
| Calculated ELAS: IFEP | 733 | 555 | 48 | 0 | 3 | 97 |
| Migrant education | 56 | 231 | 131 | 86 | 2 | 13 |
| Not migrant education | 2,189 | 363 | 171 | 50 | 11 | 39 |
| Special education services | 69 | 358 | 169 | 46 | 10 | 43 |
| Special education services with alternate assessments | 9 | N/A | N/A | N/A | N/A | N/A |
| No special education services | 2,176 | 359 | 171 | 51 | 11 | 38 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,236 | 360 | 171 | 51 | 11 | 39 |
| Military | 19 | 463 | 166 | 32 | 0 | 68 |
| Not military | 2,226 | 358 | 171 | 51 | 11 | 38 |
| Homeless | 125 | 306 | 165 | 63 | 9 | 28 |
| Not homeless | 2,120 | 362 | 171 | 50 | 11 | 39 |

Table 4.D.7 Demographic Summary for Grade Six—Oral Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,240 | 362 | 176 | 49 | 11 | 40 |
| Male | 1,132 | 358 | 176 | 50 | 11 | 39 |
| Female | 1,108 | 366 | 176 | 48 | 11 | 42 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 3 | N/A | N/A | N/A | N/A | N/A |
| Asian | 579 | 423 | 163 | 36 | 13 | 51 |
| Native Hawaiian or Other Pacific Islander | 11 | 353 | 134 | 27 | 45 | 27 |
| Filipino | 65 | 501 | 80 | 5 | 25 | 71 |
| Hispanic or Latino | 1,223 | 310 | 171 | 61 | 8 | 30 |
| Black or African American | 20 | 431 | 154 | 30 | 20 | 50 |
| White | 248 | 413 | 165 | 37 | 14 | 50 |
| Two or more races | 91 | 414 | 173 | 35 | 11 | 54 |
| Economically disadvantaged | 1,016 | 313 | 168 | 60 | 10 | 30 |
| Not economically disadvantaged | 1,224 | 403 | 172 | 39 | 12 | 49 |
| Calculated ELAS: EL | 1,566 | 272 | 129 | 70 | 16 | 15 |
| Calculated ELAS: IFEP | 674 | 571 | 37 | 0 | 0 | 100 |
| Migrant education | 60 | 218 | 131 | 83 | 7 | 10 |
| Not migrant education | 2,180 | 366 | 175 | 48 | 11 | 41 |
| Special education services | 64 | 372 | 166 | 42 | 19 | 39 |
| Special education services with alternate assessments | 11 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 2,176 | 362 | 176 | 49 | 11 | 40 |
| Using accommodations | 1 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,227 | 363 | 176 | 48 | 11 | 41 |
| Military | 27 | 443 | 159 | 26 | 19 | 56 |
| Not military | 2,213 | 361 | 176 | 49 | 11 | 40 |
| Homeless | 117 | 277 | 154 | 69 | 10 | 21 |
| Not homeless | 2,123 | 367 | 176 | 48 | 11 | 41 |

Table 4.D.8 Demographic Summary for Grade Seven—Oral Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,209 | 349 | 174 | 53 | 11 | 36 |
| Male | 1,132 | 348 | 176 | 52 | 11 | 36 |
| Female | 1,076 | 350 | 173 | 53 | 10 | 36 |
| Nonbinary | 1 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 1 | N/A | N/A | N/A | N/A | N/A |
| Asian | 503 | 424 | 161 | 35 | 15 | 50 |
| Native Hawaiian or Other Pacific Islander | 16 | 396 | 147 | 38 | 13 | 50 |
| Filipino | 88 | 483 | 110 | 15 | 15 | 70 |
| Hispanic or Latino | 1,267 | 296 | 164 | 66 | 9 | 25 |
| Black or African American | 18 | 477 | 125 | 17 | 11 | 72 |
| White | 240 | 405 | 168 | 40 | 13 | 47 |
| Two or more races | 76 | 377 | 184 | 50 | 8 | 42 |
| Economically disadvantaged | 1,044 | 313 | 165 | 62 | 10 | 28 |
| Not economically disadvantaged | 1,165 | 382 | 176 | 45 | 11 | 44 |
| Calculated ELAS: EL | 1,589 | 263 | 122 | 73 | 15 | 11 |
| Calculated ELAS: IFEP | 620 | 571 | 39 | 0 | 0 | 100 |
| Migrant education | 51 | 258 | 166 | 75 | 2 | 24 |
| Not migrant education | 2,158 | 351 | 174 | 52 | 11 | 37 |
| Special education services | 49 | 360 | 181 | 43 | 14 | 43 |
| Special education services with alternate assessments | 11 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 2,160 | 349 | 174 | 53 | 11 | 36 |
| Using accommodations | 3 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,195 | 350 | 174 | 53 | 11 | 36 |
| Military | 16 | 422 | 144 | 25 | 31 | 44 |
| Not military | 2,193 | 349 | 174 | 53 | 11 | 36 |
| Homeless | 157 | 301 | 161 | 64 | 10 | 27 |
| Not homeless | 2,052 | 353 | 175 | 52 | 11 | 37 |

Table 4.D.9 Demographic Summary for Grade Eight—Oral Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 1,960 | 352 | 176 | 52 | 10 | 37 |
| Male | 1,004 | 350 | 174 | 52 | 11 | 37 |
| Female | 956 | 354 | 178 | 53 | 10 | 38 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 3 | N/A | N/A | N/A | N/A | N/A |
| Asian | 452 | 435 | 157 | 32 | 16 | 52 |
| Native Hawaiian or Other Pacific Islander | 16 | 382 | 133 | 38 | 25 | 38 |
| Filipino | 73 | 503 | 96 | 5 | 15 | 79 |
| Hispanic or Latino | 1,165 | 300 | 167 | 66 | 8 | 26 |
| Black or African American | 21 | 452 | 125 | 24 | 19 | 57 |
| White | 181 | 398 | 175 | 39 | 12 | 49 |
| Two or more races | 49 | 381 | 178 | 43 | 4 | 53 |
| Economically disadvantaged | 963 | 310 | 170 | 63 | 9 | 28 |
| Not economically disadvantaged | 997 | 393 | 172 | 42 | 12 | 46 |
| Calculated ELAS: EL | 1,381 | 260 | 120 | 74 | 15 | 11 |
| Calculated ELAS: IFEP | 579 | 572 | 36 | 0 | 0 | 100 |
| Migrant education | 39 | 248 | 158 | 79 | 3 | 18 |
| Not migrant education | 1,921 | 354 | 176 | 52 | 11 | 38 |
| Special education services | 57 | 385 | 190 | 44 | 5 | 51 |
| Special education services with alternate assessments | 15 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 1,903 | 351 | 176 | 53 | 11 | 37 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 1,944 | 354 | 176 | 52 | 11 | 38 |
| Military | 18 | 445 | 151 | 28 | 17 | 56 |
| Not military | 1,942 | 351 | 176 | 53 | 10 | 37 |
| Homeless | 146 | 328 | 167 | 53 | 16 | 30 |
| Not homeless | 1,814 | 354 | 177 | 52 | 10 | 38 |

Table 4.D.10 Demographic Summary for Grade Nine—Oral Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 3,914 | 333 | 173 | 60 | 7 | 33 |
| Male | 2,087 | 319 | 170 | 63 | 7 | 30 |
| Female | 1,824 | 349 | 174 | 56 | 8 | 36 |
| Nonbinary | 3 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 4 | N/A | N/A | N/A | N/A | N/A |
| Asian | 701 | 457 | 150 | 28 | 11 | 60 |
| Native Hawaiian or Other Pacific Islander | 15 | 414 | 173 | 47 | 7 | 47 |
| Filipino | 135 | 485 | 114 | 15 | 15 | 70 |
| Hispanic or Latino | 2,590 | 278 | 154 | 74 | 5 | 21 |
| Black or African American | 33 | 410 | 155 | 36 | 12 | 52 |
| White | 312 | 429 | 162 | 34 | 11 | 55 |
| Two or more races | 124 | 334 | 168 | 56 | 14 | 30 |
| Economically disadvantaged | 1,591 | 296 | 157 | 69 | 8 | 23 |
| Not economically disadvantaged | 2,323 | 358 | 179 | 53 | 7 | 40 |
| Calculated ELAS: EL | 2,859 | 246 | 111 | 81 | 10 | 9 |
| Calculated ELAS: IFEP | 1,055 | 568 | 42 | 0 | 1 | 99 |
| Migrant education | 89 | 218 | 108 | 89 | 6 | 6 |
| Not migrant education | 3,825 | 336 | 173 | 59 | 7 | 34 |
| Special education services | 72 | 334 | 171 | 51 | 11 | 38 |
| Special education services with alternate assessments | 18 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 3,842 | 333 | 173 | 60 | 7 | 33 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 3,898 | 334 | 173 | 59 | 7 | 33 |
| Military | 29 | 422 | 145 | 31 | 21 | 48 |
| Not military | 3,885 | 332 | 173 | 60 | 7 | 33 |
| Homeless | 171 | 256 | 139 | 80 | 5 | 15 |
| Not homeless | 3,743 | 336 | 173 | 59 | 8 | 34 |

Table 4.D.11 Demographic Summary for Grade Ten—Oral Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,397 | 338 | 165 | 58 | 10 | 32 |
| Male | 1,274 | 327 | 163 | 61 | 9 | 30 |
| Female | 1,123 | 350 | 167 | 55 | 11 | 34 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 6 | N/A | N/A | N/A | N/A | N/A |
| Asian | 420 | 423 | 158 | 38 | 12 | 50 |
| Native Hawaiian or Other Pacific Islander | 13 | 380 | 139 | 46 | 8 | 46 |
| Filipino | 92 | 485 | 95 | 10 | 17 | 73 |
| Hispanic or Latino | 1,559 | 291 | 150 | 70 | 9 | 21 |
| Black or African American | 22 | 423 | 133 | 23 | 32 | 45 |
| White | 216 | 417 | 172 | 39 | 9 | 52 |
| Two or more races | 69 | 384 | 172 | 48 | 7 | 45 |
| Economically disadvantaged | 1,120 | 298 | 151 | 68 | 10 | 22 |
| Not economically disadvantaged | 1,277 | 373 | 169 | 49 | 10 | 41 |
| Calculated ELAS: EL | 1,782 | 260 | 112 | 78 | 13 | 9 |
| Calculated ELAS: IFEP | 615 | 562 | 45 | 0 | 1 | 99 |
| Migrant education | 56 | 251 | 126 | 80 | 9 | 11 |
| Not migrant education | 2,341 | 340 | 166 | 58 | 10 | 32 |
| Special education services | 49 | 290 | 182 | 63 | 10 | 27 |
| Special education services with alternate assessments | 21 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 2,348 | 339 | 165 | 58 | 10 | 32 |
| Using accommodations | 1 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,377 | 339 | 165 | 58 | 10 | 32 |
| Military | 22 | 401 | 184 | 36 | 5 | 59 |
| Not military | 2,375 | 337 | 165 | 58 | 10 | 32 |
| Homeless | 128 | 287 | 152 | 72 | 10 | 18 |
| Not homeless | 2,269 | 341 | 165 | 57 | 10 | 33 |

Table 4.D.12 Demographic Summary for Grade Eleven—Oral Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 1,849 | 351 | 169 | 55 | 10 | 35 |
| Male | 985 | 344 | 168 | 56 | 10 | 34 |
| Female | 864 | 360 | 168 | 53 | 10 | 37 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 6 | N/A | N/A | N/A | N/A | N/A |
| Asian | 356 | 421 | 151 | 37 | 15 | 48 |
| Native Hawaiian or Other Pacific Islander | 5 | N/A | N/A | N/A | N/A | N/A |
| Filipino | 81 | 462 | 106 | 19 | 23 | 58 |
| Hispanic or Latino | 1,144 | 304 | 161 | 67 | 7 | 25 |
| Black or African American | 16 | 399 | 158 | 56 | 0 | 44 |
| White | 174 | 437 | 162 | 33 | 10 | 57 |
| Two or more races | 67 | 419 | 174 | 36 | 9 | 55 |
| Economically disadvantaged | 924 | 303 | 156 | 67 | 9 | 23 |
| Not economically disadvantaged | 925 | 399 | 167 | 43 | 10 | 47 |
| Calculated ELAS: EL | 1,304 | 263 | 114 | 78 | 14 | 9 |
| Calculated ELAS: IFEP | 545 | 563 | 44 | 0 | 1 | 99 |
| Migrant education | 36 | 253 | 129 | 86 | 3 | 11 |
| Not migrant education | 1,813 | 353 | 169 | 54 | 10 | 36 |
| Special education services | 42 | 274 | 157 | 67 | 10 | 24 |
| Special education services with alternate assessments | 17 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 1,807 | 353 | 168 | 55 | 10 | 36 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 1,831 | 353 | 168 | 54 | 10 | 36 |
| Military | 20 | 425 | 163 | 35 | 10 | 55 |
| Not military | 1,829 | 351 | 168 | 55 | 10 | 35 |
| Homeless | 116 | 299 | 157 | 66 | 9 | 24 |
| Not homeless | 1,733 | 355 | 169 | 54 | 10 | 36 |

Table 4.D.13 Demographic Summary for Grade Twelve—Oral Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 1,135 | 377 | 170 | 45 | 14 | 41 |
| Male | 572 | 362 | 170 | 49 | 14 | 37 |
| Female | 563 | 393 | 169 | 42 | 13 | 45 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 2 | N/A | N/A | N/A | N/A | N/A |
| Asian | 233 | 426 | 154 | 31 | 19 | 49 |
| Native Hawaiian or Other Pacific Islander | 10 | N/A | N/A | N/A | N/A | N/A |
| Filipino | 49 | 488 | 100 | 10 | 29 | 61 |
| Hispanic or Latino | 618 | 322 | 166 | 61 | 11 | 28 |
| Black or African American | 14 | 410 | 205 | 36 | 0 | 64 |
| White | 165 | 466 | 149 | 21 | 15 | 64 |
| Two or more races | 44 | 407 | 166 | 34 | 11 | 55 |
| Economically disadvantaged | 555 | 331 | 166 | 58 | 13 | 29 |
| Not economically disadvantaged | 580 | 422 | 162 | 33 | 15 | 52 |
| Calculated ELAS: EL | 731 | 275 | 119 | 70 | 21 | 9 |
| Calculated ELAS: IFEP | 404 | 563 | 48 | 0 | 1 | 98 |
| Migrant education | 15 | 259 | 121 | 80 | 7 | 13 |
| Not migrant education | 1,120 | 379 | 170 | 45 | 14 | 41 |
| Special education services | 67 | 209 | 128 | 85 | 6 | 9 |
| Special education services with alternate assessments | 49 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 1,068 | 388 | 167 | 43 | 14 | 43 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 1,086 | 388 | 167 | 43 | 14 | 43 |
| Military | 17 | 441 | 179 | 29 | 0 | 71 |
| Not military | 1,118 | 377 | 170 | 45 | 14 | 41 |
| Homeless | 68 | 341 | 163 | 59 | 10 | 31 |
| Not homeless | 1,067 | 380 | 171 | 44 | 14 | 42 |

Table 4.D.14 Demographic Summary for Kindergarten—Written Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 123,857 | 290 | 108 | 79 | 12 | 9 |
| Male | 63,111 | 286 | 109 | 80 | 11 | 9 |
| Female | 60,740 | 295 | 106 | 79 | 13 | 9 |
| Nonbinary | 6 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 227 | 310 | 121 | 71 | 16 | 13 |
| Asian | 21,477 | 381 | 124 | 49 | 23 | 29 |
| Native Hawaiian or Other Pacific Islander | 258 | 308 | 108 | 76 | 13 | 11 |
| Filipino | 1,038 | 374 | 112 | 50 | 27 | 23 |
| Hispanic or Latino | 90,580 | 263 | 87 | 89 | 8 | 3 |
| Black or African American | 702 | 344 | 119 | 59 | 22 | 19 |
| White | 7,018 | 326 | 114 | 66 | 20 | 14 |
| Two or more races | 2,557 | 337 | 127 | 63 | 18 | 19 |
| Economically disadvantaged | 68,454 | 261 | 87 | 89 | 8 | 3 |
| Not economically disadvantaged | 55,403 | 327 | 120 | 67 | 17 | 16 |
| Calculated ELAS: EL | 101,360 | 263 | 87 | 88 | 9 | 3 |
| Calculated ELAS: IFEP | 22,497 | 413 | 108 | 40 | 26 | 34 |
| Migrant education | 2,252 | 225 | 74 | 96 | 3 | 1 |
| Not migrant education | 121,605 | 292 | 108 | 79 | 12 | 9 |
| Special education services | 11,882 | 246 | 92 | 90 | 7 | 3 |
| Special education services with alternate assessments | 581 | 150 | 4 | 100 | 0 | 0 |
| No special education services | 111,975 | 295 | 108 | 78 | 12 | 9 |
| Using accommodations | 112 | 252 | 91 | 90 | 7 | 3 |
| Not using accommodations | 123,167 | 291 | 108 | 79 | 12 | 9 |
| Military | 574 | 301 | 105 | 79 | 12 | 9 |
| Not military | 123,283 | 290 | 108 | 79 | 12 | 9 |
| Homeless | 3,608 | 243 | 84 | 92 | 5 | 2 |
| Not homeless | 120,249 | 292 | 108 | 79 | 12 | 9 |

Table 4.D.15 Demographic Summary for Grade One—Written Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 5,606 | 355 | 140 | 54 | 21 | 24 |
| Male | 2,907 | 350 | 141 | 56 | 20 | 24 |
| Female | 2,697 | 360 | 138 | 52 | 23 | 25 |
| Nonbinary | 2 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 13 | 362 | 110 | 54 | 31 | 15 |
| Asian | 1,856 | 433 | 133 | 29 | 25 | 46 |
| Native Hawaiian or Other Pacific Islander | 35 | 363 | 132 | 57 | 20 | 23 |
| Filipino | 95 | 404 | 112 | 40 | 25 | 35 |
| Hispanic or Latino | 2,645 | 294 | 117 | 74 | 17 | 9 |
| Black or African American | 51 | 349 | 108 | 55 | 29 | 16 |
| White | 699 | 362 | 130 | 49 | 28 | 23 |
| Two or more races | 212 | 386 | 144 | 43 | 22 | 35 |
| Economically disadvantaged | 2,283 | 293 | 116 | 75 | 17 | 8 |
| Not economically disadvantaged | 3,323 | 397 | 139 | 40 | 24 | 36 |
| Calculated ELAS: EL | 3,978 | 290 | 104 | 75 | 21 | 4 |
| Calculated ELAS: IFEP | 1,628 | 513 | 75 | 3 | 22 | 75 |
| Migrant education | 102 | 240 | 91 | 93 | 6 | 1 |
| Not migrant education | 5,504 | 357 | 140 | 53 | 22 | 25 |
| Special education services | 253 | 273 | 128 | 78 | 14 | 8 |
| Special education services with alternate assessments | 38 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 5,353 | 359 | 139 | 53 | 22 | 25 |
| Using accommodations | 3 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 5,565 | 356 | 139 | 54 | 22 | 25 |
| Military | 60 | 400 | 108 | 38 | 28 | 33 |
| Not military | 5,546 | 354 | 140 | 54 | 21 | 24 |
| Homeless | 273 | 266 | 114 | 84 | 10 | 7 |
| Not homeless | 5,333 | 359 | 139 | 53 | 22 | 25 |

Table 4.D.16 Demographic Summary for Grade Two—Written Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 3,236 | 361 | 134 | 53 | 22 | 25 |
| Male | 1,684 | 360 | 134 | 53 | 22 | 25 |
| Female | 1,551 | 362 | 133 | 54 | 21 | 25 |
| Nonbinary | 1 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 5 | N/A | N/A | N/A | N/A | N/A |
| Asian | 1,031 | 426 | 132 | 32 | 23 | 45 |
| Native Hawaiian or Other Pacific Islander | 17 | 380 | 118 | 41 | 35 | 24 |
| Filipino | 61 | 421 | 114 | 30 | 34 | 36 |
| Hispanic or Latino | 1,604 | 311 | 117 | 71 | 19 | 11 |
| Black or African American | 29 | 383 | 96 | 38 | 45 | 17 |
| White | 373 | 373 | 128 | 48 | 24 | 28 |
| Two or more races | 116 | 393 | 125 | 41 | 26 | 33 |
| Economically disadvantaged | 1,318 | 307 | 120 | 71 | 18 | 12 |
| Not economically disadvantaged | 1,918 | 398 | 130 | 41 | 24 | 34 |
| Calculated ELAS: EL | 2,266 | 295 | 96 | 76 | 22 | 2 |
| Calculated ELAS: IFEP | 970 | 514 | 66 | 1 | 20 | 79 |
| Migrant education | 62 | 255 | 99 | 87 | 8 | 5 |
| Not migrant education | 3,174 | 363 | 133 | 53 | 22 | 26 |
| Special education services | 103 | 304 | 126 | 62 | 26 | 12 |
| Special education services with alternate assessments | 12 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 3,133 | 363 | 134 | 53 | 21 | 26 |
| Using accommodations | 2 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 3,221 | 362 | 133 | 53 | 22 | 25 |
| Military | 38 | 438 | 120 | 24 | 18 | 58 |
| Not military | 3,198 | 360 | 134 | 54 | 22 | 25 |
| Homeless | 164 | 292 | 108 | 82 | 11 | 7 |
| Not homeless | 3,072 | 364 | 134 | 52 | 22 | 26 |

Table 4.D.17 Demographic Summary for Grade Three—Written Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,894 | 275 | 133 | 71 | 16 | 12 |
| Male | 1,500 | 269 | 130 | 73 | 16 | 12 |
| Female | 1,393 | 281 | 135 | 70 | 17 | 13 |
| Nonbinary | 1 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 7 | N/A | N/A | N/A | N/A | N/A |
| Asian | 872 | 328 | 144 | 55 | 22 | 23 |
| Native Hawaiian or Other Pacific Islander | 20 | 239 | 111 | 75 | 20 | 5 |
| Filipino | 68 | 353 | 117 | 51 | 24 | 25 |
| Hispanic or Latino | 1,458 | 232 | 108 | 84 | 11 | 4 |
| Black or African American | 32 | 287 | 122 | 69 | 22 | 9 |
| White | 344 | 293 | 137 | 65 | 20 | 15 |
| Two or more races | 93 | 316 | 143 | 57 | 20 | 23 |
| Economically disadvantaged | 1,208 | 224 | 104 | 86 | 9 | 4 |
| Not economically disadvantaged | 1,686 | 311 | 139 | 60 | 21 | 18 |
| Calculated ELAS: EL | 2,281 | 221 | 88 | 90 | 10 | 0 |
| Calculated ELAS: IFEP | 613 | 473 | 65 | 3 | 40 | 57 |
| Migrant education | 65 | 184 | 59 | 97 | 3 | 0 |
| Not migrant education | 2,829 | 277 | 133 | 71 | 17 | 13 |
| Special education services | 72 | 237 | 99 | 85 | 11 | 4 |
| Special education services with alternate assessments | 4 | N/A | N/A | N/A | N/A | N/A |
| No special education services | 2,822 | 276 | 133 | 71 | 17 | 13 |
| Using accommodations | 1 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,889 | 275 | 133 | 71 | 16 | 12 |
| Military | 30 | 315 | 99 | 73 | 20 | 7 |
| Not military | 2,864 | 274 | 133 | 71 | 16 | 12 |
| Homeless | 174 | 205 | 88 | 93 | 5 | 2 |
| Not homeless | 2,720 | 279 | 134 | 70 | 17 | 13 |

Table 4.D.18 Demographic Summary for Grade Four—Written Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,508 | 292 | 146 | 65 | 17 | 18 |
| Male | 1,310 | 287 | 146 | 67 | 15 | 18 |
| Female | 1,198 | 298 | 147 | 63 | 18 | 19 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 5 | N/A | N/A | N/A | N/A | N/A |
| Asian | 711 | 347 | 156 | 48 | 20 | 31 |
| Native Hawaiian or Other Pacific Islander | 15 | 386 | 112 | 27 | 33 | 40 |
| Filipino | 68 | 397 | 122 | 35 | 34 | 31 |
| Hispanic or Latino | 1,328 | 249 | 126 | 78 | 13 | 9 |
| Black or African American | 36 | 318 | 129 | 56 | 33 | 11 |
| White | 268 | 315 | 153 | 60 | 16 | 24 |
| Two or more races | 77 | 322 | 147 | 57 | 17 | 26 |
| Economically disadvantaged | 1,082 | 248 | 121 | 78 | 15 | 8 |
| Not economically disadvantaged | 1,426 | 326 | 154 | 56 | 18 | 26 |
| Calculated ELAS: EL | 1,813 | 217 | 87 | 89 | 10 | 0 |
| Calculated ELAS: IFEP | 695 | 487 | 68 | 2 | 33 | 66 |
| Migrant education | 68 | 201 | 79 | 93 | 7 | 0 |
| Not migrant education | 2,440 | 295 | 147 | 64 | 17 | 19 |
| Special education services | 72 | 246 | 123 | 81 | 8 | 11 |
| Special education services with alternate assessments | 9 | N/A | N/A | N/A | N/A | N/A |
| No special education services | 2,436 | 293 | 147 | 65 | 17 | 19 |
| Using accommodations | 1 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,498 | 293 | 146 | 65 | 17 | 18 |
| Military | 30 | 342 | 138 | 47 | 33 | 20 |
| Not military | 2,478 | 291 | 146 | 65 | 16 | 18 |
| Homeless | 164 | 218 | 102 | 87 | 9 | 4 |
| Not homeless | 2,344 | 297 | 148 | 64 | 17 | 19 |

Table 4.D.19 Demographic Summary for Grade Five—Written Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,245 | 312 | 156 | 61 | 15 | 25 |
| Male | 1,092 | 302 | 153 | 63 | 14 | 23 |
| Female | 1,153 | 321 | 159 | 58 | 16 | 27 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 3 | N/A | N/A | N/A | N/A | N/A |
| Asian | 607 | 366 | 163 | 46 | 16 | 38 |
| Native Hawaiian or Other Pacific Islander | 16 | 353 | 140 | 56 | 19 | 25 |
| Filipino | 66 | 406 | 126 | 38 | 32 | 30 |
| Hispanic or Latino | 1,200 | 270 | 141 | 72 | 13 | 16 |
| Black or African American | 26 | 365 | 117 | 38 | 38 | 23 |
| White | 255 | 341 | 161 | 54 | 15 | 31 |
| Two or more races | 72 | 334 | 151 | 53 | 19 | 28 |
| Economically disadvantaged | 999 | 271 | 140 | 71 | 13 | 15 |
| Not economically disadvantaged | 1,246 | 345 | 161 | 52 | 16 | 32 |
| Calculated ELAS: EL | 1,512 | 219 | 89 | 89 | 10 | 1 |
| Calculated ELAS: IFEP | 733 | 502 | 67 | 1 | 25 | 74 |
| Migrant education | 56 | 203 | 105 | 89 | 5 | 5 |
| Not migrant education | 2,189 | 315 | 156 | 60 | 15 | 25 |
| Special education services | 69 | 291 | 147 | 62 | 20 | 17 |
| Special education services with alternate assessments | 9 | N/A | N/A | N/A | N/A | N/A |
| No special education services | 2,176 | 313 | 157 | 60 | 15 | 25 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,236 | 313 | 156 | 60 | 15 | 25 |
| Military | 19 | 407 | 153 | 37 | 16 | 47 |
| Not military | 2,226 | 311 | 156 | 61 | 15 | 24 |
| Homeless | 125 | 256 | 136 | 73 | 12 | 15 |
| Not homeless | 2,120 | 315 | 157 | 60 | 15 | 25 |

Table 4.D.20 Demographic Summary for Grade Six—Written Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,240 | 319 | 116 | 63 | 22 | 15 |
| Male | 1,132 | 316 | 114 | 65 | 22 | 14 |
| Female | 1,108 | 323 | 118 | 61 | 23 | 15 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 3 | N/A | N/A | N/A | N/A | N/A |
| Asian | 579 | 366 | 108 | 48 | 28 | 24 |
| Native Hawaiian or Other Pacific Islander | 11 | 317 | 94 | 64 | 36 | 0 |
| Filipino | 65 | 407 | 64 | 25 | 45 | 31 |
| Hispanic or Latino | 1,223 | 282 | 108 | 76 | 17 | 7 |
| Black or African American | 20 | 358 | 103 | 50 | 25 | 25 |
| White | 248 | 356 | 113 | 52 | 25 | 23 |
| Two or more races | 91 | 349 | 116 | 52 | 29 | 20 |
| Economically disadvantaged | 1,016 | 283 | 106 | 75 | 18 | 6 |
| Not economically disadvantaged | 1,224 | 349 | 115 | 53 | 26 | 21 |
| Calculated ELAS: EL | 1,566 | 264 | 86 | 88 | 12 | 0 |
| Calculated ELAS: IFEP | 674 | 448 | 61 | 6 | 46 | 48 |
| Migrant education | 60 | 226 | 95 | 90 | 8 | 2 |
| Not migrant education | 2,180 | 322 | 115 | 62 | 23 | 15 |
| Special education services | 64 | 300 | 113 | 69 | 22 | 9 |
| Special education services with alternate assessments | 11 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 2,176 | 320 | 116 | 63 | 22 | 15 |
| Using accommodations | 1 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,227 | 320 | 115 | 63 | 23 | 15 |
| Military | 27 | 370 | 87 | 44 | 33 | 22 |
| Not military | 2,213 | 319 | 116 | 63 | 22 | 14 |
| Homeless | 117 | 260 | 104 | 82 | 13 | 5 |
| Not homeless | 2,123 | 323 | 115 | 62 | 23 | 15 |

Table 4.D.21 Demographic Summary for Grade Seven—Written Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,209 | 319 | 113 | 65 | 22 | 14 |
| Male | 1,132 | 314 | 112 | 64 | 23 | 12 |
| Female | 1,076 | 323 | 113 | 65 | 20 | 15 |
| Nonbinary | 1 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 1 | N/A | N/A | N/A | N/A | N/A |
| Asian | 503 | 373 | 107 | 49 | 25 | 26 |
| Native Hawaiian or Other Pacific Islander | 16 | 337 | 100 | 56 | 31 | 13 |
| Filipino | 88 | 391 | 80 | 39 | 42 | 19 |
| Hispanic or Latino | 1,267 | 285 | 104 | 76 | 17 | 7 |
| Black or African American | 18 | 394 | 96 | 39 | 28 | 33 |
| White | 240 | 348 | 113 | 55 | 28 | 18 |
| Two or more races | 76 | 329 | 117 | 61 | 21 | 18 |
| Economically disadvantaged | 1,044 | 291 | 107 | 75 | 18 | 7 |
| Not economically disadvantaged | 1,165 | 343 | 113 | 56 | 25 | 19 |
| Calculated ELAS: EL | 1,589 | 268 | 84 | 89 | 11 | 0 |
| Calculated ELAS: IFEP | 620 | 449 | 59 | 4 | 48 | 48 |
| Migrant education | 51 | 259 | 115 | 82 | 4 | 14 |
| Not migrant education | 2,158 | 320 | 113 | 65 | 22 | 14 |
| Special education services | 49 | 286 | 122 | 67 | 27 | 6 |
| Special education services with alternate assessments | 11 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 2,160 | 319 | 113 | 65 | 21 | 14 |
| Using accommodations | 3 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,195 | 320 | 113 | 65 | 22 | 14 |
| Military | 16 | 362 | 154 | 56 | 19 | 25 |
| Not military | 2,193 | 318 | 113 | 65 | 22 | 13 |
| Homeless | 157 | 284 | 100 | 79 | 17 | 4 |
| Not homeless | 2,052 | 321 | 113 | 64 | 22 | 14 |

Table 4.D.22 Demographic Summary for Grade Eight—Written Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 1,960 | 326 | 119 | 62 | 21 | 17 |
| Male | 1,004 | 321 | 117 | 64 | 22 | 15 |
| Female | 956 | 330 | 122 | 61 | 20 | 19 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 3 | N/A | N/A | N/A | N/A | N/A |
| Asian | 452 | 384 | 114 | 44 | 25 | 30 |
| Native Hawaiian or Other Pacific Islander | 16 | 332 | 78 | 81 | 13 | 6 |
| Filipino | 73 | 402 | 75 | 19 | 62 | 19 |
| Hispanic or Latino | 1,165 | 292 | 111 | 75 | 15 | 10 |
| Black or African American | 21 | 392 | 98 | 33 | 33 | 33 |
| White | 181 | 349 | 120 | 53 | 24 | 23 |
| Two or more races | 49 | 356 | 122 | 47 | 37 | 16 |
| Economically disadvantaged | 963 | 296 | 114 | 72 | 17 | 11 |
| Not economically disadvantaged | 997 | 354 | 117 | 53 | 25 | 22 |
| Calculated ELAS: EL | 1,381 | 268 | 84 | 88 | 12 | 0 |
| Calculated ELAS: IFEP | 579 | 463 | 65 | 2 | 42 | 56 |
| Migrant education | 39 | 255 | 104 | 85 | 13 | 3 |
| Not migrant education | 1,921 | 327 | 119 | 62 | 21 | 17 |
| Special education services | 57 | 304 | 131 | 61 | 26 | 12 |
| Special education services with alternate assessments | 15 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 1,903 | 326 | 119 | 62 | 21 | 17 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 1,944 | 327 | 119 | 62 | 21 | 17 |
| Military | 18 | 388 | 78 | 50 | 17 | 33 |
| Not military | 1,942 | 325 | 119 | 63 | 21 | 17 |
| Homeless | 146 | 314 | 110 | 66 | 24 | 10 |
| Not homeless | 1,814 | 326 | 120 | 62 | 21 | 17 |

Table 4.D.23 Demographic Summary for Grade Nine—Written Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 3,914 | 316 | 126 | 66 | 16 | 18 |
| Male | 2,087 | 302 | 122 | 70 | 16 | 15 |
| Female | 1,824 | 331 | 128 | 61 | 17 | 22 |
| Nonbinary | 3 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 4 | N/A | N/A | N/A | N/A | N/A |
| Asian | 701 | 406 | 119 | 35 | 24 | 41 |
| Native Hawaiian or Other Pacific Islander | 15 | 356 | 124 | 53 | 20 | 27 |
| Filipino | 135 | 421 | 97 | 27 | 33 | 40 |
| Hispanic or Latino | 2,590 | 278 | 110 | 79 | 12 | 9 |
| Black or African American | 33 | 352 | 127 | 48 | 24 | 27 |
| White | 312 | 377 | 121 | 42 | 25 | 33 |
| Two or more races | 124 | 313 | 121 | 67 | 15 | 19 |
| Economically disadvantaged | 1,591 | 288 | 111 | 76 | 14 | 10 |
| Not economically disadvantaged | 2,323 | 334 | 132 | 59 | 18 | 24 |
| Calculated ELAS: EL | 2,859 | 256 | 84 | 89 | 10 | 1 |
| Calculated ELAS: IFEP | 1,055 | 477 | 62 | 2 | 33 | 65 |
| Migrant education | 89 | 238 | 87 | 91 | 7 | 2 |
| Not migrant education | 3,825 | 317 | 126 | 65 | 17 | 18 |
| Special education services | 72 | 285 | 124 | 71 | 18 | 11 |
| Special education services with alternate assessments | 18 | 164 | 41 | 100 | 0 | 0 |
| No special education services | 3,842 | 316 | 126 | 65 | 16 | 18 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 3,898 | 316 | 125 | 65 | 16 | 18 |
| Military | 29 | 383 | 102 | 38 | 38 | 24 |
| Not military | 3,885 | 315 | 126 | 66 | 16 | 18 |
| Homeless | 171 | 261 | 102 | 88 | 6 | 6 |
| Not homeless | 3,743 | 318 | 126 | 65 | 17 | 19 |

Table 4.D.24 Demographic Summary for Grade Ten—Written Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,397 | 320 | 122 | 65 | 18 | 17 |
| Male | 1,274 | 310 | 120 | 68 | 17 | 15 |
| Female | 1,123 | 331 | 124 | 62 | 19 | 20 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 6 | N/A | N/A | N/A | N/A | N/A |
| Asian | 420 | 386 | 121 | 45 | 20 | 35 |
| Native Hawaiian or Other Pacific Islander | 13 | 337 | 95 | 62 | 15 | 23 |
| Filipino | 92 | 423 | 82 | 22 | 45 | 34 |
| Hispanic or Latino | 1,559 | 287 | 110 | 76 | 14 | 9 |
| Black or African American | 22 | 377 | 111 | 36 | 36 | 27 |
| White | 216 | 372 | 125 | 44 | 24 | 32 |
| Two or more races | 69 | 342 | 126 | 61 | 12 | 28 |
| Economically disadvantaged | 1,120 | 291 | 114 | 76 | 13 | 11 |
| Not economically disadvantaged | 1,277 | 345 | 123 | 56 | 21 | 23 |
| Calculated ELAS: EL | 1,782 | 266 | 86 | 87 | 13 | 1 |
| Calculated ELAS: IFEP | 615 | 476 | 62 | 2 | 32 | 66 |
| Migrant education | 56 | 265 | 90 | 91 | 4 | 5 |
| Not migrant education | 2,341 | 321 | 122 | 64 | 18 | 18 |
| Special education services | 49 | 260 | 133 | 73 | 14 | 12 |
| Special education services with alternate assessments | 21 | 172 | 77 | 95 | 0 | 5 |
| No special education services | 2,348 | 321 | 121 | 65 | 18 | 17 |
| Using accommodations | 1 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,377 | 321 | 121 | 65 | 18 | 17 |
| Military | 22 | 374 | 139 | 41 | 14 | 45 |
| Not military | 2,375 | 319 | 122 | 65 | 18 | 17 |
| Homeless | 128 | 287 | 109 | 78 | 13 | 9 |
| Not homeless | 2,269 | 322 | 122 | 64 | 18 | 18 |

Table 4.D.25 Demographic Summary for Grade Eleven—Written Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 1,849 | 330 | 124 | 60 | 20 | 20 |
| Male | 985 | 322 | 125 | 63 | 19 | 18 |
| Female | 864 | 340 | 124 | 58 | 20 | 22 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 6 | N/A | N/A | N/A | N/A | N/A |
| Asian | 356 | 382 | 114 | 44 | 26 | 30 |
| Native Hawaiian or Other Pacific Islander | 5 | N/A | N/A | N/A | N/A | N/A |
| Filipino | 81 | 405 | 82 | 28 | 36 | 36 |
| Hispanic or Latino | 1,144 | 297 | 119 | 72 | 16 | 13 |
| Black or African American | 16 | 376 | 111 | 56 | 13 | 31 |
| White | 174 | 382 | 118 | 42 | 25 | 33 |
| Two or more races | 67 | 381 | 137 | 46 | 15 | 39 |
| Economically disadvantaged | 924 | 296 | 115 | 73 | 16 | 12 |
| Not economically disadvantaged | 925 | 364 | 124 | 48 | 24 | 28 |
| Calculated ELAS: EL | 1,304 | 269 | 89 | 85 | 15 | 1 |
| Calculated ELAS: IFEP | 545 | 475 | 62 | 3 | 32 | 66 |
| Migrant education | 36 | 258 | 87 | 89 | 8 | 3 |
| Not migrant education | 1,813 | 331 | 125 | 60 | 20 | 20 |
| Special education services | 42 | 255 | 133 | 74 | 19 | 7 |
| Special education services with alternate assessments | 17 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 1,807 | 332 | 124 | 60 | 20 | 20 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 1,831 | 332 | 124 | 60 | 20 | 20 |
| Military | 20 | 382 | 109 | 35 | 25 | 40 |
| Not military | 1,829 | 329 | 124 | 61 | 20 | 20 |
| Homeless | 116 | 294 | 111 | 72 | 19 | 9 |
| Not homeless | 1,733 | 332 | 125 | 60 | 20 | 21 |

Table 4.D.26 Demographic Summary for Grade Twelve—Written Language Composite

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 1,135 | 354 | 128 | 50 | 24 | 27 |
| Male | 572 | 340 | 130 | 54 | 24 | 22 |
| Female | 563 | 368 | 124 | 45 | 24 | 31 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 2 | N/A | N/A | N/A | N/A | N/A |
| Asian | 233 | 395 | 123 | 33 | 31 | 35 |
| Native Hawaiian or Other Pacific Islander | 10 | N/A | N/A | N/A | N/A | N/A |
| Filipino | 49 | 434 | 85 | 18 | 35 | 47 |
| Hispanic or Latino | 618 | 314 | 123 | 66 | 17 | 17 |
| Black or African American | 14 | 346 | 159 | 43 | 7 | 50 |
| White | 165 | 414 | 107 | 24 | 31 | 45 |
| Two or more races | 44 | 360 | 123 | 43 | 39 | 18 |
| Economically disadvantaged | 555 | 320 | 121 | 63 | 20 | 17 |
| Not economically disadvantaged | 580 | 385 | 126 | 37 | 28 | 35 |
| Calculated ELAS: EL | 731 | 282 | 95 | 76 | 22 | 1 |
| Calculated ELAS: IFEP | 404 | 483 | 59 | 1 | 26 | 73 |
| Migrant education | 15 | 270 | 79 | 87 | 13 | 0 |
| Not migrant education | 1,120 | 355 | 128 | 49 | 24 | 27 |
| Special education services | 67 | 197 | 101 | 93 | 1 | 6 |
| Special education services with alternate assessments | 49 | 153 | 24 | 100 | 0 | 0 |
| No special education services | 1,068 | 363 | 123 | 47 | 25 | 28 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 1,086 | 363 | 123 | 47 | 25 | 28 |
| Military | 17 | 379 | 120 | 29 | 29 | 41 |
| Not military | 1,118 | 353 | 128 | 50 | 24 | 26 |
| Homeless | 68 | 330 | 106 | 57 | 26 | 16 |
| Not homeless | 1,067 | 355 | 129 | 49 | 24 | 27 |

Table 4.D.27 Demographic Summary for Kindergarten—Overall Score

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 123,857 | 334 | 124 | 60 | 22 | 18 |
| Male | 63,111 | 319 | 122 | 65 | 20 | 15 |
| Female | 60,740 | 349 | 125 | 55 | 24 | 22 |
| Nonbinary | 6 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 227 | 348 | 127 | 54 | 24 | 22 |
| Asian | 21,477 | 388 | 128 | 42 | 25 | 33 |
| Native Hawaiian or Other Pacific Islander | 258 | 346 | 114 | 57 | 26 | 17 |
| Filipino | 1,038 | 400 | 112 | 37 | 29 | 33 |
| Hispanic or Latino | 90,580 | 316 | 118 | 66 | 21 | 13 |
| Black or African American | 702 | 371 | 128 | 47 | 24 | 29 |
| White | 7,018 | 366 | 133 | 48 | 24 | 28 |
| Two or more races | 2,557 | 373 | 136 | 47 | 22 | 31 |
| Economically disadvantaged | 68,454 | 310 | 116 | 68 | 20 | 12 |
| Not economically disadvantaged | 55,403 | 362 | 129 | 50 | 24 | 26 |
| Calculated ELAS: EL | 101,360 | 293 | 95 | 73 | 27 | 0 |
| Calculated ELAS: IFEP | 22,497 | 519 | 49 | 0 | 0 | 100 |
| Migrant education | 2,252 | 255 | 109 | 82 | 12 | 5 |
| Not migrant education | 121,605 | 335 | 124 | 60 | 22 | 18 |
| Special education services | 11,882 | 260 | 108 | 83 | 12 | 5 |
| Special education services with alternate assessments | 581 | 150 | 5 | 100 | 0 | 0 |
| No special education services | 111,975 | 341 | 123 | 58 | 23 | 20 |
| Using accommodations | 112 | 260 | 114 | 82 | 12 | 6 |
| Not using accommodations | 123,167 | 335 | 124 | 60 | 22 | 18 |
| Military | 574 | 353 | 118 | 54 | 26 | 20 |
| Not military | 123,283 | 334 | 124 | 60 | 22 | 18 |
| Homeless | 3,608 | 285 | 117 | 75 | 16 | 9 |
| Not homeless | 120,249 | 335 | 124 | 60 | 22 | 18 |

Table 4.D.28 Demographic Summary for Grade One—Overall Score

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 5,606 | 354 | 140 | 51 | 20 | 29 |
| Male | 2,907 | 347 | 140 | 53 | 20 | 27 |
| Female | 2,697 | 362 | 140 | 48 | 21 | 31 |
| Nonbinary | 2 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 13 | 362 | 111 | 38 | 38 | 23 |
| Asian | 1,856 | 421 | 132 | 31 | 19 | 49 |
| Native Hawaiian or Other Pacific Islander | 35 | 356 | 126 | 49 | 29 | 23 |
| Filipino | 95 | 404 | 111 | 36 | 33 | 32 |
| Hispanic or Latino | 2,645 | 301 | 126 | 66 | 20 | 13 |
| Black or African American | 51 | 351 | 123 | 49 | 27 | 24 |
| White | 699 | 362 | 137 | 48 | 20 | 32 |
| Two or more races | 212 | 385 | 140 | 41 | 21 | 39 |
| Economically disadvantaged | 2,283 | 298 | 121 | 68 | 20 | 12 |
| Not economically disadvantaged | 3,323 | 393 | 139 | 39 | 20 | 41 |
| Calculated ELAS: EL | 3,978 | 285 | 102 | 71 | 29 | 0 |
| Calculated ELAS: IFEP | 1,628 | 522 | 47 | 0 | 0 | 100 |
| Migrant education | 102 | 232 | 96 | 88 | 9 | 3 |
| Not migrant education | 5,504 | 356 | 140 | 50 | 21 | 30 |
| Special education services | 253 | 276 | 126 | 73 | 15 | 11 |
| Special education services with alternate assessments | 38 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 5,353 | 358 | 140 | 50 | 21 | 30 |
| Using accommodations | 3 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 5,565 | 356 | 140 | 50 | 20 | 29 |
| Military | 60 | 404 | 114 | 35 | 28 | 37 |
| Not military | 5,546 | 354 | 140 | 51 | 20 | 29 |
| Homeless | 273 | 268 | 123 | 76 | 13 | 11 |
| Not homeless | 5,333 | 359 | 139 | 49 | 21 | 30 |

Table 4.D.29 Demographic Summary for Grade Two—Overall Score

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 3,236 | 363 | 132 | 49 | 21 | 30 |
| Male | 1,684 | 361 | 132 | 49 | 21 | 30 |
| Female | 1,551 | 364 | 132 | 49 | 21 | 30 |
| Nonbinary | 1 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 5 | N/A | N/A | N/A | N/A | N/A |
| Asian | 1,031 | 422 | 127 | 30 | 20 | 49 |
| Native Hawaiian or Other Pacific Islander | 17 | 382 | 117 | 35 | 41 | 24 |
| Filipino | 61 | 422 | 90 | 25 | 34 | 41 |
| Hispanic or Latino | 1,604 | 315 | 120 | 65 | 20 | 16 |
| Black or African American | 29 | 397 | 77 | 31 | 52 | 17 |
| White | 373 | 376 | 129 | 44 | 23 | 33 |
| Two or more races | 116 | 397 | 121 | 38 | 22 | 41 |
| Economically disadvantaged | 1,318 | 311 | 121 | 65 | 20 | 15 |
| Not economically disadvantaged | 1,918 | 398 | 128 | 38 | 22 | 40 |
| Calculated ELAS: EL | 2,266 | 297 | 98 | 70 | 30 | 0 |
| Calculated ELAS: IFEP | 970 | 516 | 45 | 0 | 0 | 100 |
| Migrant education | 62 | 257 | 98 | 84 | 11 | 5 |
| Not migrant education | 3,174 | 365 | 132 | 48 | 21 | 30 |
| Special education services | 103 | 323 | 128 | 56 | 27 | 17 |
| Special education services with alternate assessments | 12 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 3,133 | 364 | 132 | 49 | 21 | 30 |
| Using accommodations | 2 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 3,221 | 363 | 131 | 49 | 21 | 30 |
| Military | 38 | 449 | 103 | 21 | 18 | 61 |
| Not military | 3,198 | 362 | 132 | 49 | 21 | 30 |
| Homeless | 164 | 296 | 108 | 77 | 13 | 10 |
| Not homeless | 3,072 | 366 | 132 | 48 | 21 | 31 |

Table 4.D.30 Demographic Summary for Grade Three—Overall Score

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,894 | 306 | 140 | 63 | 16 | 21 |
| Male | 1,500 | 301 | 139 | 64 | 16 | 20 |
| Female | 1,393 | 312 | 141 | 62 | 16 | 22 |
| Nonbinary | 1 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 7 | N/A | N/A | N/A | N/A | N/A |
| Asian | 872 | 359 | 145 | 47 | 18 | 35 |
| Native Hawaiian or Other Pacific Islander | 20 | 288 | 102 | 70 | 25 | 5 |
| Filipino | 68 | 400 | 100 | 38 | 31 | 31 |
| Hispanic or Latino | 1,458 | 262 | 123 | 76 | 14 | 10 |
| Black or African American | 32 | 322 | 126 | 59 | 19 | 22 |
| White | 344 | 329 | 141 | 56 | 17 | 27 |
| Two or more races | 93 | 353 | 143 | 54 | 12 | 34 |
| Economically disadvantaged | 1,208 | 254 | 118 | 79 | 12 | 9 |
| Not economically disadvantaged | 1,686 | 344 | 143 | 51 | 19 | 30 |
| Calculated ELAS: EL | 2,281 | 252 | 103 | 80 | 20 | 0 |
| Calculated ELAS: IFEP | 613 | 508 | 41 | 0 | 0 | 100 |
| Migrant education | 65 | 199 | 78 | 94 | 5 | 2 |
| Not migrant education | 2,829 | 309 | 140 | 62 | 16 | 22 |
| Special education services | 72 | 295 | 119 | 71 | 13 | 17 |
| Special education services with alternate assessments | 4 | N/A | N/A | N/A | N/A | N/A |
| No special education services | 2,822 | 307 | 141 | 63 | 16 | 21 |
| Using accommodations | 1 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,889 | 307 | 140 | 63 | 16 | 21 |
| Military | 30 | 373 | 97 | 43 | 43 | 13 |
| Not military | 2,864 | 306 | 140 | 63 | 16 | 21 |
| Homeless | 174 | 231 | 102 | 85 | 10 | 5 |
| Not homeless | 2,720 | 311 | 141 | 61 | 16 | 22 |

Table 4.D.31 Demographic Summary for Grade Four—Overall Score

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,508 | 320 | 152 | 59 | 13 | 28 |
| Male | 1,310 | 314 | 152 | 62 | 12 | 26 |
| Female | 1,198 | 327 | 153 | 57 | 14 | 30 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 5 | N/A | N/A | N/A | N/A | N/A |
| Asian | 711 | 377 | 154 | 44 | 13 | 43 |
| Native Hawaiian or Other Pacific Islander | 15 | 418 | 114 | 27 | 20 | 53 |
| Filipino | 68 | 432 | 104 | 28 | 29 | 43 |
| Hispanic or Latino | 1,328 | 274 | 138 | 72 | 11 | 17 |
| Black or African American | 36 | 358 | 132 | 53 | 17 | 31 |
| White | 268 | 346 | 153 | 53 | 14 | 33 |
| Two or more races | 77 | 353 | 151 | 47 | 18 | 35 |
| Economically disadvantaged | 1,082 | 275 | 134 | 71 | 13 | 16 |
| Not economically disadvantaged | 1,426 | 354 | 157 | 51 | 13 | 37 |
| Calculated ELAS: EL | 1,813 | 243 | 100 | 82 | 18 | 0 |
| Calculated ELAS: IFEP | 695 | 520 | 44 | 0 | 0 | 100 |
| Migrant education | 68 | 216 | 94 | 88 | 7 | 4 |
| Not migrant education | 2,440 | 323 | 152 | 59 | 13 | 28 |
| Special education services | 72 | 287 | 126 | 75 | 10 | 15 |
| Special education services with alternate assessments | 9 | N/A | N/A | N/A | N/A | N/A |
| No special education services | 2,436 | 321 | 153 | 59 | 13 | 28 |
| Using accommodations | 1 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,498 | 321 | 152 | 59 | 13 | 28 |
| Military | 30 | 385 | 143 | 37 | 20 | 43 |
| Not military | 2,478 | 319 | 152 | 60 | 13 | 28 |
| Homeless | 164 | 241 | 118 | 82 | 10 | 9 |
| Not homeless | 2,344 | 326 | 153 | 58 | 13 | 29 |

Table 4.D.32 Demographic Summary for Grade Five—Overall Score

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,245 | 336 | 160 | 55 | 13 | 33 |
| Male | 1,092 | 328 | 158 | 58 | 11 | 32 |
| Female | 1,153 | 343 | 161 | 52 | 14 | 34 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 3 | N/A | N/A | N/A | N/A | N/A |
| Asian | 607 | 390 | 159 | 43 | 10 | 47 |
| Native Hawaiian or Other Pacific Islander | 16 | 398 | 139 | 31 | 38 | 31 |
| Filipino | 66 | 438 | 105 | 27 | 23 | 50 |
| Hispanic or Latino | 1,200 | 292 | 151 | 65 | 12 | 23 |
| Black or African American | 26 | 395 | 126 | 42 | 23 | 35 |
| White | 255 | 369 | 156 | 47 | 15 | 38 |
| Two or more races | 72 | 364 | 152 | 46 | 15 | 39 |
| Economically disadvantaged | 999 | 295 | 147 | 64 | 13 | 22 |
| Not economically disadvantaged | 1,246 | 368 | 162 | 47 | 12 | 41 |
| Calculated ELAS: EL | 1,512 | 242 | 100 | 81 | 19 | 0 |
| Calculated ELAS: IFEP | 733 | 529 | 46 | 0 | 0 | 100 |
| Migrant education | 56 | 217 | 116 | 89 | 2 | 9 |
| Not migrant education | 2,189 | 339 | 160 | 54 | 13 | 33 |
| Special education services | 69 | 325 | 154 | 55 | 14 | 30 |
| Special education services with alternate assessments | 9 | N/A | N/A | N/A | N/A | N/A |
| No special education services | 2,176 | 336 | 160 | 55 | 12 | 33 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,236 | 337 | 160 | 55 | 13 | 33 |
| Military | 19 | 435 | 154 | 32 | 5 | 63 |
| Not military | 2,226 | 335 | 160 | 55 | 13 | 32 |
| Homeless | 125 | 281 | 147 | 69 | 8 | 23 |
| Not homeless | 2,120 | 339 | 160 | 54 | 13 | 33 |

Table 4.D.33 Demographic Summary for Grade Six—Overall Score

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,240 | 341 | 141 | 53 | 17 | 30 |
| Male | 1,132 | 337 | 140 | 55 | 17 | 28 |
| Female | 1,108 | 345 | 142 | 51 | 18 | 32 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 3 | N/A | N/A | N/A | N/A | N/A |
| Asian | 579 | 395 | 130 | 40 | 17 | 43 |
| Native Hawaiian or Other Pacific Islander | 11 | 336 | 112 | 45 | 55 | 0 |
| Filipino | 65 | 454 | 66 | 11 | 34 | 55 |
| Hispanic or Latino | 1,223 | 296 | 135 | 64 | 16 | 20 |
| Black or African American | 20 | 395 | 123 | 45 | 15 | 40 |
| White | 248 | 385 | 134 | 41 | 21 | 38 |
| Two or more races | 91 | 382 | 140 | 40 | 18 | 43 |
| Economically disadvantaged | 1,016 | 298 | 133 | 64 | 18 | 18 |
| Not economically disadvantaged | 1,224 | 376 | 139 | 43 | 17 | 40 |
| Calculated ELAS: EL | 1,566 | 268 | 102 | 75 | 25 | 0 |
| Calculated ELAS: IFEP | 674 | 510 | 38 | 0 | 0 | 100 |
| Migrant education | 60 | 222 | 108 | 85 | 7 | 8 |
| Not migrant education | 2,180 | 344 | 141 | 52 | 18 | 31 |
| Special education services | 64 | 336 | 135 | 52 | 28 | 20 |
| Special education services with alternate assessments | 11 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 2,176 | 341 | 142 | 53 | 17 | 30 |
| Using accommodations | 1 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,227 | 342 | 141 | 52 | 17 | 30 |
| Military | 27 | 407 | 119 | 26 | 30 | 44 |
| Not military | 2,213 | 340 | 141 | 53 | 17 | 30 |
| Homeless | 117 | 268 | 124 | 73 | 17 | 10 |
| Not homeless | 2,123 | 345 | 141 | 51 | 17 | 31 |

Table 4.D.34 Demographic Summary for Grade Seven—Overall Score

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,209 | 334 | 139 | 56 | 16 | 28 |
| Male | 1,132 | 332 | 140 | 56 | 16 | 28 |
| Female | 1,076 | 337 | 138 | 57 | 15 | 28 |
| Nonbinary | 1 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 1 | N/A | N/A | N/A | N/A | N/A |
| Asian | 503 | 399 | 129 | 39 | 17 | 44 |
| Native Hawaiian or Other Pacific Islander | 16 | 367 | 119 | 44 | 38 | 19 |
| Filipino | 88 | 437 | 89 | 19 | 33 | 48 |
| Hispanic or Latino | 1,267 | 291 | 129 | 69 | 13 | 18 |
| Black or African American | 18 | 436 | 107 | 17 | 33 | 50 |
| White | 240 | 377 | 136 | 45 | 17 | 39 |
| Two or more races | 76 | 353 | 146 | 53 | 8 | 39 |
| Economically disadvantaged | 1,044 | 302 | 131 | 66 | 15 | 19 |
| Not economically disadvantaged | 1,165 | 363 | 140 | 48 | 16 | 36 |
| Calculated ELAS: EL | 1,589 | 265 | 97 | 78 | 22 | 0 |
| Calculated ELAS: IFEP | 620 | 511 | 38 | 0 | 0 | 100 |
| Migrant education | 51 | 259 | 137 | 75 | 10 | 16 |
| Not migrant education | 2,158 | 336 | 139 | 56 | 16 | 28 |
| Special education services | 49 | 324 | 149 | 45 | 24 | 31 |
| Special education services with alternate assessments | 11 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 2,160 | 334 | 139 | 57 | 15 | 28 |
| Using accommodations | 3 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,195 | 335 | 139 | 56 | 16 | 28 |
| Military | 16 | 392 | 145 | 50 | 13 | 38 |
| Not military | 2,193 | 334 | 139 | 56 | 16 | 28 |
| Homeless | 157 | 293 | 125 | 69 | 15 | 16 |
| Not homeless | 2,052 | 337 | 139 | 55 | 16 | 29 |

Table 4.D.35 Demographic Summary for Grade Eight—Overall Score

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 1,960 | 339 | 143 | 55 | 15 | 30 |
| Male | 1,004 | 336 | 141 | 56 | 17 | 27 |
| Female | 956 | 343 | 146 | 55 | 13 | 32 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 3 | N/A | N/A | N/A | N/A | N/A |
| Asian | 452 | 409 | 131 | 35 | 21 | 44 |
| Native Hawaiian or Other Pacific Islander | 16 | 357 | 102 | 50 | 38 | 13 |
| Filipino | 73 | 453 | 80 | 12 | 26 | 62 |
| Hispanic or Latino | 1,165 | 296 | 135 | 69 | 11 | 20 |
| Black or African American | 21 | 423 | 108 | 29 | 29 | 43 |
| White | 181 | 373 | 143 | 45 | 16 | 39 |
| Two or more races | 49 | 369 | 145 | 41 | 22 | 37 |
| Economically disadvantaged | 963 | 303 | 137 | 66 | 12 | 22 |
| Not economically disadvantaged | 997 | 374 | 140 | 45 | 18 | 37 |
| Calculated ELAS: EL | 1,381 | 264 | 96 | 79 | 21 | 0 |
| Calculated ELAS: IFEP | 579 | 518 | 42 | 0 | 0 | 100 |
| Migrant education | 39 | 252 | 126 | 82 | 3 | 15 |
| Not migrant education | 1,921 | 341 | 143 | 55 | 15 | 30 |
| Special education services | 57 | 345 | 158 | 44 | 19 | 37 |
| Special education services with alternate assessments | 15 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 1,903 | 339 | 143 | 56 | 15 | 29 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 1,944 | 341 | 143 | 55 | 15 | 30 |
| Military | 18 | 417 | 111 | 33 | 17 | 50 |
| Not military | 1,942 | 338 | 143 | 56 | 15 | 29 |
| Homeless | 146 | 321 | 134 | 59 | 20 | 21 |
| Not homeless | 1,814 | 340 | 144 | 55 | 15 | 30 |

Table 4.D.36 Demographic Summary for Grade Nine—Overall Score

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 3,914 | 324 | 145 | 61 | 12 | 27 |
| Male | 2,087 | 310 | 142 | 65 | 11 | 24 |
| Female | 1,824 | 340 | 148 | 57 | 12 | 31 |
| Nonbinary | 3 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 4 | N/A | N/A | N/A | N/A | N/A |
| Asian | 701 | 432 | 130 | 30 | 15 | 55 |
| Native Hawaiian or Other Pacific Islander | 15 | 386 | 145 | 47 | 13 | 40 |
| Filipino | 135 | 453 | 100 | 19 | 25 | 56 |
| Hispanic or Latino | 2,590 | 278 | 128 | 75 | 9 | 16 |
| Black or African American | 33 | 381 | 138 | 39 | 24 | 36 |
| White | 312 | 403 | 136 | 37 | 18 | 46 |
| Two or more races | 124 | 324 | 141 | 60 | 16 | 24 |
| Economically disadvantaged | 1,591 | 292 | 129 | 71 | 11 | 18 |
| Not economically disadvantaged | 2,323 | 346 | 151 | 55 | 12 | 33 |
| Calculated ELAS: EL | 2,859 | 251 | 92 | 84 | 16 | 0 |
| Calculated ELAS: IFEP | 1,055 | 523 | 41 | 0 | 0 | 100 |
| Migrant education | 89 | 228 | 92 | 89 | 8 | 3 |
| Not migrant education | 3,825 | 327 | 145 | 61 | 12 | 28 |
| Special education services | 72 | 310 | 145 | 61 | 19 | 19 |
| Special education services with alternate assessments | 18 | 157 | 20 | 100 | 0 | 0 |
| No special education services | 3,842 | 325 | 145 | 61 | 12 | 27 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 3,898 | 325 | 145 | 61 | 12 | 27 |
| Military | 29 | 403 | 118 | 34 | 21 | 45 |
| Not military | 3,885 | 324 | 145 | 62 | 12 | 27 |
| Homeless | 171 | 258 | 115 | 82 | 7 | 11 |
| Not homeless | 3,743 | 327 | 146 | 60 | 12 | 28 |

Table 4.D.37 Demographic Summary for Grade Ten—Overall Score

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 2,397 | 329 | 139 | 61 | 14 | 26 |
| Male | 1,274 | 319 | 137 | 64 | 12 | 24 |
| Female | 1,123 | 341 | 141 | 57 | 15 | 28 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 6 | N/A | N/A | N/A | N/A | N/A |
| Asian | 420 | 405 | 135 | 40 | 15 | 44 |
| Native Hawaiian or Other Pacific Islander | 13 | 359 | 114 | 46 | 23 | 31 |
| Filipino | 92 | 454 | 80 | 13 | 27 | 60 |
| Hispanic or Latino | 1,559 | 289 | 125 | 73 | 12 | 15 |
| Black or African American | 22 | 400 | 121 | 32 | 32 | 36 |
| White | 216 | 395 | 144 | 41 | 11 | 48 |
| Two or more races | 69 | 363 | 145 | 51 | 14 | 35 |
| Economically disadvantaged | 1,120 | 295 | 128 | 72 | 12 | 16 |
| Not economically disadvantaged | 1,277 | 359 | 142 | 51 | 15 | 34 |
| Calculated ELAS: EL | 1,782 | 263 | 93 | 82 | 18 | 0 |
| Calculated ELAS: IFEP | 615 | 519 | 42 | 0 | 0 | 100 |
| Migrant education | 56 | 258 | 103 | 82 | 13 | 5 |
| Not migrant education | 2,341 | 331 | 140 | 60 | 14 | 26 |
| Special education services | 49 | 275 | 153 | 67 | 10 | 22 |
| Special education services with alternate assessments | 21 | 161 | 39 | 100 | 0 | 0 |
| No special education services | 2,348 | 330 | 139 | 61 | 14 | 26 |
| Using accommodations | 1 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 2,377 | 330 | 139 | 60 | 14 | 26 |
| Military | 22 | 388 | 159 | 41 | 14 | 45 |
| Not military | 2,375 | 328 | 139 | 61 | 14 | 25 |
| Homeless | 128 | 287 | 126 | 77 | 9 | 14 |
| Not homeless | 2,269 | 331 | 140 | 60 | 14 | 26 |

Table 4.D.38 Demographic Summary for Grade Eleven—Overall Score

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 1,849 | 341 | 142 | 56 | 14 | 29 |
| Male | 985 | 333 | 143 | 58 | 15 | 27 |
| Female | 864 | 350 | 142 | 54 | 14 | 32 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 6 | N/A | N/A | N/A | N/A | N/A |
| Asian | 356 | 402 | 127 | 39 | 19 | 42 |
| Native Hawaiian or Other Pacific Islander | 5 | N/A | N/A | N/A | N/A | N/A |
| Filipino | 81 | 434 | 90 | 19 | 35 | 47 |
| Hispanic or Latino | 1,144 | 301 | 136 | 68 | 12 | 20 |
| Black or African American | 16 | 387 | 128 | 56 | 6 | 38 |
| White | 174 | 410 | 136 | 36 | 14 | 50 |
| Two or more races | 67 | 400 | 150 | 37 | 12 | 51 |
| Economically disadvantaged | 924 | 300 | 132 | 69 | 13 | 18 |
| Not economically disadvantaged | 925 | 382 | 141 | 44 | 15 | 41 |
| Calculated ELAS: EL | 1,304 | 266 | 96 | 80 | 20 | 0 |
| Calculated ELAS: IFEP | 545 | 519 | 41 | 0 | 0 | 100 |
| Migrant education | 36 | 256 | 101 | 86 | 6 | 8 |
| Not migrant education | 1,813 | 343 | 143 | 56 | 14 | 30 |
| Special education services | 42 | 265 | 142 | 71 | 10 | 19 |
| Special education services with alternate assessments | 17 | 150 | 0 | 100 | 0 | 0 |
| No special education services | 1,807 | 343 | 142 | 56 | 14 | 30 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 1,831 | 343 | 142 | 56 | 14 | 30 |
| Military | 20 | 404 | 134 | 35 | 10 | 55 |
| Not military | 1,829 | 340 | 142 | 56 | 14 | 29 |
| Homeless | 116 | 297 | 131 | 70 | 14 | 16 |
| Not homeless | 1,733 | 344 | 143 | 55 | 14 | 30 |

Table 4.D.39 Demographic Summary for Grade Twelve—Overall Score

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number Tested | Mean Scale Score | SD of Scale Scores | Percent in Level 1 | Percent in Level 2 | Percent in Level 3 |
| All | 1,135 | 366 | 145 | 47 | 17 | 36 |
| Male | 572 | 351 | 146 | 52 | 17 | 31 |
| Female | 563 | 381 | 143 | 43 | 17 | 40 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 2 | N/A | N/A | N/A | N/A | N/A |
| Asian | 233 | 411 | 134 | 33 | 21 | 45 |
| Native Hawaiian or Other Pacific Islander | 10 | N/A | N/A | N/A | N/A | N/A |
| Filipino | 49 | 461 | 86 | 12 | 29 | 59 |
| Hispanic or Latino | 618 | 318 | 140 | 63 | 14 | 23 |
| Black or African American | 14 | 378 | 181 | 36 | 14 | 50 |
| White | 165 | 440 | 124 | 24 | 18 | 58 |
| Two or more races | 44 | 384 | 141 | 39 | 23 | 39 |
| Economically disadvantaged | 555 | 326 | 140 | 60 | 17 | 23 |
| Not economically disadvantaged | 580 | 404 | 140 | 35 | 18 | 47 |
| Calculated ELAS: EL | 731 | 279 | 102 | 73 | 27 | 0 |
| Calculated ELAS: IFEP | 404 | 523 | 42 | 0 | 0 | 100 |
| Migrant education | 15 | 265 | 96 | 87 | 7 | 7 |
| Not migrant education | 1,120 | 367 | 145 | 47 | 17 | 36 |
| Special education services | 67 | 203 | 113 | 88 | 4 | 7 |
| Special education services with alternate assessments | 49 | 152 | 12 | 100 | 0 | 0 |
| No special education services | 1,068 | 376 | 141 | 45 | 18 | 37 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 1,086 | 375 | 141 | 45 | 18 | 37 |
| Military | 17 | 410 | 147 | 29 | 12 | 59 |
| Not military | 1,118 | 365 | 145 | 47 | 17 | 35 |
| Homeless | 68 | 335 | 130 | 59 | 16 | 25 |
| Not homeless | 1,067 | 368 | 146 | 46 | 17 | 36 |

## Analyses and Results

This chapter summarizes the item- and test-level statistics from the psychometric analyses conducted for the 2020–2021 computer-based operational administration of the Initial English Language Proficiency Assessments for California (ELPAC) for both computer-based general and paper–pencil test (PPT) emergency forms. The purposes of the analyses were to check the keys and quality of the items, as well as validate the scores of the assessment. Results are included for classical item analyses, response time analyses, and information on test reliability. This chapter also contains a section to describe the analyses conducted to evaluate the comparability of scores between remote and in-person administration.

### Overview and Background

Psychometric analyses were performed using data for all students taking the 2020–2021 Initial ELPAC, which differs from data that was used in previous years’ technical reports—for the 2018–2019 and 2019–2020 administrations, only Rotating Score Validation Process (RSVP) data was used for the psychometric analyses. Because of this difference, results presented in this report might not be directly comparable with previous years’ results.

Results of item and test analyses are presented. Additionally, explanations for all statistical procedures implemented during the psychometric analyses, including reliability estimates and decision consistency and accuracy of the achievement-level classifications, are provided.

#### Rotating Score Validation Process for the Initial ELPAC

In 2020–2021, approximately 10 percent of local educational agencies (LEAs) in California were identified by the California Department of Education (CDE) to take part in the RSVP for the Initial ELPAC. These identified LEAs were asked to submit their scannable kindergarten through grade two Writing Answer Books to ETS. Only identified LEAs received the pre‑identification labels and precoded Group Identification Sheets needed to return scannable Answer Books to ETS. For grades three through twelve, students’ responses to Writing domain items were provided to ETS for back-scoring through the test delivery system.

For each Initial ELPAC test administration year, a new group of LEAs is identified by the CDE to take part in the RSVP. This RSVP list of LEAs is posted on the ELPAC website. Participating LEAs selected one year are normally excluded from the RSVP eligibility list for the next year; however, an LEA that does not comply with returning completed and locally scored scannable Answer Books to ETS may be selected in consecutive years.

The RSVP process allows ETS and the CDE to compare the results provided by LEAs with the results determined by ETS. Each LEA that is a part of the RSVP receives a comparison report that is available in the Test Operations Management System. LEAs participating in the RSVP for 2020–2021, and the number of students from each LEA, are presented in [appendix 5.A](#_Appendix_5.A:_RSVP).

#### Summary of the Analyses

Each of these sets of analyses for the Initial ELPAC is presented in the body of the text and in the listed appendices.

1. **Classical Item Analyses—**Classical item analyses for the Initial ELPAC are provided in section [*5.2 Classical Item Analyses*](#_Classical_Item_Analysis). [Appendix 5.B](#_Appendix_5.B:_Classical) presents results of the classical item analyses, including item difficulty indices, item-total correlation coefficients, and the omission rates for dichotomous and polytomous items. In addition, the distribution of score points for the polytomous items are provided.
2. **Differential Item Functioning (DIF) Analyses—**Because Initial ELPAC forms for 2020–2021 were reused from the 2018–‍2019 administration, DIF analyses were not conducted again for 2020–2021. Instead, refer to section *8.3 Differential Item Functioning (DIF)* of the *Initial English Language Proficiency Assessments for California 2018–‍2019 Technical Report* (CDE, 2020b) for descriptions of those analyses. Table 8.8 of that report presents the results of the DIF analyses for all Initial ELPAC items. DIF is also described briefly in section [*5.4 Differential Item Functioning Analyses*](#_Differential_Item_Functioning_1).
3. **Reliability Analyses—**Reliability estimation is presented in section [*5.5 Reliability Analyses*](#_Reliability_Analyses). [Appendix 5.D](#_Appendix_5.D:_Reliability) provides results of the reliability analyses of total test scores for the sample as a whole and for selected student groups of interest (e.g., gender, ethnicity). [Appendix 5.E](#_Appendix_5.E:_Classification) presents statistics describing the decision accuracy and decision consistency of the performance classifications.

#### Samples for the Analyses

Analyses were based on students tested in 2020–‍2021 using either the computer-based assessment forms or the PPT emergency forms. Because of special circumstances in 2020–2021, a larger number of students than expected tested using PPT forms. As such, ETS had enough data from students who took either the computer-based or PPT emergency forms to separately conduct item analyses and gather meaningful information about item statistics. Results are provided in these subsections.

Separate results are intended to support independent evaluations of student performance for both computer-based and PPT emergency forms.

Comparisons of item performance for computer-based and PPT emergency forms to gauge the impact of the test delivery mode are not recommended, because students were not randomly assigned to take computer-based or PPT forms. This means that observed differences between item statistics that include omit rate, item difficulty, and item-total correlation may reflect differences in the backgrounds of students taking each form.

For an evaluation of the comparability of computer-based and PPT emergency forms, refer to the *Computer-based Initial English Language Proficiency Assessments for California Fall 2019 Field Test Technical Report* (CDE, 2020a).

Omit rates cannot be directly compared for computer-based and PPT emergency forms for at least two reasons, in addition to the previously mentioned differences related to student background.

1. Unlike the PPT forms, the computer-based forms do not allow students to skip items that have a fixed number of response options, which can impact the omit rate (refer to table 5.4).
2. One-on-one computer-based administrations were updated in 2020–2021 to make it more efficient for test examiners to end a test session early when the student was unable to give any correct answers to early test items. The implementation of this change was too similar to the screen that appears at the end of the test form, which led some test sessions to be incorrectly ended early.

Table 5.1 shows the number of students who contributed to the analysis data, by grade level and test mode (computer-based or PPT emergency forms), in the sample. The N-counts used may not match those in other reports, nor will they always match those shown in other tables and appendices of this report, because different reporting specifications require demographic student group information that may be missing from some students’ records or some data screening procedures were implemented to make the calculation of item statistics more psychometrically sound. For both the computer-based assessment and PPT forms, there were stopping markers for each domain so that test examiners could stop the assessments for students who did not answer any of the first few items correctly. However, there were students whose assessments were stopped after the stopping marker even though they answered one or more items correctly before the stopping marker. Because these students may have had their assessments stopped in error, their data was excluded from analyses of item performance and response time.

Table 5.1 Number of Students by Grade Level for Psychometric Analyses

|  |  |  |
| --- | --- | --- |
| Grade Level | Total N-counts of Regular Administration Data | Total N-counts of Emergency Administration Data |
| Kindergarten | 99,718 | 23,540 |
| 1 | 4,572 | 996 |
| 2 | 2,744 | 479 |
| 3 | 2,481 | 409 |
| 4 | 2,151 | 348 |
| 5 | 1,893 | 343 |
| 6 | 1,916 | 311 |
| 7 | 1,863 | 334 |
| 8 | 1,622 | 321 |
| 9 | 3,268 | 627 |
| 10 | 1,914 | 461 |
| 11 | 1,462 | 369 |
| 12 | 824 | 261 |

### Classical Item Analyses

The classical item analyses include the item difficulty indices and the item-total correlation indices. Items that are not performing as expected are identified based on flagging rules associated with the item statistics. The omit rate of each item, the proportion of test takers choosing each distractor, the correlation of each distractor with the total score, and the distribution of students at each score point for the polytomous items are also included in the results of the classical item analyses.

#### Description of Classical Item Analysis Statistics

Many of the statistics commonly used for evaluating items and tests, such as *p-*values, item-total correlations, DIF, and reliability coefficients arise from classical test theory. These item analyses were conducted for each item within each domain separately. Detailed results of these classical item analyses are presented in [appendix 5.B](#_Appendix_5.B:_Classical); selected summary tables appear later in this chapter.

#### Classical Item Difficulty Indices (*p*-value and Average Item Score)

For dichotomous items, item difficulty is indicated by the *p*-value, which is the proportion of students who answer an item correctly. The range of *p*-values is from 0.00 to 1.00. Items with higher *p*-values are easier items; those with lower *p*-values are more difficult items.

The formula for *p*-value for a dichotomous item is presented in equation 5.1. *Refer to the* [*Alternative Text for Equation 5.1*](#_Alternative_Text_for) *for a description of this equation.*

, (5.1)

where,

*Xij* is the score received for a given dichotomous item *i* for student *j*, and

*Ni* is the total number of students who were presented with item *i*.

For polytomous items, difficulty is indicated by the average item score (AIS). The AIS can range from 0.00 to the maximum total possible points for an item. To facilitate interpretation, the AIS values for polytomous items are often expressed as the proportion of the maximum possible score, which is analogous to the *p-*values for dichotomous items.

For polytomous items, the *p*-value is defined as presented in equation 5.2. *Refer to the* [*Alternative Text for Equation 5.2*](#_Alternative_Text_for_1) *for a description of this equation.*

, (5.2)

where,

*Xij* is the score received for a given polytomous item *i* for student *j*,

*Max (Xi)* is the maximum score for item *i*, and

*Ni* is the total number of students who were presented with item *i*.

#### Item-Total Correlations

An important indicator of item discrimination is the item-total correlation, defined as the correlation between student scores on an individual item and student “total” scores on the test. To calculate item-total correlations by domain, the “total” score is the total for the domain. Item-total correlations range from −1.0 (for a perfect negative relationship) to 1.0 (for a perfect positive relationship). A relatively high positive item-total correlation is desired, as it indicates that students with higher scores on the test tend to perform better on the item than students with lower scores on the test. A negative item-total correlation typically signifies a problem with the item, because it indicates that students with low scores on the test are obtaining higher scores on the item than students with high scores on the test.

There are a variety of item-total correlation methods. When Pearson correlations are used, the resulting estimates are called point-biserial correlations. When an assumption is made that a dichotomous item score reflects an underlying continuous normal distribution, an approach can be used that produces estimates that are called biserial correlations. Point-biserial correlation values are impacted by item difficulty, and the values that they can obtain are limited for very easy or difficult items. Biserial correlations are not impacted by item difficulty in this way and will have larger values than point-biserial correlations for very easy or difficult items. Biserial correlations are preferred over point-biserial correlations because they are less impacted by item difficulty. Polyserial correlations are the analog to biserial correlations calculated for polytomous items. In this item analysis section, biserial and polyserial correlations are reported for dichotomous and polytomous items, respectively.

Desired values for this correlation are positive and larger than 0.20. Negative item-total correlations indicate that students with low English proficiency obtained higher scores on the item than students with high English proficiency, an indication that the scoring key may be incorrect. Items with item total correlations below 0.20 were flagged for review.

#### Summary of Classical Item Analysis Flagging Criteria

Items are flagged for further review if the item analysis yields any of the following results, for both dichotomous and polytomous items:

* The *p-*value is greater than 0.95.
* The *p-*value is less than 0.20.
* Item-total correlation is less than 0.20.
* Among the highest-performing students (the top 20 percent), the number of students choosing any distractor is greater than the number choosing the key.
* The omit rate is greater than 5 percent.

The results of the analyses were reviewed by a data analyst and a psychometrician. These are the same forms that were administered in 2018–2019 and no problematic items were identified. Therefore, as expected, no issues were found for the 2020–2021 administration of these forms.

#### Classical Item Analysis Results Summary

This subsection presents tables of the classical item analysis results for the 2020–2021 test items.

Initial ELPAC *p-*values were generally within the expected range of greater than 0.20 and less than 0.95; most were also in the desired difficulty range of 0.30 to 0.90. These ranges were defined to produce items that support performance evaluation effectively throughout the range of student proficiency.

Mean item *p-*values by grade level or grade span and domain are presented in table 5.2 for computer-based assessment forms and table 5.3 for PPT emergency forms. These *p*-value means varied from 0.28 to 0.60 for computer-based assessment forms and 0.20 to 0.61 for PPT emergency forms. The lowest mean of 0.20 was from the kindergarten Writing domain of the PPT emergency form. All the remaining *p*-value means were between 0.28 and 0.61 for both test modes.

Table 5.2 Classical Item Statistics for Each Domain by Grade Level or Grade Span (Computer-based Assessment)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Domain | No. of Unique Items | Mean *p-*value | Minimum *p-*value | Maximum *p-*value | Mean Item-Total Correlation | Minimum Item-Total Correlation | Maximum Item-Total Correlation |
| Kindergarten | Listening | 12 | 0.53 | 0.38 | 0.74 | 0.79 | 0.69 | 0.87 |
| Kindergarten | Speaking | 8 | 0.57 | 0.44 | 0.69 | 0.87 | 0.80 | 0.92 |
| Kindergarten | Reading | 8 | 0.53 | 0.36 | 0.70 | 0.82 | 0.74 | 0.87 |
| Kindergarten | Writing | 8 | 0.28 | 0.20 | 0.41 | 0.89 | 0.86 | 0.92 |
| 1 | Listening | 12 | 0.50 | 0.40 | 0.68 | 0.80 | 0.71 | 0.87 |
| 1 | Speaking | 8 | 0.54 | 0.38 | 0.66 | 0.91 | 0.87 | 0.96 |
| 1 | Reading | 9 | 0.58 | 0.50 | 0.67 | 0.86 | 0.81 | 0.89 |
| 1 | Writing | 8 | 0.53 | 0.36 | 0.68 | 0.93 | 0.92 | 0.96 |
| 2 | Listening | 12 | 0.55 | 0.36 | 0.63 | 0.85 | 0.77 | 0.88 |
| 2 | Speaking | 8 | 0.51 | 0.41 | 0.58 | 0.93 | 0.90 | 0.96 |
| 2 | Reading | 10 | 0.60 | 0.50 | 0.79 | 0.86 | 0.83 | 0.91 |
| 2 | Writing | 6 | 0.48 | 0.40 | 0.60 | 0.93 | 0.89 | 0.97 |
| 3–5 | Listening | 13 | 0.53 | 0.34 | 0.66 | 0.79 | 0.69 | 0.87 |
| 3–5 | Speaking | 9 | 0.53 | 0.37 | 0.61 | 0.94 | 0.91 | 0.96 |
| 3–5 | Reading | 10 | 0.41 | 0.25 | 0.57 | 0.81 | 0.68 | 0.90 |
| 3–5 | Writing | 5 | 0.37 | 0.32 | 0.40 | 0.92 | 0.91 | 0.94 |
| 6–8 | Listening | 14 | 0.57 | 0.40 | 0.75 | 0.76 | 0.63 | 0.84 |
| 6–8 | Speaking | 9 | 0.53 | 0.40 | 0.61 | 0.93 | 0.91 | 0.96 |
| 6–8 | Reading | 10 | 0.43 | 0.28 | 0.64 | 0.78 | 0.70 | 0.88 |
| 6–8 | Writing | 2 | 0.37 | 0.35 | 0.40 | 0.98 | 0.98 | 0.98 |
| 9–12 | Listening | 14 | 0.53 | 0.35 | 0.71 | 0.74 | 0.56 | 0.85 |
| 9–12 | Speaking | 9 | 0.52 | 0.40 | 0.59 | 0.93 | 0.90 | 0.97 |
| 9–12 | Reading | 10 | 0.49 | 0.30 | 0.75 | 0.76 | 0.62 | 0.87 |
| 9–12 | Writing | 2 | 0.40 | 0.38 | 0.41 | 0.98 | 0.98 | 0.98 |

Table 5.3 Classical Item Statistics for Each Domain by Grade Level or Grade Span (PPT Emergency Form)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Domain | No. of Unique Items | Mean *p-*value | Minimum *p-*value | Maximum *p-*value | Mean Item-Total Correlation | Minimum Item-Total Correlation | Maximum Item-Total Correlation |
| Kindergarten | Listening | 12 | 0.53 | 0.35 | 0.74 | 0.74 | 0.56 | 0.83 |
| Kindergarten | Speaking | 8 | 0.58 | 0.44 | 0.72 | 0.86 | 0.79 | 0.91 |
| Kindergarten | Reading | 8 | 0.46 | 0.27 | 0.68 | 0.79 | 0.72 | 0.84 |
| Kindergarten | Writing | 8 | 0.20 | 0.13 | 0.32 | 0.87 | 0.84 | 0.90 |
| 1 | Listening | 12 | 0.55 | 0.42 | 0.72 | 0.78 | 0.71 | 0.88 |
| 1 | Speaking | 8 | 0.59 | 0.42 | 0.71 | 0.91 | 0.87 | 0.96 |
| 1 | Reading | 9 | 0.61 | 0.50 | 0.69 | 0.84 | 0.81 | 0.88 |
| 1 | Writing | 8 | 0.55 | 0.36 | 0.71 | 0.93 | 0.89 | 0.96 |
| 2 | Listening | 12 | 0.57 | 0.45 | 0.65 | 0.84 | 0.73 | 0.89 |
| 2 | Speaking | 8 | 0.52 | 0.43 | 0.62 | 0.93 | 0.89 | 0.96 |
| 2 | Reading | 10 | 0.60 | 0.48 | 0.79 | 0.86 | 0.82 | 0.90 |
| 2 | Writing | 6 | 0.48 | 0.38 | 0.62 | 0.94 | 0.91 | 0.97 |
| 3–5 | Listening | 13 | 0.47 | 0.32 | 0.59 | 0.81 | 0.74 | 0.87 |
| 3–5 | Speaking | 9 | 0.51 | 0.37 | 0.61 | 0.93 | 0.90 | 0.96 |
| 3–5 | Reading | 10 | 0.38 | 0.24 | 0.50 | 0.80 | 0.69 | 0.89 |
| 3–5 | Writing | 5 | 0.35 | 0.30 | 0.38 | 0.92 | 0.90 | 0.95 |
| 6–8 | Listening | 14 | 0.54 | 0.39 | 0.68 | 0.80 | 0.71 | 0.88 |
| 6–8 | Speaking | 9 | 0.56 | 0.41 | 0.68 | 0.94 | 0.91 | 0.98 |
| 6–8 | Reading | 10 | 0.44 | 0.31 | 0.64 | 0.80 | 0.75 | 0.89 |
| 6–8 | Writing | 2 | 0.42 | 0.39 | 0.45 | 0.98 | 0.98 | 0.98 |
| 9–12 | Listening | 14 | 0.51 | 0.40 | 0.65 | 0.81 | 0.71 | 0.88 |
| 9–12 | Speaking | 9 | 0.54 | 0.43 | 0.65 | 0.93 | 0.89 | 0.97 |
| 9–12 | Reading | 10 | 0.47 | 0.30 | 0.68 | 0.79 | 0.61 | 0.89 |
| 9–12 | Writing | 2 | 0.43 | 0.42 | 0.44 | 0.98 | 0.98 | 0.98 |

Mean item-total correlations by grade level or grade span and domain are also presented in table 5.2 and table 5.3. All of the mean item-total correlations were at or above 0.74 for the PPT emergency forms and the computer-based assessment forms. Across all grade levels, grade spans, domains, and test modes, the correlations varied from 0.56 to 0.98 in table 5.2 and table 5.3. These values indicate that items in the assessment had desired item-total correlations. Item-total correlations at the individual item level are included in the item analysis tables in [appendix 5.B](#_Appendix_5.B:_Classical), from table 5.B.1 through table 5.B.38.

Detailed results of the item analyses for each item by grade level or grade span are presented in [appendix 5.B](#_Appendix_5.B:_Classical). The item statistics, including *p-*values, item-total correlations, and item type are listed in table 5.B.1 through table 5.B.38.

The percentages of students earning each item score were also calculated for polytomous items. Results are consistent with the items effectively distinguishing among levels of performance for students taking the Initial ELPAC. The distribution of item scores on each polytomous item is also presented in [appendix 5.B](#_Appendix_5.B:_Classical), from table 5.B.39 to table 5.B.42.

#### Omit Rates

For both dichotomous and polytomous items, examining item omission is useful for identifying potential problems with test features such as testing time and item or test layout. Omit rates are often useful in determining whether testing times are sufficient, particularly if there is a high rate of items omitted at the end of a test section. In the case of the Initial ELPAC, where response speed is not an issue because the test is untimed, high item omit rates may indicate extreme item difficulty.

For computer-based assessment forms, the mean omit rates were highest for the Writing items. The highest average omit rate, 11.93 percent, was observed for grade span three through five students for Writing items. The second highest mean omit rate, 11.26 percent, was observed for grade span six through eight students within the same domain. The mean omit rate was lowest, at 0.03 percent, for kindergarten students within the Listening domain. Omit rates for Writing items for grade spans three to five, six through eight, and nine through twelve were highest among all domains because there were more students omitting items from the first item of that domain.

Table 5.4 reports the mean omit rates by grade level or grade span and domain for the computer-based assessment forms.

Table 5.4 Mean Percent of Items Omitted (Computer-based Assessment)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Mode | Listening | Speaking | Reading | Writing |
| Kindergarten | CBA | 0.03 | 0.10 | 0.04 | 0.09 |
| 1 | CBA | 0.04 | 0.13 | 0.00 | 0.09 |
| 2 | CBA | 1.82 | 0.11 | 3.76 | 0.14 |
| 3–5 | CBA | 1.68 | 0.16 | 1.96 | 11.93 |
| 6–8 | CBA | 1.62 | 0.21 | 1.38 | 11.26 |
| 9–12 | CBA | 1.17 | 0.17 | 1.08 | 11.01 |

For PPT emergency forms, the highest mean omit rate was 6.05 percent for grade two students for Reading items. The Speaking domain for kindergarten had the lowest mean omit rate, 0.13 percent.

Table 5.5 reports the mean omit rates by grade level or grade span and domain for the PPT emergency forms.

Table 5.5 Mean Percent of Items Omitted (PPT Emergency Forms)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Mode | Listening | Speaking | Reading | Writing |
| Kindergarten | PPT | 0.36 | 0.13 | 0.51 | 0.59 |
| 1 | PPT | 0.60 | 0.18 | 0.27 | 0.30 |
| 2 | PPT | 3.80 | 0.70 | 6.05 | 1.22 |
| 3–5 | PPT | 5.42 | 0.59 | 4.99 | 1.27 |
| 6–8 | PPT | 4.36 | 1.13 | 3.51 | 1.04 |
| 9–12 | PPT | 4.82 | 1.18 | 3.88 | 1.37 |

### Response Time Analyses

Response time analyses are conducted at the item level and the total test level for the computer-based assessment forms. Response time information is not available for PPT emergency forms and the PPT Writing domain for kindergarten through grade two forms. At the item level, timing information was collected by the delivery platform for each “page” (screen) that was presented to test takers. Information about the time required to answer a single question is available for items that appear on a page alone. The time required to answer all questions on a page is available when multiple items appear on a page. At the total test level, response times are calculated by summing the page durations for all items in the Initial ELPAC.

Table 5.C.1 in [appendix 5.C](#_Appendix_5.C:_Response) provides summary statistics of response times for the Initial ELPAC, at the first, tenth, twenty-fifth, fiftieth, seventy-fifth, ninetieth, and ninety-ninth percentiles. The statistics were calculated for four student groups defined by their raw score quartiles. For example, the first quartile for kindergarten contained students with a total raw score of 0 to 10. The second quartile included students with 11 to 19 total raw scores. Students with total raw scores from 20 to 29 and 30 to 39 made up the third and fourth quartiles, respectively.

Total test response times calculated for the fiftieth (i.e., median) and ninetieth percentiles provide administrators with an indication of how much time students required on average, as well as how much time might be needed for students who require more time. The median testing time for students in each total raw score quartile ranged from about 10 minutes to about one hour. The ninetieth percentile testing time for students in each quartile ranged from about 20 minutes to about an hour and a half. With a few exceptions, response times increased from the first to the third quartiles. However, response times uniformly decreased from the third to the fourth quartiles.

### Differential Item Functioning Analyses

DIF is used to evaluate the consistency of individual item performance for students in different demographic student groups who have the same level of domain performance. For example, DIF evaluates whether female and male students matched to have the same domain score perform similarly on each item in that domain.

DIF analyses are performed when items are field-tested. Field test item scores do not contribute to student scores; this allows items showing student group differences to be identified and excluded when subsequent operational forms are created.

All items included in 2020–2021 Initial ELPAC forms were both operational and reused from the 2018–2019 administration; there were no field test or new items in the forms. For this reason, DIF analyses were not conducted for 2020–2021 items. Table 8.9 of the *Initial English Language Proficiency Assessments for California 2018–2019 Technical Report* (CDE, 2020b) showed the DIF results for 2018–2019 administration. Across every grade level or grade span, there were no items that exhibited Category C DIF for gender in any of the domains. Refer to chapter 8 of the *Initial English Language Proficiency Assessments for California 2018–2019 Technical Report* (CDE, 2020b) for more details of DIF procedure and results for 2018–2019.

### Reliability Analyses

Two types of reliability were evaluated. One type of estimated reliability shows the extent to which scores would remain consistent if the same students were retested with a parallel version of the test. This type of reliability evaluates the degree to which variations in test content from one form of the test to another impact scores. A second type, interrater reliability, applies only to items that require human scoring. This type of reliability evaluates the extent to which the students’ scores would remain consistent if scorers evaluating the student’s response were changed.

#### Internal Consistency Reliability

The reliability coefficient cannot, in fact, be computed directly unless a student takes two parallel versions of the same test. However, with some reasonable assumptions, it can be estimated from the students’ responses to a single version of the test.

Like other statistics, the reliability coefficient can vary substantially from one group of students to another. It tends to be larger in groups that are more diverse in the proficiency being measured by the test and smaller in groups that are more homogeneous in the proficiency being measured.

The Initial ELPAC test reliabilities were evaluated for each domain and for composite scores by the coefficient alpha (Cronbach, 1951) index of internal consistency, which is calculated as presented in equation 5.3. *Refer to the* [*Alternative Text for Equation 5.3*](#_Alternative_Text_for_10) *for a description of this equation.*

 (5.3)

where,

*k* is the number of items on the test form,

 is the variance of item *i,* and

 is the total test variance.

Table 5.6 presents reliability coefficients for each domain and composite score of the test by grade level or grade span and test mode (PPT emergency form or computer-based assessment [CBA]). The reliability coefficients for both test modes range from 0.83 to 0.97 across four domains and from 0.86 to 0.96 for two composite scores. The coefficients for overall scores are slightly higher and varied from 0.92 to 0.98.

Table 5.6 Reliability Coefficient of Domains and Composite Scores

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Mode | Listening: Reliability-Coefficient Alpha | Speaking: Reliability-Coefficient Alpha | Reading: Reliability-Coefficient Alpha | Writing: Reliability-Coefficient Alpha | Oral Language: Reliability-Coefficient Alpha | Written Language: Reliability-Coefficient Alpha | Overall: Reliability-Coefficient Alpha |
| Kindergarten | CBA | 0.879 | 0.903 | 0.855 | 0.937 | 0.921 | 0.934 | 0.930 |
| 1 | CBA | 0.901 | 0.929 | 0.920 | 0.924 | 0.940 | 0.951 | 0.963 |
| 2 | CBA | 0.942 | 0.940 | 0.923 | 0.928 | 0.956 | 0.943 | 0.974 |
| 3–5 | CBA | 0.914 | 0.957 | 0.894 | 0.937 | 0.957 | 0.934 | 0.972 |
| 6–8 | CBA | 0.900 | 0.958 | 0.854 | 0.925 | 0.952 | 0.865 | 0.962 |
| 9–12 | CBA | 0.896 | 0.953 | 0.842 | 0.934 | 0.951 | 0.855 | 0.960 |
| Kindergarten | PPT | 0.846 | 0.903 | 0.828 | 0.936 | 0.915 | 0.923 | 0.923 |
| 1 | PPT | 0.891 | 0.929 | 0.912 | 0.923 | 0.939 | 0.950 | 0.962 |
| 2 | PPT | 0.938 | 0.936 | 0.924 | 0.925 | 0.953 | 0.944 | 0.973 |
| 3–5 | PPT | 0.924 | 0.958 | 0.894 | 0.945 | 0.961 | 0.938 | 0.975 |
| 6–8 | PPT | 0.921 | 0.959 | 0.878 | 0.951 | 0.960 | 0.878 | 0.967 |
| 9–12 | PPT | 0.934 | 0.953 | 0.873 | 0.967 | 0.962 | 0.874 | 0.968 |

The reliabilities of the domain and composite scores were also examined for various student groups within the population. Table 5.D.1 through table 5.D.12 in [appendix 5.D](#_Appendix_5.D:_Reliability) present the reliabilities for student groups based on gender, ethnicity, economic status, calculated ELAS, migrant status, special education services, accommodation usage, military status, and homeless status.

#### Decision Classification Analyses

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

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

Note that the values of all indices depend on several factors, such as the reliability of the actual test form, distribution of scores, number of cut scores, and location of each cut score. The probability of a correct classification is the probability that the classification the examinee received is consistent with the classification that the examinee would have received on a parallel form. This is akin to the exact agreement rate in interrater reliability, and the expectation is that this probability would be high.

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

Commonly used indices for decision consistency and accuracy include (1) decision consistency and accuracy at each cut score, (2) overall decision consistency and accuracy across all cut scores, and (3) Cohen’s kappa.

Cohen’s kappa (Cohen, 1960; Fleiss & Cohen, 1973) represents the agreement of the classifications between two parallel versions of the same test, taking into account the probability of a correct classification by chance. It measures how the test contributes to the classification of examinees over and above chance classifications. In general, the value of kappa is lower than the value of the probability of correct classification because the probability of a correct classification by chance is larger than zero. Kappa is calculated as presented in equation 5.4. *Refer to the* [*Alternative Text for Equation 5.4*](#_Alternative_Text_for_6) *for a description of this equation.*

(5.4)

where,

*pA* is the proportion of agreement observed, and

*pC* is the proportion of agreement that would be expected due to chance.

The methodology used for estimating the reliability of classification decisions described in Livingston and Lewis (1995) is implemented using the ETS-proprietary computer program RELCLASS-COMP (Version 4.14).

Overall decision accuracy and consistency—that is, classification across all cut scores—are reported in table 5.7. As expected, Cohen’s kappa statistics are substantially lower than classification accuracy and consistency, which are not adjusted by chance. The classification accuracy and consistency statistics are very similar to the values reported for the 2019–2020 administration, in table 5.5 of the *Paper–Pencil Initial English Language Proficiency Assessments for California 2019–2020 Technical Report* (CDE, 2021).

Table 5.7 Classification Consistency and Accuracy for Composite Scores

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Mode | Oral Language Accuracy | Oral Language Consistency | Oral Language Kappa | Written Language Accuracy | Written Language Consistency | Written Language Kappa | Overall Language Accuracy | Overall Language Consistency | Overall Language Kappa |
| Kindergarten | CBA | 0.852 | 0.804 | 0.648 | 0.923 | 0.891 | 0.713 | 0.865 | 0.820 | 0.674 |
| 1 | CBA | 0.866 | 0.825 | 0.705 | 0.880 | 0.836 | 0.721 | 0.895 | 0.857 | 0.764 |
| 2 | CBA | 0.888 | 0.845 | 0.755 | 0.874 | 0.826 | 0.712 | 0.912 | 0.878 | 0.803 |
| 3–5 | CBA | 0.886 | 0.850 | 0.743 | 0.883 | 0.847 | 0.687 | 0.919 | 0.891 | 0.800 |
| 6–8 | CBA | 0.883 | 0.849 | 0.738 | 0.832 | 0.778 | 0.567 | 0.901 | 0.865 | 0.767 |
| 9–12 | CBA | 0.888 | 0.853 | 0.735 | 0.811 | 0.756 | 0.535 | 0.899 | 0.864 | 0.754 |
| Kindergarten | PPT | 0.841 | 0.789 | 0.634 | 0.944 | 0.921 | 0.711 | 0.857 | 0.807 | 0.658 |
| 1 | PPT | 0.858 | 0.813 | 0.700 | 0.874 | 0.829 | 0.726 | 0.895 | 0.856 | 0.771 |
| 2 | PPT | 0.886 | 0.842 | 0.755 | 0.870 | 0.822 | 0.709 | 0.914 | 0.879 | 0.810 |
| 3–5 | PPT | 0.895 | 0.862 | 0.760 | 0.890 | 0.856 | 0.703 | 0.922 | 0.894 | 0.805 |
| 6–8 | PPT | 0.888 | 0.852 | 0.753 | 0.825 | 0.770 | 0.595 | 0.904 | 0.868 | 0.782 |
| 9–12 | PPT | 0.900 | 0.868 | 0.770 | 0.816 | 0.767 | 0.584 | 0.910 | 0.878 | 0.788 |

**Note:** CBA refers to computer-based assessment.

Results of classification consistency and accuracy, by grade level or grade span and composite language skills, are reported in [appendix 5.E](#_Appendix_5.E:_Classification).

#### Interrater Reliability

ETS raters in the Online Network for Evaluation system scored all Writing responses for RSVP samples. Those scores were to be compared with Writing item scores that were entered by test examiners in the Data Entry Interface for kindergarten through grade two and the THSS for grades three through twelve. To check the consistency of ratings between ETS and test examiners, interrater reliability analyses were conducted with the two sets of scores.

This interrater consistency is described in two ways:

1. Percentage agreement between two human raters
2. Quadratic-weighted kappa (QWK) coefficient

##### Percentage Agreement

Percentage agreement between two raters includes the percentage of exact score agreement, the percentage of adjacent score agreement, and the percentage of exact plus adjacent score agreement. Adjacent score agreement means agreement between scores that differ by just one point. The fewer the item score points, the fewer degrees of freedom on which two raters can vary and the higher the percentage of exact agreement to be expected.

##### Quadratic-Weighted Kappa

QWK is a generalization of the kappa coefficient using weights to quantify the relative difference between categories. It takes into account the degree of disagreement between raters. The range of the QWK is from 0.0 to 1.0, with perfect agreement being equal to 1.0.

For a human-scored item with *m* categories, one can construct an *m* × *m* rating table with scores provided by two raters, A and B. Suppose *m* is the maximum obtainable score for each item, *nst* is the number of responses for which rater A’s score = *s*, and rater B’s score = *t*,  is the number of responses for which rater A’s score = *s*, *n+t* is the number of responses for which rater B = *t*, and *n++* is the number of all responses from either rater A or rater B. The weighted kappa coefficient is defined as presented in equation 5.5. *Refer to the* [*Alternative Text for Equation 5.5*](#_Alternative_Text_for_11) *for a description of this equation.*

 (5.5)

For QWK, the weights are calculated as presented in equation 5.6. *Refer to the* [*Alternative Text for Equation 5.6*](#_Alternative_Text_for_12) *for a description of this equation.*

 (5.6)

For the 2020–2021 Initial ELPAC, the percentage of students for whom the human raters were in exact agreement ranged from 79.21 percent to 97.40 percent for 1-point items, 73.16 percent to 95.39 percent for 2-point items, 68.32 percent to 75.25 percent for 3-point items, and 64.47 percent to 72.87 percent for 4-point items across all grade levels and grade spans. These exact agreement values indicate a strong agreement between two ratings.

Table 5.8 presents the interrater reliability of Writing items for each grade level or grade span. “Adjacent” indicates that the difference between scores is one point. “Discrepant” indicates that the difference between scores is greater than one. For 1-point items, the discrepant score does not apply and is listed as “N/A.” The results indicate that scores by local test examiners and the ETS raters were fairly consistent. QWK values range from 0.56 to 0.93 for 1-point items, 0.63 to 0.93 for 2-point items, 0.68 to 0.80 for 3-‍point items, and 0.87 to 0.92 for 4-point items. Values of QWK that are close to or greater than 0.70 indicate excellent agreement (Williamson, Xi, & Breyer, 2012).

Table 5.8 Interrater Reliabilities

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Item Number | Maximum Possible Score Point | N | Percent Exact | Percent Adjacent | Percent Discrepant | QWK |
| Kindergarten | VR171914 | 1 | 5,990 | 95.91 | 4.09 | N/A | 0.91 |
| Kindergarten | VR171917 | 1 | 5,990 | 94.02 | 5.98 | N/A | 0.87 |
| Kindergarten | VR171920 | 2 | 5,990 | 91.14 | 8.18 | 0.68 | 0.88 |
| Kindergarten | VR171943 | 2 | 5,990 | 90.87 | 8.38 | 0.75 | 0.88 |
| Kindergarten | VR171945 | 1 | 5,990 | 97.16 | 2.84 | N/A | 0.92 |
| Kindergarten | VR171947 | 1 | 5,990 | 97.40 | 2.60 | N/A | 0.93 |
| Kindergarten | VR171953 | 2 | 5,990 | 94.56 | 4.69 | 0.75 | 0.92 |
| Kindergarten | VR171956 | 2 | 5,990 | 95.39 | 3.96 | 0.65 | 0.93 |
| 1 | VR170490 | 1 | 231 | 92.21 | 7.79 | N/A | 0.81 |
| 1 | VR170514 | 1 | 231 | 90.91 | 9.09 | N/A | 0.79 |
| 1 | VR170515 | 2 | 231 | 73.16 | 22.08 | 4.76 | 0.70 |
| 1 | VR170516 | 2 | 231 | 80.52 | 13.85 | 5.63 | 0.76 |
| 1 | VR170524 | 1 | 231 | 92.21 | 7.79 | N/A | 0.83 |
| 1 | VR170531 | 1 | 231 | 91.77 | 8.23 | N/A | 0.81 |
| 1 | VR170534 | 2 | 231 | 90.91 | 4.33 | 4.76 | 0.87 |
| 1 | VR170538 | 3 | 231 | 72.29 | 20.78 | 6.93 | 0.80 |
| 2 | VR170546 | 1 | 101 | 83.17 | 16.83 | N/A | 0.65 |
| 2 | VR170552 | 1 | 101 | 79.21 | 20.79 | N/A | 0.56 |
| 2 | VR170553 | 2 | 101 | 76.24 | 17.82 | 5.94 | 0.63 |
| 2 | VR170626 | 3 | 101 | 75.25 | 11.88 | 12.87 | 0.72 |
| 2 | VR170643 | 3 | 101 | 68.32 | 18.81 | 12.87 | 0.68 |
| 2 | VR170647 | 3 | 101 | 71.29 | 17.82 | 10.89 | 0.71 |

Table 5.8 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Item Number | Maximum Possible Score Point | N | Percent Exact | Percent Adjacent | Percent Discrepant | QWK |
| 3–5 | VR026380 | 2 | 457 | 83.81 | 14.88 | 1.31 | 0.88 |
| 3–5 | VR026378 | 2 | 457 | 78.12 | 20.35 | 1.53 | 0.82 |
| 3–5 | VR026375 | 2 | 457 | 80.53 | 18.82 | 0.66 | 0.86 |
| 3–5 | VR026373 | 2 | 457 | 86.87 | 11.82 | 1.31 | 0.90 |
| 3–5 | VR029781 | 4 | 457 | 72.87 | 25.16 | 1.97 | 0.92 |
| 6–8 | VR029177 | 4 | 383 | 64.49 | 31.33 | 4.18 | 0.87 |
| 6–8 | VR029556 | 4 | 383 | 68.41 | 26.63 | 4.96 | 0.88 |
| 9–12 | VR029232 | 4 | 394 | 64.47 | 30.96 | 4.57 | 0.88 |
| 9–12 | VR029699 | 4 | 394 | 69.54 | 28.17 | 2.28 | 0.92 |

### Evaluation of Remote and In-Person Administration of the Initial ELPAC

ETS conducted a study using computer-based assessment data from July through October of 2020 to evaluate whether the performance of students testing remotely could be viewed as comparable to the performance of students testing in person. This section provides a summary of the analysis sample and the results from the analyses conducted.

#### Overview of the Evaluation

The evaluation included comparisons of item statistics and the performance of students testing in person and remotely at the composite level and item level, as well as the response time, test reliability, and the correlations between domains.

#### Summary of Remote and In-Person Data

Results from approximately 80,000 students across grade levels were used in the evaluation of comparability between remote and in-person administrations for the Initial ELPAC. Only students who completed an Initial ELPAC composite, tested entirely in one location (either in person or remotely), and were enrolled in kindergarten through grade twelve were included in the analysis sample. This resulted in an oral language performance sample for each grade level that ranged between 723 and 40,771 students who tested remotely across grade levels and between 549 and 37,004 students who tested in person across grade levels. For written language, this resulted in a sample for each grade level that ranged between 721 and 40,579 students who tested remotely across grade levels and between 550 and 37,104 students who tested in person across grade levels.

Table 5.9 presents the number of students in the remote versus in-person analysis sample by grade level or grade span, composite, and test location.

Table 5.9 **Number of Students in the Remote Versus In Person Analysis Sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Oral Language In Person | Oral Language Remote | Written Language In Person | Written Language Remote |
| Kindergarten | 37,004 | 40,771 | 37,104 | 40,579 |
| 1 | 1,124 | 1,379 | 1,121 | 1,375 |
| 2 | 549 | 723 | 550 | 721 |
| 3–5 | 1,378 | 1,591 | 1,124 | 1,351 |
| 6–8 | 1,106 | 1,256 | 964 | 1,137 |
| 9–12 | 1,169 | 2,210 | 1,003 | 2,049 |

Because decisions to test remotely or in person were driven by unknown factors, it was not possible to assume that the students testing in each location were randomly equivalent. To facilitate direct comparisons between students who tested remotely and students who tested in person, student data in these groups were weighted so that each group matched the 2019–2020 Initial ELPAC sample based on demographic student group characteristics; this ensured the groups were comparable. Minimum discriminant information analysis (Haberman, 1984), which is an approach to weighting scores that allows percentages of students in student groups to be aligned to a target sample or population, was used to assign weights to students.

#### Item and Score Comparability Results—Remote Versus In-Person Testing Scores

The performance of individual test questions, or items, was compared for in-person and remote test takers. Three item analyses were conducted: item difficulty, item discrimination, and DIF. If the comparison reveals that the item parameter estimates and student scores are similar across the locations, performance of students testing remotely could be viewed as comparable to the performance of students testing in person.

##### Item Performance Comparisons

Comparisons of item difficulties and discrimination were conducted. Comparisons showed that item difficulty and discrimination estimates between remote and in-person locations were highly correlated and similar across all grade levels. The correlation coefficients of item difficulty and discrimination estimates between in-person and remote administrations ranged from 0.94 to 0.99. The lowest correlation coefficient, 0.94, was observed for *p-*values of oral language composite items between the two test locations for grade two. Absolute values of averaged item parameter estimate differences for *p-*values were all less than 0.01 across the grade levels, grade spans, and composites. The differences for item-total correlation were also very small.

Table 5.10 contains correlation coefficients and averaged item difficulty differences between remote and in-person administrations. Note that *Averaged Difference* refers to the average difference between in-person and remote item statistics.

Table 5.10 **Summary of Weighted Item Statistics Across Locations**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Language Composite | N Items | *p-*value Correlation | Item-Total Correlation | *p-*value Averaged Difference | Item-Total Averaged Difference |
| Kindergarten | Oral | 20 | 0.99 | 0.99 | -0.0037 | −0.0099 |
| Kindergarten | Written | 16 | 0.99 | 0.99 | 0.0038 | -0.0049 |
| 1 | Oral | 20 | 0.99 | 0.98 | 0.0001 | −0.0134 |
| 1 | Written | 17 | 0.96 | 0.97 | 0.0040 | 0.0033 |
| 2 | Oral | 20 | 0.94 | 0.97 | 0.0036 | −0.0159 |
| 2 | Written | 16 | 0.99 | 0.95 | 0.0035 | −0.0257 |
| 3–5 | Oral | 22 | 0.99 | 0.99 | 0.0013 | −0.0109 |
| 3–5 | Written | 15 | 0.99 | 0.99 | 0.0034 | −0.0107 |
| 6–8 | Oral | 23 | 0.99 | 0.99 | 0.0002 | 0.0063 |
| 6–8 | Written | 12 | 0.99 | 0.98 | 0.0025 | −0.0214 |
| 9–12 | Oral | 23 | 0.97 | 0.99 | -0.0011 | 0.0159 |
| 9–12 | Written | 12 | 0.99 | 0.98 | 0.0014 | 0.0050 |

##### Differential Item Functioning

DIF methodology was used to identify items that perform differently for in-person and remote test takers. Of the 216 items that were evaluated using DIF across all the assessments, none were identified as exhibiting the most practically significant form of DIF between the in‑person and remote test-taker groups. This result indicates that all the items performed similarly for students taking the assessments in person or remotely.

Refer to section *8.3 Differential Item Functioning (DIF)* of the *Initial English Language Proficiency Assessments for California 2018–‍2019 Technical Report* (CDE, 2020b) for descriptions of those analyses.

Table 5.11 and table 5.12 present the DIF results for the oral and written language composites, respectively.

Table 5.11 **DIF Results for Oral Language Composite in the Evaluation of the Remote and In-Person Administration**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | DIF Category | Kindergarten | Grade 1 | Grade 2 | Grade Span 3–‍5 | Grade Span 6–‍8 | Grade Span 9–‍12 |
| Listening | C− | 0 | 0 | 0 | 0 | 0 | 0 |
| Listening | B− | 0 | 0 | 0 | 0 | 0 | 0 |
| Listening | A | 12 | 12 | 12 | 13 | 14 | 14 |
| Listening | B+ | 0 | 0 | 0 | 0 | 0 | 0 |
| Listening | C+ | 0 | 0 | 0 | 0 | 0 | 0 |
| Listening | Total | 12 | 12 | 12 | 13 | 14 | 14 |

Table 5.11 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | DIF Category | Kindergarten | Grade 1 | Grade 2 | Grade Span 3–‍5 | Grade Span 6–‍8 | Grade Span 9–‍12 |
| Speaking | C− | 0 | 0 | 0 | 0 | 0 | 0 |
| Speaking | B− | 0 | 0 | 0 | 0 | 0 | 0 |
| Speaking | A | 8 | 8 | 8 | 9 | 9 | 9 |
| Speaking | B+ | 0 | 0 | 0 | 0 | 0 | 0 |
| Speaking | C+ | 0 | 0 | 0 | 0 | 0 | 0 |
| Speaking | Total | 8 | 8 | 8 | 9 | 9 | 9 |

Table 5.12 **DIF Results for Written Language Composite in the Evaluation of the Remote and In-Person Administration**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | DIF Category | Kindergarten | Grade 1 | Grade 2 | Grade Span 3–‍5 | Grade Span 6–‍8 | Grade Span 9–‍12 |
| Listening | C− | 0 | 0 | 0 | 0 | 0 | 0 |
| Listening | B− | 2 | 0 | 0 | 0 | 0 | 0 |
| Listening | A | 6 | 9 | 10 | 10 | 10 | 10 |
| Listening | B+ | 0 | 0 | 0 | 0 | 0 | 0 |
| Listening | C+ | 0 | 0 | 0 | 0 | 0 | 0 |
| Listening | Total | 8 | 9 | 10 | 10 | 10 | 10 |
| Speaking | C− | 0 | 0 | 0 | 0 | 0 | 0 |
| Speaking | B− | 0 | 2 | 0 | 0 | 0 | 0 |
| Speaking | A | 8 | 5 | 6 | 5 | 2 | 2 |
| Speaking | B+ | 0 | 1 | 0 | 0 | 0 | 0 |
| Speaking | C+ | 0 | 0 | 0 | 0 | 0 | 0 |
| Speaking | Total | 8 | 8 | 6 | 5 | 2 | 2 |

##### Comparison of Score Means

Mean test scores for students in the remote and in-person groups were compared using statistical tests to evaluate whether differences were larger than differences that might be expected by chance alone. None of the tests were statistically significant. Based on these comparisons, no differences were found for any of the 12 ELPAC scores (six oral language composite scores and six written language composite scores).

Table 5.13 and table 5.14 present the *t-*test results for the oral and written language composites, respectively.

Table 5.13 **Oral Language Composite *t-*test Results in the Evaluation of the Remote and In-‍Person Administration**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | In-Person Mean Scale Score | Remote Mean Scale Score | Mean Difference (Remote vs. In Person) | F | Pr > F | *r-*squared |
| Kindergarten | 353 | 354 | 1.27 | 1.74 | 0.19 | <0.001 |
| 1 | 321 | 321 | −0.06 | <0.01 | 0.99 | <0.001 |
| 2 | 327 | 323 | −4.13 | 0.22 | 0.64 | <0.001 |
| 3–5 | 291 | 292 | 0.59 | 0.01 | 0.92 | <0.001 |
| 6–8 | 314 | 314 | −0.55 | <0.01 | 0.94 | <0.001 |
| 9–12 | 303 | 301 | −1.95 | 0.08 | 0.77 | <0.001 |

Table 5.14 **Written Language Composite *t-*test Results in the Evaluation of the Remote and In-Person Administration**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | In-Person Mean Scale Score | Remote Mean Scale Score | Mean Difference (Remote vs. In Person) | F | Pr > F | *r-*squared |
| Kindergarten | 267 | 266 | −0.95 | 1.76 | 0.18 | <0.001 |
| 1 | 317 | 320 | 3.21 | 0.29 | 0.59 | <0.001 |
| 2 | 321 | 322 | 0.58 | <0.01 | 0.94 | <0.001 |
| 3–5 | 250 | 251 | 0.69 | 0.02 | 0.90 | <0.001 |
| 6–8 | 310 | 309 | −0.81 | 0.02 | 0.88 | <0.001 |
| 9–12 | 302 | 299 | −2.65 | 0.18 | 0.67 | <0.001 |

#### Supplemental Analysis Results

In addition to comparing item performance and student scores, supplemental analyses including response time, score reliability, and domain score correlation were conducted to provide the context to interpret the findings of this test location study. If the comparison reveals that the response time, score reliability, and domain score correlation are similar across the locations, it supports the results of item and score comparisons reported in the previous subsections.

##### Response Time

Response times were compared for students given remote and in-person administrations. Response times were slightly longer for remote test takers, but nothing in these differences suggested anything problematic in the test delivery scenarios. On average, the mean response time of students taking the assessment remotely was one to three minutes longer than their peers’ taking the test in person. Table 5.F.1 through table 5.F.9 in [appendix 5.F](#_Appendix_5.F:_Evaluation) contain the details of the response time by grade level or grade span, composite, and test locations.

##### Score Reliability

The validity and reliability analyses suggested no significant threats to the psychometric properties of the assessments that were administered remotely. Reliability estimates for the remote and in-person administrations varied from 0.81 to 0.95, and 0.81 to 0.96, respectively. Reliability estimates were similar for in-person and remote test-taker scores, with no differences larger than .05 in absolute value across grades and domains and no tendency for estimates to be larger for one location of administration. These estimates were also similar to the historical values of the 2019–2020 administration. The largest difference between 2019–2020 and 2020–2021 data was 0.07 for the Reading domain for grade span nine through twelve. Detailed results of the reliability estimates are presented in table 5.F.10 through table 5.F.13 in [appendix 5.F](#_Appendix_5.F:_Evaluation).

##### Correlations Among Domain Scores

Correlations between domains were very small for in-person and remote test takers for 11 of the 12 ELPAC scores. The twelfth score, for written language for grade span three through five, was associated with a correlation between Reading and Writing domains that was 0.05 higher for remote test takers; the remote correlation was consistent with historical values, and the in-person correlation was slightly lower than historical values. Overall, no patterns in either reliability or validity suggested any problem in what the Initial ELPAC measured across the two locations. Table 5.F.14 and table 5.F.15 in [appendix 5.F](#_Appendix_5.F:_Evaluation) contain the details of the correlation coefficients.

#### Conclusion

Analyses other than DIF were performed on weighted samples, which makes their results comparable. Comparisons of remote and in-person test administration results at the item level were conducted by means of DIF and classical item analyses. No items exhibited large DIF. Additionally, item parameter estimates show very similar estimates between the in-person and remote groups for both item difficulty and item discrimination.

A comparison of mean scale scores for remote and in-person test takers, based on the weighted samples, indicates no statistically significant differences for the oral and written language composites across all grades.

Supplemental analyses were performed to evaluate potential threats to the validity of ELPAC score interpretation by comparing response times and test reliability estimates. Response times were slightly longer for remote administrations than for in-person administrations.

The comparability of test reliabilities was evaluated across the test location options and contrasted against the results of the 2019–2020 administration. Differences between remote and in-person reliability estimates, where observed, were small. Some differences of reliabilities were observed between the 2020–2021 and the 2019–2020 administrations, but they remained relatively small across all grades. These analyses of students’ testing time and test reliability suggest no severe issues that may threaten the reliability and validity of test score interpretation from the remote administration.

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### Accessibility Information

#### Alternative Text for Equation 5.1

The *p*-value for item i is equal to the sum of the ith item scores across all j students divided by the total number of students who were presented with item i.

#### Alternative Text for Equation 5.2

the *p*-value for item i is equal to the sum of the ith item scores across all j students divided by product of the total number of students who were presented with item i and the maximum score available for item i.

#### Alternative Text for Equation 5.3

Alpha hat equals fraction with numerator K and denominator K minus 1 end fraction times open bracket 1 minus fraction with numerator sum from i equals 1 to K of Sigma squared hat sub i and denominator Sigma squared hat sub X close bracket.

#### Alternative Text for Equation 5.4

k is equal to P sub A minus P sub b divided by the denominator 1 minus P sub c.

#### Alternative Text for Equation 5.5

K sub st equals the fraction with numerator open parenthesis the sum from s equals zero to m the sum from t equals zero to m of w sub st times n sub st divided by n sub plus close parenthesis minus open parenthesis the sum from s equals zero to m the sum from t equals zero to m of w sub st times n sub s plus times n sub plus t divided by n squared sub plus close parenthesis and the denominator 1 minus open parenthesis the sum from s equals zero to m the sum from t equals zero to m of w sub st times n sub s plus times n sub plus t divided by n squared sub plus close parenthesis end fraction.

#### Alternative Text for Equation 5.6

W sub st equals 1 minus fraction with numerator open parenthesis s minus t close parenthesis squared and denominator m squared end fraction.

### Appendix 5.A: Rotating Score Validation Process Participant Data

Table 5.A.1 Number of Students by LEA

|  |  |
| --- | --- |
| LEA | N |
| ABC Unified | 274 |
| ACE Empower Academy | 2 |
| ACE Esperanza Middle | 3 |
| ACE Inspire Academy | 3 |
| AIMS College Prep High | 3 |
| AIMS College Prep Middle | 3 |
| APEX Academy | 3 |
| ARISE High | 5 |
| ASCEND | 42 |
| Academia Moderna | 41 |
| Academy for Academic Excellence | 2 |
| Acalanes Union High | 16 |
| Accelerated | 35 |
| Accelerated Charter Elementary | 27 |
| Achieve Academy | 72 |
| Achieve Charter School of Paradise Inc. | 2 |
| Ackerman Charter | 7 |
| Acton-Agua Dulce Unified | 19 |
| Adelante Charter | 24 |
| Adelanto Elementary | 153 |
| Agnes J. Johnson Charter | 1 |
| Alain Leroy Locke College Preparatory Academy | 17 |
| Alameda County Office of Education | 5 |
| Alameda Unified | 136 |
| Albany City Unified | 109 |
| Albert Einstein Academy Charter Elementary | 49 |
| Alder Grove Charter School 2 | 1 |
| Alhambra Unified | 660 |
| Alisal Union | 827 |
| Allegiance STEAM Academy - Thrive | 27 |
| Allensworth Elementary | 4 |
| Alliance Alice M. Baxter College-Ready High | 2 |
| Alliance Cindy and Bill Simon Technology Academy High | 3 |
| Alliance College-Ready Middle Academy 5 | 3 |
| Alliance Collins Family College-Ready High | 1 |
| Alliance Dr. Olga Mohan High | 6 |
| Alliance Gertz-Ressler Richard Merkin 6-12 Complex | 2 |

Table 5.A.1 *(continuation one)*

|  |  |
| --- | --- |
| LEA | N |
| Alliance Leichtman-Levine Family Foundation Environmental Science High | 1 |
| Alliance Margaret M. Bloomfield Technology Academy High | 4 |
| Alliance Marine - Innovation and Technology 6-12 Complex | 1 |
| Alliance Ouchi-O'Donovan 6-12 Complex | 3 |
| Alliance Piera Barbaglia Shaheen Health Services Academy | 1 |
| Alliance Renee and Meyer Luskin Academy High | 4 |
| Alliance Susan and Eric Smidt Technology High | 4 |
| Alliance Ted K. Tajima High | 3 |
| Alliance Tennenbaum Family Technology High | 5 |
| Alma Fuerte Public | 9 |
| Almond Acres Charter Academy | 2 |
| Alpaugh Unified | 20 |
| Alpha Cindy Avitia High | 4 |
| Alpha: Blanca Alvarado | 52 |
| Alpha: Cornerstone Academy Preparatory | 40 |
| Alpha: Jose Hernandez | 71 |
| Alpine Union Elementary | 7 |
| Alta Loma Elementary | 83 |
| Alta Vista Elementary | 31 |
| Alta Vista Innovation High | 5 |
| Alternatives in Action | 2 |
| Alum Rock Union Elementary | 558 |
| Alview-Dairyland Union Elementary | 16 |
| Alvina Elementary | 7 |
| Alvord Unified | 456 |
| Amador County Unified | 24 |
| Ambassador Phillip V. Sanchez II Public Charter | 1 |
| America's Finest Charter | 31 |
| American Indian Public Charter II | 26 |
| American River Collegiate Academy | 4 |
| Anaheim Elementary | 1,256 |
| Anaheim Union High | 139 |
| Anahuacalmecac International University Preparatory of North America | 2 |
| Anderson Union High | 4 |
| Anderson Valley Unified | 19 |
| Animo City of Champions Charter High | 5 |
| Animo Compton Charter | 5 |
| Animo Ellen Ochoa Charter Middle | 3 |
| Animo Jefferson Charter Middle | 1 |
| Animo Legacy Charter Middle | 3 |

Table 5.A.1 *(continuation two)*

|  |  |
| --- | --- |
| LEA | N |
| Animo Mae Jemison Charter Middle | 1 |
| Animo Pat Brown | 2 |
| Animo Ralph Bunche Charter High | 5 |
| Animo Venice Charter High | 1 |
| Antelope Elementary | 10 |
| Antelope Valley Learning Academy | 6 |
| Antelope Valley Union High | 57 |
| Antioch Charter Academy | 4 |
| Antioch Charter Academy II | 4 |
| Antioch Unified | 297 |
| Apple Valley Unified | 111 |
| Ararat Charter | 30 |
| Arcadia Unified | 329 |
| Arcata Elementary | 1 |
| Arcohe Union Elementary | 11 |
| Arena Union Elementary | 18 |
| Armona Union Elementary | 41 |
| Aromas - San Juan Unified | 41 |
| Arroyo Vista Charter | 43 |
| Arts In Action Community Charter | 23 |
| Arvin Union | 220 |
| Aspen Meadow Public | 6 |
| Aspen Valley Prep Academy | 10 |
| Aspire APEX Academy | 8 |
| Aspire Alexander Twilight College Preparatory Academy | 33 |
| Aspire Alexander Twilight Secondary Academy | 1 |
| Aspire Antonio Maria Lugo Academy | 39 |
| Aspire Berkley Maynard Academy | 20 |
| Aspire Capitol Heights Academy | 4 |
| Aspire College Academy | 10 |
| Aspire ERES Academy | 10 |
| Aspire East Palo Alto Charter | 44 |
| Aspire Firestone Academy Charter | 28 |
| Aspire Gateway Academy Charter | 14 |
| Aspire Golden State College Preparatory Academy | 4 |
| Aspire Inskeep Academy Charter | 35 |
| Aspire Juanita Tate Academy Charter | 37 |
| Aspire Junior Collegiate Academy | 15 |
| Aspire Lionel Wilson College Preparatory Academy | 1 |
| Aspire Monarch Academy | 59 |

Table 5.A.1 *(continuation three)*

|  |  |
| --- | --- |
| LEA | N |
| Aspire Ollin University Preparatory Academy | 2 |
| Aspire Pacific Academy | 1 |
| Aspire Port City Academy | 19 |
| Aspire Richmond Technology Academy | 46 |
| Aspire River Oaks Charter | 25 |
| Aspire Rosa Parks Academy | 33 |
| Aspire Slauson Academy Charter | 14 |
| Aspire Stockton TK-5 Elementary Academy | 16 |
| Aspire Summit Charter Academy | 26 |
| Aspire Titan Academy | 25 |
| Aspire Triumph Technology Academy | 10 |
| Aspire University Charter | 40 |
| Aspire Vanguard College Preparatory Academy | 2 |
| Aspire Vincent Shalvey Academy | 22 |
| Assurance Learning Academy | 6 |
| Atascadero Unified | 25 |
| Atwater Elementary | 164 |
| Auburn Union Elementary | 41 |
| Audeo Charter | 3 |
| Aurum Preparatory Academy | 1 |
| Aveson School of Leaders | 5 |
| Azusa Unified | 180 |
| B. Roberto Cruz Leadership Academy | 3 |
| BRIDGES Charter | 3 |
| Baker Valley Unified | 9 |
| Bakersfield City | 996 |
| Baldwin Park Unified | 340 |
| Ballico-Cressey Elementary | 10 |
| Ballington Academy for the Arts and Sciences | 15 |
| Ballington Academy for the Arts and Sciences - San Bernardino | 11 |
| Banning Unified | 71 |
| Banta Elementary | 15 |
| Barack Obama Charter | 17 |
| Barstow Unified | 36 |
| Bass Lake Joint Union Elementary | 11 |
| Bassett Unified | 106 |
| Bay View Academy | 12 |
| Bayshore Elementary | 24 |
| Bear Valley Unified | 14 |
| Beardsley Elementary | 18 |

Table 5.A.1 *(continuation four)*

|  |  |
| --- | --- |
| LEA | N |
| Beaumont Unified | 82 |
| Bella Mente Montessori Academy | 13 |
| Bellevue Union | 165 |
| Bellflower Unified | 160 |
| Belmont-Redwood Shores Elementary | 172 |
| Benicia Unified | 25 |
| Bennett Valley Union Elementary | 20 |
| Berkeley Unified | 104 |
| Berryessa Union Elementary | 389 |
| Bert Corona Charter | 2 |
| Beverly Hills Unified | 77 |
| Big Picture Educational Academy | 3 |
| Big Springs Union Elementary | 9 |
| Big Valley Joint Unified | 1 |
| Biggs Unified | 7 |
| Birmingham Community Charter High | 14 |
| Bishop Unified | 22 |
| Black Butte Union Elementary | 2 |
| Black Oak Mine Unified | 2 |
| Blochman Union Elementary | 1 |
| Blue Lake Union Elementary | 2 |
| Blue Oak Academy | 13 |
| Blue Oak Charter | 5 |
| Blue Ridge Academy | 15 |
| Bolinas-Stinson Union | 3 |
| Bonita Unified | 59 |
| Bonsall Unified | 14 |
| Borrego Springs Unified | 18 |
| Brawley Elementary | 195 |
| Brawley Union High | 11 |
| Brea-Olinda Unified | 128 |
| Brentwood Union Elementary | 149 |
| Briggs Elementary | 32 |
| Bright Star Secondary Charter Academy | 3 |
| Brisbane Elementary | 18 |
| Brookfield Engineering Science Technology Academy | 9 |
| Browns Elementary | 1 |
| Buckeye Union Elementary | 33 |
| Buellton Union Elementary | 13 |
| Buena Park Elementary | 175 |

Table 5.A.1 *(continuation five)*

|  |  |
| --- | --- |
| LEA | N |
| Buena Vista Elementary | 7 |
| Bullis Charter | 68 |
| Burbank Unified | 246 |
| Burlingame Elementary | 121 |
| Burrel Union Elementary | 16 |
| Burton Elementary | 121 |
| Butte County Office of Education | 1 |
| Butte Valley Unified | 17 |
| Buttonwillow Union Elementary | 24 |
| Byron Union Elementary | 12 |
| CHAMPS - Charter HS of Arts-Multimedia & Performing | 1 |
| CHIME Institute's Schwarzenegger Community | 8 |
| CORE Butte Charter | 1 |
| CORE Charter | 3 |
| Cabrillo Point Academy | 21 |
| Cabrillo Unified | 76 |
| Cajon Valley Union | 836 |
| Calaveras County Office of Education | 1 |
| Calaveras Unified | 6 |
| Calexico Unified | 681 |
| Caliber: Beta Academy | 52 |
| Caliber: ChangeMakers Academy | 30 |
| California Collegiate Charter | 4 |
| California Connections Academy @ Ripon | 2 |
| California Connections Academy Monterey Bay | 3 |
| California Connections Academy North Bay | 1 |
| California Connections Academy Southern California | 12 |
| California Montessori Project - Capitol Campus | 1 |
| California Montessori Project - Elk Grove Campus | 8 |
| California Montessori Project-San Juan Campuses | 14 |
| California Montessori Project-Shingle Springs Campus | 3 |
| California Pacific Charter - San Diego | 4 |
| California Pacific Charter- Los Angeles | 3 |
| California Virtual Academy @ Los Angeles | 59 |
| California Virtual Academy @ San Diego | 34 |
| California Virtual Academy @ San Joaquin | 31 |
| California Virtual Academy @ Sonoma | 6 |
| California Virtual Academy San Mateo | 31 |
| California Virtual Academy at Fresno | 5 |
| California Virtual Academy at Kings | 6 |

Table 5.A.1 *(continuation six)*

|  |  |
| --- | --- |
| LEA | N |
| California Virtual Academy at Maricopa | 1 |
| California Virtual Academy at Sutter | 6 |
| Calipatria Unified | 24 |
| Calistoga Joint Unified | 47 |
| Camarillo Academy of Progressive Education | 4 |
| Cambrian | 85 |
| Camino Nuevo Charter Academy | 71 |
| Camino Nuevo Charter Academy #2 | 47 |
| Camino Nuevo Charter Academy #4 | 24 |
| Camino Nuevo Charter High | 2 |
| Camino Nuevo Elementary #3 | 51 |
| Camino Nuevo High #2 | 1 |
| Camino Union Elementary | 8 |
| Campbell Union | 318 |
| Campbell Union High | 37 |
| Capay Joint Union Elementary | 4 |
| Capistrano Unified | 685 |
| Capitol Collegiate Academy | 21 |
| Cardiff Elementary | 10 |
| Carlsbad Unified | 112 |
| Carmel Unified | 22 |
| Carpinteria Unified | 84 |
| Caruthers Unified | 61 |
| Cascade Union Elementary | 6 |
| Castaic Union | 23 |
| Castro Valley Unified | 240 |
| Cayucos Elementary | 1 |
| Center Joint Unified | 71 |
| Center for Advanced Learning | 27 |
| Centinela Valley Union High | 40 |
| Central Elementary | 101 |
| Central Unified | 289 |
| Central Union Elementary | 29 |
| Central Union High | 39 |
| Centralia Elementary | 213 |
| Ceres Unified | 526 |
| Chaffey Joint Union High | 87 |
| Charter Oak Unified | 40 |
| Charter School of Morgan Hill | 5 |
| Charter School of San Diego | 6 |

Table 5.A.1 *(continuation seven)*

|  |  |
| --- | --- |
| LEA | N |
| Chatom Union | 23 |
| Chawanakee Unified | 2 |
| Chico Country Day | 4 |
| Chico Unified | 116 |
| Chino Valley Unified | 619 |
| Chowchilla Elementary | 82 |
| Chowchilla Union High | 4 |
| Chualar Union | 34 |
| Chula Vista Elementary | 1,523 |
| Chula Vista Learning Community Charter | 90 |
| Cinnabar Elementary | 13 |
| Citizens of the World Charter School 5 | 10 |
| Citizens of the World Charter School Hollywood | 12 |
| Citizens of the World Charter School Mar Vista | 17 |
| Citizens of the World Charter School Silver Lake | 26 |
| Citrus Springs Charter | 9 |
| City Heights Preparatory Charter | 7 |
| City Language Immersion Charter | 14 |
| Claremont Unified | 94 |
| Clarksville Charter | 2 |
| Classical Academy | 6 |
| Classical Academy Vista | 2 |
| Clay Joint Elementary | 1 |
| Clayton Valley Charter High | 9 |
| Cloverdale Unified | 55 |
| Clovis Global Academy | 16 |
| Clovis Unified | 313 |
| Coachella Valley Unified | 785 |
| Coalinga-Huron Unified | 173 |
| Coast Unified | 18 |
| Coastal Academy Charter | 4 |
| Colfax Elementary | 1 |
| College Bridge Academy | 1 |
| College Elementary | 8 |
| Collegiate Charter High School of Los Angeles | 3 |
| Colton Joint Unified | 402 |
| Columbia Elementary | 5 |
| Columbia Union | 1 |
| Columbine Elementary | 4 |
| Colusa Unified | 57 |

Table 5.A.1 *(continuation eight)*

|  |  |
| --- | --- |
| LEA | N |
| Community Collaborative Charter | 5 |
| Community Montessori | 13 |
| Community Outreach Academy | 260 |
| Community Roots Academy | 14 |
| Community School for Creative Education | 10 |
| Compass Charter Schools of Los Angeles | 2 |
| Compass Charter Schools of San Diego | 21 |
| Compton Unified | 695 |
| Conejo Valley Unified | 307 |
| Connect Community Charter | 4 |
| Connecting Waters Charter | 10 |
| Connecting Waters Charter - East Bay | 4 |
| Connecting Waters Charter School - Central Valley | 4 |
| Contra Costa County Office of Education | 1 |
| Corcoran Joint Unified | 85 |
| Corning Union Elementary | 119 |
| Corning Union High | 7 |
| Corona-Norco Unified | 1,010 |
| Coronado Unified | 29 |
| Cotati-Rohnert Park Unified | 106 |
| Cottonwood | 18 |
| Covina-Valley Unified | 183 |
| Cox Academy | 61 |
| Creative Arts Charter | 6 |
| Crescent Valley Public Charter II | 1 |
| Crescent View South II | 1 |
| Crescent View West Public Charter | 4 |
| Cucamonga Elementary | 50 |
| Culver City Unified | 157 |
| Cupertino Union | 1,080 |
| Cutler-Orosi Joint Unified | 174 |
| Cutten Elementary | 4 |
| Cuyama Joint Unified | 12 |
| Cypress Elementary | 133 |
| Da Vinci Communications | 1 |
| Da Vinci Connect | 13 |
| Da Vinci Design | 1 |
| Darnall Charter | 27 |
| Davis Joint Unified | 209 |
| Death Valley Unified | 4 |

Table 5.A.1 *(continuation nine)*

|  |  |
| --- | --- |
| LEA | N |
| Del Mar Union Elementary | 239 |
| Del Norte County Unified | 23 |
| Delano Joint Union High | 14 |
| Delano Union Elementary | 284 |
| Delhi Unified | 126 |
| Delta Elementary Charter | 10 |
| Denair Unified | 26 |
| Desert Center Unified | 1 |
| Desert Sands Charter | 1 |
| Desert Sands Unified | 555 |
| Desert Trails Preparatory Academy | 20 |
| Design Tech High | 1 |
| Di Giorgio Elementary | 13 |
| Diego Valley East Public Charter | 1 |
| Dimensions Collaborative | 3 |
| Dinuba Unified | 201 |
| Discovery Charter | 71 |
| Discovery Charter II | 35 |
| Discovery Charter Preparatory #2 | 2 |
| Dixon Montessori Charter | 9 |
| Dixon Unified | 86 |
| Dos Palos Oro Loma Joint Unified | 62 |
| Downey Unified | 404 |
| Downtown Charter Academy | 3 |
| Downtown College Preparatory Middle | 2 |
| Downtown Value | 26 |
| Dr. Lewis Dolphin Stallworth Sr. Charter | 22 |
| Dry Creek Joint Elementary | 129 |
| Dual Language Immersion North County | 4 |
| Duarte Unified | 103 |
| Dublin Unified | 423 |
| Ducor Union Elementary | 6 |
| Dunham Elementary | 1 |
| Durham Unified | 13 |
| EJE Elementary Academy Charter | 63 |
| Earlimart Elementary | 115 |
| East Bay Innovation Academy | 4 |
| East Palo Alto Academy | 3 |
| East Side Union High | 162 |
| East Whittier City Elementary | 130 |

Table 5.A.1 *(continuation 10)*

|  |  |
| --- | --- |
| LEA | N |
| Eastern Sierra Unified | 3 |
| Eastside Union Elementary | 60 |
| Edison Elementary | 27 |
| Edison-Bethune Charter Academy | 8 |
| Ednovate - Brio College Prep | 4 |
| Ednovate - East College Prep | 1 |
| Ednovate - Esperanza College Prep | 2 |
| Ednovate - Legacy College Prep. | 2 |
| Ednovate - USC Hybrid High College Prep | 4 |
| Edward B. Cole Academy | 40 |
| Eel River Charter | 7 |
| El Camino Real Charter High | 14 |
| El Centro Elementary | 346 |
| El Dorado Union High | 5 |
| El Monte City | 395 |
| El Monte Union High | 49 |
| El Nido Elementary | 11 |
| El Rancho Unified | 183 |
| El Segundo Unified | 19 |
| El Sol Santa Ana Science and Arts Academy | 38 |
| El Tejon Unified | 8 |
| Eleanor Roosevelt Community Learning Center | 1 |
| Elevate | 12 |
| Elite Academic Academy - Lucerne | 2 |
| Elite Academic Academy - Mountain Empire | 2 |
| Elite Academic Academy - Virtual Prep Lucerne | 2 |
| Elite Public | 26 |
| Elk Grove Unified | 1,636 |
| Elverta Joint Elementary | 5 |
| Emery Unified | 11 |
| Empire Springs Charter | 6 |
| Empire Union Elementary | 99 |
| Empower Language Academy | 14 |
| Empowering Possibilities International Charter | 43 |
| Encinitas Union Elementary | 101 |
| Encore Jr./Sr. High School for the Performing and Visual Arts | 6 |
| Endeavor Charter | 1 |
| Endeavor College Preparatory Charter | 26 |
| Enterprise Elementary | 59 |
| Entrepreneur High | 2 |

Table 5.A.1 *(continuation 11)*

|  |  |
| --- | --- |
| LEA | N |
| Environmental Charter Middle - Inglewood | 2 |
| Envision Academy for Arts & Technology | 2 |
| Epiphany Prep Charter | 57 |
| Equitas Academy #2 | 3 |
| Equitas Academy #3 Charter | 3 |
| Equitas Academy 4 | 1 |
| Equitas Academy 5 | 32 |
| Equitas Academy 6 | 102 |
| Equitas Academy Charter | 54 |
| Escalon Charter Academy | 3 |
| Escalon Unified | 54 |
| Escondido Union | 639 |
| Escondido Union High | 50 |
| Escuela Popular Accelerated Family Learning | 56 |
| Escuela Popular/Center for Training and Careers, Family Learning | 52 |
| Esparto Unified | 44 |
| Etiwanda Elementary | 282 |
| Eureka City Schools | 65 |
| Eureka Union | 50 |
| Everest Public High | 3 |
| Everest Value | 21 |
| Evergreen Elementary | 470 |
| Evergreen Union | 11 |
| Excel Academy Charter | 15 |
| Exeter Unified | 48 |
| Extera Public | 25 |
| Extera Public School No. 2 | 32 |
| Ezequiel Tafoya Alvarado Academy | 47 |
| Fairfax Elementary | 100 |
| Fairfield-Suisun Unified | 490 |
| Fall River Joint Unified | 11 |
| Fallbrook Union Elementary | 221 |
| Fallbrook Union High | 15 |
| Family First Charter | 2 |
| Family Partnership Charter | 1 |
| Farmersville Unified | 101 |
| Feaster (Mae L.) Charter | 101 |
| Feather River Charter | 13 |
| Fenton Avenue Charter | 2 |
| Fenton Charter Leadership Academy | 11 |

Table 5.A.1 *(continuation 12)*

|  |  |
| --- | --- |
| LEA | N |
| Fenton Primary Center | 86 |
| Fenton STEM Academy: Elementary Center for Science Technology Engineering and Mathematics | 12 |
| Ferndale Unified | 5 |
| Fillmore Unified | 128 |
| Firebaugh-Las Deltas Unified | 86 |
| Five Keys Independence HS (SF Sheriff's) | 2 |
| Folsom-Cordova Unified | 544 |
| Fontana Unified | 930 |
| Forestville Union Elementary | 9 |
| Fort Bragg Unified | 33 |
| Fort Ross Elementary | 1 |
| Fortuna Elementary | 34 |
| Fortuna Union High | 1 |
| Fortune | 32 |
| Fountain Valley Elementary | 152 |
| Fowler Unified | 44 |
| Francophone Charter School of Oakland | 15 |
| Franklin Elementary | 4 |
| Franklin-McKinley Elementary | 461 |
| Fremont Unified | 1,252 |
| Fremont Union High | 77 |
| Fresno County Office of Education | 1 |
| Fresno Unified | 1,671 |
| Fruitvale Elementary | 32 |
| Fuente Nueva Charter | 2 |
| Fullerton Elementary | 468 |
| Fullerton Joint Union High | 76 |
| Futures High | 22 |
| Gabriella Charter | 26 |
| Gabriella Charter 2 | 28 |
| Galt Joint Union Elementary | 111 |
| Galt Joint Union High | 10 |
| Garden Grove Unified | 1,643 |
| Garvey Elementary | 343 |
| Gateway High | 1 |
| Gateway International | 65 |
| Gateway Unified | 10 |
| General Shafter Elementary | 5 |
| Gerber Union Elementary | 21 |

Table 5.A.1 *(continuation 13)*

|  |  |
| --- | --- |
| LEA | N |
| Geyserville Unified | 3 |
| Gilroy Prep (a Navigator School) | 25 |
| Gilroy Unified | 278 |
| Glendale Unified | 909 |
| Glendora Unified | 67 |
| Glenn County Office of Education | 1 |
| Global Education Academy | 21 |
| Global Education Academy 2 | 7 |
| Goethe International Charter | 38 |
| Gold Oak Union Elementary | 2 |
| Gold Rush Charter | 1 |
| Golden Feather Union Elementary | 1 |
| Golden Oak Montessori of Hayward | 5 |
| Golden Plains Unified | 67 |
| Golden Valley Charter | 1 |
| Golden Valley Orchard | 2 |
| Golden Valley River | 6 |
| Golden Valley Unified | 19 |
| Goleta Union Elementary | 153 |
| Gompers Preparatory Academy | 3 |
| Gonzales Unified | 74 |
| Gorman Joint | 1 |
| Gorman Learning Center | 2 |
| Gorman Learning Center San Bernardino/Santa Clarita | 10 |
| Granada Hills Charter | 47 |
| Granite Mountain Charter | 4 |
| Grant Elementary | 1 |
| Grass Valley Elementary | 12 |
| Gravenstein Union Elementary | 10 |
| Great Valley Academy | 12 |
| Great Valley Academy - Salida | 12 |
| Greater San Diego Academy | 1 |
| Greenfield Union | 308 |
| Greenfield Union Elementary | 318 |
| Gridley Unified | 51 |
| Grimmway Academy | 43 |
| Grimmway Academy Shafter | 35 |
| Grossmont Union High | 108 |
| Grove | 2 |
| Growth Public | 12 |

Table 5.A.1 *(continuation 14)*

|  |  |
| --- | --- |
| LEA | N |
| Guadalupe Union Elementary | 99 |
| Guajome Learning Center | 1 |
| Guajome Park Academy Charter | 7 |
| Guerneville Elementary | 3 |
| Gustine Unified | 74 |
| Hacienda la Puente Unified | 503 |
| Hamilton Unified | 31 |
| Hanford Elementary | 148 |
| Hanford Joint Union High | 8 |
| Happy Valley Union Elementary | 2 |
| Harbor Springs Charter | 1 |
| Hardy Brown College Prep | 7 |
| Harriet Tubman Village Charter | 18 |
| Hart-Ransom Union Elementary | 10 |
| Hawking S.T.E.A.M. Charter | 126 |
| Hawthorne | 272 |
| Hayward Collegiate Charter | 16 |
| Hayward Unified | 863 |
| Healdsburg Unified | 45 |
| Health Sciences High and Middle College | 1 |
| Heartland Charter | 6 |
| Heartwood Charter | 2 |
| Heber Elementary | 76 |
| Hemet Unified | 353 |
| Heritage K-8 Charter | 23 |
| Heritage Peak Charter | 14 |
| Hermosa Beach City Elementary | 9 |
| Hesperia Unified | 275 |
| Hickman Community Charter | 11 |
| High Tech Elementary | 11 |
| High Tech Elementary Chula Vista | 26 |
| High Tech Elementary Explorer | 6 |
| High Tech Elementary Mesa | 10 |
| High Tech Elementary North County | 18 |
| High Tech High Chula Vista | 5 |
| High Tech High International | 2 |
| High Tech High Media Arts | 1 |
| High Tech High Mesa | 1 |
| High Tech High North County | 1 |
| High Tech LA Middle | 1 |

Table 5.A.1 *(continuation 15)*

|  |  |
| --- | --- |
| LEA | N |
| High Tech Middle Mesa | 2 |
| Higher Learning Academy | 24 |
| Hillsborough City Elementary | 32 |
| Hilmar Unified | 48 |
| Hollister | 179 |
| Hollister Prep | 26 |
| Holly Drive Leadership Academy | 3 |
| Holtville Unified | 78 |
| Hope Elementary | 30 |
| Horicon Elementary | 2 |
| Horizon Charter | 19 |
| Howard Gardner Community Charter | 9 |
| Howell Mountain Elementary | 3 |
| Hueneme Elementary | 476 |
| Hughson Unified | 43 |
| Humphreys College Academy of Business, Law and Education | 13 |
| Huntington Beach City Elementary | 54 |
| Huntington Beach Union High | 85 |
| ICEF Inglewood Elementary Charter Academy | 10 |
| ICEF Innovation Los Angeles Charter | 15 |
| ICEF View Park Preparatory Elementary | 7 |
| ICEF View Park Preparatory High | 1 |
| ICEF Vista Elementary Academy | 25 |
| ISANA Achernar Academy | 12 |
| ISANA Cardinal Academy | 32 |
| ISANA Nascent Academy | 28 |
| ISANA Octavia Academy | 15 |
| ISANA Palmati Academy | 29 |
| Iftin Charter | 27 |
| Imagine Schools, Riverside County | 73 |
| Impact Academy of Arts & Technology | 4 |
| Imperial Unified | 112 |
| Ingenium Charter | 31 |
| Ingenium Charter Middle | 3 |
| Ingenium Clarion Charter Middle | 1 |
| Inglewood Unified | 225 |
| Inland Leaders Charter | 13 |
| Innovations Academy | 2 |
| Inspire School of Arts and Sciences | 8 |
| Integrity Charter | 30 |

Table 5.A.1 *(continuation 16)*

|  |  |
| --- | --- |
| LEA | N |
| Intellectual Virtues Academy | 1 |
| International School for Science and Culture | 14 |
| International School of Monterey | 8 |
| Invictus Leadership Academy | 1 |
| Irvine Unified | 1,788 |
| Island Union Elementary | 4 |
| Ivy Academia | 21 |
| JCS - Cedar Cove | 2 |
| JCS - Manzanita | 2 |
| JCS - Mountain Oaks | 1 |
| JCS - Pine Hills | 3 |
| Jacoby Creek Elementary | 4 |
| Jamestown Elementary | 6 |
| Jamul-Dulzura Union Elementary | 21 |
| Jefferson Elementary | 328 |
| Jefferson Union High | 50 |
| John Adams Academy - El Dorado Hills | 7 |
| John Adams Academy - Lincoln | 18 |
| John Adams Academy - Roseville | 20 |
| John Muir Charter | 9 |
| John Swett Unified | 18 |
| Johnstonville Elementary | 3 |
| Journey | 18 |
| Julia Lee Performing Arts Academy | 7 |
| Julian Union Elementary | 3 |
| Junction Elementary | 2 |
| Jurupa Unified | 583 |
| KIPP Academy of Opportunity | 1 |
| KIPP Adelante Preparatory Academy | 3 |
| KIPP Bayview Academy | 2 |
| KIPP Bridge Academy | 16 |
| KIPP Comienza Community Prep | 51 |
| KIPP Compton Community | 14 |
| KIPP Corazon Academy | 43 |
| KIPP Empower Academy | 29 |
| KIPP Esperanza High | 1 |
| KIPP Excelencia Community Preparatory | 54 |
| KIPP Heritage Academy | 3 |
| KIPP Ignite Academy | 23 |
| KIPP Iluminar Academy | 43 |

Table 5.A.1 *(continuation 17)*

|  |  |
| --- | --- |
| LEA | N |
| KIPP King Collegiate High | 4 |
| KIPP Los Angeles College Preparatory | 1 |
| KIPP Promesa Prep | 27 |
| KIPP Pueblo Unido | 51 |
| KIPP Raices Academy | 39 |
| KIPP San Francisco Bay Academy | 2 |
| KIPP San Francisco College Preparatory | 5 |
| KIPP Summit Academy | 2 |
| KIPP Valiant Community Prep | 57 |
| KIPP Vida Preparatory Academy | 36 |
| Kairos Public School Vacaville Academy | 2 |
| Kavod Charter | 23 |
| Keiller Leadership Academy | 28 |
| Kelseyville Unified | 30 |
| Kentfield Elementary | 15 |
| Keppel Union Elementary | 114 |
| Kerman Unified | 176 |
| Kern County Office of Education | 5 |
| Kern High | 163 |
| Kernville Union Elementary | 2 |
| Keyes Union | 43 |
| Kid Street Learning Center Charter | 1 |
| Kidinnu Academy | 46 |
| Kinetic Academy | 1 |
| King City Union | 194 |
| King-Chavez Academy of Excellence | 16 |
| King-Chavez Community High | 5 |
| King-Chavez Preparatory Academy | 1 |
| King-Chavez Primary Academy | 39 |
| Kings Canyon Joint Unified | 393 |
| Kings County Office of Education | 3 |
| Kings River Union Elementary | 24 |
| Kings River-Hardwick Union Elementary | 4 |
| Kings Valley Academy II | 1 |
| Kingsburg Elementary Charter | 36 |
| Kingsburg Joint Union High | 2 |
| Kipp Prize Preparatory Academy | 6 |
| Kit Carson Union Elementary | 15 |
| Knightsen Elementary | 11 |
| Knowledge Enlightens You (KEY) Academy | 47 |

Table 5.A.1 *(continuation 18)*

|  |  |
| --- | --- |
| LEA | N |
| Konocti Unified | 38 |
| LA's Promise Charter High #1 | 1 |
| LPS Oakland R & D Campus | 3 |
| La Canada Unified | 44 |
| La Habra City Elementary | 160 |
| La Honda-Pescadero Unified | 2 |
| La Mesa-Spring Valley | 279 |
| LaVerne Elementary Preparatory Academy | 23 |
| Lafayette Elementary | 22 |
| Laguna Beach Unified | 29 |
| Laguna Joint Elementary | 1 |
| Lake Elementary | 1 |
| Lake Elsinore Unified | 343 |
| Lake Tahoe Unified | 69 |
| Lakeport Unified | 24 |
| Lakeside Joint | 1 |
| Lakeside Union | 23 |
| Lakeside Union Elementary | 82 |
| Lammersville Joint Unified | 247 |
| Lamont Elementary | 197 |
| Lancaster Elementary | 214 |
| Larchmont Charter | 26 |
| Larkspur-Corte Madera | 21 |
| Las Lomitas Elementary | 45 |
| Las Virgenes Unified | 130 |
| Lashon Academy | 42 |
| Lassen Union High | 1 |
| Lassen View Union Elementary | 1 |
| Latino College Preparatory Academy | 1 |
| Laton Joint Unified | 19 |
| Lawndale Elementary | 220 |
| Laytonville Unified | 9 |
| Lazear Charter Academy | 30 |
| Le Grand Union Elementary | 20 |
| Le Grand Union High | 2 |
| Leadership High | 2 |
| Leadership Public Schools - Hayward | 6 |
| Leadership Public Schools: Richmond | 2 |
| Learning Choice Academy | 1 |
| Learning Choice Academy - Chula Vista | 9 |

Table 5.A.1 *(continuation 19)*

|  |  |
| --- | --- |
| LEA | N |
| Learning Without Limits | 38 |
| Learning by Design Charter | 3 |
| Leggett Valley Unified | 1 |
| Lemon Grove | 103 |
| Lemoore Union Elementary | 63 |
| Lemoore Union High | 5 |
| Lennox | 310 |
| Leonardo da Vinci Health Sciences Charter | 22 |
| Libertas College Preparatory Charter | 2 |
| Liberty Elementary | 11 |
| Liberty Union High | 13 |
| Life Source International Charter | 5 |
| Lifeline Education Charter | 7 |
| Lighthouse Community Charter | 37 |
| Lighthouse Community Charter High | 2 |
| Lincoln Unified | 103 |
| Linden Unified | 61 |
| Lindsay Unified | 153 |
| Literacy First Charter | 74 |
| Little Lake City Elementary | 76 |
| Live Oak Charter | 3 |
| Live Oak Elementary | 61 |
| Live Oak Unified | 49 |
| Livermore Valley Joint Unified | 201 |
| Livingston Union | 183 |
| Lodestar: A Lighthouse Community Charter Public | 31 |
| Lodi Unified | 649 |
| Loleta Union Elementary | 2 |
| Loma Prieta Joint Union Elementary | 2 |
| Lompoc Unified | 185 |
| Lone Pine Unified | 7 |
| Long Beach Unified | 1,591 |
| Loomis Union Elementary | 13 |
| Los Alamitos Unified | 61 |
| Los Altos Elementary | 137 |
| Los Angeles County Office of Education | 6 |
| Los Angeles Leadership Primary Academy | 36 |
| Los Angeles Unified | 14,980 |
| Los Banos Unified | 302 |
| Los Feliz Charter School for the Arts | 4 |

Table 5.A.1 *(continuation 20)*

|  |  |
| --- | --- |
| LEA | N |
| Los Gatos Union Elementary | 65 |
| Los Gatos-Saratoga Union High | 10 |
| Los Molinos Unified | 19 |
| Los Nietos | 46 |
| Los Olivos Elementary | 3 |
| Lost Hills Union Elementary | 17 |
| Lowell Joint | 38 |
| Lucerne Elementary | 4 |
| Lucerne Valley Unified | 16 |
| Lucia Mar Unified | 165 |
| Luis Valdez Leadership Academy | 1 |
| Luther Burbank | 20 |
| Lynwood Unified | 499 |
| MAAC Community Charter | 11 |
| MIT Academy | 1 |
| MIT Griffin Academy Middle | 1 |
| Madera County Superintendent of Schools | 15 |
| Madera Unified | 673 |
| Magnolia Elementary | 426 |
| Magnolia Science Academy | 4 |
| Magnolia Science Academy 2 | 5 |
| Magnolia Science Academy 4 | 1 |
| Magnolia Science Academy 5 | 2 |
| Magnolia Science Academy 7 | 16 |
| Magnolia Science Academy Bell | 1 |
| Magnolia Science Academy San Diego | 2 |
| Making Waves Academy | 2 |
| Mammoth Unified | 41 |
| Manchester Union Elementary | 2 |
| Manhattan Beach Unified | 46 |
| Manteca Unified | 624 |
| Manzanita Elementary | 2 |
| Manzanita Public Charter | 11 |
| Maple Elementary | 3 |
| Marconi Learning Academy | 2 |
| Marcum-Illinois Union Elementary | 3 |
| Maria Montessori Charter Academy | 6 |
| Maricopa Unified | 3 |
| Mariposa County Unified | 10 |
| Mark Twain Union Elementary | 6 |

Table 5.A.1 *(continuation 21)*

|  |  |
| --- | --- |
| LEA | N |
| Mark West Union Elementary | 12 |
| Martinez Unified | 37 |
| Marysville Joint Unified | 198 |
| Maxwell Unified | 6 |
| McCabe Union Elementary | 52 |
| McFarland Unified | 136 |
| McGill School of Success | 13 |
| McKinleyville Union Elementary | 2 |
| McSwain Union Elementary | 7 |
| Meadows Arts and Technology Elementary | 9 |
| Meadows Union Elementary | 31 |
| Mendocino Unified | 6 |
| Mendota Unified | 264 |
| Menifee Union Elementary | 114 |
| Menlo Park City Elementary | 87 |
| Merced City Elementary | 200 |
| Merced River Union Elementary | 9 |
| Merced Union High | 55 |
| Mesa Union Elementary | 7 |
| Method Schools, LA | 3 |
| MethodSchools | 2 |
| Middletown Unified | 7 |
| Mill Valley Elementary | 32 |
| Millbrae Elementary | 101 |
| Millennium Charter | 2 |
| Miller Creek Elementary | 46 |
| Milpitas Unified | 631 |
| Mission Preparatory | 33 |
| Mission Union Elementary | 2 |
| Mission Vista Academy | 4 |
| Modesto City Elementary | 715 |
| Modesto City High | 72 |
| Modoc Joint Unified | 9 |
| Mojave River Academy - Gold Canyon | 1 |
| Mojave River Academy - National Trails | 1 |
| Mojave River Academy - Rockview Park | 2 |
| Mojave River Academy - Silver Mountain | 2 |
| Mojave Unified | 41 |
| Monarch River Academy | 1 |
| Mono County Office of Education | 23 |

Table 5.A.1 *(continuation 22)*

|  |  |
| --- | --- |
| LEA | N |
| Monroe Elementary | 8 |
| Monrovia Unified | 115 |
| Monsenor Oscar Romero Charter Middle | 3 |
| Monson-Sultana Joint Union Elementary | 20 |
| Montague Charter Academy | 73 |
| Montebello Unified | 632 |
| Montecito Union Elementary | 8 |
| Monterey Bay Charter | 8 |
| Monterey County Office of Education | 2 |
| Monterey Peninsula Unified | 436 |
| Moorpark Unified | 89 |
| Moraga Elementary | 28 |
| Moreland | 245 |
| Moreno Valley Unified | 646 |
| Morgan Hill Unified | 174 |
| Morongo Unified | 39 |
| Morrice Schaefer Charter | 18 |
| Mother Lode Union Elementary | 11 |
| Mount Pleasant Elementary | 92 |
| Mountain Empire Unified | 80 |
| Mountain Home Charter (Alternative) | 1 |
| Mountain Valley Unified | 8 |
| Mountain View Elementary | 381 |
| Mountain View Whisman | 335 |
| Mountain View-Los Altos Union High | 25 |
| Mt. Diablo Unified | 922 |
| Mt. Shasta Union Elementary | 4 |
| Mueller Charter (Robert L.) | 92 |
| Mulberry Elementary | 2 |
| Multicultural Learning Center | 23 |
| Mupu Elementary | 4 |
| Muroc Joint Unified | 12 |
| Murrieta Valley Unified | 183 |
| Museum | 3 |
| N.E.W. Academy Canoga Park | 53 |
| N.E.W. Academy of Science and Arts | 55 |
| Napa Valley Unified | 509 |
| National Elementary | 437 |
| Natomas Charter | 28 |
| Natomas Unified | 326 |

Table 5.A.1 *(continuation 23)*

|  |  |
| --- | --- |
| LEA | N |
| Nea Community Learning Center | 10 |
| Needles Unified | 3 |
| Nevada City Elementary | 2 |
| Nevada Joint Union High | 7 |
| New Designs Charter | 5 |
| New Designs Charter School-Watts | 3 |
| New Haven Unified | 262 |
| New Heights Charter | 15 |
| New Hope Elementary | 7 |
| New Horizons Charter Academy | 15 |
| New Jerusalem Elementary | 16 |
| New Los Angeles Charter Elementary | 10 |
| New Village Girls Academy | 6 |
| New Vision Middle | 2 |
| Newark Unified | 156 |
| Newcastle Elementary | 2 |
| Newhall | 218 |
| Newman-Crows Landing Unified | 103 |
| Newport-Mesa Unified | 424 |
| NextGeneration STEAM Academy | 26 |
| Nord Country | 1 |
| Norris Elementary | 18 |
| North County Joint Union Elementary | 12 |
| North Monterey County Unified | 241 |
| North Oakland Community Charter | 7 |
| North Valley Military Institute College Preparatory Academy | 2 |
| Northern Humboldt Union High | 3 |
| Norton Science and Language Academy | 47 |
| Norwalk-La Mirada Unified | 286 |
| Novato Charter | 1 |
| Novato Unified | 199 |
| Nuestro Elementary | 2 |
| Nuview Union | 75 |
| OCASA College Prep | 1 |
| OCS - South | 6 |
| OCSA | 2 |
| Oak Grove Elementary | 329 |
| Oak Grove Union Elementary | 5 |
| Oak Park Unified | 54 |
| Oak Valley Union Elementary | 24 |

Table 5.A.1 *(continuation 24)*

|  |  |
| --- | --- |
| LEA | N |
| Oak View Union Elementary | 11 |
| Oakdale Joint Unified | 61 |
| Oakland Charter Academy | 3 |
| Oakland Charter High | 1 |
| Oakland Military Institute, College Preparatory Academy | 2 |
| Oakland Unified | 1,539 |
| Oakley Union Elementary | 99 |
| Oasis Charter Public | 9 |
| Ocean Charter | 14 |
| Ocean Grove Charter | 26 |
| Ocean View | 326 |
| Oceanside Unified | 355 |
| Odyssey Charter | 3 |
| Ojai Unified | 24 |
| Old Adobe Union | 65 |
| Olivet Elementary Charter | 19 |
| Ontario-Montclair | 894 |
| Opportunities for Learning - Baldwin Park | 9 |
| Opportunities for Learning - Duarte | 1 |
| Opportunities for Learning - Santa Clarita | 2 |
| Options For Youth - Duarte, Inc | 3 |
| Options for Youth San Gabriel | 3 |
| Options for Youth-Acton | 2 |
| Options for Youth-San Bernardino | 3 |
| Options for Youth-San Juan | 4 |
| Orange Center | 7 |
| Orange County Academy of Sciences and Arts | 1 |
| Orange County Classical Academy | 14 |
| Orange County Department of Education | 10 |
| Orange County Educational Arts Academy | 48 |
| Orange Unified | 726 |
| Orchard Elementary | 71 |
| Orcutt Union Elementary | 53 |
| Orinda Union Elementary | 22 |
| Orland Joint Unified | 67 |
| Oro Grande | 14 |
| Oroville City Elementary | 15 |
| Oroville Union High | 10 |
| Oscar De La Hoya Animo Charter High | 4 |
| Our Community Charter | 3 |

Table 5.A.1 *(continuation 25)*

|  |  |
| --- | --- |
| LEA | N |
| Outside Creek Elementary | 6 |
| Oxford Preparatory Academy - Saddleback Valley | 17 |
| Oxford Preparatory Academy - South Orange County | 19 |
| Oxnard | 998 |
| Oxnard Union High | 66 |
| PREPA TEC - Los Angeles | 2 |
| PUC Community Charter Elementary | 3 |
| PUC Excel Charter Academy | 2 |
| PUC Inspire Charter Academy | 3 |
| PUC Milagro Charter | 13 |
| Pacheco Union Elementary | 4 |
| Pacific Coast Academy | 11 |
| Pacific Elementary | 1 |
| Pacific Grove Unified | 31 |
| Pacific Springs Charter | 16 |
| Pacific Union Elementary | 36 |
| Pacific View Charter 2.0 | 2 |
| Pacifica | 54 |
| Pacoima Charter Elementary | 85 |
| Pajaro Valley Unified | 781 |
| Palermo Union Elementary | 24 |
| Palm Lane Elementary Charter | 21 |
| Palm Springs Unified | 686 |
| Palmdale Aerospace Academy | 29 |
| Palmdale Elementary | 526 |
| Palo Alto Unified | 331 |
| Palo Verde Unified | 12 |
| Palo Verde Union Elementary | 36 |
| Palos Verdes Peninsula Unified | 190 |
| Panama-Buena Vista Union | 359 |
| Panoche Elementary | 1 |
| Para Los Niños - Evelyn Thurman Gratts Primary | 44 |
| Para Los Niños Charter | 29 |
| Para Los Niños Middle | 2 |
| Paradise Elementary | 4 |
| Paradise Unified | 3 |
| Paramount Unified | 375 |
| Parlier Unified | 153 |
| Pasadena Rosebud Academy | 1 |
| Pasadena Unified | 366 |

Table 5.A.1 *(continuation 26)*

|  |  |
| --- | --- |
| LEA | N |
| Paso Robles Joint Unified | 171 |
| Pathways Academy Charter Adult Education | 1 |
| Pathways to College K8 | 24 |
| Patterson Joint Unified | 185 |
| Peabody Charter | 16 |
| Peak Prep Pleasant Valley | 3 |
| Penn Valley Union Elementary | 3 |
| Perris Elementary | 320 |
| Perris Union High | 37 |
| Petaluma City Elementary | 58 |
| Petaluma Joint Union High | 10 |
| Piedmont City Unified | 15 |
| Pierce Joint Unified | 59 |
| Pine Ridge Elementary | 1 |
| Piner-Olivet Union Elementary | 7 |
| Pioneer Union Elementary | 37 |
| Pittsburg Unified | 344 |
| Pivot Charter School - San Diego II | 1 |
| Pivot Charter School North Valley II | 1 |
| Pivot Charter School Riverside | 1 |
| Pixley Union Elementary | 54 |
| Placentia-Yorba Linda Unified | 546 |
| Placer County Office of Education | 2 |
| Placer Hills Union Elementary | 1 |
| Placer Union High | 5 |
| Placerville Union Elementary | 23 |
| Planada Elementary | 60 |
| Plaza Elementary | 4 |
| Pleasant Ridge Union Elementary | 1 |
| Pleasant Valley | 65 |
| Pleasant Valley Joint Union Elementary | 1 |
| Pleasant View Elementary | 21 |
| Pleasanton Unified | 483 |
| Plumas Lake Elementary | 13 |
| Plumas Unified | 17 |
| Pollock Pines Elementary | 2 |
| Pomona Unified | 699 |
| Pond Union Elementary | 3 |
| Pope Valley Union Elementary | 4 |
| Port of Los Angeles High | 2 |

Table 5.A.1 *(continuation 27)*

|  |  |
| --- | --- |
| LEA | N |
| Porterville Unified | 355 |
| Portola Valley Elementary | 3 |
| Potter Valley Community Unified | 1 |
| Poway Unified | 809 |
| Preuss School UCSD | 1 |
| Primary Charter | 21 |
| Princeton Joint Unified | 3 |
| Public Policy Charter | 2 |
| Puente Charter | 23 |
| REACH | 1 |
| REACH Leadership STEM Academy | 12 |
| Raisin City Elementary | 22 |
| Ramona City Unified | 92 |
| Rancho Santa Fe Elementary | 8 |
| Ravenswood City Elementary | 136 |
| Red Bluff Joint Union High | 13 |
| Red Bluff Union Elementary | 48 |
| Redding Elementary | 16 |
| Redding School of the Arts | 4 |
| Redlands Unified | 205 |
| Redondo Beach Unified | 99 |
| Redwood Academy of Ukiah | 1 |
| Redwood City Elementary | 386 |
| Reed Union Elementary | 14 |
| Reef-Sunset Unified | 125 |
| Renaissance Arts Academy | 11 |
| Rescue Union Elementary | 15 |
| Rialto Unified | 539 |
| Richfield Elementary | 12 |
| Richgrove Elementary | 43 |
| Richland Union Elementary | 139 |
| Richmond Charter Elementary-Benito Juarez | 42 |
| Richmond College Preparatory | 38 |
| Ridgecrest Elementary Academy for Language, Music, and Science | 2 |
| Rim of the World Unified | 23 |
| Rincon Valley Union Elementary | 83 |
| Rio Bravo-Greeley Union Elementary | 14 |
| Rio Dell Elementary | 3 |
| Rio Elementary | 264 |
| Rio Valley Charter | 1 |

Table 5.A.1 *(continuation 28)*

|  |  |
| --- | --- |
| LEA | N |
| Ripon Unified | 44 |
| Rise Kohyang Elementary | 28 |
| Rise Kohyang High | 7 |
| Rise Kohyang Middle | 5 |
| Rising Sun Montessori | 7 |
| River Charter Schools Lighthouse Charter | 2 |
| River Delta Joint Unified | 43 |
| River Islands Technology Academy | 11 |
| River Oak Charter | 2 |
| River Oaks Academy | 1 |
| River Springs Charter | 38 |
| Riverbank Unified | 113 |
| Riverdale Joint Unified | 52 |
| Riverside County Office of Education | 9 |
| Riverside Unified | 871 |
| Roberts Ferry Union Elementary | 6 |
| Robla Elementary | 100 |
| Rocketship Academy Brilliant Minds | 64 |
| Rocketship Alma Academy | 47 |
| Rocketship Delta Prep | 34 |
| Rocketship Discovery Prep | 52 |
| Rocketship Fuerza Community Prep | 66 |
| Rocketship Los Suenos Academy | 50 |
| Rocketship Mateo Sheedy Elementary | 65 |
| Rocketship Mosaic Elementary | 73 |
| Rocketship Redwood City | 44 |
| Rocketship Rising Stars | 83 |
| Rocketship Si Se Puede Academy | 44 |
| Rocketship Spark Academy | 85 |
| Rockford Elementary | 10 |
| Rocklin Academy | 11 |
| Rocklin Academy Gateway | 32 |
| Rocklin Academy at Meyers Street | 1 |
| Rocklin Unified | 114 |
| Romoland Elementary | 70 |
| Rosedale Union Elementary | 30 |
| Roseland | 156 |
| Roseland Charter | 1 |
| Rosemead Elementary | 167 |
| Roseville City Elementary | 185 |

Table 5.A.1 *(continuation 29)*

|  |  |
| --- | --- |
| LEA | N |
| Roseville Joint Union High | 21 |
| Ross Elementary | 2 |
| Ross Valley Elementary | 20 |
| Round Valley Unified | 19 |
| Rowland Unified | 465 |
| SBE - Academia Avance Charter | 3 |
| SBE - Baypoint Preparatory Academy San Diego | 3 |
| SBE - Celerity Himalia | 52 |
| SBE - John Henry High | 7 |
| SBE - KIPP Bayview Elementary | 3 |
| SBE - KIPP Navigate College Prep | 2 |
| SBE - Magnolia Science Academy Santa Ana | 18 |
| SBE - Olive Grove Charter - Lompoc | 1 |
| SBE - Rocketship Futuro Academy | 83 |
| SBE - Ross Valley Elementary | 10 |
| SBE - Sweetwater Secondary | 4 |
| SBE - Vista Springs Charter | 7 |
| SBE - Watsonville Prep | 27 |
| SIATech | 7 |
| SOAR Charter Academy | 7 |
| STEM Preparatory Elementary | 22 |
| STREAM Charter | 5 |
| Sacramento City Unified | 836 |
| Sacramento County Office of Education | 1 |
| Sacramento Valley Charter | 34 |
| Saddleback Valley Unified | 476 |
| Sage Oak Charter | 9 |
| Sage Oak Charter School- Keppel | 1 |
| Saint Helena Unified | 32 |
| Salida Union Elementary | 84 |
| Salinas City Elementary | 762 |
| Salinas Union High | 79 |
| Samueli Academy | 4 |
| San Antonio Union Elementary | 5 |
| San Ardo Union Elementary | 6 |
| San Benito High | 15 |
| San Bernardino City Unified | 1,230 |
| San Bruno Park Elementary | 60 |
| San Carlos Charter Learning Center | 11 |
| San Carlos Elementary | 96 |

Table 5.A.1 *(continuation 30)*

|  |  |
| --- | --- |
| LEA | N |
| San Diego Cooperative Charter | 4 |
| San Diego County Office of Education | 35 |
| San Diego Global Vision Academy | 14 |
| San Diego Unified | 3,480 |
| San Diego Workforce Innovation High | 10 |
| San Dieguito Union High | 59 |
| San Francisco Unified | 2,188 |
| San Gabriel Unified | 206 |
| San Jacinto Unified | 243 |
| San Jacinto Valley Academy | 16 |
| San Jose Charter Academy | 42 |
| San Jose Unified | 805 |
| San Juan Unified | 1,448 |
| San Leandro Unified | 280 |
| San Lorenzo Unified | 307 |
| San Lorenzo Valley Unified | 8 |
| San Lucas Union Elementary | 5 |
| San Luis Coastal Unified | 121 |
| San Marcos Unified | 366 |
| San Marino Unified | 113 |
| San Mateo Union High | 72 |
| San Mateo-Foster City | 659 |
| San Miguel Joint Union | 30 |
| San Pasqual Union Elementary | 6 |
| San Pasqual Valley Unified | 15 |
| San Rafael City Elementary | 324 |
| San Rafael City High | 47 |
| San Ramon Valley Unified | 449 |
| San Ysidro Elementary | 359 |
| Sanger Unified | 250 |
| Santa Ana Unified | 1,932 |
| Santa Barbara County Office of Education | 2 |
| Santa Barbara Unified | 264 |
| Santa Clara County Office of Education | 4 |
| Santa Clara Unified | 827 |
| Santa Clarita Valley International | 2 |
| Santa Cruz City Elementary | 81 |
| Santa Cruz City High | 13 |
| Santa Maria Joint Union High | 47 |
| Santa Maria-Bonita | 1,563 |

Table 5.A.1 *(continuation 31)*

|  |  |
| --- | --- |
| LEA | N |
| Santa Monica Boulevard Community Charter | 100 |
| Santa Monica-Malibu Unified | 142 |
| Santa Paula Unified | 195 |
| Santa Rita Union Elementary | 207 |
| Santa Rosa Academy | 1 |
| Santa Rosa Elementary | 276 |
| Santa Rosa High | 50 |
| Santa Ynez Valley Charter | 3 |
| Santa Ynez Valley Union High | 1 |
| Santee | 91 |
| Santiago Middle | 2 |
| Saratoga Union Elementary | 46 |
| Saucelito Elementary | 1 |
| Saugus Union | 146 |
| Sausalito Marin City | 6 |
| Savanna Elementary | 94 |
| Scale Leadership Academy - East | 22 |
| Scholarship Prep | 36 |
| Scholarship Prep - Oceanside | 21 |
| Scholarship Prep - South Bay | 7 |
| School for Entrepreneurship and Technology | 1 |
| Scotts Valley Unified | 23 |
| Sebastopol Union Elementary | 7 |
| Seeley Union Elementary | 29 |
| Selma Unified | 183 |
| Semitropic Elementary | 6 |
| Sequoia Union Elementary | 4 |
| Sequoia Union High | 52 |
| Shaffer Union Elementary | 1 |
| Shandon Joint Unified | 10 |
| Shasta Charter Academy | 1 |
| Shasta Union Elementary | 1 |
| Shasta Union High | 11 |
| Sherman Thomas Charter | 5 |
| Sherwood Montessori | 2 |
| Shiloh Elementary | 5 |
| Sierra Charter | 1 |
| Sierra Expeditionary Learning | 6 |
| Sierra Sands Unified | 34 |
| Sierra Unified | 3 |

Table 5.A.1 *(continuation 32)*

|  |  |
| --- | --- |
| LEA | N |
| Silver Valley Unified | 35 |
| Simi Valley Unified | 217 |
| Sky Mountain Charter | 17 |
| Snelling-Merced Falls Union Elementary | 1 |
| Snowline Joint Unified | 64 |
| Sol Aureus College Preparatory | 6 |
| Solana Beach Elementary | 155 |
| Soledad Unified | 235 |
| Soleil Academy Charter | 13 |
| Solvang Elementary | 23 |
| Somis Union | 6 |
| Sonoma Charter | 4 |
| Sonoma Valley Unified | 120 |
| Sonora Elementary | 6 |
| Sonora Union High | 2 |
| Soquel Union Elementary | 32 |
| South Bay Union | 446 |
| South Bay Union Elementary | 8 |
| South Fork Union | 2 |
| South Monterey County Joint Union High | 13 |
| South Pasadena Unified | 67 |
| South San Francisco Unified | 273 |
| South Sutter Charter | 12 |
| South Whittier Elementary | 110 |
| Southern Humboldt Joint Unified | 10 |
| Southern Kern Unified | 36 |
| Sparrow Academy | 7 |
| Spencer Valley Elementary | 1 |
| Spreckels Union Elementary | 11 |
| St. HOPE Public School 7 | 6 |
| Standard Elementary | 15 |
| Stanislaus County Office of Education | 8 |
| Stanislaus Union Elementary | 114 |
| Steele Canyon High | 16 |
| Stella Elementary Charter Academy | 23 |
| Stockton Collegiate International Elementary | 7 |
| Stockton Unified | 984 |
| Stone Bridge | 3 |
| Stone Corral Elementary | 9 |
| Strathmore Union Elementary | 32 |

Table 5.A.1 *(continuation 33)*

|  |  |
| --- | --- |
| LEA | N |
| Sulphur Springs Union | 125 |
| Summerville Elementary | 1 |
| Summit Leadership Academy-High Desert | 1 |
| Summit Preparatory Charter High | 1 |
| Summit Public School K2 | 5 |
| Summit Public School: Denali | 3 |
| Summit Public School: Shasta | 3 |
| Summit Public School: Tamalpais | 7 |
| Suncoast Preparatory Academy | 1 |
| Sundale Union Elementary | 9 |
| Sunnyside Union Elementary | 15 |
| Sunnyvale | 440 |
| Sunol Glen Unified | 9 |
| Sunrise Middle | 7 |
| Surprise Valley Joint Unified | 1 |
| Susanville Elementary | 16 |
| Sutter County Office of Education | 5 |
| Sutter Peak Charter Academy | 1 |
| Sweetwater Union High | 509 |
| Sycamore Academy of Science and Cultural Arts | 5 |
| Sycamore Academy of Science and Cultural Arts - Chino Valley | 12 |
| Sycamore Creek Community Charter | 6 |
| Sycamore Valley Academy | 8 |
| Sylvan Union Elementary | 201 |
| Synergy Charter Academy | 21 |
| Synergy Quantum Academy | 1 |
| TEACH Academy of Technologies | 3 |
| TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary | 6 |
| TEACH Tech Charter High | 2 |
| TEAM Charter | 33 |
| Taft City | 185 |
| Taft Union High | 8 |
| Tahoe-Truckee Unified | 92 |
| Tamalpais Union High | 12 |
| Tehachapi Unified | 22 |
| Temecula International Academy | 7 |
| Temecula Preparatory | 4 |
| Temecula Valley Charter | 2 |
| Temecula Valley Unified | 211 |
| Temple City Unified | 224 |

Table 5.A.1 *(continuation 34)*

|  |  |
| --- | --- |
| LEA | N |
| Templeton Unified | 12 |
| Terra Bella Union Elementary | 62 |
| The Academy of Alameda Elementary | 16 |
| The Education Corps | 4 |
| The Heights Charter | 1 |
| The Language Academy of Sacramento | 46 |
| The Learning Choice Academy - East County | 1 |
| The O'Farrell Charter | 28 |
| Thermalito Union Elementary | 21 |
| Thomas Edison Charter Academy | 46 |
| Three Rivers Union Elementary | 2 |
| Tipton Elementary | 47 |
| Today's Fresh Start-Compton | 11 |
| Tomorrow's Leadership Collaborative (TLC) Charter | 13 |
| Torrance Unified | 633 |
| Tracy Joint Unified | 406 |
| Traver Joint Elementary | 13 |
| Travis Unified | 33 |
| Tree of Life Charter | 2 |
| Tree of Life International Charter | 14 |
| Tulare City | 282 |
| Tulare County Office of Education | 2 |
| Tulare Joint Union High | 20 |
| Tulelake Basin Joint Unified | 29 |
| Turlock Unified | 367 |
| Tustin Unified | 558 |
| Twin Hills Union Elementary | 5 |
| Twin Rivers Charter | 4 |
| Twin Rivers Unified | 779 |
| Two Rock Union | 9 |
| Ukiah Unified | 195 |
| Uncharted Shores Academy | 2 |
| Union Elementary | 280 |
| Union Hill Elementary | 5 |
| University High | 1 |
| University Preparation Charter School at CSU Channel Islands | 19 |
| University Preparatory Academy Charter | 1 |
| University Preparatory Value High | 3 |
| Upland Unified | 117 |
| Upper Lake Unified | 8 |

Table 5.A.1 *(continuation 35)*

|  |  |
| --- | --- |
| LEA | N |
| Urban Discovery Academy Charter | 9 |
| Urban Montessori Charter | 6 |
| Vacaville Unified | 178 |
| Val Verde Unified | 512 |
| Valle Lindo Elementary | 27 |
| Vallecito Union | 4 |
| Vallecitos Elementary | 16 |
| Vallejo City Unified | 260 |
| Valley Center-Pauma Unified | 105 |
| Valley Charter Elementary | 8 |
| Valley College High | 1 |
| Valley Home Joint Elementary | 1 |
| Valley Life Charter | 1 |
| Valley View Charter Prep | 2 |
| Valor Academy Elementary | 39 |
| Valor Academy High | 2 |
| Valor Academy Middle | 1 |
| Vaughn Next Century Learning Center | 104 |
| Ventura Charter School of Arts and Global Education | 5 |
| Ventura Unified | 302 |
| Venture Academy | 8 |
| Vibrant Minds Charter | 9 |
| Victor Elementary | 300 |
| Victor Valley Union High | 27 |
| Village Charter Academy | 21 |
| Vincent Academy | 4 |
| Vineland Elementary | 46 |
| Visalia Unified | 497 |
| Visions In Education | 51 |
| Vista Charter Middle | 1 |
| Vista Condor Global Academy | 21 |
| Vista Heritage Global Academy | 1 |
| Vista Horizon Global Academy | 20 |
| Vista Norte Public Charter | 17 |
| Vista Oaks Charter | 1 |
| Vista Real Charter High | 3 |
| Vista Unified | 509 |
| Voices College Bound Language Academy at Stockton | 12 |
| Voices College-Bound Language Academy | 18 |
| Voices College-Bound Language Academy at Morgan Hill | 44 |

Table 5.A.1 *(continuation 36)*

|  |  |
| --- | --- |
| LEA | N |
| Voices College-Bound Language Academy at Mt. Pleasant | 24 |
| Voices College-Bound Language Academy at West Contra Costa County | 38 |
| W.E.B. DuBois Public Charter | 7 |
| WISH Community | 11 |
| Walden Academy | 7 |
| Wallis Annenberg High | 3 |
| Walnut Creek Elementary | 137 |
| Walnut Valley Unified | 576 |
| Wasco Union Elementary | 169 |
| Wasco Union High | 6 |
| Washington Colony Elementary | 19 |
| Washington Unified | 261 |
| Washington Union Elementary | 3 |
| Waterford Unified | 32 |
| Watts Learning Center | 15 |
| Waugh Elementary | 11 |
| Waukena Joint Union Elementary | 6 |
| Weaver Union | 114 |
| Weed Union Elementary | 6 |
| West Contra Costa Unified | 1,047 |
| West Covina Unified | 127 |
| West Park Elementary | 22 |
| West Side Union Elementary | 1 |
| West Sonoma County Union High | 6 |
| Western Placer Unified | 86 |
| Westminster | 451 |
| Westmorland Union Elementary | 15 |
| Westside Elementary | 22 |
| Westside Union Elementary | 105 |
| Wheatland | 12 |
| Wheatland Union High | 1 |
| Whittier City Elementary | 184 |
| Whittier Union High | 29 |
| Wilder's Preparatory Academy Charter | 11 |
| William S. Hart Union High | 70 |
| Williams Unified | 70 |
| Willits Elementary Charter | 3 |
| Willits Unified | 12 |
| Willow Creek Academy Charter | 21 |
| Willows Unified | 42 |

Table 5.A.1 *(continuation 37)*

|  |  |
| --- | --- |
| LEA | N |
| Wilmar Union Elementary | 3 |
| Wilsona Elementary | 52 |
| Windsor Unified | 98 |
| Winship-Robbins | 8 |
| Winters Joint Unified | 51 |
| Winton | 138 |
| Wiseburn Unified | 46 |
| Wonderful College Prep Academy | 60 |
| Wonderful College Prep Academy - Lost Hills | 30 |
| Woodlake Unified | 59 |
| Woodland Joint Unified | 314 |
| Woodland Star Charter | 5 |
| Woodside Elementary | 20 |
| Woodville Union Elementary | 31 |
| Wright Elementary | 42 |
| Yav Pem Suab Academy - Preparing for the Future Charter | 22 |
| Yosemite Unified | 2 |
| Yosemite Valley Charter | 3 |
| YouthBuild Charter School of California | 2 |
| Yreka Union Elementary | 4 |
| Yreka Union High | 2 |
| Yu Ming Charter | 24 |
| Yuba City Charter | 7 |
| Yuba City Unified | 354 |
| Yucaipa-Calimesa Joint Unified | 83 |
| e3 Civic High | 2 |
| iEmpire Academy | 25 |
| iLEAD Hybrid | 5 |
| iLEAD Lancaster Charter | 5 |
| iLEAD Online | 1 |
| iQ Academy California-Los Angeles | 11 |

### Appendix 5.B: Classical Item Analyses

**Note:** Results of classical item analyses are presented separately by the computer-based assessment and PPT emergency forms. In table 5.B.1 through table 5.B.36, “D” indicates dichotomous items and “P” indicates polytomous items.

Table 5.B.1 Item Analysis for Kindergarten—Listening for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR012742 | D | 90,065 | 0.44 | 0.75 | 0.05 |
| VR014850 | D | 90,065 | 0.53 | 0.77 | 0.06 |
| VR013658 | D | 90,065 | 0.50 | 0.78 | 0.07 |
| VR025267 | D | 90,065 | 0.42 | 0.69 | 0.03 |
| VR025269 | D | 90,065 | 0.38 | 0.76 | 0.03 |
| VR025268 | D | 90,065 | 0.46 | 0.75 | 0.03 |
| VR025304 | D | 90,065 | 0.73 | 0.87 | 0.00 |
| VR025306 | D | 90,065 | 0.61 | 0.82 | 0.01 |
| VR025305 | D | 90,065 | 0.74 | 0.84 | 0.01 |
| VR027108 | D | 90,065 | 0.57 | 0.85 | 0.02 |
| VR027109 | D | 90,065 | 0.56 | 0.77 | 0.03 |
| VR027110 | D | 90,065 | 0.39 | 0.79 | 0.02 |

Table 5.B.2 Item Analysis for Kindergarten—Listening for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR012742 | D | 23,496 | 0.53 | 0.75 | 0.05 |
| VR014850 | D | 23,496 | 0.58 | 0.75 | 0.06 |
| VR013658 | D | 23,496 | 0.51 | 0.73 | 0.06 |
| VR025267 | D | 23,496 | 0.40 | 0.56 | 0.10 |
| VR025269 | D | 23,496 | 0.40 | 0.70 | 0.12 |
| VR025268 | D | 23,496 | 0.49 | 0.71 | 0.14 |
| VR025304 | D | 23,496 | 0.70 | 0.83 | 0.03 |
| VR025306 | D | 23,496 | 0.60 | 0.79 | 0.10 |
| VR025305 | D | 23,496 | 0.74 | 0.78 | 0.15 |
| VR027108 | D | 23,496 | 0.55 | 0.80 | 0.91 |
| VR027109 | D | 23,496 | 0.52 | 0.71 | 1.29 |
| VR027110 | D | 23,496 | 0.35 | 0.73 | 1.31 |

Table 5.B.3 Item Analysis for Grade One—Listening for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR023881 | D | 4,157 | 0.56 | 0.71 | 0.02 |
| VR023950 | D | 4,157 | 0.68 | 0.80 | 0.05 |
| VR023885 | D | 4,157 | 0.40 | 0.78 | 0.05 |
| VR023671 | D | 4,157 | 0.53 | 0.84 | 0.07 |
| VR023673 | D | 4,157 | 0.46 | 0.85 | 0.05 |
| VR023672 | D | 4,157 | 0.46 | 0.81 | 0.07 |
| VR023761 | D | 4,157 | 0.44 | 0.80 | 0.00 |
| VR023762 | D | 4,157 | 0.64 | 0.87 | 0.02 |
| VR023763 | D | 4,157 | 0.42 | 0.77 | 0.02 |
| VR027156 | D | 4,157 | 0.43 | 0.80 | 0.02 |
| VR027158 | D | 4,157 | 0.57 | 0.84 | 0.02 |
| VR027157 | D | 4,157 | 0.42 | 0.75 | 0.02 |

Table 5.B.4 Item Analysis for Grade One—Listening for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR023881 | D | 992 | 0.67 | 0.71 | 0.40 |
| VR023950 | D | 992 | 0.72 | 0.80 | 0.40 |
| VR023885 | D | 992 | 0.42 | 0.73 | 0.50 |
| VR023671 | D | 992 | 0.58 | 0.82 | 0.50 |
| VR023673 | D | 992 | 0.52 | 0.88 | 0.60 |
| VR023672 | D | 992 | 0.53 | 0.80 | 0.50 |
| VR023761 | D | 992 | 0.46 | 0.77 | 0.00 |
| VR023762 | D | 992 | 0.68 | 0.86 | 0.00 |
| VR023763 | D | 992 | 0.46 | 0.71 | 0.20 |
| VR027156 | D | 992 | 0.51 | 0.78 | 0.60 |
| VR027158 | D | 992 | 0.61 | 0.80 | 1.71 |
| VR027157 | D | 992 | 0.45 | 0.75 | 1.81 |

Table 5.B.5 Item Analysis for Grade Two—Listening for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR007626 | D | 2,575 | 0.36 | 0.78 | 6.25 |
| VR007643 | D | 2,575 | 0.59 | 0.86 | 5.71 |
| VR007638 | D | 2,575 | 0.48 | 0.77 | 6.37 |
| VR025956 | D | 2,575 | 0.57 | 0.85 | 0.27 |
| VR025958 | D | 2,575 | 0.63 | 0.88 | 0.23 |
| VR025957 | D | 2,575 | 0.55 | 0.85 | 0.31 |
| VR026158 | D | 2,575 | 0.57 | 0.86 | 0.47 |
| VR026160 | D | 2,575 | 0.59 | 0.87 | 0.54 |
| VR026159 | D | 2,575 | 0.59 | 0.84 | 0.50 |
| VR027926 | D | 2,575 | 0.53 | 0.87 | 0.43 |
| VR027928 | D | 2,575 | 0.56 | 0.87 | 0.43 |
| VR027927 | D | 2,575 | 0.63 | 0.84 | 0.35 |

Table 5.B.6 Item Analysis for Grade Two—Listening for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR007626 | D | 474 | 0.51 | 0.81 | 11.39 |
| VR007643 | D | 474 | 0.61 | 0.82 | 12.24 |
| VR007638 | D | 474 | 0.45 | 0.73 | 12.03 |
| VR025956 | D | 474 | 0.58 | 0.82 | 0.63 |
| VR025958 | D | 474 | 0.65 | 0.87 | 0.42 |
| VR025957 | D | 474 | 0.58 | 0.89 | 0.63 |
| VR026158 | D | 474 | 0.55 | 0.87 | 1.05 |
| VR026160 | D | 474 | 0.59 | 0.87 | 0.84 |
| VR026159 | D | 474 | 0.56 | 0.82 | 0.84 |
| VR027926 | D | 474 | 0.56 | 0.84 | 1.69 |
| VR027928 | D | 474 | 0.58 | 0.87 | 1.90 |
| VR027927 | D | 474 | 0.65 | 0.83 | 1.90 |

Table 5.B.7 Item Analysis for Grade Span Three Through Five—Listening for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR008854 | D | 5,992 | 0.34 | 0.78 | 5.32 |
| VR009052 | D | 5,992 | 0.45 | 0.82 | 5.22 |
| VR008904 | D | 5,992 | 0.66 | 0.75 | 5.22 |
| VR021572 | D | 5,992 | 0.56 | 0.78 | 0.05 |
| VR021574 | D | 5,992 | 0.47 | 0.74 | 0.30 |
| VR021573 | D | 5,992 | 0.55 | 0.78 | 0.20 |
| VR027071 | D | 5,992 | 0.60 | 0.85 | 0.55 |
| VR027073 | D | 5,992 | 0.54 | 0.85 | 0.52 |
| VR027072 | D | 5,992 | 0.58 | 0.87 | 0.62 |
| VR028155 | D | 5,992 | 0.46 | 0.69 | 0.90 |
| VR028159 | D | 5,992 | 0.65 | 0.86 | 0.93 |
| VR028158 | D | 5,992 | 0.52 | 0.78 | 1.02 |
| VR028157 | D | 5,992 | 0.48 | 0.75 | 1.00 |

Table 5.B.8 Item Analysis for Grade Span Three Through Five—Listening for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR008854 | D | 1,088 | 0.32 | 0.78 | 18.29 |
| VR009052 | D | 1,088 | 0.45 | 0.85 | 18.84 |
| VR008904 | D | 1,088 | 0.57 | 0.76 | 18.47 |
| VR021572 | D | 1,088 | 0.54 | 0.84 | 0.64 |
| VR021574 | D | 1,088 | 0.39 | 0.74 | 1.38 |
| VR021573 | D | 1,088 | 0.48 | 0.81 | 1.38 |
| VR027071 | D | 1,088 | 0.52 | 0.86 | 1.01 |
| VR027073 | D | 1,088 | 0.50 | 0.86 | 1.10 |
| VR027072 | D | 1,088 | 0.52 | 0.86 | 1.47 |
| VR028155 | D | 1,088 | 0.39 | 0.75 | 1.93 |
| VR028159 | D | 1,088 | 0.59 | 0.87 | 1.56 |
| VR028158 | D | 1,088 | 0.45 | 0.80 | 2.02 |
| VR028157 | D | 1,088 | 0.42 | 0.79 | 2.30 |

Table 5.B.9 Item Analysis for Grade Span Six Through Eight—Listening for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR008564 | D | 4,950 | 0.66 | 0.82 | 4.53 |
| VR009070 | D | 4,950 | 0.61 | 0.79 | 4.12 |
| VR009087 | D | 4,950 | 0.75 | 0.84 | 3.94 |
| VR009873 | D | 4,950 | 0.70 | 0.82 | 0.12 |
| VR009875 | D | 4,950 | 0.61 | 0.82 | 0.24 |
| VR009874 | D | 4,950 | 0.61 | 0.70 | 0.26 |
| VR027311 | D | 4,950 | 0.62 | 0.78 | 1.07 |
| VR027314 | D | 4,950 | 0.44 | 0.75 | 1.23 |
| VR027313 | D | 4,950 | 0.43 | 0.74 | 1.33 |
| VR027312 | D | 4,950 | 0.58 | 0.74 | 1.27 |
| VR022966 | D | 4,950 | 0.65 | 0.83 | 1.09 |
| VR022970 | D | 4,950 | 0.52 | 0.71 | 1.09 |
| VR022969 | D | 4,950 | 0.43 | 0.71 | 1.13 |
| VR022968 | D | 4,950 | 0.40 | 0.63 | 1.19 |

Table 5.B.10 Item Analysis for Grade Span Six Through Eight—Listening for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR008564 | D | 958 | 0.64 | 0.86 | 14.09 |
| VR009070 | D | 958 | 0.58 | 0.83 | 14.20 |
| VR009087 | D | 958 | 0.67 | 0.88 | 14.30 |
| VR009873 | D | 958 | 0.68 | 0.87 | 0.52 |
| VR009875 | D | 958 | 0.55 | 0.83 | 1.15 |
| VR009874 | D | 958 | 0.53 | 0.72 | 1.04 |
| VR027311 | D | 958 | 0.57 | 0.82 | 1.15 |
| VR027314 | D | 958 | 0.45 | 0.80 | 1.46 |
| VR027313 | D | 958 | 0.51 | 0.79 | 1.67 |
| VR027312 | D | 958 | 0.52 | 0.76 | 2.40 |
| VR022966 | D | 958 | 0.59 | 0.85 | 2.09 |
| VR022970 | D | 958 | 0.49 | 0.80 | 2.40 |
| VR022969 | D | 958 | 0.42 | 0.73 | 2.09 |
| VR022968 | D | 958 | 0.39 | 0.71 | 2.51 |

Table 5.B.11 Item Analysis for Grade Span Nine Through Twelve—Listening for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR008495 | D | 6,855 | 0.71 | 0.81 | 3.56 |
| VR008023 | D | 6,855 | 0.35 | 0.56 | 3.52 |
| VR008630 | D | 6,855 | 0.52 | 0.76 | 3.57 |
| VR009837 | D | 6,855 | 0.43 | 0.81 | 0.13 |
| VR009839 | D | 6,855 | 0.58 | 0.68 | 0.32 |
| VR009838 | D | 6,855 | 0.51 | 0.65 | 0.23 |
| VR027220 | D | 6,855 | 0.61 | 0.71 | 0.61 |
| VR027221 | D | 6,855 | 0.58 | 0.78 | 0.76 |
| VR027224 | D | 6,855 | 0.51 | 0.81 | 0.63 |
| VR027222 | D | 6,855 | 0.53 | 0.70 | 0.74 |
| VR022167 | D | 6,855 | 0.50 | 0.78 | 0.58 |
| VR022171 | D | 6,855 | 0.54 | 0.85 | 0.54 |
| VR022170 | D | 6,855 | 0.52 | 0.77 | 0.58 |
| VR022169 | D | 6,855 | 0.49 | 0.72 | 0.66 |

Table 5.B.12 Item Analysis for Grade Span Nine Through Twelve—Listening for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR008495 | D | 1,678 | 0.65 | 0.86 | 16.09 |
| VR008023 | D | 1,678 | 0.40 | 0.71 | 16.98 |
| VR008630 | D | 1,678 | 0.54 | 0.81 | 17.34 |
| VR009837 | D | 1,678 | 0.47 | 0.86 | 0.77 |
| VR009839 | D | 1,678 | 0.51 | 0.79 | 1.79 |
| VR009838 | D | 1,678 | 0.51 | 0.72 | 0.89 |
| VR027220 | D | 1,678 | 0.53 | 0.80 | 1.25 |
| VR027221 | D | 1,678 | 0.53 | 0.83 | 1.73 |
| VR027224 | D | 1,678 | 0.49 | 0.85 | 1.97 |
| VR027222 | D | 1,678 | 0.48 | 0.78 | 1.85 |
| VR022167 | D | 1,678 | 0.51 | 0.83 | 1.37 |
| VR022171 | D | 1,678 | 0.54 | 0.88 | 1.55 |
| VR022170 | D | 1,678 | 0.52 | 0.81 | 1.79 |
| VR022169 | D | 1,678 | 0.47 | 0.80 | 2.15 |

Table 5.B.13 Item Analysis for Kindergarten—Speaking for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR068452 | D | 94,490 | 0.48 | 0.80 | 0.12 |
| VR068453 | D | 94,490 | 0.69 | 0.83 | 0.14 |
| VR068457 | D | 94,490 | 0.69 | 0.85 | 0.16 |
| VR068455 | P | 94,490 | 0.59 | 0.89 | 0.07 |
| VR068456 | P | 94,490 | 0.54 | 0.88 | 0.09 |
| VR068454 | P | 94,490 | 0.52 | 0.88 | 0.08 |
| VR068466 | P | 94,490 | 0.65 | 0.88 | 0.02 |
| VR068459 | P | 94,490 | 0.44 | 0.92 | 0.10 |

Table 5.B.14 Item Analysis for Kindergarten—Speaking for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR068452 | D | 23,522 | 0.49 | 0.79 | 0.03 |
| VR068453 | D | 23,522 | 0.72 | 0.84 | 0.06 |
| VR068457 | D | 23,522 | 0.68 | 0.83 | 0.06 |
| VR068455 | P | 23,522 | 0.62 | 0.88 | 0.09 |
| VR068456 | P | 23,522 | 0.53 | 0.88 | 0.15 |
| VR068454 | P | 23,522 | 0.50 | 0.88 | 0.18 |
| VR068466 | P | 23,522 | 0.65 | 0.88 | 0.02 |
| VR068459 | P | 23,522 | 0.44 | 0.91 | 0.47 |

Table 5.B.15 Item Analysis for Grade One—Speaking for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR068391 | D | 4,384 | 0.54 | 0.87 | 0.21 |
| VR068392 | D | 4,384 | 0.58 | 0.88 | 0.21 |
| VR068396 | D | 4,384 | 0.66 | 0.92 | 0.21 |
| VR068394 | P | 4,384 | 0.50 | 0.90 | 0.09 |
| VR068395 | P | 4,384 | 0.60 | 0.90 | 0.16 |
| VR068393 | P | 4,384 | 0.54 | 0.92 | 0.05 |
| VR068397 | P | 4,384 | 0.47 | 0.95 | 0.05 |
| VR068403 | P | 4,384 | 0.38 | 0.96 | 0.11 |

Table 5.B.16 Item Analysis for Grade One—Speaking for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR068391 | D | 994 | 0.63 | 0.87 | 0.10 |
| VR068392 | D | 994 | 0.65 | 0.88 | 0.10 |
| VR068396 | D | 994 | 0.71 | 0.92 | 0.10 |
| VR068394 | P | 994 | 0.54 | 0.89 | 0.10 |
| VR068395 | P | 994 | 0.67 | 0.90 | 0.20 |
| VR068393 | P | 994 | 0.57 | 0.91 | 0.20 |
| VR068397 | P | 994 | 0.52 | 0.95 | 0.10 |
| VR068403 | P | 994 | 0.42 | 0.96 | 0.50 |

Table 5.B.17 Item Analysis for Grade Two—Speaking for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR068419 | D | 2,645 | 0.58 | 0.92 | 0.11 |
| VR068420 | D | 2,645 | 0.58 | 0.90 | 0.08 |
| VR068424 | D | 2,645 | 0.55 | 0.91 | 0.15 |
| VR068422 | P | 2,645 | 0.48 | 0.93 | 0.08 |
| VR068423 | P | 2,645 | 0.52 | 0.93 | 0.15 |
| VR068421 | P | 2,645 | 0.50 | 0.91 | 0.23 |
| VR068429 | P | 2,645 | 0.47 | 0.96 | 0.00 |
| VR068432 | P | 2,645 | 0.41 | 0.96 | 0.11 |

Table 5.B.18 Item Analysis for Grade Two—Speaking for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR068419 | D | 479 | 0.60 | 0.89 | 0.63 |
| VR068420 | D | 479 | 0.62 | 0.93 | 0.84 |
| VR068424 | D | 479 | 0.58 | 0.91 | 0.84 |
| VR068422 | P | 479 | 0.46 | 0.92 | 0.84 |
| VR068423 | P | 479 | 0.51 | 0.92 | 0.84 |
| VR068421 | P | 479 | 0.45 | 0.90 | 0.84 |
| VR068429 | P | 479 | 0.50 | 0.96 | 0.00 |
| VR068432 | P | 479 | 0.43 | 0.96 | 0.84 |

Table 5.B.19 Item Analysis for Grade Span Three Through Five—Speaking for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR068508 | D | 6,289 | 0.59 | 0.93 | 0.14 |
| VR068509 | D | 6,289 | 0.61 | 0.94 | 0.14 |
| VR068513 | D | 6,289 | 0.57 | 0.91 | 0.29 |
| VR068511 | P | 6,289 | 0.56 | 0.94 | 0.17 |
| VR068512 | P | 6,289 | 0.56 | 0.93 | 0.17 |
| VR068510 | P | 6,289 | 0.56 | 0.94 | 0.14 |
| VR068521 | P | 6,289 | 0.47 | 0.93 | 0.02 |
| VR068520 | P | 6,289 | 0.48 | 0.93 | 0.11 |
| VR068518 | P | 6,289 | 0.37 | 0.96 | 0.25 |

Table 5.B.20 Item Analysis for Grade Span Three Through Five—Speaking for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR068508 | D | 1,095 | 0.58 | 0.91 | 0.37 |
| VR068509 | D | 1,095 | 0.61 | 0.95 | 0.37 |
| VR068513 | D | 1,095 | 0.53 | 0.90 | 0.46 |
| VR068511 | P | 1,095 | 0.52 | 0.94 | 0.46 |
| VR068512 | P | 1,095 | 0.54 | 0.93 | 0.55 |
| VR068510 | P | 1,095 | 0.54 | 0.93 | 0.73 |
| VR068521 | P | 1,095 | 0.45 | 0.93 | 0.09 |
| VR068520 | P | 1,095 | 0.44 | 0.94 | 0.46 |
| VR068518 | P | 1,095 | 0.37 | 0.96 | 1.83 |

Table 5.B.21 Item Analysis for Grade Span Six Through Eight—Speaking for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR068544 | D | 5,154 | 0.61 | 0.94 | 0.19 |
| VR068545 | D | 5,154 | 0.58 | 0.92 | 0.31 |
| VR068549 | D | 5,154 | 0.57 | 0.91 | 0.35 |
| VR068547 | P | 5,154 | 0.52 | 0.94 | 0.25 |
| VR068548 | P | 5,154 | 0.52 | 0.94 | 0.17 |
| VR068546 | P | 5,154 | 0.59 | 0.93 | 0.17 |
| VR068555 | P | 5,154 | 0.50 | 0.93 | 0.02 |
| VR068551 | P | 5,154 | 0.52 | 0.94 | 0.12 |
| VR068566 | P | 5,154 | 0.40 | 0.96 | 0.33 |

Table 5.B.22 Item Analysis for Grade Span Six Through Eight—Speaking for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR068544 | D | 965 | 0.68 | 0.98 | 1.35 |
| VR068545 | D | 965 | 0.61 | 0.91 | 1.35 |
| VR068549 | D | 965 | 0.58 | 0.91 | 1.35 |
| VR068547 | P | 965 | 0.55 | 0.95 | 1.45 |
| VR068548 | P | 965 | 0.53 | 0.94 | 1.76 |
| VR068546 | P | 965 | 0.61 | 0.92 | 1.55 |
| VR068555 | P | 965 | 0.52 | 0.93 | 0.10 |
| VR068551 | P | 965 | 0.52 | 0.93 | 0.31 |
| VR068566 | P | 965 | 0.41 | 0.96 | 0.93 |

Table 5.B.23 Item Analysis for Grade Span Nine Through Twelve—Speaking for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR068575 | D | 7,093 | 0.59 | 0.90 | 0.14 |
| VR068576 | D | 7,093 | 0.59 | 0.93 | 0.24 |
| VR068580 | D | 7,093 | 0.58 | 0.90 | 0.23 |
| VR068578 | P | 7,093 | 0.56 | 0.94 | 0.18 |
| VR068579 | P | 7,093 | 0.49 | 0.93 | 0.20 |
| VR068577 | P | 7,093 | 0.54 | 0.90 | 0.18 |
| VR068588 | P | 7,093 | 0.48 | 0.94 | 0.00 |
| VR068587 | P | 7,093 | 0.43 | 0.94 | 0.08 |
| VR068600 | P | 7,093 | 0.40 | 0.97 | 0.24 |

Table 5.B.24 Item Analysis for Grade Span Nine Through Twelve—Speaking for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR068575 | D | 1,710 | 0.65 | 0.92 | 1.35 |
| VR068576 | D | 1,710 | 0.62 | 0.94 | 1.35 |
| VR068580 | D | 1,710 | 0.58 | 0.89 | 1.35 |
| VR068578 | P | 1,710 | 0.57 | 0.94 | 1.58 |
| VR068579 | P | 1,710 | 0.49 | 0.94 | 1.70 |
| VR068577 | P | 1,710 | 0.53 | 0.89 | 1.75 |
| VR068588 | P | 1,710 | 0.52 | 0.92 | 0.12 |
| VR068587 | P | 1,710 | 0.46 | 0.93 | 0.29 |
| VR068600 | P | 1,710 | 0.43 | 0.97 | 1.17 |

Table 5.B.25 Item Analysis for Kindergarten—Reading for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR001790 | P | 86,387 | 0.39 | 0.87 | 0.02 |
| VR001782 | D | 86,387 | 0.70 | 0.79 | 0.03 |
| VR002163 | P | 86,387 | 0.36 | 0.86 | 0.03 |
| VR002155 | D | 86,387 | 0.57 | 0.74 | 0.03 |
| VR003705 | P | 86,387 | 0.45 | 0.86 | 0.00 |
| VR003375 | D | 86,387 | 0.62 | 0.82 | 0.08 |
| VR003374 | D | 86,387 | 0.65 | 0.81 | 0.08 |
| VR003373 | D | 86,387 | 0.53 | 0.77 | 0.08 |

Table 5.B.26 Item Analysis for Kindergarten—Reading for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR001790 | P | 23,455 | 0.33 | 0.84 | 0.08 |
| VR001782 | D | 23,455 | 0.68 | 0.74 | 0.11 |
| VR002163 | P | 23,455 | 0.29 | 0.83 | 0.12 |
| VR002155 | D | 23,455 | 0.50 | 0.72 | 0.12 |
| VR003705 | P | 23,455 | 0.27 | 0.81 | 0.00 |
| VR003375 | D | 23,455 | 0.55 | 0.82 | 0.95 |
| VR003374 | D | 23,455 | 0.57 | 0.82 | 1.30 |
| VR003373 | D | 23,455 | 0.50 | 0.76 | 1.36 |

Table 5.B.27 Item Analysis for Grade One—Reading for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR003528 | P | 4,240 | 0.58 | 0.87 | 0.00 |
| VR002369 | D | 4,240 | 0.63 | 0.84 | 0.00 |
| VR002372 | D | 4,240 | 0.58 | 0.81 | 0.00 |
| VR002371 | D | 4,240 | 0.50 | 0.87 | 0.00 |
| VR000311 | D | 4,240 | 0.67 | 0.89 | 0.00 |
| VR000313 | D | 4,240 | 0.60 | 0.85 | 0.00 |
| VR000312 | D | 4,240 | 0.56 | 0.85 | 0.00 |
| VR000163 | D | 4,240 | 0.58 | 0.87 | 0.00 |
| VR001008 | D | 4,240 | 0.56 | 0.87 | 0.00 |

Table 5.B.28 Item Analysis for Grade One—Reading for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR003528 | P | 992 | 0.50 | 0.88 | 0.30 |
| VR002369 | D | 992 | 0.64 | 0.82 | 0.30 |
| VR002372 | D | 992 | 0.64 | 0.82 | 0.30 |
| VR002371 | D | 992 | 0.53 | 0.84 | 0.30 |
| VR000311 | D | 992 | 0.69 | 0.87 | 0.00 |
| VR000313 | D | 992 | 0.67 | 0.81 | 0.20 |
| VR000312 | D | 992 | 0.60 | 0.84 | 0.20 |
| VR000163 | D | 992 | 0.63 | 0.85 | 0.40 |
| VR001008 | D | 992 | 0.61 | 0.83 | 0.40 |

Table 5.B.29 Item Analysis for Grade Two—Reading for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR000153 | D | 2,646 | 0.79 | 0.91 | 5.29 |
| VR000991 | D | 2,646 | 0.74 | 0.89 | 5.40 |
| VR000176 | D | 2,646 | 0.65 | 0.86 | 0.26 |
| VR000874 | D | 2,646 | 0.56 | 0.85 | 0.45 |
| VR000080 | D | 2,646 | 0.55 | 0.84 | 4.12 |
| VR000082 | D | 2,646 | 0.60 | 0.89 | 4.16 |
| VR000081 | D | 2,646 | 0.53 | 0.85 | 4.20 |
| VR002533 | D | 2,646 | 0.57 | 0.84 | 4.54 |
| VR002536 | D | 2,646 | 0.51 | 0.83 | 4.61 |
| VR002535 | D | 2,646 | 0.50 | 0.84 | 4.61 |

Table 5.B.30 Item Analysis for Grade Two—Reading for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR000153 | D | 474 | 0.79 | 0.90 | 13.08 |
| VR000991 | D | 474 | 0.73 | 0.88 | 13.50 |
| VR000176 | D | 474 | 0.68 | 0.88 | 0.63 |
| VR000874 | D | 474 | 0.59 | 0.87 | 0.63 |
| VR000080 | D | 474 | 0.59 | 0.84 | 5.27 |
| VR000082 | D | 474 | 0.61 | 0.88 | 5.06 |
| VR000081 | D | 474 | 0.52 | 0.86 | 5.06 |
| VR002533 | D | 474 | 0.57 | 0.86 | 5.91 |
| VR002536 | D | 474 | 0.48 | 0.82 | 5.70 |
| VR002535 | D | 474 | 0.49 | 0.85 | 5.70 |

Table 5.B.31 Item Analysis for Grade Span Three Through Five—Reading for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VH992080 | D | 6,114 | 0.52 | 0.80 | 6.15 |
| VH992086 | D | 6,114 | 0.57 | 0.89 | 5.97 |
| VH990840 | D | 6,114 | 0.35 | 0.81 | 0.13 |
| VH990843 | D | 6,114 | 0.46 | 0.90 | 0.18 |
| VH990842 | D | 6,114 | 0.46 | 0.87 | 0.21 |
| VH991264 | D | 6,114 | 0.37 | 0.73 | 1.36 |
| VH991265 | D | 6,114 | 0.33 | 0.81 | 1.29 |
| VH991266 | D | 6,114 | 0.38 | 0.80 | 1.46 |
| VH991270 | D | 6,114 | 0.37 | 0.81 | 1.41 |
| VH991269 | D | 6,114 | 0.25 | 0.68 | 1.46 |

Table 5.B.32 Item Analysis for Grade Span Three Through Five—Reading for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VH992080 | D | 1,081 | 0.49 | 0.80 | 17.39 |
| VH992086 | D | 1,081 | 0.50 | 0.86 | 17.85 |
| VH990840 | D | 1,081 | 0.32 | 0.79 | 0.46 |
| VH990843 | D | 1,081 | 0.43 | 0.89 | 0.56 |
| VH990842 | D | 1,081 | 0.42 | 0.88 | 0.74 |
| VH991264 | D | 1,081 | 0.35 | 0.72 | 2.50 |
| VH991265 | D | 1,081 | 0.34 | 0.80 | 2.41 |
| VH991266 | D | 1,081 | 0.36 | 0.77 | 2.50 |
| VH991270 | D | 1,081 | 0.37 | 0.82 | 2.68 |
| VH991269 | D | 1,081 | 0.24 | 0.69 | 2.78 |

Table 5.B.33 Item Analysis for Grade Span Six Through Eight—Reading for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VH992053 | D | 5,046 | 0.64 | 0.88 | 4.10 |
| VH992068 | D | 5,046 | 0.60 | 0.71 | 4.16 |
| VH990781 | D | 5,046 | 0.43 | 0.79 | 0.04 |
| VH990784 | D | 5,046 | 0.28 | 0.80 | 0.22 |
| VH990783 | D | 5,046 | 0.30 | 0.78 | 0.26 |
| VH991133 | D | 5,046 | 0.57 | 0.85 | 0.93 |
| VH991134 | D | 5,046 | 0.34 | 0.79 | 0.99 |
| VH991135 | D | 5,046 | 0.46 | 0.70 | 1.01 |
| VH991139 | D | 5,046 | 0.30 | 0.75 | 1.05 |
| VH991136 | D | 5,046 | 0.34 | 0.75 | 1.01 |

Table 5.B.34 Item Analysis for Grade Span Six Through Eight—Reading for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VH992053 | D | 958 | 0.64 | 0.89 | 12.63 |
| VH992068 | D | 958 | 0.62 | 0.77 | 13.05 |
| VH990781 | D | 958 | 0.46 | 0.79 | 0.42 |
| VH990784 | D | 958 | 0.31 | 0.79 | 0.94 |
| VH990783 | D | 958 | 0.33 | 0.80 | 0.63 |
| VH991133 | D | 958 | 0.52 | 0.86 | 1.36 |
| VH991134 | D | 958 | 0.37 | 0.80 | 1.46 |
| VH991135 | D | 958 | 0.49 | 0.75 | 1.36 |
| VH991139 | D | 958 | 0.32 | 0.77 | 1.46 |
| VH991136 | D | 958 | 0.34 | 0.78 | 1.77 |

Table 5.B.35 Item Analysis for Grade Span Nine Through Twelve—Reading for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR000373 | D | 7,082 | 0.56 | 0.81 | 3.35 |
| VR000393 | D | 7,082 | 0.75 | 0.87 | 3.35 |
| VH990484 | D | 7,082 | 0.40 | 0.74 | 0.16 |
| VH990487 | D | 7,082 | 0.45 | 0.62 | 0.24 |
| VH990486 | D | 7,082 | 0.47 | 0.80 | 0.31 |
| VH991718 | D | 7,082 | 0.47 | 0.74 | 0.61 |
| VH991719 | D | 7,082 | 0.61 | 0.80 | 0.62 |
| VH991720 | D | 7,082 | 0.42 | 0.72 | 0.78 |
| VH991724 | D | 7,082 | 0.30 | 0.73 | 0.65 |
| VH991722 | D | 7,082 | 0.48 | 0.79 | 0.73 |

Table 5.B.36 Item Analysis for Grade Span Nine Through Twelve—Reading for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | N | *p*-value | Item-Total Correlation | Percent Omit |
| VR000373 | D | 1,698 | 0.54 | 0.82 | 14.90 |
| VR000393 | D | 1,698 | 0.68 | 0.89 | 15.96 |
| VH990484 | D | 1,698 | 0.41 | 0.79 | 0.24 |
| VH990486 | D | 1,698 | 0.46 | 0.81 | 0.71 |
| VH990485 | D | 1,698 | 0.33 | 0.61 | 0.82 |
| VH991718 | D | 1,698 | 0.44 | 0.76 | 0.94 |
| VH991719 | D | 1,698 | 0.56 | 0.85 | 1.00 |
| VH991720 | D | 1,698 | 0.45 | 0.79 | 1.47 |
| VH991724 | D | 1,698 | 0.30 | 0.76 | 1.47 |
| VH991722 | D | 1,698 | 0.51 | 0.83 | 1.24 |

Table 5.B.37 Item Analysis by Grade Level or Grade Span—Writing for Computer‑based Assessment Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Item ID | N | *p*-value | Item-Total Correlation | Percent Omit |
| Kindergarten | VR171914 | 95,050 | 0.41 | 0.89 | 0.07 |
| Kindergarten | VR171917 | 95,050 | 0.39 | 0.86 | 0.10 |
| Kindergarten | VR171920 | 95,050 | 0.22 | 0.90 | 0.10 |
| Kindergarten | VR171943 | 95,050 | 0.22 | 0.90 | 0.07 |
| Kindergarten | VR171945 | 95,050 | 0.30 | 0.87 | 0.02 |
| Kindergarten | VR171947 | 95,050 | 0.30 | 0.88 | 0.08 |
| Kindergarten | VR171953 | 95,050 | 0.20 | 0.90 | 0.11 |
| Kindergarten | VR171956 | 95,050 | 0.21 | 0.92 | 0.13 |
| 1 | VR170490 | 4,405 | 0.68 | 0.92 | 0.09 |
| 1 | VR170514 | 4,405 | 0.66 | 0.92 | 0.11 |
| 1 | VR170515 | 4,405 | 0.42 | 0.92 | 0.11 |
| 1 | VR170516 | 4,405 | 0.39 | 0.93 | 0.05 |
| 1 | VR170524 | 4,405 | 0.60 | 0.92 | 0.02 |
| 1 | VR170531 | 4,405 | 0.63 | 0.93 | 0.00 |
| 1 | VR170534 | 4,405 | 0.51 | 0.94 | 0.16 |
| 1 | VR170538 | 4,405 | 0.36 | 0.96 | 0.14 |
| 2 | VR170546 | 2,652 | 0.58 | 0.89 | 0.11 |
| 2 | VR170552 | 2,652 | 0.60 | 0.90 | 0.23 |
| 2 | VR170553 | 2,652 | 0.40 | 0.91 | 0.26 |
| 2 | VR170626 | 2,652 | 0.44 | 0.95 | 0.15 |
| 2 | VR170643 | 2,652 | 0.45 | 0.97 | 0.04 |
| 2 | VR170647 | 2,652 | 0.43 | 0.97 | 0.04 |
| 3–5 | VR026380 | 6,240 | 0.38 | 0.92 | 25.90 |
| 3–5 | VR026378 | 6,240 | 0.38 | 0.91 | 28.77 |
| 3–5 | VR026375 | 6,240 | 0.36 | 0.92 | 0.66 |
| 3–5 | VR026373 | 6,240 | 0.40 | 0.93 | 2.36 |
| 3–5 | VR029781 | 6,240 | 0.32 | 0.94 | 1.96 |
| 6–8 | VR029177 | 5,034 | 0.40 | 0.98 | 22.53 |
| 6–8 | VR029556 | 5,034 | 0.35 | 0.98 | 0.00 |
| 9–12 | VR029232 | 7,079 | 0.41 | 0.98 | 22.02 |
| 9–12 | VR029699 | 7,079 | 0.38 | 0.98 | 0.00 |

Table 5.B.38 Item Analysis by Grade Level or Grade Span—Writing for PPT Emergency Forms

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Item ID | N | *p*-value | Item-Total Correlation | Percent Omit |
| Kindergarten | VR171914 | 23,485 | 0.32 | 0.86 | 0.64 |
| Kindergarten | VR171917 | 23,485 | 0.31 | 0.85 | 0.68 |
| Kindergarten | VR171920 | 23,485 | 0.16 | 0.88 | 0.69 |
| Kindergarten | VR171943 | 23,485 | 0.15 | 0.87 | 0.73 |
| Kindergarten | VR171945 | 23,485 | 0.20 | 0.84 | 0.05 |
| Kindergarten | VR171947 | 23,485 | 0.20 | 0.86 | 0.33 |
| Kindergarten | VR171953 | 23,485 | 0.13 | 0.87 | 0.43 |
| Kindergarten | VR171956 | 23,485 | 0.14 | 0.90 | 1.19 |
| 1 | VR170490 | 994 | 0.71 | 0.92 | 0.10 |
| 1 | VR170514 | 994 | 0.66 | 0.89 | 0.10 |
| 1 | VR170515 | 994 | 0.43 | 0.92 | 0.10 |
| 1 | VR170516 | 994 | 0.41 | 0.93 | 0.10 |
| 1 | VR170524 | 994 | 0.62 | 0.92 | 0.00 |
| 1 | VR170531 | 994 | 0.65 | 0.93 | 0.50 |
| 1 | VR170534 | 994 | 0.53 | 0.93 | 0.60 |
| 1 | VR170538 | 994 | 0.36 | 0.96 | 0.91 |
| 2 | VR170546 | 479 | 0.62 | 0.93 | 1.67 |
| 2 | VR170552 | 479 | 0.61 | 0.94 | 1.67 |
| 2 | VR170553 | 479 | 0.38 | 0.91 | 1.67 |
| 2 | VR170626 | 479 | 0.42 | 0.95 | 1.67 |
| 2 | VR170643 | 479 | 0.44 | 0.97 | 0.00 |
| 2 | VR170647 | 479 | 0.42 | 0.96 | 0.63 |
| 3–5 | VR194358 | 1,099 | 0.35 | 0.92 | 1.46 |
| 3–5 | VR194368 | 1,099 | 0.37 | 0.91 | 1.73 |
| 3–5 | VR194372 | 1,099 | 0.33 | 0.90 | 0.00 |
| 3–5 | VR194376 | 1,099 | 0.38 | 0.93 | 0.45 |
| 3–5 | VR194272 | 1,099 | 0.30 | 0.95 | 2.73 |
| 6–8 | VR194401 | 966 | 0.45 | 0.98 | 2.07 |
| 6–8 | VR194406 | 966 | 0.39 | 0.98 | 0.00 |
| 9–12 | VR194409 | 1,718 | 0.44 | 0.98 | 2.74 |
| 9–12 | VR194411 | 1,718 | 0.42 | 0.98 | 0.00 |

**Note:** For table 5.B.39 and table 5.B.40,

* the mean proportion of maximum is the mean score divided by the maximum possible score for an item, and
* N/A = not applicable.

Table 5.B.39 Distribution of Item Scores for Speaking Items with Multiple Score Points for Computer-based Assessment Forms

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Item ID | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Percent Score Point = 4 | Percent Omit | Item-Total Correlation | Mean | Mean Proportion of Maximum | Standard Deviation |
| Kindergarten | VR068455 | 30.80 | 21.20 | 47.93 | N/A | N/A | 0.07 | 0.89 | 1.171 | 0.585 | 0.871 |
| Kindergarten | VR068456 | 32.37 | 26.26 | 41.28 | N/A | N/A | 0.09 | 0.88 | 1.088 | 0.544 | 0.854 |
| Kindergarten | VR068454 | 37.38 | 20.96 | 41.58 | N/A | N/A | 0.08 | 0.88 | 1.041 | 0.521 | 0.888 |
| Kindergarten | VR068466 | 23.07 | 23.64 | 53.27 | N/A | N/A | 0.02 | 0.88 | 1.302 | 0.651 | 0.820 |
| Kindergarten | VR068459 | 31.06 | 11.91 | 20.86 | 21.83 | 14.25 | 0.10 | 0.92 | 1.761 | 0.440 | 1.448 |
| 1 | VR068394 | 39.26 | 21.17 | 39.48 | N/A | N/A | 0.09 | 0.90 | 1.001 | 0.501 | 0.888 |
| 1 | VR068395 | 34.74 | 9.51 | 55.59 | N/A | N/A | 0.16 | 0.90 | 1.207 | 0.603 | 0.929 |
| 1 | VR068393 | 39.35 | 13.87 | 46.74 | N/A | N/A | 0.05 | 0.92 | 1.073 | 0.537 | 0.925 |
| 1 | VR068397 | 36.93 | 6.04 | 11.47 | 22.15 | 23.36 | 0.05 | 0.95 | 1.889 | 0.472 | 1.638 |
| 1 | VR068403 | 39.28 | 11.31 | 18.45 | 19.53 | 11.31 | 0.11 | 0.96 | 1.521 | 0.380 | 1.452 |
| 2 | VR068422 | 46.39 | 11.98 | 41.55 | N/A | N/A | 0.08 | 0.93 | 0.951 | 0.475 | 0.937 |
| 2 | VR068423 | 42.95 | 10.40 | 46.50 | N/A | N/A | 0.15 | 0.93 | 1.034 | 0.517 | 0.946 |
| 2 | VR068421 | 43.52 | 12.93 | 43.33 | N/A | N/A | 0.23 | 0.91 | 0.996 | 0.498 | 0.933 |
| 2 | VR068429 | 40.95 | 3.67 | 7.83 | 20.45 | 27.11 | 0.00 | 0.96 | 1.891 | 0.473 | 1.718 |
| 2 | VR068432 | 41.51 | 8.47 | 12.44 | 17.58 | 19.89 | 0.11 | 0.96 | 1.656 | 0.414 | 1.614 |

Table 5.B.39 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level or Grade Span** | **Item ID** | **Percent Score Point = 0** | **Percent Score Point = 1** | **Percent Score Point = 2** | **Percent Score Point = 3** | **Percent Score Point = 4** | **Percent Omit** | **Item-Total Correlation** | **Mean** | **Mean Proportion of Maximum** | **Standard Deviation** |
| 3–5 | VR068511 | 39.31 | 8.92 | 51.60 | N/A | N/A | 0.17 | 0.94 | 1.121 | 0.561 | 0.947 |
| 3–5 | VR068512 | 37.92 | 11.07 | 50.83 | N/A | N/A | 0.17 | 0.93 | 1.127 | 0.564 | 0.934 |
| 3–5 | VR068510 | 38.58 | 9.99 | 51.30 | N/A | N/A | 0.14 | 0.94 | 1.126 | 0.563 | 0.940 |
| 3–5 | VR068521 | 48.20 | 9.62 | 42.17 | N/A | N/A | 0.02 | 0.93 | 0.940 | 0.470 | 0.949 |
| 3–5 | VR068520 | 46.70 | 11.18 | 42.01 | N/A | N/A | 0.11 | 0.93 | 0.952 | 0.476 | 0.941 |
| 3–5 | VR068518 | 45.19 | 7.46 | 14.79 | 19.27 | 13.04 | 0.25 | 0.96 | 1.470 | 0.368 | 1.525 |
| 6–8 | VR068547 | 41.35 | 12.01 | 46.39 | N/A | N/A | 0.25 | 0.94 | 1.048 | 0.524 | 0.937 |
| 6–8 | VR068548 | 42.65 | 10.77 | 46.41 | N/A | N/A | 0.17 | 0.94 | 1.036 | 0.518 | 0.944 |
| 6–8 | VR068546 | 38.07 | 5.90 | 55.86 | N/A | N/A | 0.17 | 0.93 | 1.176 | 0.588 | 0.954 |
| 6–8 | VR068555 | 44.74 | 10.01 | 45.23 | N/A | N/A | 0.02 | 0.93 | 1.005 | 0.502 | 0.949 |
| 6–8 | VR068551 | 43.33 | 9.66 | 46.90 | N/A | N/A | 0.12 | 0.94 | 1.035 | 0.517 | 0.950 |
| 6–8 | VR068566 | 43.79 | 6.21 | 13.31 | 19.62 | 16.74 | 0.33 | 0.96 | 1.587 | 0.397 | 1.588 |
| 9–12 | VR068578 | 37.83 | 12.49 | 49.50 | N/A | N/A | 0.18 | 0.94 | 1.115 | 0.557 | 0.928 |
| 9–12 | VR068579 | 43.75 | 13.39 | 42.66 | N/A | N/A | 0.20 | 0.93 | 0.987 | 0.494 | 0.931 |
| 9–12 | VR068577 | 40.12 | 11.53 | 48.16 | N/A | N/A | 0.18 | 0.90 | 1.079 | 0.539 | 0.937 |
| 9–12 | VR068588 | 46.36 | 10.40 | 43.24 | N/A | N/A | 0.00 | 0.94 | 0.969 | 0.484 | 0.946 |
| 9–12 | VR068587 | 48.72 | 16.17 | 35.02 | N/A | N/A | 0.08 | 0.94 | 0.862 | 0.431 | 0.905 |
| 9–12 | VR068600 | 42.39 | 8.06 | 13.77 | 16.44 | 19.09 | 0.24 | 0.97 | 1.613 | 0.403 | 1.601 |

Table 5.B.40 Distribution of Item Scores for Speaking Items with Multiple Score Points for PPT Emergency Forms

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Item ID | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Percent Score Point = 4 | Percent Omit | Item-Total Correlation | Mean | Mean Proportion of Maximum | Standard Deviation |
| Kindergarten | VR068455 | 27.14 | 22.27 | 50.50 | N/A | N/A | 0.09 | 0.88 | 1.233 | 0.616 | 0.850 |
| Kindergarten | VR068456 | 32.26 | 28.60 | 38.99 | N/A | N/A | 0.15 | 0.88 | 1.066 | 0.533 | 0.842 |
| Kindergarten | VR068454 | 37.94 | 24.40 | 37.48 | N/A | N/A | 0.18 | 0.88 | 0.993 | 0.497 | 0.869 |
| Kindergarten | VR068466 | 20.47 | 28.54 | 50.97 | N/A | N/A | 0.02 | 0.88 | 1.305 | 0.652 | 0.789 |
| Kindergarten | VR068459 | 28.31 | 14.37 | 21.67 | 22.35 | 12.83 | 0.47 | 0.91 | 1.761 | 0.440 | 1.405 |
| 1 | VR068394 | 35.41 | 20.72 | 43.76 | N/A | N/A | 0.10 | 0.89 | 1.082 | 0.541 | 0.887 |
| 1 | VR068395 | 29.68 | 6.94 | 63.18 | N/A | N/A | 0.20 | 0.90 | 1.333 | 0.666 | 0.906 |
| 1 | VR068393 | 35.92 | 12.78 | 51.11 | N/A | N/A | 0.20 | 0.91 | 1.150 | 0.575 | 0.922 |
| 1 | VR068397 | 30.38 | 7.04 | 11.17 | 25.35 | 25.96 | 0.10 | 0.95 | 2.093 | 0.523 | 1.605 |
| 1 | VR068403 | 35.41 | 8.95 | 19.22 | 22.54 | 13.38 | 0.50 | 0.96 | 1.685 | 0.421 | 1.480 |
| 2 | VR068422 | 45.30 | 16.08 | 37.79 | N/A | N/A | 0.84 | 0.92 | 0.916 | 0.458 | 0.913 |
| 2 | VR068423 | 41.34 | 14.20 | 43.63 | N/A | N/A | 0.84 | 0.92 | 1.015 | 0.507 | 0.927 |
| 2 | VR068421 | 45.93 | 15.66 | 37.58 | N/A | N/A | 0.84 | 0.90 | 0.908 | 0.454 | 0.915 |
| 2 | VR068429 | 37.79 | 3.76 | 9.81 | 19.21 | 29.44 | 0.00 | 0.96 | 1.987 | 0.497 | 1.710 |
| 2 | VR068432 | 38.20 | 8.98 | 13.99 | 18.37 | 19.62 | 0.84 | 0.96 | 1.706 | 0.426 | 1.593 |
| 3–5 | VR068511 | 42.01 | 10.50 | 47.03 | N/A | N/A | 0.46 | 0.94 | 1.046 | 0.523 | 0.945 |
| 3–5 | VR068512 | 39.18 | 13.15 | 47.12 | N/A | N/A | 0.55 | 0.93 | 1.074 | 0.537 | 0.929 |
| 3–5 | VR068510 | 40.09 | 10.14 | 49.04 | N/A | N/A | 0.73 | 0.93 | 1.082 | 0.541 | 0.945 |
| 3–5 | VR068521 | 50.41 | 9.86 | 39.63 | N/A | N/A | 0.09 | 0.93 | 0.891 | 0.446 | 0.944 |
| 3–5 | VR068520 | 50.05 | 10.59 | 38.90 | N/A | N/A | 0.46 | 0.94 | 0.884 | 0.442 | 0.939 |
| 3–5 | VR068518 | 43.56 | 7.85 | 14.52 | 18.54 | 13.70 | 1.83 | 0.96 | 1.473 | 0.368 | 1.534 |

Table 5.B.40 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Item ID | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Percent Score Point = 4 | Percent Omit | Item-Total Correlation | Mean | Mean Proportion of Maximum | Standard Deviation |
| 6–8 | VR068547 | 36.58 | 14.92 | 47.05 | N/A | N/A | 1.45 | 0.95 | 1.090 | 0.545 | 0.918 |
| 6–8 | VR068548 | 39.17 | 12.33 | 46.74 | N/A | N/A | 1.76 | 0.94 | 1.058 | 0.529 | 0.935 |
| 6–8 | VR068546 | 32.75 | 9.53 | 56.17 | N/A | N/A | 1.55 | 0.92 | 1.219 | 0.609 | 0.926 |
| 6–8 | VR068555 | 41.45 | 12.75 | 45.70 | N/A | N/A | 0.10 | 0.93 | 1.041 | 0.521 | 0.934 |
| 6–8 | VR068551 | 41.45 | 11.61 | 46.63 | N/A | N/A | 0.31 | 0.93 | 1.049 | 0.524 | 0.939 |
| 6–8 | VR068566 | 38.65 | 8.29 | 15.65 | 20.31 | 16.17 | 0.93 | 0.96 | 1.652 | 0.413 | 1.548 |
| 9–12 | VR068578 | 35.96 | 11.87 | 50.58 | N/A | N/A | 1.58 | 0.94 | 1.130 | 0.565 | 0.930 |
| 9–12 | VR068579 | 42.81 | 13.74 | 41.75 | N/A | N/A | 1.70 | 0.94 | 0.973 | 0.486 | 0.929 |
| 9–12 | VR068577 | 39.82 | 10.82 | 47.60 | N/A | N/A | 1.75 | 0.89 | 1.060 | 0.530 | 0.943 |
| 9–12 | VR068588 | 42.28 | 11.99 | 45.61 | N/A | N/A | 0.12 | 0.92 | 1.032 | 0.516 | 0.938 |
| 9–12 | VR068587 | 46.37 | 14.39 | 38.95 | N/A | N/A | 0.29 | 0.93 | 0.923 | 0.461 | 0.922 |
| 9–12 | VR068600 | 39.53 | 8.25 | 12.11 | 15.73 | 23.22 | 1.17 | 0.97 | 1.725 | 0.431 | 1.650 |

**Note:** For table 5.B.41 and table 5.B.42,

* the mean proportion of maximum is the mean score divided by the maximum possible score for an item;
* N/A = not applicable; and
* the last four items with an asterisk (\*) are Reading items,

Table 5.B.41 Distribution of Item Scores for Written Items with Multiple Score Points for Computer-based Assessment Forms

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Item ID | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Percent Score Point = 4 | Percent Omit | Item-Total Correlation | Mean | Mean Proportion of Maximum | Standard Deviation |
| Kindergarten | VR171920 | 67.61 | 19.97 | 12.31 | N/A | N/A | 0.10 | 0.90 | 0.446 | 0.223 | 0.702 |
| Kindergarten | VR171943 | 70.04 | 16.54 | 13.36 | N/A | N/A | 0.07 | 0.90 | 0.433 | 0.216 | 0.716 |
| Kindergarten | VR171953 | 73.27 | 13.62 | 13.00 | N/A | N/A | 0.11 | 0.90 | 0.396 | 0.198 | 0.707 |
| Kindergarten | VR171956 | 70.94 | 16.05 | 12.88 | N/A | N/A | 0.13 | 0.92 | 0.418 | 0.209 | 0.708 |
| 1 | VR170515 | 42.81 | 29.65 | 27.42 | N/A | N/A | 0.11 | 0.92 | 0.845 | 0.422 | 0.824 |
| 1 | VR170516 | 49.76 | 21.73 | 28.47 | N/A | N/A | 0.05 | 0.93 | 0.787 | 0.393 | 0.859 |
| 1 | VR170534 | 44.02 | 10.24 | 45.58 | N/A | N/A | 0.16 | 0.94 | 1.014 | 0.507 | 0.947 |
| 1 | VR170538 | 54.03 | 8.67 | 12.51 | 24.65 | N/A | 0.14 | 0.96 | 1.077 | 0.359 | 1.284 |
| 2 | VR170553 | 42.12 | 34.92 | 22.70 | N/A | N/A | 0.26 | 0.91 | 0.803 | 0.402 | 0.783 |
| 2 | VR170626 | 46.30 | 7.35 | 14.74 | 31.45 | N/A | 0.15 | 0.95 | 1.312 | 0.437 | 1.332 |
| 2 | VR170643 | 44.19 | 8.14 | 16.14 | 31.49 | N/A | 0.04 | 0.97 | 1.349 | 0.450 | 1.320 |
| 2 | VR170647 | 45.21 | 8.97 | 16.10 | 29.68 | N/A | 0.04 | 0.97 | 1.302 | 0.434 | 1.308 |
| 3–5 | VR026380 | 30.11 | 12.77 | 31.22 | N/A | N/A | 25.90 | 0.92 | 0.752 | 0.376 | 0.901 |
| 3–5 | VR026378 | 23.88 | 19.29 | 28.06 | N/A | N/A | 28.77 | 0.91 | 0.754 | 0.377 | 0.864 |
| 3–5 | VR026375 | 53.51 | 19.58 | 26.25 | N/A | N/A | 0.66 | 0.92 | 0.721 | 0.360 | 0.852 |
| 3–5 | VR026373 | 49.42 | 15.85 | 32.37 | N/A | N/A | 2.36 | 0.93 | 0.806 | 0.403 | 0.897 |
| 3–5 | VR029781 | 49.05 | 7.60 | 14.78 | 15.77 | 10.85 | 1.96 | 0.94 | 1.279 | 0.320 | 1.479 |

Table 5.B.41 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Item ID | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Percent Score Point = 4 | Percent Omit | Item-Total Correlation | Mean | Mean Proportion of Maximum | Standard Deviation |
| 6–8 | VR029177 | 20.24 | 7.75 | 14.62 | 18.10 | 16.77 | 22.53 | 0.98 | 1.583 | 0.396 | 1.571 |
| 6–8 | VR029556 | 44.50 | 10.89 | 16.55 | 15.51 | 12.55 | 0.00 | 0.98 | 1.407 | 0.352 | 1.482 |
| 9–12 | VR029232 | 20.02 | 8.72 | 13.36 | 16.44 | 19.44 | 22.02 | 0.98 | 1.625 | 0.406 | 1.603 |
| 9–12 | VR029699 | 42.66 | 10.16 | 14.66 | 15.62 | 16.90 | 0.00 | 0.98 | 1.539 | 0.385 | 1.558 |
| Kindergarten | \*VR001790 | 35.11 | 51.38 | 13.49 | N/A | N/A | 0.02 | 0.87 | 0.784 | 0.392 | 0.663 |
| Kindergarten | \*VR002163 | 39.66 | 48.23 | 12.08 | N/A | N/A | 0.03 | 0.86 | 0.724 | 0.362 | 0.664 |
| Kindergarten | \*VR003705 | 44.15 | 21.14 | 34.71 | N/A | N/A | 0.00 | 0.86 | 0.906 | 0.453 | 0.883 |
| 1 | \*VR003528 | 35.26 | 12.97 | 51.77 | N/A | N/A | 0.00 | 0.87 | 1.165 | 0.583 | 0.918 |

Table 5.B.42 Distribution of Item Scores for Written Items with Multiple Score Points for PPT Emergency Forms

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Item ID | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Percent Score Point = 4 | Percent Omit | Item-Total Correlation | Mean | Mean Proportion of Maximum | Standard Deviation |
| Kindergarten | VR171920 | 75.58 | 15.72 | 8.00 | N/A | N/A | 0.69 | 0.88 | 0.317 | 0.159 | 0.614 |
| Kindergarten | VR171943 | 77.96 | 12.57 | 8.74 | N/A | N/A | 0.73 | 0.87 | 0.301 | 0.150 | 0.621 |
| Kindergarten | VR171953 | 81.52 | 9.57 | 8.47 | N/A | N/A | 0.43 | 0.87 | 0.265 | 0.133 | 0.604 |
| Kindergarten | VR171956 | 79.58 | 10.87 | 8.36 | N/A | N/A | 1.19 | 0.90 | 0.276 | 0.138 | 0.606 |
| 1 | VR170515 | 41.05 | 32.19 | 26.66 | N/A | N/A | 0.10 | 0.92 | 0.855 | 0.428 | 0.811 |
| 1 | VR170516 | 47.69 | 22.84 | 29.38 | N/A | N/A | 0.10 | 0.93 | 0.816 | 0.408 | 0.859 |
| 1 | VR170534 | 41.15 | 9.66 | 48.59 | N/A | N/A | 0.60 | 0.93 | 1.068 | 0.534 | 0.948 |
| 1 | VR170538 | 51.81 | 9.46 | 14.69 | 23.14 | N/A | 0.91 | 0.96 | 1.082 | 0.361 | 1.263 |
| 2 | VR170553 | 40.29 | 39.46 | 18.58 | N/A | N/A | 1.67 | 0.91 | 0.766 | 0.383 | 0.743 |
| 2 | VR170626 | 45.09 | 10.44 | 13.78 | 29.02 | N/A | 1.67 | 0.95 | 1.251 | 0.417 | 1.307 |
| 2 | VR170643 | 43.42 | 8.98 | 18.79 | 28.81 | N/A | 0.00 | 0.97 | 1.330 | 0.443 | 1.292 |
| 2 | VR170647 | 43.63 | 10.44 | 19.83 | 25.47 | N/A | 0.63 | 0.96 | 1.265 | 0.422 | 1.262 |
| 3–5 | VR194358 | 56.96 | 12.83 | 28.75 | N/A | N/A | 1.46 | 0.92 | 0.703 | 0.352 | 0.886 |
| 3–5 | VR194368 | 52.41 | 17.11 | 28.75 | N/A | N/A | 1.73 | 0.91 | 0.746 | 0.373 | 0.875 |
| 3–5 | VR194372 | 58.23 | 17.20 | 24.57 | N/A | N/A | 0.00 | 0.90 | 0.663 | 0.332 | 0.846 |
| 3–5 | VR194376 | 54.50 | 15.01 | 30.03 | N/A | N/A | 0.45 | 0.93 | 0.751 | 0.375 | 0.888 |
| 3–5 | VR194272 | 51.14 | 8.46 | 12.56 | 14.10 | 11.01 | 2.73 | 0.95 | 1.199 | 0.300 | 1.477 |
| 6–8 | VR194401 | 36.02 | 6.42 | 13.04 | 22.15 | 20.29 | 2.07 | 0.98 | 1.801 | 0.450 | 1.608 |
| 6–8 | VR194406 | 45.24 | 6.73 | 13.25 | 17.18 | 17.60 | 0.00 | 0.98 | 1.552 | 0.388 | 1.598 |
| 9–12 | VR194409 | 38.42 | 6.40 | 11.23 | 17.99 | 23.22 | 2.74 | 0.98 | 1.757 | 0.439 | 1.662 |
| 9–12 | VR194411 | 42.26 | 6.34 | 12.92 | 16.53 | 21.94 | 0.00 | 0.98 | 1.696 | 0.424 | 1.645 |

Table 5.B.42 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Item ID | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Percent Score Point = 4 | Percent Omit | Item-Total Correlation | Mean | Mean Proportion of Maximum | Standard Deviation |
| Kindergarten | \*VR001790 | 42.91 | 48.12 | 8.89 | N/A | N/A | 0.08 | 0.84 | 0.659 | 0.329 | 0.634 |
| Kindergarten | \*VR002163 | 49.78 | 41.94 | 8.15 | N/A | N/A | 0.12 | 0.83 | 0.582 | 0.291 | 0.637 |
| Kindergarten | \*VR003705 | 62.55 | 21.19 | 16.27 | N/A | N/A | 0.00 | 0.81 | 0.537 | 0.269 | 0.758 |
| 1 | \*VR003528 | 40.32 | 19.35 | 40.02 | N/A | N/A | 0.30 | 0.88 | 0.994 | 0.497 | 0.898 |

### Appendix 5.C: Response Time Analyses for Initial ELPAC Forms

**Notes:**

* Raw scores were used to classify students into quartiles.
* For kindergarten through grade two, the Writing domain was not included in the raw score and response time calculations because this domain was paper-based.
* All students who completed the test and have an unrounded test time greater than zero (0) are included.
* Grade levels and grade spans reflect students’ enrolled grade levels or grade spans during the 2020–2021 school year.
* SD = standard deviation.
* Response time percentiles are identified as follows:
  + “% Pt. 1” is the time taken by test takers in the first percentile of response time.
  + “% Pt. 10” is the time taken by test takers in the tenth percentile of response time.
  + “% Pt. 25” is the time taken by test takers in the twenty-fifth percentile of response time.
  + “% Pt. 50” is the time taken by test takers in the fiftieth percentile of response time.
  + “% Pt. 75” is the time taken by test takers in the seventy-fifth percentile of response time.
  + “% Pt. 90” is the time taken by test takers in the ninetieth percentile of response time.
  + “% Pt. 99” is the time taken by test takers in the ninety-ninth percentile of response time.

Table 5.C.1 Total Testing Time (in Minutes) at Each Raw Score Interval

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Raw Score Interval Based on Quartiles | N | Mean | SD | Min. | Max. | % Pt. 1 | % Pt. 10 | % Pt. 25 | % Pt. 50 | % Pt. 75 | % Pt. 90 | % Pt. 99 |
| Kindergarten | 0–10 | 15,046 | 14.39 | 7.26 | 0.43 | 85.80 | 1.60 | 6.62 | 9.48 | 13.38 | 18.00 | 23.23 | 37.92 |
| Kindergarten | 11–19 | 14,175 | 20.85 | 7.05 | 0.89 | 89.75 | 8.40 | 13.80 | 16.32 | 19.70 | 24.08 | 29.37 | 44.31 |
| Kindergarten | 20–29 | 25,665 | 21.22 | 6.72 | 0.81 | 133.57 | 10.31 | 14.64 | 16.97 | 20.08 | 24.10 | 28.97 | 43.94 |
| Kindergarten | 30–38 | 19,807 | 19.54 | 5.98 | 0.91 | 82.29 | 7.80 | 13.82 | 15.79 | 18.52 | 22.15 | 26.50 | 39.72 |
| 1 | 0–10 | 999 | 13.23 | 7.56 | 0.41 | 51.95 | 0.89 | 4.85 | 7.94 | 11.92 | 17.61 | 23.03 | 36.09 |
| 1 | 11–20 | 433 | 24.74 | 7.52 | 2.90 | 62.92 | 13.25 | 17.59 | 20.04 | 23.19 | 28.09 | 32.88 | 52.04 |
| 1 | 21–29 | 735 | 25.12 | 7.28 | 3.17 | 73.39 | 7.71 | 18.01 | 20.58 | 24.12 | 28.96 | 33.26 | 49.89 |
| 1 | 30–39 | 1,484 | 23.14 | 6.16 | 1.44 | 63.96 | 11.94 | 17.04 | 19.33 | 22.15 | 25.82 | 29.94 | 45.01 |

Table 5.C.1 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Raw Score Interval Based on Quartiles | N | Mean | SD | Min. | Max. | % Pt. 1 | % Pt. 10 | % Pt. 25 | % Pt. 50 | % Pt. 75 | % Pt. 90 | % Pt. 99 |
| 2 | 0–10 | 686 | 11.61 | 7.10 | 0.39 | 47.86 | 0.87 | 3.74 | 6.01 | 10.25 | 15.96 | 21.05 | 34.26 |
| 2 | 11–20 | 219 | 25.31 | 8.60 | 2.56 | 72.23 | 10.02 | 16.73 | 19.83 | 24.09 | 29.06 | 35.54 | 49.17 |
| 2 | 21–29 | 286 | 28.16 | 8.19 | 1.58 | 64.91 | 3.15 | 19.82 | 23.55 | 27.20 | 32.63 | 37.73 | 52.14 |
| 2 | 30–39 | 1,065 | 25.28 | 6.60 | 1.90 | 66.39 | 10.05 | 18.98 | 21.37 | 24.27 | 28.18 | 33.25 | 50.42 |
| 3–5 | 0–13 | 1,832 | 19.73 | 14.11 | 0.47 | 87.97 | 1.06 | 4.92 | 8.52 | 17.35 | 27.18 | 37.21 | 67.59 |
| 3–5 | 14–26 | 532 | 41.55 | 15.81 | 2.47 | 147.89 | 13.77 | 24.64 | 31.37 | 38.81 | 49.28 | 61.99 | 85.74 |
| 3–5 | 27–39 | 1,058 | 47.75 | 15.19 | 3.37 | 132.23 | 21.10 | 32.33 | 37.87 | 45.06 | 54.77 | 66.97 | 98.77 |
| 3–5 | 40–52 | 1,775 | 41.49 | 13.01 | 3.96 | 124.68 | 19.07 | 27.99 | 32.87 | 39.42 | 47.62 | 56.86 | 83.28 |
| 6–8 | 0–12 | 1,315 | 24.13 | 16.48 | 0.46 | 121.57 | 0.94 | 4.83 | 9.90 | 23.15 | 33.39 | 44.67 | 75.12 |
| 6–8 | 13–25 | 422 | 45.80 | 17.73 | 1.27 | 123.59 | 6.17 | 28.05 | 34.29 | 42.77 | 55.23 | 68.39 | 99.66 |
| 6–8 | 26–37 | 947 | 51.48 | 18.13 | 10.93 | 196.76 | 23.18 | 33.07 | 39.45 | 48.57 | 59.58 | 74.34 | 106.64 |
| 6–8 | 38–49 | 1,436 | 50.27 | 17.74 | 10.38 | 171.38 | 22.19 | 32.05 | 38.36 | 46.68 | 59.16 | 72.89 | 111.00 |
| 9–12 | 0–12 | 1,809 | 30.35 | 21.44 | 0.39 | 171.35 | 0.72 | 4.59 | 14.20 | 28.55 | 41.30 | 57.16 | 98.92 |
| 9–12 | 13–25 | 881 | 57.92 | 23.43 | 2.07 | 231.19 | 22.16 | 34.36 | 42.11 | 53.78 | 68.81 | 86.89 | 141.14 |
| 9–12 | 26–37 | 1,014 | 60.64 | 22.91 | 5.83 | 225.42 | 20.26 | 37.67 | 46.47 | 56.71 | 71.01 | 86.77 | 137.27 |
| 9–12 | 38–49 | 2,115 | 55.27 | 21.73 | 8.14 | 240.29 | 23.30 | 33.58 | 40.81 | 50.90 | 64.82 | 81.82 | 130.18 |

### Appendix 5.D: Reliability Estimates

**Notes:**

* The reliabilities are reported only for samples that comprise 30 or more test takers.
* The tables are separated by the computer-based assessment and PPT emergency forms.
* In some cases in [appendix 5.D](#_Appendix_5.D:_Reliability), reliabilities could not be estimated because of only having zero or one test takers and are presented in the tables as “N/A.”
* A hyphen (-) in the tables indicates that the reliabilities were estimated but are not reported because the estimates are not sufficiently accurate with the small sample size.
* A value of 0.000 with an asterisk (\*) was used to replace negative estimates. Refer to subsection [*6.3.2.2 Student Group Reliability Estimates*](#_Student_Group_Reliability) for the background information about these values.

Table 5.D.1 Reliability Estimates by Student Group for Kindergarten for Computer-based Assessment Forms

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Male | 50,759 | 0.877 | 0.903 | 0.858 | 0.938 | 0.921 | 0.936 | 0.930 |
| Female | 48,955 | 0.879 | 0.902 | 0.851 | 0.936 | 0.920 | 0.932 | 0.928 |
| Nonbinary | 4 | - | - | - | - | - | - | - |
| American Indian or Alaska Native | 179 | 0.881 | 0.903 | 0.871 | 0.939 | 0.928 | 0.943 | 0.937 |
| Asian | 16,482 | 0.884 | 0.879 | 0.852 | 0.926 | 0.918 | 0.934 | 0.929 |
| Native Hawaiian or Other Pacific Islander | 214 | 0.881 | 0.884 | 0.850 | 0.932 | 0.911 | 0.934 | 0.921 |
| Filipino | 873 | 0.854 | 0.841 | 0.822 | 0.919 | 0.891 | 0.921 | 0.903 |
| Hispanic or Latino | 73,853 | 0.869 | 0.904 | 0.835 | 0.920 | 0.917 | 0.912 | 0.924 |
| Black or African American | 589 | 0.886 | 0.888 | 0.858 | 0.930 | 0.922 | 0.936 | 0.932 |
| White | 5,487 | 0.893 | 0.905 | 0.860 | 0.930 | 0.928 | 0.935 | 0.936 |
| Two or more races | 2,041 | 0.898 | 0.903 | 0.877 | 0.939 | 0.929 | 0.944 | 0.938 |

Table 5.D.1 *(continuation)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Economically disadvantaged | 54,544 | 0.867 | 0.904 | 0.834 | 0.920 | 0.916 | 0.912 | 0.923 |
| Not economically disadvantaged | 45,174 | 0.883 | 0.898 | 0.860 | 0.939 | 0.921 | 0.939 | 0.931 |
| Calculated ELAS: EL | 81,456 | 0.829 | 0.890 | 0.822 | 0.922 | 0.892 | 0.910 | 0.901 |
| Calculated ELAS: IFEP | 18,262 | 0.209 | 0.165 | 0.699 | 0.918 | \*0.000 | 0.905 | 0.237 |
| Migrant education | 1,846 | 0.877 | 0.921 | 0.843 | 0.901 | 0.923 | 0.896 | 0.929 |
| Not migrant education | 97,872 | 0.878 | 0.902 | 0.854 | 0.937 | 0.921 | 0.934 | 0.929 |
| Special education services | 9,256 | 0.875 | 0.915 | 0.855 | 0.928 | 0.923 | 0.923 | 0.931 |
| No special education services | 90,462 | 0.876 | 0.900 | 0.853 | 0.937 | 0.919 | 0.934 | 0.928 |
| Using accommodations | 105 | 0.878 | 0.921 | 0.878 | 0.927 | 0.932 | 0.914 | 0.939 |
| Not using accommodations | 99,613 | 0.879 | 0.903 | 0.855 | 0.937 | 0.921 | 0.934 | 0.930 |
| Military | 455 | 0.883 | 0.892 | 0.827 | 0.934 | 0.913 | 0.924 | 0.922 |
| Not military | 99,263 | 0.879 | 0.903 | 0.855 | 0.937 | 0.921 | 0.934 | 0.930 |
| Homeless | 3,100 | 0.879 | 0.915 | 0.846 | 0.921 | 0.925 | 0.913 | 0.931 |
| Not homeless | 96,618 | 0.879 | 0.902 | 0.854 | 0.937 | 0.921 | 0.934 | 0.929 |

Table 5.D.2 Reliability Estimates by Student Group for Kindergarten for PPT Emergency Forms

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Male | 11,925 | 0.844 | 0.903 | 0.835 | 0.939 | 0.915 | 0.926 | 0.923 |
| Female | 11,613 | 0.844 | 0.901 | 0.820 | 0.933 | 0.913 | 0.919 | 0.921 |
| Nonbinary | 2 | - | - | - | - | - | - | - |
| American Indian or Alaska Native | 47 | 0.863 | 0.902 | 0.884 | 0.945 | 0.919 | 0.950 | 0.929 |
| Asian | 4,875 | 0.860 | 0.887 | 0.835 | 0.929 | 0.914 | 0.931 | 0.925 |
| Native Hawaiian or Other Pacific Islander | 43 | 0.789 | 0.848 | 0.802 | 0.911 | 0.854 | 0.900 | 0.870 |
| Filipino | 161 | 0.819 | 0.852 | 0.821 | 0.926 | 0.895 | 0.917 | 0.906 |
| Hispanic or Latino | 16,302 | 0.835 | 0.905 | 0.805 | 0.907 | 0.912 | 0.886 | 0.918 |
| Black or African American | 107 | 0.872 | 0.917 | 0.870 | 0.944 | 0.933 | 0.946 | 0.940 |
| White | 1,500 | 0.861 | 0.913 | 0.828 | 0.925 | 0.924 | 0.919 | 0.931 |
| Two or more races | 505 | 0.881 | 0.910 | 0.867 | 0.936 | 0.929 | 0.938 | 0.937 |
| Economically disadvantaged | 13,571 | 0.833 | 0.903 | 0.803 | 0.912 | 0.910 | 0.890 | 0.917 |
| Not economically disadvantaged | 9,969 | 0.853 | 0.899 | 0.835 | 0.940 | 0.916 | 0.932 | 0.925 |
| Calculated ELAS: EL | 19,308 | 0.789 | 0.890 | 0.788 | 0.919 | 0.887 | 0.893 | 0.895 |
| Calculated ELAS: IFEP | 4,232 | 0.132 | 0.171 | 0.658 | 0.929 | \*0.000 | 0.905 | 0.166 |
| Migrant education | 403 | 0.872 | 0.927 | 0.820 | 0.870 | 0.927 | 0.864 | 0.931 |
| Not migrant education | 23,137 | 0.844 | 0.902 | 0.827 | 0.936 | 0.914 | 0.923 | 0.922 |
| Special education services | 2,039 | 0.844 | 0.912 | 0.816 | 0.918 | 0.916 | 0.894 | 0.922 |
| No special education services | 21,501 | 0.842 | 0.900 | 0.826 | 0.936 | 0.912 | 0.923 | 0.921 |
| Using accommodations | 4 | - | - | - | - | - | - | - |
| Not using accommodations | 23,536 | 0.846 | 0.903 | 0.828 | 0.936 | 0.915 | 0.923 | 0.923 |

Table 5.D.2 *(continuation)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Military | 115 | 0.760 | 0.842 | 0.760 | 0.937 | 0.866 | 0.894 | 0.878 |
| Not military | 23,425 | 0.846 | 0.903 | 0.829 | 0.936 | 0.915 | 0.923 | 0.923 |
| Homeless | 495 | 0.838 | 0.913 | 0.807 | 0.886 | 0.916 | 0.877 | 0.921 |
| Not homeless | 23,045 | 0.846 | 0.902 | 0.828 | 0.936 | 0.915 | 0.923 | 0.923 |

Table 5.D.3 Reliability Estimates by Student Group for Grade One for Computer-based Assessment Forms

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Male | 2,361 | 0.900 | 0.929 | 0.920 | 0.927 | 0.940 | 0.953 | 0.963 |
| Female | 2,209 | 0.901 | 0.929 | 0.920 | 0.919 | 0.941 | 0.949 | 0.962 |
| Nonbinary | 2 | - | - | - | - | - | - | - |
| American Indian or Alaska Native | 12 | - | - | - | - | - | - | - |
| Asian | 1,375 | 0.898 | 0.906 | 0.921 | 0.892 | 0.933 | 0.943 | 0.958 |
| Native Hawaiian or Other Pacific Islander | 33 | 0.843 | 0.910 | 0.882 | 0.907 | 0.922 | 0.939 | 0.952 |
| Filipino | 82 | 0.837 | 0.887 | 0.851 | 0.851 | 0.894 | 0.903 | 0.930 |
| Hispanic or Latino | 2,296 | 0.877 | 0.937 | 0.901 | 0.926 | 0.936 | 0.944 | 0.959 |
| Black or African American | 46 | 0.885 | 0.926 | 0.890 | 0.891 | 0.935 | 0.923 | 0.956 |
| White | 549 | 0.896 | 0.927 | 0.915 | 0.910 | 0.939 | 0.946 | 0.961 |
| Two or more races | 179 | 0.908 | 0.927 | 0.930 | 0.918 | 0.941 | 0.953 | 0.963 |
| Economically disadvantaged | 1,887 | 0.870 | 0.933 | 0.901 | 0.922 | 0.933 | 0.942 | 0.956 |
| Not economically disadvantaged | 2,685 | 0.903 | 0.922 | 0.921 | 0.914 | 0.940 | 0.949 | 0.962 |
| Calculated ELAS: EL | 3,296 | 0.822 | 0.926 | 0.879 | 0.913 | 0.915 | 0.932 | 0.946 |
| Calculated ELAS: IFEP | 1,276 | 0.461 | 0.444 | 0.496 | 0.696 | 0.458 | 0.700 | 0.511 |
| Migrant education | 87 | 0.867 | 0.934 | 0.869 | 0.911 | 0.934 | 0.924 | 0.954 |
| Not migrant education | 4,485 | 0.900 | 0.928 | 0.919 | 0.923 | 0.940 | 0.951 | 0.962 |
| Special education services | 180 | 0.882 | 0.921 | 0.905 | 0.927 | 0.931 | 0.948 | 0.957 |
| No special education services | 4,392 | 0.901 | 0.929 | 0.920 | 0.923 | 0.941 | 0.951 | 0.963 |
| Using accommodations | 2 | - | - | - | - | - | - | - |
| Not using accommodations | 4,570 | 0.901 | 0.929 | 0.920 | 0.924 | 0.940 | 0.951 | 0.963 |

Table 5.D.3 *(continuation)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Military | 53 | 0.832 | 0.908 | 0.883 | 0.889 | 0.918 | 0.928 | 0.949 |
| Not military | 4,519 | 0.901 | 0.929 | 0.920 | 0.924 | 0.941 | 0.951 | 0.963 |
| Homeless | 236 | 0.888 | 0.944 | 0.908 | 0.934 | 0.941 | 0.945 | 0.962 |
| Not homeless | 4,336 | 0.900 | 0.928 | 0.919 | 0.922 | 0.940 | 0.950 | 0.962 |

Table 5.D.4 Reliability Estimates by Student Group for Grade One for PPT Emergency Forms

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Male | 517 | 0.877 | 0.930 | 0.904 | 0.923 | 0.936 | 0.947 | 0.960 |
| Female | 479 | 0.903 | 0.929 | 0.920 | 0.923 | 0.943 | 0.952 | 0.964 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 1 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | 476 | 0.857 | 0.908 | 0.889 | 0.891 | 0.925 | 0.933 | 0.952 |
| Native Hawaiian or Other Pacific Islander | 2 | - | - | - | - | - | - | - |
| Filipino | 12 | - | - | - | - | - | - | - |
| Hispanic or Latino | 322 | 0.900 | 0.941 | 0.909 | 0.935 | 0.944 | 0.952 | 0.963 |
| Black or African American | 4 | - | - | - | - | - | - | - |
| White | 146 | 0.874 | 0.938 | 0.904 | 0.917 | 0.938 | 0.946 | 0.960 |
| Two or more races | 33 | 0.882 | 0.925 | 0.893 | 0.912 | 0.938 | 0.943 | 0.960 |
| Economically disadvantaged | 372 | 0.876 | 0.939 | 0.893 | 0.923 | 0.937 | 0.941 | 0.958 |
| Not economically disadvantaged | 624 | 0.873 | 0.916 | 0.902 | 0.904 | 0.932 | 0.942 | 0.957 |
| Calculated ELAS: EL | 644 | 0.804 | 0.927 | 0.870 | 0.914 | 0.914 | 0.931 | 0.944 |
| Calculated ELAS: IFEP | 352 | 0.366 | 0.455 | 0.423 | 0.652 | 0.454 | 0.686 | 0.522 |
| Migrant education | 15 | - | - | - | - | - | - | - |
| Not migrant education | 981 | 0.890 | 0.928 | 0.911 | 0.922 | 0.939 | 0.949 | 0.962 |
| Special education services | 35 | 0.896 | 0.932 | 0.883 | 0.924 | 0.940 | 0.938 | 0.959 |
| No special education services | 961 | 0.889 | 0.929 | 0.911 | 0.922 | 0.939 | 0.950 | 0.962 |
| Using accommodations | 1 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 995 | 0.891 | 0.929 | 0.912 | 0.923 | 0.939 | 0.950 | 0.962 |

Table 5.D.4 *(continuation)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Military | 7 | - | - | - | - | - | - | - |
| Not military | 989 | 0.891 | 0.929 | 0.912 | 0.923 | 0.940 | 0.950 | 0.962 |
| Homeless | 37 | 0.921 | 0.956 | 0.899 | 0.947 | 0.955 | 0.953 | 0.970 |
| Not homeless | 959 | 0.889 | 0.927 | 0.911 | 0.921 | 0.938 | 0.949 | 0.961 |

Table 5.D.5 Reliability Estimates by Student Group for Grade Two for Computer-based Assessment Forms

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Male | 1,428 | 0.942 | 0.939 | 0.924 | 0.929 | 0.956 | 0.943 | 0.974 |
| Female | 1,315 | 0.943 | 0.940 | 0.922 | 0.926 | 0.956 | 0.942 | 0.974 |
| Nonbinary | 1 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 5 | - | - | - | - | - | - | - |
| Asian | 809 | 0.936 | 0.926 | 0.922 | 0.919 | 0.949 | 0.937 | 0.971 |
| Native Hawaiian or Other Pacific Islander | 15 | - | - | - | - | - | - | - |
| Filipino | 52 | 0.802 | 0.850 | 0.893 | 0.888 | 0.879 | 0.918 | 0.943 |
| Hispanic or Latino | 1,432 | 0.938 | 0.945 | 0.902 | 0.927 | 0.957 | 0.937 | 0.972 |
| Black or African American | 22 | - | - | - | - | - | - | - |
| White | 308 | 0.941 | 0.937 | 0.928 | 0.913 | 0.953 | 0.941 | 0.972 |
| Two or more races | 101 | 0.941 | 0.926 | 0.927 | 0.922 | 0.952 | 0.942 | 0.972 |
| Economically disadvantaged | 1,132 | 0.938 | 0.943 | 0.910 | 0.930 | 0.956 | 0.941 | 0.973 |
| Not economically disadvantaged | 1,612 | 0.938 | 0.935 | 0.918 | 0.921 | 0.953 | 0.937 | 0.972 |
| Calculated ELAS: EL | 1,910 | 0.908 | 0.937 | 0.872 | 0.915 | 0.945 | 0.921 | 0.964 |
| Calculated ELAS: IFEP | 834 | 0.509 | 0.446 | 0.502 | 0.610 | 0.506 | 0.637 | 0.523 |
| Migrant education | 55 | 0.915 | 0.951 | 0.890 | 0.910 | 0.954 | 0.925 | 0.969 |
| Not migrant education | 2,689 | 0.942 | 0.939 | 0.922 | 0.927 | 0.956 | 0.942 | 0.973 |
| Special education services | 75 | 0.918 | 0.926 | 0.920 | 0.922 | 0.948 | 0.941 | 0.970 |
| No special education services | 2,669 | 0.943 | 0.940 | 0.923 | 0.928 | 0.956 | 0.943 | 0.974 |
| Using accommodations | 2 | - | - | - | - | - | - | - |
| Not using accommodations | 2,742 | 0.942 | 0.940 | 0.923 | 0.928 | 0.956 | 0.942 | 0.974 |

Table 5.D.5 *(continuation)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Military | 35 | 0.830 | 0.880 | 0.935 | 0.914 | 0.910 | 0.950 | 0.963 |
| Not military | 2,709 | 0.943 | 0.940 | 0.922 | 0.928 | 0.956 | 0.942 | 0.974 |
| Homeless | 147 | 0.923 | 0.946 | 0.886 | 0.931 | 0.954 | 0.929 | 0.970 |
| Not homeless | 2,597 | 0.943 | 0.939 | 0.923 | 0.927 | 0.956 | 0.942 | 0.974 |

Table 5.D.6 Reliability Estimates by Student Group for Grade Two for PPT Emergency Forms

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Male | 249 | 0.940 | 0.933 | 0.921 | 0.923 | 0.953 | 0.944 | 0.973 |
| Female | 230 | 0.936 | 0.939 | 0.928 | 0.927 | 0.953 | 0.944 | 0.973 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | 219 | 0.941 | 0.933 | 0.928 | 0.923 | 0.953 | 0.942 | 0.973 |
| Native Hawaiian or Other Pacific Islander | 1 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino | 8 | - | - | - | - | - | - | - |
| Hispanic or Latino | 164 | 0.936 | 0.937 | 0.910 | 0.933 | 0.953 | 0.945 | 0.973 |
| Black or African American | 7 | - | - | - | - | - | - | - |
| White | 65 | 0.935 | 0.943 | 0.913 | 0.913 | 0.955 | 0.933 | 0.971 |
| Two or more races | 15 | - | - | - | - | - | - | - |
| Economically disadvantaged | 180 | 0.927 | 0.937 | 0.903 | 0.927 | 0.952 | 0.942 | 0.971 |
| Not economically disadvantaged | 299 | 0.934 | 0.931 | 0.915 | 0.917 | 0.950 | 0.936 | 0.970 |
| Calculated ELAS: EL | 343 | 0.910 | 0.928 | 0.883 | 0.919 | 0.943 | 0.930 | 0.965 |
| Calculated ELAS: IFEP | 136 | 0.512 | 0.503 | 0.343 | 0.490 | 0.521 | 0.486 | 0.492 |
| Migrant education | 7 | - | - | - | - | - | - | - |
| Not migrant education | 472 | 0.938 | 0.936 | 0.924 | 0.925 | 0.953 | 0.944 | 0.973 |
| Special education services | 16 | - | - | - | - | - | - | - |
| No special education services | 463 | 0.937 | 0.936 | 0.926 | 0.925 | 0.953 | 0.944 | 0.973 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 479 | 0.938 | 0.936 | 0.924 | 0.925 | 0.953 | 0.944 | 0.973 |

Table 5.D.6 *(continuation)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Military | 3 | - | - | - | - | - | - | - |
| Not military | 476 | 0.938 | 0.936 | 0.924 | 0.925 | 0.953 | 0.944 | 0.973 |
| Homeless | 17 | - | - | - | - | - | - | - |
| Not homeless | 462 | 0.939 | 0.935 | 0.926 | 0.925 | 0.953 | 0.944 | 0.973 |

Table 5.D.7 Reliability Estimates by Student Group for Grade Span Three Through Five for Computer-based Assessment Forms

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Male | 3,334 | 0.917 | 0.957 | 0.897 | 0.936 | 0.958 | 0.935 | 0.973 |
| Female | 3,191 | 0.910 | 0.957 | 0.890 | 0.938 | 0.956 | 0.933 | 0.972 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 13 | - | - | - | - | - | - | - |
| Asian | 1,707 | 0.910 | 0.942 | 0.900 | 0.922 | 0.951 | 0.932 | 0.970 |
| Native Hawaiian or Other Pacific Islander | 44 | 0.823 | 0.923 | 0.869 | 0.925 | 0.930 | 0.914 | 0.958 |
| Filipino | 180 | 0.761 | 0.777 | 0.757 | 0.886 | 0.842 | 0.872 | 0.920 |
| Hispanic or Latino | 3,575 | 0.908 | 0.964 | 0.872 | 0.941 | 0.958 | 0.928 | 0.972 |
| Black or African American | 84 | 0.888 | 0.930 | 0.839 | 0.903 | 0.941 | 0.909 | 0.962 |
| White | 706 | 0.910 | 0.944 | 0.904 | 0.933 | 0.952 | 0.936 | 0.971 |
| Two or more races | 216 | 0.915 | 0.946 | 0.878 | 0.937 | 0.954 | 0.931 | 0.970 |
| Economically disadvantaged | 2,807 | 0.904 | 0.960 | 0.871 | 0.940 | 0.955 | 0.928 | 0.970 |
| Not economically disadvantaged | 3,718 | 0.913 | 0.953 | 0.894 | 0.931 | 0.956 | 0.933 | 0.972 |
| Calculated ELAS: EL | 4,784 | 0.864 | 0.956 | 0.785 | 0.909 | 0.942 | 0.886 | 0.957 |
| Calculated ELAS: IFEP | 1,741 | 0.365 | 0.340 | 0.486 | 0.523 | 0.352 | 0.534 | 0.529 |
| Migrant education | 169 | 0.864 | 0.964 | 0.817 | 0.960 | 0.947 | 0.902 | 0.962 |
| Not migrant education | 6,356 | 0.914 | 0.956 | 0.894 | 0.936 | 0.957 | 0.934 | 0.972 |
| Special education services | 161 | 0.896 | 0.934 | 0.876 | 0.932 | 0.947 | 0.922 | 0.965 |
| No special education services | 6,364 | 0.915 | 0.958 | 0.894 | 0.937 | 0.957 | 0.934 | 0.973 |
| Using accommodations | 2 | - | - | - | - | - | - | - |
| Not using accommodations | 6,523 | 0.914 | 0.957 | 0.894 | 0.937 | 0.957 | 0.934 | 0.972 |

Table 5.D.7 *(continuation)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Military | 70 | 0.857 | 0.902 | 0.830 | 0.892 | 0.926 | 0.895 | 0.951 |
| Not military | 6,455 | 0.914 | 0.957 | 0.894 | 0.937 | 0.957 | 0.934 | 0.972 |
| Homeless | 398 | 0.904 | 0.965 | 0.864 | 0.943 | 0.957 | 0.927 | 0.971 |
| Not homeless | 6,127 | 0.914 | 0.956 | 0.894 | 0.936 | 0.957 | 0.934 | 0.972 |

Table 5.D.8 Reliability Estimates by Student Group for Grade Span Three Through Five for PPT Emergency Forms

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Male | 559 | 0.924 | 0.955 | 0.896 | 0.946 | 0.960 | 0.939 | 0.975 |
| Female | 540 | 0.924 | 0.961 | 0.893 | 0.944 | 0.962 | 0.936 | 0.975 |
| Nonbinary | 1 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 2 | - | - | - | - | - | - | - |
| Asian | 479 | 0.917 | 0.954 | 0.894 | 0.942 | 0.959 | 0.936 | 0.974 |
| Native Hawaiian or Other Pacific Islander | 6 | - | - | - | - | - | - | - |
| Filipino | 21 | - | - | - | - | - | - | - |
| Hispanic or Latino | 396 | 0.929 | 0.964 | 0.886 | 0.952 | 0.964 | 0.938 | 0.976 |
| Black or African American | 10 | - | - | - | - | - | - | - |
| White | 160 | 0.909 | 0.953 | 0.886 | 0.942 | 0.953 | 0.934 | 0.971 |
| Two or more races | 26 | - | - | - | - | - | - | - |
| Economically disadvantaged | 470 | 0.922 | 0.961 | 0.878 | 0.950 | 0.960 | 0.933 | 0.974 |
| Not economically disadvantaged | 630 | 0.914 | 0.952 | 0.886 | 0.938 | 0.957 | 0.934 | 0.973 |
| Calculated ELAS: EL | 800 | 0.872 | 0.954 | 0.780 | 0.921 | 0.945 | 0.889 | 0.960 |
| Calculated ELAS: IFEP | 300 | 0.433 | 0.290 | 0.439 | 0.483 | 0.447 | 0.550 | 0.555 |
| Migrant education | 20 | - | - | - | - | - | - | - |
| Not migrant education | 1,080 | 0.924 | 0.958 | 0.895 | 0.945 | 0.961 | 0.938 | 0.975 |
| Special education services | 30 | 0.930 | 0.947 | 0.859 | 0.954 | 0.958 | 0.925 | 0.970 |
| No special education services | 1,070 | 0.924 | 0.958 | 0.895 | 0.945 | 0.961 | 0.938 | 0.975 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 1,100 | 0.924 | 0.958 | 0.894 | 0.945 | 0.961 | 0.938 | 0.975 |

Table 5.D.8 *(continuation)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Military | 6 | - | - | - | - | - | - | - |
| Not military | 1,094 | 0.924 | 0.958 | 0.895 | 0.945 | 0.961 | 0.938 | 0.975 |
| Homeless | 65 | 0.885 | 0.970 | 0.807 | 0.944 | 0.956 | 0.902 | 0.967 |
| Not homeless | 1,035 | 0.924 | 0.957 | 0.895 | 0.944 | 0.961 | 0.938 | 0.975 |

Table 5.D.9 Reliability Estimates by Student Group for Grade Span Six Through Eight for Computer-based Assessment Forms

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Male | 2,758 | 0.902 | 0.958 | 0.857 | 0.924 | 0.953 | 0.870 | 0.963 |
| Female | 2,642 | 0.898 | 0.959 | 0.851 | 0.925 | 0.952 | 0.860 | 0.961 |
| Nonbinary | 1 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 7 | - | - | - | - | - | - | - |
| Asian | 1,166 | 0.885 | 0.931 | 0.828 | 0.898 | 0.938 | 0.848 | 0.952 |
| Native Hawaiian or Other Pacific Islander | 36 | 0.856 | 0.896 | 0.776 | 0.910 | 0.920 | 0.838 | 0.941 |
| Filipino | 196 | 0.766 | 0.798 | 0.719 | 0.712 | 0.854 | 0.763 | 0.896 |
| Hispanic or Latino | 3,226 | 0.893 | 0.964 | 0.838 | 0.932 | 0.952 | 0.859 | 0.961 |
| Black or African American | 46 | 0.864 | 0.906 | 0.850 | 0.830 | 0.928 | 0.847 | 0.946 |
| White | 535 | 0.907 | 0.947 | 0.858 | 0.909 | 0.952 | 0.863 | 0.961 |
| Two or more races | 189 | 0.894 | 0.957 | 0.849 | 0.933 | 0.950 | 0.865 | 0.961 |
| Economically disadvantaged | 2,543 | 0.895 | 0.963 | 0.840 | 0.924 | 0.952 | 0.859 | 0.962 |
| Not economically disadvantaged | 2,858 | 0.896 | 0.953 | 0.850 | 0.919 | 0.949 | 0.861 | 0.960 |
| Calculated ELAS: EL | 3,842 | 0.830 | 0.955 | 0.731 | 0.858 | 0.930 | 0.791 | 0.942 |
| Calculated ELAS: IFEP | 1,559 | 0.293 | 0.264 | 0.475 | 0.610 | 0.273 | 0.560 | 0.579 |
| Migrant education | 126 | 0.912 | 0.971 | 0.866 | 0.949 | 0.960 | 0.877 | 0.967 |
| Not migrant education | 5,275 | 0.899 | 0.958 | 0.853 | 0.924 | 0.952 | 0.864 | 0.961 |
| Special education services | 113 | 0.880 | 0.937 | 0.811 | 0.911 | 0.934 | 0.846 | 0.947 |
| No special education services | 5,288 | 0.900 | 0.958 | 0.855 | 0.925 | 0.952 | 0.865 | 0.962 |
| Using accommodations | 4 | - | - | - | - | - | - | - |
| Not using accommodations | 5,397 | 0.900 | 0.958 | 0.854 | 0.925 | 0.952 | 0.865 | 0.962 |

Table 5.D.9 *(continuation)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Military | 55 | 0.864 | 0.936 | 0.827 | 0.943 | 0.937 | 0.843 | 0.951 |
| Not military | 5,346 | 0.900 | 0.958 | 0.854 | 0.925 | 0.952 | 0.865 | 0.962 |
| Homeless | 356 | 0.883 | 0.963 | 0.830 | 0.931 | 0.951 | 0.852 | 0.960 |
| Not homeless | 5,045 | 0.901 | 0.958 | 0.854 | 0.924 | 0.952 | 0.865 | 0.962 |

Table 5.D.10 Reliability Estimates by Student Group for Grade Span Six Through Eight for PPT Emergency Forms

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Male | 482 | 0.921 | 0.958 | 0.871 | 0.945 | 0.960 | 0.878 | 0.967 |
| Female | 484 | 0.921 | 0.959 | 0.883 | 0.955 | 0.960 | 0.878 | 0.967 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | 362 | 0.910 | 0.942 | 0.862 | 0.943 | 0.951 | 0.869 | 0.961 |
| Native Hawaiian or Other Pacific Islander | 5 | - | - | - | - | - | - | - |
| Filipino | 29 | - | - | - | - | - | - | - |
| Hispanic or Latino | 401 | 0.930 | 0.971 | 0.882 | 0.969 | 0.966 | 0.884 | 0.971 |
| Black or African American | 13 | - | - | - | - | - | - | - |
| White | 132 | 0.865 | 0.937 | 0.842 | 0.900 | 0.938 | 0.848 | 0.951 |
| Two or more races | 24 | - | - | - | - | - | - | - |
| Economically disadvantaged | 454 | 0.916 | 0.964 | 0.870 | 0.944 | 0.960 | 0.875 | 0.967 |
| Not economically disadvantaged | 512 | 0.913 | 0.950 | 0.866 | 0.948 | 0.955 | 0.873 | 0.963 |
| Calculated ELAS: EL | 652 | 0.871 | 0.957 | 0.771 | 0.890 | 0.944 | 0.816 | 0.952 |
| Calculated ELAS: IFEP | 314 | 0.256 | 0.208 | 0.470 | 0.766 | 0.282 | 0.576 | 0.581 |
| Migrant education | 24 | - | - | - | - | - | - | - |
| Not migrant education | 942 | 0.921 | 0.958 | 0.877 | 0.950 | 0.959 | 0.878 | 0.966 |
| Special education services | 20 | - | - | - | - | - | - | - |
| No special education services | 946 | 0.921 | 0.958 | 0.878 | 0.951 | 0.960 | 0.878 | 0.967 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 966 | 0.921 | 0.959 | 0.878 | 0.951 | 0.960 | 0.878 | 0.967 |

Table 5.D.10 *(continuation)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Military | 6 | - | - | - | - | - | - | - |
| Not military | 960 | 0.921 | 0.959 | 0.877 | 0.950 | 0.960 | 0.878 | 0.967 |
| Homeless | 63 | 0.886 | 0.966 | 0.855 | 0.948 | 0.955 | 0.867 | 0.962 |
| Not homeless | 903 | 0.923 | 0.958 | 0.879 | 0.951 | 0.960 | 0.879 | 0.967 |

Table 5.D.11 Reliability Estimates by Student Group for Grade Span Nine Through Twelve for Computer-based Assessment Forms

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Male | 3,944 | 0.894 | 0.954 | 0.841 | 0.941 | 0.951 | 0.857 | 0.960 |
| Female | 3,521 | 0.897 | 0.952 | 0.841 | 0.925 | 0.950 | 0.852 | 0.959 |
| Nonbinary | 3 | - | - | - | - | - | - | - |
| American Indian or Alaska Native | 13 | - | - | - | - | - | - | - |
| Asian | 1,204 | 0.888 | 0.917 | 0.816 | 0.895 | 0.937 | 0.836 | 0.950 |
| Native Hawaiian or Other Pacific Islander | 39 | 0.842 | 0.885 | 0.696 | 0.835 | 0.918 | 0.797 | 0.935 |
| Filipino | 304 | 0.811 | 0.802 | 0.647 | 0.662 | 0.862 | 0.705 | 0.888 |
| Hispanic or Latino | 5,003 | 0.879 | 0.956 | 0.822 | 0.937 | 0.948 | 0.848 | 0.958 |
| Black or African American | 61 | 0.861 | 0.927 | 0.809 | 0.938 | 0.937 | 0.840 | 0.950 |
| White | 593 | 0.903 | 0.935 | 0.831 | 0.913 | 0.947 | 0.848 | 0.957 |
| Two or more races | 251 | 0.909 | 0.950 | 0.845 | 0.938 | 0.955 | 0.853 | 0.961 |
| Economically disadvantaged | 3,368 | 0.876 | 0.954 | 0.826 | 0.933 | 0.946 | 0.847 | 0.957 |
| Not economically disadvantaged | 4,100 | 0.903 | 0.951 | 0.843 | 0.930 | 0.952 | 0.855 | 0.961 |
| Calculated ELAS: EL | 5,412 | 0.790 | 0.946 | 0.739 | 0.878 | 0.919 | 0.794 | 0.936 |
| Calculated ELAS: IFEP | 2,056 | 0.354 | 0.371 | 0.306 | 0.575 | 0.394 | 0.347 | 0.468 |
| Migrant education | 162 | 0.814 | 0.957 | 0.750 | 0.943 | 0.930 | 0.815 | 0.945 |
| Not migrant education | 7,306 | 0.896 | 0.953 | 0.842 | 0.933 | 0.951 | 0.855 | 0.960 |
| Special education services | 96 | 0.906 | 0.954 | 0.847 | 0.910 | 0.953 | 0.858 | 0.961 |
| No special education services | 7,372 | 0.896 | 0.953 | 0.842 | 0.934 | 0.951 | 0.855 | 0.960 |
| Using accommodations | 1 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 7,467 | 0.896 | 0.953 | 0.842 | 0.934 | 0.951 | 0.855 | 0.960 |

Table 5.D.11 *(continuation)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Military | 63 | 0.885 | 0.954 | 0.777 | 0.892 | 0.946 | 0.829 | 0.955 |
| Not military | 7,405 | 0.896 | 0.953 | 0.842 | 0.934 | 0.951 | 0.855 | 0.960 |
| Homeless | 395 | 0.877 | 0.959 | 0.824 | 0.947 | 0.949 | 0.851 | 0.959 |
| Not homeless | 7,073 | 0.896 | 0.953 | 0.842 | 0.933 | 0.951 | 0.855 | 0.960 |

Table 5.D.12 Reliability Estimates by Student Group for Grade Span Nine Through Twelve for PPT Emergency Forms

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Male | 901 | 0.934 | 0.953 | 0.875 | 0.964 | 0.962 | 0.874 | 0.968 |
| Female | 817 | 0.933 | 0.953 | 0.870 | 0.969 | 0.962 | 0.873 | 0.968 |
| Nonbinary | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 5 | - | - | - | - | - | - | - |
| Asian | 489 | 0.902 | 0.931 | 0.817 | 0.950 | 0.949 | 0.850 | 0.958 |
| Native Hawaiian or Other Pacific Islander | 3 | - | - | - | - | - | - | - |
| Filipino | 46 | 0.792 | 0.875 | 0.543 | 0.889 | 0.877 | 0.723 | 0.902 |
| Hispanic or Latino | 837 | 0.931 | 0.958 | 0.868 | 0.968 | 0.963 | 0.873 | 0.968 |
| Black or African American | 17 | - | - | - | - | - | - | - |
| White | 272 | 0.918 | 0.946 | 0.829 | 0.950 | 0.956 | 0.843 | 0.961 |
| Two or more races | 49 | 0.943 | 0.934 | 0.865 | 0.970 | 0.961 | 0.865 | 0.966 |
| Economically disadvantaged | 751 | 0.914 | 0.953 | 0.841 | 0.963 | 0.957 | 0.856 | 0.963 |
| Not economically disadvantaged | 967 | 0.941 | 0.951 | 0.885 | 0.965 | 0.964 | 0.882 | 0.970 |
| Calculated ELAS: EL | 1,155 | 0.860 | 0.945 | 0.798 | 0.936 | 0.940 | 0.830 | 0.951 |
| Calculated ELAS: IFEP | 563 | 0.463 | 0.450 | 0.261 | 0.675 | 0.532 | 0.420 | 0.576 |
| Migrant education | 34 | 0.805 | 0.958 | 0.817 | 0.940 | 0.933 | 0.841 | 0.947 |
| Not migrant education | 1,684 | 0.934 | 0.952 | 0.873 | 0.966 | 0.962 | 0.874 | 0.968 |
| Special education services | 29 | - | - | - | - | - | - | - |
| No special education services | 1,689 | 0.934 | 0.953 | 0.873 | 0.967 | 0.963 | 0.874 | 0.968 |
| Using accommodations | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Not using accommodations | 1,718 | 0.934 | 0.953 | 0.873 | 0.967 | 0.962 | 0.874 | 0.968 |

Table 5.D.12 *(continuation)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening | Speaking | Reading | Writing | Oral Language Composite | Written Language Composite | Overall Score |
| Military | 20 | - | - | - | - | - | - | - |
| Not military | 1,698 | 0.934 | 0.953 | 0.874 | 0.967 | 0.963 | 0.874 | 0.968 |
| Homeless | 85 | 0.892 | 0.958 | 0.808 | 0.960 | 0.952 | 0.833 | 0.958 |
| Not homeless | 1,633 | 0.935 | 0.952 | 0.875 | 0.967 | 0.963 | 0.875 | 0.968 |

### Appendix 5.E: Classification Accuracy and Consistency

Table 5.E.1 Classification Accuracy at Each Performance Threshold Score, Oral Language Composite for Computer-based Assessment Forms

|  |  |  |
| --- | --- | --- |
| Grade Level or Grade Span | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 |
| Kindergarten | 0.917 | 0.934 |
| 1 | 0.935 | 0.928 |
| 2 | 0.949 | 0.935 |
| 3–5 | 0.945 | 0.923 |
| 6–8 | 0.943 | 0.921 |
| 9–12 | 0.943 | 0.929 |

Table 5.E.2 Classification Accuracy at Each Performance Threshold Score, Oral Language Composite for PPT Emergency Forms

|  |  |  |
| --- | --- | --- |
| Grade Level or Grade Span | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 |
| Kindergarten | 0.912 | 0.928 |
| 1 | 0.934 | 0.911 |
| 2 | 0.948 | 0.936 |
| 3–5 | 0.950 | 0.933 |
| 6–8 | 0.948 | 0.924 |
| 9–12 | 0.952 | 0.938 |

Table 5.E.3 Classification Accuracy at Each Performance Threshold Score, Written Language Composite for Computer-based Assessment Forms

|  |  |  |
| --- | --- | --- |
| Grade Level or Grade Span | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 |
| Kindergarten | 0.951 | 0.968 |
| 1 | 0.942 | 0.938 |
| 2 | 0.939 | 0.932 |
| 3–5 | 0.939 | 0.941 |
| 6–8 | 0.902 | 0.929 |
| 9–12 | 0.892 | 0.907 |

Table 5.E.4 Classification Accuracy at Each Performance Threshold Score, Written Language Composite for PPT Emergency Forms

|  |  |  |
| --- | --- | --- |
| Grade Level or Grade Span | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 |
| Kindergarten | 0.961 | 0.977 |
| 1 | 0.941 | 0.932 |
| 2 | 0.937 | 0.933 |
| 3–5 | 0.943 | 0.944 |
| 6–8 | 0.906 | 0.915 |
| 9–12 | 0.902 | 0.905 |

Table 5.E.5 Classification Accuracy at Each Performance Threshold Score, Overall Score for Computer-based Assessment Forms

|  |  |  |
| --- | --- | --- |
| Grade Level or Grade Span | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 |
| Kindergarten | 0.922 | 0.943 |
| 1 | 0.949 | 0.946 |
| 2 | 0.960 | 0.953 |
| 3–5 | 0.961 | 0.954 |
| 6–8 | 0.951 | 0.947 |
| 9–12 | 0.950 | 0.943 |

Table 5.E.6 Classification Accuracy at Each Performance Threshold Score, Overall Score for PPT Emergency Forms

|  |  |  |
| --- | --- | --- |
| Grade Level or Grade Span | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 |
| Kindergarten | 0.918 | 0.939 |
| 1 | 0.951 | 0.942 |
| 2 | 0.958 | 0.956 |
| 3–5 | 0.962 | 0.953 |
| 6–8 | 0.954 | 0.946 |
| 9–12 | 0.958 | 0.949 |

Table 5.E.7 Classification Consistency at Each Performance Threshold Score, Oral Language Composite for Computer-based Assessment Forms

|  |  |  |
| --- | --- | --- |
| Grade Level or Grade Span | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 |
| Kindergarten | 0.891 | 0.913 |
| 1 | 0.912 | 0.906 |
| 2 | 0.928 | 0.912 |
| 3–5 | 0.926 | 0.904 |
| 6–8 | 0.924 | 0.902 |
| 9–12 | 0.923 | 0.908 |

Table 5.E.8 Classification Consistency at Each Performance Threshold Score, Oral Language Composite for PPT Emergency Forms

|  |  |  |
| --- | --- | --- |
| Grade Level or Grade Span | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 |
| Kindergarten | 0.884 | 0.905 |
| 1 | 0.910 | 0.887 |
| 2 | 0.927 | 0.913 |
| 3–5 | 0.932 | 0.916 |
| 6–8 | 0.930 | 0.904 |
| 9–12 | 0.935 | 0.920 |

Table 5.E.9 Classification Consistency at Each Performance Threshold Score, Written Language Composite for Computer-based Assessment Forms

|  |  |  |
| --- | --- | --- |
| Grade Level or Grade Span | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 |
| Kindergarten | 0.931 | 0.955 |
| 1 | 0.921 | 0.915 |
| 2 | 0.915 | 0.907 |
| 3–5 | 0.918 | 0.922 |
| 6–8 | 0.865 | 0.905 |
| 9–12 | 0.851 | 0.876 |

Table 5.E.10 Classification Consistency at Each Performance Threshold Score, Written Language Composite for PPT Emergency Forms

|  |  |  |
| --- | --- | --- |
| Grade Level or Grade Span | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 |
| Kindergarten | 0.945 | 0.969 |
| 1 | 0.920 | 0.909 |
| 2 | 0.913 | 0.909 |
| 3–5 | 0.924 | 0.927 |
| 6–8 | 0.873 | 0.888 |
| 9–12 | 0.870 | 0.877 |

Table 5.E.11 Classification Consistency at Each Performance Threshold Score, Overall Score for Computer-based Assessment Forms

|  |  |  |
| --- | --- | --- |
| Grade Level or Grade Span | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 |
| Kindergarten | 0.896 | 0.923 |
| 1 | 0.930 | 0.927 |
| 2 | 0.943 | 0.935 |
| 3–5 | 0.946 | 0.940 |
| 6–8 | 0.931 | 0.929 |
| 9–12 | 0.931 | 0.925 |

Table 5.E.12 Classification Consistency at Each Performance Threshold Score, Overall Score for PPT Emergency Forms

|  |  |  |
| --- | --- | --- |
| Grade Level or Grade Span | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 |
| Kindergarten | 0.889 | 0.918 |
| 1 | 0.931 | 0.922 |
| 2 | 0.940 | 0.939 |
| 3–5 | 0.947 | 0.940 |
| 6–8 | 0.936 | 0.928 |
| 9–12 | 0.942 | 0.932 |

### Appendix 5.F: Evaluation of the Remote and In-Person Administrations

Table 5.F.1 Response-Time Results: Oral Language Composite for Kindergarten by Performance Level (PL)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Statistic | Remote PL1 | In Person PL1 | Remote PL2 | In Person PL2 | Remote PL3 | In Person PL3 |
| N | 11,048 | 10,763 | 8,568 | 7,798 | 7,824 | 5,815 |
| Mean | 17.06 | 15.27 | 16.46 | 14.76 | 15.05 | 13.93 |
| SD | 5.41 | 4.65 | 4.91 | 4.21 | 4.35 | 4.02 |
| Minimum | 0.75 | 0.44 | 0.68 | 0.40 | 0.76 | 0.37 |
| Maximum | 89.45 | 107.05 | 71.37 | 72.59 | 74.61 | 53.72 |
| Quartile 1 | 13.86 | 12.60 | 13.48 | 12.23 | 12.44 | 11.53 |
| Median | 16.17 | 14.54 | 15.60 | 14.01 | 14.33 | 13.29 |
| Quartile 3 | 19.17 | 16.98 | 18.30 | 16.43 | 16.73 | 15.63 |

Table 5.F.2 Response-Time Results: Oral Language Composite for Grade One by PL

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Statistic | Remote PL1 | In Person PL1 | Remote PL2 | In Person PL2 | Remote PL3 | In Person PL3 |
| N | 226 | 199 | 276 | 231 | 472 | 320 |
| Mean | 20.33 | 17.94 | 20.69 | 18.39 | 18.50 | 17.28 |
| SD | 6.49 | 4.79 | 6.37 | 3.77 | 5.24 | 4.58 |
| Minimum | 2.14 | 2.22 | 0.74 | 10.80 | 6.15 | 1.34 |
| Maximum | 47.66 | 41.20 | 65.06 | 35.93 | 54.94 | 50.95 |
| Quartile 1 | 16.25 | 15.06 | 17.19 | 15.66 | 15.36 | 14.63 |
| Median | 19.02 | 17.15 | 19.64 | 17.92 | 17.54 | 16.68 |
| Quartile 3 | 22.59 | 20.02 | 22.17 | 20.36 | 20.35 | 19.43 |

Table 5.F.3 Response-Time Results: Oral Language Composite for Grade Two by PL

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Statistic | Remote PL1 | In Person PL1 | Remote PL2 | In Person PL2 | Remote PL3 | In Person PL3 |
| N | 39 | 37 | 162 | 127 | 304 | 174 |
| Mean | 21.11 | 17.65 | 21.02 | 18.90 | 19.27 | 18.37 |
| SD | 6.93 | 6.14 | 5.12 | 5.28 | 4.60 | 3.88 |
| Minimum | 11.05 | 1.97 | 12.86 | 1.62 | 4.71 | 1.65 |
| Maximum | 46.26 | 38.36 | 43.50 | 38.36 | 48.16 | 39.33 |
| Quartile 1 | 15.61 | 15.54 | 17.42 | 16.24 | 16.42 | 16.07 |
| Median | 19.69 | 18.34 | 20.05 | 18.58 | 18.21 | 17.67 |
| Quartile 3 | 24.39 | 20.52 | 22.98 | 21.48 | 20.86 | 20.00 |

Table 5.F.4 Response-Time Results: Oral Language Composite for Grade Span Three Through Five by PL

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Statistic | Remote PL1 | In Person PL1 | Remote PL2 | In Person PL2 | Remote PL3 | In Person PL3 |
| N | 188 | 181 | 211 | 181 | 703 | 529 |
| Mean | 24.39 | 23.82 | 24.29 | 22.85 | 22.46 | 21.58 |
| SD | 5.92 | 7.13 | 6.37 | 6.26 | 5.35 | 5.89 |
| Minimum | 7.22 | 0.66 | 13.82 | 1.40 | 7.31 | 1.54 |
| Maximum | 56.18 | 73.25 | 61.28 | 62.29 | 53.13 | 67.07 |
| Quartile 1 | 20.94 | 19.88 | 20.56 | 19.54 | 19.24 | 18.55 |
| Median | 23.87 | 22.97 | 23.17 | 21.77 | 21.61 | 20.84 |
| Quartile 3 | 27.54 | 26.06 | 27.02 | 25.14 | 24.59 | 23.63 |

Table 5.F.5 Response-Time Results: Oral Language Composite for Grade Span Six Through Eight by PL

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Statistic | Remote PL1 | In Person PL1 | Remote PL2 | In Person PL2 | Remote PL3 | In Person PL3 |
| N | 146 | 130 | 130 | 114 | 601 | 453 |
| Mean | 27.56 | 24.16 | 26.68 | 25.39 | 23.93 | 23.00 |
| SD | 7.21 | 7.62 | 7.01 | 6.70 | 6.79 | 6.56 |
| Minimum | 7.69 | 0.95 | 12.99 | 9.83 | 12.50 | 1.37 |
| Maximum | 62.03 | 53.49 | 58.94 | 55.11 | 72.22 | 61.45 |
| Quartile 1 | 22.51 | 20.10 | 22.24 | 20.73 | 19.48 | 18.88 |
| Median | 27.23 | 23.66 | 25.55 | 23.73 | 22.70 | 21.81 |
| Quartile 3 | 31.11 | 28.21 | 29.77 | 28.42 | 26.56 | 25.68 |

Table 5.F.6 Response-Time Results: Oral Language Composite for Grade Span Nine Through Twelve by PL

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Statistic | Remote PL1 | In Person PL1 | Remote PL2 | In Person PL2 | Remote PL3 | In Person PL3 |
| N | 432 | 238 | 231 | 97 | 995 | 470 |
| Mean | 29.24 | 27.50 | 28.28 | 25.75 | 25.06 | 22.37 |
| SD | 8.98 | 8.97 | 8.34 | 6.44 | 7.60 | 6.73 |
| Minimum | 8.67 | 2.01 | 15.64 | 1.66 | 2.55 | 0.69 |
| Maximum | 98.10 | 84.29 | 113.95 | 40.20 | 76.54 | 54.15 |
| Quartile 1 | 23.55 | 22.45 | 23.33 | 22.49 | 20.21 | 18.72 |
| Median | 27.66 | 25.75 | 27.34 | 25.64 | 23.56 | 21.71 |
| Quartile 3 | 33.76 | 30.46 | 30.86 | 30.24 | 27.76 | 25.13 |

Table 5.F.7 Response-Time Results: Written Language Composite for Grade Span Three Through Five by PL

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Statistic | Remote PL1 | In Person PL1 | Remote PL2 | In Person PL2 | Remote PL3 | In Person PL3 |
| N | 308 | 267 | 289 | 254 | 412 | 251 |
| Mean | 30.34 | 26.91 | 29.08 | 26.65 | 24.57 | 23.50 |
| SD | 14.15 | 12.56 | 11.31 | 10.19 | 9.64 | 8.68 |
| Minimum | 3.10 | 3.52 | 5.86 | 5.26 | 7.63 | 3.37 |
| Maximum | 94.32 | 76.87 | 81.09 | 88.53 | 66.14 | 82.66 |
| Quartile 1 | 20.24 | 18.39 | 21.65 | 19.40 | 17.82 | 17.90 |
| Median | 29.17 | 25.59 | 27.56 | 24.86 | 22.61 | 22.21 |
| Quartile 3 | 37.65 | 31.84 | 35.31 | 30.86 | 29.33 | 26.42 |

Table 5.F.8 Response-Time Results: Written Language Composite for Grade Span Six Through Eight by PL

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Statistic | Remote PL1 | In Person PL1 | Remote PL2 | In Person PL2 | Remote PL3 | In Person PL3 |
| N | 323 | 317 | 332 | 267 | 270 | 165 |
| Mean | 27.84 | 25.99 | 33.86 | 32.32 | 31.13 | 29.21 |
| SD | 13.29 | 12.19 | 17.63 | 14.14 | 14.06 | 12.30 |
| Minimum | 1.54 | 2.22 | 7.91 | 6.66 | 9.08 | 8.31 |
| Maximum | 101.59 | 89.02 | 160.22 | 96.71 | 107.36 | 71.15 |
| Quartile 1 | 18.46 | 18.01 | 22.25 | 22.64 | 21.33 | 21.04 |
| Median | 25.15 | 23.40 | 30.41 | 29.93 | 28.84 | 27.26 |
| Quartile 3 | 35.12 | 31.68 | 41.01 | 39.20 | 36.40 | 33.18 |

Table 5.F.9 Response-Time Results: Written Language Composite for Grade Span Nine Through Twelve by PL

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Statistic | Remote PL1 | In Person PL1 | Remote PL2 | In Person PL2 | Remote PL3 | In Person PL3 |
| N | 679 | 324 | 492 | 257 | 609 | 261 |
| Mean | 32.47 | 31.26 | 38.73 | 36.44 | 36.63 | 33.04 |
| SD | 16.86 | 15.41 | 17.11 | 18.60 | 18.15 | 13.31 |
| Minimum | 3.53 | 3.72 | 6.60 | 4.45 | 9.60 | 7.94 |
| Maximum | 177.59 | 91.09 | 127.37 | 170.52 | 132.76 | 79.10 |
| Quartile 1 | 20.45 | 20.11 | 27.17 | 24.73 | 24.14 | 22.90 |
| Median | 29.35 | 29.20 | 35.84 | 32.55 | 32.71 | 29.67 |
| Quartile 3 | 41.00 | 39.25 | 46.82 | 44.19 | 45.20 | 41.13 |

Table 5.F.10 Reliability Estimates Across the Test Locations for Listening

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | 2020–2021 In Person | 2020–2021 Remote | 2019–2020 | Difference (Remote vs. In Person) | Difference (In Person vs. 2019–2020) |
| Kindergarten | 0.87 | 0.87 | 0.84 | 0.01 | 0.03 |
| 1 | 0.89 | 0.90 | 0.90 | 0.01 | −0.01 |
| 2 | 0.93 | 0.94 | 0.92 | 0.01 | 0.01 |
| 3–5 | 0.90 | 0.91 | 0.91 | 0.01 | −0.01 |
| 6–8 | 0.90 | 0.90 | 0.91 | 0.00 | −0.01 |
| 9–12 | 0.89 | 0.88 | 0.94 | −0.01 | −0.05 |

Table 5.F.11 Reliability Estimates Across the Test Locations for Speaking

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | 2020–2021 In Person | 2020–2021 Remote | 2019–2020 | Difference (Remote vs. In Person) | Difference (In Person vs. 2019–2020) |
| Kindergarten | 0.89 | 0.90 | 0.90 | 0.00 | −0.01 |
| 1 | 0.93 | 0.93 | 0.95 | 0.00 | −0.02 |
| 2 | 0.94 | 0.94 | 0.95 | 0.00 | −0.01 |
| 3–5 | 0.96 | 0.96 | 0.97 | 0.00 | −0.01 |
| 6–8 | 0.96 | 0.96 | 0.97 | −0.01 | −0.01 |
| 9–12 | 0.95 | 0.95 | 0.96 | −0.01 | −0.01 |

Table 5.F.12 Reliability Estimates Across the Test Locations for Reading

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | 2020–2021 In Person | 2020–2021 Remote | 2019–2020 | Difference (Remote vs. In Person) | Difference (In Person vs. 2019–2020) |
| Kindergarten | 0.84 | 0.85 | 0.81 | 0.01 | 0.03 |
| 1 | 0.92 | 0.92 | 0.92 | −0.01 | 0.00 |
| 2 | 0.90 | 0.92 | 0.91 | 0.01 | −0.01 |
| 3–5 | 0.86 | 0.87 | 0.85 | 0.01 | 0.01 |
| 6–8 | 0.80 | 0.83 | 0.86 | 0.02 | −0.06 |
| 9–12 | 0.81 | 0.81 | 0.88 | −0.01 | −0.07 |

Table 5.F.13 Reliability Estimates Across the Test Locations for Writing

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | 2020–2021 In Person | 2020–2021 Remote | 2019–2020 | Difference (Remote vs. In Person) | Difference (In Person vs. 2019–2020) |
| Kindergarten | 0.93 | 0.93 | 0.91 | 0.00 | 0.02 |
| 1 | 0.93 | 0.93 | 0.93 | 0.00 | < 0.01 |
| 2 | 0.92 | 0.93 | 0.93 | 0.01 | < 0.01 |
| 3–5 | 0.92 | 0.92 | 0.94 | 0.00 | −0.02 |
| 6–8 | 0.89 | 0.88 | 0.94 | 0.00 | −0.05 |
| 9–12 | 0.89 | 0.89 | 0.94 | 0.01 | −0.05 |

Table 5.F.14 Correlations Among Domains Across Locations: Oral Language

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | 2020–2021 In Person | 2020–2021 Remote | 2019–2020 | Difference (Remote vs. In Person) | Difference (In Person vs. 2019–2020) |
| Kindergarten | 0.64 | 0.66 | 0.68 | 0.02 | −0.04 |
| 1 | 0.80 | 0.82 | 0.84 | 0.02 | −0.04 |
| 2 | 0.84 | 0.85 | 0.85 | 0.01 | −0.01 |
| 3–5 | 0.78 | 0.81 | 0.81 | 0.03 | −0.03 |
| 6–8 | 0.79 | 0.77 | 0.80 | −0.01 | −0.01 |
| 9–12 | 0.79 | 0.78 | 0.85 | −0.01 | −0.06 |

Table 5.F.15 Correlations Among Domains Across Locations: Written Language

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | 2020–2021 In Person | 2020–2021 Remote | 2019–2020 | Difference (Remote vs. In Person) | Difference (In Person vs. 2019–2020) |
| Kindergarten | 0.64 | 0.65 | 0.56 | 0.01 | 0.08 |
| 1 | 0.82 | 0.81 | 0.80 | 0.00 | 0.02 |
| 2 | 0.81 | 0.80 | 0.84 | −0.01 | −0.03 |
| 3–5 | 0.76 | 0.81 | 0.79 | 0.05 | −0.03 |
| 6–8 | 0.76 | 0.77 | 0.72 | 0.01 | 0.04 |
| 9–12 | 0.71 | 0.72 | 0.80 | 0.01 | −0.09 |

## Validity

This chapter summarizes validity evidence supporting the use of the Initial English Language Proficiency Assessments for California (ELPAC). It includes material on content validity and evidence of fairness and reliability.

### Validity of the Initial ELPAC Test Design

The Initial ELPAC was developed in accordance with the criteria for test development, administration, and use described in the *Standards for Educational and Psychological Testing* (2014) adopted by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME).

Test validation is an ongoing process, beginning at conceptualization and continuing throughout the lifetime of the assessment. Every aspect of an assessment provides evidence in support of its validity (or evidence to the contrary), including design, content requirements, item development, and psychometric quality. According to the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014, p. 9)*,*

“Validity refers to the degree to which evidence and theory support the interpretations made from test scores. Validity is, therefore, the most fundamental consideration in developing and evaluating tests. The process of validation involves accumulating evidence to provide a sound, scientific basis for the proposed score interpretations.”

#### Purpose of the Initial ELPAC

The Initial ELPAC was designed and developed to provide scores representing English language proficiency (ELP) performance levels for required educational decision making as defined by the test purposes in the California *Education Code (EC)* Section 313. The primary inferences from the test results, in general, include (1) the proficiency level of individual students and (2) a source of information for the identification of English learner (EL) students and initial fluent English proficient (IFEP) students.

Based on the results of the home language survey (HLS), those students whose primary language is not English or Sign Language take the Initial ELPAC one time only. Those students who are identified as ELs take the Summative ELPAC each year to track their progress until they are reclassified as fluent English proficient.

#### Constructs to Be Measured

The Initial ELPAC is designed to show how well students perform relative to the *California English Language Development Standards, Kindergarten Through Grade 12* (2012 ELD Standards) (California Department of Education [CDE], 2014). The standards describe the ELP knowledge, skills, and abilities that students are expected to acquire at each grade. The Initial ELPAC test blueprints describe the assessment task types that the students perform, the number of items per task type, and the alignment of the items to the 2012 ELD Standards (CDE, 2019).

*EC* Section 60810 specifies that the state ELP assessment shall measure the language domains of Listening, Speaking, Reading, and Writing. The test blueprints describe the assessment task types and the number of items that are used to assess students’ ELP in each language domain.

The Initial ELPAC provides an overall scale score and placement within one of three levels as described in the *Initial ELPAC General Performance Level Descriptors* (CDE, 2020a). The oral language reporting levels are drawn from the Listening and Speaking results. The written language reporting levels are drawn from the Reading and Writing results. The overall scale score and reporting level are derived from Listening, Speaking, Reading, and Writing.

For grades two through twelve, the overall scale score is derived from the equal weighting of Listening, Speaking, Reading, and Writing. For kindergarten, where students are developing foundational literacy skills, the overall scale score is derived from differential weighting in which 90 percent of the overall scale score comes from Listening and Speaking, and 10 percent comes from Reading and Writing. For grade one, the overall scale score is derived from the differential weighting in which 70 percent is derived from the Listening and Speaking domains and 30 percent comes from Reading and Writing.

#### Interpretations and Uses of the Scores

Initial ELPAC scores were used as one criterion for considering whether a student will be classified as an EL or an IFEP student. Pursuant to California *EC* Section 60811.8, students who were classified as ELs were enrolled in a full load of courses that were part of the standard instructional program; the designation of EL was not used to deny student participation in the standard instructional program.

#### Intended Population

The ELPAC is the required state test for ELP that must be given to students whose primary language is a language other than English. The Initial ELPAC is used to identify students as being either an EL or IFEP. The Initial ELPAC is administered only once during a student’s time in California public schools. The decision to administer the Initial ELPAC is based on the results of the HLS. The Initial ELPAC is administered to kindergarten through grade twelve students who enrolled in a California public school for the first time. This includes students who enroll in transitional kindergarten, which is the first year of a two-year kindergarten program.

Students with the most significant cognitive disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations can take a locally determined alternate assessment(s), as noted in their individualized education program. In cases where an eligible student had a disability for which there were no appropriate accommodations in one or more domains, as indicated in the student’s individualized education program or Section 504 plan, the student was exempt from testing in that domain or domains.

### Evidence Based on Test Content

#### Description of the State Standards

The 2012 ELD Standards were developed and approved by the California State Board of Education in 2012 and then published in 2014. The 2012 ELD Standards describe the key knowledge, skills, and abilities that students who are learning English need to access, engage with, and achieve in grade‐level academic content. The 2012 ELD Standards provide a framework to guide the development of ELD assessment systems that help California educators ensure that all EL students make progress in the English language knowledge, skills, and abilities needed to become college- and career-ready (CDE, 2014). Items that appear on the Initial ELPAC were all developed to align with the 2012 ELD Standards.

#### Test Blueprints

Test blueprints describe the content of the Initial ELPAC and include four tables with information about the task types in each of the four language domains of Listening, Speaking, Reading, and Writing. Task types are individual items or sets of items that require a student to perform an activity to elicit information about the student’s ELP.

The test blueprints provide information about the number of items and points that were administered per task type within each grade level and domain. The test blueprints also provide the alignment of task types with the 2012 ELD Standards (CDE, 2019).

#### Form Assembly Process

The assembly process for the 2020–2021 Initial ELPAC form began with the creation of test development specifications, which described the content characteristics, the psychometric characteristics, and the number of items to be used in the Initial ELPAC. ETS created the test development specifications that the CDE then reviewed and approved. This review process is described in [*Chapter 2: Test Design and Assembly*](#_Test_Design_and), in section [*2.5 ETS Item Review Process*](#_Item_Review_Process).

### Evidence Based on the Initial ELPAC’s Internal Structure

Internal structure evidence evaluates the strength or salience of the major dimensions underlying an assessment using indices of measurement precision such as fairness and differential item functioning (DIF) analyses, test reliability, and reliability of performance classifications.

#### Fairness and Differential Item Functioning

##### Bias and Sensitivity Reviews

To develop test materials that are fair and unbiased to all students, ELPAC test items underwent reviews by Bias and Sensitivity Review panels from August 3 through August 5, 2016. Eighteen California educators reviewed the text and artwork of more than 2,000 newly developed items. Items were approved as is, approved with revisions, or rejected. As described in subsection [*2.7 California Educator Review*](#_California_Educator_Review_1), the educators added value to the item pool by revising items to make them fair and unbiased measures of ELP.

##### Differential Item Functioning

DIF analyses were conducted to identify differences in item performance by student gender. There were no items identified as having significant levels of DIF for any domain. Refer to chapter 8 of the *Initial English Language Proficiency Assessments for California 2018–2019 Technical Report* (CDE, 2020b) for a description of the DIF analyses and the results of the DIF analyses performed on Initial ELPAC items.

#### Reliability

##### Overall Reliability Estimates

The results of reliability analyses on the four domains, two composites, and overall scores are presented in table 5.6.

The results indicate that the reliability estimates for each domain of the test were high, ranging from 0.828 to 0.959 across grade levels and grade spans. For the oral and written language composite scores, the reliability estimates were high, ranging from 0.855 to 0.962 across grade levels and grade spans. For the overall scores, the reliability estimates were also high and ranged from 0.923 to 0.974. These reliability estimates are similar to the results of reported in chapter 5 of the *Paper–Pencil Initial English Language Proficiency Assessments for California 2019–2020 Technical Report* (CDE, 2021).

##### Student Group Reliability Estimates

The reliabilities are also computed for various demographic student groups. The student groups considered were based on gender, ethnicity, economic status, calculated English language acquisition status (ELAS), special education services status, homeless status, and migrant status. Reliability estimates for each domain and composite scores are reported for each student group in table 5.D.1 through table 5.D.12 in [appendix 5.D](#_Appendix_5.D:_Reliability).

For student groups other than calculated ELAS—EL and IFEP—the reliability estimates varied from 0.543 to 0.975. The lowest estimate, of 0.543, was for the Reading domain of the paper–pencil test (PPT) emergency form in grade span nine through twelve, for the Filipino student group, which had only 46 students. The majority of the estimates were above 0.80. All reliability estimates for the overall score for these student groups were at least 0.870, which indicates that the overall score was highly reliable across the student groups.

Low reliability estimates were observed for the calculated ELAS IFEP student group. Of note were two negative Cronbach’s alpha calculations for the oral language composite in kindergarten for the computer-based forms and PPT emergency forms for the student group. These negative estimates were reported as zero with an asterisk (\*) in table 5.D.1 and table 5.D.2. Note that these negative values are caused by the homogeneity of the IFEP group and do not indicate that the test is unreliable for this student group.

The Initial ELPAC is designed to effectively measure students near the threshold, but not for students who are already English proficient. Initial ELPAC scores are not designed to effectively distinguish a student earning a near-threshold score that meets the IFEP standard from a student earning a higher score. Because the ELAS IFEP student group consisted of only students with the highest English proficiency, the computation of the reliability estimate for this student group was impacted by the restriction of the proficiency range. The restriction of range makes the reliability estimate smaller than the true reliability—or even negative, in some cases (Fife, Mendoza, & Terry, 2012). For example, the standard deviations of the oral language raw score for the computer-based assessment administration for all students in kindergarten was 8.39, which was larger than the standard deviation of 7.29 for calculated ELAS EL students. The standard deviation for the English proficient students (i.e., calculated ELAS IFEP students) was 1.36, which was much smaller than the statistics for the all-student and calculated-ELAS EL student groups.

Similarly, standard deviations of the oral language raw score for the PPT emergency form for all students in kindergarten, calculated ELAS EL students, and calculated ELAS IFEP students were 7.96, 7.04, and 1.29, respectively. As a result, the score range of the calculated ELAS IFEP student group was only one-sixth of the score range of all students for the kindergarten oral language composite for administrations using both testing modes. This level of range restriction made the reliability estimate less robust, and thus should be interpreted with caution. The difference in these standard deviations for the three student groups explained why there was negative Cronbach’s alpha for the calculated ELAS IFEP student group for kindergarten in table 5.D.1 and table 5.D.2. These results were similar to what was reported for the previous test administration and can be found in chapter 6 of the *Paper–Pencil* *Initial English Language Proficiency Assessments for California 2019–2020 Technical Report* (CDE, 2021).

##### Reliability of Performance Classifications

The methodology used for estimating the reliability of classification decisions is evaluated with the decision classification analyses in subsection [*5.5.2 Decision Classification Analyses*](#_Decision_Classification_Analyses). The results of these analyses are presented in [appendix 5.E](#_Appendix_5.E:_Classification). Classification accuracy coefficients ranged from 0.892 for the written language composite for grade span nine through twelve for the computer-based form to 0.977 for the written language composite for kindergarten for the PPT emergency form. Classification consistency coefficients ranged from 0.851 for the written language composite for grade span nine through twelve for the computer-based form to 0.969 for the written language composite for kindergarten for the PPT emergency form.

##### Interrater Reliability

Quadratic-weighted kappa (QWK) statistics provide evidence of the degree to which a student’s score is consistent from one rater to another. Research has shown values of QWK greater than 0.70 indicate excellent agreement (Williamson, Xi, & Breyer, 2012).

The results in table 5.8 range from 0.65 to 0.91 for dichotomous items and 0.63 to 0.93 for polytomous items. All the QWK results for grade levels other than grade two were greater than 0.70, which indicates high levels of agreement between two raters. The lower results for grade two are likely due to the smaller sample size for this grade, as shown in table 5.8. These statistics were similar to the results reported in chapter 5 of the *Paper–Pencil Initial English Language Proficiency Assessments for California 2019–2020 Technical Report* (CDE, 2021)

Refer to subsection [*5.5.3.2 Quadratic-Weighted Kappa*](#_Quadratic-Weighted_Kappa) for additional information about QWK statistics.

#### Other Validity Evidence

Convergent and discriminant validity evidence can also be established through a pattern of high correlations among scales that purport to measure domains that are known to be closely related and lower correlations among scales that are intended to measure dissimilar domains. The pattern of correlations within the Initial ELPAC provides preliminary evidence of validity by showing that the correlations among oral and written language skills are positive and reasonably high, except for kindergarten. These correlations for each domain and composite score by grade level or grade span are presented in [appendix 6.A](#_Appendix_6.A:_Correlations). These results were similar to the correlation between domains of the Initial ELPAC calculated using 2019–2020 testing data, which can be found in appendix 6.A of the *Paper–Pencil Initial English Language Proficiency Assessments for California 2019–2020 Technical Report* (CDE, 2021)

Table 6.1 provides the correlations between composite scale scores and overall scale scores.

Table 6.1 Correlation Among Composites and the Overall Score

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level or Grade Span | Language Composite | Written Language | Overall |
| Kindergarten | Oral | 0.671 | 0.998 |
| Kindergarten | Written | 1.000 | 0.718 |
| 1 | Oral | 0.867 | 0.989 |
| 1 | Written | 1.000 | 0.931 |
| 2 | Oral | 0.844 | 0.962 |
| 2 | Written | 1.000 | 0.958 |
| 3–5 | Oral | 0.879 | 0.973 |
| 3–5 | Written | 1.000 | 0.965 |
| 6–8 | Oral | 0.873 | 0.980 |
| 6–8 | Written | 1.000 | 0.953 |
| 9–12 | Oral | 0.890 | 0.980 |
| 9–12 | Written | 1.000 | 0.963 |

The correlation patterns among composite and overall scores were similar to the results found in chapter 6 of the *Paper–Pencil Initial English Language Proficiency Assessments for California 2019–2020 Technical Report* (CDE, 2021).

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### Appendix 6.A: Correlations Between Initial ELPAC Domains

**Note:** “N/A” indicates repeated values.

Table 6.A. Correlation Coefficients Among Four Domains and Composite Scores for Kindergarten

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | Listening | Speaking | Reading | Writing | Oral Language | Written Language |
| Listening | 1.000 | 0.674 | 0.663 | 0.466 | 0.884 | 0.605 |
| Speaking | N/A | 1.000 | 0.652 | 0.445 | 0.941 | 0.587 |
| Reading | N/A | N/A | 1.000 | 0.690 | 0.716 | 0.905 |
| Writing | N/A | N/A | N/A | 1.000 | 0.495 | 0.932 |
| Oral Language | N/A | N/A | N/A | N/A | 1.000 | 0.649 |
| Written Language | N/A | N/A | N/A | N/A | N/A | 1.000 |

Table 6.A. Correlation Coefficients Among Four Domains and Composite Scores for Grade One

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | Listening | Speaking | Reading | Writing | Oral Language | Written Language |
| Listening | 1.000 | 0.810 | 0.842 | 0.770 | 0.925 | 0.839 |
| Speaking | N/A | 1.000 | 0.854 | 0.772 | 0.972 | 0.845 |
| Reading | N/A | N/A | 1.000 | 0.824 | 0.890 | 0.943 |
| Writing | N/A | N/A | N/A | 1.000 | 0.808 | 0.966 |
| Oral Language | N/A | N/A | N/A | N/A | 1.000 | 0.883 |
| Written Language | N/A | N/A | N/A | N/A | N/A | 1.000 |

Table 6.A. Correlation Coefficients Among Four Domains and Composite Scores for Grade Two

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | Listening | Speaking | Reading | Writing | Oral Language | Written Language |
| Listening | 1.000 | 0.869 | 0.798 | 0.819 | 0.951 | 0.844 |
| Speaking | N/A | 1.000 | 0.795 | 0.872 | 0.979 | 0.875 |
| Reading | N/A | N/A | 1.000 | 0.838 | 0.822 | 0.943 |
| Writing | N/A | N/A | N/A | 1.000 | 0.879 | 0.972 |
| Oral Language | N/A | N/A | N/A | N/A | 1.000 | 0.891 |
| Written Language | N/A | N/A | N/A | N/A | N/A | 1.000 |

Table 6.A. Correlation Coefficients Among Four Domains and Composite Scores for Grade Span Three Through Five

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | Listening | Speaking | Reading | Writing | Oral Language | Written Language |
| Listening | 1.000 | 0.833 | 0.799 | 0.785 | 0.936 | 0.824 |
| Speaking | N/A | 1.000 | 0.799 | 0.845 | 0.974 | 0.860 |
| Reading | N/A | N/A | 1.000 | 0.837 | 0.833 | 0.945 |
| Writing | N/A | N/A | N/A | 1.000 | 0.856 | 0.970 |
| Oral Language | N/A | N/A | N/A | N/A | 1.000 | 0.882 |
| Written Language | N/A | N/A | N/A | N/A | N/A | 1.000 |

Table 6.A. Correlation Coefficients Among Four Domains and Composite Scores for Grade Span Six Through Eight

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | Listening | Speaking | Reading | Writing | Oral Language | Written Language |
| Listening | 1.000 | 0.805 | 0.793 | 0.789 | 0.924 | 0.830 |
| Speaking | N/A | 1.000 | 0.786 | 0.878 | 0.970 | 0.872 |
| Reading | N/A | N/A | 1.000 | 0.814 | 0.828 | 0.956 |
| Writing | N/A | N/A | N/A | 1.000 | 0.886 | 0.949 |
| Oral Language | N/A | N/A | N/A | N/A | 1.000 | 0.899 |
| Written Language | N/A | N/A | N/A | N/A | N/A | 1.000 |

Table 6.A. Correlation Coefficients Among Four Domains and Composite Scores for Grade Span Nine Through Twelve

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | Listening | Speaking | Reading | Writing | Oral Language | Written Language |
| Listening | 1.000 | 0.832 | 0.802 | 0.816 | 0.937 | 0.855 |
| Speaking | N/A | 1.000 | 0.799 | 0.893 | 0.973 | 0.894 |
| Reading | N/A | N/A | 1.000 | 0.789 | 0.835 | 0.947 |
| Writing | N/A | N/A | N/A | 1.000 | 0.900 | 0.944 |
| Oral Language | N/A | N/A | N/A | N/A | 1.000 | 0.917 |
| Written Language | N/A | N/A | N/A | N/A | N/A | 1.000 |

## Quality Control

This chapter highlights the quality control processes used at various stages of administration of the Initial English Language Proficiency Assessments for California (ELPAC).

### Quality Control of Test Development

The California Department of Education (CDE) and ETS implemented rigorous quality control procedures throughout the test development, administration, scoring, analyses, and reporting processes for the Initial ELPAC. As part of this effort, ETS program staff worked with the ETS Office of Professional Standards Compliance, which publishes and maintains the *ETS Standards for Quality and Fairness* (ETS, 2014). These standards support the goals of delivering technically sound, fair, and useful products and services; and assisting the public and auditors in evaluating those products and services. Quality control procedures are outlined in this chapter.

#### Quality Control of Item Selection

Both ETS Assessment and Learning Technology Research & Development staff and Psychometric Analysis & Research (PAR) staff checked the prior use of items to ensure that items of the appropriate status were used as operational items. Cross checks were also performed to ensure that none of the items placed on an operational form appeared in a public-facing document, such as a practice test.

### Quality Control of Test Materials

After the CDE approved the test forms and Answer Books, ETS and the CDE reviewed all test materials in the test delivery system (TDS) during the user acceptance testing (UAT) process. The *Directions for Administration* were reviewed during UAT to ensure accuracy.

#### Processing Test Materials

Only the local educational agencies (LEAs) participating in the Rotating Score Validation Process (RSVP) were required to return scannable kindergarten through grade two (K–2) Writing Answer Books for back-scoring. Upon receipt of the test materials, ETS personnel examined each shipment for a number of conditions, including physical damage, shipping errors, and omission of materials. The number of students recorded on the Group Information Sheet (GIS)—the precoded identification sheet that accompanied the grade-level test materials for a school—was compared to the number of Answer Books returned to ETS.

ETS’ image-scanning process, which captured security information electronically and compared scorable material quantities reported on the GIS to actual documents scanned, was used when processing returned Answer Books. LEAs were contacted by phone if there were any missing shipments or the quantity of materials returned was less than expected.

LEAs not included in the RSVP were instructed to securely destroy used Answer Books. However, these LEAs were able to reuse the unused Answer Books for the following year’s administration unless they were identified as being part of the RSVP, in which case they would need to order scannable Answer Books for the next administration.

For grades three through twelve, the student Writing item responses were sent to ETS for back-scoring through the TDS.

### Quality Control of Test Delivery

ETS used several methods to manage and monitor the security of the Initial ELPAC test delivery through quality control of test assignment, test administration, and test scoring.

#### Quality Control of Test Assignment

State and federal laws (California *Education Code* sections 313 and 60810 and federal law Titles I and Ill of the Every Student Succeeds Act) require that all students whose primary language is other than English be assessed for English language proficiency.

ELPAC regulations state that LEAs are required to administer a home language survey to students upon their first enrollment in a California public school. If a student’s primary language was other than English or Sign Language, an LEA administered the Initial ELPAC to the student within 30 calendar days of the student’s first enrollment or 60 calendar days prior to instruction, but not before July 1.4F[[5]](#footnote-6) Parents/Guardians were to be notified in writing that their child would be administered the Initial ELPAC. These students had an English language acquisition status (ELAS) of To Be Determined (TBD) submitted to California Longitudinal Pupil Achievement Data System (CALPADS) and were determined to be eligible for the Initial ELPAC in the Test Operations Management System (TOMS).

After the Initial ELPAC was administered, LEAs were required to inform parents/guardians within 30 calendar days of enrollment of the results of the Initial ELPAC, identifying the student as either initial fluent English proficient (IFEP) or English learner (EL). If the student was identified as an EL, the notification provided information on the English language instructional support program to be offered. In addition, those students who were designated as ELs must be administered the Summative ELPAC annually until they are reclassified as fluent English proficient.

Proficiency classifications (e.g., IFEP, EL) are found in CALPADS—the system used to maintain student data—in the ELAS field. Students who took the Initial ELPAC had an ELAS of TBD in CALPADS.

LEAs were able to access the Initial ELPAC Student Eligibility Report in TOMS for a list of students with an ELAS of TBD and who still needed to be administered the Initial ELPAC. Once a student’s calculated ELAS changed from TBD to EL or IFEP in CALPADS based on the results of the Initial ELPAC, the new ELAS was sent back to TOMS from CALPADS and the student no longer appeared on the Initial ELPAC Student Eligibility Report.

#### Quality Control of Test Administration

During the operational administration of the computer-based Initial ELPAC, every person who either worked with the assessments, communicated test results, or received testing information was responsible for maintaining the security and confidentiality of the tests, including CDE staff, ETS staff, ETS subcontractors, LEA ELPAC coordinators, site ELPAC coordinators, ELPAC test examiners, and teachers.

ETS’ Code of Ethics requires that all test information, including tangible materials (e.g., test items and test books), confidential files (e.g., those containing personally identifiable student information), and processes related to test administration (e.g., the packing and delivery of test materials) is kept secure. For Initial ELPAC administration, ETS had systems in place that maintained tight security for test items, test books, and test results, as well as for student data.

To ensure security for all the tests that ETS develops or handles, ETS maintains an Office of Testing Integrity (OTI). As described in subsection [*3.5.1 ETS’ Office of Testing Integrity*](#_ETS’_Office_of), the mission of the OTI is to oversee quality assurance of all ETS testing programs and to safeguard the various processes throughout the test development and administration cycles.

#### Quality Control of Machine-Scoring Procedures

The quality control of computer-based assessment and paper–pencil test forms is ensured by an independent group at ETS that signs on to the ETS Item Banking Information System and checks scoring keys. This group must sign off and approve the keys before scoring for the administration can begin. These quality control procedures were followed during the 2020–2021 Initial ELPAC administration.

#### Quality Control of Hand Scoring Procedures for Speaking and Writing

The Speaking and Writing responses were scored locally by test examiners using the rubrics and anchor samples provided in the *DFA* and during the statewide and regional Administration and Scoring Trainings, as well as Moodle calibration sets. This subsection describes the ETS process for back-scoring 1,200 Speaking responses, the K–2 Writing Answer Books, and the grades three through twelve student responses for Writing items from LEAs participating in the RSVP.

Rater qualifications, rater certifications, and periodic rater calibrations are all processes used to control the reliability of constructed-response scoring. In addition, for the Initial ELPAC, raters were required to complete a training set before scoring any task type at any grade level or grade span. To complete the training set, raters scored samples of previously scored Writing responses and read annotations that explained the most accurate score for each response to refresh their training on appropriately applying the rubrics. Benchmark samples were available to raters throughout the scoring process for each prompt to exemplify responses at each score band on each rubric.

Trained raters were scheduled to score in four- or eight-hour shifts. Scoring leaders were qualified raters who provided feedback to raters to provide additional content support and offered corrective mentoring for struggling raters.

Each rater was assigned a secure user ID and password to log on to the scoring system and was required to sign a confidentiality agreement. System access for the rater was restricted to the hours that the rater was scheduled to work.

Prior to scoring in a task type at a particular grade level or grade span, a rater passed a calibration test that demonstrated sufficient training in ELPAC scoring criteria and an ability to score accurately. Scoring leaders read behind the raters throughout a shift and entered their own scores on responses that raters read.

Refer to subsection *12.4.1 Constructed-Response Scoring for Writing* of the *Initial English Language Proficiency Assessments for California 2018–2019 Technical Report* (CDE, 2020) for details about these processes.

### Quality Control of Psychometric Processes

#### Development of Scoring Specifications

A number of measures were taken to establish that the scoring keys were applied to the student responses as intended and that student scores were computed accurately. ETS built and reviewed the scoring system models based on scoring specifications developed by ETS and approved by the CDE. Machine-scored item responses and demographic information were collected from the Answer Books by ETS. Human-scored item responses were sent electronically to the ETS Online Network for Evaluation for scoring by trained, qualified raters. Record counts were verified against the counts obtained during security check-in from the document processing staff to ensure all students were accounted for in the file.

Once the record counts were reviewed, the machine-scored item responses were scored against the appropriate answer key. In addition, the student’s original response string was stored for data verification and auditing.

The scoring specifications contained detailed scoring procedures, along with the procedures for determining whether a student attempted a test and whether that student response data should be included in the statistical analyses and calculations for computing summary data. Standard quality inspections were performed on all data files, including the evaluation of each student data record for correctness and completeness. Student results were kept confidential and secure at all times.

#### Development of Scoring Procedures

The ETS eSKM scoring system uses scoring procedures specified by psychometricians and provides scoring services. The eSKM system produced the official student scores of record. Following scoring, a series of quality control checks were carried out by ETS psychometricians to ensure the accuracy of each score.

##### Enterprise Score Key Management System Processing

ETS developed two independent and parallel scoring structures to produce students’ scores: the eSKM5F scoring system, which collected, scored, and delivered individual students’ scores to the ETS reporting system; and the parallel scoring system developed by ETS Technology and Information Processing Services (TIPS), which scored individual students’ responses. The two scoring systems independently applied the same scoring algorithms and specifications.

ETS psychometricians verified the eSKM scoring by comparing all individual student scores from TIPS and resolving any discrepancies. This process redundancy is an internal quality control step and is in place to verify the accuracy of scoring. Students’ scores were reported only when the two parallel systems produce identical results.

If scores did not match, the mismatch was investigated by ETS Psychometric Analysis & Research and eSKM teams and resolved. The mismatch could be a result of a CDE decision not to score an item because a problem was identified in a particular item or rubric. In cases of a mismatch, ETS applied the problem item notification (PIN) not to score the item through the systematic process in eSKM; the mismatch would be possible if TIPS was still in the process of applying the PIN in the parallel system when the student score was being compared. This real-time scoring check was designed to continually detect mismatches and track remediation.

Finally, data extracts were sent to ETS’ Data Quality Services for data validation. Following validation, the student response statistical extracts were made available to the psychometricians. These processes were followed to help ensure the quality and accuracy of scoring and to support the transfer of scores into the database of the student records scoring system before data was used for analyses.

##### Psychometric Processing

Psychometricians verified the eSKM scoring by comparing the parallel scoring programs, conducting extensive analyses to resolve any discrepancies, and verifying the accuracy of all student scores and reported results. In particular, psychometricians checked variables such as total scale scores, performance levels, and number of scored items. Finally, psychometricians verified the LST scoring with scale scores and proficiency levels.

All scores were complied with the ETS scoring specifications and the parallel scoring process to ensure the quality and accuracy of scoring and to support the transfer of scores into the database of the student records scoring system before student reports were generated.

### Quality Control of Reporting

To ensure the quality of Initial ELPAC test results, both individual Student Score Reports (SSRs) and LEA student data files were evaluated to ensure the reporting process and subsequent results matched CDE-approved reporting business rules. As a quality check, production reports were proofread by the CDE and ETS—including the versions in available languages (Spanish, Chinese-Traditional, Filipino, and Vietnamese)—prior to the beginning of the Initial ELPAC testing window.

All reports were required to include a single, accurate LEA code, an LEA name, and a school name. All elements conformed to the CDE’s official county/district/school (CDS) code and naming records. From the start of processing through scoring and reporting, the CDS Master File was used to verify and confirm accurate codes and names. The CDE provided a revised CDS Master File to ETS throughout the year as updates became available.

Electronic score reports and LEA student data files were provided to the CDE for quality control.

ETS proceeded with operational reporting with the approval of the score reports from Initial ELPAC UAT in TOMS.

#### Exclusion of Student Scores from Summary Reports

Students who did not complete the Initial ELPAC and then were subsequently reclassified by the LEA with an ELAS of English only were excluded from the summary report information.

Students who were identified to take the Initial ELPAC and assigned to take an alternate assessment received the lowest obtainable scale score for the domain. Students who were assigned a domain exemption for only one domain within a composite and the general Initial ELPAC for the remaining domain received an interpolated scale score for that composite. Those scores contributed to summary report statistics.

### Quality Control of End-to-End Testing

ETS conducted end-to-end system testing prior to the start of the test administration. The purpose of this testing was to verify that all systems, processes, and resources were ready for the operational administration.

To begin the quality control process for end-to-end testing of the administration, the ETS program and resolutions teams prepared by marking responses on paper Answer Books for Writing in kindergarten through grade two and entering responses and ratings into relevant computer-based assessment response and rating capture systems for all grade spans and domains. These responses were entered for fictitious students in selected schools and across several LEAs. Each student’s test was completed with responses that were all correct, all incorrect, and combinations of correct and incorrect. These response combinations were the expected results across performance levels and score ranges. The responses were sent for processing, including batching and scanning of paper Answer Books and system quality control for computer-based assessments.

Once released from processing, the test results were sent through the system for scoring and reporting. SSRs were created, along with data files for subject-matter experts in the teams to review and verify. Individual SSRs were generated based on the fictitious students when 100 percent quality control was demonstrated by ETS’ Resolution staff.

### References

California Department of Education. (2020). *Initial English Language Proficiency Assessments for California 2018–2019 technical report* [Unpublished report]*.* Sacramento, CA: California Department of Education.

Educational Testing Service. (2014). *ETS standards for quality and fairness*. Princeton, NJ: Educational Testing Service.

## Continuous Improvement

This chapter presents the various procedures used to gather information to improve the computer-based English Language Proficiency Assessments for California (ELPAC).

### Test Development

The 2020–2021 Initial ELPAC was the first administration of the computer-based form. Since the Initial ELPAC forms were designed to be reused each school year, ETS and the CDE will monitor any queries or concerns received via feedback from educators regarding the test questions and delivery.

### Test Delivery and Administration

#### Post-test Survey

ETS administered the California Assessment of Student Performance and Progress (CAASPP) and ELPAC Feedback for Continuous Improvement Survey to local educational agencies (LEAs) in May 2021. The survey focused on gathering information and data from educators who were part of the ELPAC administration to highlight successes and to identify areas for immediate and long-term improvement. The focus of the survey questions centered on preparation, training, and test administration, including remote testing. Results of the survey are described in chapter 8 of the *Summative English Language Proficiency Assessments for California 2020–2021 Technical Report* (CDE, 2022).

In response to the LEA feedback, ETS is implementing the following improvements for the 2021–2022 operational administration:

* Creating additional guidance for administering tests remotely and adding this content to the test administration manual
* Creating resources for educators, parents/guardians, and students to ensure that all cohorts are adequately prepared to administer tests remotely
* Providing Coffee Sessions the second Friday of every month to give LEAs an opportunity to ask questions and receive timely updates
* Creating new demonstration videos and updating existing videos, where possible, with suggestions provided by LEAs
* Assigning each LEA in California to an LEA Success Agent who will be dedicated to answering questions, providing frequent touchpoints and updates, and monitoring
* Improving videos to include the use of accessibility resources during administration of both CAASPP and the ELPAC
* Improving the usefulness and usability of the websites by simplifying the display of information and offering materials more readily when possible

#### Training and Communication

As ETS continues work on the Initial ELPAC, administration, training and communication will be a focal point moving forward. ETS will continue with the following activities:

* Providing timely communications for each critical component of the ELPAC administration, including materials order dates and deadlines and training schedules
* Working with the Sacramento County Office of Education to emphasize the importance and necessity of training, along with providing statewide training to LEA staff so they are prepared to administer the test (Training will continue to focus on local scoring of the Speaking and Writing domains.)
* Continuing communications that encourage LEAs to use the Technology Readiness Checker for Students when preparing students to become more familiar with the computer-based ELPAC (The Technology Readiness Checker for Students is more suited for students in the upper grade levels, as it can be used to identify a student’s technology readiness for computer-based testing, where students are expected to navigate through the test delivery system independently.)
* Updates to the test delivery system (TDS) will be made to help clarify stopping marker usage and test instructions for the grade two Reading test. The text on the stopping marker screen will be reworded to ask the test examiner whether the student has answered any questions correctly up to this point. Answer selections will direct the test examiner to select the [**Next**] button if the answer is “Yes” or to select the [**End Test**] button if the answer is “No.” The intent is to prevent test examiners from incorrectly ending a test early. The grade two Reading domain directions screen will be updated to clarify that the student is expected to read the reading passages independently, which better matches the *DFA* instructions.

### Audits

ETS will be conducting site visits and testing procedure audits from August through June in future administrations. For the 2021–2022 administration year, the goal is to conduct 50 audits from August to November, 50 audits from January to March, and 100 audits from April to June.

### Human Scoring

Because constructed-response items for the Initial ELPAC were scored locally by test examiners, improving the Administration and Scoring Training is key to the improvement of the overall quality of human scoring. Administration and Scoring Trainings and materials were made available online to LEAs after the novel coronavirus disease 2019 pandemic suspension of testing in spring 2020. Since then, the following improvements were made to training:

* Make all training available online
* Ship training materials to LEA ELPAC coordinators
* Record and post training online
* Create new training videos for Writing task types for those test examiners locally scoring Writing
* Create videos about testing remotely for test examiners
* Create remote testing *DFAs* to assist test examiners in remotely administering and scoring kindergarten through grade two and provide a remote testing addendum for grades three through twelve.

### Psychometric Analysis

Starting with the 2020–2021 academic year, the Initial ELPAC transitioned from a paper–pencil and computer-based assessment field test to an operational administration beginning on August 20, 2020. The ETS Psychometric Analysis & Research (PAR) team continued to maintain best practices to ensure the quality of psychometric results. For example, ETS conducted a mode comparability study using the field test data collected in fall 2019 to link the computer-based Initial ELPAC back to the paper–pencil reporting scale. Results from that study indicated that scores from the computer-based Initial ELPAC are comparable to the past paper–pencil forms (ETS, 2020). Another example of best practices was the ETS test location analysis conducted in the fall of 2020 to compare remote and in-person administrations. As reported in [*5.6 Evaluation of Remote and In-Person Administration of the Initial ELPAC*](#_Evaluation_of_Remote), the findings of that study indicated that the scores from students taking the test remotely and in person were comparable.

In addition, the PAR team continues to identify new ways to streamline and improve psychometric processes. Future plans include investigating strategies to automate some of the manual psychometric reviews (e.g., reviewing item analysis results to evaluate items flagged because of out-of-range classical item statistics) and the manual comparison report review. Automation of manual procedures will help to facilitate timely delivery of comparison reports and aggregated reports.

### References

California Department of Education. (2022). *Summative English Language Proficiency Assessments for California 2020–2021 Technical Report* [Unpublished report]*.* Sacramento, CA: California Department of Education.

Educational Testing Service. (2020). *A study of mode comparability for the transition to computer-based Initial English Language Proficiency Assessments for California: Results from the psychometric analyses of computer-based assessment* [Unpublished report]. Princeton, NJ: Educational Testing Service.

1. For 2020–2021, the administration end date was extended to July 30, 2021, because of the COVID-19 pandemic and the impact to schools. [↑](#footnote-ref-2)
2. Data for 2020–2021 was retrieved from the *CalEdFacts* web page on the CDE website. [↑](#footnote-ref-3)
3. This definition was retrieved from the CALPADS web page on the CDE website. [↑](#footnote-ref-4)
4. This requirement was extended by 45 days—for a total of 75 days—as a result of the passage and approval of Senate Bill 117. [↑](#footnote-ref-5)
5. This requirement was extended by 45 days—for a total of 75 days—as a result of the passage and approval of Senate Bill 117. [↑](#footnote-ref-6)