

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

**The California English Language  
Development Test  
Annual Technical Report  
2016–17 Edition**

This document contains appendices A through S, dated November 2017, as prepared by Educational Data Systems for the California Department of Education. The chapters of the report are posted separately at <https://www.cde.ca.gov/ta/tg/el/techreport.asp>.

**Appendix A: Technical History of the CELDT and CELDT Blueprints****2006–07 Edition through 2015–16 Edition**

The California English Language Development Test (CELDT) was developed by the California Department of Education (CDE) Testing and Accountability Division in response to legislation requiring school districts to assess the English language proficiency of all students with a primary language other than English upon initial enrollment and to assess all English learners (ELs) annually. Technical reports dating from the CELDT inception through the 2005–06 Edition can be found at <http://www.cde.ca.gov/ta/tg/el/techreport.asp> and via request from the CDE at [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov).

**2006–07 Edition (Form F)**

The CELDT was designed prior to the passage of *No Child Left Behind* (NCLB); therefore, when Title III of NCLB imposed new requirements for state English language proficiency assessments, changes to the test were made to ensure that the CELDT became federally compliant. The two fundamental changes were as follows:

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

The 2006–07 Edition was the first CELDT to be operationally scored using the new common scale and performance cut scores. This change in scale was accompanied by the creation and redefinition of several domains. First, separate scores for the domains of listening and speaking were reported. Second, the combined listening/speaking score was changed to a composite score composed of the truncated average of the listening and speaking scores rather than a separately calibrated scale. Finally, a scale score composite for comprehension was created from the truncated average of the listening and reading scale scores.

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

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

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

### **2007–08 Edition (Form G)<sup>1</sup>**

The 2007–08 CELDT operational administration was the second one after domain scales and updated performance standards were established. As with the 2006–07 Edition, the 2007–08 Edition of the CELDT reported scale scores for the listening, speaking, reading, and writing domains. The four domain scores were each scaled separately and reflected the aforementioned common scale. The composite overall score was computed as the truncated average of the four domain scores, and a scale score composite for comprehension was computed from the truncated average of the listening and reading scale scores.

The writing domain in the 2007–08 Edition included the open-ended Sentences format that was developed in July 2006 in response to the recommendations of the *California English Language Development Standards & Assessment: Evaluating Linkage & Alignment* (Sato, Lagunoff, Worth, Bailey, & Butler, 2005).<sup>2</sup> The expectation was that including these open-ended text prompts would elicit an independent clause, providing

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<sup>1</sup>Detailed results are reported in the technical report for the 2007–08 Edition found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/techrpt0708.pdf> and via request from the CDE at [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov).

<sup>2</sup>These results are reported in the linkage alignment study found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/linkagealignstudy.pdf>.

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

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

The Speech Functions test component, which had been a part of the speaking test in the 3–5, 6–8, and 9–12 grade spans, became part of the operational K–2 speaking test as well, starting with Form G. Four Speech Functions items were field-tested in Form F, and two became operational in Form G (Oral Vocabulary was reduced to 15 items to compensate).

### **2008–09 Edition<sup>3</sup>**

The 2008–09 CELDT administration was the third operational administration since domain scales and updated performance standards were established. As with the 2006–07 Edition and the 2007–08 Edition, the 2008–09 Edition of CELDT reported scale scores for listening, speaking, reading, and writing domains. The domain scores were each scaled separately and reflected the aforementioned common scale. The composite overall score was computed as the truncated average of the four domain scores, and a scale score composite for comprehension was computed from the truncated average of the listening and reading scale scores.

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<sup>3</sup>Detailed results are reported in the technical report for the 2008–09 Edition found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/techrpt0809.pdf> and via request from the CDE at [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov).

The 2008–09 Edition was designed to best align the difficulty level of the CELDT at all grade spans, given the results of the linkage and alignment study. This was accomplished through the use of items and forms development specifications: field test items were developed and operational items were selected with a goal of increasing the number of items at the Early Advanced performance level, the critical cut score for decision making. The test was also revised to best reflect the ELD standards covered by the CELDT blueprint (see below).

For the 2008–09 Edition, the Speech Functions component was expanded to four items, and Oral Vocabulary further reduced to thirteen. This configuration (13 Oral Vocabulary, four Speech Functions, two Choose and Give Reasons, and one 4-Picture Narrative) now matched the blueprints of the other grade spans (i.e., 3–5, 6–8, and 9–12).

### 2009–10 Edition

The 2009–10 CELDT administration introduced reading and writing for K–1 students, and performance standards were established for these two domains and grades. Because the K–1 reading and writing items had not been field-tested on previous operational forms, a special field test for those items was conducted during the week of March 16–20, 2009. Four test forms, each consisting of 10 reading and 10 writing items from the 2008 kindergarten and grade one (K–1) reading and writing item development program, were field-tested at 57 different California schools representing 35 districts and 2,548 students. Following the usual field test analysis procedures, the items were subjected to a set of statistical analyses to determine their difficulty, precision, and fairness. Items that met acceptable statistical criteria and correctly addressed the test blueprint were then selected for operational use. The reading items were linked to the common scale by including among the new items an anchor set of grade 2 items that had been previously calibrated. There were no grade 2 writing items that were appropriate for administration to K–1 students. Consequently, a sample of grade 2 students completed the K–1 form, and these data were used to link the writing items to the common scale.

A standard setting was conducted in January 2010 to establish performance-level cut scores for the K–1 reading and writing domains. The State Board of Education (SBE) subsequently adopted the cut scores at their May 2010 meeting. School districts were provided the new reading and writing scale scores and performance levels in a supplemental student score file in June 2010 for the 2009–10 Edition scores. The overall score for 2009–10 K–1 students remained as the average of the listening and speaking scores only.<sup>4</sup> The composite overall score for other students was computed as the truncated average of the four domain scores. For students in grades 2–12, a scale score composite for comprehension was computed from the truncated average of the listening and reading scale scores.

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<sup>4</sup>These results are reported in the technical report for the 2009–10 Edition. The 2009–10 Edition is archived. For a copy of archived reports, please contact the CDE via e-mail at [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov).

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

### **2010–11 Edition**

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

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

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

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

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

#### **Test Material Formats**

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

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

### Directions and Test Administration

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

### Scoring

- Rubrics were developed for each new K–1 Writing CR item type: Copying Letters, Copying Words, Writing Words story prompt, and the Writing Words picture prompt.

- For the Sentences test component (which requires a response of only one sentence per prompt), the rules that the contractor had been using for scoring responses with *multiple* sentences were provided in writing in the STOT binder for the first time.
- For the Oral Vocabulary test component, examples of some common responses of both reasonable (correct) responses and incorrect responses were added to the Examiner’s Manual to help test examiners score these items.

### Pre-Identification (Pre-ID) Data Management

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

### Other

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

### 2011–12 Edition

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

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

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



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

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

### Test Material Formats

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

### Directions and Test Administration

- The directions to the test examiners in the Examiner’s Manuals for the listening domain items and answer choices, if applicable, were changed to standardize repetition one time if requested by the student (the story or talk may not be repeated). Additionally, these directions were read to students.
- The information about practice items in Table 4 in the Examiner’s Manuals for the writing domain was made specific to each test component. Additionally, where applicable, a statement about modeling the correct response if the student does not respond correctly was added.
- The Short Compositions writing prompt was added to the directions that are read to the student by the test examiner.
- The directions read by the test examiner for the K–1 writing items were revised to tell students to write inside the box provided for the response.

## Scoring

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

- For Oral Vocabulary, test component directions were rewritten to clarify that student responses may be in any verb tense.

### Other

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

### 2012–13 Edition

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

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

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

#### Directions and Test Administration

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

### Other

- The Request a Pickup tutorial was replaced by the Packing and Returning Scorable Documents tutorial.
- The field-testing plan changed to improve sample representation. Large high schools were limited to 500 students participating per grade, and some large districts were not given the same form at all schools with the same grade spans. See section 3.3 of the *CELDT 2012–13 Edition Technical Report* for a detailed explanation of the new field-testing plan.

### CELDT Item Alignment Study

The SBE adopted the 2012 California English Language Development (ELD) Standards on November 7, 2012. The CDE then called for a study to examine the alignment of existing CELDT items to the newly adopted standards. The study was conducted in

2013. The full report of the study is available at <http://www.cde.ca.gov/ta/tg/el/documents/celdtitemalignment.doc>. A portion of the Executive Summary is provided below:

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

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

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

The key findings are as follows:

- (1) overall, 26 percent of the sampled active CELDT items in the item pool were found to have primary alignment to one of the 2012 ELD Standards;
- (2) in the domain of listening, 24 percent of sampled items had primary alignment;
- (3) in the domain of speaking, 30 percent of sampled items had primary alignment;
- (4) in the domain of reading, 35 percent of sampled items had primary alignment;
- (5) in the domain of writing, 8 percent of sampled items had primary alignment to the 2012 ELD Standards;
- (6) of the 2012 ELD Standards for Part I: Interacting in Meaningful Ways, alignment from the existing CELDT items was minimal; and

(7) of the 2012 ELD Standards for Part II: Learning About How English Works, there were no items with primary alignment to any of the seven standards.

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

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

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

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

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

### **Scale Score Comparisons of K–1 Reading and Writing**

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

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

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

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

**2013–14 Edition**

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

**Directions and Test Administration**

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

**Scoring**

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

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

- It was determined that for the development of the 2013–14 test forms, the K–1 reading and writing item parameter estimates as calculated in the 2009–10 to 2012–13 time frame needed to be recalculated with data pooled across these four preceding years. A study was conducted to measure the impact of updating the item parameters. In the case of K–1 reading and writing, it was found that the updated item parameters would result in student classifications that would not be comparable to those from previous years. No other tests had this issue.
- To address the need for comparability as well as the need to update the item parameters, the performance-level cut scores were adjusted so that student classifications that occurred in 2013–14 and future years would be comparable to those from the 2009–10 through 2012–13 time frame. The result was a) a set of raw score to scale score conversion tables based on the updated item parameters and b) an adjusted set of K–1 reading, writing, overall, and comprehension performance-level cut scores that correspond to the updated item parameters. These were used for the 2013–14 Edition and will be used as long as the CELDT vertical scale is used.
- During the 2013–14 administration cycle, the CELDT program reviewed the item status codes in the CELDT Item Bank and resolved to make three changes:

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

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

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



**2014–15 Edition**

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

**Field Testing and Item Writing**

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

**California Longitudinal Pupil Achievement Data System Merge**

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

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

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

**Form Reuse**

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

## 2015–16 Edition

The 2015–16 Edition maintained many of the changes that had been incorporated into previous editions. The following additional program changes were made during this test administration period:

### Form Reuse

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

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

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

### New Scoring Contractor for Constructed-Response Scoring

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

### CELDT Blueprint Preface

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

In each of the following blueprints, the English Language Development (ELD) Proficiency Level (e.g., Beginning, Intermediate, Advanced) is followed by the ELD Standard.

## CELDT BLUEPRINT FOR KINDERGARTEN–GRADE ONE

### Listening—Total Number of Items: 20

#### *Strategies and Applications*

- **Beginning:** Respond to simple directions and questions by using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).
- **Intermediate:** Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.
- **Advanced:** Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. Demonstrate an understanding of idiomatic expressions (e.g., “Give me a hand.”) by responding to such expressions and using them appropriately.

### Speaking—Total Number of Items: 20

#### *Strategies and Applications*

- **Beginning:** Begin to speak with a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). Answer simple questions with one- to two-word responses.
- **Early Intermediate:** Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as *he* or *she*). Ask and answer questions by using phrases or simple sentences. Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects. Orally communicate basic needs (e.g., “May I get a drink?”). Recite familiar rhymes, songs, and simple stories.
- **Intermediate:** Ask and answer instructional questions by using simple sentences. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns). Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.

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

### Reading—Total Number of Items: 20

#### *Word Analysis*

- **Beginning:** Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.
- **Early Intermediate:** Recognize English phonemes that do not correspond to sounds students already hear and produce (e.g., *a* as in *cat* and final consonants).
- **Intermediate:** Recognize and name all uppercase and lowercase letters of the alphabet. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.

#### *Fluency and Systematic Vocabulary Development*

- **Early Intermediate:** Read simple vocabulary, phrases, and sentences independently.
- **Intermediate:** Use decoding skills to read more complex words independently.

#### *Reading Comprehension*

- **Beginning:** While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.

### Writing—Total Number of Items: 20

#### *Strategies and Applications*

- **Beginning:** Copy the English alphabet legibly. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week). Write a few words or phrases about an event or character from a story read by the teacher.

***English Language Conventions***

- **Early Intermediate:** Use capitalization to begin sentences and for proper nouns. Use a period or question mark at the end of a sentence.

**CELDT BLUEPRINT FOR GRADE TWO****Listening—Total Number of Items: 20*****Strategies and Applications***

- **Beginning:** Respond to simple directions and questions by using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).
- **Intermediate:** Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.
- **Advanced:** Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. Demonstrate an understanding of idiomatic expressions (e.g., “Give me a hand.”) by responding to such expressions and using them appropriately.

**Speaking—Total Number of Items: 20*****Strategies and Applications***

- **Beginning:** Begin to speak with a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). Answer simple questions with one- to two-word responses.
- **Early Intermediate:** Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as *he* or *she*). Ask and answer questions by using phrases or simple sentences. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. Orally communicate basic needs (e.g., “May I get a drink?”). Recite familiar rhymes, songs, and simple stories.
- **Intermediate:** Ask and answer instructional questions by using simple sentences. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns). Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.
- **Early Advanced:** Retell stories in greater detail including characters, setting, and plot. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. Recognize appropriate ways of speaking that vary according to the purpose, audience, and

subject matter. Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).

- **Advanced:** Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter. Narrate and paraphrase events in greater detail by using more extended vocabulary. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.

## Reading—Total Number of Items: 35

### *Word Analysis*

- **Beginning:** Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.
- **Early Intermediate:** Recognize English phonemes that do not correspond to sounds students hear and produce (e.g., *a* in *cat* and final consonants).
- **Intermediate:** Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. Recognize and name all uppercase and lowercase letters of the alphabet.
- **Early Advanced:** Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.
- **Advanced:** Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).

### *Fluency and Systematic Vocabulary Development*

- **Beginning:** Demonstrate comprehension of simple vocabulary with an appropriate action.
- **Early Intermediate:** Read simple vocabulary, phrases, and sentences independently.
- **Intermediate:** Use decoding skills to read more complex words independently. Apply knowledge of content-related vocabulary to discussions and reading. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., *remove*, *jumping*).
- **Early Advanced:** Recognize simple antonyms and synonyms (e.g., *good*, *bad*; *blend*, *mix*) in stories or games. Use simple prefixes and suffixes when they are attached to known vocabulary. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.

- **Advanced:** Explain common antonyms and synonyms. Recognize words that have multiple meaning in texts. Apply knowledge of academic and social vocabulary to achieve independent reading.

### ***Reading Comprehension***

- **Beginning:** Understand and follow simple one-step directions for classroom activities.
- **Early Intermediate:** Draw and label pictures related to a story topic or one’s own experience. Understand and follow simple two-step directions of classroom activities.
- **Intermediate:** Understand and follow some multiple-step directions for classroom-related activities.
- **Early Advanced:** Read and use basic text features, such as title, table of contents, and chapter headings.
- **Advanced:** Locate and use basic text features, such as title, table of contents, chapter headings, diagrams, and index.

### **Writing—Total Number of Items: 24**

#### ***Strategies and Applications***

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



### **English Language Conventions**

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

**CELDT BLUEPRINT FOR GRADES THREE–FIVE****Listening—Total Number of Items: 20*****Strategies and Applications***

- **Early Intermediate:** Restate and execute multiple-step oral directions.
- **Intermediate:** Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.
- **Early Advanced:** Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.
- **Advanced:** Listen attentively to stories and information on topics; identify the main points and supporting details. Demonstrate an understanding of idiomatic expressions (e.g., “It’s pouring outside.”) by responding to such expressions and using them appropriately. Identify the main ideas and points of view, and distinguish fact from fiction in broadcast and print media.

**Speaking—Total Number of Items: 20*****Strategies and Applications***

- **Beginning:** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). Answer simple questions with one- to two-word responses. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.
- **Early Intermediate:** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as *he* or *she*). Ask and answer questions by using phrases or simple sentences. Orally communicate basic needs (e.g., “May I get a drink of water?”). Recite familiar rhymes, songs, and simple stories.
- **Intermediate:** Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”). Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns). Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.
- **Early Advanced:** Summarize major ideas and retell stories in greater detail including the characters, setting, and plot. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors. Participate in and

initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”). Use simple figurative language and idiomatic expressions (e.g., “It’s raining cats and dogs.”) to communicate ideas to a variety of audiences.

- **Advanced:** Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.

### Reading—Total Number of Items: 35

#### *Word Analysis*

- **Beginning:** Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.
- **Early Intermediate:** Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).
- **Intermediate:** Use common English morphemes in oral and silent reading.
- **Early Advanced:** Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.
- **Advanced:** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.

#### *Fluency and Systematic Vocabulary Development*

- **Beginning:** Demonstrate comprehension of simple vocabulary with an appropriate action. Retell simple stories by using drawings, words, or phrases.
- **Early Intermediate:** Apply knowledge of content-related vocabulary to discussions and reading. Read simple vocabulary, phrases, and sentences independently. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.
- **Intermediate:** Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts. Use content-related vocabulary in discussions and reading. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., *speak*, *speaker*).
- **Early Advanced:** Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. Recognize that some words have multiple meanings (e.g., *present/gift*, *present/time*) in literature and texts in content areas. Use some common root words and affixes when they are

attached to known vocabulary (e.g., *educate*, *education*). Recognize simple analogies (e.g., “fly like a bird”) and metaphors in literature and texts in content areas. Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. Recognize some common idioms (e.g., “scared silly”) in discussions and reading.

- **Advanced:** Apply knowledge of common root words and affixes when they are attached to known vocabulary. Recognize that some words have multiple meanings and apply this knowledge consistently. Apply knowledge of academic and social vocabulary to achieve independent reading. Use common idioms, some analogies, and metaphors in discussion and reading. Use a standard dictionary to determine the meaning of unknown words.

### **Reading Comprehension**

- **Beginning:** Understand and follow simple one-step directions for classroom activities. Point out text features such as the title, table of contents, and chapter headings.
- **Early Intermediate:** Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown”). Understand and follow simple two-step directions for classroom activities. Read and identify basic text features such as title, table of contents, and chapter headings.
- **Intermediate:** Read text and identify features such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. Understand and follow some multiple-step directions for classroom-related activities.
- **Early Advanced:** Describe the main ideas and supporting details of a text. Generate and respond to comprehension questions related to the text. Locate text features such as format, diagrams, charts, glossaries, and indexes, and identify the functions. Use the text (such as ideas presented, illustrations, titles) to draw conclusions and make inferences. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts. Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.
- **Advanced:** Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. Describe main ideas and supporting details, including supporting evidence. Use text features such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text. Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order, and cause and effect. Distinguish fact from opinion and inference and cause from effect in text.

**Writing—Total Number of Items: 24**

***Strategies and Applications***

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

***English Language Conventions***

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

**CELDT BLUEPRINT FOR GRADES SIX–EIGHT****Listening—Total Number of Items: 20*****Strategies and Applications***

- **Beginning:** Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).
- **Early Intermediate:** Restate and execute multi-step oral directions.
- **Intermediate:** Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.
- **Early Advanced:** Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.
- **Advanced:** Listen attentively to stories and information on topics; identify the main points and supporting details. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.

**Speaking—Total Number of Items: 20*****Strategies and Applications***

- **Beginning:** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). Ask and answer questions by using simple sentences or phrases.
- **Early Intermediate:** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as *he* or *she*). Ask and answer questions by using phrases or simple sentences. Orally communicate basic needs (e.g., “I need to borrow a pencil.”).
- **Intermediate:** Respond to messages by asking simple questions or by briefly restating the message. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns). Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
- **Early Advanced:** Retell stories in greater detail by including the characters, setting, and plot. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and

answering questions and restating and soliciting information. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences.

- **Advanced:** Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.

## Reading—Total Number of Items: 35

### Word Analysis

- **Beginning:** Recognize the most common English morphemes in phrases and simple sentences.
- **Early Intermediate:** Use common English morphemes in oral and silent reading. Recognize obvious cognates (e.g., *education, educación; actually, actualmente*) in phrases, simple sentences, literature, and content area texts.
- **Intermediate:** Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. Identify cognates (e.g., *agonia, agony*) and false cognates (e.g., *éxito, exit*) in literature and texts in content areas.
- **Early Advanced:** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. Distinguish between cognates and false cognates in literature and texts in content areas.
- **Advanced:** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.

### Fluency and Systematic Vocabulary Development

- **Early Intermediate:** Read simple paragraphs and passages independently.
- **Intermediate:** Use a standard dictionary to determine meanings of unknown words. Use knowledge of English morphemes, phonics, and syntax to decode text. Recognize simple idioms, analogies, figures of speech (e.g., “to take a fall”), and metaphors in literature and texts in content areas. Use decoding skills and knowledge of both academic and social vocabulary to read independently. Recognize that some words have multiple meanings.
- **Early Advanced:** Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. Recognize that some words have multiple meanings and apply this knowledge to read literature and

texts in content areas. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings). Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.

- **Advanced:** Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas. Apply knowledge of academic and social vocabulary to achieve independent reading. Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors. Use a standard dictionary to determine meaning of unknown words.

### ***Reading Comprehension***

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

### **Writing—Total Number of Items: 24**

#### ***Strategies and Applications***

- **Beginning:** Write a brief narrative using a few simple sentences that include the setting and some details. Use the writing process to write brief narratives and stories with a few standard grammatical forms. Write simple compositions, such as descriptions and comparison and contrast, have a main idea, and some detail.
- **Early Intermediate:** Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.
- **Intermediate:** Narrate a sequence of events and communicate their significance to the audience. Write brief expository compositions (e.g., description, compare and contrast, cause and effect, and problem and solution) that include a thesis and some points of support.



- **Early Advanced:** Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.
- **Advanced:** Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counterarguments.

### **English Language Conventions**

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

**CELDT BLUEPRINT FOR GRADES NINE–TWELVE****Listening—Total Number of Items: 20*****Strategies and Applications***

- **Beginning:** Demonstrate comprehension of oral presentations and instructions through non-verbal responses.
- **Early Intermediate:** Restate and execute multiple-step oral directions.
- **Intermediate:** Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.
- **Advanced:** Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.

**Speaking—Total Number of Items: 20*****Strategies and Applications***

- **Beginning:** Begin to speak with a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). Ask and answer questions by using simple sentences or phrases.
- **Early Intermediate:** Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as *he* or *she*). Ask and answer questions using phrases or simple sentences. Orally communicate basic needs (e.g., “Do we have to XXX?”).
- **Intermediate:** Respond to messages by asking simple questions or by briefly restating the message. Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns). Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
- **Early Advanced:** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences.

- **Advanced:** Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.

## Reading—Total Number of Items: 35

### Word Analysis

- **Beginning:** Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).
- **Early Intermediate:** Use common English morphemes in oral and silent reading. Recognize obvious cognates (e.g., *education, educación; actually, actualmente*) in phrases, simple sentences, literature, and content area texts.
- **Intermediate:** Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. Identify cognates (e.g., *agonia, agony*) and false cognates (e.g., *-éxito, exit*) in literature and texts in content areas.
- **Early Advanced:** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., *remove, extend*). Distinguish between cognates and false cognates in literature and texts in content areas.
- **Advanced:** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.

### Fluency and Systematic Vocabulary Development

- **Beginning:** Recognize simple affixes (e.g., *educate, education*), prefixes (e.g., *dislike*), synonyms (e.g., *big, large*), and antonyms (e.g., *hot, cold*).
- **Early Intermediate:** Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. Recognize simple idioms, analogies, and figures of speech (e.g., “the last word”) in literature and subject-matter texts. Read simple paragraphs and passages independently. Use a standard dictionary to find the meaning of unknown vocabulary. Use appropriate connectors (e.g., *first, then, after that, finally*) to sequence written text. Recognize that some words have multiple meanings and apply this knowledge to written texts.
- **Intermediate:** Use a standard dictionary to derive meaning of unknown vocabulary. Identify variations of the same word that are found in a text and know

with some accuracy how affixes change the meaning of these words.

Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors. Use decoding skills and knowledge of both academic and social vocabulary to read independently. Apply knowledge of text connectors to make inferences.

- **Early Advanced:** Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. Recognize that some words have multiple meanings, and apply this knowledge to understand texts. Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings). Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.
- **Advanced:** Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas. Apply knowledge of academic and social vocabulary to achieve independent reading. Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors. Use a standard dictionary to determine meaning of unknown words.

### ***Reading Comprehension***

- **Beginning:** Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts. Point out text features, such as title, table of contents, and chapter headings.
- **Early Intermediate:** Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.
- **Early Advanced:** Apply knowledge of language to achieve comprehension of informational materials, literary text, and texts in content areas.
- **Advanced:** Apply knowledge of language to achieve comprehension of informational materials, literary text, and text in content areas.

### **Writing—Total Number of Items: 24**

#### ***Strategies and Applications***

- **Beginning:** Write a brief narrative by using a few simple sentences that include setting and some details. Use the writing process to write brief narratives with a few standard grammatical forms. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail.
- **Early Intermediate:** Use common verbs, nouns, and high-frequency modifiers in simple sentences. Write expository compositions, such as descriptions,

comparisons and contrast, and problem and solution, that include a main idea and some details using simple sentences. Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.

- **Intermediate:** Narrate a sequence of events and communicate their significance to the audience. Write brief expository compositions and reports that: a) include a thesis and some supporting details; b) provide information from primary sources; and c) include charts and graphs.
- **Early Advanced:** Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms. Write reflective compositions that explore the significance of events.
- **Advanced:** Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments. Structure ideas and arguments in a given context by giving supporting and relevant examples.

### ***English Language Conventions***

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

**Appendix B: Information Related to Content Validity**

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

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## Appendix C: Writing and Speaking Rubrics History

Note: This appendix shows the official scoring rubrics for the 2016–17 administration. Changes made to the rubrics in previous editions can be found in the 2015–16 Edition Technical Report, Appendix C.

### 2016–17 CURRENT SCORING RUBRICS

In each test component, the scoring rubric follows the score point.

#### Writing—Short Compositions

##### NONSCORABLE

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

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

##### SCORE 0: NO COMMUNICATION

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

##### SCORE 1: EMERGING COMMUNICATION

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



## SCORE 2: DEVELOPING COMMUNICATION

- **Content** is related to the prompt.
- **Response** is mostly comprehensible.
- **Subject and predicate** are in correct word order in at least one complete or run-on sentence. The response may also contain other complete, attempted, or run-on sentences or sentence fragments.
- **Grammar and syntax** contain numerous errors, sometimes interfering with meaning.
- **Vocabulary** is general, imprecise, and/or repetitive.
- **Spelling and mechanics** errors often interfere with meaning.

## SCORE 3: COMPETENT COMMUNICATION

- **Content** reasonably addresses the prompt.
- **Response** is mostly comprehensible and recognizable as a paragraph; contains logical sequencing.
- **For grades 2–5, subject and predicate** are in correct word order in at least **three complete, attempted, or run-on sentences**.  
For grade 2, at least **one** of these is a **complete sentence**. The other two may be attempted or run-on sentences.  
For grades 3–5, at least **two** of these are **complete sentences**. The other one may be an attempted or a run-on sentence.  
The response may also contain other complete, attempted, or run-on sentences or sentence fragments.
- **For grades 6–12, subject and predicate** are in correct word order in at least **three complete sentences**. The response may also contain other complete, attempted, or run-on sentences or sentence fragments.
- **Grammar and syntax** contain few errors that occasionally interfere with meaning.
- **Vocabulary** adequately addresses the prompt.
- **Spelling and mechanics** errors occasionally interfere with meaning.

## SCORE 4: FULLY COMPETENT COMMUNICATION

- **Content** fully addresses the prompt.
- **Response** is in **paragraph form** with sentences that support the topic sentence and may contain a concluding sentence. Response is written in **Standard English** and contains **well-organized events or ideas** as well as a few **effective details** and **transitional devices**.

- **Subject and predicate** are in correct word order in at least **three complete sentences**. One or more of the complete sentences must be syntactically complex (defined as multiple subjects or objects, multiple verbs, use of an infinitive or gerund as an object or subject, compound or complex sentence structure, prepositional phrase or phrasal verb, or relative clause). The response may also contain other complete sentences or attempted sentences; the response may **not** contain run-on sentences or sentence fragments.
- **Grammar and syntax** contain minimal errors that do not interfere with meaning.
- **Vocabulary** is precise and may include idioms or figurative language.
- **Spelling and mechanics** errors are minimal and do not interfere with meaning.

### Writing—Sentences

#### NONSCORABLE

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

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

#### SCORE 0: NO COMMUNICATION

**Subject or predicate is missing.** The following characteristics may be seen as well.

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

#### SCORE 1: EMERGING COMMUNICATION

**Subject and predicate** are evident and in the correct word order. The following characteristics may be seen as well.

- **Content** is reasonably related to the prompt.
- **Response** contains awkward clauses and/or non-standard wording that affect meaning.
- **Grammar and syntax** contain errors that may interfere with meaning (errors in subject-verb agreement, incorrect verb form or tense, use of present participle without an auxiliary verb, word order).
- **Articles, possessives, prepositions, or plural endings** are often missing or incorrect.
- **Vocabulary** is limited, imprecise, or does not adequately address the prompt.
- **Spelling** errors make response difficult to comprehend, but at least one word is correctly spelled (other than “a,” “I,” or “the”).
- **Punctuation and/or capitalization** errors may interfere with meaning.

## SCORE 2: BASIC COMMUNICATION

**Subject and predicate** are in the correct word order. The following characteristics may be seen as well.

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

A compound or complex sentence may receive a score of 2 if an independent clause contains no errors or only errors that do not interfere with meaning.

## SCORE 3: FULLY COMPETENT COMMUNICATION

**Subject and predicate** have some syntactical complexity (defined as multiple subjects or objects, multiple verbs, use of infinitive or gerund as an object or subject, compound or complex sentence structure, prepositional phrase or phrasal verb, or relative clause). The following characteristics may be seen as well.

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

### Writing—Copying Letters

**SCORE 0:** Draws illegible lines or does not copy the letter as it appears.

**SCORE 1:** Copies letter legibly. Letter reversals are not acceptable.

### Writing—Copying Words

**SCORE 0:** Draws illegible lines or unacceptable response.

**SCORE 1:** Copies part of the word. Must include correct initial letter in the initial position and one other correct letter. Letter reversals are acceptable.

**SCORE 2:** Copies the word legibly. Must include correct initial letter in the initial position. All letters are in the correct letter order. Letter reversals are not acceptable.

### Writing—Writing Words (Word stated by test examiner, picture prompt)

**SCORE 0:** Draws illegible lines or unacceptable response.

**SCORE 1:** Writes part of the stated word. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

**SCORE 2:** Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

### Writing—Writing Words (Response to a story read by the test examiner)

**SCORE 0:** Draws illegible lines or unacceptable response.

**SCORE 1:** Writes part of an acceptable response to the prompt. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

**SCORE 2:** Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

### Speaking—4-Picture Narrative

#### SCORE 0:

- **No response.**
- Spoken in **another language.**
- **Unintelligible.**
- Response consists of a **single word or a few words** that may or may not be related to the prompt.

#### SCORE 1:

- Student attempts to tell a story based on one or more pictures, but **does not construct a coherent narrative.**
- Response displays a very **limited range of vocabulary.** The student's **speech is often halting or impeded.**
- Response includes **numerous grammatical<sup>1</sup> errors** that interfere with communication.
- Student's speech is generally difficult to understand. **Pronunciation often interferes** with communication.

#### SCORE 2:

- Story is based on pictures but **does not clearly explain one or more pictures.**
- Response **displays some** of the **necessary vocabulary**, but the student often cannot find the right word.
- Response shows **control of basic grammatical structures**, but includes numerous errors, some of which interfere with communication.
- Student's speech is sometimes difficult to understand. **Pronunciation sometimes interferes** with communication.

#### SCORE 3:

- Story is coherent and **includes** explanation of all four pictures, but **does not provide much elaboration** (e.g., explanations of details and context).

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

**SCORE 4:**

- Story is **coherent and effective**, including explanation of all four pictures, with **appropriate elaboration** (e.g., explanations of details and context). Contains more complex sentence structure.
- **Vocabulary** resources are **well developed**. The student can almost always find the appropriate word. Uses precise word choice.
- Response displays few grammatical errors and contains **varied grammatical and syntactical<sup>2</sup> structures**. Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication.
- Student may have an accent, but **both pronunciation and intonation are generally accurate** and do not interfere with communication.

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

<sup>2</sup>*Syntactical*, as the term is used in this guide, refers to *rules for combining words in order to form phrases, clauses, and sentences*.

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

**Speaking—Choose and Give Reasons****SCORE 0:**

- Student **does not make choice** or **does not support choice** with a relevant reason.
- **No response**.
- Response is entirely in **another language**.

**SCORE 1:**

- Student makes choice and supports choice with at least **one relevant reason**.
- **Errors in grammar, vocabulary, and/or pronunciation** are significant enough to interfere with communication.

**SCORE 2:**

- Student makes choice and supports it with at least **two relevant reasons**.
- **Speech is generally accurate** (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication).

**Speaking—Speech Functions**

**SCORE 0:**

- Student **does not perform the language function** required.
- **No response**.
- Response is entirely in **another language**.

**SCORE 1:**

- Student **performs the language function** required.
- **Errors in grammar, vocabulary, and/or pronunciation** are significant enough to interfere with communication.

**SCORE 2:**

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

**Appendix D: Item Maps**

The tables in appendix D identify the position (Item Number) of each item within test books for all items across the forms. The Item Sequence Number is used for other alignments such as those in appendixes K–M. Only operational items are included here as there were no field test items in the 2016–17 administration.

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



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

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

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

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

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

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

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

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

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

<b>Item Number Form 1</b>	<b>Item Sequence Number</b>	<b>Function</b>	<b>Item ID</b>	<b>Legacy ID</b>
1	1	OP	CES00674	01057183
2	2	OP	CES00346	00680889
3	3	OP	CES00436	00940039
4	4	OP	CES00770	01210323
5	5	OP	CES00396	00803337
6	6	OP	CES00680	01057195
7	7	OP	CES00391	00803327
8	8	OP	CES00675	01057185
9	9	OP	CES00728	01208460
10	10	OP	CES00723	01208450
11	11	OP	CES00290	00545983
12	12	OP	CES00287	00545977
13	13	OP	CES00148	00382772
14	14	OP	CES00818	01210562
15	15	OP	CES00774	01210327
16	16	OP	CES00439	00940045
17	17	OP	CES00967	01211280
18	18	OP	CES10058	n/a
19	19	OP	CES00778	01210331
20	20	OP	CES00649	01003861

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

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

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

<b>Item Number Form 1</b>	<b>Item Sequence Number</b>	<b>Function</b>	<b>Item ID</b>	<b>Legacy ID</b>
1	1	OP	CES00183	00383187
2	2	OP	CES00455	00940203
3	3	OP	CES00790	01210343
4	4	OP	CES00412	00803613
5	5	OP	CES00752	01209118
6	6	OP	CES00456	00940205
7	7	OP	CES00747	01209108
8	8	OP	CES00856	01210762
9	9	OP	CES00449	00940191
10	10	OP	CES00263	00437722
11	11	OP	CES00847	01210729
12	12	OP	CES00386	00693765
13	13	OP	CES00190	00383201
14	14	OP	CES00748	01209110
15	15	OP	CES00706	01059809
16	16	OP	CES00958	01211254
17	17	OP	CES00701	01059799
18	18	OP	CES00849	01210733
19	19	OP	CES00708	01059813
20	20	OP	CES00635	01003521

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

<b>Item Number Form 1</b>	<b>Item Sequence Number</b>	<b>Function</b>	<b>Item ID</b>	<b>Legacy ID</b>
1	1	OP	CEW00265	00546425
2	2	OP	CEW00145	00354697
3	3	OP	CEW00833	01209140
4	4	OP	CEW00832	01209138
5	5	OP	CEW00178	00437794
6	6	OP	CEW00147	00354701
7	7	OP	CEW00837	01209148
8	8	OP	CEW00836	01209146
9	9	OP	CEW00961	01210458
10	10	OP	CEW00262	00546419
11	11	OP	CEW00255	00546405
12	12	OP	CEW00959	01210456
13	13	OP	CEW00256	00546407
14	14	OP	CEW00350	00803765
15	15	OP	CEW00351	00803767
16	16	OP	CEW00352	00803769
17	17	OP	CEW00779	01069233
18	18	OP	CEW00780	01069235
19	19	OP	CEW00781	01069237
20	20	OP	CEW00794	01069263
21	21	OP	CEW00782	01069239
22	22	OP	CEW00842	01209158
23	23	OP	CEW00963	01210460
24	24	OP	CEW00709	01003901

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

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

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**Appendix E: Scale Score Summary Statistics**

Note: The following tables display 2016–17 Edition results first, followed by historical results through the 2006–07 Edition, the first edition that used the common scale.

**Table E-1: 2016–17 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
<b>K</b>	32,631	414.26	72.699	426.67	77.012	322.71	64.660	339.16	51.044	368.28	59.266	411.04	65.018
<b>1</b>	148,274	445.60	68.833	454.71	75.99	387.48	77.257	389.27	55.722	416.33	64.519	443.50	64.374
<b>2</b>	138,916	483.83	61.602	492.23	76.614	443.78	70.330	461.99	70.341	463.54	57.139	470.09	56.889
<b>3</b>	132,895	481.54	81.179	499.54	67.173	462.93	76.484	484.50	65.597	471.97	68.462	481.75	58.833
<b>4</b>	122,929	515.85	79.298	523.73	74.213	494.68	71.986	508.52	64.275	504.99	67.228	510.32	59.843
<b>5</b>	111,072	541.48	78.687	539.37	79.309	518.82	70.445	525.92	64.803	529.86	67.323	531.02	61.397
<b>6</b>	85,807	541.99	102.471	528.07	73.220	522.69	79.162	530.20	68.358	532.10	80.959	530.36	67.616
<b>7</b>	71,265	561.31	103.408	543.48	79.825	540.62	79.129	541.24	72.027	550.72	82.560	546.29	71.162
<b>8</b>	58,748	571.65	107.559	551.35	88.511	554.59	80.044	548.94	75.585	562.87	85.794	556.25	75.972
<b>9</b>	51,909	560.82	111.168	547.65	94.095	549.10	83.926	539.61	83.243	554.68	88.942	548.92	80.486
<b>10</b>	51,257	573.40	114.895	553.25	102.983	564.17	87.207	545.43	87.190	568.50	93.300	558.69	86.067
<b>11</b>	46,274	588.11	113.692	565.23	101.165	580.35	87.333	554.78	86.979	583.94	93.371	571.74	85.702
<b>12</b>	38,874	572.43	131.695	553.95	119.026	570.50	100.649	538.70	107.667	571.20	110.099	558.53	104.709

**Table E-2: 2016–17 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
<b>K–1</b>	180,905	439.94	70.582	449.66	76.934	375.80	79.160	380.23	58.189	407.66	66.232	437.65	65.687
<b>2</b>	138,916	483.83	61.602	492.23	76.614	443.78	70.330	461.99	70.341	463.54	57.139	470.09	56.889
<b>3–5</b>	366,896	511.18	83.497	519.70	75.191	490.49	76.690	505.09	67.103	500.56	71.739	506.24	63.273
<b>6–8</b>	215,820	556.44	104.921	539.50	80.396	537.29	80.454	538.95	72.010	546.63	83.795	542.67	71.942
<b>9–12</b>	188,314	573.35	117.699	554.80	103.962	565.30	90.060	544.73	90.944	569.04	96.472	559.17	89.095

**Table E-3: 2016–17 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K	173,897	355.31	88.471	366.36	109.944	267.93	55.908	276.02	53.700	311.42	62.975	351.50	85.035
1	15,070	383.94	116.486	364.17	156.412	347.37	102.883	359.62	79.662	365.48	103.803	371.55	126.922
2	10,586	389.76	130.152	361.65	174.642	397.97	97.519	382.94	124.302	393.65	106.733	382.78	122.649
3	9,551	397.38	135.031	383.06	154.549	413.82	107.321	396.15	133.195	405.40	113.630	397.30	122.611
4	8,935	417.52	145.281	398.06	164.391	436.28	116.521	415.13	141.216	426.68	124.784	416.43	132.984
5	8,253	429.12	150.359	403.98	166.716	449.52	120.472	427.55	144.695	439.09	129.658	427.23	137.179
6	7,924	428.39	171.667	414.27	157.918	473.44	123.702	433.26	150.922	450.73	140.745	436.90	141.954
7	8,125	427.67	176.926	410.94	163.753	479.97	128.968	433.72	155.473	453.64	146.627	437.63	147.591
8	6,827	422.93	177.774	404.49	161.095	483.32	131.493	434.42	155.053	452.94	148.096	435.84	147.562
9	14,743	438.04	179.033	400.39	171.973	483.43	137.893	420.03	165.858	460.53	152.177	435.13	154.688
10	8,404	455.83	173.405	413.79	162.498	500.37	135.205	441.79	155.071	477.88	147.721	452.60	146.728
11	6,490	486.48	175.957	447.70	162.512	527.79	138.676	471.35	157.629	506.91	151.425	482.97	149.967
12	4,320	497.19	175.309	456.06	163.033	535.50	139.440	476.95	157.264	516.11	151.952	491.07	149.899

**Table E-4: 2016–17 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	188,967	357.59	91.352	366.19	114.345	274.27	64.681	282.69	60.603	315.73	68.726	353.10	89.266
2	10,586	389.76	130.152	361.65	174.642	397.97	97.519	382.94	124.302	393.65	106.733	382.78	122.649
3–5	26,739	413.91	143.928	394.53	161.918	432.34	115.535	412.18	140.103	422.91	123.280	412.93	131.304
6–8	22,876	426.51	175.387	410.17	160.999	478.71	127.997	433.77	153.779	452.42	145.062	436.84	145.650
9–12	33,957	459.22	178.061	419.83	168.199	502.73	139.093	442.46	162.226	480.76	152.454	455.71	152.838

**Table E-5: 2015–16 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

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

**Table E-6: 2015–16 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
<b>K–1</b>	180,700	437.16	69.563	445.77	76.255	374.39	76.450	377.49	57.027	405.56	64.368	434.44	64.717
<b>2</b>	151,980	483.65	60.233	490.12	73.952	444.44	69.667	463.40	69.694	463.78	56.408	470.03	55.840
<b>3–5</b>	384,490	509.86	82.488	518.07	72.425	491.29	76.234	505.06	66.083	500.30	71.076	505.70	62.104
<b>6–8</b>	215,207	558.64	103.289	539.73	77.992	540.37	79.807	540.20	70.573	549.26	82.780	544.36	70.534
<b>9–12</b>	190,268	575.08	115.463	556.73	100.419	568.23	88.532	546.46	89.210	571.37	94.598	561.26	86.767

**Table E-7: 2015–16 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

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

**Table E-8: 2015–16 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
<b>K–1</b>	193,444	359.64	90.927	366.21	114.173	277.32	65.099	283.12	61.035	318.28	68.824	354.20	89.235
<b>2</b>	10,908	400.47	127.220	375.21	170.087	404.08	96.782	393.59	122.878	402.05	104.951	393.03	120.145
<b>3–5</b>	26,860	422.73	142.151	404.77	159.381	439.00	115.295	421.01	138.147	430.64	122.225	421.56	129.595
<b>6–8</b>	21,957	444.03	175.716	425.94	158.949	490.49	127.024	448.49	152.059	467.07	144.837	451.80	144.730
<b>9–12</b>	31,732	481.98	177.396	442.09	169.793	519.55	139.016	461.84	161.035	500.54	152.325	476.01	152.969

**Table E-9: 2014–15 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

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

**Table E-10: 2014–15 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	183,062	434.39	69.281	445.64	75.162	375.26	75.108	382.32	54.753	404.61	63.560	433.42	63.801
2	160,419	482.21	59.971	489.99	71.452	445.05	69.294	464.28	67.634	463.36	56.184	470.01	54.712
3–5	389,075	509.10	81.615	518.00	70.351	492.36	75.621	507.62	65.706	500.51	70.479	506.40	61.374
6–8	207,436	558.74	101.398	540.53	78.847	540.05	76.837	538.81	69.404	549.15	80.419	544.15	69.239
9–12	197,955	583.15	112.310	562.05	97.424	574.23	86.348	558.14	87.493	578.44	91.723	569.02	83.571



**Table E-11: 2014–15 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

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

**Table E-12: 2014–15 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	202,828	359.31	90.273	368.60	113.766	278.70	64.973	289.70	60.562	318.80	68.478	355.53	88.550
2	11,169	405.74	124.676	382.96	167.971	406.60	94.772	397.20	120.343	405.95	102.373	397.81	117.438
3–5	26,414	429.45	140.654	415.35	155.325	444.41	114.786	429.89	137.799	436.73	121.500	429.46	128.079
6–8	21,651	452.98	174.626	436.24	157.824	498.71	123.669	459.21	149.502	475.65	142.507	461.36	142.349
9–12	30,072	493.93	176.133	453.37	164.970	528.09	136.603	481.80	161.010	510.82	150.422	488.94	150.736

**Table E-13: 2013–14 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

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

**Table E-14: 2013–14 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	180,536	432.63	68.492	441.55	74.419	376.72	73.770	380.97	54.193	404.46	62.413	430.79	62.885
2	172,295	480.88	60.184	487.25	70.901	446.63	68.538	465.41	66.811	463.48	55.972	469.67	54.322
3–5	379,366	509.40	80.213	516.86	69.255	496.47	73.731	509.16	64.555	502.72	68.996	507.60	60.095
6–8	210,993	558.32	98.820	541.56	76.256	542.25	75.258	541.71	67.530	550.04	78.420	545.58	67.060
9–12	207,406	585.00	109.933	563.36	93.825	574.36	84.390	560.83	84.954	579.43	89.498	570.52	80.542

**Table E-15: 2013–14 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

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

**Table E-16: 2013–14 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	211,970	357.80	90.400	363.23	115.121	278.89	64.383	287.89	59.915	318.15	68.323	352.35	89.126
2	10,891	410.52	123.473	390.29	164.251	411.16	94.777	403.71	119.592	410.61	102.256	403.60	116.531
3–5	24,674	436.78	140.148	423.13	154.509	450.48	115.578	437.05	137.907	443.43	121.905	436.54	128.408
6–8	20,313	459.20	173.771	442.62	158.402	501.44	123.586	464.90	149.861	480.12	142.509	466.61	142.891
9–12	29,306	506.95	174.318	469.74	162.984	537.81	134.467	495.66	157.999	522.18	148.659	502.18	148.597

**Table E-17: 2012–13 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

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

**Table E-18: 2012–13 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	184,210	429.39	69.098	432.01	75.800	392.26	71.457	404.36	38.645	410.58	61.685	426.99	63.033
2	172,770	486.56	62.225	481.84	70.838	446.21	68.833	471.68	60.674	466.14	57.530	471.20	53.998
3–5	387,029	510.84	80.003	503.05	63.212	505.16	68.098	515.48	58.335	507.75	66.401	508.26	56.294
6–8	219,173	559.31	96.735	547.59	74.273	540.10	74.537	543.07	59.452	549.46	77.014	547.14	63.460
9–12	223,773	585.33	114.782	567.61	90.342	573.00	80.250	565.98	78.945	578.90	89.057	572.60	77.832

**Table E-19: 2012–13 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

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

**Table E-20: 2012–13 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
<b>K–1</b>	217,606	361.84	85.733	353.34	116.401	306.80	55.335	350.93	43.735	334.08	62.753	354.25	86.357
<b>2</b>	10,133	428.67	118.285	404.26	154.811	414.92	93.326	420.93	112.453	421.58	99.014	416.85	110.268
<b>3–5</b>	23,073	445.69	136.949	421.58	145.226	464.61	111.335	457.29	127.239	454.93	118.689	446.97	121.794
<b>6–8</b>	18,919	489.70	161.417	460.62	157.169	511.12	122.699	490.64	131.233	500.19	136.524	487.61	134.328
<b>9–12</b>	28,475	522.74	168.408	490.81	158.338	547.95	126.177	516.81	144.721	535.10	141.514	519.21	140.307

**Table E-21: 2011–12 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

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

**Table E-22: 2011–12 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	183,643	429.34	68.255	436.53	71.687	390.22	63.587	405.11	33.538	409.53	57.487	428.93	60.132
2	171,468	481.33	62.774	481.93	66.451	443.88	68.484	468.39	61.987	462.37	57.173	468.51	52.825
3–5	405,723	520.88	78.750	506.12	61.070	507.82	69.682	512.68	55.551	514.10	66.550	511.50	55.313
6–8	231,319	569.25	88.990	547.76	71.002	545.51	75.688	547.86	67.337	557.12	73.535	552.22	62.637
9–12	244,235	582.02	105.889	574.70	88.629	572.19	79.271	561.52	72.817	576.86	84.461	572.23	73.363

**Table E-23: 2011–12 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

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

**Table E-24: 2011–12 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	221,878	361.81	83.384	359.50	115.934	305.03	54.115	353.87	44.379	333.20	61.666	357.07	85.135
2	10,515	433.59	113.730	415.63	148.633	420.61	92.938	423.48	115.572	426.90	96.839	422.99	108.534
3–5	23,943	463.30	135.703	435.72	142.070	473.81	111.520	459.98	123.653	468.34	118.131	457.87	119.710
6–8	19,838	506.03	155.557	477.49	149.735	524.63	120.882	500.37	138.459	515.11	132.469	501.72	132.602
9–12	29,980	531.35	162.744	501.90	157.474	555.23	123.848	521.63	134.132	543.06	137.336	527.16	135.043

**Table E-25: 2010–11 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

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

**Table E-26: 2010–11 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	181,255	424.75	62.482	433.81	80.528	388.73	68.833	402.03	35.568	406.54	56.916	425.42	62.130
2	169,646	468.97	57.545	488.34	73.214	442.03	71.533	454.90	70.926	455.26	55.523	463.19	54.687
3–5	409,802	499.94	76.476	505.37	62.255	499.58	76.187	506.17	65.127	499.52	68.352	502.39	57.892
6–8	239,688	563.62	89.066	553.09	85.572	543.24	75.802	537.99	61.613	553.18	73.053	549.11	64.150
9–12	253,192	567.66	101.393	570.24	94.461	569.59	81.257	555.49	74.690	568.36	83.189	565.37	73.734



**Table E-27: 2010–11 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

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

**Table E-28: 2010–11 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
<b>K–1</b>	223,190	352.56	88.644	349.04	119.774	300.57	57.400	341.64	50.762	326.38	65.152	347.37	90.235
<b>2</b>	11,996	426.24	106.964	422.30	152.870	420.88	93.796	414.50	111.741	423.35	92.880	420.65	106.245
<b>3–5</b>	27,691	455.81	126.471	442.14	140.350	468.47	113.591	456.60	124.655	461.93	114.348	455.42	117.322
<b>6–8</b>	22,213	501.94	157.643	482.84	161.659	527.77	119.926	491.16	132.439	514.64	132.747	500.51	134.092
<b>9–12</b>	35,730	530.59	154.830	506.20	160.086	553.94	123.081	519.88	134.556	542.02	132.986	527.29	133.018

**Table E-29: 2009–10 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

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

**Table E-30: 2009–10 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	181,626	428.52	58.203	432.83	80.557	390.39	67.367	405.24	34.783	409.19	54.492	430.43	64.200
2	172,458	475.16	55.885	485.83	74.748	441.31	68.227	450.72	73.399	458.00	53.794	462.88	54.703
3–5	411,281	506.96	76.317	509.67	69.451	502.91	70.314	503.80	64.007	504.69	65.846	505.46	57.897
6–8	258,155	572.31	91.238	543.70	75.083	548.64	68.292	542.04	64.497	560.23	72.206	551.29	62.804
9–12	268,611	594.34	101.318	563.02	95.091	573.76	76.383	547.95	72.703	583.81	81.771	569.40	73.224

**Table E-31: 2009–10 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

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

**Table E-32: 2009–10 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	225,433	359.37	82.525	351.30	119.674	302.37	57.621	348.56	48.144	330.74	62.626	355.11	94.764
2	11,807	429.29	107.108	421.47	153.611	418.28	90.530	407.64	113.975	423.57	91.516	418.84	106.351
3–5	28,874	461.28	126.763	447.80	143.895	470.74	110.655	453.23	124.430	465.79	113.656	457.93	118.178
6–8	24,257	506.49	159.294	475.05	154.087	521.09	119.260	490.40	140.401	513.57	134.662	497.84	135.865
9–12	34,428	535.46	160.201	493.07	161.302	552.15	123.268	504.96	135.715	543.58	136.824	521.05	136.286

**Table E-33: 2008–09 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K	5,276	373.22	64.09	366.30	102.77	n/a	n/a	n/a	n/a	n/a	n/a	369.55	77.06
1	179,992	424.59	58.49	431.41	81.87	n/a	n/a	n/a	n/a	n/a	n/a	427.76	64.61
2	176,098	471.63	57.60	479.04	76.13	442.17	64.77	448.27	80.46	456.67	53.83	459.90	56.53
3	160,147	478.35	74.11	487.70	67.06	477.38	66.17	489.18	67.47	477.63	61.91	482.78	55.76
4	135,258	513.13	73.72	513.96	72.57	507.20	64.17	512.65	63.59	509.92	61.25	511.36	55.50
5	118,512	539.12	72.87	534.28	78.67	529.01	64.73	528.43	62.85	533.82	61.53	532.34	56.72
6	102,527	559.16	92.43	527.79	72.43	533.54	64.63	531.38	61.32	546.09	69.70	537.59	59.66
7	94,686	574.19	94.01	544.42	77.67	547.75	66.43	543.12	62.45	560.72	71.46	551.99	61.96
8	82,946	582.63	96.24	553.49	83.88	558.06	67.72	550.71	64.54	570.09	73.36	560.84	65.01
9	83,558	573.67	96.95	546.45	90.62	556.37	72.68	551.51	71.91	564.74	76.77	556.62	68.54
10	75,684	587.05	99.93	553.90	96.79	569.98	74.99	556.65	75.62	578.24	79.92	566.52	72.79
11	63,299	597.87	100.92	563.15	98.37	580.38	76.33	561.18	77.02	588.84	81.40	575.27	74.45
12	55,134	599.07	111.13	567.07	105.26	583.63	83.11	557.66	87.73	591.07	90.52	576.48	84.10

**Table E-34: 2008–09 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–2	*361,366	446.76	63.30	453.67	83.60	442.17	64.77	448.27	80.46	456.67	53.83	442.57	63.69
3–5	413,917	507.11	77.76	509.62	74.83	501.91	68.49	508.09	66.91	504.27	65.79	506.31	59.56
6–8	280,159	571.19	94.61	541.02	78.46	545.60	66.92	541.07	63.17	558.14	72.07	549.34	62.79
9–12	277,675	587.88	102.14	556.38	97.44	570.97	77.06	556.34	77.51	579.14	82.24	567.51	74.77

\*N-count for grade span K–2 is 361,366 overall, but reading and writing include only grade 2 data, for which the N-count is 176,098.

**Table E-35: 2008–09 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K	208,916	352.02	76.59	345.71	120.44	n/a	n/a	n/a	n/a	n/a	n/a	348.67	92.50
1	20,279	401.30	94.19	393.55	138.91	n/a	n/a	n/a	n/a	n/a	n/a	397.21	112.81
2	13,599	428.24	106.43	416.00	153.20	419.33	89.71	405.71	119.02	423.57	91.98	416.99	107.56
3	12,037	436.66	119.45	430.40	137.53	443.48	100.38	436.31	123.44	439.87	104.52	436.38	111.54
4	10,656	462.90	130.51	448.19	149.25	471.12	109.28	456.05	131.17	466.80	115.38	459.23	122.20
5	9,823	479.35	136.41	462.43	157.18	489.69	116.35	470.63	134.17	484.30	122.10	475.19	128.49
6	9,641	504.04	154.47	469.94	147.95	514.01	111.98	484.32	134.15	508.80	128.01	492.66	129.45
7	9,882	500.11	159.86	469.78	157.76	516.54	117.50	484.55	140.79	508.10	133.95	492.32	136.42
8	8,289	509.51	159.82	478.10	158.76	529.37	119.05	496.21	138.93	519.22	134.41	502.88	136.49
9	16,828	516.03	167.97	479.76	166.12	532.33	127.04	499.87	152.45	523.94	142.73	506.63	145.15
10	10,525	526.99	159.73	486.49	158.27	542.86	121.53	508.77	142.70	534.68	135.57	515.91	136.48
11	8,268	548.04	158.02	510.37	153.60	562.13	119.55	527.19	139.57	554.83	133.77	536.57	133.62
12	5,828	566.51	148.86	529.37	145.82	574.15	116.42	539.58	130.28	570.07	127.33	552.04	125.56

**Table E-36: 2008–09 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–2	*242,794	360.41	82.95	353.65	125.75	419.33	89.71	405.71	119.02	423.57	91.98	356.55	97.31
3–5	32,516	458.16	129.61	445.91	148.11	466.50	109.99	453.15	130.06	462.12	115.10	455.60	121.42
6–8	27,812	504.27	158.04	472.31	154.77	519.49	116.27	487.95	138.06	511.66	132.15	495.59	134.14
9–12	41,449	532.30	162.35	494.55	159.95	546.83	123.69	513.17	145.23	539.31	138.09	521.34	139.05

\*N-count for grade span K–2 is 242,794 overall, but reading and writing include only grade 2 data, for which the N-count is 13,599.

**Table E-37: 2007–08 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K	5,967	372.40	60.55	360.94	105.58	n/a	n/a	n/a	n/a	n/a	n/a	366.43	77.49
1	182,795	422.03	57.11	428.35	82.76	n/a	n/a	n/a	n/a	n/a	n/a	424.94	64.50
2	168,016	462.64	58.94	469.03	74.50	433.15	66.91	444.65	77.49	447.65	54.55	451.99	55.85
3	153,171	470.61	73.92	484.54	67.93	471.44	63.16	483.22	67.52	470.75	60.28	477.08	54.69
4	135,399	510.18	75.09	508.82	72.87	500.76	63.51	505.57	63.16	505.21	61.66	505.96	55.49
5	128,432	537.22	73.24	528.26	77.00	526.12	65.96	522.02	61.29	531.42	62.18	528.03	56.17
6	109,440	554.25	89.32	523.40	72.63	531.19	66.28	527.44	60.81	542.47	69.34	533.69	59.26
7	92,909	567.59	92.08	538.50	77.38	542.13	67.81	535.70	63.08	554.61	71.54	545.60	61.92
8	87,158	580.35	95.06	548.39	82.36	555.51	68.09	544.54	64.97	567.68	73.56	556.82	64.74
9	81,401	567.78	95.51	538.34	91.22	553.88	71.45	546.11	71.49	560.54	75.76	551.15	68.53
10	74,483	577.32	100.86	546.23	99.98	566.48	74.15	550.61	76.19	571.61	80.10	559.78	74.17
11	63,845	589.99	100.71	557.96	100.82	577.79	74.31	555.35	76.10	583.61	80.43	569.90	74.35
12	51,770	591.14	108.12	564.65	106.02	580.53	82.03	552.35	86.63	585.56	88.63	571.79	82.99

**Table E-38: 2007–08 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–2	*356,778	440.32	62.06	446.38	82.70	433.15	66.91	444.65	77.49	447.65	54.55	436.70	62.96
3–5	417,002	503.97	79.07	505.89	74.63	497.80	67.97	502.43	66.21	500.62	66.23	502.15	59.26
6–8	289,507	566.39	92.59	535.77	77.89	542.02	68.05	535.24	63.20	553.96	72.08	544.48	62.53
9–12	271,499	580.08	101.16	550.14	99.35	568.04	75.72	550.71	77.01	573.77	81.26	561.86	74.83

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

**Table E-39: 2007–08 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K	208,415	350.85	72.91	339.78	123.32	n/a	n/a	n/a	n/a	n/a	n/a	345.10	93.04
1	22,266	392.03	94.85	381.09	141.01	n/a	n/a	n/a	n/a	n/a	n/a	386.35	114.49
2	15,674	414.04	110.18	397.55	155.48	408.74	90.20	396.93	118.84	411.19	93.76	403.99	109.37
3	13,853	424.92	119.54	418.94	140.72	435.23	97.28	423.39	123.60	429.85	103.00	425.30	111.43
4	12,897	453.24	130.49	437.98	150.22	461.14	107.34	443.32	128.81	456.97	114.47	448.60	121.54
5	11,983	472.00	137.30	451.48	157.19	481.64	116.38	457.74	132.44	476.60	122.60	465.39	128.42
6	11,841	493.14	151.82	461.00	147.91	505.41	111.24	472.54	133.82	499.06	126.44	482.60	128.53
7	12,048	496.85	158.08	463.67	155.60	511.96	115.70	475.25	139.42	504.20	132.23	486.51	134.80
8	10,528	503.12	159.42	469.96	158.57	520.72	117.16	482.72	139.64	511.71	133.70	493.71	136.33
9	21,243	503.99	165.35	472.33	162.69	524.91	122.69	488.42	149.29	514.21	139.32	497.05	141.99
10	12,921	517.76	156.02	485.98	158.87	538.23	115.90	501.35	137.86	527.74	130.70	510.47	132.96
11	9,926	544.82	148.82	510.67	152.59	558.57	112.86	522.03	130.11	551.43	125.76	533.65	126.84
12	6,372	559.01	139.57	529.49	139.85	570.23	106.64	532.38	121.30	564.36	117.76	547.41	116.85

**Table E-40: 2007–08 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–2	*246,355	358.59	80.19	347.19	128.50	408.74	90.20	396.93	118.84	411.19	93.76	352.57	97.91
3–5	38,733	448.92	130.34	435.35	149.73	458.21	108.50	440.66	128.90	453.34	114.78	445.46	121.38
6–8	34,417	497.49	156.42	464.68	153.97	512.39	114.80	476.60	137.65	504.73	130.82	487.36	133.23
9–12	50,462	522.49	158.03	490.58	158.33	540.66	118.31	503.89	140.38	531.33	133.23	514.05	135.07

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

**Table E-41: 2006–07 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

Grade	N	Listening/Speaking		Listening		Speaking		Reading		Writing		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K	7,143	340.50	91.66	354.02	77.21	327.41	118.11	n/a	n/a	n/a	n/a	340.50	91.66
1	168,999	414.77	68.59	415.34	63.11	414.68	86.86	n/a	n/a	n/a	n/a	414.77	68.59
2	158,997	462.10	64.54	463.00	63.73	461.68	79.51	431.42	67.11	438.34	81.27	448.24	58.11
3	149,266	471.98	60.25	466.49	70.84	477.92	68.30	467.81	63.76	479.34	68.64	472.52	54.84
4	143,822	504.09	62.68	504.26	73.20	504.40	72.29	498.86	62.93	502.65	63.97	502.17	55.23
5	129,088	523.24	64.61	526.37	73.27	520.64	76.75	519.03	63.88	516.35	62.61	520.22	56.17
6	103,392	535.38	75.49	548.31	94.25	522.97	77.91	518.25	66.23	522.86	64.15	527.72	62.42
7	94,727	551.85	80.27	567.07	99.97	537.17	82.57	532.95	68.23	532.62	65.50	542.08	65.67
8	87,490	563.05	85.01	580.19	104.13	546.48	87.88	547.43	70.11	540.67	68.17	553.31	69.50
9	82,319	549.39	83.91	562.96	93.93	536.40	96.11	551.64	71.75	546.52	76.09	549.01	70.50
10	75,913	558.78	89.57	572.28	98.08	545.84	103.33	563.71	73.96	551.14	80.07	557.87	74.91
11	61,375	567.88	90.08	581.51	99.32	554.80	103.65	574.90	75.03	555.37	80.75	566.27	75.67
12	48,581	573.64	94.93	586.12	105.48	561.72	106.61	579.87	80.67	554.83	88.06	570.27	81.71

**Table E-42: 2006–07 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

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

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



**Table E-43: 2006–07 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

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

**Table E-44: 2006–07 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

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

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

**Appendix F: Descriptive Statistics and Domain Correlations**

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

**Annual Assessment Data**

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	180,905	439.94	70.582	220	570
Speaking	180,905	449.66	76.934	140	630
Reading	180,905	375.80	79.160	220	570
Writing	180,905	380.23	58.189	220	600

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

Domain	Listening	Speaking	Reading	Writing
Listening	1.000	0.713	0.563	0.574
Speaking	0.713	1.000	0.532	0.526
Reading	0.563	0.532	1.000	0.731
Writing	0.574	0.526	0.731	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	138,916	483.83	61.602	220	570
Speaking	138,916	492.23	76.614	140	630
Reading	138,916	443.78	70.330	280	650
Writing	138,916	461.99	70.341	220	690

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

Domain	Listening	Speaking	Reading	Writing
<b>Listening</b>	1.000	0.679	0.499	0.557
<b>Speaking</b>	0.679	1.000	0.411	0.488
<b>Reading</b>	0.499	0.411	1.000	0.707
<b>Writing</b>	0.557	0.488	0.707	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
<b>Listening</b>	366,896	511.18	83.497	220	640
<b>Speaking</b>	366,896	519.70	75.191	200	720
<b>Reading</b>	366,896	490.49	76.690	280	700
<b>Writing</b>	366,896	505.09	67.103	220	740

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

Domain	Listening	Speaking	Reading	Writing
<b>Listening</b>	1.000	0.585	0.605	0.616
<b>Speaking</b>	0.585	1.000	0.507	0.572
<b>Reading</b>	0.605	0.507	1.000	0.724
<b>Writing</b>	0.616	0.572	0.724	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
<b>Listening</b>	215,820	556.44	104.921	230	715
<b>Speaking</b>	215,820	539.50	80.395	225	720
<b>Reading</b>	215,820	537.29	80.454	320	750
<b>Writing</b>	215,820	538.95	72.010	220	780

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

Domain	Listening	Speaking	Reading	Writing
<b>Listening</b>	1.000	0.629	0.629	0.643
<b>Speaking</b>	0.629	1.000	0.546	0.648
<b>Reading</b>	0.629	0.546	1.000	0.701
<b>Writing</b>	0.643	0.648	0.701	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
<b>Listening</b>	188,314	573.35	117.699	230	725
<b>Speaking</b>	188,314	554.80	103.962	235	740
<b>Reading</b>	188,314	565.30	90.060	320	770
<b>Writing</b>	188,314	544.73	90.944	220	810

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

Domain	Listening	Speaking	Reading	Writing
<b>Listening</b>	1.000	0.692	0.721	0.721
<b>Speaking</b>	0.692	1.000	0.654	0.729
<b>Reading</b>	0.721	0.654	1.000	0.752
<b>Writing</b>	0.721	0.729	0.752	1.000

**Initial Assessment Data**

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
<b>Listening</b>	188,967	357.59	91.352	220	570
<b>Speaking</b>	188,967	366.19	114.345	140	630
<b>Reading</b>	188,967	274.27	64.681	220	570
<b>Writing</b>	188,967	282.69	60.603	220	600

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

Domain	Listening	Speaking	Reading	Writing
<b>Listening</b>	1.000	0.718	0.540	0.521
<b>Speaking</b>	0.718	1.000	0.481	0.435
<b>Reading</b>	0.540	0.481	1.000	0.760
<b>Writing</b>	0.521	0.435	0.760	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
<b>Listening</b>	10,586	389.755	130.152	220	570
<b>Speaking</b>	10,586	361.648	174.642	140	630
<b>Reading</b>	10,586	397.973	97.519	280	650
<b>Writing</b>	10,586	382.941	124.302	220	690

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

Domain	Listening	Speaking	Reading	Writing
<b>Listening</b>	1.000	0.921	0.756	0.830
<b>Speaking</b>	0.921	1.000	0.728	0.819
<b>Reading</b>	0.756	0.728	1.000	0.844
<b>Writing</b>	0.830	0.819	0.844	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
<b>Listening</b>	26,739	413.908	143.928	220	640
<b>Speaking</b>	26,739	394.534	161.918	200	720
<b>Reading</b>	26,739	432.345	115.535	280	700
<b>Writing</b>	26,739	412.181	140.103	220	740

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

Domain	Listening	Speaking	Reading	Writing
<b>Listening</b>	1.000	0.844	0.806	0.852
<b>Speaking</b>	0.844	1.000	0.771	0.868
<b>Reading</b>	0.806	0.771	1.000	0.851
<b>Writing</b>	0.852	0.868	0.851	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
<b>Listening</b>	22,876	426.509	175.387	230	715
<b>Speaking</b>	22,876	410.166	160.999	225	720
<b>Reading</b>	22,876	478.708	127.997	320	750
<b>Writing</b>	22,876	433.768	153.779	220	780

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

Domain	Listening	Speaking	Reading	Writing
<b>Listening</b>	1.000	0.853	0.827	0.835
<b>Speaking</b>	0.853	1.000	0.824	0.887
<b>Reading</b>	0.827	0.824	1.000	0.864
<b>Writing</b>	0.835	0.887	0.864	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
<b>Listening</b>	33,957	459.22	178.061	230	725
<b>Speaking</b>	33,957	419.83	168.199	235	740
<b>Reading</b>	33,957	502.73	139.093	320	770
<b>Writing</b>	33,957	442.46	162.226	220	810

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

<b>Domain</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>Listening</b>	1.000	0.844	0.848	0.846
<b>Speaking</b>	0.844	1.000	0.838	0.879
<b>Reading</b>	0.848	0.838	1.000	0.878
<b>Writing</b>	0.846	0.879	0.878	1.000

**Appendix G: Classification Consistency and Accuracy**

Note: All values are based on annual assessment data.

**Table G-1: Classification Consistency and Accuracy, Listening**

<b>Grade</b>	<b>Accuracy</b>	<b>Consistency</b>	<b>Kappa</b>
<b>K</b>	0.677	0.564	0.579
<b>1</b>	0.676	0.563	0.578
<b>2</b>	0.678	0.564	0.560
<b>3</b>	0.569	0.454	0.441
<b>4</b>	0.597	0.477	0.464
<b>5</b>	0.614	0.488	0.474
<b>6</b>	0.614	0.490	0.475
<b>7</b>	0.617	0.493	0.485
<b>8</b>	0.616	0.497	0.475
<b>9</b>	0.582	0.456	0.441
<b>10</b>	0.576	0.459	0.438
<b>11</b>	0.573	0.457	0.431
<b>12</b>	0.573	0.457	0.435

**Table G-2: Classification Consistency and Accuracy, Speaking**

<b>Grade</b>	<b>Accuracy</b>	<b>Consistency</b>	<b>Kappa</b>
<b>K</b>	0.760	0.660	0.673
<b>1</b>	0.751	0.648	0.660
<b>2</b>	0.719	0.612	0.608
<b>3</b>	0.754	0.657	0.649
<b>4</b>	0.739	0.638	0.627
<b>5</b>	0.729	0.626	0.611
<b>6</b>	0.700	0.594	0.585
<b>7</b>	0.704	0.601	0.587
<b>8</b>	0.717	0.613	0.611
<b>9</b>	0.740	0.637	0.644
<b>10</b>	0.745	0.645	0.653
<b>11</b>	0.746	0.645	0.653
<b>12</b>	0.751	0.650	0.661



**Table G-3: Classification Consistency and Accuracy, Reading**

<b>Grade</b>	<b>Accuracy</b>	<b>Consistency</b>	<b>Kappa</b>
<b>K</b>	0.758	0.665	0.646
<b>1</b>	0.713	0.614	0.603
<b>2</b>	0.742	0.635	0.644
<b>3</b>	0.681	0.572	0.564
<b>4</b>	0.738	0.652	0.611
<b>5</b>	0.729	0.632	0.623
<b>6</b>	0.667	0.551	0.565
<b>7</b>	0.676	0.560	0.585
<b>8</b>	0.692	0.575	0.606
<b>9</b>	0.639	0.522	0.536
<b>10</b>	0.668	0.550	0.571
<b>11</b>	0.672	0.556	0.582
<b>12</b>	0.675	0.558	0.587

**Table G-4: Classification Consistency and Accuracy, Writing**

<b>Grade</b>	<b>Accuracy</b>	<b>Consistency</b>	<b>Kappa</b>
<b>K</b>	0.732	0.626	0.614
<b>1</b>	0.672	0.577	0.554
<b>2</b>	0.745	0.647	0.660
<b>3</b>	0.723	0.624	0.619
<b>4</b>	0.714	0.617	0.587
<b>5</b>	0.690	0.584	0.571
<b>6</b>	0.689	0.580	0.584
<b>7</b>	0.686	0.580	0.580
<b>8</b>	0.692	0.581	0.590
<b>9</b>	0.641	0.531	0.538
<b>10</b>	0.649	0.541	0.550
<b>11</b>	0.652	0.544	0.551
<b>12</b>	0.656	0.550	0.559

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

Grade	Accuracy at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.934	0.890	0.894	0.949
1	0.965	0.918	0.879	0.907
2	0.985	0.943	0.870	0.872
3	0.928	0.867	0.837	0.891
4	0.954	0.898	0.836	0.878
5	0.969	0.921	0.836	0.864
6	0.943	0.888	0.828	0.895
7	0.956	0.902	0.826	0.882
8	0.957	0.904	0.823	0.884
9	0.932	0.862	0.827	0.902
10	0.933	0.867	0.829	0.895
11	0.944	0.883	0.825	0.872
12	0.939	0.880	0.825	0.873

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

Grade	Accuracy at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.969	0.925	0.906	0.953
1	0.983	0.951	0.894	0.916
2	0.991	0.968	0.879	0.864
3	0.990	0.962	0.903	0.895
4	0.991	0.970	0.902	0.868
5	0.992	0.974	0.895	0.851
6	0.988	0.953	0.872	0.884
7	0.990	0.961	0.878	0.872
8	0.991	0.964	0.880	0.877
9	0.985	0.964	0.884	0.903
10	0.983	0.967	0.888	0.904
11	0.985	0.970	0.896	0.892
12	0.984	0.969	0.899	0.894

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

Grade	Accuracy at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.948	0.892	0.934	0.984
1	0.903	0.883	0.928	0.969
2	0.876	0.897	0.941	0.966
3	0.838	0.838	0.921	0.951
4	0.887	0.885	0.923	0.963
5	0.926	0.912	0.899	0.948
6	0.892	0.867	0.888	0.938
7	0.916	0.890	0.889	0.926
8	0.927	0.905	0.893	0.925
9	0.888	0.863	0.890	0.947
10	0.903	0.882	0.895	0.948
11	0.923	0.899	0.889	0.929
12	0.922	0.899	0.888	0.928

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

Grade	Accuracy at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.965	0.888	0.903	0.975
1	0.875	0.873	0.925	0.985
2	0.935	0.907	0.921	0.971
3	0.937	0.897	0.922	0.963
4	0.954	0.914	0.894	0.943
5	0.968	0.924	0.867	0.921
6	0.963	0.923	0.872	0.926
7	0.969	0.933	0.870	0.911
8	0.971	0.943	0.876	0.898
9	0.957	0.913	0.862	0.899
10	0.959	0.922	0.863	0.894
11	0.962	0.929	0.869	0.881
12	0.960	0.925	0.872	0.888

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

Grade	Consistency at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.907	0.841	0.854	0.925
1	0.950	0.882	0.834	0.865
2	0.977	0.917	0.815	0.826
3	0.897	0.817	0.772	0.841
4	0.934	0.856	0.773	0.824
5	0.955	0.885	0.768	0.805
6	0.926	0.841	0.757	0.848
7	0.942	0.862	0.757	0.831
8	0.942	0.863	0.753	0.837
9	0.907	0.804	0.758	0.863
10	0.909	0.810	0.762	0.861
11	0.925	0.832	0.756	0.834
12	0.919	0.827	0.757	0.834

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

Grade	Consistency at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.955	0.892	0.865	0.933
1	0.975	0.930	0.846	0.880
2	0.987	0.952	0.824	0.814
3	0.984	0.946	0.861	0.854
4	0.986	0.955	0.856	0.817
5	0.987	0.960	0.845	0.797
6	0.982	0.931	0.820	0.840
7	0.985	0.942	0.827	0.825
8	0.986	0.948	0.830	0.830
9	0.977	0.948	0.836	0.864
10	0.974	0.952	0.842	0.865
11	0.977	0.956	0.852	0.848
12	0.976	0.955	0.857	0.850

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

Grade	Consistency at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.931	0.848	0.906	0.976
1	0.863	0.836	0.896	0.966
2	0.828	0.849	0.912	0.948
3	0.789	0.771	0.891	0.933
4	0.844	0.836	0.891	0.949
5	0.896	0.875	0.860	0.929
6	0.854	0.812	0.838	0.910
7	0.885	0.844	0.841	0.893
8	0.898	0.863	0.846	0.894
9	0.847	0.805	0.842	0.923
10	0.864	0.830	0.850	0.923
11	0.891	0.854	0.842	0.898
12	0.890	0.854	0.840	0.895

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

Grade	Consistency at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.948	0.841	0.864	0.964
1	0.826	0.824	0.896	0.980
2	0.907	0.867	0.891	0.958
3	0.910	0.854	0.890	0.948
4	0.934	0.877	0.854	0.918
5	0.955	0.892	0.816	0.888
6	0.948	0.890	0.823	0.895
7	0.956	0.905	0.821	0.877
8	0.959	0.917	0.823	0.857
9	0.939	0.874	0.807	0.860
10	0.941	0.886	0.813	0.851
11	0.945	0.896	0.819	0.834
12	0.943	0.891	0.823	0.843

**Appendix H: Raw Score to Scale Score Tables**

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

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

**Table H-1: Raw Score to Scale Score, Listening, Kindergarten**

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

Grade	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<b>K</b>	184–345	346–396	397–447	448–498	499–598
<b>1</b>	184–357	358–405	406–455	456–508	509–598
<b>2</b>	215–396	397–446	447–495	496–539	540–635
<b>3</b>	230–414	415–459	460–513	514–556	557–700
<b>4</b>	230–432	433–472	473–530	531–574	575–700
<b>5</b>	230–437	438–482	483–538	539–586	587–700
<b>6</b>	248–441	442–491	492–551	552–601	602–741
<b>7</b>	248–446	447–501	502–555	556–609	610–741
<b>8</b>	248–452	453–509	510–568	569–622	623–741
<b>9</b>	251–457	458–517	518–578	579–637	638–761
<b>10</b>	251–463	464–527	528–590	591–651	652–761
<b>11</b>	251–463	464–527	528–590	591–651	652–761
<b>12</b>	251–463	464–527	528–590	591–651	652–761

Note: The Overall Scale Score for kindergarten and grade 1 was based on the following calculation: listening, 45%; speaking, 45%; reading, 5%; writing, 5%. The Overall Scale Score for grades 2–12 was calculated as the average of the scale scores of the four domains: listening, speaking, reading, and writing.

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

<b>Grade</b>	<b>Beginning</b>	<b>Early Intermediate</b>	<b>Intermediate</b>	<b>Early Advanced</b>	<b>Advanced</b>
<b>K</b>	220–296	297–353	354–416	417–484	485–570
<b>1</b>	220–358	359–400	401–460	461–535	536–570
<b>2</b>	250–397	398–448	449–499	500–539	540–610
<b>3</b>	250–417	418–461	462–519	520–563	564–670
<b>4</b>	250–437	438–475	476–538	539–588	589–670
<b>5</b>	250–443	444–487	488–549	550–601	602–670
<b>6</b>	275–446	447–499	500–568	569–622	623–732
<b>7</b>	275–450	451–511	512–571	572–630	631–732
<b>8</b>	275–461	462–524	525–590	591–647	648–732
<b>9</b>	275–471	472–537	538–604	605–668	669–747
<b>10</b>	275–482	483–551	552–621	622–687	688–747
<b>11</b>	275–482	483–551	552–621	622–687	688–747
<b>12</b>	275–482	483–551	552–621	622–687	688–747

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

**Appendix I: Scale Score Frequency Distributions**

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

**Annual Assessment Data**

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	6,480	3.6	6,480	3.6
285	3,830	2.1	10,310	5.7
338	5,003	2.8	15,313	8.5
363	6,181	3.4	21,494	11.9
380	7,704	4.3	29,198	16.1
393	9,419	5.2	38,617	21.3
402	1	.0	38,618	21.3
406	11,135	6.2	49,753	27.5
418	12,658	7.0	62,411	34.5
430	13,884	7.7	76,295	42.2
442	15,109	8.4	91,404	50.5
454	15,537	8.6	106,941	59.1
457	1	.0	106,942	59.1
467	15,620	8.6	122,562	67.7
480	15,117	8.4	137,679	76.1
487	1	.0	137,680	76.1
494	13,826	7.6	151,506	83.7
509	11,766	6.5	163,272	90.3
523	1	.0	163,273	90.3
528	9,085	5.0	172,358	95.3
562	5,883	3.3	178,241	98.5
570	2,664	1.5	180,905	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,174	1.6	2,174	1.6
285	723	.5	2,897	2.1
338	972	.7	3,869	2.8
363	1,309	.9	5,178	3.7
380	1,770	1.3	6,948	5.0
393	2,361	1.7	9,309	6.7
406	3,205	2.3	12,514	9.0
418	4,453	3.2	16,967	12.2
428	1	.0	16,968	12.2
430	5,736	4.1	22,704	16.3
442	7,559	5.4	30,263	21.8
454	9,471	6.8	39,734	28.6
467	11,902	8.6	51,636	37.2
471	1	.0	51,637	37.2
480	14,204	10.2	65,841	47.4
494	16,442	11.8	82,283	59.2
509	18,107	13.0	100,390	72.3
528	16,961	12.2	117,351	84.5
557	1	.0	117,352	84.5
562	13,734	9.9	131,086	94.4
570	7,830	5.6	138,916	100.0

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	6,786	1.8	6,786	1.8
241	3,213	.9	9,999	2.7
335	5,155	1.4	15,154	4.1
372	8,016	2.2	23,170	6.3
373	1	.0	23,171	6.3
398	1	.0	23,172	6.3
399	11,670	3.2	34,842	9.5
423	15,937	4.3	50,779	13.8
444	21,184	5.8	71,963	19.6
461	1	.0	71,964	19.6
464	26,753	7.3	98,717	26.9
480	3	.0	98,720	26.9
484	31,956	8.7	130,676	35.6
499	3	.0	130,679	35.6
502	37,103	10.1	167,782	45.7
521	40,782	11.1	208,564	56.8
537	1	.0	208,565	56.8
541	42,390	11.6	250,955	68.4
559	3	.0	250,958	68.4
563	40,542	11.0	291,500	79.5
589	35,583	9.7	327,083	89.1
627	2	.0	327,085	89.1
633	26,602	7.3	353,687	96.4
640	13,209	3.6	366,896	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	9,904	4.6	9,904	4.6
350	4,049	1.9	13,953	6.5
410	5,244	2.4	19,197	8.9
445	6,602	3.1	25,799	12.0
471	8,700	4.0	34,499	16.0
494	11,253	5.2	45,752	21.2
514	14,571	6.8	60,323	28.0
534	18,465	8.6	78,788	36.5
555	22,700	10.5	101,488	47.0
576	25,524	11.8	127,012	58.9
599	27,109	12.6	154,121	71.4
625	25,059	11.6	179,180	83.0
660	19,933	9.2	199,113	92.3
715	16,707	7.7	215,820	100.0

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	10,314	5.5	10,314	5.5
363	3,773	2.0	14,087	7.5
414	1	.0	14,088	7.5
417	5,052	2.7	19,140	10.2
452	6,278	3.3	25,418	13.5
477	1	.0	25,419	13.5
480	7,896	4.2	33,315	17.7
502	1	.0	33,316	17.7
505	9,817	5.2	43,133	22.9
528	12,171	6.5	55,304	29.4
551	15,272	8.1	70,576	37.5
573	1	.0	70,577	37.5
575	18,273	9.7	88,850	47.2
599	21,817	11.6	110,667	58.8
627	22,984	12.2	133,651	71.0
630	3	.0	133,654	71.0
659	22,306	11.8	155,960	82.8
666	2	.0	155,962	82.8
700	18,068	9.6	174,030	92.4
710	1	.0	174,031	92.4
725	14,283	7.6	188,314	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	4,306	2.4	4,306	2.4
268	1,211	.7	5,517	3.0
297	1,136	.6	6,653	3.7
316	1,182	.7	7,835	4.3
330	1,314	.7	9,149	5.1
342	1,575	.9	10,724	5.9
353	1,812	1.0	12,536	6.9
362	2,078	1.1	14,614	8.1
370	2,515	1.4	17,129	9.5
378	2,858	1.6	19,987	11.0
386	3,382	1.9	23,369	12.9
392	3,865	2.1	27,234	15.1
399	4,386	2.4	31,620	17.5
406	4,877	2.7	36,497	20.2
412	5,405	3.0	41,902	23.2
417	1	.0	41,903	23.2
418	5,863	3.2	47,766	26.4
424	6,198	3.4	53,964	29.8
429	1	.0	53,965	29.8
430	6,867	3.8	60,832	33.6
435	1	.0	60,833	33.6
436	7,511	4.2	68,344	37.8
441	1	.0	68,345	37.8
442	8,100	4.5	76,445	42.3
449	8,901	4.9	85,346	47.2
453	1	.0	85,347	47.2
455	9,791	5.4	95,138	52.6
463	10,659	5.9	105,797	58.5
471	11,832	6.5	117,629	65.0
479	12,082	6.7	129,711	71.7

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
490	12,826	7.1	142,537	78.8
503	12,355	6.8	154,892	85.6
522	11,384	6.3	166,276	91.9
552	9,475	5.2	175,751	97.2
630	5,154	2.8	180,905	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	2,261	1.6	2,261	1.6
268	337	.2	2,598	1.9
297	268	.2	2,866	2.1
316	278	.2	3,144	2.3
330	299	.2	3,443	2.5
342	337	.2	3,780	2.7
353	411	.3	4,191	3.0
362	440	.3	4,631	3.3
370	489	.4	5,120	3.7
378	590	.4	5,710	4.1
386	723	.5	6,433	4.6
389	1	.0	6,434	4.6
392	838	.6	7,272	5.2
399	998	.7	8,270	6.0
406	1,274	.9	9,544	6.9
412	1,471	1.1	11,015	7.9
418	1,788	1.3	12,803	9.2
424	2,123	1.5	14,926	10.7
430	2,552	1.8	17,478	12.6
435	1	.0	17,479	12.6
436	3,142	2.3	20,621	14.8
442	3,811	2.7	24,432	17.6
449	4,536	3.3	28,968	20.9
455	5,758	4.1	34,726	25.0
463	6,992	5.0	41,718	30.0
471	8,771	6.3	50,489	36.3
479	10,791	7.8	61,280	44.1
490	13,383	9.6	74,663	53.7
503	15,612	11.2	90,275	65.0
519	1	.0	90,276	65.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
522	17,672	12.7	107,948	77.7
552	17,769	12.8	125,717	90.5
576	1	.0	125,718	90.5
630	13,198	9.5	138,916	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
200	5,994	1.6	5,994	1.6
319	1,241	.3	7,235	2.0
324	1.00	.0	7,236	2.0
350	1,137	.3	8,373	2.3
369	1,144	.3	9,517	2.6
383	1,234	.3	10,751	2.9
394	1,496	.4	12,247	3.3
404	1,807	.5	14,054	3.8
413	2,279	.6	16,333	4.5
421	2,824	.8	19,157	5.2
429	3,548	1.0	22,705	6.2
436	4,288	1.2	26,993	7.4
443	5,094	1.4	32,087	8.7
449	5,924	1.6	38,011	10.4
456	6,840	1.9	44,851	12.2
462	7,976	2.2	52,827	14.4
468	9,181	2.5	62,008	16.9
474	10,633	2.9	72,641	19.8
478	2	.0	72,643	19.8
480	11,973	3.3	84,616	23.1
485	1	.0	84,617	23.1
486	13,667	3.7	98,284	26.8
492	15,858	4.3	114,142	31.1
499	18,342	5.0	132,484	36.1
506	20,572	5.6	153,056	41.7
513	23,549	6.4	176,605	48.1
515	2	.0	176,607	48.1
522	26,599	7.2	203,206	55.4
524	2	.0	203,208	55.4
531	29,387	8.0	232,595	63.4



Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
542	31,535	8.6	264,130	72.0
546	2	.0	264,132	72.0
556	32,469	8.8	296,601	80.8
560	2	.0	296,603	80.8
576	30,414	8.3	327,017	89.1
578	3	.0	327,020	89.1
607	24,900	6.8	351,920	95.9
720	14,976	4.1	366,896	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
225	4,840	2.2	4,840	2.2
286	1,146	.5	5,986	2.8
329	914	.4	6,900	3.2
356	798	.4	7,698	3.6
375	798	.4	8,496	3.9
390	867	.4	9,363	4.3
397	1	.0	9,364	4.3
403	906	.4	10,270	4.8
415	1,090	.5	11,360	5.3
426	1,311	.6	12,671	5.9
435	1,693	.8	14,364	6.7
445	1,965	.9	16,329	7.6
453	2,462	1.1	18,791	8.7
462	3,118	1.4	21,909	10.2
470	3,918	1.8	25,827	12.0
479	4,865	2.3	30,692	14.2
481	2	.0	30,694	14.2
487	6,017	2.8	36,711	17.0
495	7,637	3.5	44,348	20.5
496	1	.0	44,349	20.5
503	9,368	4.3	53,717	24.9
512	11,442	5.3	65,159	30.2
513	1	.0	65,160	30.2
521	13,552	6.3	78,712	36.5
522	2	.0	78,714	36.5
531	15,441	7.2	94,155	43.6
541	17,498	8.1	111,653	51.7
553	18,856	8.7	130,509	60.5
555	1	.0	130,510	60.5
566	19,476	9.0	149,986	69.5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
580	18,558	8.6	168,544	78.1
597	16,344	7.6	184,888	85.7
618	12,961	6.0	197,849	91.7
637	1	.0	197,850	91.7
647	9,598	4.4	207,448	96.1
693	5,564	2.6	213,012	98.7
720	2,808	1.3	215,820	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
235	9,346	5.0	9,346	5.0
335	2,448	1.3	11,794	6.3
375	1,814	1.0	13,608	7.2
399	1,556	.8	15,164	8.1
416	1,494	.8	16,658	8.8
429	1,424	.8	18,082	9.6
441	1,462	.8	19,544	10.4
451	1,504	.8	21,048	11.2
460	1,641	.9	22,689	12.0
468	1,864	1.0	24,553	13.0
476	2,007	1.1	26,560	14.1
484	2,232	1.2	28,792	15.3
491	2,708	1.4	31,500	16.7
492	1	.0	31,501	16.7
499	3,345	1.8	34,846	18.5
506	3,825	2.0	38,671	20.5
513	4,555	2.4	43,226	23.0
521	5,535	2.9	48,761	25.9
529	6,489	3.4	55,250	29.3
537	7,799	4.1	63,049	33.5
541	1	.0	63,050	33.5
545	9,266	4.9	72,316	38.4
551	1	.0	72,317	38.4
555	10,733	5.7	83,050	44.1
562	1	.0	83,051	44.1
564	12,131	6.4	95,182	50.5
575	13,733	7.3	108,915	57.8
588	14,561	7.7	123,476	65.6
602	14,870	7.9	138,346	73.5
618	14,638	7.8	152,984	81.2

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>620</b>	1	.0	152,985	81.2
<b>639</b>	12,741	6.8	165,726	88.0
<b>643</b>	1	.0	165,727	88.0
<b>666</b>	10,690	5.7	176,417	93.7
<b>712</b>	7,454	4.0	183,871	97.6
<b>723</b>	2	.0	183,873	97.6
<b>740</b>	4,441	2.4	188,314	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,907	3.3	5,907	3.3
233	2,230	1.2	8,137	4.5
248	2,658	1.5	10,795	6.0
259	3,211	1.8	14,006	7.7
270	4,007	2.2	18,013	10.0
280	5,030	2.8	23,043	12.7
291	6,475	3.6	29,518	16.3
304	7,910	4.4	37,428	20.7
318	9,224	5.1	46,652	25.8
331	9,946	5.5	56,598	31.3
344	10,870	6.0	67,468	37.3
356	11,422	6.3	78,890	43.6
368	12,169	6.7	91,059	50.3
381	12,699	7.0	103,758	57.4
394	13,378	7.4	117,136	64.8
409	14,244	7.9	131,380	72.6
427	14,223	7.9	145,603	80.5
450	14,051	7.8	159,654	88.3
488	12,911	7.1	172,565	95.4
570	8,340	4.6	180,905	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	10,431	7.5	10,431	7.5
321	5,183	3.7	15,614	11.2
373	6,157	4.4	21,771	15.7
395	6,812	4.9	28,583	20.6
408	7,037	5.1	35,620	25.6
419	6,894	5.0	42,514	30.6
427	6,516	4.7	49,030	35.3
434	5,974	4.3	55,004	39.6
441	5,750	4.1	60,754	43.7
447	5,419	3.9	66,173	47.6
453	5,467	3.9	71,640	51.6
459	5,447	3.9	77,087	55.5
464	5,362	3.9	82,449	59.4
470	5,424	3.9	87,873	63.3
476	5,226	3.8	93,099	67.0
481	5,089	3.7	98,188	70.7
487	4,986	3.6	103,174	74.3
493	4,957	3.6	108,131	77.8
498	4,708	3.4	112,839	81.2
504	4,347	3.1	117,186	84.4
511	4,187	3.0	121,373	87.4
518	3,807	2.7	125,180	90.1
525	3,413	2.5	128,593	92.6
534	3,075	2.2	131,668	94.8
543	2,690	1.9	134,358	96.7
556	2,010	1.4	136,368	98.2
573	1,453	1.0	137,821	99.2
601	827	.6	138,648	99.8
650	268	.2	138,916	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	22,934	6.3	22,934	6.3
375	12,229	3.3	35,163	9.6
413	14,989	4.1	50,152	13.7
431	1	.0	50,153	13.7
433	16,241	4.4	66,394	18.1
446	2	.0	66,396	18.1
447	16,765	4.6	83,161	22.7
457	1	.0	83,162	22.7
458	16,352	4.5	99,514	27.1
466	15,450	4.2	114,964	31.3
474	14,592	4.0	129,556	35.3
481	13,876	3.8	143,432	39.1
488	13,359	3.6	156,791	42.7
494	13,254	3.6	170,045	46.3
499	13,330	3.6	183,375	50.0
505	13,254	3.6	196,629	53.6
510	13,306	3.6	209,935	57.2
515	1	.0	209,936	57.2
516	13,148	3.6	223,084	60.8
521	13,448	3.7	236,532	64.5
526	2	.0	236,534	64.5
527	13,489	3.7	250,023	68.1
531	1	.0	250,024	68.1
532	13,624	3.7	263,648	71.9
537	1	.0	263,649	71.9
538	13,409	3.7	277,058	75.5
544	13,238	3.6	290,296	79.1
549	1	.0	290,297	79.1
550	12,864	3.5	303,161	82.6
556	12,205	3.3	315,366	86.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
563	1	.0	315,367	86.0
564	11,315	3.1	326,682	89.0
570	1	.0	326,683	89.0
572	10,452	2.8	337,135	91.9
581	9,151	2.5	346,286	94.4
592	7,624	2.1	353,910	96.5
602	1	.0	353,911	96.5
605	5,851	1.6	359,762	98.1
620	1	.0	359,763	98.1
625	4,049	1.1	363,812	99.2
658	2,258	.6	366,070	99.8
700	826	.2	366,896	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	14,907	6.9	14,907	6.9
420	6,504	3.0	21,411	9.9
455	7,974	3.7	29,385	13.6
458	1	.0	29,386	13.6
475	8,720	4.0	38,106	17.7
477	2	.0	38,108	17.7
490	9,171	4.2	47,279	21.9
503	9,397	4.4	56,676	26.3
513	9,287	4.3	65,963	30.6
522	9,288	4.3	75,251	34.9
530	9,304	4.3	84,555	39.2
538	9,384	4.3	93,939	43.5
545	9,297	4.3	103,236	47.8
552	9,509	4.4	112,745	52.2
559	9,502	4.4	122,247	56.6
565	9,367	4.3	131,614	61.0
571	9,411	4.4	141,025	65.3
578	9,020	4.2	150,045	69.5
584	9,041	4.2	159,086	73.7
591	8,889	4.1	167,975	77.8
597	8,258	3.8	176,233	81.7
604	7,662	3.6	183,895	85.2
611	7,104	3.3	190,999	88.5
619	6,309	2.9	197,308	91.4
628	5,531	2.6	202,839	94.0
638	4,581	2.1	207,420	96.1
650	3,421	1.6	210,841	97.7
665	2,383	1.1	213,224	98.8
666	1	.0	213,225	98.8
685	1,511	.7	214,736	99.5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
720	823	.4	215,559	99.9
750	261	.1	215,820	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	11,366	6.0	11,366	6.0
397	3,960	2.1	15,326	8.1
447	5,163	2.7	20,489	10.9
474	6,020	3.2	26,509	14.1
494	6,728	3.6	33,237	17.6
509	7,293	3.9	40,530	21.5
522	1	.0	40,531	21.5
523	7,482	4.0	48,013	25.5
535	7,812	4.1	55,825	29.6
546	8,041	4.3	63,866	33.9
556	8,539	4.5	72,405	38.4
565	8,589	4.6	80,994	43.0
567	1	.0	80,995	43.0
574	8,979	4.8	89,974	47.8
582	9,121	4.8	99,095	52.6
586	1	.0	99,096	52.6
591	9,172	4.9	108,268	57.5
598	9,029	4.8	117,297	62.3
606	8,940	4.7	126,237	67.0
612	1	.0	126,238	67.0
614	8,821	4.7	135,059	71.7
622	8,466	4.5	143,525	76.2
630	7,983	4.2	151,508	80.5
639	7,567	4.0	159,075	84.5
647	1	.0	159,076	84.5
648	6,878	3.7	165,954	88.1
656	1	.0	165,955	88.1
657	6,135	3.3	172,090	91.4
666	2	.0	172,092	91.4
668	5,122	2.7	177,214	94.1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
677	1	.0	177,215	94.1
680	4,082	2.2	181,297	96.3
695	2,957	1.6	184,254	97.8
713	2,052	1.1	186,306	98.9
739	1,213	.6	187,519	99.6
770	795	.4	188,314	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,796	1.5	2,796	1.5
230	706	.4	3,502	1.9
247	1,058	.6	4,560	2.5
262	1,604	.9	6,164	3.4
275	2,296	1.3	8,460	4.7
287	3,042	1.7	11,502	6.4
299	3,958	2.2	15,460	8.5
310	5,250	2.9	20,710	11.4
320	6,405	3.5	27,115	15.0
331	8,092	4.5	35,207	19.5
342	9,876	5.5	45,083	24.9
353	12,350	6.8	57,433	31.7
363	14,266	7.9	71,699	39.6
374	16,125	8.9	87,824	48.5
385	16,580	9.2	104,404	57.7
396	15,824	8.7	120,228	66.5
407	14,221	7.9	134,449	74.3
419	12,496	6.9	146,945	81.2
431	10,335	5.7	157,280	86.9
444	8,233	4.6	165,513	91.5
460	6,240	3.4	171,753	94.9
480	4,503	2.5	176,256	97.4
511	3,014	1.7	179,270	99.1
600	1,635	.9	180,905	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,199	3.7	5,199	3.7
307	2,283	1.6	7,482	5.4
356	2,609	1.9	10,091	7.3
378	2,948	2.1	13,039	9.4
393	3,372	2.4	16,411	11.8
405	3,783	2.7	20,194	14.5
415	4,095	2.9	24,289	17.5
424	4,550	3.3	28,839	20.8
431	4,945	3.6	33,784	24.3
438	5,086	3.7	38,870	28.0
444	5,281	3.8	44,151	31.8
450	5,497	4.0	49,648	35.7
456	5,804	4.2	55,452	39.9
462	5,925	4.3	61,377	44.2
468	6,189	4.5	67,566	48.6
474	6,607	4.8	74,173	53.4
479	6,737	4.8	80,910	58.2
485	6,995	5.0	87,905	63.3
492	7,142	5.1	95,047	68.4
499	7,171	5.2	102,218	73.6
506	7,271	5.2	109,489	78.8
514	7,132	5.1	116,621	84.0
524	6,587	4.7	123,208	88.7
535	5,813	4.2	129,021	92.9
548	4,309	3.1	133,330	96.0
564	2,873	2.1	136,203	98.0
582	1,611	1.2	137,814	99.2
603	749	.5	138,563	99.7
629	278	.2	138,841	99.9
666	66	.0	138,907	100.0



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
690	9	.0	138,916	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	6,807	1.9	6,807	1.9
305	1,526	.4	8,333	2.3
346	1,939	.5	10,272	2.8
370	2,571	.7	12,843	3.5
387	3,064	.8	15,907	4.3
401	3,953	1.1	19,860	5.4
410	1	.0	19,861	5.4
412	5,006	1.4	24,867	6.8
423	6,086	1.7	30,953	8.4
430	1	.0	30,954	8.4
432	7,117	1.9	38,071	10.4
440	8,192	2.2	46,263	12.6
448	9,293	2.5	55,556	15.1
455	10,243	2.8	65,799	17.9
463	11,439	3.1	77,238	21.1
469	1	.0	77,239	21.1
470	12,508	3.4	89,747	24.5
477	13,749	3.7	103,496	28.2
484	15,152	4.1	118,648	32.3
490	2	.0	118,650	32.3
491	16,728	4.6	135,378	36.9
498	18,525	5.0	153,903	41.9
506	20,379	5.6	174,282	47.5
513	21,863	6.0	196,145	53.5
519	1	.0	196,146	53.5
521	23,667	6.5	219,813	59.9
527	2	.0	219,815	59.9
530	25,463	6.9	245,278	66.9
539	25,463	6.9	270,741	73.8
545	1	.0	270,742	73.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
549	25,463	6.9	296,205	80.7
556	1	.0	296,206	80.7
561	23,300	6.4	319,506	87.1
568	2	.0	319,508	87.1
574	19,469	5.3	338,977	92.4
582	1	.0	338,978	92.4
591	14,011	3.8	352,989	96.2
599	2	.0	352,991	96.2
612	8,708	2.4	361,699	98.6
641	3,941	1.1	365,640	99.7
661	1	.0	365,641	99.7
683	1,120	.3	366,761	100.0
740	135	.0	366,896	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	4,183	1.9	4,183	1.9
290	464	.2	4,647	2.2
336	605	.3	5,252	2.4
342	1	.0	5,253	2.4
363	834	.4	6,087	2.8
369	2	.0	6,089	2.8
384	984	.5	7,073	3.3
401	1,372	.6	8,445	3.9
416	1,781	.8	10,226	4.7
429	2,382	1.1	12,608	5.8
442	2,927	1.4	15,535	7.2
453	3,564	1.7	19,099	8.8
464	4,037	1.9	23,136	10.7
473	4,613	2.1	27,749	12.9
483	5,178	2.4	32,927	15.3
488	1	.0	32,928	15.3
491	5,635	2.6	38,563	17.9
499	6,430	3.0	44,993	20.8
507	7,343	3.4	52,336	24.2
515	8,383	3.9	60,719	28.1
522	9,663	4.5	70,382	32.6
530	11,339	5.3	81,721	37.9
534	2	.0	81,723	37.9
538	12,826	5.9	94,549	43.8
546	14,527	6.7	109,076	50.5
551	1	.0	109,077	50.5
554	16,653	7.7	125,730	58.3
564	17,708	8.2	143,438	66.5
574	17,870	8.3	161,308	74.7
585	17,200	8.0	178,508	82.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
598	14,813	6.9	193,321	89.6
615	11,196	5.2	204,517	94.8
637	6,870	3.2	211,387	97.9
670	3,311	1.5	214,698	99.5
680	1	.0	214,699	99.5
728	983	.5	215,682	99.9
780	138	.1	215,820	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,886	3.1	5,886	3.1
243	455	.2	6,341	3.4
293	601	.3	6,942	3.7
326	703	.4	7,645	4.1
352	934	.5	8,579	4.6
374	1,255	.7	9,834	5.2
393	1,582	.8	11,416	6.1
410	1,933	1.0	13,349	7.1
425	2,339	1.2	15,688	8.3
431	1	.0	15,689	8.3
439	2,760	1.5	18,449	9.8
451	3,046	1.6	21,495	11.4
462	3,350	1.8	24,845	13.2
473	3,811	2.0	28,656	15.2
483	4,289	2.3	32,945	17.5
493	4,894	2.6	37,839	20.1
503	5,545	2.9	43,384	23.0
512	6,461	3.4	49,845	26.5
522	7,815	4.1	57,660	30.6
532	9,421	5.0	67,081	35.6
538	1	.0	67,082	35.6
542	11,031	5.9	78,113	41.5
552	12,785	6.8	90,898	48.3
563	14,855	7.9	105,753	56.2
575	16,088	8.5	121,841	64.7
584	1	.0	121,842	64.7
588	16,614	8.8	138,456	73.5
599	1	.0	138,457	73.5
603	15,720	8.3	154,177	81.9
617	1	.0	154,178	81.9

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
619	13,512	7.2	167,690	89.0
639	10,005	5.3	177,695	94.4
665	6,310	3.4	184,005	97.7
668	2	.0	184,007	97.7
701	3,070	1.6	187,077	99.3
714	1	.0	187,078	99.3
759	1,065	.6	188,143	99.9
804	1	.0	188,144	99.9
810	170	.1	188,314	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,299	1.3	2,299	1.3
226	374	.2	2,673	1.5
234	353	.2	3,026	1.7
239	319	.2	3,345	1.8
245	390	.2	3,735	2.1
250	365	.2	4,100	2.3
252	484	.3	4,584	2.5
255	396	.2	4,980	2.8
259	190	.1	5,170	2.9
262	390	.2	5,560	3.1
266	210	.1	5,770	3.2
269	339	.2	6,109	3.4
272	223	.1	6,332	3.5
275	308	.2	6,640	3.7
277	261	.1	6,901	3.8
279	501	.3	7,402	4.1
282	518	.3	7,920	4.4
285	235	.1	8,155	4.5
288	505	.3	8,660	4.8
291	421	.2	9,081	5.0
293	244	.1	9,325	5.2
294	458	.3	9,783	5.4
298	507	.3	10,290	5.7
300	506	.3	10,796	6.0
301	316	.2	11,112	6.1
304	299	.2	11,411	6.3
305	226	.1	11,637	6.4
306	568	.3	12,205	6.7
307	97	.1	12,302	6.8
308	287	.2	12,589	7.0
309	374	.2	12,963	7.2
311	281	.2	13,244	7.3
313	577	.3	13,821	7.6
314	925	.5	14,746	8.2
316	319	.2	15,065	8.3
319	797	.4	15,862	8.8
320	429	.2	16,291	9.0
321	832	.5	17,123	9.5
323	49	.0	17,172	9.5
325	705	.4	17,877	9.9
326	469	.3	18,346	10.1
327	726	.4	19,072	10.5
328	427	.2	19,499	10.8
330	428	.2	19,927	11.0
331	714	.4	20,641	11.4
332	328	.2	20,969	11.6
333	867	.5	21,836	12.1
334	353	.2	22,189	12.3
335	580	.3	22,769	12.6
336	496	.3	23,265	12.9
337	245	.1	23,510	13.0
338	679	.4	24,189	13.4
339	264	.1	24,453	13.5
340	540	.3	24,993	13.8
341	334	.2	25,327	14.0
342	1,312	.7	26,639	14.7
343	641	.4	27,280	15.1
344	580	.3	27,860	15.4
345	162	.1	28,022	15.5
347	903	.5	28,925	16.0
348	1,326	.7	30,251	16.7
349	1,140	.6	31,391	17.4

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>350</b>	645	.4	32,036	17.7	<b>387</b>	4,108	2.3	66,759	36.9
<b>351</b>	126	.1	32,162	17.8	<b>388</b>	7	.0	66,766	36.9
<b>353</b>	687	.4	32,849	18.2	<b>389</b>	34	.0	66,800	36.9
<b>354</b>	678	.4	33,527	18.5	<b>391</b>	9	.0	66,809	36.9
<b>355</b>	2,648	1.5	36,175	20.0	<b>392</b>	2,038	1.1	68,847	38.1
<b>356</b>	574	.3	36,749	20.3	<b>393</b>	4,628	2.6	73,475	40.6
<b>357</b>	123	.1	36,872	20.4	<b>394</b>	397	.2	73,872	40.8
<b>359</b>	626	.3	37,498	20.7	<b>395</b>	146	.1	74,018	40.9
<b>360</b>	559	.3	38,057	21.0	<b>397</b>	1	.0	74,019	40.9
<b>361</b>	1,132	.6	39,189	21.7	<b>399</b>	5,851	3.2	79,870	44.2
<b>362</b>	2,495	1.4	41,684	23.0	<b>400</b>	861	.5	80,731	44.6
<b>363</b>	149	.1	41,833	23.1	<b>401</b>	464	.3	81,195	44.9
<b>364</b>	80	.0	41,913	23.2	<b>403</b>	205	.1	81,400	45.0
<b>365</b>	353	.2	42,266	23.4	<b>404</b>	29	.0	81,429	45.0
<b>366</b>	655	.4	42,921	23.7	<b>405</b>	5,187	2.9	86,616	47.9
<b>367</b>	1,115	.6	44,036	24.3	<b>406</b>	1,432	.8	88,048	48.7
<b>368</b>	3,354	1.9	47,390	26.2	<b>407</b>	670	.4	88,718	49.0
<b>369</b>	71	.0	47,461	26.2	<b>409</b>	46	.0	88,764	49.1
<b>371</b>	30	.0	47,491	26.3	<b>410</b>	345	.2	89,109	49.3
<b>372</b>	764	.4	48,255	26.7	<b>411</b>	3,723	2.1	92,832	51.3
<b>373</b>	1,041	.6	49,296	27.2	<b>412</b>	2,391	1.3	95,223	52.6
<b>374</b>	3,141	1.7	52,437	29.0	<b>413</b>	1,087	.6	96,310	53.2
<b>375</b>	931	.5	53,368	29.5	<b>414</b>	1	.0	96,311	53.2
<b>376</b>	40	.0	53,408	29.5	<b>415</b>	145	.1	96,456	53.3
<b>378</b>	218	.1	53,626	29.6	<b>416</b>	579	.3	97,035	53.6
<b>379</b>	951	.5	54,577	30.2	<b>417</b>	2,648	1.5	99,683	55.1
<b>380</b>	3,214	1.8	57,791	31.9	<b>418</b>	2,193	1.2	101,876	56.3
<b>381</b>	1,991	1.1	59,782	33.0	<b>419</b>	1,664	.9	103,540	57.2
<b>382</b>	145	.1	59,927	33.1	<b>420</b>	257	.1	103,797	57.4
<b>384</b>	25	.0	59,952	33.1	<b>421</b>	205	.1	104,002	57.5
<b>385</b>	714	.4	60,666	33.5	<b>422</b>	704	.4	104,706	57.9
<b>386</b>	1,985	1.1	62,651	34.6	<b>423</b>	89	.0	104,795	57.9

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>424</b>	3,870	2.1	108,665	60.1	<b>465</b>	2,583	1.4	149,065	82.4
<b>425</b>	2,088	1.2	110,753	61.2	<b>466</b>	9	.0	149,074	82.4
<b>426</b>	389	.2	111,142	61.4	<b>468</b>	2,490	1.4	151,564	83.8
<b>427</b>	1	.0	111,143	61.4	<b>469</b>	48	.0	151,612	83.8
<b>428</b>	1,269	.7	112,412	62.1	<b>471</b>	1,144	.6	152,756	84.4
<b>429</b>	122	.1	112,534	62.2	<b>472</b>	1,800	1.0	154,556	85.4
<b>430</b>	2,799	1.5	115,333	63.8	<b>475</b>	109	.1	154,665	85.5
<b>431</b>	2,339	1.3	117,672	65.0	<b>477</b>	2,286	1.3	156,951	86.8
<b>432</b>	440	.2	118,112	65.3	<b>478</b>	327	.2	157,278	86.9
<b>433</b>	23	.0	118,135	65.3	<b>479</b>	1,823	1.0	159,101	87.9
<b>434</b>	1,759	1.0	119,894	66.3	<b>481</b>	34	.0	159,135	88.0
<b>436</b>	210	.1	120,104	66.4	<b>482</b>	108	.1	159,243	88.0
<b>437</b>	2,542	1.4	122,646	67.8	<b>484</b>	1,520	.8	160,763	88.9
<b>438</b>	2,258	1.2	124,904	69.0	<b>485</b>	540	.3	161,303	89.2
<b>440</b>	2,200	1.2	127,104	70.3	<b>488</b>	68	.0	161,371	89.2
<b>442</b>	268	.1	127,372	70.4	<b>489</b>	1,574	.9	162,945	90.1
<b>444</b>	2,913	1.6	130,285	72.0	<b>491</b>	1,739	1.0	164,684	91.0
<b>445</b>	765	.4	131,050	72.4	<b>494</b>	836	.5	165,520	91.5
<b>446</b>	1,109	.6	132,159	73.1	<b>498</b>	2,126	1.2	167,646	92.7
<b>447</b>	1,797	1.0	133,956	74.0	<b>500</b>	187	.1	167,833	92.8
<b>448</b>	352	.2	134,308	74.2	<b>506</b>	1,245	.7	169,078	93.5
<b>450</b>	17	.0	134,325	74.3	<b>508</b>	1,797	1.0	170,875	94.5
<b>451</b>	2,539	1.4	136,864	75.7	<b>510</b>	402	.2	171,277	94.7
<b>452</b>	1,254	.7	138,118	76.3	<b>512</b>	423	.2	171,700	94.9
<b>453</b>	2,196	1.2	140,314	77.6	<b>518</b>	630	.3	172,330	95.3
<b>454</b>	490	.3	140,804	77.8	<b>525</b>	2,195	1.2	174,525	96.5
<b>457</b>	33	.0	140,837	77.9	<b>529</b>	675	.4	175,200	96.8
<b>458</b>	1,491	.8	142,328	78.7	<b>532</b>	1,061	.6	176,261	97.4
<b>459</b>	1,805	1.0	144,133	79.7	<b>539</b>	1,253	.7	177,514	98.1
<b>460</b>	1,633	.9	145,766	80.6	<b>549</b>	1,361	.8	178,875	98.9
<b>461</b>	678	.4	146,444	81.0	<b>566</b>	1,224	.7	180,099	99.6
<b>463</b>	38	.0	146,482	81.0	<b>570</b>	806	.4	180,905	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	1,406	1.0	1,406	1.0
270	115	.1	1,521	1.1
282	185	.1	1,706	1.2
296	112	.1	1,818	1.3
303	87	.1	1,905	1.4
307	119	.1	2,024	1.5
309	255	.2	2,279	1.6
314	108	.1	2,387	1.7
319	98	.1	2,485	1.8
321	268	.2	2,753	2.0
323	60	.0	2,813	2.0
327	44	.0	2,857	2.1
329	179	.1	3,036	2.2
330	363	.3	3,399	2.4
333	9	.0	3,408	2.5
336	448	.3	3,856	2.8
339	12	.0	3,868	2.8
340	81	.1	3,949	2.8
342	136	.1	4,085	2.9
343	459	.3	4,544	3.3
345	6	.0	4,550	3.3
346	53	.0	4,603	3.3
348	8	.0	4,611	3.3
349	599	.4	5,210	3.8
350	159	.1	5,369	3.9
352	59	.0	5,428	3.9
353	3	.0	5,431	3.9
354	1	.0	5,432	3.9
355	783	.6	6,215	4.5
356	55	.0	6,270	4.5
357	184	.1	6,454	4.6
359	28	.0	6,482	4.7
361	824	.6	7,306	5.3
362	5	.0	7,311	5.3
363	283	.2	7,594	5.5
365	3	.0	7,597	5.5
366	115	.1	7,712	5.6
367	906	.7	8,618	6.2
368	144	.1	8,762	6.3
369	350	.3	9,112	6.6
372	11	.0	9,123	6.6
373	972	.7	10,095	7.3
374	5	.0	10,100	7.3
375	410	.3	10,510	7.6
376	179	.1	10,689	7.7
377	5	.0	10,694	7.7
378	81	.1	10,775	7.8
379	135	.1	10,910	7.9
380	881	.6	11,791	8.5
381	458	.3	12,249	8.8
382	57	.0	12,306	8.9
383	214	.2	12,520	9.0
385	118	.1	12,638	9.1
386	70	.1	12,708	9.1
387	1,531	1.1	14,239	10.3
389	347	.2	14,586	10.5
391	129	.1	14,715	10.6
392	29	.0	14,744	10.6
394	1,635	1.2	16,379	11.8
395	464	.3	16,843	12.1
396	2	.0	16,845	12.1
398	90	.1	16,935	12.2



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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>399</b>	159	.1	17,094	12.3	<b>433</b>	636	.5	35,187	25.3
<b>400</b>	1,086	.8	18,180	13.1	<b>434</b>	533	.4	35,720	25.7
<b>401</b>	468	.3	18,648	13.4	<b>435</b>	560	.4	36,280	26.1
<b>402</b>	51	.0	18,699	13.5	<b>436</b>	678	.5	36,958	26.6
<b>403</b>	125	.1	18,824	13.6	<b>437</b>	1,482	1.1	38,440	27.7
<b>404</b>	459	.3	19,283	13.9	<b>438</b>	924	.7	39,364	28.3
<b>405</b>	46	.0	19,329	13.9	<b>439</b>	2	.0	39,366	28.3
<b>406</b>	598	.4	19,927	14.3	<b>440</b>	606	.4	39,972	28.8
<b>407</b>	1,494	1.1	21,421	15.4	<b>441</b>	1,481	1.1	41,453	29.8
<b>408</b>	34	.0	21,455	15.4	<b>442</b>	7	.0	41,460	29.8
<b>409</b>	4	.0	21,459	15.4	<b>443</b>	791	.6	42,251	30.4
<b>410</b>	261	.2	21,720	15.6	<b>444</b>	2,754	2.0	45,005	32.4
<b>411</b>	23	.0	21,743	15.7	<b>445</b>	82	.1	45,087	32.5
<b>412</b>	818	.6	22,561	16.2	<b>446</b>	30	.0	45,117	32.5
<b>413</b>	1,224	.9	23,785	17.1	<b>447</b>	1,938	1.4	47,055	33.9
<b>415</b>	396	.3	24,181	17.4	<b>448</b>	15	.0	47,070	33.9
<b>416</b>	290	.2	24,471	17.6	<b>449</b>	850	.6	47,920	34.5
<b>417</b>	116	.1	24,587	17.7	<b>450</b>	2,038	1.5	49,958	36.0
<b>418</b>	993	.7	25,580	18.4	<b>451</b>	784	.6	50,742	36.5
<b>419</b>	544	.4	26,124	18.8	<b>452</b>	663	.5	51,405	37.0
<b>420</b>	951	.7	27,075	19.5	<b>453</b>	1,652	1.2	53,057	38.2
<b>421</b>	247	.2	27,322	19.7	<b>454</b>	605	.4	53,662	38.6
<b>422</b>	351	.3	27,673	19.9	<b>455</b>	164	.1	53,826	38.7
<b>423</b>	220	.2	27,893	20.1	<b>456</b>	1,405	1.0	55,231	39.8
<b>424</b>	1,418	1.0	29,311	21.1	<b>457</b>	1,335	1.0	56,566	40.7
<b>425</b>	678	.5	29,989	21.6	<b>458</b>	789	.6	57,355	41.3
<b>426</b>	1,125	.8	31,114	22.4	<b>459</b>	618	.4	57,973	41.7
<b>428</b>	440	.3	31,554	22.7	<b>460</b>	2,120	1.5	60,093	43.3
<b>429</b>	349	.3	31,903	23.0	<b>461</b>	716	.5	60,809	43.8
<b>430</b>	576	.4	32,479	23.4	<b>462</b>	364	.3	61,173	44.0
<b>431</b>	1,450	1.0	33,929	24.4	<b>463</b>	1,224	.9	62,397	44.9
<b>432</b>	622	.4	34,551	24.9	<b>464</b>	1,623	1.2	64,020	46.1

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>465</b>	877	.6	64,897	46.7	<b>499</b>	1,591	1.1	101,567	73.1
<b>466</b>	700	.5	65,597	47.2	<b>500</b>	58	.0	101,625	73.2
<b>467</b>	1,372	1.0	66,969	48.2	<b>501</b>	1,292	.9	102,917	74.1
<b>468</b>	1,745	1.3	68,714	49.5	<b>502</b>	1,646	1.2	104,563	75.3
<b>469</b>	708	.5	69,422	50.0	<b>503</b>	851	.6	105,414	75.9
<b>470</b>	1,092	.8	70,514	50.8	<b>504</b>	1,125	.8	106,539	76.7
<b>471</b>	1,173	.8	71,687	51.6	<b>505</b>	175	.1	106,714	76.8
<b>472</b>	677	.5	72,364	52.1	<b>506</b>	1,199	.9	107,913	77.7
<b>473</b>	1,479	1.1	73,843	53.2	<b>507</b>	1,362	1.0	109,275	78.7
<b>474</b>	455	.3	74,298	53.5	<b>508</b>	122	.1	109,397	78.8
<b>475</b>	1,358	1.0	75,656	54.5	<b>509</b>	351	.3	109,748	79.0
<b>476</b>	979	.7	76,635	55.2	<b>510</b>	2,067	1.5	111,815	80.5
<b>477</b>	983	.7	77,618	55.9	<b>511</b>	268	.2	112,083	80.7
<b>478</b>	1,592	1.1	79,210	57.0	<b>513</b>	2,027	1.5	114,110	82.1
<b>479</b>	875	.6	80,085	57.6	<b>514</b>	417	.3	114,527	82.4
<b>480</b>	1,010	.7	81,095	58.4	<b>516</b>	1,414	1.0	115,941	83.5
<b>481</b>	1,236	.9	82,331	59.3	<b>517</b>	745	.5	116,686	84.0
<b>482</b>	1,266	.9	83,597	60.2	<b>518</b>	262	.2	116,948	84.2
<b>483</b>	579	.4	84,176	60.6	<b>519</b>	1,435	1.0	118,383	85.2
<b>484</b>	1,362	1.0	85,538	61.6	<b>520</b>	247	.2	118,630	85.4
<b>485</b>	1,271	.9	86,809	62.5	<b>521</b>	1,069	.8	119,699	86.2
<b>486</b>	1,445	1.0	88,254	63.5	<b>523</b>	1,063	.8	120,762	86.9
<b>487</b>	1,332	1.0	89,586	64.5	<b>524</b>	626	.5	121,388	87.4
<b>488</b>	18	.0	89,604	64.5	<b>525</b>	407	.3	121,795	87.7
<b>489</b>	1,649	1.2	91,253	65.7	<b>526</b>	1,197	.9	122,992	88.5
<b>490</b>	1,651	1.2	92,904	66.9	<b>527</b>	710	.5	123,702	89.0
<b>492</b>	1,345	1.0	94,249	67.8	<b>528</b>	317	.2	124,019	89.3
<b>493</b>	1,374	1.0	95,623	68.8	<b>530</b>	727	.5	124,746	89.8
<b>494</b>	428	.3	96,051	69.1	<b>531</b>	1,048	.8	125,794	90.6
<b>495</b>	1,198	.9	97,249	70.0	<b>532</b>	253	.2	126,047	90.7
<b>496</b>	1,429	1.0	98,678	71.0	<b>533</b>	849	.6	126,896	91.3
<b>498</b>	1,298	.9	99,976	72.0	<b>534</b>	381	.3	127,277	91.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
535	577	.4	127,854	92.0
536	823	.6	128,677	92.6
537	452	.3	129,129	93.0
540	1,324	1.0	130,453	93.9
541	146	.1	130,599	94.0
542	375	.3	130,974	94.3
543	822	.6	131,796	94.9
544	510	.4	132,306	95.2
547	563	.4	132,869	95.6
548	781	.6	133,650	96.2
550	286	.2	133,936	96.4
552	1,310	.9	135,246	97.4
555	70	.1	135,316	97.4
556	583	.4	135,899	97.8
559	626	.5	136,525	98.3
563	520	.4	137,045	98.7
564	125	.1	137,170	98.7
565	3	.0	137,173	98.7
567	452	.3	137,625	99.1
571	447	.3	138,072	99.4
572	6	.0	138,078	99.4
579	17	.0	138,095	99.4
581	266	.2	138,361	99.6
585	314	.2	138,675	99.8
589	58	.0	138,733	99.9
606	64	.0	138,797	99.9
610	119	.1	138,916	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	4,294	1.2	4,294	1.2
260	772	.2	5,066	1.4
297	401	.1	5,467	1.5
307	1,092	.3	6,559	1.8
308	360	.1	6,919	1.9
316	388	.1	7,307	2.0
326	1,924	.5	9,231	2.5
327	434	.1	9,665	2.6
333	341	.1	10,006	2.7
337	392	.1	10,398	2.8
339	2,147	.6	12,545	3.4
343	194	.1	12,739	3.5
344	338	.1	13,077	3.6
347	116	.0	13,193	3.6
349	277	.1	13,470	3.7
350	97	.0	13,567	3.7
351	2,172	.6	15,739	4.3
353	208	.1	15,947	4.3
354	72	.0	16,019	4.4
355	571	.2	16,590	4.5
357	185	.1	16,775	4.6
359	31	.0	16,806	4.6
361	90	.0	16,896	4.6
362	2,315	.6	19,211	5.2
364	61	.0	19,272	5.3
365	20	.0	19,292	5.3
367	40	.0	19,332	5.3
368	15	.0	19,347	5.3
370	40	.0	19,387	5.3
372	2,204	.6	21,591	5.9

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>373</b>	883	.2	22,474	6.1	<b>417</b>	54	.0	41,554	11.3
<b>374</b>	635	.2	23,109	6.3	<b>418</b>	1,513	.4	43,067	11.7
<b>375</b>	15	.0	23,124	6.3	<b>419</b>	2,028	.6	45,095	12.3
<b>376</b>	7	.0	23,131	6.3	<b>420</b>	44	.0	45,139	12.3
<b>378</b>	7	.0	23,138	6.3	<b>421</b>	552	.2	45,691	12.5
<b>379</b>	10	.0	23,148	6.3	<b>422</b>	34	.0	45,725	12.5
<b>381</b>	8	.0	23,156	6.3	<b>423</b>	1,610	.4	47,335	12.9
<b>382</b>	2,024	.6	25,180	6.9	<b>425</b>	22	.0	47,357	12.9
<b>384</b>	642	.2	25,822	7.0	<b>426</b>	320	.1	47,677	13.0
<b>385</b>	7	.0	25,829	7.0	<b>428</b>	4,478	1.2	52,155	14.2
<b>386</b>	5	.0	25,834	7.0	<b>429</b>	1,402	.4	53,557	14.6
<b>387</b>	1,073	.3	26,907	7.3	<b>430</b>	220	.1	53,777	14.7
<b>388</b>	4	.0	26,911	7.3	<b>431</b>	11	.0	53,788	14.7
<b>389</b>	2	.0	26,913	7.3	<b>432</b>	849	.2	54,637	14.9
<b>391</b>	2,232	.6	29,145	7.9	<b>433</b>	170	.0	54,807	14.9
<b>392</b>	938	.3	30,083	8.2	<b>434</b>	250	.1	55,057	15.0
<b>395</b>	3	.0	30,086	8.2	<b>435</b>	1,746	.5	56,803	15.5
<b>396</b>	472	.1	30,558	8.3	<b>436</b>	691	.2	57,494	15.7
<b>398</b>	1	.0	30,559	8.3	<b>438</b>	4,943	1.3	62,437	17.0
<b>399</b>	1,324	.4	31,883	8.7	<b>439</b>	6	.0	62,443	17.0
<b>400</b>	1,614	.4	33,497	9.1	<b>440</b>	1,919	.5	64,362	17.5
<b>402</b>	915	.2	34,412	9.4	<b>441</b>	67	.0	64,429	17.6
<b>404</b>	225	.1	34,637	9.4	<b>442</b>	6	.0	64,435	17.6
<b>406</b>	1,267	.3	35,904	9.8	<b>443</b>	427	.1	64,862	17.7
<b>408</b>	191	.1	36,095	9.8	<b>444</b>	1,237	.3	66,099	18.0
<b>409</b>	2,297	.6	38,392	10.5	<b>445</b>	1,895	.5	67,994	18.5
<b>410</b>	868	.2	39,260	10.7	<b>446</b>	373	.1	68,367	18.6
<b>411</b>	112	.0	39,372	10.7	<b>448</b>	5,720	1.6	74,087	20.2
<b>412</b>	4	.0	39,376	10.7	<b>449</b>	308	.1	74,395	20.3
<b>414</b>	82	.0	39,458	10.8	<b>451</b>	1,728	.5	76,123	20.7
<b>415</b>	699	.2	40,157	10.9	<b>452</b>	1,022	.3	77,145	21.0
<b>416</b>	1,343	.4	41,500	11.3	<b>453</b>	4	.0	77,149	21.0

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>454</b>	153	.0	77,302	21.1	<b>487</b>	1,906	.5	135,255	36.9
<b>455</b>	4,396	1.2	81,698	22.3	<b>488</b>	2,652	.7	137,907	37.6
<b>456</b>	92	.0	81,790	22.3	<b>489</b>	3,348	.9	141,255	38.5
<b>457</b>	1,649	.4	83,439	22.7	<b>490</b>	822	.2	142,077	38.7
<b>458</b>	3,131	.9	86,570	23.6	<b>491</b>	3,798	1.0	145,875	39.8
<b>459</b>	1,353	.4	87,923	24.0	<b>492</b>	666	.2	146,541	39.9
<b>460</b>	112	.0	88,035	24.0	<b>493</b>	1,751	.5	148,292	40.4
<b>461</b>	2,493	.7	90,528	24.7	<b>494</b>	2,690	.7	150,982	41.2
<b>462</b>	1,234	.3	91,762	25.0	<b>495</b>	2,583	.7	153,565	41.9
<b>463</b>	75	.0	91,837	25.0	<b>497</b>	3,232	.9	156,797	42.7
<b>464</b>	371	.1	92,208	25.1	<b>498</b>	3,096	.8	159,893	43.6
<b>465</b>	4,052	1.1	96,260	26.2	<b>499</b>	1,234	.3	161,127	43.9
<b>466</b>	1,321	.4	97,581	26.6	<b>500</b>	3,309	.9	164,436	44.8
<b>467</b>	2,928	.8	100,509	27.4	<b>501</b>	2,385	.7	166,821	45.5
<b>468</b>	39	.0	100,548	27.4	<b>502</b>	1,115	.3	167,936	45.8
<b>469</b>	3,235	.9	103,783	28.3	<b>503</b>	3,138	.9	171,074	46.6
<b>470</b>	1	.0	103,784	28.3	<b>504</b>	2,286	.6	173,360	47.3
<b>471</b>	2,786	.8	106,570	29.0	<b>505</b>	1,617	.4	174,977	47.7
<b>472</b>	1,757	.5	108,327	29.5	<b>506</b>	1,906	.5	176,883	48.2
<b>474</b>	2,548	.7	110,875	30.2	<b>507</b>	3,602	1.0	180,485	49.2
<b>475</b>	2,119	.6	112,994	30.8	<b>508</b>	937	.3	181,422	49.4
<b>476</b>	1,378	.4	114,372	31.2	<b>509</b>	1,691	.5	183,113	49.9
<b>477</b>	2,817	.8	117,189	31.9	<b>510</b>	3,015	.8	186,128	50.7
<b>478</b>	1	.0	117,190	31.9	<b>511</b>	4,116	1.1	190,244	51.9
<b>479</b>	3,196	.9	120,386	32.8	<b>512</b>	23	.0	190,267	51.9
<b>480</b>	2,533	.7	122,919	33.5	<b>513</b>	2,094	.6	192,361	52.4
<b>481</b>	1,158	.3	124,077	33.8	<b>514</b>	4,732	1.3	197,093	53.7
<b>482</b>	2,388	.7	126,465	34.5	<b>515</b>	2,085	.6	199,178	54.3
<b>483</b>	63	.0	126,528	34.5	<b>517</b>	3,612	1.0	202,790	55.3
<b>484</b>	4,695	1.3	131,223	35.8	<b>518</b>	3,471	.9	206,261	56.2
<b>485</b>	334	.1	131,557	35.9	<b>520</b>	3,489	1.0	209,750	57.2
<b>486</b>	1,792	.5	133,349	36.3	<b>521</b>	2,072	.6	211,822	57.7

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>522</b>	1,173	.3	212,995	58.1	<b>555</b>	1,605	.4	285,877	77.9
<b>523</b>	3,596	1.0	216,591	59.0	<b>556</b>	4,148	1.1	290,025	79.0
<b>524</b>	2,354	.6	218,945	59.7	<b>557</b>	343	.1	290,368	79.1
<b>525</b>	3,232	.9	222,177	60.6	<b>558</b>	1,796	.5	292,164	79.6
<b>526</b>	2,886	.8	225,063	61.3	<b>559</b>	2,353	.6	294,517	80.3
<b>527</b>	469	.1	225,532	61.5	<b>560</b>	2,381	.6	296,898	80.9
<b>528</b>	3,684	1.0	229,216	62.5	<b>561</b>	1,088	.3	297,986	81.2
<b>529</b>	2,510	.7	231,726	63.2	<b>563</b>	4,913	1.3	302,899	82.6
<b>531</b>	4,386	1.2	236,112	64.4	<b>564</b>	92	.0	302,991	82.6
<b>532</b>	1,783	.5	237,895	64.8	<b>566</b>	3,519	1.0	306,510	83.5
<b>533</b>	685	.2	238,580	65.0	<b>567</b>	1,984	.5	308,494	84.1
<b>534</b>	3,890	1.1	242,470	66.1	<b>569</b>	3,138	.9	311,632	84.9
<b>535</b>	2,094	.6	244,564	66.7	<b>571</b>	647	.2	312,279	85.1
<b>536</b>	4,283	1.2	248,847	67.8	<b>572</b>	4,158	1.1	316,437	86.2
<b>537</b>	439	.1	249,286	67.9	<b>573</b>	609	.2	317,046	86.4
<b>538</b>	2,024	.6	251,310	68.5	<b>574</b>	755	.2	317,801	86.6
<b>539</b>	4,132	1.1	255,442	69.6	<b>575</b>	158	.0	317,959	86.7
<b>540</b>	158	.0	255,600	69.7	<b>576</b>	2,419	.7	320,378	87.3
<b>541</b>	1,053	.3	256,653	70.0	<b>577</b>	2,301	.6	322,679	87.9
<b>542</b>	5,264	1.4	261,917	71.4	<b>578</b>	229	.1	322,908	88.0
<b>543</b>	32	.0	261,949	71.4	<b>580</b>	3,687	1.0	326,595	89.0
<b>544</b>	995	.3	262,944	71.7	<b>582</b>	1,260	.3	327,855	89.4
<b>545</b>	4,475	1.2	267,419	72.9	<b>583</b>	685	.2	328,540	89.5
<b>546</b>	826	.2	268,245	73.1	<b>584</b>	871	.2	329,411	89.8
<b>547</b>	3,594	1.0	271,839	74.1	<b>585</b>	3,477	.9	332,888	90.7
<b>548</b>	1,888	.5	273,727	74.6	<b>586</b>	437	.1	333,325	90.8
<b>549</b>	1,461	.4	275,188	75.0	<b>588</b>	1,585	.4	334,910	91.3
<b>550</b>	2,556	.7	277,744	75.7	<b>589</b>	566	.2	335,476	91.4
<b>551</b>	598	.2	278,342	75.9	<b>590</b>	1,779	.5	337,255	91.9
<b>552</b>	3,010	.8	281,352	76.7	<b>591</b>	1,826	.5	339,081	92.4
<b>553</b>	2,899	.8	284,251	77.5	<b>592</b>	670	.2	339,751	92.6
<b>554</b>	21	.0	284,272	77.5	<b>594</b>	2,460	.7	342,211	93.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
595	785	.2	342,996	93.5
597	1,329	.4	344,325	93.8
598	2,940	.8	347,265	94.6
599	101	.0	347,366	94.7
601	4	.0	347,370	94.7
602	3,216	.9	350,586	95.6
606	1,175	.3	351,761	95.9
607	2,997	.8	354,758	96.7
610	1,467	.4	356,225	97.1
612	1,823	.5	358,048	97.6
616	1,260	.3	359,308	97.9
619	1,541	.4	360,849	98.4
620	20	.0	360,869	98.4
622	1,204	.3	362,073	98.7
623	483	.1	362,556	98.8
629	1,154	.3	363,710	99.1
631	65	.0	363,775	99.1
632	1,038	.3	364,813	99.4
644	131	.0	364,944	99.5
645	671	.2	365,615	99.7
649	692	.2	366,307	99.8
666	257	.1	366,564	99.9
670	332	.1	366,896	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	5,205	2.4	5,205	2.4
325	966	.4	6,171	2.9
335	1,092	.5	7,263	3.4
342	965	.4	8,228	3.8
352	763	.4	8,991	4.2
360	618	.3	9,609	4.5
365	1,188	.6	10,797	5.0
366	442	.2	11,239	5.2
371	314	.1	11,553	5.4
376	186	.1	11,739	5.4
380	132	.1	11,871	5.5
382	1,143	.5	13,014	6.0
384	85	.0	13,099	6.1
385	494	.2	13,593	6.3
387	49	.0	13,642	6.3
391	32	.0	13,674	6.3
394	30	.0	13,704	6.3
395	1,144	.5	14,848	6.9
397	22	.0	14,870	6.9
400	21	.0	14,891	6.9
402	523	.2	15,414	7.1
404	18	.0	15,432	7.2
407	1,099	.5	16,531	7.7
410	6	.0	16,537	7.7
412	477	.2	17,014	7.9
413	7	.0	17,021	7.9
415	519	.2	17,540	8.1
417	976	.5	18,516	8.6
420	412	.2	18,928	8.8
424	6	.0	18,934	8.8

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>426</b>	315	.1	19,249	8.9	<b>479</b>	494	.2	34,651	16.1
<b>427</b>	858	.4	20,107	9.3	<b>480</b>	820	.4	35,471	16.4
<b>429</b>	8	.0	20,115	9.3	<b>481</b>	72	.0	35,543	16.5
<b>431</b>	212	.1	20,327	9.4	<b>483</b>	421	.2	35,964	16.7
<b>432</b>	1,245	.6	21,572	10.0	<b>484</b>	1,741	.8	37,705	17.5
<b>434</b>	3	.0	21,575	10.0	<b>485</b>	1	.0	37,706	17.5
<b>436</b>	143	.1	21,718	10.1	<b>487</b>	1,649	.8	39,355	18.2
<b>437</b>	765	.4	22,483	10.4	<b>490</b>	183	.1	39,538	18.3
<b>440</b>	106	.0	22,589	10.5	<b>491</b>	257	.1	39,795	18.4
<b>442</b>	584	.3	23,173	10.7	<b>492</b>	1,598	.7	41,393	19.2
<b>444</b>	83	.0	23,256	10.8	<b>494</b>	1,722	.8	43,115	20.0
<b>445</b>	651	.3	23,907	11.1	<b>495</b>	179	.1	43,294	20.1
<b>447</b>	71	.0	23,978	11.1	<b>496</b>	571	.3	43,865	20.3
<b>448</b>	591	.3	24,569	11.4	<b>497</b>	15	.0	43,880	20.3
<b>450</b>	1,231	.6	25,800	12.0	<b>498</b>	1,501	.7	45,381	21.0
<b>451</b>	30	.0	25,830	12.0	<b>500</b>	498	.2	45,879	21.3
<b>454</b>	27	.0	25,857	12.0	<b>502</b>	1,120	.5	46,999	21.8
<b>456</b>	417	.2	26,274	12.2	<b>503</b>	831	.4	47,830	22.2
<b>457</b>	655	.3	26,929	12.5	<b>504</b>	1,341	.6	49,171	22.8
<b>459</b>	388	.2	27,317	12.7	<b>505</b>	799	.4	49,970	23.2
<b>460</b>	721	.3	28,038	13.0	<b>507</b>	10	.0	49,980	23.2
<b>461</b>	332	.2	28,370	13.1	<b>508</b>	2,306	1.1	52,286	24.2
<b>463</b>	839	.4	29,209	13.5	<b>509</b>	235	.1	52,521	24.3
<b>464</b>	15	.0	29,224	13.5	<b>510</b>	4	.0	52,525	24.3
<b>466</b>	252	.1	29,476	13.7	<b>511</b>	336	.2	52,861	24.5
<b>467</b>	1,271	.6	30,747	14.2	<b>512</b>	1,771	.8	54,632	25.3
<b>470</b>	205	.1	30,952	14.3	<b>513</b>	1,087	.5	55,719	25.8
<b>472</b>	270	.1	31,222	14.5	<b>514</b>	44	.0	55,763	25.8
<b>473</b>	762	.4	31,984	14.8	<b>515</b>	1,614	.7	57,377	26.6
<b>474</b>	1,490	.7	33,474	15.5	<b>516</b>	622	.3	57,999	26.9
<b>475</b>	1	.0	33,475	15.5	<b>517</b>	55	.0	58,054	26.9
<b>477</b>	682	.3	34,157	15.8	<b>518</b>	2,345	1.1	60,399	28.0



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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>519</b>	576	.3	60,975	28.3	<b>555</b>	221	.1	99,290	46.0
<b>521</b>	154	.1	61,129	28.3	<b>556</b>	1,563	.7	100,853	46.7
<b>522</b>	2,047	.9	63,176	29.3	<b>557</b>	3,223	1.5	104,076	48.2
<b>523</b>	1,680	.8	64,856	30.1	<b>559</b>	804	.4	104,880	48.6
<b>524</b>	132	.1	64,988	30.1	<b>560</b>	3,646	1.7	108,526	50.3
<b>525</b>	655	.3	65,643	30.4	<b>561</b>	27	.0	108,553	50.3
<b>526</b>	1,301	.6	66,944	31.0	<b>562</b>	685	.3	109,238	50.6
<b>527</b>	454	.2	67,398	31.2	<b>563</b>	1,231	.6	110,469	51.2
<b>528</b>	1,229	.6	68,627	31.8	<b>564</b>	3,059	1.4	113,528	52.6
<b>529</b>	2,252	1.0	70,879	32.8	<b>565</b>	433	.2	113,961	52.8
<b>531</b>	67	.0	70,946	32.9	<b>566</b>	1,236	.6	115,197	53.4
<b>532</b>	1,477	.7	72,423	33.6	<b>567</b>	1,721	.8	116,918	54.2
<b>533</b>	1,557	.7	73,980	34.3	<b>568</b>	1,245	.6	118,163	54.8
<b>534</b>	1,231	.6	75,211	34.8	<b>569</b>	1,989	.9	120,152	55.7
<b>536</b>	2,069	1.0	77,280	35.8	<b>570</b>	1,486	.7	121,638	56.4
<b>537</b>	529	.2	77,809	36.1	<b>571</b>	59	.0	121,697	56.4
<b>538</b>	1,283	.6	79,092	36.6	<b>572</b>	1,592	.7	123,289	57.1
<b>539</b>	2,926	1.4	82,018	38.0	<b>573</b>	3,118	1.4	126,407	58.6
<b>540</b>	312	.1	82,330	38.1	<b>575</b>	1,614	.7	128,021	59.3
<b>541</b>	27	.0	82,357	38.2	<b>576</b>	998	.5	129,019	59.8
<b>542</b>	2,059	1.0	84,416	39.1	<b>577</b>	2,266	1.0	131,285	60.8
<b>543</b>	1,090	.5	85,506	39.6	<b>578</b>	1	.0	131,286	60.8
<b>544</b>	1,791	.8	87,297	40.4	<b>579</b>	2,163	1.0	133,449	61.8
<b>545</b>	115	.1	87,412	40.5	<b>580</b>	1,343	.6	134,792	62.5
<b>546</b>	2,805	1.3	90,217	41.8	<b>581</b>	1,343	.6	136,135	63.1
<b>547</b>	2	.0	90,219	41.8	<b>582</b>	1,574	.7	137,709	63.8
<b>549</b>	2,598	1.2	92,817	43.0	<b>583</b>	1,835	.9	139,544	64.7
<b>550</b>	1,675	.8	94,492	43.8	<b>585</b>	2,740	1.3	142,284	65.9
<b>551</b>	751	.3	95,243	44.1	<b>586</b>	1,503	.7	143,787	66.6
<b>552</b>	1,146	.5	96,389	44.7	<b>587</b>	396	.2	144,183	66.8
<b>553</b>	2,676	1.2	99,065	45.9	<b>588</b>	2,732	1.3	146,915	68.1
<b>554</b>	4	.0	99,069	45.9	<b>589</b>	4	.0	146,919	68.1

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>590</b>	1,030	.5	147,949	68.6	<b>628</b>	1,364	.6	189,293	87.7
<b>591</b>	2,292	1.1	150,241	69.6	<b>630</b>	381	.2	189,674	87.9
<b>592</b>	1,368	.6	151,609	70.2	<b>631</b>	945	.4	190,619	88.3
<b>593</b>	817	.4	152,426	70.6	<b>632</b>	1,606	.7	192,225	89.1
<b>595</b>	3,518	1.6	155,944	72.3	<b>633</b>	414	.2	192,639	89.3
<b>596</b>	193	.1	156,137	72.3	<b>635</b>	1,346	.6	193,985	89.9
<b>597</b>	745	.3	156,882	72.7	<b>637</b>	1,140	.5	195,125	90.4
<b>598</b>	2,972	1.4	159,854	74.1	<b>639</b>	1,269	.6	196,394	91.0
<b>599</b>	550	.3	160,404	74.3	<b>640</b>	587	.3	196,981	91.3
<b>601</b>	2,899	1.3	163,303	75.7	<b>642</b>	145	.1	197,126	91.3
<b>602</b>	1,369	.6	164,672	76.3	<b>643</b>	653	.3	197,779	91.6
<b>604</b>	1,543	.7	166,215	77.0	<b>644</b>	1,227	.6	199,006	92.2
<b>605</b>	1,243	.6	167,458	77.6	<b>645</b>	471	.2	199,477	92.4
<b>606</b>	726	.3	168,184	77.9	<b>646</b>	732	.3	200,209	92.8
<b>607</b>	355	.2	168,539	78.1	<b>648</b>	26	.0	200,235	92.8
<b>608</b>	1,623	.8	170,162	78.8	<b>649</b>	1,887	.9	202,122	93.7
<b>609</b>	1,983	.9	172,145	79.8	<b>652</b>	1	.0	202,123	93.7
<b>610</b>	52	.0	172,197	79.8	<b>653</b>	995	.5	203,118	94.1
<b>611</b>	1,588	.7	173,785	80.5	<b>655</b>	1,036	.5	204,154	94.6
<b>612</b>	932	.4	174,717	81.0	<b>656</b>	1,077	.5	205,231	95.1
<b>613</b>	1,129	.5	175,846	81.5	<b>659</b>	1,148	.5	206,379	95.6
<b>614</b>	1,639	.8	177,485	82.2	<b>662</b>	577	.3	206,956	95.9
<b>615</b>	1,026	.5	178,511	82.7	<b>663</b>	1,177	.5	208,133	96.4
<b>617</b>	1	.0	178,512	82.7	<b>667</b>	1,212	.6	209,345	97.0
<b>618</b>	2,331	1.1	180,843	83.8	<b>671</b>	1,255	.6	210,600	97.6
<b>619</b>	1,084	.5	181,927	84.3	<b>672</b>	506	.2	211,106	97.8
<b>620</b>	163	.1	182,090	84.4	<b>674</b>	10	.0	211,116	97.8
<b>622</b>	2,767	1.3	184,857	85.7	<b>676</b>	1,277	.6	212,393	98.4
<b>624</b>	419	.2	185,276	85.8	<b>682</b>	1,084	.5	213,477	98.9
<b>625</b>	1,251	.6	186,527	86.4	<b>687</b>	29	.0	213,506	98.9
<b>626</b>	1,398	.6	187,925	87.1	<b>690</b>	1,039	.5	214,545	99.4
<b>627</b>	4	.0	187,929	87.1	<b>700</b>	643	.3	215,188	99.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
705	53	.0	215,241	99.7
717	417	.2	215,658	99.9
732	162	.1	215,820	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	6,193	3.3	6,193	3.3
313	626	.3	6,819	3.6
338	734	.4	7,553	4.0
341	707	.4	8,260	4.4
352	673	.4	8,933	4.7
362	619	.3	9,552	5.1
368	868	.5	10,420	5.5
369	421	.2	10,841	5.8
376	343	.2	11,184	5.9
380	425	.2	11,609	6.2
382	232	.1	11,841	6.3
386	795	.4	12,636	6.7
388	130	.1	12,766	6.8
393	89	.0	12,855	6.8
397	48	.0	12,903	6.9
400	745	.4	13,648	7.2
402	44	.0	13,692	7.3
405	477	.3	14,169	7.5
406	27	.0	14,196	7.5
407	459	.2	14,655	7.8
410	20	.0	14,675	7.8
412	599	.3	15,274	8.1
414	20	.0	15,294	8.1
418	502	.3	15,796	8.4
422	12	.0	15,808	8.4
424	949	.5	16,757	8.9
426	12	.0	16,769	8.9
428	442	.2	17,211	9.1
430	13	.0	17,224	9.1
432	576	.3	17,800	9.5

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>434</b>	12	.0	17,812	9.5	<b>492</b>	2	.0	31,403	16.7
<b>435</b>	335	.2	18,147	9.6	<b>493</b>	461	.2	31,864	16.9
<b>436</b>	369	.2	18,516	9.8	<b>494</b>	748	.4	32,612	17.3
<b>438</b>	460	.2	18,976	10.1	<b>495</b>	94	.0	32,706	17.4
<b>439</b>	7	.0	18,983	10.1	<b>496</b>	1	.0	32,707	17.4
<b>443</b>	251	.1	19,234	10.2	<b>498</b>	149	.1	32,856	17.4
<b>445</b>	577	.3	19,811	10.5	<b>499</b>	1,595	.8	34,451	18.3
<b>447</b>	240	.1	20,051	10.6	<b>501</b>	1,322	.7	35,773	19.0
<b>449</b>	781	.4	20,832	11.1	<b>504</b>	340	.2	36,113	19.2
<b>451</b>	399	.2	21,231	11.3	<b>507</b>	1,489	.8	37,602	20.0
<b>454</b>	127	.1	21,358	11.3	<b>508</b>	250	.1	37,852	20.1
<b>455</b>	565	.3	21,923	11.6	<b>510</b>	46	.0	37,898	20.1
<b>459</b>	301	.2	22,224	11.8	<b>511</b>	1,030	.5	38,928	20.7
<b>462</b>	344	.2	22,568	12.0	<b>512</b>	598	.3	39,526	21.0
<b>463</b>	1,764	.9	24,332	12.9	<b>513</b>	712	.4	40,238	21.4
<b>464</b>	58	.0	24,390	13.0	<b>514</b>	846	.4	41,084	21.8
<b>468</b>	41	.0	24,431	13.0	<b>515</b>	8	.0	41,092	21.8
<b>470</b>	392	.2	24,823	13.2	<b>517</b>	114	.1	41,206	21.9
<b>471</b>	4	.0	24,827	13.2	<b>518</b>	1,404	.7	42,610	22.6
<b>472</b>	37	.0	24,864	13.2	<b>519</b>	6	.0	42,616	22.6
<b>473</b>	765	.4	25,629	13.6	<b>520</b>	790	.4	43,406	23.0
<b>474</b>	244	.1	25,873	13.7	<b>521</b>	68	.0	43,474	23.1
<b>476</b>	862	.5	26,735	14.2	<b>522</b>	1,040	.6	44,514	23.6
<b>477</b>	725	.4	27,460	14.6	<b>523</b>	216	.1	44,730	23.8
<b>480</b>	608	.3	28,068	14.9	<b>524</b>	402	.2	45,132	24.0
<b>481</b>	261	.1	28,329	15.0	<b>525</b>	1,794	1.0	46,926	24.9
<b>484</b>	14	.0	28,343	15.1	<b>527</b>	341	.2	47,267	25.1
<b>486</b>	363	.2	28,706	15.2	<b>528</b>	53	.0	47,320	25.1
<b>487</b>	1,789	1.0	30,495	16.2	<b>529</b>	46	.0	47,366	25.2
<b>488</b>	5	.0	30,500	16.2	<b>530</b>	1,498	.8	48,864	25.9
<b>489</b>	766	.4	31,266	16.6	<b>531</b>	1,175	.6	50,039	26.6
<b>491</b>	135	.1	31,401	16.7	<b>532</b>	1	.0	50,040	26.6

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>533</b>	36	.0	50,076	26.6	<b>572</b>	1,032	.5	79,862	42.4
<b>534</b>	518	.3	50,594	26.9	<b>573</b>	40	.0	79,902	42.4
<b>535</b>	816	.4	51,410	27.3	<b>574</b>	2,137	1.1	82,039	43.6
<b>536</b>	267	.1	51,677	27.4	<b>575</b>	688	.4	82,727	43.9
<b>537</b>	2,053	1.1	53,730	28.5	<b>576</b>	228	.1	82,955	44.1
<b>539</b>	666	.4	54,396	28.9	<b>577</b>	1,254	.7	84,209	44.7
<b>541</b>	16	.0	54,412	28.9	<b>578</b>	2,048	1.1	86,257	45.8
<b>542</b>	1,593	.8	56,005	29.7	<b>579</b>	177	.1	86,434	45.9
<b>543</b>	1,632	.9	57,637	30.6	<b>580</b>	2	.0	86,436	45.9
<b>545</b>	9	.0	57,646	30.6	<b>581</b>	641	.3	87,077	46.2
<b>546</b>	1,287	.7	58,933	31.3	<b>582</b>	1,856	1.0	88,933	47.2
<b>547</b>	73	.0	59,006	31.3	<b>583</b>	1,388	.7	90,321	48.0
<b>548</b>	1,476	.8	60,482	32.1	<b>584</b>	234	.1	90,555	48.1
<b>549</b>	863	.5	61,345	32.6	<b>586</b>	3,975	2.1	94,530	50.2
<b>550</b>	213	.1	61,558	32.7	<b>587</b>	60	.0	94,590	50.2
<b>551</b>	1,079	.6	62,637	33.3	<b>588</b>	87	.0	94,677	50.3
<b>553</b>	1,161	.6	63,798	33.9	<b>590</b>	3,026	1.6	97,703	51.9
<b>554</b>	629	.3	64,427	34.2	<b>591</b>	1,312	.7	99,015	52.6
<b>555</b>	1,901	1.0	66,328	35.2	<b>592</b>	55	.0	99,070	52.6
<b>558</b>	1,136	.6	67,464	35.8	<b>594</b>	933	.5	100,003	53.1
<b>559</b>	778	.4	68,242	36.2	<b>595</b>	1,859	1.0	101,862	54.1
<b>560</b>	1,450	.8	69,692	37.0	<b>596</b>	1,123	.6	102,985	54.7
<b>561</b>	656	.3	70,348	37.4	<b>597</b>	481	.3	103,466	54.9
<b>562</b>	1,124	.6	71,472	38.0	<b>598</b>	2,411	1.3	105,877	56.2
<b>563</b>	567	.3	72,039	38.3	<b>599</b>	242	.1	106,119	56.4
<b>564</b>	15	.0	72,054	38.3	<b>600</b>	1,309	.7	107,428	57.0
<b>565</b>	1,270	.7	73,324	38.9	<b>602</b>	2,764	1.5	110,192	58.5
<b>566</b>	1,149	.6	74,473	39.5	<b>604</b>	1,671	.9	111,863	59.4
<b>567</b>	1,376	.7	75,849	40.3	<b>606</b>	1,394	.7	113,257	60.1
<b>568</b>	383	.2	76,232	40.5	<b>607</b>	1,228	.7	114,485	60.8
<b>570</b>	1,345	.7	77,577	41.2	<b>608</b>	1	.0	114,486	60.8
<b>571</b>	1,253	.7	78,830	41.9	<b>609</b>	1,729	.9	116,215	61.7

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>610</b>	1,307	.7	117,522	62.4	<b>656</b>	84	.0	157,650	83.7
<b>611</b>	567	.3	118,089	62.7	<b>657</b>	1,268	.7	158,918	84.4
<b>612</b>	2,384	1.3	120,473	64.0	<b>658</b>	1,784	.9	160,702	85.3
<b>614</b>	1,081	.6	121,554	64.5	<b>660</b>	2	.0	160,704	85.3
<b>615</b>	48	.0	121,602	64.6	<b>661</b>	2,147	1.1	162,851	86.5
<b>616</b>	2,943	1.6	124,545	66.1	<b>663</b>	1,065	.6	163,916	87.0
<b>617</b>	237	.1	124,782	66.3	<b>665</b>	1,979	1.1	165,895	88.1
<b>619</b>	948	.5	125,730	66.8	<b>669</b>	3,218	1.7	169,113	89.8
<b>620</b>	2,753	1.5	128,483	68.2	<b>670</b>	197	.1	169,310	89.9
<b>621</b>	207	.1	128,690	68.3	<b>672</b>	3	.0	169,313	89.9
<b>622</b>	1	.0	128,691	68.3	<b>673</b>	881	.5	170,194	90.4
<b>623</b>	1,032	.5	129,723	68.9	<b>674</b>	1,428	.8	171,622	91.1
<b>624</b>	1,684	.9	131,407	69.8	<b>677</b>	1,642	.9	173,264	92.0
<b>625</b>	1,299	.7	132,706	70.5	<b>678</b>	1,410	.7	174,674	92.8
<b>627</b>	113	.1	132,819	70.5	<b>682</b>	1,136	.6	175,810	93.4
<b>628</b>	3,920	2.1	136,739	72.6	<b>683</b>	92	.0	175,902	93.4
<b>630</b>	85	.0	136,824	72.7	<b>684</b>	1,289	.7	177,191	94.1
<b>632</b>	1,949	1.0	138,773	73.7	<b>686</b>	1,578	.8	178,769	94.9
<b>633</b>	1,758	.9	140,531	74.6	<b>690</b>	1,019	.5	179,788	95.5
<b>635</b>	181	.1	140,712	74.7	<b>691</b>	1,195	.6	180,983	96.1
<b>636</b>	1,679	.9	142,391	75.6	<b>696</b>	1,267	.7	182,250	96.8
<b>637</b>	1,737	.9	144,128	76.5	<b>697</b>	776	.4	183,026	97.2
<b>639</b>	291	.2	144,419	76.7	<b>698</b>	61	.0	183,087	97.2
<b>640</b>	1,816	1.0	146,235	77.7	<b>699</b>	170	.1	183,257	97.3
<b>641</b>	645	.3	146,880	78.0	<b>702</b>	1,152	.6	184,409	97.9
<b>642</b>	1,019	.5	147,899	78.5	<b>706</b>	516	.3	184,925	98.2
<b>644</b>	1,601	.9	149,500	79.4	<b>710</b>	983	.5	185,908	98.7
<b>645</b>	952	.5	150,452	79.9	<b>714</b>	101	.1	186,009	98.8
<b>647</b>	879	.5	151,331	80.4	<b>719</b>	1,159	.6	187,168	99.4
<b>648</b>	1	.0	151,332	80.4	<b>732</b>	542	.3	187,710	99.7
<b>649</b>	2,777	1.5	154,109	81.8	<b>735</b>	197	.1	187,907	99.8
<b>653</b>	3,457	1.8	157,566	83.7	<b>747</b>	407	.2	188,314	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
184	1,295	.7	1,295	.7
185	61	.0	1,356	.7
186	136	.1	1,492	.8
187	164	.1	1,656	.9
188	131	.1	1,787	1.0
189	164	.1	1,951	1.1
190	130	.1	2,081	1.2
191	77	.0	2,158	1.2
192	83	.0	2,241	1.2
193	73	.0	2,314	1.3
194	59	.0	2,373	1.3
195	47	.0	2,420	1.3
196	37	.0	2,457	1.4
197	27	.0	2,484	1.4
198	11	.0	2,495	1.4
199	11	.0	2,506	1.4
200	5	.0	2,511	1.4
201	4	.0	2,515	1.4
202	2	.0	2,517	1.4
203	3	.0	2,520	1.4
204	1	.0	2,521	1.4
207	1	.0	2,522	1.4
213	66	.0	2,588	1.4
214	16	.0	2,604	1.4
215	21	.0	2,625	1.5
216	45	.0	2,670	1.5
217	52	.0	2,722	1.5
218	58	.0	2,780	1.5
219	43	.0	2,823	1.6
220	44	.0	2,867	1.6
221	40	.0	2,907	1.6
222	34	.0	2,941	1.6
223	30	.0	2,971	1.6
224	12	.0	2,983	1.6
225	18	.0	3,001	1.7
226	13	.0	3,014	1.7
227	9	.0	3,023	1.7
228	3	.0	3,026	1.7
229	4	.0	3,030	1.7
230	2	.0	3,032	1.7
231	1	.0	3,033	1.7
232	2	.0	3,035	1.7
234	1	.0	3,036	1.7
237	33	.0	3,069	1.7
238	15	.0	3,084	1.7
239	29	.0	3,113	1.7
240	18	.0	3,131	1.7
241	78	.0	3,209	1.8
242	59	.0	3,268	1.8
243	69	.0	3,337	1.8
244	75	.0	3,412	1.9
245	55	.0	3,467	1.9
246	76	.0	3,543	2.0
247	63	.0	3,606	2.0
248	71	.0	3,677	2.0
249	50	.0	3,727	2.1
250	43	.0	3,770	2.1
251	53	.0	3,823	2.1
252	64	.0	3,887	2.1
253	40	.0	3,927	2.2
254	65	.0	3,992	2.2
255	43	.0	4,035	2.2

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<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>256</b>	74	.0	4,109	2.3	<b>288</b>	101	.1	6,199	3.4
<b>257</b>	43	.0	4,152	2.3	<b>289</b>	82	.0	6,281	3.5
<b>258</b>	37	.0	4,189	2.3	<b>290</b>	105	.1	6,386	3.5
<b>259</b>	55	.0	4,244	2.3	<b>291</b>	113	.1	6,499	3.6
<b>260</b>	55	.0	4,299	2.4	<b>292</b>	65	.0	6,564	3.6
<b>261</b>	54	.0	4,353	2.4	<b>293</b>	103	.1	6,667	3.7
<b>262</b>	50	.0	4,403	2.4	<b>294</b>	88	.0	6,755	3.7
<b>263</b>	75	.0	4,478	2.5	<b>295</b>	87	.0	6,842	3.8
<b>264</b>	50	.0	4,528	2.5	<b>296</b>	104	.1	6,946	3.8
<b>265</b>	67	.0	4,595	2.5	<b>297</b>	98	.1	7,044	3.9
<b>266</b>	52	.0	4,647	2.6	<b>298</b>	129	.1	7,173	4.0
<b>267</b>	63	.0	4,710	2.6	<b>299</b>	92	.1	7,265	4.0
<b>268</b>	55	.0	4,765	2.6	<b>300</b>	98	.1	7,363	4.1
<b>269</b>	70	.0	4,835	2.7	<b>301</b>	108	.1	7,471	4.1
<b>270</b>	63	.0	4,898	2.7	<b>302</b>	108	.1	7,579	4.2
<b>271</b>	51	.0	4,949	2.7	<b>303</b>	115	.1	7,694	4.3
<b>272</b>	58	.0	5,007	2.8	<b>304</b>	109	.1	7,803	4.3
<b>273</b>	58	.0	5,065	2.8	<b>305</b>	123	.1	7,926	4.4
<b>274</b>	84	.0	5,149	2.8	<b>306</b>	120	.1	8,046	4.4
<b>275</b>	79	.0	5,228	2.9	<b>307</b>	110	.1	8,156	4.5
<b>276</b>	66	.0	5,294	2.9	<b>308</b>	105	.1	8,261	4.6
<b>277</b>	67	.0	5,361	3.0	<b>309</b>	114	.1	8,375	4.6
<b>278</b>	76	.0	5,437	3.0	<b>310</b>	110	.1	8,485	4.7
<b>279</b>	74	.0	5,511	3.0	<b>311</b>	107	.1	8,592	4.7
<b>280</b>	63	.0	5,574	3.1	<b>312</b>	100	.1	8,692	4.8
<b>281</b>	78	.0	5,652	3.1	<b>313</b>	116	.1	8,808	4.9
<b>282</b>	57	.0	5,709	3.2	<b>314</b>	98	.1	8,906	4.9
<b>283</b>	98	.1	5,807	3.2	<b>315</b>	107	.1	9,013	5.0
<b>284</b>	70	.0	5,877	3.2	<b>316</b>	96	.1	9,109	5.0
<b>285</b>	66	.0	5,943	3.3	<b>317</b>	101	.1	9,210	5.1
<b>286</b>	73	.0	6,016	3.3	<b>318</b>	114	.1	9,324	5.2
<b>287</b>	82	.0	6,098	3.4	<b>319</b>	134	.1	9,458	5.2



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<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>320</b>	123	.1	9,581	5.3	<b>352</b>	233	.1	14,789	8.2
<b>321</b>	135	.1	9,716	5.4	<b>353</b>	225	.1	15,014	8.3
<b>322</b>	127	.1	9,843	5.4	<b>354</b>	219	.1	15,233	8.4
<b>323</b>	142	.1	9,985	5.5	<b>355</b>	255	.1	15,488	8.6
<b>324</b>	142	.1	10,127	5.6	<b>356</b>	285	.2	15,773	8.7
<b>325</b>	156	.1	10,283	5.7	<b>357</b>	243	.1	16,016	8.9
<b>326</b>	119	.1	10,402	5.7	<b>358</b>	263	.1	16,279	9.0
<b>327</b>	128	.1	10,530	5.8	<b>359</b>	283	.2	16,562	9.2
<b>328</b>	143	.1	10,673	5.9	<b>360</b>	303	.2	16,865	9.3
<b>329</b>	115	.1	10,788	6.0	<b>361</b>	272	.2	17,137	9.5
<b>330</b>	146	.1	10,934	6.0	<b>362</b>	306	.2	17,443	9.6
<b>331</b>	140	.1	11,074	6.1	<b>363</b>	298	.2	17,741	9.8
<b>332</b>	138	.1	11,212	6.2	<b>364</b>	292	.2	18,033	10.0
<b>333</b>	155	.1	11,367	6.3	<b>365</b>	319	.2	18,352	10.1
<b>334</b>	158	.1	11,525	6.4	<b>366</b>	312	.2	18,664	10.3
<b>335</b>	149	.1	11,674	6.5	<b>367</b>	365	.2	19,029	10.5
<b>336</b>	147	.1	11,821	6.5	<b>368</b>	378	.2	19,407	10.7
<b>337</b>	172	.1	11,993	6.6	<b>369</b>	383	.2	19,790	10.9
<b>338</b>	156	.1	12,149	6.7	<b>370</b>	388	.2	20,178	11.2
<b>339</b>	151	.1	12,300	6.8	<b>371</b>	418	.2	20,596	11.4
<b>340</b>	149	.1	12,449	6.9	<b>372</b>	407	.2	21,003	11.6
<b>341</b>	178	.1	12,627	7.0	<b>373</b>	412	.2	21,415	11.8
<b>342</b>	173	.1	12,800	7.1	<b>374</b>	440	.2	21,855	12.1
<b>343</b>	169	.1	12,969	7.2	<b>375</b>	453	.3	22,308	12.3
<b>344</b>	199	.1	13,168	7.3	<b>376</b>	457	.3	22,765	12.6
<b>345</b>	193	.1	13,361	7.4	<b>377</b>	494	.3	23,259	12.9
<b>346</b>	206	.1	13,567	7.5	<b>378</b>	490	.3	23,749	13.1
<b>347</b>	169	.1	13,736	7.6	<b>379</b>	540	.3	24,289	13.4
<b>348</b>	190	.1	13,926	7.7	<b>380</b>	527	.3	24,816	13.7
<b>349</b>	224	.1	14,150	7.8	<b>381</b>	530	.3	25,346	14.0
<b>350</b>	178	.1	14,328	7.9	<b>382</b>	493	.3	25,839	14.3
<b>351</b>	228	.1	14,556	8.0	<b>383</b>	546	.3	26,385	14.6

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>384</b>	564	.3	26,949	14.9	<b>416</b>	1,032	.6	54,534	30.1
<b>385</b>	587	.3	27,536	15.2	<b>417</b>	1,125	.6	55,659	30.8
<b>386</b>	603	.3	28,139	15.6	<b>418</b>	1,201	.7	56,860	31.4
<b>387</b>	621	.3	28,760	15.9	<b>419</b>	1,167	.6	58,027	32.1
<b>388</b>	637	.4	29,397	16.2	<b>420</b>	1,172	.6	59,199	32.7
<b>389</b>	696	.4	30,093	16.6	<b>421</b>	1,216	.7	60,415	33.4
<b>390</b>	667	.4	30,760	17.0	<b>422</b>	1,178	.7	61,593	34.0
<b>391</b>	755	.4	31,515	17.4	<b>423</b>	1,177	.7	62,770	34.7
<b>392</b>	747	.4	32,262	17.8	<b>424</b>	1,282	.7	64,052	35.4
<b>393</b>	698	.4	32,960	18.2	<b>425</b>	1,307	.7	65,359	36.1
<b>394</b>	741	.4	33,701	18.6	<b>426</b>	1,236	.7	66,595	36.8
<b>395</b>	760	.4	34,461	19.0	<b>427</b>	1,312	.7	67,907	37.5
<b>396</b>	819	.5	35,280	19.5	<b>428</b>	1,345	.7	69,252	38.3
<b>397</b>	790	.4	36,070	19.9	<b>429</b>	1,246	.7	70,498	39.0
<b>398</b>	808	.4	36,878	20.4	<b>430</b>	1,258	.7	71,756	39.7
<b>399</b>	853	.5	37,731	20.9	<b>431</b>	1,302	.7	73,058	40.4
<b>400</b>	855	.5	38,586	21.3	<b>432</b>	1,278	.7	74,336	41.1
<b>401</b>	832	.5	39,418	21.8	<b>433</b>	1,298	.7	75,634	41.8
<b>402</b>	836	.5	40,254	22.3	<b>434</b>	1,319	.7	76,953	42.5
<b>403</b>	979	.5	41,233	22.8	<b>435</b>	1,325	.7	78,278	43.3
<b>404</b>	993	.5	42,226	23.3	<b>436</b>	1,319	.7	79,597	44.0
<b>405</b>	933	.5	43,159	23.9	<b>437</b>	1,275	.7	80,872	44.7
<b>406</b>	975	.5	44,134	24.4	<b>438</b>	1,438	.8	82,310	45.5
<b>407</b>	1,003	.6	45,137	25.0	<b>439</b>	1,405	.8	83,715	46.3
<b>408</b>	998	.6	46,135	25.5	<b>440</b>	1,400	.8	85,115	47.0
<b>409</b>	933	.5	47,068	26.0	<b>441</b>	1,389	.8	86,504	47.8
<b>410</b>	1,021	.6	48,089	26.6	<b>442</b>	1,359	.8	87,863	48.6
<b>411</b>	1,113	.6	49,202	27.2	<b>443</b>	1,519	.8	89,382	49.4
<b>412</b>	1,082	.6	50,284	27.8	<b>444</b>	1,363	.8	90,745	50.2
<b>413</b>	1,066	.6	51,350	28.4	<b>445</b>	1,327	.7	92,072	50.9
<b>414</b>	1,060	.6	52,410	29.0	<b>446</b>	1,480	.8	93,552	51.7
<b>415</b>	1,092	.6	53,502	29.6	<b>447</b>	1,400	.8	94,952	52.5

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>448</b>	1,386	.8	96,338	53.3	<b>480</b>	1,113	.6	138,539	76.6
<b>449</b>	1,548	.9	97,886	54.1	<b>481</b>	1,068	.6	139,607	77.2
<b>450</b>	1,489	.8	99,375	54.9	<b>482</b>	1,109	.6	140,716	77.8
<b>451</b>	1,347	.7	100,722	55.7	<b>483</b>	1,144	.6	141,860	78.4
<b>452</b>	1,471	.8	102,193	56.5	<b>484</b>	994	.5	142,854	79.0
<b>453</b>	1,445	.8	103,638	57.3	<b>485</b>	1,130	.6	143,984	79.6
<b>454</b>	1,285	.7	104,923	58.0	<b>486</b>	1,016	.6	145,000	80.2
<b>455</b>	1,428	.8	106,351	58.8	<b>487</b>	973	.5	145,973	80.7
<b>456</b>	1,406	.8	107,757	59.6	<b>488</b>	978	.5	146,951	81.2
<b>457</b>	1,285	.7	109,042	60.3	<b>489</b>	992	.5	147,943	81.8
<b>458</b>	1,431	.8	110,473	61.1	<b>490</b>	996	.6	148,939	82.3
<b>459</b>	1,399	.8	111,872	61.8	<b>491</b>	849	.5	149,788	82.8
<b>460</b>	1,378	.8	113,250	62.6	<b>492</b>	855	.5	150,643	83.3
<b>461</b>	1,322	.7	114,572	63.3	<b>493</b>	963	.5	151,606	83.8
<b>462</b>	1,365	.8	115,937	64.1	<b>494</b>	876	.5	152,482	84.3
<b>463</b>	1,323	.7	117,260	64.8	<b>495</b>	732	.4	153,214	84.7
<b>464</b>	1,370	.8	118,630	65.6	<b>496</b>	953	.5	154,167	85.2
<b>465</b>	1,346	.7	119,976	66.3	<b>497</b>	742	.4	154,909	85.6
<b>466</b>	1,297	.7	121,273	67.0	<b>498</b>	800	.4	155,709	86.1
<b>467</b>	1,255	.7	122,528	67.7	<b>499</b>	689	.4	156,398	86.5
<b>468</b>	1,315	.7	123,843	68.5	<b>500</b>	747	.4	157,145	86.9
<b>469</b>	1,302	.7	125,145	69.2	<b>501</b>	620	.3	157,765	87.2
<b>470</b>	1,328	.7	126,473	69.9	<b>502</b>	727	.4	158,492	87.6
<b>471</b>	1,197	.7	127,670	70.6	<b>503</b>	717	.4	159,209	88.0
<b>472</b>	1,341	.7	129,011	71.3	<b>504</b>	612	.3	159,821	88.3
<b>473</b>	1,141	.6	130,152	71.9	<b>505</b>	720	.4	160,541	88.7
<b>474</b>	1,198	.7	131,350	72.6	<b>506</b>	672	.4	161,213	89.1
<b>475</b>	1,180	.7	132,530	73.3	<b>507</b>	576	.3	161,789	89.4
<b>476</b>	1,340	.7	133,870	74.0	<b>508</b>	600	.3	162,389	89.8
<b>477</b>	1,192	.7	135,062	74.7	<b>509</b>	602	.3	162,991	90.1
<b>478</b>	1,170	.6	136,232	75.3	<b>510</b>	479	.3	163,470	90.4
<b>479</b>	1,194	.7	137,426	76.0	<b>511</b>	481	.3	163,951	90.6

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>512</b>	508	.3	164,459	90.9	<b>544</b>	270	.1	175,311	96.9
<b>513</b>	540	.3	164,999	91.2	<b>545</b>	182	.1	175,493	97.0
<b>514</b>	508	.3	165,507	91.5	<b>546</b>	301	.2	175,794	97.2
<b>515</b>	537	.3	166,044	91.8	<b>547</b>	230	.1	176,024	97.3
<b>516</b>	548	.3	166,592	92.1	<b>548</b>	174	.1	176,198	97.4
<b>517</b>	325	.2	166,917	92.3	<b>549</b>	218	.1	176,416	97.5
<b>518</b>	565	.3	167,482	92.6	<b>550</b>	165	.1	176,581	97.6
<b>519</b>	476	.3	167,958	92.8	<b>551</b>	199	.1	176,780	97.7
<b>520</b>	469	.3	168,427	93.1	<b>552</b>	205	.1	176,985	97.8
<b>521</b>	313	.2	168,740	93.3	<b>553</b>	223	.1	177,208	98.0
<b>522</b>	443	.2	169,183	93.5	<b>554</b>	159	.1	177,367	98.0
<b>523</b>	364	.2	169,547	93.7	<b>555</b>	192	.1	177,559	98.2
<b>524</b>	388	.2	169,935	93.9	<b>556</b>	129	.1	177,688	98.2
<b>525</b>	367	.2	170,302	94.1	<b>557</b>	136	.1	177,824	98.3
<b>526</b>	361	.2	170,663	94.3	<b>558</b>	124	.1	177,948	98.4
<b>527</b>	345	.2	171,008	94.5	<b>559</b>	168	.1	178,116	98.5
<b>528</b>	335	.2	171,343	94.7	<b>560</b>	63	.0	178,179	98.5
<b>529</b>	332	.2	171,675	94.9	<b>561</b>	89	.0	178,268	98.5
<b>530</b>	302	.2	171,977	95.1	<b>562</b>	92	.1	178,360	98.6
<b>531</b>	400	.2	172,377	95.3	<b>563</b>	140	.1	178,500	98.7
<b>532</b>	263	.1	172,640	95.4	<b>564</b>	107	.1	178,607	98.7
<b>533</b>	256	.1	172,896	95.6	<b>565</b>	129	.1	178,736	98.8
<b>534</b>	241	.1	173,137	95.7	<b>566</b>	88	.0	178,824	98.8
<b>535</b>	255	.1	173,392	95.8	<b>567</b>	88	.0	178,912	98.9
<b>536</b>	208	.1	173,600	96.0	<b>568</b>	50	.0	178,962	98.9
<b>537</b>	245	.1	173,845	96.1	<b>569</b>	61	.0	179,023	99.0
<b>538</b>	203	.1	174,048	96.2	<b>570</b>	17	.0	179,040	99.0
<b>539</b>	153	.1	174,201	96.3	<b>571</b>	100	.1	179,140	99.0
<b>540</b>	249	.1	174,450	96.4	<b>572</b>	49	.0	179,189	99.1
<b>541</b>	205	.1	174,655	96.5	<b>573</b>	54	.0	179,243	99.1
<b>542</b>	207	.1	174,862	96.7	<b>574</b>	21	.0	179,264	99.1
<b>543</b>	179	.1	175,041	96.8	<b>575</b>	81	.0	179,345	99.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
576	32	.0	179,377	99.2
577	60	.0	179,437	99.2
578	63	.0	179,500	99.2
579	108	.1	179,608	99.3
580	79	.0	179,687	99.3
581	98	.1	179,785	99.4
582	83	.0	179,868	99.4
583	96	.1	179,964	99.5
584	116	.1	180,080	99.5
585	70	.0	180,150	99.6
586	103	.1	180,253	99.6
587	109	.1	180,362	99.7
588	99	.1	180,461	99.8
589	44	.0	180,505	99.8
590	127	.1	180,632	99.8
591	39	.0	180,671	99.9
592	56	.0	180,727	99.9
594	121	.1	180,848	100.0
598	57	.0	180,905	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
215	1,061	.8	1,061	.8
225	19	.0	1,080	.8
231	35	.0	1,115	.8
236	20	.0	1,135	.8
238	11	.0	1,146	.8
241	7	.0	1,153	.8
243	7	.0	1,160	.8
244	17	.0	1,177	.8
247	55	.0	1,232	.9
249	22	.0	1,254	.9
250	12	.0	1,266	.9
251	5	.0	1,271	.9
253	10	.0	1,281	.9
254	36	.0	1,317	.9
255	9	.0	1,326	1.0
257	2	.0	1,328	1.0
258	15	.0	1,343	1.0
259	23	.0	1,366	1.0
260	6	.0	1,372	1.0
261	20	.0	1,392	1.0
262	16	.0	1,408	1.0
263	16	.0	1,424	1.0
264	4	.0	1,428	1.0
265	28	.0	1,456	1.0
266	14	.0	1,470	1.1
267	5	.0	1,475	1.1
268	37	.0	1,512	1.1
269	4	.0	1,516	1.1
270	23	.0	1,539	1.1
271	14	.0	1,553	1.1

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>272</b>	28	.0	1,581	1.1	<b>304</b>	32	.0	2,239	1.6
<b>273</b>	13	.0	1,594	1.1	<b>305</b>	33	.0	2,272	1.6
<b>274</b>	25	.0	1,619	1.2	<b>306</b>	30	.0	2,302	1.7
<b>275</b>	10	.0	1,629	1.2	<b>307</b>	32	.0	2,334	1.7
<b>276</b>	20	.0	1,649	1.2	<b>308</b>	45	.0	2,379	1.7
<b>277</b>	15	.0	1,664	1.2	<b>309</b>	25	.0	2,404	1.7
<b>278</b>	22	.0	1,686	1.2	<b>310</b>	23	.0	2,427	1.7
<b>279</b>	12	.0	1,698	1.2	<b>311</b>	28	.0	2,455	1.8
<b>280</b>	6	.0	1,704	1.2	<b>312</b>	34	.0	2,489	1.8
<b>281</b>	30	.0	1,734	1.2	<b>313</b>	25	.0	2,514	1.8
<b>282</b>	10	.0	1,744	1.3	<b>314</b>	21	.0	2,535	1.8
<b>283</b>	26	.0	1,770	1.3	<b>315</b>	25	.0	2,560	1.8
<b>284</b>	22	.0	1,792	1.3	<b>316</b>	30	.0	2,590	1.9
<b>285</b>	10	.0	1,802	1.3	<b>317</b>	31	.0	2,621	1.9
<b>286</b>	22	.0	1,824	1.3	<b>318</b>	41	.0	2,662	1.9
<b>287</b>	26	.0	1,850	1.3	<b>319</b>	46	.0	2,708	1.9
<b>288</b>	13	.0	1,863	1.3	<b>320</b>	30	.0	2,738	2.0
<b>289</b>	10	.0	1,873	1.3	<b>321</b>	42	.0	2,780	2.0
<b>290</b>	27	.0	1,900	1.4	<b>322</b>	29	.0	2,809	2.0
<b>291</b>	17	.0	1,917	1.4	<b>323</b>	36	.0	2,845	2.0
<b>292</b>	23	.0	1,940	1.4	<b>324</b>	49	.0	2,894	2.1
<b>293</b>	29	.0	1,969	1.4	<b>325</b>	38	.0	2,932	2.1
<b>294</b>	28	.0	1,997	1.4	<b>326</b>	62	.0	2,994	2.2
<b>295</b>	24	.0	2,021	1.5	<b>327</b>	47	.0	3,041	2.2
<b>296</b>	13	.0	2,034	1.5	<b>328</b>	40	.0	3,081	2.2
<b>297</b>	33	.0	2,067	1.5	<b>329</b>	60	.0	3,141	2.3
<b>298</b>	23	.0	2,090	1.5	<b>330</b>	60	.0	3,201	2.3
<b>299</b>	22	.0	2,112	1.5	<b>331</b>	51	.0	3,252	2.3
<b>300</b>	24	.0	2,136	1.5	<b>332</b>	61	.0	3,313	2.4
<b>301</b>	28	.0	2,164	1.6	<b>333</b>	52	.0	3,365	2.4
<b>302</b>	26	.0	2,190	1.6	<b>334</b>	42	.0	3,407	2.5
<b>303</b>	17	.0	2,207	1.6	<b>335</b>	73	.1	3,480	2.5

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>336</b>	48	.0	3,528	2.5	<b>368</b>	104	.1	6,375	4.6
<b>337</b>	71	.1	3,599	2.6	<b>369</b>	131	.1	6,506	4.7
<b>338</b>	61	.0	3,660	2.6	<b>370</b>	131	.1	6,637	4.8
<b>339</b>	46	.0	3,706	2.7	<b>371</b>	134	.1	6,771	4.9
<b>340</b>	56	.0	3,762	2.7	<b>372</b>	150	.1	6,921	5.0
<b>341</b>	82	.1	3,844	2.8	<b>373</b>	125	.1	7,046	5.1
<b>342</b>	64	.0	3,908	2.8	<b>374</b>	188	.1	7,234	5.2
<b>343</b>	60	.0	3,968	2.9	<b>375</b>	162	.1	7,396	5.3
<b>344</b>	77	.1	4,045	2.9	<b>376</b>	139	.1	7,535	5.4
<b>345</b>	78	.1	4,123	3.0	<b>377</b>	148	.1	7,683	5.5
<b>346</b>	72	.1	4,195	3.0	<b>378</b>	200	.1	7,883	5.7
<b>347</b>	75	.1	4,270	3.1	<b>379</b>	174	.1	8,057	5.8
<b>348</b>	53	.0	4,323	3.1	<b>380</b>	195	.1	8,252	5.9
<b>349</b>	85	.1	4,408	3.2	<b>381</b>	186	.1	8,438	6.1
<b>350</b>	75	.1	4,483	3.2	<b>382</b>	181	.1	8,619	6.2
<b>351</b>	75	.1	4,558	3.3	<b>383</b>	184	.1	8,803	6.3
<b>352</b>	107	.1	4,665	3.4	<b>384</b>	198	.1	9,001	6.5
<b>353</b>	67	.0	4,732	3.4	<b>385</b>	180	.1	9,181	6.6
<b>354</b>	90	.1	4,822	3.5	<b>386</b>	257	.2	9,438	6.8
<b>355</b>	117	.1	4,939	3.6	<b>387</b>	240	.2	9,678	7.0
<b>356</b>	82	.1	5,021	3.6	<b>388</b>	224	.2	9,902	7.1
<b>357</b>	104	.1	5,125	3.7	<b>389</b>	244	.2	10,146	7.3
<b>358</b>	123	.1	5,248	3.8	<b>390</b>	221	.2	10,367	7.5
<b>359</b>	80	.1	5,328	3.8	<b>391</b>	242	.2	10,609	7.6
<b>360</b>	81	.1	5,409	3.9	<b>392</b>	244	.2	10,853	7.8
<b>361</b>	128	.1	5,537	4.0	<b>393</b>	225	.2	11,078	8.0
<b>362</b>	119	.1	5,656	4.1	<b>394</b>	233	.2	11,311	8.1
<b>363</b>	95	.1	5,751	4.1	<b>395</b>	291	.2	11,602	8.4
<b>364</b>	130	.1	5,881	4.2	<b>396</b>	264	.2	11,866	8.5
<b>365</b>	103	.1	5,984	4.3	<b>397</b>	292	.2	12,158	8.8
<b>366</b>	140	.1	6,124	4.4	<b>398</b>	286	.2	12,444	9.0
<b>367</b>	147	.1	6,271	4.5	<b>399</b>	266	.2	12,710	9.1

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>400</b>	319	.2	13,029	9.4	<b>432</b>	632	.5	28,157	20.3
<b>401</b>	349	.3	13,378	9.6	<b>433</b>	668	.5	28,825	20.7
<b>402</b>	326	.2	13,704	9.9	<b>434</b>	607	.4	29,432	21.2
<b>403</b>	323	.2	14,027	10.1	<b>435</b>	702	.5	30,134	21.7
<b>404</b>	347	.2	14,374	10.3	<b>436</b>	652	.5	30,786	22.2
<b>405</b>	371	.3	14,745	10.6	<b>437</b>	786	.6	31,572	22.7
<b>406</b>	380	.3	15,125	10.9	<b>438</b>	668	.5	32,240	23.2
<b>407</b>	400	.3	15,525	11.2	<b>439</b>	679	.5	32,919	23.7
<b>408</b>	331	.2	15,856	11.4	<b>440</b>	822	.6	33,741	24.3
<b>409</b>	436	.3	16,292	11.7	<b>441</b>	691	.5	34,432	24.8
<b>410</b>	376	.3	16,668	12.0	<b>442</b>	876	.6	35,308	25.4
<b>411</b>	372	.3	17,040	12.3	<b>443</b>	874	.6	36,182	26.0
<b>412</b>	435	.3	17,475	12.6	<b>444</b>	682	.5	36,864	26.5
<b>413</b>	425	.3	17,900	12.9	<b>445</b>	875	.6	37,739	27.2
<b>414</b>	421	.3	18,321	13.2	<b>446</b>	860	.6	38,599	27.8
<b>415</b>	465	.3	18,786	13.5	<b>447</b>	779	.6	39,378	28.3
<b>416</b>	443	.3	19,229	13.8	<b>448</b>	796	.6	40,174	28.9
<b>417</b>	473	.3	19,702	14.2	<b>449</b>	880	.6	41,054	29.6
<b>418</b>	502	.4	20,204	14.5	<b>450</b>	845	.6	41,899	30.2
<b>419</b>	423	.3	20,627	14.8	<b>451</b>	890	.6	42,789	30.8
<b>420</b>	532	.4	21,159	15.2	<b>452</b>	918	.7	43,707	31.5
<b>421</b>	530	.4	21,689	15.6	<b>453</b>	918	.7	44,625	32.1
<b>422</b>	511	.4	22,200	16.0	<b>454</b>	936	.7	45,561	32.8
<b>423</b>	565	.4	22,765	16.4	<b>455</b>	1,010	.7	46,571	33.5
<b>424</b>	502	.4	23,267	16.7	<b>456</b>	769	.6	47,340	34.1
<b>425</b>	555	.4	23,822	17.1	<b>457</b>	1,136	.8	48,476	34.9
<b>426</b>	599	.4	24,421	17.6	<b>458</b>	992	.7	49,468	35.6
<b>427</b>	628	.5	25,049	18.0	<b>459</b>	913	.7	50,381	36.3
<b>428</b>	560	.4	25,609	18.4	<b>460</b>	1,155	.8	51,536	37.1
<b>429</b>	658	.5	26,267	18.9	<b>461</b>	951	.7	52,487	37.8
<b>430</b>	633	.5	26,900	19.4	<b>462</b>	1,093	.8	53,580	38.6
<b>431</b>	625	.4	27,525	19.8	<b>463</b>	1,155	.8	54,735	39.4



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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>464</b>	974	.7	55,709	40.1	<b>496</b>	1,064	.8	92,732	66.8
<b>465</b>	1,128	.8	56,837	40.9	<b>497</b>	1,055	.8	93,787	67.5
<b>466</b>	1,147	.8	57,984	41.7	<b>498</b>	1,164	.8	94,951	68.4
<b>467</b>	1,105	.8	59,089	42.5	<b>499</b>	1,110	.8	96,061	69.2
<b>468</b>	1,081	.8	60,170	43.3	<b>500</b>	1,056	.8	97,117	69.9
<b>469</b>	1,226	.9	61,396	44.2	<b>501</b>	1,083	.8	98,200	70.7
<b>470</b>	1,115	.8	62,511	45.0	<b>502</b>	1,094	.8	99,294	71.5
<b>471</b>	1,080	.8	63,591	45.8	<b>503</b>	930	.7	100,224	72.1
<b>472</b>	1,220	.9	64,811	46.7	<b>504</b>	1,150	.8	101,374	73.0
<b>473</b>	1,077	.8	65,888	47.4	<b>505</b>	1,008	.7	102,382	73.7
<b>474</b>	1,152	.8	67,040	48.3	<b>506</b>	894	.6	103,276	74.3
<b>475</b>	1,220	.9	68,260	49.1	<b>507</b>	1,029	.7	104,305	75.1
<b>476</b>	1,018	.7	69,278	49.9	<b>508</b>	997	.7	105,302	75.8
<b>477</b>	1,197	.9	70,475	50.7	<b>509</b>	869	.6	106,171	76.4
<b>478</b>	1,256	.9	71,731	51.6	<b>510</b>	1,027	.7	107,198	77.2
<b>479</b>	1,174	.8	72,905	52.5	<b>511</b>	844	.6	108,042	77.8
<b>480</b>	1,214	.9	74,119	53.4	<b>512</b>	996	.7	109,038	78.5
<b>481</b>	1,172	.8	75,291	54.2	<b>513</b>	895	.6	109,933	79.1
<b>482</b>	1,159	.8	76,450	55.0	<b>514</b>	897	.6	110,830	79.8
<b>483</b>	1,227	.9	77,677	55.9	<b>515</b>	844	.6	111,674	80.4
<b>484</b>	1,172	.8	78,849	56.8	<b>516</b>	856	.6	112,530	81.0
<b>485</b>	1,134	.8	79,983	57.6	<b>517</b>	855	.6	113,385	81.6
<b>486</b>	1,171	.8	81,154	58.4	<b>518</b>	808	.6	114,193	82.2
<b>487</b>	1,188	.9	82,342	59.3	<b>519</b>	883	.6	115,076	82.8
<b>488</b>	1,114	.8	83,456	60.1	<b>520</b>	783	.6	115,859	83.4
<b>489</b>	1,262	.9	84,718	61.0	<b>521</b>	727	.5	116,586	83.9
<b>490</b>	1,268	.9	85,986	61.9	<b>522</b>	930	.7	117,516	84.6
<b>491</b>	1,098	.8	87,084	62.7	<b>523</b>	699	.5	118,215	85.1
<b>492</b>	1,150	.8	88,234	63.5	<b>524</b>	766	.6	118,981	85.6
<b>493</b>	1,125	.8	89,359	64.3	<b>525</b>	754	.5	119,735	86.2
<b>494</b>	1,142	.8	90,501	65.1	<b>526</b>	701	.5	120,436	86.7
<b>495</b>	1,167	.8	91,668	66.0	<b>527</b>	723	.5	121,159	87.2

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>528</b>	673	.5	121,832	87.7	<b>560</b>	247	.2	135,607	97.6
<b>529</b>	701	.5	122,533	88.2	<b>561</b>	190	.1	135,797	97.8
<b>530</b>	579	.4	123,112	88.6	<b>562</b>	242	.2	136,039	97.9
<b>531</b>	679	.5	123,791	89.1	<b>563</b>	146	.1	136,185	98.0
<b>532</b>	589	.4	124,380	89.5	<b>564</b>	224	.2	136,409	98.2
<b>533</b>	559	.4	124,939	89.9	<b>565</b>	164	.1	136,573	98.3
<b>534</b>	596	.4	125,535	90.4	<b>566</b>	162	.1	136,735	98.4
<b>535</b>	572	.4	126,107	90.8	<b>567</b>	156	.1	136,891	98.5
<b>536</b>	453	.3	126,560	91.1	<b>568</b>	135	.1	137,026	98.6
<b>537</b>	531	.4	127,091	91.5	<b>569</b>	127	.1	137,153	98.7
<b>538</b>	526	.4	127,617	91.9	<b>570</b>	196	.1	137,349	98.9
<b>539</b>	495	.4	128,112	92.2	<b>571</b>	58	.0	137,407	98.9
<b>540</b>	533	.4	128,645	92.6	<b>572</b>	155	.1	137,562	99.0
<b>541</b>	404	.3	129,049	92.9	<b>573</b>	40	.0	137,602	99.1
<b>542</b>	517	.4	129,566	93.3	<b>574</b>	161	.1	137,763	99.2
<b>543</b>	518	.4	130,084	93.6	<b>575</b>	32	.0	137,795	99.2
<b>544</b>	330	.2	130,414	93.9	<b>576</b>	136	.1	137,931	99.3
<b>545</b>	490	.4	130,904	94.2	<b>577</b>	58	.0	137,989	99.3
<b>546</b>	342	.2	131,246	94.5	<b>578</b>	79	.1	138,068	99.4
<b>547</b>	446	.3	131,692	94.8	<b>579</b>	52	.0	138,120	99.4
<b>548</b>	305	.2	131,997	95.0	<b>580</b>	88	.1	138,208	99.5
<b>549</b>	384	.3	132,381	95.3	<b>581</b>	51	.0	138,259	99.5
<b>550</b>	374	.3	132,755	95.6	<b>582</b>	75	.1	138,334	99.6
<b>551</b>	379	.3	133,134	95.8	<b>583</b>	7	.0	138,341	99.6
<b>552</b>	324	.2	133,458	96.1	<b>584</b>	93	.1	138,434	99.7
<b>553</b>	220	.2	133,678	96.2	<b>585</b>	30	.0	138,464	99.7
<b>554</b>	369	.3	134,047	96.5	<b>586</b>	41	.0	138,505	99.7
<b>555</b>	295	.2	134,342	96.7	<b>587</b>	46	.0	138,551	99.7
<b>556</b>	274	.2	134,616	96.9	<b>588</b>	33	.0	138,584	99.8
<b>557</b>	278	.2	134,894	97.1	<b>589</b>	35	.0	138,619	99.8
<b>558</b>	250	.2	135,144	97.3	<b>590</b>	10	.0	138,629	99.8
<b>559</b>	216	.2	135,360	97.4	<b>591</b>	38	.0	138,667	99.8

**Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
592	13	.0	138,680	99.8
593	31	.0	138,711	99.9
594	31	.0	138,742	99.9
595	15	.0	138,757	99.9
596	12	.0	138,769	99.9
597	8	.0	138,777	99.9
598	6	.0	138,783	99.9
599	13	.0	138,796	99.9
600	13	.0	138,809	99.9
601	20	.0	138,829	99.9
602	4	.0	138,833	99.9
603	7	.0	138,840	99.9
605	7	.0	138,847	100.0
606	1	.0	138,848	100.0
607	13	.0	138,861	100.0
608	15	.0	138,876	100.0
609	6	.0	138,882	100.0
611	7	.0	138,889	100.0
613	8	.0	138,897	100.0
614	1	.0	138,898	100.0
615	2	.0	138,900	100.0
616	1	.0	138,901	100.0
617	3	.0	138,904	100.0
618	1	.0	138,905	100.0
619	5	.0	138,910	100.0
629	5	.0	138,915	100.0
633	1	.0	138,916	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	3,065	.8	3,065	.8
235	57	.0	3,122	.9
251	20	.0	3,142	.9
253	14	.0	3,156	.9
256	4	.0	3,160	.9
258	58	.0	3,218	.9
259	102	.0	3,320	.9
261	17	.0	3,337	.9
263	16	.0	3,353	.9
265	8	.0	3,361	.9
266	12	.0	3,373	.9
267	90	.0	3,463	.9
268	65	.0	3,528	1.0
271	16	.0	3,544	1.0
272	71	.0	3,615	1.0
273	7	.0	3,622	1.0
274	58	.0	3,680	1.0
275	68	.0	3,748	1.0
276	7	.0	3,755	1.0
277	17	.0	3,772	1.0
278	57	.0	3,829	1.0
279	6	.0	3,835	1.0
280	48	.0	3,883	1.1
281	47	.0	3,930	1.1
282	8	.0	3,938	1.1
283	51	.0	3,989	1.1
284	9	.0	3,998	1.1
285	26	.0	4,024	1.1
286	27	.0	4,051	1.1
287	26	.0	4,077	1.1

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>288</b>	45	.0	4,122	1.1	<b>320</b>	50	.0	5,561	1.5
<b>289</b>	38	.0	4,160	1.1	<b>321</b>	54	.0	5,615	1.5
<b>290</b>	42	.0	4,202	1.1	<b>322</b>	79	.0	5,694	1.6
<b>291</b>	37	.0	4,239	1.2	<b>323</b>	63	.0	5,757	1.6
<b>292</b>	19	.0	4,258	1.2	<b>324</b>	50	.0	5,807	1.6
<b>293</b>	8	.0	4,266	1.2	<b>325</b>	81	.0	5,888	1.6
<b>294</b>	28	.0	4,294	1.2	<b>326</b>	42	.0	5,930	1.6
<b>295</b>	16	.0	4,310	1.2	<b>327</b>	68	.0	5,998	1.6
<b>296</b>	47	.0	4,357	1.2	<b>328</b>	80	.0	6,078	1.7
<b>297</b>	59	.0	4,416	1.2	<b>329</b>	72	.0	6,150	1.7
<b>298</b>	26	.0	4,442	1.2	<b>330</b>	66	.0	6,216	1.7
<b>299</b>	42	.0	4,484	1.2	<b>331</b>	72	.0	6,288	1.7
<b>300</b>	45	.0	4,529	1.2	<b>332</b>	60	.0	6,348	1.7
<b>301</b>	53	.0	4,582	1.2	<b>333</b>	75	.0	6,423	1.8
<b>302</b>	12	.0	4,594	1.3	<b>334</b>	70	.0	6,493	1.8
<b>303</b>	27	.0	4,621	1.3	<b>335</b>	70	.0	6,563	1.8
<b>304</b>	71	.0	4,692	1.3	<b>336</b>	81	.0	6,644	1.8
<b>305</b>	64	.0	4,756	1.3	<b>337</b>	94	.0	6,738	1.8
<b>306</b>	62	.0	4,818	1.3	<b>338</b>	99	.0	6,837	1.9
<b>307</b>	28	.0	4,846	1.3	<b>339</b>	94	.0	6,931	1.9
<b>308</b>	28	.0	4,874	1.3	<b>340</b>	71	.0	7,002	1.9
<b>309</b>	56	.0	4,930	1.3	<b>341</b>	105	.0	7,107	1.9
<b>310</b>	68	.0	4,998	1.4	<b>342</b>	104	.0	7,211	2.0
<b>311</b>	23	.0	5,021	1.4	<b>343</b>	111	.0	7,322	2.0
<b>312</b>	86	.0	5,107	1.4	<b>344</b>	93	.0	7,415	2.0
<b>313</b>	55	.0	5,162	1.4	<b>345</b>	116	.0	7,531	2.1
<b>314</b>	59	.0	5,221	1.4	<b>346</b>	92	.0	7,623	2.1
<b>315</b>	36	.0	5,257	1.4	<b>347</b>	94	.0	7,717	2.1
<b>316</b>	76	.0	5,333	1.5	<b>348</b>	85	.0	7,802	2.1
<b>317</b>	53	.0	5,386	1.5	<b>349</b>	131	.0	7,933	2.2
<b>318</b>	48	.0	5,434	1.5	<b>350</b>	116	.0	8,049	2.2
<b>319</b>	77	.0	5,511	1.5	<b>351</b>	122	.0	8,171	2.2

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>352</b>	106	.0	8,277	2.3	<b>384</b>	226	.1	13,815	3.8
<b>353</b>	115	.0	8,392	2.3	<b>385</b>	265	.1	14,080	3.8
<b>354</b>	122	.0	8,514	2.3	<b>386</b>	272	.1	14,352	3.9
<b>355</b>	130	.0	8,644	2.4	<b>387</b>	265	.1	14,617	4.0
<b>356</b>	130	.0	8,774	2.4	<b>388</b>	291	.1	14,908	4.1
<b>357</b>	119	.0	8,893	2.4	<b>389</b>	285	.1	15,193	4.1
<b>358</b>	144	.0	9,037	2.5	<b>390</b>	318	.1	15,511	4.2
<b>359</b>	123	.0	9,160	2.5	<b>391</b>	324	.1	15,835	4.3
<b>360</b>	172	.0	9,332	2.5	<b>392</b>	329	.1	16,164	4.4
<b>361</b>	174	.0	9,506	2.6	<b>393</b>	297	.1	16,461	4.5
<b>362</b>	137	.0	9,643	2.6	<b>394</b>	392	.1	16,853	4.6
<b>363</b>	141	.0	9,784	2.7	<b>395</b>	325	.1	17,178	4.7
<b>364</b>	153	.0	9,937	2.7	<b>396</b>	364	.1	17,542	4.8
<b>365</b>	171	.0	10,108	2.8	<b>397</b>	372	.1	17,914	4.9
<b>366</b>	143	.0	10,251	2.8	<b>398</b>	335	.1	18,249	5.0
<b>367</b>	186	.1	10,437	2.8	<b>399</b>	424	.1	18,673	5.1
<b>368</b>	116	.0	10,553	2.9	<b>400</b>	376	.1	19,049	5.2
<b>369</b>	173	.0	10,726	2.9	<b>401</b>	411	.1	19,460	5.3
<b>370</b>	154	.0	10,880	3.0	<b>402</b>	412	.1	19,872	5.4
<b>371</b>	173	.0	11,053	3.0	<b>403</b>	470	.1	20,342	5.5
<b>372</b>	192	.1	11,245	3.1	<b>404</b>	428	.1	20,770	5.7
<b>373</b>	201	.1	11,446	3.1	<b>405</b>	468	.1	21,238	5.8
<b>374</b>	220	.1	11,666	3.2	<b>406</b>	438	.1	21,676	5.9
<b>375</b>	166	.0	11,832	3.2	<b>407</b>	525	.1	22,201	6.1
<b>376</b>	204	.1	12,036	3.3	<b>408</b>	485	.1	22,686	6.2
<b>377</b>	202	.1	12,238	3.3	<b>409</b>	535	.1	23,221	6.3
<b>378</b>	236	.1	12,474	3.4	<b>410</b>	616	.2	23,837	6.5
<b>379</b>	198	.1	12,672	3.5	<b>411</b>	501	.1	24,338	6.6
<b>380</b>	232	.1	12,904	3.5	<b>412</b>	583	.2	24,921	6.8
<b>381</b>	217	.1	13,121	3.6	<b>413</b>	500	.1	25,421	6.9
<b>382</b>	225	.1	13,346	3.6	<b>414</b>	599	.2	26,020	7.1
<b>383</b>	243	.1	13,589	3.7	<b>415</b>	586	.2	26,606	7.3

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>416</b>	612	.2	27,218	7.4	<b>448</b>	1,131	.3	54,516	14.9
<b>417</b>	584	.2	27,802	7.6	<b>449</b>	1,099	.3	55,615	15.2
<b>418</b>	637	.2	28,439	7.8	<b>450</b>	1,214	.3	56,829	15.5
<b>419</b>	636	.2	29,075	7.9	<b>451</b>	1,056	.3	57,885	15.8
<b>420</b>	648	.2	29,723	8.1	<b>452</b>	1,361	.4	59,246	16.1
<b>421</b>	664	.2	30,387	8.3	<b>453</b>	1,255	.3	60,501	16.5
<b>422</b>	644	.2	31,031	8.5	<b>454</b>	1,192	.3	61,693	16.8
<b>423</b>	687	.2	31,718	8.6	<b>455</b>	1,355	.4	63,048	17.2
<b>424</b>	665	.2	32,383	8.8	<b>456</b>	1,292	.4	64,340	17.5
<b>425</b>	725	.2	33,108	9.0	<b>457</b>	1,453	.4	65,793	17.9
<b>426</b>	756	.2	33,864	9.2	<b>458</b>	1,270	.3	67,063	18.3
<b>427</b>	763	.2	34,627	9.4	<b>459</b>	1,362	.4	68,425	18.6
<b>428</b>	765	.2	35,392	9.6	<b>460</b>	1,466	.4	69,891	19.0
<b>429</b>	761	.2	36,153	9.9	<b>461</b>	1,497	.4	71,388	19.5
<b>430</b>	806	.2	36,959	10.1	<b>462</b>	1,523	.4	72,911	19.9
<b>431</b>	786	.2	37,745	10.3	<b>463</b>	1,468	.4	74,379	20.3
<b>432</b>	728	.2	38,473	10.5	<b>464</b>	1,563	.4	75,942	20.7
<b>433</b>	868	.2	39,341	10.7	<b>465</b>	1,532	.4	77,474	21.1
<b>434</b>	886	.2	40,227	11.0	<b>466</b>	1,699	.5	79,173	21.6
<b>435</b>	871	.2	41,098	11.2	<b>467</b>	1,519	.4	80,692	22.0
<b>436</b>	944	.3	42,042	11.5	<b>468</b>	1,659	.5	82,351	22.4
<b>437</b>	931	.3	42,973	11.7	<b>469</b>	1,643	.4	83,994	22.9
<b>438</b>	959	.3	43,932	12.0	<b>470</b>	1,747	.5	85,741	23.4
<b>439</b>	1,007	.3	44,939	12.2	<b>471</b>	1,843	.5	87,584	23.9
<b>440</b>	949	.3	45,888	12.5	<b>472</b>	1,560	.4	89,144	24.3
<b>441</b>	982	.3	46,870	12.8	<b>473</b>	1,927	.5	91,071	24.8
<b>442</b>	1,059	.3	47,929	13.1	<b>474</b>	1,695	.5	92,766	25.3
<b>443</b>	1,084	.3	49,013	13.4	<b>475</b>	1,901	.5	94,667	25.8
<b>444</b>	1,022	.3	50,035	13.6	<b>476</b>	1,772	.5	96,439	26.3
<b>445</b>	1,098	.3	51,133	13.9	<b>477</b>	1,869	.5	98,308	26.8
<b>446</b>	1,055	.3	52,188	14.2	<b>478</b>	2,028	.6	100,336	27.3
<b>447</b>	1,197	.3	53,385	14.6	<b>479</b>	1,869	.5	102,205	27.9

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>480</b>	2,045	.6	104,250	28.4	<b>512</b>	2,768	.8	180,276	49.1
<b>481</b>	1,844	.5	106,094	28.9	<b>513</b>	2,698	.7	182,974	49.9
<b>482</b>	2,176	.6	108,270	29.5	<b>514</b>	2,695	.7	185,669	50.6
<b>483</b>	2,036	.6	110,306	30.1	<b>515</b>	2,877	.8	188,546	51.4
<b>484</b>	2,116	.6	112,422	30.6	<b>516</b>	2,664	.7	191,210	52.1
<b>485</b>	2,060	.6	114,482	31.2	<b>517</b>	2,737	.7	193,947	52.9
<b>486</b>	2,063	.6	116,545	31.8	<b>518</b>	2,707	.7	196,654	53.6
<b>487</b>	2,376	.6	118,921	32.4	<b>519</b>	2,705	.7	199,359	54.3
<b>488</b>	2,118	.6	121,039	33.0	<b>520</b>	2,882	.8	202,241	55.1
<b>489</b>	2,268	.6	123,307	33.6	<b>521</b>	2,691	.7	204,932	55.9
<b>490</b>	2,097	.6	125,404	34.2	<b>522</b>	2,867	.8	207,799	56.6
<b>491</b>	2,312	.6	127,716	34.8	<b>523</b>	2,801	.8	210,600	57.4
<b>492</b>	2,263	.6	129,979	35.4	<b>524</b>	2,780	.8	213,380	58.2
<b>493</b>	2,275	.6	132,254	36.0	<b>525</b>	2,823	.8	216,203	58.9
<b>494</b>	2,293	.6	134,547	36.7	<b>526</b>	2,721	.7	218,924	59.7
<b>495</b>	2,304	.6	136,851	37.3	<b>527</b>	2,671	.7	221,595	60.4
<b>496</b>	2,479	.7	139,330	38.0	<b>528</b>	2,716	.7	224,311	61.1
<b>497</b>	2,315	.6	141,645	38.6	<b>529</b>	2,496	.7	226,807	61.8
<b>498</b>	2,544	.7	144,189	39.3	<b>530</b>	2,908	.8	229,715	62.6
<b>499</b>	2,448	.7	146,637	40.0	<b>531</b>	2,708	.7	232,423	63.3
<b>500</b>	2,318	.6	148,955	40.6	<b>532</b>	2,795	.8	235,218	64.1
<b>501</b>	2,559	.7	151,514	41.3	<b>533</b>	2,764	.8	237,982	64.9
<b>502</b>	2,247	.6	153,761	41.9	<b>534</b>	2,712	.7	240,694	65.6
<b>503</b>	2,701	.7	156,462	42.6	<b>535</b>	2,746	.7	243,440	66.4
<b>504</b>	2,514	.7	158,976	43.3	<b>536</b>	2,607	.7	246,047	67.1
<b>505</b>	2,687	.7	161,663	44.1	<b>537</b>	2,786	.8	248,833	67.8
<b>506</b>	2,671	.7	164,334	44.8	<b>538</b>	2,476	.7	251,309	68.5
<b>507</b>	2,586	.7	166,920	45.5	<b>539</b>	2,876	.8	254,185	69.3
<b>508</b>	2,717	.7	169,637	46.2	<b>540</b>	2,484	.7	256,669	70.0
<b>509</b>	2,503	.7	172,140	46.9	<b>541</b>	2,571	.7	259,240	70.7
<b>510</b>	2,816	.8	174,956	47.7	<b>542</b>	2,670	.7	261,910	71.4
<b>511</b>	2,552	.7	177,508	48.4	<b>543</b>	2,422	.7	264,332	72.0

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<b>544</b>	2,607	.7	266,939	72.8	<b>576</b>	1,203	.3	330,336	90.0
<b>545</b>	2,547	.7	269,486	73.5	<b>577</b>	1,504	.4	331,840	90.4
<b>546</b>	2,345	.6	271,831	74.1	<b>578</b>	1,226	.3	333,066	90.8
<b>547</b>	2,524	.7	274,355	74.8	<b>579</b>	1,210	.3	334,276	91.1
<b>548</b>	2,239	.6	276,594	75.4	<b>580</b>	1,349	.4	335,625	91.5
<b>549</b>	2,618	.7	279,212	76.1	<b>581</b>	1,226	.3	336,851	91.8
<b>550</b>	2,184	.6	281,396	76.7	<b>582</b>	1,198	.3	338,049	92.1
<b>551</b>	2,452	.7	283,848	77.4	<b>583</b>	1,055	.3	339,104	92.4
<b>552</b>	2,276	.6	286,124	78.0	<b>584</b>	1,211	.3	340,315	92.8
<b>553</b>	2,269	.6	288,393	78.6	<b>585</b>	1,068	.3	341,383	93.0
<b>554</b>	2,356	.6	290,749	79.2	<b>586</b>	861	.2	342,244	93.3
<b>555</b>	2,020	.6	292,769	79.8	<b>587</b>	1,264	.3	343,508	93.6
<b>556</b>	2,392	.7	295,161	80.4	<b>588</b>	861	.2	344,369	93.9
<b>557</b>	2,000	.5	297,161	81.0	<b>589</b>	842	.2	345,211	94.1
<b>558</b>	2,113	.6	299,274	81.6	<b>590</b>	1,041	.3	346,252	94.4
<b>559</b>	2,043	.6	301,317	82.1	<b>591</b>	777	.2	347,029	94.6
<b>560</b>	2,006	.5	303,323	82.7	<b>592</b>	967	.3	347,996	94.8
<b>561</b>	1,976	.5	305,299	83.2	<b>593</b>	842	.2	348,838	95.1
<b>562</b>	2,097	.6	307,396	83.8	<b>594</b>	683	.2	349,521	95.3
<b>563</b>	1,657	.5	309,053	84.2	<b>595</b>	870	.2	350,391	95.5
<b>564</b>	2,044	.6	311,097	84.8	<b>596</b>	636	.2	351,027	95.7
<b>565</b>	1,877	.5	312,974	85.3	<b>597</b>	631	.2	351,658	95.8
<b>566</b>	1,748	.5	314,722	85.8	<b>598</b>	951	.3	352,609	96.1
<b>567</b>	1,662	.5	316,384	86.2	<b>599</b>	337	.1	352,946	96.2
<b>568</b>	1,781	.5	318,165	86.7	<b>600</b>	718	.2	353,664	96.4
<b>569</b>	1,573	.4	319,738	87.1	<b>601</b>	485	.1	354,149	96.5
<b>570</b>	1,762	.5	321,500	87.6	<b>602</b>	496	.1	354,645	96.7
<b>571</b>	1,557	.4	323,057	88.1	<b>603</b>	813	.2	355,458	96.9
<b>572</b>	1,546	.4	324,603	88.5	<b>604</b>	358	.1	355,816	97.0
<b>573</b>	1,697	.5	326,300	88.9	<b>605</b>	478	.1	356,294	97.1
<b>574</b>	1,137	.3	327,437	89.2	<b>606</b>	515	.1	356,809	97.3
<b>575</b>	1,696	.5	329,133	89.7	<b>607</b>	483	.1	357,292	97.4



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<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>608</b>	474	.1	357,766	97.5	<b>640</b>	9	.0	365,607	99.6
<b>609</b>	452	.1	358,218	97.6	<b>641</b>	61	.0	365,668	99.7
<b>610</b>	388	.1	358,606	97.7	<b>642</b>	97	.0	365,765	99.7
<b>611</b>	513	.1	359,119	97.9	<b>643</b>	71	.0	365,836	99.7
<b>612</b>	308	.1	359,427	98.0	<b>644</b>	141	.0	365,977	99.7
<b>613</b>	385	.1	359,812	98.1	<b>645</b>	44	.0	366,021	99.8
<b>614</b>	372	.1	360,184	98.2	<b>646</b>	52	.0	366,073	99.8
<b>615</b>	336	.1	360,520	98.3	<b>647</b>	74	.0	366,147	99.8
<b>616</b>	484	.1	361,004	98.4	<b>648</b>	60	.0	366,207	99.8
<b>617</b>	183	.0	361,187	98.4	<b>649</b>	78	.0	366,285	99.8
<b>618</b>	341	.1	361,528	98.5	<b>650</b>	32	.0	366,317	99.8
<b>619</b>	316	.1	361,844	98.6	<b>651</b>	32	.0	366,349	99.9
<b>620</b>	286	.1	362,130	98.7	<b>652</b>	57	.0	366,406	99.9
<b>621</b>	282	.1	362,412	98.8	<b>653</b>	12	.0	366,418	99.9
<b>622</b>	213	.1	362,625	98.8	<b>654</b>	45	.0	366,463	99.9
<b>623</b>	308	.1	362,933	98.9	<b>655</b>	35	.0	366,498	99.9
<b>624</b>	158	.0	363,091	99.0	<b>656</b>	41	.0	366,539	99.9
<b>625</b>	181	.0	363,272	99.0	<b>657</b>	41	.0	366,580	99.9
<b>626</b>	256	.1	363,528	99.1	<b>658</b>	16	.0	366,596	99.9
<b>627</b>	203	.1	363,731	99.1	<b>659</b>	2	.0	366,598	99.9
<b>628</b>	242	.1	363,973	99.2	<b>660</b>	10	.0	366,608	99.9
<b>629</b>	207	.1	364,180	99.3	<b>661</b>	19	.0	366,627	99.9
<b>630</b>	120	.0	364,300	99.3	<b>662</b>	42	.0	366,669	99.9
<b>631</b>	207	.1	364,507	99.3	<b>663</b>	25	.0	366,694	99.9
<b>632</b>	121	.0	364,628	99.4	<b>664</b>	30	.0	366,724	100.0
<b>633</b>	121	.0	364,749	99.4	<b>665</b>	12	.0	366,736	100.0
<b>634</b>	230	.1	364,979	99.5	<b>666</b>	20	.0	366,756	100.0
<b>635</b>	62	.0	365,041	99.5	<b>667</b>	14	.0	366,770	100.0
<b>636</b>	124	.0	365,165	99.5	<b>668</b>	27	.0	366,797	100.0
<b>637</b>	102	.0	365,267	99.6	<b>670</b>	3	.0	366,800	100.0
<b>638</b>	114	.0	365,381	99.6	<b>671</b>	3	.0	366,803	100.0
<b>639</b>	217	.1	365,598	99.6	<b>673</b>	27	.0	366,830	100.0

**Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
675	37	.0	366,867	100.0
676	1	.0	366,868	100.0
679	2	.0	366,870	100.0
681	1	.0	366,871	100.0
684	5	.0	366,876	100.0
685	15	.0	366,891	100.0
687	2	.0	366,893	100.0
689	2	.0	366,895	100.0
700	1	.0	366,896	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
248	2,795	1.3	2,795	1.3
264	121	.1	2,916	1.4
266	32	.0	2,948	1.4
273	30	.0	2,978	1.4
274	77	.0	3,055	1.4
277	43	.0	3,098	1.4
278	35	.0	3,133	1.5
281	55	.0	3,188	1.5
282	23	.0	3,211	1.5
284	41	.0	3,252	1.5
286	32	.0	3,284	1.5
287	19	.0	3,303	1.5
289	43	.0	3,346	1.6
290	22	.0	3,368	1.6
291	25	.0	3,393	1.6
292	4	.0	3,397	1.6
293	45	.0	3,442	1.6
294	58	.0	3,500	1.6
296	24	.0	3,524	1.6
297	31	.0	3,555	1.6
299	33	.0	3,588	1.7
300	16	.0	3,604	1.7
301	44	.0	3,648	1.7
302	32	.0	3,680	1.7
303	41	.0	3,721	1.7
304	27	.0	3,748	1.7
305	34	.0	3,782	1.8
306	17	.0	3,799	1.8
307	33	.0	3,832	1.8
308	20	.0	3,852	1.8

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>309</b>	61	.0	3,913	1.8	<b>341</b>	62	.0	5,227	2.4
<b>310</b>	18	.0	3,931	1.8	<b>342</b>	68	.0	5,295	2.5
<b>311</b>	32	.0	3,963	1.8	<b>343</b>	51	.0	5,346	2.5
<b>312</b>	17	.0	3,980	1.8	<b>344</b>	78	.0	5,424	2.5
<b>313</b>	18	.0	3,998	1.9	<b>345</b>	62	.0	5,486	2.5
<b>314</b>	41	.0	4,039	1.9	<b>346</b>	58	.0	5,544	2.6
<b>315</b>	28	.0	4,067	1.9	<b>347</b>	61	.0	5,605	2.6
<b>316</b>	41	.0	4,108	1.9	<b>348</b>	85	.0	5,690	2.6
<b>317</b>	17	.0	4,125	1.9	<b>349</b>	42	.0	5,732	2.7
<b>318</b>	34	.0	4,159	1.9	<b>350</b>	53	.0	5,785	2.7
<b>319</b>	50	.0	4,209	2.0	<b>351</b>	75	.0	5,860	2.7
<b>320</b>	38	.0	4,247	2.0	<b>352</b>	56	.0	5,916	2.7
<b>321</b>	8	.0	4,255	2.0	<b>353</b>	73	.0	5,989	2.8
<b>322</b>	49	.0	4,304	2.0	<b>354</b>	67	.0	6,056	2.8
<b>323</b>	63	.0	4,367	2.0	<b>355</b>	59	.0	6,115	2.8
<b>324</b>	31	.0	4,398	2.0	<b>356</b>	77	.0	6,192	2.9
<b>325</b>	20	.0	4,418	2.0	<b>357</b>	71	.0	6,263	2.9
<b>326</b>	44	.0	4,462	2.1	<b>358</b>	68	.0	6,331	2.9
<b>327</b>	67	.0	4,529	2.1	<b>359</b>	82	.0	6,413	3.0
<b>328</b>	28	.0	4,557	2.1	<b>360</b>	72	.0	6,485	3.0
<b>329</b>	30	.0	4,587	2.1	<b>361</b>	62	.0	6,547	3.0
<b>330</b>	65	.0	4,652	2.2	<b>362</b>	99	.0	6,646	3.1
<b>331</b>	47	.0	4,699	2.2	<b>363</b>	64	.0	6,710	3.1
<b>332</b>	58	.0	4,757	2.2	<b>364</b>	117	.1	6,827	3.2
<b>333</b>	34	.0	4,791	2.2	<b>365</b>	67	.0	6,894	3.2
<b>334</b>	62	.0	4,853	2.2	<b>366</b>	71	.0	6,965	3.2
<b>335</b>	79	.0	4,932	2.3	<b>367</b>	102	.0	7,067	3.3
<b>336</b>	26	.0	4,958	2.3	<b>368</b>	79	.0	7,146	3.3
<b>337</b>	39	.0	4,997	2.3	<b>369</b>	96	.0	7,242	3.4
<b>338</b>	78	.0	5,075	2.4	<b>370</b>	96	.0	7,338	3.4
<b>339</b>	55	.0	5,130	2.4	<b>371</b>	85	.0	7,423	3.4
<b>340</b>	35	.0	5,165	2.4	<b>372</b>	80	.0	7,503	3.5

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>373</b>	102	.0	7,605	3.5	<b>405</b>	131	.1	11,164	5.2
<b>374</b>	68	.0	7,673	3.6	<b>406</b>	119	.1	11,283	5.2
<b>375</b>	89	.0	7,762	3.6	<b>407</b>	176	.1	11,459	5.3
<b>376</b>	88	.0	7,850	3.6	<b>408</b>	131	.1	11,590	5.4
<b>377</b>	92	.0	7,942	3.7	<b>409</b>	163	.1	11,753	5.4
<b>378</b>	93	.0	8,035	3.7	<b>410</b>	130	.1	11,883	5.5
<b>379</b>	107	.0	8,142	3.8	<b>411</b>	158	.1	12,041	5.6
<b>380</b>	88	.0	8,230	3.8	<b>412</b>	137	.1	12,178	5.6
<b>381</b>	123	.1	8,353	3.9	<b>413</b>	134	.1	12,312	5.7
<b>382</b>	96	.0	8,449	3.9	<b>414</b>	151	.1	12,463	5.8
<b>383</b>	88	.0	8,537	4.0	<b>415</b>	141	.1	12,604	5.8
<b>384</b>	123	.1	8,660	4.0	<b>416</b>	156	.1	12,760	5.9
<b>385</b>	90	.0	8,750	4.1	<b>417</b>	165	.1	12,925	6.0
<b>386</b>	99	.0	8,849	4.1	<b>418</b>	165	.1	13,090	6.1
<b>387</b>	121	.1	8,970	4.2	<b>419</b>	142	.1	13,232	6.1
<b>388</b>	101	.0	9,071	4.2	<b>420</b>	200	.1	13,432	6.2
<b>389</b>	124	.1	9,195	4.3	<b>421</b>	141	.1	13,573	6.3
<b>390</b>	109	.1	9,304	4.3	<b>422</b>	184	.1	13,757	6.4
<b>391</b>	107	.0	9,411	4.4	<b>423</b>	161	.1	13,918	6.4
<b>392</b>	110	.1	9,521	4.4	<b>424</b>	187	.1	14,105	6.5
<b>393</b>	127	.1	9,648	4.5	<b>425</b>	168	.1	14,273	6.6
<b>394</b>	115	.1	9,763	4.5	<b>426</b>	194	.1	14,467	6.7
<b>395</b>	86	.0	9,849	4.6	<b>427</b>	195	.1	14,662	6.8
<b>396</b>	137	.1	9,986	4.6	<b>428</b>	182	.1	14,844	6.9
<b>397</b>	112	.1	10,098	4.7	<b>429</b>	194	.1	15,038	7.0
<b>398</b>	128	.1	10,226	4.7	<b>430</b>	151	.1	15,189	7.0
<b>399</b>	147	.1	10,373	4.8	<b>431</b>	207	.1	15,396	7.1
<b>400</b>	127	.1	10,500	4.9	<b>432</b>	198	.1	15,594	7.2
<b>401</b>	140	.1	10,640	4.9	<b>433</b>	244	.1	15,838	7.3
<b>402</b>	128	.1	10,768	5.0	<b>434</b>	195	.1	16,033	7.4
<b>403</b>	145	.1	10,913	5.1	<b>435</b>	225	.1	16,258	7.5
<b>404</b>	120	.1	11,033	5.1	<b>436</b>	178	.1	16,436	7.6

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<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>437</b>	239	.1	16,675	7.7	<b>469</b>	385	.2	26,019	12.1
<b>438</b>	179	.1	16,854	7.8	<b>470</b>	362	.2	26,381	12.2
<b>439</b>	246	.1	17,100	7.9	<b>471</b>	431	.2	26,812	12.4
<b>440</b>	250	.1	17,350	8.0	<b>472</b>	354	.2	27,166	12.6
<b>441</b>	235	.1	17,585	8.1	<b>473</b>	403	.2	27,569	12.8
<b>442</b>	252	.1	17,837	8.3	<b>474</b>	363	.2	27,932	12.9
<b>443</b>	199	.1	18,036	8.4	<b>475</b>	410	.2	28,342	13.1
<b>444</b>	251	.1	18,287	8.5	<b>476</b>	424	.2	28,766	13.3
<b>445</b>	248	.1	18,535	8.6	<b>477</b>	435	.2	29,201	13.5
<b>446</b>	232	.1	18,767	8.7	<b>478</b>	451	.2	29,652	13.7
<b>447</b>	290	.1	19,057	8.8	<b>479</b>	428	.2	30,080	13.9
<b>448</b>	270	.1	19,327	9.0	<b>480</b>	484	.2	30,564	14.2
<b>449</b>	250	.1	19,577	9.1	<b>481</b>	439	.2	31,003	14.4
<b>450</b>	305	.1	19,882	9.2	<b>482</b>	524	.2	31,527	14.6
<b>451</b>	231	.1	20,113	9.3	<b>483</b>	484	.2	32,011	14.8
<b>452</b>	335	.2	20,448	9.5	<b>484</b>	487	.2	32,498	15.1
<b>453</b>	250	.1	20,698	9.6	<b>485</b>	488	.2	32,986	15.3
<b>454</b>	335	.2	21,033	9.7	<b>486</b>	518	.2	33,504	15.5
<b>455</b>	259	.1	21,292	9.9	<b>487</b>	500	.2	34,004	15.8
<b>456</b>	283	.1	21,575	10.0	<b>488</b>	564	.3	34,568	16.0
<b>457</b>	284	.1	21,859	10.1	<b>489</b>	503	.2	35,071	16.3
<b>458</b>	318	.1	22,177	10.3	<b>490</b>	569	.3	35,640	16.5
<b>459</b>	329	.2	22,506	10.4	<b>491</b>	501	.2	36,141	16.7
<b>460</b>	324	.2	22,830	10.6	<b>492</b>	612	.3	36,753	17.0
<b>461</b>	299	.1	23,129	10.7	<b>493</b>	571	.3	37,324	17.3
<b>462</b>	383	.2	23,512	10.9	<b>494</b>	648	.3	37,972	17.6
<b>463</b>	315	.1	23,827	11.0	<b>495</b>	603	.3	38,575	17.9
<b>464</b>	352	.2	24,179	11.2	<b>496</b>	715	.3	39,290	18.2
<b>465</b>	336	.2	24,515	11.4	<b>497</b>	595	.3	39,885	18.5
<b>466</b>	386	.2	24,901	11.5	<b>498</b>	739	.3	40,624	18.8
<b>467</b>	407	.2	25,308	11.7	<b>499</b>	573	.3	41,197	19.1
<b>468</b>	326	.2	25,634	11.9	<b>500</b>	725	.3	41,922	19.4

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<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>501</b>	663	.3	42,585	19.7	<b>533</b>	1,308	.6	73,994	34.3
<b>502</b>	788	.4	43,373	20.1	<b>534</b>	1,285	.6	75,279	34.9
<b>503</b>	658	.3	44,031	20.4	<b>535</b>	1,367	.6	76,646	35.5
<b>504</b>	753	.3	44,784	20.8	<b>536</b>	1,385	.6	78,031	36.2
<b>505</b>	725	.3	45,509	21.1	<b>537</b>	1,440	.7	79,471	36.8
<b>506</b>	821	.4	46,330	21.5	<b>538</b>	1,384	.6	80,855	37.5
<b>507</b>	766	.4	47,096	21.8	<b>539</b>	1,395	.6	82,250	38.1
<b>508</b>	851	.4	47,947	22.2	<b>540</b>	1,549	.7	83,799	38.8
<b>509</b>	803	.4	48,750	22.6	<b>541</b>	1,393	.6	85,192	39.5
<b>510</b>	890	.4	49,640	23.0	<b>542</b>	1,443	.7	86,635	40.1
<b>511</b>	803	.4	50,443	23.4	<b>543</b>	1,477	.7	88,112	40.8
<b>512</b>	852	.4	51,295	23.8	<b>544</b>	1,497	.7	89,609	41.5
<b>513</b>	875	.4	52,170	24.2	<b>545</b>	1,565	.7	91,174	42.2
<b>514</b>	841	.4	53,011	24.6	<b>546</b>	1,505	.7	92,679	42.9
<b>515</b>	974	.5	53,985	25.0	<b>547</b>	1,641	.8	94,320	43.7
<b>516</b>	954	.4	54,939	25.5	<b>548</b>	1,537	.7	95,857	44.4
<b>517</b>	947	.4	55,886	25.9	<b>549</b>	1,550	.7	97,407	45.1
<b>518</b>	1,018	.5	56,904	26.4	<b>550</b>	1,656	.8	99,063	45.9
<b>519</b>	979	.5	57,883	26.8	<b>551</b>	1,583	.7	100,646	46.6
<b>520</b>	1,003	.5	58,886	27.3	<b>552</b>	1,622	.8	102,268	47.4
<b>521</b>	1,018	.5	59,904	27.8	<b>553</b>	1,639	.8	103,907	48.1
<b>522</b>	1,105	.5	61,009	28.3	<b>554</b>	1,751	.8	105,658	49.0
<b>523</b>	1,166	.5	62,175	28.8	<b>555</b>	1,611	.7	107,269	49.7
<b>524</b>	1,087	.5	63,262	29.3	<b>556</b>	1,752	.8	109,021	50.5
<b>525</b>	1,079	.5	64,341	29.8	<b>557</b>	1,658	.8	110,679	51.3
<b>526</b>	1,172	.5	65,513	30.4	<b>558</b>	1,731	.8	112,410	52.1
<b>527</b>	1,096	.5	66,609	30.9	<b>559</b>	1,780	.8	114,190	52.9
<b>528</b>	1,277	.6	67,886	31.5	<b>560</b>	1,777	.8	115,967	53.7
<b>529</b>	1,078	.5	68,964	32.0	<b>561</b>	1,765	.8	117,732	54.6
<b>530</b>	1,237	.6	70,201	32.5	<b>562</b>	1,731	.8	119,463	55.4
<b>531</b>	1,198	.6	71,399	33.1	<b>563</b>	1,767	.8	121,230	56.2
<b>532</b>	1,287	.6	72,686	33.7	<b>564</b>	1,797	.8	123,027	57.0

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<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>565</b>	1,730	.8	124,757	57.8	<b>597</b>	1,276	.6	175,508	81.3
<b>566</b>	1,766	.8	126,523	58.6	<b>598</b>	1,276	.6	176,784	81.9
<b>567</b>	1,780	.8	128,303	59.4	<b>599</b>	1,196	.6	177,980	82.5
<b>568</b>	1,731	.8	130,034	60.3	<b>600</b>	1,183	.5	179,163	83.0
<b>569</b>	1,696	.8	131,730	61.0	<b>601</b>	1,274	.6	180,437	83.6
<b>570</b>	1,721	.8	133,451	61.8	<b>602</b>	1,133	.5	181,570	84.1
<b>571</b>	1,774	.8	135,225	62.7	<b>603</b>	1,220	.6	182,790	84.7
<b>572</b>	1,774	.8	136,999	63.5	<b>604</b>	1,153	.5	183,943	85.2
<b>573</b>	1,624	.8	138,623	64.2	<b>605</b>	1,086	.5	185,029	85.7
<b>574</b>	1,756	.8	140,379	65.0	<b>606</b>	1,074	.5	186,103	86.2
<b>575</b>	1,721	.8	142,100	65.8	<b>607</b>	1,088	.5	187,191	86.7
<b>576</b>	1,537	.7	143,637	66.6	<b>608</b>	1,020	.5	188,211	87.2
<b>577</b>	1,721	.8	145,358	67.4	<b>609</b>	1,118	.5	189,329	87.7
<b>578</b>	1,621	.8	146,979	68.1	<b>610</b>	826	.4	190,155	88.1
<b>579</b>	1,629	.8	148,608	68.9	<b>611</b>	942	.4	191,097	88.5
<b>580</b>	1,678	.8	150,286	69.6	<b>612</b>	859	.4	191,956	88.9
<b>581</b>	1,531	.7	151,817	70.3	<b>613</b>	908	.4	192,864	89.4
<b>582</b>	1,743	.8	153,560	71.2	<b>614</b>	906	.4	193,770	89.8
<b>583</b>	1,555	.7	155,115	71.9	<b>615</b>	929	.4	194,699	90.2
<b>584</b>	1,570	.7	156,685	72.6	<b>616</b>	806	.4	195,505	90.6
<b>585</b>	1,478	.7	158,163	73.3	<b>617</b>	883	.4	196,388	91.0
<b>586</b>	1,582	.7	159,745	74.0	<b>618</b>	745	.3	197,133	91.3
<b>587</b>	1,544	.7	161,289	74.7	<b>619</b>	733	.3	197,866	91.7
<b>588</b>	1,602	.7	162,891	75.5	<b>620</b>	829	.4	198,695	92.1
<b>589</b>	1,436	.7	164,327	76.1	<b>621</b>	639	.3	199,334	92.4
<b>590</b>	1,523	.7	165,850	76.8	<b>622</b>	787	.4	200,121	92.7
<b>591</b>	1,451	.7	167,301	77.5	<b>623</b>	597	.3	200,718	93.0
<b>592</b>	1,455	.7	168,756	78.2	<b>624</b>	630	.3	201,348	93.3
<b>593</b>	1,386	.6	170,142	78.8	<b>625</b>	558	.3	201,906	93.6
<b>594</b>	1,313	.6	171,455	79.4	<b>626</b>	636	.3	202,542	93.8
<b>595</b>	1,410	.7	172,865	80.1	<b>627</b>	594	.3	203,136	94.1
<b>596</b>	1,367	.6	174,232	80.7	<b>628</b>	535	.2	203,671	94.4

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>629</b>	483	.2	204,154	94.6	<b>661</b>	139	.1	213,851	99.1
<b>630</b>	564	.3	204,718	94.9	<b>662</b>	105	.0	213,956	99.1
<b>631</b>	492	.2	205,210	95.1	<b>663</b>	113	.1	214,069	99.2
<b>632</b>	542	.3	205,752	95.3	<b>664</b>	100	.0	214,169	99.2
<b>633</b>	461	.2	206,213	95.5	<b>665</b>	115	.1	214,284	99.3
<b>634</b>	387	.2	206,600	95.7	<b>666</b>	78	.0	214,362	99.3
<b>635</b>	459	.2	207,059	95.9	<b>667</b>	131	.1	214,493	99.4
<b>636</b>	490	.2	207,549	96.2	<b>668</b>	83	.0	214,576	99.4
<b>637</b>	418	.2	207,967	96.4	<b>669</b>	45	.0	214,621	99.4
<b>638</b>	379	.2	208,346	96.5	<b>670</b>	82	.0	214,703	99.5
<b>639</b>	394	.2	208,740	96.7	<b>671</b>	46	.0	214,749	99.5
<b>640</b>	325	.2	209,065	96.9	<b>672</b>	123	.1	214,872	99.6
<b>641</b>	364	.2	209,429	97.0	<b>673</b>	29	.0	214,901	99.6
<b>642</b>	332	.2	209,761	97.2	<b>674</b>	65	.0	214,966	99.6
<b>643</b>	309	.1	210,070	97.3	<b>675</b>	55	.0	215,021	99.6
<b>644</b>	334	.2	210,404	97.5	<b>676</b>	27	.0	215,048	99.6
<b>645</b>	299	.1	210,703	97.6	<b>677</b>	80	.0	215,128	99.7
<b>646</b>	245	.1	210,948	97.7	<b>678</b>	28	.0	215,156	99.7
<b>647</b>	220	.1	211,168	97.8	<b>679</b>	65	.0	215,221	99.7
<b>648</b>	234	.1	211,402	98.0	<b>680</b>	28	.0	215,249	99.7
<b>649</b>	335	.2	211,737	98.1	<b>681</b>	35	.0	215,284	99.8
<b>650</b>	248	.1	211,985	98.2	<b>682</b>	55	.0	215,339	99.8
<b>651</b>	170	.1	212,155	98.3	<b>683</b>	37	.0	215,376	99.8
<b>652</b>	199	.1	212,354	98.4	<b>684</b>	12	.0	215,388	99.8
<b>653</b>	240	.1	212,594	98.5	<b>685</b>	61	.0	215,449	99.8
<b>654</b>	177	.1	212,771	98.6	<b>686</b>	11	.0	215,460	99.8
<b>655</b>	157	.1	212,928	98.7	<b>687</b>	12	.0	215,472	99.8
<b>656</b>	177	.1	213,105	98.7	<b>688</b>	31	.0	215,503	99.9
<b>657</b>	141	.1	213,246	98.8	<b>689</b>	24	.0	215,527	99.9
<b>658</b>	188	.1	213,434	98.9	<b>690</b>	13	.0	215,540	99.9
<b>659</b>	124	.1	213,558	99.0	<b>691</b>	22	.0	215,562	99.9
<b>660</b>	154	.1	213,712	99.0	<b>692</b>	35	.0	215,597	99.9



**Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
693	24	.0	215,621	99.9
694	1	.0	215,622	99.9
695	14	.0	215,636	99.9
696	6	.0	215,642	99.9
697	15	.0	215,657	99.9
698	19	.0	215,676	99.9
699	15	.0	215,691	99.9
700	15	.0	215,706	99.9
701	2	.0	215,708	99.9
702	9	.0	215,717	100.0
703	3	.0	215,720	100.0
705	17	.0	215,737	100.0
706	14	.0	215,751	100.0
707	14	.0	215,765	100.0
708	2	.0	215,767	100.0
709	1	.0	215,768	100.0
710	2	.0	215,770	100.0
712	5	.0	215,775	100.0
713	9	.0	215,784	100.0
714	10	.0	215,794	100.0
715	3	.0	215,797	100.0
716	1	.0	215,798	100.0
718	2	.0	215,800	100.0
720	7	.0	215,807	100.0
721	3	.0	215,810	100.0
727	1	.0	215,811	100.0
728	5	.0	215,816	100.0
733	1	.0	215,817	100.0
734	1	.0	215,818	100.0
741	2	.0	215,820	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
251	4,601	2.4	4,601	2.4
257	34	.0	4,635	2.5
269	36	.0	4,671	2.5
270	19	.0	4,690	2.5
276	90	.0	4,780	2.5
277	25	.0	4,805	2.6
282	13	.0	4,818	2.6
283	31	.0	4,849	2.6
284	86	.0	4,935	2.6
286	32	.0	4,967	2.6
288	35	.0	5,002	2.7
289	70	.0	5,072	2.7
290	16	.0	5,088	2.7
292	23	.0	5,111	2.7
294	65	.0	5,176	2.7
295	16	.0	5,192	2.8
296	15	.0	5,207	2.8
297	15	.0	5,222	2.8
298	85	.0	5,307	2.8
299	12	.0	5,319	2.8
300	9	.0	5,328	2.8
301	13	.0	5,341	2.8
302	81	.0	5,422	2.9
303	36	.0	5,458	2.9
304	13	.0	5,471	2.9
305	15	.0	5,486	2.9
306	47	.0	5,533	2.9
307	15	.0	5,548	2.9
308	23	.0	5,571	3.0
309	64	.0	5,635	3.0

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>310</b>	7	.0	5,642	3.0	<b>342</b>	46	.0	7,157	3.8
<b>311</b>	38	.0	5,680	3.0	<b>343</b>	65	.0	7,222	3.8
<b>312</b>	17	.0	5,697	3.0	<b>344</b>	39	.0	7,261	3.9
<b>313</b>	64	.0	5,761	3.1	<b>345</b>	68	.0	7,329	3.9
<b>314</b>	32	.0	5,793	3.1	<b>346</b>	77	.0	7,406	3.9
<b>315</b>	6	.0	5,799	3.1	<b>347</b>	69	.0	7,475	4.0
<b>316</b>	60	.0	5,859	3.1	<b>348</b>	69	.0	7,544	4.0
<b>317</b>	39	.0	5,898	3.1	<b>349</b>	90	.0	7,634	4.1
<b>318</b>	24	.0	5,922	3.1	<b>350</b>	71	.0	7,705	4.1
<b>319</b>	52	.0	5,974	3.2	<b>351</b>	64	.0	7,769	4.1
<b>320</b>	26	.0	6,000	3.2	<b>352</b>	99	.1	7,868	4.2
<b>321</b>	41	.0	6,041	3.2	<b>353</b>	53	.0	7,921	4.2
<b>322</b>	37	.0	6,078	3.2	<b>354</b>	74	.0	7,995	4.2
<b>323</b>	65	.0	6,143	3.3	<b>355</b>	54	.0	8,049	4.3
<b>324</b>	35	.0	6,178	3.3	<b>356</b>	79	.0	8,128	4.3
<b>325</b>	51	.0	6,229	3.3	<b>357</b>	69	.0	8,197	4.4
<b>326</b>	41	.0	6,270	3.3	<b>358</b>	100	.1	8,297	4.4
<b>327</b>	50	.0	6,320	3.4	<b>359</b>	74	.0	8,371	4.4
<b>328</b>	59	.0	6,379	3.4	<b>360</b>	50	.0	8,421	4.5
<b>329</b>	31	.0	6,410	3.4	<b>361</b>	63	.0	8,484	4.5
<b>330</b>	35	.0	6,445	3.4	<b>362</b>	74	.0	8,558	4.5
<b>331</b>	71	.0	6,516	3.5	<b>363</b>	80	.0	8,638	4.6
<b>332</b>	29	.0	6,545	3.5	<b>364</b>	77	.0	8,715	4.6
<b>333</b>	91	.0	6,636	3.5	<b>365</b>	62	.0	8,777	4.7
<b>334</b>	50	.0	6,686	3.6	<b>366</b>	92	.0	8,869	4.7
<b>335</b>	55	.0	6,741	3.6	<b>367</b>	72	.0	8,941	4.7
<b>336</b>	72	.0	6,813	3.6	<b>368</b>	98	.1	9,039	4.8
<b>337</b>	57	.0	6,870	3.6	<b>369</b>	68	.0	9,107	4.8
<b>338</b>	65	.0	6,935	3.7	<b>370</b>	112	.1	9,219	4.9
<b>339</b>	54	.0	6,989	3.7	<b>371</b>	107	.1	9,326	5.0
<b>340</b>	27	.0	7,016	3.7	<b>372</b>	73	.0	9,399	5.0
<b>341</b>	95	.1	7,111	3.8	<b>373</b>	80	.0	9,479	5.0

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>374</b>	101	.1	9,580	5.1	<b>406</b>	145	.1	13,238	7.0
<b>375</b>	96	.1	9,676	5.1	<b>407</b>	105	.1	13,343	7.1
<b>376</b>	103	.1	9,779	5.2	<b>408</b>	138	.1	13,481	7.2
<b>377</b>	117	.1	9,896	5.3	<b>409</b>	154	.1	13,635	7.2
<b>378</b>	90	.0	9,986	5.3	<b>410</b>	129	.1	13,764	7.3
<b>379</b>	79	.0	10,065	5.3	<b>411</b>	116	.1	13,880	7.4
<b>380</b>	115	.1	10,180	5.4	<b>412</b>	164	.1	14,044	7.5
<b>381</b>	94	.0	10,274	5.5	<b>413</b>	129	.1	14,173	7.5
<b>382</b>	84	.0	10,358	5.5	<b>414</b>	106	.1	14,279	7.6
<b>383</b>	121	.1	10,479	5.6	<b>415</b>	169	.1	14,448	7.7
<b>384</b>	132	.1	10,611	5.6	<b>416</b>	117	.1	14,565	7.7
<b>385</b>	67	.0	10,678	5.7	<b>417</b>	108	.1	14,673	7.8
<b>386</b>	126	.1	10,804	5.7	<b>418</b>	172	.1	14,845	7.9
<b>387</b>	124	.1	10,928	5.8	<b>419</b>	147	.1	14,992	8.0
<b>388</b>	101	.1	11,029	5.9	<b>420</b>	128	.1	15,120	8.0
<b>389</b>	108	.1	11,137	5.9	<b>421</b>	163	.1	15,283	8.1
<b>390</b>	145	.1	11,282	6.0	<b>422</b>	151	.1	15,434	8.2
<b>391</b>	95	.1	11,377	6.0	<b>423</b>	128	.1	15,562	8.3
<b>392</b>	121	.1	11,498	6.1	<b>424</b>	164	.1	15,726	8.4
<b>393</b>	136	.1	11,634	6.2	<b>425</b>	172	.1	15,898	8.4
<b>394</b>	112	.1	11,746	6.2	<b>426</b>	131	.1	16,029	8.5
<b>395</b>	115	.1	11,861	6.3	<b>427</b>	140	.1	16,169	8.6
<b>396</b>	132	.1	11,993	6.4	<b>428</b>	158	.1	16,327	8.7
<b>397</b>	93	.0	12,086	6.4	<b>429</b>	161	.1	16,488	8.8
<b>398</b>	79	.0	12,165	6.5	<b>430</b>	149	.1	16,637	8.8
<b>399</b>	146	.1	12,311	6.5	<b>431</b>	182	.1	16,819	8.9
<b>400</b>	127	.1	12,438	6.6	<b>432</b>	164	.1	16,983	9.0
<b>401</b>	113	.1	12,551	6.7	<b>433</b>	140	.1	17,123	9.1
<b>402</b>	129	.1	12,680	6.7	<b>434</b>	185	.1	17,308	9.2
<b>403</b>	145	.1	12,825	6.8	<b>435</b>	149	.1	17,457	9.3
<b>404</b>	125	.1	12,950	6.9	<b>436</b>	141	.1	17,598	9.3
<b>405</b>	143	.1	13,093	7.0	<b>437</b>	168	.1	17,766	9.4

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>438</b>	173	.1	17,939	9.5	<b>470</b>	229	.1	24,628	13.1
<b>439</b>	166	.1	18,105	9.6	<b>471</b>	237	.1	24,865	13.2
<b>440</b>	185	.1	18,290	9.7	<b>472</b>	250	.1	25,115	13.3
<b>441</b>	177	.1	18,467	9.8	<b>473</b>	257	.1	25,372	13.5
<b>442</b>	173	.1	18,640	9.9	<b>474</b>	250	.1	25,622	13.6
<b>443</b>	172	.1	18,812	10.0	<b>475</b>	255	.1	25,877	13.7
<b>444</b>	193	.1	19,005	10.1	<b>476</b>	268	.1	26,145	13.9
<b>445</b>	164	.1	19,169	10.2	<b>477</b>	245	.1	26,390	14.0
<b>446</b>	164	.1	19,333	10.3	<b>478</b>	303	.2	26,693	14.2
<b>447</b>	192	.1	19,525	10.4	<b>479</b>	251	.1	26,944	14.3
<b>448</b>	190	.1	19,715	10.5	<b>480</b>	259	.1	27,203	14.4
<b>449</b>	192	.1	19,907	10.6	<b>481</b>	278	.1	27,481	14.6
<b>450</b>	197	.1	20,104	10.7	<b>482</b>	310	.2	27,791	14.8
<b>451</b>	181	.1	20,285	10.8	<b>483</b>	299	.2	28,090	14.9
<b>452</b>	188	.1	20,473	10.9	<b>484</b>	303	.2	28,393	15.1
<b>453</b>	198	.1	20,671	11.0	<b>485</b>	313	.2	28,706	15.2
<b>454</b>	175	.1	20,846	11.1	<b>486</b>	319	.2	29,025	15.4
<b>455</b>	227	.1	21,073	11.2	<b>487</b>	309	.2	29,334	15.6
<b>456</b>	227	.1	21,300	11.3	<b>488</b>	298	.2	29,632	15.7
<b>457</b>	197	.1	21,497	11.4	<b>489</b>	349	.2	29,981	15.9
<b>458</b>	233	.1	21,730	11.5	<b>490</b>	315	.2	30,296	16.1
<b>459</b>	226	.1	21,956	11.7	<b>491</b>	382	.2	30,678	16.3
<b>460</b>	266	.1	22,222	11.8	<b>492</b>	385	.2	31,063	16.5
<b>461</b>	190	.1	22,412	11.9	<b>493</b>	354	.2	31,417	16.7
<b>462</b>	262	.1	22,674	12.0	<b>494</b>	368	.2	31,785	16.9
<b>463</b>	250	.1	22,924	12.2	<b>495</b>	330	.2	32,115	17.1
<b>464</b>	234	.1	23,158	12.3	<b>496</b>	397	.2	32,512	17.3
<b>465</b>	268	.1	23,426	12.4	<b>497</b>	331	.2	32,843	17.4
<b>466</b>	250	.1	23,676	12.6	<b>498</b>	407	.2	33,250	17.7
<b>467</b>	260	.1	23,936	12.7	<b>499</b>	375	.2	33,625	17.9
<b>468</b>	220	.1	24,156	12.8	<b>500</b>	387	.2	34,012	18.1
<b>469</b>	243	.1	24,399	13.0	<b>501</b>	383	.2	34,395	18.3

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<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>502</b>	381	.2	34,776	18.5	<b>534</b>	744	.4	52,033	27.6
<b>503</b>	417	.2	35,193	18.7	<b>535</b>	750	.4	52,783	28.0
<b>504</b>	404	.2	35,597	18.9	<b>536</b>	664	.4	53,447	28.4
<b>505</b>	450	.2	36,047	19.1	<b>537</b>	737	.4	54,184	28.8
<b>506</b>	417	.2	36,464	19.4	<b>538</b>	729	.4	54,913	29.2
<b>507</b>	431	.2	36,895	19.6	<b>539</b>	695	.4	55,608	29.5
<b>508</b>	433	.2	37,328	19.8	<b>540</b>	775	.4	56,383	29.9
<b>509</b>	425	.2	37,753	20.0	<b>541</b>	807	.4	57,190	30.4
<b>510</b>	486	.3	38,239	20.3	<b>542</b>	824	.4	58,014	30.8
<b>511</b>	472	.3	38,711	20.6	<b>543</b>	764	.4	58,778	31.2
<b>512</b>	497	.3	39,208	20.8	<b>544</b>	788	.4	59,566	31.6
<b>513</b>	462	.2	39,670	21.1	<b>545</b>	855	.5	60,421	32.1
<b>514</b>	514	.3	40,184	21.3	<b>546</b>	766	.4	61,187	32.5
<b>515</b>	537	.3	40,721	21.6	<b>547</b>	889	.5	62,076	33.0
<b>516</b>	496	.3	41,217	21.9	<b>548</b>	850	.5	62,926	33.4
<b>517</b>	542	.3	41,759	22.2	<b>549</b>	826	.4	63,752	33.9
<b>518</b>	516	.3	42,275	22.4	<b>550</b>	919	.5	64,671	34.3
<b>519</b>	523	.3	42,798	22.7	<b>551</b>	861	.5	65,532	34.8
<b>520</b>	521	.3	43,319	23.0	<b>552</b>	858	.5	66,390	35.3
<b>521</b>	539	.3	43,858	23.3	<b>553</b>	912	.5	67,302	35.7
<b>522</b>	567	.3	44,425	23.6	<b>554</b>	973	.5	68,275	36.3
<b>523</b>	605	.3	45,030	23.9	<b>555</b>	967	.5	69,242	36.8
<b>524</b>	553	.3	45,583	24.2	<b>556</b>	961	.5	70,203	37.3
<b>525</b>	550	.3	46,133	24.5	<b>557</b>	955	.5	71,158	37.8
<b>526</b>	619	.3	46,752	24.8	<b>558</b>	912	.5	72,070	38.3
<b>527</b>	641	.3	47,393	25.2	<b>559</b>	1,031	.5	73,101	38.8
<b>528</b>	653	.3	48,046	25.5	<b>560</b>	1,069	.6	74,170	39.4
<b>529</b>	620	.3	48,666	25.8	<b>561</b>	940	.5	75,110	39.9
<b>530</b>	652	.3	49,318	26.2	<b>562</b>	1,146	.6	76,256	40.5
<b>531</b>	658	.3	49,976	26.5	<b>563</b>	955	.5	77,211	41.0
<b>532</b>	633	.3	50,609	26.9	<b>564</b>	928	.5	78,139	41.5
<b>533</b>	680	.4	51,289	27.2	<b>565</b>	1,174	.6	79,313	42.1

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>566</b>	956	.5	80,269	42.6	<b>598</b>	1,252	.7	118,925	63.2
<b>567</b>	1,058	.6	81,327	43.2	<b>599</b>	1,305	.7	120,230	63.8
<b>568</b>	1,097	.6	82,424	43.8	<b>600</b>	1,177	.6	121,407	64.5
<b>569</b>	1,073	.6	83,497	44.3	<b>601</b>	1,230	.7	122,637	65.1
<b>570</b>	1,111	.6	84,608	44.9	<b>602</b>	1,372	.7	124,009	65.9
<b>571</b>	1,080	.6	85,688	45.5	<b>603</b>	1,254	.7	125,263	66.5
<b>572</b>	1,225	.7	86,913	46.2	<b>604</b>	1,248	.7	126,511	67.2
<b>573</b>	1,072	.6	87,985	46.7	<b>605</b>	1,130	.6	127,641	67.8
<b>574</b>	1,152	.6	89,137	47.3	<b>606</b>	1,312	.7	128,953	68.5
<b>575</b>	1,247	.7	90,384	48.0	<b>607</b>	1,099	.6	130,052	69.1
<b>576</b>	1,176	.6	91,560	48.6	<b>608</b>	1,275	.7	131,327	69.7
<b>577</b>	1,098	.6	92,658	49.2	<b>609</b>	1,151	.6	132,478	70.3
<b>578</b>	1,275	.7	93,933	49.9	<b>610</b>	1,216	.6	133,694	71.0
<b>579</b>	1,152	.6	95,085	50.5	<b>611</b>	1,267	.7	134,961	71.7
<b>580</b>	1,304	.7	96,389	51.2	<b>612</b>	1,214	.6	136,175	72.3
<b>581</b>	1,250	.7	97,639	51.8	<b>613</b>	1,055	.6	137,230	72.9
<b>582</b>	1,224	.6	98,863	52.5	<b>614</b>	1,220	.6	138,450	73.5
<b>583</b>	1,197	.6	100,060	53.1	<b>615</b>	1,190	.6	139,640	74.2
<b>584</b>	1,190	.6	101,250	53.8	<b>616</b>	1,047	.6	140,687	74.7
<b>585</b>	1,257	.7	102,507	54.4	<b>617</b>	1,165	.6	141,852	75.3
<b>586</b>	1,206	.6	103,713	55.1	<b>618</b>	1,090	.6	142,942	75.9
<b>587</b>	1,275	.7	104,988	55.8	<b>619</b>	1,181	.6	144,123	76.5
<b>588</b>	1,242	.7	106,230	56.4	<b>620</b>	1,076	.6	145,199	77.1
<b>589</b>	1,319	.7	107,549	57.1	<b>621</b>	1,120	.6	146,319	77.7
<b>590</b>	1,256	.7	108,805	57.8	<b>622</b>	1,125	.6	147,444	78.3
<b>591</b>	1,195	.6	110,000	58.4	<b>623</b>	1,049	.6	148,493	78.9
<b>592</b>	1,239	.7	111,239	59.1	<b>624</b>	1,105	.6	149,598	79.4
<b>593</b>	1,367	.7	112,606	59.8	<b>625</b>	1,028	.5	150,626	80.0
<b>594</b>	1,258	.7	113,864	60.5	<b>626</b>	1,012	.5	151,638	80.5
<b>595</b>	1,227	.7	115,091	61.1	<b>627</b>	965	.5	152,603	81.0
<b>596</b>	1,365	.7	116,456	61.8	<b>628</b>	1,015	.5	153,618	81.6
<b>597</b>	1,217	.6	117,673	62.5	<b>629</b>	941	.5	154,559	82.1

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>630</b>	1,038	.6	155,597	82.6	<b>662</b>	438	.2	178,196	94.6
<b>631</b>	906	.5	156,503	83.1	<b>663</b>	375	.2	178,571	94.8
<b>632</b>	883	.5	157,386	83.6	<b>664</b>	430	.2	179,001	95.1
<b>633</b>	1,076	.6	158,462	84.1	<b>665</b>	459	.2	179,460	95.3
<b>634</b>	842	.4	159,304	84.6	<b>666</b>	276	.1	179,736	95.4
<b>635</b>	872	.5	160,176	85.1	<b>667</b>	391	.2	180,127	95.7
<b>636</b>	852	.5	161,028	85.5	<b>668</b>	369	.2	180,496	95.8
<b>637</b>	949	.5	161,977	86.0	<b>669</b>	406	.2	180,902	96.1
<b>638</b>	711	.4	162,688	86.4	<b>670</b>	346	.2	181,248	96.2
<b>639</b>	816	.4	163,504	86.8	<b>671</b>	314	.2	181,562	96.4
<b>640</b>	875	.5	164,379	87.3	<b>672</b>	347	.2	181,909	96.6
<b>641</b>	826	.4	165,205	87.7	<b>673</b>	238	.1	182,147	96.7
<b>642</b>	787	.4	165,992	88.1	<b>674</b>	421	.2	182,568	96.9
<b>643</b>	779	.4	166,771	88.6	<b>675</b>	187	.1	182,755	97.0
<b>644</b>	710	.4	167,481	88.9	<b>676</b>	308	.2	183,063	97.2
<b>645</b>	731	.4	168,212	89.3	<b>677</b>	282	.1	183,345	97.4
<b>646</b>	775	.4	168,987	89.7	<b>678</b>	201	.1	183,546	97.5
<b>647</b>	658	.3	169,645	90.1	<b>679</b>	238	.1	183,784	97.6
<b>648</b>	643	.3	170,288	90.4	<b>680</b>	236	.1	184,020	97.7
<b>649</b>	766	.4	171,054	90.8	<b>681</b>	341	.2	184,361	97.9
<b>650</b>	635	.3	171,689	91.2	<b>682</b>	129	.1	184,490	98.0
<b>651</b>	580	.3	172,269	91.5	<b>683</b>	233	.1	184,723	98.1
<b>652</b>	655	.3	172,924	91.8	<b>684</b>	206	.1	184,929	98.2
<b>653</b>	610	.3	173,534	92.2	<b>685</b>	164	.1	185,093	98.3
<b>654</b>	506	.3	174,040	92.4	<b>686</b>	210	.1	185,303	98.4
<b>655</b>	564	.3	174,604	92.7	<b>687</b>	195	.1	185,498	98.5
<b>656</b>	676	.4	175,280	93.1	<b>688</b>	160	.1	185,658	98.6
<b>657</b>	415	.2	175,695	93.3	<b>689</b>	121	.1	185,779	98.7
<b>658</b>	594	.3	176,289	93.6	<b>690</b>	129	.1	185,908	98.7
<b>659</b>	469	.2	176,758	93.9	<b>691</b>	98	.1	186,006	98.8
<b>660</b>	506	.3	177,264	94.1	<b>692</b>	225	.1	186,231	98.9
<b>661</b>	494	.3	177,758	94.4	<b>693</b>	128	.1	186,359	99.0

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>694</b>	104	.1	186,463	99.0	<b>726</b>	22	.0	188,130	99.9
<b>695</b>	117	.1	186,580	99.1	<b>727</b>	44	.0	188,174	99.9
<b>696</b>	90	.0	186,670	99.1	<b>728</b>	7	.0	188,181	99.9
<b>697</b>	89	.0	186,759	99.2	<b>729</b>	8	.0	188,189	99.9
<b>698</b>	108	.1	186,867	99.2	<b>730</b>	6	.0	188,195	99.9
<b>699</b>	119	.1	186,986	99.3	<b>731</b>	1	.0	188,196	99.9
<b>700</b>	75	.0	187,061	99.3	<b>732</b>	1	.0	188,197	99.9
<b>701</b>	83	.0	187,144	99.4	<b>733</b>	13	.0	188,210	99.9
<b>702</b>	58	.0	187,202	99.4	<b>734</b>	30	.0	188,240	100.0
<b>703</b>	64	.0	187,266	99.4	<b>735</b>	3	.0	188,243	100.0
<b>704</b>	94	.0	187,360	99.5	<b>736</b>	4	.0	188,247	100.0
<b>705</b>	64	.0	187,424	99.5	<b>738</b>	2	.0	188,249	100.0
<b>706</b>	74	.0	187,498	99.6	<b>740</b>	11	.0	188,260	100.0
<b>707</b>	33	.0	187,531	99.6	<b>741</b>	15	.0	188,275	100.0
<b>708</b>	46	.0	187,577	99.6	<b>742</b>	6	.0	188,281	100.0
<b>709</b>	41	.0	187,618	99.6	<b>746</b>	2	.0	188,283	100.0
<b>710</b>	87	.0	187,705	99.7	<b>747</b>	1	.0	188,284	100.0
<b>711</b>	65	.0	187,770	99.7	<b>748</b>	16	.0	188,300	100.0
<b>712</b>	26	.0	187,796	99.7	<b>753</b>	1	.0	188,301	100.0
<b>713</b>	43	.0	187,839	99.7	<b>754</b>	5	.0	188,306	100.0
<b>714</b>	5	.0	187,844	99.8	<b>761</b>	8	.0	188,314	100.0
<b>715</b>	39	.0	187,883	99.8					
<b>716</b>	27	.0	187,910	99.8					
<b>717</b>	28	.0	187,938	99.8					
<b>718</b>	39	.0	187,977	99.8					
<b>719</b>	39	.0	188,016	99.8					
<b>720</b>	14	.0	188,030	99.8					
<b>721</b>	13	.0	188,043	99.9					
<b>722</b>	17	.0	188,060	99.9					
<b>723</b>	21	.0	188,081	99.9					
<b>724</b>	9	.0	188,090	99.9					
<b>725</b>	18	.0	188,108	99.9					



Initial Assessment Data

**Table I-31: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span K–1**

**Table I-32: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	41,153	21.8	41,153	21.8
285	16,972	9.0	58,125	30.8
338	16,913	9.0	75,038	39.7
363	15,580	8.2	90,618	48.0
380	14,633	7.7	105,251	55.7
393	13,688	7.2	118,939	62.9
406	12,669	6.7	131,608	69.6
418	10,971	5.8	142,579	75.5
430	9,785	5.2	152,364	80.6
442	8,137	4.3	160,501	84.9
454	6,727	3.6	167,228	88.5
467	5,916	3.1	173,144	91.6
480	4,735	2.5	177,879	94.1
494	3,791	2.0	181,670	96.1
509	2,996	1.6	184,666	97.7
528	2,180	1.2	186,846	98.9
562	1,360	.7	188,206	99.6
570	761	.4	188,967	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	3,232	30.5	3,232	30.5
285	465	4.4	3,697	34.9
338	331	3.1	4,028	38.1
363	238	2.2	4,266	40.3
380	249	2.4	4,515	42.7
393	233	2.2	4,748	44.9
406	228	2.2	4,976	47.0
418	251	2.4	5,227	49.4
430	276	2.6	5,503	52.0
442	322	3.0	5,825	55.0
454	413	3.9	6,238	58.9
467	449	4.2	6,687	63.2
480	577	5.5	7,264	68.6
494	635	6.0	7,899	74.6
509	683	6.5	8,582	81.1
523	1	.0	8,583	81.1
528	774	7.3	9,357	88.4
562	722	6.8	10,079	95.2
570	507	4.8	10,586	100.0

**Table I-33: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	6,642	24.8	6,642	24.8
241	1,157	4.3	7,799	29.2
335	1,413	5.3	9,212	34.5
372	1,447	5.4	10,659	39.9
399	1,369	5.1	12,028	45.0
423	1,244	4.7	13,272	49.6
444	1,191	4.5	14,463	54.1
464	1,271	4.8	15,734	58.8
480	1	.0	15,735	58.8
484	1,292	4.8	17,027	63.7
502	1,366	5.1	18,393	68.8
521	1,490	5.6	19,883	74.4
541	1,515	5.7	21,398	80.0
563	1,513	5.7	22,911	85.7
589	1,468	5.5	24,379	91.2
633	1,362	5.1	25,741	96.3
640	998	3.7	26,739	100.0

**Table I-34: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	8,613	37.7	8,613	37.7
350	1,343	5.9	9,956	43.5
410	1,189	5.2	11,145	48.7
445	964	4.2	12,109	52.9
471	830	3.6	12,939	56.6
494	729	3.2	13,668	59.7
514	776	3.4	14,444	63.1
534	908	4.0	15,352	67.1
555	949	4.1	16,301	71.3
576	1,093	4.8	17,394	76.0
599	1,204	5.3	18,598	81.3
625	1,279	5.6	19,877	86.9
660	1,211	5.3	21,088	92.2
715	1,788	7.8	22,876	100.0

**Table I-35: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 9–12**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>230</b>	10,348	30.5	10,348	30.5
<b>363</b>	1,866	5.5	12,214	36.0
<b>417</b>	1,950	5.7	14,164	41.7
<b>452</b>	1,925	5.7	16,089	47.4
<b>480</b>	1,708	5.0	17,797	52.4
<b>505</b>	1,539	4.5	19,336	56.9
<b>528</b>	1,451	4.3	20,787	61.2
<b>551</b>	1,452	4.3	22,239	65.5
<b>575</b>	1,561	4.6	23,800	70.1
<b>599</b>	1,678	4.9	25,478	75.0
<b>627</b>	1,878	5.5	27,356	80.6
<b>659</b>	1,929	5.7	29,285	86.2
<b>700</b>	1,943	5.7	31,228	92.0
<b>725</b>	2,729	8.0	33,957	100.0

**Table I-36: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	29,714	15.7	29,714	15.7
257	1	.0	29,715	15.7
268	6,052	3.2	35,767	18.9
297	5,037	2.7	40,804	21.6
316	4,768	2.5	45,572	24.1
330	5,107	2.7	50,679	26.8
342	5,244	2.8	55,923	29.6
353	5,492	2.9	61,415	32.5
362	5,783	3.1	67,198	35.6
370	6,110	3.2	73,308	38.8
378	6,609	3.5	79,917	42.3
386	6,974	3.7	86,891	46.0
392	7,087	3.8	93,978	49.7
399	7,166	3.8	101,144	53.5
406	7,196	3.8	108,340	57.3
412	7,016	3.7	115,356	61.0
417	1	.0	115,357	61.0
418	6,776	3.6	122,133	64.6
424	6,808	3.6	128,941	68.2
430	6,338	3.4	135,279	71.6
436	6,049	3.2	141,328	74.8
442	5,874	3.1	147,202	77.9
449	5,518	2.9	152,720	80.8
455	5,259	2.8	157,979	83.6
463	5,238	2.8	163,217	86.4
471	4,972	2.6	168,189	89.0
479	4,645	2.5	172,834	91.5
490	4,367	2.3	177,201	93.8
503	3,970	2.1	181,171	95.9
522	3,508	1.9	184,679	97.7

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
552	2,683	1.4	187,362	99.2
630	1,605	.8	188,967	100.0

**Table I-37: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
630	737	7.0	10,586	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	3,599	34.0	3,599	34.0
268	253	2.4	3,852	36.4
297	177	1.7	4,029	38.1
316	110	1.0	4,139	39.1
330	101	1.0	4,240	40.1
342	92	.9	4,332	40.9
353	67	.6	4,399	41.6
362	57	.5	4,456	42.1
370	78	.7	4,534	42.8
378	63	.6	4,597	43.4
386	79	.7	4,676	44.2
392	81	.8	4,757	44.9
399	69	.7	4,826	45.6
406	94	.9	4,920	46.5
412	100	.9	5,020	47.4
418	108	1.0	5,128	48.4
424	120	1.1	5,248	49.6
430	129	1.2	5,377	50.8
436	136	1.3	5,513	52.1
442	164	1.5	5,677	53.6
449	229	2.2	5,906	55.8
455	236	2.2	6,142	58.0
463	269	2.5	6,411	60.6
471	308	2.9	6,719	63.5
479	430	4.1	7,149	67.5
490	523	4.9	7,672	72.5
503	625	5.9	8,297	78.4
519	1	.0	8,298	78.4
522	739	7.0	9,037	85.4
552	812	7.7	9,849	93.0

**Table I-38: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
200	9,367	35.0	9,367	35.0
319	1,157	4.3	10,524	39.4
324	1	.0	10,525	39.4
350	632	2.4	11,157	41.7
369	415	1.6	11,572	43.3
383	302	1.1	11,874	44.4
394	317	1.2	12,191	45.6
404	279	1.0	12,470	46.6
413	223	.8	12,693	47.5
421	265	1.0	12,958	48.5
429	265	1.0	13,223	49.5
436	278	1.0	13,501	50.5
443	258	1.0	13,759	51.5
449	297	1.1	14,056	52.6
456	321	1.2	14,377	53.8
462	363	1.4	14,740	55.1
468	394	1.5	15,134	56.6
474	417	1.6	15,551	58.2
480	454	1.7	16,005	59.9
486	470	1.8	16,475	61.6
492	513	1.9	16,988	63.5
499	611	2.3	17,599	65.8
506	708	2.6	18,307	68.5
513	819	3.1	19,126	71.5
515	1	.0	19,127	71.5
522	795	3.0	19,922	74.5
531	975	3.6	20,897	78.2
542	1,141	4.3	22,038	82.4
556	1,207	4.5	23,245	86.9
576	1,291	4.8	24,536	91.8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
607	1,220	4.6	25,756	96.3
720	983	3.7	26,739	100.0

**Table I-39: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
720	474	2.1	22,876	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
225	7,584	33.2	7,584	33.2
286	1,307	5.7	8,891	38.9
329	756	3.3	9,647	42.2
356	481	2.1	10,128	44.3
375	320	1.4	10,448	45.7
390	302	1.3	10,750	47.0
403	255	1.1	11,005	48.1
415	257	1.1	11,262	49.2
426	277	1.2	11,539	50.4
435	274	1.2	11,813	51.6
445	268	1.2	12,081	52.8
453	279	1.2	12,360	54.0
462	301	1.3	12,661	55.3
470	366	1.6	13,027	56.9
473	1	.0	13,028	57.0
479	348	1.5	13,376	58.5
487	400	1.7	13,776	60.2
495	416	1.8	14,192	62.0
503	507	2.2	14,699	64.3
512	488	2.1	15,187	66.4
521	542	2.4	15,729	68.8
531	619	2.7	16,348	71.5
541	705	3.1	17,053	74.5
553	778	3.4	17,831	77.9
566	785	3.4	18,616	81.4
580	806	3.5	19,422	84.9
597	837	3.7	20,259	88.6
618	794	3.5	21,053	92.0
647	698	3.1	21,751	95.1
693	651	2.8	22,402	97.9

**Table I-40: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
740	860	2.5	33,957	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
235	12,997	38.3	12,997	38.3
325	1	.0	12,998	38.3
335	1,647	4.9	14,645	43.1
375	877	2.6	15,522	45.7
399	603	1.8	16,125	47.5
416	490	1.4	16,615	48.9
429	471	1.4	17,086	50.3
441	428	1.3	17,514	51.6
451	430	1.3	17,944	52.8
460	412	1.2	18,356	54.1
468	373	1.1	18,729	55.2
476	430	1.3	19,159	56.4
484	416	1.2	19,575	57.6
491	420	1.2	19,995	58.9
499	474	1.4	20,469	60.3
506	473	1.4	20,942	61.7
513	574	1.7	21,516	63.4
521	600	1.8	22,116	65.1
529	618	1.8	22,734	66.9
537	685	2.0	23,419	69.0
545	725	2.1	24,144	71.1
555	844	2.5	24,988	73.6
564	886	2.6	25,874	76.2
575	967	2.8	26,841	79.0
588	1,034	3.0	27,875	82.1
602	1,059	3.1	28,934	85.2
618	1,078	3.2	30,012	88.4
639	1,091	3.2	31,103	91.6
666	1,009	3.0	32,112	94.6
712	985	2.9	33,097	97.5



**Table I-41: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	61,363	32.5	61,363	32.5
233	16,278	8.6	77,641	41.1
248	14,845	7.9	92,486	48.9
259	13,061	6.9	105,547	55.9
270	11,499	6.1	117,046	61.9
280	10,793	5.7	127,839	67.7
291	10,231	5.4	138,070	73.1
304	9,389	5.0	147,459	78.0
318	7,855	4.2	155,314	82.2
331	6,376	3.4	161,690	85.6
344	4,996	2.6	166,686	88.2
356	3,907	2.1	170,593	90.3
368	3,176	1.7	173,769	92.0
381	2,715	1.4	176,484	93.4
394	2,399	1.3	178,883	94.7
409	2,233	1.2	181,116	95.8
427	2,222	1.2	183,338	97.0
450	2,140	1.1	185,478	98.2
488	2,050	1.1	187,528	99.2
570	1,439	.8	188,967	100.0

**Table I-42: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	3,389	32.0	3,389	32.0
321	450	4.3	3,839	36.3
373	499	4.7	4,338	41.0
395	544	5.1	4,882	46.1
408	499	4.7	5,381	50.8
419	467	4.4	5,848	55.2
427	341	3.2	6,189	58.5
434	305	2.9	6,494	61.3
441	256	2.4	6,750	63.8
447	240	2.3	6,990	66.0
453	217	2.0	7,207	68.1
459	218	2.1	7,425	70.1
464	204	1.9	7,629	72.1
470	214	2.0	7,843	74.1
476	216	2.0	8,059	76.1
481	202	1.9	8,261	78.0
487	222	2.1	8,483	80.1
493	206	1.9	8,689	82.1
498	195	1.8	8,884	83.9
504	205	1.9	9,089	85.9
511	206	1.9	9,295	87.8
518	184	1.7	9,479	89.5
525	196	1.9	9,675	91.4
534	200	1.9	9,875	93.3
543	169	1.6	10,044	94.9
556	179	1.7	10,223	96.6
573	170	1.6	10,393	98.2
601	142	1.3	10,535	99.5
650	51	.5	10,586	100.0

**Table I-43: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 3–5**

**Table I-44: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	7,974	29.8	7,974	29.8
375	1,249	4.7	9,223	34.5
413	1,422	5.3	10,645	39.8
433	1,465	5.5	12,110	45.3
447	1,332	5.0	13,442	50.3
458	1,107	4.1	14,549	54.4
466	959	3.6	15,508	58.0
474	761	2.8	16,269	60.8
481	604	2.3	16,873	63.1
488	523	2.0	17,396	65.1
494	476	1.8	17,872	66.8
499	492	1.8	18,364	68.7
505	469	1.8	18,833	70.4
510	440	1.6	19,273	72.1
516	540	2.0	19,813	74.1
521	472	1.8	20,285	75.9
527	461	1.7	20,746	77.6
532	495	1.9	21,241	79.4
538	458	1.7	21,699	81.2
544	501	1.9	22,200	83.0
550	505	1.9	22,705	84.9
556	478	1.8	23,183	86.7
564	520	1.9	23,703	88.6
572	453	1.7	24,156	90.3
581	524	2.0	24,680	92.3
592	514	1.9	25,194	94.2
605	457	1.7	25,651	95.9
625	478	1.8	26,129	97.7
658	395	1.5	26,524	99.2
700	215	.8	26,739	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	7,411	32.4	7,411	32.4
420	1,121	4.9	8,532	37.3
455	1,111	4.9	9,643	42.2
458	1	.0	9,644	42.2
475	991	4.3	10,635	46.5
490	907	4.0	11,542	50.5
503	809	3.5	12,351	54.0
513	613	2.7	12,964	56.7
522	592	2.6	13,556	59.3
530	460	2.0	14,016	61.3
538	465	2.0	14,481	63.3
545	431	1.9	14,912	65.2
552	396	1.7	15,308	66.9
559	413	1.8	15,721	68.7
565	451	2.0	16,172	70.7
571	428	1.9	16,600	72.6
578	431	1.9	17,031	74.4
584	430	1.9	17,461	76.3
591	414	1.8	17,875	78.1
597	457	2.0	18,332	80.1
604	456	2.0	18,788	82.1
611	526	2.3	19,314	84.4
619	456	2.0	19,770	86.4
628	490	2.1	20,260	88.6
638	466	2.0	20,726	90.6
650	472	2.1	21,198	92.7
665	498	2.2	21,696	94.8
685	507	2.2	22,203	97.1
720	411	1.8	22,614	98.9
750	262	1.1	22,876	100.0

**Table I-45: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 9–12**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
320	9,591	28.2	9,591	28.2
397	1,321	3.9	10,912	32.1
447	1,530	4.5	12,442	36.6
474	1,573	4.6	14,015	41.3
494	1,474	4.3	15,489	45.6
509	1,282	3.8	16,771	49.4
523	1,147	3.4	17,918	52.8
535	997	2.9	18,915	55.7
546	899	2.6	19,814	58.4
556	817	2.4	20,631	60.8
565	767	2.3	21,398	63.0
574	683	2.0	22,081	65.0
582	684	2.0	22,765	67.0
591	693	2.0	23,458	69.1
598	766	2.3	24,224	71.3
606	749	2.2	24,973	73.5
614	730	2.1	25,703	75.7
622	716	2.1	26,419	77.8
630	784	2.3	27,203	80.1
639	739	2.2	27,942	82.3
648	739	2.2	28,681	84.5
657	799	2.4	29,480	86.8
668	782	2.3	30,262	89.1
680	807	2.4	31,069	91.5
695	748	2.2	31,817	93.7
713	692	2.0	32,509	95.7
739	611	1.8	33,120	97.5
770	837	2.5	33,957	100.0

**Table I-46: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span K–1**

**Table I-47: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	50,520	26.7	50,520	26.7
230	11,685	6.2	62,205	32.9
247	12,718	6.7	74,923	39.6
262	13,595	7.2	88,518	46.8
275	14,067	7.4	102,585	54.3
287	13,629	7.2	116,214	61.5
299	11,850	6.3	128,064	67.8
310	10,290	5.4	138,354	73.2
320	8,623	4.6	146,977	77.8
331	7,521	4.0	154,498	81.8
342	6,373	3.4	160,871	85.1
353	5,699	3.0	166,570	88.1
363	4,825	2.6	171,395	90.7
374	4,016	2.1	175,411	92.8
385	3,154	1.7	178,565	94.5
396	2,511	1.3	181,076	95.8
407	1,994	1.1	183,070	96.9
419	1,512	.8	184,582	97.7
431	1,181	.6	185,763	98.3
444	965	.5	186,728	98.8
460	839	.4	187,567	99.3
480	589	.3	188,156	99.6
511	450	.2	188,606	99.8
600	361	.2	188,967	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	3,298	31.2	3,298	31.2
307	456	4.3	3,754	35.5
356	418	3.9	4,172	39.4
378	407	3.8	4,579	43.3
393	313	3.0	4,892	46.2
405	253	2.4	5,145	48.6
415	262	2.5	5,407	51.1
424	218	2.1	5,625	53.1
431	241	2.3	5,866	55.4
438	243	2.3	6,109	57.7
444	224	2.1	6,333	59.8
450	213	2.0	6,546	61.8
456	206	1.9	6,752	63.8
462	210	2.0	6,962	65.8
468	219	2.1	7,181	67.8
474	271	2.6	7,452	70.4
479	262	2.5	7,714	72.9
485	267	2.5	7,981	75.4
492	274	2.6	8,255	78.0
499	307	2.9	8,562	80.9
506	314	3.0	8,876	83.8
514	328	3.1	9,204	86.9
524	347	3.3	9,551	90.2
535	298	2.8	9,849	93.0
548	292	2.8	10,141	95.8
564	203	1.9	10,344	97.7
582	119	1.1	10,463	98.8
603	69	.7	10,532	99.5
629	44	.4	10,576	99.9
666	9	.1	10,585	100.0

**Table I-48: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
690	1	.0	10,586	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	7,470	27.9	7,470	27.9
305	901	3.4	8,371	31.3
346	907	3.4	9,278	34.7
370	793	3.0	10,071	37.7
387	649	2.4	10,720	40.1
401	536	2.0	11,256	42.1
412	453	1.7	11,709	43.8
420	1	.0	11,710	43.8
423	500	1.9	12,210	45.7
432	468	1.8	12,678	47.4
440	453	1.7	13,131	49.1
448	505	1.9	13,636	51.0
455	518	1.9	14,154	52.9
463	486	1.8	14,640	54.8
470	539	2.0	15,179	56.8
477	534	2.0	15,713	58.8
484	622	2.3	16,335	61.1
491	624	2.3	16,959	63.4
498	644	2.4	17,603	65.8
506	667	2.5	18,270	68.3
513	748	2.8	19,018	71.1
521	792	3.0	19,810	74.1
530	849	3.2	20,659	77.3
539	947	3.5	21,606	80.8
549	965	3.6	22,571	84.4
561	954	3.6	23,525	88.0
574	950	3.6	24,475	91.5
591	838	3.1	25,313	94.7
612	698	2.6	26,011	97.3
641	474	1.8	26,485	99.1

**Table I-49: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
683	214	.8	26,699	99.9
740	40	.1	26,739	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,923	25.9	5,923	25.9
290	699	3.1	6,622	28.9
336	711	3.1	7,333	32.1
363	627	2.7	7,960	34.8
384	609	2.7	8,569	37.5
401	515	2.3	9,084	39.7
416	488	2.1	9,572	41.8
429	471	2.1	10,043	43.9
442	484	2.1	10,527	46.0
453	459	2.0	10,986	48.0
464	486	2.1	11,472	50.1
473	464	2.0	11,936	52.2
483	466	2.0	12,402	54.2
491	469	2.1	12,871	56.3
499	423	1.8	13,294	58.1
504	1	.0	13,295	58.1
507	434	1.9	13,729	60.0
515	460	2.0	14,189	62.0
522	523	2.3	14,712	64.3
530	491	2.1	15,203	66.5
538	584	2.6	15,787	69.0
546	639	2.8	16,426	71.8
554	649	2.8	17,075	74.6
564	738	3.2	17,813	77.9
574	779	3.4	18,592	81.3
585	812	3.5	19,404	84.8
598	859	3.8	20,263	88.6
615	862	3.8	21,125	92.3
637	774	3.4	21,899	95.7
670	553	2.4	22,452	98.1

**Table I-50: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
728	344	1.5	22,796	99.7
780	80	.3	22,876	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	8,162	24.0	8,162	24.0
243	820	2.4	8,982	26.5
293	879	2.6	9,861	29.0
317	1	.0	9,862	29.0
326	848	2.5	10,710	31.5
352	776	2.3	11,486	33.8
374	759	2.2	12,245	36.1
393	813	2.4	13,058	38.5
410	727	2.1	13,785	40.6
425	732	2.2	14,517	42.8
439	718	2.1	15,235	44.9
451	679	2.0	15,914	46.9
462	644	1.9	16,558	48.8
473	690	2.0	17,248	50.8
483	677	2.0	17,925	52.8
493	691	2.0	18,616	54.8
503	718	2.1	19,334	56.9
512	717	2.1	20,051	59.0
522	813	2.4	20,864	61.4
532	825	2.4	21,689	63.9
542	907	2.7	22,596	66.5
552	1,018	3.0	23,614	69.5
563	1,211	3.6	24,825	73.1
575	1,275	3.8	26,100	76.9
588	1,306	3.8	27,406	80.7
603	1,361	4.0	28,767	84.7
619	1,339	3.9	30,106	88.7
639	1,313	3.9	31,419	92.5
665	1,110	3.3	32,529	95.8
701	852	2.5	33,381	98.3

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<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>759</b>	423	1.2	33,804	99.5
<b>810</b>	153	.5	33,957	100.0

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**Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	25,935	13.7	25,935	13.7
226	3,668	1.9	29,603	15.7
234	3,009	1.6	32,612	17.3
239	2,112	1.1	34,724	18.4
245	1,632	.9	36,356	19.2
250	1,288	.7	37,644	19.9
252	7,338	3.9	44,982	23.8
255	1,080	.6	46,062	24.4
259	2,094	1.1	48,156	25.5
262	851	.5	49,007	25.9
266	1,622	.9	50,629	26.8
269	537	.3	51,166	27.1
272	1,374	.7	52,540	27.8
275	361	.2	52,901	28.0
277	1,146	.6	54,047	28.6
279	6,530	3.5	60,577	32.1
282	1,130	.6	61,707	32.7
285	1,955	1.0	63,662	33.7
288	890	.5	64,552	34.2
291	5,246	2.8	69,798	36.9
293	1,725	.9	71,523	37.8
294	654	.3	72,177	38.2
298	3,269	1.7	75,446	39.9
300	4,383	2.3	79,829	42.2
301	442	.2	80,271	42.5
304	1,164	.6	81,435	43.1
305	1,554	.8	82,989	43.9
306	4,921	2.6	87,910	46.5
307	40	.0	87,950	46.5
308	264	.1	88,214	46.7
309	1,005	.5	89,219	47.2
311	1,364	.7	90,583	47.9
313	4,088	2.2	94,671	50.1
314	2,535	1.3	97,206	51.4
316	1,154	.6	98,360	52.1
319	4,361	2.3	102,721	54.4
320	1,409	.7	104,130	55.1
321	1,769	.9	105,899	56.0
323	28	.0	105,927	56.1
325	3,346	1.8	109,273	57.8
326	1,302	.7	110,575	58.5
327	2,032	1.1	112,607	59.6
328	487	.3	113,094	59.8
330	1,039	.5	114,133	60.4
331	2,674	1.4	116,807	61.8
332	1,093	.6	117,900	62.4
333	1,679	.9	119,579	63.3
334	353	.2	119,932	63.5
335	998	.5	120,930	64.0
336	984	.5	121,914	64.5
337	1,100	.6	123,014	65.1
338	1,855	1.0	124,869	66.1
339	767	.4	125,636	66.5
340	546	.3	126,182	66.8
341	190	.1	126,372	66.9
342	1,762	.9	128,134	67.8
343	1,693	.9	129,827	68.7
344	1,562	.8	131,389	69.5
345	499	.3	131,888	69.8
347	555	.3	132,443	70.1
348	1,719	.9	134,162	71.0
349	1,498	.8	135,660	71.8

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>350</b>	1,696	.9	137,356	72.7	<b>387</b>	1,393	.7	163,660	86.6
<b>351</b>	354	.2	137,710	72.9	<b>388</b>	24	.0	163,684	86.6
<b>353</b>	373	.2	138,083	73.1	<b>389</b>	64	.0	163,748	86.7
<b>354</b>	900	.5	138,983	73.5	<b>391</b>	10	.0	163,758	86.7
<b>355</b>	2,775	1.5	141,758	75.0	<b>392</b>	1,358	.7	165,116	87.4
<b>356</b>	1,021	.5	142,779	75.6	<b>393</b>	1,338	.7	166,454	88.1
<b>357</b>	398	.2	143,177	75.8	<b>394</b>	197	.1	166,651	88.2
<b>359</b>	227	.1	143,404	75.9	<b>395</b>	45	.0	166,696	88.2
<b>360</b>	764	.4	144,168	76.3	<b>397</b>	8	.0	166,704	88.2
<b>361</b>	1,432	.8	145,600	77.1	<b>399</b>	2,247	1.2	168,951	89.4
<b>362</b>	1,937	1.0	147,537	78.1	<b>400</b>	267	.1	169,218	89.5
<b>363</b>	354	.2	147,891	78.3	<b>401</b>	104	.1	169,322	89.6
<b>364</b>	222	.1	148,113	78.4	<b>403</b>	46	.0	169,368	89.6
<b>365</b>	127	.1	148,240	78.4	<b>404</b>	52	.0	169,420	89.7
<b>366</b>	661	.3	148,901	78.8	<b>405</b>	1,525	.8	170,945	90.5
<b>367</b>	1,224	.6	150,125	79.4	<b>406</b>	548	.3	171,493	90.8
<b>368</b>	2,189	1.2	152,314	80.6	<b>407</b>	104	.1	171,597	90.8
<b>369</b>	188	.1	152,502	80.7	<b>409</b>	56	.0	171,653	90.8
<b>371</b>	146	.1	152,648	80.8	<b>410</b>	74	.0	171,727	90.9
<b>372</b>	572	.3	153,220	81.1	<b>411</b>	832	.4	172,559	91.3
<b>373</b>	1,077	.6	154,297	81.7	<b>412</b>	730	.4	173,289	91.7
<b>374</b>	1,752	.9	156,049	82.6	<b>413</b>	310	.2	173,599	91.9
<b>375</b>	581	.3	156,630	82.9	<b>414</b>	5	.0	173,604	91.9
<b>376</b>	121	.1	156,751	83.0	<b>415</b>	34	.0	173,638	91.9
<b>378</b>	119	.1	156,870	83.0	<b>416</b>	169	.1	173,807	92.0
<b>379</b>	918	.5	157,788	83.5	<b>417</b>	549	.3	174,356	92.3
<b>380</b>	1,742	.9	159,530	84.4	<b>418</b>	529	.3	174,885	92.5
<b>381</b>	748	.4	160,278	84.8	<b>419</b>	417	.2	175,302	92.8
<b>382</b>	133	.1	160,411	84.9	<b>420</b>	168	.1	175,470	92.9
<b>384</b>	60	.0	160,471	84.9	<b>421</b>	62	.0	175,532	92.9
<b>385</b>	694	.4	161,165	85.3	<b>422</b>	112	.1	175,644	92.9
<b>386</b>	1,102	.6	162,267	85.9	<b>423</b>	71	.0	175,715	93.0

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>424</b>	737	.4	176,452	93.4	<b>466</b>	3	.0	183,758	97.2
<b>425</b>	430	.2	176,882	93.6	<b>468</b>	361	.2	184,119	97.4
<b>426</b>	186	.1	177,068	93.7	<b>469</b>	34	.0	184,153	97.5
<b>428</b>	196	.1	177,264	93.8	<b>471</b>	193	.1	184,346	97.6
<b>429</b>	110	.1	177,374	93.9	<b>472</b>	260	.1	184,606	97.7
<b>430</b>	488	.3	177,862	94.1	<b>475</b>	36	.0	184,642	97.7
<b>431</b>	406	.2	178,268	94.3	<b>477</b>	347	.2	184,989	97.9
<b>432</b>	186	.1	178,454	94.4	<b>478</b>	65	.0	185,054	97.9
<b>433</b>	35	.0	178,489	94.5	<b>479</b>	257	.1	185,311	98.1
<b>434</b>	259	.1	178,748	94.6	<b>481</b>	5	.0	185,316	98.1
<b>436</b>	117	.1	178,865	94.7	<b>482</b>	32	.0	185,348	98.1
<b>437</b>	435	.2	179,300	94.9	<b>484</b>	220	.1	185,568	98.2
<b>438</b>	372	.2	179,672	95.1	<b>485</b>	94	.0	185,662	98.3
<b>440</b>	374	.2	180,046	95.3	<b>488</b>	8	.0	185,670	98.3
<b>442</b>	104	.1	180,150	95.3	<b>489</b>	273	.1	185,943	98.4
<b>444</b>	436	.2	180,586	95.6	<b>491</b>	254	.1	186,197	98.5
<b>445</b>	172	.1	180,758	95.7	<b>494</b>	127	.1	186,324	98.6
<b>446</b>	187	.1	180,945	95.8	<b>498</b>	338	.2	186,662	98.8
<b>447</b>	288	.2	181,233	95.9	<b>500</b>	20	.0	186,682	98.8
<b>448</b>	114	.1	181,347	96.0	<b>506</b>	165	.1	186,847	98.9
<b>450</b>	19	.0	181,366	96.0	<b>508</b>	284	.2	187,131	99.0
<b>451</b>	371	.2	181,737	96.2	<b>510</b>	91	.0	187,222	99.1
<b>452</b>	158	.1	181,895	96.3	<b>512</b>	65	.0	187,287	99.1
<b>453</b>	344	.2	182,239	96.4	<b>518</b>	88	.0	187,375	99.2
<b>454</b>	130	.1	182,369	96.5	<b>525</b>	342	.2	187,717	99.3
<b>457</b>	23	.0	182,392	96.5	<b>529</b>	151	.1	187,868	99.4
<b>458</b>	240	.1	182,632	96.6	<b>532</b>	163	.1	188,031	99.5
<b>459</b>	301	.2	182,933	96.8	<b>539</b>	227	.1	188,258	99.6
<b>460</b>	259	.1	183,192	96.9	<b>549</b>	228	.1	188,486	99.7
<b>461</b>	127	.1	183,319	97.0	<b>566</b>	265	.1	188,751	99.9
<b>463</b>	17	.0	183,336	97.0	<b>570</b>	216	.1	188,967	100.0
<b>465</b>	419	.2	183,755	97.2					

**Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	2,398	22.7	2,398	22.7
270	156	1.5	2,554	24.1
282	204	1.9	2,758	26.1
296	140	1.3	2,898	27.4
303	37	.3	2,935	27.7
307	146	1.4	3,081	29.1
309	129	1.2	3,210	30.3
314	134	1.3	3,344	31.6
319	113	1.1	3,457	32.7
321	90	.9	3,547	33.5
323	61	.6	3,608	34.1
327	38	.4	3,646	34.4
329	82	.8	3,728	35.2
330	74	.7	3,802	35.9
333	11	.1	3,813	36.0
336	67	.6	3,880	36.7
339	1	.0	3,881	36.7
340	44	.4	3,925	37.1
342	21	.2	3,946	37.3
343	45	.4	3,991	37.7
345	3	.0	3,994	37.7
346	35	.3	4,029	38.1
348	1	.0	4,030	38.1
349	44	.4	4,074	38.5
350	18	.2	4,092	38.7
352	27	.3	4,119	38.9
355	81	.8	4,200	39.7
356	18	.2	4,218	39.8
357	16	.2	4,234	40.0
359	24	.2	4,258	40.2
361	37	.3	4,295	40.6
363	33	.3	4,328	40.9
366	49	.5	4,377	41.3
367	56	.5	4,433	41.9
368	17	.2	4,450	42.0
369	16	.2	4,466	42.2
372	3	.0	4,469	42.2
373	70	.7	4,539	42.9
374	2	.0	4,541	42.9
375	13	.1	4,554	43.0
376	26	.2	4,580	43.3
378	25	.2	4,605	43.5
379	24	.2	4,629	43.7
380	44	.4	4,673	44.1
381	15	.1	4,688	44.3
382	15	.1	4,703	44.4
383	18	.2	4,721	44.6
385	20	.2	4,741	44.8
386	11	.1	4,752	44.9
387	78	.7	4,830	45.6
389	21	.2	4,851	45.8
391	22	.2	4,873	46.0
392	6	.1	4,879	46.1
394	105	1.0	4,984	47.1
395	39	.4	5,023	47.4
398	11	.1	5,034	47.6
399	27	.3	5,061	47.8
400	59	.6	5,120	48.4
401	25	.2	5,145	48.6
402	10	.1	5,155	48.7
403	16	.2	5,171	48.8
404	27	.3	5,198	49.1

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>405</b>	5	.0	5,203	49.1	<b>440</b>	28	.3	6,187	58.4
<b>406</b>	37	.3	5,240	49.5	<b>441</b>	79	.7	6,266	59.2
<b>407</b>	73	.7	5,313	50.2	<b>443</b>	34	.3	6,300	59.5
<b>408</b>	1	.0	5,314	50.2	<b>444</b>	114	1.1	6,414	60.6
<b>409</b>	1	.0	5,315	50.2	<b>445</b>	2	.0	6,416	60.6
<b>410</b>	27	.3	5,342	50.5	<b>446</b>	2	.0	6,418	60.6
<b>411</b>	4	.0	5,346	50.5	<b>447</b>	76	.7	6,494	61.3
<b>412</b>	45	.4	5,391	50.9	<b>449</b>	38	.4	6,532	61.7
<b>413</b>	72	.7	5,463	51.6	<b>450</b>	93	.9	6,625	62.6
<b>415</b>	13	.1	5,476	51.7	<b>451</b>	37	.3	6,662	62.9
<b>416</b>	21	.2	5,497	51.9	<b>452</b>	27	.3	6,689	63.2
<b>417</b>	8	.1	5,505	52.0	<b>453</b>	68	.6	6,757	63.8
<b>418</b>	43	.4	5,548	52.4	<b>454</b>	22	.2	6,779	64.0
<b>419</b>	28	.3	5,576	52.7	<b>455</b>	10	.1	6,789	64.1
<b>420</b>	49	.5	5,625	53.1	<b>456</b>	55	.5	6,844	64.7
<b>421</b>	12	.1	5,637	53.2	<b>457</b>	38	.4	6,882	65.0
<b>422</b>	17	.2	5,654	53.4	<b>458</b>	31	.3	6,913	65.3
<b>423</b>	9	.1	5,663	53.5	<b>459</b>	30	.3	6,943	65.6
<b>424</b>	59	.6	5,722	54.1	<b>460</b>	67	.6	7,010	66.2
<b>425</b>	30	.3	5,752	54.3	<b>461</b>	37	.3	7,047	66.6
<b>426</b>	52	.5	5,804	54.8	<b>462</b>	17	.2	7,064	66.7
<b>428</b>	21	.2	5,825	55.0	<b>463</b>	37	.3	7,101	67.1
<b>429</b>	19	.2	5,844	55.2	<b>464</b>	54	.5	7,155	67.6
<b>430</b>	24	.2	5,868	55.4	<b>465</b>	33	.3	7,188	67.9
<b>431</b>	60	.6	5,928	56.0	<b>466</b>	18	.2	7,206	68.1
<b>432</b>	35	.3	5,963	56.3	<b>467</b>	49	.5	7,255	68.5
<b>433</b>	18	.2	5,981	56.5	<b>468</b>	47	.4	7,302	69.0
<b>434</b>	18	.2	5,999	56.7	<b>469</b>	25	.2	7,327	69.2
<b>435</b>	32	.3	6,031	57.0	<b>470</b>	43	.4	7,370	69.6
<b>436</b>	20	.2	6,051	57.2	<b>471</b>	44	.4	7,414	70.0
<b>437</b>	54	.5	6,105	57.7	<b>472</b>	22	.2	7,436	70.2
<b>438</b>	54	.5	6,159	58.2	<b>473</b>	49	.5	7,485	70.7

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>474</b>	17	.2	7,502	70.9	<b>508</b>	2	.0	8,825	83.4
<b>475</b>	51	.5	7,553	71.3	<b>509</b>	15	.1	8,840	83.5
<b>476</b>	35	.3	7,588	71.7	<b>510</b>	90	.9	8,930	84.4
<b>477</b>	35	.3	7,623	72.0	<b>511</b>	15	.1	8,945	84.5
<b>478</b>	56	.5	7,679	72.5	<b>513</b>	94	.9	9,039	85.4
<b>479</b>	38	.4	7,717	72.9	<b>514</b>	15	.1	9,054	85.5
<b>480</b>	44	.4	7,761	73.3	<b>516</b>	60	.6	9,114	86.1
<b>481</b>	35	.3	7,796	73.6	<b>517</b>	31	.3	9,145	86.4
<b>482</b>	45	.4	7,841	74.1	<b>518</b>	10	.1	9,155	86.5
<b>483</b>	27	.3	7,868	74.3	<b>519</b>	57	.5	9,212	87.0
<b>484</b>	43	.4	7,911	74.7	<b>520</b>	10	.1	9,222	87.1
<b>485</b>	47	.4	7,958	75.2	<b>521</b>	36	.3	9,258	87.5
<b>486</b>	40	.4	7,998	75.6	<b>523</b>	45	.4	9,303	87.9
<b>487</b>	49	.5	8,047	76.0	<b>524</b>	26	.2	9,329	88.1
<b>488</b>	2	.0	8,049	76.0	<b>525</b>	8	.1	9,337	88.2
<b>489</b>	51	.5	8,100	76.5	<b>526</b>	77	.7	9,414	88.9
<b>490</b>	57	.5	8,157	77.1	<b>527</b>	30	.3	9,444	89.2
<b>492</b>	44	.4	8,201	77.5	<b>528</b>	17	.2	9,461	89.4
<b>493</b>	50	.5	8,251	77.9	<b>530</b>	36	.3	9,497	89.7
<b>494</b>	19	.2	8,270	78.1	<b>531</b>	60	.6	9,557	90.3
<b>495</b>	55	.5	8,325	78.6	<b>532</b>	11	.1	9,568	90.4
<b>496</b>	46	.4	8,371	79.1	<b>533</b>	33	.3	9,601	90.7
<b>498</b>	48	.5	8,419	79.5	<b>534</b>	14	.1	9,615	90.8
<b>499</b>	71	.7	8,490	80.2	<b>535</b>	43	.4	9,658	91.2
<b>500</b>	4	.0	8,494	80.2	<b>536</b>	55	.5	9,713	91.8
<b>501</b>	51	.5	8,545	80.7	<b>537</b>	21	.2	9,734	92.0
<b>502</b>	66	.6	8,611	81.3	<b>540</b>	62	.6	9,796	92.5
<b>503</b>	32	.3	8,643	81.6	<b>541</b>	8	.1	9,804	92.6
<b>504</b>	42	.4	8,685	82.0	<b>542</b>	37	.3	9,841	93.0
<b>505</b>	9	.1	8,694	82.1	<b>543</b>	56	.5	9,897	93.5
<b>506</b>	78	.7	8,772	82.9	<b>544</b>	22	.2	9,919	93.7
<b>507</b>	51	.5	8,823	83.3	<b>547</b>	28	.3	9,947	94.0

**Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
548	50	.5	9,997	94.4
550	32	.3	10,029	94.7
552	97	.9	10,126	95.7
555	17	.2	10,143	95.8
556	45	.4	10,188	96.2
559	56	.5	10,244	96.8
563	59	.6	10,303	97.3
564	18	.2	10,321	97.5
567	51	.5	10,372	98.0
571	64	.6	10,436	98.6
581	37	.3	10,473	98.9
585	64	.6	10,537	99.5
589	5	.0	10,542	99.6
606	16	.2	10,558	99.7
610	28	.3	10,586	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	5,497	20.6	5,497	20.6
260	399	1.5	5,896	22.1
297	193	.7	6,089	22.8
307	455	1.7	6,544	24.5
308	117	.4	6,661	24.9
316	221	.8	6,882	25.7
326	588	2.2	7,470	27.9
327	141	.5	7,611	28.5
333	176	.7	7,787	29.1
337	159	.6	7,946	29.7
339	517	1.9	8,463	31.7
343	100	.4	8,563	32.0
344	117	.4	8,680	32.5
347	56	.2	8,736	32.7
349	75	.3	8,811	33.0
350	21	.1	8,832	33.0
351	241	.9	9,073	33.9
353	59	.2	9,132	34.2
354	16	.1	9,148	34.2
355	140	.5	9,288	34.7
357	38	.1	9,326	34.9
359	6	.0	9,332	34.9
361	18	.1	9,350	35.0
362	175	.7	9,525	35.6
364	13	.0	9,538	35.7
365	3	.0	9,541	35.7
367	9	.0	9,550	35.7
368	2	.0	9,552	35.7
370	6	.0	9,558	35.7
372	145	.5	9,703	36.3

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>373</b>	152	.6	9,855	36.9	<b>421</b>	25	.1	12,630	47.2
<b>374</b>	190	.7	10,045	37.6	<b>422</b>	4	.0	12,634	47.2
<b>375</b>	2	.0	10,047	37.6	<b>423</b>	193	.7	12,827	48.0
<b>376</b>	1	.0	10,048	37.6	<b>425</b>	4	.0	12,831	48.0
<b>378</b>	3	.0	10,051	37.6	<b>426</b>	44	.2	12,875	48.2
<b>379</b>	1	.0	10,052	37.6	<b>428</b>	336	1.3	13,211	49.4
<b>380</b>	1	.0	10,053	37.6	<b>429</b>	57	.2	13,268	49.6
<b>382</b>	112	.4	10,165	38.0	<b>430</b>	22	.1	13,290	49.7
<b>384</b>	166	.6	10,331	38.6	<b>431</b>	4	.0	13,294	49.7
<b>386</b>	1	.0	10,332	38.6	<b>432</b>	82	.3	13,376	50.0
<b>387</b>	144	.5	10,476	39.2	<b>433</b>	16	.1	13,392	50.1
<b>388</b>	1	.0	10,477	39.2	<b>434</b>	11	.0	13,403	50.1
<b>391</b>	199	.7	10,676	39.9	<b>435</b>	147	.5	13,550	50.7
<b>392</b>	183	.7	10,859	40.6	<b>436</b>	48	.2	13,598	50.9
<b>396</b>	113	.4	10,972	41.0	<b>438</b>	256	1.0	13,854	51.8
<b>399</b>	132	.5	11,104	41.5	<b>439</b>	1	.0	13,855	51.8
<b>400</b>	135	.5	11,239	42.0	<b>440</b>	139	.5	13,994	52.3
<b>402</b>	197	.7	11,436	42.8	<b>441</b>	2	.0	13,996	52.3
<b>404</b>	52	.2	11,488	43.0	<b>442</b>	1	.0	13,997	52.3
<b>406</b>	187	.7	11,675	43.7	<b>443</b>	18	.1	14,015	52.4
<b>408</b>	33	.1	11,708	43.8	<b>444</b>	92	.3	14,107	52.8
<b>409</b>	277	1.0	11,985	44.8	<b>445</b>	112	.4	14,219	53.2
<b>410</b>	26	.1	12,011	44.9	<b>446</b>	16	.1	14,235	53.2
<b>411</b>	15	.1	12,026	45.0	<b>448</b>	250	.9	14,485	54.2
<b>412</b>	1	.0	12,027	45.0	<b>449</b>	19	.1	14,504	54.2
<b>414</b>	9	.0	12,036	45.0	<b>451</b>	104	.4	14,608	54.6
<b>415</b>	110	.4	12,146	45.4	<b>452</b>	56	.2	14,664	54.8
<b>416</b>	158	.6	12,304	46.0	<b>454</b>	8	.0	14,672	54.9
<b>417</b>	6	.0	12,310	46.0	<b>455</b>	231	.9	14,903	55.7
<b>418</b>	121	.5	12,431	46.5	<b>456</b>	4	.0	14,907	55.8
<b>419</b>	172	.6	12,603	47.1	<b>457</b>	62	.2	14,969	56.0
<b>420</b>	2	.0	12,605	47.1	<b>458</b>	137	.5	15,106	56.5



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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>459</b>	83	.3	15,189	56.8	<b>493</b>	52	.2	17,485	65.4
<b>460</b>	3	.0	15,192	56.8	<b>494</b>	109	.4	17,594	65.8
<b>461</b>	127	.5	15,319	57.3	<b>495</b>	87	.3	17,681	66.1
<b>462</b>	47	.2	15,366	57.5	<b>497</b>	110	.4	17,791	66.5
<b>463</b>	4	.0	15,370	57.5	<b>498</b>	116	.4	17,907	67.0
<b>464</b>	13	.0	15,383	57.5	<b>499</b>	38	.1	17,945	67.1
<b>465</b>	163	.6	15,546	58.1	<b>500</b>	115	.4	18,060	67.5
<b>466</b>	43	.2	15,589	58.3	<b>501</b>	84	.3	18,144	67.9
<b>467</b>	101	.4	15,690	58.7	<b>502</b>	48	.2	18,192	68.0
<b>468</b>	3	.0	15,693	58.7	<b>503</b>	95	.4	18,287	68.4
<b>469</b>	131	.5	15,824	59.2	<b>504</b>	68	.3	18,355	68.6
<b>470</b>	1	.0	15,825	59.2	<b>505</b>	60	.2	18,415	68.9
<b>471</b>	114	.4	15,939	59.6	<b>506</b>	58	.2	18,473	69.1
<b>472</b>	77	.3	16,016	59.9	<b>507</b>	112	.4	18,585	69.5
<b>474</b>	97	.4	16,113	60.3	<b>508</b>	42	.2	18,627	69.7
<b>475</b>	75	.3	16,188	60.5	<b>509</b>	72	.3	18,699	69.9
<b>476</b>	70	.3	16,258	60.8	<b>510</b>	106	.4	18,805	70.3
<b>477</b>	100	.4	16,358	61.2	<b>511</b>	129	.5	18,934	70.8
<b>479</b>	133	.5	16,491	61.7	<b>512</b>	4	.0	18,938	70.8
<b>480</b>	77	.3	16,568	62.0	<b>513</b>	72	.3	19,010	71.1
<b>481</b>	47	.2	16,615	62.1	<b>514</b>	156	.6	19,166	71.7
<b>482</b>	95	.4	16,710	62.5	<b>515</b>	71	.3	19,237	71.9
<b>483</b>	4	.0	16,714	62.5	<b>517</b>	132	.5	19,369	72.4
<b>484</b>	186	.7	16,900	63.2	<b>518</b>	124	.5	19,493	72.9
<b>485</b>	19	.1	16,919	63.3	<b>520</b>	137	.5	19,630	73.4
<b>486</b>	60	.2	16,979	63.5	<b>521</b>	82	.3	19,712	73.7
<b>487</b>	69	.3	17,048	63.8	<b>522</b>	39	.1	19,751	73.9
<b>488</b>	91	.3	17,139	64.1	<b>523</b>	128	.5	19,879	74.3
<b>489</b>	104	.4	17,243	64.5	<b>524</b>	94	.4	19,973	74.7
<b>490</b>	33	.1	17,276	64.6	<b>525</b>	102	.4	20,075	75.1
<b>491</b>	126	.5	17,402	65.1	<b>526</b>	107	.4	20,182	75.5
<b>492</b>	31	.1	17,433	65.2	<b>527</b>	22	.1	20,204	75.6

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>528</b>	139	.5	20,343	76.1	<b>563</b>	177	.7	22,965	85.9
<b>529</b>	100	.4	20,443	76.5	<b>564</b>	3	.0	22,968	85.9
<b>531</b>	124	.5	20,567	76.9	<b>566</b>	143	.5	23,111	86.4
<b>532</b>	79	.3	20,646	77.2	<b>567</b>	78	.3	23,189	86.7
<b>533</b>	27	.1	20,673	77.3	<b>569</b>	97	.4	23,286	87.1
<b>534</b>	140	.5	20,813	77.8	<b>571</b>	20	.1	23,306	87.2
<b>535</b>	71	.3	20,884	78.1	<b>572</b>	164	.6	23,470	87.8
<b>536</b>	138	.5	21,022	78.6	<b>573</b>	33	.1	23,503	87.9
<b>537</b>	17	.1	21,039	78.7	<b>574</b>	31	.1	23,534	88.0
<b>538</b>	72	.3	21,111	79.0	<b>575</b>	5	.0	23,539	88.0
<b>539</b>	155	.6	21,266	79.5	<b>576</b>	100	.4	23,639	88.4
<b>540</b>	4	.0	21,270	79.5	<b>577</b>	93	.3	23,732	88.8
<b>541</b>	43	.2	21,313	79.7	<b>578</b>	6	.0	23,738	88.8
<b>542</b>	199	.7	21,512	80.5	<b>580</b>	139	.5	23,877	89.3
<b>544</b>	26	.1	21,538	80.5	<b>582</b>	39	.1	23,916	89.4
<b>545</b>	158	.6	21,696	81.1	<b>583</b>	35	.1	23,951	89.6
<b>546</b>	34	.1	21,730	81.3	<b>584</b>	72	.3	24,023	89.8
<b>547</b>	119	.4	21,849	81.7	<b>585</b>	171	.6	24,194	90.5
<b>548</b>	61	.2	21,910	81.9	<b>586</b>	14	.1	24,208	90.5
<b>549</b>	46	.2	21,956	82.1	<b>588</b>	45	.2	24,253	90.7
<b>550</b>	77	.3	22,033	82.4	<b>589</b>	29	.1	24,282	90.8
<b>551</b>	45	.2	22,078	82.6	<b>590</b>	108	.4	24,390	91.2
<b>552</b>	118	.4	22,196	83.0	<b>591</b>	69	.3	24,459	91.5
<b>553</b>	103	.4	22,299	83.4	<b>592</b>	28	.1	24,487	91.6
<b>554</b>	2	.0	22,301	83.4	<b>594</b>	134	.5	24,621	92.1
<b>555</b>	51	.2	22,352	83.6	<b>595</b>	30	.1	24,651	92.2
<b>556</b>	162	.6	22,514	84.2	<b>597</b>	94	.4	24,745	92.5
<b>557</b>	6	.0	22,520	84.2	<b>598</b>	149	.6	24,894	93.1
<b>558</b>	51	.2	22,571	84.4	<b>599</b>	9	.0	24,903	93.1
<b>559</b>	93	.3	22,664	84.8	<b>602</b>	137	.5	25,040	93.6
<b>560</b>	69	.3	22,733	85.0	<b>606</b>	59	.2	25,099	93.9
<b>561</b>	55	.2	22,788	85.2	<b>607</b>	200	.7	25,299	94.6

**Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
610	101	.4	25,400	95.0
612	137	.5	25,537	95.5
616	109	.4	25,646	95.9
619	129	.5	25,775	96.4
620	3	.0	25,778	96.4
622	107	.4	25,885	96.8
623	60	.2	25,945	97.0
629	151	.6	26,096	97.6
631	11	.0	26,107	97.6
632	147	.5	26,254	98.2
644	20	.1	26,274	98.3
645	120	.4	26,394	98.7
649	166	.6	26,560	99.3
666	62	.2	26,622	99.6
670	117	.4	26,739	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	6,075	26.6	6,075	26.6
325	530	2.3	6,605	28.9
335	452	2.0	7,057	30.8
342	515	2.3	7,572	33.1
344	1	.0	7,573	33.1
352	439	1.9	8,012	35.0
360	321	1.4	8,333	36.4
365	321	1.4	8,654	37.8
366	246	1.1	8,900	38.9
371	147	.6	9,047	39.5
376	104	.5	9,151	40.0
380	72	.3	9,223	40.3
382	203	.9	9,426	41.2
384	42	.2	9,468	41.4
385	169	.7	9,637	42.1
387	29	.1	9,666	42.3
391	20	.1	9,686	42.3
394	22	.1	9,708	42.4
395	146	.6	9,854	43.1
397	13	.1	9,867	43.1
400	13	.1	9,880	43.2
402	132	.6	10,012	43.8
404	6	.0	10,018	43.8
407	71	.3	10,089	44.1
410	3	.0	10,092	44.1
412	130	.6	10,222	44.7
413	2	.0	10,224	44.7
415	128	.6	10,352	45.3
417	44	.2	10,396	45.4
420	133	.6	10,529	46.0

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>424</b>	1	.0	10,530	46.0	<b>479</b>	55	.2	12,424	54.3
<b>426</b>	105	.5	10,635	46.5	<b>480</b>	58	.3	12,482	54.6
<b>427</b>	36	.2	10,671	46.6	<b>481</b>	23	.1	12,505	54.7
<b>429</b>	1	.0	10,672	46.7	<b>483</b>	64	.3	12,569	54.9
<b>431</b>	59	.3	10,731	46.9	<b>484</b>	111	.5	12,680	55.4
<b>432</b>	205	.9	10,936	47.8	<b>487</b>	119	.5	12,799	55.9
<b>434</b>	2	.0	10,938	47.8	<b>490</b>	12	.1	12,811	56.0
<b>436</b>	43	.2	10,981	48.0	<b>491</b>	40	.2	12,851	56.2
<b>437</b>	25	.1	11,006	48.1	<b>492</b>	96	.4	12,947	56.6
<b>440</b>	19	.1	11,025	48.2	<b>494</b>	67	.3	13,014	56.9
<b>442</b>	103	.5	11,128	48.6	<b>495</b>	29	.1	13,043	57.0
<b>444</b>	20	.1	11,148	48.7	<b>496</b>	49	.2	13,092	57.2
<b>445</b>	68	.3	11,216	49.0	<b>497</b>	6	.0	13,098	57.3
<b>447</b>	25	.1	11,241	49.1	<b>498</b>	82	.4	13,180	57.6
<b>448</b>	18	.1	11,259	49.2	<b>500</b>	37	.2	13,217	57.8
<b>450</b>	215	.9	11,474	50.2	<b>502</b>	52	.2	13,269	58.0
<b>451</b>	14	.1	11,488	50.2	<b>503</b>	49	.2	13,318	58.2
<b>454</b>	14	.1	11,502	50.3	<b>504</b>	74	.3	13,392	58.5
<b>456</b>	92	.4	11,594	50.7	<b>505</b>	38	.2	13,430	58.7
<b>457</b>	50	.2	11,644	50.9	<b>507</b>	2	.0	13,432	58.7
<b>459</b>	8	.0	11,652	50.9	<b>508</b>	126	.6	13,558	59.3
<b>460</b>	95	.4	11,747	51.4	<b>509</b>	6	.0	13,564	59.3
<b>461</b>	61	.3	11,808	51.6	<b>510</b>	2	.0	13,566	59.3
<b>463</b>	66	.3	11,874	51.9	<b>511</b>	38	.2	13,604	59.5
<b>464</b>	5	.0	11,879	51.9	<b>512</b>	84	.4	13,688	59.8
<b>466</b>	57	.2	11,936	52.2	<b>513</b>	47	.2	13,735	60.0
<b>467</b>	114	.5	12,050	52.7	<b>514</b>	12	.1	13,747	60.1
<b>470</b>	45	.2	12,095	52.9	<b>515</b>	65	.3	13,812	60.4
<b>472</b>	14	.1	12,109	52.9	<b>516</b>	30	.1	13,842	60.5
<b>473</b>	59	.3	12,168	53.2	<b>517</b>	1	.0	13,843	60.5
<b>474</b>	156	.7	12,324	53.9	<b>518</b>	119	.5	13,962	61.0
<b>477</b>	45	.2	12,369	54.1	<b>519</b>	41	.2	14,003	61.2

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>521</b>	25	.1	14,028	61.3	<b>557</b>	107	.5	15,883	69.4
<b>522</b>	74	.3	14,102	61.6	<b>559</b>	67	.3	15,950	69.7
<b>523</b>	70	.3	14,172	62.0	<b>560</b>	127	.6	16,077	70.3
<b>524</b>	26	.1	14,198	62.1	<b>561</b>	1	.0	16,078	70.3
<b>525</b>	19	.1	14,217	62.1	<b>562</b>	57	.2	16,135	70.5
<b>526</b>	69	.3	14,286	62.4	<b>563</b>	55	.2	16,190	70.8
<b>527</b>	20	.1	14,306	62.5	<b>564</b>	87	.4	16,277	71.2
<b>528</b>	51	.2	14,357	62.8	<b>565</b>	29	.1	16,306	71.3
<b>529</b>	108	.5	14,465	63.2	<b>566</b>	61	.3	16,367	71.5
<b>531</b>	10	.0	14,475	63.3	<b>567</b>	51	.2	16,418	71.8
<b>532</b>	66	.3	14,541	63.6	<b>568</b>	49	.2	16,467	72.0
<b>533</b>	55	.2	14,596	63.8	<b>569</b>	105	.5	16,572	72.4
<b>534</b>	48	.2	14,644	64.0	<b>570</b>	52	.2	16,624	72.7
<b>536</b>	109	.5	14,753	64.5	<b>571</b>	13	.1	16,637	72.7
<b>537</b>	17	.1	14,770	64.6	<b>572</b>	49	.2	16,686	72.9
<b>538</b>	43	.2	14,813	64.8	<b>573</b>	111	.5	16,797	73.4
<b>539</b>	138	.6	14,951	65.4	<b>575</b>	54	.2	16,851	73.7
<b>540</b>	6	.0	14,957	65.4	<b>576</b>	78	.3	16,929	74.0
<b>541</b>	7	.0	14,964	65.4	<b>577</b>	69	.3	16,998	74.3
<b>542</b>	83	.4	15,047	65.8	<b>579</b>	67	.3	17,065	74.6
<b>543</b>	49	.2	15,096	66.0	<b>580</b>	54	.2	17,119	74.8
<b>544</b>	48	.2	15,144	66.2	<b>581</b>	39	.2	17,158	75.0
<b>545</b>	22	.1	15,166	66.3	<b>582</b>	60	.3	17,218	75.3
<b>546</b>	120	.5	15,286	66.8	<b>583</b>	104	.5	17,322	75.7
<b>549</b>	128	.6	15,414	67.4	<b>585</b>	77	.3	17,399	76.1
<b>550</b>	58	.3	15,472	67.6	<b>586</b>	89	.4	17,488	76.4
<b>551</b>	22	.1	15,494	67.7	<b>587</b>	34	.1	17,522	76.6
<b>552</b>	93	.4	15,587	68.1	<b>588</b>	96	.4	17,618	77.0
<b>553</b>	89	.4	15,676	68.5	<b>589</b>	3	.0	17,621	77.0
<b>554</b>	2	.0	15,678	68.5	<b>590</b>	67	.3	17,688	77.3
<b>555</b>	24	.1	15,702	68.6	<b>591</b>	97	.4	17,785	77.7
<b>556</b>	74	.3	15,776	69.0	<b>592</b>	59	.3	17,844	78.0

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>593</b>	60	.3	17,904	78.3	<b>635</b>	87	.4	20,067	87.7
<b>595</b>	104	.5	18,008	78.7	<b>637</b>	87	.4	20,154	88.1
<b>596</b>	27	.1	18,035	78.8	<b>639</b>	82	.4	20,236	88.5
<b>597</b>	66	.3	18,101	79.1	<b>640</b>	18	.1	20,254	88.5
<b>598</b>	127	.6	18,228	79.7	<b>642</b>	26	.1	20,280	88.7
<b>599</b>	17	.1	18,245	79.8	<b>643</b>	21	.1	20,301	88.7
<b>601</b>	114	.5	18,359	80.3	<b>644</b>	104	.5	20,405	89.2
<b>602</b>	93	.4	18,452	80.7	<b>645</b>	86	.4	20,491	89.6
<b>604</b>	59	.3	18,511	80.9	<b>646</b>	17	.1	20,508	89.6
<b>605</b>	82	.4	18,593	81.3	<b>648</b>	6	.0	20,514	89.7
<b>606</b>	13	.1	18,606	81.3	<b>649</b>	117	.5	20,631	90.2
<b>607</b>	37	.2	18,643	81.5	<b>652</b>	1	.0	20,632	90.2
<b>608</b>	60	.3	18,703	81.8	<b>653</b>	35	.2	20,667	90.3
<b>609</b>	101	.4	18,804	82.2	<b>655</b>	190	.8	20,857	91.2
<b>610</b>	17	.1	18,821	82.3	<b>656</b>	37	.2	20,894	91.3
<b>611</b>	71	.3	18,892	82.6	<b>659</b>	81	.4	20,975	91.7
<b>612</b>	20	.1	18,912	82.7	<b>662</b>	100	.4	21,075	92.1
<b>613</b>	109	.5	19,021	83.1	<b>663</b>	70	.3	21,145	92.4
<b>614</b>	84	.4	19,105	83.5	<b>667</b>	75	.3	21,220	92.8
<b>615</b>	29	.1	19,134	83.6	<b>671</b>	102	.4	21,322	93.2
<b>618</b>	185	.8	19,319	84.5	<b>672</b>	159	.7	21,481	93.9
<b>619</b>	34	.1	19,353	84.6	<b>674</b>	5	.0	21,486	93.9
<b>620</b>	21	.1	19,374	84.7	<b>676</b>	142	.6	21,628	94.5
<b>622</b>	122	.5	19,496	85.2	<b>682</b>	166	.7	21,794	95.3
<b>624</b>	49	.2	19,545	85.4	<b>687</b>	12	.1	21,806	95.3
<b>625</b>	45	.2	19,590	85.6	<b>690</b>	298	1.3	22,104	96.6
<b>626</b>	103	.5	19,693	86.1	<b>700</b>	274	1.2	22,378	97.8
<b>628</b>	60	.3	19,753	86.3	<b>705</b>	33	.1	22,411	98.0
<b>630</b>	22	.1	19,775	86.4	<b>717</b>	258	1.1	22,669	99.1
<b>631</b>	87	.4	19,862	86.8	<b>732</b>	207	.9	22,876	100.0
<b>632</b>	111	.5	19,973	87.3					
<b>633</b>	7	.0	19,980	87.3					

**Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	7,700	22.7	7,700	22.7
313	444	1.3	8,144	24.0
338	455	1.3	8,599	25.3
341	508	1.5	9,107	26.8
352	484	1.4	9,591	28.2
362	388	1.1	9,979	29.4
368	438	1.3	10,417	30.7
369	307	.9	10,724	31.6
376	209	.6	10,933	32.2
380	202	.6	11,135	32.8
382	130	.4	11,265	33.2
386	360	1.1	11,625	34.2
388	73	.2	11,698	34.4
393	52	.2	11,750	34.6
397	24	.1	11,774	34.7
400	251	.7	12,025	35.4
402	20	.1	12,045	35.5
405	231	.7	12,276	36.2
406	12	.0	12,288	36.2
407	199	.6	12,487	36.8
410	15	.0	12,502	36.8
412	144	.4	12,646	37.2
414	7	.0	12,653	37.3
418	237	.7	12,890	38.0
422	7	.0	12,897	38.0
424	252	.7	13,149	38.7
426	5	.0	13,154	38.7
428	176	.5	13,330	39.3
430	2	.0	13,332	39.3
432	239	.7	13,571	40.0
434	1	.0	13,572	40.0
435	47	.1	13,619	40.1
436	166	.5	13,785	40.6
438	123	.4	13,908	41.0
439	1	.0	13,909	41.0
443	115	.3	14,024	41.3
445	220	.6	14,244	41.9
447	26	.1	14,270	42.0
449	294	.9	14,564	42.9
451	85	.3	14,649	43.1
454	40	.1	14,689	43.3
455	209	.6	14,898	43.9
459	57	.2	14,955	44.0
462	43	.1	14,998	44.2
463	517	1.5	15,515	45.7
464	23	.1	15,538	45.8
468	23	.1	15,561	45.8
470	126	.4	15,687	46.2
471	2	.0	15,689	46.2
472	12	.0	15,701	46.2
473	205	.6	15,906	46.8
474	26	.1	15,932	46.9
476	179	.5	16,111	47.4
477	174	.5	16,285	48.0
480	168	.5	16,453	48.5
481	74	.2	16,527	48.7
484	5	.0	16,532	48.7
486	62	.2	16,594	48.9
487	356	1.0	16,950	49.9
488	1	.0	16,951	49.9
489	124	.4	17,075	50.3
491	37	.1	17,112	50.4

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>492</b>	2	.0	17,114	50.4	<b>533</b>	12	.0	19,749	58.2
<b>493</b>	112	.3	17,226	50.7	<b>534</b>	31	.1	19,780	58.3
<b>494</b>	120	.4	17,346	51.1	<b>535</b>	118	.3	19,898	58.6
<b>495</b>	26	.1	17,372	51.2	<b>536</b>	20	.1	19,918	58.7
<b>498</b>	5	.0	17,377	51.2	<b>537</b>	190	.6	20,108	59.2
<b>499</b>	289	.9	17,666	52.0	<b>539</b>	106	.3	20,214	59.5
<b>500</b>	1	.0	17,667	52.0	<b>541</b>	4	.0	20,218	59.5
<b>501</b>	197	.6	17,864	52.6	<b>542</b>	135	.4	20,353	59.9
<b>504</b>	69	.2	17,933	52.8	<b>543</b>	172	.5	20,525	60.4
<b>507</b>	227	.7	18,160	53.5	<b>546</b>	123	.4	20,648	60.8
<b>508</b>	62	.2	18,222	53.7	<b>547</b>	15	.0	20,663	60.9
<b>510</b>	4	.0	18,226	53.7	<b>548</b>	131	.4	20,794	61.2
<b>511</b>	103	.3	18,329	54.0	<b>549</b>	59	.2	20,853	61.4
<b>512</b>	55	.2	18,384	54.1	<b>550</b>	12	.0	20,865	61.4
<b>513</b>	134	.4	18,518	54.5	<b>551</b>	149	.4	21,014	61.9
<b>514</b>	107	.3	18,625	54.8	<b>553</b>	82	.2	21,096	62.1
<b>515</b>	5	.0	18,630	54.9	<b>554</b>	34	.1	21,130	62.2
<b>517</b>	33	.1	18,663	55.0	<b>555</b>	184	.5	21,314	62.8
<b>518</b>	161	.5	18,824	55.4	<b>558</b>	91	.3	21,405	63.0
<b>519</b>	1	.0	18,825	55.4	<b>559</b>	108	.3	21,513	63.4
<b>520</b>	123	.4	18,948	55.8	<b>560</b>	105	.3	21,618	63.7
<b>521</b>	24	.1	18,972	55.9	<b>561</b>	37	.1	21,655	63.8
<b>522</b>	133	.4	19,105	56.3	<b>562</b>	82	.2	21,737	64.0
<b>523</b>	18	.1	19,123	56.3	<b>563</b>	78	.2	21,815	64.2
<b>524</b>	22	.1	19,145	56.4	<b>564</b>	3	.0	21,818	64.3
<b>525</b>	225	.7	19,370	57.0	<b>565</b>	89	.3	21,907	64.5
<b>527</b>	51	.2	19,421	57.2	<b>566</b>	85	.3	21,992	64.8
<b>528</b>	3	.0	19,424	57.2	<b>567</b>	121	.4	22,113	65.1
<b>529</b>	12	.0	19,436	57.2	<b>568</b>	23	.1	22,136	65.2
<b>530</b>	150	.4	19,586	57.7	<b>570</b>	81	.2	22,217	65.4
<b>531</b>	150	.4	19,736	58.1	<b>571</b>	149	.4	22,366	65.9
<b>532</b>	1	.0	19,737	58.1	<b>572</b>	51	.2	22,417	66.0



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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>573</b>	2	.0	22,419	66.0	<b>612</b>	150	.4	25,513	75.1
<b>574</b>	184	.5	22,603	66.6	<b>614</b>	127	.4	25,640	75.5
<b>575</b>	75	.2	22,678	66.8	<b>615</b>	8	.0	25,648	75.5
<b>576</b>	13	.0	22,691	66.8	<b>616</b>	211	.6	25,859	76.2
<b>577</b>	77	.2	22,768	67.0	<b>617</b>	11	.0	25,870	76.2
<b>578</b>	204	.6	22,972	67.7	<b>619</b>	109	.3	25,979	76.5
<b>579</b>	32	.1	23,004	67.7	<b>620</b>	182	.5	26,161	77.0
<b>580</b>	2	.0	23,006	67.8	<b>621</b>	35	.1	26,196	77.1
<b>581</b>	37	.1	23,043	67.9	<b>623</b>	93	.3	26,289	77.4
<b>582</b>	156	.5	23,199	68.3	<b>624</b>	120	.4	26,409	77.8
<b>583</b>	123	.4	23,322	68.7	<b>625</b>	74	.2	26,483	78.0
<b>584</b>	7	.0	23,329	68.7	<b>627</b>	26	.1	26,509	78.1
<b>586</b>	297	.9	23,626	69.6	<b>628</b>	315	.9	26,824	79.0
<b>587</b>	1	.0	23,627	69.6	<b>630</b>	3	.0	26,827	79.0
<b>588</b>	12	.0	23,639	69.6	<b>632</b>	108	.3	26,935	79.3
<b>590</b>	240	.7	23,879	70.3	<b>633</b>	223	.7	27,158	80.0
<b>591</b>	54	.2	23,933	70.5	<b>635</b>	18	.1	27,176	80.0
<b>592</b>	12	.0	23,945	70.5	<b>636</b>	107	.3	27,283	80.3
<b>594</b>	81	.2	24,026	70.8	<b>637</b>	125	.4	27,408	80.7
<b>595</b>	143	.4	24,169	71.2	<b>639</b>	45	.1	27,453	80.8
<b>596</b>	46	.1	24,215	71.3	<b>640</b>	129	.4	27,582	81.2
<b>597</b>	18	.1	24,233	71.4	<b>641</b>	26	.1	27,608	81.3
<b>598</b>	221	.7	24,454	72.0	<b>642</b>	141	.4	27,749	81.7
<b>599</b>	35	.1	24,489	72.1	<b>644</b>	138	.4	27,887	82.1
<b>600</b>	65	.2	24,554	72.3	<b>645</b>	36	.1	27,923	82.2
<b>602</b>	210	.6	24,764	72.9	<b>647</b>	121	.4	28,044	82.6
<b>604</b>	113	.3	24,877	73.3	<b>649</b>	194	.6	28,238	83.2
<b>606</b>	107	.3	24,984	73.6	<b>653</b>	300	.9	28,538	84.0
<b>607</b>	103	.3	25,087	73.9	<b>656</b>	15	.0	28,553	84.1
<b>609</b>	104	.3	25,191	74.2	<b>657</b>	68	.2	28,621	84.3
<b>610</b>	107	.3	25,298	74.5	<b>658</b>	182	.5	28,803	84.8
<b>611</b>	65	.2	25,363	74.7	<b>661</b>	188	.6	28,991	85.4

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
663	155	.5	29,146	85.8
665	145	.4	29,291	86.3
669	336	1.0	29,627	87.2
670	49	.1	29,676	87.4
672	2	.0	29,678	87.4
673	45	.1	29,723	87.5
674	176	.5	29,899	88.0
677	194	.6	30,093	88.6
678	151	.4	30,244	89.1
682	85	.3	30,329	89.3
683	34	.1	30,363	89.4
684	191	.6	30,554	90.0
686	189	.6	30,743	90.5
690	182	.5	30,925	91.1
691	165	.5	31,090	91.6
696	189	.6	31,279	92.1
697	183	.5	31,462	92.7
698	19	.1	31,481	92.7
699	80	.2	31,561	92.9
702	271	.8	31,832	93.7
706	179	.5	32,011	94.3
710	299	.9	32,310	95.1
714	49	.1	32,359	95.3
719	483	1.4	32,842	96.7
732	358	1.1	33,200	97.8
735	155	.5	33,355	98.2
747	602	1.8	33,957	100.0

**Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
184	11,160	5.9	11,160	5.9
185	1,826	1.0	12,986	6.9
186	2,618	1.4	15,604	8.3
187	1,910	1.0	17,514	9.3
188	864	.5	18,378	9.7
189	795	.4	19,173	10.1
190	441	.2	19,614	10.4
191	220	.1	19,834	10.5
192	215	.1	20,049	10.6
193	121	.1	20,170	10.7
194	79	.0	20,249	10.7
195	74	.0	20,323	10.8
196	54	.0	20,377	10.8
197	23	.0	20,400	10.8
198	13	.0	20,413	10.8
199	11	.0	20,424	10.8
200	1	.0	20,425	10.8
201	6	.0	20,431	10.8
202	1	.0	20,432	10.8
203	2	.0	20,434	10.8
204	1	.0	20,435	10.8
213	1,603	.8	22,038	11.7
214	386	.2	22,424	11.9
215	407	.2	22,831	12.1
216	567	.3	23,398	12.4
217	375	.2	23,773	12.6
218	222	.1	23,995	12.7
219	163	.1	24,158	12.8
220	97	.1	24,255	12.8
221	70	.0	24,325	12.9
222	40	.0	24,365	12.9
223	36	.0	24,401	12.9
224	22	.0	24,423	12.9
225	16	.0	24,439	12.9
226	17	.0	24,456	12.9
227	12	.0	24,468	12.9
228	5	.0	24,473	13.0
229	1	.0	24,474	13.0
230	2	.0	24,476	13.0
231	1	.0	24,477	13.0
232	3	.0	24,480	13.0
236	1	.0	24,481	13.0
237	983	.5	25,464	13.5
238	242	.1	25,706	13.6
239	433	.2	26,139	13.8
240	219	.1	26,358	13.9
241	1,291	.7	27,649	14.6
242	554	.3	28,203	14.9
243	408	.2	28,611	15.1
244	394	.2	29,005	15.3
245	264	.1	29,269	15.5
246	209	.1	29,478	15.6
247	116	.1	29,594	15.7
248	495	.3	30,089	15.9
249	261	.1	30,350	16.1
250	197	.1	30,547	16.2
251	212	.1	30,759	16.3
252	139	.1	30,898	16.4
253	94	.0	30,992	16.4
254	796	.4	31,788	16.8
255	291	.2	32,079	17.0
256	543	.3	32,622	17.3

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>257</b>	267	.1	32,889	17.4	<b>289</b>	275	.1	45,039	23.8
<b>258</b>	298	.2	33,187	17.6	<b>290</b>	305	.2	45,344	24.0
<b>259</b>	211	.1	33,398	17.7	<b>291</b>	607	.3	45,951	24.3
<b>260</b>	136	.1	33,534	17.7	<b>292</b>	523	.3	46,474	24.6
<b>261</b>	191	.1	33,725	17.8	<b>293</b>	465	.2	46,939	24.8
<b>262</b>	107	.1	33,832	17.9	<b>294</b>	704	.4	47,643	25.2
<b>263</b>	876	.5	34,708	18.4	<b>295</b>	447	.2	48,090	25.4
<b>264</b>	235	.1	34,943	18.5	<b>296</b>	515	.3	48,605	25.7
<b>265</b>	338	.2	35,281	18.7	<b>297</b>	544	.3	49,149	26.0
<b>266</b>	170	.1	35,451	18.8	<b>298</b>	701	.4	49,850	26.4
<b>267</b>	215	.1	35,666	18.9	<b>299</b>	417	.2	50,267	26.6
<b>268</b>	115	.1	35,781	18.9	<b>300</b>	565	.3	50,832	26.9
<b>269</b>	668	.4	36,449	19.3	<b>301</b>	397	.2	51,229	27.1
<b>270</b>	748	.4	37,197	19.7	<b>302</b>	359	.2	51,588	27.3
<b>271</b>	331	.2	37,528	19.9	<b>303</b>	397	.2	51,985	27.5
<b>272</b>	463	.2	37,991	20.1	<b>304</b>	561	.3	52,546	27.8
<b>273</b>	280	.1	38,271	20.3	<b>305</b>	462	.2	53,008	28.1
<b>274</b>	737	.4	39,008	20.6	<b>306</b>	495	.3	53,503	28.3
<b>275</b>	342	.2	39,350	20.8	<b>307</b>	525	.3	54,028	28.6
<b>276</b>	335	.2	39,685	21.0	<b>308</b>	416	.2	54,444	28.8
<b>277</b>	327	.2	40,012	21.2	<b>309</b>	768	.4	55,212	29.2
<b>278</b>	224	.1	40,236	21.3	<b>310</b>	402	.2	55,614	29.4
<b>279</b>	590	.3	40,826	21.6	<b>311</b>	494	.3	56,108	29.7
<b>280</b>	258	.1	41,084	21.7	<b>312</b>	267	.1	56,375	29.8
<b>281</b>	382	.2	41,466	21.9	<b>313</b>	591	.3	56,966	30.1
<b>282</b>	185	.1	41,651	22.0	<b>314</b>	394	.2	57,360	30.4
<b>283</b>	834	.4	42,485	22.5	<b>315</b>	379	.2	57,739	30.6
<b>284</b>	365	.2	42,850	22.7	<b>316</b>	660	.3	58,399	30.9
<b>285</b>	452	.2	43,302	22.9	<b>317</b>	435	.2	58,834	31.1
<b>286</b>	378	.2	43,680	23.1	<b>318</b>	401	.2	59,235	31.3
<b>287</b>	648	.3	44,328	23.5	<b>319</b>	562	.3	59,797	31.6
<b>288</b>	436	.2	44,764	23.7	<b>320</b>	576	.3	60,373	31.9

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>321</b>	390	.2	60,763	32.2	<b>353</b>	823	.4	79,783	42.2
<b>322</b>	514	.3	61,277	32.4	<b>354</b>	573	.3	80,356	42.5
<b>323</b>	632	.3	61,909	32.8	<b>355</b>	873	.5	81,229	43.0
<b>324</b>	370	.2	62,279	33.0	<b>356</b>	784	.4	82,013	43.4
<b>325</b>	405	.2	62,684	33.2	<b>357</b>	677	.4	82,690	43.8
<b>326</b>	480	.3	63,164	33.4	<b>358</b>	717	.4	83,407	44.1
<b>327</b>	504	.3	63,668	33.7	<b>359</b>	965	.5	84,372	44.6
<b>328</b>	723	.4	64,391	34.1	<b>360</b>	781	.4	85,153	45.1
<b>329</b>	515	.3	64,906	34.3	<b>361</b>	890	.5	86,043	45.5
<b>330</b>	496	.3	65,402	34.6	<b>362</b>	836	.4	86,879	46.0
<b>331</b>	401	.2	65,803	34.8	<b>363</b>	891	.5	87,770	46.4
<b>332</b>	615	.3	66,418	35.1	<b>364</b>	937	.5	88,707	46.9
<b>333</b>	622	.3	67,040	35.5	<b>365</b>	863	.5	89,570	47.4
<b>334</b>	457	.2	67,497	35.7	<b>366</b>	881	.5	90,451	47.9
<b>335</b>	643	.3	68,140	36.1	<b>367</b>	836	.4	91,287	48.3
<b>336</b>	434	.2	68,574	36.3	<b>368</b>	1,030	.5	92,317	48.9
<b>337</b>	663	.4	69,237	36.6	<b>369</b>	929	.5	93,246	49.3
<b>338</b>	532	.3	69,769	36.9	<b>370</b>	1,070	.6	94,316	49.9
<b>339</b>	619	.3	70,388	37.2	<b>371</b>	870	.5	95,186	50.4
<b>340</b>	558	.3	70,946	37.5	<b>372</b>	1,044	.6	96,230	50.9
<b>341</b>	708	.4	71,654	37.9	<b>373</b>	1,085	.6	97,315	51.5
<b>342</b>	564	.3	72,218	38.2	<b>374</b>	920	.5	98,235	52.0
<b>343</b>	488	.3	72,706	38.5	<b>375</b>	1,103	.6	99,338	52.6
<b>344</b>	856	.5	73,562	38.9	<b>376</b>	1,012	.5	100,350	53.1
<b>345</b>	534	.3	74,096	39.2	<b>377</b>	881	.5	101,231	53.6
<b>346</b>	661	.3	74,757	39.6	<b>378</b>	1,161	.6	102,392	54.2
<b>347</b>	608	.3	75,365	39.9	<b>379</b>	951	.5	103,343	54.7
<b>348</b>	760	.4	76,125	40.3	<b>380</b>	972	.5	104,315	55.2
<b>349</b>	607	.3	76,732	40.6	<b>381</b>	1,257	.7	105,572	55.9
<b>350</b>	658	.3	77,390	41.0	<b>382</b>	991	.5	106,563	56.4
<b>351</b>	911	.5	78,301	41.4	<b>383</b>	1,082	.6	107,645	57.0
<b>352</b>	659	.3	78,960	41.8	<b>384</b>	1,182	.6	108,827	57.6

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>385</b>	966	.5	109,793	58.1	<b>417</b>	992	.5	144,160	76.3
<b>386</b>	1,096	.6	110,889	58.7	<b>418</b>	902	.5	145,062	76.8
<b>387</b>	1,148	.6	112,037	59.3	<b>419</b>	910	.5	145,972	77.2
<b>388</b>	1,014	.5	113,051	59.8	<b>420</b>	927	.5	146,899	77.7
<b>389</b>	1,208	.6	114,259	60.5	<b>421</b>	960	.5	147,859	78.2
<b>390</b>	1,148	.6	115,407	61.1	<b>422</b>	842	.4	148,701	78.7
<b>391</b>	1,189	.6	116,596	61.7	<b>423</b>	785	.4	149,486	79.1
<b>392</b>	1,161	.6	117,757	62.3	<b>424</b>	834	.4	150,320	79.5
<b>393</b>	1,066	.6	118,823	62.9	<b>425</b>	905	.5	151,225	80.0
<b>394</b>	1,077	.6	119,900	63.5	<b>426</b>	798	.4	152,023	80.4
<b>395</b>	1,272	.7	121,172	64.1	<b>427</b>	800	.4	152,823	80.9
<b>396</b>	1,072	.6	122,244	64.7	<b>428</b>	752	.4	153,575	81.3
<b>397</b>	1,108	.6	123,352	65.3	<b>429</b>	791	.4	154,366	81.7
<b>398</b>	1,161	.6	124,513	65.9	<b>430</b>	694	.4	155,060	82.1
<b>399</b>	1,022	.5	125,535	66.4	<b>431</b>	693	.4	155,753	82.4
<b>400</b>	1,270	.7	126,805	67.1	<b>432</b>	749	.4	156,502	82.8
<b>401</b>	1,021	.5	127,826	67.6	<b>433</b>	727	.4	157,229	83.2
<b>402</b>	1,011	.5	128,837	68.2	<b>434</b>	729	.4	157,958	83.6
<b>403</b>	1,156	.6	129,993	68.8	<b>435</b>	712	.4	158,670	84.0
<b>404</b>	1,112	.6	131,105	69.4	<b>436</b>	743	.4	159,413	84.4
<b>405</b>	997	.5	132,102	69.9	<b>437</b>	581	.3	159,994	84.7
<b>406</b>	1,126	.6	133,228	70.5	<b>438</b>	646	.3	160,640	85.0
<b>407</b>	1,052	.6	134,280	71.1	<b>439</b>	654	.3	161,294	85.4
<b>408</b>	959	.5	135,239	71.6	<b>440</b>	594	.3	161,888	85.7
<b>409</b>	1,081	.6	136,320	72.1	<b>441</b>	576	.3	162,464	86.0
<b>410</b>	945	.5	137,265	72.6	<b>442</b>	616	.3	163,080	86.3
<b>411</b>	1,080	.6	138,345	73.2	<b>443</b>	604	.3	163,684	86.6
<b>412</b>	1,015	.5	139,360	73.7	<b>444</b>	585	.3	164,269	86.9
<b>413</b>	1,020	.5	140,380	74.3	<b>445</b>	567	.3	164,836	87.2
<b>414</b>	986	.5	141,366	74.8	<b>446</b>	566	.3	165,402	87.5
<b>415</b>	966	.5	142,332	75.3	<b>447</b>	523	.3	165,925	87.8
<b>416</b>	836	.4	143,168	75.8	<b>448</b>	614	.3	166,539	88.1

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>449</b>	554	.3	167,093	88.4	<b>481</b>	275	.1	179,593	95.0
<b>450</b>	518	.3	167,611	88.7	<b>482</b>	265	.1	179,858	95.2
<b>451</b>	509	.3	168,120	89.0	<b>483</b>	269	.1	180,127	95.3
<b>452</b>	535	.3	168,655	89.3	<b>484</b>	226	.1	180,353	95.4
<b>453</b>	512	.3	169,167	89.5	<b>485</b>	239	.1	180,592	95.6
<b>454</b>	465	.2	169,632	89.8	<b>486</b>	239	.1	180,831	95.7
<b>455</b>	472	.2	170,104	90.0	<b>487</b>	236	.1	181,067	95.8
<b>456</b>	506	.3	170,610	90.3	<b>488</b>	219	.1	181,286	95.9
<b>457</b>	420	.2	171,030	90.5	<b>489</b>	252	.1	181,538	96.1
<b>458</b>	414	.2	171,444	90.7	<b>490</b>	220	.1	181,758	96.2
<b>459</b>	458	.2	171,902	91.0	<b>491</b>	214	.1	181,972	96.3
<b>460</b>	393	.2	172,295	91.2	<b>492</b>	190	.1	182,162	96.4
<b>461</b>	390	.2	172,685	91.4	<b>493</b>	213	.1	182,375	96.5
<b>462</b>	439	.2	173,124	91.6	<b>494</b>	170	.1	182,545	96.6
<b>463</b>	430	.2	173,554	91.8	<b>495</b>	201	.1	182,746	96.7
<b>464</b>	386	.2	173,940	92.0	<b>496</b>	175	.1	182,921	96.8
<b>465</b>	384	.2	174,324	92.3	<b>497</b>	153	.1	183,074	96.9
<b>466</b>	438	.2	174,762	92.5	<b>498</b>	178	.1	183,252	97.0
<b>467</b>	390	.2	175,152	92.7	<b>499</b>	166	.1	183,418	97.1
<b>468</b>	381	.2	175,533	92.9	<b>500</b>	174	.1	183,592	97.2
<b>469</b>	349	.2	175,882	93.1	<b>501</b>	147	.1	183,739	97.2
<b>470</b>	382	.2	176,264	93.3	<b>502</b>	163	.1	183,902	97.3
<b>471</b>	348	.2	176,612	93.5	<b>503</b>	141	.1	184,043	97.4
<b>472</b>	343	.2	176,955	93.6	<b>504</b>	124	.1	184,167	97.5
<b>473</b>	308	.2	177,263	93.8	<b>505</b>	129	.1	184,296	97.5
<b>474</b>	314	.2	177,577	94.0	<b>506</b>	143	.1	184,439	97.6
<b>475</b>	277	.1	177,854	94.1	<b>507</b>	135	.1	184,574	97.7
<b>476</b>	309	.2	178,163	94.3	<b>508</b>	114	.1	184,688	97.7
<b>477</b>	307	.2	178,470	94.4	<b>509</b>	128	.1	184,816	97.8
<b>478</b>	272	.1	178,742	94.6	<b>510</b>	120	.1	184,936	97.9
<b>479</b>	311	.2	179,053	94.8	<b>511</b>	121	.1	185,057	97.9
<b>480</b>	265	.1	179,318	94.9	<b>512</b>	141	.1	185,198	98.0

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>513</b>	99	.1	185,297	98.1	<b>545</b>	43	.0	187,661	99.3
<b>514</b>	122	.1	185,419	98.1	<b>546</b>	60	.0	187,721	99.3
<b>515</b>	111	.1	185,530	98.2	<b>547</b>	42	.0	187,763	99.4
<b>516</b>	112	.1	185,642	98.2	<b>548</b>	50	.0	187,813	99.4
<b>517</b>	68	.0	185,710	98.3	<b>549</b>	48	.0	187,861	99.4
<b>518</b>	96	.1	185,806	98.3	<b>550</b>	38	.0	187,899	99.4
<b>519</b>	105	.1	185,911	98.4	<b>551</b>	44	.0	187,943	99.5
<b>520</b>	89	.0	186,000	98.4	<b>552</b>	32	.0	187,975	99.5
<b>521</b>	74	.0	186,074	98.5	<b>553</b>	40	.0	188,015	99.5
<b>522</b>	109	.1	186,183	98.5	<b>554</b>	34	.0	188,049	99.5
<b>523</b>	92	.0	186,275	98.6	<b>555</b>	44	.0	188,093	99.5
<b>524</b>	89	.0	186,364	98.6	<b>556</b>	41	.0	188,134	99.6
<b>525</b>	68	.0	186,432	98.7	<b>557</b>	38	.0	188,172	99.6
<b>526</b>	74	.0	186,506	98.7	<b>558</b>	33	.0	188,205	99.6
<b>527</b>	78	.0	186,584	98.7	<b>559</b>	48	.0	188,253	99.6
<b>528</b>	74	.0	186,658	98.8	<b>560</b>	19	.0	188,272	99.6
<b>529</b>	77	.0	186,735	98.8	<b>561</b>	19	.0	188,291	99.6
<b>530</b>	64	.0	186,799	98.9	<b>562</b>	15	.0	188,306	99.7
<b>531</b>	107	.1	186,906	98.9	<b>563</b>	31	.0	188,337	99.7
<b>532</b>	53	.0	186,959	98.9	<b>564</b>	20	.0	188,357	99.7
<b>533</b>	58	.0	187,017	99.0	<b>565</b>	33	.0	188,390	99.7
<b>534</b>	52	.0	187,069	99.0	<b>566</b>	19	.0	188,409	99.7
<b>535</b>	69	.0	187,138	99.0	<b>567</b>	12	.0	188,421	99.7
<b>536</b>	60	.0	187,198	99.1	<b>568</b>	17	.0	188,438	99.7
<b>537</b>	64	.0	187,262	99.1	<b>569</b>	11	.0	188,449	99.7
<b>538</b>	47	.0	187,309	99.1	<b>570</b>	10	.0	188,459	99.7
<b>539</b>	42	.0	187,351	99.1	<b>571</b>	25	.0	188,484	99.7
<b>540</b>	73	.0	187,424	99.2	<b>572</b>	18	.0	188,502	99.8
<b>541</b>	58	.0	187,482	99.2	<b>573</b>	16	.0	188,518	99.8
<b>542</b>	33	.0	187,515	99.2	<b>574</b>	16	.0	188,534	99.8
<b>543</b>	48	.0	187,563	99.3	<b>575</b>	28	.0	188,562	99.8
<b>544</b>	55	.0	187,618	99.3	<b>576</b>	16	.0	188,578	99.8



**Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
577	12	.0	188,590	99.8
578	24	.0	188,614	99.8
579	25	.0	188,639	99.8
580	22	.0	188,661	99.8
581	27	.0	188,688	99.9
582	15	.0	188,703	99.9
583	23	.0	188,726	99.9
584	22	.0	188,748	99.9
585	20	.0	188,768	99.9
586	22	.0	188,790	99.9
587	20	.0	188,810	99.9
588	24	.0	188,834	99.9
589	12	.0	188,846	99.9
590	38	.0	188,884	100.0
591	17	.0	188,901	100.0
592	7	.0	188,908	100.0
594	40	.0	188,948	100.0
598	19	.0	188,967	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
215	2,058	19.4	2,058	19.4
225	55	.5	2,113	20.0
231	97	.9	2,210	20.9
236	46	.4	2,256	21.3
238	37	.3	2,293	21.7
241	9	.1	2,302	21.7
243	49	.5	2,351	22.2
244	52	.5	2,403	22.7
247	123	1.2	2,526	23.9
249	63	.6	2,589	24.5
250	32	.3	2,621	24.8
251	19	.2	2,640	24.9
253	28	.3	2,668	25.2
254	86	.8	2,754	26.0
255	13	.1	2,767	26.1
256	2	.0	2,769	26.2
257	3	.0	2,772	26.2
258	28	.3	2,800	26.5
259	38	.4	2,838	26.8
260	44	.4	2,882	27.2
261	13	.1	2,895	27.3
262	16	.2	2,911	27.5
263	35	.3	2,946	27.8
264	23	.2	2,969	28.0
265	40	.4	3,009	28.4
266	12	.1	3,021	28.5
267	8	.1	3,029	28.6
268	47	.4	3,076	29.1
269	7	.1	3,083	29.1
270	25	.2	3,108	29.4

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>271</b>	30	.3	3,138	29.6	<b>303</b>	12	.1	3,774	35.7
<b>272</b>	25	.2	3,163	29.9	<b>304</b>	17	.2	3,791	35.8
<b>273</b>	23	.2	3,186	30.1	<b>305</b>	18	.2	3,809	36.0
<b>274</b>	9	.1	3,195	30.2	<b>306</b>	15	.1	3,824	36.1
<b>275</b>	14	.1	3,209	30.3	<b>307</b>	19	.2	3,843	36.3
<b>276</b>	24	.2	3,233	30.5	<b>308</b>	9	.1	3,852	36.4
<b>277</b>	47	.4	3,280	31.0	<b>309</b>	17	.2	3,869	36.5
<b>278</b>	17	.2	3,297	31.1	<b>310</b>	12	.1	3,881	36.7
<b>279</b>	16	.2	3,313	31.3	<b>311</b>	11	.1	3,892	36.8
<b>280</b>	5	.0	3,318	31.3	<b>312</b>	21	.2	3,913	37.0
<b>281</b>	30	.3	3,348	31.6	<b>313</b>	15	.1	3,928	37.1
<b>282</b>	10	.1	3,358	31.7	<b>314</b>	14	.1	3,942	37.2
<b>283</b>	36	.3	3,394	32.1	<b>315</b>	14	.1	3,956	37.4
<b>284</b>	14	.1	3,408	32.2	<b>316</b>	19	.2	3,975	37.5
<b>285</b>	12	.1	3,420	32.3	<b>317</b>	14	.1	3,989	37.7
<b>286</b>	21	.2	3,441	32.5	<b>318</b>	9	.1	3,998	37.8
<b>287</b>	31	.3	3,472	32.8	<b>319</b>	11	.1	4,009	37.9
<b>288</b>	21	.2	3,493	33.0	<b>320</b>	14	.1	4,023	38.0
<b>289</b>	29	.3	3,522	33.3	<b>321</b>	10	.1	4,033	38.1
<b>290</b>	26	.2	3,548	33.5	<b>322</b>	16	.2	4,049	38.2
<b>291</b>	21	.2	3,569	33.7	<b>323</b>	11	.1	4,060	38.4
<b>292</b>	20	.2	3,589	33.9	<b>324</b>	14	.1	4,074	38.5
<b>293</b>	20	.2	3,609	34.1	<b>325</b>	6	.1	4,080	38.5
<b>294</b>	37	.3	3,646	34.4	<b>326</b>	7	.1	4,087	38.6
<b>295</b>	18	.2	3,664	34.6	<b>327</b>	12	.1	4,099	38.7
<b>296</b>	9	.1	3,673	34.7	<b>328</b>	11	.1	4,110	38.8
<b>297</b>	18	.2	3,691	34.9	<b>329</b>	13	.1	4,123	38.9
<b>298</b>	18	.2	3,709	35.0	<b>330</b>	9	.1	4,132	39.0
<b>299</b>	7	.1	3,716	35.1	<b>331</b>	10	.1	4,142	39.1
<b>300</b>	18	.2	3,734	35.3	<b>332</b>	13	.1	4,155	39.2
<b>301</b>	15	.1	3,749	35.4	<b>333</b>	11	.1	4,166	39.4
<b>302</b>	13	.1	3,762	35.5	<b>334</b>	14	.1	4,180	39.5

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>335</b>	9	.1	4,189	39.6	<b>367</b>	12	.1	4,531	42.8
<b>336</b>	10	.1	4,199	39.7	<b>368</b>	12	.1	4,543	42.9
<b>337</b>	13	.1	4,212	39.8	<b>369</b>	14	.1	4,557	43.0
<b>338</b>	11	.1	4,223	39.9	<b>370</b>	16	.2	4,573	43.2
<b>339</b>	12	.1	4,235	40.0	<b>371</b>	16	.2	4,589	43.3
<b>340</b>	7	.1	4,242	40.1	<b>372</b>	17	.2	4,606	43.5
<b>341</b>	15	.1	4,257	40.2	<b>373</b>	11	.1	4,617	43.6
<b>342</b>	5	.0	4,262	40.3	<b>374</b>	6	.1	4,623	43.7
<b>343</b>	8	.1	4,270	40.3	<b>375</b>	14	.1	4,637	43.8
<b>344</b>	4	.0	4,274	40.4	<b>376</b>	8	.1	4,645	43.9
<b>345</b>	6	.1	4,280	40.4	<b>377</b>	12	.1	4,657	44.0
<b>346</b>	10	.1	4,290	40.5	<b>378</b>	13	.1	4,670	44.1
<b>347</b>	6	.1	4,296	40.6	<b>379</b>	17	.2	4,687	44.3
<b>348</b>	12	.1	4,308	40.7	<b>380</b>	7	.1	4,694	44.3
<b>349</b>	6	.1	4,314	40.8	<b>381</b>	12	.1	4,706	44.5
<b>350</b>	6	.1	4,320	40.8	<b>382</b>	20	.2	4,726	44.6
<b>351</b>	14	.1	4,334	40.9	<b>383</b>	18	.2	4,744	44.8
<b>352</b>	14	.1	4,348	41.1	<b>384</b>	14	.1	4,758	44.9
<b>353</b>	15	.1	4,363	41.2	<b>385</b>	14	.1	4,772	45.1
<b>354</b>	9	.1	4,372	41.3	<b>386</b>	18	.2	4,790	45.2
<b>355</b>	12	.1	4,384	41.4	<b>387</b>	14	.1	4,804	45.4
<b>356</b>	5	.0	4,389	41.5	<b>388</b>	17	.2	4,821	45.5
<b>357</b>	9	.1	4,398	41.5	<b>389</b>	17	.2	4,838	45.7
<b>358</b>	14	.1	4,412	41.7	<b>390</b>	12	.1	4,850	45.8
<b>359</b>	13	.1	4,425	41.8	<b>391</b>	21	.2	4,871	46.0
<b>360</b>	10	.1	4,435	41.9	<b>392</b>	17	.2	4,888	46.2
<b>361</b>	17	.2	4,452	42.1	<b>393</b>	15	.1	4,903	46.3
<b>362</b>	16	.2	4,468	42.2	<b>394</b>	17	.2	4,920	46.5
<b>363</b>	9	.1	4,477	42.3	<b>395</b>	17	.2	4,937	46.6
<b>364</b>	17	.2	4,494	42.5	<b>396</b>	18	.2	4,955	46.8
<b>365</b>	12	.1	4,506	42.6	<b>397</b>	20	.2	4,975	47.0
<b>366</b>	13	.1	4,519	42.7	<b>398</b>	24	.2	4,999	47.2

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>399</b>	13	.1	5,012	47.3	<b>431</b>	21	.2	5,760	54.4
<b>400</b>	17	.2	5,029	47.5	<b>432</b>	31	.3	5,791	54.7
<b>401</b>	23	.2	5,052	47.7	<b>433</b>	31	.3	5,822	55.0
<b>402</b>	18	.2	5,070	47.9	<b>434</b>	33	.3	5,855	55.3
<b>403</b>	19	.2	5,089	48.1	<b>435</b>	27	.3	5,882	55.6
<b>404</b>	20	.2	5,109	48.3	<b>436</b>	29	.3	5,911	55.8
<b>405</b>	21	.2	5,130	48.5	<b>437</b>	40	.4	5,951	56.2
<b>406</b>	16	.2	5,146	48.6	<b>438</b>	22	.2	5,973	56.4
<b>407</b>	23	.2	5,169	48.8	<b>439</b>	31	.3	6,004	56.7
<b>408</b>	17	.2	5,186	49.0	<b>440</b>	33	.3	6,037	57.0
<b>409</b>	16	.2	5,202	49.1	<b>441</b>	25	.2	6,062	57.3
<b>410</b>	18	.2	5,220	49.3	<b>442</b>	36	.3	6,098	57.6
<b>411</b>	24	.2	5,244	49.5	<b>443</b>	44	.4	6,142	58.0
<b>412</b>	28	.3	5,272	49.8	<b>444</b>	26	.2	6,168	58.3
<b>413</b>	32	.3	5,304	50.1	<b>445</b>	40	.4	6,208	58.6
<b>414</b>	23	.2	5,327	50.3	<b>446</b>	31	.3	6,239	58.9
<b>415</b>	22	.2	5,349	50.5	<b>447</b>	35	.3	6,274	59.3
<b>416</b>	19	.2	5,368	50.7	<b>448</b>	29	.3	6,303	59.5
<b>417</b>	23	.2	5,391	50.9	<b>449</b>	35	.3	6,338	59.9
<b>418</b>	25	.2	5,416	51.2	<b>450</b>	33	.3	6,371	60.2
<b>419</b>	28	.3	5,444	51.4	<b>451</b>	35	.3	6,406	60.5
<b>420</b>	24	.2	5,468	51.7	<b>452</b>	38	.4	6,444	60.9
<b>421</b>	24	.2	5,492	51.9	<b>453</b>	26	.2	6,470	61.1
<b>422</b>	22	.2	5,514	52.1	<b>454</b>	52	.5	6,522	61.6
<b>423</b>	24	.2	5,538	52.3	<b>455</b>	44	.4	6,566	62.0
<b>424</b>	33	.3	5,571	52.6	<b>456</b>	29	.3	6,595	62.3
<b>425</b>	29	.3	5,600	52.9	<b>457</b>	53	.5	6,648	62.8
<b>426</b>	25	.2	5,625	53.1	<b>458</b>	34	.3	6,682	63.1
<b>427</b>	26	.2	5,651	53.4	<b>459</b>	42	.4	6,724	63.5
<b>428</b>	24	.2	5,675	53.6	<b>460</b>	39	.4	6,763	63.9
<b>429</b>	29	.3	5,704	53.9	<b>461</b>	49	.5	6,812	64.3
<b>430</b>	35	.3	5,739	54.2	<b>462</b>	41	.4	6,853	64.7

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>463</b>	45	.4	6,898	65.2	<b>495</b>	46	.4	8,187	77.3
<b>464</b>	30	.3	6,928	65.4	<b>496</b>	38	.4	8,225	77.7
<b>465</b>	42	.4	6,970	65.8	<b>497</b>	41	.4	8,266	78.1
<b>466</b>	47	.4	7,017	66.3	<b>498</b>	49	.5	8,315	78.5
<b>467</b>	36	.3	7,053	66.6	<b>499</b>	46	.4	8,361	79.0
<b>468</b>	35	.3	7,088	67.0	<b>500</b>	40	.4	8,401	79.4
<b>469</b>	37	.3	7,125	67.3	<b>501</b>	39	.4	8,440	79.7
<b>470</b>	31	.3	7,156	67.6	<b>502</b>	40	.4	8,480	80.1
<b>471</b>	36	.3	7,192	67.9	<b>503</b>	25	.2	8,505	80.3
<b>472</b>	30	.3	7,222	68.2	<b>504</b>	41	.4	8,546	80.7
<b>473</b>	46	.4	7,268	68.7	<b>505</b>	42	.4	8,588	81.1
<b>474</b>	33	.3	7,301	69.0	<b>506</b>	36	.3	8,624	81.5
<b>475</b>	44	.4	7,345	69.4	<b>507</b>	45	.4	8,669	81.9
<b>476</b>	33	.3	7,378	69.7	<b>508</b>	30	.3	8,699	82.2
<b>477</b>	44	.4	7,422	70.1	<b>509</b>	31	.3	8,730	82.5
<b>478</b>	47	.4	7,469	70.6	<b>510</b>	52	.5	8,782	83.0
<b>479</b>	45	.4	7,514	71.0	<b>511</b>	33	.3	8,815	83.3
<b>480</b>	31	.3	7,545	71.3	<b>512</b>	37	.3	8,852	83.6
<b>481</b>	35	.3	7,580	71.6	<b>513</b>	42	.4	8,894	84.0
<b>482</b>	44	.4	7,624	72.0	<b>514</b>	37	.3	8,931	84.4
<b>483</b>	33	.3	7,657	72.3	<b>515</b>	23	.2	8,954	84.6
<b>484</b>	42	.4	7,699	72.7	<b>516</b>	42	.4	8,996	85.0
<b>485</b>	39	.4	7,738	73.1	<b>517</b>	33	.3	9,029	85.3
<b>486</b>	39	.4	7,777	73.5	<b>518</b>	31	.3	9,060	85.6
<b>487</b>	54	.5	7,831	74.0	<b>519</b>	35	.3	9,095	85.9
<b>488</b>	54	.5	7,885	74.5	<b>520</b>	35	.3	9,130	86.2
<b>489</b>	43	.4	7,928	74.9	<b>521</b>	35	.3	9,165	86.6
<b>490</b>	45	.4	7,973	75.3	<b>522</b>	44	.4	9,209	87.0
<b>491</b>	40	.4	8,013	75.7	<b>523</b>	15	.1	9,224	87.1
<b>492</b>	45	.4	8,058	76.1	<b>524</b>	44	.4	9,268	87.5
<b>493</b>	43	.4	8,101	76.5	<b>525</b>	37	.3	9,305	87.9
<b>494</b>	40	.4	8,141	76.9	<b>526</b>	31	.3	9,336	88.2

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>527</b>	40	.4	9,376	88.6	<b>559</b>	17	.2	10,160	96.0
<b>528</b>	36	.3	9,412	88.9	<b>560</b>	22	.2	10,182	96.2
<b>529</b>	29	.3	9,441	89.2	<b>561</b>	12	.1	10,194	96.3
<b>530</b>	23	.2	9,464	89.4	<b>562</b>	24	.2	10,218	96.5
<b>531</b>	39	.4	9,503	89.8	<b>563</b>	13	.1	10,231	96.6
<b>532</b>	23	.2	9,526	90.0	<b>564</b>	23	.2	10,254	96.9
<b>533</b>	24	.2	9,550	90.2	<b>565</b>	11	.1	10,265	97.0
<b>534</b>	33	.3	9,583	90.5	<b>566</b>	16	.2	10,281	97.1
<b>535</b>	28	.3	9,611	90.8	<b>567</b>	9	.1	10,290	97.2
<b>536</b>	28	.3	9,639	91.1	<b>568</b>	9	.1	10,299	97.3
<b>537</b>	35	.3	9,674	91.4	<b>569</b>	19	.2	10,318	97.5
<b>538</b>	23	.2	9,697	91.6	<b>570</b>	15	.1	10,333	97.6
<b>539</b>	22	.2	9,719	91.8	<b>571</b>	12	.1	10,345	97.7
<b>540</b>	39	.4	9,758	92.2	<b>572</b>	15	.1	10,360	97.9
<b>541</b>	28	.3	9,786	92.4	<b>573</b>	4	.0	10,364	97.9
<b>542</b>	22	.2	9,808	92.7	<b>574</b>	20	.2	10,384	98.1
<b>543</b>	18	.2	9,826	92.8	<b>575</b>	7	.1	10,391	98.2
<b>544</b>	15	.1	9,841	93.0	<b>576</b>	14	.1	10,405	98.3
<b>545</b>	27	.3	9,868	93.2	<b>577</b>	2	.0	10,407	98.3
<b>546</b>	21	.2	9,889	93.4	<b>578</b>	13	.1	10,420	98.4
<b>547</b>	29	.3	9,918	93.7	<b>579</b>	9	.1	10,429	98.5
<b>548</b>	15	.1	9,933	93.8	<b>580</b>	14	.1	10,443	98.6
<b>549</b>	24	.2	9,957	94.1	<b>581</b>	9	.1	10,452	98.7
<b>550</b>	23	.2	9,980	94.3	<b>582</b>	9	.1	10,461	98.8
<b>551</b>	24	.2	10,004	94.5	<b>584</b>	10	.1	10,471	98.9
<b>552</b>	16	.2	10,020	94.7	<b>585</b>	6	.1	10,477	99.0
<b>553</b>	19	.2	10,039	94.8	<b>586</b>	5	.0	10,482	99.0
<b>554</b>	17	.2	10,056	95.0	<b>587</b>	13	.1	10,495	99.1
<b>555</b>	22	.2	10,078	95.2	<b>588</b>	11	.1	10,506	99.2
<b>556</b>	19	.2	10,097	95.4	<b>589</b>	5	.0	10,511	99.3
<b>557</b>	24	.2	10,121	95.6	<b>590</b>	2	.0	10,513	99.3
<b>558</b>	22	.2	10,143	95.8	<b>591</b>	6	.1	10,519	99.4

**Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
593	7	.1	10,526	99.4
594	2	.0	10,528	99.5
595	4	.0	10,532	99.5
596	2	.0	10,534	99.5
597	2	.0	10,536	99.5
598	2	.0	10,538	99.5
599	6	.1	10,544	99.6
600	6	.1	10,550	99.7
601	4	.0	10,554	99.7
603	3	.0	10,557	99.7
605	4	.0	10,561	99.8
606	1	.0	10,562	99.8
607	9	.1	10,571	99.9
608	4	.0	10,575	99.9
611	2	.0	10,577	99.9
613	3	.0	10,580	99.9
616	1	.0	10,581	100.0
617	2	.0	10,583	100.0
619	2	.0	10,585	100.0
627	1	.0	10,586	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	4,749	17.8	4,749	17.8
235	183	.7	4,932	18.4
251	61	.2	4,993	18.7
253	47	.2	5,040	18.8
256	23	.1	5,063	18.9
258	190	.7	5,253	19.6
259	267	1.0	5,520	20.6
261	56	.2	5,576	20.9
263	58	.2	5,634	21.1
265	16	.1	5,650	21.1
266	18	.1	5,668	21.2
267	128	.5	5,796	21.7
268	232	.9	6,028	22.5
271	76	.3	6,104	22.8
272	62	.2	6,166	23.1
273	33	.1	6,199	23.2
274	186	.7	6,385	23.9
275	56	.2	6,441	24.1
276	27	.1	6,468	24.2
277	47	.2	6,515	24.4
278	33	.1	6,548	24.5
279	17	.1	6,565	24.6
280	107	.4	6,672	25.0
281	30	.1	6,702	25.1
282	29	.1	6,731	25.2
283	23	.1	6,754	25.3
284	25	.1	6,779	25.4
285	32	.1	6,811	25.5
286	37	.1	6,848	25.6
287	5	.0	6,853	25.6

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>288</b>	44	.2	6,897	25.8	<b>320</b>	37	.1	8,660	32.4
<b>289</b>	54	.2	6,951	26.0	<b>321</b>	57	.2	8,717	32.6
<b>290</b>	41	.2	6,992	26.1	<b>322</b>	49	.2	8,766	32.8
<b>291</b>	56	.2	7,048	26.4	<b>323</b>	60	.2	8,826	33.0
<b>292</b>	32	.1	7,080	26.5	<b>324</b>	41	.2	8,867	33.2
<b>293</b>	28	.1	7,108	26.6	<b>325</b>	51	.2	8,918	33.4
<b>294</b>	36	.1	7,144	26.7	<b>326</b>	30	.1	8,948	33.5
<b>295</b>	30	.1	7,174	26.8	<b>327</b>	67	.3	9,015	33.7
<b>296</b>	76	.3	7,250	27.1	<b>328</b>	50	.2	9,065	33.9
<b>297</b>	66	.2	7,316	27.4	<b>329</b>	67	.3	9,132	34.2
<b>298</b>	49	.2	7,365	27.5	<b>330</b>	40	.1	9,172	34.3
<b>299</b>	52	.2	7,417	27.7	<b>331</b>	46	.2	9,218	34.5
<b>300</b>	78	.3	7,495	28.0	<b>332</b>	49	.2	9,267	34.7
<b>301</b>	58	.2	7,553	28.2	<b>333</b>	35	.1	9,302	34.8
<b>302</b>	16	.1	7,569	28.3	<b>334</b>	59	.2	9,361	35.0
<b>303</b>	74	.3	7,643	28.6	<b>335</b>	40	.1	9,401	35.2
<b>304</b>	59	.2	7,702	28.8	<b>336</b>	56	.2	9,457	35.4
<b>305</b>	93	.3	7,795	29.2	<b>337</b>	51	.2	9,508	35.6
<b>306</b>	103	.4	7,898	29.5	<b>338</b>	52	.2	9,560	35.8
<b>307</b>	14	.1	7,912	29.6	<b>339</b>	37	.1	9,597	35.9
<b>308</b>	59	.2	7,971	29.8	<b>340</b>	39	.1	9,636	36.0
<b>309</b>	69	.3	8,040	30.1	<b>341</b>	38	.1	9,674	36.2
<b>310</b>	45	.2	8,085	30.2	<b>342</b>	68	.3	9,742	36.4
<b>311</b>	30	.1	8,115	30.3	<b>343</b>	47	.2	9,789	36.6
<b>312</b>	71	.3	8,186	30.6	<b>344</b>	37	.1	9,826	36.7
<b>313</b>	97	.4	8,283	31.0	<b>345</b>	48	.2	9,874	36.9
<b>314</b>	81	.3	8,364	31.3	<b>346</b>	50	.2	9,924	37.1
<b>315</b>	31	.1	8,395	31.4	<b>347</b>	42	.2	9,966	37.3
<b>316</b>	74	.3	8,469	31.7	<b>348</b>	60	.2	10,026	37.5
<b>317</b>	37	.1	8,506	31.8	<b>349</b>	51	.2	10,077	37.7
<b>318</b>	49	.2	8,555	32.0	<b>350</b>	51	.2	10,128	37.9
<b>319</b>	68	.3	8,623	32.2	<b>351</b>	51	.2	10,179	38.1



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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>352</b>	41	.2	10,220	38.2	<b>384</b>	37	.1	11,422	42.7
<b>353</b>	25	.1	10,245	38.3	<b>385</b>	46	.2	11,468	42.9
<b>354</b>	57	.2	10,302	38.5	<b>386</b>	28	.1	11,496	43.0
<b>355</b>	46	.2	10,348	38.7	<b>387</b>	33	.1	11,529	43.1
<b>356</b>	49	.2	10,397	38.9	<b>388</b>	49	.2	11,578	43.3
<b>357</b>	42	.2	10,439	39.0	<b>389</b>	48	.2	11,626	43.5
<b>358</b>	36	.1	10,475	39.2	<b>390</b>	34	.1	11,660	43.6
<b>359</b>	44	.2	10,519	39.3	<b>391</b>	39	.1	11,699	43.8
<b>360</b>	49	.2	10,568	39.5	<b>392</b>	32	.1	11,731	43.9
<b>361</b>	42	.2	10,610	39.7	<b>393</b>	46	.2	11,777	44.0
<b>362</b>	27	.1	10,637	39.8	<b>394</b>	36	.1	11,813	44.2
<b>363</b>	30	.1	10,667	39.9	<b>395</b>	42	.2	11,855	44.3
<b>364</b>	61	.2	10,728	40.1	<b>396</b>	25	.1	11,880	44.4
<b>365</b>	38	.1	10,766	40.3	<b>397</b>	42	.2	11,922	44.6
<b>366</b>	35	.1	10,801	40.4	<b>398</b>	30	.1	11,952	44.7
<b>367</b>	52	.2	10,853	40.6	<b>399</b>	39	.1	11,991	44.8
<b>368</b>	26	.1	10,879	40.7	<b>400</b>	50	.2	12,041	45.0
<b>369</b>	38	.1	10,917	40.8	<b>401</b>	37	.1	12,078	45.2
<b>370</b>	36	.1	10,953	41.0	<b>402</b>	42	.2	12,120	45.3
<b>371</b>	45	.2	10,998	41.1	<b>403</b>	39	.1	12,159	45.5
<b>372</b>	47	.2	11,045	41.3	<b>404</b>	49	.2	12,208	45.7
<b>373</b>	38	.1	11,083	41.4	<b>405</b>	40	.1	12,248	45.8
<b>374</b>	38	.1	11,121	41.6	<b>406</b>	42	.2	12,290	46.0
<b>375</b>	40	.1	11,161	41.7	<b>407</b>	48	.2	12,338	46.1
<b>376</b>	22	.1	11,183	41.8	<b>408</b>	44	.2	12,382	46.3
<b>377</b>	30	.1	11,213	41.9	<b>409</b>	44	.2	12,426	46.5
<b>378</b>	37	.1	11,250	42.1	<b>410</b>	43	.2	12,469	46.6
<b>379</b>	23	.1	11,273	42.2	<b>411</b>	50	.2	12,519	46.8
<b>380</b>	32	.1	11,305	42.3	<b>412</b>	58	.2	12,577	47.0
<b>381</b>	28	.1	11,333	42.4	<b>413</b>	40	.1	12,617	47.2
<b>382</b>	23	.1	11,356	42.5	<b>414</b>	38	.1	12,655	47.3
<b>383</b>	29	.1	11,385	42.6	<b>415</b>	48	.2	12,703	47.5

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>416</b>	34	.1	12,737	47.6	<b>448</b>	49	.2	14,239	53.3
<b>417</b>	42	.2	12,779	47.8	<b>449</b>	47	.2	14,286	53.4
<b>418</b>	40	.1	12,819	47.9	<b>450</b>	68	.3	14,354	53.7
<b>419</b>	50	.2	12,869	48.1	<b>451</b>	54	.2	14,408	53.9
<b>420</b>	48	.2	12,917	48.3	<b>452</b>	79	.3	14,487	54.2
<b>421</b>	41	.2	12,958	48.5	<b>453</b>	49	.2	14,536	54.4
<b>422</b>	38	.1	12,996	48.6	<b>454</b>	68	.3	14,604	54.6
<b>423</b>	43	.2	13,039	48.8	<b>455</b>	67	.3	14,671	54.9
<b>424</b>	55	.2	13,094	49.0	<b>456</b>	57	.2	14,728	55.1
<b>425</b>	42	.2	13,136	49.1	<b>457</b>	66	.2	14,794	55.3
<b>426</b>	50	.2	13,186	49.3	<b>458</b>	55	.2	14,849	55.5
<b>427</b>	39	.1	13,225	49.5	<b>459</b>	58	.2	14,907	55.8
<b>428</b>	55	.2	13,280	49.7	<b>460</b>	50	.2	14,957	55.9
<b>429</b>	51	.2	13,331	49.9	<b>461</b>	63	.2	15,020	56.2
<b>430</b>	51	.2	13,382	50.0	<b>462</b>	61	.2	15,081	56.4
<b>431</b>	42	.2	13,424	50.2	<b>463</b>	58	.2	15,139	56.6
<b>432</b>	44	.2	13,468	50.4	<b>464</b>	52	.2	15,191	56.8
<b>433</b>	44	.2	13,512	50.5	<b>465</b>	65	.2	15,256	57.1
<b>434</b>	45	.2	13,557	50.7	<b>466</b>	59	.2	15,315	57.3
<b>435</b>	39	.1	13,596	50.8	<b>467</b>	44	.2	15,359	57.4
<b>436</b>	30	.1	13,626	51.0	<b>468</b>	71	.3	15,430	57.7
<b>437</b>	52	.2	13,678	51.2	<b>469</b>	71	.3	15,501	58.0
<b>438</b>	49	.2	13,727	51.3	<b>470</b>	62	.2	15,563	58.2
<b>439</b>	47	.2	13,774	51.5	<b>471</b>	79	.3	15,642	58.5
<b>440</b>	56	.2	13,830	51.7	<b>472</b>	68	.3	15,710	58.8
<b>441</b>	39	.1	13,869	51.9	<b>473</b>	60	.2	15,770	59.0
<b>442</b>	66	.2	13,935	52.1	<b>474</b>	54	.2	15,824	59.2
<b>443</b>	48	.2	13,983	52.3	<b>475</b>	76	.3	15,900	59.5
<b>444</b>	47	.2	14,030	52.5	<b>476</b>	74	.3	15,974	59.7
<b>445</b>	45	.2	14,075	52.6	<b>477</b>	65	.2	16,039	60.0
<b>446</b>	57	.2	14,132	52.9	<b>478</b>	75	.3	16,114	60.3
<b>447</b>	58	.2	14,190	53.1	<b>479</b>	69	.3	16,183	60.5

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>480</b>	70	.3	16,253	60.8	<b>512</b>	95	.4	18,777	70.2
<b>481</b>	59	.2	16,312	61.0	<b>513</b>	91	.3	18,868	70.6
<b>482</b>	73	.3	16,385	61.3	<b>514</b>	79	.3	18,947	70.9
<b>483</b>	77	.3	16,462	61.6	<b>515</b>	94	.4	19,041	71.2
<b>484</b>	77	.3	16,539	61.9	<b>516</b>	90	.3	19,131	71.5
<b>485</b>	72	.3	16,611	62.1	<b>517</b>	94	.4	19,225	71.9
<b>486</b>	72	.3	16,683	62.4	<b>518</b>	88	.3	19,313	72.2
<b>487</b>	71	.3	16,754	62.7	<b>519</b>	91	.3	19,404	72.6
<b>488</b>	54	.2	16,808	62.9	<b>520</b>	86	.3	19,490	72.9
<b>489</b>	83	.3	16,891	63.2	<b>521</b>	88	.3	19,578	73.2
<b>490</b>	81	.3	16,972	63.5	<b>522</b>	84	.3	19,662	73.5
<b>491</b>	87	.3	17,059	63.8	<b>523</b>	91	.3	19,753	73.9
<b>492</b>	78	.3	17,137	64.1	<b>524</b>	92	.3	19,845	74.2
<b>493</b>	77	.3	17,214	64.4	<b>525</b>	105	.4	19,950	74.6
<b>494</b>	80	.3	17,294	64.7	<b>526</b>	100	.4	20,050	75.0
<b>495</b>	75	.3	17,369	65.0	<b>527</b>	89	.3	20,139	75.3
<b>496</b>	69	.3	17,438	65.2	<b>528</b>	93	.3	20,232	75.7
<b>497</b>	82	.3	17,520	65.5	<b>529</b>	87	.3	20,319	76.0
<b>498</b>	86	.3	17,606	65.8	<b>530</b>	118	.4	20,437	76.4
<b>499</b>	69	.3	17,675	66.1	<b>531</b>	86	.3	20,523	76.8
<b>500</b>	76	.3	17,751	66.4	<b>532</b>	97	.4	20,620	77.1
<b>501</b>	77	.3	17,828	66.7	<b>533</b>	92	.3	20,712	77.5
<b>502</b>	74	.3	17,902	67.0	<b>534</b>	92	.3	20,804	77.8
<b>503</b>	80	.3	17,982	67.3	<b>535</b>	78	.3	20,882	78.1
<b>504</b>	87	.3	18,069	67.6	<b>536</b>	88	.3	20,970	78.4
<b>505</b>	90	.3	18,159	67.9	<b>537</b>	73	.3	21,043	78.7
<b>506</b>	92	.3	18,251	68.3	<b>538</b>	89	.3	21,132	79.0
<b>507</b>	88	.3	18,339	68.6	<b>539</b>	79	.3	21,211	79.3
<b>508</b>	90	.3	18,429	68.9	<b>540</b>	82	.3	21,293	79.6
<b>509</b>	80	.3	18,509	69.2	<b>541</b>	73	.3	21,366	79.9
<b>510</b>	80	.3	18,589	69.5	<b>542</b>	95	.4	21,461	80.3
<b>511</b>	93	.3	18,682	69.9	<b>543</b>	85	.3	21,546	80.6

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<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>544</b>	81	.3	21,627	80.9	<b>576</b>	47	.2	23,973	89.7
<b>545</b>	76	.3	21,703	81.2	<b>577</b>	69	.3	24,042	89.9
<b>546</b>	74	.3	21,777	81.4	<b>578</b>	67	.3	24,109	90.2
<b>547</b>	82	.3	21,859	81.7	<b>579</b>	59	.2	24,168	90.4
<b>548</b>	70	.3	21,929	82.0	<b>580</b>	63	.2	24,231	90.6
<b>549</b>	85	.3	22,014	82.3	<b>581</b>	76	.3	24,307	90.9
<b>550</b>	76	.3	22,090	82.6	<b>582</b>	68	.3	24,375	91.2
<b>551</b>	71	.3	22,161	82.9	<b>583</b>	50	.2	24,425	91.3
<b>552</b>	84	.3	22,245	83.2	<b>584</b>	53	.2	24,478	91.5
<b>553</b>	88	.3	22,333	83.5	<b>585</b>	56	.2	24,534	91.8
<b>554</b>	91	.3	22,424	83.9	<b>586</b>	58	.2	24,592	92.0
<b>555</b>	60	.2	22,484	84.1	<b>587</b>	66	.2	24,658	92.2
<b>556</b>	76	.3	22,560	84.4	<b>588</b>	38	.1	24,696	92.4
<b>557</b>	89	.3	22,649	84.7	<b>589</b>	31	.1	24,727	92.5
<b>558</b>	80	.3	22,729	85.0	<b>590</b>	51	.2	24,778	92.7
<b>559</b>	80	.3	22,809	85.3	<b>591</b>	47	.2	24,825	92.8
<b>560</b>	66	.2	22,875	85.5	<b>592</b>	64	.2	24,889	93.1
<b>561</b>	66	.2	22,941	85.8	<b>593</b>	38	.1	24,927	93.2
<b>562</b>	91	.3	23,032	86.1	<b>594</b>	33	.1	24,960	93.3
<b>563</b>	80	.3	23,112	86.4	<b>595</b>	59	.2	25,019	93.6
<b>564</b>	72	.3	23,184	86.7	<b>596</b>	38	.1	25,057	93.7
<b>565</b>	85	.3	23,269	87.0	<b>597</b>	48	.2	25,105	93.9
<b>566</b>	60	.2	23,329	87.2	<b>598</b>	67	.3	25,172	94.1
<b>567</b>	61	.2	23,390	87.5	<b>599</b>	29	.1	25,201	94.2
<b>568</b>	67	.3	23,457	87.7	<b>600</b>	35	.1	25,236	94.4
<b>569</b>	44	.2	23,501	87.9	<b>601</b>	37	.1	25,273	94.5
<b>570</b>	83	.3	23,584	88.2	<b>602</b>	26	.1	25,299	94.6
<b>571</b>	76	.3	23,660	88.5	<b>603</b>	61	.2	25,360	94.8
<b>572</b>	63	.2	23,723	88.7	<b>604</b>	34	.1	25,394	95.0
<b>573</b>	88	.3	23,811	89.0	<b>605</b>	28	.1	25,422	95.1
<b>574</b>	42	.2	23,853	89.2	<b>606</b>	42	.2	25,464	95.2
<b>575</b>	73	.3	23,926	89.5	<b>607</b>	38	.1	25,502	95.4

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>608</b>	44	.2	25,546	95.5	<b>640</b>	2	.0	26,358	98.6
<b>609</b>	31	.1	25,577	95.7	<b>641</b>	11	.0	26,369	98.6
<b>610</b>	34	.1	25,611	95.8	<b>642</b>	16	.1	26,385	98.7
<b>611</b>	38	.1	25,649	95.9	<b>643</b>	7	.0	26,392	98.7
<b>612</b>	23	.1	25,672	96.0	<b>644</b>	16	.1	26,408	98.8
<b>613</b>	35	.1	25,707	96.1	<b>645</b>	10	.0	26,418	98.8
<b>614</b>	29	.1	25,736	96.2	<b>646</b>	10	.0	26,428	98.8
<b>615</b>	24	.1	25,760	96.3	<b>647</b>	29	.1	26,457	98.9
<b>616</b>	34	.1	25,794	96.5	<b>648</b>	11	.0	26,468	99.0
<b>617</b>	12	.0	25,806	96.5	<b>649</b>	26	.1	26,494	99.1
<b>618</b>	26	.1	25,832	96.6	<b>650</b>	7	.0	26,501	99.1
<b>619</b>	33	.1	25,865	96.7	<b>651</b>	10	.0	26,511	99.1
<b>620</b>	21	.1	25,886	96.8	<b>652</b>	10	.0	26,521	99.2
<b>621</b>	44	.2	25,930	97.0	<b>653</b>	1	.0	26,522	99.2
<b>622</b>	21	.1	25,951	97.1	<b>654</b>	9	.0	26,531	99.2
<b>623</b>	30	.1	25,981	97.2	<b>655</b>	14	.1	26,545	99.3
<b>624</b>	23	.1	26,004	97.3	<b>656</b>	13	.0	26,558	99.3
<b>625</b>	14	.1	26,018	97.3	<b>657</b>	14	.1	26,572	99.4
<b>626</b>	33	.1	26,051	97.4	<b>658</b>	8	.0	26,580	99.4
<b>627</b>	30	.1	26,081	97.5	<b>659</b>	1	.0	26,581	99.4
<b>628</b>	39	.1	26,120	97.7	<b>660</b>	2	.0	26,583	99.4
<b>629</b>	29	.1	26,149	97.8	<b>661</b>	5	.0	26,588	99.4
<b>630</b>	14	.1	26,163	97.8	<b>662</b>	14	.1	26,602	99.5
<b>631</b>	24	.1	26,187	97.9	<b>663</b>	10	.0	26,612	99.5
<b>632</b>	15	.1	26,202	98.0	<b>664</b>	21	.1	26,633	99.6
<b>633</b>	9	.0	26,211	98.0	<b>665</b>	1	.0	26,634	99.6
<b>634</b>	34	.1	26,245	98.2	<b>666</b>	5	.0	26,639	99.6
<b>635</b>	11	.0	26,256	98.2	<b>667</b>	10	.0	26,649	99.7
<b>636</b>	18	.1	26,274	98.3	<b>668</b>	8	.0	26,657	99.7
<b>637</b>	18	.1	26,292	98.3	<b>670</b>	1	.0	26,658	99.7
<b>638</b>	29	.1	26,321	98.4	<b>671</b>	2	.0	26,660	99.7
<b>639</b>	35	.1	26,356	98.6	<b>673</b>	13	.0	26,673	99.8

**Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
674	1	.0	26,674	99.8
675	32	.1	26,706	99.9
676	3	.0	26,709	99.9
679	1	.0	26,710	99.9
681	2	.0	26,712	99.9
684	5	.0	26,717	99.9
685	12	.0	26,729	100.0
687	3	.0	26,732	100.0
698	3	.0	26,735	100.0
700	4	.0	26,739	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
248	4,271	18.7	4,271	18.7
264	313	1.4	4,584	20.0
266	154	.7	4,738	20.7
273	82	.4	4,820	21.1
274	127	.6	4,947	21.6
277	119	.5	5,066	22.1
278	109	.5	5,175	22.6
281	76	.3	5,251	23.0
282	73	.3	5,324	23.3
284	101	.4	5,425	23.7
286	20	.1	5,445	23.8
287	61	.3	5,506	24.1
289	92	.4	5,598	24.5
290	12	.1	5,610	24.5
291	78	.3	5,688	24.9
292	15	.1	5,703	24.9
293	110	.5	5,813	25.4
294	106	.5	5,919	25.9
296	45	.2	5,964	26.1
297	62	.3	6,026	26.3
299	47	.2	6,073	26.5
300	36	.2	6,109	26.7
301	36	.2	6,145	26.9
302	95	.4	6,240	27.3
303	50	.2	6,290	27.5
304	21	.1	6,311	27.6
305	59	.3	6,370	27.8
306	15	.1	6,385	27.9
307	44	.2	6,429	28.1
308	27	.1	6,456	28.2

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>309</b>	102	.4	6,558	28.7	<b>341</b>	39	.2	8,086	35.3
<b>310</b>	11	.0	6,569	28.7	<b>342</b>	56	.2	8,142	35.6
<b>311</b>	65	.3	6,634	29.0	<b>343</b>	53	.2	8,195	35.8
<b>312</b>	35	.2	6,669	29.2	<b>344</b>	50	.2	8,245	36.0
<b>313</b>	24	.1	6,693	29.3	<b>345</b>	43	.2	8,288	36.2
<b>314</b>	65	.3	6,758	29.5	<b>346</b>	44	.2	8,332	36.4
<b>315</b>	29	.1	6,787	29.7	<b>347</b>	30	.1	8,362	36.6
<b>316</b>	59	.3	6,846	29.9	<b>348</b>	54	.2	8,416	36.8
<b>317</b>	39	.2	6,885	30.1	<b>349</b>	37	.2	8,453	37.0
<b>318</b>	51	.2	6,936	30.3	<b>350</b>	55	.2	8,508	37.2
<b>319</b>	70	.3	7,006	30.6	<b>351</b>	41	.2	8,549	37.4
<b>320</b>	68	.3	7,074	30.9	<b>352</b>	26	.1	8,575	37.5
<b>321</b>	25	.1	7,099	31.0	<b>353</b>	70	.3	8,645	37.8
<b>322</b>	56	.2	7,155	31.3	<b>354</b>	39	.2	8,684	38.0
<b>323</b>	86	.4	7,241	31.7	<b>355</b>	38	.2	8,722	38.1
<b>324</b>	32	.1	7,273	31.8	<b>356</b>	52	.2	8,774	38.4
<b>325</b>	8	.0	7,281	31.8	<b>357</b>	45	.2	8,819	38.6
<b>326</b>	41	.2	7,322	32.0	<b>358</b>	61	.3	8,880	38.8
<b>327</b>	103	.5	7,425	32.5	<b>359</b>	39	.2	8,919	39.0
<b>328</b>	33	.1	7,458	32.6	<b>360</b>	30	.1	8,949	39.1
<b>329</b>	38	.2	7,496	32.8	<b>361</b>	44	.2	8,993	39.3
<b>330</b>	42	.2	7,538	33.0	<b>362</b>	46	.2	9,039	39.5
<b>331</b>	48	.2	7,586	33.2	<b>363</b>	43	.2	9,082	39.7
<b>332</b>	68	.3	7,654	33.5	<b>364</b>	40	.2	9,122	39.9
<b>333</b>	34	.1	7,688	33.6	<b>365</b>	53	.2	9,175	40.1
<b>334</b>	47	.2	7,735	33.8	<b>366</b>	17	.1	9,192	40.2
<b>335</b>	54	.2	7,789	34.0	<b>367</b>	40	.2	9,232	40.4
<b>336</b>	60	.3	7,849	34.3	<b>368</b>	54	.2	9,286	40.6
<b>337</b>	25	.1	7,874	34.4	<b>369</b>	42	.2	9,328	40.8
<b>338</b>	86	.4	7,960	34.8	<b>370</b>	38	.2	9,366	40.9
<b>339</b>	61	.3	8,021	35.1	<b>371</b>	23	.1	9,389	41.0
<b>340</b>	26	.1	8,047	35.2	<b>372</b>	55	.2	9,444	41.3

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>373</b>	28	.1	9,472	41.4	<b>405</b>	33	.1	10,578	46.2
<b>374</b>	26	.1	9,498	41.5	<b>406</b>	32	.1	10,610	46.4
<b>375</b>	42	.2	9,540	41.7	<b>407</b>	43	.2	10,653	46.6
<b>376</b>	49	.2	9,589	41.9	<b>408</b>	26	.1	10,679	46.7
<b>377</b>	44	.2	9,633	42.1	<b>409</b>	27	.1	10,706	46.8
<b>378</b>	26	.1	9,659	42.2	<b>410</b>	26	.1	10,732	46.9
<b>379</b>	39	.2	9,698	42.4	<b>411</b>	29	.1	10,761	47.0
<b>380</b>	32	.1	9,730	42.5	<b>412</b>	31	.1	10,792	47.2
<b>381</b>	32	.1	9,762	42.7	<b>413</b>	30	.1	10,822	47.3
<b>382</b>	34	.1	9,796	42.8	<b>414</b>	36	.2	10,858	47.5
<b>383</b>	29	.1	9,825	42.9	<b>415</b>	24	.1	10,882	47.6
<b>384</b>	39	.2	9,864	43.1	<b>416</b>	30	.1	10,912	47.7
<b>385</b>	49	.2	9,913	43.3	<b>417</b>	31	.1	10,943	47.8
<b>386</b>	39	.2	9,952	43.5	<b>418</b>	34	.1	10,977	48.0
<b>387</b>	34	.1	9,986	43.7	<b>419</b>	32	.1	11,009	48.1
<b>388</b>	38	.2	10,024	43.8	<b>420</b>	23	.1	11,032	48.2
<b>389</b>	29	.1	10,053	43.9	<b>421</b>	21	.1	11,053	48.3
<b>390</b>	38	.2	10,091	44.1	<b>422</b>	30	.1	11,083	48.4
<b>391</b>	37	.2	10,128	44.3	<b>423</b>	27	.1	11,110	48.6
<b>392</b>	37	.2	10,165	44.4	<b>424</b>	27	.1	11,137	48.7
<b>393</b>	29	.1	10,194	44.6	<b>425</b>	30	.1	11,167	48.8
<b>394</b>	36	.2	10,230	44.7	<b>426</b>	28	.1	11,195	48.9
<b>395</b>	28	.1	10,258	44.8	<b>427</b>	33	.1	11,228	49.1
<b>396</b>	34	.1	10,292	45.0	<b>428</b>	40	.2	11,268	49.3
<b>397</b>	26	.1	10,318	45.1	<b>429</b>	18	.1	11,286	49.3
<b>398</b>	42	.2	10,360	45.3	<b>430</b>	34	.1	11,320	49.5
<b>399</b>	31	.1	10,391	45.4	<b>431</b>	26	.1	11,346	49.6
<b>400</b>	31	.1	10,422	45.6	<b>432</b>	33	.1	11,379	49.7
<b>401</b>	28	.1	10,450	45.7	<b>433</b>	35	.2	11,414	49.9
<b>402</b>	44	.2	10,494	45.9	<b>434</b>	22	.1	11,436	50.0
<b>403</b>	23	.1	10,517	46.0	<b>435</b>	28	.1	11,464	50.1
<b>404</b>	28	.1	10,545	46.1	<b>436</b>	30	.1	11,494	50.2



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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>437</b>	23	.1	11,517	50.3	<b>469</b>	25	.1	12,411	54.3
<b>438</b>	26	.1	11,543	50.5	<b>470</b>	27	.1	12,438	54.4
<b>439</b>	25	.1	11,568	50.6	<b>471</b>	33	.1	12,471	54.5
<b>440</b>	27	.1	11,595	50.7	<b>472</b>	28	.1	12,499	54.6
<b>441</b>	29	.1	11,624	50.8	<b>473</b>	40	.2	12,539	54.8
<b>442</b>	24	.1	11,648	50.9	<b>474</b>	30	.1	12,569	54.9
<b>443</b>	28	.1	11,676	51.0	<b>475</b>	33	.1	12,602	55.1
<b>444</b>	37	.2	11,713	51.2	<b>476</b>	29	.1	12,631	55.2
<b>445</b>	28	.1	11,741	51.3	<b>477</b>	34	.1	12,665	55.4
<b>446</b>	28	.1	11,769	51.4	<b>478</b>	28	.1	12,693	55.5
<b>447</b>	31	.1	11,800	51.6	<b>479</b>	46	.2	12,739	55.7
<b>448</b>	21	.1	11,821	51.7	<b>480</b>	24	.1	12,763	55.8
<b>449</b>	29	.1	11,850	51.8	<b>481</b>	31	.1	12,794	55.9
<b>450</b>	26	.1	11,876	51.9	<b>482</b>	34	.1	12,828	56.1
<b>451</b>	18	.1	11,894	52.0	<b>483</b>	29	.1	12,857	56.2
<b>452</b>	23	.1	11,917	52.1	<b>484</b>	34	.1	12,891	56.4
<b>453</b>	22	.1	11,939	52.2	<b>485</b>	45	.2	12,936	56.5
<b>454</b>	26	.1	11,965	52.3	<b>486</b>	29	.1	12,965	56.7
<b>455</b>	29	.1	11,994	52.4	<b>487</b>	40	.2	13,005	56.8
<b>456</b>	23	.1	12,017	52.5	<b>488</b>	39	.2	13,044	57.0
<b>457</b>	33	.1	12,050	52.7	<b>489</b>	34	.1	13,078	57.2
<b>458</b>	24	.1	12,074	52.8	<b>490</b>	45	.2	13,123	57.4
<b>459</b>	28	.1	12,102	52.9	<b>491</b>	28	.1	13,151	57.5
<b>460</b>	35	.2	12,137	53.1	<b>492</b>	29	.1	13,180	57.6
<b>461</b>	29	.1	12,166	53.2	<b>493</b>	36	.2	13,216	57.8
<b>462</b>	33	.1	12,199	53.3	<b>494</b>	39	.2	13,255	57.9
<b>463</b>	28	.1	12,227	53.4	<b>495</b>	58	.3	13,313	58.2
<b>464</b>	34	.1	12,261	53.6	<b>496</b>	42	.2	13,355	58.4
<b>465</b>	46	.2	12,307	53.8	<b>497</b>	31	.1	13,386	58.5
<b>466</b>	27	.1	12,334	53.9	<b>498</b>	39	.2	13,425	58.7
<b>467</b>	22	.1	12,356	54.0	<b>499</b>	41	.2	13,466	58.9
<b>468</b>	30	.1	12,386	54.1	<b>500</b>	39	.2	13,505	59.0

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<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>501</b>	38	.2	13,543	59.2	<b>533</b>	55	.2	15,055	65.8
<b>502</b>	46	.2	13,589	59.4	<b>534</b>	43	.2	15,098	66.0
<b>503</b>	47	.2	13,636	59.6	<b>535</b>	52	.2	15,150	66.2
<b>504</b>	42	.2	13,678	59.8	<b>536</b>	61	.3	15,211	66.5
<b>505</b>	31	.1	13,709	59.9	<b>537</b>	67	.3	15,278	66.8
<b>506</b>	56	.2	13,765	60.2	<b>538</b>	50	.2	15,328	67.0
<b>507</b>	43	.2	13,808	60.4	<b>539</b>	47	.2	15,375	67.2
<b>508</b>	36	.2	13,844	60.5	<b>540</b>	55	.2	15,430	67.5
<b>509</b>	45	.2	13,889	60.7	<b>541</b>	61	.3	15,491	67.7
<b>510</b>	57	.2	13,946	61.0	<b>542</b>	67	.3	15,558	68.0
<b>511</b>	51	.2	13,997	61.2	<b>543</b>	51	.2	15,609	68.2
<b>512</b>	41	.2	14,038	61.4	<b>544</b>	54	.2	15,663	68.5
<b>513</b>	40	.2	14,078	61.5	<b>545</b>	51	.2	15,714	68.7
<b>514</b>	56	.2	14,134	61.8	<b>546</b>	62	.3	15,776	69.0
<b>515</b>	37	.2	14,171	61.9	<b>547</b>	63	.3	15,839	69.2
<b>516</b>	45	.2	14,216	62.1	<b>548</b>	72	.3	15,911	69.6
<b>517</b>	45	.2	14,261	62.3	<b>549</b>	69	.3	15,980	69.9
<b>518</b>	35	.2	14,296	62.5	<b>550</b>	55	.2	16,035	70.1
<b>519</b>	41	.2	14,337	62.7	<b>551</b>	57	.2	16,092	70.3
<b>520</b>	49	.2	14,386	62.9	<b>552</b>	74	.3	16,166	70.7
<b>521</b>	57	.2	14,443	63.1	<b>553</b>	54	.2	16,220	70.9
<b>522</b>	43	.2	14,486	63.3	<b>554</b>	67	.3	16,287	71.2
<b>523</b>	51	.2	14,537	63.5	<b>555</b>	61	.3	16,348	71.5
<b>524</b>	50	.2	14,587	63.8	<b>556</b>	72	.3	16,420	71.8
<b>525</b>	56	.2	14,643	64.0	<b>557</b>	63	.3	16,483	72.1
<b>526</b>	48	.2	14,691	64.2	<b>558</b>	59	.3	16,542	72.3
<b>527</b>	58	.3	14,749	64.5	<b>559</b>	60	.3	16,602	72.6
<b>528</b>	47	.2	14,796	64.7	<b>560</b>	69	.3	16,671	72.9
<b>529</b>	60	.3	14,856	64.9	<b>561</b>	58	.3	16,729	73.1
<b>530</b>	52	.2	14,908	65.2	<b>562</b>	51	.2	16,780	73.4
<b>531</b>	43	.2	14,951	65.4	<b>563</b>	59	.3	16,839	73.6
<b>532</b>	49	.2	15,000	65.6	<b>564</b>	65	.3	16,904	73.9

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>565</b>	65	.3	16,969	74.2	<b>597</b>	52	.2	19,006	83.1
<b>566</b>	68	.3	17,037	74.5	<b>598</b>	65	.3	19,071	83.4
<b>567</b>	72	.3	17,109	74.8	<b>599</b>	59	.3	19,130	83.6
<b>568</b>	55	.2	17,164	75.0	<b>600</b>	42	.2	19,172	83.8
<b>569</b>	65	.3	17,229	75.3	<b>601</b>	52	.2	19,224	84.0
<b>570</b>	60	.3	17,289	75.6	<b>602</b>	65	.3	19,289	84.3
<b>571</b>	65	.3	17,354	75.9	<b>603</b>	63	.3	19,352	84.6
<b>572</b>	62	.3	17,416	76.1	<b>604</b>	48	.2	19,400	84.8
<b>573</b>	51	.2	17,467	76.4	<b>605</b>	59	.3	19,459	85.1
<b>574</b>	71	.3	17,538	76.7	<b>606</b>	55	.2	19,514	85.3
<b>575</b>	83	.4	17,621	77.0	<b>607</b>	74	.3	19,588	85.6
<b>576</b>	74	.3	17,695	77.4	<b>608</b>	51	.2	19,639	85.8
<b>577</b>	80	.3	17,775	77.7	<b>609</b>	58	.3	19,697	86.1
<b>578</b>	53	.2	17,828	77.9	<b>610</b>	50	.2	19,747	86.3
<b>579</b>	54	.2	17,882	78.2	<b>611</b>	50	.2	19,797	86.5
<b>580</b>	62	.3	17,944	78.4	<b>612</b>	60	.3	19,857	86.8
<b>581</b>	56	.2	18,000	78.7	<b>613</b>	41	.2	19,898	87.0
<b>582</b>	56	.2	18,056	78.9	<b>614</b>	58	.3	19,956	87.2
<b>583</b>	52	.2	18,108	79.2	<b>615</b>	54	.2	20,010	87.5
<b>584</b>	70	.3	18,178	79.5	<b>616</b>	53	.2	20,063	87.7
<b>585</b>	54	.2	18,232	79.7	<b>617</b>	53	.2	20,116	87.9
<b>586</b>	66	.3	18,298	80.0	<b>618</b>	46	.2	20,162	88.1
<b>587</b>	75	.3	18,373	80.3	<b>619</b>	35	.2	20,197	88.3
<b>588</b>	78	.3	18,451	80.7	<b>620</b>	60	.3	20,257	88.6
<b>589</b>	71	.3	18,522	81.0	<b>621</b>	49	.2	20,306	88.8
<b>590</b>	63	.3	18,585	81.2	<b>622</b>	52	.2	20,358	89.0
<b>591</b>	55	.2	18,640	81.5	<b>623</b>	39	.2	20,397	89.2
<b>592</b>	65	.3	18,705	81.8	<b>624</b>	44	.2	20,441	89.4
<b>593</b>	77	.3	18,782	82.1	<b>625</b>	54	.2	20,495	89.6
<b>594</b>	63	.3	18,845	82.4	<b>626</b>	65	.3	20,560	89.9
<b>595</b>	50	.2	18,895	82.6	<b>627</b>	44	.2	20,604	90.1
<b>596</b>	59	.3	18,954	82.9	<b>628</b>	35	.2	20,639	90.2

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>629</b>	44	.2	20,683	90.4	<b>661</b>	25	.1	21,796	95.3
<b>630</b>	45	.2	20,728	90.6	<b>662</b>	13	.1	21,809	95.3
<b>631</b>	34	.1	20,762	90.8	<b>663</b>	31	.1	21,840	95.5
<b>632</b>	46	.2	20,808	91.0	<b>664</b>	22	.1	21,862	95.6
<b>633</b>	37	.2	20,845	91.1	<b>665</b>	34	.1	21,896	95.7
<b>634</b>	24	.1	20,869	91.2	<b>666</b>	25	.1	21,921	95.8
<b>635</b>	50	.2	20,919	91.4	<b>667</b>	52	.2	21,973	96.1
<b>636</b>	43	.2	20,962	91.6	<b>668</b>	26	.1	21,999	96.2
<b>637</b>	39	.2	21,001	91.8	<b>669</b>	7	.0	22,006	96.2
<b>638</b>	35	.2	21,036	92.0	<b>670</b>	24	.1	22,030	96.3
<b>639</b>	34	.1	21,070	92.1	<b>671</b>	21	.1	22,051	96.4
<b>640</b>	41	.2	21,111	92.3	<b>672</b>	42	.2	22,093	96.6
<b>641</b>	38	.2	21,149	92.5	<b>673</b>	12	.1	22,105	96.6
<b>642</b>	30	.1	21,179	92.6	<b>674</b>	28	.1	22,133	96.8
<b>643</b>	34	.1	21,213	92.7	<b>675</b>	30	.1	22,163	96.9
<b>644</b>	40	.2	21,253	92.9	<b>676</b>	10	.0	22,173	96.9
<b>645</b>	41	.2	21,294	93.1	<b>677</b>	37	.2	22,210	97.1
<b>646</b>	23	.1	21,317	93.2	<b>678</b>	10	.0	22,220	97.1
<b>647</b>	25	.1	21,342	93.3	<b>679</b>	31	.1	22,251	97.3
<b>648</b>	42	.2	21,384	93.5	<b>680</b>	21	.1	22,272	97.4
<b>649</b>	37	.2	21,421	93.6	<b>681</b>	20	.1	22,292	97.4
<b>650</b>	35	.2	21,456	93.8	<b>682</b>	35	.2	22,327	97.6
<b>651</b>	26	.1	21,482	93.9	<b>683</b>	20	.1	22,347	97.7
<b>652</b>	18	.1	21,500	94.0	<b>684</b>	8	.0	22,355	97.7
<b>653</b>	54	.2	21,554	94.2	<b>685</b>	32	.1	22,387	97.9
<b>654</b>	28	.1	21,582	94.3	<b>686</b>	11	.0	22,398	97.9
<b>655</b>	29	.1	21,611	94.5	<b>687</b>	8	.0	22,406	97.9
<b>656</b>	24	.1	21,635	94.6	<b>688</b>	28	.1	22,434	98.1
<b>657</b>	29	.1	21,664	94.7	<b>689</b>	24	.1	22,458	98.2
<b>658</b>	41	.2	21,705	94.9	<b>690</b>	16	.1	22,474	98.2
<b>659</b>	29	.1	21,734	95.0	<b>691</b>	25	.1	22,499	98.4
<b>660</b>	37	.2	21,771	95.2	<b>692</b>	15	.1	22,514	98.4

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
693	17	.1	22,531	98.5
695	16	.1	22,547	98.6
696	5	.0	22,552	98.6
697	15	.1	22,567	98.6
698	34	.1	22,601	98.8
699	17	.1	22,618	98.9
700	10	.0	22,628	98.9
702	8	.0	22,636	99.0
703	1	.0	22,637	99.0
705	27	.1	22,664	99.1
706	21	.1	22,685	99.2
707	31	.1	22,716	99.3
708	2	.0	22,718	99.3
709	3	.0	22,721	99.3
710	5	.0	22,726	99.3
711	2	.0	22,728	99.4
712	6	.0	22,734	99.4
713	23	.1	22,757	99.5
714	21	.1	22,778	99.6
715	4	.0	22,782	99.6
718	1	.0	22,783	99.6
720	18	.1	22,801	99.7
721	20	.1	22,821	99.8
723	1	.0	22,822	99.8
725	2	.0	22,824	99.8
727	6	.0	22,830	99.8
728	24	.1	22,854	99.9
733	6	.0	22,860	99.9
734	7	.0	22,867	100.0
741	9	.0	22,876	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
251	6,356	18.7	6,356	18.7
257	142	.4	6,498	19.1
269	163	.5	6,661	19.6
270	70	.2	6,731	19.8
276	196	.6	6,927	20.4
277	97	.3	7,024	20.7
282	16	.0	7,040	20.7
283	83	.2	7,123	21.0
284	254	.7	7,377	21.7
286	31	.1	7,408	21.8
288	74	.2	7,482	22.0
289	146	.4	7,628	22.5
290	37	.1	7,665	22.6
292	19	.1	7,684	22.6
294	124	.4	7,808	23.0
295	37	.1	7,845	23.1
296	9	.0	7,854	23.1
297	33	.1	7,887	23.2
298	179	.5	8,066	23.8
299	11	.0	8,077	23.8
300	27	.1	8,104	23.9
301	30	.1	8,134	24.0
302	95	.3	8,229	24.2
303	99	.3	8,328	24.5
304	20	.1	8,348	24.6
305	12	.0	8,360	24.6
306	107	.3	8,467	24.9
307	22	.1	8,489	25.0
308	52	.2	8,541	25.2
309	122	.4	8,663	25.5

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>310</b>	15	.0	8,678	25.6	<b>342</b>	63	.2	10,617	31.3
<b>311</b>	35	.1	8,713	25.7	<b>343</b>	44	.1	10,661	31.4
<b>312</b>	33	.1	8,746	25.8	<b>344</b>	69	.2	10,730	31.6
<b>313</b>	116	.3	8,862	26.1	<b>345</b>	91	.3	10,821	31.9
<b>314</b>	32	.1	8,894	26.2	<b>346</b>	78	.2	10,899	32.1
<b>315</b>	2	.0	8,896	26.2	<b>347</b>	46	.1	10,945	32.2
<b>316</b>	142	.4	9,038	26.6	<b>348</b>	52	.2	10,997	32.4
<b>317</b>	71	.2	9,109	26.8	<b>349</b>	83	.2	11,080	32.6
<b>318</b>	26	.1	9,135	26.9	<b>350</b>	88	.3	11,168	32.9
<b>319</b>	35	.1	9,170	27.0	<b>351</b>	70	.2	11,238	33.1
<b>320</b>	29	.1	9,199	27.1	<b>352</b>	77	.2	11,315	33.3
<b>321</b>	64	.2	9,263	27.3	<b>353</b>	45	.1	11,360	33.5
<b>322</b>	54	.2	9,317	27.4	<b>354</b>	83	.2	11,443	33.7
<b>323</b>	91	.3	9,408	27.7	<b>355</b>	39	.1	11,482	33.8
<b>324</b>	30	.1	9,438	27.8	<b>356</b>	79	.2	11,561	34.0
<b>325</b>	76	.2	9,514	28.0	<b>357</b>	55	.2	11,616	34.2
<b>326</b>	52	.2	9,566	28.2	<b>358</b>	88	.3	11,704	34.5
<b>327</b>	56	.2	9,622	28.3	<b>359</b>	84	.2	11,788	34.7
<b>328</b>	90	.3	9,712	28.6	<b>360</b>	31	.1	11,819	34.8
<b>329</b>	54	.2	9,766	28.8	<b>361</b>	80	.2	11,899	35.0
<b>330</b>	41	.1	9,807	28.9	<b>362</b>	47	.1	11,946	35.2
<b>331</b>	101	.3	9,908	29.2	<b>363</b>	97	.3	12,043	35.5
<b>332</b>	30	.1	9,938	29.3	<b>364</b>	62	.2	12,105	35.6
<b>333</b>	91	.3	10,029	29.5	<b>365</b>	36	.1	12,141	35.8
<b>334</b>	43	.1	10,072	29.7	<b>366</b>	59	.2	12,200	35.9
<b>335</b>	75	.2	10,147	29.9	<b>367</b>	59	.2	12,259	36.1
<b>336</b>	70	.2	10,217	30.1	<b>368</b>	58	.2	12,317	36.3
<b>337</b>	56	.2	10,273	30.3	<b>369</b>	44	.1	12,361	36.4
<b>338</b>	86	.3	10,359	30.5	<b>370</b>	84	.2	12,445	36.6
<b>339</b>	44	.1	10,403	30.6	<b>371</b>	97	.3	12,542	36.9
<b>340</b>	38	.1	10,441	30.7	<b>372</b>	43	.1	12,585	37.1
<b>341</b>	113	.3	10,554	31.1	<b>373</b>	51	.2	12,636	37.2

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>374</b>	61	.2	12,697	37.4	<b>406</b>	49	.1	14,509	42.7
<b>375</b>	62	.2	12,759	37.6	<b>407</b>	32	.1	14,541	42.8
<b>376</b>	51	.2	12,810	37.7	<b>408</b>	65	.2	14,606	43.0
<b>377</b>	65	.2	12,875	37.9	<b>409</b>	51	.2	14,657	43.2
<b>378</b>	65	.2	12,940	38.1	<b>410</b>	43	.1	14,700	43.3
<b>379</b>	63	.2	13,003	38.3	<b>411</b>	38	.1	14,738	43.4
<b>380</b>	62	.2	13,065	38.5	<b>412</b>	56	.2	14,794	43.6
<b>381</b>	63	.2	13,128	38.7	<b>413</b>	35	.1	14,829	43.7
<b>382</b>	45	.1	13,173	38.8	<b>414</b>	46	.1	14,875	43.8
<b>383</b>	67	.2	13,240	39.0	<b>415</b>	47	.1	14,922	43.9
<b>384</b>	67	.2	13,307	39.2	<b>416</b>	49	.1	14,971	44.1
<b>385</b>	46	.1	13,353	39.3	<b>417</b>	36	.1	15,007	44.2
<b>386</b>	51	.2	13,404	39.5	<b>418</b>	66	.2	15,073	44.4
<b>387</b>	46	.1	13,450	39.6	<b>419</b>	55	.2	15,128	44.6
<b>388</b>	71	.2	13,521	39.8	<b>420</b>	49	.1	15,177	44.7
<b>389</b>	48	.1	13,569	40.0	<b>421</b>	55	.2	15,232	44.9
<b>390</b>	66	.2	13,635	40.2	<b>422</b>	50	.1	15,282	45.0
<b>391</b>	46	.1	13,681	40.3	<b>423</b>	32	.1	15,314	45.1
<b>392</b>	57	.2	13,738	40.5	<b>424</b>	46	.1	15,360	45.2
<b>393</b>	67	.2	13,805	40.7	<b>425</b>	75	.2	15,435	45.5
<b>394</b>	42	.1	13,847	40.8	<b>426</b>	41	.1	15,476	45.6
<b>395</b>	52	.2	13,899	40.9	<b>427</b>	42	.1	15,518	45.7
<b>396</b>	84	.2	13,983	41.2	<b>428</b>	51	.2	15,569	45.8
<b>397</b>	62	.2	14,045	41.4	<b>429</b>	40	.1	15,609	46.0
<b>398</b>	35	.1	14,080	41.5	<b>430</b>	29	.1	15,638	46.1
<b>399</b>	52	.2	14,132	41.6	<b>431</b>	52	.2	15,690	46.2
<b>400</b>	56	.2	14,188	41.8	<b>432</b>	46	.1	15,736	46.3
<b>401</b>	66	.2	14,254	42.0	<b>433</b>	51	.2	15,787	46.5
<b>402</b>	40	.1	14,294	42.1	<b>434</b>	66	.2	15,853	46.7
<b>403</b>	82	.2	14,376	42.3	<b>435</b>	41	.1	15,894	46.8
<b>404</b>	40	.1	14,416	42.5	<b>436</b>	51	.2	15,945	47.0
<b>405</b>	44	.1	14,460	42.6	<b>437</b>	57	.2	16,002	47.1

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>438</b>	41	.1	16,043	47.2	<b>470</b>	43	.1	17,462	51.4
<b>439</b>	41	.1	16,084	47.4	<b>471</b>	38	.1	17,500	51.5
<b>440</b>	39	.1	16,123	47.5	<b>472</b>	37	.1	17,537	51.6
<b>441</b>	50	.1	16,173	47.6	<b>473</b>	41	.1	17,578	51.8
<b>442</b>	39	.1	16,212	47.7	<b>474</b>	52	.2	17,630	51.9
<b>443</b>	44	.1	16,256	47.9	<b>475</b>	49	.1	17,679	52.1
<b>444</b>	46	.1	16,302	48.0	<b>476</b>	46	.1	17,725	52.2
<b>445</b>	46	.1	16,348	48.1	<b>477</b>	44	.1	17,769	52.3
<b>446</b>	37	.1	16,385	48.3	<b>478</b>	53	.2	17,822	52.5
<b>447</b>	47	.1	16,432	48.4	<b>479</b>	40	.1	17,862	52.6
<b>448</b>	42	.1	16,474	48.5	<b>480</b>	37	.1	17,899	52.7
<b>449</b>	38	.1	16,512	48.6	<b>481</b>	50	.1	17,949	52.9
<b>450</b>	50	.1	16,562	48.8	<b>482</b>	53	.2	18,002	53.0
<b>451</b>	37	.1	16,599	48.9	<b>483</b>	54	.2	18,056	53.2
<b>452</b>	43	.1	16,642	49.0	<b>484</b>	41	.1	18,097	53.3
<b>453</b>	51	.2	16,693	49.2	<b>485</b>	63	.2	18,160	53.5
<b>454</b>	41	.1	16,734	49.3	<b>486</b>	42	.1	18,202	53.6
<b>455</b>	32	.1	16,766	49.4	<b>487</b>	54	.2	18,256	53.8
<b>456</b>	44	.1	16,810	49.5	<b>488</b>	58	.2	18,314	53.9
<b>457</b>	44	.1	16,854	49.6	<b>489</b>	32	.1	18,346	54.0
<b>458</b>	44	.1	16,898	49.8	<b>490</b>	42	.1	18,388	54.2
<b>459</b>	45	.1	16,943	49.9	<b>491</b>	58	.2	18,446	54.3
<b>460</b>	47	.1	16,990	50.0	<b>492</b>	59	.2	18,505	54.5
<b>461</b>	34	.1	17,024	50.1	<b>493</b>	55	.2	18,560	54.7
<b>462</b>	44	.1	17,068	50.3	<b>494</b>	43	.1	18,603	54.8
<b>463</b>	59	.2	17,127	50.4	<b>495</b>	59	.2	18,662	55.0
<b>464</b>	50	.1	17,177	50.6	<b>496</b>	55	.2	18,717	55.1
<b>465</b>	47	.1	17,224	50.7	<b>497</b>	49	.1	18,766	55.3
<b>466</b>	58	.2	17,282	50.9	<b>498</b>	47	.1	18,813	55.4
<b>467</b>	48	.1	17,330	51.0	<b>499</b>	65	.2	18,878	55.6
<b>468</b>	43	.1	17,373	51.2	<b>500</b>	41	.1	18,919	55.7
<b>469</b>	46	.1	17,419	51.3	<b>501</b>	47	.1	18,966	55.9



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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>502</b>	55	.2	19,021	56.0	<b>534</b>	66	.2	20,961	61.7
<b>503</b>	42	.1	19,063	56.1	<b>535</b>	54	.2	21,015	61.9
<b>504</b>	57	.2	19,120	56.3	<b>536</b>	68	.2	21,083	62.1
<b>505</b>	58	.2	19,178	56.5	<b>537</b>	66	.2	21,149	62.3
<b>506</b>	61	.2	19,239	56.7	<b>538</b>	62	.2	21,211	62.5
<b>507</b>	64	.2	19,303	56.8	<b>539</b>	67	.2	21,278	62.7
<b>508</b>	55	.2	19,358	57.0	<b>540</b>	64	.2	21,342	62.9
<b>509</b>	56	.2	19,414	57.2	<b>541</b>	62	.2	21,404	63.0
<b>510</b>	61	.2	19,475	57.4	<b>542</b>	89	.3	21,493	63.3
<b>511</b>	68	.2	19,543	57.6	<b>543</b>	69	.2	21,562	63.5
<b>512</b>	79	.2	19,622	57.8	<b>544</b>	63	.2	21,625	63.7
<b>513</b>	58	.2	19,680	58.0	<b>545</b>	68	.2	21,693	63.9
<b>514</b>	62	.2	19,742	58.1	<b>546</b>	61	.2	21,754	64.1
<b>515</b>	52	.2	19,794	58.3	<b>547</b>	73	.2	21,827	64.3
<b>516</b>	72	.2	19,866	58.5	<b>548</b>	77	.2	21,904	64.5
<b>517</b>	75	.2	19,941	58.7	<b>549</b>	81	.2	21,985	64.7
<b>518</b>	53	.2	19,994	58.9	<b>550</b>	82	.2	22,067	65.0
<b>519</b>	62	.2	20,056	59.1	<b>551</b>	69	.2	22,136	65.2
<b>520</b>	56	.2	20,112	59.2	<b>552</b>	65	.2	22,201	65.4
<b>521</b>	52	.2	20,164	59.4	<b>553</b>	68	.2	22,269	65.6
<b>522</b>	60	.2	20,224	59.6	<b>554</b>	68	.2	22,337	65.8
<b>523</b>	55	.2	20,279	59.7	<b>555</b>	81	.2	22,418	66.0
<b>524</b>	56	.2	20,335	59.9	<b>556</b>	68	.2	22,486	66.2
<b>525</b>	63	.2	20,398	60.1	<b>557</b>	95	.3	22,581	66.5
<b>526</b>	65	.2	20,463	60.3	<b>558</b>	73	.2	22,654	66.7
<b>527</b>	61	.2	20,524	60.4	<b>559</b>	98	.3	22,752	67.0
<b>528</b>	58	.2	20,582	60.6	<b>560</b>	70	.2	22,822	67.2
<b>529</b>	67	.2	20,649	60.8	<b>561</b>	88	.3	22,910	67.5
<b>530</b>	59	.2	20,708	61.0	<b>562</b>	75	.2	22,985	67.7
<b>531</b>	67	.2	20,775	61.2	<b>563</b>	80	.2	23,065	67.9
<b>532</b>	62	.2	20,837	61.4	<b>564</b>	71	.2	23,136	68.1
<b>533</b>	58	.2	20,895	61.5	<b>565</b>	95	.3	23,231	68.4

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>566</b>	96	.3	23,327	68.7	<b>598</b>	86	.3	26,041	76.7
<b>567</b>	81	.2	23,408	68.9	<b>599</b>	91	.3	26,132	77.0
<b>568</b>	92	.3	23,500	69.2	<b>600</b>	93	.3	26,225	77.2
<b>569</b>	80	.2	23,580	69.4	<b>601</b>	95	.3	26,320	77.5
<b>570</b>	85	.3	23,665	69.7	<b>602</b>	100	.3	26,420	77.8
<b>571</b>	66	.2	23,731	69.9	<b>603</b>	79	.2	26,499	78.0
<b>572</b>	83	.2	23,814	70.1	<b>604</b>	92	.3	26,591	78.3
<b>573</b>	77	.2	23,891	70.4	<b>605</b>	93	.3	26,684	78.6
<b>574</b>	95	.3	23,986	70.6	<b>606</b>	88	.3	26,772	78.8
<b>575</b>	106	.3	24,092	70.9	<b>607</b>	74	.2	26,846	79.1
<b>576</b>	92	.3	24,184	71.2	<b>608</b>	111	.3	26,957	79.4
<b>577</b>	82	.2	24,266	71.5	<b>609</b>	82	.2	27,039	79.6
<b>578</b>	87	.3	24,353	71.7	<b>610</b>	62	.2	27,101	79.8
<b>579</b>	81	.2	24,434	72.0	<b>611</b>	98	.3	27,199	80.1
<b>580</b>	94	.3	24,528	72.2	<b>612</b>	70	.2	27,269	80.3
<b>581</b>	92	.3	24,620	72.5	<b>613</b>	67	.2	27,336	80.5
<b>582</b>	86	.3	24,706	72.8	<b>614</b>	94	.3	27,430	80.8
<b>583</b>	87	.3	24,793	73.0	<b>615</b>	83	.2	27,513	81.0
<b>584</b>	82	.2	24,875	73.3	<b>616</b>	70	.2	27,583	81.2
<b>585</b>	80	.2	24,955	73.5	<b>617</b>	72	.2	27,655	81.4
<b>586</b>	88	.3	25,043	73.7	<b>618</b>	70	.2	27,725	81.6
<b>587</b>	90	.3	25,133	74.0	<b>619</b>	68	.2	27,793	81.8
<b>588</b>	86	.3	25,219	74.3	<b>620</b>	74	.2	27,867	82.1
<b>589</b>	89	.3	25,308	74.5	<b>621</b>	85	.3	27,952	82.3
<b>590</b>	84	.2	25,392	74.8	<b>622</b>	103	.3	28,055	82.6
<b>591</b>	82	.2	25,474	75.0	<b>623</b>	69	.2	28,124	82.8
<b>592</b>	87	.3	25,561	75.3	<b>624</b>	89	.3	28,213	83.1
<b>593</b>	73	.2	25,634	75.5	<b>625</b>	84	.2	28,297	83.3
<b>594</b>	84	.2	25,718	75.7	<b>626</b>	99	.3	28,396	83.6
<b>595</b>	85	.3	25,803	76.0	<b>627</b>	68	.2	28,464	83.8
<b>596</b>	83	.2	25,886	76.2	<b>628</b>	98	.3	28,562	84.1
<b>597</b>	69	.2	25,955	76.4	<b>629</b>	81	.2	28,643	84.4

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>630</b>	84	.2	28,727	84.6	<b>662</b>	48	.1	30,902	91.0
<b>631</b>	71	.2	28,798	84.8	<b>663</b>	72	.2	30,974	91.2
<b>632</b>	60	.2	28,858	85.0	<b>664</b>	52	.2	31,026	91.4
<b>633</b>	82	.2	28,940	85.2	<b>665</b>	74	.2	31,100	91.6
<b>634</b>	59	.2	28,999	85.4	<b>666</b>	44	.1	31,144	91.7
<b>635</b>	64	.2	29,063	85.6	<b>667</b>	51	.2	31,195	91.9
<b>636</b>	87	.3	29,150	85.8	<b>668</b>	64	.2	31,259	92.1
<b>637</b>	85	.3	29,235	86.1	<b>669</b>	71	.2	31,330	92.3
<b>638</b>	73	.2	29,308	86.3	<b>670</b>	59	.2	31,389	92.4
<b>639</b>	73	.2	29,381	86.5	<b>671</b>	47	.1	31,436	92.6
<b>640</b>	73	.2	29,454	86.7	<b>672</b>	52	.2	31,488	92.7
<b>641</b>	70	.2	29,524	86.9	<b>673</b>	36	.1	31,524	92.8
<b>642</b>	83	.2	29,607	87.2	<b>674</b>	76	.2	31,600	93.1
<b>643</b>	63	.2	29,670	87.4	<b>675</b>	47	.1	31,647	93.2
<b>644</b>	65	.2	29,735	87.6	<b>676</b>	54	.2	31,701	93.4
<b>645</b>	73	.2	29,808	87.8	<b>677</b>	61	.2	31,762	93.5
<b>646</b>	58	.2	29,866	88.0	<b>678</b>	28	.1	31,790	93.6
<b>647</b>	71	.2	29,937	88.2	<b>679</b>	60	.2	31,850	93.8
<b>648</b>	65	.2	30,002	88.4	<b>680</b>	70	.2	31,920	94.0
<b>649</b>	84	.2	30,086	88.6	<b>681</b>	75	.2	31,995	94.2
<b>650</b>	63	.2	30,149	88.8	<b>682</b>	34	.1	32,029	94.3
<b>651</b>	58	.2	30,207	89.0	<b>683</b>	44	.1	32,073	94.5
<b>652</b>	72	.2	30,279	89.2	<b>684</b>	45	.1	32,118	94.6
<b>653</b>	67	.2	30,346	89.4	<b>685</b>	52	.2	32,170	94.7
<b>654</b>	53	.2	30,399	89.5	<b>686</b>	49	.1	32,219	94.9
<b>655</b>	72	.2	30,471	89.7	<b>687</b>	54	.2	32,273	95.0
<b>656</b>	74	.2	30,545	90.0	<b>688</b>	45	.1	32,318	95.2
<b>657</b>	44	.1	30,589	90.1	<b>689</b>	38	.1	32,356	95.3
<b>658</b>	72	.2	30,661	90.3	<b>690</b>	41	.1	32,397	95.4
<b>659</b>	55	.2	30,716	90.5	<b>691</b>	34	.1	32,431	95.5
<b>660</b>	67	.2	30,783	90.7	<b>692</b>	68	.2	32,499	95.7
<b>661</b>	71	.2	30,854	90.9	<b>693</b>	48	.1	32,547	95.8

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*Appendix I: Scale Score Frequency Distributions*

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>694</b>	44	.1	32,591	96.0	<b>722</b>	8	.0	33,491	98.6
<b>695</b>	53	.2	32,644	96.1	<b>723</b>	16	.0	33,507	98.7
<b>696</b>	28	.1	32,672	96.2	<b>724</b>	5	.0	33,512	98.7
<b>697</b>	29	.1	32,701	96.3	<b>725</b>	41	.1	33,553	98.8
<b>698</b>	33	.1	32,734	96.4	<b>726</b>	40	.1	33,593	98.9
<b>699</b>	51	.2	32,785	96.5	<b>727</b>	38	.1	33,631	99.0
<b>700</b>	31	.1	32,816	96.6	<b>728</b>	6	.0	33,637	99.1
<b>701</b>	33	.1	32,849	96.7	<b>729</b>	4	.0	33,641	99.1
<b>702</b>	30	.1	32,879	96.8	<b>730</b>	16	.0	33,657	99.1
<b>703</b>	49	.1	32,928	97.0	<b>731</b>	2	.0	33,659	99.1
<b>704</b>	38	.1	32,966	97.1	<b>732</b>	1	.0	33,660	99.1
<b>705</b>	16	.0	32,982	97.1	<b>733</b>	11	.0	33,671	99.2
<b>706</b>	42	.1	33,024	97.3	<b>734</b>	68	.2	33,739	99.4
<b>707</b>	28	.1	33,052	97.3	<b>735</b>	17	.1	33,756	99.4
<b>708</b>	32	.1	33,084	97.4	<b>736</b>	4	.0	33,760	99.4
<b>709</b>	18	.1	33,102	97.5	<b>737</b>	1	.0	33,761	99.4
<b>710</b>	62	.2	33,164	97.7	<b>738</b>	1	.0	33,762	99.4
<b>711</b>	52	.2	33,216	97.8	<b>740</b>	28	.1	33,790	99.5
<b>712</b>	16	.0	33,232	97.9	<b>741</b>	32	.1	33,822	99.6
<b>713</b>	20	.1	33,252	97.9	<b>742</b>	14	.0	33,836	99.6
<b>714</b>	2	.0	33,254	97.9	<b>746</b>	5	.0	33,841	99.7
<b>715</b>	49	.1	33,303	98.1	<b>747</b>	4	.0	33,845	99.7
<b>716</b>	15	.0	33,318	98.1	<b>748</b>	57	.2	33,902	99.8
<b>717</b>	32	.1	33,350	98.2	<b>753</b>	11	.0	33,913	99.9
<b>718</b>	89	.3	33,439	98.5	<b>754</b>	10	.0	33,923	99.9
<b>719</b>	34	.1	33,473	98.6	<b>755</b>	4	.0	33,927	99.9
<b>720</b>	9	.0	33,482	98.6	<b>761</b>	30	.1	33,957	100.0
<b>721</b>	1	.0	33,483	98.6					

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**Appendix J: Demographic Frequency Distributions**

Notes: The tables in this appendix provide frequency distributions of the number of students tested by home language, ethnicity, migrant education, and primary disability for annual assessment and initial assessment data.

Data for ethnicity, gifted and talented, and English learner program participation were not collected on the CELDT Answer Book nor merged from CALPADS for the 2016–17 Edition. Therefore, table numbers J-11 through J-20 and J-23 through J-34, which were presented in reports through 2013–14, have been removed. Table numbers are maintained to provide comparisons with previous years' data.

Beginning with the 2014–15 Edition, the category “Student receives no Special Education Services” includes student records with no data for the Primary Disability field.

**Annual Assessment**

**Table J-1: Frequency Distribution, Home Language, Annual Assessment, Grade Span K–1**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	146,596	81.1	146,596	81.1
Vietnamese	4,337	2.4	150,933	83.5
Mandarin (Putonghua)	3,253	1.8	154,186	85.3
Cantonese	2,573	1.4	156,759	86.8
Arabic	2,270	1.3	159,029	88.0
Filipino (Pilipino or Tagalog)	1,999	1.1	161,028	89.1
Korean	1,827	1.0	162,855	90.1
Other non-English languages	1,774	1.0	164,629	91.1
Punjabi	1,656	0.9	166,285	92.0
Russian	1,344	0.7	167,629	92.8
Hmong	1,307	0.7	168,936	93.5
Armenian	1,071	0.6	170,007	94.1
Japanese	1,024	0.6	171,031	94.7
Hindi	954	0.5	171,985	95.2
Farsi (Persian)	881	0.5	172,866	95.7
Telugu	719	0.4	173,585	96.1
Urdu	527	0.3	174,112	96.4

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Khmer (Cambodian)	526	0.3	174,638	96.7
Mixteco	494	0.3	175,132	96.9
English	482	0.3	175,614	97.2
Tamil	452	0.3	176,066	97.5
Chaldean	324	0.2	176,390	97.6
Portuguese	322	0.2	176,712	97.8
French	298	0.2	177,010	98.0
Hebrew	254	0.1	177,264	98.1
Pashto	238	0.1	177,502	98.3
Ukrainian	233	0.1	177,735	98.4
Lao	209	0.1	177,944	98.5
Gujarati	205	0.1	178,149	98.6
Bengali	186	0.1	178,335	98.7
Somali	167	0.1	178,502	98.8
German	156	0.1	178,658	98.9
Thai	155	0.1	178,813	99.0
Marathi	154	0.1	178,967	99.1
Kannada	123	0.1	179,090	99.1
Rumanian	118	0.1	179,208	99.2
Indonesian	111	0.1	179,319	99.3
Turkish	109	0.1	179,428	99.3
Assyrian	94	0.1	179,522	99.4
Tongan	91	0.1	179,613	99.4
Burmese	90	0.0	179,703	99.5
Ilocano	77	0.0	179,780	99.5
Italian	74	0.0	179,854	99.6
Samoan	73	0.0	179,927	99.6
Tigrinya	73	0.0	180,000	99.6
Toishanese	71	0.0	180,071	99.7
Polish	69	0.0	180,140	99.7
Serbo-Croatian (Bosnian,	60	0.0	180,200	99.7

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Croatian, Serbian)				
Mien (Yao)	59	0.0	180,259	99.8
Kurdish (Kurdi, Kurmanji)	50	0.0	180,309	99.8
Dutch	47	0.0	180,356	99.8
Hungarian	43	0.0	180,399	99.9
Marshallese	41	0.0	180,440	99.9
Cebuano (Visayan)	35	0.0	180,475	99.9
Lahu	31	0.0	180,506	99.9
Taiwanese	30	0.0	180,536	99.9
Greek	27	0.0	180,563	99.9
Amharic	27	0.0	180,590	100.0
Chaozhou (Chiuchow)	20	0.0	180,610	100.0
Albanian	17	0.0	180,627	100.0
Khmu	8	0.0	180,635	100.0
Bulgarian	8	0.0	180,643	100.0
Swedish	6	0.0	180,649	100.0
Uzbek	5	0.0	180,654	100.0
Chamorro (Guamanian)	4	0.0	180,658	100.0
Kikuyu (Gikuyu)	2	0.0	180,660	100.0
Zapoteco	2	0.0	180,662	100.0
Sign Language	1	0.0	180,663	100.0



**Table J-2: Frequency Distribution, Home Language, Annual Assessment, Grade 2**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	114,509	82.5	114,509	82.5
Vietnamese	3,418	2.5	117,927	85.0
Mandarin (Putonghua)	1,998	1.4	119,925	86.4
Cantonese	1,906	1.4	121,831	87.8
Arabic	1,676	1.2	123,507	89.0
Filipino (Pilipino or Tagalog)	1,525	1.1	125,032	90.1
Korean	1,287	0.9	126,319	91.1
Other non-English languages	1,285	0.9	127,604	92.0
Hmong	1,015	0.7	128,619	92.7
Punjabi	1,002	0.7	129,621	93.4
Russian	1,000	0.7	130,621	94.2
Armenian	806	0.6	131,427	94.7
Japanese	752	0.5	132,179	95.3
Farsi (Persian)	616	0.4	132,795	95.7
Hindi	510	0.4	133,305	96.1
Khmer (Cambodian)	453	0.3	133,758	96.4
English	443	0.3	134,201	96.7
Mixteco	393	0.3	134,594	97.0
Telugu	355	0.3	134,949	97.3
Urdu	319	0.2	135,268	97.5
Chaldean	234	0.2	135,502	97.7
Portuguese	228	0.2	135,730	97.8
Tamil	227	0.2	135,957	98.0
Ukrainian	211	0.2	136,168	98.2
Pashto	196	0.1	136,364	98.3
Hebrew	174	0.1	136,538	98.4
French	165	0.1	136,703	98.5
Lao	159	0.1	136,862	98.7
Somali	141	0.1	137,003	98.8
Bengali	134	0.1	137,137	98.9

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Thai	126	0.1	137,263	98.9
Gujarati	125	0.1	137,388	99.0
German	102	0.1	137,490	99.1
Indonesian	82	0.1	137,572	99.2
Rumanian	82	0.1	137,654	99.2
Ilocano	70	0.1	137,724	99.3
Assyrian	69	0.0	137,793	99.3
Turkish	66	0.0	137,859	99.4
Samoan	63	0.0	137,922	99.4
Tongan	62	0.0	137,984	99.5
Kannada	62	0.0	138,046	99.5
Tigrinya	58	0.0	138,104	99.5
Toishanese	57	0.0	138,161	99.6
Marathi	54	0.0	138,215	99.6
Burmese	52	0.0	138,267	99.7
Mien (Yao)	52	0.0	138,319	99.7
Italian	48	0.0	138,367	99.7
Serbo-Croatian (Bosnian, Croatian, Serbian)	47	0.0	138,414	99.8
Marshallese	45	0.0	138,459	99.8
Hungarian	37	0.0	138,496	99.8
Polish	30	0.0	138,526	99.9
Cebuano (Visayan)	29	0.0	138,555	99.9
Dutch	22	0.0	138,577	99.9
Greek	22	0.0	138,599	99.9
Lahu	22	0.0	138,621	99.9
Kurdish (Kurdi, Kurmanji)	21	0.0	138,642	99.9
Albanian	20	0.0	138,662	100.0
Taiwanese	16	0.0	138,678	100.0
Chaozhou (Chiuchow)	14	0.0	138,692	100.0
Amharic	12	0.0	138,704	100.0

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bulgarian	7	0.0	138,711	100.0
Khmu	6	0.0	138,717	100.0
Swedish	6	0.0	138,723	100.0
Chamorro (Guamanian)	3	0.0	138,726	100.0
Sign Language	2	0.0	138,728	100.0
Zapoteco	1	0.0	138,729	100.0

**Table J-3: Frequency Distribution, Home Language, Annual Assessment, Grade Span 3–5**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	311,492	85.0	311,492	85.0
Vietnamese	7,339	2.0	318,831	87.0
Arabic	4,464	1.2	323,295	88.2
Filipino (Pilipino or Tagalog)	4,211	1.1	327,506	89.4
Cantonese	4,005	1.1	331,511	90.5
Mandarin (Putonghua)	3,947	1.1	335,458	91.5
Other non-English languages	3,022	0.8	338,480	92.4
Hmong	2,734	0.7	341,214	93.1
Korean	2,457	0.7	343,671	93.8
Punjabi	2,404	0.7	346,075	94.4
Russian	2,068	0.6	348,143	95.0
Armenian	1,794	0.5	349,937	95.5
Farsi (Persian)	1,622	0.4	351,559	95.9
Japanese	1,482	0.4	353,041	96.3
Hindi	1,148	0.3	354,189	96.7
Mixteco	1,124	0.3	355,313	97.0
Khmer (Cambodian)	1,096	0.3	356,409	97.3
Urdu	783	0.2	357,192	97.5
English	781	0.2	357,973	97.7
Portuguese	567	0.2	358,540	97.8
Chaldean	535	0.1	359,075	98.0
Lao	493	0.1	359,568	98.1
Telugu	480	0.1	360,048	98.3
French	474	0.1	360,522	98.4
Ukrainian	455	0.1	360,977	98.5
Pashto	440	0.1	361,417	98.6
Hebrew	383	0.1	361,800	98.7
Tamil	333	0.1	362,133	98.8
Somali	331	0.1	362,464	98.9

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Thai	260	0.1	362,724	99.0
Gujarati	232	0.1	362,956	99.0
Bengali	228	0.1	363,184	99.1
Tongan	217	0.1	363,401	99.2
Samoan	198	0.1	363,599	99.2
German	193	0.1	363,792	99.3
Assyrian	186	0.1	363,978	99.3
Rumanian	185	0.1	364,163	99.4
Mien (Yao)	179	0.0	364,342	99.4
Indonesian	170	0.0	364,512	99.5
Ilocano	169	0.0	364,681	99.5
Turkish	144	0.0	364,825	99.6
Burmese	142	0.0	364,967	99.6
Toishanese	134	0.0	365,101	99.6
Italian	116	0.0	365,217	99.7
Marathi	106	0.0	365,323	99.7
Marshallese	104	0.0	365,427	99.7
Cebuano (Visayan)	102	0.0	365,529	99.7
Kurdish (Kurdi, Kurmanji)	93	0.0	365,622	99.8
Polish	92	0.0	365,714	99.8
Tigrinya	91	0.0	365,805	99.8
Serbo-Croatian (Bosnian, Croatian, Serbian)	88	0.0	365,893	99.8
Kannada	83	0.0	365,976	99.9
Lahu	80	0.0	366,056	99.9
Dutch	69	0.0	366,125	99.9
Hungarian	63	0.0	366,188	99.9
Taiwanese	58	0.0	366,246	99.9
Chaozhou (Chiuchow)	44	0.0	366,290	100.0
Albanian	39	0.0	366,329	100.0
Greek	38	0.0	366,367	100.0

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Amharic	28	0.0	366,395	100.0
Khmu	15	0.0	366,410	100.0
Swedish	13	0.0	366,423	100.0
Bulgarian	9	0.0	366,432	100.0
Chamorro (Guamanian)	7	0.0	366,439	100.0
Zapoteco	5	0.0	366,444	100.0
Sign Language	2	0.0	366,446	100.0
Kikuyu (Gikuyu)	1	0.0	366,447	100.0

**Table J-4: Frequency Distribution, Home Language, Annual Assessment, Grade Span 6–8**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	185,432	86.1	185,432	86.1
Vietnamese	3,976	1.8	189,408	88.0
Arabic	2,830	1.3	192,238	89.3
Filipino (Pilipino or Tagalog)	2,757	1.3	194,995	90.6
Mandarin (Putonghua)	2,344	1.1	197,339	91.7
Hmong	1,800	0.8	199,139	92.5
Cantonese	1,773	0.8	200,912	93.3
Other non-English languages	1,644	0.8	202,556	94.1
Punjabi	1,251	0.6	203,807	94.7
Korean	987	0.5	204,794	95.1
Farsi (Persian)	979	0.5	205,773	95.6
Russian	970	0.5	206,743	96.0
Armenian	914	0.4	207,657	96.4
English	679	0.3	208,336	96.8
Japanese	646	0.3	208,982	97.1
Mixteco	599	0.3	209,581	97.3
Khmer (Cambodian)	587	0.3	210,168	97.6
Hindi	462	0.2	210,630	97.8
Urdu	409	0.2	211,039	98.0
Lao	316	0.1	211,355	98.2
Portuguese	291	0.1	211,646	98.3
Chaldean	258	0.1	211,904	98.4
Ukrainian	248	0.1	212,152	98.5
Pashto	241	0.1	212,393	98.6
Somali	213	0.1	212,606	98.7
Thai	204	0.1	212,810	98.8
French	193	0.1	213,003	98.9
Hebrew	167	0.1	213,170	99.0
Ilocano	166	0.1	213,336	99.1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Samoan	161	0.1	213,497	99.2
Tongan	152	0.1	213,649	99.2
Mien (Yao)	124	0.1	213,773	99.3
Gujarati	122	0.1	213,895	99.3
Bengali	117	0.1	214,012	99.4
Indonesian	101	0.0	214,113	99.4
Assyrian	98	0.0	214,211	99.5
Telugu	93	0.0	214,304	99.5
Burmese	91	0.0	214,395	99.6
Marshallese	85	0.0	214,480	99.6
Rumanian	84	0.0	214,564	99.7
Turkish	72	0.0	214,636	99.7
Tamil	62	0.0	214,698	99.7
German	57	0.0	214,755	99.7
Cebuano (Visayan)	55	0.0	214,810	99.8
Tigrinya	55	0.0	214,865	99.8
Toishanese	48	0.0	214,913	99.8
Italian	45	0.0	214,958	99.8
Serbo-Croatian (Bosnian, Croatian, Serbian)	41	0.0	214,999	99.9
Kurdish (Kurdi, Kurmanji)	37	0.0	215,036	99.9
Lahu	36	0.0	215,072	99.9
Chaozhou (Chiuchow)	30	0.0	215,102	99.9
Dutch	27	0.0	215,129	99.9
Hungarian	26	0.0	215,155	99.9
Greek	25	0.0	215,180	99.9
Marathi	23	0.0	215,203	99.9
Polish	22	0.0	215,225	100.0
Taiwanese	16	0.0	215,241	100.0
Amharic	16	0.0	215,257	100.0
Khmu	15	0.0	215,272	100.0



Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Kannada	12	0.0	215,284	100.0
Albanian	10	0.0	215,294	100.0
Bulgarian	6	0.0	215,300	100.0
Swedish	5	0.0	215,305	100.0
Chamorro (Guamanian)	4	0.0	215,309	100.0
Zapoteco	4	0.0	215,313	100.0
Sign Language	1	0.0	215,314	100.0
Uzbek	1	0.0	215,315	100.0

**Table J-5: Frequency Distribution, Home Language, Annual Assessment, Grade Span 9–12**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	157,901	84.1	157,901	84.1
Vietnamese	3,652	1.9	161,553	86.0
Mandarin (Putonghua)	3,337	1.8	164,890	87.8
Filipino (Pilipino or Tagalog)	2,943	1.6	167,833	89.4
Arabic	2,783	1.5	170,616	90.9
Cantonese	2,311	1.2	172,927	92.1
Other non-English languages	1,845	1.0	174,772	93.1
Hmong	1,467	0.8	176,239	93.9
Punjabi	1,193	0.6	177,432	94.5
Farsi (Persian)	957	0.5	178,389	95.0
Korean	956	0.5	179,345	95.5
Armenian	783	0.4	180,128	95.9
English	735	0.4	180,863	96.3
Russian	685	0.4	181,548	96.7
Khmer (Cambodian)	601	0.3	182,149	97.0
Japanese	456	0.2	182,605	97.2
Mixteco	422	0.2	183,027	97.5
Urdu	403	0.2	183,430	97.7
Hindi	364	0.2	183,794	97.9
Portuguese	308	0.2	184,102	98.0
Chaldean	282	0.2	184,384	98.2
Lao	263	0.1	184,647	98.3
Thai	253	0.1	184,900	98.5
Pashto	232	0.1	185,132	98.6
French	199	0.1	185,331	98.7
Ilocano	195	0.1	185,526	98.8
Somali	187	0.1	185,713	98.9
Tongan	175	0.1	185,888	99.0
Ukrainian	172	0.1	186,060	99.1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Samoaan	166	0.1	186,226	99.2
Burmese	136	0.1	186,362	99.2
Bengali	115	0.1	186,477	99.3
Assyrian	112	0.1	186,589	99.4
Gujarati	109	0.1	186,698	99.4
Mien (Yao)	103	0.1	186,801	99.5
Marshallese	96	0.1	186,897	99.5
Indonesian	83	0.0	186,980	99.6
Hebrew	81	0.0	187,061	99.6
Tigrinya	69	0.0	187,130	99.7
Rumanian	59	0.0	187,189	99.7
Turkish	57	0.0	187,246	99.7
German	54	0.0	187,300	99.7
Cebuano (Visayan)	54	0.0	187,354	99.8
Toishanese	50	0.0	187,404	99.8
Italian	40	0.0	187,444	99.8
Tamil	38	0.0	187,482	99.8
Amharic	31	0.0	187,513	99.9
Kurdish (Kurdi, Kurmanji)	30	0.0	187,543	99.9
Taiwanese	29	0.0	187,572	99.9
Lahu	28	0.0	187,600	99.9
Telugu	26	0.0	187,626	99.9
Serbo-Croatian (Bosnian, Croatian, Serbian)	21	0.0	187,647	99.9
Greek	20	0.0	187,667	99.9
Chaozhou (Chiuchow)	20	0.0	187,687	100.0
Hungarian	15	0.0	187,702	100.0
Polish	15	0.0	187,717	100.0
Khmu	15	0.0	187,732	100.0
Dutch	11	0.0	187,743	100.0
Albanian	10	0.0	187,753	100.0

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Chamorro (Guamanian)	6	0.0	187,759	100.0
Marathi	5	0.0	187,764	100.0
Kannada	4	0.0	187,768	100.0
Sign Language	3	0.0	187,771	100.0
Bulgarian	3	0.0	187,774	100.0
Swedish	3	0.0	187,777	100.0
Zapoteco	3	0.0	187,780	100.0

Initial Assessment

**Table J-6: Frequency Distribution, Home Language, Initial Assessment, Grade Span K–1**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	139,122	74.5	139,122	74.5
Mandarin (Putonghua)	5,635	3.0	144,757	77.5
Vietnamese	4,258	2.3	149,015	79.8
English	3,737	2.0	152,752	81.8
Arabic	2,915	1.6	155,667	83.4
Cantonese	2,870	1.5	158,537	84.9
Other non-English languages	2,641	1.4	161,178	86.3
Korean	2,548	1.4	163,726	87.7
Filipino (Pilipino or Tagalog)	2,248	1.2	165,974	88.9
Russian	1,811	1.0	167,785	89.9
Punjabi	1,752	0.9	169,537	90.8
Hindi	1,480	0.8	171,017	91.6
Japanese	1,432	0.8	172,449	92.4
Telugu	1,328	0.7	173,777	93.1
Farsi (Persian)	1,303	0.7	175,080	93.8
Armenian	1,238	0.7	176,318	94.4
Hmong	1,113	0.6	177,431	95.0
Tamil	888	0.5	178,319	95.5
Urdu	613	0.3	178,932	95.8
Mixteco	542	0.3	179,474	96.1
Portuguese	527	0.3	180,001	96.4
French	527	0.3	180,528	96.7
Khmer (Cambodian)	484	0.3	181,012	96.9
Hebrew	454	0.2	181,466	97.2
Gujarati	379	0.2	181,845	97.4
Pashto	353	0.2	182,198	97.6
German	335	0.2	182,533	97.8
Chaldean	301	0.2	182,834	97.9

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bengali	296	0.2	183,130	98.1
Marathi	286	0.2	183,416	98.2
Kannada	256	0.1	183,672	98.4
Ukrainian	249	0.1	183,921	98.5
Thai	192	0.1	184,113	98.6
Turkish	191	0.1	184,304	98.7
Lao	182	0.1	184,486	98.8
Somali	159	0.1	184,645	98.9
Rumanian	154	0.1	184,799	99.0
Indonesian	137	0.1	184,936	99.0
Italian	133	0.1	185,069	99.1
Amharic	118	0.1	185,187	99.2
Polish	116	0.1	185,303	99.2
Burmese	105	0.1	185,408	99.3
Tongan	96	0.1	185,504	99.3
Samoan	91	0.0	185,595	99.4
Assyrian	90	0.0	185,685	99.4
Dutch	87	0.0	185,772	99.5
Tigrinya	83	0.0	185,855	99.5
Ilocano	74	0.0	185,929	99.6
Serbo-Croatian (Bosnian, Croatian, Serbian)	72	0.0	186,001	99.6
Toishanese	71	0.0	186,072	99.7
Hungarian	67	0.0	186,139	99.7
Swedish	66	0.0	186,205	99.7
Cebuano (Visayan)	58	0.0	186,263	99.8
Marshallese	54	0.0	186,317	99.8
Greek	53	0.0	186,370	99.8
Kurdish (Kurdi, Kurmanji)	52	0.0	186,422	99.8
Taiwanese	48	0.0	186,470	99.9
Mien (Yao)	46	0.0	186,516	99.9

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bulgarian	44	0.0	186,560	99.9
Zapoteco	28	0.0	186,588	99.9
Uzbek	26	0.0	186,614	99.9
Chaozhou (Chiuchow)	25	0.0	186,639	100.0
Lahu	25	0.0	186,664	100.0
Albanian	24	0.0	186,688	100.0
Khmu	11	0.0	186,699	100.0
Sign Language	9	0.0	186,708	100.0
Chamorro (Guamanian)	5	0.0	186,713	100.0
Kikuyu (Gikuyu)	5	0.0	186,718	100.0

**Table J-7: Frequency Distribution, Home Language, Initial Assessment, Grade 2**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	5,736	55.1	5,736	55.1
English	584	5.6	6,320	60.7
Mandarin (Putonghua)	528	5.1	6,848	65.8
Arabic	397	3.8	7,245	69.6
Other non-English languages	362	3.5	7,607	73.1
Korean	263	2.5	7,870	75.6
Filipino (Pilipino or Tagalog)	260	2.5	8,130	78.1
Vietnamese	247	2.4	8,377	80.5
Cantonese	166	1.6	8,543	82.1
Russian	148	1.4	8,691	83.5
Farsi (Persian)	138	1.3	8,829	84.8
Japanese	136	1.3	8,965	86.1
Telugu	133	1.3	9,098	87.4
Hindi	132	1.3	9,230	88.7
Punjabi	103	1.0	9,333	89.7
Armenian	100	1.0	9,433	90.6
Tamil	97	0.9	9,530	91.6
Portuguese	75	0.7	9,605	92.3
Hebrew	61	0.6	9,666	92.9
French	60	0.6	9,726	93.4
Urdu	59	0.6	9,785	94.0
Hmong	54	0.5	9,839	94.5
Pashto	52	0.5	9,891	95.0
Mixteco	40	0.4	9,931	95.4
Gujarati	34	0.3	9,965	95.7
Ukrainian	33	0.3	9,998	96.1
German	32	0.3	10,030	96.4
Bengali	29	0.3	10,059	96.6
Khmer (Cambodian)	24	0.2	10,083	96.9



Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Marathi	24	0.2	10,107	97.1
Kannada	24	0.2	10,131	97.3
Turkish	21	0.2	10,152	97.5
Dutch	19	0.2	10,171	97.7
Italian	19	0.2	10,190	97.9
Somali	17	0.2	10,207	98.1
Chaldean	15	0.1	10,222	98.2
Tongan	14	0.1	10,236	98.3
Ilocano	13	0.1	10,249	98.5
Thai	13	0.1	10,262	98.6
Cebuano (Visayan)	13	0.1	10,275	98.7
Lao	12	0.1	10,287	98.8
Indonesian	10	0.1	10,297	98.9
Amharic	10	0.1	10,307	99.0
Rumanian	9	0.1	10,316	99.1
Samoan	8	0.1	10,324	99.2
Marshallese	8	0.1	10,332	99.3
Bulgarian	8	0.1	10,340	99.3
Swedish	8	0.1	10,348	99.4
Tigrinya	7	0.1	10,355	99.5
Burmese	6	0.1	10,361	99.5
Polish	6	0.1	10,367	99.6
Taiwanese	6	0.1	10,373	99.7
Kurdish (Kurdi, Kurmanji)	6	0.1	10,379	99.7
Hungarian	5	0.0	10,384	99.8
Toishanese	5	0.0	10,389	99.8
Greek	4	0.0	10,393	99.8
Assyrian	4	0.0	10,397	99.9
Serbo-Croatian (Bosnian, Croatian, Serbian)	3	0.0	10,400	99.9
Zapoteco	3	0.0	10,403	99.9

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Albanian	2	0.0	10,405	100.0
Sign Language	1	0.0	10,406	100.0
Chaozhou (Chiuchow)	1	0.0	10,407	100.0
Mien (Yao)	1	0.0	10,408	100.0
Uzbek	1	0.0	10,409	100.0

**Table J-8: Frequency Distribution, Home Language, Initial Assessment, Grade Span 3–5**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	14,599	55.7	14,599	55.7
Mandarin (Putonghua)	1,568	6.0	16,167	61.6
English	1,329	5.1	17,496	66.7
Arabic	1,061	4.0	18,557	70.7
Other non-English languages	826	3.1	19,383	73.9
Filipino (Pilipino or Tagalog)	796	3.0	20,179	76.9
Korean	727	2.8	20,906	79.7
Vietnamese	699	2.7	21,605	82.4
Russian	418	1.6	22,023	84.0
Farsi (Persian)	373	1.4	22,396	85.4
Cantonese	341	1.3	22,737	86.7
Hindi	303	1.2	23,040	87.8
Japanese	284	1.1	23,324	88.9
Punjabi	224	0.9	23,548	89.8
Armenian	214	0.8	23,762	90.6
French	186	0.7	23,948	91.3
Telugu	179	0.7	24,127	92.0
Portuguese	177	0.7	24,304	92.7
Pashto	165	0.6	24,469	93.3
Tamil	158	0.6	24,627	93.9
Urdu	143	0.5	24,770	94.4
Hmong	133	0.5	24,903	94.9
Hebrew	119	0.5	25,022	95.4
German	100	0.4	25,122	95.8
Turkish	81	0.3	25,203	96.1
Mixteco	79	0.3	25,282	96.4
Thai	68	0.3	25,350	96.6
Bengali	68	0.3	25,418	96.9
Ukrainian	64	0.2	25,482	97.1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Gujarati	58	0.2	25,540	97.4
Marathi	54	0.2	25,594	97.6
Italian	48	0.2	25,642	97.8
Khmer (Cambodian)	46	0.2	25,688	97.9
Kannada	43	0.2	25,731	98.1
Somali	38	0.1	25,769	98.2
Samoan	36	0.1	25,805	98.4
Tongan	33	0.1	25,838	98.5
Dutch	30	0.1	25,868	98.6
Marshallese	28	0.1	25,896	98.7
Indonesian	27	0.1	25,923	98.8
Lao	25	0.1	25,948	98.9
Amharic	25	0.1	25,973	99.0
Rumanian	23	0.1	25,996	99.1
Hungarian	22	0.1	26,018	99.2
Ilocano	21	0.1	26,039	99.3
Swedish	21	0.1	26,060	99.3
Chaldean	18	0.1	26,078	99.4
Cebuano (Visayan)	17	0.1	26,095	99.5
Kurdish (Kurdi, Kurmanji)	17	0.1	26,112	99.5
Burmese	15	0.1	26,127	99.6
Polish	13	0.0	26,140	99.7
Taiwanese	13	0.0	26,153	99.7
Assyrian	12	0.0	26,165	99.7
Greek	9	0.0	26,174	99.8
Mien (Yao)	9	0.0	26,183	99.8
Tigrinya	9	0.0	26,192	99.9
Serbo-Croatian (Bosnian, Croatian, Serbian)	7	0.0	26,199	99.9
Albanian	7	0.0	26,206	99.9
Bulgarian	6	0.0	26,212	99.9

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Uzbek	6	0.0	26,218	100.0
Toishanese	4	0.0	26,222	100.0
Zapoteco	3	0.0	26,225	100.0
Sign Language	2	0.0	26,227	100.0
Khmu	2	0.0	26,229	100.0
Lahu	1	0.0	26,230	100.0
Kikuyu (Gikuyu)	1	0.0	26,231	100.0

**Table J-9: Frequency Distribution, Home Language, Initial Assessment,  
Grade Span 6–8**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	12,847	57.3	12,847	57.3
Mandarin (Putonghua)	1,284	5.7	14,131	63.0
English	1,203	5.4	15,334	68.4
Arabic	908	4.1	16,242	72.4
Filipino (Pilipino or Tagalog)	795	3.5	17,037	76.0
Vietnamese	719	3.2	17,756	79.2
Other non-English languages	635	2.8	18,391	82.0
Korean	417	1.9	18,808	83.9
Cantonese	329	1.5	19,137	85.4
Russian	321	1.4	19,458	86.8
Farsi (Persian)	290	1.3	19,748	88.1
Punjabi	244	1.1	19,992	89.2
Armenian	191	0.9	20,183	90.0
Portuguese	188	0.8	20,371	90.9
Japanese	176	0.8	20,547	91.6
Hindi	162	0.7	20,709	92.4
French	150	0.7	20,859	93.0
Urdu	130	0.6	20,989	93.6
Pashto	99	0.4	21,088	94.1
Hmong	93	0.4	21,181	94.5
Hebrew	86	0.4	21,267	94.9
German	80	0.4	21,347	95.2
Telugu	70	0.3	21,417	95.5
Thai	69	0.3	21,486	95.8
Mixteco	68	0.3	21,554	96.1
Tamil	65	0.3	21,619	96.4
Turkish	60	0.3	21,679	96.7
Somali	52	0.2	21,731	96.9
Gujarati	49	0.2	21,780	97.1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bengali	44	0.2	21,824	97.3
Ukrainian	42	0.2	21,866	97.5
Khmer (Cambodian)	40	0.2	21,906	97.7
Samoan	38	0.2	21,944	97.9
Italian	34	0.2	21,978	98.0
Marathi	32	0.1	22,010	98.2
Rumanian	31	0.1	22,041	98.3
Ilocano	26	0.1	22,067	98.4
Burmese	23	0.1	22,090	98.5
Cebuano (Visayan)	23	0.1	22,113	98.6
Dutch	22	0.1	22,135	98.7
Marshallese	22	0.1	22,157	98.8
Tongan	21	0.1	22,178	98.9
Indonesian	19	0.1	22,197	99.0
Amharic	19	0.1	22,216	99.1
Chaldean	18	0.1	22,234	99.2
Lao	17	0.1	22,251	99.3
Tigrinya	17	0.1	22,268	99.3
Kannada	17	0.1	22,285	99.4
Kurdish (Kurdi, Kurmanji)	16	0.1	22,301	99.5
Polish	15	0.1	22,316	99.5
Taiwanese	13	0.1	22,329	99.6
Swedish	13	0.1	22,342	99.7
Bulgarian	10	0.0	22,352	99.7
Assyrian	9	0.0	22,361	99.7
Serbo-Croatian (Bosnian, Croatian, Serbian)	8	0.0	22,369	99.8
Toishanese	8	0.0	22,377	99.8
Greek	6	0.0	22,383	99.8
Hungarian	6	0.0	22,389	99.9
Mien (Yao)	6	0.0	22,395	99.9

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Zapoteco	6	0.0	22,401	99.9
Uzbek	6	0.0	22,407	99.9
Khmu	5	0.0	22,412	100.0
Albanian	5	0.0	22,417	100.0
Chamorro (Guamanian)	1	0.0	22,418	100.0
Lahu	1	0.0	22,419	100.0



**Table J-10: Frequency Distribution, Home Language, Initial Assessment, Grade Span 9–12**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	19,660	59.5	19,660	59.5
English	2,291	6.9	21,951	66.4
Mandarin (Putonghua)	1,453	4.4	23,404	70.8
Filipino (Pilipino or Tagalog)	1,197	3.6	24,601	74.4
Other non-English languages	1,086	3.3	25,687	77.7
Vietnamese	1,036	3.1	26,723	80.9
Arabic	1,016	3.1	27,739	83.9
Cantonese	561	1.7	28,300	85.6
Farsi (Persian)	395	1.2	28,695	86.8
German	373	1.1	29,068	88.0
Punjabi	359	1.1	29,427	89.0
Korean	357	1.1	29,784	90.1
Portuguese	319	1.0	30,103	91.1
Russian	285	0.9	30,388	91.9
Armenian	265	0.8	30,653	92.8
Italian	225	0.7	30,878	93.4
French	205	0.6	31,083	94.1
Urdu	162	0.5	31,245	94.5
Hindi	155	0.5	31,400	95.0
Japanese	132	0.4	31,532	95.4
Thai	108	0.3	31,640	95.7
Chaldean	101	0.3	31,741	96.0
Pashto	94	0.3	31,835	96.3
Hmong	81	0.2	31,916	96.6
Gujarati	78	0.2	31,994	96.8
Bengali	68	0.2	32,062	97.0
Ukrainian	64	0.2	32,126	97.2
Mixteco	61	0.2	32,187	97.4
Hebrew	56	0.2	32,243	97.6

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Turkish	55	0.2	32,298	97.7
Dutch	51	0.2	32,349	97.9
Swedish	49	0.1	32,398	98.0
Somali	46	0.1	32,444	98.2
Indonesian	45	0.1	32,489	98.3
Tamil	43	0.1	32,532	98.4
Khmer (Cambodian)	41	0.1	32,573	98.6
Amharic	41	0.1	32,614	98.7
Tigrinya	36	0.1	32,650	98.8
Burmese	34	0.1	32,684	98.9
Cebuano (Visayan)	31	0.1	32,715	99.0
Samoan	30	0.1	32,745	99.1
Tongan	28	0.1	32,773	99.2
Rumanian	27	0.1	32,800	99.2
Telugu	27	0.1	32,827	99.3
Ilocano	25	0.1	32,852	99.4
Taiwanese	25	0.1	32,877	99.5
Marshallese	22	0.1	32,899	99.5
Serbo-Croatian (Bosnian, Croatian, Serbian)	19	0.1	32,918	99.6
Marathi	17	0.1	32,935	99.7
Assyrian	16	0.0	32,951	99.7
Kurdish (Kurdi, Kurmanji)	16	0.0	32,967	99.8
Lao	15	0.0	32,982	99.8
Polish	14	0.0	32,996	99.8
Hungarian	11	0.0	33,007	99.9
Zapoteco	7	0.0	33,014	99.9
Bulgarian	6	0.0	33,020	99.9
Albanian	5	0.0	33,025	99.9
Kannada	5	0.0	33,030	99.9
Uzbek	5	0.0	33,035	100.0

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Toishanese	4	0.0	33,039	100.0
Greek	3	0.0	33,042	100.0
Chamorro (Guamanian)	2	0.0	33,044	100.0
Mien (Yao)	2	0.0	33,046	100.0
Sign Language	1	0.0	33,047	100.0
Chaozhou (Chiuchow)	1	0.0	33,048	100.0
Khmu	1	0.0	33,049	100.0

Data for ethnicity were not collected on the CELDT Answer Book nor merged from CALPADS for the 2016–17 Edition. Therefore, table numbers J-11 through J-20, which were presented in prior reports, have been removed. Table numbers are maintained to provide comparisons with previous years' data.

**Annual Assessment**

**Table J-21: Frequency Distribution, Migrant Education, Annual Assessment, All Grade Spans**

Grade Span	Number of Students	
	Frequency	Percent
K–1	4,721	2.6
2	3,880	2.8
3–5	10,617	2.9
6–8	6,546	3.0
9–12	5,517	2.9

**Initial Assessment**

**Table J-22: Frequency Distribution, Migrant Education, Initial Assessment, All Grade Spans**

Grade Span	Number of Students	
	Frequency	Percent
K–1	3,729	2.0
2	223	2.1
3–5	595	2.2
6–8	467	2.0
9–12	593	1.7

Table numbers J-23 through J-34, which were presented in prior reports, have been removed. Data for gifted and talented and English learner program participation were not collected for the 2016–17 Edition. Table numbers are maintained to provide comparisons with previous years' data.

Annual Assessment

**Table J-35: Frequency Distribution, Primary Disability, Annual Assessment, Grade Span K–1**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	164,624	91.0	164,624	91.0
Speech or Language Impairment (SLI)	9,867	5.5	174,491	96.5
Autism (AUT)	2,364	1.3	176,855	97.8
Specific Learning Disability (SLD)	1,808	1.0	178,663	98.8
Other Health Impairment (OHI)	813	0.4	179,476	99.2
Mental Retardation/Intellectual Disability (MR/ID)	761	0.4	180,237	99.6
Hard of Hearing (HH)	226	0.1	180,463	99.8
Orthopedic Impairment (OI)	175	0.1	180,638	99.9
Multiple Disabilities (MD)	89	0.0	180,727	99.9
Visual Impairment (VI)	73	0.0	180,800	99.9
Emotional Disturbance (ED)	45	0.0	180,845	100.0
Deafness/Hearing Impairment (DEAF/HI)	42	0.0	180,887	100.0
Traumatic Brain Injury (TBI)	12	0.0	180,899	100.0
Established Medical Disability (EMD)	6	0.0	180,905	100.0

**Table J-36: Frequency Distribution, Primary Disability, Annual Assessment, Grade 2**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	123,422	88.8	123,422	88.8
Speech or Language Impairment (SLI)	6,981	5.0	130,403	93.9
Specific Learning Disability (SLD)	4,092	2.9	134,495	96.8
Autism (AUT)	1,866	1.3	136,361	98.2
Other Health Impairment (OHI)	1,090	0.8	137,451	98.9
Mental Retardation/Intellectual Disability (MR/ID)	806	0.6	138,257	99.5
Hard of Hearing (HH)	223	0.2	138,480	99.7
Orthopedic Impairment (OI)	170	0.1	138,650	99.8
Multiple Disabilities (MD)	84	0.1	138,734	99.9
Emotional Disturbance (ED)	81	0.1	138,815	99.9
Visual Impairment (VI)	51	0.0	138,866	100.0
Deafness/Hearing Impairment (DEAF/HI)	32	0.0	138,898	100.0
Traumatic Brain Injury (TBI)	16	0.0	138,914	100.0
Established Medical Disability (EMD)	1	0.0	138,915	100.0
Deaf-Blindness (DB)	1	0.0	138,916	100.0

**Table J-37: Frequency Distribution, Primary Disability,  
Annual Assessment, Grade Span 3–5**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	307,095	83.7	307,095	83.7
Specific Learning Disability (SLD)	30,024	8.2	337,119	91.9
Speech or Language Impairment (SLI)	14,346	3.9	351,465	95.8
Autism (AUT)	5,094	1.4	356,559	97.2
Other Health Impairment (OHI)	4,997	1.4	361,556	98.5
Mental Retardation/Intellectual Disability (MR/ID)	2,869	0.8	364,425	99.3
Hard of Hearing (HH)	748	0.2	365,173	99.5
Orthopedic Impairment (OI)	583	0.2	365,756	99.7
Emotional Disturbance (ED)	469	0.1	366,225	99.8
Multiple Disabilities (MD)	277	0.1	366,502	99.9
Visual Impairment (VI)	194	0.1	366,696	99.9
Deafness/Hearing Impairment (DEAF/HI)	100	0.0	366,796	100.0
Traumatic Brain Injury (TBI)	87	0.0	366,883	100.0
Deaf-Blindness (DB)	11	0.0	366,894	100.0
Established Medical Disability (EMD)	2	0.0	366,896	100.0

**Table J-38: Frequency Distribution, Primary Disability,  
Annual Assessment, Grade Span 6–8**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	161,626	74.9	161,626	74.9
Specific Learning Disability (SLD)	35,696	16.5	197,322	91.4
Speech or Language Impairment (SLI)	5,091	2.4	202,413	93.8
Other Health Impairment (OHI)	4,496	2.1	206,909	95.9
Autism (AUT)	3,808	1.8	210,717	97.6
Mental Retardation/Intellectual Disability (MR/ID)	2,861	1.3	213,578	99.0
Emotional Disturbance (ED)	632	0.3	214,210	99.3
Hard of Hearing (HH)	609	0.3	214,819	99.5
Orthopedic Impairment (OI)	490	0.2	215,309	99.8
Multiple Disabilities (MD)	215	0.1	215,524	99.9
Visual Impairment (VI)	133	0.1	215,657	99.9
Deafness/Hearing Impairment (DEAF/HI)	89	0.0	215,746	100.0
Traumatic Brain Injury (TBI)	73	0.0	215,819	100.0
Deaf-Blindness (DB)	1	0.0	215,820	100.0



**Table J-39: Frequency Distribution, Primary Disability,  
Annual Assessment, Grade Span 9–12**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	138,665	73.6	138,665	73.6
Specific Learning Disability (SLD)	33,873	18.0	172,538	91.6
Mental Retardation/Intellectual Disability (MR/ID)	3,919	2.1	176,457	93.7
Other Health Impairment (OHI)	3,536	1.9	179,993	95.6
Autism (AUT)	3,197	1.7	183,190	97.3
Speech or Language Impairment (SLI)	2,081	1.1	185,271	98.4
Emotional Disturbance (ED)	946	0.5	186,217	98.9
Orthopedic Impairment (OI)	840	0.4	187,057	99.3
Hard of Hearing (HH)	541	0.3	187,598	99.6
Multiple Disabilities (MD)	278	0.1	187,876	99.8
Visual Impairment (VI)	159	0.1	188,035	99.9
Traumatic Brain Injury (TBI)	152	0.1	188,187	99.9
Deafness/Hearing Impairment (DEAF/HI)	124	0.1	188,311	100.0
Deaf-Blindness (DB)	3	0.0	188,314	100.0

Initial Assessment

**Table J-40: Frequency Distribution, Primary Disability, Initial Assessment, Grade Span K–1**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	175,439	92.8	175,439	92.8
Speech or Language Impairment (SLI)	8,835	4.7	184,274	97.5
Autism (AUT)	2,349	1.2	186,623	98.8
Mental Retardation/Intellectual Disability (MR/ID)	706	0.4	187,329	99.1
Other Health Impairment (OHI)	534	0.3	187,863	99.4
Specific Learning Disability (SLD)	467	0.2	188,330	99.7
Orthopedic Impairment (OI)	224	0.1	188,554	99.8
Hard of Hearing (HH)	189	0.1	188,743	99.9
Multiple Disabilities (MD)	92	0.0	188,835	99.9
Visual Impairment (VI)	39	0.0	188,874	100.0
Deafness/Hearing Impairment (DEAF/HI)	32	0.0	188,906	100.0
Established Medical Disability (EMD)	29	0.0	188,935	100.0
Emotional Disturbance (ED)	15	0.0	188,950	100.0
Traumatic Brain Injury (TBI)	15	0.0	188,965	100.0
Deaf-Blindness (DB)	2	0.0	188,967	100.0

**Table J-41: Frequency Distribution, Primary Disability, Initial Assessment, Grade 2**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	10,068	95.1	10,068	95.1
Speech or Language Impairment (SLI)	193	1.8	10,261	96.9
Specific Learning Disability (SLD)	105	1.0	10,366	97.9
Autism (AUT)	93	0.9	10,459	98.8
Mental Retardation/Intellectual Disability (MR/ID)	53	0.5	10,512	99.3
Other Health Impairment (OHI)	29	0.3	10,541	99.6
Multiple Disabilities (MD)	13	0.1	10,554	99.7
Orthopedic Impairment (OI)	12	0.1	10,566	99.8
Hard of Hearing (HH)	7	0.1	10,573	99.9
Visual Impairment (VI)	5	0.0	10,578	99.9
Emotional Disturbance (ED)	5	0.0	10,583	100.0
Deafness/Hearing Impairment (DEAF/HI)	3	0.0	10,586	100.0

**Table J-42: Frequency Distribution, Primary Disability, Initial Assessment, Grade Span 3–5**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	25,354	94.8	25,354	94.8
Specific Learning Disability (SLD)	556	2.1	25,910	96.9
Speech or Language Impairment (SLI)	251	0.9	26,161	97.8
Autism (AUT)	167	0.6	26,328	98.5
Mental Retardation/Intellectual Disability (MR/ID)	154	0.6	26,482	99.0
Other Health Impairment (OHI)	134	0.5	26,616	99.5
Multiple Disabilities (MD)	34	0.1	26,650	99.7
Emotional Disturbance (ED)	28	0.1	26,678	99.8
Hard of Hearing (HH)	20	0.1	26,698	99.8
Orthopedic Impairment (OI)	19	0.1	26,717	99.9
Deafness/Hearing Impairment (DEAF/HI)	8	0.0	26,725	99.9
Visual Impairment (VI)	8	0.0	26,733	100.0
Traumatic Brain Injury (TBI)	5	0.0	26,738	100.0
Established Medical Disability (EMD)	1	0.0	26,739	100.0

**Table J-43: Frequency Distribution, Primary Disability, Initial Assessment, Grade Span 6–8**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	21,691	94.8	21,691	94.8
Specific Learning Disability (SLD)	634	2.8	22,325	97.6
Mental Retardation/Intellectual Disability (MR/ID)	137	0.6	22,462	98.2
Autism (AUT)	109	0.5	22,571	98.7
Other Health Impairment (OHI)	93	0.4	22,664	99.1
Speech or Language Impairment (SLI)	89	0.4	22,753	99.5
Emotional Disturbance (ED)	36	0.2	22,789	99.6
Multiple Disabilities (MD)	27	0.1	22,816	99.7
Orthopedic Impairment (OI)	25	0.1	22,841	99.8
Hard of Hearing (HH)	18	0.1	22,859	99.9
Visual Impairment (VI)	8	0.0	22,867	100.0
Deafness/Hearing Impairment (DEAF/HI)	5	0.0	22,872	100.0
Traumatic Brain Injury (TBI)	4	0.0	22,876	100.0

**Table J-44: Frequency Distribution, Primary Disability, Initial Assessment, Grade Span 9–12**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	32,674	96.2	32,674	96.2
Specific Learning Disability (SLD)	733	2.2	33,407	98.4
Mental Retardation/Intellectual Disability (MR/ID)	157	0.5	33,564	98.8
Other Health Impairment (OHI)	107	0.3	33,671	99.2
Autism (AUT)	79	0.2	33,750	99.4
Speech or Language Impairment (SLI)	62	0.2	33,812	99.6
Emotional Disturbance (ED)	58	0.2	33,870	99.7
Multiple Disabilities (MD)	30	0.1	33,900	99.8
Orthopedic Impairment (OI)	17	0.1	33,917	99.9
Hard of Hearing (HH)	15	0.0	33,932	99.9
Visual Impairment (VI)	13	0.0	33,945	100.0
Deafness/Hearing Impairment (DEAF/HI)	8	0.0	33,953	100.0
Traumatic Brain Injury (TBI)	3	0.0	33,956	100.0
Deaf-Blindness (DB)	1	0.0	33,957	100.0

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**Appendix K: Classical Item Statistics**

Notes: Refer to Appendix D: Item Maps to determine the corresponding position in the test form from the Item ID. Appendix D and appendix K tables are ordered by the Item Sequence Number.

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

MC refers to multiple-choice, DCR refers to dichotomous-constructed-response, and CR refers to constructed-response item types. For constructed-response items,  $p$ -value is the item mean divided by the maximum number of points.

The N counts shown in the following tables represent the total number of records available for analysis, not the records with complete data. Because of missing data, individual statistics may be based on different N counts.



Annual Assessment

Table K-1: Item Analysis, Annual Assessment Data, Listening, Grade Span K–1

Item ID	Legacy ID	Type	N	<i>p</i> -Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	180,900	0.73	0.364	1.00
CEL00526	00940028	MC	180,900	0.28	0.298	1.33
CEL00786	01208385	MC	180,900	0.53	0.300	2.14
CEL00399	00676871	MC	180,900	0.57	0.319	1.06
CEL00899	01210599	MC	180,900	0.50	0.363	1.15
CEL00515	00940005	MC	180,900	0.59	0.264	1.15
CEL00330	00545930	MC	180,900	0.58	0.340	1.20
CEL00284	00437120	MC	180,900	0.56	0.325	1.21
CEL00285	00437122	MC	180,900	0.84	0.404	1.16
CEL00286	00437124	MC	180,900	0.83	0.397	1.21
CEL00730	01057174	DCR	180,900	0.76	0.469	0.69
CEL00782	01208376	DCR	180,900	0.60	0.467	0.72
CEL00788	01208389	DCR	180,900	0.69	0.329	0.83
CEL00471	00803313	DCR	180,900	0.85	0.470	1.01
CEL00787	01208387	DCR	180,900	0.73	0.506	3.76
CEL00397	00676867	DCR	180,900	0.82	0.451	3.77
CEL00836	01210292	DCR	180,900	0.51	0.477	3.95
CEL00400	00676873	DCR	180,900	0.30	0.461	3.94
CEL00789	01208391	DCR	180,900	0.35	0.395	0.89
CEL00463	00803297	DCR	180,900	0.42	0.422	0.95

**Table: K-2: Item Analysis, Annual Assessment Data, Listening, Grade 2**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	138,912	0.90	0.377	1.20
CEL00526	00940028	MC	138,912	0.44	0.339	1.38
CEL00786	01208385	MC	138,912	0.69	0.367	2.75
CEL00399	00676871	MC	138,912	0.76	0.347	1.17
CEL00899	01210599	MC	138,912	0.68	0.376	1.18
CEL00515	00940005	MC	138,912	0.77	0.279	1.16
CEL00330	00545930	MC	138,912	0.77	0.408	1.25
CEL00284	00437120	MC	138,912	0.70	0.322	1.32
CEL00285	00437122	MC	138,912	0.92	0.422	1.34
CEL00286	00437124	MC	138,912	0.91	0.412	1.54
CEL00730	01057174	DCR	138,912	0.86	0.416	0.94
CEL00782	01208376	DCR	138,912	0.72	0.385	1.00
CEL00788	01208389	DCR	138,912	0.83	0.350	1.06
CEL00471	00803313	DCR	138,912	0.93	0.434	1.31
CEL00787	01208387	DCR	138,912	0.86	0.479	1.99
CEL00397	00676867	DCR	138,912	0.91	0.429	2.01
CEL00836	01210292	DCR	138,912	0.70	0.452	2.13
CEL00400	00676873	DCR	138,912	0.51	0.432	2.16
CEL00789	01208391	DCR	138,912	0.50	0.355	1.16
CEL00463	00803297	DCR	138,912	0.57	0.376	1.20

Table K-3: Item Analysis, Annual Assessment Data, Listening, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00151	00382856	MC	366,878	0.90	0.319	1.30
CEL00425	00687427	MC	366,878	0.92	0.386	0.96
CEL00154	00382862	MC	366,878	0.86	0.316	1.07
CEL00177	00382908	MC	366,878	0.85	0.341	1.02
CEL00484	00803461	MC	366,878	0.82	0.366	1.06
CEL00554	00940959	MC	366,878	0.81	0.332	1.00
CEL00800	01208912	MC	366,878	0.77	0.245	1.00
CEL00352	00546104	MC	366,878	0.59	0.251	1.02
CEL00186	00382926	MC	366,878	0.74	0.391	1.13
CEL00357	00546114	MC	366,878	0.62	0.297	1.06
CEL00435	00687449	MC	366,878	0.91	0.370	1.04
CEL00356	00546112	MC	366,878	0.80	0.405	1.03
CEL00793	01208897	MC	366,878	0.62	0.354	1.09
CEL00843	01210299	MC	366,878	0.70	0.361	1.07
CEL00744	01057650	MC	366,878	0.50	0.347	1.10
CEL00557	00940965	MC	366,878	0.78	0.369	1.11
CEL00736	01057633	MC	366,878	0.50	0.344	1.25
CEL00738	01057637	MC	366,878	0.57	0.314	1.28
CEL00740	01057641	MC	366,878	0.64	0.275	1.37
CEL00739	01057639	MC	366,878	0.49	0.211	1.57

**Table K-4: Item Analysis, Annual Assessment Data, Listening, Grade Span 6–8**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00487	00803587	MC	215,807	0.86	0.388	1.58
CEL00538	00940177	MC	215,807	0.80	0.431	1.42
CEL00307	00437690	MC	215,807	0.80	0.356	1.46
CEL00804	01209037	MC	215,807	0.63	0.362	1.42
CEL00531	00940162	MC	215,807	0.61	0.363	1.45
CEL00224	00383002	MC	215,807	0.85	0.414	1.44
CEL00363	00546267	MC	215,807	0.86	0.401	1.48
CEL00806	01209041	MC	215,807	0.79	0.401	1.51
CEL00453	00693734	MC	215,807	0.59	0.144	1.50
CEL00754	01059779	MC	215,807	0.82	0.427	1.48
CEL00230	00383014	MC	215,807	0.63	0.231	1.50
CEL00540	00940181	MC	215,807	0.82	0.438	1.52
CEL00805	01209039	MC	215,807	0.61	0.322	1.52
CEL00451	00693730	MC	215,807	0.63	0.347	1.51
CEL00532	00940164	MC	215,807	0.58	0.208	1.52
CEL00489	00803591	MC	215,807	0.74	0.303	1.49
CEL00541	00940183	MC	215,807	0.55	0.276	1.58
CEL00437	00693699	MC	215,807	0.72	0.388	1.69
CEL00438	00693701	MC	215,807	0.51	0.284	1.74
CEL00439	00693703	MC	215,807	0.64	0.325	1.90

Table K-5: Item Analysis, Annual Assessment Data, Listening, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00768	01059883	MC	188,303	0.39	0.212	3.09
CEL00262	00383078	MC	188,303	0.82	0.436	2.80
CEL00551	00940438	MC	188,303	0.68	0.347	2.95
CEL00823	01209203	MC	188,303	0.73	0.355	2.76
CEL00319	00437841	MC	188,303	0.85	0.471	2.80
CEL00379	00546440	MC	188,303	0.60	0.359	2.91
CEL00542	00940419	MC	188,303	0.76	0.380	2.82
CEL10017	n/a	MC	188,303	0.81	0.428	2.81
CEL00995	01211127	MC	188,303	0.66	0.309	2.78
CEL00817	01209180	MC	188,303	0.66	0.429	2.88
CEL00386	00546454	MC	188,303	0.62	0.274	2.82
CEL00412	00682950	MC	188,303	0.86	0.487	2.83
CEL00818	01209182	MC	188,303	0.59	0.332	2.82
CEL10032	n/a	MC	188,303	0.73	0.401	2.92
CEL00997	01211129	MC	188,303	0.62	0.325	2.88
CEL00761	01059869	MC	188,303	0.71	0.373	2.84
CEL00865	01210321	MC	188,303	0.83	0.469	2.89
CEL00546	00940427	MC	188,303	0.67	0.405	2.95
CEL00547	00940429	MC	188,303	0.62	0.314	3.04
CEL00549	00940433	MC	188,303	0.67	0.390	3.13

Table K-6: Item Analysis, Annual Assessment Data, Speaking, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	180,900	0.77	0.492	0.57
CES00346	00680889	DCR	180,900	0.59	0.443	0.58
CES00436	00940039	DCR	180,900	0.75	0.423	0.61
CES00770	01210323	DCR	180,900	0.75	0.541	2.27
CES00396	00803337	DCR	180,900	0.88	0.513	2.42
CES00680	01057195	DCR	180,900	0.83	0.597	2.37
CES00391	00803327	DCR	180,900	0.76	0.451	2.43
CES00675	01057185	DCR	180,900	0.73	0.548	2.42
CES00728	01208460	DCR	180,900	0.86	0.502	2.44
CES00723	01208450	DCR	180,900	0.94	0.511	2.48
CES00290	00545983	DCR	180,900	0.54	0.475	2.46
CES00287	00545977	DCR	180,900	0.70	0.557	2.53
CES00148	00382772	DCR	180,900	0.91	0.506	2.63
CES00818	01210562	CR	180,900	0.53	0.632	0.83
CES00774	01210327	CR	180,900	0.64	0.643	0.86
CES00439	00940045	CR	180,900	0.51	0.654	12.18
CES00967	01211280	CR	180,900	0.60	0.669	12.42
CES10058	n/a	CR	180,900	0.67	0.635	0.76
CES00778	01210331	CR	180,900	0.58	0.620	0.94
CES00649	01003861	CR	180,900	0.57	0.674	0.78

**Table K-7: Item Analysis, Annual Assessment Data, Speaking, Grade 2**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	138,912	0.84	0.471	0.77
CES00346	00680889	DCR	138,912	0.71	0.405	0.79
CES00436	00940039	DCR	138,912	0.86	0.431	0.79
CES00770	01210323	DCR	138,912	0.88	0.525	1.63
CES00396	00803337	DCR	138,912	0.95	0.542	1.74
CES00680	01057195	DCR	138,912	0.91	0.604	1.65
CES00391	00803327	DCR	138,912	0.84	0.442	1.69
CES00675	01057185	DCR	138,912	0.87	0.543	1.68
CES00728	01208460	DCR	138,912	0.94	0.530	1.69
CES00723	01208450	DCR	138,912	0.96	0.566	1.73
CES00290	00545983	DCR	138,912	0.69	0.463	1.70
CES00287	00545977	DCR	138,912	0.83	0.543	1.78
CES00148	00382772	DCR	138,912	0.95	0.535	1.91
CES00818	01210562	CR	138,912	0.74	0.615	0.93
CES00774	01210327	CR	138,912	0.82	0.615	0.91
CES00439	00940045	CR	138,912	0.74	0.638	4.54
CES00967	01211280	CR	138,912	0.79	0.642	4.66
CES10058	n/a	CR	138,912	0.80	0.595	0.88
CES00778	01210331	CR	138,912	0.73	0.578	1.00
CES00649	01003861	CR	138,912	0.71	0.650	1.04

**Table K-8: Item Analysis, Annual Assessment Data, Speaking, Grade Span 3–5**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00252	00437531	DCR	366,878	0.86	0.485	0.78
CES00402	00803468	DCR	366,878	0.83	0.472	0.86
CES00258	00437544	DCR	366,878	0.71	0.355	0.81
CES00168	00383154	DCR	366,878	0.90	0.477	1.38
CES00780	01210333	DCR	366,878	0.90	0.458	1.41
CES00692	01059014	DCR	366,878	0.91	0.456	1.42
CES00371	00687645	DCR	366,878	0.93	0.486	1.46
CES00304	00546147	DCR	366,878	0.80	0.461	1.45
CES00693	01059016	DCR	366,878	0.71	0.525	1.48
CES00741	01208978	DCR	366,878	0.79	0.441	1.55
CES00920	01211035	DCR	366,878	0.55	0.370	1.50
CES00471	00940353	DCR	366,878	0.55	0.378	1.55
CES00687	01059004	DCR	366,878	0.46	0.402	1.71
CES00835	01210664	CR	366,878	0.65	0.602	0.91
CES00925	01211040	CR	366,878	0.71	0.600	0.89
CES00178	00383174	CR	366,878	0.71	0.633	5.41
CES00466	00940342	CR	366,878	0.64	0.614	5.60
CES00406	00803476	CR	366,878	0.75	0.578	0.88
CES00467	00940344	CR	366,878	0.76	0.631	1.01
CES00739	01208974	CR	366,878	0.70	0.635	1.01



**Table K-9: Item Analysis, Annual Assessment Data, Speaking, Grade Span 6–8**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00183	00383187	DCR	215,807	0.64	0.428	1.25
CES00455	00940203	DCR	215,807	0.93	0.475	1.20
CES00790	01210343	DCR	215,807	0.92	0.512	1.30
CES00412	00803613	DCR	215,807	0.48	0.371	1.70
CES00752	01209118	DCR	215,807	0.55	0.375	1.80
CES00456	00940205	DCR	215,807	0.28	0.318	1.85
CES00747	01209108	DCR	215,807	0.65	0.435	1.85
CES00856	01210762	DCR	215,807	0.37	0.326	1.89
CES00449	00940191	DCR	215,807	0.57	0.415	2.00
CES00263	00437722	DCR	215,807	0.84	0.478	1.92
CES00847	01210729	DCR	215,807	0.61	0.471	1.94
CES00386	00693765	DCR	215,807	0.17	0.294	1.98
CES00190	00383201	DCR	215,807	0.60	0.454	2.04
CES00748	01209110	CR	215,807	0.75	0.620	1.36
CES00706	01059809	CR	215,807	0.80	0.626	1.37
CES00958	01211254	CR	215,807	0.81	0.594	3.40
CES00701	01059799	CR	215,807	0.68	0.602	3.51
CES00849	01210733	CR	215,807	0.88	0.622	1.28
CES00708	01059813	CR	215,807	0.81	0.607	1.45
CES00635	01003521	CR	215,807	0.74	0.649	1.50

Table K-10: Item Analysis, Annual Assessment Data, Speaking, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00335	00546487	DCR	188,303	0.53	0.435	2.54
CES00475	00940480	DCR	188,303	0.66	0.420	2.52
CES00872	01210841	DCR	188,303	0.81	0.621	2.55
CES00476	00940482	DCR	188,303	0.46	0.459	4.16
CES00483	00940497	DCR	188,303	0.30	0.364	4.26
CES00801	01210354	DCR	188,303	0.52	0.537	4.32
CES00477	00940484	DCR	188,303	0.42	0.459	4.40
CES00759	01209258	DCR	188,303	0.46	0.450	4.44
CES00897	01210890	DCR	188,303	0.67	0.658	4.47
CES00764	01209269	DCR	188,303	0.75	0.637	4.59
CES00802	01210355	DCR	188,303	0.53	0.469	4.40
CES00367	00683682	DCR	188,303	0.36	0.436	4.46
CES00236	00383295	DCR	188,303	0.70	0.641	4.56
CES00274	00437871	CR	188,303	0.70	0.680	2.71
CES10052	n/a	CR	188,303	0.79	0.695	2.75
CES00364	00683675	CR	188,303	0.73	0.708	5.57
CES00712	01059905	CR	188,303	0.77	0.741	5.70
CES00486	00940503	CR	188,303	0.77	0.681	2.68
CES00808	01210361	CR	188,303	0.78	0.724	2.91
CES00969	01211282	CR	188,303	0.75	0.777	2.97

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Std Dev
K-1	CES00818	01210562	180,900	32.1	30.6	37.3	n/a	n/a	0.632	1.05	0.53	0.832
	CES00774	01210327	180,900	27.1	18.1	54.8	n/a	n/a	0.643	1.28	0.64	0.862
	CES00439	00940045	180,900	37.9	21.4	40.6	n/a	n/a	0.654	1.03	0.51	0.886
	CES00967	01211280	180,900	32.2	16.1	51.7	n/a	n/a	0.669	1.19	0.60	0.895
	CES10058	n/a	180,900	13.0	40.0	47.0	n/a	n/a	0.635	1.34	0.67	0.696
	CES00778	01210331	180,900	21.0	42.1	36.9	n/a	n/a	0.620	1.16	0.58	0.744
	CES00649	01003861	180,900	9.5	14.4	28.3	35.1	12.7	0.674	2.27	0.57	1.144
2	CES00818	01210562	138,912	14.5	23.2	62.3	n/a	n/a	0.615	1.48	0.74	0.734
	CES00774	01210327	138,912	10.9	13.4	75.7	n/a	n/a	0.615	1.65	0.82	0.668
	CES00439	00940045	138,912	16.4	18.4	65.2	n/a	n/a	0.638	1.49	0.74	0.760
	CES00967	01211280	138,912	14.7	13.0	72.4	n/a	n/a	0.642	1.58	0.79	0.733
	CES10058	n/a	138,912	5.2	29.2	65.6	n/a	n/a	0.595	1.60	0.80	0.586
	CES00778	01210331	138,912	9.9	34.2	55.9	n/a	n/a	0.578	1.46	0.73	0.668
	CES00649	01003861	138,912	3.9	6.1	20.0	42.3	27.7	0.650	2.84	0.71	1.022
3-5	CES00835	01210664	366,878	23.3	23.9	52.8	n/a	n/a	0.602	1.30	0.65	0.821
	CES00925	01211040	366,878	17.8	21.8	60.4	n/a	n/a	0.600	1.43	0.71	0.775
	CES00178	00383174	366,878	20.8	17.3	61.9	n/a	n/a	0.633	1.41	0.71	0.811
	CES00466	00940342	366,878	27.5	17.6	54.9	n/a	n/a	0.614	1.27	0.64	0.865
	CES00406	00803476	366,878	9.3	32.0	58.7	n/a	n/a	0.578	1.49	0.75	0.661
	CES00467	00940344	366,878	11.7	24.7	63.5	n/a	n/a	0.631	1.52	0.76	0.696
	CES00739	01208974	366,878	3.3	5.5	22.6	44.8	23.9	0.635	2.80	0.70	0.971
6-8	CES00748	01209110	215,807	15.8	19.3	64.9	n/a	n/a	0.620	1.49	0.75	0.752
	CES00706	01059809	215,807	9.2	21.6	69.3	n/a	n/a	0.626	1.60	0.80	0.651
	CES00958	01211254	215,807	11.1	15.7	73.2	n/a	n/a	0.594	1.62	0.81	0.677
	CES00701	01059799	215,807	15.8	32.0	52.2	n/a	n/a	0.602	1.36	0.68	0.740
	CES00849	01210733	215,807	4.7	14.9	80.4	n/a	n/a	0.622	1.76	0.88	0.528

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Std Dev
	<b>CES00708</b>	<b>01059813</b>	215,807	6.0	26.0	67.9	n/a	n/a	0.607	1.62	0.81	0.597
	<b>CES00635</b>	<b>01003521</b>	215,807	3.6	3.7	17.4	44.1	31.2	0.649	2.96	0.74	0.979
	<b>CES00274</b>	<b>00437871</b>	188,303	18.2	23.0	58.8	n/a	n/a	0.680	1.41	0.70	0.778
	<b>CES10052</b>	n/a	188,303	13.0	15.8	71.2	n/a	n/a	0.695	1.58	0.79	0.709
	<b>CES00364</b>	<b>00683675</b>	188,303	15.5	23.8	60.7	n/a	n/a	0.708	1.45	0.73	0.747
<b>9–12</b>	<b>CES00712</b>	<b>01059905</b>	188,303	13.9	18.3	67.9	n/a	n/a	0.741	1.54	0.77	0.725
	<b>CES00486</b>	<b>00940503</b>	188,303	12.1	22.1	65.7	n/a	n/a	0.681	1.54	0.77	0.701
	<b>CES00808</b>	<b>01210361</b>	188,303	14.2	16.6	69.2	n/a	n/a	0.724	1.55	0.78	0.729
	<b>CES00969</b>	<b>01211282</b>	188,303	7.2	4.3	11.5	35.7	41.3	0.777	3.00	0.75	1.162

**Table K-12: Item Analysis, Annual Assessment Data, Reading, Grade Span K–1**

Item ID	Legacy ID	Type	N	<i>p</i> -Value	Point-Biserial	Percent Omit
CER01031	01210026	MC	180,900	0.88	0.370	1.12
CER01030	01210024	MC	180,900	0.74	0.371	1.45
CER01041	01210046	MC	180,900	0.51	0.371	1.43
CER01314	01210917	MC	180,900	0.63	0.382	2.06
CER01315	01210918	MC	180,900	0.64	0.234	1.86
CER01312	01210915	MC	180,900	0.79	0.448	1.46
CER01316	01210919	MC	180,900	0.64	0.474	1.60
CER01216	01210596	MC	180,900	0.47	0.260	1.61
CER01311	01210914	MC	180,900	0.50	0.394	1.78
CER01034	01210032	MC	180,900	0.85	0.457	1.45
CER01179	01210529	MC	180,900	0.58	0.418	2.18
CER01025	01210014	MC	180,900	0.67	0.561	2.11
CER01079	01210122	MC	180,900	0.71	0.528	2.24
CER01055	01210074	MC	180,900	0.67	0.566	2.30
CER01083	01210130	DCR	180,900	0.45	0.508	1.31
CER01027	01210018	DCR	180,900	0.35	0.543	1.44
CER01047	01210058	DCR	180,900	0.53	0.447	1.02
CER01057	01210078	DCR	180,900	0.62	0.419	1.06
CER01066	01210096	CR	180,900	0.89	0.577	0.88
CER01033	01210030	CR	180,900	0.91	0.564	0.91

**Table K-13: Item Analysis, Annual Assessment Data, Reading, Grade 2**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00348	00546026	MC	138,912	0.51	0.419	1.33
CER00353	00546036	MC	138,912	0.63	0.444	1.49
CER00270	00437237	MC	138,912	0.26	0.178	2.03
CER01090	01210364	MC	138,912	0.58	0.347	2.64
CER01212	01210592	MC	138,912	0.33	0.346	1.80
CER00032	00240821	MC	138,912	0.57	0.352	2.29
CER00011	00240727	MC	138,912	0.52	0.407	3.06
CER00009	00240723	MC	138,912	0.65	0.464	1.99
CER01099	01210373	MC	138,912	0.58	0.461	2.38
CER00336	00545999	MC	138,912	0.41	0.274	2.06
CER00343	00546014	MC	138,912	0.72	0.430	1.84
CER01100	01210374	MC	138,912	0.29	0.258	1.96
CER01101	01210375	MC	138,912	0.57	0.518	1.64
CER00442	00680991	MC	138,912	0.56	0.478	1.95
CER01200	01210580	MC	138,912	0.53	0.355	1.91
CER00955	01208496	MC	138,912	0.41	0.324	2.06
CER00211	00353933	MC	138,912	0.69	0.555	1.64
CER00220	00353951	MC	138,912	0.73	0.467	1.73
CER00545	00940074	MC	138,912	0.43	0.424	1.63
CER01192	01210559	MC	138,912	0.49	0.373	2.23
CER00546	00940076	MC	138,912	0.51	0.457	1.91
CER00877	01059047	MC	138,912	0.47	0.373	2.23
CER00338	00546003	MC	138,912	0.53	0.556	1.88
CER00949	01208484	MC	138,912	0.39	0.315	2.07
CER00355	00546040	MC	138,912	0.31	0.286	1.98
CER00957	01208500	MC	138,912	0.39	0.240	1.88
CER00958	01208502	MC	138,912	0.67	0.527	2.57
CER00959	01208504	MC	138,912	0.39	0.432	2.00
CER01103	01210377	MC	138,912	0.48	0.422	2.20
CER01104	01210378	MC	138,912	0.69	0.373	2.70
CER01105	01210379	MC	138,912	0.49	0.494	2.36
CER01094	01210368	MC	138,912	0.44	0.364	2.21
CER01096	01210370	MC	138,912	0.53	0.468	2.48
CER01171	01210493	MC	138,912	0.49	0.434	2.40
CER01097	01210371	MC	138,912	0.42	0.372	2.39

Table K-14: Item Analysis, Annual Assessment Data, Reading, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00893	01059097	MC	366,878	0.47	0.439	1.20
CER00463	00691065	MC	366,878	0.48	0.330	1.24
CER01242	01210671	MC	366,878	0.39	0.456	1.20
CER00050	00241059	MC	366,878	0.44	0.260	1.26
CER00964	01208922	MC	366,878	0.58	0.387	1.40
CER00052	00241063	MC	366,878	0.40	0.293	1.28
CER00072	00241154	MC	366,878	0.44	0.464	1.35
CER01108	01210382	MC	366,878	0.56	0.402	1.40
CER01107	01210381	MC	366,878	0.43	0.331	1.37
CER00377	00546207	MC	366,878	0.51	0.380	1.38
CER00898	01059107	MC	366,878	0.52	0.526	1.39
CER00897	01059105	MC	366,878	0.49	0.265	1.45
CER01241	01210657	MC	366,878	0.34	0.279	1.57
CER00458	00691051	MC	366,878	0.48	0.485	1.29
CER00296	00437620	MC	366,878	0.58	0.450	1.35
CER00498	00803539	MC	366,878	0.50	0.451	1.46
CER00235	00354168	MC	366,878	0.53	0.538	1.34
CER00896	01059103	MC	366,878	0.70	0.406	1.40
CER00599	00940990	MC	366,878	0.48	0.453	1.52
CER01110	01210384	MC	366,878	0.61	0.454	1.40
CER00900	01059111	MC	366,878	0.57	0.453	1.48
CER00604	00941000	MC	366,878	0.67	0.571	1.55
CER00600	00940992	MC	366,878	0.44	0.415	1.56
CER00972	01208938	MC	366,878	0.53	0.464	1.60
CER00895	01059101	MC	366,878	0.40	0.364	1.64
CER01113	01210387	MC	366,878	0.53	0.333	1.38
CER01114	01210388	MC	366,878	0.45	0.341	1.47
CER01115	01210389	MC	366,878	0.60	0.450	1.42
CER01112	01210386	MC	366,878	0.60	0.475	1.51
CER01161	01210483	MC	366,878	0.61	0.532	1.90
CER01121	01210395	MC	366,878	0.52	0.418	1.52
CER01123	01210397	MC	366,878	0.54	0.484	1.61
CER00974	01208944	MC	366,878	0.50	0.469	1.69
CER00975	01208946	MC	366,878	0.57	0.363	1.67
CER00977	01208950	MC	366,878	0.33	0.314	1.77

Table K-15: Item Analysis, Annual Assessment Data, Reading, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00928	01060116	MC	215,807	0.64	0.252	1.55
CER00982	01209064	MC	215,807	0.55	0.342	1.59
CER00128	00241514	MC	215,807	0.70	0.495	1.58
CER00380	00546334	MC	215,807	0.34	0.315	1.59
CER00513	00803707	MC	215,807	0.55	0.330	1.51
CER00303	00437751	MC	215,807	0.55	0.382	1.59
CER00393	00546361	MC	215,807	0.47	0.330	1.57
CER00987	01209074	MC	215,807	0.46	0.348	1.69
CER00988	01209076	MC	215,807	0.56	0.310	1.63
CER00934	01060128	MC	215,807	0.57	0.221	1.67
CER00510	00803693	MC	215,807	0.48	0.262	1.52
CER00514	00803709	MC	215,807	0.37	0.317	1.59
CER00985	01209070	MC	215,807	0.62	0.433	1.67
CER00564	00940275	MC	215,807	0.44	0.360	1.61
CER00990	01209080	MC	215,807	0.78	0.494	1.58
CER00515	00803711	MC	215,807	0.40	0.319	1.71
CER00563	00940273	MC	215,807	0.62	0.456	1.62
CER01128	01210402	MC	215,807	0.62	0.434	1.60
CER00402	00546380	MC	215,807	0.62	0.413	1.60
CER00932	01060124	MC	215,807	0.44	0.401	1.61
CER00937	01060134	MC	215,807	0.39	0.319	1.64
CER00569	00940285	MC	215,807	0.31	0.320	1.72
CER00144	00241558	MC	215,807	0.59	0.454	1.61
CER00145	00241560	MC	215,807	0.61	0.459	1.65
CER00143	00241556	MC	215,807	0.37	0.301	1.74
CER10050	n/a	MC	215,807	0.45	0.368	1.68
CER10051	n/a	MC	215,807	0.39	0.342	1.70
CER10052	n/a	MC	215,807	0.54	0.448	1.83
CER10056	n/a	MC	215,807	0.60	0.442	1.71
CER01130	01210404	MC	215,807	0.62	0.540	1.78
CER01173	01210495	MC	215,807	0.47	0.440	1.85
CER01133	01210407	MC	215,807	0.60	0.506	1.76
CER00521	00803735	MC	215,807	0.45	0.390	1.85
CER00523	00803739	MC	215,807	0.40	0.307	1.90
CER00524	00803741	MC	215,807	0.48	0.401	1.93



Table K-16: Item Analysis, Annual Assessment Data, Reading, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01152	01210426	MC	188,303	0.77	0.401	2.85
CER01415	01211145	MC	188,303	0.66	0.357	2.75
CER01143	01210417	MC	188,303	0.55	0.407	2.88
CER00327	00437909	MC	188,303	0.60	0.404	2.81
CER00531	00804714	MC	188,303	0.50	0.318	2.94
CER00451	00684030	MC	188,303	0.62	0.378	2.96
CER00471	00717216	MC	188,303	0.57	0.348	2.85
CER01006	01209227	MC	188,303	0.79	0.461	2.79
CER00911	01059967	MC	188,303	0.72	0.509	2.80
CER01005	01209225	MC	188,303	0.47	0.425	2.87
CER00157	00241779	MC	188,303	0.73	0.435	2.94
CER00242	00354274	MC	188,303	0.34	0.298	3.02
CER00533	00804718	MC	188,303	0.40	0.222	2.87
CER00918	01059981	MC	188,303	0.48	0.276	3.00
CER00419	00546536	MC	188,303	0.74	0.447	2.84
CER00457	00684045	MC	188,303	0.45	0.390	2.98
CER00321	00437896	MC	188,303	0.54	0.411	3.09
CER00418	00546534	MC	188,303	0.78	0.500	2.89
CER01007	01209229	MC	188,303	0.49	0.335	2.92
CER00912	01059969	MC	188,303	0.57	0.345	3.00
CER00443	00683949	MC	188,303	0.39	0.318	2.93
CER01309	01210900	MC	188,303	0.45	0.378	3.07
CER10057	n/a	MC	188,303	0.50	0.255	2.90
CER10058	n/a	MC	188,303	0.50	0.398	2.96
CER10063	n/a	MC	188,303	0.53	0.401	3.08
CER01016	01209249	MC	188,303	0.39	0.288	3.00
CER01017	01209251	MC	188,303	0.36	0.401	3.00
CER01014	01209245	MC	188,303	0.53	0.471	3.11
CER10088	n/a	MC	188,303	0.50	0.475	3.04
CER10089	n/a	MC	188,303	0.49	0.427	3.10
CER10092	n/a	MC	188,303	0.47	0.440	3.25
CER10094	n/a	MC	188,303	0.52	0.420	3.11
CER01011	01209238	MC	188,303	0.33	0.280	3.23
CER01012	01209240	MC	188,303	0.56	0.374	3.30
CER01013	01209242	MC	188,303	0.34	0.335	3.38

**Table K-17: Item Analysis, Annual Assessment Data, Reading, Constructed-Response Items**

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Std Dev
K-1	CER01066	01210096	180,900	4.9	4.6	7.6	82.8	n/a	0.577	2.68	0.89	0.778
	CER01033	01210030	180,900	4.9	3.2	6.4	85.4	n/a	0.564	2.72	0.91	0.748

**Table K-18: Item Analysis, Annual Assessment Data, Writing, Grade Span K–1**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00896	01210200	MC	180,900	0.60	0.267	2.48
CEW00932	01210272	MC	180,900	0.47	0.363	2.57
CEW00885	01210178	MC	180,900	0.46	0.354	2.65
CEW00876	01210160	MC	180,900	0.67	0.301	2.66
CEW00884	01210176	DCR	180,900	0.39	0.313	1.38
CEW00905	01210218	DCR	180,900	0.47	0.289	1.53
CEW00875	01210158	DCR	180,900	0.54	0.293	1.69
CEW00931	01210270	DCR	180,900	0.33	0.339	1.76
CEW00877	01210162	CR	180,900	0.92	0.281	0.70
CEW00909	01210226	CR	180,900	0.88	0.317	0.75
CEW00868	01210144	CR	180,900	0.91	0.330	0.74
CEW00898	01210204	CR	180,900	0.91	0.314	0.76
CEW00919	01210246	CR	180,900	0.82	0.334	0.83
CEW00889	01210186	CR	180,900	0.83	0.396	0.93
CEW00890	01210188	CR	180,900	0.89	0.374	0.99
CEW00891	01210190	CR	180,900	0.75	0.596	3.54
CEW00923	01210254	CR	180,900	0.46	0.557	5.37
CEW00871	01210150	CR	180,900	0.63	0.554	4.61
CEW00989	01210552	CR	180,900	0.48	0.555	8.86
CEW00902	01210212	CR	180,900	0.49	0.569	7.54

Table K-19: Item Analysis, Annual Assessment Data, Writing, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00005	00353965	MC	138,912	0.77	0.401	1.64
CEW00020	00353996	MC	138,912	0.82	0.446	1.97
CEW00004	00353963	MC	138,912	0.70	0.437	1.90
CEW00298	00681402	MC	138,912	0.73	0.600	1.86
CEW00939	01210436	MC	138,912	0.64	0.488	2.14
CEW00220	00546085	MC	138,912	0.70	0.531	2.42
CEW00021	00353998	MC	138,912	0.59	0.314	2.10
CEW00209	00546063	MC	138,912	0.71	0.460	2.49
CEW00941	01210438	MC	138,912	0.55	0.460	2.57
CEW00940	01210437	MC	138,912	0.71	0.507	3.60
CEW00796	01208524	MC	138,912	0.52	0.466	2.07
CEW00981	01210528	MC	138,912	0.46	0.276	2.27
CEW00800	01208532	MC	138,912	0.41	0.114	2.35
CEW00974	01210499	MC	138,912	0.63	0.437	2.04
CEW00975	01210500	MC	138,912	0.43	0.326	2.23
CEW00976	01210501	MC	138,912	0.46	0.302	2.43
CEW00390	00940137	MC	138,912	0.52	0.401	2.47
CEW00391	00940139	MC	138,912	0.57	0.417	2.54
CEW00392	00940141	MC	138,912	0.60	0.457	2.63
CEW00389	00940135	CR	138,912	0.43	0.667	2.26
CEW00995	01210574	CR	138,912	0.53	0.677	2.04
CEW00381	00940119	CR	138,912	0.44	0.663	2.33
CEW00802	01208536	CR	138,912	0.46	0.639	2.56
CEW01084	01210937	CR	138,912	0.45	0.645	2.36

Table K-20: Item Analysis, Annual Assessment Data, Writing, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00100	00354226	MC	366,878	0.86	0.467	1.27
CEW00088	00354202	MC	366,878	0.74	0.355	1.41
CEW00077	00354179	MC	366,878	0.64	0.398	1.36
CEW00228	00546226	MC	366,878	0.65	0.331	1.31
CEW00090	00354206	MC	366,878	0.66	0.431	1.38
CEW00239	00546248	MC	366,878	0.58	0.395	1.41
CEW00950	01210447	MC	366,878	0.55	0.344	1.44
CEW00813	01208994	MC	366,878	0.49	0.230	1.39
CEW00815	01208998	MC	366,878	0.68	0.414	1.45
CEW01019	01210694	MC	366,878	0.63	0.444	1.55
CEW00747	01059936	MC	366,878	0.82	0.491	1.65
CEW00748	01059938	MC	366,878	0.75	0.494	1.43
CEW00749	01059940	MC	366,878	0.83	0.544	1.50
CEW00755	01059952	MC	366,878	0.78	0.484	1.60
CEW00756	01059954	MC	366,878	0.56	0.340	1.55
CEW00757	01059956	MC	366,878	0.66	0.462	1.51
CEW00422	00940377	MC	366,878	0.83	0.520	1.61
CEW00423	00940379	MC	366,878	0.61	0.394	1.67
CEW00424	00940381	MC	366,878	0.55	0.301	1.65
CEW01110	01211075	CR	366,878	0.68	0.590	1.42
CEW00175	00437661	CR	366,878	0.56	0.577	1.60
CEW01015	01210690	CR	366,878	0.65	0.632	1.70
CEW00094	00354214	CR	366,878	0.62	0.592	1.76
CEW01014	01210688	CR	366,878	0.56	0.623	1.76

Table K-21: Item Analysis, Annual Assessment Data, Writing, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00265	00546425	MC	215,807	0.71	0.504	1.67
CEW00145	00354697	MC	215,807	0.74	0.405	1.67
CEW00833	01209140	MC	215,807	0.71	0.367	1.82
CEW00832	01209138	MC	215,807	0.77	0.424	1.64
CEW00178	00437794	MC	215,807	0.62	0.377	1.67
CEW00147	00354701	MC	215,807	0.58	0.258	1.69
CEW00837	01209148	MC	215,807	0.71	0.406	1.74
CEW00836	01209146	MC	215,807	0.53	0.366	1.70
CEW00961	01210458	MC	215,807	0.72	0.481	1.69
CEW00262	00546419	MC	215,807	0.54	0.290	1.76
CEW00255	00546405	MC	215,807	0.65	0.413	1.73
CEW00959	01210456	MC	215,807	0.66	0.382	1.69
CEW00256	00546407	MC	215,807	0.84	0.511	1.70
CEW00350	00803765	MC	215,807	0.58	0.381	1.79
CEW00351	00803767	MC	215,807	0.76	0.521	1.78
CEW00352	00803769	MC	215,807	0.66	0.374	1.75
CEW00779	01069233	MC	215,807	0.80	0.498	1.87
CEW00780	01069235	MC	215,807	0.82	0.522	1.88
CEW00781	01069237	MC	215,807	0.71	0.431	1.87
CEW00794	01069263	CR	215,807	0.66	0.561	1.76
CEW00782	01069239	CR	215,807	0.74	0.568	1.79
CEW00842	01209158	CR	215,807	0.67	0.576	1.89
CEW00963	01210460	CR	215,807	0.71	0.549	1.87
CEW00709	01003901	CR	215,807	0.61	0.588	2.07

**Table K-22: Item Analysis, Annual Assessment Data, Writing, Grade Span 9–12**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00306	00684130	MC	188,303	0.82	0.578	3.01
CEW00283	00546586	MC	188,303	0.70	0.466	3.01
CEW00060	00354095	MC	188,303	0.62	0.431	3.26
CEW00849	01209287	MC	188,303	0.58	0.336	2.97
CEW00966	01210463	MC	188,303	0.75	0.476	2.97
CEW00278	00546576	MC	188,303	0.62	0.379	3.00
CEW00850	01209289	MC	188,303	0.82	0.541	3.04
CEW00041	00354047	MC	188,303	0.61	0.413	3.07
CEW00061	00354097	MC	188,303	0.86	0.444	3.00
CEW00279	00546578	MC	188,303	0.85	0.544	3.07
CEW00970	01210467	MC	188,303	0.64	0.447	3.06
CEW00855	01209299	MC	188,303	0.45	0.331	3.08
CEW00854	01209297	MC	188,303	0.66	0.334	3.06
CEW00431	00940507	MC	188,303	0.65	0.422	3.07
CEW00432	00940509	MC	188,303	0.60	0.407	3.11
CEW00433	00940511	MC	188,303	0.82	0.383	3.06
CEW00769	01060031	MC	188,303	0.68	0.409	3.22
CEW00770	01060033	MC	188,303	0.77	0.535	3.23
CEW00771	01060035	MC	188,303	0.73	0.445	3.23
CEW00764	01060021	CR	188,303	0.73	0.556	3.03
CEW00856	01209301	CR	188,303	0.73	0.589	3.26
CEW00971	01210468	CR	188,303	0.72	0.622	3.22
CEW00972	01210469	CR	188,303	0.70	0.570	3.18
CEW00447	00940539	CR	188,303	0.51	0.555	4.14

Table K-23: Item Analysis, Annual Assessment Data, Writing, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Std Dev
K-1	CEW00919	01210246	180,900	6.0	23.7	70.4	n/a	n/a	0.334	1.64	0.82	0.590
	CEW00889	01210186	180,900	3.1	28.0	68.9	n/a	n/a	0.396	1.66	0.83	0.535
	CEW00890	01210188	180,900	3.3	14.7	82.0	n/a	n/a	0.374	1.79	0.89	0.483
	CEW00891	01210190	180,900	9.2	30.8	60.1	n/a	n/a	0.596	1.51	0.75	0.658
	CEW00923	01210254	180,900	18.8	70.6	10.6	n/a	n/a	0.557	0.92	0.46	0.536
	CEW00871	01210150	180,900	13.1	48.2	38.7	n/a	n/a	0.554	1.26	0.63	0.673
	CEW00989	01210552	180,900	24.4	55.7	19.9	n/a	n/a	0.555	0.96	0.48	0.664
	CEW00902	01210212	180,900	26.2	49.1	24.7	n/a	n/a	0.569	0.98	0.49	0.713
2	CEW00389	00940135	138,912	15.4	44.3	36.7	3.7	n/a	0.667	1.29	0.43	0.765
	CEW00995	01210574	138,912	11.3	33.7	40.4	14.7	n/a	0.677	1.58	0.53	0.873
	CEW00381	00940119	138,912	14.5	42.6	38.1	4.9	n/a	0.663	1.33	0.44	0.781
	CEW00802	01208536	138,912	12.8	41.3	40.2	5.7	n/a	0.639	1.39	0.46	0.780
	CEW01084	01210937	138,912	12.1	24.9	33.2	28.8	1.0	0.645	1.82	0.45	1.014
3-5	CEW01110	01211075	366,878	3.9	19.4	46.0	30.6	n/a	0.590	2.03	0.68	0.810
	CEW00175	00437661	366,878	4.5	32.3	54.7	8.4	n/a	0.577	1.67	0.56	0.693
	CEW01015	01210690	366,878	4.9	19.8	50.9	24.4	n/a	0.632	1.95	0.65	0.797
	CEW00094	00354214	366,878	4.6	22.4	56.2	16.8	n/a	0.592	1.85	0.62	0.745
	CEW01014	01210688	366,878	5.1	13.6	35.8	42.9	2.6	0.623	2.24	0.56	0.902
6-8	CEW00794	01069263	215,807	3.4	14.6	63.6	18.4	n/a	0.561	1.97	0.66	0.682
	CEW00782	01069239	215,807	2.9	8.8	50.5	37.8	n/a	0.568	2.23	0.74	0.727
	CEW00842	01209158	215,807	3.5	17.3	53.9	25.2	n/a	0.576	2.01	0.67	0.752
	CEW00963	01210460	215,807	3.2	10.1	56.1	30.7	n/a	0.549	2.14	0.71	0.716
	CEW00709	01003901	215,807	4.0	5.7	35.9	50.4	3.9	0.588	2.44	0.61	0.825
9-12	CEW00764	01060021	188,303	4.1	11.5	45.5	38.8	n/a	0.556	2.19	0.73	0.795
	CEW00856	01209301	188,303	4.5	10.8	46.4	38.3	n/a	0.589	2.18	0.73	0.798
	CEW00971	01210468	188,303	4.6	12.8	44.3	38.4	n/a	0.622	2.16	0.72	0.818
	CEW00972	01210469	188,303	4.2	8.0	60.2	27.7	n/a	0.570	2.11	0.70	0.715
	CEW00447	00940539	188,303	17.0	10.3	31.3	36.1	5.3	0.555	2.03	0.51	1.163



Initial Assessment

Table K-24: Item Analysis, Initial Assessment Data, Listening, Grade Span K–1

Item ID	Legacy ID	Type	N	<i>p</i> -Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	188,965	0.41	0.352	6.35
CEL00526	00940028	MC	188,965	0.19	0.217	6.86
CEL00786	01208385	MC	188,965	0.36	0.282	10.11
CEL00399	00676871	MC	188,965	0.38	0.295	6.83
CEL00899	01210599	MC	188,965	0.31	0.351	7.02
CEL00515	00940005	MC	188,965	0.43	0.277	7.06
CEL00330	00545930	MC	188,965	0.42	0.293	7.13
CEL00284	00437120	MC	188,965	0.40	0.323	7.00
CEL00285	00437122	MC	188,965	0.64	0.449	6.86
CEL00286	00437124	MC	188,965	0.60	0.433	6.90
CEL00730	01057174	DCR	188,965	0.42	0.589	1.33
CEL00782	01208376	DCR	188,965	0.26	0.571	1.36
CEL00788	01208389	DCR	188,965	0.47	0.442	1.50
CEL00471	00803313	DCR	188,965	0.53	0.610	1.58
CEL00787	01208387	DCR	188,965	0.43	0.600	20.67
CEL00397	00676867	DCR	188,965	0.50	0.579	20.71
CEL00836	01210292	DCR	188,965	0.24	0.552	20.88
CEL00400	00676873	DCR	188,965	0.11	0.467	20.88
CEL00789	01208391	DCR	188,965	0.11	0.415	1.86
CEL00463	00803297	DCR	188,965	0.13	0.444	1.97

**Table K-25: Item Analysis, Initial Assessment Data, Listening, Grade 2**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	10,585	0.59	0.710	15.66
CEL00526	00940028	MC	10,585	0.32	0.519	16.11
CEL00786	01208385	MC	10,585	0.46	0.626	18.18
CEL00399	00676871	MC	10,585	0.51	0.646	16.29
CEL00899	01210599	MC	10,585	0.45	0.629	16.50
CEL00515	00940005	MC	10,585	0.58	0.494	16.50
CEL00330	00545930	MC	10,585	0.52	0.699	16.47
CEL00284	00437120	MC	10,585	0.49	0.577	16.56
CEL00285	00437122	MC	10,585	0.63	0.739	16.69
CEL00286	00437124	MC	10,585	0.63	0.740	16.89
CEL00730	01057174	DCR	10,585	0.53	0.824	4.16
CEL00782	01208376	DCR	10,585	0.44	0.740	4.19
CEL00788	01208389	DCR	10,585	0.54	0.739	4.37
CEL00471	00803313	DCR	10,585	0.57	0.844	4.62
CEL00787	01208387	DCR	10,585	0.49	0.820	27.06
CEL00397	00676867	DCR	10,585	0.56	0.823	27.13
CEL00836	01210292	DCR	10,585	0.43	0.763	27.17
CEL00400	00676873	DCR	10,585	0.31	0.661	27.25
CEL00789	01208391	DCR	10,585	0.32	0.624	5.08
CEL00463	00803297	DCR	10,585	0.36	0.674	5.21

**Table K-26: Item Analysis, Initial Assessment Data, Listening, Grade Span 3–5**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00151	00382856	MC	26,737	0.63	0.679	16.92
CEL00425	00687427	MC	26,737	0.56	0.735	16.56
CEL00154	00382862	MC	26,737	0.60	0.666	17.03
CEL00177	00382908	MC	26,737	0.60	0.657	17.02
CEL00484	00803461	MC	26,737	0.57	0.638	17.71
CEL00554	00940959	MC	26,737	0.50	0.634	17.47
CEL00800	01208912	MC	26,737	0.58	0.472	17.23
CEL00352	00546104	MC	26,737	0.43	0.501	17.54
CEL00186	00382926	MC	26,737	0.53	0.615	17.90
CEL00357	00546114	MC	26,737	0.47	0.543	18.10
CEL00435	00687449	MC	26,737	0.63	0.698	18.24
CEL00356	00546112	MC	26,737	0.55	0.671	18.36
CEL00793	01208897	MC	26,737	0.42	0.557	18.75
CEL00843	01210299	MC	26,737	0.49	0.609	18.54
CEL00744	01057650	MC	26,737	0.39	0.492	18.69
CEL00557	00940965	MC	26,737	0.51	0.643	18.71
CEL00736	01057633	MC	26,737	0.39	0.517	18.86
CEL00738	01057637	MC	26,737	0.43	0.544	18.99
CEL00740	01057641	MC	26,737	0.44	0.526	19.25
CEL00739	01057639	MC	26,737	0.38	0.475	19.40

**Table K-27: Item Analysis, Initial Assessment Data, Listening, Grade Span 6–8**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00487	00803587	MC	22,874	0.58	0.657	18.37
CEL00538	00940177	MC	22,874	0.52	0.592	17.85
CEL00307	00437690	MC	22,874	0.51	0.620	18.61
CEL00804	01209037	MC	22,874	0.43	0.605	18.30
CEL00531	00940162	MC	22,874	0.36	0.642	18.30
CEL00224	00383002	MC	22,874	0.52	0.683	18.88
CEL00363	00546267	MC	22,874	0.56	0.690	18.94
CEL00806	01209041	MC	22,874	0.50	0.697	19.05
CEL00453	00693734	MC	22,874	0.42	0.477	19.41
CEL00754	01059779	MC	22,874	0.49	0.690	19.58
CEL00230	00383014	MC	22,874	0.47	0.494	19.65
CEL00540	00940181	MC	22,874	0.55	0.670	20.03
CEL00805	01209039	MC	22,874	0.42	0.565	19.87
CEL00451	00693730	MC	22,874	0.40	0.601	19.87
CEL00532	00940164	MC	22,874	0.42	0.526	19.95
CEL00489	00803591	MC	22,874	0.45	0.600	19.80
CEL00541	00940183	MC	22,874	0.37	0.544	19.94
CEL00437	00693699	MC	22,874	0.49	0.633	20.11
CEL00438	00693701	MC	22,874	0.39	0.544	20.35
CEL00439	00693703	MC	22,874	0.45	0.587	20.58

**Table K-28: Item Analysis, Initial Assessment Data, Listening, Grade Span 9–12**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00768	01059883	MC	33,956	0.33	0.444	19.80
CEL00262	00383078	MC	33,956	0.60	0.654	19.14
CEL00551	00940438	MC	33,956	0.52	0.603	19.98
CEL00823	01209203	MC	33,956	0.52	0.516	19.28
CEL00319	00437841	MC	33,956	0.58	0.687	19.49
CEL00379	00546440	MC	33,956	0.42	0.575	20.54
CEL00542	00940419	MC	33,956	0.57	0.652	19.86
CEL10017	n/a	MC	33,956	0.48	0.600	20.33
CEL00995	01211127	MC	33,956	0.48	0.572	19.65
CEL00817	01209180	MC	33,956	0.40	0.620	20.11
CEL00386	00546454	MC	33,956	0.52	0.520	20.25
CEL00412	00682950	MC	33,956	0.60	0.715	20.19
CEL00818	01209182	MC	33,956	0.40	0.549	20.27
CEL10032	n/a	MC	33,956	0.50	0.618	20.49
CEL00997	01211129	MC	33,956	0.44	0.562	20.77
CEL00761	01059869	MC	33,956	0.46	0.571	20.39
CEL00865	01210321	MC	33,956	0.53	0.683	20.65
CEL00546	00940427	MC	33,956	0.52	0.643	20.77
CEL00547	00940429	MC	33,956	0.45	0.549	21.20
CEL00549	00940433	MC	33,956	0.51	0.624	21.17

**Table K-29: Item Analysis, Initial Assessment Data, Speaking, Grade Span K–1**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	188,965	0.56	0.610	0.98
CES00346	00680889	DCR	188,965	0.32	0.521	1.01
CES00436	00940039	DCR	188,965	0.52	0.543	1.32
CES00770	01210323	DCR	188,965	0.50	0.634	9.07
CES00396	00803337	DCR	188,965	0.59	0.651	9.34
CES00680	01057195	DCR	188,965	0.56	0.700	9.75
CES00391	00803327	DCR	188,965	0.55	0.594	9.83
CES00675	01057185	DCR	188,965	0.43	0.631	10.05
CES00728	01208460	DCR	188,965	0.55	0.628	10.12
CES00723	01208450	DCR	188,965	0.67	0.664	10.17
CES00290	00545983	DCR	188,965	0.35	0.569	10.20
CES00287	00545977	DCR	188,965	0.43	0.648	10.25
CES00148	00382772	DCR	188,965	0.69	0.662	10.31
CES00818	01210562	CR	188,965	0.25	0.664	1.94
CES00774	01210327	CR	188,965	0.31	0.679	2.25
CES00439	00940045	CR	188,965	0.22	0.647	31.11
CES00967	01211280	CR	188,965	0.29	0.688	31.66
CES10058	n/a	CR	188,965	0.40	0.734	1.75
CES00778	01210331	CR	188,965	0.32	0.712	2.41
CES00649	01003861	CR	188,965	0.36	0.769	1.75

**Table K-30: Item Analysis, Initial Assessment Data, Speaking, Grade Span 2**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	10,585	0.48	0.843	2.85
CES00346	00680889	DCR	10,585	0.41	0.747	2.87
CES00436	00940039	DCR	10,585	0.52	0.824	3.94
CES00770	01210323	DCR	10,585	0.56	0.846	18.57
CES00396	00803337	DCR	10,585	0.57	0.887	19.11
CES00680	01057195	DCR	10,585	0.52	0.902	20.67
CES00391	00803327	DCR	10,585	0.51	0.841	20.82
CES00675	01057185	DCR	10,585	0.50	0.871	21.03
CES00728	01208460	DCR	10,585	0.56	0.884	21.16
CES00723	01208450	DCR	10,585	0.58	0.900	21.27
CES00290	00545983	DCR	10,585	0.41	0.769	21.32
CES00287	00545977	DCR	10,585	0.49	0.864	21.42
CES00148	00382772	DCR	10,585	0.59	0.888	21.41
CES00818	01210562	CR	10,585	0.44	0.866	4.82
CES00774	01210327	CR	10,585	0.48	0.896	5.46
CES00439	00940045	CR	10,585	0.43	0.868	27.34
CES00967	01211280	CR	10,585	0.45	0.883	27.93
CES10058	n/a	CR	10,585	0.48	0.902	4.37
CES00778	01210331	CR	10,585	0.43	0.872	5.75
CES00649	01003861	CR	10,585	0.43	0.923	4.45

Table K-31: Item Analysis, Initial Assessment Data, Speaking, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00252	00437531	DCR	26,737	0.47	0.829	2.46
CES00402	00803468	DCR	26,737	0.45	0.838	2.54
CES00258	00437544	DCR	26,737	0.41	0.695	3.47
CES00168	00383154	DCR	26,737	0.51	0.839	16.45
CES00780	01210333	DCR	26,737	0.51	0.855	19.65
CES00692	01059014	DCR	26,737	0.49	0.844	19.92
CES00371	00687645	DCR	26,737	0.51	0.869	20.22
CES00304	00546147	DCR	26,737	0.45	0.827	20.58
CES00693	01059016	DCR	26,737	0.40	0.813	20.88
CES00741	01208978	DCR	26,737	0.43	0.807	21.03
CES00920	01211035	DCR	26,737	0.32	0.709	21.12
CES00471	00940353	DCR	26,737	0.29	0.669	21.21
CES00687	01059004	DCR	26,737	0.30	0.684	21.37
CES00835	01210664	CR	26,737	0.36	0.829	4.48
CES00925	01211040	CR	26,737	0.40	0.866	5.20
CES00178	00383174	CR	26,737	0.40	0.865	28.44
CES00466	00940342	CR	26,737	0.35	0.824	29.42
CES00406	00803476	CR	26,737	0.43	0.883	4.15
CES00467	00940344	CR	26,737	0.41	0.886	5.58
CES00739	01208974	CR	26,737	0.40	0.916	4.21



**Table K-32: Item Analysis, Initial Assessment Data, Speaking, Grade Span 6–8**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00183	00383187	DCR	22,874	0.36	0.695	2.89
CES00455	00940203	DCR	22,874	0.57	0.767	3.04
CES00790	01210343	DCR	22,874	0.49	0.793	3.41
CES00412	00803613	DCR	22,874	0.29	0.647	15.02
CES00752	01209118	DCR	22,874	0.19	0.576	18.76
CES00456	00940205	DCR	22,874	0.22	0.613	19.13
CES00747	01209108	DCR	22,874	0.34	0.763	19.86
CES00856	01210762	DCR	22,874	0.22	0.607	20.15
CES00449	00940191	DCR	22,874	0.31	0.729	20.27
CES00263	00437722	DCR	22,874	0.44	0.817	20.34
CES00847	01210729	DCR	22,874	0.31	0.757	20.56
CES00386	00693765	DCR	22,874	0.16	0.557	20.85
CES00190	00383201	DCR	22,874	0.33	0.774	20.96
CES00748	01209110	CR	22,874	0.36	0.859	5.98
CES00706	01059809	CR	22,874	0.43	0.888	7.17
CES00958	01211254	CR	22,874	0.42	0.879	26.24
CES00701	01059799	CR	22,874	0.38	0.870	26.91
CES00849	01210733	CR	22,874	0.47	0.899	4.92
CES00708	01059813	CR	22,874	0.45	0.892	6.95
CES00635	01003521	CR	22,874	0.40	0.920	5.10

**Table K-33: Item Analysis, Initial Assessment Data, Speaking, Grade Span 9–12**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00335	00546487	DCR	33,956	0.21	0.616	3.59
CES00475	00940480	DCR	33,956	0.38	0.663	3.58
CES00872	01210841	DCR	33,956	0.33	0.751	3.87
CES00476	00940482	DCR	33,956	0.17	0.597	20.71
CES00483	00940497	DCR	33,956	0.18	0.576	21.22
CES00801	01210354	DCR	33,956	0.25	0.726	21.71
CES00477	00940484	DCR	33,956	0.23	0.688	22.55
CES00759	01209258	DCR	33,956	0.25	0.697	22.80
CES00897	01210890	DCR	33,956	0.33	0.831	22.89
CES00764	01209269	DCR	33,956	0.39	0.843	22.99
CES00802	01210355	DCR	33,956	0.34	0.737	22.37
CES00367	00683682	DCR	33,956	0.26	0.686	22.61
CES00236	00383295	DCR	33,956	0.35	0.817	22.83
CES00274	00437871	CR	33,956	0.38	0.876	6.23
CES10052	n/a	CR	33,956	0.41	0.870	7.60
CES00364	00683675	CR	33,956	0.39	0.887	25.48
CES00712	01059905	CR	33,956	0.39	0.898	26.20
CES00486	00940503	CR	33,956	0.44	0.871	5.91
CES00808	01210361	CR	33,956	0.41	0.892	8.16
CES00969	01211282	CR	33,956	0.41	0.920	6.04

Table K-34: Item Analysis, Initial Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Std Dev
K–1	CES00818	01210562	188,965	63.7	22.0	14.3	n/a	n/a	0.664	0.51	0.25	0.732
	CES00774	01210327	188,965	62.2	14.2	23.7	n/a	n/a	0.679	0.61	0.31	0.843
	CES00439	00940045	188,965	71.8	13.2	15.0	n/a	n/a	0.647	0.43	0.22	0.739
	CES00967	01211280	188,965	65.3	12.3	22.4	n/a	n/a	0.688	0.57	0.29	0.832
	CES10058	n/a	188,965	40.9	37.7	21.4	n/a	n/a	0.734	0.81	0.40	0.765
	CES00778	01210331	188,965	51.4	33.9	14.7	n/a	n/a	0.712	0.63	0.32	0.726
	CES00649	01003861	188,965	31.8	21.8	23.2	18.1	5.1	0.769	1.43	0.36	1.245
2	CES00818	01210562	10,585	49.1	13.8	37.1	n/a	n/a	0.866	0.88	0.44	0.921
	CES00774	01210327	10,585	47.8	8.8	43.4	n/a	n/a	0.896	0.96	0.48	0.954
	CES00439	00940045	10,585	51.1	11.2	37.6	n/a	n/a	0.868	0.87	0.43	0.932
	CES00967	01211280	10,585	50.4	8.4	41.2	n/a	n/a	0.883	0.91	0.45	0.953
	CES10058	n/a	10,585	42.7	19.2	38.1	n/a	n/a	0.902	0.95	0.48	0.898
	CES00778	01210331	10,585	46.3	20.7	33.0	n/a	n/a	0.872	0.87	0.43	0.880
	CES00649	01003861	10,585	40.3	6.4	12.5	23.0	17.7	0.923	1.71	0.43	1.592
3–5	CES00835	01210664	26,737	57.0	14.5	28.5	n/a	n/a	0.829	0.72	0.36	0.880
	CES00925	01211040	26,737	53.5	13.1	33.4	n/a	n/a	0.866	0.80	0.40	0.910
	CES00178	00383174	26,737	55.1	10.3	34.6	n/a	n/a	0.865	0.80	0.40	0.925
	CES00466	00940342	26,737	60.3	9.8	29.9	n/a	n/a	0.824	0.70	0.35	0.900
	CES00406	00803476	26,737	48.4	18.0	33.6	n/a	n/a	0.883	0.85	0.43	0.893
	CES00467	00940344	26,737	51.9	14.2	33.9	n/a	n/a	0.886	0.82	0.41	0.909
	CES00739	01208974	26,737	42.3	7.6	13.8	22.0	14.2	0.916	1.58	0.40	1.544
6–8	CES00748	01209110	22,874	58.3	11.7	29.9	n/a	n/a	0.859	0.72	0.36	0.896
	CES00706	01059809	22,874	49.3	14.6	36.1	n/a	n/a	0.888	0.87	0.43	0.915
	CES00958	01211254	22,874	52.4	11.0	36.6	n/a	n/a	0.879	0.84	0.42	0.930
	CES00701	01059799	22,874	54.1	16.7	29.2	n/a	n/a	0.870	0.75	0.38	0.878
	CES00849	01210733	22,874	46.4	12.2	41.4	n/a	n/a	0.899	0.95	0.47	0.936

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Std Dev
	CES00708	01059813	22,874	47.2	15.6	37.2	n/a	n/a	0.892	0.90	0.45	0.913
	CES00635	01003521	22,874	42.4	8.5	12.9	20.4	15.7	0.920	1.59	0.40	1.563
	CES00274	00437871	33,956	55.7	13.0	31.3	n/a	n/a	0.876	0.76	0.38	0.900
	CES10052	n/a	33,956	52.7	12.3	35.0	n/a	n/a	0.870	0.82	0.41	0.920
	CES00364	00683675	33,956	54.7	13.2	32.1	n/a	n/a	0.887	0.77	0.39	0.904
9–12	CES00712	01059905	33,956	55.0	11.9	33.1	n/a	n/a	0.898	0.78	0.39	0.913
	CES00486	00940503	33,956	49.0	14.3	36.7	n/a	n/a	0.871	0.88	0.44	0.918
	CES00808	01210361	33,956	53.3	10.5	36.2	n/a	n/a	0.892	0.83	0.41	0.930
	CES00969	01211282	33,956	44.0	7.6	10.8	17.0	20.5	0.920	1.62	0.41	1.639

**Table K-35: Item Analysis, Initial Assessment Data, Reading, Grade Span K–1**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01031	01210026	MC	188,965	0.55	0.421	7.55
CER01030	01210024	MC	188,965	0.44	0.346	7.97
CER01041	01210046	MC	188,965	0.31	0.193	8.29
CER01314	01210917	MC	188,965	0.34	0.323	10.92
CER01315	01210918	MC	188,965	0.40	0.324	10.60
CER01312	01210915	MC	188,965	0.44	0.401	10.39
CER01316	01210919	MC	188,965	0.35	0.370	10.73
CER01216	01210596	MC	188,965	0.32	0.249	10.84
CER01311	01210914	MC	188,965	0.27	0.259	10.97
CER01034	01210032	MC	188,965	0.45	0.468	10.36
CER01179	01210529	MC	188,965	0.36	0.311	12.78
CER01025	01210014	MC	188,965	0.30	0.399	12.90
CER01079	01210122	MC	188,965	0.39	0.377	13.16
CER01055	01210074	MC	188,965	0.26	0.396	13.24
CER01083	01210130	DCR	188,965	0.08	0.527	4.41
CER01027	01210018	DCR	188,965	0.07	0.522	4.63
CER01047	01210058	DCR	188,965	0.19	0.373	3.36
CER01057	01210078	DCR	188,965	0.27	0.411	3.51
CER01066	01210096	CR	188,965	0.46	0.655	3.17
CER01033	01210030	CR	188,965	0.44	0.666	3.27

Table K-36: Item Analysis, Initial Assessment Data, Reading, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00348	00546026	MC	10,585	0.38	0.551	21.18
CER00353	00546036	MC	10,585	0.45	0.651	22.17
CER00270	00437237	MC	10,585	0.24	0.385	22.78
CER01090	01210364	MC	10,585	0.43	0.580	23.57
CER01212	01210592	MC	10,585	0.25	0.485	23.32
CER00032	00240821	MC	10,585	0.44	0.566	23.25
CER00011	00240727	MC	10,585	0.39	0.591	23.98
CER00009	00240723	MC	10,585	0.48	0.643	23.22
CER01099	01210373	MC	10,585	0.44	0.631	23.59
CER00336	00545999	MC	10,585	0.36	0.531	23.15
CER00343	00546014	MC	10,585	0.49	0.674	23.11
CER01100	01210374	MC	10,585	0.24	0.428	23.36
CER01101	01210375	MC	10,585	0.40	0.682	22.94
CER00442	00680991	MC	10,585	0.40	0.633	23.26
CER01200	01210580	MC	10,585	0.39	0.547	23.37
CER00955	01208496	MC	10,585	0.30	0.484	23.68
CER00211	00353933	MC	10,585	0.48	0.718	22.93
CER00220	00353951	MC	10,585	0.50	0.692	23.15
CER00545	00940074	MC	10,585	0.33	0.589	23.35
CER01192	01210559	MC	10,585	0.37	0.568	24.10
CER00546	00940076	MC	10,585	0.36	0.621	23.68
CER00877	01059047	MC	10,585	0.36	0.577	23.77
CER00338	00546003	MC	10,585	0.38	0.695	23.76
CER00949	01208484	MC	10,585	0.28	0.482	24.26
CER00355	00546040	MC	10,585	0.27	0.485	23.70
CER00957	01208500	MC	10,585	0.30	0.412	24.94
CER00958	01208502	MC	10,585	0.46	0.695	25.63
CER00959	01208504	MC	10,585	0.29	0.553	25.09
CER01103	01210377	MC	10,585	0.36	0.596	25.40
CER01104	01210378	MC	10,585	0.48	0.630	26.05
CER01105	01210379	MC	10,585	0.36	0.648	25.62
CER01094	01210368	MC	10,585	0.31	0.523	25.48
CER01096	01210370	MC	10,585	0.37	0.644	25.57
CER01171	01210493	MC	10,585	0.35	0.615	25.71
CER01097	01210371	MC	10,585	0.32	0.557	25.66

**Table K-37: Item Analysis, Initial Assessment Data, Reading, Grade Span 3–5**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00893	01059097	MC	26,737	0.34	0.619	20.35
CER00463	00691065	MC	26,737	0.32	0.496	20.66
CER01242	01210671	MC	26,737	0.28	0.606	20.77
CER00050	00241059	MC	26,737	0.34	0.458	21.04
CER00964	01208922	MC	26,737	0.42	0.576	21.48
CER00052	00241063	MC	26,737	0.34	0.509	21.24
CER00072	00241154	MC	26,737	0.32	0.604	21.38
CER01108	01210382	MC	26,737	0.36	0.584	21.47
CER01107	01210381	MC	26,737	0.33	0.511	21.65
CER00377	00546207	MC	26,737	0.37	0.558	21.46
CER00898	01059107	MC	26,737	0.36	0.677	21.58
CER00897	01059105	MC	26,737	0.38	0.514	21.72
CER01241	01210657	MC	26,737	0.27	0.444	21.73
CER00458	00691051	MC	26,737	0.32	0.603	21.49
CER00296	00437620	MC	26,737	0.37	0.621	21.72
CER00498	00803539	MC	26,737	0.39	0.615	21.98
CER00235	00354168	MC	26,737	0.36	0.657	22.07
CER00896	01059103	MC	26,737	0.48	0.616	22.02
CER00599	00940990	MC	26,737	0.36	0.621	22.28
CER01110	01210384	MC	26,737	0.43	0.641	22.13
CER00900	01059111	MC	26,737	0.41	0.633	22.19
CER00604	00941000	MC	26,737	0.46	0.713	22.21
CER00600	00940992	MC	26,737	0.33	0.605	22.44
CER00972	01208938	MC	26,737	0.40	0.637	22.23
CER00895	01059101	MC	26,737	0.32	0.573	22.38
CER01113	01210387	MC	26,737	0.37	0.560	22.37
CER01114	01210388	MC	26,737	0.31	0.505	22.72
CER01115	01210389	MC	26,737	0.44	0.623	22.65
CER01112	01210386	MC	26,737	0.43	0.671	22.83
CER01161	01210483	MC	26,737	0.43	0.683	23.25
CER01121	01210395	MC	26,737	0.37	0.590	23.04
CER01123	01210397	MC	26,737	0.38	0.647	23.11
CER00974	01208944	MC	26,737	0.36	0.634	23.21
CER00975	01208946	MC	26,737	0.41	0.590	23.22
CER00977	01208950	MC	26,737	0.28	0.485	23.31

Table K-38: Item Analysis, Initial Assessment Data, Reading, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00928	01060116	MC	22,874	0.46	0.577	20.58
CER00982	01209064	MC	22,874	0.43	0.611	20.69
CER00128	00241514	MC	22,874	0.47	0.723	20.94
CER00380	00546334	MC	22,874	0.39	0.492	20.77
CER00513	00803707	MC	22,874	0.36	0.571	21.01
CER00303	00437751	MC	22,874	0.40	0.609	21.20
CER00393	00546361	MC	22,874	0.35	0.530	21.19
CER00987	01209074	MC	22,874	0.40	0.570	21.30
CER00988	01209076	MC	22,874	0.36	0.512	21.36
CER00934	01060128	MC	22,874	0.39	0.568	21.28
CER00510	00803693	MC	22,874	0.43	0.478	21.07
CER00514	00803709	MC	22,874	0.27	0.553	21.49
CER00985	01209070	MC	22,874	0.44	0.671	21.49
CER00564	00940275	MC	22,874	0.35	0.562	21.82
CER00990	01209080	MC	22,874	0.46	0.718	21.62
CER00515	00803711	MC	22,874	0.31	0.538	21.80
CER00563	00940273	MC	22,874	0.44	0.659	21.98
CER01128	01210402	MC	22,874	0.44	0.679	21.71
CER00402	00546380	MC	22,874	0.45	0.654	21.63
CER00932	01060124	MC	22,874	0.36	0.621	21.95
CER00937	01060134	MC	22,874	0.33	0.568	22.00
CER00569	00940285	MC	22,874	0.30	0.544	22.04
CER00144	00241558	MC	22,874	0.44	0.663	21.75
CER00145	00241560	MC	22,874	0.46	0.669	21.92
CER00143	00241556	MC	22,874	0.32	0.525	21.95
CER10050	n/a	MC	22,874	0.35	0.610	22.13
CER10051	n/a	MC	22,874	0.33	0.595	22.24
CER10052	n/a	MC	22,874	0.38	0.667	22.43
CER10056	n/a	MC	22,874	0.46	0.673	22.26
CER01130	01210404	MC	22,874	0.43	0.733	22.32
CER01173	01210495	MC	22,874	0.38	0.646	22.45
CER01133	01210407	MC	22,874	0.45	0.715	22.27
CER00521	00803735	MC	22,874	0.36	0.609	22.47
CER00523	00803739	MC	22,874	0.33	0.530	22.65
CER00524	00803741	MC	22,874	0.39	0.622	22.50



**Table K-39: Item Analysis, Initial Assessment Data, Reading, Grade Span 9–12**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01152	01210426	MC	33,956	0.51	0.699	20.26
CER01415	01211145	MC	33,956	0.52	0.621	20.32
CER01143	01210417	MC	33,956	0.42	0.598	20.81
CER00327	00437909	MC	33,956	0.41	0.582	20.77
CER00531	00804714	MC	33,956	0.42	0.553	20.91
CER00451	00684030	MC	33,956	0.48	0.558	21.07
CER00471	00717216	MC	33,956	0.46	0.627	20.99
CER01006	01209227	MC	33,956	0.56	0.672	20.82
CER00911	01059967	MC	33,956	0.48	0.698	20.87
CER01005	01209225	MC	33,956	0.38	0.587	20.81
CER00157	00241779	MC	33,956	0.46	0.607	21.30
CER00242	00354274	MC	33,956	0.19	0.445	21.27
CER00533	00804718	MC	33,956	0.35	0.458	21.26
CER00918	01059981	MC	33,956	0.37	0.538	21.40
CER00419	00546536	MC	33,956	0.41	0.606	21.32
CER00457	00684045	MC	33,956	0.37	0.496	21.32
CER00321	00437896	MC	33,956	0.34	0.523	21.68
CER00418	00546534	MC	33,956	0.47	0.670	21.39
CER01007	01209229	MC	33,956	0.42	0.578	21.41
CER00912	01059969	MC	33,956	0.42	0.517	21.61
CER00443	00683949	MC	33,956	0.39	0.593	21.16
CER01309	01210900	MC	33,956	0.36	0.584	21.74
CER10057	n/a	MC	33,956	0.42	0.540	21.36
CER10058	n/a	MC	33,956	0.40	0.611	21.63
CER10063	n/a	MC	33,956	0.43	0.643	21.73
CER01016	01209249	MC	33,956	0.34	0.498	21.89
CER01017	01209251	MC	33,956	0.33	0.604	22.01
CER01014	01209245	MC	33,956	0.39	0.667	22.15
CER10088	n/a	MC	33,956	0.41	0.659	22.01
CER10089	n/a	MC	33,956	0.42	0.654	22.22
CER10092	n/a	MC	33,956	0.38	0.650	22.41
CER10094	n/a	MC	33,956	0.42	0.657	22.16
CER01011	01209238	MC	33,956	0.31	0.543	22.29
CER01012	01209240	MC	33,956	0.48	0.634	22.45
CER01013	01209242	MC	33,956	0.34	0.583	22.50

**Table K-40: Item Analysis, Initial Assessment Data, Reading, Constructed-Response Items**

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Std Dev
K-1	CER01066	01210096	188,965	41.6	12.7	10.5	35.1	n/a	0.655	1.39	0.46	1.331
	CER01033	01210030	188,965	44.0	12.2	10.6	33.2	n/a	0.666	1.33	0.44	1.329

**Table K-41: Item Analysis, Initial Assessment Data, Writing, Grade Span K–1**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00896	01210200	MC	188,965	0.42	0.242	14.62
CEW00932	01210272	MC	188,965	0.23	0.183	14.83
CEW00885	01210178	MC	188,965	0.23	0.189	15.05
CEW00876	01210160	MC	188,965	0.43	0.296	15.02
CEW00884	01210176	DCR	188,965	0.20	0.205	4.20
CEW00905	01210218	DCR	188,965	0.24	0.282	4.48
CEW00875	01210158	DCR	188,965	0.29	0.306	5.04
CEW00931	01210270	DCR	188,965	0.14	0.237	5.19
CEW00877	01210162	CR	188,965	0.65	0.483	3.29
CEW00909	01210226	CR	188,965	0.57	0.491	4.43
CEW00868	01210144	CR	188,965	0.52	0.520	4.21
CEW00898	01210204	CR	188,965	0.59	0.508	4.16
CEW00919	01210246	CR	188,965	0.52	0.565	6.07
CEW00889	01210186	CR	188,965	0.51	0.629	6.76
CEW00890	01210188	CR	188,965	0.60	0.602	7.09
CEW00891	01210190	CR	188,965	0.22	0.691	30.40
CEW00923	01210254	CR	188,965	0.14	0.655	35.62
CEW00871	01210150	CR	188,965	0.18	0.679	33.93
CEW00989	01210552	CR	188,965	0.14	0.621	42.61
CEW00902	01210212	CR	188,965	0.12	0.606	42.14

**Table K-42: Item Analysis, Initial Assessment Data, Writing, Grade 2**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00005	00353965	MC	10,585	0.54	0.653	22.32
CEW00020	00353996	MC	10,585	0.57	0.713	22.61
CEW00004	00353963	MC	10,585	0.50	0.643	22.93
CEW00298	00681402	MC	10,585	0.49	0.755	23.17
CEW00939	01210436	MC	10,585	0.43	0.624	23.38
CEW00220	00546085	MC	10,585	0.47	0.698	23.68
CEW00021	00353998	MC	10,585	0.42	0.554	23.47
CEW00209	00546063	MC	10,585	0.49	0.681	23.83
CEW00941	01210438	MC	10,585	0.39	0.612	23.85
CEW00940	01210437	MC	10,585	0.49	0.692	24.45
CEW00796	01208524	MC	10,585	0.38	0.638	23.90
CEW00981	01210528	MC	10,585	0.34	0.445	24.24
CEW00800	01208532	MC	10,585	0.32	0.328	24.21
CEW00974	01210499	MC	10,585	0.46	0.632	24.00
CEW00975	01210500	MC	10,585	0.34	0.509	24.06
CEW00976	01210501	MC	10,585	0.35	0.530	24.23
CEW00390	00940137	MC	10,585	0.39	0.554	24.32
CEW00391	00940139	MC	10,585	0.41	0.614	24.38
CEW00392	00940141	MC	10,585	0.44	0.650	24.51
CEW00389	00940135	CR	10,585	0.27	0.840	28.60
CEW00995	01210574	CR	10,585	0.33	0.852	30.46
CEW00381	00940119	CR	10,585	0.28	0.839	31.85
CEW00802	01208536	CR	10,585	0.29	0.839	32.33
CEW01084	01210937	CR	10,585	0.26	0.829	33.56

**Table K-43: Item Analysis, Initial Assessment Data, Writing, Grade Span 3–5**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00100	00354226	MC	26,737	0.55	0.705	20.90
CEW00088	00354202	MC	26,737	0.52	0.677	21.08
CEW00077	00354179	MC	26,737	0.46	0.627	21.34
CEW00228	00546226	MC	26,737	0.46	0.573	21.36
CEW00090	00354206	MC	26,737	0.48	0.620	21.52
CEW00239	00546248	MC	26,737	0.41	0.559	21.58
CEW00950	01210447	MC	26,737	0.42	0.582	21.63
CEW00813	01208994	MC	26,737	0.40	0.497	22.00
CEW00815	01208998	MC	26,737	0.49	0.632	22.12
CEW01019	01210694	MC	26,737	0.45	0.631	22.36
CEW00747	01059936	MC	26,737	0.54	0.710	22.08
CEW00748	01059938	MC	26,737	0.50	0.702	21.95
CEW00749	01059940	MC	26,737	0.53	0.755	21.98
CEW00755	01059952	MC	26,737	0.55	0.687	22.15
CEW00756	01059954	MC	26,737	0.41	0.595	22.16
CEW00757	01059956	MC	26,737	0.46	0.658	22.07
CEW00422	00940377	MC	26,737	0.57	0.722	22.10
CEW00423	00940379	MC	26,737	0.44	0.602	22.15
CEW00424	00940381	MC	26,737	0.42	0.550	22.16
CEW01110	01211075	CR	26,737	0.42	0.864	25.41
CEW00175	00437661	CR	26,737	0.35	0.851	28.12
CEW01015	01210690	CR	26,737	0.40	0.874	28.53
CEW00094	00354214	CR	26,737	0.39	0.858	28.38
CEW01014	01210688	CR	26,737	0.33	0.869	32.03

**Table K-44: Item Analysis, Initial Assessment Data, Writing, Grade Span 6–8**

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00265	00546425	MC	22,874	0.45	0.704	20.66
CEW00145	00354697	MC	22,874	0.52	0.670	20.77
CEW00833	01209140	MC	22,874	0.46	0.638	20.86
CEW00832	01209138	MC	22,874	0.51	0.663	20.93
CEW00178	00437794	MC	22,874	0.47	0.615	21.00
CEW00147	00354701	MC	22,874	0.44	0.512	21.08
CEW00837	01209148	MC	22,874	0.49	0.618	21.50
CEW00836	01209146	MC	22,874	0.39	0.522	21.50
CEW00961	01210458	MC	22,874	0.51	0.673	21.19
CEW00262	00546419	MC	22,874	0.42	0.536	21.26
CEW00255	00546405	MC	22,874	0.44	0.614	21.44
CEW00959	01210456	MC	22,874	0.46	0.566	21.16
CEW00256	00546407	MC	22,874	0.56	0.741	21.28
CEW00350	00803765	MC	22,874	0.41	0.599	21.60
CEW00351	00803767	MC	22,874	0.44	0.688	21.47
CEW00352	00803769	MC	22,874	0.47	0.619	21.41
CEW00779	01069233	MC	22,874	0.53	0.720	21.55
CEW00780	01069235	MC	22,874	0.53	0.727	21.68
CEW00781	01069237	MC	22,874	0.47	0.653	21.57
CEW00794	01069263	CR	22,874	0.41	0.863	24.86
CEW00782	01069239	CR	22,874	0.47	0.864	24.73
CEW00842	01209158	CR	22,874	0.41	0.861	26.83
CEW00963	01210460	CR	22,874	0.44	0.857	24.96
CEW00709	01003901	CR	22,874	0.36	0.870	30.14

Table K-45: Item Analysis, Initial Assessment Data, Writing, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00306	00684130	MC	33,956	0.49	0.657	20.50
CEW00283	00546586	MC	33,956	0.43	0.683	20.39
CEW00060	00354095	MC	33,956	0.43	0.645	20.66
CEW00849	01209287	MC	33,956	0.47	0.627	20.42
CEW00966	01210463	MC	33,956	0.50	0.644	20.57
CEW00278	00546576	MC	33,956	0.41	0.594	20.64
CEW00850	01209289	MC	33,956	0.54	0.724	20.72
CEW00041	00354047	MC	33,956	0.41	0.599	20.96
CEW00061	00354097	MC	33,956	0.67	0.693	20.55
CEW00279	00546578	MC	33,956	0.58	0.693	20.90
CEW00970	01210467	MC	33,956	0.40	0.643	20.89
CEW00855	01209299	MC	33,956	0.35	0.506	21.12
CEW00854	01209297	MC	33,956	0.52	0.630	21.10
CEW00431	00940507	MC	33,956	0.48	0.673	20.88
CEW00432	00940509	MC	33,956	0.39	0.544	21.09
CEW00433	00940511	MC	33,956	0.64	0.659	21.05
CEW00769	01060031	MC	33,956	0.48	0.699	21.10
CEW00770	01060033	MC	33,956	0.54	0.642	21.14
CEW00771	01060035	MC	33,956	0.50	0.674	21.23
CEW00764	01060021	CR	33,956	0.52	0.820	20.32
CEW00856	01209301	CR	33,956	0.48	0.835	23.91
CEW00971	01210468	CR	33,956	0.47	0.859	22.72
CEW00972	01210469	CR	33,956	0.48	0.822	22.36
CEW00447	00940539	CR	33,956	0.31	0.795	30.33

Table K-46: Item Analysis, Initial Assessment Data, Writing, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Std Dev
K–1	CEW00919	01210246	188,965	30.8	33.9	35.3	n/a	n/a	0.565	1.05	0.52	0.812
	CEW00889	01210186	188,965	23.7	49.9	26.5	n/a	n/a	0.629	1.03	0.51	0.707
	CEW00890	01210188	188,965	24.9	30.1	45.0	n/a	n/a	0.602	1.20	0.60	0.811
	CEW00891	01210190	188,965	65.6	25.0	9.4	n/a	n/a	0.691	0.44	0.22	0.658
	CEW00923	01210254	188,965	74.1	23.6	2.4	n/a	n/a	0.655	0.28	0.14	0.500
	CEW00871	01210150	188,965	70.1	24.6	5.3	n/a	n/a	0.679	0.35	0.18	0.578
	CEW00989	01210552	188,965	76.9	18.7	4.4	n/a	n/a	0.621	0.27	0.14	0.536
	CEW00902	01210212	188,965	78.9	17.7	3.4	n/a	n/a	0.606	0.24	0.12	0.502
2	CEW00389	00940135	10,585	48.4	23.9	24.8	2.9	n/a	0.840	0.82	0.27	0.904
	CEW00995	01210574	10,585	46.6	18.6	24.8	9.9	n/a	0.852	0.98	0.33	1.055
	CEW00381	00940119	10,585	48.9	23.1	24.0	4.0	n/a	0.839	0.83	0.28	0.927
	CEW00802	01208536	10,585	48.0	22.8	24.5	4.7	n/a	0.839	0.86	0.29	0.946
	CEW01084	01210937	10,585	48.5	16.1	17.9	16.3	1.1	0.829	1.05	0.26	1.189
3–5	CEW01110	01211075	26,737	39.0	16.3	25.6	19.1	n/a	0.864	1.25	0.42	1.161
	CEW00175	00437661	26,737	41.1	19.6	33.5	5.8	n/a	0.851	1.04	0.35	0.989
	CEW01015	01210690	26,737	41.4	14.1	27.3	17.3	n/a	0.874	1.20	0.40	1.156
	CEW00094	00354214	26,737	40.7	16.1	28.9	14.3	n/a	0.858	1.17	0.39	1.114
	CEW01014	01210688	26,737	43.7	10.5	20.3	23.1	2.5	0.869	1.30	0.33	1.301
6–8	CEW00794	01069263	22,874	38.2	15.8	31.7	14.3	n/a	0.863	1.22	0.41	1.105
	CEW00782	01069239	22,874	35.4	12.7	27.7	24.3	n/a	0.864	1.41	0.47	1.198
	CEW00842	01209158	22,874	37.9	18.2	28.1	15.8	n/a	0.861	1.22	0.41	1.116
	CEW00963	01210460	22,874	35.1	13.5	34.3	17.0	n/a	0.857	1.33	0.44	1.125
	CEW00709	01003901	22,874	40.8	7.5	20.9	27.1	3.6	0.870	1.45	0.36	1.351
9–12	CEW00764	01060021	33,956	29.7	12.8	29.8	27.6	n/a	0.820	1.55	0.52	1.181
	CEW00856	01209301	33,956	33.5	13.5	29.8	23.1	n/a	0.835	1.43	0.48	1.174
	CEW00971	01210468	33,956	32.2	17.1	28.4	22.2	n/a	0.859	1.41	0.47	1.153
	CEW00972	01210469	33,956	30.3	11.4	40.7	17.5	n/a	0.822	1.45	0.48	1.098
	CEW00447	00940539	33,956	48.9	7.9	17.8	19.7	5.7	0.795	1.25	0.31	1.379



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**Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty**

Notes: Refer to Appendix D: Item Maps to determine the corresponding position in the test form from the Item ID. Appendix D and appendix L tables are ordered by the Item Sequence Number.

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

Item difficulty values are *p*-values for multiple-choice items or item means divided by the maximum number of points for constructed-response items.

**Table L-1: Comparison of Item Difficulty, Listening, Grade Span K–1**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00728	01057170	0.73	0.41	0.32
CEL00526	00940028	0.28	0.19	0.09
CEL00786	01208385	0.53	0.36	0.17
CEL00399	00676871	0.57	0.38	0.19
CEL00899	01210599	0.50	0.31	0.19
CEL00515	00940005	0.59	0.43	0.16
CEL00330	00545930	0.58	0.42	0.16
CEL00284	00437120	0.56	0.40	0.16
CEL00285	00437122	0.84	0.64	0.20
CEL00286	00437124	0.83	0.60	0.23
CEL00730	01057174	0.76	0.42	0.34
CEL00782	01208376	0.60	0.26	0.34
CEL00788	01208389	0.69	0.47	0.22
CEL00471	00803313	0.85	0.53	0.32
CEL00787	01208387	0.73	0.43	0.30
CEL00397	00676867	0.82	0.50	0.32
CEL00836	01210292	0.51	0.24	0.27
CEL00400	00676873	0.30	0.11	0.19
CEL00789	01208391	0.35	0.11	0.24
CEL00463	00803297	0.42	0.13	0.29
			<b>Sum</b>	<b>4.70</b>
			<b>Average</b>	<b>0.24</b>

**Table L-2: Comparison of Item Difficulty, Listening, Grade 2**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00728	01057170	0.90	0.59	0.31
CEL00526	00940028	0.44	0.32	0.12
CEL00786	01208385	0.69	0.46	0.23
CEL00399	00676871	0.76	0.51	0.25
CEL00899	01210599	0.68	0.45	0.23
CEL00515	00940005	0.77	0.58	0.19
CEL00330	00545930	0.77	0.52	0.25
CEL00284	00437120	0.70	0.49	0.21
CEL00285	00437122	0.92	0.63	0.29
CEL00286	00437124	0.91	0.63	0.28
CEL00730	01057174	0.86	0.53	0.33
CEL00782	01208376	0.72	0.44	0.28
CEL00788	01208389	0.83	0.54	0.29
CEL00471	00803313	0.93	0.57	0.36
CEL00787	01208387	0.86	0.49	0.37
CEL00397	00676867	0.91	0.56	0.35
CEL00836	01210292	0.70	0.43	0.27
CEL00400	00676873	0.51	0.31	0.20
CEL00789	01208391	0.50	0.32	0.18
CEL00463	00803297	0.57	0.36	0.21
			<b>Sum</b>	<b>5.20</b>
			<b>Average</b>	<b>0.26</b>

**Table L-3: Comparison of Item Difficulty, Listening, Grade Span 3–5**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00151	00382856	0.90	0.63	0.27
CEL00425	00687427	0.92	0.56	0.36
CEL00154	00382862	0.86	0.60	0.26
CEL00177	00382908	0.85	0.60	0.25
CEL00484	00803461	0.82	0.57	0.25
CEL00554	00940959	0.81	0.50	0.31
CEL00800	01208912	0.77	0.58	0.19
CEL00352	00546104	0.59	0.43	0.16
CEL00186	00382926	0.74	0.53	0.21
CEL00357	00546114	0.62	0.47	0.15
CEL00435	00687449	0.91	0.63	0.28
CEL00356	00546112	0.80	0.55	0.25
CEL00793	01208897	0.62	0.42	0.20
CEL00843	01210299	0.70	0.49	0.21
CEL00744	01057650	0.50	0.39	0.11
CEL00557	00940965	0.78	0.51	0.27
CEL00736	01057633	0.50	0.39	0.11
CEL00738	01057637	0.57	0.43	0.14
CEL00740	01057641	0.64	0.44	0.20
CEL00739	01057639	0.49	0.38	0.11
			<b>Sum</b>	<b>4.29</b>
			<b>Average</b>	<b>0.21</b>

**Table L-4: Comparison of Item Difficulty, Listening, Grade Span 6–8**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00487	00803587	0.86	0.58	0.28
CEL00538	00940177	0.80	0.52	0.28
CEL00307	00437690	0.80	0.51	0.29
CEL00804	01209037	0.63	0.43	0.20
CEL00531	00940162	0.61	0.36	0.25
CEL00224	00383002	0.85	0.52	0.33
CEL00363	00546267	0.86	0.56	0.30
CEL00806	01209041	0.79	0.50	0.29
CEL00453	00693734	0.59	0.42	0.17
CEL00754	01059779	0.82	0.49	0.33
CEL00230	00383014	0.63	0.47	0.16
CEL00540	00940181	0.82	0.55	0.27
CEL00805	01209039	0.61	0.42	0.19
CEL00451	00693730	0.63	0.40	0.23
CEL00532	00940164	0.58	0.42	0.16
CEL00489	00803591	0.74	0.45	0.29
CEL00541	00940183	0.55	0.37	0.18
CEL00437	00693699	0.72	0.49	0.23
CEL00438	00693701	0.51	0.39	0.12
CEL00439	00693703	0.64	0.45	0.19
			<b>Sum</b>	<b>4.74</b>
			<b>Average</b>	<b>0.24</b>

**Table L-5: Comparison of Item Difficulty, Listening, Grade Span 9–12**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00768	01059883	0.39	0.33	0.06
CEL00262	00383078	0.82	0.60	0.22
CEL00551	00940438	0.68	0.52	0.16
CEL00823	01209203	0.73	0.52	0.21
CEL00319	00437841	0.85	0.58	0.27
CEL00379	00546440	0.60	0.42	0.18
CEL00542	00940419	0.76	0.57	0.19
CEL10017	n/a	0.81	0.48	0.33
CEL00995	01211127	0.66	0.48	0.18
CEL00817	01209180	0.66	0.40	0.26
CEL00386	00546454	0.62	0.52	0.10
CEL00412	00682950	0.86	0.60	0.26
CEL00818	01209182	0.59	0.40	0.19
CEL10032	n/a	0.73	0.50	0.23
CEL00997	01211129	0.62	0.44	0.18
CEL00761	01059869	0.71	0.46	0.25
CEL00865	01210321	0.83	0.53	0.30
CEL00546	00940427	0.67	0.52	0.15
CEL00547	00940429	0.62	0.45	0.17
CEL00549	00940433	0.67	0.51	0.16
			<b>Sum</b>	<b>4.05</b>
			<b>Average</b>	<b>0.20</b>

**Table L-6: Comparison of Item Difficulty, Speaking, Grade Span K–1**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00674	01057183	0.77	0.56	0.21
CES00346	00680889	0.59	0.32	0.27
CES00436	00940039	0.75	0.52	0.23
CES00770	01210323	0.75	0.50	0.25
CES00396	00803337	0.88	0.59	0.29
CES00680	01057195	0.83	0.56	0.27
CES00391	00803327	0.76	0.55	0.21
CES00675	01057185	0.73	0.43	0.30
CES00728	01208460	0.86	0.55	0.31
CES00723	01208450	0.94	0.67	0.27
CES00290	00545983	0.54	0.35	0.19
CES00287	00545977	0.70	0.43	0.27
CES00148	00382772	0.91	0.69	0.22
CES00818	01210562	0.53	0.25	0.28
CES00774	01210327	0.64	0.31	0.33
CES00439	00940045	0.51	0.22	0.29
CES00967	01211280	0.60	0.29	0.31
CES10058	n/a	0.67	0.40	0.27
CES00778	01210331	0.58	0.32	0.26
CES00649	01003861	0.57	0.36	0.21
			<b>Sum</b>	<b>5.24</b>
			<b>Average</b>	<b>0.26</b>

**Table L-7: Comparison of Item Difficulty, Speaking, Grade 2**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00674	01057183	0.84	0.48	0.36
CES00346	00680889	0.71	0.41	0.30
CES00436	00940039	0.86	0.52	0.34
CES00770	01210323	0.88	0.56	0.32
CES00396	00803337	0.95	0.57	0.38
CES00680	01057195	0.91	0.52	0.39
CES00391	00803327	0.84	0.51	0.33
CES00675	01057185	0.87	0.50	0.37
CES00728	01208460	0.94	0.56	0.38
CES00723	01208450	0.96	0.58	0.38
CES00290	00545983	0.69	0.41	0.28
CES00287	00545977	0.83	0.49	0.34
CES00148	00382772	0.95	0.59	0.36
CES00818	01210562	0.74	0.44	0.30
CES00774	01210327	0.82	0.48	0.34
CES00439	00940045	0.74	0.43	0.31
CES00967	01211280	0.79	0.45	0.34
CES10058	n/a	0.80	0.48	0.32
CES00778	01210331	0.73	0.43	0.30
CES00649	01003861	0.71	0.43	0.28
			<b>Sum</b>	<b>6.72</b>
			<b>Average</b>	<b>0.34</b>



**Table L-8: Comparison of Item Difficulty, Speaking, Grade Span 3–5**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00252	00437531	0.86	0.47	0.39
CES00402	00803468	0.83	0.45	0.38
CES00258	00437544	0.71	0.41	0.30
CES00168	00383154	0.90	0.51	0.39
CES00780	01210333	0.90	0.51	0.39
CES00692	01059014	0.91	0.49	0.42
CES00371	00687645	0.93	0.51	0.42
CES00304	00546147	0.80	0.45	0.35
CES00693	01059016	0.71	0.40	0.31
CES00741	01208978	0.79	0.43	0.36
CES00920	01211035	0.55	0.32	0.23
CES00471	00940353	0.55	0.29	0.26
CES00687	01059004	0.46	0.30	0.16
CES00835	01210664	0.65	0.36	0.29
CES00925	01211040	0.71	0.40	0.31
CES00178	00383174	0.71	0.40	0.31
CES00466	00940342	0.64	0.35	0.29
CES00406	00803476	0.75	0.43	0.32
CES00467	00940344	0.76	0.41	0.35
CES00739	01208974	0.70	0.40	0.30
			<b>Sum</b>	<b>6.53</b>
			<b>Average</b>	<b>0.33</b>

**Table L-9: Comparison of Item Difficulty, Speaking, Grade Span 6–8**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00183	00383187	0.64	0.36	0.28
CES00455	00940203	0.93	0.57	0.36
CES00790	01210343	0.92	0.49	0.43
CES00412	00803613	0.48	0.29	0.19
CES00752	01209118	0.55	0.19	0.36
CES00456	00940205	0.28	0.22	0.06
CES00747	01209108	0.65	0.34	0.31
CES00856	01210762	0.37	0.22	0.15
CES00449	00940191	0.57	0.31	0.26
CES00263	00437722	0.84	0.44	0.40
CES00847	01210729	0.61	0.31	0.30
CES00386	00693765	0.17	0.16	0.01
CES00190	00383201	0.60	0.33	0.27
CES00748	01209110	0.75	0.36	0.39
CES00706	01059809	0.80	0.43	0.37
CES00958	01211254	0.81	0.42	0.39
CES00701	01059799	0.68	0.38	0.30
CES00849	01210733	0.88	0.47	0.41
CES00708	01059813	0.81	0.45	0.36
CES00635	01003521	0.74	0.40	0.34
			<b>Sum</b>	<b>5.94</b>
			<b>Average</b>	<b>0.30</b>

**Table L-10: Comparison of Item Difficulty, Speaking, Grade Span 9–12**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00335	00546487	0.53	0.21	0.32
CES00475	00940480	0.66	0.38	0.28
CES00872	01210841	0.81	0.33	0.48
CES00476	00940482	0.46	0.17	0.29
CES00483	00940497	0.30	0.18	0.12
CES00801	01210354	0.52	0.25	0.27
CES00477	00940484	0.42	0.23	0.19
CES00759	01209258	0.46	0.25	0.21
CES00897	01210890	0.67	0.33	0.34
CES00764	01209269	0.75	0.39	0.36
CES00802	01210355	0.53	0.34	0.19
CES00367	00683682	0.36	0.26	0.10
CES00236	00383295	0.70	0.35	0.35
CES00274	00437871	0.70	0.38	0.32
CES10052	n/a	0.79	0.41	0.38
CES00364	00683675	0.73	0.39	0.34
CES00712	01059905	0.77	0.39	0.38
CES00486	00940503	0.77	0.44	0.33
CES00808	01210361	0.78	0.41	0.37
CES00969	01211282	0.75	0.41	0.34
			<b>Sum</b>	<b>5.96</b>
			<b>Average</b>	<b>0.30</b>

**Table L-11: Comparison of Item Difficulty, Reading, Grade Span K–1**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER01031	01210026	0.88	0.55	0.33
CER01030	01210024	0.74	0.44	0.30
CER01041	01210046	0.51	0.31	0.20
CER01314	01210917	0.63	0.34	0.29
CER01315	01210918	0.64	0.40	0.24
CER01312	01210915	0.79	0.44	0.35
CER01316	01210919	0.64	0.35	0.29
CER01216	01210596	0.47	0.32	0.15
CER01311	01210914	0.50	0.27	0.23
CER01034	01210032	0.85	0.45	0.40
CER01179	01210529	0.58	0.36	0.22
CER01025	01210014	0.67	0.30	0.37
CER01079	01210122	0.71	0.39	0.32
CER01055	01210074	0.67	0.26	0.41
CER01083	01210130	0.45	0.08	0.37
CER01027	01210018	0.35	0.07	0.28
CER01047	01210058	0.53	0.19	0.34
CER01057	01210078	0.62	0.27	0.35
CER01066	01210096	0.89	0.46	0.43
CER01033	01210030	0.91	0.44	0.47
			<b>Sum</b>	<b>6.34</b>
			<b>Average</b>	<b>0.32</b>

**Table L-12: Comparison of Item Difficulty, Reading, Grade 2**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER00348	00546026	0.51	0.38	0.13
CER00353	00546036	0.63	0.45	0.18
CER00270	00437237	0.26	0.24	0.02
CER01090	01210364	0.58	0.43	0.15
CER01212	01210592	0.33	0.25	0.08
CER00032	00240821	0.57	0.44	0.13
CER00011	00240727	0.52	0.39	0.13
CER00009	00240723	0.65	0.48	0.17
CER01099	01210373	0.58	0.44	0.14
CER00336	00545999	0.41	0.36	0.05
CER00343	00546014	0.72	0.49	0.23
CER01100	01210374	0.29	0.24	0.05
CER01101	01210375	0.57	0.40	0.17
CER00442	00680991	0.56	0.40	0.16
CER01200	01210580	0.53	0.39	0.14
CER00955	01208496	0.41	0.30	0.11
CER00211	00353933	0.69	0.48	0.21
CER00220	00353951	0.73	0.50	0.23
CER00545	00940074	0.43	0.33	0.10
CER01192	01210559	0.49	0.37	0.12
CER00546	00940076	0.51	0.36	0.15
CER00877	01059047	0.47	0.36	0.11
CER00338	00546003	0.53	0.38	0.15
CER00949	01208484	0.39	0.28	0.11
CER00355	00546040	0.31	0.27	0.04
CER00957	01208500	0.39	0.30	0.09
CER00958	01208502	0.67	0.46	0.21
CER00959	01208504	0.39	0.29	0.10
CER01103	01210377	0.48	0.36	0.12
CER01104	01210378	0.69	0.48	0.21
CER01105	01210379	0.49	0.36	0.13
CER01094	01210368	0.44	0.31	0.13
CER01096	01210370	0.53	0.37	0.16
CER01171	01210493	0.49	0.35	0.14
CER01097	01210371	0.42	0.32	0.10
			<b>Sum</b>	<b>4.65</b>
			<b>Average</b>	<b>0.13</b>

**Table L-13: Comparison of Item Difficulty, Reading, Grade Span 3–5**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER00893	01059097	0.47	0.34	0.13
CER00463	00691065	0.48	0.32	0.16
CER01242	01210671	0.39	0.28	0.11
CER00050	00241059	0.44	0.34	0.10
CER00964	01208922	0.58	0.42	0.16
CER00052	00241063	0.40	0.34	0.06
CER00072	00241154	0.44	0.32	0.12
CER01108	01210382	0.56	0.36	0.20
CER01107	01210381	0.43	0.33	0.10
CER00377	00546207	0.51	0.37	0.14
CER00898	01059107	0.52	0.36	0.16
CER00897	01059105	0.49	0.38	0.11
CER01241	01210657	0.34	0.27	0.07
CER00458	00691051	0.48	0.32	0.16
CER00296	00437620	0.58	0.37	0.21
CER00498	00803539	0.50	0.39	0.11
CER00235	00354168	0.53	0.36	0.17
CER00896	01059103	0.70	0.48	0.22
CER00599	00940990	0.48	0.36	0.12
CER01110	01210384	0.61	0.43	0.18
CER00900	01059111	0.57	0.41	0.16
CER00604	00941000	0.67	0.46	0.21
CER00600	00940992	0.44	0.33	0.11
CER00972	01208938	0.53	0.40	0.13
CER00895	01059101	0.40	0.32	0.08
CER01113	01210387	0.53	0.37	0.16
CER01114	01210388	0.45	0.31	0.14
CER01115	01210389	0.60	0.44	0.16
CER01112	01210386	0.60	0.43	0.17
CER01161	01210483	0.61	0.43	0.18
CER01121	01210395	0.52	0.37	0.15
CER01123	01210397	0.54	0.38	0.16
CER00974	01208944	0.50	0.36	0.14
CER00975	01208946	0.57	0.41	0.16
CER00977	01208950	0.33	0.28	0.05
			<b>Sum</b>	<b>4.95</b>
			<b>Average</b>	<b>0.14</b>

**Table L-14: Comparison of Item Difficulty, Reading, Grade Span 6–8**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER00928	01060116	0.64	0.46	0.18
CER00982	01209064	0.55	0.43	0.12
CER00128	00241514	0.70	0.47	0.23
CER00380	00546334	0.34	0.39	-0.05
CER00513	00803707	0.55	0.36	0.19
CER00303	00437751	0.55	0.40	0.15
CER00393	00546361	0.47	0.35	0.12
CER00987	01209074	0.46	0.40	0.06
CER00988	01209076	0.56	0.36	0.20
CER00934	01060128	0.57	0.39	0.18
CER00510	00803693	0.48	0.43	0.05
CER00514	00803709	0.37	0.27	0.10
CER00985	01209070	0.62	0.44	0.18
CER00564	00940275	0.44	0.35	0.09
CER00990	01209080	0.78	0.46	0.32
CER00515	00803711	0.40	0.31	0.09
CER00563	00940273	0.62	0.44	0.18
CER01128	01210402	0.62	0.44	0.18
CER00402	00546380	0.62	0.45	0.17
CER00932	01060124	0.44	0.36	0.08
CER00937	01060134	0.39	0.33	0.06
CER00569	00940285	0.31	0.30	0.01
CER00144	00241558	0.59	0.44	0.15
CER00145	00241560	0.61	0.46	0.15
CER00143	00241556	0.37	0.32	0.05
CER10050	n/a	0.45	0.35	0.10
CER10051	n/a	0.39	0.33	0.06
CER10052	n/a	0.54	0.38	0.16
CER10056	n/a	0.60	0.46	0.14
CER01130	01210404	0.62	0.43	0.19
CER01173	01210495	0.47	0.38	0.09
CER01133	01210407	0.60	0.45	0.15
CER00521	00803735	0.45	0.36	0.09
CER00523	00803739	0.40	0.33	0.07
CER00524	00803741	0.48	0.39	0.09
			<b>Sum</b>	<b>4.38</b>
			<b>Average</b>	<b>0.13</b>

Table L-15: Comparison of Item Difficulty, Reading, Grade Span 9–12

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER01152	01210426	0.77	0.51	0.26
CER01415	01211145	0.66	0.52	0.14
CER01143	01210417	0.55	0.42	0.13
CER00327	00437909	0.60	0.41	0.19
CER00531	00804714	0.50	0.42	0.08
CER00451	00684030	0.62	0.48	0.14
CER00471	00717216	0.57	0.46	0.11
CER01006	01209227	0.79	0.56	0.23
CER00911	01059967	0.72	0.48	0.24
CER01005	01209225	0.47	0.38	0.09
CER00157	00241779	0.73	0.46	0.27
CER00242	00354274	0.34	0.19	0.15
CER00533	00804718	0.40	0.35	0.05
CER00918	01059981	0.48	0.37	0.11
CER00419	00546536	0.74	0.41	0.33
CER00457	00684045	0.45	0.37	0.08
CER00321	00437896	0.54	0.34	0.20
CER00418	00546534	0.78	0.47	0.31
CER01007	01209229	0.49	0.42	0.07
CER00912	01059969	0.57	0.42	0.15
CER00443	00683949	0.39	0.39	0.00
CER01309	01210900	0.45	0.36	0.09
CER10057	n/a	0.50	0.42	0.08
CER10058	n/a	0.50	0.40	0.10
CER10063	n/a	0.53	0.43	0.10
CER01016	01209249	0.39	0.34	0.05
CER01017	01209251	0.36	0.33	0.03
CER01014	01209245	0.53	0.39	0.14
CER10088	n/a	0.50	0.41	0.09
CER10089	n/a	0.49	0.42	0.07
CER10092	n/a	0.47	0.38	0.09
CER10094	n/a	0.52	0.42	0.10
CER01011	01209238	0.33	0.31	0.02
CER01012	01209240	0.56	0.48	0.08
CER01013	01209242	0.34	0.34	0.00
			<b>Sum</b>	<b>4.37</b>
			<b>Average</b>	<b>0.12</b>



**Table L-16: Comparison of Item Difficulty, Writing, Grade Span K–1**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00896	01210200	0.60	0.42	0.18
CEW00932	01210272	0.47	0.23	0.24
CEW00885	01210178	0.46	0.23	0.23
CEW00876	01210160	0.67	0.43	0.24
CEW00884	01210176	0.39	0.20	0.19
CEW00905	01210218	0.47	0.24	0.23
CEW00875	01210158	0.54	0.29	0.25
CEW00931	01210270	0.33	0.14	0.19
CEW00877	01210162	0.92	0.65	0.27
CEW00909	01210226	0.88	0.57	0.31
CEW00868	01210144	0.91	0.52	0.39
CEW00898	01210204	0.91	0.59	0.32
CEW00919	01210246	0.82	0.52	0.30
CEW00889	01210186	0.83	0.51	0.32
CEW00890	01210188	0.89	0.60	0.29
CEW00891	01210190	0.75	0.22	0.53
CEW00923	01210254	0.46	0.14	0.32
CEW00871	01210150	0.63	0.18	0.45
CEW00989	01210552	0.48	0.14	0.34
CEW00902	01210212	0.49	0.12	0.37
			<b>Sum</b>	<b>5.96</b>
			<b>Average</b>	<b>0.30</b>

**Table L-17: Comparison of Item Difficulty, Writing, Grade 2**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00005	00353965	0.77	0.54	0.23
CEW00020	00353996	0.82	0.57	0.25
CEW00004	00353963	0.70	0.50	0.20
CEW00298	00681402	0.73	0.49	0.24
CEW00939	01210436	0.64	0.43	0.21
CEW00220	00546085	0.70	0.47	0.23
CEW00021	00353998	0.59	0.42	0.17
CEW00209	00546063	0.71	0.49	0.22
CEW00941	01210438	0.55	0.39	0.16
CEW00940	01210437	0.71	0.49	0.22
CEW00796	01208524	0.52	0.38	0.14
CEW00981	01210528	0.46	0.34	0.12
CEW00800	01208532	0.41	0.32	0.09
CEW00974	01210499	0.63	0.46	0.17
CEW00975	01210500	0.43	0.34	0.09
CEW00976	01210501	0.46	0.35	0.11
CEW00390	00940137	0.52	0.39	0.13
CEW00391	00940139	0.57	0.41	0.16
CEW00392	00940141	0.60	0.44	0.16
CEW00389	00940135	0.43	0.27	0.16
CEW00995	01210574	0.53	0.33	0.20
CEW00381	00940119	0.44	0.28	0.16
CEW00802	01208536	0.46	0.29	0.17
CEW01084	01210937	0.45	0.26	0.19
			<b>Sum</b>	<b>4.18</b>
			<b>Average</b>	<b>0.17</b>

**Table L-18: Comparison of Item Difficulty, Writing, Grade Span 3–5**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00100	00354226	0.86	0.55	0.31
CEW00088	00354202	0.74	0.52	0.22
CEW00077	00354179	0.64	0.46	0.18
CEW00228	00546226	0.65	0.46	0.19
CEW00090	00354206	0.66	0.48	0.18
CEW00239	00546248	0.58	0.41	0.17
CEW00950	01210447	0.55	0.42	0.13
CEW00813	01208994	0.49	0.40	0.09
CEW00815	01208998	0.68	0.49	0.19
CEW01019	01210694	0.63	0.45	0.18
CEW00747	01059936	0.82	0.54	0.28
CEW00748	01059938	0.75	0.50	0.25
CEW00749	01059940	0.83	0.53	0.30
CEW00755	01059952	0.78	0.55	0.23
CEW00756	01059954	0.56	0.41	0.15
CEW00757	01059956	0.66	0.46	0.20
CEW00422	00940377	0.83	0.57	0.26
CEW00423	00940379	0.61	0.44	0.17
CEW00424	00940381	0.55	0.42	0.13
CEW01110	01211075	0.68	0.42	0.26
CEW00175	00437661	0.56	0.35	0.21
CEW01015	01210690	0.65	0.40	0.25
CEW00094	00354214	0.62	0.39	0.23
CEW01014	01210688	0.56	0.33	0.23
			<b>Sum</b>	<b>4.99</b>
			<b>Average</b>	<b>0.21</b>

**Table L-19: Comparison of Item Difficulty, Writing, Grade Span 6–8**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00265	00546425	0.71	0.45	0.26
CEW00145	00354697	0.74	0.52	0.22
CEW00833	01209140	0.71	0.46	0.25
CEW00832	01209138	0.77	0.51	0.26
CEW00178	00437794	0.62	0.47	0.15
CEW00147	00354701	0.58	0.44	0.14
CEW00837	01209148	0.71	0.49	0.22
CEW00836	01209146	0.53	0.39	0.14
CEW00961	01210458	0.72	0.51	0.21
CEW00262	00546419	0.54	0.42	0.12
CEW00255	00546405	0.65	0.44	0.21
CEW00959	01210456	0.66	0.46	0.20
CEW00256	00546407	0.84	0.56	0.28
CEW00350	00803765	0.58	0.41	0.17
CEW00351	00803767	0.76	0.44	0.32
CEW00352	00803769	0.66	0.47	0.19
CEW00779	01069233	0.80	0.53	0.27
CEW00780	01069235	0.82	0.53	0.29
CEW00781	01069237	0.71	0.47	0.24
CEW00794	01069263	0.66	0.41	0.25
CEW00782	01069239	0.74	0.47	0.27
CEW00842	01209158	0.67	0.41	0.26
CEW00963	01210460	0.71	0.44	0.27
CEW00709	01003901	0.61	0.36	0.25
			<b>Sum</b>	<b>5.44</b>
			<b>Average</b>	<b>0.23</b>

**Table L-20: Comparison of Item Difficulty, Writing, Grade Span 9–12**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00306	00684130	0.82	0.49	0.33
CEW00283	00546586	0.70	0.43	0.27
CEW00060	00354095	0.62	0.43	0.19
CEW00849	01209287	0.58	0.47	0.11
CEW00966	01210463	0.75	0.50	0.25
CEW00278	00546576	0.62	0.41	0.21
CEW00850	01209289	0.82	0.54	0.28
CEW00041	00354047	0.61	0.41	0.20
CEW00061	00354097	0.86	0.67	0.19
CEW00279	00546578	0.85	0.58	0.27
CEW00970	01210467	0.64	0.40	0.24
CEW00855	01209299	0.45	0.35	0.10
CEW00854	01209297	0.66	0.52	0.14
CEW00431	00940507	0.65	0.48	0.17
CEW00432	00940509	0.60	0.39	0.21
CEW00433	00940511	0.82	0.64	0.18
CEW00769	01060031	0.68	0.48	0.20
CEW00770	01060033	0.77	0.54	0.23
CEW00771	01060035	0.73	0.50	0.23
CEW00764	01060021	0.73	0.52	0.21
CEW00856	01209301	0.73	0.48	0.25
CEW00971	01210468	0.72	0.47	0.25
CEW00972	01210469	0.70	0.48	0.22
CEW00447	00940539	0.51	0.31	0.20
			<b>Sum</b>	<b>5.13</b>
			<b>Average</b>	<b>0.21</b>

**Appendix M: Unscaled Item Parameters**

Notes: Unscaled item parameter estimates were obtained from calibrations using 2016–17 data. After scaling constants found in table 8.8 were applied to these parameter estimates, the item bank was refreshed. This made these most recent parameter estimates available for future form construction. These parameter estimates were not used to produce scores reported to the CELDT 2016–17 Edition students.

Minor differences in unscaled item parameter estimates should be present each year due to sampling error, modeling error, and variation in overall student performance from year to year as it applied to the definition of the theta metric.

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

The 3PL model (multiple-choice items) uses the  $a$ ,  $b$ , and  $c$  parameters also known as the discrimination, difficulty, and guessing parameters, respectively. The 2PL model (dichotomous-constructed-response items) uses only the  $a$  and  $b$  parameters. The generalized partial credit model (GPC: constructed-response items) uses the alpha and gamma parameters.

The samples for these analyses consisted of random samples of approximately 75,000 students for each grade span drawn from annual assessment (AA) students (grades 1–12) and initial assessment (IA) students (kindergarten) tested during the AA window.

Table M-1: Unscaled Item Parameters, Listening, Grade Span K–2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00728	01057170	3PL	0.9478	–0.4839	0.3102
CEL00526	00940028	3PL	2.2467	1.3995	0.3102
CEL00786	01208385	3PL	0.9265	0.5120	0.3102
CEL00399	00676871	3PL	0.9165	0.2964	0.3102
CEL00899	01210599	3PL	1.1895	0.5353	0.3102
CEL00515	00940005	3PL	0.6918	0.1944	0.3102
CEL00330	00545930	3PL	1.0724	0.2456	0.3102
CEL00284	00437120	3PL	0.8656	0.3749	0.3102
CEL00285	00437122	3PL	1.0360	–1.0963	0.3102
CEL00286	00437124	3PL	0.9770	–1.0606	0.3102
CEL00730	01057174	2PL	0.9549	–1.1243	n/a
CEL00782	01208376	2PL	0.8301	–0.4620	n/a
CEL00788	01208389	2PL	0.5734	–1.2110	n/a
CEL00471	00803313	2PL	1.2580	–1.4339	n/a
CEL00787	01208387	2PL	1.0264	–1.0579	n/a
CEL00397	00676867	2PL	0.8741	–1.5537	n/a
CEL00836	01210292	2PL	0.9094	–0.1914	n/a
CEL00400	00676873	2PL	1.0727	0.5859	n/a
CEL00789	01208391	2PL	0.7186	0.3086	n/a
CEL00463	00803297	2PL	0.7292	0.0404	n/a

Note: These parameters were not used for calculating 2016–17 scores.

Table M-2: Unscaled Item Parameters, Listening, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00151	00382856	3PL	0.6411	–2.2640	0.2791
CEL00425	00687427	3PL	1.0219	–1.9064	0.2791
CEL00154	00382862	3PL	0.6092	–1.6911	0.2791
CEL00177	00382908	3PL	0.6892	–1.5022	0.2791
CEL00484	00803461	3PL	0.7585	–1.1639	0.2791
CEL00554	00940959	3PL	0.6348	–1.2299	0.2791
CEL00800	01208912	3PL	0.3815	–1.3307	0.2791
CEL00352	00546104	3PL	0.4798	0.3487	0.2791
CEL00186	00382926	3PL	0.8719	–0.6177	0.2791
CEL00357	00546114	3PL	0.6462	0.0811	0.2791
CEL00435	00687449	3PL	0.8764	–1.8747	0.2791
CEL00356	00546112	3PL	0.9511	–0.8885	0.2791
CEL00793	01208897	3PL	0.8653	0.0890	0.2791
CEL00843	01210299	3PL	0.7740	–0.3852	0.2791
CEL00744	01057650	3PL	1.2329	0.6081	0.2791
CEL00557	00940965	3PL	0.7810	–0.8669	0.2791
CEL00736	01057633	3PL	1.2442	0.6129	0.2791
CEL00738	01057637	3PL	0.8372	0.3840	0.2791
CEL00740	01057641	3PL	0.5317	–0.0644	0.2791
CEL00739	01057639	3PL	0.5736	1.0614	0.2791

Note: These parameters were not used for calculating 2016–17 scores.



Table M-3: Unscaled Item Parameters, Listening, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00487	00803587	3PL	0.7575	-1.5192	0.3081
CEL00538	00940177	3PL	0.9482	-0.9022	0.3081
CEL00307	00437690	3PL	0.6565	-1.0605	0.3081
CEL00804	01209037	3PL	0.8804	0.0632	0.3081
CEL00531	00940162	3PL	0.7807	0.1476	0.3081
CEL00224	00383002	3PL	0.8454	-1.3301	0.3081
CEL00363	00546267	3PL	0.8017	-1.4967	0.3081
CEL00806	01209041	3PL	0.8280	-0.9062	0.3081
CEL00453	00693734	3PL	0.1826	1.0252	0.3081
CEL00754	01059779	3PL	0.9351	-0.9939	0.3081
CEL00230	00383014	3PL	0.3703	0.2097	0.3081
CEL00540	00940181	3PL	1.0241	-0.9674	0.3081
CEL00805	01209039	3PL	0.7056	0.1983	0.3081
CEL00451	00693730	3PL	0.7631	0.0700	0.3081
CEL00532	00940164	3PL	0.3257	0.6704	0.3081
CEL00489	00803591	3PL	0.4882	-0.7468	0.3081
CEL00541	00940183	3PL	0.6416	0.6723	0.3081
CEL00437	00693699	3PL	0.9276	-0.4174	0.3081
CEL00438	00693701	3PL	0.8800	0.7875	0.3081
CEL00439	00693703	3PL	0.7321	0.0347	0.3081

Note: These parameters were not used for calculating 2016–17 scores.

Table M-4: Unscaled Item Parameters, Listening, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00768	01059883	3PL	0.7156	1.8082	0.2980
CEL00262	00383078	3PL	0.7645	-1.2780	0.2980
CEL00551	00940438	3PL	0.5898	-0.3216	0.2980
CEL00823	01209203	3PL	0.5533	-0.7198	0.2980
CEL00319	00437841	3PL	0.9184	-1.3946	0.2980
CEL00379	00546440	3PL	0.7271	0.1636	0.2980
CEL00542	00940419	3PL	0.6163	-0.9329	0.2980
CEL10017	n/a	3PL	0.7208	-1.1828	0.2980
CEL00995	01211127	3PL	0.4484	-0.2805	0.2980
CEL00817	01209180	3PL	0.9080	-0.1615	0.2980
CEL00386	00546454	3PL	0.4362	0.0673	0.2980
CEL00412	00682950	3PL	0.9957	-1.3722	0.2980
CEL00818	01209182	3PL	0.6466	0.2593	0.2980
CEL10032	n/a	3PL	0.6915	-0.6506	0.2980
CEL00997	01211129	3PL	0.5738	0.0930	0.2980
CEL00761	01059869	3PL	0.5851	-0.6031	0.2980
CEL00865	01210321	3PL	0.9099	-1.1888	0.2980
CEL00546	00940427	3PL	0.8259	-0.2127	0.2980
CEL00547	00940429	3PL	0.4981	0.0893	0.2980
CEL00549	00940433	3PL	0.7836	-0.2514	0.2980

Note: These parameters were not used for calculating 2016–17 scores.

Table M-5: Unscaled Item Parameters, Speaking, Grade Span K–2

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CES00674	01057183	2PL	0.7019	-1.6014	n/a	n/a	n/a	n/a	n/a
CES00346	00680889	2PL	0.6953	-0.6449	n/a	n/a	n/a	n/a	n/a
CES00436	00940039	2PL	0.6167	-1.6338	n/a	n/a	n/a	n/a	n/a
CES00770	01210323	2PL	0.9253	-1.2842	n/a	n/a	n/a	n/a	n/a
CES00396	00803337	2PL	0.9851	-2.2152	n/a	n/a	n/a	n/a	n/a
CES00680	01057195	2PL	1.2382	-1.4060	n/a	n/a	n/a	n/a	n/a
CES00391	00803327	2PL	0.6295	-1.5570	n/a	n/a	n/a	n/a	n/a
CES00675	01057185	2PL	0.9522	-1.1281	n/a	n/a	n/a	n/a	n/a
CES00728	01208460	2PL	0.9095	-1.8499	n/a	n/a	n/a	n/a	n/a
CES00723	01208450	2PL	1.2830	-2.3445	n/a	n/a	n/a	n/a	n/a
CES00290	00545983	2PL	0.7706	-0.4367	n/a	n/a	n/a	n/a	n/a
CES00287	00545977	2PL	1.0207	-0.8760	n/a	n/a	n/a	n/a	n/a
CES00148	00382772	2PL	1.0469	-2.2881	n/a	n/a	n/a	n/a	n/a
CES00818	01210562	GPC	n/a	n/a	1.0479	-0.4235	0.1271	n/a	n/a
CES00774	01210327	GPC	n/a	n/a	0.9342	-0.3426	-0.6009	n/a	n/a
CES00439	00940045	GPC	n/a	n/a	1.0506	-0.2126	-0.0937	n/a	n/a
CES00967	01211280	GPC	n/a	n/a	0.9426	-0.3173	-0.5547	n/a	n/a
CES10058	n/a	GPC	n/a	n/a	1.0460	-1.4354	0.0002	n/a	n/a
CES00778	01210331	GPC	n/a	n/a	0.9992	-0.9939	0.3135	n/a	n/a
CES00649	01003861	GPC	n/a	n/a	0.7752	-1.4952	-0.9850	-0.1435	1.3213

Note: These parameters were not used for calculating 2016–17 scores.

Table M-6: Unscaled Item Parameters, Speaking, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CES00252	00437531	2PL	0.8512	-1.8109	n/a	n/a	n/a	n/a	n/a
CES00402	00803468	2PL	0.7761	-1.8299	n/a	n/a	n/a	n/a	n/a
CES00258	00437544	2PL	0.4223	-1.7682	n/a	n/a	n/a	n/a	n/a
CES00168	00383154	2PL	0.8294	-2.2497	n/a	n/a	n/a	n/a	n/a
CES00780	01210333	2PL	0.8055	-2.2987	n/a	n/a	n/a	n/a	n/a
CES00692	01059014	2PL	0.7801	-2.5621	n/a	n/a	n/a	n/a	n/a
CES00371	00687645	2PL	0.9592	-2.6039	n/a	n/a	n/a	n/a	n/a
CES00304	00546147	2PL	0.7331	-1.5488	n/a	n/a	n/a	n/a	n/a
CES00693	01059016	2PL	0.8928	-1.0103	n/a	n/a	n/a	n/a	n/a
CES00741	01208978	2PL	0.6900	-1.6371	n/a	n/a	n/a	n/a	n/a
CES00920	01211035	2PL	0.5073	-0.6212	n/a	n/a	n/a	n/a	n/a
CES00471	00940353	2PL	0.5055	-0.7779	n/a	n/a	n/a	n/a	n/a
CES00687	01059004	2PL	0.6333	-0.1070	n/a	n/a	n/a	n/a	n/a
CES00835	01210664	GPC	n/a	n/a	0.7916	-0.6430	-0.4492	n/a	n/a
CES00925	01211040	GPC	n/a	n/a	0.7495	-0.8865	-0.7655	n/a	n/a
CES00178	00383174	GPC	n/a	n/a	0.8033	-0.6944	-0.8850	n/a	n/a
CES00466	00940342	GPC	n/a	n/a	0.7592	-0.3098	-0.7263	n/a	n/a
CES00406	00803476	GPC	n/a	n/a	0.7957	-1.8414	-0.4446	n/a	n/a
CES00467	00940344	GPC	n/a	n/a	0.9151	-1.4137	-0.6476	n/a	n/a
CES00739	01208974	GPC	n/a	n/a	0.6974	-2.3206	-2.0701	-0.7867	0.9847

Note: These parameters were not used for calculating 2016–17 scores.

Table M-7: Unscaled Item Parameters, Speaking, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CES00183	00383187	2PL	0.6195	-0.8563	n/a	n/a	n/a	n/a	n/a
CES00455	00940203	2PL	0.7142	-3.1412	n/a	n/a	n/a	n/a	n/a
CES00790	01210343	2PL	0.8556	-2.6437	n/a	n/a	n/a	n/a	n/a
CES00412	00803613	2PL	0.5876	-0.0485	n/a	n/a	n/a	n/a	n/a
CES00752	01209118	2PL	0.5212	-0.9578	n/a	n/a	n/a	n/a	n/a
CES00456	00940205	2PL	0.6272	0.4801	n/a	n/a	n/a	n/a	n/a
CES00747	01209108	2PL	0.5758	-0.9918	n/a	n/a	n/a	n/a	n/a
CES00856	01210762	2PL	0.5091	0.5642	n/a	n/a	n/a	n/a	n/a
CES00449	00940191	2PL	0.5860	-0.7000	n/a	n/a	n/a	n/a	n/a
CES00263	00437722	2PL	0.6608	-2.1605	n/a	n/a	n/a	n/a	n/a
CES00847	01210729	2PL	0.6994	-0.5956	n/a	n/a	n/a	n/a	n/a
CES00386	00693765	2PL	0.7509	1.0628	n/a	n/a	n/a	n/a	n/a
CES00190	00383201	2PL	0.6705	-0.6851	n/a	n/a	n/a	n/a	n/a
CES00748	01209110	GPC	n/a	n/a	0.8259	-1.0016	-0.8731	n/a	n/a
CES00706	01059809	GPC	n/a	n/a	0.9053	-1.6816	-0.8574	n/a	n/a
CES00958	01211254	GPC	n/a	n/a	0.6769	-1.4236	-1.4312	n/a	n/a
CES00701	01059799	GPC	n/a	n/a	0.8114	-1.3343	-0.2493	n/a	n/a
CES00849	01210733	GPC	n/a	n/a	0.9733	-2.3288	-1.3126	n/a	n/a
CES00708	01059813	GPC	n/a	n/a	0.8936	-2.2851	-0.7554	n/a	n/a
CES00635	01003521	GPC	n/a	n/a	0.6668	-2.3769	-2.3537	-1.1282	0.6271

Note: These parameters were not used for calculating 2016–17 scores.

**Table M-8: Unscaled Item Parameters, Speaking, Grade Span 9–12**

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CES00335	00546487	2PL	0.5790	-0.4228	n/a	n/a	n/a	n/a	n/a
CES00475	00940480	2PL	0.5066	-1.3243	n/a	n/a	n/a	n/a	n/a
CES00872	01210841	2PL	1.0085	-1.4613	n/a	n/a	n/a	n/a	n/a
CES00476	00940482	2PL	0.7661	-0.2054	n/a	n/a	n/a	n/a	n/a
CES00483	00940497	2PL	0.7145	0.5117	n/a	n/a	n/a	n/a	n/a
CES00801	01210354	2PL	0.9831	-0.3210	n/a	n/a	n/a	n/a	n/a
CES00477	00940484	2PL	0.8090	0.1482	n/a	n/a	n/a	n/a	n/a
CES00759	01209258	2PL	0.6533	-0.0110	n/a	n/a	n/a	n/a	n/a
CES00897	01210890	2PL	1.3665	-0.7200	n/a	n/a	n/a	n/a	n/a
CES00764	01209269	2PL	1.0254	-1.2579	n/a	n/a	n/a	n/a	n/a
CES00802	01210355	2PL	0.6945	-0.4159	n/a	n/a	n/a	n/a	n/a
CES00367	00683682	2PL	0.9079	0.2222	n/a	n/a	n/a	n/a	n/a
CES00236	00383295	2PL	1.1565	-0.9274	n/a	n/a	n/a	n/a	n/a
CES00274	00437871	GPC	n/a	n/a	0.8672	-0.9987	-0.5601	n/a	n/a
CES10052	n/a	GPC	n/a	n/a	0.8839	-1.2822	-1.0830	n/a	n/a
CES00364	00683675	GPC	n/a	n/a	0.9351	-1.3146	-0.5419	n/a	n/a
CES00712	01059905	GPC	n/a	n/a	1.0740	-1.3480	-0.7656	n/a	n/a
CES00486	00940503	GPC	n/a	n/a	0.9026	-1.5254	-0.7513	n/a	n/a
CES00808	01210361	GPC	n/a	n/a	1.0403	-1.1955	-0.8679	n/a	n/a
CES00969	01211282	GPC	n/a	n/a	0.9446	-1.7958	-1.6882	-1.0879	0.1813

Note: These parameters were not used for calculating 2016–17 scores.

Table M-9: Unscaled Item Parameters, Reading, Grade Span K–1

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$
CER01031	01210026	3PL	0.9468	-0.6939	0.4110	n/a	n/a	n/a	n/a
CER01030	01210024	3PL	0.7991	-0.0783	0.2968	n/a	n/a	n/a	n/a
CER01041	01210046	3PL	1.2720	0.9319	0.2647	n/a	n/a	n/a	n/a
CER01314	01210917	3PL	1.0966	0.5750	0.3148	n/a	n/a	n/a	n/a
CER01315	01210918	3PL	0.3520	-0.5279	0.0544	n/a	n/a	n/a	n/a
CER01312	01210915	3PL	1.2049	-0.1388	0.3335	n/a	n/a	n/a	n/a
CER01316	01210919	3PL	2.2523	0.5193	0.3413	n/a	n/a	n/a	n/a
CER01216	01210596	3PL	1.1260	1.3532	0.3263	n/a	n/a	n/a	n/a
CER01311	01210914	3PL	2.3282	0.9086	0.2625	n/a	n/a	n/a	n/a
CER01034	01210032	3PL	1.1991	-0.6481	0.2434	n/a	n/a	n/a	n/a
CER01179	01210529	3PL	1.7533	0.7535	0.3488	n/a	n/a	n/a	n/a
CER01025	01210014	3PL	2.5540	0.2881	0.2474	n/a	n/a	n/a	n/a
CER01079	01210122	3PL	2.3844	0.2754	0.3489	n/a	n/a	n/a	n/a
CER01055	01210074	3PL	2.6628	0.2929	0.2285	n/a	n/a	n/a	n/a
CER01083	01210130	2PL	1.1083	0.5343	n/a	n/a	n/a	n/a	n/a
CER01027	01210018	2PL	1.5463	0.7850	n/a	n/a	n/a	n/a	n/a
CER01047	01210058	3PL	1.1004	0.5657	0.1578	n/a	n/a	n/a	n/a
CER01057	01210078	3PL	0.9137	0.2849	0.2032	n/a	n/a	n/a	n/a
CER01066	01210096	GPC	n/a	n/a	n/a	1.7754	-1.2146	-0.9401	-0.8488
CER01033	01210030	GPC	n/a	n/a	n/a	2.2177	-1.1951	-1.0082	-0.8195

Note: These parameters were not used for calculating 2016–17 scores.

Table M-10: Unscaled Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00348	00546026	3PL	1.0046	0.4446	0.2241
CER00353	00546036	3PL	1.0800	-0.0111	0.2805
CER00270	00437237	3PL	1.1676	1.8563	0.1943
CER01090	01210364	3PL	0.7584	0.3024	0.2867
CER01212	01210592	3PL	0.9851	1.1710	0.1629
CER00032	00240821	3PL	0.8884	0.4601	0.3276
CER00011	00240727	3PL	0.7873	0.2456	0.1663
CER00009	00240723	3PL	1.1035	-0.1761	0.2515
CER01099	01210373	3PL	0.9951	-0.0096	0.1931
CER00336	00545999	3PL	1.6236	1.2076	0.3207
CER00343	00546014	3PL	0.9982	-0.4974	0.2611
CER01100	01210374	3PL	1.1217	1.5397	0.1915
CER01101	01210375	3PL	1.0569	-0.1336	0.0855
CER00442	00680991	3PL	1.3267	0.2396	0.2454
CER01200	01210580	3PL	1.1572	0.7211	0.3442
CER00955	01208496	3PL	1.0851	1.0550	0.2446
CER00211	00353933	3PL	1.9867	-0.3023	0.2399
CER00220	00353951	3PL	1.1533	-0.6224	0.2089
CER00545	00940074	3PL	0.7851	0.4626	0.0896
CER01192	01210559	3PL	0.7430	0.4994	0.1988
CER00546	00940076	3PL	0.8041	0.0502	0.0658
CER00877	01059047	3PL	0.6409	0.3936	0.1175
CER00338	00546003	3PL	1.2109	0.0086	0.0737
CER00949	01208484	3PL	0.6719	1.1777	0.2075
CER00355	00546040	3PL	1.2817	1.4203	0.2018
CER00957	01208500	3PL	0.8138	1.5213	0.2783
CER00958	01208502	3PL	1.6553	-0.2703	0.2284
CER00959	01208504	3PL	1.7325	0.8284	0.2023
CER01103	01210377	3PL	1.5598	0.6761	0.2767
CER01104	01210378	3PL	0.7022	-0.5757	0.2075
CER01105	01210379	3PL	1.2936	0.3850	0.1882
CER01094	01210368	3PL	0.6222	0.6110	0.1170
CER01096	01210370	3PL	1.1787	0.2947	0.2201
CER01171	01210493	3PL	0.8908	0.3697	0.1644
CER01097	01210371	3PL	0.7361	0.7302	0.1471

Note: These parameters were not used for calculating 2016–17 scores.



Table M-11: Unscaled Item Parameters, Reading, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00893	01059097	3PL	0.7528	0.2660	0.0731
CER00463	00691065	3PL	0.6135	0.6209	0.1931
CER01242	01210671	3PL	0.9373	0.6346	0.0943
CER00050	00241059	3PL	0.5595	1.2112	0.2356
CER00964	01208922	3PL	0.8896	0.3153	0.2966
CER00052	00241063	3PL	0.7828	1.1622	0.2155
CER00072	00241154	3PL	0.8526	0.3945	0.0793
CER01108	01210382	3PL	0.7485	0.1334	0.1931
CER01107	01210381	3PL	0.8859	0.9691	0.2424
CER00377	00546207	3PL	0.6805	0.2783	0.1460
CER00898	01059107	3PL	1.0332	0.0740	0.0886
CER00897	01059105	3PL	0.9097	1.1427	0.3501
CER01241	01210657	3PL	0.4957	1.2818	0.0956
CER00458	00691051	3PL	0.9732	0.2988	0.1080
CER00296	00437620	3PL	0.7994	−0.1400	0.1130
CER00498	00803539	3PL	0.8330	0.2059	0.1111
CER00235	00354168	3PL	1.2256	0.1026	0.1157
CER00896	01059103	3PL	0.7515	−0.6001	0.1931
CER00599	00940990	3PL	1.2986	0.5272	0.2207
CER01110	01210384	3PL	0.8243	−0.2828	0.1067
CER00900	01059111	3PL	1.0306	0.1371	0.2028
CER00604	00941000	3PL	1.7729	−0.2958	0.2122
CER00600	00940992	3PL	1.3113	0.7272	0.2247
CER00972	01208938	3PL	1.0172	0.2230	0.1735
CER00895	01059101	3PL	0.9634	0.9259	0.1895
CER01113	01210387	3PL	0.5799	0.3433	0.1931
CER01114	01210388	3PL	0.6963	0.7530	0.1931
CER01115	01210389	3PL	1.0780	0.0812	0.2621
CER01112	01210386	3PL	1.1744	0.0612	0.2491
CER01161	01210483	3PL	1.2256	−0.1554	0.1463
CER01121	01210395	3PL	0.8369	0.3395	0.1931
CER01123	01210397	3PL	1.1597	0.2159	0.1960
CER00974	01208944	3PL	1.1549	0.3670	0.1913
CER00975	01208946	3PL	0.6668	0.0827	0.1931
CER00977	01208950	3PL	1.3320	1.1933	0.1961

Note: These parameters were not used for calculating 2016–17 scores.

Table M-12: Unscaled Item Parameters, Reading, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00928	01060116	3PL	0.3639	−0.4555	0.1947
CER00982	01209064	3PL	0.5771	0.2101	0.1947
CER00128	00241514	3PL	0.9222	−0.7763	0.0376
CER00380	00546334	3PL	0.8532	1.2297	0.1721
CER00513	00803707	3PL	0.5255	0.2231	0.1947
CER00303	00437751	3PL	0.7125	0.2300	0.1947
CER00393	00546361	3PL	0.6166	0.6842	0.1947
CER00987	01209074	3PL	0.6734	0.7533	0.1947
CER00988	01209076	3PL	0.4954	0.1712	0.1947
CER00934	01060128	3PL	0.3182	0.1787	0.1947
CER00510	00803693	3PL	0.4584	0.7876	0.1947
CER00514	00803709	3PL	0.6829	1.0941	0.1457
CER00985	01209070	3PL	0.8412	−0.1440	0.1947
CER00564	00940275	3PL	0.7765	0.7247	0.1795
CER00990	01209080	3PL	1.1415	−1.0774	0.0351
CER00515	00803711	3PL	0.6975	1.0936	0.1947
CER00563	00940273	3PL	0.8894	−0.1919	0.1683
CER01128	01210402	3PL	0.7623	−0.3155	0.1211
CER00402	00546380	3PL	0.7299	−0.2956	0.1465
CER00932	01060124	3PL	1.0826	0.6888	0.1898
CER00937	01060134	3PL	0.9417	1.0684	0.2067
CER00569	00940285	3PL	1.3130	1.2181	0.1779
CER00144	00241558	3PL	1.0523	0.0699	0.2205
CER00145	00241560	3PL	1.1334	0.0364	0.2493
CER00143	00241556	3PL	0.7298	1.2019	0.1726
CER10050	n/a	3PL	0.7375	0.6519	0.1619
CER10051	n/a	3PL	1.0367	0.9983	0.2064
CER10052	n/a	3PL	1.2009	0.3027	0.2284
CER10056	n/a	3PL	1.1503	0.1184	0.2613
CER01130	01210404	3PL	1.4892	−0.1378	0.1658
CER01173	01210495	3PL	1.5375	0.5560	0.2271
CER01133	01210407	3PL	1.3056	−0.0700	0.1809
CER00521	00803735	3PL	0.9181	0.6094	0.1802
CER00523	00803739	3PL	0.7758	1.0540	0.1966
CER00524	00803741	3PL	0.9730	0.4965	0.1990

Note: These parameters were not used for calculating 2016–17 scores.

Table M-13: Unscaled Item Parameters, Reading, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01152	01210426	3PL	0.6618	-1.1480	0.2059
CER01415	01211145	3PL	0.5158	-0.5103	0.2059
CER01143	01210417	3PL	0.7159	0.1864	0.2059
CER00327	00437909	3PL	0.6976	-0.0580	0.2059
CER00531	00804714	3PL	0.6164	0.7423	0.2528
CER00451	00684030	3PL	0.6053	-0.2193	0.2059
CER00471	00717216	3PL	0.5378	0.1425	0.2059
CER01006	01209227	3PL	0.9437	-1.0768	0.2059
CER00911	01059967	3PL	0.9963	-0.8389	0.0546
CER01005	01209225	3PL	0.8591	0.3881	0.1345
CER00157	00241779	3PL	0.7459	-0.7908	0.2059
CER00242	00354274	3PL	0.7324	1.4188	0.2059
CER00533	00804718	3PL	0.4019	1.6198	0.2059
CER00918	01059981	3PL	0.4418	0.7943	0.2059
CER00419	00546536	3PL	0.8655	-0.8223	0.2059
CER00457	00684045	3PL	0.9694	0.6250	0.2002
CER00321	00437896	3PL	0.8044	0.2209	0.2059
CER00418	00546534	3PL	1.0991	-0.9617	0.2059
CER01007	01209229	3PL	0.9419	0.8668	0.3094
CER00912	01059969	3PL	0.5767	0.0903	0.2059
CER00443	00683949	3PL	0.8194	1.1254	0.2153
CER01309	01210900	3PL	0.8333	0.6570	0.1844
CER10057	n/a	3PL	0.3591	0.7830	0.2059
CER10058	n/a	3PL	0.6544	0.2245	0.1158
CER10063	n/a	3PL	0.6955	0.2084	0.1594
CER01016	01209249	3PL	0.7950	1.2163	0.2310
CER01017	01209251	3PL	1.1783	0.8934	0.1580
CER01014	01209245	3PL	1.1066	0.2433	0.1894
CER10088	n/a	3PL	1.3712	0.3835	0.2079
CER10089	n/a	3PL	1.3064	0.5503	0.2451
CER10092	n/a	3PL	1.1887	0.5340	0.2145
CER10094	n/a	3PL	0.8800	0.3145	0.2057
CER01011	01209238	3PL	0.6155	1.4292	0.1501
CER01012	01209240	3PL	0.8546	0.4666	0.3034
CER01013	01209242	3PL	1.1650	1.1119	0.1932

Note: These parameters were not used for calculating 2016–17 scores.

**Table M-14: Unscaled Item Parameters, Writing, Grade Span K–1**

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00896	01210200	3PL	1.1895	1.1422	0.4679	n/a	n/a	n/a	n/a	n/a
CEW00932	01210272	3PL	1.6812	1.0261	0.2477	n/a	n/a	n/a	n/a	n/a
CEW00885	01210178	3PL	1.5026	1.0259	0.2407	n/a	n/a	n/a	n/a	n/a
CEW00876	01210160	3PL	0.8890	0.7184	0.4573	n/a	n/a	n/a	n/a	n/a
CEW00884	01210176	3PL	1.2611	1.3100	0.2235	n/a	n/a	n/a	n/a	n/a
CEW00905	01210218	3PL	0.7795	1.1585	0.2495	n/a	n/a	n/a	n/a	n/a
CEW00875	01210158	3PL	0.7286	1.0040	0.3120	n/a	n/a	n/a	n/a	n/a
CEW00931	01210270	3PL	1.4898	1.3406	0.1690	n/a	n/a	n/a	n/a	n/a
CEW00877	01210162	2PL	0.7265	-1.9834	n/a	n/a	n/a	n/a	n/a	n/a
CEW00909	01210226	2PL	0.7352	-1.5706	n/a	n/a	n/a	n/a	n/a	n/a
CEW00868	01210144	2PL	0.8761	-1.4754	n/a	n/a	n/a	n/a	n/a	n/a
CEW00898	01210204	2PL	0.8159	-1.6607	n/a	n/a	n/a	n/a	n/a	n/a
CEW00919	01210246	GPC	n/a	n/a	n/a	0.4939	-2.0096	-1.0052	n/a	n/a
CEW00889	01210186	GPC	n/a	n/a	n/a	0.7010	-2.6235	-0.3948	n/a	n/a
CEW00890	01210188	GPC	n/a	n/a	n/a	0.6422	-2.2980	-1.3233	n/a	n/a
CEW00891	01210190	GPC	n/a	n/a	n/a	1.3926	-1.1616	0.1729	n/a	n/a
CEW00923	01210254	GPC	n/a	n/a	n/a	1.3195	-0.7608	1.7990	n/a	n/a
CEW00871	01210150	GPC	n/a	n/a	n/a	1.2040	-1.0361	0.7331	n/a	n/a
CEW00989	01210552	GPC	n/a	n/a	n/a	1.0548	-0.6689	1.3535	n/a	n/a
CEW00902	01210212	GPC	n/a	n/a	n/a	1.0899	-0.4906	1.2418	n/a	n/a

Note: These parameters were not used for calculating 2016–17 scores.

Table M-15: Unscaled Item Parameters, Writing, Grade 2

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00005	00353965	3PL	0.7805	-0.7495	0.3013	n/a	n/a	n/a	n/a	n/a
CEW00020	00353996	3PL	0.9734	-1.0489	0.3013	n/a	n/a	n/a	n/a	n/a
CEW00004	00353963	3PL	1.1863	-0.1097	0.3583	n/a	n/a	n/a	n/a	n/a
CEW00298	00681402	3PL	2.8627	-0.2952	0.2879	n/a	n/a	n/a	n/a	n/a
CEW00939	01210436	3PL	1.7115	0.0777	0.3096	n/a	n/a	n/a	n/a	n/a
CEW00220	00546085	3PL	1.7718	-0.2008	0.3064	n/a	n/a	n/a	n/a	n/a
CEW00021	00353998	3PL	0.6097	0.3414	0.3013	n/a	n/a	n/a	n/a	n/a
CEW00209	00546063	3PL	1.2059	-0.2603	0.3297	n/a	n/a	n/a	n/a	n/a
CEW00941	01210438	3PL	2.1505	0.3876	0.2923	n/a	n/a	n/a	n/a	n/a
CEW00940	01210437	3PL	2.0878	-0.1553	0.3684	n/a	n/a	n/a	n/a	n/a
CEW00796	01208524	3PL	1.3221	0.3561	0.2070	n/a	n/a	n/a	n/a	n/a
CEW00981	01210528	3PL	0.6861	1.1286	0.3013	n/a	n/a	n/a	n/a	n/a
CEW00800	01208532	3PL	0.6723	2.1914	0.3520	n/a	n/a	n/a	n/a	n/a
CEW00974	01210499	3PL	1.1901	0.1187	0.3186	n/a	n/a	n/a	n/a	n/a
CEW00975	01210500	3PL	0.7983	0.8310	0.2000	n/a	n/a	n/a	n/a	n/a
CEW00976	01210501	3PL	0.6319	0.8352	0.2106	n/a	n/a	n/a	n/a	n/a
CEW00390	00940137	3PL	2.1555	0.5894	0.3373	n/a	n/a	n/a	n/a	n/a
CEW00391	00940139	3PL	1.6997	0.4802	0.3665	n/a	n/a	n/a	n/a	n/a
CEW00392	00940141	3PL	1.8745	0.3388	0.3589	n/a	n/a	n/a	n/a	n/a
CEW00389	00940135	GPC	n/a	n/a	n/a	1.1561	-1.4057	0.3257	2.1685	n/a
CEW00995	01210574	GPC	n/a	n/a	n/a	1.0510	-1.7310	-0.1199	1.2607	n/a
CEW00381	00940119	GPC	n/a	n/a	n/a	1.0967	-1.4796	0.2471	2.0171	n/a
CEW00802	01208536	GPC	n/a	n/a	n/a	0.9952	-1.6742	0.1562	2.0010	n/a
CEW01084	01210937	GPC	n/a	n/a	n/a	0.7476	-1.6850	-0.3767	0.5451	3.6606

Note: These parameters were not used for calculating 2016–17 scores.

Table M-16: Unscaled Item Parameters, Writing, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00100	00354226	3PL	1.0282	-1.2690	0.2793	n/a	n/a	n/a	n/a	n/a
CEW00088	00354202	3PL	0.6338	-0.6501	0.2793	n/a	n/a	n/a	n/a	n/a
CEW00077	00354179	3PL	1.2145	0.1633	0.3411	n/a	n/a	n/a	n/a	n/a
CEW00228	00546226	3PL	0.6166	-0.0879	0.2793	n/a	n/a	n/a	n/a	n/a
CEW00090	00354206	3PL	1.4587	0.1176	0.3767	n/a	n/a	n/a	n/a	n/a
CEW00239	00546248	3PL	0.9128	0.1674	0.2296	n/a	n/a	n/a	n/a	n/a
CEW00950	01210447	3PL	0.8341	0.4183	0.2576	n/a	n/a	n/a	n/a	n/a
CEW00813	01208994	3PL	0.7910	1.1175	0.3351	n/a	n/a	n/a	n/a	n/a
CEW00815	01208998	3PL	1.0109	-0.0770	0.3157	n/a	n/a	n/a	n/a	n/a
CEW01019	01210694	3PL	1.4062	0.1212	0.3140	n/a	n/a	n/a	n/a	n/a
CEW00747	01059936	3PL	1.1952	-0.9098	0.2725	n/a	n/a	n/a	n/a	n/a
CEW00748	01059938	3PL	1.2131	-0.5347	0.2516	n/a	n/a	n/a	n/a	n/a
CEW00749	01059940	3PL	1.4949	-0.9428	0.2381	n/a	n/a	n/a	n/a	n/a
CEW00755	01059952	3PL	1.1477	-0.6564	0.2940	n/a	n/a	n/a	n/a	n/a
CEW00756	01059954	3PL	0.7079	0.3108	0.2394	n/a	n/a	n/a	n/a	n/a
CEW00757	01059956	3PL	1.1356	-0.1550	0.2440	n/a	n/a	n/a	n/a	n/a
CEW00422	00940377	3PL	1.6118	-0.7568	0.3524	n/a	n/a	n/a	n/a	n/a
CEW00423	00940379	3PL	0.9898	0.1712	0.2785	n/a	n/a	n/a	n/a	n/a
CEW00424	00940381	3PL	0.6380	0.5294	0.2793	n/a	n/a	n/a	n/a	n/a
CEW01110	01211075	GPC	n/a	n/a	n/a	0.6685	-3.1560	-1.1265	0.6942	n/a
CEW00175	00437661	GPC	n/a	n/a	n/a	0.7473	-3.0501	-0.5323	2.1325	n/a
CEW01015	01210690	GPC	n/a	n/a	n/a	0.8124	-2.6691	-1.0193	0.9668	n/a
CEW00094	00354214	GPC	n/a	n/a	n/a	0.7429	-2.9005	-0.9878	1.4614	n/a
CEW01014	01210688	GPC	n/a	n/a	n/a	0.6842	-2.5779	-1.3394	0.0476	3.2661

Note: These parameters were not used for calculating 2016–17 scores.

Table M-17: Unscaled Item Parameters, Writing, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00265	00546425	3PL	1.1077	-0.5214	0.1813	n/a	n/a	n/a	n/a	n/a
CEW00145	00354697	3PL	0.7590	-0.6308	0.2761	n/a	n/a	n/a	n/a	n/a
CEW00833	01209140	3PL	0.6139	-0.5429	0.2761	n/a	n/a	n/a	n/a	n/a
CEW00832	01209138	3PL	0.7524	-0.8385	0.2761	n/a	n/a	n/a	n/a	n/a
CEW00178	00437794	3PL	1.1214	0.2614	0.3457	n/a	n/a	n/a	n/a	n/a
CEW00147	00354701	3PL	0.8231	0.8060	0.4148	n/a	n/a	n/a	n/a	n/a
CEW00837	01209148	3PL	0.9018	-0.3011	0.3145	n/a	n/a	n/a	n/a	n/a
CEW00836	01209146	3PL	1.3450	0.4420	0.2725	n/a	n/a	n/a	n/a	n/a
CEW00961	01210458	3PL	1.1918	-0.3801	0.2648	n/a	n/a	n/a	n/a	n/a
CEW00262	00546419	3PL	0.6104	0.5893	0.2761	n/a	n/a	n/a	n/a	n/a
CEW00255	00546405	3PL	0.8855	-0.1044	0.2761	n/a	n/a	n/a	n/a	n/a
CEW00959	01210456	3PL	0.7760	-0.1654	0.2761	n/a	n/a	n/a	n/a	n/a
CEW00256	00546407	3PL	1.2192	-1.0137	0.3153	n/a	n/a	n/a	n/a	n/a
CEW00350	00803765	3PL	0.7339	0.0245	0.1728	n/a	n/a	n/a	n/a	n/a
CEW00351	00803767	3PL	1.3001	-0.5947	0.2369	n/a	n/a	n/a	n/a	n/a
CEW00352	00803769	3PL	0.6942	-0.1615	0.2761	n/a	n/a	n/a	n/a	n/a
CEW00779	01069233	3PL	1.0495	-0.9368	0.2282	n/a	n/a	n/a	n/a	n/a
CEW00780	01069235	3PL	1.0673	-1.1211	0.1855	n/a	n/a	n/a	n/a	n/a
CEW00781	01069237	3PL	0.8669	-0.4767	0.2546	n/a	n/a	n/a	n/a	n/a
CEW00794	01069263	GPC	n/a	n/a	n/a	0.6166	-3.5097	-1.7693	1.5726	n/a
CEW00782	01069239	GPC	n/a	n/a	n/a	0.5850	-3.6697	-2.3237	0.4956	n/a
CEW00842	01209158	GPC	n/a	n/a	n/a	0.6143	-3.6631	-1.4449	1.0856	n/a
CEW00963	01210460	GPC	n/a	n/a	n/a	0.5497	-3.6891	-2.3049	0.8884	n/a
CEW00709	01003901	GPC	n/a	n/a	n/a	0.5603	-2.6938	-2.6218	-0.3066	3.3335

Note: These parameters were not used for calculating 2016–17 scores.

Table M-18: Unscaled Item Parameters, Writing, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00306	00684130	3PL	1.3658	-1.0204	0.2305	n/a	n/a	n/a	n/a	n/a
CEW00283	00546586	3PL	0.8780	-0.4412	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00060	00354095	3PL	0.9004	-0.0594	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00849	01209287	3PL	0.6495	0.3303	0.2915	n/a	n/a	n/a	n/a	n/a
CEW00966	01210463	3PL	0.8851	-0.7209	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00278	00546576	3PL	0.6229	-0.1007	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00850	01209289	3PL	1.0147	-1.1047	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00041	00354047	3PL	0.7705	-0.0204	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00061	00354097	3PL	0.5482	-2.1222	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00279	00546578	3PL	1.2544	-1.0314	0.3800	n/a	n/a	n/a	n/a	n/a
CEW00970	01210467	3PL	0.8327	-0.3352	0.1602	n/a	n/a	n/a	n/a	n/a
CEW00855	01209299	3PL	1.0179	0.6702	0.2003	n/a	n/a	n/a	n/a	n/a
CEW00854	01209297	3PL	0.4367	-0.3961	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00431	00940507	3PL	0.7761	-0.2075	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00432	00940509	3PL	0.8114	0.0299	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00433	00940511	3PL	0.4100	-2.1538	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00769	01060031	3PL	0.6029	-0.4726	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00770	01060033	3PL	1.4769	-0.5688	0.3301	n/a	n/a	n/a	n/a	n/a
CEW00771	01060035	3PL	0.7289	-0.6942	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00764	01060021	GPC	n/a	n/a	n/a	0.4069	-4.6751	-2.4170	0.3798	n/a
CEW00856	01209301	GPC	n/a	n/a	n/a	0.4737	-3.9860	-2.2801	0.4166	n/a
CEW00971	01210468	GPC	n/a	n/a	n/a	0.5673	-3.6933	-1.7866	0.3671	n/a
CEW00972	01210469	GPC	n/a	n/a	n/a	0.4723	-3.9314	-2.9622	1.1960	n/a
CEW00447	00940539	GPC	n/a	n/a	n/a	0.3664	-0.3573	-1.9860	-0.0166	3.7138

Note: These parameters were not used for calculating 2016–17 scores.



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**Appendix N: Item-Type Correlations**

Note: The tables in this appendix present item-type descriptive statistics and correlations among multiple-choice (MC), dichotomous-constructed-response (DCR), and constructed-response (CR) items by grade span for annual assessment and initial assessment data.

**Table N-1: Item-Type Descriptive Statistics, Annual Assessment**

Domain	Grade Span	N	Item Type	Raw Score			
				Mean Score	Standard Deviation	Maximum Score	Pearson Correlation
Listening	K-1	180,900	MC	6.0001	2.2587	10	.590
		180,900	DCR	6.0349	2.6060	10	
	2	138,912	MC	7.5375	2.1024	10	.533
		138,912	DCR	7.3914	2.2536	10	
Speaking	K-1	180,900	DCR	10.0106	3.1863	13	.688
		180,900	CR	9.3213	4.5916	16	
	2	138,912	DCR	11.2517	2.5403	13	.695
		138,912	CR	12.0945	3.7975	16	
	3-5	366,878	DCR	9.9052	2.7749	13	.707
		366,878	CR	11.2227	4.0680	16	
	6-8	215,807	DCR	7.6034	2.9510	13	.668
		215,807	CR	12.4070	3.6491	16	
9-12	188,303	DCR	7.1572	3.6491	13	.762	
	188,303	CR	12.0610	4.4869	16		
Reading	K-1	180,900	MC	9.2807	3.2715	14	.654
		180,900	DCR	1.9570	1.3732	4	
		180,900	MC	9.2807	3.2715	14	.509
		180,900	CR	5.4072	1.4478	6	
		180,900	DCR	1.9570	1.3732	4	.381
		180,900	CR	5.4072	1.4478	6	
Writing	K-1	180,900	MC	2.2014	1.2477	4	.368
		180,900	DCR	1.7234	1.2243	4	
		180,900	MC	2.2014	1.2477	4	.407
		180,900	CR	14.3335	3.5357	20	
		180,900	DCR	1.7234	1.2243	4	.398
		180,900	CR	14.3335	3.5357	20	
	2	138,912	MC	11.5356	4.4101	19	.711
		138,912	CR	7.4094	3.3723	16	
	3-5	366,878	MC	12.8733	4.2100	19	.691
		366,878	CR	9.7470	3.0050	16	
	6-8	215,807	MC	13.1174	4.2649	19	.657
		215,807	CR	10.7980	2.7568	16	
9-12	188,303	MC	13.2418	4.3264	19	.705	
	188,303	CR	10.6777	3.1536	16		

**Table N-2: Item-Type Descriptive Statistics, Initial Assessment**

Domain	Grade Span	N	Raw Score					
			Item Type	Mean Score	Standard Deviation	Maximum Score	Pearson Correlation	
Listening	K-1	188,965	MC	4.1457	2.2937	10	.606	
		188,965	DCR	3.2035	2.8330	10		
	2	10,585	MC	5.1937	3.4826	10	.847	
		10,585	DCR	4.5444	3.9551	10		
Speaking	K-1	188,965	DCR	6.7235	4.4422	13	.758	
		188,965	CR	4.9934	4.7046	16		
	2	10,585	DCR	6.6952	5.6742	13	.936	
		10,585	CR	7.1444	6.5617	16		
	3-5	26,737	DCR	5.5388	5.2351	13	.935	
		26,737	CR	6.2600	6.2940	16		
	6-8	22,874	DCR	4.2520	4.4344	13	.906	
		22,874	CR	6.6119	6.4903	16		
	9-12	33,956	DCR	3.6788	4.4069	13	.893	
		33,956	CR	6.4621	6.5964	16		
	Reading	K-1	188,965	MC	5.2091	3.1515	14	.576
			188,965	DCR	0.6115	0.9700	4	
188,965			MC	5.2091	3.1515	14		
188,965			CR	2.7221	2.5711	6		
188,965			DCR	0.6115	0.9700	4		
188,965			CR	2.7221	2.5711	6		
Writing	K-1	188,965	MC	1.3127	1.0557	4	.360	
		188,965	DCR	0.8702	1.0047	4		
		188,965	MC	1.3127	1.0557	4		
		188,965	CR	7.1893	4.8352	20		
		188,965	DCR	0.8702	1.0047	4		
		188,965	CR	7.1893	4.8352	20		
	2	10,585	MC	8.2139	6.1199	19	.844	
		10,585	CR	4.5459	4.5938	16		
	3-5	26,737	MC	9.0355	6.4275	19	.862	
		26,737	CR	5.9638	5.3066	16		
	6-8	22,874	MC	8.9621	6.4382	19	.861	
		22,874	CR	6.6341	5.4625	16		
9-12	33,956	MC	9.2407	6.4402	19	.869		
	33,956	CR	7.0936	5.3451	16			

**Appendix O: Rater Consistency and Reliability**

Notes: Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

In the following tables, “discrepant” indicates more than one score point difference between two readers. For example, one reader assigned a score of 1 and the other reader a score of 3.

**Table O-1: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span K–1**

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
<b>Copying Letters</b>								
CEW00877	01210162	9	180,900	19,147	18,618	97.2	0	0.0
CEW00909	01210226	10	180,900	19,209	18,338	95.5	0	0.0
CEW00868	01210144	11	180,900	19,210	18,468	96.1	0	0.0
CEW00898	01210204	12	180,900	19,222	18,371	95.6	0	0.0
<b>Copying Words</b>								
CEW00919	01210246	13	180,900	19,239	17,927	93.2	101	0.5
CEW00889	01210186	14	180,900	19,027	17,361	91.2	45	0.2
CEW00890	01210188	15	180,900	19,298	18,058	93.6	40	0.2
<b>Writing Words</b>								
CEW00891	01210190	16	180,900	21,964	20,950	95.4	75	0.3
CEW00923	01210254	17	180,900	22,100	21,625	97.9	8	0.0
CEW00871	01210150	18	180,900	21,693	21,177	97.6	21	0.1
CEW00989	01210552	19	180,900	22,949	22,508	98.1	9	0.0
CEW00902	01210212	20	180,900	22,254	21,432	96.3	42	0.2

**Table O-2: Inter-Rater Agreement, Annual Assessment, Writing, Grade 2**

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
<b>Sentences</b>								
CEW00389	00940135	20	138,912	15,445	13,044	84.5	16	0.1
CEW00995	01210574	21	138,912	15,361	13,038	84.9	22	0.1
CEW00381	00940119	22	138,912	15,556	13,505	86.8	13	0.1
CEW00802	01208536	23	138,912	15,660	13,141	83.9	17	0.1
<b>Short Compositions</b>								
CEW01084	01210937	24	138,912	15,881	12,375	77.9	109	0.7

**Table O-3: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 3–5**

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
<b>Sentences</b>								
CEW01110	01211075	20	366,880	38,751	31,646	81.7	136	0.4
CEW00175	00437661	21	366,880	39,182	32,526	83.0	53	0.1
CEW01015	01210690	22	366,880	38,858	32,556	83.8	73	0.2
CEW00094	00354214	23	366,880	39,093	32,341	82.7	65	0.2
<b>Short Compositions</b>								
CEW01014	01210688	24	366,880	39,640	30,867	77.9	153	0.4

**Table O-4: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 6–8**

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
<b>Sentences</b>								
CEW00794	01069263	20	215,807	23,358	19,816	84.8	45	0.2
CEW00782	01069239	21	215,807	22,851	19,883	87.0	59	0.3
CEW00842	01209158	22	215,807	23,110	19,432	84.1	51	0.2
CEW00963	01210460	23	215,807	22,912	19,705	86.0	35	0.2
<b>Short Compositions</b>								
CEW00709	01003901	24	215,807	23,716	18,779	79.2	68	0.3

**Table O-5: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 9–12**

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
<b>Sentences</b>								
CEW00764	01060021	20	189,115	19,736	16,369	82.9	76	0.4
CEW00856	01209301	21	189,115	20,344	17,104	84.1	60	0.3
CEW00971	01210468	22	189,115	20,602	17,262	83.8	50	0.2
CEW00972	01210469	23	189,115	20,337	17,649	86.8	51	0.3
<b>Short Compositions</b>								
CEW00447	00940539	24	189,115	21,062	16,205	76.9	259	1.2

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**Appendix P: Test Characteristic and Standard Error Curves**

Note: The samples for these analyses consisted of random samples of approximately 75,000 students for each grade span drawn from annual assessment (AA) students (grades 1–12) and initial assessment (IA) students (kindergarten) tested during the AA window.



Figure P-1: Test Characteristic and Standard Error Curves, Listening, Grades K–2

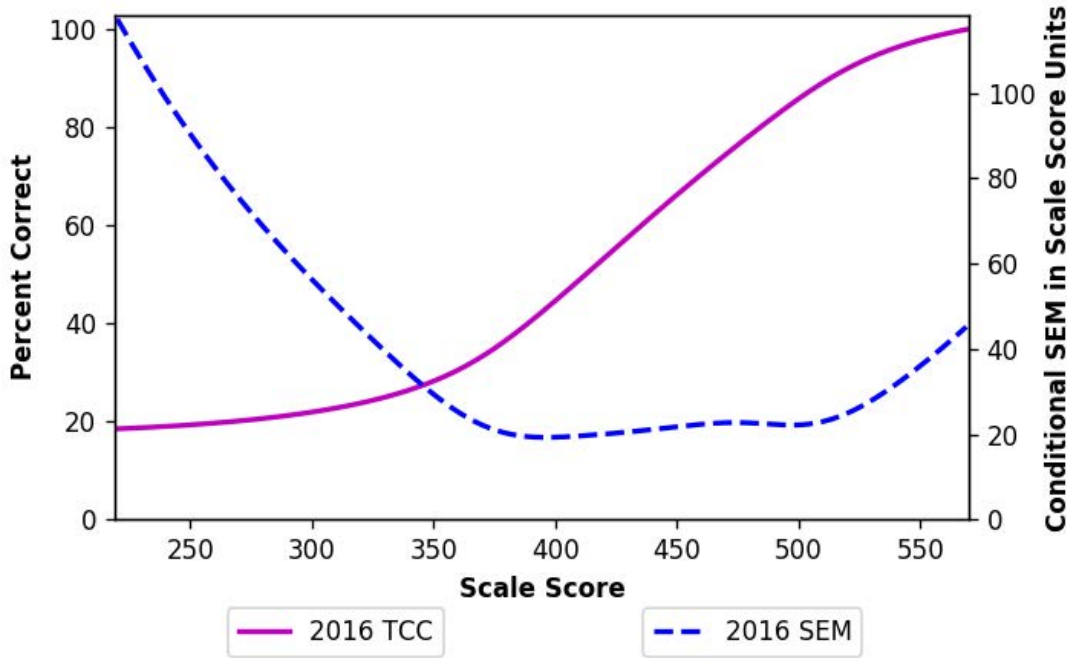


Figure P-2: Test Characteristic and Standard Error Curves, Listening, Grades 3–5

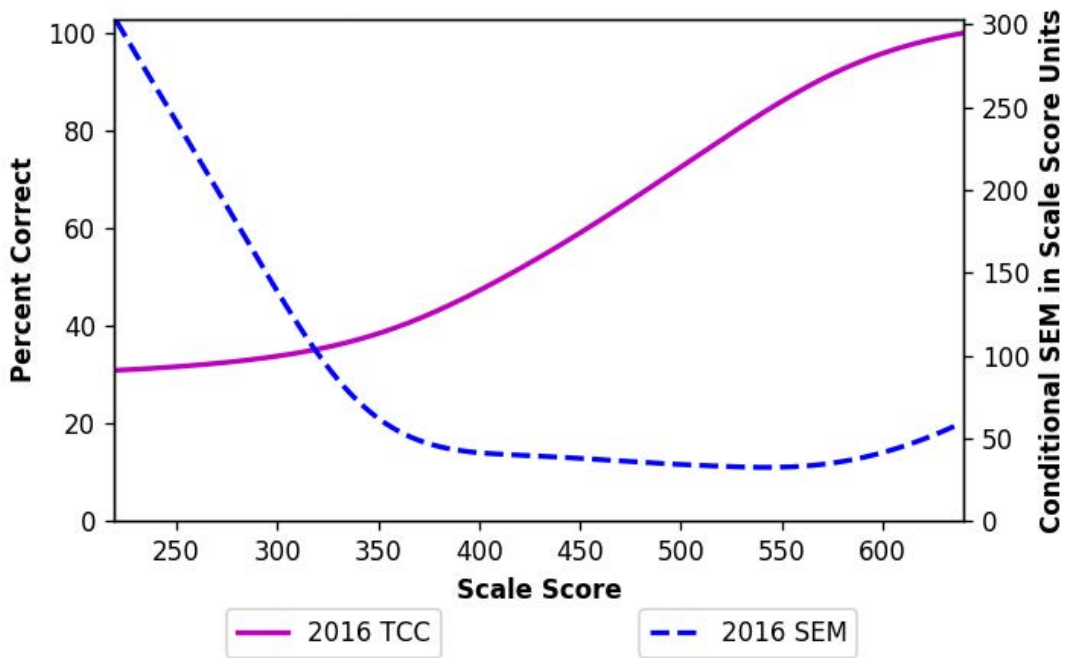


Figure P-3: Test Characteristic and Standard Error Curves, Listening, Grades 6–8

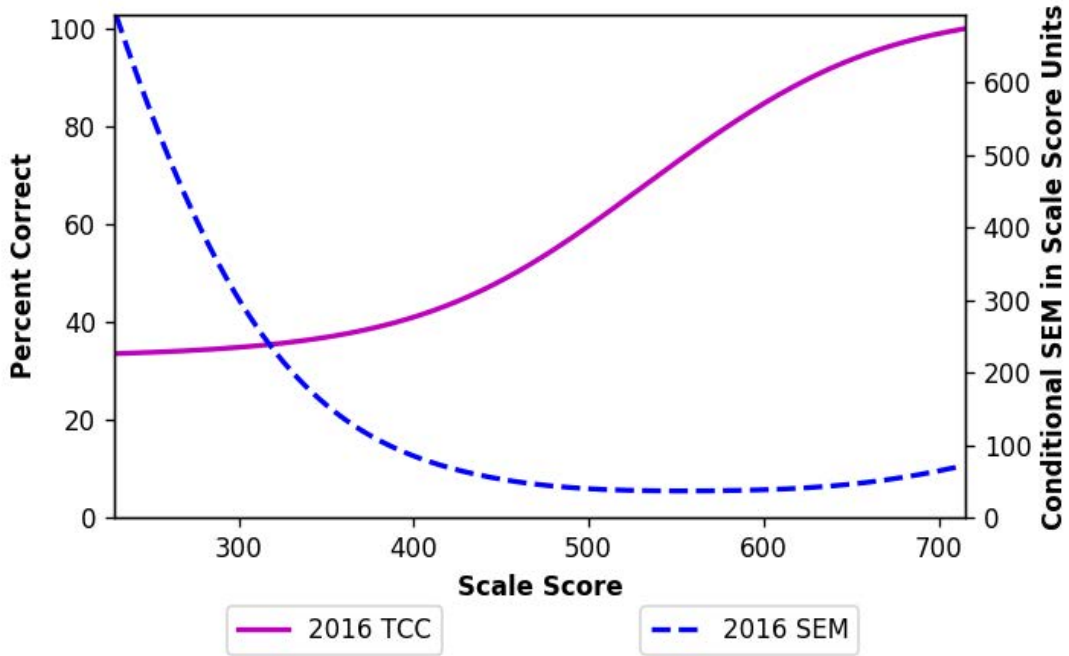


Figure P-4: Test Characteristic and Standard Error Curves, Listening, Grades 9–12

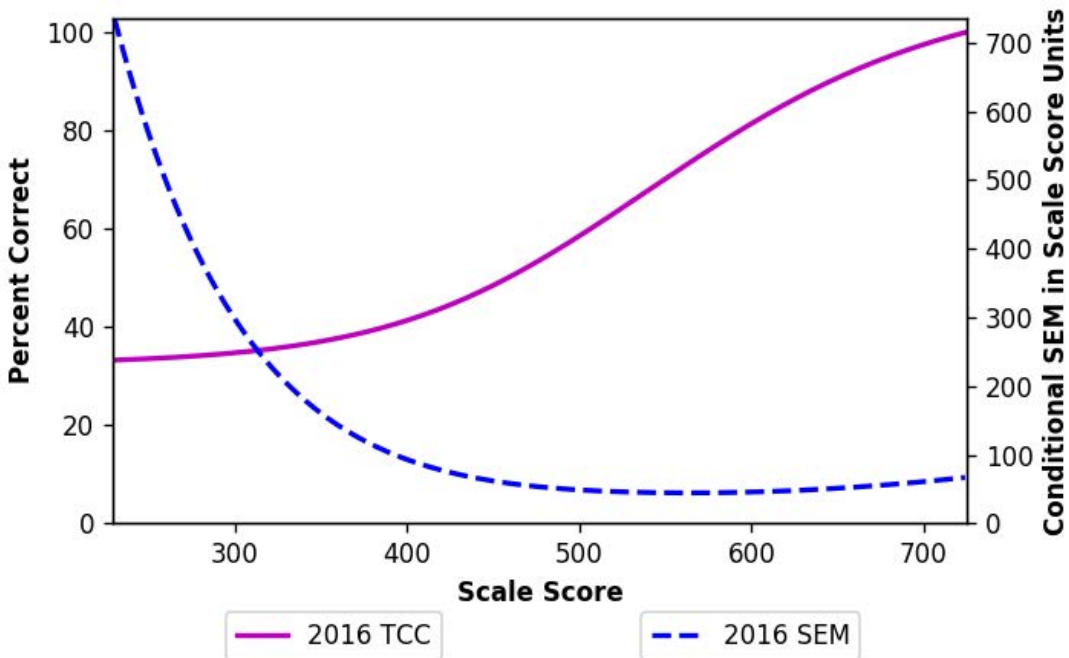


Figure P-5: Test Characteristic and Standard Error Curves, Speaking, Grades K–2

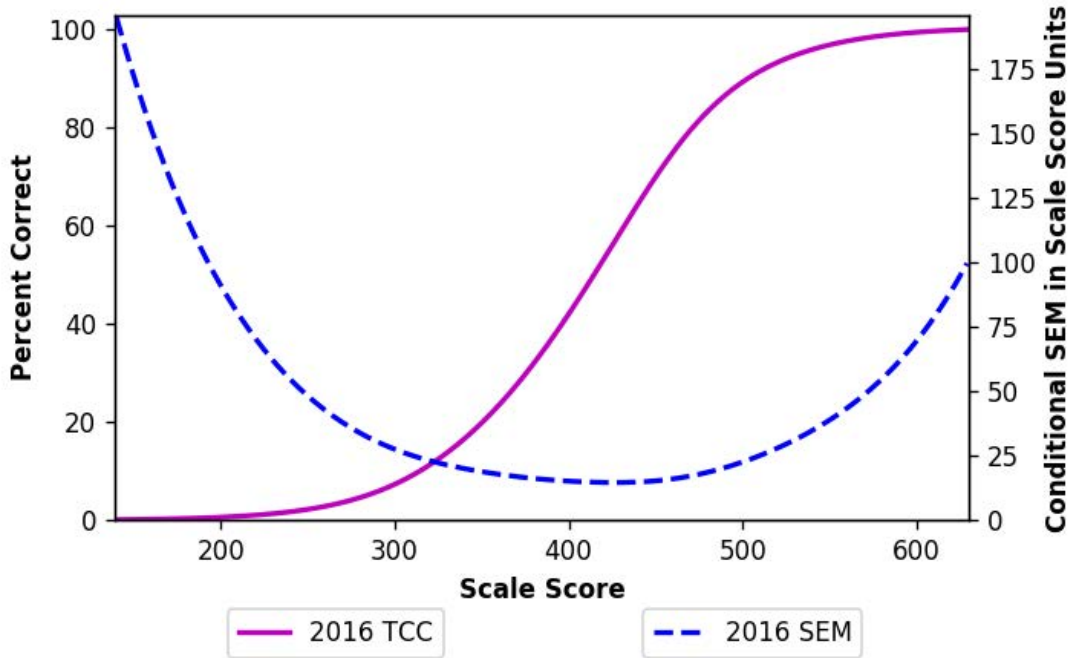


Figure P-6: Test Characteristic and Standard Error Curves, Speaking, Grades 3–5

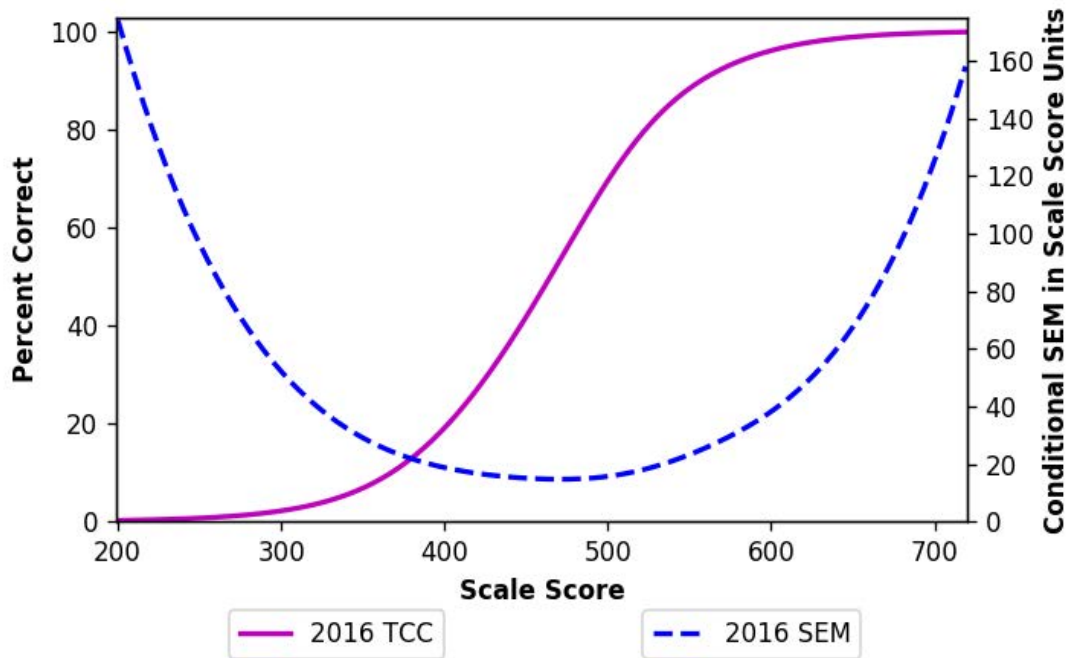


Figure P-7: Test Characteristic and Standard Error Curves, Speaking, Grades 6–8

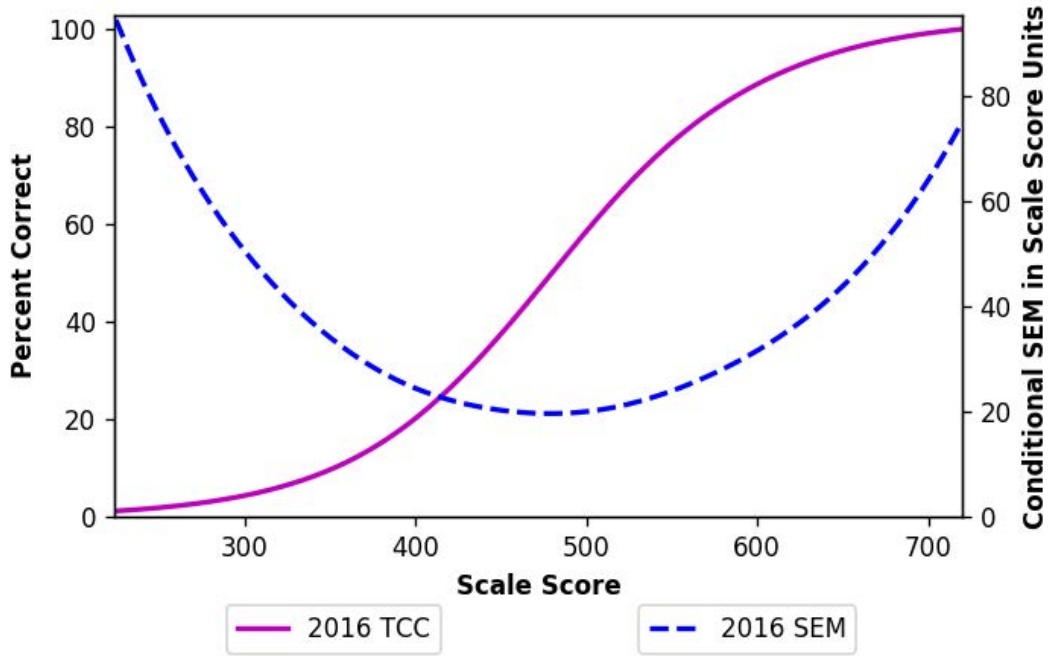


Figure P-8: Test Characteristic and Standard Error Curves, Speaking, Grades 9–12

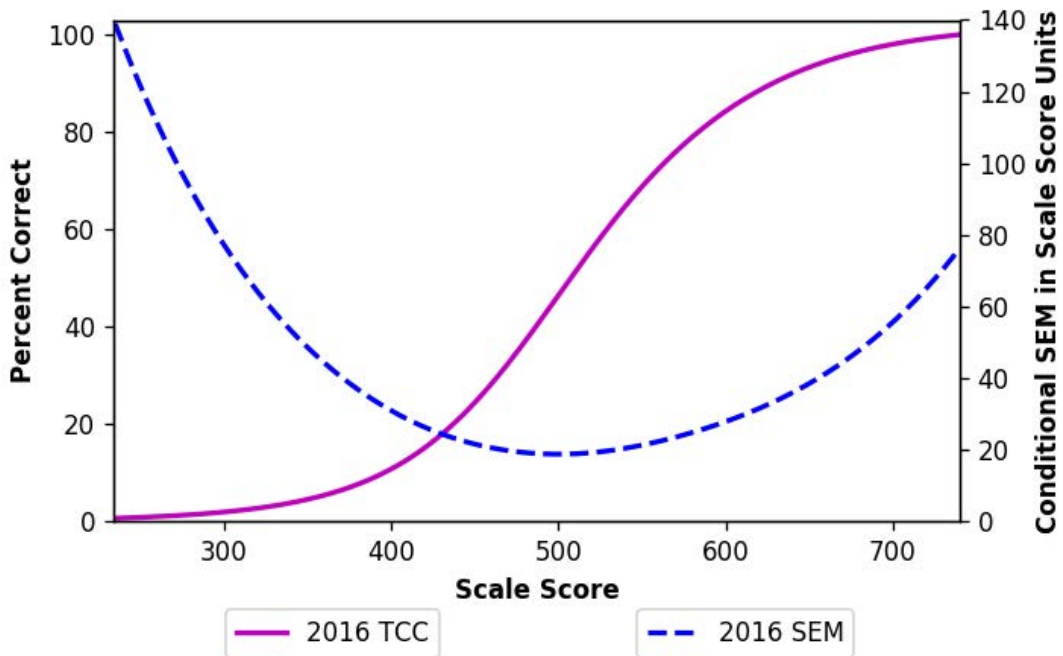


Figure P-9: Test Characteristic and Standard Error Curves, Reading, Grades K–1

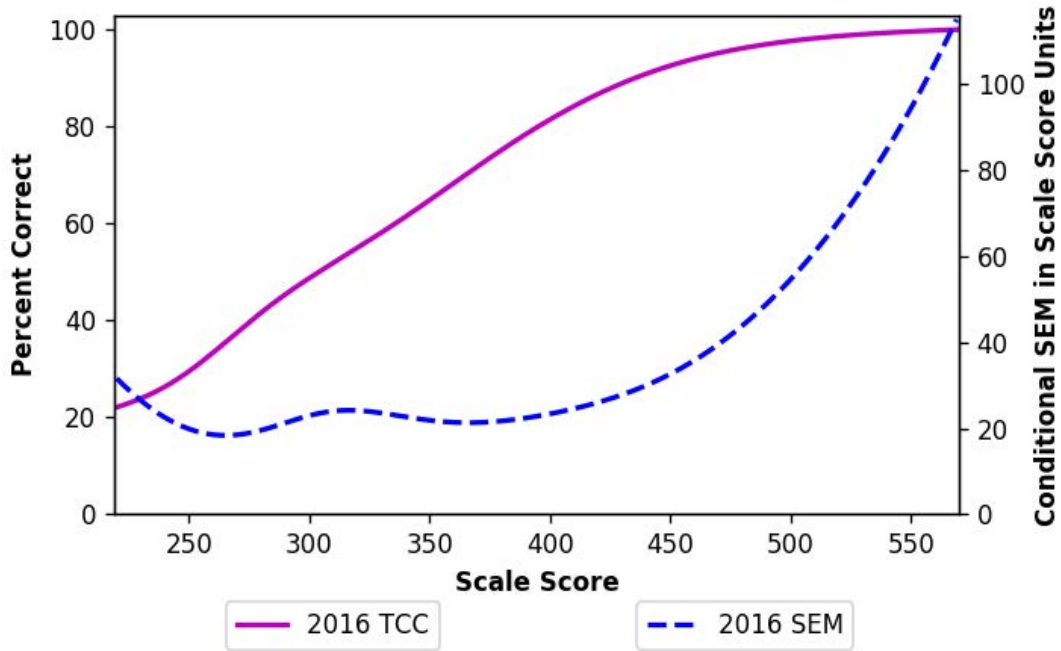


Figure P-10: Test Characteristic and Standard Error Curves, Reading, Grade 2

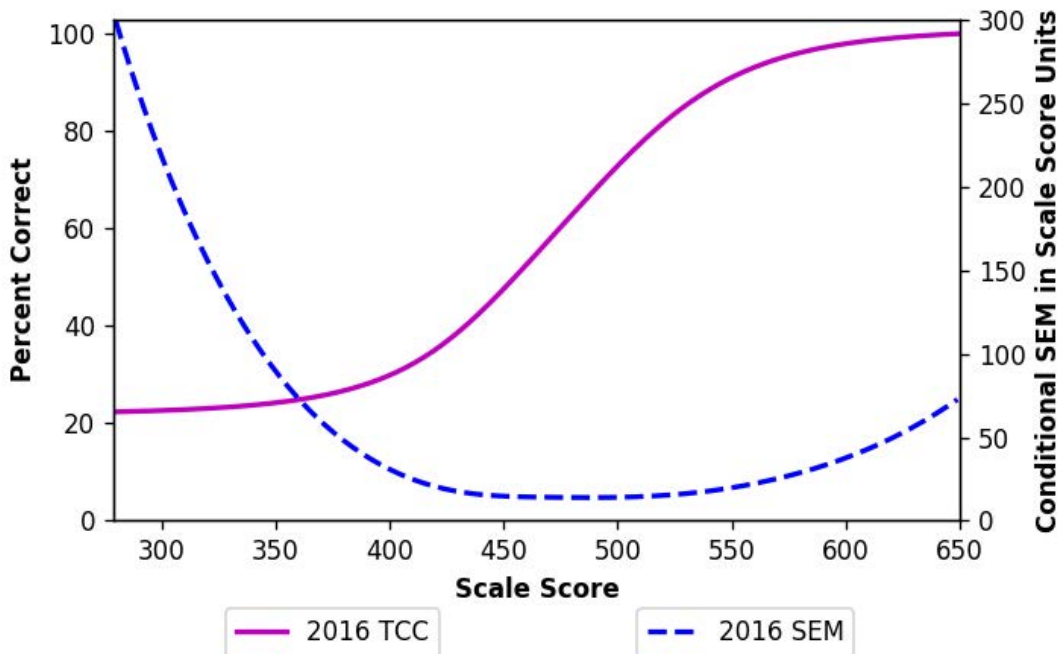


Figure P-11: Test Characteristic and Standard Error Curves, Reading, Grades 3–5

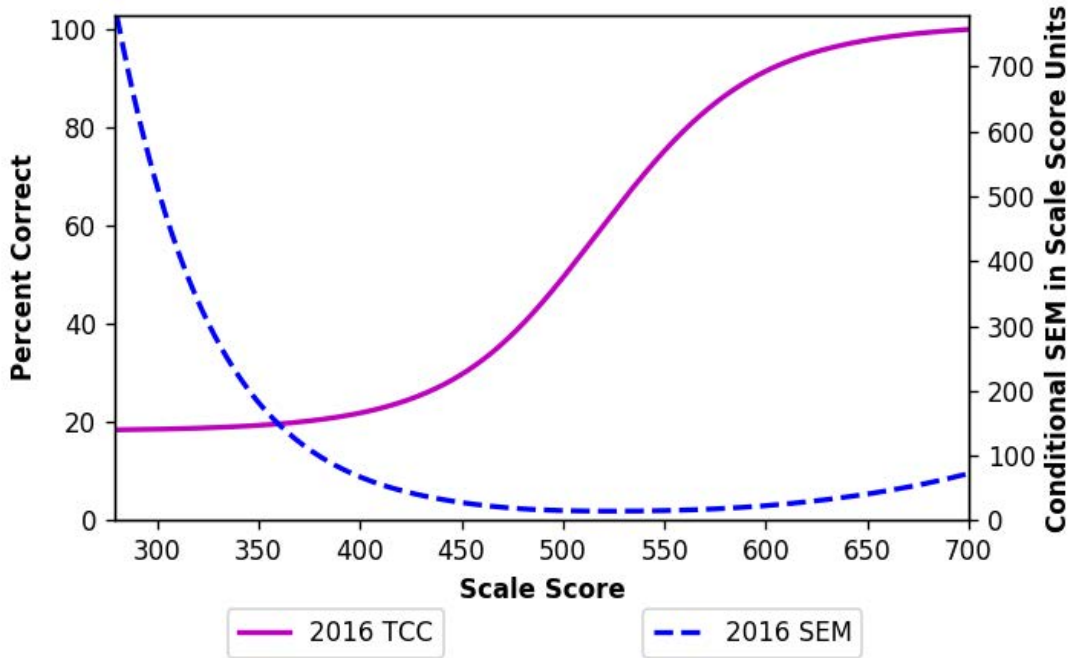


Figure P-12: Test Characteristic and Standard Error Curves, Reading, Grades 6–8

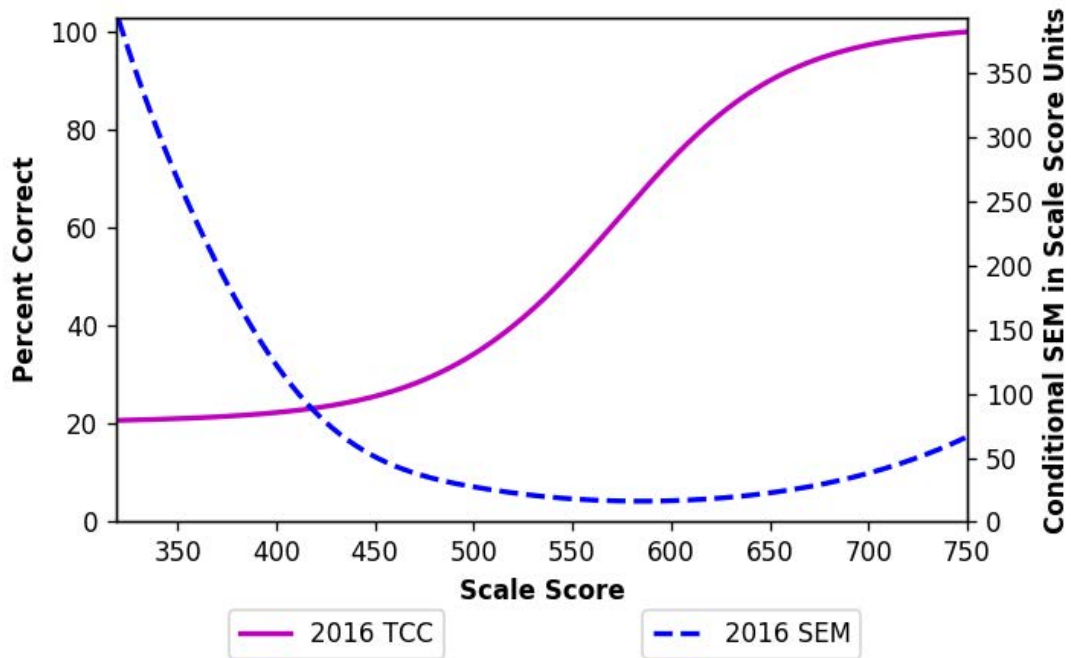


Figure P-13: Test Characteristic and Standard Error Curves, Reading, Grades 9–12

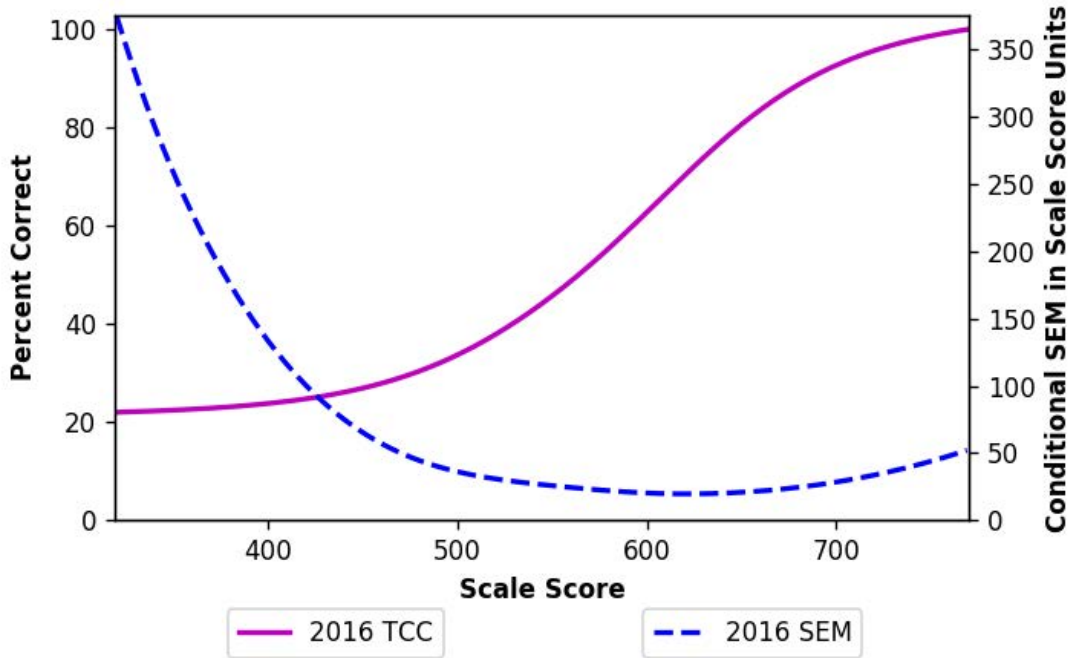


Figure P-14: Test Characteristic and Standard Error Curves, Writing, Grades K–1

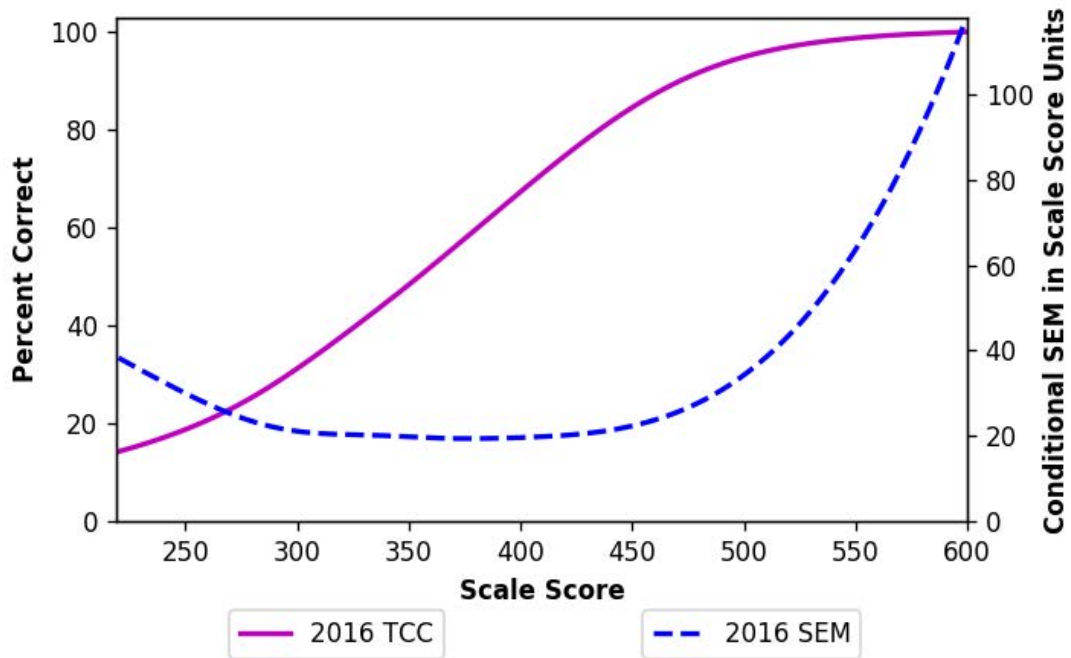




Figure P-15: Test Characteristic and Standard Error Curves, Writing, Grade 2

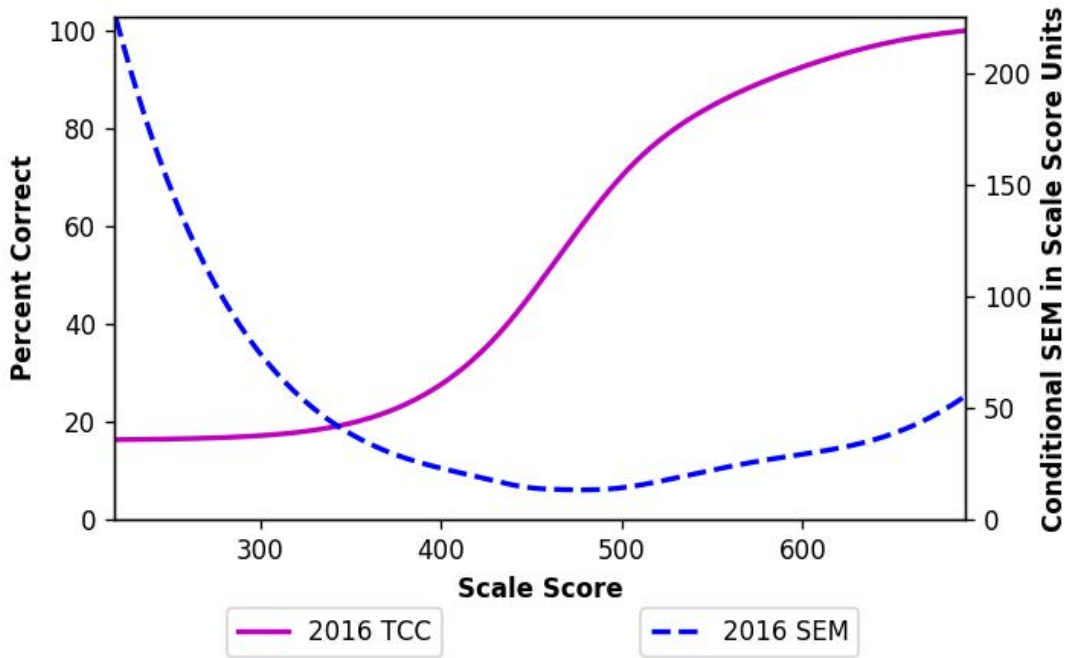


Figure P-16: Test Characteristic and Standard Error Curves, Writing, Grades 3–5

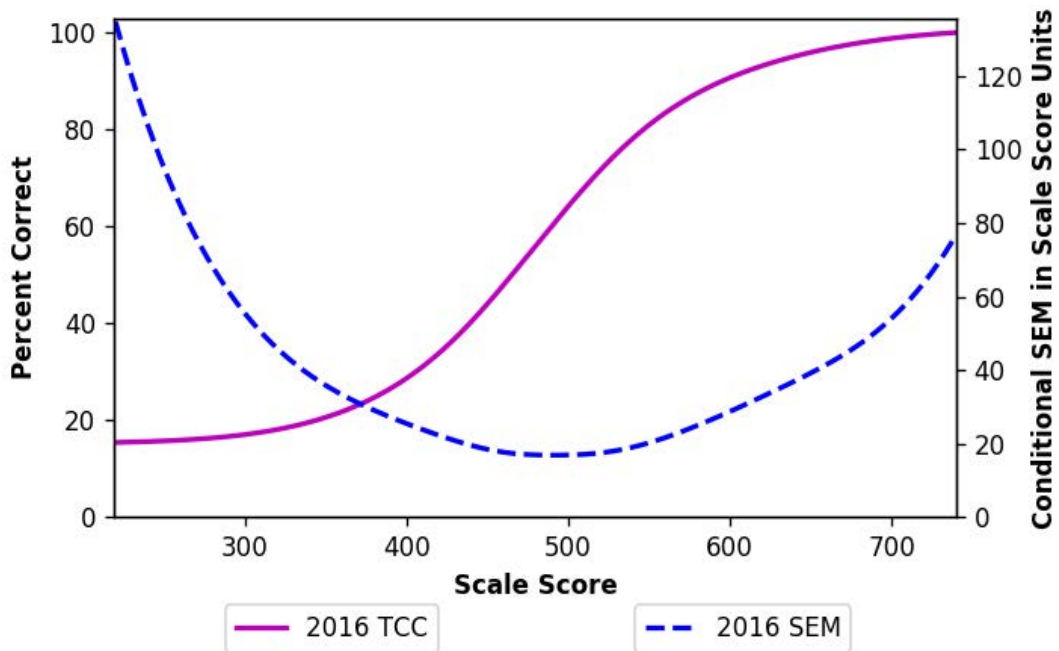




Figure P-17: Test Characteristic and Standard Error Curves, Writing, Grades 6–8

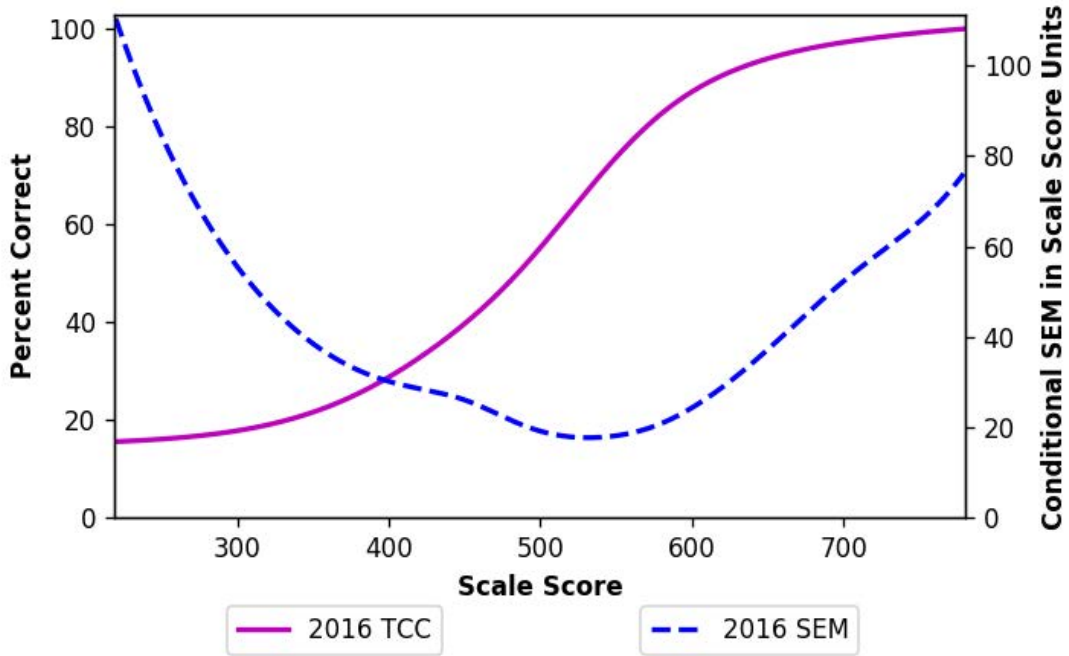
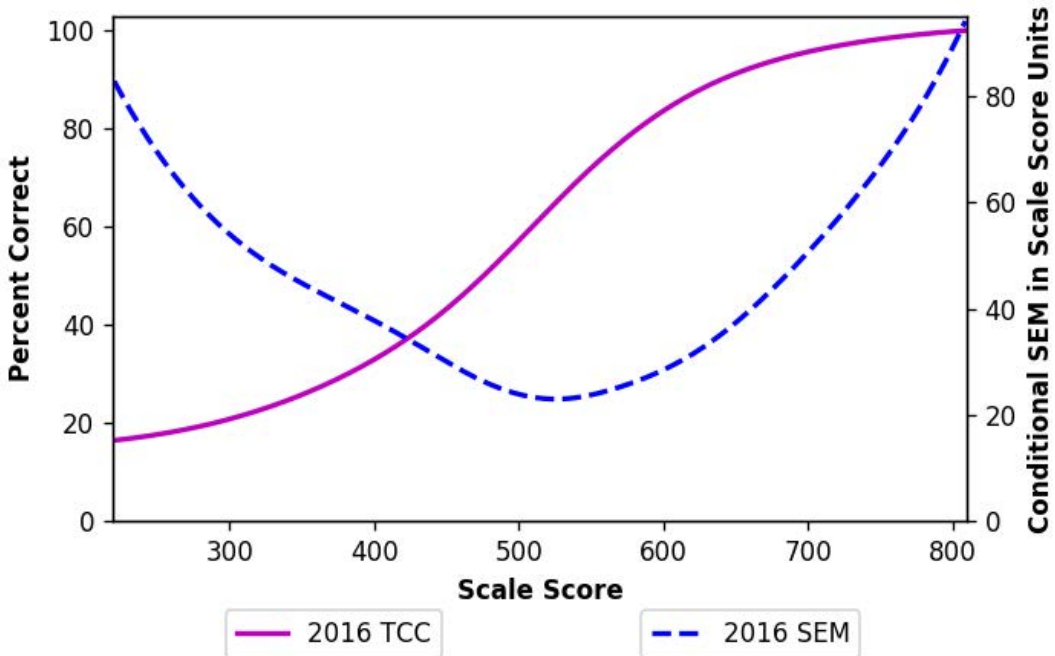


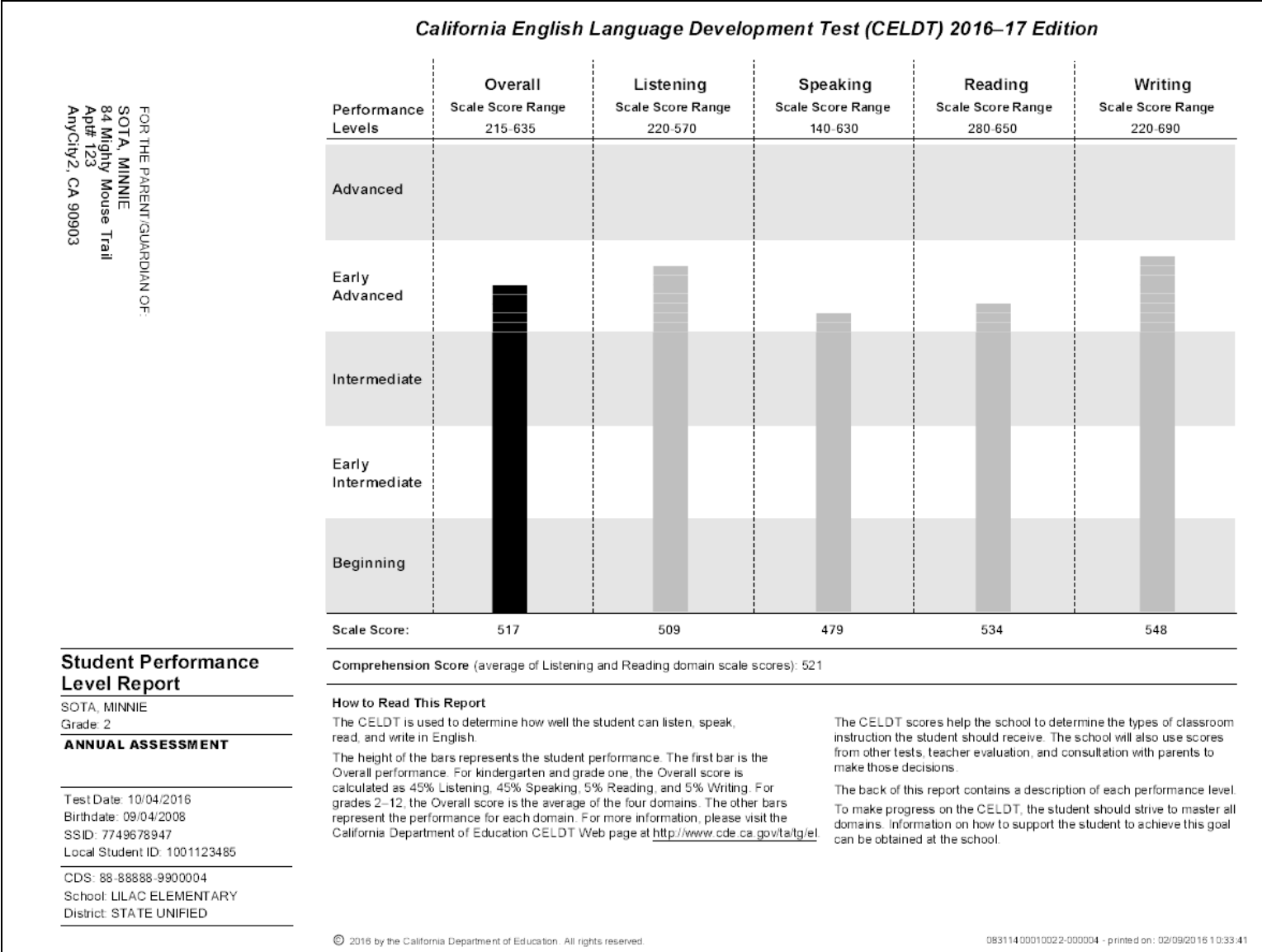
Figure P-18: Test Characteristic and Standard Error Curves, Writing, Grades 9–12



**Appendix Q: Score Report Samples**

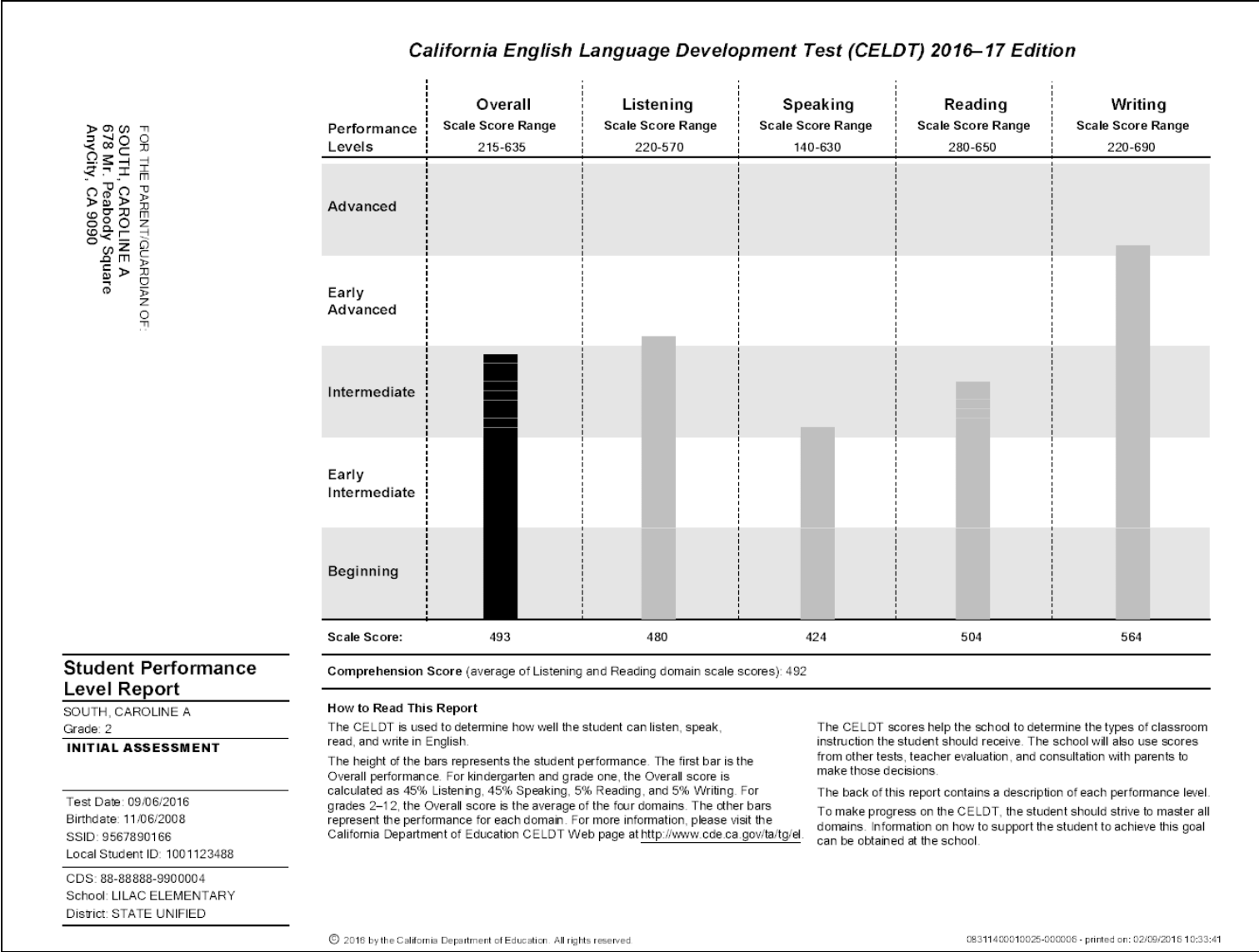
Note: The data in these reports are not real. The reports are shown for illustration purposes only.

Figure Q-1: Sample Student Performance Level Report, Annual Assessment



FOR THE PARENT/GUARDIAN OF:  
SOTA, MINNIE  
84 Mighty Mouse Trail  
Apt# 123  
AnyCity2, CA 90903

Figure Q-2: Sample Student Performance Level Report, Initial Assessment



FOR THE PARENT/GUARDIAN OF:  
SOUTH, CAROLINE A  
678 Mt. Peabody Square  
AnyCity, CA 90990

Figure Q-3: Sample Student Record Labels

<p><b>California English Language Development Test (CELDT)</b></p> <p>CDS: 88-88888-9999998                  DISTRICT: CAL UNIFIED                  SCHOOL: RED ELEMENTARY                  GRADE: 2                  ANNUAL ASSESSMENT</p>																																			
<p><b>California English Language Development Test (CELDT)</b></p> <table border="1"> <thead> <tr> <th>2016–17 Edition</th> <th>Domain</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td><b>CAROLINA, MANNY</b></td> <td>Overall</td> <td>479</td> <td>Intermediate</td> </tr> <tr> <td>Birthdate: 05/05/2010 Grade: 2</td> <td>Listening</td> <td>501</td> <td>Early Advanced</td> </tr> <tr> <td>District: CAL UNIFIED</td> <td>Speaking</td> <td>449</td> <td>Intermediate</td> </tr> <tr> <td>School: RED ELEMENTARY</td> <td>Reading</td> <td>459</td> <td>Early Intermediate</td> </tr> <tr> <td>Test Date: 10/03/2016</td> <td>Writing</td> <td>510</td> <td>Intermediate</td> </tr> <tr> <td>SSID: 9999999918</td> <td>Local Stu ID:</td> <td></td> <td></td> </tr> <tr> <td>ANNUAL ASSESSMENT</td> <td>Local Use:</td> <td></td> <td></td> </tr> </tbody> </table>				2016–17 Edition	Domain	Score	Performance Level	<b>CAROLINA, MANNY</b>	Overall	479	Intermediate	Birthdate: 05/05/2010 Grade: 2	Listening	501	Early Advanced	District: CAL UNIFIED	Speaking	449	Intermediate	School: RED ELEMENTARY	Reading	459	Early Intermediate	Test Date: 10/03/2016	Writing	510	Intermediate	SSID: 9999999918	Local Stu ID:			ANNUAL ASSESSMENT	Local Use:		
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<p><b>California English Language Development Test (CELDT)</b></p> <table border="1"> <thead> <tr> <th>2016–17 Edition</th> <th>Domain</th> <th>Score</th> <th>Performance Level</th> </tr> </thead> <tbody> <tr> <td><b>OREGON, ROSE</b></td> <td>Overall</td> <td>522</td> <td>Early Advanced</td> </tr> <tr> <td>Birthdate: 02/03/2011 Grade: 2</td> <td>Listening</td> <td>530</td> <td>Advanced</td> </tr> <tr> <td>District: CAL UNIFIED</td> <td>Speaking</td> <td>549</td> <td>Advanced</td> </tr> <tr> <td>School: RED ELEMENTARY</td> <td>Reading</td> <td>533</td> <td>Early Advanced</td> </tr> <tr> <td>Test Date: 10/03/2016</td> <td>Writing</td> <td>478</td> <td>Intermediate</td> </tr> <tr> <td>SSID: 8888888801</td> <td>Local Stu ID:</td> <td></td> <td></td> </tr> <tr> <td>INITIAL ASSESSMENT</td> <td>Local Use:</td> <td></td> <td></td> </tr> </tbody> </table>				2016–17 Edition	Domain	Score	Performance Level	<b>OREGON, ROSE</b>	Overall	522	Early Advanced	Birthdate: 02/03/2011 Grade: 2	Listening	530	Advanced	District: CAL UNIFIED	Speaking	549	Advanced	School: RED ELEMENTARY	Reading	533	Early Advanced	Test Date: 10/03/2016	Writing	478	Intermediate	SSID: 8888888801	Local Stu ID:			INITIAL ASSESSMENT	Local Use:		
2016–17 Edition	Domain	Score	Performance Level																																
<b>OREGON, ROSE</b>	Overall	522	Early Advanced																																
Birthdate: 02/03/2011 Grade: 2	Listening	530	Advanced																																
District: CAL UNIFIED	Speaking	549	Advanced																																
School: RED ELEMENTARY	Reading	533	Early Advanced																																
Test Date: 10/03/2016	Writing	478	Intermediate																																
SSID: 8888888801	Local Stu ID:																																		
INITIAL ASSESSMENT	Local Use:																																		

Figure Q-4: Sample District/School Performance Level Summary Report

California English Language Development Test (CELDT) 2016–17 Edition	Performance Levels	Overall		Listening		Speaking		Reading		Writing		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
<b>Performance Level Summary Report</b>  District: CAL UNIFIED  Grade: 7  <b>ALL ASSESSMENTS</b> (AA/IA Combined)  <b>Purpose</b> This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.	Advanced	1	9	1	9	1	9	1	9	1	9	
	Early Advanced	3	27	3	27	3	27	3	27	3	27	
	Intermediate	2	18	2	18	2	18	2	18	2	18	
	Early Intermediate	2	18	2	18	2	18	2	18	2	18	
	Beginning	3	27	3	27	3	27	3	27	3	27	
	Total Number of Students	11		11		11		11		11		
	Mean Scale Score	495.7		492.6		469.5		525.6		496.4		
	Standard Deviation	147.6		155.8		146.7		125.7		162.7		
	CD: 88-77777	Number (percent) of students who met the CELDT Criterion: 4 (36%)										
	County: SAMPLE COUNTY State: CALIFORNIA											

Figure Q-5: Sample School Roster Report

<b>California English Language Development Test (CELDT) 2016–17 Edition</b>  <b>Roster Report</b>	Student	Overall	Listening	Speaking	Reading	Writing
		Scale Score Range 248-741 Performance Level	Scale Score Range 230-715 Performance Level	Scale Score Range 225-720 Performance Level	Scale Score Range 320-750 Performance Level	Scale Score Range 220-780 Performance Level
School: EMERALD MIDDLE  Grade: 6  <b>ANNUAL ASSESSMENT</b>  <b>Purpose</b> The report displays how each student, at this grade and school, performed Overall and on each domain. Students are listed alphabetically by last name.          CDS: 88-77777-9900002 District: CAL UNIFIED County: SAMPLE COUNTY State: CALIFORNIA	ALABAMA, JASPER Birthdate: 12/--/2003 SSID: 5303234586 Local Student ID: 9000000026 Test Date: 07/04/2016	564 Early Advanced	565 Intermediate	543 Early Advanced	577 Early Advanced	571 Early Advanced
	ARK, SILOAM Birthdate: 03/07/2004 SSID: 2030567859 Local Student ID: 9000000029 Test Date: 07/07/2016	462 Early Intermediate	445 Early Intermediate	438 Early Intermediate	502 Early Intermediate	466 Early Intermediate
	FLORIDA, ORLANDO Birthdate: 04/04/2004 SSID: 5958789085 Local Student ID: 1001235160 Test Date: 09/05/2016	741 Advanced	715 Advanced	720 Advanced	750 Advanced	780 Advanced
	SAN, FRANCISCO Birthdate: 06/06/2004 SSID: 3676901264 Local Student ID: 1001235180 Test Date: 07/07/2016	337 Beginning	289 Beginning	400 Beginning	320 Beginning	341 Beginning
	TEXAS, PARIS Birthdate: 03/03/2004 SSID: 6749678992 Local Student ID: 1001235150 Test Date: 09/04/2016	741 Advanced	715 Advanced	720 Advanced	750 Advanced	780 Advanced
	UTAH, OREM Birthdate: 06/06/2004 SSID: 3676901264 Local Student ID: 1001235180 Test Date: 07/07/2016	741 Advanced	715 Advanced	720 Advanced	750 Advanced	780 Advanced
	WASHINGTON, TAHOMA Birthdate: 05/05/2003 SSID: 4767890174 Local Student ID: 1001235170 Test Date: 09/06/2016	741 Advanced	715 Advanced	720 Advanced	750 Advanced	780 Advanced
	WYOMING, GILLETTE Birthdate: 11/05/2003 SSID: 6494123496 Local Student ID: 9000000025 Test Date: 10/03/2016	601 Early Advanced	591 Early Advanced	584 Advanced	607 Early Advanced	625 Advanced

**Appendix R: Proficiency by Grade/Grade Span**

Notes: This appendix contains historical tables from the 2006–07 Edition, the first year the common scale was used. For proficiency results for previous editions, see CELDT Technical Reports available at <http://www.cde.ca.gov/ta/tg/el/techreport.asp> and by request from the California Department of Education at [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov).

“N Prof” and “Percent Prof” refer, respectively, to the number and percent of students at the Early Advanced and Advanced performance levels.



**Table R-1: 2016–17 Edition, Proficiency, Annual Assessment Data**

Grade/ Grade Span	N Tested	Listening Percent		Speaking Percent		Reading Percent		Writing Percent		Overall Percent	
		N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof
<b>K</b>	32,631	8,116	24.9	10,340	31.7	6,012	18.4	6,767	20.7	9,039	27.7
<b>1</b>	148,274	65,848	44.4	75,427	50.9	20,388	13.8	22,979	15.5	67,250	45.4
<b>2</b>	138,916	87,279	62.8	97,198	70.0	13,736	9.9	29,427	21.2	47,248	34.0
<b>3</b>	132,895	63,881	48.1	87,341	65.7	14,216	10.7	24,234	18.2	38,465	28.9
<b>4</b>	122,929	70,559	57.4	89,306	72.6	15,912	12.9	23,624	19.2	48,528	39.5
<b>5</b>	111,072	68,546	61.7	80,751	72.7	28,554	25.7	34,877	31.4	57,388	51.7
<b>6</b>	85,807	38,476	44.8	53,640	62.5	24,823	28.9	35,508	41.4	36,345	42.4
<b>7</b>	71,265	39,660	55.7	47,851	67.1	26,150	36.7	36,825	51.7	38,377	53.9
<b>8</b>	58,748	29,527	50.3	38,454	65.5	21,926	37.3	30,099	51.2	31,008	52.8
<b>9</b>	51,909	17,290	33.3	29,451	56.7	13,289	25.6	24,178	46.6	20,938	40.3
<b>10</b>	51,257	20,931	40.8	28,503	55.6	13,724	26.8	26,583	51.9	21,419	41.8
<b>11</b>	46,274	21,934	47.4	28,103	60.7	16,823	36.4	26,307	56.9	23,152	50.0
<b>12</b>	38,874	17,492	45.0	22,698	58.4	13,771	35.4	20,348	52.3	18,483	47.5
<b>K–1</b>	180,905	73,964	40.9	85,767	47.4	26,400	14.6	29,746	16.4	76,289	42.2
<b>2</b>	138,916	87,279	62.8	97,198	70.0	13,736	9.9	29,427	21.2	47,248	34.0
<b>3–5</b>	366,896	202,986	55.3	257,398	70.2	58,682	16.0	82,735	22.5	144,381	39.4
<b>6–8</b>	215,820	107,663	49.9	139,945	64.8	72,899	33.8	102,432	47.5	105,730	49.0
<b>9–12</b>	188,314	77,647	41.2	108,755	57.8	57,607	30.6	97,416	51.7	83,992	44.6
<b>Total</b>	<b>1,090,851</b>	<b>549,539</b>	<b>50.4</b>	<b>689,063</b>	<b>63.2</b>	<b>229,324</b>	<b>21.0</b>	<b>341,756</b>	<b>31.3</b>	<b>457,640</b>	<b>42.0</b>

**Table R-2: 2015–16 Edition, Proficiency, Annual Assessment Data**

Grade/ Grade Span	N Tested	Listening Percent		Speaking Percent		Reading Percent		Writing Percent		Overall Percent	
		N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof
<b>K</b>	32,228	7,748	24.0	9,703	30.1	6,206	19.3	6,493	20.1	8,592	26.7
<b>1</b>	148,472	62,073	41.8	71,097	47.9	18,413	12.4	20,670	13.9	63,087	42.5
<b>2</b>	151,980	94,648	62.3	104,127	68.5	14,969	9.8	33,353	21.9	51,041	33.6
<b>3</b>	142,760	67,291	47.1	93,822	65.7	14,986	10.5	26,084	18.3	41,180	28.8
<b>4</b>	134,510	76,892	57.2	96,751	71.9	18,952	14.1	27,132	20.2	53,163	39.5
<b>5</b>	107,220	65,421	61.0	76,239	71.1	28,699	26.8	33,254	31.0	54,643	51.0
<b>6</b>	85,905	39,150	45.6	54,347	63.3	26,968	31.4	36,338	42.3	37,719	43.9
<b>7</b>	69,250	38,262	55.3	45,844	66.2	25,780	37.2	35,605	51.4	36,971	53.4
<b>8</b>	60,052	30,880	51.4	39,488	65.8	23,487	39.1	31,575	52.6	32,448	54.0
<b>9</b>	52,483	18,161	34.6	30,128	57.4	13,979	26.6	24,918	47.5	21,641	41.2
<b>10</b>	53,783	22,823	42.4	30,163	56.1	15,647	29.1	29,083	54.1	23,503	43.7
<b>11</b>	44,113	20,525	46.5	26,097	59.2	16,245	36.8	25,339	57.4	21,811	49.4
<b>12</b>	39,889	17,301	43.4	23,021	57.7	13,880	34.8	21,059	52.8	18,460	46.3
<b>K–1</b>	180,700	69,821	38.6	80,800	44.7	24,619	13.6	27,163	15.0	71,679	39.7
<b>2</b>	151,980	94,648	62.3	104,127	68.5	14,969	9.8	33,353	21.9	51,041	33.6
<b>3–5</b>	384,490	209,604	54.5	266,812	69.4	62,637	16.3	86,470	22.5	148,986	38.7
<b>6–8</b>	215,207	108,292	50.3	139,679	64.9	76,235	35.4	103,518	48.1	107,138	49.8
<b>9–12</b>	190,268	78,810	41.4	109,409	57.5	59,751	31.4	100,399	52.8	85,415	44.9
<b>Total</b>	<b>1,122,645</b>	<b>561,175</b>	<b>50.0</b>	<b>700,827</b>	<b>62.4</b>	<b>238,211</b>	<b>21.2</b>	<b>350,903</b>	<b>31.3</b>	<b>464,259</b>	<b>41.4</b>

**Table R-3: 2014–15 Edition, Proficiency, Annual Assessment Data**

Grade/ Grade Span	N Tested	Listening Percent		Speaking Percent		Reading Percent		Writing Percent		Overall Percent	
		N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof
<b>K</b>	24,176	5,141	21.3	6,976	28.9	4,230	17.5	5,041	20.9	5,827	24.1
<b>1</b>	158,886	61,847	38.9	75,276	47.4	18,379	11.6	22,383	14.1	63,999	40.3
<b>2</b>	160,419	97,623	60.9	101,441	63.2	15,815	9.9	34,514	21.5	53,236	33.2
<b>3</b>	158,374	76,591	48.4	100,355	63.4	19,667	12.4	29,022	18.3	49,303	31.1
<b>4</b>	124,932	69,944	56.0	85,236	68.2	17,274	13.8	28,752	23.0	48,080	38.5
<b>5</b>	105,769	65,330	61.8	78,629	74.3	25,321	23.9	39,674	37.5	56,355	53.3
<b>6</b>	78,398	34,970	44.6	45,897	58.5	22,187	28.3	25,375	32.4	31,685	40.4
<b>7</b>	68,123	37,653	55.3	43,809	64.3	24,762	36.3	29,789	43.7	36,012	52.9
<b>8</b>	60,915	30,735	50.5	38,848	63.8	23,283	38.2	32,021	52.6	32,424	53.2
<b>9</b>	55,388	18,707	33.8	30,842	55.7	14,611	26.4	29,928	54.0	24,052	43.4
<b>10</b>	52,149	22,148	42.5	29,025	55.7	17,057	32.7	26,308	50.4	24,015	46.1
<b>11</b>	45,637	21,877	47.9	27,225	59.7	18,361	40.2	24,775	54.3	24,021	52.6
<b>12</b>	44,781	22,365	49.9	27,064	60.4	18,390	41.1	23,572	52.6	23,910	53.4
<b>K–1</b>	183,062	66,988	36.6	82,252	44.9	22,609	12.4	27,424	15.0	69,826	38.1
<b>2</b>	160,419	97,623	60.9	101,441	63.2	15,815	9.9	34,514	21.5	53,236	33.2
<b>3–5</b>	389,075	211,865	54.5	264,220	67.9	62,262	16.0	97,448	25.0	153,738	39.5
<b>6–8</b>	207,436	103,358	49.8	128,554	62.0	70,232	33.9	87,185	42.0	100,121	48.3
<b>9–12</b>	197,955	85,097	43.0	114,156	57.7	68,419	34.6	104,583	52.8	95,998	48.5
<b>Total</b>	<b>1,137,947</b>	<b>564,931</b>	<b>49.6</b>	<b>690,623</b>	<b>60.7</b>	<b>239,337</b>	<b>21.0</b>	<b>351,154</b>	<b>30.9</b>	<b>472,919</b>	<b>41.6</b>

**Table R-4: 2013–14 Edition, Proficiency, Annual Assessment Data**

Grade/ Grade Span	N Tested	Listening Percent		Speaking Percent		Reading Percent		Writing Percent		Overall Percent	
		N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof
<b>K</b>	16,220	3,117	19.2	4,017	24.8	2,555	15.8	2,907	17.9	3,386	20.9
<b>1</b>	164,316	60,241	36.7	71,948	43.8	18,088	11.0	21,091	12.8	61,100	37.2
<b>2</b>	172,295	102,940	59.7	105,537	61.3	17,301	10.0	37,805	21.9	56,502	32.8
<b>3</b>	151,443	72,277	47.7	94,902	62.7	20,894	13.8	27,690	18.3	47,353	31.3
<b>4</b>	125,029	71,791	57.4	83,870	67.1	20,094	16.1	31,053	24.8	50,244	40.2
<b>5</b>	102,894	61,783	60.0	75,122	73.0	24,763	24.1	38,830	37.7	53,814	52.3
<b>6</b>	79,222	35,525	44.8	48,240	60.9	24,217	30.6	26,981	34.1	33,604	42.4
<b>7</b>	69,771	36,964	53.0	44,127	63.2	25,107	36.0	30,774	44.1	35,950	51.5
<b>8</b>	62,000	30,462	49.1	38,931	62.8	23,887	38.5	33,484	54.0	32,955	53.2
<b>9</b>	55,499	18,524	33.4	30,800	55.5	13,953	25.1	30,013	54.1	23,788	42.9
<b>10</b>	52,923	21,834	41.3	28,700	54.2	15,752	29.8	26,931	50.9	23,356	44.1
<b>11</b>	50,182	24,532	48.9	29,772	59.3	19,651	39.2	27,940	55.7	26,490	52.8
<b>12</b>	48,802	24,674	50.6	29,714	60.9	20,369	41.7	26,687	54.7	26,525	54.4
<b>K–1</b>	180,536	63,358	35.1	75,965	42.1	20,643	11.4	23,998	13.3	64,486	35.7
<b>2</b>	172,295	102,940	59.7	105,537	61.3	17,301	10.0	37,805	21.9	56,502	32.8
<b>3–5</b>	379,366	205,851	54.3	253,894	66.9	65,751	17.3	97,573	25.7	151,411	39.9
<b>6–8</b>	210,993	102,951	48.8	131,298	62.2	73,211	34.7	91,239	43.2	102,509	48.6
<b>9–12</b>	207,406	89,564	43.2	118,986	57.4	69,725	33.6	111,571	53.8	100,159	48.3
<b>Total</b>	<b>1,150,596</b>	<b>564,664</b>	<b>49.1</b>	<b>685,680</b>	<b>59.6</b>	<b>246,631</b>	<b>21.4</b>	<b>362,186</b>	<b>31.5</b>	<b>475,067</b>	<b>41.3</b>

**Table R-5: 2012–13 Edition, Proficiency, Annual Assessment Data**

Grade/ Grade Span	N Tested	Listening Percent		Speaking Percent		Reading Percent		Writing Percent		Overall Percent	
		N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof
<b>K</b>	6,662	994	14.9	891	13.4	576	8.6	847	12.7	824	12.4
<b>1</b>	177,548	68,310	38.5	61,925	34.9	29,601	16.7	27,175	15.3	61,999	34.9
<b>2</b>	172,770	103,149	59.7	107,456	62.2	16,762	9.7	29,404	17.0	57,358	33.2
<b>3</b>	155,038	65,819	42.5	88,802	57.3	24,305	15.7	33,319	21.5	48,785	31.5
<b>4</b>	124,612	59,206	47.5	76,207	61.2	24,415	19.6	34,630	27.8	46,245	37.1
<b>5</b>	107,379	55,441	51.6	62,975	58.6	31,368	29.2	47,064	43.8	54,478	50.7
<b>6</b>	83,807	29,778	35.5	55,331	66.0	25,633	30.6	29,097	34.7	35,155	41.9
<b>7</b>	72,940	33,331	45.7	50,416	69.1	26,244	36.0	33,860	46.4	38,356	52.6
<b>8</b>	62,426	25,019	40.1	42,069	67.4	21,999	35.2	33,765	54.1	32,426	51.9
<b>9</b>	58,667	18,950	32.3	36,665	62.5	12,820	21.9	33,898	57.8	25,484	43.4
<b>10</b>	60,070	24,699	41.1	37,264	62.0	13,067	21.8	33,807	56.3	27,704	46.1
<b>11</b>	54,667	26,106	47.8	36,053	66.0	16,780	30.7	32,996	60.4	29,578	54.1
<b>12</b>	50,369	24,338	48.3	32,747	65.0	16,617	33.0	29,459	58.5	27,403	54.4
<b>K–1</b>	184,210	69,304	37.6	62,816	34.1	30,177	16.4	28,022	15.2	62,823	34.1
<b>2</b>	172,770	103,149	59.7	107,456	62.2	16,762	9.7	29,404	17.0	57,358	33.2
<b>3–5</b>	387,029	180,466	46.6	227,984	58.9	80,088	20.7	115,013	29.7	149,508	38.6
<b>6–8</b>	219,173	88,128	40.2	147,816	67.4	73,876	33.7	96,722	44.1	105,937	48.3
<b>9–12</b>	223,773	94,093	42.0	142,729	63.8	59,284	26.5	130,160	58.2	110,169	49.2
<b>Total</b>	<b>1,186,955</b>	<b>535,140</b>	<b>45.1</b>	<b>688,801</b>	<b>58.0</b>	<b>260,187</b>	<b>21.9</b>	<b>399,321</b>	<b>33.6</b>	<b>485,795</b>	<b>40.9</b>

**Table R-6: 2011–12 Edition, Proficiency, Annual Assessment Data**

Grade/ Grade Span	N Tested	Listening Percent		Speaking Percent		Reading Percent		Writing Percent		Overall Percent	
		N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof
<b>K</b>	5,293	670	12.7	712	13.5	388	7.3	773	14.6	593	11.2
<b>1</b>	178,350	63,447	35.6	67,264	37.7	26,087	14.6	22,231	12.5	62,704	35.2
<b>2</b>	171,468	103,474	60.3	102,939	60.0	15,435	9.0	25,678	15.0	51,964	30.3
<b>3</b>	156,427	85,034	54.4	99,667	63.7	26,704	17.1	30,462	19.5	53,685	34.3
<b>4</b>	134,180	79,489	59.2	85,032	63.4	24,807	18.5	34,792	25.9	55,101	41.1
<b>5</b>	115,116	69,073	60.0	78,276	68.0	38,939	33.8	45,923	39.9	60,348	52.4
<b>6</b>	89,574	44,364	49.5	60,402	67.4	30,279	33.8	40,083	44.7	42,033	46.9
<b>7</b>	75,043	44,223	58.9	52,414	69.8	32,610	43.5	35,355	47.1	41,919	55.9
<b>8</b>	66,702	36,013	54.0	46,284	69.4	25,341	38.0	37,160	55.7	37,437	56.1
<b>9</b>	67,243	22,390	33.3	45,859	68.2	15,547	23.1	35,973	53.5	28,712	42.7
<b>10</b>	65,548	27,471	41.9	43,792	66.8	14,723	22.5	38,733	59.1	29,113	44.4
<b>11</b>	57,551	27,314	47.5	40,182	69.8	17,097	29.7	35,604	61.9	29,498	51.3
<b>12</b>	53,893	27,253	50.6	38,376	71.2	17,700	32.8	32,929	61.1	29,154	54.1
<b>K–1</b>	183,643	64,117	34.9	67,976	37.0	26,475	14.4	23,004	12.5	63,297	34.5
<b>2</b>	171,468	103,474	60.3	102,939	60.0	15,435	9.0	25,678	15.0	51,964	30.3
<b>3–5</b>	405,723	233,596	57.6	262,975	64.8	90,450	22.3	111,177	27.4	169,134	41.7
<b>6–8</b>	231,319	124,600	53.9	159,100	68.8	88,230	38.1	112,598	48.7	121,389	52.5
<b>9–12</b>	244,235	104,428	42.8	168,209	68.9	65,067	26.6	143,239	58.6	116,477	47.7
<b>Total</b>	<b>1,236,388</b>	<b>630,215</b>	<b>51.0</b>	<b>761,199</b>	<b>61.6</b>	<b>285,657</b>	<b>23.1</b>	<b>415,696</b>	<b>33.6</b>	<b>522,261</b>	<b>42.2</b>

**Table R-7: 2010–11 Edition, Proficiency, Annual Assessment Data**

Grade/ Grade Span	N Tested	Listening Percent		Speaking Percent		Reading Percent		Writing Percent		Overall Percent	
		N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof
<b>K</b>	4,992	421	8.4	680	13.6	327	6.6	482	9.7	443	8.9
<b>1</b>	176,263	50,043	28.4	68,732	39.0	33,579	19.1	17,966	10.2	56,929	32.3
<b>2</b>	169,646	83,268	49.1	112,137	66.1	12,561	7.4	26,080	15.4	47,925	28.3
<b>3</b>	159,336	55,671	34.9	97,575	61.2	23,510	14.8	32,826	20.6	41,860	26.3
<b>4</b>	135,881	62,234	45.8	87,654	64.5	24,463	18.0	37,518	27.6	46,356	34.1
<b>5</b>	114,585	56,826	49.6	69,587	60.7	31,766	27.7	48,048	41.9	52,723	46.0
<b>6</b>	87,958	43,039	48.9	53,796	61.2	28,500	32.4	30,037	34.1	38,167	43.4
<b>7</b>	77,574	44,583	57.5	50,465	65.1	28,080	36.2	34,686	44.7	40,923	52.8
<b>8</b>	74,156	37,541	50.6	48,347	65.2	26,709	36.0	40,184	54.2	39,104	52.7
<b>9</b>	70,547	20,990	29.8	42,435	60.2	15,547	22.0	35,878	50.9	25,411	36.0
<b>10</b>	67,867	16,124	23.8	40,182	59.2	14,381	21.2	31,832	46.9	25,077	37.0
<b>11</b>	60,748	18,093	29.8	38,505	63.4	17,371	28.6	31,295	51.5	27,455	45.2
<b>12</b>	54,030	17,554	32.5	35,228	65.2	17,328	32.1	27,793	51.4	26,007	48.1
<b>K–1</b>	181,255	50,464	27.8	69,412	38.3	33,906	18.7	18,448	10.2	57,372	31.7
<b>2</b>	169,646	83,268	49.1	112,137	66.1	12,561	7.4	26,080	15.4	47,925	28.3
<b>3–5</b>	409,802	174,731	42.6	254,816	62.2	79,739	19.5	118,392	28.9	140,939	34.4
<b>6–8</b>	239,688	125,163	52.2	152,608	63.7	83,289	34.7	104,907	43.8	118,194	49.3
<b>9–12</b>	253,192	72,761	28.7	156,350	61.8	64,627	25.5	126,798	50.1	103,950	41.1
<b>Total</b>	<b>1,253,583</b>	<b>506,387</b>	<b>40.4</b>	<b>745,323</b>	<b>59.5</b>	<b>274,122</b>	<b>21.9</b>	<b>394,625</b>	<b>31.5</b>	<b>468,380</b>	<b>37.4</b>

**Table R-8: 2009–10 Edition, Proficiency, Annual Assessment Data**

Grade/ Grade Span	N Tested	Listening Percent		Speaking Percent		Reading Percent		Writing Percent		Overall Percent	
		N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof
<b>K</b>	5,374	337	6.3	802	15.0	411	7.7	717	13.4	490	9.1
<b>1</b>	176,848	48,884	27.7	72,399	41.1	33,340	18.9	24,471	13.9	61,713	34.9
<b>2</b>	172,461	89,709	52.0	105,713	61.3	14,518	8.4	23,331	13.5	47,854	27.7
<b>3</b>	162,713	73,745	45.3	97,307	59.8	23,182	14.2	31,600	19.4	46,340	28.5
<b>4</b>	134,728	56,554	42.0	87,854	65.2	21,987	16.3	25,510	18.9	49,235	36.5
<b>5</b>	113,840	67,728	59.5	71,902	63.2	33,599	29.5	35,495	31.2	55,232	48.5
<b>6</b>	91,535	40,685	44.4	57,737	63.1	32,020	35.0	36,580	40.0	40,204	43.9
<b>7</b>	85,982	47,386	55.1	57,642	67.0	33,630	39.1	36,535	42.5	46,872	54.6
<b>8</b>	80,638	36,090	44.8	47,696	59.1	29,653	36.8	41,683	51.7	43,648	54.1
<b>9</b>	76,820	26,858	35.0	44,903	58.5	18,118	23.6	30,035	39.1	31,295	40.7
<b>10</b>	73,224	31,575	43.1	41,895	57.2	16,569	22.6	33,235	45.4	30,960	42.3
<b>11</b>	63,464	31,579	49.8	39,014	61.5	18,690	29.4	30,970	48.8	31,527	49.7
<b>12</b>	55,103	28,422	51.6	35,253	64.0	17,946	32.6	26,647	48.4	28,653	52.0
<b>K–1</b>	182,222	49,221	27.0	73,201	40.2	33,751	18.5	25,188	13.8	62,203	34.1
<b>2</b>	172,461	89,709	52.0	105,713	61.3	14,518	8.4	23,331	13.5	47,854	27.7
<b>3–5</b>	411,281	198,027	48.1	257,063	62.5	78,768	19.2	92,605	22.5	150,807	36.7
<b>6–8</b>	258,155	124,161	48.1	163,075	63.2	95,303	36.9	114,798	44.5	130,724	50.6
<b>9–12</b>	268,611	118,434	44.1	161,065	60.0	71,323	26.6	120,887	45.0	122,435	45.6
<b>Total</b>	<b>1,292,730</b>	<b>579,552</b>	<b>44.8</b>	<b>760,117</b>	<b>58.8</b>	<b>293,663</b>	<b>22.7</b>	<b>376,809</b>	<b>29.1</b>	<b>517,053</b>	<b>40.0</b>



**Table R-9: 2008–09 Edition, Proficiency, Annual Assessment Data**

Grade/ Grade Span	N Tested	Listening Percent		Speaking Percent		Reading Percent		Writing Percent		Overall Percent	
		N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof
<b>K</b>	5,276	481	9.1	651	12.3	n/a	n/a	n/a	n/a	471	8.9
<b>1</b>	179,992	60,703	33.7	62,219	34.6	n/a	n/a	n/a	n/a	58,123	32.3
<b>2</b>	176,098	81,289	46.2	98,864	56.1	15,158	8.6	27,279	15.5	46,462	26.4
<b>3</b>	160,147	65,950	41.2	89,718	56.0	23,786	14.9	32,514	20.3	45,383	28.3
<b>4</b>	135,258	69,148	51.1	84,616	62.6	24,418	18.1	36,105	26.7	51,620	38.2
<b>5</b>	118,512	64,055	54.0	80,948	68.3	31,684	26.7	46,118	38.9	60,389	51.0
<b>6</b>	102,527	52,087	50.8	62,016	60.5	29,226	28.5	34,818	34.0	44,221	43.1
<b>7</b>	94,686	38,726	40.9	60,574	64.0	37,019	39.1	42,348	44.7	50,003	52.8
<b>8</b>	82,946	38,089	45.9	51,686	62.3	29,662	35.8	42,623	51.4	42,384	51.1
<b>9</b>	83,558	30,612	36.6	45,628	54.6	18,138	21.7	41,264	49.4	33,796	40.4
<b>10</b>	75,684	33,572	44.4	40,179	53.1	15,843	20.9	40,843	54.0	31,036	41.0
<b>11</b>	63,299	31,732	50.1	36,407	57.5	17,033	26.9	35,635	56.3	30,226	47.8
<b>12</b>	55,134	29,190	52.9	33,300	60.4	17,118	31.0	30,847	55.9	28,272	51.3
<b>K–2</b>	361,366	142,473	39.4	161,734	44.8	15,158	4.2	27,279	7.5	105,056	29.1
<b>3–5</b>	413,917	199,153	48.1	255,282	61.7	79,888	19.3	114,737	27.7	157,392	38.0
<b>6–8</b>	280,159	128,902	46.0	174,276	62.2	95,907	34.2	119,789	42.8	136,608	48.8
<b>9–12</b>	277,675	125,106	45.1	155,514	56.0	68,132	24.5	148,589	53.5	123,330	44.4
<b>Total</b>	<b>1,333,117</b>	<b>595,634</b>	<b>44.7</b>	<b>746,806</b>	<b>56.2</b>	<b>259,085</b>	<b>20.6</b>	<b>410,394</b>	<b>32.9</b>	<b>522,386</b>	<b>40.1</b>

**Table R-10: 2007–08 Edition, Proficiency, Annual Assessment Data**

Grade/ Grade Span	N Tested	Listening Percent		Speaking Percent		Reading Percent		Writing Percent		Overall Percent	
		N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof
<b>K</b>	5,967	404	6.8	802	13.4	n/a	n/a	n/a	n/a	466	7.8
<b>1</b>	182,795	54,121	29.6	69,111	37.8	n/a	n/a	n/a	n/a	56,365	30.8
<b>2</b>	168,016	56,488	33.6	92,660	55.2	8,970	5.3	23,378	13.9	35,167	20.9
<b>3</b>	153,171	53,249	34.8	78,835	51.5	15,293	10.0	28,779	18.8	36,264	23.7
<b>4</b>	135,399	63,835	47.1	75,429	55.7	20,039	14.8	31,065	22.9	45,151	33.3
<b>5</b>	128,432	63,758	49.6	77,933	60.7	30,842	24.0	45,054	35.1	60,048	46.8
<b>6</b>	109,440	48,659	44.5	57,006	52.1	34,369	31.4	34,252	31.3	44,841	41.0
<b>7</b>	92,909	48,084	51.8	51,429	55.4	31,998	34.4	36,471	39.3	45,369	48.8
<b>8</b>	87,158	33,998	39.0	53,998	62.0	29,043	33.3	41,489	47.6	42,524	48.8
<b>9</b>	81,401	24,472	30.1	38,164	46.9	18,050	22.2	36,100	44.3	29,947	36.8
<b>10</b>	74,483	26,984	36.2	34,117	45.8	15,522	20.8	36,498	49.0	27,596	37.1
<b>11</b>	63,845	27,180	42.6	32,999	51.7	17,509	27.4	33,125	51.9	28,371	44.4
<b>12</b>	51,770	23,301	45.0	28,809	55.6	16,045	31.0	26,890	51.9	24,676	47.7
<b>K–2</b>	356,778	111,013	31.1	162,573	45.6	8,970	2.5	23,378	6.6	91,998	25.8
<b>3–5</b>	417,002	180,842	43.4	232,197	55.7	66,174	15.9	104,898	25.2	141,463	33.9
<b>6–8</b>	289,507	130,741	45.2	162,433	56.1	95,410	33.0	112,212	38.8	132,734	45.8
<b>9–12</b>	271,499	101,937	37.5	134,089	49.4	67,126	24.7	132,613	48.8	110,590	40.7
<b>Total</b>	<b>1,334,786</b>	<b>524,533</b>	<b>39.3</b>	<b>691,292</b>	<b>51.7</b>	<b>237,680</b>	<b>19.0</b>	<b>373,101</b>	<b>29.8</b>	<b>476,785</b>	<b>36.6</b>

**Table R-11: 2006–07 Edition, Proficiency, Annual Assessment Data**

Grade/ Grade Span	N Tested	Listening/Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
<b>K</b>	5,993	1,054	17.6	n/a	n/a	n/a	n/a	1,054	17.6
<b>1</b>	159,686	54,344	34.0	n/a	n/a	n/a	n/a	54,344	34.0
<b>2</b>	156,889	71,633	45.7	15,139	9.6	39,526	25.2	45,471	29.0
<b>3</b>	158,731	49,508	31.2	16,110	10.1	41,474	26.1	33,668	21.2
<b>4</b>	148,801	81,834	55.0	36,311	24.4	60,229	40.5	66,034	44.4
<b>5</b>	130,703	90,311	69.1	50,320	38.5	67,057	51.3	79,554	60.9
<b>6</b>	111,464	61,276	55.0	37,471	33.6	56,238	50.5	53,372	47.9
<b>7</b>	97,445	62,641	64.3	41,974	43.1	55,703	57.2	57,067	58.6
<b>8</b>	89,276	61,972	69.4	47,413	53.1	56,658	63.5	58,931	66.0
<b>9</b>	85,846	52,877	61.6	45,468	53.0	44,577	51.9	50,730	59.1
<b>10</b>	74,813	49,293	65.9	44,567	59.6	41,124	55.0	47,760	63.8
<b>11</b>	59,133	40,685	68.8	38,209	64.6	33,447	56.6	39,707	67.1
<b>12</b>	46,951	33,422	71.2	31,984	68.1	26,526	56.5	32,592	69.4
<b>K–2</b>	322,568	127,220	39.4	15,152	4.7	39,580	12.3	100,997	31.3
<b>3–5</b>	438,235	221,762	50.6	102,791	23.5	168,827	38.5	179,339	40.9
<b>6–8</b>	298,185	185,960	62.4	126,908	42.6	168,667	56.6	169,439	56.8
<b>9–12</b>	266,743	176,333	66.1	160,286	60.1	145,740	54.6	170,850	64.1
<b>Total</b>	<b>1,325,731</b>	<b>711,275</b>	<b>54.6</b>	<b>405,137</b>	<b>32.7</b>	<b>522,814</b>	<b>40.5</b>	<b>620,625</b>	<b>48.3</b>

**Appendix S: Consistency of Local and Centralized Scoring**

Notes: Refer to Appendix D: Item Maps to determine the Item ID and position in the test form from the Item Sequence Number below.

The number of examinees refers to the number of students for whom local scores were provided by those administering the test.

**Table S-1: Consistency of Local and Centralized Scoring, Writing**

Grade Span	Item Sequence Number	Number of Examinees	Difference in Percent of Examinees				
			Score Point = 0	Score Point = 1	Score Point = 2	Score Point = 3	Score Point = 4
K–1	9	229,714	87.8	12.2	n/a	n/a	n/a
	10	229,397	86.7	13.3	n/a	n/a	n/a
	11	229,516	84.5	15.5	n/a	n/a	n/a
	12	229,323	88.7	11.3	n/a	n/a	n/a
	13	229,207	68.1	28.3	3.5	n/a	n/a
	14	228,978	72.1	26.8	1.2	n/a	n/a
	15	229,078	70.6	26.8	2.6	n/a	n/a
	16	228,070	88.8	10.6	0.6	n/a	n/a
	17	227,811	92.0	7.8	0.3	n/a	n/a
	18	227,689	87.0	12.5	0.5	n/a	n/a
	19	227,588	89.3	10.4	0.3	n/a	n/a
	20	226,160	88.5	11.1	0.5	n/a	n/a
2	20	33,380	60.9	36.7	2.3	0.1	n/a
	21	33,284	62.5	34.8	2.5	0.1	n/a
	22	33,220	61.6	35.6	2.6	0.2	n/a
	23	33,163	60.7	35.7	3.4	0.2	n/a
	24	33,097	52.4	40.2	6.7	0.6	0.2
3–5	20	87,459	61.8	35.0	3.0	0.2	n/a
	21	87,282	60.0	37.6	2.3	0.1	n/a
	22	87,207	63.6	33.9	2.4	0.1	n/a
	23	87,102	63.6	34.1	2.2	0.1	n/a
	24	87,046	52.7	40.9	5.8	0.6	0.0
6–8	20	47,425	64.3	33.9	1.8	0.1	n/a
	21	47,351	68.7	29.5	1.6	0.1	n/a
	22	47,287	64.7	33.1	2.1	0.1	n/a
	23	47,241	64.0	34.0	1.9	0.1	n/a
	24	47,224	54.0	39.9	5.4	0.7	0.1
9–12	20	38,631	64.0	32.9	2.8	0.2	n/a
	21	38,516	64.8	32.4	2.6	0.2	n/a
	22	38,475	66.6	30.7	2.5	0.2	n/a
	23	38,424	61.1	36.6	2.1	0.1	n/a
	24	38,499	53.9	36.2	8.5	1.1	0.3

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**Appendix T: On-Scale Item Parameters**

Notes: Items appear in the Form 1 delivery order described in appendix D.

CELDT forms are pre-equated (see section 4.1.2 for a description of this process). CELDT 2016–17 Edition scores are developed using on-scale item parameter estimates drawn from the CELDT Item Bank when those forms were created. Tables in appendix T show those on-scale item parameter estimates. Conversion tables produced by these on-scale item parameter estimates can be found in appendix H.

The 3PL model (multiple-choice items) uses the a, b, and c parameters also known as the discrimination, difficulty, and guessing parameters, respectively. The 2PL model (dichotomous-constructed-response items) uses only the a and b parameters. The generalized partial credit model (GPC: constructed-response items) uses the alpha and gamma parameters.

Table T-1: On-Scale Item Parameters, Listening, Grade Span K–2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00728	01057170	3PL	0.0203	427.7721	0.3102
CEL00526	00940028	3PL	0.0389	500.9873	0.3102
CEL00786	01208385	3PL	0.0137	457.3214	0.3102
CEL00399	00676871	3PL	0.0178	449.3493	0.3102
CEL00899	01210599	3PL	0.0196	470.5812	0.3102
CEL00515	00940005	3PL	0.0121	452.7342	0.3102
CEL00330	00545930	3PL	0.0138	460.3603	0.3102
CEL00284	00437120	3PL	0.0149	565.2850	0.2304
CEL00285	00437122	3PL	0.0215	489.8008	0.4532
CEL00286	00437124	3PL	0.0225	498.9356	0.4312
CEL00730	01057174	2PL	0.0256	399.1103	n/a
CEL00782	01208376	2PL	0.0275	422.6248	n/a
CEL00788	01208389	2PL	0.0091	311.3949	n/a
CEL00471	00803313	2PL	0.0383	383.5944	n/a
CEL00787	01208387	2PL	0.0142	408.4550	n/a
CEL00397	00676867	2PL	0.0153	351.1369	n/a
CEL00836	01210292	2PL	0.0161	459.5296	n/a
CEL00400	00676873	2PL	0.0178	482.7694	n/a
CEL00789	01208391	2PL	0.0151	438.9876	n/a
CEL00463	00803297	2PL	0.0153	426.7540	n/a

Table T-2: On-Scale Item Parameters, Listening, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00151	00382856	3PL	0.0051	317.4340	0.2833
CEL00425	00687427	3PL	0.0225	381.2408	0.2132
CEL00154	00382862	3PL	0.0084	412.8152	0.2791
CEL00177	00382908	3PL	0.0122	421.6133	0.2791
CEL00484	00803461	3PL	0.0109	436.3005	0.2791
CEL00554	00940959	3PL	0.0098	469.7983	0.2791
CEL00800	01208912	3PL	0.0060	457.9585	0.2791
CEL00352	00546104	3PL	0.0084	523.9698	0.2791
CEL00186	00382926	3PL	0.0159	487.6790	0.2791
CEL00357	00546114	3PL	0.0125	486.3483	0.2791
CEL00435	00687449	3PL	0.0149	406.0795	0.2631
CEL00356	00546112	3PL	0.0136	474.1220	0.2791
CEL00793	01208897	3PL	0.0143	508.9141	0.2791
CEL00843	01210299	3PL	0.0117	482.5618	0.2791
CEL00744	01057650	3PL	0.0192	559.2226	0.2791
CEL00557	00940965	3PL	0.0120	468.2545	0.2791
CEL00736	01057633	3PL	0.0212	550.4205	0.2791
CEL00738	01057637	3PL	0.0144	540.0034	0.2791
CEL00740	01057641	3PL	0.0076	511.7473	0.2791
CEL00739	01057639	3PL	0.0096	567.0166	0.2791



Table T-3: On-Scale Item Parameters, Listening, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00487	00803587	3PL	0.0117	447.6242	0.3081
CEL00538	00940177	3PL	0.0138	508.7225	0.3081
CEL00307	00437690	3PL	0.0106	491.6819	0.3081
CEL00804	01209037	3PL	0.0108	560.3988	0.3081
CEL00531	00940162	3PL	0.0121	579.3180	0.3081
CEL00224	00383002	3PL	0.0105	465.0393	0.3081
CEL00363	00546267	3PL	0.0110	460.8068	0.3081
CEL00806	01209041	3PL	0.0091	498.4065	0.3081
CEL00453	00693734	3PL	0.0037	587.1384	0.3081
CEL00754	01059779	3PL	0.0141	515.4001	0.3081
CEL00230	00383014	3PL	0.0066	575.1001	0.3081
CEL00540	00940181	3PL	0.0154	488.4415	0.3081
CEL00805	01209039	3PL	0.0128	589.2821	0.3081
CEL00451	00693730	3PL	0.0110	551.0355	0.3081
CEL00532	00940164	3PL	0.0042	619.1159	0.3081
CEL00489	00803591	3PL	0.0070	500.2320	0.3081
CEL00541	00940183	3PL	0.0102	623.2712	0.3081
CEL00437	00693699	3PL	0.0124	548.9771	0.3081
CEL00438	00693701	3PL	0.0154	614.2005	0.3081
CEL00439	00693703	3PL	0.0113	574.2514	0.3081

Table T-4: On-Scale Item Parameters, Listening, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00768	01059883	3PL	0.0099	714.0594	0.2980
CEL00262	00383078	3PL	0.0098	502.2631	0.2980
CEL00551	00940438	3PL	0.0069	567.8114	0.2980
CEL00823	01209203	3PL	0.0100	527.3978	0.2980
CEL00319	00437841	3PL	0.0107	486.6184	0.2980
CEL00379	00546440	3PL	0.0090	593.9732	0.2980
CEL00542	00940419	3PL	0.0089	489.9142	0.2980
CEL10017	n/a	3PL	0.0082	465.0370	0.2980
CEL00995	01211127	3PL	0.0068	575.0469	0.2980
CEL00817	01209180	3PL	0.0110	577.7524	0.2980
CEL00386	00546454	3PL	0.0061	585.1543	0.2980
CEL00412	00682950	3PL	0.0108	477.1949	0.2980
CEL00818	01209182	3PL	0.0072	618.3242	0.2980
CEL10032	n/a	3PL	0.0077	529.6902	0.2980
CEL00997	01211129	3PL	0.0072	591.0878	0.2980
CEL00761	01059869	3PL	0.0072	537.5550	0.2980
CEL00865	01210321	3PL	0.0106	489.9360	0.2980
CEL00546	00940427	3PL	0.0102	591.0224	0.2980
CEL00547	00940429	3PL	0.0064	609.9817	0.2980
CEL00549	00940433	3PL	0.0096	579.3654	0.2980

Table T-5: On-Scale Item Parameters, Speaking, Grade Span K–2

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CES00674	01057183	2PL	0.0131	382.4669	n/a	n/a	n/a	n/a
CES00346	00680889	2PL	0.0126	426.5144	n/a	n/a	n/a	n/a
CES00436	00940039	2PL	0.0117	371.9232	n/a	n/a	n/a	n/a
CES00770	01210323	2PL	0.0156	404.0259	n/a	n/a	n/a	n/a
CES00396	00803337	2PL	0.0175	337.0495	n/a	n/a	n/a	n/a
CES00680	01057195	2PL	0.0198	386.4913	n/a	n/a	n/a	n/a
CES00391	00803327	2PL	0.0112	381.7484	n/a	n/a	n/a	n/a
CES00675	01057185	2PL	0.0168	394.5848	n/a	n/a	n/a	n/a
CES00728	01208460	2PL	0.0161	356.2680	n/a	n/a	n/a	n/a
CES00723	01208450	2PL	0.0201	330.3210	n/a	n/a	n/a	n/a
CES00290	00545983	2PL	0.0136	435.1545	n/a	n/a	n/a	n/a
CES00287	00545977	2PL	0.0174	403.6238	n/a	n/a	n/a	n/a
CES00148	00382772	2PL	0.0160	328.4503	n/a	n/a	n/a	n/a
CES00818	01210562	GPC	0.0179	n/a	438.8763	463.2395	n/a	n/a
CES00774	01210327	GPC	0.0157	n/a	440.3346	423.2130	n/a	n/a
CES00439	00940045	GPC	0.0172	n/a	443.2203	453.8081	n/a	n/a
CES00967	01211280	GPC	0.0135	n/a	454.0793	426.0991	n/a	n/a
CES10058	n/a	GPC	0.0219	n/a	384.2453	449.1127	n/a	n/a
CES00778	01210331	GPC	0.0180	n/a	400.1378	474.4927	n/a	n/a
CES00649	01003861	GPC	0.0157	n/a	378.0417	402.5029	454.4905	530.7982

Table T-6: On-Scale Item Parameters, Speaking, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CES00252	00437531	2PL	0.0163	443.8779	n/a	n/a	n/a	n/a
CES00402	00803468	2PL	0.0159	435.9281	n/a	n/a	n/a	n/a
CES00258	00437544	2PL	0.0087	422.4826	n/a	n/a	n/a	n/a
CES00168	00383154	2PL	0.0150	400.6685	n/a	n/a	n/a	n/a
CES00780	01210333	2PL	0.0175	413.1304	n/a	n/a	n/a	n/a
CES00692	01059014	2PL	0.0157	403.6332	n/a	n/a	n/a	n/a
CES00371	00687645	2PL	0.0182	392.4789	n/a	n/a	n/a	n/a
CES00304	00546147	2PL	0.0154	447.6841	n/a	n/a	n/a	n/a
CES00693	01059016	2PL	0.0218	452.0529	n/a	n/a	n/a	n/a
CES00741	01208978	2PL	0.0142	448.2911	n/a	n/a	n/a	n/a
CES00920	01211035	2PL	0.0091	491.8116	n/a	n/a	n/a	n/a
CES00471	00940353	2PL	0.0114	459.5863	n/a	n/a	n/a	n/a
CES00687	01059004	2PL	0.0142	513.6793	n/a	n/a	n/a	n/a
CES00835	01210664	GPC	0.0156	n/a	501.7637	503.8207	n/a	n/a
CES00925	01211040	GPC	0.0159	n/a	480.8150	488.1021	n/a	n/a
CES00178	00383174	GPC	0.0170	n/a	488.3154	477.8950	n/a	n/a
CES00466	00940342	GPC	0.0139	n/a	521.3775	495.0044	n/a	n/a
CES00406	00803476	GPC	0.0169	n/a	430.6240	492.7648	n/a	n/a
CES00467	00940344	GPC	0.0196	n/a	442.5425	481.8223	n/a	n/a
CES00739	01208974	GPC	0.0181	n/a	400.7539	435.2562	499.2626	578.9288

Table T-7: On-Scale Item Parameters, Speaking, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CES00183	00383187	2PL	0.0100	490.1223	n/a	n/a	n/a	n/a
CES00455	00940203	2PL	0.0100	340.7519	n/a	n/a	n/a	n/a
CES00790	01210343	2PL	0.0119	377.2679	n/a	n/a	n/a	n/a
CES00412	00803613	2PL	0.0089	561.1995	n/a	n/a	n/a	n/a
CES00752	01209118	2PL	0.0087	476.3625	n/a	n/a	n/a	n/a
CES00456	00940205	2PL	0.0101	568.1815	n/a	n/a	n/a	n/a
CES00747	01209108	2PL	0.0090	509.1968	n/a	n/a	n/a	n/a
CES00856	01210762	2PL	0.0069	587.3041	n/a	n/a	n/a	n/a
CES00449	00940191	2PL	0.0100	506.2093	n/a	n/a	n/a	n/a
CES00263	00437722	2PL	0.0098	401.3412	n/a	n/a	n/a	n/a
CES00847	01210729	2PL	0.0112	508.4455	n/a	n/a	n/a	n/a
CES00386	00693765	2PL	0.0122	598.1604	n/a	n/a	n/a	n/a
CES00190	00383201	2PL	0.0108	508.5711	n/a	n/a	n/a	n/a
CES00748	01209110	GPC	0.0132	n/a	490.8974	499.7862	n/a	n/a
CES00706	01059809	GPC	0.0134	n/a	448.0368	496.1564	n/a	n/a
CES00958	01211254	GPC	0.0105	n/a	467.2801	465.7098	n/a	n/a
CES00701	01059799	GPC	0.0143	n/a	485.7067	545.0584	n/a	n/a
CES00849	01210733	GPC	0.0163	n/a	407.2539	475.8823	n/a	n/a
CES00708	01059813	GPC	0.0163	n/a	428.5789	508.7248	n/a	n/a
CES00635	01003521	GPC	0.0121	n/a	401.4139	422.6038	497.5618	591.4888

Table T-8: On-Scale Item Parameters, Speaking, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CES00335	00546487	2PL	0.0073	531.9909	n/a	n/a	n/a	n/a
CES00475	00940480	2PL	0.0066	472.1673	n/a	n/a	n/a	n/a
CES00872	01210841	2PL	0.0119	468.1290	n/a	n/a	n/a	n/a
CES00476	00940482	2PL	0.0088	555.2626	n/a	n/a	n/a	n/a
CES00483	00940497	2PL	0.0091	598.4081	n/a	n/a	n/a	n/a
CES00801	01210354	2PL	0.0119	546.2167	n/a	n/a	n/a	n/a
CES00477	00940484	2PL	0.0102	581.9516	n/a	n/a	n/a	n/a
CES00759	01209258	2PL	0.0085	554.5015	n/a	n/a	n/a	n/a
CES00897	01210890	2PL	0.0143	509.3157	n/a	n/a	n/a	n/a
CES00764	01209269	2PL	0.0115	478.7169	n/a	n/a	n/a	n/a
CES00802	01210355	2PL	0.0094	550.8147	n/a	n/a	n/a	n/a
CES00367	00683682	2PL	0.0114	591.8138	n/a	n/a	n/a	n/a
CES00236	00383295	2PL	0.0117	485.5333	n/a	n/a	n/a	n/a
CES00274	00437871	GPC	0.0108	n/a	499.5326	539.8126	n/a	n/a
CES10052	n/a	GPC	0.0127	n/a	477.3093	506.5513	n/a	n/a
CES00364	00683675	GPC	0.0128	n/a	476.7266	541.2533	n/a	n/a
CES00712	01059905	GPC	0.0152	n/a	470.4975	518.7432	n/a	n/a
CES00486	00940503	GPC	0.0117	n/a	454.8043	518.2227	n/a	n/a
CES00808	01210361	GPC	0.0146	n/a	498.4722	519.5761	n/a	n/a
CES00969	01211282	GPC	0.0120	n/a	434.8794	457.7724	490.8188	589.4010

**Table T-9: On-Scale Item Parameters, Reading, Grade Span K–1**

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	<i>c</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$
CER01031	01210026	3PL	0.0151	292.2344	0.3250	n/a	n/a	n/a
CER01030	01210024	3PL	0.0126	337.1067	0.3342	n/a	n/a	n/a
CER01041	01210046	3PL	0.0164	404.3882	0.3183	n/a	n/a	n/a
CER01314	01210917	3PL	0.0122	379.0330	0.2693	n/a	n/a	n/a
CER01315	01210918	3PL	0.0051	325.3091	0.1415	n/a	n/a	n/a
CER01312	01210915	3PL	0.0189	334.0460	0.3202	n/a	n/a	n/a
CER01316	01210919	3PL	0.0194	374.7909	0.2967	n/a	n/a	n/a
CER01216	01210596	3PL	0.0110	442.4067	0.3052	n/a	n/a	n/a
CER01311	01210914	3PL	0.0198	418.0823	0.2610	n/a	n/a	n/a
CER01066	01210096	GPC	0.0189	n/a	n/a	252.2272	268.5073	267.7920
CER01033	01210030	GPC	0.0225	n/a	n/a	250.7469	263.6857	271.6979
CER01034	01210032	3PL	0.0244	310.5716	0.2839	n/a	n/a	n/a
CER01179	01210529	3PL	0.0170	401.0348	0.3054	n/a	n/a	n/a
CER01025	01210014	3PL	0.0262	355.2508	0.2064	n/a	n/a	n/a
CER01079	01210122	3PL	0.0227	359.7899	0.2793	n/a	n/a	n/a
CER01055	01210074	3PL	0.0245	356.5402	0.2226	n/a	n/a	n/a
CER01083	01210130	2PL	0.0200	367.9282	n/a	n/a	n/a	n/a
CER01027	01210018	2PL	0.0186	412.9375	n/a	n/a	n/a	n/a
CER01047	01210058	3PL	0.0115	381.4967	0.0940	n/a	n/a	n/a
CER01057	01210078	3PL	0.0084	346.9807	0.0738	n/a	n/a	n/a

Table T-10: On-Scale Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00348	00546026	3PL	0.0205	459.0338	0.2346
CER00353	00546036	3PL	0.0217	451.9080	0.3784
CER00270	00437237	3PL	0.0202	542.5749	0.1872
CER01090	01210364	3PL	0.0128	467.3301	0.2611
CER01212	01210592	3PL	0.0190	498.1526	0.2068
CER00032	00240821	3PL	0.0195	487.3306	0.3381
CER00011	00240727	3PL	0.0226	457.8800	0.1360
CER00009	00240723	3PL	0.0214	438.9923	0.2472
CER01099	01210373	3PL	0.0142	444.6427	0.1287
CER00336	00545999	3PL	0.0347	522.1844	0.3439
CER00343	00546014	3PL	0.0166	435.5115	0.2487
CER01100	01210374	3PL	0.0222	522.0285	0.2328
CER01101	01210375	3PL	0.0207	441.7398	0.0940
CER00442	00680991	3PL	0.0278	462.8191	0.2538
CER01200	01210580	3PL	0.0209	496.9863	0.3745
CER00955	01208496	3PL	0.0191	500.8147	0.2115
CER00211	00353933	3PL	0.0369	436.7470	0.2305
CER00220	00353951	3PL	0.0287	440.4540	0.1380
CER00545	00940074	3PL	0.0151	498.8810	0.1526
CER01192	01210559	3PL	0.0178	488.1431	0.2607
CER00546	00940076	3PL	0.0155	454.0406	0.0823
CER00877	01059047	3PL	0.0131	478.5067	0.1669
CER00338	00546003	3PL	0.0243	443.7668	0.1030
CER00949	01208484	3PL	0.0094	516.5010	0.1329
CER00355	00546040	3PL	0.0212	518.0813	0.1957
CER00957	01208500	3PL	0.0129	522.6301	0.2175
CER00958	01208502	3PL	0.0339	448.0897	0.2626
CER00959	01208504	3PL	0.0348	494.9429	0.1909
CER01103	01210377	3PL	0.0268	495.5197	0.2558
CER01104	01210378	3PL	0.0095	411.8611	0.2075
CER01105	01210379	3PL	0.0239	483.0956	0.2037



Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01094	01210368	3PL	0.0157	509.0431	0.2152
CER01096	01210370	3PL	0.0286	489.2531	0.3053
CER01171	01210493	3PL	0.0176	479.4684	0.1836
CER01097	01210371	3PL	0.0149	510.6633	0.1810

Table T-11: On-Scale Item Parameters, Reading, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00893	01059097	3PL	0.0158	515.0278	0.1931
CER00463	00691065	3PL	0.0112	521.4483	0.1931
CER01242	01210671	3PL	0.0155	522.0991	0.0974
CER00050	00241059	3PL	0.0098	547.2893	0.1931
CER00964	01208922	3PL	0.0179	505.5543	0.2540
CER00052	00241063	3PL	0.0178	536.6107	0.2250
CER00072	00241154	3PL	0.0161	516.4833	0.0700
CER01108	01210382	3PL	0.0131	477.9248	0.1931
CER01107	01210381	3PL	0.0149	537.7679	0.2023
CER00377	00546207	3PL	0.0161	489.9572	0.1931
CER00898	01059107	3PL	0.0202	495.0900	0.0730
CER00897	01059105	3PL	0.0165	566.6820	0.3321
CER01241	01210657	3PL	0.0109	582.2645	0.1304
CER00458	00691051	3PL	0.0176	519.9984	0.1291
CER00296	00437620	3PL	0.0146	498.6853	0.1285
CER00498	00803539	3PL	0.0166	513.3921	0.1453
CER00235	00354168	3PL	0.0204	525.4779	0.1499
CER00896	01059103	3PL	0.0144	481.6207	0.1931
CER00599	00940990	3PL	0.0257	514.6338	0.2305
CER01110	01210384	3PL	0.0148	487.7148	0.0824
CER00900	01059111	3PL	0.0198	521.1990	0.2161
CER00604	00941000	3PL	0.0336	489.7012	0.2200
CER00600	00940992	3PL	0.0247	534.2002	0.2075
CER00972	01208938	3PL	0.0185	520.5227	0.1968
CER00895	01059101	3PL	0.0180	559.4905	0.1992
CER01113	01210387	3PL	0.0093	553.7386	0.1931
CER01114	01210388	3PL	0.0122	554.3438	0.1892
CER01115	01210389	3PL	0.0201	521.6114	0.2679
CER01112	01210386	3PL	0.0198	488.8801	0.1695
CER01161	01210483	3PL	0.0209	504.2173	0.1680
CER01121	01210395	3PL	0.0121	511.1664	0.0916

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01123	01210397	3PL	0.0200	523.2966	0.2165
CER00974	01208944	3PL	0.0192	523.3589	0.1681
CER00975	01208946	3PL	0.0125	518.7477	0.1855
CER00977	01208950	3PL	0.0271	561.0712	0.1977

Table T-12: On-Scale Item Parameters, Reading, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00928	01060116	3PL	0.0081	510.4385	0.1947
CER00982	01209064	3PL	0.0115	531.5629	0.1947
CER00128	00241514	3PL	0.0194	511.0855	0.1947
CER00380	00546334	3PL	0.0151	608.9663	0.1801
CER00513	00803707	3PL	0.0093	545.7438	0.1947
CER00303	00437751	3PL	0.0129	555.4127	0.1947
CER00393	00546361	3PL	0.0110	573.8719	0.1947
CER00987	01209074	3PL	0.0127	580.7107	0.1947
CER00988	01209076	3PL	0.0092	559.8461	0.1947
CER00934	01060128	3PL	0.0064	556.8548	0.1947
CER00510	00803693	3PL	0.0088	604.4145	0.1947
CER00514	00803709	3PL	0.0137	605.3857	0.1584
CER00985	01209070	3PL	0.0155	543.2674	0.1947
CER00564	00940275	3PL	0.0142	584.2400	0.1789
CER00990	01209080	3PL	0.0220	491.7762	0.0425
CER00515	00803711	3PL	0.0127	609.3996	0.1947
CER00563	00940273	3PL	0.0179	535.5266	0.1698
CER01128	01210402	3PL	0.0155	537.3098	0.1947
CER00402	00546380	3PL	0.0149	538.2337	0.1947
CER00932	01060124	3PL	0.0194	581.9938	0.1913
CER00937	01060134	3PL	0.0153	599.1147	0.2018
CER00569	00940285	3PL	0.0218	611.5553	0.1793
CER00144	00241558	3PL	0.0192	560.8429	0.2279
CER00145	00241560	3PL	0.0209	554.9119	0.2416
CER00143	00241556	3PL	0.0129	608.3689	0.1816
CER10050	n/a	3PL	0.0177	601.6382	0.2246
CER10051	n/a	3PL	0.0185	616.4880	0.1985
CER10052	n/a	3PL	0.0235	584.1158	0.2698
CER10056	n/a	3PL	0.0214	574.9093	0.2768
CER01130	01210404	3PL	0.0274	548.1024	0.2081
CER01173	01210495	3PL	0.0271	585.7007	0.2241

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01133	01210407	3PL	0.0223	554.8319	0.2062
CER00521	00803735	3PL	0.0171	592.7134	0.2014
CER00523	00803739	3PL	0.0162	617.5880	0.2121
CER00524	00803741	3PL	0.0166	585.7720	0.2149

Table T-13: On-Scale Item Parameters, Reading, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01152	01210426	3PL	0.0076	497.0677	0.2059
CER01415	01211145	3PL	0.0088	526.8556	0.2059
CER01143	01210417	3PL	0.0114	600.9413	0.2059
CER00327	00437909	3PL	0.0112	565.8966	0.2059
CER00531	00804714	3PL	0.0091	599.0548	0.2059
CER00451	00684030	3PL	0.0104	561.1187	0.2059
CER00471	00717216	3PL	0.0086	587.5063	0.2059
CER01006	01209227	3PL	0.0156	509.4677	0.2059
CER00911	01059967	3PL	0.0180	536.8581	0.2059
CER01005	01209225	3PL	0.0133	594.3796	0.1405
CER00157	00241779	3PL	0.0121	529.6766	0.2059
CER00242	00354274	3PL	0.0090	651.2232	0.0924
CER00533	00804718	3PL	0.0075	666.0662	0.2059
CER00918	01059981	3PL	0.0071	631.5174	0.2059
CER00419	00546536	3PL	0.0145	520.1608	0.2059
CER00457	00684045	3PL	0.0144	610.1175	0.1744
CER00321	00437896	3PL	0.0126	607.7666	0.2059
CER00418	00546534	3PL	0.0178	520.4875	0.2059
CER01007	01209229	3PL	0.0154	627.0578	0.3081
CER00912	01059969	3PL	0.0103	582.6724	0.2059
CER00443	00683949	3PL	0.0127	649.6746	0.1949
CER01309	01210900	3PL	0.0129	626.2778	0.1983
CER10057	n/a	3PL	0.0077	615.6676	0.2059
CER10058	n/a	3PL	0.0137	618.3512	0.1909
CER10063	n/a	3PL	0.0150	608.7652	0.2071
CER01016	01209249	3PL	0.0139	651.3917	0.2304
CER01017	01209251	3PL	0.0186	642.9207	0.1726
CER01014	01209245	3PL	0.0183	595.7655	0.2057
CER10088	n/a	3PL	0.0206	602.9957	0.2261
CER10089	n/a	3PL	0.0221	614.4455	0.2808
CER10092	n/a	3PL	0.0189	615.5338	0.2222

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER10094	n/a	3PL	0.0165	584.2883	0.2145
CER01011	01209238	3PL	0.0107	687.0596	0.1519
CER01012	01209240	3PL	0.0141	605.1716	0.2800
CER01013	01209242	3PL	0.0183	657.1344	0.2053

**Table T-14: On-Scale Item Parameters, Writing, Grade Span K–1**

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00877	01210162	2PL	0.0141	250.2476	n/a	n/a	n/a	n/a	n/a
CEW00909	01210226	2PL	0.0130	244.5721	n/a	n/a	n/a	n/a	n/a
CEW00868	01210144	2PL	0.0132	276.2197	n/a	n/a	n/a	n/a	n/a
CEW00898	01210204	2PL	0.0120	230.0086	n/a	n/a	n/a	n/a	n/a
CEW00919	01210246	GPC	0.0079	n/a	n/a	240.3334	288.9963	n/a	n/a
CEW00889	01210186	GPC	0.0157	n/a	n/a	225.7417	304.7668	n/a	n/a
CEW00890	01210188	GPC	0.0109	n/a	n/a	175.0446	339.3712	n/a	n/a
CEW00891	01210190	GPC	0.0278	n/a	n/a	299.1935	369.1473	n/a	n/a
CEW00923	01210254	GPC	0.0203	n/a	n/a	306.8151	461.7757	n/a	n/a
CEW00871	01210150	GPC	0.0202	n/a	n/a	302.8660	386.7254	n/a	n/a
CEW00989	01210552	GPC	0.0178	n/a	n/a	350.9011	399.1229	n/a	n/a
CEW00902	01210212	GPC	0.0186	n/a	n/a	329.9003	423.5985	n/a	n/a
CEW00884	01210176	3PL	0.0200	436.4815	0.1891	n/a	n/a	n/a	n/a
CEW00905	01210218	3PL	0.0099	404.6363	0.1872	n/a	n/a	n/a	n/a
CEW00875	01210158	3PL	0.0095	404.1717	0.2162	n/a	n/a	n/a	n/a
CEW00931	01210270	3PL	0.0190	440.6982	0.1592	n/a	n/a	n/a	n/a
CEW00896	01210200	3PL	0.0134	443.4661	0.4076	n/a	n/a	n/a	n/a
CEW00932	01210272	3PL	0.0198	421.9622	0.2219	n/a	n/a	n/a	n/a
CEW00885	01210178	3PL	0.0215	416.0047	0.2103	n/a	n/a	n/a	n/a
CEW00876	01210160	3PL	0.0103	410.3017	0.2984	n/a	n/a	n/a	n/a



**Table T-15: On-Scale Item Parameters, Writing, Grade 2**

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00005	00353965	3PL	0.0189	433.0173	0.3013	n/a	n/a	n/a	n/a
CEW00020	00353996	3PL	0.0186	405.7580	0.3013	n/a	n/a	n/a	n/a
CEW00004	00353963	3PL	0.0208	450.6537	0.2879	n/a	n/a	n/a	n/a
CEW00298	00681402	3PL	0.0449	449.3478	0.2803	n/a	n/a	n/a	n/a
CEW00939	01210436	3PL	0.0310	469.1926	0.2584	n/a	n/a	n/a	n/a
CEW00220	00546085	3PL	0.0271	450.4386	0.2839	n/a	n/a	n/a	n/a
CEW00021	00353998	3PL	0.0103	493.6736	0.3013	n/a	n/a	n/a	n/a
CEW00209	00546063	3PL	0.0218	445.9091	0.3521	n/a	n/a	n/a	n/a
CEW00941	01210438	3PL	0.0416	485.5606	0.2871	n/a	n/a	n/a	n/a
CEW00940	01210437	3PL	0.0334	451.9141	0.3637	n/a	n/a	n/a	n/a
CEW00796	01208524	3PL	0.0211	490.6302	0.2501	n/a	n/a	n/a	n/a
CEW00981	01210528	3PL	0.0111	518.5560	0.2977	n/a	n/a	n/a	n/a
CEW00800	01208532	3PL	0.0113	547.4884	0.2878	n/a	n/a	n/a	n/a
CEW00974	01210499	3PL	0.0254	475.8090	0.3438	n/a	n/a	n/a	n/a
CEW00975	01210500	3PL	0.0169	498.2407	0.1747	n/a	n/a	n/a	n/a
CEW00976	01210501	3PL	0.0150	506.5876	0.2416	n/a	n/a	n/a	n/a
CEW00390	00940137	3PL	0.0333	495.5189	0.3225	n/a	n/a	n/a	n/a
CEW00391	00940139	3PL	0.0255	489.3093	0.3099	n/a	n/a	n/a	n/a
CEW00392	00940141	3PL	0.0314	484.4821	0.3609	n/a	n/a	n/a	n/a
CEW00389	00940135	GPC	0.0145	n/a	n/a	438.7655	459.6004	607.3673	n/a
CEW00995	01210574	GPC	0.0201	n/a	n/a	401.2047	456.8687	538.4576	n/a
CEW00381	00940119	GPC	0.0134	n/a	n/a	427.3888	462.4559	598.4720	n/a
CEW00802	01208536	GPC	0.0133	n/a	n/a	434.7649	452.1337	620.6626	n/a
CEW01084	01210937	GPC	0.0187	n/a	n/a	380.9007	451.9351	532.2132	619.4513

Table T-16: On-Scale Item Parameters, Writing, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00100	00354226	3PL	0.0200	440.7359	0.2793	n/a	n/a	n/a	n/a
CEW00088	00354202	3PL	0.0113	484.7231	0.2793	n/a	n/a	n/a	n/a
CEW00077	00354179	3PL	0.0220	516.5711	0.3415	n/a	n/a	n/a	n/a
CEW00228	00546226	3PL	0.0115	500.9542	0.2793	n/a	n/a	n/a	n/a
CEW00090	00354206	3PL	0.0262	510.9374	0.3689	n/a	n/a	n/a	n/a
CEW00239	00546248	3PL	0.0168	511.8669	0.2285	n/a	n/a	n/a	n/a
CEW00950	01210447	3PL	0.0182	508.5244	0.2476	n/a	n/a	n/a	n/a
CEW00813	01208994	3PL	0.0140	550.7568	0.2822	n/a	n/a	n/a	n/a
CEW00815	01208998	3PL	0.0180	502.8003	0.3176	n/a	n/a	n/a	n/a
CEW01019	01210694	3PL	0.0254	514.3582	0.3107	n/a	n/a	n/a	n/a
CEW00747	01059936	3PL	0.0218	460.4169	0.2374	n/a	n/a	n/a	n/a
CEW00748	01059938	3PL	0.0190	478.9361	0.2305	n/a	n/a	n/a	n/a
CEW00749	01059940	3PL	0.0277	456.6280	0.2135	n/a	n/a	n/a	n/a
CEW00755	01059952	3PL	0.0211	470.0864	0.2813	n/a	n/a	n/a	n/a
CEW00756	01059954	3PL	0.0117	535.3141	0.2193	n/a	n/a	n/a	n/a
CEW00757	01059956	3PL	0.0206	498.9371	0.2588	n/a	n/a	n/a	n/a
CEW00422	00940377	3PL	0.0289	469.3582	0.3379	n/a	n/a	n/a	n/a
CEW00423	00940379	3PL	0.0174	512.9126	0.2564	n/a	n/a	n/a	n/a
CEW00424	00940381	3PL	0.0132	532.9287	0.2793	n/a	n/a	n/a	n/a
CEW01110	01211075	GPC	0.0138	n/a	n/a	416.6901	445.7913	539.3997	n/a
CEW00175	00437661	GPC	0.0137	n/a	n/a	431.7808	432.9548	633.5358	n/a
CEW01015	01210690	GPC	0.0151	n/a	n/a	382.3098	449.0777	556.9070	n/a
CEW00094	00354214	GPC	0.0138	n/a	n/a	361.6522	456.7809	580.2882	n/a
CEW01014	01210688	GPC	0.0149	n/a	n/a	361.9729	451.6241	539.0979	673.1297

Table T-17: On-Scale Item Parameters, Writing, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00265	00546425	3PL	0.0211	512.4984	0.1848	n/a	n/a	n/a	n/a
CEW00145	00354697	3PL	0.0148	514.3736	0.2761	n/a	n/a	n/a	n/a
CEW00833	01209140	3PL	0.0124	515.3157	0.2761	n/a	n/a	n/a	n/a
CEW00832	01209138	3PL	0.0146	501.5526	0.2761	n/a	n/a	n/a	n/a
CEW00178	00437794	3PL	0.0222	552.8562	0.3461	n/a	n/a	n/a	n/a
CEW00147	00354701	3PL	0.0174	572.5593	0.4070	n/a	n/a	n/a	n/a
CEW00837	01209148	3PL	0.0174	529.8270	0.3060	n/a	n/a	n/a	n/a
CEW00836	01209146	3PL	0.0266	559.6906	0.2631	n/a	n/a	n/a	n/a
CEW00961	01210458	3PL	0.0248	521.5559	0.2709	n/a	n/a	n/a	n/a
CEW00262	00546419	3PL	0.0132	565.1871	0.2761	n/a	n/a	n/a	n/a
CEW00255	00546405	3PL	0.0181	537.2518	0.2761	n/a	n/a	n/a	n/a
CEW00959	01210456	3PL	0.0148	532.2569	0.2761	n/a	n/a	n/a	n/a
CEW00256	00546407	3PL	0.0230	491.7645	0.2761	n/a	n/a	n/a	n/a
CEW00350	00803765	3PL	0.0153	544.1826	0.1839	n/a	n/a	n/a	n/a
CEW00351	00803767	3PL	0.0238	522.5347	0.2275	n/a	n/a	n/a	n/a
CEW00352	00803769	3PL	0.0139	538.8356	0.2761	n/a	n/a	n/a	n/a
CEW00779	01069233	3PL	0.0218	503.9445	0.2761	n/a	n/a	n/a	n/a
CEW00780	01069235	3PL	0.0237	490.9796	0.2114	n/a	n/a	n/a	n/a
CEW00781	01069237	3PL	0.0190	518.0760	0.2603	n/a	n/a	n/a	n/a
CEW00794	01069263	GPC	0.0115	n/a	n/a	377.6588	424.7878	617.8307	n/a
CEW00782	01069239	GPC	0.0113	n/a	n/a	396.4195	438.7867	566.9646	n/a
CEW00842	01209158	GPC	0.0122	n/a	n/a	380.9013	438.2274	592.9349	n/a
CEW00963	01210460	GPC	0.0100	n/a	n/a	341.5756	437.1107	598.8789	n/a
CEW00709	01003901	GPC	0.0135	n/a	n/a	414.1629	450.7988	562.2627	747.3576

Table T-18: On-Scale Item Parameters, Writing, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00306	00684130	3PL	0.0221	493.8156	0.2535	n/a	n/a	n/a	n/a
CEW00283	00546586	3PL	0.0137	518.4860	0.2535	n/a	n/a	n/a	n/a
CEW00060	00354095	3PL	0.0135	553.6084	0.2535	n/a	n/a	n/a	n/a
CEW00849	01209287	3PL	0.0110	562.1061	0.2535	n/a	n/a	n/a	n/a
CEW00966	01210463	3PL	0.0148	512.6830	0.2535	n/a	n/a	n/a	n/a
CEW00278	00546576	3PL	0.0101	551.8200	0.2535	n/a	n/a	n/a	n/a
CEW00850	01209289	3PL	0.0148	487.2593	0.2535	n/a	n/a	n/a	n/a
CEW00041	00354047	3PL	0.0116	557.7644	0.2535	n/a	n/a	n/a	n/a
CEW00061	00354097	3PL	0.0101	442.3221	0.2535	n/a	n/a	n/a	n/a
CEW00279	00546578	3PL	0.0186	484.7678	0.2535	n/a	n/a	n/a	n/a
CEW00970	01210467	3PL	0.0151	548.1393	0.2535	n/a	n/a	n/a	n/a
CEW00855	01209299	3PL	0.0166	594.8644	0.1942	n/a	n/a	n/a	n/a
CEW00854	01209297	3PL	0.0077	536.3785	0.2535	n/a	n/a	n/a	n/a
CEW00431	00940507	3PL	0.0137	542.5606	0.2535	n/a	n/a	n/a	n/a
CEW00432	00940509	3PL	0.0122	564.3905	0.2535	n/a	n/a	n/a	n/a
CEW00433	00940511	3PL	0.0081	452.0278	0.2535	n/a	n/a	n/a	n/a
CEW00769	01060031	3PL	0.0097	538.8839	0.2535	n/a	n/a	n/a	n/a
CEW00770	01060033	3PL	0.0250	523.8633	0.3134	n/a	n/a	n/a	n/a
CEW00771	01060035	3PL	0.0125	518.3258	0.2535	n/a	n/a	n/a	n/a
CEW00764	01060021	GPC	0.0070	n/a	n/a	353.7908	381.0214	575.5992	n/a
CEW00856	01209301	GPC	0.0076	n/a	n/a	328.7083	417.1398	565.0884	n/a
CEW00971	01210468	GPC	0.0101	n/a	n/a	324.1315	473.3419	590.3047	n/a
CEW00972	01210469	GPC	0.0081	n/a	n/a	332.4181	395.4993	649.7747	n/a
CEW00447	00940539	GPC	0.0100	n/a	n/a	467.2412	429.7036	545.4646	735.8102

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**Appendix U: Reference Item Parameters**

Notes: Items appear in the Form 1 delivery order described in appendix D.

All tests from the CELDT 2015–16 Edition were reused in the 2016–17 Edition, and the parameter estimates used to produce the scores were also reused. This meant that the conversion tables for these tests in appendix H are identical for the two editions. The reused parameter estimates for these tests reported in appendix T are also identical for the two editions.

Appendix U results support CELDT Item Bank updates and were not used for score reporting for 2016–17. Raw item parameter estimates in appendix M are put onto the CELDT common scale after each edition using Stocking and Lord (1983) and loaded into the CELDT Item Bank. Stocking and Lord requires reference item parameter estimates already on the CELDT common scale to be the basis for transforming the raw item parameter estimates; therefore, the most recent 2015–16 parameter estimates found in Appendix U were used.

The 3PL model (multiple-choice items) uses the a, b, and c parameters also known as the discrimination, difficulty, and guessing parameters, respectively. The 2PL model (dichotomous-constructed-response items) uses only the a and b parameters. The generalized partial credit model (GPC: constructed-response items) uses the alpha (listed in the “a” column in the appendix U tables) and gamma parameters.

Table U-1: Reference Item Parameters, Listening, Grade Span K–2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00728	01057170	3PL	0.0184	418.8689	0.3102
CEL00526	00940028	3PL	0.0437	511.7189	0.3102
CEL00786	01208385	3PL	0.0188	467.3477	0.3102
CEL00399	00676871	3PL	0.0186	458.1173	0.3102
CEL00899	01210599	3PL	0.0242	469.2774	0.3102
CEL00515	00940005	3PL	0.0135	453.9092	0.3102
CEL00330	00545930	3PL	0.0217	455.9663	0.3102
CEL00284	00437120	3PL	0.0172	460.5300	0.3102
CEL00285	00437122	3PL	0.0204	387.5623	0.3102
CEL00286	00437124	3PL	0.0197	390.0378	0.3102
CEL00730	01057174	2PL	0.0193	383.4283	n/a
CEL00782	01208376	2PL	0.0166	418.5846	n/a
CEL00788	01208389	2PL	0.0109	377.5088	n/a
CEL00471	00803313	2PL	0.0248	369.7600	n/a
CEL00787	01208387	2PL	0.0197	390.1246	n/a
CEL00397	00676867	2PL	0.0173	361.1350	n/a
CEL00836	01210292	2PL	0.0180	435.0204	n/a
CEL00400	00676873	2PL	0.0211	473.5612	n/a
CEL00789	01208391	2PL	0.0140	454.0349	n/a
CEL00463	00803297	2PL	0.0143	442.9819	n/a

Table U-2: Reference Item Parameters, Listening, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00151	00382856	3PL	0.0108	379.7957	0.2791
CEL00425	00687427	3PL	0.0173	397.4060	0.2791
CEL00154	00382862	3PL	0.0098	409.1133	0.2791
CEL00177	00382908	3PL	0.0109	418.0377	0.2791
CEL00484	00803461	3PL	0.0123	443.6703	0.2791
CEL00554	00940959	3PL	0.0094	445.0326	0.2791
CEL00800	01208912	3PL	0.0063	439.3129	0.2791
CEL00352	00546104	3PL	0.0073	535.8035	0.2791
CEL00186	00382926	3PL	0.0140	479.3303	0.2791
CEL00357	00546114	3PL	0.0102	516.0517	0.2791
CEL00435	00687449	3PL	0.0140	404.1703	0.2791
CEL00356	00546112	3PL	0.0154	461.1389	0.2791
CEL00793	01208897	3PL	0.0149	521.9494	0.2791
CEL00843	01210299	3PL	0.0123	490.8793	0.2791
CEL00744	01057650	3PL	0.0203	552.4388	0.2791
CEL00557	00940965	3PL	0.0126	464.8400	0.2791
CEL00736	01057633	3PL	0.0204	555.2012	0.2791
CEL00738	01057637	3PL	0.0133	539.8168	0.2791
CEL00740	01057641	3PL	0.0091	512.1664	0.2791
CEL00739	01057639	3PL	0.0097	577.8520	0.2791



Table U-3: Reference Item Parameters, Listening, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00487	00803587	3PL	0.0112	459.1490	0.3081
CEL00538	00940177	3PL	0.0139	503.1842	0.3081
CEL00307	00437690	3PL	0.0099	488.8453	0.3081
CEL00804	01209037	3PL	0.0126	576.0469	0.3081
CEL00531	00940162	3PL	0.0113	573.4424	0.3081
CEL00224	00383002	3PL	0.0123	473.0446	0.3081
CEL00363	00546267	3PL	0.0111	463.9594	0.3081
CEL00806	01209041	3PL	0.0117	504.3560	0.3081
CEL00453	00693734	3PL	0.0026	635.1035	0.3081
CEL00754	01059779	3PL	0.0135	497.9705	0.3081
CEL00230	00383014	3PL	0.0056	574.8079	0.3081
CEL00540	00940181	3PL	0.0155	498.9278	0.3081
CEL00805	01209039	3PL	0.0103	581.7648	0.3081
CEL00451	00693730	3PL	0.0107	565.4647	0.3081
CEL00532	00940164	3PL	0.0049	615.5479	0.3081
CEL00489	00803591	3PL	0.0074	517.5754	0.3081
CEL00541	00940183	3PL	0.0096	608.8058	0.3081
CEL00437	00693699	3PL	0.0133	540.0740	0.3081
CEL00438	00693701	3PL	0.0136	619.0444	0.3081
CEL00439	00693703	3PL	0.0111	569.9484	0.3081

Table U-4: Unscaled Item Parameters, Listening, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00768	01059883	3PL	0.0092	744.9635	0.2980
CEL00262	00383078	3PL	0.0100	494.0193	0.2980
CEL00551	00940438	3PL	0.0072	569.6925	0.2980
CEL00823	01209203	3PL	0.0070	539.7109	0.2980
CEL00319	00437841	3PL	0.0116	481.9726	0.2980
CEL00379	00546440	3PL	0.0091	598.2237	0.2980
CEL00542	00940419	3PL	0.0075	529.8510	0.2980
CEL10017	n/a	3PL	0.0091	495.1459	0.2980
CEL00995	01211127	3PL	0.0055	574.3445	0.2980
CEL00817	01209180	3PL	0.0112	577.0577	0.2980
CEL00386	00546454	3PL	0.0052	602.1650	0.2980
CEL00412	00682950	3PL	0.0118	477.8807	0.2980
CEL00818	01209182	3PL	0.0080	607.7720	0.2980
CEL10032	n/a	3PL	0.0087	542.9985	0.2980
CEL00997	01211129	3PL	0.0073	598.4506	0.2980
CEL00761	01059869	3PL	0.0069	539.7891	0.2980
CEL00865	01210321	3PL	0.0109	491.9023	0.2980
CEL00546	00940427	3PL	0.0104	573.1975	0.2980
CEL00547	00940429	3PL	0.0062	599.2712	0.2980
CEL00549	00940433	3PL	0.0100	572.9551	0.2980

Table U-5: Unscaled Item Parameters, Speaking, Grade Span K–2

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CES00674	01057183	2PL	0.0133	376.8131	n/a	n/a	n/a	n/a
CES00346	00680889	2PL	0.0129	426.6944	n/a	n/a	n/a	n/a
CES00436	00940039	2PL	0.0115	370.7756	n/a	n/a	n/a	n/a
CES00770	01210323	2PL	0.0168	394.0816	n/a	n/a	n/a	n/a
CES00396	00803337	2PL	0.0182	338.6696	n/a	n/a	n/a	n/a
CES00680	01057195	2PL	0.0224	382.4259	n/a	n/a	n/a	n/a
CES00391	00803327	2PL	0.0115	376.4179	n/a	n/a	n/a	n/a
CES00675	01057185	2PL	0.0170	396.6942	n/a	n/a	n/a	n/a
CES00728	01208460	2PL	0.0159	355.1783	n/a	n/a	n/a	n/a
CES00723	01208450	2PL	0.0223	327.5180	n/a	n/a	n/a	n/a
CES00290	00545983	2PL	0.0141	437.6293	n/a	n/a	n/a	n/a
CES00287	00545977	2PL	0.0181	410.5394	n/a	n/a	n/a	n/a
CES00148	00382772	2PL	0.0187	334.8369	n/a	n/a	n/a	n/a
CES00818	01210562	GPC	0.0187	n/a	435.4745	466.0792	n/a	n/a
CES00774	01210327	GPC	0.0164	n/a	440.9444	424.9458	n/a	n/a
CES00439	00940045	GPC	0.0190	n/a	447.4328	453.8268	n/a	n/a
CES00967	01211280	GPC	0.0168	n/a	442.2196	429.2432	n/a	n/a
CES10058	n/a	GPC	0.0189	n/a	381.9518	457.4543	n/a	n/a
CES00778	01210331	GPC	0.0179	n/a	405.8405	475.7124	n/a	n/a
CES00649	01003861	GPC	0.0143	n/a	378.4287	406.2771	454.1219	534.6819

**Table U-6: Unscaled Item Parameters, Speaking, Grade Span 3–5**

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
<b>CES00252</b>	<b>00437531</b>	2PL	0.0171	434.7032	n/a	n/a	n/a	n/a
<b>CES00402</b>	<b>00803468</b>	2PL	0.0159	434.0229	n/a	n/a	n/a	n/a
<b>CES00258</b>	<b>00437544</b>	2PL	0.0088	430.7025	n/a	n/a	n/a	n/a
<b>CES00168</b>	<b>00383154</b>	2PL	0.0163	410.9477	n/a	n/a	n/a	n/a
<b>CES00780</b>	<b>01210333</b>	2PL	0.0157	407.4216	n/a	n/a	n/a	n/a
<b>CES00692</b>	<b>01059014</b>	2PL	0.0155	396.7201	n/a	n/a	n/a	n/a
<b>CES00371</b>	<b>00687645</b>	2PL	0.0194	394.2844	n/a	n/a	n/a	n/a
<b>CES00304</b>	<b>00546147</b>	2PL	0.0152	447.4025	n/a	n/a	n/a	n/a
<b>CES00693</b>	<b>01059016</b>	2PL	0.0197	465.0256	n/a	n/a	n/a	n/a
<b>CES00741</b>	<b>01208978</b>	2PL	0.0138	442.7100	n/a	n/a	n/a	n/a
<b>CES00920</b>	<b>01211035</b>	2PL	0.0104	494.0301	n/a	n/a	n/a	n/a
<b>CES00471</b>	<b>00940353</b>	2PL	0.0103	471.9842	n/a	n/a	n/a	n/a
<b>CES00687</b>	<b>01059004</b>	2PL	0.0135	514.2413	n/a	n/a	n/a	n/a
<b>CES00835</b>	<b>01210664</b>	GPC	0.0166	n/a	492.2430	500.4355	n/a	n/a
<b>CES00925</b>	<b>01211040</b>	GPC	0.0155	n/a	479.8186	486.7919	n/a	n/a
<b>CES00178</b>	<b>00383174</b>	GPC	0.0166	n/a	488.9213	481.4225	n/a	n/a
<b>CES00466</b>	<b>00940342</b>	GPC	0.0161	n/a	506.1643	487.4536	n/a	n/a
<b>CES00406</b>	<b>00803476</b>	GPC	0.0170	n/a	436.6622	499.8887	n/a	n/a
<b>CES00467</b>	<b>00940344</b>	GPC	0.0197	n/a	452.9908	491.0470	n/a	n/a
<b>CES00739</b>	<b>01208974</b>	GPC	0.0144	n/a	408.7553	423.1171	485.4796	571.7016

**Table U-7: Unscaled Item Parameters, Speaking, Grade Span 6–8**

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CES00183	00383187	2PL	0.0104	495.4580	n/a	n/a	n/a	n/a
CES00455	00940203	2PL	0.0114	357.4821	n/a	n/a	n/a	n/a
CES00790	01210343	2PL	0.0139	390.5127	n/a	n/a	n/a	n/a
CES00412	00803613	2PL	0.0098	552.1959	n/a	n/a	n/a	n/a
CES00752	01209118	2PL	0.0092	491.4885	n/a	n/a	n/a	n/a
CES00456	00940205	2PL	0.0109	574.0813	n/a	n/a	n/a	n/a
CES00747	01209108	2PL	0.0090	494.1958	n/a	n/a	n/a	n/a
CES00856	01210762	2PL	0.0084	584.8607	n/a	n/a	n/a	n/a
CES00449	00940191	2PL	0.0099	508.3719	n/a	n/a	n/a	n/a
CES00263	00437722	2PL	0.0116	419.2372	n/a	n/a	n/a	n/a
CES00847	01210729	2PL	0.0122	509.8311	n/a	n/a	n/a	n/a
CES00386	00693765	2PL	0.0127	612.3611	n/a	n/a	n/a	n/a
CES00190	00383201	2PL	0.0111	509.8727	n/a	n/a	n/a	n/a
CES00748	01209110	GPC	0.0139	n/a	492.5023	499.3434	n/a	n/a
CES00706	01059809	GPC	0.0148	n/a	450.2113	498.3333	n/a	n/a
CES00958	01211254	GPC	0.0110	n/a	466.7211	467.2786	n/a	n/a
CES00701	01059799	GPC	0.0132	n/a	472.7151	542.1136	n/a	n/a
CES00849	01210733	GPC	0.0156	n/a	410.2801	471.0179	n/a	n/a
CES00708	01059813	GPC	0.0144	n/a	412.6707	505.0685	n/a	n/a
CES00635	01003521	GPC	0.0104	n/a	404.5643	407.7994	487.1547	595.5988

Table U-8: Unscaled Item Parameters, Speaking, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CES00335	00546487	2PL	0.0072	540.7440	n/a	n/a	n/a	n/a
CES00475	00940480	2PL	0.0068	473.7852	n/a	n/a	n/a	n/a
CES00872	01210841	2PL	0.0129	463.4721	n/a	n/a	n/a	n/a
CES00476	00940482	2PL	0.0099	554.7226	n/a	n/a	n/a	n/a
CES00483	00940497	2PL	0.0096	607.2689	n/a	n/a	n/a	n/a
CES00801	01210354	2PL	0.0128	547.7672	n/a	n/a	n/a	n/a
CES00477	00940484	2PL	0.0105	582.8613	n/a	n/a	n/a	n/a
CES00759	01209258	2PL	0.0083	566.9836	n/a	n/a	n/a	n/a
CES00897	01210890	2PL	0.0174	519.2685	n/a	n/a	n/a	n/a
CES00764	01209269	2PL	0.0134	490.7874	n/a	n/a	n/a	n/a
CES00802	01210355	2PL	0.0090	546.8059	n/a	n/a	n/a	n/a
CES00367	00683682	2PL	0.0117	594.3734	n/a	n/a	n/a	n/a
CES00236	00383295	2PL	0.0149	501.0393	n/a	n/a	n/a	n/a
CES00274	00437871	GPC	0.0108	n/a	496.426	533.7344	n/a	n/a
CES10052	n/a	GPC	0.0112	n/a	476.4116	492.7858	n/a	n/a
CES00364	00683675	GPC	0.0122	n/a	470.6561	533.6040	n/a	n/a
CES00712	01059905	GPC	0.0138	n/a	466.2208	515.4344	n/a	n/a
CES00486	00940503	GPC	0.0112	n/a	455.6303	518.3085	n/a	n/a
CES00808	01210361	GPC	0.0131	n/a	482.6274	508.6136	n/a	n/a
CES00969	01211282	GPC	0.0119	n/a	434.4097	441.8519	489.8846	590.8237

Table U-9: Reference Item Parameters, Reading, Grade Span K–1

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	<i>c</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$
CER01031	01210026	3PL	0.0129	290.3559	0.4110	n/a	n/a	n/a
CER01030	01210024	3PL	0.0109	336.6455	0.2968	n/a	n/a	n/a
CER01041	01210046	3PL	0.0172	413.0782	0.2647	n/a	n/a	n/a
CER01314	01210917	3PL	0.0144	383.6739	0.3148	n/a	n/a	n/a
CER01315	01210918	3PL	0.0046	300.4903	0.0544	n/a	n/a	n/a
CER01312	01210915	3PL	0.0160	332.3965	0.3335	n/a	n/a	n/a
CER01316	01210919	3PL	0.0299	379.6852	0.3413	n/a	n/a	n/a
CER01216	01210596	3PL	0.0155	440.6763	0.3263	n/a	n/a	n/a
CER01311	01210914	3PL	0.0311	409.4094	0.2625	n/a	n/a	n/a
CER01066	01210096	GPC	0.0244	n/a	n/a	252.1839	270.0704	277.2125
CER01033	01210030	GPC	0.0315	n/a	n/a	252.7268	265.2147	279.2062
CER01034	01210032	3PL	0.0163	294.4833	0.2434	n/a	n/a	n/a
CER01179	01210529	3PL	0.0220	396.2418	0.3488	n/a	n/a	n/a
CER01025	01210014	3PL	0.0336	362.0556	0.2474	n/a	n/a	n/a
CER01079	01210122	3PL	0.0307	361.2729	0.3489	n/a	n/a	n/a
CER01055	01210074	3PL	0.0340	362.4333	0.2285	n/a	n/a	n/a
CER01083	01210130	2PL	0.0148	379.5966	n/a	n/a	n/a	n/a
CER01027	01210018	2PL	0.0200	400.2351	n/a	n/a	n/a	n/a
CER01047	01210058	3PL	0.0151	383.1280	0.1578	n/a	n/a	n/a
CER01057	01210078	3PL	0.0123	361.8116	0.2032	n/a	n/a	n/a

Table U-10: Reference Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CER00348	00546026	3PL	0.0196	473.6210	0.2241
CER00353	00546036	3PL	0.0213	450.7061	0.2805
CER00270	00437237	3PL	0.0249	551.4818	0.1943
CER01090	01210364	3PL	0.0151	468.6967	0.2867
CER01212	01210592	3PL	0.0192	516.1335	0.1629
CER00032	00240821	3PL	0.0174	476.2664	0.3276
CER00011	00240727	3PL	0.0158	463.8713	0.1663
CER00009	00240723	3PL	0.0210	444.4688	0.2515
CER01099	01210373	3PL	0.0199	452.1699	0.1931
CER00336	00545999	3PL	0.0310	517.1054	0.3207
CER00343	00546014	3PL	0.0188	427.4391	0.2611
CER01100	01210374	3PL	0.0214	534.8401	0.1915
CER01101	01210375	3PL	0.0205	446.5660	0.0855
CER00442	00680991	3PL	0.0253	466.6183	0.2454
CER01200	01210580	3PL	0.0219	490.1140	0.3442
CER00955	01208496	3PL	0.0219	508.0497	0.2446
CER00211	00353933	3PL	0.0380	437.5615	0.2399
CER00220	00353951	3PL	0.0222	420.3444	0.2089
CER00545	00940074	3PL	0.0145	480.4016	0.0896
CER01192	01210559	3PL	0.0141	480.0948	0.1988
CER00546	00940076	3PL	0.0150	454.9410	0.0658
CER00877	01059047	3PL	0.0120	472.8200	0.1175
CER00338	00546003	3PL	0.0240	453.6331	0.0737
CER00949	01208484	3PL	0.0124	518.1713	0.2075
CER00355	00546040	3PL	0.0224	525.1161	0.2018
CER00957	01208500	3PL	0.0145	533.6996	0.2783
CER00958	01208502	3PL	0.0325	442.2185	0.2284
CER00959	01208504	3PL	0.0323	495.0739	0.2023
CER01103	01210377	3PL	0.0293	490.4456	0.2767
CER01104	01210378	3PL	0.0130	421.2263	0.2075
CER01105	01210379	3PL	0.0260	474.2681	0.1882



Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01094	01210368	3PL	0.0114	487.5026	0.1170
CER01096	01210370	3PL	0.0228	469.4179	0.2201
CER01171	01210493	3PL	0.0171	473.6385	0.1644
CER01097	01210371	3PL	0.0137	494.1149	0.1471

Table U-11: Unscaled Item Parameters, Reading, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00893	01059097	3PL	0.0141	511.8976	0.0731
CER00463	00691065	3PL	0.0114	529.4610	0.1931
CER01242	01210671	3PL	0.0174	531.3453	0.0943
CER00050	00241059	3PL	0.0103	561.6976	0.2356
CER00964	01208922	3PL	0.0174	515.3618	0.2966
CER00052	00241063	3PL	0.0156	556.0493	0.2155
CER00072	00241154	3PL	0.0161	520.4882	0.0793
CER01108	01210382	3PL	0.0142	502.3258	0.1931
CER01107	01210381	3PL	0.0167	548.5316	0.2424
CER00377	00546207	3PL	0.0134	507.7154	0.1460
CER00898	01059107	3PL	0.0204	501.2070	0.0886
CER00897	01059105	3PL	0.0166	566.2803	0.3501
CER01241	01210657	3PL	0.0093	571.6359	0.0956
CER00458	00691051	3PL	0.0179	517.3018	0.1080
CER00296	00437620	3PL	0.0147	493.0735	0.1130
CER00498	00803539	3PL	0.0157	512.1682	0.1111
CER00235	00354168	3PL	0.0218	509.8312	0.1157
CER00896	01059103	3PL	0.0137	468.9784	0.1931
CER00599	00940990	3PL	0.0249	524.2109	0.2207
CER01110	01210384	3PL	0.0147	485.5213	0.1067
CER00900	01059111	3PL	0.0189	509.4818	0.2028
CER00604	00941000	3PL	0.0333	485.1169	0.2122
CER00600	00940992	3PL	0.0240	538.4079	0.2247
CER00972	01208938	3PL	0.0178	513.7642	0.1735
CER00895	01059101	3PL	0.0176	553.0676	0.1895
CER01113	01210387	3PL	0.0104	525.2078	0.1931
CER01114	01210388	3PL	0.0123	546.3855	0.1931
CER01115	01210389	3PL	0.0193	506.8191	0.2621
CER01112	01210386	3PL	0.0196	506.3759	0.2491
CER01161	01210483	3PL	0.0222	494.6874	0.1463
CER01121	01210395	3PL	0.0154	517.3594	0.1931
CER01123	01210397	3PL	0.0213	514.3810	0.1960
CER00974	01208944	3PL	0.0204	521.7111	0.1913
CER00975	01208946	3PL	0.0116	509.9023	0.1931
CER00977	01208950	3PL	0.0250	565.7224	0.1961

Table U-12: Unscaled Item Parameters, Reading, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00928	01060116	3PL	0.0068	519.4487	0.1947
CER00982	01209064	3PL	0.0106	551.8825	0.1947
CER00128	00241514	3PL	0.0172	504.2902	0.0376
CER00380	00546334	3PL	0.0147	615.8411	0.1721
CER00513	00803707	3PL	0.0095	554.5050	0.1947
CER00303	00437751	3PL	0.0127	560.2320	0.1947
CER00393	00546361	3PL	0.0112	582.6159	0.1947
CER00987	01209074	3PL	0.0123	588.5739	0.1947
CER00988	01209076	3PL	0.0090	557.2103	0.1947
CER00934	01060128	3PL	0.0058	558.4926	0.1947
CER00510	00803693	3PL	0.0082	598.2053	0.1947
CER00514	00803709	3PL	0.0124	607.0233	0.1457
CER00985	01209070	3PL	0.0151	542.7878	0.1947
CER00564	00940275	3PL	0.0136	587.5642	0.1795
CER00990	01209080	3PL	0.0209	489.1089	0.0351
CER00515	00803711	3PL	0.0127	609.5293	0.1947
CER00563	00940273	3PL	0.0166	535.7596	0.1683
CER01128	01210402	3PL	0.0139	531.3432	0.1211
CER00402	00546380	3PL	0.0136	534.7160	0.1465
CER00932	01060124	3PL	0.0191	585.0306	0.1898
CER00937	01060134	3PL	0.0169	604.6289	0.2067
CER00569	00940285	3PL	0.0233	615.4988	0.1779
CER00144	00241558	3PL	0.0193	555.1694	0.2205
CER00145	00241560	3PL	0.0205	552.8605	0.2493
CER00143	00241556	3PL	0.0128	612.7223	0.1726
CER10050	n/a	3PL	0.0135	585.5926	0.1619
CER10051	n/a	3PL	0.0185	609.6101	0.2064
CER10052	n/a	3PL	0.0206	568.5698	0.2284
CER10056	n/a	3PL	0.0203	561.1511	0.2613
CER01130	01210404	3PL	0.0266	542.6283	0.1658
CER01173	01210495	3PL	0.0273	581.6720	0.2271
CER01133	01210407	3PL	0.0229	546.6441	0.1809
CER00521	00803735	3PL	0.0163	586.5027	0.1802
CER00523	00803739	3PL	0.0139	608.6103	0.1966
CER00524	00803741	3PL	0.0171	578.0600	0.1990

Table U-13: Unscaled Item Parameters, Reading, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01152	01210426	3PL	0.0102	503.6385	0.2059
CER01415	01211145	3PL	0.0075	547.5225	0.2059
CER01143	01210417	3PL	0.0114	592.2343	0.2059
CER00327	00437909	3PL	0.0114	571.9287	0.2059
CER00531	00804714	3PL	0.0099	619.4210	0.2528
CER00451	00684030	3PL	0.0098	564.2437	0.2059
CER00471	00717216	3PL	0.0085	587.3919	0.2059
CER01006	01209227	3PL	0.0155	511.4519	0.2059
CER00911	01059967	3PL	0.0161	526.0339	0.0546
CER01005	01209225	3PL	0.0138	598.5668	0.1345
CER00157	00241779	3PL	0.0124	530.2559	0.2059
CER00242	00354274	3PL	0.0122	666.4942	0.2059
CER00533	00804718	3PL	0.0069	676.6206	0.2059
CER00918	01059981	3PL	0.0077	627.9837	0.2059
CER00419	00546536	3PL	0.0146	525.2050	0.2059
CER00457	00684045	3PL	0.0160	614.6812	0.2002
CER00321	00437896	3PL	0.0133	593.1615	0.2059
CER00418	00546534	3PL	0.0186	518.9332	0.2059
CER01007	01209229	3PL	0.0153	631.9052	0.3094
CER00912	01059969	3PL	0.0098	583.6383	0.2059
CER00443	00683949	3PL	0.0130	649.3334	0.2153
CER01309	01210900	3PL	0.0134	619.9126	0.1844
CER10057	n/a	3PL	0.0060	622.7740	0.2059
CER10058	n/a	3PL	0.0101	599.5070	0.1158
CER10063	n/a	3PL	0.0109	596.5403	0.1594
CER01016	01209249	3PL	0.0129	649.7109	0.2310
CER01017	01209251	3PL	0.0187	633.4857	0.1580
CER01014	01209245	3PL	0.0178	591.0309	0.1894
CER10088	n/a	3PL	0.0217	606.2381	0.2079
CER10089	n/a	3PL	0.0217	616.7882	0.2451
CER10092	n/a	3PL	0.0191	615.1833	0.2145
CER10094	n/a	3PL	0.0138	603.5933	0.2057
CER01011	01209238	3PL	0.0094	671.7900	0.1501
CER01012	01209240	3PL	0.0135	603.0791	0.3034
CER01013	01209242	3PL	0.0179	648.4494	0.1932

Table U-14: Reference Item Parameters, Writing, Grade Span K–1

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00877	01210162	2PL	0.0127	245.5343	n/a	n/a	n/a	n/a	n/a
CEW00909	01210226	2PL	0.0132	266.6850	n/a	n/a	n/a	n/a	n/a
CEW00868	01210144	2PL	0.0150	279.5621	n/a	n/a	n/a	n/a	n/a
CEW00898	01210204	2PL	0.0143	261.6442	n/a	n/a	n/a	n/a	n/a
CEW00919	01210246	GPC	0.0092	n/a	n/a	264.9794	295.5628	n/a	n/a
CEW00889	01210186	GPC	0.0121	n/a	n/a	214.4735	342.0605	n/a	n/a
CEW00890	01210188	GPC	0.0114	n/a	n/a	229.1745	291.2321	n/a	n/a
CEW00891	01210190	GPC	0.0231	n/a	n/a	289.4649	364.0458	n/a	n/a
CEW00923	01210254	GPC	0.0230	n/a	n/a	311.7857	459.6800	n/a	n/a
CEW00871	01210150	GPC	0.0203	n/a	n/a	295.5825	395.3938	n/a	n/a
CEW00989	01210552	GPC	0.0178	n/a	n/a	316.0844	433.9599	n/a	n/a
CEW00902	01210212	GPC	0.0188	n/a	n/a	324.5416	424.7127	n/a	n/a
CEW00884	01210176	3PL	0.0219	427.9121	0.2235	n/a	n/a	n/a	n/a
CEW00905	01210218	3PL	0.0128	421.0479	0.2495	n/a	n/a	n/a	n/a
CEW00875	01210158	3PL	0.0124	412.0952	0.3120	n/a	n/a	n/a	n/a
CEW00931	01210270	3PL	0.0271	430.9369	0.1690	n/a	n/a	n/a	n/a
CEW00896	01210200	3PL	0.0214	423.5467	0.4679	n/a	n/a	n/a	n/a
CEW00932	01210272	3PL	0.0285	414.6553	0.2477	n/a	n/a	n/a	n/a
CEW00885	01210178	3PL	0.0251	414.9950	0.2407	n/a	n/a	n/a	n/a
CEW00876	01210160	3PL	0.0146	401.8092	0.4573	n/a	n/a	n/a	n/a

Table U-15: Reference Item Parameters, Writing, Grade 2

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00005	00353965	3PL	0.0127	420.2370	0.3013	n/a	n/a	n/a	n/a
CEW00020	00353996	3PL	0.0168	401.0482	0.3013	n/a	n/a	n/a	n/a
CEW00004	00353963	3PL	0.0208	459.1729	0.3583	n/a	n/a	n/a	n/a
CEW00298	00681402	3PL	0.0490	448.2157	0.2879	n/a	n/a	n/a	n/a
CEW00939	01210436	3PL	0.0294	469.4866	0.3096	n/a	n/a	n/a	n/a
CEW00220	00546085	3PL	0.0294	453.2510	0.3064	n/a	n/a	n/a	n/a
CEW00021	00353998	3PL	0.0108	484.6211	0.3013	n/a	n/a	n/a	n/a
CEW00209	00546063	3PL	0.0208	448.3195	0.3297	n/a	n/a	n/a	n/a
CEW00941	01210438	3PL	0.0391	485.8273	0.2923	n/a	n/a	n/a	n/a
CEW00940	01210437	3PL	0.0338	454.4812	0.3684	n/a	n/a	n/a	n/a
CEW00796	01208524	3PL	0.0221	485.7118	0.2070	n/a	n/a	n/a	n/a
CEW00981	01210528	3PL	0.0123	529.1812	0.3013	n/a	n/a	n/a	n/a
CEW00800	01208532	3PL	0.0135	588.9744	0.3520	n/a	n/a	n/a	n/a
CEW00974	01210499	3PL	0.0203	470.6816	0.3186	n/a	n/a	n/a	n/a
CEW00975	01210500	3PL	0.0148	512.6361	0.2000	n/a	n/a	n/a	n/a
CEW00976	01210501	3PL	0.0112	511.5592	0.2106	n/a	n/a	n/a	n/a
CEW00390	00940137	3PL	0.0394	498.5474	0.3373	n/a	n/a	n/a	n/a
CEW00391	00940139	3PL	0.0286	491.2088	0.3665	n/a	n/a	n/a	n/a
CEW00392	00940141	3PL	0.0332	484.2067	0.3589	n/a	n/a	n/a	n/a
CEW00389	00940135	GPC	0.0211	n/a	n/a	389.3343	476.7286	585.8862	n/a
CEW00995	01210574	GPC	0.0190	n/a	n/a	374.4396	442.2668	538.8355	n/a
CEW00381	00940119	GPC	0.0191	n/a	n/a	382.5382	474.3222	580.3222	n/a
CEW00802	01208536	GPC	0.0177	n/a	n/a	378.2099	468.4206	577.9067	n/a
CEW01084	01210937	GPC	0.0134	n/a	n/a	369.7693	442.8489	498.2556	674.2467

**Table U-16: Unscaled Item Parameters, Writing, Grade Span 3–5**

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00100	00354226	3PL	0.0192	437.4051	0.2793	n/a	n/a	n/a	n/a
CEW00088	00354202	3PL	0.0116	474.4993	0.2793	n/a	n/a	n/a	n/a
CEW00077	00354179	3PL	0.0230	514.2160	0.3411	n/a	n/a	n/a	n/a
CEW00228	00546226	3PL	0.0115	500.2519	0.2793	n/a	n/a	n/a	n/a
CEW00090	00354206	3PL	0.0277	512.6683	0.3767	n/a	n/a	n/a	n/a
CEW00239	00546248	3PL	0.0173	514.1698	0.2296	n/a	n/a	n/a	n/a
CEW00950	01210447	3PL	0.0176	522.9536	0.2576	n/a	n/a	n/a	n/a
CEW00813	01208994	3PL	0.0147	564.4929	0.3351	n/a	n/a	n/a	n/a
CEW00815	01208998	3PL	0.0187	503.8893	0.3157	n/a	n/a	n/a	n/a
CEW01019	01210694	3PL	0.0270	513.2523	0.3140	n/a	n/a	n/a	n/a
CEW00747	01059936	3PL	0.0222	458.7715	0.2725	n/a	n/a	n/a	n/a
CEW00748	01059938	3PL	0.0219	479.8485	0.2516	n/a	n/a	n/a	n/a
CEW00749	01059940	3PL	0.0278	456.3632	0.2381	n/a	n/a	n/a	n/a
CEW00755	01059952	3PL	0.0215	470.8146	0.2940	n/a	n/a	n/a	n/a
CEW00756	01059954	3PL	0.0132	524.7423	0.2394	n/a	n/a	n/a	n/a
CEW00757	01059956	3PL	0.0208	496.9591	0.2440	n/a	n/a	n/a	n/a
CEW00422	00940377	3PL	0.0294	465.5659	0.3524	n/a	n/a	n/a	n/a
CEW00423	00940379	3PL	0.0185	513.6858	0.2785	n/a	n/a	n/a	n/a
CEW00424	00940381	3PL	0.0121	536.3858	0.2793	n/a	n/a	n/a	n/a
CEW01110	01211075	GPC	0.0126	n/a	n/a	340.5008	449.629	546.7925	n/a
CEW00175	00437661	GPC	0.0144	n/a	n/a	351.4226	481.9432	619.5043	n/a
CEW01015	01210690	GPC	0.0155	n/a	n/a	367.2404	451.1224	557.4346	n/a
CEW00094	00354214	GPC	0.0143	n/a	n/a	358.5207	454.4482	587.4106	n/a
CEW01014	01210688	GPC	0.0126	n/a	n/a	390.8147	439.8631	509.8734	700.4703

Table U-17: Unscaled Item Parameters, Writing, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00265	0546425	3PL	0.0222	519.0082	0.1813	n/a	n/a	n/a	n/a
CEW00145	0354697	3PL	0.0146	513.3233	0.2761	n/a	n/a	n/a	n/a
CEW00833	1209140	3PL	0.0123	516.2840	0.2761	n/a	n/a	n/a	n/a
CEW00832	1209138	3PL	0.0149	501.7344	0.2761	n/a	n/a	n/a	n/a
CEW00178	0437794	3PL	0.0216	555.2334	0.3457	n/a	n/a	n/a	n/a
CEW00147	0354701	3PL	0.0160	582.5721	0.4148	n/a	n/a	n/a	n/a
CEW00837	1209148	3PL	0.0177	531.1461	0.3145	n/a	n/a	n/a	n/a
CEW00836	1209146	3PL	0.0261	565.1230	0.2725	n/a	n/a	n/a	n/a
CEW00961	1210458	3PL	0.0234	524.2045	0.2648	n/a	n/a	n/a	n/a
CEW00262	0546419	3PL	0.0126	571.3515	0.2761	n/a	n/a	n/a	n/a
CEW00255	0546405	3PL	0.0177	539.0560	0.2761	n/a	n/a	n/a	n/a
CEW00959	1210456	3PL	0.0149	537.5402	0.2761	n/a	n/a	n/a	n/a
CEW00256	0546407	3PL	0.0242	494.7688	0.3153	n/a	n/a	n/a	n/a
CEW00350	0803765	3PL	0.0149	545.2259	0.1728	n/a	n/a	n/a	n/a
CEW00351	0803767	3PL	0.0258	518.2576	0.2369	n/a	n/a	n/a	n/a
CEW00352	0803769	3PL	0.0135	536.7553	0.2761	n/a	n/a	n/a	n/a
CEW00779	1069233	3PL	0.0213	499.0113	0.2282	n/a	n/a	n/a	n/a
CEW00780	1069235	3PL	0.0230	490.8277	0.1855	n/a	n/a	n/a	n/a
CEW00781	1069237	3PL	0.0178	521.5037	0.2546	n/a	n/a	n/a	n/a
CEW00794	1069263	GPC	0.0123	n/a	n/a	376.2130	459.4542	621.4888	n/a
CEW00782	1069239	GPC	0.0117	n/a	n/a	371.8595	424.2068	567.3357	n/a
CEW00842	1209158	GPC	0.0130	n/a	n/a	376.1276	467.6420	595.8876	n/a
CEW00963	1210460	GPC	0.0111	n/a	n/a	369.5301	426.9601	587.9250	n/a
CEW00709	1003901	GPC	0.0116	n/a	n/a	412.9107	419.7393	528.7432	734.2319



Table U-17: Unscaled Item Parameters, Writing, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00265	0546425	3PL	0.0222	519.0082	0.1813	n/a	n/a	n/a	n/a
CEW00145	0354697	3PL	0.0146	513.3233	0.2761	n/a	n/a	n/a	n/a
CEW00833	1209140	3PL	0.0123	516.2840	0.2761	n/a	n/a	n/a	n/a
CEW00832	1209138	3PL	0.0149	501.7344	0.2761	n/a	n/a	n/a	n/a
CEW00178	0437794	3PL	0.0216	555.2334	0.3457	n/a	n/a	n/a	n/a
CEW00147	0354701	3PL	0.0160	582.5721	0.4148	n/a	n/a	n/a	n/a
CEW00837	1209148	3PL	0.0177	531.1461	0.3145	n/a	n/a	n/a	n/a
CEW00836	1209146	3PL	0.0261	565.1230	0.2725	n/a	n/a	n/a	n/a
CEW00961	1210458	3PL	0.0234	524.2045	0.2648	n/a	n/a	n/a	n/a
CEW00262	0546419	3PL	0.0126	571.3515	0.2761	n/a	n/a	n/a	n/a
CEW00255	0546405	3PL	0.0177	539.0560	0.2761	n/a	n/a	n/a	n/a
CEW00959	1210456	3PL	0.0149	537.5402	0.2761	n/a	n/a	n/a	n/a
CEW00256	0546407	3PL	0.0242	494.7688	0.3153	n/a	n/a	n/a	n/a
CEW00350	0803765	3PL	0.0149	545.2259	0.1728	n/a	n/a	n/a	n/a
CEW00351	0803767	3PL	0.0258	518.2576	0.2369	n/a	n/a	n/a	n/a
CEW00352	0803769	3PL	0.0135	536.7553	0.2761	n/a	n/a	n/a	n/a
CEW00779	1069233	3PL	0.0213	499.0113	0.2282	n/a	n/a	n/a	n/a
CEW00780	1069235	3PL	0.0230	490.8277	0.1855	n/a	n/a	n/a	n/a
CEW00781	1069237	3PL	0.0178	521.5037	0.2546	n/a	n/a	n/a	n/a
CEW00794	1069263	GPC	0.0123	n/a	n/a	376.2130	459.4542	621.4888	n/a
CEW00782	1069239	GPC	0.0117	n/a	n/a	371.8595	424.2068	567.3357	n/a
CEW00842	1209158	GPC	0.0130	n/a	n/a	376.1276	467.6420	595.8876	n/a
CEW00963	1210460	GPC	0.0111	n/a	n/a	369.5301	426.9601	587.9250	n/a
CEW00709	1003901	GPC	0.0116	n/a	n/a	412.9107	419.7393	528.7432	734.2319

Table U-18: Unscaled Item Parameters, Writing, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00306	0684130	3PL	0.0239	496.9080	0.2305	n/a	n/a	n/a	n/a
CEW00283	0546586	3PL	0.0145	526.0415	0.2535	n/a	n/a	n/a	n/a
CEW00060	0354095	3PL	0.0147	552.0595	0.2535	n/a	n/a	n/a	n/a
CEW00849	1209287	3PL	0.0115	573.5455	0.2915	n/a	n/a	n/a	n/a
CEW00966	1210463	3PL	0.0152	513.1732	0.2535	n/a	n/a	n/a	n/a
CEW00278	0546576	3PL	0.0107	548.4182	0.2535	n/a	n/a	n/a	n/a
CEW00850	1209289	3PL	0.0167	489.3682	0.2535	n/a	n/a	n/a	n/a
CEW00041	0354047	3PL	0.0128	555.2794	0.2535	n/a	n/a	n/a	n/a
CEW00061	0354097	3PL	0.0097	435.3790	0.2535	n/a	n/a	n/a	n/a
CEW00279	0546578	3PL	0.0217	496.2666	0.3800	n/a	n/a	n/a	n/a
CEW00970	1210467	3PL	0.0147	535.4881	0.1602	n/a	n/a	n/a	n/a
CEW00855	1209299	3PL	0.0173	593.9716	0.2003	n/a	n/a	n/a	n/a
CEW00854	1209297	3PL	0.0076	531.4716	0.2535	n/a	n/a	n/a	n/a
CEW00431	0940507	3PL	0.0135	543.7361	0.2535	n/a	n/a	n/a	n/a
CEW00432	0940509	3PL	0.0137	557.0332	0.2535	n/a	n/a	n/a	n/a
CEW00433	0940511	3PL	0.0072	435.5349	0.2535	n/a	n/a	n/a	n/a
CEW00769	1060031	3PL	0.0102	529.7519	0.2535	n/a	n/a	n/a	n/a
CEW00770	1060033	3PL	0.0254	521.9778	0.3301	n/a	n/a	n/a	n/a
CEW00771	1060035	3PL	0.0124	514.3129	0.2535	n/a	n/a	n/a	n/a
CEW00764	1060021	GPC	0.0072	n/a	n/a	305.5023	418.3518	579.1839	n/a
CEW00856	1209301	GPC	0.0083	n/a	n/a	340.0398	429.7276	582.4274	n/a
CEW00971	1210468	GPC	0.0096	n/a	n/a	347.1256	460.0339	580.2584	n/a
CEW00972	1210469	GPC	0.0082	n/a	n/a	341.3582	386.9302	624.3658	n/a
CEW00447	0940539	GPC	0.0067	n/a	n/a	602.7299	382.6559	577.1265	825.5175

This is the end of the report.