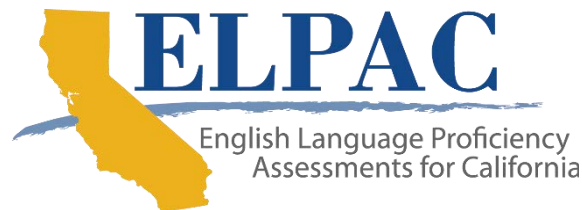




**California Department of Education  
Assessment Development &  
Administration Division**



**Computer-based Summative  
English Language Proficiency  
Assessments for California 2019–2020  
Technical Report**

**Submitted June 8, 2021**

**By ETS**



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# Table of Contents

<b>Chapter 1: Introduction</b> .....	<b>1</b>
1.1. ELPAC Overview.....	1
1.2. Purposes of the Assessment.....	1
1.3. Intended Population.....	2
1.4. Testing Windows and Times.....	3
1.5. Groups and Organizations Involved with the ELPAC.....	3
1.6. Systems Overview and Functionality.....	5
1.7. Limitations of the Administration.....	6
1.8. Overview of the Technical Report.....	6
References.....	8
<b>Chapter 2: Item Development and Test Assembly</b> .....	<b>9</b>
2.1. Overview.....	9
2.2. Summative ELPAC Test Blueprints.....	9
2.3. High-level Test Design.....	10
2.4. Item Development.....	11
2.5. Task Types and Features.....	14
2.6. Item Review Process.....	17
2.7. Test Assembly.....	20
References.....	28
<b>Chapter 3: Test Administration</b> .....	<b>30</b>
3.1. Test Administration.....	30
3.2. Administration and Scoring Training.....	31
3.3. Test Security and Confidentiality.....	39
3.4. Universal Tools, Designated Supports, and Accommodations for Students with Disabilities.....	45
3.5. Participation.....	50
3.6. Demographic Summaries.....	50
3.7. Practice Test and Training Test.....	52
References.....	53
Appendix 3.A: Demographic Summaries.....	54
Appendix 3.B: Assigned Designated Supports and Accommodations and Usage.....	69
<b>Chapter 4: Scoring and Reporting</b> .....	<b>74</b>
4.1. Scoring Rubric Development.....	74
4.2. Human Scoring for Writing Constructed-Response Items.....	74
4.3. Human Scoring for Speaking Constructed-Response Items.....	79
4.4. Machine Scoring for Selected Response Items.....	82
4.5. Types of Scores.....	82
4.6. Overview of Score Aggregation.....	89
4.7. Types of Score Reports.....	89
4.8. Score Report Applications.....	90
4.9. Criteria for Interpreting Test Scores.....	90
4.10. Criteria for Interpreting Score Reports.....	91
References.....	92
Appendix 4.A: Raw Score Frequency Distributions for the Summative ELPAC.....	93
Appendix 4.B: Scale Score Frequency Distributions for the Summative ELPAC.....	182

Appendix 4.C: Means and Standard Deviations of Scale Scores by Demographic Student Group .....	339
Appendix 4.D: Percentage of Students in Each Proficiency Level for Overall Test and Composites .....	365
<b>Chapter 5: Analyses and Results .....</b>	<b>404</b>
5.1. Overview .....	404
5.2. Classical Item Analysis Statistics.....	406
5.3. Response Time Analyses .....	409
5.4. Differential Item Functioning Analyses .....	410
5.5. Item Response Theory (IRT) Analyses.....	413
5.6. Limitations and Caveats for Data Interpretation .....	420
References .....	421
Accessibility Information .....	422
Appendix 5.A: Classical Item Analyses Results for the Summative ELPAC.....	423
Appendix 5.B: Response Time Results for the Summative ELPAC .....	466
Appendix 5.C: DIF Results for the Summative ELPAC.....	468
Appendix 5.D: IRT Results for the Summative ELPAC.....	473
<b>Chapter 6: Reliability and Validity .....</b>	<b>505</b>
6.1. Evidence Based on Test Content .....	505
6.2. Evidence Based on Internal Structure .....	505
6.3. Reliability Analyses.....	506
6.4. Evidence Based on the Relationship Between ELPAC and California Assessment of Student Performance and Progress English Language Arts/Literacy Smarter Balanced Test Scores .....	512
6.5. Evidence Based on the Consequences of Testing .....	513
References .....	515
Accessibility Information .....	516
Appendix 6.A: Correlations Between Summative Domains .....	517
Appendix 6.B: Reliability of ELPAC Performance and Performance Classification .....	519
Appendix 6.C: Raw-to-Scale-Score Conversions .....	537
<b>Chapter 7: Quality Control .....</b>	<b>579</b>
7.1. Quality Control of Item Development.....	579
7.2. Quality Control of Test Form Development .....	579
7.3. Quality Control of Test Administration .....	580
7.4. Quality Control of Scoring.....	581
7.5. Quality Control of Psychometric Processes.....	583
7.6. Quality Control of Reporting .....	586
References .....	588
<b>Chapter 8: Post-test Survey.....</b>	<b>589</b>
8.1. Overview .....	589
8.2. Test Examiner Survey .....	589
8.3. Results and Continuous Improvement.....	592
Reference.....	593
Appendix 8.A: Post-test Administration Survey Results .....	594
<b>Chapter 9: Continuous Improvement .....</b>	<b>719</b>
9.1. Item and Test Development .....	719

9.2. Test Delivery and Administration .....	722
9.3. Human Scoring .....	724
9.4. Psychometric Analysis .....	725
9.5. Accessibility .....	725
References .....	726
<b>Chapter 10: Optional Fall Administration .....</b>	<b>727</b>
10.1. Overview .....	727
10.2. Administration Locations .....	727
10.3. Testing Sample Demographics .....	727
10.4. Scale Score Summary .....	731
10.5. Score Comparability—Remote Versus In-person Testing Analysis .....	733
References .....	736
Appendix 10.A: Testing Sample Demographics by Testing Locations .....	737
Appendix 10.B: Raw Score Frequency Distributions of the Summative ELPAC Fall Optional Administration .....	789
Appendix 10.C: Scale Score Frequency Distributions for the Summative ELPAC Fall Administration .....	873
Appendix 10.D: Means and Standard Deviations of Scale Scores by Demographic Student Group .....	1007
Appendix 10.E: Percentage of Students in Each Proficiency Level for Overall Test and Composites .....	1034

**List of Tables**

Acronyms and Initialisms Used in the Computer-based Summative English Language Proficiency Assessments for California Technical Report .....	xx
Table 1.1 Differences Between the Initial and Summative ELPAC .....	2
Table 2.1 ELPAC Item Writer Training (IWT) and Item Review Panel (IRP) Qualifications, by Meeting Type and Total .....	12
Table 2.2 Number of Field Test Items Developed in 2018–2019 .....	19
Table 2.3 Status of Items After the 2019 Item Review Panel Meetings .....	20
Table 2.4 Overview of Operational Items and Points by Domain and Grade Level .....	21
Table 2.5 Organization of 2019–2020 Summative ELPAC Test Forms .....	23
Table 2.6 Number of Embedded Field Test Items in the 2019–2020 Summative ELPAC ....	24
Table 2.7 Number of Vertical Linking Items in the Field Test Forms .....	24
Table 3.1 2019 AST Training .....	32
Table 3.2 Available Scoring Training Videos .....	36
Table 3.3 Available Training Presentations .....	37
Table 3.4 Training and Calibration Quizzes by Task Type .....	38
Table 3.5 Number and Types of Incidents Submitted in STAIRS .....	44
Table 3.6 Total Appeal Types Approved .....	45
Table 3.7 Demographic Student Groups Reported .....	51
Table 3.A.1 Demographic Summary for Students: Kindergarten .....	55
Table 3.A.2 Demographic Summary for Students: Grade One .....	57
Table 3.A.3 Demographic Summary for Students: Grade Two .....	59
Table 3.A.4 Demographic Summary for Students: Grade Span Three Through Five .....	61
Table 3.A.5 Demographic Summary for Students: Grade Span Six Through Eight .....	63
Table 3.A.6 Demographic Summary for Students: Grade Span Nine and Ten .....	65



Table 3.A.7 Demographic Summary for Students: Grade Span Eleven and Twelve .....	67
Table 3.B.1 2019–2020 Summative ELPAC Accessibility Resource and Usage by Grade Level or Grade Span .....	69
Table 4.1 Interrater Reliability of Writing Items .....	78
Table 4.2 Interrater Reliability of Speaking Items .....	81
Table 4.3 Mean and Standard Deviation of the Overall, Oral Language, and Written Language Scale Scores .....	83
Table 4.4 Composite Language Skills and Overall Reporting Scale Score Ranges for Each Reporting Level by Grade Level .....	85
Table 4.5 Percentage of Students in Each Proficiency Level for Overall Test and Composites .....	87
Table 4.6 Percentage of Students in Each Proficiency Level for Domains .....	88
Table 4.A.1 Raw Score Frequency Distribution for Oral Language, Kindergarten .....	93
Table 4.A.2 Raw Score Frequency Distribution for Oral Language, Grade One .....	95
Table 4.A.3 Raw Score Frequency Distribution for Oral Language, Grade Two .....	97
Table 4.A.4 Raw Score Frequency Distribution for Oral Language, Grade Three .....	99
Table 4.A.5 Raw Score Frequency Distribution for Oral Language, Grade Four .....	101
Table 4.A.6 Raw Score Frequency Distribution for Oral Language, Grade Five .....	103
Table 4.A.7 Raw Score Frequency Distribution for Oral Language, Grade Six .....	105
Table 4.A.8 Raw Score Frequency Distribution for Oral Language, Grade Seven .....	107
Table 4.A.9 Raw Score Frequency Distribution for Oral Language, Grade Eight .....	109
Table 4.A.10 Raw Score Frequency Distribution for Oral Language, Grade Nine .....	111
Table 4.A.11 Raw Score Frequency Distribution for Oral Language, Grade Ten .....	113
Table 4.A.12 Raw Score Frequency Distribution for Oral Language, Grade Eleven .....	115
Table 4.A.13 Raw Score Frequency Distribution for Oral Language, Grade Twelve .....	117
Table 4.A.14 Summary Statistics of the Raw Scores for Oral Language .....	118
Table 4.A.15 Raw Score Frequency Distribution for Written Language, Kindergarten .....	119
Table 4.A.16 Raw Score Frequency Distribution for Written Language, Grade One .....	120
Table 4.A.17 Raw Score Frequency Distribution for Written Language, Grade Two .....	121
Table 4.A.18 Raw Score Frequency Distribution for Written Language, Grade Three .....	123
Table 4.A.19 Raw Score Frequency Distribution for Written Language, Grade Four .....	125
Table 4.A.20 Raw Score Frequency Distribution for Written Language, Grade Five .....	127
Table 4.A.21 Raw Score Frequency Distribution for Written Language, Grade Six .....	129
Table 4.A.22 Raw Score Frequency Distribution for Written Language, Grade Seven .....	131
Table 4.A.23 Raw Score Frequency Distribution for Written Language, Grade Eight .....	133
Table 4.A.24 Raw Score Frequency Distribution for Written Language, Grade Nine .....	135
Table 4.A.25 Raw Score Frequency Distribution for Written Language, Grade Ten .....	137
Table 4.A.26 Raw Score Frequency Distribution for Written Language, Grade Eleven .....	139
Table 4.A.27 Raw Score Frequency Distribution for Written Language, Grade Twelve .....	141
Table 4.A.28 Summary Statistics of the Raw Scores for Written Language .....	143
Table 4.A.29 Raw Score Frequency Distribution for Overall Score, Kindergarten .....	144
Table 4.A.30 Raw Score Frequency Distribution for Overall Score, Grade One .....	146
Table 4.A.31 Raw Score Frequency Distribution for Overall Score, Grade Two .....	148
Table 4.A.32 Raw Score Frequency Distribution for Overall Score, Grade Three .....	151
Table 4.A.33 Raw Score Frequency Distribution for Overall Score, Grade Four .....	154
Table 4.A.34 Raw Score Frequency Distribution for Overall Score, Grade Five .....	157
Table 4.A.35 Raw Score Frequency Distribution for Overall Score, Grade Six .....	160

Table 4.A.36	Raw Score Frequency Distribution for Overall Score, Grade Seven .....	163
Table 4.A.37	Raw Score Frequency Distribution for Overall Score, Grade Eight .....	166
Table 4.A.38	Raw Score Frequency Distribution for Overall Score, Grade Nine .....	169
Table 4.A.39	Raw Score Frequency Distribution for Overall Score, Grade Ten .....	172
Table 4.A.40	Raw Score Frequency Distribution for Overall Score, Grade Eleven .....	175
Table 4.A.41	Raw Score Frequency Distribution for Overall Score, Grade Twelve .....	178
Table 4.A.42	Summary Statistics of the Raw Scores for Overall Score .....	181
Table 4.B.1	Scale Score Frequency Distribution for Oral Language, Kindergarten .....	182
Table 4.B.2	Scale Score Frequency Distribution for Oral Language, Grade One .....	184
Table 4.B.3	Scale Score Frequency Distribution for Oral Language, Grade Two .....	186
Table 4.B.4	Scale Score Frequency Distribution for Oral Language, Grade Three .....	188
Table 4.B.5	Scale Score Frequency Distribution for Oral Language, Grade Four .....	190
Table 4.B.6	Scale Score Frequency Distribution for Oral Language, Grade Five .....	192
Table 4.B.7	Scale Score Frequency Distribution for Oral Language, Grade Six .....	194
Table 4.B.8	Scale Score Frequency Distribution for Oral Language, Grade Seven .....	196
Table 4.B.9	Scale Score Frequency Distribution for Oral Language, Grade Eight .....	198
Table 4.B.10	Scale Score Frequency Distribution for Oral Language, Grade Nine .....	200
Table 4.B.11	Scale Score Frequency Distribution for Oral Language, Grade Ten .....	202
Table 4.B.12	Scale Score Frequency Distribution for Oral Language, Grade Eleven .....	204
Table 4.B.13	Scale Score Frequency Distribution for Oral Language, Grade Twelve .....	206
Table 4.B.14	Scale Score Frequency Distribution for Written Language, Kindergarten .....	208
Table 4.B.15	Scale Score Frequency Distribution for Written Language, Grade One .....	209
Table 4.B.16	Scale Score Frequency Distribution for Written Language, Grade Two .....	210
Table 4.B.17	Scale Score Frequency Distribution for Written Language, Grade Three .....	212
Table 4.B.18	Scale Score Frequency Distribution for Written Language, Grade Four .....	214
Table 4.B.19	Scale Score Frequency Distribution for Written Language, Grade Five .....	215
Table 4.B.20	Scale Score Frequency Distribution for Written Language, Grade Six .....	217
Table 4.B.21	Scale Score Frequency Distribution for Written Language, Grade Seven .....	218
Table 4.B.22	Scale Score Frequency Distribution for Written Language, Grade Eight .....	220
Table 4.B.23	Scale Score Frequency Distribution for Written Language, Grade Nine .....	221
Table 4.B.24	Scale Score Frequency Distribution for Written Language, Grade Ten .....	223
Table 4.B.25	Scale Score Frequency Distribution for Written Language, Grade Eleven .....	224
Table 4.B.26	Scale Score Frequency Distribution for Written Language, Grade Twelve .....	226
Table 4.B.27	Scale Score Frequency Distribution for Overall Score, Kindergarten .....	228
Table 4.B.28	Scale Score Frequency Distribution for Overall Score, Grade One .....	235
Table 4.B.29	Scale Score Frequency Distribution for Overall Score, Grade Two .....	242
Table 4.B.30	Scale Score Frequency Distribution for Overall Score, Grade Three .....	249
Table 4.B.31	Scale Score Frequency Distribution for Overall Score, Grade Four .....	257
Table 4.B.32	Scale Score Frequency Distribution for Overall Score, Grade Five .....	265
Table 4.B.33	Scale Score Frequency Distribution for Overall Score, Grade Six .....	274
Table 4.B.34	Scale Score Frequency Distribution for Overall Score, Grade Seven .....	283
Table 4.B.35	Scale Score Frequency Distribution for Overall Score, Grade Eight .....	292
Table 4.B.36	Scale Score Frequency Distribution for Overall Score, Grade Nine .....	301
Table 4.B.37	Scale Score Frequency Distribution for Overall Score, Grade Ten .....	311
Table 4.B.38	Scale Score Frequency Distribution for Overall Score, Grade Eleven .....	321
Table 4.B.39	Scale Score Frequency Distribution for Overall Score, Grade Twelve .....	330

Table 4.C.1 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Kindergarten.....	339
Table 4.C.2 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade One.....	341
Table 4.C.3 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Two.....	343
Table 4.C.4 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Three.....	345
Table 4.C.5 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Four.....	347
Table 4.C.6 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Five.....	349
Table 4.C.7 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Six.....	351
Table 4.C.8 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Seven.....	353
Table 4.C.9 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Eight.....	355
Table 4.C.10 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Nine.....	357
Table 4.C.11 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Ten.....	359
Table 4.C.12 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Eleven.....	361
Table 4.C.13 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Twelve.....	363
Table 4.D.1 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Kindergarten.....	365
Table 4.D.2 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade One.....	368
Table 4.D.3 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Two.....	371
Table 4.D.4 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Three.....	374
Table 4.D.5 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Four.....	377
Table 4.D.6 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Five.....	380
Table 4.D.7 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Six.....	383
Table 4.D.8 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Seven.....	386
Table 4.D.9 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Eight.....	389
Table 4.D.10 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Nine.....	392
Table 4.D.11 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Ten.....	395

Table 4.D.12 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Eleven.....	398
Table 4.D.13 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Twelve .....	401
Table 5.1 Summary of Completion of the Summative ELPAC.....	405
Table 5.2 Item Flagging Criteria Based on Classical Item Analyses.....	408
Table 5.3 Item Review Decisions for Flagged Field Test Items.....	409
Table 5.4 Student Groups for DIF Comparison .....	410
Table 5.5 MH Data Structure.....	411
Table 5.6 DIF Categories for MC.....	411
Table 5.7 DIF Categories for Polytomous Items.....	412
Table 5.8 Number of Operational Items, Score Points, and Students for Item Response Theory (IRT) Analyses of the Summative ELPAC .....	415
Table 5.9 IRT <i>a</i> -values Summary Statistics for Oral Language Skill by Grade Level or Grade Span.....	416
Table 5.10 IRT <i>b</i> -values Summary Statistics for Oral Language Skill by Grade Level or Grade Span.....	416
Table 5.11 IRT <i>a</i> -values Summary Statistics for Written Language Skill by Grade Level or Grade Span.....	417
Table 5.12 IRT <i>b</i> -values Summary Statistics for Written Language Skill by Grade Level or Grade Span.....	417
Table 5.A.1 Summary of Overall Classical Item Statistics .....	423
Table 5.A.2 Summary of the Classical Item Statistics, by Task Type: Kindergarten.....	425
Table 5.A.3 Summary of the Classical Item Statistics, by Task Type: Grade One .....	426
Table 5.A.4 Summary of the Classical Item Statistics, by Task Type: Grade Two .....	427
Table 5.A.5 Summary of the Classical Item Statistics, by Task Type: Grade Span Three Through Five .....	428
Table 5.A.6 Summary of the Classical Item Statistics, by Task Type: Grade Span Six Through Eight.....	429
Table 5.A.7 Summary of the Classical Item Statistics, by Task Type: Grade Span Nine and Ten .....	430
Table 5.A.8 Summary of the Classical Item Statistics, by Task Type: Grade Span Eleven and Twelve .....	431
Table 5.A.9 Dichotomous Item Statistics for Listening and Reading, Kindergarten .....	432
Table 5.A.10 Dichotomous Item Statistics for Listening and Reading, Grade One.....	434
Table 5.A.11 Dichotomous Item Statistics for Listening and Reading, Grade Two.....	437
Table 5.A.12 Dichotomous Item Statistics for Listening and Reading, Grade Span Three Through Five .....	440
Table 5.A.13 Dichotomous Item Statistics for Listening and Reading, Grade Span Six Through Eight.....	443
Table 5.A.14 Dichotomous Item Statistics for Listening and Reading, Grade Span Nine and Ten .....	446
Table 5.A.15 Dichotomous Item Statistics for Listening and Reading, Grade Span Eleven and Twelve .....	449
Table 5.A.16 Polytomous Item Statistics, Kindergarten.....	452
Table 5.A.17 Polytomous Item Statistics, Grade One.....	454
Table 5.A.18 Polytomous Item Statistics, Grade Two.....	456

Table 5.A.19 Polytomous Item Statistics, Grade Span Three Through Five.....	458
Table 5.A.20 Polytomous Item Statistics, Grade Span Six Through Eight.....	460
Table 5.A.21 Polytomous Item Statistics, Grade Span Nine and Ten.....	462
Table 5.A.22 Polytomous Item Statistics, Grade Span Eleven and Twelve.....	464
Table 5.B.1 Total Testing Time (in Minutes) at Each Raw Score Interval.....	466
Table 5.C.1 Gender DIF Classifications Summary by Grade Level or Grade Span.....	468
Table 5.C.2 Hispanic or Latino or Non-Hispanic or Non-Latino DIF Classifications Summary by Grade Level or Grade Span .....	470
Table 5.C.3 Items Exhibiting Significant DIF by Student Group.....	472
Table 5.D.1 IRT Item Statistics for Oral Language, Kindergarten.....	473
Table 5.D.2 IRT Item Statistics for Oral Language, Grade One .....	475
Table 5.D.3 IRT Item Statistics for Oral Language, Grade Two .....	477
Table 5.D.4 IRT Item Statistics for Oral Language, Grade Span Three Through Five.....	479
Table 5.D.5 IRT Item Statistics for Oral Language, Grade Span Six Through Eight.....	481
Table 5.D.6 IRT Item Statistics for Oral Language, Grade Span Nine and Ten .....	483
Table 5.D.7 IRT Item Statistics for Oral Language, Grade Span Eleven and Twelve.....	485
Table 5.D.8 IRT Item Statistics for Written Language, Kindergarten .....	486
Table 5.D.9 IRT Item Statistics for Written Language, Grade One .....	487
Table 5.D.10 IRT Item Statistics for Written Language, Grade Two .....	488
Table 5.D.11 IRT Item Statistics for Written Language, Grade Span Three Through Five ..	489
Table 5.D.12 IRT Item Statistics for Written Language, Grade Span Six Through Eight....	491
Table 5.D.13 IRT Item Statistics for Written Language, Grade Span Nine and Ten.....	493
Table 5.D.14 IRT Item Statistics for Written Language, Grade Span Eleven and Twelve ..	495
Table 5.D.15 Distribution of <i>a</i> -values for Oral Language Composites .....	497
Table 5.D.16 Distribution of <i>b</i> -values for Oral Language Composites .....	498
Table 5.D.17 Distribution of <i>a</i> -values for Written Language Composites .....	500
Table 5.D.18 Distribution of <i>b</i> -values for Written Language Composites .....	501
Table 5.D.19 Oral Language Composite Test Characteristic Curves Data for Figure 5.1 ..	503
Table 5.D.20 Written Language Composite Test Characteristic Curves Data for Figure 5.2 .....	504
Table 6.1 SEM Based on Classical Test Theory .....	509
Table 6.2 SEM Based on Scale Score .....	509
Table 6.3 Students with Summative ELPAC Scores and CAASPP Smarter Balanced for ELA Scores .....	513
Table 6.4 Correlation of Overall Summative ELPAC and CAASPP Smarter Balanced for ELA Scores .....	513
Table 6.A.1 Correlations Between Domains, Kindergarten .....	517
Table 6.A.2 Correlations Between Domains, Grade One .....	517
Table 6.A.3 Correlations Between Domains, Grade Two .....	517
Table 6.A.4 Correlations Between Domains, Grade Span Three Through Five .....	517
Table 6.A.5 Correlations Between Domains, Grade Span Six Through Eight .....	517
Table 6.A.6 Correlations Between Domains, Grade Span Nine and Ten .....	518
Table 6.A.7 Correlations Between Domains, Grade Span Eleven and Twelve .....	518
Table 6.B.1 Reliability Coefficient Alpha for Domain, Composite, and Overall Scores .....	519
Table 6.B.2 Reliability Estimates by Student Group for Kindergarten.....	520
Table 6.B.3 Reliability Estimates by Student Group for Grade One .....	521
Table 6.B.4 Reliability Estimates by Student Group for Grade Two .....	522



Table 6.B.5 Reliability Estimates by Student Group for Grade Three.....	523
Table 6.B.6 Reliability Estimates by Student Group for Grade Four.....	524
Table 6.B.7 Reliability Estimates by Student Group for Grade Five .....	525
Table 6.B.8 Reliability Estimates by Student Group for Grade Six .....	526
Table 6.B.9 Reliability Estimates by Student Group for Grade Seven .....	527
Table 6.B.10 Reliability Estimates by Student Group for Grade Eight.....	528
Table 6.B.11 Reliability Estimates by Student Group for Grade Nine.....	529
Table 6.B.12 Reliability Estimates by Student Group for Grade Ten.....	530
Table 6.B.13 Reliability Estimates by Student Group for Grade Eleven .....	531
Table 6.B.14 Reliability Estimates by Student Group for Grade Twelve.....	532
Table 6.B.15 Classification Accuracy at Each Proficiency Threshold Score, Oral Language Composite .....	533
Table 6.B.16 Classification Accuracy at Each Proficiency Threshold Score, Written Language Composite .....	533
Table 6.B.17 Classification Accuracy at Each Proficiency Threshold Score, Overall Score.....	534
Table 6.B.18 Classification Consistency at Each Proficiency Threshold Score, Oral Language Composite .....	534
Table 6.B.19 Classification Consistency at Each Proficiency Threshold Score, Written Language Composite .....	535
Table 6.B.20 Classification Consistency at Each Proficiency Threshold Score, Overall Score.....	535
Table 6.B.21 Classification Accuracy and Consistency for Reported Composite and Overall Scores.....	536
Table 6.C.1 Raw-to-Scale-Score Conversion Table for Oral Language, Kindergarten.....	537
Table 6.C.2 Raw-to-Scale-Score Conversion Table for Written Language, Kindergarten ..	539
Table 6.C.3 Raw-to-Scale-Score Conversion Table for Oral Language, Grade One.....	540
Table 6.C.4 Raw-to-Scale-Score Conversion Table for Written Language, Grade One .....	542
Table 6.C.5 Raw-to-Scale-Score Conversion Table for Oral Language, Grade Two.....	543
Table 6.C.6 Raw-to-Scale-Score Conversion Table for Written Language, Grade Two .....	545
Table 6.C.7 Raw-to-Scale-Score Conversion Table for Oral Language, Grade Three .....	547
Table 6.C.8 Raw-to-Scale-Score Conversion Table for Written Language, Grade Three ..	549
Table 6.C.9 Raw-to-Scale-Score Conversion Table for Oral Language, Grade Four .....	551
Table 6.C.10 Raw-to-Scale-Score Conversion Table for Written Language, Grade Four ..	553
Table 6.C.11 Raw-to-Scale-Score Conversion Table for Oral Language, Grade Five.....	555
Table 6.C.12 Raw-to-Scale-Score Conversion Table for Written Language, Grade Five ...	557
Table 6.C.13 Raw-to-Scale-Score Conversion Table for Oral Language, Grade Six .....	559
Table 6.C.14 Raw-to-Scale-Score Conversion Table for Written Language, Grade Six.....	561
Table 6.C.15 Raw-to-Scale-Score Conversion Table for Oral Language, Grade Seven ....	563
Table 6.C.16 Raw-to-Scale-Score Conversion Table for Written Language, Grade Seven	565
Table 6.C.17 Raw-to-Scale-Score Conversion Table for Oral Language, Grade Eight .....	567
Table 6.C.18 Raw-to-Scale-Score Conversion Table for Written Language, Grade Eight..	569
Table 6.C.19 Raw-to-Scale-Score Conversion Table for Oral Language, Grades Nine and Ten .....	571
Table 6.C.20 Raw-to-Scale-Score Conversion Table for Written Language, Grades Nine and Ten .....	573

Table 6.C.21 Raw-to-Scale-Score Conversion Table for Oral Language, Grades Eleven and Twelve .....	575
Table 6.C.22 Raw-to-Scale-Score Conversion Table for Written Language, Grades Eleven and Twelve .....	577
Table 7.1 Rater Qualification Standards for Agreement with Consensus Scores .....	582
Table 8.A.1 Results for County Selection 1 .....	595
Table 8.A.2 Results for Role 1 .....	598
Table 8.A.3 Results for Role 2 .....	598
Table 8.A.3 Results for Role 2 (Continued) .....	598
Table 8.A.4 Results for Role 3 .....	599
Table 8.A.4 Results for Role 3 (Continued) .....	599
Table 8.A.5 Results for Role 4 .....	600
Table 8.A.5 Results for Role 4 (Continued) .....	600
Table 8.A.6 Results for Role 6 .....	601
Table 8.A.6 Results for Role 6 (Continued) .....	601
Table 8.A.7 Results for Role 8 .....	602
Table 8.A.8 Results for Manuals and Resources 1 .....	603
Table 8.A.9 Results for Manuals and Resources 1.2(a) .....	609
Table 8.A.9 Results for Manuals and Resources 1.2(a) (Continued) .....	609
Table 8.A.10 Results for Manuals and Resources 1.2(b) .....	610
Table 8.A.10 Results for Manuals and Resources 1.2(b) (Continued) .....	610
Table 8.A.11 Results for Manuals and Resources 1.2(c) .....	611
Table 8.A.11 Results for Manuals and Resources 1.2(c) (Continued) .....	611
Table 8.A.12 Results for Manuals and Resources 1.2(d) .....	612
Table 8.A.12 Results for Manuals and Resources 1.2(d) (Continued) .....	612
Table 8.A.13 Results for Manuals and Resources 3 .....	613
Table 8.A.14 Results for Manuals and Resources 3.1 .....	614
Table 8.A.14 Results for Manuals and Resources 3.1 (Continued) .....	614
Table 8.A.15 Results for Manuals and Resources 5 .....	615
Table 8.A.16 Results for Manuals and Resources 5.1(a) .....	620
Table 8.A.16 Results for Manuals and Resources 5.1(a) (Continued) .....	620
Table 8.A.17 Results for Manuals and Resources 5.1(b) .....	621
Table 8.A.17 Results for Manuals and Resources 5.1(b) (Continued) .....	621
Table 8.A.18 Results for Manuals and Resources 5.1(c) .....	622
Table 8.A.18 Results for Manuals and Resources 5.1(c) (Continued) .....	622
Table 8.A.19 Results for Manuals and Resources 5.1(d) .....	623
Table 8.A.19 Results for Manuals and Resources 5.1(d) (Continued) .....	623
Table 8.A.20 Results for Manuals and Resources 5.1(e) .....	624
Table 8.A.20 Results for Manuals and Resources 5.1(e) (Continued) .....	624
Table 8.A.21 Results for Manuals and Resources 5.1(f) .....	625
Table 8.A.21 Results for Manuals and Resources 5.1(f) (Continued) .....	625
Table 8.A.22 Results for Manuals and Resources 5.1(g) .....	626
Table 8.A.22 Results for Manuals and Resources 5.1(g) (Continued) .....	626
Table 8.A.23 Results for Manuals and Resources 5.8(h) .....	627
Table 8.A.23 Results for Manuals and Resources 5.8(h) (Continued) .....	627
Table 8.A.24 Results for Manuals and Resources 2 .....	628
Table 8.A.24 Results for Manuals and Resources 2 (Continued) .....	629

Table 8.A.25	Results for Manuals and Resources 6.....	629
Table 8.A.26	Results for Training 2 .....	630
Table 8.A.27	Results for Training 3 .....	631
Table 8.A.28	Results for Training 4 .....	632
Table 8.A.28	Results for Training 4 (Continued).....	633
Table 8.A.29	Results for Training 5 .....	633
Table 8.A.29	Results for Training 5 (Continued).....	634
Table 8.A.30	Results for Training 6 .....	634
Table 8.A.30	Results for Training 6 (Continued).....	635
Table 8.A.31	Results for Training 8 .....	636
Table 8.A.32	Results for CAASPP and ELPAC Websites 1 .....	636
Table 8.A.32	Results for CAASPP and ELPAC Websites 1 (Continued).....	637
Table 8.A.33	Results for CAASPP and ELPAC Websites 2 .....	637
Table 8.A.34	Results for Troubleshooting and Support (CalTAC) 1 .....	638
Table 8.A.35	Results for Troubleshooting and Support (CalTAC) 1.1 .....	638
Table 8.A.36	Results for Troubleshooting and Support (CalTAC) 2 .....	639
Table 8.A.37	Results for Troubleshooting and Support (CalTAC) 3 .....	639
Table 8.A.38	Results for Troubleshooting and Support (CalTAC) 3a .....	640
Table 8.A.39	Results for Troubleshooting and Support (CalTAC) 3a.1 .....	640
Table 8.A.40	Results for Troubleshooting and Support (CalTAC) 3a.2 .....	641
Table 8.A.41	Results for Troubleshooting and Support (CalTAC) 3b .....	642
Table 8.A.42	Results for Troubleshooting and Support (CalTAC) 3b.1 .....	642
Table 8.A.43	Results for Troubleshooting and Support (CalTAC) 3b.2 .....	643
Table 8.A.44	Results for Troubleshooting and Support (CalTAC) 3c .....	644
Table 8.A.45	Results for Troubleshooting and Support (CalTAC) 3c.1 .....	644
Table 8.A.46	Results for Troubleshooting and Support (CalTAC) 3c.2 .....	645
Table 8.A.47	Results for TOMS 1 .....	645
Table 8.A.47	Results for TOMS 1 (Continued) .....	646
Table 8.A.48	Results for TOMS 2 .....	646
Table 8.A.49	Results for TOMS 3 .....	647
Table 8.A.50	Results for TOMS 7(a) .....	649
Table 8.A.51	Results for TOMS 7(b) .....	654
Table 8.A.52	Results for TOMS 9 .....	656
Table 8.A.52	Results for TOMS 9 (Continued) .....	656
Table 8.A.53	Results for TOMS 10 .....	657
Table 8.A.54	Results for Reporting 3.....	661
Table 8.A.55	Results for Reporting 4.....	662
Table 8.A.56	Results for Test Administration Experience 1 .....	663
Table 8.A.57	Results for Test Administration Experience 3.....	668
Table 8.A.58	Results for STAIRS and Appeals 1 .....	669
Table 8.A.59	Results for STAIRS and Appeals 3 .....	670
Table 8.A.60	Results for STAIRS and Appeals 4 .....	670
Table 8.A.61	Results for STAIRS and Appeals 5 .....	671
Table 8.A.62	Results for STAIRS and Appeals 6 .....	671
Table 8.A.63	Results for Initial ELPAC 1 .....	672
Table 8.A.64	Results for Initial ELPAC 2 .....	672
Table 8.A.65	Results for Initial ELPAC 2.1 .....	673



Table 8.A.66	Results for Initial ELPAC 2.2	673
Table 8.A.67	Results for Summative ELPAC 1	674
Table 8.A.68	Results for Summative ELPAC 2	674
Table 8.A.69	Results for Summative ELPAC 3	675
Table 8.A.70	Results for Summative ELPAC 4	675
Table 8.A.71	Results for Summative ELPAC 5	676
Table 8.A.72	Results for Summative ELPAC 6	677
Table 8.A.73	Results for Summative ELPAC 8	679
Table 8.A.74	Results for TRCS 1	680
Table 8.A.75	Results for TRCS 1.1	680
Table 8.A.76	Results for TRCS 1.2	681
Table 8.A.77	Results for TRCS 1.3	681
Table 8.A.78	Results for TRCS 1.4	682
Table 8.A.79	Results for TRCS 2	683
Table 8.A.80	Results for TRCS 3	683
Table 8.A.81	Results for TRCS 4	684
Table 8.A.82	Results for Test Administration of the Summative ELPAC 1	685
Table 8.A.83	Results for Test Administration of the Summative ELPAC 2	686
Table 8.A.84	Results for Test Administration of the Summative ELPAC 3	687
Table 8.A.85	Results for Test Administration of the Summative ELPAC 4	688
Table 8.A.86	Results for Test Administration of the Summative ELPAC 5	688
Table 8.A.87	Results for Test Administration of the Summative ELPAC 6	689
Table 8.A.88	Results for Test Administration of the Summative ELPAC 7	690
Table 8.A.89	Results for Test Administration of the Summative ELPAC 7.1	690
Table 8.A.90	Results for Test Administration of the Summative ELPAC 7.2	691
Table 8.A.91	Results for Test Administration of the Summative ELPAC 8	691
Table 8.A.92	Results for Test Administration of the Summative ELPAC 9	691
Table 8.A.93	Results for Test Administration of the Summative ELPAC 10	692
Table 8.A.94	Results for Test Administration of the Summative ELPAC 11	693
Table 8.A.95	Summative ELPAC Accessibility Resources by Grade Level	694
Table 8.A.96	Results for Summative ELPAC Accessibility Resources 1	694
Table 8.A.97	Results for Summative ELPAC Accessibility Resources 2	695
Table 8.A.98	Results for Summative ELPAC Accessibility Resources 3	696
Table 8.A.99	Results for Summative ELPAC Accessibility Resources 4	697
Table 8.A.100	Results for Summative ELPAC Accessibility Resources 5	697
Table 8.A.101	Results for Summative ELPAC Accessibility Resources 5.1	698
Table 8.A.102	Results for Accessibility Resources 2	700
Table 8.A.103	Results for Accessibility Resources 3	712
Table 8.A.103	Results for Accessibility Resources 3 (Continued)	713
Table 8.A.104	Results for Accessibility Resources 5	714
Table 8.A.104	Results for Accessibility Resources 5 (Continued)	715
Table 8.A.105	Results for Accessibility Resources 6	716
Table 8.A.105	Results for Accessibility Resources 6 (Continued)	717
Table 10.1	Number Tested for Listening Domain by Administration Location	728
Table 10.2	Number Tested for Speaking Domain by Administration Location	728
Table 10.3	Number Tested for Reading Domain by Administration Location	729
Table 10.4	Number Tested for Writing Domain by Administration Location	730

Table 10.5 Mean and Standard Deviation of the Overall, Oral Language, and Written Language Scale Scores .....	731
Table 10.6 Percentage of Students in Each Proficiency Level for the Overall Test and Composites .....	732
Table 10.A.1 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Kindergarten.....	737
Table 10.A.2 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade One .....	738
Table 10.A.3 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Two .....	739
Table 10.A.4 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Three.....	740
Table 10.A.5 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Four.....	741
Table 10.A.6 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Five .....	742
Table 10.A.7 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Six .....	743
Table 10.A.8 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Seven.....	744
Table 10.A.9 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Eight.....	745
Table 10.A.10 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Nine.....	746
Table 10.A.11 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Ten.....	747
Table 10.A.12 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Eleven .....	748
Table 10.A.13 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Twelve.....	749
Table 10.A.14 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Kindergarten.....	750
Table 10.A.15 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade One.....	751
Table 10.A.16 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Two.....	752
Table 10.A.17 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Three .....	753
Table 10.A.18 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Four .....	754
Table 10.A.19 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Five.....	755
Table 10.A.20 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Six.....	756
Table 10.A.21 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Seven .....	757
Table 10.A.22 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Eight .....	758

Table 10.A.23 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Nine .....	759
Table 10.A.24 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Ten .....	760
Table 10.A.25 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Eleven.....	761
Table 10.A.26 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Twelve .....	762
Table 10.A.27 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Kindergarten.....	763
Table 10.A.28 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade One .....	764
Table 10.A.29 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Two .....	765
Table 10.A.30 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Three.....	766
Table 10.A.31 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Four.....	767
Table 10.A.32 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Five .....	768
Table 10.A.33 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Six .....	769
Table 10.A.34 Demographic Summary for Students Testing by Testing Locations in Fall 2020:Reading Grade Seven.....	770
Table 10.A.35 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Eight.....	771
Table 10.A.36 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Nine.....	772
Table 10.A.37 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Ten.....	773
Table 10.A.38 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Eleven.....	774
Table 10.A.39 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Twelve.....	775
Table 10.A.40 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Kindergarten.....	776
Table 10.A.41 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade One.....	777
Table 10.A.42 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Two.....	778
Table 10.A.43 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Three .....	779
Table 10.A.44 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Four.....	780
Table 10.A.45 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Five.....	781
Table 10.A.46 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Six .....	782

Table 10.A.47 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Seven .....	783
Table 10.A.48 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Eight .....	784
Table 10.A.49 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Nine .....	785
Table 10.A.50 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Ten .....	786
Table 10.A.51 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Eleven .....	787
Table 10.A.52 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Twelve .....	788
Table 10.B.1 Raw Score Frequency Distribution for Oral Language, Kindergarten .....	789
Table 10.B.2 Raw Score Frequency Distribution for Oral Language, Grade One .....	791
Table 10.B.3 Raw Score Frequency Distribution for Oral Language, Grade Two .....	793
Table 10.B.4 Raw Score Frequency Distribution for Oral Language, Grade Three .....	795
Table 10.B.5 Raw Score Frequency Distribution for Oral Language, Grade Four .....	797
Table 10.B.6 Raw Score Frequency Distribution for Oral Language, Grade Five .....	799
Table 10.B.7 Raw Score Frequency Distribution for Oral Language, Grade Six .....	801
Table 10.B.8 Raw Score Frequency Distribution for Oral Language, Grade Seven .....	803
Table 10.B.9 Raw Score Frequency Distribution for Oral Language, Grade Eight .....	805
Table 10.B.10 Raw Score Frequency Distribution for Oral Language, Grade Nine .....	807
Table 10.B.11 Raw Score Frequency Distribution for Oral Language, Grade Ten .....	809
Table 10.B.12 Raw Score Frequency Distribution for Oral Language, Grade Eleven .....	811
Table 10.B.13 Raw Score Frequency Distribution for Oral Language, Grade Twelve .....	813
Table 10.B.14 Summary Statistics of the Raw Scores for Oral Language .....	814
Table 10.B.15 Raw Score Frequency Distribution for Written Language, Kindergarten .....	815
Table 10.B.16 Raw Score Frequency Distribution for Written Language, Grade One .....	816
Table 10.B.17 Raw Score Frequency Distribution for Written Language, Grade Two .....	817
Table 10.B.18 Raw Score Frequency Distribution for Written Language, Grade Three .....	819
Table 10.B.19 Raw Score Frequency Distribution for Written Language, Grade Four .....	821
Table 10.B.20 Raw Score Frequency Distribution for Written Language, Grade Five .....	823
Table 10.B.21 Raw Score Frequency Distribution for Written Language, Grade Six .....	825
Table 10.B.22 Raw Score Frequency Distribution for Written Language, Grade Seven .....	827
Table 10.B.23 Raw Score Frequency Distribution for Written Language, Grade Eight .....	829
Table 10.B.24 Raw Score Frequency Distribution for Written Language, Grade Nine .....	831
Table 10.B.25 Raw Score Frequency Distribution for Written Language, Grade Ten .....	833
Table 10.B.26 Raw Score Frequency Distribution for Written Language, Grade Eleven .....	835
Table 10.B.27 Raw Score Frequency Distribution for Written Language, Grade Twelve .....	836
Table 10.B.28 Summary Statistics of the Raw Scores for Written Language .....	837
Table 10.B.29 Raw Score Frequency Distribution for Overall Score, Kindergarten .....	838
Table 10.B.30 Raw Score Frequency Distribution for Overall Score, Grade One .....	840
Table 10.B.31 Raw Score Frequency Distribution for Overall Score, Grade Two .....	842
Table 10.B.32 Raw Score Frequency Distribution for Overall Score, Grade Three .....	845
Table 10.B.33 Raw Score Frequency Distribution for Overall Score, Grade Four .....	848
Table 10.B.34 Raw Score Frequency Distribution for Overall Score, Grade Five .....	851
Table 10.B.35 Raw Score Frequency Distribution for Overall Score, Grade Six .....	854

Table 10.B.36	Raw Score Frequency Distribution for Overall Score, Grade Seven .....	857
Table 10.B.37	Raw Score Frequency Distribution for Overall Score, Grade Eight .....	860
Table 10.B.38	Raw Score Frequency Distribution for Overall Score, Grade Nine .....	862
Table 10.B.39	Raw Score Frequency Distribution for Overall Score, Grade Ten .....	865
Table 10.B.40	Raw Score Frequency Distribution for Overall Score, Grade Eleven .....	868
Table 10.B.41	Raw Score Frequency Distribution for Overall Score, Grade Twelve .....	871
Table 10.B.42	Summary Statistics of the Raw Scores for Overall Score.....	872
Table 10.C.1	Scale Score Frequency Distribution for Oral Language, Kindergarten.....	873
Table 10.C.2	Scale Score Frequency Distribution for Oral Language, Grade One .....	875
Table 10.C.3	Scale Score Frequency Distribution for Oral Language, Grade Two.....	877
Table 10.C.4	Scale Score Frequency Distribution for Oral Language, Grade Three .....	879
Table 10.C.5	Scale Score Frequency Distribution for Oral Language, Grade Four .....	881
Table 10.C.6	Scale Score Frequency Distribution for Oral Language, Grade Five.....	883
Table 10.C.7	Scale Score Frequency Distribution for Oral Language, Grade Six .....	885
Table 10.C.8	Scale Score Frequency Distribution for Oral Language, Grade Seven .....	887
Table 10.C.9	Scale Score Frequency Distribution for Oral Language, Grade Eight .....	889
Table 10.C.10	Scale Score Frequency Distribution for Oral Language, Grade Nine .....	891
Table 10.C.11	Scale Score Frequency Distribution for Oral Language, Grade Ten .....	893
Table 10.C.12	Scale Score Frequency Distribution for Oral Language, Grade Eleven .....	895
Table 10.C.13	Scale Score Frequency Distribution for Oral Language, Grade Twelve .....	897
Table 10.C.14	Scale Score Frequency Distribution for Written Language, Kindergarten ...	899
Table 10.C.15	Scale Score Frequency Distribution for Written Language, Grade One .....	900
Table 10.C.16	Scale Score Frequency Distribution for Written Language, Grade Two.....	901
Table 10.C.17	Scale Score Frequency Distribution for Written Language, Grade Three ...	903
Table 10.C.18	Scale Score Frequency Distribution for Written Language, Grade Four .....	905
Table 10.C.19	Scale Score Frequency Distribution for Written Language, Grade Five.....	907
Table 10.C.20	Scale Score Frequency Distribution for Written Language, Grade Six.....	909
Table 10.C.21	Scale Score Frequency Distribution for Written Language, Grade Seven...	911
Table 10.C.22	Scale Score Frequency Distribution for Written Language, Grade Eight.....	913
Table 10.C.23	Scale Score Frequency Distribution for Written Language, Grade Nine .....	915
Table 10.C.24	Scale Score Frequency Distribution for Written Language, Grade Ten.....	917
Table 10.C.25	Scale Score Frequency Distribution for Written Language, Grade Eleven..	919
Table 10.C.26	Scale Score Frequency Distribution for Written Language, Grade Twelve .	921
Table 10.C.27	Scale Score Frequency Distribution for Overall Score, Kindergarten.....	922
Table 10.C.28	Scale Score Frequency Distribution for Overall Score, Grade One.....	928
Table 10.C.29	Scale Score Frequency Distribution for Overall Score, Grade Two.....	934
Table 10.C.30	Scale Score Frequency Distribution for Overall Score, Grade Three .....	940
Table 10.C.31	Scale Score Frequency Distribution for Overall Score, Grade Four .....	947
Table 10.C.32	Scale Score Frequency Distribution for Overall Score, Grade Five.....	954
Table 10.C.33	Scale Score Frequency Distribution for Overall Score, Grade Six .....	961
Table 10.C.34	Scale Score Frequency Distribution for Overall Score, Grade Seven .....	969
Table 10.C.35	Scale Score Frequency Distribution for Overall Score, Grade Eight .....	976
Table 10.C.36	Scale Score Frequency Distribution for Overall Score, Grade Nine .....	983
Table 10.C.37	Scale Score Frequency Distribution for Overall Score, Grade Ten .....	991
Table 10.C.38	Scale Score Frequency Distribution for Overall Score, Grade Eleven .....	998
Table 10.C.39	Scale Score Frequency Distribution for Overall Score, Grade Twelve .....	1004



Table 10.D.1 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Kindergarten.....	1007
Table 10.D.2 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade One.....	1010
Table 10.D.3 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Two.....	1012
Table 10.D.4 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Three.....	1014
Table 10.D.5 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Four.....	1016
Table 10.D.6 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Five.....	1018
Table 10.D.7 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Six.....	1020
Table 10.D.8 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Seven.....	1022
Table 10.D.9 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Eight.....	1024
Table 10.D.10 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Nine.....	1026
Table 10.D.11 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Ten.....	1028
Table 10.D.12 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Eleven.....	1030
Table 10.D.13 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Twelve.....	1032
Table 10.E.1 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Kindergarten.....	1034
Table 10.E.2 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade One.....	1037
Table 10.E.3 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Two.....	1040
Table 10.E.4 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Three.....	1043
Table 10.E.5 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Four.....	1046
Table 10.E.6 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Five.....	1049
Table 10.E.7 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Six.....	1052
Table 10.E.8 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Seven.....	1055
Table 10.E.9 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Eight.....	1058
Table 10.E.10 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Nine.....	1061
Table 10.E.11 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Ten.....	1064

Table 10.E.12 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Eleven..... 1067

Table 10.E.13 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Twelve ..... 1070

**List of Figures**

Figure 5.1 Oral language composite test characteristic curves ..... 419

Figure 5.2 Written language composite test characteristic curves..... 420

**Acronyms and Initialisms Used in the Computer-based Summative English Language Proficiency Assessments for California Technical Report**

<b>Term</b>	<b>Definition</b>
2PL	two-parameter logistic
AERA	American Educational Research Association
AIS	average item score
ALTRD	Assessment and Learning Technology Research & Development
AST	Administration and Scoring Training
CAASPP	California Assessment of Student Performance and Progress
CAI	Cambium Assessment, Inc.
CALPADS	California Longitudinal Pupil Achievement Data System
CalTAC	California Technical Assistance Center
CCR	<i>California Code of Regulations</i>
CDE	California Department of Education
CELDT	California English Language Development Test
COE	county office of education
COVID-19	novel coronavirus disease 2019
CR	constructed response
CSEM	conditional standard error of measurement
DEI	Data Entry Interface
DFA	<i>Directions for Administration</i>
DIF	differential item functioning
EC	<i>Education Code</i>
EL	English learner
ELA	English language arts/literacy
ELD Standards	English Language Development Standards
ELP	English language proficiency
ELPAC	English Language Proficiency Assessments for California
eSKM	Enterprise Score Key Management
ESSA	Every Student Succeeds Act
FT	field test
GPC	generalized partial credit
IBIS	Item Banking Information System
IEP	individualized education program
IRP	Item Review Panel
IRT	item response theory
IWT	Item Writer Training
K	kindergarten
LEA	local educational agency
LOSS	lowest obtainable scale score
MC	multiple choice



Table of Acronyms and Initialisms (*continuation*)

<b>Term</b>	<b>Definition</b>
MH	Mantel-Haenszel
ONE	Online Network for Evaluation
OTI	Office of Testing Integrity
PAR	Psychometric Analysis & Research
PPT	paper–pencil test
RFEP	reclassified fluent English proficient
SBE	State Board of Education
SCOE	Sacramento County Office of Education
SD	standard deviation
SEM	standard error of measurement
SFTP	secure file transfer protocol
SMD	standardized mean difference
SSID	Statewide Student Identifier
SSR	Student Score Report
STAIRS	Security and Test Administration Incident Reporting System
TCC	test characteristic curve
TDS	test delivery system
TIPS	Technology and Information Processing Services
TK	transitional kindergarten
TNA	test navigation assistant
TOMS	Test Operations Management System
TRCS	Technology Readiness Checker for Students
UAT	user acceptance testing
USC	United States Code
VL	vertical linking



# Chapter 1: Introduction

---

This technical report focuses on the development, administration, psychometric analyses, and results of the operational administration of the computer-based Summative English Language Proficiency Assessments for California (ELPAC). [Chapter 1](#) provides an overview of both the operational, computer-based Summative and Initial ELPAC administrations, including background information, purposes of the operational assessment, intended population, testing window, and an overview of the operational assessment technical report. The remaining chapters of this report focus on the operational administration of the computer-based Summative ELPAC and testing that occurred before the suspension of testing in March 2020. [Chapter 10](#) provides the data for the optional fall computer-based and remote Summative ELPAC testing window.

## 1.1. ELPAC Overview

The ELPAC “is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal laws require that local educational agencies (LEAs) administer a state test of ELP to eligible students in kindergarten through grade twelve” (California Department of Education [CDE], 2019). California *Education Code (EC)* Section 313(a) requires that the assessment of ELP be done upon initial enrollment and annually thereafter until the LEA reclassifies the student as fluent English proficient.

In November 2018, the State Board of Education (SBE) approved the plan to transition the paper–pencil ELPAC to a computer-based ELPAC. The computer-based ELPAC has replaced the paper–pencil Summative ELPAC as of February 1, 2020, and has replaced the paper–pencil Initial ELPAC as of August 20, 2020. [Chapter 2](#) of this report describes the transition from paper–pencil ELPAC to a computer-based ELPAC and references the field test technical report.

## 1.2. Purposes of the Assessment

The ELPAC consists of two assessments: the Initial ELPAC and the Summative ELPAC. The Initial ELPAC identifies whether a student is initial fluent English proficient or an English learner (EL) who would benefit from additional instructional supports.

Students identified as ELs on the Initial ELPAC or previous state ELP assessments go on to take the Summative ELPAC, which is administered annually to students in kindergarten through grade twelve. The Summative ELPAC has two purposes, to

1. determine the level of ELP of EL students; and
2. assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

The content of [table 1.1](#) describes the differences between the Initial and Summative ELPAC in 2019–2020.

**Table 1.1 Differences Between the Initial and Summative ELPAC**

<b>Initial ELPAC</b>	<b>Summative ELPAC</b>
This is an assessment used to identify a student as either an EL who needs support to learn English or as initial fluent English proficient.	This is an assessment used to measure the skills of EL students. The results will help the school or LEA determine if the student is ready to be reclassified as proficient in English.
This assessment is administered within 30 days of when the student enrolls in a California school for the first time.	This assessment is administered every spring, from February 1 to May 31.
A student takes this test one time only. The Initial ELPAC is taken before the Summative ELPAC.	A student takes this test annually until reclassified.
There is one test form.	The test form is refreshed annually.
There are six grades and grade spans: kindergarten, 1, 2, 3–5, 6–8, and 9–12.	There are seven grades and grade spans: kindergarten, 1, 2, 3–5, 6–8, 9–10, and 11–12.
This is locally scored by a trained ELPAC test examiner. Raw scores are entered in the Local Scoring Tool, and Student Score Reports (SSRs) are locally printed by designated staff.	The Speaking domain is locally scored, and raw scores are entered into the DEI. The Writing domain is scored by ETS. The Listening and Reading domains are machine scored. Student Score Reports are provided by ETS electronically to the LEAs and can be locally printed by designated staff.

### 1.3. Intended Population

All students who previously took the ELPAC, who were identified as ELs, and who were enrolled between February 1, 2020, and May 31, 2020, were required to take the Summative ELPAC. All students classified as ELs must be tested annually during the Summative ELPAC window until they are reclassified as fluent English proficient (RFEP) based on the CDE’s established guidelines for reclassification established by the SBE (*EC 313[f]*).

Students with disabilities whose individualized education program (IEP) or Section 504 plan specifies they cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations are eligible for a domain exemption(s). Students with the most significant cognitive disabilities who cannot access the ELPAC with approved accessibility resources were eligible to take a locally determined alternate assessment, as noted in their IEP.

## 1.4. Testing Windows and Times

*California Code of Regulations*, Title 5 (5 CCR), Section 11518(d), establishes the Summative ELPAC testing window from February 1 through May 31 annually, which was the testing window in 2019–2020. During this time, any student identified as an EL was required to be administered the Summative ELPAC.

5 CCR, Section 11518(m), establishes the Initial ELPAC testing window from July 1 through June 30 of each school year.

The computer-based ELPAC is an untimed test, and students are allowed as much time as they need to complete their responses in each domain. The test may be administered over the course of several days. The estimated testing times for the computer-based Summative ELPAC domains are posted by form assignment on the ELPAC website at <https://www.elpac.org/test-administration/sa-estimated-test-time/>. The estimated testing times for the computer-based Initial ELPAC domains are posted by grade on the ELPAC website at <https://www.elpac.org/test-administration/ia-estimated-test-time/>. Estimated testing times are provided for administration planning only.

## 1.5. Groups and Organizations Involved with the ELPAC

### 1.5.1. State Board of Education

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

In addition to adopting the rules and regulations for itself, its appointees, and California's public schools, the SBE is also the state educational agency responsible for overseeing California's compliance of the federal Every Student Succeeds Act and the state's Public School Accountability Act, which measures the academic performance and progress of schools on a variety of academic metrics (CDE, 2020a).

### 1.5.2. California Department of Education

The CDE oversees California's public school system, which is responsible for the education of more than 6,160,000 children and young adults in more than 10,500 schools.<sup>1</sup> California aims to provide a world-class education for all students, from early childhood to adulthood. The CDE serves the state by innovating and collaborating as a team with educators, school staff, parents/guardians, and community partners to prepare students to live, work, and thrive in a highly connected world.

Within the CDE, the Instruction & Measurement branch oversees programs promoting innovation and improving student achievement. Programs include oversight of statewide assessments and the collection and reporting of educational data (CDE, 2020b).

### 1.5.3. California Educators

A variety of California educators, including school administrators and teachers experienced in teaching EL students, were selected based on their qualifications, experiences, demographics, and geographic locations and were invited to participate in the ELPAC

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<sup>1</sup> Fingertip Facts on Education in California – *CalEdFacts* web page at <https://www.cde.ca.gov/ds/ad/ceffingertipfacts.asp>

development process. In this process, California educators participated in tasks that included defining the purpose and scope of the assessment, assessment design, item development, standard setting, score reporting, and scoring the constructed-response (CR) items.

## 1.5.4. Contractors

### 1.5.4.1. Primary Testing Contractor—ETS

The CDE and the SBE contract with ETS to develop and administer the computer-based Summative ELPAC. As the primary testing contractor, ETS has the overall responsibility for working with the CDE to implement and maintain an effective assessment system and coordinating ETS' work with its subcontractors. Activities conducted directly by ETS include, but are not limited to, the following:

- Providing management of the program activities
- Providing tiered help desk support to LEAs
- Developing all ELPAC items
- Constructing, producing, and controlling the quality of ELPAC test forms and related test materials, including grade- and content-specific *Directions for Administration*
- Hosting and maintaining a website with resources for the ELPAC
- Developing, hosting, and providing support for the Test Operations Management System (TOMS)
- Processing student test assignments
- Completing all psychometric procedures

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

ETS also monitors and manages the work of Cambium Assessment, Inc. (CAI; formerly American Institutes for Research), subcontractor to ETS for California online assessments. Activities conducted by CAI include the following:

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

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

ETS contracted with the Sacramento County Office of Education (SCOE) to manage all activities associated with educator recruitment, training, and outreach, including the following:

- Supporting and training county offices of education, LEAs, and charter schools
- Developing informational materials

- Recruiting and providing logistics for educator meetings
- Producing Administration and Scoring Training materials and videos

## 1.6. Systems Overview and Functionality

### 1.6.1. Test Operations Management System

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

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

TOMS receives student enrollment data, including LEA and school hierarchy data, from the California Longitudinal Pupil Achievement Data System (CALPADS) via a daily feed. CALPADS is “a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.”<sup>2</sup> LEA staff involved in the operational administration of the computer-based Summative ELPAC—such as LEA ELPAC coordinators, site ELPAC coordinators, and ELPAC test examiners—were assigned varying levels of access to TOMS. A description of user roles is explained more extensively in the *Test Operations Management System User Guide* (CDE, 2020c).

### 1.6.2. Test Delivery System

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

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

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<sup>2</sup> From the CDE CALPADS web page at <http://www.cde.ca.gov/ds/sp/cl/>

### 1.6.3. Training Tests and Practice Tests

The training tests and practice tests were provided to LEAs to prepare students and LEA staff for administration of the computer-based ELPAC. The practice tests simulate the experience of the computer-based Summative ELPAC. Unlike the computer-based ELPAC, the training tests and practice tests do not assess standards, gauge student success on the operational assessment, or produce scores. Students may access them using a web browser, although accessing them through the secure browser permits students to take the tests using the text-to-speech embedded accommodation and to test assistive technology.

The purpose of the training tests and practice tests is to allow students and administrators to quickly become familiar with the user interface and components of the TDS as well as with the process of starting and completing a testing session.

### 1.6.4. Constructed-Response Scoring Systems for ETS

CR items from the Writing domain in the TDS and from the kindergarten through grade two paper-based forms were routed to ETS' CR scoring system. CR items were scored by certified raters. Hired raters were provided in-depth training and certified before starting the human-scoring process. Human raters were supervised by a scoring leader and provided ELPAC scoring materials such as anchor sets, scoring rubrics, validity samples, qualifying sets, and condition codes for unscorable responses within the interface. The quality-control processes for CR scoring are explained further in [Chapter 7: Quality Control](#).

## 1.7. Limitations of the Administration

Because of the unique nature of the testing window, there are two main limitations of this administration.

1. The administration window was cut short in March 2020 when all state testing was suspended because of the novel coronavirus disease 2019 (COVID-19) pandemic.
2. An optional fall administration window was provided from August 20, 2020, through October 30, 2020.

Data from the optional fall administration is reported separately, in [chapter 10](#). The fall results are reported separately for two reasons:

1. To accommodate the scheduled data reporting timelines for the 2019–2020 administration
2. To avoid skewing the spring results, because it was anticipated that students taking the fall administration were students in the upper performance levels

## 1.8. Overview of the Technical Report

This technical report addresses the characteristics of the operational administration of the computer-based Summative ELPAC given in spring of the 2019–2020 school year and contains nine additional chapters, as follows:

- [Chapter 2](#) describes the procedures followed during item development, item review, and test assembly.
- [Chapter 3](#) details the processes involved in the actual test administration. It also describes the procedures followed to maintain test security throughout the test administration process.



- [Chapter 4](#) provides information on the scoring processes, including the content being measured, as well as the content and psychometric criteria. Also discussed is the development of materials such as scoring rubrics and range finding.
- [Chapter 5](#) summarizes the statistical analyses and results for the operational administration of the computer-based Summative ELPAC, including
  - classical item analysis,
  - DIF analysis, and
  - item response theory calibration, linking, and scaling.
- [Chapter 6](#) discusses the procedures designed to support the reliability and validity of score use and interpretations.
- [Chapter 7](#) highlights the quality-control processes used at various stages of the operational administration of the computer-based Summative ELPAC, including item development, test form development, test administration, scoring procedures, and psychometric analysis processes.
- [Chapter 8](#) discusses the operational administration of the computer-based Summative ELPAC post-test survey design, administration, and results.
- [Chapter 9](#) details the ongoing means of program improvement.
- [Chapter 10](#) provides the overview, administration processes involved, statistical analysis results, and the results from a study to evaluate the comparability of scores from the remote and in-person testing.

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## Chapter 2: Item Development and Test Assembly

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This chapter presents the detailed procedures of item development and test assembly for the 2019–2020 Summative English Language Proficiency Assessments for California (ELPAC), which marked its first operational administration as a computer-based assessment.

### 2.1. Overview

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

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

In addition, approximately 360 new items were developed for use as embedded field test items in the 2019–2020 Summative ELPAC. All newly developed items were reviewed to ensure that they contained appropriate content and accurate formatting before they were administered as field test items.

### 2.2. Summative ELPAC Test Blueprints

In November 2015, the State Board of Education (SBE) approved the *Proposed Test Blueprints for the ELPAC* (CDE, 2015), which included some task types adapted from the California English Language Development Test (CELDT) items that were aligned with the 2012 *California English Language Development Standards, Kindergarten Through Grade 12* (2012 ELD Standards) (CDE, 2014a). After the SBE approved the *Proposed Test Blueprints for the ELPAC*, the first pilot of ELPAC items and the stand-alone sample field test of the Summative ELPAC was administered. Analysis of the pilot and the stand-alone sample field test results led to modifications of the Summative ELPAC test blueprints; for example the names of some of the task types were changed and some of the task types were removed. The SBE approved the revised Summative ELPAC test blueprints in September 2017 (CDE, 2017b).

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

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

Secondary alignment indicates that there is a moderate or partial match between the standard and the item in terms of language knowledge, skills, and abilities.

In November 2018, the SBE approved plans to transition the ELPAC from a paper-based assessment to a computer-based assessment. As part of the transition work, the Summative ELPAC test blueprints were reviewed to determine where minor adjustments could be made to appropriately use computer-based delivery and increase the amount of information collected at the upper range of ELP, while continuing to ensure the assessment remains fair and valid for its intended purposes.

The most substantial revisions to the Summative ELPAC test blueprints were the addition of two existing task types to grade one and grade two. The task type of *Listen to a Classroom Conversation* was added at grade one and grade two because the introduction of Listening audio files at those grades made it possible for students to listen to conversations between two speakers. *Write About an Experience* was added at grade one and grade two to collect more information at the upper range of ELP because it was similar to *Short Compositions*, which had been administered at those grades in the ELPAC's predecessor ELP assessment, the CELDT. In addition, a second *Speaking—Retell a Narrative* item was added at kindergarten and a second *Speaking—Summarize an Academic Presentation* item was added at grades one through twelve to collect more information at the upper range of ELP.

The SBE approved the revisions to the computer-based Summative ELPAC test blueprints in May 2019.

## 2.3. High-level Test Design

In 2016, the CDE authorized ETS to investigate theoretical and empirical literature about the advantages and potential challenges of computer-based assessments, as well as the suitability of the paper-based ELPAC task types for transition to computer-based assessment. The results were reported in *Considerations in the Transition of the ELPAC Paper-Pencil Tests to Computer-Based Assessments* (CDE, 2017a), which provided recommendations for consideration when transitioning to a computer-based ELPAC and confirmed the suitability of the paper-based ELPAC task types for transition to a computer-based platform.

The report found that the task types on the paper-based ELPAC were appropriate for measuring the 2012 ELD Standards and could be used on a computer-based platform with relatively modest adaptations to take advantage of that platform. This finding was supported by feedback from classroom educators, that the existing ELPAC task types did an effective job of measuring student ELP consistent with how 2012 ELD Standards were being implemented in classrooms. Similarly, the model for administration for the computer-based ELPAC followed the model used for the paper-pencil ELPAC, including one-on-one assessment of students in kindergarten and grade one for all domains and one-on-one administration of the Speaking domain in all grades.

In 2018, the CDE called for the transition of the paper-based ELPAC to the computer-based ELPAC. ETS provided plans for this transition in the *Proposed High-Level Test Design for the Transition to Computer-Based ELPAC* (CDE, 2019b). The document provided an overview of the assessment purposes, test-taking population, and test design for the computer-based ELPAC. The test design drew upon current best practices and the latest research findings, and it maintained consistency with California's *English Language Arts/*

*English Language Development Framework* (CDE, 2014b). The test design described guiding principles for developing a computer-based assessment at kindergarten through grade twelve in the domains of Listening, Speaking, and Reading. In the domain of Writing, the design included development of computer-based assessments at grades three through twelve while retaining paper-based kindergarten through grade two (K–2) Writing assessments.

The *Proposed High-Level Test Design for the Transition to Computer-Based ELPAC* was presented to the SBE in May 2019. The SBE approved the high-level test design in May 2019 with the amendment that grade two students would be administered the Listening and Reading domains one-on-one with a test examiner instead of in small-group administrations.

## 2.4. Item Development

In partnership with the Sacramento County Office of Education (SCOE), ETS convened ELPAC item writer trainings and item review panel meetings to develop test items for the Summative ELPAC. Selected California educators were trained to write new items for the Summative ELPAC. In addition, ETS trained a small group of experienced contractors to draft Summative ELPAC items. After the items went through ETS internal and CDE reviews, California educators reviewed the items during Item Review Panel meetings.

This section describes how California educators were selected and the process used to develop new items in 2018–2019. Some of these items were used as embedded field test items in the 2019–2020 Summative ELPAC.

### 2.4.1. Selection of Item Writers

California educators were recruited through ELPAC Administration and Scoring Trainings, email communications, and a SurveyMonkey recruitment form using SurveyMonkey, a third-party, online survey provider. To ensure broad representation, an email message announcing the opportunities to write items and to review items were sent by the CDE to the following groups:

- The CDE’s ELPAC listserv (includes CELDT District Coordinators and Title III county leads)
- The Bilingual Coordinators Network
- The CDE’s California Assessment of Student Performance and Progress Coordinator listserv
- The CDE’s All Assessment listserv

The email and letter directed applicants to fill in an online application using SurveyMonkey. The application allowed California educators to apply for any or all of the events. The information from the application was loaded into a database that was used for the review and selection process.

During the selection process, applications were selected from current and retired California educators who had the following minimum qualifications:

- Bachelor’s degree
- Expertise in language acquisition or experience teaching EL students in kindergarten through grade twelve
- Knowledge of, and experience working with, the 2012 ELD Standards

Additional desirable qualifications included the following:

- A teaching credential authorization for English language development, specially designed academic instruction in English, or content instruction delivered in the primary language (e.g., Cross-cultural, Language, and Academic Development Certificate; or Bilingual, Cross-cultural, Language, and Academic Development Certificate)
- Specialized teaching certification in reading (e.g., Reading Certificate or Reading and Language Arts Specialist Certificate)
- Experience writing or reviewing test items for standardized tests, especially tests for EL students in kindergarten through grade twelve
- Current experience administering the ELPAC
- Previous experience administering the CELDT

Selections were made to ensure representation from different cultural and linguistic groups, various-sized local educational agencies (LEAs), county offices of education, and different geographical regions of the state. ETS and SCOE made preliminary selections, which were reviewed by the CDE, adjusted as needed, and then approved. Twenty-one educators were selected for item writer training, along with 14 alternates. Three participants were absent on the day of the meeting, for a total of 18 participants attending the item writer training. Thirty-nine educators were selected for Item Review Panels (Content Review Panels and Bias and Sensitivity Panels), along with 40 alternates. All 39 participants were in attendance.

[Table 2.1](#) shows the educational qualifications, present occupation, and credentials of the individuals who participated in an ELPAC item writer training or item review panel.

**Table 2.1 ELPAC Item Writer Training (IWT) and Item Review Panel (IRP) Qualifications, by Meeting Type and Total**

Category	Type	IWT	IRP	Total
Occupation	Classroom teacher	5	14	19
Occupation	English learner or literacy specialist or coach	9	17	26
Occupation	School administrator	4	1	5
Occupation	LEA or county office employee	0	7	7
Highest degree earned	Bachelor's degree	1	7	8
Highest degree earned	Master's degree	16	26	42
Highest degree earned	Doctorate	1	6	7
K–12 teaching credential	Elementary Teaching (multiple subjects)	13	23	36
K–12 teaching credential	Secondary Teaching (single subject)	4	15	19
K–12 teaching credential	Special Education Teaching	0	1	1
K–12 teaching credential	Language Development Specialist	1	3	4

Table 2.1 (continuation)

Category	Type	IWT	IRP	Total
K–12 teaching credential	English Learner (CLAD, BCLAD)	9	13	22
K–12 teaching credential	Other	7	3	10
Location	Rural	3	8	11
Location	Suburban	7	15	22
Location	Urban	8	16	24

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

SCOE contacted and invited the participants and contacted the alternates as necessary. Alternates were contacted when confirmed participants cancelled and there was sufficient time to fill the opening. Once all participants confirmed, SCOE notified those who were not selected.

## 2.4.2. Item Writing by Educators

Item writer training for California educators was divided into two meetings, each of which lasted two days.

Twenty-one educators were trained to develop items during the item writer training meetings in 2018. Nine educators from K–2 were trained on Monday and Tuesday, October 8 and 9, 2018. Twelve educators from grades three through twelve were trained on Wednesday and Thursday, October 10 and 11, 2018. All four days of item writing were conducted at the Sacramento County Office of Education.

The educators represented a mix of rural, suburban, and urban LEAs based on the location of the local educational agency in which the educator was employed

### 2.4.2.1. Introduction to Item Writing

During each of the two-day meetings, educators received training and then drafted ELPAC items. At the start of day one, a PowerPoint presentation was used to provide information to the educators about topics regarding the ELPAC and item development. Topics covered during the presentation included an overview of the ELPAC, general principles of item development, a review of the 2012 ELD Standards, the overall item development process, and the process for drafting and submitting items. After the PowerPoint presentation, ETS trainers provided educators with examples of task types that are shared across grade levels and grade spans.

ETS trainers facilitated brainstorming sessions, during which educators listed topics that served as a basis for item development. Educators were asked to propose topics for item content that are covered during prior grades to ensure that topics were appropriate. After brainstorming, educators worked as a whole group to assign topics to appropriate grade levels or grade spans. Educators then split up into grade-level groups to draft items corresponding to the topics from their brainstorming session. This pattern was followed for all domains (Listening, Speaking, Reading, and Writing).

### 2.4.2.2. Process

After educators divided into their grade-level groups, ETS trainers provided them with *Item Writing Guidelines for the ELPAC* (CDE, 2018), sample items, and item templates. The *Item Writing Guidelines for the ELPAC* provided details about the type of information that is required when drafting items, such as the length of any Listening stimuli or Reading passages, the number of items within the set, and the types of English language knowledge, skills, and abilities to be assessed by the items.

The sample items were developed by ETS assessment specialists to serve as examples of the task types to be developed. The item templates were Word files that contained areas for entering information. The item templates assured that items were drafted in a standardized manner and that all needed item information was entered. ETS trainers used the *Item Writing Guidelines for the ELPAC*, sample items, and item templates as training materials to provide clear expectations regarding the information needed when drafting each task type, as well as the level of quality that was expected.

All items developed by educators were drafted according to assignments that were given during the item writer training meetings. Educators were not given assignments to be completed after the meetings.

### 2.4.3. Item Writing by Contractors

In 2018, ETS assessment specialists worked with five contractors (i.e., outside item writers) who were fully trained, experienced item writers with a record of developing quality items for other ETS English language assessments. Because there was a limited amount of time to train California educators to develop Listening and Reading sets, ETS contractors developed the Listening task types with relatively long stimuli and the Reading task types with relatively long passages. The focus of the contractors was to develop the following task types:

- *Listening—Listen to a Story*
- *Listening—Listen to an Oral Presentation*
- *Reading—Read a Literary Passage*
- *Reading—Read an Informational Passage*

The contractors delivered all items to a secure ETS server. After ETS confirmed receipt of the files, contractors were prompted to delete the files from their personal devices.

## 2.5. Task Types and Features

### 2.5.1. Task Types

The operational administration of the computer-based Summative ELPAC contained 27 task types. Each task type required a student to perform an activity to elicit information about the student's ELP. Each task type had one or more items that aligned with the 2012 ELD Standards. While the 2012 ELD Standards are organized according to three modes of communication (collaborative, interpretive, and productive communication), federal Title I requirements of the Every Student Succeeds Act (ESSA) of 2015 call for scores to be reported according to the four language domains of Listening, Speaking, Reading, and Writing (ESSA, 200.6[h][1][ii]).

The Listening domain of the Summative ELPAC had five task types, the Speaking domain had six task types, the Reading domain had nine task types, and the Writing domain had seven task types. When a task type required the use of integrated language skills, such as



Listening and Speaking, the task type was classified according to the language skill used to provide the response. For instance, the task type *Summarize an Academic Presentation* required a student to listen to a presentation and then summarize the presentation by speaking to the test examiner. Because the student provided the summary as a spoken response, the task type was classified as a Speaking task type.

The next subsections describe the task types used to assess ELP within each domain of the Summative ELPAC.

### 2.5.1.1. Listening Task Types

Listening task types assessed the ability of an EL to comprehend spoken English (conversations, discussions, and oral presentations) in a range of social and academic contexts. Students listened to a stimulus and then demonstrated their ability to actively listen by answering multiple-choice (MC) questions. Students heard audio recordings of the Listening stimuli. The following are descriptions of the stimuli provided for the five Listening task types for the Summative ELPAC:

- **Listen to a Short Exchange, kindergarten through grade twelve:** Students heard a two-turn exchange between two speakers and then answered a question about the exchange.
- **Listen to a Classroom Conversation, grades one through twelve:** Students heard a multiple-turn conversation between two speakers and then answered three questions about the conversation.
- **Listen to a Story, kindergarten through grade five:** Students heard a multiple-turn conversation between two speakers and then answered three questions about the conversation.
- **Listen to an Oral Presentation, kindergarten through grade twelve:** Students heard an oral presentation on an academic topic and then answered three to four questions about the presentation.
- **Listen to a Speaker Support an Opinion, grades six through twelve:** Students heard an extended conversation between two classmates. In the conversation, one classmate made an argument in support of an opinion or academic topic. After listening to the conversation, students answered four questions.

### 2.5.1.2. Speaking Task Types

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

- **Talk About a Scene, kindergarten through grade twelve:** The student was presented with an illustration of a familiar scene. The test examiner first asked two who-, what-, and when-type questions about the scene. The test examiner then administered two items intended to generate longer responses.
- **Speech Functions, grades two through twelve:** The student state what the student would say in a situation described by the test examiner.

- **Support an Opinion, kindergarten through grade twelve:** The student listened to a presentation about two activities, events, materials, or objects, and was asked to give an opinion about why one was better than the other. At kindergarten, grade one, grade two, and grade span three through five, students viewed a picture of the choices for context and support.
- **Retell a Narrative, kindergarten through grade five:** The student listened to a story that followed a series of pictures, and then the student used the pictures to retell the story.
- **Present and Discuss Information, grades six through twelve:** The student viewed a graph, chart, or image that provided information. The student was prompted to read the information and then asked to respond to two questions. The first question asked for a summary of the information in the graph or chart. The second question asked for the student to state whether a claim was supported or unsupported based on the information in the graph or chart.
- **Summarize an Academic Presentation, kindergarten through grade twelve:** The student listened to an academic presentation while looking at a related picture(s). The student was prompted to summarize the main points of the presentation using the illustration(s) and key terms of the presentation, if provided.

### 2.5.1.3. Reading Task Types

Reading task types assessed the ability of an EL to read, analyze, and interpret a variety of grade-appropriate literary and informational texts. The following are descriptions of the nine Reading task types for the Summative ELPAC:

- **Read-Along Word with Scaffolding, kindergarten:** With scaffolding from the test examiner, the student provided the individual letter names and the initial letter sound for a decodable word. The student then answered a comprehension question about the word.
- **Read-Along Story with Scaffolding, kindergarten:** The student listened and followed along as the test examiner read aloud a literary text accompanied by three pictures for context and support. The student then answered a series of comprehension questions about the story.
- **Read-Along Information, kindergarten:** The student listened and followed along as the test examiner read aloud an informational text accompanied by three pictures for context and support. The student then answered a series of comprehension questions about the information.
- **Read and Choose a Word, grade one:** The student read three words and chose the word that matched a picture.
- **Read and Choose a Sentence, grades one through five:** The student read three or four sentences and chose the sentence that best described a picture.
- **Read a Short Informational Passage, grades one through twelve:** The student read a short informational text and answered MC questions related to the text.
- **Read a Student Essay, grades three through twelve:** The student read an informational essay presented as if written by a peer and answered a set of MC questions related to the essay.

- **Read a Literary Passage, grades one through twelve:** The student read a literary text and answered MC questions related to the text.
- **Read an Informational Passage, grades one through twelve:** The student read an informational text and answered MC questions related to the text.

#### 2.5.1.4. Writing Task Types

Writing task types assessed the ability of an EL to write literary and informational texts to present, describe, and explain information. The following are descriptions of the seven Writing task types for the Summative ELPAC:

- **Label a Picture—Word, with Scaffolding, kindergarten:** With scaffolding from the test examiner, the student wrote labels for objects displayed in a picture.
- **Write a Story Together with Scaffolding, K–2:** With scaffolding from the test examiner, the student collaborated with the test examiner to jointly compose a short literary text by adding letters, words, and a sentence to a story.
- **Write an Informational Text Together, grades one and two:** With scaffolding from the test examiner, the student listened to a short informational passage and then collaborated with the test examiner to jointly compose a text about the passage by writing a dictated sentence and an original sentence about the topic.
- **Describe a Picture**
  - **Grades one and two:** The student looked at a picture and wrote a brief description about what was happening.
  - **Grades three through twelve:** The student looked at a picture and was prompted to examine a paragraph written by a classmate about what was happening in the picture. The student was asked to expand, correct, and combine different sentences written by a classmate before completing the final task of writing a sentence explaining what the students will do next.
- **Write About an Experience, grades one through twelve:** The student was provided with a common topic, such as a memorable classroom activity or event, and was prompted to write about the topic.
- **Write About Academic Information, grades three through twelve:** The student interpreted academic information from a graphic organizer created for a group project and answered two questions about it.
- **Justify an Opinion, grades three through twelve:** The student was asked to write an essay providing a position and appropriate supporting reasons about a school-related topic.

## 2.6. Item Review Process

Before Summative ELPAC items were designated as field-test ready, the draft versions underwent a thorough ETS internal review process, including two content reviews, a fairness review, and an editorial review; external reviews by item review panels; and a CDE review and final approval. This section describes the review process.

### **2.6.1. ETS Content Review**

On all items ETS developed, content-area assessment specialists conducted two content reviews of items and stimuli. Assessment specialists verified that the items and stimuli were in compliance with ETS' written guidelines for clarity, style, accuracy, and appropriateness for California students as well as in compliance with the approved item specifications.

Assessment specialists reviewed each item in terms of the following characteristics:

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

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

### **2.6.2. ETS Editorial Review**

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

### **2.6.3. ETS Sensitivity and Fairness Review**

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

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

- Cultural diversity
- Diversity of background, cultural tradition, and viewpoints to be found in the test-taking populations
- Changing roles and attitudes toward various groups
- Role of language in setting and changing attitudes toward various groups
- Contributions of diverse groups (including ethnic and minority groups, individuals with disabilities, and women) to the history and culture of the United States and the achievements of individuals within these groups
- Item accessibility for EL students

All items drafted by California educators and ETS contractors went through internal ETS reviews, including two content reviews, an editorial review, and a fairness and sensitivity review. The items were then submitted to the CDE for review and approval. [Table 2.2](#) shows the number of items that were developed in 2018–2019.

**Table 2.2 Number of Field Test Items Developed in 2018–2019**

Domain	K	1	2	3–5	6–8	9–10	11–12	Total
Listening	15	23	22	12	12	17	0	101
Speaking	6	4	6	9	7	19	6	57
Reading	11	24	26	21	23	22	23	150
Writing	11	10	11	4	6	8	4	54
<b>Total</b>	<b>43</b>	<b>61</b>	<b>65</b>	<b>46</b>	<b>48</b>	<b>66</b>	<b>33</b>	<b>362</b>

A total of 362 items were presented for educator reviews as described in the next subsection.

#### 2.6.4. California Educator Review

Each newly developed item was reviewed during the Item Review Panel meetings, which was comprised of two educator meetings: a Content Review Panel meeting that was held from February 12–13, 2019, and a Bias and Sensitivity Review Panel meeting that was held from February 14–15, 2019. Thirty-nine educators participated in the meetings, which took place at the Sacramento County Office of Education.

Two trainings for the panel participants were conducted during the meetings and prior to the item reviews. The 21 educators serving on the Content Review Panel were trained on February 12, 2019. The 18 educators serving on the Bias and Sensitivity Review Panel were trained on February 14, 2019. The educators at each meeting were divided into three panels: one panel for K–2 items, one for grades three through eight items, and the other for grades nine through twelve items. Seven educators served on each of the Content Review Panels and six educators served on each Bias and Sensitivity Review Panel.

During the Content Review Panel meeting, California educators considered whether each item would appropriately measure the aligned standard(s), was appropriate for the designated grade level or grade span, and was presented clearly and effectively. MC items were also reviewed to ensure that each one had a single best key and distractors that were all plausible yet wrong. In addition, CR items were reviewed to make sure that each prompt would elicit a response that allowed students to demonstrate their language abilities, as described by the 2012 ELD Standards (CDE, 2014a).

During the Bias and Sensitivity Review Panel meeting, educators considered whether each item was free of content that was potentially biased against, or offensive to, any identified group, such as students from other countries or students who are deaf or hard of hearing. If an item contained potentially biased or offensive content, the educators considered whether the item could be revised to remove the potentially biased or offensive content.

Educators at both the Content Review Panel meeting and the Bias and Sensitivity Review Panel meeting had the option of making one of three decisions regarding each item: approve the item as is, approve the item with revisions, or reject the item. Whenever an item was approved with revisions, educators specified the revisions needed to text or images and the reasons for the proposed revisions.

[Table 2.3](#) provides the status of the items after the 2019 Item Review Panel meetings.

**Table 2.3 Status of Items After the 2019 Item Review Panel Meetings**

<b>Grade Level or Grade Span</b>	<b>Approved As Is</b>	<b>Approved with Revisions</b>	<b>Rejected</b>
Kindergarten	11	32	0
1	16	45	0
2	0	61	4
3–5	3	43	0
6–8	2	46	0
9–10	9	53	4
11–12	1	32	0
<b>Total:</b>	<b>42</b>	<b>312</b>	<b>8</b>

After the educator meetings, CDE staff reviewed the proposed revisions and made final decisions as to whether each educator’s proposed revisions should be implemented. ETS assessment specialists then applied the CDE-approved revisions. After the items were revised, CDE staff confirmed that revisions were entered correctly and approved the items for use as field test items. In 2019, 98 percent of the 362 items were approved. Educators enhanced the quality of the item pool by providing suggestions for revising items during Content Review Panel meetings and Bias and Sensitivity Review Panel meetings.

## 2.7. Test Assembly

ETS assessment specialists assembled the Summative ELPAC, which was reviewed and approved by the CDE. This process began with the creation of test development specifications, which described the content characteristics, psychometric characteristics, and quantity of items to be used in the operational 2019–2020 Summative ELPAC. ETS created the test development specifications that the CDE reviewed and approved.

After the test development specifications were approved, ETS assessment specialists assembled the tests in the Item Banking Information System (IBIS) according to the specifications. IBIS then generated form planners, which are spreadsheets containing essential item information such as the number of items, the alignment of items according to the 2012 ELD Standards, the keys to MC items, and the item statistics. ETS assessment specialists and psychometricians reviewed the form planners before they were delivered to the CDE for review. The CDE reviewed and approved the form planners after ETS revised the form planners as needed.

### 2.7.1. Test Forms

Each grade and grade span of the 2019–2020 Summative ELPAC had a form with operational items only and field test forms that contained both operational items and embedded field test items. Form 1 contained operational items only, while Forms 2, 3, 4, 5, and 6 had operational items and embedded field test items. Form 1 was developed for each of the seven grades and grade spans: kindergarten, grade one, grade two, grade span three through five, grade span six through eight, grade span nine and ten, and grade span eleven and twelve. ETS created a variant of Form 1 that contained twinned items for braille to which students who required the braille accommodation were routed.

[Table 2.4](#) provides an overview of the number of operational items and points by domain and grade.

**Table 2.4 Overview of Operational Items and Points by Domain and Grade Level**

<b>Domain</b>	<b>K</b>	<b>K</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3–5</b>	<b>3–5</b>	<b>6–8</b>	<b>6–8</b>	<b>9–10</b>	<b>9–10</b>	<b>11–12</b>	<b>11–12</b>
	<b>Items</b>	<b>Points</b>	<b>Items</b>	<b>Points</b>	<b>Items</b>	<b>Points</b>	<b>Items</b>	<b>Points</b>	<b>Items</b>	<b>Points</b>	<b>Items</b>	<b>Points</b>	<b>Items</b>	<b>Points</b>
Listening	20	20	22	22	22	22	22	22	22	22	22	22	22	22
Speaking	9	22	9	22	12	28	12	30	12	30	12	30	12	30
Reading	14	17	21	21	26	26	26	26	26	26	26	26	26	26
Writing	8	12	7	17	6	17	6	17	6	17	6	17	6	17
<b>Total:</b>	<b>51</b>	<b>71</b>	<b>59</b>	<b>82</b>	<b>66</b>	<b>93</b>	<b>66</b>	<b>95</b>	<b>66</b>	<b>95</b>	<b>66</b>	<b>95</b>	<b>66</b>	<b>95</b>



All items that were selected for the operational form (Form 1) were drawn from Form F1 of the fall 2019 ELPAC Summative ELPAC field test. After Form 1 for each grade span was assembled, the embedded field test forms were assembled. Five additional forms with embedded field test and vertical linking items (Forms 2–6) were developed for grade spans three through five, six through eight, nine and ten, and eleven and twelve. Four forms with embedded field test items—Forms 2–5—were developed for grade levels kindergarten, one, and two.

Due to the unique circumstances related to the transition from the fall 2019 field test to the 2020 spring administration, the 2019–2020 Summative ELPAC administration differed from anticipated regular annual administrations in two ways:

1. The field test forms for grade levels one through twelve included vertical linking items in addition to embedded field test items.
2. Writing field test forms were not developed for grade levels kindergarten, one, and two.

During the 2019–2020 Summative ELPAC administration, the field test forms were used to field test new items at all grades and grade spans; and administer vertical linking items at grade levels one through twelve. The purpose of the embedded field test items was to refresh the operational Summative ELPAC.

The embedded field test items from the 2019–2020 Summative ELPAC were available for use as operational items beginning with the 2020–2021 administration. The vertical linking items were placed in the field test forms to perform analyses to support the vertical scale, if needed, due to the transition from paper–pencil to computer-based administration. Had there been issues, the vertical linking items would have been used to confirm the relationship between scores on tests at adjacent grade levels and grade spans. Fortunately, no issues were encountered and analysis of the vertical linking items was not needed.

There was only one Writing form each for grade levels kindergarten through two. The kindergarten Writing form contained operational items only, while the grade one and grade two Writing forms each contained operational items plus vertical linking items, which were administered to all students at those grades. In addition, the grade one and grade two Writing forms contained a *Writing–Write About an Experience* item, which was the first time this task type appeared at these grade levels operationally. This modification was part of the updates made to the Summative ELPAC test blueprints with the transition to computer-based administration.

The grade one Writing form contained four vertical linking items and the grade two Writing form contained two vertical linking items to support vertical scale analyses. The development of one Writing form for kindergarten, grade one, and grade two streamlined the development of scannable paper-based testing materials during the relatively short test-development cycle of this transition year.

The embedded field test and vertical linking items were developed for each grade level and grade span as Forms 2, 3, 4, 5, and 6. Each of these forms included all the items from the approved operational form (Form 1) plus field test (FT) and vertical linking (VL) items from only one domain, as described in [table 2.5](#).

**Table 2.5 Organization of 2019–2020 Summative ELPAC Test Forms**

<b>Form Number</b>	<b>Listening</b>	<b>Speaking</b>	<b>Speaking DEI*</b>	<b>Reading</b>	<b>Writing</b>
Form 1	Operational items only	Operational items only	Operational items only	Operational items only	Operational items only at K and grades 3–12; operational items + VL items at grades 1 and 2
Form 1B (braille variant of Form 1)	Braille twins + operational items	Braille twins + operational items	Braille twins + operational items	Braille twins + operational items	Braille twins + operational items
Form 2	Form 1 Items + Embedded FT Items + VL Items	Form 1 items	Form 1 items	Form 1 items	Form 1 items
Form 3	Form 1 items	Form 1 items + embedded FT items + VL items	Form 1 items + embedded FT items + VL items	Form 1 items	Form 1 items
Form 4	Form 1 items	Form 1 items	Form 1 items	Form 1 items + embedded FT items + VL items	Form 1 items
Form 5	Form 1 items	Form 1 items	Form 1 items	Form 1 items + embedded FT items + VL items	Form 1 items
Form 6	Form 1 items	Form 1 items	Form 1 items	Form 1 items	Form 1 items + embedded FT items + VL items (grades 3–12 only)

\* Speaking DEI items are those Speaking items for which test examiners use the Data Entry Interface (DEI) to enter student scores. Each Speaking item has a student-facing item, represented in the *Speaking* column, and a corresponding Speaking DEI item for data entry.

[Table 2.6](#) shows the number of embedded field test items that appeared in the 2019–2020 Summative ELPAC by domain and grade level or grade span.

**Table 2.6 Number of Embedded Field Test Items in the 2019–2020 Summative ELPAC**

Domain	K	1	2	3–5	6–8	9–10	11–12	Totals
Listening	6	8	8	7	10	10	10	59
Speaking	4	3	3	4	4	4	4	26
Reading	7	11	14	19	16	18	18	103
Writing	0	0	0	3	3	3	3	12
<b>Total:</b>	<b>17</b>	<b>22</b>	<b>25</b>	<b>33</b>	<b>33</b>	<b>35</b>	<b>35</b>	<b>200</b>

The total number of items field tested was 200, which included 59 Listening items, 26 Speaking items, 103 Reading items, and 12 Writing items. The embedded field test items had two distinct sources: some were converted items from the paper–pencil 2017–2018 Summative ELPAC, and others were approved field-test ready items that had not yet been field tested.

Preference for field test slots was given to task types that were targeted for the 30 percent refresh of the 2020–2021 Summative ELPAC. Items that were used as embedded field test items in the 2019–2020 Summative ELPAC were available for use as operational items as early as the 2020–2021 Summative ELPAC administration.

[Table 2.7](#) presents the number of vertical linking items that appeared in the 2019–2020 Summative ELPAC by domain and grade or grade span.

**Table 2.7 Number of Vertical Linking Items in the Field Test Forms**

Domain	K	1	2	3–5	6–8	9–10	11–12	Totals
Listening	0	6	5	5	6	7	7	36
Speaking	0	2	3	3	3	3	3	17
Reading	0	7	9	8	9	9	9	51
Writing	0	4	2	2	2	2	2	14
<b>Total:</b>	<b>0</b>	<b>19</b>	<b>19</b>	<b>18</b>	<b>20</b>	<b>21</b>	<b>21</b>	<b>118</b>

The total number of vertical linking items was 118, which included 36 Listening items, 17 Speaking items, 51 Reading items, and 14 Writing items. The vertical linking items were items that were used as operational items at the grade level or grade span below the student’s enrolled grade. For example, grade one students had vertical linking items that were used as K operational items. Similarly, grade two students had vertical linking items that were used as grade one operational items and so on with each grade level and grade span. No vertical linking items were administered at K because items were drawn from the grade level or grade span below.

The vertical linking items were included in the test forms as a precaution in case they were required to support the vertical scale; ultimately, the items were not needed. These items were not used to generate operational scores.

Assessment specialists at ETS developed form planners showing the number of items to be administered at each grade level and domain. The form planners underwent standard ETS reviews, including a psychometric review, a content review, a fresh-perspective review, and

an editorial review before items were exported to Cambium Assessment, Inc. (CAI), the test delivery system vendor.

### 2.7.2. Forms with Accessibility Features

Items that appeared in the 2019–2020 Summative ELPAC had a full set of accessibility resources as described in *ELPAC Accessibility Resources for Operational Testing* (ETS, 2019a). The 2019–2020 Summative ELPAC had the full set of universal tools, designated supports, and accommodations that were available in the test delivery system. Descriptions of these features are provided in subsection [3.3 Universal Tools, Designated Supports, and Accommodations for Students with Disabilities](#). [Table 3.B.1](#) in [appendix 3.B](#) lists the available accommodations and student usage.

Assessment specialists from ETS’s Accessibility and Alternate Formats team reviewed the 2019–2020 Summative ELPAC and collaborated with content staff to determine appropriate adaptations and ensure that appropriate content to support the accommodations was created and uploaded in IBIS. The accessibility resources were imported into the Test Delivery System, along with other item content, and prepared for online delivery. ETS checked the accessibility resources to ensure that they functioned correctly during the UAT process. Any needed revisions to accessibility resources that were identified during UAT were applied prior to the release of the 2019–2020 Summative ELPAC.

### 2.7.3. Psychometric Review

The ETS Psychometric Analysis & Research (PAR) group reviewed the operational test form (Form 1), for each grade level and grade span, to ensure that each form met the psychometric criteria and was aligned with the computer-based Summative ELPAC blueprint. PAR also reviewed forms two through six, which included field test items, to ensure that these conformed to the *Test Development Specifications for the 2019–2020 Summative ELPAC* (ETS, 2019b).

The following criteria were used to review the operational forms:

- Do the forms align with the Summative ELPAC blueprints?
- Do item statistics meet the psychometric criteria? Criteria include the following:
  - *P*-values are between 0.20 and 0.95.
  - Item-total correlations are greater than 0.15.
  - Items flagged for C-DIF—differential item functioning—are used only as necessary to meet the test blueprint and with CDE approval.
  - Item response theory (IRT) *a*-parameter estimates are positive values and have standard errors of 0.3 or less.
  - IRT *b*-parameter estimates are within the range of -4.0 to +4.0.

The following questions were asked when reviewing the field test forms:

- For each grade level or grade span, do the forms contain all of the items from the operational forms?
- Do the forms have the number of field test items designated in the test development specifications?

- As shown in [table 2.7](#), do the field test forms have the appropriate corresponding vertical linking items for that domain?
  - As described in the footnote for [table 2.7](#), vertical linking items for each grade level or grade span were chosen for each domain from the previous grade level or grade span. The exception was kindergarten, which did not include vertical linking items.

Psychometricians reviewed one operational form and all field test forms, if applicable, for each grade level and grade span. The number of items reviewed are shown in [table 2.4](#), [table 2.6](#), and [table 2.7](#).

The number of items and total score points for each task type were aggregated within each domain. These summary counts were then compared with the associated values in the blueprint. The psychometricians determined that each of the six forms contained enough items and score points, across task types, to meet the form requirements specified by the Summative ELPAC blueprint.

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

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

As the Summative ELPAC transitions completely from paper–pencil to computer-based administration, the item bank will be supplemented with items that have IRT parameter estimates based on the computer administrations of these tests. Therefore, a few items with out-of-range parameter estimates were kept in the forms because no replacements were available. For example, there was a Reading item in grade span eleven and twelve that, in the final form, had a *b*-parameter estimate of 6.11, which was outside the recommended range of  $\pm 4.0$ . Given the limited number of available items for these grade spans, they were kept in the final forms. It is anticipated that future field-testing of items will resolve the item bank limitations, allowing the items to be replaced.

#### **2.7.4. California Department of Education Review**

The CDE used a three-stage gatekeeper process to review all test materials. Test materials for review and approval by the CDE included form planners, *Directions for Administration* (DFAs), K–2 Writing Answer Books, student-facing items in the test delivery system, and DEI items for the entry of Speaking scores. All test materials were approved before they were posted for use.

For the reviews of form planners, DFAs, and K–2 Writing Answer Books, ETS initiated the review by submitting materials to the CDE via the gatekeeper system, along with the criteria for the review. CDE consultants performed the initial review and returned comments and requests for revisions to ETS. ETS staff then revised the materials as requested and returned them to the CDE consultants, who reviewed the updated materials. If the test materials needed additional revisions, they were returned to ETS for further modifications.

Once CDE consultants found the test materials met the review criteria, the CDE consultants submitted the test materials to the CDE administrator for approval. Test materials that were approved with revisions were revised by ETS and resubmitted for approval. Test materials that were not approved needed significant revisions and had to be submitted to the consultants again before they could be resubmitted to the CDE administrator for approval.

For the reviews of student-facing items for the test delivery system and the DEI items for the entry of Speaking scores, CDE staff conducted a two-stage user acceptance testing. During the first stage, CDE staff reviewed the computer-based content and entered any needed revisions in a log. CAI and ETS Assessment and Learning Technology Research & Development (ALTRD) staff updated the items based on the comments and provided them to CDE staff for a second review. All issues with the computer-based items were resolved before they were approved for administration.

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

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## Chapter 3: Test Administration

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This chapter provides the details of administering the operational administration of the computer-based Summative English Language Proficiency Assessments for California (ELPAC), as well as test security, accessibility resources, participation, and demographic summaries.

### 3.1. Test Administration

The expected operational administration of the computer-based Summative ELPAC testing window was February 1 through May 31, 2020. However, most of the schools in California halted in-person instruction after March 13, 2020. Then, on March 18, 2020, Governor Gavin Newsom signed an order suspending standardized testing for all students in California (Office of Governor Gavin Newsom, 2020). As a result, an additional, optional testing window was offered in fall 2020; this is discussed in [chapter 10](#). All other content of this technical report discusses and analyzes only the spring 2020 administration of the Summative ELPAC.

#### 3.1.1. Means

In accordance with the procedures for all California assessments, LEAs designated trained test examiners for the Summative ELPAC in the secure Test Operations Management System (TOMS). ETS provided LEA staff with the appropriate training materials, such as test administration manuals, videos, and webcasts, to ensure that the LEA staff and test examiners understood how to administer the computer-based Summative ELPAC.

The Summative ELPAC was designed for one-on-one administration between a single student and a test examiner for kindergarten through grade two (K–2) in the Listening, Reading, and Speaking domains; and group administration for grades three through twelve in the Listening, Reading, and Writing domains. The exceptions for group administration were the Speaking domain, which was administered one-on-one for all grades, and the Writing domain, which had an optional group administration for grade two.

#### 3.1.2. Platform

For the 2019–2020 Summative ELPAC administration, students were provided with a computer or other electronic device on which to take the assessment. The computer-based Summative ELPAC used the same secure browser and online testing platform as the California Assessment of Student Performance and Progress (CAASPP). Test examiners used a separate computer or other electronic device from which to access the Test Administrator Interface and manage the testing session.

Paper–pencil tests, also called “emergency forms,” were available for a local educational agency (LEA) if a site had an emergency that prevented test examiners from accessing the computer-based tests, as well as for students whose individualized education program (IEP) or Section 504 plan required paper–pencil test materials, including braille and large-print. The LEA was required to submit a request for these materials and get California Department of Education (CDE) approval prior to testing. Materials were shipped only after the CDE’s approval had been secured.

#### 3.1.3. Materials

Test examiners were required to use the *Directions for Administration (DFAs)*, housed securely in TOMS, to administer tests to students. For K–2, there was a combined *DFA* for

the Listening, Speaking, Reading, and Writing domains. For grades three through twelve, there was a combined *DFA* for the Listening, Reading, and Writing domains and a separate *DFA* for the Speaking domain.

A student score sheet was provided as the last page of the K–2 *DFA* and as the last page of the grades three through twelve Speaking domain *DFA*. Use of the scoring sheet was optional; the test examiner could use it to record a student’s Speaking scores manually. These student scores could later be entered into the Data Entry Interface (DEI). Alternatively, the test examiner could enter the student’s Speaking scores into the DEI while administering the test.

LEAs that administered the paper-based K–2 Writing domain were provided with pre-identification labels and group identification sheets and were asked to return paper-based materials at least twice a month.

### 3.1.4. Score Reporting

Individual student scores, school-level scores, and Student Score Reports (SSRs) for the Summative ELPAC were available to test sites and LEAs through TOMS. The SSRs were available in English and in the student’s primary language if that language was Spanish, Vietnamese, Filipino, Mandarin, or Cantonese.

## 3.2. Administration and Scoring Training

The Sacramento County Office of Education (SCOE) provided trainings across the state to LEA and site ELPAC coordinators. These trainings provided a hands-on opportunity for participants to learn about and ask questions regarding ELPAC administration. SCOE also provided training for test examiners who administered the Speaking and Listening domains.

Every LEA in California was required to send a trainer to the all-day, CDE-sponsored, statewide 2019–2020 Summative ELPAC Administration and Scoring Training (AST), which employed the “training-of-trainers” model. The training covered the test administration of all grade levels and grade spans as well as all domains.

To increase efficiency for LEAs participating in the fall 2019 field test, the fall 2019–20 Summative ELPAC trainings fulfilled the training requirements for both the field test and operational Summative administrations.

An online Moodle training site was developed as a restricted site that could be accessed only by LEA ELPAC coordinators, LEA lead trainers, ELPAC test examiners, and others requiring general training in the administration of the ELPAC. (Moodle is a free, learning-management, open-source software.) The site contained all resources needed to conduct a training, such as training presentations, along with the presenters’ scripts.

### 3.2.1. Goals

The goals of the 2019–2020 Summative ELPAC AST were as follows:

1. Standardize the administration of the ELPAC domains (i.e., Listening, Speaking, Reading, and Writing)
2. Train LEA trainers to score the Speaking items accurately and reliably so as to be able to train test examiners locally to administer and score the ELPAC
3. Train LEA trainers to administer the ELPAC using the computer-based platform

Most of the training day was spent on the administration and scoring of the Speaking domain. Extensive training was provided because Speaking scores were given in the moment by test examiners, so the standardization of the scoring was critical. Refer to subsection [4.3.2 Scorer Training for Speaking](#) for details about this aspect of the training.

### 3.2.2. Locations

The Summative ELPAC AST trainings were held at 23 locations throughout California from September through November 2019. All participants completing the Summative ELPAC AST were sent, via email, certificates of completion.

Of the 23 statewide trainings planned, the first 10 were dedicated to the LEAs participating in the field test and were distributed across the state covering northern, central, and southern California, as well as the San Francisco Bay Area. Non-field-testing LEAs registered to attend subsequent trainings.

A total of 2,921 educators attended, representing a total of 2,316 LEAs (refer to [table 3.1](#)).

**Table 3.1 2019 AST Training**

2019 Date	Location	Attended
September 30	Sacramento	173
October 1	Sacramento	142
October 2	Santa Rosa	115
October 3	San Jose	153
October 4	Madera	169
October 7	Montebello	174
October 8	San Bernardino	146
October 9	Long Beach	133
October 10	San Diego	150
October 11	Burbank	137
October 17	Newhall	37
October 21	Norco	89
October 23	Anaheim	127
October 28	Concord	120
October 29	Redwood City	64
October 30	San Jose	109
October 31	Sacramento	166
November 5	Visalia	132
November 6	Montebello	147
November 8	San Diego	128
November 12	Pomona	87
November 13	Burbank	157
November 14	Santa Barbara	66
<b>Total:</b>	<b>N/A</b>	<b>2,921</b>

An additional 120 LEAs were trained at regional trainings sponsored by county offices of education (COEs). There were 28 regional trainings held by 15 COEs throughout the state.

SCOE sold training materials on a cost-recovery basis to these COEs for their regional trainings to standardize all trainings.

LEAs not registered for trainings were emailed weekly throughout the training window reminding them of the training requirement. Once training was completed in November, all LEAs that did not attend a statewide training were sent emails reminding them to register and attend a regional training opportunity. LEAs that did not attend a statewide training were asked to notify SCOE through the registration web site that they were attending a regional training. Three hundred and ten LEAs had no participation data available, indicating they did not attend one of the statewide or regional training sessions. The list of LEAs that did not attend training was provided to the CDE.

The CDE either emailed or phoned each of those LEAs that had not completed training, asking the LEA to notify SCOE. These LEAs were to complete or plan to complete a memorandum of understanding that would allow the LEA to have a trained staff member from another LEA or county office to either provide local training to staff or administer the Summative ELPAC if a new student arrived during the LEA's testing window.

### 3.2.3. Agenda

What follows is the AST agenda. Section 1 refers to general test administration. Sections 2–7 focus on scoring the Speaking domain.

- Section 1—Overview and Test Administration
  - Welcome and introductions
  - Overview of the computer-based ELPAC (video)
  - Test administration
  - Overall administration
  - Group administration, grades three through twelve: Reading, Writing, and Listening (video)
  - Tutorials for a tool to determine a student's technology readiness (grades two through twelve)
  - Overview of Speaking
    - Speaking DFA
    - Overall rules of audio capture
    - Use of mouse and touchscreen
    - Use of score sheet
    - Data Entry Interface (DEI) (entering scores)
- Section 2—Talk About a Scene (Kindergarten [K] through grade twelve)
- Section 3—Speech Functions (grade levels two through twelve)
- Section 4—Support an Opinion (K through grade two)
- Section 4—Support an Opinion (grade levels three through twelve)
- Section 5—Retell a Narrative (K through grade five)
- Section 6—Present and Discuss Information (grade levels six through twelve)
- Section 7—Summarize an Academic Presentation (K through grade five)
- Section 7—Summarize an Academic Presentation (grade levels six through twelve)
- Section 8—K Through Grade Two Administration of Reading, Writing, and Listening

### 3.2.4. Materials on the Moodle Training Site

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

To establish consistency in statewide local training, training materials were developed and provided to all LEAs. Each person attending training received a printed training binder with access to a PDF provided on the secure Moodle site. Participants were also provided with administration training videos and training presentations, with scripts posted on Moodle for LEA trainers to use for their local training of test examiners. The training materials were primarily focused on scoring the Speaking task types.

The Moodle site contained all resources needed to conduct an LEA test examiner training session, such as downloadable training manuals, training presentations, training videos, scoring rubrics, and training and calibration quizzes for Speaking scoring. LEA trainers downloaded materials to prepare for their training sessions and shared access to the site with the test examiners within the LEA. Test examiners used the site to review training materials and to calibrate in preparation for Speaking scoring.

To access the ELPAC Moodle training site for 2019–2020 training materials, LEA users required individual user accounts. Each LEA had its own district group; the LEA ELPAC coordinator was issued a unique enrollment key for the training course and could view the results of the quizzes taken by test examiners, to monitor scoring calibration.

Training materials are described in the next subsections.

#### 3.2.4.1. Training Binders

A Summative ELPAC AST binder was provided to participants in the training; binders may have included video resources. Materials included the following:

- **Section 1—Introduction and Test Administration**
  - Overview of the program
  - Contact information
  - Preparing for the computer-based ELPAC administration technology requirements
  - Test administration for a group and individual students
  - Accessibility for the computer-based ELPAC
  - Rubrics, alignment to the standards cards, and *Data Entry Interface User's Guide*
  - Other logistics including Moodle Training Site
- **Section 2—Talk About a Scene**
  - Prompting and scoring guidelines
  - Rubrics
  - Each scene for each grade level and grade span
  - Test questions and anchor charts

- **Section 3—Speech Functions**
  - Prompting and scoring guidelines
  - Rubrics
  - Anchors, with more than 96 audio tracks as samples for training and calibration
- **Section 4—Support an Opinion**
  - Prompting and scoring guidelines
  - Rubrics
  - Anchors, with more than 130 audio tracks as samples for training and calibration
- **Section 5—Retell a Narrative**
  - Prompting and scoring guidelines
  - Rubric
  - Anchors, with more than 108 audio tracks as samples for training and calibration
- **Section 6—Present and Discuss Information**
  - Prompting and scoring guidelines
  - Rubrics
  - Anchors, with more than 96 audio tracks as samples for training and calibration
- **Section 7—Summarize an Academic Presentation**
  - Prompting and scoring guidelines
  - Rubrics
  - Anchors, with more than 336 audio tracks as samples for training and calibration
- **Section 10—K–1 Administration**
  - Video: Kindergarten through Grade One Reading, Listening, and Writing Administration
  - Video: Grade Two



### 3.2.4.2. Training Videos

Ten test administration videos were created and presented during statewide training to launch the new computer-based ELPAC; these were made available with the other training materials. Videos were recorded using teachers and students administering the ELPAC on the new computer-based platform. Videos used are listed in [table 3.2](#).

**Table 3.2 Available Scoring Training Videos**

Video Topic	Description
<b>Kindergarten Through Grade One Reading, Listening, and Writing Administration</b>	The narrated video captures a student in kindergarten or grade one being administered the computer-based ELPAC one-on-one using the user acceptance testing (UAT) environment of the training test. The presentation includes information about the test examiner’s knowledge of use of tools and navigation of the tools.
<b>Grade Two</b>	The video includes information about the one-on-one computer-based Reading and Listening tests and the administration of the paper-based Writing test.
<b>Reading, Writing, and Listening (grades three through twelve)</b>	The narrated video captures students in a group administration session of the computer-based Summative ELPAC using the UAT environment of the training test.
<b>Speaking Administration Overview</b>	The video captures a student’s one-on-one administration of the full computer-based Speaking test, including all task types, using the training test UAT environment. It includes use of the Speaking <i>DFA</i> , the recording of scores during administration, and the entry of scores into the DEI.
<b>Talk About a Scene</b>	The narrated video captures a student being administered a <i>Talk About a Scene</i> set of items. This video includes the practice question and modeling, pointing guidelines, prompting and scoring guidelines, a rubric overview, use of the Speaking <i>DFA</i> , and additional computer platform talking points.
<b>Speech Functions</b>	The narrated video captures a student being administered a set of <i>Speech Functions</i> items. This video includes the practice question and modeling, pointing guidelines, prompting and scoring guidelines, rubric overview, use of the Speaking <i>DFA</i> , and additional computer platform talking points.
<b>Support an Opinion</b>	The narrated video includes two subsections coinciding with the two rubrics. The video captures a student who could be in K–2 being administered a set of <i>Support an Opinion</i> items; and a student who could be in grades three through twelve being administered a set of items. This video includes pointing guidelines, prompting and scoring guidelines, a rubrics overview, use of the Speaking <i>DFA</i> , and additional computer platform talking points.

Table 3.2 (continuation)

Topic	Description
<b>Retell a Narrative</b>	The narrated video captures a student who could be in K–2 being administered a set of <i>Retell a Narrative</i> items; and a student who could be in grades three through twelve being administered a set of items. This video includes pointing guidelines, prompting and scoring guidelines, a rubric overview, use of the Speaking <i>DFA</i> , and additional computer platform talking points.
<b>Present and Discuss Information</b>	The narrated video captures a student who could be in grades six through twelve being administered a <i>Present and Discuss Information</i> item. This video includes pointing guidelines, prompting and scoring guidelines, a rubric overview, use of the Speaking <i>DFA</i> , and additional computer platform talking points.
<b>Summarize an Academic Presentation</b>	The narrated video captures a student being administered a <i>Summarize an Academic Information</i> item. This video includes pointing guidelines, prompting and scoring guidelines, a rubric overview, use of the Speaking <i>DFA</i> , and any additional computer platform talking points.

### 3.2.4.3. Training Presentations

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

[Table 3.3](#) includes a list of the training presentations available to LEAs.

**Table 3.3 Available Training Presentations**

Binder Section	Training Presentations
Section 1	Introduction and Test Administration Training Presentation
Section 2	<i>Talk About a Scene</i> Training Presentation
Section 3	<i>Speech Functions</i> Training Presentation
Section 4	<i>Support an Opinion</i> Training Presentation
Section 5	<i>Retell a Narrative</i> Training Presentation
Section 6	<i>Present and Discuss Information</i> Training Presentation
Section 7	<i>Summarize an Academic Presentation</i> Training Presentation
Section 8	K–2 Administration of Reading-Writing-Listening

### 3.2.4.4. Calibration Quizzes

To give test examiners an opportunity to refresh and test their knowledge prior to administering the Summative ELPAC, the online training site included more than 69 training and calibration quizzes with more than 750 audio samples.

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

For items that included artwork, such as *Retell a Narrative* and *Present and Discuss Information*, the picture stimulus was included in the quiz for the test examiner’s reference while listening to the audio. A replay feature allowed the test examiner to replay the audio as necessary.

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

[Table 3.4](#) shows a list of the training and calibration quizzes by task type created and posted to the Moodle training site.

**Table 3.4 Training and Calibration Quizzes by Task Type**

<b>Task Type</b>	<b>Training Quizzes</b>	<b>Calibration Quizzes</b>
<i>Talk About a Scene</i>	<ul style="list-style-type: none"> <li>• Kindergarten video quiz</li> <li>• Grade 1 video quiz</li> <li>• Grade 2 video quiz</li> <li>• Grades 3–5 video quiz</li> <li>• Grades 6–8 video quiz</li> <li>• Grades 9–10 video quiz</li> <li>• Grades 11–12 video quiz</li> </ul>	[None]
<i>Speech Functions</i>	<ul style="list-style-type: none"> <li>• Grades 2–12</li> <li>• Grades 2–5</li> <li>• Grades 6–8</li> <li>• Grades 9–12</li> </ul>	<ul style="list-style-type: none"> <li>• Grades 2–12</li> <li>• Grades 2–5</li> <li>• Grades 6–8</li> <li>• Grades 9–12</li> </ul>
<i>Support an Opinion</i>	<ul style="list-style-type: none"> <li>• Grades K–2</li> <li>• Grades 3–5</li> <li>• Grades 6–8</li> <li>• Grades 9–12</li> <li>• Grades 3–12</li> </ul>	<ul style="list-style-type: none"> <li>• Grades K–2</li> <li>• Grades 3–5</li> <li>• Grades 6–8</li> <li>• Grades 9–12</li> <li>• Grades 3–12</li> </ul>
<i>Retell a Narrative</i>	<ul style="list-style-type: none"> <li>• Kindergarten Item 1</li> <li>• Kindergarten Item 2</li> <li>• Grade 1</li> <li>• Grade 2</li> <li>• Grades 3–5</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten Item 1</li> <li>• Kindergarten Item 2</li> <li>• Grade 1</li> <li>• Grade 2</li> <li>• Grades 3–5</li> </ul>
<i>Present and Discuss Information</i>	<ul style="list-style-type: none"> <li>• Grades 6–8</li> <li>• Grades 9–10</li> <li>• Grades 11–12</li> </ul>	<ul style="list-style-type: none"> <li>• Grades 6–8</li> <li>• Grades 9–10</li> <li>• Grades 11–12</li> </ul>

Table 3.4 (continuation)

Task Type	Training Quizzes	Calibration Quizzes
<i>Summarize an Academic Presentation</i>	<ul style="list-style-type: none"> <li>• Kindergarten Item 1</li> <li>• Kindergarten Item 2</li> <li>• Grade 1 Item 1</li> <li>• Grade 1 Item 2</li> <li>• Grade 2 Item 1</li> <li>• Grade 2 Item 2</li> <li>• Grades 3–5 Item 1</li> <li>• Grades 3–5 Item 2</li> <li>• Grades 6–8 Item 1</li> <li>• Grades 6–8 Item 2</li> <li>• Grades 9–10 Item 1</li> <li>• Grades 9–10 Item 2</li> <li>• Grades 11–12 Item 1</li> <li>• Grades 11–12 Item 2</li> </ul>	<ul style="list-style-type: none"> <li>• Kindergarten Item 1</li> <li>• Kindergarten Item 2</li> <li>• Grade 1 Item 1</li> <li>• Grade 1 Item 2</li> <li>• Grade 2 Item 1</li> <li>• Grade 2 Item 2</li> <li>• Grades 3–5 Item 1</li> <li>• Grades 3–5 Item 2</li> <li>• Grades 6–8 Item 1</li> <li>• Grades 6–8 Item 2</li> <li>• Grades 9–10 Item 1</li> <li>• Grades 9–10 Item 2</li> <li>• Grades 11–12 Item 1</li> <li>• Grades 11–12 Item 2</li> </ul>

### 3.3. Test Security and Confidentiality

All testing materials for the computer-based Summative ELPAC—DFAs, Answer Books, and emergency paper–pencil test forms—were considered secure documents. Every person with access to test materials was required to maintain the security and confidentiality of the test materials. ETS’ Code of Ethics requires that all test information, including tangible materials (e.g., test booklets, test questions, test results), confidential files, processes, and activities be kept secure.

#### 3.3.1. ETS’ Office of Testing Integrity

To ensure security for all tests that ETS develops or handles, ETS maintains an Office of Testing Integrity (OTI).

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

The OTI’s mission is to

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

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

standards governing the integrity of testing. In its pursuit of enforcing secure practices, the OTI strives to safeguard the various processes involved in a test development and administration cycle.

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

- Test development
- Item and data review
- Item banking
- Transfer of forms and items to the CDE and Cambium Assessment, Inc. (CAI)
- Security of electronic files using a firewall
- Printing and publishing
- Test administration
- Test delivery
- Processing and scoring
- Data management
- Statistical analysis
- Student confidentiality

### 3.3.2. Procedures to Maintain Standardization of Test Security

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

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

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

The following measures ensured the security of the ELPAC:

- LEA ELPAC coordinators and site ELPAC coordinators must have electronically signed and submitted an ELPAC *Test Security Agreement* in TOMS (*California Code of Regulations*, Title 5 [5 CCR], Education, Division 1, Chapter 2, Subchapter 7.6, Article 5, Section 11518.40[b][4]).
- Anyone having access to the testing materials must have electronically signed and submitted an ELPAC *Test Security Affidavit* in TOMS before receiving access to any testing materials (5 CCR, Section 11518.50[d]).
- Anyone having access to the testing materials, but not having access to TOMS, must have signed the ELPAC *Test Security Affidavit for Non-TOMS Users*, which was available as a PDF on the ELPAC website, before receiving access to any testing materials.

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

### **3.3.3. Test Security Monitoring**

The LEA and school testing staff are responsible for maintaining the security and confidentiality of testing materials and devices during the testing window and reporting any irregularities or breaches that occur. Normally, ETS performs site visits and testing procedure audits during the testing window, but these visits were not made during the 2019–20 Summative ELPAC administration due to the novel coronavirus disease 2019 (COVID-19) pandemic and the suspension of testing so early in the testing window. It is expected that these will continue in the next administration per state health and safety guidelines.

### **3.3.4. Security of Electronic Files Using a Firewall**

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

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

### **3.3.5. Transfer of Scores via Secure Data Exchange**

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

The SFTP server is used as a conduit for the transfer of files; secure test data is stored only temporarily on the shared SFTP server. Industry-standard secure protocols are used to transfer test content and student data from the ETS internal data center to any external systems. For the 2019–2020 Summative ELPAC, ETS entered information about the deliverable in a web form on a SharePoint website when a file was posted. A CDE staff member checked this log throughout the day for updates on the status of deliverables and downloaded and deleted the file from the SFTP server when its status showed it had been posted.

### **3.3.6. Data Management**

ETS currently maintains a secure database to house all student demographic data and assessment results. Information associated with each student has a database relationship

to the LEA, school, and grade codes as the data is collected during operational testing. Only individuals with the appropriate credentials can access the data. ETS builds all interfaces with the most stringent security considerations, including interfaces with data encryption for databases that store test items and student data. ETS applies best and up-to-date security practices, including system-to-system authentication and authorization, in all solution designs.

All stored test content and student data is encrypted. ETS complies with the Family Educational Rights and Privacy Act (20 *United States Code [USC]* § 1232g; 34 *Code of Federal Regulations* Part 99) and the Children’s Online Privacy Protection Act (15 *USC* §§ 6501–6506, P.L. No. 105–277, 112 Stat. 2681–1728).

In TOMS, staff at LEAs and test sites were given different levels of access appropriate to the role assigned to them.

### **3.3.7. Statistical Analysis on Secure Servers**

Immediately following submission of the Summative ELPAC results into the test delivery system (TDS), either computer-based or scanned paper-based, results were transmitted to scoring systems for human and machine scoring. For the results of paper-based assessments, such as the K–2 Writing domain, several quality control checks were implemented. These included verifying there was no damage to the Answer Books prior to scanning as well as capturing issues such as double marks and inconsistencies between pre-identification labels and marked information. All responses were securely stored using the latest industry standards. Human scoring occurred through the ETS trained network of human raters.

After constructed-response (CR) items were scored, the Information Technology team at ETS extracted data files from the SFTP site and loaded them into a database that contained results from both the multiple-choice and CR items. Final scoring of results from all item types was conducted by the Enterprise Score Key Management scoring system.

The ETS Data Quality Services staff extracted the data from the database and performed quality-control procedures before passing files to the ETS Psychometric Analysis & Research (PAR) group. The PAR group kept all data files on secure servers. This data was then used to conduct all statistical analyses. All staff members involved with the data adhered to the ETS Code of Ethics and the ETS Information Protection Policies to prevent any unauthorized access to data.

### **3.3.8. Student Confidentiality**

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



### 3.3.9. Security and Test Administration Incident Reporting System (STAIRS) Process

The LEA ELPAC coordinator or site ELPAC coordinator was responsible for immediately reporting all testing incidents and security breaches using the STAIRS process in TOMS. STAIRS was the starting point for LEA ELPAC coordinators and site ELPAC coordinators to report a test security incident or other testing issue (CDE, 2020d). For this operational assessment, all computer-based test irregularities and paper-pencil test irregularities were required to be reported in STAIRS.

If an irregularity or security breach occurred at the school, the test examiner was required to report the incident to the site ELPAC coordinator, who would then report the incident to the LEA ELPAC coordinator. Testing irregularities relate to incidents that occurred during the administration of the ELPAC that were likely to impact the reliability and validity of test interpretations.

**Potential testing irregularity types** that might have occurred during this test administration and are listed in the *Summative ELPAC Security Incidents and Appeals Procedure Guide* (CDE, 2020d) included, *but were not limited to*, the following:

- A domain exemption was set incorrectly.
- An alternate assessment was set incorrectly.
- The Summative ELPAC was administered unintentionally instead of the practice test.
- An assessment was administered by an unqualified test examiner.
- Students cheated.
- Test directions were not followed.
- A student or test examiner accidentally submitted the domain prior to completion.
- A student started a test and was unable to complete the test before it expired.
- Students were coached, including, *but not limited to*, the following circumstances:
  - Discussing questions with students before, during, or after testing
  - Giving or providing any clues to the answers
- A student was administered the wrong grade level or grade span test.
- The test examiner wrote on the scannable Answer Book in such a way as to cause the Answer Book to be unscorable and, therefore, need transcription to a new Answer Book.
- Instructional materials were left on walls in the testing room in such a way as to possibly assist students in answering test questions.
- Students were allowed to have additional materials or tools (e.g., books, tables) that were **not** specified in an IEP, Section 504 plan, or approved by the CDE as an allowed testing accommodation.
- There was a disruption to a test session, such as a technical difficulty, fire drill, power outage, or other act beyond the control of the test examiner.
- An error was made entering information into the DEI or TDS.

**Potential security breach types** included, *but were not limited to*, the following:

- Site ELPAC coordinators, test examiners, proctors, or students used electronic devices such as cell phones during testing.
- Pictures of test materials were posted on social media sites.
- Test materials were missing.
- Any parts of test materials were copied or a photo was taken.
- Eligible students were permitted access to test materials outside of the testing periods.
- There was a failure to maintain security of all test materials.
- Test items or other secure materials were shared with anyone who had not signed the ELPAC *Test Security Affidavit*.
- Test content was discussed or test materials were used outside of training and administration.
- Students were allowed to take the test out of the designated testing area.
- Test examiners were allowed to take test materials home.

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

The total count of incidents reported in STAIRS for the computer-based Summative ELPAC, including the optional fall administration window, was 3,836. The number of STAIRS incidents that required an Appeal was 2,612. The most common Appeal type was Reset, and the second most common was Re-open.

[Table 3.5](#) provides the list of incident or issue types, the Appeal type associated with it, the number of incidents reported that that issue, and number of Statewide Student Identifiers (SSIDs) affected. The incidents involving Exposing Secure Materials or security breaches ranged from test examiners or school administrators taking pictures of the testing device or test materials; to a school laptop being stolen; to test materials not being kept in a secure, locked room.

**Table 3.5 Number and Types of Incidents Submitted in STAIRS**

Description	Appeal Type	Number of Incidents	Total Number of SSID(s) Submitted
Accessibility Issue	Reset or No Appeal	138	369
Administered Incorrect Assessment	Reset or No Appeal	877	1,605
Administration Error	No Appeal	49	214

Table 3.5 (continuation)

Description	Appeal Type	Number of Incidents	Total Number of SSID(s) Submitted
Data Entry Issue	Reset or Re-open	602	1,633
Disruption or Technical Issues	Grace Period Extension or No Appeal	459	827
Domain Exemptions or Incorrect Alternate Assessment	Reset or No Appeal	62	120
Expired or Accidentally Submitted Test	Re-open	503	788
Exposing Secure Materials	No Appeal	16	5
Incorrect SSID Used	Reset or No Appeal	373	565
Irregularity Flag submitted in error	No Appeal	0	0
Other Issues	No Appeal	1	1
Restore from Reset	Restore	17	22
Student Cheating or Accessing Unauthorized Devices	No Appeal	40	60
Student Disruption	No Appeal	16	43
Validity Issue	No Appeal	9	13
Accessibility Issue	Reset or No Appeal	138	369

[Table 3.6](#) provides the counts of approved Appeals.

**Table 3.6 Total Appeal Types Approved**

Appeal Type Approved	N Appeals
Reset	3,607
Re-open	771
Grace Period Extension	70
Restore	22
Rescore	0

### 3.4. Universal Tools, Designated Supports, and Accommodations for Students with Disabilities

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

The CDE's Matrix Four (CDE, 2019) is intended for school-level personnel and IEP and Section 504 plan teams to select and administer the appropriate universal tools, designated supports, and accommodations as deemed necessary for individual students.<sup>3</sup>

The operational administration of the computer-based Summative ELPAC offered commonly used accessibility resources available for the previous paper–pencil operational assessment administration as non-embedded resources and through the online testing platform as embedded and non-embedded resources, where applicable for the tested construct (CDE, 2020a).

### 3.4.1. Universal Tools

Universal tools were available to all students by default, although they could be disabled if a student found them distracting. Each universal tool fell into one of two categories: embedded and non-embedded. Embedded universal tools were provided through the student testing interface (through the secure browser), although they could be turned off by a test examiner. Students who were assigned to take the paper–pencil test as specified in an IEP or Section 504 plan did not have access to embedded universal tools.

The following embedded universal tools were available to students testing in the secure browser:

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

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

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

The following non-embedded universal tools were available to students taking the paper–pencil test:

- Breaks
- Highlighter (in the test book for grades two through twelve)

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<sup>3</sup> This technical report is based on the version of Matrix Four that was available during the operational administration of the computer-based Summative ELPAC. Note that Matrix Four has since been combined with the CAASPP Matrix One to form a single accessibility resources matrix, the California Assessment Accessibility Resources Matrix (CDE, 2020b).

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

### **3.4.2. Designated Supports**

Designated supports were available to all students and were set by an LEA ELPAC coordinator or site ELPAC coordinator as test settings in TOMS. Each designated support fell into one of two categories: embedded and non-embedded. Embedded designated supports were provided through the student testing interface (through the secure browser). Students who were assigned to take the paper–pencil test due to an IEP or Section 504 plan did not have access to embedded designated supports.

The following embedded designated supports were available to students testing in the secure browser:

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

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

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

The following non-embedded designated supports were available to students taking the paper–pencil test:

- American Sign Language or Manually Coded English (test directions)
- Amplification

- Color overlay
- Magnification
- Masking
- Medical supports
- Noise buffers
- Pause or replay audio—Listening domain
- Pause or replay audio—Speaking domain
- Read aloud for items—Writing domain
- Separate setting
- Simplified test directions
- Translated test directions

### **3.4.3. Accommodations**

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

The following embedded accommodations were available to students testing in the secure browser:

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

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

- Alternate response options
- American Sign Language or Manually Coded English
- Scribe
- Speech-to-text

The following non-embedded accommodations were available to students taking the paper–pencil test:

- Alternate response options
- American Sign Language or Manually Coded English
- Audio transcript (includes braille transcript)
- Braille
- Breaks
- Large print
- Scribe

- Word processor (Writing domain) (grades three through twelve)

#### **3.4.4. Resources for Selection of Accessibility Resources**

The full list of the universal tools, designated supports, and accommodations that were available in ELPAC online and paper-based assessments are documented in Matrix Four (CDE, 2019).

Part 1 of Matrix Four lists the embedded and non-embedded universal tools that were available for ELPAC testing. Part 2 of Matrix Four includes the embedded and non-embedded designated supports that were available for ELPAC testing. Part 3 of Matrix Four includes the embedded and non-embedded accommodations that were available for ELPAC testing.

School-level personnel, IEP teams, and Section 504 teams used Matrix Four when deciding how best to support the student's test-taking experience. Matrix Four has since been combined with Matrix One and is called the California Assessment Accessibility Resources Matrix (CDE, 2020b).

#### **3.4.5. Delivery of Accessibility Resources**

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

Non-embedded resources are not part of the technology platform for online ELPAC testing. Examples of non-embedded resources include magnification, noise buffers, and the use of a scribe. The LEA or site where the student is testing is responsible for providing these non-embedded resources.

#### **3.4.6. Monitoring Usage of Assigned Tools and Accommodations**

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

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

Because ETS did not perform any security site visits or audits at LEAs during the 2019–2020 test administration, monitoring the testing of students with disabilities was also not performed.

### 3.4.7. Unlisted Resources

Unlisted resources are non-embedded accessibility resources that may be provided if specified in an eligible student’s IEP or Section 504 plan, but only after approval by the CDE.

The CDE identified the following non-embedded unlisted resources that change the construct being tested:

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

The LEA ELPAC coordinator or site ELPAC coordinator was required to submit a request for the use of an unlisted resource to the CDE a minimum of 10 business days before the student’s first day of testing. Approval of an unlisted resource that had not been previously identified was granted by the CDE on the basis of the IEP or Section 504 plan’s designation, and as long as the unlisted resource did not compromise the test’s security.

## 3.5. Participation

California *Education Code* Section 313 requires LEAs to administer the Summative ELPAC annually to students identified as English learners until they are reclassified as fluent English proficient. [Table 3.A.1](#) through [Table 3.A.7](#) in [appendix 3.A](#) provide the number of test takers and the percent of test takers and select demographic groups for each test during the 2019–2020 administration. Note that the data in the *Number Registered* column includes students who were registered within a grade and eligible for the Summative ELPAC during the 2019–2020 administration. The *Number Tested* columns include students who tested at the current grade level and exclude off-grade testers and students who were registered but did not test.

### 3.5.1. Rules for Including Student Responses in Analyses

Two sets of criteria were used to prepare student response data for statistical analyses. The first criterion was student EL status. Only EL students were included for the item and differential item functioning (DIF) analyses and item response theory (IRT) calibrations for the Summative ELPAC.

The second criterion was the number of item responses for each domain. Rules related to the number of items responded to were applied to data where students responded to relatively few items. For summative data, students had to respond to at least four Listening items, three Speaking items, five Reading items, and two Writing items to be kept in the final samples for item and DIF analyses. These rules were also applied to generate item response matrices to conduct IRT calibrations.

## 3.6. Demographic Summaries

The number and the percentage of students for selected groups with completed test scores for the operational administration of the computer-based Summative ELPAC are provided, for all grade levels and grade spans, in [Table 3.A.1](#) through [Table 3.A.7](#) in [appendix 3.A](#). Grade spans reflect students’ enrolled grade spans during the 2019–2020 school year.



In the tables, students are grouped by demographic characteristics, including gender, ethnicity, economic status (disadvantaged or not), special education services status, length of enrollment in U.S. schools, and migrant status; the list of student groups is presented in [Table 3.7](#).

**Table 3.7 Demographic Student Groups Reported**

Category	Student Groups
Gender	<ul style="list-style-type: none"> <li>• Male</li> <li>• Female</li> </ul>
Ethnicity	<ul style="list-style-type: none"> <li>• American Indian or Alaska Native</li> <li>• Asian</li> <li>• Native Hawaiian or Other Pacific Islander</li> <li>• Filipino</li> <li>• Hispanic or Latino</li> <li>• Black or African American</li> <li>• White</li> <li>• Two or more races</li> </ul>
Special Education Services Status	<ul style="list-style-type: none"> <li>• No special education services</li> <li>• Special education services</li> </ul>
Economic Status	<ul style="list-style-type: none"> <li>• Not economically disadvantaged</li> <li>• Economically disadvantaged</li> </ul>
Enrollment in U.S. Schools	<ul style="list-style-type: none"> <li>• Less than 12 months</li> <li>• 12 months or more</li> <li>• Duration unknown</li> </ul>
Migrant Status	<ul style="list-style-type: none"> <li>• Migrant education</li> <li>• Not migrant education</li> </ul>

### 3.6.1. Student Group Distributions

[Table 3.A.1](#) through [Table 3.A.7](#) show consistent patterns among test takers. For all grade levels and grade spans, female students accounted for approximately one half of the assessment samples and approximately 80 percent of the students taking the Summative ELPAC were Hispanic or Latino.

The demographic information for students taking the computer-based Summative ELPAC looked similar to the distributions of the population of Summative ELPAC test takers in 2019. These are reported in appendix 11 of the *2018–2019 Summative ELPAC Technical Report* (CDE, 2020e). Across grade levels and grade spans, male students accounted for 50 to 60 percent of ELPAC test takers in both the 2018–2019 Summative ELPAC paper–pencil test and the operational assessment data. Both sets of data contained more than 75 percent of Hispanic or Latino students.

### 3.6.2. Technology Readiness

Students who may have limited access to technology were of particular concern as the ELPAC transitioned from paper–pencil tests to computer-based assessments, starting with the fall 2019 field test. It was important that all students be able to participate in the new computer-based Summative ELPAC.

The CDE and ETS teams involved in supporting this transition recognized that appropriate resources were critical to helping ensure that lack of prior technology access did not serve as a barrier to students' ability to demonstrate their language proficiency on these tests. In anticipation of students coming from countries of origin where access to computers and other devices might be limited, as well as students who are technology novices in general, ETS and the CDE developed the Technology Readiness Checker for Students (CDE, 2020f). This online resource was designed to help educators determine a student's familiarity with navigating an online interface. The purpose of the tool is to help educators better understand what kind of supports a student may need to increase technology familiarity.

### **3.7. Practice Test and Training Test**

The practice and training tests were made available to LEAs to prepare students and LEA staff for the operational administration of the computer-based Summative ELPAC. These tests simulated the experience of the computer-based ELPAC.

The practice test included examples of all the types of test questions that may appear in the actual test at each grade level or grade span and mirrored a full-length, computer-based assessment. The training test was shorter compared to the practice test and included some sample test questions for each domain.

Unlike the computer-based ELPAC, the practice and training tests did not produce scores that demonstrate mastery of the standards similar to the operational assessments. Students could access the practice and training tests using a secure browser; this permitted them to take the tests using embedded accommodations, such as closed-captioning for audio recordings, and use assistive technology.

The practice and training tests allowed students and test examiners to quickly become familiar with the user interface and components of the TDS. The test examiners were also able to practice the process of starting and completing a testing session.

*DFAs* and K–2 sample Answer Books for the practice and training tests are available on the ELPAC website for LEAs and parents/guardians to use to help students prepare to take the Summative ELPAC. Practice test scoring guides are also provided for LEAs and parents/guardians to help determine student success on the ELPAC practice test.

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## Appendix 3.A: Demographic Summaries

What follows are details about the data tables in appendix 3.A:

- The student group “All” represents all students who took a test.
- The *Number Tested* columns contain the number of students in each demographic group who took the test.
- The *Number Analyzed* columns contain the number of students included in item analyses after data cleaning rules were applied:
  - Number Tested—Number of students who responded to at least one item in each domain
  - Number Analyzed Listening—Students who responded to at least four items in the Listening domain
  - Number Analyzed Speaking—Students who responded to at least three items in the Speaking domain
  - Number Analyzed Reading—Students who responded to at least five items in the Reading domain
  - Number Analyzed Writing—Students who responded to at least two items in the Writing domain

**Table 3.A.1 Demographic Summary for Students: Kindergarten**

<b>Student Group</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Number Analyzed Listening</b>	<b>Percent Analyzed Listening</b>	<b>Number Analyzed Speaking</b>	<b>Percent Analyzed Speaking</b>	<b>Number Analyzed Reading</b>	<b>Percent Analyzed Reading</b>	<b>Number Analyzed Writing</b>	<b>Percent Analyzed Writing</b>
All	58,494	100.00	39,624	100.00	38,471	100.00	37,493	100.00	27,946	100.00
Male	30,792	52.64	20,865	52.66	20,281	52.72	19,751	52.68	14,732	52.72
Female	27,701	47.36	18,759	47.34	18,190	47.28	17,742	47.32	13,214	47.28
Nonbinary	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	99	0.17	76	0.19	81	0.21	69	0.18	53	0.19
Asian	7,689	13.14	5,611	14.16	5,565	14.47	5,443	14.52	3,892	13.93
Native Hawaiian or Other Pacific Islander	148	0.25	111	0.28	110	0.29	107	0.29	86	0.31
Filipino	485	0.83	396	1.00	386	1.00	391	1.04	269	0.96
Hispanic or Latino	45,921	78.51	30,533	77.06	29,548	76.81	28,699	76.54	21,572	77.19
Black or African American	281	0.48	209	0.53	222	0.58	195	0.52	143	0.51
White	2,970	5.08	1,981	5.00	1,865	4.85	1,905	5.08	1,409	5.04
Two or More Races	347	0.59	285	0.72	281	0.73	268	0.71	221	0.79
Unknown	554	0.95	422	1.07	413	1.07	416	1.11	301	1.08

Table 3.A.1 (continuation)

<b>Student Group</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Number Analyzed Listening</b>	<b>Percent Analyzed Listening</b>	<b>Number Analyzed Speaking</b>	<b>Percent Analyzed Speaking</b>	<b>Number Analyzed Reading</b>	<b>Percent Analyzed Reading</b>	<b>Number Analyzed Writing</b>	<b>Percent Analyzed Writing</b>
No special education services	53,180	90.92	35,997	90.85	34,990	90.95	34,075	90.88	25,525	91.34
Special education services	5,314	9.08	3,627	9.15	3,481	9.05	3,418	9.12	2,421	8.66
Not economically disadvantaged	13,029	22.27	9,156	23.11	9,039	23.50	8,806	23.49	6,330	22.65
Economically disadvantaged	45,465	77.73	30,468	76.89	29,432	76.50	28,687	76.51	21,616	77.35
In U.S. schools less than 12 months	45,734	78.19	30,933	78.07	30,322	78.82	29,305	78.16	21,854	78.20
In U.S. schools 12 months or more	12,407	21.21	8,443	21.31	7,921	20.59	7,952	21.21	5,896	21.10
Duration unknown	353	0.60	248	0.63	228	0.59	236	0.63	196	0.70
Migrant education	1,114	1.90	721	1.82	743	1.93	672	1.79	503	1.80
Not migrant education	57,380	98.10	38,903	98.18	37,728	98.07	36,821	98.21	27,443	98.20

**Table 3.A.2 Demographic Summary for Students: Grade One**

<b>Student Group</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Number Analyzed Listening</b>	<b>Percent Analyzed Listening</b>	<b>Number Analyzed Speaking</b>	<b>Percent Analyzed Speaking</b>	<b>Number Analyzed Reading</b>	<b>Percent Analyzed Reading</b>	<b>Number Analyzed Writing</b>	<b>Percent Analyzed Writing</b>
All	46,019	100.00	35,013	100.00	31,272	100.00	32,414	100.00	22,089	100.00
Male	24,172	52.53	18,239	52.09	16,328	52.21	16,871	52.05	11,478	51.96
Female	21,847	47.47	16,774	47.91	14,944	47.79	15,543	47.95	10,611	48.04
Nonbinary	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	84	0.18	77	0.22	63	0.20	71	0.22	47	0.21
Asian	6,263	13.61	4,668	13.33	4,142	13.25	4,432	13.67	2,886	13.07
Native Hawaiian or Other Pacific Islander	121	0.26	106	0.30	88	0.28	98	0.30	65	0.29
Filipino	465	1.01	402	1.15	366	1.17	390	1.20	273	1.24
Hispanic or Latino	35,914	78.04	27,271	77.89	24,442	78.16	25,012	77.16	17,272	78.19
Black or African American	226	0.49	187	0.53	168	0.54	172	0.53	97	0.44
White	2,321	5.04	1,763	5.04	1,518	4.85	1,720	5.31	1,115	5.05
Two or More Races	241	0.52	211	0.60	191	0.61	205	0.63	132	0.60
Unknown	384	0.83	328	0.94	294	0.94	314	0.97	202	0.91
No special education services	41,263	89.67	31,324	89.46	28,047	89.69	29,033	89.57	19,860	89.91
Special education services	4,756	10.33	3,689	10.54	3,225	10.31	3,381	10.43	2,229	10.09

Table 3.A.2 (continuation)

<b>Student Group</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Number Analyzed Listening</b>	<b>Percent Analyzed Listening</b>	<b>Number Analyzed Speaking</b>	<b>Percent Analyzed Speaking</b>	<b>Number Analyzed Reading</b>	<b>Percent Analyzed Reading</b>	<b>Number Analyzed Writing</b>	<b>Percent Analyzed Writing</b>
Not economically disadvantaged	8,888	19.31	6,939	19.82	6,149	19.66	6,606	20.38	4,310	19.51
Economically disadvantaged	37,131	80.69	28,074	80.18	25,123	80.34	25,808	79.62	17,779	80.49
In U.S. schools less than 12 months	2,723	5.92	2,025	5.78	1,735	5.55	1,874	5.78	1,193	5.40
In U.S. schools 12 months or more	43,153	93.77	32,883	93.92	29,447	94.16	30,440	93.91	20,819	94.25
Duration unknown	143	0.31	105	0.30	90	0.29	100	0.31	77	0.35
Migrant education	993	2.16	733	2.09	662	2.12	665	2.05	502	2.27
Not migrant education	45,026	97.84	34,280	97.91	30,610	97.88	31,749	97.95	21,587	97.73



**Table 3.A.3 Demographic Summary for Students: Grade Two**

<b>Student Group</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Number Analyzed Listening</b>	<b>Percent Analyzed Listening</b>	<b>Number Analyzed Speaking</b>	<b>Percent Analyzed Speaking</b>	<b>Number Analyzed Reading</b>	<b>Percent Analyzed Reading</b>	<b>Number Analyzed Writing</b>	<b>Percent Analyzed Writing</b>
All	49,132	100.00	38,088	100.00	35,764	100.00	35,169	100.00	21,676	100.00
Male	25,430	51.76	20,068	52.69	18,801	52.57	18,541	52.72	11,378	52.49
Female	23,701	48.24	18,020	47.31	16,963	47.43	16,628	47.28	10,298	47.51
Nonbinary	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	75	0.15	62	0.16	61	0.17	61	0.17	35	0.16
Asian	5,656	11.51	4,242	11.14	3,993	11.16	4,023	11.44	2,381	10.98
Native Hawaiian or Other Pacific Islander	154	0.31	134	0.35	116	0.32	125	0.36	77	0.36
Filipino	555	1.13	457	1.20	453	1.27	436	1.24	296	1.37
Hispanic or Latino	39,254	79.89	30,583	80.30	28,773	80.45	28,113	79.94	17,459	80.55
Black or African American	223	0.45	163	0.43	159	0.44	162	0.46	78	0.36
White	2,518	5.12	1,889	4.96	1,665	4.66	1,738	4.94	1,016	4.69
Two or More Races	271	0.55	225	0.59	209	0.58	209	0.59	148	0.68
Unknown	426	0.87	333	0.87	335	0.94	302	0.86	186	0.86
No special education services	43,623	88.79	33,755	88.62	31,717	88.68	31,267	88.91	19,247	88.79
Special education services	5,509	11.21	4,333	11.38	4,047	11.32	3,902	11.09	2,429	11.21

Table 3.A.3 (continuation)

<b>Student Group</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Number Analyzed Listening</b>	<b>Percent Analyzed Listening</b>	<b>Number Analyzed Speaking</b>	<b>Percent Analyzed Speaking</b>	<b>Number Analyzed Reading</b>	<b>Percent Analyzed Reading</b>	<b>Number Analyzed Writing</b>	<b>Percent Analyzed Writing</b>
Not economically disadvantaged	8,724	17.76	6,849	17.98	6,462	18.07	6,491	18.46	3,916	18.07
Economically disadvantaged	40,408	82.24	31,239	82.02	29,302	81.93	28,678	81.54	17,760	81.93
In U.S. schools less than 12 months	2,226	4.53	1,670	4.38	1,533	4.29	1,472	4.19	733	3.38
In U.S. schools 12 months or more	46,743	95.14	36,290	95.28	34,118	95.40	33,576	95.47	20,865	96.26
Duration unknown	163	0.33	128	0.34	113	0.32	121	0.34	78	0.36
Migrant education	1,411	2.87	1,061	2.79	963	2.69	972	2.76	552	2.55
Not migrant education	47,721	97.13	37,027	97.21	34,801	97.31	34,197	97.24	21,124	97.45

**Table 3.A.4 Demographic Summary for Students: Grade Span Three Through Five**

<b>Student Group</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Number Analyzed Listening</b>	<b>Percent Analyzed Listening</b>	<b>Number Analyzed Speaking</b>	<b>Percent Analyzed Speaking</b>	<b>Number Analyzed Reading</b>	<b>Percent Analyzed Reading</b>	<b>Number Analyzed Writing</b>	<b>Percent Analyzed Writing</b>
All	197,425	100.00	140,013	100.00	113,903	100.00	138,467	100.00	95,243	100.00
Male	105,531	53.45	75,488	53.91	61,232	53.76	74,611	53.88	51,211	53.77
Female	91,886	46.54	64,522	46.08	52,670	46.24	63,853	46.11	44,031	46.23
Nonbinary	8	0.00	3	0.00	1	0.00	3	0.00	1	0.00
American Indian or Alaska Native	273	0.14	221	0.16	177	0.16	204	0.15	135	0.14
Asian	18,117	9.18	13,342	9.53	10,829	9.51	13,154	9.50	9,228	9.69
Native Hawaiian or Other Pacific Islander	592	0.30	483	0.34	387	0.34	470	0.34	327	0.34
Filipino	2,120	1.07	1,746	1.25	1,490	1.31	1,728	1.25	1,281	1.34
Hispanic or Latino	164,167	83.15	115,211	82.29	93,623	82.20	114,028	82.35	78,024	81.92
Black or African American	803	0.41	637	0.45	521	0.46	626	0.45	439	0.46
White	9,049	4.58	6,570	4.69	5,337	4.69	6,466	4.67	4,472	4.70
Two or More Races	766	0.39	621	0.44	541	0.47	608	0.44	453	0.48
Unknown	1,538	0.78	1,182	0.84	998	0.88	1,183	0.85	884	0.93

Table 3.A.4 (continuation)

<b>Student Group</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Number Analyzed Listening</b>	<b>Percent Analyzed Listening</b>	<b>Number Analyzed Speaking</b>	<b>Percent Analyzed Speaking</b>	<b>Number Analyzed Reading</b>	<b>Percent Analyzed Reading</b>	<b>Number Analyzed Writing</b>	<b>Percent Analyzed Writing</b>
No special education services	164,137	83.14	116,392	83.13	95,114	83.50	115,334	83.29	79,720	83.70
Special education services	33,288	16.86	23,621	16.87	18,789	16.50	23,133	16.71	15,523	16.30
Not economically disadvantaged	29,512	14.95	21,952	15.68	17,423	15.30	21,776	15.73	15,204	15.96
Economically disadvantaged	167,913	85.05	118,061	84.32	96,480	84.70	116,691	84.27	80,039	84.04
In U.S. schools less than 12 months	8,971	4.54	6,468	4.62	4,838	4.25	6,384	4.61	3,958	4.16
In U.S. schools 12 months or more	187,835	95.14	133,068	95.04	108,698	95.43	131,615	95.05	90,978	95.52
Duration unknown	619	0.31	477	0.34	367	0.32	468	0.34	307	0.32
Migrant education	5,715	2.89	3,961	2.83	3,257	2.86	3,916	2.83	2,632	2.76
Not migrant education	191,710	97.11	136,052	97.17	110,646	97.14	134,551	97.17	92,611	97.24

**Table 3.A.5 Demographic Summary for Students: Grade Span Six Through Eight**

<b>Student Group</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Number Analyzed Listening</b>	<b>Percent Analyzed Listening</b>	<b>Number Analyzed Speaking</b>	<b>Percent Analyzed Speaking</b>	<b>Number Analyzed Reading</b>	<b>Percent Analyzed Reading</b>	<b>Number Analyzed Writing</b>	<b>Percent Analyzed Writing</b>
All	156,269	100.00	98,409	100.00	80,181	100.00	97,796	100.00	65,894	100.00
Male	87,453	55.96	55,755	56.66	45,296	56.49	55,429	56.68	37,227	56.50
Female	68,809	44.03	42,652	43.34	34,884	43.51	42,365	43.32	28,667	43.50
Nonbinary	7	0.00	2	0.00	1	0.00	2	0.00	0	0.00
American Indian or Alaska Native	206	0.13	168	0.17	128	0.16	170	0.17	111	0.17
Asian	12,730	8.15	8,308	8.44	6,838	8.53	8,238	8.42	5,722	8.68
Native Hawaiian or Other Pacific Islander	543	0.35	441	0.45	330	0.41	436	0.45	276	0.42
Filipino	1,961	1.25	1,465	1.49	1,273	1.59	1,470	1.50	1,061	1.61
Hispanic or Latino	133,038	85.13	82,693	84.03	67,080	83.66	82,082	83.93	55,084	83.59
Black or African American	687	0.44	526	0.53	415	0.52	538	0.55	352	0.53
White	5,769	3.69	3,784	3.85	3,256	4.06	3,824	3.91	2,597	3.94
Two or More Races	477	0.31	348	0.35	318	0.40	352	0.36	257	0.39
Unknown	858	0.55	676	0.69	543	0.68	686	0.70	434	0.66
No special education services	121,890	78.00	76,740	77.98	62,665	78.15	76,302	78.02	51,588	78.29
Special education services	34,379	22.00	21,669	22.02	17,516	21.85	21,494	21.98	14,306	21.71

Table 3.A.5 (continuation)

<b>Student Group</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Number Analyzed Listening</b>	<b>Percent Analyzed Listening</b>	<b>Number Analyzed Speaking</b>	<b>Percent Analyzed Speaking</b>	<b>Number Analyzed Reading</b>	<b>Percent Analyzed Reading</b>	<b>Number Analyzed Writing</b>	<b>Percent Analyzed Writing</b>
Not economically disadvantaged	22,325	14.29	14,588	14.82	11,779	14.69	14,504	14.83	9,944	15.09
Economically disadvantaged	133,944	85.71	83,821	85.18	68,402	85.31	83,292	85.17	55,950	84.91
In U.S. schools less than 12 months	8,511	5.45	5,305	5.39	4,206	5.25	5,318	5.44	3,368	5.11
In U.S. schools 12 months or more	147,206	94.20	92,735	94.23	75,689	94.40	92,112	94.19	62,271	94.50
Duration unknown	552	0.35	369	0.37	286	0.36	366	0.37	255	0.39
Migrant education	4,185	2.68	2,694	2.74	2,264	2.82	2,671	2.73	1,857	2.82
Not migrant education	152,084	97.32	95,715	97.26	77,917	97.18	95,125	97.27	64,037	97.18

**Table 3.A.6 Demographic Summary for Students: Grade Span Nine and Ten**

<b>Student Group</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Number Analyzed Listening</b>	<b>Percent Analyzed Listening</b>	<b>Number Analyzed Speaking</b>	<b>Percent Analyzed Speaking</b>	<b>Number Analyzed Reading</b>	<b>Percent Analyzed Reading</b>	<b>Number Analyzed Writing</b>	<b>Percent Analyzed Writing</b>
All	82,269	100.00	42,430	100.00	33,404	100.00	42,155	100.00	30,159	100.00
Male	48,253	58.65	24,915	58.72	19,705	58.99	24,756	58.73	17,775	58.94
Female	34,013	41.34	17,515	41.28	13,699	41.01	17,399	41.27	12,384	41.06
Nonbinary	3	0.00	0	0.00	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	101	0.12	69	0.16	55	0.16	71	0.17	48	0.16
Asian	7,350	8.93	3,856	9.09	3,124	9.35	3,852	9.14	2,896	9.60
Native Hawaiian or Other Pacific Islander	264	0.32	184	0.43	163	0.49	181	0.43	138	0.46
Filipino	1,333	1.62	930	2.19	810	2.42	926	2.20	718	2.38
Hispanic or Latino	68,638	83.43	34,771	81.95	27,153	81.29	34,548	81.95	24,453	81.08
Black or African American	435	0.53	308	0.73	250	0.75	306	0.73	219	0.73
White	3,375	4.10	1,752	4.13	1,402	4.20	1,720	4.08	1,285	4.26
Two or More Races	261	0.32	195	0.46	161	0.48	193	0.46	150	0.50
Unknown	512	0.62	365	0.86	286	0.86	358	0.85	252	0.84
No special education services	65,145	79.19	33,662	79.34	26,191	78.41	33,448	79.35	23,753	78.76
Special education services	17,124	20.81	8,768	20.66	7,213	21.59	8,707	20.65	6,406	21.24

Table 3.A.6 (continuation)

<b>Student Group</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Number Analyzed Listening</b>	<b>Percent Analyzed Listening</b>	<b>Number Analyzed Speaking</b>	<b>Percent Analyzed Speaking</b>	<b>Number Analyzed Reading</b>	<b>Percent Analyzed Reading</b>	<b>Number Analyzed Writing</b>	<b>Percent Analyzed Writing</b>
Not economically disadvantaged	12,536	15.24	6,785	15.99	5,365	16.06	6,742	15.99	4,924	16.33
Economically disadvantaged	69,733	84.76	35,645	84.01	28,039	83.94	35,413	84.01	25,235	83.67
In U.S. schools less than 12 months	8,989	10.93	4,633	10.92	3,384	10.13	4,581	10.87	2,981	9.88
In U.S. schools 12 months or more	72,841	88.54	37,560	88.52	29,837	89.32	37,338	88.57	27,006	89.55
Duration unknown	439	0.53	237	0.56	183	0.55	236	0.56	172	0.57
Migrant education	1,877	2.28	1,028	2.42	752	2.25	1,029	2.44	682	2.26
Not migrant education	80,392	97.72	41,402	97.58	32,652	97.75	41,126	97.56	29,477	97.74



**Table 3.A.7 Demographic Summary for Students: Grade Span Eleven and Twelve**

<b>Student Group</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Number Analyzed Listening</b>	<b>Percent Analyzed Listening</b>	<b>Number Analyzed Speaking</b>	<b>Percent Analyzed Speaking</b>	<b>Number Analyzed Reading</b>	<b>Percent Analyzed Reading</b>	<b>Number Analyzed Writing</b>	<b>Percent Analyzed Writing</b>
All	57,233	100.00	34,172	100.00	27,669	100.00	33,851	100.00	24,482	100.00
Male	33,361	58.29	19,926	58.31	16,195	58.53	19,717	58.25	14,278	58.32
Female	23,867	41.70	14,246	41.69	11,474	41.47	14,134	41.75	10,204	41.68
Nonbinary	5	0.01	0	0.00	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	62	0.11	49	0.14	37	0.13	49	0.14	35	0.14
Asian	6,281	10.97	3,858	11.29	3,071	11.10	3,830	11.31	2,789	11.39
Native Hawaiian or Other Pacific Islander	208	0.36	158	0.46	128	0.46	156	0.46	106	0.43
Filipino	1,158	2.02	830	2.43	711	2.57	828	2.45	629	2.57
Hispanic or Latino	46,379	81.04	27,200	79.60	22,057	79.72	26,934	79.57	19,426	79.35
Black or African American	352	0.62	264	0.77	220	0.80	260	0.77	192	0.78
White	2,207	3.86	1,381	4.04	1,098	3.97	1,375	4.06	974	3.98
Two or More Races	190	0.33	148	0.43	134	0.48	149	0.44	113	0.46
Unknown	396	0.69	284	0.83	213	0.77	270	0.80	218	0.89
No special education services	44,632	77.98	26,704	78.15	21,375	77.25	26,478	78.22	19,057	77.84
Special education services	12,601	22.02	7,468	21.85	6,294	22.75	7,373	21.78	5,425	22.16

Table 3.A.7 (continuation)

<b>Student Group</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Number Analyzed Listening</b>	<b>Percent Analyzed Listening</b>	<b>Number Analyzed Speaking</b>	<b>Percent Analyzed Speaking</b>	<b>Number Analyzed Reading</b>	<b>Percent Analyzed Reading</b>	<b>Number Analyzed Writing</b>	<b>Percent Analyzed Writing</b>
Not economically disadvantaged	9,471	16.55	5,854	17.13	4,752	17.17	5,772	17.05	4,184	17.09
Economically disadvantaged	47,762	83.45	28,318	82.87	22,917	82.83	28,079	82.95	20,298	82.91
In U.S. schools less than 12 months	4,217	7.37	2,580	7.55	2,010	7.26	2,579	7.62	1,757	7.18
In U.S. schools 12 months or more	52,829	92.31	31,484	92.13	25,584	92.46	31,161	92.05	22,634	92.45
Duration unknown	187	0.33	108	0.32	75	0.27	111	0.33	91	0.37
Migrant education	1,413	2.47	849	2.48	672	2.43	833	2.46	617	2.52
Not migrant education	55,820	97.53	33,323	97.52	26,997	97.57	33,018	97.54	23,865	97.48

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

### Notes:

- This table includes cases where both assignment and usage data are available.
- Cases where assignment data was available, but usage data was not available, are excluded.
- In the *Resource Type* column, “ACC” indicates an accommodation and “DS” indicates a designated support.

**Table 3.B.1 2019–2020 Summative ELPAC Accessibility Resource and Usage by Grade Level or Grade Span**

Domain	Grade Level or Grade Span	Accessibility Resource	Resource Type	Students Assigned	Students Used
Listening	Kindergarten	Embedded American Sign Language	ACC	0	0
Listening	Kindergarten	Embedded Audio Transcript	ACC	2	0
Listening	Kindergarten	Embedded Text-to-Speech (English TTS)	ACC	39	0
Listening	Kindergarten	Embedded Masking	DS	66	0
Listening	Kindergarten	Non-Embedded Print-on-Demand	DS	0	0
Speaking	Kindergarten	Embedded American Sign Language	ACC	0	0
Speaking	Kindergarten	Embedded Audio Transcript	ACC	0	0
Speaking	Kindergarten	Embedded Text-to-Speech (English TTS)	ACC	0	0
Speaking	Kindergarten	Embedded Masking	DS	0	0
Speaking	Kindergarten	Non-Embedded Print-on-Demand	DS	0	0
Reading	Kindergarten	Embedded American Sign Language	ACC	0	0
Reading	Kindergarten	Embedded Audio Transcript	ACC	1	0
Reading	Kindergarten	Embedded Masking	DS	23	0
Reading	Kindergarten	Non-Embedded Print-on-Demand	DS	0	0
Listening	1	Embedded American Sign Language	ACC	1	0
Listening	1	Embedded Audio Transcript	ACC	2	0
Listening	1	Embedded Text-to-Speech (English TTS)	ACC	59	0
Listening	1	Embedded Masking	DS	110	3
Listening	1	Non-Embedded Print-on-Demand	DS	0	0

Table 3.B.1 (continuation one)

<b>Domain</b>	<b>Grade Level or Grade Span</b>	<b>Accessibility Resource</b>	<b>Resource Type</b>	<b>Students Assigned</b>	<b>Students Used</b>
Speaking	1	Embedded American Sign Language	ACC	0	0
Speaking	1	Embedded Audio Transcript	ACC	0	0
Speaking	1	Embedded Text-to-Speech (English TTS)	ACC	0	0
Speaking	1	Embedded Masking	DS	5	0
Speaking	1	Non-Embedded Print-on-Demand	DS	0	0
Reading	1	Embedded American Sign Language	ACC	0	0
Reading	1	Embedded Audio Transcript	ACC	1	0
Reading	1	Embedded Masking	DS	34	5
Reading	1	Non-Embedded Print-on-Demand	DS	0	0
Listening	2	Embedded American Sign Language	ACC	0	0
Listening	2	Embedded Audio Transcript	ACC	0	0
Listening	2	Embedded Text-to-Speech (English TTS)	ACC	88	2
Listening	2	Embedded Masking	DS	112	1
Listening	2	Non-Embedded Print-on-Demand	DS	0	0
Speaking	2	Embedded American Sign Language	ACC	0	0
Speaking	2	Embedded Audio Transcript	ACC	0	0
Speaking	2	Embedded Text-to-Speech (English TTS)	ACC	0	0
Speaking	2	Embedded Masking	DS	0	0
Speaking	2	Non-Embedded Print-on-Demand	DS	0	0
Reading	2	Embedded American Sign Language	ACC	0	0
Reading	2	Embedded Audio Transcript	ACC	0	0
Reading	2	Embedded Masking	DS	47	6
Reading	2	Non-Embedded Print-on-Demand	DS	0	0
Listening	3–5	Embedded American Sign Language	ACC	12	3
Listening	3–5	Embedded Audio Transcript	ACC	13	0
Listening	3–5	Embedded Text-to-Speech (English TTS)	ACC	2,283	157
Listening	3–5	Embedded Masking	DS	2,663	87
Listening	3–5	Non-Embedded Print-on-Demand	DS	1	0

Table 3.B.1 (continuation two)

<b>Domain</b>	<b>Grade Level or Grade Span</b>	<b>Accessibility Resource</b>	<b>Resource Type</b>	<b>Students Assigned</b>	<b>Students Used</b>
Speaking	3–5	Embedded American Sign Language	ACC	0	0
Speaking	3–5	Embedded Audio Transcript	ACC	0	0
Speaking	3–5	Embedded Text-to-Speech (English TTS)	ACC	75	2
Speaking	3–5	Embedded Masking	DS	82	2
Speaking	3–5	Non-Embedded Print-on-Demand	DS	0	0
Reading	3–5	Embedded American Sign Language	ACC	6	3
Reading	3–5	Embedded Audio Transcript	ACC	5	0
Reading	3–5	Embedded Masking	DS	1,356	320
Reading	3–5	Non-Embedded Print-on-Demand	DS	1	0
Writing	3–5	Embedded American Sign Language	ACC	12	2
Writing	3–5	Embedded Audio Transcript	ACC	13	0
Writing	3–5	Embedded Text-to-Speech (English TTS)	ACC	2,384	333
Writing	3–5	Embedded Masking	DS	2,610	123
Writing	3–5	Non-Embedded Print-on-Demand	DS	1	0
Listening	6–8	Embedded American Sign Language	ACC	37	15
Listening	6–8	Embedded Audio Transcript	ACC	34	0
Listening	6–8	Embedded Text-to-Speech (English TTS)	ACC	2,783	243
Listening	6–8	Embedded Masking	DS	1,609	85
Listening	6–8	Non-Embedded Print-on-Demand	DS	1	0
Speaking	6–8	Embedded American Sign Language	ACC	0	0
Speaking	6–8	Embedded Audio Transcript	ACC	2	0
Speaking	6–8	Embedded Text-to-Speech (English TTS)	ACC	56	0
Speaking	6–8	Embedded Masking	DS	22	2
Speaking	6–8	Non-Embedded Print-on-Demand	DS	0	0
Reading	6–8	Embedded American Sign Language	ACC	21	14
Reading	6–8	Embedded Audio Transcript	ACC	14	0
Reading	6–8	Embedded Masking	DS	983	282
Reading	6–8	Non-Embedded Print-on-Demand	DS	1	1

Table 3.B.1 (continuation three)

<b>Domain</b>	<b>Grade Level or Grade Span</b>	<b>Accessibility Resource</b>	<b>Resource Type</b>	<b>Students Assigned</b>	<b>Students Used</b>
Writing	6–8	Embedded American Sign Language	ACC	35	9
Writing	6–8	Embedded Audio Transcript	ACC	33	0
Writing	6–8	Embedded Text-to-Speech (English TTS)	ACC	2,824	350
Writing	6–8	Embedded Masking	DS	1,562	103
Writing	6–8	Non-Embedded Print-on-Demand	DS	2	1
Listening	9–10	Embedded American Sign Language	ACC	7	2
Listening	9–10	Embedded Audio Transcript	ACC	16	1
Listening	9–10	Embedded Text-to-Speech (English TTS)	ACC	438	33
Listening	9–10	Embedded Masking	DS	953	18
Listening	9–10	Non-Embedded Print-on-Demand	DS	0	0
Speaking	9–10	Embedded American Sign Language	ACC	0	0
Speaking	9–10	Embedded Audio Transcript	ACC	0	0
Speaking	9–10	Embedded Text-to-Speech (English TTS)	ACC	1	0
Speaking	9–10	Embedded Masking	DS	3	0
Speaking	9–10	Non-Embedded Print-on-Demand	DS	0	0
Reading	9–10	Embedded American Sign Language	ACC	3	2
Reading	9–10	Embedded Audio Transcript	ACC	4	0
Reading	9–10	Embedded Masking	DS	282	56
Reading	9–10	Non-Embedded Print-on-Demand	DS	0	0
Writing	9–10	Embedded American Sign Language	ACC	7	1
Writing	9–10	Embedded Audio Transcript	ACC	13	0
Writing	9–10	Embedded Text-to-Speech (English TTS)	ACC	408	16
Writing	9–10	Embedded Masking	DS	894	19
Writing	9–10	Non-Embedded Print-on-Demand	DS	0	0

Table 3.B.1 (continuation four)

<b>Domain</b>	<b>Grade Level or Grade Span</b>	<b>Accessibility Resource</b>	<b>Resource Type</b>	<b>Students Assigned</b>	<b>Students Used</b>
Listening	11–12	Embedded American Sign Language	ACC	7	3
Listening	11–12	Embedded Audio Transcript	ACC	8	1
Listening	11–12	Embedded Text-to-Speech (English TTS)	ACC	244	8
Listening	11–12	Embedded Masking	DS	550	2
Listening	11–12	Non-Embedded Print-on-Demand	DS	0	0
Speaking	11–12	Embedded American Sign Language	ACC	0	0
Speaking	11–12	Embedded Audio Transcript	ACC	0	0
Speaking	11–12	Embedded Text-to-Speech (English TTS)	ACC	1	1
Speaking	11–12	Embedded Masking	DS	2	0
Speaking	11–12	Non-Embedded Print-on-Demand	DS	0	0
Reading	11–12	Embedded American Sign Language	ACC	3	3
Reading	11–12	Embedded Audio Transcript	ACC	4	0
Reading	11–12	Embedded Masking	DS	118	17
Reading	11–12	Non-Embedded Print-on-Demand	DS	0	0
Writing	11–12	Embedded American Sign Language	ACC	6	4
Writing	11–12	Embedded Audio Transcript	ACC	7	0
Writing	11–12	Embedded Text-to-Speech (English TTS)	ACC	226	5
Writing	11–12	Embedded Masking	DS	494	6
Writing	11–12	Non-Embedded Print-on-Demand	DS	0	0

## Chapter 4: Scoring and Reporting

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This chapter summarizes scoring at the item level, including the types of scoring approaches that are used for each type of item in the operational administration of the computer-based Summative English Language Proficiency Assessments for California (ELPAC) and the approach implemented to produce student scores.

### 4.1. Scoring Rubric Development

The rubrics that were used for the 2019–2020 computer-based operational Summative ELPAC are the same as those that were used during the fall 2019 Summative ELPAC field test. For the paper–pencil ELPAC, which preceded the computer-based ELPAC, ETS’ Assessment and Learning Technology Research & Development (ALTRD) group developed 9 rubrics for scoring Speaking constructed-response (CR) task types and 10 rubrics for scoring Writing CRs (California Department of Education [CDE], 2019a and 2019b).

For the computer-based assessment of the Summative ELPAC, a new Writing task type was introduced at grade one and grade two; otherwise, task types remained the same as on the paper–pencil ELPAC.

During range finding for the computer-based field test, paper–pencil ELPAC rubrics were evaluated and used for computer-based items. The rubric evaluated for the new Writing task type at grade one was the rubric used for similar tasks at grade one, and the rubric evaluated for the new Writing task type at grade two was the rubric used for the same task type at grade span three through five on the paper–pencil test (PPT).

Rubrics were edited as needed on the basis of feedback from the CDE and California educators during the range finding process for the computer-based field test. During the Writing range finding, changes from the PPT rubrics were made for clarification and to address keyboarding errors in grades three through twelve—educators decided that keyboarding errors on the computer-based ELPAC should be treated the same as spelling errors. As a result, in each case where the rubrics had descriptors about spelling errors, keyboarding errors were added to the descriptor. For example, the highest score point for *Writing—Write About an Experience* was updated to state, “Minor errors in spelling/ keyboarding and punctuation may be present, but they do not impede meaning” (CDE, 2019b).

No substantial revisions were made that would change the similarity of how the paper–pencil responses and computer-based responses were scored. Proposed rubric revisions underwent internal ETS ALTRD review and CDE review, resulting in the acceptance of rubrics for the two new Writing task types as well as minor revisions to one Speaking rubric and several Writing rubrics.

### 4.2. Human Scoring for Writing Constructed-Response Items

Writing CR items from the test delivery system were routed to ETS’ CR scoring systems. Writing items were scored by certified raters. Hired raters received in-depth training and were certified before starting the human-scoring process. Human raters were supervised by a scoring leader and provided scoring materials such as scoring rubrics, anchor sets, and training samples within the interface. The quality-control processes for CR scoring are explained further in [Chapter 7: Quality Control](#).



### 4.2.1. Range Finding

To prepare for scoring Speaking and Writing field test items that appeared in the 2019–2020 Summative ELPAC, ETS and the Sacramento County Office of Education (SCOE) collaborated to hold Speaking Range Finding and Writing Range Finding events.

Soon after receiving Writing responses from California schools, ETS and SCOE facilitated an online range finding event for Writing field test items. The goal of the Writing range finding was to enlist California educators to select responses for each Writing prompt that exemplified each score point on each rubric. These responses were then made into sample sets to be used as benchmarks, or anchors, that exemplify each score.

The following steps describe how the range finding process was implemented for the Writing domain.

1. ETS staff prescored responses representing each score point on the rubric for each item. The number of responses selected varied by prompt and were based on the number of points and the availability of scores at each band. The prescored responses formed a pool of potential samples from which California educators scored and recommended benchmark samples.
2. Responses were reviewed by panels of California educators (with support from ETS ALTRD staff) using the ETS Online Network for Evaluation (ONE) system at the range finding event. Educators assigned scores and recommended benchmark samples.
3. CR specialists from ETS and SCOE selected samples from among those recommended and scored in consensus by educators, and wrote annotations for the samples. Annotations helped raters make explicit connections between the scoring guide and responses, thus informing their careful and accurate scoring of responses. ETS provided the CDE with the scored samples, annotations, and recommendations for which responses would be used as benchmarks.
4. CDE and ETS content experts reviewed the samples and scores for all benchmark samples to agree upon the scores and samples to be used for specific sets. The annotations for the samples also were reviewed and refined as needed. The CDE made final decisions about samples to be used as benchmarks.
5. ETS created all final sample sets in the ONE system and used these samples as part of a system of training and controls for verifying the quality and consistency of scoring.

### 4.2.2. Rater Recruitment and Certification Process

Each rater who scored Writing responses from the 2019–2020 Summative ELPAC was a certified ELPAC Writing rater. Raters who are certified have completed training in the ELPAC Writing task types and demonstrated their understanding of ELPAC Writing scoring rubrics by passing a certification test. All 2019–2020 Summative ELPAC Writing raters had scored responses during the paper–pencil 2018–2019 Summative ELPAC administration. Raters also received supplemental training to familiarize them with differences between the paper–pencil and computer-based administrations.

### 4.2.3. Rater and Scoring Leader Training

ETS selected scoring leaders to oversee a group of raters during the scoring process. Scoring leaders were experienced raters who had demonstrated high scoring accuracy from

previous scoring projects at ETS and were invited to act as a scoring leader on a project. For the 2019–2020 operational administration of the computer-based Summative ELPAC, the scoring leader backread (read behind), guided, and retrained raters as needed. Scoring leaders monitored the small group of raters on a shift, usually up to 10 to 12 raters, to assist ETS Scoring and Reporting Operations with scoring quality.

#### **4.2.3.1. Training for Scoring Leaders**

ETS assessment specialists previously conducted virtual training sessions for scoring leaders by means of conference calls using online conferencing tools. The purposes of the training were to discuss the duties of scoring leaders and to provide specific grade-level guidance on particular prompts. The training included guidance on communication with raters, how to monitor raters, and other information necessary to lead during scoring. Prior to the start of scoring for 2019–2020, all leaders were given time to familiarize themselves with the new content associated with the 2019–2020 Summative ELPAC.

#### **4.2.3.2. Training for Raters**

Training for raters occurred within the ONE system. Raters were provided ONE system training documents as well as program-specific information to which they could refer at any time. Prior to scoring, raters were given a window of time to review all training materials in the system and practice scoring using the prescored training sets. After raters completed a training set, they were provided with annotations for each response as a rationale for the rating assigned.

The scoring training provided for each potential rater was designed using materials developed by ETS and followed the three-step progression noted in the following subsections.

##### ***4.2.3.2.1. Step One: Review the Scoring Guide and Benchmarks***

Training for scoring began with an overview of the CDE-approved scoring guide, or rubric, and benchmarks (anchors) in the ONE system. The benchmarks had annotations associated with them to call the rater’s attention to specific content in the sample responses.

##### ***4.2.3.2.2. Step Two: Score Training Sets***

After orientation to the scoring guide and the benchmark function, raters progressed through an online content training in the ONE system, in which they reviewed sets of sample responses, assigned scores, and received feedback on their scores based on ratings for each response and applicable supporting annotation. Training sets, also called feedback sets, were samples of responses that provided the rater annotations after each sample was completed. The feedback sets for the 2019–2020 Summative ELPAC administration contained a mixed set of sample responses for each score point on the rubric as well as feedback in the form of annotations after a rater submitted a score.

##### ***4.2.3.2.3. Step Three: Set Calibration***

Calibration is a system-supported control to ensure raters meet a specified standard of accuracy when scoring a series of prescored responses. Raters calibrated before they were allowed to score, meaning they scored a certain percentage of responses accurately from a set of responses called a calibration set. The passing percentage was determined by the program and number of responses in a set.

In general, calibration occurred whenever a rater began to score a particular task type for a particular grade span. Raters were allowed two chances to calibrate successfully. If raters

met the standard on the first attempt, they proceeded directly to scoring responses. If raters were unsuccessful, they could review training sets and attempt to calibrate again with a new calibration set. If they were unsuccessful after both attempts, they were not allowed to score that task type.

Calibration can also be used as a means to control rater and group drift, which are changes in behavior that affect scoring accuracy between test administrations. Ongoing calibration can be used throughout a scoring season to check scoring accuracy on prescored sets of responses. In the case of the 2019–2020 Summative ELPAC, calibration occurred once every three days per task type scored per grade span. That is, the first time a rater scored in a task type and grade span during the 2019–2020 Summative ELPAC, the rater had to calibrate. If a rater scored the same task type and grade span as the rater had scored previously but not calibrated in that task type and grade span in the past three days, the rater had to calibrate again.

#### **4.2.4. Scoring Monitoring and Quality Management**

In addition to the calibration function described previously, raters were monitored closely for the quality of their scoring throughout the scoring window. During a scoring shift, scoring leaders “read behind” raters, with a target rate of 10 percent of the responses scored by each individual rater, to determine if raters were applying the scoring guide and benchmarks accurately and consistently. When necessary, the scoring leader redirected the rater by referencing the rubric, benchmarks, or both the rubric and benchmarks to explain why a response should have received a different score. In addition to reading behind raters, prescored validity responses were inserted into the operational scoring queue at the rate of 10 percent. Scoring leaders used these responses to evaluate the overall rater accuracy and rater-specific accuracy rates that were used to monitor raters over time.

#### **4.2.5. Rater Productivity and Reliability**

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

For Summative ELPAC scoring, approximately 10 percent of responses to Writing items were double-scored as a check for consistency. Raters were not aware when a second scoring occurred, and second raters did not have access to the first score.

[Table 4.1](#) presents interrater reliability of Writing items. For all Writing items, exact agreement ranged from 71 percent for grade span nine and ten to 95 percent for kindergarten. “Discrepant” indicates that the difference between scores is greater than one.

**Table 4.1 Interrater Reliability of Writing Items**

Grade Level or Grade Span	Number of Score Points	Number of Items Double-Scored	Number of Responses Double-Scored	Percent of Responses Double-Scored	Average of Percent Exact	Average of Percent Adjacent	Average of Percent Discrepant
K	All Writing Items	8	32,548	13.70	94.98	4.98	0.04
K	1-pt Score Items	4	16,282	13.72	96.66	3.34	N/A
K	2-pt Score Items	4	16,266	13.67	93.29	6.63	0.08
1	All Writing Items	11	33,521	14.09	85.59	14.09	0.32
1	1-pt Score Items	3	9,148	13.86	97.79	2.21	N/A
1	2-pt Score Items	4	12,189	14.04	92.35	7.60	0.05
1	3-pt Score Items	4	12,184	14.30	69.65	29.51	0.84
2	All Writing Items	8	29,814	13.43	75.69	23.81	0.50
2	2-pt Score Items	2	7,464	13.41	92.55	7.42	0.03
2	3-pt Score Items	5	18,602	13.64	72.20	27.22	0.58
2	4-pt Score Items	1	3,748	12.50	59.42	39.54	1.04
3–5	All Writing Items	11	44,697	4.26	72.29	27.37	0.34
3–5	2-pt Score Items	4	20,327	3.97	77.76	22.13	0.10
3–5	3-pt Score Items	3	9,425	5.07	77.56	22.18	0.27
3–5	4-pt Score Items	4	14,945	4.25	61.53	37.78	0.70
6–8	All Writing Items	11	44,089	5.16	72.98	26.63	0.39
6–8	2-pt Score Items	4	19,600	4.71	83.89	15.96	0.15
6–8	3-pt Score Items	2	9,476	6.56	70.23	29.52	0.25
6–8	4-pt Score Items	5	15,013	5.11	60.46	38.75	0.79
9–10	All Writing Items	11	48,470	10.09	71.23	28.40	0.38
9–10	2-pt Score Items	4	21,838	9.35	79.69	20.19	0.11
9–10	3-pt Score Items	2	10,140	12.39	68.28	31.18	0.53
9–10	4-pt Score Items	5	16,492	9.99	61.82	37.55	0.62
11–12	All Writing Items	11	41,586	12.33	71.63	28.03	0.34
11–12	2-pt Score Items	4	18,825	11.44	79.70	20.22	0.08
11–12	3-pt Score Items	2	8,604	15.09	72.80	26.99	0.21
11–12	4-pt Score Items	5	14,157	12.23	60.18	39.04	0.78

**Note:** One-point items cannot have discrepant ratings so are marked as “N/A.”

## 4.3. Human Scoring for Speaking Constructed-Response Items

### 4.3.1. Range Finding

Prior to the suspension of testing associated with the novel coronavirus disease 2019 (COVID-19) pandemic, SCOE captured video recordings of students who responded to the Speaking field test items. Subsequently, two Speaking range finding events were held to proceed with sample selection. The first was a fully online event and the second was a hybrid online and in-person meeting.

The purpose of the first event was for ETS and SCOE CR specialists to select anchors, or benchmarks, for Speaking practice test items. The purposes of the second event were to enlist California educators, along with ETS and SCOE specialists, in the selection of samples to be used as anchors; and for training and calibrating (qualifying) test examiners for items for future operational administrations.

The following steps describe how the range finding process was implemented for the Speaking domain.

1. ETS and SCOE staff (for practice test items) or educators, ETS, and SCOE staff (for future operational items) watched videos and reviewed transcripts of student responses and assigned scores.
2. ETS and SCOE staff (for practice test items) or educators, ETS, and SCOE staff (for future operational items) selected samples.
3. CDE and ETS content experts reviewed the samples and scores for all anchor samples to agree upon the scores and samples to be used for specific sets. The annotations for the samples also were reviewed and refined as needed. The CDE made final decisions about samples to be used as anchors.

SCOE created all final sample sets in the Moodle system and used these samples as part of a system of training and controls for training test examiners.

### 4.3.2. Scorer Training for Speaking

Participants in the Summative ELPAC Administration and Scoring Training (AST), described in section [3.2 Training](#), received training specifically on how to score the Speaking domain. The training agenda primarily focused on Speaking task types, with binders, videos, presentations, and other resources available to participants.

The overall approach to training on the Speaking domain was to

- present a Speaking task type through an administration video (filmed using the training test);
- have a participant activity of logging on to the training test, and, while using the training test Speaking *DFA*, practice administration for a given Speaking task type; and
- practice scoring on the Summative ELPAC operational items for a given task type using the Summative ELPAC Speaking *DFA*.

Workshop trainers presented each of the six Speaking task types using the following strategies:

- Test administration video

- Test administration procedures
- Rubric overview
- Scoring and prompting guidelines
- Anchors
- Practice scoring

To give test examiners an opportunity to refresh and test their knowledge prior to administering the Summative ELPAC, the online training site included more than 69 training and calibration quizzes with more than 750 audio samples. The training and calibration quizzes and Moodle Training Site provided the following calibration rates:

- Eighty percent calibration required for *Support an Opinion* (grade levels three through twelve), *Retell a Narrative*, *Present and Discuss Information*, and *Summarize an Academic Presentation*
- Ninety percent calibration required for *Speech Functions* and *Support an Opinion* (kindergarten through grade two [K–2])

#### 4.3.3. Scorer Qualifications for Speaking

The Speaking domain was scored by test examiners in the moment. All test examiners were required to receive the Speaking scoring training from an LEA trainer.

#### 4.3.4. Rater Productivity and Reliability

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

For computer-based Summative ELPAC operational scoring, 1,200 randomly selected responses of each Speaking prompt type were double-scored as a check for quality assurance and rater consistency. Second-scoring was based on audio recordings of responses that were captured by the test delivery system during the test administration.

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

[Table 4.2](#) presents interrater reliability of Speaking items. The expected rate of exact agreement is 90 percent for one-point items, 80 percent for two-point items, 70 percent for three-point items, and 60 percent for four-point items. The percentage of exact agreement for all Speaking items ranged from 64 percent for grade span ten and eleven to 71 percent for grade two. These values are below expectations; this is theorized to be because second scorings based on audio recordings differ in fundamental ways from first scorings performed by test examiners in the moment. Efforts are being made to identify opportunities to improve these values for future administrations.

In [table 4.2](#), “Discrepant” indicates that the difference between scores is greater than one. However, because one-point items cannot have discrepant ratings, these are listed as “N/A.”

**Table 4.2 Interrater Reliability of Speaking Items**

<b>Grade Level or Grade Span</b>	<b>Number of Score Points</b>	<b>Number of Items Double-Scored</b>	<b>Number of Responses Double-Scored</b>	<b>Percent of Responses Double-Scored</b>	<b>Average of Percent Exact</b>	<b>Average of Percent Adjacent</b>	<b>Average of Percent Discrepant</b>
K	All Speaking Items	13	14,891	3.22	68.47	28.38	3.15
K	1-pt Score Items	2	2,233	2.20	94.22	5.78	N/A
K	2-pt Score Items	6	6,886	3.34	74.03	24.83	1.13
K	4-pt Score Items	5	5,772	3.71	51.87	41.35	6.77
1	All Speaking Items	14	16,248	4.42	69.52	27.38	3.10
1	1-pt Score Items	2	2,282	2.86	91.76	8.24	N/A
1	2-pt Score Items	7	8,119	4.93	78.40	21.00	0.60
1	4-pt Score Items	5	5,847	4.75	48.52	43.70	7.78
2	All Speaking Items	17	19,500	3.73	70.95	25.12	3.93
2	1-pt Score Items	2	2,257	2.63	96.59	3.41	N/A
2	2-pt Score Items	11	12,602	4.10	75.26	21.33	3.41
2	4-pt Score Items	4	4,641	3.56	46.78	45.98	7.24
3–5	All Speaking Items	19	22,010	1.20	64.97	32.02	3.02
3–5	1-pt Score Items	2	2,272	0.77	89.48	10.52	N/A
3–5	2-pt Score Items	9	10,412	1.35	71.52	26.63	1.84
3–5	3-pt Score Items	3	3,524	1.16	58.00	38.79	3.21
3–5	4-pt Score Items	5	5,802	1.26	47.83	45.98	6.19
6–8	All Speaking Items	19	21,820	1.51	64.62	31.95	3.42
6–8	1-pt Score Items	2	2,260	0.97	95.97	4.03	N/A
6–8	2-pt Score Items	7	8,063	1.67	72.81	25.24	1.95
6–8	3-pt Score Items	7	8,069	1.67	54.54	40.64	4.82
6–8	4-pt Score Items	3	3,428	1.43	48.42	45.71	5.86
9–10	All Speaking Items	19	22,331	2.92	64.80	31.29	3.91
9–10	1-pt Score Items	2	2,298	1.86	91.25	8.75	N/A
9–10	2-pt Score Items	6	7,055	2.78	70.90	25.56	3.54
9–10	3-pt Score Items	8	9,462	3.63	60.15	36.47	3.38
9–10	4-pt Score Items	3	3,516	2.77	47.78	43.60	8.62
11–12	All Speaking Items	19	22,222	4.12	63.82	32.38	3.80
11–12	1-pt Score Items	2	2,311	2.65	93.25	6.75	N/A
11–12	2-pt Score Items	6	6,947	3.88	70.71	27.49	1.80
11–12	3-pt Score Items	8	9,441	5.14	58.19	37.32	4.49
11–12	4-pt Score Items	3	3,523	3.93	46.01	45.61	8.37



## 4.4. Machine Scoring for Selected Response Items

After the certification of student records for scoring, ETS transferred the records to the scoring management system. These records contained all relevant response data and identifying information for matching against the correct scoring keys. The ETS scoring engine then processed the records and produced the multiple-choice (MC) raw scores before permanently storing the results in the students' records.

## 4.5. Types of Scores

### 4.5.1. Raw Scores

Raw scores for each domain were obtained by summing the number of MC items answered correctly and the number of CR item score points obtained and adding the total number of points obtained for each domain. The domain raw scores from Listening and Speaking were summed to compute the oral language raw score. The domain raw scores from Reading and Writing were summed to compute the written language raw score.

The number and percentage of students at each raw score for each of the composites and the total test score are reported in [appendix 4.A. Table 4.A.1](#) through [Table 4.A.13](#) present the raw score frequency distributions for the oral language scores for each grade level, and [Table 4.A.14](#) provides the corresponding raw score summary statistics. Parallel results are presented in [Table 4.A.15](#) through [Table 4.A.28](#) for the written language composite and in [Table 4.A.29](#) through [Table 4.A.41](#) for the overall or total raw scores. The raw scores for overall score are reported in [Table 4.A.42](#). Two composite scores of oral language raw score and written language raw score were summed to compute the total raw scores for each grade level.

### 4.5.2. Scale Scores

Raw scores are not directly comparable from administration to administration because each raw score is based on a set of items that may differ in difficulty. Instead, student performance on the Summative ELPAC is reported in terms of scale scores that express student proficiency in terms of a constant metric. Thus, a scale score of 1350 in one language skill area in one administration represents the same level of proficiency as 1350 on the same language skill area in another administration, even though each scale score may represent a different raw score.

Additionally, the Summative ELPAC scale scores are vertically linked across grade levels. The vertical scaling was established during a 2016–2017 field test administration. To implement the vertical scaling, representative sets of off-grade items (i.e., vertical scaling items) were administered to an adjacent upper grade. For example, grade two items also were administered to grades three through five students. To the extent possible, vertical scaling item sets were intended to sample the construct that included all task components and language domains that conformed to the test blueprint. So, all item types were included from the grade level below as vertical scaling items between adjacent grades and grade spans. Information about the item specifications can be found in the ELPAC Test Development Specifications for the 2017 Standalone Field Tests: Summative Assessment and Initial Assessment (ETS & Sacramento County Office of Education, 2016). This process enables direct comparison of composite scores across consecutive grades.



Summative ELPAC scale scores are expressed as four-digit numbers that range from 1150 to 1950 across grade levels and grade spans. Lower scores indicate lesser proficiency and higher scores indicate greater proficiency.

[Table 4.3](#) presents the means and standard deviations of scale scores for the overall test and each composite. With the exception of the overall mean scale score for grade eight, the scores increase across grade levels. The grade eight mean score is somewhat higher than for grade levels nine through eleven. Given that the vertical scale for the summative ELPAC was constructed at the grade level for K–2 and at the grade span for grade spans three through five, six through eight, nine and ten, and eleven and twelve, this slight increase at grade eight should not be overinterpreted.

**Table 4.3 Mean and Standard Deviation of the Overall, Oral Language, and Written Language Scale Scores**

Grade Level	Number of Students Tested	Overall Scale Score Mean	Overall Scale Score SD	Oral Scale Score Mean	Oral Scale Score SD	Written Scale Score Mean	Written Scale Score SD
Kindergarten	36,520	1426	56	1435	53	1404	88
Grade 1	27,678	1455	50	1464	48	1446	66
Grade 2	25,482	1486	45	1487	48	1485	55
Grade 3	41,764	1487	41	1486	50	1486	41
Grade 4	36,794	1506	45	1505	56	1506	45
Grade 5	36,261	1524	51	1521	63	1526	51
Grade 6	33,058	1524	52	1526	69	1522	46
Grade 7	31,119	1532	57	1534	76	1529	50
Grade 8	28,478	1542	62	1544	83	1539	54
Grade 9	28,814	1532	69	1525	94	1538	56
Grade 10	23,612	1540	73	1532	98	1546	59
Grade 11	20,176	1540	67	1532	85	1548	60
Grade 12	17,201	1544	67	1538	84	1551	61

**Note:** “SD” = standard deviation.

Scale score frequency distributions are presented in [appendix 4.B](#); [Table 4.B.1](#) through [Table 4.B.13](#) provide the distributions for the oral language composite and [Table 4.B.14](#) through [Table 4.B.26](#) present the distributions for the written language composite.

The means and standard deviations of scale scores for the overall test and each composite are also presented by student group. These results are in [appendix 4.C](#), in [Table 4.C.1](#) through [Table 4.C.13](#). To support interpretation of these results, within each race or ethnicity student group, scale scores are further aggregated according to whether or not students in each group are economically disadvantaged.

#### 4.5.2.1. Scale Score Conversions

For each language skill area, the following steps are used to establish the raw-score-to-scale-score relationship. The process begins by inverting the test characteristic curve (Stocking, 1996) where each possible raw score is mapped to a corresponding theta score. These theta scores represent a student’s ability level on a particular language skill and are

transformed onto their respective language skill area through a linear transformation as described in equation 4.1:

$$\text{Scale score} = \text{Intercept} + \text{Slope} \times (\text{theta score}) \quad (4.1)$$

Refer to subsection 11.5.6 Developing Summative ELPAC Reporting Scales in the *Summative English Language Proficiency Assessments for California Technical Report, 2017–18 Administration* (CDE, 2019) for applicable scaling constraints (e.g., slope and intercept terms) for converting theta scores to the oral language and written language scales. Through this process, raw-to-scale-score conversion tables are established. Separate conversion tables were created for the oral language and written language composites. Spring 2020 raw-to-scale-score conversion tables for the oral language and written language composites are presented in [appendix 6.C, Table 6.C.1](#) through [Table 6.C.22](#).

#### 4.5.2.2. Overall Scale Score

The overall scale score is calculated as the weighted average of the scale scores of the oral language and written language composite scale scores. For kindergarten, the overall scores are calculated as the weighted average scores of the two composite scores as shown in equation 4.2:

$$\text{Overall score} = 0.70 \times \text{Oral language score} + 0.30 \times \text{Written language score} \quad (4.2)$$

For grade levels one through twelve, the overall scores are calculated as the average scores of the two composite scores as shown in equation 4.3:

$$\text{Overall score} = 0.50 \times \text{Oral language score} + 0.50 \times \text{Written language score} \quad (4.3)$$

Refer to subsection 11.5.6 *Developing Summative ELPAC Reporting Scales* in the *Summative English Language Proficiency Assessments for California Technical Report, 2017–18 Administration* (CDE, 2019) for more details regarding how the Summative ELPAC reporting scales were established. The frequency distributions for the overall test scale scores are provided in [appendix 4.B, Table 4.B.27](#) through [Table 4.B.39](#).

#### 4.5.3. Performance Levels

Reporting scales for the Summative ELPAC's two composite language skills and overall scores classify each student's performance into one of the four levels, which are as follows:

1. Level 1—Beginning to Develop
2. Level 2—Somewhat Developed
3. Level 3—Moderately Developed
4. Level 4—Well Developed (indicating the highest level of performance)

Student Score Reports (SSRs), which are described in [4.7.1 Student Score Reports \(SSRs\)](#), present student-level performance results for overall score, composite scores, and domain scores. To guide the interpretation of the scale scores for each domain, the range of possible scale scores for each domain is divided into three levels:

1. Level 1—Beginning to Develop
2. Level 2—Somewhat/Moderately Developed
3. Level 3—Well Developed

The scale score ranges defining the various reporting levels and grade levels are presented in [table 4.4](#).

**Table 4.4 Composite Language Skills and Overall Reporting Scale Score Ranges for Each Reporting Level by Grade Level**

<b>Grade Level</b>	<b>Test</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Kindergarten	Overall	1150–1373	1374–1421	1422–1473	1474–1700
Kindergarten	Oral Language	1150–1385	1386–1426	1427–1477	1478–1700
Kindergarten	Written Language	1150–1345	1346–1409	1410–1462	1463–1700
Grade 1	Overall	1150–1410	1411–1454	1455–1506	1507–1700
Grade 1	Oral Language	1150–1407	1408–1450	1451–1492	1493–1700
Grade 1	Written Language	1150–1413	1414–1458	1459–1519	1520–1700
Grade 2	Overall	1150–1423	1424–1470	1471–1531	1532–1700
Grade 2	Oral Language	1150–1413	1414–1459	1460–1509	1510–1700
Grade 2	Written Language	1150–1432	1433–1480	1481–1553	1554–1700
Grade 3	Overall	1150–1447	1448–1487	1488–1534	1535–1800
Grade 3	Oral Language	1150–1434	1435–1465	1466–1511	1512–1800
Grade 3	Written Language	1150–1460	1461–1508	1509–1556	1557–1800
Grade 4	Overall	1150–1458	1459–1498	1499–1548	1549–1800
Grade 4	Oral Language	1150–1438	1439–1471	1472–1521	1522–1800
Grade 4	Written Language	1150–1477	1478–1524	1525–1574	1575–1800
Grade 5	Overall	1150–1466	1467–1513	1514–1559	1560–1800
Grade 5	Oral Language	1150–1446	1447–1476	1477–1532	1533–1800
Grade 5	Written Language	1150–1486	1487–1549	1550–1586	1587–1800
Grade 6	Overall	1150–1474	1475–1516	1517–1566	1567–1900
Grade 6	Oral Language	1150–1449	1450–1483	1484–1541	1542–1900
Grade 6	Written Language	1150–1498	1499–1549	1550–1591	1592–1900
Grade 7	Overall	1150–1480	1481–1526	1527–1575	1576–1900
Grade 7	Oral Language	1150–1455	1456–1497	1498–1553	1554–1900
Grade 7	Written Language	1150–1504	1505–1555	1556–1597	1598–1900
Grade 8	Overall	1150–1485	1486–1533	1534–1589	1590–1900
Grade 8	Oral Language	1150–1460	1461–1504	1505–1568	1569–1900
Grade 8	Written Language	1150–1509	1510–1561	1562–1609	1610–1900
Grade 9	Overall	1150–1492	1493–1544	1545–1605	1606–1950
Grade 9	Oral Language	1150–1464	1465–1511	1512–1578	1579–1950
Grade 9	Written Language	1150–1519	1520–1577	1578–1631	1632–1950
Grade 10	Overall	1150–1492	1493–1544	1545–1605	1606–1950
Grade 10	Oral Language	1150–1464	1465–1511	1512–1578	1579–1950
Grade 10	Written Language	1150–1519	1520–1577	1578–1631	1632–1950

Table 4.4 (continuation)

Grade Level	Test	Level 1	Level 2	Level 3	Level 4
Grade 11	Overall	1150–1499	1500–1554	1555–1614	1615–1950
Grade 11	Oral Language	1150–1469	1470–1513	1514–1582	1583–1950
Grade 11	Written Language	1150–1528	1529–1594	1595–1645	1646–1950
Grade 12	Overall	1150–1499	1500–1554	1555–1614	1615–1950
Grade 12	Oral Language	1150–1469	1470–1513	1514–1582	1583–1950
Grade 12	Written Language	1150–1528	1529–1594	1595–1645	1646–1950

The threshold scores in [table 4.4](#) are updates to the 2017–2018 threshold scores adopted by the State Board of Education (SBE) in November 2017 for the 2017–2018 administration of the Summative ELPAC. The original threshold scores established through an ELPAC standard setting workshop were revised based on the results of the *Summative Threshold Score Validation Study* (CDE, 2018) and other analyses. These changes were adopted by the SBE in November 2018 for the 2018–2019 administration and beyond.

The percentage of students in each proficiency level for the overall test and the composites is presented in [table 4.5](#). Corresponding information at the domain level is provided in [table 4.6](#). For the overall test, the percentage of students classified as having English skills that were Moderately Developed (Level 3) or Well Developed (Level 4) ranged from 41 percent for grades nine and eleven, to 65 percent for grade two. Corresponding proficiency classifications for the oral language composite ranged from 59 percent of students from grade nine and kindergarten to 81 percent for grade five. For the written language composite, the percentage of students classified in levels 3 and 4 ranged from 19 percent for grade eleven to 52 percent for grade two.

At the domain level (refer to [table 4.6](#)), ranges of students classified at Level 3 (Well Developed) were as follows:

- Listening—Six percent at grade eleven to 40 percent at grade one
- Speaking—Sixteen percent at kindergarten and grade one to 64 percent at grades and twelve
- Reading—Four percent in grade 4 and 16 percent at grade two
- Writing—Two percent for grade nine and 32 percent for kindergarten

The percentage of students in each proficiency level for the overall test and the composites is also reported by student demographic groups in [appendix 4.D](#), [Table 4.D.1](#) through [Table 4.D.13](#). These results are further aggregated by whether or not students in each group are economically disadvantaged.

**Table 4.5 Percentage of Students in Each Proficiency Level for Overall Test and Composites**

<b>Grade Level</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Kindergarten	12	38	36	14	11	29	44	15	16	51	20	13
Grade 1	13	37	40	10	8	29	36	26	23	39	33	5
Grade 2	6	29	51	14	5	23	43	29	15	33	43	9
Grade 3	14	38	38	10	12	20	44	25	24	49	23	4
Grade 4	12	30	43	15	9	14	44	33	27	42	26	5
Grade 5	10	30	39	21	7	11	43	38	22	50	19	9
Grade 6	13	30	40	16	9	12	46	33	32	42	20	7
Grade 7	15	31	35	18	10	16	42	32	29	43	20	8
Grade 8	15	30	38	18	11	16	43	30	27	41	22	10
Grade 9	23	36	30	11	19	22	40	19	38	38	19	5
Grade 10	22	32	31	14	19	20	38	23	35	35	23	8
Grade 11	25	33	30	11	20	19	35	26	40	41	15	4
Grade 12	24	34	30	13	18	20	35	28	39	41	16	5

**Table 4.6 Percentage of Students in Each Proficiency Level for Domains**

<b>Grade Level</b>	<b>Listening Proficiency Level 1</b>	<b>Listening Proficiency Level 2</b>	<b>Listening Proficiency Level 3</b>	<b>Speaking Proficiency Level 1</b>	<b>Speaking Proficiency Level 2</b>	<b>Speaking Proficiency Level 3</b>	<b>Reading Proficiency Level 1</b>	<b>Reading Proficiency Level 2</b>	<b>Reading Proficiency Level 3</b>	<b>Writing Proficiency Level 1</b>	<b>Writing Proficiency Level 2</b>	<b>Writing Proficiency Level 3</b>
Kindergarten	9	72	19	20	65	16	14	79	7	25	43	32
Grade 1	5	55	40	14	69	16	31	55	15	20	74	6
Grade 2	5	65	30	7	64	29	19	65	16	15	68	17
Grade 3	22	56	22	13	45	42	43	52	5	13	76	11
Grade 4	14	51	35	10	45	45	36	59	4	14	73	14
Grade 5	9	69	21	10	26	64	30	60	10	15	72	13
Grade 6	15	61	24	9	39	53	58	36	6	11	74	15
Grade 7	20	63	17	9	33	58	53	37	10	14	76	10
Grade 8	17	62	21	10	37	53	53	32	15	12	84	4
Grade 9	32	57	11	19	28	53	52	40	9	26	72	2
Grade 10	30	57	13	19	26	55	46	41	13	25	73	3
Grade 11	32	61	6	18	21	60	53	40	7	22	70	8
Grade 12	31	62	7	15	21	64	51	40	9	21	71	9

## 4.6. Overview of Score Aggregation

To provide meaningful results to the stakeholders, test scores for a given grade level are aggregated at the school, LEA or direct funded charter school, county, and state levels. The aggregated scores are generated for selected groups of interest (e.g., gender, ethnicity, economic status [disadvantaged or not], migrant status, and special education services status) and for the total population. The number of students who tested overall and for composites by demographic group, along with summary of scale scores, are presented in [appendix 4.C](#), [Table 4.C.1](#) through [Table 4.C.13](#).

## 4.7. Types of Score Reports

The following are the types of score reports produced for the 2019–2020 Summative ELPAC administration:

- **SSR**—The SSR was the official score report for parents and guardians and described the student’s results and were made available only to students who completed all four domains or partially tested and received Level 4.
- **Tested and Enrolled LEA student data files**—LEA student data files were available for download on demand by the LEA in the Test Operations Management System (TOMS) to coincide with availability of the SSRs.
- **State student data files**—The state student data files were the full operational file and included 100 percent of the student scores and eligibility data. These files were provided to the CDE and used for apportionment.

### 4.7.1. Student Score Reports

The SSR was the official score report for the parents or guardians and describes the student’s results. For the 2019–2020 administration, SSRs were made available to the LEAs in English, Spanish, Filipino, Chinese (Traditional), and Vietnamese. An SSR in a supported language was created if the student’s primary language as reported in the California Longitudinal Achievement Data System was one of these supported languages.

The LEAs that received SSRs in supported languages received one SSR in English and another in the supported language. SSRs were made available only to students who completed all four domains. These reports were available as PDFs for the LEA to download from TOMS.

The SSR included the following information:

- Overall score and reporting level
- Oral language score and reporting level
- Written language score and reporting level
- Domain performance levels

As mentioned previously, overall score, oral language score, and written language score placed a student within one of the four ELPAC reporting levels, as Beginning to Develop, Somewhat Developed, Moderately Developed, or Well Developed. For each domain, a student was placed within one of three proficiency levels as Beginning to Develop, Somewhat/Moderately Developed, or Well Developed.

### **4.7.2. School Reports**

Site ELPAC coordinators could download individual SSRs or bulk download a compressed (.zip) file of student SSRs for the school from TOMS.

### **4.7.3. Local Educational Agency Reports**

LEAs had the option of downloading LEA student data files from TOMS:

Additionally, preliminary student scores and aggregations were also available to LEAs using the California Educator Reporting System. These applications permitted LEAs to view preliminary results data for all tests taken.

## **4.8. Score Report Applications**

Summative ELPAC results provided parents and guardians with information about their child's progress toward English proficiency. The results were a tool for increasing communication and collaboration between parents or guardians and teachers.

Summative ELPAC results were one of the components schools could use to help make decisions about how best to support student progress. The Summative ELPAC overall proficiency level of 4 was used as one criterion of four used for reclassification as English language fluent. However, Summative ELPAC results should never be used as the only source of information to make important decisions about a child's education.

## **4.9. Criteria for Interpreting Test Scores**

An LEA may use ELPAC results to help make decisions about student placement in programs that support the student's ongoing development toward English proficiency. However, it is important to remember that a single test can provide only limited information. Other relevant information should be considered as well. It is advisable for parents or guardians to evaluate their child's progress by looking at classroom work and progress reports in addition to the child's ELPAC results.

LEAs may use ELPAC results to help make decisions about student placement in EL programs, student exit from EL programs, and student growth in proficiency while in EL programs. The ELPAC, however, is a single measure of student performance and is intended to be used in combination with other relevant information in the decision-making process. Test scores must be interpreted cautiously when making decisions about student or program performance.

Summative ELPAC reporting levels in 2019–2020 represented broad ranges of proficiency with wide gradations between the lowest and highest possible scores in each range that were reflected in student performance. While statistical procedures were carefully applied to ensure a continuous scale throughout the full range of the common scale, ETS recommends using caution in comparing individual student performance across nonadjacent grade spans. Although the common scales have the same general properties across domains or composites, numeric comparisons across domains or composites cannot be made—a student scoring 400 in oral language and 420 in written language is not necessarily doing better in terms of written languages.



## 4.10. Criteria for Interpreting Score Reports

Summative ELPAC scores represented only one view of a child's progress toward language proficiency. It is advisable for parents or guardians to evaluate their child's progress by looking at classroom work and progress reports, in addition to the child's ELPAC results before making reclassification decisions.

Because the Summative ELPAC results were vertically scaled, scale scores for a test may be compared to scale scores for the same student or groups of students in different years, as well as for between specific grade levels. This allows users to say that proficiency for a given grade level was higher or lower one year as compared with another. For example, the grade two Summative ELPAC scale scores in 2018–2019 and 2019–2020 may be compared, as can the grade five Summative ELPAC scale score in 2018–2019 and the grade six Summative ELPAC scale score in 2019–2020, because of the vertical scale.

## References

California Department of Education. (2019a). *Speaking rubrics for the English Language Proficiency Assessments for California*. [Unpublished document]. Sacramento, CA: California Department of Education.

California Department of Education. (2019b). *Writing rubrics for the English Language Proficiency Assessments for California*. [Unpublished document]. Sacramento, CA: California Department of Education.

## Appendix 4.A: Raw Score Frequency Distributions for the Summative ELPAC

**Table 4.A.1 Raw Score Frequency Distribution for Oral Language, Kindergarten**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	171	0.47	0.47
1	55	0.15	0.62
2	64	0.18	0.79
3	56	0.15	0.95
4	77	0.21	1.16
5	105	0.29	1.45
6	113	0.31	1.76
7	131	0.36	2.11
8	165	0.45	2.57
9	193	0.53	3.09
10	182	0.50	3.59
11	233	0.64	4.23
12	259	0.71	4.94
13	286	0.78	5.72
14	302	0.83	6.55
15	370	1.01	7.56
16	397	1.09	8.65
17	464	1.27	9.92
18	472	1.29	11.21
19	603	1.65	12.86
20	702	1.92	14.79
21	785	2.15	16.94
22	880	2.41	19.35
23	1,065	2.92	22.26
24	1,107	3.03	25.29
25	1,241	3.40	28.69
26	1,314	3.60	32.29
27	1,454	3.98	36.27
28	1,563	4.28	40.55
29	1,808	4.95	45.50
30	1,868	5.12	50.62
31	1,978	5.42	56.03
32	2,103	5.76	61.79
33	2,200	6.02	67.81
34	2,217	6.07	73.89
35	2,043	5.59	79.48
36	2,010	5.50	84.98

Table 4.A.1 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
37	1,655	4.53	89.52
38	1,421	3.89	93.41
39	1,044	2.86	96.27
40	741	2.03	98.29
41	448	1.23	99.52
42	175	0.48	100.00

**Table 4.A.2 Raw Score Frequency Distribution for Oral Language, Grade One**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	75	0.27	0.27
1	14	0.05	0.32
2	13	0.05	0.37
3	17	0.06	0.43
4	16	0.06	0.49
5	20	0.07	0.56
6	20	0.07	0.63
7	36	0.13	0.76
8	34	0.12	0.89
9	46	0.17	1.05
10	52	0.19	1.24
11	56	0.20	1.44
12	64	0.23	1.67
13	76	0.27	1.95
14	97	0.35	2.30
15	100	0.36	2.66
16	98	0.35	3.01
17	121	0.44	3.45
18	156	0.56	4.01
19	160	0.58	4.59
20	185	0.67	5.26
21	237	0.86	6.12
22	284	1.03	7.14
23	324	1.17	8.31
24	416	1.50	9.82
25	489	1.77	11.58
26	608	2.20	13.78
27	700	2.53	16.31
28	817	2.95	19.26
29	986	3.56	22.82
30	1,143	4.13	26.95
31	1,378	4.98	31.93
32	1,583	5.72	37.65
33	1,762	6.37	44.02
34	1,888	6.82	50.84
35	2,038	7.36	58.20
36	2,145	7.75	65.95
37	2,164	7.82	73.77
38	1,914	6.92	80.69

Table 4.A.2 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
39	1,792	6.47	87.16
40	1,421	5.13	92.29
41	1,040	3.76	96.05
42	623	2.25	98.30
43	361	1.30	99.61
44	109	0.39	100.00

**Table 4.A.3 Raw Score Frequency Distribution for Oral Language, Grade Two**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	8	0.03	0.03
1	4	0.02	0.05
2	3	0.01	0.06
3	2	0.01	0.07
4	6	0.02	0.09
5	7	0.03	0.12
6	17	0.07	0.18
7	20	0.08	0.26
8	30	0.12	0.38
9	33	0.13	0.51
10	21	0.08	0.59
11	31	0.12	0.71
12	34	0.13	0.85
13	32	0.13	0.97
14	41	0.16	1.13
15	34	0.13	1.27
16	34	0.13	1.40
17	31	0.12	1.52
18	47	0.18	1.71
19	48	0.19	1.90
20	78	0.31	2.20
21	66	0.26	2.46
22	80	0.31	2.77
23	72	0.28	3.06
24	115	0.45	3.51
25	114	0.45	3.96
26	170	0.67	4.62
27	166	0.65	5.27
28	196	0.77	6.04
29	260	1.02	7.06
30	291	1.14	8.21
31	337	1.32	9.53
32	488	1.92	11.44
33	564	2.21	13.66
34	695	2.73	16.38
35	788	3.09	19.48
36	967	3.79	23.27
37	1,161	4.56	27.83
38	1,324	5.20	33.02

Table 4.A.3 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
39	1,611	6.32	39.35
40	1,846	7.24	46.59
41	2,022	7.94	54.52
42	2,020	7.93	62.45
43	2,130	8.36	70.81
44	2,023	7.94	78.75
45	1,828	7.17	85.92
46	1,440	5.65	91.57
47	1,099	4.31	95.89
48	644	2.53	98.41
49	326	1.28	99.69
50	78	0.31	100.00



**Table 4.A.4 Raw Score Frequency Distribution for Oral Language, Grade Three**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	1	0.00	0.00
2	3	0.01	0.01
3	6	0.01	0.02
4	30	0.07	0.10
5	60	0.14	0.24
6	70	0.17	0.41
7	112	0.27	0.68
8	110	0.26	0.94
9	164	0.39	1.33
10	85	0.20	1.53
11	103	0.25	1.78
12	77	0.18	1.97
13	85	0.20	2.17
14	69	0.17	2.33
15	67	0.16	2.49
16	93	0.22	2.72
17	100	0.24	2.96
18	105	0.25	3.21
19	126	0.30	3.51
20	158	0.38	3.89
21	183	0.44	4.33
22	206	0.49	4.82
23	283	0.68	5.50
24	352	0.84	6.34
25	390	0.93	7.27
26	489	1.17	8.45
27	566	1.36	9.80
28	742	1.78	11.58
29	935	2.24	13.82
30	1,027	2.46	16.27
31	1,257	3.01	19.28
32	1,376	3.29	22.58
33	1,623	3.89	26.47
34	1,953	4.68	31.14
35	2,247	5.38	36.52
36	2,415	5.78	42.30
37	2,556	6.12	48.42
38	2,806	6.72	55.14
39	2,884	6.91	62.05
40	2,784	6.67	68.71
41	2,661	6.37	75.09

Table 4.A.4 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
42	2,440	5.84	80.93
43	2,065	4.94	85.87
44	1,736	4.16	90.03
45	1,431	3.43	93.46
46	1,064	2.55	96.00
47	722	1.73	97.73
48	479	1.15	98.88
49	287	0.69	99.57
50	122	0.29	99.86
51	51	0.12	99.98
52	8	0.02	100.00

**Table 4.A.5 Raw Score Frequency Distribution for Oral Language, Grade Four**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
2	2	0.01	0.01
3	10	0.03	0.03
4	28	0.08	0.11
5	48	0.13	0.24
6	73	0.20	0.44
7	93	0.25	0.69
8	100	0.27	0.96
9	107	0.29	1.25
10	94	0.26	1.51
11	77	0.21	1.72
12	53	0.14	1.86
13	57	0.15	2.02
14	57	0.15	2.17
15	55	0.15	2.32
16	61	0.17	2.49
17	59	0.16	2.65
18	69	0.19	2.83
19	99	0.27	3.10
20	95	0.26	3.36
21	106	0.29	3.65
22	136	0.37	4.02
23	129	0.35	4.37
24	171	0.46	4.84
25	194	0.53	5.36
26	212	0.58	5.94
27	270	0.73	6.67
28	337	0.92	7.59
29	416	1.13	8.72
30	493	1.34	10.06
31	592	1.61	11.67
32	733	1.99	13.66
33	911	2.48	16.14
34	1,133	3.08	19.22
35	1,314	3.57	22.79
36	1,638	4.45	27.24
37	1,883	5.12	32.36
38	2,145	5.83	38.19
39	2,456	6.68	44.86
40	2,584	7.02	51.88
41	2,665	7.24	59.13
42	2,734	7.43	66.56
43	2,629	7.15	73.70

Table 4.A.5 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
44	2,495	6.78	80.48
45	2,124	5.77	86.26
46	1,775	4.82	91.08
47	1,415	3.85	94.93
48	954	2.59	97.52
49	526	1.43	98.95
50	265	0.72	99.67
51	107	0.29	99.96
52	15	0.04	100.00

**Table 4.A.6 Raw Score Frequency Distribution for Oral Language, Grade Five**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	1	0.00	0.00
2	4	0.01	0.01
3	11	0.03	0.04
4	13	0.04	0.08
5	34	0.09	0.17
6	85	0.23	0.41
7	81	0.22	0.63
8	115	0.32	0.95
9	111	0.31	1.25
10	103	0.28	1.54
11	76	0.21	1.75
12	65	0.18	1.93
13	64	0.18	2.10
14	52	0.14	2.25
15	56	0.15	2.40
16	53	0.15	2.55
17	51	0.14	2.69
18	49	0.14	2.82
19	58	0.16	2.98
20	50	0.14	3.12
21	60	0.17	3.29
22	80	0.22	3.51
23	110	0.30	3.81
24	110	0.30	4.11
25	111	0.31	4.42
26	122	0.34	4.76
27	159	0.44	5.20
28	234	0.65	5.84
29	258	0.71	6.55
30	288	0.79	7.35
31	378	1.04	8.39
32	500	1.38	9.77
33	589	1.62	11.39
34	721	1.99	13.38
35	870	2.40	15.78
36	1,083	2.99	18.77
37	1,351	3.73	22.49
38	1,643	4.53	27.02
39	1,961	5.41	32.43

Table 4.A.6 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	2,216	6.11	38.54
41	2,533	6.99	45.53
42	2,848	7.85	53.38
43	2,952	8.14	61.52
44	3,001	8.28	69.80
45	2,713	7.48	77.28
46	2,586	7.13	84.41
47	2,166	5.97	90.39
48	1,606	4.43	94.82
49	1,013	2.79	97.61
50	567	1.56	99.17
51	247	0.68	99.85
52	53	0.15	100.00

**Table 4.A.7 Raw Score Frequency Distribution for Oral Language, Grade Six**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
2	5	0.02	0.02
3	9	0.03	0.04
4	19	0.06	0.10
5	29	0.09	0.19
6	46	0.14	0.33
7	80	0.24	0.57
8	92	0.28	0.85
9	90	0.27	1.12
10	87	0.26	1.38
11	83	0.25	1.63
12	83	0.25	1.88
13	67	0.20	2.09
14	77	0.23	2.32
15	75	0.23	2.55
16	53	0.16	2.71
17	101	0.31	3.01
18	76	0.23	3.24
19	81	0.25	3.49
20	113	0.34	3.83
21	118	0.36	4.19
22	136	0.41	4.60
23	142	0.43	5.03
24	191	0.58	5.61
25	183	0.55	6.16
26	232	0.70	6.86
27	272	0.82	7.68
28	348	1.05	8.74
29	417	1.26	10.00
30	480	1.45	11.45
31	566	1.71	13.16
32	720	2.18	15.34
33	904	2.73	18.07
34	1,042	3.15	21.23
35	1,269	3.84	25.07
36	1,423	4.30	29.37
37	1,698	5.14	34.51
38	1,830	5.54	40.04
39	2,119	6.41	46.45
40	2,181	6.60	53.05

Table 4.A.7 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
41	2,358	7.13	60.18
42	2,355	7.12	67.31
43	2,233	6.75	74.06
44	2,128	6.44	80.50
45	1,874	5.67	86.17
46	1,564	4.73	90.90
47	1,230	3.72	94.62
48	840	2.54	97.16
49	513	1.55	98.71
50	280	0.85	99.56
51	116	0.35	99.91
52	30	0.09	100.00



**Table 4.A.8 Raw Score Frequency Distribution for Oral Language, Grade Seven**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
2	1	0.00	0.00
3	5	0.02	0.02
4	19	0.06	0.08
5	38	0.12	0.20
6	48	0.15	0.36
7	77	0.25	0.60
8	101	0.32	0.93
9	87	0.28	1.21
10	93	0.30	1.51
11	93	0.30	1.81
12	99	0.32	2.12
13	80	0.26	2.38
14	97	0.31	2.69
15	83	0.27	2.96
16	83	0.27	3.23
17	97	0.31	3.54
18	97	0.31	3.85
19	89	0.29	4.14
20	92	0.30	4.43
21	118	0.38	4.81
22	121	0.39	5.20
23	134	0.43	5.63
24	157	0.50	6.13
25	179	0.58	6.71
26	214	0.69	7.40
27	221	0.71	8.11
28	264	0.85	8.96
29	335	1.08	10.03
30	394	1.27	11.30
31	464	1.49	12.79
32	594	1.91	14.70
33	696	2.24	16.93
34	824	2.65	19.58
35	940	3.02	22.60
36	1,121	3.60	26.21
37	1,347	4.33	30.53
38	1,519	4.88	35.42
39	1,752	5.63	41.05
40	1,965	6.31	47.36
41	2,130	6.84	54.20
42	2,158	6.93	61.14
43	2,171	6.98	68.12

Table 4.A.8 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
44	2,224	7.15	75.26
45	2,058	6.61	81.88
46	1,782	5.73	87.60
47	1,470	4.72	92.33
48	1,093	3.51	95.84
49	725	2.33	98.17
50	380	1.22	99.39
51	155	0.50	99.89
52	35	0.11	100.00

**Table 4.A.9 Raw Score Frequency Distribution for Oral Language, Grade Eight**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
2	3	0.01	0.01
3	8	0.03	0.04
4	9	0.03	0.07
5	40	0.14	0.21
6	46	0.16	0.37
7	60	0.21	0.58
8	96	0.34	0.92
9	81	0.28	1.20
10	100	0.35	1.56
11	114	0.40	1.96
12	72	0.25	2.21
13	68	0.24	2.45
14	59	0.21	2.65
15	99	0.35	3.00
16	75	0.26	3.27
17	77	0.27	3.54
18	88	0.31	3.85
19	91	0.32	4.16
20	103	0.36	4.53
21	101	0.35	4.88
22	100	0.35	5.23
23	108	0.38	5.61
24	127	0.45	6.06
25	138	0.48	6.54
26	160	0.56	7.10
27	172	0.60	7.71
28	219	0.77	8.48
29	249	0.87	9.35
30	337	1.18	10.53
31	357	1.25	11.79
32	435	1.53	13.32
33	503	1.77	15.08
34	620	2.18	17.26
35	782	2.75	20.00
36	865	3.04	23.04
37	1,102	3.87	26.91
38	1,167	4.10	31.01
39	1,467	5.15	36.16
40	1,599	5.61	41.78

Table 4.A.9 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
41	1,779	6.25	48.02
42	1,900	6.67	54.69
43	2,094	7.35	62.05
44	2,156	7.57	69.62
45	2,049	7.20	76.81
46	1,949	6.84	83.66
47	1,617	5.68	89.34
48	1,339	4.70	94.04
49	882	3.10	97.13
50	502	1.76	98.90
51	254	0.89	99.79
52	60	0.21	100.00

**Table 4.A.10 Raw Score Frequency Distribution for Oral Language, Grade Nine**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
2	6	0.02	0.02
3	29	0.10	0.12
4	54	0.19	0.31
5	106	0.37	0.68
6	156	0.54	1.22
7	207	0.72	1.94
8	237	0.82	2.76
9	216	0.75	3.51
10	236	0.82	4.33
11	207	0.72	5.05
12	174	0.60	5.65
13	166	0.58	6.23
14	143	0.50	6.72
15	143	0.50	7.22
16	128	0.44	7.66
17	121	0.42	8.08
18	123	0.43	8.51
19	147	0.51	9.02
20	154	0.53	9.55
21	170	0.59	10.14
22	189	0.66	10.80
23	195	0.68	11.48
24	241	0.84	12.31
25	286	0.99	13.31
26	294	1.02	14.33
27	397	1.38	15.70
28	394	1.37	17.07
29	500	1.74	18.81
30	590	2.05	20.85
31	652	2.26	23.12
32	812	2.82	25.94
33	911	3.16	29.10
34	1,010	3.51	32.60
35	1,195	4.15	36.75
36	1,233	4.28	41.03
37	1,425	4.95	45.97
38	1,609	5.58	51.56
39	1,677	5.82	57.38
40	1,732	6.01	63.39
41	1,666	5.78	69.17
42	1,679	5.83	75.00

Table 4.A.10 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
43	1,618	5.62	80.61
44	1,449	5.03	85.64
45	1,235	4.29	89.93
46	965	3.35	93.28
47	719	2.50	95.77
48	529	1.84	97.61
49	335	1.16	98.77
50	206	0.71	99.49
51	112	0.39	99.88
52	36	0.12	100.00

**Table 4.A.11 Raw Score Frequency Distribution for Oral Language, Grade Ten**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
2	1	0.00	0.00
3	12	0.05	0.06
4	25	0.11	0.16
5	51	0.22	0.38
6	110	0.47	0.84
7	146	0.62	1.46
8	163	0.69	2.15
9	190	0.80	2.96
10	170	0.72	3.68
11	153	0.65	4.32
12	154	0.65	4.98
13	129	0.55	5.52
14	121	0.51	6.04
15	135	0.57	6.61
16	137	0.58	7.19
17	160	0.68	7.86
18	137	0.58	8.44
19	125	0.53	8.97
20	133	0.56	9.54
21	179	0.76	10.30
22	183	0.78	11.07
23	174	0.74	11.81
24	208	0.88	12.69
25	226	0.96	13.65
26	254	1.08	14.72
27	281	1.19	15.91
28	340	1.44	17.35
29	351	1.49	18.84
30	440	1.86	20.70
31	512	2.17	22.87
32	600	2.54	25.41
33	629	2.66	28.07
34	778	3.29	31.37
35	855	3.62	34.99
36	968	4.10	39.09
37	1,044	4.42	43.51
38	1,150	4.87	48.38
39	1,282	5.43	53.81
40	1,402	5.94	59.75
41	1,410	5.97	65.72
42	1,390	5.89	71.61

Table 4.A.11 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
43	1,346	5.70	77.31
44	1,238	5.24	82.55
45	1,117	4.73	87.28
46	926	3.92	91.20
47	742	3.14	94.35
48	567	2.40	96.75
49	399	1.69	98.44
50	231	0.98	99.42
51	105	0.44	99.86
52	33	0.14	100.00



**Table 4.A.12 Raw Score Frequency Distribution for Oral Language, Grade Eleven**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1	1	0.00	0.00
2	7	0.03	0.04
3	12	0.06	0.10
4	27	0.13	0.23
5	69	0.34	0.57
6	102	0.51	1.08
7	118	0.58	1.67
8	126	0.62	2.29
9	120	0.59	2.88
10	118	0.58	3.47
11	117	0.58	4.05
12	110	0.55	4.59
13	98	0.49	5.08
14	104	0.52	5.60
15	98	0.49	6.08
16	92	0.46	6.54
17	103	0.51	7.05
18	113	0.56	7.61
19	136	0.67	8.28
20	133	0.66	8.94
21	155	0.77	9.71
22	122	0.60	10.31
23	177	0.88	11.19
24	193	0.96	12.15
25	203	1.01	13.15
26	244	1.21	14.36
27	240	1.19	15.55
28	279	1.38	16.94
29	319	1.58	18.52
30	339	1.68	20.20
31	398	1.97	22.17
32	437	2.17	24.34
33	470	2.33	26.67
34	513	2.54	29.21
35	585	2.90	32.11
36	688	3.41	35.52
37	710	3.52	39.04
38	775	3.84	42.88
39	914	4.53	47.41
40	967	4.79	52.20
41	1,032	5.11	57.32
42	1,145	5.68	62.99

Table 4.A.12 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
43	1,123	5.57	68.56
44	1,177	5.83	74.39
45	1,101	5.46	79.85
46	1,008	5.00	84.84
47	927	4.59	89.44
48	778	3.86	93.29
49	625	3.10	96.39
50	421	2.09	98.48
51	226	1.12	99.60
52	81	0.40	100.00

**Table 4.A.13 Raw Score Frequency Distribution for Oral Language, Grade Twelve**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
2	3	0.02	0.02
3	10	0.06	0.08
4	17	0.10	0.17
5	45	0.26	0.44
6	63	0.37	0.80
7	66	0.38	1.19
8	88	0.51	1.70
9	87	0.51	2.20
10	76	0.44	2.65
11	84	0.49	3.13
12	74	0.43	3.56
13	75	0.44	4.00
14	53	0.31	4.31
15	65	0.38	4.69
16	64	0.37	5.06
17	92	0.53	5.59
18	93	0.54	6.13
19	76	0.44	6.58
20	110	0.64	7.21
21	117	0.68	7.89
22	119	0.69	8.59
23	136	0.79	9.38
24	125	0.73	10.10
25	171	0.99	11.10
26	189	1.10	12.20
27	185	1.08	13.27
28	232	1.35	14.62
29	265	1.54	16.16
30	263	1.53	17.69
31	352	2.05	19.74
32	365	2.12	21.86
33	419	2.44	24.30
34	477	2.77	27.07
35	509	2.96	30.03
36	568	3.30	33.33
37	695	4.04	37.37
38	678	3.94	41.31
39	734	4.27	45.58
40	782	4.55	50.12
41	854	4.96	55.09
42	917	5.33	60.42

Table 4.A.13 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
43	1,001	5.82	66.24
44	1,044	6.07	72.31
45	977	5.68	77.99
46	914	5.31	83.30
47	805	4.68	87.98
48	753	4.38	92.36
49	609	3.54	95.90
50	404	2.35	98.25
51	229	1.33	99.58
52	72	0.42	100.00

Table 4.A.14 Summary Statistics of the Raw Scores for Oral Language

<b>Grade Level</b>	<b>N Items</b>	<b>N Points</b>	<b>N Students</b>	<b>Mean</b>	<b>Mean as % of Total</b>	<b>SD</b>
Kindergarten	29	42	36,520	28.76	68.48	8.1
1	31	44	27,678	33.04	75.09	6.8
2	34	50	25,482	39.58	79.17	6.6
3	34	52	41,764	36.50	70.18	7.5
4	34	52	36,794	38.83	74.67	7.5
5	34	52	36,261	40.50	77.88	7.5
6	34	52	33,058	38.53	74.10	7.7
7	34	52	31,119	39.09	75.17	8.1
8	34	52	28,478	39.82	76.57	8.3
9	34	52	28,814	35.75	68.74	9.9
10	34	52	23,612	36.20	69.62	10.0
11	34	52	20,176	37.25	71.64	10.3
12	34	52	17,201	37.99	73.06	9.8

**Note:** “SD” = standard deviation

**Table 4.A.15 Raw Score Frequency Distribution for Written Language, Kindergarten**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	157	0.43	0.43
1	131	0.36	0.79
2	138	0.38	1.17
3	192	0.53	1.69
4	261	0.71	2.41
5	358	0.98	3.39
6	455	1.25	4.63
7	640	1.75	6.39
8	703	1.92	8.31
9	896	2.45	10.76
10	994	2.72	13.49
11	1,072	2.94	16.42
12	1,068	2.92	19.35
13	1,202	3.29	22.64
14	1,232	3.37	26.01
15	1,215	3.33	29.34
16	1,204	3.30	32.63
17	1,291	3.54	36.17
18	1,400	3.83	40.00
19	1,364	3.73	43.74
20	1,400	3.83	47.57
21	1,588	4.35	51.92
22	1,638	4.49	56.40
23	1,829	5.01	61.41
24	2,073	5.68	67.09
25	2,271	6.22	73.31
26	2,457	6.73	80.04
27	2,524	6.91	86.95
28	2,549	6.98	93.93
29	2,218	6.07	100.00

**Table 4.A.16 Raw Score Frequency Distribution for Written Language, Grade One**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	327	1.18	1.18
1	202	0.73	1.91
2	201	0.73	2.64
3	223	0.81	3.44
4	212	0.77	4.21
5	234	0.85	5.05
6	283	1.02	6.08
7	342	1.24	7.31
8	338	1.22	8.53
9	396	1.43	9.96
10	443	1.60	11.57
11	383	1.38	12.95
12	462	1.67	14.62
13	482	1.74	16.36
14	544	1.97	18.33
15	578	2.09	20.41
16	657	2.37	22.79
17	668	2.41	25.20
18	772	2.79	27.99
19	813	2.94	30.93
20	827	2.99	33.92
21	885	3.20	37.11
22	929	3.36	40.47
23	986	3.56	44.03
24	949	3.43	47.46
25	970	3.50	50.96
26	999	3.61	54.57
27	996	3.60	58.17
28	943	3.41	61.58
29	1,007	3.64	65.22
30	1,084	3.92	69.13
31	1,120	4.05	73.18
32	1,148	4.15	77.33
33	1,225	4.43	81.75
34	1,217	4.40	86.15
35	1,200	4.34	90.49
36	1,123	4.06	94.54
37	948	3.43	97.97
38	562	2.03	100.00

**Table 4.A.17 Raw Score Frequency Distribution for Written Language, Grade Two**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	31	0.12	0.12
1	35	0.14	0.26
2	29	0.11	0.37
3	28	0.11	0.48
4	25	0.10	0.58
5	36	0.14	0.72
6	47	0.18	0.91
7	86	0.34	1.24
8	113	0.44	1.69
9	129	0.51	2.19
10	175	0.69	2.88
11	190	0.75	3.63
12	248	0.97	4.60
13	251	0.99	5.58
14	270	1.06	6.64
15	264	1.04	7.68
16	310	1.22	8.90
17	336	1.32	10.22
18	394	1.55	11.76
19	404	1.59	13.35
20	468	1.84	15.18
21	495	1.94	17.13
22	561	2.20	19.33
23	555	2.18	21.51
24	597	2.34	23.85
25	624	2.45	26.30
26	609	2.39	28.69
27	716	2.81	31.50
28	709	2.78	34.28
29	782	3.07	37.35
30	818	3.21	40.56
31	849	3.33	43.89
32	1,013	3.98	47.87
33	1,105	4.34	52.20
34	1,205	4.73	56.93
35	1,274	5.00	61.93
36	1,368	5.37	67.30
37	1,503	5.90	73.20
38	1,512	5.93	79.13
39	1,551	6.09	85.22

Table 4.A.17 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	1,450	5.69	90.91
41	1,213	4.76	95.67
42	787	3.09	98.76
43	317	1.24	100.00



**Table 4.A.18 Raw Score Frequency Distribution for Written Language, Grade Three**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	1	0.00	0.00
1	3	0.01	0.01
2	17	0.04	0.05
3	66	0.16	0.21
4	131	0.31	0.52
5	252	0.60	1.13
6	397	0.95	2.08
7	597	1.43	3.51
8	702	1.68	5.19
9	916	2.19	7.38
10	1,057	2.53	9.91
11	1,252	3.00	12.91
12	1,381	3.31	16.21
13	1,631	3.91	20.12
14	1,739	4.16	24.28
15	1,881	4.50	28.79
16	2,032	4.87	33.65
17	2,096	5.02	38.67
18	2,247	5.38	44.05
19	2,147	5.14	49.19
20	2,201	5.27	54.46
21	2,129	5.10	59.56
22	1,986	4.76	64.32
23	1,923	4.60	68.92
24	1,800	4.31	73.23
25	1,725	4.13	77.36
26	1,557	3.73	81.09
27	1,505	3.60	84.69
28	1,308	3.13	87.82
29	1,076	2.58	90.40
30	974	2.33	92.73
31	779	1.87	94.60
32	631	1.51	96.11
33	470	1.13	97.23
34	396	0.95	98.18
35	246	0.59	98.77
36	192	0.46	99.23
37	129	0.31	99.54
38	87	0.21	99.75
39	54	0.13	99.88

Table 4.A.18 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	28	0.07	99.94
41	16	0.04	99.98
42	6	0.01	100.00
43	1	0.00	100.00

**Table 4.A.19 Raw Score Frequency Distribution for Written Language, Grade Four**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1	2	0.01	0.01
2	9	0.02	0.03
3	26	0.07	0.10
4	70	0.19	0.29
5	155	0.42	0.71
6	193	0.52	1.24
7	303	0.82	2.06
8	362	0.98	3.04
9	405	1.10	4.14
10	490	1.33	5.48
11	533	1.45	6.93
12	720	1.96	8.88
13	763	2.07	10.96
14	952	2.59	13.54
15	978	2.66	16.20
16	1,129	3.07	19.27
17	1,294	3.52	22.79
18	1,376	3.74	26.53
19	1,496	4.07	30.59
20	1,589	4.32	34.91
21	1,628	4.42	39.34
22	1,722	4.68	44.02
23	1,771	4.81	48.83
24	1,817	4.94	53.77
25	1,790	4.86	58.63
26	1,867	5.07	63.71
27	1,795	4.88	68.58
28	1,738	4.72	73.31
29	1,641	4.46	77.77
30	1,516	4.12	81.89
31	1,421	3.86	85.75
32	1,261	3.43	89.18
33	1,102	3.00	92.17
34	883	2.40	94.57
35	697	1.89	96.47
36	523	1.42	97.89
37	340	0.92	98.81
38	207	0.56	99.37
39	112	0.30	99.68

Table 4.A.19 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	78	0.21	99.89
41	33	0.09	99.98
42	6	0.02	100.00
43	1	0.00	100.00

**Table 4.A.20 Raw Score Frequency Distribution for Written Language, Grade Five**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	1	0.00	0.00
1	2	0.01	0.01
2	2	0.01	0.01
3	19	0.05	0.07
4	53	0.15	0.21
5	88	0.24	0.46
6	123	0.34	0.79
7	188	0.52	1.31
8	233	0.64	1.96
9	299	0.82	2.78
10	285	0.79	3.57
11	354	0.98	4.54
12	387	1.07	5.61
13	465	1.28	6.89
14	552	1.52	8.41
15	603	1.66	10.08
16	650	1.79	11.87
17	755	2.08	13.95
18	861	2.37	16.33
19	894	2.47	18.79
20	1,078	2.97	21.76
21	1,154	3.18	24.95
22	1,237	3.41	28.36
23	1,336	3.68	32.04
24	1,521	4.19	36.24
25	1,522	4.20	40.43
26	1,611	4.44	44.88
27	1,746	4.82	49.69
28	1,925	5.31	55.00
29	1,959	5.40	60.40
30	2,026	5.59	65.99
31	2,003	5.52	71.51
32	1,960	5.41	76.92
33	1,855	5.12	82.04
34	1,680	4.63	86.67
35	1,426	3.93	90.60
36	1,173	3.23	93.84
37	893	2.46	96.30
38	608	1.68	97.98
39	377	1.04	99.02

Table 4.A.20 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	225	0.62	99.64
41	90	0.25	99.88
42	37	0.10	99.99
43	5	0.01	100.00

**Table 4.A.21 Raw Score Frequency Distribution for Written Language, Grade Six**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
2	7	0.02	0.02
3	25	0.08	0.10
4	61	0.18	0.28
5	119	0.36	0.64
6	180	0.54	1.19
7	261	0.79	1.98
8	309	0.93	2.91
9	406	1.23	4.14
10	509	1.54	5.68
11	583	1.76	7.44
12	752	2.27	9.72
13	864	2.61	12.33
14	1,020	3.09	15.42
15	1,102	3.33	18.75
16	1,295	3.92	22.67
17	1,438	4.35	27.02
18	1,609	4.87	31.88
19	1,888	5.71	37.59
20	1,965	5.94	43.54
21	2,032	6.15	49.69
22	2,104	6.36	56.05
23	2,047	6.19	62.24
24	1,935	5.85	68.10
25	1,777	5.38	73.47
26	1,774	5.37	78.84
27	1,483	4.49	83.32
28	1,267	3.83	87.16
29	1,122	3.39	90.55
30	883	2.67	93.22
31	676	2.04	95.27
32	517	1.56	96.83
33	337	1.02	97.85
34	272	0.82	98.67
35	171	0.52	99.19
36	100	0.30	99.49
37	67	0.20	99.69
38	51	0.15	99.85
39	27	0.08	99.93

Table 4.A.21 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	14	0.04	99.97
41	6	0.02	99.99
42	1	0.00	99.99
43	2	0.01	100.00



**Table 4.A.22 Raw Score Frequency Distribution for Written Language, Grade Seven**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1	1	0.00	0.00
2	8	0.03	0.03
3	26	0.08	0.11
4	57	0.18	0.30
5	114	0.37	0.66
6	175	0.56	1.22
7	245	0.79	2.01
8	308	0.99	3.00
9	386	1.24	4.24
10	456	1.47	5.71
11	550	1.77	7.47
12	603	1.94	9.41
13	682	2.19	11.60
14	825	2.65	14.25
15	886	2.85	17.10
16	1,037	3.33	20.43
17	1,173	3.77	24.20
18	1,353	4.35	28.55
19	1,457	4.68	33.23
20	1,618	5.20	38.43
21	1,645	5.29	43.72
22	1,805	5.80	49.52
23	1,806	5.80	55.32
24	1,742	5.60	60.92
25	1,657	5.32	66.25
26	1,705	5.48	71.72
27	1,550	4.98	76.71
28	1,376	4.42	81.13
29	1,270	4.08	85.21
30	1,101	3.54	88.75
31	869	2.79	91.54
32	781	2.51	94.05
33	620	1.99	96.04
34	411	1.32	97.36
35	300	0.96	98.33
36	214	0.69	99.01
37	148	0.48	99.49
38	71	0.23	99.72
39	51	0.16	99.88

Table 4.A.22 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	24	0.08	99.96
41	8	0.03	99.98
42	4	0.01	100.00
43	1	0.00	100.00

**Table 4.A.23 Raw Score Frequency Distribution for Written Language, Grade Eight**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
2	5	0.02	0.02
3	21	0.07	0.09
4	39	0.14	0.23
5	82	0.29	0.52
6	134	0.47	0.99
7	155	0.54	1.53
8	225	0.79	2.32
9	293	1.03	3.35
10	353	1.24	4.59
11	385	1.35	5.94
12	437	1.53	7.48
13	513	1.80	9.28
14	610	2.14	11.42
15	688	2.42	13.84
16	785	2.76	16.59
17	865	3.04	19.63
18	1,030	3.62	23.25
19	1,164	4.09	27.33
20	1,292	4.54	31.87
21	1,344	4.72	36.59
22	1,416	4.97	41.56
23	1,477	5.19	46.75
24	1,596	5.60	52.35
25	1,536	5.39	57.75
26	1,523	5.35	63.09
27	1,542	5.41	68.51
28	1,504	5.28	73.79
29	1,379	4.84	78.63
30	1,274	4.47	83.11
31	1,125	3.95	87.06
32	979	3.44	90.49
33	783	2.75	93.24
34	589	2.07	95.31
35	473	1.66	96.97
36	319	1.12	98.09
37	236	0.83	98.92
38	136	0.48	99.40
39	86	0.30	99.70

Table 4.A.23 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	51	0.18	99.88
41	22	0.08	99.96
42	11	0.04	100.00
43	1	0.00	100.00

**Table 4.A.24 Raw Score Frequency Distribution for Written Language, Grade Nine**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1	2	0.01	0.01
2	4	0.01	0.02
3	15	0.05	0.07
4	49	0.17	0.24
5	95	0.33	0.57
6	162	0.56	1.13
7	245	0.85	1.99
8	333	1.16	3.14
9	437	1.52	4.66
10	458	1.59	6.25
11	493	1.71	7.96
12	592	2.05	10.01
13	608	2.11	12.12
14	683	2.37	14.49
15	727	2.52	17.02
16	864	3.00	20.01
17	872	3.03	23.04
18	987	3.43	26.47
19	1,096	3.80	30.27
20	1,171	4.06	34.33
21	1,167	4.05	38.38
22	1,183	4.11	42.49
23	1,215	4.22	46.71
24	1,254	4.35	51.06
25	1,154	4.00	55.06
26	1,277	4.43	59.50
27	1,208	4.19	63.69
28	1,177	4.08	67.77
29	1,197	4.15	71.93
30	1,158	4.02	75.95
31	1,144	3.97	79.92
32	1,092	3.79	83.71
33	999	3.47	87.17
34	892	3.10	90.27
35	712	2.47	92.74
36	667	2.31	95.05
37	496	1.72	96.78
38	373	1.29	98.07
39	244	0.85	98.92

Table 4.A.24 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	150	0.52	99.44
41	86	0.30	99.74
42	62	0.22	99.95
43	14	0.05	100.00

**Table 4.A.25 Raw Score Frequency Distribution for Written Language, Grade Ten**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
2	3	0.01	0.01
3	12	0.05	0.06
4	35	0.15	0.21
5	68	0.29	0.50
6	90	0.38	0.88
7	147	0.62	1.50
8	242	1.02	2.53
9	296	1.25	3.78
10	335	1.42	5.20
11	413	1.75	6.95
12	429	1.82	8.77
13	519	2.20	10.96
14	532	2.25	13.22
15	632	2.68	15.89
16	610	2.58	18.48
17	644	2.73	21.21
18	722	3.06	24.26
19	799	3.38	27.65
20	810	3.43	31.08
21	901	3.82	34.89
22	858	3.63	38.53
23	840	3.56	42.08
24	912	3.86	45.95
25	877	3.71	49.66
26	931	3.94	53.60
27	929	3.93	57.54
28	947	4.01	61.55
29	960	4.07	65.61
30	952	4.03	69.65
31	943	3.99	73.64
32	1,002	4.24	77.88
33	930	3.94	81.82
34	911	3.86	85.68
35	827	3.50	89.18
36	714	3.02	92.21
37	631	2.67	94.88
38	466	1.97	96.85
39	368	1.56	98.41

Table 4.A.25 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	191	0.81	99.22
41	116	0.49	99.71
42	60	0.25	99.97
43	8	0.03	100.00



**Table 4.A.26 Raw Score Frequency Distribution for Written Language, Grade Eleven**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	1	0.00	0.00
2	2	0.01	0.01
3	14	0.07	0.08
4	24	0.12	0.20
5	52	0.26	0.46
6	94	0.47	0.93
7	140	0.69	1.62
8	194	0.96	2.58
9	241	1.19	3.78
10	273	1.35	5.13
11	338	1.68	6.81
12	402	1.99	8.80
13	425	2.11	10.90
14	495	2.45	13.36
15	572	2.84	16.19
16	514	2.55	18.74
17	615	3.05	21.79
18	635	3.15	24.94
19	670	3.32	28.26
20	745	3.69	31.95
21	816	4.04	35.99
22	767	3.80	39.79
23	810	4.01	43.81
24	810	4.01	47.82
25	852	4.22	52.05
26	820	4.06	56.11
27	830	4.11	60.23
28	857	4.25	64.47
29	865	4.29	68.76
30	843	4.18	72.94
31	840	4.16	77.10
32	770	3.82	80.92
33	700	3.47	84.39
34	711	3.52	87.91
35	650	3.22	91.13
36	517	2.56	93.70
37	411	2.04	95.73
38	323	1.60	97.33
39	252	1.25	98.58

Table 4.A.26 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	149	0.74	99.32
41	74	0.37	99.69
42	48	0.24	99.93
43	15	0.07	100.00

**Table 4.A.27 Raw Score Frequency Distribution for Written Language, Grade Twelve**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	2	0.01	0.01
2	1	0.01	0.02
3	10	0.06	0.08
4	27	0.16	0.23
5	36	0.21	0.44
6	75	0.44	0.88
7	88	0.51	1.39
8	157	0.91	2.30
9	180	1.05	3.35
10	201	1.17	4.52
11	282	1.64	6.16
12	278	1.62	7.77
13	366	2.13	9.90
14	435	2.53	12.43
15	448	2.60	15.03
16	495	2.88	17.91
17	537	3.12	21.03
18	562	3.27	24.30
19	601	3.49	27.79
20	636	3.70	31.49
21	610	3.55	35.04
22	644	3.74	38.78
23	703	4.09	42.87
24	713	4.15	47.01
25	688	4.00	51.01
26	685	3.98	55.00
27	691	4.02	59.01
28	737	4.28	63.30
29	675	3.92	67.22
30	653	3.80	71.02
31	757	4.40	75.42
32	670	3.90	79.32
33	584	3.40	82.71
34	620	3.60	86.31
35	586	3.41	89.72
36	514	2.99	92.71
37	446	2.59	95.30
38	302	1.76	97.06
39	229	1.33	98.39

Table 4.A.27 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	154	0.90	99.28
41	71	0.41	99.70
42	44	0.26	99.95
43	8	0.05	100.00

**Table 4.A.28 Summary Statistics of the Raw Scores for Written Language**

<b>Grade Level</b>	<b>N Items</b>	<b>N Points</b>	<b>N Students</b>	<b>Mean</b>	<b>Mean as % of Total</b>	<b>SD</b>
Kindergarten	22	29	36,520	19.62	67.64	7.1
1	28	38	27,678	23.84	62.75	9.6
2	32	43	25,482	30.68	71.34	8.9
3	32	43	41,764	19.84	46.15	7.1
4	32	43	36,794	23.29	54.16	7.4
5	32	43	36,261	26.38	61.35	7.6
6	32	43	33,058	21.27	49.47	6.4
7	32	43	31,119	22.23	51.71	6.9
8	32	43	28,478	23.59	54.85	7.1
9	32	43	28,814	23.92	55.63	8.1
10	32	43	23,612	24.98	58.10	8.4
11	32	43	20,176	24.56	57.11	8.2
12	32	43	17,201	24.87	57.83	8.2

**Note:** “SD” = standard deviation

**Table 4.A.29 Raw Score Frequency Distribution for Overall Score, Kindergarten**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	40	0.11	0.11
1	31	0.08	0.19
2	44	0.12	0.31
3	37	0.10	0.42
4	38	0.10	0.52
5	49	0.13	0.65
6	35	0.10	0.75
7	50	0.14	0.89
8	45	0.12	1.01
9	51	0.14	1.15
10	66	0.18	1.33
11	88	0.24	1.57
12	99	0.27	1.84
13	97	0.27	2.11
14	92	0.25	2.36
15	103	0.28	2.64
16	126	0.35	2.99
17	120	0.33	3.32
18	126	0.35	3.66
19	127	0.35	4.01
20	166	0.45	4.46
21	170	0.47	4.93
22	178	0.49	5.42
23	199	0.54	5.96
24	226	0.62	6.58
25	237	0.65	7.23
26	259	0.71	7.94
27	288	0.79	8.73
28	290	0.79	9.52
29	363	0.99	10.51
30	367	1.00	11.52
31	372	1.02	12.54
32	411	1.13	13.66
33	475	1.30	14.96
34	450	1.23	16.20
35	509	1.39	17.59
36	512	1.40	18.99
37	592	1.62	20.61
38	601	1.65	22.26
39	649	1.78	24.04
40	724	1.98	26.02
41	704	1.93	27.95

Table 4.A.29 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
42	773	2.12	30.06
43	795	2.18	32.24
44	729	2.00	34.24
45	841	2.30	36.54
46	836	2.29	38.83
47	894	2.45	41.28
48	954	2.61	43.89
49	939	2.57	46.46
50	933	2.55	49.01
51	1,025	2.81	51.82
52	1,089	2.98	54.80
53	1,036	2.84	57.64
54	1,118	3.06	60.70
55	1,067	2.92	63.62
56	1,067	2.92	66.54
57	1,083	2.97	69.51
58	1,149	3.15	72.66
59	1,133	3.10	75.76
60	1,206	3.30	79.06
61	1,158	3.17	82.23
62	1,087	2.98	85.21
63	1,007	2.76	87.97
64	990	2.71	90.68
65	829	2.27	92.95
66	790	2.16	95.11
67	621	1.70	96.81
68	481	1.32	98.13
69	364	1.00	99.12
70	241	0.66	99.78
71	79	0.22	100.00

**Table 4.A.30 Raw Score Frequency Distribution for Overall Score, Grade One**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	43	0.16	0.16
1	13	0.05	0.20
2	21	0.08	0.28
3	15	0.05	0.33
4	11	0.04	0.37
5	13	0.05	0.42
6	8	0.03	0.45
7	19	0.07	0.52
8	21	0.08	0.59
9	25	0.09	0.68
10	23	0.08	0.77
11	16	0.06	0.82
12	26	0.09	0.92
13	27	0.10	1.02
14	36	0.13	1.15
15	37	0.13	1.28
16	34	0.12	1.40
17	46	0.17	1.57
18	54	0.20	1.76
19	59	0.21	1.98
20	63	0.23	2.20
21	71	0.26	2.46
22	67	0.24	2.70
23	76	0.27	2.98
24	84	0.30	3.28
25	96	0.35	3.63
26	105	0.38	4.01
27	109	0.39	4.40
28	119	0.43	4.83
29	127	0.46	5.29
30	138	0.50	5.79
31	155	0.56	6.35
32	149	0.54	6.89
33	199	0.72	7.61
34	172	0.62	8.23
35	236	0.85	9.08
36	207	0.75	9.83
37	224	0.81	10.64
38	285	1.03	11.67
39	256	0.92	12.59
40	306	1.11	13.70
41	292	1.05	14.75



Table 4.A.30 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
42	348	1.26	16.01
43	356	1.29	17.30
44	376	1.36	18.65
45	398	1.44	20.09
46	425	1.54	21.63
47	464	1.68	23.30
48	481	1.74	25.04
49	494	1.78	26.83
50	552	1.99	28.82
51	585	2.11	30.93
52	582	2.10	33.04
53	639	2.31	35.35
54	623	2.25	37.60
55	696	2.51	40.11
56	668	2.41	42.52
57	756	2.73	45.26
58	724	2.62	47.87
59	721	2.60	50.48
60	756	2.73	53.21
61	793	2.87	56.07
62	784	2.83	58.91
63	805	2.91	61.81
64	794	2.87	64.68
65	765	2.76	67.45
66	819	2.96	70.41
67	795	2.87	73.28
68	789	2.85	76.13
69	795	2.87	79.00
70	778	2.81	81.81
71	771	2.79	84.60
72	731	2.64	87.24
73	660	2.38	89.62
74	681	2.46	92.08
75	578	2.09	94.17
76	500	1.81	95.98
77	381	1.38	97.36
78	310	1.12	98.48
79	205	0.74	99.22
80	119	0.43	99.65
81	73	0.26	99.91
82	25	0.09	100.00

**Table 4.A.31 Raw Score Frequency Distribution for Overall Score, Grade Two**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	1	0.00	0.00
1	1	0.00	0.01
2	1	0.00	0.01
3	3	0.01	0.02
6	4	0.02	0.04
7	4	0.02	0.05
8	2	0.01	0.06
9	5	0.02	0.08
10	7	0.03	0.11
11	9	0.04	0.15
12	8	0.03	0.18
13	10	0.04	0.22
14	7	0.03	0.24
15	12	0.05	0.29
16	14	0.05	0.35
17	17	0.07	0.41
18	11	0.04	0.46
19	14	0.05	0.51
20	28	0.11	0.62
21	18	0.07	0.69
22	15	0.06	0.75
23	18	0.07	0.82
24	17	0.07	0.89
25	27	0.11	0.99
26	27	0.11	1.10
27	36	0.14	1.24
28	33	0.13	1.37
29	28	0.11	1.48
30	37	0.15	1.62
31	40	0.16	1.78
32	32	0.13	1.91
33	38	0.15	2.06
34	54	0.21	2.27
35	48	0.19	2.46
36	61	0.24	2.70
37	60	0.24	2.93
38	51	0.20	3.13
39	80	0.31	3.45
40	62	0.24	3.69
41	88	0.35	4.03
42	85	0.33	4.37
43	104	0.41	4.78

Table 4.A.31 (continuation one)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
44	115	0.45	5.23
45	140	0.55	5.78
46	125	0.49	6.27
47	149	0.58	6.85
48	181	0.71	7.56
49	186	0.73	8.29
50	199	0.78	9.07
51	176	0.69	9.76
52	223	0.88	10.64
53	253	0.99	11.63
54	258	1.01	12.64
55	314	1.23	13.88
56	304	1.19	15.07
57	334	1.31	16.38
58	347	1.36	17.74
59	374	1.47	19.21
60	403	1.58	20.79
61	444	1.74	22.53
62	460	1.81	24.34
63	485	1.90	26.24
64	510	2.00	28.24
65	528	2.07	30.32
66	552	2.17	32.48
67	538	2.11	34.59
68	607	2.38	36.98
69	649	2.55	39.52
70	642	2.52	42.04
71	686	2.69	44.73
72	695	2.73	47.46
73	751	2.95	50.41
74	837	3.28	53.69
75	877	3.44	57.13
76	871	3.42	60.55
77	906	3.56	64.11
78	947	3.72	67.82
79	977	3.83	71.66
80	927	3.64	75.30
81	898	3.52	78.82
82	901	3.54	82.36
83	808	3.17	85.53
84	832	3.27	88.79
85	750	2.94	91.74

Table 4.A.31 (*continuation two*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
86	585	2.30	94.03
87	502	1.97	96.00
88	397	1.56	97.56
89	286	1.12	98.68
90	182	0.71	99.40
91	112	0.44	99.84
92	32	0.13	99.96
93	10	0.04	100.00

**Table 4.A.32 Raw Score Frequency Distribution for Overall Score, Grade Three**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
6	2	0.00	0.00
7	1	0.00	0.01
8	6	0.01	0.02
9	7	0.02	0.04
10	21	0.05	0.09
11	31	0.07	0.16
12	41	0.10	0.26
13	58	0.14	0.40
14	77	0.18	0.58
15	73	0.17	0.76
16	87	0.21	0.97
17	79	0.19	1.16
18	88	0.21	1.37
19	78	0.19	1.55
20	81	0.19	1.75
21	64	0.15	1.90
22	69	0.17	2.07
23	70	0.17	2.23
24	73	0.17	2.41
25	79	0.19	2.60
26	89	0.21	2.81
27	111	0.27	3.08
28	90	0.22	3.29
29	132	0.32	3.61
30	127	0.30	3.91
31	122	0.29	4.20
32	151	0.36	4.57
33	221	0.53	5.10
34	219	0.52	5.62
35	208	0.50	6.12
36	280	0.67	6.79
37	310	0.74	7.53
38	341	0.82	8.35
39	406	0.97	9.32
40	482	1.15	10.47
41	478	1.14	11.62
42	543	1.30	12.92
43	614	1.47	14.39
44	666	1.59	15.98
45	779	1.87	17.85
46	825	1.98	19.82

Table 4.A.32 (continuation one)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
47	912	2.18	22.01
48	967	2.32	24.32
49	1,030	2.47	26.79
50	1,112	2.66	29.45
51	1,073	2.57	32.02
52	1,236	2.96	34.98
53	1,291	3.09	38.07
54	1,240	2.97	41.04
55	1,327	3.18	44.22
56	1,378	3.30	47.52
57	1,379	3.30	50.82
58	1,408	3.37	54.19
59	1,345	3.22	57.41
60	1,317	3.15	60.56
61	1,279	3.06	63.63
62	1,280	3.06	66.69
63	1,268	3.04	69.73
64	1,257	3.01	72.74
65	1,143	2.74	75.47
66	1,149	2.75	78.23
67	1,041	2.49	80.72
68	994	2.38	83.10
69	870	2.08	85.18
70	849	2.03	87.21
71	800	1.92	89.13
72	660	1.58	90.71
73	645	1.54	92.25
74	571	1.37	93.62
75	505	1.21	94.83
76	405	0.97	95.80
77	329	0.79	96.59
78	303	0.73	97.31
79	237	0.57	97.88
80	205	0.49	98.37
81	170	0.41	98.78
82	143	0.34	99.12
83	97	0.23	99.35
84	79	0.19	99.54
85	50	0.12	99.66
86	45	0.11	99.77

Table 4.A.32 (*continuation two*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
87	34	0.08	99.85
88	27	0.06	99.92
89	12	0.03	99.94
90	12	0.03	99.97
91	8	0.02	99.99
92	1	0.00	100.00
94	2	0.00	100.00

**Table 4.A.33 Raw Score Frequency Distribution for Overall Score, Grade Four**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
4	1	0.00	0.00
8	4	0.01	0.01
9	11	0.03	0.04
10	15	0.04	0.08
11	22	0.06	0.14
12	37	0.10	0.24
13	48	0.13	0.38
14	55	0.15	0.52
15	51	0.14	0.66
16	74	0.20	0.86
17	68	0.18	1.05
18	66	0.18	1.23
19	65	0.18	1.41
20	59	0.16	1.57
21	66	0.18	1.74
22	45	0.12	1.87
23	54	0.15	2.01
24	53	0.14	2.16
25	38	0.10	2.26
26	59	0.16	2.42
27	60	0.16	2.58
28	67	0.18	2.77
29	52	0.14	2.91
30	81	0.22	3.13
31	78	0.21	3.34
32	85	0.23	3.57
33	103	0.28	3.85
34	113	0.31	4.16
35	115	0.31	4.47
36	127	0.35	4.82
37	135	0.37	5.18
38	179	0.49	5.67
39	175	0.48	6.15
40	186	0.51	6.65
41	220	0.60	7.25
42	235	0.64	7.89
43	237	0.64	8.53
44	304	0.83	9.36
45	329	0.89	10.25



Table 4.A.33 (continuation one)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
46	347	0.94	11.19
47	419	1.14	12.33
48	450	1.22	13.56
49	487	1.32	14.88
50	547	1.49	16.37
51	612	1.66	18.03
52	634	1.72	19.75
53	707	1.92	21.67
54	733	1.99	23.67
55	842	2.29	25.96
56	910	2.47	28.43
57	937	2.55	30.98
58	953	2.59	33.57
59	1,004	2.73	36.29
60	1,051	2.86	39.15
61	1,103	3.00	42.15
62	1,162	3.16	45.31
63	1,170	3.18	48.49
64	1,151	3.13	51.61
65	1,282	3.48	55.10
66	1,230	3.34	58.44
67	1,248	3.39	61.83
68	1,253	3.41	65.24
69	1,219	3.31	68.55
70	1,143	3.11	71.66
71	1,145	3.11	74.77
72	1,107	3.01	77.78
73	1,054	2.86	80.64
74	993	2.70	83.34
75	943	2.56	85.91
76	839	2.28	88.19
77	809	2.20	90.38
78	709	1.93	92.31
79	600	1.63	93.94
80	484	1.32	95.26
81	415	1.13	96.39
82	356	0.97	97.35
83	305	0.83	98.18

Table 4.A.33 (continuation two)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
84	193	0.52	98.71
85	176	0.48	99.18
86	109	0.30	99.48
87	71	0.19	99.67
88	45	0.12	99.80
89	33	0.09	99.89
90	20	0.05	99.94
91	11	0.03	99.97
92	8	0.02	99.99
93	3	0.01	100.00

**Table 4.A.34 Raw Score Frequency Distribution for Overall Score, Grade Five**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	1	0.00	0.00
6	1	0.00	0.01
8	4	0.01	0.02
9	4	0.01	0.03
10	9	0.02	0.05
11	24	0.07	0.12
12	36	0.10	0.22
13	33	0.09	0.31
14	51	0.14	0.45
15	66	0.18	0.63
16	61	0.17	0.80
17	74	0.20	1.00
18	48	0.13	1.14
19	71	0.20	1.33
20	71	0.20	1.53
21	63	0.17	1.70
22	51	0.14	1.84
23	54	0.15	1.99
24	40	0.11	2.10
25	48	0.13	2.23
26	50	0.14	2.37
27	45	0.12	2.50
28	40	0.11	2.61
29	35	0.10	2.70
30	49	0.14	2.84
31	53	0.15	2.98
32	68	0.19	3.17
33	56	0.15	3.33
34	66	0.18	3.51
35	76	0.21	3.72
36	75	0.21	3.92
37	103	0.28	4.21
38	90	0.25	4.46
39	96	0.26	4.72
40	114	0.31	5.04
41	129	0.36	5.39
42	137	0.38	5.77
43	122	0.34	6.11
44	170	0.47	6.57
45	162	0.45	7.02

Table 4.A.34 (continuation one)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
46	194	0.54	7.56
47	217	0.60	8.15
48	271	0.75	8.90
49	252	0.69	9.60
50	324	0.89	10.49
51	318	0.88	11.37
52	381	1.05	12.42
53	395	1.09	13.51
54	462	1.27	14.78
55	510	1.41	16.19
56	535	1.48	17.66
57	585	1.61	19.28
58	666	1.84	21.11
59	691	1.91	23.02
60	704	1.94	24.96
61	789	2.18	27.14
62	808	2.23	29.36
63	916	2.53	31.89
64	978	2.70	34.59
65	981	2.71	37.29
66	1,070	2.95	40.24
67	1,063	2.93	43.18
68	1,196	3.30	46.47
69	1,235	3.41	49.88
70	1,250	3.45	53.33
71	1,322	3.65	56.97
72	1,344	3.71	60.68
73	1,361	3.75	64.43
74	1,379	3.80	68.24
75	1,274	3.51	71.75
76	1,311	3.62	75.36
77	1,295	3.57	78.94
78	1,206	3.33	82.26
79	1,063	2.93	85.19
80	1,028	2.84	88.03
81	917	2.53	90.56
82	768	2.12	92.68
83	680	1.88	94.55
84	574	1.58	96.13

Table 4.A.34 (*continuation two*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
85	451	1.24	97.38
86	338	0.93	98.31
87	232	0.64	98.95
88	164	0.45	99.40
89	101	0.28	99.68
90	56	0.15	99.83
91	32	0.09	99.92
92	15	0.04	99.96
93	10	0.03	99.99
94	3	0.01	100.00

**Table 4.A.35 Raw Score Frequency Distribution for Overall Score, Grade Six**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
7	3	0.01	0.01
8	3	0.01	0.02
9	9	0.03	0.05
10	6	0.02	0.06
11	21	0.06	0.13
12	29	0.09	0.21
13	40	0.12	0.34
14	46	0.14	0.47
15	52	0.16	0.63
16	68	0.21	0.84
17	59	0.18	1.02
18	63	0.19	1.21
19	62	0.19	1.39
20	69	0.21	1.60
21	77	0.23	1.84
22	59	0.18	2.01
23	70	0.21	2.23
24	64	0.19	2.42
25	55	0.17	2.59
26	65	0.20	2.78
27	79	0.24	3.02
28	57	0.17	3.19
29	80	0.24	3.44
30	84	0.25	3.69
31	65	0.20	3.89
32	80	0.24	4.13
33	99	0.30	4.43
34	95	0.29	4.72
35	104	0.31	5.03
36	134	0.41	5.44
37	148	0.45	5.88
38	160	0.48	6.37
39	199	0.60	6.97
40	190	0.57	7.54
41	226	0.68	8.23
42	243	0.74	8.96
43	236	0.71	9.68
44	296	0.90	10.57
45	323	0.98	11.55
46	368	1.11	12.66
47	410	1.24	13.90
48	478	1.45	15.35

Table 4.A.35 (continuation one)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
49	534	1.62	16.96
50	572	1.73	18.69
51	593	1.79	20.49
52	674	2.04	22.53
53	721	2.18	24.71
54	789	2.39	27.09
55	923	2.79	29.89
56	917	2.77	32.66
57	947	2.86	35.53
58	1,027	3.11	38.63
59	1,112	3.36	42.00
60	1,207	3.65	45.65
61	1,250	3.78	49.43
62	1,231	3.72	53.15
63	1,284	3.88	57.04
64	1,245	3.77	60.80
65	1,276	3.86	64.66
66	1,271	3.84	68.51
67	1,180	3.57	72.08
68	1,139	3.45	75.52
69	1,059	3.20	78.73
70	954	2.89	81.61
71	868	2.63	84.24
72	904	2.73	86.97
73	753	2.28	89.25
74	680	2.06	91.31
75	569	1.72	93.03
76	494	1.49	94.52
77	375	1.13	95.66
78	338	1.02	96.68
79	267	0.81	97.49
80	207	0.63	98.11
81	167	0.51	98.62
82	128	0.39	99.00
83	107	0.32	99.33
84	63	0.19	99.52
85	51	0.15	99.67
86	35	0.11	99.78
87	24	0.07	99.85
88	15	0.05	99.90
89	15	0.05	99.94

Table 4.A.35 (continuation two)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
90	8	0.02	99.97
91	6	0.02	99.98
92	4	0.01	100.00
94	1	0.00	100.00



**Table 4.A.36 Raw Score Frequency Distribution for Overall Score, Grade Seven**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
7	2	0.01	0.01
8	3	0.01	0.02
9	6	0.02	0.04
10	12	0.04	0.07
11	26	0.08	0.16
12	24	0.08	0.23
13	40	0.13	0.36
14	44	0.14	0.50
15	56	0.18	0.68
16	52	0.17	0.85
17	63	0.20	1.05
18	59	0.19	1.24
19	66	0.21	1.46
20	74	0.24	1.69
21	87	0.28	1.97
22	73	0.23	2.21
23	86	0.28	2.48
24	70	0.22	2.71
25	66	0.21	2.92
26	59	0.19	3.11
27	65	0.21	3.32
28	80	0.26	3.58
29	97	0.31	3.89
30	87	0.28	4.17
31	71	0.23	4.40
32	96	0.31	4.70
33	100	0.32	5.03
34	115	0.37	5.40
35	91	0.29	5.69
36	118	0.38	6.07
37	125	0.40	6.47
38	133	0.43	6.90
39	152	0.49	7.38
40	160	0.51	7.90
41	180	0.58	8.48
42	192	0.62	9.09
43	216	0.69	9.79
44	231	0.74	10.53
45	258	0.83	11.36
46	303	0.97	12.33
47	283	0.91	13.24
48	375	1.21	14.45

Table 4.A.36 (continuation one)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
49	393	1.26	15.71
50	456	1.47	17.18
51	482	1.55	18.72
52	530	1.70	20.43
53	613	1.97	22.40
54	580	1.86	24.26
55	680	2.19	26.45
56	700	2.25	28.70
57	833	2.68	31.37
58	827	2.66	34.03
59	883	2.84	36.87
60	939	3.02	39.89
61	1,012	3.25	43.14
62	1,044	3.35	46.49
63	1,038	3.34	49.83
64	1,094	3.52	53.34
65	1,086	3.49	56.83
66	1,164	3.74	60.57
67	1,162	3.73	64.31
68	1,130	3.63	67.94
69	1,033	3.32	71.26
70	1,025	3.29	74.55
71	975	3.13	77.69
72	925	2.97	80.66
73	870	2.80	83.45
74	815	2.62	86.07
75	653	2.10	88.17
76	659	2.12	90.29
77	594	1.91	92.20
78	536	1.72	93.92
79	423	1.36	95.28
80	352	1.13	96.41
81	306	0.98	97.39
82	224	0.72	98.11
83	174	0.56	98.67
84	112	0.36	99.03
85	101	0.32	99.36
86	67	0.22	99.57
87	54	0.17	99.75
88	33	0.11	99.85
89	16	0.05	99.90
90	16	0.05	99.96

Table 4.A.36 (*continuation two*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
91	7	0.02	99.98
92	5	0.02	99.99
93	1	0.00	100.00
94	1	0.00	100.00

**Table 4.A.37 Raw Score Frequency Distribution for Overall Score, Grade Eight**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
7	1	0.00	0.00
8	1	0.00	0.01
9	5	0.02	0.02
10	6	0.02	0.05
11	14	0.05	0.09
12	32	0.11	0.21
13	32	0.11	0.32
14	41	0.14	0.46
15	49	0.17	0.64
16	58	0.20	0.84
17	59	0.21	1.05
18	58	0.20	1.25
19	67	0.24	1.49
20	64	0.22	1.71
21	56	0.20	1.91
22	62	0.22	2.12
23	72	0.25	2.38
24	66	0.23	2.61
25	65	0.23	2.84
26	59	0.21	3.04
27	66	0.23	3.28
28	78	0.27	3.55
29	51	0.18	3.73
30	76	0.27	4.00
31	72	0.25	4.25
32	76	0.27	4.52
33	86	0.30	4.82
34	76	0.27	5.08
35	94	0.33	5.41
36	76	0.27	5.68
37	97	0.34	6.02
38	111	0.39	6.41
39	105	0.37	6.78
40	117	0.41	7.19
41	141	0.50	7.69
42	164	0.58	8.26
43	166	0.58	8.85
44	178	0.63	9.47
45	186	0.65	10.12
46	224	0.79	10.91
47	240	0.84	11.75
48	243	0.85	12.61

Table 4.A.37 (continuation one)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
49	275	0.97	13.57
50	302	1.06	14.63
51	365	1.28	15.91
52	386	1.36	17.27
53	414	1.45	18.72
54	469	1.65	20.37
55	496	1.74	22.11
56	568	1.99	24.11
57	622	2.18	26.29
58	644	2.26	28.55
59	682	2.39	30.95
60	733	2.57	33.52
61	761	2.67	36.19
62	789	2.77	38.96
63	865	3.04	42.00
64	977	3.43	45.43
65	923	3.24	48.67
66	921	3.23	51.91
67	997	3.50	55.41
68	1,013	3.56	58.96
69	1,042	3.66	62.62
70	987	3.47	66.09
71	1,035	3.63	69.72
72	950	3.34	73.06
73	970	3.41	76.47
74	872	3.06	79.53
75	836	2.94	82.46
76	793	2.78	85.25
77	757	2.66	87.91
78	594	2.09	89.99
79	582	2.04	92.04
80	479	1.68	93.72
81	447	1.57	95.29
82	343	1.20	96.49
83	259	0.91	97.40
84	218	0.77	98.17
85	174	0.61	98.78
86	118	0.41	99.19
87	84	0.29	99.49
88	49	0.17	99.66
89	35	0.12	99.78
90	29	0.10	99.88

Table 4.A.37 (continuation two)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
91	22	0.08	99.96
92	5	0.02	99.98
93	5	0.02	100.00
94	1	0.00	100.00

**Table 4.A.38 Raw Score Frequency Distribution for Overall Score, Grade Nine**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
6	1	0.00	0.00
7	3	0.01	0.01
8	4	0.01	0.03
9	6	0.02	0.05
10	21	0.07	0.12
11	27	0.09	0.22
12	49	0.17	0.39
13	69	0.24	0.62
14	105	0.36	0.99
15	130	0.45	1.44
16	127	0.44	1.88
17	149	0.52	2.40
18	130	0.45	2.85
19	175	0.61	3.46
20	148	0.51	3.97
21	170	0.59	4.56
22	136	0.47	5.03
23	120	0.42	5.45
24	120	0.42	5.87
25	129	0.45	6.31
26	103	0.36	6.67
27	101	0.35	7.02
28	104	0.36	7.38
29	102	0.35	7.74
30	119	0.41	8.15
31	103	0.36	8.51
32	110	0.38	8.89
33	119	0.41	9.30
34	117	0.41	9.71
35	131	0.45	10.16
36	132	0.46	10.62
37	131	0.45	11.07
38	172	0.60	11.67
39	168	0.58	12.25
40	189	0.66	12.91
41	214	0.74	13.65
42	238	0.83	14.48
43	266	0.92	15.40
44	292	1.01	16.42
45	264	0.92	17.33
46	316	1.10	18.43
47	351	1.22	19.65

Table 4.A.38 (continuation one)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
48	374	1.30	20.94
49	399	1.38	22.33
50	418	1.45	23.78
51	461	1.60	25.38
52	473	1.64	27.02
53	495	1.72	28.74
54	564	1.96	30.70
55	583	2.02	32.72
56	585	2.03	34.75
57	671	2.33	37.08
58	698	2.42	39.50
59	728	2.53	42.03
60	699	2.43	44.45
61	794	2.76	47.21
62	767	2.66	49.87
63	814	2.83	52.70
64	773	2.68	55.38
65	777	2.70	58.08
66	789	2.74	60.81
67	787	2.73	63.55
68	827	2.87	66.42
69	779	2.70	69.12
70	772	2.68	71.80
71	752	2.61	74.41
72	779	2.70	77.11
73	708	2.46	79.57
74	701	2.43	82.00
75	673	2.34	84.34
76	607	2.11	86.44
77	577	2.00	88.45
78	520	1.80	90.25
79	453	1.57	91.82
80	431	1.50	93.32
81	365	1.27	94.59
82	323	1.12	95.71
83	271	0.94	96.65
84	245	0.85	97.50
85	181	0.63	98.13
86	137	0.48	98.60
87	107	0.37	98.97
88	95	0.33	99.30
89	66	0.23	99.53



Table 4.A.38 (*continuation two*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
90	54	0.19	99.72
91	24	0.08	99.80
92	23	0.08	99.88
93	20	0.07	99.95
94	12	0.04	99.99
95	2	0.01	100.00

**Table 4.A.39 Raw Score Frequency Distribution for Overall Score, Grade Ten**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
8	3	0.01	0.01
9	2	0.01	0.02
10	5	0.02	0.04
11	16	0.07	0.11
12	30	0.13	0.24
13	41	0.17	0.41
14	52	0.22	0.63
15	66	0.28	0.91
16	75	0.32	1.23
17	75	0.32	1.55
18	110	0.47	2.01
19	135	0.57	2.58
20	125	0.53	3.11
21	108	0.46	3.57
22	103	0.44	4.01
23	126	0.53	4.54
24	106	0.45	4.99
25	130	0.55	5.54
26	100	0.42	5.96
27	98	0.42	6.38
28	107	0.45	6.83
29	104	0.44	7.27
30	108	0.46	7.73
31	113	0.48	8.21
32	112	0.47	8.68
33	105	0.44	9.13
34	112	0.47	9.60
35	135	0.57	10.17
36	101	0.43	10.60
37	136	0.58	11.18
38	143	0.61	11.78
39	149	0.63	12.41
40	148	0.63	13.04
41	178	0.75	13.79
42	165	0.70	14.49
43	198	0.84	15.33
44	176	0.75	16.08
45	226	0.96	17.03
46	218	0.92	17.96
47	235	1.00	18.95
48	251	1.06	20.02
49	265	1.12	21.14

Table 4.A.39 (continuation one)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
50	286	1.21	22.35
51	353	1.50	23.84
52	361	1.53	25.37
53	374	1.58	26.96
54	417	1.77	28.72
55	458	1.94	30.66
56	463	1.96	32.62
57	470	1.99	34.61
58	492	2.08	36.70
59	508	2.15	38.85
60	534	2.26	41.11
61	544	2.30	43.41
62	555	2.35	45.76
63	589	2.49	48.26
64	549	2.33	50.58
65	564	2.39	52.97
66	593	2.51	55.48
67	623	2.64	58.12
68	623	2.64	60.76
69	601	2.55	63.31
70	641	2.71	66.02
71	653	2.77	68.79
72	609	2.58	71.37
73	578	2.45	73.81
74	584	2.47	76.29
75	591	2.50	78.79
76	627	2.66	81.45
77	603	2.55	84.00
78	487	2.06	86.06
79	467	1.98	88.04
80	450	1.91	89.95
81	429	1.82	91.76
82	365	1.55	93.31
83	339	1.44	94.74
84	290	1.23	95.97
85	255	1.08	97.05
86	212	0.90	97.95
87	153	0.65	98.60
88	116	0.49	99.09
89	68	0.29	99.38
90	70	0.30	99.67

Table 4.A.39 (continuation two)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
91	41	0.17	99.85
92	24	0.10	99.95
93	7	0.03	99.98
94	5	0.02	100.00

**Table 4.A.40 Raw Score Frequency Distribution for Overall Score, Grade Eleven**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
7	4	0.02	0.02
8	3	0.01	0.03
9	8	0.04	0.07
10	9	0.04	0.12
11	17	0.08	0.20
12	30	0.15	0.35
13	40	0.20	0.55
14	56	0.28	0.83
15	57	0.28	1.11
16	77	0.38	1.49
17	84	0.42	1.91
18	84	0.42	2.32
19	65	0.32	2.65
20	88	0.44	3.08
21	88	0.44	3.52
22	77	0.38	3.90
23	73	0.36	4.26
24	88	0.44	4.70
25	69	0.34	5.04
26	86	0.43	5.47
27	73	0.36	5.83
28	74	0.37	6.20
29	83	0.41	6.61
30	91	0.45	7.06
31	98	0.49	7.54
32	93	0.46	8.00
33	99	0.49	8.50
34	117	0.58	9.08
35	96	0.48	9.55
36	99	0.49	10.04
37	126	0.62	10.67
38	150	0.74	11.41
39	122	0.60	12.01
40	133	0.66	12.67
41	139	0.69	13.36
42	165	0.82	14.18
43	172	0.85	15.03
44	186	0.92	15.95
45	180	0.89	16.85
46	215	1.07	17.91
47	200	0.99	18.90
48	252	1.25	20.15

Table 4.A.40 (continuation one)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
49	248	1.23	21.38
50	296	1.47	22.85
51	272	1.35	24.20
52	278	1.38	25.57
53	308	1.53	27.10
54	307	1.52	28.62
55	330	1.64	30.26
56	351	1.74	32.00
57	373	1.85	33.85
58	395	1.96	35.80
59	377	1.87	37.67
60	382	1.89	39.57
61	443	2.20	41.76
62	452	2.24	44.00
63	425	2.11	46.11
64	450	2.23	48.34
65	495	2.45	50.79
66	495	2.45	53.25
67	522	2.59	55.83
68	508	2.52	58.35
69	555	2.75	61.10
70	537	2.66	63.76
71	560	2.78	66.54
72	543	2.69	69.23
73	495	2.45	71.68
74	587	2.91	74.59
75	444	2.20	76.79
76	515	2.55	79.35
77	480	2.38	81.73
78	471	2.33	84.06
79	439	2.18	86.24
80	442	2.19	88.43
81	374	1.85	90.28
82	374	1.85	92.13
83	288	1.43	93.56
84	281	1.39	94.95
85	231	1.14	96.10
86	236	1.17	97.27
87	153	0.76	98.03
88	133	0.66	98.69
89	86	0.43	99.11
90	73	0.36	99.47

Table 4.A.40 (*continuation two*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
91	56	0.28	99.75
92	24	0.12	99.87
93	20	0.10	99.97
94	6	0.03	100.00

**Table 4.A.41 Raw Score Frequency Distribution for Overall Score, Grade Twelve**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
6	1	0.01	0.01
7	1	0.01	0.01
8	3	0.02	0.03
9	1	0.01	0.03
10	11	0.06	0.10
11	16	0.09	0.19
12	13	0.08	0.27
13	25	0.15	0.41
14	31	0.18	0.59
15	44	0.26	0.85
16	42	0.24	1.09
17	46	0.27	1.36
18	50	0.29	1.65
19	55	0.32	1.97
20	57	0.33	2.30
21	56	0.33	2.63
22	47	0.27	2.90
23	58	0.34	3.24
24	66	0.38	3.62
25	60	0.35	3.97
26	41	0.24	4.21
27	58	0.34	4.55
28	62	0.36	4.91
29	70	0.41	5.31
30	62	0.36	5.67
31	63	0.37	6.04
32	62	0.36	6.40
33	77	0.45	6.85
34	68	0.40	7.24
35	83	0.48	7.73
36	92	0.53	8.26
37	108	0.63	8.89
38	118	0.69	9.58
39	114	0.66	10.24
40	112	0.65	10.89
41	122	0.71	11.60
42	122	0.71	12.31
43	144	0.84	13.14
44	159	0.92	14.07
45	174	1.01	15.08
46	177	1.03	16.11
47	201	1.17	17.28



Table 4.A.41 (*continuation one*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
48	206	1.20	18.48
49	198	1.15	19.63
50	229	1.33	20.96
51	239	1.39	22.35
52	265	1.54	23.89
53	270	1.57	25.46
54	281	1.63	27.09
55	277	1.61	28.70
56	300	1.74	30.45
57	301	1.75	32.20
58	334	1.94	34.14
59	369	2.15	36.28
60	344	2.00	38.28
61	382	2.22	40.50
62	365	2.12	42.63
63	396	2.30	44.93
64	368	2.14	47.07
65	406	2.36	49.43
66	455	2.65	52.07
67	417	2.42	54.50
68	389	2.26	56.76
69	442	2.57	59.33
70	406	2.36	61.69
71	454	2.64	64.33
72	476	2.77	67.09
73	459	2.67	69.76
74	448	2.60	72.37
75	417	2.42	74.79
76	458	2.66	77.45
77	420	2.44	79.90
78	415	2.41	82.31
79	397	2.31	84.62
80	394	2.29	86.91
81	339	1.97	88.88
82	353	2.05	90.93
83	302	1.76	92.69
84	281	1.63	94.32
85	256	1.49	95.81
86	186	1.08	96.89
87	155	0.90	97.79
88	134	0.78	98.57
89	89	0.52	99.09

Table 4.A.41 (continuation two)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
90	65	0.38	99.47
91	41	0.24	99.70
92	27	0.16	99.86
93	16	0.09	99.95
94	8	0.05	100.00

**Table 4.A.42 Summary Statistics of the Raw Scores for Overall Score**

<b>Grade Level</b>	<b>N Items</b>	<b>N Points</b>	<b>N Students</b>	<b>Mean</b>	<b>Mean as % of Total</b>	<b>SD</b>
Kindergarten	51	71	36,520	48.38	68.14	13.9
1	59	82	27,678	56.89	69.37	14.7
2	66	93	25,482	70.26	75.55	13.8
3	66	95	41,764	56.34	59.30	13.0
4	66	95	36,794	62.12	65.38	13.5
5	66	95	36,261	66.88	70.40	13.7
6	66	95	33,058	59.80	62.95	12.8
7	66	95	31,119	61.32	64.55	13.7
8	66	95	28,478	63.40	66.74	14.1
9	66	95	28,814	59.67	62.81	16.8
10	66	95	23,612	61.18	64.40	17.2
11	66	95	20,176	61.81	65.06	17.4
12	66	95	17,201	62.86	66.17	16.8

**Note:** “SD” = standard deviation

## Appendix 4.B: Scale Score Frequency Distributions for the Summative ELPAC

**Table 4.B.1 Scale Score Frequency Distribution for Oral Language, Kindergarten**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	171	0.47	0.47
1250	55	0.15	0.62
1279	64	0.18	0.79
1296	56	0.15	0.95
1308	77	0.21	1.16
1317	105	0.29	1.45
1325	113	0.31	1.76
1332	131	0.36	2.11
1338	165	0.45	2.57
1343	193	0.53	3.09
1349	182	0.50	3.59
1353	233	0.64	4.23
1358	259	0.71	4.94
1363	286	0.78	5.72
1367	302	0.83	6.55
1371	370	1.01	7.56
1375	397	1.09	8.65
1379	464	1.27	9.92
1383	472	1.29	11.21
1387	603	1.65	12.86
1390	702	1.92	14.79
1394	785	2.15	16.94
1398	880	2.41	19.35
1402	1,065	2.92	22.26
1406	1,107	3.03	25.29
1410	1,241	3.40	28.69
1414	1,314	3.60	32.29
1418	1,454	3.98	36.27
1422	1,563	4.28	40.55
1427	1,808	4.95	45.50
1432	1,868	5.12	50.62
1438	1,978	5.42	56.03
1444	2,103	5.76	61.79
1450	2,200	6.02	67.81
1457	2,217	6.07	73.89
1465	2,043	5.59	79.48
1474	2,010	5.50	84.98
1485	1,655	4.53	89.51
1497	1,421	3.89	93.41

Table 4.B.1 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1513	1,044	2.86	96.26
1536	741	2.03	98.29
1580	448	1.23	99.52
1700	175	0.48	100.00

**Table 4.B.2 Scale Score Frequency Distribution for Oral Language, Grade One**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	75	0.27	0.27
1229	14	0.05	0.32
1279	13	0.05	0.37
1302	17	0.06	0.43
1316	16	0.06	0.49
1326	20	0.07	0.56
1334	20	0.07	0.63
1341	36	0.13	0.76
1347	34	0.12	0.89
1352	46	0.17	1.05
1357	52	0.19	1.24
1362	56	0.20	1.44
1366	64	0.23	1.67
1371	76	0.27	1.95
1374	97	0.35	2.30
1378	100	0.36	2.66
1382	98	0.35	3.01
1386	121	0.44	3.45
1389	156	0.56	4.01
1393	160	0.58	4.59
1396	185	0.67	5.26
1400	237	0.86	6.12
1403	284	1.03	7.14
1407	324	1.17	8.31
1410	416	1.50	9.82
1414	489	1.77	11.58
1418	608	2.20	13.78
1422	700	2.53	16.31
1426	817	2.95	19.26
1431	986	3.56	22.82
1436	1,143	4.13	26.95
1441	1,378	4.98	31.93
1447	1,583	5.72	37.65
1453	1,762	6.37	44.02
1460	1,888	6.82	50.84
1467	2,038	7.36	58.20
1475	2,145	7.75	65.95
1484	2,164	7.82	73.77
1494	1,914	6.92	80.69
1504	1,792	6.47	87.16
1517	1,421	5.13	92.29

Table 4.B.2 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1533	1,040	3.76	96.05
1554	623	2.25	98.30
1591	361	1.30	99.61
1700	109	0.39	100.00

**Table 4.B.3 Scale Score Frequency Distribution for Oral Language, Grade Two**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	8	0.03	0.03
1234	4	0.02	0.05
1273	3	0.01	0.06
1294	2	0.01	0.07
1309	6	0.02	0.09
1320	7	0.03	0.12
1328	17	0.07	0.18
1336	20	0.08	0.26
1342	30	0.12	0.38
1348	33	0.13	0.51
1353	21	0.08	0.59
1358	31	0.12	0.71
1362	34	0.13	0.85
1367	32	0.13	0.97
1370	41	0.16	1.13
1374	34	0.13	1.27
1378	34	0.13	1.40
1381	31	0.12	1.52
1385	47	0.18	1.71
1388	48	0.19	1.90
1391	78	0.31	2.20
1395	66	0.26	2.46
1398	80	0.31	2.77
1401	72	0.28	3.06
1405	115	0.45	3.51
1408	114	0.45	3.96
1411	170	0.67	4.62
1415	166	0.65	5.27
1418	196	0.77	6.04
1422	260	1.02	7.06
1426	291	1.14	8.21
1430	337	1.32	9.53
1434	488	1.92	11.44
1438	564	2.21	13.66
1443	695	2.73	16.38
1448	788	3.09	19.48
1453	967	3.79	23.27
1459	1,161	4.56	27.83
1465	1,324	5.20	33.02
1471	1,611	6.32	39.35
1478	1,846	7.24	46.59
1486	2,022	7.94	54.52



Table 4.B.3 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1495	2,020	7.93	62.45
1504	2,130	8.36	70.81
1514	2,023	7.94	78.75
1526	1,828	7.17	85.92
1540	1,440	5.65	91.57
1557	1,099	4.31	95.89
1582	644	2.53	98.41
1642	326	1.28	99.69
1700	78	0.31	100.00

**Table 4.B.4 Scale Score Frequency Distribution for Oral Language, Grade Three**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	1	0.00	0.00
1228	3	0.01	0.01
1265	6	0.01	0.02
1289	30	0.07	0.10
1307	60	0.14	0.24
1321	70	0.17	0.41
1332	112	0.27	0.68
1342	110	0.26	0.94
1350	164	0.39	1.33
1357	85	0.20	1.53
1364	103	0.25	1.78
1369	77	0.18	1.97
1374	85	0.20	2.17
1379	69	0.17	2.33
1384	67	0.16	2.50
1388	93	0.22	2.72
1392	100	0.24	2.96
1396	105	0.25	3.21
1400	126	0.30	3.51
1403	158	0.38	3.89
1407	183	0.44	4.33
1411	206	0.49	4.82
1414	283	0.68	5.50
1418	352	0.84	6.34
1422	390	0.93	7.27
1426	489	1.17	8.45
1430	566	1.36	9.80
1434	742	1.78	11.58
1438	935	2.24	13.82
1443	1,027	2.46	16.27
1447	1,257	3.01	19.28
1452	1,376	3.29	22.58
1457	1,623	3.89	26.47
1462	1,953	4.68	31.14
1468	2,247	5.38	36.52
1474	2,415	5.78	42.30
1480	2,556	6.12	48.42
1487	2,806	6.72	55.14
1494	2,884	6.91	62.05
1501	2,784	6.67	68.71
1509	2,661	6.37	75.09
1518	2,440	5.84	80.93

Table 4.B.4 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1528	2,065	4.94	85.87
1538	1,736	4.16	90.03
1550	1,431	3.43	93.46
1564	1,064	2.55	96.00
1581	722	1.73	97.73
1604	479	1.15	98.88
1639	287	0.69	99.57
1693	122	0.29	99.86
1788	51	0.12	99.98
1800	8	0.02	100.00

**Table 4.B.5 Scale Score Frequency Distribution for Oral Language, Grade Four**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1228	2	0.01	0.01
1265	10	0.03	0.03
1289	28	0.08	0.11
1307	48	0.13	0.24
1321	73	0.20	0.44
1332	93	0.25	0.69
1342	100	0.27	0.96
1350	107	0.29	1.25
1357	94	0.26	1.51
1364	77	0.21	1.72
1369	53	0.14	1.86
1374	57	0.15	2.02
1379	57	0.15	2.17
1384	55	0.15	2.32
1388	61	0.17	2.49
1392	59	0.16	2.65
1396	69	0.19	2.83
1400	99	0.27	3.10
1403	95	0.26	3.36
1407	106	0.29	3.65
1411	136	0.37	4.02
1414	129	0.35	4.37
1418	171	0.46	4.84
1422	194	0.53	5.36
1426	212	0.58	5.94
1430	270	0.73	6.67
1434	337	0.92	7.59
1438	416	1.13	8.72
1443	493	1.34	10.06
1447	592	1.61	11.67
1452	733	1.99	13.66
1457	911	2.48	16.14
1462	1,133	3.08	19.22
1468	1,314	3.57	22.79
1474	1,638	4.45	27.24
1480	1,883	5.12	32.36
1487	2,145	5.83	38.19
1494	2,456	6.68	44.86
1501	2,584	7.02	51.88
1509	2,665	7.24	59.13
1518	2,734	7.43	66.56
1528	2,629	7.15	73.70

Table 4.B.5 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1538	2,495	6.78	80.48
1550	2,124	5.77	86.26
1564	1,775	4.82	91.08
1581	1,415	3.85	94.93
1604	954	2.59	97.52
1639	526	1.43	98.95
1693	265	0.72	99.67
1788	107	0.29	99.96
1800	15	0.04	100.00

**Table 4.B.6 Scale Score Frequency Distribution for Oral Language, Grade Five**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	1	0.00	0.00
1228	4	0.01	0.01
1265	11	0.03	0.04
1289	13	0.04	0.08
1307	34	0.09	0.17
1321	85	0.23	0.41
1332	81	0.22	0.63
1342	115	0.32	0.95
1350	111	0.31	1.25
1357	103	0.28	1.54
1364	76	0.21	1.75
1369	65	0.18	1.93
1374	64	0.18	2.10
1379	52	0.14	2.25
1384	56	0.15	2.40
1388	53	0.15	2.55
1392	51	0.14	2.69
1396	49	0.14	2.82
1400	58	0.16	2.98
1403	50	0.14	3.12
1407	60	0.17	3.29
1411	80	0.22	3.51
1414	110	0.30	3.81
1418	110	0.30	4.11
1422	111	0.31	4.42
1426	122	0.34	4.76
1430	159	0.44	5.20
1434	234	0.65	5.84
1438	258	0.71	6.55
1443	288	0.79	7.35
1447	378	1.04	8.39
1452	500	1.38	9.77
1457	589	1.62	11.39
1462	721	1.99	13.38
1468	870	2.40	15.78
1474	1,083	2.99	18.77
1480	1,351	3.73	22.49
1487	1,643	4.53	27.02
1494	1,961	5.41	32.43
1501	2,216	6.11	38.54
1509	2,533	6.99	45.53
1518	2,848	7.85	53.38

Table 4.B.6 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1528	2,952	8.14	61.52
1538	3,001	8.28	69.80
1550	2,713	7.48	77.28
1564	2,586	7.13	84.41
1581	2,166	5.97	90.39
1604	1,606	4.43	94.82
1639	1,013	2.79	97.61
1693	567	1.56	99.17
1788	247	0.68	99.85
1800	53	0.15	100.00

**Table 4.B.7 Scale Score Frequency Distribution for Oral Language, Grade Six**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1173	5	0.02	0.02
1223	9	0.03	0.04
1256	19	0.06	0.10
1281	29	0.09	0.19
1301	46	0.14	0.33
1316	80	0.24	0.57
1329	92	0.28	0.85
1340	90	0.27	1.12
1350	87	0.26	1.38
1358	83	0.25	1.63
1365	83	0.25	1.88
1372	67	0.20	2.09
1379	77	0.23	2.32
1384	75	0.23	2.55
1390	53	0.16	2.71
1395	101	0.31	3.01
1400	76	0.23	3.24
1405	81	0.25	3.49
1410	113	0.34	3.83
1414	118	0.36	4.19
1419	136	0.41	4.60
1423	142	0.43	5.03
1428	191	0.58	5.61
1433	183	0.55	6.16
1437	232	0.70	6.86
1442	272	0.82	7.68
1447	348	1.05	8.74
1452	417	1.26	10.00
1457	480	1.45	11.45
1462	566	1.71	13.16
1467	720	2.18	15.34
1473	904	2.73	18.07
1479	1,042	3.15	21.23
1485	1,269	3.84	25.06
1492	1,423	4.30	29.37
1499	1,698	5.14	34.51
1506	1,830	5.54	40.04
1514	2,119	6.41	46.45
1522	2,181	6.60	53.05
1532	2,358	7.13	60.18
1541	2,355	7.12	67.31
1552	2,233	6.75	74.06



Table 4.B.7 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1564	2,128	6.44	80.50
1578	1,874	5.67	86.17
1594	1,564	4.73	90.90
1615	1,230	3.72	94.62
1644	840	2.54	97.16
1690	513	1.55	98.71
1767	280	0.85	99.56
1900	146	0.44	100.00

**Table 4.B.8 Scale Score Frequency Distribution for Oral Language, Grade Seven**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1173	1	0.00	0.00
1223	5	0.02	0.02
1256	19	0.06	0.08
1281	38	0.12	0.20
1301	48	0.15	0.36
1316	77	0.25	0.60
1329	101	0.32	0.93
1340	87	0.28	1.21
1350	93	0.30	1.51
1358	93	0.30	1.81
1365	99	0.32	2.12
1372	80	0.26	2.38
1379	97	0.31	2.69
1384	83	0.27	2.96
1390	83	0.27	3.23
1395	97	0.31	3.54
1400	97	0.31	3.85
1405	89	0.29	4.14
1410	92	0.30	4.43
1414	118	0.38	4.81
1419	121	0.39	5.20
1423	134	0.43	5.63
1428	156	0.50	6.13
1433	179	0.58	6.71
1437	214	0.69	7.39
1442	221	0.71	8.10
1447	264	0.85	8.95
1452	335	1.08	10.03
1457	394	1.27	11.30
1462	464	1.49	12.79
1467	594	1.91	14.70
1473	696	2.24	16.93
1479	824	2.65	19.58
1485	940	3.02	22.60
1492	1,121	3.60	26.20
1499	1,347	4.33	30.53
1506	1,519	4.88	35.41
1514	1,752	5.63	41.04
1515	1	0.00	41.05
1522	1,965	6.31	47.36
1532	2,130	6.84	54.21
1541	2,158	6.93	61.14

Table 4.B.8 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1552	2,171	6.98	68.12
1564	2,224	7.15	75.26
1578	2,058	6.61	81.88
1594	1,782	5.73	87.60
1615	1,470	4.72	92.33
1644	1,093	3.51	95.84
1690	725	2.33	98.17
1767	380	1.22	99.39
1900	190	0.61	100.00

**Table 4.B.9 Scale Score Frequency Distribution for Oral Language, Grade Eight**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1173	3	0.01	0.01
1223	8	0.03	0.04
1256	9	0.03	0.07
1281	40	0.14	0.21
1301	46	0.16	0.37
1316	60	0.21	0.58
1329	96	0.34	0.92
1340	81	0.28	1.20
1350	100	0.35	1.56
1358	114	0.40	1.96
1365	72	0.25	2.21
1372	68	0.24	2.45
1379	59	0.21	2.65
1384	99	0.35	3.00
1390	75	0.26	3.27
1395	77	0.27	3.54
1400	88	0.31	3.85
1405	91	0.32	4.16
1410	103	0.36	4.53
1414	101	0.35	4.88
1419	100	0.35	5.23
1423	108	0.38	5.61
1428	127	0.45	6.06
1433	138	0.48	6.54
1437	160	0.56	7.10
1442	172	0.60	7.71
1447	219	0.77	8.48
1452	249	0.87	9.35
1457	337	1.18	10.53
1462	357	1.25	11.79
1467	435	1.53	13.32
1473	503	1.77	15.08
1479	620	2.18	17.26
1485	782	2.75	20.00
1492	865	3.04	23.04
1499	1,102	3.87	26.91
1506	1,167	4.10	31.01
1514	1,467	5.15	36.16
1522	1,599	5.61	41.78
1532	1,779	6.25	48.02
1541	1,900	6.67	54.69
1552	2,094	7.35	62.05

Table 4.B.9 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1564	2,156	7.57	69.62
1578	2,049	7.20	76.81
1594	1,949	6.84	83.66
1615	1,617	5.68	89.34
1644	1,339	4.70	94.04
1690	882	3.10	97.13
1767	502	1.76	98.90
1900	314	1.10	100.00

**Table 4.B.10 Scale Score Frequency Distribution for Oral Language, Grade Nine**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	6	0.02	0.02
1186	29	0.10	0.12
1228	54	0.19	0.31
1258	106	0.37	0.68
1283	156	0.54	1.22
1302	207	0.72	1.94
1318	237	0.82	2.76
1332	216	0.75	3.51
1344	236	0.82	4.33
1354	207	0.72	5.05
1364	174	0.60	5.65
1372	166	0.58	6.23
1379	142	0.49	6.72
1386	143	0.50	7.22
1393	128	0.44	7.66
1399	121	0.42	8.08
1405	123	0.43	8.51
1411	147	0.51	9.02
1416	154	0.53	9.55
1421	170	0.59	10.14
1427	189	0.66	10.80
1432	195	0.68	11.47
1437	241	0.84	12.31
1442	286	0.99	13.30
1447	294	1.02	14.32
1453	397	1.38	15.70
1458	394	1.37	17.07
1464	500	1.74	18.80
1469	590	2.05	20.85
1475	652	2.26	23.11
1481	812	2.82	25.93
1487	911	3.16	29.09
1494	1,010	3.51	32.60
1501	1,195	4.15	36.75
1506	1	0.00	36.75
1508	1,233	4.28	41.03
1515	1,425	4.95	45.97
1523	1,609	5.58	51.56
1532	1,677	5.82	57.38
1541	1,732	6.01	63.39
1552	1,666	5.78	69.17
1563	1,679	5.83	75.00

Table 4.B.10 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1576	1,618	5.62	80.61
1591	1,449	5.03	85.64
1608	1,235	4.29	89.93
1629	965	3.35	93.28
1658	719	2.50	95.77
1700	529	1.84	97.61
1769	335	1.16	98.77
1889	206	0.71	99.49
1950	148	0.51	100.00

**Table 4.B.11 Scale Score Frequency Distribution for Oral Language, Grade Ten**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	1	0.00	0.00
1186	12	0.05	0.06
1228	25	0.11	0.16
1258	51	0.22	0.38
1283	110	0.47	0.84
1302	146	0.62	1.46
1318	163	0.69	2.15
1332	190	0.80	2.96
1344	170	0.72	3.68
1354	153	0.65	4.32
1364	154	0.65	4.98
1372	129	0.55	5.52
1379	121	0.51	6.04
1386	135	0.57	6.61
1393	137	0.58	7.19
1399	160	0.68	7.86
1405	137	0.58	8.44
1411	125	0.53	8.97
1416	133	0.56	9.54
1421	179	0.76	10.30
1427	183	0.78	11.07
1432	174	0.74	11.81
1437	208	0.88	12.69
1442	226	0.96	13.65
1447	254	1.08	14.72
1453	281	1.19	15.91
1458	340	1.44	17.35
1464	351	1.49	18.84
1469	440	1.86	20.70
1475	512	2.17	22.87
1481	600	2.54	25.41
1487	629	2.66	28.07
1494	778	3.29	31.37
1501	855	3.62	34.99
1508	968	4.10	39.09
1515	1,044	4.42	43.51
1523	1,150	4.87	48.38
1532	1,282	5.43	53.81
1541	1,402	5.94	59.75
1552	1,410	5.97	65.72
1563	1,390	5.89	71.61
1576	1,346	5.70	77.31



Table 4.B.11 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1591	1,238	5.24	82.55
1608	1,117	4.73	87.28
1629	926	3.92	91.20
1658	742	3.14	94.35
1700	567	2.40	96.75
1769	399	1.69	98.44
1889	231	0.98	99.42
1950	138	0.58	100.00

**Table 4.B.12 Scale Score Frequency Distribution for Oral Language, Grade Eleven**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	1	0.01	0.01
1222	7	0.03	0.04
1264	12	0.06	0.10
1291	27	0.13	0.23
1310	69	0.34	0.58
1325	102	0.51	1.08
1337	118	0.58	1.67
1347	126	0.62	2.29
1356	120	0.59	2.88
1364	118	0.58	3.47
1371	117	0.58	4.05
1378	110	0.55	4.59
1384	98	0.49	5.08
1389	104	0.52	5.60
1395	98	0.49	6.08
1400	92	0.46	6.54
1405	103	0.51	7.05
1410	113	0.56	7.61
1415	136	0.67	8.28
1419	133	0.66	8.94
1424	155	0.77	9.71
1429	122	0.60	10.31
1433	177	0.88	11.19
1438	193	0.96	12.15
1443	203	1.01	13.15
1447	244	1.21	14.36
1452	240	1.19	15.55
1457	279	1.38	16.94
1462	319	1.58	18.52
1468	339	1.68	20.20
1473	398	1.97	22.17
1478	437	2.17	24.34
1484	470	2.33	26.67
1490	513	2.54	29.21
1496	585	2.90	32.11
1503	688	3.41	35.52
1510	710	3.52	39.04
1517	775	3.84	42.88
1524	914	4.53	47.41
1532	967	4.79	52.20
1541	1,032	5.12	57.32
1550	1,145	5.68	62.99

Table 4.B.12 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1560	1,123	5.57	68.56
1571	1,177	5.83	74.39
1584	1,101	5.46	79.85
1598	1,008	5.00	84.84
1615	927	4.59	89.44
1636	778	3.86	93.29
1663	625	3.10	96.39
1705	421	2.09	98.48
1787	226	1.12	99.60
1950	81	0.40	100.00

**Table 4.B.13 Scale Score Frequency Distribution for Oral Language, Grade Twelve**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1222	3	0.02	0.02
1264	10	0.06	0.08
1291	17	0.10	0.17
1310	45	0.26	0.44
1325	63	0.37	0.80
1337	66	0.38	1.19
1347	88	0.51	1.70
1356	87	0.51	2.20
1364	76	0.44	2.65
1371	84	0.49	3.13
1378	73	0.42	3.56
1384	75	0.44	3.99
1389	53	0.31	4.30
1395	65	0.38	4.68
1400	64	0.37	5.05
1405	92	0.53	5.59
1410	93	0.54	6.13
1415	76	0.44	6.57
1419	110	0.64	7.21
1424	116	0.67	7.88
1429	119	0.69	8.58
1433	136	0.79	9.37
1438	125	0.73	10.09
1443	171	0.99	11.09
1447	189	1.10	12.19
1452	185	1.08	13.26
1457	232	1.35	14.61
1462	265	1.54	16.15
1468	263	1.53	17.68
1473	352	2.05	19.73
1475	1	0.01	19.73
1478	365	2.12	21.85
1484	419	2.44	24.29
1489	1	0.01	24.30
1490	477	2.77	27.07
1496	509	2.96	30.03
1503	568	3.30	33.33
1510	695	4.04	37.37
1517	678	3.94	41.31
1524	734	4.27	45.58
1532	782	4.55	50.12
1541	854	4.96	55.09

Table 4.B.13 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1550	917	5.33	60.42
1560	1,001	5.82	66.24
1571	1,044	6.07	72.31
1584	977	5.68	77.99
1598	914	5.31	83.30
1615	805	4.68	87.98
1636	753	4.38	92.36
1663	609	3.54	95.90
1705	404	2.35	98.25
1787	229	1.33	99.58
1950	72	0.42	100.00

**Table 4.B.14 Scale Score Frequency Distribution for Written Language, Kindergarten**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	157	0.43	0.43
1216	131	0.36	0.79
1252	138	0.38	1.17
1272	192	0.53	1.69
1286	260	0.71	2.40
1297	358	0.98	3.38
1306	455	1.25	4.63
1315	640	1.75	6.38
1323	703	1.93	8.31
1330	896	2.45	10.76
1337	994	2.72	13.48
1343	1,072	2.94	16.42
1349	1,068	2.92	19.34
1354	1,202	3.29	22.63
1356	1	0.00	22.64
1358	1,232	3.37	26.01
1362	1,215	3.33	29.34
1367	1,204	3.30	32.63
1371	1,291	3.54	36.17
1375	1,400	3.83	40.00
1379	1,364	3.73	43.74
1383	1,400	3.83	47.57
1388	1,588	4.35	51.92
1393	1,638	4.49	56.40
1399	1,829	5.01	61.41
1405	2,073	5.68	67.09
1414	2,271	6.22	73.31
1425	2,457	6.73	80.04
1441	2,524	6.91	86.95
1475	2,549	6.98	93.93
1700	2,218	6.07	100.00

**Table 4.B.15 Scale Score Frequency Distribution for Written Language, Grade One**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	327	1.18	1.18
1311	202	0.73	1.91
1332	201	0.73	2.64
1345	223	0.81	3.44
1354	212	0.77	4.21
1362	234	0.85	5.05
1368	283	1.02	6.08
1373	342	1.24	7.31
1378	338	1.22	8.53
1383	396	1.43	9.96
1387	443	1.60	11.57
1391	383	1.38	12.95
1395	462	1.67	14.62
1399	482	1.74	16.36
1403	544	1.97	18.33
1406	578	2.09	20.41
1410	657	2.37	22.79
1414	668	2.41	25.20
1417	772	2.79	27.99
1421	813	2.94	30.93
1424	827	2.99	33.92
1428	885	3.20	37.11
1431	929	3.36	40.47
1435	986	3.56	44.03
1439	949	3.43	47.46
1443	970	3.50	50.96
1447	999	3.61	54.57
1451	996	3.60	58.17
1456	943	3.41	61.58
1460	1,007	3.64	65.22
1466	1,084	3.92	69.13
1471	1,120	4.05	73.18
1478	1,148	4.15	77.33
1485	1,225	4.43	81.75
1493	1,217	4.40	86.15
1504	1,200	4.34	90.49
1518	1,123	4.06	94.54
1542	948	3.43	97.97
1700	562	2.03	100.00

**Table 4.B.16 Scale Score Frequency Distribution for Written Language, Grade Two**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	31	0.12	0.12
1299	35	0.14	0.26
1331	29	0.11	0.37
1348	28	0.11	0.48
1360	25	0.10	0.58
1369	36	0.14	0.72
1376	47	0.18	0.91
1382	86	0.34	1.24
1388	113	0.44	1.69
1392	128	0.50	2.19
1397	175	0.69	2.88
1401	190	0.75	3.62
1405	248	0.97	4.60
1408	251	0.99	5.58
1412	270	1.06	6.64
1415	264	1.04	7.68
1419	310	1.22	8.89
1422	336	1.32	10.21
1425	394	1.55	11.76
1428	404	1.59	13.34
1432	468	1.84	15.18
1435	495	1.94	17.12
1438	561	2.20	19.32
1441	555	2.18	21.50
1445	597	2.34	23.84
1448	625	2.45	26.30
1452	609	2.39	28.69
1455	716	2.81	31.50
1459	709	2.78	34.28
1463	782	3.07	37.35
1468	818	3.21	40.56
1472	849	3.33	43.89
1477	1,013	3.98	47.87
1482	1,105	4.34	52.20
1488	1,205	4.73	56.93
1494	1,274	5.00	61.93
1500	1,368	5.37	67.30
1508	1,503	5.90	73.20
1517	1,512	5.93	79.13
1527	1,551	6.09	85.22



Table 4.B.16 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1542	1,450	5.69	90.91
1563	1,213	4.76	95.67
1607	787	3.09	98.76
1700	317	1.24	100.00

**Table 4.B.17 Scale Score Frequency Distribution for Written Language, Grade Three**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	1	0.00	0.00
1290	3	0.01	0.01
1343	17	0.04	0.05
1368	66	0.16	0.21
1384	131	0.31	0.52
1396	252	0.60	1.13
1406	397	0.95	2.08
1414	597	1.43	3.51
1422	702	1.68	5.19
1428	916	2.19	7.38
1434	1,057	2.53	9.91
1440	1,252	3.00	12.91
1445	1,381	3.31	16.22
1451	1,631	3.91	20.12
1456	1,739	4.16	24.28
1461	1,881	4.50	28.79
1466	2,032	4.87	33.65
1471	2,096	5.02	38.67
1476	2,247	5.38	44.05
1481	2,147	5.14	49.19
1486	2,201	5.27	54.46
1491	2,129	5.10	59.56
1496	1,986	4.76	64.32
1501	1,923	4.60	68.92
1507	1,800	4.31	73.23
1512	1,725	4.13	77.36
1518	1,557	3.73	81.09
1523	1,505	3.60	84.69
1529	1,308	3.13	87.82
1535	1,076	2.58	90.40
1542	974	2.33	92.73
1548	779	1.87	94.60
1556	631	1.51	96.11
1564	470	1.13	97.23
1572	396	0.95	98.18
1582	246	0.59	98.77
1594	192	0.46	99.23
1607	129	0.31	99.54
1625	87	0.21	99.75

Table 4.B.17 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1648	54	0.13	99.88
1682	28	0.07	99.95
1738	16	0.04	99.98
1800	7	0.02	100.00

**Table 4.B.18 Scale Score Frequency Distribution for Written Language, Grade Four**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1290	2	0.01	0.01
1343	9	0.02	0.03
1368	26	0.07	0.10
1384	70	0.19	0.29
1396	155	0.42	0.71
1406	193	0.52	1.24
1414	303	0.82	2.06
1422	362	0.98	3.04
1428	405	1.10	4.14
1434	490	1.33	5.48
1440	533	1.45	6.93
1445	720	1.96	8.88
1451	763	2.07	10.96
1456	952	2.59	13.54
1461	978	2.66	16.20
1466	1,129	3.07	19.27
1471	1,294	3.52	22.79
1476	1,376	3.74	26.53
1481	1,496	4.07	30.59
1486	1,589	4.32	34.91
1491	1,628	4.42	39.34
1496	1,722	4.68	44.02
1501	1,771	4.81	48.83
1507	1,817	4.94	53.77
1512	1,790	4.86	58.63
1518	1,867	5.07	63.71
1523	1,795	4.88	68.58
1529	1,738	4.72	73.31
1535	1,641	4.46	77.77
1542	1,516	4.12	81.89
1548	1,421	3.86	85.75
1556	1,261	3.43	89.18
1564	1,102	3.00	92.17
1572	883	2.40	94.57
1582	697	1.89	96.47
1594	523	1.42	97.89
1607	340	0.92	98.81
1625	207	0.56	99.37
1648	112	0.30	99.68
1682	78	0.21	99.89
1738	33	0.09	99.98
1800	7	0.02	100.00

**Table 4.B.19 Scale Score Frequency Distribution for Written Language, Grade Five**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	1	0.00	0.00
1290	2	0.01	0.01
1343	2	0.01	0.01
1368	19	0.05	0.07
1384	53	0.15	0.21
1396	88	0.24	0.46
1406	123	0.34	0.79
1414	188	0.52	1.31
1422	233	0.64	1.96
1428	299	0.82	2.78
1434	285	0.79	3.57
1440	354	0.98	4.54
1445	387	1.07	5.61
1451	465	1.28	6.89
1456	552	1.52	8.41
1461	603	1.66	10.08
1466	650	1.79	11.87
1471	755	2.08	13.95
1476	861	2.37	16.33
1481	894	2.47	18.79
1486	1,078	2.97	21.76
1491	1,154	3.18	24.95
1496	1,237	3.41	28.36
1501	1,336	3.68	32.04
1507	1,521	4.19	36.24
1512	1,522	4.20	40.44
1518	1,611	4.44	44.88
1523	1,746	4.82	49.69
1529	1,925	5.31	55.00
1535	1,959	5.40	60.40
1542	2,026	5.59	65.99
1548	2,003	5.52	71.52
1556	1,960	5.41	76.92
1564	1,855	5.12	82.04
1572	1,680	4.63	86.67
1582	1,426	3.93	90.60
1594	1,173	3.23	93.84
1607	893	2.46	96.30
1625	608	1.68	97.98

Table 4.B.19 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1648	377	1.04	99.02
1682	225	0.62	99.64
1738	90	0.25	99.88
1800	42	0.12	100.00

**Table 4.B.20 Scale Score Frequency Distribution for Written Language, Grade Six**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1321	7	0.02	0.02
1360	25	0.08	0.10
1384	61	0.18	0.28
1400	119	0.36	0.64
1413	180	0.54	1.19
1424	261	0.79	1.98
1433	309	0.93	2.91
1442	406	1.23	4.14
1449	509	1.54	5.68
1456	583	1.76	7.44
1462	752	2.27	9.72
1468	864	2.61	12.33
1475	1,020	3.09	15.42
1481	1,102	3.33	18.75
1487	1,295	3.92	22.67
1492	1,438	4.35	27.02
1498	1,609	4.87	31.88
1505	1,888	5.71	37.59
1511	1,965	5.94	43.54
1517	2,032	6.15	49.69
1524	2,104	6.36	56.05
1530	2,047	6.19	62.24
1537	1,935	5.85	68.10
1544	1,777	5.38	73.47
1551	1,774	5.37	78.84
1559	1,483	4.49	83.32
1566	1,267	3.83	87.16
1575	1,122	3.39	90.55
1583	883	2.67	93.22
1592	676	2.04	95.27
1602	517	1.56	96.83
1612	337	1.02	97.85
1624	272	0.82	98.67
1636	171	0.52	99.19
1651	100	0.30	99.49
1669	67	0.20	99.69
1692	51	0.15	99.85
1722	27	0.08	99.93
1764	14	0.04	99.97
1829	6	0.02	99.99
1900	3	0.01	100.00

**Table 4.B.21 Scale Score Frequency Distribution for Written Language, Grade Seven**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1227	1	0.00	0.00
1321	8	0.03	0.03
1360	26	0.08	0.11
1384	57	0.18	0.30
1400	114	0.37	0.66
1413	175	0.56	1.22
1424	245	0.79	2.01
1433	308	0.99	3.00
1442	386	1.24	4.24
1449	456	1.47	5.71
1456	550	1.77	7.47
1462	603	1.94	9.41
1468	682	2.19	11.60
1475	825	2.65	14.25
1481	886	2.85	17.10
1487	1,037	3.33	20.43
1492	1,173	3.77	24.20
1498	1,353	4.35	28.55
1505	1,457	4.68	33.23
1511	1,618	5.20	38.43
1517	1,645	5.29	43.72
1524	1,805	5.80	49.52
1530	1,806	5.80	55.32
1537	1,742	5.60	60.92
1544	1,657	5.32	66.25
1551	1,705	5.48	71.72
1559	1,550	4.98	76.71
1566	1,376	4.42	81.13
1575	1,270	4.08	85.21
1583	1,101	3.54	88.75
1592	869	2.79	91.54
1602	781	2.51	94.05
1612	620	1.99	96.04
1624	411	1.32	97.36
1636	300	0.96	98.33
1651	214	0.69	99.01
1669	148	0.48	99.49
1692	71	0.23	99.72



Table 4.B.21 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1722	51	0.16	99.88
1764	24	0.08	99.96
1829	8	0.03	99.98
1900	5	0.02	100.00

**Table 4.B.22 Scale Score Frequency Distribution for Written Language, Grade Eight**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1321	5	0.02	0.02
1360	21	0.07	0.09
1384	39	0.14	0.23
1400	82	0.29	0.52
1413	134	0.47	0.99
1424	155	0.54	1.53
1433	225	0.79	2.32
1442	293	1.03	3.35
1449	353	1.24	4.59
1456	385	1.35	5.94
1462	437	1.53	7.48
1468	513	1.80	9.28
1475	610	2.14	11.42
1481	688	2.42	13.84
1487	785	2.76	16.59
1492	865	3.04	19.63
1498	1,030	3.62	23.25
1505	1,164	4.09	27.33
1511	1,292	4.54	31.87
1517	1,344	4.72	36.59
1524	1,416	4.97	41.56
1530	1,477	5.19	46.75
1537	1,596	5.60	52.35
1544	1,536	5.39	57.75
1551	1,523	5.35	63.09
1559	1,542	5.41	68.51
1566	1,504	5.28	73.79
1575	1,379	4.84	78.63
1583	1,274	4.47	83.11
1592	1,125	3.95	87.06
1602	979	3.44	90.49
1612	783	2.75	93.24
1624	589	2.07	95.31
1636	473	1.66	96.97
1651	319	1.12	98.09
1669	236	0.83	98.92
1692	136	0.48	99.40
1722	86	0.30	99.70
1764	51	0.18	99.88
1829	22	0.08	99.96
1900	12	0.04	100.00

**Table 4.B.23 Scale Score Frequency Distribution for Written Language, Grade Nine**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1289	2	0.01	0.01
1343	4	0.01	0.02
1371	15	0.05	0.07
1391	49	0.17	0.24
1406	95	0.33	0.57
1418	162	0.56	1.13
1428	245	0.85	1.99
1437	333	1.16	3.14
1445	437	1.52	4.66
1453	458	1.59	6.25
1460	493	1.71	7.96
1466	592	2.05	10.01
1472	608	2.11	12.12
1478	683	2.37	14.49
1484	727	2.52	17.02
1490	864	3.00	20.01
1495	872	3.03	23.04
1501	987	3.43	26.47
1506	1,096	3.80	30.27
1512	1,171	4.06	34.33
1517	1,167	4.05	38.38
1523	1,183	4.11	42.49
1528	1,215	4.22	46.71
1534	1,254	4.35	51.06
1540	1,154	4.01	55.06
1546	1,277	4.43	59.50
1552	1,208	4.19	63.69
1559	1,177	4.08	67.77
1565	1,197	4.15	71.93
1572	1,158	4.02	75.95
1579	1,144	3.97	79.92
1587	1,092	3.79	83.71
1595	999	3.47	87.17
1604	892	3.10	90.27
1614	712	2.47	92.74
1625	667	2.31	95.05
1637	496	1.72	96.78
1651	373	1.29	98.07
1668	244	0.85	98.92

Table 4.B.23 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1690	150	0.52	99.44
1720	86	0.30	99.74
1775	62	0.22	99.95
1950	14	0.05	100.00

**Table 4.B.24 Scale Score Frequency Distribution for Written Language, Grade Ten**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1343	3	0.01	0.01
1371	12	0.05	0.06
1391	35	0.15	0.21
1406	68	0.29	0.50
1418	90	0.38	0.88
1428	147	0.62	1.50
1437	242	1.02	2.53
1445	296	1.25	3.78
1453	335	1.42	5.20
1460	413	1.75	6.95
1466	429	1.82	8.77
1472	519	2.20	10.96
1478	532	2.25	13.22
1484	632	2.68	15.89
1490	610	2.58	18.48
1495	644	2.73	21.21
1501	722	3.06	24.26
1506	799	3.38	27.65
1512	810	3.43	31.08
1517	901	3.82	34.89
1523	858	3.63	38.53
1528	840	3.56	42.08
1534	912	3.86	45.95
1540	877	3.71	49.66
1546	931	3.94	53.60
1552	929	3.93	57.54
1559	947	4.01	61.55
1565	960	4.07	65.61
1572	952	4.03	69.65
1579	943	3.99	73.64
1587	1,002	4.24	77.88
1595	930	3.94	81.82
1604	911	3.86	85.68
1614	827	3.50	89.18
1625	714	3.02	92.21
1637	631	2.67	94.88
1651	466	1.97	96.85
1668	368	1.56	98.41
1690	191	0.81	99.22
1720	116	0.49	99.71
1775	60	0.25	99.97
1950	8	0.03	100.00

**Table 4.B.25 Scale Score Frequency Distribution for Written Language, Grade Eleven**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	1	0.01	0.01
1351	2	0.01	0.01
1377	14	0.07	0.08
1396	24	0.12	0.20
1410	52	0.26	0.46
1422	94	0.47	0.93
1432	140	0.69	1.62
1441	194	0.96	2.58
1449	241	1.19	3.78
1456	273	1.35	5.13
1463	338	1.68	6.81
1470	402	1.99	8.80
1476	425	2.11	10.90
1482	495	2.45	13.36
1488	572	2.84	16.19
1494	514	2.55	18.74
1499	615	3.05	21.79
1505	635	3.15	24.94
1510	670	3.32	28.26
1516	745	3.69	31.95
1522	816	4.04	35.99
1527	767	3.80	39.80
1533	810	4.01	43.81
1539	810	4.01	47.82
1544	852	4.22	52.05
1550	820	4.06	56.11
1557	830	4.11	60.23
1563	857	4.25	64.47
1570	865	4.29	68.76
1577	843	4.18	72.94
1584	840	4.16	77.10
1592	770	3.82	80.92
1600	700	3.47	84.39
1610	711	3.52	87.91
1620	650	3.22	91.13
1632	517	2.56	93.70
1645	411	2.04	95.73
1662	323	1.60	97.33
1683	252	1.25	98.58

Table 4.B.25 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1712	149	0.74	99.32
1758	74	0.37	99.69
1847	48	0.24	99.93
1950	15	0.07	100.00

**Table 4.B.26 Scale Score Frequency Distribution for Written Language, Grade Twelve**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	2	0.01	0.01
1351	1	0.01	0.02
1377	10	0.06	0.08
1396	27	0.16	0.23
1410	36	0.21	0.44
1422	75	0.44	0.88
1432	88	0.51	1.39
1441	157	0.91	2.30
1449	180	1.05	3.35
1456	201	1.17	4.52
1463	282	1.64	6.16
1470	278	1.62	7.77
1476	366	2.13	9.90
1482	435	2.53	12.43
1488	448	2.60	15.03
1494	495	2.88	17.91
1499	537	3.12	21.03
1505	562	3.27	24.30
1510	601	3.49	27.79
1516	636	3.70	31.49
1522	610	3.55	35.04
1527	644	3.74	38.78
1533	703	4.09	42.87
1539	713	4.15	47.01
1544	688	4.00	51.01
1550	685	3.98	55.00
1557	691	4.02	59.01
1563	737	4.28	63.30
1570	675	3.92	67.22
1577	653	3.80	71.02
1584	757	4.40	75.42
1592	670	3.90	79.32
1600	584	3.40	82.71
1610	620	3.60	86.31
1620	586	3.41	89.72
1632	514	2.99	92.71
1645	446	2.59	95.30
1662	302	1.76	97.06
1683	229	1.33	98.39



Table 4.B.26 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1712	154	0.90	99.28
1758	71	0.41	99.70
1847	44	0.26	99.95
1950	8	0.05	100.00

**Table 4.B.27 Scale Score Frequency Distribution for Overall Score, Kindergarten**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	40	0.11	0.11
1170	24	0.07	0.18
1181	26	0.07	0.25
1187	19	0.05	0.30
1191	9	0.02	0.32
1194	15	0.04	0.36
1197	5	0.01	0.38
1200	5	0.01	0.39
1202	4	0.01	0.40
1204	4	0.01	0.41
1206	3	0.01	0.42
1208	5	0.01	0.44
1210	2	0.01	0.44
1211	3	0.01	0.45
1212	3	0.01	0.46
1215	1	0.00	0.46
1218	1	0.00	0.46
1220	8	0.02	0.48
1233	1	0.00	0.49
1240	18	0.05	0.54
1251	6	0.02	0.55
1252	8	0.02	0.57
1257	5	0.01	0.59
1260	4	0.01	0.60
1261	15	0.04	0.64
1264	2	0.01	0.65
1267	15	0.04	0.69
1270	5	0.01	0.70
1271	11	0.03	0.73
1272	7	0.02	0.75
1273	6	0.02	0.77
1277	15	0.04	0.81
1278	1	0.00	0.81
1280	7	0.02	0.83
1281	2	0.01	0.84
1282	7	0.02	0.85
1283	4	0.01	0.87
1284	8	0.02	0.89
1285	7	0.02	0.91
1287	10	0.03	0.93
1289	15	0.04	0.98
1290	5	0.01	0.99

Table 4.B.27 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1291	4	0.01	1.00
1292	11	0.03	1.03
1293	5	0.01	1.04
1294	3	0.01	1.05
1296	9	0.02	1.08
1297	9	0.02	1.10
1298	8	0.02	1.12
1299	8	0.02	1.14
1300	3	0.01	1.15
1301	14	0.04	1.19
1302	5	0.01	1.20
1303	12	0.03	1.24
1304	7	0.02	1.26
1305	9	0.02	1.28
1306	2	0.01	1.29
1307	6	0.02	1.30
1308	28	0.08	1.38
1309	11	0.03	1.41
1310	10	0.03	1.44
1311	16	0.04	1.48
1312	15	0.04	1.52
1313	21	0.06	1.58
1314	22	0.06	1.64
1315	14	0.04	1.68
1316	18	0.05	1.73
1317	20	0.05	1.78
1318	25	0.07	1.85
1319	27	0.07	1.93
1320	7	0.02	1.94
1321	6	0.02	1.96
1322	71	0.19	2.16
1323	12	0.03	2.19
1324	21	0.06	2.25
1325	9	0.02	2.27
1326	42	0.12	2.39
1327	34	0.09	2.48
1328	17	0.05	2.52
1329	40	0.11	2.63
1330	21	0.06	2.69
1331	23	0.06	2.75
1332	28	0.08	2.83
1333	30	0.08	2.91

Table 4.B.27 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1334	23	0.06	2.98
1335	38	0.10	3.08
1336	62	0.17	3.25
1337	13	0.04	3.29
1338	13	0.04	3.32
1339	67	0.18	3.51
1340	43	0.12	3.62
1341	45	0.12	3.75
1342	29	0.08	3.83
1343	62	0.17	4.00
1344	30	0.08	4.08
1345	49	0.13	4.21
1346	63	0.17	4.38
1347	17	0.05	4.43
1348	56	0.15	4.58
1349	99	0.27	4.85
1350	47	0.13	4.98
1351	66	0.18	5.16
1352	71	0.19	5.36
1353	53	0.15	5.50
1354	115	0.31	5.82
1355	43	0.12	5.94
1356	41	0.11	6.05
1357	134	0.37	6.42
1358	54	0.15	6.56
1359	113	0.31	6.87
1360	99	0.27	7.14
1361	39	0.11	7.25
1362	111	0.30	7.55
1363	109	0.30	7.85
1364	129	0.35	8.21
1365	142	0.39	8.60
1366	73	0.20	8.80
1367	102	0.28	9.07
1368	160	0.44	9.51
1369	80	0.22	9.73
1370	194	0.53	10.26
1371	98	0.27	10.53
1372	151	0.41	10.94
1373	207	0.57	11.51
1374	150	0.41	11.92
1375	115	0.31	12.24

Table 4.B.27 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1376	215	0.59	12.83
1377	142	0.39	13.21
1378	203	0.56	13.77
1379	190	0.52	14.29
1380	204	0.56	14.85
1381	138	0.38	15.23
1382	256	0.70	15.93
1383	258	0.71	16.63
1384	232	0.64	17.27
1385	193	0.53	17.80
1386	251	0.69	18.49
1387	234	0.64	19.13
1388	207	0.57	19.69
1389	254	0.70	20.39
1390	294	0.81	21.19
1391	192	0.53	21.72
1392	337	0.92	22.64
1393	298	0.82	23.46
1394	361	0.99	24.45
1395	159	0.44	24.88
1396	407	1.11	26.00
1397	388	1.06	27.06
1398	350	0.96	28.02
1399	180	0.49	28.51
1400	364	1.00	29.51
1401	343	0.94	30.45
1402	294	0.81	31.25
1403	283	0.77	32.03
1404	398	1.09	33.12
1405	345	0.94	34.06
1406	421	1.15	35.21
1407	202	0.55	35.77
1408	398	1.09	36.86
1409	413	1.13	37.99
1410	393	1.08	39.06
1411	445	1.22	40.28
1412	214	0.59	40.87
1413	309	0.85	41.71
1414	487	1.33	43.05
1415	436	1.19	44.24
1416	167	0.46	44.70
1417	631	1.73	46.43

Table 4.B.27 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1418	175	0.48	46.91
1419	434	1.19	48.09
1420	535	1.47	49.56
1421	138	0.38	49.94
1422	436	1.19	51.13
1423	419	1.15	52.28
1424	216	0.59	52.87
1425	370	1.01	53.88
1426	494	1.35	55.24
1427	348	0.95	56.19
1428	323	0.88	57.07
1429	256	0.70	57.77
1430	314	0.86	58.63
1431	562	1.54	60.17
1432	301	0.82	61.00
1433	163	0.45	61.44
1434	247	0.68	62.12
1435	578	1.58	63.70
1436	142	0.39	64.09
1437	252	0.69	64.78
1438	444	1.22	66.00
1439	444	1.22	67.21
1440	237	0.65	67.86
1441	231	0.63	68.49
1442	130	0.36	68.85
1443	564	1.54	70.39
1444	284	0.78	71.17
1445	210	0.58	71.75
1446	66	0.18	71.93
1447	674	1.85	73.77
1448	110	0.30	74.07
1449	85	0.23	74.31
1450	349	0.96	75.26
1451	30	0.08	75.34
1452	371	1.02	76.36
1453	579	1.59	77.95
1454	49	0.13	78.08
1455	14	0.04	78.12
1456	248	0.68	78.80
1457	82	0.22	79.02
1458	447	1.22	80.25
1459	349	0.96	81.20

Table 4.B.27 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1460	27	0.07	81.28
1461	117	0.32	81.60
1462	235	0.64	82.24
1463	28	0.08	82.32
1464	456	1.25	83.57
1465	7	0.02	83.58
1466	60	0.16	83.75
1467	186	0.51	84.26
1468	294	0.81	85.06
1469	87	0.24	85.30
1470	15	0.04	85.34
1472	357	0.98	86.32
1473	17	0.05	86.37
1474	324	0.89	87.25
1475	139	0.38	87.63
1476	22	0.06	87.69
1477	28	0.08	87.77
1479	32	0.09	87.86
1480	195	0.53	88.39
1481	57	0.16	88.55
1482	278	0.76	89.31
1483	82	0.22	89.53
1484	3	0.01	89.54
1485	1	0.00	89.55
1486	1	0.00	89.55
1487	113	0.31	89.86
1488	8	0.02	89.88
1489	11	0.03	89.91
1490	294	0.81	90.71
1491	171	0.47	91.18
1492	15	0.04	91.22
1493	10	0.03	91.25
1494	5	0.01	91.26
1495	22	0.06	91.32
1497	49	0.13	91.46
1499	34	0.09	91.55
1500	12	0.03	91.59
1502	210	0.58	92.16
1503	73	0.20	92.36
1505	30	0.08	92.44
1508	109	0.30	92.74
1509	32	0.09	92.83

Table 4.B.27 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1512	40	0.11	92.94
1513	3	0.01	92.95
1516	2	0.01	92.95
1517	55	0.15	93.10
1518	161	0.44	93.54
1519	1	0.00	93.55
1520	4	0.01	93.56
1521	73	0.20	93.76
1522	4	0.01	93.77
1524	7	0.02	93.79
1525	118	0.32	94.11
1526	13	0.04	94.15
1528	13	0.04	94.18
1530	165	0.45	94.63
1534	29	0.08	94.71
1536	182	0.50	95.21
1538	55	0.15	95.36
1542	204	0.56	95.92
1549	104	0.28	96.20
1550	256	0.70	96.91
1558	266	0.73	97.63
1569	254	0.70	98.33
1585	247	0.68	99.01
1604	2	0.01	99.01
1606	2	0.01	99.02
1608	3	0.01	99.02
1610	1	0.00	99.03
1612	4	0.01	99.04
1614	7	0.02	99.06
1616	188	0.51	99.57
1618	11	0.03	99.60
1622	13	0.04	99.64
1633	53	0.15	99.78
1700	79	0.22	100.00



**Table 4.B.28 Scale Score Frequency Distribution for Overall Score, Grade One**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	43	0.16	0.16
1190	3	0.01	0.17
1215	8	0.03	0.20
1226	7	0.03	0.22
1231	10	0.04	0.26
1233	5	0.02	0.27
1238	4	0.01	0.29
1241	8	0.03	0.32
1242	4	0.01	0.33
1246	8	0.03	0.36
1248	4	0.01	0.38
1249	7	0.03	0.40
1251	8	0.03	0.43
1252	1	0.00	0.43
1254	8	0.03	0.46
1256	8	0.03	0.49
1258	9	0.03	0.52
1259	1	0.00	0.53
1261	8	0.03	0.56
1262	7	0.03	0.58
1264	11	0.04	0.62
1266	3	0.01	0.63
1267	1	0.00	0.64
1268	9	0.03	0.67
1269	1	0.00	0.67
1270	19	0.07	0.74
1272	8	0.03	0.77
1273	12	0.04	0.81
1275	14	0.05	0.86
1277	8	0.03	0.89
1279	11	0.04	0.93
1280	5	0.02	0.95
1281	2	0.01	0.96
1282	13	0.05	1.00
1284	14	0.05	1.06
1286	6	0.02	1.08
1287	2	0.01	1.08
1288	10	0.04	1.12
1291	7	0.03	1.15
1293	6	0.02	1.17
1295	2	0.01	1.17
1296	5	0.02	1.19

Table 4.B.28 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1299	10	0.04	1.23
1302	7	0.03	1.25
1304	1	0.00	1.26
1305	5	0.02	1.28
1306	2	0.01	1.28
1307	2	0.01	1.29
1309	7	0.03	1.32
1312	1	0.00	1.32
1313	2	0.01	1.33
1314	3	0.01	1.34
1317	6	0.02	1.36
1319	1	0.00	1.36
1321	1	0.00	1.37
1322	3	0.01	1.38
1323	2	0.01	1.38
1324	2	0.01	1.39
1326	5	0.02	1.41
1327	2	0.01	1.42
1328	1	0.00	1.42
1329	7	0.03	1.45
1331	3	0.01	1.46
1332	8	0.03	1.48
1333	2	0.01	1.49
1334	2	0.01	1.50
1335	3	0.01	1.51
1336	3	0.01	1.52
1337	5	0.02	1.54
1339	6	0.02	1.56
1340	11	0.04	1.60
1341	3	0.01	1.61
1342	4	0.01	1.63
1343	8	0.03	1.65
1344	2	0.01	1.66
1345	5	0.02	1.68
1346	2	0.01	1.69
1347	5	0.02	1.71
1348	2	0.01	1.71
1349	17	0.06	1.77
1350	6	0.02	1.80
1351	6	0.02	1.82
1352	16	0.06	1.87
1353	7	0.03	1.90

Table 4.B.28 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1354	11	0.04	1.94
1355	11	0.04	1.98
1356	12	0.04	2.02
1357	17	0.06	2.08
1358	11	0.04	2.12
1359	15	0.05	2.18
1360	16	0.06	2.24
1361	12	0.04	2.28
1362	13	0.05	2.33
1363	29	0.10	2.43
1364	17	0.06	2.49
1365	24	0.09	2.58
1366	13	0.05	2.63
1367	18	0.07	2.69
1368	35	0.13	2.82
1369	16	0.06	2.88
1370	33	0.12	2.99
1371	39	0.14	3.14
1372	20	0.07	3.21
1373	26	0.09	3.30
1374	40	0.14	3.45
1375	30	0.11	3.55
1376	31	0.11	3.67
1377	41	0.15	3.81
1378	41	0.15	3.96
1379	42	0.15	4.11
1380	29	0.10	4.22
1381	47	0.17	4.39
1382	34	0.12	4.51
1383	35	0.13	4.64
1384	41	0.15	4.79
1385	47	0.17	4.96
1386	61	0.22	5.18
1387	53	0.19	5.37
1388	71	0.26	5.62
1389	51	0.18	5.81
1390	66	0.24	6.05
1391	58	0.21	6.26
1392	68	0.25	6.50
1393	81	0.29	6.80
1394	78	0.28	7.08
1395	54	0.20	7.27

Table 4.B.28 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1396	85	0.31	7.58
1397	76	0.27	7.85
1398	89	0.32	8.18
1399	67	0.24	8.42
1400	79	0.29	8.70
1401	121	0.44	9.14
1402	88	0.32	9.46
1403	125	0.45	9.91
1404	22	0.08	9.99
1405	192	0.69	10.68
1406	2	0.01	10.69
1407	253	0.91	11.60
1408	48	0.17	11.78
1409	141	0.51	12.29
1410	115	0.42	12.70
1411	170	0.61	13.32
1412	159	0.57	13.89
1413	100	0.36	14.25
1414	183	0.66	14.91
1415	90	0.33	15.24
1416	225	0.81	16.05
1417	88	0.32	16.37
1418	233	0.84	17.21
1419	152	0.55	17.76
1420	220	0.79	18.56
1421	187	0.68	19.23
1422	143	0.52	19.75
1423	232	0.84	20.59
1424	208	0.75	21.34
1425	209	0.76	22.09
1426	137	0.50	22.59
1427	250	0.90	23.49
1428	165	0.60	24.09
1429	316	1.14	25.23
1430	160	0.58	25.81
1431	296	1.07	26.88
1432	196	0.71	27.58
1433	270	0.98	28.56
1434	193	0.70	29.26
1435	374	1.35	30.61
1436	199	0.72	31.33
1437	282	1.02	32.35

Table 4.B.28 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1438	200	0.72	33.07
1439	362	1.31	34.38
1440	138	0.50	34.88
1441	387	1.40	36.27
1442	347	1.25	37.53
1443	161	0.58	38.11
1444	386	1.39	39.50
1445	169	0.61	40.11
1446	439	1.59	41.70
1447	129	0.47	42.17
1448	352	1.27	43.44
1449	268	0.97	44.41
1450	274	0.99	45.40
1451	240	0.87	46.26
1452	379	1.37	47.63
1453	216	0.78	48.41
1454	368	1.33	49.74
1455	290	1.05	50.79
1456	249	0.90	51.69
1457	381	1.38	53.07
1458	241	0.87	53.94
1459	304	1.10	55.04
1460	303	1.09	56.13
1461	204	0.74	56.87
1462	294	1.06	57.93
1463	398	1.44	59.37
1464	241	0.87	60.24
1465	87	0.31	60.55
1466	458	1.65	62.21
1467	207	0.75	62.96
1468	237	0.86	63.81
1469	326	1.18	64.99
1470	222	0.80	65.79
1471	217	0.78	66.58
1472	155	0.56	67.14
1473	508	1.84	68.97
1474	110	0.40	69.37
1475	217	0.78	70.15
1476	248	0.90	71.05
1477	324	1.17	72.22
1478	219	0.79	73.01
1479	68	0.25	73.26

Table 4.B.28 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1480	433	1.56	74.82
1481	158	0.57	75.39
1482	225	0.81	76.20
1483	134	0.48	76.69
1484	197	0.71	77.40
1485	226	0.82	78.22
1486	267	0.96	79.18
1487	58	0.21	79.39
1488	122	0.44	79.83
1489	269	0.97	80.80
1490	272	0.98	81.79
1491	101	0.36	82.15
1492	114	0.41	82.56
1493	88	0.32	82.88
1494	355	1.28	84.16
1495	177	0.64	84.80
1497	148	0.53	85.34
1498	107	0.39	85.72
1499	252	0.91	86.64
1500	46	0.17	86.80
1501	267	0.96	87.77
1502	62	0.22	87.99
1503	14	0.05	88.04
1504	159	0.57	88.62
1505	193	0.70	89.31
1506	185	0.67	89.98
1507	19	0.07	90.05
1509	146	0.53	90.58
1510	23	0.08	90.66
1511	273	0.99	91.65
1513	253	0.91	92.56
1515	4	0.01	92.57
1516	39	0.14	92.72
1517	6	0.02	92.74
1518	243	0.88	93.62
1519	105	0.38	93.99
1520	46	0.17	94.16
1521	10	0.04	94.20
1523	122	0.44	94.64
1524	69	0.25	94.89
1526	113	0.41	95.30
1529	72	0.26	95.56

Table 4.B.28 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1530	104	0.38	95.93
1531	18	0.07	96.00
1535	19	0.07	96.07
1536	81	0.29	96.36
1538	132	0.48	96.83
1542	27	0.10	96.93
1548	111	0.40	97.33
1555	48	0.17	97.51
1561	1	0.00	97.51
1562	2	0.01	97.52
1566	3	0.01	97.53
1567	44	0.16	97.69
1568	3	0.01	97.70
1571	5	0.02	97.72
1572	2	0.01	97.72
1574	11	0.04	97.76
1576	3	0.01	97.77
1577	14	0.05	97.82
1580	14	0.05	97.88
1583	2	0.01	97.88
1584	22	0.08	97.96
1586	4	0.01	97.98
1588	30	0.11	98.08
1589	6	0.02	98.11
1592	46	0.17	98.27
1593	4	0.01	98.29
1597	68	0.25	98.53
1602	89	0.32	98.85
1609	82	0.30	99.15
1617	79	0.29	99.44
1621	14	0.05	99.49
1627	58	0.21	99.70
1646	59	0.21	99.91
1700	25	0.09	100.00

**Table 4.B.29 Scale Score Frequency Distribution for Overall Score, Grade Two**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	1	0.00	0.00
1225	1	0.00	0.01
1243	1	0.00	0.01
1246	1	0.00	0.02
1249	3	0.01	0.03
1252	2	0.01	0.04
1254	2	0.01	0.04
1256	1	0.00	0.05
1259	2	0.01	0.05
1260	1	0.00	0.06
1264	1	0.00	0.06
1266	3	0.01	0.07
1267	1	0.00	0.08
1269	1	0.00	0.08
1271	1	0.00	0.09
1273	2	0.01	0.09
1276	1	0.00	0.10
1281	2	0.01	0.11
1283	3	0.01	0.12
1284	2	0.01	0.13
1285	1	0.00	0.13
1286	1	0.00	0.13
1290	1	0.00	0.14
1294	1	0.00	0.14
1299	1	0.00	0.14
1302	2	0.01	0.15
1305	1	0.00	0.16
1310	2	0.01	0.16
1320	2	0.01	0.17
1321	2	0.01	0.18
1324	1	0.00	0.18
1325	1	0.00	0.19
1326	1	0.00	0.19
1327	1	0.00	0.20
1329	3	0.01	0.21
1331	1	0.00	0.21
1332	1	0.00	0.21
1334	2	0.01	0.22
1335	3	0.01	0.23
1339	1	0.00	0.24
1340	1	0.00	0.24
1342	2	0.01	0.25



Table 4.B.29 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1343	1	0.00	0.25
1345	5	0.02	0.27
1346	2	0.01	0.28
1347	1	0.00	0.29
1349	4	0.02	0.30
1352	6	0.02	0.32
1353	1	0.00	0.33
1354	2	0.01	0.34
1355	4	0.02	0.35
1356	3	0.01	0.36
1358	3	0.01	0.38
1359	6	0.02	0.40
1360	1	0.00	0.40
1361	2	0.01	0.41
1362	4	0.02	0.43
1363	2	0.01	0.43
1364	3	0.01	0.45
1365	7	0.03	0.47
1366	3	0.01	0.49
1367	7	0.03	0.51
1368	8	0.03	0.54
1369	6	0.02	0.57
1370	7	0.03	0.60
1371	6	0.02	0.62
1372	8	0.03	0.65
1373	10	0.04	0.69
1374	6	0.02	0.71
1375	18	0.07	0.78
1376	4	0.02	0.80
1377	10	0.04	0.84
1378	5	0.02	0.86
1379	10	0.04	0.90
1380	6	0.02	0.92
1381	12	0.05	0.97
1382	10	0.04	1.01
1383	7	0.03	1.03
1384	13	0.05	1.09
1385	12	0.05	1.13
1386	13	0.05	1.18
1387	20	0.08	1.26
1388	14	0.05	1.32
1389	15	0.06	1.38

Table 4.B.29 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1390	21	0.08	1.46
1391	13	0.05	1.51
1392	16	0.06	1.57
1393	21	0.08	1.65
1394	17	0.07	1.72
1395	25	0.10	1.82
1396	12	0.05	1.87
1397	22	0.09	1.95
1398	26	0.10	2.05
1399	18	0.07	2.13
1400	33	0.13	2.25
1401	16	0.06	2.32
1402	34	0.13	2.45
1403	35	0.14	2.59
1404	22	0.09	2.67
1405	50	0.20	2.87
1406	19	0.07	2.95
1407	32	0.13	3.07
1408	29	0.11	3.18
1409	16	0.06	3.25
1410	68	0.27	3.51
1411	14	0.05	3.57
1412	49	0.19	3.76
1413	40	0.16	3.92
1414	36	0.14	4.06
1415	61	0.24	4.30
1416	24	0.09	4.39
1417	57	0.22	4.62
1418	66	0.26	4.88
1419	40	0.16	5.03
1420	90	0.35	5.39
1421	62	0.24	5.63
1422	61	0.24	5.87
1423	84	0.33	6.20
1424	40	0.16	6.36
1425	110	0.43	6.79
1426	39	0.15	6.94
1427	122	0.48	7.42
1428	105	0.41	7.83
1429	79	0.31	8.14
1430	93	0.37	8.51
1431	65	0.26	8.76

Table 4.B.29 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1432	111	0.44	9.20
1433	108	0.42	9.62
1434	115	0.45	10.07
1435	87	0.34	10.41
1436	106	0.42	10.83
1437	121	0.47	11.30
1438	149	0.58	11.89
1439	137	0.54	12.43
1440	113	0.44	12.87
1441	160	0.63	13.50
1442	154	0.60	14.10
1443	176	0.69	14.79
1444	122	0.48	15.27
1445	173	0.68	15.95
1446	100	0.39	16.34
1447	226	0.89	17.23
1448	90	0.35	17.58
1449	227	0.89	18.47
1450	186	0.73	19.20
1451	135	0.53	19.73
1452	198	0.78	20.51
1453	245	0.96	21.47
1454	189	0.74	22.21
1455	163	0.64	22.85
1456	259	1.02	23.87
1457	178	0.70	24.57
1458	254	1.00	25.57
1459	168	0.66	26.22
1460	252	0.99	27.21
1461	140	0.55	27.76
1462	234	0.92	28.68
1463	259	1.02	29.70
1464	174	0.68	30.38
1465	231	0.91	31.29
1466	178	0.70	31.99
1467	311	1.22	33.21
1468	221	0.87	34.07
1469	209	0.82	34.89
1470	166	0.65	35.54
1471	386	1.51	37.06
1472	136	0.53	37.59
1473	209	0.82	38.41

Table 4.B.29 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1474	337	1.32	39.74
1475	241	0.95	40.68
1476	110	0.43	41.11
1477	408	1.60	42.71
1478	188	0.74	43.45
1479	161	0.63	44.08
1480	401	1.57	45.66
1481	113	0.44	46.10
1482	237	0.93	47.03
1483	393	1.54	48.57
1484	315	1.24	49.81
1485	97	0.38	50.19
1486	392	1.54	51.73
1487	258	1.01	52.74
1488	135	0.53	53.27
1489	298	1.17	54.44
1490	245	0.96	55.40
1491	278	1.09	56.49
1492	127	0.50	56.99
1493	520	2.04	59.03
1494	113	0.44	59.48
1495	193	0.76	60.23
1496	263	1.03	61.27
1497	188	0.74	62.00
1498	408	1.60	63.60
1499	277	1.09	64.69
1500	29	0.11	64.81
1501	163	0.64	65.44
1502	571	2.24	67.69
1503	116	0.46	68.14
1504	267	1.05	69.19
1505	10	0.04	69.23
1506	335	1.31	70.54
1507	438	1.72	72.26
1508	24	0.09	72.36
1509	45	0.18	72.53
1510	229	0.90	73.43
1511	584	2.29	75.72
1512	1	0.00	75.73
1513	127	0.50	76.23
1514	189	0.74	76.97
1515	34	0.13	77.10

Table 4.B.29 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1516	365	1.43	78.53
1517	266	1.04	79.58
1519	130	0.51	80.09
1520	122	0.48	80.57
1521	236	0.93	81.49
1522	141	0.55	82.04
1523	194	0.76	82.81
1524	126	0.49	83.30
1525	97	0.38	83.68
1526	50	0.20	83.88
1527	195	0.77	84.64
1528	183	0.72	85.36
1529	262	1.03	86.39
1530	11	0.04	86.43
1532	27	0.11	86.54
1533	70	0.27	86.81
1534	520	2.04	88.85
1535	21	0.08	88.94
1536	12	0.05	88.98
1537	103	0.40	89.39
1538	26	0.10	89.49
1539	161	0.63	90.12
1540	2	0.01	90.13
1541	188	0.74	90.87
1542	107	0.42	91.29
1543	32	0.13	91.41
1544	2	0.01	91.42
1545	201	0.79	92.21
1547	36	0.14	92.35
1549	4	0.02	92.37
1550	180	0.71	93.07
1551	63	0.25	93.32
1552	131	0.51	93.83
1553	4	0.02	93.85
1555	63	0.25	94.10
1556	52	0.20	94.30
1557	3	0.01	94.31
1560	149	0.58	94.90
1561	93	0.37	95.26
1562	74	0.29	95.55
1563	1	0.00	95.56
1565	6	0.02	95.58

Table 4.B.29 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1567	110	0.43	96.01
1568	12	0.05	96.06
1569	1	0.00	96.06
1571	17	0.07	96.13
1573	92	0.36	96.49
1574	113	0.44	96.93
1575	22	0.09	97.02
1577	1	0.00	97.02
1580	34	0.13	97.16
1582	102	0.40	97.56
1583	2	0.01	97.57
1585	28	0.11	97.68
1586	5	0.02	97.70
1589	7	0.03	97.72
1591	2	0.01	97.73
1592	45	0.18	97.91
1593	20	0.08	97.99
1594	1	0.00	97.99
1595	72	0.28	98.27
1598	25	0.10	98.37
1600	1	0.00	98.37
1602	23	0.09	98.46
1603	41	0.16	98.63
1604	6	0.02	98.65
1607	29	0.11	98.76
1609	4	0.02	98.78
1613	40	0.16	98.94
1614	9	0.04	98.97
1620	39	0.15	99.12
1621	13	0.05	99.17
1625	61	0.24	99.41
1629	56	0.22	99.63
1632	12	0.05	99.68
1641	39	0.15	99.83
1654	12	0.05	99.88
1671	20	0.08	99.96
1700	10	0.04	100.00

**Table 4.B.30 Scale Score Frequency Distribution for Overall Score, Grade Three**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1254	1	0.00	0.00
1278	1	0.00	0.00
1306	1	0.00	0.01
1311	1	0.00	0.01
1325	1	0.00	0.01
1328	1	0.00	0.01
1331	1	0.00	0.02
1332	1	0.00	0.02
1337	2	0.00	0.02
1338	2	0.00	0.03
1340	1	0.00	0.03
1341	1	0.00	0.03
1343	4	0.01	0.04
1345	2	0.00	0.05
1346	1	0.00	0.05
1347	3	0.01	0.06
1348	6	0.01	0.07
1350	3	0.01	0.08
1352	8	0.02	0.10
1353	5	0.01	0.11
1356	3	0.01	0.12
1357	10	0.02	0.14
1358	4	0.01	0.15
1359	25	0.06	0.21
1361	8	0.02	0.23
1362	4	0.01	0.24
1363	8	0.02	0.26
1364	20	0.05	0.31
1365	12	0.03	0.34
1366	5	0.01	0.35
1367	11	0.03	0.37
1368	13	0.03	0.41
1369	20	0.05	0.45
1370	2	0.00	0.46
1371	14	0.03	0.49
1372	7	0.02	0.51
1373	36	0.09	0.59
1374	24	0.06	0.65
1375	8	0.02	0.67
1376	4	0.01	0.68
1377	25	0.06	0.74
1378	43	0.10	0.84

Table 4.B.30 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1379	5	0.01	0.86
1380	21	0.05	0.91
1381	8	0.02	0.92
1382	50	0.12	1.04
1383	9	0.02	1.07
1384	6	0.01	1.08
1385	31	0.07	1.15
1386	50	0.12	1.27
1388	25	0.06	1.33
1389	38	0.09	1.43
1390	19	0.05	1.47
1391	10	0.02	1.49
1392	31	0.07	1.57
1393	37	0.09	1.66
1394	31	0.07	1.73
1395	18	0.04	1.77
1396	43	0.10	1.88
1397	18	0.04	1.92
1398	24	0.06	1.98
1399	46	0.11	2.09
1400	7	0.02	2.11
1401	47	0.11	2.22
1402	26	0.06	2.28
1403	43	0.10	2.38
1404	25	0.06	2.44
1405	52	0.12	2.57
1406	10	0.02	2.59
1407	66	0.16	2.75
1408	13	0.03	2.78
1409	55	0.13	2.91
1410	52	0.12	3.04
1411	41	0.10	3.13
1412	40	0.10	3.23
1413	61	0.15	3.38
1414	53	0.13	3.50
1415	58	0.14	3.64
1416	57	0.14	3.78
1417	48	0.11	3.89
1418	93	0.22	4.12
1419	28	0.07	4.18
1420	121	0.29	4.47
1421	51	0.12	4.60



Table 4.B.30 (*continuation two*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1422	100	0.24	4.83
1423	47	0.11	4.95
1424	132	0.32	5.26
1425	47	0.11	5.38
1426	126	0.30	5.68
1427	78	0.19	5.86
1428	90	0.22	6.08
1429	140	0.34	6.42
1430	98	0.23	6.65
1431	118	0.28	6.93
1432	120	0.29	7.22
1433	169	0.40	7.62
1434	111	0.27	7.89
1435	145	0.35	8.24
1436	159	0.38	8.62
1437	178	0.43	9.04
1438	129	0.31	9.35
1439	216	0.52	9.87
1440	181	0.43	10.30
1441	177	0.42	10.73
1442	230	0.55	11.28
1443	237	0.57	11.85
1444	223	0.53	12.38
1445	213	0.51	12.89
1446	273	0.65	13.54
1447	206	0.49	14.04
1448	239	0.57	14.61
1449	278	0.67	15.27
1450	222	0.53	15.81
1451	363	0.87	16.68
1452	362	0.87	17.54
1453	84	0.20	17.74
1454	602	1.44	19.18
1455	199	0.48	19.66
1456	48	0.11	19.78
1457	786	1.88	21.66
1458	121	0.29	21.95
1459	433	1.04	22.98
1460	418	1.00	23.99
1461	109	0.26	24.25
1462	684	1.64	25.88
1463	238	0.57	26.45

Table 4.B.30 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1464	559	1.34	27.79
1465	396	0.95	28.74
1466	174	0.42	29.16
1467	638	1.53	30.69
1468	279	0.67	31.35
1469	493	1.18	32.53
1470	453	1.08	33.62
1471	211	0.51	34.12
1472	707	1.69	35.82
1473	484	1.16	36.98
1474	393	0.94	37.92
1475	463	1.11	39.02
1476	250	0.60	39.62
1477	632	1.51	41.14
1478	473	1.13	42.27
1479	429	1.03	43.30
1480	571	1.37	44.66
1481	307	0.74	45.40
1482	482	1.15	46.55
1483	573	1.37	47.92
1484	330	0.79	48.72
1485	713	1.71	50.42
1486	332	0.79	51.22
1487	354	0.85	52.06
1488	687	1.65	53.71
1489	335	0.80	54.51
1490	545	1.31	55.82
1491	439	1.05	56.87
1492	308	0.74	57.61
1493	517	1.24	58.84
1494	465	1.11	59.96
1495	466	1.12	61.07
1496	471	1.13	62.20
1497	337	0.81	63.01
1498	332	0.79	63.80
1499	390	0.93	64.74
1500	522	1.25	65.99
1501	347	0.83	66.82
1502	445	1.07	67.88
1503	462	1.11	68.99
1504	171	0.41	69.40
1505	703	1.68	71.08

Table 4.B.30 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1506	160	0.38	71.46
1507	477	1.14	72.61
1508	386	0.92	73.53
1509	132	0.32	73.85
1510	487	1.17	75.01
1511	320	0.77	75.78
1512	457	1.09	76.87
1513	237	0.57	77.44
1514	169	0.40	77.85
1515	681	1.63	79.48
1516	204	0.49	79.96
1517	89	0.21	80.18
1518	536	1.28	81.46
1519	138	0.33	81.79
1520	273	0.65	82.45
1521	285	0.68	83.13
1522	225	0.54	83.67
1523	307	0.74	84.40
1524	125	0.30	84.70
1525	247	0.59	85.29
1526	331	0.79	86.08
1527	115	0.28	86.36
1528	172	0.41	86.77
1529	338	0.81	87.58
1530	139	0.33	87.91
1531	234	0.56	88.47
1532	101	0.24	88.72
1533	248	0.59	89.31
1534	224	0.54	89.85
1535	92	0.22	90.07
1536	80	0.19	90.26
1537	335	0.80	91.06
1538	152	0.36	91.42
1539	26	0.06	91.49
1540	193	0.46	91.95
1541	156	0.37	92.32
1542	85	0.20	92.53
1543	162	0.39	92.91
1544	128	0.31	93.22
1545	43	0.10	93.32
1546	142	0.34	93.66
1547	172	0.41	94.07

Table 4.B.30 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1548	21	0.05	94.12
1549	80	0.19	94.32
1550	172	0.41	94.73
1551	59	0.14	94.87
1552	70	0.17	95.04
1553	150	0.36	95.40
1554	7	0.02	95.41
1555	125	0.30	95.71
1556	94	0.23	95.94
1557	57	0.14	96.07
1558	87	0.21	96.28
1560	76	0.18	96.46
1561	82	0.20	96.66
1562	41	0.10	96.76
1563	10	0.02	96.78
1564	80	0.19	96.97
1565	37	0.09	97.06
1566	45	0.11	97.17
1567	30	0.07	97.24
1568	61	0.15	97.39
1569	44	0.11	97.49
1570	27	0.06	97.56
1571	2	0.00	97.56
1572	30	0.07	97.64
1573	119	0.28	97.92
1575	1	0.00	97.92
1576	44	0.11	98.03
1577	47	0.11	98.14
1579	55	0.13	98.27
1580	29	0.07	98.34
1581	19	0.05	98.39
1582	33	0.08	98.47
1583	1	0.00	98.47
1584	43	0.10	98.57
1586	16	0.04	98.61
1587	24	0.06	98.67
1588	67	0.16	98.83
1591	19	0.05	98.87
1592	1	0.00	98.88
1593	20	0.05	98.92
1594	36	0.09	99.01
1595	12	0.03	99.04

Table 4.B.30 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1596	1	0.00	99.04
1597	2	0.00	99.05
1598	15	0.04	99.08
1599	21	0.05	99.13
1600	5	0.01	99.14
1602	19	0.05	99.19
1603	16	0.04	99.23
1605	2	0.00	99.23
1606	39	0.09	99.33
1608	7	0.02	99.34
1610	1	0.00	99.34
1611	25	0.06	99.40
1614	5	0.01	99.42
1615	21	0.05	99.47
1617	15	0.04	99.50
1618	11	0.03	99.53
1621	7	0.02	99.55
1622	1	0.00	99.55
1623	17	0.04	99.59
1625	12	0.03	99.62
1626	5	0.01	99.63
1629	7	0.02	99.65
1632	16	0.04	99.68
1633	11	0.03	99.71
1635	1	0.00	99.71
1638	8	0.02	99.73
1642	2	0.00	99.74
1643	5	0.01	99.75
1644	11	0.03	99.78
1645	2	0.00	99.78
1650	4	0.01	99.79
1651	2	0.00	99.80
1653	1	0.00	99.80
1656	1	0.00	99.80
1659	12	0.03	99.83
1660	3	0.01	99.84
1661	4	0.01	99.85
1662	3	0.01	99.85
1665	5	0.01	99.86
1668	2	0.00	99.87
1671	5	0.01	99.88
1672	4	0.01	99.89

Table 4.B.30 (continuation seven)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1675	1	0.00	99.89
1676	3	0.01	99.90
1685	3	0.01	99.91
1686	1	0.00	99.91
1688	3	0.01	99.92
1689	4	0.01	99.93
1691	8	0.02	99.95
1697	2	0.00	99.95
1698	3	0.01	99.96
1704	1	0.00	99.96
1707	1	0.00	99.96
1716	4	0.01	99.97
1718	5	0.01	99.98
1720	1	0.00	99.99
1735	3	0.01	99.99
1763	1	0.00	100.00
1800	2	0.00	100.00

**Table 4.B.31 Scale Score Frequency Distribution for Overall Score, Grade Four**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1278	1	0.00	0.00
1331	1	0.00	0.01
1334	2	0.01	0.01
1336	1	0.00	0.01
1337	3	0.01	0.02
1338	2	0.01	0.03
1340	2	0.01	0.03
1343	9	0.02	0.06
1344	1	0.00	0.06
1345	2	0.01	0.07
1346	1	0.00	0.07
1347	2	0.01	0.07
1348	3	0.01	0.08
1352	6	0.02	0.10
1353	5	0.01	0.11
1355	5	0.01	0.12
1356	6	0.02	0.14
1357	4	0.01	0.15
1358	3	0.01	0.16
1359	12	0.03	0.19
1361	7	0.02	0.21
1362	1	0.00	0.21
1363	4	0.01	0.23
1364	17	0.05	0.27
1365	7	0.02	0.29
1366	1	0.00	0.29
1367	3	0.01	0.30
1368	17	0.05	0.35
1369	23	0.06	0.41
1370	3	0.01	0.42
1371	12	0.03	0.45
1372	6	0.02	0.47
1373	23	0.06	0.53
1374	17	0.05	0.58
1375	8	0.02	0.60
1376	4	0.01	0.61
1377	20	0.05	0.66
1378	30	0.08	0.74
1379	4	0.01	0.76
1380	19	0.05	0.81
1381	8	0.02	0.83

Table 4.B.31 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1382	40	0.11	0.94
1383	25	0.07	1.01
1384	3	0.01	1.01
1385	22	0.06	1.07
1386	26	0.07	1.14
1387	1	0.00	1.15
1388	15	0.04	1.19
1389	32	0.09	1.27
1390	13	0.04	1.31
1391	14	0.04	1.35
1392	25	0.07	1.42
1393	20	0.05	1.47
1394	19	0.05	1.52
1395	9	0.02	1.55
1396	31	0.08	1.63
1397	22	0.06	1.69
1398	15	0.04	1.73
1399	43	0.12	1.85
1400	3	0.01	1.86
1401	42	0.11	1.97
1402	16	0.04	2.01
1403	20	0.05	2.07
1404	22	0.06	2.13
1405	21	0.06	2.19
1406	10	0.03	2.21
1407	37	0.10	2.31
1408	4	0.01	2.32
1409	29	0.08	2.40
1410	29	0.08	2.48
1411	26	0.07	2.55
1412	29	0.08	2.63
1413	28	0.08	2.71
1414	37	0.10	2.81
1415	26	0.07	2.88
1416	22	0.06	2.94
1417	35	0.10	3.03
1418	53	0.14	3.18
1419	9	0.02	3.20
1420	50	0.14	3.34
1421	25	0.07	3.41
1422	44	0.12	3.53



Table 4.B.31 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1423	43	0.12	3.64
1424	72	0.20	3.84
1425	25	0.07	3.91
1426	70	0.19	4.10
1427	44	0.12	4.22
1428	51	0.14	4.35
1429	69	0.19	4.54
1430	59	0.16	4.70
1431	45	0.12	4.82
1432	63	0.17	5.00
1433	70	0.19	5.19
1434	50	0.14	5.32
1435	67	0.18	5.50
1436	85	0.23	5.73
1437	76	0.21	5.94
1438	53	0.14	6.09
1439	84	0.23	6.31
1440	78	0.21	6.53
1441	71	0.19	6.72
1442	96	0.26	6.98
1443	107	0.29	7.27
1444	94	0.26	7.53
1445	97	0.26	7.79
1446	112	0.30	8.09
1447	84	0.23	8.32
1448	99	0.27	8.59
1449	120	0.33	8.92
1450	105	0.29	9.20
1451	141	0.38	9.59
1452	171	0.46	10.05
1453	47	0.13	10.18
1454	241	0.66	10.83
1455	102	0.28	11.11
1456	22	0.06	11.17
1457	365	0.99	12.16
1458	51	0.14	12.30
1459	207	0.56	12.86
1460	204	0.55	13.42
1461	33	0.09	13.51
1462	337	0.92	14.42
1463	98	0.27	14.69

Table 4.B.31 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1464	255	0.69	15.38
1465	200	0.54	15.93
1466	100	0.27	16.20
1467	374	1.02	17.21
1468	158	0.43	17.64
1469	266	0.72	18.37
1470	229	0.62	18.99
1471	103	0.28	19.27
1472	366	0.99	20.26
1473	286	0.78	21.04
1474	240	0.65	21.69
1475	282	0.77	22.46
1476	148	0.40	22.86
1477	345	0.94	23.80
1478	290	0.79	24.59
1479	311	0.85	25.43
1480	371	1.01	26.44
1481	198	0.54	26.98
1482	323	0.88	27.86
1483	396	1.08	28.93
1484	210	0.57	29.50
1485	498	1.35	30.86
1486	207	0.56	31.42
1487	214	0.58	32.00
1488	499	1.36	33.36
1489	268	0.73	34.09
1490	398	1.08	35.17
1491	361	0.98	36.15
1492	228	0.62	36.77
1493	392	1.07	37.83
1494	384	1.04	38.88
1495	378	1.03	39.91
1496	386	1.05	40.95
1497	302	0.82	41.78
1498	300	0.82	42.59
1499	361	0.98	43.57
1500	424	1.15	44.72
1501	346	0.94	45.66
1502	387	1.05	46.72
1503	433	1.18	47.89

Table 4.B.31 (*continuation four*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1504	149	0.41	48.30
1505	669	1.82	50.12
1506	172	0.47	50.58
1507	460	1.25	51.83
1508	404	1.10	52.93
1509	165	0.45	53.38
1510	516	1.40	54.78
1511	349	0.95	55.73
1512	511	1.39	57.12
1513	226	0.61	57.73
1514	231	0.63	58.36
1515	761	2.07	60.43
1516	230	0.63	61.06
1517	103	0.28	61.34
1518	725	1.97	63.31
1519	207	0.56	63.87
1520	292	0.79	64.66
1521	330	0.90	65.56
1522	292	0.79	66.35
1523	430	1.17	67.52
1524	175	0.48	68.00
1525	352	0.96	68.95
1526	447	1.21	70.17
1527	161	0.44	70.61
1528	201	0.55	71.15
1529	520	1.41	72.57
1530	231	0.63	73.19
1531	315	0.86	74.05
1532	185	0.50	74.55
1533	385	1.05	75.60
1534	352	0.96	76.56
1535	159	0.43	76.99
1536	95	0.26	77.25
1537	552	1.50	78.75
1538	270	0.73	79.48
1539	26	0.07	79.55
1540	337	0.92	80.47
1541	284	0.77	81.24
1542	167	0.45	81.69
1543	326	0.89	82.58

Table 4.B.31 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1544	159	0.43	83.01
1545	94	0.26	83.27
1546	334	0.91	84.17
1547	302	0.82	84.99
1548	39	0.11	85.10
1549	131	0.36	85.46
1550	365	0.99	86.45
1551	131	0.36	86.80
1552	109	0.30	87.10
1553	273	0.74	87.84
1554	16	0.04	87.89
1555	257	0.70	88.58
1556	224	0.61	89.19
1557	127	0.35	89.54
1558	153	0.42	89.95
1560	208	0.57	90.52
1561	168	0.46	90.98
1562	99	0.27	91.25
1563	30	0.08	91.33
1564	175	0.48	91.80
1565	109	0.30	92.10
1566	100	0.27	92.37
1567	46	0.13	92.50
1568	137	0.37	92.87
1569	122	0.33	93.20
1570	87	0.24	93.44
1571	1	0.00	93.44
1572	63	0.17	93.61
1573	292	0.79	94.40
1575	2	0.01	94.41
1576	93	0.25	94.66
1577	109	0.30	94.96
1579	129	0.35	95.31
1580	81	0.22	95.53
1581	20	0.05	95.58
1582	106	0.29	95.87
1583	4	0.01	95.88
1584	107	0.29	96.17
1585	3	0.01	96.18
1586	42	0.11	96.30

Table 4.B.31 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1587	33	0.09	96.39
1588	171	0.46	96.85
1590	2	0.01	96.86
1591	30	0.08	96.94
1592	3	0.01	96.94
1593	94	0.26	97.20
1594	86	0.23	97.43
1595	33	0.09	97.52
1596	2	0.01	97.53
1597	3	0.01	97.54
1598	43	0.12	97.65
1599	55	0.15	97.80
1600	15	0.04	97.84
1602	32	0.09	97.93
1603	43	0.12	98.05
1605	4	0.01	98.06
1606	107	0.29	98.35
1608	6	0.02	98.37
1610	7	0.02	98.39
1611	51	0.14	98.52
1614	19	0.05	98.58
1615	40	0.11	98.68
1616	8	0.02	98.71
1617	45	0.12	98.83
1618	13	0.04	98.86
1621	16	0.04	98.91
1623	34	0.09	99.00
1624	1	0.00	99.00
1625	16	0.04	99.05
1626	14	0.04	99.08
1627	1	0.00	99.09
1629	28	0.08	99.16
1632	25	0.07	99.23
1633	15	0.04	99.27
1638	24	0.07	99.34
1641	1	0.00	99.34
1642	2	0.01	99.34
1643	8	0.02	99.37
1644	32	0.09	99.45
1645	2	0.01	99.46

Table 4.B.31 (continuation seven)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1648	2	0.01	99.46
1650	18	0.05	99.51
1651	2	0.01	99.52
1653	2	0.01	99.52
1656	2	0.01	99.53
1659	18	0.05	99.58
1660	7	0.02	99.60
1661	10	0.03	99.62
1662	2	0.01	99.63
1664	1	0.00	99.63
1665	7	0.02	99.65
1668	5	0.01	99.66
1671	16	0.04	99.71
1672	9	0.02	99.73
1676	8	0.02	99.75
1680	6	0.02	99.77
1682	1	0.00	99.77
1685	11	0.03	99.80
1686	2	0.01	99.81
1688	7	0.02	99.83
1689	5	0.01	99.84
1691	13	0.04	99.88
1697	1	0.00	99.88
1698	7	0.02	99.90
1704	2	0.01	99.90
1707	5	0.01	99.92
1713	1	0.00	99.92
1716	2	0.01	99.93
1718	7	0.02	99.94
1720	3	0.01	99.95
1724	2	0.01	99.96
1735	4	0.01	99.97
1741	3	0.01	99.98
1747	1	0.00	99.98
1763	4	0.01	99.99
1769	2	0.01	100.00
1794	1	0.00	100.00

**Table 4.B.32 Scale Score Frequency Distribution for Overall Score, Grade Five**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	1	0.00	0.00
1317	1	0.00	0.01
1324	1	0.00	0.01
1325	1	0.00	0.01
1328	2	0.01	0.02
1331	2	0.01	0.02
1336	1	0.00	0.03
1337	2	0.01	0.03
1338	1	0.00	0.03
1340	2	0.01	0.04
1344	1	0.00	0.04
1345	3	0.01	0.05
1347	1	0.00	0.05
1350	2	0.01	0.06
1352	3	0.01	0.07
1353	7	0.02	0.09
1355	3	0.01	0.09
1356	3	0.01	0.10
1357	3	0.01	0.11
1358	3	0.01	0.12
1359	11	0.03	0.15
1361	5	0.01	0.16
1362	4	0.01	0.17
1363	5	0.01	0.19
1364	20	0.06	0.24
1365	8	0.02	0.27
1367	7	0.02	0.28
1368	12	0.03	0.32
1369	11	0.03	0.35
1371	15	0.04	0.39
1372	10	0.03	0.42
1373	16	0.04	0.46
1374	17	0.05	0.51
1375	13	0.04	0.54
1376	4	0.01	0.55
1377	17	0.05	0.60
1378	33	0.09	0.69
1380	13	0.04	0.73
1381	9	0.02	0.75
1382	32	0.09	0.84

Table 4.B.32 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1383	21	0.06	0.90
1384	3	0.01	0.91
1385	29	0.08	0.99
1386	21	0.06	1.05
1387	2	0.01	1.05
1388	16	0.04	1.10
1389	19	0.05	1.15
1390	20	0.06	1.20
1391	16	0.04	1.25
1392	35	0.10	1.34
1393	22	0.06	1.40
1394	25	0.07	1.47
1395	16	0.04	1.52
1396	28	0.08	1.59
1397	16	0.04	1.64
1398	16	0.04	1.68
1399	28	0.08	1.76
1400	1	0.00	1.76
1401	33	0.09	1.85
1402	14	0.04	1.89
1403	23	0.06	1.96
1404	19	0.05	2.01
1405	23	0.06	2.07
1406	11	0.03	2.10
1407	39	0.11	2.21
1408	11	0.03	2.24
1409	16	0.04	2.28
1410	28	0.08	2.36
1411	12	0.03	2.39
1412	21	0.06	2.45
1413	29	0.08	2.53
1414	22	0.06	2.59
1415	18	0.05	2.64
1416	19	0.05	2.69
1417	19	0.05	2.75
1418	25	0.07	2.82
1419	7	0.02	2.84
1420	39	0.11	2.94
1421	19	0.05	3.00
1422	37	0.10	3.10



Table 4.B.32 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1423	19	0.05	3.15
1424	36	0.10	3.25
1425	15	0.04	3.29
1426	32	0.09	3.38
1427	29	0.08	3.46
1428	40	0.11	3.57
1429	33	0.09	3.66
1430	34	0.09	3.75
1431	41	0.11	3.87
1432	27	0.07	3.94
1433	45	0.12	4.07
1434	36	0.10	4.16
1435	45	0.12	4.29
1436	35	0.10	4.39
1437	51	0.14	4.53
1438	43	0.12	4.64
1439	62	0.17	4.82
1440	52	0.14	4.96
1441	46	0.13	5.09
1442	50	0.14	5.22
1443	67	0.18	5.41
1444	42	0.12	5.52
1445	54	0.15	5.67
1446	56	0.15	5.83
1447	45	0.12	5.95
1448	62	0.17	6.12
1449	70	0.19	6.32
1450	63	0.17	6.49
1451	65	0.18	6.67
1452	83	0.23	6.90
1453	27	0.07	6.97
1454	119	0.33	7.30
1455	65	0.18	7.48
1456	18	0.05	7.53
1457	172	0.47	8.00
1458	37	0.10	8.11
1459	135	0.37	8.48
1460	121	0.33	8.81
1461	25	0.07	8.88
1462	174	0.48	9.36

Table 4.B.32 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1463	56	0.15	9.51
1464	153	0.42	9.94
1465	112	0.31	10.25
1466	57	0.16	10.40
1467	212	0.58	10.99
1468	76	0.21	11.20
1469	175	0.48	11.68
1470	131	0.36	12.04
1471	54	0.15	12.19
1472	224	0.62	12.81
1473	134	0.37	13.18
1474	170	0.47	13.65
1475	150	0.41	14.06
1476	88	0.24	14.30
1477	241	0.66	14.97
1478	153	0.42	15.39
1479	164	0.45	15.84
1480	220	0.61	16.45
1481	115	0.32	16.76
1482	222	0.61	17.38
1483	229	0.63	18.01
1484	129	0.36	18.36
1485	328	0.90	19.27
1486	147	0.41	19.67
1487	153	0.42	20.10
1488	375	1.03	21.13
1489	144	0.40	21.53
1490	260	0.72	22.24
1491	257	0.71	22.95
1492	130	0.36	23.31
1493	299	0.82	24.14
1494	272	0.75	24.89
1495	260	0.72	25.60
1496	318	0.88	26.48
1497	185	0.51	26.99
1498	210	0.58	27.57
1499	292	0.81	28.38
1500	299	0.82	29.20
1501	265	0.73	29.93
1502	320	0.88	30.81

Table 4.B.32 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1503	344	0.95	31.76
1504	134	0.37	32.13
1505	530	1.46	33.59
1506	152	0.42	34.01
1507	327	0.90	34.91
1508	361	1.00	35.91
1509	128	0.35	36.26
1510	360	0.99	37.26
1511	357	0.98	38.24
1512	403	1.11	39.35
1513	219	0.60	39.96
1514	194	0.54	40.49
1515	638	1.76	42.25
1516	218	0.60	42.85
1517	97	0.27	43.12
1518	696	1.92	45.04
1519	191	0.53	45.56
1520	277	0.76	46.33
1521	330	0.91	47.24
1522	382	1.05	48.29
1523	396	1.09	49.38
1524	215	0.59	49.98
1525	401	1.11	51.08
1526	490	1.35	52.43
1527	196	0.54	52.97
1528	176	0.49	53.46
1529	611	1.69	55.14
1530	267	0.74	55.88
1531	306	0.84	56.73
1532	236	0.65	57.38
1533	546	1.51	58.88
1534	343	0.95	59.83
1535	244	0.67	60.50
1536	99	0.27	60.77
1537	755	2.08	62.86
1538	342	0.94	63.80
1539	31	0.09	63.88
1540	395	1.09	64.97
1541	427	1.18	66.15
1542	235	0.65	66.80

Table 4.B.32 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1543	396	1.09	67.89
1544	231	0.64	68.53
1545	146	0.40	68.93
1546	472	1.30	70.23
1547	436	1.20	71.44
1548	49	0.14	71.57
1549	196	0.54	72.11
1550	506	1.40	73.51
1551	237	0.65	74.16
1552	131	0.36	74.52
1553	430	1.19	75.71
1554	20	0.06	75.76
1555	398	1.10	76.86
1556	299	0.82	77.68
1557	222	0.61	78.30
1558	221	0.61	78.91
1560	384	1.06	79.96
1561	326	0.90	80.86
1562	165	0.46	81.32
1563	58	0.16	81.48
1564	237	0.65	82.13
1565	167	0.46	82.59
1566	305	0.84	83.43
1567	104	0.29	83.72
1568	245	0.68	84.40
1569	160	0.44	84.84
1570	95	0.26	85.10
1571	4	0.01	85.11
1572	172	0.47	85.59
1573	586	1.62	87.20
1575	6	0.02	87.22
1576	133	0.37	87.58
1577	221	0.61	88.19
1579	278	0.77	88.96
1580	143	0.39	89.36
1581	25	0.07	89.42
1582	207	0.57	89.99
1583	12	0.03	90.03
1584	179	0.49	90.52
1585	3	0.01	90.53

Table 4.B.32 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1586	127	0.35	90.88
1587	57	0.16	91.04
1588	353	0.97	92.01
1590	2	0.01	92.02
1591	62	0.17	92.19
1592	7	0.02	92.21
1593	173	0.48	92.68
1594	198	0.55	93.23
1595	84	0.23	93.46
1596	6	0.02	93.48
1597	5	0.01	93.49
1598	77	0.21	93.70
1599	168	0.46	94.17
1600	9	0.02	94.19
1602	84	0.23	94.42
1603	121	0.33	94.76
1605	12	0.03	94.79
1606	260	0.72	95.51
1608	18	0.05	95.56
1610	20	0.06	95.61
1611	109	0.30	95.91
1614	16	0.04	95.96
1615	128	0.35	96.31
1616	21	0.06	96.37
1617	86	0.24	96.61
1618	33	0.09	96.70
1620	1	0.00	96.70
1621	29	0.08	96.78
1622	1	0.00	96.78
1623	105	0.29	97.07
1624	2	0.01	97.08
1625	39	0.11	97.18
1626	64	0.18	97.36
1628	1	0.00	97.36
1629	48	0.13	97.50
1632	85	0.23	97.73
1633	66	0.18	97.91
1637	1	0.00	97.92
1638	63	0.17	98.09
1640	2	0.01	98.09

Table 4.B.32 (continuation seven)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1643	31	0.09	98.18
1644	106	0.29	98.47
1647	1	0.00	98.48
1648	2	0.01	98.48
1650	47	0.13	98.61
1651	11	0.03	98.64
1653	2	0.01	98.65
1656	6	0.02	98.66
1659	42	0.12	98.78
1660	16	0.04	98.82
1661	30	0.08	98.91
1662	3	0.01	98.91
1665	12	0.03	98.95
1668	18	0.05	99.00
1669	4	0.01	99.01
1671	42	0.12	99.12
1672	17	0.05	99.17
1674	3	0.01	99.18
1675	1	0.00	99.18
1676	19	0.05	99.23
1678	3	0.01	99.24
1680	24	0.07	99.31
1682	4	0.01	99.32
1685	32	0.09	99.41
1686	6	0.02	99.42
1688	27	0.07	99.50
1689	5	0.01	99.51
1691	33	0.09	99.60
1697	3	0.01	99.61
1698	32	0.09	99.70
1702	5	0.01	99.71
1704	7	0.02	99.73
1707	18	0.05	99.78
1713	8	0.02	99.80
1716	14	0.04	99.84
1718	11	0.03	99.87
1720	9	0.02	99.90
1724	6	0.02	99.91
1735	6	0.02	99.93
1747	6	0.02	99.95

Table 4.B.32 (*continuation eight*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1763	8	0.02	99.97
1769	2	0.01	99.97
1794	6	0.02	99.99
1800	3	0.01	100.00

**Table 4.B.33 Scale Score Frequency Distribution for Overall Score, Grade Six**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1287	2	0.01	0.01
1299	2	0.01	0.01
1304	1	0.00	0.02
1308	1	0.00	0.02
1319	2	0.01	0.02
1320	2	0.01	0.03
1321	1	0.00	0.03
1325	1	0.00	0.04
1328	3	0.01	0.05
1331	1	0.00	0.05
1333	5	0.02	0.06
1335	1	0.00	0.07
1336	3	0.01	0.08
1338	1	0.00	0.08
1340	3	0.01	0.09
1341	1	0.00	0.09
1343	4	0.01	0.10
1345	8	0.02	0.13
1347	5	0.02	0.14
1349	4	0.01	0.15
1350	5	0.02	0.17
1351	4	0.01	0.18
1353	7	0.02	0.20
1357	14	0.04	0.24
1358	7	0.02	0.27
1359	1	0.00	0.27
1362	14	0.04	0.31
1363	7	0.02	0.33
1365	18	0.05	0.39
1366	2	0.01	0.39
1367	10	0.03	0.42
1369	2	0.01	0.43
1370	10	0.03	0.46
1371	16	0.05	0.51
1372	13	0.04	0.55
1375	31	0.09	0.64
1377	17	0.05	0.69
1378	3	0.01	0.70
1379	18	0.05	0.76
1381	12	0.04	0.79



Table 4.B.33 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1382	28	0.08	0.88
1383	15	0.05	0.92
1384	1	0.00	0.92
1386	28	0.08	1.01
1387	21	0.06	1.07
1388	2	0.01	1.08
1389	17	0.05	1.13
1390	13	0.04	1.17
1391	20	0.06	1.23
1392	22	0.07	1.30
1393	10	0.03	1.33
1394	1	0.00	1.33
1395	25	0.08	1.41
1396	35	0.11	1.51
1397	3	0.01	1.52
1398	18	0.05	1.58
1399	17	0.05	1.63
1400	28	0.08	1.71
1401	6	0.02	1.73
1402	17	0.05	1.78
1403	23	0.07	1.85
1404	41	0.12	1.97
1405	6	0.02	1.99
1406	14	0.04	2.03
1407	33	0.10	2.13
1408	3	0.01	2.14
1409	22	0.07	2.21
1410	20	0.06	2.27
1411	31	0.09	2.36
1412	24	0.07	2.44
1413	17	0.05	2.49
1414	51	0.15	2.64
1415	7	0.02	2.66
1416	10	0.03	2.69
1417	30	0.09	2.78
1418	9	0.03	2.81
1419	26	0.08	2.89
1420	17	0.05	2.94
1421	25	0.08	3.02
1422	32	0.10	3.11

Table 4.B.33 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1423	26	0.08	3.19
1424	28	0.08	3.28
1425	17	0.05	3.33
1426	41	0.12	3.45
1427	20	0.06	3.51
1428	35	0.11	3.62
1429	28	0.08	3.70
1430	22	0.07	3.77
1431	41	0.12	3.89
1432	19	0.06	3.95
1433	42	0.13	4.08
1434	20	0.06	4.14
1435	40	0.12	4.26
1436	39	0.12	4.38
1437	13	0.04	4.42
1438	58	0.18	4.59
1439	25	0.08	4.67
1440	41	0.12	4.79
1441	44	0.13	4.93
1442	28	0.08	5.01
1443	58	0.18	5.19
1444	20	0.06	5.25
1445	73	0.22	5.47
1446	51	0.15	5.62
1447	44	0.13	5.75
1448	68	0.21	5.96
1449	62	0.19	6.15
1450	58	0.18	6.32
1451	49	0.15	6.47
1452	105	0.32	6.79
1453	67	0.20	6.99
1454	48	0.15	7.14
1455	104	0.31	7.45
1456	76	0.23	7.68
1457	63	0.19	7.87
1458	91	0.28	8.15
1459	85	0.26	8.40
1460	94	0.28	8.69
1461	83	0.25	8.94
1462	96	0.29	9.23

Table 4.B.33 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1463	54	0.16	9.39
1464	89	0.27	9.66
1465	133	0.40	10.07
1466	66	0.20	10.26
1467	121	0.37	10.63
1468	110	0.33	10.96
1469	94	0.28	11.25
1470	92	0.28	11.53
1471	192	0.58	12.11
1472	124	0.38	12.48
1473	32	0.10	12.58
1474	270	0.82	13.40
1475	117	0.35	13.75
1476	29	0.09	13.84
1477	349	1.06	14.89
1478	90	0.27	15.17
1479	45	0.14	15.30
1480	369	1.12	16.42
1481	107	0.32	16.74
1482	58	0.18	16.92
1483	297	0.90	17.81
1484	225	0.68	18.50
1485	30	0.09	18.59
1486	276	0.83	19.42
1487	258	0.78	20.20
1488	38	0.11	20.32
1489	337	1.02	21.34
1490	168	0.51	21.84
1491	144	0.44	22.28
1492	406	1.23	23.51
1493	128	0.39	23.89
1494	106	0.32	24.22
1495	467	1.41	25.63
1496	162	0.49	26.12
1497	114	0.34	26.46
1498	252	0.76	27.23
1499	493	1.49	28.72
1500	47	0.14	28.86
1501	219	0.66	29.52
1502	543	1.64	31.16

Table 4.B.33 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1503	132	0.40	31.56
1504	63	0.19	31.75
1505	523	1.58	33.34
1506	258	0.78	34.12
1507	186	0.56	34.68
1508	393	1.19	35.87
1509	180	0.54	36.41
1510	402	1.22	37.63
1511	206	0.62	38.25
1512	429	1.30	39.55
1513	177	0.54	40.08
1514	221	0.67	40.75
1515	552	1.67	42.42
1516	207	0.63	43.05
1517	280	0.85	43.90
1518	349	1.06	44.95
1519	342	1.03	45.99
1520	376	1.14	47.12
1521	5	0.02	47.14
1522	694	2.10	49.24
1523	359	1.09	50.32
1524	13	0.04	50.36
1525	453	1.37	51.73
1526	584	1.77	53.50
1527	35	0.11	53.61
1528	269	0.81	54.42
1529	599	1.81	56.23
1530	183	0.55	56.79
1531	278	0.84	57.63
1532	131	0.40	58.02
1533	577	1.75	59.77
1534	28	0.08	59.85
1535	466	1.41	61.26
1536	251	0.76	62.02
1537	287	0.87	62.89
1538	520	1.57	64.46
1539	208	0.63	65.09
1540	52	0.16	65.25
1541	468	1.42	66.66
1542	272	0.82	67.49

Table 4.B.33 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1543	200	0.61	68.09
1544	252	0.76	68.85
1545	354	1.07	69.93
1546	362	1.10	71.02
1547	174	0.53	71.55
1548	265	0.80	72.35
1549	241	0.73	73.08
1550	166	0.50	73.58
1551	299	0.90	74.48
1552	188	0.57	75.05
1553	122	0.37	75.42
1554	495	1.50	76.92
1555	1	0.00	76.92
1556	234	0.71	77.63
1557	73	0.22	77.85
1558	455	1.38	79.23
1559	209	0.63	79.86
1560	40	0.12	79.98
1561	150	0.45	80.43
1562	376	1.14	81.57
1563	80	0.24	81.81
1564	123	0.37	82.19
1565	277	0.84	83.02
1566	166	0.50	83.53
1567	107	0.32	83.85
1568	89	0.27	84.12
1569	287	0.87	84.99
1570	189	0.57	85.56
1571	19	0.06	85.62
1572	261	0.79	86.41
1573	198	0.60	87.00
1574	120	0.36	87.37
1575	21	0.06	87.43
1576	86	0.26	87.69
1577	305	0.92	88.61
1578	136	0.41	89.03
1579	7	0.02	89.05
1580	212	0.64	89.69
1581	122	0.37	90.06
1582	28	0.08	90.14

Table 4.B.33 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1583	165	0.50	90.64
1584	31	0.09	90.73
1585	180	0.54	91.28
1586	5	0.02	91.29
1587	126	0.38	91.67
1588	47	0.14	91.82
1589	126	0.38	92.20
1590	52	0.16	92.36
1591	160	0.48	92.84
1592	2	0.01	92.85
1593	79	0.24	93.08
1594	91	0.28	93.36
1595	124	0.38	93.73
1596	5	0.02	93.75
1598	129	0.39	94.14
1599	60	0.18	94.32
1600	18	0.05	94.38
1601	49	0.15	94.52
1602	65	0.20	94.72
1603	49	0.15	94.87
1604	80	0.24	95.11
1605	59	0.18	95.29
1607	40	0.12	95.41
1608	8	0.02	95.43
1609	80	0.24	95.68
1610	95	0.29	95.96
1611	3	0.01	95.97
1614	129	0.39	96.36
1615	25	0.08	96.44
1617	48	0.15	96.58
1618	49	0.15	96.73
1620	35	0.11	96.84
1621	36	0.11	96.95
1622	2	0.01	96.95
1623	58	0.18	97.13
1624	9	0.03	97.16
1625	35	0.11	97.26
1626	22	0.07	97.33
1627	1	0.00	97.33
1628	74	0.22	97.56

Table 4.B.33 (continuation seven)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1630	5	0.02	97.57
1632	6	0.02	97.59
1633	51	0.15	97.74
1634	32	0.10	97.84
1635	4	0.01	97.85
1636	5	0.02	97.87
1637	31	0.09	97.96
1639	9	0.03	97.99
1640	23	0.07	98.06
1641	33	0.10	98.16
1642	19	0.06	98.21
1643	8	0.02	98.24
1646	51	0.15	98.39
1648	12	0.04	98.43
1649	7	0.02	98.45
1650	2	0.01	98.46
1651	18	0.05	98.51
1652	14	0.04	98.55
1654	7	0.02	98.57
1656	18	0.05	98.63
1657	35	0.11	98.73
1658	2	0.01	98.74
1659	14	0.04	98.78
1663	22	0.07	98.85
1667	20	0.06	98.91
1668	8	0.02	98.93
1669	2	0.01	98.94
1671	42	0.13	99.07
1675	20	0.06	99.13
1679	2	0.01	99.13
1680	28	0.08	99.22
1683	6	0.02	99.24
1685	22	0.07	99.30
1688	1	0.00	99.31
1690	23	0.07	99.38
1691	12	0.04	99.41
1696	10	0.03	99.44
1699	1	0.00	99.45
1702	7	0.02	99.47
1704	1	0.00	99.47

Table 4.B.33 (continuation eight)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1706	4	0.01	99.48
1709	12	0.04	99.52
1712	7	0.02	99.54
1715	4	0.01	99.55
1718	4	0.01	99.56
1719	3	0.01	99.57
1722	8	0.02	99.60
1726	4	0.01	99.61
1727	2	0.01	99.61
1730	14	0.04	99.66
1733	4	0.01	99.67
1737	1	0.00	99.67
1738	6	0.02	99.69
1742	10	0.03	99.72
1745	5	0.02	99.74
1746	9	0.03	99.76
1751	14	0.04	99.80
1756	11	0.03	99.84
1760	3	0.01	99.85
1762	9	0.03	99.87
1766	2	0.01	99.88
1768	7	0.02	99.90
1772	1	0.00	99.90
1776	5	0.02	99.92
1785	6	0.02	99.94
1796	6	0.02	99.96
1811	4	0.01	99.97
1832	6	0.02	99.99
1834	1	0.00	99.99
1865	1	0.00	99.99
1900	1	0.00	100.00



**Table 4.B.34 Scale Score Frequency Distribution for Overall Score, Grade Seven**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1293	1	0.00	0.00
1299	1	0.00	0.01
1301	1	0.00	0.01
1304	1	0.00	0.01
1318	2	0.01	0.02
1320	3	0.01	0.03
1325	1	0.00	0.03
1328	3	0.01	0.04
1331	2	0.01	0.05
1333	1	0.00	0.05
1335	2	0.01	0.06
1338	2	0.01	0.06
1340	4	0.01	0.08
1341	5	0.02	0.09
1343	2	0.01	0.10
1345	3	0.01	0.11
1347	7	0.02	0.13
1349	3	0.01	0.14
1350	6	0.02	0.16
1351	8	0.03	0.19
1353	2	0.01	0.19
1355	1	0.00	0.20
1356	3	0.01	0.21
1357	22	0.07	0.28
1358	4	0.01	0.29
1359	3	0.01	0.30
1362	8	0.03	0.32
1363	6	0.02	0.34
1365	21	0.07	0.41
1366	3	0.01	0.42
1367	5	0.02	0.44
1369	4	0.01	0.45
1370	16	0.05	0.50
1371	24	0.08	0.58
1372	7	0.02	0.60
1375	34	0.11	0.71
1377	15	0.05	0.76
1378	1	0.00	0.76
1379	16	0.05	0.81
1380	2	0.01	0.82

Table 4.B.34 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1381	7	0.02	0.84
1382	20	0.06	0.91
1383	12	0.04	0.94
1385	3	0.01	0.95
1386	26	0.08	1.04
1387	28	0.09	1.13
1388	1	0.00	1.13
1389	20	0.06	1.20
1390	6	0.02	1.21
1391	15	0.05	1.26
1392	18	0.06	1.32
1393	13	0.04	1.36
1395	21	0.07	1.43
1396	47	0.15	1.58
1397	3	0.01	1.59
1398	16	0.05	1.64
1399	30	0.10	1.74
1400	22	0.07	1.81
1401	6	0.02	1.83
1402	20	0.06	1.89
1403	26	0.08	1.98
1404	52	0.17	2.14
1405	3	0.01	2.15
1406	14	0.05	2.20
1407	46	0.15	2.35
1408	1	0.00	2.35
1409	18	0.06	2.41
1410	22	0.07	2.48
1411	39	0.13	2.60
1412	20	0.06	2.67
1413	18	0.06	2.72
1414	44	0.14	2.87
1415	4	0.01	2.88
1416	13	0.04	2.92
1417	41	0.13	3.05
1418	17	0.05	3.11
1419	25	0.08	3.19
1420	30	0.10	3.28
1421	21	0.07	3.35
1422	23	0.07	3.43

Table 4.B.34 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1423	22	0.07	3.50
1424	30	0.10	3.59
1425	21	0.07	3.66
1426	56	0.18	3.84
1427	20	0.06	3.90
1428	44	0.14	4.05
1429	30	0.10	4.14
1430	24	0.08	4.22
1431	44	0.14	4.36
1432	28	0.09	4.45
1433	53	0.17	4.62
1434	36	0.12	4.74
1435	51	0.16	4.90
1436	34	0.11	5.01
1437	9	0.03	5.04
1438	56	0.18	5.22
1439	25	0.08	5.30
1440	49	0.16	5.46
1441	48	0.15	5.61
1442	25	0.08	5.69
1443	60	0.19	5.88
1444	15	0.05	5.93
1445	50	0.16	6.09
1446	41	0.13	6.22
1447	33	0.11	6.33
1448	55	0.18	6.51
1449	52	0.17	6.67
1450	54	0.17	6.85
1451	45	0.14	6.99
1452	74	0.24	7.23
1453	57	0.18	7.41
1454	35	0.11	7.53
1455	77	0.25	7.77
1456	59	0.19	7.96
1457	49	0.16	8.12
1458	81	0.26	8.38
1459	81	0.26	8.64
1460	72	0.23	8.87
1461	57	0.18	9.06
1462	87	0.28	9.34

Table 4.B.34 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1463	50	0.16	9.50
1464	80	0.26	9.75
1465	112	0.36	10.11
1466	37	0.12	10.23
1467	98	0.31	10.55
1468	99	0.32	10.86
1469	77	0.25	11.11
1470	65	0.21	11.32
1471	152	0.49	11.81
1472	111	0.36	12.17
1473	26	0.08	12.25
1474	175	0.56	12.81
1475	92	0.30	13.11
1476	21	0.07	13.18
1477	262	0.84	14.02
1478	85	0.27	14.29
1479	31	0.10	14.39
1480	261	0.84	15.23
1481	75	0.24	15.47
1482	54	0.17	15.64
1483	222	0.71	16.36
1484	182	0.58	16.94
1485	33	0.11	17.05
1486	254	0.82	17.86
1487	187	0.60	18.46
1488	33	0.11	18.57
1489	249	0.80	19.37
1490	151	0.49	19.86
1491	113	0.36	20.22
1492	351	1.13	21.35
1493	103	0.33	21.68
1494	73	0.23	21.91
1495	354	1.14	23.05
1496	110	0.35	23.40
1497	100	0.32	23.72
1498	187	0.60	24.33
1499	390	1.25	25.58
1500	27	0.09	25.67
1501	139	0.45	26.11
1502	454	1.46	27.57

Table 4.B.34 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1503	89	0.29	27.86
1504	40	0.13	27.99
1505	434	1.39	29.38
1506	233	0.75	30.13
1507	167	0.54	30.67
1508	287	0.92	31.59
1509	149	0.48	32.07
1510	301	0.97	33.03
1511	144	0.46	33.50
1512	331	1.06	34.56
1513	147	0.47	35.03
1514	205	0.66	35.69
1515	445	1.43	37.12
1516	153	0.49	37.61
1517	254	0.82	38.43
1518	273	0.88	39.31
1519	293	0.94	40.25
1520	265	0.85	41.10
1521	7	0.02	41.12
1522	545	1.75	42.87
1523	309	0.99	43.87
1524	5	0.02	43.88
1525	344	1.11	44.99
1526	489	1.57	46.56
1527	25	0.08	46.64
1528	227	0.73	47.37
1529	515	1.65	49.02
1530	176	0.57	49.59
1531	229	0.74	50.33
1532	116	0.37	50.70
1533	514	1.65	52.35
1534	21	0.07	52.42
1535	389	1.25	53.67
1536	232	0.75	54.41
1537	262	0.84	55.26
1538	476	1.53	56.79
1539	183	0.59	57.37
1540	57	0.18	57.56
1541	477	1.53	59.09
1542	247	0.79	59.88

Table 4.B.34 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1543	152	0.49	60.37
1544	252	0.81	61.18
1545	327	1.05	62.23
1546	360	1.16	63.39
1547	170	0.55	63.93
1548	287	0.92	64.86
1549	238	0.76	65.62
1550	167	0.54	66.16
1551	294	0.94	67.10
1552	162	0.52	67.62
1553	105	0.34	67.96
1554	532	1.71	69.67
1555	3	0.01	69.68
1556	237	0.76	70.44
1557	61	0.20	70.64
1558	490	1.57	72.21
1559	217	0.70	72.91
1560	31	0.10	73.01
1561	142	0.46	73.47
1562	447	1.44	74.90
1563	78	0.25	75.15
1564	140	0.45	75.60
1565	314	1.01	76.61
1566	180	0.58	77.19
1567	128	0.41	77.60
1568	109	0.35	77.95
1569	281	0.90	78.86
1570	218	0.70	79.56
1571	13	0.04	79.60
1572	295	0.95	80.55
1573	216	0.69	81.24
1574	124	0.40	81.64
1575	27	0.09	81.72
1576	86	0.28	82.00
1577	381	1.22	83.23
1578	104	0.33	83.56
1579	8	0.03	83.59
1580	216	0.69	84.28
1581	149	0.48	84.76
1582	36	0.12	84.87

Table 4.B.34 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1583	209	0.67	85.55
1584	53	0.17	85.72
1585	237	0.76	86.48
1586	4	0.01	86.49
1587	142	0.46	86.95
1588	87	0.28	87.23
1589	149	0.48	87.71
1590	101	0.32	88.03
1591	153	0.49	88.52
1592	11	0.04	88.56
1593	107	0.34	88.90
1594	133	0.43	89.33
1595	199	0.64	89.97
1596	13	0.04	90.01
1598	159	0.51	90.52
1599	112	0.36	90.88
1600	25	0.08	90.96
1601	54	0.17	91.13
1602	81	0.26	91.39
1603	73	0.23	91.63
1604	106	0.34	91.97
1605	87	0.28	92.25
1607	69	0.22	92.47
1608	13	0.04	92.51
1609	140	0.45	92.96
1610	105	0.34	93.30
1611	7	0.02	93.32
1612	3	0.01	93.33
1614	205	0.66	93.99
1615	56	0.18	94.17
1617	53	0.17	94.34
1618	78	0.25	94.59
1620	49	0.16	94.75
1621	39	0.13	94.87
1622	4	0.01	94.89
1623	104	0.33	95.22
1624	18	0.06	95.28
1625	50	0.16	95.44
1626	38	0.12	95.56
1627	1	0.00	95.57

Table 4.B.34 (continuation seven)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1628	123	0.40	95.96
1632	21	0.07	96.03
1633	90	0.29	96.32
1634	60	0.19	96.51
1635	4	0.01	96.52
1636	6	0.02	96.54
1637	67	0.22	96.76
1639	6	0.02	96.78
1640	39	0.13	96.90
1641	46	0.15	97.05
1642	21	0.07	97.12
1643	5	0.02	97.13
1646	75	0.24	97.37
1648	21	0.07	97.44
1649	11	0.04	97.48
1650	3	0.01	97.49
1651	44	0.14	97.63
1652	10	0.03	97.66
1653	1	0.00	97.66
1654	14	0.05	97.71
1656	13	0.04	97.75
1657	50	0.16	97.91
1658	7	0.02	97.93
1659	13	0.04	97.98
1663	57	0.18	98.16
1667	31	0.10	98.26
1668	8	0.03	98.28
1669	7	0.02	98.31
1671	59	0.19	98.50
1675	33	0.11	98.60
1679	3	0.01	98.61
1680	44	0.14	98.75
1683	9	0.03	98.78
1685	24	0.08	98.86
1688	1	0.00	98.86
1690	37	0.12	98.98
1691	15	0.05	99.03
1694	1	0.00	99.03
1696	23	0.07	99.11
1702	19	0.06	99.17



Table 4.B.34 (continuation eight)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1703	1	0.00	99.17
1704	4	0.01	99.18
1706	7	0.02	99.21
1709	19	0.06	99.27
1712	2	0.01	99.27
1715	6	0.02	99.29
1718	14	0.05	99.34
1719	2	0.01	99.34
1722	5	0.02	99.36
1726	11	0.04	99.40
1727	3	0.01	99.41
1730	23	0.07	99.48
1733	2	0.01	99.49
1737	1	0.00	99.49
1738	12	0.04	99.53
1742	15	0.05	99.58
1745	9	0.03	99.60
1746	11	0.04	99.64
1751	13	0.04	99.68
1756	15	0.05	99.73
1760	1	0.00	99.73
1762	12	0.04	99.77
1766	4	0.01	99.78
1768	13	0.04	99.83
1772	1	0.00	99.83
1776	15	0.05	99.88
1785	13	0.04	99.92
1796	3	0.01	99.93
1798	2	0.01	99.94
1811	9	0.03	99.96
1832	4	0.01	99.98
1834	2	0.01	99.98
1865	3	0.01	99.99
1900	2	0.01	100.00

**Table 4.B.35 Scale Score Frequency Distribution for Overall Score, Grade Eight**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1301	1	0.00	0.00
1308	1	0.00	0.01
1311	1	0.00	0.01
1318	3	0.01	0.02
1321	1	0.00	0.02
1324	1	0.00	0.03
1325	1	0.00	0.03
1328	3	0.01	0.04
1333	3	0.01	0.05
1336	2	0.01	0.06
1340	1	0.00	0.06
1341	3	0.01	0.07
1343	1	0.00	0.08
1345	5	0.02	0.09
1347	3	0.01	0.11
1349	2	0.01	0.11
1350	5	0.02	0.13
1351	4	0.01	0.14
1353	6	0.02	0.16
1355	2	0.01	0.17
1356	2	0.01	0.18
1357	20	0.07	0.25
1358	6	0.02	0.27
1359	3	0.01	0.28
1362	10	0.04	0.32
1363	9	0.03	0.35
1365	13	0.05	0.39
1367	9	0.03	0.42
1369	2	0.01	0.43
1370	12	0.04	0.47
1371	14	0.05	0.52
1372	4	0.01	0.54
1375	31	0.11	0.65
1377	16	0.06	0.70
1378	3	0.01	0.71
1379	22	0.08	0.79
1380	1	0.00	0.79
1381	11	0.04	0.83
1382	23	0.08	0.91
1383	12	0.04	0.95

Table 4.B.35 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1384	1	0.00	0.96
1385	1	0.00	0.96
1386	26	0.09	1.05
1387	16	0.06	1.11
1388	1	0.00	1.11
1389	24	0.08	1.20
1390	2	0.01	1.20
1391	11	0.04	1.24
1392	20	0.07	1.31
1393	15	0.05	1.37
1394	1	0.00	1.37
1395	15	0.05	1.42
1396	41	0.14	1.57
1397	1	0.00	1.57
1398	18	0.06	1.63
1399	19	0.07	1.70
1400	24	0.08	1.78
1401	8	0.03	1.81
1402	7	0.02	1.84
1403	14	0.05	1.89
1404	36	0.13	2.01
1405	6	0.02	2.03
1406	16	0.06	2.09
1407	43	0.15	2.24
1408	3	0.01	2.25
1409	18	0.06	2.31
1410	16	0.06	2.37
1411	33	0.12	2.49
1412	16	0.06	2.54
1413	24	0.08	2.63
1414	31	0.11	2.74
1415	3	0.01	2.75
1416	19	0.07	2.81
1417	40	0.14	2.95
1418	8	0.03	2.98
1419	29	0.10	3.08
1420	27	0.09	3.18
1421	20	0.07	3.25
1422	20	0.07	3.32
1423	25	0.09	3.41

Table 4.B.35 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1424	15	0.05	3.46
1425	17	0.06	3.52
1426	53	0.19	3.70
1427	14	0.05	3.75
1428	20	0.07	3.82
1429	19	0.07	3.89
1430	24	0.08	3.97
1431	32	0.11	4.09
1432	29	0.10	4.19
1433	43	0.15	4.34
1434	19	0.07	4.41
1435	28	0.10	4.50
1436	24	0.08	4.59
1437	9	0.03	4.62
1438	45	0.16	4.78
1439	31	0.11	4.89
1440	42	0.15	5.04
1441	46	0.16	5.20
1442	22	0.08	5.27
1443	41	0.14	5.42
1444	12	0.04	5.46
1445	43	0.15	5.61
1446	39	0.14	5.75
1447	28	0.10	5.85
1448	48	0.17	6.01
1449	34	0.12	6.13
1450	33	0.12	6.25
1451	40	0.14	6.39
1452	60	0.21	6.60
1453	51	0.18	6.78
1454	27	0.09	6.88
1455	70	0.25	7.12
1456	43	0.15	7.27
1457	44	0.15	7.43
1458	45	0.16	7.58
1459	53	0.19	7.77
1460	68	0.24	8.01
1461	46	0.16	8.17
1462	69	0.24	8.41
1463	46	0.16	8.57

Table 4.B.35 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1464	54	0.19	8.76
1465	86	0.30	9.07
1466	39	0.14	9.20
1467	66	0.23	9.44
1468	67	0.24	9.67
1469	60	0.21	9.88
1470	57	0.20	10.08
1471	119	0.42	10.50
1472	72	0.25	10.75
1473	16	0.06	10.81
1474	149	0.52	11.33
1475	84	0.30	11.63
1476	17	0.06	11.69
1477	173	0.61	12.29
1478	39	0.14	12.43
1479	33	0.12	12.55
1480	199	0.70	13.25
1481	37	0.13	13.38
1482	39	0.14	13.51
1483	160	0.56	14.07
1484	107	0.38	14.45
1485	18	0.06	14.51
1486	193	0.68	15.19
1487	138	0.48	15.68
1488	32	0.11	15.79
1489	180	0.63	16.42
1490	115	0.40	16.82
1491	88	0.31	17.13
1492	238	0.84	17.97
1493	72	0.25	18.22
1494	56	0.20	18.42
1495	243	0.85	19.27
1496	113	0.40	19.67
1497	74	0.26	19.93
1498	177	0.62	20.55
1499	273	0.96	21.51
1500	20	0.07	21.58
1501	112	0.39	21.97
1502	339	1.19	23.16
1503	73	0.26	23.42

Table 4.B.35 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1504	28	0.10	23.52
1505	353	1.24	24.76
1506	165	0.58	25.33
1507	107	0.38	25.71
1508	235	0.83	26.54
1509	109	0.38	26.92
1510	230	0.81	27.73
1511	129	0.45	28.18
1512	266	0.93	29.11
1513	125	0.44	29.55
1514	155	0.54	30.10
1515	358	1.26	31.35
1516	114	0.40	31.75
1517	181	0.64	32.39
1518	220	0.77	33.16
1519	228	0.80	33.96
1520	208	0.73	34.69
1521	2	0.01	34.70
1522	406	1.43	36.13
1523	223	0.78	36.91
1524	5	0.02	36.93
1525	309	1.09	38.01
1526	380	1.33	39.35
1527	22	0.08	39.42
1528	161	0.57	39.99
1529	430	1.51	41.50
1530	158	0.55	42.05
1531	199	0.70	42.75
1532	102	0.36	43.11
1533	419	1.47	44.58
1534	25	0.09	44.67
1535	342	1.20	45.87
1536	184	0.65	46.52
1537	196	0.69	47.20
1538	376	1.32	48.52
1539	150	0.53	49.05
1540	79	0.28	49.33
1541	397	1.39	50.72
1542	191	0.67	51.39
1543	158	0.55	51.95

Table 4.B.35 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1544	166	0.58	52.53
1545	301	1.06	53.59
1546	311	1.09	54.68
1547	116	0.41	55.09
1548	258	0.91	55.99
1549	224	0.79	56.78
1550	179	0.63	57.41
1551	263	0.92	58.33
1552	178	0.63	58.96
1553	144	0.51	59.46
1554	508	1.78	61.25
1555	3	0.01	61.26
1556	247	0.87	62.12
1557	63	0.22	62.35
1558	505	1.77	64.12
1559	250	0.88	65.00
1560	24	0.08	65.08
1561	140	0.49	65.57
1562	508	1.78	67.36
1563	47	0.17	67.52
1564	117	0.41	67.93
1565	308	1.08	69.01
1566	150	0.53	69.54
1567	130	0.46	70.00
1568	143	0.50	70.50
1569	282	0.99	71.49
1570	239	0.84	72.33
1571	17	0.06	72.39
1572	360	1.26	73.65
1573	188	0.66	74.31
1574	131	0.46	74.77
1575	18	0.06	74.84
1576	64	0.22	75.06
1577	411	1.44	76.50
1578	169	0.59	77.10
1579	11	0.04	77.14
1580	243	0.85	77.99
1581	151	0.53	78.52
1582	71	0.25	78.77
1583	236	0.83	79.60

Table 4.B.35 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1584	57	0.20	79.80
1585	254	0.89	80.69
1586	1	0.00	80.69
1587	146	0.51	81.21
1588	116	0.41	81.61
1589	177	0.62	82.23
1590	116	0.41	82.64
1591	182	0.64	83.28
1592	10	0.04	83.32
1593	147	0.52	83.83
1594	115	0.40	84.24
1595	212	0.74	84.98
1596	16	0.06	85.04
1598	183	0.64	85.68
1599	136	0.48	86.16
1600	38	0.13	86.29
1601	75	0.26	86.55
1602	116	0.41	86.96
1603	106	0.37	87.33
1604	117	0.41	87.74
1605	106	0.37	88.12
1607	63	0.22	88.34
1608	26	0.09	88.43
1609	209	0.73	89.16
1610	132	0.46	89.63
1611	8	0.03	89.65
1614	229	0.80	90.46
1615	87	0.31	90.76
1617	50	0.18	90.94
1618	104	0.37	91.30
1620	99	0.35	91.65
1621	39	0.14	91.79
1622	12	0.04	91.83
1623	152	0.53	92.36
1624	30	0.11	92.47
1625	57	0.20	92.67
1626	80	0.28	92.95
1627	2	0.01	92.96
1628	162	0.57	93.53
1630	1	0.00	93.53



Table 4.B.35 (continuation seven)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1632	23	0.08	93.61
1633	112	0.39	94.00
1634	65	0.23	94.23
1635	10	0.04	94.27
1636	9	0.03	94.30
1637	64	0.22	94.52
1639	3	0.01	94.53
1640	70	0.25	94.78
1641	76	0.27	95.05
1642	38	0.13	95.18
1643	15	0.05	95.23
1646	89	0.31	95.55
1648	51	0.18	95.73
1649	7	0.02	95.75
1650	6	0.02	95.77
1651	55	0.19	95.96
1652	17	0.06	96.02
1653	2	0.01	96.03
1654	23	0.08	96.11
1656	19	0.07	96.18
1657	93	0.33	96.50
1658	9	0.03	96.54
1659	21	0.07	96.61
1663	83	0.29	96.90
1667	35	0.12	97.02
1668	23	0.08	97.11
1669	12	0.04	97.15
1671	77	0.27	97.42
1675	33	0.12	97.53
1679	4	0.01	97.55
1680	68	0.24	97.79
1683	16	0.06	97.84
1685	34	0.12	97.96
1690	47	0.17	98.13
1691	13	0.05	98.17
1696	36	0.13	98.30
1699	1	0.00	98.30
1702	36	0.13	98.43
1703	1	0.00	98.43
1704	8	0.03	98.46

Table 4.B.35 (continuation eight)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1706	14	0.05	98.51
1709	34	0.12	98.63
1712	5	0.02	98.65
1715	3	0.01	98.66
1716	1	0.00	98.66
1718	25	0.09	98.75
1719	7	0.02	98.77
1722	8	0.03	98.80
1726	12	0.04	98.84
1727	6	0.02	98.86
1730	29	0.10	98.97
1733	13	0.05	99.01
1737	3	0.01	99.02
1738	21	0.07	99.10
1742	23	0.08	99.18
1745	8	0.03	99.21
1746	22	0.08	99.28
1747	2	0.01	99.29
1751	21	0.07	99.36
1756	29	0.10	99.46
1758	2	0.01	99.47
1760	4	0.01	99.49
1762	21	0.07	99.56
1766	6	0.02	99.58
1768	22	0.08	99.66
1772	1	0.00	99.66
1776	18	0.06	99.72
1785	16	0.06	99.78
1795	1	0.00	99.78
1796	16	0.06	99.84
1798	5	0.02	99.86
1811	16	0.06	99.91
1832	15	0.05	99.97
1834	2	0.01	99.97
1865	5	0.02	99.99
1900	2	0.01	100.00

**Table 4.B.36 Scale Score Frequency Distribution for Overall Score, Grade Nine**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1274	1	0.00	0.00
1284	1	0.00	0.01
1289	2	0.01	0.01
1294	3	0.01	0.02
1296	1	0.00	0.03
1298	1	0.00	0.03
1300	1	0.00	0.03
1302	1	0.00	0.04
1305	1	0.00	0.04
1307	3	0.01	0.05
1310	1	0.00	0.06
1312	3	0.01	0.07
1315	1	0.00	0.07
1316	2	0.01	0.08
1317	1	0.00	0.08
1320	5	0.02	0.10
1323	8	0.03	0.13
1325	2	0.01	0.13
1326	1	0.00	0.14
1328	3	0.01	0.15
1329	5	0.02	0.16
1331	1	0.00	0.17
1332	5	0.02	0.18
1333	11	0.04	0.22
1337	16	0.06	0.28
1338	10	0.03	0.31
1341	8	0.03	0.34
1343	13	0.05	0.39
1344	10	0.03	0.42
1345	7	0.02	0.44
1347	9	0.03	0.48
1348	14	0.05	0.52
1350	2	0.01	0.53
1351	11	0.04	0.57
1352	20	0.07	0.64
1353	1	0.00	0.64
1354	8	0.03	0.67
1355	2	0.01	0.68
1356	28	0.10	0.77
1359	6	0.02	0.80

Table 4.B.36 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1360	39	0.14	0.93
1362	20	0.07	1.00
1364	25	0.09	1.09
1365	26	0.09	1.18
1368	45	0.16	1.33
1369	14	0.05	1.38
1370	26	0.09	1.47
1371	2	0.01	1.48
1372	18	0.06	1.54
1373	36	0.12	1.67
1374	29	0.10	1.77
1375	30	0.10	1.87
1378	68	0.24	2.11
1379	1	0.00	2.11
1380	24	0.08	2.19
1381	38	0.13	2.33
1382	42	0.15	2.47
1384	20	0.07	2.54
1385	30	0.10	2.64
1386	39	0.14	2.78
1387	14	0.05	2.83
1388	1	0.00	2.83
1389	57	0.20	3.03
1390	12	0.04	3.07
1391	46	0.16	3.23
1392	18	0.06	3.29
1393	28	0.10	3.39
1395	65	0.23	3.62
1396	72	0.25	3.87
1398	9	0.03	3.90
1399	53	0.18	4.08
1400	38	0.13	4.21
1401	28	0.10	4.31
1402	46	0.16	4.47
1404	40	0.14	4.61
1405	77	0.27	4.88
1406	4	0.01	4.89
1407	34	0.12	5.01
1408	36	0.12	5.13
1409	47	0.16	5.30

Table 4.B.36 (*continuation two*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1410	25	0.09	5.38
1411	32	0.11	5.49
1412	33	0.11	5.61
1413	30	0.10	5.71
1414	14	0.05	5.76
1415	23	0.08	5.84
1416	61	0.21	6.05
1417	16	0.06	6.11
1418	20	0.07	6.18
1419	43	0.15	6.33
1420	45	0.16	6.48
1421	22	0.08	6.56
1422	33	0.11	6.67
1423	42	0.15	6.82
1424	10	0.03	6.85
1425	26	0.09	6.94
1426	41	0.14	7.09
1427	21	0.07	7.16
1428	20	0.07	7.23
1429	42	0.15	7.38
1430	38	0.13	7.51
1431	18	0.06	7.57
1432	44	0.15	7.72
1433	63	0.22	7.94
1434	6	0.02	7.96
1435	33	0.11	8.08
1436	65	0.23	8.30
1437	27	0.09	8.40
1438	20	0.07	8.46
1439	52	0.18	8.65
1440	17	0.06	8.70
1441	39	0.14	8.84
1442	51	0.18	9.02
1443	11	0.04	9.06
1444	65	0.23	9.28
1445	49	0.17	9.45
1446	22	0.08	9.53
1447	58	0.20	9.73
1448	39	0.14	9.86
1449	45	0.16	10.02

Table 4.B.36 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1450	66	0.23	10.25
1451	38	0.13	10.38
1452	46	0.16	10.54
1453	73	0.25	10.79
1454	26	0.09	10.88
1455	37	0.13	11.01
1456	60	0.21	11.22
1457	45	0.16	11.38
1458	70	0.24	11.62
1459	64	0.22	11.84
1460	68	0.24	12.08
1461	90	0.31	12.39
1462	44	0.15	12.54
1463	59	0.20	12.75
1464	80	0.28	13.03
1465	50	0.17	13.20
1466	99	0.34	13.54
1467	68	0.24	13.78
1468	84	0.29	14.07
1469	119	0.41	14.48
1470	33	0.11	14.60
1471	139	0.48	15.08
1472	94	0.33	15.41
1473	11	0.04	15.44
1474	250	0.87	16.31
1475	30	0.10	16.42
1476	3	0.01	16.43
1477	245	0.85	17.28
1478	15	0.05	17.33
1479	1	0.00	17.33
1480	302	1.05	18.38
1481	12	0.04	18.42
1482	78	0.27	18.69
1483	230	0.80	19.49
1484	42	0.15	19.64
1485	213	0.74	20.38
1486	107	0.37	20.75
1487	43	0.15	20.90
1488	244	0.85	21.74
1489	87	0.30	22.05

Table 4.B.36 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1490	52	0.18	22.23
1491	290	1.01	23.23
1492	60	0.21	23.44
1493	125	0.43	23.87
1494	202	0.70	24.58
1495	72	0.25	24.82
1496	197	0.68	25.51
1497	166	0.58	26.08
1498	136	0.47	26.56
1499	194	0.67	27.23
1500	157	0.54	27.77
1501	86	0.30	28.07
1502	260	0.90	28.98
1503	126	0.44	29.41
1504	114	0.40	29.81
1505	309	1.07	30.88
1506	77	0.27	31.15
1507	210	0.73	31.88
1508	216	0.75	32.63
1509	186	0.65	33.27
1510	90	0.31	33.58
1511	308	1.07	34.65
1512	171	0.59	35.25
1513	120	0.42	35.66
1514	288	1.00	36.66
1515	171	0.59	37.26
1516	212	0.74	37.99
1517	212	0.74	38.73
1518	316	1.10	39.82
1519	155	0.54	40.36
1520	225	0.78	41.14
1521	213	0.74	41.88
1522	176	0.61	42.49
1523	173	0.60	43.09
1524	251	0.87	43.96
1525	177	0.61	44.58
1526	152	0.53	45.11
1527	305	1.06	46.17
1528	173	0.60	46.77
1529	242	0.84	47.61

Table 4.B.36 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1530	297	1.03	48.64
1531	105	0.36	49.00
1532	295	1.02	50.02
1533	221	0.77	50.79
1534	142	0.49	51.28
1535	330	1.15	52.43
1536	115	0.40	52.83
1537	191	0.66	53.49
1538	316	1.10	54.59
1539	139	0.48	55.07
1540	278	0.96	56.04
1541	282	0.98	57.01
1542	104	0.36	57.38
1543	148	0.51	57.89
1544	310	1.08	58.96
1545	17	0.06	59.02
1546	272	0.94	59.97
1547	214	0.74	60.71
1548	139	0.48	61.19
1549	348	1.21	62.40
1550	180	0.62	63.03
1551	118	0.41	63.43
1552	417	1.45	64.88
1553	123	0.43	65.31
1554	40	0.14	65.45
1555	267	0.93	66.37
1556	206	0.71	67.09
1557	153	0.53	67.62
1558	179	0.62	68.24
1559	163	0.57	68.81
1560	237	0.82	69.63
1561	171	0.59	70.22
1562	125	0.43	70.66
1563	90	0.31	70.97
1564	402	1.40	72.36
1565	21	0.07	72.44
1566	215	0.75	73.18
1567	11	0.04	73.22
1568	386	1.34	74.56
1569	112	0.39	74.95



Table 4.B.36 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1570	108	0.37	75.32
1571	247	0.86	76.18
1572	83	0.29	76.47
1573	108	0.37	76.84
1574	264	0.92	77.76
1575	214	0.74	78.50
1576	28	0.10	78.60
1577	58	0.20	78.80
1578	330	1.15	79.95
1579	153	0.53	80.48
1580	79	0.27	80.75
1582	244	0.85	81.60
1583	98	0.34	81.94
1584	141	0.49	82.43
1585	151	0.52	82.95
1586	101	0.35	83.30
1587	87	0.30	83.61
1588	45	0.16	83.76
1589	240	0.83	84.59
1590	175	0.61	85.20
1591	56	0.19	85.40
1592	15	0.05	85.45
1593	90	0.31	85.76
1594	180	0.62	86.39
1595	107	0.37	86.76
1596	29	0.10	86.86
1597	62	0.22	87.07
1598	193	0.67	87.74
1599	20	0.07	87.81
1600	34	0.12	87.93
1601	113	0.39	88.32
1602	117	0.41	88.73
1603	75	0.26	88.99
1604	75	0.26	89.25
1605	33	0.11	89.36
1606	94	0.33	89.69
1607	86	0.30	89.99
1608	156	0.54	90.53
1609	34	0.12	90.65
1610	8	0.03	90.67

Table 4.B.36 (continuation seven)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1611	64	0.22	90.90
1612	112	0.39	91.29
1614	80	0.28	91.56
1615	36	0.12	91.69
1616	14	0.05	91.74
1617	146	0.51	92.24
1618	1	0.00	92.25
1619	55	0.19	92.44
1620	6	0.02	92.46
1621	42	0.15	92.60
1622	91	0.32	92.92
1623	125	0.43	93.35
1626	17	0.06	93.41
1627	129	0.45	93.86
1630	82	0.28	94.15
1631	61	0.21	94.36
1632	1	0.00	94.36
1633	97	0.34	94.70
1635	3	0.01	94.71
1636	79	0.27	94.98
1638	29	0.10	95.08
1640	58	0.20	95.28
1641	11	0.04	95.32
1642	55	0.19	95.51
1644	31	0.11	95.62
1648	105	0.36	95.98
1649	39	0.14	96.12
1652	54	0.19	96.31
1654	1	0.00	96.31
1655	42	0.15	96.46
1656	3	0.01	96.47
1657	39	0.14	96.60
1658	5	0.02	96.62
1660	12	0.04	96.66
1661	5	0.02	96.68
1663	89	0.31	96.99
1664	24	0.08	97.07
1667	11	0.04	97.11
1669	51	0.18	97.29
1671	16	0.06	97.34

Table 4.B.36 (continuation eight)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1674	33	0.11	97.46
1675	6	0.02	97.48
1676	37	0.13	97.61
1678	23	0.08	97.69
1682	30	0.10	97.79
1683	3	0.01	97.80
1684	16	0.06	97.86
1687	26	0.09	97.95
1689	10	0.03	97.98
1692	30	0.10	98.08
1695	26	0.09	98.17
1697	27	0.09	98.27
1701	1	0.00	98.27
1702	2	0.01	98.28
1703	25	0.09	98.37
1710	43	0.15	98.51
1717	8	0.03	98.54
1718	6	0.02	98.56
1719	26	0.09	98.65
1721	5	0.02	98.67
1724	2	0.01	98.68
1727	7	0.02	98.70
1730	13	0.05	98.75
1731	5	0.02	98.76
1734	6	0.02	98.79
1737	1	0.00	98.79
1738	19	0.07	98.85
1742	12	0.04	98.90
1745	11	0.04	98.93
1747	20	0.07	99.00
1748	1	0.00	99.01
1751	3	0.01	99.02
1752	17	0.06	99.08
1755	3	0.01	99.09
1757	12	0.04	99.13
1761	5	0.02	99.15
1763	20	0.07	99.22
1765	3	0.01	99.23
1769	6	0.02	99.25
1770	15	0.05	99.30

Table 4.B.36 (continuation nine)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1772	7	0.02	99.32
1773	2	0.01	99.33
1777	9	0.03	99.36
1779	21	0.07	99.43
1782	7	0.02	99.46
1788	12	0.04	99.50
1790	26	0.09	99.59
1794	21	0.07	99.66
1801	14	0.05	99.71
1804	2	0.01	99.72
1805	6	0.02	99.74
1809	10	0.03	99.77
1820	10	0.03	99.81
1825	1	0.00	99.81
1832	6	0.02	99.83
1835	16	0.06	99.89
1860	3	0.01	99.90
1863	22	0.08	99.98
1920	4	0.01	99.99
1950	3	0.01	100.00

**Table 4.B.37 Scale Score Frequency Distribution for Overall Score, Grade Ten**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1296	1	0.00	0.00
1305	1	0.00	0.01
1310	1	0.00	0.01
1312	3	0.01	0.03
1313	1	0.00	0.03
1317	1	0.00	0.03
1320	3	0.01	0.05
1323	5	0.02	0.07
1327	1	0.00	0.07
1328	1	0.00	0.08
1332	3	0.01	0.09
1333	5	0.02	0.11
1337	4	0.02	0.13
1338	3	0.01	0.14
1341	4	0.02	0.16
1343	7	0.03	0.19
1344	1	0.00	0.19
1345	4	0.02	0.21
1347	10	0.04	0.25
1348	3	0.01	0.26
1350	2	0.01	0.27
1351	7	0.03	0.30
1352	5	0.02	0.32
1353	1	0.00	0.33
1354	4	0.02	0.34
1355	5	0.02	0.36
1356	22	0.09	0.46
1358	1	0.00	0.46
1359	6	0.03	0.49
1360	21	0.09	0.58
1362	13	0.06	0.63
1363	1	0.00	0.63
1364	9	0.04	0.67
1365	21	0.09	0.76
1368	27	0.11	0.88
1369	6	0.03	0.90
1370	22	0.09	0.99
1371	1	0.00	1.00
1372	11	0.05	1.05
1373	9	0.04	1.08

Table 4.B.37 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1374	16	0.07	1.15
1375	28	0.12	1.27
1377	2	0.01	1.28
1378	43	0.18	1.46
1380	15	0.06	1.52
1381	23	0.10	1.62
1382	18	0.08	1.70
1384	20	0.08	1.78
1385	19	0.08	1.86
1386	43	0.18	2.05
1387	14	0.06	2.10
1389	42	0.18	2.28
1390	2	0.01	2.29
1391	23	0.10	2.39
1392	13	0.06	2.44
1393	29	0.12	2.57
1394	1	0.00	2.57
1395	43	0.18	2.75
1396	69	0.29	3.04
1398	7	0.03	3.07
1399	41	0.17	3.25
1400	22	0.09	3.34
1401	23	0.10	3.44
1402	50	0.21	3.65
1403	2	0.01	3.66
1404	24	0.10	3.76
1405	50	0.21	3.97
1406	4	0.02	3.99
1407	21	0.09	4.08
1408	31	0.13	4.21
1409	27	0.11	4.32
1410	21	0.09	4.41
1411	25	0.11	4.52
1412	37	0.16	4.67
1413	31	0.13	4.81
1414	19	0.08	4.89
1415	27	0.11	5.00
1416	50	0.21	5.21
1417	22	0.09	5.31
1418	27	0.11	5.42

Table 4.B.37 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1419	31	0.13	5.55
1420	37	0.16	5.71
1421	17	0.07	5.78
1422	37	0.16	5.94
1423	36	0.15	6.09
1424	15	0.06	6.15
1425	34	0.14	6.30
1426	36	0.15	6.45
1427	27	0.11	6.56
1428	26	0.11	6.67
1429	37	0.16	6.83
1430	44	0.19	7.02
1431	12	0.05	7.07
1432	37	0.16	7.22
1433	56	0.24	7.46
1434	4	0.02	7.48
1435	41	0.17	7.65
1436	62	0.26	7.91
1437	17	0.07	7.99
1438	29	0.12	8.11
1439	57	0.24	8.35
1440	19	0.08	8.43
1441	52	0.22	8.65
1442	44	0.19	8.84
1443	10	0.04	8.88
1444	54	0.23	9.11
1445	38	0.16	9.27
1446	24	0.10	9.37
1447	56	0.24	9.61
1448	34	0.14	9.75
1449	36	0.15	9.91
1450	80	0.34	10.24
1451	21	0.09	10.33
1452	29	0.12	10.46
1453	78	0.33	10.79
1454	21	0.09	10.87
1455	36	0.15	11.03
1456	70	0.30	11.32
1457	50	0.21	11.54
1458	51	0.22	11.75

Table 4.B.37 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1459	48	0.20	11.96
1460	51	0.22	12.17
1461	76	0.32	12.49
1462	26	0.11	12.60
1463	59	0.25	12.85
1464	63	0.27	13.12
1465	30	0.13	13.25
1466	89	0.38	13.62
1467	50	0.21	13.84
1468	51	0.22	14.05
1469	96	0.41	14.46
1470	22	0.09	14.55
1471	105	0.44	15.00
1472	80	0.34	15.33
1473	9	0.04	15.37
1474	139	0.59	15.96
1475	25	0.11	16.07
1476	5	0.02	16.09
1477	211	0.89	16.98
1478	11	0.05	17.03
1479	2	0.01	17.04
1480	202	0.86	17.89
1481	14	0.06	17.95
1482	74	0.31	18.27
1483	138	0.58	18.85
1484	23	0.10	18.95
1485	130	0.55	19.50
1486	76	0.32	19.82
1487	33	0.14	19.96
1488	162	0.69	20.65
1489	70	0.30	20.94
1490	34	0.14	21.09
1491	189	0.80	21.89
1492	35	0.15	22.03
1493	100	0.42	22.46
1494	179	0.76	23.22
1495	48	0.20	23.42
1496	167	0.71	24.13
1497	112	0.47	24.60
1498	89	0.38	24.98



Table 4.B.37 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1499	149	0.63	25.61
1500	120	0.51	26.12
1501	64	0.27	26.39
1502	193	0.82	27.21
1503	83	0.35	27.56
1504	94	0.40	27.96
1505	248	1.05	29.01
1506	70	0.30	29.30
1507	136	0.58	29.88
1508	181	0.77	30.64
1509	152	0.64	31.29
1510	79	0.33	31.62
1511	226	0.96	32.58
1512	116	0.49	33.07
1513	86	0.36	33.44
1514	201	0.85	34.29
1515	116	0.49	34.78
1516	143	0.61	35.38
1517	149	0.63	36.02
1518	209	0.89	36.90
1519	114	0.48	37.38
1520	175	0.74	38.12
1521	168	0.71	38.84
1522	122	0.52	39.35
1523	133	0.56	39.92
1524	191	0.81	40.72
1525	122	0.52	41.24
1526	80	0.34	41.58
1527	227	0.96	42.54
1528	132	0.56	43.10
1529	178	0.75	43.85
1530	236	1.00	44.85
1531	64	0.27	45.12
1532	189	0.80	45.93
1533	143	0.61	46.53
1534	108	0.46	46.99
1535	242	1.02	48.01
1536	77	0.33	48.34
1537	150	0.64	48.97
1538	228	0.97	49.94

Table 4.B.37 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1539	114	0.48	50.42
1540	207	0.88	51.30
1541	194	0.82	52.12
1542	71	0.30	52.42
1543	124	0.53	52.95
1544	296	1.25	54.20
1545	15	0.06	54.26
1546	226	0.96	55.22
1547	146	0.62	55.84
1548	115	0.49	56.33
1549	267	1.13	57.46
1550	118	0.50	57.96
1551	85	0.36	58.32
1552	291	1.23	59.55
1553	104	0.44	59.99
1554	30	0.13	60.12
1555	206	0.87	60.99
1556	151	0.64	61.63
1557	127	0.54	62.17
1558	137	0.58	62.75
1559	137	0.58	63.33
1560	214	0.91	64.23
1561	175	0.74	64.97
1562	89	0.38	65.35
1563	57	0.24	65.59
1564	328	1.39	66.98
1565	26	0.11	67.09
1566	166	0.70	67.80
1567	7	0.03	67.82
1568	311	1.32	69.14
1569	79	0.33	69.48
1570	93	0.39	69.87
1571	229	0.97	70.84
1572	77	0.33	71.17
1573	100	0.42	71.59
1574	210	0.89	72.48
1575	169	0.72	73.19
1576	28	0.12	73.31
1577	37	0.16	73.47
1578	250	1.06	74.53

Table 4.B.37 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1579	134	0.57	75.10
1580	65	0.28	75.37
1581	1	0.00	75.38
1582	195	0.83	76.20
1583	103	0.44	76.64
1584	132	0.56	77.20
1585	142	0.60	77.80
1586	93	0.39	78.19
1587	70	0.30	78.49
1588	38	0.16	78.65
1589	259	1.10	79.75
1590	192	0.81	80.56
1591	32	0.14	80.70
1592	26	0.11	80.81
1593	97	0.41	81.22
1594	148	0.63	81.84
1595	119	0.50	82.35
1596	32	0.14	82.48
1597	47	0.20	82.68
1598	165	0.70	83.38
1599	8	0.03	83.41
1600	54	0.23	83.64
1601	120	0.51	84.15
1602	134	0.57	84.72
1603	88	0.37	85.09
1604	65	0.28	85.37
1605	33	0.14	85.51
1606	86	0.36	85.87
1607	74	0.31	86.18
1608	142	0.60	86.79
1609	22	0.09	86.88
1610	15	0.06	86.94
1611	84	0.36	87.30
1612	104	0.44	87.74
1614	101	0.43	88.17
1615	28	0.12	88.28
1616	22	0.09	88.38
1617	169	0.72	89.09
1618	1	0.00	89.10
1619	36	0.15	89.25

Table 4.B.37 (continuation seven)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1620	8	0.03	89.28
1621	50	0.21	89.50
1622	97	0.41	89.91
1623	131	0.55	90.46
1624	1	0.00	90.47
1626	11	0.05	90.51
1627	134	0.57	91.08
1630	99	0.42	91.50
1631	73	0.31	91.81
1633	95	0.40	92.21
1636	84	0.36	92.57
1638	39	0.17	92.73
1640	76	0.32	93.05
1641	17	0.07	93.13
1642	80	0.34	93.46
1643	1	0.00	93.47
1644	44	0.19	93.65
1646	2	0.01	93.66
1648	114	0.48	94.15
1649	54	0.23	94.37
1652	40	0.17	94.54
1654	1	0.00	94.55
1655	66	0.28	94.83
1656	7	0.03	94.86
1657	58	0.25	95.10
1658	7	0.03	95.13
1660	18	0.08	95.21
1661	5	0.02	95.23
1663	98	0.42	95.65
1664	17	0.07	95.72
1667	9	0.04	95.76
1669	57	0.24	96.00
1671	12	0.05	96.05
1674	40	0.17	96.22
1675	15	0.06	96.28
1676	58	0.25	96.53
1678	12	0.05	96.58
1682	34	0.14	96.72
1683	6	0.03	96.75
1684	40	0.17	96.92

Table 4.B.37 (continuation eight)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1687	29	0.12	97.04
1689	21	0.09	97.13
1692	36	0.15	97.28
1695	28	0.12	97.40
1697	47	0.20	97.60
1702	4	0.02	97.61
1703	53	0.22	97.84
1706	1	0.00	97.84
1709	1	0.00	97.85
1710	55	0.23	98.08
1712	1	0.00	98.08
1715	3	0.01	98.10
1717	5	0.02	98.12
1718	2	0.01	98.13
1719	25	0.11	98.23
1721	3	0.01	98.25
1724	2	0.01	98.25
1727	3	0.01	98.27
1728	1	0.00	98.27
1730	22	0.09	98.36
1731	5	0.02	98.39
1734	9	0.04	98.42
1738	18	0.08	98.50
1739	1	0.00	98.50
1742	15	0.06	98.57
1745	18	0.08	98.64
1747	20	0.08	98.73
1751	3	0.01	98.74
1752	21	0.09	98.83
1755	1	0.00	98.83
1757	17	0.07	98.91
1758	1	0.00	98.91
1761	6	0.03	98.94
1763	17	0.07	99.01
1765	1	0.00	99.01
1769	3	0.01	99.02
1770	22	0.09	99.12
1771	1	0.00	99.12
1772	8	0.03	99.16
1773	11	0.05	99.20

Table 4.B.37 (continuation nine)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1777	6	0.03	99.23
1779	22	0.09	99.32
1782	11	0.05	99.37
1788	12	0.05	99.42
1790	26	0.11	99.53
1794	16	0.07	99.60
1801	8	0.03	99.63
1804	1	0.00	99.63
1805	12	0.05	99.69
1809	23	0.10	99.78
1820	19	0.08	99.86
1825	1	0.00	99.87
1832	13	0.06	99.92
1835	7	0.03	99.95
1860	1	0.00	99.96
1863	6	0.03	99.98
1920	3	0.01	99.99
1950	1	0.00	100.00

**Table 4.B.38 Scale Score Frequency Distribution for Overall Score, Grade Eleven**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1261	1	0.01	0.01
1296	1	0.01	0.01
1316	3	0.01	0.02
1322	1	0.01	0.03
1330	1	0.01	0.03
1332	1	0.01	0.04
1336	1	0.01	0.04
1343	2	0.01	0.05
1344	2	0.01	0.06
1346	1	0.01	0.07
1348	2	0.01	0.08
1351	3	0.01	0.09
1353	2	0.01	0.10
1357	3	0.01	0.12
1360	4	0.02	0.14
1361	4	0.02	0.16
1362	2	0.01	0.17
1364	1	0.01	0.17
1365	1	0.01	0.18
1366	11	0.05	0.23
1367	1	0.01	0.24
1368	6	0.03	0.27
1370	7	0.03	0.30
1371	6	0.03	0.33
1372	2	0.01	0.34
1374	22	0.11	0.45
1376	8	0.04	0.49
1377	3	0.01	0.51
1379	14	0.07	0.58
1380	22	0.11	0.68
1381	2	0.01	0.69
1383	23	0.11	0.81
1384	1	0.01	0.81
1385	24	0.12	0.93
1387	25	0.12	1.06
1389	21	0.10	1.16
1390	15	0.07	1.23
1391	17	0.08	1.32
1393	32	0.16	1.48
1394	42	0.21	1.69

Table 4.B.38 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1396	2	0.01	1.70
1397	19	0.09	1.79
1398	44	0.22	2.01
1399	13	0.06	2.07
1400	21	0.10	2.18
1401	8	0.04	2.22
1402	23	0.11	2.33
1403	18	0.09	2.42
1404	8	0.04	2.46
1405	17	0.08	2.54
1406	22	0.11	2.65
1407	24	0.12	2.77
1408	5	0.02	2.80
1409	10	0.05	2.85
1410	69	0.34	3.19
1411	5	0.02	3.21
1412	17	0.08	3.30
1413	26	0.13	3.43
1414	44	0.22	3.64
1415	10	0.05	3.69
1416	15	0.07	3.77
1417	46	0.23	4.00
1418	10	0.05	4.05
1419	17	0.08	4.13
1420	19	0.09	4.22
1421	40	0.20	4.42
1422	11	0.05	4.48
1423	28	0.14	4.62
1424	48	0.24	4.85
1425	9	0.04	4.90
1426	32	0.16	5.06
1427	35	0.17	5.23
1428	15	0.07	5.30
1429	19	0.09	5.40
1430	40	0.20	5.60
1431	4	0.02	5.62
1432	19	0.09	5.71
1433	59	0.29	6.00
1434	17	0.08	6.09
1435	24	0.12	6.21



Table 4.B.38 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1436	34	0.17	6.37
1437	25	0.12	6.50
1438	38	0.19	6.69
1439	39	0.19	6.88
1440	25	0.12	7.00
1441	46	0.23	7.23
1442	26	0.13	7.36
1443	30	0.15	7.51
1444	49	0.24	7.75
1445	32	0.16	7.91
1446	44	0.22	8.13
1447	43	0.21	8.34
1448	28	0.14	8.48
1449	35	0.17	8.65
1450	60	0.30	8.95
1451	35	0.17	9.13
1452	53	0.26	9.39
1453	50	0.25	9.64
1454	30	0.15	9.79
1455	37	0.18	9.97
1456	43	0.21	10.18
1457	54	0.27	10.45
1458	36	0.18	10.63
1459	68	0.34	10.96
1460	46	0.23	11.19
1461	48	0.24	11.43
1462	36	0.18	11.61
1463	56	0.28	11.89
1464	55	0.27	12.16
1465	41	0.20	12.36
1466	80	0.40	12.76
1467	54	0.27	13.03
1468	30	0.15	13.18
1469	75	0.37	13.55
1470	62	0.31	13.85
1471	57	0.28	14.14
1472	67	0.33	14.47
1473	81	0.40	14.87
1474	39	0.19	15.06
1475	67	0.33	15.40

Table 4.B.38 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1476	76	0.38	15.77
1477	52	0.26	16.03
1478	92	0.46	16.49
1479	35	0.17	16.66
1480	83	0.41	17.07
1481	121	0.60	17.67
1482	23	0.11	17.78
1483	102	0.51	18.29
1484	90	0.45	18.74
1485	23	0.11	18.85
1486	144	0.71	19.56
1487	102	0.51	20.07
1488	7	0.03	20.10
1489	183	0.91	21.01
1490	64	0.32	21.33
1491	4	0.02	21.35
1492	236	1.17	22.52
1493	43	0.21	22.73
1494	59	0.29	23.02
1495	169	0.84	23.86
1496	42	0.21	24.07
1497	70	0.35	24.42
1498	155	0.77	25.18
1499	45	0.22	25.41
1500	149	0.74	26.15
1501	133	0.66	26.81
1502	27	0.13	26.94
1503	186	0.92	27.86
1504	62	0.31	28.17
1505	31	0.15	28.32
1506	206	1.02	29.34
1507	48	0.24	29.58
1508	76	0.38	29.96
1509	164	0.81	30.77
1510	121	0.60	31.37
1511	49	0.24	31.61
1512	152	0.75	32.37
1513	127	0.63	33.00
1514	87	0.43	33.43
1515	176	0.87	34.30

Table 4.B.38 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1516	90	0.45	34.75
1517	128	0.63	35.38
1518	118	0.58	35.96
1519	96	0.48	36.44
1520	162	0.80	37.24
1521	101	0.50	37.74
1522	126	0.62	38.37
1523	106	0.53	38.89
1524	124	0.61	39.51
1525	119	0.59	40.10
1526	87	0.43	40.53
1527	205	1.02	41.55
1528	86	0.43	41.97
1529	108	0.54	42.51
1530	218	1.08	43.59
1531	58	0.29	43.87
1532	89	0.44	44.32
1533	174	0.86	45.18
1534	178	0.88	46.06
1535	34	0.17	46.23
1536	115	0.57	46.80
1537	263	1.30	48.10
1538	110	0.55	48.65
1539	52	0.26	48.91
1540	163	0.81	49.71
1541	161	0.80	50.51
1542	76	0.38	50.89
1543	77	0.38	51.27
1544	235	1.16	52.43
1545	163	0.81	53.24
1546	75	0.37	53.61
1547	254	1.26	54.87
1548	72	0.36	55.23
1549	113	0.56	55.79
1550	155	0.77	56.56
1551	147	0.73	57.29
1552	176	0.87	58.16
1553	30	0.15	58.31
1554	119	0.59	58.90
1555	214	1.06	59.96

Table 4.B.38 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1556	97	0.48	60.44
1557	111	0.55	60.99
1558	166	0.82	61.81
1559	181	0.90	62.71
1560	104	0.52	63.22
1561	73	0.36	63.59
1562	197	0.98	64.56
1563	85	0.42	64.98
1564	221	1.10	66.08
1565	93	0.46	66.54
1566	66	0.33	66.87
1567	262	1.30	68.17
1568	10	0.05	68.22
1569	130	0.64	68.86
1571	351	1.74	70.60
1572	104	0.52	71.12
1573	3	0.01	71.13
1574	204	1.01	72.14
1575	42	0.21	72.35
1576	123	0.61	72.96
1577	93	0.46	73.42
1578	133	0.66	74.08
1579	8	0.04	74.12
1580	137	0.68	74.80
1581	156	0.77	75.57
1582	105	0.52	76.09
1583	31	0.15	76.25
1584	142	0.70	76.95
1585	120	0.59	77.54
1586	118	0.58	78.13
1587	21	0.10	78.23
1588	166	0.82	79.06
1589	46	0.23	79.28
1590	61	0.30	79.59
1591	173	0.86	80.44
1592	78	0.39	80.83
1593	106	0.53	81.36
1595	80	0.40	81.75
1596	151	0.75	82.50
1597	111	0.55	83.05

Table 4.B.38 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1598	25	0.12	83.17
1599	65	0.32	83.50
1600	98	0.49	83.98
1601	8	0.04	84.02
1602	133	0.66	84.68
1603	70	0.35	85.03
1604	168	0.83	85.86
1606	11	0.05	85.92
1607	47	0.23	86.15
1608	169	0.84	86.99
1609	66	0.33	87.31
1610	71	0.35	87.66
1611	20	0.10	87.76
1612	5	0.02	87.79
1613	90	0.45	88.23
1614	58	0.29	88.52
1615	95	0.47	88.99
1616	2	0.01	89.00
1617	71	0.35	89.35
1618	143	0.71	90.06
1619	3	0.01	90.08
1620	33	0.16	90.24
1622	45	0.22	90.47
1623	102	0.51	90.97
1624	98	0.49	91.46
1625	7	0.03	91.49
1627	16	0.08	91.57
1628	103	0.51	92.08
1630	92	0.46	92.54
1631	6	0.03	92.57
1632	42	0.21	92.77
1634	96	0.48	93.25
1636	2	0.01	93.26
1637	55	0.27	93.53
1638	14	0.07	93.60
1639	36	0.18	93.78
1641	81	0.40	94.18
1642	48	0.24	94.42
1645	15	0.07	94.49
1648	62	0.31	94.80

Table 4.B.38 (continuation seven)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1649	131	0.65	95.45
1650	2	0.01	95.46
1653	34	0.17	95.63
1654	48	0.24	95.87
1655	22	0.11	95.98
1658	40	0.20	96.17
1659	4	0.02	96.19
1660	24	0.12	96.31
1663	98	0.49	96.80
1664	14	0.07	96.87
1665	3	0.01	96.88
1666	6	0.03	96.91
1669	37	0.18	97.10
1671	3	0.01	97.11
1672	3	0.01	97.13
1673	46	0.23	97.35
1674	19	0.09	97.45
1675	40	0.20	97.65
1678	5	0.02	97.67
1679	5	0.02	97.70
1682	11	0.05	97.75
1684	31	0.15	97.90
1686	9	0.04	97.95
1687	4	0.02	97.97
1688	23	0.11	98.08
1690	4	0.02	98.10
1694	39	0.19	98.30
1697	9	0.04	98.34
1699	12	0.06	98.40
1704	25	0.12	98.52
1709	25	0.12	98.65
1710	23	0.11	98.76
1711	13	0.06	98.83
1716	23	0.11	98.94
1723	4	0.02	98.96
1725	17	0.08	99.04
1731	5	0.02	99.07
1732	14	0.07	99.14
1735	24	0.12	99.26
1742	6	0.03	99.29

Table 4.B.38 (continuation eight)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1745	3	0.01	99.30
1750	19	0.09	99.40
1754	2	0.01	99.41
1755	10	0.05	99.46
1760	1	0.01	99.46
1761	1	0.01	99.47
1764	1	0.01	99.47
1767	1	0.01	99.48
1771	2	0.01	99.49
1773	8	0.04	99.53
1774	1	0.01	99.53
1775	1	0.01	99.54
1776	3	0.01	99.55
1780	8	0.04	99.59
1783	3	0.01	99.61
1785	5	0.02	99.63
1791	8	0.04	99.67
1793	2	0.01	99.68
1798	8	0.04	99.72
1806	5	0.02	99.74
1807	2	0.01	99.75
1817	23	0.11	99.87
1828	4	0.02	99.89
1831	11	0.05	99.94
1854	6	0.03	99.97
1869	2	0.01	99.98
1899	4	0.02	100.00

**Table 4.B.39 Scale Score Frequency Distribution for Overall Score, Grade Twelve**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1313	1	0.01	0.01
1316	1	0.01	0.01
1320	1	0.01	0.02
1321	1	0.01	0.02
1337	1	0.01	0.03
1343	1	0.01	0.03
1344	2	0.01	0.05
1348	1	0.01	0.05
1349	1	0.01	0.06
1353	1	0.01	0.06
1357	4	0.02	0.09
1360	4	0.02	0.11
1361	5	0.03	0.14
1362	4	0.02	0.16
1364	2	0.01	0.17
1365	1	0.01	0.18
1366	8	0.05	0.23
1367	4	0.02	0.25
1368	3	0.02	0.27
1370	2	0.01	0.28
1371	1	0.01	0.28
1372	1	0.01	0.29
1374	8	0.05	0.34
1376	5	0.03	0.37
1377	2	0.01	0.38
1378	1	0.01	0.38
1379	8	0.05	0.43
1380	11	0.06	0.49
1381	2	0.01	0.51
1383	19	0.11	0.62
1384	2	0.01	0.63
1385	15	0.09	0.71
1387	18	0.10	0.82
1389	13	0.08	0.90
1390	11	0.06	0.96
1391	8	0.05	1.01
1393	13	0.08	1.08
1394	23	0.13	1.21
1396	4	0.02	1.24
1397	15	0.09	1.33



Table 4.B.39 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1398	15	0.09	1.41
1399	12	0.07	1.48
1400	8	0.05	1.53
1401	4	0.02	1.55
1402	12	0.07	1.62
1403	24	0.14	1.76
1404	8	0.05	1.81
1405	17	0.10	1.91
1406	21	0.12	2.03
1407	10	0.06	2.09
1408	2	0.01	2.10
1409	10	0.06	2.16
1410	37	0.22	2.37
1411	3	0.02	2.39
1412	8	0.05	2.44
1413	22	0.13	2.56
1414	25	0.15	2.71
1415	8	0.05	2.76
1416	8	0.05	2.80
1417	29	0.17	2.97
1418	13	0.08	3.05
1419	16	0.09	3.14
1420	16	0.09	3.23
1421	23	0.13	3.37
1422	12	0.07	3.44
1423	26	0.15	3.59
1424	28	0.16	3.75
1425	6	0.03	3.78
1426	20	0.12	3.90
1427	29	0.17	4.07
1428	13	0.08	4.14
1429	12	0.07	4.21
1430	28	0.16	4.38
1431	9	0.05	4.43
1432	17	0.10	4.53
1433	37	0.22	4.74
1434	19	0.11	4.85
1435	19	0.11	4.96
1436	27	0.16	5.12
1437	18	0.10	5.23

Table 4.B.39 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1438	28	0.16	5.39
1439	32	0.19	5.58
1440	31	0.18	5.76
1441	33	0.19	5.95
1442	20	0.12	6.06
1443	16	0.09	6.16
1444	23	0.13	6.29
1445	26	0.15	6.44
1446	25	0.15	6.59
1447	34	0.20	6.78
1448	21	0.12	6.91
1449	15	0.09	6.99
1450	41	0.24	7.23
1451	18	0.10	7.34
1452	23	0.13	7.47
1453	56	0.33	7.80
1454	22	0.13	7.92
1455	51	0.30	8.22
1456	33	0.19	8.41
1457	42	0.24	8.66
1458	24	0.14	8.80
1459	46	0.27	9.06
1460	47	0.27	9.34
1461	36	0.21	9.55
1462	54	0.31	9.86
1463	50	0.29	10.15
1464	51	0.30	10.45
1465	30	0.17	10.62
1466	59	0.34	10.96
1467	55	0.32	11.28
1468	26	0.15	11.44
1469	47	0.27	11.71
1470	51	0.30	12.00
1471	53	0.31	12.31
1472	64	0.37	12.69
1473	68	0.40	13.08
1474	30	0.17	13.25
1475	65	0.38	13.63
1476	62	0.36	13.99
1477	41	0.24	14.23

Table 4.B.39 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1478	91	0.53	14.76
1479	41	0.24	15.00
1480	72	0.42	15.42
1481	89	0.52	15.93
1482	15	0.09	16.02
1483	87	0.51	16.53
1484	105	0.61	17.14
1485	19	0.11	17.25
1486	121	0.70	17.95
1487	78	0.45	18.41
1488	8	0.05	18.45
1489	142	0.83	19.28
1490	49	0.28	19.56
1491	10	0.06	19.62
1492	167	0.97	20.59
1493	37	0.22	20.81
1494	47	0.27	21.08
1495	152	0.88	21.96
1496	46	0.27	22.23
1497	79	0.46	22.69
1498	115	0.67	23.36
1499	46	0.27	23.63
1500	134	0.78	24.41
1501	93	0.54	24.95
1502	37	0.22	25.16
1503	188	1.09	26.25
1504	50	0.29	26.54
1505	43	0.25	26.79
1506	161	0.94	27.73
1507	55	0.32	28.05
1508	65	0.38	28.43
1509	146	0.85	29.28
1510	91	0.53	29.81
1511	39	0.23	30.03
1512	132	0.77	30.80
1513	107	0.62	31.42
1514	67	0.39	31.81
1515	144	0.84	32.65
1516	68	0.40	33.04
1517	121	0.70	33.75

Table 4.B.39 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1518	113	0.66	34.40
1519	92	0.53	34.94
1520	133	0.77	35.71
1521	106	0.62	36.33
1522	109	0.63	36.96
1523	86	0.50	37.46
1524	115	0.67	38.13
1525	112	0.65	38.78
1526	56	0.33	39.11
1527	172	1.00	40.11
1528	70	0.41	40.51
1529	89	0.52	41.03
1530	171	0.99	42.03
1531	66	0.38	42.41
1532	82	0.48	42.89
1533	142	0.83	43.71
1534	163	0.95	44.66
1535	30	0.17	44.83
1536	95	0.55	45.39
1537	194	1.13	46.51
1538	108	0.63	47.14
1539	47	0.27	47.42
1540	149	0.87	48.28
1541	162	0.94	49.22
1542	53	0.31	49.53
1543	71	0.41	49.94
1544	177	1.03	50.97
1545	110	0.64	51.61
1546	51	0.30	51.91
1547	241	1.40	53.31
1548	60	0.35	53.66
1549	100	0.58	54.24
1550	108	0.63	54.87
1551	114	0.66	55.53
1552	147	0.85	56.39
1553	31	0.18	56.57
1554	100	0.58	57.15
1555	166	0.97	58.11
1556	75	0.44	58.55
1557	84	0.49	59.04

Table 4.B.39 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1558	141	0.82	59.86
1559	118	0.69	60.54
1560	78	0.45	61.00
1561	68	0.40	61.39
1562	170	0.99	62.38
1563	64	0.37	62.75
1564	149	0.87	63.62
1565	76	0.44	64.06
1566	53	0.31	64.37
1567	238	1.38	65.75
1568	9	0.05	65.80
1569	109	0.63	66.44
1571	275	1.60	68.04
1572	92	0.53	68.57
1573	4	0.02	68.59
1574	186	1.08	69.68
1575	37	0.22	69.89
1576	131	0.76	70.65
1577	90	0.52	71.18
1578	124	0.72	71.90
1579	9	0.05	71.95
1580	122	0.71	72.66
1581	141	0.82	73.48
1582	86	0.50	73.98
1583	35	0.20	74.18
1584	142	0.83	75.01
1585	91	0.53	75.54
1586	98	0.57	76.11
1587	16	0.09	76.20
1588	142	0.83	77.02
1589	43	0.25	77.27
1590	53	0.31	77.58
1591	149	0.87	78.45
1592	49	0.28	78.73
1593	91	0.53	79.26
1595	76	0.44	79.70
1596	139	0.81	80.51
1597	84	0.49	81.00
1598	19	0.11	81.11
1599	65	0.38	81.49

Table 4.B.39 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1600	88	0.51	82.00
1601	9	0.05	82.05
1602	128	0.74	82.80
1603	68	0.40	83.19
1604	142	0.83	84.02
1606	8	0.05	84.06
1607	64	0.37	84.44
1608	146	0.85	85.29
1609	61	0.35	85.64
1610	73	0.42	86.06
1611	20	0.12	86.18
1612	3	0.02	86.20
1613	78	0.45	86.65
1614	52	0.30	86.95
1615	110	0.64	87.59
1616	4	0.02	87.62
1617	56	0.33	87.94
1618	110	0.64	88.58
1619	4	0.02	88.60
1620	30	0.17	88.78
1622	65	0.38	89.16
1623	95	0.55	89.71
1624	92	0.53	90.24
1625	4	0.02	90.27
1627	13	0.08	90.34
1628	105	0.61	90.95
1630	79	0.46	91.41
1631	21	0.12	91.53
1632	52	0.30	91.84
1634	95	0.55	92.39
1635	1	0.01	92.40
1636	7	0.04	92.44
1637	43	0.25	92.69
1638	10	0.06	92.74
1639	40	0.23	92.98
1641	92	0.53	93.51
1642	69	0.40	93.91
1645	16	0.09	94.01
1648	77	0.45	94.45
1649	72	0.42	94.87

Table 4.B.39 (continuation seven)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1650	1	0.01	94.88
1652	1	0.01	94.88
1653	24	0.14	95.02
1654	49	0.28	95.31
1655	16	0.09	95.40
1657	2	0.01	95.41
1658	43	0.25	95.66
1659	4	0.02	95.69
1660	32	0.19	95.87
1663	79	0.46	96.33
1664	17	0.10	96.43
1665	4	0.02	96.45
1666	4	0.02	96.48
1669	50	0.29	96.77
1671	4	0.02	96.79
1672	6	0.03	96.83
1673	36	0.21	97.03
1674	23	0.13	97.17
1675	33	0.19	97.36
1678	5	0.03	97.39
1679	3	0.02	97.41
1682	7	0.04	97.45
1684	32	0.19	97.63
1686	14	0.08	97.71
1687	5	0.03	97.74
1688	20	0.12	97.86
1690	9	0.05	97.91
1694	36	0.21	98.12
1697	7	0.04	98.16
1699	21	0.12	98.28
1704	20	0.12	98.40
1709	22	0.13	98.53
1710	18	0.10	98.63
1711	8	0.05	98.68
1716	36	0.21	98.89
1725	23	0.13	99.02
1730	1	0.01	99.03
1731	2	0.01	99.04
1732	14	0.08	99.12
1735	19	0.11	99.23

Table 4.B.39 (continuation eight)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1736	2	0.01	99.24
1742	9	0.05	99.30
1745	2	0.01	99.31
1750	18	0.10	99.41
1754	1	0.01	99.42
1755	4	0.02	99.44
1757	2	0.01	99.45
1761	1	0.01	99.46
1767	3	0.02	99.48
1771	2	0.01	99.49
1773	8	0.05	99.53
1775	2	0.01	99.55
1776	9	0.05	99.60
1780	1	0.01	99.60
1783	1	0.01	99.61
1785	10	0.06	99.67
1791	4	0.02	99.69
1798	5	0.03	99.72
1806	8	0.05	99.77
1807	2	0.01	99.78
1817	13	0.08	99.85
1828	2	0.01	99.87
1831	8	0.05	99.91
1854	7	0.04	99.95
1869	1	0.01	99.96
1899	7	0.04	100.00



## Appendix 4.C: Means and Standard Deviations of Scale Scores by Demographic Student Group

**Note:** In [Table 4.C.1](#) through [Table 4.C.13](#), to protect privacy, when the number of students in a student group is 10 or fewer, the summary statistics of scale scores and proficiency levels are not reported, but are replaced by “N/A.”

**Table 4.C.1 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Kindergarten**

Student Group	Number of Students Tested	Overall Scale Score Mean	Overall Scale Score SD	Oral Scale Score Mean	Oral Scale Score SD	Written Scale Score Mean	Written Scale Score SD
All	36,520	1426	56	1435	53	1404	88
Male	19,271	1422	55	1432	52	1400	86
Female	17,248	1431	57	1440	53	1409	90
American Indian or Alaska Native	66	1431	60	1434	45	1425	111
Asian	5,101	1441	64	1441	58	1440	109
Native Hawaiian or Other Pacific Islander	99	1436	59	1443	58	1419	89
Filipino	307	1439	57	1438	47	1439	107
Hispanic or Latino	28,194	1423	53	1434	51	1396	82
Black or African American	165	1437	56	1445	52	1419	91
White	2,007	1429	64	1437	63	1411	91
Two or more races	245	1450	63	1456	62	1436	98
No special education services	33,395	1429	55	1438	52	1407	89
Special education services	3,125	1396	55	1407	56	1370	72
Not economically disadvantaged	8,246	1438	63	1443	58	1426	103
Economically disadvantaged	28,274	1423	54	1433	51	1398	83
In U.S. schools less than 12 months	28,618	1418	51	1429	50	1392	78
In U.S. schools 12 months or more	7,658	1459	60	1462	54	1452	108
Duration unknown	244	1387	59	1402	61	1353	75
Migrant education	670	1411	59	1423	60	1384	79
Not migrant education	35,850	1426	56	1436	53	1404	89
American Indian or Alaska Native— Not economically disadvantaged	20	1431	57	1431	43	1431	100
American Indian or Alaska Native— Economically disadvantaged	46	1432	62	1435	46	1423	116

Table 4.C.1 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
Asian—Not economically disadvantaged	2,598	1454	68	1450	61	1462	117
Asian—Economically disadvantaged	2,503	1428	58	1432	53	1418	95
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	33	1454	59	1461	60	1439	95
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	66	1427	58	1434	55	1410	85
Filipino—Not economically disadvantaged	173	1443	58	1442	46	1446	111
Filipino—Economically disadvantaged	134	1433	56	1433	48	1431	101
Hispanic or Latino—Not economically disadvantaged	4,350	1427	56	1438	54	1402	86
Hispanic or Latino—Economically disadvantaged	23,844	1422	53	1433	50	1395	81
Black or African American—Not economically disadvantaged	37	1446	60	1449	58	1438	114
Black or African American—Economically disadvantaged	128	1435	55	1444	51	1413	84
White—Not economically disadvantaged	800	1442	67	1449	67	1425	96
White—Economically disadvantaged	1,207	1421	60	1429	59	1402	87
Two or more races—Not economically disadvantaged	144	1461	68	1465	65	1452	108
Two or more races—Economically disadvantaged	101	1435	53	1445	54	1412	77

**Table 4.C.2 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade One**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	27,678	1455	50	1464	48	1446	66
Male	14,551	1453	52	1462	49	1443	68
Female	13,127	1458	48	1465	47	1450	63
American Indian or Alaska Native	54	1452	45	1458	37	1445	65
Asian	4,118	1477	58	1473	55	1481	76
Native Hawaiian or Other Pacific Islander	74	1459	58	1468	57	1449	75
Filipino	307	1475	51	1467	42	1483	73
Hispanic or Latino	21,088	1450	46	1461	45	1438	60
Black or African American	110	1461	57	1461	50	1461	73
White	1,535	1465	57	1472	56	1457	73
Two or more races	160	1478	56	1480	49	1475	75
No special education services	24,912	1459	48	1466	47	1450	64
Special education services	2,766	1425	55	1439	51	1410	74
Not economically disadvantaged	5,659	1473	55	1476	54	1469	72
Economically disadvantaged	22,019	1451	48	1461	46	1440	63
In U.S. schools less than 12 months	1,527	1406	75	1415	73	1396	92
In U.S. schools 12 months or more	26,060	1458	47	1467	44	1449	63
Duration unknown	91	1425	62	1439	72	1411	69
Migrant education	599	1445	44	1456	47	1435	55
Not migrant education	27,079	1455	50	1464	48	1446	66
American Indian or Alaska Native— Not economically disadvantaged	13	1458	37	1467	48	1448	47
American Indian or Alaska Native— Economically disadvantaged	41	1450	48	1455	33	1444	70
Asian—Not economically disadvantaged	2,016	1490	57	1483	56	1497	75
Asian—Economically disadvantaged	2,102	1465	56	1464	53	1466	74

Table 4.C.2 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	6	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	68	1458	59	1467	58	1448	78
Filipino—Not economically disadvantaged	162	1482	54	1470	43	1492	78
Filipino—Economically disadvantaged	145	1469	47	1464	41	1473	65
Hispanic or Latino—Not economically disadvantaged	2,740	1457	49	1468	50	1446	61
Hispanic or Latino—Economically disadvantaged	18,348	1449	46	1460	45	1437	60
Black or African American—Not economically disadvantaged	21	1485	55	1483	38	1487	77
Black or African American—Economically disadvantaged	89	1456	56	1456	52	1455	70
White—Not economically disadvantaged	562	1483	57	1489	58	1476	73
White—Economically disadvantaged	973	1454	55	1462	52	1446	70
Two or more races—Not economically disadvantaged	93	1487	58	1488	51	1486	78
Two or more races—Economically disadvantaged	67	1465	50	1468	43	1461	70

**Table 4.C.3 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Two**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	25,482	1486	45	1487	48	1485	55
Male	13,165	1484	45	1486	49	1482	55
Female	12,317	1489	44	1488	47	1489	55
American Indian or Alaska Native	42	1488	46	1489	52	1487	50
Asian	3,338	1506	53	1497	57	1514	63
Native Hawaiian or Other Pacific Islander	89	1475	38	1473	39	1477	47
Filipino	334	1500	45	1490	48	1510	54
Hispanic or Latino	19,795	1482	42	1485	45	1478	52
Black or African American	92	1492	46	1495	49	1490	53
White	1,413	1497	49	1495	54	1498	58
Two or more races	161	1508	49	1504	54	1512	59
No special education services	22,745	1490	44	1490	47	1489	54
Special education services	2,737	1458	43	1464	48	1451	52
Not economically disadvantaged	4,841	1503	50	1500	55	1505	60
Economically disadvantaged	20,641	1482	42	1484	46	1480	53
In U.S. schools less than 12 months	874	1437	61	1429	67	1444	66
In U.S. schools 12 months or more	24,522	1488	43	1489	46	1486	54
Duration unknown	86	1459	60	1460	66	1458	66
Migrant education	633	1475	47	1479	51	1471	55
Not migrant education	24,849	1487	45	1487	48	1485	55
American Indian or Alaska Native— Not economically disadvantaged	6	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native— Economically disadvantaged	36	1486	48	1487	55	1484	51
Asian—Not economically disadvantaged	1,555	1518	54	1507	59	1528	65
Asian—Economically disadvantaged	1,783	1495	50	1488	54	1502	59

Table 4.C.3 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	12	1482	58	1486	59	1477	61
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	77	1474	35	1471	35	1477	45
Filipino—Not economically disadvantaged	162	1507	47	1496	52	1517	55
Filipino—Economically disadvantaged	172	1494	43	1483	44	1503	53
Hispanic or Latino—Not economically disadvantaged	2,431	1492	45	1494	50	1490	54
Hispanic or Latino—Economically disadvantaged	17,364	1481	41	1484	45	1477	51
Black or African American—Not economically disadvantaged	27	1514	45	1517	56	1510	46
Black or African American—Economically disadvantaged	65	1484	44	1486	44	1481	54
White—Not economically disadvantaged	515	1507	51	1507	60	1506	57
White—Economically disadvantaged	898	1491	47	1489	49	1493	59
Two or more races—Not economically disadvantaged	89	1525	47	1522	55	1527	56
Two or more races—Economically disadvantaged	72	1487	44	1482	45	1492	57

**Table 4.C.4 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Three**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	41,764	1487	41	1486	50	1486	41
Male	21,809	1485	41	1486	51	1483	41
Female	19,954	1489	40	1487	48	1490	40
American Indian or Alaska Native	57	1488	46	1479	54	1496	47
Asian	4,350	1500	49	1496	60	1503	48
Native Hawaiian or Other Pacific Islander	121	1477	37	1473	47	1480	36
Filipino	478	1498	41	1491	49	1504	42
Hispanic or Latino	33,832	1484	38	1484	48	1483	39
Black or African American	164	1487	44	1488	49	1485	48
White	2,143	1496	46	1497	57	1495	44
Two or more races	182	1507	49	1507	63	1506	49
No special education services	35,983	1491	40	1490	50	1491	40
Special education services	5,781	1462	35	1463	44	1460	36
Not economically disadvantaged	7,136	1499	47	1498	58	1499	46
Economically disadvantaged	34,628	1484	39	1484	48	1484	39
In U.S. schools less than 12 months	1,678	1432	52	1414	70	1450	42
In U.S. schools 12 months or more	39,953	1489	38	1489	46	1488	40
Duration unknown	133	1470	56	1466	77	1474	42
Migrant education	1,111	1478	39	1477	50	1479	37
Not migrant education	40,653	1487	41	1487	50	1487	41
American Indian or Alaska Native—Not economically disadvantaged	13	1498	35	1488	42	1508	43
American Indian or Alaska Native—Economically disadvantaged	44	1485	49	1476	58	1493	48
Asian—Not economically disadvantaged	1,932	1510	52	1506	64	1513	51
Asian—Economically disadvantaged	2,418	1492	45	1488	56	1495	44

Table 4.C.4 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	24	1480	37	1477	48	1482	35
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	97	1476	37	1471	47	1479	36
Filipino—Not economically disadvantaged	230	1502	39	1495	45	1510	43
Filipino—Economically disadvantaged	248	1493	42	1487	52	1499	41
Hispanic or Latino—Not economically disadvantaged	3,994	1491	43	1491	54	1490	41
Hispanic or Latino—Economically disadvantaged	29,838	1483	38	1483	47	1482	38
Black or African American—Not economically disadvantaged	44	1491	51	1491	60	1490	50
Black or African American—Economically disadvantaged	120	1486	42	1487	45	1484	48
White—Not economically disadvantaged	708	1512	50	1516	62	1508	48
White—Economically disadvantaged	1,435	1488	42	1488	52	1488	40
Two or more races—Not economically disadvantaged	101	1517	51	1516	67	1517	52
Two or more races—Economically disadvantaged	81	1494	44	1496	55	1491	42



**Table 4.C.5 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Four**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	36,794	1506	45	1505	56	1506	45
Male	19,769	1505	46	1506	58	1503	45
Female	17,024	1507	44	1504	54	1510	44
American Indian or Alaska Native	34	1501	43	1501	61	1501	36
Asian	3,691	1518	56	1515	68	1521	52
Native Hawaiian or Other Pacific Islander	123	1495	41	1492	46	1497	43
Filipino	467	1516	42	1509	51	1522	43
Hispanic or Latino	30,007	1504	43	1503	54	1504	43
Black or African American	148	1508	46	1511	56	1504	44
White	1,874	1514	49	1513	60	1515	49
Two or more races	157	1527	54	1525	67	1527	54
No special education services	30,665	1511	45	1510	56	1512	44
Special education services	6,129	1479	39	1482	49	1476	39
Not economically disadvantaged	5,767	1516	51	1514	64	1517	49
Economically disadvantaged	31,027	1504	44	1503	54	1504	44
In U.S. schools less than 12 months	1,567	1440	59	1419	76	1460	47
In U.S. schools 12 months or more	35,115	1509	42	1509	52	1508	44
Duration unknown	112	1485	54	1480	73	1490	44
Migrant education	1,022	1496	50	1494	63	1498	48
Not migrant education	35,772	1506	45	1505	56	1507	45
American Indian or Alaska Native— Not economically disadvantaged	4	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native— Economically disadvantaged	30	1500	45	1501	65	1499	37
Asian—Not economically disadvantaged	1,526	1526	58	1523	72	1530	55
Asian—Economically disadvantaged	2,165	1513	53	1509	65	1515	50

Table 4.C.5 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	25	1507	44	1504	53	1509	40
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	98	1492	40	1489	43	1493	44
Filipino—Not economically disadvantaged	206	1521	43	1515	54	1526	43
Filipino—Economically disadvantaged	261	1512	41	1505	48	1519	44
Hispanic or Latino—Not economically disadvantaged	3,351	1509	47	1508	60	1509	45
Hispanic or Latino—Economically disadvantaged	26,656	1503	43	1503	53	1503	43
Black or African American—Not economically disadvantaged	31	1515	54	1518	62	1511	51
Black or African American—Economically disadvantaged	117	1506	44	1509	55	1502	42
White—Not economically disadvantaged	507	1526	51	1526	63	1524	50
White—Economically disadvantaged	1,367	1510	48	1508	58	1512	48
Two or more races—Not economically disadvantaged	72	1539	52	1538	64	1541	56
Two or more races—Economically disadvantaged	85	1516	53	1515	68	1516	51

**Table 4.C.6 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Five**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	36,261	1524	51	1521	63	1526	51
Male	19,509	1523	52	1522	64	1523	51
Female	16,751	1525	50	1520	62	1530	50
American Indian or Alaska Native	50	1513	50	1510	61	1516	48
Asian	3,209	1532	62	1528	77	1537	59
Native Hawaiian or Other Pacific Islander	108	1518	45	1512	48	1524	53
Filipino	460	1530	49	1521	60	1537	51
Hispanic or Latino	30,244	1522	49	1520	61	1524	49
Black or African American	162	1527	55	1528	63	1526	57
White	1,647	1534	59	1533	73	1536	56
Two or more races	160	1549	58	1549	73	1549	61
No special education services	29,713	1530	51	1526	64	1533	49
Special education services	6,548	1498	43	1500	53	1495	43
Not economically disadvantaged	5,348	1534	58	1531	72	1537	57
Economically disadvantaged	30,913	1522	49	1520	61	1524	49
In U.S. schools less than 12 months	1,546	1446	66	1424	84	1468	55
In U.S. schools 12 months or more	34,594	1528	47	1526	58	1529	49
Duration unknown	121	1510	65	1505	80	1514	58
Migrant	1,060	1512	54	1507	66	1517	52
Not migrant education	35,201	1524	51	1522	63	1527	50
American Indian or Alaska Native— Not economically disadvantaged	5	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native— Economically disadvantaged	45	1513	53	1508	63	1518	50
Asian—Not economically disadvantaged	1,270	1543	68	1538	85	1547	64
Asian—Economically disadvantaged	1,939	1525	57	1520	70	1530	54

Table 4.C.6 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	25	1544	47	1533	44	1555	62
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	83	1510	41	1506	47	1515	46
Filipino—Not economically disadvantaged	203	1533	53	1524	65	1541	54
Filipino—Economically disadvantaged	257	1527	46	1520	56	1534	48
Hispanic or Latino—Not economically disadvantaged	3,244	1528	53	1525	66	1530	52
Hispanic or Latino—Economically disadvantaged	27,000	1522	48	1519	60	1524	48
Black or African American—Not economically disadvantaged	42	1531	58	1530	66	1532	59
Black or African American—Economically disadvantaged	120	1526	54	1527	63	1525	57
White—Not economically disadvantaged	447	1553	59	1553	76	1552	56
White—Economically disadvantaged	1,200	1527	57	1525	70	1529	55
Two or more races—Not economically disadvantaged	74	1555	58	1560	78	1549	53
Two or more races—Economically disadvantaged	86	1544	57	1540	66	1549	67

**Table 4.C.7 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Six**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	33,058	1524	52	1526	69	1522	46
Male	18,141	1523	53	1527	72	1518	46
Female	14,916	1526	49	1524	66	1526	44
American Indian or Alaska Native	50	1507	42	1506	53	1506	38
Asian	2,952	1535	66	1535	86	1534	57
Native Hawaiian or Other Pacific Islander	129	1520	49	1521	66	1519	41
Filipino	425	1530	46	1524	58	1536	45
Hispanic or Latino	27,864	1522	49	1524	67	1520	43
Black or African American	164	1529	48	1534	63	1523	45
White	1,170	1535	63	1540	84	1530	53
Two or more races	104	1541	55	1547	75	1534	50
No special education services	26,330	1530	52	1531	71	1528	45
Special education services	6,728	1501	42	1505	59	1497	38
Not economically disadvantaged	4,871	1536	61	1539	82	1532	52
Economically disadvantaged	28,187	1522	50	1524	67	1520	44
In U.S. schools less than 12 months	1,520	1450	68	1427	89	1474	55
In U.S. schools 12 months or more	31,418	1528	48	1531	64	1524	44
Duration unknown	120	1496	71	1487	94	1505	56
Migrant education	965	1511	58	1507	78	1514	49
Not migrant education	32,093	1524	51	1526	69	1522	45
American Indian or Alaska Native— Not economically disadvantaged	5	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native— Economically disadvantaged	45	1504	43	1505	55	1503	38
Asian—Not economically disadvantaged	1,138	1549	72	1551	94	1547	63
Asian—Economically disadvantaged	1,814	1526	61	1525	80	1526	53

Table 4.C.7 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	33	1519	45	1513	50	1525	46
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	96	1521	51	1525	70	1517	40
Filipino—Not economically disadvantaged	176	1536	46	1530	55	1542	47
Filipino—Economically disadvantaged	249	1526	46	1520	60	1531	43
Hispanic or Latino—Not economically disadvantaged	3,072	1529	54	1532	76	1524	45
Hispanic or Latino—Economically disadvantaged	24,792	1522	48	1523	65	1519	43
Black or African American—Not economically disadvantaged	44	1518	44	1516	51	1520	46
Black or African American—Economically disadvantaged	120	1533	49	1541	65	1524	45
White—Not economically disadvantaged	331	1558	73	1568	99	1548	58
White—Economically disadvantaged	839	1526	56	1529	74	1522	50
Two or more races—Not economically disadvantaged	40	1550	62	1560	91	1539	48
Two or more races—Economically disadvantaged	64	1535	50	1539	63	1531	50

**Table 4.C.8 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Seven**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	31,119	1532	57	1534	76	1529	50
Male	17,332	1529	58	1534	78	1524	51
Female	13,786	1534	55	1533	73	1535	49
American Indian or Alaska Native	43	1533	61	1540	78	1527	53
Asian	2,768	1548	72	1549	96	1547	61
Native Hawaiian or Other Pacific Islander	104	1530	50	1526	67	1534	47
Filipino	388	1545	55	1541	71	1549	52
Hispanic or Latino	26,228	1529	54	1531	72	1526	48
Black or African American	129	1532	62	1542	90	1522	51
White	1,178	1549	65	1556	85	1542	57
Two or more races	98	1548	52	1551	63	1545	55
No special education services	24,362	1538	59	1539	78	1536	50
Special education services	6,757	1510	46	1515	62	1504	42
Not economically disadvantaged	4,654	1545	66	1548	88	1541	58
Economically disadvantaged	26,465	1529	55	1531	73	1527	49
In U.S. schools less than 12 months	1,699	1453	70	1428	91	1478	56
In U.S. schools 12 months or more	29,315	1536	53	1540	70	1532	48
Duration unknown	105	1509	77	1510	114	1507	52
Migrant education	905	1511	62	1504	80	1517	53
Not migrant education	30,214	1532	57	1535	75	1529	50
American Indian or Alaska Native— Not economically disadvantaged	5	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native— Economically disadvantaged	38	1534	65	1541	82	1527	55
Asian—Not economically disadvantaged	1,174	1559	76	1561	102	1557	64
Asian—Economically disadvantaged	1,594	1540	68	1540	90	1540	58

Table 4.C.8 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	20	1537	51	1529	65	1543	52
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	84	1528	50	1525	68	1531	45
Filipino—Not economically disadvantaged	165	1557	60	1554	83	1560	51
Filipino—Economically disadvantaged	223	1537	50	1531	59	1542	51
Hispanic or Latino—Not economically disadvantaged	2,883	1536	60	1539	80	1532	53
Hispanic or Latino—Economically disadvantaged	23,345	1528	54	1530	71	1526	47
Black or African American—Not economically disadvantaged	31	1548	65	1557	95	1537	54
Black or African American—Economically disadvantaged	98	1527	61	1538	88	1517	49
White—Not economically disadvantaged	308	1569	69	1576	87	1561	65
White—Economically disadvantaged	870	1542	61	1549	84	1535	52
Two or more races—Not economically disadvantaged	39	1561	42	1560	49	1562	52
Two or more races—Economically disadvantaged	59	1540	56	1545	70	1535	55



**Table 4.C.9 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Eight**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	28,478	1542	62	1544	83	1539	54
Male	16,111	1541	63	1546	85	1536	55
Female	12,366	1542	61	1540	81	1544	54
American Indian or Alaska Native	36	1551	46	1554	62	1548	48
Asian	2,348	1558	75	1559	98	1558	67
Native Hawaiian or Other Pacific Islander	94	1541	63	1545	92	1537	50
Filipino	411	1551	55	1545	69	1555	52
Hispanic or Latino	24,274	1539	60	1541	81	1537	52
Black or African American	115	1542	70	1549	91	1535	63
White	968	1558	76	1565	97	1552	67
Two or more races	93	1558	66	1558	84	1558	64
No special education services	22,133	1548	64	1549	87	1546	55
Special education services	6,345	1522	50	1526	67	1517	46
Not economically disadvantaged	4,255	1553	71	1555	94	1551	62
Economically disadvantaged	24,223	1540	60	1542	81	1538	52
In U.S. schools less than 12 months	1,533	1459	76	1433	96	1485	63
In U.S. schools 12 months or more	26,836	1547	58	1550	78	1543	52
Duration unknown	109	1503	78	1494	103	1511	61
Migrant education	860	1524	67	1517	87	1530	57
Not migrant education	27,618	1542	62	1544	83	1540	54
American Indian or Alaska Native—Not economically disadvantaged	6	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	30	1551	44	1553	52	1547	51
Asian—Not economically disadvantaged	962	1571	81	1571	105	1571	73
Asian—Economically disadvantaged	1,386	1549	70	1550	93	1548	60

Table 4.C.9 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	23	1537	63	1529	80	1544	57
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	71	1543	63	1550	95	1535	47
Filipino—Not economically disadvantaged	163	1556	52	1550	64	1561	53
Filipino—Economically disadvantaged	248	1547	56	1543	71	1552	52
Hispanic or Latino—Not economically disadvantaged	2,755	1544	65	1547	89	1541	55
Hispanic or Latino—Economically disadvantaged	21,519	1539	59	1541	80	1536	51
Black or African American—Not economically disadvantaged	28	1533	53	1534	73	1532	51
Black or African American—Economically disadvantaged	87	1545	75	1554	96	1536	66
White—Not economically disadvantaged	251	1584	80	1593	104	1574	69
White—Economically disadvantaged	717	1549	72	1555	93	1544	65
Two or more races—Not economically disadvantaged	35	1568	62	1572	83	1564	56
Two or more races—Economically disadvantaged	58	1552	68	1549	85	1554	69

**Table 4.C.10 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Nine**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	28,814	1532	69	1525	94	1538	56
Male	16,801	1531	71	1527	96	1535	57
Female	12,013	1534	67	1523	90	1544	55
American Indian or Alaska Native	36	1539	48	1536	65	1542	38
Asian	2,638	1557	83	1552	112	1561	66
Native Hawaiian or Other Pacific Islander	88	1533	58	1532	79	1532	47
Filipino	490	1556	64	1549	86	1563	53
Hispanic or Latino	23,835	1528	66	1520	90	1535	53
Black or African American	147	1538	72	1533	92	1542	66
White	1,296	1551	76	1550	102	1551	61
Two or more races	101	1579	80	1583	107	1575	68
No special education services	22,806	1536	73	1528	100	1543	58
Special education services	6,008	1519	49	1517	67	1520	44
Not economically disadvantaged	4,398	1548	82	1543	111	1553	65
Economically disadvantaged	24,416	1529	66	1522	90	1536	54
In U.S. schools less than 12 months	2,801	1445	74	1403	101	1486	55
In U.S. schools 12 months or more	25,850	1542	61	1539	82	1544	53
Duration unknown	163	1484	89	1457	127	1511	59
Migrant education	665	1512	72	1499	98	1525	56
Not migrant education	28,149	1533	69	1526	94	1539	56
American Indian or Alaska Native— Not economically disadvantaged	4	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native— Economically disadvantaged	32	1537	47	1535	65	1539	36
Asian—Not economically disadvantaged	965	1575	87	1573	118	1577	70
Asian—Economically disadvantaged	1,673	1547	79	1541	107	1552	62

Table 4.C.10 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	18	1549	69	1552	96	1545	49
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	70	1528	54	1527	73	1529	46
Filipino—Not economically disadvantaged	219	1570	70	1567	97	1573	55
Filipino—Economically disadvantaged	271	1545	57	1534	74	1555	51
Hispanic or Latino—Not economically disadvantaged	2,814	1534	77	1526	105	1540	60
Hispanic or Latino—Economically disadvantaged	21,021	1527	64	1520	88	1534	52
Black or African American—Not economically disadvantaged	35	1564	83	1562	103	1565	90
Black or African American—Economically disadvantaged	112	1530	66	1524	87	1534	55
White—Not economically disadvantaged	269	1578	83	1583	115	1571	65
White—Economically disadvantaged	1,027	1544	72	1542	97	1546	58
Two or more races—Not economically disadvantaged	39	1594	94	1594	111	1594	88
Two or more races—Economically disadvantaged	62	1570	69	1576	104	1563	49

**Table 4.C.11 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Ten**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	23,612	1540	73	1532	98	1546	59
Male	13,838	1538	74	1534	99	1543	60
Female	9,774	1541	71	1531	96	1551	57
American Indian or Alaska Native	30	1529	76	1518	111	1538	57
Asian	2,423	1561	83	1555	114	1566	65
Native Hawaiian or Other Pacific Islander	94	1534	45	1528	60	1539	40
Filipino	435	1565	62	1556	82	1573	54
Hispanic or Latino	19,217	1535	70	1527	94	1543	57
Black or African American	118	1550	76	1551	101	1548	63
White	1,076	1560	82	1562	113	1558	66
Two or more races	79	1560	70	1558	93	1561	62
No special education services	18,663	1543	77	1535	104	1551	61
Special education services	4,949	1527	51	1524	69	1529	47
Not economically disadvantaged	3,824	1551	81	1546	109	1557	65
Economically disadvantaged	19,788	1537	71	1530	95	1544	58
In U.S. schools less than 12 months	2,290	1463	81	1429	110	1498	59
In U.S. schools 12 months or more	21,206	1548	67	1544	89	1552	57
Duration unknown	116	1503	87	1482	119	1523	61
Migrant education	550	1518	77	1505	106	1531	57
Not migrant education	23,062	1540	73	1533	98	1547	59
American Indian or Alaska Native— Not economically disadvantaged	7	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native— Economically disadvantaged	23	1519	81	1504	121	1534	58
Asian—Not economically disadvantaged	819	1577	88	1576	120	1578	68
Asian—Economically disadvantaged	1,604	1552	80	1544	110	1559	63

Table 4.C.11 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	17	1546	30	1538	42	1552	31
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	77	1531	47	1526	63	1537	42
Filipino—Not economically disadvantaged	187	1569	68	1565	94	1573	56
Filipino—Economically disadvantaged	248	1562	56	1549	72	1574	52
Hispanic or Latino—Not economically disadvantaged	2,517	1538	76	1530	102	1546	61
Hispanic or Latino—Economically disadvantaged	16,700	1535	69	1527	93	1542	57
Black or African American—Not economically disadvantaged	23	1561	84	1555	89	1566	86
Black or African American—Economically disadvantaged	95	1547	74	1550	104	1544	55
White—Not economically disadvantaged	219	1593	83	1602	122	1584	62
White—Economically disadvantaged	857	1552	80	1552	109	1552	65
Two or more races—Not economically disadvantaged	14	1575	72	1567	111	1583	61
Two or more races—Economically disadvantaged	65	1557	70	1556	90	1557	61

**Table 4.C.12 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Eleven**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	20,176	1540	67	1532	85	1548	60
Male	11,798	1539	68	1533	86	1544	60
Female	8,377	1542	67	1530	84	1554	59
American Indian or Alaska Native	23	1545	65	1526	73	1563	63
Asian	2,181	1552	73	1540	91	1563	68
Native Hawaiian or Other Pacific Islander	78	1538	50	1532	68	1543	43
Filipino	403	1555	57	1544	65	1566	60
Hispanic or Latino	16,344	1538	66	1530	84	1545	58
Black or African American	99	1538	71	1535	91	1541	63
White	823	1558	83	1553	101	1562	76
Two or more races	72	1552	62	1547	78	1557	55
No special education services	15,697	1544	71	1534	91	1553	63
Special education services	4,479	1527	48	1523	62	1531	46
Not economically disadvantaged	3,316	1550	74	1541	91	1558	68
Economically disadvantaged	16,860	1538	66	1530	84	1547	58
In U.S. schools less than 12 months	1,653	1473	79	1439	97	1506	68
In U.S. schools 12 months or more	18,438	1547	63	1540	79	1552	58
Duration unknown	85	1506	70	1487	88	1525	59
Migrant education	517	1520	74	1504	97	1534	60
Not migrant education	19,659	1541	67	1533	85	1549	60
American Indian or Alaska Native— Not economically disadvantaged	2	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native— Economically disadvantaged	21	1548	66	1528	75	1568	64
Asian—Not economically disadvantaged	694	1565	77	1555	95	1575	73
Asian—Economically disadvantaged	1,487	1546	71	1533	88	1558	64

Table 4.C.12 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	16	1537	43	1537	54	1537	38
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	62	1538	52	1530	72	1545	44
Filipino—Not economically disadvantaged	169	1558	62	1546	69	1570	68
Filipino—Economically disadvantaged	234	1553	53	1543	62	1564	53
Hispanic or Latino—Not economically disadvantaged	2,190	1542	71	1534	90	1549	64
Hispanic or Latino—Economically disadvantaged	14,154	1537	65	1529	83	1545	57
Black or African American—Not economically disadvantaged	19	1588	84	1601	119	1573	68
Black or African American—Economically disadvantaged	80	1527	62	1520	76	1533	59
White—Not economically disadvantaged	170	1582	83	1577	101	1587	78
White—Economically disadvantaged	653	1551	81	1546	101	1556	74
Two or more races—Not economically disadvantaged	25	1558	50	1555	66	1561	48
Two or more races—Economically disadvantaged	47	1549	67	1543	84	1554	59



**Table 4.C.13 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Twelve**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	17,201	1544	67	1538	84	1551	61
Male	9,916	1543	67	1539	85	1546	61
Female	7,284	1547	66	1536	83	1557	60
American Indian or Alaska Native	18	1573	97	1558	96	1587	109
Asian	2,111	1555	75	1544	93	1566	69
Native Hawaiian or Other Pacific Islander	54	1540	54	1539	76	1540	46
Filipino	375	1549	55	1541	68	1557	51
Hispanic or Latino	13,670	1542	65	1536	82	1548	59
Black or African American	131	1535	72	1531	99	1538	56
White	664	1553	79	1551	100	1554	70
Two or more races	64	1561	68	1562	92	1558	54
No special education services	13,476	1549	70	1541	89	1556	63
Special education services	3,725	1529	51	1526	66	1531	48
Not economically disadvantaged	2,920	1553	70	1547	88	1558	64
Economically disadvantaged	14,281	1543	66	1536	84	1549	60
In U.S. schools less than 12 months	1,012	1480	82	1447	102	1512	69
In U.S. schools 12 months or more	16,146	1549	64	1543	80	1553	59
Duration unknown	43	1530	85	1512	102	1548	74
Migrant education	433	1531	71	1517	91	1544	61
Not migrant education	16,768	1545	67	1538	84	1551	61
American Indian or Alaska Native— Not economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native— Economically disadvantaged	18	1573	97	1558	96	1587	109
Asian—Not economically disadvantaged	652	1568	77	1558	94	1578	72
Asian—Economically disadvantaged	1,459	1550	74	1538	91	1561	67

Table 4.C.13 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	16	1546	38	1551	63	1540	29
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	38	1538	60	1534	81	1540	52
Filipino—Not economically disadvantaged	164	1550	58	1544	74	1555	55
Filipino—Economically disadvantaged	211	1549	51	1538	64	1559	48
Hispanic or Latino—Not economically disadvantaged	1,864	1546	66	1541	84	1551	60
Hispanic or Latino—Economically disadvantaged	11,806	1542	65	1535	82	1548	59
Black or African American—Not economically disadvantaged	27	1541	65	1534	81	1546	59
Black or African American—Economically disadvantaged	104	1533	73	1530	103	1536	55
White—Not economically disadvantaged	157	1576	87	1576	109	1577	80
White—Economically disadvantaged	507	1545	75	1544	96	1546	64
Two or more races—Not economically disadvantaged	16	1565	40	1564	43	1564	47
Two or more races—Economically disadvantaged	48	1559	75	1562	104	1556	57

## Appendix 4.D: Percentage of Students in Each Proficiency Level for Overall Test and Composites

**Note:** In [Table 4.D.1](#) through [Table 4.D.13](#), to protect privacy, when the number of students in a student group is 10 or fewer, the summary statistics of scale scores and proficiency levels are not reported, but are replaced by “N/A.”

**Table 4.D.1 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Kindergarten**

Student Group	Overall Proficiency Level 1	Overall Proficiency Level 2	Overall Proficiency Level 3	Overall Proficiency Level 4	Oral Language Proficiency Level 1	Oral Language Proficiency Level 2	Oral Language Proficiency Level 3	Oral Language Proficiency Level 4	Written Language Proficiency Level 1	Written Language Proficiency Level 2	Written Language Proficiency Level 3	Written Language Proficiency Level 4
All	12	38	36	14	11	29	44	15	16	51	20	13
Male	13	40	34	12	13	32	42	13	18	51	19	12
Female	10	36	39	15	10	27	47	17	14	51	21	14
American Indian or Alaska Native	12	38	33	17	14	30	42	14	18	39	26	17
Asian	9	33	36	23	10	28	42	20	9	40	27	24
Native Hawaiian or Other Pacific Islander	13	33	33	20	9	34	38	18	11	46	26	16
Filipino	7	30	43	20	9	25	49	16	8	39	30	23
Hispanic or Latino	12	40	36	12	11	30	45	14	18	53	18	11
Black or African American	9	32	44	15	8	25	48	18	10	49	26	15
White	13	35	35	17	13	27	42	18	14	47	23	16
Two or more races	7	24	43	26	8	19	45	28	8	43	26	24
No special education services	10	38	38	14	10	28	46	16	15	51	21	14
Special education services	26	48	21	5	25	40	29	5	31	52	11	6

Table 4.D.1 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Not economically disadvantaged	9	33	38	21	10	25	44	21	12	44	24	20
Economically disadvantaged	12	40	36	12	12	30	44	13	18	53	19	11
In U.S. schools less than 12 months	14	43	35	9	13	32	44	11	19	54	18	9
In U.S. schools 12 months or more	3	23	43	30	4	18	48	30	5	38	29	28
Duration unknown	37	39	22	2	31	36	27	5	46	39	10	5
Migrant education	22	36	34	9	20	30	39	11	24	53	16	7
Not migrant education	11	38	36	14	11	29	45	15	16	51	20	13
American Indian or Alaska Native—Not economically disadvantaged	5	50	30	15	15	40	35	10	5	55	20	20
American Indian or Alaska Native—Economically disadvantaged	15	33	35	17	13	26	46	15	24	33	28	15
Asian—Not economically disadvantaged	6	26	37	30	8	24	42	25	5	32	30	32
Asian—Economically disadvantaged	11	39	35	16	13	32	42	14	12	47	24	16
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	6	24	39	30	0	27	48	24	6	39	27	27
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	17	38	30	15	14	38	33	15	14	50	26	11
Filipino—Not economically disadvantaged	5	28	46	21	8	24	49	18	9	36	30	25
Filipino—Economically disadvantaged	10	33	40	17	11	27	49	13	7	43	30	19

Table 4.D.1 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Hispanic or Latino—Not economically disadvantaged	11	37	38	14	11	27	45	17	17	51	20	12
Hispanic or Latino—Economically disadvantaged	12	40	36	11	11	30	45	13	18	54	18	10
Black or African American—Not economically disadvantaged	8	24	46	22	5	22	57	16	11	38	30	22
Black or African American—Economically disadvantaged	9	34	44	13	9	26	46	19	9	52	25	13
White—Not economically disadvantaged	9	29	38	24	10	22	43	26	9	44	27	21
White—Economically disadvantaged	15	38	34	13	15	30	41	13	18	49	20	13
Two or more races—Not economically disadvantaged	5	17	46	33	6	15	44	35	7	35	26	31
Two or more races—Economically disadvantaged	9	36	40	16	11	24	48	18	9	53	25	13

**Table 4.D.2 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade One**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	13	37	40	10	8	29	36	26	23	39	33	5
Male	15	37	38	10	9	30	35	26	25	38	32	5
Female	11	37	42	10	7	28	37	27	20	40	34	6
American Indian or Alaska Native	19	33	43	6	13	26	46	15	26	43	26	6
Asian	8	22	47	23	8	23	33	36	11	24	51	15
Native Hawaiian or Other Pacific Islander	11	47	23	19	8	41	19	32	26	36	31	7
Filipino	6	30	48	17	7	30	31	32	7	27	52	13
Hispanic or Latino	14	41	39	7	8	31	37	24	26	42	29	3
Black or African American	10	36	41	13	8	32	34	26	17	29	44	10
White	11	28	43	18	8	24	33	35	18	34	41	8
Two or more races	7	27	43	24	4	25	29	42	14	26	48	13
No special education services	11	36	42	11	7	28	37	28	20	39	35	6
Special education services	32	43	21	3	21	41	25	13	47	34	17	2
Not economically disadvantaged	8	27	45	20	7	22	34	37	14	30	44	11
Economically disadvantaged	14	40	39	7	9	31	37	23	25	41	30	4
In U.S. schools less than 12 months	50	26	20	4	42	27	19	11	55	25	17	3
In U.S. schools 12 months or more	10	38	42	10	6	29	37	27	21	40	34	6
Duration unknown	34	40	19	8	29	29	25	18	57	24	16	2

Table 4.D.2 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	18	41	36	6	13	32	35	21	28	45	25	3
Not migrant education	13	37	40	10	8	29	36	26	23	39	33	6
American Indian or Alaska Native—Not economically disadvantaged	15	31	46	8	15	15	38	31	15	38	38	8
American Indian or Alaska Native—Economically disadvantaged	20	34	41	5	12	29	49	10	29	44	22	5
Asian—Not economically disadvantaged	6	16	48	31	6	18	31	44	6	18	57	19
Asian—Economically disadvantaged	11	28	45	15	10	27	35	27	15	29	46	10
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	12	47	24	18	9	43	18	31	28	35	29	7
Filipino—Not economically disadvantaged	5	27	50	18	7	25	33	35	6	25	55	15
Filipino—Economically disadvantaged	7	32	46	15	6	37	29	28	9	30	49	12
Hispanic or Latino—Not economically disadvantaged	11	36	43	10	7	26	36	30	21	40	34	5
Hispanic or Latino—Economically disadvantaged	14	41	38	6	9	32	37	23	26	43	28	3

Table 4.D.2 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	0	29	62	10	0	10	48	43	5	33	52	10
Black or African American—Economically disadvantaged	12	38	36	13	10	37	30	22	20	28	42	10
White—Not economically disadvantaged	6	21	43	30	5	16	32	47	11	28	48	12
White—Economically disadvantaged	14	33	43	11	10	29	34	27	22	36	37	5
Two or more races—Not economically disadvantaged	5	22	43	30	4	18	27	51	14	18	52	16
Two or more races—Economically disadvantaged	9	34	42	15	4	34	31	30	13	37	42	7



**Table 4.D.3 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Two**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	6	29	51	14	5	23	43	29	15	33	43	9
Male	7	30	50	13	5	24	42	29	18	32	42	8
Female	5	28	52	14	4	23	44	29	13	33	44	10
American Indian or Alaska Native	7	26	45	21	7	19	50	24	17	24	48	12
Asian	5	18	48	28	5	19	37	39	7	21	51	21
Native Hawaiian or Other Pacific Islander	4	45	42	9	6	35	42	18	20	33	40	7
Filipino	5	18	55	22	6	20	40	34	5	23	54	18
Hispanic or Latino	6	32	51	10	4	24	44	27	17	35	41	7
Black or African American	5	24	55	15	4	17	39	39	13	30	48	9
White	6	21	50	22	5	19	38	37	11	27	48	14
Two or more races	5	13	53	29	5	14	40	41	6	18	59	17
No special education services	5	27	53	15	4	22	44	31	13	32	45	10
Special education services	19	46	31	5	13	36	34	16	37	36	24	3
Not economically disadvantaged	5	19	51	25	5	16	39	40	9	24	50	17
Economically disadvantaged	7	32	51	11	5	25	44	27	17	35	41	7
In U.S. schools less than 12 months	43	29	22	6	42	27	20	11	47	28	20	5
In U.S. schools 12 months or more	5	29	52	14	3	23	44	30	14	33	44	9
Duration unknown	28	28	37	7	22	22	40	16	31	31	33	5

Table 4.D.3 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	12	34	44	10	9	25	42	24	22	36	34	8
Not migrant education	6	29	51	14	5	23	43	29	15	33	43	9
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	8	31	42	19	8	22	44	25	19	25	44	11
Asian—Not economically disadvantaged	4	13	46	37	5	14	36	46	4	16	52	28
Asian—Economically disadvantaged	6	23	50	21	6	24	38	33	10	26	50	15
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	17	42	17	25	17	25	25	33	33	33	17	17
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	3	45	45	6	4	36	44	16	18	32	44	5
Filipino—Not economically disadvantaged	4	15	54	27	6	17	38	40	4	20	56	20
Filipino—Economically disadvantaged	6	21	56	17	6	24	42	28	6	25	53	16
Hispanic or Latino—Not economically disadvantaged	5	25	53	17	4	19	42	35	12	31	47	10
Hispanic or Latino—Economically disadvantaged	7	33	51	9	4	25	45	26	18	36	40	6

Table 4.D.3 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	4	7	67	22	4	7	33	56	7	15	63	15
Black or African American—Economically disadvantaged	6	31	51	12	5	22	42	32	15	37	42	6
White—Not economically disadvantaged	5	13	52	30	5	11	37	47	8	22	55	16
White—Economically disadvantaged	7	26	49	18	5	24	39	32	13	30	44	13
Two or more races—Not economically disadvantaged	1	7	53	39	2	8	38	52	1	12	64	22
Two or more races—Economically disadvantaged	10	21	53	17	8	21	43	28	13	25	53	10

**Table 4.D.4 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Three**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	14	38	38	10	12	20	44	25	24	49	23	4
Male	16	38	36	10	13	20	42	25	28	48	21	4
Female	12	38	40	10	10	19	46	25	21	50	25	4
American Indian or Alaska Native	14	39	30	18	14	23	40	23	21	39	28	12
Asian	12	27	40	21	12	15	38	35	17	40	33	10
Native Hawaiian or Other Pacific Islander	19	41	34	6	18	26	40	17	29	50	21	0
Filipino	10	32	43	15	11	17	44	28	11	46	35	8
Hispanic or Latino	14	40	37	8	12	21	45	23	26	50	21	3
Black or African American	14	38	34	13	11	18	43	29	30	39	27	4
White	12	31	40	17	10	16	40	34	19	46	29	6
Two or more races	8	26	42	25	8	10	41	42	14	42	32	12
No special education services	11	37	41	11	9	18	45	27	20	50	25	4
Special education services	35	44	18	3	25	29	34	11	52	40	7	1
Not economically disadvantaged	11	29	42	18	10	14	41	35	18	42	32	8
Economically disadvantaged	15	40	37	8	12	21	45	23	26	50	21	3
In U.S. schools less than 12 months	64	19	13	3	63	13	16	8	66	24	9	1
In U.S. schools 12 months or more	12	39	39	10	9	20	45	26	23	50	23	4
Duration unknown	30	33	28	9	27	13	42	18	38	45	15	2

Table 4.D.4 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	19	42	33	6	16	22	43	19	30	50	17	2
Not migrant education	14	38	38	10	11	20	44	25	24	49	23	4
American Indian or Alaska Native—Not economically disadvantaged	15	23	46	15	15	23	38	23	15	31	46	8
American Indian or Alaska Native—Economically disadvantaged	14	43	25	18	14	23	41	23	23	41	23	14
Asian—Not economically disadvantaged	10	20	42	28	10	11	35	44	13	34	39	14
Asian—Economically disadvantaged	14	32	39	15	14	17	41	28	20	45	29	7
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	17	33	42	8	13	21	50	17	29	46	25	0
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	20	43	32	5	20	27	37	16	29	51	21	0
Filipino—Not economically disadvantaged	6	32	46	17	8	15	46	31	8	43	40	9
Filipino—Economically disadvantaged	14	31	40	14	14	19	42	25	13	49	30	8
Hispanic or Latino—Not economically disadvantaged	13	34	42	12	10	16	44	29	22	47	26	4
Hispanic or Latino—Economically disadvantaged	15	41	37	8	12	21	45	22	26	51	20	3

Table 4.D.4 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	18	23	41	18	18	9	36	36	25	32	41	2
Black or African American—Economically disadvantaged	13	44	32	12	8	21	45	26	33	42	22	4
White—Not economically disadvantaged	7	22	43	28	6	10	37	47	13	38	37	11
White—Economically disadvantaged	14	35	38	12	12	19	41	28	22	49	25	4
Two or more races—Not economically disadvantaged	5	19	46	31	7	6	42	46	9	36	41	15
Two or more races—Economically disadvantaged	11	35	37	17	9	15	40	37	21	49	22	7

**Table 4.D.5 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Four**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	12	30	43	15	9	14	44	33	27	42	26	5
Male	13	30	41	15	9	14	42	35	29	42	24	5
Female	11	30	44	15	8	14	46	32	23	42	28	6
American Indian or Alaska Native	12	32	44	12	12	12	50	26	26	53	21	0
Asian	13	20	41	26	11	12	35	43	20	34	33	13
Native Hawaiian or Other Pacific Islander	15	39	36	10	12	23	40	25	36	41	20	3
Filipino	7	24	49	20	8	13	45	35	14	41	37	8
Hispanic or Latino	12	32	43	13	8	15	45	32	28	43	24	4
Black or African American	13	30	39	18	8	11	43	37	30	38	27	5
White	12	23	43	22	9	11	38	41	22	37	33	8
Two or more races	6	21	45	28	6	5	40	48	17	32	38	13
No special education services	9	28	46	17	7	12	44	37	21	44	29	6
Special education services	30	42	23	4	17	25	41	17	56	34	9	1
Not economically disadvantaged	11	22	44	23	9	10	39	41	21	37	32	10
Economically disadvantaged	13	32	42	13	9	15	45	32	27	43	25	5
In U.S. schools less than 12 months	66	16	14	4	62	13	15	9	72	17	9	2
In U.S. schools 12 months or more	10	31	44	15	6	14	45	35	24	43	27	6
Duration unknown	22	39	28	11	24	16	38	22	41	36	21	3

Table 4.D.5 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	19	32	36	13	14	17	42	28	34	40	21	6
Not migrant education	12	30	43	15	9	14	44	34	26	42	26	5
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	13	33	40	13	13	13	43	30	30	50	20	0
Asian—Not economically disadvantaged	11	16	41	32	10	9	33	48	17	32	34	17
Asian—Economically disadvantaged	14	23	41	22	11	13	36	39	23	36	32	9
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	12	40	32	16	8	16	48	28	20	40	36	4
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	16	39	37	8	13	24	38	24	40	41	16	3
Filipino—Not economically disadvantaged	3	24	51	22	5	10	49	36	10	42	39	9
Filipino—Economically disadvantaged	10	23	48	19	10	15	42	34	17	40	36	7
Hispanic or Latino—Not economically disadvantaged	12	26	45	17	9	12	43	37	24	41	29	6
Hispanic or Latino—Economically disadvantaged	12	33	42	12	8	15	46	31	28	44	24	4



Table 4.D.5 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	19	23	29	29	10	13	26	52	32	26	32	10
Black or African American—Economically disadvantaged	11	32	41	15	8	11	48	33	29	41	26	4
White—Not economically disadvantaged	10	15	44	31	8	7	32	53	19	32	38	11
White—Economically disadvantaged	13	25	43	19	10	13	41	37	23	39	31	7
Two or more races—Not economically disadvantaged	6	14	40	40	3	7	35	56	17	14	50	19
Two or more races—Economically disadvantaged	7	27	48	18	9	4	45	42	16	48	27	8

**Table 4.D.6 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Five**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	10	30	39	21	7	11	43	38	22	50	19	9
Male	11	30	37	21	8	11	42	40	25	49	18	9
Female	9	29	41	21	7	12	44	37	19	50	21	10
American Indian or Alaska Native	12	36	40	12	10	12	46	32	24	52	16	8
Asian	13	21	36	30	11	10	35	44	20	42	22	16
Native Hawaiian or Other Pacific Islander	6	47	33	14	6	15	53	27	20	56	18	6
Filipino	10	27	40	23	8	13	41	38	17	47	22	14
Hispanic or Latino	10	31	40	19	7	12	44	37	22	51	18	8
Black or African American	12	28	35	25	8	10	36	46	25	48	14	14
White	12	21	36	31	8	10	36	46	20	42	23	15
Two or more races	5	19	39	37	4	9	34	53	12	46	21	21
No special education services	8	26	42	24	6	9	42	42	16	51	22	11
Special education services	22	46	25	7	12	22	44	23	47	44	7	2
Not economically disadvantaged	11	22	37	30	8	8	37	46	19	44	23	15
Economically disadvantaged	10	31	39	20	7	12	44	37	22	51	18	8
In U.S. schools less than 12 months	67	16	11	7	63	10	15	11	71	19	6	3
In U.S. schools 12 months or more	8	30	40	22	5	11	44	40	20	51	20	10
Duration unknown	21	31	29	19	17	13	40	31	34	41	16	9

Table 4.D.6 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	18	30	35	17	14	13	42	32	31	44	17	8
Not migrant education	10	30	39	21	7	11	43	39	21	50	19	9
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	13	33	40	13	11	13	44	31	24	49	18	9
Asian—Not economically disadvantaged	13	16	32	39	11	8	30	51	18	36	24	23
Asian—Economically disadvantaged	13	24	38	24	11	11	39	40	21	46	21	12
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	0	32	40	28	0	4	56	40	4	48	32	16
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	7	52	31	10	7	18	52	23	25	59	13	2
Filipino—Not economically disadvantaged	10	28	35	27	7	13	41	38	14	50	20	16
Filipino—Economically disadvantaged	10	27	43	20	8	13	41	38	20	44	24	12
Hispanic or Latino—Not economically disadvantaged	10	25	40	25	8	9	41	42	20	47	22	11
Hispanic or Latino—Economically disadvantaged	10	32	39	19	7	12	44	37	22	52	18	8

Table 4.D.6 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	17	24	31	29	12	5	33	50	24	43	21	12
Black or African American—Economically disadvantaged	11	30	36	23	7	12	37	45	25	49	11	15
White—Not economically disadvantaged	7	14	37	43	6	6	30	58	11	39	28	22
White—Economically disadvantaged	14	24	36	27	9	11	38	42	23	43	22	12
Two or more races—Not economically disadvantaged	4	15	41	41	5	5	27	62	7	51	20	22
Two or more races—Economically disadvantaged	6	22	38	34	2	13	40	45	16	41	22	21

**Table 4.D.7 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Six**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	13	30	40	16	9	12	46	33	32	42	20	7
Male	15	30	38	17	9	13	45	33	36	40	18	6
Female	12	29	43	16	8	12	48	32	27	43	22	7
American Indian or Alaska Native	18	36	44	2	12	10	60	18	46	38	16	0
Asian	16	22	35	27	12	11	35	41	28	34	23	15
Native Hawaiian or Other Pacific Islander	15	29	43	13	11	13	50	26	33	43	18	6
Filipino	12	24	42	22	8	17	41	34	21	40	25	13
Hispanic or Latino	13	31	41	15	8	13	48	31	33	43	19	6
Black or African American	9	33	40	18	5	12	49	34	36	40	15	9
White	14	25	37	25	10	11	39	41	28	38	22	11
Two or more races	12	18	39	31	7	10	38	46	26	38	24	13
No special education services	10	26	44	19	8	10	46	36	25	44	23	8
Special education services	26	43	25	6	13	22	46	19	57	34	7	2
Not economically disadvantaged	12	23	40	24	9	10	40	41	26	38	23	12
Economically disadvantaged	14	31	40	15	9	13	47	31	33	42	19	6
In U.S. schools less than 12 months	68	14	12	6	63	11	16	9	75	15	7	3
In U.S. schools 12 months or more	11	30	42	17	6	13	48	34	30	43	20	7
Duration unknown	28	33	30	9	24	13	38	25	44	38	14	3

Table 4.D.7 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	22	29	35	14	17	13	44	26	38	38	17	6
Not migrant education	13	30	41	17	8	12	46	33	32	42	20	7
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	20	38	40	2	13	9	58	20	49	36	16	0
Asian—Not economically disadvantaged	13	17	34	36	11	9	30	50	22	31	26	21
Asian—Economically disadvantaged	18	25	36	22	13	13	38	36	31	36	22	11
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	18	15	55	12	12	12	52	24	21	52	18	9
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	14	34	39	14	10	14	50	26	38	40	18	5
Filipino—Not economically disadvantaged	11	20	45	24	7	14	44	36	20	34	28	17
Filipino—Economically disadvantaged	13	27	40	20	10	19	39	33	22	45	22	11
Hispanic or Latino—Not economically disadvantaged	12	26	43	19	8	11	43	38	29	42	21	8
Hispanic or Latino—Economically disadvantaged	13	31	41	14	8	13	48	31	33	43	19	5

Table 4.D.7 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	9	43	32	16	7	20	50	23	45	30	14	11
Black or African American—Economically disadvantaged	9	29	43	18	4	8	49	38	33	43	16	8
White—Not economically disadvantaged	9	19	33	39	7	7	33	53	18	33	29	20
White—Economically disadvantaged	16	27	38	19	11	12	41	36	32	41	19	8
Two or more races—Not economically disadvantaged	10	15	40	35	8	5	40	48	20	40	25	15
Two or more races—Economically disadvantaged	13	20	39	28	6	13	36	45	30	36	23	11

**Table 4.D.8 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Seven**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	15	31	35	18	10	16	42	32	29	43	20	8
Male	17	32	33	18	10	17	40	32	32	42	18	8
Female	13	30	38	19	10	15	44	31	24	44	23	9
American Indian or Alaska Native	19	26	33	23	12	14	44	30	26	47	21	7
Asian	17	22	29	32	13	13	31	42	23	34	24	19
Native Hawaiian or Other Pacific Islander	11	39	36	14	9	24	41	26	26	38	27	9
Filipino	11	26	39	24	7	17	43	33	16	43	24	17
Hispanic or Latino	15	33	36	16	10	17	43	30	30	44	19	7
Black or African American	21	22	34	23	13	12	37	37	35	40	17	8
White	12	25	34	30	8	11	36	44	23	39	23	15
Two or more races	7	24	42	27	6	10	43	41	18	42	21	18
No special education services	12	28	38	21	9	13	42	35	23	44	23	10
Special education services	25	44	24	7	12	27	41	20	49	40	9	2
Not economically disadvantaged	14	24	35	27	10	12	37	41	23	38	23	15
Economically disadvantaged	16	33	35	17	10	17	43	30	29	44	19	7
In U.S. schools less than 12 months	70	14	9	6	66	14	12	9	73	18	5	4
In U.S. schools 12 months or more	12	32	37	19	7	16	44	33	26	45	21	9
Duration unknown	29	33	28	10	21	20	35	24	45	40	12	3



Table 4.D.8 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	28	30	30	12	22	18	39	22	38	39	18	5
Not migrant education	15	31	35	18	10	16	42	32	28	43	20	9
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	21	21	32	26	13	16	39	32	26	45	21	8
Asian—Not economically disadvantaged	14	18	28	40	12	11	29	48	19	30	25	26
Asian—Economically disadvantaged	18	24	30	27	14	15	32	38	26	37	23	15
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	10	30	40	20	10	20	45	25	20	35	35	10
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	11	42	35	13	8	25	40	26	27	39	25	8
Filipino—Not economically disadvantaged	7	21	42	30	6	14	42	38	12	39	26	23
Filipino—Economically disadvantaged	13	30	37	20	9	19	43	30	19	45	23	13
Hispanic or Latino—Not economically disadvantaged	14	27	38	21	10	12	41	37	27	41	22	10
Hispanic or Latino—Economically disadvantaged	15	33	36	16	10	17	44	29	30	45	19	6

Table 4.D.8 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	16	19	26	39	13	10	32	45	23	42	19	16
Black or African American—Economically disadvantaged	22	22	37	18	13	13	39	35	39	40	16	5
White—Not economically disadvantaged	6	19	34	42	5	6	31	58	14	33	28	25
White—Economically disadvantaged	14	27	33	26	9	13	38	39	26	41	22	12
Two or more races—Not economically disadvantaged	0	21	46	33	0	10	44	46	8	44	26	23
Two or more races—Economically disadvantaged	12	27	39	22	10	10	42	37	25	41	19	15

**Table 4.D.9 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Eight**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	15	30	38	18	11	16	43	30	27	41	22	10
Male	15	30	36	18	10	17	41	32	30	41	20	9
Female	14	30	39	17	11	16	45	29	24	42	24	10
American Indian or Alaska Native	6	36	39	19	6	6	58	31	22	44	22	11
Asian	15	22	34	29	12	14	36	38	22	35	23	20
Native Hawaiian or Other Pacific Islander	15	34	35	16	14	17	35	34	30	44	15	12
Filipino	9	30	42	19	8	19	43	30	17	42	28	13
Hispanic or Latino	15	31	38	16	10	17	44	29	28	42	22	8
Black or African American	20	28	33	19	10	17	41	32	31	37	21	11
White	14	23	35	28	11	12	35	42	25	35	23	17
Two or more races	12	24	34	30	8	16	39	38	20	29	30	20
No special education services	13	26	41	21	10	13	43	34	22	41	25	11
Special education services	21	43	27	8	12	27	42	19	45	40	12	3
Not economically disadvantaged	13	25	36	25	11	13	40	36	23	37	24	15
Economically disadvantaged	15	31	38	16	10	17	43	29	28	42	22	8
In U.S. schools less than 12 months	69	15	11	5	66	13	14	7	73	15	7	5
In U.S. schools 12 months or more	11	31	39	19	7	17	44	32	25	43	23	10
Duration unknown	35	32	24	9	28	19	34	19	53	28	13	6

Table 4.D.9 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	25	27	34	13	21	16	39	23	36	37	19	8
Not migrant education	14	30	38	18	10	16	43	31	27	41	22	10
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	7	30	43	20	7	3	57	33	27	37	27	10
Asian—Not economically disadvantaged	13	19	31	37	11	12	33	43	19	29	24	28
Asian—Economically disadvantaged	16	25	36	24	13	16	37	34	24	38	23	15
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	13	26	48	13	13	17	30	39	26	43	9	22
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	15	37	31	17	14	17	37	32	31	44	17	8
Filipino—Not economically disadvantaged	6	26	49	19	4	21	43	32	10	44	33	13
Filipino—Economically disadvantaged	11	32	38	19	10	18	44	29	21	41	25	13
Hispanic or Latino—Not economically disadvantaged	14	28	38	20	11	13	43	33	26	40	24	10
Hispanic or Latino—Economically disadvantaged	15	32	38	16	10	17	44	29	28	42	21	8

Table 4.D.9 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	14	39	36	11	7	25	50	18	29	46	21	4
Black or African American—Economically disadvantaged	22	24	32	22	11	14	38	37	32	33	21	14
White—Not economically disadvantaged	9	16	31	45	7	7	29	57	16	30	26	28
White—Economically disadvantaged	16	26	36	22	12	13	38	37	28	37	22	13
Two or more races—Not economically disadvantaged	14	11	37	37	3	17	37	43	20	26	23	31
Two or more races—Economically disadvantaged	10	31	33	26	10	16	40	34	21	31	34	14

**Table 4.D.10 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Nine**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	23	36	30	11	19	22	40	19	38	38	19	5
Male	25	35	29	11	19	22	39	20	42	36	18	5
Female	21	36	32	10	18	23	40	18	33	40	21	5
American Indian or Alaska Native	14	42	36	8	11	19	56	14	31	50	19	0
Asian	20	25	33	23	18	18	33	31	27	33	28	13
Native Hawaiian or Other Pacific Islander	22	36	33	9	13	32	35	20	39	42	18	1
Filipino	13	32	39	16	11	20	44	26	23	39	29	9
Hispanic or Latino	24	37	30	9	19	23	40	17	40	38	18	4
Black or African American	26	25	35	14	19	15	39	27	35	34	28	3
White	19	29	33	19	15	19	37	29	31	36	24	9
Two or more races	8	26	39	28	8	12	40	41	17	36	34	14
No special education services	22	33	33	12	19	19	40	21	34	38	22	6
Special education services	30	45	21	4	18	33	37	12	54	36	9	1
Not economically disadvantaged	20	28	34	19	17	17	38	28	31	34	25	10
Economically disadvantaged	24	37	30	9	19	23	40	18	40	38	18	4
In U.S. schools less than 12 months	77	12	8	3	75	10	10	5	78	14	6	2
In U.S. schools 12 months or more	18	38	33	11	13	24	43	21	34	40	21	5
Duration unknown	48	30	14	7	48	19	21	12	60	25	13	2

Table 4.D.10 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	34	32	26	7	30	23	31	16	48	34	15	3
Not migrant education	23	36	31	11	19	22	40	19	38	38	19	5
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	13	47	31	9	9	22	56	13	31	53	16	0
Asian—Not economically disadvantaged	16	19	34	32	15	14	32	40	20	28	34	18
Asian—Economically disadvantaged	22	29	32	17	19	20	34	27	31	36	24	10
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	6	39	44	11	6	17	56	22	28	39	28	6
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	26	36	30	9	14	36	30	20	41	43	16	0
Filipino—Not economically disadvantaged	8	30	39	23	8	18	43	31	17	39	32	11
Filipino—Economically disadvantaged	17	34	39	11	13	21	44	21	27	39	27	7
Hispanic or Latino—Not economically disadvantaged	24	31	33	12	20	18	41	22	37	35	21	6
Hispanic or Latino—Economically disadvantaged	24	38	29	8	19	24	40	17	41	39	17	3

Table 4.D.10 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	17	20	40	23	17	3	43	37	23	31	34	11
Black or African American—Economically disadvantaged	29	27	33	12	20	19	38	23	38	35	26	1
White—Not economically disadvantaged	12	24	35	30	9	13	36	41	20	36	26	17
White—Economically disadvantaged	22	31	32	16	16	20	38	26	34	36	23	7
Two or more races—Not economically disadvantaged	8	15	44	33	8	13	33	46	13	36	28	23
Two or more races—Economically disadvantaged	8	32	35	24	8	11	44	37	19	35	37	8



**Table 4.D.11 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Ten**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	22	32	31	14	19	20	38	23	35	35	23	8
Male	23	32	30	15	19	20	37	24	38	33	21	7
Female	20	32	33	14	19	20	40	21	31	37	24	8
American Indian or Alaska Native	23	30	40	7	27	17	37	20	37	30	30	3
Asian	19	26	30	25	18	17	34	31	26	32	27	15
Native Hawaiian or Other Pacific Islander	13	56	23	7	10	35	36	19	40	41	16	2
Filipino	9	31	38	22	8	21	41	30	17	36	34	13
Hispanic or Latino	23	33	32	12	19	21	39	21	37	35	22	6
Black or African American	25	23	33	19	15	17	39	29	34	31	26	9
White	18	29	28	25	15	18	35	33	30	32	24	13
Two or more races	16	30	29	24	10	24	41	25	29	30	27	14
No special education services	22	29	33	17	20	17	38	25	32	34	25	9
Special education services	23	46	25	6	15	31	39	14	46	38	13	2
Not economically disadvantaged	19	28	33	20	17	17	38	28	30	33	26	12
Economically disadvantaged	23	33	31	13	19	21	38	22	36	35	22	7
In U.S. schools less than 12 months	69	16	10	6	69	11	13	7	71	18	8	3
In U.S. schools 12 months or more	17	34	34	15	13	21	41	24	31	37	24	8
Duration unknown	43	26	19	12	44	14	27	16	52	27	18	3

Table 4.D.11 (continuation one)

Student Group	Overall Proficiency Level 1	Overall Proficiency Level 2	Overall Proficiency Level 3	Overall Proficiency Level 4	Oral Language Proficiency Level 1	Oral Language Proficiency Level 2	Oral Language Proficiency Level 3	Oral Language Proficiency Level 4	Written Language Proficiency Level 1	Written Language Proficiency Level 2	Written Language Proficiency Level 3	Written Language Proficiency Level 4
Migrant education	34	33	23	10	32	18	32	17	46	33	15	5
Not migrant education	22	32	31	15	19	20	38	23	35	35	23	8
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	30	26	39	4	35	22	26	17	39	30	26	4
Asian—Not economically disadvantaged	13	24	32	31	12	16	35	37	20	30	30	20
Asian—Economically disadvantaged	22	27	30	21	21	17	34	29	29	33	26	12
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	0	65	35	0	0	24	53	24	18	65	18	0
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	16	55	21	9	12	38	32	18	45	36	16	3
Filipino—Not economically disadvantaged	7	33	36	24	7	23	35	35	18	37	31	14
Filipino—Economically disadvantaged	10	29	40	21	8	20	46	27	17	34	36	13
Hispanic or Latino—Not economically disadvantaged	23	29	34	14	21	18	39	22	35	33	23	8
Hispanic or Latino—Economically disadvantaged	23	34	31	12	19	21	39	21	37	36	21	6

Table 4.D.11 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	22	30	17	30	17	13	35	35	30	35	9	26
Black or African American—Economically disadvantaged	25	21	37	17	15	18	40	27	35	29	31	5
White—Not economically disadvantaged	7	22	31	40	7	11	33	49	15	29	35	21
White—Economically disadvantaged	21	30	27	22	17	19	35	28	34	33	22	12
Two or more races—Not economically disadvantaged	7	29	36	29	0	43	36	21	14	29	29	29
Two or more races—Economically disadvantaged	18	31	28	23	12	20	42	26	32	31	26	11

**Table 4.D.12 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Eleven**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	25	33	30	11	20	19	35	26	40	41	15	4
Male	26	34	29	11	20	19	35	26	43	40	14	4
Female	24	33	31	12	21	19	36	25	36	43	17	5
American Indian or Alaska Native	30	22	26	22	26	4	48	22	35	26	35	4
Asian	24	28	30	18	21	18	31	30	33	39	19	9
Native Hawaiian or Other Pacific Islander	22	44	28	6	17	17	45	22	37	56	4	3
Filipino	14	35	37	13	10	21	43	26	27	47	20	5
Hispanic or Latino	26	34	30	10	20	19	36	25	41	42	14	3
Black or African American	32	30	27	10	28	19	28	24	51	34	12	3
White	25	27	28	20	17	18	31	34	38	33	18	11
Two or more races	18	39	26	17	14	24	31	32	36	42	18	4
No special education services	24	30	32	14	21	16	34	28	36	42	17	5
Special education services	29	45	22	4	18	28	38	16	53	39	7	1
Not economically disadvantaged	23	30	31	16	19	17	33	32	35	41	17	7
Economically disadvantaged	26	34	29	11	21	19	36	24	41	41	14	4
In U.S. schools less than 12 months	67	15	11	6	65	13	13	9	70	20	7	3
In U.S. schools 12 months or more	22	35	31	12	16	19	37	27	37	43	16	4
Duration unknown	41	34	21	4	39	13	32	16	51	38	12	0

Table 4.D.12 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	39	31	22	9	34	21	27	18	50	36	9	5
Not migrant education	25	34	30	12	20	19	36	26	40	41	15	4
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	29	19	29	24	24	5	48	24	33	24	38	5
Asian—Not economically disadvantaged	18	27	30	24	16	16	30	38	28	36	24	12
Asian—Economically disadvantaged	26	29	30	15	23	19	31	27	36	40	17	7
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	19	44	38	0	13	13	56	19	31	69	0	0
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	23	44	26	8	18	18	42	23	39	53	5	3
Filipino—Not economically disadvantaged	17	32	36	15	11	21	39	30	28	43	23	6
Filipino—Economically disadvantaged	12	37	38	12	9	21	47	23	26	50	18	5
Hispanic or Latino—Not economically disadvantaged	25	31	30	13	21	17	34	29	39	42	14	5
Hispanic or Latino—Economically disadvantaged	26	35	29	10	20	19	36	24	41	42	14	3

Table 4.D.12 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	11	21	42	26	11	11	26	53	26	37	26	11
Black or African American—Economically disadvantaged	38	33	24	6	33	21	29	18	56	34	9	1
White—Not economically disadvantaged	14	24	34	28	9	15	33	44	24	32	25	19
White—Economically disadvantaged	27	28	27	18	19	19	31	31	41	33	17	9
Two or more races—Not economically disadvantaged	12	32	40	16	8	20	40	32	24	56	16	4
Two or more races—Economically disadvantaged	21	43	19	17	17	26	26	32	43	34	19	4

**Table 4.D.13 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Twelve**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	24	34	30	13	18	20	35	28	39	41	16	5
Male	25	34	28	13	18	20	35	28	42	39	15	4
Female	21	34	32	13	18	20	35	27	34	43	18	5
American Indian or Alaska Native	22	33	17	28	22	11	33	33	22	44	22	11
Asian	23	27	30	20	20	18	30	33	32	37	22	9
Native Hawaiian or Other Pacific Islander	22	46	20	11	15	26	39	20	48	41	9	2
Filipino	18	35	35	11	12	21	41	26	30	51	15	4
Hispanic or Latino	24	35	30	12	17	20	36	27	40	41	15	4
Black or African American	33	37	19	11	23	25	32	20	50	35	11	3
White	26	27	29	19	20	16	30	35	39	38	17	7
Two or more races	11	34	39	16	9	17	41	33	33	44	17	6
No special education services	22	31	32	15	18	17	34	30	35	41	18	6
Special education services	29	43	23	5	17	28	37	18	53	39	7	1
Not economically disadvantaged	21	32	32	16	16	18	34	32	35	40	17	7
Economically disadvantaged	24	34	29	12	18	20	35	27	39	41	16	4
In U.S. schools less than 12 months	64	17	12	7	64	11	14	11	66	21	9	4
In U.S. schools 12 months or more	21	35	31	13	15	20	36	29	37	42	16	5
Duration unknown	37	28	26	9	33	12	33	23	47	35	14	5

Table 4.D.13 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	32	32	25	10	27	22	27	23	43	39	14	4
Not migrant education	23	34	30	13	17	20	35	28	39	41	16	5
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	22	33	17	28	22	11	33	33	22	44	22	11
Asian—Not economically disadvantaged	17	27	31	25	15	17	31	37	28	36	23	13
Asian—Economically disadvantaged	25	27	30	18	22	18	29	31	33	38	21	8
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	6	56	31	6	6	31	38	25	38	63	0	0
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	29	42	16	13	18	24	39	18	53	32	13	3
Filipino—Not economically disadvantaged	20	35	30	15	13	20	38	29	31	51	12	5
Filipino—Economically disadvantaged	17	36	39	9	11	22	44	23	28	52	17	3
Hispanic or Latino—Not economically disadvantaged	23	33	32	12	17	18	35	30	39	41	15	5
Hispanic or Latino—Economically disadvantaged	24	35	30	12	17	20	36	26	40	41	15	4



Table 4.D.13 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	19	41	26	15	11	30	30	30	41	44	7	7
Black or African American—Economically disadvantaged	37	36	17	11	26	24	33	17	53	33	13	2
White—Not economically disadvantaged	15	25	34	26	10	15	30	45	31	32	24	13
White—Economically disadvantaged	29	27	27	16	23	17	29	31	42	39	14	5
Two or more races—Not economically disadvantaged	0	50	38	13	0	13	50	38	25	50	19	6
Two or more races—Economically disadvantaged	15	29	40	17	13	19	38	31	35	42	17	6

## Chapter 5: Analyses and Results

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This chapter summarizes the item- and test-level statistics from the analyses conducted for the 2019–2020 operational administration of the computer-based Summative English Language Proficiency Assessments for California (ELPAC).

### 5.1. Overview

This chapter provides information on the psychometric analyses of the 2019–2020 Summative ELPAC operational data. The data samples used for statistical analyses, the procedures used, and the results for both item- and test-level analyses are described. Classical item analyses, response time analysis, differential item functioning (DIF), and item response theory (IRT) analyses are presented in this chapter.

However, due to the novel coronavirus disease 2019 (COVID-19) pandemic and the suspension of testing early in the administration window, the results presented in this chapter are based on a subset of the ELPAC population and may not be a representative sample. The 2019–2020 operational data analyzed represents approximately 42 percent of the students who typically take the Summative ELPAC. This calculation is based on the number of 2019–2020 Summative ELPAC students who responded to a sufficient number of items in each domain to be included in the corresponding analyses at the composite level. Inclusion in the oral language composite analyses was based on students responding to at least four items in the Listening domain and at least three items in the Speaking domain. Inclusion in the written language composite analyses was based on students responding to at least five items in the Reading domain and at least two items in the Writing domain.

#### 5.1.1. Summary of the Analyses

Each of these sets of analyses for the Summative ELPAC is presented in the body of the text and in the listed appendices.

1. **Classical Item Analyses**—Classical item analysis for the Summative ELPAC is discussed in subsection [5.2 Classical Item Analysis Statistics](#). The results of the classical item analyses, including item difficulty indices ( $p$ -values), and item-total correlation coefficients for dichotomous and polytomous items are provided in [Table 5.A.1](#) through [Table 5.A.22](#). These tables are organized by task type and by item type. [Table 5.A.1](#) through [Table 5.A.8](#) in [appendix 5.A](#) present results for operational items, while [Table 5.A.9](#) through [Table 5.A.22](#) include results for both operational and field test items.
2. **Response Time Analyses**—ELPAC assessments are untimed, but test examiners need guidance on anticipated test duration as they schedule administrations. Response time analysis is described in subsection [5.3 Response Time Analyses](#). Summary information regarding total test response times is presented in [Table 5.1](#). [Table 5.B.1](#) in [appendix 5.B](#) provides summary statistics of response times for the Summative ELPAC, at the first, tenth, twenty-fifth, fiftieth, seventy-fifth, ninetieth, and ninety-ninth percentiles.
3. **DIF Analyses**—DIF analysis is described in subsection [5.4 Differential Item Functioning \(DIF\) Analyses](#). [Table 5.C.1](#) through [Table 5.C.3](#), in [appendix 5.C](#), present the results of the DIF analysis for Summative ELPAC field test items.

4. **Item Response Theory (IRT) Analyses**—IRT analyses, including calibrations, are presented in subsection [5.5 Item Response Theory \(IRT\) Analyses](#). Table 5.9 through [table 5.12](#) present the summary statistics for the *a*- and *b*-parameter estimates for the operational items. Tables in [appendix 5.D](#) provide tables of IRT results for individual operational and field test items and the distribution of *a*- and *b*-parameter estimates for each domain, by grade level or grade span.

### 5.1.2. Samples for the Analyses

The Summative ELPAC samples were created by performing the following steps for each domain and grade level or grade span:

1. Remove all test takers who are not English learner (EL) students (i.e., English Language Acquisition Status is reclassified fluent English proficient, initial fluent English proficient, English only, or blank).
2. Remove all test takers with test irregularities as defined in the *2019–2020 Summative ELPAC Online Test Administration Manual* (California Department of Education [CDE], 2020a).
3. Remove all test takers who did not respond to at least four, three, five, and two item scores for the Listening, Speaking, Reading, and Writing domains, respectively.

Omitted or not-reached responses were handled in the same way in all statistical analyses (item analysis, DIF, IRT). In these analyses, omits, no responses, and multiple-grid responses from administered forms were treated as incorrect responses.

[Table 5.1](#) presents the number and percentage of students who responded to at least 75 percent, at least 90 percent, and all of the test items, by grade level or grade span. The total number of test takers shown represents the number of students who responded to at least one item in each domain.

**Table 5.1 Summary of Completion of the Summative ELPAC**

Grade Level or Grade Span	Total Number of Students Responding to at Least 75% of Items	Percent of Students Responding to at Least 75% of Items	Total Number of Students Responding to at Least 90% of Items	Percent of Students Responding to at Least 90% of Items	Total Number of Students Responding to All Items	Percent of Students Responding to All Items	Total Number of Test Takers
Kindergarten	36,890	100.00	35,989	97.56	30,026	81.39	36,890
1	27,715	100.00	27,450	99.04	24,410	88.08	27,715
2	25,351	98.26	25,039	97.05	23,297	90.29	25,801
3–5	115,043	100.00	114,230	99.29	105,305	91.53	115,045
6–8	92,758	100.00	92,159	99.35	87,164	93.97	92,761
9–10	52,589	100.00	51,619	98.15	47,762	90.82	52,590
11–12	37,479	100.00	37,077	98.93	34,435	91.88	37,479

Almost all students completed at least 75 percent of the test items except for grade two students; in grade two, 98 percent of students completed 75 percent of the test. Students completing all of the test items ranged from about 81 percent for kindergarten students to almost 94 percent for students in the six through eight grade span.

## 5.2. Classical Item Analysis Statistics

Many of the statistics that are commonly used for evaluating test items, such as  $p$ -values, point-biserial correlations, and DIF classifications arise from classical test theory. These item analyses were conducted for each item for all domains. The students who took the braille version were excluded from these item analyses, as is typical, because they often take a slightly different test form. Detailed results of these item analyses are presented in [appendix 5.A](#).

### 5.2.1. Description of Classical Item Analysis Statistics

Classical item analyses are conducted to evaluate the performance of all operational test items with respect to item difficulty, item discrimination, and student performance on the key-based, selected-response dichotomous items and the rubric-based, constructed-response, polytomous items. Flagging rules associated with these statistics identify items that are not performing as expected. The omit rate of each item, the proportion of test takers choosing each distractor, the correlation of each distractor with the total item score, and the distribution of students at each score point for the polytomous items are also included in the classical item analyses.

#### 5.2.1.1. Classical Item Difficulty Indices ( $p$ -value)

For dichotomous items, item difficulty is indicated by the  $p$ -value, which is the proportion of students who answer an item correctly. The range of  $p$ -values is from 0.00 to 1.00, inclusive. Items with higher  $p$ -values are easier items; those with lower  $p$ -values are more difficult items.

The formula for  $p$ -value for a dichotomous item is:

$$p\text{-value}_{MC} = \frac{\sum X_{ij}}{N_i}, \quad (5.1)$$

Refer to the [Alternative Text for Equation 5.1](#) for a description of this equation.

where,

$X_{ij}$  is the score received for a given dichotomous item  $i$  for student  $j$ , and

$N_i$  is the total number of students who were presented with item  $i$ .

For polytomous items, difficulty is indicated by the average item score (AIS). The AIS can range from 0.00 to the maximum total possible points for an item. To facilitate interpretation, the AIS values for these items are often expressed as the proportion of the maximum possible score, which is analogous to the  $p$ -values of dichotomous items.

For polytomous items, the  $p$ -value is defined as:

$$p\text{-value}_{CR} = \frac{\sum X_{ij}}{N_i \times \text{Max}(X_i)}, \quad (5.2)$$

Refer to the [Alternative Text for Equation 5.2](#) for a description of this equation.

where,

$X_{ij}$  is the score received for a given polytomous item  $i$  for student  $j$ ,

$Max (X_i)$  is the maximum score for item  $i$ , and

$N_i$  is the total number of students who were presented with item  $i$ .

Additional analyses for polytomous items include examination of score distributions. If no students achieved the highest possible score, the item may not be functioning as expected. The item may be confusing, not well-worded, unexpectedly difficult, or students may not have had an opportunity to learn the content. Items with a low percentage (e.g., less than 3 percent) of students who obtained any possible item score would be flagged for further review. Items with few students achieving a particular score may pose problems during the item response theory (IRT) calibrations. Consequently, these items need to be carefully reviewed and possibly excluded from item calibration analyses.

### 5.2.1.2. Item-Total Correlation

An important indicator of item discrimination is the item-total correlation, defined as the correlation between student scores on an individual item and student “total” scores on the test (after excluding the scores of the item being analyzed). Point-biserial correlations are typically calculated for dichotomous items, while polyserial correlations are calculated for polytomous items.

To calculate point-biserial correlations by domain, domain scores are used instead of total scores. In general, the item-total correlation ranges from -1.0 (a perfect negative relationship) to 1.0 (a perfect positive relationship). A relatively high positive item-total correlation is desired, as it indicates that students with higher scores on the test tended to perform better on the item than students with lower test scores. A negative item-total correlation may signify a problem with the item, because it indicates that students with low scores on the test are getting higher scores on the item than students with high scores on the test.

To avoid artificially inflating the correlation coefficients, the contribution of the item being analyzed was first removed from the total score when calculating each of the correlations. Thus, performance on each Listening item was correlated with the total Listening score minus the score on the item being analyzed. Likewise, performance on each Reading item was correlated with the total Reading score minus the score on the item being analyzed, and so on, for the Speaking and Writing items.

Desired values for this correlation are positive and larger than 0.20. Items with item-total correlations below 0.20 were flagged for content review. [Table 5.A.1](#) shows that the average item-total correlations, across grade levels, grade spans, and item types were acceptable values.

### 5.2.1.3. Omit Rates

Data from tests that measure constructs other than language proficiency are typically analyzed to evaluate whether items have high omit rates. This sometimes indicates an issue with the presentation or wording of the item, which results in many students omitting that item. Relatively high omit rates for tests such as the Summative ELPAC may be expected; students with minimal familiarity with English are likely to omit a substantial number of items. Nevertheless, Summative ELPAC items with omit rates of 5 percent or more were flagged for further investigation by content specialists to ensure that no issues were found with these items.

### 5.2.2. Classical Item Analysis Flagging Criteria

Items were flagged based on the classical item statistics using the criteria described in [table 5.2](#).

**Table 5.2 Item Flagging Criteria Based on Classical Item Analyses**

Flag Type	Criteria
A	Low $p$ -value (less than .25)
D	Dichotomous items with proportionally higher ability students selecting a distractor over the key
H	High $p$ -value (greater than .95)
O	High percent of omits (greater than 5%)
R	Low item-total correlation (less than .20)

ETS psychometric staff and content assessment development staff carefully reviewed each of the items flagged after the 2019–2020 Summative ELPAC administration and summarized the results for the CDE with recommendations for subsequent analyses. Items with extremely low statistics (e.g., negative item-total correlations or correlations close to zero) may need to be excluded from IRT analyses. Item-level statistics, for both operational and field test items, were then entered into the item bank for use by the assessment development team for test assembly for future operational administrations.

### 5.2.3. Summary of Classical Item Analysis Results

This subsection describes the results of the classical item analysis for the 2019–2020 test items. Detailed results of the item analyses for each item by grade level and grade span are presented in [appendix 5.A](#).

[Table 5.A.1](#) provides  $p$ -value and item-total correlation summary statistics for all grade levels and grade spans, by domain and by item type. Mean  $p$ -values ranged from 0.41 for grade span six through eight Reading MC items to 0.83 for grade two Speaking polytomous items. The minimum mean  $p$ -value was 0.21 for grade span three through five Listening dichotomous items, and the maximum average  $p$ -value was 0.88 for grade one Writing polytomous items. Mean item-total correlations ranged from 0.43 for grade span six through eight Reading dichotomous items to 0.55 for kindergarten Reading dichotomous items. The lowest mean item-total correlation was 0.20, for grade span three through five reading dichotomous items; and the highest average item-total correlation was 0.91, for kindergarten and grade one Speaking, grade span nine and ten, grade span eleven and twelve Speaking polytomous items, and kindergarten Writing polytomous items. These mean  $p$ -values and item-total correlations are within acceptable ranges.

[Table 5.A.2](#) through [Table 5.A.8](#) present  $p$ -value and item-total correlation summary statistics, for each grade level and grade span, by domain, item type, and task type. Average  $p$ -values ranged from 0.33 for the task type of *Read a Literary Passage* in grade span six through eight Reading; to 0.95 for the task type of *Talk about a Scene* in grade two Speaking. Average item-total correlations ranged from 0.36 for Reading grade span six through eight for the task type of *Read an Informational Passage*; to 0.91 for Speaking grade span eleven and twelve task type of *Summarize an Academic Presentation*. All summary classical item statistics were within acceptable ranges, and the minimum and



maximum  $p$ -values indicated that task types represented item difficulties throughout the range of student proficiency.

The final set of tables in [appendix 5.A](#) present item-level classical item analysis statistics, including omit rates, for both operational and field test items. The tables are organized by grade level and grade span, for dichotomous and polytomous items. [Table 5.A.9](#) through [Table 5.A.15](#) provide results for the dichotomous items and [Table 5.A.16](#) through [Table 5.A.22](#) provide results for the polytomous items. The tables for polytomous items also include the proportion of students achieving each score point value.

ETS and the CDE coordinated data review meetings so that all field test items flagged during classical item analysis and DIF could be reviewed by panels of California educators. The educators were provided with reasons as to why these items received statistical flags, then reviewed each item and determined whether to accept or reject the item. The number of items flagged, and the resulting decisions are presented in [table 5.3](#). Field test items were not available for review for kindergarten and grades one and two because of the low volume returned in the wake of the suspension of testing in March.

**Table 5.3 Item Review Decisions for Flagged Field Test Items**

Grade Level or Grade Span	Items Reviewed	Items Accepted	Items Rejected
3–5	7	4	3
6–8	10	7	3
9–10	12	8	4
11–12	13	9	4

### 5.3. Response Time Analyses

Response time analyses were conducted at the item level and the total test level. At the item level, timing information was collected by the delivery platform for each “page” (screen) that was presented to test takers. Information about the time required to answer a single question is available for items that appear on a page alone. The time required to answer all questions on a page is available when multiple items appear on a page. At the total test level, response times are calculated by summing the page durations for all items in the Summative ELPAC.

[Table 5.B.1](#) in [appendix 5.B](#) provides summary statistics of response times for the Summative ELPAC, at the first, tenth, twenty-fifth, fiftieth, seventy-fifth, ninetieth, and ninety-ninth percentiles. Total test response times calculated for the fiftieth and ninetieth percentiles provide administrators with an indicator of how much time students required on average, as well as how much time might be needed for students who require more time.

The minimum testing time was slightly less than four minutes for grade one students with scores in the second quartile. The average testing time for students in each quartile ranged from about 25 minutes to two hours. With a few exceptions, students with higher total raw scores spent more time on the assessments than their peers with lower scores. The average testing time for high-performing students consistently increased in kindergarten to grade span six through eight. A relatively small decrease in average testing time—12 to 14 minutes—was observed for students with higher total raw scores in grade spans nine and ten and eleven and twelve. Note that the Summative ELPAC is an untimed test.

## 5.4. Differential Item Functioning Analyses

In addition to the classical item analyses, DIF analyses for gender and ethnicity were conducted for the Summative ELPAC field test items. The sample size requirements for the DIF analyses were 700 students in the combined focal and reference groups and 300 in the smaller of the two groups. The performance of male (reference group) and female (focal group) students was examined for gender DIF, while the performance of Hispanic or Latino students (reference group) compared to all other ethnicities (focal groups) was examined for ethnicity DIF. These comparison groups are specified in [table 5.4](#).

**Table 5.4 Student Groups for DIF Comparison**

DIF Type	Focal Group	Reference Group
Gender	Female	Male
Ethnicity	Non-Hispanic or non-Latino	Hispanic or Latino

If an item performs differentially across identifiable student groups (e.g., gender, ethnicity) when students are matched on ability, the item may be measuring something other than the intended construct (i.e., possible evidence of bias). It is important, however, to recognize that item performance differences flagged for DIF might be related to actual differences in relevant knowledge or skills between groups (i.e., impact) or statistical Type I error, which might falsely identify DIF in an item. As a result, DIF analysis is used mainly as a statistical tool to identify *potential* item bias. Subsequent reviews by content experts and bias and sensitivity experts are required to determine the source and meaning of performance differences.

There are many possible reasons for DIF. The wording of an item, for example, may be such that one group interprets the question differently than the other, or the reading demands of an item are such that, although reading is not being measured (e.g., in a mathematics test), reading differences between the groups lead to differential outcomes on the item.

### 5.4.1. Dichotomous Items

The Mantel-Haenszel differential item functioning (MH-DIF) statistic was calculated for dichotomous items (Mantel & Haenszel, 1959; Holland & Thayer, 1985). Using the total domain raw score as the criterion score, students in each domain score category in the focal group (e.g., females and non-Hispanic or Latino) are compared with examinees in the same theta score category in the reference group (e.g., males and Hispanic or Latino).

For the MH-DIF, the examinees are assigned to a focal group, which is typically of prime interest, and a reference group. Each group is then further divided into  $K$  matched ability groups, often on the basis of total test raw score. For example, all examinees obtaining a raw score of 10 represent one matched ability group. Then for an item,  $j$ , the data from the



$k$ th level of reference and focal group members can be arranged as a  $2 \times 2$  table, as shown in [table 5.5](#).

**Table 5.5 MH Data Structure**

Group	Item j Correct	Item j Incorrect	Total
Reference Group	$A_k$	$B_k$	$n_{Rk}$
Focal Group	$C_k$	$D_k$	$n_{Fk}$
Total Group	$R_k$	$W_k$	$n_{Tk}$

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

$$\alpha_{MH} = \frac{\sum_k \frac{A_k D_k}{n_{Tk}}}{\sum_k \frac{B_k C_k}{n_{Tk}}} \quad (5.3)$$

Refer to the [Alternative Text for Equation 5.3](#) for a description of this equation.

To facilitate the interpretation of MH results, the common odds ratio is frequently transformed to the delta scale using the following formula (Holland & Thayer, 1988):

$$\Delta_{MH} = -2.351 \ln[\alpha_{MH}] \quad (5.4)$$

Refer to the [Alternative Text for Equation 5.4](#) for a description of this equation.

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

MC items are assigned one of three DIF classifications shown in [Table 5.6](#).

**Table 5.6 DIF Categories for MC**

DIF Category	Definition
A (negligible)	<ul style="list-style-type: none"> <li>MH D-DIF is not significantly different from 0 at the .05 level (i.e., the <math>p</math>-value of MH_Chi_Sq &gt; .05), or <math> \text{MH D-DIF}  \leq 1</math>.</li> </ul>
B (slight to moderate)	<ul style="list-style-type: none"> <li>MH D-DIF is significantly different from 0 and <math> \text{MH D-DIF} </math> is greater than 1, and</li> <li>Either MH D-DIF is not significantly different from 1 or <math> \text{MH D-DIF} </math> is greater than 1.5.</li> </ul>
C (moderate to large)	<ul style="list-style-type: none"> <li>MH D-DIF is significantly different from 1 at the .05 level and is at least 1.5.</li> </ul>

### 5.4.2. Polytomous Items

The standardization DIF (Dorans & Schmitt, 1993; Zwick, Thayer, & Mazzeo, 1997; Dorans, 2013), in conjunction with the Mantel chi-square statistic (Mantel, 1963; Mantel & Haenszel, 1959), is used to identify polytomous items with DIF. The standardized mean difference (SMD) compares the item means of the two groups after adjusting for differences in the distribution of students across the values of the matching variable, using the total domain raw score as the criterion score. The SMD statistic is computed using the following formula:

$$SMD = \frac{\sum_{m=1}^M N_{fm} \times (E_f(Y | X = m) - E_r(Y | X = m))}{\sum_{m=1}^M N_{fm}} = \frac{\sum_{m=1}^M N_{fm} \times D_m}{\sum_{m=1}^M N_{fm}} \quad (5.5)$$

Refer to the [Alternative Text for Equation 5.5](#) for a description of this equation.

where,

$X$  = the criterion score,

$Y$  = the item score,

$M$  = the number of score categories on  $X$ ,

$N_{fm}$  = the number of students in the focal group in score category  $m$ ,

$E_r$  = the expected item score for the reference group,

$E_f$  = the expected item score for the focal group, and

$D_m$  = the expected item score difference between the focal group and the reference group in score category  $m$ .

These indices are indicators of the degree to which members of one group perform better or worse than expected on each polytomous item.

A positive SMD value means that, conditional on the criterion score, the focal group has a higher mean item score than the reference group. In contrast, a negative SMD value means that, conditional upon the criterion score, the focal group has a lower mean item score than the reference group.

Polytomous items are assigned one of three DIF classifications shown in [table 5.7](#).

**Table 5.7 DIF Categories for Polytomous Items**

DIF Category	Definition
A (negligible)	<ul style="list-style-type: none"> <li>Mantel chi-square <math>p</math>-value is <math>\geq 0.05</math>; or</li> <li>The absolute value of <math> SMD/SD </math> is <math>\leq 0.17</math>.</li> </ul>
B (slight to moderate)	<ul style="list-style-type: none"> <li>Mantel chi-square <math>p</math>-value is <math>&lt; 0.05</math>; and</li> <li>The absolute value of <math> SMD/SD </math> is greater than 0.17 and less than or equal to 0.25.</li> </ul>
C (moderate to large)	<ul style="list-style-type: none"> <li>Mantel chi-square <math>p</math>-value is <math>&lt; 0.05</math>; and</li> <li>The absolute value of <math> SMD/SD </math> is <math>&gt; 0.25</math>.</li> </ul>

**Note:** SMD = standardized mean difference; SD = total group standard deviation of item score

The polytomous classifications were defined to be in alignment with the dichotomous classifications in terms of stringency (Zwick, Thayer, and Mazzeo, 1997).

### 5.4.3. DIF Classification

Items with a Category C DIF are reviewed by sensitivity and bias committees of California educators. These items are only used for future operational forms if absolutely necessary to meet the blueprint, if deemed appropriate by these content experts, and with CDE approval. Items with Category B DIF are used, as necessary, to meet the test blueprint. Items flagged for Category C or Category B DIF include an indication of which group had higher performance: “-” indicated that the reference group had higher item performance and “+” indicated that the focal groups’ item performance was higher.

Results of the DIF analyses are presented in [appendix 5.C. Table 5.C.1](#) and [Table 5.C.2](#) provide the number of items in each DIF classification, for each grade level and grade span, by domain, for gender and ethnicity.

[Table 5.C.3](#) shows that one dichotomous item was flagged for C DIF for gender in grade span eleven and twelve. This was a Reading item and favored males. One dichotomous item was flagged for C DIF for ethnicity in grade span eleven and twelve Reading. This item favored Hispanic or Latino students. Assessment specialists reviewed both items and could find no content or sensitivity reasons to explain why these items were flagged. No other Summative ELPAC items were flagged for C DIF.

## 5.5. Item Response Theory (IRT) Analyses

Raw scores are not comparable across different editions of a test because they are based on different sets of items that may differ in difficulty. Scale scores, however, are comparable across editions and across time. That is, a scale score of 1500 obtained on one administration of the Summative ELPAC represents the same level of language proficiency as on any other, even though the scores may be based on different sets of items. The equivalence of scale scores from test administration to test administration is achieved, in part, by careful attention to following the test blueprint and the item selection rules and, in part, by conducting a statistical process known as “equating.”

Summative ELPAC items are classified as “operational” or “field test.” Operational items are those that have been previously evaluated with the ELPAC population and found to possess the psychometric qualities required of the Summative ELPAC. Field test items are new or revised items and are included on different forms of the test to obtain the data necessary to evaluate their psychometric qualities.

IRT is used to evaluate those psychometric qualities. IRT is based upon the item response function, which describes the probability of a given response as a function of a test taker’s true ability. IRT can be used to implement item calibrations, link item parameters, scale test scores across different forms or test administrations, evaluate item performance, build an item bank, and assemble test forms.

The two-parameter logistic (2PL) IRT model was used to perform the Summative ELPAC MC item calibrations. The generalized partial credit (GPC) model (Muraki, 1992) was applied to polytomous items. The mathematical formula of the GPC model is the following:

$$P_{ih}(\theta_j) = \begin{cases} \frac{\exp\left(\sum_{v=1}^h Da_i(\theta_j - b_i + d_{iv})\right)}{1 + \sum_{c=1}^{n_i} \exp\left(\sum_{v=1}^c Da_i(\theta_j - b_i + d_{iv})\right)}, & \text{if score } h = 1, 2, \dots, n_i \\ \frac{1}{1 + \sum_{c=1}^{n_i} \exp\left(\sum_{v=1}^c Da_i(\theta_j - b_i + d_{iv})\right)}, & \text{if score } h = 0 \end{cases} \quad (5.6)$$

Refer to the [Alternative Text for Equation 5.6](#) for a description of this equation.

where,

$P_{ih}(\theta_j)$  is the probability of student with proficiency  $\theta_j$  obtaining score  $h$  on item  $i$ ,

$n_i$  is the maximum number of score points for item  $i$ ,

$a_i$  is the discrimination parameter for item  $i$ ,

$b_i$  is the location parameter for item  $i$ ,

$c$  is the number of nonzero score points for item  $i$ ,

$d_{iv}$  is the category parameter for item  $i$  on score  $v$ , and

$D$  is a scaling constant of 1.7 that makes the logistic model approximate the normal ogive model.

The Stocking and Lord method (1983) is used to put the item-parameter estimates obtained in the calibration onto the ELPAC scale. Once that is done, the field test items can be used operationally in subsequent editions.

Each year, a portion of the operational items are replaced with items that have been previously field-tested. In this way, students do not become so familiar with the content of specific items that test scores are no longer a fair representation of student proficiency level. Individual student scores and reports are based only on operational items.

In typical administrations, item parameter estimates from the most recent past administration drive scoring, so that student scores can be reported as soon as possible.

Because past-administration item parameter estimates for the 2019–2020 operational administration came from the fall 2019 field test administration, which was the first computer-based ELPAC administration, score reporting was delayed so that item parameter estimates from the spring 2020 administration could be used to report 2019–2020 scores.

### 5.5.1. Item Response Theory (IRT) Results

The Summative ELPAC comprises two unidimensional IRT scales for each grade level or grade span.

1. The composite oral language scale includes the Listening and Speaking domain assessments.

2. The composite written language scale includes the Reading and Writing assessments.

The 2019–2020 administration of the Summative ELPAC used preequated test forms. IRT analyses were conducted to calibrate field test items and put them onto the operational scale. [Appendix 5.D](#) contains the tables summarizing the IRT results for the Summative ELPAC.

[Table 5.8](#) presents the number of operational items, score points, and students for IRT analyses of the Summative ELPAC for the oral language and written language composites.

**Table 5.8 Number of Operational Items, Score Points, and Students for Item Response Theory (IRT) Analyses of the Summative ELPAC**

<b>Language Composite</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade Span 3–5</b>	<b>Grade Span 6–8</b>	<b>Grade Span 9–10</b>	<b>Grade Span 11–12</b>
Number of Oral Language Items	29	31	34	34	34	34	34
Number of Written Language Items	22	28	32	32	32	32	32
Maximum Score Points, Oral Language Items	42	44	50	52	52	52	52
Maximum Score Points, Written Language Items	29	38	43	43	43	43	43
Number of Oral Language Students	35,684	28,879	31,615	95,844	67,896	29,875	24,724
Number of Written Language Students	6,389	4,311	4,798	43,623	30,397	28,256	19,869

For kindergarten through grade two (K–2), the Writing domain within the written language composite is administered on paper. The markedly smaller number of students included in the IRT analyses for the writing composite compared to the oral language composite is because a comparable number of student answer sheets for the Writing domain were not returned to ETS for scoring; this was possibly due to the school closures. To meet the schedule for reporting student scores, IRT analyses for the written language composite needed to start before all Writing responses were received and scored by ETS.

Preequated grade-level or grade-span test forms were administered for the 2019–2020 Summative ELPAC. These preequated test forms were based on calibrations and linking analyses conducted during the fall 2019 field test administration. Refer to chapter 6 and appendix 6.D of the *Computer-based Summative English Language Proficiency Assessments for California Fall 2019 Field Test Technical Report* (CDE, 2020b) for methodology and results. All IRT results for the 2019–2020 preequated operational Summative ELPAC are shown in [appendix 5.D](#).

IRT analyses are conducted separately for the oral language and written language composites, consequently parameter estimates are reported separately for each composite.

The overall summary of the IRT *a*-value (discrimination) parameter estimates—refer to [equation 5.6](#)—used on the 2019–2020 Summative ELPAC oral language and written language skills tests are shown in table 5.9 and table 5.11, respectively. The mean, standard deviation (SD), minimum, and maximum values are presented, in addition to the number of items for each domain.

The overall summary of the IRT *b*-values (item difficulty) parameter estimates are shown in [Error! Reference source not found.table 5.10](#) and table 5.12 for the Summative ELPAC oral language and written language skills tests. The mean, SD, minimum, and maximum values, as well as the number of items for each domain, are presented. [Table 5.9](#) through [Table 5.12](#) provide summary statistics for operational items only.

**Table 5.9 IRT *a*-values Summary Statistics for Oral Language Skill by Grade Level or Grade Span**

Grade Level or Grade Span	Domain	N Items	Mean	SD	Minimum	Maximum
Kindergarten	Listening	20	0.62	0.21	0.26	0.97
Kindergarten	Speaking	9	1.00	0.14	0.73	1.20
1	Listening	22	0.65	0.28	0.18	1.07
1	Speaking	9	1.05	0.16	0.82	1.36
2	Listening	22	0.55	0.21	0.10	0.95
2	Speaking	12	0.86	0.19	0.54	1.09
3–5	Listening	22	0.33	0.13	0.15	0.55
3–5	Speaking	12	0.82	0.18	0.54	1.05
6–8	Listening	22	0.25	0.11	0.10	0.47
6–8	Speaking	12	0.71	0.16	0.50	1.00
9–10	Listening	22	0.20	0.09	0.04	0.41
9–10	Speaking	12	0.64	0.14	0.43	0.82
11–12	Listening	22	0.27	0.08	0.11	0.44
11–12	Speaking	12	0.68	0.12	0.50	0.94

**Table 5.10 IRT *b*-values Summary Statistics for Oral Language Skill by Grade Level or Grade Span**

Grade Level or Grade Span	Domain	N Items	Mean	SD	Minimum	Maximum
Kindergarten	Listening	20	-2.81	1.14	-4.37	0.13
Kindergarten	Speaking	9	-2.80	0.75	-3.66	-1.71
1	Listening	22	-2.72	0.98	-4.33	-0.42
1	Speaking	9	-2.48	0.87	-3.21	-0.81
2	Listening	22	-2.34	1.66	-3.72	4.08
2	Speaking	12	-2.35	0.87	-3.53	-0.87

Table 5.10 (continuation)

Grade Level or Grade Span	Domain	N Items	Mean	SD	Minimum	Maximum
3–5	Listening	22	-1.53	1.93	-4.40	3.52
3–5	Speaking	12	-1.97	0.68	-2.89	-0.86
6–8	Listening	22	-1.52	2.38	-4.27	5.53
6–8	Speaking	12	-1.70	0.98	-3.27	-0.28
9–10	Listening	22	-0.78	4.21	-4.74	14.29
9–10	Speaking	12	-1.53	1.09	-3.38	0.24
11–12	Listening	22	-1.17	0.98	-2.74	1.07
11–12	Speaking	12	-1.74	1.08	-3.54	-0.32

Table 5.11 IRT a-values Summary Statistics for Written Language Skill by Grade Level or Grade Span

Grade Level or Grade Span	Domain	N Items	Mean	SD	Minimum	Maximum
Kindergarten	Reading	14	0.64	0.39	0.35	1.53
Kindergarten	Writing	8	1.51	0.41	0.98	2.13
1	Reading	21	0.81	0.15	0.60	1.13
1	Writing	7	0.82	0.17	0.62	1.02
2	Reading	26	0.77	0.33	0.17	1.38
2	Writing	6	0.83	0.22	0.53	1.13
3–5	Reading	26	0.46	0.25	0.08	1.23
3–5	Writing	6	0.68	0.10	0.59	0.84
6–8	Reading	26	0.35	0.22	0.09	1.18
6–8	Writing	6	0.64	0.08	0.54	0.76
9–10	Reading	26	0.42	0.14	0.17	0.74
9–10	Writing	6	0.50	0.06	0.42	0.58
11–12	Reading	26	0.43	0.16	0.13	0.79
11–12	Writing	6	0.50	0.04	0.43	0.55

Table 5.12 IRT b-values Summary Statistics for Written Language Skill by Grade Level or Grade Span

Grade Level or Grade Span	Domain	N Items	Mean	SD	Minimum	Maximum
Kindergarten	Reading	14	-4.33	0.88	-5.93	-2.45
Kindergarten	Writing	8	-3.83	0.50	-4.89	-3.26
1	Reading	21	-2.31	0.65	-3.25	-1.16
1	Writing	7	-2.49	0.68	-3.65	-1.86
2	Reading	26	-1.92	0.79	-3.14	1.07
2	Writing	6	-1.70	0.27	-1.97	-1.22



Table 5.12 (continuation)

Grade Level or Grade Span	Domain	N Items	Mean	SD	Minimum	Maximum
3–5	Reading	26	0.38	1.53	-2.16	3.52
3–5	Writing	6	-0.92	0.47	-1.48	-0.31
6–8	Reading	26	1.60	1.60	-0.99	5.01
6–8	Writing	6	-0.69	0.57	-1.44	-0.01
9–10	Reading	26	0.88	1.06	-0.47	4.06
9–10	Writing	6	-0.51	0.63	-1.30	0.28
11–12	Reading	26	1.09	1.49	-1.38	5.27
11–12	Writing	6	-0.34	0.65	-1.29	0.48

The summary of the IRT *b*-values, as shown in [table 5.10](#) for the oral language tests and [table 5.12](#) for the written language tests, indicate that both composite tests were relatively easy and, in general, test difficulty increased across the grade levels and grade spans.

As mentioned previously, IRT analyses were conducted separately for each composite; consequently, parameter estimates are reported separately for the oral language and written language composites. The IRT *a*-values (discrimination), *b*-values (difficulty), and, where applicable, step parameter estimates for all operational and field test items appearing on the 2019–2020 Summative ELPAC are provided in [Table 5.D.1](#) through [Table 5.D.14](#). [Table 5.D.1](#) through [Table 5.D.7](#) present the item-level IRT results for the oral language composite, by grade level and grade span. Parallel results are presented in [Table 5.D.8](#) through [Table 5.D.14](#) for the written language composite results.

The acceptable ranges of IRT parameters are

1. *a*-parameter estimates are positive values and have standard errors of 0.3 or less, and
2. *b*-parameter estimate are within the range of -4.0 to +4.0.

IRT parameter estimates for operational and field test items were within acceptable ranges with three exceptions. One operational item in the oral language composite for grade span nine and ten has a banked *b*-parameter estimate of 32.07. While this value is much higher than desired, item bank limitations required that this item be used operationally. IRT estimates for operational items were reevaluated following the 2019–2020 administration and the *b*-value for this item decreased to 14.29, as shown in [Table 5.D.6](#). During item analysis, this item was not flagged for any statistical criteria and clearly had a single correct answer. Two field test items in the written language composite for grade span eleven and twelve had somewhat high IRT *b*-values of 6.53 and 7.30, as shown in [Table 5.D.14](#).

Distributions of the IRT parameter estimates for the operational items in each domain, by grade level and grade span, are provided in [Table 5.D.15](#) through [Table 5.D.18](#). [Table 5.D.15](#) and [Table 5.D.16](#) report the distributions for the Listening and Speaking domains in the oral language composite. [Table 5.D.17](#) and [Table 5.D.18](#) present the results for the Reading and Writing domains in the written language composite.

[Figure 5.1](#) and figure 5.2 display the test characteristic curves (TCCs) in the reporting scale metric for the oral language and written language vertical scales. The expected percentages of correct responses are separated more widely at the lower grade levels, with diminishing

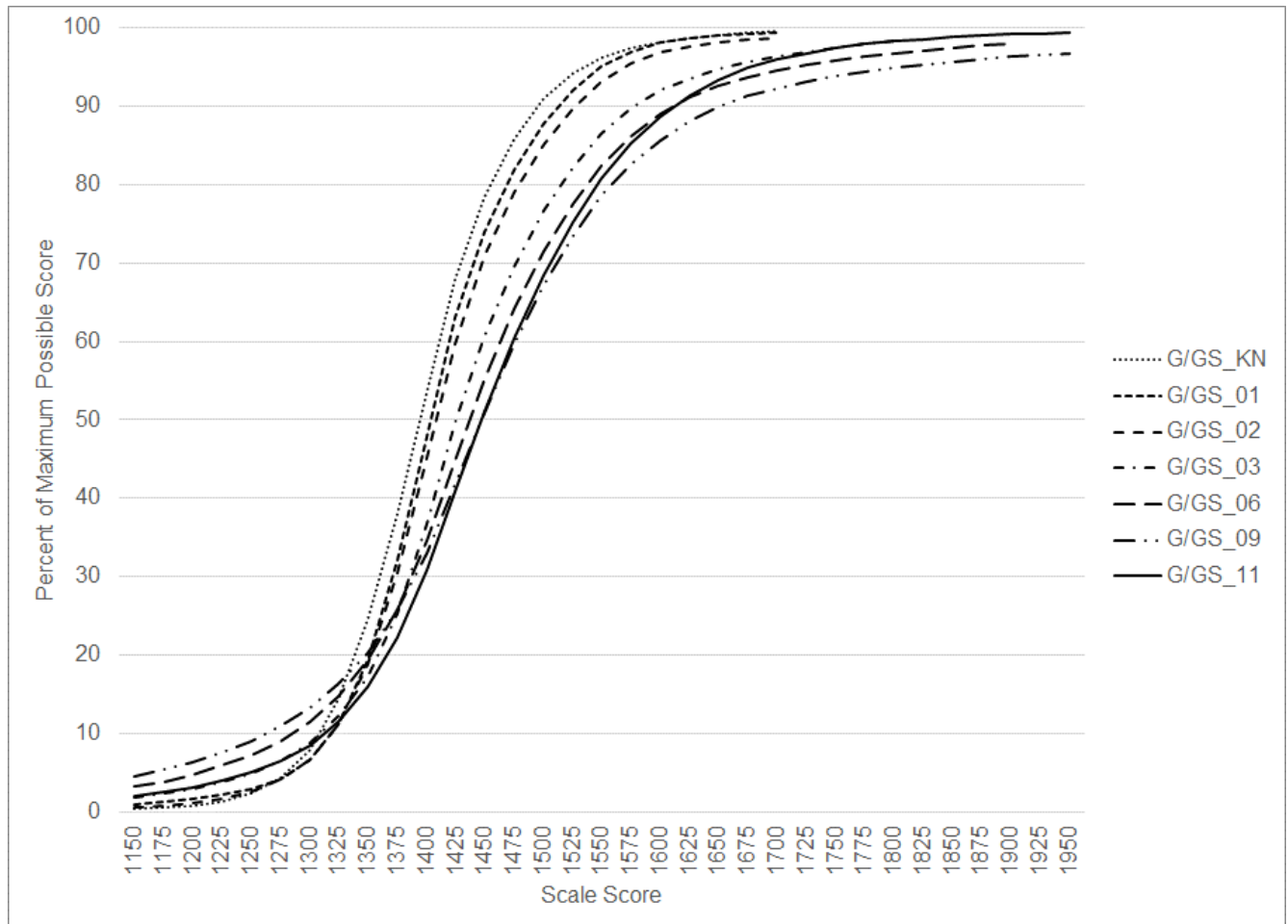


amounts of change in the upper grade levels for both the oral language and written language scales. The properties of the vertical scale are consistent with the previous Summative ELPAC operational assessment in 2018–2019, which show increasing difficulty from grade to grade, with lines moving from left to right in [figure 5.1](#) and [figure 5.2](#). The within-grade variability (SD) increases from grade to grade as reflected by shallower curves for lower grades and steeper curves for higher grades.

[Figure 5.1](#) and [figure 5.2](#) use the following abbreviations:

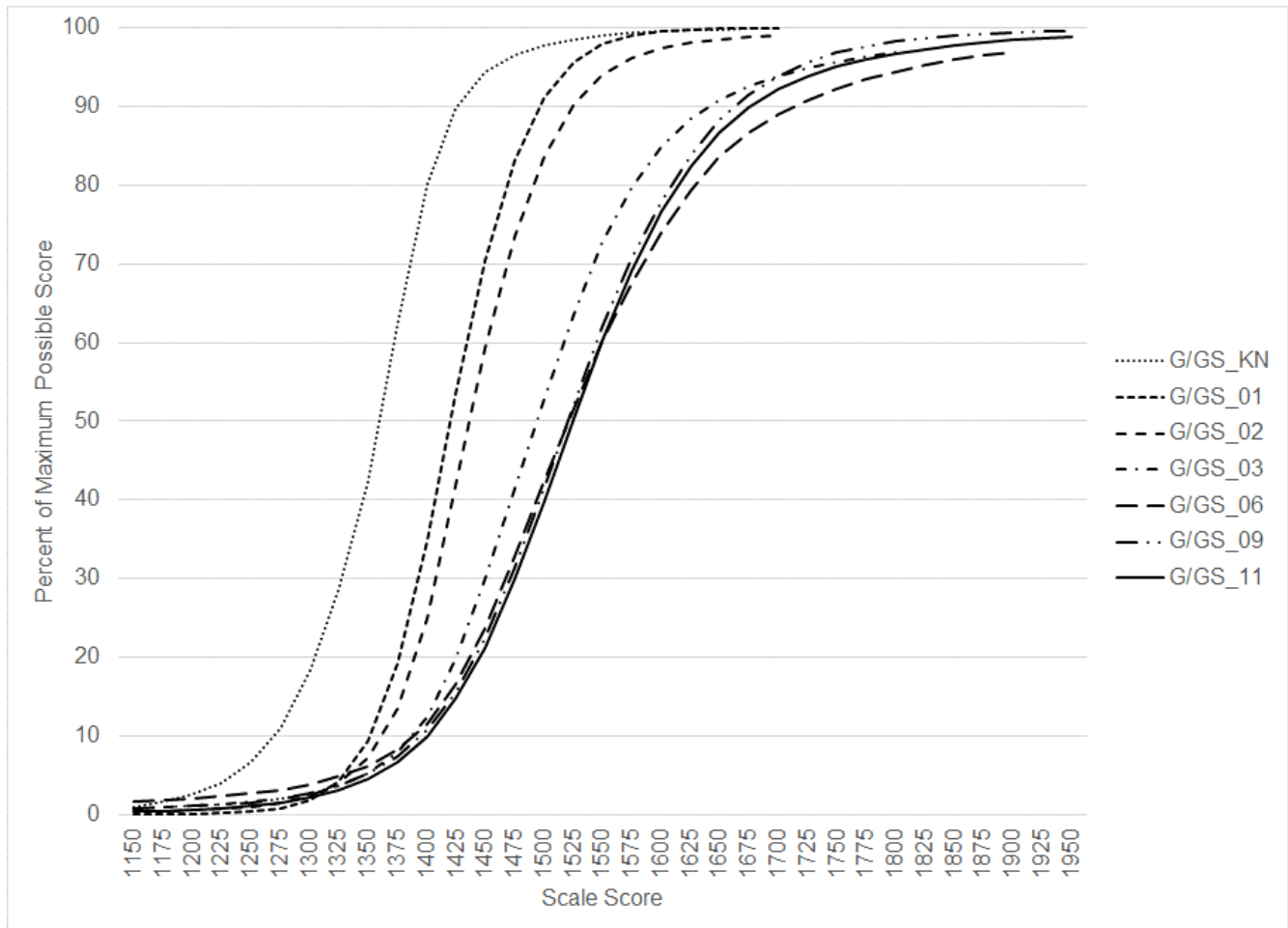
- G/GS\_KN = Kindergarten
- G/GS\_01 = Grade one
- G/GS\_02 = Grade two
- G/GS\_03 = Grade span three through five
- G/GS\_06 = Grade span six through eight
- G/GS\_09 = Grade span nine and ten
- G/GS\_11 = Grade span eleven and twelve

[Figure 5.1](#) shows the TCC for the oral language composite scores at each grade level or grade span. The curves in [figure 5.1](#) are derived from the data in [Table 5.D.19](#).



**Figure 5.1 Oral language composite test characteristic curves**

[Figure 5.2](#) shows the TCC for the written language composite scores at each grade level or grade span. The curves in [figure 5.2](#) are derived from the data in [Table 5.D.20](#).



**Figure 5.2** Written language composite test characteristic curves

## 5.6. Limitations and Caveats for Data Interpretation

As mentioned at the beginning of this chapter, care should be taken when interpreting these results due to the impacts of the COVID-19 pandemic and the suspension of testing in mid-March 2020. The 2019–2020 data comprises a subset of the Summative ELPAC population and may not be a representative sample. In particular, around 20 percent of K–2 Writing answer books were returned prior to conducting IRT. Even though these numbers were sufficient to calibrate the items, the poor sample representation might lead to biased parameter estimates. The mitigation plan is to field test these items again in the 2020–2021 administration

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## Accessibility Information

### Alternative Text for Equation 5.1

The p-value for item i is equal to the sum of the ith item scores across all j students divided by the total number of students who were presented with item i.

### Alternative Text for Equation 5.2

The p-value for item i is equal to the sum of the ith item scores across all j students divided by product of the total number of students who were presented with item i and the maximum score available for item i.

### Alternative Text for Equation 5.3

If score h equals 1, 2, up to n sub i, then  $P_{ih}$  is equal to fraction where the numerator has the exponential of the summation of v from 1 to h of  $D \times a_{iv}$  times  $\theta_j - b_{iv}$ . The denominator is 1 plus the summation of c from 1 to n sub l of the exponential of sum of v from 1 to c of  $D \times a_{iv}$  times  $\theta_j - b_{iv}$ .

If score h equals 0, then  $P_{ih}$  is equal to fraction where the numerator is 1. The denominator is 1 plus the summation of c from 1 to n sub l of the exponential of sum of v from 1 to c of  $D \times a_{iv}$  times  $\theta_j - b_{iv}$ .

### Alternative Text for Equation 5.4

$\alpha_{MH}$  is equal to a fraction where the numerator is the sum over all k of a fraction where the numerator is  $A_{kD}$  and the denominator is  $n_{Tk}$ . The denominator is equal to a fraction where the numerator is the sum over all k of a fraction where the numerator is  $B_{kC}$  and the denominator is  $n_{Tk}$ .

### Alternative Text for Equation 5.5

MH D-DIF equals negative 2.35 times the natural logarithm  $\alpha_{MH}$ .

### Alternative Text for Equation 5.6

SMD is equal to fraction where numerator is equal to the summation of m from 1 to M of  $N_{fm}$  times  $E_{fY}$  given X equals m minus  $E_{rY}$  given X equals m. The denominator is the summation of m from 1 to M of  $N_{fm}$ . This is equal to fraction where the numerator is the summation of m from 1 to M of  $N_{fm}$  times D sub M. The denominator is the summation of m from 1 to M of  $N_{fm}$ .

## Appendix 5.A: Classical Item Analyses Results for the Summative ELPAC

In [Table 5.A.1](#) through Table 5.A.8,

- LS = Listening,
- RD = Reading,
- SP = Speaking,
- WT = Writing,
- D = dichotomous item, and
- P = polytomous item.

**Table 5.A.1 Summary of Overall Classical Item Statistics**

Grade Level or Grade Span	Domain	Item Type	No. of Items	Number of Examinees	Mean $p$ -value	Mean Item-Total Correlation	Minimum $p$ -value	Minimum Item-Total Correlation	Maximum $p$ -value	Maximum Item-Total Correlation
Kindergarten	LS	D	20	39628	0.70	0.62	0.25	0.41	0.95	0.74
1	LS	D	22	35017	0.77	0.58	0.38	0.34	0.96	0.69
2	LS	D	22	38094	0.79	0.53	0.31	0.28	0.96	0.65
3–5	LS	D	22	140056	0.67	0.49	0.21	0.29	0.93	0.61
6–8	LS	D	22	98421	0.69	0.49	0.27	0.31	0.93	0.62
9–10	LS	D	22	42449	0.64	0.52	0.23	0.30	0.91	0.68
11–12	LS	D	22	34177	0.65	0.55	0.43	0.36	0.82	0.70
Kindergarten	RD	P	3	37493	0.67	0.77	0.63	0.73	0.71	0.80
Kindergarten	RD	D	11	37493	0.69	0.64	0.38	0.55	0.92	0.73
1	RD	D	21	32417	0.62	0.72	0.37	0.64	0.82	0.79
2	RD	D	26	35171	0.73	0.63	0.38	0.28	0.93	0.79
3–5	RD	D	26	138483	0.48	0.50	0.26	0.20	0.91	0.70
6–8	RD	D	26	97814	0.41	0.43	0.25	0.22	0.69	0.65
9–10	RD	D	26	42168	0.50	0.53	0.25	0.21	0.70	0.72
11–12	RD	D	26	33852	0.52	0.54	0.21	0.29	0.83	0.69
Kindergarten	SP	P	9	38474	0.73	0.78	0.50	0.67	0.91	0.91
1	SP	P	9	31273	0.80	0.75	0.44	0.59	0.95	0.91
2	SP	P	12	35767	0.83	0.70	0.55	0.54	0.97	0.88
3–5	SP	P	12	113923	0.82	0.73	0.63	0.61	0.95	0.89
6–8	SP	P	12	80193	0.82	0.74	0.61	0.61	0.97	0.86
9–10	SP	P	12	33418	0.76	0.80	0.52	0.63	0.92	0.91
11–12	SP	P	12	27674	0.81	0.80	0.62	0.66	0.96	0.91

Table 5.A.1 (continuation)

<b>Grade Level or Grade Span</b>	<b>Domain</b>	<b>Item Type</b>	<b>No. of Items</b>	<b>Number of Examinees</b>	<b>Mean <math>p</math>-value</b>	<b>Mean Item-Total Correlation</b>	<b>Minimum <math>p</math>-value</b>	<b>Minimum Item- Total Correlation</b>	<b>Maximum <math>p</math>-value</b>	<b>Maximum Item- Total Correlation</b>
Kindergarten	WT	P	8	27946	0.68	0.83	0.54	0.68	0.87	0.91
1	WT	P	7	22089	0.66	0.81	0.54	0.69	0.88	0.89
2	WT	P	6	21676	0.68	0.83	0.58	0.78	0.74	0.87
3–5	WT	P	6	95243	0.64	0.78	0.52	0.69	0.73	0.86
6–8	WT	P	6	65894	0.70	0.76	0.59	0.65	0.80	0.86
9–10	WT	P	6	30159	0.68	0.76	0.60	0.67	0.77	0.88
11–12	WT	P	6	24482	0.67	0.76	0.58	0.65	0.76	0.85

**Table 5.A.2 Summary of the Classical Item Statistics, by Task Type: Kindergarten**

<b>Domain</b>	<b>Task Type</b>	<b>Item Type</b>	<b>No. of Items</b>	<b>Number of Examinees</b>	<b>Mean <i>p</i>-value</b>	<b>Mean Item-Total Correlation</b>	<b>Minimum <i>p</i>-value</b>	<b>Minimum Item-Total Correlation</b>	<b>Maximum <i>p</i>-value</b>	<b>Maximum Item-Total Correlation</b>
Listening	Listen to a Short Exchange	D	5	39628	0.84	0.66	0.67	0.62	0.95	0.70
Listening	Listen to a Story	D	9	39628	0.69	0.64	0.36	0.41	0.88	0.74
Listening	Listen to an Oral Presentation	D	6	39628	0.61	0.55	0.25	0.48	0.90	0.62
Speaking	Retell A Narrative	P	2	38474	0.54	0.90	0.50	0.90	0.59	0.91
Speaking	Speaking-Support an Opinion	P	2	38474	0.78	0.76	0.75	0.75	0.80	0.76
Speaking	Summarize an Academic Presentation	P	1	38474	0.50	0.86	0.50	0.86	0.50	0.86
Speaking	Talk about a Scene	P	4	38474	0.86	0.72	0.82	0.67	0.91	0.77
Reading	Read-Along Information	D	6	37493	0.73	0.65	0.63	0.55	0.82	0.73
Reading	Read-Along Story with Scaffolding	P	1	37493	0.71	0.73	0.71	0.73	0.71	0.73
Reading	Read-Along Story with Scaffolding	D	3	37493	0.51	0.65	0.38	0.61	0.60	0.70
Reading	Read-Along Word with Scaffolding	P	2	37493	0.65	0.79	0.63	0.78	0.67	0.80
Reading	Read-Along Word with Scaffolding	D	2	37493	0.83	0.63	0.73	0.62	0.92	0.64
Writing	Label a Picture-Word with Scaffolding	P	4	27946	0.73	0.80	0.63	0.68	0.87	0.89
Writing	Write a Story Together with Scaffolding	P	4	27946	0.63	0.85	0.54	0.80	0.68	0.91

**Table 5.A.3 Summary of the Classical Item Statistics, by Task Type: Grade One**

<b>Domain</b>	<b>Task Type</b>	<b>Item Type</b>	<b>No. of Items</b>	<b>Number of Examinees</b>	<b>Mean <i>p</i>-value</b>	<b>Mean Item-Total Correlation</b>	<b>Minimum <i>p</i>-value</b>	<b>Minimum Item-Total Correlation</b>	<b>Maximum <i>p</i>-value</b>	<b>Maximum Item-Total Correlation</b>
Listening	Listen to a Classroom Conversation	D	2	35017	0.70	0.45	0.58	0.38	0.82	0.52
Listening	Listen to a Short Exchange	D	2	35017	0.78	0.37	0.73	0.34	0.84	0.39
Listening	Listen to a Story	D	9	35017	0.89	0.62	0.71	0.55	0.96	0.69
Listening	Listen to an Oral Presentation	D	9	35017	0.65	0.61	0.38	0.51	0.79	0.69
Speaking	Retell A Narrative	P	1	31273	0.70	0.90	0.70	0.90	0.70	0.90
Speaking	Speaking-Support an Opinion	P	2	31273	0.91	0.70	0.89	0.69	0.93	0.71
Speaking	Summarize an Academic Presentation	P	2	31273	0.52	0.89	0.44	0.88	0.60	0.91
Speaking	Talk about a Scene	P	4	31273	0.91	0.67	0.87	0.59	0.95	0.74
Reading	Read a Literary Passage	D	3	32417	0.59	0.74	0.42	0.66	0.77	0.79
Reading	Read a Short Informational Passage	D	6	32417	0.61	0.74	0.49	0.72	0.71	0.75
Reading	Read an Informational Passage	D	6	32417	0.50	0.71	0.37	0.68	0.63	0.77
Reading	Read and Choose a Sentence	D	4	32417	0.75	0.70	0.68	0.64	0.81	0.75
Reading	Read and Choose a Word	D	2	32417	0.82	0.72	0.82	0.72	0.82	0.72
Writing	Describe a Picture	P	1	22089	0.58	0.89	0.58	0.89	0.58	0.89
Writing	Write About an Experience	P	1	22089	0.54	0.86	0.54	0.86	0.54	0.86
Writing	Write a Story Together with Scaffolding	P	3	22089	0.76	0.75	0.58	0.69	0.88	0.82
Writing	Write an Informational Text Together	P	2	22089	0.61	0.84	0.58	0.83	0.65	0.84



**Table 5.A.4 Summary of the Classical Item Statistics, by Task Type: Grade Two**

<b>Domain</b>	<b>Task Type</b>	<b>Item Type</b>	<b>No. of Items</b>	<b>Number of Examinees</b>	<b>Mean <i>p</i>-value</b>	<b>Mean Item-Total Correlation</b>	<b>Minimum <i>p</i>-value</b>	<b>Minimum Item-Total Correlation</b>	<b>Maximum <i>p</i>-value</b>	<b>Maximum Item-Total Correlation</b>
Listening	Listen to a Classroom Conversation	D	2	38094	0.80	0.53	0.79	0.53	0.81	0.53
Listening	Listen to a Short Exchange	D	2	38094	0.90	0.49	0.84	0.47	0.96	0.51
Listening	Listen to a Story	D	9	38094	0.90	0.57	0.79	0.47	0.96	0.63
Listening	Listen to an Oral Presentation	D	9	38094	0.65	0.50	0.31	0.28	0.90	0.65
Speaking	Retell A Narrative	P	1	35767	0.78	0.84	0.78	0.84	0.78	0.84
Speaking	Speaking-Support an Opinion	P	2	35767	0.92	0.66	0.89	0.66	0.95	0.67
Speaking	Speech Functions	P	3	35767	0.80	0.69	0.75	0.64	0.85	0.74
Speaking	Summarize an Academic Presentation	P	2	35767	0.56	0.88	0.55	0.88	0.56	0.88
Speaking	Talk about a Scene	P	4	35767	0.95	0.61	0.94	0.54	0.97	0.68
Reading	Read a Literary Passage	D	8	35171	0.71	0.64	0.53	0.36	0.83	0.79
Reading	Read a Short Informational Passage	D	6	35171	0.70	0.55	0.38	0.28	0.86	0.72
Reading	Read an Informational Passage	D	8	35171	0.69	0.66	0.62	0.55	0.75	0.76
Reading	Read and Choose a Sentence	D	4	35171	0.88	0.67	0.82	0.55	0.93	0.73
Writing	Describe a Picture	P	1	21676	0.74	0.87	0.74	0.87	0.74	0.87
Writing	Write About an Experience	P	1	21676	0.58	0.87	0.58	0.87	0.58	0.87
Writing	Write a Story Together with Scaffolding	P	2	21676	0.70	0.78	0.68	0.78	0.72	0.78
Writing	Write an Informational Text Together	P	2	21676	0.67	0.85	0.66	0.84	0.68	0.86

**Table 5.A.5 Summary of the Classical Item Statistics, by Task Type: Grade Span Three Through Five**

<b>Domain</b>	<b>Task Type</b>	<b>Item Type</b>	<b>No. of Items</b>	<b>Number of Examinees</b>	<b>Mean <i>p</i>-value</b>	<b>Mean Item-Total Correlation</b>	<b>Minimum <i>p</i>-value</b>	<b>Minimum Item-Total Correlation</b>	<b>Maximum <i>p</i>-value</b>	<b>Maximum Item-Total Correlation</b>
Listening	Listen to a Classroom Conversation	D	3	140056	0.92	0.55	0.91	0.52	0.93	0.58
Listening	Listen to a Short Exchange	D	3	140056	0.69	0.44	0.44	0.34	0.86	0.50
Listening	Listen to a Story	D	6	140056	0.76	0.58	0.64	0.50	0.90	0.61
Listening	Listen to an Oral Presentation	D	10	140056	0.53	0.44	0.21	0.29	0.91	0.58
Speaking	Retell A Narrative	P	1	113923	0.79	0.82 <sup>a</sup>	0.79	0.82	0.79	0.82
Speaking	Speaking-Support an Opinion	P	2	113923	0.83	0.82	0.80	0.81	0.85	0.84
Speaking	Speech Functions	P	3	113923	0.84	0.67	0.78	0.65	0.89	0.69
Speaking	Summarize an Academic Presentation	P	2	113923	0.63	0.89	0.63	0.89	0.63	0.89
Speaking	Talk about a Scene	P	4	113923	0.90	0.65	0.76	0.61	0.95	0.71
Reading	Read a Literary Passage	D	6	138483	0.52	0.56	0.31	0.48	0.67	0.70
Reading	Read a Short Informational Passage	D	6	138483	0.51	0.56	0.45	0.49	0.62	0.65
Reading	Read a Student Essay	D	6	138483	0.35	0.42	0.26	0.35	0.49	0.53
Reading	Read an Informational Passage	D	6	138483	0.39	0.37	0.28	0.20	0.47	0.65
Reading	Read and Choose a Sentence	D	2	138483	0.89	0.69	0.86	0.68	0.91	0.70
Writing	Describe a Picture	P	2	95243	0.73	0.69	0.72	0.69	0.73	0.70
Writing	Write About Academic Information	P	2	95243	0.63	0.78	0.61	0.74	0.64	0.81
Writing	Write About an Experience	P	1	95243	0.58	0.85	0.58	0.85	0.58	0.85
Writing	Writing-Justify an Opinion	P	1	95243	0.52	0.86	0.52	0.86	0.52	0.86

<sup>a</sup> Polyserial correlations are obtained using a procedure that can sometimes fail to provide estimates. When this occurs, Pearson item-total correlations are reported instead.

**Table 5.A.6 Summary of the Classical Item Statistics, by Task Type: Grade Span Six Through Eight**

<b>Domain</b>	<b>Task Type</b>	<b>Item Type</b>	<b>No. of Items</b>	<b>Number of Examinees</b>	<b>Mean <i>p</i>-value</b>	<b>Mean Item-Total Correlation</b>	<b>Minimum <i>p</i>-value</b>	<b>Minimum Item-Total Correlation</b>	<b>Maximum <i>p</i>-value</b>	<b>Maximum Item-Total Correlation</b>
Listening	Listen to a Classroom Conversation	D	3	98421	0.90	0.51	0.88	0.47	0.93	0.53
Listening	Listen to a Short Exchange	D	3	98421	0.74	0.48	0.46	0.31	0.89	0.59
Listening	Listen to a Speaker Support an Opinion	D	8	98421	0.62	0.48	0.27	0.36	0.87	0.59
Listening	Listen to an Oral Presentation	D	8	98421	0.66	0.51	0.45	0.34	0.87	0.62
Speaking	Present and Discuss Information	P	2	80193	0.69	0.82	0.61	0.79	0.77	0.85
Speaking	Speaking-Support an Opinion	P	2	80193	0.79	0.85	0.77	0.84	0.80	0.86
Speaking	Speech Functions	P	2	80193	0.86	0.67	0.78	0.61	0.94	0.72
Speaking	Summarize an Academic Presentation	P	2	80193	0.73	0.86	0.73	0.86	0.73	0.86
Speaking	Talk about a Scene	P	4	80193	0.94	0.65	0.90	0.62	0.97	0.69
Reading	Read a Literary Passage	D	6	97814	0.33	0.45	0.25	0.31	0.49	0.59
Reading	Read a Short Informational Passage	D	6	97814	0.47	0.43	0.25	0.33	0.64	0.53
Reading	Read a Student Essay	D	8	97814	0.47	0.46	0.29	0.25	0.69	0.65
Reading	Read an Informational Passage	D	6	97814	0.35	0.36	0.26	0.22	0.43	0.54
Writing	Describe a Picture	P	2	65894	0.76	0.67	0.72	0.65	0.80	0.69
Writing	Write About Academic Information	P	2	65894	0.73	0.75	0.65	0.70	0.80	0.80
Writing	Write About an Experience	P	1	65894	0.65	0.85	0.65	0.85	0.65	0.85
Writing	Writing-Justify an Opinion	P	1	65894	0.59	0.86	0.59	0.86	0.59	0.86

**Table 5.A.7 Summary of the Classical Item Statistics, by Task Type: Grade Span Nine and Ten**

<b>Domain</b>	<b>Task Type</b>	<b>Item Type</b>	<b>No. of Items</b>	<b>Number of Examinees</b>	<b>Mean <i>p</i>-value</b>	<b>Mean Item-Total Correlation</b>	<b>Minimum <i>p</i>-value</b>	<b>Minimum Item-Total Correlation</b>	<b>Maximum <i>p</i>-value</b>	<b>Maximum Item-Total Correlation</b>
Listening	Listen to a Classroom Conversation	D	3	42449	0.81	0.57	0.74	0.50	0.90	0.68
Listening	Listen to a Short Exchange	D	3	42449	0.83	0.55	0.77	0.53	0.86	0.59
Listening	Listen to a Speaker Support an Opinion	D	8	42449	0.62	0.55	0.23	0.41	0.91	0.66
Listening	Listen to an Oral Presentation	D	8	42449	0.52	0.45	0.30	0.30	0.67	0.53
Speaking	Present and Discuss Information	P	2	33418	0.71	0.85	0.65	0.85	0.76	0.86
Speaking	Speaking-Support an Opinion	P	2	33418	0.77	0.88	0.76	0.87	0.77	0.88
Speaking	Speech Functions	P	2	33418	0.74	0.77	0.67	0.75	0.80	0.79
Speaking	Summarize an Academic Presentation	P	2	33418	0.57	0.89	0.52	0.88	0.62	0.91
Speaking	Talk about a Scene	P	4	33418	0.89	0.71	0.84	0.63	0.92	0.79
Reading	Read a Literary Passage	D	6	42168	0.54	0.62	0.34	0.52	0.70	0.72
Reading	Read a Short Informational Passage	D	6	42168	0.52	0.55	0.34	0.34	0.67	0.69
Reading	Read a Student Essay	D	8	42168	0.45	0.46	0.25	0.21	0.63	0.58
Reading	Read an Informational Passage	D	6	42168	0.49	0.50	0.41	0.39	0.59	0.66
Writing	Describe a Picture	P	2	30159	0.72	0.68	0.68	0.67	0.76	0.69
Writing	Write About Academic Information	P	2	30159	0.70	0.74	0.63	0.68	0.77	0.81
Writing	Write About an Experience	P	1	30159	0.67	0.85	0.67	0.85	0.67	0.85
Writing	Writing-Justify an Opinion	P	1	30159	0.60	0.88	0.60	0.88	0.60	0.88

**Table 5.A.8 Summary of the Classical Item Statistics, by Task Type: Grade Span Eleven and Twelve**

<b>Domain</b>	<b>Task Type</b>	<b>Item Type</b>	<b>No. of Items</b>	<b>Number of Examinees</b>	<b>Mean <i>p</i>-value</b>	<b>Mean Item-Total Correlation</b>	<b>Minimum <i>p</i>-value</b>	<b>Minimum Item-Total Correlation</b>	<b>Maximum <i>p</i>-value</b>	<b>Maximum Item-Total Correlation</b>
Listening	Listen to a Classroom Conversation	D	3	34177	0.61	0.54	0.43	0.45	0.81	0.59
Listening	Listen to a Short Exchange	D	3	34177	0.66	0.57	0.57	0.45	0.72	0.66
Listening	Listen to a Speaker Support an Opinion	D	8	34177	0.72	0.57	0.62	0.50	0.82	0.70
Listening	Listen to an Oral Presentation	D	8	34177	0.60	0.52	0.52	0.36	0.70	0.65
Speaking	Present and Discuss Information	P	2	27674	0.71	0.86	0.65	0.85	0.77	0.88
Speaking	Speaking-Support an Opinion	P	2	27674	0.81	0.85	0.80	0.85	0.81	0.85
Speaking	Speech Functions	P	2	27674	0.84	0.78	0.83	0.78	0.84	0.78
Speaking	Summarize an Academic Presentation	P	2	27674	0.63	0.91	0.62	0.90	0.64	0.91
Speaking	Talk about a Scene	P	4	27674	0.93	0.71	0.89	0.66	0.96	0.74
Reading	Read a Literary Passage	D	6	33852	0.54	0.55	0.43	0.35	0.63	0.65
Reading	Read a Short Informational Passage	D	6	33852	0.52	0.50	0.21	0.32	0.83	0.69
Reading	Read a Student Essay	D	8	33852	0.53	0.58	0.31	0.33	0.72	0.68
Reading	Read an Informational Passage	D	6	33852	0.47	0.51	0.27	0.29	0.57	0.65
Writing	Describe a Picture	P	2	24482	0.73	0.68	0.70	0.65	0.76	0.71
Writing	Write About Academic Information	P	2	24482	0.65	0.75	0.60	0.70	0.70	0.81
Writing	Write About an Experience	P	1	24482	0.69	0.85	0.69	0.85	0.69	0.85
Writing	Writing-Justify an Opinion	P	1	24482	0.58	0.85	0.58	0.85	0.58	0.85

In [Table 5.A.9](#) through Table 5.A.22,

- OP = Operational item, and
- FT = Field test item.

**Table 5.A.9 Dichotomous Item Statistics for Listening and Reading, Kindergarten**

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate
Listening	OP	VR015804	Listen to a Short Exchange	0.82	0.62	0.00
Listening	OP	VR015886	Listen to a Short Exchange	0.88	0.70	0.00
Listening	OP	VR021478	Listen to a Short Exchange	0.85	0.68	0.00
Listening	OP	VR021567	Listen to a Short Exchange	0.95	0.64	0.00
Listening	OP	VR021577	Listen to a Short Exchange	0.67	0.67	0.00
Listening	OP	VR022127	Listen to a Story	0.84	0.62	0.00
Listening	OP	VR022128	Listen to a Story	0.57	0.74	0.00
Listening	OP	VR022129	Listen to a Story	0.73	0.59	0.00
Listening	FT	VR025220	Listen to a Story	0.70	0.61	0.09
Listening	FT	VR025221	Listen to a Story	0.49	0.49	0.09
Listening	FT	VR025222	Listen to a Story	0.79	0.61	0.09
Listening	OP	VR025402	Listen to a Story	0.81	0.74	0.01
Listening	OP	VR025403	Listen to a Story	0.82	0.66	0.01
Listening	OP	VR025404	Listen to a Story	0.36	0.41	0.01
Listening	OP	VR025544	Listen to a Story	0.88	0.66	0.02
Listening	OP	VR025545	Listen to a Story	0.57	0.67	0.02
Listening	OP	VR025546	Listen to a Story	0.65	0.64	0.02
Listening	OP	VR027121	Listen to an Oral Presentation	0.61	0.48	0.03
Listening	OP	VR027122	Listen to an Oral Presentation	0.64	0.54	0.04
Listening	OP	VR027123	Listen to an Oral Presentation	0.76	0.55	0.03
Listening	OP	VR027125	Listen to an Oral Presentation	0.25	0.54	0.03
Listening	OP	VR027126	Listen to an Oral Presentation	0.49	0.55	0.03
Listening	OP	VR027127	Listen to an Oral Presentation	0.90	0.62	0.03

Table 5.A.9 (continuation)

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate
Listening	FT	VR058901	Listen to an Oral Presentation	0.55	0.61	0.14
Listening	FT	VR058909	Listen to an Oral Presentation	0.37	0.51	0.14
Listening	FT	VR059595	Listen to an Oral Presentation	0.83	0.55	0.14
Speaking	OP	VR068446	Talk about a Scene	0.89	0.67	0.04
Speaking	OP	VR068451	Talk about a Scene	0.91	0.68	0.03
Reading	OP	VR001442	Read-Along Information	0.66	0.73	0.02
Reading	OP	VR001443	Read-Along Information	0.82	0.67	0.02
Reading	OP	VR001444	Read-Along Information	0.73	0.55	0.02
Reading	OP	VR001517	Read-Along Information	0.80	0.66	0.03
Reading	OP	VR001518	Read-Along Information	0.74	0.56	0.03
Reading	OP	VR001519	Read-Along Information	0.63	0.70	0.03
Reading	OP	VR002245	Read-Along Word with Scaffolding	0.92	0.62	0.00
Reading	OP	VR002272	Read-Along Word with Scaffolding	0.73	0.64	0.00
Reading	OP	VR003652	Read-Along Story with Scaffolding	0.60	0.61	0.01
Reading	OP	VR003653	Read-Along Story with Scaffolding	0.54	0.62	0.01
Reading	OP	VR003654	Read-Along Story with Scaffolding	0.38	0.70	0.01
Reading	FT	VR056530	Read-Along Information	0.92	0.70	0.00
Reading	FT	VR056542	Read-Along Information	0.46	0.46	0.00
Reading	FT	VR056554	Read-Along Information	0.80	0.52	0.00
Reading	FT	VR056823	Read-Along Story with Scaffolding	0.62	0.32	0.08
Reading	FT	VR056831	Read-Along Story with Scaffolding	0.55	0.58	0.00
Reading	FT	VR056835	Read-Along Story with Scaffolding	0.45	0.48	0.00
Writing	OP	VH572676	Write a Story Together with Scaffolding	0.54	0.80	9.70
Writing	OP	VH572680	Write a Story Together with Scaffolding	0.68	0.80	8.57
Writing	OP	VH590330	Label a Picture-Word with Scaffolding	0.78	0.74	4.03
Writing	OP	VH590343	Label a Picture-Word with Scaffolding	0.87	0.68	0.60

**Table 5.A.10 Dichotomous Item Statistics for Listening and Reading, Grade One**

<b>Domain</b>	<b>OP/FT</b>	<b>Item ID</b>	<b>Task Type</b>	<b>p-value</b>	<b>Item-Total Correlation</b>	<b>Percent Omit Rate</b>
Listening	OP	VR023735	Listen to a Story	0.96	0.64	0.00
Listening	OP	VR023736	Listen to a Story	0.71	0.56	0.00
Listening	OP	VR023737	Listen to a Story	0.95	0.64	0.00
Listening	OP	VR023785	Listen to a Story	0.94	0.61	0.01
Listening	OP	VR023786	Listen to a Story	0.78	0.65	0.02
Listening	OP	VR023787	Listen to a Story	0.94	0.63	0.02
Listening	OP	VR023802	Listen to a Story	0.91	0.69	0.02
Listening	OP	VR023803	Listen to a Story	0.91	0.55	0.02
Listening	OP	VR023804	Listen to a Story	0.96	0.61	0.02
Listening	OP	VR023929	Listen to a Short Exchange	0.84	0.39	0.00
Listening	OP	VR023946	Listen to a Short Exchange	0.73	0.34	0.00
Listening	OP	VR027147	Listen to an Oral Presentation	0.38	0.56	0.04
Listening	OP	VR027148	Listen to an Oral Presentation	0.61	0.61	0.04
Listening	OP	VR027149	Listen to an Oral Presentation	0.59	0.53	0.04
Listening	OP	VR027151	Listen to an Oral Presentation	0.79	0.63	0.04
Listening	OP	VR027152	Listen to an Oral Presentation	0.77	0.65	0.04
Listening	OP	VR027153	Listen to an Oral Presentation	0.67	0.51	0.04
Listening	OP	VR027849	Listen to an Oral Presentation	0.78	0.69	0.03
Listening	OP	VR027850	Listen to an Oral Presentation	0.73	0.67	0.03
Listening	OP	VR027851	Listen to an Oral Presentation	0.53	0.61	0.03
Listening	OP	VR062661	Listen to a Classroom Conversation	0.82	0.52	0.00
Listening	OP	VR062662	Listen to a Classroom Conversation	0.58	0.38	0.00
Listening	FT	VR064111	Listen to a Classroom Conversation	0.84	0.50	0.00
Listening	FT	VR064112	Listen to a Classroom Conversation	0.77	0.42	0.00
Listening	FT	VR067856	Listen to an Oral Presentation	0.72	0.50	0.05
Listening	FT	VR067857	Listen to an Oral Presentation	0.53	0.16	0.05
Listening	FT	VR067858	Listen to an Oral Presentation	0.65	0.55	0.05



Table 5.A.10 (continuation one)

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate
Listening	FT	VR069276	Listen to a Story	0.88	0.49	0.05
Listening	FT	VR069277	Listen to a Story	0.56	0.34	0.05
Listening	FT	VR069278	Listen to a Story	0.88	0.43	0.05
Speaking	OP	VR068386	Talk about a Scene	0.95	0.66	0.04
Speaking	OP	VR068390	Talk about a Scene	0.91	0.59	0.04
Reading	OP	VR000119	Read a Short Informational Passage	0.69	0.75	0.00
Reading	OP	VR000120	Read a Short Informational Passage	0.59	0.72	0.00
Reading	OP	VR000121	Read a Short Informational Passage	0.61	0.73	0.00
Reading	OP	VR000208	Read and Choose a Sentence	0.78	0.70	0.00
Reading	OP	VR000487	Read a Short Informational Passage	0.71	0.75	0.01
Reading	OP	VR000488	Read a Short Informational Passage	0.55	0.72	0.01
Reading	OP	VR000489	Read a Short Informational Passage	0.49	0.75	0.01
Reading	OP	VR000862	Read and Choose a Sentence	0.81	0.75	0.00
Reading	OP	VR000863	Read and Choose a Sentence	0.75	0.72	0.00
Reading	OP	VR000864	Read and Choose a Sentence	0.68	0.64	0.00
Reading	OP	VR001132	Read and Choose a Word	0.82	0.72	0.00
Reading	OP	VR001325	Read and Choose a Word	0.82	0.72	0.00
Reading	OP	VR002342	Read an Informational Passage	0.60	0.69	0.02
Reading	OP	VR002343	Read an Informational Passage	0.43	0.69	0.02
Reading	OP	VR002345	Read an Informational Passage	0.63	0.73	0.02
Reading	OP	VR002980	Read a Literary Passage	0.77	0.79	0.02
Reading	OP	VR002981	Read a Literary Passage	0.58	0.77	0.02
Reading	OP	VR002982	Read a Literary Passage	0.42	0.66	0.02
Reading	OP	VR003207	Read an Informational Passage	0.48	0.68	0.03
Reading	OP	VR003208	Read an Informational Passage	0.45	0.77	0.02
Reading	OP	VR003209	Read an Informational Passage	0.37	0.69	0.02

Table 5.A.10 (*continuation two*)

<b>Domain</b>	<b>OP/FT</b>	<b>Item ID</b>	<b>Task Type</b>	<b>p-value</b>	<b>Item-Total Correlation</b>	<b>Percent Omit Rate</b>
Reading	FT	VR057866	Read a Short Informational Passage	0.64	0.55	0.30
Reading	FT	VR057872	Read a Short Informational Passage	0.83	0.67	0.30
Reading	FT	VR057874	Read a Short Informational Passage	0.49	0.62	0.30
Reading	FT	VR057887	Read an Informational Passage	0.39	0.51	0.00
Reading	FT	VR057893	Read an Informational Passage	0.47	0.35	0.00
Reading	FT	VR057896	Read an Informational Passage	0.58	0.32	0.00
Reading	FT	VR057901	Read and Choose a Sentence	0.49	0.59	0.00
Reading	FT	VR057947	Read and Choose a Sentence	0.68	0.58	0.00
Reading	FT	VR059888	Read a Literary Passage	0.45	0.40	0.30
Reading	FT	VR059890	Read a Literary Passage	0.40	0.66	0.30
Reading	FT	VR059894	Read a Literary Passage	0.67	0.67	0.30
Writing	OP	VH575220	Write a Story Together with Scaffolding	0.88	0.69	1.00

**Table 5.A.11 Dichotomous Item Statistics for Listening and Reading, Grade Two**

Domain	Item ID	Task Type	Item Sequence	p-value	Item-Total Correlation	Percent Omit Rate
Listening	OP	VR008147	Listen to a Short Exchange	0.96	0.51	0.07
Listening	OP	VR008322	Listen to a Short Exchange	0.84	0.47	0.05
Listening	OP	VR026210	Listen to a Story	0.95	0.63	0.03
Listening	OP	VR026211	Listen to a Story	0.87	0.61	0.06
Listening	OP	VR026212	Listen to a Story	0.84	0.57	0.05
Listening	OP	VR026254	Listen to a Story	0.79	0.51	0.09
Listening	OP	VR026255	Listen to a Story	0.90	0.56	0.23
Listening	OP	VR026256	Listen to a Story	0.96	0.55	0.21
Listening	OP	VR026388	Listen to a Story	0.96	0.63	0.27
Listening	OP	VR026389	Listen to a Story	0.87	0.47	0.29
Listening	OP	VR026390	Listen to a Story	0.95	0.60	0.28
Listening	OP	VR027944	Listen to an Oral Presentation	0.74	0.54	0.34
Listening	OP	VR027945	Listen to an Oral Presentation	0.90	0.47	0.32
Listening	OP	VR027946	Listen to an Oral Presentation	0.50	0.49	0.35
Listening	OP	VR027965	Listen to an Oral Presentation	0.66	0.58	0.30
Listening	OP	VR027966	Listen to an Oral Presentation	0.59	0.41	0.32
Listening	OP	VR027967	Listen to an Oral Presentation	0.75	0.50	0.31
Listening	OP	VR027993	Listen to an Oral Presentation	0.31	0.28	0.33
Listening	OP	VR027994	Listen to an Oral Presentation	0.71	0.65	0.32
Listening	OP	VR027995	Listen to an Oral Presentation	0.70	0.58	0.33
Listening	OP	VR062613	Listen to a Classroom Conversation	0.79	0.53	0.05
Listening	OP	VR062614	Listen to a Classroom Conversation	0.81	0.53	0.05
Listening	FT	VR065177	Listen to a Classroom Conversation	0.92	0.58	0.05
Listening	FT	VR065178	Listen to a Classroom Conversation	0.92	0.53	0.05
Listening	FT	VR069518	Listen to an Oral Presentation	0.70	0.39	0.37
Listening	FT	VR069519	Listen to an Oral Presentation	0.57	0.38	0.32
Listening	FT	VR069520	Listen to an Oral Presentation	0.51	0.37	0.32

Table 5.A.11 (*continuation one*)

Domain	Item ID	Task Type	Item Sequence	p-value	Item-Total Correlation	Percent Omit Rate
Listening	FT	VR069577	Listen to a Story	0.94	0.62	0.19
Listening	FT	VR069578	Listen to a Story	0.82	0.44	0.19
Listening	FT	VR069579	Listen to a Story	0.53	0.38	0.28
Speaking	OP	VR068415	Talk about a Scene	0.96	0.56	0.03
Speaking	OP	VR068417	Talk about a Scene	0.97	0.54	0.03
Reading	OP	VR000398	Read a Short Informational Passage	0.60	0.58	0.32
Reading	OP	VR000399	Read a Short Informational Passage	0.77	0.51	0.21
Reading	OP	VR000400	Read a Short Informational Passage	0.86	0.54	0.16
Reading	OP	VR000411	Read a Short Informational Passage	0.75	0.68	1.18
Reading	OP	VR000412	Read a Short Informational Passage	0.38	0.28	1.12
Reading	OP	VR000413	Read a Short Informational Passage	0.85	0.72	1.09
Reading	OP	VR000885	Read and Choose a Sentence	0.86	0.72	0.15
Reading	OP	VR000886	Read and Choose a Sentence	0.82	0.55	0.09
Reading	OP	VR000888	Read and Choose a Sentence	0.93	0.69	0.05
Reading	OP	VR000890	Read and Choose a Sentence	0.91	0.73	0.04
Reading	OP	VR000885	Read and Choose a Sentence	0.86	0.72	0.15
Reading	OP	VR002533	Read a Literary Passage	0.77	0.64	1.51
Reading	OP	VR002534	Read a Literary Passage	0.53	0.36	1.54
Reading	OP	VR002535	Read a Literary Passage	0.68	0.67	1.53
Reading	OP	VR002536	Read a Literary Passage	0.64	0.61	1.54
Reading	OP	VR002824	Read a Literary Passage	0.83	0.76	1.37
Reading	OP	VR002825	Read a Literary Passage	0.75	0.72	1.36
Reading	OP	VR002826	Read a Literary Passage	0.79	0.79	1.38
Reading	OP	VR002827	Read a Literary Passage	0.68	0.57	1.32
Reading	OP	VR003353	Read an Informational Passage	0.74	0.63	1.57
Reading	OP	VR003354	Read an Informational Passage	0.68	0.76	1.52
Reading	OP	VR003355	Read an Informational Passage	0.75	0.71	1.57

Table 5.A.11 (continuation two)

<b>Domain</b>	<b>Item ID</b>	<b>Task Type</b>	<b>Item Sequence</b>	<b><i>p</i>-value</b>	<b>Item-Total Correlation</b>	<b>Percent Omit Rate</b>
Reading	OP	VR003356	Read an Informational Passage	0.68	0.68	1.60
Reading	OP	VR060237	Read an Informational Passage	0.67	0.55	1.63
Reading	OP	VR060242	Read an Informational Passage	0.62	0.67	1.63
Reading	OP	VR060248	Read an Informational Passage	0.64	0.61	1.63
Reading	OP	VR060250	Read an Informational Passage	0.69	0.68	1.64
Reading	FT	VR060567	Read a Short Informational Passage	0.73	0.63	2.15
Reading	FT	VR060570	Read a Short Informational Passage	0.59	0.47	1.91
Reading	FT	VR060573	Read a Short Informational Passage	0.55	0.30	2.05
Reading	FT	VR062515	Read an Informational Passage	0.60	0.44	3.15
Reading	FT	VR063115	Read an Informational Passage	0.50	0.56	3.15
Reading	FT	VR063117	Read an Informational Passage	0.24	0.29	3.01
Reading	FT	VR063122	Read an Informational Passage	0.52	0.42	3.10

**Table 5.A.12 Dichotomous Item Statistics for Listening and Reading, Grade Span Three Through Five**

<b>Domain</b>	<b>OP/FT</b>	<b>Item ID</b>	<b>Task Type</b>	<b>p-value</b>	<b>Item-Total Correlation</b>	<b>Percent Omit Rate</b>
Listening	OP	VR008922	Listen to a Short Exchange	0.78	0.48	0.00
Listening	OP	VR008997	Listen to a Short Exchange	0.86	0.50	0.00
Listening	OP	VR009066	Listen to a Short Exchange	0.44	0.34	0.00
Listening	OP	VR021733	Listen to a Classroom Conversation	0.91	0.56	0.00
Listening	OP	VR021734	Listen to a Classroom Conversation	0.93	0.52	0.00
Listening	OP	VR021735	Listen to a Classroom Conversation	0.92	0.58	0.00
Listening	OP	VR026966	Listen to a Story	0.86	0.56	0.00
Listening	OP	VR026967	Listen to a Story	0.68	0.58	0.01
Listening	OP	VR026968	Listen to a Story	0.84	0.61	0.01
Listening	FT	VR027010	Listen to a Story	0.88	0.58	0.00
Listening	FT	VR027011	Listen to a Story	0.61	0.24	0.00
Listening	FT	VR027012	Listen to a Story	0.74	0.29	0.00
Listening	OP	VR027019	Listen to a Story	0.90	0.61	0.01
Listening	OP	VR027020	Listen to a Story	0.66	0.61	0.01
Listening	OP	VR027021	Listen to a Story	0.64	0.50	0.01
Listening	OP	VR028112	Listen to an Oral Presentation	0.48	0.45	0.03
Listening	OP	VR028113	Listen to an Oral Presentation	0.58	0.48	0.02
Listening	OP	VR028114	Listen to an Oral Presentation	0.21	0.29	0.02
Listening	OP	VR028285	Listen to an Oral Presentation	0.61	0.45	0.04
Listening	OP	VR028286	Listen to an Oral Presentation	0.50	0.50	0.04
Listening	OP	VR028287	Listen to an Oral Presentation	0.48	0.40	0.04
Listening	OP	VR028288	Listen to an Oral Presentation	0.41	0.39	0.04
Listening	OP	VR028430	Listen to an Oral Presentation	0.69	0.45	0.03
Listening	OP	VR028432	Listen to an Oral Presentation	0.46	0.44	0.03
Listening	OP	VR028433	Listen to an Oral Presentation	0.91	0.58	0.03
Listening	FT	VR067850	Listen to an Oral Presentation	0.66	0.29	0.01
Listening	FT	VR067876	Listen to an Oral Presentation	0.67	0.36	0.01

Table 5.A.12 (continuation one)

<b>Domain</b>	<b>OP/FT</b>	<b>Item ID</b>	<b>Task Type</b>	<b>p-value</b>	<b>Item-Total Correlation</b>	<b>Percent Omit Rate</b>
Listening	FT	VR069504	Listen to an Oral Presentation	0.62	0.35	0.01
Listening	FT	VR069512	Listen to an Oral Presentation	0.47	0.24	0.01
Speaking	OP	VR068503	Talk about a Scene	0.95	0.61	0.01
Speaking	OP	VR068507	Talk about a Scene	0.94	0.64	0.04
Reading	OP	VH985169	Read a Student Essay	0.27	0.39	0.01
Reading	OP	VH985171	Read a Student Essay	0.26	0.44	0.01
Reading	OP	VH985172	Read a Student Essay	0.49	0.45	0.01
Reading	OP	VH985173	Read a Student Essay	0.29	0.35	0.02
Reading	OP	VH985174	Read a Student Essay	0.48	0.53	0.01
Reading	OP	VH985175	Read a Student Essay	0.33	0.35	0.01
Reading	OP	VH986110	Read a Literary Passage	0.48	0.61	0.02
Reading	OP	VH986111	Read a Literary Passage	0.67	0.50	0.02
Reading	OP	VH986112	Read a Literary Passage	0.67	0.53	0.03
Reading	OP	VH986113	Read a Literary Passage	0.55	0.70	0.03
Reading	OP	VH986115	Read a Literary Passage	0.43	0.52	0.03
Reading	OP	VH986116	Read a Literary Passage	0.31	0.48	0.03
Reading	OP	VH991164	Read a Short Informational Passage	0.45	0.60	0.00
Reading	OP	VH991165	Read a Short Informational Passage	0.46	0.57	0.01
Reading	OP	VH991166	Read a Short Informational Passage	0.62	0.65	0.00
Reading	OP	VH991183	Read a Short Informational Passage	0.57	0.54	0.00
Reading	OP	VH991184	Read a Short Informational Passage	0.48	0.55	0.00
Reading	OP	VH991186	Read a Short Informational Passage	0.45	0.49	0.00
Reading	OP	VH992102	Read and Choose a Sentence	0.86	0.68	0.00
Reading	OP	VH992105	Read and Choose a Sentence	0.91	0.70	0.00
Reading	OP	VH992295	Read an Informational Passage	0.40	0.32	0.05
Reading	OP	VH992296	Read an Informational Passage	0.47	0.51	0.05
Reading	OP	VH992298	Read an Informational Passage	0.38	0.20	0.05

Table 5.A.12 (*continuation two*)

<b>Domain</b>	<b>OP/FT</b>	<b>Item ID</b>	<b>Task Type</b>	<b>p-value</b>	<b>Item-Total Correlation</b>	<b>Percent Omit Rate</b>
Reading	OP	VH992299	Read an Informational Passage	0.28	0.30	0.05
Reading	OP	VH992300	Read an Informational Passage	0.45	0.65	0.04
Reading	OP	VH992302	Read an Informational Passage	0.33	0.26	0.05
Reading	FT	VR054832	Read an Informational Passage	0.75	0.12	0.12
Reading	FT	VR054839	Read an Informational Passage	0.47	0.19	0.12
Reading	FT	VR054844	Read an Informational Passage	0.33	0.30	0.12
Reading	FT	VR054977	Read an Informational Passage	0.41	0.22	0.12
Reading	FT	VR054995	Read an Informational Passage	0.43	0.38	0.12
Reading	FT	VR055011	Read an Informational Passage	0.24	0.13	0.12
Reading	FT	VR055036	Read an Informational Passage	0.48	0.35	0.12
Reading	FT	VR055061	Read an Informational Passage	0.41	0.42	0.12
Reading	FT	VR055139	Read a Short Informational Passage	0.43	0.53	0.00
Reading	FT	VR055302	Read a Short Informational Passage	0.41	0.03	0.00
Reading	FT	VR055323	Read a Short Informational Passage	0.54	0.47	0.00
Reading	FT	VR055339	Read a Short Informational Passage	0.45	0.34	0.00
Reading	FT	VR055400	Read a Literary Passage	0.69	0.61	0.04
Reading	FT	VR055425	Read a Literary Passage	0.64	0.59	0.04
Reading	FT	VR055433	Read a Literary Passage	0.68	0.56	0.04
Reading	FT	VR055450	Read a Literary Passage	0.48	0.46	0.04
Reading	FT	VR055483	Read a Literary Passage	0.54	0.47	0.04
Reading	FT	VR055532	Read a Literary Passage	0.46	0.44	0.04
Reading	FT	VR055540	Read a Literary Passage	0.57	0.54	0.04



**Table 5.A.13 Dichotomous Item Statistics for Listening and Reading, Grade Span Six Through Eight**

Domain	OP/FT	Item ID	Task Type	<i>p</i> -value	Item-Total Correlation	Percent Omit Rate
Listening	OP	VR008519	Listen to a Short Exchange	0.89	0.59	0.00
Listening	OP	VR009077	Listen to a Short Exchange	0.46	0.31	0.00
Listening	OP	VR009082	Listen to a Short Exchange	0.88	0.55	0.00
Listening	OP	VR009173	Listen to a Classroom Conversation	0.88	0.47	0.00
Listening	OP	VR009174	Listen to a Classroom Conversation	0.93	0.52	0.00
Listening	OP	VR009175	Listen to a Classroom Conversation	0.90	0.53	0.00
Listening	OP	VR023961	Listen to a Speaker Support an Opinion	0.56	0.36	0.03
Listening	OP	VR023962	Listen to a Speaker Support an Opinion	0.60	0.59	0.03
Listening	OP	VR023963	Listen to a Speaker Support an Opinion	0.85	0.55	0.03
Listening	OP	VR023965	Listen to a Speaker Support an Opinion	0.73	0.48	0.03
Listening	OP	VR024019	Listen to a Speaker Support an Opinion	0.87	0.49	0.05
Listening	OP	VR024020	Listen to a Speaker Support an Opinion	0.47	0.50	0.05
Listening	OP	VR024021	Listen to a Speaker Support an Opinion	0.27	0.36	0.05
Listening	OP	VR024023	Listen to a Speaker Support an Opinion	0.63	0.50	0.05
Listening	OP	VR027363	Listen to an Oral Presentation	0.60	0.46	0.01
Listening	OP	VR027364	Listen to an Oral Presentation	0.84	0.62	0.01
Listening	OP	VR027365	Listen to an Oral Presentation	0.81	0.53	0.01
Listening	OP	VR027366	Listen to an Oral Presentation	0.64	0.52	0.01
Listening	OP	VR027396	Listen to an Oral Presentation	0.87	0.60	0.00
Listening	OP	VR027397	Listen to an Oral Presentation	0.45	0.48	0.00
Listening	OP	VR027398	Listen to an Oral Presentation	0.57	0.51	0.00
Listening	OP	VR027399	Listen to an Oral Presentation	0.54	0.34	0.00
Listening	FT	VR069946	Listen to a Classroom Conversation	0.66	0.18	0.00
Listening	FT	VR069947	Listen to a Classroom Conversation	0.49	0.12	0.00
Listening	FT	VR069948	Listen to a Classroom Conversation	0.67	0.22	0.00
Listening	FT	VR072363	Listen to a Speaker Support an Opinion	0.66	0.48	0.04
Listening	FT	VR072364	Listen to a Speaker Support an Opinion	0.75	0.59	0.04

Table 5.A.13 (continuation one)

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate
Listening	FT	VR072365	Listen to a Speaker Support an Opinion	0.50	0.40	0.04
Listening	FT	VR072366	Listen to a Speaker Support an Opinion	0.69	0.42	0.04
Listening	FT	VR072367	Listen to a Speaker Support an Opinion	0.56	0.38	0.04
Listening	FT	VR072563	Listen to a Short Exchange	0.46	0.16	0.00
Listening	FT	VR072633	Listen to a Short Exchange	0.68	0.05	0.00
Speaking	OP	VR068539	Talk about a Scene	0.97	0.64	0.03
Speaking	OP	VR068543	Talk about a Scene	0.94	0.62	0.05
Reading	OP	VH987736	Read a Literary Passage	0.25	0.31	0.05
Reading	OP	VH987737	Read a Literary Passage	0.25	0.48	0.05
Reading	OP	VH987738	Read a Literary Passage	0.37	0.42	0.05
Reading	OP	VH987740	Read a Literary Passage	0.32	0.43	0.06
Reading	OP	VH987741	Read a Literary Passage	0.29	0.46	0.06
Reading	OP	VH987742	Read a Literary Passage	0.49	0.59	0.06
Reading	OP	VH990848	Read a Short Informational Passage	0.36	0.47	0.00
Reading	OP	VH990849	Read a Short Informational Passage	0.49	0.33	0.00
Reading	OP	VH990850	Read a Short Informational Passage	0.64	0.37	0.00
Reading	OP	VH990947	Read a Short Informational Passage	0.49	0.45	0.00
Reading	OP	VH990948	Read a Short Informational Passage	0.60	0.53	0.00
Reading	OP	VH990950	Read a Short Informational Passage	0.25	0.39	0.00
Reading	OP	VH991152	Read an Informational Passage	0.30	0.32	0.09
Reading	OP	VH991153	Read an Informational Passage	0.26	0.22	0.10
Reading	OP	VH991154	Read an Informational Passage	0.35	0.49	0.10
Reading	OP	VH991155	Read an Informational Passage	0.37	0.24	0.10
Reading	OP	VH991156	Read an Informational Passage	0.38	0.54	0.10
Reading	OP	VH991158	Read an Informational Passage	0.43	0.36	0.10
Reading	FT	VH991332	Read an Informational Passage	0.34	0.23	0.08
Reading	FT	VH991333	Read an Informational Passage	0.35	0.19	0.08

Table 5.A.13 (continuation two)

<b>Domain</b>	<b>OP/FT</b>	<b>Item ID</b>	<b>Task Type</b>	<b>p-value</b>	<b>Item-Total Correlation</b>	<b>Percent Omit Rate</b>
Reading	FT	VH991334	Read an Informational Passage	0.31	0.43	0.08
Reading	FT	VH991335	Read an Informational Passage	0.45	0.32	0.08
Reading	FT	VH991336	Read an Informational Passage	0.32	0.35	0.08
Reading	FT	VH991337	Read an Informational Passage	0.29	0.18	0.11
Reading	FT	VH991338	Read an Informational Passage	0.41	0.24	0.08
Reading	FT	VH991339	Read an Informational Passage	0.35	0.37	0.08
Reading	OP	VR051760	Read a Student Essay	0.51	0.56	0.01
Reading	OP	VR051761	Read a Student Essay	0.31	0.25	0.01
Reading	OP	VR051762	Read a Student Essay	0.43	0.43	0.02
Reading	OP	VR051763	Read a Student Essay	0.69	0.65	0.02
Reading	OP	VR051765	Read a Student Essay	0.52	0.53	0.02
Reading	OP	VR051766	Read a Student Essay	0.29	0.36	0.03
Reading	OP	VR051767	Read a Student Essay	0.39	0.34	0.03
Reading	OP	VR051768	Read a Student Essay	0.62	0.52	0.02
Reading	FT	VR104614	Read a Literary Passage	0.46	0.21	0.13
Reading	FT	VR104615	Read a Literary Passage	0.70	0.48	0.13
Reading	FT	VR104616	Read a Literary Passage	0.44	0.38	0.13
Reading	FT	VR104617	Read a Literary Passage	0.60	0.64	0.15
Reading	FT	VR104618	Read a Literary Passage	0.46	0.44	0.13
Reading	FT	VR104619	Read a Literary Passage	0.32	0.23	0.13
Reading	FT	VR104620	Read a Literary Passage	0.55	0.36	0.15
Reading	FT	VR104621	Read a Literary Passage	0.55	0.44	0.13

**Table 5.A.14 Dichotomous Item Statistics for Listening and Reading, Grade Span Nine and Ten**

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate
Listening	OP	VR008525	Listen to a Short Exchange	0.86	0.53	0.00
Listening	OP	VR008649	Listen to a Short Exchange	0.85	0.59	0.00
Listening	OP	VR008705	Listen to a Short Exchange	0.77	0.53	0.00
Listening	OP	VR009868	Listen to a Classroom Conversation	0.74	0.50	0.00
Listening	OP	VR009869	Listen to a Classroom Conversation	0.90	0.68	0.00
Listening	OP	VR009870	Listen to a Classroom Conversation	0.79	0.52	0.00
Listening	OP	VR022298	Listen to a Speaker Support an Opinion	0.91	0.66	0.06
Listening	OP	VR022299	Listen to a Speaker Support an Opinion	0.23	0.41	0.07
Listening	OP	VR022300	Listen to a Speaker Support an Opinion	0.51	0.58	0.07
Listening	OP	VR022302	Listen to a Speaker Support an Opinion	0.51	0.43	0.07
Listening	OP	VR023606	Listen to a Speaker Support an Opinion	0.68	0.52	0.08
Listening	OP	VR023608	Listen to a Speaker Support an Opinion	0.84	0.65	0.09
Listening	OP	VR023609	Listen to a Speaker Support an Opinion	0.77	0.60	0.08
Listening	OP	VR023610	Listen to a Speaker Support an Opinion	0.53	0.53	0.08
Listening	OP	VR027250	Listen to an Oral Presentation	0.60	0.47	0.02
Listening	OP	VR027252	Listen to an Oral Presentation	0.51	0.50	0.03
Listening	OP	VR027253	Listen to an Oral Presentation	0.49	0.40	0.03
Listening	OP	VR027254	Listen to an Oral Presentation	0.51	0.42	0.03
Listening	OP	VR027670	Listen to an Oral Presentation	0.61	0.51	0.01
Listening	OP	VR027672	Listen to an Oral Presentation	0.49	0.49	0.01
Listening	OP	VR027675	Listen to an Oral Presentation	0.30	0.30	0.01
Listening	OP	VR027676	Listen to an Oral Presentation	0.67	0.53	0.01
Listening	FT	VR069743	Listen to a Classroom Conversation	0.74	0.49	0.00
Listening	FT	VR069744	Listen to a Classroom Conversation	0.69	0.35	0.00
Listening	FT	VR069745	Listen to a Classroom Conversation	0.69	0.34	0.00
Listening	FT	VR070070	Listen to a Short Exchange	0.54	0.20	0.00
Listening	FT	VR070078	Listen to a Short Exchange	0.71	0.32	0.00

Table 5.A.14 (continuation one)

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate
Listening	FT	VR070818	Listen to a Speaker Support an Opinion	0.28	0.23	0.28
Listening	FT	VR070819	Listen to a Speaker Support an Opinion	0.74	0.52	0.28
Listening	FT	VR070820	Listen to a Speaker Support an Opinion	0.77	0.54	0.28
Listening	FT	VR070821	Listen to a Speaker Support an Opinion	0.90	0.48	0.28
Listening	FT	VR071454	Listen to a Speaker Support an Opinion	0.87	0.47	0.28
Speaking	OP	VR068570	Talk about a Scene	0.92	0.74	0.02
Speaking	OP	VR068574	Talk about a Scene	0.91	0.63	0.05
Reading	OP	VH985069	Read a Student Essay	0.55	0.58	0.03
Reading	OP	VH985070	Read a Student Essay	0.51	0.48	0.03
Reading	OP	VH985071	Read a Student Essay	0.34	0.55	0.04
Reading	OP	VH985072	Read a Student Essay	0.46	0.46	0.06
Reading	OP	VH985073	Read a Student Essay	0.39	0.52	0.04
Reading	OP	VH985074	Read a Student Essay	0.25	0.21	0.06
Reading	OP	VH985076	Read a Student Essay	0.63	0.44	0.06
Reading	OP	VH985077	Read a Student Essay	0.46	0.44	0.06
Reading	OP	VH985845	Read a Literary Passage	0.64	0.53	0.10
Reading	OP	VH985846	Read a Literary Passage	0.43	0.58	0.11
Reading	OP	VH985847	Read a Literary Passage	0.34	0.52	0.13
Reading	OP	VH985849	Read a Literary Passage	0.70	0.72	0.13
Reading	OP	VH985850	Read a Literary Passage	0.46	0.67	0.14
Reading	OP	VH985851	Read a Literary Passage	0.69	0.67	0.13
Reading	FT	VH990597	Read a Short Informational Passage	0.75	0.51	0.00
Reading	FT	VH990598	Read a Short Informational Passage	0.63	0.55	0.00
Reading	FT	VH990599	Read a Short Informational Passage	0.60	0.58	0.00
Reading	FT	VH990600	Read a Short Informational Passage	0.58	0.29	0.00
Reading	OP	VH990622	Read a Short Informational Passage	0.59	0.51	0.00
Reading	OP	VH990623	Read a Short Informational Passage	0.60	0.69	0.00

Table 5.A.14 (continuation two)

<b>Domain</b>	<b>OP/FT</b>	<b>Item ID</b>	<b>Task Type</b>	<b>p-value</b>	<b>Item-Total Correlation</b>	<b>Percent Omit Rate</b>
Reading	OP	VH990624	Read a Short Informational Passage	0.51	0.60	0.00
Reading	OP	VH991456	Read a Short Informational Passage	0.67	0.61	0.00
Reading	OP	VH991457	Read a Short Informational Passage	0.34	0.34	0.00
Reading	OP	VH991458	Read a Short Informational Passage	0.42	0.54	0.00
Reading	OP	VH991765	Read an Informational Passage	0.49	0.39	0.18
Reading	OP	VH991766	Read an Informational Passage	0.59	0.52	0.19
Reading	OP	VH991767	Read an Informational Passage	0.49	0.51	0.19
Reading	OP	VH991768	Read an Informational Passage	0.54	0.66	0.21
Reading	OP	VH991771	Read an Informational Passage	0.42	0.54	0.20
Reading	OP	VH991772	Read an Informational Passage	0.41	0.41	0.20
Reading	FT	VR067554	Read a Student Essay	0.24	0.35	0.08
Reading	FT	VR067556	Read a Student Essay	0.19	-0.11	0.08
Reading	FT	VR067559	Read a Student Essay	0.25	0.24	0.12
Reading	FT	VR067561	Read a Student Essay	0.22	0.10	0.12
Reading	FT	VR067564	Read a Student Essay	0.36	0.32	0.12
Reading	FT	VR067566	Read a Student Essay	0.26	0.17	0.12
Reading	FT	VR067575	Read a Student Essay	0.48	0.55	0.12
Reading	FT	VR067610	Read a Student Essay	0.52	0.45	0.12
Reading	FT	VR067969	Read a Literary Passage	0.47	0.54	0.10
Reading	FT	VR067972	Read a Literary Passage	0.53	0.46	0.10
Reading	FT	VR067974	Read a Literary Passage	0.46	0.43	0.10
Reading	FT	VR067979	Read a Literary Passage	0.38	0.23	0.10
Reading	FT	VR067982	Read a Literary Passage	0.59	0.53	0.10
Reading	FT	VR068215	Read a Literary Passage	0.37	0.29	0.10

**Table 5.A.15 Dichotomous Item Statistics for Listening and Reading, Grade Span Eleven and Twelve**

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate
Listening	OP	VR007128	Listen to a Short Exchange	0.68	0.60	0.00
Listening	OP	VR007153	Listen to a Short Exchange	0.72	0.66	0.00
Listening	OP	VR007170	Listen to a Short Exchange	0.57	0.45	0.00
Listening	OP	VR009266	Listen to a Classroom Conversation	0.58	0.45	0.00
Listening	OP	VR009267	Listen to a Classroom Conversation	0.81	0.58	0.00
Listening	OP	VR009268	Listen to a Classroom Conversation	0.43	0.59	0.00
Listening	FT	VR021534	Listen to a Speaker Support an Opinion	0.66	0.41	0.00
Listening	FT	VR021547	Listen to a Speaker Support an Opinion	0.57	0.43	0.00
Listening	FT	VR021554	Listen to a Speaker Support an Opinion	0.67	0.46	0.00
Listening	FT	VR021568	Listen to a Speaker Support an Opinion	0.59	0.36	0.00
Listening	FT	VR021579	Listen to a Speaker Support an Opinion	0.58	0.48	0.00
Listening	OP	VR021618	Listen to a Speaker Support an Opinion	0.82	0.70	0.06
Listening	OP	VR021627	Listen to a Speaker Support an Opinion	0.67	0.56	0.07
Listening	OP	VR021638	Listen to a Speaker Support an Opinion	0.72	0.50	0.06
Listening	OP	VR021641	Listen to a Speaker Support an Opinion	0.74	0.55	0.06
Listening	OP	VR021928	Listen to a Speaker Support an Opinion	0.74	0.62	0.09
Listening	OP	VR021932	Listen to a Speaker Support an Opinion	0.74	0.63	0.09
Listening	OP	VR021935	Listen to a Speaker Support an Opinion	0.62	0.51	0.10
Listening	OP	VR021938	Listen to a Speaker Support an Opinion	0.75	0.52	0.10
Listening	OP	VR026931	Listen to an Oral Presentation	0.67	0.54	0.01
Listening	OP	VR026932	Listen to an Oral Presentation	0.65	0.49	0.01
Listening	OP	VR026933	Listen to an Oral Presentation	0.57	0.60	0.01
Listening	OP	VR026935	Listen to an Oral Presentation	0.70	0.61	0.01
Listening	OP	VR026972	Listen to an Oral Presentation	0.54	0.36	0.04
Listening	OP	VR026973	Listen to an Oral Presentation	0.52	0.39	0.03
Listening	OP	VR026975	Listen to an Oral Presentation	0.57	0.55	0.05
Listening	OP	VR026976	Listen to an Oral Presentation	0.60	0.65	0.04

Table 5.A.15 (continuation one)

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate
Listening	FT	VR026988	Listen to an Oral Presentation	0.58	0.37	0.00
Listening	FT	VR026989	Listen to an Oral Presentation	0.52	0.36	0.00
Listening	FT	VR026990	Listen to an Oral Presentation	0.53	0.28	0.00
Listening	FT	VR026991	Listen to an Oral Presentation	0.60	0.37	0.00
Listening	FT	VR026992	Listen to an Oral Presentation	0.29	0.09	0.00
Speaking	OP	VR068477	Talk about a Scene	0.95	0.70	0.02
Speaking	OP	VR068481	Talk about a Scene	0.96	0.66	0.05
Reading	OP	VH985220	Read a Student Essay	0.45	0.65	0.01
Reading	OP	VH985221	Read a Student Essay	0.55	0.60	0.01
Reading	OP	VH985222	Read a Student Essay	0.47	0.53	0.02
Reading	OP	VH985223	Read a Student Essay	0.41	0.64	0.03
Reading	OP	VH985225	Read a Student Essay	0.69	0.66	0.04
Reading	OP	VH985226	Read a Student Essay	0.72	0.57	0.03
Reading	OP	VH985227	Read a Student Essay	0.31	0.33	0.04
Reading	OP	VH985228	Read a Student Essay	0.67	0.68	0.03
Reading	OP	VH987053	Read a Literary Passage	0.58	0.65	0.08
Reading	OP	VH987054	Read a Literary Passage	0.55	0.55	0.08
Reading	OP	VH987055	Read a Literary Passage	0.63	0.62	0.08
Reading	OP	VH987056	Read a Literary Passage	0.43	0.54	0.09
Reading	OP	VH987058	Read a Literary Passage	0.57	0.55	0.09
Reading	OP	VH987059	Read a Literary Passage	0.48	0.35	0.09
Reading	OP	VH990637	Read a Short Informational Passage	0.47	0.42	0.00
Reading	OP	VH990638	Read a Short Informational Passage	0.39	0.44	0.00
Reading	OP	VH990639	Read a Short Informational Passage	0.21	0.32	0.00
Reading	OP	VH990662	Read a Short Informational Passage	0.83	0.60	0.00
Reading	OP	VH990663	Read a Short Informational Passage	0.44	0.52	0.00
Reading	OP	VH990664	Read a Short Informational Passage	0.79	0.69	0.00



Table 5.A.15 (continuation two)

<b>Domain</b>	<b>OP/FT</b>	<b>Item ID</b>	<b>Task Type</b>	<b>p-value</b>	<b>Item-Total Correlation</b>	<b>Percent Omit Rate</b>
Reading	OP	VH992264	Read an Informational Passage	0.27	0.40	0.14
Reading	OP	VH992266	Read an Informational Passage	0.55	0.62	0.15
Reading	OP	VH992267	Read an Informational Passage	0.55	0.60	0.16
Reading	OP	VH992268	Read an Informational Passage	0.34	0.29	0.16
Reading	OP	VH992269	Read an Informational Passage	0.54	0.65	0.16
Reading	OP	VH992270	Read an Informational Passage	0.57	0.52	0.16
Reading	FT	VR000022	Read an Informational Passage	0.51	0.33	0.12
Reading	FT	VR000023	Read an Informational Passage	0.65	0.49	0.12
Reading	FT	VR000024	Read an Informational Passage	0.53	0.37	0.12
Reading	FT	VR000025	Read an Informational Passage	0.45	0.49	0.12
Reading	FT	VR000026	Read an Informational Passage	0.21	0.33	0.12
Reading	FT	VR000027	Read an Informational Passage	0.26	0.26	0.12
Reading	FT	VR000028	Read an Informational Passage	0.39	0.34	0.12
Reading	FT	VR067820	Read a Literary Passage	0.51	0.35	0.18
Reading	FT	VR067823	Read a Literary Passage	0.61	0.58	0.18
Reading	FT	VR067825	Read a Literary Passage	0.59	0.53	0.18
Reading	FT	VR067835	Read a Literary Passage	0.30	0.24	0.18
Reading	FT	VR067844	Read a Literary Passage	0.22	-0.03	0.18
Reading	FT	VR067847	Read a Literary Passage	0.26	0.41	0.23
Reading	FT	VR067852	Read a Literary Passage	0.47	0.47	0.23
Reading	FT	VR069262	Read a Short Informational Passage	0.27	0.19	0.00
Reading	FT	VR069265	Read a Short Informational Passage	0.40	0.46	0.00
Reading	FT	VR069274	Read a Short Informational Passage	0.42	0.39	0.00
Reading	FT	VR069280	Read a Short Informational Passage	0.42	0.54	0.00

**Note:** In [Table 5.A.16](#) through [Table 5.A.22](#), “N/A” indicates that the items did not have these score points.

**Table 5.A.16 Polytomous Item Statistics, Kindergarten**

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate	Prop. of 0 Points	Prop. of 1 Point	Prop. of 2 Points	Prop. of 3 Points	Prop. of 4 Points
Speaking	OP	VR068449	Talk about a Scene	0.82	0.75	0.05	8.33	20.09	71.53	N/A	N/A
Speaking	OP	VR068450	Talk about a Scene	0.83	0.77	0.07	6.90	20.87	72.17	N/A	N/A
Speaking	OP	VR068458	Retell A Narrative	0.59	0.91	0.73	13.18	10.62	20.81	34.32	20.34
Speaking	OP	VR068460	Retell A Narrative	0.50	0.90	0.71	18.86	14.71	25.90	27.35	12.47
Speaking	OP	VR068464	Speaking-Support an Opinion	0.80	0.75	0.07	4.27	31.49	64.17	N/A	N/A
Speaking	OP	VR068465	Speaking-Support an Opinion	0.75	0.76	0.65	5.49	37.03	56.83	N/A	N/A
Speaking	OP	VR068468	Summarize an Academic Presentation	0.50	0.86	0.78	13.77	15.79	34.49	23.79	11.38
Speaking	FT	VR103958	Speaking-Support an Opinion	0.90	0.74	1.01	2.30	13.96	82.73	N/A	N/A
Speaking	FT	VR103978	Speaking-Support an Opinion	0.86	0.74	1.01	2.30	21.08	75.61	N/A	N/A
Speaking	FT	VR103986	Retell A Narrative	0.55	0.85	1.08	12.88	12.88	26.55	31.29	15.32
Speaking	FT	VR104471	Summarize an Academic Presentation	0.43	0.80	1.08	17.28	26.49	28.80	17.49	8.86

Table 5.A.16 (continuation)

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate	Prop. of 0 Points	Prop. of 1 Point	Prop. of 2 Points	Prop. of 3 Points	Prop. of 4 Points
Reading	OP	VR002244	Read-Along Word with Scaffolding	0.63	0.78	0.00	7.52	58.59	33.89	N/A	N/A
Reading	OP	VR002271	Read-Along Word with Scaffolding	0.67	0.80	0.00	4.20	56.67	39.13	N/A	N/A
Reading	OP	VR003731	Read-Along Story with Scaffolding	0.71	0.73	0.00	18.00	22.77	59.24	N/A	N/A
Reading	FT	VR056796	Read-Along Story with Scaffolding	0.79	0.71	0.00	13.04	16.00	70.96	N/A	N/A
Writing	OP	VH572685	Write a Story Together with Scaffolding	0.64	0.90	9.14	17.32	18.43	55.11	N/A	N/A
Writing	OP	VH572699	Write a Story Together with Scaffolding	0.64	0.91	8.44	17.66	19.31	54.59	N/A	N/A
Writing	OP	VH590348	Label a Picture-Word with Scaffolding	0.63	0.89	4.65	18.30	28.06	48.99	N/A	N/A
Writing	OP	VH590354	Label a Picture-Word with Scaffolding	0.66	0.88	4.51	17.30	24.27	53.92	N/A	N/A

**Table 5.A.17 Polytomous Item Statistics, Grade One**

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate	Prop. of 0 Points	Prop. of 1 Point	Prop. of 2 Points	Prop. of 3 Points	Prop. of 4 Points
Speaking	OP	VR068388	Talk about a Scene	0.87	0.69	0.04	4.62	17.15	78.19	N/A	N/A
Speaking	OP	VR068389	Talk about a Scene	0.90	0.74	0.08	4.25	12.31	83.35	N/A	N/A
Speaking	OP	VR068399	Retell A Narrative	0.70	0.90	0.49	6.56	5.42	19.24	38.68	29.62
Speaking	OP	VR068401	Summarize an Academic Presentation	0.60	0.91	0.51	6.18	11.12	32.93	32.49	16.78
Speaking	OP	VR068402	Summarize an Academic Presentation	0.44	0.88	0.57	10.34	28.04	40.44	16.81	3.80
Speaking	OP	VR068404	Speaking-Support an Opinion	0.93	0.69	0.45	1.67	10.36	87.52	N/A	N/A
Speaking	OP	VR068405	Speaking-Support an Opinion	0.89	0.71	0.08	2.23	17.13	80.56	N/A	N/A
Speaking	FT	VR122507	Speaking-Support an Opinion	0.85	0.63	0.58	1.17	26.26	71.99	N/A	N/A
Speaking	FT	VR122522	Speaking-Support an Opinion	0.92	0.65	0.58	1.24	12.84	85.34	N/A	N/A
Speaking	FT	VR122537	Retell A Narrative	0.74	0.82	0.66	4.67	5.40	16.05	34.94	38.29

Table 5.A.17 (continuation)

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate	Prop. of 0 Points	Prop. of 1 Point	Prop. of 2 Points	Prop. of 3 Points	Prop. of 4 Points
Writing	OP	VH575243	Write a Story Together with Scaffolding	0.80	0.73	0.77	8.19	21.09	69.95	N/A	N/A
Writing	OP	VH575247	Write a Story Together with Scaffolding	0.58	0.82	5.25	14.56	18.19	30.09	31.90	N/A
Writing	OP	VH581453	Describe a Picture	0.58	0.89	5.84	10.27	20.98	36.77	26.14	N/A
Writing	OP	VH581478	Write an Informational Text Together	0.65	0.83	4.48	10.63	40.67	44.23	N/A	N/A
Writing	OP	VH581484	Write an Informational Text Together	0.58	0.84	7.18	10.62	19.50	32.99	29.72	N/A
Writing	OP	VR045212	Write About an Experience	0.54	0.86	7.16	13.39	21.66	33.21	24.59	N/A

**Table 5.A.18 Polytomous Item Statistics, Grade Two**

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate	Prop. of 0 Points	Prop. of 1 Point	Prop. of 2 Points	Prop. of 3 Points	Prop. of 4 Points
Speaking	OP	VR068413	Talk about a Scene	0.94	0.68	0.03	2.68	7.52	89.78	N/A	N/A
Speaking	OP	VR068414	Talk about a Scene	0.95	0.66	0.08	2.89	4.33	92.70	N/A	N/A
Speaking	OP	VR068427	Retell A Narrative	0.78	0.84	0.58	3.52	2.80	12.76	39.38	40.96
Speaking	OP	VR068430	Summarize an Academic Presentation	0.56	0.88	0.65	4.70	17.14	36.02	30.27	11.21
Speaking	OP	VR068431	Summarize an Academic Presentation	0.55	0.88	0.59	4.34	17.25	39.61	29.43	8.79
Speaking	OP	VR068433	Speech Functions	0.85	0.68	0.12	7.54	13.78	78.56	N/A	N/A
Speaking	OP	VR068434	Speech Functions	0.75	0.74	0.53	13.59	21.31	64.57	N/A	N/A
Speaking	OP	VR068435	Speech Functions	0.81	0.64	0.56	6.55	24.39	68.49	N/A	N/A
Speaking	OP	VR068436	Speaking-Support an Opinion	0.95	0.66	0.57	1.11	5.97	92.35	N/A	N/A
Speaking	OP	VR068439	Speaking-Support an Opinion	0.89	0.67	0.58	1.88	16.88	80.66	N/A	N/A
Speaking	FT	VR104029	Speech Functions	0.85	0.56	0.37	5.04	19.04	75.54	N/A	N/A
Speaking	FT	VR104037	Retell A Narrative	0.76	0.77	0.56	2.68	3.67	16.30	39.95	36.84
Speaking	FT	VR104040	Speaking-Support an Opinion	0.95	0.60	0.50	1.56	6.85	91.10	N/A	N/A

Table 5.A.18 (continuation)

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate	Prop. of 0 Points	Prop. of 1 Point	Prop. of 2 Points	Prop. of 3 Points	Prop. of 4 Points
Writing	OP	VH573930	Write a Story Together with Scaffolding	0.68	0.78	0.16	5.94	51.28	42.62	N/A	N/A
Writing	OP	VH573933	Write a Story Together with Scaffolding	0.72	0.78	1.35	8.05	12.67	29.57	48.36	N/A
Writing	OP	VH581433	Describe a Picture	0.74	0.87	3.45	3.26	11.98	35.03	46.28	N/A
Writing	OP	VH581499	Write an Informational Text Together	0.66	0.86	2.79	5.91	50.00	41.30	N/A	N/A
Writing	OP	VH581501	Write an Informational Text Together	0.68	0.84	4.98	5.42	14.53	34.78	40.29	N/A
Writing	OP	VR044526	Write About an Experience	0.58	0.87	4.26	3.68	13.04	32.93	30.82	15.28

**Table 5.A.19 Polytomous Item Statistics, Grade Span Three Through Five**

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate	Prop. of 0 Points	Prop. of 1 Point	Prop. of 2 Points	Prop. of 3 Points	Prop. of 4 Points
Speaking	OP	VR068505	Talk about a Scene	0.76	0.71	0.04	11.39	24.92	63.65	N/A	N/A
Speaking	OP	VR068506	Talk about a Scene	0.95	0.65	0.05	2.78	4.41	92.75	N/A	N/A
Speaking	OP	VR068514	Retell A Narrative	0.79		1.03	2.06	1.73	11.78	42.55	40.84
Speaking	OP	VR068516	Summarize an Academic Presentation	0.63	0.89	1.05	3.72	8.71	33.30	36.25	16.98
Speaking	OP	VR068519	Summarize an Academic Presentation	0.63	0.89	1.14	3.06	7.47	35.71	37.43	15.19
Speaking	OP	VR068522	Speech Functions	0.89	0.66	0.94	3.02	13.76	82.28	N/A	N/A
Speaking	OP	VR068525	Speech Functions	0.85	0.69	0.89	4.86	18.02	76.24	N/A	N/A
Speaking	OP	VR068527	Speech Functions	0.78	0.65	0.13	6.40	31.22	62.25	N/A	N/A
Speaking	OP	VR068528	Speaking-Support an Opinion	0.80	0.84	0.98	3.04	9.17	29.46	57.35	N/A
Speaking	OP	VR068529	Speaking-Support an Opinion	0.85	0.81	1.01	1.66	5.90	24.85	66.57	N/A
Speaking	FT	VR077207	Retell A Narrative	0.79	0.81	1.12	1.98	1.60	13.11	39.32	42.88
Speaking	FT	VR104045	Speaking-Support an Opinion	0.86	0.72	1.14	1.30	4.26	27.62	65.69	N/A
Speaking	FT	VR104304	Speech Functions	0.69	0.60	1.00	16.49	26.12	56.39	N/A	N/A
Speaking	FT	VR104312	Speech Functions	0.83	0.62	1.01	4.38	23.32	71.28	N/A	N/A



Table 5.A.19 (continuation)

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate	Prop. of 0 Points	Prop. of 1 Point	Prop. of 2 Points	Prop. of 3 Points	Prop. of 4 Points
Writing	OP	VR026361	Describe a Picture	0.72	0.70	2.37	6.66	37.35	53.62	N/A	N/A
Writing	OP	VR026363	Describe a Picture	0.73	0.69	0.99	7.86	36.00	55.16	N/A	N/A
Writing	OP	VR026641	Write About Academic Information	0.64	0.81	3.53	7.99	23.25	27.68	37.56	N/A
Writing	OP	VR026642	Write About Academic Information	0.61	0.74	1.57	13.60	46.72	38.11	N/A	N/A
Writing	FT	VR028314	Write About Academic Information	0.51	0.70	3.57	14.22	30.65	32.77	18.79	N/A
Writing	FT	VR028315	Write About Academic Information	0.51	0.57	2.29	21.08	51.87	24.76	N/A	N/A
Writing	OP	VR029495	Write About an Experience	0.58	0.85	0.74	6.52	12.69	34.39	31.75	13.91
Writing	OP	VR029800	Writing-Justify an Opinion	0.52	0.86	1.13	8.13	17.68	37.73	25.41	9.93
Writing	FT	VR071620	Writing-Justify an Opinion	0.50	0.76	1.97	9.55	17.89	37.28	24.41	8.89

**Table 5.A.20 Polytomous Item Statistics, Grade Span Six Through Eight**

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate	Prop. of 0 Points	Prop. of 1 Point	Prop. of 2 Points	Prop. of 3 Points	Prop. of 4 Points
Speaking	OP	VR068541	Talk about a Scene	0.90	0.69	0.04	3.93	11.61	84.42	N/A	N/A
Speaking	OP	VR068542	Talk about a Scene	0.94	0.65	0.07	2.38	7.45	90.09	N/A	N/A
Speaking	OP	VR068550	Speech Functions	0.94	0.61	0.13	3.13	5.27	91.47	N/A	N/A
Speaking	OP	VR068552	Speech Functions	0.78	0.72	0.79	10.36	22.42	66.43	N/A	N/A
Speaking	OP	VR068556	Speaking-Support an Opinion	0.77	0.84	0.90	5.09	9.94	31.21	52.86	N/A
Speaking	OP	VR068557	Speaking-Support an Opinion	0.80	0.86	0.93	4.80	8.15	25.77	60.34	N/A
Speaking	OP	VR068560	Present and Discuss Information	0.61	0.85	0.97	9.17	26.56	32.88	30.42	N/A
Speaking	OP	VR068561	Present and Discuss Information	0.77	0.79	0.96	4.19	9.24	35.56	50.04	N/A
Speaking	OP	VR068565	Summarize an Academic Presentation	0.73	*	1.11	3.19	4.11	18.76	42.90	29.92
Speaking	OP	VR068567	Summarize an Academic Presentation	0.73	0.86	1.01	2.76	3.37	17.40	47.61	27.85
Speaking	FT	VR104326	Speech Functions	0.92	0.67	1.16	3.64	7.40	87.80	N/A	N/A
Speaking	FT	VR104330	Speech Functions	0.84	0.63	1.13	5.30	19.07	74.50	N/A	N/A
Speaking	FT	VR104333	Present and Discuss Information	0.79	0.72	1.43	3.12	11.11	27.05	57.29	N/A
Speaking	FT	VR104335	Present and Discuss Information	0.76	0.69	1.46	5.62	16.87	18.17	57.87	N/A

Table 5.A.20 (continuation)

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate	Prop. of 0 Points	Prop. of 1 Point	Prop. of 2 Points	Prop. of 3 Points	Prop. of 4 Points
Writing	OP	VR026221	Describe a Picture	0.80	0.65	1.08	4.67	27.71	66.54	N/A	N/A
Writing	OP	VR026223	Describe a Picture	0.72	0.69	0.71	7.83	39.43	52.03	N/A	N/A
Writing	FT	VR028567	Write About Academic Information	0.63	0.67	1.78	6.14	22.01	43.85	26.22	N/A
Writing	FT	VR028568	Write About Academic Information	0.72	0.59	1.05	6.95	39.33	52.66	N/A	N/A
Writing	OP	VR028574	Write About Academic Information	0.65	0.80	2.07	7.00	17.02	43.02	30.90	N/A
Writing	OP	VR028575	Write About Academic Information	0.80	0.70	0.88	6.23	24.84	68.04	N/A	N/A
Writing	OP	VR029169	Write About an Experience	0.65	0.85	0.75	5.12	7.71	25.83	40.46	20.13
Writing	OP	VR029526	Writing-Justify an Opinion	0.59	0.86	1.05	4.95	15.44	30.33	34.21	14.02
Writing	FT	VR072281	Writing-Justify an Opinion	0.54	0.75	2.00	5.47	19.47	33.12	29.35	10.59

\* No polyserial correlation is available for this item due to a convergence failure; the point-biserial for this item is 0.83.

**Table 5.A.21 Polytomous Item Statistics, Grade Span Nine and Ten**

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate	Prop. of 0 Points	Prop. of 1 Point	Prop. of 2 Points	Prop. of 3 Points	Prop. of 4 Points
Speaking	OP	VR068572	Talk about a Scene	0.84	0.70	0.06	9.02	13.90	77.02	N/A	N/A
Speaking	OP	VR068573	Talk about a Scene	0.88	0.79	0.09	6.95	9.94	83.03	N/A	N/A
Speaking	OP	VR068590	Speech Functions	0.67	0.79	2.03	18.08	26.11	53.78	N/A	N/A
Speaking	OP	VR068592	Speech Functions	0.80	0.75	0.17	10.22	18.55	71.06	N/A	N/A
Speaking	OP	VR068593	Speaking-Support an Opinion	0.76	0.87	2.56	6.18	9.12	27.19	54.95	N/A
Speaking	OP	VR068594	Speaking-Support an Opinion	0.77	0.88	2.52	6.27	8.62	25.21	57.38	N/A
Speaking	OP	VR068597	Present and Discuss Information	0.65	0.85	2.68	10.64	18.81	26.89	40.99	N/A
Speaking	OP	VR068598	Present and Discuss Information	0.76	0.86	2.62	7.09	8.51	26.27	55.51	N/A
Speaking	OP	VR068599	Summarize an Academic Presentation	0.62	0.91	2.70	7.20	8.66	24.66	35.63	21.16
Speaking	OP	VR068602	Summarize an Academic Presentation	0.52	0.88	2.86	9.42	17.16	32.37	26.34	11.85
Speaking	FT	VR122478	Speech Functions	0.76	0.65	1.36	9.88	26.46	62.29	N/A	N/A
Speaking	FT	VR122484	Speaking-Support an Opinion	0.75	0.83	1.53	6.59	11.08	29.43	51.36	N/A
Speaking	FT	VR122490	Present and Discuss Information	0.80	0.79	1.76	8.07	8.53	12.62	69.02	N/A
Speaking	FT	VR122498	Present and Discuss Information	0.80	0.79	1.82	6.59	6.31	23.08	62.19	N/A

Table 5.A.21 (continuation)

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate	Prop. of 0 Points	Prop. of 1 Point	Prop. of 2 Points	Prop. of 3 Points	Prop. of 4 Points
Writing	OP	VR023983	Describe a Picture	0.68	0.69	0.89	8.34	44.63	46.14	N/A	N/A
Writing	OP	VR023986	Describe a Picture	0.76	0.67	1.48	5.05	35.34	58.13	N/A	N/A
Writing	FT	VR028617	Write About Academic Information	0.57	0.67	3.35	8.28	31.41	30.76	26.20	N/A
Writing	FT	VR028618	Write About Academic Information	0.65	0.58	2.93	9.92	44.68	42.47	N/A	N/A
Writing	OP	VR028624	Write About Academic Information	0.63	0.81	3.06	5.16	22.63	41.94	27.22	N/A
Writing	OP	VR028625	Write About Academic Information	0.77	0.68	1.46	5.32	32.95	60.27	N/A	N/A
Writing	OP	VR029230	Write About an Experience	0.67	0.85	1.33	5.16	7.60	22.04	39.05	24.83
Writing	FT	VR029704	Writing-Justify an Opinion	0.54	0.74	2.93	5.92	16.77	34.62	30.26	9.49
Writing	OP	VR029711	Writing-Justify an Opinion	0.60	0.88	2.30	6.67	12.79	26.42	34.67	17.15

**Table 5.A.22 Polytomous Item Statistics, Grade Span Eleven and Twelve**

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate	Prop. of 0 Points	Prop. of 1 Point	Prop. of 2 Points	Prop. of 3 Points	Prop. of 4 Points
Speaking	OP	VR068479	Talk about a Scene	0.93	0.74	0.04	4.69	5.54	89.73	N/A	N/A
Speaking	OP	VR068480	Talk about a Scene	0.89	0.72	0.05	4.34	13.25	82.36	N/A	N/A
Speaking	OP	VR068482	Speaking-Support an Opinion	0.80	0.85	1.34	5.60	7.09	25.10	60.87	N/A
Speaking	OP	VR068483	Speaking-Support an Opinion	0.81	0.85	1.40	3.91	6.99	25.89	61.80	N/A
Speaking	OP	VR068484	Present and Discuss Information	0.77	0.85	1.45	6.61	9.93	26.02	55.98	N/A
Speaking	OP	VR068485	Present and Discuss Information	0.65	0.88	1.61	10.32	20.89	27.22	39.95	N/A
Speaking	OP	VR068489	Speech Functions	0.83	0.78	0.17	7.16	18.62	74.05	N/A	N/A
Speaking	OP	VR068491	Speech Functions	0.84	0.78	1.10	7.61	15.28	76.02	N/A	N/A
Speaking	OP	VR068492	Summarize an Academic Presentation	0.64	0.91	1.74	5.85	9.41	25.55	34.52	22.93
Speaking	OP	VR068493	Summarize an Academic Presentation	0.62	0.90	1.62	5.69	9.28	28.52	36.06	18.83
Speaking	FT	VR087108	Speaking-Support an Opinion	0.76	0.79	2.37	5.65	10.59	26.63	54.77	N/A
Speaking	FT	VR087134	Present and Discuss Information	0.74	0.80	2.37	6.51	12.82	24.65	53.65	N/A
Speaking	FT	VR087135	Present and Discuss Information	0.68	0.80	2.37	8.28	21.17	21.89	46.29	N/A
Speaking	FT	VR122500	Speech Functions	0.73	0.72	2.17	11.05	27.81	58.97	N/A	N/A

Table 5.A.22 (continuation)

Domain	OP/FT	Item ID	Task Type	p-value	Item-Total Correlation	Percent Omit Rate	Prop. of 0 Points	Prop. of 1 Point	Prop. of 2 Points	Prop. of 3 Points	Prop. of 4 Points
Writing	OP	VR025976	Describe a Picture	0.70	0.71	0.64	8.17	41.68	49.52	N/A	N/A
Writing	OP	VR025979	Describe a Picture	0.76	0.65	1.04	3.66	38.85	56.45	N/A	N/A
Writing	OP	VR028407	Write About Academic Information	0.60	0.81	2.92	5.63	28.91	36.59	25.95	N/A
Writing	OP	VR028408	Write About Academic Information	0.70	0.70	1.19	5.46	47.09	46.26	N/A	N/A
Writing	OP	VR029246	Write About an Experience	0.69	0.85	1.39	4.28	6.73	21.61	36.93	29.06
Writing	FT	VR029620	Writing-Justify an Opinion	0.51	0.69	3.87	6.35	21.69	30.67	27.42	9.99
Writing	OP	VR029667	Writing-Justify an Opinion	0.58	0.85	2.17	5.15	14.77	31.02	32.91	13.98
Writing	FT	VR072917	Write About Academic Information	0.70	0.68	1.62	3.94	13.46	47.72	33.26	N/A
Writing	FT	VR072918	Write About Academic Information	0.84	0.66	1.01	4.33	21.35	73.32	N/A	N/A

## Appendix 5.B: Response Time Results for the Summative ELPAC

### Notes:

- Raw scores for machine-scorable items were used to classify students into quartiles.
- All students who completed the test and have an unrounded test time greater than zero (0) are included.
- Grade levels reflect students’ enrolled grade levels during the 2019–2020 school year.
- “N/A” indicates that there was only one student in the quartile, and standard deviation was not available.

**Table 5.B.1 Total Testing Time (in Minutes) at Each Raw Score Interval**

Grade Level or Grade Span	Raw Score Interval Based on						% Pt. 1	% Pt. 10	% Pt. 25	% Pt. 50	% Pt. 75	% Pt. 90	% Pt. 99
		N	Mean	Standard Deviation	Min.	Max.							
Kindergarten	0–15	1,259	25.69	9.87	4.51	115.37	7.50	14.29	19.75	24.69	30.54	37.01	56.29
Kindergarten	16–30	5,026	31.27	9.06	4.81	115.83	16.79	22.52	25.75	29.71	34.73	41.47	64.63
Kindergarten	31–44	14,994	30.97	8.38	4.96	152.19	18.59	23.03	25.80	29.44	33.97	40.27	62.42
Kindergarten	45–59	15,153	29.61	7.74	5.34	138.35	17.83	22.22	24.86	28.13	32.50	38.37	59.39
1	0–16	460	25.24	9.78	4.39	74.64	7.72	13.30	18.32	24.93	30.10	37.42	53.40
1	17–33	2,833	36.02	11.31	3.87	120.26	19.43	24.76	28.27	33.63	41.12	49.75	73.51
1	34–49	12,267	41.79	11.81	6.17	165.64	23.04	29.55	33.99	39.71	47.03	56.26	82.00
1	50–65	12,081	41.54	10.90	7.02	132.71	25.45	30.93	34.33	39.21	45.96	54.69	80.03
2	0–19	174	37.04	13.80	7.76	98.04	12.15	24.11	27.96	34.42	43.81	55.62	90.54
2	20–38	1,080	46.14	13.36	10.04	171.07	25.29	32.62	37.10	43.51	52.83	61.72	87.95
2	39–57	8,466	49.89	13.08	19.99	179.98	29.16	36.81	41.47	47.39	55.45	65.72	94.50
2	58–76	15,758	48.87	11.71	18.86	214.45	30.96	37.32	41.35	46.56	53.40	63.03	90.69
3–5	0–24	2,557	82.75	37.91	4.68	295.08	19.46	42.11	56.87	76.40	100.74	131.44	202.33
3–5	25–48	15,804	104.74	41.85	19.30	588.42	41.30	62.45	76.84	96.50	123.07	156.25	248.53
3–5	49–71	67,001	114.75	40.58	29.52	569.54	54.14	73.66	87.55	106.74	132.35	164.63	256.12
3–5	72–95	29,421	114.26	40.54	38.75	720.75	58.23	74.68	87.37	105.78	130.56	162.99	254.85



Table 5.B.1 (continuation)

Grade Level or Grade Span	Raw Score Interval Based on						% Pt. 1	% Pt. 10	% Pt. 25	% Pt. 50	% Pt. 75	% Pt. 90	% Pt. 99
		N	Mean	Standard Deviation	Min.	Max.							
6–8	0–24	2,383	92.39	43.15	7.50	378.94	25.71	46.76	62.36	84.62	114.11	147.65	233.76
6–8	25–48	10,762	110.74	48.00	14.87	548.06	34.28	60.52	78.66	102.13	133.46	169.88	272.49
6–8	49–71	58,646	123.93	48.70	17.26	649.68	51.01	74.41	91.21	114.38	145.41	183.63	291.44
6–8	72–95	20,738	131.89	50.16	34.84	833.22	62.28	82.17	97.61	121.13	153.79	193.97	305.99
9–10	0–24	2,865	96.98	40.07	6.28	336.84	24.80	50.54	68.99	92.29	119.30	148.63	219.13
9–10	25–48	7,883	107.95	45.58	14.36	492.15	29.89	55.65	76.31	101.91	133.67	165.96	246.64
9–10	49–71	26,889	111.15	43.49	23.45	646.88	45.00	65.69	81.10	103.00	131.37	165.99	256.67
9–10	72–95	14,730	119.86	42.71	37.03	586.11	57.76	76.36	90.37	111.26	139.84	173.69	263.21
11–12	0–24	1,567	100.08	44.55	4.92	500.03	21.83	48.46	69.89	94.12	124.49	157.18	222.00
11–12	25–48	5,668	107.78	48.43	12.80	525.95	22.59	51.70	73.62	101.92	135.87	170.28	252.30
11–12	49–71	17,230	106.24	44.19	16.07	701.00	37.34	58.81	74.87	98.14	129.12	163.68	244.46
11–12	72–95	12,873	117.65	42.71	36.06	564.98	53.47	72.74	87.87	109.46	138.88	171.85	259.02

<sup>a</sup> “% Pt. 1” is the time taken by test takers in the first percentile of response time.

<sup>b</sup> “% Pt. 10” is the time taken by test takers in the tenth percentile of response time.

<sup>c</sup> “% Pt. 25” is the time taken by test takers in the twenty-fifth percentile of response time.

<sup>d</sup> “% Pt. 50” is the time taken by test takers in the fiftieth percentile of response time.

<sup>e</sup> “% Pt. 75” is the time taken by test takers in the seventy-fifth percentile of response time.

<sup>f</sup> “% Pt. 90” is the time taken by test takers in the ninetieth percentile of response time.

<sup>g</sup> “% Pt. 99” is the time taken by test takers in the ninety-ninth percentile of response time.

## Appendix 5.C: DIF Results for the Summative ELPAC

The following abbreviations apply to [Table 5.C.1](#) and [Table 5.C.2](#):

- “IN” = Insufficient N
- “N/A” = Not Applicable

**Table 5.C.1 Gender DIF Classifications Summary by Grade Level or Grade Span**

Domain	DIF Category	Kindergarten Number	Kindergarten Percent	Grade 1 Number	Grade 1 Percent	Grade 2 Number	Grade 2 Percent	Grade Span 3–5 Number	Grade Span 3–5 Percent	Grade Span 6–8 Number	Grade Span 6–8 Percent	Grade Span 9–10 Number	Grade Span 9–10 Percent	Grade Span 11–12 Number	Grade Span 11–12 Percent
Listening	C-	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Listening	B-	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Listening	A	6	100.00	8	100.00	8	100.00	7	100.00	10	100.00	8	80.00	10	100.00
Listening	B+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	20.00	0	0.00
Listening	C+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Listening	IN	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<b>Total Listening:</b>	<b>N/A</b>	<b>6</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>
Speaking	C-	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Speaking	B-	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Speaking	A	4	100.00	3	100.00	3	100.00	4	100.00	4	100.00	4	100.00	4	100.00
Speaking	B+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Speaking	C+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Speaking	IN	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<b>Total Speaking:</b>	<b>N/A</b>	<b>4</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>

Table 5.C.1 (continuation)

Domain	DIF Category	Kindergarten Number	Kindergarten Percent	Grade 1 Number	Grade 1 Percent	Grade 2 Number	Grade 2 Percent	Grade Span 3–5 Number	Grade Span 3–5 Percent	Grade Span 6–8 Number	Grade Span 6–8 Percent	Grade Span 9–10 Number	Grade Span 9–10 Percent	Grade Span 11–12 Number	Grade Span 11–12 Percent
Reading	C-	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	5.56
Reading	B-	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	5.56
Reading	A	7	100.00	11	100.00	7	100.00	19	100.00	14	87.50	18	100.00	15	83.33
Reading	B+	0	0.00	0	0.00	0	0.00	0	0.00	2	12.50	0	0.00	1	5.56
Reading	C+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Reading	IN	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<b>Total Reading:</b>	<b>N/A</b>	<b>7</b>	<b>100.0</b>	<b>11</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>	<b>19</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>
Writing	C-	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Writing	B-	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Writing	A	0	0.00	0	0.00	0	0.00	3	100.00	3	100.00	3	100.00	3	100.00
Writing	B+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Writing	C+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Writing	IN	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<b>Total Writing:</b>	<b>N/A</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>3</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>

**Table 5.C.2 Hispanic or Latino or Non-Hispanic or Non-Latino DIF Classifications Summary by Grade Level or Grade Span**

Domain	DIF Category	Kindergarten Number	Kindergarten Percent	Grade 1 Number	Grade 1 Percent	Grade 2 Number	Grade 2 Percent	Grade Span 3–5 Number	Grade Span 3–5 Percent	Grade Span 6–8 Number	Grade Span 6–8 Percent	Grade Span 9–10 Number	Grade Span 9–10 Percent	Grade Span 11–12 Number	Grade Span 11–12 Percent
Listening	C-	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Listening	B-	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Listening	A	6	100.00	8	100.00	8	100.00	7	100.00	10	100.00	9	90.00	9	90.00
Listening	B+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	10.00	1	10.00
Listening	C+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Listening	IN	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<b>Total Listening:</b>	<b>N/A</b>	<b>6</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>	<b>8</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>
Speaking	C-	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Speaking	B-	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Speaking	A	4	100.00	3	100.00	3	100.00	4	100.00	4	100.00	4	100.00	4	100.00
Speaking	B+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Speaking	C+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Speaking	IN	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<b>Total Speaking:</b>	<b>N/A</b>	<b>4</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>	<b>4</b>	<b>100.0</b>

Table 5.C.2 (continuation)

Domain	DIF Category	Kindergarten Number	Kindergarten Percent	Grade 1 Number	Grade 1 Percent	Grade 2 Number	Grade 2 Percent	Grade Span 3–5 Number	Grade Span 3–5 Percent	Grade Span 6–8 Number	Grade Span 6–8 Percent	Grade Span 9–10 Number	Grade Span 9–10 Percent	Grade Span 11–12 Number	Grade Span 11–12 Percent
Reading	C-	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Reading	B-	2	28.57	0	0.00	0	0.00	0	0.00	0	0.00	1	5.56	0	0.00
Reading	A	5	71.43	8	72.73	6	85.71	19	100.00	16	100.00	16	88.89	17	94.44
Reading	B+	0	0.00	3	27.27	1	14.29	0	0.00	0	0.00	1	5.56	0	0.00
Reading	C+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	5.56
Reading	IN	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<b>Total Reading:</b>	<b>N/A</b>	<b>7</b>	<b>100.0</b>	<b>11</b>	<b>100.0</b>	<b>7</b>	<b>100.0</b>	<b>19</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>	<b>18</b>	<b>100.0</b>
Writing	C-	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Writing	B-	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Writing	A	0	0.00	0	0.00	0	0.00	3	100.00	3	100.00	2	66.67	2	66.67
Writing	B+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	33.33	1	33.33
Writing	C+	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Writing	IN	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<b>Total Writing:</b>	<b>N/A</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>3</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>	<b>3</b>	<b>100.0</b>

**Table 5.C.3 Items Exhibiting Significant DIF by Student Group**

<b>Grade Level</b>	<b>Item ID</b>	<b>N Focal</b>	<b>N Reference</b>	<b>MHDIF</b>	<b>SMD</b>	<b>Comparison</b>	<b>In Favor Of</b>
11	VR069274	685	965	-1.64	N/A	Male–Female	Male
11	VR067852	176	1,518	2.11	N/A	Hispanic–Non-Hispanic	Hispanic

**Note:** “N/A” indicates that this statistic was not available for the item.

## Appendix 5.D: IRT Results for the Summative ELPAC

**Note:** In [Table 5.D.1](#) through [Table 5.D.14](#), “N/A” indicates that these items were either dichotomous item and did not have *d*-parameter estimates or were polytomous items worth fewer than four points. “Op” indicates operational items and “FT” indicates field test items.

**Table 5.D.1 IRT Item Statistics for Oral Language, Kindergarten**

Item ID	Item Type	Item Difficulty <i>b</i>	Item Discrimination <i>a</i>	D1	D2	D3	D4
VR015804	Op	-3.49	0.64	N/A	N/A	N/A	N/A
VR015886	Op	-3.62	0.92	N/A	N/A	N/A	N/A
VR021478	Op	-3.56	0.77	N/A	N/A	N/A	N/A
VR021567	Op	-4.37	0.92	N/A	N/A	N/A	N/A
VR021577	Op	-2.58	0.69	N/A	N/A	N/A	N/A
VR022127	Op	-3.64	0.64	N/A	N/A	N/A	N/A
VR022128	Op	-2.08	0.75	N/A	N/A	N/A	N/A
VR022129	Op	-3.15	0.49	N/A	N/A	N/A	N/A
VR025402	Op	-3.09	0.97	N/A	N/A	N/A	N/A
VR025403	Op	-3.32	0.77	N/A	N/A	N/A	N/A
VR025404	Op	-0.41	0.26	N/A	N/A	N/A	N/A
VR025544	Op	-3.84	0.74	N/A	N/A	N/A	N/A
VR025545	Op	-2.15	0.59	N/A	N/A	N/A	N/A
VR025546	Op	-2.55	0.59	N/A	N/A	N/A	N/A
VR027121	Op	-2.74	0.31	N/A	N/A	N/A	N/A
VR027122	Op	-2.64	0.45	N/A	N/A	N/A	N/A
VR027123	Op	-3.44	0.47	N/A	N/A	N/A	N/A
VR027125	Op	0.13	0.36	N/A	N/A	N/A	N/A
VR027126	Op	-1.73	0.39	N/A	N/A	N/A	N/A
VR027127	Op	-3.97	0.77	N/A	N/A	N/A	N/A
VR068446	Op	-3.50	1.12	N/A	N/A	N/A	N/A
VR068449	Op	-3.11	0.94	0.36	-0.36	N/A	N/A
VR068450	Op	-3.13	1.11	0.47	-0.47	N/A	N/A
VR068451	Op	-3.66	1.20	N/A	N/A	N/A	N/A
VR068458	Op	-2.08	1.00	0.65	0.61	-0.01	-1.25
VR068460	Op	-1.71	0.86	0.74	0.73	-0.13	-1.34
VR068464	Op	-3.28	0.99	0.94	-0.94	N/A	N/A
VR068465	Op	-3.00	1.03	0.93	-0.93	N/A	N/A
VR068468	Op	-1.76	0.73	1.03	0.94	-0.53	-1.44
VR025220	FT	-2.63	0.68	N/A	N/A	N/A	N/A

Table 5.D.1 (continuation)

<b>Item ID</b>	<b>Item Type</b>	<b>Item Difficulty b</b>	<b>Item Discrimination a</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
VR025221	FT	-1.55	0.44	N/A	N/A	N/A	N/A
VR025222	FT	-2.88	0.86	N/A	N/A	N/A	N/A
VR058901	FT	-1.90	0.71	N/A	N/A	N/A	N/A
VR058909	FT	-0.91	0.48	N/A	N/A	N/A	N/A
VR059595	FT	-3.43	0.66	N/A	N/A	N/A	N/A
VR103958	FT	-3.52	1.39	0.55	-0.55	N/A	N/A
VR103978	FT	-3.40	1.31	0.73	-0.73	N/A	N/A
VR103986	FT	-1.93	1.35	0.84	0.63	-0.17	-1.30
VR104471	FT	-1.53	1.09	1.23	0.44	-0.45	-1.22



**Table 5.D.2 IRT Item Statistics for Oral Language, Grade One**

<b>Item ID</b>	<b>Item Type</b>	<b>Item Difficulty b</b>	<b>Item Discrimination a</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
VR023735	Op	-3.64	1.03	N/A	N/A	N/A	N/A
VR023736	Op	-2.34	0.49	N/A	N/A	N/A	N/A
VR023737	Op	-3.50	1.07	N/A	N/A	N/A	N/A
VR023785	Op	-3.42	0.97	N/A	N/A	N/A	N/A
VR023786	Op	-2.42	0.72	N/A	N/A	N/A	N/A
VR023787	Op	-3.45	0.96	N/A	N/A	N/A	N/A
VR023802	Op	-3.00	1.03	N/A	N/A	N/A	N/A
VR023803	Op	-3.47	0.71	N/A	N/A	N/A	N/A
VR023804	Op	-3.68	0.99	N/A	N/A	N/A	N/A
VR023929	Op	-4.30	0.33	N/A	N/A	N/A	N/A
VR023946	Op	-4.33	0.18	N/A	N/A	N/A	N/A
VR027147	Op	-0.42	0.42	N/A	N/A	N/A	N/A
VR027148	Op	-1.71	0.52	N/A	N/A	N/A	N/A
VR027149	Op	-1.75	0.38	N/A	N/A	N/A	N/A
VR027151	Op	-2.54	0.69	N/A	N/A	N/A	N/A
VR027152	Op	-2.37	0.70	N/A	N/A	N/A	N/A
VR027153	Op	-2.27	0.40	N/A	N/A	N/A	N/A
VR027849	Op	-2.35	0.79	N/A	N/A	N/A	N/A
VR027850	Op	-2.18	0.70	N/A	N/A	N/A	N/A
VR027851	Op	-1.31	0.49	N/A	N/A	N/A	N/A
VR062661	Op	-3.26	0.48	N/A	N/A	N/A	N/A
VR062662	Op	-2.11	0.20	N/A	N/A	N/A	N/A
VR068386	Op	-3.16	1.36	N/A	N/A	N/A	N/A
VR068388	Op	-2.84	0.82	0.39	-0.39	N/A	N/A
VR068389	Op	-2.78	1.09	0.28	-0.28	N/A	N/A
VR068390	Op	-3.15	0.94	N/A	N/A	N/A	N/A
VR068399	Op	-1.83	1.01	0.53	0.81	-0.07	-1.27
VR068401	Op	-1.53	1.20	1.14	0.72	-0.43	-1.43
VR068402	Op	-0.81	0.97	1.77	0.70	-0.71	-1.75
VR068404	Op	-3.21	1.04	0.45	-0.45	N/A	N/A
VR068405	Op	-3.05	1.01	0.70	-0.70	N/A	N/A
VR064111	FT	-2.72	0.78	N/A	N/A	N/A	N/A
VR064112	FT	-2.71	0.55	N/A	N/A	N/A	N/A
VR067856	FT	-2.02	0.70	N/A	N/A	N/A	N/A
VR067857	FT	-1.45	0.19	N/A	N/A	N/A	N/A
VR067858	FT	-1.65	0.73	N/A	N/A	N/A	N/A

Table 5.D.2 (*continuation*)

<b>Item ID</b>	<b>Item Type</b>	<b>Item Difficulty b</b>	<b>Item Discrimination a</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
VR069276	FT	-3.13	0.68	N/A	N/A	N/A	N/A
VR069277	FT	-1.55	0.34	N/A	N/A	N/A	N/A
VR069278	FT	-3.20	0.62	N/A	N/A	N/A	N/A
VR122507	FT	-2.94	0.97	1.10	-1.10	N/A	N/A
VR122522	FT	-3.08	1.12	0.61	-0.61	N/A	N/A
VR122537	FT	-1.87	1.38	0.67	0.53	-0.11	-1.09

**Table 5.D.3 IRT Item Statistics for Oral Language, Grade Two**

<b>Item ID</b>	<b>Item Type</b>	<b>Item Difficulty b</b>	<b>Item Discrimination a</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
VR008147	Op	-3.71	0.74	N/A	N/A	N/A	N/A
VR008322	Op	-3.05	0.46	N/A	N/A	N/A	N/A
VR026210	Op	-3.13	0.95	N/A	N/A	N/A	N/A
VR026211	Op	-2.64	0.69	N/A	N/A	N/A	N/A
VR026212	Op	-2.51	0.63	N/A	N/A	N/A	N/A
VR026254	Op	-2.48	0.49	N/A	N/A	N/A	N/A
VR026255	Op	-3.13	0.63	N/A	N/A	N/A	N/A
VR026256	Op	-3.72	0.73	N/A	N/A	N/A	N/A
VR026388	Op	-3.43	0.94	N/A	N/A	N/A	N/A
VR026389	Op	-3.58	0.42	N/A	N/A	N/A	N/A
VR026390	Op	-3.49	0.82	N/A	N/A	N/A	N/A
VR027944	Op	-2.14	0.47	N/A	N/A	N/A	N/A
VR027945	Op	-3.66	0.48	N/A	N/A	N/A	N/A
VR027946	Op	-0.65	0.30	N/A	N/A	N/A	N/A
VR027965	Op	-1.55	0.47	N/A	N/A	N/A	N/A
VR027966	Op	-1.65	0.22	N/A	N/A	N/A	N/A
VR027967	Op	-2.49	0.37	N/A	N/A	N/A	N/A
VR027993	Op	4.08	0.10	N/A	N/A	N/A	N/A
VR027994	Op	-1.71	0.60	N/A	N/A	N/A	N/A
VR027995	Op	-1.77	0.51	N/A	N/A	N/A	N/A
VR062613	Op	-2.48	0.47	N/A	N/A	N/A	N/A
VR062614	Op	-2.62	0.49	N/A	N/A	N/A	N/A
VR068413	Op	-2.79	0.96	0.20	-0.20	N/A	N/A
VR068414	Op	-2.84	0.92	-0.21	0.21	N/A	N/A
VR068415	Op	-3.22	1.02	N/A	N/A	N/A	N/A
VR068417	Op	-3.53	1.09	N/A	N/A	N/A	N/A
VR068427	Op	-1.80	0.81	0.35	0.97	0.08	-1.40
VR068430	Op	-0.93	0.97	1.73	0.64	-0.59	-1.78
VR068431	Op	-0.87	1.04	1.84	0.71	-0.64	-1.90
VR068433	Op	-2.32	0.61	-0.12	0.12	N/A	N/A
VR068434	Op	-1.73	0.59	0.02	-0.02	N/A	N/A
VR068435	Op	-2.32	0.54	0.50	-0.50	N/A	N/A
VR068436	Op	-3.10	0.99	0.31	-0.31	N/A	N/A
VR068439	Op	-2.80	0.79	0.75	-0.75	N/A	N/A
VR065177	FT	-2.78	0.97	N/A	N/A	N/A	N/A
VR065178	FT	-2.81	0.96	N/A	N/A	N/A	N/A

Table 5.D.3 (continuation)

<b>Item ID</b>	<b>Item Type</b>	<b>Item Difficulty b</b>	<b>Item Discrimination a</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
VR069518	FT	-1.99	0.44	N/A	N/A	N/A	N/A
VR069519	FT	-1.10	0.44	N/A	N/A	N/A	N/A
VR069520	FT	-0.74	0.40	N/A	N/A	N/A	N/A
VR069577	FT	-2.99	1.07	N/A	N/A	N/A	N/A
VR069578	FT	-2.51	0.56	N/A	N/A	N/A	N/A
VR069579	FT	-0.85	0.44	N/A	N/A	N/A	N/A
VR104029	FT	-2.46	0.60	0.39	-0.39	N/A	N/A
VR104040	FT	-2.91	0.96	0.29	-0.29	N/A	N/A

**Table 5.D.4 IRT Item Statistics for Oral Language, Grade Span Three Through Five**

Item ID	Item Type	Item Difficulty b	Item Discrimination a	D1	D2	D3	D4
VR008922	Op	-2.70	0.33	N/A	N/A	N/A	N/A
VR008997	Op	-3.24	0.39	N/A	N/A	N/A	N/A
VR009066	Op	0.66	0.15	N/A	N/A	N/A	N/A
VR021733	Op	-3.55	0.49	N/A	N/A	N/A	N/A
VR021734	Op	-4.40	0.40	N/A	N/A	N/A	N/A
VR021735	Op	-3.44	0.53	N/A	N/A	N/A	N/A
VR026966	Op	-3.25	0.41	N/A	N/A	N/A	N/A
VR026967	Op	-1.59	0.37	N/A	N/A	N/A	N/A
VR026968	Op	-2.55	0.49	N/A	N/A	N/A	N/A
VR027019	Op	-3.09	0.55	N/A	N/A	N/A	N/A
VR027020	Op	-1.32	0.42	N/A	N/A	N/A	N/A
VR027021	Op	-1.58	0.27	N/A	N/A	N/A	N/A
VR028112	Op	0.04	0.21	N/A	N/A	N/A	N/A
VR028113	Op	-1.14	0.23	N/A	N/A	N/A	N/A
VR028114	Op	3.52	0.34	N/A	N/A	N/A	N/A
VR028285	Op	-1.54	0.21	N/A	N/A	N/A	N/A
VR028286	Op	-0.23	0.27	N/A	N/A	N/A	N/A
VR028287	Op	0.06	0.16	N/A	N/A	N/A	N/A
VR028288	Op	1.22	0.15	N/A	N/A	N/A	N/A
VR028430	Op	-2.15	0.26	N/A	N/A	N/A	N/A
VR028432	Op	0.16	0.22	N/A	N/A	N/A	N/A
VR028433	Op	-3.44	0.52	N/A	N/A	N/A	N/A
VR068503	Op	-2.89	0.98	N/A	N/A	N/A	N/A
VR068505	Op	-1.53	0.58	0.38	-0.38	N/A	N/A
VR068506	Op	-2.86	0.77	-0.21	0.21	N/A	N/A
VR068507	Op	-2.62	1.05	N/A	N/A	N/A	N/A
VR068514	Op	-1.70	0.87	0.60	1.22	-0.04	-1.79
VR068516	Op	-0.86	0.95	1.53	0.96	-0.58	-1.92
VR068519	Op	-0.88	0.96	1.58	1.11	-0.63	-2.06
VR068522	Op	-2.49	0.66	0.39	-0.39	N/A	N/A
VR068525	Op	-2.14	0.64	0.42	-0.42	N/A	N/A
VR068527	Op	-1.96	0.54	0.98	-0.98	N/A	N/A
VR068528	Op	-1.67	0.90	0.97	0.11	-1.08	N/A
VR068529	Op	-2.03	0.95	0.98	0.13	-1.11	N/A
VR027010	FT	-2.42	0.71	N/A	N/A	N/A	N/A
VR027011	FT	-1.51	0.23	N/A	N/A	N/A	N/A

Table 5.D.4 (continuation)

<b>Item ID</b>	<b>Item Type</b>	<b>Item Difficulty b</b>	<b>Item Discrimination a</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
VR027012	FT	-2.55	0.27	N/A	N/A	N/A	N/A
VR067850	FT	-1.78	0.26	N/A	N/A	N/A	N/A
VR067876	FT	-1.51	0.36	N/A	N/A	N/A	N/A
VR069504	FT	-1.24	0.32	N/A	N/A	N/A	N/A
VR069512	FT	0.05	0.21	N/A	N/A	N/A	N/A
VR077207	FT	-1.64	1.15	0.77	1.11	-0.25	-1.63
VR104045	FT	-2.13	0.89	0.87	0.40	-1.27	N/A
VR104304	FT	-1.15	0.49	0.14	-0.14	N/A	N/A
VR104312	FT	-1.97	0.70	0.77	-0.77	N/A	N/A

**Table 5.D.5 IRT Item Statistics for Oral Language, Grade Span Six Through Eight**

Item ID	Item Type	Item Difficulty b	Item Discrimination a	D1	D2	D3	D4
VR008519	Op	-2.83	0.47	N/A	N/A	N/A	N/A
VR009077	Op	1.43	0.11	N/A	N/A	N/A	N/A
VR009082	Op	-2.97	0.39	N/A	N/A	N/A	N/A
VR009173	Op	-4.22	0.28	N/A	N/A	N/A	N/A
VR009174	Op	-4.27	0.37	N/A	N/A	N/A	N/A
VR009175	Op	-3.25	0.41	N/A	N/A	N/A	N/A
VR023961	Op	-0.65	0.13	N/A	N/A	N/A	N/A
VR023962	Op	-0.44	0.30	N/A	N/A	N/A	N/A
VR023963	Op	-3.51	0.28	N/A	N/A	N/A	N/A
VR023965	Op	-2.60	0.21	N/A	N/A	N/A	N/A
VR024019	Op	-4.12	0.26	N/A	N/A	N/A	N/A
VR024020	Op	0.87	0.19	N/A	N/A	N/A	N/A
VR024021	Op	5.53	0.11	N/A	N/A	N/A	N/A
VR024023	Op	-1.05	0.22	N/A	N/A	N/A	N/A
VR027363	Op	-0.93	0.18	N/A	N/A	N/A	N/A
VR027364	Op	-2.76	0.35	N/A	N/A	N/A	N/A
VR027365	Op	-3.68	0.22	N/A	N/A	N/A	N/A
VR027366	Op	-1.30	0.20	N/A	N/A	N/A	N/A
VR027396	Op	-3.19	0.36	N/A	N/A	N/A	N/A
VR027397	Op	1.26	0.16	N/A	N/A	N/A	N/A
VR027398	Op	-0.30	0.22	N/A	N/A	N/A	N/A
VR027399	Op	-0.52	0.10	N/A	N/A	N/A	N/A
VR068539	Op	-3.27	1.00	N/A	N/A	N/A	N/A
VR068541	Op	-2.23	0.65	0.46	-0.46	N/A	N/A
VR068542	Op	-2.80	0.67	0.43	-0.43	N/A	N/A
VR068543	Op	-2.56	0.82	N/A	N/A	N/A	N/A
VR068550	Op	-2.84	0.53	-0.38	0.38	N/A	N/A
VR068552	Op	-1.22	0.50	0.37	-0.37	N/A	N/A
VR068556	Op	-1.02	0.77	1.02	0.23	-1.25	N/A
VR068557	Op	-1.16	0.82	0.86	0.19	-1.05	N/A
VR068560	Op	-0.28	0.52	1.65	-0.24	-1.40	N/A
VR068561	Op	-1.22	0.58	1.04	0.48	-1.52	N/A
VR068565	Op	-0.86	0.84	1.34	1.14	-0.32	-2.16
VR068567	Op	-0.97	0.82	1.37	1.27	-0.24	-2.40
VR069946	FT	-2.18	0.15	N/A	N/A	N/A	N/A
VR069947	FT	1.12	0.09	N/A	N/A	N/A	N/A

Table 5.D.5 (continuation)

<b>Item ID</b>	<b>Item Type</b>	<b>Item Difficulty b</b>	<b>Item Discrimination a</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
VR069948	FT	-2.87	0.12	N/A	N/A	N/A	N/A
VR072363	FT	-0.49	0.47	N/A	N/A	N/A	N/A
VR072364	FT	-0.92	0.58	N/A	N/A	N/A	N/A
VR072365	FT	0.46	0.35	N/A	N/A	N/A	N/A
VR072366	FT	-0.94	0.38	N/A	N/A	N/A	N/A
VR072367	FT	-0.02	0.29	N/A	N/A	N/A	N/A
VR072563	FT	1.16	0.16	N/A	N/A	N/A	N/A
VR104326	FT	-2.05	0.74	0.06	-0.06	N/A	N/A
VR104330	FT	-1.67	0.57	0.61	-0.61	N/A	N/A
VR104333	FT	-1.27	0.67	1.43	-0.19	-1.24	N/A
VR104335	FT	-0.98	0.53	1.23	-0.82	-0.41	N/A



**Table 5.D.6 IRT Item Statistics for Oral Language, Grade Span Nine and Ten**

Item ID	Item Type	Item Difficulty b	Item Discrimination a	D1	D2	D3	D4
VR008525	Op	-4.74	0.24	N/A	N/A	N/A	N/A
VR008649	Op	-3.43	0.34	N/A	N/A	N/A	N/A
VR008705	Op	-2.45	0.32	N/A	N/A	N/A	N/A
VR009868	Op	-3.12	0.19	N/A	N/A	N/A	N/A
VR009869	Op	-3.84	0.41	N/A	N/A	N/A	N/A
VR009870	Op	-3.72	0.21	N/A	N/A	N/A	N/A
VR022298	Op	-4.59	0.35	N/A	N/A	N/A	N/A
VR022299	Op	6.87	0.11	N/A	N/A	N/A	N/A
VR022300	Op	0.20	0.21	N/A	N/A	N/A	N/A
VR022302	Op	-0.06	0.11	N/A	N/A	N/A	N/A
VR023606	Op	-2.21	0.19	N/A	N/A	N/A	N/A
VR023608	Op	-3.63	0.28	N/A	N/A	N/A	N/A
VR023609	Op	-3.21	0.23	N/A	N/A	N/A	N/A
VR023610	Op	-0.24	0.17	N/A	N/A	N/A	N/A
VR027250	Op	-1.25	0.17	N/A	N/A	N/A	N/A
VR027252	Op	0.21	0.16	N/A	N/A	N/A	N/A
VR027253	Op	0.55	0.08	N/A	N/A	N/A	N/A
VR027254	Op	-0.12	0.09	N/A	N/A	N/A	N/A
VR027670	Op	-1.15	0.21	N/A	N/A	N/A	N/A
VR027672	Op	0.31	0.16	N/A	N/A	N/A	N/A
VR027675	Op	14.29	0.04	N/A	N/A	N/A	N/A
VR027676	Op	-1.80	0.23	N/A	N/A	N/A	N/A
VR068570	Op	-3.03	0.82	N/A	N/A	N/A	N/A
VR068572	Op	-2.31	0.43	0.07	-0.07	N/A	N/A
VR068573	Op	-2.41	0.74	0.47	-0.47	N/A	N/A
VR068574	Op	-3.38	0.56	N/A	N/A	N/A	N/A
VR068590	Op	-0.72	0.46	0.44	-0.44	N/A	N/A
VR068592	Op	-1.84	0.51	0.51	-0.51	N/A	N/A
VR068593	Op	-1.30	0.79	1.16	0.20	-1.37	N/A
VR068594	Op	-1.33	0.82	1.10	0.18	-1.28	N/A
VR068597	Op	-0.63	0.51	1.28	-0.17	-1.11	N/A
VR068598	Op	-1.26	0.67	0.88	0.34	-1.22	N/A
VR068599	Op	-0.42	0.76	1.75	1.05	-0.51	-2.29
VR068602	Op	0.24	0.63	2.22	0.96	-0.79	-2.39
VR069743	FT	-1.60	0.36	N/A	N/A	N/A	N/A
VR069744	FT	-1.98	0.20	N/A	N/A	N/A	N/A

Table 5.D.6 (continuation)

<b>Item ID</b>	<b>Item Type</b>	<b>Item Difficulty b</b>	<b>Item Discrimination a</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
VR069745	FT	-1.54	0.28	N/A	N/A	N/A	N/A
VR070070	FT	-0.60	0.10	N/A	N/A	N/A	N/A
VR070078	FT	-2.32	0.21	N/A	N/A	N/A	N/A
VR070818	FT	4.75	0.13	N/A	N/A	N/A	N/A
VR070819	FT	-1.52	0.41	N/A	N/A	N/A	N/A
VR070820	FT	-2.09	0.37	N/A	N/A	N/A	N/A
VR070821	FT	-5.68	0.23	N/A	N/A	N/A	N/A
VR071454	FT	-3.78	0.31	N/A	N/A	N/A	N/A
VR122478	FT	-1.54	0.42	0.77	-0.77	N/A	N/A
VR122484	FT	-1.01	0.87	1.22	0.12	-1.34	N/A
VR122490	FT	-1.31	0.61	0.48	-0.33	-0.15	N/A
VR122498	FT	-1.34	0.64	0.43	0.54	-0.97	N/A

**Table 5.D.7 IRT Item Statistics for Oral Language, Grade Span Eleven and Twelve**

Item ID	Item Type	Item Difficulty b	Item Discrimination a	D1	D2	D3	D4
VR007128	Op	-1.15	0.32	N/A	N/A	N/A	N/A
VR007153	Op	-1.16	0.44	N/A	N/A	N/A	N/A
VR007170	Op	-0.44	0.20	N/A	N/A	N/A	N/A
VR009266	Op	-0.68	0.18	N/A	N/A	N/A	N/A
VR009267	Op	-2.70	0.31	N/A	N/A	N/A	N/A
VR009268	Op	1.07	0.33	N/A	N/A	N/A	N/A
VR021618	Op	-2.39	0.39	N/A	N/A	N/A	N/A
VR021627	Op	-1.37	0.26	N/A	N/A	N/A	N/A
VR021638	Op	-2.20	0.23	N/A	N/A	N/A	N/A
VR021641	Op	-2.10	0.27	N/A	N/A	N/A	N/A
VR021928	Op	-1.71	0.34	N/A	N/A	N/A	N/A
VR021932	Op	-1.68	0.33	N/A	N/A	N/A	N/A
VR021935	Op	-0.93	0.23	N/A	N/A	N/A	N/A
VR021938	Op	-2.74	0.21	N/A	N/A	N/A	N/A
VR026931	Op	-1.43	0.25	N/A	N/A	N/A	N/A
VR026932	Op	-1.64	0.19	N/A	N/A	N/A	N/A
VR026933	Op	-0.19	0.31	N/A	N/A	N/A	N/A
VR026935	Op	-1.45	0.30	N/A	N/A	N/A	N/A
VR026972	Op	-0.49	0.11	N/A	N/A	N/A	N/A
VR026973	Op	0.21	0.15	N/A	N/A	N/A	N/A
VR026975	Op	-0.21	0.26	N/A	N/A	N/A	N/A
VR026976	Op	-0.33	0.35	N/A	N/A	N/A	N/A
VR068477	Op	-3.23	0.94	N/A	N/A	N/A	N/A
VR068479	Op	-2.69	0.72	0.03	-0.03	N/A	N/A
VR068480	Op	-2.57	0.59	0.71	-0.71	N/A	N/A
VR068481	Op	-3.54	0.84	N/A	N/A	N/A	N/A
VR068482	Op	-1.38	0.71	0.82	0.41	-1.23	N/A
VR068483	Op	-1.60	0.73	1.09	0.34	-1.43	N/A
VR068484	Op	-1.18	0.59	0.90	0.26	-1.17	N/A
VR068485	Op	-0.49	0.50	1.41	-0.26	-1.15	N/A
VR068489	Op	-1.81	0.65	0.76	-0.76	N/A	N/A
VR068491	Op	-1.70	0.65	0.44	-0.44	N/A	N/A
VR068492	Op	-0.42	0.61	1.80	1.14	-0.60	-2.34
VR068493	Op	-0.32	0.68	1.97	1.24	-0.65	-2.56
VR021534	FT	-1.48	0.21	N/A	N/A	N/A	N/A
VR021547	FT	-0.02	0.31	N/A	N/A	N/A	N/A

Table 5.D.7 (continuation)

Item ID	Item Type	Item Difficulty b	Item Discrimination a	D1	D2	D3	D4
VR021554	FT	-1.33	0.26	N/A	N/A	N/A	N/A
VR021568	FT	-0.40	0.21	N/A	N/A	N/A	N/A
VR021579	FT	-0.03	0.34	N/A	N/A	N/A	N/A
VR026988	FT	-0.60	0.19	N/A	N/A	N/A	N/A
VR026989	FT	0.35	0.19	N/A	N/A	N/A	N/A
VR026990	FT	0.15	0.17	N/A	N/A	N/A	N/A
VR026991	FT	-0.61	0.20	N/A	N/A	N/A	N/A
VR087108	FT	-1.10	0.63	1.05	0.18	-1.23	N/A
VR087134	FT	-0.97	0.64	1.14	-0.04	-1.10	N/A
VR087135	FT	-0.59	0.57	1.40	-0.59	-0.81	N/A
VR122500	FT	-0.99	0.55	0.78	-0.78	N/A	N/A

Table 5.D.8 IRT Item Statistics for Written Language, Kindergarten

Item ID	Item Type	Item Difficulty b	Item Discrimination a	D1	D2	D3	D4
VH572676	Op	-3.26	1.19	N/A	N/A	N/A	N/A
VH572680	Op	-3.76	1.31	N/A	N/A	N/A	N/A
VH572685	Op	-3.63	1.90	0.21	-0.21	N/A	N/A
VH572699	Op	-3.62	2.13	0.26	-0.26	N/A	N/A
VH590330	Op	-4.23	1.15	N/A	N/A	N/A	N/A
VH590343	Op	-4.89	0.98	N/A	N/A	N/A	N/A
VH590348	Op	-3.56	1.79	0.43	-0.43	N/A	N/A
VH590354	Op	-3.71	1.62	0.34	-0.34	N/A	N/A
VR001442	Op	-4.03	0.58	N/A	N/A	N/A	N/A
VR001443	Op	-5.18	0.57	N/A	N/A	N/A	N/A
VR001444	Op	-4.97	0.35	N/A	N/A	N/A	N/A
VR001517	Op	-5.00	0.53	N/A	N/A	N/A	N/A
VR001518	Op	-5.11	0.35	N/A	N/A	N/A	N/A
VR001519	Op	-3.81	0.58	N/A	N/A	N/A	N/A
VR002244	Op	-3.85	1.53	1.28	-1.28	N/A	N/A
VR002245	Op	-5.93	0.74	N/A	N/A	N/A	N/A
VR002271	Op	-4.16	1.52	1.37	-1.37	N/A	N/A
VR002272	Op	-4.56	0.55	N/A	N/A	N/A	N/A
VR003652	Op	-3.87	0.38	N/A	N/A	N/A	N/A
VR003653	Op	-3.40	0.37	N/A	N/A	N/A	N/A
VR003654	Op	-2.45	0.44	N/A	N/A	N/A	N/A
VR003731	Op	-4.26	0.47	-0.04	0.04	N/A	N/A

**Table 5.D.9 IRT Item Statistics for Written Language, Grade One**

Item ID	Item Type	Item Difficulty b	Item Discrimination a	D1	D2	D3	D4
VH575220	Op	-3.65	0.96	N/A	N/A	N/A	N/A
VH575243	Op	-3.21	0.72	0.40	-0.40	N/A	N/A
VH575247	Op	-2.11	0.62	0.53	0.23	-0.76	N/A
VH581453	Op	-2.08	1.02	0.89	0.17	-1.06	N/A
VH581478	Op	-2.45	1.01	0.77	-0.77	N/A	N/A
VH581484	Op	-2.04	0.66	0.68	0.32	-1.00	N/A
VR000119	Op	-2.55	0.91	N/A	N/A	N/A	N/A
VR000120	Op	-2.28	0.70	N/A	N/A	N/A	N/A
VR000121	Op	-2.28	0.77	N/A	N/A	N/A	N/A
VR000208	Op	-3.09	0.80	N/A	N/A	N/A	N/A
VR000487	Op	-2.66	0.85	N/A	N/A	N/A	N/A
VR000488	Op	-2.01	0.74	N/A	N/A	N/A	N/A
VR000489	Op	-1.71	0.82	N/A	N/A	N/A	N/A
VR000862	Op	-3.05	1.13	N/A	N/A	N/A	N/A
VR000863	Op	-2.80	0.93	N/A	N/A	N/A	N/A
VR000864	Op	-2.72	0.63	N/A	N/A	N/A	N/A
VR001132	Op	-3.24	0.95	N/A	N/A	N/A	N/A
VR001325	Op	-3.25	0.96	N/A	N/A	N/A	N/A
VR002342	Op	-2.28	0.62	N/A	N/A	N/A	N/A
VR002343	Op	-1.43	0.67	N/A	N/A	N/A	N/A
VR002345	Op	-2.40	0.75	N/A	N/A	N/A	N/A
VR002980	Op	-2.98	0.95	N/A	N/A	N/A	N/A
VR002981	Op	-2.09	0.89	N/A	N/A	N/A	N/A
VR002982	Op	-1.31	0.60	N/A	N/A	N/A	N/A
VR003207	Op	-1.69	0.61	N/A	N/A	N/A	N/A
VR003208	Op	-1.52	0.96	N/A	N/A	N/A	N/A
VR003209	Op	-1.16	0.69	N/A	N/A	N/A	N/A
VR045212	Op	-1.86	0.74	0.70	0.27	-0.98	N/A

**Table 5.D.10 IRT Item Statistics for Written Language, Grade Two**

Item ID	Item Type	Item Difficulty b	Item Discrimination a	D1	D2	D3	D4
VH573930	Op	-1.88	0.93	1.38	-1.38	N/A	N/A
VH573933	Op	-1.97	0.53	0.46	0.32	-0.78	N/A
VH581433	Op	-1.84	1.00	0.82	0.23	-1.05	N/A
VH581499	Op	-1.62	1.13	1.08	-1.08	N/A	N/A
VH581501	Op	-1.67	0.71	0.63	0.48	-1.10	N/A
VR000398	Op	-1.36	0.54	N/A	N/A	N/A	N/A
VR000399	Op	-2.63	0.48	N/A	N/A	N/A	N/A
VR000400	Op	-3.04	0.60	N/A	N/A	N/A	N/A
VR000411	Op	-1.98	0.83	N/A	N/A	N/A	N/A
VR000412	Op	1.07	0.17	N/A	N/A	N/A	N/A
VR000413	Op	-2.37	1.10	N/A	N/A	N/A	N/A
VR000885	Op	-2.34	1.35	N/A	N/A	N/A	N/A
VR000886	Op	-2.73	0.59	N/A	N/A	N/A	N/A
VR000888	Op	-3.14	1.04	N/A	N/A	N/A	N/A
VR000890	Op	-2.77	1.38	N/A	N/A	N/A	N/A
VR002533	Op	-2.23	0.63	N/A	N/A	N/A	N/A
VR002534	Op	-1.32	0.19	N/A	N/A	N/A	N/A
VR002535	Op	-1.62	0.82	N/A	N/A	N/A	N/A
VR002536	Op	-1.49	0.61	N/A	N/A	N/A	N/A
VR002824	Op	-2.20	1.17	N/A	N/A	N/A	N/A
VR002825	Op	-1.86	1.03	N/A	N/A	N/A	N/A
VR002826	Op	-1.93	1.34	N/A	N/A	N/A	N/A
VR002827	Op	-1.90	0.51	N/A	N/A	N/A	N/A
VR003353	Op	-2.10	0.67	N/A	N/A	N/A	N/A
VR003354	Op	-1.57	0.95	N/A	N/A	N/A	N/A
VR003355	Op	-1.99	0.83	N/A	N/A	N/A	N/A
VR003356	Op	-1.69	0.71	N/A	N/A	N/A	N/A
VR044526	Op	-1.22	0.70	1.27	1.09	-0.55	-1.81
VR060237	Op	-1.97	0.45	N/A	N/A	N/A	N/A
VR060242	Op	-1.43	0.71	N/A	N/A	N/A	N/A
VR060248	Op	-1.52	0.60	N/A	N/A	N/A	N/A
VR060250	Op	-1.70	0.80	N/A	N/A	N/A	N/A

**Table 5.D.11 IRT Item Statistics for Written Language, Grade Span Three Through Five**

Item ID	Item Type	Item Difficulty b	Item Discrimination a	D1	D2	D3	D4
VH985169	Op	1.92	0.29	N/A	N/A	N/A	N/A
VH985171	Op	1.68	0.34	N/A	N/A	N/A	N/A
VH985172	Op	-0.16	0.36	N/A	N/A	N/A	N/A
VH985173	Op	1.94	0.25	N/A	N/A	N/A	N/A
VH985174	Op	-0.08	0.47	N/A	N/A	N/A	N/A
VH985175	Op	1.72	0.22	N/A	N/A	N/A	N/A
VH986110	Op	-0.16	0.60	N/A	N/A	N/A	N/A
VH986111	Op	-1.31	0.46	N/A	N/A	N/A	N/A
VH986112	Op	-1.28	0.49	N/A	N/A	N/A	N/A
VH986113	Op	-0.49	0.77	N/A	N/A	N/A	N/A
VH986115	Op	0.16	0.42	N/A	N/A	N/A	N/A
VH986116	Op	1.02	0.41	N/A	N/A	N/A	N/A
VH991164	Op	-0.02	0.57	N/A	N/A	N/A	N/A
VH991165	Op	-0.04	0.50	N/A	N/A	N/A	N/A
VH991166	Op	-0.83	0.71	N/A	N/A	N/A	N/A
VH991183	Op	-0.67	0.47	N/A	N/A	N/A	N/A
VH991184	Op	-0.15	0.46	N/A	N/A	N/A	N/A
VH991186	Op	0.10	0.38	N/A	N/A	N/A	N/A
VH992102	Op	-2.05	0.85	N/A	N/A	N/A	N/A
VH992105	Op	-2.16	1.23	N/A	N/A	N/A	N/A
VH992295	Op	0.90	0.20	N/A	N/A	N/A	N/A
VH992296	Op	-0.05	0.43	N/A	N/A	N/A	N/A
VH992298	Op	3.46	0.08	N/A	N/A	N/A	N/A
VH992299	Op	3.04	0.18	N/A	N/A	N/A	N/A
VH992300	Op	-0.03	0.68	N/A	N/A	N/A	N/A
VH992302	Op	3.52	0.11	N/A	N/A	N/A	N/A
VR026361	Op	-1.46	0.62	0.95	-0.95	N/A	N/A
VR026363	Op	-1.48	0.59	1.03	-1.03	N/A	N/A
VR026641	Op	-0.87	0.60	1.00	-0.17	-0.83	N/A
VR026642	Op	-0.79	0.67	0.99	-0.99	N/A	N/A
VR029495	Op	-0.59	0.76	1.36	0.97	-0.53	-1.80
VR029800	Op	-0.31	0.84	1.52	0.89	-0.66	-1.75
VR028314	FT	-0.27	0.77	1.18	0.01	-1.19	N/A
VR028315	FT	-0.27	0.64	1.16	-1.16	N/A	N/A
VR054832	FT	-4.11	0.18	N/A	N/A	N/A	N/A

Table 5.D.11 (continuation)

<b>Item ID</b>	<b>Item Type</b>	<b>Item Difficulty b</b>	<b>Item Discrimination a</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
VR054839	FT	-0.01	0.22	N/A	N/A	N/A	N/A
VR054844	FT	1.36	0.29	N/A	N/A	N/A	N/A
VR054977	FT	0.91	0.23	N/A	N/A	N/A	N/A
VR054995	FT	0.40	0.37	N/A	N/A	N/A	N/A
VR055011	FT	5.83	0.11	N/A	N/A	N/A	N/A
VR055036	FT	0.02	0.38	N/A	N/A	N/A	N/A
VR055061	FT	0.35	0.46	N/A	N/A	N/A	N/A
VR055139	FT	0.13	0.69	N/A	N/A	N/A	N/A
VR055302	FT	4.25	0.05	N/A	N/A	N/A	N/A
VR055323	FT	-0.44	0.60	N/A	N/A	N/A	N/A
VR055339	FT	0.13	0.38	N/A	N/A	N/A	N/A
VR055400	FT	-0.92	0.93	N/A	N/A	N/A	N/A
VR055425	FT	-0.77	0.88	N/A	N/A	N/A	N/A
VR055433	FT	-0.98	0.83	N/A	N/A	N/A	N/A
VR055450	FT	-0.11	0.55	N/A	N/A	N/A	N/A
VR055483	FT	-0.37	0.57	N/A	N/A	N/A	N/A
VR055532	FT	0.02	0.50	N/A	N/A	N/A	N/A
VR055540	FT	-0.51	0.73	N/A	N/A	N/A	N/A
VR071620	FT	-0.20	0.91	1.45	0.88	-0.61	-1.71



**Table 5.D.12 IRT Item Statistics for Written Language, Grade Span Six Through Eight**

<b>Item ID</b>	<b>Item Type</b>	<b>Item Difficulty b</b>	<b>Item Discrimination a</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
VH987736	Op	4.85	0.15	N/A	N/A	N/A	N/A
VH987737	Op	2.45	0.34	N/A	N/A	N/A	N/A
VH987738	Op	1.47	0.31	N/A	N/A	N/A	N/A
VH987740	Op	1.86	0.33	N/A	N/A	N/A	N/A
VH987741	Op	2.00	0.35	N/A	N/A	N/A	N/A
VH987742	Op	0.45	0.51	N/A	N/A	N/A	N/A
VH990848	Op	1.33	0.38	N/A	N/A	N/A	N/A
VH990849	Op	0.51	0.16	N/A	N/A	N/A	N/A
VH990850	Op	-0.99	0.25	N/A	N/A	N/A	N/A
VH990947	Op	0.46	0.33	N/A	N/A	N/A	N/A
VH990948	Op	-0.26	0.43	N/A	N/A	N/A	N/A
VH990950	Op	3.18	0.25	N/A	N/A	N/A	N/A
VH991152	Op	3.69	0.16	N/A	N/A	N/A	N/A
VH991153	Op	2.83	1.18	N/A	N/A	N/A	N/A
VH991154	Op	1.54	0.35	N/A	N/A	N/A	N/A
VH991155	Op	3.59	0.09	N/A	N/A	N/A	N/A
VH991156	Op	1.12	0.46	N/A	N/A	N/A	N/A
VH991158	Op	1.33	0.18	N/A	N/A	N/A	N/A
VR026221	Op	-1.44	0.54	0.86	-0.86	N/A	N/A
VR026223	Op	-0.88	0.58	1.11	-1.11	N/A	N/A
VR028574	Op	-0.31	0.64	0.98	0.45	-1.42	N/A
VR028575	Op	-1.19	0.60	0.69	-0.69	N/A	N/A
VR029169	Op	-0.31	0.69	1.02	1.10	-0.24	-1.88
VR029526	Op	-0.01	0.76	1.68	0.69	-0.44	-1.92
VR051760	Op	0.34	0.49	N/A	N/A	N/A	N/A
VR051761	Op	5.01	0.11	N/A	N/A	N/A	N/A
VR051762	Op	0.90	0.33	N/A	N/A	N/A	N/A
VR051763	Op	-0.58	0.63	N/A	N/A	N/A	N/A
VR051765	Op	0.30	0.45	N/A	N/A	N/A	N/A
VR051766	Op	2.78	0.23	N/A	N/A	N/A	N/A
VR051767	Op	1.91	0.19	N/A	N/A	N/A	N/A
VR051768	Op	-0.47	0.39	N/A	N/A	N/A	N/A
VH991332	FT	1.76	0.32	N/A	N/A	N/A	N/A
VH991333	FT	2.58	0.15	N/A	N/A	N/A	N/A
VH991334	FT	1.41	0.59	N/A	N/A	N/A	N/A
VH991335	FT	0.65	0.40	N/A	N/A	N/A	N/A

Table 5.D.12 (continuation)

<b>Item ID</b>	<b>Item Type</b>	<b>Item Difficulty b</b>	<b>Item Discrimination a</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
VH991336	FT	1.74	0.34	N/A	N/A	N/A	N/A
VH991337	FT	3.27	0.17	N/A	N/A	N/A	N/A
VH991338	FT	1.05	0.31	N/A	N/A	N/A	N/A
VH991339	FT	1.20	0.49	N/A	N/A	N/A	N/A
VR028567	FT	-0.28	0.86	1.29	0.19	-1.47	N/A
VR028568	FT	-0.89	0.73	1.03	-1.03	N/A	N/A
VR072281	FT	0.13	1.02	1.75	0.56	-0.53	-1.79
VR104614	FT	0.98	0.25	N/A	N/A	N/A	N/A
VR104615	FT	-0.50	0.63	N/A	N/A	N/A	N/A
VR104616	FT	0.84	0.36	N/A	N/A	N/A	N/A
VR104617	FT	0.11	1.18	N/A	N/A	N/A	N/A
VR104618	FT	0.62	0.56	N/A	N/A	N/A	N/A
VR104619	FT	2.58	0.21	N/A	N/A	N/A	N/A
VR104620	FT	0.05	0.40	N/A	N/A	N/A	N/A
VR104621	FT	0.19	0.53	N/A	N/A	N/A	N/A

**Table 5.D.13 IRT Item Statistics for Written Language, Grade Span Nine and Ten**

<b>Item ID</b>	<b>Item Type</b>	<b>Item Difficulty b</b>	<b>Item Discrimination a</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
VH985069	Op	0.41	0.46	N/A	N/A	N/A	N/A
VH985070	Op	0.63	0.32	N/A	N/A	N/A	N/A
VH985071	Op	1.76	0.43	N/A	N/A	N/A	N/A
VH985072	Op	1.10	0.30	N/A	N/A	N/A	N/A
VH985073	Op	1.50	0.40	N/A	N/A	N/A	N/A
VH985074	Op	4.06	0.52	N/A	N/A	N/A	N/A
VH985076	Op	-0.47	0.32	N/A	N/A	N/A	N/A
VH985077	Op	1.07	0.29	N/A	N/A	N/A	N/A
VH985845	Op	-0.29	0.40	N/A	N/A	N/A	N/A
VH985846	Op	1.13	0.47	N/A	N/A	N/A	N/A
VH985847	Op	1.88	0.38	N/A	N/A	N/A	N/A
VH985849	Op	-0.31	0.74	N/A	N/A	N/A	N/A
VH985850	Op	0.91	0.64	N/A	N/A	N/A	N/A
VH985851	Op	-0.37	0.62	N/A	N/A	N/A	N/A
VH990622	Op	-0.03	0.37	N/A	N/A	N/A	N/A
VH990623	Op	0.21	0.67	N/A	N/A	N/A	N/A
VH990624	Op	0.67	0.46	N/A	N/A	N/A	N/A
VH991456	Op	-0.34	0.50	N/A	N/A	N/A	N/A
VH991457	Op	3.08	0.17	N/A	N/A	N/A	N/A
VH991458	Op	1.30	0.39	N/A	N/A	N/A	N/A
VH991765	Op	0.79	0.23	N/A	N/A	N/A	N/A
VH991766	Op	0.04	0.37	N/A	N/A	N/A	N/A
VH991767	Op	0.79	0.35	N/A	N/A	N/A	N/A
VH991768	Op	0.49	0.60	N/A	N/A	N/A	N/A
VH991771	Op	1.29	0.40	N/A	N/A	N/A	N/A
VH991772	Op	1.67	0.23	N/A	N/A	N/A	N/A
VR023983	Op	-0.68	0.46	1.51	-1.51	N/A	N/A
VR023986	Op	-1.30	0.42	1.33	-1.33	N/A	N/A
VR028624	Op	-0.04	0.55	1.58	0.25	-1.83	N/A
VR028625	Op	-1.14	0.49	1.11	-1.11	N/A	N/A
VR029230	Op	-0.19	0.50	0.87	1.29	-0.04	-2.12
VR029711	Op	0.28	0.58	1.35	1.03	-0.22	-2.16
VH990597	FT	-0.64	0.54	N/A	N/A	N/A	N/A
VH990598	FT	0.18	0.60	N/A	N/A	N/A	N/A
VH990599	FT	0.34	0.60	N/A	N/A	N/A	N/A
VH990600	FT	0.16	0.24	N/A	N/A	N/A	N/A

Table 5.D.13 (continuation)

<b>Item ID</b>	<b>Item Type</b>	<b>Item Difficulty b</b>	<b>Item Discrimination a</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
VR028617	FT	0.36	0.61	1.64	-0.28	-1.36	N/A
VR028618	FT	-0.19	0.56	1.33	-1.33	N/A	N/A
VR029704	FT	0.71	0.75	1.87	0.95	-0.54	-2.28
VR067554	FT	2.81	0.30	N/A	N/A	N/A	N/A
VR067559	FT	3.84	0.20	N/A	N/A	N/A	N/A
VR067561	FT	5.94	0.13	N/A	N/A	N/A	N/A
VR067564	FT	1.70	0.34	N/A	N/A	N/A	N/A
VR067566	FT	5.30	0.13	N/A	N/A	N/A	N/A
VR067575	FT	0.39	0.49	N/A	N/A	N/A	N/A
VR067610	FT	0.49	0.50	N/A	N/A	N/A	N/A
VR067969	FT	1.05	0.65	N/A	N/A	N/A	N/A
VR067972	FT	0.49	0.45	N/A	N/A	N/A	N/A
VR067974	FT	1.08	0.42	N/A	N/A	N/A	N/A
VR067979	FT	2.43	0.15	N/A	N/A	N/A	N/A
VR067982	FT	0.54	0.50	N/A	N/A	N/A	N/A
VR068215	FT	2.36	0.23	N/A	N/A	N/A	N/A

**Table 5.D.14 IRT Item Statistics for Written Language, Grade Span Eleven and Twelve**

Item ID	Item Type	Item Difficulty b	Item Discrimination a	D1	D2	D3	D4
VH985220	Op	1.16	0.59	N/A	N/A	N/A	N/A
VH985221	Op	0.56	0.57	N/A	N/A	N/A	N/A
VH985222	Op	1.07	0.39	N/A	N/A	N/A	N/A
VH985223	Op	1.43	0.56	N/A	N/A	N/A	N/A
VH985225	Op	-0.20	0.56	N/A	N/A	N/A	N/A
VH985226	Op	-0.52	0.52	N/A	N/A	N/A	N/A
VH985227	Op	3.71	0.17	N/A	N/A	N/A	N/A
VH985228	Op	-0.02	0.64	N/A	N/A	N/A	N/A
VH987053	Op	0.44	0.56	N/A	N/A	N/A	N/A
VH987054	Op	0.57	0.42	N/A	N/A	N/A	N/A
VH987055	Op	0.09	0.49	N/A	N/A	N/A	N/A
VH987056	Op	1.39	0.39	N/A	N/A	N/A	N/A
VH987058	Op	0.40	0.39	N/A	N/A	N/A	N/A
VH987059	Op	1.19	0.19	N/A	N/A	N/A	N/A
VH990637	Op	1.24	0.26	N/A	N/A	N/A	N/A
VH990638	Op	1.95	0.28	N/A	N/A	N/A	N/A
VH990639	Op	5.27	0.18	N/A	N/A	N/A	N/A
VH990662	Op	-1.38	0.52	N/A	N/A	N/A	N/A
VH990663	Op	1.38	0.36	N/A	N/A	N/A	N/A
VH990664	Op	-0.63	0.79	N/A	N/A	N/A	N/A
VH992264	Op	3.30	0.27	N/A	N/A	N/A	N/A
VH992266	Op	0.59	0.51	N/A	N/A	N/A	N/A
VH992267	Op	0.61	0.49	N/A	N/A	N/A	N/A
VH992268	Op	3.76	0.13	N/A	N/A	N/A	N/A
VH992269	Op	0.63	0.54	N/A	N/A	N/A	N/A
VH992270	Op	0.31	0.36	N/A	N/A	N/A	N/A
VR025976	Op	-0.55	0.50	1.34	-1.34	N/A	N/A
VR025979	Op	-1.29	0.43	1.68	-1.68	N/A	N/A
VR028407	Op	0.23	0.55	1.83	-0.09	-1.73	N/A
VR028408	Op	-0.75	0.47	1.77	-1.77	N/A	N/A
VR029246	Op	-0.20	0.49	0.78	1.32	-0.15	-1.95
VR029667	Op	0.48	0.53	1.76	1.10	-0.51	-2.36
VR000022	FT	0.74	0.22	N/A	N/A	N/A	N/A
VR000023	FT	-0.02	0.52	N/A	N/A	N/A	N/A
VR000024	FT	0.69	0.33	N/A	N/A	N/A	N/A
VR000025	FT	1.43	0.41	N/A	N/A	N/A	N/A

Table 5.D.14 (continuation)

<b>Item ID</b>	<b>Item Type</b>	<b>Item Difficulty b</b>	<b>Item Discrimination a</b>	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>
VR000026	FT	3.29	0.37	N/A	N/A	N/A	N/A
VR000027	FT	7.30	0.11	N/A	N/A	N/A	N/A
VR000028	FT	3.82	0.14	N/A	N/A	N/A	N/A
VR029620	FT	0.96	0.59	1.81	0.82	-0.43	-2.20
VR067820	FT	0.64	0.27	N/A	N/A	N/A	N/A
VR067823	FT	0.25	0.55	N/A	N/A	N/A	N/A
VR067825	FT	0.68	0.57	N/A	N/A	N/A	N/A
VR067835	FT	4.46	0.14	N/A	N/A	N/A	N/A
VR067847	FT	2.60	0.39	N/A	N/A	N/A	N/A
VR067852	FT	1.09	0.51	N/A	N/A	N/A	N/A
VR069262	FT	6.53	0.12	N/A	N/A	N/A	N/A
VR069265	FT	1.57	0.47	N/A	N/A	N/A	N/A
VR069274	FT	2.06	0.28	N/A	N/A	N/A	N/A
VR069280	FT	1.41	0.62	N/A	N/A	N/A	N/A
VR072917	FT	-0.08	0.72	1.21	0.54	-1.75	N/A
VR072918	FT	-0.97	0.71	0.66	-0.66	N/A	N/A

**Table 5.D.15 Distribution of a-values for Oral Language Composites**

<b>IRT a-value</b>	<b>Kindergarten Listening</b>	<b>Kindergarten Speaking</b>	<b>Grade 1 Listening</b>	<b>Grade 1 Speaking</b>	<b>Grade 2 Listening</b>	<b>Grade 2 Speaking</b>	<b>Grade Span 3–5 Listening</b>	<b>Grade Span 3–5 Speaking</b>	<b>Grade Span 6–8 Listening</b>	<b>Grade Span 6–8 Speaking</b>	<b>Grade Span 9–10 Listening</b>	<b>Grade Span 9–10 Speaking</b>	<b>Grade Span 11–12 Listening</b>	<b>Grade Span 11–12 Speaking</b>
0.0 -< 0.2	0	0	2	0	1	0	3	0	7	0	11	0	5	0
0.2 -< 0.4	4	0	3	0	3	0	12	0	13	0	10	0	16	0
0.4 -< 0.6	5	0	5	0	9	2	7	2	2	4	1	5	1	3
0.6 -< 0.8	8	1	6	0	6	2	0	3	0	3	0	5	0	7
0.8 -< 1.0	3	3	3	3	3	5	0	6	0	5	0	2	0	2
1.0 -< 1.2	0	5	3	4	0	3	0	1	0	0	0	0	0	0
1.2 -< 1.4	0	0	0	2	0	0	0	0	0	0	0	0	0	0
1.4 -< 1.6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.6 -< 1.8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.8 -< 2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.0 -< +	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Table 5.D.16 Distribution of *b*-values for Oral Language Composites**

IRT <i>b</i> -value	Kindergarten Listening	Kindergarten Speaking	Grade 1 Listening	Grade 1 Speaking	Grade 2 Listening	Grade 2 Speaking	Grade Span 3–5 Listening	Grade Span 3–5 Speaking	Grade Span 6–8 Listening	Grade Span 6–8 Speaking	Grade Span 9–10 Listening	Grade Span 9–10 Speaking	Grade Span 11–12 Listening	Grade Span 11–12 Speaking
< -6.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-6.0 < -5.8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-5.8 < -5.6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-5.6 < -5.4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-5.4 < -5.2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-5.2 < -5.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-5.0 < -4.8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-4.8 < -4.6	0	0	0	0	0	0	0	0	0	0	1	0	0	0
-4.6 < -4.4	0	0	0	0	0	0	0	0	0	0	1	0	0	0
-4.4 < -4.2	1	0	2	0	0	0	1	0	2	0	0	0	0	0
-4.2 < -4.0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
-4.0 < -3.8	2	0	0	0	0	0	0	0	0	0	1	0	0	0
-3.8 < -3.6	2	1	2	0	3	0	0	0	1	0	2	0	0	0
-3.6 < -3.4	3	1	4	0	3	1	3	0	1	0	1	0	0	1
-3.4 < -3.2	1	1	1	1	0	1	2	0	1	1	1	1	0	1
-3.2 < -3.0	2	3	1	3	3	1	1	0	1	0	1	1	0	0
-3.0 < -2.8	0	0	0	1	0	2	0	2	2	1	0	0	0	0
-2.8 < -2.6	2	0	0	1	2	1	1	1	1	1	0	0	2	1
-2.6 < -2.4	2	0	2	0	4	0	1	1	1	1	1	1	0	1
-2.4 < -2.2	0	0	4	0	0	2	0	0	0	1	1	1	2	0
-2.2 < -2.0	2	1	2	0	1	0	1	2	0	0	0	0	1	0
-2.0 < -1.8	0	0	0	1	0	0	0	1	0	0	1	1	0	1
-1.8 < -1.6	1	2	2	0	3	2	0	2	0	0	0	0	3	1
-1.6 < -1.4	0	0	0	1	1	0	3	1	0	0	0	0	2	1
-1.4 < -1.2	0	0	1	0	0	0	1	0	1	2	1	3	1	1
-1.2 < -1.0	0	0	0	0	0	0	1	0	1	2	1	0	2	1
-1.0 < -0.8	0	0	0	1	0	2	0	2	1	2	0	0	1	0
-0.8 < -0.6	0	0	0	0	1	0	0	0	1	0	0	2	1	0
-0.6 < -0.4	1	0	1	0	0	0	0	0	2	0	0	1	2	2



Table 5.D.16 (continuation)

<b>IRT <i>b</i>-value</b>	<b>Kindergarten Listening</b>	<b>Kindergarten Speaking</b>	<b>Grade 1 Listening</b>	<b>Grade 1 Speaking</b>	<b>Grade 2 Listening</b>	<b>Grade 2 Speaking</b>	<b>Grade Span 3–5 Listening</b>	<b>Grade Span 3–5 Speaking</b>	<b>Grade Span 6–8 Listening</b>	<b>Grade Span 6–8 Speaking</b>	<b>Grade Span 9–10 Listening</b>	<b>Grade Span 9–10 Speaking</b>	<b>Grade Span 11–12 Listening</b>	<b>Grade Span 11–12 Speaking</b>
-0.4 -< -0.2	0	0	0	0	0	0	1	0	1	1	1	0	2	1
-0.2 -< 0.0	0	0	0	0	0	0	0	0	0	0	2	0	1	0
0.0 -< 0.2	1	0	0	0	0	0	3	0	0	0	0	0	0	0
0.2 -< 0.4	0	0	0	0	0	0	0	0	0	0	3	1	1	0
0.4 -< 0.6	0	0	0	0	0	0	0	0	0	0	1	0	0	0
0.6 -< 0.8	0	0	0	0	0	0	1	0	0	0	0	0	0	0
0.8 -< 1.0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
1.0 -< 1.2	0	0	0	0	0	0	0	0	0	0	0	0	1	0
1.2 -< 1.4	0	0	0	0	0	0	1	0	1	0	0	0	0	0
1.4 -< 1.6	0	0	0	0	0	0	0	0	1	0	0	0	0	0
1.6 -< 1.8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.8 -< 2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.0 -< 2.2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.2 -< 2.4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.4 -< 2.6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.6 -< 2.8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.8 -< 3.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3.0 -< 4.0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
4.0 -< 5.0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
5.0 -< 6.0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
6.0 -< +	0	0	0	0	0	0	0	0	0	0	2	0	0	0

**Table 5.D.17 Distribution of a-values for Written Language Composites**

<b>IRT a-value</b>	<b>Kindergarten Reading</b>	<b>Kindergarten Writing</b>	<b>Grade 1 Reading</b>	<b>Grade 1 Writing</b>	<b>Grade 2 Reading</b>	<b>Grade 2 S Writing</b>	<b>Grade Span 3–5 Reading</b>	<b>Grade Span 3–5 Writing</b>	<b>Grade Span 6–8 Reading</b>	<b>Grade Span 6–8 Writing</b>	<b>Grade Span 9–10 Reading</b>	<b>Grade Span 9–10 Writing</b>	<b>Grade Span 11–12 Reading</b>	<b>Grade Span 11–12 Writing</b>
0.0 -< 0.2	0	0	0	0	2	0	3	0	7	0	1	0	4	0
0.2 -< 0.4	4	0	0	0	0	0	7	0	12	0	14	0	8	0
0.4 -< 0.6	7	0	0	0	6	1	11	1	5	2	6	6	12	6
0.6 -< 0.8	1	0	10	4	6	2	3	4	1	4	5	0	2	0
0.8 -< 1.0	0	1	10	1	5	1	1	1	0	0	0	0	0	0
1.0 -< 1.2	0	2	1	2	4	2	0	0	1	0	0	0	0	0
1.2 -< 1.4	0	1	0	0	3	0	1	0	0	0	0	0	0	0
1.4 -< 1.6	2	0	0	0	0	0	0	0	0	0	0	0	0	0
1.6 -< 1.8	0	2	0	0	0	0	0	0	0	0	0	0	0	0
1.8 -< 2.0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
2.0 -< +	0	1	0	0	0	0	0	0	0	0	0	0	0	0

**Table 5.D.18 Distribution of *b*-values for Written Language Composites**

<b>IRT <i>b</i>-value</b>	<b>Kindergarten Reading</b>	<b>Kindergarten Writing</b>	<b>Grade 1 Reading</b>	<b>Grade 1 Writing</b>	<b>Grade 2 Reading</b>	<b>Grade 2 S Writing</b>	<b>Grade Span 3–5 Reading</b>	<b>Grade Span 3–5 Writing</b>	<b>Grade Span 6–8 Reading</b>	<b>Grade Span 6–8 Writing</b>	<b>Grade Span 9–10 Reading</b>	<b>Grade Span 9–10 Writing</b>	<b>Grade Span 11–12 Reading</b>	<b>Grade Span 11–12 Writing</b>
< -6.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-6.0 < -5.8	1	0	0	0	0	0	0	0	0	0	0	0	0	0
-5.8 < -5.6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-5.6 < -5.4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-5.4 < -5.2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-5.2 < -5.0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
-5.0 < -4.8	1	1	0	0	0	0	0	0	0	0	0	0	0	0
-4.8 < -4.6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-4.6 < -4.4	1	0	0	0	0	0	0	0	0	0	0	0	0	0
-4.4 < -4.2	1	1	0	0	0	0	0	0	0	0	0	0	0	0
-4.2 < -4.0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
-4.0 < -3.8	3	0	0	0	0	0	0	0	0	0	0	0	0	0
-3.8 < -3.6	0	4	0	1	0	0	0	0	0	0	0	0	0	0
-3.6 < -3.4	1	1	0	0	0	0	0	0	0	0	0	0	0	0
-3.4 < -3.2	0	1	2	1	0	0	0	0	0	0	0	0	0	0
-3.2 < -3.0	0	0	2	0	2	0	0	0	0	0	0	0	0	0
-3.0 < -2.8	0	0	1	0	0	0	0	0	0	0	0	0	0	0
-2.8 < -2.6	0	0	3	0	3	0	0	0	0	0	0	0	0	0
-2.6 < -2.4	1	0	1	1	0	0	0	0	0	0	0	0	0	0
-2.4 < -2.2	0	0	4	0	4	0	0	0	0	0	0	0	0	0
-2.2 < -2.0	0	0	2	3	1	0	2	0	0	0	0	0	0	0
-2.0 < -1.8	0	0	0	1	6	3	0	0	0	0	0	0	0	0
-1.8 < -1.6	0	0	2	0	3	2	0	0	0	0	0	0	0	0
-1.6 < -1.4	0	0	2	0	4	0	0	2	0	1	0	0	0	0
-1.4 < -1.2	0	0	1	0	2	1	2	0	0	0	0	1	1	1
-1.2 < -1.0	0	0	1	0	0	0	0	0	0	1	0	1	0	0
-1.0 < -0.8	0	0	0	0	0	0	1	1	1	1	0	0	0	0
-0.8 < -0.6	0	0	0	0	0	0	1	1	0	0	0	1	1	1
-0.6 < -0.4	0	0	0	0	0	0	1	1	2	0	1	0	1	1

Table 5.D.18 (continuation)

<b>IRT <i>b</i>-value</b>	<b>Kindergarten Reading</b>	<b>Kindergarten Writing</b>	<b>Grade 1 Reading</b>	<b>Grade 1 Writing</b>	<b>Grade 2 Reading</b>	<b>Grade 2 S Writing</b>	<b>Grade Span 3–5 Reading</b>	<b>Grade Span 3–5 Writing</b>	<b>Grade Span 6–8 Reading</b>	<b>Grade Span 6–8 Writing</b>	<b>Grade Span 9–10 Reading</b>	<b>Grade Span 9–10 Writing</b>	<b>Grade Span 11–12 Reading</b>	<b>Grade Span 11–12 Writing</b>
-0.4 -< -0.2	0	0	0	0	0	0	0	1	1	2	4	0	0	0
-0.2 -< 0.0	0	0	0	0	0	0	8	0	0	1	1	2	2	1
0.0 -< 0.2	0	0	0	0	0	0	2	0	0	0	1	0	1	0
0.2 -< 0.4	0	0	0	0	0	0	0	0	2	0	1	1	2	1
0.4 -< 0.6	0	0	0	0	0	0	0	0	3	0	2	0	4	1
0.6 -< 0.8	0	0	0	0	0	0	0	0	0	0	4	0	2	0
0.8 -< 1.0	0	0	0	0	0	0	1	0	1	0	1	0	0	0
1.0 -< 1.2	0	0	0	0	1	0	1	0	1	0	3	0	3	0
1.2 -< 1.4	0	0	0	0	0	0	0	0	2	0	2	0	3	0
1.4 -< 1.6	0	0	0	0	0	0	0	0	2	0	1	0	1	0
1.6 -< 1.8	0	0	0	0	0	0	2	0	0	0	2	0	0	0
1.8 -< 2.0	0	0	0	0	0	0	2	0	3	0	1	0	1	0
2.0 -< 2.2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.2 -< 2.4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2.4 -< 2.6	0	0	0	0	0	0	0	0	1	0	0	0	0	0
2.6 -< 2.8	0	0	0	0	0	0	0	0	1	0	0	0	0	0
2.8 -< 3.0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
3.0 -< 4.0	0	0	0	0	0	0	3	0	3	0	1	0	3	0
4.0 -< 5.0	0	0	0	0	0	0	0	0	1	0	1	0	0	0
5.0 -< 6.0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
6.0 -< +	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Note:** In [Table 5.D.19](#) and Table 5.D.20, “N/A” indicates that the scaled scores were beyond the maximum scaled scores of the grade level or grade span.

**Table 5.D.19 Oral Language Composite Test Characteristic Curves Data for Figure 5.1**

<b>Scale</b>	<b>K</b>	<b>G 1</b>	<b>G 2</b>	<b>G 3–5</b>	<b>G 6–8</b>	<b>G 9–10</b>	<b>G 11–12</b>
1150	0.3	1.0	0.6	1.9	3.2	4.6	2.1
1175	0.5	1.3	0.8	2.3	3.9	5.4	2.5
1200	0.8	1.6	1.2	2.9	4.8	6.4	3.2
1225	1.4	2.2	1.7	3.7	5.9	7.6	4.0
1250	2.4	2.9	2.6	4.9	7.3	9.0	5.0
1275	4.3	4.2	4.1	6.5	9.1	10.9	6.5
1300	7.9	6.6	6.7	8.8	11.5	13.2	8.5
1325	14.3	11.2	11.2	12.2	14.7	16.3	11.5
1350	24.5	19.4	18.8	17.3	19.3	20.3	15.9
1375	38.1	32.1	30.4	25.2	25.8	25.8	22.3
1400	53.6	47.9	45.2	36.7	34.5	33.0	30.8
1425	68.0	63.0	59.6	49.6	44.9	41.7	40.8
1450	78.5	73.9	70.8	60.8	55.2	51.0	51.0
1475	85.8	81.8	79.0	69.6	64.1	59.6	60.4
1500	90.9	87.7	85.2	76.6	71.5	67.1	68.4
1525	94.2	92.1	89.8	82.2	77.5	73.5	75.2
1550	96.2	95.1	93.2	86.5	82.3	78.6	80.7
1575	97.4	97.0	95.5	89.7	86.2	82.6	85.2
1600	98.2	98.1	96.9	92.0	89.1	85.7	88.7
1625	98.7	98.7	97.7	93.6	91.1	88.1	91.4
1650	99.1	99.1	98.1	94.7	92.6	89.9	93.4
1675	99.3	99.3	98.4	95.6	93.7	91.3	94.9
1700	99.5	99.5	98.6	96.3	94.5	92.3	96.0
1725	N/A	N/A	N/A	97.0	95.2	93.1	96.8
1750	N/A	N/A	N/A	97.5	95.8	93.8	97.4
1775	N/A	N/A	N/A	97.9	96.3	94.4	97.9
1800	N/A	N/A	N/A	98.2	96.7	94.9	98.3
1825	N/A	N/A	N/A	N/A	97.1	95.3	98.6
1850	N/A	N/A	N/A	N/A	97.4	95.6	98.8
1875	N/A	N/A	N/A	N/A	97.7	96.0	99.0
1900	N/A	N/A	N/A	N/A	98.0	96.3	99.2
1925	N/A	N/A	N/A	N/A	N/A	96.6	99.3
1950	N/A	N/A	N/A	N/A	N/A	96.8	99.4

**Table 5.D.20 Written Language Composite Test Characteristic Curves Data for Figure 5.2**

<b>Scale</b>	<b>K</b>	<b>G 1</b>	<b>G 2</b>	<b>G 3–5</b>	<b>G 6–8</b>	<b>G 9–10</b>	<b>G 11–12</b>
1150	1.0	0.0	0.3	0.8	1.6	0.8	0.4
1175	1.6	0.0	0.4	0.9	1.8	0.9	0.5
1200	2.5	0.1	0.5	1.1	2.0	1.0	0.6
1225	4.1	0.2	0.7	1.3	2.3	1.2	0.8
1250	6.6	0.4	1.0	1.6	2.7	1.5	1.1
1275	11.0	0.8	1.5	2.0	3.2	2.0	1.5
1300	18.3	1.8	2.4	2.6	3.8	2.7	2.2
1325	28.5	4.2	4.0	3.6	4.8	3.7	3.2
1350	42.2	9.3	7.2	5.2	6.2	5.2	4.6
1375	62.4	19.2	13.6	7.9	8.3	7.4	6.8
1400	80.0	34.8	25.0	12.5	11.6	10.7	10.0
1425	89.8	53.3	41.8	19.8	16.5	15.5	14.7
1450	94.3	70.4	59.4	29.9	23.6	22.4	21.3
1475	96.5	83.2	73.5	41.4	32.7	31.3	29.9
1500	97.8	91.2	83.6	52.9	42.4	41.6	39.9
1525	98.6	95.6	90.2	63.5	51.7	52.1	50.3
1550	99.1	97.9	94.1	72.6	60.1	62.0	60.3
1575	99.4	99.0	96.2	79.8	67.5	70.7	69.2
1600	99.6	99.5	97.4	84.9	74.0	78.0	76.7
1625	99.7	99.8	98.1	88.4	79.3	83.8	82.5
1650	99.8	99.9	98.6	90.8	83.6	88.2	86.8
1675	99.9	99.9	98.8	92.6	86.7	91.5	89.9
1700	99.9	100.0	99.1	93.9	89.0	93.9	92.2
1725	N/A	N/A	N/A	94.9	90.9	95.6	93.8
1750	N/A	N/A	N/A	95.7	92.3	96.8	95.0
1775	N/A	N/A	N/A	96.3	93.5	97.7	96.0
1800	N/A	N/A	N/A	96.9	94.4	98.3	96.7
1825	N/A	N/A	N/A	N/A	95.2	98.7	97.3
1850	N/A	N/A	N/A	N/A	95.9	99.0	97.7
1875	N/A	N/A	N/A	N/A	96.5	99.2	98.1
1900	N/A	N/A	N/A	N/A	96.9	99.4	98.4
1925	N/A	N/A	N/A	N/A	N/A	99.5	98.7
1950	N/A	N/A	N/A	N/A	N/A	99.6	98.9

## Chapter 6: Reliability and Validity

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This chapter provides reliability and validity evidence to support the interpretation of the operational administration of the 2019–2020 computer-based Summative English Language Proficiency Assessments for California (ELPAC) analyses and resulting scores.

### 6.1. Evidence Based on Test Content

Evidence based on test content refers to traditional forms of content validity evidence, such as the rating (scoring) of test specifications and test items (Crocker et al., 1989; Sireci, 1998), as well as alignment methods for educational tests that evaluate the interactions between curriculum frameworks, testing, and instruction (Rothman et al., 2002; Bhola, Impara, & Buckendahl, 2003; Martone & Sireci, 2009).

[Chapter 2](#) of this report describes the procedures for item development and test assembly for the 2020 operational administration. The chapter includes a description of the Summative ELPAC blueprint, the item review process, and the procedures to review test forms to ensure appropriate content coverage and psychometric targets.

As described in section [3.6 Demographic Summaries](#), in anticipation of some students having very little, if any, access to computers, ETS and the California Department of Education (CDE) developed the Technology Readiness Checker for Students (CDE, 2020c). This is an online resource designed to help educators determine a student’s familiarity with navigating an online interface. The purpose of the tool is for educators to better understand what kind of supports a student may need to increase technology familiarity. This type of resource helps to ensure that students are being evaluated on their English proficiency rather than their experience with technology.

### 6.2. Evidence Based on Internal Structure

Validity evidence based on *internal structure* refers to the statistical analysis of item and score subdomains to investigate the primary and secondary (if any) dimensions measured by an assessment. Procedures for gathering such evidence include dimensionality and correlational analyses. These analyses were conducted using the 2017–2018 field test data. Results of these analyses are summarized in the *ELPAC Summative Dimensionality Report* (CDE, 2019).

Evidence collected from the 2017–2018 field test data supported the oral language and written language composites that are currently used to report Summative ELPAC scores. As part of the evaluation of the transition to computer-based test delivery for the 2019–2020 administration, correlations were calculated using data from the fall 2019 field test to examine the relationship between the four content domains and the two composites of the assessment. Additionally, various types of reliability analyses were conducted. The purposes of these analyses were to obtain validity evidence to support the continuation of the reporting scales for the computer-based ELPAC and to support reliable and valid interpretation of test scores. Refer to chapter 7 and appendix 7.A of the *Computer-based Summative English Language Proficiency Assessments for California Fall 2019 Field Test Technical Report* (CDE, 2020a).

### 6.2.1. Correlations Between Domains

Using student raw scores from the 2020 operational test forms, correlation coefficients between the four domain scores were calculated. [Table 6.A.1](#) through [Table 6.A.7](#) in [appendix 6.A](#) present the correlation coefficients for each grade level and grade span.

The results indicate moderate association between the domains. The correlation coefficients range from 0.36 to 0.74. The correlation between Speaking and Reading for grade span six through eight shows the lowest value as 0.36. The highest correlation coefficient value is presented for grade one, between the Reading and Writing domains. These values were similar to the coefficients estimated for data from the previous paper-only operational administration of the Summative ELPAC in 2018–2019. Those correlations ranged from 0.38 to 0.81.

## 6.3. Reliability Analyses

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

### 6.3.1. Internal Consistency Reliability

The reliability coefficient cannot, in fact, be computed directly unless the student actually takes two parallel versions of the same test. However, with some reasonable assumptions, reliability can be estimated from the students' responses to a single version of the test.

Like other statistics, the reliability coefficient can vary substantially from one group of students to another. It tends to be larger in groups that are more diverse in the ability measured by the test and smaller in groups that are more homogeneous in the ability measured.

The Summative ELPAC test reliabilities were evaluated for each domain and the composite scores using the coefficient alpha (Cronbach, 1951) index of internal consistency, which is calculated as follows:

$$\hat{\alpha} = \frac{k}{k-1} \left[ 1 - \frac{\sum_{i=1}^k \hat{\sigma}_i^2}{\hat{\sigma}_X^2} \right] \quad (6.1)$$

Refer to the [Alternative Text for Equation 6.1](#) for a description of this equation.

where,

$k$  is the number of items on test form,

$\hat{\sigma}_i^2$  is the estimated variance of item  $i$ , and

$\hat{\sigma}_X^2$  is the estimated total test variance.

The reliability of the overall score was estimated by substituting samples estimates into the following definitional formula for composite reliability (Feldt & Brennan, 1989):



$$\hat{\alpha}_c = 1 - \frac{\sum_j w_j^2 \hat{\sigma}_j^2 (1 - \hat{\alpha}_j)}{\hat{\sigma}_c^2} \quad (6.2)$$

Refer to the [Alternative Text for Equation 6.2](#) for a description of this equation.

where,

$w_j$  is the weight of the  $j$ th component in forming the composite score,

$\hat{\sigma}_j^2$  is the variance of scores on the  $j$ th component,

$\hat{\alpha}_j$  is the reliability of scores on the  $j$ th component, and

$\hat{\sigma}_c^2$  is the variance of the composite score.

### 6.3.2. Overall Reliability Estimates

The results of the reliability analyses for the overall Summative ELPAC scores, for all students within each grade level, are presented in the last column of [Table 6.B.1](#), in [appendix 6.B](#). Corresponding results, aggregated by student groups of interest, are presented in the last column of [Table 6.B.2](#) through [Table 6.B.14](#). The results shown in [Table 6.B.1](#) indicate that the reliability estimates for all summative test total scores across grade levels are within acceptable ranges, from 0.89 to 0.94. Reliability estimates for 12 out of the 13 tests were 0.90 or higher.

When the analysis was conducted by student groups within each grade level, the lowest reliability estimate observed was 0.84 for American Indian and Alaska Native students in grade eight ([Table 6.B.10](#)). It should be noted that only 36 students comprised this category. The highest estimate was 0.95 for two student groups in grade eleven (and shown in [Table 6.B.13](#)): students in the migrant education group and students in the group with no special education services. Also, students in the migrant education group in grade twelve showed the highest reliability estimate for overall score, 0.95 ([Table 6.B.14](#)). Reliability estimates of domains and composites, as well as decision accuracy and consistency reliability estimates, are discussed in the next subsections.

### 6.3.3. Domain and Composite Reliability Estimates

The results of reliability analyses for the four domain scores and two composite scores are also presented in [Table 6.B.1](#). The reliability estimates for each domain of the test were moderate to high, ranging from 0.63 for grade three Listening to 0.92 for grade nine Speaking. Most of the estimates were in the range of 0.80 to 0.91.

Speaking and Writing domains had somewhat higher reliability estimates than the Listening and Reading domains. For the oral language and written language composite scores, the reliability estimates were moderate to high, ranging from 0.85 for grades two and three oral language, to 0.91 for grades eleven and twelve; and ranging from 0.78 for grade six written language to 0.92 for grade one written language.

### 6.3.4. Standard Error of Measurement

The standard error of measurement (SEM) is a measure of how much students' scores would vary from the scores they would earn on a perfectly reliable test. If it were possible to compute the error of measurement for each student's score in a large group of students, these errors of measurement would have a mean of zero. These standard errors of measurement would be an indication of how much the errors of measurement are affecting the students' scores. The SEM is expressed in the same units as the test score, whether the units are in raw score or scale score metric. In a large group of students, approximately two-thirds of the students will earn scores within one SEM of the scores they would earn on a perfectly reliable test.

The SEM is the square root of the error variance in the scores, that is, the standard deviation (SD) of the distribution of the differences between students' observed scores and their true scores. The SEM is calculated by the following:

$$SEM = SD \sqrt{1 - \alpha} \quad (6.3)$$

Refer to the [Alternative Text for Equation 6.3](#) for a description of this equation.

where,

$\alpha$  is the reliability estimated in [equation 6.2](#) for two composite scores of oral language and written language, and

$SD$  is the standard deviation of the total score of oral language score or composite scores (either theta or scale score).

For grade levels one through twelve, the SEM for the overall score is calculated according to the following formula:

$$SEM_{overall} = \sqrt{.5^2 SEM_{Oral}^2 + .5^2 SEM_{Written}^2} \quad (6.4)$$

Refer to the [Alternative Text for Equation 6.4](#) for a description of this equation.

And for  $K$ ,

$$SEM_{overall} = \sqrt{.7^2 SEM_{Oral}^2 + .3^2 SEM_{Written}^2} \quad (6.5)$$

Refer to the [Alternative Text for Equation 6.5](#) for a description of this equation.

The range of raw score standard errors for the Summative ELPAC were between 1.280 and 3.177 points across all grade levels, domains, composites, and overall score. In general, this translated into an error band of about two raw score points in most domains. For example, if a student received a raw score of 25 with a standard error of 2.00 points, upon retesting, the student would be expected to obtain a score between 23 and 27 about two-thirds of the time.

These SEM values are shown in [table 6.1](#).

**Table 6.1 SEM Based on Classical Test Theory**

<b>Grade Level</b>	<b>SEM—Listening Raw Score</b>	<b>SEM—Speaking Raw Score</b>	<b>SEM—Reading Raw Score</b>	<b>SEM—Writing Raw Score</b>	<b>SEM—Oral Language Raw Score</b>	<b>SEM—Written Language Raw Score</b>	<b>SEM—Overall Raw Score</b>
Kindergarten	1.693	1.969	1.605	1.280	2.805	2.191	2.071
Grade 1	1.705	1.694	1.771	1.696	2.542	2.652	1.837
Grade 2	1.632	1.840	1.906	1.498	2.562	2.654	1.844
Grade 3	1.964	1.928	2.273	1.631	2.932	2.989	2.093
Grade 4	1.880	1.815	2.266	1.628	2.794	2.964	2.036
Grade 5	1.799	1.745	2.229	1.598	2.690	2.900	1.977
Grade 6	1.908	1.921	2.323	1.585	2.899	2.996	2.084
Grade 7	1.884	1.901	2.324	1.589	2.895	3.015	2.090
Grade 8	1.848	1.871	2.321	1.579	2.864	2.993	2.071
Grade 9	1.957	2.060	2.295	1.635	3.177	3.001	2.185
Grade 10	1.941	2.069	2.270	1.618	3.169	2.955	2.166
Grade 11	1.992	1.980	2.238	1.617	3.069	2.924	2.119
Grade 12	1.991	1.943	2.231	1.624	3.014	2.916	2.097

It is important to remember that assessments are not perfectly reliable and only offer an estimate of what the student is capable of in a specified domain. As shown in [table 6.2](#), the average SEM scale score values for oral language and written language skills were about 24 and 21 scale score points, respectively; the average SEM scale score for the overall test was about 16 scale score points.

**Table 6.2 SEM Based on Scale Score**

<b>Grade Level</b>	<b>SEM—Oral Language</b>	<b>SEM—Written Language</b>	<b>SEM—Overall</b>
Kindergarten	18.290	27.199	15.182
Grade 1	18.069	18.116	12.793
Grade 2	18.490	16.401	12.358
Grade 3	19.519	17.129	12.985
Grade 4	20.933	17.883	13.766
Grade 5	22.693	19.307	14.898
Grade 6	26.043	21.321	16.829
Grade 7	26.959	22.133	17.440
Grade 8	28.749	23.018	18.414

Table 6.2 (continuation)

Grade Level	SEM—Oral Language	SEM—Written Language	SEM—Overall
Grade 9	29.983	20.603	18.190
Grade 10	31.076	20.723	18.676
Grade 11	25.324	21.389	16.574
Grade 12	25.925	21.500	16.840
<b>Average</b>	<b>24.004</b>	<b>20.517</b>	<b>15.765</b>

### 6.3.5. Conditional Standard Error of Measurement

Classical test theory assumes that the standard error of a test score is constant throughout the score range. While the assumption is probably reasonable in the midscore ranges, it is less reasonable at the extremes of the score distribution. Item response theory (IRT) expands the concept by providing estimates of the standard error at each score point on the distribution.

The IRT, or conditional SEM (CSEM) for scale scores, is defined as

$$CSEM(SS) = a \frac{1}{\sqrt{I(\hat{\theta})}} \tag{6.6}$$

Refer to the [Alternative Text for Equation 6.6](#) for a description of this equation.

where,

$$SS = a \times \theta + b,$$

CSEM(SS) is the conditional standard of measurement on the scale score scale, and

*a* and *b* are the scaling constants (the slope and intercept) needed to transform theta to the scale score metric.

*I*(θ<sub>*j*</sub>) is the test information function at ability level θ<sub>*j*</sub>. For student *j*, test information is calculated as

$$I(\theta_j) = \sum_{i=1}^n I_i(\theta_j) \tag{6.7}$$

Refer to the [Alternative Text for Equation 6.7](#) for a description of this equation.

where,

*I*<sub>*i*</sub>(θ<sub>*j*</sub>) is the item information of item *i* for student *j*.

Item information is calculated as

$$I_i(\theta_j) = [s_{i2}(\theta_j) - s_i^2(\theta_j)] \tag{6.8}$$

Refer to the [Alternative Text for Equation 6.8](#) for a description of this equation.

where,

*S*<sub>*i*</sub>(θ<sub>*j*</sub>) is the expected item score for item *i* on a theta score θ<sub>*j*</sub> calculated as

$$s_i(\theta_j) = \sum_{h=0}^{n_i} h p_{ih}(\theta_j) \quad (6.9)$$

Refer to the [Alternative Text for Equation 6.9](#) for a description of this equation.

and

$$s_{i2}(\theta_j) = \sum_{h=0}^{n_i} h^2 p_{ih}(\theta_j) \quad (6.10)$$

Refer to the [Alternative Text for Equation 6.10](#) for a description of this equation.

where,

$P_{ih}(\theta_j)$  is the probability of an examinee with  $\theta_j$  getting score  $h$  on item  $i$ , the computation of which is shown in [equation 5.6](#), and

$n_i$  is the maximum score.

The IRT's version of an SEM has an inverse normal distribution in which SEM values decrease as scores move toward the center of the range. CSEM values are reported as part of the raw-score-to-scale-score conversion tables presented in [Table 6.C.1](#) through [Table 6.C.22](#) of [appendix 6.C](#) for the oral language and written language skills.

CSEMs vary across the scale and are typically smaller toward the center of the scale where more items are located and typically larger at the extreme ends of the scale. For most grade levels and grade spans, the lowest values of CSEM are between the proficiency levels one and two; the threshold scores between proficiency levels one and two are toward the middle of the scale score ranges. The CSEMs for threshold scores between proficiency levels three and four are somewhat larger.

### 6.3.6. Decision Classification Analyses

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

Consistency in classification represents how well two versions of an assessment with equal difficulty agree in the classification of students (Livingston & Lewis, 1995). This is estimated by using actual response data and total test reliability from an administered form of the assessment from which two parallel versions of the assessment are statistically modeled, and classifications are compared. Decision consistency, then, is the extent to which the test classification of examinees into mastery levels agrees with classifications based on a hypothetical parallel test. The examinees' scores on the second form are statistically modeled.

Note that the values of all indices depend on several factors, such as the reliability of the actual test form, distribution of scores, number of threshold scores, and location of each threshold score.

Decision accuracy is the extent to which the test's classification of examinees into levels agrees with the examinees' true classification. The examinees' true scores—and, therefore, true classification—are not known, but can be modeled. Consistency and accuracy are

important to consider together. The probability of accuracy represents the agreement between the observed classification based on the actual test form and true classification, given the modeled form. These methods were applied to the 2019–2020 computer-based Summative ELPAC operational data.

Commonly used indices for decision consistency and accuracy include (a) decision consistency and accuracy at each threshold score, and (b) overall decision consistency and accuracy across all threshold scores.

The methodology used for estimating the reliability of classification decisions is described in Livingston and Lewis (1995). These calculations are implemented using the ETS-proprietary computer program RELCLASS-COMP (Version 4.14).

### **6.3.6.1. Reliability of Classification Accuracy and Consistency**

The results of decision accuracy and consistency at each threshold proficiency level for each language composite, as well as for overall scores, are presented in [Table 6.B.15](#) through [Table 6.B.20](#) in [appendix 6.B](#) for all grades. [Table 6.B.15](#) through [Table 6.B.17](#) provide the results of classification accuracy, while [Table 6.B.18](#) through [Table 6.B.20](#) show classification consistency of the scores.

At each threshold, the classification at adjacent performance levels appeared to be acceptably reliable and consistent. Classification accuracy ranged from 0.85 to 0.97, while classification consistency ranged from 0.82 to 0.96, with most values at or above 0.90. These values are similar to the classification accuracy and consistency estimates reported in the *2018–2019 Summative ELPAC Technical Report* (CDE, 2020b).

[Table 6.B.21](#) presents the classification accuracy and consistency results for both the composite and overall scores. For both classification accuracy and consistency, the grade three oral language composite and the grade six written language composite had the lowest reliability estimates, while the grade two overall scores had the highest reliability estimates. Classification accuracy ranged from 0.70 to 0.75 for oral language composite scores and from 0.68 to 0.81 for written language composite scores. Classification accuracy for overall scores ranged 0.76 to 0.81. Reliability estimates for classification consistency ranged from 0.61 to 0.67 for oral language composite scores and from 0.58 to 0.73. Classification consistency for overall scores ranged from 0.67 to 0.76. These values are similar to the classification accuracy and consistency estimates reported in the *2018–2019 Summative ELPAC Technical Report* (CDE, 2020b).

## **6.4. Evidence Based on the Relationship Between ELPAC and California Assessment of Student Performance and Progress English Language Arts/Literacy Smarter Balanced Test Scores**

The relationship between scores from different tests is frequently examined to support evidence of convergent and divergent validity. If the assessments measure similar constructs, their scores are expected to be closely associated. If the constructs are less similar, scores should have lower correlations.

Historically, many students from grade spans three through five, six through eight, and grade eleven who take the Summative ELPAC also take the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments for English language arts/literacy (ELA). Using data from this subgroup of students, overall



ELPAC scale scores are then correlated with students' corresponding overall CAASPP Smarter Balanced scores to provide evidence of convergent validity. However, this analysis was not conducted for the 2019–2020 data because testing was suspended in mid-March 2020. Consequently, very few Summative ELPAC test takers had the opportunity to also take the Smarter Balanced assessments.

[Table 6.3](#) presents the number of students with scores for both the Summative ELPAC and the CAASPP Smarter Balanced for ELA. “Matched Percentage” indicates the percentage of students who took both the Smarter Balanced for ELA *and* the Summative ELPAC.

**Table 6.3 Students with Summative ELPAC Scores and CAASPP Smarter Balanced for ELA Scores**

Grade Level or Grade Span	Total	Matched Percentage	Not Matched Percentage
3–5	118,143	0.02	99.98
6–8	94,532	0.12	99.88
11	37,802	0.88	99.12

[Table 6.4](#) provides the total number of students who took both the CAASPP Smarter Balanced for ELA Summative Assessment and the Summative ELPAC. As mentioned previously, these numbers are low due to the suspension of standardized testing in mid-March 2020.

**Table 6.4 Correlation of Overall Summative ELPAC and CAASPP Smarter Balanced for ELA Scores**

Grade Level or Grade Span	Total	Correlation
3–5	23	N/A
6–8	116	N/A
11	331	N/A

**Note:** N/A indicates that correlations are not available.

## 6.5. Evidence Based on the Consequences of Testing

Evidence based on *consequences of testing* refers to the evaluation of the intended and unintended consequences associated with a testing program. Examples of evidence based on testing consequences include investigations of adverse impact, evaluation of the effects of testing on instruction, and evaluation of the effects of testing on issues such as high school dropout rates. With respect to educational tests, the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association, & National Council on Measurement in Education, 2014) stress the importance of evaluating test consequences:

When educational testing programs are mandated by school, district, state, or other authorities, the ways in which test results are intended to be used should be clearly described by those who mandate the tests. It is also the responsibility of those who mandate the use of tests to monitor their impact and to identify and minimize potential negative consequences as feasible. Consequences resulting from the use of the test,

both intended and unintended, should also be examined by the test developer and/or user. (AERA et al., 2014, p. 195)

Investigations of testing consequences relevant to the Summative ELPAC goals may include analyses of students' opportunity to become proficient English language learners and thus reclassified as fluent English proficient (RFEP), as well as potential analyses to inform instruction. Ongoing collection of evidence of the validity of these test score interpretations is of critical importance, as these scores are one set of criteria used to determine whether individual students qualify for RFEP status. Results from the Summative ELPAC may also be used for instructional planning.

Unintended consequences, such as changes in instruction, diminished morale among teachers and students, increased pressure on students that lead to increased dropout rates, or the pursuit of college majors and careers that are less challenging can be evaluated. These sorts of investigations require information beyond what is currently available to the Summative ELPAC program.



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## Accessibility Information

### Alternative Text for Equation 6.1

Alpha hat equals fraction with numerator K and denominator K minus 1 end fraction times open bracket 1 minus fraction with numerator sum from l equals 1 to K of Sigma squared hat sub l and denominator Sigma squared hat sub X close bracket.

### Alternative Text for Equation 6.2

Alpha hat sub c equals 1 minus fraction with numerator sum of j of w squared sub j times Sigma squared hat sub j times open parenthesis 1 minus alpha hat sub j close parenthesis and denominator Sigma squared hat sub c.

### Alternative Text for Equation 6.3

SEM equals total score standard deviation multiplied by the square root of 1 minus alpha where alpha is the reliability corresponding to the two composite scores.

### Alternative Text for Equation 6.4

Overall SEM is equal to square root of the sum of the weighted composite of the squared SEMs. The weighted composite is 0.5 squared times the square of the oral language SEM plus 0.5 squared times the square of the written language SEM.

### Alternative Text for Equation 6.5

Overall SEM is equal to square root of the sum of the weighted composite of the squared SEMs. The weighted composite is 0.7 squared times the square of the oral language SEM plus 0.3 squared times the square of the written language SEM.

### Alternative Text for Equation 6.6

CSEM of SS equals 1 times a divided by the square root of l of theta hat.

### Alternative Text for Equation 6.7

l of theta sub j equals the sum from l equals 1 to n of l sub l of theta sub j.

### Alternative Text for Equation 6.8

l sub l of theta sub j equals open bracket s sub i2 open parenthesis theta sub j closed parenthesis min s sub l squared open parenthesis theta sub j closed parenthesis closed bracket.

### Alternative Text for Equation 6.9

s sub l open parenthesis theta sub j closed parenthesis is equal to summation from h equal zero to n sub i of h times p sub i h open parenthesis theta sub j closed parenthesis.

### Alternative Text for Equation 6.10

s sub i2 open parenthesis theta sub j closed parenthesis is equal to summation from h equal zero to n sub i of h squared times p sub i h open parenthesis theta sub j closed parenthesis.

## Appendix 6.A: Correlations Between Summative Domains

Note: In [Table 6.A.1](#) through [Table 6.A.7](#)

- L = Listening,
- S = Speaking,
- R = Reading,
- W = Writing, and
- a hyphen (-) indicates that the cell would contain repeated data.

**Table 6.A.1 Correlations Between Domains, Kindergarten**

Domain	L	S	R	W
L	1.00	-	-	-
S	0.59	1.00	-	-
R	0.69	0.61	1.00	-
W	0.47	0.45	0.68	1.00

**Table 6.A.2 Correlations Between Domains, Grade One**

Domain	L	S	R	W
L	1.00	-	-	-
S	0.57	1.00	-	-
R	0.51	0.46	1.00	-
W	0.49	0.50	0.74	1.00

**Table 6.A.3 Correlations Between Domains, Grade Two**

Domain	L	S	R	W
L	1.00	-	-	-
S	0.57	1.00	-	-
R	0.49	0.46	1.00	-
W	0.41	0.46	0.71	1.00

**Table 6.A.4 Correlations Between Domains, Grade Span Three Through Five**

Domain	L	S	R	W
L	1.00	-	-	-
S	0.52	1.00	-	-
R	0.58	0.43	1.00	-
W	0.56	0.56	0.65	1.00

**Table 6.A.5 Correlations Between Domains, Grade Span Six Through Eight**

Domain	L	S	R	W
L	1.00	-	-	-
S	0.51	1.00	-	-
R	0.53	0.36	1.00	-
W	0.55	0.63	0.50	1.00

**Table 6.A.6 Correlations Between Domains, Grade Span Nine and Ten**

<b>Domain</b>	<b>L</b>	<b>S</b>	<b>R</b>	<b>W</b>
<b>L</b>	1.00	-	-	-
<b>S</b>	0.57	1.00	-	-
<b>R</b>	0.65	0.48	1.00	-
<b>W</b>	0.61	0.69	0.61	1.00

**Table 6.A.7 Correlations Between Domains, Grade Span Eleven and Twelve**

<b>Domain</b>	<b>L</b>	<b>S</b>	<b>R</b>	<b>W</b>
<b>L</b>	1.00	-	-	-
<b>S</b>	0.60	1.00	-	-
<b>R</b>	0.68	0.47	1.00	-
<b>W</b>	0.68	0.66	0.64	1.00

## Appendix 6.B: Reliability of ELPAC Performance and Performance Classification

**Table 6.B.1 Reliability Coefficient Alpha for Domain, Composite, and Overall Scores**

<b>Grade Level</b>	<b>N</b>	<b>Listening Alpha</b>	<b>Speaking Alpha</b>	<b>Reading Alpha</b>	<b>Writing Alpha</b>	<b>Oral Composite Alpha</b>	<b>Written Composite Alpha</b>	<b>Overall Score Alpha</b>
Kindergarten	36,520	0.81	0.85	0.81	0.90	0.88	0.91	0.93
1	27,678	0.77	0.83	0.90	0.87	0.86	0.92	0.93
2	25,482	0.73	0.82	0.88	0.86	0.85	0.91	0.92
3	41,764	0.63	0.87	0.71	0.81	0.85	0.82	0.90
4	36,794	0.66	0.88	0.75	0.81	0.86	0.84	0.91
5	36,261	0.68	0.89	0.78	0.80	0.87	0.85	0.91
6	33,058	0.67	0.88	0.64	0.80	0.86	0.78	0.89
7	31,119	0.69	0.89	0.69	0.82	0.87	0.81	0.91
8	28,478	0.70	0.90	0.73	0.81	0.88	0.82	0.91
9	28,814	0.72	0.92	0.81	0.82	0.90	0.86	0.93
10	23,612	0.73	0.92	0.83	0.82	0.90	0.88	0.93
11	20,176	0.81	0.92	0.82	0.81	0.91	0.87	0.94
12	17,201	0.81	0.91	0.83	0.80	0.91	0.88	0.94

**Note:** In [Table 6.B.2](#) through [Table 6.B.14](#), “N/A” indicates that reliability indices were not calculated for student groups containing 30 or fewer students.

**Table 6.B.2 Reliability Estimates by Student Group for Kindergarten**

<b>Student Group</b>	<b>N</b>	<b>Listening Alpha</b>	<b>Speaking Alpha</b>	<b>Reading Alpha</b>	<b>Writing Alpha</b>	<b>Oral Composite Alpha</b>	<b>Written Composite Alpha</b>	<b>Overall Score Alpha</b>
Male	19,271	0.82	0.86	0.81	0.90	0.88	0.91	0.93
Female	17,248	0.80	0.85	0.81	0.90	0.88	0.90	0.92
American Indian or Alaska Native	66	0.79	0.77	0.83	0.92	0.86	0.92	0.94
Asian	5,101	0.83	0.85	0.83	0.89	0.88	0.91	0.93
Native Hawaiian or Other Pacific Islander	99	0.80	0.84	0.80	0.90	0.87	0.90	0.92
Filipino	307	0.82	0.83	0.79	0.91	0.87	0.90	0.92
Hispanic or Latino	28,194	0.80	0.85	0.80	0.90	0.88	0.90	0.92
Black or African American	165	0.77	0.81	0.76	0.90	0.86	0.89	0.91
White	2,007	0.85	0.87	0.83	0.90	0.90	0.91	0.93
Two or more races	245	0.80	0.82	0.80	0.89	0.87	0.90	0.92
Economically disadvantaged	28,274	0.81	0.85	0.80	0.90	0.88	0.90	0.93
Not economically disadvantaged	8,246	0.83	0.85	0.82	0.91	0.88	0.91	0.93
Special education services	3,125	0.84	0.89	0.82	0.90	0.90	0.91	0.94
No special education services	33,395	0.80	0.84	0.81	0.90	0.87	0.90	0.92
Migrant education	670	0.84	0.89	0.83	0.91	0.90	0.91	0.94
Not migrant education	35,850	0.81	0.85	0.81	0.90	0.88	0.91	0.93

**Table 6.B.3 Reliability Estimates by Student Group for Grade One**

<b>Student Group</b>	<b>N</b>	<b>Listening Alpha</b>	<b>Speaking Alpha</b>	<b>Reading Alpha</b>	<b>Writing Alpha</b>	<b>Oral Composite Alpha</b>	<b>Written Composite Alpha</b>	<b>Overall Score Alpha</b>
Male	14,551	0.79	0.83	0.90	0.87	0.87	0.93	0.94
Female	13,127	0.75	0.83	0.90	0.86	0.85	0.92	0.93
American Indian or Alaska Native	54	0.76	0.78	0.90	0.86	0.83	0.92	0.93
Asian	4,118	0.80	0.84	0.91	0.85	0.87	0.92	0.94
Native Hawaiian or Other Pacific Islander	74	0.80	0.77	0.91	0.84	0.85	0.93	0.93
Filipino	307	0.74	0.79	0.88	0.81	0.82	0.90	0.92
Hispanic or Latino	21,088	0.76	0.82	0.89	0.87	0.85	0.92	0.93
Black or African American	110	0.83	0.80	0.89	0.88	0.86	0.92	0.94
White	1,535	0.80	0.85	0.91	0.87	0.88	0.93	0.94
Two or more races	160	0.78	0.80	0.90	0.88	0.85	0.93	0.94
Economically disadvantaged	22,019	0.76	0.82	0.90	0.87	0.86	0.92	0.93
Not economically disadvantaged	5,659	0.79	0.83	0.91	0.86	0.87	0.93	0.94
Special education services	2,766	0.82	0.86	0.90	0.90	0.89	0.93	0.94
No special education services	24,912	0.75	0.82	0.90	0.86	0.85	0.92	0.93
Migrant education	599	0.78	0.85	0.89	0.87	0.87	0.91	0.93
Not migrant education	27,079	0.77	0.82	0.90	0.87	0.86	0.92	0.93

**Table 6.B.4 Reliability Estimates by Student Group for Grade Two**

<b>Student Group</b>	<b>N</b>	<b>Listening Alpha</b>	<b>Speaking Alpha</b>	<b>Reading Alpha</b>	<b>Writing Alpha</b>	<b>Oral Composite Alpha</b>	<b>Written Composite Alpha</b>	<b>Overall Score Alpha</b>
Male	13,165	0.74	0.83	0.89	0.87	0.86	0.92	0.93
Female	12,317	0.71	0.82	0.87	0.86	0.84	0.91	0.92
American Indian or Alaska Native	42	0.72	0.88	0.86	0.88	0.88	0.90	0.93
Asian	3,338	0.78	0.84	0.89	0.84	0.88	0.91	0.93
Native Hawaiian or Other Pacific Islander	89	0.58	0.75	0.89	0.84	0.76	0.91	0.90
Filipino	334	0.75	0.83	0.86	0.81	0.86	0.89	0.92
Hispanic or Latino	19,795	0.71	0.82	0.88	0.86	0.84	0.91	0.92
Black or African American	92	0.80	0.77	0.89	0.84	0.86	0.92	0.93
White	1,413	0.76	0.84	0.90	0.85	0.87	0.91	0.93
Two or more races	161	0.78	0.80	0.88	0.80	0.86	0.90	0.92
Economically disadvantaged	20,641	0.72	0.82	0.88	0.86	0.85	0.91	0.92
Not economically disadvantaged	4,841	0.76	0.84	0.88	0.85	0.87	0.91	0.93
Special education services	2,737	0.79	0.84	0.88	0.90	0.88	0.91	0.93
No special education services	22,745	0.70	0.81	0.88	0.85	0.84	0.91	0.92
Migrant education	633	0.76	0.87	0.89	0.87	0.88	0.92	0.94
Not migrant education	24,849	0.73	0.82	0.88	0.86	0.85	0.91	0.92



**Table 6.B.5 Reliability Estimates by Student Group for Grade Three**

<b>Student Group</b>	<b>N</b>	<b>Listening Alpha</b>	<b>Speaking Alpha</b>	<b>Reading Alpha</b>	<b>Writing Alpha</b>	<b>Oral Composite Alpha</b>	<b>Written Composite Alpha</b>	<b>Overall Score Alpha</b>
Male	21,809	0.65	0.88	0.71	0.82	0.85	0.83	0.90
Female	19,954	0.61	0.87	0.70	0.80	0.84	0.82	0.89
American Indian or Alaska Native	57	0.69	0.92	0.77	0.87	0.89	0.88	0.93
Asian	4,350	0.70	0.89	0.77	0.80	0.88	0.85	0.92
Native Hawaiian or Other Pacific Islander	121	0.54	0.87	0.58	0.83	0.83	0.78	0.88
Filipino	478	0.62	0.85	0.72	0.78	0.83	0.82	0.89
Hispanic or Latino	33,832	0.61	0.87	0.68	0.81	0.84	0.81	0.89
Black or African American	164	0.70	0.86	0.76	0.83	0.85	0.86	0.91
White	2,143	0.67	0.88	0.76	0.80	0.86	0.84	0.91
Two or more races	182	0.65	0.87	0.77	0.77	0.86	0.84	0.90
Economically disadvantaged	34,628	0.62	0.87	0.68	0.81	0.84	0.81	0.89
Not economically disadvantaged	7,136	0.68	0.89	0.76	0.80	0.87	0.84	0.91
Special education services	5,781	0.62	0.87	0.59	0.84	0.84	0.78	0.88
No special education services	35,983	0.62	0.87	0.71	0.79	0.84	0.82	0.89
Migrant education	1,111	0.61	0.89	0.64	0.83	0.86	0.81	0.90
Not migrant education	40,653	0.63	0.87	0.71	0.81	0.85	0.82	0.90

**Table 6.B.6 Reliability Estimates by Student Group for Grade Four**

<b>Student Group</b>	<b>N</b>	<b>Listening Alpha</b>	<b>Speaking Alpha</b>	<b>Reading Alpha</b>	<b>Writing Alpha</b>	<b>Oral Composite Alpha</b>	<b>Written Composite Alpha</b>	<b>Overall Score Alpha</b>
Male	19,769	0.67	0.88	0.76	0.81	0.86	0.84	0.91
Female	17,024	0.64	0.88	0.75	0.79	0.86	0.84	0.91
American Indian or Alaska Native	34	0.72	0.92	0.61	0.83	0.90	0.78	0.91
Asian	3,691	0.73	0.90	0.80	0.81	0.89	0.86	0.93
Native Hawaiian or Other Pacific Islander	123	0.65	0.82	0.73	0.83	0.80	0.84	0.90
Filipino	467	0.62	0.81	0.74	0.73	0.80	0.82	0.88
Hispanic or Latino	30,007	0.64	0.88	0.74	0.81	0.86	0.83	0.90
Black or African American	148	0.65	0.84	0.78	0.80	0.84	0.84	0.90
White	1,874	0.69	0.89	0.78	0.80	0.87	0.85	0.92
Two or more races	157	0.71	0.88	0.80	0.78	0.87	0.86	0.91
Economically disadvantaged	31,027	0.65	0.88	0.74	0.81	0.85	0.84	0.90
Not economically disadvantaged	5,767	0.69	0.90	0.78	0.80	0.88	0.85	0.92
Special education services	6,129	0.65	0.86	0.68	0.83	0.84	0.81	0.89
No special education services	30,665	0.65	0.89	0.74	0.78	0.86	0.83	0.90
Migrant education	1,022	0.70	0.92	0.76	0.84	0.89	0.86	0.93
Not migrant education	35,772	0.66	0.88	0.75	0.81	0.86	0.84	0.91

**Table 6.B.7 Reliability Estimates by Student Group for Grade Five**

<b>Student Group</b>	<b>N</b>	<b>Listening Alpha</b>	<b>Speaking Alpha</b>	<b>Reading Alpha</b>	<b>Writing Alpha</b>	<b>Oral Composite Alpha</b>	<b>Written Composite Alpha</b>	<b>Overall Score Alpha</b>
Male	19,509	0.69	0.89	0.79	0.81	0.87	0.86	0.92
Female	16,751	0.67	0.89	0.77	0.79	0.87	0.85	0.91
American Indian or Alaska Native	50	0.67	0.92	0.71	0.88	0.89	0.85	0.93
Asian	3,209	0.74	0.92	0.82	0.81	0.90	0.87	0.93
Native Hawaiian or Other Pacific Islander	108	0.59	0.77	0.77	0.77	0.75	0.83	0.87
Filipino	460	0.68	0.81	0.77	0.77	0.83	0.85	0.90
Hispanic or Latino	30,244	0.67	0.89	0.77	0.80	0.87	0.85	0.91
Black or African American	162	0.68	0.85	0.83	0.74	0.85	0.87	0.91
White	1,647	0.73	0.89	0.81	0.81	0.89	0.87	0.93
Two or more races	160	0.65	0.78	0.82	0.76	0.81	0.84	0.88
Economically disadvantaged	30,913	0.67	0.89	0.78	0.80	0.87	0.85	0.91
Not economically disadvantaged	5,348	0.71	0.91	0.81	0.80	0.89	0.87	0.93
Special education services	6,548	0.67	0.85	0.74	0.81	0.84	0.83	0.90
No special education services	29,713	0.67	0.90	0.77	0.78	0.87	0.84	0.91
Migrant education	1,060	0.73	0.92	0.79	0.85	0.90	0.87	0.93
Not migrant education	35,201	0.68	0.89	0.78	0.80	0.87	0.85	0.91

**Table 6.B.8 Reliability Estimates by Student Group for Grade Six**

<b>Student Group</b>	<b>N</b>	<b>Listening Alpha</b>	<b>Speaking Alpha</b>	<b>Reading Alpha</b>	<b>Writing Alpha</b>	<b>Oral Composite Alpha</b>	<b>Written Composite Alpha</b>	<b>Overall Score Alpha</b>
Male	18,141	0.69	0.88	0.65	0.81	0.86	0.79	0.90
Female	14,916	0.64	0.88	0.62	0.79	0.85	0.77	0.89
American Indian or Alaska Native	50	0.58	0.89	0.53	0.78	0.86	0.73	0.89
Asian	2,952	0.73	0.90	0.74	0.82	0.89	0.83	0.92
Native Hawaiian or Other Pacific Islander	129	0.60	0.85	0.59	0.78	0.83	0.75	0.88
Filipino	425	0.60	0.83	0.67	0.72	0.81	0.78	0.87
Hispanic or Latino	27,864	0.66	0.88	0.62	0.80	0.85	0.77	0.89
Black or African American	164	0.57	0.81	0.67	0.74	0.79	0.78	0.86
White	1,170	0.70	0.88	0.69	0.83	0.87	0.82	0.91
Two or more races	104	0.65	0.86	0.69	0.80	0.85	0.81	0.89
Economically disadvantaged	28,187	0.66	0.88	0.62	0.80	0.86	0.77	0.89
Not economically disadvantaged	4,871	0.71	0.89	0.70	0.80	0.87	0.81	0.91
Special education services	6,728	0.67	0.83	0.53	0.80	0.82	0.73	0.86
No special education services	26,330	0.66	0.89	0.64	0.79	0.86	0.77	0.89
Migrant education	965	0.69	0.92	0.62	0.86	0.90	0.81	0.92
Not migrant education	32,093	0.67	0.88	0.64	0.80	0.86	0.78	0.89

**Table 6.B.9 Reliability Estimates by Student Group for Grade Seven**

<b>Student Group</b>	<b>N</b>	<b>Listening Alpha</b>	<b>Speaking Alpha</b>	<b>Reading Alpha</b>	<b>Writing Alpha</b>	<b>Oral Composite Alpha</b>	<b>Written Composite Alpha</b>	<b>Overall Score Alpha</b>
Male	17,332	0.71	0.89	0.70	0.82	0.88	0.81	0.91
Female	13,786	0.66	0.90	0.69	0.80	0.87	0.80	0.90
American Indian or Alaska Native	43	0.65	0.90	0.66	0.86	0.87	0.83	0.92
Asian	2,768	0.74	0.90	0.78	0.81	0.89	0.85	0.93
Native Hawaiian or Other Pacific Islander	104	0.65	0.84	0.69	0.79	0.84	0.80	0.88
Filipino	388	0.64	0.81	0.72	0.74	0.82	0.80	0.88
Hispanic or Latino	26,228	0.68	0.90	0.67	0.82	0.87	0.80	0.90
Black or African American	129	0.76	0.87	0.72	0.79	0.88	0.83	0.91
White	1,178	0.70	0.88	0.73	0.81	0.87	0.83	0.91
Two or more races	98	0.58	0.85	0.74	0.82	0.81	0.83	0.88
Economically disadvantaged	26,465	0.68	0.89	0.68	0.82	0.87	0.80	0.90
Not economically disadvantaged	4,654	0.71	0.90	0.75	0.82	0.89	0.84	0.92
Special education services	6,757	0.68	0.83	0.59	0.81	0.82	0.76	0.87
No special education services	24,362	0.68	0.91	0.70	0.81	0.88	0.80	0.91
Migrant education	905	0.73	0.93	0.67	0.87	0.91	0.83	0.93
Not migrant education	30,214	0.69	0.89	0.69	0.81	0.87	0.81	0.91

**Table 6.B.10 Reliability Estimates by Student Group for Grade Eight**

<b>Student Group</b>	<b>N</b>	<b>Listening Alpha</b>	<b>Speaking Alpha</b>	<b>Reading Alpha</b>	<b>Writing Alpha</b>	<b>Oral Composite Alpha</b>	<b>Written Composite Alpha</b>	<b>Overall Score Alpha</b>
Male	16,111	0.71	0.90	0.74	0.81	0.88	0.82	0.91
Female	12,366	0.68	0.91	0.72	0.81	0.88	0.81	0.91
American Indian or Alaska Native	36	0.55	0.82	0.75	0.67	0.77	0.79	0.84
Asian	2,348	0.73	0.90	0.80	0.81	0.89	0.86	0.92
Native Hawaiian or Other Pacific Islander	94	0.69	0.90	0.71	0.72	0.87	0.81	0.90
Filipino	411	0.61	0.82	0.72	0.73	0.81	0.80	0.88
Hispanic or Latino	24,274	0.70	0.90	0.71	0.81	0.88	0.81	0.91
Black or African American	115	0.77	0.90	0.80	0.83	0.89	0.87	0.93
White	968	0.69	0.91	0.79	0.83	0.89	0.86	0.93
Two or more races	93	0.75	0.86	0.77	0.79	0.87	0.84	0.91
Economically disadvantaged	24,223	0.70	0.90	0.72	0.81	0.88	0.81	0.91
Not economically disadvantaged	4,255	0.72	0.91	0.77	0.82	0.89	0.84	0.92
Special education services	6,345	0.68	0.83	0.66	0.79	0.83	0.78	0.88
No special education services	22,133	0.70	0.91	0.73	0.81	0.89	0.82	0.92
Migrant education	860	0.74	0.94	0.73	0.85	0.92	0.84	0.93
Not migrant education	27,618	0.70	0.90	0.73	0.81	0.88	0.82	0.91

**Table 6.B.11 Reliability Estimates by Student Group for Grade Nine**

<b>Student Group</b>	<b>N</b>	<b>Listening Alpha</b>	<b>Speaking Alpha</b>	<b>Reading Alpha</b>	<b>Writing Alpha</b>	<b>Oral Composite Alpha</b>	<b>Written Composite Alpha</b>	<b>Overall Score Alpha</b>
Male	16,801	0.73	0.92	0.82	0.82	0.90	0.87	0.93
Female	12,013	0.70	0.92	0.80	0.81	0.90	0.86	0.93
American Indian or Alaska Native	36	0.71	0.88	0.69	0.73	0.85	0.77	0.90
Asian	2,638	0.75	0.91	0.85	0.80	0.90	0.89	0.94
Native Hawaiian or Other Pacific Islander	88	0.66	0.88	0.78	0.75	0.87	0.84	0.91
Filipino	490	0.64	0.86	0.80	0.72	0.84	0.84	0.90
Hispanic or Latino	23,835	0.71	0.92	0.80	0.82	0.90	0.86	0.93
Black or African American	147	0.76	0.92	0.82	0.87	0.90	0.88	0.94
White	1,296	0.73	0.90	0.82	0.81	0.89	0.88	0.93
Two or more races	101	0.72	0.81	0.84	0.70	0.83	0.86	0.90
Economically disadvantaged	24,416	0.71	0.92	0.80	0.82	0.90	0.86	0.93
Not economically disadvantaged	4,398	0.76	0.93	0.84	0.83	0.91	0.88	0.94
Special education services	6,008	0.67	0.83	0.73	0.77	0.82	0.81	0.88
No special education services	22,806	0.73	0.93	0.82	0.83	0.91	0.87	0.94
Migrant education	665	0.74	0.94	0.80	0.84	0.92	0.87	0.94
Not migrant education	28,149	0.72	0.92	0.81	0.82	0.90	0.86	0.93

**Table 6.B.12 Reliability Estimates by Student Group for Grade Ten**

<b>Student Group</b>	<b>N</b>	<b>Listening Alpha</b>	<b>Speaking Alpha</b>	<b>Reading Alpha</b>	<b>Writing Alpha</b>	<b>Oral Composite Alpha</b>	<b>Written Composite Alpha</b>	<b>Overall Score Alpha</b>
Male	13,838	0.75	0.92	0.84	0.82	0.90	0.88	0.93
Female	9,774	0.70	0.92	0.82	0.80	0.90	0.87	0.93
American Indian or Alaska Native	30	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	2,423	0.75	0.91	0.85	0.79	0.90	0.89	0.94
Native Hawaiian or Other Pacific Islander	94	0.62	0.79	0.73	0.62	0.77	0.78	0.85
Filipino	435	0.63	0.81	0.81	0.67	0.81	0.85	0.89
Hispanic or Latino	19,217	0.72	0.92	0.83	0.82	0.90	0.87	0.93
Black or African American	118	0.76	0.89	0.85	0.80	0.89	0.88	0.93
White	1,076	0.76	0.90	0.85	0.81	0.89	0.89	0.93
Two or more races	79	0.72	0.81	0.86	0.73	0.83	0.89	0.90
Economically disadvantaged	19,788	0.72	0.92	0.83	0.81	0.90	0.87	0.93
Not economically disadvantaged	3,824	0.76	0.93	0.85	0.82	0.91	0.89	0.94
Special education services	4,949	0.68	0.83	0.78	0.75	0.82	0.83	0.88
No special education services	18,663	0.74	0.93	0.84	0.83	0.91	0.88	0.94
Migrant education	550	0.76	0.94	0.81	0.84	0.92	0.87	0.94
Not migrant education	23,062	0.73	0.92	0.83	0.81	0.90	0.88	0.93



**Table 6.B.13 Reliability Estimates by Student Group for Grade Eleven**

<b>Student Group</b>	<b>N</b>	<b>Listening Alpha</b>	<b>Speaking Alpha</b>	<b>Reading Alpha</b>	<b>Writing Alpha</b>	<b>Oral Composite Alpha</b>	<b>Written Composite Alpha</b>	<b>Overall Score Alpha</b>
Male	11,798	0.81	0.92	0.83	0.82	0.91	0.88	0.94
Female	8,377	0.80	0.92	0.82	0.80	0.91	0.87	0.94
American Indian or Alaska Native	23	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	2,181	0.83	0.90	0.85	0.80	0.91	0.89	0.94
Native Hawaiian or Other Pacific Islander	78	0.76	0.89	0.69	0.78	0.88	0.81	0.91
Filipino	403	0.71	0.83	0.81	0.69	0.84	0.85	0.91
Hispanic or Latino	16,344	0.81	0.92	0.82	0.81	0.91	0.87	0.94
Black or African American	99	0.81	0.87	0.83	0.81	0.90	0.88	0.93
White	823	0.83	0.90	0.87	0.84	0.91	0.90	0.94
Two or more races	72	0.80	0.82	0.80	0.71	0.88	0.85	0.92
Economically disadvantaged	16,860	0.81	0.92	0.82	0.81	0.91	0.87	0.94
Not economically disadvantaged	3,316	0.82	0.92	0.84	0.82	0.92	0.88	0.94
Special education services	4,479	0.74	0.84	0.76	0.76	0.85	0.83	0.90
No special education services	15,697	0.82	0.93	0.83	0.82	0.92	0.88	0.95
Migrant education	517	0.84	0.94	0.83	0.84	0.93	0.88	0.95
Not migrant education	19,659	0.81	0.92	0.82	0.81	0.91	0.87	0.94

**Table 6.B.14 Reliability Estimates by Student Group for Grade Twelve**

<b>Student Group</b>	<b>N</b>	<b>Listening Alpha</b>	<b>Speaking Alpha</b>	<b>Reading Alpha</b>	<b>Writing Alpha</b>	<b>Oral Composite Alpha</b>	<b>Written Composite Alpha</b>	<b>Overall Score Alpha</b>
Male	9,916	0.81	0.91	0.83	0.81	0.91	0.88	0.94
Female	7,284	0.80	0.91	0.82	0.79	0.91	0.87	0.94
American Indian or Alaska Native	18	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	2,111	0.83	0.90	0.86	0.80	0.91	0.89	0.94
Native Hawaiian or Other Pacific Islander	54	0.74	0.82	0.74	0.60	0.85	0.82	0.89
Filipino	375	0.74	0.87	0.79	0.71	0.87	0.84	0.91
Hispanic or Latino	13,670	0.80	0.91	0.82	0.81	0.91	0.87	0.94
Black or African American	131	0.83	0.87	0.83	0.78	0.90	0.88	0.93
White	664	0.85	0.90	0.85	0.83	0.91	0.89	0.94
Two or more races	64	0.78	0.91	0.80	0.80	0.90	0.85	0.93
Economically disadvantaged	14,281	0.81	0.91	0.83	0.81	0.91	0.87	0.94
Not economically disadvantaged	2,920	0.81	0.91	0.84	0.79	0.91	0.88	0.94
Special education services	3,725	0.76	0.85	0.77	0.77	0.86	0.83	0.91
No special education services	13,476	0.82	0.92	0.84	0.81	0.91	0.88	0.94
Migrant education	433	0.83	0.93	0.83	0.83	0.93	0.88	0.95
Not migrant education	16,768	0.81	0.91	0.83	0.80	0.90	0.87	0.94

**Table 6.B.15 Classification Accuracy at Each Proficiency Threshold Score, Oral Language Composite**

<b>Grade Level</b>	<b>Cut Between Level 1 and Level 2</b>	<b>Cut Between Level 2 and Level 3</b>	<b>Cut Between Level 3 and Level 4</b>
Kindergarten	0.95	0.87	0.92
1	0.96	0.87	0.89
2	0.97	0.88	0.88
3	0.94	0.86	0.89
4	0.95	0.88	0.87
5	0.96	0.89	0.87
6	0.96	0.89	0.88
7	0.95	0.88	0.88
8	0.95	0.88	0.89
9	0.93	0.85	0.92
10	0.93	0.86	0.91
11	0.94	0.88	0.91
12	0.94	0.88	0.91

**Table 6.B.16 Classification Accuracy at Each Proficiency Threshold Score, Written Language Composite**

<b>Grade Level</b>	<b>Cut Between Level 1 and Level 2</b>	<b>Cut Between Level 2 and Level 3</b>	<b>Cut Between Level 3 and Level 4</b>
Kindergarten	0.94	0.91	0.94
1	0.94	0.91	0.96
2	0.95	0.89	0.94
3	0.89	0.89	0.97
4	0.90	0.88	0.96
5	0.92	0.87	0.92
6	0.87	0.86	0.94
7	0.89	0.87	0.94
8	0.89	0.87	0.93
9	0.89	0.91	0.96
10	0.90	0.90	0.94
11	0.90	0.92	0.97
12	0.90	0.92	0.96

**Table 6.B.17 Classification Accuracy at Each Proficiency Threshold Score, Overall Score**

<b>Grade Level</b>	<b>Cut Between Level 1 and Level 2</b>	<b>Cut Between Level 2 and Level 3</b>	<b>Cut Between Level 3 and Level 4</b>
Kindergarten	0.95	0.89	0.96
1	0.96	0.90	0.94
2	0.97	0.91	0.95
3	0.94	0.88	0.95
4	0.95	0.89	0.94
5	0.96	0.89	0.93
6	0.94	0.88	0.93
7	0.94	0.88	0.93
8	0.95	0.89	0.93
9	0.94	0.90	0.95
10	0.94	0.90	0.95
11	0.94	0.91	0.96
12	0.94	0.91	0.95

**Table 6.B.18 Classification Consistency at Each Proficiency Threshold Score, Oral Language Composite**

<b>Grade Level</b>	<b>Cut Between Level 1 and Level 2</b>	<b>Cut Between Level 2 and Level 3</b>	<b>Cut Between Level 3 and Level 4</b>
Kindergarten	0.93	0.83	0.89
1	0.93	0.83	0.86
2	0.96	0.84	0.84
3	0.91	0.82	0.85
4	0.93	0.85	0.83
5	0.94	0.86	0.83
6	0.94	0.85	0.83
7	0.93	0.84	0.84
8	0.93	0.84	0.85
9	0.90	0.82	0.88
10	0.91	0.83	0.88
11	0.91	0.85	0.88
12	0.91	0.85	0.87

**Table 6.B.19 Classification Consistency at Each Proficiency Threshold Score, Written Language Composite**

<b>Grade Level</b>	<b>Cut Between Level 1 and Level 2</b>	<b>Cut Between Level 2 and Level 3</b>	<b>Cut Between Level 3 and Level 4</b>
Kindergarten	0.92	0.88	0.91
1	0.91	0.87	0.95
2	0.93	0.85	0.92
3	0.85	0.85	0.96
4	0.86	0.83	0.94
5	0.89	0.83	0.89
6	0.82	0.82	0.92
7	0.84	0.82	0.91
8	0.85	0.82	0.90
9	0.85	0.87	0.94
10	0.87	0.86	0.92
11	0.86	0.88	0.95
12	0.86	0.88	0.95

**Table 6.B.20 Classification Consistency at Each Proficiency Threshold Score, Overall Score**

<b>Grade Level</b>	<b>Cut Between Level 1 and Level 2</b>	<b>Cut Between Level 2 and Level 3</b>	<b>Cut Between Level 3 and Level 4</b>
Kindergarten	0.93	0.86	0.93
1	0.94	0.87	0.92
2	0.95	0.88	0.93
3	0.91	0.84	0.93
4	0.93	0.85	0.91
5	0.94	0.86	0.89
6	0.92	0.84	0.90
7	0.92	0.85	0.90
8	0.92	0.85	0.90
9	0.91	0.87	0.93
10	0.92	0.87	0.93
11	0.92	0.88	0.94
12	0.92	0.88	0.94

**Table 6.B.21 Classification Accuracy and Consistency for Reported Composite and Overall Scores**

<b>Grade Level</b>	<b>Oral Accuracy</b>	<b>Oral Consistency</b>	<b>Written Accuracy</b>	<b>Written Consistency</b>	<b>Overall Accuracy</b>	<b>Overall Consistency</b>
Kindergarten	0.75	0.66	0.79	0.72	0.81	0.73
1	0.72	0.63	0.81	0.73	0.82	0.75
2	0.74	0.65	0.79	0.71	0.83	0.76
3	0.70	0.61	0.75	0.66	0.78	0.69
4	0.73	0.64	0.74	0.64	0.79	0.70
5	0.75	0.66	0.72	0.63	0.78	0.70
6	0.74	0.65	0.68	0.58	0.76	0.67
7	0.73	0.64	0.70	0.60	0.77	0.68
8	0.74	0.65	0.70	0.60	0.78	0.69
9	0.73	0.64	0.76	0.67	0.80	0.72
10	0.73	0.65	0.75	0.66	0.80	0.72
11	0.75	0.67	0.78	0.70	0.81	0.74
12	0.74	0.66	0.78	0.69	0.81	0.74

## Appendix 6.C: Raw-to-Scale-Score Conversions

**Table 6.C.1 Raw-to-Scale-Score Conversion Table for Oral Language, Kindergarten**

Raw Score	Scale Score	CSEM	Level
0	1150	146	Level 1
1	1250	40	Level 1
2	1279	26	Level 1
3	1296	21	Level 1
4	1308	18	Level 1
5	1317	16	Level 1
6	1325	15	Level 1
7	1332	14	Level 1
8	1338	13	Level 1
9	1343	12	Level 1
10	1349	12	Level 1
11	1353	12	Level 1
12	1358	11	Level 1
13	1363	11	Level 1
14	1367	11	Level 1
15	1371	11	Level 1
16	1375	11	Level 1
17	1379	11	Level 1
18	1383	11	Level 1
19	1387	10	Level 2
20	1390	10	Level 2
21	1394	10	Level 2
22	1398	10	Level 2
23	1402	11	Level 2
24	1406	11	Level 2
25	1410	11	Level 2
26	1414	11	Level 2
27	1418	11	Level 2
28	1422	12	Level 2
29	1427	12	Level 3
30	1432	13	Level 3
31	1438	13	Level 3
32	1444	14	Level 3
33	1450	15	Level 3
34	1457	15	Level 3
35	1465	16	Level 3

Table 6.C.1 (*continuation*)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
36	1474	18	Level 3
37	1485	19	Level 4
38	1497	22	Level 4
39	1513	25	Level 4
40	1536	33	Level 4
41	1580	56	Level 4
42	1700	166	Level 4



**Table 6.C.2 Raw-to-Scale-Score Conversion Table for Written Language, Kindergarten**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	97	Level 1
1	1216	47	Level 1
2	1252	30	Level 1
3	1272	22	Level 1
4	1286	18	Level 1
5	1297	16	Level 1
6	1306	15	Level 1
7	1315	14	Level 1
8	1323	13	Level 1
9	1330	13	Level 1
10	1337	12	Level 1
11	1343	11	Level 1
12	1349	10	Level 2
13	1354	9	Level 2
14	1358	9	Level 2
15	1362	8	Level 2
16	1367	8	Level 2
17	1371	8	Level 2
18	1375	8	Level 2
19	1379	8	Level 2
20	1383	8	Level 2
21	1388	9	Level 2
22	1393	10	Level 2
23	1399	10	Level 2
24	1405	12	Level 2
25	1414	13	Level 3
26	1425	17	Level 3
27	1441	23	Level 3
28	1475	46	Level 4
29	1700	407	Level 4

**Table 6.C.3 Raw-to-Scale-Score Conversion Table for Oral Language, Grade One**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	139	Level 1
1	1229	66	Level 1
2	1279	33	Level 1
3	1302	23	Level 1
4	1316	19	Level 1
5	1326	16	Level 1
6	1334	15	Level 1
7	1341	13	Level 1
8	1347	13	Level 1
9	1352	12	Level 1
10	1357	11	Level 1
11	1362	11	Level 1
12	1366	11	Level 1
13	1371	10	Level 1
14	1374	10	Level 1
15	1378	10	Level 1
16	1382	10	Level 1
17	1386	10	Level 1
18	1389	10	Level 1
19	1393	10	Level 1
20	1396	10	Level 1
21	1400	10	Level 1
22	1403	10	Level 1
23	1407	10	Level 1
24	1410	10	Level 2
25	1414	10	Level 2
26	1418	10	Level 2
27	1422	11	Level 2
28	1426	11	Level 2
29	1431	11	Level 2
30	1436	12	Level 2
31	1441	12	Level 2
32	1447	13	Level 2
33	1453	14	Level 3
34	1460	14	Level 3
35	1467	15	Level 3
36	1475	16	Level 3
37	1484	16	Level 3

Table 6.C.3 (continuation)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
38	1494	17	Level 4
39	1504	18	Level 4
40	1517	20	Level 4
41	1533	23	Level 4
42	1554	29	Level 4
43	1591	47	Level 4
44	1700	168	Level 4

**Table 6.C.4 Raw-to-Scale-Score Conversion Table for Written Language, Grade One**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	423	Level 1
1	1311	29	Level 1
2	1332	21	Level 1
3	1345	17	Level 1
4	1354	15	Level 1
5	1362	14	Level 1
6	1368	13	Level 1
7	1373	12	Level 1
8	1378	11	Level 1
9	1383	11	Level 1
10	1387	11	Level 1
11	1391	11	Level 1
12	1395	10	Level 1
13	1399	10	Level 1
14	1403	10	Level 1
15	1406	10	Level 1
16	1410	10	Level 1
17	1414	10	Level 2
18	1417	10	Level 2
19	1421	10	Level 2
20	1424	10	Level 2
21	1428	10	Level 2
22	1431	10	Level 2
23	1435	10	Level 2
24	1439	11	Level 2
25	1443	11	Level 2
26	1447	11	Level 2
27	1451	11	Level 2
28	1456	12	Level 2
29	1460	12	Level 3
30	1466	13	Level 3
31	1471	13	Level 3
32	1478	14	Level 3
33	1485	15	Level 3
34	1493	17	Level 3
35	1504	19	Level 3
36	1518	23	Level 3
37	1542	33	Level 4
38	1700	346	Level 4

**Table 6.C.5 Raw-to-Scale-Score Conversion Table for Oral Language, Grade Two**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	130	Level 1
1	1234	53	Level 1
2	1273	33	Level 1
3	1294	25	Level 1
4	1309	21	Level 1
5	1320	18	Level 1
6	1328	16	Level 1
7	1336	15	Level 1
8	1342	14	Level 1
9	1348	13	Level 1
10	1353	13	Level 1
11	1358	12	Level 1
12	1362	12	Level 1
13	1367	11	Level 1
14	1370	11	Level 1
15	1374	11	Level 1
16	1378	11	Level 1
17	1381	10	Level 1
18	1385	10	Level 1
19	1388	10	Level 1
20	1391	10	Level 1
21	1395	10	Level 1
22	1398	10	Level 1
23	1401	10	Level 1
24	1405	10	Level 1
25	1408	10	Level 1
26	1411	10	Level 1
27	1415	11	Level 2
28	1418	11	Level 2
29	1422	11	Level 2
30	1426	11	Level 2
31	1430	12	Level 2
32	1434	12	Level 2
33	1438	12	Level 2
34	1443	13	Level 2
35	1448	13	Level 2
36	1453	14	Level 2
37	1459	14	Level 2

Table 6.C.5 (continuation)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
38	1465	15	Level 3
39	1471	15	Level 3
40	1478	16	Level 3
41	1486	17	Level 3
42	1495	17	Level 3
43	1504	18	Level 3
44	1514	19	Level 4
45	1526	20	Level 4
46	1540	22	Level 4
47	1557	25	Level 4
48	1582	33	Level 4
49	1642	77	Level 4
50	1700	147	Level 4

**Table 6.C.6 Raw-to-Scale-Score Conversion Table for Written Language, Grade Two**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	245	Level 1
1	1299	44	Level 1
2	1331	27	Level 1
3	1348	21	Level 1
4	1360	17	Level 1
5	1369	15	Level 1
6	1376	14	Level 1
7	1382	13	Level 1
8	1388	12	Level 1
9	1392	11	Level 1
10	1397	11	Level 1
11	1401	10	Level 1
12	1405	10	Level 1
13	1408	10	Level 1
14	1412	10	Level 1
15	1415	9	Level 1
16	1419	9	Level 1
17	1422	9	Level 1
18	1425	9	Level 1
19	1428	9	Level 1
20	1432	9	Level 1
21	1435	9	Level 2
22	1438	9	Level 2
23	1441	10	Level 2
24	1445	10	Level 2
25	1448	10	Level 2
26	1452	10	Level 2
27	1455	10	Level 2
28	1459	11	Level 2
29	1463	11	Level 2
30	1468	11	Level 2
31	1472	12	Level 2
32	1477	12	Level 2
33	1482	12	Level 3
34	1488	13	Level 3
35	1494	14	Level 3
36	1500	14	Level 3
37	1508	16	Level 3

Table 6.C.6 (*continuation*)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
38	1517	17	Level 3
39	1527	19	Level 3
40	1542	24	Level 3
41	1563	31	Level 4
42	1607	57	Level 4
43	1700	159	Level 4



**Table 6.C.7 Raw-to-Scale-Score Conversion Table for Oral Language, Grade Three**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	100	Level 1
1	1155	96	Level 1
2	1228	55	Level 1
3	1265	41	Level 1
4	1289	33	Level 1
5	1307	28	Level 1
6	1321	24	Level 1
7	1332	21	Level 1
8	1342	19	Level 1
9	1350	17	Level 1
10	1357	16	Level 1
11	1364	15	Level 1
12	1369	14	Level 1
13	1374	13	Level 1
14	1379	13	Level 1
15	1384	12	Level 1
16	1388	12	Level 1
17	1392	12	Level 1
18	1396	11	Level 1
19	1400	11	Level 1
20	1403	11	Level 1
21	1407	11	Level 1
22	1411	11	Level 1
23	1414	11	Level 1
24	1418	11	Level 1
25	1422	11	Level 1
26	1426	11	Level 1
27	1430	12	Level 1
28	1434	12	Level 1
29	1438	12	Level 2
30	1443	12	Level 2
31	1447	13	Level 2
32	1452	13	Level 2
33	1457	14	Level 2
34	1462	14	Level 2
35	1468	14	Level 3
36	1474	15	Level 3
37	1480	15	Level 3

Table 6.C.7 (continuation)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
38	1487	16	Level 3
39	1494	16	Level 3
40	1501	17	Level 3
41	1509	17	Level 3
42	1518	18	Level 4
43	1528	19	Level 4
44	1538	20	Level 4
45	1550	22	Level 4
46	1564	25	Level 4
47	1581	29	Level 4
48	1604	37	Level 4
49	1639	54	Level 4
50	1693	79	Level 4
51	1788	121	Level 4
52	1800	127	Level 4

**Table 6.C.8 Raw-to-Scale-Score Conversion Table for Written Language, Grade Three**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	240	Level 1
1	1290	70	Level 1
2	1343	38	Level 1
3	1368	28	Level 1
4	1384	23	Level 1
5	1396	20	Level 1
6	1406	18	Level 1
7	1414	16	Level 1
8	1422	15	Level 1
9	1428	15	Level 1
10	1434	14	Level 1
11	1440	14	Level 1
12	1445	14	Level 1
13	1451	14	Level 1
14	1456	13	Level 1
15	1461	13	Level 2
16	1466	13	Level 2
17	1471	14	Level 2
18	1476	14	Level 2
19	1481	14	Level 2
20	1486	14	Level 2
21	1491	14	Level 2
22	1496	14	Level 2
23	1501	14	Level 2
24	1507	14	Level 2
25	1512	14	Level 3
26	1518	15	Level 3
27	1523	15	Level 3
28	1529	15	Level 3
29	1535	16	Level 3
30	1542	16	Level 3
31	1548	17	Level 3
32	1556	17	Level 3
33	1564	18	Level 4
34	1572	20	Level 4
35	1582	21	Level 4
36	1594	24	Level 4
37	1607	27	Level 4

Table 6.C.8 (*continuation*)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
38	1625	32	Level 4
39	1648	40	Level 4
40	1682	53	Level 4
41	1738	79	Level 4
42	1800	112	Level 4
43	1800	112	Level 4

**Table 6.C.9 Raw-to-Scale-Score Conversion Table for Oral Language, Grade Four**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	100	Level 1
1	1155	96	Level 1
2	1228	55	Level 1
3	1265	41	Level 1
4	1289	33	Level 1
5	1307	28	Level 1
6	1321	24	Level 1
7	1332	21	Level 1
8	1342	19	Level 1
9	1350	17	Level 1
10	1357	16	Level 1
11	1364	15	Level 1
12	1369	14	Level 1
13	1374	13	Level 1
14	1379	13	Level 1
15	1384	12	Level 1
16	1388	12	Level 1
17	1392	12	Level 1
18	1396	11	Level 1
19	1400	11	Level 1
20	1403	11	Level 1
21	1407	11	Level 1
22	1411	11	Level 1
23	1414	11	Level 1
24	1418	11	Level 1
25	1422	11	Level 1
26	1426	11	Level 1
27	1430	12	Level 1
28	1434	12	Level 1
29	1438	12	Level 1
30	1443	12	Level 2
31	1447	13	Level 2
32	1452	13	Level 2
33	1457	14	Level 2
34	1462	14	Level 2
35	1468	14	Level 2
36	1474	15	Level 3
37	1480	15	Level 3

Table 6.C.9 (continuation)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
38	1487	16	Level 3
39	1494	16	Level 3
40	1501	17	Level 3
41	1509	17	Level 3
42	1518	18	Level 3
43	1528	19	Level 4
44	1538	20	Level 4
45	1550	22	Level 4
46	1564	25	Level 4
47	1581	29	Level 4
48	1604	37	Level 4
49	1639	54	Level 4
50	1693	79	Level 4
51	1788	121	Level 4
52	1800	127	Level 4

**Table 6.C.10 Raw-to-Scale-Score Conversion Table for Written Language, Grade Four**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	240	Level 1
1	1290	70	Level 1
2	1343	38	Level 1
3	1368	28	Level 1
4	1384	23	Level 1
5	1396	20	Level 1
6	1406	18	Level 1
7	1414	16	Level 1
8	1422	15	Level 1
9	1428	15	Level 1
10	1434	14	Level 1
11	1440	14	Level 1
12	1445	14	Level 1
13	1451	14	Level 1
14	1456	13	Level 1
15	1461	13	Level 1
16	1466	13	Level 1
17	1471	14	Level 1
18	1476	14	Level 1
19	1481	14	Level 2
20	1486	14	Level 2
21	1491	14	Level 2
22	1496	14	Level 2
23	1501	14	Level 2
24	1507	14	Level 2
25	1512	14	Level 2
26	1518	15	Level 2
27	1523	15	Level 2
28	1529	15	Level 3
29	1535	16	Level 3
30	1542	16	Level 3
31	1548	17	Level 3
32	1556	17	Level 3
33	1564	18	Level 3
34	1572	20	Level 3
35	1582	21	Level 4
36	1594	24	Level 4
37	1607	27	Level 4

Table 6.C.10 (continuation)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
38	1625	32	Level 4
39	1648	40	Level 4
40	1682	53	Level 4
41	1738	79	Level 4
42	1800	112	Level 4
43	1800	112	Level 4



**Table 6.C.11 Raw-to-Scale-Score Conversion Table for Oral Language, Grade Five**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	100	Level 1
1	1155	96	Level 1
2	1228	55	Level 1
3	1265	41	Level 1
4	1289	33	Level 1
5	1307	28	Level 1
6	1321	24	Level 1
7	1332	21	Level 1
8	1342	19	Level 1
9	1350	17	Level 1
10	1357	16	Level 1
11	1364	15	Level 1
12	1369	14	Level 1
13	1374	13	Level 1
14	1379	13	Level 1
15	1384	12	Level 1
16	1388	12	Level 1
17	1392	12	Level 1
18	1396	11	Level 1
19	1400	11	Level 1
20	1403	11	Level 1
21	1407	11	Level 1
22	1411	11	Level 1
23	1414	11	Level 1
24	1418	11	Level 1
25	1422	11	Level 1
26	1426	11	Level 1
27	1430	12	Level 1
28	1434	12	Level 1
29	1438	12	Level 1
30	1443	12	Level 1
31	1447	13	Level 2
32	1452	13	Level 2
33	1457	14	Level 2
34	1462	14	Level 2
35	1468	14	Level 2
36	1474	15	Level 2
37	1480	15	Level 3

Table 6.C.11 (continuation)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
38	1487	16	Level 3
39	1494	16	Level 3
40	1501	17	Level 3
41	1509	17	Level 3
42	1518	18	Level 3
43	1528	19	Level 3
44	1538	20	Level 4
45	1550	22	Level 4
46	1564	25	Level 4
47	1581	29	Level 4
48	1604	37	Level 4
49	1639	54	Level 4
50	1693	79	Level 4
51	1788	121	Level 4
52	1800	127	Level 4

**Table 6.C.12 Raw-to-Scale-Score Conversion Table for Written Language, Grade Five**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	240	Level 1
1	1290	70	Level 1
2	1343	38	Level 1
3	1368	28	Level 1
4	1384	23	Level 1
5	1396	20	Level 1
6	1406	18	Level 1
7	1414	16	Level 1
8	1422	15	Level 1
9	1428	15	Level 1
10	1434	14	Level 1
11	1440	14	Level 1
12	1445	14	Level 1
13	1451	14	Level 1
14	1456	13	Level 1
15	1461	13	Level 1
16	1466	13	Level 1
17	1471	14	Level 1
18	1476	14	Level 1
19	1481	14	Level 1
20	1486	14	Level 1
21	1491	14	Level 2
22	1496	14	Level 2
23	1501	14	Level 2
24	1507	14	Level 2
25	1512	14	Level 2
26	1518	15	Level 2
27	1523	15	Level 2
28	1529	15	Level 2
29	1535	16	Level 2
30	1542	16	Level 2
31	1548	17	Level 2
32	1556	17	Level 3
33	1564	18	Level 3
34	1572	20	Level 3
35	1582	21	Level 3
36	1594	24	Level 4
37	1607	27	Level 4

Table 6.C.12 (*continuation*)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
38	1625	32	Level 4
39	1648	40	Level 4
40	1682	53	Level 4
41	1738	79	Level 4
42	1800	112	Level 4
43	1800	112	Level 4

**Table 6.C.13 Raw-to-Scale-Score Conversion Table for Oral Language, Grade Six**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	86	Level 1
1	1150	86	Level 1
2	1173	76	Level 1
3	1223	57	Level 1
4	1256	46	Level 1
5	1281	38	Level 1
6	1301	32	Level 1
7	1316	28	Level 1
8	1329	25	Level 1
9	1340	22	Level 1
10	1350	20	Level 1
11	1358	19	Level 1
12	1365	18	Level 1
13	1372	17	Level 1
14	1379	16	Level 1
15	1384	15	Level 1
16	1390	15	Level 1
17	1395	14	Level 1
18	1400	14	Level 1
19	1405	14	Level 1
20	1410	14	Level 1
21	1414	13	Level 1
22	1419	13	Level 1
23	1423	13	Level 1
24	1428	13	Level 1
25	1433	13	Level 1
26	1437	13	Level 1
27	1442	14	Level 1
28	1447	14	Level 1
29	1452	14	Level 2
30	1457	14	Level 2
31	1462	15	Level 2
32	1467	15	Level 2
33	1473	15	Level 2
34	1479	16	Level 2
35	1485	16	Level 3
36	1492	17	Level 3
37	1499	17	Level 3

Table 6.C.13 (continuation)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
38	1506	18	Level 3
39	1514	19	Level 3
40	1522	19	Level 3
41	1532	20	Level 3
42	1541	21	Level 3
43	1552	22	Level 4
44	1564	24	Level 4
45	1578	26	Level 4
46	1594	30	Level 4
47	1615	36	Level 4
48	1644	48	Level 4
49	1690	72	Level 4
50	1767	113	Level 4
51	1900	179	Level 4
52	1900	179	Level 4

**Table 6.C.14 Raw-to-Scale-Score Conversion Table for Written Language, Grade Six**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	201	Level 1
1	1227	125	Level 1
2	1321	57	Level 1
3	1360	39	Level 1
4	1384	30	Level 1
5	1400	26	Level 1
6	1413	23	Level 1
7	1424	21	Level 1
8	1433	19	Level 1
9	1442	18	Level 1
10	1449	17	Level 1
11	1456	17	Level 1
12	1462	16	Level 1
13	1468	16	Level 1
14	1475	16	Level 1
15	1481	16	Level 1
16	1487	16	Level 1
17	1492	16	Level 1
18	1498	16	Level 1
19	1505	16	Level 2
20	1511	16	Level 2
21	1517	17	Level 2
22	1524	17	Level 2
23	1530	17	Level 2
24	1537	18	Level 2
25	1544	18	Level 2
26	1551	18	Level 3
27	1559	19	Level 3
28	1566	19	Level 3
29	1575	20	Level 3
30	1583	21	Level 3
31	1592	21	Level 4
32	1602	22	Level 4
33	1612	23	Level 4
34	1624	24	Level 4
35	1636	26	Level 4
36	1651	29	Level 4
37	1669	34	Level 4

Table 6.C.14 (*continuation*)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
38	1692	42	Level 4
39	1722	52	Level 4
40	1764	67	Level 4
41	1829	94	Level 4
42	1900	128	Level 4
43	1900	128	Level 4



**Table 6.C.15 Raw-to-Scale-Score Conversion Table for Oral Language, Grade Seven**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	86	Level 1
1	1150	86	Level 1
2	1173	76	Level 1
3	1223	57	Level 1
4	1256	46	Level 1
5	1281	38	Level 1
6	1301	32	Level 1
7	1316	28	Level 1
8	1329	25	Level 1
9	1340	22	Level 1
10	1350	20	Level 1
11	1358	19	Level 1
12	1365	18	Level 1
13	1372	17	Level 1
14	1379	16	Level 1
15	1384	15	Level 1
16	1390	15	Level 1
17	1395	14	Level 1
18	1400	14	Level 1
19	1405	14	Level 1
20	1410	14	Level 1
21	1414	13	Level 1
22	1419	13	Level 1
23	1423	13	Level 1
24	1428	13	Level 1
25	1433	13	Level 1
26	1437	13	Level 1
27	1442	14	Level 1
28	1447	14	Level 1
29	1452	14	Level 1
30	1457	14	Level 2
31	1462	15	Level 2
32	1467	15	Level 2
33	1473	15	Level 2
34	1479	16	Level 2
35	1485	16	Level 2
36	1492	17	Level 2
37	1499	17	Level 3

Table 6.C.15 (*continuation*)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
38	1506	18	Level 3
39	1514	19	Level 3
40	1522	19	Level 3
41	1532	20	Level 3
42	1541	21	Level 3
43	1552	22	Level 3
44	1564	24	Level 4
45	1578	26	Level 4
46	1594	30	Level 4
47	1615	36	Level 4
48	1644	48	Level 4
49	1690	72	Level 4
50	1767	113	Level 4
51	1900	179	Level 4
52	1900	179	Level 4

**Table 6.C.16 Raw-to-Scale-Score Conversion Table for Written Language, Grade Seven**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	201	Level 1
1	1227	125	Level 1
2	1321	57	Level 1
3	1360	39	Level 1
4	1384	30	Level 1
5	1400	26	Level 1
6	1413	23	Level 1
7	1424	21	Level 1
8	1433	19	Level 1
9	1442	18	Level 1
10	1449	17	Level 1
11	1456	17	Level 1
12	1462	16	Level 1
13	1468	16	Level 1
14	1475	16	Level 1
15	1481	16	Level 1
16	1487	16	Level 1
17	1492	16	Level 1
18	1498	16	Level 1
19	1505	16	Level 2
20	1511	16	Level 2
21	1517	17	Level 2
22	1524	17	Level 2
23	1530	17	Level 2
24	1537	18	Level 2
25	1544	18	Level 2
26	1551	18	Level 2
27	1559	19	Level 3
28	1566	19	Level 3
29	1575	20	Level 3
30	1583	21	Level 3
31	1592	21	Level 3
32	1602	22	Level 4
33	1612	23	Level 4
34	1624	24	Level 4
35	1636	26	Level 4
36	1651	29	Level 4
37	1669	34	Level 4

Table 6.C.16 (*continuation*)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
38	1692	42	Level 4
39	1722	52	Level 4
40	1764	67	Level 4
41	1829	94	Level 4
42	1900	128	Level 4
43	1900	128	Level 4

**Table 6.C.17 Raw-to-Scale-Score Conversion Table for Oral Language, Grade Eight**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	86	Level 1
1	1150	86	Level 1
2	1173	76	Level 1
3	1223	57	Level 1
4	1256	46	Level 1
5	1281	38	Level 1
6	1301	32	Level 1
7	1316	28	Level 1
8	1329	25	Level 1
9	1340	22	Level 1
10	1350	20	Level 1
11	1358	19	Level 1
12	1365	18	Level 1
13	1372	17	Level 1
14	1379	16	Level 1
15	1384	15	Level 1
16	1390	15	Level 1
17	1395	14	Level 1
18	1400	14	Level 1
19	1405	14	Level 1
20	1410	14	Level 1
21	1414	13	Level 1
22	1419	13	Level 1
23	1423	13	Level 1
24	1428	13	Level 1
25	1433	13	Level 1
26	1437	13	Level 1
27	1442	14	Level 1
28	1447	14	Level 1
29	1452	14	Level 1
30	1457	14	Level 1
31	1462	15	Level 2
32	1467	15	Level 2
33	1473	15	Level 2
34	1479	16	Level 2
35	1485	16	Level 2
36	1492	17	Level 2
37	1499	17	Level 2

Table 6.C.17 (continuation)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
38	1506	18	Level 3
39	1514	19	Level 3
40	1522	19	Level 3
41	1532	20	Level 3
42	1541	21	Level 3
43	1552	22	Level 3
44	1564	24	Level 3
45	1578	26	Level 4
46	1594	30	Level 4
47	1615	36	Level 4
48	1644	48	Level 4
49	1690	72	Level 4
50	1767	113	Level 4
51	1900	179	Level 4
52	1900	179	Level 4

**Table 6.C.18 Raw-to-Scale-Score Conversion Table for Written Language, Grade Eight**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	201	Level 1
1	1227	125	Level 1
2	1321	57	Level 1
3	1360	39	Level 1
4	1384	30	Level 1
5	1400	26	Level 1
6	1413	23	Level 1
7	1424	21	Level 1
8	1433	19	Level 1
9	1442	18	Level 1
10	1449	17	Level 1
11	1456	17	Level 1
12	1462	16	Level 1
13	1468	16	Level 1
14	1475	16	Level 1
15	1481	16	Level 1
16	1487	16	Level 1
17	1492	16	Level 1
18	1498	16	Level 1
19	1505	16	Level 1
20	1511	16	Level 2
21	1517	17	Level 2
22	1524	17	Level 2
23	1530	17	Level 2
24	1537	18	Level 2
25	1544	18	Level 2
26	1551	18	Level 2
27	1559	19	Level 2
28	1566	19	Level 3
29	1575	20	Level 3
30	1583	21	Level 3
31	1592	21	Level 3
32	1602	22	Level 3
33	1612	23	Level 4
34	1624	24	Level 4
35	1636	26	Level 4
36	1651	29	Level 4
37	1669	34	Level 4

Table 6.C.18 (continuation)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
38	1692	42	Level 4
39	1722	52	Level 4
40	1764	67	Level 4
41	1829	94	Level 4
42	1900	128	Level 4
43	1900	128	Level 4



**Table 6.C.19 Raw-to-Scale-Score Conversion Table for Oral Language, Grades Nine and Ten**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	83	Level 1
1	1150	83	Level 1
2	1150	83	Level 1
3	1186	70	Level 1
4	1228	55	Level 1
5	1258	46	Level 1
6	1283	39	Level 1
7	1302	34	Level 1
8	1318	30	Level 1
9	1332	27	Level 1
10	1344	24	Level 1
11	1354	22	Level 1
12	1364	20	Level 1
13	1372	19	Level 1
14	1379	18	Level 1
15	1386	17	Level 1
16	1393	17	Level 1
17	1399	16	Level 1
18	1405	16	Level 1
19	1411	15	Level 1
20	1416	15	Level 1
21	1421	15	Level 1
22	1427	15	Level 1
23	1432	15	Level 1
24	1437	15	Level 1
25	1442	15	Level 1
26	1447	15	Level 1
27	1453	15	Level 1
28	1458	15	Level 1
29	1464	15	Level 1
30	1469	16	Level 2
31	1475	16	Level 2
32	1481	16	Level 2
33	1487	17	Level 2
34	1494	17	Level 2
35	1501	18	Level 2
36	1508	18	Level 2

Table 6.C.19 (continuation)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
37	1515	19	Level 3
38	1523	19	Level 3
39	1532	20	Level 3
40	1541	21	Level 3
41	1552	23	Level 3
42	1563	24	Level 3
43	1576	26	Level 3
44	1591	28	Level 4
45	1608	32	Level 4
46	1629	37	Level 4
47	1658	47	Level 4
48	1700	67	Level 4
49	1769	106	Level 4
50	1889	168	Level 4
51	1950	199	Level 4
52	1950	199	Level 4

**Table 6.C.20 Raw-to-Scale-Score Conversion Table for Written Language, Grades Nine and Ten**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	224	Level 1
1	1289	70	Level 1
2	1343	44	Level 1
3	1371	35	Level 1
4	1391	29	Level 1
5	1406	26	Level 1
6	1418	23	Level 1
7	1428	22	Level 1
8	1437	20	Level 1
9	1445	19	Level 1
10	1453	18	Level 1
11	1460	18	Level 1
12	1466	17	Level 1
13	1472	17	Level 1
14	1478	16	Level 1
15	1484	16	Level 1
16	1490	16	Level 1
17	1495	16	Level 1
18	1501	16	Level 1
19	1506	16	Level 1
20	1512	16	Level 1
21	1517	16	Level 1
22	1523	16	Level 2
23	1528	16	Level 2
24	1534	17	Level 2
25	1540	17	Level 2
26	1546	17	Level 2
27	1552	17	Level 2
28	1559	18	Level 2
29	1565	18	Level 2
30	1572	19	Level 2
31	1579	19	Level 3
32	1587	20	Level 3
33	1595	21	Level 3
34	1604	22	Level 3
35	1614	23	Level 3
36	1625	24	Level 3

Table 6.C.20 (*continuation*)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
37	1637	26	Level 4
38	1651	29	Level 4
39	1668	32	Level 4
40	1690	38	Level 4
41	1720	47	Level 4
42	1775	72	Level 4
43	1950	251	Level 4

**Table 6.C.21 Raw-to-Scale-Score Conversion Table for Oral Language, Grades Eleven and Twelve**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	104	Level 1
1	1150	104	Level 1
2	1222	65	Level 1
3	1264	46	Level 1
4	1291	36	Level 1
5	1310	30	Level 1
6	1325	25	Level 1
7	1337	23	Level 1
8	1347	21	Level 1
9	1356	19	Level 1
10	1364	18	Level 1
11	1371	17	Level 1
12	1378	16	Level 1
13	1384	16	Level 1
14	1389	15	Level 1
15	1395	15	Level 1
16	1400	15	Level 1
17	1405	15	Level 1
18	1410	14	Level 1
19	1415	14	Level 1
20	1419	14	Level 1
21	1424	14	Level 1
22	1429	14	Level 1
23	1433	14	Level 1
24	1438	14	Level 1
25	1443	14	Level 1
26	1447	15	Level 1
27	1452	15	Level 1
28	1457	15	Level 1
29	1462	15	Level 1
30	1468	16	Level 1
31	1473	16	Level 2
32	1478	16	Level 2
33	1484	17	Level 2
34	1490	17	Level 2
35	1496	17	Level 2
36	1503	18	Level 2

Table 6.C.21 (*continuation*)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
37	1510	18	Level 2
38	1517	19	Level 3
39	1524	20	Level 3
40	1532	20	Level 3
41	1541	21	Level 3
42	1550	22	Level 3
43	1560	23	Level 3
44	1571	25	Level 3
45	1584	27	Level 4
46	1598	29	Level 4
47	1615	32	Level 4
48	1636	37	Level 4
49	1663	46	Level 4
50	1705	64	Level 4
51	1787	111	Level 4
52	1950	248	Level 4

**Table 6.C.22 Raw-to-Scale-Score Conversion Table for Written Language, Grades Eleven and Twelve**

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
0	1150	230	Level 1
1	1304	62	Level 1
2	1351	41	Level 1
3	1377	33	Level 1
4	1396	28	Level 1
5	1410	25	Level 1
6	1422	23	Level 1
7	1432	21	Level 1
8	1441	20	Level 1
9	1449	19	Level 1
10	1456	18	Level 1
11	1463	18	Level 1
12	1470	17	Level 1
13	1476	17	Level 1
14	1482	16	Level 1
15	1488	16	Level 1
16	1494	16	Level 1
17	1499	16	Level 1
18	1505	16	Level 1
19	1510	16	Level 1
20	1516	16	Level 1
21	1522	16	Level 1
22	1527	16	Level 1
23	1533	16	Level 2
24	1539	16	Level 2
25	1544	17	Level 2
26	1550	17	Level 2
27	1557	17	Level 2
28	1563	18	Level 2
29	1570	18	Level 2
30	1577	19	Level 2
31	1584	19	Level 2
32	1592	20	Level 2
33	1600	21	Level 3
34	1610	22	Level 3
35	1620	24	Level 3
36	1632	26	Level 3

Table 6.C.22 (continuation)

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Level</b>
37	1645	28	Level 3
38	1662	32	Level 4
39	1683	38	Level 4
40	1712	47	Level 4
41	1758	67	Level 4
42	1847	115	Level 4
43	1950	185	Level 4



## Chapter 7: Quality Control

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The California Department of Education (CDE) and ETS implemented rigorous quality-control procedures throughout the item development, test development, administration, scoring, analyses, and reporting processes for the operational administration of the computer-based Summative English Language Proficiency Assessments for California (ELPAC). As part of this effort, ETS staff worked with the ETS Office of Professional Standards Compliance, which publishes and maintains the *ETS Standards for Quality and Fairness* (ETS, 2014). These *Standards* support the goals of delivering technically sound, fair, and useful products and services; and assisting the public and auditors in evaluating those products and services. Quality-control procedures are outlined in this chapter.

### 7.1. Quality Control of Item Development

The pool of over 2,200 paper–pencil items that were converted to computer-based items and 705 new computer-based items underwent rigorous item development processes. Of the 705 new computer-based items, 360 were created during the 2018–2019 item development cycle and 345 were created during the 2019–2020 item development cycle. All computer-based items were created according to the *Specifications for Conversion of ELPAC Task Types for Computer-Based Delivery* (CDE, 2019) and entered in appropriate layouts within the ETS Item Banking and Information System (IBIS). Assessment specialists who were familiar with the layout of the computer-based items reviewed each item to ensure that the text, audio, and graphics all functioned correctly in the IBIS item previewer. The items were then provided to the CDE for secure review within IBIS. CDE staff provided ETS with comments regarding any necessary revisions. The items were revised and CDE staff ensured that any revisions were implemented accurately before the CDE approved the items for use.

After the CDE approved the items, ETS assessment specialists performed a final review of the items in IBIS, called final content review. During this review, an assessment specialist who was familiar with the Summative ELPAC task types performed an independent review of each item to ensure that the item content, metadata, graphics, and audio files were all accurate. The assessment specialist also reviewed comments that were made during previous reviews to ensure that they were implemented. Items were reviewed and approved at final content review before they were exported to the test delivery system vendor.

Once the items were with the test delivery system vendor, item-level quality checks were performed. Items were reviewed within the test delivery system vendor’s item banking system to ensure that all item content and graphics displayed accurately and audio files played correctly. ETS assessment specialists performed a side-by-side check of each item in IBIS next to each item in the test delivery system vendor’s item bank to ensure that items contained accurate content and functioned correctly. Any issues were resolved prior to quality-control checks of the test forms in the test delivery system.

### 7.2. Quality Control of Test Form Development

ETS conducted multiple levels of quality-assurance checks on each test form to ensure it met the form-building specifications. Both ETS Assessment and Learning Technology Research & Development (ALTRD) and Psychometric Analyses & Research (PAR) staff reviewed and confirmed the accuracy of forms before the test forms were put into

production for administration in the operational assessment. Detailed information related to test assembly can be found in section [2.7 Test Assembly](#).

In particular, the assembly of all test forms went through a certification process that involved various checks, including verifying that

- all keys were correct,
- answers were scored correctly in the item bank and incorrect answers were scored as incorrect,
- all items aligned with a standard,
- all content in the item was correct,
- distractors were plausible,
- multiple-choice item options were parallel in structure,
- language was grade-level appropriate,
- no more than three multiple-choice items in a row had the same key,
- all art was correct,
- there were no errors in spelling or grammar,
- items met statistical specifications and any variances were approved by the CDE,
- items adhered to the approved style guide, and
- accessibility standards were met for students with visual impairment or who are deaf or hard of hearing.

Reviews were also conducted for functionality and sequencing of items in the test delivery system during the user acceptance testing (UAT) process. Three cycles of UAT were conducted: the first by the test delivery system vendor, the second by ETS, and the third by the CDE. CDE staff made a final quality check to ensure that all issues that were identified during UAT were resolved prior to the release of the operational assessment.

### 7.3. Quality Control of Test Administration

During the operational administration of the computer-based Summative ELPAC, every person who either worked with the assessments, communicated test results, or received testing information was responsible for maintaining the security and confidentiality of the tests, including CDE staff, ETS staff, ETS subcontractors, local educational agency (LEA) ELPAC coordinators, site ELPAC coordinators, ELPAC test examiners, and teachers.

ETS' Code of Ethics requires that all test information, including tangible materials (e.g., test items and test books), confidential files (e.g., those containing personally identifiable student information), and processes related to test administration (e.g., the packing and delivery of test materials) is kept secure. For the operational administration of the computer-based Summative ELPAC, ETS had systems in place that maintained tight security for test items, test books, and test results, as well as for student data.

To ensure security for all the tests that ETS develops or handles, ETS maintains an Office of Testing Integrity (OTI). As described in subsection [3.3.1 ETS' Office of Testing Integrity \(OTI\)](#), the mission of the OTI is to oversee quality assurance of all ETS testing programs

and to safeguard the various processes throughout the test development and administration cycles.

## 7.4. Quality Control of Scoring

### 7.4.1. Human Scoring

#### 7.4.1.1. Quality Control in the Scoring Process

In general, the ELPAC scoring design is based on a team of 10 to 12 raters scoring one task at a time under the supervision of a scoring leader. Scoring leaders were supervised by group scoring leaders. Each group scoring leader was responsible for multiple teams in a grade level or grade span.

Each rater calibrated for a task type prior to scoring any response by passing the corresponding calibration test. The team scored multiple tasks of a similar type per shift. Once all responses of the same type were scored, each rater calibrated for a new task type. A rater worked independently on the rater's own device to read each student response and entered a score for each response.

#### 7.4.1.2. Quality Control Related to Raters

ETS developed a variety of procedures to control the quality of ratings and monitor the consistency of scores provided by raters. These procedures specified rater qualifications and procedures for rater certification and daily rater calibration. Raters were required to demonstrate their accuracy by passing a certification test before ETS assigned them to score a specific assessment and by passing a shorter, more focused calibration test before each scheduled scoring session. Rater certification and calibration are key components in maintaining quality and consistency.

Scoring leaders monitored raters' performance by reading a subset of their scored responses to determine whether the rater assigned the correct rating. Some scoring leaders chose to read the response before finding out what score the rater has assigned; others chose to know what score the rater assigned before reading the response. Refer to the [Scoring Monitoring and Quality Management](#) subsection for more information on this process, which is called "backreading."

In addition to backreading, validity sample responses were seeded into operational scoring to track rater accuracy. Validity responses were prescored by scoring experts who reached a consensus on the score. Evaluating raters' agreement with consensus scores on validity responses is a measure of scoring accuracy that helps to ensure scoring quality.

Along with human monitoring by scoring leaders, validity agreement was monitored automatically. If a rater's validity agreement fell below a threshold determined for a task type, the rater was automatically required to complete remediation training.

#### 7.4.1.3. Rater Qualification

Raters met the following requirements prior to being hired:

- A bachelor's degree was required.
- Teachers currently teaching English were preferred.
- Scoring experience was preferred.
- Graduate students and substitute teachers were encouraged to apply.

- Experience as a California educator was preferred.
- Candidates completed rater training and achieved qualifications through the certification process.

All team leaders and raters were required to qualify before scoring and were informed of what they were expected to achieve to qualify. Refer to [4.2.3 Rater and Scoring Leader Training](#) for a more complete description of this training.

ETS made a distinction between training sets and calibration (or qualification) sets. Training sets were nonconsequential, as the sets provided the raters the opportunity to score sample papers and receive feedback, including the correct score point and rationale associated with that score point and the sample paper. Training sets were a learning tool that the raters were required to complete. Nonadjacent scores could occur in the training sets as minimum agreement standards were not part of training sets.

Upon completion of the required training sets, raters moved on to a consequential calibration set that determined rater eligibility for operational scoring of a particular item type. Calibration (qualification) sets had minimum agreement levels that were enforced, and nonadjacent scores were not allowed.

Responses in calibration (qualification) sets had been scored previously by scoring experts, who came to a consensus on the score for each response. The standards for a rater to achieve qualification for scoring, provided in [table 7.1](#), were in terms of the percent of exact agreement with consensus scores. The standards applied differ by the score point range.

**Table 7.1 Rater Qualification Standards for Agreement with Consensus Scores**

Score Point Range	Qualification Standard (% Exact Agreement)
0–1	90%
0–2	80%
0–3	70%
0–4	60%

The qualification process was conducted through an online system that captured the results electronically for each individual trainee.

#### 7.4.1.4. Monitoring Raters

ETS staff created performance scoring reports so that scoring leaders could monitor the daily human-scoring process and plan any retraining activities, if needed.

For monitoring rater accuracy, scoring leaders scored a subset of responses already scored by each individual rater to determine if raters were applying the scoring guide and benchmarks accurately and consistently. Scoring leaders did this at a rate of approximately 10 percent and targeted raters who exhibited weaker scoring performance. Scoring leaders discussed score discrepancies on these responses using the rubric, benchmarks, or both the rubric and benchmarks. This process is referred to as backreading.

Raters also scored validity responses, which were inserted into the scoring queue such that every tenth response scored was a validity response. Validity responses are prescored by scoring experts who came to a consensus on the score. The percentage of times a rater's score exactly matches the consensus score is an important indicator of rater accuracy.

Scoring leaders use validity paper performance to provide feedback to raters during the shift, and these agreement rates are also computed over longer durations of time to assess individual raters and the overall accuracy of the rater pool.

Real-time management tools allowed everyone, from scoring leaders to content specialists, access to

- the accuracy rate on validity responses, which is defined as the percent exact agreement with consensus scores;
- the read rate, which was defined as the number of responses read per hour; and
- the projected date for completion of the scoring for a specific prompt or task.

#### 7.4.2. Interrater Reliability Results

For monitoring interrater reliability of Writing test responses while the process was ongoing, at least 10 percent of the student responses that had already been scored by the raters were randomly selected for an independent second scoring and assigned to raters by the scoring system. The second rater was unaware of the first rater's score. The evaluation of the response from the second rater was compared to that of the first rater.

For evaluating interrater reliability of Speaking test responses after local ratings were completed, at least 1,000 responses were scored a second time.

The statistics for interrater reliability for all items at all grades are presented in [table 4.1](#) and [table 4.2](#) for CR items in Writing and Speaking, respectively. These statistics include the percentage of exact agreement and adjacent agreement between the two raters.

While scoring is in progress, ETS also uses the following criteria to monitor the consistency or reliability of scores assigned to CR Writing items that were scored by a second reader. This information was used to prompt updates to training samples and scoring notes to improve subsequent score consistency. Polytomous items were flagged if any of the following conditions occurred:

- Adjacent agreement < 0.80
- Exact agreement < 0.60

Dichotomous items were flagged if the following condition occurred:

- Exact agreement < 0.80

Items that were flagged were reviewed to potentially have adjustments made to training samples or scoring notes during the scoring of responses during an administration.

## 7.5. Quality Control of Psychometric Processes

### 7.5.1. Development of Scoring Specifications

A number of measures were taken to establish that the scoring keys were applied to the student responses as intended and that student scores were computed accurately. ETS built and reviewed the scoring system models based on scoring specifications developed by ETS and approved by the CDE. Machine-scored item responses and student demographic information were collected by ETS from the Answer Books. Human-scored item responses were sent electronically to the ETS Online Network for Evaluation system for scoring by trained, qualified raters. Record counts were verified against the counts obtained during

security check-in from the document processing staff to ensure all student records were accounted for in the file.

Once the record counts were reviewed, the machine-scored item responses were scored using the appropriate answer key. In addition, the student's original response string was stored for data verification and auditing.

The scoring specifications contained detailed scoring procedures, along with the procedures for determining whether a student attempted a test and whether that student response data should be included in the statistical analyses and calculations for computing summary data. Standard quality inspections were performed on all data files, including the evaluation of each student data record for correctness and completeness. Student results were kept confidential and secure at all times.

## **7.5.2. Development of Scoring Procedures**

The ETS Enterprise Score Key Management (eSKM) scoring system uses scoring procedures specified by psychometricians and provides scoring services. The eSKM system produced the official student scores of record. Following scoring, a series of quality-control checks were carried out by ETS psychometricians to ensure the accuracy of each score.

### **7.5.2.1. Enterprise Score Key Management System Processing**

ETS developed two independent and parallel scoring structures to produce students' scores: the eSKM scoring system, which collected, scored, and delivered individual students' scores to the ETS reporting system; and the parallel scoring system developed by ETS Technology and Information Processing Services (TIPS), which scored individual students' responses. The two scoring systems independently applied the same scoring algorithms and specifications.

ETS psychometricians verified the eSKM scoring by comparing all individual student scores from TIPS and resolving any discrepancies. This parallel processing is an internal quality-control step and is in place to verify the accuracy of scoring. Students' scores were reported only when the two parallel systems produced identical results.

If scores did not match, the mismatch was investigated by the ETS PAR and eSKM teams and resolved. The mismatch could be a result of a CDE decision not to score an item because a problem was identified with the item or rubric. In these cases, ETS applied a problem item notification status to the item so that it would not be scored in the eSKM system. This parallel system of monitoring student scores in real time was designed to continually detect mismatches and track remediation results.

Finally, data extracts were sent to ETS' Data Quality Services for data validation. Following validation, the student response statistical extracts were made available to the psychometricians for analyses. These processes were followed to help ensure the quality and accuracy of scoring and to support the transfer of scores into the database of the student records scoring system before data was used for analyses.

### **7.5.2.2. Psychometric Processing**

The psychometric analyses conducted at ETS underwent comprehensive quality checks by a team of psychometricians and data analysts. These analyses were applied to data from both operational and field test items. Detailed checklists were developed by members of the team for each of the statistical procedures performed on data from the Summative ELPAC assessments. Classical item analyses such as item difficulty and item-total correlations were

conducted to evaluate the performance of items. All items that were flagged for out-of-range statistical attributes ([table 5.2](#)) were sent to ALTRD staff for review. ALTRD provided comments for these items indicating whether any items were problematic from a content perspective and should be eliminated from scoring. These comments were reviewed by psychometricians and the information was made available for review and approval by the CDE.

The operational ELPAC is a preequated test for each grade level and grade span. It is very unusual for any operational items to be removed from scoring. In the unlikely event that an operational item is excluded from scoring due to significant content or psychometric issues, the scores for that test would be postequated to account for the eliminated item.

Prior to producing student scores based on the operational items, the preequated raw-to-scale score conversion tables for each grade level and grade span were evaluated; psychometricians carried out quality control checks on each conversion table to verify:

- all possible raw scores for composite were included in the tables;
- the lowest obtainable scale score LOSS and the highest obtainable scale score matched the specifications for each grade level and grade span; and
- the threshold scores for each performance level were correctly identified.

After all quality control steps were completed and any differences were resolved, one final inspection of operational scoring tables was conducted prior to uploading the conversion tables to eSKM for score reporting.

For field test items, review of classical item analysis sometimes results in items being recommended for exclusion from further analyses (e.g., item response theory [IRT] calibrations). If needed, all decisions to remove field test items from subsequent analyses are to be approved by the CDE.

During the field test item calibration process to place the field test items onto the operational reporting scale, checks were made to ensure that the input files were established accurately. Checks were also made on the number of items, number of students with valid scores, IRT item difficulty estimates, standard errors for the item difficulty estimates, and the linking and scaling process. Two psychometricians conducted parallel calibration processing and compared the results to check for any inconsistencies; inconsistencies were investigated and resolved. Psychometricians also performed detailed reviews of relevant statistics to determine whether the chosen IRT model fit the data. All results of the calibration procedures were reviewed by senior psychometricians.

ETS psychometricians and data analysts take every precaution to ensure that all scores, both item level and test level, are 100 percent accurate and that student scores result in reliable and valid test score interpretations.



## 7.6. Quality Control of Reporting

To ensure the quality of Summative ELPAC test results, for both individual student and summary reports, three general areas were evaluated:

1. Report formats were compared with input sources from the CDE-approved samples.
2. Report data was validated through quality-control checks performed by ETS' Data Quality Services and Resolutions teams. Additionally, all Student Score Reports (SSRs) were run through ETS' patented quality control (QC) Integrator software.
3. Quality check and production reports were proofread by the CDE and ETS prior to making the score reports available to the LEA for download in the Test Operations Management System (TOMS).

All reports were required to include a single, accurate LEA code, a charter school number (if applicable), an LEA name, and a school name. All elements conformed to the CDE's official county/district/school (CDS) code and naming records. From the start of processing through scoring and reporting, the CDS Master File was used to verify and confirm accurate codes and names. CALPADS provided a revised LEA Master File to ETS throughout the year as updates became available.

After the reports were validated against the CDE's requirements, a set of reports for QC LEAs were provided to the CDE and ETS for review and approval. Electronic reports were sent to the CDE and organized as they were expected to look in production. The CDE and ETS reviewed and approved the report package after a thorough examination.

Upon the CDE's approval of the reports generated for the QC LEAs, ETS proceeded with the report production. The QC LEAs comprised CDE-selected LEAs to validate a subset of LEAs that contained key reporting characteristics and demographics representative of the state and provided the final check prior to generating the reports and making them available to the LEAs for download from TOMS.

### 7.6.1. Exclusion of Student Scores from Summary Reports

Students who were identified as English learners were required to take the Summative ELPAC. Students who, for medical reasons, were unable to sit through an administration were exempt from testing and received a special character, a tilde (~), on their SSR. There were no other exclusions for the Summative ELPAC.

### 7.6.2. End-to-End Testing for Operational Administration

ETS conducted end-to-end testing prior to the start of the test administration. The purpose of this testing was to verify that all systems, processes, and resources were ready for the operational administration.

To begin the quality control process for test administration, the ETS program and resolutions teams prepared responses by marking responses on paper Answer Books for Writing in kindergarten through grade two, and on computer-based tests for all other grade spans and domains. These responses were entered for fictitious students in selected schools and across several LEAs. Each student's test was marked with answers that were all correct, all incorrect, and other test response combinations. These response combinations were the expected results across performance levels and score ranges. The



responses were sent for processing, including batching and scanning of paper Answer Books, or system QC for computer-based assessments.

Once released from processing, the test results were sent through the system for scoring and reporting. SSRs were created, along with data files for subject-matter experts in the teams to review and verify. Individual SSRs were generated based on the fictitious students when 100 percent quality control was demonstrated by ETS' Resolution staff.

## References

California Department of Education. (2019). *Specifications for conversion of ELPAC task types for computer-based delivery*. [Unpublished report]. Sacramento, CA: California Department of Education.

Educational Testing Service. (2014). *ETS standards for quality and fairness*. Princeton, NJ: Educational Testing Service. <https://www.ets.org/s/about/pdf/standards.pdf>

## Chapter 8: Post-test Survey

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This chapter describes the development and administration of the post-test survey, renamed “Feedback for Continuous Improvement Survey,” sent to local educational agency (LEA) English Language Proficiency Assessments for California (ELPAC) coordinators, site ELPAC coordinators, and ELPAC test examiners; and the results of analyses of their responses.

### 8.1. Overview

After the suspension of testing due to the novel coronavirus disease 2019 (COVID-19) pandemic, ETS administered a post-test survey to LEAs to gather information and data on the Summative ELPAC, highlight successes, and identify areas for immediate and long-term improvement. Because of the unique nature of the 2019–2020 test administration year, many educators did not have the opportunity to administer assessments, so the focus of the survey was shifted to preparation, training, and the administration systems used to prepare for testing. The survey questions focused on actionable areas for improvement.

### 8.2. Test Examiner Survey

The responses to the test examiner survey provided insight into LEA preparation and training, test administration experience, perception and use of test administration systems, troubleshooting support, and resources. The feedback from the survey will help with the goal of enhancing the administrative support provided to LEAs and schools for the upcoming test administrations. The test examiners completed their survey via SurveyGizmo, an online survey software tool.

The survey questions and the results are included in [appendix 8.A](#).

#### 8.2.1. Survey Design and Questionnaire Development

The post-test survey was developed by program management staff at ETS in consultation with the California Department of Education (CDE). The CDE provided guidance in terms of the length of the survey and the number and focus of the questions.

The goal of the survey was to gain insights from the field for potential future improvement of the computer-based test administration and assessment processes overall. This survey was hosted on SurveyGizmo.com, a website with survey-creation and hosting services.

#### 8.2.2. Survey Administration

LEAs were invited, via email, to participate in the post-test survey in May 2020. A link to the survey on the SurveyGizmo website was included in the communication. The breakdown of respondents who participated in the survey by role was 18 percent LEA ELPAC coordinators, 30 percent site ELPAC coordinators, and 52 percent ELPAC test examiners (out of 3,233 ELPAC respondents).

#### 8.2.3. Summary of Test Examiner Survey Results

Overall, educators indicated they had received adequate preparation and training for a successful ELPAC administration. Coordinators indicated they could use additional training around the accessibility resources, domain exemptions, and the Alternate ELPAC, which was still in development at the time of this survey. More specifically, coordinators requested improved training materials or administration resources regarding universal tools,

designated supports, and accommodations. Improved training materials and the creation of videos about accessibility resources for the coming administration will address this concern.

Survey respondents were asked a series of questions regarding improvements to the Test Operations Management System (TOMS), the Test Administrator Interface, and the Security and Test Administration Incident Reporting System (STAIRS) and asked for suggestions for further improvement.

### **8.2.3.1. Manuals**

Survey respondents also reported that the majority of the manuals and resources offered were valuable and helpful. In some instances, ELPAC and CAASPP program information tended to overlap, so combined manuals were made available. Almost half of respondents found the combined manuals to be helpful. The respondents who found the manuals either “somewhat helpful” or “not helpful” were asked to provide feedback about ways to improve the manuals. Their responses indicated there was too much information and detail in the manuals. To address these concerns, ETS plans to improve the organization of the manuals by offering web-based manuals that are more condensed and rewritten to be more concise.

Respondents were asked how to change or improve the current manuals. Forty-one percent felt that the current manuals are sufficient. Thirty-eight percent would like to have manuals separated by subject on the basis of the test administration process (i.e., before testing, during testing, after testing). Thirty-nine percent would like to have manuals separated by role (i.e., test administrator, test examiner).

Thirteen percent of respondents advised moving the manuals to an online (web-based) platform, which, despite the low survey numbers, ETS plans to do for the 2020–2021 administration year for various additional benefits. The web-based platform will allow users to easily find and access information, and ETS could explore ways to further filter information by test administration process or by role as respondents have suggested. Because 60 percent of respondents normally download and save manuals digitally, web-based manuals would work well for these users. The 67 percent of respondents who normally print the manuals would have the option to print sections or the entire manual from the web-based platform.

### **8.2.3.2. Training**

To understand the process through which training information is disseminated, respondents were asked how they typically learn of training opportunities. The majority of educator-level respondents receive their information from their LEA. LEA-level respondents reported receiving much of the information from the state-level communications from ETS and the CDE, the CDE and ELPAC websites, and the CDE *Assessment Spotlight*. Ninety percent of respondents also reported that email is the number one mode of communication for information about testing. This aligns with ETS’ communication strategy to organize the training opportunities web pages and send emails to all users about relevant training opportunities.

Respondents were also asked about the types of training that work best for disseminating information to test examiners. Although respondents ranked in-person workshops high on the list of types of trainings that work best for them, ETS and the CDE must explore the best options for providing virtual trainings to adhere to COVID-19 physical distancing guidelines. From the list of options, respondents found videos to be the next best type of training, followed by virtual workshops. This is in line with ETS’ proposed contingency plans for 2020–2021 training opportunities.

### **8.2.3.3. Test Operations Management System (TOMS)**

The enhanced TOMS application introduced a single sign-on system to streamline access to all California assessment systems. Eighty-one percent of respondents said it was helpful to be able to configure users for all systems within a single application. Eighty-eight percent of respondents found the ability to access state standardized assessments with a single username and password to be helpful.

Respondents requested that TOMS be reorganized and simplified to make it more streamlined and efficient to use (i.e., a “clean,” very simple interface with fewer steps to access needed features or accomplish each task). Some additional specific suggestions were to improve and simplify the logon process and improve the data reporting feature by making it more user-friendly, customizable, and consistently functional. Some respondents specifically requested that users who have access to multiple school sites have a single logon to access information for all the school websites instead of having to log on to each school website individually. Other respondents also requested that basic navigation instructions or a “quick guide” be provided to make it easier to access student data, reports, and other site features or resources.

### **8.2.3.4. Test Administrator Interface**

The Test Administrator Interface section of the survey was visible only to ELPAC test examiners who completed some testing. More than 80 percent of respondents found the Test Administrator Interface enhancements—such as the progress bar, test status, test settings, actions, and potential issues—to be helpful. These enhancements provided test examiners with more information about the students testing in their session.

The majority of respondents did not experience any issues with using the Test Administrator Interface, creating a test session, monitoring student testing, and pausing or ending a test session. Others noted that they sometimes experienced issues with students logging on to the test delivery system, logging on to TOMS, and network connectivity within the test delivery system.

### **8.2.3.5. Security and Test Administration Incident Reporting System**

STAIRS was available for all computer-based assessments in the 2019–2020 administration year. LEA ELPAC coordinators submitted STAIRS cases more frequently than did the site ELPAC coordinators. Almost all respondents, more than 90 percent, reported positive experiences with STAIRS and agreed that the testing issue descriptions available in STAIRS included all possible scenarios for a given testing issue, the STAIRS email notifications provided all relevant information and further steps of actions required to be taken, and the navigation instructions, file upload options, reports, and directional texts were easy to understand.

The STAIRS process for the Summative ELPAC was an improvement over the previous process of submitting the irregularity report. When asked which features they liked about the new STAIRS process for ELPAC, more than 50 respondents provided a written answer. Nearly all respondents stated that they liked its “easier” use and that it was simpler and clearer (i.e., a step-by-step process) when compared to previous versions.

### **8.3. Results and Continuous Improvement**

The CDE and ETS will continue their outreach efforts to LEAs to provide test administration support for ELPAC administrations. ETS also will use focus groups, surveys, and evaluations to continually identify areas for improvement for the overall ELPAC-related processes, systems, and resources.

A summary of the survey results is included in the *2019–2020 CAASPP and ELPAC Feedback for Continuous Improvement Survey and Focus Groups Report* (CDE, 2020).

## Reference

California Department of Education. (2020). *2019–2020 CAASPP and ELPAC feedback for continuous improvement survey and focus groups report*. [Unpublished report]. Sacramento, CA: California Department of Education.

## Appendix 8.A: Post-test Administration Survey Results

### Audience Key

#### Notes:

- To emphasize feedback that a significant number of respondents provided in **written responses**, questions that received fewer than 50 applicable responses overall are not summarized here; these questions are signified by an asterisk symbol (\*) following the question. Most of these questions received fewer than 10 responses. All open-ended and written-response questions are listed in the order in which they were presented within the survey.
- In the following tables, “N/A” indicates data was not available or not applicable.
- In the headers of the rows and columns in the following tables, the following abbreviations are used:
  - **Aud** = Audience
  - **OA** = Overall
  - **DC** = Local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinator
  - **EC** = LEA English Language Proficiency Assessments for California (ELPAC) coordinator
  - **SC** = CAASPP test site coordinator
  - **ES** = Site ELPAC coordinator
  - **TA** = CAASPP test administrator
  - **CAA** = California Alternate Assessment (CAA) test examiner
  - **TE** = ELPAC test examiner



## County Selection

- County Selection 1: If you are affiliated with a charter school and are uncertain of its responsible county or local educational agency (LEA) associations, you may select your county and proceed to the next question. School selection is optional.**

**Table 8.A.1 Results for County Selection 1**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
Total Respondents	235	100	327	100	472	100	612	100	1,223	100	173	100	1,236	100	3,009	100
Los Angeles	55	23	69	21	148	31	168	27	287	23	41	24	342	28	779	26
San Diego	14	6	26	8	30	6	50	8	89	7	11	6	106	9	233	8
San Bernardino	12	5	18	6	34	7	37	6	90	7	14	8	73	6	203	7
Orange	8	3	24	7	30	6	39	6	88	7	13	8	85	7	197	7
Riverside	11	5	12	4	23	5	25	4	96	8	11	6	68	6	178	6
Kern	10	4	10	3	9	2	11	2	52	4	10	6	40	3	112	4
Alameda	10	4	17	5	16	3	36	6	42	3	5	3	43	3	112	4
Sacramento	9	4	7	2	16	3	27	4	40	3	9	5	42	3	108	4
Santa Clara	11	5	13	4	12	3	23	4	30	2	10	6	46	4	99	3
Fresno	8	3	10	3	20	4	19	3	40	3	4	2	40	3	93	3
Contra Costa	3	1	8	2	13	3	22	4	29	2	5	3	48	4	92	3
San Joaquin	6	3	9	3	17	4	16	3	33	3	3	2	35	3	77	3
San Mateo	5	2	7	2	5	1	12	2	19	2	N/A	N/A	27	2	59	2
Tulare	7	3	10	3	9	2	11	2	22	2	4	2	20	2	58	2
Monterey	4	2	6	2	5	1	11	2	32	3	2	1	26	2	56	2
Ventura	4	2	9	3	4	1	7	1	16	1	2	1	26	2	50	2
Placer	3	1	5	2	4	1	5	1	19	2	4	2	12	1	40	1
Stanislaus	4	2	5	2	4	1	3	0	19	2	2	1	9	1	36	1

Table 8.A.1 (continuation one)

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
Sonoma	3	1	4	1	4	1	5	1	20	2	3	2	8	1	35	1
San Francisco	1	0	2	1	8	2	9	1	12	1	N/A	N/A	18	1	35	1
Merced	2	1	3	1	8	2	10	2	11	1	1	1	14	1	30	1
Santa Barbara	3	1	3	1	4	1	8	1	11	1	2	1	6	0	28	1
San Luis Obispo	4	2	4	1	3	1	3	0	14	1	2	1	8	1	26	1
Solano	1	0	2	1	3	1	3	0	10	1	N/A	N/A	8	1	22	1
Kings	2	1	3	1	6	1	7	1	10	1	1	1	10	1	22	1
El Dorado	1	0	2	1	1	0	2	0	7	1	3	2	8	1	21	1
Santa Cruz	2	1	4	1	1	0	1	0	8	1	N/A	N/A	7	1	19	1
Imperial	1	0	1	0	1	0	2	0	7	1	2	1	8	1	17	1
Butte	2	1	2	1	1	0	1	0	7	1	N/A	N/A	5	0	15	0
Yolo	1	0	1	0	3	1	5	1	3	0	1	1	7	1	13	0
Yuba	4	2	5	2	2	0	5	1	3	0	N/A	N/A	5	0	12	0
Sutter	3	1	N/A	N/A	3	1	4	1	4	0	N/A	N/A	1	0	12	0
Shasta	1	0	2	1	3	1	2	0	9	1	1	1	1	0	12	0
Humboldt	2	1	4	1	1	0	3	0	4	0	2	1	4	0	12	0
Marin	1	0	2	1	1	0	4	1	4	0	N/A	N/A	4	0	11	0
Madera	2	1	1	0	2	0	4	1	4	0	N/A	N/A	5	0	11	0
Tehama	4	2	3	1	2	0	2	0	6	0	1	1	2	0	10	0
Napa	N/A	N/A	N/A	N/A	2	0	3	0	3	0	N/A	N/A	8	1	10	0
Nevada	1	0	3	1	2	0	2	0	2	0	N/A	N/A	2	0	7	0
San Benito	1	0	1	0	1	0	N/A	N/A	3	0	N/A	N/A	1	0	6	0
Mendocino	1	0	2	1	2	0	1	0	2	0	N/A	N/A	1	0	6	0
Lake	N/A	N/A	1	0	1	0	N/A	N/A	3	0	N/A	N/A	1	0	6	0
Mariposa	2	1	2	1	2	0	1	0	1	0	N/A	N/A	2	0	4	0

Table 8.A.1 (continuation two)

<b>Response</b>	<b>DC #</b>	<b>DC %</b>	<b>EC #</b>	<b>EC %</b>	<b>SC #</b>	<b>SC %</b>	<b>ES #</b>	<b>ES %</b>	<b>TA #</b>	<b>TA %</b>	<b>CAA #</b>	<b>CAA %</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
Del Norte	1	0	1	0	1	0	1	0	2	0	1	1	1	0	4	0
Colusa	N/A	N/A	N/A	N/A	2	0	1	0	2	0	1	1	2	0	4	0
Mono	2	1	1	0	N/A	N/A	N/A	N/A	1	0	N/A	N/A	N/A	N/A	3	0
Tuolumne	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	0	N/A	N/A	N/A	N/A	3	0
Glenn	2	1	2	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	0
Lassen	N/A	N/A	1	0	N/A	N/A	1	0	1	0	1	1	1	0	2	0
Plumas	N/A	N/A	N/A	N/A	1	0	N/A	N/A	1	0	N/A	N/A	N/A	N/A	2	0
Siskiyou	N/A	N/A	N/A	N/A	2	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	0
Out of State	1	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0
Calaveras	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0	N/A	N/A	N/A	N/A	1	0
Modoc	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0	1	1	N/A	N/A	1	0

## Role

### 2. Role 1: What was your role in administering the CAASPP and ELPAC? (Select all that apply.)

**Table 8.A.2 Results for Role 1**

Response	Percent	Total
LEA CAASPP coordinator	6.8	429
LEA ELPAC coordinator	8.7	547
CAASPP test site coordinator	13.9	875
Site ELPAC coordinator	17.5	1,103
CAASPP test administrator	42.4	2,667
ELPAC test examiner	43.7	2,746
CAA test examiner	5.7	356

### 3. Role 2: How many years of experience do you have in your current role? (Select one answer.)

**Table 8.A.3 Results for Role 2**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
More than 7 years	51	21	68	20	121	25	157	25
4–6 years	64	26	76	23	114	24	138	22
1–3 years	97	40	142	42	173	36	229	37
Less than a year	31	13	49	15	73	15	99	16
<b>Total Respondents</b>	<b>243</b>	<b>100</b>	<b>335</b>	<b>100</b>	<b>481</b>	<b>100</b>	<b>623</b>	<b>100</b>

**Table 8.A.3 Results for Role 2 (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
More than 7 years	622	50	102	58	497	39	1,219	39
4–6 years	263	21	30	17	241	19	625	20
1–3 years	293	23	38	21	354	28	881	28
Less than a year	78	6	7	4	183	14	373	12
<b>Total Respondents</b>	<b>1,256</b>	<b>100</b>	<b>177</b>	<b>100</b>	<b>1,275</b>	<b>100</b>	<b>3,098</b>	<b>100</b>

4. **Role 3: Which of the following assessments were you involved in during the 2019–2020 school year? (Select all that apply.)**

**Table 8.A.4 Results for Role 3**

<b>Response</b>	<b>DC #</b>	<b>DC %</b>	<b>EC #</b>	<b>EC %</b>	<b>SC #</b>	<b>SC %</b>	<b>ES #</b>	<b>ES %</b>
Smarter Balanced for English language arts/literacy (ELA) and mathematics	171	70	119	36	274	57	153	25
Smarter Balanced Interim Assessments	150	62	103	31	257	53	162	26
California Science Test (CAST)	153	63	105	31	200	42	100	16
California Spanish Assessment (CSA)	28	12	25	7	25	5	18	3
CAAs for ELA and mathematics	105	43	80	24	80	17	38	6
CAA for Science	103	42	77	23	77	16	35	6
Initial ELPAC	160	66	289	86	189	39	401	64
Summative ELPAC	157	65	307	92	272	57	564	91
<b>Total Respondents</b>	<b>243</b>	<b>100</b>	<b>335</b>	<b>100</b>	<b>481</b>	<b>100</b>	<b>623</b>	<b>100</b>

**Table 8.A.4 Results for Role 3 (Continued)**

<b>Response</b>	<b>TA #</b>	<b>TA %</b>	<b>CAA #</b>	<b>CAA %</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
Smarter Balanced for English language arts/literacy (ELA) and mathematics	646	51	47	27	233	18	1,106	36
Smarter Balanced Interim Assessments	704	56	39	22	247	19	1,111	36
California Science Test (CAST)	256	20	25	14	87	7	547	18
California Spanish Assessment (CSA)	15	1	2	1	12	1	63	2
CAAs for ELA and mathematics	132	11	109	62	52	4	373	12
CAA for Science	80	6	102	58	34	3	305	10
Initial ELPAC	169	13	12	7	636	50	1,146	37
Summative ELPAC	327	26	26	15	1,036	81	1,645	53
<b>Total Respondents</b>	<b>1,256</b>	<b>100</b>	<b>177</b>	<b>100</b>	<b>1,275</b>	<b>100</b>	<b>3,098</b>	<b>100</b>

**5. Role 4: Which of the following best describes your LEA? (Select one answer.)**

**Table 8.A.5 Results for Role 4**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
Unified school LEA	67	28	108	32	144	30	206	33
Other—Write in (required)	12	5	10	3	19	4	18	3
One school LEA	3	1	9	3	3	1	15	2
High school LEA	19	8	15	4	53	11	47	8
Elementary LEA	84	35	107	32	194	40	269	43
County Office of Education	10	4	15	4	12	2	9	1
Charter school	48	20	71	21	56	12	59	9
<b>Total Respondents</b>	<b>243</b>	<b>100</b>	<b>335</b>	<b>100</b>	<b>481</b>	<b>100</b>	<b>623</b>	<b>100</b>

**Table 8.A.5 Results for Role 4 (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
Unified school LEA	246	20	36	20	295	23	735	24
Other—Write in (required)	50	4	8	5	43	3	120	4
One school LEA	28	2	5	3	23	2	59	2
High school LEA	177	14	30	17	127	10	379	12
Elementary LEA	599	48	76	43	657	52	1,451	47
County Office of Education	33	3	11	6	22	2	72	2
Charter school	123	10	11	6	108	8	282	9
<b>Total Respondents</b>	<b>1,256</b>	<b>100</b>	<b>177</b>	<b>100</b>	<b>1,275</b>	<b>100</b>	<b>3,098</b>	<b>100</b>

**6. Role 4: Other—Write In (Required): Which of the following best describes your LEA? (Select one answer.)**

Responses to this question were integrated into the table summarizing selected response counts about LEAs.

7. **Role 6: We understand that many LEAs have either not started or have not completed testing due to the impacts of COVID-19, which include the suspension of statewide testing. How far did you get in administering the ELPAC before testing was suspended? (Select one answer.)**

**Table 8.A.6 Results for Role 6**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
Did not start testing (0% of students)	16	10	23	7	34	13	57	10
Started testing (1–25% of students)	44	28	85	28	51	19	96	17
Partially completed testing (25–50% of students)	37	24	72	23	43	16	108	19
Completed at least half of testing (50–75% of students)	30	19	67	22	37	14	81	14
Nearly completed testing (75–99% of students)	27	17	48	16	69	25	161	29
Completed testing for all students (100% of students)	3	2	12	4	38	14	61	11
<b>Total Respondents</b>	<b>157</b>	<b>100</b>	<b>307</b>	<b>100</b>	<b>272</b>	<b>100</b>	<b>564</b>	<b>100</b>

**Table 8.A.6 Results for Role 6 (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
Did not start testing (0% of students)	59	18	10	38	116	11	178	11
Started testing (1–25% of students)	44	13	1	4	131	13	253	15
Partially completed testing (25–50% of students)	43	13	5	19	193	19	309	19
Completed at least half of testing (50–75% of students)	39	12	4	15	158	15	254	15
Nearly completed testing (75–99% of students)	84	26	4	15	270	26	416	25
Completed testing for all students (100% of students)	58	18	2	8	168	16	235	14
<b>Total Respondents</b>	<b>327</b>	<b>100</b>	<b>26</b>	<b>100</b>	<b>1,036</b>	<b>100</b>	<b>1,645</b>	<b>100</b>

**8. Role 8: For which grade level(s) or grade span did you administer the ELPAC? (Select all that apply.)**

**Table 8.A.7 Results for Role 8**

<b>Response</b>	<b>DC #</b>	<b>DC %</b>	<b>SC #</b>	<b>SC %</b>	<b>TA #</b>	<b>TA %</b>	<b>CAA #</b>	<b>CAA %</b>	<b>Overall #</b>	<b>Overall %</b>
Kindergarten	90	65	139	55	70	25	5	25	757	44
Grade one	84	61	134	53	70	25	3	15	698	41
Grade two	91	66	148	58	79	28	8	40	746	44
Grade three	93	67	151	60	128	46	8	40	824	48
Grade four	94	68	155	61	116	42	9	45	807	47
Grade five	93	67	153	60	114	41	9	45	794	47
Grade six	84	61	95	38	83	30	7	35	614	36
Grade seven	79	57	61	24	68	24	7	35	513	30
Grade eight	81	59	63	25	71	26	7	35	518	30
Grade nine	60	43	40	16	44	16	3	15	393	23
Grade ten	60	43	40	16	46	17	3	15	403	24
Grade eleven	59	43	42	17	45	16	3	15	405	24
Grade twelve	58	42	39	15	37	13	3	15	390	23
<b>Total Respondents</b>	<b>138</b>	<b>100</b>	<b>253</b>	<b>100</b>	<b>278</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>1,702</b>	<b>100</b>



## Manuals and Resources

### 9. Manuals and Resources 1: How helpful are the information and directions in the following manuals in preparing your LEA for online testing?

**Table 8.A.8 Results for Manuals and Resources 1**

Aud	Question	N	Very Helpful (4) #		Helpful (3) #		Somewhat Helpful (2) #		Not Helpful (1) #		Did Not Access #		Did Not Know This Resource Was Available #		Average Score
			#	%	#	%	#	%	#	%	#	%	#	%	
OA	<i>CAASPP and ELPAC Test Operations Management System (TOMS) User Guide</i> web document	3,056	748	24	1,303	43	340	11	37	1	499	16	129	4	3.1
OA	<i>2019–2020 CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing</i> web document	3,027	518	17	1,098	36	317	10	39	1	809	27	246	8	3.1
OA	<i>Guide to CAASPP Completion Status and Roster Management</i> web document	2,982	529	18	940	32	272	9	41	1	903	30	297	10	3.1
OA	<i>2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing</i> web document	3,018	623	21	1,150	38	335	11	37	1	668	22	205	7	3.1

Table 8.A.8 (continuation one)

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>		<b>Helpful (3) #</b>		<b>Somewhat Helpful (2) #</b>		<b>Not Helpful (1) #</b>		<b>Did Not Access #</b>		<b>Did Not Know This Resource Was Available #</b>		<b>Average Score</b>
				<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>	
DC	<i>CAASPP and ELPAC TOMS User Guide</i> web document	243	80	33	125	51	21	9	0	0	16	7	1	0	3.3
DC	<i>2019–2020 CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing</i> web document	242	57	24	111	46	25	10	0	0	44	18	5	2	3.2
DC	<i>Guide to CAASPP Completion Status and Roster Management</i> web document	240	70	29	106	44	16	7	0	0	39	16	9	4	3.3
DC	<i>2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing</i> web document	240	79	33	116	48	23	10	1	0	19	8	2	1	3.2
EC	<i>CAASPP and ELPAC TOMS User Guide</i> web document	330	120	36	159	48	27	8	0	0	20	6	4	1	3.3
EC	<i>2019–2020 CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing</i> web document	332	79	24	148	45	35	11	1	0	58	17	11	3	3.2

Table 8.A.8 (continuation two)

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>	<b>%</b>	<b>Helpful (3) #</b>	<b>%</b>	<b>Somewhat Helpful (2) #</b>	<b>%</b>	<b>Not Helpful (1) #</b>	<b>%</b>	<b>Did Not Access #</b>	<b>%</b>	<b>Did Not Know This Resource Was Available #</b>	<b>%</b>	<b>Average Score</b>
EC	<i>Guide to CAASPP Completion Status and Roster Management</i> web document	321	82	26	117	36	29	9	1	0	73	23	19	6	3.2
EC	<i>2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing</i> web document	331	119	36	151	46	32	10	0	0	24	7	5	2	3.3
SC	<i>CAASPP and ELPAC TOMS User Guide</i> web document	480	140	29	233	49	43	9	1	0	57	12	6	1	3.2
SC	<i>2019–2020 CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing</i> web document	477	92	19	191	40	47	10	0	0	118	25	29	6	3.1
SC	<i>Guide to CAASPP Completion Status and Roster Management</i> web document	476	128	27	173	36	29	6	6	1	124	26	16	3	3.3
SC	<i>2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing</i> web document	475	133	28	210	44	42	9	1	0	77	16	12	3	3.2

Table 8.A.8 (continuation three)

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>	<b>%</b>	<b>Helpful (3) #</b>	<b>%</b>	<b>Somewhat Helpful (2) #</b>	<b>%</b>	<b>Not Helpful (1) #</b>	<b>%</b>	<b>Did Not Access #</b>	<b>%</b>	<b>Did Not Know This Resource Was Available #</b>	<b>%</b>	<b>Average Score</b>
ES	<i>CAASPP and ELPAC TOMS User Guide</i> web document	616	200	32	302	49	45	7	4	1	48	8	17	3	3.3
ES	<i>2019–2020 CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing</i> web document	612	128	21	265	43	66	11	2	0	111	18	40	7	3.1
ES	<i>Guide to CAASPP Completion Status and Roster Management</i> web document	595	149	25	206	35	39	7	5	1	150	25	46	8	3.3
ES	<i>2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing</i> web document	609	176	29	281	46	56	9	2	0	65	11	29	5	3.2
TA	<i>CAASPP and ELPAC TOMS User Guide</i> web document	1,244	239	19	473	38	167	13	25	2	270	22	70	6	3.0
TA	<i>2019–2020 CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing</i> web document	1,227	159	13	387	32	138	11	24	2	397	32	122	10	3.0

Table 8.A.8 (continuation four)

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>	<b>%</b>	<b>Helpful (3) #</b>	<b>%</b>	<b>Somewhat Helpful (2) #</b>	<b>%</b>	<b>Not Helpful (1) #</b>	<b>%</b>	<b>Did Not Access #</b>	<b>%</b>	<b>Did Not Know This Resource Was Available #</b>	<b>%</b>	<b>Average Score</b>
TA	<i>Guide to CAASPP Completion Status and Roster Management</i> web document	1,221	167	14	374	31	122	10	25	2	398	33	135	11	3.0
TA	<i>2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing</i> web document	1,221	183	15	410	34	141	12	22	2	357	29	108	9	3.0
CAA	<i>CAASPP and ELPAC TOMS User Guide</i> web document	175	34	19	69	39	24	14	1	1	41	23	6	3	3.1
CAA	<i>2019–2020 CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing</i> web document	174	31	18	54	31	16	9	1	1	60	34	12	7	3.1
CAA	<i>Guide to CAASPP Completion Status and Roster Management</i> web document	173	23	13	58	34	16	9	1	1	63	36	12	7	3.1
CAA	<i>2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing</i> web document	175	31	18	61	35	19	11	1	1	56	32	7	4	3.1

Table 8.A.8 (continuation five)

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>	<b>%</b>	<b>Helpful (3) #</b>	<b>%</b>	<b>Somewhat Helpful (2) #</b>	<b>%</b>	<b>Not Helpful (1) #</b>	<b>%</b>	<b>Did Not Access #</b>	<b>%</b>	<b>Did Not Know This Resource Was Available #</b>	<b>%</b>	<b>Average Score</b>
TE	<i>CAASPP and ELPAC TOMS User Guide</i> web document	1,253	331	26	566	45	125	10	13	1	162	13	56	4	3.2
TE	<i>2019–2020 CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing</i> web document	1,242	239	19	486	39	120	10	15	1	281	23	101	8	3.1
TE	<i>Guide to CAASPP Completion Status and Roster Management</i> web document	1,217	216	18	360	30	109	9	15	1	376	31	141	12	3.1
TE	<i>2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing</i> web document	1,243	276	22	490	39	143	12	16	1	230	19	88	7	3.1

**10. Manuals and Resources 1.2(a): Why did you find the CAASPP and ELPAC TOMS User Guide web document somewhat helpful or not helpful? (Select all that apply.)**

**Table 8.A.9 Results for Manuals and Resources 1.2(a)**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
The manual did not provide enough detail	2	15	3	18	5	14	13	31
The manual provided too much detail	9	69	10	59	26	72	23	55
The manual was unorganized	2	15	3	18	6	17	10	24
The manual provided incorrect or outdated information	1	8	1	6	1	3	1	2
I was not the intended audience for the manual	0	0	1	6	2	6	0	0
<b>Total Respondents</b>	<b>13</b>	<b>100</b>	<b>17</b>	<b>100</b>	<b>36</b>	<b>100</b>	<b>42</b>	<b>100</b>

**Table 8.A.9 Results for Manuals and Resources 1.2(a) (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
The manual did not provide enough detail	28	19	7	44	33	31	72	25
The manual provided too much detail	80	54	7	44	46	43	148	52
The manual was unorganized	44	30	2	13	30	28	74	26
The manual provided incorrect or outdated information	4	3	0	0	2	2	5	2
I was not the intended audience for the manual	13	9	0	0	11	10	23	8
<b>Total Respondents</b>	<b>147</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>108</b>	<b>100</b>	<b>287</b>	<b>100</b>

**11. Manuals and Resources 1.2(a): Other—Write In (Required): Why did you find the CAASPP and ELPAC TOMS User Guide web document somewhat helpful or not helpful? (Select all that apply.)**

Since only a handful of respondents noted in written comments that they found the *TOMS User Guide* web document helpful or useful and generally did not elaborate as to why, the responses summarized in the following pertain to what users found “not helpful” about the resource.

Ninety respondents provided feedback about ways to improve user experience of the *TOMS User Guide* web document. The vast majority noted challenges with user-friendliness (e.g., many reported it was difficult and time-consuming to find the information they needed in the web resource; that resources and documents were in too many different locations instead of more localized; or that it was excessively long, repetitive, technical, confusing, or complicated). Others noted that the reason

they found it less helpful was because they were primarily consulting other resources (e.g., verbal instruction from others, videos and training workshops, referring to prior experience).

**12. Manuals and Resources 1.2(b): Why did you find the 2019–2020 CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing web document somewhat helpful or not helpful? (Select all that apply.)**

**Table 8.A.10 Results for Manuals and Resources 1.2(b)**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
The manual did not provide enough detail	2	10	3	11	3	7	11	19
The manual provided too much detail	10	48	12	43	24	57	27	47
The manual was unorganized	3	14	1	4	7	17	8	14
The manual provided incorrect or outdated information	1	5	1	4	1	2	1	2
I was not the intended audience for the manual	6	29	11	39	14	33	18	31
<b>Total Respondents</b>	<b>21</b>	<b>100</b>	<b>28</b>	<b>100</b>	<b>42</b>	<b>100</b>	<b>58</b>	<b>100</b>

**Table 8.A.10 Results for Manuals and Resources 1.2(b) (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
The manual did not provide enough detail	28	20	5	33	34	29	71	24
The manual provided too much detail	68	50	6	40	47	40	137	45
The manual was unorganized	32	23	2	13	27	23	58	19
The manual provided incorrect or outdated information	0	0	0	0	0	0	1	0
I was not the intended audience for the manual	26	19	2	13	25	21	68	23
<b>Total Respondents</b>	<b>137</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>117</b>	<b>100</b>	<b>302</b>	<b>100</b>

**13. Manuals and Resources 1.2(b): Other—Write In (Required): Why did you find the 2019–2020 CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing web document somewhat helpful or not helpful? (Select all that apply.)**

Since only a handful of respondents noted in written comments that they found the 2019–2020 CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing web document helpful or useful and did not elaborate as to why, the responses summarized in the following pertain to what users found “not helpful” about the resource.



Fifty respondents provided additional details on why they found the *Technical Specifications and Configuration Guide for Online Testing* web document somewhat unhelpful and what they would suggest for improvement. The majority noted it was not always user friendly and was longer or more complicated and technical than necessary; in light of this, respondents recommended improved organization and simplification, such as easier navigation online and a reduction in information or detail in the document, or the provision of step-by-step informational videos to accompany the document.

**14. Manuals and Resources 1.2(c): Why did you find the 2019–2020 Guide to CAASPP and ELPAC Completion Status and Roster Management web document somewhat helpful or not helpful? (Select all that apply.)**

**Table 8.A.11 Results for Manuals and Resources 1.2(c)**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
The manual did not provide enough detail	4	33	8	40	3	11	12	33
The manual provided too much detail	4	33	5	25	18	67	19	53
The manual was unorganized	4	33	3	15	4	15	4	11
The manual provided incorrect or outdated information	1	8	0	0	0	0	2	6
I was not the intended audience for the manual	1	8	4	20	4	15	3	8
<b>Total Respondents</b>	<b>12</b>	<b>100</b>	<b>20</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>36</b>	<b>100</b>

**Table 8.A.11 Results for Manuals and Resources 1.2(c) (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
The manual did not provide enough detail	22	18	3	21	35	35	74	29
The manual provided too much detail	58	48	6	43	37	37	109	43
The manual was unorganized	33	28	2	14	24	24	58	23
The manual provided incorrect or outdated information	2	2	0	0	1	1	5	2
I was not the intended audience for the manual	16	13	3	21	14	14	33	13
<b>Total Respondents</b>	<b>120</b>	<b>100</b>	<b>14</b>	<b>100</b>	<b>99</b>	<b>100</b>	<b>254</b>	<b>100</b>

- 15. **Manuals and Resources 1.2(c): Other—Write In (Required): Why did you find the 2019–2020 Guide to CAASPP and ELPAC Completion Status and Roster Management web document somewhat helpful or not helpful? (Select all that apply.)\***
- 16. **Manuals and Resources 1.2(d): Why did you find the 2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing web document somewhat helpful or not helpful? (Select all that apply.)**

**Table 8.A.12 Results for Manuals and Resources 1.2(d)**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
The manual did not provide enough detail	6	38	10	48	5	15	15	31
The manual provided too much detail	7	44	6	29	18	53	24	49
The manual was unorganized	3	19	3	14	4	12	7	14
The manual provided incorrect or outdated information	0	0	0	0	1	3	1	2
I was not the intended audience for the manual	1	6	3	14	7	21	7	14
<b>Total Respondents</b>	<b>16</b>	<b>100</b>	<b>21</b>	<b>100</b>	<b>34</b>	<b>100</b>	<b>49</b>	<b>100</b>

**Table 8.A.12 Results for Manuals and Resources 1.2(d) (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
The manual did not provide enough detail	32	24	3	21	56	42	99	33
The manual provided too much detail	67	51	8	57	50	38	134	45
The manual was unorganized	30	23	2	14	28	21	60	20
The manual provided incorrect or outdated information	0	0	0	0	0	0	1	0
I was not the intended audience for the manual	12	9	1	7	15	11	34	11
<b>Total Respondents</b>	<b>131</b>	<b>100</b>	<b>14</b>	<b>100</b>	<b>132</b>	<b>100</b>	<b>299</b>	<b>100</b>

**17. Manuals and Resources 1.2(d): Other—Write In (Required): Why did you find the 2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing web document somewhat helpful or not helpful? (Select all that apply.)**

Since only a handful of respondents noted in written comments that they found the 2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing web document helpful or useful, and generally did not elaborate as to why, the responses summarized in the following pertain to what users found “not helpful” about the resource.

More than 55 respondents provided additional details on why they found the 2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing web document somewhat unhelpful and what they would suggest for improvement. The vast majority noted that they would like the guide to be more succinct (or to offer a brief summary or step-by-step guide for quick reference) or user friendly (e.g., less technical language, more visual aids, simpler organization).

**18. Manuals and Resources 1.2.1: [If you responded “The manual provided incorrect or outdated information” to question 1.2] Please provide some examples of information that was incorrect or outdated.\***

**19. Manuals and Resources 3: How helpful was it to have both CAASPP and ELPAC content in these manuals?**

**Table 8.A.13 Results for Manuals and Resources 3**

<b>Aud</b>	<b>N</b>	<b>Very Helpful (4) #</b>		<b>Helpful (3) #</b>		<b>Somewhat Helpful (2) #</b>		<b>Not Helpful (1) #</b>		<b>Average Score</b>
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	
OA	2,477	626	25	1,282	52	354	14	215	9	2.9
DC	223	85	38	110	49	17	8	11	5	3.2
EC	315	113	36	152	48	25	8	25	8	3.1
SC	427	143	33	220	52	40	9	24	6	3.1
ES	568	177	31	279	49	73	13	39	7	3.0
TA	919	212	23	493	54	131	14	83	9	2.9
CAA	124	30	24	66	53	20	16	8	6	3.0
TE	1,058	269	25	555	52	136	13	98	9	2.9

**20. Manuals and Resources 3.1: Why did you find the combined manuals somewhat helpful or not helpful? (Select all that apply.)**

**Table 8.A.14 Results for Manuals and Resources 3.1**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
I would prefer to have separate manuals for CAASPP and ELPAC	19	76	38	83	43	72	82	79
Manuals need to be more concise	7	28	11	24	14	23	28	27
I have no preference	3	12	5	11	10	17	9	9
<b>Total Respondents</b>	<b>25</b>	<b>100</b>	<b>46</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>104</b>	<b>100</b>

**Table 8.A.14 Results for Manuals and Resources 3.1 (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
I would prefer to have separate manuals for CAASPP and ELPAC	121	63	16	64	157	72	356	68
Manuals need to be more concise	66	34	8	32	64	29	158	30
I have no preference	37	19	4	16	27	12	79	15
<b>Total Respondents</b>	<b>193</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>219</b>	<b>100</b>	<b>522</b>	<b>100</b>

**21. Manuals and Resources 3.1: Other—Write In (Required): Why did you find the combined manuals somewhat helpful or not helpful? (Select all that apply.)**

Slightly more than 50 respondents provided written detail on why they found the combined manuals somewhat unhelpful (there were not enough respondents providing additional detail on why the manuals were helpful to summarize here). The majority stated they only needed either the ELPAC or the CAASPP manual; for some, the relevance factor alone made the extra manual “not helpful,” while others specified that having them combined introduced extra time or confusion when looking for the information they needed. The remaining respondents noted that the length or wordiness of the manuals was what they found unhelpful and some requested that the manuals be shortened or reorganized to make specific information easier to find or that additional materials be provided for quick reference, such as video or brief step-by-step guides.

**22. Manuals and Resources 5: How helpful are the information and directions in the following manuals in preparing your LEA for online testing?**

**Table 8.A.15 Results for Manuals and Resources 5**

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>		<b>Helpful (3) #</b>		<b>Somewhat Helpful (2) #</b>		<b>Not Helpful (1) #</b>		<b>Did Not Access#</b>		<b>Did Not Know This Resource Was Available #</b>		<b>Average Score</b>
				<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>	
OA	<i>2019–2020 Summative ELPAC Online TAM</i> web document	1,786	560	31	837	47	132	7	12	1	192	11	53	3	3.3
OA	<i>2019–20 Initial ELPAC TAM</i> web document	1,787	494	28	729	41	99	6	9	1	391	22	65	4	3.3
OA	<i>2019–2020 ELPAC Data Entry Interface (DEI) User Guide for Computer-based Testing</i> web document	1,785	461	26	750	42	117	7	22	1	353	20	82	5	3.2

Table 8.A.15 (continuation one)

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>		<b>Helpful (3) #</b>		<b>Somewhat Helpful (2) #</b>		<b>Not Helpful (1) #</b>		<b>Did Not Access#</b>		<b>Did Not Know This Resource Was Available #</b>		<b>Average Score</b>
				%		%		%		%		%		%	
OA	2019–20 Summative ELPAC Packing and Return Instructions web document	1,774	356	20	584	33	86	5	16	1	622	35	110	6	3.2
OA	Summative ELPAC Estimated Testing Times web page	1,786	449	25	774	43	153	9	43	2	296	17	71	4	3.1
OA	Forms Assignment for the 2019–20 Summative ELPAC Administration web page	1,778	403	23	719	40	97	5	19	1	431	24	109	6	3.2
OA	Summative ELPAC—Stopping Marker Guidance for 2019–2020 web document	1,774	422	24	683	39	132	7	23	1	388	22	126	7	3.2
OA	Summative ELPAC—Start a Test Session web document	1,773	502	28	781	44	105	6	20	1	278	16	87	5	3.3
EC	2019–2020 Summative ELPAC Online TAM web document	332	132	40	169	51	13	4	0	0	16	5	2	1	3.4
EC	2019–20 Initial ELPAC TAM web document	331	128	39	158	48	15	5	0	0	27	8	3	1	3.4
EC	2019–2020 ELPAC DEI User Guide for Computer-based Testing web document	329	107	33	157	48	16	5	1	0	41	12	7	2	3.3

Table 8.A.15 (continuation two)

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>	<b>%</b>	<b>Helpful (3) #</b>	<b>%</b>	<b>Somewhat Helpful (2) #</b>	<b>%</b>	<b>Not Helpful (1) #</b>	<b>%</b>	<b>Did Not Access#</b>	<b>%</b>	<b>Did Not Know This Resource Was Available #</b>	<b>%</b>	<b>Average Score</b>
EC	2019–20 Summative ELPAC Packing and Return Instructions web document	331	116	35	140	42	16	5	2	1	50	15	7	2	3.4
EC	Summative ELPAC Estimated Testing Times web page	332	122	37	153	46	23	7	6	2	23	7	5	2	3.3
EC	Forms Assignment for the 2019–20 Summative ELPAC Administration web page	330	123	37	159	48	14	4	1	0	28	8	5	2	3.4
EC	Summative ELPAC—Stopping Marker Guidance for 2019–2020 web document	332	113	34	138	42	27	8	1	0	45	14	8	2	3.3
EC	Summative ELPAC—Start a Test Session web document	328	120	37	147	45	16	5	3	1	36	11	6	2	3.3
ES	2019–2020 Summative ELPAC Online TAM web document	613	223	36	288	47	51	8	2	0	39	6	10	2	3.3
ES	2019–20 Initial ELPAC TAM web document	611	192	31	258	42	26	4	3	0	119	19	13	2	3.3
ES	2019–2020 ELPAC DEI User Guide for Computer-based Testing web document	613	189	31	272	44	33	5	6	1	97	16	16	3	3.3

Table 8.A.15 (continuation three)

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>		<b>Helpful (3) #</b>		<b>Somewhat Helpful (2) #</b>		<b>Not Helpful (1) #</b>		<b>Did Not Access#</b>		<b>Did Not Know This Resource Was Available #</b>		<b>Average Score</b>
				%		%		%		%		%		%	
ES	2019–20 Summative ELPAC Packing and Return Instructions web document	611	139	23	223	36	34	6	4	1	187	31	24	4	3.2
ES	Summative ELPAC Estimated Testing Times web page	613	177	29	305	50	56	9	15	2	50	8	10	2	3.2
ES	Forms Assignment for the 2019–20 Summative ELPAC Administration web page	612	160	26	268	44	28	5	10	2	119	19	27	4	3.2
ES	Summative ELPAC—Stopping Marker Guidance for 2019–2020 web document	613	162	26	248	40	46	8	11	2	113	18	33	5	3.2
ES	Summative ELPAC—Start a Test Session web document	611	202	33	267	44	29	5	9	1	73	12	31	5	3.3
TE	2019–2020 Summative ELPAC Online TAM web document	1,244	369	30	557	45	104	8	10	1	157	13	47	4	3.2
TE	2019–20 Initial ELPAC TAM web document	1,249	321	26	470	38	79	6	6	0	316	25	57	5	3.3
TE	2019–2020 ELPAC DEI User Guide for Computer-based Testing web document	1,245	309	25	487	39	89	7	18	1	272	22	70	6	3.2



Table 8.A.15 (continuation four)

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>		<b>Helpful (3) #</b>		<b>Somewhat Helpful (2) #</b>		<b>Not Helpful (1) #</b>		<b>Did Not Access#</b>		<b>Did Not Know This Resource Was Available #</b>		<b>Average Score</b>
				<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>	
TE	2019–20 Summative ELPAC Packing and Return Instructions web document	1,233	209	17	355	29	56	5	11	1	505	41	97	8	3.2
TE	Summative ELPAC Estimated Testing Times web page	1,243	282	23	512	41	105	8	32	3	249	20	63	5	3.1
TE	Forms Assignment for the 2019–20 Summative ELPAC Administration web page	1,238	240	19	471	38	73	6	12	1	347	28	95	8	3.2
TE	Summative ELPAC—Stopping Marker Guidance for 2019–2020 web document	1,230	272	22	455	37	94	8	19	2	288	23	102	8	3.2
TE	Summative ELPAC—Start a Test Session web document	1,233	328	27	529	43	84	7	12	1	208	17	72	6	3.2

**23. Manuals and Resources 5.1(a): Why did you find the 2019–2020 Summative ELPAC Online TAM web document somewhat helpful or not helpful? (Select all that apply.)**

**Table 8.A.16 Results for Manuals and Resources 5.1(a)**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
The manual did not provide enough detail	1	50	4	44	3	27	8	20
The manual provided too much detail	2	100	5	56	7	64	23	58
The manual was unorganized	1	50	2	22	2	18	12	30
The manual provided incorrect or outdated information	0	0	0	0	2	18	4	10
I was not the intended audience for the manual	0	0	0	0	0	0	0	0
<b>Total Respondents</b>	<b>2</b>	<b>100</b>	<b>9</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>40</b>	<b>100</b>

**Table 8.A.16 Results for Manuals and Resources 5.1(a) (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
The manual did not provide enough detail	4	25	1	100	31	34	35	32
The manual provided too much detail	9	56	0	0	46	51	55	50
The manual was unorganized	5	31	0	0	29	32	35	32
The manual provided incorrect or outdated information	1	6	0	0	7	8	8	7
I was not the intended audience for the manual	0	0	0	0	0	0	0	0
<b>Total Respondents</b>	<b>16</b>	<b>100</b>	<b>1</b>	<b>100</b>	<b>90</b>	<b>100</b>	<b>110</b>	<b>100</b>

**24. Manuals and Resources 5.1(b): Why did you find the 2019–20 Initial ELPAC TAM web document somewhat helpful or not helpful? (Select all that apply.)**

**Table 8.A.17 Results for Manuals and Resources 5.1(b)**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
The manual did not provide enough detail	0	0	3	33	3	33	6	25
The manual provided too much detail	3	100	5	56	6	67	14	58
The manual was unorganized	1	33	2	22	0	0	5	21
The manual provided incorrect or outdated information	0	0	0	0	0	0	0	0
I was not the intended audience for the manual	0	0	0	0	0	0	1	4
<b>Total Respondents</b>	<b>3</b>	<b>100</b>	<b>9</b>	<b>100</b>	<b>9</b>	<b>100</b>	<b>24</b>	<b>100</b>

**Table 8.A.17 Results for Manuals and Resources 5.1(b) (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
The manual did not provide enough detail	5	38	1	33	21	31	25	29
The manual provided too much detail	5	38	2	67	35	51	44	52
The manual was unorganized	4	31	0	0	17	25	21	25
The manual provided incorrect or outdated information	0	0	0	0	2	3	2	2
I was not the intended audience for the manual	0	0	0	0	3	4	4	5
<b>Total Respondents</b>	<b>13</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>68</b>	<b>100</b>	<b>85</b>	<b>100</b>

**25. Manuals and Resources 5.1(c): Why did you find the 2019–2020 ELPAC DEI User Guide for Computer-based Testing web document somewhat helpful or not helpful? (Select all that apply.)**

**Table 8.A.18 Results for Manuals and Resources 5.1(c)**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
The manual did not provide enough detail	1	50	3	30	4	50	14	45
The manual provided too much detail	1	50	4	40	3	38	11	35
The manual was unorganized	0	0	1	10	0	0	8	26
The manual provided incorrect or outdated information	0	0	0	0	0	0	0	0
I was not the intended audience for the manual	0	0	2	20	1	13	1	3
<b>Total Respondents</b>	<b>2</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>31</b>	<b>100</b>

**Table 8.A.18 Results for Manuals and Resources 5.1(c) (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
The manual did not provide enough detail	6	55	1	33	36	43	45	42
The manual provided too much detail	1	9	0	0	29	35	37	34
The manual was unorganized	3	27	0	0	18	21	23	21
The manual provided incorrect or outdated information	0	0	0	0	3	4	3	3
I was not the intended audience for the manual	1	9	2	67	11	13	13	12
<b>Total Respondents</b>	<b>11</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>84</b>	<b>100</b>	<b>108</b>	<b>100</b>

**26. Manuals and Resources 5.1(d): Why did you find the 2019–20 Summative ELPAC Packing and Return Instructions web document somewhat helpful or not helpful? (Select all that apply.)**

**Table 8.A.19 Results for Manuals and Resources 5.1(d)**

<b>Response</b>	<b>DC #</b>	<b>DC %</b>	<b>EC #</b>	<b>EC %</b>	<b>SC #</b>	<b>SC %</b>	<b>ES #</b>	<b>ES %</b>
The resource did not provide enough detail	2	50	5	63	1	14	8	28
The resource provided too much detail	2	50	3	38	4	57	12	41
The resource was unorganized	0	0	1	13	1	14	5	17
The resource provided incorrect or outdated information	0	0	0	0	1	14	2	7
I was not the intended audience for the resource	0	0	0	0	1	14	7	24
<b>Total Respondents</b>	<b>4</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>29</b>	<b>100</b>

**Table 8.A.19 Results for Manuals and Resources 5.1(d) (Continued)**

<b>Response</b>	<b>TA #</b>	<b>TA %</b>	<b>CAA #</b>	<b>CAA %</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
The resource did not provide enough detail	2	25	0	0	13	24	21	27
The resource provided too much detail	2	25	0	0	20	36	31	39
The resource was unorganized	2	25	0	0	11	20	14	18
The resource provided incorrect or outdated information	1	13	0	0	2	4	3	4
I was not the intended audience for the resource	1	13	1	100	15	27	19	24
<b>Total Respondents</b>	<b>8</b>	<b>100</b>	<b>1</b>	<b>100</b>	<b>55</b>	<b>100</b>	<b>79</b>	<b>100</b>

**27. Manuals and Resources 5.1(e): Why did you find the Summative ELPAC Estimated Testing Times web page somewhat helpful or not helpful? (Select all that apply.)**

**Table 8.A.20 Results for Manuals and Resources 5.1(e)**

<b>Response</b>	<b>DC #</b>	<b>DC %</b>	<b>EC #</b>	<b>EC %</b>	<b>SC #</b>	<b>SC %</b>	<b>ES #</b>	<b>ES %</b>
The web page did not provide enough detail	0	0	4	29	5	33	10	28
The web page provided too much detail	1	20	2	14	5	33	11	31
The web page was unorganized	0	0	1	7	3	20	7	19
The web page provided incorrect or outdated information	4	80	6	43	5	33	11	31
I was not the intended audience for the web page	0	0	1	7	0	0	1	3
<b>Total Respondents</b>	<b>5</b>	<b>100</b>	<b>14</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>36</b>	<b>100</b>

**Table 8.A.20 Results for Manuals and Resources 5.1(e) (Continued)**

<b>Response</b>	<b>TA #</b>	<b>TA %</b>	<b>CAA #</b>	<b>CAA %</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
The web page did not provide enough detail	8	67	2	67	29	37	36	32
The web page provided too much detail	1	8	1	33	21	27	32	28
The web page was unorganized	4	33	0	0	15	19	19	17
The web page provided incorrect or outdated information	1	8	0	0	14	18	27	24
I was not the intended audience for the web page	0	0	0	0	8	10	10	9
<b>Total Respondents</b>	<b>12</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>79</b>	<b>100</b>	<b>114</b>	<b>100</b>

**28. Manuals and Resources 5.1(f): Why did you find the Forms Assignment for the 2019–20 Summative ELPAC Administration web page somewhat helpful or not helpful? (Select all that apply.)**

**Table 8.A.21 Results for Manuals and Resources 5.1(f)**

<b>Response</b>	<b>DC #</b>	<b>DC %</b>	<b>EC #</b>	<b>EC %</b>	<b>SC #</b>	<b>SC %</b>	<b>ES #</b>	<b>ES %</b>
The web page did not provide enough detail	0	0	5	50	4	33	12	41
The web page provided too much detail	2	100	4	40	6	50	10	34
The web page was unorganized	0	0	0	0	2	17	5	17
The web page provided incorrect or outdated information	0	0	1	10	0	0	2	7
I was not the intended audience for the web page	0	0	0	0	2	17	3	10
<b>Total Respondents</b>	<b>2</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>12</b>	<b>100</b>	<b>29</b>	<b>100</b>

**Table 8.A.21 Results for Manuals and Resources 5.1(f) (Continued)**

<b>Response</b>	<b>TA #</b>	<b>TA %</b>	<b>CAA #</b>	<b>CAA %</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
The web page did not provide enough detail	3	27	1	50	27	42	34	39
The web page provided too much detail	5	45	1	50	22	34	30	34
The web page was unorganized	3	27	0	0	11	17	13	15
The web page provided incorrect or outdated information	0	0	0	0	1	2	4	5
I was not the intended audience for the web page	1	9	0	0	11	17	14	16
<b>Total Respondents</b>	<b>11</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>65</b>	<b>100</b>	<b>87</b>	<b>100</b>

**29. Manuals and Resources 5.1(g): Why did you find the Summative ELPAC—Stopping Marker Guidance for 2019–2020 web document somewhat helpful or not helpful? (Select all that apply.)**

**Table 8.A.22 Results for Manuals and Resources 5.1(g)**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
The resource did not provide enough detail	3	50	8	50	9	60	25	63
The resource provided too much detail	2	33	4	25	5	33	10	25
The resource was unorganized	0	0	3	19	2	13	7	18
The resource provided incorrect or outdated information	1	17	1	6	0	0	1	3
I was not the intended audience for the resource	0	0	1	6	0	0	0	0
<b>Total Respondents</b>	<b>6</b>	<b>100</b>	<b>16</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>40</b>	<b>100</b>

**Table 8.A.22 Results for Manuals and Resources 5.1(g) (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
The resource did not provide enough detail	10	71	3	100	43	52	56	51
The resource provided too much detail	2	14	0	0	20	24	29	26
The resource was unorganized	2	14	0	0	17	21	22	20
The resource provided incorrect or outdated information	0	0	0	0	1	1	3	3
I was not the intended audience for the resource	0	0	0	0	6	7	7	6
<b>Total Respondents</b>	<b>14</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>82</b>	<b>100</b>	<b>110</b>	<b>100</b>



**30. Manuals and Resources 5.8(h): Why did you find the Summative ELPAC—Start a Test Session web document somewhat helpful or not helpful? (Select all that apply.)**

**Table 8.A.23 Results for Manuals and Resources 5.8(h)**

Response	DC #	DC %	EC#	EC %	SC #	SC %	ES #	ES %
The resource did not provide enough detail	2	50	4	36	3	33	13	45
The resource provided too much detail	1	25	3	27	5	56	11	38
The resource was unorganized	0	0	2	18	2	22	7	24
The resource provided incorrect or outdated information	0	0	0	0	0	0	0	0
I was not the intended audience for the resource	1	25	2	18	0	0	0	0
<b>Total Respondents</b>	<b>4</b>	<b>100</b>	<b>11</b>	<b>100</b>	<b>9</b>	<b>100</b>	<b>29</b>	<b>100</b>

**Table 8.A.23 Results for Manuals and Resources 5.8(h) (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
The resource did not provide enough detail	5	56	1	50	30	43	37	41
The resource provided too much detail	2	22	0	0	25	36	34	38
The resource was unorganized	2	22	0	0	13	19	17	19
The resource provided incorrect or outdated information	0	0	0	0	2	3	2	2
I was not the intended audience for the resource	0	0	1	50	5	7	7	8
<b>Total Respondents</b>	<b>9</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>69</b>	<b>100</b>	<b>90</b>	<b>100</b>

**31. Manuals and Resources 5.1: Other—Write In (Required): [If responded “Somewhat helpful” or “Not helpful” to question 5] Why did you find the [Insert web document name from table] somewhat helpful or not helpful? (Select all that apply.)\***

The only document from the table which received enough written responses to summarize is the following:

**32. Manuals and Resources 5.1(e): Other—Write In (Required): Why did you find the Summative ELPAC Estimated Testing Times web page somewhat helpful or not helpful? (Select all that apply.)**

Nearly all of the 80 respondents who explained why they found the Summative ELPAC Estimated Testing Times web page somewhat helpful or not helpful noted that the testing times provided were not always accurate for their student population. Respondents noted that most of their students needed significantly more time than what was suggested on the web page, or that testing times varied significantly across individual students with some finishing very quickly and others needing more time. Some specified that individual students’ technology familiarity or comfort level, as well as level of testing anxiety, made a difference in testing time, as did technological issues.

**33. Manuals and Resources 5.2: [If you responded “The manual provided incorrect or outdated information” to question 5.1] Please provide some examples of information that was incorrect or outdated.\***

**34. Manuals and Resources 2: What changes or improvements would you make to the current manuals? This will help us improve future versions of these resources. (Select all that apply.)**

**Table 8.A.24 Results for Manuals and Resources 2**

<b>Response</b>	<b>DC #</b>	<b>DC %</b>	<b>EC #</b>	<b>EC %</b>	<b>SC #</b>	<b>SC %</b>	<b>ES #</b>	<b>ES %</b>
Separate manual by subject based on the test administration process (i.e., before testing, during testing, after testing)	97	42	120	38	187	42	219	38
Provide a separate manual for test administrators and test examiners	108	47	132	42	187	42	220	38
Move the manuals to an online platform	44	19	47	15	90	20	77	13
None—the current manuals are sufficient	70	30	120	38	162	36	239	41
<b>Total Respondents</b>	<b>230</b>	<b>100</b>	<b>318</b>	<b>100</b>	<b>450</b>	<b>100</b>	<b>576</b>	<b>100</b>

**Table 8.A.24 Results for Manuals and Resources 2 (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
Separate manual by subject based on the test administration process (i.e., before testing, during testing, after testing)	496	44	71	43	439	38	1,164	41
Provide a separate manual for test administrators and test examiners	444	39	62	38	455	39	1,131	40
Move the manuals to an online platform	237	21	32	20	145	12	456	16
None—the current manuals are sufficient	388	34	52	32	485	41	1,044	37
<b>Total Respondents</b>	<b>1,125</b>	<b>100</b>	<b>164</b>	<b>100</b>	<b>1,170</b>	<b>100</b>	<b>2,827</b>	<b>100</b>

**35. Manuals and Resources 2: Other—Write In (Required): What changes or improvements would you make to the current manuals? This will help us improve future versions of these resources. (Select all that apply.)**

Among the 250 respondents who provided written feedback about what changes they would make to the current manuals, the most common requests were to simplify and shorten them and provide brief summary versions (there were also many requests for video instructions to accompany the online manuals), to provide printed copies to all test administrators, and to reorganize or clarify the information contained (e.g., offer color coding, tabs, indexes, simpler word choice and fewer technical words). Additionally, many respondents noted their manuals arrived later than would be ideal and that they would like them available sooner to avoid testing delays.

**36. Manuals and Resources 6: How do you use and disseminate information within the TAM? (Select all that apply.)**

**Table 8.A.25 Results for Manuals and Resources 6**

Response	DC #	DC %	EC #	EC %	Overall #	Overall %
Print	152	64	223	67	275	67
Download and save digitally	155	65	196	59	249	61
Use the find and search functions to answer specific questions	77	32	89	27	117	28
Create district-branded TAM using the information in the TAM	27	11	27	8	35	9
Create trainings based on the information in the TAM	103	43	124	37	150	36
Distribute specific pages within the TAM	85	36	99	30	128	31
<b>Total Respondents</b>	<b>237</b>	<b>100</b>	<b>332</b>	<b>100</b>	<b>411</b>	<b>100</b>

**37. Manuals and Resources 6: Other—Write In (Required): How do you use and disseminate information within the TAM? (Select all that apply.)\***

**Training**

**38. Training 2: How do you typically learn of ELPAC training opportunities? (Select all that apply.)**

**Table 8.A.26 Results for Training 2**

<b>Response</b>	<b>EC #</b>	<b>EC %</b>	<b>ES #</b>	<b>ES %</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
ELPAC CDE website	116	35	91	15	134	11	264	15
ELPAC website	188	56	225	36	331	27	590	33
CDE Assessment Spotlights	170	51	59	10	69	6	221	12
ELPAC coordinator emails	248	74	258	42	454	36	734	41
District communication	65	20	454	73	741	59	1,011	56
County communication	67	20	54	9	69	6	144	8
School communication	19	6	74	12	455	36	498	28
<b>Total Respondents</b>	<b>333</b>	<b>100</b>	<b>619</b>	<b>100</b>	<b>1,247</b>	<b>100</b>	<b>1,791</b>	<b>100</b>

**39. Training 2: Other—Write In (Required): How do you typically learn of ELPAC training opportunities? (Select all that apply.)\***

**40. Training 3: Please rank the following types of training that work best for you to disseminate information to others responsible for administering the assessments (Overall).**

**Table 8.A.27 Results for Training 3**

<b>Training Type</b>	<b>Responses by Rank for In-Person Workshops</b>	<b>Frequency Count</b>	<b>Percent of Total Frequency</b>
In-person workshops	1	1768	66.7170
In-person workshops	2	192	7.2453
In-person workshops	3	116	4.3774
In-person workshops	4	116	4.3774
In-person workshops	5	110	4.1509
In-person workshops	6	347	13.0943
Virtual workshops	1	244	10.2220
Virtual workshops	2	604	25.3037
Virtual workshops	3	554	23.2090
Virtual workshops	4	489	20.4860
Virtual workshops	5	346	14.4952
Virtual workshops	6	150	6.2840
Webcasts or Webinars	1	169	7.1308
Webcasts or Webinars	2	444	18.7342
Webcasts or Webinars	3	528	22.2785
Webcasts or Webinars	4	516	21.7722
Webcasts or Webinars	5	439	18.5232
Webcasts or Webinars	6	274	11.5612
Online course (Moodle)	1	214	8.8503
Online course (Moodle)	2	494	20.4301
Online course (Moodle)	3	409	16.9148

Table 8.A.27 (continuation)

Training Type	Responses by Rank for In-Person Workshops	Frequency Count	Percent of Total Frequency
Online course (Moodle)	4	460	19.0240
Online course (Moodle)	5	501	20.7196
Online course (Moodle)	6	340	14.0612
Tutorials that offer a certificate	1	129	5.5748
Tutorials that offer a certificate	2	333	14.3907
Tutorials that offer a certificate	3	322	13.9153
Tutorials that offer a certificate	4	308	13.3103
Tutorials that offer a certificate	5	490	21.1755
Tutorials that offer a certificate	6	732	31.6335
Videos	1	296	11.8400
Videos	2	599	23.9600
Videos	3	542	21.6800
Videos	4	401	16.0400
Videos	5	331	13.2400
Videos	6	331	13.2400

41. **Training 4: Where do you currently view state-produced training videos for CAASPP and ELPAC? (Select all that apply.)**

Table 8.A.28 Results for Training 4

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
YouTube.com	45	19	47	15	36	8	44	8
CAASPP website	225	96	192	60	445	98	355	61
ELPAC website	167	71	306	95	279	61	541	93
<b>Total Respondents</b>	<b>235</b>	<b>100</b>	<b>322</b>	<b>100</b>	<b>455</b>	<b>100</b>	<b>583</b>	<b>100</b>

**Table 8.A.28 Results for Training 4 (Continued)**

<b>Response</b>	<b>TA #</b>	<b>TA %</b>	<b>CAA #</b>	<b>CAA %</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
YouTube.com	126	11	18	11	75	6	258	9
CAASPP website	1,028	93	156	93	585	50	1,994	71
ELPAC website	385	35	37	22	1,056	90	1,722	61
<b>Total Respondents</b>	<b>1,109</b>	<b>100</b>	<b>168</b>	<b>100</b>	<b>1,170</b>	<b>100</b>	<b>2,820</b>	<b>100</b>

**42. Training 4: Other—Write In (Required): Where do you currently view state-produced training videos for CAASPP and ELPAC? (Select all that apply.)**

The vast majority of the more than 200 respondents who responded to this question stated that they viewed the state-produced training videos for CAASPP and ELPAC at their LEA- or school-based training meetings. The remaining respondents stated they accessed them online (e.g., LEA or other websites, YouTube, Moodle).

**43. Training 5: To which YouTube channels do you currently subscribe? (Select all that apply.)**

**Table 8.A.29 Results for Training 5**

<b>Response</b>	<b>DC #</b>	<b>DC %</b>	<b>EC #</b>	<b>EC %</b>	<b>SC #</b>	<b>SC %</b>	<b>ES #</b>	<b>ES %</b>
CAASPP	37	18	24	8	36	8	21	4
ELPAC	27	13	52	18	18	4	56	10
Combined CAASPP and ELPAC	32	15	36	12	19	4	40	7
CDE	42	20	55	19	34	8	38	6
Not applicable	149	71	204	70	388	86	488	83
<b>Total Respondents</b>	<b>211</b>	<b>100</b>	<b>291</b>	<b>100</b>	<b>450</b>	<b>100</b>	<b>585</b>	<b>100</b>

**Table 8.A.29 Results for Training 5 (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall	
							#	Overall %
CAASPP	89	7	23	14	36	3	186	6
ELPAC	30	3	3	2	115	10	205	7
Combined CAASPP and ELPAC	54	5	8	5	84	7	188	6
CDE	103	9	16	9	77	6	246	9
Not applicable	999	84	133	79	988	82	2,351	81
<b>Total Respondents</b>	<b>1,191</b>	<b>100</b>	<b>169</b>	<b>100</b>	<b>1,206</b>	<b>100</b>	<b>2,894</b>	<b>100</b>

44. Training 6: What other platforms do you use to communicate information about testing to others? (Select all that apply.)

**Table 8.A.30 Results for Training 6**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
Twitter	7	6	7	4	15	6	14	5
Facebook	10	8	7	4	24	9	22	8
LinkedIn	3	2	2	1	3	1	3	1
Student Information System	42	34	56	35	84	33	100	35
YouTube	4	3	4	3	9	4	10	3
Google Classroom	35	28	35	22	90	35	81	28
District Mass Communication System	90	73	112	71	174	68	192	66
<b>Total Respondents</b>	<b>123</b>	<b>100</b>	<b>158</b>	<b>100</b>	<b>257</b>	<b>100</b>	<b>289</b>	<b>100</b>



**Table 8.A.30 Results for Training 6 (Continued)**

<b>Response</b>	<b>TA #</b>	<b>TA %</b>	<b>CAA #</b>	<b>CAA %</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
Twitter	11	2	0	0	11	2	33	2
Facebook	25	4	3	4	21	4	65	5
LinkedIn	5	1	0	0	3	1	14	1
Student Information System	185	29	30	37	172	33	438	31
YouTube	23	4	1	1	12	2	46	3
Google Classroom	249	39	24	30	133	25	464	32
District Mass Communication System	430	67	52	64	363	69	973	68
<b>Total Respondents</b>	<b>646</b>	<b>100</b>	<b>81</b>	<b>100</b>	<b>525</b>	<b>100</b>	<b>1,432</b>	<b>100</b>

**45. Training 6: Other—Write In (Required): What other platforms do you use to communicate information about testing to others? (Select all that apply.)**

More than 200 respondents provided information about specific platforms they used to communicate about testing to others, including staff, students, parents, and other stakeholders. Respondents frequently highlighted face-to-face or in-person communication as their primary communication method; additionally, many respondents stated one or more of the following platforms were used: Blackboard, Class Dojo, emails (e.g., LEA bulletins, internal memos, newsletters, or letters to parents), Google Docs or Drive, Schoology, school websites, texting, and printed documents (e.g., flyers, mailed letters, handouts at staff meetings).

**46. Training 8: Which of the following ELPAC areas require additional training materials? (Select all that apply.)**

**Table 8.A.31 Results for Training 8**

Response	EC #	EC %	Overall #	Overall %
None—Training materials are adequate	112	36	112	36
Administration of the ELPAC	50	16	50	16
Alternate assessments	127	41	127	41
Domain exemptions	90	29	90	29
TOMS	48	15	48	15
Test administration policies and procedures	36	12	36	12
Test security	22	7	22	7
Security and Test Administration Incident Reporting System (STAIRS)	39	13	39	13
Ordering materials	31	10	31	10
Returning materials	33	11	33	11
Accommodations	106	34	106	34
<b>Total Respondents</b>	<b>312</b>	<b>100</b>	<b>312</b>	<b>100</b>

**47. Training 8: Other—Write In (Required): Which of the following ELPAC areas require additional training materials? (Select all that apply.)\***

**CAASPP and ELPAC Websites**

**48. CAASPP and ELPAC Websites 1: Would you prefer to have a new website that contains information for both CAASPP and ELPAC rather than two separate websites (CAASPP.org and ELPAC.org)?**

**Table 8.A.32 Results for CAASPP and ELPAC Websites 1**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
Yes	126	52	139	42	280	59	309	50
No	116	48	193	58	197	41	313	50
<b>Total Respondents</b>	<b>242</b>	<b>100</b>	<b>332</b>	<b>100</b>	<b>477</b>	<b>100</b>	<b>622</b>	<b>100</b>

**Table 8.A.32 Results for CAASPP and ELPAC Websites 1 (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
Yes	602	49	105	60	547	44	1,403	46
No	630	51	69	40	708	56	1,648	54
<b>Total Respondents</b>	<b>1,232</b>	<b>100</b>	<b>174</b>	<b>100</b>	<b>1,255</b>	<b>100</b>	<b>3,051</b>	<b>100</b>

49. **CAASPP and ELPAC Websites 2: Which of the following audiences do you typically refer to the CAASPP website or the ELPAC website? (Select all that apply.)**

**Table 8.A.33 Results for CAASPP and ELPAC Websites 2**

Response	DC #	DC %	EC #	EC %	Overall #	Overall %
Parents and guardians	78	32	124	37	151	36
Teachers (test administrators, test examiners)	220	91	296	89	370	89
Students	29	12	42	13	55	13
I do not refer these audiences to the websites	20	8	30	9	38	9
<b>Total Respondents</b>	<b>243</b>	<b>100</b>	<b>333</b>	<b>100</b>	<b>416</b>	<b>100</b>

50. **CAASPP and ELPAC Websites 4: What information should be provided on the website in order to test successfully?**

More than 800 respondents gave recommendations for information or resources that they would like to have on the CAASPP and ELPAC website to assist with successful testing. The most common feedback was to provide a condensed, clear, simple reference guide or checklist of step-by-step instructions for test administration procedures. Many respondents also requested more concrete examples to assist with preparation and training for test administration and scoring, including sample administrator scripts and visual aids such as pictures or video tutorials. Additionally, some respondents requested that the website provide a simple frequently asked questions (FAQs) or troubleshooting page, while others recommended simplifying the website and its various resources and materials to improve navigation, efficiency, user friendliness, and comprehensibility.

### Troubleshooting and Support: California Technical Assistance Center (CaITAC)

51. Troubleshooting and Support (CaITAC) 1: Did you contact CaITAC for support or to troubleshoot a particular problem?

**Table 8.A.34 Results for Troubleshooting and Support (CaITAC) 1**

Response	DC #	DC %	EC #	EC %	Overall #	Overall %
Yes	170	70	233	70	281	68
No	72	30	100	30	135	32
<b>Total Respondents</b>	<b>242</b>	<b>100</b>	<b>333</b>	<b>100</b>	<b>416</b>	<b>100</b>

52. Troubleshooting and Support (CaITAC) 1.1: Would you like the ability to leave a call-back number for CaITAC while keeping your place in line?

**Table 8.A.35 Results for Troubleshooting and Support (CaITAC) 1.1**

Response	DC #	DC %	EC #	EC %	Overall #	Overall %
Yes	127	78	178	78	213	78
No	36	22	49	22	59	22
<b>Total Respondents</b>	<b>163</b>	<b>100</b>	<b>227</b>	<b>100</b>	<b>272</b>	<b>100</b>

**53. Troubleshooting and Support (CaITAC) 2: How would you rate the support you received from CaITAC?**

**Table 8.A.36 Results for Troubleshooting and Support (CaITAC) 2**

Aud	N	1 = Extremely Dissatisfied (1) #		2 = Dissatisfied (2) #		3 = Neutral (3) #		4 = Satisfied (4) #		5 = Highly Satisfied (5) #		Average Score
		#	%	#	%	#	%	#	%	#	%	
OA	270	4	1	10	4	23	9	119	44	114	42	4.2
DC	161	3	2	3	2	17	11	68	42	70	43	4.2
EC	225	3	1	8	4	16	7	103	46	95	42	4.2

**54. Troubleshooting and Support (CaITAC) 3: What was your preferred method of contacting CaITAC?**

**Table 8.A.37 Results for Troubleshooting and Support (CaITAC) 3**

Response	DC #	DC %	EC #	EC %	Overall #	Overall %
Phone	94	57	139	61	162	59
Email	21	13	40	17	43	16
Chat	49	30	50	22	69	25
<b>Total Respondents</b>	<b>164</b>	<b>100</b>	<b>229</b>	<b>100</b>	<b>274</b>	<b>100</b>

**55. Troubleshooting and Support (CaITAC) 3a: How satisfied are you with the CaITAC phone service?**

**Table 8.A.38 Results for Troubleshooting and Support (CaITAC) 3a**

Aud	N	1 = Extremely Dissatisfied (1) #		2 = Dissatisfied (2) #		3 = Neutral (3) #		4 = Satisfied (4) #		5 = Highly Satisfied (5) #		Average Score
		#	%	#	%	#	%	#	%	#	%	
OA	161	2	1	4	2	17	11	72	45	66	41	4.2
DC	93	2	2	2	2	12	13	34	37	43	46	4.2
EC	138	1	1	2	1	14	10	63	46	58	42	4.3

**56. Troubleshooting and Support (CaITAC) 3a.1: What are some challenges you may have experienced with CaITAC phone service? (Select all that apply.)**

**Table 8.A.39 Results for Troubleshooting and Support (CaITAC) 3a.1**

Response	DC #	DC %	EC #	EC %	Overall #	Overall %
Unprofessional response	1	25	0	0	1	20
Inaccurate response	2	50	1	50	3	60
Inability to clearly convey information	3	75	1	50	4	80
Slowness in initial or continuing response	1	25	0	0	1	20
Wait time in queue	1	25	1	50	1	20
Disconnection	0	0	0	0	0	0
<b>Total Respondents</b>	<b>4</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>5</b>	<b>100</b>

- 57. **Troubleshooting and Support (CaITAC) 3a.1: Other—Write In (Required): [If you selected option 1 or 2 in the previous question] What are some challenges you may have experienced with the CaITAC phone service? (Select all that apply.)\***
- 58. **Troubleshooting and Support (CaITAC) 3a.2: What are some highlights of the CaITAC phone service you have noticed? (Select all that apply.)**

**Table 8.A.40 Results for Troubleshooting and Support (CaITAC) 3a.2**

Response	DC #	DC %	EC #	EC %	Overall #	Overall %
Accurate response	48	55	65	49	75	49
Overall speed of response	44	50	68	51	79	52
Ability to talk to a representative in real time	78	89	119	89	135	88
Ability to clearly convey information	47	53	75	56	84	55
<b>Total Respondents</b>	<b>88</b>	<b>100</b>	<b>133</b>	<b>100</b>	<b>153</b>	<b>100</b>

- 59. **Troubleshooting and Support (CaITAC) 3a.2: Other—Write In (Required): [If you selected options 1–3 in the previous question] What are some highlights of the CaITAC phone service you have noticed? (Select all that apply.)**

**60. Troubleshooting and Support (CaITAC) 3b: How satisfied are you with the CaITAC chat service?**

**Table 8.A.41 Results for Troubleshooting and Support (CaITAC) 3b**

Aud	N	1 = Extremely Dissatisfied (1) #		2 = Dissatisfied (2) #		3 = Neutral (3) #		4 = Satisfied (4) #		5 = Highly Satisfied (5) #		Average Score
		#	%	#	%	#	%	#	%	#	%	
OA	69	1	1	3	4	4	6	21	30	40	58	4.4
DC	49	0	0	0	0	4	8	17	35	28	57	4.5
EC	50	1	2	3	6	1	2	14	28	31	62	4.4

**61. Troubleshooting and Support (CaITAC) 3b.1: What are some challenges you may have experienced with the CaITAC chat service? (Select all that apply.)**

**Table 8.A.42 Results for Troubleshooting and Support (CaITAC) 3b.1**

Response	DC #	DC %	EC #	EC %	Overall #	Overall %
Unprofessional response	0	N/A	0	0	0	0
Inaccurate response	0	N/A	1	33	1	33
Inability to clearly convey information	0	N/A	1	33	1	33
Slowness in initial or continuing response	0	N/A	2	67	2	67
Wait time in queue	0	N/A	0	0	0	0
Disconnection	0	N/A	0	0	0	0
<b>Total Respondents</b>	<b>0</b>	<b>N/A</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>



- 62. **Troubleshooting and Support (CaITAC) 3b.1: Other—Write In (Required): [If you selected option 1 or 2 in the previous question] What are some challenges you may have experienced with the CaITAC chat service? (Select all that apply.)\***
- 63. **Troubleshooting and Support (CaITAC) 3b.2: What are some highlights of the CaITAC chat service you have noticed? (Select all that apply.)**

**Table 8.A.43 Results for Troubleshooting and Support (CaITAC) 3b.2**

Response	DC #	DC %	EC #	EC %	Overall #	Overall %
Accurate response	26	57	28	62	35	56
Overall speed of response	44	96	42	93	58	94
Ability to clearly convey information	24	52	22	49	33	53
Ability to send and receive hyperlinks or URLs	23	50	21	47	30	48
<b>Total Respondents</b>	<b>46</b>	<b>100</b>	<b>45</b>	<b>100</b>	<b>62</b>	<b>100</b>

- 64. **Troubleshooting and Support (CaITAC) 3b.2: Other—Write In (Required): [If you selected options 1–3 in the previous question] What are some highlights of the CaITAC chat service you have noticed? (Select all that apply.)\***

**65. Troubleshooting and Support (CaITAC) 3c: How satisfied are you with the CaITAC email service?**

**Table 8.A.44 Results for Troubleshooting and Support (CaITAC) 3c**

Aud	N	1 = Extremely Dissatisfied (1) #		2 = Dissatisfied (2) #		3 = Neutral (3) #		4 = Satisfied (4) #		5 = Highly Satisfied (5) #		Average Score
		#	%	#	%	#	%	#	%	#	%	
OA	42	0	0	2	5	5	12	25	60	10	24	4.0
DC	20	0	0	1	5	4	20	11	55	4	20	3.9
EC	39	0	0	2	5	3	8	24	62	10	26	4.1

**66. Troubleshooting and Support (CaITAC) 3c.1: What are some challenges you may have experienced with the CaITAC email service? (Select all that apply.)**

**Table 8.A.45 Results for Troubleshooting and Support (CaITAC) 3c.1**

Response	DC #	DC %	EC #	EC %	Overall #	Overall %
Unprofessional response	0	0	0	0	0	0
Inaccurate response	0	0	0	0	0	0
Inability to clearly convey information	1	100	1	50	1	50
Slowness in initial or continuing response	0	0	1	50	1	50
Wait time in queue	0	0	0	0	0	0
Disconnection	0	0	0	0	0	0
<b>Total Respondents</b>	<b>1</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>2</b>	<b>100</b>

- 67. **Troubleshooting and Support (CaITAC) 3c.1: Other—Write In (Required): [If you selected option 1 or 2 in the previous question] What are some challenges you may have experienced with the CaITAC email service? (Select all that apply.)\***
- 68. **Troubleshooting and Support (CaITAC) 3c.2: What are some highlights of the CaITAC email service you have noticed? (Select all that apply.)**

**Table 8.A.46 Results for Troubleshooting and Support (CaITAC) 3c.2**

Response	DC #	DC %	EC #	EC %	Overall #	Overall %
Accurate response	7	39	19	56	19	51
Overall speed of response	16	89	28	82	30	81
Ability to clearly convey information	10	56	18	53	19	51
Ability to send and receive hyperlinks or URLs	5	28	9	26	10	27
<b>Total Respondents</b>	<b>18</b>	<b>100</b>	<b>34</b>	<b>100</b>	<b>37</b>	<b>100</b>

- 69. **Troubleshooting and Support (CaITAC) 3c.2: Other—Write In (Required): [If you selected options 1–3 in the previous question] What are some highlights of the CaITAC email service you have noticed? (Select all that apply.)\***

**Test Operations Management System (TOMS)**

- 70. **TOMS 1: Did the improvements to TOMS make the application easier to use?**

**Table 8.A.47 Results for TOMS 1**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
Yes	213	90	297	91	401	87	536	89
No	24	10	28	9	61	13	67	11
<b>Total Respondents</b>	<b>237</b>	<b>100</b>	<b>325</b>	<b>100</b>	<b>462</b>	<b>100</b>	<b>603</b>	<b>100</b>

**Table 8.A.47 Results for TOMS 1 (Continued)**

<b>Response</b>	<b>TA #</b>	<b>TA %</b>	<b>CAA #</b>	<b>CAA %</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
Yes	916	78	127	77	1,023	85	2,417	83
No	252	22	39	23	187	15	501	17
<b>Total Respondents</b>	<b>1,168</b>	<b>100</b>	<b>166</b>	<b>100</b>	<b>1,210</b>	<b>100</b>	<b>2,918</b>	<b>100</b>

71. TOMS 2: How helpful was it to be able to configure users for all systems in a single application?

**Table 8.A.48 Results for TOMS 2**

<b>Aud</b>	<b>N</b>	<b>Very Helpful (4) #</b>	<b>%</b>	<b>Helpful (3) #</b>	<b>%</b>	<b>Somewhat Helpful (2) #</b>	<b>%</b>	<b>Not Helpful (1) #</b>	<b>%</b>	<b>Did Not Access #</b>	<b>%</b>	<b>Did Not Know This Resource Was Available #</b>	<b>%</b>	<b>Average Score</b>
OA	408	190	47	140	34	25	6	3	1	31	8	19	5	3.4
DC	238	124	52	82	34	14	6	0	0	11	5	7	3	3.5
EC	326	157	48	108	33	17	5	3	1	26	8	15	5	3.5

**72. TOMS 3: How helpful was it to be able to access all state assessment systems with a single username and password?**

**Table 8.A.49 Results for TOMS 3**

<b>Aud</b>	<b>N</b>	<b>Very Helpful (4) #</b>	<b>%</b>	<b>Helpful (3) #</b>	<b>%</b>	<b>Somewhat Helpful (2) #</b>	<b>%</b>	<b>Not Helpful (1) #</b>	<b>%</b>	<b>Did Not Access #</b>	<b>%</b>	<b>Did Not Know This Resource Was Available #</b>	<b>%</b>	<b>Average Score</b>
OA	3,028	1,804	60	760	25	145	5	33	1	187	6	99	3	3.6
DC	241	162	67	59	24	9	4	1	0	7	3	3	1	3.7
EC	330	212	64	83	25	8	2	3	1	19	6	5	2	3.6
SC	478	362	76	84	18	8	2	3	1	14	3	7	1	3.8
ES	620	473	76	104	17	20	3	5	1	13	2	5	1	3.7
TA	1,222	697	57	311	25	61	5	16	1	92	8	45	4	3.6
CAA	171	91	53	44	26	13	8	0	0	17	10	6	4	3.5
TE	1,249	758	61	309	25	64	5	12	1	67	5	39	3	3.6

**73. TOMS 4: What improvement(s) to TOMS would make managing test operations more efficient?**

Eighty respondents to this question provided various suggestions of improvements to TOMS that would make managing test operations more efficient, the most common of which were as follows:

- Allow more user roles to have similar access to TOMS functions or eliminate the need to select between roles so more staff can access it as needed
- Make it easier to access reports and specific tests (e.g., assist users in selecting the correct test) and allow for more customization of reports
- Improve clarity by simplifying the interface and providing a FAQs page; table of contents; guides to use and navigate TOMS, with examples; and troubleshooting pages (Additionally, some respondents specifically requested that users who have access to multiple school sites have a single logon to access information for all the school sites instead of having to log on to each school individually.)

**74. TOMS 5: What improvement(s) could be made to the Single Sign-On that would improve the efficiency of user access to and among assessment systems?\***

**75. TOMS 6: How are you utilizing the information provided in the *At-a-Glance* screen?**

When asked about how they utilized the *At-a-Glance* screen in TOMS, more than 300 respondents submitted written answers. Most commonly, respondents reported they used it to check or monitor test or test section completion status at the student or school-site level, and some noted it was helpful to check specific demographics and student data as well. Many respondents also specifically noted that this resource was helpful as a “quick” and “easy to use” reference and overview about test and testing-task completion, while others noted it was useful for training and information dissemination purposes to other staff or stakeholders.

**76. TOMS 7(a): How helpful do you find each of the following sections of the *At-a-Glance* screen in TOMS? (DC, EC)**

**Table 8.A.50 Results for TOMS 7(a)**

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>		<b>Helpful (3) #</b>		<b>Somewhat Helpful (2) #</b>		<b>Not Helpful (1) #</b>		<b>Did Not Access #</b>		<b>Did Not Know This Resource Was Available #</b>		<b>Average Score</b>
				%		%		%		%		%		%	
OA	Notifications Callout	377	78	21	127	34	43	11	8	2	79	21	42	11	3.1
OA	General Information	381	97	25	178	47	34	9	4	1	48	13	20	5	3.2
OA	To-Do List	383	94	25	128	33	35	9	7	2	81	21	38	10	3.2
OA	Student Counts Per Test	385	137	36	157	41	23	6	4	1	41	11	23	6	3.3
OA	Student Demographics	379	99	26	159	42	42	11	9	2	52	14	18	5	3.1
OA	Test Window	383	130	34	181	47	20	5	4	1	33	9	15	4	3.3
OA	Order: The Orders section is displayed only for ELPAC and includes information about the primary or supplemental orders that have been placed for the user's LEA.	380	101	27	154	41	29	8	3	1	67	18	26	7	3.2
OA	Test Status	391	177	45	141	36	16	4	2	1	43	11	12	3	3.5
OA	Score Reporting Status	389	168	43	143	37	17	4	1	0	47	12	13	3	3.5

Table 8.A.50 (continuation one)

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>		<b>Helpful (3) #</b>		<b>Somewhat Helpful (2) #</b>		<b>Not Helpful (1) #</b>		<b>Did Not Access #</b>		<b>Did Not Know This Resource Was Available #</b>		<b>Average Score</b>
				<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>	
OA	Test Status By Domain: The Test Status By Domain section displays the percentages of students who have started and completed the Summative ELPAC by domain.	383	157	41	132	34	19	5	2	1	61	16	12	3	3.4
OA	Score Reporting Status	384	159	41	135	35	13	3	4	1	59	15	14	4	3.4
OA	Test Status By Domain: The Test Status By Domain section displays the percentages of students who have started and completed the Summative ELPAC by domain.	376	153	41	133	35	19	5	1	0	58	15	12	3	3.4
DC	Notifications Callout	219	44	20	67	31	25	11	5	2	52	24	26	12	3.1
DC	General Information	221	56	25	100	45	25	11	2	1	27	12	11	5	3.1
DC	To-Do List	223	54	24	73	33	19	9	5	2	48	22	24	11	3.2
DC	Student Counts Per Test	223	82	37	87	39	15	7	2	1	24	11	13	6	3.3
DC	Student Demographics	222	57	26	93	42	26	12	6	3	31	14	9	4	3.1
DC	Test Window	222	79	36	103	46	14	6	1	0	16	7	9	4	3.3



Table 8.A.50 (continuation two)

Aud	Question	N	Very Helpful (4) #		Helpful (3) #		Somewhat Helpful (2) #		Not Helpful (1) #		Did Not Access #		Did Not Know This Resource Was Available #		Average Score
				%		%		%		%		%		%	
DC	Order: The Orders section is displayed only for ELPAC and includes information about the primary or supplemental orders that have been placed for the user's LEA.	221	56	25	85	38	14	6	0	0	47	21	19	9	3.3
DC	Test Status	226	106	47	74	33	8	4	1	0	29	13	8	4	3.5
DC	Score Reporting Status	226	100	44	79	35	10	4	1	0	29	13	7	3	3.5
DC	Test Status By Domain: The Test Status By Domain section displays the percentages of students who have started and completed the Summative ELPAC by domain.	221	90	41	68	31	10	5	1	0	43	19	9	4	3.5
DC	Score Reporting Status	221	94	43	73	33	7	3	3	1	36	16	8	4	3.5
DC	Test Status By Domain: The Test Status By Domain section displays the percentages of students who have started and completed the Summative ELPAC by domain.	217	86	40	69	32	9	4	0	0	44	20	9	4	3.5

Table 8.A.50 (continuation three)

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>		<b>Helpful (3) #</b>		<b>Somewhat Helpful (2) #</b>		<b>Not Helpful (1) #</b>		<b>Did Not Access #</b>		<b>Did Not Know This Resource Was Available #</b>		<b>Average Score</b>
				<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>	
EC	Notifications Callout	299	62	21	108	36	33	11	8	3	55	18	33	11	3.1
EC	General Information	302	77	25	146	48	25	8	3	1	35	12	16	5	3.2
EC	To-Do List	304	76	25	105	35	28	9	6	2	59	19	30	10	3.2
EC	Student Counts Per Test	307	111	36	133	43	17	6	2	1	26	8	18	6	3.3
EC	Student Demographics	300	77	26	128	43	35	12	8	3	38	13	14	5	3.1
EC	Test Window	304	100	33	149	49	15	5	4	1	24	8	12	4	3.3
EC	Order: The Orders section is displayed only for ELPAC and includes information about the primary or supplemental orders that have been placed for the user's LEA.	304	87	29	136	45	25	8	3	1	38	13	15	5	3.2
EC	Test Status	312	144	46	118	38	11	4	2	1	28	9	9	3	3.5
EC	Score Reporting Status	310	137	44	120	39	11	4	1	0	31	10	10	3	3.5

Table 8.A.50 (continuation four)

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>	<b>%</b>	<b>Helpful (3) #</b>	<b>%</b>	<b>Somewhat Helpful (2) #</b>	<b>%</b>	<b>Not Helpful (1) #</b>	<b>%</b>	<b>Did Not Access #</b>	<b>%</b>	<b>Did Not Know This Resource Was Available #</b>	<b>%</b>	<b>Average Score</b>
EC	Test Status By Domain: The Test Status By Domain section displays the percentages of students who have started and completed the Summative ELPAC by domain.	306	135	44	111	36	14	5	2	1	36	12	8	3	3.4
EC	Score Reporting Status	307	132	43	111	36	10	3	3	1	41	13	10	3	3.5
EC	Test Status By Domain: The Test Status By Domain section displays the percentages of students who have started and completed the Summative ELPAC by domain.	302	132	44	112	37	16	5	1	0	33	11	8	3	3.4

**77. TOMS 7(b): How helpful do you find each of the following sections of the *At-a-Glance* screen in TOMS? (SC, ES)**

**Table 8.A.51 Results for TOMS 7(b)**

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>	<b>%</b>	<b>Helpful (3) #</b>	<b>%</b>	<b>Somewhat Helpful (2) #</b>	<b>%</b>	<b>Not Helpful (1) #</b>	<b>%</b>	<b>Did Not Access #</b>	<b>%</b>	<b>Did Not Know This Resource Was Available #</b>	<b>%</b>	<b>Average Score</b>
OA	General Information	736	206	28	312	42	42	6	12	2	106	14	58	8	3.2
OA	Student Counts Per Test	736	204	28	255	35	45	6	13	2	148	20	71	10	3.3
OA	Student Demographics	735	154	21	266	36	86	12	20	3	138	19	71	10	3.1
OA	Test Status	738	291	39	231	31	36	5	10	1	111	15	59	8	3.4
OA	Test Status By Domain: The Test Status By Domain section displays the percentages of students who have started and completed the Summative ELPAC by domain.	732	280	38	214	29	35	5	10	1	129	18	64	9	3.4
SC	General Information	422	116	27	180	43	23	5	4	1	67	16	32	8	3.3
SC	Student Counts Per Test	422	112	27	148	35	24	6	5	1	97	23	36	9	3.3
SC	Student Demographics	423	86	20	153	36	52	12	9	2	87	21	36	9	3.1

Table 8.A.51 (continuation)

Aud	Question	N	Very Helpful (4) #		Helpful (3) #		Somewhat Helpful (2) #		Not Helpful (1) #		Did Not Access #		Did Not Know This Resource Was Available #		Average Score
				%		%		%		%		%		%	
SC	Test Status	426	161	38	129	30	20	5	4	1	81	19	31	7	3.4
SC	Test Status By Domain: The Test Status By Domain section displays the percentages of students who have started and completed the Summative ELPAC by domain.	421	149	35	122	29	17	4	4	1	96	23	33	8	3.4
ES	General Information	546	149	27	237	43	30	5	10	2	74	14	46	8	3.2
ES	Student Counts Per Test	544	154	28	192	35	32	6	11	2	99	18	56	10	3.3
ES	Student Demographics	545	115	21	206	38	58	11	16	3	94	17	56	10	3.1
ES	Test Status	546	222	41	176	32	26	5	8	1	67	12	47	9	3.4
ES	Test Status By Domain: The Test Status By Domain section displays the percentages of students who have started and completed the Summative ELPAC by domain.	543	219	40	165	30	24	4	8	1	77	14	50	9	3.4

**78. TOMS 8: What changes can be made to improve the usability and helpfulness of the *At-a-Glance* screen?**

More than 100 respondents provided written suggestions for changes to improve the *At-a-Glance* screen; however, there were more than 200 responses to this question, and nearly half of the respondents either stated that they liked the screen in

its current form or had no recommendations to provide. Among those with suggestions for improvement, the most frequent recommendations were to

- allow for more customization by user to meet the user’s specific needs (e.g., offer more filtering options like sorting by grade, student last name, teacher or class, or test completion status; offer the ability to run specific reports, add calendars, or remove data from the screen that is not of interest to the user; make it easier to switch between different schools’ data), and
- provide more frequent and timely updates so data stays current (e.g., some users noticed discrepancies in student test completion information which appeared to be due to delays in updating the data on the screen).

Additionally, many respondents requested that data be “clickable” and linked to further details on another screen or popup window (e.g., clicking on a graph to access the data directly, in particular data on specific students), while other respondents reported they were not familiar enough with the resource and requested more training (e.g., video tutorial) on its use and features or requested that more staff in different roles be granted access to the feature.

**79. TOMS 9: Did you use the Contextual Help or Page Instructions located in TOMS?**

**Table 8.A.52 Results for TOMS 9**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
Yes	58	25	65	21	52	11	69	11
No (Did not know this resource was available)	59	25	82	26	140	30	215	35
No (Did not access)	116	50	166	53	275	59	324	53
<b>Total Respondents</b>	<b>233</b>	<b>100</b>	<b>313</b>	<b>100</b>	<b>467</b>	<b>100</b>	<b>608</b>	<b>100</b>

**Table 8.A.52 Results for TOMS 9 (Continued)**

Response	TA #	TA %	CAA #	CAA %	TE #	TE %	Overall #	Overall %
Yes	241	20	37	22	299	24	631	21
No (Did not know this resource was available)	352	29	43	25	368	30	852	28
No (Did not access)	629	51	89	53	574	46	1,519	51
<b>Total Respondents</b>	<b>1,222</b>	<b>100</b>	<b>169</b>	<b>100</b>	<b>1,241</b>	<b>100</b>	<b>3,002</b>	<b>100</b>

**80. TOMS 10: How easy were the following features to use in TOMS?**

**Table 8.A.53 Results for TOMS 10**

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Easy (2) #</b>	<b>%</b>	<b>Difficult (1) #</b>	<b>%</b>	<b>Did Not Access #</b>	<b>%</b>	<b>Average Score</b>
OA	Select User Roles and Programs	2,926	1,818	62	177	6	931	32	1.9
OA	At-a-Glance	1,118	802	72	16	1	300	27	2.0
OA	Organizations	389	307	79	8	2	74	19	2.0
OA	Users	696	528	76	46	7	122	18	1.9
OA	Students	2,933	2,028	69	195	7	710	24	1.9
OA	Test Administrations (CAASPP)	226	195	86	7	3	24	11	2.0
OA	Orders (ELPAC)	308	235	76	17	6	56	18	1.9
OA	STAIRS/Appeals	1,119	393	35	47	4	679	61	1.9
OA	Resources	2,918	1,632	56	213	7	1,073	37	1.9
OA	Links	2,901	1,415	49	166	6	1,320	46	1.9
OA	Reports	2,911	1,355	47	410	14	1,146	39	1.8
DC	Select User Roles and Programs	227	183	81	21	9	23	10	1.9
DC	At-a-Glance	226	169	75	0	0	57	25	2.0
DC	Organizations	226	181	80	6	3	39	17	2.0
DC	Users	195	160	82	15	8	20	10	1.9
DC	Students	225	194	86	11	5	20	9	1.9
DC	Test Administrations (CAASPP)	226	195	86	7	3	24	11	2.0
DC	Orders (ELPAC)	146	117	80	7	5	22	15	1.9
DC	STAIRS/Appeals	228	124	54	6	3	98	43	2.0
DC	Resources	225	175	78	10	4	40	18	1.9
DC	Links	224	163	73	8	4	53	24	2.0
DC	Reports	224	164	73	31	14	29	13	1.8

Table 8.A.53 (continuation one)

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Easy (2) #</b>	<b>%</b>	<b>Difficult (1) #</b>	<b>%</b>	<b>Did Not Access #</b>	<b>%</b>	<b>Average Score</b>
EC	Select User Roles and Programs	310	245	79	33	11	32	10	1.9
EC	At-a-Glance	310	244	79	2	1	64	21	2.0
EC	Organizations	311	253	81	5	2	53	17	2.0
EC	Users	230	192	83	19	8	19	8	1.9
EC	Students	308	276	90	13	4	19	6	2.0
EC	Test Administrations (CAASPP)	147	133	90	4	3	10	7	2.0
EC	Orders (ELPAC)	308	235	76	17	6	56	18	1.9
EC	STAIRS/Appeals	310	159	51	23	7	128	41	1.9
EC	Resources	306	253	83	8	3	45	15	2.0
EC	Links	304	236	78	8	3	60	20	2.0
EC	Reports	306	236	77	45	15	25	8	1.8
SC	Select User Roles and Programs	460	347	75	22	5	91	20	1.9
SC	At-a-Glance	460	309	67	9	2	142	31	2.0
SC	Organizations	37	29	78	1	3	7	19	2.0
SC	Users	277	207	75	11	4	59	21	1.9
SC	Students	467	379	81	17	4	71	15	2.0
SC	Test Administrations (CAASPP)	31	27	87	1	3	3	10	2.0
SC	Orders (ELPAC)	28	19	68	1	4	8	29	2.0
SC	STAIRS/Appeals	465	144	31	16	3	305	66	1.9
SC	Resources	467	292	63	23	5	152	33	1.9
SC	Links	462	257	56	17	4	188	41	1.9
SC	Reports	465	292	63	47	10	126	27	1.9
ES	Select User Roles and Programs	598	465	78	27	5	106	18	1.9
ES	At-a-Glance	595	423	71	11	2	161	27	2.0
ES	Organizations	58	43	74	2	3	13	22	2.0
ES	Users	266	202	76	15	6	49	18	1.9
ES	Students	604	514	85	21	3	69	11	2.0
ES	Test Administrations (CAASPP)	25	23	92	0	0	2	8	2.0



Table 8.A.53 (continuation two)

Aud	Question	N	Easy (2) #	%	Difficult (1)		Did Not Access #		Average Score
					#	%	#	%	
ES	Orders (ELPAC)	51	38	75	2	4	11	22	2.0
ES	STAIRS/Appeals	594	164	28	20	3	410	69	1.9
ES	Resources	604	410	68	26	4	168	28	1.9
ES	Links	597	355	59	19	3	223	37	1.9
ES	Reports	601	395	66	71	12	135	22	1.8
TA	Select User Roles and Programs	1,191	627	53	79	7	485	41	1.9
TA	At-a-Glance	179	126	70	1	1	52	29	2.0
TA	Organizations	33	25	76	0	0	8	24	2.0
TA	Users	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TA	Students	1,191	716	60	102	9	373	31	1.9
TA	Test Administrations (CAASPP)	23	21	91	0	0	2	9	2.0
TA	Orders (ELPAC)	28	17	61	0	0	11	39	2.0
TA	STAIRS/Appeals	180	58	32	3	2	119	66	2.0
TA	Resources	1,185	571	48	116	10	498	42	1.8
TA	Links	1,178	467	40	88	7	623	53	1.8
TA	Reports	1,184	448	38	220	19	516	44	1.7
CAA	Select User Roles and Programs	169	90	53	11	7	68	40	1.9
CAA	At-a-Glance	19	11	58	0	0	8	42	2.0
CAA	Organizations	6	2	33	1	17	3	50	1.7
CAA	Users	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CAA	Students	168	99	59	12	7	57	34	1.9
CAA	Test Administrations (CAASPP)	5	4	80	0	0	1	20	2.0
CAA	Orders (ELPAC)	4	3	75	0	0	1	25	2.0
CAA	STAIRS/Appeals	19	5	26	1	5	13	68	1.8
CAA	Resources	167	80	48	14	8	73	44	1.9
CAA	Links	167	71	43	8	5	88	53	1.9
CAA	Reports	168	44	26	18	11	106	63	1.7

Table 8.A.53 (continuation three)

Aud	Question	N	Easy (2) #	%	Difficult (1) #	%	Did Not Access #	%	Average Score
TE	Select User Roles and Programs	1,211	796	66	61	5	354	29	1.9
TE	At-a-Glance	354	262	74	2	1	90	25	2.0
TE	Organizations	77	59	77	0	0	18	23	2.0
TE	Users	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TE	Students	1,210	899	74	69	6	242	20	1.9
TE	Test Administrations (CAASPP)	28	23	82	1	4	4	14	2.0
TE	Orders (ELPAC)	74	52	70	3	4	19	26	1.9
TE	STAIRS/Appeals	355	95	27	15	4	245	69	1.9
TE	Resources	1,208	698	58	84	7	426	35	1.9
TE	Links	1,198	598	50	60	5	540	45	1.9
TE	Reports	1,200	545	45	147	12	508	42	1.8

**81. TOMS 10.1: Please describe what was challenging about the feature(s) as well as suggestions for improvement.**

More than 400 respondents provided written responses to describe what they found challenging about TOMS and suggest improvements. The vast majority of respondents noted that they found TOMS complicated and time consuming to use (e.g., in terms of both navigation and functionality, in particular entering data or accessing reports which were difficult to find and sometimes did not generate properly). Additionally, many felt that TOMS contains excessive information with too many tabs and steps to accomplish tasks, which generally makes the features difficult or confusing to navigate and use. Some respondents also noted specifically that they had recurring issues with logging on and passwords, while others stated it was cumbersome to have to access two different sites (CAASPP and ELPAC) and use two computing devices during test administration, which they found very challenging and complicated.

In light of these challenges, the significant majority of respondents who made recommendations requested that TOMS be reorganized and simplified to make it more streamlined and efficient to use (e.g., a “clean,” very simple interface with fewer steps to access needed features or accomplish each task). Some additional specific suggestions were to improve and simplify the logon process, simplify the scoring and data-entry process during testing, and improve the data reporting feature by making it more user friendly, customizable, and consistently functional. Other respondents also requested that basic navigation instructions or a “quick guide” be provided to make it easier to access student data, reports, and other site features or resources.

## Reporting

- 82. Reporting 1: The CDE released the performance trend charts for the first time for the 2018–2019 administration. The performance trend charts were static for the 2018–2019 administration. How did you use this and what did you find helpful?\***
- 83. Reporting 2: If there was a feature where the user could generate performance trends from the CDE website, what kinds of fields or features would you like to have?**

Fifty respondents provided information on features or fields they would like to have available on the CDE website for performance trend data analysis purposes. The vast majority of respondents recommended one or more of the following features or specific fields:

- Increase the types of subgroups available for performance trend analysis and comparison (e.g., school site, county or LEA, performance or scores in specific domains, English learner status or proficiency level, ethnicity, accommodations, grade level, risk factors, and other key demographics) and specifically to allow more of the subgroups to be selected by the user for comparison at the same time or on the same chart
  - Track change or progress over time to be able to compare by year or semester on school, individual, and specific cohort levels
- 84. Reporting 3: Would it be helpful to make the student results file smaller by moving the student accessibility resource fields into a separate file?**

**Table 8.A.54 Results for Reporting 3**

<b>Response</b>	<b>DC #</b>	<b>DC %</b>	<b>EC #</b>	<b>EC %</b>	<b>Overall #</b>	<b>Overall %</b>
Yes	152	72	206	74	252	73
No	60	28	72	26	95	27
<b>Total Respondents</b>	<b>212</b>	<b>100</b>	<b>278</b>	<b>100</b>	<b>347</b>	<b>100</b>

**85. Reporting 4: Do you use the Access Database “shell” provided on the PWR research file page in conjunction with the research files?**

**Table 8.A.55 Results for Reporting 4**

<b>Response</b>	<b>DC #</b>	<b>DC %</b>	<b>EC #</b>	<b>EC %</b>	<b>Overall #</b>	<b>Overall %</b>
Yes	31	14	32	11	44	12
No	186	86	257	89	318	88
<b>Total Respondents</b>	<b>217</b>	<b>100</b>	<b>289</b>	<b>100</b>	<b>362</b>	<b>100</b>

## Test Administration Experience

86. **Test Administration Experience 1: The Test Administrator Interface was enhanced to provide administrators and examiners with more information about the students testing in their test session. How helpful did you find these features in monitoring student progress through the test?**

**Table 8.A.56 Results for Test Administration Experience 1**

Aud	Question	N	Very Helpful (4) #	%	Helpful (3) #	%	Somewhat Helpful (2) #	%	Not Helpful (1) #	%	Did Not Access #	%	Did Not Know This Resource Was Available #	%	Average Score
OA	<b>Test:</b> This column indicates the test and segment students are currently taking.	779	432	55	267	34	30	4	2	0	37	5	11	1	3.5
OA	<b>Progress:</b> The blue progress bar shows the students' progression through the test.	783	480	61	239	31	20	3	4	1	31	4	9	1	3.6
OA	<b>Test Status:</b> This column indicates whether students' tests are approved, started, paused, or completed.	780	494	63	229	29	18	2	7	1	28	4	4	1	3.6
OA	<b>Test Settings:</b> This column allows test administrators and test examiners the ability to view the test settings for each student by selecting the "eye" icon.	782	346	44	248	32	27	3	5	1	112	14	44	6	3.5

Table 8.A.56 (continuation one)

Aud	Question	N	Very Helpful (4) #	%	Helpful (3) #	%	Somewhat Helpful (2) #	%	Not Helpful (1) #	%	Did Not Access #	%	Did Not Know This Resource Was Available #	%	Average Score
OA	<b>Actions:</b> This column allows test administrators or test examiners to pause students' tests.	782	407	52	272	35	24	3	3	0	61	8	15	2	3.5
OA	<b>Potential Issues:</b> If students' tests have been idle, are abnormally disconnected from a session, or have pending requests for print-on-demand, the Test Administrator Interface will separate each test into a "tests with potential issues" section.	773	261	34	209	27	25	3	6	1	175	23	97	13	3.4
CAA	<b>Test:</b> This column indicates the test and segment students are currently taking.	24	10	42	9	38	2	8	0	0	3	13	0	0	3.4
CAA	<b>Progress:</b> The blue progress bar shows the students' progression through the test.	25	11	44	9	36	2	8	0	0	2	8	1	4	3.4
CAA	<b>Test Status:</b> This column indicates whether students' tests are approved, started, paused, or completed.	25	11	44	11	44	1	4	0	0	2	8	0	0	3.4

Table 8.A.56 (continuation two)

Aud	Question	N	Very Helpful (4) #		Helpful (3) #		Somewhat Helpful (2) #		Not Helpful (1) #		Did Not Access #		Did Not Know This Resource Was Available #		Average Score
				%		%		%		%		%		%	
CAA	<b>Test Settings:</b> This column allows test administrators and test examiners the ability to view the test settings for each student by selecting the “eye” icon.	25	8	32	9	36	1	4	0	0	6	24	1	4	3.4
CAA	<b>Actions:</b> This column allows test administrators or test examiners to pause students’ tests.	25	10	40	8	32	3	12	0	0	4	16	0	0	3.3
CAA	<b>Potential Issues:</b> If students’ tests have been idle, are abnormally disconnected from a session, or have pending requests for print-on-demand, the Test Administrator Interface will separate each test into a “tests with potential issues” section.	25	7	28	7	28	1	4	0	0	6	24	4	16	3.4
TE	<b>Test:</b> This column indicates the test and segment students are currently taking.	768	429	56	261	34	29	4	2	0	36	5	11	1	3.5
TE	<b>Progress:</b> The blue progress bar shows the students’ progression through the test.	771	476	62	234	30	18	2	4	1	31	4	8	1	3.6

Table 8.A.56 (continuation three)

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>	<b>%</b>	<b>Helpful (3) #</b>	<b>%</b>	<b>Somewhat Helpful (2) #</b>	<b>%</b>	<b>Not Helpful (1) #</b>	<b>%</b>	<b>Did Not Access #</b>	<b>%</b>	<b>Did Not Know This Resource Was Available #</b>	<b>%</b>	<b>Average Score</b>
TE	<b>Test Status:</b> This column indicates whether students’ tests are approved, started, paused, or completed.	768	489	64	223	29	17	2	7	1	28	4	4	1	3.6
TE	<b>Test Settings:</b> This column allows test administrators and test examiners the ability to view the test settings for each student by selecting the “eye” icon.	770	344	45	244	32	26	3	5	1	108	14	43	6	3.5
TE	<b>Actions:</b> This column allows test administrators or test examiners to pause students’ tests.	770	403	52	268	35	22	3	3	0	59	8	15	2	3.5
TE	<b>Potential Issues:</b> If students’ tests have been idle, are abnormally disconnected from a session, or have pending requests for print-on-demand, the Test Administrator Interface will separate each test into a “tests with potential issues” section.	761	260	34	206	27	24	3	6	1	172	23	93	12	3.5



**87. Test Administration Experience 1.1: [If you answered “Somewhat helpful” or “Not helpful” to question 1] How could the Test Administrator Interface be improved?\***

**88. Test Administration Experience 2: Were there any consistent issues that slowed, delayed, or impeded testing?**

When asked about whether they had any common issues that slowed, delayed, or impeded testing, more than 250 respondents provided some information about the challenges they experienced. The majority noted, in order of frequency, issues with technology, administration logistics, and test design, particularly with the Summative ELPAC:

- 1) **Technology:** Most commonly, respondents reported problems with internet connectivity and speed or with the logon process (e.g., stated the logon process was too time consuming, required multiple attempts, did not always work, or that students were frequently logged off, primarily during breaks but also for unknown reasons at times). Specifically, many respondents reported issues with the timer being too short when students needed to pause the test for a break, and the respondents requested a longer pause capability and that the test would resume at the same spot within the test to save valuable time). Less commonly, respondents mentioned specific computers or devices like headsets did not always function properly, which delayed and complicated test access, but noted this was a local site issue.
- 2) **Administration:** Some respondents reported challenges with the recording of the Summative ELPAC Speaking domain, or input of scores in the DEI, and stated the process was too time consuming. Others noted logistical difficulties with testing in groups (e.g., when students finished at significantly different rates but had to remain in the classroom to wait quietly, or the logon process taking too much time from testing when administering to a group) or with one-to-one testing (e.g., too time consuming or complicated for various reasons, including some respondents needing to use three devices that had to be working correctly to administer the test).
- 3) **Test design:** Many respondents reported that they felt the test was too long overall, particularly for students in younger grade levels like kindergarten through grade three, which led to excessive student frustration or difficulty keeping students on task. Additionally, some respondents noted challenges with the layout of questions within the test interface that delayed or impeded test taking due to user confusion (e.g., placement of the **[Next]** button was hard for students to find, or students had to scroll too much or were overwhelmed by too much text on some screens). Additionally, some respondents requested that the test allow longer recording times for students providing their responses in the Summative ELPAC Speaking domain.

**89. Test Administration Experience 3: How often did you experience issues with any of the following aspects of the computer-based administration of the online assessments?**

**Table 8.A.57 Results for Test Administration Experience 3**

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Always (3) #</b>	<b>%</b>	<b>Sometimes (2) #</b>	<b>%</b>	<b>Never (1) #</b>	<b>%</b>	<b>Did Not Access #</b>	<b>%</b>	<b>Average Score</b>
OA	Logging on to TOMS	781	28	4	345	44	396	51	12	2	1.5
OA	Setting up student test settings for accessibility resources (accommodations and designated supports) in TOMS	783	17	2	220	28	317	40	229	29	1.5
OA	Using the Test Administrator Interface	780	20	3	228	29	484	62	48	6	1.4
OA	Students logging on to the test delivery system (TDS)	782	33	4	366	47	333	43	50	6	1.6
OA	Creating a Test Session	778	19	2	166	21	558	72	35	4	1.3
OA	Monitoring student testing	779	23	3	113	15	613	79	30	4	1.2
OA	Pausing or ending a Test Session	775	19	2	172	22	566	73	18	2	1.3
OA	Network connectivity within the TDS	775	30	4	371	48	324	42	50	6	1.6
CAA	Logging on to TOMS	26	1	4	9	35	15	58	1	4	1.4
CAA	Setting up student test settings for accessibility resources (accommodations and designated supports) in TOMS	26	0	0	9	35	16	62	1	4	1.4
CAA	Using the Test Administrator Interface	25	0	0	7	28	16	64	2	8	1.3
CAA	Students logging on to the TDS	25	2	8	4	16	15	60	4	16	1.4
CAA	Creating a Test Session	25	1	4	5	20	17	68	2	8	1.3
CAA	Monitoring student testing	25	1	4	6	24	15	60	3	12	1.4
CAA	Pausing or ending a Test Session	25	2	8	6	24	14	56	3	12	1.5
CAA	Network connectivity within the TDS	25	1	4	5	20	16	64	3	12	1.3

Table 8.A.57 (continuation)

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Always (3) #</b>	<b>%</b>	<b>Sometimes (2) #</b>	<b>%</b>	<b>Never (1) #</b>	<b>%</b>	<b>Did Not Access #</b>	<b>%</b>	<b>Average Score</b>
TE	Logging on to TOMS	769	27	4	340	44	391	51	11	1	1.5
TE	Setting up student test settings for accessibility resources (accommodations and designated supports) in TOMS	771	17	2	216	28	310	40	228	30	1.5
TE	Using the Test Administrator Interface	768	20	3	225	29	476	62	47	6	1.4
TE	Students logging on to the TDS	770	32	4	364	47	326	42	48	6	1.6
TE	Creating a Test Session	766	19	2	162	21	550	72	35	5	1.3
TE	Monitoring student testing	767	23	3	110	14	605	79	29	4	1.2
TE	Pausing or ending a Test Session	763	19	2	169	22	558	73	17	2	1.3
TE	Network connectivity within the TDS	763	30	4	368	48	316	41	49	6	1.6

**Security and Test Administration Incident Reporting System (STAIRS) and Appeals**

**90. STAIRS and Appeals 1: Did you submit a STAIRS form during the 2019–2020 administration?**

**Table 8.A.58 Results for STAIRS and Appeals 1**

<b>Response</b>	<b>DC #</b>	<b>DC %</b>	<b>EC #</b>	<b>EC %</b>	<b>SC #</b>	<b>SC %</b>	<b>ES #</b>	<b>ES %</b>	<b>Overall #</b>	<b>Overall %</b>
Yes	58	24	119	36	34	7	67	11	189	16
No	182	76	209	64	442	93	548	89	977	84
<b>Total Respondents</b>	<b>240</b>	<b>100</b>	<b>328</b>	<b>100</b>	<b>476</b>	<b>100</b>	<b>615</b>	<b>100</b>	<b>1,166</b>	<b>100</b>

- 91. **STAIRS and Appeals 2: On the *At-a-Glance* screen, there are STAIRS notifications on the to-do list that notify the LEA about any STAIRS case(s) that are in “Draft” status and are awaiting submission. What other STAIRS notifications would you like to be available in TOMS?\***
- 92. **STAIRS and Appeals 3: Do the testing issue descriptions available in STAIRS include all possible scenarios for that testing issue?**

**Table 8.A.59 Results for STAIRS and Appeals 3**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %	Overall #	Overall %
Yes	45	78	75	65	22	67	44	69	125	68
No	13	22	41	35	11	33	20	31	59	32
<b>Total Respondents</b>	<b>58</b>	<b>100</b>	<b>116</b>	<b>100</b>	<b>33</b>	<b>100</b>	<b>64</b>	<b>100</b>	<b>184</b>	<b>100</b>

- 93. **STAIRS and Appeals 3.1: [If you answered “No” to question 3] What additional testing issue descriptions do you think should be included under STAIRS?\***
- 94. **STAIRS and Appeals 4: Are STAIRS email notifications providing all relevant information and further steps of actions required to be taken?**

**Table 8.A.60 Results for STAIRS and Appeals 4**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %	Overall #	Overall %
Yes	56	97	104	92	30	91	57	90	167	93
No	2	3	9	8	3	9	6	10	13	7
<b>Total Respondents</b>	<b>58</b>	<b>100</b>	<b>113</b>	<b>100</b>	<b>33</b>	<b>100</b>	<b>63</b>	<b>100</b>	<b>180</b>	<b>100</b>

- 95. **STAIRS and Appeals 4.1: [If you answered “No” to question 4] What additional information would be needed in the STAIRS email notifications?\***

**96. STAIRS and Appeals 5: Were navigation instructions, file upload options, reports, and directional texts easy to understand?**

**Table 8.A.61 Results for STAIRS and Appeals 5**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %	Overall #	Overall %
Yes	55	95	104	92	32	94	59	94	169	94
No	3	5	9	8	2	6	4	6	11	6
<b>Total Respondents</b>	<b>58</b>	<b>100</b>	<b>113</b>	<b>100</b>	<b>34</b>	<b>100</b>	<b>63</b>	<b>100</b>	<b>180</b>	<b>100</b>

**97. STAIRS and Appeals 5.1: [If you answered “No” to question 5] How could the navigation instructions, file upload options, reports, and directional text be improved?\***

**98. STAIRS and Appeals 6: Was the STAIRS process for ELPAC an improvement from submitting the irregularity report?**

**Table 8.A.62 Results for STAIRS and Appeals 6**

Response	EC #	EC %	ES #	ES %	Overall #	Overall %
Yes	98	92	54	92	145	92
No	8	8	5	8	13	8
<b>Total Respondents</b>	<b>106</b>	<b>100</b>	<b>59</b>	<b>100</b>	<b>158</b>	<b>100</b>

**99. STAIRS and Appeals 6.1: What features did you like about the new STAIRS process for ELPAC?**

When asked about which features they liked about the new STAIRS process for ELPAC, more than 50 respondents provided a written answer. Nearly all respondents stated that they liked that it was “easier” to use or simpler and clearer (e.g., step-by-step process) when compared to previous versions. Many others noted they liked that it was a similar process to the version for CAASPP, and some noted they appreciated the quick resolutions or feedback after submitting issues.

**100. STAIRS and Appeals 6.2: [If you answered “No” to question 6] What improvements do you suggest to the STAIRS process for ELPAC?\***

## Initial ELPAC

- 101. Initial ELPAC 1: Do you anticipate encountering challenges in getting Statewide Student Identifiers (SSIDs) for newly enrolled students taking the Initial ELPAC?**

**Table 8.A.63 Results for Initial ELPAC 1**

Response	EC #	EC %	Overall #	Overall %
Yes	95	34	95	34
No	188	66	188	66
<b>Total Respondents</b>	<b>283</b>	<b>100</b>	<b>283</b>	<b>100</b>

- 102. Initial ELPAC 1.1: What challenges do you anticipate in getting SSIDs for newly enrolled students taking the Initial ELPAC?**

Nearly 90 respondents provided information on challenges they anticipated with getting newly enrolled students SSIDs for the Initial ELPAC, and the vast majority of these noted time concerns as the most common issue. Specifically, respondents noted past experience with delays in receiving or having SSIDs assigned and reported that it has often been difficult to get the SSIDs to new students in time to meet the testing window of 30 days. Some respondents also expected challenges in the upcoming school year related to uncertainty about student attendance or other uncertain enrollment factors, such as those due to coronavirus disease 2019 (COVID-19). Additionally, some respondents reported complications or delays due to challenges coordinating with the California Longitudinal Pupil Achievement Data System (CALPADS), including time constraints of staff assigned to creating SSIDs at the beginning of the school year and accuracy issues with student data in CALPADS.

- 103. Initial ELPAC 2: Was your LEA part of the Rotating Score Validation Process group that was required to send their materials back to ETS for scoring?**

**Table 8.A.64 Results for Initial ELPAC 2**

Response	EC #	EC %	Overall #	Overall %
Yes	44	16	44	16
No	234	84	234	84
<b>Total Respondents</b>	<b>278</b>	<b>100</b>	<b>278</b>	<b>100</b>

**104. Initial ELPAC 2.1: If there was a secure way to capture and submit student responses electronically, would you use this functionality?**

**Table 8.A.65 Results for Initial ELPAC 2.1**

Response	EC #	EC %	Overall #	Overall %
Yes	38	95	38	95
No	2	5	2	5
<b>Total Respondents</b>	<b>40</b>	<b>100</b>	<b>40</b>	<b>100</b>

**105. Initial ELPAC 2.2: How did your LEA use the Comparison Report? (Select all that apply.)**

**Table 8.A.66 Results for Initial ELPAC 2.2**

Response	EC #	EC %	Overall #	Overall %
Inform training	17	46	17	46
Improve scoring process and practice scoring	15	41	15	41
Professional development	11	30	11	30
Make corrections	9	24	9	24
Validated local calibration	15	41	15	41
Identify data entry errors	9	24	9	24
Evidence to support students' English Language Acquisition Status assignment	6	16	6	16
Assess accuracy of scores	12	32	12	32
Unsure of how to use the Comparison Report	10	27	10	27
<b>Total Respondents</b>	<b>37</b>	<b>100</b>	<b>37</b>	<b>100</b>

**106. Initial ELPAC 2.2: Other—Write In (Required): [If you answered “Yes” to the previous question 2.1] How did your LEA use the Comparison Report? (Select all that apply.)\***

## Summative ELPAC

### Preadministration of the Summative ELPAC

107. **Summative ELPAC 1: Did you use the new online Summative ELPAC training tests with your student(s)?**

**Table 8.A.67 Results for Summative ELPAC 1**

<b>Response</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
Yes	626	62	627	62
No	390	38	390	38
<b>Total Respondents</b>	<b>1,016</b>	<b>100</b>	<b>1,017</b>	<b>100</b>

108. **Summative ELPAC 2: Did you use the new online Summative ELPAC practice tests with your student(s)?**

**Table 8.A.68 Results for Summative ELPAC 2**

<b>Response</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
Yes	597	59	598	59
No	417	41	417	41
<b>Total Respondents</b>	<b>1,014</b>	<b>100</b>	<b>1,015</b>	<b>100</b>



**109. Summative ELPAC 3: What was your reason for not using the ELPAC practice and training tests with your student(s)? (Select all that apply.)**

**Table 8.A.69 Results for Summative ELPAC 3**

Response	EC #	EC %	Overall #	Overall %
Did not know they were available	2	9	70	23
Did not find this information relevant	3	14	16	5
Difficult to use	1	5	16	5
Was not available in a timely manner	2	9	53	17
Time constraints	15	68	213	69
<b>Total Respondents</b>	<b>22</b>	<b>100</b>	<b>310</b>	<b>100</b>

**110. Summative ELPAC 3: Other—Write In (Required): What was your reason for not using the ELPAC practice and training tests with your student(s)? (Select all that apply.)**

The vast majority of the more than 200 respondents who answered this question stated that they did not use the ELPAC practice tests with students this year because they did not end up doing testing due to the COVID-19 pandemic that resulted in school closure. The second most common response was from respondents in roles other than classroom teachers, who stated either that they did not personally use the practice tests because that was outside the scope of their role or specified that it was classroom teachers at their school who would have used the practice tests.

**111. Summative ELPAC 4: How helpful were the practice and training tests in preparing you to administer the Summative ELPAC?**

**Table 8.A.70 Results for Summative ELPAC 4**

Aud	N	Very Helpful (4) #	%	Helpful (3) #	%	Somewhat Helpful (2) #	%	Not Helpful (1) #	%	Average Score
OA	674	331	49	280	42	51	8	12	2	3.4
TE	674	331	49	280	42	51	8	12	2	3.4

- 112. **Summative ELPAC 4.1:** [If you answered “Somewhat helpful” or “Not helpful” to question 4] What improvements could be made to the practice and training tests?\*
- 113. **Summative ELPAC 5:** How helpful did you find the practice and training test resources?

**Table 8.A.71 Results for Summative ELPAC 5**

<b>Aud</b>	<b>N</b>	<b>Very Helpful (4) #</b>		<b>Helpful (3) #</b>		<b>Somewhat Helpful (2) #</b>		<b>Not Helpful (1) #</b>		<b>Did Not Access #</b>		<b>Did Not Know This Resource Was Available #</b>		<b>Average Score</b>
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	
OA	1,000	328	33	370	37	82	8	8	1	174	17	38	4	3.3
TE	1,000	328	33	370	37	82	8	8	1	174	17	38	4	3.3

- 114. **Summative ELPAC 5.1:** [If you answered “Somewhat helpful” or “Not helpful” to question 5] What improvements could be made to the practice and training test resources?\*

**115. Summative ELPAC 6: Was the information in the following DFAs clear?**

**Table 8.A.72 Results for Summative ELPAC 6**

Aud	Question	N	Very Clear (4) #		Clear (3) #		Somewhat Clear (2) #		Not Clear (1) #		Not Applicable #		Average Score
			#	%	#	%	#	%	#	%	#	%	
OA	Kindergarten Listening, Speaking, Reading, and Writing DFAs	906	231	25	243	27	56	6	7	1	369	41	3.3
OA	Grade One Listening, Speaking, Reading, and Writing DFAs	886	214	24	234	26	51	6	6	1	381	43	3.3
OA	Grade Two Listening, Speaking, Reading, and Writing DFAs	887	223	25	239	27	46	5	6	1	373	42	3.3
OA	Grades 3–12 Listening, Reading, and Writing DFAs	893	304	34	338	38	60	7	9	1	182	20	3.3
OA	Grades 3–5 Speaking DFAs	903	243	27	279	31	57	6	7	1	317	35	3.3
OA	Grades 6–8 Speaking DFAs	885	205	23	235	27	41	5	5	1	399	45	3.3
OA	Grades 9–10 Speaking DFAs	844	133	16	173	20	34	4	7	1	497	59	3.2
OA	Grades 11–12 Speaking DFAs	839	132	16	174	21	32	4	7	1	494	59	3.2

Table 8.A.72 (continuation)

Aud	Question	N	Very Clear (4) #		Clear (3) #		Somewhat Clear (2) #		Not Clear (1) #		Not Applicable #		Average Score
				%		%		%		%		%	
TE	Kindergarten Listening, Speaking, Reading, and Writing DFAs	906	231	25	243	27	56	6	7	1	369	41	3.3
TE	Grade One Listening, Speaking, Reading, and Writing DFAs	886	214	24	234	26	51	6	6	1	381	43	3.3
TE	Grade Two Listening, Speaking, Reading, and Writing DFAs	887	223	25	239	27	46	5	6	1	373	42	3.3
TE	Grade Levels 3–12 Listening, Reading, and Writing DFAs	893	304	34	338	38	60	7	9	1	182	20	3.3
TE	Grades 3–5 Speaking DFAs	903	243	27	279	31	57	6	7	1	317	35	3.3
TE	Grades 6–8 Speaking DFAs	885	205	23	235	27	41	5	5	1	399	45	3.3
TE	Grades 9–10 Speaking DFAs	844	133	16	173	20	34	4	7	1	497	59	3.2
TE	Grades 11–12 Speaking DFAs	839	132	16	174	21	32	4	7	1	494	59	3.2

**116. Summative ELPAC 7: What improvements could be made to the *DFAs*? This will help us improve future versions of the *DFA*.**

Although some respondents to this question reported the *DFAs* were effective in their current form and did not have any recommendations to provide, more than 250 respondents did suggest specific improvements to the *DFAs*. The majority made one or more of the following recommendations:

- Improve clarity and simplicity of *DFA* directions (e.g., provide concise, simplified, step-by-step directions about what to do and say, with bullets, bolded text, color coding, images, and other visual aids to assist ease of comprehension and efficiency). Additionally, some respondents specifically requested more test stopping points and options based on student performance and needs during testing, as well as more visually apparent stopping points within the *DFA*.
- Reorganize the *DFA* directions to be more succinct (e.g., avoid unnecessary repetition), linear, and clearly grouped according to testing stage (i.e., before, during, or after testing), section or subject (e.g., Speaking, Reading, Writing), and grade level. A number of respondents noted they had to “skip pages” or “jump around” within the *DFA* too often during testing, which they found cumbersome. While many respondents noted they appreciated being able to print out the *DFAs* to use a paper copy during administration, others stated a preference to make digital access easier by embedding the *DFA* into the test examiner interface so it can be read on one screen during test administration instead of requiring multiple devices.
- Simplify and shorten the *DFA* instructions which are designed to be read aloud to students during testing to increase efficiency and make it easier for students to follow and hear key information. Some respondents also noted it would be helpful to include information and rationales to help increase test-taker buy-in (e.g., noting the score could help with college admissions) in instructions that proctors read aloud prior to test administration.

**117. Summative ELPAC 8: How did you provide these *DFAs* to test examiners before administering the Summative ELPAC? (Select all that apply.)**

**Table 8.A.73 Results for Summative ELPAC 8**

<b>Response</b>	<b>EC #</b>	<b>EC %</b>	<b>Overall #</b>	<b>Overall %</b>
Test examiners viewed <i>DFAs</i> digitally on a test examiner device	124	39	124	39
Test examiners were given printed copies	247	78	247	78
Test examiners were instructed to download <i>DFAs</i> from TOMS	76	24	76	24
<b>Total Respondents</b>	<b>316</b>	<b>100</b>	<b>316</b>	<b>100</b>

**118. Summative ELPAC 8: Other—Write In (Required): Secure DFAs for the Summative ELPAC are located in the Test Operations Management System (TOMS) for download. How did you provide these DFAs to test examiners before administering the Summative ELPAC? (Select all that apply.)\***

**Technology Readiness Checker for Students (TRCS)**

**119. TRCS 1: Did your students use the optional TRCS?**

**Table 8.A.74 Results for TRCS 1**

Response	TE #	TE %	Overall #	Overall %
Yes	152	12	152	12
No	539	44	539	44
Did not know this resource was available	540	44	541	44
<b>Total Respondents</b>	<b>1,231</b>	<b>100</b>	<b>1,232</b>	<b>100</b>

**120. TRCS 1.1: What resources did you use to determine students’ technology readiness? (Select all that apply.)**

**Table 8.A.75 Results for TRCS 1.1**

Response	TE #	TE %	Overall #	Overall %
Computer classes	107	26	107	26
Student observation	364	89	364	89
Typing programs	69	17	69	17
<b>Total Respondents</b>	<b>409</b>	<b>100</b>	<b>409</b>	<b>100</b>

**121. TRCS 1.1: Other—Write In (Required): What resources did you use to determine students’ technology readiness? (Select all that apply.)**

More than 60 respondents provided information about their process or resources for determining students’ technology readiness. The majority stated that teachers provided input on technology readiness. Additionally, many respondents noted that students at the respondent’s particular site were generally technologically prepared due to frequent computer and technology use within their school’s curriculum, personal use of technological devices, and previous experience with computer or device-based testing.

**122. TRCS 1.2: How far in advance of administering the Summative ELPAC did you use the optional TRCS with your students?**

**Table 8.A.76 Results for TRCS 1.2**

<b>Response</b>	<b>Percent</b>	<b>Total</b>
Less than one week	31.8	61
One week	27.1	52
One month	29.2	56
Two months	6.3	12
Three months or more	5.7	11

**123. TRCS 1.3: Was the TRCS helpful in determining accessibility resources needed for the student?**

**Table 8.A.77 Results for TRCS 1.3**

<b>Aud</b>	<b>N</b>	<b>Very Helpful</b>		<b>Helpful (3) #</b>		<b>Somewhat Helpful (2) #</b>		<b>Not Helpful (1) #</b>		<b>Average Score</b>
		<b>(4) #</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	
OA	147	43	29	81	55	15	10	8	5	3.1
TE	147	43	29	81	55	15	10	8	5	3.1

- 124. **TRCS 1.2.1: [If you answered “Somewhat helpful” or “Not helpful” for question 1.3] Why was the TRCS not helpful?\***
- 125. **TRCS 1.4: How helpful was the TRCS Student Progress Dashboard?**

**Table 8.A.78 Results for TRCS 1.4**

<b>Aud</b>	<b>N</b>	<b>Very Helpful (4) #</b>		<b>Helpful (3) #</b>		<b>Somewhat Helpful (2) #</b>		<b>Not Helpful (1) #</b>		<b>Did Not Access #</b>		<b>Did Not Know This Resource Was Available #</b>		<b>Average Score</b>
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	
OA	147	38	26	66	45	12	8	1	1	20	14	10	7	3.2
TE	147	38	26	66	45	12	8	1	1	20	14	10	7	3.2



126. TRCS 2: How helpful was the How to Use the TRCS document?

Table 8.A.79 Results for TRCS 2

Aud	N	Very Helpful (4) #	%	Helpful (3) #	%	Somewhat Helpful (2) #	%	Not Helpful (1) #	%	Did Not Access #	%	Did Not Know This Resource Was Available #	%	Average Score
OA	1,222	54	4	134	11	60	5	16	1	515	42	443	36	2.9
TE	1,222	54	4	134	11	60	5	16	1	515	42	443	36	2.9

127. TRCS 3: How helpful was the TRCS Support Guidelines document?

Table 8.A.80 Results for TRCS 3

Aud	N	Very Helpful (4) #	%	Helpful (3) #	%	Somewhat Helpful (2) #	%	Not Helpful (1) #	%	Did Not Access #	%	Did Not Know This Resource Was Available #	%	Average Score
OA	1,219	48	4	136	11	52	4	16	1	520	43	447	37	2.9
TE	1,219	48	4	136	11	52	4	16	1	520	43	447	37	2.9

**128. TRCS 4: What steps did you take to help prepare your students to take the computer-based Summative ELPAC? (Select all that apply.)**

**Table 8.A.81 Results for TRCS 4**

<b>Response</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
Not applicable	284	24	284	24
Practiced foundational computer skills	456	39	456	39
Used the online practice and training tests	596	51	596	50
Determined assigned designated supports or accommodations	379	32	380	32
Assisted students during the administration of the test	367	31	367	31
<b>Total Respondents</b>	<b>1,180</b>	<b>100</b>	<b>1,181</b>	<b>100</b>

**129. TRCS 4: Other—Write In (Required): What steps did you take to help prepare your students to take the computer-based Summative ELPAC? (Select all that apply.)**

Among the more than 50 survey participants who provided information about the steps they took to help prepare students to take the computer-based Summative ELPAC, the majority emphasized the use and helpfulness of practice tests with their students, either online or on paper. Other respondents emphasized more unique or specific steps taken, including providing verbal instructions, coaching, or dialogue with students or parents prior to the test, such as workshops, question and answer sessions, practice with logging on to the testing system and using the testing platform, and when needed, explaining use of the computer technology to students with limited technology familiarity. Some respondents to this question noted that students at their site were already very familiar with computer-based testing and computer or digital device use in general.

### Test Administration of the Summative ELPAC

130. Test Administration of the Summative ELPAC 1: Grades Three through Twelve: To what extent did your students in grades three through twelve navigate the features of the computer-based assessment items and tasks independently in each domain?

**Table 8.A.82 Results for Test Administration of the Summative ELPAC 1**

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Always (3) #</b>	<b>%</b>	<b>Sometimes (2) #</b>	<b>%</b>	<b>Never (1) #</b>	<b>%</b>	<b>Did Not Test Students in These Grades #</b>	<b>%</b>	<b>Average Score</b>
OA	Listening domain	819	501	61	176	21	37	5	105	13	2.6
OA	Reading domain	815	511	63	159	20	28	3	117	14	2.7
OA	Writing domain	815	480	59	183	22	29	4	123	15	2.7
OA	Difficulties typing their responses to the writing items due to unfamiliarity with using a keyboard	794	90	11	312	39	271	34	121	15	1.7
TE	Listening domain	819	501	61	176	21	37	5	105	13	2.6
TE	Reading domain	815	511	63	159	20	28	3	117	14	2.7
TE	Writing domain	815	480	59	183	22	29	4	123	15	2.7
TE	Difficulties typing their responses to the writing items due to unfamiliarity with using a keyboard	794	90	11	312	39	271	34	121	15	1.7

**131. Test Administration of the Summative ELPAC 2: Grade Two: To what extent did your students in grade two navigate the features of the computer-based assessment items and tasks independently in each domain?**

**Table 8.A.83 Results for Test Administration of the Summative ELPAC 2**

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Always (3) #</b>	<b>%</b>	<b>Sometimes (2) #</b>	<b>%</b>	<b>Never (1) #</b>	<b>%</b>	<b>Did Not Test Students in These Grades #</b>	<b>%</b>	<b>Average Score</b>
OA	Listening domain	395	137	35	141	36	69	17	48	12	2.2
OA	Reading domain	389	100	26	128	33	90	23	71	18	2.0
TE	Listening domain	395	137	35	141	36	69	17	48	12	2.2
TE	Reading domain	389	100	26	128	33	90	23	71	18	2.0

**132. Test Administration of the Summative ELPAC 3: Audio Quality: Did your students report issues with the quality of the audio in any of the following domains?**

**Table 8.A.84 Results for Test Administration of the Summative ELPAC 3**

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Always (3) #</b>	<b>%</b>	<b>Sometimes (2) #</b>	<b>%</b>	<b>Never (1) #</b>	<b>%</b>	<b>Did Not Test Students in These Grades #</b>	<b>%</b>	<b>Average Score</b>
OA	Listening domain	1,009	20	2	211	21	640	63	138	14	1.3
OA	Reading domain	1,002	20	2	127	13	696	69	159	16	1.2
OA	Speaking domain	1,001	19	2	144	14	664	66	174	17	1.2
OA	Writing domain	994	16	2	100	10	696	70	182	18	1.2
TE	Listening domain	1,009	20	2	211	21	640	63	138	14	1.3
TE	Reading domain	1,002	20	2	127	13	696	69	159	16	1.2
TE	Speaking domain	1,001	19	2	144	14	664	66	174	17	1.2
TE	Writing domain	994	16	2	100	10	696	70	182	18	1.2

**133. Test Administration of the Summative ELPAC 3.1: [If you answered “Always” to question 3] Please specify the grade or grade span and list the audio issues reported.\***

**134. Test Administration of the Summative ELPAC 4: When testing “new arrival” students (enrolled for less than 12 months in the United States), how familiar were they with computers?**

**Table 8.A.85 Results for Test Administration of the Summative ELPAC 4**

Aud	N	Always (3)		Sometimes (2)		Never (1)		Did Not Test New Arrivals #	%	Average Score
		#	%	#	%	#	%			
OA	1,010	121	12	362	36	60	6	467	46	2.1
TE	1,010	121	12	362	36	60	6	467	46	2.1

**135. Test Administration of the Summative ELPAC 5: How engaged were your students in kindergarten, grade one, and grade two in listening to the audio played through the TDS?**

**Table 8.A.86 Results for Test Administration of the Summative ELPAC 5**

Aud	N	Very Engaged (3)		Somewhat Engaged (2)		Not Engaged (1)		Average Score
		#	%	#	%	#	%	
OA	486	179	37	286	59	21	4	2.3
TE	486	179	37	286	59	21	4	2.3

**136. Test Administration of the Summative ELPAC 6: How often were you able to successfully use the voice capture and begin the student’s audio recording during the Speaking domain?**

**Table 8.A.87 Results for Test Administration of the Summative ELPAC 6**

Aud	N	Always (3)		Sometimes (2)		Never (1)		Did Not Administer the Speaking Domain #	%	Average Score
		#	%	#	%	#	%			
OA	1,016	495	49	234	23	22	2	265	26	2.6
TE	1,016	495	49	234	23	22	2	265	26	2.6

**137. Test Administration of the Summative ELPAC 6.1: Describe any difficulties you encountered with using the voice capture during the Speaking domain.**

Nearly 200 survey participants responded to describe difficulties they encountered using the voice capture function in the Speaking section of the ELPAC test. The most common challenges reported were as follows:

- Test administrator difficulties with successfully recording student responses—Nearly 40 percent of respondents to this question reported that proctors found it difficult to consistently remember to press record to capture responses due to the multi-tasking required during test administration or found it challenging to coordinate recording timing with students.
- Issues with the record button functionality—In particular, many respondents reported the button failed to record after being clicked at times, while a few reported that hovering over it with the cursor could start recording accidentally.
- Issues with student responses to this function and, to a lesser extent, testing environment logistics—Issues reported included students pausing and then resuming speech after recording had already been stopped, starting and ending speaking without following prompts so portions of responses were not recorded, or speaking too quietly or with too much background noise so that responses were difficult to capture.

**138. Test Administration of the Summative ELPAC 7: When did you enter the Speaking scores in the DEI?**

**Table 8.A.88 Results for Test Administration of the Summative ELPAC 7**

Response	TE #	TE %	Overall #	Overall %
Not applicable	328	32	329	32
During testing in the DEI	173	17	173	17
After testing from the student score sheet	516	51	516	51
<b>Total Respondents</b>	<b>1,017</b>	<b>100</b>	<b>1,018</b>	<b>100</b>

**139. Test Administration of the Summative ELPAC 7.1: Describe your level of ease with using the DEI.**

**Table 8.A.89 Results for Test Administration of the Summative ELPAC 7.1**

Aud	N	Very Easy (3)		Easy (2)		Difficult (1)		Average Score
		#	%	#	%	#	%	
OA	683	331	48	320	47	32	5	2.4
TE	683	331	48	320	47	32	5	2.4

**140. Test Administration of the Summative ELPAC 7.1.1: [If you answered “Difficult” to question 7.1] What suggestions do you have for improvements to the DEI?**

Twenty-six respondents provided individual written suggestions for improvements to the DEI. The vast majority noted that they were only able to enter scores for one student at a time and that they would have to resubmit their personal logon information to submit each student's scores; they requested a redesign of the DEI that would improve the efficiency of the score entry process (e.g., being able to enter all the scores on one page and for multiple students at once, with only one administrator logon required per session). A handful of respondents also noted that they would like the scoring process during testing to be simplified (e.g., require only one screen for test administration as well as score entry during testing, preselect the correct form assigned for entering speaking scores to reduce user error, and show administrators all score entries on one page to improve accuracy and efficiency).



**141. Test Administration of the Summative ELPAC 7.2: What resources were helpful in understanding how to use the DEI? (Select all that apply.)**

**Table 8.A.90 Results for Test Administration of the Summative ELPAC 7.2**

Response	TE #	TE %	Overall #	Overall %
How to Enter Student Responses into the DEI video tutorial	415	42	415	42
2019–20 Summative ELPAC DEI User Guide for Computer-based Testing web document	426	43	426	43
Practice or mock DEI in the training site	292	29	292	29
Did not access these resources	321	32	322	32
<b>Total Respondents</b>	<b>997</b>	<b>100</b>	<b>998</b>	<b>100</b>

**142. Test Administration of the Summative ELPAC 8: Were your students able to navigate and use the pause and play functions correctly?**

**Table 8.A.91 Results for Test Administration of the Summative ELPAC 8**

Response	TE #	TE %	Overall #	Overall %
Yes	793	83	794	83
No	162	17	162	17
<b>Total Respondents</b>	<b>955</b>	<b>100</b>	<b>956</b>	<b>100</b>

**143. Test Administration of the Summative ELPAC 9: Did you encounter any problems with the Listening domain?**

**Table 8.A.92 Results for Test Administration of the Summative ELPAC 9**

Response	TE #	TE %	Overall #	Overall %
Yes	110	11	110	11
No	847	89	848	89
<b>Total Respondents</b>	<b>957</b>	<b>100</b>	<b>958</b>	<b>100</b>

**144. Test Administration of the Summative ELPAC 9.1: Please describe any problems you or your students encountered with the Summative ELPAC Listening domain.**

Ninety respondents wrote about problems encountered during the Listening domain of the Summative ELPAC test. The majority of respondents noted issues in one or more of the following areas:

- Audio functioning—Audio sometimes would not work on certain questions, would stop playing or freeze on its own, or would sound garbled, and some reported they had difficulty with headphones not always functioning well at their site.
- Replay not available or working—Students did not adequately hear or comprehend audio recordings the first time. In particular, respondents reported that, ideally, students needed to be able to replay all questions, due to various issues that may arise (e.g., audio malfunction, volume accidentally lowered, student losing focus or background noise interfering with listening), and many requested that audio replay be made available for each question or that a transcript be provided for proctors to read in case of audio issues.

Additionally, some respondents noted confusion about the pause function, either that students did not realize they could use it and would benefit from further instruction or highlighting of this, or that some used it for long periods of time instead of proceeding with the test at the expected rate. Others reported that the speed of the audio was too fast for younger students to process or understand, or that the robotic sounding voice also made comprehension difficult for some students; some also voiced concerns about the Listening domain being too long for younger students, who would often lose focus and no longer be able to listen effectively or stay on task.

**145. Test Administration of the Summative ELPAC 10: What form was your LEA assigned to? (Select all that apply.)**

**Table 8.A.93 Results for Test Administration of the Summative ELPAC 10**

Response	EC #	EC %	ES #	ES %	TE #	TE %	Overall #	Overall %
Form 1	185	63	278	51	397	40	641	44
Form 2	25	8	46	8	65	7	109	7
Form 3	16	5	29	5	33	3	61	4
Form 4	11	4	32	6	34	3	57	4
Form 5	11	4	19	3	30	3	46	3
Form 6	12	4	17	3	31	3	49	3
Unsure	61	21	176	32	484	49	628	43
<b>Total Respondents</b>	<b>296</b>	<b>100</b>	<b>546</b>	<b>100</b>	<b>995</b>	<b>100</b>	<b>1,465</b>	<b>100</b>

- 146. Test Administration of the Summative ELPAC 11: The Summative ELPAC Estimated Testing Times were based on the Summative ELPAC field test. On average how long did it take to administer the Writing domain for kindergarten through grade two students?**

**Table 8.A.94 Results for Test Administration of the Summative ELPAC 11**

<b>Aud</b>	<b>Grade Level</b>	<b>N</b>	<b>Less Than 15 Minutes (3) # %</b>		<b>15–30 Minutes (2) # %</b>		<b>More Than 30 Minutes (1) # %</b>		<b>Average Score</b>
OA	Transitional kindergarten (TK) or K	775	202	26	390	50	183	24	2.0
OA	1	728	122	17	435	60	171	23	1.9
OA	2	751	79	11	438	58	234	31	1.8
EC	TK or K	188	28	15	109	58	51	27	1.9
EC	1	177	19	11	112	63	46	26	1.8
EC	2	182	11	6	116	64	55	30	1.8
ES	TK or K	278	60	22	145	52	73	26	2.0
ES	1	272	36	13	159	58	77	28	1.8
ES	2	290	25	9	157	54	108	37	1.7
TE	TK or K	489	164	34	230	47	95	19	2.1
TE	1	450	99	22	269	60	82	18	2.0
TE	2	464	60	13	271	58	133	29	1.8

## Summative ELPAC Accessibility Resources

**Table 8.A.95 Summative ELPAC Accessibility Resources by Grade Level**

Grade	Total: To how many students did you administer the Summative ELPAC?	Average: To how many students did you administer the Summative ELPAC?	Average: For what percentage of students did you provide Test Navigation Assistant support?	Average: For what percentage of students did you provide Designated Interface Assistant (DIA) support?
3	4,679	13	35	37
4	4,259	13	32	33
5	3,906	12	32	32
6	3,023	10	32	29
7	3,462	13	26	23
8	3,163	12	29	25
9	3,823	15	28	22
10	3,366	13	22	21
11	2,631	11	32	25
12	2,511	10	29	25

**147. Summative ELPAC Accessibility Resources 1: To what extent are you familiar with Matrix Four: ELPAC Accessibility Resources and the enhanced accessibility resources allowed for the computer-based ELPAC?**

**Table 8.A.96 Results for Summative ELPAC Accessibility Resources 1**

Aud	N	Very Familiar (3)		Somewhat Familiar (2)		Not Familiar (1)		Average Score
		#	%	#	%	#	%	
OA	1,475	267	18	624	42	584	40	1.8
EC	300	118	39	142	47	40	13	2.3
ES	554	124	22	271	49	159	29	1.9
TE	995	117	12	398	40	480	48	1.6

**148. Summative ELPAC Accessibility Resources 2: When administering the Summative ELPAC one-on-one, did you help your student access universal tools?**

**Table 8.A.97 Results for Summative ELPAC Accessibility Resources 2**

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Always (3) #</b>	<b>%</b>	<b>Sometimes (2) #</b>	<b>%</b>	<b>Never (1) #</b>	<b>%</b>	<b>Did Not Administer a One-on-One Administration #</b>	<b>%</b>	<b>Average Score</b>
OA	Embedded universal tools	956	104	11	259	27	292	31	301	31	1.7
OA	Non-embedded universal tools	939	63	7	197	21	372	40	307	33	1.5
OA	Embedded designated supports	943	80	8	222	24	337	36	304	32	1.6
OA	Non-embedded designated supports	933	56	6	185	20	383	41	309	33	1.5
OA	Non-embedded accommodations	934	64	7	172	18	389	42	309	33	1.5
TE	Embedded universal tools	956	104	11	259	27	292	31	301	31	1.7
TE	Non-embedded universal tools	939	63	7	197	21	372	40	307	33	1.5
TE	Embedded designated supports	943	80	8	222	24	337	36	304	32	1.6
TE	Non-embedded designated supports	933	56	6	185	20	383	41	309	33	1.5
TE	Non-embedded accommodations	934	64	7	172	18	389	42	309	33	1.5

**149. Summative ELPAC Accessibility Resources 3: When administering the Summative ELPAC in group administrations, did you help your students access any of the following accessibility resources?**

**Table 8.A.98 Results for Summative ELPAC Accessibility Resources 3**

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Always (3) #</b>	<b>%</b>	<b>Sometimes (2) #</b>	<b>%</b>	<b>Never (1) #</b>	<b>%</b>	<b>Did Not Administer a Group Administration #</b>	<b>%</b>	<b>Average Score</b>
OA	Embedded universal tools	958	84	9	278	29	295	31	301	31	1.7
OA	Non-embedded universal tools	941	62	7	186	20	395	42	298	32	1.5
OA	Embedded designated supports	946	70	7	231	24	340	36	305	32	1.6
OA	Non-embedded designated supports	938	49	5	182	19	400	43	307	33	1.4
OA	Non-embedded accommodations	929	50	5	166	18	402	43	311	33	1.4
TE	Embedded universal tools	958	84	9	278	29	295	31	301	31	1.7
TE	Non-embedded universal tools	941	62	7	186	20	395	42	298	32	1.5
TE	Embedded designated supports	946	70	7	231	24	340	36	305	32	1.6
TE	Non-embedded designated supports	938	49	5	182	19	400	43	307	33	1.4
TE	Non-embedded accommodations	929	50	5	166	18	402	43	311	33	1.4

**150. Summative ELPAC Accessibility Resources 4: Did you support any students as the Test Navigation Assistant?**

**Table 8.A.99 Results for Summative ELPAC Accessibility Resources 4**

<b>Response</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
Yes	202	21	202	21
No	752	79	752	79
<b>Total Respondents</b>	<b>954</b>	<b>100</b>	<b>954</b>	<b>100</b>

**151. Summative ELPAC Accessibility Resources 5: Did you support any students as the DIA?**

**Table 8.A.100 Results for Summative ELPAC Accessibility Resources 5**

<b>Response</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
Yes	87	9	87	9
No	871	91	871	91
<b>Total Respondents</b>	<b>958</b>	<b>100</b>	<b>958</b>	<b>100</b>

**152. Summative ELPAC Accessibility Resources 5.1: What type of assistance did your student need? (Select all that apply.)**

**Table 8.A.101 Results for Summative ELPAC Accessibility Resources 5.1**

<b>Response</b>	<b>EC #</b>	<b>EC %</b>	<b>ES #</b>	<b>ES %</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
Navigating from question to question	10	83	14	78	65	76	65	76
Expanding or minimizing screen views	6	50	5	28	37	44	37	44
Selecting answer options	5	42	6	33	31	36	31	36
Using drop-down menus	3	25	5	28	31	36	31	36
Scrolling	5	42	11	61	47	55	47	55
Audio playback	5	42	11	61	43	51	43	51
Drag and drop	3	25	6	33	24	28	24	28
Text entry	3	25	8	44	33	39	33	39
Submenu navigation	2	17	3	17	19	22	19	22
<b>Total Respondents</b>	<b>12</b>	<b>100</b>	<b>18</b>	<b>100</b>	<b>85</b>	<b>100</b>	<b>85</b>	<b>100</b>

**153. Summative ELPAC Accessibility Resources 5.1: Other—Write In (Required): [If you answered “Yes” to question 5] What type of assistance did your student need? (Select all that apply.)\***

**154. Summative ELPAC Accessibility Resources 5.2: How did you determine a student’s need for a DIA?**

More than 50 respondents specified how they determined a student’s need for a DIA, and the majority stated they based this on

- observations of student behavior during practice or actual testing (e.g., students struggling to complete the test, looking confused or “lost,” and students directly asking for help) and
- students’ individualized education programs (IEPs) and accommodations or other performance or demographic factors such as young age or grade level, English learner status, or familiarity with computer use.



**155. Summative ELPAC Accessibility Resources 6: How do you currently assign accessibility resources for students taking the Initial ELPAC?**

The majority of more than 200 survey respondents to this question reported that they assign accessibility resources for the Initial ELPAC based on students' IEPs, Section 504 plans, English proficiency or English language development level, and teacher recommendation, and many noted that this was handled by specific school administrators or coordinators, in alignment with student records and educational plans.

### Accessibility Resources

156. **Accessibility Resources 2: How helpful are the following resources in understanding the universal tools, designated supports, and accommodations used for the online summative assessments?**

**Table 8.A.102 Results for Accessibility Resources 2**

Aud	Question	N	Very Helpful (4) #		Helpful (3) #		Somewhat Helpful (2) #		Not Helpful (1) #		Did Not Access #		Did Not Know This Resource Was Available #		Average Score
				%		%		%		%		%		%	
OA	Matrix One: CAASPP System Accessibility Resources web page	2,820	313	11	647	23	217	8	23	1	1,058	38	562	20	3.0
OA	Matrix Four: ELPAC Accessibility Resources web page	2,813	321	11	682	24	223	8	28	1	1,023	36	536	19	3.0
OA	2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing web document	2,825	393	14	964	34	259	9	23	1	837	30	349	12	3.1
OA	Embedded Universal Tools, Designated Supports, and Accommodations Video Tutorials web page	2,823	428	15	884	31	249	9	25	1	859	30	378	13	3.1
OA	CAASPP Student Accessibility Resources and Test Settings web page	2,808	352	13	826	29	216	8	26	1	1,020	36	368	13	3.1

Table 8.A.102 (continuation one)

Aud	Question	N	Very Helpful (4) #		Helpful (3) #		Somewhat Helpful (2) #		Not Helpful (1) #		Did Not Access #		Did Not Know This Resource Was Available #		Average Score
				%		%		%		%		%		%	
OA	ELPAC Student Accessibility Resources web page	2,825	358	13	820	29	235	8	25	1	1,000	35	387	14	3.1
OA	<i>Smarter Balanced Usability, Accessibility, and Accommodations Guidelines</i> web document	2,802	349	12	740	26	209	7	26	1	1,077	38	401	14	3.1
OA	Configuring Student Test Settings One-by-One in TOMS training video	2,807	286	10	683	24	201	7	33	1	1,137	41	467	17	3.0
OA	Configuring Online Student Test Settings By Batch Upload training video	2,784	206	7	486	17	174	6	32	1	1,337	48	549	20	3.0
DC	Matrix One: CAASPP System Accessibility Resources web page	229	79	34	84	37	16	7	1	0	34	15	15	7	3.3
DC	Matrix Four: ELPAC Accessibility Resources web page	228	70	31	83	36	14	6	2	1	43	19	16	7	3.3

Table 8.A.102 (continuation two)

Aud	Question	N	Very Helpful (4) #		Helpful (3) #		Somewhat Helpful (2) #		Not Helpful (1) #		Did Not Access #		Did Not Know This Resource Was Available #		Average Score
				%		%		%		%		%		%	
DC	<i>2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing</i> web document	229	74	32	101	44	15	7	2	1	26	11	11	5	3.3
DC	Embedded Universal Tools, Designated Supports, and Accommodations Video Tutorials web page	229	84	37	92	40	13	6	1	0	27	12	12	5	3.4
DC	CAASPP Student Accessibility Resources and Test Settings web page	228	70	31	108	47	16	7	1	0	23	10	10	4	3.3
DC	ELPAC Student Accessibility Resources web page	227	62	27	92	41	16	7	1	0	44	19	12	5	3.3
DC	<i>Smarter Balanced Usability, Accessibility, and Accommodations Guidelines</i> web document	228	74	32	101	44	18	8	1	0	26	11	8	4	3.3
DC	Configuring Student Test Settings One-by-One in TOMS training video	226	50	22	82	36	17	8	4	2	56	25	17	8	3.2

Table 8.A.102 (continuation three)

Aud	Question	N	Very Helpful (4) #		Helpful (3) #		Somewhat Helpful (2) #		Not Helpful (1) #		Did Not Access #		Did Not Know This Resource Was Available #		Average Score
				%		%		%		%		%		%	
DC	Configuring Online Student Test Settings By Batch Upload training video	226	42	19	69	31	19	8	3	1	73	32	20	9	3.1
EC	Matrix One: CAASPP System Accessibility Resources web page	307	85	28	110	36	21	7	1	0	72	23	18	6	3.3
EC	Matrix Four: ELPAC Accessibility Resources web page	307	101	33	126	41	26	8	2	1	37	12	15	5	3.3
EC	2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing web document	308	94	31	148	48	24	8	2	1	30	10	10	3	3.2
EC	Embedded Universal Tools, Designated Supports, and Accommodations Video Tutorials web page	310	94	30	129	42	21	7	2	1	46	15	18	6	3.3
EC	CAASPP Student Accessibility Resources and Test Settings web page	300	74	25	114	38	23	8	1	0	69	23	19	6	3.2

Table 8.A.102 (continuation four)

Aud	Question	N	Very Helpful (4) #		Helpful (3) #		Somewhat Helpful (2) #		Not Helpful (1) #		Did Not Access #		Did Not Know This Resource Was Available #		Average Score
				%		%		%		%		%		%	
EC	ELPAC Student Accessibility Resources web page	305	88	29	139	46	31	10	1	0	36	12	10	3	3.2
EC	<i>Smarter Balanced Usability, Accessibility, and Accommodations Guidelines</i> web document	303	78	26	114	38	21	7	2	1	69	23	19	6	3.2
EC	Configuring Student Test Settings One-by-One in TOMS training video	302	54	18	100	33	21	7	7	2	89	29	31	10	3.1
EC	Configuring Online Student Test Settings By Batch Upload training video	298	45	15	86	29	23	8	5	2	109	37	30	10	3.1
SC	Matrix One: CAASPP System Accessibility Resources web page	450	89	20	155	34	37	8	2	0	123	27	44	10	3.2
SC	Matrix Four: ELPAC Accessibility Resources web page	447	79	18	127	28	35	8	3	1	154	34	49	11	3.2

Table 8.A.102 (continuation five)

Aud	Question	N	Very Helpful (4) #		Helpful (3) #		Somewhat Helpful (2) #		Not Helpful (1) #		Did Not Access #		Did Not Know This Resource Was Available #		Average Score
				%		%		%		%		%		%	
SC	<i>2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing</i> web document	445	104	23	174	39	37	8	3	1	104	23	23	5	3.2
SC	Embedded Universal Tools, Designated Supports, and Accommodations Video Tutorials web page	449	121	27	180	40	34	8	3	1	91	20	20	4	3.2
SC	CAASPP Student Accessibility Resources and Test Settings web page	449	110	24	184	41	34	8	2	0	98	22	21	5	3.2
SC	ELPAC Student Accessibility Resources web page	453	89	20	149	33	30	7	4	1	149	33	32	7	3.2
SC	<i>Smarter Balanced Usability, Accessibility, and Accommodations Guidelines</i> web document	446	112	25	177	40	24	5	2	0	106	24	25	6	3.3
SC	Configuring Student Test Settings One-by-One in TOMS training video	448	79	18	138	31	34	8	4	1	156	35	37	8	3.1

Table 8.A.102 (continuation six)

Aud	Question	N	Very Helpful (4) #		Helpful (3) #		Somewhat Helpful (2) #		Not Helpful (1) #		Did Not Access #		Did Not Know This Resource Was Available #		Average Score
				%		%		%		%		%		%	
SC	Configuring Online Student Test Settings By Batch Upload training video	444	55	12	90	20	33	7	4	1	212	48	50	11	3.1
ES	Matrix One: CAASPP System Accessibility Resources web page	568	87	15	184	32	42	7	3	1	188	33	64	11	3.1
ES	Matrix Four: ELPAC Accessibility Resources web page	568	115	20	205	36	57	10	3	1	133	23	55	10	3.1
ES	2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing web document	565	122	22	250	44	51	9	2	0	101	18	39	7	3.2
ES	Embedded Universal Tools, Designated Supports, and Accommodations Video Tutorials web page	569	119	21	223	39	57	10	4	1	114	20	52	9	3.1
ES	CAASPP Student Accessibility Resources and Test Settings web page	563	92	16	197	35	38	7	2	0	183	33	51	9	3.2



Table 8.A.102 (continuation seven)

Aud	Question	N	Very Helpful (4) #		Helpful (3) #		Somewhat Helpful (2) #		Not Helpful (1) #		Did Not Access #		Did Not Know This Resource Was Available #		Average Score
			#	%	#	%	#	%	#	%	#	%	#	%	
ES	ELPAC Student Accessibility Resources web page	569	118	21	250	44	56	10	6	1	100	18	39	7	3.1
ES	<i>Smarter Balanced Usability, Accessibility, and Accommodations Guidelines</i> web document	561	99	18	179	32	33	6	2	0	189	34	59	11	3.2
ES	Configuring Student Test Settings One-by-One in TOMS training video	563	83	15	163	29	44	8	4	1	197	35	72	13	3.1
ES	Configuring Online Student Test Settings By Batch Upload training video	559	51	9	111	20	45	8	7	1	264	47	81	14	3.0
TA	Matrix One: CAASPP System Accessibility Resources web page	1,167	91	8	218	19	104	9	11	1	445	38	298	26	2.9
TA	Matrix Four: ELPAC Accessibility Resources web page	1,156	74	6	198	17	78	7	14	1	503	44	289	25	2.9

Table 8.A.102 (continuation eight)

Aud	Question	N	Very Helpful (4) #		Helpful (3) #		Somewhat Helpful (2) #		Not Helpful (1) #		Did Not Access #		Did Not Know This Resource Was Available #		Average Score
				%		%		%		%		%		%	
TA	<i>2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing</i> web document	1,164	104	9	327	28	95	8	10	1	437	38	191	16	3.0
TA	Embedded Universal Tools, Designated Supports, and Accommodations Video Tutorials web page	1,163	134	12	318	27	95	8	12	1	411	35	193	17	3.0
TA	CAASPP Student Accessibility Resources and Test Settings web page	1,163	125	11	319	27	97	8	16	1	425	37	181	16	3.0
TA	ELPAC Student Accessibility Resources web page	1,158	93	8	231	20	83	7	12	1	529	46	210	18	3.0
TA	<i>Smarter Balanced Usability, Accessibility, and Accommodations Guidelines</i> web document	1,168	126	11	299	26	99	8	14	1	444	38	186	16	3.0
TA	Configuring Student Test Settings One-by-One in TOMS training video	1,157	85	7	215	19	72	6	12	1	531	46	242	21	3.0

Table 8.A.102 (continuation nine)

Aud	Question	N	Very Helpful (4) #		Helpful (3) #		Somewhat Helpful (2) #		Not Helpful (1) #		Did Not Access #		Did Not Know This Resource Was Available #		Average Score
				%		%		%		%		%		%	
TA	Configuring Online Student Test Settings By Batch Upload training video	1,155	66	6	173	15	63	5	10	1	575	50	268	23	2.9
CAA	Matrix One: CAASPP System Accessibility Resources web page	169	14	8	30	18	23	14	3	2	73	43	26	15	2.8
CAA	Matrix Four: ELPAC Accessibility Resources web page	167	13	8	29	17	19	11	3	2	76	46	27	16	2.8
CAA	2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing web document	169	15	9	41	24	24	14	2	1	68	40	19	11	2.8
CAA	Embedded Universal Tools, Designated Supports, and Accommodations Video Tutorials web page	170	19	11	49	29	29	17	1	1	55	32	17	10	2.9
CAA	CAASPP Student Accessibility Resources and Test Settings web page	169	18	11	44	26	24	14	1	1	65	38	17	10	2.9

Table 8.A.102 (continuation 10)

Aud	Question	N	Very Helpful (4) #		Helpful (3) #		Somewhat Helpful (2) #		Not Helpful (1) #		Did Not Access #		Did Not Know This Resource Was Available #		Average Score
			#	%	#	%	#	%	#	%	#	%	#	%	
CAA	ELPAC Student Accessibility Resources web page	169	13	8	29	17	20	12	1	1	90	53	16	9	2.9
CAA	<i>Smarter Balanced Usability, Accessibility, and Accommodations Guidelines</i> web document	169	20	12	41	24	16	9	2	1	75	44	15	9	3.0
CAA	Configuring Student Test Settings One-by-One in TOMS training video	169	15	9	32	19	21	12	1	1	81	48	19	11	2.9
CAA	Configuring Online Student Test Settings By Batch Upload training video	168	10	6	24	14	16	10	1	1	92	55	25	15	2.8
TE	Matrix One: CAASPP System Accessibility Resources web page	1,104	103	9	242	22	75	7	5	0	453	41	226	20	3.0
TE	Matrix Four: ELPAC Accessibility Resources web page	1,103	125	11	292	26	96	9	8	1	375	34	207	19	3.0

Table 8.A.102 (continuation 11)

<b>Aud</b>	<b>Question</b>	<b>N</b>	<b>Very Helpful (4) #</b>		<b>Helpful (3) #</b>		<b>Somewhat Helpful (2) #</b>		<b>Not Helpful (1) #</b>		<b>Did Not Access #</b>		<b>Did Not Know This Resource Was Available #</b>		<b>Average Score</b>
				%		%		%		%		%		%	
TE	<i>2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing</i> web document	1,111	164	15	391	35	104	9	7	1	302	27	143	13	3.1
TE	Embedded Universal Tools, Designated Supports, and Accommodations Video Tutorials web page	1,111	136	12	350	32	99	9	8	1	353	32	165	15	3.0
TE	CAASPP Student Accessibility Resources and Test Settings web page	1,100	112	10	279	25	71	6	6	1	465	42	167	15	3.1
TE	ELPAC Student Accessibility Resources web page	1,122	156	14	368	33	107	10	5	0	330	29	156	14	3.1
TE	<i>Smarter Balanced Usability, Accessibility, and Accommodations Guidelines</i> web document	1,097	102	9	248	23	77	7	6	1	469	43	195	18	3.0

Table 8.A.102 (continuation 12)

Aud	Question	N	Very Helpful (4) #		Helpful (3) #		Somewhat Helpful (2) #		Not Helpful (1) #		Did Not Access #		Did Not Know This Resource Was Available #		Average Score
				%		%		%		%		%		%	
TE	Configuring Student Test Settings One-by-One in TOMS training video	1,105	109	10	275	25	84	8	8	1	435	39	194	18	3.0
TE	Configuring Online Student Test Settings By Batch Upload training video	1,092	69	6	177	16	64	6	10	1	533	49	239	22	3.0

**157. Accessibility Resources 3: Are you aware that universal tools are available for all students to access during the test?**

**Table 8.A.103 Results for Accessibility Resources 3**

Response	DC #	DC %	EC #	EC %	SC #	SC %	ES #	ES %
Yes	225	95	307	96	438	93	556	92
No	11	5	14	4	31	7	49	8
<b>Total Respondents</b>	<b>236</b>	<b>100</b>	<b>321</b>	<b>100</b>	<b>469</b>	<b>100</b>	<b>605</b>	<b>100</b>

**Table 8.A.103 Results for Accessibility Resources 3 (Continued)**

<b>Response</b>	<b>TA #</b>	<b>TA %</b>	<b>CAA #</b>	<b>CAA %</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
Yes	997	82	137	80	874	74	2,387	80
No	214	18	35	20	314	26	579	20
<b>Total Respondents</b>	<b>1,211</b>	<b>100</b>	<b>172</b>	<b>100</b>	<b>1,188</b>	<b>100</b>	<b>2,966</b>	<b>100</b>

**158. Accessibility Resources 4: What is your local process for assigning designated supports for all students?**

More than 1,500 respondents provided written answers to the accessibility question about their school’s local process for assigning designated supports for students. The vast majority of survey participants responded with one or more of the following approaches:

- Reviewing students’ IEPs or Section 504 plans and assigning available supports as needed
- Determining or assigning needed supports based on teacher or administrative team (e.g., special education coordinators) recommendations (Additionally, some respondents mentioned student-centric communication.)
- Adapting to student input on their needs or preferences, such as allowing students to request extra assistance or time or providing them with paper and pencil during the test, and providing instruction to familiarize students with the embedded tools and supports (Around 100 respondents noted that designations of supports were assigned at the LEA level.)

Overall, many respondents noted collaborative local efforts and multitiered approaches involving communication and meetings between teachers, students, administrators or coordinators, technical support staff, and occasionally parents, along with reviews of student data and educational plans to determine supports, while some further elaborated on technical steps (e.g., use of TOMS) to assign supports and double-check support accuracy and functionality.

**159. Accessibility Resources 5: What are some barriers to assigning accessibility resources to students without an IEP or Section 504 plan? (Select all that apply.)**

**Table 8.A.104 Results for Accessibility Resources 5**

<b>Response</b>	<b>DC #</b>	<b>DC %</b>	<b>EC #</b>	<b>EC %</b>	<b>SC #</b>	<b>SC %</b>	<b>ES #</b>	<b>ES %</b>
Not applicable	23	10	30	10	50	11	70	12
No barriers	52	24	66	22	102	23	131	23
Student does not have experience with accessibility resources	87	39	115	38	159	36	192	34
Lack of familiarity with these resources	93	42	128	43	173	39	219	39
Lack of parent involvement	28	13	39	13	52	12	52	9
Belief that it could invalidate the score	30	14	34	11	53	12	67	12
Need for additional training to improve understanding of usage	82	37	118	39	145	33	209	37
Process of modifying and adding test settings in TOMS	50	23	71	24	82	19	106	19
Need to determine responsibility of assigning resources to students	38	17	53	18	88	20	111	20
<b>Total Respondents</b>	<b>221</b>	<b>100</b>	<b>301</b>	<b>100</b>	<b>438</b>	<b>100</b>	<b>565</b>	<b>100</b>



**Table 8.A.104 Results for Accessibility Resources 5 (Continued)**

<b>Response</b>	<b>TA #</b>	<b>TA %</b>	<b>CAA #</b>	<b>CAA %</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
Not applicable	194	17	59	37	298	28	569	21
No barriers	177	16	17	11	178	17	474	17
Student does not have experience with accessibility resources	384	34	43	27	284	27	865	32
Lack of familiarity with these resources	502	44	49	30	381	36	1,086	40
Lack of parent involvement	217	19	23	14	125	12	397	15
Belief that it could invalidate the score	160	14	18	11	110	10	337	12
Need for additional training to improve understanding of usage	392	35	41	25	337	32	929	34
Process of modifying and adding test settings in TOMS	203	18	23	14	157	15	482	18
Need to determine responsibility of assigning resources to students	255	23	25	16	192	18	549	20
<b>Total Respondents</b>	<b>1,133</b>	<b>100</b>	<b>161</b>	<b>100</b>	<b>1,067</b>	<b>100</b>	<b>2,735</b>	<b>100</b>

**160. Accessibility Resources 5: Other—Write In (Required): What are some barriers to assigning accessibility resources to students without an IEP or Section 504 plan? (Select all that apply.)**

The general consensus among the 150 respondents to this question highlighted overall confusion or lack of awareness about the assigning of accessibility resources to students without IEPs or Section 504 plans. For example, respondents noted that they did not have adequate training on the use of these resources, received mixed messaging about them from different sources, were not aware that students could be assigned accessibility resources if they did not have an IEP or Section 504 plan, or stated that their LEA or school had informed them not to use the resources for various reasons, such as concern about it reducing the validity of the test. Additionally, some respondents noted logistical barriers including time constraints or lack of adequate testing space for certain accommodations, legal concerns, lack of a clear process, or lack of applicable resources (e.g., only have Spanish language assistance instead of other native languages for English learners).

**161. Accessibility Resources 6: What additional resources are needed to help LEAs assign and implement accessibility resources to their students in the classroom? (Select all that apply.)**

**Table 8.A.105 Results for Accessibility Resources 6**

<b>Response</b>	<b>DC #</b>	<b>DC %</b>	<b>EC #</b>	<b>EC %</b>	<b>SC #</b>	<b>SC %</b>	<b>ES #</b>	<b>ES %</b>
None—Current resources are sufficient	42	19	59	19	92	21	109	19
Checklist to help evaluate if appropriate for a student	134	61	200	65	249	56	307	54
Integration with other online programs so students are more familiar with tools	100	45	134	44	211	47	254	45
Infographic on how the tools increase accessibility and equity in testing	90	41	121	40	164	37	188	33
Online tutorial	90	41	124	41	142	32	190	34
Updates and recommendations for resources that match common student accommodations listed on IEPs.	94	43	132	43	168	38	217	38
Training at the beginning of the school year (August–October)	94	43	142	46	175	39	243	43
<b>Total Respondents</b>	<b>220</b>	<b>100</b>	<b>306</b>	<b>100</b>	<b>447</b>	<b>100</b>	<b>564</b>	<b>100</b>

**Table 8.A.105 Results for Accessibility Resources 6 (Continued)**

<b>Response</b>	<b>TA #</b>	<b>TA %</b>	<b>CAA #</b>	<b>CAA %</b>	<b>TE #</b>	<b>TE %</b>	<b>Overall #</b>	<b>Overall %</b>
None—Current resources are sufficient	256	23	38	23	254	24	622	23
Checklist to help evaluate if appropriate for a student	582	52	80	49	487	47	1,396	52
Integration with other online programs so students are more familiar with tools	459	41	49	30	361	35	1,066	39
Infographic on how the tools increase accessibility and equity in testing	318	29	36	22	233	22	763	28
Online tutorial	378	34	48	29	346	33	921	34
Updates and recommendations for resources that match common student accommodations listed on IEPs.	387	35	63	39	338	33	947	35
Training at the beginning of the school year (August–October)	396	36	72	44	448	43	1,097	41
<b>Total Respondents</b>	<b>1,113</b>	<b>100</b>	<b>163</b>	<b>100</b>	<b>1,038</b>	<b>100</b>	<b>2,705</b>	<b>100</b>

**162. Accessibility Resources 6: Other—Write In (Required): What additional resources are needed to help LEAs assign and implement accessibility resources to their students in the classroom? (Select all that apply.)**

Nearly 100 respondents provided feedback on additional resources that would help LEAs assign and implement accessibility resources to their students in the classroom. The most popular recommendations were as follows:

- Offer more training and clarifications to staff on which resources are available and allowed under which conditions
- Allow students to get more practice using the resources on practice or interim assessments
- Simplify the process of assigning resources and make it more efficient for users

## Distance Learning

### 163. Distance Learning 5: Are there any additional resources that would be helpful in your efforts to provide distance learning to your students?

When asked about additional resources that would be helpful for providing distance learning to students, more than 400 survey participants responded with recommendations, and the majority provided one or more of the following suggestions:

- Improve student access to interim assessments or practice tests at home (e.g., provide more interim assessments or practice tests so students have access to a greater amount of sample questions for at-home learning, along with a comprehensive study guide; provide video tutorials or other instruction materials to help students and families learn how to access practice materials at home; shorten and simplify assessments for at-home use; assist LEAs in resolving common barriers to essential technology for distance learning, including internet connectivity and lack of adequate devices; and address accessibility and accommodations issues by offering needed supports to students with IEPs or limited English proficiency)
- Provide tutorials and training materials for educators to assist with distance learning and virtual test administration as well as improve educator awareness of these resources (e.g., offer online curricula with ideas and examples of distance learning instruction with educational materials and activities for specific grades and increase outreach to inform educators of available resources)

Some respondents also specifically requested improvements to scoring the interim assessments, including providing simple answer keys, automated scoring of selected response or multiple-choice items, sample scored tests, and more detailed rubrics.

## Chapter 9: Continuous Improvement

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The first operational administration of the computer-based Summative English Language Proficiency Assessments for California (ELPAC) occurred in spring 2020. Since its inception, continuous efforts have been made to improve the ELPAC. This chapter presents the procedures used to gather information to improve the computer-based ELPAC as well as strategies to implement possible improvements.

### 9.1. Item and Test Development

As part of the transition from the paper–pencil tests (PPTs) to the computer-based ELPAC, ETS, in collaboration with the California Department of Education (CDE) and the Sacramento County Office of Education (SCOE), conducted a small-scale usability pilot study. Cognitive laboratory methodology was used to investigate the ELPAC task types in an online environment.

The study was conducted in the early stage of development of the computer-based ELPAC prior to the large-scale conversion of PPT items to a computer-based format. Detailed results and proposed action items for each recommendation were provided in the *ELPAC Usability Pilot: A Final Report* (CDE, 2019a). In addition, an addendum was created to describe how the recommendations from the final report were implemented in preparation for the computer-based ELPAC.

The following list describes the nine recommendations and the actions that were taken to implement the usability pilot recommendations:

1. **Improve Test Familiarity Materials**—Improve test familiarity materials (tutorials, training tests, practice tests) to ensure students are prepared to take, and test examiners are prepared to administer, the computer-based ELPAC:
  - Training tests and tutorials were released in September 2019, before the October 2019 field test administration.
  - The Technology Readiness Checker for Students (TRCS) was created for students to engage in common activities using a technological platform. Guidelines also were created to provide teachers and test examiners with suggestions for additional resources that a student might need based on the results of the TRCS report.
  - Resources such as a technical specifications manual and test administration manual were released ahead of the field test.
  - Translated test directions were provided in the 18 most popular languages spoken in California as an available resource to orient students to each domain.
  - The new *Speaking Directions for Administration (DFAs)* included student and test examiner practice questions as part of the voice-capture check in the test delivery system. There were also instructions related to voice capture.
  - Local educational agency (LEA) trainers and test examiners—who attended the Administration and Scoring Training (AST) for the field test and Summative ELPAC administrations—were instructed to bring a mobile device to the training so they could practice test administration using the training tests.

- Use of the test delivery platform was incorporated into educator training during the in-person AST.
  - Administration videos were shown during the AST. The videos were made available for LEAs to use in their local training. The videos showed the administration and scoring of the Speaking domain, including the Data Entry Interface (DEI), one-on-one kindergarten through grade two administration, and group administration for grades three through twelve.
  - LEA trainers and test examiners who attended the AST received printed materials and videos that communicated the changes and new features of the computer-based ELPAC.
  - Communications around preparing technology for the computer-based ELPAC, new embedded accessibility resources, and use of the TRCS were developed and disseminated based on the timing of specific releases.
  - Full-length practice tests were released in November 2019 before the February 1, 2020, opening of the Summative ELPAC operational test administration window.
2. **Create Educator Resource Materials**—Create resource materials for educators and test examiners to help determine if students are ready to take the computer-based ELPAC:
    - An online resource, the TRCS, was created to help educators determine a student’s familiarity with using a technological platform.
  3. **Allow Single-Listen for Listening Stimuli**—Allow students to listen only once to audio stimuli on the Listening test:
    - The Listening settings were updated to limit the playback of the Listening stimuli to one time to align with the paper–pencil administration and meet expectations for English language proficiency in the classroom. Students with a designated support for audio replay for Listening could replay a stimuli multiple times during the practice test and all operational assessments.
  4. **Deliver Recorded Audio Files for the Listening Test Through the Testing Interface**—Maintain recorded audio files for Listening stimuli on the kindergarten and grade one Listening tests, like the grades two through eight Listening tests:
    - The practice tests, training tests, and all operational tests included audio files for kindergarten and grade one students.
    - The audio files for kindergarten and grade one students were updated to direct the student to point to the answer when the options are pictures. For text options, students were directed to say their answer.
  5. **Increase Accessibility Resource Familiarity**—Increase opportunity for familiarity and practice of accessibility resources for both test examiners and students:
    - Two products with accessibility resources were released.
      - Training tests and tutorials were released in September 2019, before the October 2019 field test.
      - Practice tests were released in November 2019, before the February 1, 2020, start of the Summative ELPAC operational testing window.

- Listening, Reading, and Writing *DFAs* contained language in the “Before Testing” and “During Testing” portions of the front matter that addressed additional resources as appropriate for each grade. Examples of bullets from the front matter included the following:
    - “If desired, set up any additional resources (e.g., large mouse cursor) to facilitate administration of the computer-based ELPAC.”
    - “Where appropriate, use the universal tools (zoom, line reader, etc.) introduced during test examiner training and described in Matrix Four.”
    - “To minimize risk of unforeseen usability challenges, use the resources built into the platform, not affordances of the specific device, to adjust settings (e.g., zoom using the test delivery system, not the track pad or touch screen).”
  - Descriptions of the available Summative ELPAC accessibility resources were included in the newly combined *California Assessment of Student Performance and Progress (CAASPP) and ELPAC Accessibility Guide for Online Testing* that describes accessibility resource types and usage for computer-based assessment (CDE, 2020a).
6. **Increase Technology Familiarity**—Provide appropriate supports to ensure students’ level of familiarity with technology does not impede their ability to take the computer-based ELPAC:
- Two new resources were added to Matrix Four to assist students who did not have enough experience with technology to navigate through the test delivery system alone and to assist students who could not enter their responses without support. Matrix Four has since been replaced with the [California Assessment Accessibility Resources Matrix](#).
    - In June 2019, the test navigation assistant (TNA) was added as a non-embedded universal tool and the Designated Interface Assistant (DIA) was added as a non-embedded designated support.
  - Print-on-demand was added as an embedded designated support so students who may not have been comfortable reading on the computer screen had the opportunity to print the items, if the test examiner felt this was necessary.
  - A document entitled *ELPAC Accessibility Resources for Operational Testing* (CDE, 2019b) was created that covered guidelines for the use of accessibility resources. It was sent to the California State Board of Education as part of the June memorandum. The adoption of this document was communicated to the field when the ELPAC regulations were approved in September 2019.
7. **Simplify the Administration of the Speaking Test**—Simplify the Speaking administration to make test administration and scoring easier for the test examiner:
- Speaking *DFAs* were developed specific to each grade or grade span, allowing the test examiner to read test directions and questions and have access to rubrics, anchor samples, and prompting guidelines for test administration. The *DFAs* included a score sheet that test examiners used to score in the moment and then entered the Speaking scores into the DEI upon completion of the administration. The Speaking *DFAs* were available as PDFs and could be downloaded for optional printing.

- The Speaking *DFA* had two diagrammed options for seating arrangements for the test examiner and student.
  - The Speaking *DFA* incorporated directions for the test examiner on when to begin the audio recording of Speaking responses. For each test question, a microphone icon was placed before the “say” statement to provide an indicator and reminder to the test examiner to begin the recording.
8. **Improve the *Directions for Administration***—Improve the organization of the *DFAs*:
- The Speaking *DFAs* were set up by task type and the administration directions were embedded within the test examiner script. Notes to the test examiner and prompting guidelines were placed within each task type and, if appropriate, each test question.
  - Checks were performed to ensure consistency between the test delivery system and the *DFAs*. The *DFAs* were organized to place scripts, prompting, and pointing all on the same page. Additional icons were added to assist with directions.
9. **Enhance Training for Test Examiners**—Enhance administration and scoring training for test examiners:
- Twenty-two day-long statewide trainings that supported both field test and operational administrations were held for LEAs from September through November 2019. The training incorporated test administration for kindergarten through grade twelve and included videos of students and test examiners on the computer-based platform. Most of the training focused on the administration and scoring of the Speaking domain.
  - LEA ELPAC trainers and test examiners who attended the AST were instructed to bring an electronic device to the training to practice the administration using the training tests.
  - The training had participants watch a video of the one-on-one kindergarten through grade two administration and participants logged on to the kindergarten training tests for practice.
  - Training videos were created to demonstrate exemplary administration models and then were shown during the trainings.

## 9.2. Test Delivery and Administration

### 9.2.1. Post-test Survey

After the suspension of testing in response to the novel coronavirus disease 2019 pandemic, ETS administered a CAASPP and ELPAC post-test survey, renamed “Feedback for Continuous Improvement Survey,” to LEAs. The survey focused on gathering information and data from educators who were part of the Summative ELPAC administration to highlight successes and identify areas for immediate and long-term improvement. The focus of the survey questions centered on preparation, training, and the administration systems used to prepare for testing.

In response to the LEA feedback, ETS is implementing the following improvements for the 2020–2021 operational administration:



- Creating guidance and options for administering the tests during distance learning
- Creating resources to ensure all parties are adequately prepared to administer tests during distance learning
- Improving training materials, videos, and web pages about using and assigning accessibility resources and student test settings
- Continuing to offer combined manuals that include both CAASPP and ELPAC information
- Improving the organization of the manuals by offering web-based manuals
  - The web-based platform will allow users to easily find and access information.
  - ETS could explore ways to further filter information by test administration process or by role as respondents have suggested.
- Organizing training opportunities web pages and sending emails to all users about training opportunities they might be interested in
- Further streamlining website navigation by simplifying the display of information and more readily offering materials, when possible, to make the site more useful and usable
- Exploring the best options for providing virtual trainings to adhere to physical distancing guidelines
  - This approach is in line with ETS' proposed contingency plans for 2020–2021 training opportunities, as they are expected to remain virtual.
- Updating existing videos and creating new demonstration videos for the various administration systems
  - Because almost all users view videos on the CAASPP and ELPAC websites instead of on YouTube, descriptions and additional resources will be provided on the video landing pages.
- Increasing communication and promotion of the TRCS, which could be useful for LEAs with new-arrival students
- Including the name and link to the new California Assessment Accessibility Resources Matrix (CDE, 2020b) more prominently in email communications and the ELPAC website
- Encouraging LEAs to use the practice and training tests to help determine students' needs for accessibility resources such as the TNA or DIA
- Promoting the use of the Tools for Teachers website at <https://smartertoolsforteachers.org/> to increase educators' awareness and use of its various resources

### 9.2.2. Training and Communication

Assessment administration, training, and communication will be focal points moving forward as ETS continues work on the computer-based Summative ELPAC. ETS will continue to provide timely communication for each critical component of the ELPAC administration, including material order dates and deadlines and training schedules. ETS will continue to

work with SCOE to emphasize the importance and necessity of training, along with providing statewide training to LEA staff so they are prepared to administer the test. Training will continue to focus on local scoring of the Speaking domain.

ETS will continue to support familiarizing students with the ELPAC items using practice and training tests and informational videos. Parent/Guardian engagement continues to be an important factor for student engagement and familiarization. To that end, ETS will work with the CDE to increase communication and information targeted at parents and guardians. Communications will also encourage LEAs to use the practice and training tests to prepare students to become more familiar with the computer-based Summative ELPAC.

## 9.3. Human Scoring

Both validity agreement rates and interrater agreement rates were analyzed regularly to identify potential needs for supplements to rater training materials. When validity agreement or interrater agreement for a prompt suggested a need for supplemental training materials, appropriate action was taken. Actions included updating the rater training documentation or rater training sample sets and updating prompt-specific scoring notes to provide raters with prompt-specific scoring guidance.

### 9.3.1. Interrater Reliabilities

Analyses show that for both Writing and Speaking, average interrater reliability is above 0.70, but item-level interrater reliability was lower than the target level of 0.70 for some task types (refer to [table 4.1](#) and table 4.2). There are several options for improving interrater reliabilities in future test administrations, including the following:

1. Pinpointing sources of discrepancies along the score scale and providing data-driven targeted retraining to raters
2. Expanding the investigation of individual raters' scoring for prompts with particularly low agreement while scoring is being conducted
3. Providing greater consideration of an item's agreement rates when building forms
4. Making adjustments to automated calibration and retraining requirements

#### 9.3.1.1. Writing Issues

Approaches like the ones listed previously are being considered for Writing, for which ETS has direct access to raters in real time. The traditional reports that are reviewed on a regular basis during the scoring period will be further stratified to isolate where the raters are disagreeing, to quickly provide the proper remediation tools for the raters.

#### 9.3.1.2. Speaking Issues

Speaking is scored locally and an audio transcript is provided to support second scoring efforts, which are centralized. Using local scoring means that it is not feasible to provide actionable feedback during the scoring session. The sample of second scores given by online raters in 2019–2020 was inconsistent with the first scores given by local raters. For example, first scores tended to be higher than second scores. The inconsistency may result from the different scoring environments between the test examiners in the field and the online scoring system. These scoring environment–related differences included

- the visual cues that test examiners have in the face-to-face setting that are absent in the online system,

- the real-life audio quality in face-to-face scoring as compared to the variable recording quality available to online raters,
- the difference between scoring a single student from beginning-to-end of the test by examiners and the scoring of individual responses by different test takers in the same task type by online raters, and
- the possibility that some students being tested are known to the local test examiners, while the online system is anonymous.

### 9.3.1.3. Suggestions for Resolution

There are a variety of potential approaches that may help reduce that inconsistency to be explored. One is to investigate cases where local test examiners' and online raters' scores were adjacent or discrepant to investigate whether there were any patterns that could be addressed in training. Another potential approach would be to undertake a small study in which two local raters observe the administration and assign scores to test takers.

The second approach, the study, is the more ideal approach to estimating interrater reliability for the first scores that are contributing to students' reported scores. Adding to that approach, there could be additional scoring of audio files by local raters. Comparing local ratings of audio files to local ratings performed in the face-to-face setting would allow for the investigation of whether differences observed between local and online raters during the 2019–2020 Summative ELPAC administration could have been the result of differences in the rating approach (i.e., ratings based on face-to-face interactions versus ratings of audio recordings).

## 9.4. Psychometric Analysis

As the computer-based Summative ELPAC transitioned from a field test to an operational administration beginning in spring 2020, the PAR team continued to maintain best practices to ensure quality of psychometric results and looked for ways to streamline and improve psychometric processes. Future plans include investigating strategies to automate some of the manual psychometric reviews (e.g., reviewing item analysis results to evaluate items flagged due to out-of-range classical item statistics). Automation of manual procedures will help to facilitate timely reporting of student scores.

## 9.5. Accessibility

With the launch of the computer-based ELPAC, students have access to a much larger range of accessibility resources during testing than those allowed as part of the PPT ELPAC administrations. The field test phase provided an opportunity to evaluate the embedded and non-embedded universal tools and designated supports, as well as to consider the embedded and non-embedded accommodations that will be available as part of the online test delivery system. Unlike the paper–pencil administrations, for computer-based testing, the LEA staff will assign and verify designated supports and accommodations in TOMS prior to the student testing. Universal tools will be available to all students in the online interface.

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## Chapter 10: Optional Fall Administration

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This chapter presents Summative English Language Proficiency Assessments for California (ELPAC) testing options that were available during the 2020 optional fall administration, as well as the psychometric analysis plans and analysis results for fall administration data.

### 10.1. Overview

The annual Summative ELPAC administration window opens on February 1 and ends on May 31. However, most of the schools in California halted in-person instruction after March 13, 2020. This resulted in many students not taking the ELPAC, or taking only a portion of the test. Then, on March 18, 2020, Governor Gavin Newsom signed an order suspending the CAASPP—and with it, the Summative ELPAC—for all students in California (Office of Governor Gavin Newsom, 2020).

An optional fall administration was offered between August 20 and October 30, 2020, for students who were unable to start or complete the test in spring 2020. Local educational agencies (LEAs) were encouraged to prioritize testing students who were close to reclassification. This administration used the same test forms as were used in the spring 2020 administration. Students who were tested in the optional fall administration tested on-grade for their eligible grade during the spring 2020 administration. For example, grade three students were administered the grade two assessment that would have been administered the previous spring.

### 10.2. Administration Locations

Schools could test in two possible locations during the optional fall administration:

1. Students could test in person, with both students and test examiners co-located and following physical distancing guidelines.
2. Students could test remotely, using distance learning processes and video conferencing tools such as Zoom.

The aim of standardized testing is to minimize opportunities for differences in test administration to impact scores. Allowing for remote testing introduced a challenge to the consistency of scores that were obtained from the optional fall 2020 administration. A study was conducted to evaluate the consistency of in-person and remote testing outcomes; results are included in this chapter. Students who tested remotely had access to the same embedded resources as they would have had during in-person testing.

Because in-person and remote assessments were not specifically tracked by the test delivery platform, web browser information was instead used as an indicator of likely testing location. Secure web browser usage meant that an LEA device was used, which typically indicated an in-person administration. Non-secure browser usage meant that a non-LEA device was used, which typically indicated a remote administration.

### 10.3. Testing Sample Demographics

Student participation in the fall administration was voluntary on the part of the LEAs. The results provided for this administration included only enrolled students who did not start or complete the test in the spring 2020 Summative ELPAC, and who started and completed the Summative ELPAC in fall 2020.

Numbers and percentages of fall 2020 remote, in-person, and mixed-location test takers were compared by domain. The “mixed” location refers to students who started the domain assessment in one location—either in person or remote—in the fall 2020 administration and completed it in the other location. Flexibility in administration was afforded to schools in fall 2020.

The numbers of students who participated in fall 2020 in each of the locations are provided in [table 10.1](#) through [table 10.4](#). [Table 10.A.1](#) through [Table 10.A.52](#) in [appendix 10.A](#) present the data by grade level and student group.

**Table 10.1 Number Tested for Listening Domain by Administration Location**

Grade Level	Number Tested Remote	Percent Tested Remote	Number Tested In Person	Percent Tested In Person	Number Tested Mixed	Percent Tested Mixed
Kindergarten	884	47.60	972	52.34	1	0.05
1	2,290	61.00	1,461	38.92	3	0.08
2	2,714	59.71	1,823	40.11	8	0.18
3	3,022	62.74	1,787	37.10	8	0.17
4	2,428	63.49	1,394	36.45	2	0.05
5	2,064	55.84	1,628	44.05	4	0.11
6	1,668	61.66	1,035	38.26	2	0.07
7	1,252	57.67	917	42.24	2	0.09
8	1,000	63.09	582	36.72	3	0.19
9	999	65.90	515	33.97	2	0.13
10	743	67.85	351	32.05	1	0.09
11	529	66.54	266	33.46	0	0.00
12	16	28.07	41	71.93	0	0.00

**Table 10.2 Number Tested for Speaking Domain by Administration Location**

Grade Level	Number Tested Remote	Percent Tested Remote	Number Tested In Person	Percent Tested In Person	Number Tested Mixed	Percent Tested Mixed
Kindergarten	879	46.61	1,006	53.34	1	0.05
1	2,354	62.47	1,414	37.53	0	0.00
2	2,645	59.56	1,792	40.35	4	0.09
3	3,558	58.37	2,532	41.54	6	0.10
4	2,858	59.34	1,953	40.55	5	0.10

Table 10.2 (continuation)

<b>Grade Level</b>	<b>Number Tested Remote</b>	<b>Percent Tested Remote</b>	<b>Number Tested In Person</b>	<b>Percent Tested In Person</b>	<b>Number Tested Mixed</b>	<b>Percent Tested Mixed</b>
5	2,435	54.15	2,052	45.63	10	0.22
6	2,078	61.81	1,277	37.98	7	0.21
7	1,943	59.82	1,300	40.02	5	0.15
8	1,455	61.03	929	38.97	0	0.00
9	1,450	61.65	897	38.14	5	0.21
10	1,067	64.51	587	35.49	0	0.00
11	812	66.18	414	33.74	1	0.08
12	27	39.13	42	60.87	0	0.00

Table 10.3 Number Tested for Reading Domain by Administration Location

<b>Grade Level</b>	<b>Number Tested Remote</b>	<b>Percent Tested Remote</b>	<b>Number Tested In Person</b>	<b>Percent Tested In Person</b>	<b>Number Tested Mixed</b>	<b>Percent Tested Mixed</b>
Kindergarten	894	45.33	1,076	54.56	2	0.10
1	2,429	61.48	1,520	38.47	2	0.05
2	2,879	60.39	1,884	39.52	4	0.08
3	3,040	63.37	1,751	36.50	6	0.13
4	2,411	63.78	1,365	36.11	4	0.11
5	2,096	56.59	1,606	43.36	2	0.05
6	1,627	60.42	1,059	39.32	7	0.26
7	1,229	57.92	889	41.89	4	0.19
8	956	61.52	596	38.35	2	0.13
9	998	64.06	557	35.75	3	0.19
10	715	65.06	384	34.94	0	0.00
11	521	64.56	284	35.19	2	0.25
12	16	29.09	39	70.91	0	0.00

**Table 10.4 Number Tested for Writing Domain by Administration Location**

Grade Level	Number Tested Remote	Percent Tested Remote	Number Tested In-Person	Percent Tested In-Person	Number Tested Mixed	Percent Tested Mixed	Number Tested Unknown	Percent Tested Unknown
Kindergarten	N/A	N/A	N/A	N/A	N/A	N/A	683	100.00
1	N/A	N/A	N/A	N/A	N/A	N/A	1,146	100.00
2	N/A	N/A	N/A	N/A	N/A	N/A	1,361	100.00
3	3,003	62.33	1,805	37.46	10	0.21	N/A	N/A
4	2,444	62.67	1,454	37.28	2	0.05	N/A	N/A
5	2,097	55.20	1,698	44.70	4	0.11	N/A	N/A
6	1,627	59.47	1,104	40.35	5	0.18	N/A	N/A
7	1,240	56.62	945	43.15	5	0.23	N/A	N/A
8	977	61.84	602	38.10	1	0.06	N/A	N/A
9	998	64.68	545	35.32	0	0.00	N/A	N/A
10	712	66.42	360	33.58	0	0.00	N/A	N/A
11	525	66.29	266	33.59	1	0.13	N/A	N/A
12	14	26.42	39	73.58	0	0.00	N/A	N/A

Note that in [table 10.4](#), the administration location is not available for kindergarten, grade one, and grade two Writing assessments because these were administered as paper-based and the test location information was not collected.

Very few students—a range between 1 and 10—started a test in person and switched to a remote location, or vice versa, to complete a test in each domain (in the “mixed” column). The N-counts here may not match those in other reports, nor will they always match those shown in other tables and appendices of this report, due to different reporting specifications requiring demographic information that may be missing from some records. Students who logged on and answered at least one item for a domain were included in the summary.

The number of test takers in the optional fall administration ranged between 53 and 4,818 across all domains and all grades. The number of students tested represented between 1 and 3 percent of students who typically participate in Summative ELPAC administrations across grade levels. Very few students participated in the grade twelve assessment in the optional fall administration, presumably because most grade twelve students in the spring administration graduated.

The remote testing location shows a higher percentage than the in-person testing location for all grades except kindergarten and grade twelve across all four domains. In-person testing shows a slightly higher percentage in kindergarten in the Listening, Speaking, and Reading domains.

[Table 10.A.1](#) through [Table 10.A.52](#) in [appendix 10.A](#) provides the number of test takers and the percent of test takers by testing location for domain and select demographic groups for each test during the 2020 optional fall administration.



Among grades one through eleven, the in-person testing location percentage is higher than the remote testing location for some student groups, but there is no specific pattern across the grades and domains.

For [table 10.5](#) and [table 10.6](#), and the tables in appendices [10.B](#), [10.C](#), [10.D](#), and [10.E](#), a student who completed the test after August 2020 received a valid score and met the attemptedness criteria.

## 10.4. Scale Score Summary

The same scoring and reporting rules were implemented as for the spring 2020 administration. Refer to [Chapter 4: Scoring and Reporting](#) for descriptions of a raw score, scale score, and performance level.

[Table 10.5](#) presents the means and standard deviations (SDs) of scale scores for the overall test and each composite.

**Table 10.5 Mean and Standard Deviation of the Overall, Oral Language, and Written Language Scale Scores**

Grade Level	Number of Students Tested	Overall Scale Score Mean	Overall Scale Score SD	Oral Language Scale Score Mean	Oral Language Scale Score SD	Written Language Scale Score Mean	Written Language Scale Score SD
Kindergarten	2,666	1466	80	1467	73	1464	133
1	4,789	1476	55	1483	56	1469	71
2	5,902	1503	52	1503	59	1502	63
3	7,724	1505	42	1507	55	1503	42
4	6,143	1527	49	1528	62	1526	50
5	6,026	1542	50	1541	67	1544	50
6	4,602	1545	58	1551	80	1538	53
7	4,130	1561	64	1568	85	1552	59
8	2,816	1566	71	1571	92	1562	65
9	2,803	1565	77	1566	104	1563	65
10	2,101	1579	84	1580	114	1577	71
11	1,534	1569	90	1566	108	1571	86
12	166	1434	182	1427	186	1440	182

With the exception of the overall mean scale score for grades nine, eleven, and twelve, the overall scores increase across grade levels. The grades eleven and twelve mean score is somewhat lower than for grade ten. Given that a fall administration was optional, the number of students tested is not a representative sample for the Summative ELPAC. Hence, this slight decrease at grades eleven and twelve should not be overinterpreted.

The raw score and scale score frequency distributions for each of the composites and the total test score were reported in [appendix 10.B](#), in [Table 10.B.1](#) through [Table 10.B.13](#) for

the oral language composite by grade level; and [Table 10.B.14](#) provides the summary statistics for the oral language composite raw scores.

Raw score frequency distribution for the written language composite by grades is presented in [appendix 10.B](#), in [Table 10.B.15](#) through [Table 10.B.27](#). Summary statistics for the written language composite raw scores are presented in [Table 10.B.28](#). The oral language composite shows a higher mean percent correct than the written language composite across all grades. The remaining tables—[Table 10.B.29](#) through [Table 10.B.41](#)—contain the overall raw scores with the summary stats in [Table 10.B.42](#).

Scale score frequency distributions are presented in [appendix 10.C](#), in [Table 10.C.1](#) through [Table 10.C.13](#), and provide the distributions for the oral language composite. [Table 10.C.14](#) through [Table 10.C.26](#) present the distributions for the written language composite. The final tables in [appendix 10.C](#), [Table 10.C.27](#) through [Table 10.C.39](#), present the distributions for the overall scale score.

The means and standard deviations of scale scores for the overall test and each composite are also presented by student group. These results are in [appendix 10.D](#), in [Table 10.D.1](#) through [Table 10.D.13](#). To support interpretation of these results, within each race or ethnicity student group, scale scores are further aggregated according to whether or not students in each group are economically disadvantaged.

The percentage of students in each proficiency level for the overall test and the composites is presented in [table 10.6](#) table 4.5. Corresponding information at the domain level is provided in [appendix 10.E](#), in [Table 10.E.1](#) through [Table 10.E.13](#). To support interpretation of these results, within each race or ethnicity student group, scale scores are further aggregated according to whether or not students in each group are economically disadvantaged.

**Table 10.6 Percentage of Students in Each Proficiency Level for the Overall Test and Composites**

Grade Level	Overall Proficiency Level 1	Overall Proficiency Level 2	Overall Proficiency Level 3	Overall Proficiency Level 4	Oral Language Proficiency Level 1	Oral Language Proficiency Level 2	Oral Language Proficiency Level 3	Oral Language Proficiency Level 4	Written Language Proficiency Level 1	Written Language Proficiency Level 2	Written Language Proficiency Level 3	Written Language Proficiency Level 4
Kindergarten	8	20	32	40	9	15	36	40	11	31	21	37
1	6	25	48	21	6	15	35	43	15	30	44	11
2	6	16	54	24	7	11	38	44	10	23	51	16
3	6	24	50	19	7	10	41	42	11	47	34	7
4	5	17	51	27	5	6	37	52	12	39	38	11
5	4	20	44	32	5	5	37	53	10	49	26	14
6	6	20	45	28	6	6	40	49	19	41	28	13
7	5	19	40	36	4	6	37	52	13	39	30	17
8	7	19	43	30	6	9	39	46	13	38	31	18

Table 10.6 (continuation)

Grade Level	Overall Proficiency Level 1	Overall Proficiency Level 2	Overall Proficiency Level 3	Overall Proficiency Level 4	Oral Language Proficiency Level 1	Oral Language Proficiency Level 2	Oral Language Proficiency Level 3	Oral Language Proficiency Level 4	Written Language Proficiency Level 1	Written Language Proficiency Level 2	Written Language Proficiency Level 3	Written Language Proficiency Level 4
9	10	27	42	22	9	13	42	35	20	39	32	10
10	8	21	39	31	9	11	39	42	14	34	36	17
11	11	24	40	24	11	9	37	43	20	45	25	9
12	48	20	25	7	46	10	25	19	57	33	6	4

## 10.5. Score Comparability—Remote Versus In-person Testing Analysis

ETS conducted a special study to evaluate whether the performance of students testing remotely could be viewed as comparable to the performance of students testing in person. The evaluation included comparisons of the performance of students testing in-person and remotely at the composite level and item level, as well as the response time, test reliability and the correlations between domains. The results of the evaluation support the hypothesis that remote testing for the Summative ELPAC can be viewed as comparable to in-person testing under the conditions in place in fall 2020.

This section provides a brief summary of the analysis sample and the results from the analyses conducted. The detailed results are included in the report *Analysis of Remote Testing for the Optional Fall 2019–2020 Summative English Language Proficiency Assessments for California* (CDE, 2021).

### 10.5.1. Analysis Sample

Results from more than 20,000 students across grade levels were used in this evaluation. Only students who completed a Summative ELPAC composite during the optional fall administration, tested entirely in one location (either in person or remotely), and were enrolled in kindergarten through grade eleven in spring 2020 were included in the analysis sample. This resulted in an oral language performance sample for each grade level that ranged between 380 and 2,265 students who tested remotely across grade levels and between 154 and 1,522 students who tested in-person across grade levels. For the written language composition, this resulted in a performance sample for each grade level that ranged between 131 and 2,689 students who tested remotely across grade levels and between 217 and 1,558 students who tested in-person across grade levels.

These numbers represented no more than 3 percent of students who typically participate in ELPAC administrations across grade levels. Very few students who were in grade twelve during the spring administration participated in the optional fall administration, presumably because they had graduated. Therefore, grade twelve students were not included in the study.

To facilitate direct comparisons between students who tested in person and students who tested remotely, students in these groups for grades one through eleven were matched based on demographic characteristics and 2018–2019 ELPAC scores to ensure the groups were comparable. Note that very few kindergarten students had 2018–2019 scores; therefore, it was not possible to include the previous year’s ELPAC scores in the matching of kindergarten student groups.

Because prior-year test scores are strong predictors of current-year test scores, the expectation was that matching would produce consistent average performance in grades one through eleven if remote testing did not impact scores. The expectation was that the matching of in-person and remote groups would be more limited in effectiveness for kindergarten students because demographic variables alone are weaker predictors of test scores.

### **10.5.2. Student Performance on Individual Test Questions**

The performance of individual test questions, or items, was compared for in-person and remote test takers. Three item analyses were conducted: differential item functioning (DIF), item difficulty, and item discrimination.

#### **10.5.2.1. Differential Item Functioning**

DIF methodology was used to identify items that perform differently for in-person and remote test takers.

Of the 419 items that were evaluated using DIF across all the tests, only three items were identified as exhibiting the most practically significant form of DIF between the in-person and remote test-taker groups. Each of these items came from a different domain: one in Listening, one in Speaking, and one in Reading. Students testing in person performed better for two of these items, and remote students performed better for the third item.

Refer to section [5.4 Differential Item Functioning \(DIF\) Analyses](#) for a description of DIF analysis, as it was applied to the results of the spring 2020 Summative ELPAC administration.

#### **10.5.2.2. Item Difficulty**

In addition to DIF, comparisons of item difficulties were conducted.

Comparisons of items in oral language for grade one and grade spans three through five, six through eight, and nine and ten were nearly equivalent. Comparisons of item difficulties for written language for grade two, grade span three through five, grade span six through eight, grade span nine and ten, and grade eleven were also nearly equivalent.

For both kindergarten oral language and kindergarten written language composites, item difficulty statistics suggest that items were uniformly easier for remote test takers than for in-person test takers. These results may be related to the inability to match based on previous test scores, leading to groups that are less comparable.

For grade two oral language, item difficulty statistics suggested that Listening items were more difficult for remote test takers than for in-person test takers. This difference summed to approximately one-half point of the 50 points that could be earned on the oral language composite.

Refer to subsection [5.2.1.1. Classical Item Difficulty Indices \(p-value\)](#) for a description of item difficulty analysis, as it was applied to the results of the spring 2020 Summative ELPAC administration.

### 10.5.2.3. Item Discrimination

Item discrimination is a measure of how strongly item performance is related to test performance. It answers the question, “Are students who correctly answer a question more likely to earn higher scores on the test as a whole than students who incorrectly answer that question?” Differences in item discrimination can mean that the skill being evaluated is changing, so it is important for item discrimination to remain consistent for in-person and remote test takers.

Item discrimination results were compared, and results were fairly consistent for in-person and remote test takers, with differences appearing when the number of test takers in a grade level or grade span was small. The degree of consistency increased as the number of students who tested in a grade level or grade span increased.

Refer to subsection [5.2.1.2. Item-Total Correlation](#) for a description of item discrimination analysis, as it was applied to the results of the spring 2020 Summative ELPAC administration.

### 10.5.3. Student Performance on the Entire Test

Mean Summative ELPAC scores for students in the in-person and remote groups were compared using statistical tests to evaluate whether differences were larger than differences that might be expected by chance alone. In the study, both oral language scores and written language scores in each of the seven grade levels and grade spans—kindergarten, grade one, grade two, grade span three through five, grade span six through eight, grade span nine and ten, and grade eleven—were evaluated, for a total of 14 composite scores.

On the basis of these comparisons, no differences were found for 12 of the 14 ELPAC composite scores. Kindergarten oral language scores were 17.1 scale score points higher for remote test takers than for in-person test takers. The practical significance of this difference is small, and this result is consistent with the earlier finding that items were less difficult for kindergarten remote test takers than for kindergarten in-person test takers. As in that case, matching that was limited to demographic group membership is a potential explanation for this result.

Grade two oral language scores were 8.6 scale score points lower for remote test takers than for in-person test takers; the practical significance of this difference is also small. That is, the effect size was small based on the criteria recommended by Cohen (1988). The remaining 12 analyses showed no differences across groups.

### 10.5.4. Summary of Validity and Reliability Analyses

The validity and reliability analyses suggested no threats to the psychometric properties of the assessments that were administered remotely. Response times were slightly longer for remote test takers, but nothing in these differences suggested anything problematic in the test delivery scenarios.

Reliability estimates were similar for in-person and remote test-taker scores; differences between them were associated with differences in score variability, suggesting that reduced variability was responsible for the differences. Differences in correlations between domains were present but small and followed no pattern that might have suggested a problem in what the Summative ELPAC measures across the two testing locations.

## References

California Department of Education. (2021). Analysis of remote testing for the optional fall 2019–2020 Summative English Language Proficiency Assessments for California. Sacramento, CA: California Department of Education. <https://www.cde.ca.gov/ta/tg/ep/documents/elpacremotetesting19.docx>

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## Appendix 10.A: Testing Sample Demographics by Testing Locations

**Table 10.A.1 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Kindergarten**

Student Group	Listening: Number Tested Remote	Listening: Percent Tested Remote	Listening: Number Tested In-person	Listening: Percent Tested In-person	Listening: Number Tested Mixed	Listening: Percent Tested Mixed
All	884	47.60	972	52.34	1	0.05
Male	423	45.53	505	54.36	1	0.11
Female	461	49.68	467	50.32	0	0.00
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	1	16.67	5	83.33	0	0.00
Asian	58	33.53	114	65.90	1	0.58
Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00	0	0.00
Filipino	10	58.82	7	41.18	0	0.00
Hispanic or Latino	760	49.25	783	50.75	0	0.00
Black or African American	6	60.00	4	40.00	0	0.00
White	43	52.44	39	47.56	0	0.00
Two or more races	3	37.50	5	62.50	0	0.00
Unknown	3	16.67	15	83.33	0	0.00
No special education services	807	47.11	905	52.83	1	0.06
Special education services	77	53.47	67	46.53	0	0.00
Not economically disadvantaged	232	37.18	391	62.66	1	0.16
Economically disadvantaged	652	52.88	581	47.12	0	0.00
In U.S. schools less than 12 months	225	25.06	672	74.83	1	0.11
In U.S. schools 12 months or more	635	68.57	291	31.43	0	0.00
Duration unknown	24	72.73	9	27.27	0	0.00
Migrant education	3	9.09	30	90.91	0	0.00
Not migrant education	881	48.30	942	51.64	1	0.05

**Table 10.A.2 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade One**

<b>Student Group</b>	<b>Listening: Number Tested Remote</b>	<b>Listening: Percent Tested Remote</b>	<b>Listening: Number Tested In-person</b>	<b>Listening: Percent Tested In-person</b>	<b>Listening: Number Tested Mixed</b>	<b>Listening: Percent Tested Mixed</b>
All	2,290	61.00	1,461	38.92	3	0.08
Male	1,185	61.72	735	38.28	0	0.00
Female	1,105	60.25	726	39.59	3	0.16
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	1	33.33	2	66.67	0	0.00
Asian	152	42.46	206	57.54	0	0.00
Native Hawaiian or Other Pacific Islander	3	30.00	7	70.00	0	0.00
Filipino	18	62.07	11	37.93	0	0.00
Hispanic or Latino	2,007	63.47	1,152	36.43	3	0.09
Black or African American	8	72.73	3	27.27	0	0.00
White	85	59.44	58	40.56	0	0.00
Two or more races	8	42.11	11	57.89	0	0.00
Unknown	8	42.11	11	57.89	0	0.00
No special education services	2,079	60.26	1,369	39.68	2	0.06
Special education services	211	69.41	92	30.26	1	0.33
Not economically disadvantaged	425	40.17	633	59.83	0	0.00
Economically disadvantaged	1,865	69.18	828	30.71	3	0.11
In U.S. schools less than 12 months	49	59.76	33	40.24	0	0.00
In U.S. schools 12 months or more	2,229	61.02	1,421	38.90	3	0.08
Duration unknown	12	63.16	7	36.84	0	0.00
Migrant education	13	23.64	42	76.36	0	0.00
Not migrant education	2,277	61.56	1,419	38.36	3	0.08



**Table 10.A.3 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Two**

<b>Student Group</b>	<b>Listening: Number Tested Remote</b>	<b>Listening: Percent Tested Remote</b>	<b>Listening: Number Tested In-person</b>	<b>Listening: Percent Tested In-person</b>	<b>Listening: Number Tested Mixed</b>	<b>Listening: Percent Tested Mixed</b>
All	2,714	59.71	1,823	40.11	8	0.18
Male	1,375	59.06	951	40.85	2	0.09
Female	1,339	60.40	872	39.33	6	0.27
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	4	80.00	1	20.00	0	0.00
Asian	226	49.13	234	50.87	0	0.00
Native Hawaiian or Other Pacific Islander	5	83.33	1	16.67	0	0.00
Filipino	25	78.13	7	21.88	0	0.00
Hispanic or Latino	2,307	60.65	1,489	39.14	8	0.21
Black or African American	15	62.50	9	37.50	0	0.00
White	97	60.63	63	39.38	0	0.00
Two or more races	14	66.67	7	33.33	0	0.00
Unknown	21	63.64	12	36.36	0	0.00
No special education services	2,517	59.11	1,733	40.70	8	0.19
Special education services	197	68.64	90	31.36	0	0.00
Not economically disadvantaged	648	46.72	736	53.06	3	0.22
Economically disadvantaged	2,066	65.42	1,087	34.42	5	0.16
In U.S. schools less than 12 months	54	80.60	12	17.91	1	1.49
In U.S. schools 12 months or more	2,648	59.56	1,791	40.28	7	0.16
Duration unknown	12	37.50	20	62.50	0	0.00
Migrant education	34	42.50	46	57.50	0	0.00
Not migrant education	2,680	60.02	1,777	39.80	8	0.18

**Table 10.A.4 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Three**

<b>Student Group</b>	<b>Listening: Number Tested Remote</b>	<b>Listening: Percent Tested Remote</b>	<b>Listening: Number Tested In-person</b>	<b>Listening: Percent Tested In-person</b>	<b>Listening: Number Tested Mixed</b>	<b>Listening: Percent Tested Mixed</b>
All	3,022	62.74	1,787	37.10	8	0.17
Male	1,549	63.43	889	36.40	4	0.16
Female	1,473	62.02	898	37.81	4	0.17
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	3	60.00	2	40.00	0	0.00
Asian	145	48.66	153	51.34	0	0.00
Native Hawaiian or Other Pacific Islander	2	33.33	4	66.67	0	0.00
Filipino	30	85.71	5	14.29	0	0.00
Hispanic or Latino	2,704	64.26	1,496	35.55	8	0.19
Black or African American	12	85.71	2	14.29	0	0.00
White	99	47.14	111	52.86	0	0.00
Two or more races	10	62.50	6	37.50	0	0.00
Unknown	17	68.00	8	32.00	0	0.00
No special education services	2,748	62.64	1,633	37.22	6	0.14
Special education services	274	63.72	154	35.81	2	0.47
Not economically disadvantaged	538	45.63	641	54.37	0	0.00
Economically disadvantaged	2,484	68.28	1,146	31.50	8	0.22
In U.S. schools less than 12 months	45	71.43	18	28.57	0	0.00
In U.S. schools 12 months or more	2,959	62.74	1,749	37.09	8	0.17
Duration unknown	18	47.37	20	52.63	0	0.00
Migrant education	28	37.33	47	62.67	0	0.00
Not migrant education	2,994	63.14	1,740	36.69	8	0.17

**Table 10.A.5 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Four**

<b>Student Group</b>	<b>Listening: Number Tested Remote</b>	<b>Listening: Percent Tested Remote</b>	<b>Listening: Number Tested In-person</b>	<b>Listening: Percent Tested In-person</b>	<b>Listening: Number Tested Mixed</b>	<b>Listening: Percent Tested Mixed</b>
All	2,428	63.49	1,394	36.45	2	0.05
Male	1,176	62.42	706	37.47	2	0.11
Female	1,252	64.54	688	35.46	0	0.00
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	3	37.50	5	62.50	0	0.00
Asian	158	57.88	115	42.12	0	0.00
Native Hawaiian or Other Pacific Islander	9	90.00	1	10.00	0	0.00
Filipino	24	68.57	11	31.43	0	0.00
Hispanic or Latino	2,103	64.61	1,150	35.33	2	0.06
Black or African American	10	83.33	2	16.67	0	0.00
White	98	49.75	99	50.25	0	0.00
Two or more races	8	53.33	7	46.67	0	0.00
Unknown	15	78.95	4	21.05	0	0.00
No special education services	2,151	62.64	1,281	37.30	2	0.06
Special education services	277	71.03	113	28.97	0	0.00
Not economically disadvantaged	460	50.44	451	49.45	1	0.11
Economically disadvantaged	1,968	67.58	943	32.38	1	0.03
In U.S. schools less than 12 months	35	66.04	18	33.96	0	0.00
In U.S. schools 12 months or more	2,374	63.51	1,362	36.44	2	0.05
Duration unknown	19	57.58	14	42.42	0	0.00
Migrant education	28	58.33	20	41.67	0	0.00
Not migrant education	2,400	63.56	1,374	36.39	2	0.05

**Table 10.A.6 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Five**

<b>Student Group</b>	<b>Listening: Number Tested Remote</b>	<b>Listening: Percent Tested Remote</b>	<b>Listening: Number Tested In-person</b>	<b>Listening: Percent Tested In-person</b>	<b>Listening: Number Tested Mixed</b>	<b>Listening: Percent Tested Mixed</b>
All	2,064	55.84	1,628	44.05	4	0.11
Male	1,077	56.33	834	43.62	1	0.05
Female	987	55.33	794	44.51	3	0.17
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	4	80.00	1	20.00	0	0.00
Asian	103	49.52	104	50.00	1	0.48
Native Hawaiian or Other Pacific Islander	5	62.50	3	37.50	0	0.00
Filipino	29	76.32	9	23.68	0	0.00
Hispanic or Latino	1,789	55.61	1,426	44.33	2	0.06
Black or African American	6	100.00	0	0.00	0	0.00
White	98	57.65	71	41.76	1	0.59
Two or more races	8	72.73	3	27.27	0	0.00
Unknown	22	66.67	11	33.33	0	0.00
No special education services	1,757	54.41	1,468	45.46	4	0.12
Special education services	307	65.74	160	34.26	0	0.00
Not economically disadvantaged	455	45.14	553	54.86	0	0.00
Economically disadvantaged	1,609	59.86	1,075	39.99	4	0.15
In U.S. schools less than 12 months	30	62.50	18	37.50	0	0.00
In U.S. schools 12 months or more	2,017	55.92	1,586	43.97	4	0.11
Duration unknown	17	41.46	24	58.54	0	0.00
Migrant education	17	37.78	28	62.22	0	0.00
Not migrant education	2,047	56.07	1,600	43.82	4	0.11

**Table 10.A.7 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Six**

<b>Student Group</b>	<b>Listening: Number Tested Remote</b>	<b>Listening: Percent Tested Remote</b>	<b>Listening: Number Tested In-person</b>	<b>Listening: Percent Tested In-person</b>	<b>Listening: Number Tested Mixed</b>	<b>Listening: Percent Tested Mixed</b>
All	1,668	61.66	1,035	38.26	2	0.07
Male	824	61.13	523	38.80	1	0.07
Female	844	62.20	512	37.73	1	0.07
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	2	100.00	0	0.00	0	0.00
Asian	97	51.60	91	48.40	0	0.00
Native Hawaiian or Other Pacific Islander	2	100.00	0	0.00	0	0.00
Filipino	23	79.31	6	20.69	0	0.00
Hispanic or Latino	1,408	62.14	856	37.78	2	0.09
Black or African American	8	72.73	3	27.27	0	0.00
White	116	60.73	75	39.27	0	0.00
Two or more races	8	80.00	2	20.00	0	0.00
Unknown	4	66.67	2	33.33	0	0.00
No special education services	1,399	60.69	904	39.22	2	0.09
Special education services	269	67.25	131	32.75	0	0.00
Not economically disadvantaged	353	49.03	367	50.97	0	0.00
Economically disadvantaged	1,315	66.25	668	33.65	2	0.10
In U.S. schools less than 12 months	44	78.57	12	21.43	0	0.00
In U.S. schools 12 months or more	1,610	61.31	1,014	38.61	2	0.08
Duration unknown	14	60.87	9	39.13	0	0.00
Migrant education	7	36.84	12	63.16	0	0.00
Not migrant education	1,661	61.84	1,023	38.09	2	0.07

**Table 10.A.8 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Seven**

<b>Student Group</b>	<b>Listening: Number Tested Remote</b>	<b>Listening: Percent Tested Remote</b>	<b>Listening: Number Tested In-person</b>	<b>Listening: Percent Tested In-person</b>	<b>Listening: Number Tested Mixed</b>	<b>Listening: Percent Tested Mixed</b>
All	1,252	57.67	917	42.24	2	0.09
Male	621	57.13	464	42.69	2	0.18
Female	631	58.21	453	41.79	0	0.00
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	0	0.00	2	100.00	0	0.00
Asian	78	51.32	74	48.68	0	0.00
Native Hawaiian or Other Pacific Islander	4	100.00	0	0.00	0	0.00
Filipino	23	79.31	6	20.69	0	0.00
Hispanic or Latino	1,082	58.17	776	41.72	2	0.11
Black or African American	5	62.50	3	37.50	0	0.00
White	56	53.33	49	46.67	0	0.00
Two or more races	2	100.00	0	0.00	0	0.00
Unknown	2	22.22	7	77.78	0	0.00
No special education services	1,055	56.60	807	43.29	2	0.11
Special education services	197	64.17	110	35.83	0	0.00
Not economically disadvantaged	269	49.36	275	50.46	1	0.18
Economically disadvantaged	983	60.46	642	39.48	1	0.06
In U.S. schools less than 12 months	19	65.52	10	34.48	0	0.00
In U.S. schools 12 months or more	1,218	57.78	888	42.13	2	0.09
Duration unknown	15	44.12	19	55.88	0	0.00
Migrant education	14	28.57	35	71.43	0	0.00
Not migrant education	1,238	58.34	882	41.56	2	0.09

**Table 10.A.9 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Eight**

<b>Student Group</b>	<b>Listening: Number Tested Remote</b>	<b>Listening: Percent Tested Remote</b>	<b>Listening: Number Tested In-person</b>	<b>Listening: Percent Tested In-person</b>	<b>Listening: Number Tested Mixed</b>	<b>Listening: Percent Tested Mixed</b>
All	1,000	63.09	582	36.72	3	0.19
Male	537	63.03	313	36.74	2	0.23
Female	463	63.17	269	36.70	1	0.14
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	0	0.00	1	100.00	0	0.00
Asian	64	57.66	47	42.34	0	0.00
Native Hawaiian or Other Pacific Islander	3	100.00	0	0.00	0	0.00
Filipino	24	85.71	4	14.29	0	0.00
Hispanic or Latino	852	63.63	484	36.15	3	0.22
Black or African American	7	77.78	2	22.22	0	0.00
White	44	53.66	38	46.34	0	0.00
Two or more races	3	42.86	4	57.14	0	0.00
Unknown	3	60.00	2	40.00	0	0.00
No special education services	832	63.75	470	36.02	3	0.23
Special education services	168	60.00	112	40.00	0	0.00
Not economically disadvantaged	261	53.70	223	45.88	2	0.41
Economically disadvantaged	739	67.24	359	32.67	1	0.09
In U.S. schools less than 12 months	25	65.79	13	34.21	0	0.00
In U.S. schools 12 months or more	968	63.23	561	36.64	2	0.13
Duration unknown	7	43.75	8	50.00	1	6.25
Migrant education	2	33.33	4	66.67	0	0.00
Not migrant education	998	63.20	578	36.61	3	0.19

**Table 10.A.10 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Nine**

<b>Student Group</b>	<b>Listening: Number Tested Remote</b>	<b>Listening: Percent Tested Remote</b>	<b>Listening: Number Tested In-person</b>	<b>Listening: Percent Tested In-person</b>	<b>Listening: Number Tested Mixed</b>	<b>Listening: Percent Tested Mixed</b>
All	999	65.90	515	33.97	2	0.13
Male	532	64.72	289	35.16	1	0.12
Female	467	67.29	226	32.56	1	0.14
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	1	100.00	0	0.00	0	0.00
Asian	47	64.38	26	35.62	0	0.00
Native Hawaiian or Other Pacific Islander	1	33.33	2	66.67	0	0.00
Filipino	19	82.61	4	17.39	0	0.00
Hispanic or Latino	874	65.66	455	34.18	2	0.15
Black or African American	6	85.71	1	14.29	0	0.00
White	42	67.74	20	32.26	0	0.00
Two or more races	0	0.00	1	100.00	0	0.00
Unknown	9	60.00	6	40.00	0	0.00
No special education services	830	65.82	429	34.02	2	0.16
Special education services	169	66.27	86	33.73	0	0.00
Not economically disadvantaged	246	58.85	172	41.15	0	0.00
Economically disadvantaged	753	68.58	343	31.24	2	0.18
In U.S. schools less than 12 months	33	42.86	44	57.14	0	0.00
In U.S. schools 12 months or more	954	67.23	463	32.63	2	0.14
Duration unknown	12	60.00	8	40.00	0	0.00
Migrant education	5	23.81	16	76.19	0	0.00
Not migrant education	994	66.49	499	33.38	2	0.13



**Table 10.A.11 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Ten**

<b>Student Group</b>	<b>Listening: Number Tested Remote</b>	<b>Listening: Percent Tested Remote</b>	<b>Listening: Number Tested In-person</b>	<b>Listening: Percent Tested In-person</b>	<b>Listening: Number Tested Mixed</b>	<b>Listening: Percent Tested Mixed</b>
All	743	67.85	351	32.05	1	0.09
Male	359	64.80	195	35.20	0	0.00
Female	384	70.98	156	28.84	1	0.18
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	0	0.00	1	100.00	0	0.00
Asian	56	60.22	37	39.78	0	0.00
Native Hawaiian or Other Pacific Islander	2	100.00	0	0.00	0	0.00
Filipino	16	80.00	4	20.00	0	0.00
Hispanic or Latino	619	68.10	289	31.79	1	0.11
Black or African American	6	85.71	1	14.29	0	0.00
White	38	73.08	14	26.92	0	0.00
Two or more races	0	0.00	1	100.00	0	0.00
Unknown	6	60.00	4	40.00	0	0.00
No special education services	641	68.41	295	31.48	1	0.11
Special education services	102	64.56	56	35.44	0	0.00
Not economically disadvantaged	178	57.98	129	42.02	0	0.00
Economically disadvantaged	565	71.70	222	28.17	1	0.13
In U.S. schools less than 12 months	19	57.58	14	42.42	0	0.00
In U.S. schools 12 months or more	709	67.85	335	32.06	1	0.10
Duration unknown	15	88.24	2	11.76	0	0.00
Migrant education	6	27.27	16	72.73	0	0.00
Not migrant education	737	68.69	335	31.22	1	0.09

**Table 10.A.12 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Eleven**

<b>Student Group</b>	<b>Listening: Number Tested Remote</b>	<b>Listening: Percent Tested Remote</b>	<b>Listening: Number Tested In-person</b>	<b>Listening: Percent Tested In-person</b>	<b>Listening: Number Tested Mixed</b>	<b>Listening: Percent Tested Mixed</b>
All	529	66.54	266	33.46	0	0.00
Male	262	65.34	139	34.66	0	0.00
Female	267	67.77	127	32.23	0	0.00
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	1	100.00	0	0.00	0	0.00
Asian	31	65.96	16	34.04	0	0.00
Native Hawaiian or Other Pacific Islander	3	75.00	1	25.00	0	0.00
Filipino	16	76.19	5	23.81	0	0.00
Hispanic or Latino	439	65.72	229	34.28	0	0.00
Black or African American	2	50.00	2	50.00	0	0.00
White	37	80.43	9	19.57	0	0.00
Two or more races	0	0.00	0	0.00	0	0.00
Unknown	0	0.00	4	100.00	0	0.00
No special education services	461	68.40	213	31.60	0	0.00
Special education services	68	56.20	53	43.80	0	0.00
Not economically disadvantaged	126	51.64	118	48.36	0	0.00
Economically disadvantaged	403	73.14	148	26.86	0	0.00
In U.S. schools less than 12 months	11	50.00	11	50.00	0	0.00
In U.S. schools 12 months or more	510	67.11	250	32.89	0	0.00
Duration unknown	8	61.54	5	38.46	0	0.00
Migrant education	3	23.08	10	76.92	0	0.00
Not migrant education	526	67.26	256	32.74	0	0.00

**Table 10.A.13 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Listening Grade Twelve**

<b>Student Group</b>	<b>Listening: Number Tested Remote</b>	<b>Listening: Percent Tested Remote</b>	<b>Listening: Number Tested In-person</b>	<b>Listening: Percent Tested In-person</b>	<b>Listening: Number Tested Mixed</b>	<b>Listening: Percent Tested Mixed</b>
All	16	28.07	41	71.93	0	0.00
Male	9	29.03	22	70.97	0	0.00
Female	7	26.92	19	73.08	0	0.00
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	0	0.00	0	0.00	0	0.00
Asian	2	66.67	1	33.33	0	0.00
Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00	0	0.00
Filipino	0	0.00	1	100.00	0	0.00
Hispanic or Latino	12	25.00	36	75.00	0	0.00
Black or African American	0	0.00	0	0.00	0	0.00
White	2	66.67	1	33.33	0	0.00
Two or more races	0	0.00	0	0.00	0	0.00
Unknown	0	0.00	2	100.00	0	0.00
No special education services	13	27.08	35	72.92	0	0.00
Special education services	3	33.33	6	66.67	0	0.00
Not economically disadvantaged	1	20.00	4	80.00	0	0.00
Economically disadvantaged	15	28.85	37	71.15	0	0.00
In U.S. schools less than 12 months	1	6.67	14	93.33	0	0.00
In U.S. schools 12 months or more	15	35.71	27	64.29	0	0.00
Duration unknown	0	0.00	0	0.00	0	0.00
Migrant education	0	0.00	0	0.00	0	0.00
Not migrant education	16	28.07	41	71.93	0	0.00

**Table 10.A.14 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Kindergarten**

<b>Student Group</b>	<b>Speaking: Number Tested Remote</b>	<b>Speaking: Percent Tested Remote</b>	<b>Speaking: Number Tested In-person</b>	<b>Speaking: Percent Tested In-person</b>	<b>Speaking: Number Tested Mixed</b>	<b>Speaking: Percent Tested Mixed</b>
All	879	46.61	1,006	53.34	1	0.05
Male	424	44.44	529	55.45	1	0.10
Female	455	48.82	477	51.18	0	0.00
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	0	0.00	7	100.00	0	0.00
Asian	56	31.11	124	68.89	0	0.00
Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00	0	0.00
Filipino	8	53.33	7	46.67	0	0.00
Hispanic or Latino	758	48.50	804	51.44	1	0.06
Black or African American	5	50.00	5	50.00	0	0.00
White	44	51.76	41	48.24	0	0.00
Two or more races	4	44.44	5	55.56	0	0.00
Unknown	4	23.53	13	76.47	0	0.00
No special education services	798	45.99	936	53.95	1	0.06
Special education services	81	53.64	70	46.36	0	0.00
Not economically disadvantaged	226	36.28	397	63.72	0	0.00
Economically disadvantaged	653	51.70	609	48.22	1	0.08
In U.S. schools less than 12 months	223	24.61	682	75.28	1	0.11
In U.S. schools 12 months or more	633	66.84	314	33.16	0	0.00
Duration unknown	23	69.70	10	30.30	0	0.00
Migrant education	2	6.45	29	93.55	0	0.00
Not migrant education	877	47.28	977	52.67	1	0.05

**Table 10.A.15 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade One**

<b>Student Group</b>	<b>Speaking: Number Tested Remote</b>	<b>Speaking: Percent Tested Remote</b>	<b>Speaking: Number Tested In-person</b>	<b>Speaking: Percent Tested In-person</b>	<b>Speaking: Number Tested Mixed</b>	<b>Speaking: Percent Tested Mixed</b>
All	2,354	62.47	1,414	37.53	0	0.00
Male	1,232	63.24	716	36.76	0	0.00
Female	1,122	61.65	698	38.35	0	0.00
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	1	25.00	3	75.00	0	0.00
Asian	152	43.68	196	56.32	0	0.00
Native Hawaiian or Other Pacific Islander	3	30.00	7	70.00	0	0.00
Filipino	21	63.64	12	36.36	0	0.00
Hispanic or Latino	2,069	64.94	1,117	35.06	0	0.00
Black or African American	9	75.00	3	25.00	0	0.00
White	82	58.57	58	41.43	0	0.00
Two or more races	8	47.06	9	52.94	0	0.00
Unknown	9	50.00	9	50.00	0	0.00
No special education services	2,132	61.57	1,331	38.43	0	0.00
Special education services	222	72.79	83	27.21	0	0.00
Not economically disadvantaged	420	41.02	604	58.98	0	0.00
Economically disadvantaged	1,934	70.48	810	29.52	0	0.00
In U.S. schools less than 12 months	49	58.33	35	41.67	0	0.00
In U.S. schools 12 months or more	2,292	62.57	1,371	37.43	0	0.00
Duration unknown	13	61.90	8	38.10	0	0.00
Migrant education	12	24.00	38	76.00	0	0.00
Not migrant education	2,342	62.99	1,376	37.01	0	0.00

**Table 10.A.16 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Two**

<b>Student Group</b>	<b>Speaking: Number Tested Remote</b>	<b>Speaking: Percent Tested Remote</b>	<b>Speaking: Number Tested In-person</b>	<b>Speaking: Percent Tested In-person</b>	<b>Speaking: Number Tested Mixed</b>	<b>Speaking: Percent Tested Mixed</b>
All	2,645	59.56	1,792	40.35	4	0.09
Male	1,343	59.27	921	40.64	2	0.09
Female	1,302	59.86	871	40.05	2	0.09
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	4	57.14	3	42.86	0	0.00
Asian	229	50.89	221	49.11	0	0.00
Native Hawaiian or Other Pacific Islander	5	83.33	1	16.67	0	0.00
Filipino	23	76.67	7	23.33	0	0.00
Hispanic or Latino	2,240	60.38	1,466	39.51	4	0.11
Black or African American	14	60.87	9	39.13	0	0.00
White	101	60.48	66	39.52	0	0.00
Two or more races	12	63.16	7	36.84	0	0.00
Unknown	17	58.62	12	41.38	0	0.00
No special education services	2,451	58.99	1,700	40.91	4	0.10
Special education services	194	67.83	92	32.17	0	0.00
Not economically disadvantaged	614	47.34	681	52.51	2	0.15
Economically disadvantaged	2,031	64.60	1,111	35.34	2	0.06
In U.S. schools less than 12 months	53	79.10	14	20.90	0	0.00
In U.S. schools 12 months or more	2,579	59.38	1,760	40.52	4	0.09
Duration unknown	13	41.94	18	58.06	0	0.00
Migrant education	20	28.99	49	71.01	0	0.00
Not migrant education	2,625	60.04	1,743	39.87	4	0.09

**Table 10.A.17 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Three**

<b>Student Group</b>	<b>Speaking: Number Tested Remote</b>	<b>Speaking: Percent Tested Remote</b>	<b>Speaking: Number Tested In-person</b>	<b>Speaking: Percent Tested In-person</b>	<b>Speaking: Number Tested Mixed</b>	<b>Speaking: Percent Tested Mixed</b>
All	3,558	58.37	2,532	41.54	6	0.10
Male	1,807	58.40	1,285	41.53	2	0.06
Female	1,751	58.33	1,247	41.54	4	0.13
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	2	28.57	5	71.43	0	0.00
Asian	178	47.59	196	52.41	0	0.00
Native Hawaiian or Other Pacific Islander	5	55.56	4	44.44	0	0.00
Filipino	39	79.59	10	20.41	0	0.00
Hispanic or Latino	3,106	58.87	2,164	41.02	6	0.11
Black or African American	16	72.73	6	27.27	0	0.00
White	182	57.78	133	42.22	0	0.00
Two or more races	9	60.00	6	40.00	0	0.00
Unknown	21	72.41	8	27.59	0	0.00
No special education services	3,267	58.64	2,300	41.29	4	0.07
Special education services	291	55.43	232	44.19	2	0.38
Not economically disadvantaged	567	45.84	669	54.08	1	0.08
Economically disadvantaged	2,991	61.56	1,863	38.34	5	0.10
In U.S. schools less than 12 months	56	60.87	36	39.13	0	0.00
In U.S. schools 12 months or more	3,484	58.42	2,475	41.50	5	0.08
Duration unknown	18	45.00	21	52.50	1	2.50
Migrant education	38	34.23	73	65.77	0	0.00
Not migrant education	3,520	58.81	2,459	41.09	6	0.10

**Table 10.A.18 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Four**

<b>Student Group</b>	<b>Speaking: Number Tested Remote</b>	<b>Speaking: Percent Tested Remote</b>	<b>Speaking: Number Tested In-person</b>	<b>Speaking: Percent Tested In-person</b>	<b>Speaking: Number Tested Mixed</b>	<b>Speaking: Percent Tested Mixed</b>
All	2,858	59.34	1,953	40.55	5	0.10
Male	1,393	58.16	998	41.67	4	0.17
Female	1,465	60.51	955	39.45	1	0.04
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	4	50.00	4	50.00	0	0.00
Asian	171	57.97	124	42.03	0	0.00
Native Hawaiian or Other Pacific Islander	11	100.00	0	0.00	0	0.00
Filipino	30	65.22	16	34.78	0	0.00
Hispanic or Latino	2,445	59.29	1,674	40.59	5	0.12
Black or African American	15	78.95	4	21.05	0	0.00
White	160	57.55	118	42.45	0	0.00
Two or more races	10	66.67	5	33.33	0	0.00
Unknown	12	60.00	8	40.00	0	0.00
No special education services	2,516	58.76	1,762	41.15	4	0.09
Special education services	342	64.04	191	35.77	1	0.19
Not economically disadvantaged	431	47.36	479	52.64	0	0.00
Economically disadvantaged	2,427	62.14	1,474	37.74	5	0.13
In U.S. schools less than 12 months	41	64.06	23	35.94	0	0.00
In U.S. schools 12 months or more	2,793	59.26	1,915	40.63	5	0.11
Duration unknown	24	61.54	15	38.46	0	0.00
Migrant education	25	36.76	43	63.24	0	0.00
Not migrant education	2,833	59.67	1,910	40.23	5	0.11



**Table 10.A.19 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Five**

<b>Student Group</b>	<b>Speaking: Number Tested Remote</b>	<b>Speaking: Percent Tested Remote</b>	<b>Speaking: Number Tested In-person</b>	<b>Speaking: Percent Tested In-person</b>	<b>Speaking: Number Tested Mixed</b>	<b>Speaking: Percent Tested Mixed</b>
All	2,435	54.15	2,052	45.63	10	0.22
Male	1,246	53.73	1,068	46.05	5	0.22
Female	1,189	54.59	984	45.18	5	0.23
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	3	60.00	2	40.00	0	0.00
Asian	120	53.57	101	45.09	3	1.34
Native Hawaiian or Other Pacific Islander	5	55.56	4	44.44	0	0.00
Filipino	38	76.00	12	24.00	0	0.00
Hispanic or Latino	2,115	53.40	1,839	46.43	7	0.18
Black or African American	8	88.89	1	11.11	0	0.00
White	120	59.70	81	40.30	0	0.00
Two or more races	14	82.35	3	17.65	0	0.00
Unknown	12	57.14	9	42.86	0	0.00
No special education services	2,079	53.42	1,805	46.38	8	0.21
Special education services	356	58.84	247	40.83	2	0.33
Not economically disadvantaged	455	47.15	507	52.54	3	0.31
Economically disadvantaged	1,980	56.06	1,545	43.74	7	0.20
In U.S. schools less than 12 months	33	60.00	22	40.00	0	0.00
In U.S. schools 12 months or more	2,384	54.11	2,012	45.67	10	0.23
Duration unknown	18	50.00	18	50.00	0	0.00
Migrant education	40	43.96	51	56.04	0	0.00
Not migrant education	2,395	54.36	2,001	45.42	10	0.23

**Table 10.A.20 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Six**

<b>Student Group</b>	<b>Speaking: Number Tested Remote</b>	<b>Speaking: Percent Tested Remote</b>	<b>Speaking: Number Tested In-person</b>	<b>Speaking: Percent Tested In-person</b>	<b>Speaking: Number Tested Mixed</b>	<b>Speaking: Percent Tested Mixed</b>
All	2,078	61.81	1,277	37.98	7	0.21
Male	1,056	61.15	671	38.85	0	0.00
Female	1,022	62.51	606	37.06	7	0.43
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	2	100.00	0	0.00	0	0.00
Asian	133	61.57	83	38.43	0	0.00
Native Hawaiian or Other Pacific Islander	5	83.33	1	16.67	0	0.00
Filipino	24	61.54	15	38.46	0	0.00
Hispanic or Latino	1,765	61.09	1,118	38.70	6	0.21
Black or African American	10	66.67	5	33.33	0	0.00
White	124	69.66	53	29.78	1	0.56
Two or more races	10	90.91	1	9.09	0	0.00
Unknown	5	83.33	1	16.67	0	0.00
No special education services	1,762	61.98	1,075	37.81	6	0.21
Special education services	316	60.89	202	38.92	1	0.19
Not economically disadvantaged	358	53.92	305	45.93	1	0.15
Economically disadvantaged	1,720	63.75	972	36.03	6	0.22
In U.S. schools less than 12 months	50	73.53	18	26.47	0	0.00
In U.S. schools 12 months or more	2,015	61.66	1,246	38.13	7	0.21
Duration unknown	13	50.00	13	50.00	0	0.00
Migrant education	22	51.16	21	48.84	0	0.00
Not migrant education	2,056	61.95	1,256	37.84	7	0.21

**Table 10.A.21 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Seven**

<b>Student Group</b>	<b>Speaking: Number Tested Remote</b>	<b>Speaking: Percent Tested Remote</b>	<b>Speaking: Number Tested In-person</b>	<b>Speaking: Percent Tested In-person</b>	<b>Speaking: Number Tested Mixed</b>	<b>Speaking: Percent Tested Mixed</b>
All	1,943	59.82	1,300	40.02	5	0.15
Male	993	58.62	698	41.20	3	0.18
Female	950	61.13	602	38.74	2	0.13
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	3	60.00	2	40.00	0	0.00
Asian	115	61.17	72	38.30	1	0.53
Native Hawaiian or Other Pacific Islander	6	75.00	2	25.00	0	0.00
Filipino	29	76.32	9	23.68	0	0.00
Hispanic or Latino	1,694	59.31	1,158	40.55	4	0.14
Black or African American	9	81.82	2	18.18	0	0.00
White	80	60.15	53	39.85	0	0.00
Two or more races	2	100.00	0	0.00	0	0.00
Unknown	5	71.43	2	28.57	0	0.00
No special education services	1,636	59.32	1,118	40.54	4	0.15
Special education services	307	62.65	182	37.14	1	0.20
Not economically disadvantaged	359	58.76	252	41.24	0	0.00
Economically disadvantaged	1,584	60.07	1,048	39.74	5	0.19
In U.S. schools less than 12 months	30	54.55	25	45.45	0	0.00
In U.S. schools 12 months or more	1,897	60.07	1,256	39.77	5	0.16
Duration unknown	16	45.71	19	54.29	0	0.00
Migrant education	29	43.28	38	56.72	0	0.00
Not migrant education	1,914	60.17	1,262	39.67	5	0.16

**Table 10.A.22 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Eight**

<b>Student Group</b>	<b>Speaking: Number Tested Remote</b>	<b>Speaking: Percent Tested Remote</b>	<b>Speaking: Number Tested In-person</b>	<b>Speaking: Percent Tested In-person</b>	<b>Speaking: Number Tested Mixed</b>	<b>Speaking: Percent Tested Mixed</b>
All	1,455	61.03	929	38.97	0	0.00
Male	768	59.67	519	40.33	0	0.00
Female	687	62.63	410	37.37	0	0.00
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	2	100.00	0	0.00	0	0.00
Asian	107	70.39	45	29.61	0	0.00
Native Hawaiian or Other Pacific Islander	1	33.33	2	66.67	0	0.00
Filipino	30	81.08	7	18.92	0	0.00
Hispanic or Latino	1,243	60.05	827	39.95	0	0.00
Black or African American	8	66.67	4	33.33	0	0.00
White	56	58.33	40	41.67	0	0.00
Two or more races	6	75.00	2	25.00	0	0.00
Unknown	2	50.00	2	50.00	0	0.00
No special education services	1,227	61.60	765	38.40	0	0.00
Special education services	228	58.16	164	41.84	0	0.00
Not economically disadvantaged	277	56.30	215	43.70	0	0.00
Economically disadvantaged	1,178	62.26	714	37.74	0	0.00
In U.S. schools less than 12 months	26	63.41	15	36.59	0	0.00
In U.S. schools 12 months or more	1,415	60.81	912	39.19	0	0.00
Duration unknown	14	87.50	2	12.50	0	0.00
Migrant education	11	50.00	11	50.00	0	0.00
Not migrant education	1,444	61.13	918	38.87	0	0.00

**Table 10.A.23 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Nine**

<b>Student Group</b>	<b>Speaking: Number Tested Remote</b>	<b>Speaking: Percent Tested Remote</b>	<b>Speaking: Number Tested In-person</b>	<b>Speaking: Percent Tested In-person</b>	<b>Speaking: Number Tested Mixed</b>	<b>Speaking: Percent Tested Mixed</b>
All	1,450	61.65	897	38.14	5	0.21
Male	781	60.73	501	38.96	4	0.31
Female	669	62.76	396	37.15	1	0.09
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	1	100.00	0	0.00	0	0.00
Asian	82	72.57	31	27.43	0	0.00
Native Hawaiian or Other Pacific Islander	2	40.00	3	60.00	0	0.00
Filipino	34	82.93	6	14.63	1	2.44
Hispanic or Latino	1,237	59.96	822	39.84	4	0.19
Black or African American	8	72.73	3	27.27	0	0.00
White	75	76.53	23	23.47	0	0.00
Two or more races	1	50.00	1	50.00	0	0.00
Unknown	10	55.56	8	44.44	0	0.00
No special education services	1,212	61.96	740	37.83	4	0.20
Special education services	238	60.10	157	39.65	1	0.25
Not economically disadvantaged	316	63.20	182	36.40	2	0.40
Economically disadvantaged	1,134	61.23	715	38.61	3	0.16
In U.S. schools less than 12 months	53	50.00	52	49.06	1	0.94
In U.S. schools 12 months or more	1,379	62.01	841	37.81	4	0.18
Duration unknown	18	81.82	4	18.18	0	0.00
Migrant education	17	40.48	25	59.52	0	0.00
Not migrant education	1,433	62.03	872	37.75	5	0.22

**Table 10.A.24 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Ten**

<b>Student Group</b>	<b>Speaking: Number Tested Remote</b>	<b>Speaking: Percent Tested Remote</b>	<b>Speaking: Number Tested In-person</b>	<b>Speaking: Percent Tested In-person</b>	<b>Speaking: Number Tested Mixed</b>	<b>Speaking: Percent Tested Mixed</b>
All	1,067	64.51	587	35.49	0	0.00
Male	516	60.78	333	39.22	0	0.00
Female	551	68.45	254	31.55	0	0.00
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	1	50.00	1	50.00	0	0.00
Asian	85	70.83	35	29.17	0	0.00
Native Hawaiian or Other Pacific Islander	4	80.00	1	20.00	0	0.00
Filipino	18	78.26	5	21.74	0	0.00
Hispanic or Latino	887	62.86	524	37.14	0	0.00
Black or African American	9	81.82	2	18.18	0	0.00
White	55	78.57	15	21.43	0	0.00
Two or more races	2	50.00	2	50.00	0	0.00
Unknown	6	75.00	2	25.00	0	0.00
No special education services	930	65.91	481	34.09	0	0.00
Special education services	137	56.38	106	43.62	0	0.00
Not economically disadvantaged	240	65.04	129	34.96	0	0.00
Economically disadvantaged	827	64.36	458	35.64	0	0.00
In U.S. schools less than 12 months	30	52.63	27	47.37	0	0.00
In U.S. schools 12 months or more	1,019	64.58	559	35.42	0	0.00
Duration unknown	18	94.74	1	5.26	0	0.00
Migrant education	14	36.84	24	63.16	0	0.00
Not migrant education	1,053	65.16	563	34.84	0	0.00

**Table 10.A.25 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Eleven**

<b>Student Group</b>	<b>Speaking: Number Tested Remote</b>	<b>Speaking: Percent Tested Remote</b>	<b>Speaking: Number Tested In-person</b>	<b>Speaking: Percent Tested In-person</b>	<b>Speaking: Number Tested Mixed</b>	<b>Speaking: Percent Tested Mixed</b>
All	812	66.18	414	33.74	1	0.08
Male	419	65.67	218	34.17	1	0.16
Female	393	66.72	196	33.28	0	0.00
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	0	0.00	0	0.00	0	0.00
Asian	56	70.89	23	29.11	0	0.00
Native Hawaiian or Other Pacific Islander	3	75.00	1	25.00	0	0.00
Filipino	26	86.67	4	13.33	0	0.00
Hispanic or Latino	664	64.22	369	35.69	1	0.10
Black or African American	5	100.00	0	0.00	0	0.00
White	54	81.82	12	18.18	0	0.00
Two or more races	0	0.00	0	0.00	0	0.00
Unknown	4	44.44	5	55.56	0	0.00
No special education services	683	68.03	320	31.87	1	0.10
Special education services	129	57.85	94	42.15	0	0.00
Not economically disadvantaged	184	63.01	107	36.64	1	0.34
Economically disadvantaged	628	67.17	307	32.83	0	0.00
In U.S. schools less than 12 months	33	67.35	16	32.65	0	0.00
In U.S. schools 12 months or more	766	65.98	394	33.94	1	0.09
Duration unknown	13	76.47	4	23.53	0	0.00
Migrant education	17	54.84	14	45.16	0	0.00
Not migrant education	795	66.47	400	33.44	1	0.08

**Table 10.A.26 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Speaking Grade Twelve**

<b>Student Group</b>	<b>Speaking: Number Tested Remote</b>	<b>Speaking: Percent Tested Remote</b>	<b>Speaking: Number Tested In-person</b>	<b>Speaking: Percent Tested In-person</b>	<b>Speaking: Number Tested Mixed</b>	<b>Speaking: Percent Tested Mixed</b>
All	27	39.13	42	60.87	0	0.00
Male	18	45.00	22	55.00	0	0.00
Female	9	31.03	20	68.97	0	0.00
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	0	0.00	0	0.00	0	0.00
Asian	3	60.00	2	40.00	0	0.00
Native Hawaiian or Other Pacific Islander	1	100.00	0	0.00	0	0.00
Filipino	0	0.00	1	100.00	0	0.00
Hispanic or Latino	19	34.55	36	65.45	0	0.00
Black or African American	0	0.00	0	0.00	0	0.00
White	4	66.67	2	33.33	0	0.00
Two or more races	0	0.00	0	0.00	0	0.00
Unknown	0	0.00	1	100.00	0	0.00
No special education services	22	37.93	36	62.07	0	0.00
Special education services	5	45.45	6	54.55	0	0.00
Not economically disadvantaged	2	25.00	6	75.00	0	0.00
Economically disadvantaged	25	40.98	36	59.02	0	0.00
In U.S. schools less than 12 months	1	6.67	14	93.33	0	0.00
In U.S. schools 12 months or more	26	48.15	28	51.85	0	0.00
Duration unknown	0	0.00	0	0.00	0	0.00
Migrant education	0	0.00	0	0.00	0	0.00
Not migrant education	27	39.13	42	60.87	0	0.00



**Table 10.A.27 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Kindergarten**

<b>Student Group</b>	<b>Reading: Number Tested Remote</b>	<b>Reading: Percent Tested Remote</b>	<b>Reading: Number Tested In-person</b>	<b>Reading: Percent Tested In-person</b>	<b>Reading: Number Tested Mixed</b>	<b>Reading: Percent Tested Mixed</b>
All	894	45.33	1,076	54.56	2	0.10
Male	432	43.59	558	56.31	1	0.10
Female	462	47.09	518	52.80	1	0.10
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	1	12.50	7	87.50	0	0.00
Asian	61	34.86	114	65.14	0	0.00
Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00	0	0.00
Filipino	9	56.25	7	43.75	0	0.00
Hispanic or Latino	765	46.48	880	53.46	1	0.06
Black or African American	6	60.00	4	40.00	0	0.00
White	45	51.14	42	47.73	1	1.14
Two or more races	4	36.36	7	63.64	0	0.00
Unknown	3	16.67	15	83.33	0	0.00
No special education services	815	44.78	1,003	55.11	2	0.11
Special education services	79	51.97	73	48.03	0	0.00
Not economically disadvantaged	236	36.25	413	63.44	2	0.31
Economically disadvantaged	658	49.81	663	50.19	0	0.00
In U.S. schools less than 12 months	236	24.01	747	75.99	0	0.00
In U.S. schools 12 months or more	634	66.46	318	33.33	2	0.21
Duration unknown	24	68.57	11	31.43	0	0.00
Migrant education	3	7.32	38	92.68	0	0.00
Not migrant education	891	46.14	1,038	53.75	2	0.10

**Table 10.A.28 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade One**

<b>Student Group</b>	<b>Reading: Number Tested Remote</b>	<b>Reading: Percent Tested Remote</b>	<b>Reading: Number Tested In-person</b>	<b>Reading: Percent Tested In-person</b>	<b>Reading: Number Tested Mixed</b>	<b>Reading: Percent Tested Mixed</b>
All	2,429	61.48	1,520	38.47	2	0.05
Male	1,240	62.00	760	38.00	0	0.00
Female	1,189	60.94	760	38.95	2	0.10
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	0	0.00	2	100.00	0	0.00
Asian	160	42.90	213	57.10	0	0.00
Native Hawaiian or Other Pacific Islander	3	33.33	6	66.67	0	0.00
Filipino	19	63.33	11	36.67	0	0.00
Hispanic or Latino	2,133	63.86	1,206	36.11	1	0.03
Black or African American	10	76.92	3	23.08	0	0.00
White	87	59.18	59	40.14	1	0.68
Two or more races	8	44.44	10	55.56	0	0.00
Unknown	9	47.37	10	52.63	0	0.00
No special education services	2,201	60.70	1,423	39.24	2	0.06
Special education services	228	70.15	97	29.85	0	0.00
Not economically disadvantaged	440	40.15	656	59.85	0	0.00
Economically disadvantaged	1,989	69.67	864	30.26	2	0.07
In U.S. schools less than 12 months	51	57.95	37	42.05	0	0.00
In U.S. schools 12 months or more	2,365	61.54	1,476	38.41	2	0.05
Duration unknown	13	65.00	7	35.00	0	0.00
Migrant education	13	23.64	42	76.36	0	0.00
Not migrant education	2,416	62.01	1,478	37.94	2	0.05

**Table 10.A.29 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Two**

<b>Student Group</b>	<b>Reading: Number Tested Remote</b>	<b>Reading: Percent Tested Remote</b>	<b>Reading: Number Tested In-person</b>	<b>Reading: Percent Tested In-person</b>	<b>Reading: Number Tested Mixed</b>	<b>Reading: Percent Tested Mixed</b>
All	2,879	60.39	1,884	39.52	4	0.08
Male	1,456	59.87	975	40.09	1	0.04
Female	1,423	60.94	909	38.93	3	0.13
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	4	80.00	1	20.00	0	0.00
Asian	248	50.41	244	49.59	0	0.00
Native Hawaiian or Other Pacific Islander	7	87.50	1	12.50	0	0.00
Filipino	25	78.13	7	21.88	0	0.00
Hispanic or Latino	2,442	61.42	1,530	38.48	4	0.10
Black or African American	17	68.00	8	32.00	0	0.00
White	98	57.99	71	42.01	0	0.00
Two or more races	15	65.22	8	34.78	0	0.00
Unknown	23	62.16	14	37.84	0	0.00
No special education services	2,667	59.85	1,785	40.06	4	0.09
Special education services	212	68.17	99	31.83	0	0.00
Not economically disadvantaged	684	47.67	750	52.26	1	0.07
Economically disadvantaged	2,195	65.88	1,134	34.03	3	0.09
In U.S. schools less than 12 months	68	80.95	16	19.05	0	0.00
In U.S. schools 12 months or more	2,799	60.18	1,848	39.73	4	0.09
Duration unknown	12	37.50	20	62.50	0	0.00
Migrant education	27	36.00	48	64.00	0	0.00
Not migrant education	2,852	60.78	1,836	39.13	4	0.09

**Table 10.A.30 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Three**

<b>Student Group</b>	<b>Reading: Number Tested Remote</b>	<b>Reading: Percent Tested Remote</b>	<b>Reading: Number Tested In-person</b>	<b>Reading: Percent Tested In-person</b>	<b>Reading: Number Tested Mixed</b>	<b>Reading: Percent Tested Mixed</b>
All	3,040	63.37	1,751	36.50	6	0.13
Male	1,549	63.64	883	36.28	2	0.08
Female	1,491	63.10	868	36.73	4	0.17
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	3	75.00	1	25.00	0	0.00
Asian	147	48.36	157	51.64	0	0.00
Native Hawaiian or Other Pacific Islander	5	55.56	4	44.44	0	0.00
Filipino	29	78.38	8	21.62	0	0.00
Hispanic or Latino	2,718	65.10	1,451	34.75	6	0.14
Black or African American	12	75.00	4	25.00	0	0.00
White	103	48.13	111	51.87	0	0.00
Two or more races	9	60.00	6	40.00	0	0.00
Unknown	14	60.87	9	39.13	0	0.00
No special education services	2,769	63.28	1,601	36.59	6	0.14
Special education services	271	64.37	150	35.63	0	0.00
Not economically disadvantaged	542	45.62	645	54.29	1	0.08
Economically disadvantaged	2,498	69.22	1,106	30.65	5	0.14
In U.S. schools less than 12 months	44	72.13	16	26.23	1	1.64
In U.S. schools 12 months or more	2,977	63.37	1,716	36.53	5	0.11
Duration unknown	19	50.00	19	50.00	0	0.00
Migrant education	29	42.03	40	57.97	0	0.00
Not migrant education	3,011	63.68	1,711	36.19	6	0.13

**Table 10.A.31 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Four**

<b>Student Group</b>	<b>Reading: Number Tested Remote</b>	<b>Reading: Percent Tested Remote</b>	<b>Reading: Number Tested In-person</b>	<b>Reading: Percent Tested In-person</b>	<b>Reading: Number Tested Mixed</b>	<b>Reading: Percent Tested Mixed</b>
All	2,411	63.78	1,365	36.11	4	0.11
Male	1,176	62.92	692	37.03	1	0.05
Female	1,235	64.63	673	35.22	3	0.16
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	3	33.33	6	66.67	0	0.00
Asian	159	59.33	109	40.67	0	0.00
Native Hawaiian or Other Pacific Islander	9	90.00	1	10.00	0	0.00
Filipino	27	72.97	10	27.03	0	0.00
Hispanic or Latino	2,085	64.83	1,127	35.04	4	0.12
Black or African American	8	72.73	3	27.27	0	0.00
White	94	48.96	98	51.04	0	0.00
Two or more races	9	60.00	6	40.00	0	0.00
Unknown	17	77.27	5	22.73	0	0.00
No special education services	2,145	63.05	1,253	36.83	4	0.12
Special education services	266	70.37	112	29.63	0	0.00
Not economically disadvantaged	464	51.50	437	48.50	0	0.00
Economically disadvantaged	1,947	67.63	928	32.23	4	0.14
In U.S. schools less than 12 months	34	62.96	20	37.04	0	0.00
In U.S. schools 12 months or more	2,357	63.84	1,331	36.05	4	0.11
Duration unknown	20	58.82	14	41.18	0	0.00
Migrant education	27	60.00	18	40.00	0	0.00
Not migrant education	2,384	63.83	1,347	36.06	4	0.11

**Table 10.A.32 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Five**

<b>Student Group</b>	<b>Reading: Number Tested Remote</b>	<b>Reading: Percent Tested Remote</b>	<b>Reading: Number Tested In-person</b>	<b>Reading: Percent Tested In-person</b>	<b>Reading: Number Tested Mixed</b>	<b>Reading: Percent Tested Mixed</b>
All	2,096	56.59	1,606	43.36	2	0.05
Male	1,078	56.26	837	43.68	1	0.05
Female	1,018	56.94	769	43.01	1	0.06
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	4	80.00	1	20.00	0	0.00
Asian	102	49.04	106	50.96	0	0.00
Native Hawaiian or Other Pacific Islander	5	62.50	3	37.50	0	0.00
Filipino	32	76.19	10	23.81	0	0.00
Hispanic or Latino	1,815	56.58	1,391	43.36	2	0.06
Black or African American	8	100.00	0	0.00	0	0.00
White	101	56.11	79	43.89	0	0.00
Two or more races	8	72.73	3	27.27	0	0.00
Unknown	21	61.76	13	38.24	0	0.00
No special education services	1,787	55.36	1,439	44.58	2	0.06
Special education services	309	64.92	167	35.08	0	0.00
Not economically disadvantaged	475	46.43	548	53.57	0	0.00
Economically disadvantaged	1,621	60.46	1,058	39.46	2	0.07
In U.S. schools less than 12 months	31	62.00	19	38.00	0	0.00
In U.S. schools 12 months or more	2,049	56.73	1,561	43.22	2	0.06
Duration unknown	16	38.10	26	61.90	0	0.00
Migrant education	17	36.17	30	63.83	0	0.00
Not migrant education	2,079	56.85	1,576	43.10	2	0.05

**Table 10.A.33 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Six**

<b>Student Group</b>	<b>Reading: Number Tested Remote</b>	<b>Reading: Percent Tested Remote</b>	<b>Reading: Number Tested In-person</b>	<b>Reading: Percent Tested In-person</b>	<b>Reading: Number Tested Mixed</b>	<b>Reading: Percent Tested Mixed</b>
All	1,627	60.42	1,059	39.32	7	0.26
Male	804	59.82	539	40.10	1	0.07
Female	823	61.01	520	38.55	6	0.44
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	1	100.00	0	0.00	0	0.00
Asian	102	53.13	90	46.88	0	0.00
Native Hawaiian or Other Pacific Islander	1	100.00	0	0.00	0	0.00
Filipino	20	74.07	7	25.93	0	0.00
Hispanic or Latino	1,366	60.77	876	38.97	6	0.27
Black or African American	7	70.00	3	30.00	0	0.00
White	118	59.30	80	40.20	1	0.50
Two or more races	8	88.89	1	11.11	0	0.00
Unknown	4	66.67	2	33.33	0	0.00
No special education services	1,365	59.53	923	40.25	5	0.22
Special education services	262	65.50	136	34.00	2	0.50
Not economically disadvantaged	344	47.45	380	52.41	1	0.14
Economically disadvantaged	1,283	65.19	679	34.50	6	0.30
In U.S. schools less than 12 months	42	77.78	12	22.22	0	0.00
In U.S. schools 12 months or more	1,574	60.08	1,039	39.66	7	0.27
Duration unknown	11	57.89	8	42.11	0	0.00
Migrant education	7	38.89	11	61.11	0	0.00
Not migrant education	1,620	60.56	1,048	39.18	7	0.26

**Table 10.A.34 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Seven**

<b>Student Group</b>	<b>Reading: Number Tested Remote</b>	<b>Reading: Percent Tested Remote</b>	<b>Reading: Number Tested In-person</b>	<b>Reading: Percent Tested In-person</b>	<b>Reading: Number Tested Mixed</b>	<b>Reading: Percent Tested Mixed</b>
All	1,229	57.92	889	41.89	4	0.19
Male	617	58.04	445	41.86	1	0.09
Female	612	57.79	444	41.93	3	0.28
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	0	0.00	2	100.00	0	0.00
Asian	77	50.66	75	49.34	0	0.00
Native Hawaiian or Other Pacific Islander	4	100.00	0	0.00	0	0.00
Filipino	21	84.00	4	16.00	0	0.00
Hispanic or Latino	1,058	57.91	765	41.87	4	0.22
Black or African American	5	62.50	3	37.50	0	0.00
White	59	62.77	35	37.23	0	0.00
Two or more races	2	100.00	0	0.00	0	0.00
Unknown	3	37.50	5	62.50	0	0.00
No special education services	1,042	57.38	770	42.40	4	0.22
Special education services	187	61.11	119	38.89	0	0.00
Not economically disadvantaged	271	50.47	265	49.35	1	0.19
Economically disadvantaged	958	60.44	624	39.37	3	0.19
In U.S. schools less than 12 months	23	71.88	9	28.13	0	0.00
In U.S. schools 12 months or more	1,191	57.93	861	41.88	4	0.19
Duration unknown	15	44.12	19	55.88	0	0.00
Migrant education	13	26.53	36	73.47	0	0.00
Not migrant education	1,216	58.66	853	41.15	4	0.19



**Table 10.A.35 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Eight**

<b>Student Group</b>	<b>Reading: Number Tested Remote</b>	<b>Reading: Percent Tested Remote</b>	<b>Reading: Number Tested In-person</b>	<b>Reading: Percent Tested In-person</b>	<b>Reading: Number Tested Mixed</b>	<b>Reading: Percent Tested Mixed</b>
All	956	61.52	596	38.35	2	0.13
Male	514	61.63	319	38.25	1	0.12
Female	442	61.39	277	38.47	1	0.14
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	0	0.00	1	100.00	0	0.00
Asian	59	56.19	45	42.86	1	0.95
Native Hawaiian or Other Pacific Islander	3	100.00	0	0.00	0	0.00
Filipino	24	82.76	5	17.24	0	0.00
Hispanic or Latino	815	62.07	498	37.93	0	0.00
Black or African American	7	77.78	2	22.22	0	0.00
White	42	51.22	39	47.56	1	1.22
Two or more races	3	42.86	4	57.14	0	0.00
Unknown	3	60.00	2	40.00	0	0.00
No special education services	792	62.02	483	37.82	2	0.16
Special education services	164	59.21	113	40.79	0	0.00
Not economically disadvantaged	240	50.96	229	48.62	2	0.42
Economically disadvantaged	716	66.11	367	33.89	0	0.00
In U.S. schools less than 12 months	24	61.54	15	38.46	0	0.00
In U.S. schools 12 months or more	924	61.72	571	38.14	2	0.13
Duration unknown	8	44.44	10	55.56	0	0.00
Migrant education	2	33.33	4	66.67	0	0.00
Not migrant education	954	61.63	592	38.24	2	0.13

**Table 10.A.36 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Nine**

<b>Student Group</b>	<b>Reading: Number Tested Remote</b>	<b>Reading: Percent Tested Remote</b>	<b>Reading: Number Tested In-person</b>	<b>Reading: Percent Tested In-person</b>	<b>Reading: Number Tested Mixed</b>	<b>Reading: Percent Tested Mixed</b>
All	998	64.06	557	35.75	3	0.19
Male	539	63.04	313	36.61	3	0.35
Female	459	65.29	244	34.71	0	0.00
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	1	100.00	0	0.00	0	0.00
Asian	50	64.94	27	35.06	0	0.00
Native Hawaiian or Other Pacific Islander	1	33.33	2	66.67	0	0.00
Filipino	22	84.62	4	15.38	0	0.00
Hispanic or Latino	867	63.61	494	36.24	2	0.15
Black or African American	6	85.71	1	14.29	0	0.00
White	41	64.06	22	34.38	1	1.56
Two or more races	0	0.00	1	100.00	0	0.00
Unknown	10	62.50	6	37.50	0	0.00
No special education services	831	63.82	469	36.02	2	0.15
Special education services	167	65.23	88	34.38	1	0.39
Not economically disadvantaged	242	56.54	184	42.99	2	0.47
Economically disadvantaged	756	66.90	373	33.01	1	0.09
In U.S. schools less than 12 months	34	43.59	43	55.13	1	1.28
In U.S. schools 12 months or more	951	65.18	506	34.68	2	0.14
Duration unknown	13	61.90	8	38.10	0	0.00
Migrant education	5	25.00	15	75.00	0	0.00
Not migrant education	993	64.56	542	35.24	3	0.20

**Table 10.A.37 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Ten**

<b>Student Group</b>	<b>Reading: Number Tested Remote</b>	<b>Reading: Percent Tested Remote</b>	<b>Reading: Number Tested In-person</b>	<b>Reading: Percent Tested In-person</b>	<b>Reading: Number Tested Mixed</b>	<b>Reading: Percent Tested Mixed</b>
All	715	65.06	384	34.94	0	0.00
Male	342	61.84	211	38.16	0	0.00
Female	373	68.32	173	31.68	0	0.00
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	0	0.00	1	100.00	0	0.00
Asian	57	59.38	39	40.63	0	0.00
Native Hawaiian or Other Pacific Islander	2	100.00	0	0.00	0	0.00
Filipino	17	80.95	4	19.05	0	0.00
Hispanic or Latino	587	64.79	319	35.21	0	0.00
Black or African American	7	87.50	1	12.50	0	0.00
White	39	72.22	15	27.78	0	0.00
Two or more races	0	0.00	1	100.00	0	0.00
Unknown	6	60.00	4	40.00	0	0.00
No special education services	617	65.36	327	34.64	0	0.00
Special education services	98	63.23	57	36.77	0	0.00
Not economically disadvantaged	175	55.91	138	44.09	0	0.00
Economically disadvantaged	540	68.70	246	31.30	0	0.00
In U.S. schools less than 12 months	18	56.25	14	43.75	0	0.00
In U.S. schools 12 months or more	681	64.92	368	35.08	0	0.00
Duration unknown	16	88.89	2	11.11	0	0.00
Migrant education	5	23.81	16	76.19	0	0.00
Not migrant education	710	65.86	368	34.14	0	0.00

**Table 10.A.38 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Eleven**

<b>Student Group</b>	<b>Reading: Number Tested Remote</b>	<b>Reading: Percent Tested Remote</b>	<b>Reading: Number Tested In-person</b>	<b>Reading: Percent Tested In-person</b>	<b>Reading: Number Tested Mixed</b>	<b>Reading: Percent Tested Mixed</b>
All	521	64.56	284	35.19	2	0.25
Male	259	63.33	150	36.67	0	0.00
Female	262	65.83	134	33.67	2	0.50
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	1	100.00	0	0.00	0	0.00
Asian	30	57.69	22	42.31	0	0.00
Native Hawaiian or Other Pacific Islander	2	66.67	1	33.33	0	0.00
Filipino	14	73.68	5	26.32	0	0.00
Hispanic or Latino	434	64.30	240	35.56	1	0.15
Black or African American	2	50.00	2	50.00	0	0.00
White	38	79.17	9	18.75	1	2.08
Two or more races	0	0.00	0	0.00	0	0.00
Unknown	0	0.00	5	100.00	0	0.00
No special education services	459	66.62	228	33.09	2	0.29
Special education services	62	52.54	56	47.46	0	0.00
Not economically disadvantaged	126	51.22	120	48.78	0	0.00
Economically disadvantaged	395	70.41	164	29.23	2	0.36
In U.S. schools less than 12 months	11	47.83	12	52.17	0	0.00
In U.S. schools 12 months or more	502	65.11	267	34.63	2	0.26
Duration unknown	8	61.54	5	38.46	0	0.00
Migrant education	3	21.43	11	78.57	0	0.00
Not migrant education	518	65.32	273	34.43	2	0.25

**Table 10.A.39 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Reading Grade Twelve**

<b>Student Group</b>	<b>Reading: Number Tested Remote</b>	<b>Reading: Percent Tested Remote</b>	<b>Reading: Number Tested In-person</b>	<b>Reading: Percent Tested In-person</b>	<b>Reading: Number Tested Mixed</b>	<b>Reading: Percent Tested Mixed</b>
All	16	29.09	39	70.91	0	0.00
Male	8	27.59	21	72.41	0	0.00
Female	8	30.77	18	69.23	0	0.00
Nonbinary	0	0.00	0	0.00	0	0.00
American Indian or Alaska Native	0	0.00	0	0.00	0	0.00
Asian	2	66.67	1	33.33	0	0.00
Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00	0	0.00
Filipino	0	0.00	1	100.00	0	0.00
Hispanic or Latino	12	26.09	34	73.91	0	0.00
Black or African American	0	0.00	0	0.00	0	0.00
White	2	66.67	1	33.33	0	0.00
Two or more races	0	0.00	0	0.00	0	0.00
Unknown	0	0.00	2	100.00	0	0.00
No special education services	13	27.66	34	72.34	0	0.00
Special education services	3	37.50	5	62.50	0	0.00
Not economically disadvantaged	1	20.00	4	80.00	0	0.00
Economically disadvantaged	15	30.00	35	70.00	0	0.00
In U.S. schools less than 12 months	0	0.00	14	100.00	0	0.00
In U.S. schools 12 months or more	16	39.02	25	60.98	0	0.00
Duration unknown	0	0.00	0	0.00	0	0.00
Migrant education	0	0.00	0	0.00	0	0.00
Not migrant education	16	29.09	39	70.91	0	0.00

**Table 10.A.40 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Kindergarten**

Student Group	Writing: Number Tested Remote	Writing: Percent Tested Remote	Writing: Number Tested In-person	Writing: Percent Tested In-person	Writing: Number Tested Mixed	Writing: Percent Tested Mixed	Writing: Number Tested Unknown	Writing: Percent Tested Unknown
All	N/A	N/A	N/A	N/A	N/A	N/A	683	100.00
Male	N/A	N/A	N/A	N/A	N/A	N/A	354	100.00
Female	N/A	N/A	N/A	N/A	N/A	N/A	329	100.00
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A	0	0.00
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	3	100.00
Asian	N/A	N/A	N/A	N/A	N/A	N/A	98	100.00
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	0	0.00
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	5	100.00
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	533	100.00
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	4	100.00
White	N/A	N/A	N/A	N/A	N/A	N/A	30	100.00
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A	5	100.00
Unknown	N/A	N/A	N/A	N/A	N/A	N/A	5	100.00
No special education services	N/A	N/A	N/A	N/A	N/A	N/A	636	100.00
Special education services	N/A	N/A	N/A	N/A	N/A	N/A	47	100.00
Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	294	100.00
Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	389	100.00
In U.S. schools less than 12 months	N/A	N/A	N/A	N/A	N/A	N/A	450	100.00
In U.S. schools 12 months or more	N/A	N/A	N/A	N/A	N/A	N/A	214	100.00
Duration unknown	N/A	N/A	N/A	N/A	N/A	N/A	19	100.00
Migrant education	N/A	N/A	N/A	N/A	N/A	N/A	16	100.00
Not migrant education	N/A	N/A	N/A	N/A	N/A	N/A	667	100.00

**Note:** Administration location is not available for the kindergarten Writing test because this test was administered in paper-based format and the test location information was not collected.

**Table 10.A.41 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade One**

Student Group	Writing: Number Tested Remote	Writing: Percent Tested Remote	Writing: Number Tested In-person	Writing: Percent Tested In-person	Writing: Number Tested Mixed	Writing: Percent Tested Mixed	Writing: Number Tested Unknown	Writing: Percent Tested Unknown
All	N/A	N/A	N/A	N/A	N/A	N/A	1,146	100.00
Male	N/A	N/A	N/A	N/A	N/A	N/A	586	100.00
Female	N/A	N/A	N/A	N/A	N/A	N/A	560	100.00
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A	0	0.00
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	1	100.00
Asian	N/A	N/A	N/A	N/A	N/A	N/A	161	100.00
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	4	100.00
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	12	100.00
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	912	100.00
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	4	100.00
White	N/A	N/A	N/A	N/A	N/A	N/A	37	100.00
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A	7	100.00
Unknown	N/A	N/A	N/A	N/A	N/A	N/A	8	100.00
No special education services	N/A	N/A	N/A	N/A	N/A	N/A	1,068	100.00
Special education services	N/A	N/A	N/A	N/A	N/A	N/A	78	100.00
Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	525	100.00
Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	621	100.00
In U.S. schools less than 12 months	N/A	N/A	N/A	N/A	N/A	N/A	23	100.00
In U.S. schools 12 months or more	N/A	N/A	N/A	N/A	N/A	N/A	1,116	100.00
Duration unknown	N/A	N/A	N/A	N/A	N/A	N/A	7	100.00
Migrant education	N/A	N/A	N/A	N/A	N/A	N/A	30	100.00
Not migrant education	N/A	N/A	N/A	N/A	N/A	N/A	1,116	100.00

**Note:** Administration location is not available for the grade one Writing test because this test was administered in a paper-based format and the test location information was not collected.

**Table 10.A.42 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Two**

Student Group	Writing: Number Tested Remote	Writing: Percent Tested Remote	Writing: Number Tested In-person	Writing: Percent Tested In-person	Writing: Number Tested Mixed	Writing: Percent Tested Mixed	Writing: Number Tested Unknown	Writing: Percent Tested Unknown
All	N/A	N/A	N/A	N/A	N/A	N/A	1,361	100.00
Male	N/A	N/A	N/A	N/A	N/A	N/A	723	100.00
Female	N/A	N/A	N/A	N/A	N/A	N/A	638	100.00
Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A	0	0.00
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	3	100.00
Asian	N/A	N/A	N/A	N/A	N/A	N/A	166	100.00
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	1	100.00
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	10	100.00
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	1,117	100.00
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	4	100.00
White	N/A	N/A	N/A	N/A	N/A	N/A	44	100.00
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A	5	100.00
Unknown	N/A	N/A	N/A	N/A	N/A	N/A	11	100.00
No special education services	N/A	N/A	N/A	N/A	N/A	N/A	1,286	100.00
Special education services	N/A	N/A	N/A	N/A	N/A	N/A	75	100.00
Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	581	100.00
Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	780	100.00
In U.S. schools less than 12 months	N/A	N/A	N/A	N/A	N/A	N/A	12	100.00
In U.S. schools 12 months or more	N/A	N/A	N/A	N/A	N/A	N/A	1,332	100.00
Duration unknown	N/A	N/A	N/A	N/A	N/A	N/A	17	100.00
Migrant education	N/A	N/A	N/A	N/A	N/A	N/A	34	100.00
Not migrant education	N/A	N/A	N/A	N/A	N/A	N/A	1,327	100.00

**Note:** Administration location is not available for the grade two Writing test because this test was administered in a paper-based format and the test location information was not collected.



**Table 10.A.43 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Three**

<b>Student Group</b>	<b>Writing: Number Tested Remote</b>	<b>Writing: Percent Tested Remote</b>	<b>Writing: Number Tested In-person</b>	<b>Writing: Percent Tested In-person</b>	<b>Writing: Number Tested Mixed</b>	<b>Writing: Percent Tested Mixed</b>	<b>Writing: Number Tested Unknown</b>	<b>Writing: Percent Tested Unknown</b>
All	3,003	62.33	1,805	37.46	10	0.21	N/A	N/A
Male	1,514	62.10	922	37.82	2	0.08	N/A	N/A
Female	1,489	62.56	883	37.10	8	0.34	N/A	N/A
Nonbinary	0	0.00	0	0.00	0	0.00	N/A	N/A
American Indian or Alaska Native	3	60.00	2	40.00	0	0.00	N/A	N/A
Asian	138	47.10	155	52.90	0	0.00	N/A	N/A
Native Hawaiian or Other Pacific Islander	3	42.86	4	57.14	0	0.00	N/A	N/A
Filipino	26	76.47	8	23.53	0	0.00	N/A	N/A
Hispanic or Latino	2,695	63.94	1,510	35.82	10	0.24	N/A	N/A
Black or African American	11	78.57	3	21.43	0	0.00	N/A	N/A
White	103	48.82	108	51.18	0	0.00	N/A	N/A
Two or more races	8	57.14	6	42.86	0	0.00	N/A	N/A
Unknown	16	64.00	9	36.00	0	0.00	N/A	N/A
No special education services	2,739	62.11	1,661	37.66	10	0.23	N/A	N/A
Special education services	264	64.71	144	35.29	0	0.00	N/A	N/A
Not economically disadvantaged	534	44.80	655	54.95	3	0.25	N/A	N/A
Economically disadvantaged	2,469	68.09	1,150	31.72	7	0.19	N/A	N/A
In U.S. schools less than 12 months	46	67.65	21	30.88	1	1.47	N/A	N/A
In U.S. schools 12 months or more	2,943	62.40	1,764	37.40	9	0.19	N/A	N/A
Duration unknown	14	41.18	20	58.82	0	0.00	N/A	N/A
Migrant education	36	48.65	38	51.35	0	0.00	N/A	N/A
Not migrant education	2,967	62.54	1,767	37.25	10	0.21	N/A	N/A

**Table 10.A.44 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Four**

<b>Student Group</b>	<b>Writing: Number Tested Remote</b>	<b>Writing: Percent Tested Remote</b>	<b>Writing: Number Tested In-person</b>	<b>Writing: Percent Tested In-person</b>	<b>Writing: Number Tested Mixed</b>	<b>Writing: Percent Tested Mixed</b>	<b>Writing: Number Tested Unknown</b>	<b>Writing: Percent Tested Unknown</b>
All	2,444	62.67	1,454	37.28	2	0.05	N/A	N/A
Male	1,179	61.53	735	38.36	2	0.10	N/A	N/A
Female	1,265	63.76	719	36.24	0	0.00	N/A	N/A
Nonbinary	0	0.00	0	0.00	0	0.00	N/A	N/A
American Indian or Alaska Native	3	33.33	6	66.67	0	0.00	N/A	N/A
Asian	159	59.33	109	40.67	0	0.00	N/A	N/A
Native Hawaiian or Other Pacific Islander	10	90.91	1	9.09	0	0.00	N/A	N/A
Filipino	22	66.67	11	33.33	0	0.00	N/A	N/A
Hispanic or Latino	2,113	63.68	1,203	36.26	2	0.06	N/A	N/A
Black or African American	10	76.92	3	23.08	0	0.00	N/A	N/A
White	103	49.28	106	50.72	0	0.00	N/A	N/A
Two or more races	8	47.06	9	52.94	0	0.00	N/A	N/A
Unknown	16	72.73	6	27.27	0	0.00	N/A	N/A
No special education services	2,170	61.93	1,332	38.01	2	0.06	N/A	N/A
Special education services	274	69.19	122	30.81	0	0.00	N/A	N/A
Not economically disadvantaged	473	50.11	471	49.89	0	0.00	N/A	N/A
Economically disadvantaged	1,971	66.68	983	33.25	2	0.07	N/A	N/A
In U.S. schools less than 12 months	32	66.67	16	33.33	0	0.00	N/A	N/A
In U.S. schools 12 months or more	2,391	62.64	1,424	37.31	2	0.05	N/A	N/A
Duration unknown	21	60.00	14	40.00	0	0.00	N/A	N/A
Migrant education	30	58.82	21	41.18	0	0.00	N/A	N/A
Not migrant education	2,414	62.72	1,433	37.23	2	0.05	N/A	N/A

**Table 10.A.45 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Five**

<b>Student Group</b>	<b>Writing: Number Tested Remote</b>	<b>Writing: Percent Tested Remote</b>	<b>Writing: Number Tested In-person</b>	<b>Writing: Percent Tested In-person</b>	<b>Writing: Number Tested Mixed</b>	<b>Writing: Percent Tested Mixed</b>	<b>Writing: Number Tested Unknown</b>	<b>Writing: Percent Tested Unknown</b>
All	2,097	55.20	1,698	44.70	4	0.11	N/A	N/A
Male	1,075	55.18	871	44.71	2	0.10	N/A	N/A
Female	1,022	55.21	827	44.68	2	0.11	N/A	N/A
Nonbinary	0	0.00	0	0.00	0	0.00	N/A	N/A
American Indian or Alaska Native	3	75.00	1	25.00	0	0.00	N/A	N/A
Asian	106	44.73	131	55.27	0	0.00	N/A	N/A
Native Hawaiian or Other Pacific Islander	6	66.67	3	33.33	0	0.00	N/A	N/A
Filipino	35	74.47	12	25.53	0	0.00	N/A	N/A
Hispanic or Latino	1,804	55.27	1,456	44.61	4	0.12	N/A	N/A
Black or African American	9	100.00	0	0.00	0	0.00	N/A	N/A
White	100	55.87	79	44.13	0	0.00	N/A	N/A
Two or more races	11	73.33	4	26.67	0	0.00	N/A	N/A
Unknown	23	65.71	12	34.29	0	0.00	N/A	N/A
No special education services	1,791	53.86	1,530	46.02	4	0.12	N/A	N/A
Special education services	306	64.56	168	35.44	0	0.00	N/A	N/A
Not economically disadvantaged	478	45.39	573	54.42	2	0.19	N/A	N/A
Economically disadvantaged	1,619	58.96	1,125	40.97	2	0.07	N/A	N/A
In U.S. schools less than 12 months	31	62.00	19	38.00	0	0.00	N/A	N/A
In U.S. schools 12 months or more	2,051	55.30	1,654	44.59	4	0.11	N/A	N/A
Duration unknown	15	37.50	25	62.50	0	0.00	N/A	N/A
Migrant education	22	48.89	23	51.11	0	0.00	N/A	N/A
Not migrant education	2,075	55.27	1,675	44.62	4	0.11	N/A	N/A

**Table 10.A.46 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Six**

<b>Student Group</b>	<b>Writing: Number Tested Remote</b>	<b>Writing: Percent Tested Remote</b>	<b>Writing: Number Tested In-person</b>	<b>Writing: Percent Tested In-person</b>	<b>Writing: Number Tested Mixed</b>	<b>Writing: Percent Tested Mixed</b>	<b>Writing: Number Tested Unknown</b>	<b>Writing: Percent Tested Unknown</b>
All	1,627	59.47	1,104	40.35	5	0.18	N/A	N/A
Male	792	58.62	556	41.15	3	0.22	N/A	N/A
Female	835	60.29	548	39.57	2	0.14	N/A	N/A
Nonbinary	0	0.00	0	0.00	0	0.00	N/A	N/A
American Indian or Alaska Native	1	100.00	0	0.00	0	0.00	N/A	N/A
Asian	106	51.96	98	48.04	0	0.00	N/A	N/A
Native Hawaiian or Other Pacific Islander	1	100.00	0	0.00	0	0.00	N/A	N/A
Filipino	28	80.00	7	20.00	0	0.00	N/A	N/A
Hispanic or Latino	1,359	59.79	910	40.04	4	0.18	N/A	N/A
Black or African American	7	70.00	3	30.00	0	0.00	N/A	N/A
White	113	57.65	82	41.84	1	0.51	N/A	N/A
Two or more races	8	80.00	2	20.00	0	0.00	N/A	N/A
Unknown	4	66.67	2	33.33	0	0.00	N/A	N/A
No special education services	1,365	58.36	970	41.47	4	0.17	N/A	N/A
Special education services	262	65.99	134	33.75	1	0.25	N/A	N/A
Not economically disadvantaged	344	47.32	383	52.68	0	0.00	N/A	N/A
Economically disadvantaged	1,283	63.86	721	35.89	5	0.25	N/A	N/A
In U.S. schools less than 12 months	44	73.33	16	26.67	0	0.00	N/A	N/A
In U.S. schools 12 months or more	1,572	59.16	1,080	40.65	5	0.19	N/A	N/A
Duration unknown	11	57.89	8	42.11	0	0.00	N/A	N/A
Migrant education	8	34.78	15	65.22	0	0.00	N/A	N/A
Not migrant education	1,619	59.68	1,089	40.14	5	0.18	N/A	N/A

**Table 10.A.47 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Seven**

<b>Student Group</b>	<b>Writing: Number Tested Remote</b>	<b>Writing: Percent Tested Remote</b>	<b>Writing: Number Tested In-person</b>	<b>Writing: Percent Tested In-person</b>	<b>Writing: Number Tested Mixed</b>	<b>Writing: Percent Tested Mixed</b>	<b>Writing: Number Tested Unknown</b>	<b>Writing: Percent Tested Unknown</b>
All	1,240	56.62	945	43.15	5	0.23	N/A	N/A
Male	615	56.06	477	43.48	5	0.46	N/A	N/A
Female	625	57.18	468	42.82	0	0.00	N/A	N/A
Nonbinary	0	0.00	0	0.00	0	0.00	N/A	N/A
American Indian or Alaska Native	0	0.00	2	100.00	0	0.00	N/A	N/A
Asian	80	51.95	73	47.40	1	0.65	N/A	N/A
Native Hawaiian or Other Pacific Islander	4	100.00	0	0.00	0	0.00	N/A	N/A
Filipino	21	80.77	5	19.23	0	0.00	N/A	N/A
Hispanic or Latino	1,068	56.78	810	43.06	3	0.16	N/A	N/A
Black or African American	5	62.50	3	37.50	0	0.00	N/A	N/A
White	57	55.34	45	43.69	1	0.97	N/A	N/A
Two or more races	2	66.67	1	33.33	0	0.00	N/A	N/A
Unknown	3	33.33	6	66.67	0	0.00	N/A	N/A
No special education services	1,044	55.59	829	44.14	5	0.27	N/A	N/A
Special education services	196	62.82	116	37.18	0	0.00	N/A	N/A
Not economically disadvantaged	272	51.03	260	48.78	1	0.19	N/A	N/A
Economically disadvantaged	968	58.42	685	41.34	4	0.24	N/A	N/A
In U.S. schools less than 12 months	21	70.00	9	30.00	0	0.00	N/A	N/A
In U.S. schools 12 months or more	1,205	56.63	918	43.14	5	0.23	N/A	N/A
Duration unknown	14	43.75	18	56.25	0	0.00	N/A	N/A
Migrant education	13	25.00	38	73.08	1	1.92	N/A	N/A
Not migrant education	1,227	57.39	907	42.42	4	0.19	N/A	N/A

**Table 10.A.48 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Eight**

<b>Student Group</b>	<b>Writing: Number Tested Remote</b>	<b>Writing: Percent Tested Remote</b>	<b>Writing: Number Tested In-person</b>	<b>Writing: Percent Tested In-person</b>	<b>Writing: Number Tested Mixed</b>	<b>Writing: Percent Tested Mixed</b>	<b>Writing: Number Tested Unknown</b>	<b>Writing: Percent Tested Unknown</b>
All	977	61.84	602	38.10	1	0.06	N/A	N/A
Male	527	62.07	322	37.93	0	0.00	N/A	N/A
Female	450	61.56	280	38.30	1	0.14	N/A	N/A
Nonbinary	0	0.00	0	0.00	0	0.00	N/A	N/A
American Indian or Alaska Native	0	0.00	1	100.00	0	0.00	N/A	N/A
Asian	63	55.75	50	44.25	0	0.00	N/A	N/A
Native Hawaiian or Other Pacific Islander	3	100.00	0	0.00	0	0.00	N/A	N/A
Filipino	28	87.50	4	12.50	0	0.00	N/A	N/A
Hispanic or Latino	828	62.30	500	37.62	1	0.08	N/A	N/A
Black or African American	5	71.43	2	28.57	0	0.00	N/A	N/A
White	46	54.12	39	45.88	0	0.00	N/A	N/A
Two or more races	3	42.86	4	57.14	0	0.00	N/A	N/A
Unknown	1	33.33	2	66.67	0	0.00	N/A	N/A
No special education services	826	62.53	494	37.40	1	0.08	N/A	N/A
Special education services	151	58.30	108	41.70	0	0.00	N/A	N/A
Not economically disadvantaged	241	51.50	227	48.50	0	0.00	N/A	N/A
Economically disadvantaged	736	66.19	375	33.72	1	0.09	N/A	N/A
In U.S. schools less than 12 months	22	61.11	14	38.89	0	0.00	N/A	N/A
In U.S. schools 12 months or more	947	61.94	581	38.00	1	0.07	N/A	N/A
Duration unknown	8	53.33	7	46.67	0	0.00	N/A	N/A
Migrant education	3	37.50	5	62.50	0	0.00	N/A	N/A
Not migrant education	974	61.96	597	37.98	1	0.06	N/A	N/A

**Table 10.A.49 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Nine**

<b>Student Group</b>	<b>Writing: Number Tested Remote</b>	<b>Writing: Percent Tested Remote</b>	<b>Writing: Number Tested In-person</b>	<b>Writing: Percent Tested In-person</b>	<b>Writing: Number Tested Mixed</b>	<b>Writing: Percent Tested Mixed</b>	<b>Writing: Number Tested Unknown</b>	<b>Writing: Percent Tested Unknown</b>
All	998	64.68	545	35.32	0	0.00	N/A	N/A
Male	530	63.40	306	36.60	0	0.00	N/A	N/A
Female	468	66.20	239	33.80	0	0.00	N/A	N/A
Nonbinary	0	0.00	0	0.00	0	0.00	N/A	N/A
American Indian or Alaska Native	1	100.00	0	0.00	0	0.00	N/A	N/A
Asian	54	66.67	27	33.33	0	0.00	N/A	N/A
Native Hawaiian or Other Pacific Islander	1	33.33	2	66.67	0	0.00	N/A	N/A
Filipino	22	78.57	6	21.43	0	0.00	N/A	N/A
Hispanic or Latino	863	64.31	479	35.69	0	0.00	N/A	N/A
Black or African American	5	83.33	1	16.67	0	0.00	N/A	N/A
White	42	64.62	23	35.38	0	0.00	N/A	N/A
Two or more races	0	0.00	1	100.00	0	0.00	N/A	N/A
Unknown	10	62.50	6	37.50	0	0.00	N/A	N/A
No special education services	838	64.61	459	35.39	0	0.00	N/A	N/A
Special education services	160	65.04	86	34.96	0	0.00	N/A	N/A
Not economically disadvantaged	245	57.92	178	42.08	0	0.00	N/A	N/A
Economically disadvantaged	753	67.23	367	32.77	0	0.00	N/A	N/A
In U.S. schools less than 12 months	37	46.25	43	53.75	0	0.00	N/A	N/A
In U.S. schools 12 months or more	950	65.79	494	34.21	0	0.00	N/A	N/A
Duration unknown	11	57.89	8	42.11	0	0.00	N/A	N/A
Migrant education	4	21.05	15	78.95	0	0.00	N/A	N/A
Not migrant education	994	65.22	530	34.78	0	0.00	N/A	N/A

**Table 10.A.50 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Ten**

<b>Student Group</b>	<b>Writing: Number Tested Remote</b>	<b>Writing: Percent Tested Remote</b>	<b>Writing: Number Tested In-person</b>	<b>Writing: Percent Tested In-person</b>	<b>Writing: Number Tested Mixed</b>	<b>Writing: Percent Tested Mixed</b>	<b>Writing: Number Tested Unknown</b>	<b>Writing: Percent Tested Unknown</b>
All	712	66.42	360	33.58	0	0.00	N/A	N/A
Male	337	62.18	205	37.82	0	0.00	N/A	N/A
Female	375	70.75	155	29.25	0	0.00	N/A	N/A
Nonbinary	0	0.00	0	0.00	0	0.00	N/A	N/A
American Indian or Alaska Native	1	50.00	1	50.00	0	0.00	N/A	N/A
Asian	54	60.00	36	40.00	0	0.00	N/A	N/A
Native Hawaiian or Other Pacific Islander	2	100.00	0	0.00	0	0.00	N/A	N/A
Filipino	18	85.71	3	14.29	0	0.00	N/A	N/A
Hispanic or Latino	584	66.06	300	33.94	0	0.00	N/A	N/A
Black or African American	7	87.50	1	12.50	0	0.00	N/A	N/A
White	40	74.07	14	25.93	0	0.00	N/A	N/A
Two or more races	0	0.00	1	100.00	0	0.00	N/A	N/A
Unknown	6	60.00	4	40.00	0	0.00	N/A	N/A
No special education services	624	67.39	302	32.61	0	0.00	N/A	N/A
Special education services	88	60.27	58	39.73	0	0.00	N/A	N/A
Not economically disadvantaged	172	54.78	142	45.22	0	0.00	N/A	N/A
Economically disadvantaged	540	71.24	218	28.76	0	0.00	N/A	N/A
In U.S. schools less than 12 months	18	54.55	15	45.45	0	0.00	N/A	N/A
In U.S. schools 12 months or more	680	66.47	343	33.53	0	0.00	N/A	N/A
Duration unknown	14	87.50	2	12.50	0	0.00	N/A	N/A
Migrant education	4	22.22	14	77.78	0	0.00	N/A	N/A
Not migrant education	708	67.17	346	32.83	0	0.00	N/A	N/A



**Table 10.A.51 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Eleven**

<b>Student Group</b>	<b>Writing: Number Tested Remote</b>	<b>Writing: Percent Tested Remote</b>	<b>Writing: Number Tested In-person</b>	<b>Writing: Percent Tested In-person</b>	<b>Writing: Number Tested Mixed</b>	<b>Writing: Percent Tested Mixed</b>	<b>Writing: Number Tested Unknown</b>	<b>Writing: Percent Tested Unknown</b>
All	525	66.29	266	33.59	1	0.13	N/A	N/A
Male	265	66.58	133	33.42	0	0.00	N/A	N/A
Female	260	65.99	133	33.76	1	0.25	N/A	N/A
Nonbinary	0	0.00	0	0.00	0	0.00	N/A	N/A
American Indian or Alaska Native	1	100.00	0	0.00	0	0.00	N/A	N/A
Asian	32	66.67	16	33.33	0	0.00	N/A	N/A
Native Hawaiian or Other Pacific Islander	2	66.67	1	33.33	0	0.00	N/A	N/A
Filipino	15	75.00	5	25.00	0	0.00	N/A	N/A
Hispanic or Latino	432	65.36	228	34.49	1	0.15	N/A	N/A
Black or African American	2	66.67	1	33.33	0	0.00	N/A	N/A
White	39	81.25	9	18.75	0	0.00	N/A	N/A
Two or more races	0	0.00	1	100.00	0	0.00	N/A	N/A
Unknown	2	28.57	5	71.43	0	0.00	N/A	N/A
No special education services	461	68.81	209	31.19	0	0.00	N/A	N/A
Special education services	64	52.46	57	46.72	1	0.82	N/A	N/A
Not economically disadvantaged	130	52.85	115	46.75	1	0.41	N/A	N/A
Economically disadvantaged	395	72.34	151	27.66	0	0.00	N/A	N/A
In U.S. schools less than 12 months	13	54.17	11	45.83	0	0.00	N/A	N/A
In U.S. schools 12 months or more	502	66.67	250	33.20	1	0.13	N/A	N/A
Duration unknown	10	66.67	5	33.33	0	0.00	N/A	N/A
Migrant education	3	21.43	11	78.57	0	0.00	N/A	N/A
Not migrant education	522	67.10	255	32.78	1	0.13	N/A	N/A

**Table 10.A.52 Demographic Summary for Students Testing by Testing Locations in Fall 2020: Writing Grade Twelve**

Student Group	Writing: Number Tested Remote	Writing: Percent Tested Remote	Writing: Number Tested In-person	Writing: Percent Tested In-person	Writing: Number Tested Mixed	Writing: Percent Tested Mixed	Writing: Number Tested Unknown	Writing: Percent Tested Unknown
All	14	26.42	39	73.58	0	0.00	N/A	N/A
Male	8	26.67	22	73.33	0	0.00	N/A	N/A
Female	6	26.09	17	73.91	0	0.00	N/A	N/A
Nonbinary	0	0.00	0	0.00	0	0.00	N/A	N/A
American Indian or Alaska Native	0	0.00	0	0.00	0	0.00	N/A	N/A
Asian	2	66.67	1	33.33	0	0.00	N/A	N/A
Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00	0	0.00	N/A	N/A
Filipino	0	0.00	1	100.00	0	0.00	N/A	N/A
Hispanic or Latino	10	22.22	35	77.78	0	0.00	N/A	N/A
Black or African American	0	0.00	0	0.00	0	0.00	N/A	N/A
White	2	66.67	1	33.33	0	0.00	N/A	N/A
Two or more races	0	0.00	0	0.00	0	0.00	N/A	N/A
Unknown	0	0.00	1	100.00	0	0.00	N/A	N/A
No special education services	11	25.00	33	75.00	0	0.00	N/A	N/A
Special education services	3	33.33	6	66.67	0	0.00	N/A	N/A
Not economically disadvantaged	1	20.00	4	80.00	0	0.00	N/A	N/A
Economically disadvantaged	13	27.08	35	72.92	0	0.00	N/A	N/A
In U.S. schools less than 12 months	0	0.00	14	100.00	0	0.00	N/A	N/A
In U.S. schools 12 months or more	14	35.90	25	64.10	0	0.00	N/A	N/A
Duration unknown	0	0.00	0	0.00	0	0.00	N/A	N/A
Migrant education	0	0.00	0	0.00	0	0.00	N/A	N/A
Not migrant education	14	26.42	39	73.58	0	0.00	N/A	N/A

## Appendix 10.B: Raw Score Frequency Distributions of the Summative ELPAC Fall Optional Administration

**Table 10.B.1 Raw Score Frequency Distribution for Oral Language, Kindergarten**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	22	0.83	0.83
1	4	0.15	0.98
2	4	0.15	1.13
3	2	0.08	1.20
4	6	0.23	1.43
5	2	0.08	1.50
6	5	0.19	1.69
7	3	0.11	1.80
8	6	0.23	2.03
9	8	0.30	2.33
10	9	0.34	2.66
11	10	0.38	3.04
12	16	0.60	3.64
13	12	0.45	4.09
14	14	0.53	4.61
15	23	0.86	5.48
16	24	0.90	6.38
17	44	1.65	8.03
18	27	1.01	9.04
19	35	1.31	10.35
20	41	1.54	11.89
21	29	1.09	12.98
22	32	1.20	14.18
23	39	1.46	15.64
24	29	1.09	16.73
25	36	1.35	18.08
26	49	1.84	19.92
27	58	2.18	22.09
28	60	2.25	24.34
29	64	2.40	26.74
30	69	2.59	29.33
31	93	3.49	32.82
32	106	3.98	36.80
33	134	5.03	41.82
34	147	5.51	47.34
35	166	6.23	53.56
36	176	6.60	60.17
37	203	7.61	67.78

Table 10.B.1 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
38	211	7.91	75.69
39	247	9.26	84.96
40	197	7.39	92.35
41	128	4.80	97.15
42	76	2.85	100.00

**Table 10.B.2 Raw Score Frequency Distribution for Oral Language, Grade One**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	24	0.50	0.50
1	2	0.04	0.54
2	1	0.02	0.56
3	1	0.02	0.58
4	1	0.02	0.61
5	1	0.02	0.63
6	1	0.02	0.65
7	1	0.02	0.67
8	2	0.04	0.71
9	2	0.04	0.75
10	1	0.02	0.77
11	6	0.13	0.90
12	5	0.10	1.00
13	7	0.15	1.15
14	11	0.23	1.38
15	15	0.31	1.69
16	20	0.42	2.11
17	19	0.40	2.51
18	30	0.63	3.13
19	35	0.73	3.86
20	35	0.73	4.59
21	27	0.56	5.16
22	25	0.52	5.68
23	19	0.40	6.08
24	24	0.50	6.58
25	29	0.61	7.18
26	31	0.65	7.83
27	61	1.27	9.10
28	68	1.42	10.52
29	87	1.82	12.34
30	125	2.61	14.95
31	135	2.82	17.77
32	173	3.61	21.38
33	257	5.37	26.75
34	300	6.26	33.01
35	323	6.74	39.76
36	385	8.04	47.80
37	433	9.04	56.84
38	433	9.04	65.88
39	449	9.38	75.26

Table 10.B.2 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	391	8.16	83.42
41	349	7.29	90.71
42	239	4.99	95.70
43	142	2.97	98.66
44	64	1.34	100.00

**Table 10.B.3 Raw Score Frequency Distribution for Oral Language, Grade Two**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	12	0.20	0.20
2	2	0.03	0.24
4	2	0.03	0.27
5	3	0.05	0.32
6	3	0.05	0.37
7	3	0.05	0.42
8	3	0.05	0.47
9	2	0.03	0.51
10	2	0.03	0.54
11	6	0.10	0.64
12	7	0.12	0.76
13	10	0.17	0.93
14	7	0.12	1.05
15	14	0.24	1.29
16	30	0.51	1.80
17	36	0.61	2.41
18	39	0.66	3.07
19	52	0.88	3.95
20	45	0.76	4.71
21	41	0.69	5.40
22	24	0.41	5.81
23	9	0.15	5.96
24	15	0.25	6.22
25	24	0.41	6.62
26	12	0.20	6.83
27	18	0.30	7.13
28	13	0.22	7.35
29	20	0.34	7.69
30	20	0.34	8.03
31	29	0.49	8.52
32	51	0.86	9.39
33	45	0.76	10.15
34	74	1.25	11.40
35	95	1.61	13.01
36	133	2.25	15.27
37	171	2.90	18.16
38	224	3.80	21.96
39	251	4.25	26.21

Table 10.B.3 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	360	6.10	32.31
41	386	6.54	38.85
42	425	7.20	46.05
43	577	9.78	55.83
44	535	9.06	64.89
45	566	9.59	74.48
46	546	9.25	83.73
47	424	7.18	90.92
48	293	4.96	95.88
49	185	3.13	99.02
50	58	0.98	100.00



**Table 10.B.4 Raw Score Frequency Distribution for Oral Language, Grade Three**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	8	0.10	0.10
1	1	0.01	0.12
3	1	0.01	0.13
4	1	0.01	0.14
5	2	0.03	0.17
6	2	0.03	0.19
7	7	0.09	0.28
8	7	0.09	0.38
9	9	0.12	0.49
10	14	0.18	0.67
11	22	0.28	0.96
12	25	0.32	1.28
13	30	0.39	1.67
14	32	0.41	2.08
15	33	0.43	2.51
16	37	0.48	2.99
17	31	0.40	3.39
18	15	0.19	3.59
19	13	0.17	3.75
20	4	0.05	3.81
21	21	0.27	4.08
22	14	0.18	4.26
23	14	0.18	4.44
24	21	0.27	4.71
25	35	0.45	5.17
26	35	0.45	5.62
27	37	0.48	6.10
28	40	0.52	6.62
29	77	1.00	7.61
30	80	1.04	8.65
31	97	1.26	9.90
32	113	1.46	11.37
33	165	2.14	13.50
34	228	2.95	16.46
35	253	3.28	19.73
36	331	4.29	24.02
37	425	5.50	29.52
38	471	6.10	35.62
39	484	6.27	41.88

Table 10.B.4 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	630	8.16	50.04
41	609	7.88	57.92
42	604	7.82	65.74
43	639	8.27	74.02
44	545	7.06	81.07
45	454	5.88	86.95
46	368	4.76	91.71
47	268	3.47	95.18
48	176	2.28	97.46
49	114	1.48	98.94
50	48	0.62	99.56
51	28	0.36	99.92
52	6	0.08	100.00

**Table 10.B.5 Raw Score Frequency Distribution for Oral Language, Grade Four**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	15	0.24	0.24
2	1	0.02	0.26
3	1	0.02	0.28
4	1	0.02	0.29
5	4	0.07	0.36
6	3	0.05	0.41
7	7	0.11	0.52
8	3	0.05	0.57
9	9	0.15	0.72
10	6	0.10	0.81
11	9	0.15	0.96
12	4	0.07	1.03
13	8	0.13	1.16
14	17	0.28	1.43
15	24	0.39	1.82
16	23	0.37	2.20
17	21	0.34	2.54
18	17	0.28	2.82
19	13	0.21	3.03
20	4	0.07	3.09
21	6	0.10	3.19
22	7	0.11	3.30
23	6	0.10	3.40
24	8	0.13	3.53
25	11	0.18	3.71
26	5	0.08	3.79
27	11	0.18	3.97
28	21	0.34	4.31
29	14	0.23	4.54
30	31	0.50	5.05
31	36	0.59	5.63
32	50	0.81	6.45
33	54	0.88	7.33
34	96	1.56	8.89
35	113	1.84	10.73
36	146	2.38	13.10
37	207	3.37	16.47
38	253	4.12	20.59
39	325	5.29	25.88

Table 10.B.5 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	390	6.35	32.23
41	420	6.84	39.07
42	523	8.51	47.58
43	563	9.16	56.75
44	584	9.51	66.25
45	554	9.02	75.27
46	488	7.94	83.22
47	386	6.28	89.50
48	294	4.79	94.29
49	197	3.21	97.49
50	108	1.76	99.25
51	42	0.68	99.93
52	4	0.07	100.00

**Table 10.B.6 Raw Score Frequency Distribution for Oral Language, Grade Five**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	11	0.18	0.18
7	3	0.05	0.23
8	5	0.08	0.32
9	4	0.07	0.38
10	11	0.18	0.56
11	5	0.08	0.65
12	13	0.22	0.86
13	14	0.23	1.10
14	16	0.27	1.36
15	13	0.22	1.58
16	25	0.41	1.99
17	18	0.30	2.29
18	27	0.45	2.74
19	26	0.43	3.17
20	15	0.25	3.42
21	5	0.08	3.50
22	5	0.08	3.58
23	8	0.13	3.72
24	2	0.03	3.75
25	8	0.13	3.88
26	6	0.10	3.98
27	11	0.18	4.17
28	21	0.35	4.51
29	18	0.30	4.81
30	12	0.20	5.01
31	15	0.25	5.26
32	31	0.51	5.77
33	35	0.58	6.36
34	54	0.90	7.25
35	74	1.23	8.48
36	115	1.91	10.39
37	128	2.12	12.51
38	182	3.02	15.53
39	252	4.18	19.71
40	301	5.00	24.71
41	363	6.02	30.73
42	459	7.62	38.35
43	548	9.09	47.44
44	571	9.48	56.92
45	563	9.34	66.26
46	570	9.46	75.72

Table 10.B.6 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
47	508	8.43	84.15
48	411	6.82	90.97
49	281	4.66	95.64
50	181	3.00	98.64
51	66	1.10	99.73
52	16	0.27	100.00

**Table 10.B.7 Raw Score Frequency Distribution for Oral Language, Grade Six**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	13	0.28	0.28
3	1	0.02	0.30
5	3	0.07	0.37
6	3	0.07	0.43
7	8	0.17	0.61
8	2	0.04	0.65
9	2	0.04	0.70
10	3	0.07	0.76
11	5	0.11	0.87
12	12	0.26	1.13
13	8	0.17	1.30
14	17	0.37	1.67
15	18	0.39	2.06
16	26	0.56	2.63
17	19	0.41	3.04
18	12	0.26	3.30
19	15	0.33	3.63
20	9	0.20	3.82
21	13	0.28	4.11
22	4	0.09	4.19
23	5	0.11	4.30
24	4	0.09	4.39
25	6	0.13	4.52
26	9	0.20	4.72
27	20	0.43	5.15
28	24	0.52	5.67
29	22	0.48	6.15
30	28	0.61	6.76
31	42	0.91	7.67
32	39	0.85	8.52
33	59	1.28	9.80
34	88	1.91	11.71
35	105	2.28	13.99
36	130	2.82	16.82
37	153	3.32	20.14
38	223	4.85	24.99
39	234	5.08	30.07
40	315	6.84	36.92
41	301	6.54	43.46
42	366	7.95	51.41
43	381	8.28	59.69

Table 10.B.7 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
44	380	8.26	67.95
45	370	8.04	75.99
46	310	6.74	82.72
47	262	5.69	88.42
48	229	4.98	93.39
49	172	3.74	97.13
50	87	1.89	99.02
51	35	0.76	99.78
52	10	0.22	100.00



**Table 10.B.8 Raw Score Frequency Distribution for Oral Language, Grade Seven**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	19	0.46	0.46
4	2	0.05	0.51
5	1	0.02	0.53
6	2	0.05	0.58
7	3	0.07	0.65
8	2	0.05	0.70
9	4	0.10	0.80
10	5	0.12	0.92
11	4	0.10	1.02
12	4	0.10	1.11
13	8	0.19	1.31
14	9	0.22	1.53
15	5	0.12	1.65
16	5	0.12	1.77
17	9	0.22	1.99
18	13	0.31	2.30
19	15	0.36	2.66
20	9	0.22	2.88
21	7	0.17	3.05
22	3	0.07	3.12
23	6	0.15	3.27
24	3	0.07	3.34
25	5	0.12	3.46
26	10	0.24	3.70
27	5	0.12	3.83
28	17	0.41	4.24
29	18	0.44	4.67
30	15	0.36	5.04
31	20	0.48	5.52
32	19	0.46	5.98
33	38	0.92	6.90
34	55	1.33	8.23
35	54	1.31	9.54
36	65	1.57	11.11
37	121	2.93	14.04
38	140	3.39	17.43
39	166	4.02	21.45
40	201	4.87	26.32
41	250	6.05	32.37
42	318	7.70	40.07
43	335	8.11	48.18

Table 10.B.8 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
44	329	7.97	56.15
45	409	9.90	66.05
46	396	9.59	75.64
47	346	8.38	84.02
48	297	7.19	91.21
49	184	4.46	95.67
50	114	2.76	98.43
51	57	1.38	99.81
52	8	0.19	100.00

**Table 10.B.9 Raw Score Frequency Distribution for Oral Language, Grade Eight**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	16	0.57	0.57
5	1	0.04	0.60
6	2	0.07	0.67
7	1	0.04	0.71
8	1	0.04	0.75
9	4	0.14	0.89
10	5	0.18	1.07
11	4	0.14	1.21
12	4	0.14	1.35
13	6	0.21	1.56
14	10	0.36	1.92
15	14	0.50	2.41
16	8	0.28	2.70
17	11	0.39	3.09
18	8	0.28	3.37
19	9	0.32	3.69
20	11	0.39	4.08
21	3	0.11	4.19
22	5	0.18	4.37
23	5	0.18	4.55
24	2	0.07	4.62
25	4	0.14	4.76
26	10	0.36	5.11
27	4	0.14	5.26
28	12	0.43	5.68
29	9	0.32	6.00
30	16	0.57	6.57
31	10	0.36	6.92
32	16	0.57	7.49
33	25	0.89	8.38
34	35	1.24	9.62
35	43	1.53	11.15
36	43	1.53	12.68
37	73	2.59	15.27
38	81	2.88	18.15
39	110	3.91	22.05
40	112	3.98	26.03
41	145	5.15	31.18
42	182	6.46	37.64
43	222	7.88	45.53
44	253	8.98	54.51

Table 10.B.9 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
45	267	9.48	63.99
46	262	9.30	73.30
47	257	9.13	82.42
48	196	6.96	89.38
49	152	5.40	94.78
50	93	3.30	98.08
51	42	1.49	99.57
52	12	0.43	100.00

**Table 10.B.10 Raw Score Frequency Distribution for Oral Language, Grade Nine**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	17	0.61	0.61
4	1	0.04	0.64
5	3	0.11	0.75
6	5	0.18	0.93
7	7	0.25	1.18
8	3	0.11	1.28
9	6	0.21	1.50
10	12	0.43	1.93
11	5	0.18	2.10
12	12	0.43	2.53
13	12	0.43	2.96
14	7	0.25	3.21
15	5	0.18	3.39
16	15	0.54	3.92
17	10	0.36	4.28
18	10	0.36	4.64
19	5	0.18	4.82
20	8	0.29	5.10
21	6	0.21	5.32
22	12	0.43	5.74
23	4	0.14	5.89
24	9	0.32	6.21
25	16	0.57	6.78
26	17	0.61	7.38
27	23	0.82	8.21
28	18	0.64	8.85
29	15	0.54	9.38
30	30	1.07	10.45
31	37	1.32	11.77
32	36	1.28	13.06
33	49	1.75	14.81
34	43	1.53	16.34
35	76	2.71	19.05
36	102	3.64	22.69
37	119	4.25	26.94
38	131	4.67	31.61
39	148	5.28	36.89
40	186	6.64	43.52
41	188	6.71	50.23
42	178	6.35	56.58
43	237	8.46	65.04

Table 10.B.10 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
44	213	7.60	72.64
45	191	6.81	79.45
46	177	6.31	85.77
47	138	4.92	90.69
48	94	3.35	94.04
49	80	2.85	96.90
50	56	2.00	98.89
51	25	0.89	99.79
52	6	0.21	100.00

**Table 10.B.11 Raw Score Frequency Distribution for Oral Language, Grade Ten**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	17	0.81	0.81
4	1	0.05	0.86
5	1	0.05	0.90
6	1	0.05	0.95
7	4	0.19	1.14
8	2	0.10	1.24
9	5	0.24	1.48
10	6	0.29	1.76
11	9	0.43	2.19
12	8	0.38	2.57
13	7	0.33	2.90
14	12	0.57	3.47
15	6	0.29	3.76
16	4	0.19	3.95
17	7	0.33	4.28
18	5	0.24	4.52
19	9	0.43	4.95
20	4	0.19	5.14
21	2	0.10	5.24
22	5	0.24	5.47
23	9	0.43	5.90
24	6	0.29	6.19
25	8	0.38	6.57
26	11	0.52	7.09
27	10	0.48	7.57
28	12	0.57	8.14
29	16	0.76	8.90
30	18	0.86	9.76
31	15	0.71	10.47
32	18	0.86	11.33
33	29	1.38	12.71
34	35	1.67	14.37
35	51	2.43	16.80
36	55	2.62	19.42
37	77	3.66	23.08
38	86	4.09	27.18
39	109	5.19	32.37
40	125	5.95	38.32
41	119	5.66	43.98
42	145	6.90	50.88
43	161	7.66	58.54

Table 10.B.11 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
44	161	7.66	66.21
45	159	7.57	73.77
46	158	7.52	81.29
47	100	4.76	86.05
48	118	5.62	91.67
49	86	4.09	95.76
50	48	2.28	98.05
51	26	1.24	99.29
52	15	0.71	100.00



**Table 10.B.12 Raw Score Frequency Distribution for Oral Language, Grade Eleven**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	31	2.02	2.02
4	1	0.07	2.09
5	3	0.20	2.28
6	1	0.07	2.35
7	5	0.33	2.67
8	4	0.26	2.93
9	2	0.13	3.06
10	2	0.13	3.19
11	5	0.33	3.52
12	5	0.33	3.85
13	7	0.46	4.30
14	6	0.39	4.69
15	4	0.26	4.95
16	6	0.39	5.35
17	5	0.33	5.67
18	6	0.39	6.06
19	6	0.39	6.45
20	4	0.26	6.71
21	6	0.39	7.11
22	4	0.26	7.37
23	2	0.13	7.50
24	2	0.13	7.63
25	4	0.26	7.89
26	9	0.59	8.47
27	10	0.65	9.13
28	9	0.59	9.71
29	13	0.85	10.56
30	8	0.52	11.08
31	6	0.39	11.47
32	11	0.72	12.19
33	17	1.11	13.30
34	14	0.91	14.21
35	22	1.43	15.65
36	25	1.63	17.28
37	39	2.54	19.82
38	47	3.06	22.88
39	53	3.46	26.34
40	62	4.04	30.38
41	92	6.00	36.38
42	94	6.13	42.50
43	106	6.91	49.41

Table 10.B.12 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
44	112	7.30	56.71
45	106	6.91	63.62
46	121	7.89	71.51
47	117	7.63	79.14
48	105	6.84	85.98
49	98	6.39	92.37
50	66	4.30	96.68
51	27	1.76	98.44
52	24	1.56	100.00

**Table 10.B.13 Raw Score Frequency Distribution for Oral Language, Grade Twelve**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	44	26.51	26.51
5	1	0.60	27.11
6	2	1.20	28.31
7	1	0.60	28.92
8	2	1.20	30.12
10	1	0.60	30.72
11	1	0.60	31.33
12	1	0.60	31.93
15	3	1.81	33.73
16	1	0.60	34.34
17	1	0.60	34.94
20	2	1.20	36.14
21	4	2.41	38.55
22	1	0.60	39.16
23	1	0.60	39.76
25	2	1.20	40.96
26	1	0.60	41.57
27	1	0.60	42.17
28	1	0.60	42.77
29	3	1.81	44.58
30	2	1.20	45.78
31	2	1.20	46.99
32	3	1.81	48.80
33	1	0.60	49.40
34	1	0.60	50.00
35	2	1.20	51.20
36	5	3.01	54.22
37	3	1.81	56.02
38	6	3.61	59.64
39	1	0.60	60.24
40	6	3.61	63.86
41	3	1.81	65.66
42	6	3.61	69.28
43	9	5.42	74.70
44	10	6.02	80.72
45	8	4.82	85.54
46	6	3.61	89.16
47	6	3.61	92.77

Table 10.B.13 (*continuation*)

Raw Score	Frequency	Percent	Cumulative Percent
48	3	1.81	94.58
49	4	2.41	96.99
50	3	1.81	98.80
51	1	0.60	99.40
52	1	0.60	100.00

**Table 10.B.14 Summary Statistics of the Raw Scores for Oral Language**

Grade Level	N Items	N Points	N Students	Mean	Mean as % of Total	SD
K	29	42	2,666	32.25	76.80	8.52
1	31	44	4,789	35.32	80.28	6.46
2	34	50	5,902	40.92	81.85	7.57
3	34	52	7,724	39.13	75.26	7.25
4	34	52	6,143	41.41	79.63	6.90
5	34	52	6,026	42.37	81.47	6.91
6	34	52	4,602	40.82	78.50	7.45
7	34	52	4,130	42.23	81.22	7.08
8	34	52	2,816	42.08	80.92	7.84
9	34	52	2,803	39.52	75.99	8.61
10	34	52	2,101	40.28	77.47	8.78
11	34	52	1,534	40.79	78.44	10.27
12	34	52	166	26.53	51.02	18.99

**Note:** “SD” = standard deviation

**Table 10.B.15 Raw Score Frequency Distribution for Written Language, Kindergarten**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	23	0.86	0.86
1	6	0.23	1.09
2	11	0.41	1.50
3	10	0.38	1.88
4	12	0.45	2.33
5	21	0.79	3.11
6	27	1.01	4.13
7	27	1.01	5.14
8	36	1.35	6.49
9	47	1.76	8.25
10	34	1.28	9.53
11	46	1.73	11.25
12	70	2.63	13.88
13	56	2.10	15.98
14	62	2.33	18.30
15	56	2.10	20.41
16	73	2.74	23.14
17	71	2.66	25.81
18	30	1.13	26.93
19	42	1.58	28.51
20	59	2.21	30.72
21	58	2.18	32.90
22	69	2.59	35.48
23	71	2.66	38.15
24	106	3.98	42.12
25	112	4.20	46.32
26	173	6.49	52.81
27	269	10.09	62.90
28	426	15.98	78.88
29	563	21.12	100.00

**Table 10.B.16 Raw Score Frequency Distribution for Written Language, Grade One**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	42	0.88	0.88
1	8	0.17	1.04
2	6	0.13	1.17
3	12	0.25	1.42
4	12	0.25	1.67
5	21	0.44	2.11
6	38	0.79	2.90
7	30	0.63	3.53
8	35	0.73	4.26
9	45	0.94	5.20
10	54	1.13	6.33
11	46	0.96	7.29
12	53	1.11	8.39
13	66	1.38	9.77
14	69	1.44	11.21
15	69	1.44	12.65
16	92	1.92	14.58
17	90	1.88	16.45
18	92	1.92	18.38
19	117	2.44	20.82
20	138	2.88	23.70
21	137	2.86	26.56
22	90	1.88	28.44
23	97	2.03	30.47
24	96	2.00	32.47
25	133	2.78	35.25
26	126	2.63	37.88
27	150	3.13	41.01
28	158	3.30	44.31
29	174	3.63	47.94
30	182	3.80	51.74
31	224	4.68	56.42
32	239	4.99	61.41
33	288	6.01	67.43
34	315	6.58	74.00
35	350	7.31	81.31
36	358	7.48	88.79
37	338	7.06	95.84
38	199	4.16	100.00

**Table 10.B.17 Raw Score Frequency Distribution for Written Language, Grade Two**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	23	0.39	0.39
1	8	0.14	0.53
2	3	0.05	0.58
3	5	0.08	0.66
4	2	0.03	0.69
5	7	0.12	0.81
6	8	0.14	0.95
7	12	0.20	1.15
8	21	0.36	1.51
9	26	0.44	1.95
10	25	0.42	2.37
11	31	0.53	2.90
12	42	0.71	3.61
13	40	0.68	4.29
14	45	0.76	5.05
15	58	0.98	6.03
16	44	0.75	6.78
17	43	0.73	7.51
18	31	0.53	8.03
19	45	0.76	8.79
20	67	1.14	9.93
21	77	1.30	11.23
22	96	1.63	12.86
23	96	1.63	14.49
24	127	2.15	16.64
25	154	2.61	19.25
26	124	2.10	21.35
27	71	1.20	22.55
28	70	1.19	23.74
29	105	1.78	25.52
30	124	2.10	27.62
31	140	2.37	29.99
32	151	2.56	32.55
33	215	3.64	36.19
34	237	4.02	40.21
35	287	4.86	45.07
36	406	6.88	51.95
37	394	6.68	58.62
38	503	8.52	67.15
39	489	8.29	75.43
40	499	8.45	83.89

Table 10.B.17 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
41	450	7.62	91.51
42	369	6.25	97.76
43	132	2.24	100.00



**Table 10.B.18 Raw Score Frequency Distribution for Written Language, Grade Three**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	10	0.13	0.13
1	2	0.03	0.16
2	1	0.01	0.17
3	7	0.09	0.26
4	17	0.22	0.48
5	15	0.19	0.67
6	26	0.34	1.01
7	34	0.44	1.45
8	42	0.54	1.99
9	64	0.83	2.82
10	92	1.19	4.01
11	104	1.35	5.36
12	121	1.57	6.93
13	149	1.93	8.86
14	170	2.20	11.06
15	222	2.87	13.93
16	288	3.73	17.66
17	301	3.90	21.56
18	319	4.13	25.69
19	379	4.91	30.59
20	404	5.23	35.82
21	401	5.19	41.02
22	448	5.80	46.82
23	432	5.59	52.41
24	455	5.89	58.30
25	460	5.96	64.25
26	424	5.49	69.74
27	392	5.08	74.82
28	348	4.51	79.32
29	329	4.26	83.58
30	296	3.83	87.42
31	234	3.03	90.45
32	179	2.32	92.76
33	162	2.10	94.86
34	113	1.46	96.32
35	100	1.29	97.62
36	64	0.83	98.45
37	47	0.61	99.05
38	32	0.41	99.47
39	19	0.25	99.72

Table 10.B.18 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	16	0.21	99.92
41	4	0.05	99.97
42	2	0.03	100.00

**Table 10.B.19 Raw Score Frequency Distribution for Written Language, Grade Four**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	19	0.31	0.31
2	1	0.02	0.33
3	4	0.07	0.39
4	5	0.08	0.47
5	7	0.11	0.59
6	15	0.24	0.83
7	14	0.23	1.06
8	17	0.28	1.33
9	26	0.42	1.76
10	24	0.39	2.15
11	42	0.68	2.83
12	37	0.60	3.43
13	41	0.67	4.10
14	69	1.12	5.23
15	76	1.24	6.46
16	106	1.73	8.19
17	116	1.89	10.08
18	111	1.81	11.88
19	175	2.85	14.73
20	197	3.21	17.94
21	197	3.21	21.15
22	233	3.79	24.94
23	263	4.28	29.22
24	304	4.95	34.17
25	313	5.10	39.26
26	341	5.55	44.82
27	364	5.93	50.74
28	380	6.19	56.93
29	376	6.12	63.05
30	377	6.14	69.18
31	367	5.97	75.16
32	311	5.06	80.22
33	280	4.56	84.78
34	246	4.00	88.78
35	184	3.00	91.78
36	180	2.93	94.71
37	116	1.89	96.60
38	95	1.55	98.14
39	57	0.93	99.07

Table 10.B.19 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	41	0.67	99.74
41	14	0.23	99.97
42	2	0.03	100.00

**Table 10.B.20 Raw Score Frequency Distribution for Written Language, Grade Five**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	10	0.17	0.17
1	2	0.03	0.20
2	3	0.05	0.25
3	2	0.03	0.28
4	2	0.03	0.32
5	2	0.03	0.35
6	2	0.03	0.38
7	7	0.12	0.50
8	10	0.17	0.66
9	16	0.27	0.93
10	19	0.32	1.24
11	16	0.27	1.51
12	26	0.43	1.94
13	36	0.60	2.54
14	35	0.58	3.12
15	43	0.71	3.83
16	42	0.70	4.53
17	55	0.91	5.44
18	74	1.23	6.67
19	87	1.44	8.11
20	108	1.79	9.91
21	117	1.94	11.85
22	126	2.09	13.94
23	181	3.00	16.94
24	193	3.20	20.15
25	243	4.03	24.18
26	275	4.56	28.74
27	290	4.81	33.55
28	363	6.02	39.58
29	372	6.17	45.75
30	386	6.41	52.16
31	432	7.17	59.33
32	420	6.97	66.30
33	441	7.32	73.61
34	391	6.49	80.10
35	337	5.59	85.70
36	276	4.58	90.28
37	213	3.53	93.81
38	173	2.87	96.68
39	97	1.61	98.29

Table 10.B.20 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	62	1.03	99.32
41	31	0.51	99.83
42	10	0.17	100.00

**Table 10.B.21 Raw Score Frequency Distribution for Written Language, Grade Six**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	16	0.35	0.35
1	2	0.04	0.39
2	2	0.04	0.43
3	4	0.09	0.52
4	3	0.07	0.59
5	4	0.09	0.67
6	11	0.24	0.91
7	14	0.30	1.22
8	21	0.46	1.67
9	19	0.41	2.09
10	26	0.56	2.65
11	36	0.78	3.43
12	43	0.93	4.37
13	59	1.28	5.65
14	76	1.65	7.30
15	81	1.76	9.06
16	121	2.63	11.69
17	154	3.35	15.04
18	160	3.48	18.51
19	210	4.56	23.08
20	231	5.02	28.10
21	265	5.76	33.85
22	288	6.26	40.11
23	270	5.87	45.98
24	300	6.52	52.50
25	325	7.06	59.56
26	324	7.04	66.60
27	297	6.45	73.06
28	245	5.32	78.38
29	231	5.02	83.40
30	173	3.76	87.16
31	146	3.17	90.33
32	125	2.72	93.05
33	92	2.00	95.05
34	82	1.78	96.83
35	45	0.98	97.81
36	42	0.91	98.72
37	27	0.59	99.30
38	11	0.24	99.54
39	11	0.24	99.78

Table 10.B.21 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	5	0.11	99.89
41	3	0.07	99.96
42	1	0.02	99.98
43	1	0.02	100.00



**Table 10.B.22 Raw Score Frequency Distribution for Written Language, Grade Seven**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	21	0.51	0.51
1	2	0.05	0.56
2	1	0.02	0.58
3	2	0.05	0.63
4	1	0.02	0.65
5	7	0.17	0.82
6	6	0.15	0.97
7	11	0.27	1.23
8	7	0.17	1.40
9	8	0.19	1.60
10	25	0.61	2.20
11	26	0.63	2.83
12	32	0.77	3.61
13	42	1.02	4.62
14	43	1.04	5.67
15	56	1.36	7.02
16	78	1.89	8.91
17	83	2.01	10.92
18	108	2.62	13.54
19	130	3.15	16.68
20	142	3.44	20.12
21	177	4.29	24.41
22	217	5.25	29.66
23	227	5.50	35.16
24	213	5.16	40.31
25	251	6.08	46.39
26	267	6.46	52.86
27	283	6.85	59.71
28	248	6.00	65.71
29	275	6.66	72.37
30	242	5.86	78.23
31	198	4.79	83.03
32	193	4.67	87.70
33	142	3.44	91.14
34	112	2.71	93.85
35	88	2.13	95.98
36	59	1.43	97.41
37	38	0.92	98.33
38	30	0.73	99.06
39	16	0.39	99.44

Table 10.B.22 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	12	0.29	99.73
41	7	0.17	99.90
42	4	0.10	100.00

**Table 10.B.23 Raw Score Frequency Distribution for Written Language, Grade Eight**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	17	0.60	0.60
1	1	0.04	0.64
3	3	0.11	0.75
4	3	0.11	0.85
5	4	0.14	0.99
6	11	0.39	1.38
7	3	0.11	1.49
8	9	0.32	1.81
9	5	0.18	1.99
10	9	0.32	2.31
11	20	0.71	3.02
12	13	0.46	3.48
13	23	0.82	4.30
14	20	0.71	5.01
15	21	0.75	5.75
16	40	1.42	7.17
17	45	1.60	8.77
18	56	1.99	10.76
19	69	2.45	13.21
20	92	3.27	16.48
21	96	3.41	19.89
22	118	4.19	24.08
23	117	4.15	28.23
24	134	4.76	32.99
25	150	5.33	38.32
26	174	6.18	44.50
27	180	6.39	50.89
28	205	7.28	58.17
29	167	5.93	64.10
30	183	6.50	70.60
31	150	5.33	75.92
32	171	6.07	82.00
33	134	4.76	86.75
34	103	3.66	90.41
35	88	3.13	93.54
36	68	2.41	95.95
37	49	1.74	97.69
38	27	0.96	98.65
39	14	0.50	99.15

Table 10.B.23 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	11	0.39	99.54
41	6	0.21	99.75
42	4	0.14	99.89
43	3	0.11	100.00

**Table 10.B.24 Raw Score Frequency Distribution for Written Language, Grade Nine**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	20	0.71	0.71
3	4	0.14	0.86
4	3	0.11	0.96
5	8	0.29	1.25
6	8	0.29	1.53
7	5	0.18	1.71
8	5	0.18	1.89
9	10	0.36	2.25
10	17	0.61	2.85
11	19	0.68	3.53
12	25	0.89	4.42
13	31	1.11	5.53
14	28	1.00	6.53
15	31	1.11	7.63
16	26	0.93	8.56
17	45	1.61	10.17
18	48	1.71	11.88
19	63	2.25	14.13
20	73	2.60	16.73
21	86	3.07	19.80
22	79	2.82	22.62
23	89	3.18	25.79
24	93	3.32	29.11
25	103	3.67	32.79
26	123	4.39	37.17
27	139	4.96	42.13
28	148	5.28	47.41
29	149	5.32	52.73
30	164	5.85	58.58
31	175	6.24	64.82
32	170	6.06	70.89
33	143	5.10	75.99
34	145	5.17	81.16
35	141	5.03	86.19
36	118	4.21	90.40
37	83	2.96	93.36
38	65	2.32	95.68
39	49	1.75	97.43

Table 10.B.24 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	36	1.28	98.72
41	21	0.75	99.46
42	13	0.46	99.93
43	2	0.07	100.00

**Table 10.B.25 Raw Score Frequency Distribution for Written Language, Grade Ten**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	16	0.76	0.76
3	3	0.14	0.90
4	2	0.10	1.00
5	3	0.14	1.14
6	3	0.14	1.29
7	6	0.29	1.57
8	6	0.29	1.86
9	7	0.33	2.19
10	10	0.48	2.67
11	9	0.43	3.09
12	11	0.52	3.62
13	11	0.52	4.14
14	12	0.57	4.71
15	18	0.86	5.57
16	27	1.29	6.85
17	27	1.29	8.14
18	24	1.14	9.28
19	32	1.52	10.80
20	32	1.52	12.33
21	39	1.86	14.18
22	59	2.81	16.99
23	56	2.67	19.66
24	60	2.86	22.51
25	66	3.14	25.65
26	69	3.28	28.94
27	70	3.33	32.27
28	103	4.90	37.17
29	114	5.43	42.60
30	103	4.90	47.50
31	101	4.81	52.31
32	129	6.14	58.45
33	136	6.47	64.92
34	132	6.28	71.20
35	127	6.04	77.25
36	123	5.85	83.10
37	118	5.62	88.72
38	85	4.05	92.77
39	63	3.00	95.76

Table 10.B.25 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	44	2.09	97.86
41	31	1.48	99.33
42	7	0.33	99.67
43	7	0.33	100.00



**Table 10.B.26 Raw Score Frequency Distribution for Written Language, Grade Eleven**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	31	2.02	2.02
4	2	0.13	2.15
5	1	0.07	2.22
7	4	0.26	2.48
8	3	0.20	2.67
9	5	0.33	3.00
10	9	0.59	3.59
11	11	0.72	4.30
12	12	0.78	5.08
13	15	0.98	6.06
14	15	0.98	7.04
15	15	0.98	8.02
16	15	0.98	9.00
17	33	2.15	11.15
18	28	1.83	12.97
19	25	1.63	14.60
20	15	0.98	15.58
21	29	1.89	17.47
22	48	3.13	20.60
23	47	3.06	23.66
24	48	3.13	26.79
25	56	3.65	30.44
26	82	5.35	35.79
27	57	3.72	39.50
28	69	4.50	44.00
29	73	4.76	48.76
30	84	5.48	54.24
31	78	5.08	59.32
32	95	6.19	65.51
33	90	5.87	71.38
34	93	6.06	77.44
35	77	5.02	82.46
36	71	4.63	87.09
37	57	3.72	90.81
38	37	2.41	93.22
39	48	3.13	96.35
40	25	1.63	97.98
41	21	1.37	99.35
42	8	0.52	99.87
43	2	0.13	100.00

**Table 10.B.27 Raw Score Frequency Distribution for Written Language, Grade Twelve**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	44	26.51	26.51
7	2	1.20	27.71
8	2	1.20	28.92
9	2	1.20	30.12
10	2	1.20	31.33
11	1	0.60	31.93
12	4	2.41	34.34
13	4	2.41	36.75
14	4	2.41	39.16
15	2	1.20	40.36
16	1	0.60	40.96
17	2	1.20	42.17
18	2	1.20	43.37
19	5	3.01	46.39
20	12	7.23	53.61
21	4	2.41	56.02
22	2	1.20	57.23
23	3	1.81	59.04
24	6	3.61	62.65
25	4	2.41	65.06
26	8	4.82	69.88
27	6	3.61	73.49
28	8	4.82	78.31
29	4	2.41	80.72
30	6	3.61	84.34
31	8	4.82	89.16
32	2	1.20	90.36
33	1	0.60	90.96
34	1	0.60	91.57
35	2	1.20	92.77
36	3	1.81	94.58
37	3	1.81	96.39
38	3	1.81	98.19
39	2	1.20	99.40
42	1	0.60	100.00

**Table 10.B.28 Summary Statistics of the Raw Scores for Written Language**

<b>Grade Level</b>	<b>N Items</b>	<b>N Points</b>	<b>N Students</b>	<b>Mean</b>	<b>Mean as % of Total</b>	<b>SD</b>
K	22	29	2,666	22.51	77.63	7.43
1	28	38	4,789	27.25	71.71	9.05
2	32	43	5,902	33.20	77.21	8.66
3	32	43	7,724	22.83	53.10	6.74
4	32	43	6,143	26.63	61.93	6.87
5	32	43	6,026	29.17	67.84	6.44
6	32	43	4,602	23.71	55.15	6.25
7	32	43	4,130	25.45	59.18	6.53
8	32	43	2,816	26.58	61.80	6.75
9	32	43	2,803	27.73	64.49	7.70
10	32	43	2,101	29.48	68.55	7.73
11	32	43	1,534	28.18	65.53	8.33
12	32	43	166	17.58	40.89	12.70

**Note:** “SD” = standard deviation

**Table 10.B.29 Raw Score Frequency Distribution for Overall Score, Kindergarten**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	15	0.56	0.56
1	2	0.08	0.64
2	4	0.15	0.79
4	1	0.04	0.83
5	1	0.04	0.86
6	2	0.08	0.94
7	4	0.15	1.09
8	4	0.15	1.24
9	2	0.08	1.31
10	4	0.15	1.46
11	6	0.23	1.69
12	2	0.08	1.76
13	3	0.11	1.88
14	6	0.23	2.10
15	5	0.19	2.29
16	6	0.23	2.51
17	4	0.15	2.66
18	6	0.23	2.89
19	5	0.19	3.08
20	5	0.19	3.26
21	11	0.41	3.68
22	10	0.38	4.05
23	8	0.30	4.35
24	12	0.45	4.80
25	8	0.30	5.10
26	9	0.34	5.44
27	16	0.60	6.04
28	20	0.75	6.79
29	14	0.53	7.31
30	13	0.49	7.80
31	19	0.71	8.51
32	17	0.64	9.15
33	21	0.79	9.94
34	28	1.05	10.99
35	30	1.13	12.12
36	21	0.79	12.90
37	26	0.98	13.88
38	21	0.79	14.67
39	25	0.94	15.60

Table 10.B.29 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
40	18	0.68	16.28
41	32	1.20	17.48
42	35	1.31	18.79
43	26	0.98	19.77
44	34	1.28	21.04
45	30	1.13	22.17
46	37	1.39	23.56
47	40	1.50	25.06
48	45	1.69	26.74
49	45	1.69	28.43
50	37	1.39	29.82
51	38	1.43	31.25
52	52	1.95	33.20
53	48	1.80	35.00
54	69	2.59	37.58
55	58	2.18	39.76
56	66	2.48	42.24
57	46	1.73	43.96
58	58	2.18	46.14
59	81	3.04	49.17
60	73	2.74	51.91
61	101	3.79	55.70
62	94	3.53	59.23
63	119	4.46	63.69
64	128	4.80	68.49
65	125	4.69	73.18
66	141	5.29	78.47
67	151	5.66	84.13
68	160	6.00	90.14
69	129	4.84	94.97
70	88	3.30	98.27
71	46	1.73	100.00

**Table 10.B.30 Raw Score Frequency Distribution for Overall Score, Grade One**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	17	0.35	0.35
3	3	0.06	0.42
4	1	0.02	0.44
5	1	0.02	0.46
6	2	0.04	0.50
9	1	0.02	0.52
11	2	0.04	0.56
13	2	0.04	0.61
14	2	0.04	0.65
15	3	0.06	0.71
16	2	0.04	0.75
17	2	0.04	0.79
18	3	0.06	0.86
19	5	0.10	0.96
20	6	0.13	1.09
21	1	0.02	1.11
22	2	0.04	1.15
23	4	0.08	1.23
24	12	0.25	1.48
25	6	0.13	1.61
26	11	0.23	1.84
27	11	0.23	2.07
28	11	0.23	2.30
29	7	0.15	2.44
30	18	0.38	2.82
31	15	0.31	3.13
32	15	0.31	3.45
33	14	0.29	3.74
34	15	0.31	4.05
35	21	0.44	4.49
36	17	0.35	4.84
37	22	0.46	5.30
38	26	0.54	5.85
39	31	0.65	6.49
40	28	0.58	7.08
41	24	0.50	7.58
42	31	0.65	8.23
43	35	0.73	8.96
44	26	0.54	9.50
45	43	0.90	10.40
46	57	1.19	11.59

Table 10.B.30 (*continuation*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
47	47	0.98	12.57
48	54	1.13	13.70
49	65	1.36	15.06
50	70	1.46	16.52
51	68	1.42	17.94
52	68	1.42	19.36
53	74	1.55	20.90
54	78	1.63	22.53
55	88	1.84	24.37
56	111	2.32	26.69
57	106	2.21	28.90
58	108	2.26	31.15
59	121	2.53	33.68
60	121	2.53	36.21
61	140	2.92	39.13
62	132	2.76	41.89
63	118	2.46	44.35
64	134	2.80	47.15
65	124	2.59	49.74
66	144	3.01	52.75
67	165	3.45	56.19
68	161	3.36	59.55
69	181	3.78	63.33
70	170	3.55	66.88
71	166	3.47	70.35
72	197	4.11	74.46
73	194	4.05	78.51
74	185	3.86	82.38
75	186	3.88	86.26
76	176	3.68	89.94
77	144	3.01	92.94
78	137	2.86	95.80
79	92	1.92	97.72
80	56	1.17	98.89
81	39	0.81	99.71
82	14	0.29	100.00

**Table 10.B.31 Raw Score Frequency Distribution for Overall Score, Grade Two**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	11	0.19	0.19
1	1	0.02	0.20
3	1	0.02	0.22
6	1	0.02	0.24
9	1	0.02	0.25
10	1	0.02	0.27
12	2	0.03	0.30
13	5	0.08	0.39
16	2	0.03	0.42
17	4	0.07	0.49
18	2	0.03	0.53
19	8	0.14	0.66
20	6	0.10	0.76
21	3	0.05	0.81
22	7	0.12	0.93
23	8	0.14	1.07
24	6	0.10	1.17
25	4	0.07	1.24
26	9	0.15	1.39
27	18	0.30	1.69
28	8	0.14	1.83
29	13	0.22	2.05
30	13	0.22	2.27
31	8	0.14	2.41
32	22	0.37	2.78
33	13	0.22	3.00
34	19	0.32	3.32
35	11	0.19	3.51
36	15	0.25	3.76
37	17	0.29	4.05
38	14	0.24	4.29
39	8	0.14	4.42
40	13	0.22	4.64
41	7	0.12	4.76
42	8	0.14	4.90
43	12	0.20	5.10
44	15	0.25	5.35
45	13	0.22	5.57
46	16	0.27	5.85
47	14	0.24	6.08
48	9	0.15	6.24



Table 10.B.31 (*continuation one*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
49	12	0.20	6.44
50	20	0.34	6.78
51	22	0.37	7.15
52	15	0.25	7.40
53	38	0.64	8.05
54	27	0.46	8.51
55	34	0.58	9.08
56	38	0.64	9.73
57	38	0.64	10.37
58	45	0.76	11.13
59	49	0.83	11.96
60	61	1.03	13.00
61	67	1.14	14.13
62	70	1.19	15.32
63	75	1.27	16.59
64	76	1.29	17.88
65	98	1.66	19.54
66	77	1.30	20.84
67	108	1.83	22.67
68	90	1.52	24.20
69	99	1.68	25.87
70	125	2.12	27.99
71	137	2.32	30.31
72	124	2.10	32.41
73	151	2.56	34.97
74	140	2.37	37.34
75	186	3.15	40.49
76	203	3.44	43.93
77	211	3.58	47.51
78	215	3.64	51.15
79	244	4.13	55.29
80	291	4.93	60.22
81	258	4.37	64.59
82	293	4.96	69.55
83	280	4.74	74.30
84	293	4.96	79.26
85	237	4.02	83.28
86	242	4.10	87.38
87	218	3.69	91.07
88	186	3.15	94.22
89	151	2.56	96.78

Table 10.B.31 (*continuation two*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
90	90	1.52	98.31
91	56	0.95	99.25
92	30	0.51	99.76
93	14	0.24	100.00

**Table 10.B.32 Raw Score Frequency Distribution for Overall Score, Grade Three**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	6	0.08	0.08
2	1	0.01	0.09
7	2	0.03	0.12
8	2	0.03	0.14
9	1	0.01	0.16
10	2	0.03	0.18
11	1	0.01	0.19
12	1	0.01	0.21
13	2	0.03	0.23
14	2	0.03	0.26
15	3	0.04	0.30
16	4	0.05	0.35
17	8	0.10	0.45
18	2	0.03	0.48
19	4	0.05	0.53
20	2	0.03	0.56
21	5	0.06	0.62
22	7	0.09	0.71
23	11	0.14	0.85
24	9	0.12	0.97
25	7	0.09	1.06
26	3	0.04	1.10
27	7	0.09	1.19
28	13	0.17	1.36
29	16	0.21	1.57
30	23	0.30	1.86
31	15	0.19	2.06
32	17	0.22	2.28
33	18	0.23	2.51
34	30	0.39	2.90
35	18	0.23	3.13
36	19	0.25	3.38
37	29	0.38	3.75
38	40	0.52	4.27
39	41	0.53	4.80
40	27	0.35	5.15
41	36	0.47	5.62
42	45	0.58	6.20
43	48	0.62	6.82
44	51	0.66	7.48
45	62	0.80	8.29

Table 10.B.32 (*continuation one*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
46	70	0.91	9.19
47	66	0.85	10.05
48	92	1.19	11.24
49	98	1.27	12.51
50	106	1.37	13.88
51	135	1.75	15.63
52	143	1.85	17.48
53	155	2.01	19.48
54	186	2.41	21.89
55	186	2.41	24.30
56	205	2.65	26.95
57	225	2.91	29.87
58	255	3.30	33.17
59	255	3.30	36.47
60	268	3.47	39.94
61	308	3.99	43.93
62	272	3.52	47.45
63	297	3.85	51.29
64	292	3.78	55.08
65	262	3.39	58.47
66	309	4.00	62.47
67	315	4.08	66.55
68	301	3.90	70.44
69	269	3.48	73.93
70	219	2.84	76.76
71	245	3.17	79.93
72	223	2.89	82.82
73	197	2.55	85.37
74	173	2.24	87.61
75	158	2.05	89.66
76	156	2.02	91.68
77	119	1.54	93.22
78	124	1.61	94.82
79	95	1.23	96.05
80	84	1.09	97.14
81	56	0.73	97.86
82	35	0.45	98.32
83	33	0.43	98.74
84	27	0.35	99.09
85	21	0.27	99.37
86	11	0.14	99.51

Table 10.B.32 (*continuation two*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
87	12	0.16	99.66
88	8	0.10	99.77
89	6	0.08	99.84
90	5	0.06	99.91
91	5	0.06	99.97
92	2	0.03	100.00

**Table 10.B.33 Raw Score Frequency Distribution for Overall Score, Grade Four**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	14	0.23	0.23
6	1	0.02	0.24
9	1	0.02	0.26
10	1	0.02	0.28
11	1	0.02	0.29
12	2	0.03	0.33
13	2	0.03	0.36
14	4	0.07	0.42
15	4	0.07	0.49
16	6	0.10	0.59
17	3	0.05	0.63
18	4	0.07	0.70
19	1	0.02	0.72
20	3	0.05	0.77
21	4	0.07	0.83
22	8	0.13	0.96
23	1	0.02	0.98
24	3	0.05	1.03
25	5	0.08	1.11
26	3	0.05	1.16
27	7	0.11	1.27
28	6	0.10	1.37
29	1	0.02	1.38
30	3	0.05	1.43
31	3	0.05	1.48
32	5	0.08	1.56
33	4	0.07	1.63
34	7	0.11	1.74
35	6	0.10	1.84
36	12	0.20	2.03
37	9	0.15	2.18
38	11	0.18	2.36
39	15	0.24	2.60
40	17	0.28	2.88
41	14	0.23	3.11
42	16	0.26	3.37
43	10	0.16	3.53
44	25	0.41	3.94
45	21	0.34	4.28
46	20	0.33	4.61
47	22	0.36	4.97

Table 10.B.33 (continuation one)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
48	30	0.49	5.45
49	32	0.52	5.97
50	44	0.72	6.69
51	51	0.83	7.52
52	51	0.83	8.35
53	69	1.12	9.47
54	74	1.20	10.68
55	64	1.04	11.72
56	71	1.16	12.88
57	83	1.35	14.23
58	97	1.58	15.81
59	120	1.95	17.76
60	127	2.07	19.83
61	142	2.31	22.14
62	151	2.46	24.60
63	184	3.00	27.59
64	179	2.91	30.51
65	216	3.52	34.02
66	190	3.09	37.12
67	230	3.74	40.86
68	234	3.81	44.67
69	248	4.04	48.71
70	256	4.17	52.87
71	315	5.13	58.00
72	261	4.25	62.25
73	245	3.99	66.24
74	237	3.86	70.10
75	249	4.05	74.15
76	234	3.81	77.96
77	182	2.96	80.92
78	174	2.83	83.75
79	164	2.67	86.42
80	164	2.67	89.09
81	147	2.39	91.49
82	130	2.12	93.60
83	90	1.47	95.07
84	87	1.42	96.48
85	70	1.14	97.62
86	45	0.73	98.36
87	40	0.65	99.01
88	20	0.33	99.33

Table 10.B.33 (continuation two)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
89	18	0.29	99.63
90	15	0.24	99.87
91	7	0.11	99.98
93	1	0.02	100.00



**Table 10.B.34 Raw Score Frequency Distribution for Overall Score, Grade Five**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	9	0.15	0.15
3	1	0.02	0.17
10	1	0.02	0.18
11	2	0.03	0.22
12	2	0.03	0.25
14	1	0.02	0.27
15	1	0.02	0.28
16	2	0.03	0.32
17	1	0.02	0.33
18	3	0.05	0.38
19	2	0.03	0.41
20	3	0.05	0.46
21	3	0.05	0.51
22	1	0.02	0.53
23	4	0.07	0.60
24	3	0.05	0.65
26	1	0.02	0.66
27	1	0.02	0.68
28	8	0.13	0.81
30	5	0.08	0.90
31	1	0.02	0.91
32	3	0.05	0.96
33	5	0.08	1.05
34	7	0.12	1.16
35	9	0.15	1.31
36	11	0.18	1.49
37	5	0.08	1.58
38	8	0.13	1.71
39	9	0.15	1.86
40	6	0.10	1.96
41	9	0.15	2.11
42	14	0.23	2.34
43	19	0.32	2.66
44	20	0.33	2.99
45	20	0.33	3.32
46	12	0.20	3.52
47	19	0.32	3.83
48	15	0.25	4.08
49	20	0.33	4.41
50	35	0.58	5.00
51	22	0.37	5.36

Table 10.B.34 (*continuation one*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
52	39	0.65	6.01
53	27	0.45	6.46
54	40	0.66	7.12
55	43	0.71	7.83
56	43	0.71	8.55
57	42	0.70	9.24
58	59	0.98	10.22
59	74	1.23	11.45
60	77	1.28	12.73
61	102	1.69	14.42
62	106	1.76	16.18
63	99	1.64	17.82
64	114	1.89	19.71
65	145	2.41	22.12
66	153	2.54	24.66
67	166	2.75	27.41
68	182	3.02	30.43
69	198	3.29	33.72
70	221	3.67	37.39
71	207	3.44	40.82
72	250	4.15	44.97
73	252	4.18	49.15
74	291	4.83	53.98
75	268	4.45	58.43
76	290	4.81	63.24
77	298	4.95	68.19
78	272	4.51	72.70
79	244	4.05	76.75
80	271	4.50	81.25
81	268	4.45	85.70
82	188	3.12	88.82
83	152	2.52	91.34
84	132	2.19	93.53
85	132	2.19	95.72
86	89	1.48	97.20
87	58	0.96	98.16
88	45	0.75	98.90
89	21	0.35	99.25
90	22	0.37	99.62

Table 10.B.34 (*continuation two*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
91	13	0.22	99.83
92	8	0.13	99.97
93	2	0.03	100.00

**Table 10.B.35 Raw Score Frequency Distribution for Overall Score, Grade Six**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	11	0.24	0.24
6	1	0.02	0.26
7	1	0.02	0.28
10	2	0.04	0.33
11	3	0.07	0.39
12	1	0.02	0.41
13	1	0.02	0.43
14	1	0.02	0.46
15	3	0.07	0.52
16	2	0.04	0.56
17	4	0.09	0.65
18	6	0.13	0.78
19	3	0.07	0.85
20	6	0.13	0.98
21	5	0.11	1.09
22	3	0.07	1.15
23	4	0.09	1.24
24	2	0.04	1.28
25	3	0.07	1.35
26	5	0.11	1.46
27	3	0.07	1.52
28	8	0.17	1.69
29	6	0.13	1.83
30	6	0.13	1.96
31	6	0.13	2.09
32	7	0.15	2.24
33	8	0.17	2.41
34	3	0.07	2.48
35	8	0.17	2.65
36	9	0.20	2.85
37	11	0.24	3.09
38	11	0.24	3.32
39	12	0.26	3.59
40	11	0.24	3.82
41	18	0.39	4.22
42	13	0.28	4.50
43	14	0.30	4.80
44	22	0.48	5.28
45	18	0.39	5.67
46	26	0.56	6.24
47	27	0.59	6.82

Table 10.B.35 (continuation one)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
48	31	0.67	7.50
49	48	1.04	8.54
50	39	0.85	9.39
51	37	0.80	10.19
52	59	1.28	11.47
53	62	1.35	12.82
54	72	1.56	14.39
55	91	1.98	16.36
56	92	2.00	18.36
57	102	2.22	20.58
58	124	2.69	23.27
59	124	2.69	25.97
60	139	3.02	28.99
61	143	3.11	32.09
62	182	3.95	36.05
63	192	4.17	40.22
64	168	3.65	43.87
65	198	4.30	48.17
66	175	3.80	51.98
67	210	4.56	56.54
68	168	3.65	60.19
69	187	4.06	64.25
70	194	4.22	68.47
71	199	4.32	72.79
72	183	3.98	76.77
73	149	3.24	80.01
74	147	3.19	83.20
75	132	2.87	86.07
76	129	2.80	88.87
77	89	1.93	90.81
78	80	1.74	92.55
79	70	1.52	94.07
80	54	1.17	95.24
81	48	1.04	96.28
82	43	0.93	97.22
83	27	0.59	97.81
84	31	0.67	98.48
85	24	0.52	99.00
86	11	0.24	99.24
87	16	0.35	99.59
88	6	0.13	99.72

Table 10.B.35 (*continuation two*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
89	6	0.13	99.85
90	1	0.02	99.87
91	3	0.07	99.93
92	3	0.07	100.00

**Table 10.B.36 Raw Score Frequency Distribution for Overall Score, Grade Seven**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	18	0.44	0.44
9	3	0.07	0.51
11	1	0.02	0.53
12	1	0.02	0.56
13	2	0.05	0.61
14	2	0.05	0.65
15	1	0.02	0.68
16	3	0.07	0.75
17	1	0.02	0.77
18	4	0.10	0.87
19	2	0.05	0.92
20	2	0.05	0.97
21	2	0.05	1.02
22	2	0.05	1.07
23	1	0.02	1.09
24	4	0.10	1.19
25	3	0.07	1.26
26	2	0.05	1.31
27	3	0.07	1.38
28	7	0.17	1.55
29	4	0.10	1.65
30	2	0.05	1.69
31	7	0.17	1.86
32	3	0.07	1.94
33	10	0.24	2.18
34	6	0.15	2.32
35	4	0.10	2.42
36	5	0.12	2.54
37	7	0.17	2.71
38	5	0.12	2.83
39	6	0.15	2.98
40	6	0.15	3.12
41	12	0.29	3.41
42	8	0.19	3.61
43	11	0.27	3.87
44	11	0.27	4.14
45	12	0.29	4.43
46	11	0.27	4.70
47	16	0.39	5.08
48	19	0.46	5.54
49	17	0.41	5.96

Table 10.B.36 (*continuation one*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
50	32	0.77	6.73
51	19	0.46	7.19
52	43	1.04	8.23
53	34	0.82	9.06
54	25	0.61	9.66
55	42	1.02	10.68
56	55	1.33	12.01
57	78	1.89	13.90
58	93	2.25	16.15
59	70	1.69	17.85
60	73	1.77	19.61
61	95	2.30	21.91
62	124	3.00	24.92
63	126	3.05	27.97
64	107	2.59	30.56
65	132	3.20	33.75
66	157	3.80	37.55
67	169	4.09	41.65
68	161	3.90	45.54
69	176	4.26	49.81
70	177	4.29	54.09
71	167	4.04	58.14
72	189	4.58	62.71
73	191	4.62	67.34
74	187	4.53	71.86
75	179	4.33	76.20
76	144	3.49	79.69
77	151	3.66	83.34
78	122	2.95	86.30
79	118	2.86	89.15
80	88	2.13	91.28
81	88	2.13	93.41
82	67	1.62	95.04
83	45	1.09	96.13
84	48	1.16	97.29
85	30	0.73	98.01
86	26	0.63	98.64
87	16	0.39	99.03
88	17	0.41	99.44
89	5	0.12	99.56



Table 10.B.36 (*continuation two*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
90	8	0.19	99.76
91	6	0.15	99.90
92	1	0.02	99.93
93	3	0.07	100.00

**Table 10.B.37 Raw Score Frequency Distribution for Overall Score, Grade Eight**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	16	0.57	0.57
11	1	0.04	0.60
13	1	0.04	0.64
14	3	0.11	0.75
15	2	0.07	0.82
17	4	0.14	0.96
18	1	0.04	0.99
19	1	0.04	1.03
20	5	0.18	1.21
21	2	0.07	1.28
22	2	0.07	1.35
23	3	0.11	1.46
24	2	0.07	1.53
25	2	0.07	1.60
26	2	0.07	1.67
27	3	0.11	1.78
28	3	0.11	1.88
29	2	0.07	1.95
30	1	0.04	1.99
32	3	0.11	2.10
33	7	0.25	2.34
34	10	0.36	2.70
35	7	0.25	2.95
36	6	0.21	3.16
37	6	0.21	3.37
38	8	0.28	3.66
39	10	0.36	4.01
40	7	0.25	4.26
41	4	0.14	4.40
42	3	0.11	4.51
43	9	0.32	4.83
44	6	0.21	5.04
45	7	0.25	5.29
46	8	0.28	5.58
47	8	0.28	5.86
48	17	0.60	6.46
49	17	0.60	7.07
50	16	0.57	7.63
51	12	0.43	8.06
52	11	0.39	8.45
53	23	0.82	9.27

Table 10.B.37 (continuation)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
54	21	0.75	10.01
55	19	0.67	10.69
56	35	1.24	11.93
57	38	1.35	13.28
58	35	1.24	14.52
59	39	1.38	15.91
60	62	2.20	18.11
61	60	2.13	20.24
62	64	2.27	22.51
63	61	2.17	24.68
64	74	2.63	27.31
65	84	2.98	30.29
66	86	3.05	33.35
67	84	2.98	36.33
68	82	2.91	39.24
69	117	4.15	43.39
70	116	4.12	47.51
71	110	3.91	51.42
72	124	4.40	55.82
73	133	4.72	60.55
74	126	4.47	65.02
75	139	4.94	69.96
76	110	3.91	73.86
77	121	4.30	78.16
78	95	3.37	81.53
79	91	3.23	84.77
80	76	2.70	87.46
81	72	2.56	90.02
82	73	2.59	92.61
83	41	1.46	94.07
84	45	1.60	95.67
85	29	1.03	96.70
86	25	0.89	97.59
87	24	0.85	98.44
88	18	0.64	99.08
89	7	0.25	99.33
90	6	0.21	99.54
91	5	0.18	99.72
92	4	0.14	99.86
93	3	0.11	99.96
95	1	0.04	100.00

**Table 10.B.38 Raw Score Frequency Distribution for Overall Score, Grade Nine**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	17	0.61	0.61
8	1	0.04	0.64
9	1	0.04	0.68
11	2	0.07	0.75
12	2	0.07	0.82
13	4	0.14	0.96
14	2	0.07	1.03
15	3	0.11	1.14
16	2	0.07	1.21
17	4	0.14	1.36
18	3	0.11	1.46
19	5	0.18	1.64
20	3	0.11	1.75
22	1	0.04	1.78
23	3	0.11	1.89
24	5	0.18	2.07
25	3	0.11	2.18
26	4	0.14	2.32
27	6	0.21	2.53
28	2	0.07	2.60
29	5	0.18	2.78
30	8	0.29	3.07
31	7	0.25	3.32
32	5	0.18	3.50
33	2	0.07	3.57
34	4	0.14	3.71
35	6	0.21	3.92
36	10	0.36	4.28
37	9	0.32	4.60
38	11	0.39	4.99
39	9	0.32	5.32
40	13	0.46	5.78
41	10	0.36	6.14
42	11	0.39	6.53
43	18	0.64	7.17
44	11	0.39	7.56
45	11	0.39	7.96
46	12	0.43	8.38
47	14	0.50	8.88
48	12	0.43	9.31
49	11	0.39	9.70

Table 10.B.38 (continuation one)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
50	20	0.71	10.42
51	24	0.86	11.27
52	26	0.93	12.20
53	25	0.89	13.09
54	34	1.21	14.31
55	31	1.11	15.41
56	36	1.28	16.70
57	45	1.61	18.30
58	41	1.46	19.76
59	57	2.03	21.80
60	58	2.07	23.87
61	52	1.86	25.72
62	80	2.85	28.58
63	56	2.00	30.57
64	64	2.28	32.86
65	78	2.78	35.64
66	88	3.14	38.78
67	78	2.78	41.56
68	93	3.32	44.88
69	103	3.67	48.56
70	116	4.14	52.69
71	93	3.32	56.01
72	103	3.67	59.69
73	100	3.57	63.25
74	78	2.78	66.04
75	100	3.57	69.60
76	83	2.96	72.57
77	99	3.53	76.10
78	89	3.18	79.27
79	96	3.42	82.70
80	73	2.60	85.30
81	91	3.25	88.55
82	67	2.39	90.94
83	47	1.68	92.62
84	44	1.57	94.18
85	38	1.36	95.54
86	31	1.11	96.65
87	23	0.82	97.47
88	18	0.64	98.11
89	13	0.46	98.57

Table 10.B.38 (*continuation two*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
90	15	0.54	99.11
91	17	0.61	99.71
92	3	0.11	99.82
93	3	0.11	99.93
94	1	0.04	99.96
95	1	0.04	100.00

**Table 10.B.39 Raw Score Frequency Distribution for Overall Score, Grade Ten**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	16	0.76	0.76
12	2	0.10	0.86
13	2	0.10	0.95
14	2	0.10	1.05
16	2	0.10	1.14
17	3	0.14	1.29
18	3	0.14	1.43
19	1	0.05	1.48
20	2	0.10	1.57
21	5	0.24	1.81
22	5	0.24	2.05
23	3	0.14	2.19
24	2	0.10	2.28
25	2	0.10	2.38
26	2	0.10	2.48
27	3	0.14	2.62
28	3	0.14	2.76
29	5	0.24	3.00
30	3	0.14	3.14
31	2	0.10	3.24
32	1	0.05	3.28
33	5	0.24	3.52
34	3	0.14	3.66
35	1	0.05	3.71
36	4	0.19	3.90
37	9	0.43	4.33
38	5	0.24	4.57
39	8	0.38	4.95
40	8	0.38	5.33
41	1	0.05	5.38
42	9	0.43	5.81
43	4	0.19	6.00
44	8	0.38	6.38
45	7	0.33	6.71
46	8	0.38	7.09
47	8	0.38	7.47
48	13	0.62	8.09
49	9	0.43	8.52
50	11	0.52	9.04
51	9	0.43	9.47
52	17	0.81	10.28

Table 10.B.39 (*continuation one*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
53	16	0.76	11.04
54	19	0.90	11.95
55	26	1.24	13.18
56	27	1.29	14.47
57	17	0.81	15.28
58	26	1.24	16.52
59	28	1.33	17.85
60	25	1.19	19.04
61	29	1.38	20.42
62	40	1.90	22.32
63	34	1.62	23.94
64	44	2.09	26.04
65	55	2.62	28.65
66	54	2.57	31.22
67	61	2.90	34.13
68	57	2.71	36.84
69	59	2.81	39.65
70	66	3.14	42.79
71	54	2.57	45.36
72	61	2.90	48.26
73	56	2.67	50.93
74	67	3.19	54.12
75	89	4.24	58.35
76	76	3.62	61.97
77	82	3.90	65.87
78	84	4.00	69.87
79	77	3.66	73.54
80	76	3.62	77.15
81	73	3.47	80.63
82	71	3.38	84.01
83	81	3.86	87.86
84	55	2.62	90.48
85	44	2.09	92.57
86	37	1.76	94.34
87	31	1.48	95.81
88	22	1.05	96.86
89	23	1.09	97.95



Table 10.B.39 (*continuation two*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
90	12	0.57	98.52
91	15	0.71	99.24
92	8	0.38	99.62
93	6	0.29	99.90
94	2	0.10	100.00

**Table 10.B.40 Raw Score Frequency Distribution for Overall Score, Grade Eleven**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	31	2.02	2.02
11	2	0.13	2.15
13	1	0.07	2.22
14	1	0.07	2.28
15	2	0.13	2.41
16	1	0.07	2.48
17	3	0.20	2.67
18	2	0.13	2.80
20	3	0.20	3.00
21	1	0.07	3.06
22	1	0.07	3.13
23	2	0.13	3.26
24	4	0.26	3.52
25	3	0.20	3.72
26	2	0.13	3.85
28	2	0.13	3.98
29	3	0.20	4.17
30	3	0.20	4.37
31	1	0.07	4.43
32	1	0.07	4.50
33	1	0.07	4.56
34	2	0.13	4.69
35	2	0.13	4.82
36	5	0.33	5.15
37	4	0.26	5.41
38	6	0.39	5.80
39	7	0.46	6.26
40	4	0.26	6.52
41	6	0.39	6.91
42	5	0.33	7.24
43	6	0.39	7.63
44	7	0.46	8.08
45	7	0.46	8.54
46	8	0.52	9.06
47	4	0.26	9.32
48	9	0.59	9.91
49	8	0.52	10.43
50	9	0.59	11.02
51	10	0.65	11.67
52	13	0.85	12.52
53	15	0.98	13.49

Table 10.B.40 (*continuation one*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
54	7	0.46	13.95
55	16	1.04	14.99
56	16	1.04	16.04
57	15	0.98	17.01
58	17	1.11	18.12
59	17	1.11	19.23
60	19	1.24	20.47
61	17	1.11	21.58
62	22	1.43	23.01
63	30	1.96	24.97
64	26	1.69	26.66
65	26	1.69	28.36
66	37	2.41	30.77
67	41	2.67	33.44
68	48	3.13	36.57
69	50	3.26	39.83
70	32	2.09	41.92
71	51	3.32	45.24
72	52	3.39	48.63
73	56	3.65	52.28
74	48	3.13	55.41
75	48	3.13	58.54
76	64	4.17	62.71
77	54	3.52	66.23
78	48	3.13	69.36
79	55	3.59	72.95
80	37	2.41	75.36
81	54	3.52	78.88
82	57	3.72	82.59
83	46	3.00	85.59
84	52	3.39	88.98
85	33	2.15	91.13
86	35	2.28	93.42
87	32	2.09	95.50
88	20	1.30	96.81
89	15	0.98	97.78

Table 10.B.40 (*continuation two*)

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
90	12	0.78	98.57
91	7	0.46	99.02
92	6	0.39	99.41
93	7	0.46	99.87
94	1	0.07	99.93
95	1	0.07	100.00

**Table 10.B.41 Raw Score Frequency Distribution for Overall Score, Grade Twelve**

<b>Raw Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	44	26.51	26.51
12	1	0.60	27.11
14	1	0.60	27.71
16	1	0.60	28.31
18	1	0.60	28.92
19	1	0.60	29.52
20	1	0.60	30.12
21	1	0.60	30.72
27	4	2.41	33.13
31	1	0.60	33.73
32	1	0.60	34.34
33	2	1.20	35.54
35	2	1.20	36.75
36	1	0.60	37.35
38	1	0.60	37.95
40	3	1.81	39.76
41	3	1.81	41.57
42	2	1.20	42.77
43	1	0.60	43.37
44	1	0.60	43.98
47	1	0.60	44.58
49	1	0.60	45.18
50	1	0.60	45.78
51	1	0.60	46.39
52	3	1.81	48.19
54	2	1.20	49.40
55	1	0.60	50.00
56	3	1.81	51.81
58	2	1.20	53.01
59	4	2.41	55.42
60	2	1.20	56.63
61	3	1.81	58.43
62	3	1.81	60.24
63	3	1.81	62.05
64	2	1.20	63.25
65	1	0.60	63.86
66	3	1.81	65.66
67	2	1.20	66.87
68	3	1.81	68.67
69	4	2.41	71.08
70	4	2.41	73.49

Table 10.B.41 (continuation)

Raw Score	Frequency	Percent	Cumulative Percent
71	3	1.81	75.30
72	7	4.22	79.52
73	3	1.81	81.33
74	6	3.61	84.94
75	1	0.60	85.54
76	4	2.41	87.95
77	2	1.20	89.16
78	1	0.60	89.76
79	3	1.81	91.57
80	2	1.20	92.77
81	1	0.60	93.37
82	3	1.81	95.18
83	2	1.20	96.39
85	1	0.60	96.99
87	1	0.60	97.59
88	2	1.20	98.80
89	1	0.60	99.40
91	1	0.60	100.00

Table 10.B.42 Summary Statistics of the Raw Scores for Overall Score

Grade Level	N Items	N Points	N Students	Mean	Mean as % of Total	SD
K	51	71	2,666	54.77	77.14	14.58
1	59	82	4,789	62.57	76.31	13.35
2	66	93	5,902	74.12	79.70	14.28
3	66	95	7,724	61.97	65.23	11.83
4	66	95	6,143	68.04	71.62	11.86
5	66	95	6,026	71.54	75.30	11.26
6	66	95	4,602	64.53	67.93	11.81
7	66	95	4,130	67.68	71.24	12.03
8	66	95	2,816	68.65	72.27	13.01
9	66	95	2,803	67.25	70.79	14.69
10	66	95	2,101	69.76	73.43	15.11
11	66	95	1,534	68.97	72.60	17.19
12	66	95	166	44.11	46.44	31.09

Note: “SD” = standard deviation

## Appendix 10.C: Scale Score Frequency Distributions for the Summative ELPAC Fall Administration

**Table 10.C.1 Scale Score Frequency Distribution for Oral Language, Kindergarten**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	22	0.83	0.83
1250	4	0.15	0.98
1279	4	0.15	1.13
1296	2	0.08	1.20
1308	6	0.23	1.43
1317	2	0.08	1.50
1325	5	0.19	1.69
1332	3	0.11	1.80
1338	6	0.23	2.03
1343	8	0.30	2.33
1349	9	0.34	2.66
1353	10	0.38	3.04
1358	16	0.60	3.64
1363	12	0.45	4.09
1367	14	0.53	4.61
1371	23	0.86	5.48
1375	24	0.90	6.38
1379	44	1.65	8.03
1383	27	1.01	9.04
1387	35	1.31	10.35
1390	41	1.54	11.89
1394	29	1.09	12.98
1398	32	1.20	14.18
1402	39	1.46	15.64
1406	29	1.09	16.73
1410	36	1.35	18.08
1414	49	1.84	19.92
1418	58	2.18	22.09
1422	60	2.25	24.34
1427	64	2.40	26.74
1432	69	2.59	29.33
1438	93	3.49	32.82
1444	106	3.98	36.80
1450	134	5.03	41.82
1457	147	5.51	47.34
1465	166	6.23	53.56
1474	176	6.60	60.17
1485	203	7.61	67.78

Table 10.C.1 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1497	211	7.91	75.69
1513	247	9.26	84.96
1536	197	7.39	92.35
1580	128	4.80	97.15
1700	76	2.85	100.00



**Table 10.C.2 Scale Score Frequency Distribution for Oral Language, Grade One**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	24	0.50	0.50
1229	2	0.04	0.54
1279	1	0.02	0.56
1302	1	0.02	0.58
1316	1	0.02	0.61
1326	1	0.02	0.63
1334	1	0.02	0.65
1341	1	0.02	0.67
1347	2	0.04	0.71
1352	2	0.04	0.75
1357	1	0.02	0.77
1362	6	0.13	0.90
1366	5	0.10	1.00
1371	7	0.15	1.15
1374	11	0.23	1.38
1378	15	0.31	1.69
1382	20	0.42	2.11
1386	19	0.40	2.51
1389	30	0.63	3.13
1393	35	0.73	3.86
1396	35	0.73	4.59
1400	27	0.56	5.16
1403	25	0.52	5.68
1407	19	0.40	6.08
1410	24	0.50	6.58
1414	29	0.61	7.18
1418	31	0.65	7.83
1422	61	1.27	9.10
1426	68	1.42	10.52
1431	87	1.82	12.34
1436	125	2.61	14.95
1441	135	2.82	17.77
1447	173	3.61	21.38
1453	257	5.37	26.75
1460	300	6.26	33.01
1467	323	6.74	39.76
1475	385	8.04	47.80
1484	433	9.04	56.84
1494	433	9.04	65.88
1504	449	9.38	75.26
1517	391	8.16	83.42

Table 10.C.2 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1533	349	7.29	90.71
1554	239	4.99	95.70
1591	142	2.97	98.66
1700	64	1.34	100.00

**Table 10.C.3 Scale Score Frequency Distribution for Oral Language, Grade Two**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	12	0.20	0.20
1273	2	0.03	0.24
1309	2	0.03	0.27
1320	3	0.05	0.32
1328	3	0.05	0.37
1336	3	0.05	0.42
1342	3	0.05	0.47
1348	2	0.03	0.51
1353	2	0.03	0.54
1358	6	0.10	0.64
1362	7	0.12	0.76
1367	10	0.17	0.93
1370	7	0.12	1.05
1374	14	0.24	1.29
1378	30	0.51	1.80
1381	36	0.61	2.41
1385	39	0.66	3.07
1388	52	0.88	3.95
1391	45	0.76	4.71
1395	41	0.69	5.40
1398	24	0.41	5.81
1401	9	0.15	5.96
1405	15	0.25	6.22
1408	24	0.41	6.62
1411	12	0.20	6.83
1415	18	0.30	7.13
1418	13	0.22	7.35
1422	20	0.34	7.69
1426	20	0.34	8.03
1430	29	0.49	8.52
1434	51	0.86	9.39
1438	45	0.76	10.15
1443	74	1.25	11.40
1448	95	1.61	13.01
1453	133	2.25	15.27
1459	171	2.90	18.16
1465	224	3.80	21.96
1471	251	4.25	26.21
1478	360	6.10	32.31
1486	386	6.54	38.85
1495	425	7.20	46.05

Table 10.C.3 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1504	577	9.78	55.83
1514	535	9.06	64.89
1526	566	9.59	74.48
1540	546	9.25	83.73
1557	424	7.18	90.92
1582	293	4.96	95.88
1642	185	3.13	99.02
1700	58	0.98	100.00

**Table 10.C.4 Scale Score Frequency Distribution for Oral Language, Grade Three**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	8	0.10	0.10
1155	1	0.01	0.12
1265	1	0.01	0.13
1289	1	0.01	0.14
1307	2	0.03	0.17
1321	2	0.03	0.19
1332	7	0.09	0.28
1342	7	0.09	0.38
1350	9	0.12	0.49
1357	14	0.18	0.67
1364	22	0.28	0.96
1369	25	0.32	1.28
1374	30	0.39	1.67
1379	32	0.41	2.08
1384	33	0.43	2.51
1388	37	0.48	2.99
1392	31	0.40	3.39
1396	15	0.19	3.59
1400	13	0.17	3.75
1403	4	0.05	3.81
1407	21	0.27	4.08
1411	14	0.18	4.26
1414	14	0.18	4.44
1418	21	0.27	4.71
1422	35	0.45	5.17
1426	35	0.45	5.62
1430	37	0.48	6.10
1434	40	0.52	6.62
1438	77	1.00	7.61
1443	80	1.04	8.65
1447	97	1.26	9.90
1452	113	1.46	11.37
1457	165	2.14	13.50
1462	228	2.95	16.46
1466	1	0.01	16.47
1468	253	3.28	19.74
1474	330	4.27	24.02
1480	425	5.50	29.52
1487	471	6.10	35.62
1494	484	6.27	41.88
1501	630	8.16	50.04

Table 10.C.4 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1509	609	7.88	57.92
1518	604	7.82	65.74
1528	639	8.27	74.02
1538	545	7.06	81.07
1550	454	5.88	86.95
1564	368	4.76	91.71
1581	268	3.47	95.18
1604	176	2.28	97.46
1639	114	1.48	98.94
1693	48	0.62	99.56
1788	28	0.36	99.92
1800	6	0.08	100.00

**Table 10.C.5 Scale Score Frequency Distribution for Oral Language, Grade Four**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	15	0.24	0.24
1228	1	0.02	0.26
1265	1	0.02	0.28
1289	1	0.02	0.29
1307	4	0.07	0.36
1321	3	0.05	0.41
1332	7	0.11	0.52
1342	3	0.05	0.57
1350	9	0.15	0.72
1357	6	0.10	0.81
1364	9	0.15	0.96
1369	4	0.07	1.03
1374	8	0.13	1.16
1379	17	0.28	1.43
1384	24	0.39	1.82
1388	23	0.37	2.20
1392	21	0.34	2.54
1396	17	0.28	2.82
1400	13	0.21	3.03
1403	4	0.07	3.09
1407	6	0.10	3.19
1411	7	0.11	3.30
1414	6	0.10	3.40
1418	8	0.13	3.53
1422	11	0.18	3.71
1426	5	0.08	3.79
1430	11	0.18	3.97
1434	21	0.34	4.31
1438	14	0.23	4.54
1443	31	0.50	5.05
1447	36	0.59	5.63
1452	50	0.81	6.45
1457	54	0.88	7.33
1462	96	1.56	8.89
1468	113	1.84	10.73
1474	146	2.38	13.10
1480	207	3.37	16.47
1487	253	4.12	20.59
1494	325	5.29	25.88
1501	390	6.35	32.23
1504	1	0.02	32.25

Table 10.C.5 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1509	420	6.84	39.09
1518	522	8.50	47.58
1528	563	9.16	56.75
1538	584	9.51	66.25
1550	554	9.02	75.27
1564	488	7.94	83.22
1581	386	6.28	89.50
1604	294	4.79	94.29
1639	197	3.21	97.49
1693	108	1.76	99.25
1788	42	0.68	99.93
1800	4	0.07	100.00



**Table 10.C.6 Scale Score Frequency Distribution for Oral Language, Grade Five**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	11	0.18	0.18
1332	3	0.05	0.23
1342	5	0.08	0.32
1350	4	0.07	0.38
1357	11	0.18	0.56
1364	5	0.08	0.65
1369	13	0.22	0.86
1374	14	0.23	1.10
1379	16	0.27	1.36
1384	13	0.22	1.58
1388	25	0.41	1.99
1392	18	0.30	2.29
1396	27	0.45	2.74
1400	26	0.43	3.17
1403	15	0.25	3.42
1407	5	0.08	3.50
1411	5	0.08	3.58
1414	8	0.13	3.72
1418	2	0.03	3.75
1422	7	0.12	3.87
1426	6	0.10	3.97
1430	11	0.18	4.15
1434	21	0.35	4.50
1438	18	0.30	4.80
1443	12	0.20	5.00
1447	15	0.25	5.24
1452	31	0.51	5.76
1457	35	0.58	6.34
1462	54	0.90	7.24
1468	74	1.23	8.46
1474	115	1.91	10.37
1480	128	2.12	12.50
1487	182	3.02	15.52
1494	252	4.18	19.70
1501	301	5.00	24.69
1504	1	0.02	24.71
1509	363	6.02	30.73
1518	459	7.62	38.35
1528	548	9.09	47.44
1538	571	9.48	56.92
1550	563	9.34	66.26

Table 10.C.6 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1564	570	9.46	75.72
1581	508	8.43	84.15
1604	411	6.82	90.97
1639	281	4.66	95.64
1693	181	3.00	98.64
1788	66	1.10	99.73
1800	16	0.27	100.00

**Table 10.C.7 Scale Score Frequency Distribution for Oral Language, Grade Six**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	13	0.28	0.28
1223	1	0.02	0.30
1281	3	0.07	0.37
1301	3	0.07	0.43
1316	8	0.17	0.61
1329	2	0.04	0.65
1340	2	0.04	0.70
1350	3	0.07	0.76
1358	5	0.11	0.87
1365	12	0.26	1.13
1372	8	0.17	1.30
1379	17	0.37	1.67
1384	18	0.39	2.06
1390	26	0.56	2.63
1395	19	0.41	3.04
1400	11	0.24	3.28
1405	15	0.33	3.61
1410	9	0.20	3.80
1414	12	0.26	4.06
1419	4	0.09	4.15
1423	5	0.11	4.26
1428	4	0.09	4.35
1433	6	0.13	4.48
1437	9	0.20	4.67
1442	20	0.43	5.11
1447	24	0.52	5.63
1452	22	0.48	6.11
1457	28	0.61	6.71
1462	42	0.91	7.63
1467	39	0.85	8.47
1473	59	1.28	9.76
1479	88	1.91	11.67
1485	105	2.28	13.95
1492	130	2.82	16.78
1499	153	3.32	20.10
1506	223	4.85	24.95
1514	234	5.08	30.03
1522	315	6.84	36.88
1532	301	6.54	43.42
1541	366	7.95	51.37
1552	381	8.28	59.65

Table 10.C.7 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1564	380	8.26	67.91
1578	370	8.04	75.95
1594	310	6.74	82.68
1615	262	5.69	88.37
1623	1	0.02	88.40
1644	229	4.98	93.37
1690	172	3.74	97.11
1767	87	1.89	99.00
1900	46	1.00	100.00

**Table 10.C.8 Scale Score Frequency Distribution for Oral Language, Grade Seven**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	19	0.46	0.46
1256	2	0.05	0.51
1281	1	0.02	0.53
1301	2	0.05	0.58
1316	3	0.07	0.65
1329	2	0.05	0.70
1340	4	0.10	0.80
1350	5	0.12	0.92
1358	3	0.07	0.99
1365	4	0.10	1.09
1372	8	0.19	1.28
1379	9	0.22	1.50
1384	5	0.12	1.62
1390	5	0.12	1.74
1395	9	0.22	1.96
1400	12	0.29	2.25
1405	15	0.36	2.62
1410	8	0.19	2.81
1414	7	0.17	2.98
1419	4	0.10	3.08
1423	6	0.15	3.22
1428	3	0.07	3.29
1433	4	0.10	3.39
1437	8	0.19	3.58
1442	4	0.10	3.68
1447	15	0.36	4.04
1452	16	0.39	4.43
1457	15	0.36	4.79
1462	21	0.51	5.30
1467	19	0.46	5.76
1473	38	0.92	6.68
1477	1	0.02	6.71
1479	55	1.33	8.04
1485	54	1.31	9.35
1492	65	1.57	10.92
1499	121	2.93	13.85
1506	140	3.39	17.24
1514	166	4.02	21.26
1522	201	4.87	26.13
1527	1	0.02	26.15
1532	250	6.05	32.20

Table 10.C.8 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1541	320	7.75	39.95
1552	335	8.11	48.06
1557	1	0.02	48.09
1564	329	7.97	56.05
1577	2	0.05	56.10
1578	409	9.90	66.00
1594	396	9.59	75.59
1607	2	0.05	75.64
1615	346	8.38	84.02
1644	297	7.19	91.21
1690	184	4.46	95.67
1767	114	2.76	98.43
1900	65	1.57	100.00

**Table 10.C.9 Scale Score Frequency Distribution for Oral Language, Grade Eight**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	16	0.57	0.57
1281	1	0.04	0.60
1301	2	0.07	0.67
1316	1	0.04	0.71
1329	1	0.04	0.75
1340	4	0.14	0.89
1350	5	0.18	1.07
1358	4	0.14	1.21
1365	4	0.14	1.35
1372	6	0.21	1.56
1379	10	0.36	1.92
1384	14	0.50	2.41
1390	8	0.28	2.70
1395	10	0.36	3.05
1400	7	0.25	3.30
1405	9	0.32	3.62
1410	11	0.39	4.01
1414	3	0.11	4.12
1419	4	0.14	4.26
1423	3	0.11	4.37
1428	2	0.07	4.44
1433	3	0.11	4.55
1437	9	0.32	4.87
1442	4	0.14	5.01
1447	12	0.43	5.43
1452	8	0.28	5.72
1455	1	0.04	5.75
1457	16	0.57	6.32
1462	11	0.39	6.71
1467	16	0.57	7.28
1473	25	0.89	8.17
1479	35	1.24	9.41
1485	43	1.53	10.94
1492	43	1.53	12.46
1494	1	0.04	12.50
1499	73	2.59	15.09
1504	2	0.07	15.16
1506	81	2.88	18.04
1514	110	3.91	21.95
1522	112	3.98	25.92
1527	1	0.04	25.96

Table 10.C.9 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1532	145	5.15	31.11
1541	183	6.50	37.61
1552	222	7.88	45.49
1564	253	8.98	54.47
1578	267	9.48	63.96
1594	262	9.30	73.26
1607	1	0.04	73.30
1615	257	9.13	82.42
1644	196	6.96	89.38
1690	152	5.40	94.78
1767	93	3.30	98.08
1900	54	1.92	100.00



**Table 10.C.10 Scale Score Frequency Distribution for Oral Language, Grade Nine**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	17	0.61	0.61
1228	1	0.04	0.64
1258	3	0.11	0.75
1283	5	0.18	0.93
1302	7	0.25	1.18
1318	3	0.11	1.28
1332	6	0.21	1.50
1344	12	0.43	1.93
1354	5	0.18	2.10
1364	12	0.43	2.53
1372	12	0.43	2.96
1379	7	0.25	3.21
1386	5	0.18	3.39
1393	15	0.54	3.92
1399	10	0.36	4.28
1405	8	0.29	4.57
1411	5	0.18	4.74
1416	7	0.25	4.99
1421	4	0.14	5.14
1427	12	0.43	5.57
1432	3	0.11	5.67
1437	9	0.32	5.99
1442	16	0.57	6.56
1447	17	0.61	7.17
1453	23	0.82	7.99
1458	18	0.64	8.63
1464	15	0.54	9.17
1469	30	1.07	10.24
1475	39	1.39	11.63
1481	36	1.28	12.91
1487	49	1.75	14.66
1490	1	0.04	14.70
1494	43	1.53	16.23
1499	2	0.07	16.30
1501	76	2.71	19.02
1508	102	3.64	22.65
1515	119	4.25	26.90
1518	1	0.04	26.94
1523	131	4.67	31.61
1532	148	5.28	36.89
1541	186	6.64	43.52

Table 10.C.10 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1552	188	6.71	50.23
1563	178	6.35	56.58
1576	237	8.46	65.04
1591	213	7.60	72.64
1608	191	6.81	79.45
1629	177	6.31	85.77
1658	138	4.92	90.69
1700	94	3.35	94.04
1769	80	2.85	96.90
1889	56	2.00	98.89
1950	31	1.11	100.00

**Table 10.C.11 Scale Score Frequency Distribution for Oral Language, Grade Ten**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	17	0.81	0.81
1228	1	0.05	0.86
1258	1	0.05	0.90
1283	1	0.05	0.95
1302	4	0.19	1.14
1318	2	0.10	1.24
1332	5	0.24	1.48
1344	6	0.29	1.76
1354	9	0.43	2.19
1364	8	0.38	2.57
1372	7	0.33	2.90
1379	12	0.57	3.47
1386	6	0.29	3.76
1393	4	0.19	3.95
1399	7	0.33	4.28
1405	4	0.19	4.47
1411	9	0.43	4.90
1416	4	0.19	5.09
1421	2	0.10	5.19
1427	4	0.19	5.38
1432	9	0.43	5.81
1437	6	0.29	6.09
1442	7	0.33	6.43
1447	11	0.52	6.95
1453	8	0.38	7.33
1458	10	0.48	7.81
1464	15	0.71	8.52
1469	18	0.86	9.38
1475	16	0.76	10.14
1481	18	0.86	10.99
1487	29	1.38	12.38
1494	35	1.67	14.04
1501	51	2.43	16.47
1508	56	2.67	19.13
1515	77	3.66	22.80
1523	86	4.09	26.89
1532	109	5.19	32.08
1541	125	5.95	38.03
1542	1	0.05	38.08
1552	119	5.66	43.74
1563	145	6.90	50.64

Table 10.C.11 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1574	2	0.10	50.74
1576	161	7.66	58.40
1591	161	7.66	66.06
1597	2	0.10	66.16
1608	159	7.57	73.73
1629	158	7.52	81.25
1632	1	0.05	81.29
1658	100	4.76	86.05
1700	118	5.62	91.67
1769	86	4.09	95.76
1889	48	2.28	98.05
1950	41	1.95	100.00

**Table 10.C.12 Scale Score Frequency Distribution for Oral Language, Grade Eleven**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	31	2.02	2.02
1291	1	0.07	2.09
1310	3	0.20	2.28
1325	1	0.07	2.35
1337	5	0.33	2.67
1347	4	0.26	2.93
1356	2	0.13	3.06
1364	2	0.13	3.19
1371	5	0.33	3.52
1378	5	0.33	3.85
1384	7	0.46	4.30
1389	6	0.39	4.69
1395	4	0.26	4.95
1400	6	0.39	5.35
1405	5	0.33	5.67
1410	6	0.39	6.06
1415	6	0.39	6.45
1419	4	0.26	6.71
1424	6	0.39	7.11
1429	4	0.26	7.37
1433	1	0.07	7.43
1438	1	0.07	7.50
1443	4	0.26	7.76
1447	9	0.59	8.34
1452	10	0.65	9.00
1457	8	0.52	9.52
1462	12	0.78	10.30
1468	7	0.46	10.76
1473	6	0.39	11.15
1478	11	0.72	11.86
1484	17	1.11	12.97
1490	14	0.91	13.89
1496	22	1.43	15.32
1503	25	1.63	16.95
1508	1	0.07	17.01
1510	39	2.54	19.56
1517	47	3.06	22.62
1520	1	0.07	22.69
1524	53	3.46	26.14
1532	62	4.04	30.18
1541	92	6.00	36.18

Table 10.C.12 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1550	94	6.13	42.31
1560	106	6.91	49.22
1571	112	7.30	56.52
1584	106	6.91	63.43
1590	1	0.07	63.49
1598	121	7.89	71.38
1615	117	7.63	79.01
1625	1	0.07	79.07
1636	105	6.84	85.92
1663	98	6.39	92.31
1705	66	4.30	96.61
1787	27	1.76	98.37
1950	25	1.63	100.00

**Table 10.C.13 Scale Score Frequency Distribution for Oral Language, Grade Twelve**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	44	26.51	26.51
1310	1	0.60	27.11
1325	2	1.20	28.31
1337	1	0.60	28.92
1347	2	1.20	30.12
1364	1	0.60	30.72
1371	1	0.60	31.33
1378	1	0.60	31.93
1395	3	1.81	33.73
1400	1	0.60	34.34
1405	1	0.60	34.94
1419	2	1.20	36.14
1424	4	2.41	38.55
1429	1	0.60	39.16
1433	1	0.60	39.76
1443	2	1.20	40.96
1447	1	0.60	41.57
1452	1	0.60	42.17
1457	1	0.60	42.77
1462	3	1.81	44.58
1468	2	1.20	45.78
1473	2	1.20	46.99
1478	3	1.81	48.80
1484	1	0.60	49.40
1490	1	0.60	50.00
1496	2	1.20	51.20
1503	5	3.01	54.22
1510	3	1.81	56.02
1517	6	3.61	59.64
1524	1	0.60	60.24
1532	6	3.61	63.86
1541	3	1.81	65.66
1550	6	3.61	69.28
1560	9	5.42	74.70
1571	10	6.02	80.72
1584	8	4.82	85.54
1598	6	3.61	89.16
1615	6	3.61	92.77
1636	3	1.81	94.58
1663	4	2.41	96.99

Table 10.C.13 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1705	3	1.81	98.80
1787	1	0.60	99.40
1950	1	0.60	100.00



**Table 10.C.14 Scale Score Frequency Distribution for Written Language, Kindergarten**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	23	0.86	0.86
1216	6	0.23	1.09
1252	11	0.41	1.50
1272	10	0.38	1.88
1286	12	0.45	2.33
1297	21	0.79	3.11
1306	27	1.01	4.13
1315	27	1.01	5.14
1323	36	1.35	6.49
1330	47	1.76	8.25
1337	34	1.28	9.53
1343	46	1.73	11.25
1349	70	2.63	13.88
1354	56	2.10	15.98
1358	62	2.33	18.30
1362	56	2.10	20.41
1367	73	2.74	23.14
1371	71	2.66	25.81
1375	30	1.13	26.93
1379	42	1.58	28.51
1383	59	2.21	30.72
1388	58	2.18	32.90
1393	69	2.59	35.48
1399	71	2.66	38.15
1405	106	3.98	42.12
1414	112	4.20	46.32
1425	173	6.49	52.81
1441	269	10.09	62.90
1475	426	15.98	78.88
1700	563	21.12	100.00

**Table 10.C.15 Scale Score Frequency Distribution for Written Language, Grade One**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	42	0.88	0.88
1311	8	0.17	1.04
1332	6	0.13	1.17
1345	12	0.25	1.42
1354	12	0.25	1.67
1362	21	0.44	2.11
1368	38	0.79	2.90
1373	30	0.63	3.53
1378	35	0.73	4.26
1383	45	0.94	5.20
1387	54	1.13	6.33
1391	46	0.96	7.29
1395	53	1.11	8.39
1399	66	1.38	9.77
1403	69	1.44	11.21
1406	69	1.44	12.65
1410	91	1.90	14.55
1414	90	1.88	16.43
1417	92	1.92	18.35
1421	117	2.44	20.80
1424	138	2.88	23.68
1428	137	2.86	26.54
1431	90	1.88	28.42
1435	97	2.03	30.44
1439	96	2.00	32.45
1443	133	2.78	35.23
1447	126	2.63	37.86
1451	150	3.13	40.99
1456	158	3.30	44.29
1460	174	3.63	47.92
1466	182	3.80	51.72
1471	224	4.68	56.40
1478	239	4.99	61.39
1485	288	6.01	67.40
1493	315	6.58	73.98
1504	350	7.31	81.29
1513	1	0.02	81.31
1518	358	7.48	88.79
1542	338	7.06	95.84
1700	199	4.16	100.00

**Table 10.C.16 Scale Score Frequency Distribution for Written Language, Grade Two**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	23	0.39	0.39
1299	8	0.14	0.53
1331	3	0.05	0.58
1348	5	0.08	0.66
1360	2	0.03	0.69
1369	7	0.12	0.81
1376	8	0.14	0.95
1382	12	0.20	1.15
1388	21	0.36	1.51
1392	26	0.44	1.95
1397	25	0.42	2.37
1401	31	0.53	2.90
1405	42	0.71	3.61
1408	40	0.68	4.29
1412	45	0.76	5.05
1415	58	0.98	6.03
1419	44	0.75	6.78
1422	43	0.73	7.51
1425	31	0.53	8.03
1428	45	0.76	8.79
1432	67	1.14	9.93
1435	77	1.30	11.23
1438	96	1.63	12.86
1441	96	1.63	14.49
1445	127	2.15	16.64
1448	154	2.61	19.25
1452	124	2.10	21.35
1455	71	1.20	22.55
1459	70	1.19	23.74
1463	105	1.78	25.52
1468	124	2.10	27.62
1472	140	2.37	29.99
1477	151	2.56	32.55
1482	215	3.64	36.19
1488	237	4.02	40.21
1494	287	4.86	45.07
1500	406	6.88	51.95
1508	394	6.68	58.62
1517	503	8.52	67.15
1527	489	8.29	75.43
1542	499	8.45	83.89

Table 10.C.16 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1563	450	7.62	91.51
1607	369	6.25	97.76
1700	132	2.24	100.00

**Table 10.C.17 Scale Score Frequency Distribution for Written Language, Grade Three**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	10	0.13	0.13
1290	2	0.03	0.16
1343	1	0.01	0.17
1368	7	0.09	0.26
1384	17	0.22	0.48
1396	15	0.19	0.67
1406	26	0.34	1.01
1414	34	0.44	1.45
1422	42	0.54	1.99
1428	64	0.83	2.82
1434	92	1.19	4.01
1440	104	1.35	5.36
1445	121	1.57	6.93
1451	149	1.93	8.86
1456	170	2.20	11.06
1461	222	2.87	13.93
1466	288	3.73	17.66
1471	301	3.90	21.56
1476	319	4.13	25.69
1481	379	4.91	30.59
1486	404	5.23	35.82
1491	401	5.19	41.02
1496	448	5.80	46.82
1501	432	5.59	52.41
1507	455	5.89	58.30
1512	460	5.96	64.25
1518	424	5.49	69.74
1523	392	5.08	74.82
1529	348	4.51	79.32
1535	329	4.26	83.58
1542	296	3.83	87.42
1548	234	3.03	90.45
1556	179	2.32	92.76
1564	162	2.10	94.86
1572	113	1.46	96.32
1582	100	1.29	97.62
1594	64	0.83	98.45
1607	47	0.61	99.05
1625	32	0.41	99.47
1648	19	0.25	99.72

Table 10.C.17 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1682	16	0.21	99.92
1738	4	0.05	99.97
1800	2	0.03	100.00

**Table 10.C.18 Scale Score Frequency Distribution for Written Language, Grade Four**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	19	0.31	0.31
1343	1	0.02	0.33
1368	4	0.07	0.39
1384	5	0.08	0.47
1396	7	0.11	0.59
1406	15	0.24	0.83
1414	14	0.23	1.06
1422	17	0.28	1.33
1428	26	0.42	1.76
1434	24	0.39	2.15
1440	42	0.68	2.83
1445	37	0.60	3.43
1451	41	0.67	4.10
1456	69	1.12	5.23
1461	76	1.24	6.46
1466	106	1.73	8.19
1471	116	1.89	10.08
1476	111	1.81	11.88
1481	175	2.85	14.73
1486	197	3.21	17.94
1491	197	3.21	21.15
1496	233	3.79	24.94
1501	263	4.28	29.22
1507	304	4.95	34.17
1512	313	5.10	39.26
1518	341	5.55	44.82
1523	364	5.93	50.74
1529	380	6.19	56.93
1535	376	6.12	63.05
1542	377	6.14	69.18
1548	367	5.97	75.16
1556	311	5.06	80.22
1564	280	4.56	84.78
1572	246	4.00	88.78
1582	184	3.00	91.78
1594	180	2.93	94.71
1607	116	1.89	96.60
1625	95	1.55	98.14
1648	57	0.93	99.07

Table 10.C.18 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1682	41	0.67	99.74
1738	14	0.23	99.97
1800	2	0.03	100.00



**Table 10.C.19 Scale Score Frequency Distribution for Written Language, Grade Five**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	10	0.17	0.17
1290	2	0.03	0.20
1343	3	0.05	0.25
1368	2	0.03	0.28
1384	2	0.03	0.32
1396	2	0.03	0.35
1406	2	0.03	0.38
1414	7	0.12	0.50
1422	10	0.17	0.66
1428	16	0.27	0.93
1434	19	0.32	1.24
1440	15	0.25	1.49
1445	26	0.43	1.92
1451	36	0.60	2.52
1456	35	0.58	3.10
1461	43	0.71	3.82
1466	42	0.70	4.51
1471	55	0.91	5.43
1476	74	1.23	6.65
1481	87	1.44	8.10
1486	108	1.79	9.89
1491	117	1.94	11.83
1496	126	2.09	13.92
1501	181	3.00	16.93
1506	1	0.02	16.94
1507	193	3.20	20.15
1512	243	4.03	24.18
1518	275	4.56	28.74
1523	290	4.81	33.55
1529	363	6.02	39.58
1535	372	6.17	45.75
1542	386	6.41	52.16
1548	432	7.17	59.33
1556	420	6.97	66.30
1564	441	7.32	73.61
1572	391	6.49	80.10
1582	337	5.59	85.70
1594	276	4.58	90.28
1607	213	3.53	93.81
1625	173	2.87	96.68
1648	97	1.61	98.29

Table 10.C.19 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1682	62	1.03	99.32
1738	31	0.51	99.83
1800	10	0.17	100.00

**Table 10.C.20 Scale Score Frequency Distribution for Written Language, Grade Six**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	16	0.35	0.35
1227	2	0.04	0.39
1321	2	0.04	0.43
1360	4	0.09	0.52
1384	3	0.07	0.59
1400	4	0.09	0.67
1413	11	0.24	0.91
1424	14	0.30	1.22
1433	21	0.46	1.67
1442	19	0.41	2.09
1449	26	0.56	2.65
1456	36	0.78	3.43
1462	43	0.93	4.37
1468	59	1.28	5.65
1475	76	1.65	7.30
1481	81	1.76	9.06
1487	121	2.63	11.69
1492	154	3.35	15.04
1498	160	3.48	18.51
1505	210	4.56	23.08
1511	231	5.02	28.10
1517	265	5.76	33.85
1524	288	6.26	40.11
1530	270	5.87	45.98
1537	300	6.52	52.50
1544	325	7.06	59.56
1551	324	7.04	66.60
1559	297	6.45	73.06
1566	245	5.32	78.38
1575	231	5.02	83.40
1583	173	3.76	87.16
1592	146	3.17	90.33
1602	125	2.72	93.05
1612	92	2.00	95.05
1624	82	1.78	96.83
1636	45	0.98	97.81
1651	42	0.91	98.72
1669	27	0.59	99.30
1692	11	0.24	99.54
1722	11	0.24	99.78

Table 10.C.20 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1764	5	0.11	99.89
1829	3	0.07	99.96
1900	2	0.04	100.00

**Table 10.C.21 Scale Score Frequency Distribution for Written Language, Grade Seven**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	21	0.51	0.51
1227	1	0.02	0.53
1321	1	0.02	0.56
1360	2	0.05	0.61
1380	1	0.02	0.63
1384	1	0.02	0.65
1400	6	0.15	0.80
1413	4	0.10	0.90
1424	8	0.19	1.09
1433	7	0.17	1.26
1442	7	0.17	1.43
1449	22	0.53	1.96
1456	24	0.58	2.54
1461	1	0.02	2.57
1462	32	0.77	3.34
1463	1	0.02	3.37
1468	41	0.99	4.36
1472	1	0.02	4.38
1475	42	1.02	5.40
1478	2	0.05	5.45
1481	55	1.33	6.78
1487	78	1.89	8.67
1492	85	2.06	10.73
1498	108	2.62	13.34
1503	2	0.05	13.39
1505	130	3.15	16.54
1511	142	3.44	19.98
1515	2	0.05	20.02
1517	177	4.29	24.31
1520	1	0.02	24.33
1524	217	5.25	29.59
1530	227	5.50	35.08
1537	213	5.16	40.24
1542	1	0.02	40.27
1544	251	6.08	46.34
1551	267	6.46	52.81
1559	284	6.88	59.69
1566	248	6.00	65.69
1575	275	6.66	72.35
1580	1	0.02	72.37
1583	242	5.86	78.23

Table 10.C.21 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1592	198	4.79	83.03
1602	193	4.67	87.70
1612	142	3.44	91.14
1624	112	2.71	93.85
1636	88	2.13	95.98
1651	59	1.43	97.41
1669	38	0.92	98.33
1692	30	0.73	99.06
1722	16	0.39	99.44
1764	12	0.29	99.73
1829	7	0.17	99.90
1900	4	0.10	100.00

**Table 10.C.22 Scale Score Frequency Distribution for Written Language, Grade Eight**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	17	0.60	0.60
1227	1	0.04	0.64
1360	3	0.11	0.75
1384	3	0.11	0.85
1400	4	0.14	0.99
1413	10	0.36	1.35
1424	3	0.11	1.46
1433	9	0.32	1.78
1442	5	0.18	1.95
1449	7	0.25	2.20
1456	17	0.60	2.81
1462	13	0.46	3.27
1463	1	0.04	3.30
1468	23	0.82	4.12
1475	18	0.64	4.76
1481	20	0.71	5.47
1487	40	1.42	6.89
1492	45	1.60	8.49
1498	56	1.99	10.48
1503	2	0.07	10.55
1505	69	2.45	13.00
1511	92	3.27	16.26
1515	2	0.07	16.34
1517	96	3.41	19.74
1524	118	4.19	23.93
1530	117	4.15	28.09
1533	1	0.04	28.13
1537	134	4.76	32.88
1544	150	5.33	38.21
1551	174	6.18	44.39
1559	182	6.46	50.85
1566	205	7.28	58.13
1575	167	5.93	64.06
1580	1	0.04	64.10
1583	183	6.50	70.60
1592	150	5.33	75.92
1602	171	6.07	82.00
1612	134	4.76	86.75
1624	103	3.66	90.41
1636	88	3.13	93.54

Table 10.C.22 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1651	68	2.41	95.95
1669	49	1.74	97.69
1692	27	0.96	98.65
1722	14	0.50	99.15
1764	11	0.39	99.54
1829	6	0.21	99.75
1900	7	0.25	100.00



**Table 10.C.23 Scale Score Frequency Distribution for Written Language, Grade Nine**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	20	0.71	0.71
1371	4	0.14	0.86
1391	3	0.11	0.96
1406	8	0.29	1.25
1418	8	0.29	1.53
1428	5	0.18	1.71
1437	5	0.18	1.89
1445	10	0.36	2.25
1453	16	0.57	2.82
1460	17	0.61	3.42
1466	25	0.89	4.32
1472	29	1.03	5.35
1478	28	1.00	6.35
1484	31	1.11	7.46
1490	25	0.89	8.35
1495	45	1.61	9.95
1501	48	1.71	11.67
1506	63	2.25	13.91
1512	73	2.60	16.52
1513	1	0.04	16.55
1517	86	3.07	19.62
1523	79	2.82	22.44
1527	2	0.07	22.51
1528	89	3.18	25.69
1534	93	3.32	29.00
1540	103	3.67	32.68
1546	123	4.39	37.07
1552	139	4.96	42.03
1559	148	5.28	47.31
1560	2	0.07	47.38
1565	149	5.32	52.69
1572	164	5.85	58.54
1579	175	6.24	64.79
1587	170	6.06	70.85
1595	143	5.10	75.95
1604	145	5.17	81.13
1614	141	5.03	86.16
1625	118	4.21	90.37
1637	83	2.96	93.33
1644	1	0.04	93.36
1651	65	2.32	95.68

Table 10.C.23 (*continuation*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1668	49	1.75	97.43
1690	36	1.28	98.72
1720	21	0.75	99.46
1775	13	0.46	99.93
1950	2	0.07	100.00

**Table 10.C.24 Scale Score Frequency Distribution for Written Language, Grade Ten**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	16	0.76	0.76
1371	3	0.14	0.90
1391	2	0.10	1.00
1406	2	0.10	1.09
1418	3	0.14	1.24
1428	6	0.29	1.52
1437	6	0.29	1.81
1445	7	0.33	2.14
1453	11	0.52	2.67
1460	8	0.38	3.05
1466	9	0.43	3.47
1472	10	0.48	3.95
1478	11	0.52	4.47
1484	17	0.81	5.28
1490	26	1.24	6.52
1495	27	1.29	7.81
1501	24	1.14	8.95
1506	32	1.52	10.47
1512	32	1.52	11.99
1517	39	1.86	13.85
1523	59	2.81	16.66
1527	1	0.05	16.71
1528	56	2.67	19.37
1534	60	2.86	22.23
1540	66	3.14	25.37
1542	2	0.10	25.46
1546	69	3.28	28.75
1552	70	3.33	32.08
1559	103	4.90	36.98
1560	1	0.05	37.03
1565	114	5.43	42.46
1572	103	4.90	47.36
1579	101	4.81	52.17
1581	1	0.05	52.21
1587	129	6.14	58.35
1595	136	6.47	64.83
1604	132	6.28	71.11
1606	1	0.05	71.16
1614	127	6.04	77.20
1625	123	5.85	83.06
1637	118	5.62	88.67

Table 10.C.24 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1644	1	0.05	88.72
1651	85	4.05	92.77
1668	63	3.00	95.76
1690	44	2.09	97.86
1720	31	1.48	99.33
1775	7	0.33	99.67
1950	7	0.33	100.00

**Table 10.C.25 Scale Score Frequency Distribution for Written Language, Grade Eleven**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	31	2.02	2.02
1396	2	0.13	2.15
1410	1	0.07	2.22
1432	4	0.26	2.48
1441	3	0.20	2.67
1449	5	0.33	3.00
1456	9	0.59	3.59
1463	11	0.72	4.30
1470	10	0.65	4.95
1476	14	0.91	5.87
1482	15	0.98	6.84
1488	14	0.91	7.76
1494	14	0.91	8.67
1499	33	2.15	10.82
1505	28	1.83	12.65
1510	25	1.63	14.28
1516	15	0.98	15.25
1522	29	1.89	17.14
1527	48	3.13	20.27
1533	47	3.06	23.34
1539	48	3.13	26.47
1544	56	3.65	30.12
1550	82	5.35	35.46
1554	2	0.13	35.59
1557	57	3.72	39.31
1563	69	4.50	43.81
1570	73	4.76	48.57
1571	1	0.07	48.63
1577	84	5.48	54.11
1584	78	5.08	59.19
1592	95	6.19	65.38
1600	90	5.87	71.25
1610	93	6.06	77.31
1617	1	0.07	77.38
1620	77	5.02	82.40
1632	71	4.63	87.03
1645	57	3.72	90.74
1655	1	0.07	90.81
1662	37	2.41	93.22
1683	48	3.13	96.35

Table 10.C.25 (continuation)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1712	25	1.63	97.98
1758	21	1.37	99.35
1847	8	0.52	99.87
1950	2	0.13	100.00

**Table 10.C.26 Scale Score Frequency Distribution for Written Language, Grade Twelve**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	44	26.51	26.51
1432	2	1.20	27.71
1441	2	1.20	28.92
1449	2	1.20	30.12
1456	2	1.20	31.33
1463	1	0.60	31.93
1470	4	2.41	34.34
1476	4	2.41	36.75
1482	4	2.41	39.16
1488	2	1.20	40.36
1494	1	0.60	40.96
1499	2	1.20	42.17
1505	2	1.20	43.37
1510	5	3.01	46.39
1516	12	7.23	53.61
1522	4	2.41	56.02
1527	2	1.20	57.23
1533	3	1.81	59.04
1539	6	3.61	62.65
1544	4	2.41	65.06
1550	8	4.82	69.88
1557	6	3.61	73.49
1563	8	4.82	78.31
1570	4	2.41	80.72
1577	6	3.61	84.34
1584	8	4.82	89.16
1592	2	1.20	90.36
1600	1	0.60	90.96
1610	1	0.60	91.57
1620	2	1.20	92.77
1632	3	1.81	94.58
1645	3	1.81	96.39
1662	3	1.81	98.19
1683	2	1.20	99.40
1847	1	0.60	100.00

**Table 10.C.27 Scale Score Frequency Distribution for Overall Score, Kindergarten**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	15	0.56	0.56
1170	1	0.04	0.60
1181	3	0.11	0.71
1191	1	0.04	0.75
1194	1	0.04	0.79
1200	1	0.04	0.83
1220	1	0.04	0.86
1240	1	0.04	0.90
1267	1	0.04	0.94
1270	1	0.04	0.98
1272	1	0.04	1.01
1273	1	0.04	1.05
1282	1	0.04	1.09
1284	1	0.04	1.13
1287	1	0.04	1.16
1289	1	0.04	1.20
1292	1	0.04	1.24
1296	1	0.04	1.28
1297	2	0.08	1.35
1301	1	0.04	1.39
1303	1	0.04	1.43
1305	1	0.04	1.46
1308	1	0.04	1.50
1309	1	0.04	1.54
1310	2	0.08	1.61
1312	1	0.04	1.65
1313	1	0.04	1.69
1316	2	0.08	1.76
1317	1	0.04	1.80
1318	2	0.08	1.88
1319	3	0.11	1.99
1320	1	0.04	2.03
1321	1	0.04	2.06
1322	1	0.04	2.10
1323	1	0.04	2.14
1326	3	0.11	2.25
1327	1	0.04	2.29
1328	1	0.04	2.33
1329	2	0.08	2.40
1332	2	0.08	2.48
1333	1	0.04	2.51



Table 10.C.27 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1336	4	0.15	2.66
1339	3	0.11	2.78
1341	3	0.11	2.89
1342	4	0.15	3.04
1343	2	0.08	3.11
1344	1	0.04	3.15
1345	3	0.11	3.26
1346	2	0.08	3.34
1349	2	0.08	3.41
1351	5	0.19	3.60
1352	4	0.15	3.75
1353	3	0.11	3.86
1354	11	0.41	4.28
1355	2	0.08	4.35
1356	2	0.08	4.43
1357	6	0.23	4.65
1358	1	0.04	4.69
1359	6	0.23	4.91
1360	5	0.19	5.10
1361	1	0.04	5.14
1362	4	0.15	5.29
1363	6	0.23	5.51
1364	3	0.11	5.63
1365	5	0.19	5.81
1366	5	0.19	6.00
1367	6	0.23	6.23
1368	7	0.26	6.49
1369	4	0.15	6.64
1370	15	0.56	7.20
1371	6	0.23	7.43
1372	7	0.26	7.69
1373	11	0.41	8.10
1374	7	0.26	8.36
1375	7	0.26	8.63
1376	7	0.26	8.89
1377	10	0.38	9.26
1378	15	0.56	9.83
1379	5	0.19	10.02
1380	4	0.15	10.17
1381	10	0.38	10.54
1382	8	0.30	10.84

Table 10.C.27 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1383	16	0.60	11.44
1384	7	0.26	11.70
1385	10	0.38	12.08
1386	8	0.30	12.38
1387	15	0.56	12.94
1388	5	0.19	13.13
1389	15	0.56	13.69
1390	18	0.68	14.37
1391	6	0.23	14.59
1392	9	0.34	14.93
1393	6	0.23	15.15
1394	12	0.45	15.60
1395	10	0.38	15.98
1396	4	0.15	16.13
1397	9	0.34	16.47
1398	16	0.60	17.07
1399	4	0.15	17.22
1400	13	0.49	17.70
1401	14	0.53	18.23
1402	8	0.30	18.53
1403	11	0.41	18.94
1404	10	0.38	19.32
1405	18	0.68	19.99
1406	19	0.71	20.71
1407	9	0.34	21.04
1408	15	0.56	21.61
1409	16	0.60	22.21
1410	16	0.60	22.81
1411	15	0.56	23.37
1412	8	0.30	23.67
1413	14	0.53	24.19
1414	23	0.86	25.06
1415	13	0.49	25.54
1416	4	0.15	25.69
1417	22	0.83	26.52
1418	10	0.38	26.89
1419	15	0.56	27.46
1420	18	0.68	28.13
1421	7	0.26	28.39
1422	16	0.60	28.99
1423	16	0.60	29.59

Table 10.C.27 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1424	11	0.41	30.01
1425	17	0.64	30.65
1426	20	0.75	31.40
1427	11	0.41	31.81
1428	13	0.49	32.30
1429	11	0.41	32.71
1430	21	0.79	33.50
1431	23	0.86	34.36
1432	14	0.53	34.88
1433	10	0.38	35.26
1434	9	0.34	35.60
1435	23	0.86	36.46
1436	9	0.34	36.80
1437	12	0.45	37.25
1438	22	0.83	38.07
1439	21	0.79	38.86
1440	11	0.41	39.27
1441	15	0.56	39.83
1442	13	0.49	40.32
1443	39	1.46	41.79
1444	12	0.45	42.24
1445	5	0.19	42.42
1446	5	0.19	42.61
1447	53	1.99	44.60
1448	7	0.26	44.86
1449	11	0.41	45.27
1450	20	0.75	46.02
1451	7	0.26	46.29
1452	23	0.86	47.15
1453	36	1.35	48.50
1454	3	0.11	48.61
1455	2	0.08	48.69
1456	21	0.79	49.47
1457	4	0.15	49.62
1458	43	1.61	51.24
1459	26	0.98	52.21
1461	8	0.30	52.51
1462	32	1.20	53.71
1463	3	0.11	53.83
1464	46	1.73	55.55
1466	6	0.23	55.78

Table 10.C.27 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1467	18	0.68	56.45
1468	41	1.54	57.99
1469	7	0.26	58.25
1470	9	0.34	58.59
1472	48	1.80	60.39
1473	1	0.04	60.43
1474	43	1.61	62.04
1475	16	0.60	62.64
1476	1	0.04	62.68
1477	5	0.19	62.87
1478	4	0.15	63.02
1479	3	0.11	63.13
1480	18	0.68	63.80
1481	12	0.45	64.25
1482	48	1.80	66.05
1483	12	0.45	66.50
1485	4	0.15	66.65
1486	1	0.04	66.69
1487	25	0.94	67.63
1488	1	0.04	67.67
1489	4	0.15	67.82
1490	49	1.84	69.65
1491	35	1.31	70.97
1492	1	0.04	71.01
1494	1	0.04	71.04
1495	1	0.04	71.08
1497	4	0.15	71.23
1499	4	0.15	71.38
1500	1	0.04	71.42
1502	58	2.18	73.59
1503	6	0.23	73.82
1505	1	0.04	73.86
1508	18	0.68	74.53
1509	1	0.04	74.57
1512	2	0.08	74.64
1517	4	0.15	74.79
1518	53	1.99	76.78
1520	1	0.04	76.82
1521	16	0.60	77.42
1524	2	0.08	77.49
1525	10	0.38	77.87

Table 10.C.27 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1530	25	0.94	78.81
1534	4	0.15	78.96
1536	30	1.13	80.08
1538	16	0.60	80.68
1542	35	1.31	82.00
1549	29	1.09	83.08
1550	51	1.91	85.00
1558	71	2.66	87.66
1569	89	3.34	91.00
1585	94	3.53	94.52
1599	1	0.04	94.56
1600	2	0.08	94.64
1601	1	0.04	94.67
1616	70	2.63	97.30
1618	2	0.08	97.37
1622	6	0.23	97.60
1633	18	0.68	98.27
1700	46	1.73	100.00

**Table 10.C.28 Scale Score Frequency Distribution for Overall Score, Grade One**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	17	0.35	0.35
1226	1	0.02	0.38
1238	1	0.02	0.40
1242	1	0.02	0.42
1248	1	0.02	0.44
1256	1	0.02	0.46
1259	1	0.02	0.48
1261	1	0.02	0.50
1264	1	0.02	0.52
1267	1	0.02	0.54
1268	1	0.02	0.56
1272	2	0.04	0.61
1273	1	0.02	0.63
1277	1	0.02	0.65
1278	1	0.02	0.67
1282	1	0.02	0.69
1284	2	0.04	0.73
1286	1	0.02	0.75
1287	1	0.02	0.77
1288	2	0.04	0.81
1293	2	0.04	0.86
1295	1	0.02	0.88
1296	1	0.02	0.90
1299	1	0.02	0.92
1301	1	0.02	0.94
1305	2	0.04	0.98
1308	1	0.02	1.00
1309	1	0.02	1.02
1322	2	0.04	1.06
1334	1	0.02	1.09
1352	2	0.04	1.13
1355	1	0.02	1.15
1357	1	0.02	1.17
1359	1	0.02	1.19
1360	1	0.02	1.21
1361	2	0.04	1.25
1362	1	0.02	1.27
1363	1	0.02	1.29
1364	1	0.02	1.32
1367	2	0.04	1.36
1369	1	0.02	1.38

Table 10.C.28 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1370	2	0.04	1.42
1371	3	0.06	1.48
1372	1	0.02	1.50
1373	2	0.04	1.55
1374	1	0.02	1.57
1375	1	0.02	1.59
1377	2	0.04	1.63
1378	3	0.06	1.69
1379	4	0.08	1.77
1380	3	0.06	1.84
1381	10	0.21	2.05
1382	2	0.04	2.09
1383	3	0.06	2.15
1384	2	0.04	2.19
1385	4	0.08	2.28
1386	7	0.15	2.42
1387	4	0.08	2.51
1388	9	0.19	2.69
1389	2	0.04	2.74
1390	6	0.13	2.86
1391	6	0.13	2.99
1392	9	0.19	3.17
1393	6	0.13	3.30
1394	10	0.21	3.51
1395	1	0.02	3.53
1396	10	0.21	3.74
1397	6	0.13	3.86
1398	6	0.13	3.99
1399	3	0.06	4.05
1400	13	0.27	4.32
1401	10	0.21	4.53
1402	9	0.19	4.72
1403	12	0.25	4.97
1405	19	0.40	5.37
1406	2	0.04	5.41
1407	19	0.40	5.80
1408	4	0.08	5.89
1409	12	0.25	6.14
1410	15	0.31	6.45
1411	20	0.42	6.87
1412	6	0.13	7.00

Table 10.C.28 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1413	11	0.23	7.22
1414	11	0.23	7.45
1415	9	0.19	7.64
1416	16	0.33	7.98
1417	7	0.15	8.12
1418	19	0.40	8.52
1419	10	0.21	8.73
1420	18	0.38	9.10
1421	12	0.25	9.35
1422	25	0.52	9.88
1423	17	0.35	10.23
1424	24	0.50	10.73
1425	15	0.31	11.05
1426	23	0.48	11.53
1427	22	0.46	11.99
1428	25	0.52	12.51
1429	30	0.63	13.13
1430	21	0.44	13.57
1431	24	0.50	14.07
1432	22	0.46	14.53
1433	29	0.61	15.14
1434	27	0.56	15.70
1435	48	1.00	16.70
1436	21	0.44	17.14
1437	29	0.61	17.75
1438	13	0.27	18.02
1439	45	0.94	18.96
1440	18	0.38	19.34
1441	51	1.06	20.40
1442	34	0.71	21.11
1443	25	0.52	21.63
1444	39	0.81	22.45
1445	26	0.54	22.99
1446	51	1.06	24.06
1447	27	0.56	24.62
1448	44	0.92	25.54
1449	52	1.09	26.62
1450	40	0.84	27.46
1451	33	0.69	28.15
1452	59	1.23	29.38
1453	24	0.50	29.88



Table 10.C.28 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1454	63	1.32	31.20
1455	41	0.86	32.05
1456	54	1.13	33.18
1457	48	1.00	34.18
1458	49	1.02	35.21
1459	53	1.11	36.31
1460	41	0.86	37.17
1461	35	0.73	37.90
1462	37	0.77	38.67
1463	56	1.17	39.84
1464	54	1.13	40.97
1465	15	0.31	41.28
1466	75	1.57	42.85
1467	33	0.69	43.54
1468	51	1.06	44.60
1469	73	1.52	46.13
1470	24	0.50	46.63
1471	46	0.96	47.59
1472	25	0.52	48.11
1473	113	2.36	50.47
1474	16	0.33	50.80
1475	31	0.65	51.45
1476	43	0.90	52.35
1477	72	1.50	53.85
1478	34	0.71	54.56
1479	21	0.44	55.00
1480	87	1.82	56.82
1481	46	0.96	57.78
1482	42	0.88	58.66
1483	26	0.54	59.20
1484	44	0.92	60.12
1485	50	1.04	61.16
1486	62	1.29	62.46
1487	13	0.27	62.73
1488	36	0.75	63.48
1489	57	1.19	64.67
1490	63	1.32	65.98
1491	36	0.75	66.74
1492	21	0.44	67.17
1493	18	0.38	67.55
1494	80	1.67	69.22

Table 10.C.28 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1495	62	1.29	70.52
1497	33	0.69	71.20
1498	38	0.79	72.00
1499	91	1.90	73.90
1500	11	0.23	74.13
1501	69	1.44	75.57
1502	12	0.25	75.82
1503	10	0.21	76.03
1504	46	0.96	76.99
1505	48	1.00	77.99
1506	55	1.15	79.14
1507	1	0.02	79.16
1508	3	0.06	79.22
1509	32	0.67	79.89
1510	10	0.21	80.10
1511	76	1.59	81.69
1513	83	1.73	83.42
1515	1	0.02	83.44
1516	8	0.17	83.61
1517	1	0.02	83.63
1518	76	1.59	85.22
1519	50	1.04	86.26
1520	12	0.25	86.51
1521	2	0.04	86.55
1523	40	0.84	87.39
1524	19	0.40	87.78
1526	46	0.96	88.75
1529	23	0.48	89.23
1530	53	1.11	90.33
1535	7	0.15	90.48
1536	45	0.94	91.42
1538	53	1.11	92.52
1542	7	0.15	92.67
1548	59	1.23	93.90
1550	1	0.02	93.92
1555	19	0.40	94.32
1559	2	0.04	94.36
1561	2	0.04	94.40
1562	1	0.02	94.42
1563	1	0.02	94.45
1564	3	0.06	94.51

Table 10.C.28 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1566	1	0.02	94.53
1567	24	0.50	95.03
1568	1	0.02	95.05
1570	1	0.02	95.07
1574	2	0.04	95.11
1576	1	0.02	95.13
1577	3	0.06	95.20
1578	1	0.02	95.22
1580	5	0.10	95.32
1584	5	0.10	95.43
1586	3	0.06	95.49
1588	15	0.31	95.80
1589	1	0.02	95.82
1592	16	0.33	96.16
1597	21	0.44	96.60
1602	24	0.50	97.10
1609	38	0.79	97.89
1617	26	0.54	98.43
1621	13	0.27	98.71
1627	22	0.46	99.16
1646	26	0.54	99.71
1700	14	0.29	100.00

**Table 10.C.29 Scale Score Frequency Distribution for Overall Score, Grade Two**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	11	0.19	0.19
1225	1	0.02	0.20
1239	1	0.02	0.22
1249	1	0.02	0.24
1256	1	0.02	0.25
1266	2	0.03	0.29
1268	1	0.02	0.30
1271	2	0.03	0.34
1276	1	0.02	0.36
1283	1	0.02	0.37
1286	1	0.02	0.39
1297	1	0.02	0.41
1308	1	0.02	0.42
1324	1	0.02	0.44
1329	1	0.02	0.46
1331	1	0.02	0.47
1351	2	0.03	0.51
1353	1	0.02	0.53
1354	1	0.02	0.54
1356	2	0.03	0.58
1357	1	0.02	0.59
1361	1	0.02	0.61
1363	4	0.07	0.68
1364	1	0.02	0.69
1365	1	0.02	0.71
1368	4	0.07	0.78
1370	1	0.02	0.80
1372	5	0.08	0.88
1373	2	0.03	0.91
1377	2	0.03	0.95
1378	5	0.08	1.03
1379	2	0.03	1.07
1380	5	0.08	1.15
1381	1	0.02	1.17
1382	2	0.03	1.20
1383	3	0.05	1.25
1384	3	0.05	1.30
1385	4	0.07	1.37
1386	2	0.03	1.41
1387	4	0.07	1.47
1388	6	0.10	1.58

Table 10.C.29 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1389	11	0.19	1.76
1390	5	0.08	1.85
1391	3	0.05	1.90
1392	5	0.08	1.98
1393	11	0.19	2.17
1394	4	0.07	2.24
1395	7	0.12	2.36
1396	2	0.03	2.39
1397	5	0.08	2.47
1398	15	0.25	2.73
1399	10	0.17	2.90
1400	11	0.19	3.08
1402	17	0.29	3.37
1403	2	0.03	3.41
1404	9	0.15	3.56
1405	15	0.25	3.81
1406	3	0.05	3.86
1407	16	0.27	4.13
1408	8	0.14	4.27
1409	3	0.05	4.32
1410	8	0.14	4.46
1411	1	0.02	4.47
1412	11	0.19	4.66
1413	5	0.08	4.74
1414	2	0.03	4.78
1415	6	0.10	4.88
1416	3	0.05	4.93
1417	6	0.10	5.03
1418	12	0.20	5.24
1419	6	0.10	5.34
1420	6	0.10	5.44
1421	3	0.05	5.49
1422	11	0.19	5.68
1423	7	0.12	5.79
1424	5	0.08	5.88
1425	7	0.12	6.00
1426	1	0.02	6.01
1427	11	0.19	6.20
1428	6	0.10	6.30
1429	7	0.12	6.42
1430	4	0.07	6.49

Table 10.C.29 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1431	9	0.15	6.64
1432	8	0.14	6.78
1433	8	0.14	6.91
1434	5	0.08	7.00
1435	10	0.17	7.17
1436	12	0.20	7.37
1437	10	0.17	7.54
1438	9	0.15	7.69
1439	15	0.25	7.95
1440	13	0.22	8.17
1441	12	0.20	8.37
1442	13	0.22	8.59
1443	24	0.41	9.00
1444	20	0.34	9.34
1445	12	0.20	9.54
1446	23	0.39	9.93
1447	19	0.32	10.25
1448	18	0.30	10.56
1449	13	0.22	10.78
1450	24	0.41	11.18
1451	20	0.34	11.52
1452	28	0.47	12.00
1453	27	0.46	12.45
1454	23	0.39	12.84
1455	27	0.46	13.30
1456	21	0.36	13.66
1457	31	0.53	14.18
1458	45	0.76	14.94
1459	17	0.29	15.23
1460	35	0.59	15.83
1461	21	0.36	16.18
1462	35	0.59	16.77
1463	47	0.80	17.57
1464	28	0.47	18.04
1465	43	0.73	18.77
1466	35	0.59	19.37
1467	31	0.53	19.89
1468	31	0.53	20.42
1469	40	0.68	21.09
1470	32	0.54	21.64
1471	56	0.95	22.59

Table 10.C.29 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1472	26	0.44	23.03
1473	30	0.51	23.53
1474	53	0.90	24.43
1475	44	0.75	25.18
1476	25	0.42	25.60
1477	83	1.41	27.01
1478	45	0.76	27.77
1479	23	0.39	28.16
1480	84	1.42	29.58
1481	25	0.42	30.01
1482	42	0.71	30.72
1483	61	1.03	31.75
1484	62	1.05	32.80
1485	17	0.29	33.09
1486	68	1.15	34.24
1487	67	1.14	35.38
1488	37	0.63	36.00
1489	65	1.10	37.11
1490	61	1.03	38.14
1491	53	0.90	39.04
1492	21	0.36	39.39
1493	128	2.17	41.56
1494	28	0.47	42.04
1495	36	0.61	42.65
1496	58	0.98	43.63
1497	41	0.69	44.32
1498	106	1.80	46.12
1499	71	1.20	47.32
1500	2	0.03	47.36
1501	30	0.51	47.87
1502	136	2.30	50.17
1503	37	0.63	50.80
1504	64	1.08	51.88
1505	6	0.10	51.98
1506	110	1.86	53.85
1507	118	2.00	55.85
1508	5	0.08	55.93
1509	8	0.14	56.07
1510	70	1.19	57.25
1511	153	2.59	59.84
1512	2	0.03	59.88

Table 10.C.29 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1513	44	0.75	60.62
1514	55	0.93	61.56
1515	19	0.32	61.88
1516	106	1.80	63.67
1517	105	1.78	65.45
1519	31	0.53	65.98
1520	57	0.97	66.94
1521	83	1.41	68.35
1522	50	0.85	69.20
1523	62	1.05	70.25
1524	35	0.59	70.84
1525	23	0.39	71.23
1526	15	0.25	71.48
1527	70	1.19	72.67
1528	65	1.10	73.77
1529	116	1.97	75.74
1530	4	0.07	75.80
1532	6	0.10	75.91
1533	15	0.25	76.16
1534	153	2.59	78.75
1535	9	0.15	78.91
1536	5	0.08	78.99
1537	37	0.63	79.62
1538	8	0.14	79.75
1539	48	0.81	80.57
1541	71	1.20	81.77
1542	50	0.85	82.62
1543	12	0.20	82.82
1544	2	0.03	82.85
1545	67	1.14	83.99
1547	22	0.37	84.36
1548	1	0.02	84.38
1549	3	0.05	84.43
1550	79	1.34	85.77
1551	21	0.36	86.12
1552	65	1.10	87.22
1553	2	0.03	87.26
1555	33	0.56	87.82
1556	27	0.46	88.28
1560	59	1.00	89.27
1561	36	0.61	89.88



Table 10.C.29 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1562	46	0.78	90.66
1565	2	0.03	90.70
1566	1	0.02	90.72
1567	38	0.64	91.36
1568	5	0.08	91.44
1571	7	0.12	91.56
1573	42	0.71	92.27
1574	58	0.98	93.26
1575	12	0.20	93.46
1576	2	0.03	93.49
1577	1	0.02	93.51
1580	18	0.30	93.82
1582	63	1.07	94.88
1585	12	0.20	95.09
1586	2	0.03	95.12
1589	4	0.07	95.19
1592	26	0.44	95.63
1593	2	0.03	95.66
1595	41	0.69	96.36
1598	3	0.05	96.41
1600	3	0.05	96.46
1602	10	0.17	96.63
1603	25	0.42	97.05
1604	3	0.05	97.10
1607	9	0.15	97.26
1609	5	0.08	97.34
1613	13	0.22	97.56
1614	8	0.14	97.70
1620	12	0.20	97.90
1621	5	0.08	97.98
1625	30	0.51	98.49
1629	19	0.32	98.81
1632	7	0.12	98.93
1641	19	0.32	99.25
1654	10	0.17	99.42
1671	20	0.34	99.76
1700	14	0.24	100.00

**Table 10.C.30 Scale Score Frequency Distribution for Overall Score, Grade Three**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	6	0.08	0.08
1246	1	0.01	0.09
1247	1	0.01	0.10
1271	1	0.01	0.12
1282	1	0.01	0.13
1294	1	0.01	0.14
1308	1	0.01	0.16
1324	1	0.01	0.17
1326	1	0.01	0.18
1329	1	0.01	0.19
1331	1	0.01	0.21
1345	1	0.01	0.22
1350	1	0.01	0.23
1352	2	0.03	0.26
1361	1	0.01	0.27
1367	1	0.01	0.28
1369	1	0.01	0.30
1373	1	0.01	0.31
1374	1	0.01	0.32
1377	5	0.06	0.39
1378	1	0.01	0.40
1379	1	0.01	0.41
1381	1	0.01	0.43
1382	1	0.01	0.44
1383	2	0.03	0.47
1386	3	0.04	0.50
1388	2	0.03	0.53
1389	1	0.01	0.54
1392	1	0.01	0.56
1393	3	0.04	0.60
1395	1	0.01	0.61
1396	3	0.04	0.65
1397	3	0.04	0.69
1398	1	0.01	0.70
1399	5	0.06	0.76
1401	3	0.04	0.80
1402	4	0.05	0.85
1403	1	0.01	0.87
1404	6	0.08	0.95
1405	3	0.04	0.98
1407	5	0.06	1.05

Table 10.C.30 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1408	5	0.06	1.11
1409	3	0.04	1.15
1410	5	0.06	1.22
1411	5	0.06	1.28
1412	2	0.03	1.31
1413	4	0.05	1.36
1414	8	0.10	1.46
1415	3	0.04	1.50
1416	1	0.01	1.51
1417	1	0.01	1.53
1418	7	0.09	1.62
1419	1	0.01	1.63
1420	16	0.21	1.84
1421	6	0.08	1.92
1422	9	0.12	2.03
1423	17	0.22	2.25
1424	7	0.09	2.34
1425	9	0.12	2.46
1426	9	0.12	2.58
1427	4	0.05	2.63
1428	11	0.14	2.77
1429	9	0.12	2.89
1430	12	0.16	3.04
1431	5	0.06	3.11
1432	16	0.21	3.31
1433	17	0.22	3.53
1434	9	0.12	3.65
1435	17	0.22	3.87
1436	9	0.12	3.99
1437	12	0.16	4.14
1438	13	0.17	4.31
1439	14	0.18	4.49
1440	12	0.16	4.65
1441	12	0.16	4.80
1442	18	0.23	5.04
1443	19	0.25	5.28
1444	14	0.18	5.46
1445	23	0.30	5.76
1446	22	0.28	6.05
1447	20	0.26	6.31
1448	18	0.23	6.54

Table 10.C.30 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1449	25	0.32	6.86
1450	13	0.17	7.03
1451	30	0.39	7.42
1452	30	0.39	7.81
1453	11	0.14	7.95
1454	49	0.63	8.58
1455	24	0.31	8.89
1456	4	0.05	8.95
1457	61	0.79	9.74
1458	10	0.13	9.87
1459	41	0.53	10.40
1460	40	0.52	10.91
1461	11	0.14	11.06
1462	60	0.78	11.83
1463	26	0.34	12.17
1464	55	0.71	12.88
1465	35	0.45	13.34
1466	22	0.28	13.62
1467	75	0.97	14.59
1468	23	0.30	14.89
1469	58	0.75	15.64
1470	54	0.70	16.34
1471	30	0.39	16.73
1472	78	1.01	17.74
1473	61	0.79	18.53
1474	47	0.61	19.14
1475	56	0.73	19.86
1476	43	0.56	20.42
1477	80	1.04	21.45
1478	73	0.95	22.40
1479	67	0.87	23.27
1480	92	1.19	24.46
1481	44	0.57	25.03
1482	66	0.85	25.88
1483	80	1.04	26.92
1484	60	0.78	27.69
1485	109	1.41	29.10
1486	65	0.84	29.95
1487	50	0.65	30.59
1488	107	1.39	31.98
1489	64	0.83	32.81

Table 10.C.30 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1490	102	1.32	34.13
1491	78	1.01	35.14
1492	68	0.88	36.02
1493	119	1.54	37.56
1494	100	1.29	38.85
1495	106	1.37	40.23
1496	98	1.27	41.49
1497	64	0.83	42.32
1498	87	1.13	43.45
1499	80	1.04	44.48
1500	130	1.68	46.17
1501	81	1.05	47.22
1502	89	1.15	48.37
1503	107	1.39	49.75
1504	40	0.52	50.27
1505	169	2.19	52.46
1506	23	0.30	52.76
1507	114	1.48	54.23
1508	100	1.29	55.53
1509	24	0.31	55.84
1510	138	1.79	57.63
1511	83	1.07	58.70
1512	120	1.55	60.25
1513	64	0.83	61.08
1514	37	0.48	61.56
1515	173	2.24	63.80
1516	63	0.82	64.62
1517	31	0.40	65.02
1518	170	2.20	67.22
1519	27	0.35	67.57
1520	84	1.09	68.66
1521	58	0.75	69.41
1522	53	0.69	70.09
1523	132	1.71	71.80
1524	23	0.30	72.10
1525	77	1.00	73.10
1526	98	1.27	74.37
1527	29	0.38	74.74
1528	44	0.57	75.31
1529	97	1.26	76.57
1530	57	0.74	77.30

Table 10.C.30 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1531	83	1.07	78.38
1532	35	0.45	78.83
1533	67	0.87	79.70
1534	77	1.00	80.70
1535	32	0.41	81.11
1536	28	0.36	81.47
1537	80	1.04	82.51
1538	60	0.78	83.29
1539	11	0.14	83.43
1540	65	0.84	84.27
1541	50	0.65	84.92
1542	25	0.32	85.24
1543	44	0.57	85.81
1544	38	0.49	86.30
1545	13	0.17	86.47
1546	49	0.63	87.11
1547	68	0.88	87.99
1548	6	0.08	88.06
1549	24	0.31	88.37
1550	78	1.01	89.38
1551	16	0.21	89.59
1552	22	0.28	89.88
1553	49	0.63	90.51
1554	1	0.01	90.52
1555	38	0.49	91.02
1556	36	0.47	91.48
1557	28	0.36	91.84
1558	38	0.49	92.34
1560	38	0.49	92.83
1561	29	0.38	93.20
1562	18	0.23	93.44
1563	8	0.10	93.54
1564	24	0.31	93.85
1565	24	0.31	94.16
1566	16	0.21	94.37
1567	10	0.13	94.50
1568	25	0.32	94.82
1569	12	0.16	94.98
1570	19	0.25	95.22
1571	1	0.01	95.24
1572	7	0.09	95.33

Table 10.C.30 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1573	50	0.65	95.97
1576	16	0.21	96.18
1577	13	0.17	96.35
1579	19	0.25	96.60
1580	12	0.16	96.75
1581	8	0.10	96.85
1582	8	0.10	96.96
1584	15	0.19	97.15
1585	1	0.01	97.16
1586	4	0.05	97.22
1587	8	0.10	97.32
1588	16	0.21	97.53
1590	1	0.01	97.54
1591	10	0.13	97.67
1592	1	0.01	97.68
1593	7	0.09	97.77
1594	16	0.21	97.98
1595	6	0.08	98.06
1597	3	0.04	98.10
1598	4	0.05	98.15
1599	5	0.06	98.21
1600	1	0.01	98.23
1602	7	0.09	98.32
1603	5	0.06	98.38
1606	16	0.21	98.59
1608	1	0.01	98.60
1610	3	0.04	98.64
1611	8	0.10	98.74
1614	5	0.06	98.81
1615	5	0.06	98.87
1617	6	0.08	98.95
1618	7	0.09	99.04
1620	1	0.01	99.05
1621	3	0.04	99.09
1623	1	0.01	99.11
1625	1	0.01	99.12
1626	4	0.05	99.17
1629	3	0.04	99.21
1632	4	0.05	99.26
1633	3	0.04	99.30
1638	2	0.03	99.33

Table 10.C.30 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1643	1	0.01	99.34
1644	6	0.08	99.42
1650	4	0.05	99.47
1654	1	0.01	99.48
1659	3	0.04	99.52
1661	1	0.01	99.53
1662	3	0.04	99.57
1665	1	0.01	99.59
1668	2	0.03	99.61
1671	2	0.03	99.64
1672	1	0.01	99.65
1676	2	0.03	99.68
1680	2	0.03	99.70
1682	1	0.01	99.72
1685	2	0.03	99.74
1688	3	0.04	99.78
1689	1	0.01	99.79
1691	3	0.04	99.83
1698	2	0.03	99.86
1704	1	0.01	99.87
1707	2	0.03	99.90
1713	1	0.01	99.91
1720	1	0.01	99.92
1724	1	0.01	99.94
1735	3	0.04	99.97
1741	1	0.01	99.99
1763	1	0.01	100.00



**Table 10.C.31 Scale Score Frequency Distribution for Overall Score, Grade Four**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	14	0.23	0.23
1267	1	0.02	0.24
1290	1	0.02	0.26
1297	1	0.02	0.28
1301	1	0.02	0.29
1316	1	0.02	0.31
1327	1	0.02	0.33
1336	1	0.02	0.34
1347	1	0.02	0.36
1350	2	0.03	0.39
1357	1	0.02	0.41
1359	2	0.03	0.44
1368	1	0.02	0.46
1371	2	0.03	0.49
1372	1	0.02	0.50
1373	1	0.02	0.52
1374	3	0.05	0.57
1376	1	0.02	0.59
1378	1	0.02	0.60
1380	2	0.03	0.63
1382	3	0.05	0.68
1383	2	0.03	0.72
1386	3	0.05	0.77
1388	1	0.02	0.78
1392	1	0.02	0.80
1393	1	0.02	0.81
1394	1	0.02	0.83
1395	2	0.03	0.86
1396	1	0.02	0.88
1397	1	0.02	0.90
1398	2	0.03	0.93
1399	2	0.03	0.96
1401	7	0.11	1.07
1404	1	0.02	1.09
1405	1	0.02	1.11
1406	1	0.02	1.12
1407	1	0.02	1.14
1408	1	0.02	1.16
1409	1	0.02	1.17
1410	2	0.03	1.20
1411	2	0.03	1.24

Table 10.C.31 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1412	3	0.05	1.29
1413	1	0.02	1.30
1414	1	0.02	1.32
1415	6	0.10	1.42
1416	2	0.03	1.45
1417	1	0.02	1.47
1418	1	0.02	1.48
1419	2	0.03	1.51
1420	2	0.03	1.55
1423	1	0.02	1.56
1424	2	0.03	1.60
1426	3	0.05	1.64
1427	2	0.03	1.68
1428	2	0.03	1.71
1429	3	0.05	1.76
1430	5	0.08	1.84
1431	3	0.05	1.89
1432	1	0.02	1.90
1433	5	0.08	1.99
1434	1	0.02	2.00
1435	7	0.11	2.12
1436	3	0.05	2.17
1437	6	0.10	2.26
1438	6	0.10	2.36
1439	5	0.08	2.44
1440	6	0.10	2.54
1441	5	0.08	2.62
1442	5	0.08	2.70
1443	4	0.07	2.77
1444	7	0.11	2.88
1445	7	0.11	3.00
1446	8	0.13	3.13
1447	5	0.08	3.21
1448	14	0.23	3.43
1449	5	0.08	3.52
1450	9	0.15	3.66
1451	9	0.15	3.81
1452	11	0.18	3.99
1453	3	0.05	4.04
1454	14	0.23	4.27
1455	1	0.02	4.28

Table 10.C.31 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1456	1	0.02	4.30
1457	21	0.34	4.64
1458	4	0.07	4.70
1459	13	0.21	4.92
1460	9	0.15	5.06
1461	7	0.11	5.18
1462	16	0.26	5.44
1463	4	0.07	5.50
1464	22	0.36	5.86
1465	15	0.24	6.10
1466	4	0.07	6.17
1467	31	0.50	6.67
1468	18	0.29	6.97
1469	16	0.26	7.23
1470	18	0.29	7.52
1471	11	0.18	7.70
1472	38	0.62	8.32
1473	23	0.37	8.69
1474	25	0.41	9.10
1475	33	0.54	9.64
1476	23	0.37	10.01
1477	23	0.37	10.39
1478	22	0.36	10.74
1479	24	0.39	11.13
1480	30	0.49	11.62
1481	14	0.23	11.85
1482	29	0.47	12.32
1483	42	0.68	13.01
1484	19	0.31	13.32
1485	29	0.47	13.79
1486	17	0.28	14.06
1487	33	0.54	14.60
1488	53	0.86	15.46
1489	28	0.46	15.92
1490	44	0.72	16.64
1491	41	0.67	17.30
1492	29	0.47	17.78
1493	48	0.78	18.56
1494	55	0.90	19.45
1495	46	0.75	20.20
1496	44	0.72	20.92

Table 10.C.31 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1497	37	0.60	21.52
1498	29	0.47	21.99
1499	51	0.83	22.82
1500	61	0.99	23.82
1501	53	0.86	24.68
1502	50	0.81	25.49
1503	63	1.03	26.52
1504	28	0.46	26.97
1505	119	1.94	28.91
1506	27	0.44	29.35
1507	78	1.27	30.62
1508	58	0.94	31.56
1509	17	0.28	31.84
1510	62	1.01	32.85
1511	53	0.86	33.71
1512	90	1.47	35.18
1513	40	0.65	35.83
1514	31	0.50	36.33
1515	122	1.99	38.32
1516	38	0.62	38.94
1517	25	0.41	39.35
1518	164	2.67	42.02
1519	35	0.57	42.59
1520	63	1.03	43.61
1521	53	0.86	44.47
1522	65	1.06	45.53
1523	82	1.33	46.87
1524	33	0.54	47.40
1525	93	1.51	48.92
1526	110	1.79	50.71
1527	41	0.67	51.38
1528	59	0.96	52.34
1529	114	1.86	54.19
1530	53	0.86	55.05
1531	76	1.24	56.29
1532	46	0.75	57.04
1533	87	1.42	58.46
1534	110	1.79	60.25
1535	48	0.78	61.03
1536	26	0.42	61.45
1537	133	2.17	63.62

Table 10.C.31 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1538	61	0.99	64.61
1539	6	0.10	64.71
1540	64	1.04	65.75
1541	68	1.11	66.86
1542	34	0.55	67.41
1543	88	1.43	68.84
1544	43	0.70	69.54
1545	17	0.28	69.82
1546	79	1.29	71.11
1547	90	1.47	72.57
1548	7	0.11	72.68
1549	43	0.70	73.38
1550	94	1.53	74.91
1551	23	0.37	75.29
1552	27	0.44	75.73
1553	81	1.32	77.05
1554	1	0.02	77.06
1555	59	0.96	78.02
1556	59	0.96	78.98
1557	26	0.42	79.41
1558	46	0.75	80.16
1560	46	0.75	80.91
1561	43	0.70	81.61
1562	23	0.37	81.98
1563	11	0.18	82.16
1564	48	0.78	82.94
1565	34	0.55	83.49
1566	42	0.68	84.18
1567	20	0.33	84.50
1568	44	0.72	85.22
1569	27	0.44	85.66
1570	13	0.21	85.87
1572	35	0.57	86.44
1573	77	1.25	87.69
1575	1	0.02	87.71
1576	33	0.54	88.25
1577	33	0.54	88.78
1579	40	0.65	89.44
1580	20	0.33	89.76
1581	2	0.03	89.79
1582	42	0.68	90.48

Table 10.C.31 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1583	2	0.03	90.51
1584	31	0.50	91.01
1586	11	0.18	91.19
1587	11	0.18	91.37
1588	55	0.90	92.27
1591	13	0.21	92.48
1592	2	0.03	92.51
1593	22	0.36	92.87
1594	29	0.47	93.34
1595	14	0.23	93.57
1596	1	0.02	93.59
1598	21	0.34	93.93
1599	35	0.57	94.50
1600	2	0.03	94.53
1602	17	0.28	94.81
1603	11	0.18	94.99
1605	3	0.05	95.03
1606	40	0.65	95.69
1608	5	0.08	95.77
1610	3	0.05	95.82
1611	12	0.20	96.01
1614	2	0.03	96.04
1615	17	0.28	96.32
1616	3	0.05	96.37
1617	19	0.31	96.68
1618	8	0.13	96.81
1621	13	0.21	97.02
1623	16	0.26	97.28
1625	7	0.11	97.40
1626	9	0.15	97.54
1629	6	0.10	97.64
1632	17	0.28	97.92
1633	7	0.11	98.03
1635	1	0.02	98.05
1638	12	0.20	98.24
1643	3	0.05	98.29
1644	15	0.24	98.53
1650	6	0.10	98.63
1651	3	0.05	98.68
1656	2	0.03	98.71
1659	8	0.13	98.84

Table 10.C.31 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1660	1	0.02	98.86
1661	6	0.10	98.96
1662	1	0.02	98.97
1665	2	0.03	99.01
1668	1	0.02	99.02
1671	7	0.11	99.14
1672	3	0.05	99.19
1676	3	0.05	99.23
1680	5	0.08	99.32
1682	2	0.03	99.35
1685	5	0.08	99.43
1688	10	0.16	99.59
1689	1	0.02	99.61
1691	6	0.10	99.71
1698	1	0.02	99.72
1707	5	0.08	99.80
1713	1	0.02	99.82
1716	4	0.07	99.89
1718	3	0.05	99.93
1720	1	0.02	99.95
1735	2	0.03	99.98
1794	1	0.02	100.00

**Table 10.C.32 Scale Score Frequency Distribution for Overall Score, Grade Five**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	9	0.15	0.15
1257	1	0.02	0.17
1259	1	0.02	0.18
1335	1	0.02	0.20
1343	1	0.02	0.22
1347	1	0.02	0.23
1359	1	0.02	0.25
1363	1	0.02	0.27
1366	1	0.02	0.28
1374	1	0.02	0.30
1379	1	0.02	0.32
1380	2	0.03	0.35
1382	1	0.02	0.37
1388	2	0.03	0.40
1389	1	0.02	0.41
1390	1	0.02	0.43
1393	2	0.03	0.46
1394	2	0.03	0.50
1396	2	0.03	0.53
1398	1	0.02	0.55
1399	1	0.02	0.56
1401	1	0.02	0.58
1404	3	0.05	0.63
1405	3	0.05	0.68
1406	1	0.02	0.70
1407	1	0.02	0.71
1412	1	0.02	0.73
1415	2	0.03	0.76
1416	1	0.02	0.78
1417	3	0.05	0.83
1418	3	0.05	0.88
1421	2	0.03	0.91
1423	3	0.05	0.96
1424	2	0.03	1.00
1425	1	0.02	1.01
1427	1	0.02	1.03
1428	4	0.07	1.10
1429	4	0.07	1.16
1430	4	0.07	1.23
1431	1	0.02	1.24
1432	2	0.03	1.28



Table 10.C.32 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1433	5	0.08	1.36
1434	2	0.03	1.39
1435	6	0.10	1.49
1436	3	0.05	1.54
1437	2	0.03	1.58
1438	2	0.03	1.61
1439	2	0.03	1.64
1440	2	0.03	1.68
1441	3	0.05	1.73
1442	7	0.12	1.84
1443	5	0.08	1.92
1444	3	0.05	1.97
1445	3	0.05	2.02
1446	4	0.07	2.09
1447	7	0.12	2.21
1448	5	0.08	2.29
1449	6	0.10	2.39
1450	4	0.07	2.46
1451	7	0.12	2.57
1452	6	0.10	2.67
1453	1	0.02	2.69
1454	11	0.18	2.87
1455	4	0.07	2.94
1456	5	0.08	3.02
1457	10	0.17	3.19
1458	7	0.12	3.30
1459	6	0.10	3.40
1460	8	0.13	3.53
1461	7	0.12	3.65
1462	10	0.17	3.82
1463	6	0.10	3.92
1464	12	0.20	4.12
1465	7	0.12	4.23
1466	11	0.18	4.41
1467	11	0.18	4.60
1468	8	0.13	4.73
1469	14	0.23	4.96
1470	12	0.20	5.16
1471	7	0.12	5.28
1472	14	0.23	5.51
1473	9	0.15	5.66

Table 10.C.32 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1474	15	0.25	5.91
1475	13	0.22	6.12
1476	8	0.13	6.26
1477	15	0.25	6.51
1478	12	0.20	6.70
1479	15	0.25	6.95
1480	24	0.40	7.35
1481	7	0.12	7.47
1482	21	0.35	7.82
1483	12	0.20	8.02
1484	18	0.30	8.31
1485	25	0.41	8.73
1486	11	0.18	8.91
1487	9	0.15	9.06
1488	32	0.53	9.59
1489	27	0.45	10.04
1490	31	0.51	10.55
1491	26	0.43	10.99
1492	11	0.18	11.17
1493	40	0.66	11.83
1494	28	0.46	12.30
1495	33	0.55	12.84
1496	37	0.61	13.46
1497	30	0.50	13.96
1498	26	0.43	14.39
1499	34	0.56	14.95
1500	40	0.66	15.62
1501	21	0.35	15.96
1502	39	0.65	16.61
1503	40	0.66	17.28
1504	13	0.22	17.49
1505	67	1.11	18.60
1506	16	0.27	18.87
1507	52	0.86	19.73
1508	57	0.95	20.68
1509	17	0.28	20.96
1510	50	0.83	21.79
1511	44	0.73	22.52
1512	59	0.98	23.50
1513	30	0.50	24.00
1514	30	0.50	24.49

Table 10.C.32 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1515	104	1.73	26.22
1516	29	0.48	26.70
1517	10	0.17	26.87
1518	119	1.97	28.84
1519	38	0.63	29.47
1520	51	0.85	30.32
1521	34	0.56	30.88
1522	68	1.13	32.01
1523	73	1.21	33.22
1524	33	0.55	33.77
1525	63	1.05	34.82
1526	68	1.13	35.94
1527	32	0.53	36.48
1528	46	0.76	37.24
1529	107	1.78	39.01
1530	45	0.75	39.76
1531	59	0.98	40.74
1532	35	0.58	41.32
1533	82	1.36	42.68
1534	61	1.01	43.69
1535	40	0.66	44.36
1536	14	0.23	44.59
1537	118	1.96	46.55
1538	67	1.11	47.66
1539	4	0.07	47.73
1540	87	1.44	49.17
1541	94	1.56	50.73
1542	37	0.61	51.34
1543	103	1.71	53.05
1544	48	0.80	53.85
1545	22	0.37	54.22
1546	99	1.64	55.86
1547	103	1.71	57.57
1548	11	0.18	57.75
1549	56	0.93	58.68
1550	123	2.04	60.72
1551	58	0.96	61.68
1552	29	0.48	62.16
1553	83	1.38	63.54
1554	8	0.13	63.67
1555	90	1.49	65.17

Table 10.C.32 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1556	72	1.19	66.36
1557	54	0.90	67.26
1558	36	0.60	67.86
1560	85	1.41	69.27
1561	71	1.18	70.44
1562	30	0.50	70.94
1563	22	0.37	71.31
1564	54	0.90	72.20
1565	41	0.68	72.88
1566	48	0.80	73.68
1567	19	0.32	74.00
1568	73	1.21	75.21
1569	46	0.76	75.97
1570	29	0.48	76.45
1572	51	0.85	77.30
1573	139	2.31	79.61
1576	34	0.56	80.17
1577	66	1.10	81.26
1579	57	0.95	82.21
1580	44	0.73	82.94
1581	13	0.22	83.16
1582	56	0.93	84.09
1583	6	0.10	84.19
1584	56	0.93	85.11
1586	21	0.35	85.46
1587	9	0.15	85.61
1588	95	1.58	87.19
1591	11	0.18	87.37
1592	1	0.02	87.39
1593	36	0.60	87.99
1594	50	0.83	88.82
1595	20	0.33	89.15
1596	1	0.02	89.16
1597	1	0.02	89.18
1598	29	0.48	89.66
1599	40	0.66	90.33
1600	4	0.07	90.39
1602	22	0.37	90.76
1603	19	0.32	91.07
1605	2	0.03	91.11
1606	62	1.03	92.13

Table 10.C.32 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1608	4	0.07	92.20
1610	2	0.03	92.23
1611	27	0.45	92.68
1614	9	0.15	92.83
1615	40	0.66	93.49
1616	3	0.05	93.54
1617	31	0.51	94.06
1618	13	0.22	94.27
1620	1	0.02	94.29
1621	11	0.18	94.47
1623	27	0.45	94.92
1625	9	0.15	95.07
1626	10	0.17	95.24
1629	20	0.33	95.57
1632	32	0.53	96.10
1633	9	0.15	96.25
1638	34	0.56	96.81
1643	9	0.15	96.96
1644	23	0.38	97.34
1648	1	0.02	97.36
1650	10	0.17	97.53
1651	2	0.03	97.56
1656	3	0.05	97.61
1659	16	0.27	97.88
1660	7	0.12	97.99
1661	6	0.10	98.09
1662	5	0.08	98.17
1664	1	0.02	98.19
1665	6	0.10	98.29
1668	4	0.07	98.36
1671	11	0.18	98.54
1672	3	0.05	98.59
1674	1	0.02	98.61
1676	8	0.13	98.74
1678	1	0.02	98.76
1680	6	0.10	98.85
1682	3	0.05	98.90
1685	4	0.07	98.97
1688	12	0.20	99.17
1689	4	0.07	99.24
1691	4	0.07	99.30

Table 10.C.32 (*continuation six*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1697	4	0.07	99.37
1698	5	0.08	99.45
1707	4	0.07	99.52
1713	1	0.02	99.54
1716	5	0.08	99.62
1718	5	0.08	99.70
1720	2	0.03	99.73
1724	2	0.03	99.77
1735	4	0.07	99.83
1741	1	0.02	99.85
1747	4	0.07	99.92
1763	3	0.05	99.97
1769	1	0.02	99.98
1794	1	0.02	100.00

**Table 10.C.33 Scale Score Frequency Distribution for Overall Score, Grade Six**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	11	0.24	0.24
1233	1	0.02	0.26
1258	1	0.02	0.28
1265	1	0.02	0.30
1273	1	0.02	0.33
1282	1	0.02	0.35
1289	1	0.02	0.37
1300	1	0.02	0.39
1324	1	0.02	0.41
1347	1	0.02	0.43
1350	1	0.02	0.46
1357	1	0.02	0.48
1358	1	0.02	0.50
1363	1	0.02	0.52
1365	1	0.02	0.54
1369	1	0.02	0.56
1372	3	0.07	0.63
1375	2	0.04	0.67
1381	1	0.02	0.70
1382	1	0.02	0.72
1383	1	0.02	0.74
1385	1	0.02	0.76
1386	2	0.04	0.80
1389	1	0.02	0.83
1391	2	0.04	0.87
1392	2	0.04	0.91
1395	2	0.04	0.96
1399	3	0.07	1.02
1400	3	0.07	1.09
1402	2	0.04	1.13
1403	2	0.04	1.17
1404	4	0.09	1.26
1407	1	0.02	1.28
1411	2	0.04	1.33
1412	1	0.02	1.35
1414	5	0.11	1.46
1415	1	0.02	1.48
1417	3	0.07	1.54
1418	1	0.02	1.56
1420	1	0.02	1.59
1421	2	0.04	1.63

Table 10.C.33 (*continuation one*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1423	1	0.02	1.65
1424	1	0.02	1.67
1425	2	0.04	1.72
1426	4	0.09	1.80
1427	3	0.07	1.87
1428	1	0.02	1.89
1429	2	0.04	1.93
1430	2	0.04	1.98
1431	3	0.07	2.04
1432	1	0.02	2.06
1433	4	0.09	2.15
1435	2	0.04	2.19
1436	3	0.07	2.26
1438	8	0.17	2.43
1439	2	0.04	2.48
1440	2	0.04	2.52
1441	3	0.07	2.59
1443	1	0.02	2.61
1444	1	0.02	2.63
1445	2	0.04	2.67
1446	3	0.07	2.74
1447	3	0.07	2.80
1448	7	0.15	2.96
1449	1	0.02	2.98
1450	3	0.07	3.04
1451	5	0.11	3.15
1452	6	0.13	3.28
1453	5	0.11	3.39
1454	6	0.13	3.52
1455	3	0.07	3.59
1456	3	0.07	3.65
1457	1	0.02	3.67
1458	5	0.11	3.78
1459	7	0.15	3.93
1460	6	0.13	4.06
1461	5	0.11	4.17
1462	7	0.15	4.32
1463	3	0.07	4.39
1464	5	0.11	4.50
1465	9	0.20	4.69
1466	6	0.13	4.82



Table 10.C.33 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1467	8	0.17	5.00
1468	6	0.13	5.13
1469	6	0.13	5.26
1470	6	0.13	5.39
1471	11	0.24	5.63
1472	6	0.13	5.76
1473	1	0.02	5.78
1474	21	0.46	6.24
1475	5	0.11	6.35
1476	1	0.02	6.37
1477	22	0.48	6.84
1478	9	0.20	7.04
1479	1	0.02	7.06
1480	29	0.63	7.69
1481	12	0.26	7.95
1482	11	0.24	8.19
1483	19	0.41	8.60
1484	14	0.30	8.91
1485	6	0.13	9.04
1486	19	0.41	9.45
1487	16	0.35	9.80
1488	3	0.07	9.87
1489	25	0.54	10.41
1490	12	0.26	10.67
1491	14	0.30	10.97
1492	29	0.63	11.60
1493	13	0.28	11.89
1494	10	0.22	12.10
1495	52	1.13	13.23
1496	9	0.20	13.43
1497	18	0.39	13.82
1498	17	0.37	14.19
1499	44	0.96	15.15
1500	2	0.04	15.19
1501	20	0.43	15.62
1502	61	1.33	16.95
1503	19	0.41	17.36
1504	6	0.13	17.49
1505	48	1.04	18.54
1506	30	0.65	19.19
1507	21	0.46	19.64

Table 10.C.33 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1508	38	0.83	20.47
1509	30	0.65	21.12
1510	41	0.89	22.01
1511	23	0.50	22.51
1512	54	1.17	23.69
1513	13	0.28	23.97
1514	35	0.76	24.73
1515	54	1.17	25.90
1516	17	0.37	26.27
1517	39	0.85	27.12
1518	39	0.85	27.97
1519	47	1.02	28.99
1520	48	1.04	30.03
1522	78	1.69	31.73
1523	59	1.28	33.01
1524	1	0.02	33.03
1525	56	1.22	34.25
1526	92	2.00	36.25
1527	2	0.04	36.29
1528	37	0.80	37.09
1529	72	1.56	38.66
1530	19	0.41	39.07
1531	45	0.98	40.05
1532	19	0.41	40.46
1533	98	2.13	42.59
1534	3	0.07	42.66
1535	73	1.59	44.24
1536	40	0.87	45.11
1537	32	0.70	45.81
1538	70	1.52	47.33
1539	27	0.59	47.91
1540	8	0.17	48.09
1541	66	1.43	49.52
1542	47	1.02	50.54
1543	41	0.89	51.43
1544	34	0.74	52.17
1545	55	1.20	53.37
1546	44	0.96	54.32
1547	27	0.59	54.91
1548	54	1.17	56.08
1549	36	0.78	56.87

Table 10.C.33 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1550	25	0.54	57.41
1551	43	0.93	58.34
1552	37	0.80	59.15
1553	24	0.52	59.67
1554	93	2.02	61.69
1556	47	1.02	62.71
1557	16	0.35	63.06
1558	99	2.15	65.21
1559	41	0.89	66.10
1560	6	0.13	66.23
1561	23	0.50	66.73
1562	83	1.80	68.54
1563	9	0.20	68.73
1564	32	0.70	69.43
1565	58	1.26	70.69
1566	39	0.85	71.53
1567	20	0.43	71.97
1568	17	0.37	72.34
1569	68	1.48	73.82
1570	33	0.72	74.53
1571	2	0.04	74.58
1572	37	0.80	75.38
1573	39	0.85	76.23
1574	21	0.46	76.68
1575	3	0.07	76.75
1576	17	0.37	77.12
1577	63	1.37	78.49
1578	29	0.63	79.12
1579	1	0.02	79.14
1580	39	0.85	79.99
1581	35	0.76	80.75
1582	9	0.20	80.94
1583	33	0.72	81.66
1584	4	0.09	81.75
1585	38	0.83	82.57
1586	2	0.04	82.62
1587	34	0.74	83.36
1588	14	0.30	83.66
1589	29	0.63	84.29
1590	7	0.15	84.44
1591	45	0.98	85.42

Table 10.C.33 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1593	15	0.33	85.75
1594	26	0.56	86.31
1595	38	0.83	87.14
1596	1	0.02	87.16
1598	42	0.91	88.07
1599	12	0.26	88.33
1600	3	0.07	88.40
1601	14	0.30	88.70
1602	20	0.43	89.14
1603	7	0.15	89.29
1604	15	0.33	89.61
1605	17	0.37	89.98
1607	9	0.20	90.18
1608	4	0.09	90.27
1609	18	0.39	90.66
1610	21	0.46	91.11
1614	26	0.56	91.68
1615	4	0.09	91.76
1617	10	0.22	91.98
1618	14	0.30	92.29
1620	6	0.13	92.42
1621	15	0.33	92.74
1622	1	0.02	92.76
1623	15	0.33	93.09
1624	1	0.02	93.11
1625	7	0.15	93.26
1626	6	0.13	93.39
1628	21	0.46	93.85
1630	1	0.02	93.87
1632	1	0.02	93.89
1633	17	0.37	94.26
1634	8	0.17	94.44
1637	16	0.35	94.78
1639	3	0.07	94.85
1640	3	0.07	94.92
1641	9	0.20	95.11
1642	3	0.07	95.18
1643	1	0.02	95.20
1646	19	0.41	95.61
1648	8	0.17	95.78
1649	3	0.07	95.85

Table 10.C.33 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1650	1	0.02	95.87
1651	14	0.30	96.18
1652	4	0.09	96.26
1654	3	0.07	96.33
1656	2	0.04	96.37
1657	17	0.37	96.74
1659	8	0.17	96.91
1663	18	0.39	97.31
1667	4	0.09	97.39
1668	1	0.02	97.41
1669	1	0.02	97.44
1671	9	0.20	97.63
1675	4	0.09	97.72
1680	12	0.26	97.98
1683	1	0.02	98.00
1684	1	0.02	98.02
1685	10	0.22	98.24
1690	4	0.09	98.33
1691	3	0.07	98.39
1696	6	0.13	98.52
1697	1	0.02	98.54
1702	5	0.11	98.65
1703	1	0.02	98.67
1706	2	0.04	98.72
1709	3	0.07	98.78
1712	2	0.04	98.83
1718	4	0.09	98.91
1719	2	0.04	98.96
1722	3	0.07	99.02
1726	3	0.07	99.09
1727	2	0.04	99.13
1730	2	0.04	99.17
1733	3	0.07	99.24
1738	2	0.04	99.28
1742	2	0.04	99.33
1745	1	0.02	99.35
1751	4	0.09	99.44
1756	1	0.02	99.46
1758	1	0.02	99.48
1762	5	0.11	99.59
1768	1	0.02	99.61

Table 10.C.33 (*continuation seven*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1776	7	0.15	99.76
1785	4	0.09	99.85
1795	1	0.02	99.87
1798	1	0.02	99.89
1811	3	0.07	99.96
1832	2	0.04	100.00

**Table 10.C.34 Scale Score Frequency Distribution for Overall Score, Grade Seven**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	18	0.44	0.44
1261	1	0.02	0.46
1299	1	0.02	0.48
1303	1	0.02	0.51
1309	1	0.02	0.53
1319	1	0.02	0.56
1328	1	0.02	0.58
1332	1	0.02	0.61
1333	1	0.02	0.63
1351	1	0.02	0.65
1353	1	0.02	0.68
1370	1	0.02	0.70
1372	1	0.02	0.73
1375	1	0.02	0.75
1380	1	0.02	0.77
1382	2	0.05	0.82
1386	2	0.05	0.87
1387	1	0.02	0.90
1390	1	0.02	0.92
1392	1	0.02	0.94
1393	1	0.02	0.97
1395	1	0.02	0.99
1398	1	0.02	1.02
1400	2	0.05	1.07
1403	1	0.02	1.09
1405	1	0.02	1.11
1406	1	0.02	1.14
1407	1	0.02	1.16
1408	1	0.02	1.19
1410	1	0.02	1.21
1413	1	0.02	1.23
1414	2	0.05	1.28
1416	1	0.02	1.31
1420	1	0.02	1.33
1421	1	0.02	1.36
1422	1	0.02	1.38
1423	1	0.02	1.40
1424	2	0.05	1.45
1425	2	0.05	1.50
1426	1	0.02	1.53
1427	2	0.05	1.57

Table 10.C.34 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1428	1	0.02	1.60
1429	2	0.05	1.65
1430	2	0.05	1.69
1431	2	0.05	1.74
1434	1	0.02	1.77
1435	3	0.07	1.84
1436	3	0.07	1.91
1438	7	0.17	2.08
1439	2	0.05	2.13
1440	1	0.02	2.15
1441	3	0.07	2.23
1442	1	0.02	2.25
1443	3	0.07	2.32
1444	1	0.02	2.35
1445	1	0.02	2.37
1448	3	0.07	2.45
1449	2	0.05	2.49
1450	2	0.05	2.54
1451	3	0.07	2.62
1452	2	0.05	2.66
1454	1	0.02	2.69
1455	3	0.07	2.76
1456	2	0.05	2.81
1457	3	0.07	2.88
1458	8	0.19	3.08
1459	4	0.10	3.17
1460	2	0.05	3.22
1461	1	0.02	3.24
1462	3	0.07	3.32
1463	2	0.05	3.37
1464	4	0.10	3.46
1465	5	0.12	3.58
1466	2	0.05	3.63
1467	5	0.12	3.75
1468	9	0.22	3.97
1469	1	0.02	4.00
1470	2	0.05	4.04
1471	5	0.12	4.16
1473	5	0.12	4.29
1474	9	0.22	4.50
1475	4	0.10	4.60



Table 10.C.34 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1476	2	0.05	4.65
1477	9	0.22	4.87
1478	7	0.17	5.04
1479	3	0.07	5.11
1480	8	0.19	5.30
1481	4	0.10	5.40
1482	5	0.12	5.52
1483	10	0.24	5.76
1484	14	0.34	6.10
1485	6	0.15	6.25
1486	8	0.19	6.44
1487	8	0.19	6.63
1488	5	0.12	6.76
1489	18	0.44	7.19
1490	12	0.29	7.48
1491	9	0.22	7.70
1492	17	0.41	8.11
1493	5	0.12	8.23
1494	7	0.17	8.40
1495	15	0.36	8.77
1496	9	0.22	8.98
1497	6	0.15	9.13
1498	13	0.31	9.44
1499	17	0.41	9.85
1500	1	0.02	9.88
1501	11	0.27	10.15
1502	35	0.85	10.99
1503	8	0.19	11.19
1504	3	0.07	11.26
1505	34	0.82	12.08
1506	24	0.58	12.66
1507	12	0.29	12.95
1508	30	0.73	13.68
1509	17	0.41	14.09
1510	37	0.90	14.99
1511	10	0.24	15.23
1512	34	0.82	16.05
1513	10	0.24	16.30
1514	13	0.31	16.61
1515	39	0.94	17.55
1516	7	0.17	17.72

Table 10.C.34 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1517	15	0.36	18.09
1518	22	0.53	18.62
1519	20	0.48	19.10
1520	33	0.80	19.90
1521	1	0.02	19.93
1522	54	1.31	21.23
1523	36	0.87	22.11
1525	50	1.21	23.32
1526	55	1.33	24.65
1527	5	0.12	24.77
1528	28	0.68	25.45
1529	43	1.04	26.49
1530	15	0.36	26.85
1531	22	0.53	27.38
1532	11	0.27	27.65
1533	64	1.55	29.20
1535	40	0.97	30.17
1536	28	0.68	30.85
1537	36	0.87	31.72
1538	59	1.43	33.15
1539	22	0.53	33.68
1540	13	0.31	34.00
1541	62	1.50	35.50
1542	31	0.75	36.25
1543	30	0.73	36.97
1544	25	0.61	37.58
1545	52	1.26	38.84
1546	49	1.19	40.02
1547	25	0.61	40.63
1548	42	1.02	41.65
1549	46	1.11	42.76
1550	42	1.02	43.78
1551	35	0.85	44.62
1552	30	0.73	45.35
1553	25	0.61	45.96
1554	74	1.79	47.75
1555	1	0.02	47.77
1556	36	0.87	48.64
1557	7	0.17	48.81
1558	71	1.72	50.53
1559	42	1.02	51.55

Table 10.C.34 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1560	6	0.15	51.69
1561	24	0.58	52.28
1562	76	1.84	54.12
1563	6	0.15	54.26
1564	27	0.65	54.92
1565	46	1.11	56.03
1566	27	0.65	56.68
1567	29	0.70	57.38
1568	25	0.61	57.99
1569	62	1.50	59.49
1570	40	0.97	60.46
1571	4	0.10	60.56
1572	64	1.55	62.11
1573	55	1.33	63.44
1574	29	0.70	64.14
1575	5	0.12	64.26
1576	17	0.41	64.67
1577	86	2.08	66.76
1578	23	0.56	67.31
1579	2	0.05	67.36
1580	62	1.50	68.86
1581	38	0.92	69.78
1582	8	0.19	69.98
1583	47	1.14	71.11
1584	8	0.19	71.31
1585	56	1.36	72.66
1587	34	0.82	73.49
1588	17	0.41	73.90
1589	31	0.75	74.65
1590	25	0.61	75.25
1591	47	1.14	76.39
1593	26	0.63	77.02
1594	32	0.77	77.80
1595	56	1.36	79.15
1596	2	0.05	79.20
1598	36	0.87	80.07
1599	29	0.70	80.77
1600	5	0.12	80.90
1601	14	0.34	81.23
1602	27	0.65	81.89
1603	17	0.41	82.30

Table 10.C.34 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1604	29	0.70	83.00
1605	17	0.41	83.41
1607	19	0.46	83.87
1609	44	1.07	84.94
1610	34	0.82	85.76
1614	46	1.11	86.88
1615	21	0.51	87.38
1617	11	0.27	87.65
1618	19	0.46	88.11
1620	19	0.46	88.57
1621	11	0.27	88.84
1622	1	0.02	88.86
1623	26	0.63	89.49
1624	3	0.07	89.56
1625	8	0.19	89.76
1626	7	0.17	89.93
1628	25	0.61	90.53
1632	5	0.12	90.65
1633	23	0.56	91.21
1634	16	0.39	91.60
1635	2	0.05	91.65
1636	1	0.02	91.67
1637	22	0.53	92.20
1639	1	0.02	92.23
1640	12	0.29	92.52
1641	15	0.36	92.88
1642	9	0.22	93.10
1643	4	0.10	93.20
1646	14	0.34	93.54
1648	9	0.22	93.75
1649	3	0.07	93.83
1651	13	0.31	94.14
1652	3	0.07	94.21
1653	1	0.02	94.24
1654	2	0.05	94.29
1656	3	0.07	94.36
1657	12	0.29	94.65
1658	4	0.10	94.75
1659	3	0.07	94.82
1663	18	0.44	95.25
1667	6	0.15	95.40

Table 10.C.34 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1668	6	0.15	95.54
1669	1	0.02	95.57
1671	16	0.39	95.96
1675	7	0.17	96.13
1679	2	0.05	96.17
1680	14	0.34	96.51
1683	4	0.10	96.61
1685	13	0.31	96.92
1690	6	0.15	97.07
1691	3	0.07	97.14
1696	10	0.24	97.38
1702	9	0.22	97.60
1704	2	0.05	97.65
1706	2	0.05	97.70
1709	11	0.27	97.97
1718	5	0.12	98.09
1719	4	0.10	98.18
1726	2	0.05	98.23
1730	8	0.19	98.43
1737	2	0.05	98.47
1738	1	0.02	98.50
1742	7	0.17	98.67
1746	9	0.22	98.89
1751	3	0.07	98.96
1756	7	0.17	99.13
1760	1	0.02	99.15
1762	3	0.07	99.23
1766	2	0.05	99.27
1768	2	0.05	99.32
1772	1	0.02	99.35
1776	6	0.15	99.49
1785	4	0.10	99.59
1795	1	0.02	99.61
1796	4	0.10	99.71
1798	2	0.05	99.76
1811	3	0.07	99.83
1832	3	0.07	99.90
1865	2	0.05	99.95
1900	2	0.05	100.00

**Table 10.C.35 Scale Score Frequency Distribution for Overall Score, Grade Eight**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	16	0.57	0.57
1278	1	0.04	0.60
1319	1	0.04	0.64
1347	1	0.04	0.67
1365	1	0.04	0.71
1367	2	0.07	0.78
1370	1	0.04	0.82
1375	2	0.07	0.89
1378	2	0.07	0.96
1383	1	0.04	0.99
1386	2	0.07	1.07
1387	1	0.04	1.10
1389	1	0.04	1.14
1395	1	0.04	1.17
1396	1	0.04	1.21
1398	2	0.07	1.28
1399	2	0.07	1.35
1404	1	0.04	1.38
1406	1	0.04	1.42
1407	1	0.04	1.46
1409	1	0.04	1.49
1410	1	0.04	1.53
1414	2	0.07	1.60
1416	1	0.04	1.63
1417	1	0.04	1.67
1420	2	0.07	1.74
1423	1	0.04	1.78
1424	2	0.07	1.85
1426	1	0.04	1.88
1429	1	0.04	1.92
1431	3	0.11	2.02
1434	1	0.04	2.06
1435	1	0.04	2.10
1439	1	0.04	2.13
1440	2	0.07	2.20
1441	3	0.11	2.31
1442	3	0.11	2.41
1443	2	0.07	2.49
1444	4	0.14	2.63
1445	3	0.11	2.73
1446	1	0.04	2.77

Table 10.C.35 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1447	2	0.07	2.84
1448	3	0.11	2.95
1450	2	0.07	3.02
1451	4	0.14	3.16
1452	2	0.07	3.23
1453	3	0.11	3.34
1454	3	0.11	3.44
1455	1	0.04	3.48
1456	5	0.18	3.66
1457	4	0.14	3.80
1458	2	0.07	3.87
1459	1	0.04	3.91
1460	2	0.07	3.98
1461	2	0.07	4.05
1462	3	0.11	4.15
1463	2	0.07	4.23
1464	2	0.07	4.30
1465	1	0.04	4.33
1467	4	0.14	4.47
1468	5	0.18	4.65
1469	2	0.07	4.72
1471	4	0.14	4.87
1472	2	0.07	4.94
1473	3	0.11	5.04
1474	2	0.07	5.11
1475	4	0.14	5.26
1476	4	0.14	5.40
1477	10	0.36	5.75
1478	4	0.14	5.89
1479	2	0.07	5.97
1480	10	0.36	6.32
1481	3	0.11	6.43
1482	4	0.14	6.57
1483	6	0.21	6.78
1484	4	0.14	6.92
1485	5	0.18	7.10
1486	7	0.25	7.35
1487	3	0.11	7.46
1488	2	0.07	7.53
1489	5	0.18	7.71
1490	2	0.07	7.78

Table 10.C.35 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1491	3	0.11	7.88
1492	13	0.46	8.35
1493	1	0.04	8.38
1494	5	0.18	8.56
1495	11	0.39	8.95
1496	6	0.21	9.16
1497	7	0.25	9.41
1498	3	0.11	9.52
1499	12	0.43	9.94
1500	1	0.04	9.98
1501	6	0.21	10.19
1502	19	0.67	10.87
1503	3	0.11	10.97
1504	2	0.07	11.04
1505	19	0.67	11.72
1506	14	0.50	12.22
1507	9	0.32	12.54
1508	11	0.39	12.93
1509	9	0.32	13.25
1510	7	0.25	13.49
1511	9	0.32	13.81
1512	17	0.60	14.42
1513	6	0.21	14.63
1514	5	0.18	14.81
1515	25	0.89	15.70
1516	13	0.46	16.16
1517	14	0.50	16.65
1518	17	0.60	17.26
1519	19	0.67	17.93
1520	21	0.75	18.68
1522	24	0.85	19.53
1523	21	0.75	20.28
1524	3	0.11	20.38
1525	19	0.67	21.06
1526	34	1.21	22.27
1527	3	0.11	22.37
1528	14	0.50	22.87
1529	34	1.21	24.08
1530	9	0.32	24.40
1531	10	0.36	24.75
1532	10	0.36	25.11



Table 10.C.35 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1533	42	1.49	26.60
1534	4	0.14	26.74
1535	30	1.07	27.81
1536	16	0.57	28.37
1537	20	0.71	29.08
1538	39	1.38	30.47
1539	14	0.50	30.97
1540	4	0.14	31.11
1541	36	1.28	32.39
1542	15	0.53	32.92
1543	15	0.53	33.45
1544	15	0.53	33.98
1545	25	0.89	34.87
1546	24	0.85	35.72
1547	8	0.28	36.01
1548	10	0.36	36.36
1549	23	0.82	37.18
1550	17	0.60	37.78
1551	28	0.99	38.78
1552	16	0.57	39.35
1553	15	0.53	39.88
1554	57	2.02	41.90
1556	29	1.03	42.93
1557	7	0.25	43.18
1558	52	1.85	45.03
1559	26	0.92	45.95
1560	3	0.11	46.06
1561	16	0.57	46.63
1562	65	2.31	48.93
1563	6	0.21	49.15
1564	16	0.57	49.72
1565	36	1.28	50.99
1566	11	0.39	51.38
1567	25	0.89	52.27
1568	19	0.67	52.95
1569	34	1.21	54.15
1570	25	0.89	55.04
1571	1	0.04	55.08
1572	52	1.85	56.92
1573	28	0.99	57.92
1574	20	0.71	58.63

Table 10.C.35 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1575	3	0.11	58.74
1576	7	0.25	58.98
1577	57	2.02	61.01
1578	17	0.60	61.61
1579	2	0.07	61.68
1580	37	1.31	63.00
1581	32	1.14	64.13
1582	6	0.21	64.35
1583	43	1.53	65.87
1584	7	0.25	66.12
1585	35	1.24	67.37
1587	21	0.75	68.11
1588	24	0.85	68.96
1589	19	0.67	69.64
1590	18	0.64	70.28
1591	35	1.24	71.52
1592	2	0.07	71.59
1593	24	0.85	72.44
1594	16	0.57	73.01
1595	32	1.14	74.15
1596	2	0.07	74.22
1598	34	1.21	75.43
1599	18	0.64	76.07
1600	9	0.32	76.38
1601	16	0.57	76.95
1602	13	0.46	77.41
1603	17	0.60	78.02
1604	21	0.75	78.76
1605	17	0.60	79.37
1607	7	0.25	79.62
1608	2	0.07	79.69
1609	24	0.85	80.54
1610	24	0.85	81.39
1611	4	0.14	81.53
1614	37	1.31	82.85
1615	19	0.67	83.52
1617	5	0.18	83.70
1618	15	0.53	84.23
1620	16	0.57	84.80
1621	8	0.28	85.09
1622	1	0.04	85.12

Table 10.C.35 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1623	29	1.03	86.15
1624	4	0.14	86.29
1625	6	0.21	86.51
1626	15	0.53	87.04
1627	3	0.11	87.14
1628	25	0.89	88.03
1632	7	0.25	88.28
1633	13	0.46	88.74
1634	15	0.53	89.28
1635	1	0.04	89.31
1636	1	0.04	89.35
1637	11	0.39	89.74
1639	1	0.04	89.77
1640	9	0.32	90.09
1641	12	0.43	90.52
1642	8	0.28	90.80
1643	4	0.14	90.94
1646	15	0.53	91.48
1648	11	0.39	91.87
1651	17	0.60	92.47
1652	1	0.04	92.51
1654	3	0.11	92.61
1656	3	0.11	92.72
1657	13	0.46	93.18
1658	1	0.04	93.22
1659	7	0.25	93.47
1663	17	0.60	94.07
1664	1	0.04	94.11
1667	3	0.11	94.21
1668	4	0.14	94.35
1671	15	0.53	94.89
1675	4	0.14	95.03
1679	1	0.04	95.06
1680	10	0.36	95.42
1683	2	0.07	95.49
1685	8	0.28	95.77
1690	8	0.28	96.06
1691	4	0.14	96.20
1696	9	0.32	96.52
1702	5	0.18	96.70
1703	1	0.04	96.73

Table 10.C.35 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1706	4	0.14	96.88
1709	7	0.25	97.12
1718	5	0.18	97.30
1722	2	0.07	97.37
1727	4	0.14	97.51
1730	7	0.25	97.76
1733	1	0.04	97.80
1742	2	0.07	97.87
1745	1	0.04	97.90
1746	4	0.14	98.05
1751	2	0.07	98.12
1756	4	0.14	98.26
1762	5	0.18	98.44
1766	3	0.11	98.54
1768	7	0.25	98.79
1776	13	0.46	99.25
1785	4	0.14	99.40
1795	3	0.11	99.50
1796	3	0.11	99.61
1798	1	0.04	99.64
1811	3	0.11	99.75
1834	2	0.07	99.82
1865	3	0.11	99.93
1900	2	0.07	100.00

**Table 10.C.36 Scale Score Frequency Distribution for Overall Score, Grade Nine**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	17	0.61	0.61
1241	1	0.04	0.64
1302	1	0.04	0.68
1310	2	0.07	0.75
1338	2	0.07	0.82
1351	1	0.04	0.86
1352	1	0.04	0.89
1354	1	0.04	0.93
1356	2	0.07	1.00
1362	2	0.07	1.07
1368	1	0.04	1.11
1369	1	0.04	1.14
1372	2	0.07	1.21
1374	1	0.04	1.25
1375	2	0.07	1.32
1378	1	0.04	1.36
1382	1	0.04	1.39
1384	3	0.11	1.50
1386	2	0.07	1.57
1387	1	0.04	1.61
1389	1	0.04	1.64
1391	2	0.07	1.71
1396	2	0.07	1.78
1399	2	0.07	1.86
1408	3	0.11	1.96
1409	2	0.07	2.03
1411	1	0.04	2.07
1412	1	0.04	2.10
1413	1	0.04	2.14
1414	1	0.04	2.18
1416	1	0.04	2.21
1417	2	0.07	2.28
1418	2	0.07	2.35
1419	2	0.07	2.43
1422	1	0.04	2.46
1423	1	0.04	2.50
1424	2	0.07	2.57
1425	2	0.07	2.64
1426	2	0.07	2.71
1430	2	0.07	2.78
1431	1	0.04	2.82

Table 10.C.36 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1432	2	0.07	2.89
1433	2	0.07	2.96
1435	3	0.11	3.07
1436	2	0.07	3.14
1437	1	0.04	3.18
1439	4	0.14	3.32
1441	2	0.07	3.39
1442	4	0.14	3.53
1444	1	0.04	3.57
1447	1	0.04	3.60
1448	1	0.04	3.64
1449	1	0.04	3.67
1450	4	0.14	3.82
1451	1	0.04	3.85
1452	8	0.29	4.14
1453	5	0.18	4.32
1454	2	0.07	4.39
1455	3	0.11	4.50
1456	2	0.07	4.57
1457	5	0.18	4.74
1458	2	0.07	4.82
1459	3	0.11	4.92
1460	4	0.14	5.07
1461	3	0.11	5.17
1462	5	0.18	5.35
1463	4	0.14	5.49
1464	5	0.18	5.67
1465	1	0.04	5.71
1466	4	0.14	5.85
1467	4	0.14	5.99
1468	2	0.07	6.06
1469	3	0.11	6.17
1470	6	0.21	6.39
1471	9	0.32	6.71
1472	5	0.18	6.89
1473	2	0.07	6.96
1474	11	0.39	7.35
1476	1	0.04	7.38
1477	7	0.25	7.63
1479	4	0.14	7.78
1480	7	0.25	8.03

Table 10.C.36 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1481	2	0.07	8.10
1482	5	0.18	8.28
1483	8	0.29	8.56
1484	1	0.04	8.60
1485	6	0.21	8.81
1486	6	0.21	9.03
1487	1	0.04	9.06
1488	7	0.25	9.31
1489	2	0.07	9.38
1490	2	0.07	9.45
1491	9	0.32	9.78
1493	11	0.39	10.17
1494	10	0.36	10.52
1495	3	0.11	10.63
1496	11	0.39	11.02
1497	12	0.43	11.45
1498	5	0.18	11.63
1499	9	0.32	11.95
1500	7	0.25	12.20
1501	4	0.14	12.34
1502	14	0.50	12.84
1503	6	0.21	13.06
1504	6	0.21	13.27
1505	16	0.57	13.84
1506	8	0.29	14.13
1507	5	0.18	14.31
1508	16	0.57	14.88
1509	6	0.21	15.09
1510	7	0.25	15.34
1511	10	0.36	15.70
1512	17	0.61	16.30
1513	10	0.36	16.66
1514	22	0.78	17.45
1515	18	0.64	18.09
1516	8	0.29	18.37
1517	16	0.57	18.94
1518	27	0.96	19.91
1519	10	0.36	20.26
1520	18	0.64	20.91
1521	13	0.46	21.37
1522	11	0.39	21.76

Table 10.C.36 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1523	18	0.64	22.40
1524	21	0.75	23.15
1525	14	0.50	23.65
1526	11	0.39	24.05
1527	28	1.00	25.04
1528	14	0.50	25.54
1529	13	0.46	26.01
1530	23	0.82	26.83
1531	6	0.21	27.04
1532	16	0.57	27.61
1533	12	0.43	28.04
1534	13	0.46	28.51
1535	31	1.11	29.61
1536	13	0.46	30.07
1537	22	0.78	30.86
1538	28	1.00	31.86
1539	6	0.21	32.07
1540	28	1.00	33.07
1541	24	0.86	33.93
1542	16	0.57	34.50
1543	12	0.43	34.93
1544	44	1.57	36.50
1545	1	0.04	36.53
1546	31	1.11	37.64
1547	34	1.21	38.85
1548	11	0.39	39.24
1549	32	1.14	40.39
1550	13	0.46	40.85
1551	17	0.61	41.46
1552	37	1.32	42.78
1553	20	0.71	43.49
1554	6	0.21	43.70
1555	29	1.03	44.74
1556	30	1.07	45.81
1557	28	1.00	46.81
1558	28	1.00	47.81
1559	19	0.68	48.48
1560	27	0.96	49.45
1561	31	1.11	50.55
1562	13	0.46	51.02
1563	15	0.54	51.55



Table 10.C.36 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1564	55	1.96	53.51
1565	2	0.07	53.59
1566	23	0.82	54.41
1567	2	0.07	54.48
1568	48	1.71	56.19
1569	13	0.46	56.65
1570	11	0.39	57.05
1571	29	1.03	58.08
1572	9	0.32	58.40
1573	10	0.36	58.76
1574	39	1.39	60.15
1575	25	0.89	61.04
1576	5	0.18	61.22
1577	9	0.32	61.54
1578	56	2.00	63.54
1579	15	0.54	64.07
1580	7	0.25	64.32
1581	1	0.04	64.36
1582	36	1.28	65.64
1583	14	0.50	66.14
1584	16	0.57	66.71
1585	20	0.71	67.43
1586	14	0.50	67.93
1587	8	0.29	68.21
1588	6	0.21	68.43
1589	35	1.25	69.68
1590	36	1.28	70.96
1591	7	0.25	71.21
1592	3	0.11	71.32
1593	10	0.36	71.67
1594	25	0.89	72.57
1595	16	0.57	73.14
1596	4	0.14	73.28
1597	8	0.29	73.56
1598	37	1.32	74.88
1599	5	0.18	75.06
1600	10	0.36	75.42
1601	23	0.82	76.24
1602	25	0.89	77.13
1603	11	0.39	77.52
1604	17	0.61	78.13

Table 10.C.36 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1605	3	0.11	78.24
1606	15	0.54	78.77
1607	9	0.32	79.09
1608	23	0.82	79.91
1609	4	0.14	80.06
1610	3	0.11	80.16
1611	14	0.50	80.66
1612	20	0.71	81.38
1614	11	0.39	81.77
1615	9	0.32	82.09
1616	4	0.14	82.23
1617	34	1.21	83.45
1619	9	0.32	83.77
1621	8	0.29	84.05
1622	24	0.86	84.91
1623	26	0.93	85.84
1626	1	0.04	85.87
1627	18	0.64	86.51
1630	14	0.50	87.01
1631	17	0.61	87.62
1632	1	0.04	87.66
1633	13	0.46	88.12
1636	23	0.82	88.94
1638	2	0.07	89.01
1640	17	0.61	89.62
1641	2	0.07	89.69
1642	12	0.43	90.12
1644	2	0.07	90.19
1646	1	0.04	90.22
1648	19	0.68	90.90
1649	9	0.32	91.22
1652	11	0.39	91.62
1655	6	0.21	91.83
1656	3	0.11	91.94
1657	8	0.29	92.22
1658	4	0.14	92.37
1660	2	0.07	92.44
1661	2	0.07	92.51
1663	21	0.75	93.26
1664	2	0.07	93.33
1667	3	0.11	93.44

Table 10.C.36 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1669	5	0.18	93.61
1671	1	0.04	93.65
1674	6	0.21	93.86
1675	2	0.07	93.94
1676	4	0.14	94.08
1678	8	0.29	94.36
1682	5	0.18	94.54
1684	6	0.21	94.76
1687	4	0.14	94.90
1689	2	0.07	94.97
1692	11	0.39	95.36
1695	5	0.18	95.54
1697	7	0.25	95.79
1703	8	0.29	96.08
1710	6	0.21	96.29
1719	3	0.11	96.40
1724	1	0.04	96.43
1726	1	0.04	96.47
1730	4	0.14	96.61
1731	1	0.04	96.65
1734	2	0.07	96.72
1738	9	0.32	97.04
1742	2	0.07	97.11
1745	2	0.07	97.18
1747	2	0.07	97.25
1752	5	0.18	97.43
1757	9	0.32	97.75
1758	1	0.04	97.79
1763	2	0.07	97.86
1770	6	0.21	98.07
1772	6	0.21	98.29
1773	1	0.04	98.32
1777	2	0.07	98.39
1779	7	0.25	98.64
1782	2	0.07	98.72
1788	3	0.11	98.82
1790	5	0.18	99.00
1794	3	0.11	99.11
1801	3	0.11	99.22
1805	7	0.25	99.46
1809	3	0.11	99.57

Table 10.C.36 (*continuation seven*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1820	5	0.18	99.75
1835	3	0.11	99.86
1863	2	0.07	99.93
1950	2	0.07	100.00

**Table 10.C.37 Scale Score Frequency Distribution for Overall Score, Grade Ten**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	16	0.76	0.76
1348	1	0.05	0.81
1353	1	0.05	0.86
1354	2	0.10	0.95
1358	1	0.05	1.00
1360	1	0.05	1.05
1368	1	0.05	1.09
1373	1	0.05	1.14
1374	1	0.05	1.19
1375	1	0.05	1.24
1378	1	0.05	1.29
1380	1	0.05	1.33
1385	1	0.05	1.38
1386	1	0.05	1.43
1389	1	0.05	1.48
1395	1	0.05	1.52
1396	1	0.05	1.57
1399	1	0.05	1.62
1400	1	0.05	1.67
1402	1	0.05	1.71
1404	3	0.14	1.86
1405	1	0.05	1.90
1407	2	0.10	2.00
1409	3	0.14	2.14
1411	1	0.05	2.19
1412	2	0.10	2.28
1413	2	0.10	2.38
1416	1	0.05	2.43
1417	1	0.05	2.48
1419	2	0.10	2.57
1420	1	0.05	2.62
1423	1	0.05	2.67
1425	1	0.05	2.71
1427	2	0.10	2.81
1431	2	0.10	2.90
1432	1	0.05	2.95
1433	1	0.05	3.00
1435	1	0.05	3.05
1436	3	0.14	3.19
1437	1	0.05	3.24
1438	2	0.10	3.33

Table 10.C.37 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1439	1	0.05	3.38
1441	1	0.05	3.43
1443	1	0.05	3.47
1446	2	0.10	3.57
1447	1	0.05	3.62
1448	2	0.10	3.71
1449	1	0.05	3.76
1450	2	0.10	3.86
1451	1	0.05	3.90
1452	2	0.10	4.00
1453	3	0.14	4.14
1455	4	0.19	4.33
1458	2	0.10	4.43
1459	1	0.05	4.47
1460	3	0.14	4.62
1461	3	0.14	4.76
1462	1	0.05	4.81
1463	1	0.05	4.85
1464	4	0.19	5.05
1467	1	0.05	5.09
1468	2	0.10	5.19
1469	6	0.29	5.47
1471	3	0.14	5.62
1472	1	0.05	5.66
1474	5	0.24	5.90
1475	2	0.10	6.00
1476	1	0.05	6.04
1477	3	0.14	6.19
1478	1	0.05	6.24
1479	2	0.10	6.33
1480	6	0.29	6.62
1481	2	0.10	6.71
1482	3	0.14	6.85
1483	2	0.10	6.95
1484	1	0.05	7.00
1485	6	0.29	7.28
1486	6	0.29	7.57
1487	2	0.10	7.66
1488	7	0.33	8.00
1489	1	0.05	8.04
1490	1	0.05	8.09

Table 10.C.37 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1491	5	0.24	8.33
1492	2	0.10	8.42
1493	2	0.10	8.52
1494	3	0.14	8.66
1495	1	0.05	8.71
1496	10	0.48	9.19
1497	6	0.29	9.47
1498	4	0.19	9.66
1499	6	0.29	9.95
1500	5	0.24	10.19
1501	3	0.14	10.33
1502	9	0.43	10.76
1503	3	0.14	10.90
1504	3	0.14	11.04
1505	9	0.43	11.47
1506	1	0.05	11.52
1507	12	0.57	12.09
1508	12	0.57	12.66
1509	9	0.43	13.09
1510	4	0.19	13.28
1511	11	0.52	13.80
1512	5	0.24	14.04
1513	2	0.10	14.14
1514	14	0.67	14.80
1515	7	0.33	15.14
1516	6	0.29	15.42
1517	6	0.29	15.71
1518	10	0.48	16.18
1519	7	0.33	16.52
1520	4	0.19	16.71
1521	13	0.62	17.33
1522	4	0.19	17.52
1523	11	0.52	18.04
1524	7	0.33	18.37
1525	7	0.33	18.71
1526	1	0.05	18.75
1527	17	0.81	19.56
1528	14	0.67	20.23
1529	11	0.52	20.75
1530	9	0.43	21.18
1531	6	0.29	21.47

Table 10.C.37 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1532	12	0.57	22.04
1533	15	0.71	22.75
1534	10	0.48	23.23
1535	13	0.62	23.85
1536	2	0.10	23.94
1537	15	0.71	24.65
1538	18	0.86	25.51
1539	11	0.52	26.04
1540	24	1.14	27.18
1541	19	0.90	28.08
1542	4	0.19	28.27
1543	6	0.29	28.56
1544	18	0.86	29.41
1545	1	0.05	29.46
1546	12	0.57	30.03
1547	15	0.71	30.75
1548	9	0.43	31.18
1549	32	1.52	32.70
1550	19	0.90	33.60
1551	10	0.48	34.08
1552	23	1.09	35.17
1553	13	0.62	35.79
1554	5	0.24	36.03
1555	26	1.24	37.27
1556	26	1.24	38.51
1557	6	0.29	38.79
1558	14	0.67	39.46
1559	16	0.76	40.22
1560	17	0.81	41.03
1561	16	0.76	41.79
1562	6	0.29	42.08
1563	5	0.24	42.31
1564	28	1.33	43.65
1565	1	0.05	43.69
1566	9	0.43	44.12
1568	35	1.67	45.79
1569	12	0.57	46.36
1570	10	0.48	46.83
1571	17	0.81	47.64
1572	8	0.38	48.02
1573	12	0.57	48.60



Table 10.C.37 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1574	27	1.29	49.88
1575	18	0.86	50.74
1576	1	0.05	50.79
1578	39	1.86	52.64
1579	13	0.62	53.26
1580	10	0.48	53.74
1582	29	1.38	55.12
1583	15	0.71	55.83
1584	14	0.67	56.50
1585	12	0.57	57.07
1586	12	0.57	57.64
1587	3	0.14	57.78
1588	2	0.10	57.88
1589	34	1.62	59.50
1590	20	0.95	60.45
1591	1	0.05	60.50
1592	3	0.14	60.64
1593	16	0.76	61.40
1594	20	0.95	62.35
1595	16	0.76	63.11
1596	3	0.14	63.26
1597	10	0.48	63.73
1598	30	1.43	65.16
1599	1	0.05	65.21
1600	13	0.62	65.83
1601	25	1.19	67.02
1602	16	0.76	67.78
1603	7	0.33	68.11
1604	12	0.57	68.68
1605	3	0.14	68.82
1606	13	0.62	69.44
1607	8	0.38	69.82
1608	26	1.24	71.06
1609	2	0.10	71.16
1610	3	0.14	71.30
1611	15	0.71	72.01
1612	16	0.76	72.77
1614	18	0.86	73.63
1615	7	0.33	73.96
1616	3	0.14	74.11
1617	30	1.43	75.54

Table 10.C.37 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1619	6	0.29	75.82
1621	6	0.29	76.11
1622	23	1.09	77.20
1623	26	1.24	78.44
1626	1	0.05	78.49
1627	22	1.05	79.53
1630	19	0.90	80.44
1631	4	0.19	80.63
1633	25	1.19	81.82
1636	14	0.67	82.48
1638	5	0.24	82.72
1640	12	0.57	83.29
1641	5	0.24	83.53
1642	9	0.43	83.96
1644	9	0.43	84.39
1648	28	1.33	85.72
1649	10	0.48	86.20
1652	11	0.52	86.72
1655	8	0.38	87.10
1656	2	0.10	87.20
1657	13	0.62	87.82
1658	1	0.05	87.86
1660	1	0.05	87.91
1661	3	0.14	88.05
1663	21	1.00	89.05
1664	4	0.19	89.24
1667	2	0.10	89.34
1669	15	0.71	90.05
1671	2	0.10	90.15
1674	8	0.38	90.53
1675	4	0.19	90.72
1676	14	0.67	91.39
1678	3	0.14	91.53
1682	8	0.38	91.91
1684	6	0.29	92.19
1687	18	0.86	93.05
1689	3	0.14	93.19
1692	7	0.33	93.53
1695	2	0.10	93.62
1697	5	0.24	93.86
1702	2	0.10	93.96

Table 10.C.37 (continuation six)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1703	5	0.24	94.19
1710	13	0.62	94.81
1719	8	0.38	95.19
1724	1	0.05	95.24
1730	6	0.29	95.53
1734	2	0.10	95.62
1742	5	0.24	95.86
1745	4	0.19	96.05
1747	4	0.19	96.24
1752	3	0.14	96.38
1755	1	0.05	96.43
1757	2	0.10	96.53
1761	1	0.05	96.57
1763	4	0.19	96.76
1770	6	0.29	97.05
1773	1	0.05	97.10
1777	2	0.10	97.19
1779	7	0.33	97.52
1782	2	0.10	97.62
1788	2	0.10	97.72
1790	6	0.29	98.00
1794	1	0.05	98.05
1801	8	0.38	98.43
1805	5	0.24	98.67
1809	2	0.10	98.76
1820	14	0.67	99.43
1825	1	0.05	99.48
1832	2	0.10	99.57
1835	4	0.19	99.76
1863	1	0.05	99.81
1920	3	0.14	99.95
1950	1	0.05	100.00

**Table 10.C.38 Scale Score Frequency Distribution for Overall Score, Grade Eleven**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	31	2.02	2.02
1362	1	0.07	2.09
1367	1	0.07	2.15
1376	1	0.07	2.22
1383	1	0.07	2.28
1385	1	0.07	2.35
1389	1	0.07	2.41
1390	1	0.07	2.48
1391	1	0.07	2.54
1397	2	0.13	2.67
1402	1	0.07	2.74
1403	1	0.07	2.80
1408	1	0.07	2.87
1410	2	0.13	3.00
1414	1	0.07	3.06
1416	1	0.07	3.13
1417	1	0.07	3.19
1418	1	0.07	3.26
1421	3	0.20	3.46
1424	1	0.07	3.52
1426	2	0.13	3.65
1427	2	0.13	3.78
1430	2	0.13	3.91
1432	1	0.07	3.98
1434	1	0.07	4.04
1438	2	0.13	4.17
1439	1	0.07	4.24
1442	3	0.20	4.43
1445	1	0.07	4.50
1446	1	0.07	4.56
1451	1	0.07	4.63
1452	1	0.07	4.69
1456	1	0.07	4.76
1457	4	0.26	5.02
1458	1	0.07	5.08
1459	6	0.39	5.48
1460	2	0.13	5.61
1461	3	0.20	5.80
1464	3	0.20	6.00
1465	2	0.13	6.13
1466	3	0.20	6.32

Table 10.C.38 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1467	3	0.20	6.52
1468	1	0.07	6.58
1469	1	0.07	6.65
1471	2	0.13	6.78
1472	4	0.26	7.04
1473	1	0.07	7.11
1474	2	0.13	7.24
1476	6	0.39	7.63
1477	3	0.20	7.82
1479	3	0.20	8.02
1480	3	0.20	8.21
1481	4	0.26	8.47
1483	1	0.07	8.54
1484	4	0.26	8.80
1485	2	0.13	8.93
1486	5	0.33	9.26
1487	2	0.13	9.39
1489	4	0.26	9.65
1490	4	0.26	9.91
1492	4	0.26	10.17
1493	2	0.13	10.30
1494	4	0.26	10.56
1495	5	0.33	10.89
1496	2	0.13	11.02
1497	3	0.20	11.21
1498	3	0.20	11.41
1499	1	0.07	11.47
1500	6	0.39	11.86
1501	7	0.46	12.32
1502	1	0.07	12.39
1503	3	0.20	12.58
1504	2	0.13	12.71
1505	4	0.26	12.97
1506	4	0.26	13.23
1507	5	0.33	13.56
1508	10	0.65	14.21
1509	6	0.39	14.60
1510	3	0.20	14.80
1511	3	0.20	14.99
1512	9	0.59	15.58
1513	5	0.33	15.91

Table 10.C.38 (continuation two)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1514	5	0.33	16.23
1515	8	0.52	16.75
1516	7	0.46	17.21
1517	5	0.33	17.54
1518	4	0.26	17.80
1519	4	0.26	18.06
1520	7	0.46	18.51
1521	2	0.13	18.64
1522	5	0.33	18.97
1523	4	0.26	19.23
1524	3	0.20	19.43
1525	5	0.33	19.75
1526	7	0.46	20.21
1527	9	0.59	20.80
1528	3	0.20	20.99
1529	8	0.52	21.51
1530	11	0.72	22.23
1531	6	0.39	22.62
1532	4	0.26	22.88
1533	12	0.78	23.66
1534	14	0.91	24.58
1535	1	0.07	24.64
1536	8	0.52	25.16
1537	12	0.78	25.95
1538	3	0.20	26.14
1539	3	0.20	26.34
1540	12	0.78	27.12
1541	13	0.85	27.97
1542	1	0.07	28.03
1543	10	0.65	28.68
1544	14	0.91	29.60
1545	5	0.33	29.92
1546	10	0.65	30.57
1547	18	1.17	31.75
1548	3	0.20	31.94
1549	12	0.78	32.72
1550	16	1.04	33.77
1551	13	0.85	34.62
1552	15	0.98	35.59
1553	1	0.07	35.66
1554	4	0.26	35.92

Table 10.C.38 (continuation three)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1555	26	1.69	37.61
1556	10	0.65	38.27
1557	4	0.26	38.53
1558	9	0.59	39.11
1559	18	1.17	40.29
1560	10	0.65	40.94
1561	5	0.33	41.26
1562	23	1.50	42.76
1563	8	0.52	43.29
1564	17	1.11	44.39
1565	5	0.33	44.72
1566	7	0.46	45.18
1567	27	1.76	46.94
1569	20	1.30	48.24
1571	40	2.61	50.85
1572	5	0.33	51.17
1573	1	0.07	51.24
1574	18	1.17	52.41
1575	5	0.33	52.74
1576	11	0.72	53.46
1577	7	0.46	53.91
1578	10	0.65	54.56
1580	17	1.11	55.67
1581	21	1.37	57.04
1582	8	0.52	57.56
1583	1	0.07	57.63
1584	15	0.98	58.60
1585	16	1.04	59.65
1586	10	0.65	60.30
1587	3	0.20	60.50
1588	20	1.30	61.80
1589	9	0.59	62.39
1590	7	0.46	62.84
1591	19	1.24	64.08
1592	6	0.39	64.47
1593	18	1.17	65.65
1594	1	0.07	65.71
1595	6	0.39	66.10
1596	17	1.11	67.21
1597	11	0.72	67.93
1598	1	0.07	67.99

Table 10.C.38 (continuation four)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1599	11	0.72	68.71
1600	11	0.72	69.43
1601	1	0.07	69.49
1602	9	0.59	70.08
1603	4	0.26	70.34
1604	19	1.24	71.58
1607	10	0.65	72.23
1608	16	1.04	73.27
1609	11	0.72	73.99
1610	8	0.52	74.51
1611	2	0.13	74.64
1613	10	0.65	75.29
1614	5	0.33	75.62
1615	18	1.17	76.79
1616	1	0.07	76.86
1617	8	0.52	77.38
1618	18	1.17	78.55
1620	5	0.33	78.88
1622	10	0.65	79.53
1623	12	0.78	80.31
1624	16	1.04	81.36
1627	7	0.46	81.81
1628	12	0.78	82.59
1630	14	0.91	83.51
1632	12	0.78	84.29
1634	12	0.78	85.07
1637	10	0.65	85.72
1638	2	0.13	85.85
1639	4	0.26	86.11
1641	11	0.72	86.83
1642	14	0.91	87.74
1645	5	0.33	88.07
1648	9	0.59	88.66
1649	22	1.43	90.09
1653	3	0.20	90.29
1654	5	0.33	90.61
1658	10	0.65	91.26
1659	1	0.07	91.33
1660	7	0.46	91.79
1663	12	0.78	92.57
1664	3	0.20	92.76



Table 10.C.38 (continuation five)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1665	2	0.13	92.89
1669	5	0.33	93.22
1673	6	0.39	93.61
1674	4	0.26	93.87
1675	7	0.46	94.33
1678	1	0.07	94.39
1684	4	0.26	94.65
1686	3	0.20	94.85
1688	4	0.26	95.11
1690	1	0.07	95.18
1694	8	0.52	95.70
1697	3	0.20	95.89
1699	1	0.07	95.96
1704	4	0.26	96.22
1709	6	0.39	96.61
1710	4	0.26	96.87
1711	2	0.13	97.00
1716	4	0.26	97.26
1725	1	0.07	97.33
1732	3	0.20	97.52
1735	3	0.20	97.72
1742	2	0.13	97.85
1750	2	0.13	97.98
1754	1	0.07	98.04
1755	1	0.07	98.11
1760	1	0.07	98.17
1764	1	0.07	98.24
1771	2	0.13	98.37
1773	2	0.13	98.50
1775	1	0.07	98.57
1776	2	0.13	98.70
1780	1	0.07	98.76
1784	1	0.07	98.83
1785	3	0.20	99.02
1791	3	0.20	99.22
1817	1	0.07	99.28
1828	1	0.07	99.35
1831	2	0.13	99.48
1854	6	0.39	99.87
1899	1	0.07	99.93
1950	1	0.07	100.00

**Table 10.C.39 Scale Score Frequency Distribution for Overall Score, Grade Twelve**

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1150	44	26.51	26.51
1371	1	0.60	27.11
1383	1	0.60	27.71
1394	1	0.60	28.31
1398	1	0.60	28.92
1407	1	0.60	29.52
1410	1	0.60	30.12
1412	1	0.60	30.72
1427	1	0.60	31.33
1431	1	0.60	31.93
1433	2	1.20	33.13
1441	1	0.60	33.73
1447	1	0.60	34.34
1450	2	1.20	35.54
1453	1	0.60	36.14
1454	1	0.60	36.75
1456	1	0.60	37.35
1460	1	0.60	37.95
1465	1	0.60	38.55
1466	2	1.20	39.76
1467	3	1.81	41.57
1469	1	0.60	42.17
1470	1	0.60	42.77
1476	1	0.60	43.37
1477	1	0.60	43.98
1484	1	0.60	44.58
1489	1	0.60	45.18
1492	1	0.60	45.78
1496	1	0.60	46.39
1497	1	0.60	46.99
1498	1	0.60	47.59
1503	2	1.20	48.80
1506	1	0.60	49.40
1508	1	0.60	50.00
1510	2	1.20	51.20
1511	1	0.60	51.81
1517	1	0.60	52.41
1518	3	1.81	54.22
1520	1	0.60	54.82
1524	2	1.20	56.02
1526	1	0.60	56.63

Table 10.C.39 (continuation one)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1527	1	0.60	57.23
1528	2	1.20	58.43
1529	2	1.20	59.64
1531	1	0.60	60.24
1532	1	0.60	60.84
1533	2	1.20	62.05
1534	2	1.20	63.25
1540	1	0.60	63.86
1541	1	0.60	64.46
1545	1	0.60	65.06
1547	3	1.81	66.87
1548	1	0.60	67.47
1550	1	0.60	68.07
1555	4	2.41	70.48
1558	1	0.60	71.08
1559	1	0.60	71.69
1560	1	0.60	72.29
1562	1	0.60	72.89
1564	1	0.60	73.49
1565	1	0.60	74.10
1567	5	3.01	77.11
1568	1	0.60	77.71
1571	1	0.60	78.31
1572	3	1.81	80.12
1574	2	1.20	81.33
1576	1	0.60	81.93
1577	1	0.60	82.53
1583	2	1.20	83.73
1584	1	0.60	84.34
1588	2	1.20	85.54
1589	1	0.60	86.14
1591	1	0.60	86.75
1593	2	1.20	87.95
1595	1	0.60	88.55
1596	1	0.60	89.16
1599	1	0.60	89.76
1600	1	0.60	90.36
1602	2	1.20	91.57
1604	1	0.60	92.17
1613	1	0.60	92.77
1617	1	0.60	93.37

Table 10.C.39 (*continuation two*)

<b>Scale Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1622	1	0.60	93.98
1623	1	0.60	94.58
1624	1	0.60	95.18
1631	1	0.60	95.78
1648	1	0.60	96.39
1673	1	0.60	96.99
1675	1	0.60	97.59
1684	1	0.60	98.19
1686	1	0.60	98.80
1755	1	0.60	99.40
1798	1	0.60	100.00

## Appendix 10.D: Means and Standard Deviations of Scale Scores by Demographic Student Group

**Note:** In [Table 10.D.1](#) through [Table 10.D.13](#), to protect privacy, when the number of students in a student group is 10 or fewer, the summary statistics of scale scores and proficiency levels are not reported, but are replaced by “N/A.”

**Table 10.D.1 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Kindergarten**

Student Group	Number of Students Tested	Overall Scale Score Mean	Overall Scale Score SD	Oral Scale Score Mean	Oral Scale Score SD	Written Scale Score Mean	Written Scale Score SD
All	2,666	1466	80	1467	73	1464	133
Male	1,343	1459	79	1462	72	1454	129
Female	1,323	1473	81	1472	74	1474	136
American Indian or Alaska Native	8	N/A	N/A	N/A	N/A	N/A	N/A
Asian	235	1499	96	1490	90	1520	147
Native Hawaiian or Other Pacific Islander	1	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	19	1512	87	1497	84	1548	136
Hispanic or Latino	2,255	1460	77	1462	70	1454	128
Black or African American	12	1518	90	1500	91	1561	157
White	109	1502	79	1494	75	1522	144
Two or more races	27	1471	75	1474	77	1462	108
No special education services	2,432	1470	77	1470	70	1468	132
Special education services	234	1425	98	1427	92	1419	137
Not economically disadvantaged	513	1490	92	1485	85	1500	147
Economically disadvantaged	2,153	1460	76	1462	69	1455	128

Table 10.D.1 (continuation one)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
In U.S. schools less than 12 months	1,405	1440	77	1445	69	1428	122
In U.S. schools 12 months or more	1,234	1496	74	1492	69	1506	132
Duration unknown	27	1435	76	1448	73	1404	132
Migrant education	61	1420	83	1424	73	1409	132
Not migrant educations	2,605	1467	80	1468	73	1465	133
American Indian or Alaska Native—Not economically disadvantaged	2	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	6	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	136	1524	92	1509	88	1558	143
Asian—Economically disadvantaged	99	1465	91	1464	85	1467	135
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	1	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	11	1485	80	1467	77	1527	141
Filipino—Economically disadvantaged	8	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino—Not economically disadvantaged	295	1468	87	1470	80	1464	139
Hispanic or Latino—Economically disadvantaged	1,960	1459	75	1461	68	1452	127
Black or African American—Not economically disadvantaged	6	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	6	N/A	N/A	N/A	N/A	N/A	N/A

Table 10.D.1 (continuation two)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
White—Not economically disadvantaged	53	1513	85	1502	83	1538	147
White—Economically disadvantaged	56	1492	74	1486	66	1507	139
Two or more races—Not economically disadvantaged	10	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	17	1458	56	1456	38	1461	118

**Table 10.D.2 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade One**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	4,789	1476	55	1483	56	1469	71
Male	2,431	1475	56	1483	57	1466	72
Female	2,358	1478	53	1483	55	1472	71
American Indian or Alaska Native	4	N/A	N/A	N/A	N/A	N/A	N/A
Asian	428	1508	67	1501	69	1515	88
Native Hawaiian or Other Pacific Islander	10	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	38	1495	73	1489	82	1500	81
Hispanic or Latino	4,073	1471	51	1480	53	1462	67
Black or African American	14	1487	47	1485	41	1489	75
White	180	1500	57	1500	62	1500	73
Two or more races	42	1494	56	1498	54	1490	84
No special education services	4,375	1479	51	1485	53	1472	69
Special education services	414	1448	76	1459	76	1437	87
Not economically disadvantaged	657	1501	60	1500	65	1501	79
Economically disadvantaged	4,132	1472	52	1480	54	1464	69
In U.S. schools less than 12 months	112	1462	87	1465	102	1459	93
In U.S. schools 12 months or more	4,659	1477	54	1483	54	1469	71
Duration unknown	18	1461	51	1474	50	1447	71
Migrant education	77	1470	49	1478	59	1461	56
Not migrant education	4,712	1476	55	1483	56	1469	72



Table 10.D.2 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
American Indian or Alaska Native—Not economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	4	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	195	1525	67	1517	74	1532	86
Asian—Economically disadvantaged	233	1495	65	1488	62	1502	86
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	1	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	9	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	23	1513	47	1501	56	1524	65
Filipino—Economically disadvantaged	15	1468	96	1471	109	1464	93
Hispanic or Latino—Not economically disadvantaged	353	1482	51	1486	56	1478	68
Hispanic or Latino—Economically disadvantaged	3,720	1470	51	1479	53	1461	67
Black or African American—Not economically disadvantaged	2	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	12	1483	49	1477	37	1488	81
White—Not economically disadvantaged	68	1521	60	1525	72	1517	75
White—Economically disadvantaged	112	1488	50	1485	50	1489	70
Two or more races—Not economically disadvantaged	15	1530	59	1514	62	1546	87
Two or more races—Economically disadvantaged	27	1475	45	1490	49	1459	65

**Table 10.D.3 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Two**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	5,902	1503	52	1503	59	1502	63
Male	3,021	1502	55	1503	62	1500	63
Female	2,881	1504	50	1502	55	1505	62
American Indian or Alaska Native	8	N/A	N/A	N/A	N/A	N/A	N/A
Asian	579	1534	58	1527	64	1541	71
Native Hawaiian or Other Pacific Islander	7	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	39	1535	37	1530	60	1540	53
Hispanic or Latino	4,967	1498	50	1499	57	1496	60
Black or African American	31	1528	37	1531	55	1525	42
White	210	1525	52	1522	64	1528	61
Two or more races	61	1513	50	1512	57	1514	61
No special education services	5,493	1505	50	1505	56	1505	61
Special education services	409	1471	72	1474	79	1468	77
Not economically disadvantaged	789	1527	58	1524	64	1531	70
Economically disadvantaged	5,113	1499	51	1500	57	1498	61
In U.S. schools less than 12 months	126	1483	82	1478	89	1487	90
In U.S. schools 12 months or more	5,741	1503	52	1503	58	1503	62
Duration unknown	35	1484	43	1482	54	1486	51
Migrant education	114	1498	58	1497	67	1498	63
Not migrant education	5,788	1503	52	1503	58	1502	63

Table 10.D.3 (continuation)

<b>Student Group</b>	<b>Number of Students tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
American Indian or Alaska Native—Not economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	8	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	242	1551	60	1542	69	1560	73
Asian—Economically disadvantaged	337	1521	53	1516	58	1527	66
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	4	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	3	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	20	1537	29	1530	55	1544	41
Filipino—Economically disadvantaged	19	1533	44	1530	66	1535	65
Hispanic or Latino—Not economically disadvantaged	410	1510	53	1510	58	1510	63
Hispanic or Latino—Economically disadvantaged	4,557	1497	50	1498	57	1495	60
Black or African American—Not economically disadvantaged	6	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	25	1528	40	1535	60	1521	44
White—Not economically disadvantaged	87	1541	58	1537	70	1544	69
White—Economically disadvantaged	123	1514	44	1511	58	1517	53
Two or more races—Not economically disadvantaged	20	1521	56	1519	64	1523	63
Two or more races—Economically disadvantaged	41	1510	47	1509	53	1510	60

**Table 10.D.4 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Three**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	7,724	1505	42	1507	55	1503	42
Male	3,941	1504	43	1507	58	1500	42
Female	3,783	1506	41	1506	53	1506	42
American Indian or Alaska Native	7	N/A	N/A	N/A	N/A	N/A	N/A
Asian	511	1525	55	1523	73	1527	53
Native Hawaiian or Other Pacific Islander	19	1488	53	1489	66	1487	46
Filipino	55	1522	47	1525	60	1519	44
Hispanic or Latino	6,671	1502	40	1504	53	1500	40
Black or African American	31	1514	35	1519	49	1509	35
White	368	1525	47	1528	62	1522	46
Two or more races	62	1507	41	1509	61	1503	36
No special education services	7,032	1507	40	1509	54	1505	40
Special education services	692	1480	52	1484	61	1476	55
Not economically disadvantaged	924	1520	52	1521	68	1517	51
Economically disadvantaged	6,800	1503	40	1505	53	1501	40
In U.S. schools less than 12 months	134	1475	72	1465	89	1485	66
In U.S. schools 12 months or more	7,554	1506	41	1507	54	1503	41
Duration unknown	36	1504	86	1502	95	1506	84
Migrant education	135	1508	45	1508	56	1508	45
Not migrant education	7,589	1505	42	1507	55	1503	42

Table 10.D.4 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
American Indian or Alaska Native—Not economically disadvantaged	1	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	6	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	208	1535	61	1530	84	1540	58
Asian—Economically disadvantaged	303	1519	49	1519	64	1518	48
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	3	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	16	1487	57	1486	72	1487	50
Filipino—Not economically disadvantaged	17	1539	59	1550	68	1527	56
Filipino—Economically disadvantaged	38	1514	38	1514	53	1515	37
Hispanic or Latino—Not economically disadvantaged	572	1509	43	1513	57	1505	42
Hispanic or Latino—Economically disadvantaged	6,099	1501	39	1503	52	1499	40
Black or African American—Not economically disadvantaged	5	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	26	1517	30	1523	46	1510	30
White—Not economically disadvantaged	107	1542	59	1545	82	1538	55
White—Economically disadvantaged	261	1518	38	1520	50	1516	41
Two or more races—Not economically disadvantaged	11	1514	33	1511	53	1517	42
Two or more races—Economically disadvantaged	51	1505	43	1509	64	1500	34

**Table 10.D.5 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Four**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	6,143	1527	49	1528	62	1526	50
Male	3,054	1527	50	1530	64	1523	51
Female	3,088	1528	47	1526	60	1529	49
American Indian or Alaska Native	10	N/A	N/A	N/A	N/A	N/A	N/A
Asian	432	1544	56	1542	71	1544	57
Native Hawaiian or Other Pacific Islander	20	1513	102	1518	115	1507	95
Filipino	56	1553	53	1549	66	1556	55
Hispanic or Latino	5,212	1524	47	1525	60	1523	48
Black or African American	21	1544	49	1556	75	1532	34
White	335	1549	54	1551	70	1548	54
Two or more races	57	1534	54	1533	64	1535	58
No special education services	5,477	1531	44	1531	59	1530	45
Special education services	666	1497	69	1501	77	1492	72
Not economically disadvantaged	670	1540	59	1540	72	1540	60
Economically disadvantaged	5,473	1526	47	1526	60	1524	48
In U.S. schools less than 12 months	93	1494	87	1483	113	1505	70
In U.S. schools 12 months or more	6,001	1528	47	1529	60	1527	49
Duration unknown	49	1496	84	1496	91	1495	83
Migrant education	93	1521	43	1515	53	1527	44
Not migrant education	6,050	1527	49	1528	62	1526	50

Table 10.D.5 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
American Indian or Alaska Native—Not economically disadvantaged	2	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	8	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	130	1550	69	1550	82	1550	74
Asian—Economically disadvantaged	302	1541	49	1539	66	1542	48
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	4	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	16	1505	112	1513	127	1496	102
Filipino—Not economically disadvantaged	21	1560	55	1549	74	1571	57
Filipino—Economically disadvantaged	35	1548	53	1549	63	1547	52
Hispanic or Latino—Not economically disadvantaged	418	1531	56	1531	68	1531	56
Hispanic or Latino—Economically disadvantaged	4,794	1523	46	1524	59	1522	47
Black or African American—Not economically disadvantaged	6	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	15	1529	35	1535	51	1523	27
White—Not economically disadvantaged	79	1562	52	1568	67	1557	51
White—Economically disadvantaged	256	1545	53	1545	71	1545	55
Two or more races—Not economically disadvantaged	10	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	47	1534	55	1532	67	1535	59

**Table 10.D.6 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Five**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	6,026	1542	50	1541	67	1544	50
Male	3,097	1540	52	1541	69	1539	51
Female	2,929	1545	48	1540	65	1549	49
American Indian or Alaska Native	6	N/A	N/A	N/A	N/A	N/A	N/A
Asian	359	1559	58	1556	81	1562	51
Native Hawaiian or Other Pacific Islander	12	1538	45	1527	47	1549	56
Filipino	68	1562	43	1557	60	1566	49
Hispanic or Latino	5,259	1540	49	1538	66	1541	49
Black or African American	13	1560	70	1547	65	1572	81
White	248	1561	56	1559	73	1562	61
Two or more races	61	1545	45	1550	62	1541	40
No special education services	5,228	1547	47	1545	66	1549	46
Special education services	798	1514	60	1515	71	1513	63
Not economically disadvantaged	657	1554	60	1553	78	1554	61
Economically disadvantaged	5,369	1541	49	1539	66	1543	49
In U.S. schools less than 12 months	79	1499	89	1489	107	1509	85
In U.S. schools 12 months or more	5,885	1543	49	1541	66	1544	50
Duration unknown	62	1536	52	1534	65	1536	50
Migrant education	112	1539	46	1532	63	1547	47
Not migrant education	5,914	1543	50	1541	67	1544	50



Table 10.D.6 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
American Indian or Alaska Native—Not economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	6	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	111	1574	63	1576	89	1571	55
Asian—Economically disadvantaged	248	1552	54	1547	75	1557	49
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	3	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	9	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	21	1573	53	1558	60	1588	73
Filipino—Economically disadvantaged	47	1557	37	1557	60	1557	30
Hispanic or Latino—Not economically disadvantaged	440	1545	59	1544	74	1545	60
Hispanic or Latino—Economically disadvantaged	4,819	1540	48	1538	65	1541	48
Black or African American—Not economically disadvantaged	4	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	9	N/A	N/A	N/A	N/A	N/A	N/A
White—Not economically disadvantaged	57	1580	53	1577	75	1583	60
White—Economically disadvantaged	191	1555	56	1554	72	1555	60
Two or more races—Not economically disadvantaged	21	1552	59	1559	82	1544	49
Two or more races—Economically disadvantaged	40	1542	36	1545	50	1539	36

**Table 10.D.7 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Six**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	4,602	1545	58	1551	80	1538	53
Male	2,365	1543	61	1551	83	1534	55
Female	2,237	1547	54	1551	77	1543	49
American Indian or Alaska Native	3	N/A	N/A	N/A	N/A	N/A	N/A
Asian	323	1577	75	1584	105	1570	63
Native Hawaiian or Other Pacific Islander	7	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	52	1556	40	1554	55	1558	38
Hispanic or Latino	3,917	1540	54	1545	75	1534	50
Black or African American	18	1545	48	1548	58	1541	46
White	257	1578	70	1593	103	1562	57
Two or more races	25	1574	75	1585	103	1562	72
No special education services	3,888	1550	55	1556	79	1544	48
Special education services	714	1518	67	1525	84	1510	65
Not economically disadvantaged	567	1563	73	1573	101	1553	63
Economically disadvantaged	4,035	1542	55	1548	76	1536	51
In U.S. schools less than 12 months	110	1523	107	1522	144	1524	83
In U.S. schools 12 months or more	4,465	1546	56	1552	78	1539	52
Duration unknown	27	1539	42	1544	65	1533	33
Migrant education	61	1537	38	1540	51	1534	41
Not migrant education	4,541	1545	58	1551	80	1538	53

Table 10.D.7 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
American Indian or Alaska Native—Not economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	3	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	115	1593	97	1605	133	1580	83
Asian—Economically disadvantaged	208	1568	58	1572	83	1564	49
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	3	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	4	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	15	1567	44	1561	65	1572	38
Filipino—Economically disadvantaged	37	1552	38	1551	52	1552	38
Hispanic or Latino—Not economically disadvantaged	349	1547	57	1555	78	1539	53
Hispanic or Latino—Economically disadvantaged	3,568	1539	54	1544	74	1533	50
Black or African American—Not economically disadvantaged	6	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	12	1545	50	1549	58	1541	51
White—Not economically disadvantaged	73	1592	74	1612	118	1572	54
White—Economically disadvantaged	184	1572	68	1585	96	1559	58
Two or more races—Not economically disadvantaged	6	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	19	1564	57	1573	71	1555	71

**Table 10.D.8 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Seven**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	4,130	1561	64	1568	85	1552	59
Male	2,152	1558	65	1568	87	1547	60
Female	1,977	1563	63	1568	84	1558	58
American Indian or Alaska Native	5	N/A	N/A	N/A	N/A	N/A	N/A
Asian	275	1596	86	1603	114	1590	76
Native Hawaiian or Other Pacific Islander	8	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	50	1578	59	1584	82	1572	47
Hispanic or Latino	3,585	1556	61	1564	81	1548	56
Black or African American	15	1580	56	1590	75	1568	51
White	171	1589	74	1600	95	1577	71
Two or more races	21	1561	91	1562	129	1559	63
No special education services	3,477	1567	59	1575	82	1558	54
Special education services	653	1527	78	1535	93	1519	74
Not economically disadvantaged	582	1576	76	1583	102	1568	67
Economically disadvantaged	3,548	1558	62	1566	82	1550	57
In U.S. schools less than 12 months	75	1498	101	1490	130	1506	82
In U.S. schools 12 months or more	4,015	1562	63	1570	83	1553	58
Duration unknown	40	1566	80	1577	113	1554	69
Migrant education	87	1557	65	1562	78	1552	64
Not migrant education	4,043	1561	64	1568	86	1552	59

Table 10.D.8 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
American Indian or Alaska Native—Not economically disadvantaged	2	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	3	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	113	1619	102	1628	132	1609	92
Asian—Economically disadvantaged	162	1581	69	1585	96	1576	60
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	3	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	5	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	20	1575	70	1573	92	1577	52
Filipino—Economically disadvantaged	30	1580	52	1591	75	1568	44
Hispanic or Latino—Not economically disadvantaged	404	1563	64	1571	91	1554	54
Hispanic or Latino—Economically disadvantaged	3,181	1555	60	1563	80	1547	56
Black or African American—Not economically disadvantaged	4	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	11	1585	62	1596	85	1574	50
White—Not economically disadvantaged	33	1592	59	1598	84	1586	61
White—Economically disadvantaged	138	1588	78	1600	98	1575	73
Two or more races—Not economically disadvantaged	3	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	18	1570	77	1578	115	1561	50

**Table 10.D.9 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Eight**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	2,816	1566	71	1571	92	1562	65
Male	1,490	1564	73	1570	95	1557	67
Female	1,325	1570	68	1572	90	1567	62
American Indian or Alaska Native	2	N/A	N/A	N/A	N/A	N/A	N/A
Asian	196	1601	84	1608	117	1593	70
Native Hawaiian or Other Pacific Islander	5	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	48	1581	68	1581	91	1581	57
Hispanic or Latino	2,417	1561	67	1565	88	1557	62
Black or African American	15	1574	109	1578	119	1570	112
White	116	1610	82	1618	100	1601	84
Two or more races	17	1565	67	1561	97	1568	62
No special education services	2,342	1574	63	1579	88	1569	57
Special education services	474	1528	89	1530	104	1526	86
Not economically disadvantaged	380	1576	82	1581	105	1571	76
Economically disadvantaged	2,436	1565	68	1569	90	1560	63
In U.S. schools less than 12 months	56	1514	111	1499	131	1528	106
In U.S. schools 12 months or more	2,742	1567	69	1572	91	1562	64
Duration unknown	18	1578	61	1576	86	1579	57
Migrant education	23	1586	68	1598	96	1573	49
Not migrant education	2,793	1566	71	1570	92	1562	65

Table 10.D.9 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
American Indian or Alaska Native—Not economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	2	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	58	1616	105	1626	132	1606	99
Asian—Economically disadvantaged	138	1595	73	1601	110	1588	53
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	2	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	3	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	18	1578	72	1582	108	1574	50
Filipino—Economically disadvantaged	30	1583	66	1580	81	1586	61
Hispanic or Latino—Not economically disadvantaged	274	1563	73	1568	96	1557	64
Hispanic or Latino—Economically disadvantaged	2,143	1561	66	1565	87	1557	61
Black or African American—Not economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	15	1574	109	1578	119	1570	112
White—Not economically disadvantaged	21	1636	94	1622	103	1649	102
White—Economically disadvantaged	95	1604	79	1617	100	1590	76
Two or more races—Not economically disadvantaged	7	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	10	N/A	N/A	N/A	N/A	N/A	N/A

**Table 10.D.10 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Nine**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	2,803	1565	77	1566	104	1563	65
Male	1,545	1563	79	1568	107	1559	67
Female	1,257	1566	75	1564	101	1568	63
American Indian or Alaska Native	1	N/A	N/A	N/A	N/A	N/A	N/A
Asian	159	1594	94	1603	123	1585	82
Native Hawaiian or Other Pacific Islander	6	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	48	1599	100	1601	132	1596	84
Hispanic or Latino	2,435	1559	72	1559	97	1559	63
Black or African American	16	1563	68	1578	93	1548	57
White	111	1623	103	1648	153	1598	73
Two or more races	27	1572	84	1575	127	1569	55
No special education services	2,329	1572	71	1574	102	1570	56
Special education services	474	1528	94	1529	110	1526	91
Not economically disadvantaged	379	1582	92	1589	122	1575	79
Economically disadvantaged	2,424	1562	74	1563	101	1561	63
In U.S. schools less than 12 months	124	1510	120	1494	159	1525	91
In U.S. schools 12 months or more	2,657	1568	72	1570	99	1565	62
Duration unknown	22	1503	160	1488	165	1518	162
Migrant education	41	1562	84	1565	120	1558	67
Not migrant education	2,762	1565	77	1566	104	1563	65



Table 10.D.10 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
American Indian or Alaska Native—Not economically disadvantaged	1	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	61	1598	104	1607	128	1587	98
Asian—Economically disadvantaged	98	1592	88	1600	121	1583	71
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	6	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	18	1595	135	1600	164	1590	120
Filipino—Economically disadvantaged	30	1601	74	1602	111	1600	54
Hispanic or Latino—Not economically disadvantaged	259	1571	78	1574	104	1568	68
Hispanic or Latino—Economically disadvantaged	2,176	1558	71	1557	96	1558	62
Black or African American—Not economically disadvantaged	4	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	12	1551	59	1561	78	1540	58
White—Not economically disadvantaged	31	1635	120	1668	174	1602	93
White—Economically disadvantaged	80	1618	95	1640	144	1596	64
Two or more races—Not economically disadvantaged	5	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	22	1569	73	1570	111	1567	54

**Table 10.D.11 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Ten**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	2,101	1579	84	1580	114	1577	71
Male	1,114	1578	88	1584	119	1572	74
Female	987	1580	79	1577	108	1583	66
American Indian or Alaska Native	2	N/A	N/A	N/A	N/A	N/A	N/A
Asian	179	1607	114	1616	153	1597	93
Native Hawaiian or Other Pacific Islander	5	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	37	1603	74	1606	109	1600	52
Hispanic or Latino	1,757	1573	80	1573	108	1573	68
Black or African American	15	1600	82	1621	133	1578	63
White	91	1620	75	1636	111	1605	57
Two or more races	15	1602	122	1598	152	1607	107
No special education services	1,761	1588	78	1590	112	1586	62
Special education services	340	1532	98	1532	114	1533	93
Not economically disadvantaged	306	1597	101	1604	134	1590	87
Economically disadvantaged	1,795	1576	81	1576	110	1575	67
In U.S. schools less than 12 months	78	1549	119	1542	169	1555	79
In U.S. schools 12 months or more	2,008	1580	82	1582	111	1578	70
Duration unknown	15	1614	120	1611	153	1615	111
Migrant education	43	1555	83	1554	120	1554	69
Not migrant education	2,058	1580	84	1581	114	1578	71

Table 10.D.11 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
American Indian or Alaska Native—Not economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	2	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	66	1630	113	1647	154	1612	91
Asian—Economically disadvantaged	113	1593	113	1598	150	1589	94
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	3	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	2	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	11	1590	46	1588	61	1591	46
Filipino—Economically disadvantaged	26	1609	83	1614	124	1604	54
Hispanic or Latino—Not economically disadvantaged	196	1581	97	1584	126	1576	86
Hispanic or Latino—Economically disadvantaged	1,561	1572	78	1572	106	1573	65
Black or African American—Not economically disadvantaged	3	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	12	1598	88	1613	142	1583	68
White—Not economically disadvantaged	23	1639	81	1648	133	1630	51
White—Economically disadvantaged	68	1614	72	1632	104	1596	57
Two or more races—Not economically disadvantaged	4	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	11	1564	89	1559	141	1569	48

**Table 10.D.12 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Eleven**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	1,534	1569	90	1566	108	1571	86
Male	804	1564	93	1565	111	1562	89
Female	730	1574	87	1567	105	1581	83
American Indian or Alaska Native	1	N/A	N/A	N/A	N/A	N/A	N/A
Asian	125	1567	135	1564	152	1568	128
Native Hawaiian or Other Pacific Islander	5	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	36	1585	43	1577	52	1593	42
Hispanic or Latino	1,266	1567	86	1565	104	1569	82
Black or African American	10	N/A	N/A	N/A	N/A	N/A	N/A
White	80	1586	92	1580	112	1592	88
Two or more races	11	1598	74	1582	67	1613	115
No special education services	1,241	1583	69	1580	93	1586	63
Special education services	293	1508	134	1507	142	1508	133
Not economically disadvantaged	225	1584	97	1578	118	1588	92
Economically disadvantaged	1,309	1566	89	1564	106	1568	85
In U.S. schools less than 12 months	63	1551	126	1528	150	1574	114
In U.S. schools 12 months or more	1,460	1570	88	1568	105	1571	84
Duration unknown	11	1553	173	1541	168	1563	190
Migrant education	30	1584	99	1584	125	1583	91
Not migrant education	1,504	1568	90	1566	108	1571	86

Table 10.D.11 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
American Indian or Alaska Native—Not economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	1	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	38	1608	138	1606	163	1610	130
Asian—Economically disadvantaged	87	1549	130	1546	145	1550	124
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	2	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	3	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	13	1609	47	1606	49	1612	53
Filipino—Economically disadvantaged	23	1572	34	1561	47	1582	30
Hispanic or Latino—Not economically disadvantaged	149	1573	90	1570	115	1576	81
Hispanic or Latino—Economically disadvantaged	1,117	1566	85	1564	103	1568	82
Black or African American—Not economically disadvantaged	1	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	9	N/A	N/A	N/A	N/A	N/A	N/A
White—Not economically disadvantaged	19	1602	79	1580	72	1623	95
White—Economically disadvantaged	61	1581	96	1580	122	1582	84
Two or more races—Not economically disadvantaged	3	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	8	N/A	N/A	N/A	N/A	N/A	N/A

**Table 10.D.13 Mean and Standard Deviation of Overall, Written, and Oral Language Scale Scores by Student Group, Grade Twelve**

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
All	166	1434	182	1427	186	1440	182
Male	91	1445	177	1442	183	1447	176
Female	75	1420	188	1409	190	1431	191
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A	N/A
Asian	22	1534	122	1534	149	1534	108
Native Hawaiian or Other Pacific Islander	1	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	3	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	129	1413	186	1407	189	1419	188
Black or African American	2	N/A	N/A	N/A	N/A	N/A	N/A
White	7	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	2	N/A	N/A	N/A	N/A	N/A	N/A
No special education services	103	1535	77	1522	101	1546	65
Special education services	63	1269	184	1271	189	1266	179
Not economically disadvantaged	19	1374	224	1380	234	1368	217
Economically disadvantaged	147	1441	175	1433	179	1449	176
In U.S. schools less than 12 months	22	1503	71	1476	84	1531	66
In U.S. schools 12 months or more	144	1423	191	1420	196	1426	190
Duration unknown	0	N/A	N/A	N/A	N/A	N/A	N/A
Migrant education	0	N/A	N/A	N/A	N/A	N/A	N/A
Not migrant education	166	1434	182	1427	186	1440	182

Table 10.D.13 (continuation)

<b>Student Group</b>	<b>Number of Students Tested</b>	<b>Overall Scale Score Mean</b>	<b>Overall Scale Score SD</b>	<b>Oral Scale Score Mean</b>	<b>Oral Scale Score SD</b>	<b>Written Scale Score Mean</b>	<b>Written Scale Score SD</b>
American Indian or Alaska Native—Not economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	1	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Economically disadvantaged	21	1528	121	1525	148	1529	108
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	1	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	1	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Economically disadvantaged	2	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino—Not economically disadvantaged	17	1370	218	1374	227	1365	212
Hispanic or Latino—Economically disadvantaged	112	1420	181	1412	183	1427	183
Black or African American—Not economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	2	N/A	N/A	N/A	N/A	N/A	N/A
White—Not economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
White—Economically disadvantaged	7	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Not economically disadvantaged	0	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	2	N/A	N/A	N/A	N/A	N/A	N/A

## Appendix 10.E: Percentage of Students in Each Proficiency Level for Overall Test and Composites

**Note:** In [Table 10.E.1](#) through [Table 10.E.13](#), to protect privacy, when the number of students in a student group is 10 or fewer, the summary statistics of scale scores and proficiency levels are not reported, but are replaced by “N/A.”

**Table 10.E.1 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Kindergarten**

Student Group	Overall Proficiency Level 1	Overall Proficiency Level 2	Overall Proficiency Level 3	Overall Proficiency Level 4	Oral Language Proficiency Level 1	Oral Language Proficiency Level 2	Oral Language Proficiency Level 3	Oral Language Proficiency Level 4	Written Language Proficiency Level 1	Written Language Proficiency Level 2	Written Language Proficiency Level 3	Written Language Proficiency Level 4
All	8	20	32	40	9	15	36	40	11	31	21	37
Male	9	22	34	35	9	17	37	36	12	32	22	33
Female	7	19	30	44	9	13	34	44	10	29	20	41
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	7	11	24	58	8	9	30	53	5	18	22	55
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	5	5	21	68	5	11	26	58	0	11	26	63
Hispanic or Latino	9	22	33	36	9	16	37	37	13	33	21	34
Black or African American	8	8	8	75	17	0	25	58	8	0	17	75
White	3	12	29	56	7	10	25	58	4	28	17	52
Two or more races	0	26	41	33	4	19	44	33	0	37	22	41
No special education services	7	20	33	41	8	15	37	41	10	30	21	38
Special education services	22	26	26	26	22	21	29	28	24	36	15	26



Table 10.E.1 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Not economically disadvantaged	6	16	24	53	7	14	28	51	8	27	17	49
Economically disadvantaged	9	21	34	36	10	16	38	37	12	32	22	34
In U.S. schools less than 12 months	12	30	33	25	13	22	39	26	18	40	18	24
In U.S. schools 12 months or more	3	9	31	57	5	7	32	56	3	21	24	52
Duration unknown	26	22	26	26	15	30	30	26	30	30	11	30
Migrant education	25	31	28	16	26	25	30	20	36	28	11	25
Not migrant education	8	20	32	40	9	15	36	40	11	31	21	37
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	4	10	18	68	4	7	27	61	2	15	18	65
Asian—Economically disadvantaged	11	14	31	43	13	12	33	41	9	23	26	41
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	9	9	18	64	9	18	27	45	0	18	27	55
Filipino—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 10.E.1 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Hispanic or Latino—Not economically disadvantaged	8	21	26	44	8	18	30	44	13	33	17	37
Hispanic or Latino—Economically disadvantaged	9	22	34	35	9	16	38	36	13	33	21	33
Black or African American—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White—Not economically disadvantaged	2	11	26	60	6	11	19	64	0	30	11	58
White—Economically disadvantaged	4	13	32	52	9	9	30	52	7	25	21	46
Two or more races—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	0	29	41	29	0	24	53	24	0	41	29	29

**Table 10.E.2 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade One**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	6	25	48	21	6	15	35	43	15	30	44	11
Male	7	25	47	21	6	16	35	43	15	31	44	10
Female	6	24	49	21	7	14	36	43	14	29	45	13
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	4	9	39	47	6	8	26	60	4	13	54	30
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	3	8	50	39	3	13	34	50	3	8	61	29
Hispanic or Latino	7	27	49	17	6	16	37	41	16	32	43	9
Black or African American	7	14	57	21	7	14	29	50	7	29	50	14
White	3	13	48	37	6	10	27	57	5	18	58	19
Two or more races	2	24	36	38	2	14	36	48	7	33	38	21
No special education services	6	24	49	22	6	14	35	44	13	30	45	12
Special education services	16	32	41	12	11	24	36	29	28	32	34	7
Not economically disadvantaged	4	12	44	40	4	9	29	58	6	20	52	22
Economically disadvantaged	7	27	49	18	6	16	36	41	16	31	43	9
In U.S. schools less than 12 months	20	20	35	26	21	12	26	42	22	28	36	14
In U.S. schools 12 months or more	6	25	48	21	6	15	36	43	14	30	45	11
Duration unknown	17	22	50	11	22	6	33	39	28	17	44	11

Table 10.E.2 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	8	29	47	17	8	16	34	43	19	26	44	10
Not migrant education	6	25	48	21	6	15	35	43	14	30	45	11
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	3	4	32	61	4	5	19	72	3	8	53	36
Asian—Economically disadvantaged	5	14	45	36	9	10	31	51	5	17	54	24
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	0	9	43	48	0	9	35	57	0	4	57	39
Filipino—Economically disadvantaged	7	7	60	27	7	20	33	40	7	13	67	13
Hispanic or Latino—Not economically disadvantaged	5	18	52	25	5	13	34	47	9	29	49	13
Hispanic or Latino—Economically disadvantaged	7	28	49	16	6	17	37	40	17	32	42	8

Table 10.E.2 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	8	17	58	17	8	17	33	42	8	33	42	17
White—Not economically disadvantaged	0	7	40	53	1	3	26	69	0	16	63	21
White—Economically disadvantaged	4	16	53	27	9	14	28	49	8	20	54	18
Two or more races—Not economically disadvantaged	0	7	27	67	0	13	27	60	0	13	40	47
Two or more races—Economically disadvantaged	4	33	41	22	4	15	41	41	11	44	37	7

**Table 10.E.3 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Two**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	6	16	54	24	7	11	38	44	10	23	51	16
Male	6	16	53	24	8	11	36	45	11	23	52	15
Female	5	16	55	24	6	12	39	43	9	22	51	17
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	2	9	42	48	4	8	30	58	2	14	47	37
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	0	3	51	46	0	8	33	59	0	5	69	26
Hispanic or Latino	7	17	56	21	7	12	39	42	11	24	52	13
Black or African American	0	0	68	32	0	6	29	65	3	3	74	19
White	2	10	49	39	5	7	28	60	2	18	51	29
Two or more races	3	16	46	34	5	10	33	52	7	20	52	21
No special education services	5	15	55	25	6	11	38	45	9	22	52	17
Special education services	16	25	48	11	16	17	36	31	24	30	40	6
Not economically disadvantaged	4	8	47	42	5	7	29	59	5	15	50	30
Economically disadvantaged	6	17	55	21	7	12	39	42	11	24	52	14
In U.S. schools less than 12 months	21	13	40	25	24	10	29	38	27	18	33	22
In U.S. schools 12 months or more	5	16	54	24	6	11	38	44	10	23	52	16
Duration unknown	9	26	57	9	11	23	26	40	17	20	54	9

Table 10.E.3 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	14	9	51	26	15	10	27	48	18	14	52	16
Not migrant education	6	16	54	24	7	11	38	44	10	23	51	16
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	2	3	32	62	5	6	20	70	2	7	44	47
Asian—Economically disadvantaged	1	13	48	37	4	10	37	50	3	18	49	30
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	0	0	50	50	0	10	25	65	0	5	65	30
Filipino—Economically disadvantaged	0	5	53	42	0	5	42	53	0	5	74	21
Hispanic or Latino—Not economically disadvantaged	5	12	55	28	5	9	36	50	8	20	53	19
Hispanic or Latino—Economically disadvantaged	7	18	56	20	8	12	39	41	12	25	51	12

Table 10.E.3 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	0	0	64	36	0	8	24	68	4	4	72	20
White—Not economically disadvantaged	3	3	43	51	6	2	21	71	1	15	45	39
White—Economically disadvantaged	1	15	53	31	4	10	33	53	2	20	55	22
Two or more races—Not economically disadvantaged	10	0	45	45	10	0	30	60	5	15	55	25
Two or more races—Economically disadvantaged	0	24	46	29	2	15	34	49	7	22	51	20



**Table 10.E.4 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Three**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	6	24	50	19	7	10	41	42	11	47	34	7
Male	8	25	49	19	7	10	40	43	13	47	33	6
Female	5	24	51	20	6	10	43	41	9	47	36	8
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	5	14	41	40	8	8	31	54	6	29	43	22
Native Hawaiian or Other Pacific Islander	21	26	37	16	21	16	37	26	26	47	26	0
Filipino	4	13	51	33	4	4	38	55	5	38	42	15
Hispanic or Latino	7	26	51	17	7	10	43	40	12	49	33	6
Black or African American	10	3	52	35	6	3	26	65	10	42	42	6
White	4	15	45	37	3	6	33	58	6	32	45	17
Two or more races	5	26	56	13	8	5	40	47	5	63	21	11
No special education services	5	23	51	20	6	9	42	43	9	47	36	8
Special education services	20	35	36	10	16	18	37	29	30	47	21	3
Not economically disadvantaged	6	16	47	31	7	6	34	53	9	35	39	17
Economically disadvantaged	6	25	51	18	7	10	42	41	11	49	34	6
In U.S. schools less than 12 months	30	22	33	16	31	8	31	30	34	30	26	10
In U.S. schools 12 months or more	6	24	50	19	6	10	42	42	11	48	35	7
Duration unknown	11	11	58	19	11	3	36	50	17	33	39	11

Table 10.E.4 (continuation one)

Student Group	Overall Proficiency Level 1	Overall Proficiency Level 2	Overall Proficiency Level 3	Overall Proficiency Level 4	Oral Language Proficiency Level 1	Oral Language Proficiency Level 2	Oral Language Proficiency Level 3	Oral Language Proficiency Level 4	Written Language Proficiency Level 1	Written Language Proficiency Level 2	Written Language Proficiency Level 3	Written Language Proficiency Level 4
Migrant education	5	24	47	24	7	8	42	42	13	41	36	10
Not migrant education	6	24	50	19	7	10	41	42	11	47	34	7
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	6	12	34	49	13	5	21	61	4	25	37	35
Asian—Economically disadvantaged	5	15	47	34	4	10	37	49	7	32	48	13
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	25	25	31	19	25	19	31	25	31	38	31	0
Filipino—Not economically disadvantaged	0	12	53	35	0	0	29	71	0	41	35	24
Filipino—Economically disadvantaged	5	13	50	32	5	5	42	47	8	37	45	11
Hispanic or Latino—Not economically disadvantaged	6	19	53	22	5	7	41	47	12	42	38	8
Hispanic or Latino—Economically disadvantaged	7	26	51	16	7	11	43	39	12	50	33	5

Table 10.E.4 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	8	4	54	35	4	4	27	65	8	46	42	4
White—Not economically disadvantaged	3	9	42	46	4	4	25	67	5	19	50	26
White—Economically disadvantaged	4	17	46	33	2	7	36	54	7	37	43	13
Two or more races—Not economically disadvantaged	0	18	55	27	9	0	36	55	9	27	36	27
Two or more races—Economically disadvantaged	6	27	57	10	8	6	41	45	4	71	18	8

**Table 10.E.5 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Four**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	5	17	51	27	5	6	37	52	12	39	38	11
Male	5	18	50	27	4	7	36	53	13	40	37	10
Female	4	17	51	28	5	6	38	52	10	38	39	12
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	4	12	42	42	4	6	29	61	7	26	46	22
Native Hawaiian or Other Pacific Islander	20	5	35	40	20	0	25	55	20	20	55	5
Filipino	2	5	46	46	5	4	27	64	0	32	46	21
Hispanic or Latino	5	19	53	24	5	6	39	50	12	41	37	9
Black or African American	5	5	62	29	5	0	24	71	5	48	38	10
White	5	9	35	51	4	3	26	67	10	23	41	26
Two or more races	9	11	42	39	5	7	30	58	18	28	28	26
No special education services	4	16	52	29	4	5	36	55	9	39	40	12
Special education services	13	32	43	12	8	14	44	34	33	42	20	5
Not economically disadvantaged	5	14	39	42	5	6	31	58	10	28	41	21
Economically disadvantaged	5	18	52	25	5	6	38	52	12	40	38	10
In U.S. schools less than 12 months	34	16	23	27	35	11	11	43	34	28	24	14
In U.S. schools 12 months or more	4	17	51	27	4	6	37	53	11	39	38	11
Duration unknown	12	22	55	10	14	6	39	41	18	49	29	4

Table 10.E.5 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant	9	14	56	22	8	8	38	47	15	33	43	9
Not migrant education	5	17	51	27	4	6	37	52	12	39	38	11
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	5	10	34	51	5	4	27	64	7	18	46	28
Asian—Economically disadvantaged	4	13	45	39	4	7	30	60	7	29	46	19
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	25	6	31	38	25	0	19	56	25	19	56	0
Filipino—Not economically disadvantaged	5	5	29	62	10	0	29	62	0	14	62	24
Filipino—Economically disadvantaged	0	6	57	37	3	6	26	66	0	43	37	20
Hispanic or Latino—Not economically disadvantaged	6	17	42	35	5	7	35	54	13	33	39	16
Hispanic or Latino—Economically disadvantaged	5	19	54	23	4	6	39	50	12	42	37	9

Table 10.E.5 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	7	7	73	13	7	0	33	60	7	53	40	0
White—Not economically disadvantaged	1	9	29	61	1	1	24	73	5	22	41	33
White—Economically disadvantaged	6	9	37	48	5	4	27	65	11	23	41	24
Two or more races—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	11	9	43	38	6	4	30	60	17	32	23	28

**Table 10.E.6 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Five**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	4	20	44	32	5	5	37	53	10	49	26	14
Male	5	20	43	31	5	5	36	53	12	51	25	12
Female	3	19	44	33	5	5	38	52	8	48	28	16
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	3	15	31	51	5	6	28	60	6	36	34	24
Native Hawaiian or Other Pacific Islander	8	17	42	33	8	0	42	50	25	8	50	17
Filipino	0	9	38	53	1	1	37	60	1	40	37	22
Hispanic or Latino	5	20	45	30	5	6	38	51	10	51	26	13
Black or African American	8	15	31	46	0	8	38	54	8	46	8	38
White	3	15	34	48	5	2	29	63	9	38	22	31
Two or more races	5	18	41	36	3	5	30	62	7	51	30	13
No special education services	3	17	45	35	4	4	36	55	7	49	29	16
Special education services	13	35	36	16	9	13	41	36	28	54	12	6
Not economically disadvantaged	5	14	38	44	5	4	30	60	9	41	27	23
Economically disadvantaged	4	20	45	31	5	5	38	52	10	50	26	13
In U.S. schools less than 12 months	33	16	23	28	33	8	25	34	37	37	11	15
In U.S. schools 12 months or more	4	20	44	32	5	5	37	53	9	50	27	14
Duration unknown	8	21	39	32	5	10	32	53	16	47	27	10

Table 10.E.6 (continuation one)

Student Group	Overall Proficiency Level 1	Overall Proficiency Level 2	Overall Proficiency Level 3	Overall Proficiency Level 4	Oral Language Proficiency Level 1	Oral Language Proficiency Level 2	Oral Language Proficiency Level 3	Oral Language Proficiency Level 4	Written Language Proficiency Level 1	Written Language Proficiency Level 2	Written Language Proficiency Level 3	Written Language Proficiency Level 4
Migrant education	7	19	45	29	8	5	46	40	9	48	29	14
Not migrant education	4	20	44	32	5	5	37	53	10	49	26	14
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	3	13	24	60	5	6	22	68	5	32	33	30
Asian—Economically disadvantaged	4	16	33	47	6	6	31	57	6	39	35	21
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	0	5	33	62	0	5	38	57	0	38	24	38
Filipino—Economically disadvantaged	0	11	40	49	2	0	36	62	2	40	43	15
Hispanic or Latino—Not economically disadvantaged	6	15	43	36	6	4	33	57	11	45	27	17
Hispanic or Latino—Economically disadvantaged	4	21	46	29	5	6	39	51	10	52	26	12



Table 4.D.6 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White—Not economically disadvantaged	0	5	28	67	2	0	26	72	5	28	16	51
White—Economically disadvantaged	4	18	36	42	6	3	30	61	10	41	24	25
Two or more races—Not economically disadvantaged	10	14	43	33	5	5	38	52	10	43	29	19
Two or more races—Economically disadvantaged	3	20	40	38	3	5	25	68	5	55	30	10

**Table 10.E.7 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Six**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	6	20	45	28	6	6	40	49	19	41	28	13
Male	7	22	44	27	6	6	39	48	22	41	25	12
Female	5	18	47	30	5	6	40	49	15	41	30	14
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	6	11	34	50	6	4	29	61	11	24	31	34
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	2	15	42	40	6	6	25	63	4	37	33	27
Hispanic or Latino	7	21	47	25	6	6	42	46	20	44	27	10
Black or African American	0	33	39	28	0	6	44	50	28	33	28	11
White	3	11	32	55	5	1	23	71	11	25	34	30
Two or more races	4	20	32	44	0	8	32	60	20	16	40	24
No special education services	5	17	47	31	5	5	38	52	15	42	29	14
Special education services	13	35	38	14	9	12	46	33	40	37	18	5
Not economically disadvantaged	5	18	38	39	5	5	34	56	16	35	27	22
Economically disadvantaged	6	20	46	27	6	6	41	48	19	42	28	11
In U.S. schools less than 12 months	35	7	29	29	32	6	22	40	38	25	15	22
In U.S. schools 12 months or more	6	20	46	28	5	6	40	49	18	41	28	13
Duration unknown	7	22	48	22	7	0	52	41	19	41	37	4

Table 10.E.7 (continuation one)

Student Group	Overall Proficiency Level 1	Overall Proficiency Level 2	Overall Proficiency Level 3	Overall Proficiency Level 4	Oral Language Proficiency Level 1	Oral Language Proficiency Level 2	Oral Language Proficiency Level 3	Oral Language Proficiency Level 4	Written Language Proficiency Level 1	Written Language Proficiency Level 2	Written Language Proficiency Level 3	Written Language Proficiency Level 4
Migrant education	3	28	48	21	3	8	43	46	20	44	23	13
Not migrant education	6	20	45	29	6	6	40	49	18	41	28	13
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	9	14	20	57	9	4	21	66	15	18	29	38
Asian—Economically disadvantaged	4	10	41	45	4	4	34	59	9	27	32	32
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	0	13	33	53	7	7	13	73	0	20	33	47
Filipino—Economically disadvantaged	3	16	46	35	5	5	30	59	5	43	32	19
Hispanic or Latino—Not economically disadvantaged	4	21	47	28	3	7	41	49	17	44	26	13
Hispanic or Latino—Economically disadvantaged	7	21	47	24	6	6	42	46	20	44	27	9

Table 10.E.7 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	0	33	50	17	0	0	50	50	25	33	33	8
White—Not economically disadvantaged	1	11	27	60	7	0	22	71	10	22	34	34
White—Economically disadvantaged	3	10	34	53	5	2	23	71	11	27	34	28
Two or more races—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	0	26	32	42	0	11	26	63	21	21	42	16

**Table 10.E.8 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Seven**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	5	19	40	36	4	6	37	52	13	39	30	17
Male	6	21	37	36	5	7	37	52	16	41	28	15
Female	5	18	42	36	4	6	38	52	11	38	33	19
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	5	13	25	58	5	5	26	64	8	23	28	42
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	2	14	30	54	2	6	28	64	6	24	40	30
Hispanic or Latino	5	20	42	33	4	7	39	50	14	42	30	14
Black or African American	0	27	20	53	0	7	27	67	13	20	40	27
White	3	13	25	58	4	1	25	71	9	26	27	37
Two or more races	19	14	33	33	19	10	29	43	19	24	33	24
No special education services	4	17	41	39	4	5	37	55	10	39	32	19
Special education services	13	32	34	21	9	14	39	38	32	41	20	8
Not economically disadvantaged	6	15	34	45	5	6	33	56	11	32	31	26
Economically disadvantaged	5	20	41	34	4	7	38	51	14	41	30	15
In U.S. schools less than 12 months	43	20	19	19	44	8	24	24	51	25	11	13
In U.S. schools 12 months or more	5	19	40	36	4	6	37	52	13	40	31	17
Duration unknown	8	20	35	38	8	8	33	53	25	30	28	18

Table 10.E.8 (continuation one)

Student Group	Overall Proficiency Level 1	Overall Proficiency Level 2	Overall Proficiency Level 3	Overall Proficiency Level 4	Oral Language Proficiency Level 1	Oral Language Proficiency Level 2	Oral Language Proficiency Level 3	Oral Language Proficiency Level 4	Written Language Proficiency Level 1	Written Language Proficiency Level 2	Written Language Proficiency Level 3	Written Language Proficiency Level 4
Migrant education	7	13	43	38	6	5	32	57	16	31	39	14
Not migrant education	5	19	40	36	4	7	37	52	13	40	30	17
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	5	12	12	71	8	4	16	73	9	12	23	56
Asian—Economically disadvantaged	4	14	33	49	4	6	33	58	7	30	31	32
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	0	15	45	40	0	10	45	45	0	25	50	25
Filipino—Economically disadvantaged	3	13	20	63	3	3	17	77	10	23	33	33
Hispanic or Latino—Not economically disadvantaged	6	17	41	36	4	7	37	51	12	39	33	16
Hispanic or Latino—Economically disadvantaged	5	21	42	32	4	7	39	50	14	42	30	14

Table 10.E.8 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	0	27	18	55	0	9	27	64	18	9	45	27
White—Not economically disadvantaged	3	12	24	61	3	0	30	67	12	18	24	45
White—Economically disadvantaged	3	14	25	58	4	1	23	72	9	28	28	35
Two or more races—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	11	17	39	33	11	11	33	44	17	22	39	22

**Table 10.E.9 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Eight**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	7	19	43	30	6	9	39	46	13	38	31	18
Male	8	21	41	30	7	9	38	46	15	39	29	17
Female	6	18	45	30	6	8	41	45	11	36	34	19
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	4	11	34	52	4	6	32	58	6	21	35	38
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	2	19	40	40	2	10	38	50	4	35	33	27
Hispanic or Latino	7	21	45	27	7	9	41	43	14	40	31	15
Black or African American	20	13	27	40	13	0	40	47	27	33	27	13
White	4	9	33	53	4	3	25	68	9	23	32	36
Two or more races	18	12	29	41	18	6	12	65	24	12	41	24
No special education services	5	17	44	33	5	7	40	49	10	37	33	20
Special education services	17	31	37	16	14	18	38	31	29	42	21	8
Not economically disadvantaged	5	20	39	36	5	11	35	48	12	34	32	22
Economically disadvantaged	7	19	44	30	6	8	40	45	13	38	31	17
In U.S. schools less than 12 months	38	21	23	18	32	13	36	20	39	30	14	16
In U.S. schools 12 months or more	6	19	44	31	6	9	39	46	12	38	31	18
Duration unknown	6	17	33	44	11	6	39	44	11	33	33	22



Table 10.E.9 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	9	4	39	48	9	0	22	70	9	22	48	22
Not migrant education	7	20	43	30	6	9	39	45	13	38	31	18
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	3	7	29	60	3	3	34	59	9	16	31	45
Asian—Economically disadvantaged	4	12	36	49	4	7	31	57	5	24	36	35
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	6	17	39	39	6	17	28	50	6	33	28	33
Filipino—Economically disadvantaged	0	20	40	40	0	7	43	50	3	37	37	23
Hispanic or Latino—Not economically disadvantaged	6	24	41	28	5	14	37	44	14	41	31	15
Hispanic or Latino—Economically disadvantaged	8	20	45	27	7	9	41	43	14	40	31	15

Table 10.E.9 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	20	13	27	40	13	0	40	47	27	33	27	13
White—Not economically disadvantaged	5	0	33	62	5	0	24	71	0	10	48	43
White—Economically disadvantaged	4	12	33	52	4	3	25	67	11	26	28	35
Two or more races—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Table 10.E.10 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Nine**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	10	27	42	22	9	13	42	35	20	39	32	10
Male	11	27	41	22	10	13	42	36	22	39	31	8
Female	9	27	43	22	8	14	43	34	17	39	33	11
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	7	15	34	44	7	9	30	54	11	28	43	18
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	6	10	38	46	6	6	35	52	6	27	40	27
Hispanic or Latino	10	28	43	18	9	14	44	32	21	41	31	8
Black or African American	13	38	25	25	13	13	25	50	38	38	19	6
White	5	10	32	53	5	4	30	61	11	21	40	29
Two or more races	15	30	22	33	11	19	37	33	19	37	33	11
No special education services	8	25	44	24	8	12	42	38	16	39	35	11
Special education services	20	37	32	10	15	22	43	21	40	36	19	5
Not economically disadvantaged	7	23	36	35	8	9	39	45	15	34	34	18
Economically disadvantaged	10	27	43	20	9	14	43	33	20	40	31	8
In U.S. schools less than 12 months	47	14	21	19	48	9	19	24	52	20	19	9
In U.S. schools 12 months or more	8	27	43	22	7	14	44	36	18	40	32	10
Duration unknown	23	23	32	23	32	9	32	27	36	9	41	14

Table 10.E.10 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	10	34	34	22	10	17	41	32	27	34	27	12
Not migrant education	10	27	42	22	9	13	42	35	20	39	32	10
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	8	7	33	52	7	7	33	54	13	15	52	20
Asian—Economically disadvantaged	6	20	35	39	7	10	29	54	10	36	38	16
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	6	17	28	50	6	0	39	56	6	22	28	44
Filipino—Economically disadvantaged	7	7	43	43	7	10	33	50	7	30	47	17
Hispanic or Latino—Not economically disadvantaged	7	29	38	26	8	10	42	39	16	41	30	13
Hispanic or Latino—Economically disadvantaged	11	28	44	17	10	15	44	31	21	41	31	7

Table 10.E.10 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	17	42	25	17	17	8	25	50	42	42	8	8
White—Not economically disadvantaged	3	3	29	65	3	3	29	65	6	13	42	39
White—Economically disadvantaged	5	13	34	49	6	4	30	60	13	24	39	25
Two or more races—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	14	27	27	32	9	14	45	32	18	36	36	9

**Table 10.E.11 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Ten**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	8	21	39	31	9	11	39	42	14	34	36	17
Male	9	21	38	31	9	10	36	44	16	34	34	16
Female	7	21	41	31	8	11	42	39	11	33	37	18
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	8	15	34	44	9	7	32	53	9	26	35	30
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	3	16	41	41	0	14	38	49	8	22	51	19
Hispanic or Latino	9	22	41	28	9	11	41	39	15	35	35	15
Black or African American	13	20	13	53	7	13	20	60	27	13	47	13
White	0	12	33	55	2	2	32	64	4	29	33	34
Two or more races	7	27	20	47	13	7	20	60	13	13	60	13
No special education services	6	19	40	34	7	9	40	44	11	32	38	19
Special education services	19	30	37	14	16	17	37	29	30	42	24	4
Not economically disadvantaged	6	18	35	41	7	9	36	48	10	32	33	25
Economically disadvantaged	9	22	40	30	9	11	40	40	14	34	36	16
In U.S. schools less than 12 months	28	22	24	26	29	15	26	29	33	26	23	18
In U.S. schools 12 months or more	8	21	40	31	8	10	40	42	13	34	36	17
Duration unknown	7	27	27	40	7	20	27	47	13	27	27	33

Table 10.E.11 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	16	26	35	23	21	16	26	37	23	33	37	7
Not migrant education	8	21	40	31	8	10	40	42	14	34	36	17
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	3	14	29	55	6	6	27	61	5	24	30	41
Asian—Economically disadvantaged	11	15	36	38	11	7	35	48	12	27	37	24
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	0	18	36	45	0	9	36	55	9	36	36	18
Filipino—Economically disadvantaged	4	15	42	38	0	15	38	46	8	15	58	19
Hispanic or Latino—Not economically disadvantaged	9	20	39	33	7	12	40	41	13	38	33	17
Hispanic or Latino—Economically disadvantaged	9	22	41	28	9	11	41	39	15	35	36	15

Table 10.E.11 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	17	17	8	58	8	17	17	58	25	17	42	17
White—Not economically disadvantaged	0	9	26	65	9	0	17	74	0	13	39	48
White—Economically disadvantaged	0	13	35	51	0	3	37	60	6	34	31	29
Two or more races—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	9	36	18	36	18	9	18	55	18	18	64	0



**Table 10.E.12 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Eleven**

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
All	11	24	40	24	11	9	37	43	20	45	25	9
Male	12	27	38	23	11	9	37	43	25	44	24	7
Female	11	21	42	26	11	9	37	44	15	47	27	11
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	15	19	32	34	17	9	25	50	22	33	30	16
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	0	25	50	25	0	14	39	47	0	67	25	8
Hispanic or Latino	11	26	40	23	11	9	39	42	21	46	25	8
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	18	8	40	35	13	4	29	55	16	38	25	21
Two or more races	9	18	36	36	0	9	45	45	18	36	18	27
No special education services	9	21	42	28	9	7	36	48	15	46	28	11
Special education services	22	39	30	9	20	14	40	26	43	42	12	3
Not economically disadvantaged	10	22	38	30	10	7	37	45	16	44	23	17
Economically disadvantaged	12	25	40	23	11	9	37	43	21	45	26	8
In U.S. schools less than 12 months	38	10	24	29	40	5	19	37	40	21	16	24
In U.S. schools 12 months or more	10	25	41	24	9	9	38	44	19	46	26	8
Duration unknown	36	18	9	36	18	18	27	36	45	18	9	27

Table 10.E.12 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	20	10	40	30	17	7	23	53	30	30	23	17
Not migrant education	11	25	40	24	11	9	37	43	20	45	25	9
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	8	13	26	53	11	5	29	55	8	29	29	34
Asian—Economically disadvantaged	18	22	34	25	20	10	23	47	28	34	30	8
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	0	0	62	38	0	0	23	77	0	54	31	15
Filipino—Economically disadvantaged	0	39	43	17	0	22	48	30	0	74	22	4
Hispanic or Latino—Not economically disadvantaged	11	29	39	21	11	9	40	40	19	48	23	10
Hispanic or Latino—Economically disadvantaged	11	26	40	23	10	9	38	42	21	46	25	7

Table 10.E.12 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White—Not economically disadvantaged	16	0	37	47	11	5	26	58	16	32	16	37
White—Economically disadvantaged	18	10	41	31	13	3	30	54	16	39	28	16
Two or more races—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Table 10.E.13 Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Twelve**

Student Group	Overall Proficiency Level 1	Overall Proficiency Level 2	Overall Proficiency Level 3	Overall Proficiency Level 4	Oral Language Proficiency Level 1	Oral Language Proficiency Level 2	Oral Language Proficiency Level 3	Oral Language Proficiency Level 4	Written Language Proficiency Level 1	Written Language Proficiency Level 2	Written Language Proficiency Level 3	Written Language Proficiency Level 4
All	48	20	25	7	46	10	25	19	57	33	6	4
Male	43	20	30	8	41	8	31	21	54	37	4	4
Female	53	21	19	7	52	13	17	17	61	28	8	3
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	32	18	32	18	27	14	23	36	41	36	18	5
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	52	22	20	6	50	9	24	17	61	33	2	4
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
No special education services	31	25	33	11	30	13	31	26	41	45	9	6
Special education services	75	13	11	2	71	6	14	8	84	14	2	0
Not economically disadvantaged	53	21	11	16	53	5	16	26	58	26	11	5
Economically disadvantaged	47	20	27	6	45	11	26	18	57	34	5	3
In U.S. schools less than 12 months	50	27	14	9	45	23	18	14	50	36	5	9
In U.S. schools 12 months or more	47	19	26	7	46	8	26	20	58	33	6	3
Duration unknown	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 10.E.13 (continuation one)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Migrant education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Not migrant education	48	20	25	7	46	10	25	19	57	33	6	4
American Indian or Alaska Native—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian—Economically disadvantaged	33	19	33	14	29	14	24	33	43	38	14	5
Native Hawaiian or Other Pacific Islander—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino—Not economically disadvantaged	53	24	12	12	53	6	18	24	59	29	6	6
Hispanic or Latino—Economically disadvantaged	52	21	21	5	50	9	25	16	62	33	2	4

Table 10.E.13 (continuation two)

<b>Student Group</b>	<b>Overall Proficiency Level 1</b>	<b>Overall Proficiency Level 2</b>	<b>Overall Proficiency Level 3</b>	<b>Overall Proficiency Level 4</b>	<b>Oral Language Proficiency Level 1</b>	<b>Oral Language Proficiency Level 2</b>	<b>Oral Language Proficiency Level 3</b>	<b>Oral Language Proficiency Level 4</b>	<b>Written Language Proficiency Level 1</b>	<b>Written Language Proficiency Level 2</b>	<b>Written Language Proficiency Level 3</b>	<b>Written Language Proficiency Level 4</b>
Black or African American—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Not economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more races—Economically disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A