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California English Language Development Test

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

2003-2004 Form C

Submitted to the California Department of Education on January 31, 2005

McGraw Hill CTB

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Overview

As stated in California Assembly Bill 748 (Statutes of 1997), the Superintendent of Public Instruction was required to select or develop a test that assesses the English language development of pupils whose primary language is a language other than English. Subsequently, California Senate Bill 638 (Statutes of 1999) required school districts to assess the English language development of all English Learners. The California English Language Development Test (CELDT) was the test designed to fulfill these requirements. As stated in the California Education Code, Section 60810(d), "The test shall be used for the following purposes: (1) To identify pupils who are limited English proficient. (2) To determine the level of English language proficiency of pupils who are limited English proficient. (3) To assess the progress of limited-English-proficient pupils in acquiring the skills of listening, reading, speaking, and writing in English."

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

For the 2003-2004 administration, Form C was used for both initial identification and annual assessment and was designed for use with the four grade span levels listed above. The layouts of the test books varied by grade span, with each grade span containing three operational test booklets. Each booklet contained the operational test, with some booklets also containing field test items for the three skill areas. It should be noted that many of the operational Listening/Speaking items used in Form C were field tested in winter 2003 in a separate Listening/Speaking field test, also documented in this report.

For the 2003 operational test, students were scored in the skill areas of Listening/Speaking, Reading, and Writing. The resulting scores from these skill areas were then combined to create an overall score. The Listening/Speaking portion of the test was double-weighted, with the Listening portion of the test administered in groups, and the Speaking portion of the test administered individually. The Reading and Writing skill areas were single-weighted and given in group administrations.

This document provides technical details on the operational test for 2003-2004 only. As such, it is an extension of previous technical reports. For information regarding the CELDT standard setting, refer to the *California English Language Development Bookmark Standard Setting Technical Report*, published in 2001. For the 2000 field test or the 2001 operational test, refer to the *Technical Report for the California English Language Development Test (CELDT) 2000 – 2001,* published in 2002, and for information regarding the 2002-2003 operational test, refer to the *CELDT 2002-2003 Form B Technical Report*, published in 2003. CTB endeavored to follow the testing guidelines published by the American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education. Information regarding documentation and compliance can be found in Appendix Q.

California English Language Development Test, Form C

Test Development and Structure

Each booklet in the Form C series was divided into the three skill areas of Listening/Speaking, Reading, and Writing. However, the layout of the booklets varied, with every booklet in the series containing the operational test for the given grade span, and most also containing embedded field test items for the three skill areas. For detail on the number of questions in each operational test and field test item section, please see Table 1, *CELDT Form C Test Structure*.

For Grade Span 1 (kindergarten-grade 2), there were a total of six distinct booklets. There were three booklets for kindergarten and grade 1 (C1-C3), consisting only of the Listening/Speaking test. Kindergartners and first graders are not currently administered the Reading or Writing portions of the CELDT, and their overall scores are based solely on the results of their Listening/Speaking test. (Please see Table 2, *2003-2004 Operational Test Administration Structure*, for more detail.) Each of the three booklets contained the same operational items, but booklets C1 and C2 also contained embedded Listening/Speaking field test items; booklet C3 contained only the operational test.

Similarly, there were three booklets for grade 2 students; in addition to the same Listening/Speaking test administered to kindergarten and grade 1, the grade 2 booklets also contained Reading and Writing tests. Again, the three booklets each contained the same operational Listening/Speaking, Reading, and Writing items, but booklets C1 and C2 also carried embedded field test items for the three skill areas.

Grade Spans 2, 3, and 4 (for grades 3-5, 6-8, and 9-12, respectively) each had parallel booklet layouts. Each grade span had three booklets, called C1, C2, and C3. Within each grade span, one set of operational items was used across all three booklets. In addition to the operational items, booklets C1 and C2 contained embedded field test items. Booklet C3 contained only the operational test.

Regarding the items field tested in booklets C1 and C2 in each grade span, it should be noted that booklet C1 usually contained different embedded field test items than booklet C2, though there were some cases of overlap. For detail, please see Appendix A: Form C Item Map.

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

raw score. The total raw score had a particular scale score associated with it, based on the raw score and the item parameters.

For Listening/Speaking on the 2003-2004 Operational CELDT, for grade span 1, there were 29 dichotomous items with two score points (0 or 1), one "Choose and Give Reasons" question with three score points (0, 1, or 2), and one "4-Picture Narrative" question with five score points (0, 1, 2, 3, or 4). In sum, the Listening/Speaking section of the test for grade span 1 had up to 35 (29x1 + 1x2 + 1x4) raw score points. For grade spans 2, 3, and 4, there were 29 dichotomous items with two score points (0 or 1), four "Speech Functions" questions with three score points (0, 1, or 2), one "Choose and Give Reasons" question with three score points (0, 1, or 2), and one "4-Picture Narrative" question with five score points (0, 1, 2, 3, or 4). In sum the Listening/Speaking section of the test for grade spans 2, 3, and 4 had up to 43 (29x1 + 4x2 + 1x2 + 1x4) raw score points.

For Reading on the 2003-2004 Operational CELDT, at each grade span, there were 35 dichotomous items with two score points (0 or 1). In sum the Reading section of the test had up to 35 (35x1) raw score points.

For Writing on the 2003-2004 Operational CELDT, at each grade span, there were 19 dichotomous items with two score points (0 or 1), four "Sentences" questions with four score points (0, 1, 2, or 3), and one "Short Composition" question with five score points (0, 1, 2, 3, or 4). In sum the Writing section of the test had up to 35 (19x1 + 4x3 + 1x4) raw score points.

For more detail on the structure of the Form C test, including the types of items and the distribution of field test items, please see Table 1.

Table 1 CELDT Form C Test Structure

Grade Span	Test Materials	Content of Materials Items are not listed in order			
		Skill Area	**No. of Operational Items**	**Item Type***	**Total No. of Field Test Items**
K-1 3 forms (C1-C3)	3 scannable test books	Listening/Speaking	9	MC	8
			20	DCR	9
			1	CGR-CR	2
			1	4PN-CR	2
Grade 2 3 forms (C1-C3)	3 scannable test books	Listening/Speaking	9	MC	8
			20	DCR	9
			1	CGR-CR	2
			1	4PN-CR	2
		Reading	35	MC	16
		Writing	19	MC	6
			4	S-CR	4
			1	SC-CR	2
3-5 3 forms (C1-C3)	3 nonscannable test books	Listening/Speaking	19	MC	12
			10	DCR	4
			4	SF-CR	2
			1	CGR-CR	2
			1	4PN-CR	2
		Reading	35	MC	16
		Writing	19	MC	6
			4	S-CR	4
			1	SC-CR	2
6-8 3 forms (C1-C3)	3 nonscannable test books	Listening/Speaking	19	MC	12
			10	DCR	4
			4	SF-CR	2
			1	CGR-CR	2
			1	4PN-CR	2
		Reading	35	MC	16
		Writing	19	MC	6
			4	S-CR	4
			1	SC-CR	2
9-12 3 forms (C1-C3)	3 nonscannable test books	Listening/Speaking	19	MC	12
			10	DCR	4
			4	SF-CR	2
			1	CGR-CR	2
			1	4PN-CR	2
		Reading	35	MC	16
		Writing	19	MC	6
			4	S-CR	4
			1	SC-CR	2

MC = Multiple Choice
DCR = Dichotomous Constructed Response
CR = Constructed Response
SF-CR = Speech Functions – Constructed Response
CGR-CR = Choose & Give Reasons – Constructed Response
4PN-CR = 4-Picture Narrative – Constructed Response
S-CR = Sentences – Constructed Response
SC-CR = Short Compositions – Constructed Response

Table 2 2003-2004 Operational Test Administration Structure

Subject	Grade Span				
	GS 1 : K and 1	GS 1 : 2	GS 2 : 3 – 5	GS 3 : 6 – 8	GS 4 : 9 – 12
Listening/Speaking	✓	✓	✓	✓	✓
Reading	Not Tested	✓	✓	✓	✓
Writing	Not Tested	✓	✓	✓	✓

✓= Subject Area Administered

Proficiency Levels

Cut-scores and Proficiency Level Descriptions remained the same as in previous operational test administrations. Cut-score information may be found in Table 3, and Proficiency Level Descriptions may be found in Table 4.

For more information on the development of the Cut-scores and Proficiency Level Descriptions, please refer to the *Technical Report for the California English Language Development Test (CELDT) 2000 – 2001*, published in 2002.

Table 3 CELDT Cut-scores

Listening & Speaking

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

Reading

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

Writing

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

Overall

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

Table 4 CELDT Proficiency Level Descriptions

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

Administration of Form C

2003-2004 Operational Test Summary Statistics

Tables 5 through 8, on the following pages, show the 2003-2004 operational test scale score summary statistics. These statistics are based on the General Research Tape (GRT) data.[1] Data noted "annual" were collected from the 2003 CELDT annual administration, which occurred between July 1st and October 31st of 2003. Data noted "initial" were collected from students whose home language was a language other than English, who had never taken the CELDT, and who took the test for purposes of initial identification between July 1, 2003 and June 30, 2004. Students who took the CELDT for purposes of initial identification after July 1, 2003 did not retake the test during the 2003 annual administration. An overview of annual administration summary statistics from CELDT Form A and Form B are available in Appendix B.

Simple statistics for each skill area, as well as intercorrelations among skill area scores, are detailed in Appendix C.

Frequency distributions were run on the scale scores for annual and initial identification data for Listening/Speaking, Reading, and Writing for each of the four grade spans. These frequency distributions are located in Appendix D. Also available are frequency distributions based on student home language and primary ethnicity; these are located in Appendix E.

[1] The GRT data include all Form C data received at CTB prior to July 15, 2004 (testing completed prior to June 30, 2004), without exclusions.

Table 5 2003-2004 Summary Statistics by Grade, Annual Data

		Listening/Speaking		Reading		Writing		Overall	
Grade	**N**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**
K	6,664	448.05	87.14	NA	NA	NA	NA	448.05	87.14
1	166,704	503.20	61.47	NA	NA	NA	NA	503.20	61.47
2	170,782	538.94	64.72	452.88	48.44	473.19	57.74	500.62	49.71
3	159,439	505.24	62.36	472.21	51.47	492.75	56.42	493.49	50.71
4	153,602	529.05	66.66	498.23	51.98	513.50	53.93	517.09	52.02
5	137,167	544.03	70.33	514.90	53.30	524.88	54.06	531.60	53.75
6	112,653	520.68	58.48	505.63	51.00	519.91	49.08	516.35	47.24
7	104,276	526.69	61.21	515.21	52.39	525.20	50.97	523.08	49.06
8	94,262	531.33	64.64	524.71	52.64	529.79	51.24	528.92	50.89
9	77,889	519.83	60.01	526.71	55.68	520.08	55.21	521.23	50.21
10	74,559	523.92	63.19	535.90	59.14	522.33	57.60	526.14	52.61
11	59,229	529.35	64.62	544.48	59.78	525.53	59.23	531.79	53.54
12	45,211	533.43	70.75	549.25	63.51	525.78	63.97	535.09	58.34

Table 6 2003-2004 Summary Statistics by Grade Span, Annual Data

		Listening/Speaking		Reading		Writing		Overall	
Grade Span	**N**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**
1: Grades K-2	344,150*	519.87	66.86	452.88	48.44	473.19	57.74	500.85	57.10
2: Grades 3-5	450,208	525.18	68.22	494.09	55.07	509.62	56.45	513.15	54.41
3: Grades 6-8	311,191	525.92	61.47	514.62	52.54	524.68	50.54	522.41	49.25
4: Grades 9 -12	256,888	525.60	64.18	537.44	59.67	522.99	58.49	527.53	53.43

* N-count for Grade Span 1 is 344,150 overall, but for Reading and Writing includes only Grade 2 data, for which the N-count is 170,782

Table 7 2003-2004 Summary Statistics by Grade, Initial Data

		Listening/Speaking		Reading		Writing		Overall	
Grade	**N**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**
K	204,771	427.35	105.18	NA	NA	NA	NA	427.35	105.18
1	31,673	458.76	128.25	NA	NA	NA	NA	458.76	128.25
2	21,152	473.76	145.48	429.48	68.98	426.50	99.21	450.57	108.57
3	19,726	436.16	137.88	442.81	76.60	437.51	107.86	437.87	110.72
4	18,462	452.60	146.30	461.34	84.79	453.29	113.52	454.66	118.65
5	17,219	465.57	150.83	475.84	90.37	465.23	116.86	467.76	123.07
6	17,553	455.99	137.42	477.81	89.10	468.88	111.14	464.37	114.74
7	18,806	458.96	140.19	484.60	91.06	473.20	112.73	468.62	117.04
8	15,151	462.40	139.39	490.18	91.95	477.49	112.14	472.81	116.58
9	30,942	456.89	131.50	492.52	94.99	472.02	110.84	469.26	113.01
10	17,360	474.98	122.72	506.14	90.83	485.51	101.70	485.07	104.88
11	12,489	501.24	114.73	527.34	85.70	506.61	94.15	508.75	97.14
12	7,360	512.28	111.68	535.74	83.93	512.30	92.13	517.78	94.18

Table 8 2003-2004 Summary Statistics by Grade Span, Initial Data

		Listening/Speaking		Reading		Writing		Overall	
Grade Span	**N**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**
1: Grades K-2	257,596*	435.02	113.11	429.48	68.98	426.50	99.21	433.12	109.16
2: Grades 3-5	55,407	450.78	145.31	459.25	84.89	451.38	113.17	452.75	117.95
3: Grades 6-8	51,510	458.96	139.04	483.93	90.79	472.99	112.07	468.40	116.17
4: Grades 9 -12	68,151	475.61	125.98	507.04	92.55	486.15	104.85	485.76	107.79

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

Reliability and the Standard Error of Measurement

The reliability for a particular group of students' test scores is the extent to which the scores would remain consistent if those same students were retested with another parallel version of the same test, written to measure the same set of skills. If the test includes constructed-response questions, the reliability is the extent to which the students' scores would remain consistent if both the questions and the scorers were changed. Note that the constructed-response items are scored by raters who are locally trained on each item to increase the reliability of this scoring procedure. Additional data on rater consistency and reliability for handscored constructed response items are available in Appendix F.

The Reliability Coefficient

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

The reliability coefficients for the CELDT Form C are between 0.85 to 0.90 across all grades and subject areas, and these are typical coefficients for assessments of these lengths. Please see Table 9 for reliabilities for each skill area of the test by grade span.

The Standard Error of Measurement

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

The standard error of measurement is the margin of error associated with an examinees' score. The range of standard errors for the CELDT Form C are between 17 to 26 points across all grades and subject areas in scale score units. In general, this translates into an error band by about one to two raw score points, depending on the students' score. For example, if a student received a raw score of 25 with a standard error of 1 point, then on retesting, the student might have attained a score between 24 to 26, about two-thirds of the time. It is important to remember

that assessments are not perfectly reliable and only offer an estimate of what the student is capable of, in a specified domain of knowledge. CELDT standard errors of measurement for each skill area and overall are shown in Table 10 below. For scale score standard errors of measurement for each skill area, see Appendix G: Form C Raw Score to Scale Score Tables.

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

Table 9 2003-2004 Operational Test Reliabilities

Subject	Number of Items	Grade Span K-2	3-5	6-8	9-12
Listening/Speaking	31 (K-2) 35 (3-12)	0.89	0.85	0.87	0.89
Reading	35	0.87	0.90	0.85	0.89
Writing	24	0.89	0.89	0.87	0.87

Based on Cronbach's Alpha

Table 10 2003-2004 Operational Test Standard Errors of Measurement by Skill Area

Grade Span	Standard Error of Measurement in Scale Score Units: Listening/ Speaking	Reading	Writing	Overall
Grades K-2	22.17	17.47	19.15	20.34
Grades 3-5	26.42	17.41	18.72	22.64
Grades 6-8	22.16	20.35	18.22	20.79
Grades 9-12	21.29	19.79	21.09	20.87

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

$$SEM_{all} = \sqrt{\frac{2(SEM_{LS}{}^2) + SEM_{RD}{}^2 + SEM_{WT}{}^2}{4}}$$

Test Population

The 2003-2004 operational test was administered to all students in the state of California whose home language was a language other than English. In total, 1,795,101 students participated in this administration. Of these, 1,362,437 took the test as part of the annual administration, and 432,664 took the test for purposes of initial identification.

It should be noted that data for this technical report were collected prior to the Data Review Module window of October 2004 and does not reflect changes made during that time. As a result, the data may not necessarily reflect the final test purpose as entered by the district in the Data Review module window.

Item Analysis

An analysis of the statistics for each of the 136 operational Listening/Speaking, 140 operational Reading, and 96 operational Writing items was conducted (numbers given are for all items across all grade spans). In addition, the 87 field-tested Listening/Speaking items, 64 field-tested

Reading items and 48 field-tested Writing items were studied. The results of both the operational and field test item analyses are located in Appendix H. Included also are item analyses for the 292 items field-tested in the Winter 2003 Listening/Speaking Field Test. The Listening/Speaking Field Test is discussed in greater detail on page 16 of this report.

In addition to the standard item analyses, operational test item p-values and correlations between multiple choice and constructed response items were also studied. The differences in p-values for the annual administration data minus the initial identification data are located in Appendix I. Correlations between multiple choice and constructed response items are available in Appendix J.

Item Response Theory Analyses

Calibration and scaling of the 2003-2004 Operational Test data were accomplished using the PARDUX and FLUX computer programs. This proprietary software, developed at CTB/McGraw-Hill, enabled scaling and linking of complex assessment data such as that produced for the CELDT.

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

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

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

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

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

where

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

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

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

and

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

where α_j and γ_{ji} are parameters freely estimated from the data. The first constraint implies that higher item scores reflect higher ability levels and that items can vary in their discriminations. The 2PPC model estimates a total of m_j independent item parameters; for each item there are $m_j - 1$ independent γ_{ji} parameters and one α_j parameter.

Goodness-of-Fit

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

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

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

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

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

Model fit information is obtained from the Z-statistic. The Z-statistic is a transformation of the chi-square (Q1) statistic that takes into account differing numbers of score levels as well as sample size:

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

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

Scaling and Equating

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

Probability of Classification

For CELDT, a scale score that was obtained from the "number-correct" scoring method of item calibration is assigned to any of the five scale score categories. Let c_i (i = 1, 2, 3, …, m) denote the cut-scores in increasing order that define the categories, let x_j denote an estimate of the scale score of examinee j, and let σ_j denote the standard error of the estimate. We assume that x_j (for all j) is normally distributed with mean x_j and variance σ_j^2.

A scale score may be located below the first cut-score (e.g., $x_j < c_1$), in between two cut-scores (e.g., $c_i < x_j < c_{i+1}$, for i=1,…,m-1), or above the last cut-score (e.g., $x_j > c_m$). Depending on which category a scale score is located, it is possible to obtain the probability of correct classification (PCC) and incorrect classification (PIC) from the standard normal distribution. For example, if $X_j < c_1$, the probability of correct classification is $\Pr(X_j < c_1)$ and the probability of misclassifications are: $\Pr(c_i \leq X_j < c_{i+1})$ for $i=1,\ldots,m-2$, and $\Pr(X_j \geq m)$. Once we have the PCC and PIC for each scale score, the category PCC and PIC is computed.

The computation of the category PCC and PIC involved two steps. In step one, the PCC and PIC for each scale score are computed. In the case of CELDT where m=4, one PCC and four PIC are computed for each scale. If there are N possible scales scores, e.g., N possible raw scores, at the end of step one, we will have a matrix of probabilities with dimensions N by m+1.

In step two, the probabilities within a category are weighted by the frequency of examinees that received a given scale score. These probabilities are then summed up row-wise to obtain a vector containing a PCC and PIC for a given category. At the end of step two, we will have an m+1 by m+1 table that summarized the PCC and PIC for each category. How to use the table? First locate the category where a scale score is located. For example, if a scale score is located in category 1, then the PCC is the first entry in row 1 and the PIC are the remaining entries. Similarly, if a scale score is located in category two, the PCC is the second entry in row 2 and the PIC are the remaining categories. Similar interpretation applies to scale scores from other categories.

The diagonal numbers in **bold** (Appendix K) should be interpreted as the probability of being correctly classified at each of the five cut-scores. The most important classification is whether someone is above or below the Early Advanced cut-score and should be close to 80% correct classification. However, this is only a general guideline and could be lower, depending on the where the distribution of scores lies, relative to the cut-scores.

The paper by Rogosa (1994) also discussed misclassification in student performance levels.

For probabilities of misclassification specific to CELDT, please see Appendix K: Probability of Misclassification.

Winter 2003 Listening/Speaking Field Test

The 2002-2005 CELDT contract required a modified Listening/Speaking test for the Form C operational administration. In order to provide the modifications requested, CTB field-tested a number of Listening/Speaking items from January through May of 2003. The field test included an anchor set of items from CELDT Form B, which enabled the new field test items to be linked to the CELDT Listening/Speaking scale.

The new Listening/Speaking test was designed in response to requests from the field. The story-retelling item was replaced with multiple short speaking tasks. The Listening portion of the assessment was designed to be group-administered, and the Speaking portion of the assessment was designed to be individually administered in less than ten minutes per student. The new test also does not require additional equipment, such as tape recorders.

The field test was administered in schools throughout the state. The sample sizes are listed in Table 11 below.

Table 11 Winter 2003 Listening/Speaking Field Test Sample Size

Group	Grade Span			
	K-2	3-5	6-8	9-12
Female	409	400	645	515
Male	420	382	696	695
Overall*	832	784	1345	1212

* Some students included in the sample did not provide gender data; overall sample size does not necessarily equal sum of female and male samples.

Using these data and CTB's item selection software, items were selected on the basis of three criteria:

1. The items that yielded the most information, particularly at the Intermediate/Early Advanced cut point.
2. The items that provided the appropriate amount of coverage of the content categories as required by the test blueprint.
3. The items that yielded test characteristics as similar as possible to the prior forms of CELDT.

For additional detail on these specifications as provided to test developers, please see Appendix L: Test Development Documentation. Included in Appendix L are item selection specifications for the 2003 CELDT operational test; item development and review procedures; and documentation of review committees.

Item analyses for items field-tested in the Winter 2003 Listening/Speaking Field Test may be found in Appendix H.

Growth

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

The annual mean scores overall have shown an increase each year for all grades, except grade 12 between 2001 and 2002. These means are shown in Appendix B: CELDT Summary Statistics.

Note that the annual data do not include initial assessments and therefore do not include the lowest scoring students who often show substantial growth in their first months in their school. See tables 6 and 8 and note the much larger standard deviation for the initial group.

Correspondingly, the percentages of English Learners attaining proficiency have shown increases in each grade span each year, as shown in Table 12. Overall proficiency for CELDT is defined as an overall score of Advanced or Early Advanced with all skill areas at Intermediate or above. For the tables and figures on the following pages, proficiency in a skill area is defined as a skill area score of Advanced or Early Advanced.

These percents also show an increase across the four grade spans, on the average, and grade-by-grade within each grade span. The grade-by-grade increases in these percents are shown in Tables 13, 14, and 15 for each of the three years and are illustrated in Figures 1 through 4. It can be seen that the percent of students classified as Fluent English Proficient has increased each year for both Listening/Speaking and Overall. Writing has also shown such increases in grades 2 through 8, and Reading in grades 2 through 5. Writing grades 9 through 12 and Reading grades 6 through 12 do not show this year-to-year increase.

Table 12 Percent of English Learners Attaining English Language Proficiency on the CELDT, 2001, 2002, and 2003 Annual Assessments

Year	**Grade Spans Tested**				**All Grades**
	K–2	3–5	6–8	9–12	K–12
2003	28.8	34.2	47.4	54.9	39.7
2002	21.7	25.1	39.5	46.7	31.5
2001	14.9	16.8	30.0	44.4	24.4

Table 13 Proficiency by Grade and Grade Span for Form A, Annual Data

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

* Form A was the first year of operational testing; as such, all kindergartener data was treated as initial identification.

Table 14 Proficiency by Grade and Grade Span for Form B, Annual Data

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

Table 15 Proficiency by Grade and Grade Span for Form C, Annual Data

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

Figure 1 Listening/Speaking % Proficient, Based on Annual Assessment Data

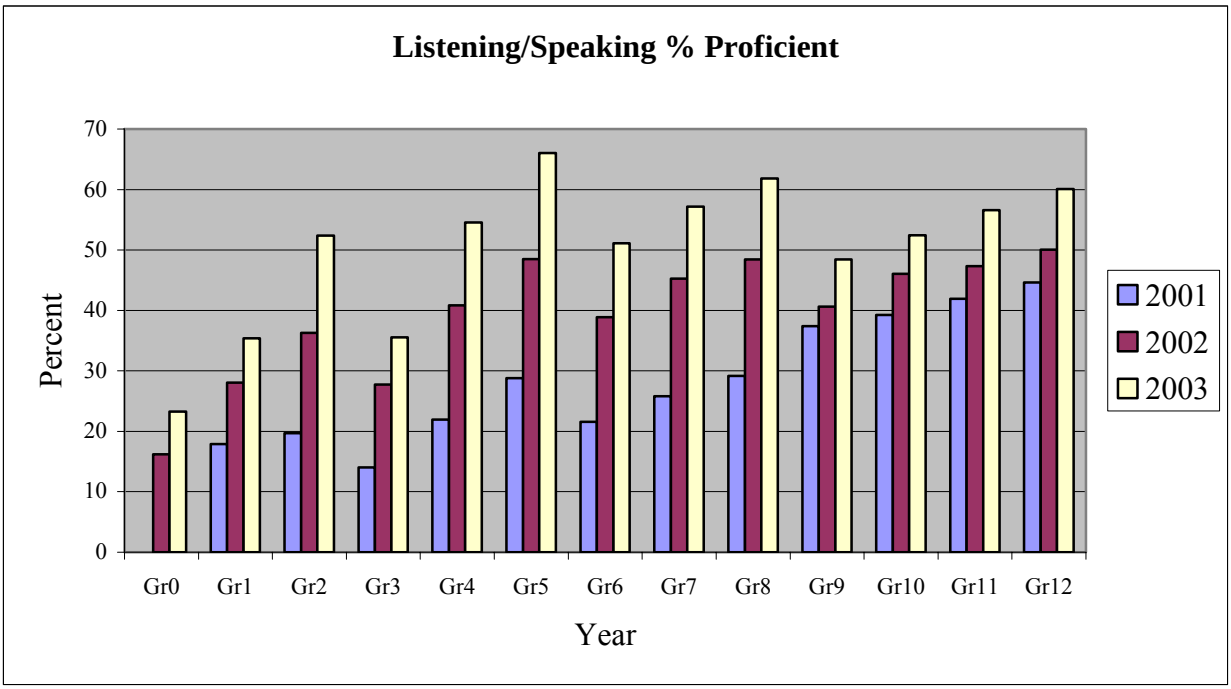


Figure 2 Reading % Proficient, Based on Annual Assessment Data

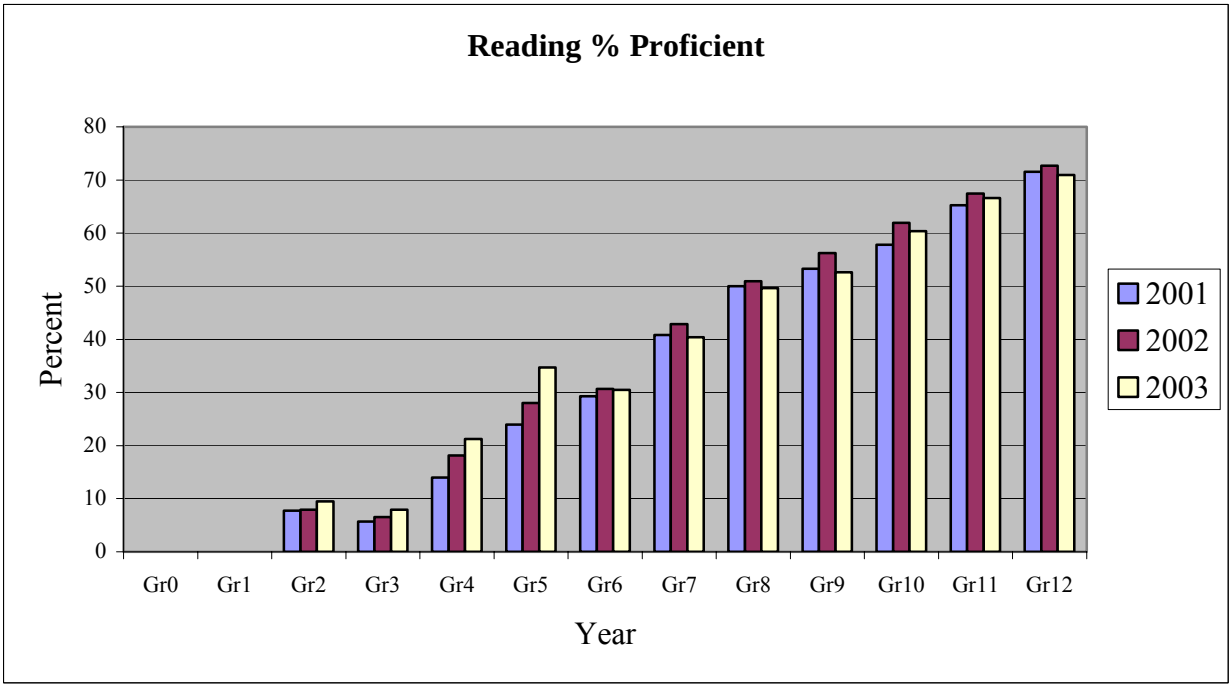


Figure 3 Writing % Proficient, Based on Annual Assessment Data

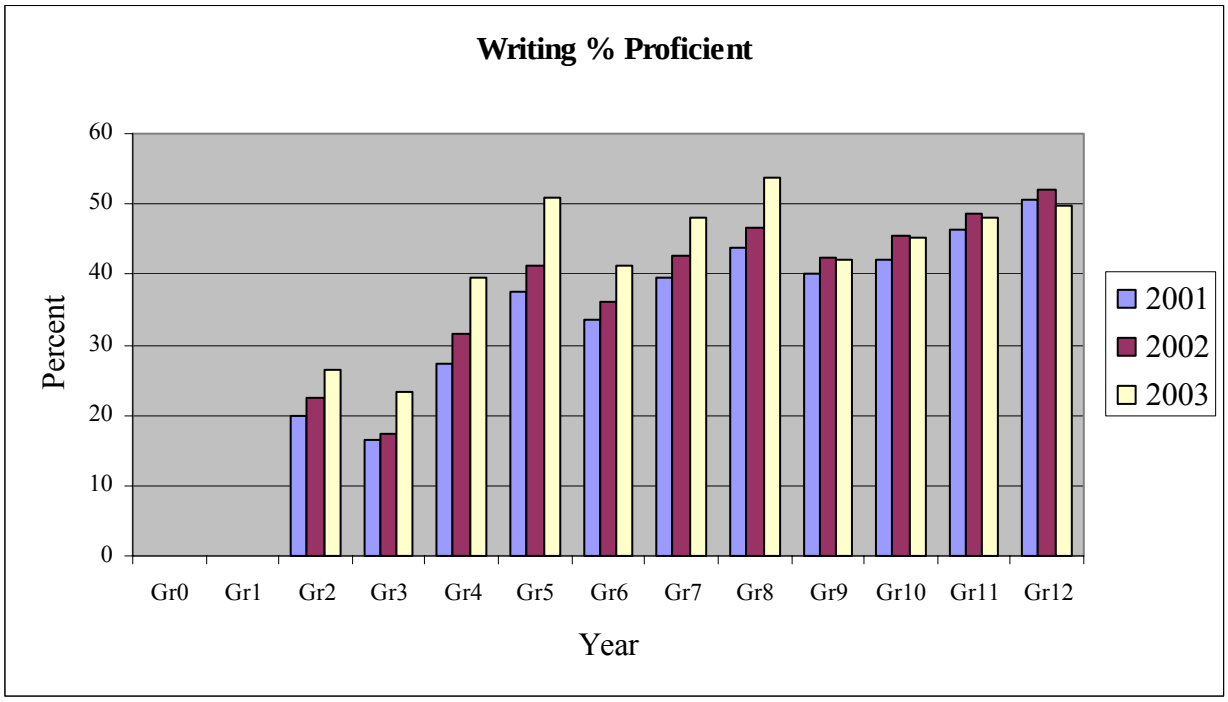
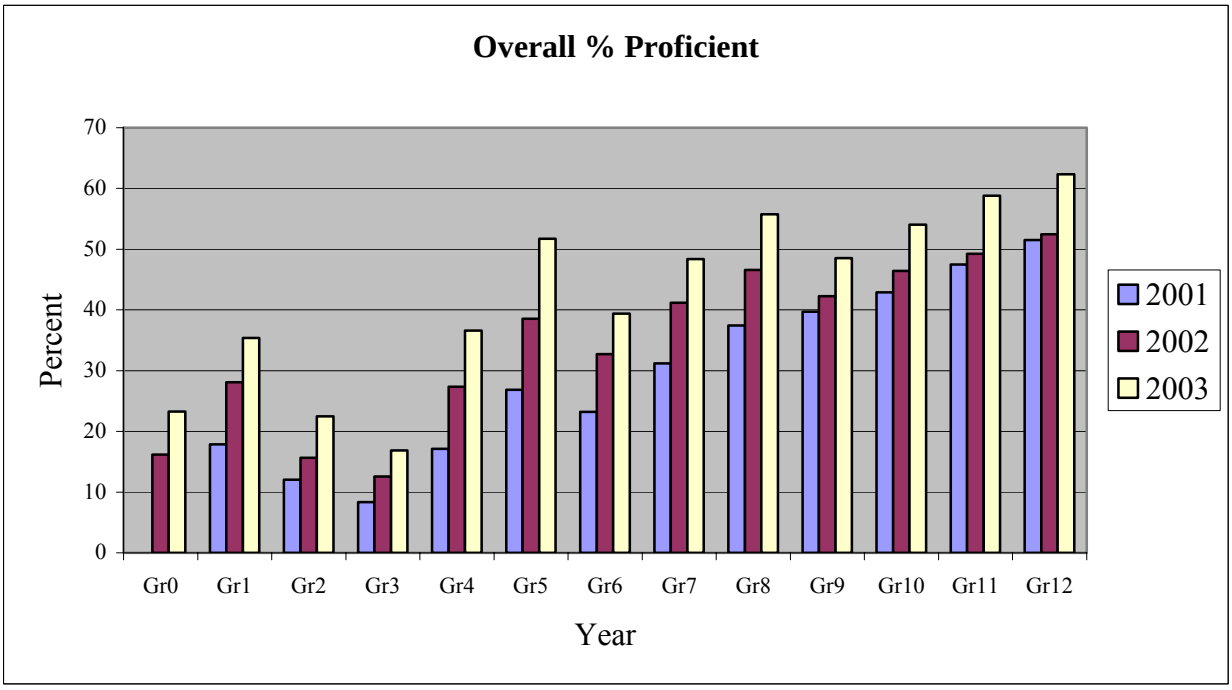


Figure 4 Overall % Proficient, Based on Annual Assessment Data



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Form C Field Test Items, Listening and Speaking, Grade Span 1

4	32	K-2 C1 LIS (1-28)	437114
8	33	K-2 C1 LIS (1-28)	437116
12	34	K-2 [C1-C2] LIS (1-28)	437118
13	35	K-2 [C1-C2] LIS (1-28)	437120
14	36	K-2 [C1-C2] LIS (1-28)	437122
15	37	K-2 [C1-C2] LIS (1-28)	437124
26	38	K-2 C1 LIS (1-28)	437126
27	39	K-2 [C1-C2] LIS (1-28)	437128
28	40	K-2 C1 LIS (1-28)	437130
32	41	K-2 C1 SPK (29-44)	437139
40	42	K-2 C1 SPK (29-44)	437141
42	43	K-2 C1 SPK (29-44)	437143
44	44	K-2 C1 SPK (29-44)	437145
4	45	K-2 C2 LIS (1-28)	437162
8	46	K-2 C2 LIS (1-28)	437164
12	34	K-2 [C1-C2] LIS (1-28)	437118
13	35	K-2 [C1-C2] LIS (1-28)	437120
14	36	K-2 [C1-C2] LIS (1-28)	437122
15	37	K-2 [C1-C2] LIS (1-28)	437124
26	39	K-2 [C1-C2] LIS (1-28)	437128
27	47	K-2 C2 LIS (1-28)	437166
28	48	K-2 C2 LIS (1-28)	437168
32	49	K-2 C2 SPK (29-44)	437172
40	50	K-2 C2 SPK (29-44)	437174
42	51	K-2 C2 SPK (29-44)	437176
44	52	K-2 C2 SPK (29-44)	437178

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C, Listening and Speaking, Grade Span 2

L1	L1	L1	1	3-5 [C1-C3] LIS (1-27)	382858
L2	L2	L2	2	3-5 [C1-C3] LIS (1-27)	382854
L4	L4	L3	3	3-5 [C1-C3] LIS (1-27)	382864
L5	L5	L4	4	3-5 [C1-C3] LIS (1-27)	382896
L6	L6	L5	5	3-5 [C1-C3] LIS (1-27)	382898
L7	L7	L6	6	3-5 [C1-C3] LIS (1-27)	382906
L9	L9	L7	7	3-5 [C1-C3] LIS (1-27)	382904
L10	L10	L8	8	3-5 [C1-C3] LIS (1-27)	382910
L11	L11	L9	9	3-5 [C1-C3] LIS (1-27)	382908
L12	L12	L10	10	3-5 [C1-C3] LIS (1-27)	382912
L15	L15	L11	11	3-5 [C1-C3] LIS (1-27)	382878
L16	L16	L12	12	3-5 [C1-C3] LIS (1-27)	382882
L17	L17	L13	13	3-5 [C1-C3] LIS (1-27)	382916
L18	L18	L14	14	3-5 [C1-C3] LIS (1-27)	382922
L19	L19	L15	15	3-5 [C1-C3] LIS (1-27)	382920
L20	L20	L16	16	3-5 [C1-C3] LIS (1-27)	382926
L25	L25	L17	17	3-5 [C1-C3] LIS (1-27)	382890
L26	L26	L18	18	3-5 [C1-C3] LIS (1-27)	382892
L27	L27	L19	19	3-5 [C1-C3] LIS (1-27)	382894
S1	S1	S1	20	3-5 [C1-C3] SPK AB (1-21)	295698
S2	S2	S2	21	3-5 [C1-C3] SPK AB (1-21)	383123
S3	S3	S3	22	3-5 [C1-C3] SPK AB (1-21)	383131
S5	S5	S4	23	3-5 [C1-C3] SPK AB (1-21)	383154
S6	S6	S5	24	3-5 [C1-C3] SPK AB (1-21)	383156
S7	S7	S6	25	3-5 [C1-C3] SPK AB (1-21)	383158
S8	S8	S7	26	3-5 [C1-C3] SPK AB (1-21)	383160
S10	S10	S8	27	3-5 [C1-C3] SPK AB (1-21)	383135
S11	S11	S9	28	3-5 [C1-C3] SPK AB (1-21)	383162
S12	S12	S10	29	3-5 [C1-C3] SPK AB (1-21)	383166
S13	S13	S11	30	3-5 [C1-C3] SPK AB (1-21)	383137
S14	S14	S12	31	3-5 [C1-C3] SPK AB (1-21)	383139
S16	S16	S13	32	3-5 [C1-C3] SPK AB (1-21)	383170
S17	S17	S14	33	3-5 [C1-C3] SPK AB (1-21)	383174
S18	S18	S15	34	3-5 [C1-C3] SPK AB (1-21)	383145
S20	S20	S16	35	3-5 [C1-C3] SPK AB (1-21)	383178

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C Field Test Items, Listening and Speaking, Grade Span 2

L3	36	3-5 C1 LIS (1-27)	437504
L8	37	3-5 C1 LIS (1-27)	437506
L13	38	3-5 C1 LIS (1-27)	437508
L14	39	3-5 C1 LIS (1-27)	437510
L21	40	3-5 [C1-C2] LIS (1-27)	437512
L22	41	3-5 [C1-C2] LIS (1-27)	437514
L23	42	3-5 [C1-C2] LIS (1-27)	437516
L24	43	3-5 [C1-C2] LIS (1-27)	437518
S4	44	3-5 C1 SPK AB (1-21)	437531
S9	45	3-5 C1 SPK AB (1-21)	437533
S15	46	3-5 C1 SPK AB (1-21)	437535
S19	47	3-5 C1 SPK AB (1-21)	437537
S21	48	3-5 C1 SPK AB (1-21)	437539
L3	49	3-5 C2 LIS (1-27)	437521
L8	50	3-5 C2 LIS (1-27)	437523
L13	51	3-5 C2 LIS (1-27)	437525
L14	52	3-5 C2 LIS (1-27)	437527
L21	40	3-5 [C1-C2] LIS (1-27)	437512
L22	41	3-5 [C1-C2] LIS (1-27)	437514
L23	42	3-5 [C1-C2] LIS (1-27)	437516
L24	43	3-5 [C1-C2] LIS (1-27)	437518
S4	53	3-5 C2 SPK AB (1-21)	437542
S9	54	3-5 C2 SPK AB (1-21)	437544
S15	55	3-5 C2 SPK AB (1-21)	437546
S19	56	3-5 C2 SPK AB (1-21)	437548
S21	57	3-5 C2 SPK AB (1-21)	437550

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C, Listening and Speaking, Grade Span 3

L1	L1	L1	1	6-8 [C1-C3] LIS (1-27)	382952
L2	L2	L2	2	6-8 [C1-C3] LIS (1-27)	382986
L4	L4	L3	3	6-8 [C1-C3] LIS (1-27)	382940
L5	L5	L4	4	6-8 [C1-C3] LIS (1-27)	382950
L6	L6	L5	5	6-8 [C1-C3] LIS (1-27)	382944
L7	L7	L6	6	6-8 [C1-C3] LIS (1-27)	382942
L9	L9	L7	7	6-8 [C1-C3] LIS (1-27)	382948
L10	L10	L8	8	6-8 [C1-C3] LIS (1-27)	382954
L11	L11	L9	9	6-8 [C1-C3] LIS (1-27)	383000
L12	L12	L10	10	6-8 [C1-C3] LIS (1-27)	383002
L13	L13	L11	11	6-8 [C1-C3] LIS (1-27)	383010
L14	L14	L12	12	6-8 [C1-C3] LIS (1-27)	383008
L16	L16	L13	13	6-8 [C1-C3] LIS (1-27)	382960
L17	L17	L14	14	6-8 [C1-C3] LIS (1-27)	382968
L19	L19	L15	15	6-8 [C1-C3] LIS (1-27)	382966
L20	L20	L16	16	6-8 [C1-C3] LIS (1-27)	382970
L21	L21	L17	17	6-8 [C1-C3] LIS (1-27)	382978
L22	L22	L18	18	6-8 [C1-C3] LIS (1-27)	382980
L23	L23	L19	19	6-8 [C1-C3] LIS (1-27)	382982
S1	S1	S1	20	6-8 [C1-C3] SPK AB (1-21)	383191
S2	S2	S2	21	6-8 [C1-C3] SPK AB (1-21)	383193
S3	S3	S3	22	6-8 [C1-C3] SPK AB (1-21)	383195
S5	S5	S4	23	6-8 [C1-C3] SPK AB (1-21)	383183
S6	S6	S5	24	6-8 [C1-C3] SPK AB (1-21)	383187
S7	S7	S6	25	6-8 [C1-C3] SPK AB (1-21)	383227
S8	S8	S7	26	6-8 [C1-C3] SPK AB (1-21)	383197
S10	S10	S8	27	6-8 [C1-C3] SPK AB (1-21)	383225
S11	S11	S9	28	6-8 [C1-C3] SPK AB (1-21)	383201
S12	S12	S10	29	6-8 [C1-C3] SPK AB (1-21)	383229
S13	S13	S11	30	6-8 [C1-C3] SPK AB (1-21)	383207
S14	S14	S12	31	6-8 [C1-C3] SPK AB (1-21)	383209
S16	S16	S13	32	6-8 [C1-C3] SPK AB (1-21)	383235
S17	S17	S14	33	6-8 [C1-C3] SPK AB (1-21)	383205
S18	S18	S15	34	6-8 [C1-C3] SPK AB (1-21)	383211
S20	S20	S16	35	6-8 [C1-C3] SPK AB (1-21)	383241

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C Field Test Items, Listening and Speaking, Grade Span 3

L3	36	6-8 C1 LIS (1-27)	437688
L8	37	6-8 C1 LIS (1-27)	437690
L15	38	6-8 C1 LIS (1-27)	437692
L18	39	6-8 C1 LIS (1-27)	437694
L24	40	6-8 [C1-C2] LIS (1-27)	437696
L25	41	6-8 [C1-C2] LIS (1-27)	437698
L26	42	6-8 [C1-C2] LIS (1-27)	437700
L27	43	6-8 [C1-C2] LIS (1-27)	437702
S4	44	6-8 C1 SPK AB (1-21)	437720
S9	45	6-8 C1 SPK AB (1-21)	437722
S15	46	6-8 C1 SPK AB (1-21)	437724
S19	47	6-8 C1 SPK AB (1-21)	437726
S21	48	6-8 C1 SPK AB (1-21)	437728
L3	49	6-8 C2 LIS (1-27)	437708
L8	50	6-8 C2 LIS (1-27)	437710
L15	51	6-8 C2 LIS (1-27)	437712
L18	52	6-8 C2 LIS (1-27)	437714
L24	40	6-8 [C1-C2] LIS (1-27)	437696
L25	41	6-8 [C1-C2] LIS (1-27)	437698
L26	42	6-8 [C1-C2] LIS (1-27)	437700
L27	43	6-8 [C1-C2] LIS (1-27)	437702
S4	53	6-8 C2 SPK AB (1-21)	437732
S9	54	6-8 C2 SPK AB (1-21)	437734
S15	55	6-8 C2 SPK AB (1-21)	437736
S19	56	6-8 C2 SPK AB (1-21)	437738
S21	57	6-8 C2 SPK AB (1-21)	437740

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C, Listening and Speaking, Grade Span 4

L1	L1	L1	1	9-12 [C1-C3] LIS (1-27)	383072
L2	L2	L2	2	9-12 [C1-C3] LIS (1-27)	383036
L4	L4	L3	3	9-12 [C1-C3] LIS (1-27)	383084
L5	L5	L4	4	9-12 [C1-C3] LIS (1-27)	383044
L6	L6	L5	5	9-12 [C1-C3] LIS (1-27)	383076
L7	L7	L6	6	9-12 [C1-C3] LIS (1-27)	383090
L9	L9	L7	7	9-12 [C1-C3] LIS (1-27)	383030
L10	L10	L8	8	9-12 [C1-C3] LIS (1-27)	383034
L11	L11	L9	9	9-12 [C1-C3] LIS (1-27)	383082
L12	L12	L10	10	9-12 [C1-C3] LIS (1-27)	383086
L13	L13	L11	11	9-12 [C1-C3] LIS (1-27)	383092
L14	L14	L12	12	9-12 [C1-C3] LIS (1-27)	383054
L16	L16	L13	13	9-12 [C1-C3] LIS (1-27)	383058
L17	L17	L14	14	9-12 [C1-C3] LIS (1-27)	383102
L19	L19	L15	15	9-12 [C1-C3] LIS (1-27)	383100
L20	L20	L16	16	9-12 [C1-C3] LIS (1-27)	383094
L21	L21	L17	17	9-12 [C1-C3] LIS (1-27)	383104
L22	L22	L18	18	9-12 [C1-C3] LIS (1-27)	383106
L23	L23	L19	19	9-12 [C1-C3] LIS (1-27)	383108
S1	S1	S1	20	9-12 [C1-C3] SPK AB (1-21)	383256
S2	S2	S2	21	9-12 [C1-C3] SPK AB (1-21)	383289
S3	S3	S3	22	9-12 [C1-C3] SPK AB (1-21)	383279
S5	S5	S4	23	9-12 [C1-C3] SPK AB (1-21)	383281
S6	S6	S5	24	9-12 [C1-C3] SPK AB (1-21)	383283
S7	S7	S6	25	9-12 [C1-C3] SPK AB (1-21)	383258
S8	S8	S7	26	9-12 [C1-C3] SPK AB (1-21)	383262
S10	S10	S8	27	9-12 [C1-C3] SPK AB (1-21)	383293
S11	S11	S9	28	9-12 [C1-C3] SPK AB (1-21)	383291
S12	S12	S10	29	9-12 [C1-C3] SPK AB (1-21)	383295
S13	S13	S11	30	9-12 [C1-C3] SPK AB (1-21)	383264
S14	S14	S12	31	9-12 [C1-C3] SPK AB (1-21)	383266
S16	S16	S13	32	9-12 [C1-C3] SPK AB (1-21)	383270
S17	S17	S14	33	9-12 [C1-C3] SPK AB (1-21)	383303
S18	S18	S15	34	9-12 [C1-C3] SPK AB (1-21)	383305
S20	S20	S16	35	9-12 [C1-C3] SPK AB (1-21)	383274

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C Field Test Items, Listening and Speaking, Grade Span 4

L3	36	9-12 C1 LIS (1-27)	437837
L8	37	9-12 C1 LIS (1-27)	437841
L15	38	9-12 C1 LIS (1-27)	437843
L18	39	9-12 C1 LIS (1-27)	437845
L24	40	9-12 [C1-C2] LIS (1-27)	437847
L25	41	9-12 [C1-C2] LIS (1-27)	437849
L26	42	9-12 [C1-C2] LIS (1-27)	437851
L27	43	9-12 [C1-C2] LIS (1-27)	437854
S4	44	9-12 C1 SPK AB (1-21	437867
S9	45	9-12 C1 SPK AB (1-21	437869
S15	46	9-12 C1 SPK AB (1-21	437871
S19	47	9-12 C1 SPK AB (1-21	437873
S21	48	9-12 C1 SPK AB (1-21	437875
L3	49	9-12 C2 LIS (1-27)	437857
L8	50	9-12 C2 LIS (1-27)	437859
L15	51	9-12 C2 LIS (1-27)	437861
L18	52	9-12 C2 LIS (1-27)	437863
L24	40	9-12 [C1-C2] LIS (1-27)	437847
L25	41	9-12 [C1-C2] LIS (1-27)	437849
L26	42	9-12 [C1-C2] LIS (1-27)	437851
L27	43	9-12 [C1-C2] LIS (1-27)	437854
S4	53	9-12 C2 SPK AB (1-21	437878
S9	54	9-12 C2 SPK AB (1-21	437880
S15	55	9-12 C2 SPK AB (1-21	437882
S19	56	9-12 C2 SPK AB (1-21	437884
S21	57	9-12 C2 SPK AB (1-21	437886

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C, Reading, Grade Span 1

1	1	1	1	2 [C1-C3] RD (1-43)	240706
2	2	2	2	2 [C1-C3] RD (1-43)	240708
3	3	3	3	2 [C1-C3] RD (1-43)	240805
5	5	4	4	2 [C1-C3] RD (1-43)	240809
6	6	5	5	2 [C1-C3] RD (1-43)	240811
7	7	6	6	2 [C1-C3] RD (1-43)	240717
8	8	7	7	2 [C1-C3] RD (1-43)	240819
9	9	8	8	2 [C1-C3] RD (1-43)	240821
11	11	9	9	2 [C1-C3] RD (1-43)	240725
12	12	10	10	2 [C1-C3] RD (1-43)	240823
13	13	11	11	2 [C1-C3] RD (1-43)	240825
14	14	12	12	2 [C1-C3] RD (1-43)	240827
15	15	13	13	2 [C1-C3] RD (1-43)	240729
16	16	14	14	2 [C1-C3] RD (1-43)	240731
17	17	15	15	2 [C1-C3] RD (1-43)	240733
18	18	16	16	2 [C1-C3] RD (1-43)	240737
19	19	17	17	2 [C1-C3] RD (1-43)	240739
20	20	18	18	2 [C1-C3] RD (1-43)	240835
21	21	19	19	2 [C1-C3] RD (1-43)	353947
22	22	20	20	2 [C1-C3] RD (1-43)	437239
23	23	21	21	2 [C1-C3] RD (1-43)	353945
25	25	22	22	2 [C1-C3] RD (1-43)	353943
26	26	23	23	2 [C1-C3] RD (1-43)	353935
27	27	24	24	2 [C1-C3] RD (1-43)	353941
29	29	25	25	2 [C1-C3] RD (1-43)	240763
30	30	26	26	2 [C1-C3] RD (1-43)	240765
35	35	27	27	2 [C1-C3] RD (1-43)	240769
36	36	28	28	2 [C1-C3] RD (1-43)	240771
37	37	29	29	2 [C1-C3] RD (1-43)	240773
38	38	30	30	2 [C1-C3] RD (1-43)	240855
39	39	31	31	2 [C1-C3] RD (1-43)	240857
40	40	32	32	2 [C1-C3] RD (1-43)	240859
41	41	33	33	2 [C1-C3] RD (1-43)	240863
42	42	34	34	2 [C1-C3] RD (1-43)	240865
43	43	35	35	2 [C1-C3] RD (1-43)	240867

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C Field Test Items, Reading, Grade Span 1

4	36	2 C1 RD (1-43)	437235
10	37	2 C1 RD (1-43)	437237
24	38	2 C1 RD (1-43)	437241
28	39	2 C1 RD (1-43)	437243
31	40	2 C1 RD (1-43)	437245
32	41	2 C1 RD (1-43)	437247
33	42	2 C1 RD (1-43)	437249
34	43	2 C1 RD (1-43)	437251
4	44	2 C2 RD (1-43)	437254
10	45	2 C2 RD (1-43)	437256
24	46	2 C2 RD (1-43)	437258
28	47	2 C2 RD (1-43)	437260
31	48	2 C2 RD (1-43)	437262
32	49	2 C2 RD (1-43)	437264
33	50	2 C2 RD (1-43)	437266
34	51	2 C2 RD (1-43)	437268

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C, Reading, Grade Span 2

1	1	1	1	3-5 [C1-C3] RD (1-43)	241053
2	2	2	2	3-5 [C1-C3] RD (1-43)	241055
4	4	3	3	3-5 [C1-C3] RD (1-43)	241057
6	6	4	4	3-5 [C1-C3] RD (1-43)	241063
7	7	5	5	3-5 [C1-C3] RD (1-43)	241154
8	8	6	6	3-5 [C1-C3] RD (1-43)	241158
9	9	7	7	3-5 [C1-C3] RD (1-43)	241162
10	10	8	8	3-5 [C1-C3] RD (1-43)	241075
12	12	9	9	3-5 [C1-C3] RD (1-43)	241071
13	13	10	10	3-5 [C1-C3] RD (1-43)	241073
14	14	11	11	3-5 [C1-C3] RD (1-43)	241067
15	15	12	12	3-5 [C1-C3] RD (1-43)	241069
16	16	13	13	3-5 [C1-C3] RD (1-43)	354154
17	17	14	14	3-5 [C1-C3] RD (1-43)	354156
19	19	15	15	3-5 [C1-C3] RD (1-43)	354152
20	20	16	16	3-5 [C1-C3] RD (1-43)	354158
21	21	17	17	3-5 [C1-C3] RD (1-43)	354164
22	22	18	18	3-5 [C1-C3] RD (1-43)	354162
23	23	19	19	3-5 [C1-C3] RD (1-43)	354170
24	24	20	20	3-5 [C1-C3] RD (1-43)	354168
25	25	21	21	3-5 [C1-C3] RD (1-43)	354166
26	26	22	22	3-5 [C1-C3] RD (1-43)	241097
27	27	23	23	3-5 [C1-C3] RD (1-43)	241099
28	28	24	24	3-5 [C1-C3] RD (1-43)	241101
29	29	25	25	3-5 [C1-C3] RD (1-43)	241103
34	34	26	26	3-5 [C1-C3] RD (1-43)	241109
35	35	27	27	3-5 [C1-C3] RD (1-43)	241111
36	36	28	28	3-5 [C1-C3] RD (1-43)	241113
37	37	29	29	3-5 [C1-C3] RD (1-43)	241115
38	38	30	30	3-5 [C1-C3] RD (1-43)	241204
39	39	31	31	3-5 [C1-C3] RD (1-43)	241206
40	40	32	32	3-5 [C1-C3] RD (1-43)	241210
41	41	33	33	3-5 [C1-C3] RD (1-43)	241214
42	42	34	34	3-5 [C1-C3] RD (1-43)	241216
43	43	35	35	3-5 [C1-C3] RD (1-43)	241218

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C Field Test Items, Reading, Grade Span 2

3	36	3-5 C1 RD (1-43)	437598
5	37	3-5 C1 RD (1-43)	437600
11	38	3-5 C1 RD (1-43)	437602
18	39	3-5 C1 RD (1-43)	437604
30	40	3-5 C1 RD (1-43)	437606
31	41	3-5 C1 RD (1-43)	437608
32	42	3-5 C1 RD (1-43)	437610
33	43	3-5 C1 RD (1-43)	437612
3	44	3-5 C2 RD (1-43)	437616
5	45	3-5 C2 RD (1-43)	437618
11	46	3-5 C2 RD (1-43)	437620
18	47	3-5 C2 RD (1-43)	437622
30	48	3-5 C2 RD (1-43)	437624
31	49	3-5 C2 RD (1-43)	437626
32	50	3-5 C2 RD (1-43)	437628
33	51	3-5 C2 RD (1-43)	437630

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C, Reading, Grade Span 3

1	1	1	1	6-8 [C1-C3] RD (1-43)	241403
2	2	2	2	6-8 [C1-C3] RD (1-43)	241405
3	3	3	3	6-8 [C1-C3] RD (1-43)	241407
5	5	4	4	6-8 [C1-C3] RD (1-43)	241504
6	6	5	5	6-8 [C1-C3] RD (1-43)	241506
8	8	6	6	6-8 [C1-C3] RD (1-43)	241514
9	9	7	7	6-8 [C1-C3] RD (1-43)	354592
10	10	8	8	6-8 [C1-C3] RD (1-43)	354604
11	11	9	9	6-8 [C1-C3] RD (1-43)	354594
13	13	10	10	6-8 [C1-C3] RD (1-43)	354606
14	14	11	11	6-8 [C1-C3] RD (1-43)	354598
15	15	12	12	6-8 [C1-C3] RD (1-43)	354612
16	16	13	13	6-8 [C1-C3] RD (1-43)	354610
17	17	14	14	6-8 [C1-C3] RD (1-43)	354616
18	18	15	15	6-8 [C1-C3] RD (1-43)	354622
19	19	16	16	6-8 [C1-C3] RD (1-43)	354614
20	20	17	17	6-8 [C1-C3] RD (1-43)	241510
21	21	18	18	6-8 [C1-C3] RD (1-43)	241415
22	22	19	19	6-8 [C1-C3] RD (1-43)	241528
23	23	20	20	6-8 [C1-C3] RD (1-43)	241534
24	24	21	21	6-8 [C1-C3] RD (1-43)	241536
25	25	22	22	6-8 [C1-C3] RD (1-43)	241538
26	26	23	23	6-8 [C1-C3] RD (1-43)	241447
28	28	24	24	6-8 [C1-C3] RD (1-43)	241540
29	29	25	25	6-8 [C1-C3] RD (1-43)	241542
30	30	26	26	6-8 [C1-C3] RD (1-43)	241544
35	35	27	27	6-8 [C1-C3] RD (1-43)	241455
36	36	28	28	6-8 [C1-C3] RD (1-43)	241457
37	37	29	29	6-8 [C1-C3] RD (1-43)	241459
38	38	30	30	6-8 [C1-C3] RD (1-43)	241461
39	39	31	31	6-8 [C1-C3] RD (1-43)	241463
40	40	32	32	6-8 [C1-C3] RD (1-43)	241465
41	41	33	33	6-8 [C1-C3] RD (1-43)	241556
42	42	34	34	6-8 [C1-C3] RD (1-43)	241558
43	43	35	35	6-8 [C1-C3] RD (1-43)	241560

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C Field Test Items, Reading, Grade Span 3

4	36	6-8 C1 RD (1-43)	437749
7	37	6-8 C1 RD (1-43)	437751
12	38	6-8 C1 RD (1-43)	437753
27	39	6-8 C1 RD (1-43)	437755
31	40	6-8 C1 RD (1-43)	437757
32	41	6-8 C1 RD (1-43)	437759
33	42	6-8 C1 RD (1-43)	437761
34	43	6-8 C1 RD (1-43)	437763
4	44	6-8 C2 RD (1-43)	437766
7	45	6-8 C2 RD (1-43)	437768
12	46	6-8 C2 RD (1-43)	437770
27	47	6-8 C2 RD (1-43)	437772
31	48	6-8 C2 RD (1-43)	437774
32	49	6-8 C2 RD (1-43)	437776
33	50	6-8 C2 RD (1-43)	437778
34	51	6-8 C2 RD (1-43)	437780

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C, Reading, Grade Span 4

1	1	1	1	9-12 [C1-C3] RD (1-43)	241745
2	2	2	2	9-12 [C1-C3] RD (1-43)	241747
4	4	3	3	9-12 [C1-C3] RD (1-43)	241753
6	6	4	4	9-12 [C1-C3] RD (1-43)	241856
7	7	5	5	9-12 [C1-C3] RD (1-43)	354272
8	8	6	6	9-12 [C1-C3] RD (1-43)	354264
9	9	7	7	9-12 [C1-C3] RD (1-43)	354268
10	10	8	8	9-12 [C1-C3] RD (1-43)	354270
11	11	9	9	9-12 [C1-C3] RD (1-43)	354280
12	12	10	10	9-12 [C1-C3] RD (1-43)	354288
14	14	11	11	9-12 [C1-C3] RD (1-43)	354292
15	15	12	12	9-12 [C1-C3] RD (1-43)	354294
16	16	13	13	9-12 [C1-C3] RD (1-43)	241775
17	17	14	14	9-12 [C1-C3] RD (1-43)	241890
19	19	15	15	9-12 [C1-C3] RD (1-43)	241892
20	20	16	16	9-12 [C1-C3] RD (1-43)	241884
21	21	17	17	9-12 [C1-C3] RD (1-43)	241886
22	22	18	18	9-12 [C1-C3] RD (1-43)	241888
23	23	19	19	9-12 [C1-C3] RD (1-43)	241783
24	24	20	20	9-12 [C1-C3] RD (1-43)	241898
25	25	21	21	9-12 [C1-C3] RD (1-43)	241900
26	26	22	22	9-12 [C1-C3] RD (1-43)	241902
27	27	23	23	9-12 [C1-C3] RD (1-43)	241906
32	32	24	24	9-12 [C1-C3] RD (1-43)	241785
33	33	25	25	9-12 [C1-C3] RD (1-43)	241787
34	34	26	26	9-12 [C1-C3] RD (1-43)	241789
35	35	27	27	9-12 [C1-C3] RD (1-43)	241795
36	36	28	28	9-12 [C1-C3] RD (1-43)	241799
37	37	29	29	9-12 [C1-C3] RD (1-43)	241801
38	38	30	30	9-12 [C1-C3] RD (1-43)	241916
39	39	31	31	9-12 [C1-C3] RD (1-43)	241918
40	40	32	32	9-12 [C1-C3] RD (1-43)	241920
41	41	33	33	9-12 [C1-C3] RD (1-43)	241815
42	42	34	34	9-12 [C1-C3] RD (1-43)	241817
43	43	35	35	9-12 [C1-C3] RD (1-43)	241819

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C Field Test Items, Reading, Grade Span 4

3	36	9-12 C1 RD (1-43)	437890
5	37	9-12 C1 RD (1-43)	437892
13	38	9-12 C1 RD (1-43)	437894
18	39	9-12 C1 RD (1-43)	437896
28	40	9-12 C1 RD (1-43)	437898
29	41	9-12 C1 RD (1-43)	437900
30	42	9-12 C1 RD (1-43)	437902
31	43	9-12 C1 RD (1-43)	437904
3	44	9-12 C2 RD (1-43)	437907
5	45	9-12 C2 RD (1-43)	437909
13	46	9-12 C2 RD (1-43)	437911
18	47	9-12 C2 RD (1-43)	437913
28	48	9-12 C2 RD (1-43)	437915
29	49	9-12 C2 RD (1-43)	437917
30	50	9-12 C2 RD (1-43)	437919
31	51	9-12 C2 RD (1-43)	437921

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C, Writing, Grade Span 1

1	1	1	1	2 [C1-C3] WR (1-30)	354000
2	2	2	2	2 [C1-C3] WR (1-30)	353969
3	3	3	3	2 [C1-C3] WR (1-30)	353980
5	5	4	4	2 [C1-C3] WR (1-30)	353986
6	6	5	5	2 [C1-C3] WR (1-30)	354019
7	7	6	6	2 [C1-C3] WR (1-30)	353957
9	9	7	7	2 [C1-C3] WR (1-30)	353978
10	10	8	8	2 [C1-C3] WR (1-30)	353988
11	11	9	9	2 [C1-C3] WR (1-30)	354002
13	13	10	10	2 [C1-C3] WR (1-30)	353990
14	14	11	11	2 [C1-C3] WR (1-30)	353998
15	15	12	12	2 [C1-C3] WR (1-30)	353961
16	16	13	13	2 [C1-C3] WR (1-30)	353963
17	17	14	14	2 [C1-C3] WR (1-30)	354021
18	18	15	15	2 [C1-C3] WR (1-30)	354017
19	19	16	16	2 [C1-C3] WR (1-30)	354008
20	20	17	17	2 [C1-C3] WR (1-30)	354025
21	21	18	18	2 [C1-C3] WR (1-30)	354027
22	22	19	19	2 [C1-C3] WR (1-30)	353982
23	23	20	20	2 [C1-C3] WR (1-30)	353971
24	24	21	21	2 [C1-C3] WR (1-30)	353994
25	25	22	22	2 [C1-C3] WR (1-30)	354012
27	27	23	23	2 [C1-C3] WR (1-30)	354033
29	29	24	24	2 [C1-C3] WR (1-30)	353975

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C Field Test Items, Writing, Grade Span 1

4	25	2 C1 WR (1-30)	437273
8	26	2 C1 WR (1-30)	437275
12	27	2 C1 WR (1-30)	437277
26	28	2 C1 WR (1-30)	437279
28	29	2 C1 WR (1-30)	437281
30	30	2 C1 WR (1-30)	437283
4	31	2 C2 WR (1-30)	437285
8	32	2 C2 WR (1-30)	437287
12	33	2 C2 WR (1-30)	437289
26	34	2 C2 WR (1-30)	437291
28	35	2 C2 WR (1-30)	437293
30	36	2 C2 WR (1-30)	437295

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C, Writing, Grade Span 2

1	1	1	1	3-5 [C1-C3] WR (1-30)	354222
2	2	2	2	3-5 [C1-C3] WR (1-30)	354241
3	3	3	3	3-5 [C1-C3] WR (1-30)	354228
5	5	4	4	3-5 [C1-C3] WR (1-30)	354249
6	6	5	5	3-5 [C1-C3] WR (1-30)	354185
7	7	6	6	3-5 [C1-C3] WR (1-30)	354224
9	9	7	7	3-5 [C1-C3] WR (1-30)	354212
10	10	8	8	3-5 [C1-C3] WR (1-30)	354189
11	11	9	9	3-5 [C1-C3] WR (1-30)	354191
13	13	10	10	3-5 [C1-C3] WR (1-30)	354187
14	14	11	11	3-5 [C1-C3] WR (1-30)	354210
15	15	12	12	3-5 [C1-C3] WR (1-30)	354204
16	16	13	13	3-5 [C1-C3] WR (1-30)	354226
17	17	14	14	3-5 [C1-C3] WR (1-30)	354239
18	18	15	15	3-5 [C1-C3] WR (1-30)	354230
19	19	16	16	3-5 [C1-C3] WR (1-30)	354183
20	20	17	17	3-5 [C1-C3] WR (1-30)	354179
21	21	18	18	3-5 [C1-C3] WR (1-30)	354208
22	22	19	19	3-5 [C1-C3] WR (1-30)	354181
23	23	20	20	3-5 [C1-C3] WR (1-30)	354232
25	25	21	21	3-5 [C1-C3] WR (1-30)	354216
27	27	22	22	3-5 [C1-C3] WR (1-30)	354214
28	28	23	23	3-5 [C1-C3] WR (1-30)	354234
29	29	24	24	3-5 [C1-C3] WR (1-30)	354197

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C Field Test Items, Writing, Grade Span 2

4	25	3-5 C1 WR (1-30)	437639
8	26	3-5 C1 WR (1-30)	437641
12	27	3-5 C1 WR (1-30)	437643
24	28	3-5 C1 WR (1-30)	437645
26	29	3-5 C1 WR (1-30)	437647
30	30	3-5 C1 WR (1-30)	437649
4	31	3-5 C2 WR (1-30)	437653
8	32	3-5 C2 WR (1-30)	437655
12	33	3-5 C2 WR (1-30)	437657
24	34	3-5 C2 WR (1-30)	437659
26	35	3-5 C2 WR (1-30)	437661
30	36	3-5 C2 WR (1-30)	437663

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C, Writing, Grade Span 3

2	2	2	2	6-8 [C1-C3] WR (1-30)	354675
3	3	3	3	6-8 [C1-C3] WR (1-30)	354679
4	4	N/A	Field Test Item—See Table Next Page		
6	6	5	5	6-8 [C1-C3] WR (1-30)	354677
7	7	6	6	6-8 [C1-C3] WR (1-30)	354657
8	8	N/A	Field Test Item—See Table Next Page		
10	10	8	8	6-8 [C1-C3] WR (1-30)	354653
11	11	9	9	6-8 [C1-C3] WR (1-30)	354659
12	12	N/A	Field Test Item—See Table Next Page		
14	14	11	11	6-8 [C1-C3] WR (1-30)	354663
15	15	12	12	6-8 [C1-C3] WR (1-30)	354683
16	16	13	13	6-8 [C1-C3] WR (1-30)	354655
17	17	14	14	6-8 [C1-C3] WR (1-30)	354685
18	18	15	15	6-8 [C1-C3] WR (1-30)	354707
19	19	16	16	6-8 [C1-C3] WR (1-30)	354641
20	20	17	17	6-8 [C1-C3] WR (1-30)	354633
21	21	18	18	6-8 [C1-C3] WR (1-30)	354699
22	22	19	19	6-8 [C1-C3] WR (1-30)	354697
23	23	20	20	6-8 [C1-C3] WR (1-30)	354711
24	24	N/A	Field Test Item—See Table Next Page		
26	26	N/A	Field Test Item—See Table Next Page		
28	28	23	23	6-8 [C1-C3] WR (1-30)	354709
29	29	24	24	6-8 [C1-C3] WR (1-30)	354693
30	30	N/A	Field Test Item—See Table Next Page		

Shading indicates Field Test items; see table next page for more detail.

Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C Field Test Items, Writing, Grade Span 3

4	25	6-8 C1 WR (1-30)	437792
8	26	6-8 C1 WR (1-30)	437794
12	27	6-8 C1 WR (1-30)	437796
24	28	6-8 C1 WR (1-30)	437798
26	29	6-8 C1 WR (1-30)	437800
30	30	6-8 C1 WR (1-30)	437802
4	31	6-8 C2 WR (1-30)	437807
8	32	6-8 C2 WR (1-30)	437809
12	33	6-8 C2 WR (1-30)	437811
24	34	6-8 C2 WR (1-30)	437813
26	35	6-8 C2 WR (1-30)	437815
30	36	6-8 C2 WR (1-30)	437817

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C, Writing, Grade Span 4

2	2	2	2	9-12 [C1-C3] WR (1-30)	354121
3	3	3	3	9-12 [C1-C3] WR (1-30)	354101
4	4	N/A	Field Test Item—See Table Next Page		
6	6	5	5	9-12 [C1-C3] WR (1-30)	354117
7	7	6	6	9-12 [C1-C3] WR (1-30)	354055
8	8	N/A	Field Test Item—See Table Next Page		
10	10	8	8	9-12 [C1-C3] WR (1-30)	354043
11	11	9	9	9-12 [C1-C3] WR (1-30)	354053
12	12	N/A	Field Test Item—See Table Next Page		
14	14	11	11	9-12 [C1-C3] WR (1-30)	354123
15	15	12	12	9-12 [C1-C3] WR (1-30)	354074
16	16	13	13	9-12 [C1-C3] WR (1-30)	354127
17	17	14	14	9-12 [C1-C3] WR (1-30)	354105
18	18	15	15	9-12 [C1-C3] WR (1-30)	354129
19	19	16	16	9-12 [C1-C3] WR (1-30)	354093
20	20	17	17	9-12 [C1-C3] WR (1-30)	354047
21	21	18	18	9-12 [C1-C3] WR (1-30)	354078
22	22	19	19	9-12 [C1-C3] WR (1-30)	354080
23	23	20	20	9-12 [C1-C3] WR (1-30)	354133
24	N/A	N/A	Field Test Item—See Table Next Page		
26	N/A	N/A	Field Test Item—See Table Next Page		
28	26	23	23	9-12 [C1-C3] WR (1-30)	354084
N/A	27	N/A	Field Test Item—See Table Next Page		
30	30	N/A	Field Test Item—See Table Next Page		

Shading indicates Field Test items; see table next page for more detail.

Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Form C Field Test Items, Writing, Grade Span 4

4	25	9-12 C1 WR (1-30)	437926
8	26	9-12 C1 WR (1-30)	437928
12	27	9-12 C1 WR (1-30)	437930
24	28	9-12 C1 WR (1-30)	437932
26	29	9-12 C1 WR (1-30)	437934
30	30	9-12 C1 WR (1-30)	437936
4	31	9-12 C2 WR (1-30)	437938
8	32	9-12 C2 WR (1-30)	437940
12	33	9-12 C2 WR (1-30)	437942
27	34	9-12 C2 WR (1-30)	437944
28	35	9-12 C2 WR (1-30)	437946
30	36	9-12 C2 WR (1-30)	437948

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Listening/Speaking Field Test Item Map, Grade Span 1, Book 1

S1	13	13	K-2 S BK [1-2]	295532
S2	14	14	K-2 S BK [1-2]	295534
S3	15	15	K-2 S BK [1-2]	295536
S4	16	16	K-2 S BK [1-2]	295542
S5	17	17	K-2 S BK [1-2]	295548
S6	18	18	K-2 S BK [1-2]	295550
S7	19	19	K-2 S BK [1-2]	295552
S8	20	20	K-2 S BK [1-2]	295554
S9	21	21	K-2 S BK [1-2]	295556
S10	22	22	K-2 S BK [1-2]	295558
S21	33	33	K-2 S BK [1-2]	295584
S22	34	34	K-2 S BK [1-2]	295586
S23	35	35	K-2 S BK [1-2]	295588
S24	36	36	K-2 S BK [1-2]	295590
S25	37	37	K-2 S BK [1-2]	295592
S26	38	38	K-2 S BK [1-2]	295596
S27	39	39	K-2 S BK [1-2]	295598
S28	40	40	K-2 S BK [1-2]	295600

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Listening/Speaking Field Test Item Map, Grade Span 1, Book 2

Item Number	Book 2 Sequence Number	RWO Sequence No.	Listening/Speaking Field Test Module Name	
L8				
S1	13	--	K-2 S BK [1-2]	295532
S2	14	--	K-2 S BK [1-2]	295534
S3	15	--	K-2 S BK [1-2]	295536
S4	16	--	K-2 S BK [1-2]	295542
S5	17	--	K-2 S BK [1-2]	295548
S6	18	--	K-2 S BK [1-2]	295550
S7	19	--	K-2 S BK [1-2]	295552
S8	20	--	K-2 S BK [1-2]	295554
S9	21	--	K-2 S BK [1-2]	295556
S10	22	--	K-2 S BK [1-2]	295558
S21	33	--	K-2 S BK [1-2]	295584
S22	34	--	K-2 S BK [1-2]	295586
S23	35	--	K-2 S BK [1-2]	295588
S24	36	--	K-2 S BK [1-2]	295590
S25	37	--	K-2 S BK [1-2]	295592
S26	38	--	K-2 S BK [1-2]	295596
S27	39	--	K-2 S BK [1-2]	295598
S28	40	--	K-2 S BK [1-2]	295600

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Listening/Speaking Field Test Item Map, Grade Span 2, Book 1

S1	23	23	3-5 S BK [1-2]	295646
S2	24	24	3-5 S BK [1-2]	295648
S3	25	25	3-5 S BK [1-2]	295652
S4	26	26	3-5 S BK [1-2]	295654
S5	27	27	3-5 S BK [1-2]	295656
S6	28	28	3-5 S BK [1-2]	295658
S7	29	29	3-5 S BK [1-2]	295660
S8	30	30	3-5 S BK [1-2]	295662
S9	31	31	3-5 S BK [1-2]	295664
S10	32	32	3-5 S BK [1-2]	295668
S11	33	33	3-5 S BK [1-2]	295700
S12	34	34	3-5 S BK [1-2]	295702
S13	35	35	3-5 S BK [1-2]	295704
S14	36	36	3-5 S BK [1-2]	295710
S15	37	37	3-5 S BK [1-2]	295712
S16	38	38	3-5 S BK [1-2]	295714

continues...

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Listening/Speaking Field Test Item Map, Grade Span 2, Book 1, continued

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Listening/Speaking Field Test Item Map, Grade Span 2, Book 2

L18	18	72	3-5 L BK2	382930
L19	19	73	3-5 L BK2	382932
L20	20	74	3-5 L BK2	382934
L21	21	75	3-5 L BK2	382936
L22	22	76	3-5 L BK2	382938
S1	23	--	3-5 S BK [1-2]	295646
S2	24	--	3-5 S BK [1-2]	295648
S3	25	--	3-5 S BK [1-2]	295652
S4	26	--	3-5 S BK [1-2]	295654
S5	27	--	3-5 S BK [1-2]	295656
S6	28	--	3-5 S BK [1-2]	295658
S7	29	--	3-5 S BK [1-2]	295660
S8	30	--	3-5 S BK [1-2]	295662
S9	31	--	3-5 S BK [1-2]	295664
S10	32	--	3-5 S BK [1-2]	295668
S11	33	--	3-5 S BK [1-2]	295700
S12	34	--	3-5 S BK [1-2]	295702
S13	35	--	3-5 S BK [1-2]	295704
S14	36	--	3-5 S BK [1-2]	295710
S15	37	--	3-5 S BK [1-2]	295712
S16	38	--	3-5 S BK [1-2]	295714
S17	39	77	3-5 S BK2	383119
S18	40	78	3-5 S BK2	383152
S19	41	79	3-5 S BK2	383154
S20	42	80	3-5 S BK2	383156
S21	43	81	3-5 S BK2	407629
S22	44	82	3-5 S BK2	383158
S23	45	83	3-5 S BK2	383160
S24	46	84	3-5 S BK2	383162
S25	47	85	3-5 S BK2	383164
Continues...				

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Listening/Speaking Field Test Item Map, Grade Span 2, Book 2, continued

Book 2 Item Number	Book 2 Sequence Number	RWO Sequence No.	Listening/Speaking Field Test Module Name	Item ID*
S26	48	86	3-5 S BK2	383166
S27	49	87	3-5 S BK2	383168
S28	50	88	3-5 S BK2	383170
S29	51	89	3-5 S BK2	383172
S30	52	90	3-5 S BK2	383174
S31	53	91	3-5 S BK2	383176
S32	54	92	3-5 S BK2	383178

Shading indicates Field Test items

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Listening/Speaking Field Test Item Map, Grade Span 3, Book 1

Book 1 Item Number	Book 1 Sequence Number	RWO Sequence No.	Listening/Speaking Field Test Module Name	Item ID*
L1	1	1	6-8 L BK1	382940
L2	2	2	6-8 L BK1	382942
L3	3	3	6-8 L BK1	382944
L4	4	4	6-8 L BK1	382946
L5	5	5	6-8 L BK1	382948
L6	6	6	6-8 L BK1	382950
L7	7	7	6-8 L BK1	382952
L8	8	8	6-8 L BK1	382954
L9	9	9	6-8 L BK1	382956
L10	10	10	6-8 L BK1	382958
L11	11	11	6-8 L BK1	382960
L12	12	12	6-8 L BK1	382962
L13	13	13	6-8 L BK1	382964
L14	14	14	6-8 L BK1	382966
L15	15	15	6-8 L BK1	382968
L16	16	16	6-8 L BK1	382970
L17	17	17	6-8 L BK1	382972
L18	18	18	6-8 L BK1	382974
L19	19	19	6-8 L BK1	382976
L20	20	20	6-8 L BK1	382978
L21	21	21	6-8 L BK1	382980
L22	22	22	6-8 L BK1	382982
S1	23	23	6-8 S BK [1-2]	295764
S2	24	24	6-8 S BK [1-2]	295766
S3	25	25	6-8 S BK [1-2]	295768
S4	26	26	6-8 S BK [1-2]	295772
S5	27	27	6-8 S BK [1-2]	295774
S6	28	28	6-8 S BK [1-2]	295776
S7	29	29	6-8 S BK [1-2]	295778
S8	30	30	6-8 S BK [1-2]	295786
S9	31	31	6-8 S BK [1-2]	295788
S10	32	32	6-8 S BK [1-2]	295790
S11	33	33	6-8 S BK [1-2]	295816
S12	34	34	6-8 S BK [1-2]	295818
S13	35	35	6-8 S BK [1-2]	295820
S14	36	36	6-8 S BK [1-2]	295824
S15	37	37	6-8 S BK [1-2]	295826
S16	38	38	6-8 S BK [1-2]	295836
S17	39	39	6-8 S BK1	383183
S18	40	40	6-8 S BK1	383185
S19	41	41	6-8 S BK1	383187
S20	42	42	6-8 S BK1	383189
S21	43	43	6-8 S BK1	383191
S22	44	44	6-8 S BK1	383193
S23	45	45	6-8 S BK1	383195
S24	46	46	6-8 S BK1	383197
S25	47	47	6-8 S BK1	383199

continues...

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Listening/Speaking Field Test Item Map, Grade Span 3, Book 1, continued

Book 1 Item Number	Book 1 Sequence Number	RWO Sequence No.	Listening/Speaking Field Test Module Name	Item ID*
S26	48	48	6-8 S BK1	383201
S27	49	49	6-8 S BK1	383203
S28	50	50	6-8 S BK1	383205
S29	51	51	6-8 S BK1	383207
S30	52	52	6-8 S BK1	383209
S31	53	53	6-8 S BK1	383211
S32	54	54	6-8 S BK1	383213

Shading indicates Field Test items

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Listening/Speaking Field Test Item Map, Grade Span 3, Book 2

Item Number	Sequence Number	Sequence No.	Test Module Name	Item ID*
L1	1	55	6-8 L BK2	382984
L2	2	56	6-8 L BK2	382986
L3	3	57	6-8 L BK2	382988
L4	4	58	6-8 L BK2	382990
L5	5	59	6-8 L BK2	382992
L6	6	60	6-8 L BK2	382994
L7	7	61	6-8 L BK2	382996
L8	8	62	6-8 L BK2	382998
L9	9	63	6-8 L BK2	383000
L10	10	64	6-8 L BK2	383002
L11	11	65	6-8 L BK2	383004
L12	12	66	6-8 L BK2	383006
L13	13	67	6-8 L BK2	383008
L14	14	68	6-8 L BK2	383010
L15	15	69	6-8 L BK2	383012
L16	16	70	6-8 L BK2	383014
L17	17	71	6-8 L BK2	383016
L18	18	72	6-8 L BK2	383018
L19	19	73	6-8 L BK2	383020
L20	20	74	6-8 L BK2	383022
L21	21	75	6-8 L BK2	383024
L22	22	76	6-8 L BK2	383026
S1	23	--	6-8 S BK [1-2]	295764
S2	24	--	6-8 S BK [1-2]	295766
S3	25	--	6-8 S BK [1-2]	295768
S4	26	--	6-8 S BK [1-2]	295772
S5	27	--	6-8 S BK [1-2]	295774
S6	28	--	6-8 S BK [1-2]	295776
S7	29	--	6-8 S BK [1-2]	295778
S8	30	--	6-8 S BK [1-2]	295786
S9	31	--	6-8 S BK [1-2]	295788
S10	32	--	6-8 S BK [1-2]	295790
S11	33	--	6-8 S BK [1-2]	295816
S12	34	--	6-8 S BK [1-2]	295818
S13	35	--	6-8 S BK [1-2]	295820
S14	36	--	6-8 S BK [1-2]	295824
S15	37	--	6-8 S BK [1-2]	295826
S16	38	--	6-8 S BK [1-2]	295836
S17	39	77	6-8 S BK2	383215
S18	40	78	6-8 S BK2	383217
S19	41	79	6-8 S BK2	295940
S20	42	80	6-8 S BK2	295942
S21	43	81	6-8 S BK2	383219
S22	44	82	6-8 S BK2	383221
S23	45	83	6-8 S BK2	383223
S24	46	84	6-8 S BK2	383225
S25	47	85	6-8 S BK2	383227
continues...				

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Listening/Speaking Field Test Item Map, Grade Span 3, Book 2, continued

Book 2 Item Number	Book 2 Sequence Number	RWO Sequence No.	Listening/Speaking Field Test Module Name	Item ID*
S26	48	86	6-8 S BK2	383229
S27	49	87	6-8 S BK2	383231
S28	50	88	6-8 S BK2	383233
S29	51	89	6-8 S BK2	383235
S30	52	90	6-8 S BK2	383237
S31	53	91	6-8 S BK2	383239
S32	54	92	6-8 S BK2	383241

Shading indicates Field Test items

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Listening/Speaking Field Test Item Map, Grade Span 4, Book 1

Book 1 Item Number	Book 1 Sequence Number	RWO Sequence No.	Listening/Speaking Field Test Module Name	Item ID*
L1	1	1	9-12 L BK1	383028
L2	2	2	9-12 L BK1	383030
L3	3	3	9-12 L BK1	383032
L4	4	4	9-12 L BK1	383034
L5	5	5	9-12 L BK1	383036
L6	6	6	9-12 L BK1	383038
L7	7	7	9-12 L BK1	383040
L8	8	8	9-12 L BK1	383042
L9	9	9	9-12 L BK1	383044
L10	10	10	9-12 L BK1	383046
L11	11	11	9-12 L BK1	383048
L12	12	12	9-12 L BK1	383050
L13	13	13	9-12 L BK1	383052
L14	14	14	9-12 L BK1	383054
L15	15	15	9-12 L BK1	383056
L16	16	16	9-12 L BK1	383058
L17	17	17	9-12 L BK1	383060
L18	18	18	9-12 L BK1	383062
L19	19	19	9-12 L BK1	383064
L20	20	20	9-12 L BK1	383066
L21	21	21	9-12 L BK1	383068
L22	22	22	9-12 L BK1	383070
S1	23	23	9-12 S BK [1-2]	295892
S2	24	24	9-12 S BK [1-2]	295894
S3	25	25	9-12 S BK [1-2]	295886
S4	26	26	9-12 S BK [1-2]	295888
S5	27	27	9-12 S BK [1-2]	295900
S6	28	28	9-12 S BK [1-2]	295902
S7	29	29	9-12 S BK [1-2]	295904
S8	30	30	9-12 S BK [1-2]	295908
S9	31	31	9-12 S BK [1-2]	295910
S10	32	32	9-12 S BK [1-2]	295912
S11	33	33	9-12 S BK [1-2]	295938
S12	34	34	9-12 S BK [1-2]	295944
S13	35	35	9-12 S BK [1-2]	295946
S14	36	36	9-12 S BK [1-2]	295948
S15	37	37	9-12 S BK [1-2]	295950
S16	38	38	9-12 S BK [1-2]	295958
S17	39	39	9-12 S BK1	383244
S18	40	40	9-12 S BK1	383246
S19	41	41	9-12 S BK1	383248
S20	42	42	9-12 S BK1	383250
S21	43	43	9-12 S BK1	383252
S22	44	44	9-12 S BK1	383254
S23	45	45	9-12 S BK1	383256
S24	46	46	9-12 S BK1	383258
S25	47	47	9-12 S BK1	383260

continues...

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Listening/Speaking Field Test Item Map, Grade Span 4, Book 1, continued

Book 1 Item Number	Book 1 Sequence Number	RWO Sequence No.	Listening/Speaking Field Test Module Name	Item ID*
S26	48	48	9-12 S BK1	383262
S27	49	49	9-12 S BK1	383264
S28	50	50	9-12 S BK1	383266
S29	51	51	9-12 S BK1	383268
S30	52	52	9-12 S BK1	383270
S31	53	53	9-12 S BK1	383272
S32	54	54	9-12 S BK1	383274

Shading indicates Field Test items

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Listening/Speaking Field Test Item Map, Grade Span 4, Book 2

Item Number	Sequence Number	Sequence No.	Test Module Name	Item ID*
L1	1	55	9-12 L BK2	383072
L2	2	56	9-12 L BK2	383074
L3	3	57	9-12 L BK2	383076
L4	4	58	9-12 L BK2	383078
L5	5	59	9-12 L BK2	383080
L6	6	60	9-12 L BK2	383082
L7	7	61	9-12 L BK2	383084
L8	8	62	9-12 L BK2	383086
L9	9	63	9-12 L BK2	383088
L10	10	64	9-12 L BK2	383090
L11	11	65	9-12 L BK2	383092
L12	12	66	9-12 L BK2	383094
L13	13	67	9-12 L BK2	383096
L14	14	68	9-12 L BK2	383098
L15	15	69	9-12 L BK2	383100
L16	16	70	9-12 L BK2	383102
L17	17	71	9-12 L BK2	383104
L18	18	72	9-12 L BK2	383106
L19	19	73	9-12 L BK2	383108
L20	20	74	9-12 L BK2	383110
L21	21	75	9-12 L BK2	383112
L22	22	76	9-12 L BK2	383114
S1	23	--	9-12 S BK [1-2]	295892
S2	24	--	9-12 S BK [1-2]	295894
S3	25	--	9-12 S BK [1-2]	295886
S4	26	--	9-12 S BK [1-2]	295888
S5	27	--	9-12 S BK [1-2]	295900
S6	28	--	9-12 S BK [1-2]	295902
S7	29	--	9-12 S BK [1-2]	295904
S8	30	--	9-12 S BK [1-2]	295908
S9	31	--	9-12 S BK [1-2]	295910
S10	32	--	9-12 S BK [1-2]	295912
S11	33	--	9-12 S BK [1-2]	295938
S12	34	--	9-12 S BK [1-2]	295944
S13	35	--	9-12 S BK [1-2]	295946
S14	36	--	9-12 S BK [1-2]	295948
S15	37	--	9-12 S BK [1-2]	295950
S16	38	--	9-12 S BK [1-2]	295958
S17	39	77	9-12 S BK2	383277
S18	40	78	9-12 S BK2	383279
S19	41	79	9-12 S BK2	383281
S20	42	80	9-12 S BK2	383283
S21	43	81	9-12 S BK2	383285
S22	44	82	9-12 S BK2	383287
S23	45	83	9-12 S BK2	383289
S24	46	84	9-12 S BK2	383291
S25	47	85	9-12 S BK2	383293
continues...				

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Listening/Speaking Field Test Item Map, Grade Span 4, Book 2, continued

Book 2 Item Number	Book 2 Sequence Number	RWO Sequence No.	Listening/Speaking Field Test Module Name	Item ID*
S26	48	86	9-12 S BK2	383295
S27	49	87	9-12 S BK2	383297
S28	50	88	9-12 S BK2	383299
S29	51	89	9-12 S BK2	383301
S30	52	90	9-12 S BK2	383303
S31	53	91	9-12 S BK2	383305
S32	54	92	9-12 S BK2	383307

Shading indicates Field Test items

*To determine the Item Bank Item Number, add two leading zeros to the Item ID number shown here; for example, Item ID 354695 is equivalent to Item Bank Item Number 00354695.

Appendix B CELDT Summary Statistics

2001-2002 Summary Statistics by Grade, Annual Data

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

2001-2002 Summary Statistics by Grade Span, Annual Data

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

* N-count for Grade Span 1 is 323,288 overall, but for Reading and Writing includes only Grade 2 data, for which N-count is 164,889

2002-2003 Summary Statistics by Grade, Annual Data

		Listening/Speaking		Reading		Writing		Overall	
Grade	**N**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**
K	8,135	446.24	76.86	NA	NA	NA	NA	446.24	76.86
1	160,579	491.78	57.69	NA	NA	NA	NA	491.78	57.69
2	160,257	518.59	64.91	450.38	49.60	468.63	57.94	488.67	47.83
3	160,107	500.30	67.99	469.52	50.01	483.81	57.08	488.11	50.70
4	147,640	515.68	73.25	496.10	51.42	506.53	54.74	508.12	51.98
5	125,227	524.02	78.71	510.74	52.69	517.74	54.38	518.76	54.17
6	112,594	517.05	70.59	507.98	51.76	510.99	50.52	512.90	50.46
7	98,844	517.40	78.92	520.01	53.64	516.46	53.66	517.44	54.16
8	84,780	519.05	82.36	528.54	54.56	520.13	55.12	521.32	56.35
9	76,959	509.06	75.86	531.64	52.49	512.80	55.49	515.26	52.94
10	67,284	505.44	84.97	538.82	55.29	515.10	56.74	515.82	56.49
11	54,396	506.72	87.75	546.20	56.49	518.84	56.71	519.23	56.92
12	40,633	508.42	93.56	552.95	57.73	522.76	57.06	522.75	59.79

2002-2003 Summary Statistics by Grade Span, Annual Data

		Listening/Speaking		Reading		Writing		Overall	
Grade Span	**N**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**
1: Grades K-2	328,971 *	503.72	63.89	450.38	49.60	468.63	57.94	489.14	54.17
2: Grades 3-5	432,974	512.40	73.67	490.51	54.05	501.37	57.29	503.80	53.69
3: Grades 6-8	296,218	517.74	76.91	517.88	53.87	515.43	53.06	516.82	53.55
4: Grades 9 -12	239,272	507.40	84.38	540.59	55.65	516.51	56.51	517.59	56.13

* N-count for Grade Span 1 is 328,971 overall, but for Reading and Writing includes only Grade 2 data, for which the N-count is 160,257

2003-2004 Summary Statistics by Grade, Annual Data

		Listening/Speaking		Reading		Writing		Overall	
Grade	**N**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**
K	6,664	448.05	87.14	NA	NA	NA	NA	448.05	87.14
1	166,704	503.20	61.47	NA	NA	NA	NA	503.20	61.47
2	170,782	538.94	64.72	452.88	48.44	473.19	57.74	500.62	49.71
3	159,439	505.24	62.36	472.21	51.47	492.75	56.42	493.49	50.71
4	153,602	529.05	66.66	498.23	51.98	513.50	53.93	517.09	52.02
5	137,167	544.03	70.33	514.90	53.30	524.88	54.06	531.60	53.75
6	112,653	520.68	58.48	505.63	51.00	519.91	49.08	516.35	47.24
7	104,276	526.69	61.21	515.21	52.39	525.20	50.97	523.08	49.06
8	94,262	531.33	64.64	524.71	52.64	529.79	51.24	528.92	50.89
9	77,889	519.83	60.01	526.71	55.68	520.08	55.21	521.23	50.21
10	74,559	523.92	63.19	535.90	59.14	522.33	57.60	526.14	52.61
11	59,229	529.35	64.62	544.48	59.78	525.53	59.23	531.79	53.54
12	45,211	533.43	70.75	549.25	63.51	525.78	63.97	535.09	58.34

2003-2004 Summary Statistics by Grade Span, Annual Data

		Listening/Speaking		Reading		Writing		Overall	
Grade Span	**N**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**
1: Grades K-2	344,150*	519.87	66.86	452.88	48.44	473.19	57.74	500.85	57.10
2: Grades 3-5	450,208	525.18	68.22	494.09	55.07	509.62	56.45	513.15	54.41
3: Grades 6-8	311,191	525.92	61.47	514.62	52.54	524.68	50.54	522.41	49.25
4: Grades 9 -12	256,888	525.60	64.18	537.44	59.67	522.99	58.49	527.53	53.43

* N-count for Grade Span 1 is 344,150 overall, but for Reading and Writing includes only Grade 2 data, for which the N-count is 170,782

Appendix C Skill Area Intercorrelations

The following tables detail simple statistics and skill area intercorrelations by grade span, for both annual assessment and initial identification data. All analyses shown are based on scale scores.

Annual Administration Data

Grade Span 1: Grade 2*

Simple Statistics

Skill Area	N	Mean	Std Dev	Minimum	Maximum
Listening/ Speaking	170782	538.94	64.72	220	710
Reading	170782	452.88	48.44	340	630
Writing	170782	473.19	57.74	280	640

Pearson Correlation Coefficients

	Listening/ Speaking	Reading	Writing
Listening/ Speaking	1.00	0.45	0.47
Reading	0.45	1.00	0.78
Writing	0.47	0.78	1.00

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

Grade Span 2: Grades 3-5

Simple Statistics

Skill Area	N	Mean	Std Dev	Minimum	Maximum
Listening/ Speaking	450208	525.18	68.22	220	710
Reading	450208	494.09	55.07	340	640
Writing	450208	509.62	56.45	280	690

Pearson Correlation Coefficients

	Listening/ Speaking	Reading	Writing
Listening/ Speaking	1.00	0.58	0.59
Reading	0.58	1.00	0.77
Writing	0.59	0.77	1.00

Annual Administration Data (continued)

Grade Span 3: Grades 6-8

Simple Statistics

Skill Area	N	Mean	Std Dev	Minimum	Maximum
Listening/ Speaking	311191	525.92	61.47	220	710
Reading	311191	514.62	52.54	340	650
Writing	311191	524.68	50.54	280	700

Pearson Correlation Coefficients

	Listening/ Speaking	Reading	Writing
Listening/ Speaking	1.00	0.56	0.59
Reading	0.56	1.00	0.71
Writing	0.59	0.71	1.00

Grade Span 4: Grades 9-12

Simple Statistics

Skill Area	N	Mean	Std Dev	Minimum	Maximum
Listening/ Speaking	256888	525.60	64.18	220	710
Reading	256888	537.44	59.67	340	650
Writing	256888	522.99	58.49	280	700

Pearson Correlation Coefficients

	Listening/ Speaking	Reading	Writing
Listening/ Speaking	1.00	0.56	0.56
Reading	0.56	1.00	0.77
Writing	0.56	0.77	1.00

Initial Identification Data

Grade Span 1: Grade 2*

Simple Statistics

Skill Area	N	Mean	Std Dev	Minimum	Maximum
Listening/ Speaking	21152	473.76	145.48	220	710
Reading	21152	429.48	68.98	340	630
Writing	21152	426.50	99.21	280	640

Pearson Correlation Coefficients

	Listening/ Speaking	Reading	Writing
Listening/ Speaking	1.00	0.76	0.81
Reading	0.76	1.00	0.89
Writing	0.81	0.89	1.00

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

Grade Span 2: Grades 3-5

Simple Statistics

Skill Area	N	Mean	Std Dev	Minimum	Maximum
Listening/ Speaking	55407	450.78	145.31	220	710
Reading	55407	459.25	84.89	340	640
Writing	55407	451.38	113.17	280	690

Pearson Correlation Coefficients

	Listening/ Speaking	Reading	Writing
Listening/ Speaking	1.00	0.85	0.90
Reading	0.85	1.00	0.91
Writing	0.90	0.91	1.00

Initial Identification Data (continued)

Grade Span 3: Grades 6-8

Simple Statistics

Skill Area	N	Mean	Std Dev	Minimum	Maximum
Listening/ Speaking	51510	458.96	139.04	220	710
Reading	51510	483.93	90.79	340	650
Writing	51510	472.99	112.07	280	700

Pearson Correlation Coefficients

	Listening/ Speaking	Reading	Writing
Listening/ Speaking	1.00	0.86	0.90
Reading	0.86	1.00	0.90
Writing	0.90	0.90	1.00

Grade Span 4: Grades 9-12

Simple Statistics

Skill Area	N	Mean	Std Dev	Minimum	Maximum
Listening/ Speaking	68151	475.61	125.98	220	710
Reading	68151	507.04	92.55	340	650
Writing	68151	486.15	104.85	280	700

Pearson Correlation Coefficients

	Listening/ Speaking	Reading	Writing
Listening/ Speaking	1.00	0.85	0.87
Reading	0.85	1.00	0.90
Writing	0.87	0.90	1.00

Appendix D Form C Scale Score Frequency Distributions

CELDT 2003 Annual Data, Scale Score Frequency Distribution

Listening/Speaking, Grade Span 1: Grades K-2

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	3691	1.07	3691	1.07
316	869	0.25	4560	1.33
348	1053	0.31	5613	1.63
366	1182	0.34	6795	1.97
379	1238	0.36	8033	2.33
388	1382	0.40	9415	2.74
397	1942	0.56	11357	3.30
404	1407	0.41	12764	3.71
410	1408	0.41	14172	4.12
416	1541	0.45	15713	4.57
421	1692	0.49	17405	5.06
427	1775	0.52	19180	5.57
432	1934	0.56	21114	6.14
436	2288	0.66	23402	6.80
441	2609	0.76	26011	7.56
446	3037	0.88	29048	8.44
450	3328	0.97	32376	9.41
455	4012	1.17	36388	10.57
459	4661	1.35	41049	11.93
464	5566	1.62	46615	13.54
469	6825	1.98	53440	15.53
474	8200	2.38	61640	17.91
480	10225	2.97	71865	20.88
486	12272	3.57	84137	24.45
492	15377	4.47	99514	28.92
499	19557	5.68	119071	34.60
507	24879	7.23	143950	41.83
516	30759	8.94	174709	50.77
527	36998	10.75	211707	61.52
541	42870	12.46	254577	73.97
560	43329	12.59	297906	86.56
592	33454	9.72	331360	96.28
710	12790	3.72	344150	100.00

Listening/Speaking, Grade Span 2: Grades 3-5

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	4499	1.00	4499	1.00
277	633	0.14	5132	1.14
310	726	0.16	5858	1.30
332	792	0.18	6650	1.48
348	708	0.16	7358	1.63
361	771	0.17	8129	1.81
371	770	0.17	8899	1.98
380	854	0.19	9753	2.17
388	927	0.21	10680	2.37
395	1095	0.24	11775	2.62
401	1243	0.28	13018	2.89
407	1409	0.31	14427	3.20
412	1676	0.37	16103	3.58
418	1860	0.41	17963	3.99
422	1825	0.41	19788	4.40
427	2074	0.46	21862	4.86
432	2430	0.54	24292	5.40
437	2863	0.64	27155	6.03
441	3283	0.73	30438	6.76
446	3916	0.87	34354	7.63
451	4594	1.02	38948	8.65
455	5676	1.26	44624	9.91
460	6556	1.46	51180	11.37
465	7900	1.75	59080	13.12
470	9643	2.14	68723	15.26
476	11620	2.58	80343	17.85
481	14033	3.12	94376	20.96
487	17031	3.78	111407	24.75
494	20083	4.46	131490	29.21
501	24298	5.40	155788	34.60
509	28713	6.38	184501	40.98
518	34623	7.69	219124	48.67
528	40051	8.90	259175	57.57
540	45330	10.07	304505	67.64
556	48643	10.80	353148	78.44
578	46556	10.34	399704	88.78
616	35787	7.95	435491	96.73
710	14717	3.27	450208	100.00

CELDT 2003 Annual Data, Scale Score Frequency Distribution

Listening/Speaking, Grade Span 3: Grades 6-8

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	2783	0.89	2783	0.89
260	341	0.11	3124	1.00
304	468	0.15	3592	1.15
328	532	0.17	4124	1.33
344	561	0.18	4685	1.51
357	601	0.19	5286	1.70
368	677	0.22	5963	1.92
378	662	0.21	6625	2.13
386	700	0.22	7325	2.35
394	741	0.24	8066	2.59
400	766	0.25	8832	2.84
407	795	0.26	9627	3.09
412	934	0.30	10561	3.39
418	1125	0.36	11686	3.76
423	1294	0.42	12980	4.17
428	991	0.32	13971	4.49
432	1082	0.35	15053	4.84
437	1155	0.37	16208	5.21
441	1266	0.41	17474	5.62
446	1376	0.44	18850	6.06
450	1585	0.51	20435	6.57
454	1922	0.62	22357	7.18
458	2309	0.74	24666	7.93
463	2822	0.91	27488	8.83
467	3351	1.08	30839	9.91
472	4411	1.42	35250	11.33
477	5705	1.83	40955	13.16
482	7483	2.40	48438	15.57
488	9708	3.12	58146	18.68
494	12610	4.05	70756	22.74
500	16593	5.33	87349	28.07
508	21378	6.87	108727	34.94
516	26982	8.67	135709	43.61
526	33448	10.75	169157	54.36
538	38508	12.37	207665	66.73
553	39983	12.85	247648	79.58
574	35001	11.25	282649	90.83
608	21319	6.85	303968	97.68
710	7223	2.32	311191	100.00

Listening/Speaking, Grade Span 4: Grades 9-12

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	3315	1.29	3315	1.29
287	272	0.11	3587	1.40
340	433	0.17	4020	1.56
366	511	0.20	4531	1.76
383	644	0.25	5175	2.01
396	775	0.30	5950	2.32
406	840	0.33	6790	2.64
415	879	0.34	7669	2.99
422	983	0.38	8652	3.37
428	1038	0.40	9690	3.77
433	1084	0.42	10774	4.19
438	1271	0.49	12045	4.69
443	1414	0.55	13459	5.24
447	1631	0.63	15090	5.87
451	1679	0.65	16769	6.53
455	1417	0.55	18186	7.08
458	1615	0.63	19801	7.71
462	1742	0.68	21543	8.39
465	1912	0.74	23455	9.13
469	1929	0.75	25384	9.88
472	2022	0.79	27406	10.67
475	2339	0.91	29745	11.58
479	2731	1.06	32476	12.64
482	3184	1.24	35660	13.88
486	3858	1.50	39518	15.38
489	4516	1.76	44034	17.14
493	5355	2.08	49389	19.23
497	6558	2.55	55947	21.78
501	7968	3.10	63915	24.88
506	9846	3.83	73761	28.71
510	12309	4.79	86070	33.50
515	14925	5.81	100995	39.31
521	18374	7.15	119369	46.47
527	22195	8.64	141564	55.11
535	25620	9.97	167184	65.08
544	28047	10.92	195231	76.00
557	27702	10.78	222933	86.78
578	22434	8.73	245367	95.52
710	11521	4.48	256888	100.00

CELDT 2003 Annual Data, Scale Score Frequency Distribution

Reading, Grade Span 1: Grade 2

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	9544	5.59	9544	5.59
370	4003	2.34	13547	7.93
389	4954	2.90	18501	10.83
402	6149	3.60	24650	14.43
411	6927	4.06	31577	18.49
419	7427	4.35	39004	22.84
426	7816	4.58	46820	27.42
432	7772	4.55	54592	31.97
438	7451	4.36	62043	36.33
443	7498	4.39	69541	40.72
448	7273	4.26	76814	44.98
452	7220	4.23	84034	49.21
457	7097	4.16	91131	53.36
461	7020	4.11	98151	57.47
466	7121	4.17	105272	61.64
471	7160	4.19	112432	65.83
476	7258	4.25	119690	70.08
481	7170	4.20	126860	74.28
486	7180	4.20	134040	78.49
492	7206	4.22	141246	82.71
499	6841	4.01	148087	86.71
507	6523	3.82	154610	90.53
516	5519	3.23	160129	93.76
526	4560	2.67	164689	96.43
538	3271	1.92	167960	98.35
557	2031	1.19	169991	99.54
630	791	0.46	170782	100.00

Reading, Grade Span 2: Grades 3-5

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	14690	3.26	14690	3.26
378	5552	1.23	20242	4.50
397	6986	1.55	27228	6.05
410	8215	1.82	35443	7.87
420	8875	1.97	44318	9.84
429	9299	2.07	53617	11.91
436	9607	2.13	63224	14.04
443	9733	2.16	72957	16.21
449	10021	2.23	82978	18.43
454	10207	2.27	93185	20.70
459	10805	2.40	103990	23.10
464	11565	2.57	115555	25.67
469	12475	2.77	128030	28.44
474	13335	2.96	141365	31.40
478	14452	3.21	155817	34.61
483	15494	3.44	171311	38.05
487	16919	3.76	188230	41.81
492	18594	4.13	206824	45.94
497	20112	4.47	226936	50.41
502	22533	5.01	249469	55.41
508	24660	5.48	274129	60.89
514	26407	5.87	300536	66.75
521	27961	6.21	328497	72.97
529	28907	6.42	357404	79.39
539	28140	6.25	385544	85.64
552	25468	5.66	411012	91.29
569	20657	4.59	431669	95.88
600	13239	2.94	444908	98.82
640	5300	1.18	450208	100.00

CELDT 2003 Annual Data, Scale Score Frequency Distribution

Reading, Grade Span 3: Grades 6-8

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	10450	3.36	10450	3.36
397	4135	1.33	14585	4.69
429	5404	1.74	19989	6.42
445	6667	2.14	26656	8.57
456	7807	2.51	34463	11.07
465	8449	2.72	42912	13.79
472	9467	3.04	52379	16.83
479	10208	3.28	62587	20.11
486	11170	3.59	73757	23.70
493	11702	3.76	85459	27.46
499	12813	4.12	98272	31.58
505	13546	4.35	111818	35.93
510	14075	4.52	125893	40.46
515	14647	4.71	140540	45.16
520	15255	4.90	155795	50.06
524	15925	5.12	171720	55.18
529	16231	5.22	187951	60.40
533	16211	5.21	204162	65.61
538	16000	5.14	220162	70.75
543	15436	4.96	235598	75.71
549	14916	4.79	250514	80.50
555	13422	4.31	263936	84.81
562	12281	3.95	276217	88.76
570	10317	3.32	286534	92.08
579	8683	2.79	295217	94.87
591	6772	2.18	301989	97.04
607	5016	1.61	307005	98.65
635	2957	0.95	309962	99.61
650	1229	0.39	311191	100.00

Reading, Grade Span 4: Grades 9-12

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	8778	3.42	8778	3.42
378	1864	0.73	10642	4.14
420	2602	1.01	13244	5.16
441	3280	1.28	16524	6.43
455	3690	1.44	20214	7.87
465	4206	1.64	24420	9.51
474	4504	1.75	28924	11.26
482	5110	1.99	34034	13.25
488	5432	2.11	39466	15.36
495	5909	2.30	45375	17.66
500	6181	2.41	51556	20.07
506	6506	2.53	58062	22.60
511	7136	2.78	65198	25.38
516	7540	2.94	72738	28.32
521	8278	3.22	81016	31.54
526	8843	3.44	89859	34.98
530	9466	3.68	99325	38.66
535	10437	4.06	109762	42.73
540	11372	4.43	121134	47.15
544	12038	4.69	133172	51.84
549	13233	5.15	146405	56.99
555	14302	5.57	160707	62.56
561	15078	5.87	175785	68.43
568	15966	6.22	191751	74.64
576	16665	6.49	208416	81.13
587	16233	6.32	224649	87.45
602	14774	5.75	239423	93.20
628	11482	4.47	250905	97.67
650	5983	2.33	256888	100.00

CELDT 2003 Annual Data, Scale Score Frequency Distribution

Writing, Grade Span 1: Grade 2

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
280	4997	2.93	4997	2.93
324	1496	0.88	6493	3.80
365	2097	1.23	8590	5.03
383	2656	1.56	11246	6.59
396	3507	2.05	14753	8.64
407	4376	2.56	19129	11.20
417	5278	3.09	24407	14.29
426	6024	3.53	30431	17.82
434	6531	3.82	36962	21.64
441	6823	4.00	43785	25.64
448	6840	4.01	50625	29.64
455	6776	3.97	57401	33.61
461	6884	4.03	64285	37.64
467	6686	3.91	70971	41.56
472	6893	4.04	77864	45.59
478	7001	4.10	84865	49.69
483	7225	4.23	92090	53.92
489	7604	4.45	99694	58.38
495	8025	4.70	107719	63.07
501	8644	5.06	116363	68.14
507	9162	5.36	125525	73.50
514	9328	5.46	134853	78.96
521	9076	5.31	143929	84.28
529	8231	4.82	152160	89.10
538	6655	3.90	158815	92.99
548	5011	2.93	163826	95.93
558	3315	1.94	167141	97.87
570	2021	1.18	169162	99.05
584	1076	0.63	170238	99.68
603	415	0.24	170653	99.92
640	129	0.08	170782	100.00

Writing, Grade Span 2: Grades 3-5

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
280	7102	1.58	7102	1.58
306	933	0.21	8035	1.78
337	1134	0.25	9169	2.04
357	1491	0.33	10660	2.37
373	1870	0.42	12530	2.78
387	2569	0.57	15099	3.35
399	3187	0.71	18286	4.06
410	4167	0.93	22453	4.99
419	4834	1.07	27287	6.06
428	5604	1.24	32891	7.31
436	6115	1.36	39006	8.66
443	6994	1.55	46000	10.22
449	7651	1.70	53651	11.92
455	8582	1.91	62233	13.82
461	9445	2.10	71678	15.92
467	10879	2.42	82557	18.34
473	12210	2.71	94767	21.05
480	14847	3.30	109614	24.35
486	17678	3.93	127292	28.27
493	21756	4.83	149048	33.11
500	25838	5.74	174886	38.85
508	31139	6.92	206025	45.76
517	36153	8.03	242178	53.79
526	40076	8.90	282254	62.69
536	41950	9.32	324204	72.01
547	39440	8.76	363644	80.77
559	34505	7.66	398149	88.44
572	26429	5.87	424578	94.31
589	16819	3.74	441397	98.04
615	7567	1.68	448964	99.72
690	1244	0.28	450208	100.00

CELDT 2003 Annual Data, Scale Score Frequency Distribution

Writing, Grade Span 3: Grades 6-8

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
280	4419	1.42	4419	1.42
341	372	0.12	4791	1.54
367	406	0.13	5197	1.67
384	561	0.18	5758	1.85
396	719	0.23	6477	2.08
407	1005	0.32	7482	2.40
416	1362	0.44	8844	2.84
425	1624	0.52	10468	3.36
433	2038	0.65	12506	4.02
440	2373	0.76	14879	4.78
447	2705	0.87	17584	5.65
453	3022	0.97	20606	6.62
459	3200	1.03	23806	7.65
464	3521	1.13	27327	8.78
470	3981	1.28	31308	10.06
475	4357	1.40	35665	11.46
480	5451	1.75	41116	13.21
485	6653	2.14	47769	15.35
490	8642	2.78	56411	18.13
496	11422	3.67	67833	21.80
502	15358	4.94	83191	26.73
510	20423	6.56	103614	33.30
518	26783	8.61	130397	41.90
527	33471	10.76	163868	52.66
538	38216	12.28	202084	64.94
551	38822	12.48	240906	77.41
565	33032	10.61	273938	88.03
581	22598	7.26	296536	95.29
600	11022	3.54	307558	98.83
628	3241	1.04	310799	99.87
700	392	0.13	311191	100.00

Writing, Grade Span 4: Grades 9-12

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
280	6585	2.56	6585	2.56
348	244	0.09	6829	2.66
374	308	0.12	7137	2.78
390	403	0.16	7540	2.94
402	579	0.23	8119	3.16
412	858	0.33	8977	3.49
421	1098	0.43	10075	3.92
429	1283	0.50	11358	4.42
436	1617	0.63	12975	5.05
443	1934	0.75	14909	5.80
450	2360	0.92	17269	6.72
456	2816	1.10	20085	7.82
462	3280	1.28	23365	9.10
468	3967	1.54	27332	10.64
473	4645	1.81	31977	12.45
479	5362	2.09	37339	14.54
484	6065	2.36	43404	16.90
490	7274	2.83	50678	19.73
495	8537	3.32	59215	23.05
501	10332	4.02	69547	27.07
507	12560	4.89	82107	31.96
513	15374	5.98	97481	37.95
520	18956	7.38	116437	45.33
528	23012	8.96	139449	54.28
537	26923	10.48	166372	64.76
549	27775	10.81	194147	75.58
563	25336	9.86	219483	85.44
581	19766	7.69	239249	93.13
604	12144	4.73	251393	97.86
639	4834	1.88	256227	99.74
700	661	0.26	256888	100.00

CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 1: Grades K-2

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	2499	0.73	2499	0.73
265	793	0.23	3292	0.96
272	11	0.00	3303	0.96
276	10	0.00	3313	0.96
277	12	0.00	3325	0.97
280	16	0.00	3341	0.97
282	3	0.00	3344	0.97
283	5	0.00	3349	0.97
284	2	0.00	3351	0.97
286	9	0.00	3360	0.98
288	5	0.00	3365	0.98
290	12	0.00	3377	0.98
291	3	0.00	3380	0.98
293	5	0.00	3385	0.98
294	9	0.00	3394	0.99
295	1	0.00	3395	0.99
296	11	0.00	3406	0.99
297	3	0.00	3409	0.99
298	9	0.00	3418	0.99
299	7	0.00	3425	1.00
301	16	0.00	3441	1.00
303	7	0.00	3448	1.00
304	4	0.00	3452	1.00
306	8	0.00	3460	1.01
307	5	0.00	3465	1.01
308	6	0.00	3471	1.01
309	10	0.00	3481	1.01
310	5	0.00	3486	1.01
311	3	0.00	3489	1.01
312	11	0.00	3500	1.02
313	67	0.02	3567	1.04
314	5	0.00	3572	1.04
315	4	0.00	3576	1.04
316	671	0.19	4247	1.23
317	3	0.00	4250	1.23
318	7	0.00	4257	1.24
319	6	0.00	4263	1.24
320	6	0.00	4269	1.24
321	6	0.00	4275	1.24
322	3	0.00	4278	1.24
323	2	0.00	4280	1.24
324	14	0.00	4294	1.25
325	9	0.00	4303	1.25
326	5	0.00	4308	1.25
327	2	0.00	4310	1.25
328	10	0.00	4320	1.26
329	40	0.01	4360	1.27
330	12	0.00	4372	1.27
331	4	0.00	4376	1.27
332	5	0.00	4381	1.27
333	1	0.00	4382	1.27
334	12	0.00	4394	1.28
335	1	0.00	4395	1.28
336	12	0.00	4407	1.28
337	2	0.00	4409	1.28
338	58	0.02	4467	1.30
339	7	0.00	4474	1.30
340	10	0.00	4484	1.30
341	8	0.00	4492	1.31
342	8	0.00	4500	1.31
343	4	0.00	4504	1.31
344	58	0.02	4562	1.33
345	7	0.00	4569	1.33
346	12	0.00	4581	1.33
347	9	0.00	4590	1.33
348	870	0.25	5460	1.59
349	66	0.02	5526	1.61
350	18	0.01	5544	1.61
351	7	0.00	5551	1.61
352	17	0.00	5568	1.62
353	68	0.02	5636	1.64
354	12	0.00	5648	1.64
355	22	0.01	5670	1.65
356	17	0.00	5687	1.65
357	59	0.02	5746	1.67
358	20	0.01	5766	1.68
359	17	0.00	5783	1.68
360	68	0.02	5851	1.70
361	29	0.01	5880	1.71
362	13	0.00	5893	1.71
363	62	0.02	5955	1.73
364	24	0.01	5979	1.74
365	78	0.02	6057	1.76
366	952	0.28	7009	2.04
367	30	0.01	7039	2.05
368	60	0.02	7099	2.06
369	16	0.00	7115	2.07
370	39	0.01	7154	2.08
371	80	0.02	7234	2.10
372	19	0.01	7253	2.11
373	79	0.02	7332	2.13
374	28	0.01	7360	2.14
375	77	0.02	7437	2.16
376	39	0.01	7476	2.17

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CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 1: Grades K-2, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
377	37	0.01	7513	2.18
378	80	0.02	7593	2.21
379	991	0.29	8584	2.49
380	98	0.03	8682	2.52
381	32	0.01	8714	2.53
382	103	0.03	8817	2.56
383	36	0.01	8853	2.57
384	110	0.03	8963	2.60
385	72	0.02	9035	2.63
386	67	0.02	9102	2.64
387	130	0.04	9232	2.68
388	1086	0.32	10318	3.00
389	128	0.04	10446	3.04
390	69	0.02	10515	3.06
391	74	0.02	10589	3.08
392	177	0.05	10766	3.13
393	62	0.02	10828	3.15
394	92	0.03	10920	3.17
395	164	0.05	11084	3.22
396	77	0.02	11161	3.24
397	1280	0.37	12441	3.61
398	204	0.06	12645	3.67
399	81	0.02	12726	3.70
400	86	0.02	12812	3.72
401	219	0.06	13031	3.79
402	125	0.04	13156	3.82
403	87	0.03	13243	3.85
404	1289	0.37	14532	4.22
405	134	0.04	14666	4.26
406	97	0.03	14763	4.29
407	152	0.04	14915	4.33
408	230	0.07	15145	4.40
409	184	0.05	15329	4.45
410	1187	0.34	16516	4.80
411	123	0.04	16639	4.83
412	204	0.06	16843	4.89
413	318	0.09	17161	4.99
414	144	0.04	17305	5.03
415	158	0.05	17463	5.07
416	1429	0.42	18892	5.49
417	149	0.04	19041	5.53
418	356	0.10	19397	5.64
419	219	0.06	19616	5.70
420	249	0.07	19865	5.77
421	1496	0.43	21361	6.21
422	176	0.05	21537	6.26
423	274	0.08	21811	6.34
424	239	0.07	22050	6.41
425	366	0.11	22416	6.51
426	339	0.10	22755	6.61
427	1607	0.47	24362	7.08
428	307	0.09	24669	7.17
429	319	0.09	24988	7.26
430	295	0.09	25283	7.35
431	329	0.10	25612	7.44
432	1721	0.50	27333	7.94
433	371	0.11	27704	8.05
434	449	0.13	28153	8.18
435	388	0.11	28541	8.29
436	2209	0.64	30750	8.94
437	383	0.11	31133	9.05
438	424	0.12	31557	9.17
439	440	0.13	31997	9.30
440	341	0.10	32338	9.40
441	2548	0.74	34886	10.14
442	502	0.15	35388	10.28
443	386	0.11	35774	10.39
444	506	0.15	36280	10.54
445	554	0.16	36834	10.70
446	2847	0.83	39681	11.53
447	657	0.19	40338	11.72
448	427	0.12	40765	11.85
449	612	0.18	41377	12.02
450	3093	0.90	44470	12.92
451	705	0.20	45175	13.13
452	691	0.20	45866	13.33
453	616	0.18	46482	13.51
454	651	0.19	47133	13.70
455	3877	1.13	51010	14.82
456	781	0.23	51791	15.05
457	817	0.24	52608	15.29
458	823	0.24	53431	15.53
459	4362	1.27	57793	16.79
460	887	0.26	58680	17.05
461	655	0.19	59335	17.24
462	1113	0.32	60448	17.56
463	629	0.18	61077	17.75
464	5282	1.53	66359	19.28
465	804	0.23	67163	19.52
466	1040	0.30	68203	19.82
467	1010	0.29	69213	20.11
468	967	0.28	70180	20.39
469	6030	1.75	76210	22.14
470	1108	0.32	77318	22.47

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CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 1: Grades K-2, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
471	1147	0.33	78465	22.80
472	1250	0.36	79715	23.16
473	925	0.27	80640	23.43
474	7242	2.10	87882	25.54
475	972	0.28	88854	25.82
476	1568	0.46	90422	26.27
477	996	0.29	91418	26.56
478	1465	0.43	92883	26.99
479	1455	0.42	94338	27.41
480	8349	2.43	102687	29.84
481	1556	0.45	104243	30.29
482	1477	0.43	105720	30.72
483	1583	0.46	107303	31.18
484	1225	0.36	108528	31.54
485	1749	0.51	110277	32.04
486	9865	2.87	120142	34.91
487	1420	0.41	121562	35.32
488	1459	0.42	123021	35.75
489	1860	0.54	124881	36.29
490	1550	0.45	126431	36.74
491	1575	0.46	128006	37.19
492	11932	3.47	139938	40.66
493	1903	0.55	141841	41.21
494	1250	0.36	143091	41.58
495	1867	0.54	144958	42.12
496	2164	0.63	147122	42.75
497	1229	0.36	148351	43.11
498	1881	0.55	150232	43.65
499	13735	3.99	163967	47.64
500	1963	0.57	165930	48.21
501	1592	0.46	167522	48.68
502	1628	0.47	169150	49.15
503	2087	0.61	171237	49.76
504	1576	0.46	172813	50.21
505	1765	0.51	174578	50.73
506	2009	0.58	176587	51.31
507	15941	4.63	192528	55.94
508	1751	0.51	194279	56.45
509	1708	0.50	195987	56.95
510	1766	0.51	197753	57.46
511	1919	0.56	199672	58.02
512	1673	0.49	201345	58.51
513	1829	0.53	203174	59.04
514	1572	0.46	204746	59.49
515	1651	0.48	206397	59.97
516	17614	5.12	224011	65.09
517	1693	0.49	225704	65.58
518	1916	0.56	227620	66.14
519	1496	0.43	229116	66.57
520	1596	0.46	230712	67.04
521	1414	0.41	232126	67.45
522	1741	0.51	233867	67.95
523	1472	0.43	235339	68.38
524	1542	0.45	236881	68.83
525	1657	0.48	238538	69.31
526	1163	0.34	239701	69.65
527	18454	5.36	258155	75.01
528	1351	0.39	259506	75.40
529	1436	0.42	260942	75.82
530	1231	0.36	262173	76.18
531	1425	0.41	263598	76.59
532	1063	0.31	264661	76.90
533	1301	0.38	265962	77.28
534	1033	0.30	266995	77.58
535	1228	0.36	268223	77.94
536	789	0.23	269012	78.17
537	1541	0.45	270553	78.61
538	561	0.16	271114	78.78
539	1405	0.41	272519	79.19
540	659	0.19	273178	79.38
541	18342	5.33	291520	84.71
542	643	0.19	292163	84.89
543	1048	0.30	293211	85.20
544	1050	0.31	294261	85.50
545	431	0.13	294692	85.63
546	1168	0.34	295860	85.97
547	825	0.24	296685	86.21
548	596	0.17	297281	86.38
549	1039	0.30	298320	86.68
550	172	0.05	298492	86.73
551	1200	0.35	299692	87.08
552	234	0.07	299926	87.15
553	894	0.26	300820	87.41
554	290	0.08	301110	87.49
555	816	0.24	301926	87.73
556	278	0.08	302204	87.81
557	980	0.28	303184	88.10
558	148	0.04	303332	88.14
559	754	0.22	304086	88.36
560	14530	4.22	318616	92.58
561	88	0.03	318704	92.61
562	783	0.23	319487	92.83
563	74	0.02	319561	92.86
564	380	0.11	319941	92.97

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CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 1: Grades K-2, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
565	376	0.11	320317	93.07
566	44	0.01	320361	93.09
567	538	0.16	320899	93.24
568	70	0.02	320969	93.26
569	161	0.05	321130	93.31
570	379	0.11	321509	93.42
571	103	0.03	321612	93.45
572	151	0.04	321763	93.49
573	276	0.08	322039	93.58
574	193	0.06	322232	93.63
575	92	0.03	322324	93.66
576	159	0.05	322483	93.70
577	164	0.05	322647	93.75
578	95	0.03	322742	93.78
579	118	0.03	322860	93.81
580	75	0.02	322935	93.84
581	197	0.06	323132	93.89
582	120	0.03	323252	93.93
583	132	0.04	323384	93.97
584	67	0.02	323451	93.99
585	114	0.03	323565	94.02
586	152	0.04	323717	94.06
587	107	0.03	323824	94.09
588	154	0.04	323978	94.14
589	100	0.03	324078	94.17
590	147	0.04	324225	94.21
591	113	0.03	324338	94.24
592	9168	2.66	333506	96.91
593	217	0.06	333723	96.97
594	118	0.03	333841	97.00
595	129	0.04	333970	97.04
596	240	0.07	334210	97.11
597	148	0.04	334358	97.15
598	164	0.05	334522	97.20
599	218	0.06	334740	97.27
600	206	0.06	334946	97.33
601	173	0.05	335119	97.38
602	150	0.04	335269	97.42
603	271	0.08	335540	97.50
604	158	0.05	335698	97.54
605	230	0.07	335928	97.61
606	278	0.08	336206	97.69
607	117	0.03	336323	97.73
608	368	0.11	336691	97.83
609	90	0.03	336781	97.86
610	337	0.10	337118	97.96
611	87	0.03	337205	97.98

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
612	393	0.11	0.11	98.10
613	73	0.02	0.02	98.12
614	360	0.10	0.10	98.22
615	92	0.03	0.03	98.25
616	457	0.13	0.13	98.38
617	16	0.00	0.00	98.39
618	365	0.11	0.11	98.49
619	105	0.03	0.03	98.52
620	17	0.00	0.00	98.53
621	409	0.12	0.12	98.65
622	25	0.01	0.01	98.65
623	214	0.06	0.06	98.72
624	162	0.05	0.05	98.76
625	7	0.00	0.00	98.77
626	278	0.08	0.08	98.85
627	13	0.00	0.00	98.85
628	57	0.02	0.02	98.87
629	181	0.05	0.05	98.92
630	36	0.01	0.01	98.93
631	78	0.02	0.02	98.95
632	143	0.04	0.04	98.99
633	100	0.03	0.03	99.02
634	3	0.00	0.00	99.02
635	51	0.01	0.01	99.04
636	85	0.02	0.02	99.06
637	12	0.00	0.00	99.07
639	1	0.00	0.00	99.07
640	85	0.02	0.02	99.09
641	1	0.00	341024	99.09
642	14	0.00	341038	99.10
644	20	0.01	341058	99.10
645	39	0.01	341097	99.11
646	6	0.00	341103	99.11
647	23	0.01	341126	99.12
649	32	0.01	341158	99.13
652	26	0.01	341184	99.14
654	14	0.00	341198	99.14
655	36	0.01	341234	99.15
658	41	0.01	341275	99.16
663	22	0.01	341297	99.17
672	17	0.00	341314	99.18
710	2836	0.82	344150	100.00

CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 2: Grades 3-5

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
265	2947	0.65	2947	0.65
271	36	0.01	2983	0.66
274	37	0.01	3020	0.67
279	67	0.01	3087	0.69
281	14	0.00	3101	0.69
282	33	0.01	3134	0.70
284	43	0.01	3177	0.71
285	44	0.01	3221	0.72
287	17	0.00	3238	0.72
288	41	0.01	3279	0.73
289	30	0.01	3309	0.73
290	7	0.00	3316	0.74
291	32	0.01	3348	0.74
292	1	0.00	3349	0.74
293	175	0.04	3524	0.78
294	25	0.01	3549	0.79
295	7	0.00	3556	0.79
296	14	0.00	3570	0.79
297	35	0.01	3605	0.80
298	19	0.00	3624	0.80
299	25	0.01	3649	0.81
300	9	0.00	3658	0.81
301	46	0.01	3704	0.82
302	28	0.01	3732	0.83
303	24	0.01	3756	0.83
304	41	0.01	3797	0.84
305	32	0.01	3829	0.85
306	28	0.01	3857	0.86
307	49	0.01	3906	0.87
308	27	0.01	3933	0.87
309	40	0.01	3973	0.88
310	125	0.03	4098	0.91
311	39	0.01	4137	0.92
312	29	0.01	4166	0.93
313	14	0.00	4180	0.93
314	39	0.01	4219	0.94
315	36	0.01	4255	0.95
316	50	0.01	4305	0.96
317	51	0.01	4356	0.97
318	19	0.00	4375	0.97
319	36	0.01	4411	0.98
320	30	0.01	4441	0.99
321	107	0.02	4548	1.01
322	39	0.01	4587	1.02
323	24	0.01	4611	1.02
324	45	0.01	4656	1.03
325	21	0.00	4677	1.04
326	40	0.01	4717	1.05
327	46	0.01	4763	1.06
328	18	0.00	4781	1.06
329	125	0.03	4906	1.09
330	50	0.01	4956	1.10
331	22	0.00	4978	1.11
332	28	0.01	5006	1.11
333	30	0.01	5036	1.12
334	38	0.01	5074	1.13
335	134	0.03	5208	1.16
336	31	0.01	5239	1.16
337	34	0.01	5273	1.17
338	38	0.01	5311	1.18
339	17	0.00	5328	1.18
340	119	0.03	5447	1.21
341	28	0.01	5475	1.22
342	48	0.01	5523	1.23
343	51	0.01	5574	1.24
344	38	0.01	5612	1.25
345	130	0.03	5742	1.28
346	51	0.01	5793	1.29
347	45	0.01	5838	1.30
348	38	0.01	5876	1.31
349	156	0.03	6032	1.34
350	53	0.01	6085	1.35
351	51	0.01	6136	1.36
352	139	0.03	6275	1.39
353	71	0.02	6346	1.41
354	79	0.02	6425	1.43
355	158	0.04	6583	1.46
356	37	0.01	6620	1.47
357	44	0.01	6664	1.48
358	160	0.04	6824	1.52
359	82	0.02	6906	1.53
360	54	0.01	6960	1.55
361	149	0.03	7109	1.58
362	96	0.02	7205	1.60
363	58	0.01	7263	1.61
364	159	0.04	7422	1.65
365	77	0.02	7499	1.67
366	162	0.04	7661	1.70
367	75	0.02	7736	1.72
368	192	0.04	7928	1.76
369	88	0.02	8016	1.78
370	86	0.02	8102	1.80
371	201	0.04	8303	1.84
372	106	0.02	8409	1.87

continues...

CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 2: Grades 3-5, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
373	213	0.05	8622	1.92
374	86	0.02	8708	1.93
375	169	0.04	8877	1.97
376	70	0.02	8947	1.99
377	106	0.02	9053	2.01
378	181	0.04	9234	2.05
379	131	0.03	9365	2.08
380	145	0.03	9510	2.11
381	122	0.03	9632	2.14
382	233	0.05	9865	2.19
383	99	0.02	9964	2.21
384	140	0.03	10104	2.24
385	239	0.05	10343	2.30
386	100	0.02	10443	2.32
387	239	0.05	10682	2.37
388	127	0.03	10809	2.40
389	164	0.04	10973	2.44
390	231	0.05	11204	2.49
391	122	0.03	11326	2.52
392	185	0.04	11511	2.56
393	221	0.05	11732	2.61
394	172	0.04	11904	2.64
395	264	0.06	12168	2.70
396	196	0.04	12364	2.75
397	176	0.04	12540	2.79
398	259	0.06	12799	2.84
399	234	0.05	13033	2.89
400	234	0.05	13267	2.95
401	213	0.05	13480	2.99
402	300	0.07	13780	3.06
403	255	0.06	14035	3.12
404	200	0.04	14235	3.16
405	390	0.09	14625	3.25
406	220	0.05	14845	3.30
407	330	0.07	15175	3.37
408	307	0.07	15482	3.44
409	325	0.07	15807	3.51
410	410	0.09	16217	3.60
411	293	0.07	16510	3.67
412	395	0.09	16905	3.75
413	317	0.07	17222	3.83
414	385	0.09	17607	3.91
415	427	0.09	18034	4.01
416	353	0.08	18387	4.08
417	527	0.12	18914	4.20
418	363	0.08	19277	4.28
419	543	0.12	19820	4.40
420	416	0.09	20236	4.49
421	400	0.09	20636	4.58
422	556	0.12	21192	4.71
423	464	0.10	21656	4.81
424	585	0.13	22241	4.94
425	596	0.13	22837	5.07
426	457	0.10	23294	5.17
427	600	0.13	23894	5.31
428	602	0.13	24496	5.44
429	645	0.14	25141	5.58
430	725	0.16	25866	5.75
431	612	0.14	26478	5.88
432	734	0.16	27212	6.04
433	658	0.15	27870	6.19
434	781	0.17	28651	6.36
435	690	0.15	29341	6.52
436	808	0.18	30149	6.70
437	868	0.19	31017	6.89
438	644	0.14	31661	7.03
439	1020	0.23	32681	7.26
440	750	0.17	33431	7.43
441	816	0.18	34247	7.61
442	1025	0.23	35272	7.83
443	836	0.19	36108	8.02
444	1033	0.23	37141	8.25
445	957	0.21	38098	8.46
446	1026	0.23	39124	8.69
447	1046	0.23	40170	8.92
448	1246	0.28	41416	9.20
449	1017	0.23	42433	9.43
450	1145	0.25	43578	9.68
451	1158	0.26	44736	9.94
452	1208	0.27	45944	10.21
453	1307	0.29	47251	10.50
454	1209	0.27	48460	10.76
455	1294	0.29	49754	11.05
456	1534	0.34	51288	11.39
457	1318	0.29	52606	11.68
458	1367	0.30	53973	11.99
459	1563	0.35	55536	12.34
460	1484	0.33	57020	12.67
461	1649	0.37	58669	13.03
462	1503	0.33	60172	13.37
463	1721	0.38	61893	13.75
464	1719	0.38	63612	14.13
465	1475	0.33	65087	14.46
466	2025	0.45	67112	14.91

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CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 2: Grades 3-5, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
467	1693	0.38	68805	15.28
468	1932	0.43	70737	15.71
469	1897	0.42	72634	16.13
470	1914	0.43	74548	16.56
471	2137	0.47	76685	17.03
472	2109	0.47	78794	17.50
473	2038	0.45	80832	17.95
474	2252	0.50	83084	18.45
475	2128	0.47	85212	18.93
476	2278	0.51	87490	19.43
477	2440	0.54	89930	19.98
478	2183	0.48	92113	20.46
479	2447	0.54	94560	21.00
480	2482	0.55	97042	21.55
481	2694	0.60	99736	22.15
482	2694	0.60	102430	22.75
483	2755	0.61	105185	23.36
484	2666	0.59	107851	23.96
485	2659	0.59	110510	24.55
486	3081	0.68	113591	25.23
487	2444	0.54	116035	25.77
488	3223	0.72	119258	26.49
489	3224	0.72	122482	27.21
490	2889	0.64	125371	27.85
491	3305	0.73	128676	28.58
492	3489	0.77	132165	29.36
493	3188	0.71	135353	30.06
494	3246	0.72	138599	30.79
495	3532	0.78	142131	31.57
496	3171	0.70	145302	32.27
497	3598	0.80	148900	33.07
498	3426	0.76	152326	33.83
499	3789	0.84	156115	34.68
500	3915	0.87	160030	35.55
501	3541	0.79	163571	36.33
502	3633	0.81	167204	37.14
503	3531	0.78	170735	37.92
504	4205	0.93	174940	38.86
505	4069	0.90	179009	39.76
506	3813	0.85	182822	40.61
507	3785	0.84	186607	41.45
508	3552	0.79	190159	42.24
509	4096	0.91	194255	43.15
510	4386	0.97	198641	44.12
511	3922	0.87	202563	44.99
512	4324	0.96	206887	45.95
513	3267	0.73	210154	46.68
514	4798	1.07	214952	47.75
515	3888	0.86	218840	48.61
516	4745	1.05	223585	49.66
517	3937	0.87	227522	50.54
518	4968	1.10	232490	51.64
519	3336	0.74	235826	52.38
520	4221	0.94	240047	53.32
521	4301	0.96	244348	54.27
522	4122	0.92	248470	55.19
523	4442	0.99	252912	56.18
524	3656	0.81	256568	56.99
525	4811	1.07	261379	58.06
526	3912	0.87	265291	58.93
527	3749	0.83	269040	59.76
528	4214	0.94	273254	60.70
529	4274	0.95	277528	61.64
530	3943	0.88	281471	62.52
531	4440	0.99	285911	63.51
532	4190	0.93	290101	64.44
533	4032	0.90	294133	65.33
534	3082	0.68	297215	66.02
535	4204	0.93	301419	66.95
536	4653	1.03	306072	67.98
537	3355	0.75	309427	68.73
538	3188	0.71	312615	69.44
539	4536	1.01	317151	70.45
540	2976	0.66	320127	71.11
541	4296	0.95	324423	72.06
542	3220	0.72	327643	72.78
543	3068	0.68	330711	73.46
544	4303	0.96	335014	74.41
545	2561	0.57	337575	74.98
546	3752	0.83	341327	75.82
547	3672	0.82	344999	76.63
548	2615	0.58	347614	77.21
549	3196	0.71	350810	77.92
550	3629	0.81	354439	78.73
551	2338	0.52	356777	79.25
552	3782	0.84	360559	80.09
553	2450	0.54	363009	80.63
554	1785	0.40	364794	81.03
555	4397	0.98	369191	82.00
556	1758	0.39	370949	82.40
557	2528	0.56	373477	82.96
558	1986	0.44	375463	83.40
559	2512	0.56	377975	83.96
560	2968	0.66	380943	84.61

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CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 2: Grades 3-5, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
561	2231	0.50	383174	85.11
562	1606	0.36	384780	85.47
563	3616	0.80	388396	86.27
564	1454	0.32	389850	86.59
565	1459	0.32	391309	86.92
566	2844	0.63	394153	87.55
567	1998	0.44	396151	87.99
568	1437	0.32	397588	88.31
569	1659	0.37	399247	88.68
570	1526	0.34	400773	89.02
571	2529	0.56	403302	89.58
572	917	0.20	404219	89.78
573	1176	0.26	405395	90.05
574	2870	0.64	408265	90.68
575	1630	0.36	409895	91.05
576	1017	0.23	410912	91.27
577	1523	0.34	412435	91.61
578	1698	0.38	414133	91.99
579	1083	0.24	415216	92.23
580	1532	0.34	416748	92.57
581	1001	0.22	417749	92.79
582	2141	0.48	419890	93.27
583	737	0.16	420627	93.43
584	455	0.10	421082	93.53
585	2254	0.50	423336	94.03
586	480	0.11	423816	94.14
587	981	0.22	424797	94.36
588	263	0.06	425060	94.41
589	963	0.21	426023	94.63
590	1222	0.27	427245	94.90
591	151	0.03	427396	94.93
592	906	0.20	428302	95.13
593	1327	0.29	429629	95.43
594	574	0.13	430203	95.56
595	47	0.01	430250	95.57
596	482	0.11	430732	95.67
597	1214	0.27	431946	95.94
598	45	0.01	431991	95.95
599	405	0.09	432396	96.04
600	114	0.03	432510	96.07
601	720	0.16	433230	96.23
602	343	0.08	433573	96.31
603	145	0.03	433718	96.34
604	498	0.11	434216	96.45
605	721	0.16	434937	96.61
606	107	0.02	435044	96.63
607	376	0.08	435420	96.72
608	168	0.04	435588	96.75
609	185	0.04	435773	96.79
610	231	0.05	436004	96.85
611	763	0.17	436767	97.01
612	303	0.07	437070	97.08
613	174	0.04	437244	97.12
614	289	0.06	437533	97.18
615	415	0.09	437948	97.28
616	461	0.10	438409	97.38
617	202	0.04	438611	97.42
618	332	0.07	438943	97.50
619	303	0.07	439246	97.57
620	222	0.05	439468	97.61
621	708	0.16	440176	97.77
622	372	0.08	440548	97.85
623	394	0.09	440942	97.94
624	402	0.09	441344	98.03
625	225	0.05	441569	98.08
626	442	0.10	442011	98.18
627	469	0.10	442480	98.28
628	254	0.06	442734	98.34
629	696	0.15	443430	98.49
630	323	0.07	443753	98.57
631	210	0.05	443963	98.61
632	700	0.16	444663	98.77
633	2	0.00	444665	98.77
634	446	0.10	445111	98.87
635	11	0.00	445122	98.87
636	428	0.10	445550	98.97
637	600	0.13	446150	99.10
639	134	0.03	446284	99.13
640	757	0.17	447041	99.30
641	271	0.06	447312	99.36
642	3	0.00	447315	99.36
643	97	0.02	447412	99.38
644	623	0.14	448035	99.52
646	146	0.03	448181	99.55
648	330	0.07	448511	99.62
649	47	0.01	448558	99.63
651	273	0.06	448831	99.69
652	325	0.07	449156	99.77
654	128	0.03	449284	99.79
656	2	0.00	449286	99.80
657	4	0.00	449290	99.80
658	365	0.08	449655	99.88
659	7	0.00	449662	99.88
662	208	0.05	449870	99.92

continues...

CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 2: Grades 3-5, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
665	30	0.01	449900	99.93
668	151	0.03	450051	99.97
669	45	0.01	450096	99.98
677	65	0.01	450161	99.99
687	47	0.01	450208	100.00

CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 3: Grades 6-8

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
265	1987	0.64	1987	0.64
279	14	0.00	2001	0.64
280	22	0.01	2023	0.65
285	52	0.02	2075	0.67
286	24	0.01	2099	0.67
287	15	0.00	2114	0.68
291	32	0.01	2146	0.69
294	37	0.01	2183	0.70
296	28	0.01	2211	0.71
298	3	0.00	2214	0.71
299	27	0.01	2241	0.72
300	10	0.00	2251	0.72
301	22	0.01	2273	0.73
302	6	0.00	2279	0.73
303	16	0.01	2295	0.74
304	3	0.00	2298	0.74
305	17	0.01	2315	0.74
306	21	0.01	2336	0.75
307	60	0.02	2396	0.77
308	9	0.00	2405	0.77
309	12	0.00	2417	0.78
310	2	0.00	2419	0.78
311	18	0.01	2437	0.78
312	3	0.00	2440	0.78
313	21	0.01	2461	0.79
314	16	0.01	2477	0.80
315	9	0.00	2486	0.80
316	14	0.00	2500	0.80
317	7	0.00	2507	0.81
318	1	0.00	2508	0.81
319	85	0.03	2593	0.83
320	14	0.00	2607	0.84
321	30	0.01	2637	0.85
322	31	0.01	2668	0.86
323	17	0.01	2685	0.86
324	5	0.00	2690	0.86
325	30	0.01	2720	0.87
326	6	0.00	2726	0.88
327	79	0.03	2805	0.90
328	20	0.01	2825	0.91
329	19	0.01	2844	0.91
330	13	0.00	2857	0.92
331	16	0.01	2873	0.92
332	14	0.00	2887	0.93
333	87	0.03	2974	0.96
334	24	0.01	2998	0.96
335	5	0.00	3003	0.97
336	35	0.01	3038	0.98
337	11	0.00	3049	0.98
338	27	0.01	3076	0.99
339	78	0.03	3154	1.01
340	22	0.01	3176	1.02
341	33	0.01	3209	1.03
342	14	0.00	3223	1.04
343	24	0.01	3247	1.04
344	61	0.02	3308	1.06
345	53	0.02	3361	1.08
346	5	0.00	3366	1.08
347	32	0.01	3398	1.09
348	84	0.03	3482	1.12
349	15	0.00	3497	1.12
350	37	0.01	3534	1.14
351	22	0.01	3556	1.14
352	59	0.02	3615	1.16
353	55	0.02	3670	1.18
354	23	0.01	3693	1.19
355	108	0.03	3801	1.22
356	24	0.01	3825	1.23
357	28	0.01	3853	1.24
358	66	0.02	3919	1.26
359	40	0.01	3959	1.27
360	26	0.01	3985	1.28
361	92	0.03	4077	1.31
362	30	0.01	4107	1.32
363	44	0.01	4151	1.33
364	77	0.02	4228	1.36
365	63	0.02	4291	1.38
366	74	0.02	4365	1.40
367	80	0.03	4445	1.43
368	31	0.01	4476	1.44
369	108	0.03	4584	1.47
370	70	0.02	4654	1.50
371	113	0.04	4767	1.53
372	24	0.01	4791	1.54
373	126	0.04	4917	1.58
374	45	0.01	4962	1.59
375	125	0.04	5087	1.63
376	37	0.01	5124	1.65
377	88	0.03	5212	1.67
378	73	0.02	5285	1.70
379	74	0.02	5359	1.72
380	78	0.03	5437	1.75
381	85	0.03	5522	1.77
382	98	0.03	5620	1.81

continues...

CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 3: Grades 6-8, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
383	50	0.02	5670	1.82
384	112	0.04	5782	1.86
385	51	0.02	5833	1.87
386	88	0.03	5921	1.90
387	103	0.03	6024	1.94
388	102	0.03	6126	1.97
389	69	0.02	6195	1.99
390	95	0.03	6290	2.02
391	104	0.03	6394	2.05
392	102	0.03	6496	2.09
393	99	0.03	6595	2.12
394	72	0.02	6667	2.14
395	90	0.03	6757	2.17
396	126	0.04	6883	2.21
397	49	0.02	6932	2.23
398	115	0.04	7047	2.26
399	115	0.04	7162	2.30
400	109	0.04	7271	2.34
401	113	0.04	7384	2.37
402	155	0.05	7539	2.42
403	94	0.03	7633	2.45
404	144	0.05	7777	2.50
405	152	0.05	7929	2.55
406	91	0.03	8020	2.58
407	113	0.04	8133	2.61
408	130	0.04	8263	2.66
409	242	0.08	8505	2.73
410	119	0.04	8624	2.77
411	162	0.05	8786	2.82
412	148	0.05	8934	2.87
413	227	0.07	9161	2.94
414	112	0.04	9273	2.98
415	170	0.05	9443	3.03
416	130	0.04	9573	3.08
417	189	0.06	9762	3.14
418	298	0.10	10060	3.23
419	183	0.06	10243	3.29
420	196	0.06	10439	3.35
421	208	0.07	10647	3.42
422	189	0.06	10836	3.48
423	175	0.06	11011	3.54
424	298	0.10	11309	3.63
425	184	0.06	11493	3.69
426	244	0.08	11737	3.77
427	182	0.06	11919	3.83
428	281	0.09	12200	3.92
429	245	0.08	12445	4.00
430	193	0.06	12638	4.06
431	369	0.12	13007	4.18
432	223	0.07	13230	4.25
433	270	0.09	13500	4.34
434	297	0.10	13797	4.43
435	241	0.08	14038	4.51
436	291	0.09	14329	4.60
437	322	0.10	14651	4.71
438	349	0.11	15000	4.82
439	282	0.09	15282	4.91
440	331	0.11	15613	5.02
441	291	0.09	15904	5.11
442	477	0.15	16381	5.26
443	350	0.11	16731	5.38
444	356	0.11	17087	5.49
445	376	0.12	17463	5.61
446	405	0.13	17868	5.74
447	413	0.13	18281	5.87
448	356	0.11	18637	5.99
449	444	0.14	19081	6.13
450	393	0.13	19474	6.26
451	479	0.15	19953	6.41
452	420	0.13	20373	6.55
453	492	0.16	20865	6.70
454	406	0.13	21271	6.84
455	463	0.15	21734	6.98
456	574	0.18	22308	7.17
457	520	0.17	22828	7.34
458	484	0.16	23312	7.49
459	665	0.21	23977	7.70
460	642	0.21	24619	7.91
461	610	0.20	25229	8.11
462	567	0.18	25796	8.29
463	623	0.20	26419	8.49
464	674	0.22	27093	8.71
465	691	0.22	27784	8.93
466	652	0.21	28436	9.14
467	793	0.25	29229	9.39
468	861	0.28	30090	9.67
469	767	0.25	30857	9.92
470	818	0.26	31675	10.18
471	739	0.24	32414	10.42
472	880	0.28	33294	10.70
473	868	0.28	34162	10.98
474	876	0.28	35038	11.26
475	966	0.31	36004	11.57
476	922	0.30	36926	11.87

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CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 3: Grades 6-8, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
477	1142	0.37	38068	12.23
478	1002	0.32	39070	12.55
479	1053	0.34	40123	12.89
480	1139	0.37	41262	13.26
481	1061	0.34	42323	13.60
482	1372	0.44	43695	14.04
483	1168	0.38	44863	14.42
484	1264	0.41	46127	14.82
485	1335	0.43	47462	15.25
486	1418	0.46	48880	15.71
487	1292	0.42	50172	16.12
488	1430	0.46	51602	16.58
489	1639	0.53	53241	17.11
490	1488	0.48	54729	17.59
491	1621	0.52	56350	18.11
492	1842	0.59	58192	18.70
493	1494	0.48	59686	19.18
494	1882	0.60	61568	19.78
495	1940	0.62	63508	20.41
496	1740	0.56	65248	20.97
497	2201	0.71	67449	21.67
498	1775	0.57	69224	22.24
499	2329	0.75	71553	22.99
500	1888	0.61	73441	23.60
501	2651	0.85	76092	24.45
502	2076	0.67	78168	25.12
503	2405	0.77	80573	25.89
504	1943	0.62	82516	26.52
505	2728	0.88	85244	27.39
506	2804	0.90	88048	28.29
507	2266	0.73	90314	29.02
508	2732	0.88	93046	29.90
509	2774	0.89	95820	30.79
510	2796	0.90	98616	31.69
511	2773	0.89	101389	32.58
512	2916	0.94	104305	33.52
513	2899	0.93	107204	34.45
514	3438	1.10	110642	35.55
515	2777	0.89	113419	36.45
516	3272	1.05	116691	37.50
517	2967	0.95	119658	38.45
518	3562	1.14	123220	39.60
519	3006	0.97	126226	40.56
520	3799	1.22	130025	41.78
521	2996	0.96	133021	42.75
522	3759	1.21	136780	43.95
523	3337	1.07	140117	45.03
524	3624	1.16	143741	46.19
525	4202	1.35	147943	47.54
526	2838	0.91	150781	48.45
527	3530	1.13	154311	49.59
528	4121	1.32	158432	50.91
529	4113	1.32	162545	52.23
530	3568	1.15	166113	53.38
531	3588	1.15	169701	54.53
532	2719	0.87	172420	55.41
533	4014	1.29	176434	56.70
534	3926	1.26	180360	57.96
535	4154	1.33	184514	59.29
536	3541	1.14	188055	60.43
537	3024	0.97	191079	61.40
538	3503	1.13	194582	62.53
539	4063	1.31	198645	63.83
540	3424	1.10	202069	64.93
541	3855	1.24	205924	66.17
542	3263	1.05	209187	67.22
543	2821	0.91	212008	68.13
544	3984	1.28	215992	69.41
545	3301	1.06	219293	70.47
546	3370	1.08	222663	71.55
547	3279	1.05	225942	72.61
548	3394	1.09	229336	73.70
549	2341	0.75	231677	74.45
550	2709	0.87	234386	75.32
551	3640	1.17	238026	76.49
552	2344	0.75	240370	77.24
553	3286	1.06	243656	78.30
554	2555	0.82	246211	79.12
555	2254	0.72	248465	79.84
556	2802	0.90	251267	80.74
557	2146	0.69	253413	81.43
558	2335	0.75	255748	82.18
559	2556	0.82	258304	83.00
560	2377	0.76	260681	83.77
561	1234	0.40	261915	84.17
562	3286	1.06	265201	85.22
563	1452	0.47	266653	85.69
564	1847	0.59	268500	86.28
565	2039	0.66	270539	86.94
566	1894	0.61	272433	87.55
567	1481	0.48	273914	88.02
568	1502	0.48	275416	88.50
569	2300	0.74	277716	89.24
570	1457	0.47	279173	89.71

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CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 3: Grades 6-8, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
571	1457	0.47	279173	89.71
572	1255	0.40	280428	90.11
573	1232	0.40	281660	90.51
574	1379	0.44	283039	90.95
575	1594	0.51	284633	91.47
576	834	0.27	285467	91.73
577	1452	0.47	286919	92.20
578	1388	0.45	288307	92.65
579	671	0.22	288978	92.86
580	1101	0.35	290079	93.22
581	1321	0.42	291400	93.64
582	993	0.32	292393	93.96
583	878	0.28	293271	94.24
584	484	0.16	293755	94.40
585	1242	0.40	294997	94.80
586	725	0.23	295722	95.03
587	716	0.23	296438	95.26
588	586	0.19	297024	95.45
589	610	0.20	297634	95.64
590	639	0.21	298273	95.85
591	481	0.15	298754	96.00
592	623	0.20	299377	96.20
593	213	0.07	299590	96.27
594	445	0.14	300035	96.42
595	273	0.09	300878	96.69
596	279	0.09	301157	96.78
597	543	0.17	301700	96.95
598	212	0.07	301912	97.02
599	148	0.05	302060	97.07
600	117	0.04	302177	97.10
601	467	0.15	302644	97.25
602	93	0.03	302737	97.28
603	83	0.03	302820	97.31
604	181	0.06	303001	97.37
605	265	0.09	303266	97.45
606	80	0.03	303346	97.48
607	90	0.03	303436	97.51
608	251	0.08	303687	97.59
609	47	0.02	303734	97.60
610	58	0.02	303792	97.62
611	117	0.04	303909	97.66
612	264	0.08	304173	97.74
613	82	0.03	304255	97.77
614	80	0.03	304335	97.80
615	103	0.03	304438	97.83
616	172	0.06	304610	97.89
617	148	0.05	304758	97.93
618	54	0.02	304812	97.95
619	221	0.07	305033	98.02
620	173	0.06	305206	98.08
621	192	0.06	305398	98.14
622	169	0.05	305567	98.19
623	160	0.05	305727	98.24
624	137	0.04	305864	98.29
625	259	0.08	306123	98.37
626	227	0.07	306350	98.44
627	179	0.06	306529	98.50
628	242	0.08	306771	98.58
629	126	0.04	306897	98.62
630	306	0.10	307203	98.72
631	177	0.06	307380	98.78
632	204	0.07	307584	98.84
633	249	0.08	307833	98.92
634	139	0.04	307972	98.97
635	242	0.08	308214	99.04
636	206	0.07	308420	99.11
637	261	0.08	308681	99.19
638	164	0.05	308845	99.25
639	131	0.04	308976	99.29
640	224	0.07	309200	99.36
641	170	0.05	309370	99.41
642	144	0.05	309514	99.46
643	53	0.02	309567	99.48
644	174	0.06	309741	99.53
645	175	0.06	309916	99.59
646	3	0.00	309919	99.59
647	94	0.03	310013	99.62
648	203	0.07	310216	99.69
649	88	0.03	310304	99.71
650	21	0.01	310325	99.72
651	35	0.01	310360	99.73
652	203	0.07	310563	99.80
654	14	0.00	310577	99.80
655	86	0.03	310663	99.83
656	110	0.04	310773	99.87
658	25	0.01	310798	99.87
659	102	0.03	310900	99.91
662	46	0.01	310946	99.92
663	86	0.03	311032	99.95
664	1	0.00	311033	99.95
665	2	0.00	311035	99.95
667	46	0.01	311081	99.96
668	3	0.00	311084	99.97
670	39	0.01	311123	99.98

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CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 3: Grades 6-8, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
674	39	0.01	311123	99.98
677	41	0.01	311164	99.99
681	4	0.00	311168	99.99
688	7	0.00	311175	99.99
692	10	0.00	311185	100.00

CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 4: Grades 9-12

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
265	2206	0.86	2206	0.86
274	12	0.00	2218	0.86
282	6	0.00	2224	0.87
285	13	0.01	2237	0.87
288	11	0.00	2248	0.88
290	15	0.01	2263	0.88
291	3	0.00	2266	0.88
292	14	0.01	2280	0.89
293	10	0.00	2290	0.89
295	6	0.00	2296	0.89
296	6	0.00	2302	0.90
298	69	0.03	2371	0.92
300	17	0.01	2388	0.93
302	16	0.01	2404	0.94
303	4	0.00	2408	0.94
304	8	0.00	2416	0.94
305	12	0.00	2428	0.95
306	2	0.00	2430	0.95
307	13	0.01	2443	0.95
308	9	0.00	2452	0.95
309	10	0.00	2462	0.96
310	6	0.00	2468	0.96
311	3	0.00	2471	0.96
312	8	0.00	2479	0.97
313	15	0.01	2494	0.97
314	4	0.00	2498	0.97
315	14	0.01	2512	0.98
316	3	0.00	2515	0.98
317	10	0.00	2525	0.98
318	15	0.01	2540	0.99
319	3	0.00	2543	0.99
320	27	0.01	2570	1.00
321	6	0.00	2576	1.00
322	17	0.01	2593	1.01
323	8	0.00	2601	1.01
324	10	0.00	2611	1.02
325	40	0.02	2651	1.03
326	26	0.01	2677	1.04
327	13	0.01	2690	1.05
328	1	0.00	2691	1.05
329	29	0.01	2720	1.06
330	1	0.00	2721	1.06
331	13	0.01	2734	1.06
332	14	0.01	2748	1.07
333	18	0.01	2766	1.08
334	15	0.01	2781	1.08
335	18	0.01	2799	1.09
336	3	0.00	2802	1.09
337	19	0.01	2821	1.10
338	62	0.02	2883	1.12
339	12	0.00	2895	1.13
340	6	0.00	2901	1.13
341	17	0.01	2918	1.14
342	15	0.01	2933	1.14
343	8	0.00	2941	1.14
344	14	0.01	2955	1.15
345	8	0.00	2963	1.15
346	71	0.03	3034	1.18
347	18	0.01	3052	1.19
348	15	0.01	3067	1.19
349	7	0.00	3074	1.20
350	15	0.01	3089	1.20
351	16	0.01	3105	1.21
352	14	0.01	3119	1.21
353	63	0.02	3182	1.24
354	11	0.00	3193	1.24
355	27	0.01	3220	1.25
356	15	0.01	3235	1.26
357	15	0.01	3250	1.27
358	57	0.02	3307	1.29
359	12	0.00	3319	1.29
360	26	0.01	3345	1.30
361	15	0.01	3360	1.31
362	77	0.03	3437	1.34
363	16	0.01	3453	1.34
364	35	0.01	3488	1.36
365	43	0.02	3531	1.37
366	68	0.03	3599	1.40
367	27	0.01	3626	1.41
368	36	0.01	3662	1.43
369	80	0.03	3742	1.46
370	28	0.01	3770	1.47
371	82	0.03	3852	1.50
372	39	0.02	3891	1.51
373	39	0.02	3930	1.53
374	78	0.03	4008	1.56
375	56	0.02	4064	1.58
376	103	0.04	4167	1.62
377	41	0.02	4208	1.64
378	157	0.06	4365	1.70
379	44	0.02	4409	1.72
380	161	0.06	4570	1.78
381	33	0.01	4603	1.79
382	157	0.06	4760	1.85

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CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 4: Grades 9-12, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
383	55	0.02	4815	1.87
384	195	0.08	5010	1.95
385	27	0.01	5037	1.96
386	258	0.10	5295	2.06
387	238	0.09	5533	2.15
388	50	0.02	5583	2.17
389	166	0.06	5749	2.24
390	40	0.02	5789	2.25
391	99	0.04	5888	2.29
392	51	0.02	5939	2.31
393	68	0.03	6007	2.34
394	59	0.02	6066	2.36
395	61	0.02	6127	2.39
396	66	0.03	6193	2.41
397	77	0.03	6270	2.44
398	82	0.03	6352	2.47
399	117	0.05	6469	2.52
400	42	0.02	6511	2.53
401	104	0.04	6615	2.58
402	80	0.03	6695	2.61
403	121	0.05	6816	2.65
404	72	0.03	6888	2.68
405	121	0.05	7009	2.73
406	95	0.04	7104	2.77
407	84	0.03	7188	2.80
408	150	0.06	7338	2.86
409	72	0.03	7410	2.88
410	212	0.08	7622	2.97
411	91	0.04	7713	3.00
412	208	0.08	7921	3.08
413	120	0.05	8041	3.13
414	111	0.04	8152	3.17
415	272	0.11	8424	3.28
416	90	0.04	8514	3.31
417	147	0.06	8661	3.37
418	306	0.12	8967	3.49
419	152	0.06	9119	3.55
420	119	0.05	9238	3.60
421	121	0.05	9359	3.64
422	331	0.13	9690	3.77
423	111	0.04	9801	3.82
424	157	0.06	9958	3.88
425	138	0.05	10096	3.93
426	192	0.07	10288	4.00
427	374	0.15	10662	4.15
428	188	0.07	10850	4.22
429	150	0.06	11000	4.28
430	185	0.07	11185	4.35
431	173	0.07	11358	4.42
432	169	0.07	11527	4.49
433	442	0.17	11969	4.66
434	178	0.07	12147	4.73
435	228	0.09	12375	4.82
436	187	0.07	12562	4.89
437	181	0.07	12743	4.96
438	234	0.09	12977	5.05
439	197	0.08	13174	5.13
440	250	0.10	13424	5.23
441	228	0.09	13652	5.31
442	279	0.11	13931	5.42
443	235	0.09	14166	5.51
444	472	0.18	14638	5.70
445	269	0.10	14907	5.80
446	327	0.13	15234	5.93
447	282	0.11	15516	6.04
448	305	0.12	15821	6.16
449	260	0.10	16081	6.26
450	346	0.13	16427	6.39
451	367	0.14	16794	6.54
452	326	0.13	17120	6.66
453	324	0.13	17444	6.79
454	329	0.13	17773	6.92
455	358	0.14	18131	7.06
456	433	0.17	18564	7.23
457	328	0.13	18892	7.35
458	449	0.17	19341	7.53
459	364	0.14	19705	7.67
460	444	0.17	20149	7.84
461	417	0.16	20566	8.01
462	477	0.19	21043	8.19
463	458	0.18	21501	8.37
464	364	0.14	21865	8.51
465	568	0.22	22433	8.73
466	469	0.18	22902	8.92
467	533	0.21	23435	9.12
468	502	0.20	23937	9.32
469	542	0.21	24479	9.53
470	597	0.23	25076	9.76
471	549	0.21	25625	9.98
472	606	0.24	26231	10.21
473	625	0.24	26856	10.45
474	618	0.24	27474	10.69
475	705	0.27	28179	10.97
476	652	0.25	28831	11.22

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CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 4: Grades 9-12, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
477	773	0.30	29604	11.52
478	710	0.28	30314	11.80
479	825	0.32	31139	12.12
480	800	0.31	31939	12.43
481	789	0.31	32728	12.74
482	860	0.33	33588	13.07
483	904	0.35	34492	13.43
484	930	0.36	35422	13.79
485	838	0.33	36260	14.12
486	1027	0.40	37287	14.51
487	945	0.37	38232	14.88
488	961	0.37	39193	15.26
489	1056	0.41	40249	15.67
490	1092	0.43	41341	16.09
491	1069	0.42	42410	16.51
492	1084	0.42	43494	16.93
493	1214	0.47	44708	17.40
494	1187	0.46	45895	17.87
495	1178	0.46	47073	18.32
496	1401	0.55	48474	18.87
497	1258	0.49	49732	19.36
498	1330	0.52	51062	19.88
499	1415	0.55	52477	20.43
500	1509	0.59	53986	21.02
501	1393	0.54	55379	21.56
502	1521	0.59	56900	22.15
503	1760	0.69	58660	22.83
504	1410	0.55	60070	23.38
505	1725	0.67	61795	24.06
506	1757	0.68	63552	24.74
507	1663	0.65	65215	25.39
508	1777	0.69	66992	26.08
509	2016	0.78	69008	26.86
510	2079	0.81	71087	27.67
511	1722	0.67	72809	28.34
512	2220	0.86	75029	29.21
513	2119	0.82	77148	30.03
514	2111	0.82	79259	30.85
515	2119	0.82	81378	31.68
516	2440	0.95	83818	32.63
517	2384	0.93	86202	33.56
518	2242	0.87	88444	34.43
519	2535	0.99	90979	35.42
520	2579	1.00	93558	36.42
521	2251	0.88	95809	37.30
522	2655	1.03	98464	38.33
523	2717	1.06	101181	39.39
524	2665	1.04	103846	40.42
525	2377	0.93	106223	41.35
526	3027	1.18	109250	42.53
527	2960	1.15	112210	43.68
528	2241	0.87	114451	44.55
529	3727	1.45	118178	46.00
530	2719	1.06	120897	47.06
531	2833	1.10	123730	48.16
532	3115	1.21	126845	49.38
533	3194	1.24	130039	50.62
534	2769	1.08	132808	51.70
535	3137	1.22	135945	52.92
536	3368	1.31	139313	54.23
537	2696	1.05	142009	55.28
538	2867	1.12	144876	56.40
539	3618	1.41	148494	57.80
540	2722	1.06	151216	58.86
541	3055	1.19	154271	60.05
542	3051	1.19	157322	61.24
543	2664	1.04	159986	62.28
544	3233	1.26	163219	63.54
545	2940	1.14	166159	64.68
546	3234	1.26	169393	65.94
547	2113	0.82	171506	66.76
548	4288	1.67	175794	68.43
549	1567	0.61	177361	69.04
550	3002	1.17	180363	70.21
551	3025	1.18	183388	71.39
552	2070	0.81	185458	72.19
553	2725	1.06	188183	73.25
554	3198	1.24	191381	74.50
555	1735	0.68	193116	75.18
556	3674	1.43	196790	76.61
557	1846	0.72	198636	77.32
558	1632	0.64	200268	77.96
559	4023	1.57	204291	79.53
560	606	0.24	204897	79.76
561	2384	0.93	207281	80.69
562	1639	0.64	208920	81.33
563	3030	1.18	211950	82.51
564	1007	0.39	212957	82.90
565	2421	0.94	215378	83.84
566	1857	0.72	217235	84.56
567	2198	0.86	219433	85.42
568	870	0.34	220303	85.76
569	2275	0.89	222578	86.64
570	1936	0.75	224514	87.40

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CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 4: Grades 9-12, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
571	1936	0.75	224514	87.40
572	1247	0.49	225761	87.88
573	450	0.18	226211	88.06
574	2156	0.84	228367	88.90
575	1237	0.48	229604	89.38
576	657	0.26	230261	89.63
577	2263	0.88	232524	90.52
578	249	0.10	232773	90.61
579	889	0.35	233662	90.96
580	215	0.08	233877	91.04
581	2167	0.84	236044	91.89
582	791	0.31	236835	92.19
583	425	0.17	237260	92.36
584	405	0.16	237665	92.52
585	891	0.35	238556	92.86
586	444	0.17	239000	93.04
587	1507	0.59	240507	93.62
588	37	0.01	240544	93.64
589	515	0.20	241059	93.84
590	117	0.05	241176	93.88
591	495	0.19	241671	94.08
592	535	0.21	242206	94.28
593	614	0.24	242820	94.52
594	36	0.01	242856	94.54
595	348	0.14	243304	94.71
596	326	0.13	243630	94.84
597	485	0.19	244115	95.03
598	15	0.01	244130	95.03
599	214	0.08	244344	95.12
600	153	0.06	244497	95.18
601	12	0.00	244509	95.18
602	324	0.13	244833	95.31
603	18	0.01	244851	95.31
604	54	0.02	244905	95.34
605	267	0.10	245172	95.44
606	17	0.01	245189	95.45
607	15	0.01	245204	95.45
608	30	0.01	245234	95.46
609	52	0.02	245286	95.48
610	78	0.03	245364	95.51
611	250	0.10	245614	95.61
612	41	0.02	245655	95.63
613	24	0.01	245679	95.64
614	88	0.03	245767	95.67
615	52	0.02	245819	95.69
616	86	0.03	245905	95.72
617	99	0.04	246004	95.76
618	80	0.03	246084	95.79
619	94	0.04	246178	95.83
620	137	0.05	246315	95.88
621	104	0.04	246419	95.92
622	141	0.05	246560	95.98
623	175	0.07	246735	96.05
624	125	0.05	246860	96.10
625	211	0.08	247071	96.18
626	163	0.06	247234	96.24
627	213	0.08	247447	96.32
628	180	0.07	247627	96.39
629	352	0.14	247979	96.53
630	71	0.03	248050	96.56
631	433	0.17	248483	96.73
632	148	0.06	248631	96.79
633	318	0.12	248949	96.91
634	269	0.10	249218	97.01
635	50	0.02	249268	97.03
636	547	0.21	249815	97.25
637	301	0.12	250116	97.36
638	9	0.00	250125	97.37
639	730	0.28	250855	97.65
640	103	0.04	250958	97.69
641	15	0.01	250973	97.70
642	728	0.28	251701	97.98
643	29	0.01	251730	97.99
644	314	0.12	252044	98.11
645	7	0.00	252051	98.12
646	540	0.21	252591	98.33
647	308	0.12	252899	98.45
648	99	0.04	252998	98.49
649	246	0.10	253244	98.58
650	476	0.19	253720	98.77
651	56	0.02	253776	98.79
652	498	0.19	254274	98.98
653	10	0.00	254284	98.99
654	110	0.04	254394	99.03
655	23	0.01	254417	99.04
656	287	0.11	254704	99.15
657	368	0.14	255072	99.29
658	244	0.09	255316	99.39
661	93	0.04	255409	99.42
662	255	0.10	255664	99.52
663	314	0.12	255978	99.65
665	133	0.05	256111	99.70
668	241	0.09	256352	99.79
670	5	0.00	256357	99.79

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CELDT 2003 Annual Data, Scale Score Frequency Distribution

Overall, Grade Span 4: Grades 9-12, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
671	189	0.07	256546	99.87
672	7	0.00	256553	99.87
674	3	0.00	256556	99.87
676	14	0.01	256570	99.88
677	202	0.08	256772	99.95
680	20	0.01	256792	99.96
687	34	0.01	256826	99.98
692	62	0.02	256888	100.00

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Listening/Speaking, Grade Span 1: Grades K-2

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	40052	15.55	40052	15.55
316	6325	2.46	46377	18.00
348	5617	2.18	51994	20.18
366	4986	1.94	56980	22.12
379	4713	1.83	61693	23.95
388	4414	1.71	66107	25.66
397	4305	1.67	70412	27.33
404	4089	1.59	74501	28.92
410	4223	1.64	78724	30.56
416	4119	1.60	82843	32.16
421	4193	1.63	87036	33.79
427	4422	1.72	91458	35.50
432	4592	1.78	96050	37.29
436	4841	1.88	100891	39.17
441	5009	1.94	105900	41.11
446	5291	2.05	111191	43.16
450	5692	2.21	116883	45.37
455	6098	2.37	122981	47.74
459	6636	2.58	129617	50.32
464	6995	2.72	136612	53.03
469	7214	2.80	143826	55.83
474	7751	3.01	151577	58.84
480	8172	3.17	159749	62.02
486	8802	3.42	168551	65.43
492	9327	3.62	177878	69.05
499	9513	3.69	187391	72.75
507	11013	4.28	198404	77.02
516	11067	4.30	209471	81.32
527	11289	4.38	220760	85.70
541	11480	4.46	232240	90.16
560	11580	4.50	243820	94.65
592	9257	3.59	253077	98.25
710	4519	1.75	257596	100.00

Listening/Speaking, Grade Span 2: Grades 3-5

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	11920	21.51	11920	21.51
277	923	1.67	12843	23.18
310	812	1.47	13655	24.64
332	718	1.30	14373	25.94
348	603	1.09	14976	27.03
361	486	0.88	15462	27.91
371	419	0.76	15881	28.66
380	392	0.71	16273	29.37
388	344	0.62	16617	29.99
395	340	0.61	16957	30.60
401	341	0.62	17298	31.22
407	324	0.58	17622	31.80
412	288	0.52	17910	32.32
418	284	0.51	18194	32.84
422	266	0.48	18460	33.32
427	299	0.54	18759	33.86
432	334	0.60	19093	34.46
437	318	0.57	19411	35.03
441	364	0.66	19775	35.69
446	390	0.70	20165	36.39
451	458	0.83	20623	37.22
455	484	0.87	21107	38.09
460	608	1.10	21715	39.19
465	631	1.14	22346	40.33
470	705	1.27	23051	41.60
476	838	1.51	23889	43.12
481	995	1.80	24884	44.91
487	1158	2.09	26042	47.00
494	1420	2.56	27462	49.56
501	1708	3.08	29170	52.65
509	2011	3.63	31181	56.28
518	2442	4.41	33623	60.68
528	2978	5.37	36601	66.06
540	3693	6.67	40294	72.72
556	4175	7.54	44469	80.26
578	4459	8.05	48928	88.31
616	4219	7.61	53147	95.92
710	2260	4.08	55407	100.00

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Listening/Speaking, Grade Span 3: Grades 6-8

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	9221	17.90	9221	17.90
260	720	1.40	9941	19.30
304	805	1.56	10746	20.86
328	773	1.50	11519	22.36
344	720	1.40	12239	23.76
357	631	1.23	12870	24.99
368	525	1.02	13395	26.00
378	488	0.95	13883	26.95
386	404	0.78	14287	27.74
394	389	0.76	14676	28.49
400	352	0.68	15028	29.17
407	352	0.68	15380	29.86
412	342	0.66	15722	30.52
418	343	0.67	16065	31.19
423	311	0.60	16376	31.79
428	273	0.53	16649	32.32
432	241	0.47	16890	32.79
437	271	0.53	17161	33.32
441	311	0.60	17472	33.92
446	285	0.55	17757	34.47
450	339	0.66	18096	35.13
454	337	0.65	18433	35.79
458	439	0.85	18872	36.64
463	397	0.77	19269	37.41
467	501	0.97	19770	38.38
472	570	1.11	20340	39.49
477	680	1.32	21020	40.81
482	747	1.45	21767	42.26
488	892	1.73	22659	43.99
494	1112	2.16	23771	46.15
500	1404	2.73	25175	48.87
508	1866	3.62	27041	52.50
516	2282	4.43	29323	56.93
526	2994	5.81	32317	62.74
538	3812	7.40	36129	70.14
553	4508	8.75	40637	78.89
574	4866	9.45	45503	88.34
608	3951	7.67	49454	96.01
710	2056	3.99	51510	100.00

Listening/Speaking, Grade Span 4: Grades 9-12

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	9689	14.22	9689	14.22
287	588	0.86	10277	15.08
340	751	1.10	11028	16.18
366	828	1.21	11856	17.40
383	880	1.29	12736	18.69
396	895	1.31	13631	20.00
406	830	1.22	14461	21.22
415	759	1.11	15220	22.33
422	726	1.07	15946	23.40
428	670	0.98	16616	24.38
433	617	0.91	17233	25.29
438	561	0.82	17794	26.11
443	569	0.83	18363	26.94
447	581	0.85	18944	27.80
451	552	0.81	19496	28.61
455	536	0.79	20032	29.39
458	468	0.69	20500	30.08
462	526	0.77	21026	30.85
465	545	0.80	21571	31.65
469	596	0.87	22167	32.53
472	573	0.84	22740	33.37
475	635	0.93	23375	34.30
479	729	1.07	24104	35.37
482	773	1.13	24877	36.50
486	794	1.17	25671	37.67
489	911	1.34	26582	39.00
493	1064	1.56	27646	40.57
497	1265	1.86	28911	42.42
501	1467	2.15	30378	44.57
506	1609	2.36	31987	46.94
510	1937	2.84	33924	49.78
515	2397	3.52	36321	53.29
521	2866	4.21	39187	57.50
527	3662	5.37	42849	62.87
535	4416	6.48	47265	69.35
544	5226	7.67	52491	77.02
557	5889	8.64	58380	85.66
578	5955	8.74	64335	94.40
710	3816	5.60	68151	100.00

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Reading, Grade Span 1: Grade 2

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	5776	27.31	5776	27.31
370	560	2.65	6336	29.95
389	651	3.08	6987	33.03
402	662	3.13	7649	36.16
411	693	3.28	8342	39.44
419	737	3.48	9079	42.92
426	713	3.37	9792	46.29
432	678	3.21	10470	49.50
438	565	2.67	11035	52.17
443	561	2.65	11596	54.82
448	555	2.62	12151	57.45
452	523	2.47	12674	59.92
457	525	2.48	13199	62.40
461	553	2.61	13752	65.02
466	543	2.57	14295	67.58
471	565	2.67	14860	70.25
476	605	2.86	15465	73.11
481	582	2.75	16047	75.87
486	618	2.92	16665	78.79
492	633	2.99	17298	81.78
499	727	3.44	18025	85.22
507	697	3.30	18722	88.51
516	689	3.26	19411	91.77
526	586	2.77	19997	94.54
538	566	2.68	20563	97.22
557	363	1.72	20926	98.93
630	226	1.07	21152	100.00

Reading, Grade Span 2: Grades 3-5

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	13731	24.78	13731	24.78
378	1094	1.97	14825	26.76
397	1147	2.07	15972	28.83
410	1244	2.25	17216	31.07
420	1275	2.30	18491	33.37
429	1226	2.21	19717	35.59
436	1210	2.18	20927	37.77
443	1028	1.86	21955	39.62
449	996	1.80	22951	41.42
454	985	1.78	23936	43.20
459	960	1.73	24896	44.93
464	997	1.80	25893	46.73
469	980	1.77	26873	48.50
474	1017	1.84	27890	50.34
478	1045	1.89	28935	52.22
483	1168	2.11	30103	54.33
487	1239	2.24	31342	56.57
492	1387	2.50	32729	59.07
497	1579	2.85	34308	61.92
502	1646	2.97	35954	64.89
508	1903	3.43	37857	68.33
514	1985	3.58	39842	71.91
521	2264	4.09	42106	75.99
529	2454	4.43	44560	80.42
539	2549	4.60	47109	85.02
552	2730	4.93	49839	89.95
569	2493	4.50	52332	94.45
600	1955	3.53	54287	97.98
640	1120	2.02	55407	100.00

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Reading, Grade Span 3: Grades 6-8

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	11327	21.99	11327	21.99
397	1085	2.11	12412	24.10
429	1279	2.48	13691	26.58
445	1482	2.88	15173	29.46
456	1404	2.73	16577	32.18
465	1471	2.86	18048	35.04
472	1370	2.66	19418	37.70
479	1338	2.60	20756	40.30
486	1307	2.54	22063	42.83
493	1247	2.42	23310	45.25
499	1305	2.53	24615	47.79
505	1276	2.48	25891	50.26
510	1348	2.62	27239	52.88
515	1324	2.57	28563	55.45
520	1329	2.58	29892	58.03
524	1440	2.80	31332	60.83
529	1526	2.96	32858	63.79
533	1535	2.98	34393	66.77
538	1674	3.25	36067	70.02
543	1766	3.43	37833	73.45
549	1739	3.38	39572	76.82
555	1771	3.44	41343	80.26
562	1791	3.48	43134	83.74
570	1648	3.20	44782	86.94
579	1497	2.91	46279	89.84
591	1493	2.90	47772	92.74
607	1458	2.83	49230	95.57
635	1320	2.56	50550	98.14
650	960	1.86	51510	100.00

Reading, Grade Span 4: Grades 9-12

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
340	11471	16.83	11471	16.83
378	1045	1.53	12516	18.37
420	1301	1.91	13817	20.27
441	1447	2.12	15264	22.40
455	1508	2.21	16772	24.61
465	1499	2.20	18271	26.81
474	1490	2.19	19761	29.00
482	1508	2.21	21269	31.21
488	1451	2.13	22720	33.34
495	1385	2.03	24105	35.37
500	1434	2.10	25539	37.47
506	1424	2.09	26963	39.56
511	1526	2.24	28489	41.80
516	1564	2.29	30053	44.10
521	1640	2.41	31693	46.50
526	1704	2.50	33397	49.00
530	1691	2.48	35088	51.49
535	1810	2.66	36898	54.14
540	1933	2.84	38831	56.98
544	2086	3.06	40917	60.04
549	2311	3.39	43228	63.43
555	2520	3.70	45748	67.13
561	2697	3.96	48445	71.08
568	2911	4.27	51356	75.36
576	3193	4.69	54549	80.04
587	3351	4.92	57900	84.96
602	3640	5.34	61540	90.30
628	3699	5.43	65239	95.73
650	2912	4.27	68151	100.00

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Writing, Grade Span 1: Grade 2

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
280	5337	25.23	5337	25.23
324	418	1.98	5755	27.21
365	488	2.31	6243	29.51
383	492	2.33	6735	31.84
396	464	2.19	7199	34.03
407	538	2.54	7737	36.58
417	533	2.52	8270	39.10
426	506	2.39	8776	41.49
434	537	2.54	9313	44.03
441	533	2.52	9846	46.55
448	558	2.64	10404	49.19
455	557	2.63	10961	51.82
461	534	2.52	11495	54.34
467	501	2.37	11996	56.71
472	518	2.45	12514	59.16
478	514	2.43	13028	61.59
483	521	2.46	13549	64.06
489	601	2.84	14150	66.90
495	614	2.90	14764	69.80
501	709	3.35	15473	73.15
507	767	3.63	16240	76.78
514	824	3.90	17064	80.67
521	800	3.78	17864	84.46
529	817	3.86	18681	88.32
538	702	3.32	19383	91.64
548	616	2.91	19999	94.55
558	466	2.20	20465	96.75
570	333	1.57	20798	98.33
584	189	0.89	20987	99.22
603	121	0.57	21108	99.79
640	44	0.21	21152	100.00

Writing, Grade Span 2: Grades 3-5

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
280	12940	23.35	12940	23.35
306	789	1.42	13729	24.78
337	833	1.50	14562	26.28
357	731	1.32	15293	27.60
373	693	1.25	15986	28.85
387	660	1.19	16646	30.04
399	625	1.13	17271	31.17
410	688	1.24	17959	32.41
419	714	1.29	18673	33.70
428	743	1.34	19416	35.04
436	787	1.42	20203	36.46
443	698	1.26	20901	37.72
449	800	1.44	21701	39.17
455	796	1.44	22497	40.60
461	900	1.62	23397	42.23
467	930	1.68	24327	43.91
473	1023	1.85	25350	45.75
480	1183	2.14	26533	47.89
486	1346	2.43	27879	50.32
493	1541	2.78	29420	53.10
500	1844	3.33	31264	56.43
508	2116	3.82	33380	60.25
517	2438	4.40	35818	64.65
526	2810	5.07	38628	69.72
536	3159	5.70	41787	75.42
547	3202	5.78	44989	81.20
559	3196	5.77	48185	86.97
572	2982	5.38	51167	92.35
589	2357	4.25	53524	96.60
615	1434	2.59	54958	99.19
690	449	0.81	55407	100.00

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Writing, Grade Span 3: Grades 6-8

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
280	10128	19.66	10128	19.66
341	598	1.16	10726	20.82
367	601	1.17	11327	21.99
384	614	1.19	11941	23.18
396	594	1.15	12535	24.34
407	649	1.26	13184	25.60
416	614	1.19	13798	26.79
425	649	1.26	14447	28.05
433	721	1.40	15168	29.45
440	693	1.35	15861	30.79
447	720	1.40	16581	32.19
453	641	1.24	17222	33.43
459	711	1.38	17933	34.81
464	629	1.22	18562	36.04
470	667	1.29	19229	37.33
475	619	1.20	19848	38.53
480	654	1.27	20502	39.80
485	770	1.49	21272	41.30
490	938	1.82	22210	43.12
496	1134	2.20	23344	45.32
502	1387	2.69	24731	48.01
510	1647	3.20	26378	51.21
518	2286	4.44	28664	55.65
527	2772	5.38	31436	61.03
538	3506	6.81	34942	67.84
551	4028	7.82	38970	75.66
565	4060	7.88	43030	83.54
581	3897	7.57	46927	91.10
600	2797	5.43	49724	96.53
628	1400	2.72	51124	99.25
700	386	0.75	51510	100.00

Writing, Grade Span 4: Grades 9-12

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
280	10504	15.41	10504	15.41
348	492	0.72	10996	16.13
374	514	0.75	11510	16.89
390	643	0.94	12153	17.83
402	654	0.96	12807	18.79
412	717	1.05	13524	19.84
421	804	1.18	14328	21.02
429	825	1.21	15153	22.23
436	878	1.29	16031	23.52
443	918	1.35	16949	24.87
450	956	1.40	17905	26.27
456	988	1.45	18893	27.72
462	1113	1.63	20006	29.36
468	1120	1.64	21126	31.00
473	1228	1.80	22354	32.80
479	1236	1.81	23590	34.61
484	1359	1.99	24949	36.61
490	1566	2.30	26515	38.91
495	1773	2.60	28288	41.51
501	1923	2.82	30211	44.33
507	2258	3.31	32469	47.64
513	2570	3.77	35039	51.41
520	3053	4.48	38092	55.89
528	3801	5.58	41893	61.47
537	4463	6.55	46356	68.02
549	5028	7.38	51384	75.40
563	5030	7.38	56414	82.78
581	4657	6.83	61071	89.61
604	3955	5.80	65026	95.41
639	2476	3.63	67502	99.05
700	649	0.95	68151	100.00

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 1: Grades K-2

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
220	36092	14.01	36092	14.01
265	3460	1.34	39552	15.35
272	30	0.01	39582	15.37
276	25	0.01	39607	15.38
277	17	0.01	39624	15.38
280	20	0.01	39644	15.39
282	19	0.01	39663	15.40
283	13	0.01	39676	15.40
284	6	0.00	39682	15.40
286	56	0.02	39738	15.43
288	10	0.00	39748	15.43
289	1	0.00	39749	15.43
290	32	0.01	39781	15.44
291	10	0.00	39791	15.45
292	1	0.00	39792	15.45
293	10	0.00	39802	15.45
294	23	0.01	39825	15.46
295	5	0.00	39830	15.46
296	20	0.01	39850	15.47
297	2	0.00	39852	15.47
298	20	0.01	39872	15.48
299	7	0.00	39879	15.48
301	20	0.01	39899	15.49
303	15	0.01	39914	15.49
304	14	0.01	39928	15.50
305	2	0.00	39930	15.50
306	19	0.01	39949	15.51
307	5	0.00	39954	15.51
308	7	0.00	39961	15.51
309	14	0.01	39975	15.52
310	2	0.00	39977	15.52
311	7	0.00	39984	15.52
312	8	0.00	39992	15.53
313	145	0.06	40137	15.58
314	7	0.00	40144	15.58
315	3	0.00	40147	15.59
316	5983	2.32	46130	17.91
317	4	0.00	46134	17.91
319	5	0.00	46139	17.91
320	11	0.00	46150	17.92
321	5	0.00	46155	17.92
322	3	0.00	46158	17.92
324	10	0.00	46168	17.92
325	10	0.00	46178	17.93
326	1	0.00	46179	17.93
327	1	0.00	46180	17.93
328	6	0.00	46186	17.93
329	139	0.05	46325	17.98
330	6	0.00	46331	17.99
331	3	0.00	46334	17.99
332	5	0.00	46339	17.99
334	23	0.01	46362	18.00
335	1	0.00	46363	18.00
336	14	0.01	46377	18.00
338	114	0.04	46491	18.05
339	3	0.00	46494	18.05
340	15	0.01	46509	18.06
341	21	0.01	46530	18.06
342	13	0.01	46543	18.07
343	1	0.00	46544	18.07
344	103	0.04	46647	18.11
345	12	0.00	46659	18.11
346	15	0.01	46674	18.12
347	11	0.00	46685	18.12
348	5274	2.05	51959	20.17
349	88	0.03	52047	20.20
350	15	0.01	52062	20.21
351	7	0.00	52069	20.21
352	24	0.01	52093	20.22
353	62	0.02	52155	20.25
354	23	0.01	52178	20.26
355	14	0.01	52192	20.26
356	19	0.01	52211	20.27
357	49	0.02	52260	20.29
358	9	0.00	52269	20.29
359	12	0.00	52281	20.30
360	56	0.02	52337	20.32
361	19	0.01	52356	20.32
362	21	0.01	52377	20.33
363	54	0.02	52431	20.35
364	23	0.01	52454	20.36
365	63	0.02	52517	20.39
366	4716	1.83	57233	22.22
367	27	0.01	57260	22.23
368	37	0.01	57297	22.24
369	12	0.00	57309	22.25
370	33	0.01	57342	22.26
371	42	0.02	57384	22.28
372	16	0.01	57400	22.28
373	36	0.01	57436	22.30
374	25	0.01	57461	22.31
375	41	0.02	57502	22.32
376	22	0.01	57524	22.33
377	19	0.01	57543	22.34

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CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 1: Grades K-2, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
378	48	0.02	57591	22.36
379	4475	1.74	62066	24.09
380	33	0.01	62099	24.11
381	18	0.01	62117	24.11
382	45	0.02	62162	24.13
383	16	0.01	62178	24.14
384	39	0.02	62217	24.15
385	26	0.01	62243	24.16
386	11	0.00	62254	24.17
387	56	0.02	62310	24.19
388	4228	1.64	66538	25.83
389	48	0.02	66586	25.85
390	24	0.01	66610	25.86
391	25	0.01	66635	25.87
392	38	0.01	66673	25.88
393	17	0.01	66690	25.89
394	25	0.01	66715	25.90
395	40	0.02	66755	25.91
396	31	0.01	66786	25.93
397	4086	1.59	70872	27.51
398	48	0.02	70920	27.53
399	26	0.01	70946	27.54
400	26	0.01	70972	27.55
401	41	0.02	71013	27.57
402	25	0.01	71038	27.58
403	23	0.01	71061	27.59
404	4019	1.56	75080	29.15
405	21	0.01	75101	29.15
406	24	0.01	75125	29.16
407	43	0.02	75168	29.18
408	63	0.02	75231	29.21
409	32	0.01	75263	29.22
410	4134	1.60	79397	30.82
411	14	0.01	79411	30.83
412	35	0.01	79446	30.84
413	61	0.02	79507	30.86
414	23	0.01	79530	30.87
415	32	0.01	79562	30.89
416	4040	1.57	83602	32.45
417	26	0.01	83628	32.46
418	77	0.03	83705	32.49
419	19	0.01	83724	32.50
420	31	0.01	83755	32.51
421	4106	1.59	87861	34.11
422	21	0.01	87882	34.12
423	37	0.01	87919	34.13
424	26	0.01	87945	34.14
425	73	0.03	88018	34.18
426	37	0.01	88055	35.87
427	4350	1.69	92405	35.88
428	29	0.01	92434	35.90
429	41	0.02	92475	35.91
430	35	0.01	92510	35.92
431	29	0.01	92539	37.68
432	4531	1.76	97070	37.69
433	29	0.01	97099	37.71
434	33	0.01	97132	37.73
435	63	0.02	97195	39.59
436	4790	1.86	101985	39.61
437	37	0.01	102022	39.62
438	39	0.02	102061	39.63
439	28	0.01	102089	39.65
440	36	0.01	102125	41.57
441	4950	1.92	107075	41.59
442	48	0.02	107123	41.60
443	25	0.01	107148	41.61
444	43	0.02	107191	41.63
445	52	0.02	107243	43.67
446	5238	2.03	112481	43.69
447	50	0.02	112531	43.70
448	40	0.02	112571	43.72
449	42	0.02	112613	45.90
450	5630	2.19	118243	45.93
451	74	0.03	118317	45.95
452	58	0.02	118375	45.97
453	37	0.01	118412	45.99
454	52	0.02	118464	48.33
455	6038	2.34	124502	48.35
456	52	0.02	124554	48.37
457	48	0.02	124602	48.40
458	68	0.03	124670	50.95
459	6573	2.55	131243	50.97
460	62	0.02	131305	50.99
461	46	0.02	131351	51.03
462	89	0.03	131440	51.04
463	44	0.02	131484	53.73
464	6934	2.69	138418	53.76
465	71	0.03	138489	53.80
466	89	0.03	138578	53.82
467	70	0.03	138648	53.85
468	72	0.03	138720	56.61
469	7104	2.76	145824	56.64
470	85	0.03	145909	56.67
471	81	0.03	145990	56.71

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CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 1: Grades K-2, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
472	98	0.04	146088	56.71
473	60	0.02	146148	56.74
474	7654	2.97	153802	59.71
475	80	0.03	153882	59.74
476	109	0.04	153991	59.78
477	64	0.02	154055	59.80
478	93	0.04	154148	59.84
479	112	0.04	154260	59.88
480	7996	3.10	162256	62.99
481	112	0.04	162368	63.03
482	107	0.04	162475	63.07
483	100	0.04	162575	63.11
484	73	0.03	162648	63.14
485	101	0.04	162749	63.18
486	8575	3.33	171324	66.51
487	93	0.04	171417	66.54
488	80	0.03	171497	66.58
489	124	0.05	171621	66.62
490	107	0.04	171728	66.67
491	106	0.04	171834	66.71
492	9070	3.52	180904	70.23
493	123	0.05	181027	70.28
494	78	0.03	181105	70.31
495	132	0.05	181237	70.36
496	162	0.06	181399	70.42
497	83	0.03	181482	70.45
498	124	0.05	181606	70.50
499	9043	3.51	190649	74.01
500	142	0.06	190791	74.07
501	108	0.04	190899	74.11
502	112	0.04	191011	74.15
503	133	0.05	191144	74.20
504	116	0.05	191260	74.25
505	123	0.05	191383	74.30
506	150	0.06	191533	74.35
507	10438	4.05	201971	78.41
508	137	0.05	202108	78.46
509	109	0.04	202217	78.50
510	137	0.05	202354	78.55
511	148	0.06	202502	78.61
512	136	0.05	202638	78.67
513	123	0.05	202761	78.71
514	134	0.05	202895	78.76
515	122	0.05	203017	78.81
516	10167	3.95	213184	82.76
517	147	0.06	213331	82.82
518	135	0.05	213466	82.87
519	117	0.05	213583	82.91
520	135	0.05	213718	82.97
521	119	0.05	213837	83.01
522	141	0.05	213978	83.07
523	117	0.05	214095	83.11
524	118	0.05	214213	83.16
525	156	0.06	214369	83.22
526	108	0.04	214477	83.26
527	10007	3.88	224484	87.15
528	114	0.04	224598	87.19
529	114	0.04	224712	87.23
530	93	0.04	224805	87.27
531	132	0.05	224937	87.32
532	90	0.03	225027	87.36
533	134	0.05	225161	87.41
534	106	0.04	225267	87.45
535	122	0.05	225389	87.50
536	87	0.03	225476	87.53
537	160	0.06	225636	87.59
538	64	0.02	225700	87.62
539	139	0.05	225839	87.67
540	57	0.02	225896	87.69
541	9696	3.76	235592	91.46
542	58	0.02	235650	91.48
543	104	0.04	235754	91.52
544	98	0.04	235852	91.56
545	46	0.02	235898	91.58
546	131	0.05	236029	91.63
547	85	0.03	236114	91.66
548	66	0.03	236180	91.69
549	129	0.05	236309	91.74
550	19	0.01	236328	91.74
551	134	0.05	236462	91.80
552	32	0.01	236494	91.81
553	107	0.04	236601	91.85
554	41	0.02	236642	91.87
555	85	0.03	236727	91.90
556	33	0.01	236760	91.91
557	126	0.05	236886	91.96
558	15	0.01	236901	91.97
559	86	0.03	236987	92.00
560	8987	3.49	245974	95.49
561	22	0.01	245996	95.50
562	115	0.04	246111	95.54
563	5	0.00	246116	95.54
564	52	0.02	246168	95.56
565	48	0.02	246216	95.58

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CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 1: Grades K-2, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
566	6	0.00	246222	95.58
567	91	0.04	246313	95.62
568	11	0.00	246324	95.62
569	23	0.01	246347	95.63
570	53	0.02	246400	95.65
571	17	0.01	246417	95.66
572	22	0.01	246439	95.67
573	48	0.02	246487	95.69
574	35	0.01	246522	95.70
575	12	0.00	246534	95.71
576	32	0.01	246566	95.72
577	37	0.01	246603	95.73
578	21	0.01	246624	95.74
579	14	0.01	246638	95.75
580	10	0.00	246648	95.75
581	35	0.01	246683	95.76
582	12	0.00	246695	95.77
583	17	0.01	246712	95.77
584	15	0.01	246727	95.78
585	13	0.01	246740	95.79
586	22	0.01	246762	95.79
587	15	0.01	246777	95.80
588	25	0.01	246802	95.81
589	18	0.01	246820	95.82
590	20	0.01	246840	95.82
591	9	0.00	246849	95.83
592	6471	2.51	253320	98.34
593	35	0.01	253355	98.35
594	17	0.01	253372	98.36
595	14	0.01	253386	98.37
596	48	0.02	253434	98.38
597	14	0.01	253448	98.39
598	22	0.01	253470	98.40
599	28	0.01	253498	98.41
600	24	0.01	253522	98.42
601	19	0.01	253541	98.43
602	20	0.01	253561	98.43
603	37	0.01	253598	98.45
604	30	0.01	253628	98.46
605	16	0.01	253644	98.47
606	37	0.01	253681	98.48
607	16	0.01	253697	98.49
608	47	0.02	253744	98.50
609	4	0.00	253748	98.51
610	49	0.02	253797	98.53
611	13	0.01	253810	98.53
612	67	0.03	253877	98.56
613	21	0.01	253898	98.56
614	57	0.02	253955	98.59
615	28	0.01	253983	98.60
616	78	0.03	254061	98.63
617	2	0.00	254063	98.63
618	69	0.03	254132	98.66
619	29	0.01	254161	98.67
620	2	0.00	254163	98.67
621	73	0.03	254236	98.70
622	11	0.00	254247	98.70
623	46	0.02	254293	98.72
624	37	0.01	254330	98.73
626	63	0.02	254393	98.76
628	16	0.01	254409	98.76
629	34	0.01	254443	98.78
630	10	0.00	254453	98.78
631	21	0.01	254474	98.79
632	28	0.01	254502	98.80
633	24	0.01	254526	98.81
634	1	0.00	254527	98.81
635	21	0.01	254548	98.82
636	30	0.01	254578	98.83
637	9	0.00	254587	98.83
639	1	0.00	254588	98.83
640	29	0.01	254617	98.84
641	4	0.00	254621	98.85
642	2	0.00	254623	98.85
644	6	0.00	254629	98.85
645	13	0.01	254642	98.85
646	1	0.00	254643	98.85
647	4	0.00	254647	98.86
649	17	0.01	254664	98.86
652	14	0.01	254678	98.87
654	4	0.00	254682	98.87
655	21	0.01	254703	98.88
658	16	0.01	254719	98.88
663	16	0.01	254735	98.89
672	6	0.00	254741	98.89
710	2855	1.11	257596	100.00

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 2: Grades 3-5

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
265	10184	18.38	10184	18.38
271	108	0.19	10292	18.58
274	77	0.14	10369	18.71
279	151	0.27	10520	18.99
281	33	0.06	10553	19.05
282	78	0.14	10631	19.19
284	76	0.14	10707	19.32
285	75	0.14	10782	19.46
287	37	0.07	10819	19.53
288	86	0.16	10905	19.68
289	59	0.11	10964	19.79
290	22	0.04	10986	19.83
291	69	0.12	11055	19.95
292	12	0.02	11067	19.97
293	354	0.64	11421	20.61
294	21	0.04	11442	20.65
295	16	0.03	11458	20.68
296	28	0.05	11486	20.73
297	46	0.08	11532	20.81
298	27	0.05	11559	20.86
299	34	0.06	11593	20.92
300	30	0.05	11623	20.98
301	68	0.12	11691	21.10
302	36	0.06	11727	21.17
303	41	0.07	11768	21.24
304	26	0.05	11794	21.29
305	28	0.05	11822	21.34
306	43	0.08	11865	21.41
307	60	0.11	11925	21.52
308	34	0.06	11959	21.58
309	30	0.05	11989	21.64
310	225	0.41	12214	22.04
311	57	0.10	12271	22.15
312	40	0.07	12311	22.22
313	18	0.03	12329	22.25
314	41	0.07	12370	22.33
315	39	0.07	12409	22.40
316	49	0.09	12458	22.48
317	50	0.09	12508	22.57
318	15	0.03	12523	22.60
319	38	0.07	12561	22.67
320	30	0.05	12591	22.72
321	197	0.36	12788	23.08
322	44	0.08	12832	23.16
323	19	0.03	12851	23.19
324	87	0.16	12938	23.35
325	18	0.03	12956	23.38
326	42	0.08	12998	23.46
327	65	0.12	13063	23.58
328	10	0.02	13073	23.59
329	179	0.32	13252	23.92
330	73	0.13	13325	24.05
331	30	0.05	13355	24.10
332	21	0.04	13376	24.14
333	29	0.05	13405	24.19
334	44	0.08	13449	24.27
335	180	0.32	13629	24.60
336	31	0.06	13660	24.65
337	18	0.03	13678	24.69
338	47	0.08	13725	24.77
339	16	0.03	13741	24.80
340	124	0.22	13865	25.02
341	35	0.06	13900	25.09
342	44	0.08	13944	25.17
343	69	0.12	14013	25.29
344	42	0.08	14055	25.37
345	95	0.17	14150	25.54
346	45	0.08	14195	25.62
347	46	0.08	14241	25.70
348	27	0.05	14268	25.75
349	130	0.23	14398	25.99
350	33	0.06	14431	26.05
351	39	0.07	14470	26.12
352	88	0.16	14558	26.27
353	41	0.07	14599	26.35
354	60	0.11	14659	26.46
355	109	0.20	14768	26.65
356	28	0.05	14796	26.70
357	70	0.13	14866	26.83
358	96	0.17	14962	27.00
359	49	0.09	15011	27.09
360	26	0.05	15037	27.14
361	92	0.17	15129	27.31
362	54	0.10	15183	27.40
363	46	0.08	15229	27.49
364	75	0.14	15304	27.62
365	46	0.08	15350	27.70
366	59	0.11	15409	27.81
367	44	0.08	15453	27.89
368	62	0.11	15515	28.00
369	48	0.09	15563	28.09
370	41	0.07	15604	28.16
371	74	0.13	15678	28.30
372	44	0.08	15722	28.38

continues...

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 2: Grades 3-5, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
373	87	0.16	15809	28.53
374	48	0.09	15857	28.62
375	70	0.13	15927	28.75
376	35	0.06	15962	28.81
377	43	0.08	16005	28.89
378	55	0.10	16060	28.99
379	53	0.10	16113	29.08
380	43	0.08	16156	29.16
381	59	0.11	16215	29.27
382	57	0.10	16272	29.37
383	35	0.06	16307	29.43
384	54	0.10	16361	29.53
385	89	0.16	16450	29.69
386	40	0.07	16490	29.76
387	91	0.16	16581	29.93
388	40	0.07	16621	30.00
389	46	0.08	16667	30.08
390	58	0.10	16725	30.19
391	41	0.07	16766	30.26
392	48	0.09	16814	30.35
393	43	0.08	16857	30.42
394	49	0.09	16906	30.51
395	64	0.12	16970	30.63
396	41	0.07	17011	30.70
397	64	0.12	17075	30.82
398	60	0.11	17135	30.93
399	40	0.07	17175	31.00
400	50	0.09	17225	31.09
401	62	0.11	17287	31.20
402	51	0.09	17338	31.29
403	54	0.10	17392	31.39
404	50	0.09	17442	31.48
405	72	0.13	17514	31.61
406	51	0.09	17565	31.70
407	71	0.13	17636	31.83
408	62	0.11	17698	31.94
409	68	0.12	17766	32.06
410	71	0.13	17837	32.19
411	53	0.10	17890	32.29
412	56	0.10	17946	32.39
413	59	0.11	18005	32.50
414	63	0.11	18068	32.61
415	55	0.10	18123	32.71
416	53	0.10	18176	32.80
417	78	0.14	18254	32.95
418	62	0.11	18316	33.06
419	96	0.17	18412	33.23
420	59	0.11	18471	33.34
421	77	0.14	18548	33.48
422	54	0.10	18602	33.57
423	84	0.15	18686	33.72
424	77	0.14	18763	33.86
425	84	0.15	18847	34.02
426	64	0.12	18911	34.13
427	76	0.14	18987	34.27
428	72	0.13	19059	34.40
429	83	0.15	19142	34.55
430	89	0.16	19231	34.71
431	66	0.12	19297	34.83
432	84	0.15	19381	34.98
433	79	0.14	19460	35.12
434	97	0.18	19557	35.30
435	90	0.16	19647	35.46
436	74	0.13	19721	35.59
437	97	0.18	19818	35.77
438	65	0.12	19883	35.89
439	107	0.19	19990	36.08
440	92	0.17	20082	36.24
441	92	0.17	20174	36.41
442	97	0.18	20271	36.59
443	78	0.14	20349	36.73
444	82	0.15	20431	36.87
445	106	0.19	20537	37.07
446	94	0.17	20631	37.24
447	95	0.17	20726	37.41
448	115	0.21	20841	37.61
449	95	0.17	20936	37.79
450	108	0.19	21044	37.98
451	129	0.23	21173	38.21
452	131	0.24	21304	38.45
453	104	0.19	21408	38.64
454	130	0.23	21538	38.87
455	113	0.20	21651	39.08
456	134	0.24	21785	39.32
457	117	0.21	21902	39.53
458	115	0.21	22017	39.74
459	115	0.21	22132	39.94
460	125	0.23	22257	40.17
461	124	0.22	22381	40.39
462	116	0.21	22497	40.60
463	121	0.22	22618	40.82
464	127	0.23	22745	41.05
465	120	0.22	22865	41.27
466	161	0.29	23026	41.56

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CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 2: Grades 3-5, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
467	137	0.25	23163	41.81
468	166	0.30	23329	42.10
469	134	0.24	23463	42.35
470	136	0.25	23599	42.59
471	157	0.28	23756	42.88
472	163	0.29	23919	43.17
473	164	0.30	24083	43.47
474	164	0.30	24247	43.76
475	162	0.29	24409	44.05
476	177	0.32	24586	44.37
477	167	0.30	24753	44.67
478	155	0.28	24908	44.95
479	163	0.29	25071	45.25
480	186	0.34	25257	45.58
481	179	0.32	25436	45.91
482	198	0.36	25634	46.26
483	185	0.33	25819	46.60
484	206	0.37	26025	46.97
485	170	0.31	26195	47.28
486	218	0.39	26413	47.67
487	176	0.32	26589	47.99
488	193	0.35	26782	48.34
489	241	0.43	27023	48.77
490	173	0.31	27196	49.08
491	225	0.41	27421	49.49
492	228	0.41	27649	49.90
493	214	0.39	27863	50.29
494	220	0.40	28083	50.68
495	241	0.43	28324	51.12
496	216	0.39	28540	51.51
497	253	0.46	28793	51.97
498	222	0.40	29015	52.37
499	281	0.51	29296	52.87
500	285	0.51	29581	53.39
501	243	0.44	29824	53.83
502	276	0.50	30100	54.33
503	203	0.37	30303	54.69
504	305	0.55	30608	55.24
505	268	0.48	30876	55.73
506	276	0.50	31152	56.22
507	278	0.50	31430	56.73
508	236	0.43	31666	57.15
509	277	0.50	31943	57.65
510	292	0.53	32235	58.18
511	290	0.52	32525	58.70
512	304	0.55	32829	59.25
513	239	0.43	33068	59.68
514	347	0.63	33415	60.31
515	228	0.41	33643	60.72
516	306	0.55	33949	61.27
517	258	0.47	34207	61.74
518	344	0.62	34551	62.36
519	226	0.41	34777	62.77
520	297	0.54	35074	63.30
521	292	0.53	35366	63.83
522	316	0.57	35682	64.40
523	315	0.57	35997	64.97
524	264	0.48	36261	65.44
525	332	0.60	36593	66.04
526	322	0.58	36915	66.63
527	260	0.47	37175	67.09
528	310	0.56	37485	67.65
529	348	0.63	37833	68.28
530	285	0.51	38118	68.80
531	333	0.60	38451	69.40
532	300	0.54	38751	69.94
533	300	0.54	39051	70.48
534	242	0.44	39293	70.92
535	286	0.52	39579	71.43
536	369	0.67	39948	72.10
537	267	0.48	40215	72.58
538	266	0.48	40481	73.06
539	359	0.65	40840	73.71
540	243	0.44	41083	74.15
541	315	0.57	41398	74.72
542	263	0.47	41661	75.19
543	241	0.43	41902	75.63
544	335	0.60	42237	76.23
545	228	0.41	42465	76.64
546	286	0.52	42751	77.16
547	327	0.59	43078	77.75
548	168	0.30	43246	78.05
549	271	0.49	43517	78.54
550	303	0.55	43820	79.09
551	212	0.38	44032	79.47
552	314	0.57	44346	80.04
553	248	0.45	44594	80.48
554	149	0.27	44743	80.75
555	417	0.75	45160	81.51
556	151	0.27	45311	81.78
557	245	0.44	45556	82.22
558	155	0.28	45711	82.50
559	219	0.40	45930	82.90
560	304	0.55	46234	83.44

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CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 2: Grades 3-5, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
561	205	0.37	46439	83.81
562	152	0.27	46591	84.09
563	370	0.67	46961	84.76
564	135	0.24	47096	85.00
565	121	0.22	47217	85.22
566	304	0.55	47521	85.77
567	223	0.40	47744	86.17
568	155	0.28	47899	86.45
569	174	0.31	48073	86.76
570	158	0.29	48231	87.05
571	290	0.52	48521	87.57
572	93	0.17	48614	87.74
573	127	0.23	48741	87.97
574	345	0.62	49086	88.59
575	171	0.31	49257	88.90
576	93	0.17	49350	89.07
577	171	0.31	49521	89.38
578	226	0.41	49747	89.78
579	104	0.19	49851	89.97
580	138	0.25	49989	90.22
581	132	0.24	50121	90.46
582	276	0.50	50397	90.96
583	80	0.14	50477	91.10
584	58	0.10	50535	91.21
585	295	0.53	50830	91.74
586	84	0.15	50914	91.89
587	131	0.24	51045	92.13
588	41	0.07	51086	92.20
589	121	0.22	51207	92.42
590	132	0.24	51339	92.66
591	17	0.03	51356	92.69
592	177	0.32	51533	93.01
593	263	0.47	51796	93.48
594	83	0.15	51879	93.63
595	6	0.01	51885	93.64
596	94	0.17	51979	93.81
597	204	0.37	52183	94.18
598	6	0.01	52189	94.19
599	97	0.18	52286	94.37
600	23	0.04	52309	94.41
601	118	0.21	52427	94.62
602	51	0.09	52478	94.71
603	26	0.05	52504	94.76
604	105	0.19	52609	94.95
605	132	0.24	52741	95.19
606	13	0.02	52754	95.21
607	48	0.09	52802	95.30
608	17	0.03	52819	95.33
609	15	0.03	52834	95.36
610	20	0.04	52854	95.39
611	203	0.37	53057	95.76
612	38	0.07	53095	95.83
613	13	0.02	53108	95.85
614	24	0.04	53132	95.89
615	83	0.15	53215	96.04
616	42	0.08	53257	96.12
617	12	0.02	53269	96.14
618	38	0.07	53307	96.21
619	25	0.05	53332	96.25
620	25	0.05	53357	96.30
621	139	0.25	53496	96.55
622	65	0.12	53561	96.67
623	36	0.06	53597	96.73
624	48	0.09	53645	96.82
625	32	0.06	53677	96.88
626	48	0.09	53725	96.96
627	68	0.12	53793	97.09
628	28	0.05	53821	97.14
629	73	0.13	53894	97.27
630	77	0.14	53971	97.41
631	29	0.05	54000	97.46
632	106	0.19	54106	97.65
634	55	0.10	54161	97.75
635	1	0.00	54162	97.75
636	70	0.13	54232	97.88
637	87	0.16	54319	98.04
639	15	0.03	54334	98.06
640	156	0.28	54490	98.34
641	33	0.06	54523	98.40
642	2	0.00	54525	98.41
643	21	0.04	54546	98.45
644	138	0.25	54684	98.70
646	35	0.06	54719	98.76
648	66	0.12	54785	98.88
649	10	0.02	54795	98.90
651	74	0.13	54869	99.03
652	90	0.16	54959	99.19
654	31	0.06	54990	99.25
657	1	0.00	54991	99.25
658	137	0.25	55128	99.50
659	1	0.00	55129	99.50
662	77	0.14	55206	99.64
665	8	0.01	55214	99.65
668	94	0.17	55308	99.82

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CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 2: Grades 3-5, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
669	18	0.03	55326	99.85
677	35	0.06	55361	99.92
687	46	0.08	55407	100.00

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 3: Grades 6-8

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
265	8083	15.69	8083	15.69
279	41	0.08	8124	15.77
280	77	0.15	8201	15.92
285	190	0.37	8391	16.29
286	76	0.15	8467	16.44
287	29	0.06	8496	16.49
291	94	0.18	8590	16.68
294	95	0.18	8685	16.86
296	59	0.11	8744	16.98
298	13	0.03	8757	17.00
299	53	0.10	8810	17.10
300	24	0.05	8834	17.15
301	37	0.07	8871	17.22
302	19	0.04	8890	17.26
303	15	0.03	8905	17.29
304	1	0.00	8906	17.29
305	25	0.05	8931	17.34
306	44	0.09	8975	17.42
307	223	0.43	9198	17.86
308	19	0.04	9217	17.89
309	33	0.06	9250	17.96
310	1	0.00	9251	17.96
311	62	0.12	9313	18.08
312	2	0.00	9315	18.08
313	46	0.09	9361	18.17
314	41	0.08	9402	18.25
315	21	0.04	9423	18.29
316	33	0.06	9456	18.36
317	11	0.02	9467	18.38
318	14	0.03	9481	18.41
319	192	0.37	9673	18.78
320	18	0.03	9691	18.81
321	48	0.09	9739	18.91
322	36	0.07	9775	18.98
323	36	0.07	9811	19.05
324	5	0.01	9816	19.06
325	48	0.09	9864	19.15
326	12	0.02	9876	19.17
327	155	0.30	10031	19.47
328	52	0.10	10083	19.57
329	47	0.09	10130	19.67
330	10	0.02	10140	19.69
331	17	0.03	10157	19.72
332	19	0.04	10176	19.76
333	188	0.36	10364	20.12
334	23	0.04	10387	20.17
335	12	0.02	10399	20.19
336	61	0.12	10460	20.31
337	17	0.03	10477	20.34
338	36	0.07	10513	20.41
339	87	0.17	10600	20.58
340	44	0.09	10644	20.66
341	56	0.11	10700	20.77
342	24	0.05	10724	20.82
343	33	0.06	10757	20.88
344	71	0.14	10828	21.02
345	79	0.15	10907	21.17
346	6	0.01	10913	21.19
347	32	0.06	10945	21.25
348	141	0.27	11086	21.52
349	28	0.05	11114	21.58
350	49	0.10	11163	21.67
351	28	0.05	11191	21.73
352	65	0.13	11256	21.85
353	68	0.13	11324	21.98
354	20	0.04	11344	22.02
355	110	0.21	11454	22.24
356	45	0.09	11499	22.32
357	17	0.03	11516	22.36
358	67	0.13	11583	22.49
359	61	0.12	11644	22.61
360	29	0.06	11673	22.66
361	64	0.12	11737	22.79
362	56	0.11	11793	22.89
363	65	0.13	11858	23.02
364	40	0.08	11898	23.10
365	86	0.17	11984	23.27
366	36	0.07	12020	23.34
367	72	0.14	12092	23.48
368	32	0.06	12124	23.54
369	66	0.13	12190	23.67
370	65	0.13	12255	23.79
371	77	0.15	12332	23.94
372	16	0.03	12348	23.97
373	84	0.16	12432	24.14
374	45	0.09	12477	24.22
375	64	0.12	12541	24.35
376	33	0.06	12574	24.41
377	56	0.11	12630	24.52
378	53	0.10	12683	24.62
379	68	0.13	12751	24.75
380	42	0.08	12793	24.84
381	70	0.14	12863	24.97
382	52	0.10	12915	25.07

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CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 3: Grades 6-8, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
383	52	0.10	12967	25.17
384	76	0.15	13043	25.32
385	72	0.14	13115	25.46
386	59	0.11	13174	25.58
387	72	0.14	13246	25.72
388	47	0.09	13293	25.81
389	60	0.12	13353	25.92
390	62	0.12	13415	26.04
391	46	0.09	13461	26.13
392	77	0.15	13538	26.28
393	58	0.11	13596	26.39
394	49	0.10	13645	26.49
395	55	0.11	13700	26.60
396	68	0.13	13768	26.73
397	30	0.06	13798	26.79
398	72	0.14	13870	26.93
399	66	0.13	13936	27.05
400	71	0.14	14007	27.19
401	68	0.13	14075	27.32
402	84	0.16	14159	27.49
403	45	0.09	14204	27.58
404	64	0.12	14268	27.70
405	45	0.09	14313	27.79
406	76	0.15	14389	27.93
407	44	0.09	14433	28.02
408	75	0.15	14508	28.17
409	52	0.10	14560	28.27
410	56	0.11	14616	28.38
411	67	0.13	14683	28.51
412	67	0.13	14750	28.64
413	75	0.15	14825	28.78
414	37	0.07	14862	28.85
415	71	0.14	14933	28.99
416	43	0.08	14976	29.07
417	60	0.12	15036	29.19
418	61	0.12	15097	29.31
419	74	0.14	15171	29.45
420	69	0.13	15240	29.59
421	66	0.13	15306	29.71
422	60	0.12	15366	29.83
423	61	0.12	15427	29.95
424	78	0.15	15505	30.10
425	71	0.14	15576	30.24
426	79	0.15	15655	30.39
427	61	0.12	15716	30.51
428	82	0.16	15798	30.67
429	75	0.15	15873	30.82
430	65	0.13	15938	30.94
431	89	0.17	16027	31.11
432	72	0.14	16099	31.25
433	61	0.12	16160	31.37
434	89	0.17	16249	31.55
435	84	0.16	16333	31.71
436	64	0.12	16397	31.83
437	73	0.14	16470	31.97
438	91	0.18	16561	32.15
439	60	0.12	16621	32.27
440	78	0.15	16699	32.42
441	65	0.13	16764	32.55
442	83	0.16	16847	32.71
443	92	0.18	16939	32.88
444	75	0.15	17014	33.03
445	89	0.17	17103	33.20
446	75	0.15	17178	33.35
447	76	0.15	17254	33.50
448	73	0.14	17327	33.64
449	76	0.15	17403	33.79
450	77	0.15	17480	33.94
451	103	0.20	17583	34.14
452	89	0.17	17672	34.31
453	92	0.18	17764	34.49
454	77	0.15	17841	34.64
455	97	0.19	17938	34.82
456	80	0.16	18018	34.98
457	101	0.20	18119	35.18
458	95	0.18	18214	35.36
459	111	0.22	18325	35.58
460	102	0.20	18427	35.77
461	93	0.18	18520	35.95
462	93	0.18	18613	36.13
463	92	0.18	18705	36.31
464	105	0.20	18810	36.52
465	105	0.20	18915	36.72
466	103	0.20	19018	36.92
467	109	0.21	19127	37.13
468	107	0.21	19234	37.34
469	111	0.22	19345	37.56
470	97	0.19	19442	37.74
471	114	0.22	19556	37.97
472	128	0.25	19684	38.21
473	127	0.25	19811	38.46
474	111	0.22	19922	38.68
475	121	0.23	20043	38.91
476	121	0.23	20164	39.15

continues...

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 3: Grades 6-8, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
477	119	0.23	20283	39.38
478	147	0.29	20430	39.66
479	138	0.27	20568	39.93
480	135	0.26	20703	40.19
481	137	0.27	20840	40.46
482	151	0.29	20991	40.75
483	152	0.30	21143	41.05
484	142	0.28	21285	41.32
485	134	0.26	21419	41.58
486	132	0.26	21551	41.84
487	144	0.28	21695	42.12
488	146	0.28	21841	42.40
489	176	0.34	22017	42.74
490	152	0.30	22169	43.04
491	174	0.34	22343	43.38
492	148	0.29	22491	43.66
493	125	0.24	22616	43.91
494	172	0.33	22788	44.24
495	171	0.33	22959	44.57
496	148	0.29	23107	44.86
497	200	0.39	23307	45.25
498	158	0.31	23465	45.55
499	166	0.32	23631	45.88
500	178	0.35	23809	46.22
501	214	0.42	24023	46.64
502	198	0.38	24221	47.02
503	209	0.41	24430	47.43
504	161	0.31	24591	47.74
505	223	0.43	24814	48.17
506	256	0.50	25070	48.67
507	203	0.39	25273	49.06
508	215	0.42	25488	49.48
509	242	0.47	25730	49.95
510	201	0.39	25931	50.34
511	221	0.43	26152	50.77
512	220	0.43	26372	51.20
513	246	0.48	26618	51.68
514	258	0.50	26876	52.18
515	214	0.42	27090	52.59
516	263	0.51	27353	53.10
517	254	0.49	27607	53.60
518	266	0.52	27873	54.11
519	232	0.45	28105	54.56
520	326	0.63	28431	55.20
521	222	0.43	28653	55.63
522	262	0.51	28915	56.13
523	265	0.51	29180	56.65
524	294	0.57	29474	57.22
525	292	0.57	29766	57.79
526	226	0.44	29992	58.23
527	259	0.50	30251	58.73
528	327	0.63	30578	59.36
529	336	0.65	30914	60.02
530	293	0.57	31207	60.58
531	281	0.55	31488	61.13
532	239	0.46	31727	61.59
533	356	0.69	32083	62.28
534	330	0.64	32413	62.93
535	365	0.71	32778	63.63
536	317	0.62	33095	64.25
537	259	0.50	33354	64.75
538	324	0.63	33678	65.38
539	321	0.62	33999	66.00
540	314	0.61	34313	66.61
541	353	0.69	34666	67.30
542	291	0.56	34957	67.86
543	276	0.54	35233	68.40
544	423	0.82	35656	69.22
545	334	0.65	35990	69.87
546	334	0.65	36324	70.52
547	321	0.62	36645	71.14
548	321	0.62	36966	71.76
549	245	0.48	37211	72.24
550	280	0.54	37491	72.78
551	368	0.71	37859	73.50
552	225	0.44	38084	73.94
553	409	0.79	38493	74.73
554	259	0.50	38752	75.23
555	293	0.57	39045	75.80
556	368	0.71	39413	76.52
557	240	0.47	39653	76.98
558	276	0.54	39929	77.52
559	339	0.66	40268	78.18
560	262	0.51	40530	78.68
561	112	0.22	40642	78.90
562	449	0.87	41091	79.77
563	182	0.35	41273	80.13
564	251	0.49	41524	80.61
565	304	0.59	41828	81.20
566	333	0.65	42161	81.85
567	225	0.44	42386	82.29
568	200	0.39	42586	82.68
569	392	0.76	42978	83.44
570	254	0.49	43232	83.93

continues...

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 3: Grades 6-8, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
571	201	0.39	43433	84.32
572	222	0.43	43655	84.75
573	225	0.44	43880	85.19
574	269	0.52	44149	85.71
575	138	0.27	44287	85.98
576	236	0.46	44523	86.44
577	274	0.53	44797	86.97
578	124	0.24	44921	87.21
579	205	0.40	45126	87.61
580	273	0.53	45399	88.14
581	198	0.38	45597	88.52
582	141	0.27	45738	88.79
583	88	0.17	45826	88.97
584	333	0.65	46159	89.61
585	185	0.36	46344	89.97
586	131	0.25	46475	90.23
587	137	0.27	46612	90.49
588	189	0.37	46801	90.86
589	151	0.29	46952	91.15
590	104	0.20	47056	91.35
591	175	0.34	47231	91.69
592	95	0.18	47326	91.88
593	99	0.19	47425	92.07
594	145	0.28	47570	92.35
595	135	0.26	47705	92.61
596	87	0.17	47792	92.78
597	195	0.38	47987	93.16
598	77	0.15	48064	93.31
599	82	0.16	48146	93.47
600	33	0.06	48179	93.53
601	169	0.33	48348	93.86
602	88	0.17	48436	94.03
603	37	0.07	48473	94.10
604	73	0.14	48546	94.25
605	103	0.20	48649	94.45
606	54	0.10	48703	94.55
607	37	0.07	48740	94.62
608	126	0.24	48866	94.87
609	12	0.02	48878	94.89
610	14	0.03	48892	94.92
611	62	0.12	48954	95.04
612	165	0.32	49119	95.36
613	17	0.03	49136	95.39
614	12	0.02	49148	95.41
615	17	0.03	49165	95.45
616	103	0.20	49268	95.65
617	16	0.03	49284	95.68
618	7	0.01	49291	95.69
619	93	0.18	49384	95.87
620	26	0.05	49410	95.92
621	35	0.07	49445	95.99
622	26	0.05	49471	96.04
623	87	0.17	49558	96.21
624	37	0.07	49595	96.28
625	34	0.07	49629	96.35
626	34	0.07	49663	96.41
627	30	0.06	49693	96.47
628	34	0.07	49727	96.54
629	17	0.03	49744	96.57
630	66	0.13	49810	96.70
631	25	0.05	49835	96.75
632	43	0.08	49878	96.83
633	57	0.11	49935	96.94
634	31	0.06	49966	97.00
635	43	0.08	50009	97.09
636	49	0.10	50058	97.18
637	78	0.15	50136	97.33
638	33	0.06	50169	97.40
639	35	0.07	50204	97.46
640	81	0.16	50285	97.62
641	83	0.16	50368	97.78
642	51	0.10	50419	97.88
643	25	0.05	50444	97.93
644	48	0.09	50492	98.02
645	68	0.13	50560	98.16
646	7	0.01	50567	98.17
647	35	0.07	50602	98.24
648	99	0.19	50701	98.43
649	32	0.06	50733	98.49
650	6	0.01	50739	98.50
651	21	0.04	50760	98.54
652	93	0.18	50853	98.72
654	25	0.05	50878	98.77
655	37	0.07	50915	98.84
656	76	0.15	50991	98.99
658	23	0.04	51014	99.04
659	72	0.14	51086	99.18
662	36	0.07	51122	99.25
663	92	0.18	51214	99.43
664	1	0.00	51215	99.43
667	67	0.13	51282	99.56
668	1	0.00	51283	99.56
670	54	0.10	51337	99.66
672	8	0.02	51345	99.68

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CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 3: Grades 6-8, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
674	72	0.14	51417	99.82
677	5	0.01	51422	99.83
681	14	0.03	51436	99.86
688	25	0.05	51461	99.90
692	49	0.10	51510	100.00

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 4: Grades 9-12

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
265	8450	12.40	8450	12.40
274	60	0.09	8510	12.49
282	69	0.10	8579	12.59
285	42	0.06	8621	12.65
288	66	0.10	8687	12.75
290	38	0.06	8725	12.80
291	16	0.02	8741	12.83
292	52	0.08	8793	12.90
293	28	0.04	8821	12.94
295	42	0.06	8863	13.00
296	25	0.04	8888	13.04
298	191	0.28	9079	13.32
300	36	0.05	9115	13.37
302	71	0.10	9186	13.48
303	1	0.00	9187	13.48
304	14	0.02	9201	13.50
305	22	0.03	9223	13.53
306	1	0.00	9224	13.53
307	33	0.05	9257	13.58
308	15	0.02	9272	13.61
309	14	0.02	9286	13.63
310	19	0.03	9305	13.65
311	3	0.00	9308	13.66
312	19	0.03	9327	13.69
313	26	0.04	9353	13.72
314	3	0.00	9356	13.73
315	29	0.04	9385	13.77
316	1	0.00	9386	13.77
317	18	0.03	9404	13.80
318	26	0.04	9430	13.84
319	7	0.01	9437	13.85
320	30	0.04	9467	13.89
321	15	0.02	9482	13.91
322	26	0.04	9508	13.95
323	37	0.05	9545	14.01
324	17	0.02	9562	14.03
325	147	0.22	9709	14.25
326	34	0.05	9743	14.30
327	24	0.04	9767	14.33
328	2	0.00	9769	14.33
329	50	0.07	9819	14.41
330	2	0.00	9821	14.41
331	32	0.05	9853	14.46
332	19	0.03	9872	14.49
333	21	0.03	9893	14.52
334	24	0.04	9917	14.55
335	44	0.06	9961	14.62
336	1	0.00	9962	14.62
337	21	0.03	9983	14.65
338	157	0.23	10140	14.88
339	16	0.02	10156	14.90
340	8	0.01	10164	14.91
341	16	0.02	10180	14.94
342	40	0.06	10220	15.00
343	8	0.01	10228	15.01
344	19	0.03	10247	15.04
345	29	0.04	10276	15.08
346	147	0.22	10423	15.29
347	28	0.04	10451	15.34
348	29	0.04	10480	15.38
349	9	0.01	10489	15.39
350	26	0.04	10515	15.43
351	25	0.04	10540	15.47
352	17	0.02	10557	15.49
353	119	0.17	10676	15.67
354	11	0.02	10687	15.68
355	39	0.06	10726	15.74
356	35	0.05	10761	15.79
357	8	0.01	10769	15.80
358	108	0.16	10877	15.96
359	11	0.02	10888	15.98
360	26	0.04	10914	16.01
361	32	0.05	10946	16.06
362	111	0.16	11057	16.22
363	26	0.04	11083	16.26
364	21	0.03	11104	16.29
365	36	0.05	11140	16.35
366	91	0.13	11231	16.48
367	30	0.04	11261	16.52
368	24	0.04	11285	16.56
369	61	0.09	11346	16.65
370	39	0.06	11385	16.71
371	80	0.12	11465	16.82
372	17	0.02	11482	16.85
373	52	0.08	11534	16.92
374	41	0.06	11575	16.98
375	73	0.11	11648	17.09
376	31	0.05	11679	17.14
377	49	0.07	11728	17.21
378	80	0.12	11808	17.33
379	47	0.07	11855	17.40
380	85	0.12	11940	17.52
381	55	0.08	11995	17.60
382	42	0.06	12037	17.66

continues...

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 4: Grades 9-12, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
383	73	0.11	12110	17.77
384	51	0.07	12161	17.84
385	58	0.09	12219	17.93
386	98	0.14	12317	18.07
387	48	0.07	12365	18.14
388	61	0.09	12426	18.23
389	65	0.10	12491	18.33
390	49	0.07	12540	18.40
391	90	0.13	12630	18.53
392	52	0.08	12682	18.61
393	89	0.13	12771	18.74
394	39	0.06	12810	18.80
395	97	0.14	12907	18.94
396	47	0.07	12954	19.01
397	95	0.14	13049	19.15
398	58	0.09	13107	19.23
399	102	0.15	13209	19.38
400	53	0.08	13262	19.46
401	71	0.10	13333	19.56
402	80	0.12	13413	19.68
403	67	0.10	13480	19.78
404	61	0.09	13541	19.87
405	87	0.13	13628	20.00
406	68	0.10	13696	20.10
407	60	0.09	13756	20.18
408	89	0.13	13845	20.32
409	70	0.10	13915	20.42
410	113	0.17	14028	20.58
411	77	0.11	14105	20.70
412	83	0.12	14188	20.82
413	86	0.13	14274	20.94
414	86	0.13	14360	21.07
415	82	0.12	14442	21.19
416	67	0.10	14509	21.29
417	99	0.15	14608	21.43
418	68	0.10	14676	21.53
419	110	0.16	14786	21.70
420	81	0.12	14867	21.81
421	96	0.14	14963	21.96
422	97	0.14	15060	22.10
423	78	0.11	15138	22.21
424	97	0.14	15235	22.35
425	96	0.14	15331	22.50
426	116	0.17	15447	22.67
427	94	0.14	15541	22.80
428	101	0.15	15642	22.95
429	92	0.13	15734	23.09
430	122	0.18	15856	23.27
431	90	0.13	15946	23.40
432	131	0.19	16077	23.59
433	107	0.16	16184	23.75
434	88	0.13	16272	23.88
435	127	0.19	16399	24.06
436	85	0.12	16484	24.19
437	91	0.13	16575	24.32
438	115	0.17	16690	24.49
439	91	0.13	16781	24.62
440	134	0.20	16915	24.82
441	127	0.19	17042	25.01
442	122	0.18	17164	25.19
443	109	0.16	17273	25.35
444	121	0.18	17394	25.52
445	166	0.24	17560	25.77
446	133	0.20	17693	25.96
447	107	0.16	17800	26.12
448	131	0.19	17931	26.31
449	120	0.18	18051	26.49
450	130	0.19	18181	26.68
451	141	0.21	18322	26.88
452	132	0.19	18454	27.08
453	154	0.23	18608	27.30
454	132	0.19	18740	27.50
455	134	0.20	18874	27.69
456	130	0.19	19004	27.89
457	123	0.18	19127	28.07
458	147	0.22	19274	28.28
459	115	0.17	19389	28.45
460	132	0.19	19521	28.64
461	132	0.19	19653	28.84
462	164	0.24	19817	29.08
463	159	0.23	19976	29.31
464	126	0.18	20102	29.50
465	183	0.27	20285	29.76
466	182	0.27	20467	30.03
467	180	0.26	20647	30.30
468	142	0.21	20789	30.50
469	134	0.20	20923	30.70
470	189	0.28	21112	30.98
471	150	0.22	21262	31.20
472	182	0.27	21444	31.47
473	188	0.28	21632	31.74
474	182	0.27	21814	32.01
475	210	0.31	22024	32.32
476	170	0.25	22194	32.57

continues...

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 4: Grades 9-12, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
477	185	0.27	22379	32.84
478	203	0.30	22582	33.14
479	217	0.32	22799	33.45
480	199	0.29	22998	33.75
481	182	0.27	23180	34.01
482	214	0.31	23394	34.33
483	221	0.32	23615	34.65
484	225	0.33	23840	34.98
485	189	0.28	24029	35.26
486	244	0.36	24273	35.62
487	236	0.35	24509	35.96
488	213	0.31	24722	36.28
489	238	0.35	24960	36.62
490	238	0.35	25198	36.97
491	244	0.36	25442	37.33
492	274	0.40	25716	37.73
493	274	0.40	25990	38.14
494	267	0.39	26257	38.53
495	274	0.40	26531	38.93
496	262	0.38	26793	39.31
497	264	0.39	27057	39.70
498	270	0.40	27327	40.10
499	305	0.45	27632	40.55
500	272	0.40	27904	40.94
501	266	0.39	28170	41.33
502	331	0.49	28501	41.82
503	348	0.51	28849	42.33
504	259	0.38	29108	42.71
505	328	0.48	29436	43.19
506	351	0.52	29787	43.71
507	296	0.43	30083	44.14
508	303	0.44	30386	44.59
509	344	0.50	30730	45.09
510	357	0.52	31087	45.61
511	290	0.43	31377	46.04
512	380	0.56	31757	46.60
513	379	0.56	32136	47.15
514	360	0.53	32496	47.68
515	357	0.52	32853	48.21
516	395	0.58	33248	48.79
517	401	0.59	33649	49.37
518	352	0.52	34001	49.89
519	427	0.63	34428	50.52
520	375	0.55	34803	51.07
521	404	0.59	35207	51.66
522	443	0.65	35650	52.31
523	476	0.70	36126	53.01
524	394	0.58	36520	40.42
525	419	0.61	36939	41.35
526	469	0.69	37408	42.53
527	431	0.63	37839	43.68
528	380	0.56	38219	44.55
529	582	0.85	38801	46.00
530	395	0.58	39196	47.06
531	403	0.59	39599	48.16
532	480	0.70	40079	49.38
533	504	0.74	40583	50.62
534	407	0.60	40990	51.70
535	470	0.69	41460	52.92
536	523	0.77	41983	54.23
537	430	0.63	42413	55.28
538	438	0.64	42851	56.40
539	609	0.89	43460	57.80
540	420	0.62	43880	58.86
541	447	0.66	44327	60.05
542	473	0.69	44800	61.24
543	460	0.67	45260	62.28
544	535	0.79	45795	63.54
545	451	0.66	46246	64.68
546	566	0.83	46812	65.94
547	352	0.52	47164	66.76
548	677	0.99	47841	68.43
549	246	0.36	48087	69.04
550	546	0.80	48633	70.21
551	478	0.70	49111	71.39
552	335	0.49	49446	72.19
553	475	0.70	49921	73.25
554	528	0.77	50449	74.50
555	320	0.47	50769	75.18
556	609	0.89	51378	76.61
557	349	0.51	51727	77.32
558	307	0.45	52034	77.96
559	755	1.11	52789	79.53
560	118	0.17	52907	79.76
561	503	0.74	53410	80.69
562	341	0.50	53751	81.33
563	556	0.82	54307	82.51
564	216	0.32	54523	82.90
565	472	0.69	54995	83.84
566	381	0.56	55376	84.56
567	491	0.72	55867	85.42
568	183	0.27	56050	85.76
569	579	0.85	56629	86.64
570	381	0.56	57010	87.40

continues...

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 4: Grades 9-12, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
571	317	0.47	57327	84.12
572	114	0.17	57441	84.28
573	557	0.82	57998	85.10
574	308	0.45	58306	85.55
575	192	0.28	58498	85.84
576	540	0.79	59038	86.63
577	94	0.14	59132	86.77
578	253	0.37	59385	87.14
579	55	0.08	59440	87.22
580	634	0.93	60074	88.15
581	232	0.34	60306	88.49
582	152	0.22	60458	88.71
583	96	0.14	60554	88.85
584	279	0.41	60833	89.26
585	191	0.28	61024	89.54
586	556	0.82	61580	90.36
587	12	0.02	61592	90.38
588	201	0.29	61793	90.67
589	58	0.09	61851	90.76
590	181	0.27	62032	91.02
591	195	0.29	62227	91.31
592	267	0.39	62494	91.70
593	16	0.02	62510	91.72
594	62	0.09	62572	91.81
595	198	0.29	62770	92.10
596	152	0.22	62922	92.33
597	230	0.34	63152	92.66
599	126	0.18	63278	92.85
600	114	0.17	63392	93.02
601	7	0.01	63399	93.03
602	233	0.34	63632	93.37
603	1	0.00	63633	93.37
604	44	0.06	63677	93.44
605	210	0.31	63887	93.74
606	6	0.01	63893	93.75
607	3	0.00	63896	93.76
608	14	0.02	63910	93.78
609	25	0.04	63935	93.81
610	45	0.07	63980	93.88
611	209	0.31	64189	94.19
612	6	0.01	64195	94.20
613	7	0.01	64202	94.21
614	29	0.04	64231	94.25
615	7	0.01	64238	94.26
616	53	0.08	64291	94.34
617	10	0.01	64301	94.35
618	15	0.02	64316	95.76
619	18	0.03	64334	94.40
620	27	0.04	64361	94.44
621	73	0.11	64434	94.55
622	15	0.02	64449	94.57
623	39	0.06	64488	94.63
624	20	0.03	64508	94.65
625	26	0.04	64534	94.69
626	107	0.16	64641	94.85
627	49	0.07	64690	94.92
628	43	0.06	64733	94.98
629	71	0.10	64804	95.09
630	6	0.01	64810	95.10
631	76	0.11	64886	95.21
632	40	0.06	64926	95.27
633	60	0.09	64986	95.36
634	60	0.09	65046	95.44
635	9	0.01	65055	95.46
636	105	0.15	65160	95.61
637	59	0.09	65219	95.70
638	3	0.00	65222	95.70
639	167	0.25	65389	95.95
640	27	0.04	65416	95.99
641	2	0.00	65418	95.99
642	177	0.26	65595	96.25
643	9	0.01	65604	96.26
644	97	0.14	65701	96.41
645	2	0.00	65703	96.41
646	145	0.21	65848	96.62
647	85	0.12	65933	96.75
648	38	0.06	65971	96.80
649	79	0.12	66050	96.92
650	157	0.23	66207	97.15
651	23	0.03	66230	97.18
652	184	0.27	66414	97.45
653	7	0.01	66421	97.46
654	42	0.06	66463	97.52
655	8	0.01	66471	97.53
656	143	0.21	66614	97.74
657	138	0.20	66752	97.95
658	99	0.15	66851	98.09
661	41	0.06	66892	98.15
662	139	0.20	67031	98.36
663	198	0.29	67229	98.65
665	91	0.13	67320	98.78
668	210	0.31	67530	99.09
670	2	0.00	67532	99.09
671	174	0.26	67706	99.35

continues...

CELDT 2003 Initial Identification Data, Scale Score Frequency Distribution

Overall, Grade Span 4: Grades 9-12, continued

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
671	174	0.26	67706	99.35
672	3	0.00	67709	99.35
674	9	0.01	67718	99.36
676	11	0.02	67729	99.38
677	234	0.34	67963	99.72
680	17	0.02	67980	99.75
687	53	0.08	68033	99.83
692	118	0.17	68151	100.00

Appendix E Demographic Frequency Distributions

Frequency Distributions for Home Language and Primary Ethnicity

Annual Assessment and Initial Identification, All Grade Spans: Grades K-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	24124	1.34	24124	1.34
Spanish	1476701	82.26	1500825	83.61
Vietnamese	41721	2.32	1542546	85.93
Cantonese	28047	1.56	1570593	87.49
Korean	22996	1.28	1593589	88.77
Filipino (Pilipino or Tagalog)	26339	1.47	1619928	90.24
Portuguese	2636	0.15	1622564	90.39
Mandarin (Putonghua)	15520	0.86	1638084	91.25
Japanese	5908	0.33	1643992	91.58
Khmer (Cambodian)	11902	0.66	1655894	92.25
Lao	5310	0.30	1661204	92.54
Arabic	9059	0.50	1670263	93.05
Armenian	12705	0.71	1682968	93.75
Burmese	824	0.05	1683792	93.80
Croatian	196	0.01	1683988	93.81
Dutch	309	0.02	1684297	93.83
Farsi (Persian)	6940	0.39	1691237	94.21
French	1417	0.08	1692654	94.29
German	1211	0.07	1693865	94.36
Greek	432	0.02	1694297	94.38
Chamorro (Guamanian)	106	0.01	1694403	94.39
Hebrew	1274	0.07	1695677	94.46
Hindi	4995	0.28	1700672	94.74
Hmong	24973	1.39	1725645	96.13
Hungarian	227	0.01	1725872	96.14
Ilocano	1469	0.08	1727341	96.23
Indonesian	1398	0.08	1728739	96.30
Italian	466	0.03	1729205	96.33
Punjabi	10511	0.59	1739716	96.91
Russian	9748	0.54	1749464	97.46
Samoan	1903	0.11	1751367	97.56
Thai	1889	0.11	1753256	97.67
Turkish	340	0.02	1753596	97.69
Tongan	1890	0.11	1755486	97.79
Urdu	3334	0.19	1758820	97.98
Cebuano (Visayan)	485	0.03	1759305	98.01
Ukrainian	3016	0.17	1762321	98.17
Chaozhou (Chaochow)	517	0.03	1762838	98.20
Pashto	865	0.05	1763703	98.25
Polish	410	0.02	1764113	98.27
Assyrian	748	0.04	1764861	98.32
Gujarati	1520	0.08	1766381	98.40

(continues...)

Annual Assessment and Initial Identification, All Grade Spans: Grades K-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	3122	0.17	1769503	98.57
Rumanian	1552	0.09	1771055	98.66
Taiwanese	384	0.02	1771439	98.68
Lahu	392	0.02	1771831	98.70
Marshallese	186	0.01	1772017	98.71
Mixteco	760	0.04	1772777	98.76
Khmu	218	0.01	1772995	98.77
Kurdish	363	0.02	1773358	98.79
Serbo-Croatian(Serbian)	295	0.02	1773653	98.81
Toishanese	297	0.02	1773950	98.82
Chaldean	689	0.04	1774639	98.86
Albanian	187	0.01	1774826	98.87
Tigrinya	409	0.02	1775235	98.89
Bosnian	359	0.02	1775594	98.91
All Other Non-English Language	19507	1.09	1795101	100.00

Annual Assessment and Initial Identification, All Grade Spans: Grades K-12

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	267	0.01	267	0.01
American Indian or Alaskan Native	1503	0.08	1770	0.10
Chinese	45450	2.55	47220	2.65
Japanese	5417	0.30	52637	2.95
Korean	21739	1.22	74376	4.17
Vietnamese	36730	2.06	111106	6.22
Asian Indian	17579	0.98	128685	7.21
Laotian	9644	0.54	138329	7.75
Cambodian	10844	0.61	149173	8.36
Other Asian	46584	2.61	195757	10.97
Native Hawaiian	172	0.01	195929	10.98
Guamanian	106	0.01	196035	10.98
Samoan	1801	0.10	197836	11.08
Tahitian	77	0.00	197913	11.09
Other Pacific Islander	4833	0.27	202746	11.36
Filipino	29918	1.68	232664	13.03
Hispanic or Latino	1481136	82.97	1713800	96.01
African American or Black (not Hispanic)	12438	0.70	1726238	96.70
White (not of Hispanic origin)	54434	3.05	1780672	99.75
Declined to State	4439	0.25	1785111	100.00

Frequency Distributions for Home Language and Primary Ethnicity

Annual Assessment, All Grade Spans: Grades K-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	13687	1.00	13687	1.00
Spanish	1145597	84.08	1159284	85.09
Vietnamese	3249	2.22	1189533	87.31
Cantonese	247	1.47	1209580	88.78
Korean	13943	1.02	1223523	89.80
Filipino (Pilipino or Tagalog)	16458	1.21	1239981	91.01
Portuguese	1664	0.12	1241645	91.13
Mandarin (Putonghua)	8768	0.64	1250413	91.78
Japanese	3701	0.27	1254114	92.05
Khmer (Cambodian)	9878	0.73	1263992	92.77
Lao	4231	0.31	1268223	93.08
Arabic	5901	0.43	1274124	93.52
Armenian	9975	0.73	1284099	94.25
Burmese	598	0.04	1284697	94.29
Croatian	119	0.01	1284816	94.30
Dutch	119	0.01	1284935	94.31
Farsi (Persian)	4401	0.32	1289336	94.63
French	670	0.05	1290006	94.68
German	404	0.03	1290410	94.71
Greek	170	0.01	1290580	94.73
Chamorro (Guamanian)	68	0.00	1290648	94.73
Hebrew	648	0.05	1291296	94.78
Hindi	3356	0.25	1294652	95.02
Hmong	21713	1.59	1316365	96.62
Hungarian	121	0.01	1316486	96.63
Ilocano	1170	0.09	1317656	96.71
Indonesian	894	0.07	1318550	96.78
Italian	210	0.02	1318760	96.79
Punjabi	7278	0.53	1326038	97.33
Russian	6011	0.44	1332049	97.77
Samoan	1303	0.10	1333352	97.87
Thai	1312	0.10	1334664	97.96
Turkish	195	0.01	1334859	97.98
Tongan	1345	0.10	1336204	98.07
Urdu	2175	0.16	1338379	98.23
Cebuano (Visayan)	363	0.03	1338742	98.26
Ukrainian	2049	0.15	1340791	98.41
Chaozhou (Chaochow)	340	0.02	1341131	98.44
Pashto	630	0.05	1341761	98.48
Polish	208	0.02	1341969	98.50
Assyrian	571	0.04	1342540	98.54
Gujarati	853	0.06	1343393	98.60

(continues...)

Annual Assessment, All Grade Spans: Grades K-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	2679	0.20	1346072	98.80
Rumanian	971	0.07	1347043	98.87
Taiwanese	245	0.02	1347288	98.89
Lahu	329	0.02	1347617	98.91
Marshallese	111	0.01	1347728	98.92
Mixteco	491	0.04	1348219	98.96
Khmu	155	0.01	1348374	98.97
Kurdish	246	0.02	1348620	98.99
Serbo-Croatian(Serbian)	192	0.01	1348812	99.00
Toishanese	247	0.02	1349059	99.02
Chaldean	499	0.04	1349558	99.05
Albanian	132	0.01	1349690	99.06
Tigrinya	273	0.02	1349963	99.08
Bosnian	226	0.02	1350189	99.10
All Other Non-English Language	12248	0.90	1362437	100.00

Annual Assessment, All Grade Spans: Grades K-12

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	117	0.01	117	0.01
American Indian or Alaskan Native	1086	0.08	1203	0.09
Chinese	29613	2.18	30816	2.27
Japanese	3314	0.24	34130	2.52
Korean	12733	0.94	46863	3.46
Vietnamese	26262	1.94	73125	5.39
Asian Indian	11101	0.82	84226	6.21
Laotian	7846	0.58	92072	6.79
Cambodian	8904	0.66	100976	7.45
Other Asian	37859	2.79	138835	10.24
Native Hawaiian	104	0.01	138939	10.25
Guamanian	62	0.00	139001	10.25
Samoan	1177	0.09	140178	10.34
Tahitian	47	0.00	140225	10.34
Other Pacific Islander	3609	0.27	143834	10.61
Filipino	18973	1.40	162807	12.01
Hispanic or Latino	1144399	84.41	1307206	96.41
African American or Black (not Hispanic)	9984	0.74	1317190	97.15
White (not of Hispanic origin)	36081	2.66	1353271	99.81
Declined to State	2547	0.19	1355818	100.00

Frequency Distributions for Home Language and Primary Ethnicity

Annual Assessment, Grade Span 1: Grades K-2

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	3225	0.94	3225	0.94
Spanish	289766	84.20	292991	85.13
Vietnamese	8998	2.61	301989	87.75
Cantonese	5679	1.65	307668	89.40
Korean	3416	0.99	311084	90.39
Filipino (Pilipino or Tagalog)	4123	1.20	315207	91.59
Portuguese	389	0.11	315596	91.70
Mandarin (Putonghua)	2534	0.74	318130	92.44
Japanese	1191	0.35	319321	92.79
Khmer (Cambodian)	1735	0.50	321056	93.29
Lao	875	0.25	321931	93.54
Arabic	1719	0.50	323650	94.04
Armenian	2156	0.63	325806	94.67
Burmese	136	0.04	325942	94.71
Croatian	35	0.01	325977	94.72
Dutch	37	0.01	326014	94.73
Farsi (Persian)	1200	0.35	327214	95.08
French	194	0.06	327408	95.14
German	125	0.04	327533	95.17
Greek	43	0.01	327576	95.18
Chamorro (Guamanian)	20	0.01	327596	95.19
Hebrew	206	0.06	327802	95.25
Hindi	825	0.24	328627	95.49
Hmong	3828	1.11	332455	96.60
Hungarian	32	0.01	332487	96.61
Ilocano	202	0.06	332689	96.67
Indonesian	228	0.07	332917	96.74
Italian	73	0.02	332990	96.76
Punjabi	1992	0.58	334982	97.34
Russian	1410	0.41	336392	97.75
Samoan	284	0.08	336676	97.83
Thai	247	0.07	336923	97.90
Turkish	55	0.02	336978	97.92
Tongan	267	0.08	337245	97.99
Urdu	597	0.17	337842	98.17
Cebuano (Visayan)	83	0.02	337925	98.19
Ukrainian	480	0.14	338405	98.33
Chaozhou (Chaochow)	98	0.03	338503	98.36
Pashto	176	0.05	338679	98.41
Polish	58	0.02	338737	98.43
Assyrian	140	0.04	338877	98.47
Gujarati	290	0.08	339167	98.55
Mien (Yao)	431	0.13	339598	98.68

(continues...)

Annual Assessment, Grade Span 1: Grades K-2

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Rumanian	253	0.07	339851	98.75
Taiwanese	58	0.02	339909	98.77
Lahu	55	0.02	339964	98.78
Marshallese	23	0.01	339987	98.79
Mixteco	112	0.03	340099	98.82
Khmu	21	0.01	340120	98.83
Kurdish	74	0.02	340194	98.85
Serbo-Croatian(Serbian)	43	0.01	340237	98.86
Toishanese	70	0.02	340307	98.88
Chaldean	147	0.04	340454	98.93
Albanian	29	0.01	340483	98.93
Tigrinya	70	0.02	340553	98.95
Bosnian	68	0.02	340621	98.97
All Other Non-English Language	3529	1.03	344150	100.00

Annual Assessment, Grade Span 1: Grades K-2

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	20	0.01	20	0.01
American Indian or Alaskan Native	336	0.10	356	0.10
Chinese	8580	2.50	8936	2.61
Japanese	964	0.28	9900	2.89
Korean	3097	0.90	12997	3.79
Vietnamese	7911	2.31	20908	6.10
Asian Indian	3402	0.99	24310	7.09
Laotian	1916	0.56	26226	7.65
Cambodian	1545	0.45	27771	8.10
Other Asian	7721	2.25	35492	10.36
Native Hawaiian	24	0.01	35516	10.36
Guamanian	18	0.01	35534	10.37
Samoan	245	0.07	35779	10.44
Tahitian	9	0.00	35788	10.44
Other Pacific Islander	726	0.21	36514	10.65
Filipino	4694	1.37	41208	12.02
Hispanic or Latino	288952	84.31	330160	96.33
African American or Black (not Hispanic)	2497	0.73	332657	97.06
White (not of Hispanic origin)	9137	2.67	341794	99.72
Declined to State	951	0.28	342745	100.00

Frequency Distributions for Home Language and Primary Ethnicity

Annual Assessment, Grade Span 2: Grades 3-5

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	385060	85.53	387938	86.17
Vietnamese	9578	2.13	397516	88.30
Cantonese	6639	1.47	404155	89.77
Korean	4410	0.98	408565	90.75
Filipino (Pilipino or Tagalog)	5182	1.15	413747	91.90
Portuguese	449	0.10	414196	92.00
Mandarin (Putonghua)	2084	0.46	416280	92.46
Japanese	1272	0.28	417552	92.75
Khmer (Cambodian)	2721	0.60	420273	93.35
Lao	1243	0.28	421516	93.63
Arabic	1844	0.41	423360	94.04
Armenian	3304	0.73	426664	94.77
Burmese	179	0.04	426843	94.81
Croatian	39	0.01	426882	94.82
Dutch	50	0.01	426932	94.83
Farsi (Persian)	1270	0.28	428202	95.11
French	210	0.05	428412	95.16
German	151	0.03	428563	95.19
Greek	53	0.01	428616	95.20
Chamorro (Guamanian)	25	0.01	428641	95.21
Hebrew	233	0.05	428874	95.26
Hindi	968	0.22	429842	95.48
Hmong	6573	1.46	436415	96.94
Hungarian	44	0.01	436459	96.95
Ilocano	354	0.08	436813	97.02
Indonesian	261	0.06	437074	97.08
Italian	74	0.02	437148	97.10
Punjabi	2134	0.47	439282	97.57
Russian	1793	0.40	441075	97.97
Samoan	325	0.07	441400	98.04
Thai	384	0.09	441784	98.13
Turkish	54	0.01	441838	98.14
Tongan	466	0.10	442304	98.24
Urdu	690	0.15	442994	98.40
Cebuano (Visayan)	118	0.03	443112	98.42
Ukrainian	625	0.14	443737	98.56
Chaozhou (Chaochow)	143	0.03	443880	98.59
Pashto	190	0.04	444070	98.64
Polish	64	0.01	444134	98.65
Assyrian	161	0.04	444295	98.69
Gujarati	249	0.06	444544	98.74
Mien (Yao)	761	0.17	445305	98.91

(continues...)

Annual Assessment, Grade Span 2: Grades 3-5

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Rumanian	336	0.07	445641	98.99
Taiwanese	64	0.01	445705	99.00
Lahu	87	0.02	445792	99.02
Marshallese	32	0.01	445824	99.03
Mixteco	176	0.04	446000	99.07
Khmu	39	0.01	446039	99.07
Kurdish	81	0.02	446120	99.09
Serbo-Croatian(Serbian)	55	0.01	446175	99.10
Toishanese	118	0.03	446293	99.13
Chaldean	201	0.04	446494	99.18
Albanian	29	0.01	446523	99.18
Tigrinya	79	0.02	446602	99.20
Bosnian	55	0.01	446657	99.21
All Other Non-English Language	3551	0.79	450208	100.00

Annual Assessment, Grade Span 2: Grades 3-5

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	19	0.00	19	0.00
American Indian or Alaskan Native	290	0.06	309	0.07
Chinese	8995	2.00	9304	2.07
Japanese	1151	0.26	10455	2.33
Korean	4079	0.91	14534	3.24
Vietnamese	8181	1.82	22715	5.06
Asian Indian	3347	0.75	26062	5.80
Laotian	2589	0.58	28651	6.38
Cambodian	2510	0.56	31161	6.94
Other Asian	10999	2.45	42160	9.39
Native Hawaiian	35	0.01	42195	9.40
Guamanian	14	0.00	42209	9.40
Samoan	314	0.07	42523	9.47
Tahitian	12	0.00	42535	9.47
Other Pacific Islander	1038	0.23	43573	9.70
Filipino	5883	1.31	49456	11.02
Hispanic or Latino	384667	85.67	434123	96.69
African American or Black (not Hispanic)	2749	0.61	436872	97.30
White (not of Hispanic origin)	11513	2.56	448385	99.87
Declined to State	601	0.13	448986	100.00

Frequency Distributions for Home Language and Primary Ethnicity

Annual Assessment, Grade Span 3: Grades 6-8

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	3358	1.08	3358	1.08
Spanish	265707	85.38	269065	86.46
Vietnamese	5399	1.73	274464	88.20
Cantonese	3277	1.05	277741	89.25
Korean	2831	0.91	280572	90.16
Filipino (Pilipino or Tagalog)	3541	1.14	284113	91.30
Portuguese	386	0.12	284499	91.42
Mandarin (Putonghua)	1468	0.47	285967	91.89
Japanese	635	0.20	286602	92.10
Khmer (Cambodian)	2593	0.83	289195	92.93
Lao	1073	0.34	290268	93.28
Arabic	1169	0.38	291437	93.65
Armenian	2166	0.70	293603	94.35
Burmese	103	0.03	293706	94.38
Croatian	19	0.01	293725	94.39
Dutch	14	0.00	293739	94.39
Farsi (Persian)	864	0.28	294603	94.67
French	141	0.05	294744	94.71
German	70	0.02	294814	94.74
Greek	35	0.01	294849	94.75
Chamorro (Guamanian)	15	0.00	294864	94.75
Hebrew	140	0.04	295004	94.80
Hindi	678	0.22	295682	95.02
Hmong	5788	1.86	301470	96.88
Hungarian	20	0.01	301490	96.88
Ilocano	272	0.09	301762	96.97
Indonesian	159	0.05	301921	97.02
Italian	34	0.01	301955	97.03
Punjabi	1390	0.45	303345	97.48
Russian	1341	0.43	304686	97.91
Samoan	357	0.11	305043	98.02
Thai	294	0.09	305337	98.12
Turkish	46	0.01	305383	98.13
Tongan	312	0.10	305695	98.23
Urdu	403	0.13	306098	98.36
Cebuano (Visayan)	75	0.02	306173	98.39
Ukrainian	440	0.14	306613	98.53
Chaozhou (Chaochow)	65	0.02	306678	98.55
Pashto	118	0.04	306796	98.59
Polish	40	0.01	306836	98.60
Assyrian	145	0.05	306981	98.65
Gujarati	133	0.04	307114	98.69

(continues...)

Annual Assessment, Grade Span 3: Grades 6-8

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	736	0.24	307850	98.93
Rumanian	194	0.06	308044	98.99
Taiwanese	51	0.02	308095	99.01
Lahu	94	0.03	308189	99.04
Marshallese	24	0.01	308213	99.04
Mixteco	145	0.05	308358	99.09
Khmu	47	0.02	308405	99.10
Kurdish	64	0.02	308469	99.13
Serbo-Croatian (Serbian)	44	0.01	308513	99.14
Toishanese	17	0.01	308530	99.14
Chaldean	112	0.04	308642	99.18
Albanian	24	0.01	308666	99.19
Tigrinya	63	0.02	308729	99.21
Bosnian	48	0.02	308777	99.22
All Other Non-English Language	2414	0.78	311191	100.00

Annual Assessment, Grade Span 3: Grades 6-8

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	27	0.01	27	0.01
American Indian or Alaskan Native	233	0.08	260	0.08
Chinese	4855	1.57	5115	1.65
Japanese	598	0.19	5713	1.85
Korean	2615	0.85	8328	2.69
Vietnamese	4647	1.50	12975	4.19
Asian Indian	2019	0.65	14994	4.85
Laotian	2034	0.66	17028	5.50
Cambodian	2320	0.75	19348	6.25
Other Asian	8984	2.90	28332	9.16
Native Hawaiian	25	0.01	28357	9.16
Guamanian	16	0.01	28373	9.17
Samoan	311	0.10	28684	9.27
Tahitian	14	0.00	28698	9.28
Other Pacific Islander	784	0.25	29482	9.53
Filipino	4104	1.33	33586	10.85
Hispanic or Latino	265456	85.79	299042	96.65
African American or Black (not Hispanic)	2293	0.74	301335	97.39
White (not of Hispanic origin)	7652	2.47	308987	99.86
Declined to State	422	0.14	309409	100.00

Frequency Distributions for Home Language and Primary Ethnicity

Annual Assessment, Grade Span 4: Grades 9-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	4226	1.65	4226	1.65
Spanish	205064	79.83	209290	81.47
Vietnamese	6274	2.44	215564	83.91
Cantonese	4452	1.73	220016	85.65
Korean	3286	1.28	223302	86.93
Filipino (Pilipino or Tagalog)	3612	1.41	226914	88.33
Portuguese	440	0.17	227354	88.50
Mandarin (Putonghua)	2682	1.04	230036	89.55
Japanese	603	0.23	230639	89.78
Khmer (Cambodian)	2829	1.10	233468	90.88
Lao	1040	0.40	234508	91.29
Arabic	1169	0.46	235677	91.74
Armenian	2349	0.91	238026	92.66
Burmese	180	0.07	238206	92.73
Croatian	26	0.01	238232	92.74
Dutch	18	0.01	238250	92.74
Farsi (Persian)	1067	0.42	239317	93.16
French	125	0.05	239442	93.21
German	58	0.02	239500	93.23
Greek	39	0.02	239539	93.25
Chamorro (Guamanian)	8	0.00	239547	93.25
Hebrew	69	0.03	239616	93.28
Hindi	885	0.34	240501	93.62
Hmong	5524	2.15	246025	95.77
Hungarian	25	0.01	246050	95.78
Ilocano	342	0.13	246392	95.91
Indonesian	246	0.10	246638	96.01
Italian	29	0.01	246667	96.02
Punjabi	1762	0.69	248429	96.71
Russian	1467	0.57	249896	97.28
Samoan	337	0.13	250233	97.41
Thai	387	0.15	250620	97.56
Turkish	40	0.02	250660	97.58
Tongan	300	0.12	250960	97.69
Urdu	485	0.19	251445	97.88
Cebuano (Visayan)	87	0.03	251532	97.92
Ukrainian	504	0.20	252036	98.11
Chaozhou (Chaochow)	34	0.01	252070	98.12
Pashto	146	0.06	252216	98.18
Polish	46	0.02	252262	98.20
Assyrian	125	0.05	252387	98.25
Gujarati	181	0.07	252568	98.32

(continues...)

Annual Assessment, Grade Span 4: Grades 9-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	751	0.29	253319	98.61
Rumanian	188	0.07	253507	98.68
Taiwanese	72	0.03	253579	98.71
Lahu	93	0.04	253672	98.75
Marshallese	32	0.01	253704	98.76
Mixteco	58	0.02	253762	98.78
Khmu	48	0.02	253810	98.80
Kurdish	27	0.01	253837	98.81
Serbo-Croatian(Serbian)	50	0.02	253887	98.83
Toishanese	42	0.02	253929	98.85
Chaldean	39	0.02	253968	98.86
Albanian	50	0.02	254018	98.88
Tigrinya	61	0.02	254079	98.91
Bosnian	55	0.02	254134	98.93
All Other Non-English Language	2754	1.07	256888	100.00

Annual Assessment, Grade Span 4: Grades 9-12

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	51	0.02	51	0.02
American Indian or Alaskan Native	227	0.09	278	0.11
Chinese	7183	2.82	7461	2.93
Japanese	601	0.24	8062	3.17
Korean	2942	1.16	11004	4.32
Vietnamese	5523	2.17	16527	6.49
Asian Indian	2333	0.92	18860	7.41
Laotian	1307	0.51	20167	7.92
Cambodian	2529	0.99	22696	8.91
Other Asian	10155	3.99	32851	12.90
Native Hawaiian	20	0.01	32871	12.91
Guamanian	14	0.01	32885	12.91
Samoan	307	0.12	33192	13.03
Tahitian	12	0.00	33204	13.04
Other Pacific Islander	1061	0.42	34265	13.45
Filipino	4292	1.69	38557	15.14
Hispanic or Latino	205324	80.62	243881	95.76
African American or Black (not Hispanic)	2445	0.96	246326	96.72
White (not of Hispanic origin)	7779	3.05	254105	99.78
Declined to State	573	0.22	254678	100.00

Frequency Distributions for Home Language and Primary Ethnicity

Initial Identification, All Grade Spans: Grades K-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	5343	2.07	5343	2.07
Spanish	24268	79.30	209611	81.37
Vietnamese	6546	2.54	216157	83.91
Cantonese	4466	1.73	220623	85.65
Korean	3990	1.55	224613	87.20
Filipino (Pilipino or Tagalog)	4672	1.81	229285	89.01
Portuguese	451	0.18	229736	89.18
Mandarin (Putonghua)	3562	1.38	233298	90.57
Japanese	1347	0.52	234645	91.09
Khmer (Cambodian)	1102	0.43	235747	91.52
Lao	603	0.23	236350	91.75
Arabic	1787	0.69	238137	92.45
Armenian	1488	0.58	239625	93.02
Burmese	82	0.03	239707	93.06
Croatian	45	0.02	239752	93.07
Dutch	115	0.04	239867	93.12
Farsi (Persian)	1459	0.57	241326	93.68
French	386	0.15	241712	93.83
German	356	0.14	242068	93.97
Greek	125	0.05	242193	94.02
Chamorro (Guamanian)	19	0.01	242212	94.03
Hebrew	344	0.13	242556	94.16
Hindi	981	0.38	243537	94.54
Hmong	2013	0.78	245550	95.32
Hungarian	61	0.02	245611	95.35
Ilocano	147	0.06	245758	95.40
Indonesian	260	0.10	246018	95.51
Italian	129	0.05	246147	95.56
Punjabi	1791	0.70	247938	96.25
Russian	1767	0.69	249705	96.94
Samoan	248	0.10	249953	97.03
Thai	238	0.09	250191	97.13
Turkish	77	0.03	250268	97.16
Tongan	262	0.10	250530	97.26
Urdu	704	0.27	251234	97.53
Cebuano (Visayan)	67	0.03	251301	97.56
Ukrainian	399	0.15	251700	97.71
Chaozhou (Chaochow)	133	0.05	251833	97.76
Pashto	129	0.05	251962	97.81
Polish	103	0.04	252065	97.85
Assyrian	109	0.04	252174	97.90
Gujarati	387	0.15	252561	98.05

(continues...)

Initial Identification, All Grade Spans: Grades K-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	251	0.10	252812	98.14
Rumanian	313	0.12	253125	98.26
Taiwanese	60	0.02	253185	98.29
Lahu	45	0.02	253230	98.31
Marshallese	41	0.02	253271	98.32
Mixteco	131	0.05	253402	98.37
Khmu	44	0.02	253446	98.39
Kurdish	53	0.02	253499	98.41
Serbo-Croatian(Serbian)	64	0.02	253563	98.43
Toishanese	32	0.01	253595	98.45
Chaldean	117	0.05	253712	98.49
Albanian	28	0.01	253740	98.50
Tigrinya	65	0.03	253805	98.53
Bosnian	83	0.03	253888	98.56
All Other Non-English Language	3708	1.44	257596	100.00

Initial Identification, All Grade Spans: Grades K-12

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	58	0.02	58	0.02
American Indian or Alaskan Native	198	0.08	256	0.10
Chinese	8642	3.37	8898	3.47
Japanese	1265	0.49	10163	3.97
Korean	3957	1.55	14120	5.51
Vietnamese	5981	2.34	20101	7.85
Asian Indian	4034	1.58	24135	9.42
Laotian	1082	0.42	25217	9.85
Cambodian	1055	0.41	26272	10.26
Other Asian	4730	1.85	31002	12.10
Native Hawaiian	38	0.01	31040	12.12
Guamanian	22	0.01	31062	12.13
Samoan	259	0.10	31321	12.23
Tahitian	14	0.01	31335	12.23
Other Pacific Islander	574	0.22	31909	12.46
Filipino	5151	2.01	37060	14.47
Hispanic or Latino	207095	80.86	244155	95.33
African American or Black (not Hispanic)	1178	0.46	245333	95.79
White (not of Hispanic origin)	9693	3.78	255026	99.58
Declined to State	1087	0.42	256113	100.00

Frequency Distributions for Home Language and Primary Ethnicity

Initial Identification, Grade Span 1: Grades K-2

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	5343	2.07	5343	2.07
Spanish	204268	79.30	209611	81.37
Vietnamese	6546	2.54	216157	83.91
Cantonese	4466	1.73	220623	85.65
Korean	3990	1.55	224613	87.20
Filipino (Pilipino or Tagalog)	4672	1.81	229285	89.01
Portuguese	451	0.18	229736	89.18
Mandarin (Putonghua)	3562	1.38	233298	90.57
Japanese	1347	0.52	234645	91.09
Khmer (Cambodian)	1102	0.43	235747	91.52
Lao	603	0.23	236350	91.75
Arabic	1787	0.69	238137	92.45
Armenian	1488	0.58	239625	93.02
Burmese	82	0.03	239707	93.06
Croatian	45	0.02	239752	93.07
Dutch	115	0.04	239867	93.12
Farsi (Persian)	1459	0.57	241326	93.68
French	386	0.15	241712	93.83
German	356	0.14	242068	93.97
Greek	125	0.05	242193	94.02
Chamorro (Guamanian)	19	0.01	242212	94.03
Hebrew	344	0.13	242556	94.16
Hindi	981	0.38	243537	94.54
Hmong	2013	0.78	245550	95.32
Hungarian	61	0.02	245611	95.35
Ilocano	147	0.06	245758	95.40
Indonesian	260	0.10	246018	95.51
Italian	129	0.05	246147	95.56
Punjabi	1791	0.70	247938	96.25
Russian	1767	0.69	249705	96.94
Samoan	248	0.10	249953	97.03
Thai	238	0.09	250191	97.13
Turkish	77	0.03	250268	97.16
Tongan	262	0.10	250530	97.26
Urdu	704	0.27	251234	97.53
Cebuano (Visayan)	67	0.03	251301	97.56
Ukrainian	399	0.15	251700	97.71
Chaozhou (Chaochow)	133	0.05	251833	97.76
Pashto	129	0.05	251962	97.81
Polish	103	0.04	252065	97.85
Assyrian	109	0.04	252174	97.90
Gujarati	387	0.15	252561	98.05

(continues...)

Initial Identification, Grade Span 1: Grades K-2

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	251	0.10	252812	98.14
Rumanian	313	0.12	253125	98.26
Taiwanese	60	0.02	253185	98.29
Lahu	45	0.02	253230	98.31
Marshallese	41	0.02	253271	98.32
Mixteco	131	0.05	253402	98.37
Khmu	44	0.02	253446	98.39
Kurdish	53	0.02	253499	98.41
Serbo-Croatian(Serbian)	64	0.02	253563	98.43
Toishanese	32	0.01	253595	98.45
Chaldean	117	0.05	253712	98.49
Albanian	28	0.01	253740	98.50
Tigrinya	65	0.03	253805	98.53
Bosnian	83	0.03	253888	98.56
All Other Non-English Language	3708	1.44	257596	100.00

Initial Identification, Grade Span 1: Grades K-2

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	58	0.02	58	0.02
American Indian or Alaskan Native	198	0.08	256	0.10
Chinese	8642	3.37	8898	3.47
Japanese	1265	0.49	10163	3.97
Korean	3957	1.55	14120	5.51
Vietnamese	5981	2.34	20101	7.85
Asian Indian	4034	1.58	24135	9.42
Laotian	1082	0.42	25217	9.85
Cambodian	1055	0.41	26272	10.26
Other Asian	4730	1.85	31002	12.10
Native Hawaiian	38	0.01	31040	12.12
Guamanian	22	0.01	31062	12.13
Samoan	259	0.10	31321	12.23
Tahitian	14	0.01	31335	12.23
Other Pacific Islander	574	0.22	31909	12.46
Filipino	5151	2.01	37060	14.47
Hispanic or Latino	207095	80.86	244155	95.33
African American or Black (not Hispanic)	1178	0.46	245333	95.79
White (not of Hispanic origin)	9693	3.78	255026	99.58
Declined to State	1087	0.42	256113	100.00

Frequency Distributions for Home Language and Primary Ethnicity

Initial Identification, Grade Span 2: Grades 3-5

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	1564	2.82	1564	2.82
Spanish	40555	73.19	42119	76.02
Vietnamese	1533	2.77	43652	78.78
Cantonese	878	1.58	44530	80.37
Korean	1881	3.39	46411	83.76
Filipino (Pilipino or Tagalog)	1732	3.13	48143	86.89
Portuguese	136	0.25	48279	87.14
Mandarin (Putonghua)	904	1.63	49183	88.77
Japanese	377	0.68	49560	89.45
Khmer (Cambodian)	229	0.41	49789	89.86
Lao	127	0.23	49916	90.09
Arabic	441	0.80	50357	90.89
Armenian	349	0.63	50706	91.52
Burmese	38	0.07	50744	91.58
Croatian	7	0.01	50751	91.60
Dutch	26	0.05	50777	91.64
Farsi (Persian)	320	0.58	51097	92.22
French	117	0.21	51214	92.43
German	104	0.19	51318	92.62
Greek	34	0.06	51352	92.68
Chamorro (Guamanian)	4	0.01	51356	92.69
Hebrew	107	0.19	51463	92.88
Hindi	211	0.38	51674	93.26
Hmong	377	0.68	52051	93.94
Hungarian	20	0.04	52071	93.98
Ilocano	29	0.05	52100	94.03
Indonesian	63	0.11	52163	94.15
Italian	40	0.07	52203	94.22
Punjabi	407	0.73	52610	94.95
Russian	608	1.10	53218	96.05
Samoan	118	0.21	53336	96.26
Thai	93	0.17	53429	96.43
Turkish	19	0.03	53448	96.46
Tongan	92	0.17	53540	96.63
Urdu	178	0.32	53718	96.95
Cebuano (Visayan)	24	0.04	53742	96.99
Ukrainian	190	0.34	53932	97.34
Chaozhou (Chaochow)	14	0.03	53946	97.36
Pashto	28	0.05	53974	97.41
Polish	25	0.05	53999	97.46
Assyrian	22	0.04	54021	97.50
Gujarati	97	0.18	54118	97.67

(continues...)

Initial Identification, Grade Span 2: Grades 3-5

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	46	0.08	54164	97.76
Rumanian	102	0.18	54266	97.94
Taiwanese	16	0.03	54282	97.97
Lahu	4	0.01	54286	97.98
Marshallese	11	0.02	54297	98.00
Mixteco	73	0.13	54370	98.13
Khmu	4	0.01	54374	98.14
Kurdish	21	0.04	54395	98.17
Serbo-Croatian(Serbian)	9	0.02	54404	98.19
Toishanese	6	0.01	54410	98.20
Chaldean	17	0.03	54427	98.23
Albanian	15	0.03	54442	98.26
Tigrinya	26	0.05	54468	98.31
Bosnian	17	0.03	54485	98.34
All Other Non-English Language	922	1.66	55407	100.00

Initial Identification, Grade Span 2: Grades 3-5

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	21	0.04	21	0.04
American Indian or Alaskan Native	50	0.09	71	0.13
Chinese	1930	3.51	2001	3.64
Japanese	359	0.65	2360	4.29
Korean	1918	3.49	4278	7.78
Vietnamese	1418	2.58	5696	10.36
Asian Indian	854	1.55	6550	11.91
Laotian	182	0.33	6732	12.25
Cambodian	222	0.40	6954	12.65
Other Asian	1112	2.02	8066	14.67
Native Hawaiian	5	0.01	8071	14.68
Guamanian	6	0.01	8077	14.69
Samoan	118	0.21	8195	14.91
Tahitian	7	0.01	8202	14.92
Other Pacific Islander	196	0.36	8398	15.28
Filipino	1884	3.43	10282	18.70
Hispanic or Latino	41398	75.30	51680	94.00
African American or Black (not Hispanic)	404	0.73	52084	94.74
White (not of Hispanic origin)	2675	4.87	54759	99.61
Declined to State	217	0.39	54976	100.00

Frequency Distributions for Home Language and Primary Ethnicity

Initial Identification, Grade Span 3: Grades 6-8

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	1312	2.55	1312	2.55
Spanish	37696	73.18	39008	75.73
Vietnamese	1286	2.50	40294	78.23
Cantonese	941	1.83	41235	80.05
Korean	1738	3.37	42973	83.43
Filipino (Pilipino or Tagalog)	1581	3.07	44554	86.50
Portuguese	125	0.24	44679	86.74
Mandarin (Putonghua)	963	1.87	45642	88.61
Japanese	233	0.45	45875	89.06
Khmer (Cambodian)	261	0.51	46136	89.57
Lao	112	0.22	46248	89.78
Arabic	413	0.80	46661	90.59
Armenian	429	0.83	47090	91.42
Burmese	24	0.05	47114	91.47
Croatian	12	0.02	47126	91.49
Dutch	24	0.05	47150	91.54
Farsi (Persian)	334	0.65	47484	92.18
French	92	0.18	47576	92.36
German	80	0.16	47656	92.52
Greek	33	0.06	47689	92.58
Chamorro (Guamanian)	6	0.01	47695	92.59
Hebrew	88	0.17	47783	92.76
Hindi	175	0.34	47958	93.10
Hmong	330	0.64	48288	93.74
Hungarian	8	0.02	48296	93.76
Ilocano	45	0.09	48341	93.85
Indonesian	76	0.15	48417	94.00
Italian	21	0.04	48438	94.04
Punjabi	435	0.84	48873	94.88
Russian	641	1.24	49514	96.13
Samoan	100	0.19	49614	96.32
Thai	100	0.19	49714	96.51
Turkish	18	0.03	49732	96.55
Tongan	83	0.16	49815	96.71
Urdu	133	0.26	49948	96.97
Cebuano (Visayan)	11	0.02	49959	96.99
Ukrainian	191	0.37	50150	97.36
Chaozhou (Chaochow)	13	0.03	50163	97.38
Pashto	31	0.06	50194	97.45
Polish	33	0.06	50227	97.51
Assyrian	12	0.02	50239	97.53
Gujarati	74	0.14	50313	97.68

(continues...)

Initial Identification, Grade Span 3: Grades 6-8

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	58	0.11	50371	97.79
Rumanian	72	0.14	50443	97.93
Taiwanese	28	0.05	50471	97.98
Lahu	6	0.01	50477	97.99
Marshallese	12	0.02	50489	98.02
Mixteco	50	0.10	50539	98.11
Khmu	10	0.02	50549	98.13
Kurdish	13	0.03	50562	98.16
Serbo-Croatian(Serbian)	9	0.02	50571	98.18
Toishanese	2	0.00	50573	98.18
Chaldean	16	0.03	50589	98.21
Albanian	9	0.02	50598	98.23
Tigrinya	20	0.04	50618	98.27
Bosnian	14	0.03	50632	98.30
All Other Non-English Language	878	1.70	51510	100.00

Initial Identification, Grade Span 3: Grades 6-8

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	24	0.05	24	0.05
American Indian or Alaskan Native	55	0.11	79	0.15
Chinese	2074	4.06	2153	4.21
Japanese	228	0.45	2381	4.66
Korean	1741	3.41	4122	8.07
Vietnamese	1201	2.35	5323	10.42
Asian Indian	739	1.45	6062	11.87
Laotian	174	0.34	6236	12.21
Cambodian	265	0.52	6501	12.73
Other Asian	1129	2.21	7630	14.94
Native Hawaiian	16	0.03	7646	14.97
Guamanian	6	0.01	7652	14.98
Samoan	106	0.21	7758	15.19
Tahitian	4	0.01	7762	15.19
Other Pacific Islander	182	0.36	7944	15.55
Filipino	1740	3.41	9684	18.96
Hispanic or Latino	38290	74.95	47974	93.91
African American or Black (not Hispanic)	327	0.64	48301	94.55
White (not of Hispanic origin)	2582	5.05	50883	99.61
Declined to State	201	0.39	51084	100.00

Frequency Distributions for Home Language and Primary Ethnicity

Initial Identification, Grade Span 4: Grades 9-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	2218	3.25	2218	3.25
Spanish	48585	71.29	50803	74.54
Vietnamese	2107	3.09	52910	77.64
Cantonese	1715	2.52	54625	80.15
Korean	1444	2.12	56069	82.27
Filipino (Pilipino or Tagalog)	1896	2.78	57965	85.05
Portuguese	260	0.38	58225	85.44
Mandarin (Putonghua)	1323	1.94	59548	87.38
Japanese	250	0.37	59798	87.74
Khmer (Cambodian)	432	0.63	60230	88.38
Lao	237	0.35	60467	88.73
Arabic	517	0.76	60984	89.48
Armenian	464	0.68	61448	90.16
Burmese	82	0.12	61530	90.28
Croatian	13	0.02	61543	90.30
Dutch	25	0.04	61568	90.34
Farsi (Persian)	426	0.63	61994	90.97
French	152	0.22	62146	91.19
German	267	0.39	62413	91.58
Greek	70	0.10	62483	91.68
Chamorro (Guamanian)	9	0.01	62492	91.70
Hebrew	87	0.13	62579	91.82
Hindi	272	0.40	62851	92.22
Hmong	540	0.79	63391	93.02
Hungarian	17	0.02	63408	93.04
Ilocano	78	0.11	63486	93.15
Indonesian	105	0.15	63591	93.31
Italian	66	0.10	63657	93.41
Punjabi	600	0.88	64257	94.29
Russian	721	1.06	64978	95.34
Samoan	134	0.20	65112	95.54
Thai	146	0.21	65258	95.76
Turkish	31	0.05	65289	95.80
Tongan	108	0.16	65397	95.96
Urdu	144	0.21	65541	96.17
Cebuano (Visayan)	20	0.03	65561	96.20
Ukrainian	187	0.27	65748	96.47
Chaozhou (Chaochow)	17	0.02	65765	96.50
Pashto	47	0.07	65812	96.57
Polish	41	0.06	65853	96.63
Assyrian	34	0.05	65887	96.68
Gujarati	109	0.16	65996	96.84

(continues...)

Initial Identification, Grade Span 4: Grades 9-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	88	0.13	66084	96.97
Rumanian	94	0.14	66178	97.10
Taiwanese	35	0.05	66213	97.16
Lahu	8	0.01	66221	97.17
Marshallese	11	0.02	66232	97.18
Mixteco	15	0.02	66247	97.21
Khmu	5	0.01	66252	97.21
Kurdish	30	0.04	66282	97.26
Serbo-Croatian(Serbian)	21	0.03	66303	97.29
Toishanese	10	0.01	66313	97.30
Chaldean	40	0.06	66353	97.36
Albanian	3	0.00	66356	97.37
Tigrinya	25	0.04	66381	97.40
Bosnian	19	0.03	66400	97.43
All Other Non-English Language	1751	2.57	68151	100.00

Initial Identification, Grade Span 4: Grades 9-12

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	47	0.07	47	0.07
American Indian or Alaskan Native	114	0.17	161	0.24
Chinese	3191	4.75	3352	4.99
Japanese	251	0.37	3603	5.37
Korean	1390	2.07	4993	7.44
Vietnamese	1868	2.78	6861	10.22
Asian Indian	851	1.27	7712	11.49
Laotian	360	0.54	8072	12.03
Cambodian	398	0.59	8470	12.62
Other Asian	1754	2.61	10224	15.23
Native Hawaiian	9	0.01	10233	15.25
Guamanian	10	0.01	10243	15.26
Samoan	141	0.21	10384	15.47
Tahitian	5	0.01	10389	15.48
Other Pacific Islander	272	0.41	10661	15.88
Filipino	2170	3.23	12831	19.12
Hispanic or Latino	49954	74.42	62785	93.54
African American or Black (not Hispanic)	545	0.81	63330	94.35
White (not of Hispanic origin)	3403	5.07	66733	99.42
Declined to State	387	0.58	67120	100.00

Appendix F Rater Consistency and Reliability

Writing, Sentences

Grade Span 1: Grade 2

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)** 0	1	2	3	A	B	C	D	E
23	C1-C2	203,392	37,042	31,494	85.0%	592	1.6%	8	23	60	9	4	3	1	0	0
24	C1-C2	203,392	37,042	31,326	84.6%	766	2.1%	9	30	54	7	4	4	1	0	0
25	C1-C2	203,392	37,042	31,704	85.6%	630	1.7%	10	30	54	6	5	4	1	0	0
27	C1-C2	203,392	37,042	31,950	86.3%	780	2.1%	12	28	50	10	6	5	1	0	0
	Overall	**813,568**	**148,168**	**126,474**	**85.4%**	**2768**	**1.9%**									

Grade Span 2: Grades 3-5

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)** 0	1	2	3	A	B	C	D	E
23	C1-C2	535,735	97,566	85,714	87.9%	546	0.6%	4	10	49	37	3	0	1	0	0
25	C1-C2	535,735	97,566	84,006	86.1%	530	0.5%	4	12	57	26	3	0	1	0	0
27	C1-C2	535,735	97,566	84,244	86.3%	670	0.7%	4	15	61	20	3	0	1	0	0
28	C1-C2	535,735	97,566	82,518	84.6%	624	0.6%	6	17	57	21	4	1	1	0	0
	Overall	**2,142,940**	**390,264**	**336,482**	**86.2%**	**2370**	**0.6%**									

Grade Span 3: Grades 6-8

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%)** 0	1	2	3	A	B	C	D	E
23	C1-C2	381,740	69,354	61,366	88.5%	350	0.5%	3	6	44	47	3	0	0	0	0
25	C1-C2	381,740	69,354	60,550	87.3%	312	0.4%	3	6	54	36	3	0	0	0	0
27	C1-C2	381,740	69,354	61,760	89.1%	298	0.4%	3	9	63	24	3	0	0	0	0
28	C1-C2	381,740	69,354	63,054	90.9%	190	0.3%	3	9	76	12	3	0	0	0	0
	Overall	**1,526,960**	**277,416**	**246,730**	**88.9%**	**1150**	**0.4%**									

(continues...)

*Discrepancy indicates more than one score point difference between two readers; for example, one reader assigned a score of 1, the other reader a score of 3.

**All Condition Codes become zeros in calibrations:

A = Blank, no response
B = Insufficient to score, unintelligible
C = Completely in another language
D = Illegible
E = Identical to a previous response or response merely copies the prompt

Writing, Sentences (continued)

Grade Span 4: Grades 9-12

Item	Form	Total	Read Twice	Perfect Agree	%	Disc *	%	Score Point Distribution (%)** 0	1	2	3	A	B	C	D	E
23	C1	167,804	30,318	25,928	85.5%	98	0.3%	5	7	52	36	5	0	0	0	0
23	C2	168,009	30,108	25,670	85.3%	94	0.3%	4	7	53	36	4	0	0	0	0
	Overall	335,813	60,426	51,598	85.4%	192	0.3%									
25	C1	167,804	30,318	26,452	87.2%	90	0.3%	5	7	58	30	5	0	0	0	0
24	C2	168,009	30,108	26,130	86.8%	86	0.3%	4	7	58	31	4	0	0	0	0
	Overall	335,813	60,426	52,582	87.0%	176	0.3%									
27	C1	167,804	30,318	25,646	84.6%	110	0.4%	5	9	57	29	5	0	0	0	0
25	C2	168,009	30,108	25,382	84.3%	86	0.3%	5	8	56	31	5	0	0	0	0
	Overall	335,813	60,426	51,028	84.4%	196	0.3%									
28	C1	167,804	30,318	26,060	86.0%	126	0.4%	5	10	61	23	5	0	0	0	0
26	C2	168,009	30,108	25,706	85.4%	130	0.4%	5	10	60	25	5	0	0	0	0
	Overall	335,813	60,426	51,766	85.7%	256	0.4%									
	Overall	**1,343,252**	**241,704**	**206,974**	**85.6%**	**820**	**0.3%**									

Writing, Short Compositions

All Grade Spans

Grade Span	Item	Form	Total	Read Twice	Perfect Agree	%	Disc *	%	Score Point Distribution (%)** 0	1	2	3	4	A	B	C	D	E
1	29	C1-C2	203,486	37,082	26,042	70.2%	1094	3.0%	9	20	47	21	2	5	3	1	0	0
2	29	C1-C2	535,726	97,550	68,550	70.3%	842	0.9%	4	7	52	33	3	3	0	1	0	0
3	29	C1-C2	381,688	69,342	48,110	69.4%	508	0.7%	4	3	45	43	3	4	0	0	0	0
4	29	C1	167,805	30,320	21,176	69.8%	232	0.8%	6	3	47	40	3	6	0	0	0	0
	29	C2	168,012	30,114	20,924	69.5%	204	0.7%	6	3	46	41	3	6	0	0	0	0
		Overall	**335,817**	**60,434**	**42,100**	**69.7%**	**436**	**0.7%**										

*Discrepancy indicates more than one score point difference between two readers; for example, one reader assigned a score of 1, the other reader a score of 3.

**Condition Codes:

A = Blank, no response
B = Insufficient to score, unintelligible
C = Completely in another language
D = Illegible
E = Identical to a previous response or response merely copies the prompt

Appendix G Form C Raw Score to Scale Score Tables

CELDT Form C Raw Score to Scale Score Tables
Listening/Speaking, Grade Span 1: Kindergarten

0	220	168	Beginning
1	220	168	
2	220	168	
3	220	168	
4	316	72	
5	348	40	
6	366	29	
7	379	23	
8	388	20	
9	397	17	
10	404	16	
11	410	15	
12	416	14	
13	421	13	
14	427	13	
15	432	12	
16	436	12	
17	441	12	
18	446	12	
19	450	12	
20	455	12	
21	459	12	Intermediate
22	464	12	
23	469	12	
24	474	12	
25	480	13	
26	486	13	
27	492	14	
28	499	15	
29	507	16	
30	516	18	
31	527	20	
32	541	23	
33	560	28	Adv.
34	592	41	
35	710	159	

CELDT Form C Raw Score to Scale Score Tables
Listening/Speaking, Grade Span 1: Grade 1

0	220	168	Beginning
1	220	168	
2	220	168	
3	220	168	
4	316	72	
5	348	40	
6	366	29	
7	379	23	
8	388	20	
9	397	17	
10	404	16	
11	410	15	
12	416	14	
13	421	13	
14	427	13	
15	432	12	
16	436	12	
17	441	12	
18	446	12	
19	450	12	
20	455	12	
21	459	12	
22	464	12	
23	469	12	
24	474	12	Intermediate
25	480	13	
26	486	13	
27	492	14	
28	499	15	
29	507	16	
30	516	18	
31	527	20	
32	541	23	
33	560	28	
34	592	41	Adv.
35	710	159	

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

CELDT Form C Raw Score to Scale Score Tables
Listening/Speaking, Grade Span 1: Grade 2

0	220	168	Beginning	18	446	12	
1	220	168		19	450	12	
2	220	168		20	455	12	
3	220	168		21	459	12	
4	316	72		22	464	12	
5	348	40		23	469	12	
6	366	29		24	474	12	
7	379	23		25	480	13	
8	388	20		26	486	13	
9	397	17		27	492	14	
10	404	16		28	499	15	Inter.
11	410	15		29	507	16	
12	416	14		30	516	18	
13	421	13		31	527	20	
14	427	13		32	541	23	
15	432	12		33	560	28	
16	436	12		34	592	41	Adv.
17	441	12		35	710	159	

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

CELDT Form C Raw Score to Scale Score Tables
Reading, Grade Span 1: Grade 2

0	340	89	Beginning
1	340	89	
2	340	89	
3	340	89	
4	340	89	
5	340	89	
6	340	89	
7	340	89	
8	340	89	
9	340	89	
10	370	59	
11	389	40	
12	402	30	
13	411	24	
14	419	20	
15	426	17	
16	432	16	
17	438	14	
18	443	13	
19	448	13	
20	452	12	
21	457	12	
22	461	12	
23	466	11	
24	471	12	
25	476	12	
26	481	12	
27	486	12	
28	492	13	
29	499	14	
30	507	15	
31	516	15	
32	526	16	
33	538	18	
34	557	26	
35	630	98	Adv.

CELDT Form C Raw Score to Scale Score Tables
Writing, Grade Span 1: Grade 2

0	280	135	Beginning
1	280	135	
2	280	135	
3	280	135	
4	280	135	
5	280	135	
6	324	91	
7	365	50	
8	383	34	
9	396	28	
10	407	25	
11	417	23	
12	426	21	
13	434	19	
14	441	18	
15	448	16	
16	455	15	
17	461	14	
18	467	13	
19	472	13	
20	478	12	
21	483	12	
22	489	12	
23	495	12	
24	501	12	
25	507	12	
26	514	12	
27	521	13	
28	529	13	
29	538	14	
30	548	15	
31	558	16	
32	570	17	Adv.
33	584	19	
34	603	24	
35	640	49	

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

CELDT Form C Raw Score to Scale Score Tables
Listening/Speaking, Grade Span 2: Grades 3-5

0	220	145	Beginning	22	432	14	Beg.
1	220	145		23	437	14	
2	220	145		24	441	14	
3	220	145		25	446	14	
4	220	145		26	451	14	
5	220	145		27	455	14	
6	220	145		28	460	14	
7	277	88		29	465	14	
8	310	56		30	470	15	
9	332	42		31	476	15	
10	348	34		32	481	16	
11	361	28		33	487	16	
12	371	24		34	494	17	
13	380	21		35	501	18	
14	388	19		36	509	19	
15	395	18		37	518	20	
16	401	16		38	528	22	
17	407	16		39	540	25	
18	412	15		40	556	29	
19	418	15		41	578	35	Adv.
20	422	14		42	616	52	
21	427	14		43	710	146	

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

CELDT Form C Raw Score to Scale Score Tables
Reading, Grade Span 2: Grades 3-5

0	340	96	Beginning
1	340	96	
2	340	96	
3	340	96	
4	340	96	
5	340	96	
6	340	96	
7	340	96	
8	378	58	
9	397	39	
10	410	30	
11	420	25	
12	429	21	
13	436	19	
14	443	17	
15	449	16	
16	454	15	
17	459	14	
18	464	13	
19	469	13	
20	474	12	
21	478	12	
22	483	12	
23	487	12	
24	492	12	
25	497	13	
26	502	13	
27	508	14	
28	514	15	
29	521	16	
30	529	17	
31	539	19	
32	552	22	
33	569	28	Adv.
34	600	44	
35	640	76	

CELDT Form C Raw Score to Scale Score Tables
Writing, Grade Span 2: Grades 3-5

0	280	109	Beginning
1	280	109	
2	280	109	
3	280	109	
4	280	109	
5	280	109	
6	306	82	
7	337	52	
8	357	41	
9	373	35	
10	387	31	
11	399	28	
12	410	25	
13	419	22	
14	428	20	
15	436	18	
16	443	17	
17	449	16	
18	455	15	
19	461	15	
20	467	14	
21	473	14	
22	480	14	
23	486	14	
24	493	15	
25	500	15	
26	508	16	
27	517	16	
28	526	17	
29	536	17	
30	547	18	
31	559	19	
32	572	21	
33	589	24	Adv.
34	615	33	
35	690	100	

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

CELDT Form C Raw Score to Scale Score Tables
Listening/Speaking, Grade Span 3: Grades 6-8

0	220	147	Beginning	22	437	13	Beg.
1	220	147		23	441	12	
2	220	147		24	446	12	
3	220	147		25	450	12	
4	220	147		26	454	12	
5	220	147		27	458	12	
6	260	107		28	463	12	
7	304	63		29	467	12	
8	328	43		30	472	13	
9	344	34		31	477	13	
10	357	28		32	482	13	Intermediate
11	368	25		33	488	14	
12	378	22		34	494	15	
13	386	20		35	500	15	
14	394	18		36	508	16	
15	400	17		37	516	18	
16	407	16		38	526	20	
17	412	15		39	538	22	
18	418	14		40	553	25	
19	423	14		41	574	31	Adv.
20	428	13		42	608	43	
21	432	13		43	710	135	

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

CELDT Form C Raw Score to Scale Score Tables
Reading, Grade Span 3: Grades 6-8

0	340	139	Beginning
1	340	139	
2	340	139	
3	340	139	
4	340	139	
5	340	139	
6	340	139	
7	340	139	
8	397	82	
9	429	49	
10	445	34	
11	456	26	
12	465	22	
13	472	20	
14	479	19	
15	486	18	
16	493	17	
17	499	16	Inter.
18	505	15	
19	510	14	
20	515	13	
21	520	12	
22	524	12	
23	529	12	
24	533	12	
25	538	12	
26	543	13	
27	549	13	
28	555	14	
29	562	15	
30	570	17	Advanced
31	579	18	
32	591	21	
33	607	27	
34	635	39	
35	650	48	

CELDT Form C Raw Score to Scale Score Tables
Writing, Grade Span 3: Grades 6-8

0	280	132	Beginning
1	280	132	
2	280	132	
3	280	132	
4	280	132	
5	280	132	
6	341	70	
7	367	45	
8	384	34	
9	396	28	
10	407	25	
11	416	23	
12	425	21	
13	433	19	
14	440	18	
15	447	16	
16	453	15	
17	459	14	
18	464	13	
19	470	12	
20	475	12	
21	480	12	
22	485	12	
23	490	12	
24	496	12	
25	502	13	
26	510	14	
27	518	15	
28	527	17	
29	538	18	
30	551	20	
31	565	21	
32	581	23	Adv.
33	600	26	
34	628	34	
35	700	93	

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

CELDT Form C Raw Score to Scale Score Tables
Listening/Speaking, Grade Span 4: Grades 9-12

0	220	190	Beginning	22	462	10	
1	220	190		23	465	10	
2	220	190		24	469	9	
3	220	190		25	472	9	
4	220	190		26	475	9	
5	220	190		27	479	9	
6	287	123		28	482	9	Intermediate
7	340	69		29	486	9	
8	366	44		30	489	10	
9	383	33		31	493	10	
10	396	26		32	497	10	
11	406	22		33	501	10	
12	415	18		34	506	10	
13	422	16		35	510	11	
14	428	14		36	515	11	
15	433	13		37	521	12	
16	438	12		38	527	13	
17	443	11		39	535	14	
18	447	11		40	544	16	
19	451	10		41	557	20	
20	455	10		42	578	30	Adv.
21	458	10		43	710	162	

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

CELDT Form C Raw Score to Scale Score Tables
Reading, Grade Span 4: Grades 9-12

0	340	144	Beginning
1	340	144	
2	340	144	
3	340	144	
4	340	144	
5	340	144	
6	340	144	
7	340	144	
8	378	106	
9	420	64	
10	441	43	
11	455	32	
12	465	26	
13	474	22	
14	482	20	
15	488	18	
16	495	17	
17	500	16	Inter.
18	506	15	
19	511	14	
20	516	14	
21	521	13	
22	526	13	
23	530	12	
24	535	12	
25	540	12	
26	544	12	
27	549	12	
28	555	13	
29	561	14	
30	568	15	Advanced
31	576	17	
32	587	19	
33	602	25	
34	628	40	
35	650	57	

CELDT Form C Raw Score to Scale Score Tables
Writing, Grade Span 4: Grades 9-12

0	280	139	Beginning
1	280	139	
2	280	139	
3	280	139	
4	280	139	
5	280	139	
6	348	71	
7	374	45	
8	390	33	
9	402	28	
10	412	24	
11	421	22	
12	429	20	
13	436	19	
14	443	18	
15	450	17	
16	456	16	
17	462	15	
18	468	15	
19	473	14	
20	479	14	
21	484	13	
22	490	13	
23	495	13	
24	501	12	
25	507	12	
26	513	13	
27	520	14	
28	528	15	
29	537	17	
30	549	20	
31	563	23	
32	581	26	Adv.
33	604	31	
34	639	42	
35	700	81	

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

Appendix H Form C Item Analysis

Listening/Speaking
Annual Data, Grade Span 1

MC	336807
MC	336900
MC	336660
MC	337189
MC	338080
MC	338053
MC	338073
MC	337698
MC	336133
DCR	339917
DCR	339915
DCR	339797
DCR	339625
DCR	338994
DCR	339403
DCR	339201
DCR	338505
DCR	339094
DCR	338486
DCR	340396
DCR	340271
DCR	340203
DCR	333849
DCR	335479
DCR	335332
DCR	335057
DCR	333488
DCR	335324
DCR	334980

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Listening/Speaking
Annual Data, Grade Span 2

MC	441086
MC	442699
MC	442855
MC	442825
MC	443112
MC	442982
MC	442922
MC	443117
MC	443174
MC	443025
MC	442958
MC	443252
MC	443108
MC	443227
MC	442801
MC	443001
MC	442292
MC	442110
MC	441199
DCR	443482
DCR	443393
DCR	443211
DCR	438190
DCR	440172
DCR	439932
DCR	438592
DCR	440034
DCR	440067
DCR	439564

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Listening/Speaking
Annual Data, Grade Span 3

MC	305492
MC	305880
MC	306089
MC	306070
MC	306198
MC	306203
MC	306084
MC	306087
MC	306082
MC	305963
MC	305995
MC	306141
MC	306141
MC	305998
MC	306141
MC	306089
MC	305931
MC	305749
MC	305812
DCR	306426
DCR	306414
DCR	305846
DCR	304369
DCR	303704
DCR	304125
DCR	303632
DCR	304011
DCR	303946
DCR	303413

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Listening/Speaking
Annual Data, Grade Span 4

MC	250246
MC	249646
MC	250369
MC	250280
MC	250713
MC	250686
MC	250808
MC	250829
MC	250690
MC	250715
MC	250771
MC	250846
MC	250848
MC	250585
MC	250850
MC	250830
MC	250705
MC	250652
MC	250585
DCR	251648
DCR	251559
DCR	251006
DCR	248461
DCR	247692
DCR	249106
DCR	248705
DCR	248729
DCR	248824
DCR	248621

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Listening/Speaking Constructed Response Items

1	30	340141	12.38%	34.40%	53.22%	NA	NA	0.91	0.66	1.41	71%	0.70
1	31	339756	5.49%	13.64%	26.27%	41.45%	13.14%	0.91	0.75	2.43	61%	1.05
2	30	443149	4.74%	9.63%	85.63%	NA	NA	0.88	0.63	1.81	91%	0.50
2	31	442785	16.11%	24.02%	59.87%	NA	NA	0.89	0.63	1.44	72%	0.75
2	32	442215	11.49%	27.66%	60.85%	NA	NA	0.88	0.65	1.50	75%	0.69
2	33	442299	12.72%	24.65%	62.63%	NA	NA	0.88	0.67	1.50	75%	0.71
2	34	443539	3.74%	23.39%	72.87%	NA	NA	0.88	0.57	1.69	85%	0.54
2	35	443018	2.30%	4.85%	20.83%	50.11%	21.91%	0.89	0.67	2.85	72%	0.89
3	30	306373	4.57%	14.23%	81.20%	NA	NA	0.90	0.66	1.77	88%	0.52
3	31	305728	9.22%	16.59%	74.19%	NA	NA	0.90	0.65	1.65	83%	0.64
3	32	305970	6.13%	13.93%	79.94%	NA	NA	0.90	0.68	1.74	87%	0.56
3	33	306009	6.51%	27.53%	65.96%	NA	NA	0.90	0.62	1.60	80%	0.61
3	34	306321	2.48%	14.41%	83.11%	NA	NA	0.90	0.64	1.81	90%	0.45
3	35	306128	1.97%	2.80%	12.62%	52.88%	29.73%	0.90	0.68	3.06	76%	0.84
4	30	251398	5.52%	10.76%	83.72%	NA	NA	0.92	0.68	1.78	89%	0.53
4	31	251072	5.35%	6.94%	87.71%	NA	NA	0.92	0.68	1.82	91%	0.50
4	32	251178	9.40%	19.82%	70.78%	NA	NA	0.92	0.70	1.61	81%	0.65
4	33	251171	10.57%	26.05%	63.37%	NA	NA	0.92	0.71	1.53	76%	0.68
4	34	251438	3.13%	15.28%	81.58%	NA	NA	0.92	0.66	1.79	89%	0.48
4	35	251238	2.85%	4.22%	16.01%	42.05%	34.87%	0.92	0.74	3.02	76%	0.97

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The alphas noted here indicate the reliability of the Listening/Speaking test with that particular constructed response item removed.

Reading
Annual Data, Grade Span 1

	MC	167450	
	MC	167114	
	MC	167730	
	MC	167183	
	MC	166994	
	MC	165994	
	MC	164735	
	MC	164828	
	MC	161726	
	MC	166532	
	MC	166367	
	MC	165997	
	MC	162917	
	MC	164880	
	MC	164428	
	MC	164795	
	MC	165004	
	MC	156736	
	MC	167179	
	MC	166975	
	MC	166877	
	MC	166792	
	MC	164873	
	MC	166106	
	MC	166112	
	MC	165778	
	MC	164522	
	MC	159710	
	MC	163358	
	MC	163756	
	MC	163263	
	MC	163016	
	MC	163302	
	MC	162076	
	MC	162884	

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Reading
Annual Data, Grade Span 2

	MC	442630	
	MC	442104	
	MC	441944	
	MC	441015	
	MC	441169	
	MC	440632	
	MC	440493	
	MC	440853	
	MC	441719	
	MC	441482	
	MC	442032	
	MC	441803	
	MC	441833	
	MC	441476	
	MC	441448	
	MC	441189	
	MC	439567	
	MC	440788	
	MC	440303	
	MC	439930	
	MC	440048	
	MC	441631	
	MC	441375	
	MC	440135	
	MC	441399	
	MC	440754	
	MC	440309	
	MC	439180	
	MC	440456	
	MC	440063	
	MC	439468	
	MC	439141	
	MC	439747	
	MC	439360	
	MC	439030	

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Reading
Annual Data, Grade Span 3

	MC	305564	
	MC	305267	
	MC	305486	
	MC	305494	
	MC	305219	
	MC	305001	
	MC	305564	
	MC	305494	
	MC	305342	
	MC	305394	
	MC	305396	
	MC	305093	
	MC	304953	
	MC	305252	
	MC	305248	
	MC	305159	
	MC	304271	
	MC	304901	
	MC	304843	
	MC	304838	
	MC	305010	
	MC	305091	
	MC	304435	
	MC	305036	
	MC	304924	
	MC	304316	
	MC	304275	
	MC	303564	
	MC	304245	
	MC	304072	
	MC	303488	
	MC	303989	
	MC	303699	
	MC	303404	
	MC	301994	

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Reading
Annual Data, Grade Span 4

	MC	249826			
	MC	249919			
	MC	249647			
	MC	249378			
	MC	249667			
	MC	249560			
	MC	249352			
	MC	249513			
	MC	249854			
	MC	249268			
	MC	249561			
	MC	249647			
	MC	249518			
	MC	249241			
	MC	249505			
	MC	249732			
	MC	249611			
	MC	249515			
	MC	248732			
	MC	249511			
	MC	249648			
	MC	249192			
	MC	249384			
	MC	249362			
	MC	249222			
	MC	249183			
	MC	247627			
	MC	248836			
	MC	248844			
	MC	248716			
	MC	248462			
	MC	248566			
	MC	248343			
	MC	248272			
	MC	248117			

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Writing
Annual Data, Grade Span 1

	MC	166782			
	MC	165490			
	MC	166003			
	MC	166244			
	MC	165398			
	MC	165103			
	MC	164300			
	MC	164195			
	MC	163260			
	MC	165044			
	MC	163739			
	MC	162937			
	MC	161819			
	MC	164227			
	MC	163469			
	MC	163623			
	MC	164022			
	MC	164336			
	MC	164180			

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Writing
Annual Data, Grade Span 2

	MC	441998			
	MC	441869			
	MC	441750			
	MC	441748			
	MC	441175			
	MC	439955			
	MC	441459			
	MC	441228			
	MC	440517			
	MC	441157			
	MC	440830			
	MC	439377			
	MC	440928			
	MC	440623			
	MC	439703			
	MC	438361			
	MC	439889			
	MC	439831			
	MC	439734			

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Writing
Annual Data, Grade Span 3

	MC	305335			
	MC	305245			
	MC	305086			
	MC	305178			
	MC	305052			
	MC	304157			
	MC	305094			
	MC	305019			
	MC	304089			
	MC	305013			
	MC	304808			
	MC	303596			
	MC	304844			
	MC	304912			
	MC	304571			
	MC	303127			
	MC	304465			
	MC	304593			
	MC	304520			

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Writing
Annual Data, Grade Span 4

	MC	249451			
	MC	249383			
	MC	249132			
	MC	249416			
	MC	249280			
	MC	248572			
	MC	249358			
	MC	249309			
	MC	248197			
	MC	249287			
	MC	249211			
	MC	247958			
	MC	249188			
	MC	249113			
	MC	249070			
	MC	248257			
	MC	248838			
	MC	248934			
	MC	248837			

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Writing Constructed Response Items

1	20	159441	6.52%	23.25%	61.48%	8.74%	NA	0.89	0.62	1.84	61%	0.57
1	21	157306	7.76%	30.10%	54.91%	7.23%	NA	0.89	0.62	1.75	58%	0.59
1	22	156357	8.31%	30.31%	55.32%	6.06%	NA	0.89	0.64	1.74	58%	0.57
1	23	153595	9.94%	28.49%	51.03%	10.54%	NA	0.89	0.63	1.80	60%	0.63
1	24	158058	7.57%	20.50%	47.76%	21.88%	2.28%	0.89	0.72	2.06	51%	0.75
2	20	438019	2.26%	10.29%	49.87%	37.58%	NA	0.89	0.64	2.28	76%	0.64
2	21	436793	2.54%	12.40%	58.63%	26.44%	NA	0.89	0.56	2.15	72%	0.61
2	22	435172	2.90%	14.65%	62.77%	19.69%	NA	0.89	0.59	2.05	68%	0.59
2	23	434205	3.12%	17.29%	58.55%	21.05%	NA	0.89	0.60	2.04	68%	0.63
2	24	437114	2.69%	6.58%	53.60%	33.89%	3.23%	0.89	0.65	2.34	59%	0.66
3	20	303955	1.71%	5.23%	45.36%	47.70%	NA	0.89	0.50	2.43	81%	0.59
3	21	303834	1.75%	5.62%	55.93%	36.69%	NA	0.89	0.50	2.32	77%	0.57
3	22	302602	2.16%	8.44%	65.73%	23.68%	NA	0.89	0.53	2.16	72%	0.55
3	23	302506	2.18%	8.38%	77.99%	11.45%	NA	0.89	0.44	2.03	68%	0.45
3	24	301534	2.58%	3.11%	46.58%	44.60%	3.12%	0.89	0.60	2.49	62%	0.62
4	20	303955	3.02%	6.35%	54.04%	36.58%	NA	0.89	0.50	2.43	81%	0.59
4	21	303834	3.06%	6.80%	59.50%	30.65%	NA	0.89	0.50	2.32	77%	0.57
4	22	302602	3.16%	7.95%	58.43%	30.45%	NA	0.89	0.53	2.16	72%	0.55
4	23	302506	3.65%	9.45%	62.85%	24.05%	NA	0.89	0.44	2.03	68%	0.45
4	24	301534	4.13%	2.87%	48.25%	41.70%	3.04%	0.89	0.60	2.49	62%	0.62

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The alphas noted here indicate the reliability of the Writing test with that particular constructed response item removed.

Listening/Speaking
Initial Identification Data, Grade Span 1

MC	225645			
MC	224582			
MC	224320			
MC	223891			
MC	224122			
MC	224199			
MC	224754			
MC	224099			
MC	223453			
DCR	249821			
DCR	249774			
DCR	249609			
DCR	248492			
DCR	247329			
DCR	246574			
DCR	246245			
DCR	245593			
DCR	246284			
DCR	245621			
DCR	250724			
DCR	250847			
DCR	250425			
DCR	215601			
DCR	214882			
DCR	214277			
DCR	214035			
DCR	213214			
DCR	213817			
DCR	213526			

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Listening/Speaking
Initial Identification Data, Grade Span 2

MC	45473
MC	45623
MC	45495
MC	45483
MC	45477
MC	45477
MC	45388
MC	45411
MC	45499
MC	45431
MC	45203
MC	45226
MC	45190
MC	45156
MC	45063
MC	45143
MC	44912
MC	44846
MC	44769
DCR	53138
DCR	53112
DCR	53069
DCR	44630
DCR	44437
DCR	44325
DCR	44125
DCR	44217
DCR	44213
DCR	44172

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Listening/Speaking
Initial Identification Data, Grade Span 3

MC	43189	
MC	43218	
MC	43193	
MC	43229	
MC	43107	
MC	43190	
MC	43127	
MC	43023	
MC	42962	
MC	42937	
MC	42977	
MC	42996	
MC	43000	
MC	42927	
MC	42879	
MC	42932	
MC	42865	
MC	42754	
MC	42769	
DCR	49596	
DCR	49558	
DCR	49497	
DCR	42594	
DCR	42323	
DCR	42195	
DCR	42062	
DCR	41922	
DCR	41863	
DCR	41776	

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Listening/Speaking
Initial Identification Data, Grade Span 4

MC	58868	
MC	58459	
MC	58655	
MC	58421	
MC	58770	
MC	58487	
MC	58870	
MC	58776	
MC	58405	
MC	58543	
MC	58700	
MC	58653	
MC	58525	
MC	58491	
MC	58524	
MC	58595	
MC	58485	
MC	58399	
MC	58430	
DCR	65415	
DCR	65362	
DCR	65235	
DCR	58399	
DCR	57768	
DCR	58193	
DCR	58053	
DCR	57877	
DCR	57834	
DCR	57752	

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

1	30	247926	38.03%	33.58%	28.40%	NA	NA	0.96	0.79	0.90	45%	0.81
1	31	247506	27.72%	20.14%	21.00%	22.87%	8.26%	0.96	0.85	1.64	41%	1.32
2	30	51993	30.08%	7.88%	62.04%	NA	NA	0.98	0.91	1.32	66%	0.91
2	31	51849	36.47%	17.31%	46.22%	NA	NA	0.98	0.83	1.10	55%	0.90
2	32	51452	33.32%	20.05%	46.63%	NA	NA	0.98	0.85	1.13	57%	0.88
2	33	51420	34.32%	17.21%	48.48%	NA	NA	0.98	0.86	1.14	57%	0.90
2	34	51886	28.29%	18.15%	53.55%	NA	NA	0.98	0.89	1.25	63%	0.87
2	35	51766	26.64%	4.89%	13.52%	35.34%	19.60%	0.98	0.92	2.16	54%	1.49
3	30	48457	28.12%	11.80%	60.09%	NA	NA	0.98	0.91	1.32	66%	0.88
3	31	48271	31.11%	12.95%	55.94%	NA	NA	0.98	0.88	1.25	62%	0.90
3	32	47965	30.26%	12.09%	57.65%	NA	NA	0.98	0.89	1.27	64%	0.90
3	33	47948	28.63%	19.87%	51.50%	NA	NA	0.98	0.87	1.23	61%	0.87
3	34	48279	24.74%	13.64%	61.61%	NA	NA	0.98	0.92	1.37	68%	0.85
3	35	48191	23.50%	5.04%	10.43%	35.09%	25.95%	0.98	0.92	2.35	59%	1.50
4	30	64355	24.79%	10.13%	65.07%	NA	NA	0.97	0.89	1.40	70%	0.86
4	31	64200	24.74%	7.68%	67.58%	NA	NA	0.97	0.89	1.43	71%	0.86
4	32	63871	28.84%	16.02%	55.14%	NA	NA	0.97	0.86	1.26	63%	0.88
4	33	63754	30.29%	20.21%	49.50%	NA	NA	0.97	0.85	1.19	60%	0.87
4	34	64152	20.56%	16.07%	63.36%	NA	NA	0.97	0.89	1.43	71%	0.81
4	35	64049	20.18%	6.31%	13.40%	30.61%	29.50%	0.97	0.91	2.43	61%	1.47

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The alphas noted here indicate the reliability of the Listening/Speaking test with that particular constructed response item removed.

Reading
Initial Identification Data, Grade Span 1

	MC	17135	
	MC	17043	
	MC	17100	
	MC	17054	
	MC	16981	
	MC	16604	
	MC	16406	
	MC	16444	
	MC	16144	
	MC	16519	
	MC	16497	
	MC	16462	
	MC	16116	
	MC	16338	
	MC	16318	
	MC	16290	
	MC	16325	
	MC	15645	
	MC	16643	
	MC	16608	
	MC	16599	
	MC	16481	
	MC	16233	
	MC	16406	
	MC	16261	
	MC	16217	
	MC	16009	
	MC	15649	
	MC	15914	
	MC	15964	
	MC	15929	
	MC	15916	
	MC	15960	
	MC	15851	
	MC	15936	

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Reading
Initial Identification Data, Grade Span 2

	MC	44153	
	MC	43942	
	MC	43849	
	MC	43664	
	MC	43687	
	MC	43643	
	MC	43590	
	MC	43469	
	MC	43566	
	MC	43483	
	MC	43566	
	MC	43509	
	MC	43668	
	MC	43589	
	MC	43560	
	MC	43591	
	MC	43244	
	MC	43379	
	MC	43324	
	MC	43269	
	MC	43313	
	MC	43391	
	MC	43298	
	MC	43137	
	MC	43243	
	MC	43101	
	MC	43065	
	MC	42903	
	MC	43044	
	MC	43028	
	MC	42987	
	MC	42949	
	MC	43020	
	MC	42974	
	MC	42929	

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Reading
Initial Identification Data, Grade Span 3

	MC	42234		
	MC	42132		
	MC	42171		
	MC	42147		
	MC	42061		
	MC	41870		
	MC	42042		
	MC	41971		
	MC	41912		
	MC	41949		
	MC	41931		
	MC	41808		
	MC	41846		
	MC	41877		
	MC	41849		0.54
	MC	41855		
	MC	41651		
	MC	41802		
	MC	41737		
	MC	41805		
	MC	41839		
	MC	41832		
	MC	41656		
	MC	41851		
	MC	41814		
	MC	41744		
	MC	41718		
	MC	41568		
	MC	41666		
	MC	41645		
	MC	41483		
	MC	41612		
	MC	41565		
	MC	41459		
	MC	41202		

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Reading
Initial Identification Data, Grade Span 4

	MC	58562	
	MC	58514	
	MC	58282	
	MC	58341	
	MC	57916	
	MC	57973	
	MC	58110	
	MC	58065	
	MC	58197	
	MC	57794	
	MC	57905	
	MC	57936	
	MC	58068	
	MC	57751	
	MC	58027	
	MC	58140	
	MC	58087	
	MC	58000	
	MC	57653	
	MC	58011	
	MC	58036	
	MC	57709	
	MC	57952	
	MC	57905	
	MC	57709	
	MC	57754	
	MC	57429	
	MC	57410	
	MC	57564	
	MC	57651	
	MC	57569	
	MC	57572	
	MC	57507	
	MC	57486	
	MC	57411	

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Writing
Initial Identification Data, Grade Span 1

	MC	16512	
	MC	16337	
	MC	16381	
	MC	16340	
	MC	16261	
	MC	16216	
	MC	16114	
	MC	16123	
	MC	16069	
	MC	16204	
	MC	16110	
	MC	16068	
	MC	15949	
	MC	16151	
	MC	16073	
	MC	16114	
	MC	16138	
	MC	16166	
	MC	16150	

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Writing
Initial Identification Data, Grade Span 2

	MC	43743	
	MC	43652	
	MC	43618	
	MC	43574	
	MC	43498	
	MC	43321	
	MC	43498	
	MC	43433	
	MC	43356	
	MC	43408	
	MC	43390	
	MC	43253	
	MC	43424	
	MC	43358	
	MC	43286	
	MC	43193	
	MC	43295	
	MC	43292	
	MC	43305	

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Writing
Initial Identification Data, Grade Span 3

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
1	MC	42222	0.88	0.60	18%
2	MC	42199	0.87	0.61	18%
3	MC	42182	0.86	0.57	18%
4	MC	42187	0.80	0.60	18%
5	MC	42158	0.83	0.64	18%
6	MC	42018	0.79	0.66	18%
7	MC	42133	0.84	0.67	18%
8	MC	42107	0.80	0.69	18%
9	MC	41951	0.88	0.58	18%
10	MC	42015	0.83	0.60	18%
11	MC	42037	0.80	0.66	18%
12	MC	41838	0.76	0.70	19%
13	MC	42039	0.78	0.66	18%
14	MC	42037	0.61	0.55	18%
15	MC	41951	0.70	0.63	18%
16	MC	41893	0.59	0.48	18%
17	MC	41952	0.66	0.61	18%
18	MC	42024	0.61	0.34	18%
19	MC	41969	0.63	0.46	18%

MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Writing
Initial Identification Data, Grade Span 4

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
1	MC	58426	0.86	0.61	14%
2	MC	58316	0.90	0.53	14%
3	MC	58276	0.84	0.49	14%
4	MC	58304	0.81	0.67	14%
5	MC	58211	0.74	0.66	14%
6	MC	58115	0.93	0.48	15%
7	MC	58276	0.84	0.61	14%
8	MC	58274	0.84	0.54	14%
9	MC	57780	0.66	0.62	15%
10	MC	58209	0.78	0.69	14%
11	MC	58163	0.71	0.62	14%
12	MC	57576	0.69	0.57	15%
13	MC	58207	0.76	0.62	14%
14	MC	58055	0.52	0.51	15%
15	MC	58101	0.87	0.49	15%
16	MC	57870	0.78	0.62	15%
17	MC	57865	0.60	0.55	15%
18	MC	58082	0.59	0.52	15%
19	MC	58080	0.87	0.59	15%

MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Writing Constructed Response Items
Initial Identification Data

Grade Span	Operational Item Number*	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Alpha**	Item-Test Correlation	Mean	Percent of Maximum	Standard Deviation
1	20	14506	31.49%	17.69%	42.31%	8.51%	NA	0.95	0.66	1.86	62%	0.61
1	21	14056	33.53%	21.17%	38.12%	7.18%	NA	0.95	0.67	1.79	60%	0.62
1	22	13949	34.04%	21.27%	38.76%	5.93%	NA	0.95	0.67	1.77	59%	0.60
1	23	13682	35.29%	19.61%	34.98%	10.12%	NA	0.95	0.66	1.85	62%	0.66
1	24	14029	34.12%	14.71%	30.86%	17.24%	3.07%	0.95	0.76	2.12	53%	0.83
2	20	39597	28.41%	11.24%	29.86%	30.49%	NA	0.96	0.73	2.27	76%	0.72
2	21	39208	29.08%	11.78%	37.13%	22.00%	NA	0.96	0.65	2.15	72%	0.68
2	22	38855	29.72%	12.79%	38.80%	18.69%	NA	0.96	0.67	2.08	69%	0.66
2	23	38791	29.84%	13.85%	36.98%	19.33%	NA	0.96	0.68	2.08	69%	0.68
2	24	39542	29.37%	7.19%	34.57%	24.67%	4.20%	0.96	0.74	2.34	58%	0.79
3	20	39893	22.39%	8.94%	29.68%	38.99%	NA	0.96	0.67	2.39	80%	0.69
3	21	39753	22.64%	8.17%	36.90%	32.29%	NA	0.96	0.63	2.31	77%	0.65
3	22	38646	24.80%	11.57%	40.44%	23.19%	NA	0.96	0.69	2.15	72%	0.66
3	23	38835	24.44%	10.87%	52.22%	12.47%	NA	0.96	0.60	2.02	67%	0.56
3	24	37824	26.63%	5.71%	30.32%	31.72%	5.63%	0.96	0.73	2.50	63%	0.76
4	20	56410	17.06%	9.10%	41.57%	32.26%	NA	0.96	0.63	2.28	76%	0.65
4	21	56160	17.43%	9.99%	44.98%	27.60%	NA	0.96	0.64	2.21	74%	0.64
4	22	55873	17.84%	10.35%	44.73%	27.07%	NA	0.96	0.64	2.20	73%	0.64
4	23	54940	19.21%	11.91%	46.52%	22.36%	NA	0.96	0.63	2.13	71%	0.64
4	24	53371	21.66%	5.15%	36.79%	31.66%	4.73%	0.96	0.69	2.46	61%	0.71

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The alphas noted here indicate the reliability of the Writing test with that particular constructed response item removed.

Form C Field Test Annual Data
Listening/Speaking, Grade Span 1

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
32	MC	15259	0.96	0.27	0%
33	MC	15259	0.72	0.31	1%
34	MC	15259	0.94	0.42	1%
35	MC	15259	0.56	0.26	1%
36	MC	15259	0.88	0.36	1%
37	MC	15259	0.84	0.36	2%
38	DCR	15259	0.98	0.22	1%
39	DCR	15259	0.97	0.24	1%
40	DCR	15259	0.85	0.53	2%
41	DCR	15259	0.95	0.43	1%
42	DCR	15259	0.95	0.47	1%
45	MC	18580	0.80	0.35	1%
46	MC	18580	0.91	0.11	1%
47	DCR	18580	0.97	0.33	1%
48	DCR	18580	0.82	0.50	1%
49	DCR	18580	0.96	0.42	1%
50	DCR	18580	0.88	0.52	1%

DCR=Dichotomous Constructed Response
MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Form C Field Test Annual Data
Listening/Speaking, Grade Span 2

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
36	MC	18075	0.94	0.22	0%
37	MC	18075	0.91	0.24	0%
38	MC	18075	0.94	0.25	0%
39	MC	18075	0.89	0.23	0%
40	MC	18075	0.90	0.33	0%
41	MC	18075	0.93	0.35	0%
42	MC	18075	0.90	0.34	0%
43	MC	18075	0.84	0.37	0%
44	DCR	18075	0.77	0.43	1%
45	DCR	18075	0.93	0.26	2%
49	MC	23012	0.97	0.30	0%
50	MC	23012	0.91	0.28	0%
51	MC	23012	0.96	0.30	0%
52	MC	23012	0.88	0.31	0%
53	DCR	23012	0.87	0.42	1%
54	DCR	23012	0.66	0.31	2%

DCR=Dichotomous Constructed Response
MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Form C Field Test Annual Data
Listening/Speaking, Grade Span 3

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
36	MC	6371	0.95	0.20	0%
37	MC	6371	0.73	0.26	0%
38	MC	6371	0.85	0.18	0%
39	MC	6371	0.97	0.30	0%
40	MC	6371	0.86	0.38	0%
41	MC	6371	0.88	0.41	0%
42	MC	6371	0.97	0.36	0%
43	MC	6371	0.94	0.30	0%
44	DCR	6371	0.97	0.36	0%
45	DCR	6371	0.85	0.41	1%
49	MC	9432	0.96	0.25	0%
50	MC	9432	0.91	0.12	0%
51	MC	9432	0.89	0.33	0%
52	MC	9432	0.90	0.25	0%
53	DCR	9432	0.96	0.35	1%
54	DCR	9432	0.86	0.32	1%

DCR=Dichotomous Constructed Response
MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Form C Field Test Annual Data
Listening/Speaking, Grade Span 4

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
36	MC	11443	0.90	0.28	3%
37	MC	11443	0.80	0.28	2%
38	MC	11443	0.87	0.29	3%
39	MC	11443	0.89	0.25	4%
40	MC	11443	0.95	0.39	4%
41	MC	11443	0.85	0.30	4%
42	MC	11443	0.87	0.28	4%
43	MC	11443	0.92	0.25	4%
44	DCR	11443	0.91	0.40	2%
45	DCR	11443	0.54	0.35	3%
49	MC	5529	0.84	0.28	1%
50	MC	5529	0.99	0.21	0%
51	MC	5529	0.91	0.26	0%
52	MC	5529	0.96	0.26	0%
53	DCR	5529	0.81	0.47	2%
54	DCR	5529	0.83	0.52	1%

DCR=Dichotomous Constructed Response
MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Form C Field Test Constructed Response Items
Listening/Speaking Annual Data

Grade Span	Operational Item Number*	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Correlation	Mean	Percent of Maximum	Standard Deviation
1	43	15259	12.70%	37.67%	49.24%	NA	NA	0.62	1.32	0.66%	0.72
1	44	15259	5.64%	13.15%	26.80%	40.02%	13.93%	0.70	2.43	0.61%	1.05
1	51	18580	12.67%	37.56%	48.99%	NA	NA	0.62	1.36	0.68%	0.70
1	52	18580	6.63%	14.51%	27.42%	37.97%	12.75%	0.68	2.40	0.60%	1.07
2	46	18075	9.63%	19.24%	70.21%	NA	NA	0.59	1.55	0.78%	0.70
2	47	18075	1.91%	19.25%	78.65%	NA	NA	0.50	1.72	0.86%	0.50
2	48	18075	1.54%	5.28%	26.57%	49.37%	16.92%	0.58	2.73	0.68%	0.85
2	55	23012	8.75%	20.68%	69.26%	NA	NA	0.60	1.57	0.79%	0.67
2	56	23012	2.35%	20.75%	76.66%	NA	NA	0.52	1.72	0.86%	0.52
2	57	23012	1.76%	4.40%	22.78%	51.00%	19.68%	0.61	2.80	0.70%	0.90
3	46	6371	2.48%	12.02%	84.52%	NA	NA	0.55	1.81	0.91%	0.49
3	47	6371	1.29%	17.64%	80.88%	NA	NA	0.51	1.78	0.89%	0.46
3	48	6371	1.16%	5.09%	16.89%	56.84%	19.68%	0.57	2.86	0.72%	0.85
3	55	9432	6.57%	15.04%	77.89%	NA	NA	0.48	1.66	0.83%	0.64
3	56	9432	1.20%	9.01%	89.60%	NA	NA	0.52	1.84	0.92%	0.42
3	57	9432	2.13%	4.13%	19.49%	48.37%	25.57%	0.57	2.85	0.71%	0.92
4	46	11443	16.79%	26.86%	52.94%	NA	NA	0.62	1.33	0.67%	0.79
4	47	11443	4.94%	21.30%	71.04%	NA	NA	0.59	1.62	0.81%	0.64
4	48	11443	1.97%	4.50%	17.71%	44.64%	27.46%	0.68	2.80	0.70%	1.16
4	55	5529	8.84%	15.55%	75.26%	NA	NA	0.62	1.64	0.82%	0.65
4	56	5529	3.89%	20.15%	75.75%	NA	NA	0.62	1.69	0.85%	0.55
4	57	5529	3.15%	3.80%	17.71%	42.38%	32.47%	0.70	2.91	0.73%	1.01

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Form C Field Test Annual Data
Writing, Grade Span 1

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
25	MC	5539	0.69	0.41	1%
26	MC	5539	0.57	0.28	2%
27	MC	5539	0.51	0.25	3%
31	MC	6711	0.72	0.54	1%
32	MC	6711	0.80	0.50	1%
33	MC	6711	0.45	0.25	2%

MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Form C Field Test Annual Data
Writing, Grade Span 2

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
25	MC	13542	0.82	0.40	0%
26	MC	13542	0.65	0.17	0%
27	MC	13542	0.69	0.31	0%
31	MC	18535	0.86	0.44	0%
32	MC	18535	0.78	0.32	0%
33	MC	18535	0.87	0.35	0%

MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Form C Field Test Annual Data
Writing, Grade Span 3

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
25	MC	5426	0.70	0.35	0%
26	MC	5426	0.57	0.24	0%
27	MC	5426	0.85	0.33	0%
31	MC	8869	0.88	0.43	0%
32	MC	8869	0.83	0.25	0%
33	MC	8869	0.88	0.37	0%

MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Form C Field Test Annual Data
Writing, Grade Span 4

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
25	MC	11444	0.91	0.38	0%
26	MC	11444	0.61	0.38	0%
27	MC	11444	0.91	0.46	0%
31	MC	5297	0.74	0.29	0%
32	MC	5297	0.42	0.15	1%
33	MC	5297	0.84	0.23	1%

MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

Form C Field Test Constructed Response Items
Writing Annual Data

Grade Span	Operational Item Number*	N	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Correlation	Mean	Percent of Maximum	Standard Deviation
1	28	5539	28.72%	51.85%	14.02%	NA	0.65	1.74	0.58%	0.77
1	29	5539	29.43%	50.43%	14.26%	NA	0.61	1.72	0.57%	0.78
1	30	5539	25.46%	42.65%	22.46%	4.03%	0.71	1.94	0.49%	0.93
1	34	6711	34.05%	53.26%	6.77%	NA	0.58	1.58	0.53%	0.72
1	35	6711	30.01%	53.65%	9.23%	NA	0.58	1.62	0.54%	0.77
1	36	6711	28.21%	45.42%	17.03%	1.90%	0.69	1.77	0.44%	0.89
2	28	13542	10.95%	50.45%	37.59%	NA	0.52	2.23	0.74%	0.70
2	29	13542	16.62%	53.86%	28.21%	NA	0.41	2.08	0.69%	0.72
2	30	13542	7.67%	45.79%	37.01%	6.47%	0.57	2.35	0.59%	0.83
2	34	18435	12.88%	60.77%	24.90%	NA	0.51	2.09	0.70%	0.68
2	35	18435	13.48%	65.83%	18.85%	NA	0.49	2.01	0.67%	0.66
2	36	18435	7.27%	31.99%	46.56%	10.59%	0.63	2.56	0.64%	0.90
3	28	5426	11.23%	53.40%	34.88%	NA	0.43	2.22	0.74%	0.66
3	29	5426	10.63%	68.47%	20.50%	NA	0.37	2.08	0.69%	0.58
3	30	5426	4.97%	59.29%	30.44%	2.19%	0.48	2.27	0.57%	0.66
3	34	8869	19.83%	34.74%	45.03%	NA	0.49	2.23	0.74%	0.79
3	35	8869	13.14%	59.59%	26.84%	NA	0.45	2.12	0.71%	0.65
3	36	8869	7.39%	59.70%	28.45%	2.10%	0.52	2.22	0.56%	0.69
4	28	11444	9.83%	55.22%	34.36%	NA	0.46	2.23	0.74%	0.65
4	29	11444	9.92%	52.26%	37.44%	NA	0.43	2.26	0.75%	0.66
4	30	11444	3.83%	45.03%	33.01%	6.21%	0.54	2.19	0.55%	1.03
4	34	5297	11.94%	55.46%	31.77%	NA	0.45	2.18	0.73%	0.68
4	35	5297	12.53%	60.60%	25.87%	NA	0.43	2.10	0.70%	0.66
4	36	5297	5.69%	53.26%	33.73%	3.44%	0.55	2.28	0.57%	0.77

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

NOTE: Cases with score points equal to zero are given condition codes; for a breakdown of condition codes of each item please see Appendix F: Rater Consistency and Reliability.

Winter 2003 Listening/Speaking Field Test
Grade Span 1, Book 1

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
1	MC	449	0.84	0.46	3%
2	MC	449	0.85	0.45	2%
3	MC	449	0.85	0.42	2%
4	MC	449	0.94	0.33	2%
5	MC	449	0.88	0.36	3%
6	MC	449	0.87	0.38	2%
7	MC	449	0.88	0.53	2%
8	MC	449	0.77	0.23	2%
9	MC	449	0.88	0.33	2%
10	MC	449	0.85	0.38	2%
11	MC	449	0.70	0.39	4%
12	MC	449	0.61	0.37	5%
23	DCR	449	0.93	0.43	1%
24	DCR	449	0.92	0.52	1%
25	DCR	449	0.93	0.50	1%
26	DCR	449	0.81	0.71	1%
27	DCR	449	0.73	0.66	1%
28	DCR	449	0.86	0.57	1%
29	DCR	449	0.88	0.67	1%
30	DCR	449	0.65	0.36	1%
31	DCR	449	0.84	0.65	1%
32	DCR	449	0.29	0.44	1%
41	DCR	449	0.74	0.63	3%
42	DCR	449	0.75	0.65	3%
43	DCR	449	0.87	0.57	3%
44	DCR	449	0.60	0.49	3%
45	DCR	449	0.63	0.61	2%
46	DCR	449	0.79	0.70	2%
47	DCR	449	0.69	0.68	2%
48	DCR	449	0.81	0.73	2%

DCR=Dichotomous Constructed Response
MC=Multiple Choice
*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Listening/Speaking Field Test Item Map to determine the corresponding book item number.

Winter 2003 Listening/Speaking Field Test
Grade Span 1, Book 2

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
51	MC	408	0.92	0.41	2%
52	MC	408	0.93	0.41	2%
53	MC	408	0.88	0.25	2%
54	MC	408	0.96	0.34	1%
55	MC	408	0.88	0.39	2%
56	MC	408	0.90	0.36	3%
57	MC	408	0.93	0.37	1%
58	MC	408	0.89	0.34	3%
59	MC	408	0.89	0.47	3%
60	MC	408	0.91	0.35	2%
61	MC	408	0.87	0.35	2%
62	MC	408	0.69	0.40	3%
63	DCR	408	0.98	0.34	0%
64	DCR	408	0.99	0.24	0%
65	DCR	408	0.99	0.22	0%
66	DCR	408	0.79	0.62	1%
67	DCR	408	0.84	0.63	1%
68	DCR	408	0.88	0.39	1%
69	DCR	408	0.92	0.40	1%
70	DCR	408	0.68	0.49	0%
71	DCR	408	0.81	0.45	0%
72	DCR	408	0.34	0.49	1%
73	DCR	408	0.71	0.64	1%
74	DCR	408	0.79	0.36	1%
75	DCR	408	0.75	0.46	2%
76	DCR	408	0.63	0.47	2%
77	DCR	408	0.75	0.67	2%
78	DCR	408	0.62	0.63	2%
79	DCR	408	0.14	0.31	1%
80	DCR	408	0.67	0.68	1%

DCR=Dichotomous Constructed Response
MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Listening/Speaking Field Test Item Map to determine the corresponding book item number.

Winter 2003 Listening/Speaking Field Test
Grade Span 2, Book 1

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
1	MC	365	0.97	0.12	1%
2	MC	365	0.96	0.27	1%
3	MC	365	0.88	0.20	1%
4	MC	365	0.97	0.30	1%
5	MC	365	0.98	0.25	1%
6	MC	365	0.78	0.23	1%
7	MC	365	0.87	0.23	1%
8	MC	365	0.99	0.17	1%
9	MC	365	0.93	0.24	1%
10	MC	365	0.98	0.33	1%
11	MC	365	0.79	0.15	1%
12	MC	365	0.96	0.53	1%
13	MC	365	0.92	0.27	1%
14	MC	365	0.93	0.36	1%
15	MC	365	0.84	0.34	1%
16	MC	365	0.85	0.30	1%
17	MC	365	0.88	0.40	1%
18	MC	365	0.85	0.16	1%
19	MC	365	0.90	0.32	1%
20	MC	365	0.92	0.30	1%
21	MC	365	0.79	0.30	1%
22	MC	365	0.89	0.36	1%
39	DCR	365	0.93	0.52	0%
40	DCR	365	0.98	0.37	0%
41	DCR	365	0.75	0.42	1%
42	DCR	365	0.98	0.44	0%
43	DCR	365	0.87	0.48	0%
44	DCR	365	0.96	0.57	1%
45	DCR	365	0.99	0.38	0%
46	DCR	365	0.93	0.53	0%
47	DCR	365	0.95	0.58	0%
48	DCR	365	0.91	0.49	0%

DCR=Dichotomous Constructed Response
MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Listening/Speaking Field Test Item Map to determine the corresponding book item number.

Winter 2003 Listening/Speaking Field Test
Grade Span 2, Book 2

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
55	MC	433	0.87	0.25	1%
56	MC	433	0.86	0.36	1%
57	MC	433	0.78	0.14	1%
58	MC	433	0.82	0.31	1%
59	MC	433	0.87	0.40	1%
60	MC	433	0.80	0.33	0%
61	MC	433	0.80	0.30	0%
62	MC	433	0.66	0.19	0%
63	MC	433	0.91	0.55	1%
64	MC	433	0.96	0.16	1%
65	MC	433	0.96	0.40	0%
66	MC	433	0.96	0.32	1%
67	MC	433	0.77	0.31	0%
68	MC	433	0.85	0.35	0%
69	MC	433	0.94	0.35	0%
70	MC	433	0.76	0.41	0%
71	MC	433	0.89	0.53	0%
72	MC	433	0.86	0.33	0%
73	MC	433	0.90	0.38	0%
74	MC	433	0.94	0.57	0%
75	MC	433	0.87	0.31	0%
76	MC	433	0.75	0.19	0%
77	DCR	433	0.85	0.58	1%
78	DCR	433	0.93	0.45	1%
79	DCR	433	0.74	0.53	1%
80	DCR	433	0.83	0.58	2%
81	DCR	433	0.93	0.62	1%
82	DCR	433	0.88	0.68	1%
83	DCR	433	0.84	0.66	1%
84	DCR	433	0.88	0.70	2%
85	DCR	433	0.77	0.65	2%
86	DCR	433	0.94	0.73	2%

DCR=Dichotomous Constructed Response
MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Listening/Speaking Field Test Item Map to determine the corresponding book item number.

Winter 2003 Listening/Speaking Field Test
Grade Span 3, Book 1

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
1	MC	725	0.94	0.38	1%
2	MC	725	0.94	0.40	1%
3	MC	725	0.94	0.38	1%
4	MC	725	0.98	0.26	1%
5	MC	725	0.89	0.40	1%
6	MC	725	0.97	0.44	1%
7	MC	725	0.96	0.49	1%
8	MC	725	0.90	0.39	1%
9	MC	725	0.85	0.43	1%
10	MC	725	0.95	0.49	1%
11	MC	725	0.90	0.44	1%
12	MC	725	0.95	0.33	1%
13	MC	725	0.92	0.41	1%
14	MC	725	0.94	0.44	1%
15	MC	725	0.87	0.57	1%
16	MC	725	0.90	0.54	1%
17	MC	725	0.90	0.41	1%
18	MC	725	0.83	0.53	1%
19	MC	725	0.89	0.52	1%
20	MC	725	0.92	0.52	1%
21	MC	725	0.81	0.43	1%
22	MC	725	0.88	0.51	1%
39	DCR	725	0.82	0.69	2%
40	DCR	725	0.96	0.58	2%
41	DCR	725	0.50	0.37	2%
42	DCR	725	0.79	0.65	2%
43	DCR	725	0.94	0.58	2%
44	DCR	725	0.87	0.69	2%
45	DCR	725	0.89	0.65	2%
46	DCR	725	0.80	0.67	2%
47	DCR	725	0.93	0.69	2%
48	DCR	725	0.52	0.51	2%

DCR=Dichotomous Constructed Response
MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Listening/Speaking Field Test Item Map to determine the corresponding book item number.

Winter 2003 Listening/Speaking Field Test
Grade Span 3, Book 2

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
55	MC	639	0.87	0.34	0%
56	MC	639	0.99	0.20	0%
57	MC	639	0.98	0.33	0%
58	MC	639	0.99	0.17	0%
59	MC	639	0.98	0.15	0%
60	MC	639	0.97	0.09	0%
61	MC	639	0.98	0.41	0%
62	MC	639	0.98	0.33	0%
63	MC	639	0.76	0.38	0%
64	MC	639	0.86	0.40	0%
65	MC	639	0.97	0.37	0%
66	MC	639	0.94	0.29	0%
67	MC	639	0.95	0.56	0%
68	MC	639	0.94	0.48	0%
69	MC	639	0.95	0.41	0%
70	MC	639	0.70	0.22	0%
71	MC	639	0.89	0.58	0%
72	MC	639	0.93	0.47	0%
73	MC	639	0.84	0.47	0%
74	MC	639	0.98	0.20	0%
75	MC	639	0.95	0.50	0%
76	MC	639	0.92	0.36	0%
77	DCR	639	0.99	0.30	0%
78	DCR	639	0.94	0.60	1%
79	DCR	639	0.92	0.54	0%
80	DCR	639	0.92	0.66	0%
81	DCR	639	0.85	0.38	0%
82	DCR	639	0.95	0.63	0%
83	DCR	639	0.94	0.55	1%
84	DCR	639	0.81	0.61	1%
85	DCR	639	0.89	0.64	1%
86	DCR	639	0.31	0.29	1%

DCR=Dichotomous Constructed Response
MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Listening/Speaking Field Test Item Map to determine the corresponding book item number.

Winter 2003 Listening/Speaking Field Test
Grade Span 4, Book 1

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
1	MC	627	0.96	0.32	2%
2	MC	627	0.91	0.32	2%
3	MC	627	0.89	0.33	2%
4	MC	627	0.82	0.39	2%
5	MC	627	0.79	0.25	2%
6	MC	627	0.86	0.43	3%
7	MC	627	0.86	0.23	2%
8	MC	627	0.66	0.36	3%
9	MC	627	0.91	0.37	2%
10	MC	627	0.92	0.41	2%
11	MC	627	0.91	0.34	2%
12	MC	627	0.90	0.32	2%
13	MC	627	0.95	0.38	2%
14	MC	627	0.93	0.39	2%
15	MC	627	0.87	0.33	2%
16	MC	627	0.89	0.52	2%
17	MC	627	0.60	0.34	2%
18	MC	627	0.85	0.37	2%
19	MC	627	0.69	0.26	2%
20	MC	627	0.58	0.28	2%
21	MC	627	0.73	0.21	2%
22	MC	627	0.76	0.50	2%
39	DCR	627	0.93	0.65	3%
40	DCR	627	0.86	0.35	2%
41	DCR	627	0.61	0.49	2%
42	DCR	627	0.79	0.66	2%
43	DCR	627	0.93	0.60	2%
44	DCR	627	0.91	0.68	2%
45	DCR	627	0.91	0.68	2%
46	DCR	627	0.76	0.63	2%
47	DCR	627	0.81	0.63	2%
48	DCR	627	0.80	0.57	2%

DCR=Dichotomous Constructed Response
MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Listening/Speaking Field Test Item Map to determine the corresponding book item number.

Winter 2003 Listening/Speaking Field Test
Grade Span 4, Book 2

Operational Item Number*	Type	N	P-value	Point Biserial	Percent Omit
55	MC	632	0.90	0.33	0.02
56	MC	632	0.91	0.29	0.03
57	MC	632	0.89	0.36	0.02
58	MC	632	0.76	0.31	0.01
59	MC	632	0.87	0.28	0.02
60	MC	632	0.81	0.51	0.03
61	MC	632	0.90	0.34	0.01
62	MC	632	0.56	0.45	0.02
63	MC	632	0.87	0.39	0.02
64	MC	632	0.84	0.44	0.02
65	MC	632	0.93	0.34	0.02
66	MC	632	0.69	0.33	0.02
67	MC	632	0.82	0.46	0.02
68	MC	632	0.77	0.30	0.02
69	MC	632	0.80	0.55	0.02
70	MC	632	0.74	0.41	0.02
71	MC	632	0.83	0.48	0.02
72	MC	632	0.83	0.45	0.02
73	MC	632	0.74	0.49	0.02
74	MC	632	0.74	0.32	0.02
75	MC	632	0.85	0.23	0.01
76	MC	632	0.76	0.47	0.02
77	DCR	632	0.80	0.38	0.03
78	DCR	632	0.49	0.57	0.03
79	DCR	632	0.79	0.53	0.03
80	DCR	632	0.69	0.77	0.04
81	DCR	632	0.55	0.60	0.04
82	DCR	632	0.72	0.73	0.04
83	DCR	632	0.67	0.64	0.04
84	DCR	632	0.47	0.55	0.04
85	DCR	632	0.52	0.70	0.04
86	DCR	632	0.41	0.64	0.04

DCR=Dichotomous Constructed Response
MC=Multiple Choice

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Listening/Speaking Field Test Item Map to determine the corresponding book item number.

Winter 2003 Listening/Speaking Field Test
Constructed Response Items, Book 1

Grade Span	Operational Item Number*	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Mean	Percent of Maximum	Standard Deviation
1	49	440	20.43%	41.05%	38.52%	NA	NA	1.12	0.56%	0.75
1	50	439	13.23%	18.29%	27.24%	30.35%	10.70%	1.92	0.48%	1.17
2	49	363	5.21%	12.09%	82.23%	NA	NA	1.75	0.88%	0.56
2	50	363	13.03%	22.99%	63.51%	NA	NA	1.45	0.73%	0.74
2	51	363	3.08%	20.14%	76.30%	NA	NA	1.71	0.86%	0.53
2	52	363	4.50%	11.37%	83.65%	NA	NA	1.77	0.89%	0.53
2	53	363	3.32%	20.62%	75.36%	NA	NA	1.71	0.86%	0.53
2	54	362	2.61%	2.37%	18.01%	47.39%	28.91%	2.94	0.74%	0.92
3	49	713	6.77%	5.39%	86.84%	NA	NA	1.79	0.90%	0.56
3	50	716	9.77%	26.19%	63.41%	NA	NA	1.51	0.76%	0.68
3	51	716	6.77%	13.03%	79.57%	NA	NA	1.71	0.86%	0.60
3	52	716	11.53%	15.66%	72.18%	NA	NA	1.59	0.80%	0.70
3	53	717	5.76%	19.80%	73.93%	NA	NA	1.66	0.83%	0.59
3	54	719	5.76%	4.64%	19.92%	40.98%	28.45%	2.76	0.69%	1.08
4	49	580	7.58%	18.12%	72.47%	NA	NA	1.63	0.82%	0.63
4	50	581	6.46%	14.33%	77.53%	NA	NA	1.69	0.85%	0.59
4	51	578	5.06%	23.17%	69.80%	NA	NA	1.63	0.82%	0.58
4	52	577	12.36%	22.61%	62.92%	NA	NA	1.46	0.73%	0.73
4	53	581	4.07%	16.99%	77.25%	NA	NA	1.72	0.86%	0.54
4	54	581	3.93%	6.18%	15.59%	37.22%	35.53%	2.86	0.72%	1.05

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Listening/Speaking Field Test Item Map to determine the corresponding book item number.

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

Winter 2003 Listening/Speaking Field Test
Constructed Response Items, Book 2

Grade Span	Operational Item Number*	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Mean	Percent of Maximum	Standar Deviatio
1	81	397	16.18%	33.72%	48.36%	NA	NA	1.23	0.62%	0.76
1	82	400	5.59%	17.53%	21.97%	34.68%	19.08%	2.23	0.56%	1.12
2	87	422	9.55%	10.37%	78.66%	NA	NA	1.68	0.84%	0.66
2	88	422	17.28%	26.63%	54.67%	NA	NA	1.33	0.67%	0.78
2	89	421	10.37%	21.34%	66.67%	NA	NA	1.54	0.77%	0.70
2	90	421	16.46%	21.54%	60.37%	NA	NA	1.40	0.70%	0.78
2	91	423	6.10%	23.17%	69.51%	NA	NA	1.61	0.81%	0.62
2	92	424	6.30%	6.10%	18.09%	43.09%	25.20%	2.70	0.68%	1.08
3	87	629	2.16%	4.55%	93.05%	NA	NA	1.89	0.95%	0.40
3	88	629	2.40%	5.99%	91.38%	NA	NA	1.86	0.93%	0.43
3	89	630	4.55%	12.34%	82.99%	NA	NA	1.73	0.87%	0.56
3	90	628	4.43%	14.25%	80.96%	NA	NA	1.73	0.87%	0.55
3	91	631	3.11%	18.80%	78.08%	NA	NA	1.69	0.85%	0.55
3	92	631	1.32%	4.91%	11.14%	34.97%	47.66%	3.08	0.77%	0.97
4	87	606	22.30%	19.03%	57.10%	NA	NA	1.28	0.64%	0.85
4	88	608	23.01%	15.63%	60.09%	NA	NA	1.30	0.65%	0.86
4	89	603	27.13%	27.98%	42.90%	NA	NA	1.06	0.53%	0.83
4	90	606	28.13%	26.70%	43.47%	NA	NA	1.06	0.53%	0.84
4	91	606	18.04%	24.86%	55.54%	NA	NA	1.32	0.66%	0.80
4	92	607	17.19%	10.23%	17.47%	29.69%	24.01%	2.18	0.55%	1.39

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Listening/Speaking Field Test Item Map to determine the corresponding book item number.
**The alphas noted here indicate the reliability of the Listening/Speaking test with that particular constructed response item removed.

Appendix I Form C Annual and Initial P-Value Data Comparison

CELDT Form C, Differences Between P-Values
Annual Data Minus Initial Data
Listening and Speaking

Operational Item Number	Grade Span 1	Grade Span 2	Grade Span 3	Grade Span 4
1	0.20	0.06	0.05	0.03
2	0.18	0.04	0.05	0.06
3	0.17	0.06	0.08	0.05
4	0.12	0.05	0.04	0.08
5	0.12	0.08	0.08	0.03
6	0.13	0.05	0.05	0.07
7	0.18	0.08	0.05	0.05
8	0.18	0.06	0.08	0.05
9	0.33	0.05	0.05	0.06
10	0.35	0.10	0.07	0.06
11	0.22	0.06	0.08	0.04
12	0.37	0.08	0.08	0.06
13	0.36	0.07	0.09	0.07
14	0.34	0.05	0.11	0.05
15	0.22	0.03	0.09	0.08
16	0.27	0.03	0.12	0.05
17	0.37	0.07	0.11	0.06
18	0.20	0.07	0.08	0.07
19	0.34	0.09	0.09	0.07
20	0.24	0.21	0.22	0.19
21	0.26	0.16	0.25	0.14
22	0.15	0.26	0.24	0.16
23	0.18	0.10	0.14	0.08
24	0.23	0.14	0.01	0.12
25	0.24	0.14	0.13	0.08
26	0.21	0.15	0.13	0.07
27	0.20	0.11	0.13	0.08
28	0.23	0.12	0.02	0.00
29	0.25	0.10	-0.03	0.04
30	0.20	0.25	0.22	0.19
31	0.20	0.17	0.20	0.20
32	NA	0.18	0.23	0.18
33	NA	0.18	0.18	0.17
34	NA	0.22	0.22	0.18
35	NA	0.17	0.18	0.15
Sum	7.13	3.84	3.92	3.09
Avg	0.23	0.11	0.11	0.09

CELDT Form C, Differences Between P-Values
Annual Data Minus Initial Data

	Reading			
Operational Item Number	**Grade Span 1**	**Grade Span 2**	**Grade Span 3**	**Grade Span 4**
1	0.05	0.06	0.05	0.05
2	0.03	0.05	-0.03	0.05
3	0.06	0.07	-0.03	0.02
4	0.04	-0.01	-0.01	0.00
5	0.06	0.01	0.01	0.07
6	0.01	0.04	0.00	0.05
7	-0.01	0.06	0.06	0.00
8	-0.01	0.03	0.11	0.01
9	-0.03	0.03	0.06	0.05
10	0.02	0.01	0.02	0.03
11	0.00	0.03	0.06	0.02
12	0.01	0.03	0.01	-0.05
13	0.00	0.06	0.01	0.03
14	0.00	0.03	0.01	0.08
15	0.01	0.00	0.01	0.04
16	0.00	0.05	-0.01	0.04
17	0.01	0.05	-0.02	0.05
18	-0.04	0.05	-0.03	0.02
19	0.04	0.02	-0.05	0.05
20	0.04	-0.04	-0.04	0.05
21	0.05	0.00	-0.02	0.04
22	-0.01	0.07	-0.02	0.04
23	-0.04	0.03	-0.03	0.05
24	-0.03	0.01	0.02	0.02
25	-0.01	0.03	-0.02	0.03
26	0.01	0.02	0.02	0.05
27	-0.02	0.02	0.02	0.01
28	-0.03	-0.01	-0.02	0.05
29	-0.03	0.00	0.01	0.00
30	-0.03	0.04	0.00	0.05
31	-0.03	0.01	-0.01	0.01
32	0.00	0.01	-0.04	0.00
33	-0.01	0.04	-0.04	-0.02
34	-0.02	0.01	-0.07	0.02
35	-0.02	0.01	-0.05	0.03
Sum	0.06	0.91	-0.06	1.04
Avg	0.00	0.03	0.00	0.03

CELDT Form C, Differences Between P-Values
Annual Data Minus Initial Data

Writing

Operational Item Number	Grade Span 1	Grade Span 2	Grade Span 3	Grade Span 4
1	0.03	0.06	0.08	0.06
2	-0.05	0.08	0.08	0.06
3	0.04	0.06	0.08	0.06
4	0.03	0.05	0.09	0.09
5	0.02	0.07	0.08	0.06
6	-0.04	0.07	0.11	0.03
7	-0.03	0.06	0.09	0.07
8	0.03	0.06	0.11	0.05
9	0.01	0.05	0.06	0.05
10	-0.04	0.06	0.08	0.10
11	0.00	0.06	0.10	0.04
12	0.02	0.08	0.12	0.05
13	0.00	0.06	0.08	0.08
14	-0.03	0.04	0.06	0.01
15	0.02	0.06	0.07	0.05
16	0.02	0.05	-0.03	0.06
17	0.02	0.01	0.04	0.04
18	0.03	0.01	-0.01	-0.01
19	0.02	-0.03	0.00	0.06
Sum	0.04	0.95	1.30	1.03
Avg	0.00	0.04	0.05	0.04

Appendix J Correlations Between Multiple Choice and Constructed Response Items

The following tables detail simple statistics and correlations between multiple choice and constructed response items by grade span, for both annual administration and initial identification data. Results are shown for the Listening/Speaking and Writing skill areas; the Reading skill area contains no constructed response items. All analyses are based on raw scores.

Annual Administration Data

Listening/Speaking

Grade Span 1: Grades K-2

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	344150	8.25	1.50	0	9
DCR Score	344150	16.30	4.35	0	20
CR Score	344150	3.80	1.60	0	6
Combined DCR and CR Score	344150	20.10	5.57	0	26

Pearson Correlation Coefficients

	Total Raw Scores			
	MC	**DCR**	**CR**	**DCR + CR**
MC	1.00	0.55	0.42	0.55
DCR	0.55	1.00	0.69	0.98
CR	0.42	0.69	1.00	0.82
DCR + CR	0.55	0.98	0.82	1.00

MC=Multiple Choice
DCR=Dichotomous Constructed Response
CR=Constructed Response

Annual Administration Data, Listening/Speaking

Grade Span 2: Grades 3-5

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	450208	16.14	3.15	0	19
DCR Score	450208	8.90	1.85	0	10
CR Score	450208	10.65	3.21	0	14
Combined DCR and CR Score	450208	19.55	4.61	0	24

Pearson Correlation Coefficients

	Total Raw Scores			
	MC	**DCR**	**CR**	**DCR + CR**
MC	1.00	0.50	0.50	0.55
DCR	0.50	1.00	0.63	0.84
CR	0.50	0.63	1.00	0.95
DCR + CR	0.55	0.84	0.95	1.00

Grade Span 3: Grades 6-8

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	311191	17.11	2.82	0	19
DCR Score	311191	7.64	2.02	0	10
CR Score	311191	11.48	2.95	0	14
Combined DCR and CR Score	311191	19.12	4.60	0	24

Pearson Correlation Coefficients

	Total Raw Scores			
	MC	**DCR**	**CR**	**DCR + CR**
MC	1.00	0.55	0.54	0.59
DCR	0.55	1.00	0.70	0.89
CR	0.54	0.70	1.00	0.95
DCR + CR	0.59	0.89	0.95	1.00

Annual Administration Data, Listening/Speaking

Grade Span 4: Grades 9-12

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	256888	16.56	3.34	0	19
DCR Score	256888	7.43	2.58	0	10
CR Score	256888	11.33	3.36	0	14
Combined DCR and CR Score	256888	18.76	5.56	0	24

Pearson Correlation Coefficients

	Total Raw Scores			
	MC	**DCR**	**CR**	**DCR + CR**
MC	1.00	0.54	0.57	0.60
DCR	0.54	1.00	0.75	0.92
CR	0.57	0.75	1.00	0.95
DCR + CR	0.60	0.92	0.95	1.00

Annual Administration Data, Writing

Grade Span 1: Grade 2

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	170782	11.36	4.65	0	19
CR Score	170782	8.46	3.23	0	16

Pearson Correlation Coefficients

	Total Raw Scores	
	MC	**CR**
MC	1.00	0.70
CR	0.70	1.00

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

Grade Span 2: Grades 3-5

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	450208	14.83	4.10	0	19
CR Score	450208	10.57	2.80	0	16

Pearson Correlation Coefficients

	Total Raw Scores	
	MC	**CR**
MC	1.00	0.69
CR	0.69	1.00

Annual Administration Data, Writing

Grade Span 3: Grades 6-8

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	311191	15.55	3.81	0	19
CR Score	311191	11.19	2.37	0	16

Pearson Correlation Coefficients

	Total Raw Scores	
	MC	**CR**
MC	1.00	0.67
CR	0.67	1.00

Grade Span 4: Grades 9-12

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	256888	15.16	4.28	0	19
CR Score	256888	11.02	2.76	0	16

Pearson Correlation Coefficients

	Total Raw Scores	
	MC	**CR**
MC	1.00	0.72
CR	0.72	1.00

Initial Identification Data, Listening/Speaking

Grade Span 1: Grades K-2

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	257596	6.11	3.05	0	9
DCR Score	257596	10.29	7.13	0	20
CR Score	257596	2.45	2.02	0	6
Combined DCR and CR Score	257596	12.74	8.90	0	26

Pearson Correlation Coefficients

	Total Raw Scores			
	MC	**DCR**	**CR**	**DCR + CR**
MC	1.00	0.77	0.67	0.77
DCR	0.77	1.00	0.84	0.99
CR	0.67	0.84	1.00	0.90
DCR + CR	0.77	0.99	0.90	1.00

Grade Span 2: Grades 3-5

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	55407	12.42	6.87	0	19
DCR Score	55407	6.37	4.22	0	10
CR Score	55407	7.59	5.65	0	14
Combined DCR and CR Score	55407	13.96	9.68	0	24

Pearson Correlation Coefficients

	Total Raw Scores			
	MC	**DCR**	**CR**	**DCR + CR**
MC	1.00	0.88	0.85	0.88
DCR	0.88	1.00	0.92	0.97
CR	0.85	0.92	1.00	0.99
DCR + CR	0.88	0.97	0.99	1.00

Initial Identification Data, Listening/Speaking

Grade Span 3: Grades 6-8

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	51510	13.29	6.88	0	19
DCR Score	51510	5.65	3.86	0	10
CR Score	51510	8.24	5.74	0	14
Combined DCR and CR Score	51510	13.89	9.44	0	24

Pearson Correlation Coefficients

	Total Raw Scores			
	MC	**DCR**	**CR**	**DCR + CR**
MC	1.00	0.87	0.87	0.88
DCR	0.87	1.00	0.93	0.98
CR	0.87	0.93	1.00	0.99
DCR + CR	0.88	0.98	0.99	1.00

Grade Span 4: Grades 9-12

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	68151	13.65	6.35	0	19
DCR Score	68151	5.91	3.85	0	10
CR Score	68151	8.62	5.56	0	14
Combined DCR and CR Score	68151	14.53	9.21	0	24

Pearson Correlation Coefficients

	Total Raw Scores			
	MC	**DCR**	**CR**	**DCR + CR**
MC	1.00	0.82	0.83	0.85
DCR	0.82	1.00	0.91	0.97
CR	0.83	0.91	1.00	0.99
DCR + CR	0.85	0.97	0.99	1.00

Initial Identification Data, Writing

Grade Span 1: Grade 2

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	21152	8.94	6.36	0	19
CR Score	21151	6.24	4.84	0	16

Pearson Correlation Coefficients

	Total Raw Scores	
	MC	**CR**
MC	1.00	0.85
CR	0.85	1.00

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

Grade Span 2: Grades 3-5

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	55407	11.09	7.06	0	19
CR Score	55403	7.74	5.44	0	16

Pearson Correlation Coefficients

	Total Raw Scores	
	MC	**CR**
MC	1.00	0.90
CR	0.90	1.00

Initial Identification Data, Writing

Grade Span 3: Grades 6-8

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	51510	11.88	7.06	0	19
CR Score	51508	8.63	5.26	0	16

Pearson Correlation Coefficients

	Total Raw Scores	
	MC	**CR**
MC	1.00	0.91
CR	0.91	1.00

Grade Span 4: Grades 9-12

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	68151	12.48	6.67	0	19
CR Score	68151	9.17	4.84	0	16

Pearson Correlation Coefficients

	Total Raw Scores	
	MC	**CR**
MC	1.00	0.89
CR	0.89	1.00

Appendix K Probability of Classification

Probability of Classification*

Listening and Speaking

Grade Span	Assigned Proficiency Level	Probability of Classifying at a Given Proficiency Level						
		B	EI	I	EA	A	Below EA	Above EA
Grade Span 1: Grade K	B	**0.84**	0.15	0.01	0	0	**1.00**	0
	EI	0.07	**0.78**	0.15	0	0	**1.00**	0
	I	0	0.09	**0.80**	0.11	0	**0.89**	0.11
	EA	0	0	0.21	**0.67**	0.12	0.21	**0.79**
	A	0	0	0.03	0.26	**0.71**	0.03	**0.97**
Grade Span 1: Grade 1	B	**0.85**	0.15	0	0	0	**1.00**	0
	EI	0.05	**0.78**	0.17	0	0	**1.00**	0
	I	0	0.07	**0.72**	0.21	0	**0.79**	0.21
	EA	0	0	0.16	**0.61**	0.22	0.16	**0.83**
	A	0.01	0.01	0.04	0.18	**0.77**	0.06	**0.95**
Grade Span 1: Grade 2	B	**0.90**	0.10	0	0	0	**1.00**	0
	EI	0.10	**0.74**	0.16	0	0	**1.00**	0
	I	0	0.17	**0.68**	0.15	0	**0.85**	0.15
	EA	0	0.02	0.29	**0.53**	0.16	0.31	**0.69**
	A	0.01	0.02	0.07	0.22	**0.68**	0.10	**0.90**
Grade Span 2: Grades 3-5	B	**0.85**	0.15	0	0	0	**1.00**	0
	EI	0.07	**0.72**	0.21	0	0	**1.00**	0
	I	0	0.15	**0.69**	0.15	0	**0.84**	0.15
	EA	0	0.01	0.28	**0.54**	0.17	0.29	**0.71**
	A	0.01	0.01	0.05	0.22	**0.71**	0.07	**0.93**
Grade Span 3: Grades 6-8	B	**0.87**	0.13	0	0	0	**1.00**	0
	EI	0.06	**0.80**	0.14	0	0	**1.00**	0
	I	0	0.14	**0.73**	0.12	0	**0.87**	0.12
	EA	0	0.01	0.30	**0.57**	0.12	0.31	**0.69**
	A	0	0	0.05	0.27	**0.68**	0.05	**0.95**
Grade Span 4: Grades 9-12	B	**0.85**	0.14	0	0	0	**0.99**	0
	EI	0.06	**0.84**	0.11	0	0	**1.00**	0
	I	0	0.06	**0.83**	0.11	0	**0.89**	0.11
	EA	0	0	0.22	**0.69**	0.09	0.22	**0.78**
	A	0.02	0.01	0.04	0.26	**0.68**	0.07	**0.94**

Proficiency Levels:
B=Beginning
EI=Early Intermediate
I=Intermediate
EA=Early Advanced
A=Advanced

* The numbers in **bold** should be interpreted as the probability of being correctly classified at each of the five cut-scores. The most important classification is whether someone is above or below the Early Advanced cut-score and should be close to 80% correct classification.

Probability of Classification

Reading

Grade Span	Assigned Proficiency Level	Probability of Classifying at a Given Proficiency Level						
		B	**EI**	**I**	**EA**	**A**	**Below EA**	**Above EA**
Grade Span 1: Grade 2	**B**	**0.82**	0.16	0.01	0	0	**1.00**	0
	EI	0.17	**0.73**	0.10	0	0	**1.00**	0
	I	0	0.20	**0.70**	0.10	0	**0.90**	0.10
	EA	0	0	0.24	**0.66**	0.10	0.24	**0.76**
	A	0.01	0.01	0.04	0.26	**0.68**	0.06	**0.94**
Grade Span 2: Grades 3-5	**B**	**0.86**	0.14	0	0	0	**1.00**	0
	EI	0.12	**0.71**	0.17	0	0	**1.00**	0
	I	0	0.18	**0.65**	0.16	0	**0.83**	0.16
	EA	0	0.01	0.27	**0.55**	0.17	0.28	**0.72**
	A	0	0.01	0.08	0.27	**0.65**	0.09	**0.92**
Grade Span 3: Grades 6-8	**B**	**0.69**	0.23	0.05	0.01	0.01	**0.97**	0.02
	EI	0.19	**0.59**	0.21	0.01	0	**0.99**	0.01
	I	0	0.16	**0.70**	0.14	0	**0.86**	0.14
	EA	0	0	0.23	**0.67**	0.10	0.23	**0.77**
	A	0	0	0.01	0.23	**0.76**	0.01	**0.99**
Grade Span 4: Grades 9-12	**B**	**0.68**	0.22	0.07	0.02	0.01	**0.97**	0.03
	EI	0.17	**0.57**	0.25	0.01	0	**0.99**	0.01
	I	0	0.16	**0.67**	0.17	0	**0.83**	0.17
	EA	0	0	0.17	**0.71**	0.12	0.17	**0.83**
	A	0	0	0.01	0.20	**0.80**	0.01	**0.99**

Proficiency Levels:
B=Beginning
EI=Early Intermediate
I=Intermediate
EA=Early Advanced
A=Advanced

Probability of Classification

Writing

Grade Span	Assigned Proficiency Level	Probability of Classifying at a Given Proficiency Level						
		B	**EI**	**I**	**EA**	**A**	**Below EA**	**Above EA**
Grade Span 1: Grade 2	**B**	**0.81**	0.18	0.01	0	0	**1.00**	0
	EI	0.16	**0.68**	0.16	0	0	**1.00**	0
	I	0	0.13	**0.74**	0.13	0	**0.87**	0.13
	EA	0	0	0.20	**0.73**	0.07	0.20	**0.80**
	A	0	0	0	0.3	**0.69**	0	**1.00**
Grade Span 2: Grades 3-5	**B**	**0.88**	0.11	0	0	0	**1.00**	0
	EI	0.18	**0.67**	0.16	0	0	**1.00**	0
	I	0	0.21	**0.63**	0.16	0	**0.84**	0.16
	EA	0	0.01	0.25	**0.58**	0.17	0.26	**0.75**
	A	0	0	0.02	0.24	**0.74**	0.02	**0.98**
Grade Span 3: Grades 6-8	**B**	**0.83**	0.17	0	0	0	**1.00**	0
	EI	0.09	**0.72**	0.20	0	0	**1.00**	0
	I	0	0.16	**0.66**	0.18	0	**0.82**	0.18
	EA	0	0.01	0.22	**0.54**	0.24	0.23	**0.78**
	A	0	0	0.01	0.18	**0.81**	0.01	**0.99**
Grade Span 4: Grades 9-12	**B**	**0.82**	0.17	0	0	0	**1.00**	0
	EI	0.14	**0.68**	0.18	0	0	**1.00**	0
	I	0	0.15	**0.69**	0.16	0	**0.84**	0.16
	EA	0	0.01	0.24	**0.54**	0.22	0.25	**0.76**
	A	0	0	0.02	0.17	**0.81**	0.02	**0.98**

Proficiency Levels:
B=Beginning
EI=Early Intermediate
I=Intermediate
EA=Early Advanced
A=Advanced

Appendix L Test Development Documentation

Item Selection Specifications for the 2003 CELDT Operational Test

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)
TEST DESIGN AND DEVELOPMENT PLAN 2003

Item Development Test Specifications

Listening and Speaking

The CELDT assesses the English Language Standards at different proficiency levels. The Listening and Speaking test evaluates students' competency in understanding the English language and oral production.

CTB proposes to organize the Listening and Speaking test according to the following configuration:

Listening Test: Assesses students' receptive skills that are vital for effectively processing information in English. The Following Oral Directions strand measures comprehension by responding to social and academic commands using non-verbal communication. The Listening Tasks measure the domains of oral comprehension and sound recognition. The oral comprehension test measures understanding information presented orally. The sound recognition measures the ability to hear differences and similarities in words. These are important skills to measure because inadequate auditory discrimination may lead to improper speech and ultimately to an incorrect association of sound.

Speaking Test: Assess students' productive skills necessary for communicating in both social and academic settings. The speaking tasks evaluate oral production and students' ability to produce phonemes in a meaningful way.

Reading

The Reading test assesses students in the domains of Word Analysis, Fluency and Vocabulary Development, Reading Comprehension, and Literary Analysis. These sections represent the strands of the English Language Development Standards.

Word Analysis: Word analysis skills are essential in helping beginning readers recognizes the words they are reading. Good readers use these skills to confirm the recognition of words, and emerging readers use them to unlock the pronunciation of words. The recognition of consonant and vowel sounds, sight words, and structural word parts provide necessary clues to cue students in the act of reading. The CELDT Reading test includes items that assess Word Analysis, as specified by the English Language Development Standards. The results of the Word Analysis section enable teachers to identify how well their students recognize the patterns and structural features of words—valuable skills that aid students as they read and write.

Fluency and Vocabulary Development: Vocabulary proficiency is essential to successful reading and effective communication. Indeed, vocabulary development helps make possible nearly all learning. At the first stages of language development, the student produces one, two, or three-word utterances,

which, although they may carry syntactic markers, depend primarily on semantic relations for meaning. As the complexity of language increases, students begin to use phrases.

Reading Comprehension: Students' proficiency in reading comprehension and literary analysis is measured using age-appropriate passages and test administration procedures.

Writing

Grammar and Structure: This strand assesses students' use of standard English grammatical structure and conventions of writing.

Writing Sentences and Short Compositions (Strategies and Applications): measures students' ability to apply their knowledge of sentence patterns and linguistic structures.

K-2 Form C Blueprint [Includes Embedded FT items] – Listening and Speaking, Reading, and Writing

SUBJECT	STRAND	Operational = C3			Field Test (1 of 2 versions)		Total Form C (Operational and FT)	
		Number of Items	Number Score Points	Percent Of Test	Number of Items	Number Score Points	Number of Items	Number Score Points
LISTENING AND SPEAKING	Following Oral Directions	10	10	29	3	3	16	16
	Teacher Talk	6	6	17	2	2	10	10
	Extended Listening Comprehension	3	3	9	4*	4	7	7
	Sub-Total Listening	**19**	**19**	**55**	**9**	**9**	**33**	**33**
	Oral Vocabulary	10	10	29	2	2	14	14
	Choose and Give Reasons	1	2	6	1	2	3	6
	4-Picture Narrative	1	4	11	1	4	3	12
	Sub-Total Speaking	**12**	**16**	**46**	**4**	**8**	**20**	**32**
	TOTALS	**31**	**35**	**100**	**13**	**17**	**53**	**65**
READING	Word Analysis	12	12	34	2	2	16	16
	Fluency and Vocabulary	12	12	34	2	2	16	16
	Reading Comprehension and Literary Analysis	11	11	31	4	4	19	19
	TOTALS	**35**	**35**	**100**	**8**	**8**	**51**	**51**
WRITING	Grammar and Structure	19	19	54	3	3	24	24
	Writing Sentences	4	12	34	2	6	8	24
	Write Short Composition	1	4	11	1	4	3	12
	TOTALS	**24**	**35**	**100**	**6**	**13**	**35**	**60**

3-5 Form C Blueprint [Includes Embedded FT items] – Listening and Speaking, Reading, and Writing

SUBJECT	STRAND	Operational = C3			Field Test (1 of 2 Versions)		Total Form C (Operational and FT)	
		Number of Items	Number Score Points	Percent Of Test	Number of Items	Number Score Points	Number of Items	Number Score Points
LISTENING	Following Oral	10	10	23	2	2	14	14
AND SPEAKING	Directions Teacher Talk	6	6	14	2	2	10	10
	Extended Listening	3	3	7	4*	4	7	7
	Comprehension **Sub-Total**	**19**	**19**	**44**	**8**	**8**	**31**	**31**
	Listening Oral Vocabulary	10	10	23	2	2	14	14
	Speech Functions	4	8	19	1	2	6	12
	Choose and Give Reasons	1	2	5	1	2	3	6
	4-Picture Narrative	1	4	9	1	4	3	12
	Sub-Total	**16**	**24**	**56**	**5**	**10**	**26**	**44**
	Speaking TOTALS	**35**	**43**	**100**	**13**	**18**	**57**	**75**
READING	Word Analysis	7	7		2	2	11	11
	Fluency and Vocabulary	14	14		2	2	18	18
	Reading Comprehension	14	14		4	4	22	22
	and Literary Analysis **TOTALS**	**35**	**35**		**8**	**8**	**51**	**51**
WRITING	Grammar and Structure	19	19		3	3	24	24
	Writing Sentences	4	12		2	6	8	24
	Write Short Composition	1	4		1	4	3	12
	TOTALS	**24**	**35**		**6**	**13**	**35**	**60**

* The same passage and items is used for Version 1 and Version 2.

6-8 Form C Blueprint [Includes Embedded FT items] – Listening and Speaking, Reading, and Writing

SUBJECT	STRAND	Operational = C3			Field Test (1 of 2 Versions)		Total Form C (Operational and FT)	
		Number of Items	Number Score Points	Percent To Test	Number of Items	Number Score Points	Number of Items	Number Score Points
LISTENING AND SPEAKING	Following Oral Directions	10	10	23	2	2	14	14
	Teacher Talk	6	6	14	2	2	10	10
	Extended Listening Comprehension	3	3	7	4*	4	7	7
	Sub-Total Listening	**19**	**19**	**44**	**8**	**8**	**31**	**31**
	Oral Vocabulary	10	10	23	2	2	14	14
	Speech Functions	4	8	19	1	2	6	12
	Choose and Give Reasons	1	2	5	1	2	3	6
	4-Picture Narrative	1	4	9	1	4	3	12
	Sub-Total Speaking	**16**	**24**	**56**	**5**	**10**	**26**	**44**
	TOTALS	**35**	**43**	**100**	**13**	**18**	**57**	**75**
READING	Word Analysis	6	6	17	2	2	10	10
	Fluency and Vocabulary	17	17	49	2	2	21	21
	Reading Comprehension and Literary Analysis	12	12	34	4	4	20	20
	TOTALS	**35**	**35**	**100**	**8**	**8**	**51**	**51**
WRITING	Grammar and Structure	19	19	54	3	3	24	24
	Writing Sentences	4	12	34	2	6	8	24
	Write Short Composition	1	4	11	1	4	3	12
	TOTALS	**24**	**35**	**100**	**6**	**13**	**35**	**60**

9-12 Blueprint [Includes Embedded FT items] – Listening and Speaking, Reading, and Writing

SUBJECT	STRAND	Operational = C3			Field Test		Total Form C (Operational and FT)	
		Number of Items	Number Score Points	Percent To Test	Number of Items	Number Score Points	Number of Items	Number Score Points
LISTENING AND SPEAKING	Following Oral Directions	10	10	23	2	2	14	14
	Teacher Talk	6	6	14	2	2	10	10
	Extended Listening Comprehension	3	3	7	4*	4	7	7
	Sub-Total Listening	**19**	**19**	**44**	**8**	**8**	**31**	**31**
	Oral Vocabulary	10	10	23	2	2	14	14
	Speech Functions	4	8	19	1	2	6	12
	Choose and Give Reasons	1	2	5	1	2	3	6
	4-Picture Narrative	1	4	9	1	4	3	12
	Sub-Total Speaking	**16**	**24**	**56**	**5**	**10**	**26**	**44**
	TOTALS	**35**	43	**100**	**13**	**18**	**57**	**75**
READING	Word Analysis	4	4	11	2	2	8	8
	Fluency and Vocabulary	15	15	43	2	2	19	19
	Reading Comprehension and Literary Analysis	16	16	46	4	4	24	24
	TOTALS	**35**	**35**	**100**	**8**	**8**	**51**	**51**
WRITING	Grammar and Structure	19	19	54	3	3	24	24
	Writing Sentences	4	12	34	2	6	8	24
	Write Short Composition	1	4	11	1	4	3	12
	TOTALS	**24**	**35**	**100**	**6**	**13**	**35**	**60**

Research Specifications for the Construction of CELDT Operational Form C Listening & Speaking

The construction of one operational form, Form C, for the California English Language Development Test (CELDT) requires fulfillment of content (sub-skill) category quotas, as well as statistical/psychometric requirements specified below. Content specifications will be determined from the operational blueprint. Test validity requires that content coverage adhere to test blueprints, therefore, your content coverage must be approved by a Content Lead, prior to submission to Research.

Selecting items from the Winter 2003 Listening & Speaking Field Test Pool:

Item Statistics	Criterion
Information	Avoid low Info items
Location	Should span the scale, but need a little bit more items with location around the Early Advanced Cut.
Proportion of Maximum Score (p-max)	Between .30 and .90
Item-Total Correlations or Point Biserial correlations	>.15
Fit	Minimize the number of poor-fitting items (i.e., Fit='0')
DIF (Bias)	Avoid items with Bias flag (i.e., Bias= '+' or '-') '+': Favor Female; '-': Against Female. Note: If it is necessary to select a Biased item, please counterbalance it with an item going the opposite direction.

Form Selection Considerations

Due to the significant change in Test Map from Form B L&S, it is not necessary to use Form B as the Reference set for Form C Listening and Speaking item selection. The SE curves should bottom out between 430 and 530, if possible. Summary of the selections (using FINAL2PC or WinSum) should be examined and provided to Research.

Material Submission to Research

Please provide the following material to the Research Monitor, along with the completed submission:

- A cover sheet including the following information: 1) your name, 2) date of the selection, 3) grade span level, 4) CELDT Listening & Speaking blueprint, 5) test map of your Form C selection (i.e., tables of Strand or Objective and item type representation for your selection), and 6) a signature of approval from a Content Lead.
- Identification of any items with misfit, bias flags**,** and reasons for including those items
- A listing of the items in the forms, sorted in order of Item.
- A listing of the items in the forms, sorted in order of ascending Location.
- A listing of the items in the forms, sorted in order of Information.
- A listing of the items in the forms, sorted in order of Objectives.
- Plots of TCC and SE curves.
- TCC Summary and Summary Report from FINAL2PC (or WinSum).
- Electronic copy of the item selections on floppy disk or through e-mail, and name of .SEL, .WRK, and .SUM files. PLEASE IDENTIFY WHICH CATEGORY CORRESPONDS TO YOUR FORM C

Specifications from Research for the Construction of CELDT Operational Form C Reading and Writing

The construction of one operational form, Form C, for the California English Language Development Test (CELDT) requires fulfillment of content (sub-skill) category quotas, as well as statistical/psychometric requirements specified below. Content specifications will be determined from the operational blueprint. Test validity requires that content coverage adhere to test blueprints, therefore, your content coverage must be approved by a Content Lead, prior to submission to Research.

Selecting items from the Fall 2002 Field Test Pool:

Item Statistics	Criterion
Information	Avoid low Info items
Location	Should span the scale, but need a little bit more items with location around the Early Advanced Cut.
Proportion of Maximum Score (p-max)	Between .30 and .90
Item-Total Correlations or Point Biserial correlations	>.15
Fit	Minimize the number of poor-fitting items (i.e., Fit='0')
DIF (Bias)	Avoid items with Bias flag (i.e., Bias= '+' or '-') '+': Favor Female; '-': Against Female. Note: If it is necessary to select a Biased item, please counterbalance it with an item going the opposite direction.

Form Selection Considerations

The basic method is to view the TCC curves and the SE curves of Operational Form B (using ITEM2PC or ItemWin) and to compare the curves with Operational Form B. It is recommended that Form B items (indicated by'*' in the .DAT file) be used as the Reference Set. The SE curves should bottom out between 430 and 530, if possible. Summary of the selections (using FINAL2PC or WinSum) should be examined and provided to Research.

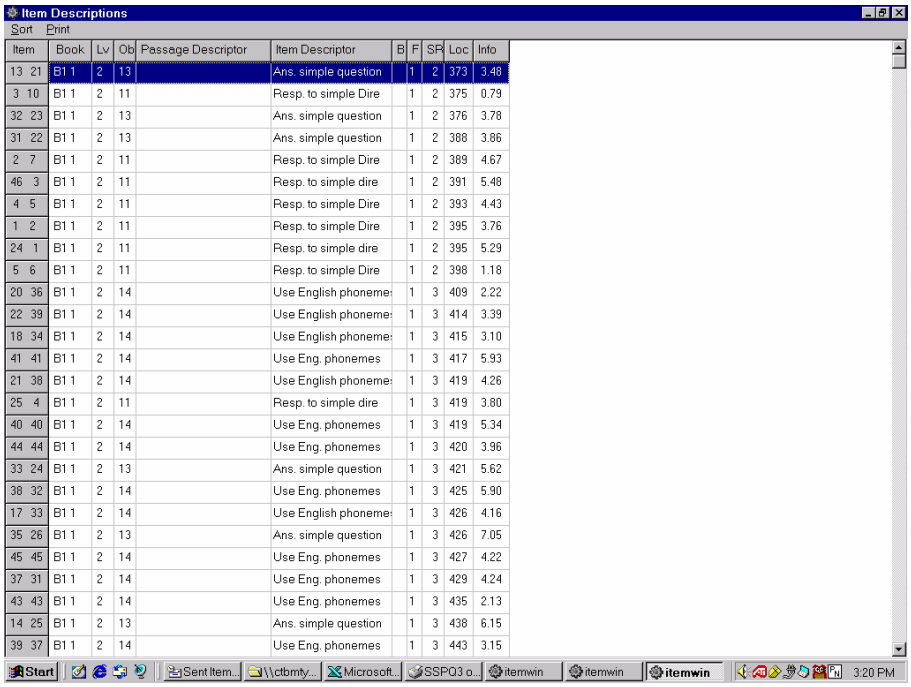
Material Submission to Research

Please provide the following material to the Research Monitor, along with the completed submission:

- A cover sheet including the following information: 1) your name, 2) date of the selection, 3) grade span level, 4) CELDT Reading and Writing test map, 5) tables of Strand (or Objective) and item type representation for your Form C selection, and 6) a signature of approval from a Content Lead.
- Identification of any items with misfit, bias flags
- A listing of the items in the forms, sorted in order of Item.
- A listing of the items in the forms, sorted in order of ascending Location.
- A listing of the items in the forms, sorted in order of Information.
- A listing of the items in the forms, sorted in order of Objectives.
- Plots of TCC and SE curves.
- TCC Summary and Summary Report from FINAL2PC (or WinSum).
- Electronic copy of the item selections on floppy disk or through e-mail, and name of .SEL, .WRK, and .SUM files. PLEASE IDENTIFY WHICH CATEGORY CORRESPONDS TO YOUR FORM C

Example outputs

1) List of Items

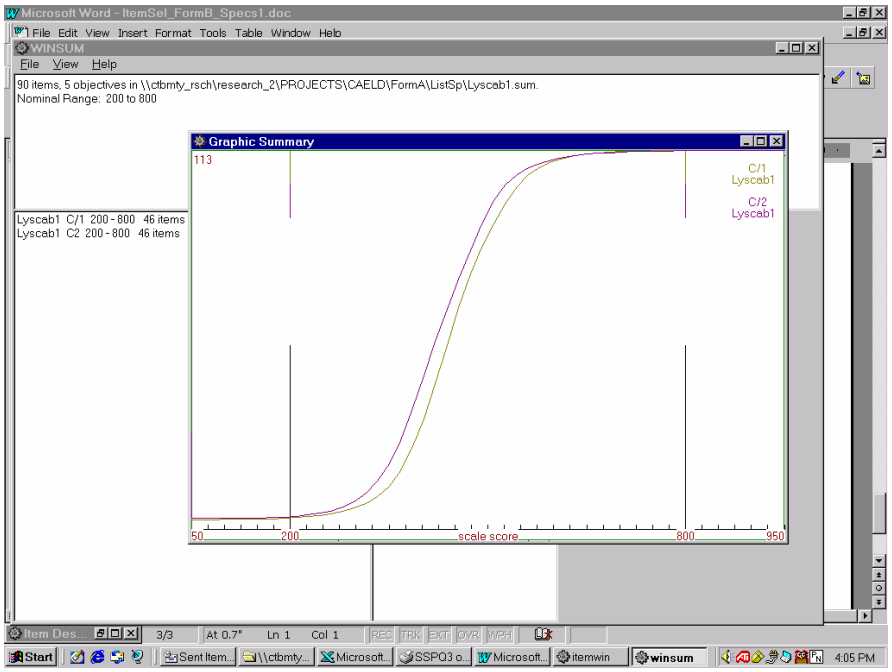


Item Descriptions

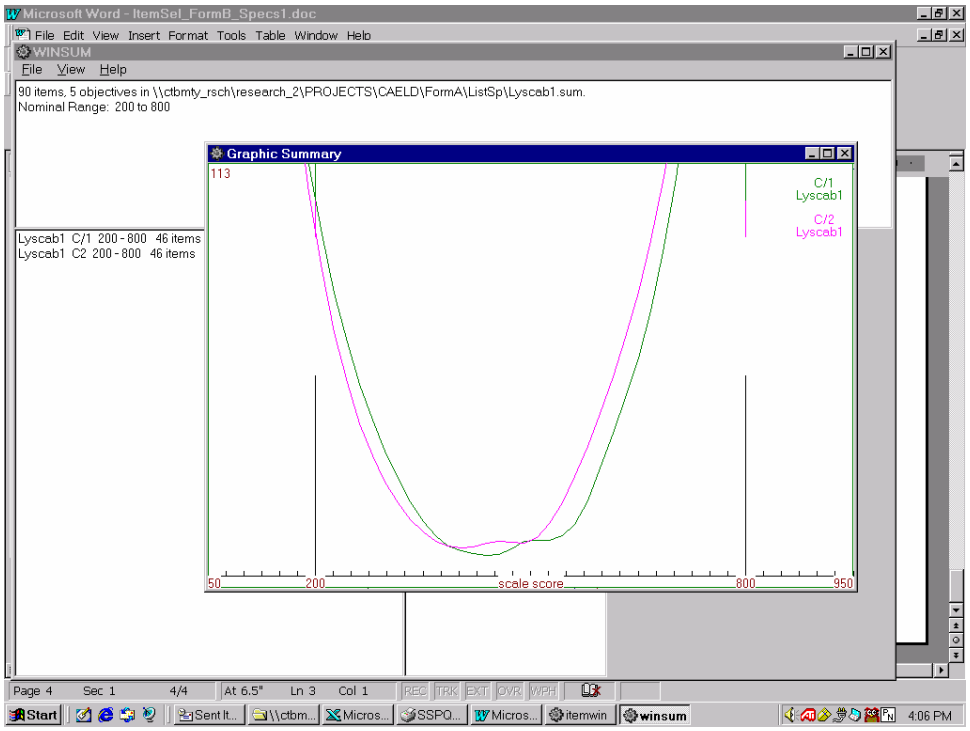
Sort Print

Item	Book	Lv	Ob	Passage Descriptor	Item Descriptor	B	F	SP	Loc	Info
13 21	B1 1	2	13		Ans. simple question		1	2	373	3.48
3 10	B1 1	2	11		Resp. to simple Dire		1	2	375	0.79
32 23	B1 1	2	13		Ans. simple question		1	2	376	3.78
31 22	B1 1	2	13		Ans. simple question		1	2	388	3.86
2 7	B1 1	2	11		Resp. to simple Dire		1	2	389	4.67
46 3	B1 1	2	11		Resp. to simple dire		1	2	391	5.48
4 5	B1 1	2	11		Resp. to simple Dire		1	2	393	4.43
1 2	B1 1	2	11		Resp. to simple Dire		1	2	395	3.76
24 1	B1 1	2	11		Resp. to simple dire		1	2	395	5.29
5 6	B1 1	2	11		Resp. to simple Dire		1	2	398	1.18
20 36	B1 1	2	14		Use English phoneme		1	3	409	2.22
22 39	B1 1	2	14		Use English phoneme		1	3	414	3.39
18 34	B1 1	2	14		Use English phoneme		1	3	415	3.10
41 41	B1 1	2	14		Use Eng. phonemes		1	3	417	5.93
21 38	B1 1	2	14		Use English phoneme		1	3	419	4.26
25 4	B1 1	2	11		Resp. to simple dire		1	3	419	3.80
40 40	B1 1	2	14		Use Eng. phonemes		1	3	419	5.34
44 44	B1 1	2	14		Use Eng. phonemes		1	3	420	3.96
33 24	B1 1	2	13		Ans. simple question		1	3	421	5.62
38 32	B1 1	2	14		Use Eng. phonemes		1	3	425	5.90
17 33	B1 1	2	14		Use English phoneme		1	3	426	4.16
35 26	B1 1	2	13		Ans. simple question		1	3	426	7.05
45 45	B1 1	2	14		Use Eng. phonemes		1	3	427	4.22
37 31	B1 1	2	14		Use Eng. phonemes		1	3	429	4.24
43 43	B1 1	2	14		Use Eng. phonemes		1	3	435	2.13
14 25	B1 1	2	13		Ans. simple question		1	3	438	6.15
39 37	B1 1	2	14		Use Eng. phonemes		1	3	443	3.15

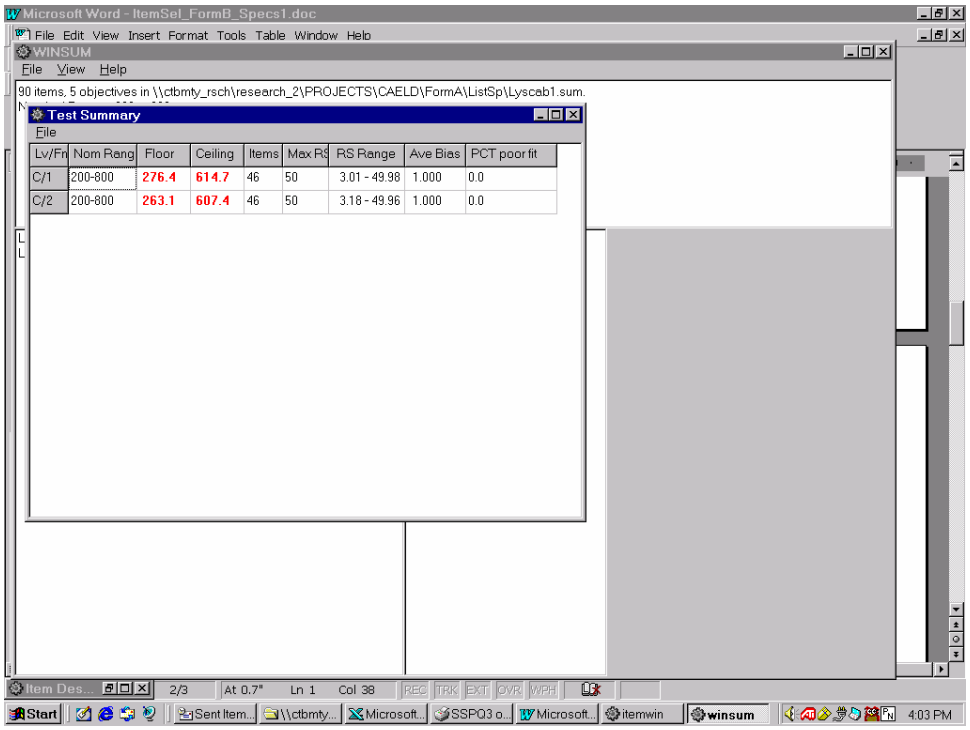
2) TCC



3) SE



4) Summary Report



Item Development and Review Procedures

Process for CELDT Item Development

• CTB and ETS meet with the CDE to finalize the development plan and schedule.
• This team reviews and analyzes the CELDT test specifications and blueprints and existing items in the item bank and sample items.
• The Development Team writes draft items.
• The Development Team identifies California writers, prepares itemwriter training materials, conducts training, and supervises the writing of field test items.
• The Development Team classifies items according to CELDT Standards.
• Items are prepared electronically to include answer key, item type, and associated artwork and graphics.
• The Development Team and assessment specialists review items for bias, quality, and adherence to the test specifications and standards.
• Items are reviewed for correct grammar and spelling and for adherence to style specifications.
• Items are reviewed by trained English language and content area specialists to ensure that they are free of bias or sensitivity problems.
• Items are prepared for review by the CDE and the CELDT review committees, including Content (difficulty, construct, and technical quality) and Bias and Sensitivity.
• The Development Team assists in the review of item content and quality by the CELDT content, bias, and sensitivity review committees.
• The Development Team ensures that all agreed-upon edits to the items, artwork, and rubrics are made, as recommended by the committees and agreed upon by the CDE.
• Information about the performance of questions in the field tests is updated on the CELDT item bank.
• CTB selects the items for the operational forms and submits them for approval by the CDE.

Test Specifications

High-quality items begin with complete and thorough item specifications. Each year of the contract CDE, CTB, and ETS content specialists participate in a one-day meeting for the purpose of developing the specifications for the test. CTB will prepare specifications such as those outlined below, based on input and feedback received at this meeting:

- Number of items per strand
- Testing time allotted for each strand
- Number of score points on an operational form
- Item formats

Internal Item Reviews

After the items have been written at the item writer workshops and/or submitted subsequent to the workshops, ETS will employ a series of internal reviews that is extensive and complete. These reviews enable the assessment specialists to evaluate and verify the overall quality of the test items before they are prepared for presentation to the CDE and the CELDT committees.
The process also assures that items are being developed to meet the CTB criteria for excellence.
The review process proposed for the CELDT program will include:

- an internal content review
- an internal editorial review
- an internal bias and sensitivity review

Throughout this multi-step item review process, the Development Team's assessment specialists will continually evaluate the importance of the information being assessed, the item's match to the standards, the item's appropriateness to the population being assessed, and the implications for instruction. Many test items are strengthened considerably in the internal review process, improving the match between the measurement goal and the measurement task, as well as the overall clarity of the item. If an item is judged to measure trivial information, to be imprecisely related to the content standards, to be developmentally inappropriate, or to provide inappropriate models for instruction, it is revised or eliminated early in this rigorous review process.

Every item will receive at least two reviews by the assessment specialists, to ensure the following:

- Match of each item to the identified ELD standard and construct
- Relevance of each item as the item relates to the purpose of the test
- Match of each item to the principles of good, quality item development
- Difficulty of the item
- Accuracy of content presented in the item
- Appropriateness of any graphics artwork and figures

After evaluating each item against these criteria, the reviewers will accept the item as written, suggest revisions, or recommend that the item be discarded. The reviews also ensure that the test items are in compliance with the ETS style guidelines, as well as CELDT style requirements.

Internal Editorial Review

After the designated assessment specialists review each item, specially trained editors will review each item in preparation for review by the CDE and the CELDT committees. The editors will check each item for clarity, correctness of language, appropriateness of language for the grade level, adherence tostyle guidelines, and conformity with acceptable item-writing practices.

Internal Bias and Sensitivity Review

Prior to external bias and sensitivity review, ETS and CTB will conduct an internal review using trained staff. This review will be conducted by ETS staff members who have completed ETS Fairness Training. These staff members have been trained to identify and eliminate questions that contain content or wording that could be construed as offensive to or biased against members of specific ethnic, racial, or gender groups. These trained staff members will review each item before it is prepared for committee review. Again, items that do not meet the criteria will be revised or discarded.

CTB and ETS acknowledge that all items written for this project remain the property of the CDE, whether or not the items ultimately prove usable for the CELDT program.

Documentation of Review Committees

CELDT Form C Planning Meeting
January 15, 2003

Name	Position	Affiliation	Sub Affiliation
Norma Acuña Austin	Bilingual Education Consultant	Los Angeles County Office of Education	
Gustavo Aguilar	Coordinator - Bilingual Assessment Center	Oakland Unified	
Jacquie Alexander	Administrative Assistant	San Joaquin County Office of Education	
Elena Arriola-Freeman	Consultant	Los Angeles County Office of Education	
Aaron Buchanan		San Jose Unified	
Lupe Buell		San Diego County Office of Education	
Brenda Bury	Language Assessment Program Coordinator	Pajaro Valley Joint Unified	
John Duffy		Pomona Unified	
Beverly Foreman	Project Administrator / CELDT Coordinator	Ontario-Montclair	
Jan Garbosky	Director of Research & Evaluation	Sweetwater Union High	
Anne Ginnold	Coordinator	Alameda County Office of Education	Curriculum & Instruction
Sharon Groves	Categorical Program Manager	Fremont Unified	
Randi Hagen		West Contra Costa USD	
Gloria Ho	Content Specialist	San Francisco Unified School District	Educational Placement Center
Elizabeth Jimenez			
Bonnie Lee	Senior Research Analyst	San Jose Unified	
Claudia Lockwood	GSE Coordinator/Director, Multilingual	San Joaquin County Office of Education	
Sylvia Lomas	Coordinator	Riverside County Office of Education	Regional School Improvement Unite
Peter Long	Assessment CELDT Coordinator	San Francisco Unified School District	
Marcus Martel	Bilingual/ELD Administrator	Alameda County Office of Education	
Cecelia Martin	Teacher Specialist	Glendale Unified	

(continues...)

CELDT Form C Planning Meeting (continued)
January 15, 2003

Paul Mesenheimer	Administrative Analyst	Fresno Unified School District	Research, Evaluation and Assessment
Paula Moseley	Director of Student Testing/Coordinator	Los Angeles Unified School District	
Julian Olague	Project Director, La Merced Elementary	Montebello Unified	
Cheryl Quadrelli-Jones	Coordinator, English Language Learner	Anaheim Union High	
Robert Raines	Testing Program Manager	San Diego City Unified	
Silvia Ramirez	CELDT Trainer of Trainers	Sonoma County Office of Education	
Cliff Rodrigues		Ventura County Office of Education	
Lori Sanders	District CELDT Coordinator	Salinas City Elementary School District	
David Savaglio	Director of Research & Assessment	Pomona Unified School District	
Connie Smith	Instructional Consultant	Tulare County Office of Education	
Mao Vang	Assessment & Evaluation Coordinator	Sacramento City Unified	
Yee Wan	Staff Development Coordinator	Santa Clara County Office of Education	
Michael Weilein	Director Curriculum and Extended Learning	Ontario-Montclair School District	
Pierina Wong	Project Evaluator	Stockton Unified	

CELDT Form C Planning Meeting
July 29, 2003

Name	Position	Affiliation	Sub Affiliation
Carmel Acosta-Cooper	Senior Program Evaluator	Riverside Unified School District	
Amanda Alvarado	Coordinator Research Analyst	Long Beach Unified School District	
Roberta Alvarez	Coordinator/Administrator	Monterey County Office of Education	
Mina Bartz	Director Research & Accountability	Ontario-Montclair School District	
Lori Hallett	Testing Specialist II	Pajaro Valley Unified	Program Evaluation
Vivian Huang	District Testing Coordinator	Oakland Unified School District	
Elizabeth Jimenez			
Bonnie Lee	Senior Research Analyst	San Jose Unified	
Patrick Lee		OUSD Research & Assessment	
Sylvia Lomas	Coordinator	Riverside County Office of Education	Regional School Improvement Unite
Carlos Manrique	Senior Director of Accountability	Compton Unified	
Cecelia Martin	Teacher Specialist	Glendale Unified	
Annie Nguyen	Program Manager	San Joaquin County Office of Education	
Robert Raines	Testing Program Manager	San Diego City Unified	
Guillermo Rivas			
Cliff Rodrigues		Ventura County Office of Education	
Corie Rose		Escondido Union Elementary	
Roseanne Smith	Coordinator of Testing & Evaluation	West Contra Costa Unified	Accountability & Evaluation
Mao Vang	Assessment & Evaluation Coordinator	Sacramento City Unified	
Pierina Wang			
Michael Weilein	Director Curriculum and Extended Learning	Ontario-Montclair School District	
Debra Youngblood			

CELDT Form C Content and Bias Review Committee
January 16, 2003

Name	Position	Affiliation	Sub Affiliation
Arturo Abarca		Los Angeles Unified School District	Heliotrope School
Mary L. Avilez-Dunn	Curriculum Specialist	Rowland Unified	
Laura Bremer	ELL Coordinator	Santa Ana Unified School District	Registration and Testing Center
Delfina Briseño	Teacher	Santa Ana Unified	Lathrop Intermediate
Brenda Bury	Language Assessment Program Coordinator	Pajaro Valley Joint Unified	
Laurie Chandley	ELD Program Specialist	Torrance Unified	
Charlene Easton	Teacher/Trainer	Monterey School District	Olson Elementary
Linda Figlock			
David Ganahl			
Jose Iniguez			
Teresa A. Montoya			
KimOanh Nguyen-Lam			
Benjamin A. Nurse, Jr.			
Jose Rodriguez	Bilingual Coordinator	Los Angeles Unified School District	Heliotrope School
Nancy Seto	Technical	Fresno Unified	

CELDT Form C Content and Bias Review Committee
January 17, 2003

Name	Position	Affiliation	Sub Affiliation
Arturo Abarca		Los Angeles Unified School District	Heliotrope School
Mary L. Avilez-Dunn	Curriculum Specialist	Rowland Unified	
Laura Bremer	ELL Coordinator	Santa Ana Unified School District	Registration and Testing Center
Delfina Briseño	Teacher	Santa Ana Unified	Lathrop Intermediate
Brenda Bury	Language Assessment Program Coordinator	Pajaro Valley Joint Unified	
Laura Chandley			
Charlene Easton	Teacher/Trainer	Monterey School District	Olson Elementary
Linda Figlock			
David Ganahl			
Jose Iniguez			
Sushma Kashyap	Teacher	Alvarado Intermediate School	Rowland USD
Elva Lopez-Zepeda	Teacher	South Bay Union School District	South Bay Union Elementary
Teresa Montoya	CELDT Coordinator	Long Beach Unified	
KimOanh Nguyen-Lam			
Benjamin A. Nurse, Jr.			
Susan Pappa	Coordinator, LEP Services	Fresno Unified	
Jose Rodriguez	Bilingual Coordinator	Los Angeles Unified School District	Heliotrope School
Nancy Seto	Technical	Fresno Unified	
Kathy Velasco			
Nayda Womack	Teacher	Santa Ana Unified	

Appendix M1 Form C Unscaled Operational Item Parameters

Listening/Speaking 3PL Model Items, Annual Data, Grade Span 1

1	3PL	0.62032	-2.4502	0.2833
2	3PL	0.66094	-2.4954	0.2833
3	3PL	0.52376	-2.3287	0.2833
4	3PL	0.88625	-1.9808	0.4557
5	3PL	0.73767	-2.5912	0.2833
6	3PL	0.81433	-2.5912	0.2958
7	3PL	0.62519	-2.7403	0.2833
8	3PL	0.68600	-1.6755	0.2833
9	3PL	0.83052	-1.5181	0.4201

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Listening/Speaking 2PPC Model Items, Annual Data, Grade Span 1

10	2PPC	1.40365	-1.8904	NA	NA	NA	NA
11	2PPC	1.92725	-2.5040	NA	NA	NA	NA
12	2PPC	1.92318	-4.5014	NA	NA	NA	NA
13	2PPC	1.95791	-2.2956	NA	NA	NA	NA
14	2PPC	1.44181	-2.3717	NA	NA	NA	NA
15	2PPC	2.04092	-2.7874	NA	NA	NA	NA
16	2PPC	1.78672	-4.0763	NA	NA	NA	NA
17	2PPC	0.67602	-0.5520	NA	NA	NA	NA
18	2PPC	2.03292	-2.7235	NA	NA	NA	NA
19	2PPC	1.26656	0.8747	NA	NA	NA	NA
20	2PPC	2.13346	-2.6438	NA	NA	NA	NA
21	2PPC	1.70723	-4.1333	NA	NA	NA	NA
22	2PPC	1.49351	-2.1561	NA	NA	NA	NA
23	2PPC	1.32347	-1.8050	NA	NA	NA	NA
24	2PPC	1.49732	-2.0992	NA	NA	NA	NA
25	2PPC	2.19374	-3.6242	NA	NA	NA	NA
26	2PPC	2.12895	-3.0227	NA	NA	NA	NA
27	2PPC	2.02361	-1.7883	NA	NA	NA	NA
28	2PPC	2.22392	-4.0477	NA	NA	NA	NA
29	2PPC	1.87787	-2.5829	NA	NA	NA	NA
30	2PPC	1.64690	-2.2647	-0.1597	NA	NA	NA
31	2PPC	1.86271	-3.4931	-1.7478	-0.1465	2.7129	NA

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Listening/Speaking 3PL Model Items, Annual Data, Grade Span 2

1	3PL	0.42833	-2.7711	0.2833
2	3PL	0.50535	-2.9403	0.2833
3	3PL	0.46307	-2.7586	0.2833
4	3PL	0.70401	-3.4077	0.2833
5	3PL	0.74409	-2.9441	0.2833
6	3PL	0.45985	-1.5720	0.2833
7	3PL	0.54416	-2.0763	0.2833
8	3PL	0.24861	-0.6509	0.2833
9	3PL	0.41788	-1.9864	0.2833
10	3PL	0.64166	-2.2090	0.2563
11	3PL	0.69190	-2.1544	0.2833
12	3PL	0.62180	-1.2684	0.2833
13	3PL	0.73754	-2.7025	0.2833
14	3PL	0.53645	-1.3650	0.2833
15	3PL	0.57825	-0.7147	0.2833
16	3PL	0.62532	-0.5921	0.1993
17	3PL	0.50604	-1.9105	0.2833
18	3PL	0.54710	-1.3394	0.2833
19	3PL	0.75230	-1.9068	0.2178

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Listening/Speaking 2PPC Model Items, Annual Data, Grade Span 2

20	2PPC	1.06695	-2.7910	NA	NA	NA	NA
21	2PPC	0.76384	-0.9839	NA	NA	NA	NA
22	2PPC	1.29888	-3.8015	NA	NA	NA	NA
23	2PPC	1.45275	-2.3876	NA	NA	NA	NA
24	2PPC	1.36807	-4.0236	NA	NA	NA	NA
25	2PPC	1.91200	-5.0005	NA	NA	NA	NA
26	2PPC	1.31024	-3.1259	NA	NA	NA	NA
27	2PPC	1.12780	-2.7967	NA	NA	NA	NA
28	2PPC	1.34796	-3.8831	NA	NA	NA	NA
29	2PPC	1.79019	-6.1597	NA	NA	NA	NA
30	2PPC	1.42818	-2.8026	-2.7343	NA	NA	NA
31	2PPC	1.33831	-1.5506	-0.9295	NA	NA	NA
32	2PPC	1.53766	-2.3861	-0.9258	NA	NA	NA
33	2PPC	1.72091	-2.2724	-1.0090	NA	NA	NA
34	2PPC	1.24215	-3.3023	-1.4064	NA	NA	NA
35	2PPC	1.29007	-3.3337	-2.7942	-1.1497	1.4508	NA

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Listening/Speaking 3PL Model Items, Annual Data, Grade Span 3

1	3PL	0.26041	-4.6049	0.2833
2	3PL	0.67265	-3.5773	0.2833
3	3PL	0.62721	-3.1146	0.2833
4	3PL	0.59269	-4.6701	0.2833
5	3PL	1.16935	-2.5400	0.2833
6	3PL	0.55362	-4.3715	0.2833
7	3PL	0.46740	-1.6303	0.2833
8	3PL	0.43669	-3.1210	0.2833
9	3PL	0.37280	-0.3452	0.2833
10	3PL	0.50564	-1.3240	0.2833
11	3PL	0.66609	-2.8456	0.2833
12	3PL	0.71706	-2.6453	0.2833
13	3PL	0.67253	-2.0142	0.2833
14	3PL	0.83948	-1.9334	0.2833
15	3PL	0.76349	-2.4001	0.2833
16	3PL	0.67292	-2.5302	0.2833
17	3PL	1.07529	-2.0968	0.2703
18	3PL	0.80783	-0.9504	0.2833
19	3PL	0.86740	-1.9950	0.2833

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Listening/Speaking 2PPC Model Items, Annual Data, Grade Span 3

20	2PPC	1.44397	-5.2746	NA	NA	NA	NA
21	2PPC	1.34748	-3.4912	NA	NA	NA	NA
22	2PPC	1.92304	-4.4340	NA	NA	NA	NA
23	2PPC	1.75315	-3.5191	NA	NA	NA	NA
24	2PPC	0.89957	-0.1839	NA	NA	NA	NA
25	2PPC	1.47383	-2.9337	NA	NA	NA	NA
26	2PPC	1.78046	-3.1201	NA	NA	NA	NA
27	2PPC	1.66376	-2.5016	NA	NA	NA	NA
28	2PPC	1.05327	-0.0755	NA	NA	NA	NA
29	2PPC	0.86886	1.3990	NA	NA	NA	NA
30	2PPC	1.51134	-3.4643	-2.2737	NA	NA	NA
31	2PPC	1.27112	-1.7518	-1.7685	NA	NA	NA
32	2PPC	1.41064	-2.7638	-2.1174	NA	NA	NA
33	2PPC	1.27464	-2.7751	-1.0494	NA	NA	NA
34	2PPC	1.63209	-4.8540	-2.3437	NA	NA	NA
35	2PPC	1.31141	-3.5812	-3.1589	-2.0865	1.2053	NA

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
** The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Listening/Speaking 3PL Model Items, Annual Data, Grade Span 4

1	3PL	0.69950	-3.3892	0.2833
2	3PL	0.51105	-1.1278	0.2833
3	3PL	0.63834	-2.7431	0.2833
4	3PL	0.80696	-1.7453	0.2833
5	3PL	0.72946	-1.7898	0.4787
6	3PL	0.93354	-1.9919	0.2833
7	3PL	0.90764	-3.0680	0.2833
8	3PL	0.45352	-0.8711	0.2833
9	3PL	0.77051	-1.7106	0.2833
10	3PL	0.30942	-0.3310	0.2833
11	3PL	0.58612	-2.9962	0.2833
12	3PL	0.94671	-1.9009	0.2833
13	3PL	1.14259	-1.0161	0.2981
14	3PL	0.59072	-1.2749	0.2833
15	3PL	1.09097	-1.4805	0.3513
16	3PL	0.39354	-0.9241	0.2833
17	3PL	0.64689	-1.4391	0.2831
18	3PL	0.59968	-1.6417	0.2833
19	3PL	0.86687	-0.7475	0.2531

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Listening/Speaking 2PPC Model Items, Annual Data, Grade Span 4

20	2PPC	2.25670	-4.8797	NA	NA	NA	NA
21	2PPC	1.14031	-1.5739	NA	NA	NA	NA
22	2PPC	1.50915	-1.0242	NA	NA	NA	NA
23	2PPC	1.03349	-2.3394	NA	NA	NA	NA
24	2PPC	1.64396	-2.3888	NA	NA	NA	NA
25	2PPC	1.59918	-1.1681	NA	NA	NA	NA
26	2PPC	1.53519	-1.3677	NA	NA	NA	NA
27	2PPC	1.81376	-0.8993	NA	NA	NA	NA
28	2PPC	1.02535	0.2515	NA	NA	NA	NA
29	2PPC	1.53513	-0.0349	NA	NA	NA	NA
30	2PPC	1.49825	-2.2899	-1.9867	NA	NA	NA
31	2PPC	1.55444	-2.0220	-2.6422	NA	NA	NA
32	2PPC	1.64475	-1.9386	-0.9900	NA	NA	NA
33	2PPC	1.82565	-2.1856	-0.3721	NA	NA	NA
34	2PPC	1.70048	-3.9337	-1.4924	NA	NA	NA
35	2PPC	1.42174	-2.8651	-2.4098	0.9728	1.1322	NA

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Reading 3PL Model Items, Annual Data, Grade Span 1

1	3PL	0.93280	-1.5563	0.2833
2	3PL	1.14197	0.0364	0.1049
3	3PL	1.03841	-1.7700	0.2833
4	3PL	0.86128	-0.4789	0.1409
5	3PL	1.15787	-1.5081	0.1497
6	3PL	1.09229	0.6704	0.2950
7	3PL	1.39832	0.6492	0.2890
8	3PL	0.60513	1.2401	0.3119
9	3PL	1.23445	1.9602	0.1759
10	3PL	1.61042	-0.1634	0.3244
11	3PL	0.82177	0.3479	0.2103
12	3PL	1.20143	-0.8066	0.2650
13	3PL	1.31728	0.2115	0.3452
14	3PL	1.27645	-0.0181	0.2619
15	3PL	1.12231	-0.1324	0.3272
16	3PL	0.82868	0.2145	0.3684
17	3PL	1.67890	0.0265	0.2741
18	3PL	1.46624	0.9860	0.2849
19	3PL	1.13000	-0.9778	0.0978
20	3PL	1.30648	-0.8480	0.1389
21	3PL	0.86633	-1.1433	0.1401
22	3PL	0.58413	1.1135	0.0539
23	3PL	1.63386	1.8652	0.1940
24	3PL	0.41760	0.8944	0.1020
25	3PL	0.79402	0.1908	0.1738
26	3PL	1.39216	-0.1449	0.3252
27	3PL	0.69986	0.8932	0.1712
28	3PL	0.95918	0.8359	0.1814
29	3PL	1.24051	0.8051	0.2659
30	3PL	0.89586	1.8100	0.3063
31	3PL	1.19977	1.0568	0.3255
32	3PL	1.70883	0.0186	0.3057
33	3PL	1.52289	0.2330	0.2521
34	3PL	2.35294	0.5655	0.3617
35	3PL	1.35406	0.4614	0.2317

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Reading 3PL Model Items, Annual Data, Grade Span 2

1	3PL	0.65589	-1.9846	0.2000
2	3PL	0.58395	-1.1854	0.1540
3	3PL	0.88487	-1.1354	0.1001
4	3PL	0.77398	0.2035	0.1676
5	3PL	0.97780	0.4352	0.1413
6	3PL	0.75493	-0.3819	0.0903
7	3PL	0.81099	-1.1952	0.1037
8	3PL	0.99285	-0.0718	0.2310
9	3PL	0.74579	-1.2374	0.2000
10	3PL	0.85952	0.0368	0.2400
11	3PL	0.87555	-0.5092	0.2521
12	3PL	0.56611	-1.2407	0.1540
13	3PL	1.02368	-1.7296	0.1253
14	3PL	1.28973	-1.3460	0.2157
15	3PL	0.62126	-0.7231	0.1277
16	3PL	1.05923	-1.5474	0.1434
17	3PL	1.13907	-0.7063	0.1162
18	3PL	1.31489	-0.7378	0.1402
19	3PL	0.38590	0.5516	0.2000
20	3PL	1.08908	0.8478	0.1748
21	3PL	0.33094	-0.1467	0.1443
22	3PL	0.80809	-1.4342	0.1540
23	3PL	1.10712	-0.5890	0.2139
24	3PL	0.62484	0.1652	0.1145
25	3PL	0.91974	-0.9644	0.1337
26	3PL	0.70384	-0.7817	0.1198
27	3PL	0.70900	-0.7258	0.0958
28	3PL	0.54339	0.6193	0.1384
29	3PL	1.67411	-0.1697	0.2253
30	3PL	1.50485	-0.3314	0.2573
31	3PL	0.55551	-0.4554	0.1103
32	3PL	0.81270	-0.2829	0.2344
33	3PL	1.71208	-0.3731	0.2731
34	3PL	0.85507	-0.4594	0.1157
35	3PL	1.13905	-0.4132	0.2156

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Reading 3PL Model Items, Annual Data, Grade Span 3

1	3PL	0.58774	-1.5852	0.2000
2	3PL	0.29789	1.6755	0.2000
3	3PL	0.30905	0.3657	0.2000
4	3PL	0.63578	0.2423	0.1560
5	3PL	0.49351	-0.5885	0.2000
6	3PL	0.78440	-0.0137	0.1282
7	3PL	1.47356	-1.3784	0.0877
8	3PL	1.35750	-1.4227	0.1254
9	3PL	0.97899	-1.0491	0.1604
10	3PL	0.72398	-0.7904	0.2000
11	3PL	0.90626	-1.0629	0.1022
12	3PL	1.96163	0.6621	0.3253
13	3PL	2.20556	0.7139	0.2713
14	3PL	0.50622	0.3949	0.1702
15	3PL	2.07426	0.7268	0.2438
16	3PL	1.33153	1.0771	0.2646
17	3PL	1.18964	0.4838	0.2311
18	3PL	0.84082	0.9315	0.2155
19	3PL	0.73324	0.9810	0.1962
20	3PL	0.64808	0.4839	0.1296
21	3PL	0.41869	0.6870	0.1251
22	3PL	0.26696	0.9015	0.2000
23	3PL	0.72011	0.1144	0.0933
24	3PL	0.51898	-0.1293	0.2000
25	3PL	0.59136	0.4384	0.1353
26	3PL	0.94107	-0.8431	0.1614
27	3PL	0.94169	-1.6175	0.2000
28	3PL	0.75479	0.8996	0.1727
29	3PL	0.73639	-0.6204	0.1240
30	3PL	0.59314	-1.0116	0.2000
31	3PL	0.77030	-0.2273	0.1413
32	3PL	0.55013	1.0689	0.2445
33	3PL	0.57450	1.9021	0.2199
34	3PL	0.65949	0.7959	0.2044
35	3PL	0.78071	0.6210	0.2327

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

** The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Reading 3PL Model Items, Annual Data, Grade Span 4

1	3PL	0.36808	-1.8829	0.2000
2	3PL	0.57358	-1.3018	0.1670
3	3PL	0.52142	-1.0990	0.1425
4	3PL	0.32178	-1.1694	0.2000
5	3PL	0.82539	-1.2220	0.1084
6	3PL	0.91608	-0.6808	0.2083
7	3PL	0.52936	0.3216	0.3275
8	3PL	0.39822	-0.6768	0.2000
9	3PL	0.96278	-0.8431	0.3615
10	3PL	0.94939	-0.4138	0.1958
11	3PL	0.83046	-0.0818	0.2054
12	3PL	1.57690	1.0917	0.1883
13	3PL	0.84810	-0.4662	0.1986
14	3PL	0.83382	-0.9757	0.2279
15	3PL	0.57047	-1.7596	0.1670
16	3PL	0.83186	-2.2301	0.2000
17	3PL	0.80063	-1.3256	0.2000
18	3PL	0.96566	0.0959	0.2713
19	3PL	0.92381	-0.4855	0.1357
20	3PL	0.74688	-1.1135	0.1670
21	3PL	0.96444	-1.4073	0.1330
22	3PL	0.64246	-0.1076	0.1628
23	3PL	1.29424	-1.6722	0.1065
24	3PL	0.49468	-1.4057	0.2000
25	3PL	1.12735	-0.8154	0.2807
26	3PL	1.25047	-0.5839	0.2093
27	3PL	1.43974	-0.1267	0.0972
28	3PL	0.69996	0.0092	0.1895
29	3PL	1.03738	0.3782	0.1773
30	3PL	1.10480	-0.9971	0.0629
31	3PL	1.00861	-0.6485	0.2321
32	3PL	0.85155	-0.8023	0.0753
33	3PL	0.86666	-0.2176	0.2609
34	3PL	0.95520	-0.6524	0.1591
35	3PL	1.34155	-0.4267	0.1826

*The operational item number is equivalent to the RWO sequence number in AppendixA: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Writing 3PL Model Items, Annual Data, Grade Span 1

1	3PL	1.57874	-0.5228	0.4218
2	3PL	1.86188	1.1670	0.2835
3	3PL	1.23251	-0.1612	0.2430
4	3PL	2.03630	-0.1586	0.2320
5	3PL	1.73031	-0.0320	0.2853
6	3PL	1.66772	0.8773	0.2641
7	3PL	1.83200	1.1048	0.3196
8	3PL	1.47807	-0.3254	0.3387
9	3PL	1.32790	0.1905	0.3644
10	3PL	1.68967	0.9460	0.2811
11	3PL	0.92709	0.6595	0.3298
12	3PL	1.18376	0.1987	0.2635
13	3PL	1.56237	0.3676	0.2885
14	3PL	1.40605	1.5593	0.2675
15	3PL	1.56396	0.1946	0.2960
16	3PL	2.23460	0.0426	0.3381
17	3PL	1.64053	-0.0320	0.2882
18	3PL	1.44746	-0.0151	0.3400
19	3PL	1.54742	0.3210	0.3260

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Writing 2PPC Model Items, Annual Data, Grade Span 1

20	2PPC	2.00384	-4.3751	-1.5322	3.2049	NA	NA
21	2PPC	2.03538	-4.2639	-0.8834	3.6776	NA	NA
22	2PPC	2.53985	-4.8821	-1.0116	4.3243	NA	NA
23	2PPC	2.11158	-3.7118	-0.8038	3.1450	NA	NA
24	2PPC	2.55004	-5.2831	-1.9475	1.9334	5.1854	NA

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Writing 3PL Model Items, Annual Data, Grade Span 2

1	3PL	0.74363	-2.1046	0.2040
2	3PL	0.82073	-1.6895	0.1720
3	3PL	1.06859	-1.4112	0.2553
4	3PL	1.27804	-0.5347	0.3020
5	3PL	1.03625	-1.1735	0.1917
6	3PL	1.27305	-1.0726	0.2596
7	3PL	0.82087	-1.7273	0.1611
8	3PL	1.41602	-1.0897	0.3687
9	3PL	1.14135	-1.0128	0.2470
10	3PL	1.32041	-1.1082	0.2366
11	3PL	0.87125	-0.9926	0.2517
12	3PL	1.12101	-0.8569	0.2396
13	3PL	1.12754	-0.8434	0.2211
14	3PL	1.19822	-0.3580	0.2322
15	3PL	0.91830	-0.5529	0.2500
16	3PL	1.04972	-0.8979	0.2607
17	3PL	0.84474	0.1947	0.3058
18	3PL	0.71396	0.1288	0.2902
19	3PL	1.41967	0.5116	0.2108

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Writing 2PPC Model Items, Annual Data, Grade Span 2

20	2PPC	1.78513	-5.5553	-3.0039	0.7119	NA	NA
21	2PPC	1.45730	-4.5988	-2.3989	1.2161	NA	NA
22	2PPC	1.65559	-4.8291	-2.1923	1.9287	NA	NA
23	2PPC	1.59714	-4.4291	-2.0436	1.7507	NA	NA
24	2PPC	2.02043	-5.5995	-3.8827	0.6807	4.1992	NA

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Writing 3PL Model Items, Annual Data, Grade Span 3

1	3PL	1.46496	-1.9299	0.2500
2	3PL	1.41107	-1.8806	0.2143
3	3PL	0.86595	-2.0719	0.2833
4	3PL	1.07212	-1.5168	0.1565
5	3PL	1.04227	-1.6617	0.2833
6	3PL	1.37234	-1.5618	0.1570
7	3PL	1.27065	-1.7506	0.2121
8	3PL	1.49070	-1.4823	0.1901
9	3PL	1.49006	-1.5783	0.2613
10	3PL	1.05483	-1.4629	0.2833
11	3PL	1.18578	-1.3934	0.1702
12	3PL	1.89651	-1.0526	0.1838
13	3PL	1.46149	-0.9917	0.1955
14	3PL	0.68995	-0.3483	0.1694
15	3PL	1.12469	-0.7421	0.1537
16	3PL	0.93917	0.4730	0.2376
17	3PL	1.38784	-0.2712	0.1949
18	3PL	0.67027	0.4300	0.2841
19	3PL	0.57534	0.0437	0.2276

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Writing 2PPC Model Items, Annual Data, Grade Span 3

20	2PPC	0.94158	-3.7708	-3.0383	0.1191	NA	NA
21	2PPC	1.04274	-3.9044	-3.0383	0.5905	NA	NA
22	2PPC	1.23386	-4.6445	-2.7581	1.4955	NA	NA
23	2PPC	1.00102	-3.9268	-2.6705	2.1842	NA	NA
24	2PPC	1.52461	-4.4322	-4.3111	0.3835	3.9273	NA

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Writing 3PL Model Items, Annual Data, Grade Span 4

1	3PL	1.17824	-1.7270	0.1545
2	3PL	0.89230	-2.3619	0.2833
3	3PL	0.56109	-1.9357	0.2833
4	3PL	1.26938	-1.5137	0.1271
5	3PL	1.10856	-0.8561	0.1310
6	3PL	1.24314	-2.0781	0.2833
7	3PL	1.07815	-1.6946	0.1481
8	3PL	1.11966	-1.2927	0.2794
9	3PL	1.12994	-0.4482	0.1130
10	3PL	1.34343	-1.2892	0.0863
11	3PL	1.42137	-0.5406	0.1700
12	3PL	0.82593	-0.6096	0.1243
13	3PL	1.43332	-0.9194	0.1596
14	3PL	0.86061	0.3372	0.1207
15	3PL	0.86293	-1.9096	0.1352
16	3PL	1.40111	-0.8273	0.2392
17	3PL	0.95539	-0.2067	0.1152
18	3PL	0.63188	0.0886	0.1358
19	3PL	1.16366	-1.6580	0.2833

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Writing 2PPC Model Items, Annual Data, Grade Span 4

20	2PPC	0.97789	-3.7556	-2.6254	0.5671	NA	NA
21	2PPC	1.09717	-4.2527	-2.7318	0.9475	NA	NA
22	2PPC	1.23371	-4.4673	2.7511	0.9391	NA	NA
23	2PPC	1.08409	-3.5346	2.3349	1.2961	NA	NA
24	2PPC	0.01000	0.4055	5.8819	0.5113	3.5381	NA

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Appendix M2 Form C Scaled Operational Item Parameters

Listening/Speaking 3PL Model Items, Annual Data, Grade Span 1

1	3PL	0.0130	401.4550	0.2833
2	3PL	0.0138	399.2988	0.2833
3	3PL	0.0110	407.2567	0.2833
4	3PL	0.0186	423.8712	0.4557
5	3PL	0.0155	394.7197	0.2833
6	3PL	0.0171	405.2100	0.2958
7	3PL	0.0131	387.6049	0.2833
8	3PL	0.0144	438.4482	0.2833
9	3PL	0.0174	445.9649	0.4201

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Listening/Speaking 2PPC Model Items, Annual Data, Grade Span 1

10	2PPC	0.0294	13.3499	NA	NA	NA	NA
11	2PPC	0.0404	18.4212	NA	NA	NA	NA
12	2PPC	0.0403	16.3796	NA	NA	NA	NA
13	2PPC	0.0410	18.9625	NA	NA	NA	NA
14	2PPC	0.0302	13.2829	NA	NA	NA	NA
15	2PPC	0.0427	19.3719	NA	NA	NA	NA
16	2PPC	0.0374	15.3230	NA	NA	NA	NA
17	2PPC	0.0142	6.7880	NA	NA	NA	NA
18	2PPC	0.0426	19.3491	NA	NA	NA	NA
19	2PPC	0.0265	14.6265	NA	NA	NA	NA
20	2PPC	0.0447	20.5203	NA	NA	NA	NA
21	2PPC	0.0358	14.4031	NA	NA	NA	NA
22	2PPC	0.0313	14.0598	NA	NA	NA	NA
23	2PPC	0.0277	12.5647	NA	NA	NA	NA
24	2PPC	0.0314	14.1580	NA	NA	NA	NA
25	2PPC	0.0459	20.1945	NA	NA	NA	NA
26	2PPC	0.0446	20.0925	NA	NA	NA	NA
27	2PPC	0.0424	20.1832	NA	NA	NA	NA
28	2PPC	0.0466	20.0986	NA	NA	NA	NA
29	2PPC	0.0393	17.8062	NA	NA	NA	NA
30	2PPC	0.0345	15.6166	17.7217	NA	NA	NA
31	2PPC	0.0390	16.7313	18.4767	20.0779	22.9374	NA

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Listening/Speaking 3PL Model Items, Annual Data, Grade Span 2

1	3PL	0.0097	402.7360	0.2833
2	3PL	0.0115	395.2801	0.2833
3	3PL	0.0105	403.2879	0.2833
4	3PL	0.0160	374.6879	0.2833
5	3PL	0.0169	395.1123	0.2833
6	3PL	0.0104	455.5707	0.2833
7	3PL	0.0124	433.3482	0.2833
8	3PL	0.0056	496.1507	0.2833
9	3PL	0.0095	437.3088	0.2833
10	3PL	0.0146	427.5027	0.2563
11	3PL	0.0157	429.9071	0.2833
12	3PL	0.0141	468.9473	0.2833
13	3PL	0.0167	405.7571	0.2833
14	3PL	0.0122	464.6888	0.2833
15	3PL	0.0131	493.3388	0.2833
16	3PL	0.0142	498.7408	0.1993
17	3PL	0.0115	440.6554	0.2833
18	3PL	0.0124	465.8164	0.2833
19	3PL	0.0171	440.8153	0.2178

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Listening/Speaking 2PPC Model Items, Annual Data, Grade Span 2

20	2PPC	0.0242	9.9183	NA	NA	NA	NA
21	2PPC	0.0173	8.1148	NA	NA	NA	NA
22	2PPC	0.0295	11.6706	NA	NA	NA	NA
23	2PPC	0.0330	14.9173	NA	NA	NA	NA
24	2PPC	0.0311	12.2726	NA	NA	NA	NA
25	2PPC	0.0434	17.7749	NA	NA	NA	NA
26	2PPC	0.0297	12.4815	NA	NA	NA	NA
27	2PPC	0.0256	10.6374	NA	NA	NA	NA
28	2PPC	0.0306	12.1735	NA	NA	NA	NA
29	2PPC	0.0406	15.1647	NA	NA	NA	NA
30	2PPC	0.0324	14.2096	14.2778	NA	NA	NA
31	2PPC	0.0304	14.3910	15.0122	NA	NA	NA
32	2PPC	0.0349	15.9302	17.3906	NA	NA	NA
33	2PPC	0.0391	18.2268	19.4902	NA	NA	NA
34	2PPC	0.0282	11.4939	13.3899	NA	NA	NA
35	2PPC	0.0293	12.0334	12.5729	14.2174	16.8179	NA

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Listening/Speaking 3PL Model Items, Annual Data, Grade Span 3

1	3PL	0.0060	330.9053	0.2833
2	3PL	0.0155	375.5333	0.2833
3	3PL	0.0144	395.6269	0.2833
4	3PL	0.0137	328.0718	0.2833
5	3PL	0.0269	420.5820	0.2833
6	3PL	0.0128	341.0419	0.2833
7	3PL	0.0108	460.0898	0.2833
8	3PL	0.0101	395.3490	0.2833
9	3PL	0.0086	515.8981	0.2833
10	3PL	0.0116	473.3908	0.2833
11	3PL	0.0153	407.3108	0.2833
12	3PL	0.0165	416.0068	0.2833
13	3PL	0.0155	443.4157	0.2833
14	3PL	0.0193	446.9257	0.2833
15	3PL	0.0176	426.6563	0.2833
16	3PL	0.0155	421.0092	0.2833
17	3PL	0.0248	439.8280	0.2703
18	3PL	0.0186	489.6147	0.2833
19	3PL	0.0200	444.2502	0.2833

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Listening/Speaking 2PPC Model Items, Annual Data, Grade Span 3

20	2PPC	0.0333	12.3769	NA	NA	NA	NA
21	2PPC	0.0310	12.9808	NA	NA	NA	NA
22	2PPC	0.0443	19.0738	NA	NA	NA	NA
23	2PPC	0.0404	17.9118	NA	NA	NA	NA
24	2PPC	0.0207	10.8126	NA	NA	NA	NA
25	2PPC	0.0339	15.0828	NA	NA	NA	NA
26	2PPC	0.0410	18.6447	NA	NA	NA	NA
27	2PPC	0.0383	17.8367	NA	NA	NA	NA
28	2PPC	0.0243	12.8000	NA	NA	NA	NA
29	2PPC	0.0200	12.0202	NA	NA	NA	NA
30	2PPC	0.0348	15.0107	16.2013	NA	NA	NA
31	2PPC	0.0293	13.7867	13.7700	NA	NA	NA
32	2PPC	0.0325	14.4802	15.1266	NA	NA	NA
33	2PPC	0.0294	12.8065	14.5321	NA	NA	NA
34	2PPC	0.0376	15.0972	17.6075	NA	NA	NA
35	2PPC	0.0302	12.4498	12.8721	13.9445	17.2364	NA

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
** The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Listening/Speaking 3PL Model Items, Annual Data, Grade Span 4

1	3PL	0.0185	389.7996	0.2833
2	3PL	0.0135	475.3236	0.2833
3	3PL	0.0169	414.2358	0.2833
4	3PL	0.0213	451.9677	0.2833
5	3PL	0.0193	450.2868	0.4787
6	3PL	0.0247	442.6416	0.2833
7	3PL	0.0240	401.9475	0.2833
8	3PL	0.0120	485.0289	0.2833
9	3PL	0.0204	453.2814	0.2833
10	3PL	0.0082	505.4557	0.2833
11	3PL	0.0155	404.6631	0.2833
12	3PL	0.0250	446.0858	0.2833
13	3PL	0.0302	479.5485	0.2981
14	3PL	0.0156	469.7597	0.2833
15	3PL	0.0289	461.9838	0.3513
16	3PL	0.0104	483.0256	0.2833
17	3PL	0.0171	463.5500	0.2831
18	3PL	0.0159	455.8858	0.2833
19	3PL	0.0229	489.7040	0.2531

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Listening/Speaking 2PPC Model Items, Annual Data, Grade Span 4

20	2PPC	0.0597	26.0289	NA	NA	NA	NA
21	2PPC	0.0302	14.0442	NA	NA	NA	NA
22	2PPC	0.0399	19.6456	NA	NA	NA	NA
23	2PPC	0.0273	11.8157	NA	NA	NA	NA
24	2PPC	0.0435	20.1274	NA	NA	NA	NA
25	2PPC	0.0423	20.7348	NA	NA	NA	NA
26	2PPC	0.0406	19.6589	NA	NA	NA	NA
27	2PPC	0.0480	23.9425	NA	NA	NA	NA
28	2PPC	0.0271	14.2950	NA	NA	NA	NA
29	2PPC	0.0406	20.9909	NA	NA	NA	NA
30	2PPC	0.0396	18.2307	18.5339	NA	NA	NA
31	2PPC	0.0411	19.2682	18.6480	NA	NA	NA
32	2PPC	0.0435	20.5885	21.5371	NA	NA	NA
33	2PPC	0.0483	22.8192	24.6326	NA	NA	NA
34	2PPC	0.0450	19.3566	21.7979	NA	NA	NA
35	2PPC	0.0376	16.6075	17.0628	18.4998	20.6048	NA

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Reading 3PL Model Items, Annual Data, Grade Span 1

1	3PL	0.0241	391.8979	0.2833
2	3PL	0.0295	453.6266	0.1049
3	3PL	0.0268	383.6150	0.2833
4	3PL	0.0222	433.6566	0.1409
5	3PL	0.0299	393.7655	0.1497
6	3PL	0.0282	478.2020	0.2950
7	3PL	0.0361	477.3794	0.2890
8	3PL	0.0156	500.2809	0.3119
9	3PL	0.0319	528.1934	0.1759
10	3PL	0.0416	445.8849	0.3244
11	3PL	0.0212	465.7013	0.2103
12	3PL	0.0310	420.9542	0.2650
13	3PL	0.0340	460.4156	0.3452
14	3PL	0.0329	451.5166	0.2619
15	3PL	0.0290	447.0847	0.3272
16	3PL	0.0214	460.5306	0.3684
17	3PL	0.0433	453.2440	0.2741
18	3PL	0.0378	490.4347	0.2849
19	3PL	0.0292	414.3176	0.0978
20	3PL	0.0337	419.3485	0.1389
21	3PL	0.0224	407.9041	0.1401
22	3PL	0.0151	495.3757	0.0539
23	3PL	0.0422	524.5101	0.1940
24	3PL	0.0108	486.8829	0.1020
25	3PL	0.0205	459.6137	0.1738
26	3PL	0.0359	446.6028	0.3252
27	3PL	0.0181	486.8381	0.1712
28	3PL	0.0248	484.6149	0.1814
29	3PL	0.0320	483.4225	0.2659
30	3PL	0.0231	522.3687	0.3063
31	3PL	0.0310	493.1766	0.3255
32	3PL	0.0441	452.9384	0.3057
33	3PL	0.0393	461.2480	0.2521
34	3PL	0.0607	474.1357	0.3617
35	3PL	0.0349	470.1010	0.2317

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Reading 3PL Model Items, Annual Data, Grade Span 2

1	3PL	0.0158	417.5541	0.2000
2	3PL	0.0141	450.6577	0.1540
3	3PL	0.0214	452.7292	0.1001
4	3PL	0.0187	508.1904	0.1676
5	3PL	0.0236	517.7897	0.1413
6	3PL	0.0182	483.9414	0.0903
7	3PL	0.0196	450.2511	0.1037
8	3PL	0.0240	496.7861	0.2310
9	3PL	0.0180	448.5049	0.2000
10	3PL	0.0208	501.2860	0.2400
11	3PL	0.0211	478.6686	0.2521
12	3PL	0.0137	448.3667	0.1540
13	3PL	0.0247	428.1165	0.1253
14	3PL	0.0311	444.0056	0.2157
15	3PL	0.0150	469.8107	0.1277
16	3PL	0.0256	435.6639	0.1434
17	3PL	0.0275	470.5048	0.1162
18	3PL	0.0317	469.1993	0.1402
19	3PL	0.0093	522.6129	0.2000
20	3PL	0.0263	534.8818	0.1748
21	3PL	0.0080	493.6865	0.1443
22	3PL	0.0195	440.3539	0.1540
23	3PL	0.0267	475.3631	0.2139
24	3PL	0.0151	506.6052	0.1145
25	3PL	0.0222	459.8117	0.1337
26	3PL	0.0170	467.3831	0.1198
27	3PL	0.0171	469.6967	0.0958
28	3PL	0.0131	525.4156	0.1384
29	3PL	0.0404	492.7330	0.2253
30	3PL	0.0363	486.0364	0.2573
31	3PL	0.0134	480.8988	0.1103
32	3PL	0.0196	488.0421	0.2344
33	3PL	0.0413	484.3073	0.2731
34	3PL	0.0206	480.7325	0.1157
35	3PL	0.0275	482.6461	0.2156

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Reading 3PL Model Items, Annual Data, Grade Span 3

1	3PL	0.0179	463.1907	0.2000
2	3PL	0.0091	570.5390	0.2000
3	3PL	0.0094	527.4186	0.2000
4	3PL	0.0193	523.3560	0.1560
5	3PL	0.0150	496.0030	0.2000
6	3PL	0.0238	514.9257	0.1282
7	3PL	0.0448	469.9965	0.0877
8	3PL	0.0412	468.5388	0.1254
9	3PL	0.0297	480.8403	0.1604
10	3PL	0.0220	489.3567	0.2000
11	3PL	0.0275	480.3852	0.1022
12	3PL	0.0596	537.1757	0.3253
13	3PL	0.0670	538.8812	0.2713
14	3PL	0.0154	528.3778	0.1702
15	3PL	0.0630	539.3060	0.2438
16	3PL	0.0404	550.8399	0.2646
17	3PL	0.0361	531.3064	0.2311
18	3PL	0.0255	546.0466	0.2155
19	3PL	0.0223	547.6757	0.1962
20	3PL	0.0197	531.3098	0.1296
21	3PL	0.0127	537.9950	0.1251
22	3PL	0.0081	545.0588	0.2000
23	3PL	0.0219	519.1450	0.0933
24	3PL	0.0158	511.1204	0.2000
25	3PL	0.0180	529.8129	0.1353
26	3PL	0.0286	487.6197	0.1614
27	3PL	0.0286	462.1263	0.2000
28	3PL	0.0229	544.9960	0.1727
29	3PL	0.0224	494.9546	0.1240
30	3PL	0.0180	482.0748	0.2000
31	3PL	0.0234	507.8954	0.1413
32	3PL	0.0167	550.5688	0.2445
33	3PL	0.0175	578.0007	0.2199
34	3PL	0.0200	541.5815	0.2044
35	3PL	0.0237	535.8229	0.2327

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

** The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Reading 3PL Model Items, Annual Data, Grade Span 4

1	3PL	0.0092	471.7458	0.2000
2	3PL	0.0143	495.0232	0.1670
3	3PL	0.0130	503.1497	0.1425
4	3PL	0.0080	500.3265	0.2000
5	3PL	0.0206	498.2216	0.1084
6	3PL	0.0229	519.9025	0.2083
7	3PL	0.0132	560.0607	0.3275
8	3PL	0.0099	520.0606	0.2000
9	3PL	0.0240	513.3994	0.3615
10	3PL	0.0237	530.5968	0.1958
11	3PL	0.0207	543.8998	0.2054
12	3PL	0.0394	590.9089	0.1883
13	3PL	0.0212	528.4975	0.1986
14	3PL	0.0208	508.0899	0.2279
15	3PL	0.0142	476.6832	0.1670
16	3PL	0.0208	457.8365	0.2000
17	3PL	0.0200	494.0701	0.2000
18	3PL	0.0241	551.0197	0.2713
19	3PL	0.0231	527.7253	0.1357
20	3PL	0.0186	502.5695	0.1670
21	3PL	0.0241	490.7986	0.1330
22	3PL	0.0160	542.8646	0.1628
23	3PL	0.0323	480.1870	0.1065
24	3PL	0.0124	490.8626	0.2000
25	3PL	0.0281	514.5097	0.2807
26	3PL	0.0312	523.7836	0.2093
27	3PL	0.0359	542.0997	0.0972
28	3PL	0.0175	547.5459	0.1895
29	3PL	0.0259	562.3251	0.1773
30	3PL	0.0276	507.2323	0.0629
31	3PL	0.0252	521.1974	0.2321
32	3PL	0.0213	515.0361	0.0753
33	3PL	0.0216	538.4576	0.2609
34	3PL	0.0238	521.0417	0.1591
35	3PL	0.0335	530.0826	0.1826

*The operational item number is equivalent to the RWO sequence number in AppendixA: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Writing 3PL Model Items, Annual Data, Grade Span 1

1	3PL	0.0322	450.2421	0.4218
2	3PL	0.0379	533.1943	0.2835
3	3PL	0.0251	467.9951	0.2430
4	3PL	0.0415	468.1230	0.2320
5	3PL	0.0353	474.3380	0.2853
6	3PL	0.0340	518.9770	0.2641
7	3PL	0.0373	530.1415	0.3196
8	3PL	0.0301	459.9349	0.3387
9	3PL	0.0271	485.2585	0.3644
10	3PL	0.0344	522.3465	0.2811
11	3PL	0.0189	508.2849	0.3298
12	3PL	0.0241	485.6641	0.2635
13	3PL	0.0318	493.9552	0.2885
14	3PL	0.0286	552.4565	0.2675
15	3PL	0.0319	485.4583	0.2960
16	3PL	0.0455	477.9998	0.3381
17	3PL	0.0334	474.3355	0.2882
18	3PL	0.0295	475.1646	0.3400
19	3PL	0.0315	491.6637	0.3260

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Writing 2PPC Model Items, Annual Data, Grade Span 1

20	2PPC	0.0408	15.0511	17.8940	22.6311	NA	NA
21	2PPC	0.0415	15.4680	18.8486	23.4095	NA	NA
22	2PPC	0.0517	19.7403	23.6109	28.9467	NA	NA
23	2PPC	0.0430	16.7589	19.6668	23.6156	NA	NA
24	2PPC	0.0520	19.4381	22.7738	26.6547	29.9067	NA

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Writing 3PL Model Items, Annual Data, Grade Span 2

1	3PL	0.0157	414.1888	0.2040
2	3PL	0.0173	433.9144	0.1720
3	3PL	0.0225	447.1449	0.2553
4	3PL	0.0269	488.8065	0.3020
5	3PL	0.0218	458.4414	0.1917
6	3PL	0.0268	463.2378	0.2596
7	3PL	0.0173	432.1194	0.1611
8	3PL	0.0298	462.4276	0.3687
9	3PL	0.0240	466.0783	0.2470
10	3PL	0.0278	461.5458	0.2366
11	3PL	0.0183	467.0401	0.2517
12	3PL	0.0236	473.4905	0.2396
13	3PL	0.0237	474.1309	0.2211
14	3PL	0.0252	497.2045	0.2322
15	3PL	0.0193	487.9416	0.2500
16	3PL	0.0221	471.5402	0.2607
17	3PL	0.0178	523.4743	0.3058
18	3PL	0.0150	520.3422	0.2902
19	3PL	0.0299	538.5343	0.2108

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Writing 2PPC Model Items, Annual Data, Grade Span 2

20	2PPC	0.0376	13.7577	16.3091	20.0249	NA	NA
21	2PPC	0.0307	11.1674	13.3673	16.9823	NA	NA
22	2PPC	0.0348	13.0823	15.7191	19.8401	NA	NA
23	2PPC	0.0336	12.8500	15.2355	19.0297	NA	NA
24	2PPC	0.0425	16.2591	17.9759	22.5393	26.0578	NA

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Writing 3PL Model Items, Annual Data, Grade Span 3

1	3PL	0.0394	453.9211	0.2500
2	3PL	0.0379	455.7524	0.2143
3	3PL	0.0233	448.6353	0.2833
4	3PL	0.0288	469.2886	0.1565
5	3PL	0.0280	463.8988	0.2833
6	3PL	0.0369	467.6141	0.1570
7	3PL	0.0342	460.5918	0.2121
8	3PL	0.0401	470.5730	0.1901
9	3PL	0.0401	467.0003	0.2613
10	3PL	0.0284	471.2944	0.2833
11	3PL	0.0319	473.8808	0.1702
12	3PL	0.0510	486.5627	0.1838
13	3PL	0.0393	488.8290	0.1955
14	3PL	0.0185	512.7673	0.1694
15	3PL	0.0302	498.1130	0.1537
16	3PL	0.0252	543.3238	0.2376
17	3PL	0.0373	515.6353	0.1949
18	3PL	0.0180	541.7245	0.2841
19	3PL	0.0155	527.3497	0.2276

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Writing 2PPC Model Items, Annual Data, Grade Span 3

20	2PPC	0.0253	9.5334	10.2659	13.4234	NA	NA
21	2PPC	0.0280	10.8293	11.3634	15.3242	NA	NA
22	2PPC	0.0332	12.7896	14.6760	18.9295	NA	NA
23	2PPC	0.0269	10.2173	11.4736	16.3284	NA	NA
24	2PPC	0.0410	17.1100	17.2311	21.9258	25.4696	NA

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Writing 3PL Model Items, Annual Data, Grade Span 4

1	3PL	0.0283	455.5984	0.1545
2	3PL	0.0214	429.1408	0.2833
3	3PL	0.0135	446.9048	0.2833
4	3PL	0.0305	464.4890	0.1271
5	3PL	0.0266	491.8920	0.1310
6	3PL	0.0298	440.9703	0.2833
7	3PL	0.0259	456.9486	0.1481
8	3PL	0.0269	473.6996	0.2794
9	3PL	0.0271	508.8914	0.1130
10	3PL	0.0322	473.8449	0.0863
11	3PL	0.0341	505.0434	0.1700
12	3PL	0.0198	502.1665	0.1243
13	3PL	0.0344	489.2542	0.1596
14	3PL	0.0207	541.6243	0.1207
15	3PL	0.0207	447.9914	0.1352
16	3PL	0.0336	493.0924	0.2392
17	3PL	0.0229	518.9580	0.1152
18	3PL	0.0152	531.2637	0.1358
19	3PL	0.0279	458.4737	0.2833

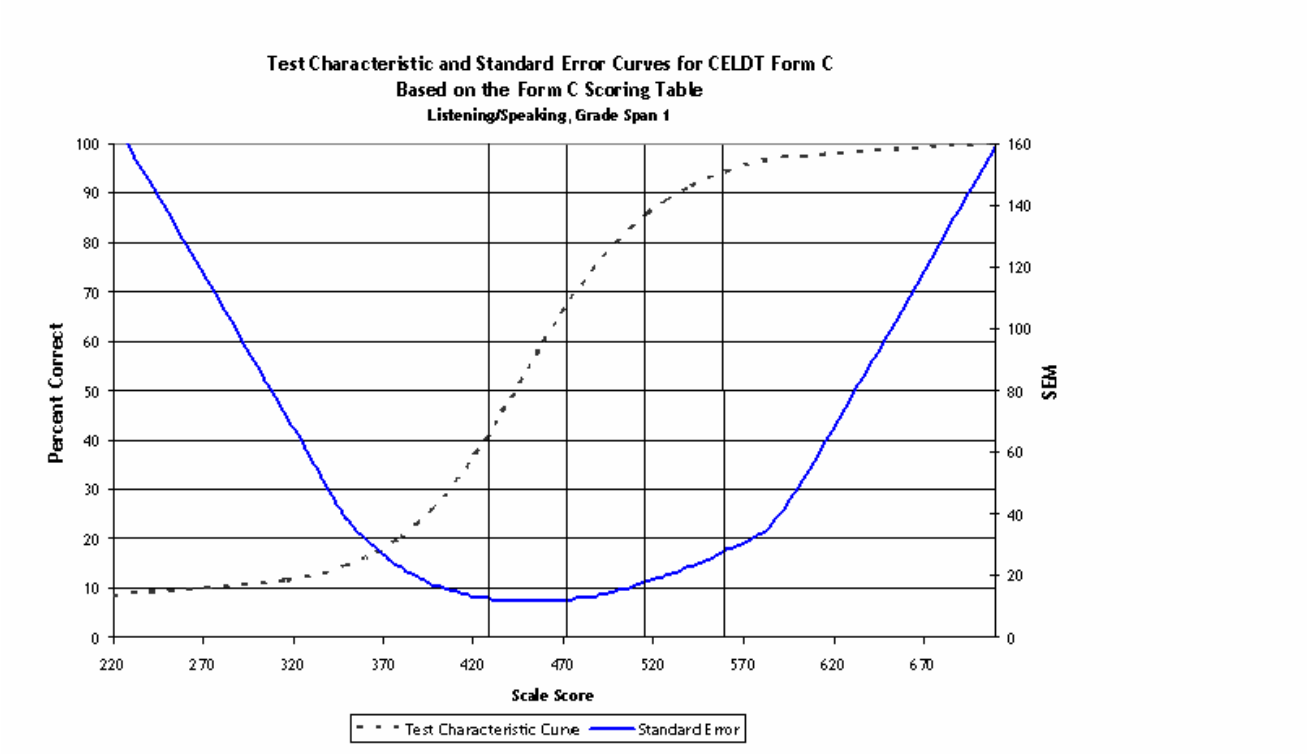
*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

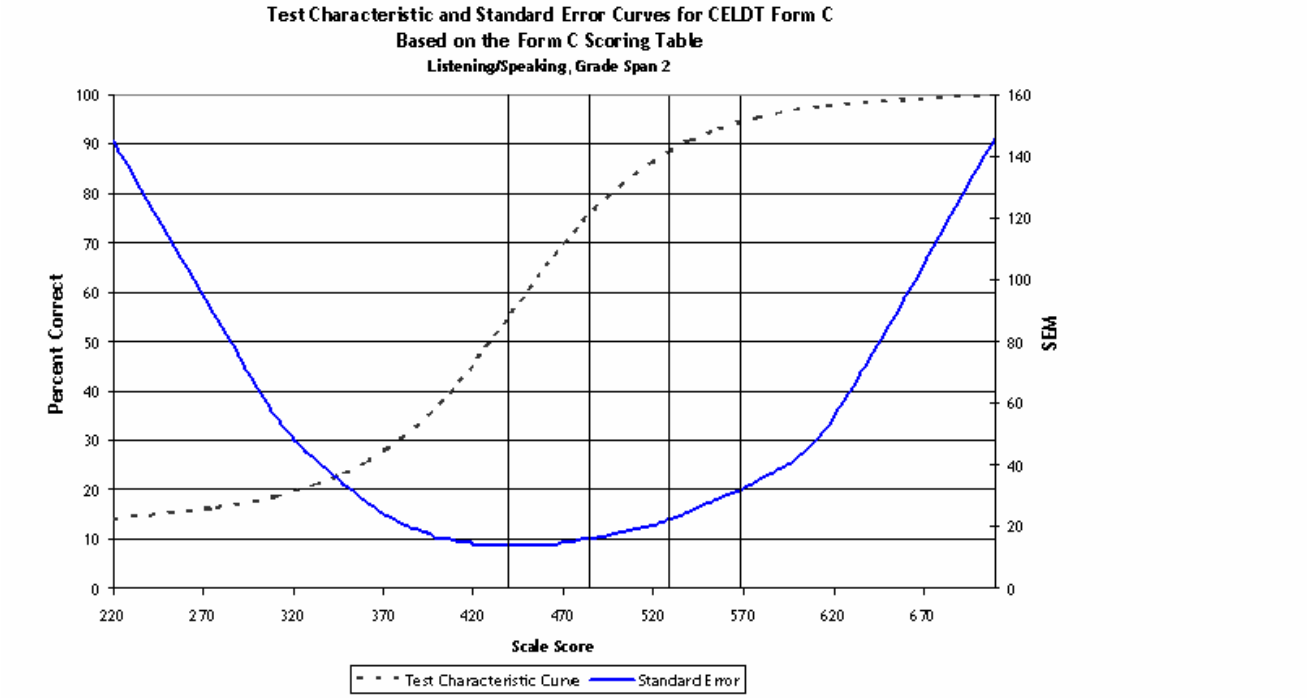
Writing 2PPC Model Items, Annual Data, Grade Span 4

20	2PPC	0.0235	8.6241	9.7543	12.9468	NA	NA
21	2PPC	0.0263	9.6370	11.1579	14.8372	NA	NA
22	2PPC	0.0296	11.1510	12.8672	16.5574	NA	NA
23	2PPC	0.0260	10.1895	11.3892	15.0201	NA	NA
24	2PPC	0.0100	0.4055	-5.8819	0.5113	3.5381	NA

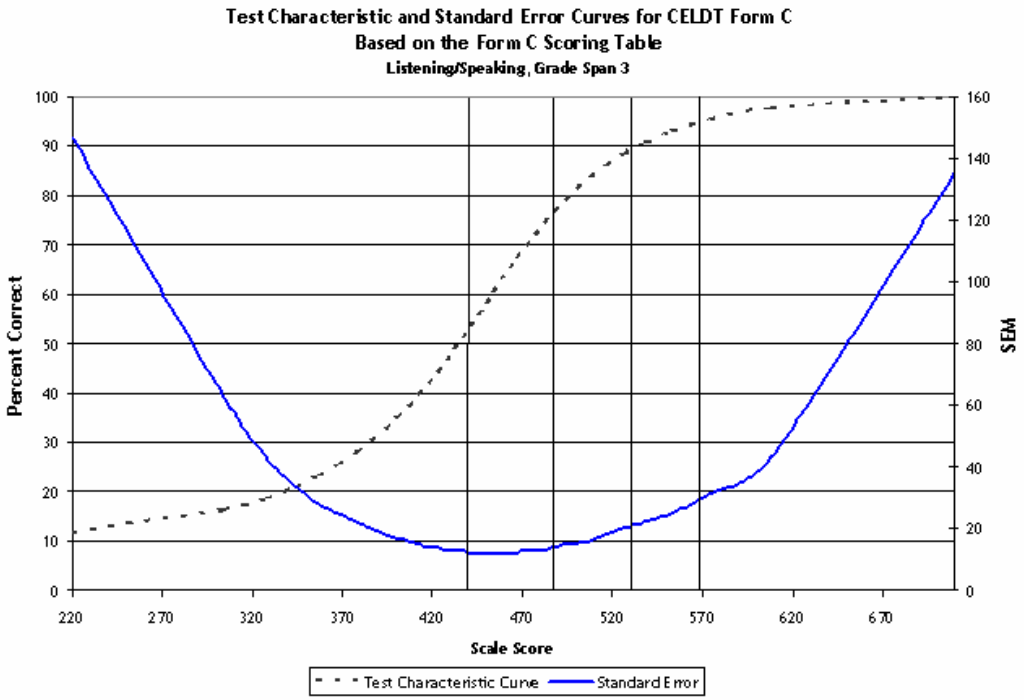
*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

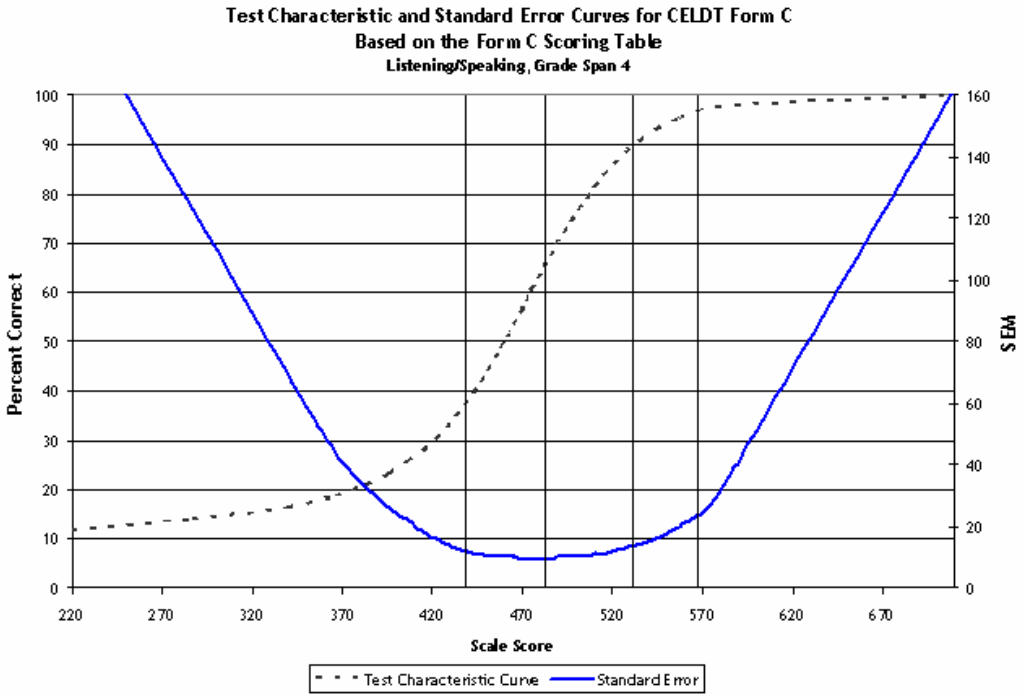
Appendix N Form C Test Characteristic and Standard Error Curves*



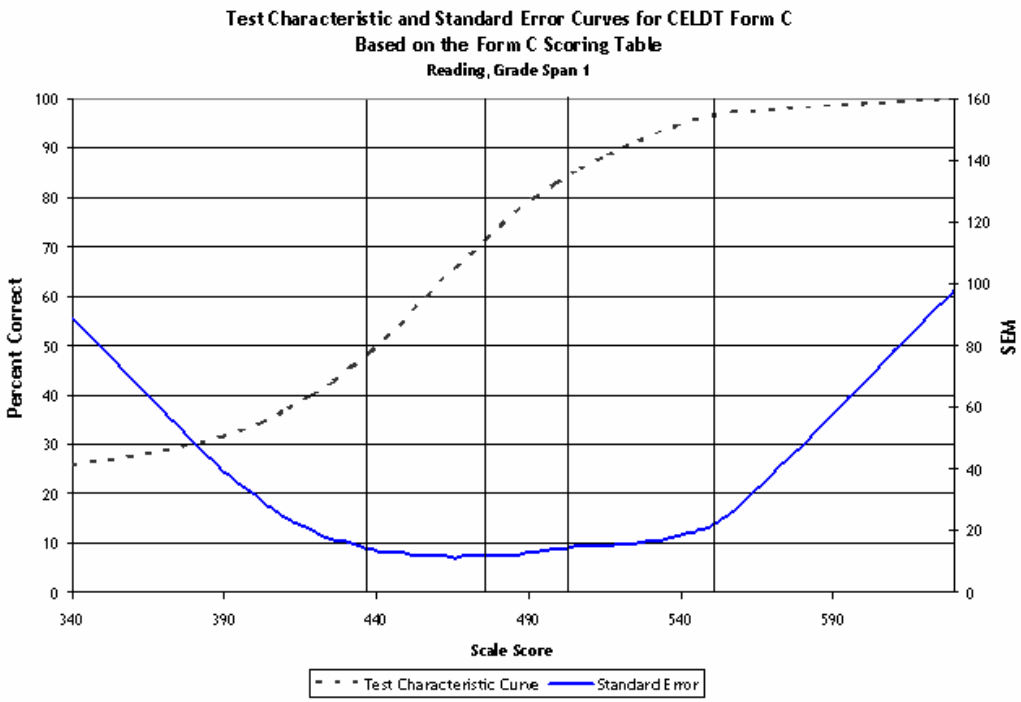


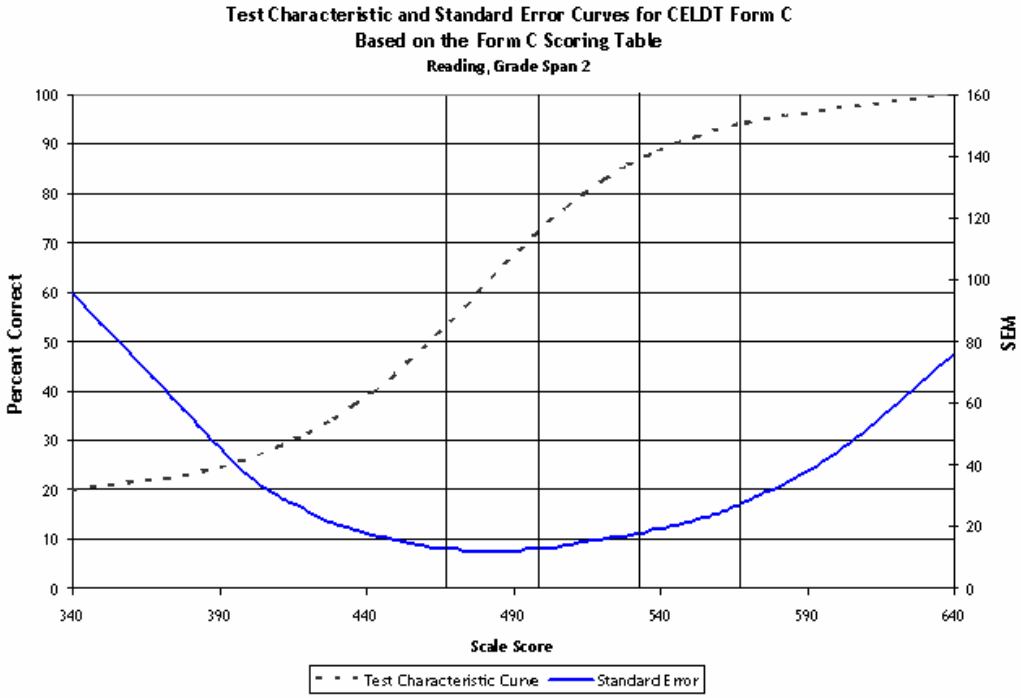
* The vertical lines in each plot represent the cut-scores for Early Intermediate, Intermediate, Early Advanced, and Advanced, respectively.



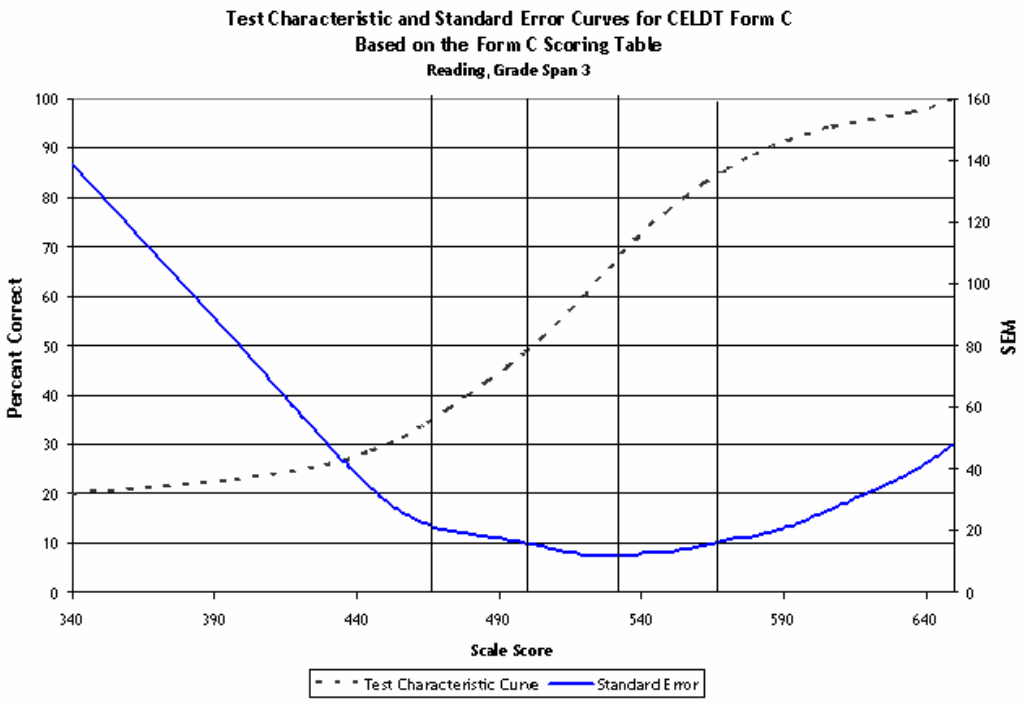


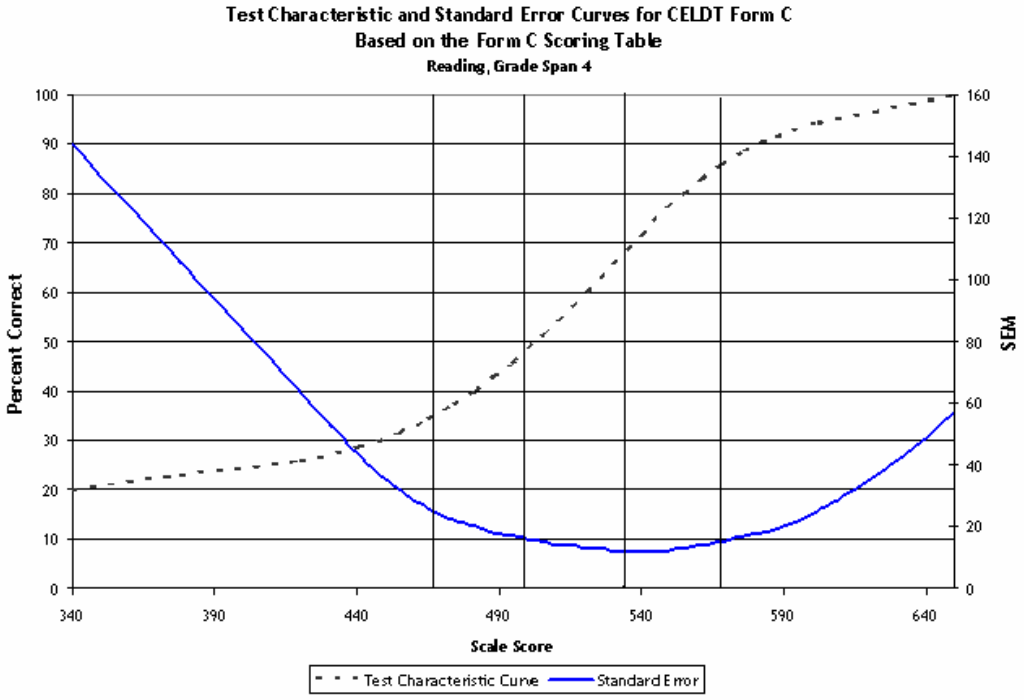
* The vertical lines in each plot represent the cut-scores for Early Intermediate, Intermediate, Early Advanced, and Advanced, respectively.



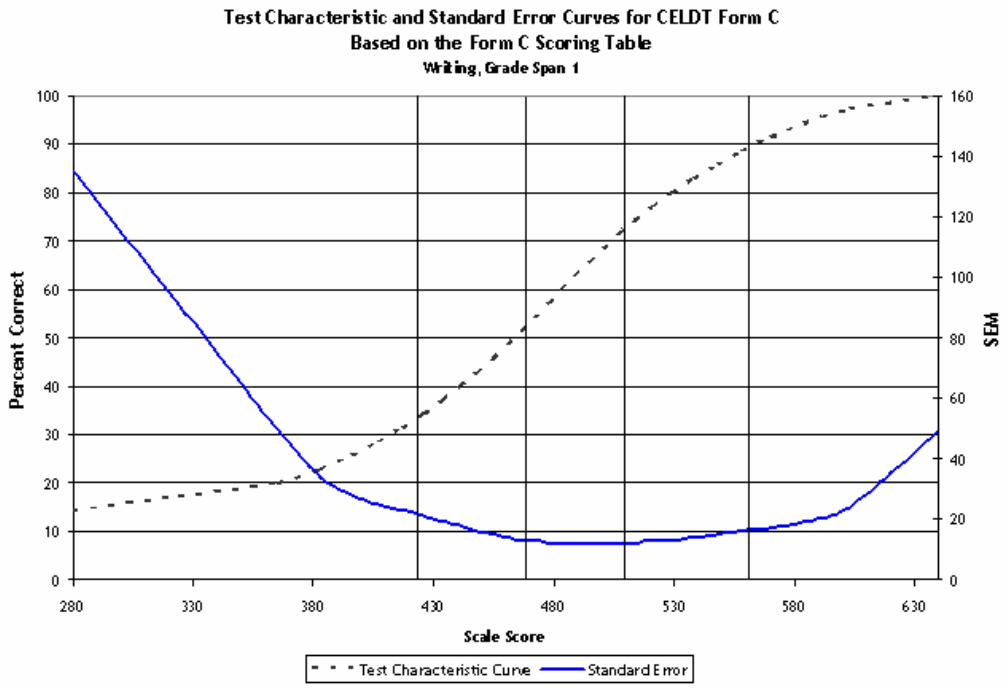


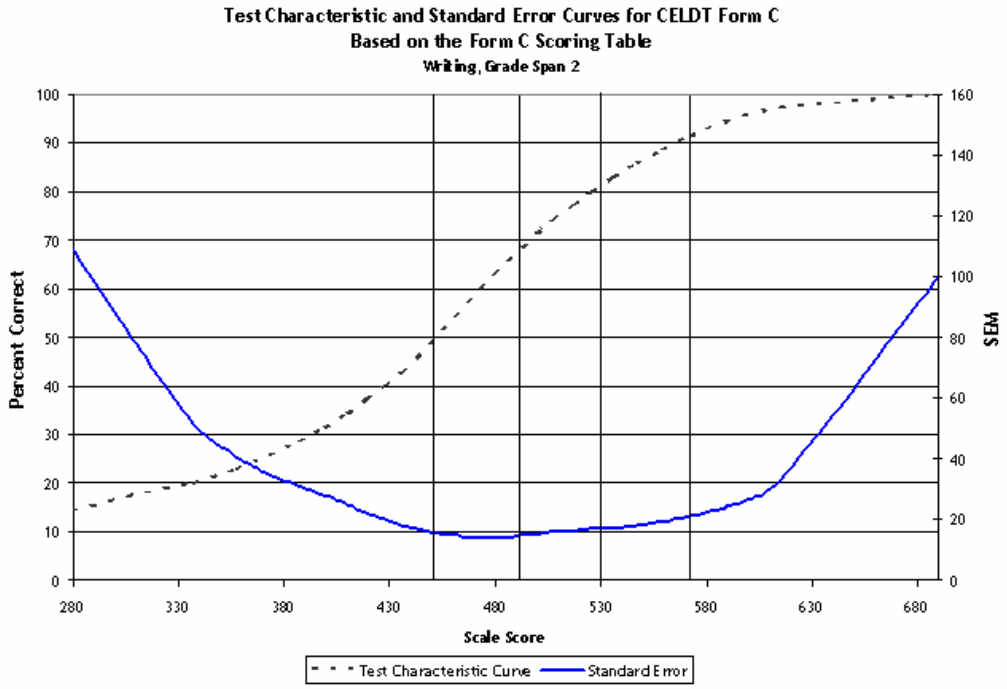
* The vertical lines in each plot represent the cut-scores for Early Intermediate, Intermediate, Early Advanced, and Advanced, respectively.



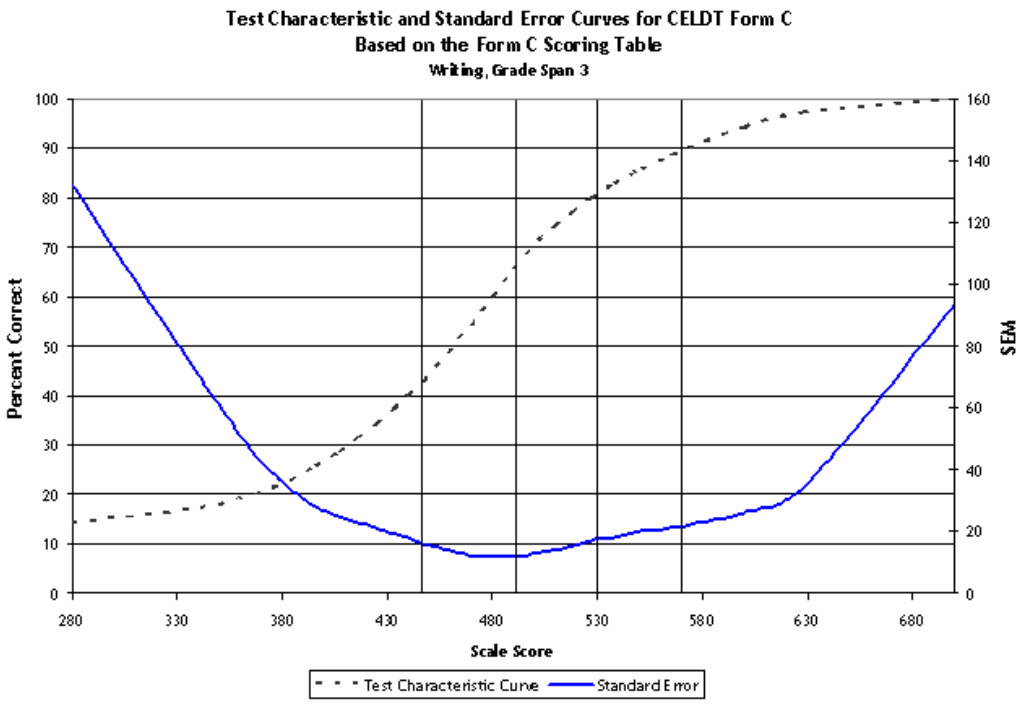


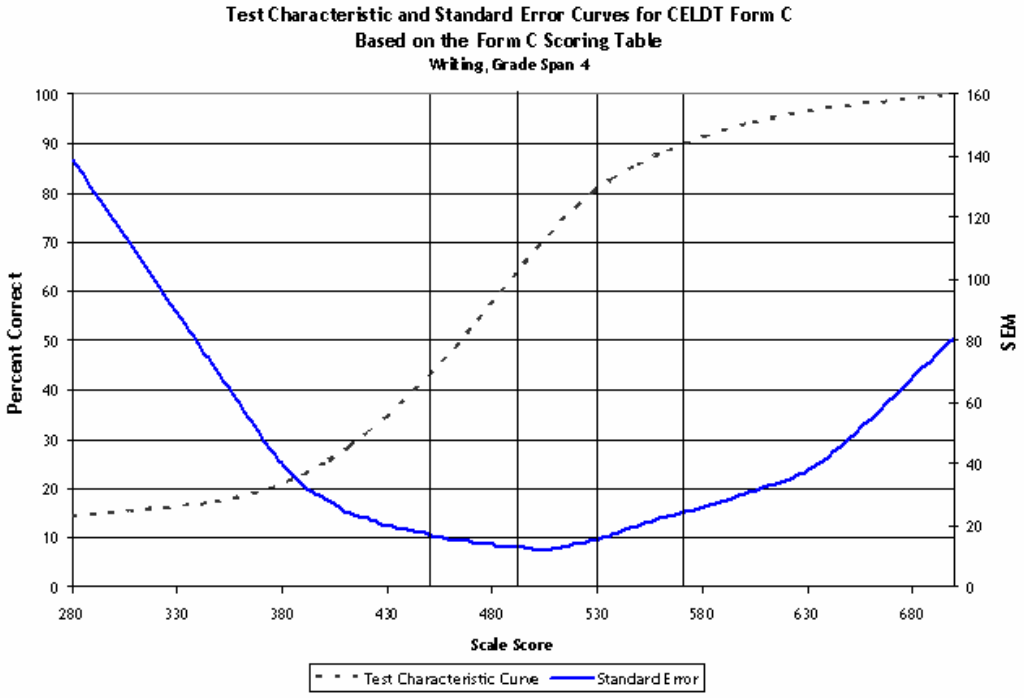
* The vertical lines in each plot represent the cut-scores for Early Intermediate, Intermediate, Early Advanced, and Advanced, respectively.





* The vertical lines in each plot represent the cut-scores for Early Intermediate, Intermediate, Early Advanced, and Advanced, respectively.





* The vertical lines in each plot represent the cut-scores for Early Intermediate, Intermediate, Early Advanced, and Advanced, respectively.

Appendix O Report Mock-Ups

The following California English Language Development Test mock-ups may be found in this appendix:

Labels
Pre-Code Annual Assessment (AA) Master and Barcode Label Mockup
Pre-Code Initial Identification (II) Master and Barcode Label Mockup
Grade 7 Label, Annual Assessment
Grade 1 Label, Initial Identification

Annual Assessment Reports
Student Proficiency Level Report, Grade 1
Student Proficiency Level Report, Grade 2
Student Proficiency Level Report, Grade 5
Student Proficiency Level Report, Grade 6
Student Proficiency Level Report, Grade 9
Proficiency Level Summary Report, Grade 1
Proficiency Level Summary Report, Grade 2
Proficiency Level Summary Report, Grade 5
Proficiency Level Summary Report, Grade 7
Roster Report, Kindergarten/Grade 1
Roster Report Totals, Kindergarten/Grade 2
Braille Roster Report, Kindergarten/Grade 1

Initial Identification Reports
Student Proficiency Level Report, Grade 2
Student Proficiency Level Report, Grade 5
Proficiency Level Summary Report, Grade 2
Roster Report, Kindergarten/Grade 1
Braille Roster Report, Kindergarten/Grade 1

Report Backers
Grades K-1
Grade 2
Grades 3-5
Grades 6-8
Grades 9-12

Pre-Code Annual Assessment (AA) Master and Barcode Label Mockup

STUDENT#: 1234567890
NAME : NEESON, BRIDGET
SCHOOL : VAN NUYS MS
DISTRICT: LOS ANGELES UNI
GRADE : 07 DOB : 03/21/1993
GENDER : F ETH: White
PRIM LANG: Russian

Test Purpose: Annual Assessment
GR06 2002 SS: LS-501 R-431 W-454

CELDT 2003 BARCODE ID 87654321

1234567890
NEESON, BRIDGET
GRADE: 07
VAN NUYS MS
LOS ANGELES UNI

GR06 2002 SS: LS501
R431 W454

87654321

1234567890
NEESON, BRIDGET
GRADE : 07
VAN NUYS MS
LOS ANGELES UNI

GR06 2002 SS: LS501
R431 W454

87654321

Pre-Code Initial Identification (II) Master and Barcode Label Mockup

STUDENT#: 1234567890
NAME : NEESON, BRIDGET
SCHOOL : VAN NUYS MS
DISTRICT: LOS ANGELES UNI
GRADE : 07 DOB : 03/21/1993
GENDER : F ETH: White
PRIM LANG: Russian

Test Purpose: Initial Ident.

CELDT 2003 BARCODE ID 87654321

1234567890
NEESON, BRIDGET
GRADE: 07

VAN NUYS MS
LOS ANGELES UNI

87654321

1234567890
NEESON, BRIDGET
GRADE: 07

VAN NUYS MS
LOS ANGELES UNI

87654321

Grade 7 Label, Annual Assessment

California English Language Development Test
CAMERON, ANNIE
Birthdate: 011/19/93 Grade: 7
Primary Lang: Mandarin
District: Westminster
School: McKinley
Test Date: 2003-04 Administration
ANNUAL ASSESSMENT
Student ID: 1234567890
Other Codes: 1234567890123456

Grade 1 Label, Initial Identification

California English Language Development Test
BROWN, CAROL
Birthdate: 04/19/99 Grade: 1
Primary Lang: Other
District: Westminster
School: McKinley
Test Date: 2003-04 Administration
INITIAL IDENTIFICATION
Student ID: 123456789
Other Codes: 12345678901234567

California English Language Development Test

Student Proficiency Level Report

SANDY GRIMMS

Grade: 1

ANNUAL ASSESSMENT

Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data

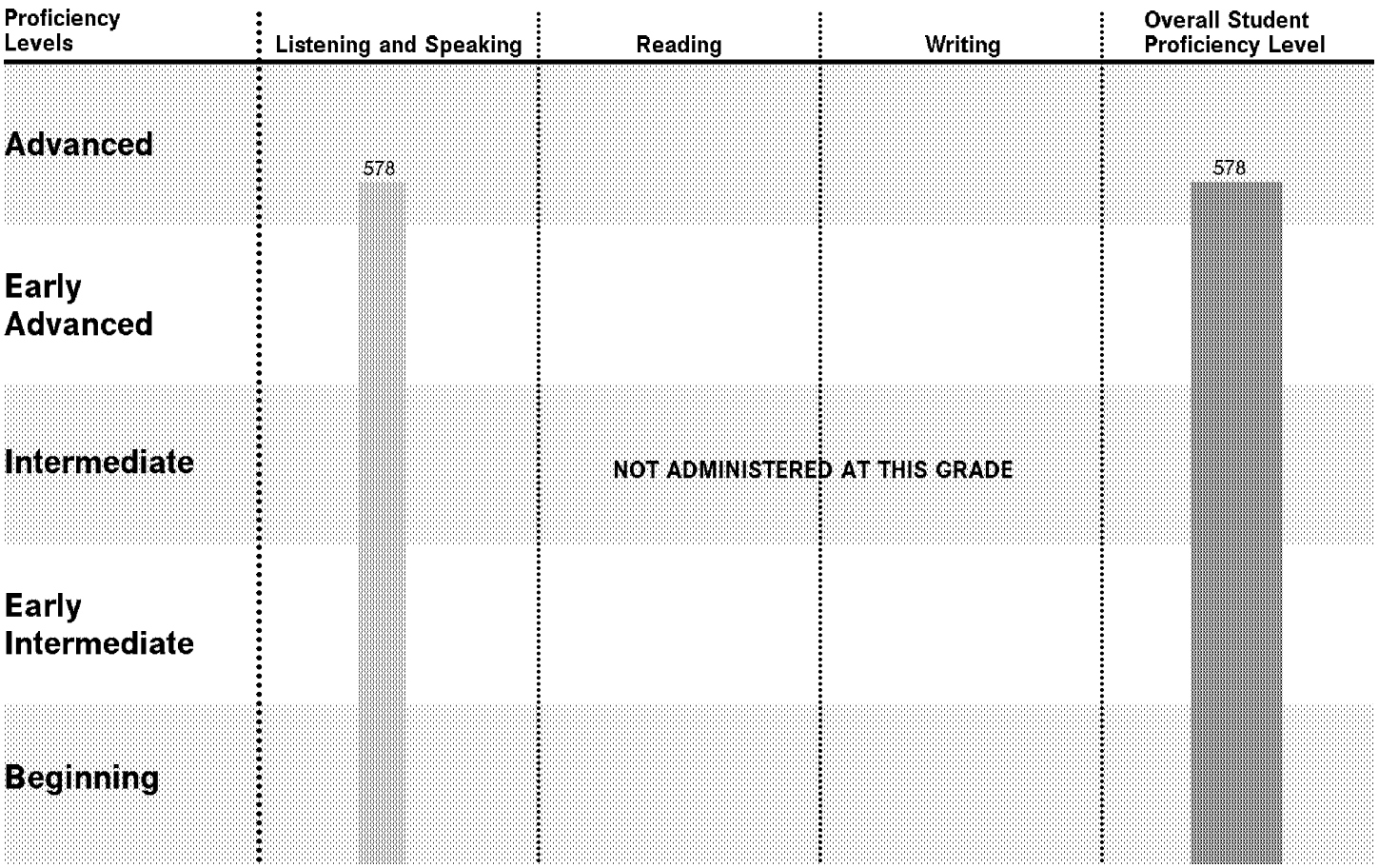
Birthdate: 04/19/99
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 2003-04 Administration

CDS#: 12-12345-1234567

Class: HARRISON
School: MCKINLEY
District: WESTMINSTER
State: CALIFORNIA

City/State: WESTMINSTER, CA



Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

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California English Language Development Test

Student Proficiency Level Report

LARRY PEEBLES

Grade: 2

ANNUAL ASSESSMENT

Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data

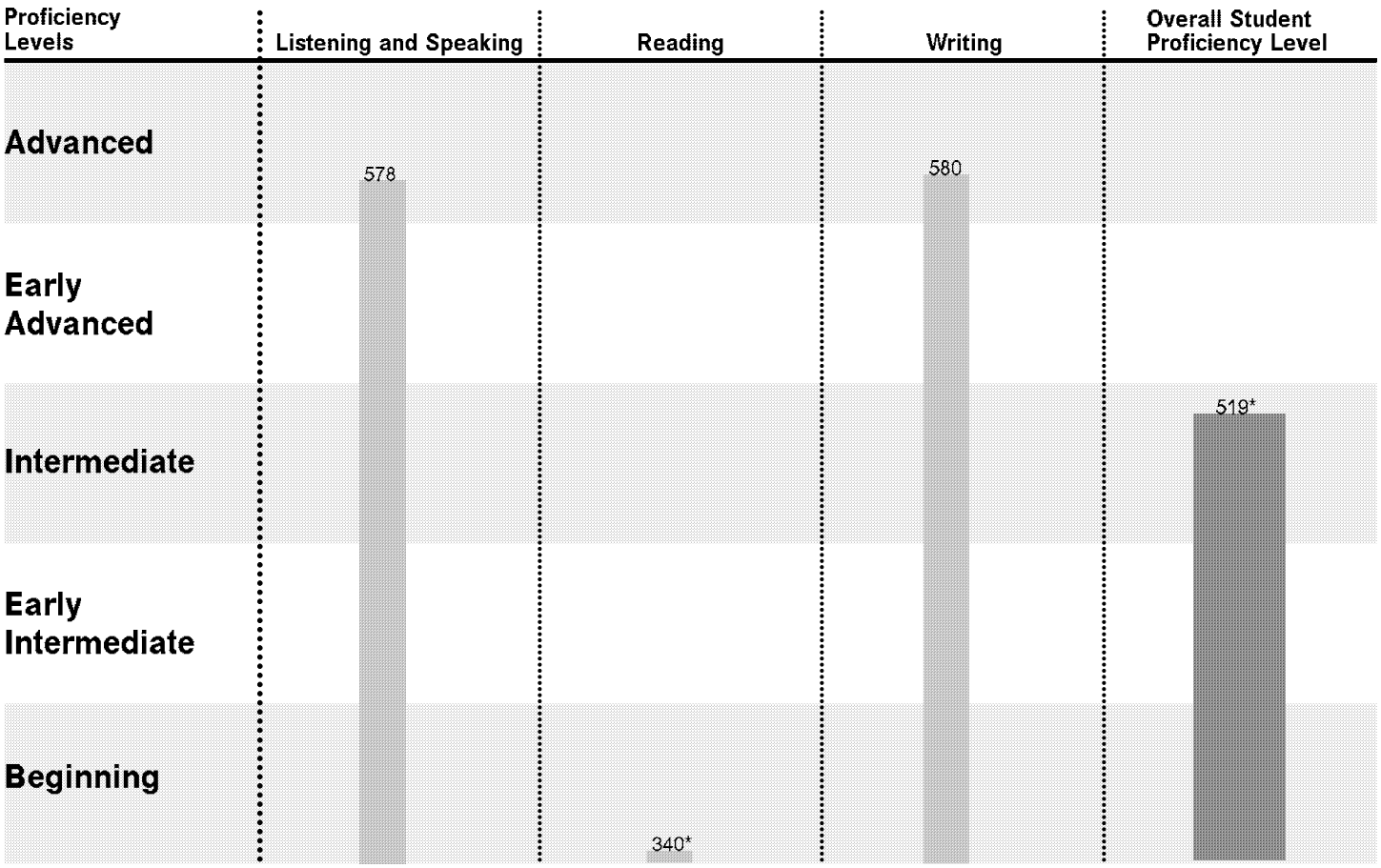
Birthdate: 03/22/98
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 2003-04 Administration

CDS#: 12-12345-1234567

Class: HARRISON
School: MCKINLEY
District: WESTMINSTER
State: CALIFORNIA

City/State: WESTMINSTER, CA



*Given that the use of a modification fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification on the reported scores.

Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

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California English Language Development Test

Student Proficiency Level Report

MARY HURT

Grade: 5

ANNUAL ASSESSMENT

Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data

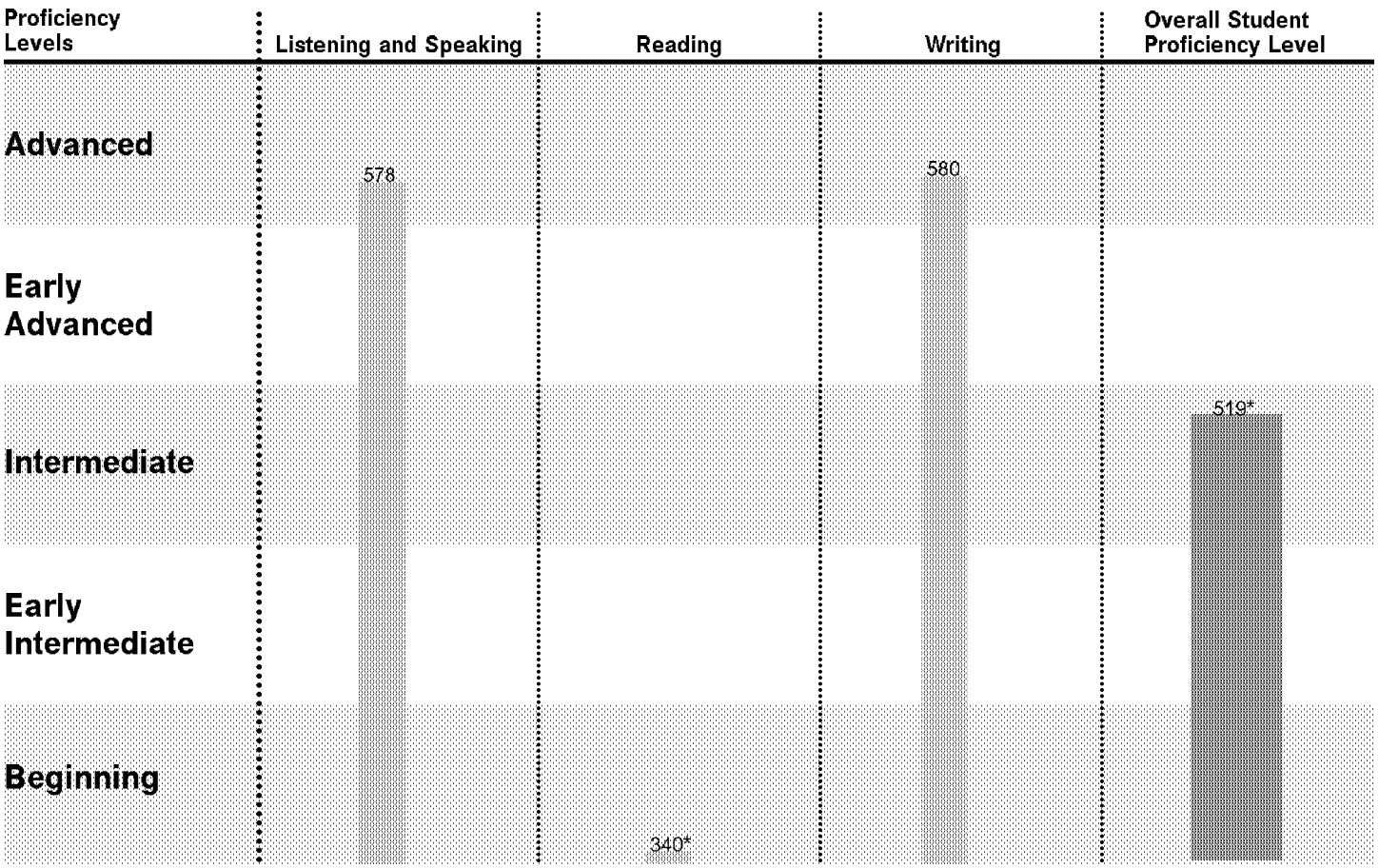
Birthdate: 05/09/95
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 2003-04 Administration

CDS#: 12-12345-1234567

Class: HARRISON
School: MCKINLEY
District: WESTMINSTER
State: CALIFORNIA

City/State: WESTMINSTER, CA



*Given that the use of a modification fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification on the reported scores.

Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

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California English Language Development Test

Student Proficiency Level Report

SANDY SCHOENLEBER

Grade: 6

ANNUAL ASSESSMENT

Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data

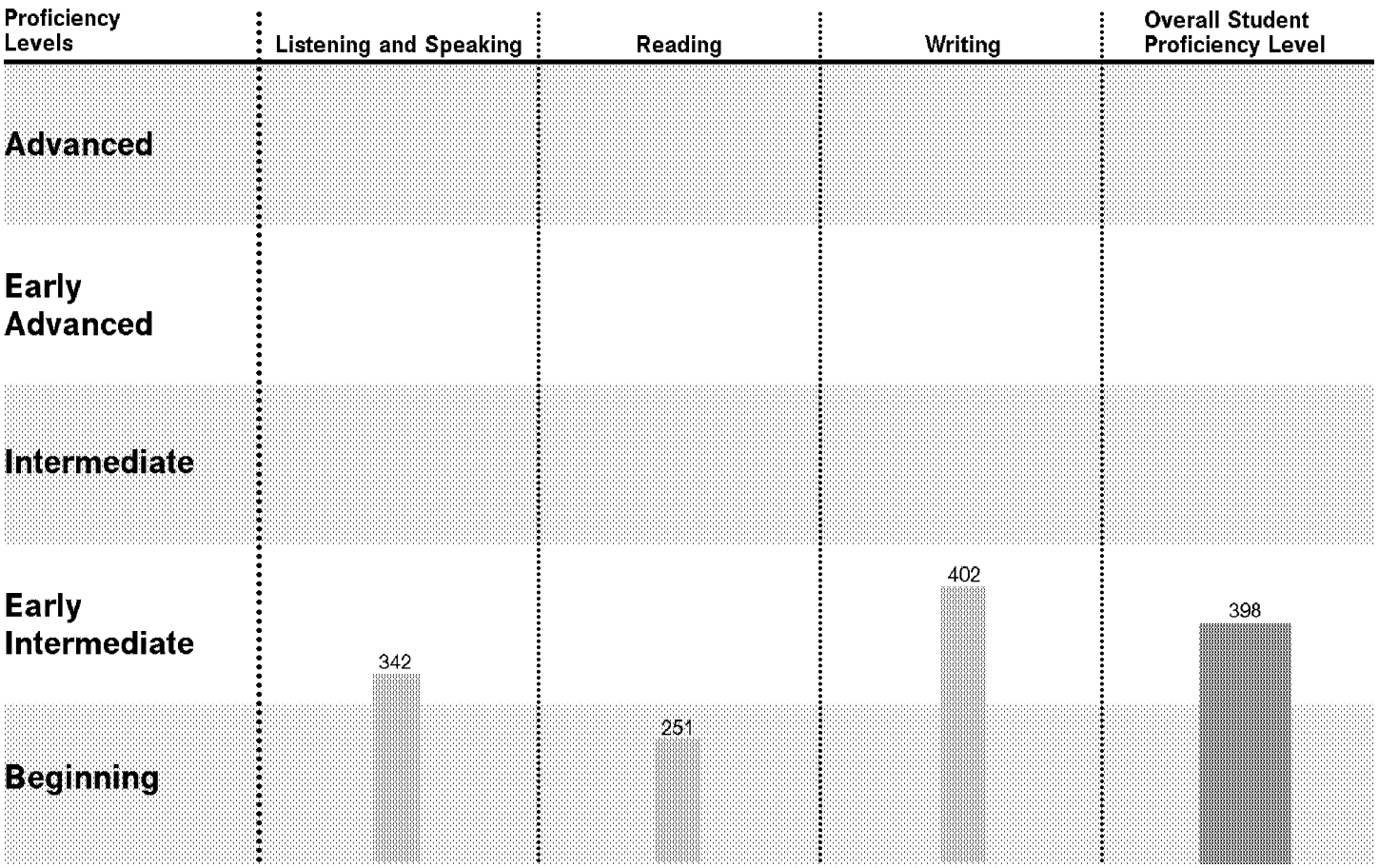
Birthdate: 04/12/94
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 2003-04 Administration

CDS#: 12-12345-1234567

Class: HARRISON
School: MCKINLEY
District: WESTMINSTER
State: CALIFORNIA

City/State: WESTMINSTER, CA



Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

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California English Language Development Test

Student Proficiency Level Report

MARY HERNANDEZ

Grade: 9

ANNUAL ASSESSMENT

Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data

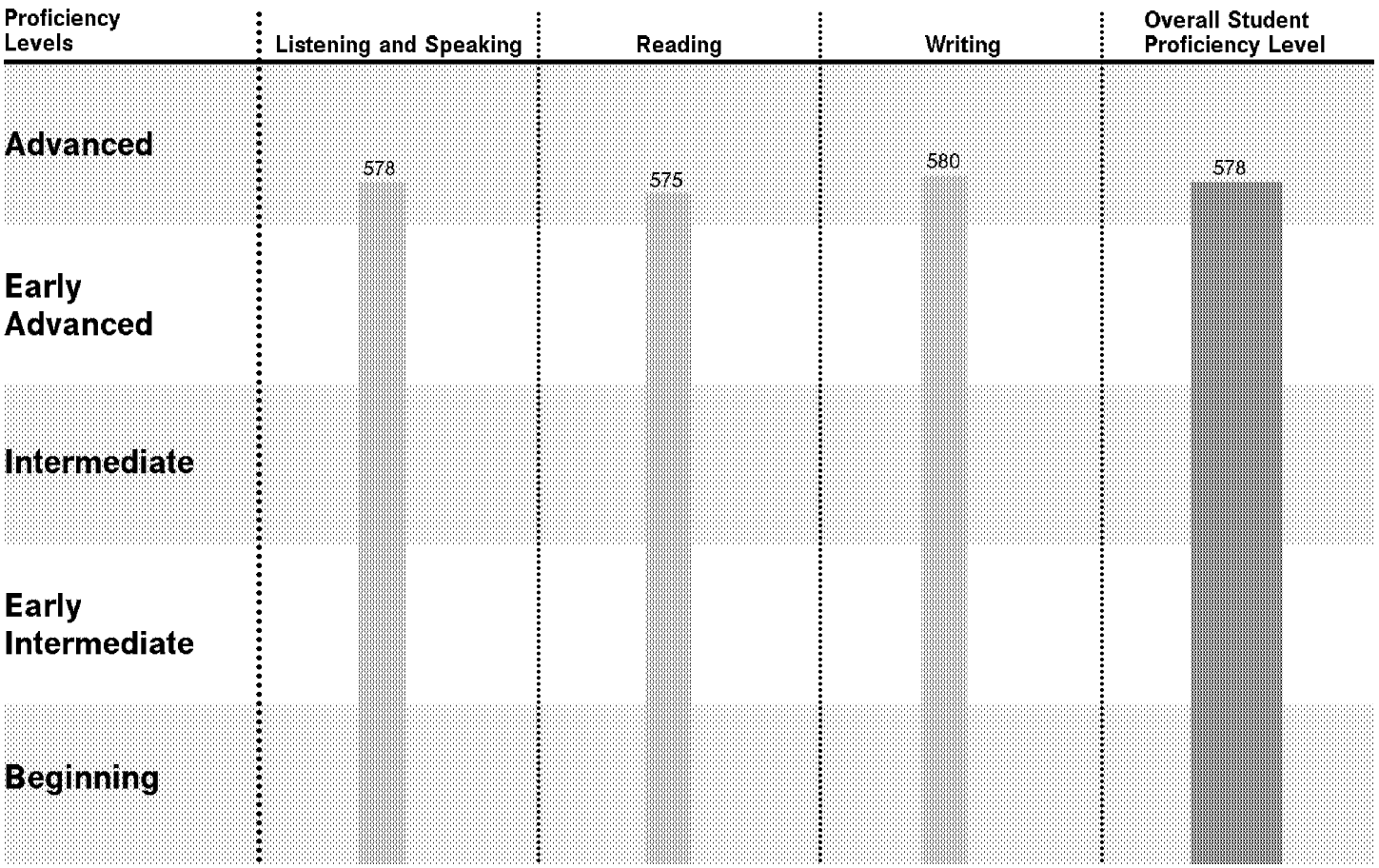
Birthdate: 02/30/91
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 2003-04 Administration

CDS#: 12-12345-1234567

Class: HARRISON
School: MCKINLEY
District: WESTMINSTER
State: CALIFORNIA

City/State: WESTMINSTER, CA



Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

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03/05/03

California English Language Development Test

Proficiency Level Summary Report

School: WESTPARK

Grade: 1

ANNUAL ASSESSMENT

Purpose

This report summarizes the number and percentage of students for the skill areas and overall at each of the five English language proficiency levels. This information may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Proficiency Levels	Listening and Speaking	Reading	Writing	OVERALL
Advanced	5% 1 Student			0% 0 Students
Early Advanced	18% 4 Students			23% 5 Students
Intermediate	68% 15 Students			59% 13 Students
Early Intermediate	9% 2 Students	NOT ADMINISTERED AT THIS GRADE		18% 4 Students
Beginning	0% 0 Students			17% 26 Students
Total Number of Students	22	0	0	22
Mean Scale Score	510.0	0	0	514.2
Standard Deviation	29.5	0	0	21.8

Students meeting CELDT criteria for reclassification review: 4*

Observations

Proficiency level scores provide a description of the competency demonstrated by the students in the skill areas (Listening/Speaking, Reading, and Writing) assessed by the California English Language Development Test.

Scores that fall within a proficiency level indicate mastery of the majority of skills for that level and the levels below, as described on the back of the report.

A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level. By mastering the skills at the higher levels of proficiency, students can further develop their English language proficiency.

*CELDT review criteria for reclassification: Score must be at least "Early Advanced" overall and at least "Intermediate" in all skill areas.

Test Date: 2003-04 Administration

CDS#: 12-12345-1234567

District: WESTMINSTER

County: ORANGE

State: CALIFORNIA

City/State: WESTMINSTER, CA

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03/05/03

California English Language Development Test

Proficiency Level Summary Report

School: WESTPARK

Grade: 2

ANNUAL ASSESSMENT

Purpose

This report summarizes the number and percentage of students for the skill areas and overall at each of the five English language proficiency levels. This information may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Proficiency Levels	Listening and Speaking	Reading	Writing	OVERALL
Advanced	5% 1 Student	5% 1 Student	5% 1 Student	0% 0 Students
Early Advanced	18% 4 Students	18% 4 Students	23% 5 Students	23% 5 Students
Intermediate	68% 15 Students	45% 10 Students	64% 14 Students	59% 13 Students
Early Intermediate	9% 2 Students	23% 5 Students	9% 2 Students	18% 4 Students
Beginning	0% 0 Students	9% 2 Students	0% 0 Students	17% 26 Students
Total Number of Students	22	22	22	22
Mean Scale Score	510.0	513.9	522.2	514.2
Standard Deviation	29.5	29.7	27.8	21.8

Students meeting CELDT criteria for reclassification review: 4*

Observations

Proficiency level scores provide a description of the competency demonstrated by the students in the skill areas (Listening/Speaking, Reading, and Writing) assessed by the California English Language Development Test.

Scores that fall within a proficiency level indicate mastery of the majority of skills for that level and the levels below, as described on the back of the report.

A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level. By mastering the skills at the higher levels of proficiency, students can further develop their English language proficiency.

*CELDT review criteria for reclassification: Score must be at least "Early Advanced" overall and at least "Intermediate" in all skill areas.

Test Date: 2003-04 Administration

CDS#: 12-12345-1234567

District: WESTMINSTER
County: ORANGE
State: CALIFORNIA

City/State: WESTMINSTER, CA

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California English Language Development Test

Proficiency Level Summary Report

School: WESTPARK

Grade: 5

ANNUAL ASSESSMENT

Purpose

This report summarizes the number and percentage of students for the skill areas and overall at each of the five English language proficiency levels. This information may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Proficiency Levels	Listening and Speaking	Reading	Writing	OVERALL
Advanced	5% 1 Student	5% 1 Student	5% 1 Student	0% 0 Students
Early Advanced	18% 4 Students	18% 4 Students	23% 5 Students	23% 5 Students
Intermediate	68% 15 Students	45% 10 Students	64% 14 Students	59% 13 Students
Early Intermediate	9% 2 Students	23% 5 Students	9% 2 Students	18% 4 Students
Beginning	0% 0 Students	9% 2 Students	0% 0 Students	17% 26 Students
Total Number of Students	22	22	22	22
Mean Scale Score	510.0	513.9	522.2	514.2
Standard Deviation	29.5	29.7	27.8	21.8

Students meeting CELDT criteria for reclassification review: 4*

Observations

Proficiency level scores provide a description of the competency demonstrated by the students in the skill areas (Listening/Speaking, Reading, and Writing) assessed by the California English Language Development Test.

Scores that fall within a proficiency level indicate mastery of the majority of skills for that level and the levels below, as described on the back of the report.

A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level. By mastering the skills at the higher levels of proficiency, students can further develop their English language proficiency.

*CELDT review criteria for reclassification: Score must be at least "Early Advanced" overall and at least "Intermediate" in all skill areas.

Test Date: 2003-04 Administration

CDS#: 12-12345-1234567

District: WESTMINSTER

County: ORANGE

State: CALIFORNIA

City/State: WESTMINSTER, CA

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03/05/03

California English Language Development Test

Proficiency Level Summary Report

District: CYPRESS

Grade: 7

ANNUAL ASSESSMENT

Purpose

This report summarizes the number and percentage of students for the skill areas and overall at each of the five English language proficiency levels. This information may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Proficiency Levels	Listening and Speaking	Reading	Writing	OVERALL
Advanced	3% 1 Student	3% 1 Student	6% 2 Students	6% 2 Students
Early Advanced	14% 5 Students	8% 3 Students	22% 8 Students	8% 3 Students
Intermediate	42% 15 Students	31% 11 Students	33% 12 Students	44% 16 Students
Early Intermediate	39% 14 Students	22% 8 Students	14% 5 Students	25% 9 Students
Beginning	3% 1 Student	36% 13 Students	25% 9 Students	17% 6 Students
Total Number of Students	36	36	36	36
Mean Scale Score	492.8	488.6	492.4	491.7
Standard Deviation	43.8	43.2	62.2	42.2

Students meeting CELDT criteria for reclassification review: 4*

Observations

Proficiency level scores provide a description of the competency demonstrated by the students in the skill areas (Listening/Speaking, Reading, and Writing) assessed by the California English Language Development Test.

Scores that fall within a proficiency level indicate mastery of the majority of skills for that level and the levels below, as described on the back of the report.

A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level. By mastering the skills at the higher levels of proficiency, students can further develop their English language proficiency.

*CELDT review criteria for reclassification: Score must be at least "Early Advanced" overall and at least "Intermediate" in all skill areas.

Test Date: 2003-04 Administration

CDS#: 12-12345

County: ORANGE

State: CALIFORNIA

City/State: WESTMINSTER, CA

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03/05/03

California English Language Development Test

Roster Report

Class: MARTIN

Grade: 1

ANNUAL ASSESSMENT

Purpose

This report provides a permanent record of test results for students in this group. The results may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2003-04 Administration

CDS#: 12-12345-1234567

School: WESTPARK ELEMENTARY
District: WESTMINSTER
County: ORANGE
State: CALIFORNIA

City/State: WESTMINSTER, CA

Student	Score	Listening and Speaking	Reading	Writing	OVERALL
ALLEN SALLY DOB: 03/21/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**505** **Intermediate**			**505** **Intermediate**
BAITS JONNY M DOB: 03/23/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**535** **Early Advanced**			**535** **Early Advanced**
BROOK TIMMY DOB: 03/25/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**592** **Advanced**			**592** **Advanced**
BURTON AMY DOB: 03/27/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**375** **Beginning**			**375** **Beginning**
ELMS BOBBY L DOB: 03/29/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**490** **Early Intermediate**			**490** **Early Intermediate**
FRONT PAM DOB: 03/31/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**505** **Intermediate**	**NOT ADMINISTERED AT THIS GRADE**		**505** **Intermediate**
GRANT PANE W DOB: 04/01/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**592** **Advanced**			**592** **Advanced**
HOWARD DEBRA A DOB: 04/03/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**375** **Beginning**			**375** **Beginning**
LEACH KORI C DOB: 04/05/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**220*** **Beginning**			**220*** **Intermediate**
MCKENNY JEAN DOB: 07/05/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**535** **Early Advanced**			**535** **Early Advanced**
NORTH DICK DOB: 05/30/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**490** **Early Intermediate**			**490** **Early Intermediate**

*Given that the use of a modification fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification on the reported scores.

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California English Language Development Test

Roster Report

Class: MARTIN

Grade: 1

ANNUAL ASSESSMENT

Purpose

This report provides a permanent record of test results for students in this group. The results may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2003-04 Administration

CDS#: 12-12345-1234567

School: WESTPARK ELEMENTARY
District: WESTMINSTER
County: ORANGE
State: CALIFORNIA

City/State: WESTMINSTER, CA

Proficiency Levels		Listening and Speaking	Reading	Writing	OVERALL
Total Advanced		2	0	0	2
Total Early Advanced		2	0	0	2
Total Intermediate		3	0	0	3
Total Early Intermediate		2	0	0	2
Total Beginning		2	0	0	2
Total Number of Students		11	0	0	11

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California English Language Development Test

Roster Report Braille

Class: MARTIN

Grade: 1

ANNUAL ASSESSMENT

Purpose

This report provides a permanent record of test results for students in this group. The results may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2003-04 Administration

CDS#: 12-12345-1234567

School: WESTPARK ELEMENTARY
District: WESTMINSTER
County: ORANGE
State: CALIFORNIA

City/State: WESTMINSTER, CA

Student	Score	Listening and Speaking	Reading	Writing	Overall Score Does Not Apply
ALLEN SALLY DOB: 03/21/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	31 35			
BAITS JONNY M DOB: 03/23/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	18 35			
BROOK TIMMY DOB: 03/25/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	24 35			
BURTON AMY DOB: 03/27/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	30 35			
ELMS BOBBY L DOB: 03/29/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	31 35			
FRONT PAM DOB: 03/31/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	25 35	**NOT ADMINISTERED AT THIS GRADE**		
GRANT PANE W DOB: 04/01/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	15 35			
HOWARD DEBRA A DOB: 04/03/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	32 35			
LEACH KORI C DOB: 04/05/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	27* 35			
MCKENNY JEAN DOB: 07/05/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	22 35			
NORTH DICK DOB: 05/30/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	30 35			

*Given that the use of a modification fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification on the reported scores.

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05/16/03

California English Language Development Test

Student Proficiency Level Report

LARRY PEEBLES

Grade: 2

INITIAL IDENTIFICATION

Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data

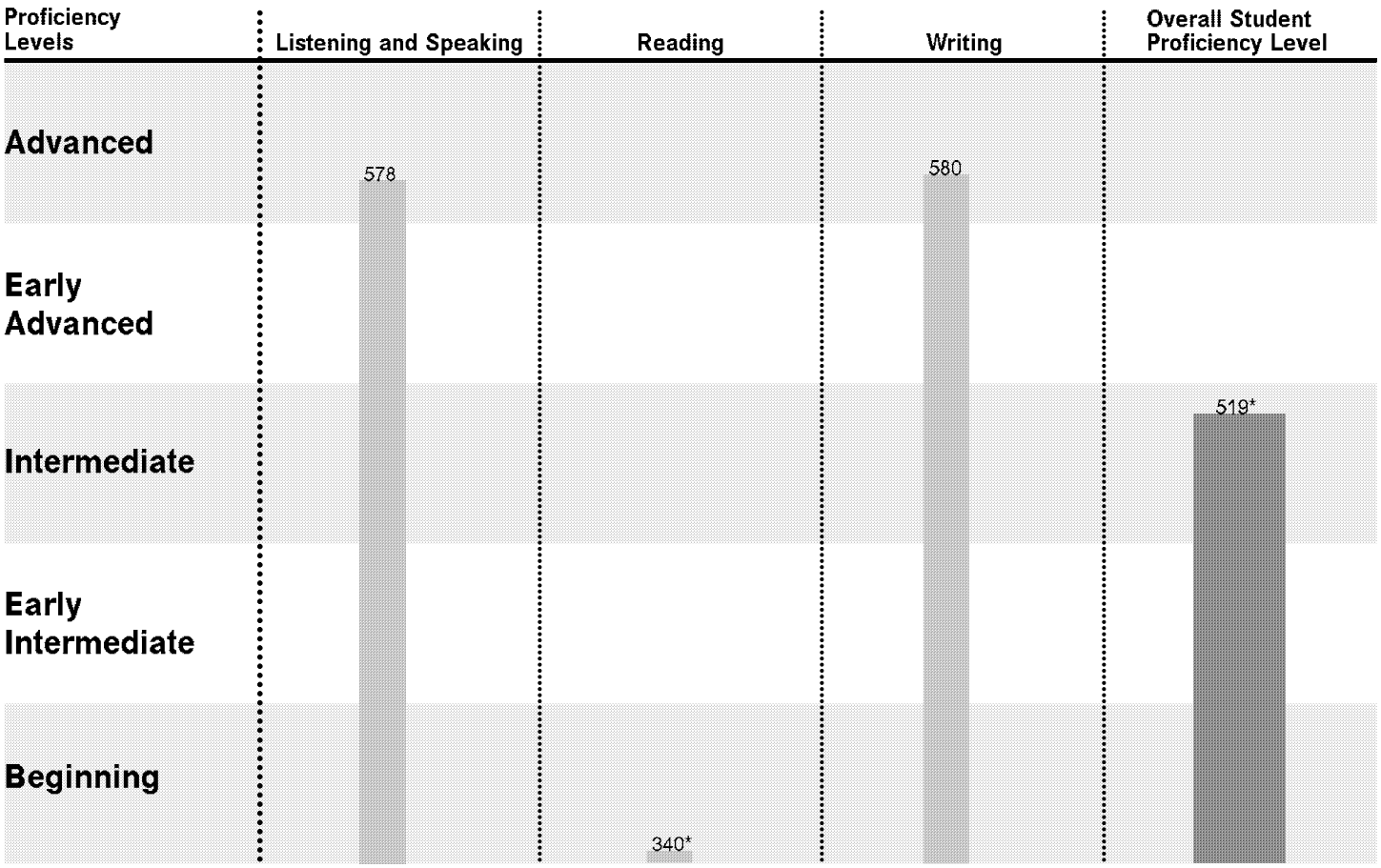
Birthdate: 04/19/95
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 2003-04 Administration

CDS#: 12-12345-1234567

Class: HARRISON
School: MCKINLEY
District: WESTMINSTER
State: CALIFORNIA

City/State: WESTMINSTER, CA



*Given that the use of a modification fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification on the reported score.

Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

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California English Language Development Test

Student Proficiency Level Report

MARY HURT

Grade: 5

INITIAL IDENTIFICATION

Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative record, and parents are to be notified of test results.

Simulated Data

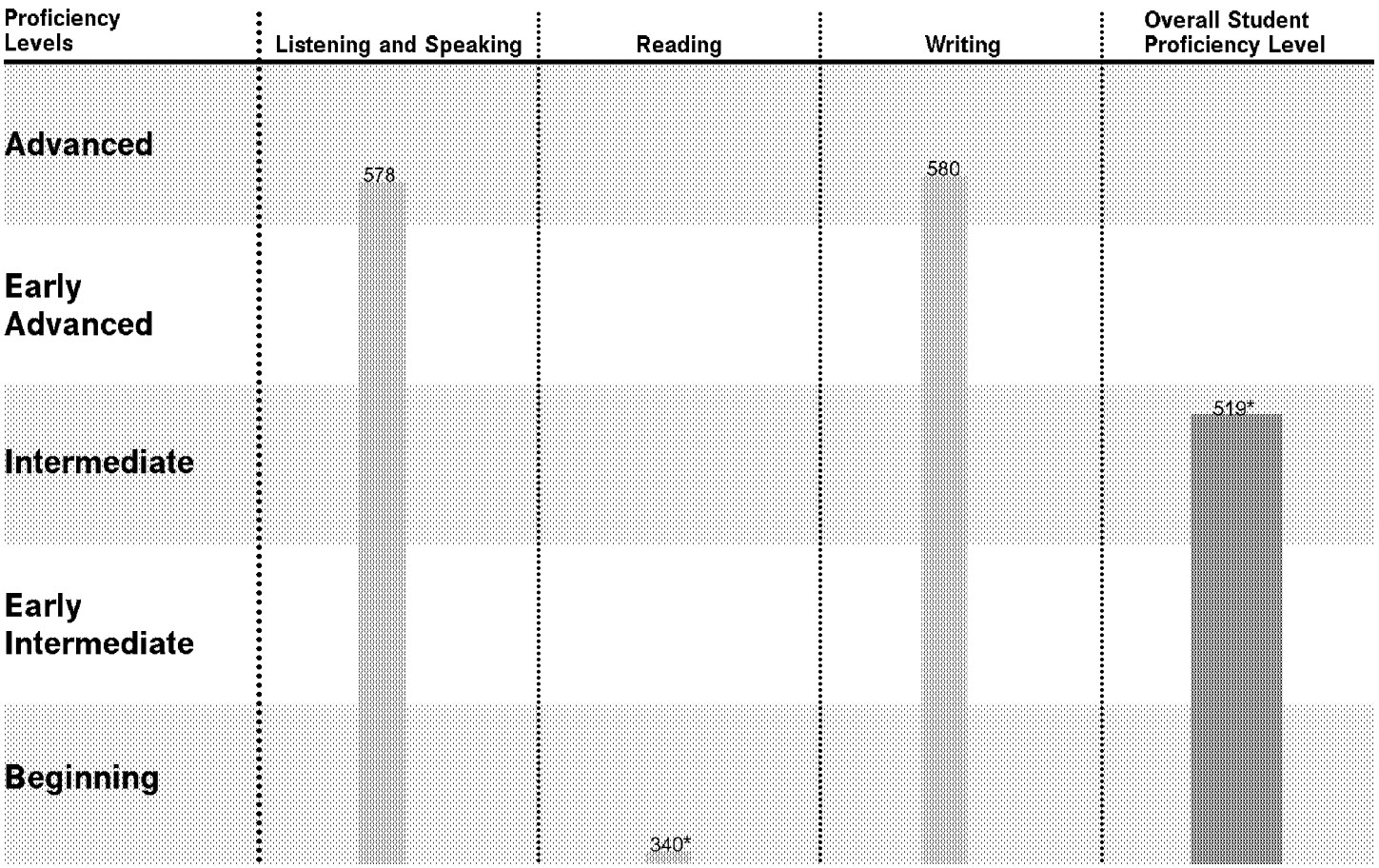
Birthdate: 05/12/95
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 2003-04 Administration

CDS#: 12-12345-1234567

Class: HARRISON
School: MCKINLEY
District: WESTMINSTER
State: CALIFORNIA

City/State: WESTMINSTER, CA



*Given that the use of a modification fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification on the reported score.

Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

Scores that fall within a proficiency level indicate that the student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

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California English Language Development Test

Proficiency Level Summary Report

School: WESTPARK

Grade: 2

INITIAL IDENTIFICATION

Purpose

This report summarizes the number and percentage of students for the skill areas and overall at each of the five English language proficiency levels. This information may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Proficiency Levels	Listening and Speaking	Reading	Writing	OVERALL
Advanced	5% 1 Student	5% 1 Student	5% 1 Student	0% 0 Students
Early Advanced	18% 4 Students	18% 4 Students	23% 5 Students	23% 5 Students
Intermediate	68% 15 Students	45% 10 Students	64% 14 Students	59% 13 Students
Early Intermediate	9% 2 Students	23% 5 Students	9% 2 Students	18% 4 Students
Beginning	0% 0 Students	9% 2 Students	0% 0 Students	17% 26 Students
Total Number of Students	22	22	22	22
Mean Scale Score	510.0	513.9	522.2	514.2
Standard Deviation	29.5	29.7	27.8	21.8

Students meeting CELDT criteria for reclassification review: 4*

Observations

Proficiency level scores provide a description of the competency demonstrated by the students in the skill areas (Listening/Speaking, Reading, and Writing) assessed by the California English Language Development Test.

Scores that fall within a proficiency level indicate mastery of the majority of skills for that level and the levels below, as described on the back of the report.

A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level. By mastering the skills at the higher levels of proficiency, students can further develop their English language proficiency.

*CELDT review criteria for reclassification: Score must be at least "Early Advanced" overall and at least "Intermediate" in all skill areas.

Test Date: 2003-04 Administration

CDS#: 12-12345-1234567

District: WESTMINSTER
County: ORANGE
State: CALIFORNIA

City/State: WESTMINSTER, CA

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California English Language Development Test

Roster Report

Class: MARTIN

Grade: 1

INITIAL IDENTIFICATION

Purpose

This report provides a permanent record of test results for students in this group. The results may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2003-04 Administration

CDS#: 12-12345-1234567

School: WESTPARK ELEMENTARY
District: WESTMINSTER
County: ORANGE
State: CALIFORNIA

City/State: WESTMINSTER, CA

Student	Score	Listening and Speaking	Reading	Writing	OVERALL
ALLEN SALLY DOB: 03/21/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**505** **Intermediate**			**505** **Intermediate**
BAITS JONNY M DOB: 03/23/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**535** **Early Advanced**			**535** **Early Advanced**
BROOK TIMMY DOB: 03/25/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**592** **Advanced**			**592** **Advanced**
BURTON AMY DOB: 03/27/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**375** **Beginning**			**375** **Beginning**
ELMS BOBBY L DOB: 03/29/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**490** **Early Intermediate**			**490** **Early Intermediate**
FRONT PAM DOB: 03/31/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**505** **Intermediate**	**NOT ADMINISTERED AT THIS GRADE**		**505** **Intermediate**
GRANT PANE W DOB: 04/01/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**592** **Advanced**			**592** **Advanced**
HOWARD DEBRA A DOB: 04/03/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**375** **Beginning**			**375** **Beginning**
LEACH KORI C DOB: 04/05/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**220*** **Beginning**			**220*** **Intermediate**
MCKENNY JEAN DOB: 07/05/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**535** **Early Advanced**			**535** **Early Advanced**
NORTH DICK DOB: 05/30/95 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**490** **Early Intermediate**			**490** **Early Intermediate**

*Given that the use of a modification fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification on the reported scores.

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California English Language Development Test

Roster Report Braille

Class: MARTIN

Grade: 1

INITIAL IDENTIFICATION

Purpose

This report provides a permanent record of test results for students in this group. The results may be used to determine overall performance and identify areas of strength and need.

Simulated Data

Test Date: 2003-04 Administration

CDS#: 12-12345-1234567

School: WESTPARK ELEMENTARY
District: WESTMINSTER
County: ORANGE
State: CALIFORNIA

City/State: WESTMINSTER, CA

Student	Score	Listening and Speaking	Reading	Writing	Overall Score Does Not Apply
ALLEN SALLY DOB: 03/21/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	31 35			
BAITS JONNY M DOB: 03/23/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	18 35			
BROOK TIMMY DOB: 03/25/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	24 35			
BURTON AMY DOB: 03/27/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	30 35			
ELMS BOBBY L DOB: 03/29/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	31 35			
FRONT PAM DOB: 03/31/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	25 35	**NOT ADMINISTERED AT THIS GRADE**		
GRANT PANE W DOB: 04/01/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	15 35			
HOWARD DEBRA A DOB: 04/03/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	32 35			
LEACH KORI C DOB: 04/05/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	27* 35			
MCKENNY JEAN DOB: 07/05/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	22 35			
NORTH DICK DOB: 05/30/95 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	30 35			

*Given that the use of a modification fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification on the reported scores.

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California English Language Development Test Proficiency Standards

Grades K-1 Proficiency Levels	Listening and Speaking Standards		
Advanced Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.	Students who perform at this level on the CELDT typically understand and use more extensive vocabulary and more complex syntax, with minor problems in comprehension or communication; understand and follow all simple oral directions; tell a coherent story based on a picture sequence, clearly expressing its main point using complete sentences, without errors that significantly hinder communication, though perhaps without giving much elaboration.		
Early Advanced Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.	Students who perform at this level on the CELDT typically understand and use a somewhat more extensive vocabulary and simple syntax, with occasional problems in comprehension or communication; understand and follow many simple oral directions; tell a somewhat coherent story based on a picture sequence, but without clearly expressing its main point, using some complete sentences with gaps in vocabulary and errors that hinder communication.		
Intermediate Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.	Students who perform at this level on the CELDT typically understand and use simple vocabulary and syntax, with significant gaps in comprehension and frequent errors in communication; understand and follow a few simple oral directions; tell a story that is not coherent based on a picture sequence, using phrases and incomplete sentences, with scant vocabulary and numerous errors that hinder communication.		
Early Intermediate Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.	Students who perform at this level on the CELDT typically understand and use very basic vocabulary, but make frequent errors, with severely limited comprehension and communication; understand and attempt to follow a few simple oral directions; tell part of a story, using simple words and phrases.		
Beginning Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.	Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may understand or attempt to use a few basic words, with severely limited comprehension and communication; attempt to follow simple oral directions, with severely limited success.		

Test Date: 2003-04 Administration

California English Language Development Test Proficiency Standards

Grade 2 Proficiency Levels	Listening and Speaking Standards	Reading Standards	Writing Standards
Advanced Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.	Students who perform at this level on the CELDT typically understand and use more extensive vocabulary and more complex syntax, with occasional minor problems in comprehension or communication; understand and follow all simple oral directions; tell a coherent story based on a picture sequence, using complete and fluent sentences that contain only minor errors, though perhaps without giving much elaboration.	Students who perform at this level on the CELDT typically match spoken words that have difficult beginning and medial sounds to printed words; use irregular plurals; use context to identify synonyms and words that have multiple meanings; read a more complex story and answer increasingly difficult questions that involve sequencing, generalizing, drawing conclusions, and making simple predictions.	Students who perform at this level on the CELDT typically identify a complex verb tense; write complete sentences that contain no grammatical, syntactical, or mechanical errors and that are appropriate to a picture prompt; write a short story in response to sequenced pictures (the story contains fluent sentences, well-organized ideas, accurate transitions, precise vocabulary, and no significant grammatical errors).
Early Advanced Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.	Students who perform at this level on the CELDT typically understand and use somewhat more extensive vocabulary and simple syntax, with minor problems in comprehension or communication; understand and follow most simple oral directions; tell a somewhat coherent story based on a picture sequence, clearly expressing its main point in complete sentences, without errors that significantly hinder communication, but without giving much elaboration.	Students who perform at this level on the CELDT typically match more difficult vocabulary words to pictures; use regular plurals and identify the number of syllables in a word; use context clues to complete sentences in a short passage with words appropriate to the topic; answer more difficult questions that involve sequencing, generalizing, drawing conclusions and making simple predictions, after reading a story.	Students who perform at this level on the CELDT typically demonstrate use of contractions, possessives, superlatives, regular plurals, compound subjects, prepositions, and articles; write complete sentences that contain no grammatical, syntactical, or mechanical errors and that are appropriate to a picture prompt; write a short story in response to sequenced pictures; The story contains fluent sentences, clear ideas, and accurate transitions.
Intermediate Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.	Students who perform at this level on the CELDT typically understand and use simple vocabulary and syntax, with occasional gaps in comprehension and communication; understand and follow many simple oral directions; tell a story that is not coherent based on a picture sequence, but without clearly expressing its main point, using some complete sentences with gaps in vocabulary and errors that hinder communication.	Students who perform at this level on the CELDT typically match similar sound patterns and identify compound words; recognize common abbreviations; use the context of a sentence to fill in the blanks with the correct words; recall details and answer literal questions, after reading a story.	Students who perform at this level on the CELDT typically begin to use standard writing conventions, such as subject and verb agreement, compound subjects, verb tenses, pronouns, irregular verbs, and conjugations; write simple sentences appropriate to a picture prompt (the sentences may contain errors, but these errors do not affect the meaning of the sentences); write a short story by listing events or ideas in response to sequenced pictures (the story may contain repetitive transitional words and errors that do not affect meaning).
Early Intermediate Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.	Students who perform at this level on the CELDT typically understand and use basic vocabulary, but make frequent errors, with limited comprehension and communication; understand and follow some simple oral directions; tell a story that is not coherent based on a picture sequence, using phrases and incomplete sentences with scant vocabulary and numerous errors that hinder communication.	Students who perform at this level on the CELDT typically match simple vocabulary words to pictures; hear a word and select its printed form from a choice of similar words; identify contractions and recognize basic semantic categories; recall a few details from simple stories.	Students who perform at this level on the CELDT typically begin to use some standard writing conventions, such as spacing, punctuation, and capitalization; write sentences appropriate to a picture prompt; The sentences include at least one English word spelled correctly, and major errors make the sentences difficult to understand; write a short story by listing events or ideas in response to sequenced pictures (the story contains at least one complete sentence and major errors that make the story difficult to understand).
Beginning Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.	Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may understand and use a few basic words and phrases, with severely limited comprehension and communication; understand and follow a very few simple oral directions; tell part of a story, using simple words and phrases.	Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may identify the letter that corresponds to the initial sound of a simple spoken word; match commonly used nouns to pictures; begin to recognize some basic groups of related words; recall minimal details from a simple story.	Students who perform at this level on the CELDT may demonstrate no receptive/productive skills or may use a few standard writing conventions; write some isolated English words in response to a picture prompt; attempt to write a short story in response to sequenced pictures. The writing is minimal and contains unrelated fragments.

Test Date: 2003-04 Administration

California English Language Development Test Proficiency Standards

Grades 3-5 Proficiency Levels	Listening and Speaking Standards	Reading Standards	Writing Standards
Advanced Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.	Students who perform at this level on the CELDT typically understand and use extensive vocabulary and complex syntax, without significant problems in comprehension or communication; understand and follow all oral directions; tell a coherent and detailed story based on a picture sequence, using complete and fluent sentences that contain only minor errors.	Students who perform at this level on the CELDT typically interpret more complex figures of speech; decode words with more difficult beginning or medial sounds; identify root words and synonyms. Identify the number of syllables in a word; sequence events, draw inferences, and make predictions and generalizations based on a given text.	Students who perform at this level on the CELDT typically write a relevant sentence in response to a picture prompt (the sentence has no mechanical or syntactical errors); write a well-organized paragraph that contains relevant details and accurate transitions in response to sequenced pictures and a sentence starter (the paragraph may contain a few minor errors in grammar and mechanics).
Early Advanced Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.	Students who perform at this level on the CELDT typically understand and use fairly extensive vocabulary and fairly complex syntax, with occasional minor problems in comprehension or communication; understand and follow most complex, multi-step oral directions; tell a coherent story based on a picture sequence, clearly expressing its main point, using complete sentences without errors that significantly hinder communication, but without giving much elaboration.	Students who perform at this level on the CELDT typically match complex vocabulary words to pictures; recognize synonyms/antonyms; use context clues and inferences to select the correct word to complete a short passage or story; distinguish between fact and opinion, draw more subtle inferences from a text, and interpret some common figures of speech based on a given text.	Students who perform at this level on the CELDT typically use their knowledge of grammar and mechanics to identify the appropriate word to complete a complex sentence; write a paragraph that clearly communicates a series of events or ideas based on sequenced pictures and a sentence starter (the paragraph has details connected by repetitive transitional words, and may contain errors in grammar and mechanics).
Intermediate Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.	Students who perform at this level on the CELDT typically understand and use simple vocabulary and syntax, with occasional gaps in comprehension and communication; understand and follow some complex, multi-step oral directions; tell a somewhat coherent story based on a picture sequence, but without clearly expressing its main point, using phrases and incomplete sentences with gaps in vocabulary and errors that hinder communication.	Students who perform at this level on the CELDT typically begin to identify the number of syllables in some words of simple structure; use context clues to select the correct word to complete a short story; match more difficult vocabulary words to pictures; answer factual comprehension questions, identify events, and draw conclusions based on a given text.	Students who perform at this level on the CELDT typically use their knowledge of grammar and mechanics to identify the appropriate word or phrase to complete a simple sentence; write a relevant sentence in response to a picture prompt (the sentence may contain minor errors); write a paragraph based on sequenced pictures and a sentence starter (the paragraph may have a disorganized sequence of events or ideas, but is generally clear).
Early Intermediate Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.	Students who perform at this level on the CELDT typically understand and use basic vocabulary and syntax, but make frequent errors, with limited comprehension and communication; understand and follow simple oral directions; tell a story that is not coherent based on a picture sequence, using phrases, scant vocabulary, and numerous errors that hinder communication.	Students who perform at this level on the CELDT typically match vocabulary words to pictures; recognize sound/symbol relationships; use context clues to choose the correct word to complete a sentence; answer some factual comprehension questions, and make inferences after reading a simple text.	Students who perform at this level on the CELDT typically complete a sentence using the appropriate word; respond to a picture prompt by writing words, phrases, or simple sentences that contain at least one English word spelled correctly; write words or phrases based on sequenced pictures and a sentence starter (the response may contain numerous errors that distort meaning).
Beginning Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.	Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may understand and use basic vocabulary, with severely limited comprehension and communication; understand and follow a very few simple oral directions; tell part of a story, using simple words and phrases.	Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may match commonly used nouns to pictures; recognize some sound/symbol relationships; begin to recognize some basic groups of related words; recall minimal details from a simple text.	Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may choose the appropriate word to complete a sentence; attempt to write about a topic, but the response is minimal, and contains some isolated English words.

Test Date: 2003-04 Administration

California English Language Development Test Proficiency Standards

Grades 6-8 Proficiency Levels	Listening and Speaking Standards	Reading Standards	Writing Standards
Advanced Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.	Students who perform at this level on the CELDT typically understand and use extensive vocabulary and complex syntax, without significant problems in comprehension or communication; understand and follow all oral directions; tell a coherent and detailed story based on a picture sequence, using complete and fluent sentences that contain only minor errors.	Students who perform at this level on the CELDT typically recognize synonyms and antonyms; demonstrate decoding and word-attack skills, such as sound pairs and prefixes; understand complex structures, such as root words, word parts, and grammatical features; synthesize and make predictions; demonstrate understanding of idiomatic expressions.	Students who perform at this level on the CELDT typically use difficult transitions, conjunctions, and prepositions correctly; respond to a picture prompt by writing complete sentences that are appropriate to the topic and have no syntactical or mechanical errors; write a paragraph that is fluent and contains a clear sequence of events or ideas, precise vocabulary and appropriate transitional words. The paragraph may contain minor errors and one or more non-English words.
Early Advanced Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.	Students who perform at this level on the CELDT typically understand and use fairly extensive vocabulary and fairly complex syntax, with occasional minor problems in comprehension or communication; understand and follow most complex, multi-step oral directions; tell a coherent story based on a picture sequence, clearly expressing its main point, using complete sentences without errors that significantly hinder communication, but without giving much elaboration.	Students who perform at this level on the CELDT typically identify the correct meaning of a word in a given context; recognize character traits and features of a variety of texts; make inferences and draw conclusions from more challenging reading passages.	Students who perform at this level on the CELDT typically use verb tenses correctly; demonstrate familiarity with idioms and expressions; write complete sentences appropriate to a picture prompt (the sentences may contain minor errors); write a paragraph that contains details and a coherent sequence of events or ideas.
Intermediate Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.	Students who perform at this level on the CELDT typically understand and use simple vocabulary and syntax, with occasional gaps in comprehension and communication; understand and follow some complex, multi-step oral directions; tell a somewhat coherent story based on a picture sequence, but without clearly expressing its main point, using phrases and incomplete sentences with gaps in vocabulary and errors that hinder communication.	Students who perform at this level on the CELDT typically demonstrate some knowledge of simple synonyms, antonyms and simple root words; recognize the sequence of events in a reading passage; determine the main idea of a simple text; recognize the parts of a book.	Students who perform at this level on the CELDT typically use articles and pronouns correctly; use idiomatic qualifiers; write a sentence in response to a picture prompt (the sentence may contain several errors that interfere with meaning); write a paragraph about a topic, but the paragraph may consist of a disorganized list of events, containing some details and repetitive transitional words.
Early Intermediate Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.	Students who perform at this level on the CELDT typically understand and use basic vocabulary and syntax, but make frequent errors, with limited comprehension and communication; understand and follow simple oral directions; tell a story that is not coherent based on a picture sequence, using phrases, scant vocabulary, and numerous errors that hinder communication.	Students who perform at this level on the CELDT typically identify sound/symbol correspondences at the beginning of words; begin to use words in context appropriately; answer literal comprehension questions from a simple story.	Students who perform at this level on the CELDT typically use capitalization and punctuation in abbreviations correctly; attempt to write about a topic, but the response is minimal, containing some isolated English words.
Beginning Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.	Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may understand and use basic vocabulary, with severely limited comprehension and communication; understand and follow a very few simple oral directions; tell part of a story, using simple words and phrases.	Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may recognize some sound/symbol correspondences at the beginning of simple words; match commonly used nouns to pictures; recall minimal details from a simple story.	Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may use capitalization and punctuation in abbreviations; attempt to write about a topic, but the response is minimal.

Test Date: 2003-04 Administration

California English Language Development Test Proficiency Standards

Grades 9-12 Proficiency Levels	Listening and Speaking Standards	Reading Standards	Writing Standards
Advanced Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.	Students who perform at this level on the CELDT typically understand and use extensive vocabulary and complex syntax, without significant problems in comprehension or communication; understand and follow all oral directions; tell a coherent and detailed story based on a picture sequence, using complete and fluent sentences that contain only minor errors.	Students who perform at this level on the CELDT typically identify and use affixes to infer meaning; infer meaning from more complex vocabulary; sequence stated or implied events of a story; recognize summary statements. Identify cause and effect; identify traits of characters, intended purpose, and other features of a variety of texts.	Students who perform at this level on the CELDT typically recognize adjectives and proper nouns; respond to a picture prompt by writing a complete sentence with no grammatical or syntactical errors; respond to a narrative prompt by writing a paragraph with an organized sequence of events or ideas, details, and precise vocabulary (the paragraph may contain minimal errors and one or more non-English words).
Early Advanced Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.	Students who perform at this level on the CELDT typically understand and use fairly extensive vocabulary and fairly complex syntax, with occasional minor problems in comprehension or communication; understand and follow most complex, multi-step oral directions; tell a coherent story based on a picture sequence, clearly expressing its main point, using complete sentences without errors that significantly hinder communication, but without giving much elaboration.	Students who perform at this level on the CELDT typically recognize words with multiple meanings and root words; derive the meaning of words in a given context; identify details, main ideas, and setting in reading passages; draw simple conclusions about a character in a narrative; use details to make predictions; identify stated and implied themes in literary passages.	Students who perform at this level on the CELDT typically use correct grammar, such as present tense verbs and subject and verb agreement; distinguish among various noun endings; write sentences that are appropriate to the topic (the sentences contain few errors); write a paragraph that contains details and a clear sequence of events.
Intermediate Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.	Students who perform at this level on the CELDT typically understand and use simple vocabulary and syntax, with occasional gaps in comprehension and communication; understand and follow some complex, multi-step oral directions; tell a somewhat coherent story based on a picture sequence, but without clearly expressing its main point, using phrases and incomplete sentences with gaps in vocabulary and errors that hinder communication.	Students who perform at this level on the CELDT typically demonstrate decoding skills; demonstrate knowledge of antonyms and synonyms; identify the correct meaning of a word in a given context; make logical inferences in narrative passages.	Students who perform at this level on the CELDT typically write at least one complete sentence in response to a picture prompt (the response may contain a few errors in vocabulary, grammar, and/or syntax); respond to a narrative prompt by producing a simple sequence of events or ideas that may be disorganized (they use details and repetitive transitional words).
Early Intermediate Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.	Students who perform at this level on the CELDT typically understand and use basic vocabulary and syntax, but make frequent errors, with limited comprehension and communication; understand and follow simple oral directions; tell a story that is not coherent based on a picture sequence, using phrases, scant vocabulary, and numerous errors that hinder communication.	Students who perform at this level on the CELDT typically identify the use of simple vocabulary within the context of a short passage; use irregular plurals and words with multiple meanings; identify the number of syllables in a word; identify the sequence of events in a passage.	Students who perform at this level on the CELDT typically recognize correctly written forms of address; use appropriate verb forms when asking a question; write phrases related to the topic that is presented as a sequence of pictures; write at least one complete sentence in response to a narrative prompt; the response may contain serious errors in vocabulary, grammar, and/or syntax.
Beginning Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.	Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may understand and use basic vocabulary, with severely limited comprehension and communication; understand and follow a very few simple oral directions; tell part of a story, using simple words and phrases.	Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may recognize some sound/symbol relationships; locate information in a simple text.	Students who perform at this level on the CELDT may demonstrate no receptive/productive skills, or may recognize the correct use of capitalization and punctuation in abbreviations; attempt to write about a topic, but the response is minimal and contains some isolated English words.

Test Date: 2003-04 Administration

Appendix P Cut-score Validation Study

Report for the California English Language Development (CELDT) Cut-score Validation Study

2003-2004

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Cut-score Validation Study Report

For The California English Language Development Test

In order to assess the appropriateness of the current California English Language Development Test (CELDT) cut-scores in grade spans 3–5, 6–8, and 9–12, a validation of the cut-scores study was conducted by CTB/McGraw-Hill in cooperation with the California Department of Education and the San Joaquin County Office of Education. The general procedure was to send a group of English Language Development Experts to pre-selected schools in order for each of them to conduct approximately 40 individual student evaluations. CTB/McGraw-Hill then compared the results of these evaluations to the CELDT Form C scores for each group of 40 students.

This report contains the results of the Cut-score Validation Study for the CELDT that was conducted from March 2003 – March 2004. Specifically this report contains information on the following topics:

- Purpose of the Study
- Study Design
- Orientation of the Experts
- Evaluations
- Data Analyses
- Limitations
- Conclusions
- Recommendations

Purpose of the Study

The California English Language Test serves the following purposes:

- It identifies students who are limited English proficient
- It determines the level of English language proficiency
- It can be used to assess the progress of limited English proficient students in acquiring the skills of listening/speaking, reading, and writing in English
- It can yield scores that allow comparison of a pupil's growth over time, can be tied to readiness for various instructional options, and can be aggregated for use in the evaluation of program effectiveness

In the spring of 2001, cut-scores were set on the CELDT based on the implementation of a Bookmark standard setting. The resulting cut-scores were based on the California English Language Proficiency Standards and were set to define the scale score ranges of the five proficiency levels used in the CELDT. The validity of these cut-scores is important to the legitimacy and usefulness of the test. Towards that end a group of experts has participated in a study to test the validity of the cut-scores.

Study Design

The goal in designing this study was to develop a process that would assess the validity of the existing CELDT cut-scores, not the test itself. The design began with the idea that it would be important to avoid using an established test or standard setting method to assess the CELDT cut-scores. This was important, because ultimately what the study hoped to assess is how well the cut-scores function to classify the students appropriately, not how well the CELDT cut-scores compare to those used on a different test or generated by an established standard setting method.

Although it was not the purpose of the study to validate the test, a finding for the validity of the cut points would be a finding for the validity of the test. Conversely, a finding of invalid cut-scores would not demand a conclusion that the test is invalid. Such a result would merely suggest that the cut-scores might need to be adjusted.

Taking the view that the most authoritative judge of a student's proficiency is someone who is an expert in the field of language development, it was decided that a group of English Language Development experts could provide very useful data, based on personal interviews with students. In a sense, they would be working outside of the bounds of current language proficiency tests and standard setting methodologies. This is why a procedure for evaluating student proficiency was suggested, but by no means required for use during the student interviews. See page 6 for details on the suggested procedure.

The design called for a pool of 63 experts to be selected, along with an adequate number of schools across the state to provide 2,016 students to participate in the study. These students were to be from three of the CELDT's four grade spans: 3-5, 6-8, and 9-12. The sample was to represent the range of proficiency levels that are assessed by CELDT. Participating schools were asked to identify students across the range of proficiencies defined by the standards. The target was to have 20 experts per grade span, each to evaluate 40 students. Approximately 600 of these students were to be evaluated twice, so the actual student target was 1,800 as opposed to 2,400 students. To allow for attrition, it was recommended that 21 experts be selected for each of the three grade spans, with 42 students to be evaluated by each expert, thus the 2,016 students mentioned above.

Each student was to spend approximately 30 minutes with an expert. For the purpose of establishing the reliability of the experts' ratings, approximately 600 of the students selected to participate in the study were to meet separately with each of two experts for a total of two 30 minutes evaluations.

The experts were to evaluate each student's proficiency according to the five State defined proficiency levels and to place each student within one of the proficiency levels, or between two adjacent proficiency levels. The student's scores on the CELDT were not known by the experts. The evaluation was to be on the basis of a personal interview using procedures chosen by the expert that did not employ an administration of the CELDT or any other formal published test.

Refer to Table 1 for details on the targeted sample totals.

Table 1. CELDT Cut-Score Validation Study Design for each of the Grade Spans 3-5, 6-8, 9-12

20	Experts 1 & 2	40	Total of 200 Students Evaluated 2 Times	600
	Experts 3 & 4	40		
	Experts 5 & 6	40		
	Experts 7 & 8	40		
	Experts 9 & 10	40		
	Expert 11	40	Total of 400 Students Evaluated 1 Time	
	Expert 12	40		
	Expert 13	40		
	Expert 14	40		
	Expert 15	40		
	Expert 16	40		
	Expert 17	40		
	Expert 18	40		
	Expert 19	40		
	Expert 20	40		

The Experts: The experts were identified based on input from CTB/McGraw-Hill, the California Department of Education and the San Joaquin County Office of Education. English language development experts from throughout California were identified by each of these groups and final approval was granted by the Department of Education for each individual. The San Joaquin Department of Education was responsible for recruiting and clearing the experts, as well as for providing personal identification to enable these individuals to work in participating schools. A total of 67 experts were initially recruited. A total of 62 were scheduled to attend the orientation sessions and the final number of experts in attendance was 58. Due to a number of these individuals dropping out of the study, however, the final number of experts that participated was 35 (4 experts completed more that one set of evaluations). Refer to Table 2 for details on the final expert and student counts.

Overall, the experts met the following previously established qualification requirements:

a. Experts must be proficient in English with total comprehension of student speech, including –ed and –s endings.
b. They should also be knowledgeable about English language development among English Learners in their assigned grade span.
c. Have one or more of the following additional qualifications:
    - Experienced as a certified teacher
    - Be CLAD or BCLAD certified
    - Be familiar with California English Language Development Standards
    - Be familiar with the California Content Standards in Language Arts appropriate for the respective grade span
    - Experienced at an assessment center

d. Experts must NOT have participated in the CELDT Standard Setting that took place in San Diego during the spring of 2001.

Even though the experts did not participate in the standard setting, many were familiar with the CELDT, and some had actually administered the test.

Districts and Schools: The selected districts were large enough to have at least 42 students who had taken the CELDT within at least one of the grade spans 3-5, 6-8, and 9-12. Participating schools were asked to select students with varying levels of proficiency to participate in the study and to provide the facilities and time for the students to be individually evaluated. It was further requested that only students taking the CELDT for the purpose of annual assessment be included.

Selection of Students: The students who were selected for this study were chosen based on a distribution of proficiency levels designed to cover the range of possible CELDT Proficiency Levels. The study design called for no more than 4 weeks to pass between the administration of the CELDT and the individual evaluations by the experts. The targeted distribution for the 1,800 participating students was as follows. Refer to page 9 for specific information on the final sample used for data analyses.

1. Beginning: 225 Students
2. Early Intermediate: 450 Students
3. Intermediate: 450 Students
4. Early Advanced: 450 Students
5. Advanced: 225 Students

Orientation of the Experts

The orientations for this study were held on May 19th and 22nd, 2003. Two sessions were held, one in San Jose and one in Burbank.

The purpose of the orientation was to acquaint the English language development experts with all necessary information to conduct their evaluations. This included background information on the CELDT, the proficiency levels, and the study. Experts listened to a general description of the evaluation conditions and suggested procedures, asked questions, and participated in a passage selection and question writing workshop. In addition, CTB explained the logistics of the study to the experts, such as expenses and evaluation arrangements, while the San Joaquin County Office of Education created identification cards and explained fingerprinting procedures. In addition, participating schools were asked to select students across the full range of proficiency levels to participate in the study. The schools were also advised that only students taking CELDT for the purpose of annual assessment would be used in the study.

Following is a detailed summary of the orientation.

Overview of the Study: The experts were given an overview of the study, in which each expert would be asked to evaluate approximately 40 students, and to give each student a proficiency level rating based on the English Language Development standards adopted by the State Board of Education in July, 1999. These evaluations would then be sent to CTB, compiled, and compared against the official CELDT scores for these same students. Figure 1 is a copy of the evaluation sheets used by all experts.

Figure 1. CELDT Cut Score Validation Study Evaluation Sheet

Student Last Name: _____ Teacher: _____
Student First Name and Middle Initial: _____ School: _____
Date of Birth: _____ District: _____
Grade: _____

Date of Evaluation: _____

Please indicate the proficiency level classification that you would assign to this student by placing an X in the box under ONE of the five possible classifications below:

Overall Proficiency Level Classification				
1	2	3	4	5
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced

Evaluator Name: _____ Title of passage used: _____
Time taken with this student: _____ (if a passage other than those provided by CTB was used, please provide a copy of the passage with this evaluation sheet)
Were you informed of this student's CELDT score? Yes No
(we hope not) (Circle one)
Have you been acquainted with or worked with this student before? Yes No
(Circle one)
Please note any additional comments below:

Logistical Details: CTB reviewed all logistics for the study, including procedures for questions and comments, contact information, and when and how experts would receive student rosters. CTB collected Non-Disclosure Agreements and discussed pay, reimbursement, and travel arrangements. Parental permission verification was stressed, and the evaluation forms for the students were reviewed.

In addition, San Joaquin County Office of Education created identification cards for the experts. SJCOE also arranged for expert fingerprinting, and explained reimbursement procedures for fingerprinting expenses.

Description of Evaluation Conditions and Procedures: A suggested procedure for evaluation of the students was presented by CTB, and the following example procedure was reviewed in detail. However, it was stressed that the experts were welcome to adapt the procedure to suit their needs.

The sample procedure was described as follows:

- A quiet and private evaluation room should be provided, with chairs and a table at which the student may work.
- The evaluator should greet the student in English and introduce himself/herself.
- The student should be seated and put at ease as the evaluator explains what he/she will be asking the student to do.
- The student may be asked to write his/her name, age, teacher's name, school, and the day of the week and date on a pad of paper.
- Student and evaluator should engage in conversation as chosen by the evaluator.
- The evaluator should select a reading passage and ask the student to read it aloud.
- Unless the student is unable to read at all, ask the student questions about the passage to be answered orally.
- The evaluator should ask the student to write a paragraph (three or four sentences) in response to a question about the passage.
- These activities (and any others the evaluator may choose) are continued until the evaluator feels ready to classify the student.

Representatives from the California Department of Education and CTB stressed how important it was that the experts have no knowledge of the students' scores or classifications on the CELDT, and that they not be familiar with any student they were scheduled to evaluate.

Also, representatives from the California Department of Education and CTB discussed the proficiency levels descriptions established by the Board of Education in 1999. The importance of classifying students based on these descriptions was stressed throughout the orientation.

Passage Selection and Writing Workshop: Due to the importance of evaluating reading and writing skills during the evaluations for the study, CTB Development presented a workshop on the subject. Five to eight sample reading passages were provided for each of the three grade spans being evaluated, along with sample reading and writing questions for one passage.

Experts teamed up based on the grade spans they would be evaluating, and wrote sample reading and writing questions for additional passages. These questions were then collected and compiled by CTB Development, and later sent to the experts for use in their evaluations.

Summary: The orientation was intended to achieve the following objectives:

- Acquaint the expert evaluators with the purpose of the study in detail
- Explain the logistics of the statewide study
- Provide a sample procedure for evaluation which the experts could use as a model
- Supply a variety of reading materials and a pool of sample questions from which the experts could draw for their evaluations
- Create a forum for answering any questions regarding the study

By accomplishing these objectives, the orientation provided a solid foundation for those experts who participated in the study, and made for a smoother study overall.

Evaluations

The student evaluations took place from July 1st to November 15th, 2003. A total of 58 experts attended one of the two orientation sessions and 31 schools from throughout California provided students to be evaluated for the study. Schools provided lists of students from three of the CELDT's four grade spans: 3-5, 6-8, and 9-12. The students selected for the study represented the range of proficiency levels that are assessed by CELDT (see the *Data Analysis* section for details on the distribution of the overall proficiency levels of the student sample). Table 2 displays the final numbers of experts and students that participated in the validation study.

Table 2. Design and Actual Sample Counts of Experts and Students

3-5	20	18	600	679	113%
6-8	20	10	600	432	72%
9-12	20	9	600	273	46%
TOTAL	60	37*	1800	1384	77%

* The total above includes two more experts than the actual total due to two experts completing evaluations at two grade levels.

It was anticipated that each student would spend approximately 30 minutes with an expert. The average time spent on individual evaluations, however, was 19 minutes.

The experts were to evaluate each student's proficiency according to the five State defined proficiency levels and to place each student within one of the proficiency levels. The students'

scores on the CELDT were not known by the experts. The evaluation was to be on the basis of a personal interview using the general procedure suggested during the orientation or any other procedure chosen by the expert that did not employ an administration of the CELDT or any other formal published test.

The experts were matched with schools primarily based on location. The goal was to avoid the need for a long daily commute to complete the evaluations. Due to a lack of participation of schools in some areas, however, several experts were asked to travel to schools that required overnight stays while working on this study. Additionally, there were some schools that agreed to participate in the study for which there was not an expert located close by. Consequently, students at these schools were not evaluated.

CTB Research Implementation recruited the schools that participated and CTB Research coordinated the process of communicating with the schools and experts to make all logistical arrangements.

Each expert was assigned a school. Originally, the majority of the experts did not have travel restrictions or time constraints, but as the evaluation window approached, these restrictions became more prominent. Many experts that were originally willing to complete the evaluations on-track decided that they would prefer off-track evaluations. Since many of the experts were teachers, there were now very short windows of available time to complete the evaluations. It was important to find schools that had not only completed the CELDT administration, but were willing to let the expert come to their school at times convenient to the expert. There were numerous instances where the experts were available, but there were no schools in their area that had completed the CELDT. There were also several times when schools were ready for an expert to complete the evaluations, but there were no experts available or willing to travel.

The experts were encouraged to contact the coordinator of the school where they had been assigned. Research worked closely with the school coordinators and the experts to assist in organizing dates for evaluations to be administered.

Due to difficulties in recruiting schools that were willing to allow students to be evaluated twice, and to a number of experts dropping out of the study, the total number of students for whom two evaluations were conducted was only 69. The total number of schools that allowed students to be evaluated twice was eight.

Data Analyses

CTB/McGraw-Hill received and logged 1583 evaluations. Of these, 1573 evaluations were entered into a database (10 evaluations did not contain sufficient information to enter the record into the database). The data entry was subsequently checked for accuracy.

Students were rated on a scale of 1-5 as noted in Figure 1. After the data were merged, 630 grades 3-5 cases were retained as valid, 395 grades 6-8 cases were retained as valid, and 248 grades 9-12 cases were retained as valid. One hundred and ninety-seven cases failed to merge due largely to insufficient information in the evaluation data. This means that the final merge rate was approximately 88%. The analyses that follow were completed on the merged, grades 3-12 data.

The overall mean number of days between administration of the CELDT and the expert evaluations was 25 days. By grade span the mean number of days was 24 for grades 3-5, 26 for grades 6-8, and 26 for grades 9-12. There were some scattered outliers with as many as 123 days difference noted, but their removal from the data did not significantly change the results of the analyses.

The following details the analyses that were conducted on this data.

Distribution: The final distribution of students included in the analyses, based CELDT proficiency levels is as follows:

1. Beginning: 90 Students
2. Early Intermediate: 245 Students
3. Intermediate: 451 Students
4. Early Advanced: 443 Students
5. Advanced: 155 Students

Rater Agreement Analysis: Crosstabs were produced to compare the expert and CELDT assigned ratings for each of the grade spans 3-5, 6-8, 9-12 and for all grades combined. The results are detailed in Tables 3-6

Table 3. Crosstab of Expert v. CELDT Assigned Proficiency Level, Grades 3-5

Evaluator Proficiency Level	CELDT Proficiency Level					Total
	1	**2**	**3**	**4**	**5**	
Frequency **1** Percent Row Pct Col Pct	23 3.39 71.88 48.94	8 1.18 25.00 6.35	1 0.15 3.13 0.45	0 0.00 0.00 0.00	0 0.00 0.00 0.00	32 4.71
2	17 2.50 11.97 36.17	58 8.54 40.85 46.03	46 6.77 32.39 20.91	19 2.80 13.38 9.64	2 0.29 1.41 2.25	142 20.91
3	7 1.03 2.62 14.89	51 7.51 19.10 40.48	96 14.14 35.96 43.64	88 12.96 32.96 44.67	25 3.68 9.36 28.09	267 39.32
4	0 0.00 0.00 0.00	9 1.33 5.03 7.14	71 10.46 39.66 32.27	64 9.43 35.75 32.49	35 5.15 19.55 39.33	179 26.36
5	0 0.00 0.00 0.00	0 0.00 0.00 0.00	6 0.88 10.17 2.73	26 3.83 44.07 13.20	27 3.98 45.76 30.34	59 8.69
Total	47 6.92	126 18.56	220 32.40	197 29.01	89 13.11	679 100.00

Table 4. Crosstab of Expert v. CELDT Assigned Proficiency Level, Grades 6-8

Evaluator Proficiency Level	CELDT Proficiency Level					Total
	1	**2**	**3**	**4**	**5**	
Frequency **1**	7	6	0	0	0	13
Percent	1.62	1.39	0.00	0.00	0.00	3.01
Row Pct	53.85	46.15	0.00	0.00	0.00	
Col Pct	31.82	8.57	0.00	0.00	0.00	
2	12	30	30	6	1	79
	2.78	6.94	6.94	1.39	0.23	18.29
	15.19	37.97	37.97	7.59	1.27	
	54.55	42.86	21.90	3.82	2.17	
3	3	31	58	42	8	142
	0.69	7.18	13.43	9.72	1.85	32.87
	2.11	21.83	40.85	29.58	5.63	
	13.64	44.29	42.34	26.75	17.39	
4	0	1	37	64	20	122
	0.00	0.23	8.56	14.81	4.63	28.24
	0.00	0.82	30.33	52.46	16.39	
	0.00	1.43	27.01	40.76	43.48	
5	0	2	12	45	17	76
	0.00	0.46	2.78	10.42	3.94	17.59
	0.00	2.63	15.79	59.21	22.37	
	0.00	2.86	8.76	28.66	36.96	
Total	22	70	137	157	46	432
	5.09	16.20	31.71	36.34	10.65	100.00

Table 5. Crosstab of Expert v. CELDT Assigned Proficiency Level, Grades 9-12

Evaluator Proficiency Level	CELDT Proficiency Level					Total
	1	**2**	**3**	**4**	**5**	
Frequency **1**	10	7	6	0	0	23
Percent	3.66	2.56	2.20	0.00	0.00	8.42
Row Pct	43.48	30.43	26.09	0.00	0.00	
Col Pct	47.62	14.29	6.38	0.00	0.00	
2	9	20	20	2	1	52
	3.30	7.33	7.33	0.73	0.37	19.05
	17.31	38.46	38.46	3.85	1.92	
	42.86	40.82	21.28	2.25	5.00	
3	2	18	36	34	6	96
	0.73	6.59	13.19	12.45	2.20	35.16
	2.08	18.75	37.50	35.42	6.25	
	9.52	36.73	38.30	38.20	30.00	
4	0	4	30	40	6	80
	0.00	1.47	10.99	14.65	2.20	29.30
	0.00	5.00	37.50	50.00	7.50	
	0.00	8.16	31.91	44.94	30.00	
5	0	0	2	13	7	22
	0.00	0.00	0.73	4.76	2.56	8.06
	0.00	0.00	9.09	59.09	31.82	
	0.00	0.00	2.13	14.61	35.00	
Total	21	49	94	89	20	273
	7.69	17.95	34.43	32.60	7.33	100.00

Table 6. Crosstab of Expert v. CELDT Assigned Proficiency Level, Grades 3-12

Evaluator Proficiency Level	CELDT Proficiency Level					Total
	1	**2**	**3**	**4**	**5**	
Frequency **1**	40	21	7	0	0	68
Percent	2.89	1.52	0.51	0.00	0.00	4.91
Row Pct	58.82	30.88	10.29	0.00	0.00	
Col Pct	44.44	8.57	1.55	0.00	0.00	
2	38	108	96	27	4	273
	2.75	7.80	6.94	1.95	0.29	19.73
	13.92	39.56	35.16	9.89	1.47	
	42.22	44.08	21.29	6.09	2.58	
3	12	100	190	164	39	505
	0.87	7.23	13.73	11.85	2.82	36.49
	2.38	19.80	37.62	32.48	7.72	
	13.33	40.82	42.13	37.02	25.16	
4	0	14	138	168	61	381
	0.00	1.01	9.97	12.14	4.41	27.53
	0.00	3.67	36.22	44.09	16.01	
	0.00	5.71	30.60	37.92	39.35	
5	0	2	20	84	51	157
	0.00	0.14	1.45	6.07	3.68	11.34
	0.00	1.27	12.74	53.50	32.48	
	0.00	0.82	4.43	18.96	32.90	
Total	90	245	451	443	155	1384
	6.50	17.70	32.59	32.01	11.20	100.00

Paired Group Means: The mean scale scores of all students located in adjacent groups (as identified by the experts on their evaluation sheets, Figure 1) were calculated based on the evaluation data. Each of these means represents what the cut score would be using the paired group means method. For example, the mean of all 174 cases classified as either Beginning or Early Intermediate, combined, is 474.2.

Table 7 displays the results of the paired group means analysis.

Table 7 CELDT and Paired Group Means Cut Scores

3-5	B/EI	447	474.2	174	51.5
3-5	EI/I	488	510.2	409	42.2
3-5	I/EA	529	528.9	446	40.6
3-5	EA/A	569	546.9	238	40.7
6-8	B/EI	447	473.0	92	41.9
6-8	EI/I	488	502.3	221	39.3
6-8	I/EA	529	527.9	264	37.0
6-8	EA/A	569	547.0	198	32.0
9-12	B/EI	447	470.8	75	48.8
9-12	EI/I	488	506.2	148	45.9
9-12	I/EA	529	525.1	176	40.4
9-12	EA/A	569	540.2	102	35.8
3-12	B/EI	447	473.1	341	48.4
3-12	EI/I	488	507.0	778	42.2
3-12	I/EA	529	528.0	886	39.5
3-12	EA/A	569	546.0	538	36.8

*B=Beginning; EI=Early Intermediate; I=Intermediate; EA=Early Advanced; A=Advanced

Group Mean Difference: Using the classifications provided by the experts, the mean scale score of all students in each of the different categories were identified. Then the midpoints between the means of two adjacent groups were calculated. This mid-point represents what the cut-score would be using the paired group means method. For example, the mean scale score of all students classified as beginning, and the mean scale score of all students classified as early intermediate were calculated. Then, the mid point between these two means was identified. Using this method, the resulting cut-score for Early Intermediate is 449.4.

Table 8 displays the results of the group mean differences analysis.

Table 8 CELDT and Group Mean Differences Cut-scores

3-5	B/EI	447	449.4	174	32	142	59.6	36.5
3-5	EI/I	488	505.2	409	142	267	36.5	40.6
3-5	I/EA	529	530.7	446	267	179	40.6	38.3
3-5	EA/A	569	554.3	238	179	59	38.3	40.3
6-8	B/EI	447	453.1	92	13	79	39.6	36.9
6-8	EI/I	488	497.6	221	79	142	36.9	35.4
6-8	I/EA	529	529.1	264	142	122	35.4	32.4
6-8	EA/A	569	548.0	198	122	76	32.4	30.8
9-12	B/EI	447	462.2	75	23	52	58.0	37.3
9-12	EI/I	488	501.2	148	52	96	37.3	45.9
9-12	I/EA	529	525.8	176	96	80	45.9	30.7
9-12	EA/A	569	549.0	102	80	22	30.7	42.8
3-12	B/EI	447	454.4	341	68	273	56.6	36.8
3-12	EI/I	488	502.3	778	273	505	36.8	40.4
3-12	I/EA	529	529.3	886	505	381	40.4	35.1
3-12	EA/A	569	549.9	538	381	157	35.1	37.0

Agreement Rates: Using the study data, the percent of agreement between the two variables *Evaluated Proficiency Level* and *CELDT Proficiency Level* for grade spans 3-5, 6-8, 9-12, and for grades 3-12 combined were calculated. In addition to the perfect, adjacent, and non-adjacent agreement rates, information is provided on upper and lower adjacent agreement rates. The percentages noted in the upper adjacent agreement cells represent the percent of students who were assigned proficiency levels that were -1 from their CELDT assigned proficiency levels. In other words, this is the percent of students that received higher proficiency ratings from the experts than the CELDT. The percentages noted in the lower adjacent agreement cells represent the percent of students who were assigned proficiency levels that were +1 from their CELDT assigned proficiency levels. In other words, this is the percent of students that received lower proficiency ratings from the experts than the CELDT.

Table 9 shows that the upper and lower adjacent agreement rates are substantially balanced. This suggests that, where the CELDT scores and experts' ratings disagreed, the experts did not overwhelmingly classify students as either more or less proficient than their CELDT scores indicate. This is the basis for asserting that the current CELDT cut-scores are appropriate.

The rates of perfect agreement in this study are lower than would be seen in cases where two raters score a constructed response item on a test. This is to be expected because, when multiple independent scores for a constructed response item are given, the raters giving those scores receive standardized training, and they assess the exact same student work. They are therefore, far more likely to assign the same scores at higher rates than seen in this cut-score validation

study. In this case, the evaluators are prohibited from knowing any of the participating students or their scores on the CELDT. The only process common to both test construction and the expert interviews is an adherence to the State defined standards.

Additionally, it is possible that individual students responded differently to the two very different situations of a CELDT administration and a personal interview. It is, for example, possible for a student to perform better in one situation than the other. This variance is obviously not an issue in cases where raters are viewing a student's response to a constructed response test item. Consequently, it is expected that there would be more variance in the rates of agreement for this study than is normally acceptable in scoring constructed response items.

Table 9. Agreement Rates between *Evaluated Proficiency Level* and *CELDT Proficiency Level* Grade Spans 2-4 and All Grades Combined

Percent Agreement By Grade Span				
Type of Agreement	**Grades 3-5**	**Grades 6-8**	**Grades 9-12**	**Grades 3-12**
Perfect Agreement	39.5	40.7	41.4	40.2
Perfect + Adjacent Agreement	89.9	92.4	92.6	90.9
Adjacent Agreement	50.4	51.6	51.2	50.7
Upper Adjacent Agreement	26.1	22.7	24.5	24.7
Lower Adjacent Agreement	24.3	28.9	25.6	26.0
Non-Adjacent Agreement	10.2	7.6	8.4	9.0
N-Count Students	679	432	273	1384
N-Count Experts	18	12	8	35

Correlations: Using the study data, Pearson correlation coefficients were run between the two variables *Evaluated Proficiency Level* and *CELDT Proficiency Level*. The results are detailed in Table 10.

Table 10. Proficiency Level Correlations between Evaluated Classification and CELDT Classification

		CELDT Proficiency vs. Evaluated Proficiency	.59 (N=679)
		CELDT Proficiency vs. Evaluated Proficiency	.61 (N=432)
		CELDT Proficiency vs. Evaluated Proficiency	.62 (N=273)
		CELDT Proficiency vs. Evaluated Proficiency	.60 (N=1384)

Weighted Kappa: The weighted version of Cohen's kappa (1960) was computed for each grade span to determine the beyond chance agreement between the expert and the CELDT classification. The weighted kappa is used because of the ordinal nature of the data, hence, is more appropriate than the unweighted kappa. For example, the weighted kappa takes into account the amount of agreement on off-diagonal cells in the joint table that is weighted depending on how far a given cell is from the main diagonal. Fleiss et al. (1969) derived the sampling distribution of weighted kappa, determining that the distribution of the standardized kappa is asymptotically standard normal when kappa=0 (chance agreement). This enabled us to test, at a predetermined Type I error rate, the null hypothesis, kappa=0, against a one-sided alternative hypothesis, kappa>0 (better than chance agreement). In other words, we used Fleiss' derivation to ensure that the probability of falsely rejecting kappa=0 did not exceed a specified value. In our statistical test, we rejected the null hypothesis when the test statistic exceeded its critical value, or equivalently when the p-value was less than the specified Type I error rate. The results shown in Table 11 below exhibit p-values approximately equal to 0, strongly suggesting that the observed agreement is beyond chance. These results suggest that the current cut-scores are reasonable.

Table 11. Computation of Weighted Kappa Results

	0.39	0.0217	17.931	0.0000
	0.42	0.0422	9.829	0.0000
	0.42	0.0519	8.027	0.0000
	0.40	0.0202	20.037	0.0000

Rater Reliability: There were a total of 69 students who were rated by two experts. There were 55 in grades 3-5 and 14 in grades 9-12. The correlations and the correlations corrected for

attenuation are as follows in Table 12. Correlations were corrected for attenuation using the following formula:

$$r_c = \frac{r_{XY}}{\sqrt{(\rho_X)(\rho_Y)}}$$

where:

r_c - the correlation between X and Y corrected for attenuation

r_{XY} - the correlation between X and Y

ρ_X - the reliability of X

ρ_Y - the reliability of Y

Table 12. Correlation between Expert Ratings Corrected for Attenuation

	.48 (N=55)	.76 (N=55)
	NA	NA*
	.74 (N=14)	.93 (N=14)
	.65 (N=69)	NA**

* No Students in grades 6-8 were evaluated by 2 experts.

** Since grades 6-8 are not included this would not be a meaningful statistic.

Study Limitations

There were four limitations to this study.

Case Count, Total
The full design case count was not achieved in grade spans 6-8 and 9-12. In grades 6-8, 72% of the design sample was achieved. That is of the 600 in the design sample, 432 were obtained. In grades 9-12, 46% of the design sample was achieved. That is of the 600 in the design sample, 273 were obtained. Even in grade spans 6-8 and 9-12, however, these case counts are probably adequate for a reasonable interpretation of the study; but the reliability for the statistics associated with these grade spans is reduced by the lower case counts.

Case Count, Reliability
The second limitation was that the full design sample case count was not achieved for the reliability ratings. In grades 3-5, 18% (N=55) of the design sample was achieved. In grades 6-8 there were no cases for which students were rated by two experts, and in grades 9-12, .05% (N=14) of the design sample was achieved. Correlations were run on these data, and although the correlations are not high, the correlation for the combined groups was high enough to conclude that the data can be said to be meaningful.

Time Interval
Third, although the mean time between the administration of the CELDT and the expert evaluations was 25 days, 27% of the cases had a difference greater than 30 days with the maximum of 123 days. These cases, however, are not believed to have a significant effect on the outcome of the analyses. As noted previously in the data analysis section, these cases do not appear to alter the outcome of the analyses.

Range
The fourth limitation is that no students in kindergarten, grade 1, and grade 2 were included in the study.

Conclusions

The results of this validation study generally support the appropriateness of the CELDT cut-scores in grades 3-12. Consequently, the study results indirectly support the validity of the test itself as they demonstrate that student classifications, based on the test results, are consistent with the judgments of a group of English language development experts. The appropriateness of the cut-scores is further supported by the fact that when the analyses are conducted on all grades combined, the same conclusions may be drawn.

The overall distribution of the sample was good. Proportionally, the percent of students in each of the five CELDT classifications was very close to the design proportions.

The crosstabs also show good agreement between the CELDT and expert classifications.

The correlations between the CELDT and expert classifications are reasonably good, and the weighted kappas show that the observed beyond chance agreement supports the conclusion that the current cut-scores are appropriate.

The Paired Group Means and Group Mean Difference results displayed in tables 7 and 8 suggest that the cut-score of 529 that is currently used as the cut for *Fluent English Proficient* is appropriate for all three grades spans covered in this study.

The rate of perfect agreement is reasonable. The rate of perfect plus adjacent agreement is good. For grades 5 and 12, the experts classified a higher percentage of students into lower proficiency level categories than they achieved on the CELDT. The most likely cause of this difference is that the tests partly measure academic achievement. Consequently, having the same cut-score for all grades in a grade span may not be appropriate.

As stated, the rates of perfect agreement are lower than would be seen in cases where two raters score a constructed response item on a test. This is to be expected because, when multiple independent scores for a constructed response item are given, the raters are given standardized training and they are assessing exactly the exact student work. This is intentionally not the case for this study. The evaluators are prohibited from knowing any of the students that they interview or how they were classified by the CELDT. Furthermore, the individual students may vary slightly in their response to the different situations of formal testing and the evaluator interviews. Consequently, it is to be expected that there will be more variance the rates of agreement in this study than is normally acceptable in grading constructed response items.

Finally, because the upper and lower adjacent agreement rates are substantially balanced, it is concluded that the experts did not overwhelmingly classify students as either less or more proficient than they were classified by their CELDT scores. This suggests that the current CELDT cut-scores are appropriate.

This study does support the appropriateness of the cuts. While it is possible that some minor adjustments might improve the validity of some of the cuts, the cut for *Fluent English Proficient* appears to be appropriate for all three grade spans.

References

Fleiss, J.L, Cohen, J., & Everitt, B.S. (1969). Large-sample standard errors of kappa and weighted kappa. Psychological Bulletin, 72, 323-327.

Cohen, J. (1960). A coefficient of agreement for nominal scales. Educational and Psychological Measurement, 20, 37-46.

Agresti, A. (1990). Categorical Data Analysis, (pp. 366-367). NY: Wiley.

Gwet, K. (2002). Computing inter-rater reliability with the SAS system. Statistical Methods for Inter-Rater Reliability Assessment, 3, 1-16.

Efforts were made to adhere to the AERA Standards included in the following publications:

2003-2004 Form C CELDT Technical Report
CELDT Bookmark Standard Setting Technical Report (2001)
2002-2005 CELDT Contract
2003 Administration Trainer's Kit
2003 Training Video
Test Coordinator's Manual (2003)
Scoring Guides for Form C: Grades K-2, 3-5, 6-8, and 9-12
Examiner's Manuals for Form C: Grades K-2, 3-5, 6-8, and 9-12
Student Test Booklets for Form C: Grades K-2, 3-5, 6-8, and 9-12
Student Answer Books for Form C: Grades K-2, 3-5, 6-8, and 9-12

and documented in the pages of this appendix.

1. Validity

1.1 –	Interpretation and use of test scores	1, 6-7, 13, O3-O24	
	Summary of evidence and theory	3-24, B1-B4	
1.2 –	Intention and interpretation of scores	O3-O24	
	Appropriate population(s)	13	
	Construct the test assesses	1-5	
1.3 –	Cautions against invalid common misinterpretations	N/A	N/A
1.4 –	Justify new use, collecting new evidence if necessary	N/A	N/A
1.5 –	Composition of examinee sample	13, E1-E22	
1.6 –	Specification and generation of test content	L1-L12	
	Construct the test is intended to measure	1-5	
	Criteria such as importance, frequency, or criticality, explained and justified	N/A	N/A
1.7 –	Procedures for selecting experts and for eliciting judgments or ratings		Admin Trainer's Kit
	Judges qualifications- including training and instruction provided		Admin Trainer's Kit, Examiner's Mnls
	Scorer independence and level of score agreement reached	F1-F2	
	Scorer interaction/influence	N/A	N/A
1.8 –	Psychological processes or cognitive operations used by examinees	L1-L6	
	The theoretical or empirical evidence in support of those premises	L7-L12	
	Same for observers or scorers		Scoring Guides
1.9 –	If unaffected by practice, the sensitivity to repeated testing	N/A	N/A
1.10 –	Interpreting only specific items or small subset of items	N/A	N/A
	User warned against making interpretations contrary to developer specifics	N/A	N/A

continues…

1.11 –	If parts interdependent, internal structure demonstrated	L3-L6, C1-C4	
1.12 –	Interpretation of subscores	6, 21-22	
	Score difference or profiles including rationale and relevant evidence	H1-H45	
	Composite scores	1, 6, 20-21	
1.13 –	Data collection procedures	3-5, 9, 13	
	Potential differences from typical operational testing		Test Coordntr's Mnl
1.14 –	Other measured variables, rational and analysis	N/A	N/A
	Any features likely to differ from typical operational testing.	N/A	N/A
1.15 -	Levels of criterion performance and justification	3-5, G1-G9	
1.16-	Criterion variables: suitability and technical quality	G1-G9	Bookmark Standard Setting TR
1.17 –	Other quantifiable variables	N/A	N/A
1.18 –	Statistical adjustments and procedures for restriction or attenuation	N/A	N/A
	Coefficients for restriction or attenuation	N/A	N/A
1.19 –	For classification into treatments, evidence of differential outcomes	N/A	N/A
1.20 –	Ensure meta-analysis is comparable to other studies	N/A	N/A
	Test-criterion relationship and influencing factors	N/A	N/A
1.21 –	Choice of meta-analytic evidence	N/A	N/A
1.22 –	Expectation for stated outcome from test recommendation	K1-K3	
1.23 –	Indirect benefits	N/A	N/A
1.24 –	Unintended consequences of test construct	N/A	N/A

continues…

2. Reliability and Errors of Measurement			
2.1 –	Reliabilities and standard errors	12, B1-B3	
2.2 –	Standard error: overall and conditional for both raw and scale scores	N1-N6, 12-13	
2.3 –	When emphasizing differences between two tests, reliability data and SE's	N/A	N/A
2.4 –	Method for quantifying precision or consistency	12	
	Sampling procedures		Test Coordntr's Mnl
2.5 –	Reliability coefficient and SE for each statistical approach/method	N/A	N/A
2.6 –	Reliability coefficient's adjusted and unadjusted	H1-H45	
	SE's and rationale for adjusting	H1-H45	
2.7 –	Multifactor instrument explanation	N/A	N/A
2.8 –	Degree to which rate influences performance		Examiner's Mnls
2.9 –	Reliability for speeded tests	N/A	N/A
2.10 -	Subjective scoring- inter-rater consistency	F1-F2	
2.11 –	Reliability and SE for subpopulations	N/A	N/A
2.12 –	Reliability by grade	H1-H45	
2.13 –	Local scorer reliability data	N/A	N/A
2.14 –	Conditional SE at several score levels	12-13, B1-B3, N1-N6	
	Cut-score SE		Bookmark Standard Setting TR

continues…

2.15 –	Categorical classification: % in each test form	17	
2.16 –	Adaptive testing reliability	N/A	N/A
2.17 –	Long and short version reliability data	N/A	N/A
2.18 –	Reliability for variations in test administration procedure	N/A	N/A
2.19 –	Test scores for groups regarded as sample of larger pop	O3-O19	
2.20 –	Reliability data for aggregated group performance	N/A	N/A
3. Test Development and Revision			
3.1 –	Document evidence of scientific development	17	
3.2 –	Purpose of test	3	
	Definitions of domain	3	
	Test specifications	L1-L12	
3.3 –	Test specifications: rationale and development process	3-5, L1-L12	
	Define content	3-5, A1-A38, L1-L6	
	Number of items, item formats, and item section arrangement	3-5, A1-A38, L1-L6	
	Psychometric properties of items	H1-H45	
	Time for testing		Examiner's Mnls
	Directions for test takers		Examiner's Mnls, Test Booklets
	Procedures for administration and scoring		Examiner's Mnls
3.4 –	Score interpretation: normative or standardization samples	17-18	
3.5 –	Expert review of test	L13-L17	

continues…

3.6 –	Type of items	3-5, A1-A38, L1-L6	
	Response formats	A1-A38, L1-L6	
	Scoring procedures		Training Video, Scoring Guides
	Domain to be measured	L1-L6	
	Intended test takers	1	
3.7 –	Procedures for development, review, and tryout items	L3-L12	
	Selection of item formats and categories	3-5, L1-L12	
3.8 –	Tryout or field tests: procedures for selecting sample, and data collected	19	
3.9 –	IRT documentation: difficulty, discrimination, information, etc	15-17, I1-I4	
	Parameter estimation process	17, M1:1-M2:12	
3.10 –	Cross-validation studies for item sets	C1-C3	
3.11 –	Extent to which content domain represents desired test domain	I1-I3	
3.12 –	Computerized adaptive tests	N/A	N/A
3.13 –	Weighting items	1	
3.14 –	Scoring for extended-response items		Scoring Guides
3.15 –	Behavior as test sample	N/A	N/A
3.16 –	Short form of test	N/A	N/A
3.17 –	Sources of irrelevant variance	N/A	N/A
3.18 –	Scores reflecting speededness	N/A	N/A
3.19 –	Test directions enable reproducible testing		Test Booklets, Examiner's Mnls

continues…

3.20 –	Sufficient instructions for test-takers		Examiner's Mnls, Test Booklets
3.21 –	Permissible variation in condition for test administration		Training Video, Admin Trainer's Kit
3.22 –	Procedures for scoring	J1-J10, F1-F2, G1-G9	
	Rating scales		Scoring Guides
	Scaled scores	17, G1-G9	
3.23 –	Process of selecting and training scorers		Training Video, Admin Trainer's Kit
	Training materials and procedures		Training Video, Admin Trainer's Kit
	Scorer reliability and potential drift evaluated		Admin Trainer's Kit
3.24 –	Local scoring and required training – expected agreement/accuracy		Admin Trainer's Kit
3.25 –	Changes in validity	N/A	N/A
3.26 –	'Revised' edition for significant changes, otherwise 'with minor modification'	N/A	N/A
3.27 –	Pieces of test only for research use clearly marked	N/A	N/A

4. Scales, Norms and Score Comparability

4.1-	Derived scale scores: meaning and intended interpretation	17, G1-G9, K1-K3	
4.2 –	Construction of scales for reporting scores		Bookmark Standard Setting TR
4.3 –	Warning for misinterpretation of scale scores		Scoring Guides, Standard Setting TR
4.4 –	Interpretable raw scores: meaning, intended interpretation, limitations	N/A	N/A
4.5 –	Population norms	N/A	N/A

continues…

4.6 –	Sample population: procedures, participation, weighting, descriptive statistics	E1-E22	
	User able to judge appropriateness of norms	N/A	N/A
	Precision of norms	N/A	N/A
4.7 –	Local examinees differing from norm population	N/A	N/A
4.8 –	Norms used to characterize examinees	N/A	N/A
4.9 –	Score interpretations for criterion-referenced tests	6-7	
4.10 –	Score equivalence: rationale for interchangeable test form scores	19	
	Procedure for creating comparable test forms	19, L1-L12	
4.11 –	Form-to-form equivalence: equating functions, linkages, and accuracy	17	
4.12 –	Statistical equivalence for different test forms	17	
4.13 –	Anchor test design: content and empirical relations among scores	19	
	Representativeness and psychometric characteristics of anchors	H1-H45	
4.14 –	Score conversions: construction, interpretation, and limitations	G1-G9, M2:1-M2:12	
4.15 –	Assurance against item context effects	N/A	N/A
4.16 –	Changes in test specifications noted in test manuals	N/A	N/A
	Caution against score equivalence	N/A	N/A
4.17 –	Stability of common scale tests	P1-P26	
4.18 –	Re-norming of test to ensure accuracy		Upcoming 2006 Standard Setting
4.19 –	Rationale and procedures for establishing cut scores	6	Bookmark Standard Setting TR

continues…

4.20 –	Evidence for cut scores and categories	6, 15, K1-K3	
4.21 -	Cut-scores enable judges to use own knowledge and experience	P1-P26	
5. Test Administration, Scoring and Reporting			
5.1 –	Administration follows standardized procedures		Training Video, Examiner's Mnls
5.2 –	Modifications or disruptions of administration or scoring procedures		Test Booklets, Answer Books
5.3 –	Accommodation procedures		Test Coordntr's Mnl, Answer Books
5.4 –	Testing environment: comfort without distraction		Examiner's Mnls
5.5 –	Instructions to test takers: how to respond, equipment explanation		Examiner's Mnls, Test Booklets
5.6 –	Assurance of test score integrity		Training Video, Test Coordntr's Mnl
5.7 –	Test users responsibility for security of test materials		Training Video, Test Coordntr's Mnl
5.8 –	Procedures for scoring		Training Video, Scoring Guides
	Monitor and report frequency of scoring errors		
	Correct systematic scoring error	N/A	N/A
5.9 –	Scoring rubrics for human judges		Scoring Guides
	Monitoring and documenting adherence to rubrics		Admin Trainer's Kit
5.10 –	Released test materials use simple language	O3-O24	
	Materials include coverage, scores, precision, and common misinterpretations	O3-O24	
5.11 –	Computer-prepared interpretations include sources, rationale, and justification	15-24	

continues…

5.12 –	Group-level info from aggregated test: validity and reliability for aggregate	N/A	N/A
5.13 –	Protectection of confidentiality for score/identification transmission		Test Coordntrs Mnl
5.14 –	Corrected score reports sent out for material errors	N/A	N/A
5.15 –	Guidelines for test data, test protocol, and technical report retention		Admin Trainer's Kit
5.16 –	Guidelines for retention of test records		Admin Trainer's Kit
6. Supporting Documentation for Tests			
6.1 –	Test documents made available to prospective test users		2002-2005 CELDT Contract
6.2 –	Test documents complete, accurate, and written for intended audience	O3-O24	Answer Books, Examiner's Mnls
6.3 –	Rationale for test including recommended use and support	O3-O24	
	Information for score interpretation with caution against misinterpretation	O3-O24	Scoring Guides
6.4 –	Intended population and specifications	E1-E22	
	Item pool and scale development procedures		Bookmark Standard Setting TR
	Norm population demographic variables and years of data collection	N/A	N/A
6.5 –	Statistical descriptions and analyses of scores and validity of interpretation	K1-K3, 20-23	
	Item level information	18,	
	Cut scores and configural rules	K1-K3	
	Raw and derived scores	G1-G9	
	Normative data	10-11, D1-D50	
	Standard Errors	10-11	
	Equating procedures	17, K1-K3	
6.6 –	Test relating to curriculum or material	N/A	N/A

continues…

6.7 –	Qualifications required to administer test and interpret scores accurately		Admin Trainer's Kit
6.8 –	Validity for local scoring includes interpretative materials for scores	N/A	N/A
6.9 –	Test documents cite representative sample of studies pertaining to test use	26	
6.10 –	For case studies include examples of test taker diversity	N/A	N/A
6.11 –	Score interchangability for multiple methods of administration	N/A	N/A
6.12 –	Computer-generated interpretations include summary of support	N/A	N/A
6.13 –	Documentation amended or revised for test changes		2003-2004 CELDT Materials
6.14 –	All test documents contain copyright or publication date	All pages	All Documents
6.15 –	General information for test users and researchers on appropriateness of use		Admin Trainer's Kit
	General information for guardian consent prior to administration	N/A	N/A
7. Fairness in Testing and Test Use			
7.1 –	Data for each relevant subgroup as well as whole population	E1-E22	
	Subgroup differences in content, scores, response structure or process	N/A	N/A
7.2 –	Construct-irrelevant variance across sub-groups and effect on valid inferences	N/A	N/A
7.3 –	DIF prompts study into test design, content, and format	N/A	N/A
7.4 –	Elimination of offensive content	L11-L17	
7.5 –	Alternate explanations for interpretation of individualized performance	N/A	N/A

continues…

7.6 –	Differential prediction of a criterion for sub-groups	N/A	N/A
7.7 –	Elimination of unnecessary reading or linguistic demands	N/A	N/A
7.8 –	Caution against comparability for scores disaggregated by subgroups	N/A	N/A
7.9 –	Policy instruments: inform policymakers of test implications	L1-L2	
7.10 –	Mean difference studies for sub-groups	P1-P26	
7.11 –	Mean score differences determine testing model	N/A	N/A
7.12 –	Comparable and equitable treatment for all test takers		Examiner's Mnls
8. The Rights and Responsibilities of Test Takers		* Standards 8.1-8.13 Not Applicable to the 2003-2004 CELDT Administration	
9. Testing Individuals of Diverse Linguistic Backgrounds			
9.1 –	Test practices reduce threats to reliability and validity due to language		Admin Trainer's Kit, Examiner's Mnls
9.2 –	Collect validity evidence for linguistic subgroups with differing test scores	N/A	N/A
9.3 –	Test multilingual test taker in most proficient language of available test forms	N/A	N/A
9.4 –	Describe in test manual linguistic modifications recommended by publisher	N/A	N/A
9.5 –	Non-comparable regular and modified test versions flagged and explained	N/A	N/A
9.6 –	Information for appropriate test use and interpretation for multilingual tests	O3-O24	Test Booklets

continues…

9.7 –	Methods of translation and equivalency, including reliability and validity	N/A	N/A
9.8 –	Language usage appropriate to relevant occupation or profession	N/A	N/A
9.9 –	Test comparability for multiple language versions of a test	N/A	N/A
9.10 –	Tests of language proficiency based on range of language features	L3-L6	
9.11 –	Test interpreters fluent in language of test and examiner's native language	N/A	N/A
	Interpreters experienced in translating and understand assessment process	N/A	N/A

10. Testing Individuals with Disabilities

10.1 –	Ensure scores accurately reflect intended construct rather than disability	CDE's Special Accommodations/Modifications for California Statewide Assessments	
10.2 –	Individuals knowledgeable of disabilities modify test and administration	CDE's Special Accommodations/Modifications for California Statewide Assessments	
10.3 –	Pilot test modified tests with examinees with similar disabilities	N/A	N/A
10.4 –	Modifications made for disability and evidence of validity in test manual		11
	Caution regarding confidence of score interpretation		Scoring Guides
10.5 –	Documents with modified tests state modifying steps likely to alter validity		Scoring Guides
10.6 –	Appropriate times for speeded tests (not multiple of standard time)	N/A	N/A
	Fatigue investigated as important factor	N/A	N/A
10.7 –	Effects of modifications for people with various disabilities	N/A	N/A
10.8 –	Responsibilities of administrators for modified forms	CDE's Special Accommodations/Modifications for California Statewide Assessments	
10.9 –	Use of norms appropriate to test purpose	N/A	N/A

continues…

10.10 –	Test modifications appropriate for test taker yet maintain validity	CDE's Special Accommodations/Modifications for California Statewide Assessments	
10.11 –	Lacking evidence of comparability, modification info provided to test users		Scoring Guides
10.12 –	Test is not the sole indicator of functioning, use of multiple sources		Scoring Guides
11. The Responsibilities of Test Users		* Standards 11.1-11.24 Not Applicable to the 2003-2004 CELDT Administration	
12. Psychological Testing and Assessment		* Standards 12.1-12.20 Not Applicable to the 2003-2004 CELDT Administration	
13. Educational Testing and Assessment			
13.1 –	Intended use of results when mandated by school, district, or state	1	
	Responsibility of mandating authority to monitor impact and consequences		CDE responsibility
13.2 –	Evidence of test's technical quality for each (if multiple) purpose	3-24	
13.3 –	Appropriate range of knowledge tested and elicited target-domain responses	H1-H45	
	Aspects of target domain test represents as well as those it fails to represent	L1-L6	
13.4 –	Development of local norms to support user's intended interpretation	N/A	N/A
13.5 –	Tests for promotion cover only specified content and skills	3, L1-L6	
13.6 –	Multiple opportunities on equivalent test forms to qualify for promotion	9 (Annual Administration)	
	Time interval enables instructional experience	9 (Annual Administration)	
13.7 –	Multiple factors contribute to promotion decisions		District responsibility

continues…

13.8 –	Effect of construct and reliability overlap in comparing scores on different tests	N/A	N/A
13.9 –	Relationship among test scores, instructional programs, and desired outcomes		CDE responsibility
13.10 –	Test administrators proficient in test procedures and adhere to directions		Admin Trainer's Kit
13.11 –	Test users ensure preparation activities or materials do not affect score validity		Admin Trainer's Kit, Examiners Mnls
13.12 –	Individuals selecting tests understand test process and outcomes		District responsibility
13.13 –	Individuals interpreting tests have qualified backgrounds		Admin Trainer's Kit
13.14 –	Score reports contain statement of measurement error and score interpretation	O3-O24	
13.15 –	Reports of group differences are accompanied by contextual information	N/A	N/A
13.16 –	Date of administration reported with test score, as well as age of norms	O3-O19	
13.17 –	Change or gain in scores defined and technical qualities reported	20-25	
13.18 –	Documentation for tests administered and scored using multimedia/computers	N/A	N/A
	Construct-irrelevant variance of computer-based testing addressed in design	N/A	N/A
13.19 –	Sample size and shape of score distributions for groups on score summaries	O3-O19	

14. Testing in Employment and Credentialing

* Standards 14.1-14.17 Not Applicable to the 2003-2004 CELDT Administration

15. Testing in Program Evaluation and Public Policy

* Standards 15.1-15.13 Not Applicable to the 2003-2004 CELDT Administration