Appendix G Demographic Frequency Distributions

Frequency Distributions for Home Language and Primary Ethnicity

Annual Assessment, All Grade Spans: Grades K-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	1141012	85.41	1141012	85.41
Vietnamese	29237	2.19	1170249	87.60
Cantonese	19111	1.43	1189360	89.03
Korean	13109	0.98	1202469	90.01
Filipino (Pilipino orTagalog)	16322	1.22	1218791	91.23
Portuguese	1704	0.13	1220495	91.36
Mandarin (Putonghua)	8425	0.63	1228920	91.99
Japanese	3599	0.27	1232519	92.26
Khmer (Cambodian)	8700	0.65	1241219	92.91
Lao	3738	0.28	1244957	93.19
Arabic	5886	0.44	1250843	93.63
Armenian	9031	0.68	1259874	94.30
Burmese	450	0.03	1260324	94.34
Croatian	106	0.01	1260430	94.35
Dutch	122	0.01	1260552	94.36
Farsi (Persian)	4227	0.32	1264779	94.67
French	623	0.05	1265402	94.72
German	377	0.03	1265779	94.75
Greek	165	0.01	1265944	94.76
Chamorro (Guamanian)	76	0.01	1266020	94.76
Hebrew	637	0.05	1266657	94.81
Hindi	4115	0.31	1270772	95.12
Hmong	19893	1.49	1290665	96.61
Hungarian	132	0.01	1290797	96.62
Ilocano	1085	0.08	1291882	96.70
Indonesian	796	0.06	1292678	96.76
Italian	194	0.01	1292872	96.77
Punjabi	7614	0.57	1300486	97.34
Russian	5981	0.45	1306467	97.79
Samoan	1245	0.09	1307712	97.89
Thai	1174	0.09	1308886	97.97
Turkish	204	0.02	1309090	97.99
Tongan	1314	0.10	1310404	98.09
Urdu	2143	0.16	1312547	98.25
Cebuano (Visayan)	327	0.02	1312874	98.27
Ukrainian	2106	0.16	1314980	98.43
Chaozhou (Chaochow)	329	0.02	1315309	98.45
Pashto	609	0.05	1315918	98.50
Polish	206	0.02	1316124	98.52
Assyrian	560	0.04	1316684	98.56
Gujarati	899	0.07	1317583	98.62

continues…

Frequency Distributions for Home Language and Primary Ethnicity

Annual Assessment, All Grade Spans: Grades K-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	2230	0.17	1319813	98.79
Rumanian	974	0.07	1320787	98.86
Taiwanese	224	0.02	1321011	98.88
Lahu	304	0.02	1321315	98.90
Marshallese	1193	0.09	1322508	98.99
Mixteco	582	0.04	1323090	99.04
Khmu	128	0.01	1323218	99.05
Kurdish	280	0.02	1323498	99.07
Serbo-Croatian (Serbian)	181	0.01	1323679	99.08
Toishanese	209	0.02	1323888	99.10
Chaldean	479	0.04	1324367	99.13
Albanian	95	0.01	1324462	99.14
Tigrinya	268	0.02	1324730	99.16
Bosnian	218	0.02	1324948	99.18
All Other Non-English Language	11015	0.82	1335963	100.00

Annual Assessment, All Grade Spans: Grades K-12

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	150	0.01	150	0.01
American Indian or Alaskan Native	982	0.07	1132	0.08
Chinese	27195	2.03	28327	2.11
Japanese	3106	0.23	31433	2.35
Korean	12087	0.90	43520	3.25
Vietnamese	25712	1.92	69232	5.17
Asian Indian	10821	0.81	80053	5.98
Laotian	7684	0.57	87737	6.55
Cambodian	7736	0.58	95473	7.13
Other Asian	35638	2.66	131111	9.79
Native Hawaiian	99	0.01	131210	9.79
Guamanian	68	0.01	131278	9.80
Samoan	1150	0.09	132428	9.89
Tahitian	47	0.00	132475	9.89
Other Pacific Islander	3363	0.25	135838	10.14
Filipino	18657	1.39	154495	11.53
Hispanic or Latino	1143682	85.38	1298177	96.91
African American or Black (not Hispanic)	4349	0.32	1302526	97.23
White (not of Hispanic origin)	34206	2.55	1336732	99.79
Declined to State	2863	0.21	1339595	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
Spanish	275472	85.06	275472	85.06
Vietnamese	8443	2.61	283915	87.67
Cantonese	5273	1.63	289188	89.30
Korean	3170	0.98	292358	90.28
Filipino (Pilipino orTagalog)	4001	1.24	296359	91.51
Portuguese	395	0.12	296754	91.63
Mandarin (Putonghua)	2400	0.74	299154	92.37
Japanese	1205	0.37	300359	92.75
Khmer (Cambodian)	1597	0.49	301956	93.24
Lao	751	0.23	302707	93.47
Arabic	1610	0.50	304317	93.97
Armenian	1924	0.59	306241	94.56
Burmese	110	0.03	306351	94.60
Croatian	33	0.01	306384	94.61
Dutch	43	0.01	306427	94.62
Farsi (Persian)	1090	0.34	307517	94.96
French	168	0.05	307685	95.01
German	108	0.03	307793	95.04
Greek	49	0.02	307842	95.06
Chamorro (Guamanian)	18	0.01	307860	95.06
Hebrew	174	0.05	308034	95.12
Hindi	1013	0.31	309047	95.43
Hmong	3349	1.03	312396	96.46
Hungarian	34	0.01	312430	96.47
Ilocano	211	0.07	312641	96.54
Indonesian	206	0.06	312847	96.60
Italian	50	0.02	312897	96.62
Punjabi	2093	0.65	314990	97.26
Russian	1442	0.45	316432	97.71
Samoan	260	0.08	316692	97.79
Thai	241	0.07	316933	97.86
Turkish	55	0.02	316988	97.88
Tongan	276	0.09	317264	97.97
Urdu	622	0.19	317886	98.16
Cebuano (Visayan)	87	0.03	317973	98.19
Ukrainian	483	0.15	318456	98.34
Chaozhou (Chaochow)	106	0.03	318562	98.37
Pashto	151	0.05	318713	98.41
Polish	61	0.02	318774	98.43
Assyrian	129	0.04	318903	98.47
Gujarati	294	0.09	319197	98.56

continues…

Frequency Distributions for Home Language and Primary Ethnicity

Annual Assessment, Grade Span 1: Grades K-2

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	360	0.11	319557	98.67
Rumanian	253	0.08	319810	98.75
Taiwanese	55	0.02	319865	98.77
Lahu	57	0.02	319922	98.79
Marshallese	299	0.09	320221	98.88
Mixteco	144	0.04	320365	98.92
Khmu	18	0.01	320383	98.93
Kurdish	61	0.02	320444	98.95
Serbo-Croatian (Serbian)	51	0.02	320495	98.96
Toishanese	36	0.01	320531	98.98
Chaldean	111	0.03	320642	99.01
Albanian	21	0.01	320663	99.02
Tigrinya	66	0.02	320729	99.04
Bosnian	77	0.02	320806	99.06
All Other Non-English Language	3042	0.94	323848	100.00

Annual Assessment, Grade Span 1: Grades K-2

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	35	0.01	35	0.01
American Indian or Alaskan Native	300	0.09	335	0.10
Chinese	7407	2.28	7742	2.38
Japanese	936	0.29	8678	2.67
Korean	2861	0.88	11539	3.55
Vietnamese	7407	2.28	18946	5.83
Asian Indian	3289	1.01	22235	6.85
Laotian	1648	0.51	23883	7.35
Cambodian	1225	0.38	25108	7.73
Other Asian	7692	2.37	32800	10.10
Native Hawaiian	24	0.01	32824	10.11
Guamanian	14	0.00	32838	10.11
Samoan	230	0.07	33068	10.18
Tahitian	13	0.00	33081	10.19
Other Pacific Islander	675	0.21	33756	10.39
Filipino	4520	1.39	38276	11.79
Hispanic or Latino	275978	84.98	314254	96.77
African American or Black (not Hispanic)	980	0.30	315234	97.07
White (not of Hispanic origin)	8555	2.63	323789	99.71
Declined to State	952	0.29	324741	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	383651	86.20	383651	86.20
Vietnamese	9763	2.19	393414	88.40
Cantonese	6577	1.48	399991	89.88
Korean	4167	0.94	404158	90.81
Filipino (Pilipino orTagalog)	5425	1.22	409583	92.03
Portuguese	470	0.11	410053	92.14
Mandarin (Putonghua)	2096	0.47	412149	92.61
Japanese	1247	0.28	413396	92.89
Khmer (Cambodian)	2327	0.52	415723	93.41
Lao	1103	0.25	416826	93.66
Arabic	1909	0.43	418735	94.09
Armenian	3004	0.67	421739	94.76
Burmese	124	0.03	421863	94.79
Croatian	34	0.01	421897	94.80
Dutch	48	0.01	421945	94.81
Farsi (Persian)	1301	0.29	423246	95.10
French	197	0.04	423443	95.15
German	137	0.03	423580	95.18
Greek	53	0.01	423633	95.19
Chamorro (Guamanian)	36	0.01	423669	95.20
Hebrew	213	0.05	423882	95.24
Hindi	1379	0.31	425261	95.55
Hmong	5880	1.32	431141	96.88
Hungarian	56	0.01	431197	96.89
Ilocano	295	0.07	431492	96.95
Indonesian	250	0.06	431742	97.01
Italian	79	0.02	431821	97.03
Punjabi	2273	0.51	434094	97.54
Russian	1802	0.40	435896	97.94
Samoan	352	0.08	436248	98.02
Thai	341	0.08	436589	98.10
Turkish	51	0.01	436640	98.11
Tongan	432	0.10	437072	98.21
Urdu	674	0.15	437746	98.36
Cebuano (Visayan)	116	0.03	437862	98.39
Ukrainian	672	0.15	438534	98.54
Chaozhou (Chaochow)	127	0.03	438661	98.56
Pashto	196	0.04	438857	98.61
Polish	52	0.01	438909	98.62
Assyrian	162	0.04	439071	98.66
Gujarati	274	0.06	439345	98.72

continues…

Frequency Distributions for Home Language and Primary Ethnicity

Annual Assessment, Grade Span 2: Grades 3-5

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	636	0.14	439981	98.86
Rumanian	280	0.06	440261	98.92
Taiwanese	64	0.01	440325	98.94
Lahu	76	0.02	440401	98.96
Marshallese	448	0.10	440849	99.06
Mixteco	190	0.04	441039	99.10
Khmu	31	0.01	441070	99.11
Kurdish	97	0.02	441167	99.13
Serbo-Croatian (Serbian)	54	0.01	441221	99.14
Toishanese	116	0.03	441337	99.17
Chaldean	171	0.04	441508	99.20
Albanian	28	0.01	441536	99.21
Tigrinya	88	0.02	441624	99.23
Bosnian	60	0.01	441684	99.24
All Other Non-English Language	3364	0.76	445048	100.00

Annual Assessment, Grade Span 2: Grades 3-5

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	32	0.01	32	0.01
American Indian or Alaskan Native	271	0.06	303	0.07
Chinese	8697	1.95	9000	2.02
Japanese	1099	0.25	10099	2.26
Korean	3888	0.87	13987	3.14
Vietnamese	8413	1.89	22400	5.02
Asian Indian	3318	0.74	25718	5.77
Laotian	2554	0.57	28272	6.34
Cambodian	2158	0.48	30430	6.82
Other Asian	10354	2.32	40784	9.14
Native Hawaiian	39	0.01	40823	9.15
Guamanian	19	0.00	40842	9.16
Samoan	325	0.07	41167	9.23
Tahitian	12	0.00	41179	9.23
Other Pacific Islander	939	0.21	42118	9.44
Filipino	6071	1.36	48189	10.80
Hispanic or Latino	384440	86.20	432629	97.00
African American or Black (not Hispanic)	1415	0.32	434044	97.32
White (not of Hispanic origin)	11151	2.50	445195	99.82
Declined to State	796	0.18	445991	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
Spanish	263245	86.91	263245	86.91
Vietnamese	5250	1.73	268495	88.64
Cantonese	3079	1.02	271574	89.66
Korean	2712	0.90	274286	90.55
Filipino (Pilipino orTagalog)	3294	1.09	277580	91.64
Portuguese	443	0.15	278023	91.78
Mandarin (Putonghua)	1355	0.45	279378	92.23
Japanese	605	0.20	279983	92.43
Khmer (Cambodian)	2123	0.70	282106	93.13
Lao	905	0.30	283011	93.43
Arabic	1124	0.37	284135	93.80
Armenian	1882	0.62	286017	94.42
Burmese	97	0.03	286114	94.46
Croatian	24	0.01	286138	94.46
Dutch	18	0.01	286156	94.47
Farsi (Persian)	822	0.27	286978	94.74
French	130	0.04	287108	94.78
German	71	0.02	287179	94.81
Greek	34	0.01	287213	94.82
Chamorro (Guamanian)	15	0.00	287228	94.82
Hebrew	146	0.05	287374	94.87
Hindi	937	0.31	288311	95.18
Hmong	5235	1.73	293546	96.91
Hungarian	19	0.01	293565	96.91
Ilocano	265	0.09	293830	97.00
Indonesian	139	0.05	293969	97.05
Italian	28	0.01	293997	97.06
Punjabi	1480	0.49	295477	97.55
Russian	1151	0.38	296628	97.93
Samoan	310	0.10	296938	98.03
Thai	275	0.09	297213	98.12
Turkish	39	0.01	297252	98.13
Tongan	311	0.10	297563	98.23
Urdu	400	0.13	297963	98.37
Cebuano (Visayan)	59	0.02	298022	98.39
Ukrainian	480	0.16	298502	98.54
Chaozhou (Chaochow)	60	0.02	298562	98.56
Pashto	124	0.04	298686	98.61
Polish	37	0.01	298723	98.62
Assyrian	133	0.04	298856	98.66
Gujarati	137	0.05	298993	98.71

continues…

Frequency Distributions for Home Language and Primary Ethnicity

Annual Assessment, Grade Span 3: Grades 6-8

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	578	0.19	299571	98.90
Rumanian	216	0.07	299787	98.97
Taiwanese	44	0.01	299831	98.98
Lahu	89	0.03	299920	99.01
Marshallese	417	0.14	300337	99.15
Mixteco	170	0.06	300507	99.21
Khmu	42	0.01	300549	99.22
Kurdish	63	0.02	300612	99.24
Serbo-Croatian (Serbian)	30	0.01	300642	99.25
Toishanese	18	0.01	300660	99.26
Chaldean	104	0.03	300764	99.29
Albanian	33	0.01	300797	99.30
Tigrinya	49	0.02	300846	99.32
Bosnian	39	0.01	300885	99.33
All Other Non-English Language	2025	0.67	302910	100.00

Annual Assessment, Grade Span 3: Grades 6-8

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	18	0.01	18	0.01
American Indian or Alaskan Native	179	0.06	197	0.06
Chinese	4479	1.48	4676	1.54
Japanese	549	0.18	5225	1.72
Korean	2492	0.82	7717	2.54
Vietnamese	4593	1.51	12310	4.05
Asian Indian	1995	0.66	14305	4.71
Laotian	1988	0.65	16293	5.37
Cambodian	1988	0.65	18281	6.02
Other Asian	7903	2.60	26184	8.62
Native Hawaiian	23	0.01	26207	8.63
Guamanian	15	0.00	26222	8.64
Samoan	283	0.09	26505	8.73
Tahitian	11	0.00	26516	8.73
Other Pacific Islander	739	0.24	27255	8.98
Filipino	3840	1.26	31095	10.24
Hispanic or Latino	264275	87.03	295370	97.27
African American or Black (not Hispanic)	839	0.28	296209	97.55
White (not of Hispanic origin)	6974	2.30	303183	99.84
Declined to State	478	0.16	303661	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
Spanish	218644	82.77	218644	82.77
Vietnamese	5781	2.19	224425	84.96
Cantonese	4182	1.58	228607	86.54
Korean	3060	1.16	231667	87.70
Filipino (Pilipino orTagalog)	3602	1.36	235269	89.06
Portuguese	396	0.15	235665	89.21
Mandarin (Putonghua)	2574	0.97	238239	90.19
Japanese	542	0.21	238781	90.39
Khmer (Cambodian)	2653	1.00	241434	91.40
Lao	979	0.37	242413	91.77
Arabic	1243	0.47	243656	92.24
Armenian	2221	0.84	245877	93.08
Burmese	119	0.05	245996	93.12
Croatian	15	0.01	246011	93.13
Dutch	13	0.00	246024	93.14
Farsi (Persian)	1014	0.38	247038	93.52
French	128	0.05	247166	93.57
German	61	0.02	247227	93.59
Greek	29	0.01	247256	93.60
Chamorro (Guamanian)	7	0.00	247263	93.60
Hebrew	104	0.04	247367	93.64
Hindi	786	0.30	248153	93.94
Hmong	5429	2.06	253582	96.00
Hungarian	23	0.01	253605	96.01
Ilocano	314	0.12	253919	96.12
Indonesian	201	0.08	254120	96.20
Italian	37	0.01	254157	96.21
Punjabi	1768	0.67	255925	96.88
Russian	1586	0.60	257511	97.48
Samoan	323	0.12	257834	97.61
Thai	317	0.12	258151	97.73
Turkish	59	0.02	258210	97.75
Tongan	295	0.11	258505	97.86
Urdu	447	0.17	258952	98.03
Cebuano (Visayan)	65	0.02	259017	98.05
Ukrainian	471	0.18	259488	98.23
Chaozhou (Chaochow)	36	0.01	259524	98.25
Pashto	138	0.05	259662	98.30
Polish	56	0.02	259718	98.32
Assyrian	136	0.05	259854	98.37
Gujarati	194	0.07	260048	98.44

continues…

Frequency Distributions for Home Language and Primary Ethnicity

Annual Assessment, Grade Span 4: Grades 9-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	656	0.25	260704	98.69
Rumanian	225	0.09	260929	98.78
Taiwanese	61	0.02	260990	98.80
Lahu	82	0.03	261072	98.83
Marshallese	29	0.01	261101	98.84
Mixteco	78	0.03	261179	98.87
Khmu	37	0.01	261216	98.89
Kurdish	59	0.02	261275	98.91
Serbo-Croatian (Serbian)	46	0.02	261321	98.93
Toishanese	39	0.01	261360	98.94
Chaldean	93	0.04	261453	98.98
Albanian	13	0.00	261466	98.98
Tigrinya	65	0.02	261531	99.01
Bosnian	42	0.02	261573	99.02
All Other Non-English Language	2584	0.98	264157	100.00

Annual Assessment, Grade Span 4: Grades 9-12

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	65	0.02	65	0.02
American Indian or Alaskan Native	232	0.09	297	0.11
Chinese	6612	2.49	6909	2.61
Japanese	522	0.20	7431	2.80
Korean	2846	1.07	10277	3.88
Vietnamese	5299	2.00	15576	5.87
Asian Indian	2219	0.84	17795	6.71
Laotian	1494	0.56	19289	7.27
Cambodian	2365	0.89	21654	8.17
Other Asian	9689	3.65	31343	11.82
Native Hawaiian	13	0.00	31356	11.82
Guamanian	20	0.01	31376	11.83
Samoan	312	0.12	31688	11.95
Tahitian	11	0.00	31699	11.95
Other Pacific Islander	1010	0.38	32709	12.33
Filipino	4226	1.59	36935	13.93
Hispanic or Latino	218989	82.57	255924	96.50
African American or Black (not Hispanic)	1115	0.42	257039	96.92
White (not of Hispanic origin)	7526	2.84	264565	99.76
Declined to State	637	0.24	265202	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	4236	1.08	4236	1.08
Spanish	305361	77.80	309597	78.88
Vietnamese	9775	2.49	319372	81.37
Cantonese	7258	1.85	326630	83.22
Korean	8279	2.11	334909	85.33
Filipino (Pilipino orTagalog)	9717	2.48	344626	87.80
Portuguese	991	0.25	345617	88.06
Mandarin (Putonghua)	6019	1.53	351636	89.59
Japanese	2013	0.51	353649	90.10
Khmer (Cambodian)	1678	0.43	355327	90.53
Lao	1104	0.28	356431	90.81
Arabic	3137	0.80	359568	91.61
Armenian	1897	0.48	361465	92.09
Burmese	226	0.06	361691	92.15
Croatian	52	0.01	361743	92.16
Dutch	171	0.04	361914	92.21
Farsi (Persian)	2295	0.58	364209	92.79
French	805	0.21	365014	93.00
German	772	0.20	365786	93.19
Greek	109	0.03	365895	93.22
Chamorro (Guamanian)	27	0.01	365922	93.23
Hebrew	661	0.17	366583	93.40
Hindi	1523	0.39	368106	93.79
Hmong	4621	1.18	372727	94.96
Hungarian	124	0.03	372851	94.99
Ilocano	294	0.07	373145	95.07
Indonesian	459	0.12	373604	95.19
Italian	234	0.06	373838	95.25
Punjabi	3168	0.81	377006	96.05
Russian	3153	0.80	380159	96.86
Samoan	672	0.17	380831	97.03
Thai	512	0.13	381343	97.16
Turkish	157	0.04	381500	97.20
Tongan	493	0.13	381993	97.32
Urdu	975	0.25	382968	97.57
Cebuano (Visayan)	172	0.04	383140	97.62
Ukrainian	768	0.20	383908	97.81
Chaozhou (Chaochow)	133	0.03	384041	97.85
Pashto	201	0.05	384242	97.90
Polish	165	0.04	384407	97.94
Assyrian	181	0.05	384588	97.98
Gujarati	561	0.14	385149	98.13

continues…

Frequency Distributions for Home Language and Primary Ethnicity

Initial Identification, All Grade Spans: Grades K-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	346	0.09	385495	98.22
Rumanian	443	0.11	385938	98.33
Taiwanese	135	0.03	386073	98.36
Lahu	43	0.01	386116	98.37
Marshallese	66	0.02	386182	98.39
Mixteco	195	0.05	386377	98.44
Khmu	38	0.01	386415	98.45
Kurdish	92	0.02	386507	98.47
Serbo-Croatian (Serbian)	111	0.03	386618	98.50
Toishanese	45	0.01	386663	98.51
Chaldean	126	0.03	386789	98.55
Albanian	57	0.01	386846	98.56
Tigrinya	133	0.03	386979	98.59
Bosnian	91	0.02	387070	98.62
All Other Non-English Language	6907	1.76	393977	100.38

Initial Identification, All Grade Spans: Grades K-12

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	150	0.01	150	0.01
American Indian or Alaskan Native	982	0.07	1132	0.08
Chinese	27195	2.03	28327	2.11
Japanese	3106	0.23	31433	2.35
Korean	12087	0.90	43520	3.25
Vietnamese	25712	1.92	69232	5.17
Asian Indian	10821	0.81	80053	5.98
Laotian	7684	0.57	87737	6.55
Cambodian	7736	0.58	95473	7.13
Other Asian	35638	2.66	131111	9.79
Native Hawaiian	99	0.01	131210	9.79
Guamanian	68	0.01	131278	9.80
Samoan	1150	0.09	132428	9.89
Tahitian	47	0.00	132475	9.89
Other Pacific Islander	3363	0.25	135838	10.14
Filipino	18657	1.39	154495	11.53
Hispanic or Latino	1143682	85.38	1298177	96.91
African American or Black (not Hispanic)	4349	0.32	1302526	97.23
White (not of Hispanic origin)	34206	2.55	1336732	99.79
Declined to State	2863	0.21	1339595	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	1913	0.85	1913	0.85
Spanish	181819	80.46	183732	81.30
Vietnamese	5741	2.54	189473	83.84
Cantonese	3989	1.77	193462	85.61
Korean	3531	1.56	196993	87.17
Filipino (Pilipino orTagalog)	4438	1.96	201431	89.14
Portuguese	456	0.20	201887	89.34
Mandarin (Putonghua)	2842	1.26	204729	90.59
Japanese	1259	0.56	205988	91.15
Khmer (Cambodian)	858	0.38	206846	91.53
Lao	675	0.30	207521	91.83
Arabic	1696	0.75	209217	92.58
Armenian	961	0.43	210178	93.01
Burmese	83	0.04	210261	93.04
Croatian	37	0.02	210298	93.06
Dutch	89	0.04	210387	93.10
Farsi (Persian)	1254	0.55	211641	93.65
French	404	0.18	212045	93.83
German	338	0.15	212383	93.98
Greek	68	0.03	212451	94.01
Chamorro (Guamanian)	14	0.01	212465	94.02
Hebrew	386	0.17	212851	94.19
Hindi	881	0.39	213732	94.58
Hmong	2268	1.00	216000	95.58
Hungarian	68	0.03	216068	95.61
Ilocano	142	0.06	216210	95.67
Indonesian	227	0.10	216437	95.78
Italian	126	0.06	216563	95.83
Punjabi	1622	0.72	218185	96.55
Russian	1591	0.70	219776	97.25
Samoan	291	0.13	220067	97.38
Thai	193	0.09	220260	97.47
Turkish	88	0.04	220348	97.51
Tongan	261	0.12	220609	97.62
Urdu	571	0.25	221180	97.87
Cebuano (Visayan)	86	0.04	221266	97.91
Ukrainian	348	0.15	221614	98.07
Chaozhou (Chaochow)	96	0.04	221710	98.11
Pashto	115	0.05	221825	98.16
Polish	82	0.04	221907	98.20
Assyrian	101	0.04	222008	98.24
Gujarati	309	0.14	222317	98.38

continues…

Frequency Distributions for Home Language and Primary Ethnicity

Initial Identification, Grade Span 1: Grades K-2

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	201	0.09	222518	98.47
Rumanian	222	0.10	222740	98.56
Taiwanese	44	0.02	222784	98.58
Lahu	20	0.01	222804	98.59
Marshallese	34	0.02	222838	98.61
Mixteco	105	0.05	222943	98.65
Khmu	16	0.01	222959	98.66
Kurdish	42	0.02	223001	98.68
Serbo-Croatian (Serbian)	67	0.03	223068	98.71
Toishanese	21	0.01	223089	98.72
Chaldean	70	0.03	223159	98.75
Albanian	24	0.01	223183	98.76
Tigrinya	69	0.03	223252	98.79
Bosnian	54	0.02	223306	98.81
All Other Non-English Language	3678	1.63	226984	100.44

Initial Identification, Grade Span 1: Grades K-2

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	862	0.38	862	0.38
American Indian or Alaskan Native	198	0.09	1060	0.47
Chinese	7264	3.20	8324	3.67
Japanese	1180	0.52	9504	4.19
Korean	3463	1.53	12967	5.71
Vietnamese	5239	2.31	18206	8.02
Asian Indian	3468	1.53	21674	9.55
Laotian	948	0.42	22622	9.97
Cambodian	833	0.37	23455	10.33
Other Asian	4788	2.11	28243	12.44
Native Hawaiian	23	0.01	28266	12.45
Guamanian	10	0.00	28276	12.46
Samoan	272	0.12	28548	12.58
Tahitian	9	0.00	28557	12.58
Other Pacific Islander	650	0.29	29207	12.87
Filipino	4847	2.14	34054	15.00
Hispanic or Latino	182205	80.27	216259	95.27
African American or Black (not Hispanic)	1269	0.56	217528	95.83
White (not of Hispanic origin)	8541	3.76	226069	99.60
Declined to State	915	0.40	226984	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	728	1.33	728	1.33
Spanish	40852	74.78	41580	76.11
Vietnamese	1286	2.35	42866	78.47
Cantonese	844	1.54	43710	80.01
Korean	1805	3.30	45515	83.32
Filipino (Pilipino orTagalog)	1810	3.31	47325	86.63
Portuguese	154	0.28	47479	86.91
Mandarin (Putonghua)	913	1.67	48392	88.58
Japanese	347	0.64	48739	89.22
Khmer (Cambodian)	211	0.39	48950	89.60
Lao	130	0.24	49080	89.84
Arabic	482	0.88	49562	90.72
Armenian	276	0.51	49838	91.23
Burmese	30	0.05	49868	91.28
Croatian	7	0.01	49875	91.30
Dutch	34	0.06	49909	91.36
Farsi (Persian)	303	0.55	50212	91.91
French	122	0.22	50334	92.14
German	104	0.19	50438	92.33
Greek	24	0.04	50462	92.37
Chamorro (Guamanian)	8	0.01	50470	92.39
Hebrew	108	0.20	50578	92.58
Hindi	198	0.36	50776	92.95
Hmong	771	1.41	51547	94.36
Hungarian	16	0.03	51563	94.39
Ilocano	58	0.11	51621	94.49
Indonesian	72	0.13	51693	94.63
Italian	26	0.05	51719	94.67
Punjabi	438	0.80	52157	95.47
Russian	470	0.86	52627	96.34
Samoan	125	0.23	52752	96.56
Thai	77	0.14	52829	96.71
Turkish	22	0.04	52851	96.75
Tongan	63	0.12	52914	96.86
Urdu	134	0.25	53048	97.11
Cebuano (Visayan)	25	0.05	53073	97.15
Ukrainian	131	0.24	53204	97.39
Chaozhou (Chaochow)	7	0.01	53211	97.40
Pashto	24	0.04	53235	97.45
Polish	22	0.04	53257	97.49
Assyrian	21	0.04	53278	97.53
Gujarati	68	0.12	53346	97.65

continues…

Frequency Distributions for Home Language and Primary Ethnicity

Initial Identification, Grade Span 2: Grades 3-5

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	30	0.05	53376	97.71
Rumanian	64	0.12	53440	97.82
Taiwanese	27	0.05	53467	97.87
Lahu	8	0.01	53475	97.89
Marshallese	9	0.02	53484	97.90
Mixteco	41	0.08	53525	97.98
Khmu	4	0.01	53529	97.99
Kurdish	14	0.03	53543	98.01
Serbo-Croatian (Serbian)	12	0.02	53555	98.03
Toishanese	4	0.01	53559	98.04
Chaldean	14	0.03	53573	98.07
Albanian	13	0.02	53586	98.09
Tigrinya	22	0.04	53608	98.13
Bosnian	6	0.01	53614	98.14
All Other Non-English Language	1015	1.86	54629	100.00

Initial Identification, Grade Span 2: Grades 3-5

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	307	0.56	307	0.56
American Indian or Alaskan Native	40	0.07	347	0.64
Chinese	1877	3.44	2224	4.07
Japanese	336	0.62	2560	4.69
Korean	1811	3.32	4371	8.00
Vietnamese	1164	2.13	5535	10.13
Asian Indian	851	1.56	6386	11.69
Laotian	275	0.50	6661	12.19
Cambodian	201	0.37	6862	12.56
Other Asian	1395	2.55	8257	15.11
Native Hawaiian	6	0.01	8263	15.13
Guamanian	5	0.01	8268	15.13
Samoan	132	0.24	8400	15.38
Tahitian	3	0.01	8403	15.38
Other Pacific Islander	200	0.37	8603	15.75
Filipino	1976	3.62	10579	19.37
Hispanic or Latino	41121	75.27	51700	94.64
African American or Black (not Hispanic)	378	0.69	52078	95.33
White (not of Hispanic origin)	2289	4.19	54367	99.52
Declined to State	262	0.48	54629	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	684	1.37	684	1.37
Spanish	37106	74.29	37790	75.66
Vietnamese	1192	2.39	38982	78.04
Cantonese	873	1.75	39855	79.79
Korean	1616	3.24	41471	83.03
Filipino (Pilipino orTagalog)	1538	3.08	43009	86.10
Portuguese	132	0.26	43141	86.37
Mandarin (Putonghua)	956	1.91	44097	88.28
Japanese	184	0.37	44281	88.65
Khmer (Cambodian)	255	0.51	44536	89.16
Lao	140	0.28	44676	89.44
Arabic	410	0.82	45086	90.26
Armenian	335	0.67	45421	90.93
Burmese	38	0.08	45459	91.01
Croatian	1	0.00	45460	91.01
Dutch	16	0.03	45476	91.04
Farsi (Persian)	304	0.61	45780	91.65
French	130	0.26	45910	91.91
German	53	0.11	45963	92.02
Greek	10	0.02	45973	92.04
Chamorro (Guamanian)	3	0.01	45976	92.04
Hebrew	89	0.18	46065	92.22
Hindi	205	0.41	46270	92.63
Hmong	761	1.52	47031	94.16
Hungarian	10	0.02	47041	94.18
Ilocano	31	0.06	47072	94.24
Indonesian	66	0.13	47138	94.37
Italian	21	0.04	47159	94.41
Punjabi	462	0.92	47621	95.34
Russian	515	1.03	48136	96.37
Samoan	112	0.22	48248	96.59
Thai	91	0.18	48339	96.77
Turkish	16	0.03	48355	96.81
Tongan	64	0.13	48419	96.93
Urdu	133	0.27	48552	97.20
Cebuano (Visayan)	25	0.05	48577	97.25
Ukrainian	155	0.31	48732	97.56
Chaozhou (Chaochow)	12	0.02	48744	97.59
Pashto	25	0.05	48769	97.64
Polish	25	0.05	48794	97.69
Assyrian	15	0.03	48809	97.72
Gujarati	79	0.16	48888	97.87

continues…

Frequency Distributions for Home Language and Primary Ethnicity

Initial Identification, Grade Span 3: Grades 6-8

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	47	0.09	48935	97.97
Rumanian	65	0.13	49000	98.10
Taiwanese	32	0.06	49032	98.16
Lahu	5	0.01	49037	98.17
Marshallese	10	0.02	49047	98.19
Mixteco	36	0.07	49083	98.26
Khmu	9	0.02	49092	98.28
Kurdish	9	0.02	49101	98.30
Serbo-Croatian (Serbian)	5	0.01	49106	98.31
Toishanese	5	0.01	49111	98.32
Chaldean	15	0.03	49126	98.35
Albanian	11	0.02	49137	98.37
Tigrinya	22	0.04	49159	98.42
Bosnian	9	0.02	49168	98.43
All Other Non-English Language	782	1.57	49950	100.00

Initial Identification, Grade Span 3: Grades 6-8

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	285	0.57	285	0.57
American Indian or Alaskan Native	35	0.07	320	0.64
Chinese	1938	3.88	2258	4.52
Japanese	176	0.35	2434	4.87
Korean	1606	3.22	4040	8.09
Vietnamese	1045	2.09	5085	10.18
Asian Indian	770	1.54	5855	11.72
Laotian	274	0.55	6129	12.27
Cambodian	227	0.45	6356	12.72
Other Asian	1446	2.89	7802	15.62
Native Hawaiian	6	0.01	7808	15.63
Guamanian	7	0.01	7815	15.65
Samoan	102	0.20	7917	15.85
Tahitian	6	0.01	7923	15.86
Other Pacific Islander	201	0.40	8124	16.26
Filipino	1694	3.39	9818	19.66
Hispanic or Latino	37233	74.54	47051	94.20
African American or Black (not Hispanic)	330	0.66	47381	94.86
White (not of Hispanic origin)	2123	4.25	49504	99.11
Declined to State	446	0.89	49950	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	911	1.47	911	1.47
Spanish	45584	73.60	46495	75.07
Vietnamese	1556	2.51	48051	77.58
Cantonese	1552	2.51	49603	80.09
Korean	1327	2.14	50930	82.23
Filipino (Pilipino orTagalog)	1931	3.12	52861	85.35
Portuguese	249	0.40	53110	85.75
Mandarin (Putonghua)	1308	2.11	54418	87.86
Japanese	223	0.36	54641	88.22
Khmer (Cambodian)	354	0.57	54995	88.80
Lao	159	0.26	55154	89.05
Arabic	549	0.89	55703	89.94
Armenian	325	0.52	56028	90.46
Burmese	75	0.12	56103	90.59
Croatian	7	0.01	56110	90.60
Dutch	32	0.05	56142	90.65
Farsi (Persian)	434	0.70	56576	91.35
French	149	0.24	56725	91.59
German	277	0.45	57002	92.04
Greek	7	0.01	57009	92.05
Chamorro (Guamanian)	2	0.00	57011	92.05
Hebrew	78	0.13	57089	92.18
Hindi	239	0.39	57328	92.56
Hmong	821	1.33	58149	93.89
Hungarian	30	0.05	58179	93.94
Ilocano	63	0.10	58242	94.04
Indonesian	94	0.15	58336	94.19
Italian	61	0.10	58397	94.29
Punjabi	646	1.04	59043	95.33
Russian	577	0.93	59620	96.26
Samoan	144	0.23	59764	96.50
Thai	151	0.24	59915	96.74
Turkish	31	0.05	59946	96.79
Tongan	105	0.17	60051	96.96
Urdu	137	0.22	60188	97.18
Cebuano (Visayan)	36	0.06	60224	97.24
Ukrainian	134	0.22	60358	97.46
Chaozhou (Chaochow)	18	0.03	60376	97.48
Pashto	37	0.06	60413	97.54
Polish	36	0.06	60449	97.60
Assyrian	44	0.07	60493	97.67
Gujarati	105	0.17	60598	97.84

continues…

Frequency Distributions for Home Language and Primary Ethnicity

Initial Identification, Grade Span 4: Grades 9-12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	68	0.11	60666	97.95
Rumanian	92	0.15	60758	98.10
Taiwanese	32	0.05	60790	98.15
Lahu	10	0.02	60800	98.17
Marshallese	13	0.02	60813	98.19
Mixteco	13	0.02	60826	98.21
Khmu	9	0.01	60835	98.23
Kurdish	27	0.04	60862	98.27
Serbo-Croatian (Serbian)	27	0.04	60889	98.31
Toishanese	15	0.02	60904	98.34
Chaldean	27	0.04	60931	98.38
Albanian	9	0.01	60940	98.40
Tigrinya	20	0.03	60960	98.43
Bosnian	22	0.04	60982	98.46
All Other Non-English Language	1432	2.31	62414	100.78

Initial Identification, Grade Span 4: Grades 9-12

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No Information	362	0.58	362	0.58
American Indian or Alaskan Native	85	0.14	447	0.72
Chinese	3026	4.85	3473	5.56
Japanese	230	0.37	3703	5.93
Korean	1294	2.07	4997	8.01
Vietnamese	1432	2.29	6429	10.30
Asian Indian	899	1.44	7328	11.74
Laotian	306	0.49	7634	12.23
Cambodian	338	0.54	7972	12.77
Other Asian	1865	2.99	9837	15.76
Native Hawaiian	8	0.01	9845	15.77
Guamanian	5	0.01	9850	15.78
Samoan	141	0.23	9991	16.01
Tahitian	4	0.01	9995	16.01
Other Pacific Islander	286	0.46	10281	16.47
Filipino	2120	3.40	12401	19.87
Hispanic or Latino	45889	73.52	58290	93.39
African American or Black (not Hispanic)	508	0.81	58798	94.21
White (not of Hispanic origin)	3044	4.88	61842	99.08
Declined to State	572	0.92	62414	100.00

Appendix H Form D Item Analysis

Listening/Speaking
Annual Data, Grade Span 1

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	319165	0.89	0.27	2.12%
2	MC	319212	0.92	0.33	2.11%
3	MC	321301	0.96	0.28	1.47%
4	MC	321023	0.95	0.34	1.55%
5	MC	320936	0.82	0.38	1.58%
6	MC	320151	0.71	0.30	1.82%
7	MC	320045	0.45	0.20	1.85%
8	MC	320227	0.83	0.34	1.80%
9	MC	319362	0.80	0.35	2.06%
10	DCR	323388	0.82	0.49	0.83%
11	DCR	323319	0.85	0.61	0.85%
12	DCR	322195	0.93	0.53	1.19%
13	DCR	317023	0.87	0.57	2.78%
14	DCR	316822	0.88	0.53	2.84%
15	DCR	316065	0.76	0.31	3.07%
16	DCR	316168	0.89	0.55	3.04%
17	DCR	316045	0.35	0.34	3.08%
18	DCR	315437	0.90	0.55	3.26%
19	DCR	314430	0.81	0.46	3.57%
20	DCR	323664	0.85	0.60	0.74%
21	DCR	323636	0.75	0.48	0.75%
22	DCR	321935	0.95	0.53	1.27%
23	DCR	315700	0.84	0.45	3.18%
24	DCR	314951	0.82	0.44	3.41%
25	DCR	315599	0.97	0.35	3.21%
26	DCR	315546	0.92	0.48	3.23%
27	DCR	314555	0.90	0.51	3.53%
28	DCR	315614	0.86	0.47	3.21%
29	DCR	315609	0.89	0.45	3.21%
Operational Item Numbers 30-31 are Annual Data CR Items					

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

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

Listening/Speaking
Annual Data, Grade Span 2

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	441116	0.92	0.29	1.35%
2	MC	442262	0.95	0.24	1.09%
3	MC	442066	0.90	0.28	1.13%
4	MC	442197	0.80	0.30	1.10%
5	MC	442132	0.91	0.27	1.12%
6	MC	442122	0.90	0.30	1.12%
7	MC	442345	0.91	0.31	1.07%
8	MC	442417	0.69	0.18	1.05%
9	MC	442460	0.86	0.27	1.04%
10	MC	442389	0.94	0.36	1.06%
11	MC	442238	0.87	0.30	1.09%
12	MC	442590	0.82	0.34	1.02%
13	MC	442409	0.80	0.33	1.06%
14	MC	442179	0.74	0.30	1.11%
15	MC	442394	0.70	0.35	1.06%
16	MC	442312	0.92	0.38	1.08%
17	MC	441764	0.92	0.33	1.20%
18	MC	441508	0.90	0.35	1.26%
19	MC	441148	0.92	0.36	1.34%
20	DCR	443353	0.93	0.38	0.85%
21	DCR	443539	0.94	0.39	0.80%
22	DCR	442394	0.72	0.43	1.06%
23	DCR	439835	0.88	0.44	1.63%
24	DCR	437122	0.85	0.43	2.24%
25	DCR	439243	0.96	0.39	1.76%
26	DCR	439317	0.92	0.38	1.75%
27	DCR	436998	0.66	0.33	2.27%
28	DCR	439668	0.92	0.36	1.67%
29	DCR	439177	0.99	0.28	1.78%
Operational Item Numbers 30-35 are Annual Data CR Items					

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

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

Listening/Speaking
Annual Data, Grade Span 3

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	301233	0.93	0.18	1.11%
2	MC	301449	0.98	0.27	1.04%
3	MC	301135	0.96	0.33	1.15%
4	MC	301585	0.95	0.35	1.00%
5	MC	301628	0.97	0.43	0.98%
6	MC	301436	0.77	0.29	1.05%
7	MC	301581	0.86	0.27	1.00%
8	MC	301521	0.93	0.27	1.02%
9	MC	301523	0.68	0.21	1.02%
10	MC	301509	0.83	0.31	1.02%
11	MC	301559	0.96	0.38	1.01%
12	MC	301616	0.89	0.36	0.99%
13	MC	301622	0.91	0.36	0.99%
14	MC	301544	0.91	0.45	1.01%
15	MC	301576	0.94	0.37	1.00%
16	MC	301565	0.94	0.36	1.01%
17	MC	301468	0.89	0.43	1.04%
18	MC	301371	0.90	0.45	1.07%
19	MC	301301	0.95	0.38	1.09%
20	DCR	302082	0.92	0.48	0.84%
21	DCR	302060	0.95	0.59	0.84%
22	DCR	301744	0.92	0.46	0.95%
23	DCR	299372	0.91	0.47	1.73%
24	DCR	298900	0.60	0.32	1.88%
25	DCR	299253	0.91	0.56	1.76%
26	DCR	299256	0.85	0.46	1.76%
27	DCR	299180	0.81	0.34	1.79%
28	DCR	299038	0.87	0.53	1.84%
29	DCR	298782	0.58	0.38	1.92%
Operational Item Numbers 30-35 are Annual Data CR Items					

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

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

Listening/Speaking
Annual Data, Grade Span 4

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	260318	0.89	0.27	2.23%
2	MC	260565	0.90	0.36	2.14%
3	MC	261499	0.94	0.26	1.78%
4	MC	261545	0.95	0.37	1.77%
5	MC	261189	0.85	0.23	1.90%
6	MC	261418	0.80	0.28	1.82%
7	MC	261907	0.98	0.30	1.63%
8	MC	261949	0.79	0.29	1.62%
9	MC	261849	0.94	0.39	1.65%
10	MC	261948	0.70	0.20	1.62%
11	MC	261892	0.95	0.42	1.64%
12	MC	261946	0.92	0.28	1.62%
13	MC	261865	0.91	0.43	1.65%
14	MC	261693	0.85	0.31	1.71%
15	MC	261930	0.94	0.45	1.62%
16	MC	261891	0.71	0.17	1.64%
17	MC	261748	0.91	0.28	1.69%
18	MC	261675	0.90	0.30	1.72%
19	MC	261589	0.91	0.30	1.75%
20	DCR	262439	0.96	0.52	1.43%
21	DCR	262402	0.82	0.40	1.45%
22	DCR	262073	0.82	0.46	1.57%
23	DCR	259800	0.89	0.31	2.42%
24	DCR	260299	0.79	0.51	2.24%
25	DCR	260189	0.81	0.51	2.28%
26	DCR	260198	0.55	0.34	2.27%
27	DCR	260049	0.83	0.48	2.33%
28	DCR	260082	0.47	0.34	2.32%
29	DCR	259773	0.59	0.47	2.43%
Operational Item Numbers 30-35 are Annual Data CR Items					

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

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

Listening/Speaking
Annual Data, Constructed Response Items

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	Alpha**	Mean	Percent of Maximum	Standard Deviation
1	30	323359	13.80%	36.12%	49.25%	N/A	N/A	0.60	0.90	1.35	44.87%	0.72
1	31	323953	6.70%	11.02	26.53%	42.24%	12.55%	0.65	0.91	2.41	60.25%	1.08
2	30	442968	17.68%	22.93%	58.46%	N/A	N/A	0.59	0.89	1.40	46.62%	0.78
2	31	442945	11.92%	17.03%	70.11%	N/A	N/A	0.64	0.89	1.57	52.42%	0.71
2	32	442577	12.80%	25.05%	61.13%	N/A	N/A	0.62	0.89	1.47	49.11%	0.72
2	33	442730	14.37%	22.62%	62.02%	N/A	N/A	0.65	0.89	1.47	48.89%	0.75
2	34	442967	3.52%	20.76%	74.78%	N/A	N/A	0.56	0.89	1.70	56.77%	0.55
2	35	442596	2.13%	4.27%	18.45%	54.76%	19.38%	0.61	0.89	2.83	70.74%	0.90
3	30	301781	4.25%	11.27%	83.54%	N/A	N/A	0.66	0.91	1.78	59.45%	0.52
3	31	301661	6.43%	13.28%	79.31%	N/A	N/A	0.61	0.91	1.72	57.30%	0.59
3	32	301649	6.13%	11.54%	81.36%	N/A	N/A	0.66	0.91	1.74	58.08%	0.58
3	33	301738	6.35%	24.33%	68.37%	N/A	N/A	0.59	0.91	1.61	53.69%	0.62
3	34	301731	2.52%	12.80%	83.73%	N/A	N/A	0.65	0.91	1.80	60.09%	0.48
3	35	301355	2.25%	3.35%	15.99%	50.75%	26.58%	0.65	0.91	2.94	73.48%	0.92
4	30	262346	5.35%	6.02%	87.16%	N/A	N/A	0.68	0.91	1.80	60.11%	0.54
4	31	262244	15.96%	23.93%	58.61%	N/A	N/A	0.62	0.91	1.41	47.05%	0.77
4	32	262302	8.34%	17.03%	73.15%	N/A	N/A	0.69	0.90	1.63	54.44%	0.65
4	33	262225	10.40%	23.63%	64.46%	N/A	N/A	0.68	0.91	1.53	50.85%	0.70
4	34	262272	5.41%	15.17%	77.92%	N/A	N/A	0.67	0.91	1.71	57.01%	0.59
4	35	262033	2.61%	3.70%	13.77%	47.99%	30.34%	0.69	0.91	2.97	74.14%	0.98

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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: Grade 2 Only

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC oral	162587	0.89	0.32	1.57%
2	MC oral	162343	0.58	0.54	1.72%
3	MC oral	162759	0.97	0.19	1.47%
4	MC oral	162507	0.68	0.44	1.62%
5	MC oral	162435	0.90	0.36	1.66%
6	MC	161576	0.54	0.38	2.18%
7	MC	160764	0.54	0.41	2.67%
8	MC	160469	0.51	0.20	2.85%
9	MC	160804	0.18	0.08	2.65%
10	MC	159890	0.22	0.13	3.20%
11	MC	159797	0.69	0.28	3.26%
12	MC	161822	0.74	0.49	2.03%
13	MC	161702	0.55	0.39	2.11%
14	MC	159621	0.67	0.42	3.37%
15	MC	160925	0.68	0.46	2.58%
16	MC	160662	0.75	0.40	2.74%
17	MC	157984	0.66	0.54	4.36%
18	MC	152681	0.45	0.42	7.57%
19	MC	160796	0.77	0.46	2.66%
20	MC	161970	0.35	0.34	1.94%
21	MC	160697	0.26	0.18	2.72%
22	MC	160772	0.64	0.51	2.67%
23	MC	161037	0.79	0.45	2.51%
24	MC	161612	0.48	0.20	2.16%
25	MC	159194	0.58	0.50	3.63%
26	MC	161204	0.68	0.41	2.41%
27	MC	160292	0.41	0.19	2.96%
28	MC	159899	0.52	0.28	3.20%
29	MC	159657	0.74	0.50	3.34%
30	MC	160556	0.39	0.39	2.80%
31	MC	158491	0.60	0.43	4.05%
32	MC	159336	0.64	0.49	3.54%
33	MC	158428	0.55	0.44	4.09%
34	MC	159605	0.60	0.40	3.38%
35	MC	159200	0.59	0.45	3.62%

MC=Multiple Choice

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

Reading
Annual Data, Grade Span 2

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	442046	0.72	0.39	1.14%
2	MC	441564	0.60	0.42	1.25%
3	MC	441593	0.70	0.42	1.24%
4	MC	441218	0.57	0.38	1.32%
5	MC	440704	0.54	0.39	1.44%
6	MC	440101	0.46	0.43	1.57%
7	MC	440117	0.60	0.45	1.57%
8	MC	440771	0.64	0.45	1.42%
9	MC	440578	0.69	0.51	1.47%
10	MC	440345	0.63	0.47	1.52%
11	MC	441064	0.80	0.42	1.36%
12	MC	441218	0.59	0.42	1.32%
13	MC	441109	0.73	0.43	1.35%
14	MC	440767	0.74	0.35	1.42%
15	MC	440614	0.87	0.46	1.46%
16	MC	440923	0.89	0.39	1.39%
17	MC	440558	0.85	0.45	1.47%
18	MC	440196	0.73	0.58	1.55%
19	MC	439518	0.74	0.57	1.70%
20	MC	439661	0.42	0.36	1.67%
21	MC	439506	0.62	0.27	1.71%
22	MC	441339	0.63	0.45	1.30%
23	MC	441006	0.55	0.27	1.37%
24	MC	440127	0.82	0.51	1.57%
25	MC	441132	0.57	0.45	1.34%
26	MC	440740	0.71	0.42	1.43%
27	MC	440308	0.68	0.42	1.53%
28	MC	439304	0.49	0.31	1.75%
29	MC	440532	0.67	0.54	1.48%
30	MC	440136	0.71	0.53	1.56%
31	MC	439651	0.64	0.36	1.67%
32	MC	439226	0.69	0.43	1.77%
33	MC	439754	0.71	0.54	1.65%
34	MC	439414	0.66	0.46	1.73%
35	MC	439099	0.70	0.48	1.80%

MC=Multiple Choice

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

Reading
Annual Data, Grade Span 3

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	301666	0.44	0.40	0.97%
2	MC	301614	0.87	0.43	0.99%
3	MC	301477	0.59	0.42	1.03%
4	MC	301289	0.71	0.32	1.10%
5	MC	301276	0.53	0.30	1.10%
6	MC	301133	0.59	0.48	1.15%
7	MC	301657	0.88	0.50	0.98%
8	MC	301588	0.89	0.47	1.00%
9	MC	301424	0.83	0.45	1.05%
10	MC	300320	0.86	0.46	1.41%
11	MC	301421	0.68	0.41	1.05%
12	MC	301458	0.77	0.46	1.04%
13	MC	301193	0.48	0.33	1.13%
14	MC	301330	0.56	0.30	1.08%
15	MC	301426	0.44	0.27	1.05%
16	MC	301264	0.55	0.44	1.10%
17	MC	301079	0.59	0.42	1.17%
18	MC	300965	0.43	0.33	1.20%
19	MC	301175	0.55	0.39	1.13%
20	MC	301175	0.52	0.29	1.13%
21	MC	301096	0.55	0.16	1.16%
22	MC	300576	0.57	0.44	1.33%
23	MC	299556	0.67	0.41	1.67%
24	MC	301294	0.73	0.35	1.09%
25	MC	301090	0.75	0.38	1.16%
26	MC	300908	0.88	0.43	1.22%
27	MC	301059	0.47	0.30	1.17%
28	MC	299983	0.88	0.37	1.52%
29	MC	300229	0.74	0.46	1.44%
30	MC	300662	0.78	0.36	1.30%
31	MC	300295	0.64	0.46	1.42%
32	MC	300240	0.48	0.28	1.44%
33	MC	300331	0.38	0.22	1.41%
34	MC	300055	0.50	0.32	1.50%
35	MC	299549	0.54	0.39	1.67%

MC=Multiple Choice

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

Reading
Annual Data, Grade Span 4

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	261749	0.81	0.45	1.69%
2	MC	261837	0.74	0.37	1.66%
3	MC	261291	0.65	0.37	1.86%
4	MC	261689	0.72	0.23	1.71%
5	MC	261963	0.80	0.47	1.61%
6	MC	261848	0.75	0.46	1.65%
7	MC	261901	0.86	0.44	1.63%
8	MC	261559	0.74	0.49	1.76%
9	MC	262024	0.90	0.46	1.59%
10	MC	261814	0.87	0.44	1.67%
11	MC	261764	0.65	0.42	1.69%
12	MC	261807	0.36	0.28	1.67%
13	MC	261583	0.68	0.43	1.75%
14	MC	261132	0.56	0.37	1.92%
15	MC	261762	0.82	0.51	1.69%
16	MC	261346	0.92	0.33	1.84%
17	MC	261829	0.81	0.40	1.66%
18	MC	261561	0.61	0.43	1.76%
19	MC	260852	0.69	0.50	2.03%
20	MC	261772	0.70	0.37	1.68%
21	MC	261919	0.70	0.40	1.63%
22	MC	261790	0.69	0.28	1.68%
23	MC	261540	0.58	0.34	1.77%
24	MC	261763	0.78	0.29	1.69%
25	MC	261573	0.79	0.46	1.76%
26	MC	261586	0.74	0.52	1.75%
27	MC	260308	0.57	0.55	2.23%
28	MC	261379	0.58	0.35	1.83%
29	MC	261400	0.50	0.42	1.82%
30	MC	261253	0.70	0.48	1.88%
31	MC	260924	0.49	0.39	2.00%
32	MC	261207	0.76	0.52	1.89%
33	MC	260812	0.65	0.37	2.04%
34	MC	260731	0.70	0.45	2.07%
35	MC	260495	0.68	0.53	2.16%

MC=Multiple Choice

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

Writing
Annual Data, Grade Span 1: Grade 2 Only

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	161871	0.45	0.27	2.00%
2	MC	161123	0.70	0.46	2.46%
3	MC	160201	0.71	0.42	3.02%
4	MC	158840	0.74	0.55	3.84%
5	MC	161274	0.73	0.58	2.37%
6	MC	160207	0.67	0.49	3.01%
7	MC	159866	0.83	0.50	3.22%
8	MC	159406	0.63	0.30	3.50%
9	MC	160252	0.46	0.28	2.98%
10	MC	159642	0.68	0.43	3.35%
11	MC	159491	0.48	0.35	3.45%
12	MC	159679	0.56	0.32	3.33%
13	MC	160654	0.69	0.39	2.74%
14	MC	159539	0.64	0.42	3.42%
15	MC	159642	0.65	0.46	3.35%
16	MC	159133	0.76	0.47	3.66%
17	MC	159702	0.72	0.50	3.32%
18	MC	159191	0.66	0.49	3.63%
19	MC	159809	0.63	0.43	3.25%
Operational Item Numbers 20-24 are Annual Data CR Items					

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

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

Writing
Annual Data, Grade Span 2

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	441612	0.90	0.44	1.23%
2	MC	441476	0.91	0.44	1.27%
3	MC	441194	0.80	0.41	1.33%
4	MC	441423	0.77	0.49	1.28%
5	MC	441230	0.85	0.47	1.32%
6	MC	440879	0.77	0.35	1.40%
7	MC	439667	0.85	0.50	1.67%
8	MC	441107	0.89	0.45	1.35%
9	MC	440761	0.85	0.47	1.42%
10	MC	440301	0.72	0.36	1.53%
11	MC	439798	0.86	0.51	1.64%
12	MC	440730	0.86	0.38	1.43%
13	MC	440275	0.83	0.45	1.53%
14	MC	439041	0.81	0.47	1.81%
15	MC	438598	0.73	0.47	1.91%
16	MC	440085	0.71	0.40	1.58%
17	MC	439312	0.65	0.33	1.75%
18	MC	439211	0.67	0.33	1.77%
19	MC	439501	0.52	0.35	1.71%
Operational Item Numbers 20-24 are Annual Data CR Items					

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

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

Writing
Annual Data, Grade Span 3

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	301368	0.96	0.43	1.07%
2	MC	301179	0.69	0.42	1.13%
3	MC	301141	0.88	0.44	1.14%
4	MC	301270	0.91	0.41	1.10%
5	MC	301226	0.86	0.49	1.12%
6	MC	301136	0.85	0.31	1.15%
7	MC	300483	0.63	0.30	1.36%
8	MC	301110	0.92	0.49	1.15%
9	MC	301087	0.90	0.54	1.16%
10	MC	300705	0.84	0.43	1.29%
11	MC	300344	0.90	0.48	1.41%
12	MC	300996	0.90	0.52	1.19%
13	MC	300961	0.88	0.48	1.20%
14	MC	300291	0.87	0.59	1.42%
15	MC	299985	0.86	0.53	1.52%
16	MC	300743	0.67	0.41	1.28%
17	MC	300061	0.79	0.51	1.50%
18	MC	300540	0.59	0.22	1.34%
19	MC	300590	0.63	0.28	1.33%
Operational Item Numbers 20-24 are Annual Data CR Items					

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

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

Writing
Annual Data, Grade Span 4

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	261693	0.93	0.46	1.71%
2	MC	261603	0.96	0.32	1.75%
3	MC	261421	0.92	0.44	1.81%
4	MC	261647	0.91	0.48	1.73%
5	MC	261632	0.81	0.51	1.73%
6	MC	261482	0.81	0.35	1.79%
7	MC	260429	0.65	0.44	2.19%
8	MC	261545	0.92	0.42	1.77%
9	MC	261561	0.89	0.42	1.76%
10	MC	261283	0.72	0.50	1.87%
11	MC	261035	0.92	0.53	1.96%
12	MC	261496	0.88	0.54	1.79%
13	MC	261445	0.76	0.51	1.81%
14	MC	261181	0.76	0.46	1.90%
15	MC	260956	0.93	0.36	1.99%
16	MC	261280	0.84	0.50	1.87%
17	MC	261117	0.65	0.43	1.93%
18	MC	261127	0.59	0.34	1.92%
19	MC	261073	0.94	0.43	1.94%
Operational Item Numbers 20-24 are Annual Data CR Items					

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

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

Writing
Annual Data, Constructed Response Items

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	Alpha***	Mean	Percent of Maximum	Standard Deviation
1	20	304628	1.64%	23.17%	61.93%	9.01%	N/A	0.60	0.89	2.01	67.14%	0.63
1	21	304628	1.65%	23.25%	57.51%	12.58%	N/A	0.58	0.89	2.09	69.59%	0.72
1	22	304628	1.91%	25.85%	52.77%	14.47%	N/A	0.62	0.89	2.01	66.96%	0.68
1	23	304628	2.02%	25.05%	58.31%	9.21%	N/A	0.62	0.89	1.99	66.36%	0.71
1	24	304628	2.58%	24.04%	43.23%	22.38%	3.37%	0.69	0.89	2.57	64.29%	0.87
2	20	447132	2.36%	12.19%	67.11%	18.34%	N/A	0.62	0.88	2.35	78.49%	0.73
2	21	447132	2.46%	14.67%	54.52%	28.35%	N/A	0.54	0.89	2.29	76.35%	0.64
2	22	447132	2.67%	14.46%	62.19%	20.68%	N/A	0.54	0.89	2.07	68.86%	0.61
2	23	447132	2.92%	16.97%	58.21%	21.89%	N/A	0.57	0.89	2.11	70.33%	0.64
2	24	447132	3.07%	6.80%	29.35%	51.48%	9.31%	0.65	0.88	2.64	66.11%	0.78
3	20	304628	1.64%	10.39%	38.85%	49.13%	N/A	0.59	0.90	2.26	75.36%	0.66
3	21	304628	1.65%	5.52%	54.96%	37.87%	N/A	0.58	0.90	2.27	75.64%	0.67
3	22	304628	1.91%	9.56%	68.57%	19.96%	N/A	0.59	0.90	2.12	70.57%	0.67
3	23	304628	2.02%	9.43%	64.09%	24.46%	N/A	0.59	0.90	2.20	73.25%	0.67
3	24	304628	2.58%	3.03%	29.62%	56.90%	7.87%	0.63	0.90	2.61	65.37%	0.81
4	20	266251	2.19%	5.79%	55.79%	36.24%	N/A	0.66	0.90	1.74	58.02%	0.70
4	21	266251	2.17%	6.22%	54.14%	37.48%	N/A	0.72	0.89	1.76	58.67%	0.75
4	22	266251	2.59%	9.33%	61.84%	26.23%	N/A	0.69	0.90	1.75	58.27%	0.78
4	23	266251	2.34%	7.82%	57.58%	32.26%	N/A	0.68	0.90	1.69	56.44%	0.74
4	24	266251	3.35%	2.65%	31.58%	54.00%	8.42%	0.71	0.90	1.91	47.78%	0.93

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D Item Map to determine the corresponding book item number.
**For the Form D Annual Writing data all omits and blanks were treated as condition codes and given a Percent Score Point of zero.
***The alphas noted here indicate the reliability of the Writing test with that particular constructed response item removed.

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

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
32	MC	18388	0.57	0.27	0.91%
33	MC	18402	0.93	0.28	0.84%
34	MC	18377	0.58	0.32	0.97%
35	MC	18372	0.55	0.13	1.00%
36	MC	18347	0.78	0.37	1.13%
37	MC	18289	0.68	0.39	1.44%
38	MC	18247	0.57	0.35	1.67%
39	MC	18188	0.70	0.45	1.99%
40	MC	18219	0.68	0.25	1.82%
41	DCR	18338	0.86	N/A	1.18%
42	DCR	18338	0.92	N/A	1.18%
43	DCR	18281	0.69	N/A	1.49%
44	DCR	18213	0.63	N/A	1.85%
45	DCR	18254	0.74	N/A	1.63%
46	DCR	18226	0.66	N/A	1.78%
47	DCR	18177	0.71	N/A	2.05%
48	DCR	18044	0.89	N/A	2.76%
Operational Item Numbers 49-50 are Field Test Data CR Items					
51	DCR	22950	0.73	N/A	0.71%
52	DCR	22854	0.56	N/A	1.13%
53	DCR	22902	0.88	N/A	0.92%
54	DCR	22839	0.69	N/A	1.19%
Operational Item Number 55 is a Field Test Data CR Item					
56	DCR	28449	0.59	N/A	0.84%
57	DCR	28392	0.52	N/A	1.04%
58	DCR	28262	0.63	N/A	1.49%
59	DCR	28512	0.79	N/A	0.62%
Operational Item Number 60 is a Field Test Data CR Item					

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

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

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

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
36	MC	10512	0.97	0.20	0.21%
37	MC	10509	0.97	0.31	0.24%
38	MC	10515	0.97	0.29	0.18%
39	MC	10503	0.79	0.30	0.29%
40	MC	10515	0.89	0.24	0.18%
41	MC	10515	0.51	0.18	0.18%
42	MC	10514	0.85	0.19	0.19%
43	MC	10518	0.85	0.44	0.15%
44	MC	10506	0.90	0.26	0.27%
45	MC	10518	0.73	0.31	0.15%
46	MC	10511	0.66	0.32	0.22%
47	MC	10490	0.97	0.27	0.42%
48	MC	10488	0.97	0.23	0.44%
49	MC	10476	0.82	0.21	0.55%
50	MC	10471	0.88	0.31	0.60%
Operational Item Numbers 51-52 are Field Test Data CR Items					
53	DCR	20205	20205	N/A	3.61%
54	DCR	20253	20253	N/A	3.38%
55	DCR	20132	0.92	N/A	3.96%
56	DCR	20140	0.09	N/A	3.92%
Operational Item Numbers 57-59 are Field Test Data CR Items					
60	DCR	22082	0.89	N/A	0.97%
61	DCR	21980	0.73	N/A	1.43%
62	DCR	22016	0.89	N/A	1.27%
63	DCR	22085	0.13	N/A	0.96%
Operational Item Numbers 64-66 are Field Test Data CR Items					

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

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

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

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
36	MC	5786	0.95	0.42	0.26%
37	MC	5777	0.84	0.31	0.41%
38	MC	5789	0.98	0.25	0.21%
39	MC	5796	0.98	0.26	0.09%
40	MC	5793	0.86	0.30	0.14%
41	MC	5797	0.99	0.18	0.07%
42	MC	5790	0.82	0.18	0.19%
43	MC	5792	0.92	0.25	0.16%
44	MC	5789	0.95	0.27	0.21%
45	MC	5791	0.81	0.21	0.17%
46	MC	5788	0.89	0.32	0.22%
47	MC	5785	0.86	0.29	0.28%
48	MC	5786	0.79	0.22	0.26%
49	MC	5781	0.62	0.23	0.34%
50	MC	5776	0.48	0.11	0.43%
Operational Item Numbers 51-52 are Field Test Data CR Items					
53	DCR	12314	0.70	N/A	1.25%
54	DCR	12096	0.89	N/A	3.00%
55	DCR	12155	0.92	N/A	2.53%
56	DCR	12278	0.67	N/A	1.54%
Operational Item Numbers 57-59 are Field Test Data CR Items					
60	DCR	9290	0.96	N/A	1.61%
61	DCR	9288	0.94	N/A	1.63%
62	DCR	9349	0.80	N/A	0.99%
63	DCR	9389	0.78	N/A	0.56%
Operational Item Numbers 64-66 are Field Test Data CR Items					

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

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

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

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
36	MC	4625	0.63	0.35	0.24%
37	MC	4628	0.79	0.37	0.17%
38	MC	4609	0.61	0.29	0.58%
39	MC	4617	0.75	0.33	0.41%
40	MC	4631	0.82	0.35	0.11%
41	MC	4635	0.99	0.17	0.02%
42	MC	4631	0.89	0.28	0.11%
43	MC	4630	0.76	0.28	0.13%
44	MC	4628	0.62	0.14	0.17%
45	MC	4623	0.63	0.17	0.28%
46	MC	4628	0.81	0.28	0.17%
47	MC	4615	0.67	0.25	0.45%
48	MC	4605	0.54	0.28	0.67%
49	MC	4598	0.53	0.16	0.82%
50	MC	4594	0.41	0.13	0.91%
Operational Item Numbers 51-52 are Field Test Data CR Items					
53	DCR	6355	0.77	N/A	1.43%
54	DCR	6381	0.65	N/A	1.02%
55	DCR	6313	0.80	N/A	2.08%
56	DCR	6359	0.89	N/A	1.37%
Operational Item Numbers 57-59 are Field Test Data CR Items					
60	DCR	10353	0.57	N/A	0.71%
61	DCR	10240	0.57	N/A	1.79%
62	DCR	10280	0.76	N/A	1.41%
63	DCR	10352	0.61	N/A	0.72%
Operational Item Numbers 64-66 are Field Test Data CR Items					

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

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

Listening/Speaking
Form D Field Test Annual Data, Constructed Response Items

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	Alpha**	Mean	Percent of Maximum	Standard Deviation
1	49	18380	4.70%	10.75%	26.16%	41.83%	12.20%	0.65	0.86	2.37	59.34%	0.51
1	50	16365	4.52%	12.55%	31.29%	40.16%	9.62%	0.65	0.90	2.34	58.52%	0.49
1	55	22952	9.63%	31.12%	58.55%	N/A	N/A	0.59	0.87	1.48	49.41%	0.47
1	60	28299	12.81%	40.95%	44.88%	N/A	N/A	0.58	0.87	1.31	43.57%	0.49
2	51	26153	1.17%	3.24%	19.49%	52.34%	18.88%	0.57	0.88	2.75	68.69%	0.40
2	52	23505	1.67%	3.84%	18.71%	51.59%	21.34%	0.60	0.89	2.81	70.35%	0.42
2	57	20170	25.08%	33.51%	37.63%	N/A	N/A	0.54	0.88	1.09	36.26%	0.56
2	58	20178	11.06%	22.37%	62.84%	N/A	N/A	0.61	0.87	1.48	49.35%	0.49
2	59	19987	2.67%	21.58%	71.11%	N/A	N/A	0.48	0.88	1.64	54.60%	0.36
2	64	21858	8.91%	16.60%	72.52%	N/A	N/A	0.60	0.88	1.62	53.88%	0.45
2	65	21845	12.51%	25.76%	59.70%	N/A	N/A	0.61	0.88	1.45	48.39%	0.50
2	66	21837	1.78%	18.96%	77.20%	N/A	N/A	0.49	0.88	1.73	57.79%	0.33
3	51	17332	1.48%	3.63%	17.62%	49.23%	21.18%	0.63	0.89	2.71	67.82%	0.42
3	52	17288	1.53%	2.39%	15.59%	55.43%	23.16%	0.64	0.92	2.93	73.13%	0.40
3	57	12311	4.37%	16.48%	77.87%	N/A	N/A	0.57	0.89	1.72	57.41%	0.37
3	58	12195	16.59%	26.91%	54.29%	N/A	N/A	0.56	0.89	1.35	45.16%	0.54
3	59	12306	2.77%	18.18%	77.73%	N/A	N/A	0.57	0.89	1.74	57.88%	0.35
3	64	9299	8.82%	20.66%	69.00%	N/A	N/A	0.56	0.88	1.59	52.89%	0.46
3	65	9315	8.01%	12.19%	78.46%	N/A	N/A	0.59	0.88	1.69	56.37%	0.43
3	66	9315	2.81%	18.25%	77.60%	N/A	N/A	0.57	0.88	1.73	57.82%	0.35
4	51	17155	1.75%	3.02%	11.31%	42.36%	30.83%	0.69	0.89	2.76	69.01%	0.44
4	52	16296	2.06%	3.00%	11.48%	39.19%	40.09%	0.71	0.89	3.04	75.97%	0.45
4	57	6356	14.88%	22.72%	60.99%	N/A	N/A	0.62	0.91	1.45	48.23%	0.52
4	58	6173	16.21%	30.06%	49.48%	N/A	N/A	0.63	0.91	1.29	43.01%	0.53
4	59	6374	2.96%	12.15%	83.76%	N/A	N/A	0.64	0.91	1.80	59.89%	0.32
4	64	10217	5.43%	9.68%	82.88%	N/A	N/A	0.64	0.90	1.75	58.48%	0.37
4	65	10344	11.24%	21.21%	66.75%	N/A	N/A	0.64	0.90	1.55	51.57%	0.49
4	66	10359	4.31%	15.95%	79.09%	N/A	N/A	0.65	0.90	1.74	58.04%	0.37

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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
Form D Field Test Annual Data, Grade Span 1: Grade 2 Only

Operational Item Number*	Form	Type	N	P-Value	Point Biserial	Percent Omit
36	D5	MC oral	6292	0.74	0.11	1.51%
36	D6	MC oral	4111	0.75	0.15	1.48%
37	D5	MC oral	6292	0.76	0.12	1.78%
37	D6	MC oral	4111	0.76	0.13	1.78%
38	D5	MC	6292	0.34	0.20	0.59%
39	D5	MC	6292	0.78	0.38	1.18%
40	D5	MC	6292	0.56	0.54	1.64%
41	D5	MC	6292	0.61	0.66	1.45%
41	D6	MC	4111	0.55	0.64	3.41%
42	D5	MC	6292	0.64	0.54	2.53%
42	D6	MC	4111	0.57	0.54	5.42%
43	D5	MC	6292	0.60	0.51	2.94%
43	D6	MC	4111	0.54	0.50	5.89%
44	D5	MC	6292	0.50	0.42	4.53%
44	D6	MC	4111	0.44	0.40	7.25%
45	D6	MC	4111	0.74	0.43	1.19%
46	D6	MC	4111	0.94	0.32	2.41%
47	D6	MC	4111	0.60	0.58	4.26%
48	D7	MC oral	4730	0.96	0.20	1.04%
49	D7	MC oral	4730	0.95	0.20	0.99%
50	D7	MC	4730	0.53	0.44	0.91%
51	D7	MC	4730	0.80	0.47	1.16%
52	D7	MC	4730	0.45	0.39	1.12%
53	D7	MC	4730	0.39	0.46	1.52%
53	D8	MC	3175	0.44	0.50	2.36%
54	D7	MC	4730	0.55	0.55	2.52%
54	D8	MC	3175	0.59	0.55	3.37%
55	D7	MC	4730	0.38	0.31	3.09%
55	D8	MC	3175	0.38	0.33	4.16%
56	D7	MC	4730	0.48	0.52	4.27%
56	D8	MC	3175	0.47	0.53	5.20%
57	D8	MC oral	3175	0.85	0.29	1.64%
58	D8	MC oral	3175	0.71	0.39	2.02%
59	D8	MC	3175	0.63	0.47	2.24%
60	D8	MC	3175	0.52	0.47	8.91%
61	D8	MC	3175	0.30	0.33	2.02%

MC=Multiple Choice

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

Reading
Form D Field Test Annual Data, Grade Span 2

Operational Item Number*	Form	Type	N	P-Value	Point Biserial	Percent Omit
36	D5	MC	17660	0.59	0.43	0.10%
37	D5	MC	17660	0.88	0.39	0.31%
38	D5	MC	17660	0.80	0.49	0.36%
39	D5	MC	17660	0.91	0.33	0.55%
40	D5	MC	17660	0.74	0.55	0.28%
40	D6	MC	11235	0.74	0.56	0.64%
41	D5	MC	17660	0.76	0.52	0.31%
41	D6	MC	11235	0.75	0.54	0.81%
42	D5	MC	17660	0.74	0.58	0.42%
42	D6	MC	11235	0.73	0.58	0.93%
43	D5	MC	17660	0.64	0.56	0.28%
43	D6	MC	11235	0.61	0.56	0.84%
44	D6	MC	11235	0.76	0.31	0.44%
45	D6	MC	11235	0.77	0.50	0.51%
46	D6	MC	11235	0.68	0.40	0.73%
47	D6	MC	11235	0.91	0.44	0.86%
48	D7	MC	12945	0.75	0.41	0.09%
49	D7	MC	12945	0.57	0.31	0.23%
50	D7	MC	12945	0.78	0.54	0.20%
51	D7	MC	12945	0.73	0.60	0.78%
52	D7	MC	12945	0.46	0.24	0.26%
52	D8	MC	9418	0.63	0.43	0.21%
53	D7	MC	12945	0.75	0.60	0.35%
53	D8	MC	9418	0.58	0.40	0.40%
54	D7	MC	12945	0.61	0.40	0.41%
54	D8	MC	9418	0.61	0.50	0.25%
55	D7	MC	12945	0.48	0.33	0.27%
55	D8	MC	9418	0.51	0.45	0.78%
56	D8	MC	9418	0.47	0.27	0.46%
57	D8	MC	9418	0.77	0.58	0.56%
58	D8	MC	9418	0.63	0.40	0.68%
59	D8	MC	9418	0.48	0.31	0.47%

MC=Multiple Choice

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

Reading
Form D Field Test Annual Data, Grade Span 3

Operational Item Number*	Form	Type	N	P-Value	Point Biserial	Percent Omit
36	D5	MC	12611	0.40	0.34	0.05%
37	D5	MC	12611	0.88	0.38	0.08%
38	D5	MC	12611	0.73	0.43	0.15%
39	D5	MC	12611	0.84	0.39	0.17%
40	D5	MC	12611	0.52	0.45	0.32%
40	D6	MC	9858	0.52	0.45	0.50%
41	D5	MC	12611	0.57	0.51	0.36%
41	D6	MC	9858	0.56	0.52	0.59%
42	D5	MC	12611	0.66	0.57	0.27%
42	D6	MC	9858	0.67	0.57	0.41%
43	D5	MC	12611	0.60	0.50	0.29%
43	D6	MC	9858	0.60	0.51	0.45%
44	D6	MC	9858	0.82	0.40	0.09%
45	D6	MC	9858	0.88	0.22	0.06%
46	D6	MC	9858	0.66	0.48	0.20%
47	D6	MC	9858	0.88	0.49	0.25%
48	D7	MC	11180	0.88	0.43	0.08%
49	D7	MC	11180	0.50	0.39	0.13%
50	D7	MC	11180	0.63	0.41	0.09%
51	D7	MC	11180	0.75	0.55	0.09%
52	D7	MC	11180	0.78	0.44	0.10%
52	D8	MC	8164	0.77	0.46	0.18%
53	D7	MC	11180	0.66	0.49	0.18%
53	D8	MC	8164	0.67	0.52	0.22%
54	D7	MC	11180	0.80	0.53	0.13%
54	D8	MC	8164	0.80	0.56	0.12%
55	D7	MC	11180	0.72	0.56	0.17%
55	D8	MC	8164	0.73	0.58	0.23%
56	D8	MC	8164	0.83	0.18	0.09%
57	D8	MC	8164	0.48	0.22	0.13%
58	D8	MC	8164	0.63	0.42	0.12%
59	D8	MC	8164	0.83	0.54	0.15%

MC=Multiple Choice

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

Reading
Form D Field Test Annual Data, Grade Span 4

Operational Item Number*	Form	Type	N	P-Value	Point Biserial	Percent Omit
36	D5	MC	6480	0.50	0.43	0.12%
37	D5	MC	6480	0.89	0.40	0.52%
38	D5	MC	6480	0.35	0.33	0.22%
39	D5	MC	6480	0.60	0.47	0.19%
40	D5	MC	6480	0.64	0.47	0.26%
40	D6	MC	7150	0.63	0.46	0.13%
41	D5	MC	6480	0.61	0.45	0.23%
41	D6	MC	7150	0.57	0.45	0.22%
42	D5	MC	6480	0.33	0.28	0.26%
42	D6	MC	7150	0.33	0.28	0.25%
43	D5	MC	6480	0.72	0.53	0.28%
43	D6	MC	7150	0.68	0.51	0.34%
44	D6	MC	7150	0.55	0.36	0.20%
45	D6	MC	7150	0.54	0.28	0.63%
46	D6	MC	7150	0.35	0.34	0.25%
47	D6	MC	7150	0.60	0.48	0.31%
48	D7	MC	8900	0.83	0.26	0.38%
49	D7	MC	8900	0.85	0.34	0.54%
50	D7	MC	8900	0.75	0.49	0.25%
51	D7	MC	8900	0.77	0.48	0.16%
52	D7	MC	8900	0.64	0.42	0.33%
52	D8	MC	7563	0.63	0.42	0.30%
53	D7	MC	8900	0.75	0.31	0.15%
53	D8	MC	7563	0.75	0.33	0.13%
54	D7	MC	8900	0.42	0.38	0.21%
54	D8	MC	7563	0.42	0.41	0.21%
55	D7	MC	8900	0.62	0.25	0.33%
55	D8	MC	7563	0.61	0.24	0.22%
56	D8	MC	7563	0.82	0.39	0.33%
57	D8	MC	7563	0.85	0.45	0.36%
58	D8	MC	7563	0.93	0.45	0.13%
59	D8	MC	7563	0.42	0.22	0.36%

MC=Multiple Choice

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

Writing
Form D Field Test Annual Data, Grade Span 1: Grade 2 Only

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
Operational Item Numbers 25-27 are Field Test Data CR Items					
28	MC	10077	0.77	0.52	3.44%
29	MC	10155	0.60	0.23	2.69%
30	MC	10252	0.61	0.34	1.76%
Operational Item Numbers 31-32 are Field Test Data CR Items					
33	MC	6508	0.67	0.44	3.83%
34	MC	6514	0.62	0.37	3.74%
35	MC	6594	0.52	0.24	2.56%
Operational Item Numbers 36-37 are Field Test Data CR Items					
38	MC	8625	0.39	0.29	2.66%
39	MC	8602	0.59	0.45	2.92%
40	MC	8696	0.50	0.07	1.86%
Operational Item Numbers 41-42 are Field Test Data CR Items					
43	MC	5199	0.56	0.47	3.45%
44	MC	5227	0.60	0.48	2.93%
45	MC	5288	0.64	0.46	1.80%
Operational Item Numbers 46-47 are Field Test Data CR Items					

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

Writing
Form D Field Test Annual Data, Grade Span 2

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
Operational Item Numbers 25-27 are Field Test Data CR Items					
28	MC	28486	0.76	0.45	0.26%
29	MC	28382	0.65	0.30	0.62%
30	MC	28395	0.47	0.20	0.57%
Operational Item Numbers 31-32 are Field Test Data CR Items					
33	MC	18830	0.86	0.55	0.33%
34	MC	18748	0.57	0.35	0.76%
35	MC	18766	0.19	-0.08	0.67%
Operational Item Numbers 36-37 are Field Test Data CR Items					
38	MC	24131	0.78	0.49	0.27%
39	MC	24061	0.83	0.51	0.56%
40	MC	24054	0.60	0.37	0.59%
Operational Item Numbers 41-42 are Field Test Data CR Items					
43	MC	14785	0.56	0.16	0.26%
44	MC	14723	0.83	0.40	0.68%
45	MC	14733	0.85	0.50	0.61%
Operational Item Numbers 46-47 are Field Test Data CR Items					

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

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

Writing
Form D Field Test Annual Data, Grade Span 3

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
Operational Item Numbers 25-27 are Field Test Data CR Items					
28	MC	24550	0.88	0.40	0.16%
29	MC	24497	0.88	0.40	0.37%
30	MC	24510	0.77	0.39	0.32%
Operational Item Numbers 31-32 are Field Test Data CR Items					
33	MC	23819	0.65	0.36	0.24%
34	MC	23790	0.82	0.41	0.36%
35	MC	23789	0.69	0.30	0.36%
Operational Item Numbers 36-37 are Field Test Data CR Items					
38	MC	20209	0.85	0.52	0.11%
39	MC	20175	0.72	0.34	0.28%
40	MC	20187	0.55	0.28	0.22%
Operational Item Numbers 41-42 are Field Test Data CR Items					
43	MC	14669	0.75	0.46	0.14%
44	MC	14646	0.84	0.53	0.30%
45	MC	14642	0.84	0.45	0.33%
Operational Item Numbers 46-47 are Field Test Data CR Items					

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

Writing
Form D Field Test Annual Data, Grade Span 4

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
Operational Item Numbers 25-27 are Field Test Data CR Items					
28	MC	15434	0.91	0.39	0.21%
29	MC	15412	0.72	0.33	0.36%
30	MC	15402	0.92	0.45	0.42%
Operational Item Numbers 31-32 are Field Test Data CR Items					
33	MC	12314	0.62	0.39	0.24%
34	MC	12303	0.85	0.42	0.32%
35	MC	12295	0.81	0.34	0.39%
Operational Item Numbers 36-37 are Field Test Data CR Items					
38	MC	14591	0.76	0.39	0.13%
39	MC	14573	0.84	0.43	0.25%
40	MC	14566	0.88	0.37	0.30%
Operational Item Numbers 41-42 are Field Test Data CR Items					
43	MC	17482	0.92	0.45	0.17%
44	MC	17472	0.85	0.43	0.22%
45	MC	17452	0.70	0.41	0.34%
Operational Item Numbers 46-47 are Field Test Data CR Items					

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

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

Writing
Form D Field Test Annual Data, Constructed Response Items

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	Alpha**	Mean	Percent of Maximum	Standard Deviation
1	25	1956	4.45%	29.91%	40.29%	22.19%	3.17%	0.76	0.91	1.90	47.50%	0.45
1	26	2265	1.19%	23.27%	51.35%	21.72%	2.47%	0.69	0.89	1.99	49.75%	0.39
1	27	1532	4.44%	26.89%	45.89%	20.24%	2.55%	0.72	0.89	1.90	47.50%	0.43
1	31	2938	7.32%	29.21%	53.71%	9.77%	N/A	0.68	0.91	1.66	55.33%	0.43
1	32	2938	8.37%	36.45%	39.45%	15.73%	N/A	0.69	0.91	1.63	54.33%	0.49
1	36	1611	4.22%	44.69%	44.13%	6.95%	N/A	0.59	0.90	1.54	51.33%	0.40
1	37	1611	4.10%	46.55%	42.52%	6.83%	N/A	0.66	0.90	1.52	50.67%	0.40
1	41	2927	7.89%	37.82%	41.82%	12.47%	N/A	0.75	0.90	1.59	53.00%	0.47
1	42	2926	8.00%	32.12%	47.09%	12.78%	N/A	0.71	0.90	1.65	55.00%	0.46
1	46	1231	6.50%	47.60%	41.27%	4.63%	N/A	0.66	0.91	1.44	48.00%	0.40
1	47	1232	6.74%	34.74%	48.78%	9.74%	N/A	0.62	0.91	1.62	54.00%	0.43
2	25	3383	5.05%	14.84%	47.35%	28.29%	4.46%	0.61	0.88	2.12	53.07%	0.45
2	26	3859	5.05%	7.96%	50.27%	33.25%	3.47%	0.51	0.88	2.22	55.53%	0.42
2	27	3232	2.97%	8.97%	48.11%	36.66%	3.28%	0.59	0.87	2.28	57.08%	0.40
2	31	2980	1.58%	18.66%	56.51%	23.26%	N/A	0.63	0.89	2.01	67.15%	0.40
2	32	2980	1.78%	18.66%	71.91%	7.65%	N/A	0.56	0.89	1.85	61.81%	0.32
2	36	2963	1.18%	14.85%	69.93%	14.04%	N/A	0.53	0.88	1.97	65.61%	0.33
2	37	2964	1.15%	17.14%	63.02%	18.69%	N/A	0.51	0.88	1.99	66.42%	0.37
2	41	2904	2.38%	21.69%	61.05%	14.88%	N/A	0.65	0.90	1.88	62.81%	0.39
2	42	2901	2.17%	18.55%	60.70%	18.58%	N/A	0.61	0.90	1.96	65.23%	0.39
2	46	2904	2.38%	21.69%	61.05%	14.88%	N/A	0.65	0.90	1.88	62.81%	0.39
2	47	2901	2.17%	18.55%	60.70%	18.58%	N/A	0.61	0.90	1.96	65.23%	0.39

continues…

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

Writing
Form D Field Test Annual Data, Constructed Response Items

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	Alpha**	Mean	Percent of Maximum	Standard Deviation
3	25	2657	4.44%	2.82%	37.56%	47.69%	7.49%	0.43	0.86	2.51	62.74%	0.43
3	26	3161	4.87%	3.92%	36.63%	49.83%	4.75%	0.53	0.86	2.46	61.41%	0.42
3	27	3015	5.94%	3.85%	38.74%	47.43%	4.05%	0.48	0.86	2.40	59.95%	0.43
3	31	3208	0.53%	9.73%	51.43%	38.31%	N/A	0.49	0.88	2.28	75.84%	0.38
3	32	3208	0.44%	6.73%	55.49%	37.34%	N/A	0.49	0.88	2.30	76.58%	0.35
3	36	3218	0.22%	8.73%	63.77%	27.28%	N/A	0.44	0.88	2.18	72.71%	0.33
3	37	3220	0.28%	6.83%	48.26%	44.63%	N/A	0.47	0.88	2.37	79.08%	0.36
3	41	3024	0.86%	18.65%	41.96%	38.53%	N/A	0.54	0.88	2.18	72.72%	0.44
3	42	3022	0.79%	8.57%	46.79%	43.85%	N/A	0.54	0.88	2.34	77.90%	0.38
3	46	2499	0.48%	13.93%	65.47%	20.13%	N/A	0.41	0.88	2.05	68.41%	0.35
3	47	2500	0.52%	14.44%	57.80%	27.24%	N/A	0.37	0.89	2.12	70.59%	0.38
4	25	4036	25.78%	2.62%	24.65%	38.48%	8.52%	0.21	0.87	1.67	41.75%	0.67
4	26	3204	4.77%	3.14%	33.98%	49.24%	8.86%	0.57	0.87	2.54	63.50%	0.44
4	27	3207	3.00%	2.22%	32.95%	52.82%	9.00%	0.51	0.87	2.63	65.75%	0.40
4	31	2347	0.04%	5.87%	61.56%	32.36%	N/A	0.41	0.88	2.26	75.33%	0.33
4	32	2348	0.07%	8.37%	66.73%	24.44%	N/A	0.41	0.87	2.15	71.67%	0.33
4	36	1167	2.65%	11.50%	65.04%	21.33%	N/A	0.53	0.88	2.06	68.67%	0.37
4	37	1166	1.80%	6.52%	60.72%	30.96%	N/A	0.49	0.88	2.21	73.67%	0.37
4	41	2510	0.04%	11.19%	56.09%	32.47%	N/A	0.43	0.88	2.21	73.67%	0.37
4	42	2511	0.08%	11.07%	55.32%	33.14%	N/A	0.46	0.88	2.21	73.67%	0.37
4	46	2713	0.07%	13.08%	56.25%	29.97%	N/A	0.55	0.88	2.15	71.67%	0.38
4	47	2713	1.10%	12.86%	62.33%	23.70%	N/A	0.53	0.88	2.09	69.67%	0.37

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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 Data, Grade Span 1

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	201949	0.74	0.36	11.03%
2	MC	201672	0.72	0.44	11.15%
3	MC	201585	0.85	0.41	11.19%
4	MC	201194	0.83	0.48	11.36%
5	MC	200741	0.62	0.39	11.56%
6	MC	200646	0.50	0.30	11.60%
7	MC	200443	0.40	0.15	11.69%
8	MC	200487	0.69	0.36	11.67%
9	MC	200274	0.61	0.35	11.77%
10	DCR	222739	0.50	0.64	1.87%
11	DCR	222670	0.52	0.73	1.90%
12	DCR	222244	0.70	0.71	2.09%
13	DCR	184710	0.58	0.68	18.62%
14	DCR	184034	0.64	0.65	18.92%
15	DCR	182352	0.56	0.47	19.66%
16	DCR	182124	0.62	0.67	19.76%
17	DCR	181831	0.18	0.39	19.89%
18	DCR	182793	0.62	0.67	19.47%
19	DCR	182437	0.57	0.60	19.63%
20	DCR	222901	0.53	0.72	1.80%
21	DCR	222935	0.52	0.68	1.78%
22	DCR	222166	0.73	0.72	2.12%
23	DCR	183287	0.68	0.54	19.25%
24	DCR	182445	0.67	0.59	19.62%
25	DCR	181868	0.90	0.46	19.88%
26	DCR	181753	0.75	0.60	19.93%
27	DCR	181274	0.69	0.59	20.14%
28	DCR	181751	0.66	0.59	19.93%
29	DCR	181757	0.74	0.59	19.93%
Operational Item Numbers 30-31 are Initial Data CR Items					

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

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

Listening/Speaking
Initial Data, Grade Span 2

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	45009	0.86	0.46	17.61%
2	MC	45207	0.90	0.43	17.25%
3	MC	45021	0.83	0.48	17.59%
4	MC	45003	0.75	0.46	17.62%
5	MC	44961	0.85	0.43	17.70%
6	MC	44810	0.80	0.52	17.97%
7	MC	44841	0.83	0.53	17.92%
8	MC	44882	0.62	0.29	17.84%
9	MC	44920	0.79	0.42	17.77%
10	MC	44902	0.83	0.65	17.81%
11	MC	44846	0.84	0.37	17.91%
12	MC	44796	0.72	0.53	18.00%
13	MC	44676	0.74	0.45	18.22%
14	MC	44623	0.71	0.40	18.32%
15	MC	44643	0.65	0.44	18.28%
16	MC	44646	0.85	0.55	18.27%
17	MC	44664	0.82	0.54	18.24%
18	MC	44534	0.81	0.56	18.48%
19	MC	44461	0.84	0.56	18.61%
20	DCR	52825	0.70	0.79	3.30%
21	DCR	52842	0.66	0.85	3.27%
22	DCR	52727	0.51	0.72	3.48%
23	DCR	42848	0.77	0.69	21.57%
24	DCR	42513	0.75	0.70	22.18%
25	DCR	42360	0.83	0.76	22.46%
26	DCR	42305	0.78	0.75	22.56%
27	DCR	42097	0.58	0.54	22.94%
28	DCR	42324	0.81	0.74	22.53%
29	DCR	42293	0.90	0.69	22.58%
Operational Item Numbers 30-35 are Initial Data CR Items					

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

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

Listening/Speaking
Initial Data, Grade Span 3

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	41717	0.86	0.44	16.48%
2	MC	41727	0.92	0.46	16.46%
3	MC	41424	0.89	0.52	17.07%
4	MC	41661	0.86	0.58	16.60%
5	MC	41566	0.88	0.60	16.79%
6	MC	41441	0.71	0.47	17.04%
7	MC	41585	0.79	0.49	16.75%
8	MC	41457	0.85	0.53	17.00%
9	MC	41436	0.62	0.32	17.05%
10	MC	41387	0.75	0.47	17.14%
11	MC	41434	0.86	0.61	17.05%
12	MC	41416	0.80	0.52	17.09%
13	MC	41429	0.81	0.58	17.06%
14	MC	41350	0.79	0.68	17.22%
15	MC	41317	0.85	0.58	17.28%
16	MC	41343	0.81	0.61	17.23%
17	MC	41299	0.77	0.57	17.32%
18	MC	41201	0.79	0.58	17.52%
19	MC	41222	0.86	0.57	17.47%
20	DCR	48272	0.65	0.85	3.36%
21	DCR	48268	0.69	0.87	3.37%
22	DCR	48237	0.68	0.85	3.43%
23	DCR	40932	0.76	0.77	18.05%
24	DCR	40776	0.56	0.54	18.37%
25	DCR	40334	0.76	0.81	19.25%
26	DCR	40260	0.70	0.75	19.40%
27	DCR	40219	0.70	0.65	19.48%
28	DCR	40128	0.72	0.79	19.66%
29	DCR	40032	0.53	0.58	19.86%
Operational Item Numbers 30-35 are Initial Data CR Items					

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

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

Listening/Speaking
Initial Data, Grade Span 4

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	52776	0.83	0.40	15.44%
2	MC	52561	0.82	0.54	15.79%
3	MC	53052	0.90	0.37	15.00%
4	MC	52844	0.89	0.53	15.33%
5	MC	52542	0.80	0.38	15.82%
6	MC	52979	0.76	0.42	15.12%
7	MC	53169	0.93	0.48	14.81%
8	MC	53130	0.75	0.43	14.88%
9	MC	52773	0.87	0.52	15.45%
10	MC	53020	0.65	0.37	15.05%
11	MC	53077	0.88	0.57	14.96%
12	MC	53092	0.86	0.43	14.94%
13	MC	52897	0.84	0.56	15.25%
14	MC	52888	0.79	0.42	15.26%
15	MC	52957	0.85	0.62	15.15%
16	MC	52995	0.66	0.23	15.09%
17	MC	52959	0.88	0.38	15.15%
18	MC	52870	0.85	0.42	15.29%
19	MC	52776	0.86	0.45	15.44%
20	DCR	60359	0.76	0.82	3.29%
21	DCR	60331	0.66	0.73	3.34%
22	DCR	60262	0.63	0.76	3.45%
23	DCR	53796	0.80	0.62	13.81%
24	DCR	53243	0.69	0.72	14.69%
25	DCR	53073	0.73	0.72	14.97%
26	DCR	52959	0.49	0.50	15.15%
27	DCR	52837	0.74	0.71	15.34%
28	DCR	52790	0.46	0.48	15.42%
29	DCR	52678	0.55	0.63	15.60%
Operational Item Numbers 30-35 are Initial Data CR Items					

MC=Multiple Choice

DCR=Dichotomous Constructed Response

CR=Constructed Response with Number of Score Point Options

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

Listening/Speaking
Initial Data, Constructed Response Items

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	Alpha**	Mean	Percent of Maximum	Standard Deviation
1	30	129037	43.15%	32.03%	24.82%	N/A	N/A	0.45	0.95	1.44	71.83%	0.50
1	31	157172	30.76%	17.08	21.49%	23.62%	7.05%	0.60	0.96	2.30	57.45%	0.95
2	30	31089	43.09%	15.21%	41.70%	N/A	N/A	0.43	0.98	1.73	86.64%	0.44
2	31	32604	40.32%	11.95%	47.73%	N/A	N/A	0.45	0.97	1.80	89.99%	0.40
2	32	32580	40.36%	16.75%	42.89%	N/A	N/A	0.43	0.97	1.72	85.96%	0.45
2	33	31867	41.67%	15.09%	13.25%	N/A	N/A	0.47	0.97	1.74	87.07%	0.44
2	34	36220	33.70%	15.05%	51.26%	N/A	N/A	0.49	0.97	1.77	88.65%	0.42
2	35	37097	32.09%	5.08%	12.07%	35.25%	15.50%	0.64	0.98	2.90	72.52%	0.83
3	30	33081	33.77%	9.17%	57.06%	N/A	N/A	0.46	0.98	1.86	93.08%	0.35
3	31	32411	35.11%	10.16%	54.76%	N/A	N/A	0.43	0.98	1.84	92.19%	0.36
3	32	31432	37.07%	9.72%	53.20%	N/A	N/A	0.50	0.98	1.85	92.27%	0.36
3	33	32270	35.40%	416.35%	48.25%	N/A	N/A	0.41	0.98	1.75	87.34%	0.43
3	34	34434	31.06%	11.88%	57.06%	N/A	N/A	0.56	0.98	1.83	91.38%	0.38
3	35	34688	30.55%	5.11%	11.67%	32.62%	20.04%	0.66	0.98	2.97	74.34%	0.87
4	30	43603	30.14%	6.63%	63.24%	N/A	N/A	0.44	0.97	1.91	95.26%	0.29
4	31	38324	38.60%	16.33%	45.08%	N/A	N/A	0.42	0.97	1.73	86.71%	0.44
4	32	41154	34.06%	13.16%	52.78%	N/A	N/A	0.48	0.97	1.80	90.02%	0.40
4	33	40097	35.76%	17.00%	47.24%	N/A	N/A	0.49	0.97	1.74	86.77%	0.44
4	34	43646	30.07%	13.65%	56.28%	N/A	N/A	0.54	0.97	1.80	90.24%	0.40
4	35	46857	24.93%	6.21%	11.94%	31.71%	25.22%	0.70	0.97	3.01	75.29%	0.91

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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 Data, Grade Span 1: Grade 2 Only

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC oral	16782	0.84	0.43	19.40%
2	MC oral	16734	0.54	0.59	19.63%
3	MC oral	16787	0.94	0.29	19.37%
4	MC oral	16741	0.63	0.51	19.59%
5	MC oral	16692	0.83	0.47	19.83%
6	MC	16375	0.53	0.41	21.35%
7	MC	16236	0.55	0.44	22.02%
8	MC	16189	0.53	0.25	22.24%
9	MC	16236	0.22	0.14	22.02%
10	MC	16127	0.25	0.19	22.54%
11	MC	16120	0.68	0.33	22.57%
12	MC	16282	0.72	0.52	21.80%
13	MC	16249	0.55	0.46	21.96%
14	MC	16046	0.66	0.47	22.93%
15	MC	16159	0.67	0.51	22.39%
16	MC	16125	0.73	0.44	22.55%
17	MC	15864	0.65	0.57	23.80%
18	MC	15418	0.49	0.45	25.95%
19	MC	16157	0.72	0.53	22.40%
20	MC	16235	0.35	0.38	22.02%
21	MC	16078	0.30	0.27	22.78%
22	MC	16075	0.65	0.52	22.79%
23	MC	16086	0.75	0.50	22.74%
24	MC	16086	0.52	0.26	22.74%
25	MC	15863	0.59	0.54	23.81%
26	MC	16019	0.66	0.47	23.06%
27	MC	15903	0.44	0.25	23.62%
28	MC	15869	0.53	0.31	23.78%
29	MC	15853	0.72	0.53	23.86%
30	MC	15913	0.42	0.41	23.57%
31	MC	15733	0.61	0.48	24.43%
32	MC	15793	0.65	0.52	24.15%
33	MC	15723	0.56	0.48	24.48%
34	MC	15833	0.62	0.44	23.95%
35	MC	15795	0.60	0.50	24.14%

MC=Multiple Choice

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

Reading
Initial Data, Grade Span 2

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	43758	0.66	0.49	19.90%
2	MC	43581	0.56	0.51	20.22%
3	MC	43511	0.64	0.51	20.35%
4	MC	43418	0.54	0.46	20.52%
5	MC	43337	0.53	0.45	20.67%
6	MC	43251	0.45	0.48	20.83%
7	MC	43284	0.56	0.52	20.77%
8	MC	43252	0.59	0.52	20.83%
9	MC	43137	0.63	0.59	21.04%
10	MC	43062	0.59	0.53	21.17%
11	MC	43149	0.76	0.48	21.01%
12	MC	43155	0.57	0.47	21.00%
13	MC	43168	0.68	0.51	20.98%
14	MC	43104	0.70	0.44	21.10%
15	MC	43178	0.80	0.53	20.96%
16	MC	43212	0.85	0.42	20.90%
17	MC	43126	0.77	0.54	21.06%
18	MC	42966	0.66	0.64	21.35%
19	MC	42922	0.67	0.63	21.43%
20	MC	42939	0.44	0.45	21.40%
21	MC	42931	0.60	0.33	21.41%
22	MC	43094	0.60	0.53	21.12%
23	MC	42983	0.55	0.32	21.32%
24	MC	42856	0.77	0.57	21.55%
25	MC	42957	0.57	0.49	21.37%
26	MC	42880	0.68	0.50	21.51%
27	MC	42818	0.65	0.48	21.62%
28	MC	42697	0.49	0.37	21.84%
29	MC	42799	0.64	0.57	21.66%
30	MC	42810	0.66	0.59	21.64%
31	MC	42716	0.63	0.45	21.81%
32	MC	42692	0.67	0.49	21.85%
33	MC	42773	0.67	0.59	21.70%
34	MC	42723	0.64	0.52	21.79%
35	MC	42680	0.68	0.54	21.87%

MC=Multiple Choice

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

Reading
Initial Data, Grade Span 3

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	40905	0.44	0.51	18.11%
2	MC	40833	0.80	0.55	18.25%
3	MC	40799	0.58	0.54	18.32%
4	MC	40715	0.69	0.42	18.49%
5	MC	40662	0.52	0.41	18.60%
6	MC	40568	0.58	0.59	18.78%
7	MC	40690	0.81	0.58	18.54%
8	MC	40631	0.77	0.61	18.66%
9	MC	40559	0.76	0.54	18.80%
10	MC	40440	0.77	0.58	19.04%
11	MC	40571	0.62	0.57	18.78%
12	MC	40572	0.70	0.60	18.78%
13	MC	40535	0.46	0.41	18.85%
14	MC	40517	0.55	0.37	18.89%
15	MC	40544	0.44	0.35	18.83%
16	MC	40394	0.56	0.54	19.13%
17	MC	40438	0.63	0.50	19.04%
18	MC	40419	0.47	0.42	19.08%
19	MC	40494	0.58	0.52	18.93%
20	MC	40493	0.53	0.40	18.93%
21	MC	40464	0.55	0.27	18.99%
22	MC	40322	0.59	0.52	19.28%
23	MC	40226	0.62	0.51	19.47%
24	MC	40560	0.73	0.42	18.80%
25	MC	40436	0.71	0.51	19.05%
26	MC	40437	0.85	0.49	19.05%
27	MC	40412	0.51	0.39	19.10%
28	MC	40330	0.87	0.42	19.26%
29	MC	40316	0.72	0.56	19.29%
30	MC	40372	0.77	0.43	19.18%
31	MC	40233	0.64	0.56	19.45%
32	MC	40261	0.53	0.37	19.40%
33	MC	40276	0.41	0.31	19.37%
34	MC	40182	0.56	0.42	19.56%
35	MC	40077	0.59	0.50	19.77%

MC=Multiple Choice

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

Reading
Initial Data, Grade Span 4

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	52766	0.73	0.58	15.46%
2	MC	52831	0.71	0.48	15.35%
3	MC	52597	0.62	0.47	15.73%
4	MC	52889	0.72	0.32	15.26%
5	MC	52540	0.74	0.58	15.82%
6	MC	52602	0.71	0.57	15.72%
7	MC	52692	0.81	0.53	15.58%
8	MC	52477	0.70	0.57	15.92%
9	MC	52711	0.82	0.59	15.55%
10	MC	52649	0.82	0.52	15.65%
11	MC	52538	0.64	0.52	15.82%
12	MC	52565	0.43	0.37	15.78%
13	MC	52572	0.66	0.49	15.77%
14	MC	52128	0.56	0.45	16.48%
15	MC	52591	0.74	0.63	15.74%
16	MC	52624	0.87	0.43	15.69%
17	MC	52707	0.77	0.52	15.55%
18	MC	52582	0.60	0.54	15.75%
19	MC	52353	0.65	0.58	16.12%
20	MC	52602	0.69	0.45	15.72%
21	MC	52700	0.68	0.48	15.56%
22	MC	52501	0.70	0.37	15.88%
23	MC	52444	0.60	0.43	15.97%
24	MC	52558	0.77	0.38	15.79%
25	MC	52410	0.77	0.54	16.03%
26	MC	52422	0.69	0.63	16.01%
27	MC	52229	0.58	0.63	16.32%
28	MC	52172	0.54	0.43	16.41%
29	MC	52265	0.52	0.51	16.26%
30	MC	52345	0.68	0.57	16.13%
31	MC	52227	0.52	0.49	16.32%
32	MC	52217	0.72	0.62	16.34%
33	MC	52205	0.69	0.39	16.36%
34	MC	52159	0.70	0.54	16.43%
35	MC	52100	0.67	0.59	16.53%

MC=Multiple Choice

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

Writing
Initial Data, Grade Span 1: Grade 2 Only

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	16274	0.48	0.34	21.84%
2	MC	16165	0.65	0.49	22.36%
3	MC	16020	0.69	0.47	23.06%
4	MC	15904	0.70	0.56	23.61%
5	MC	16125	0.68	0.61	22.55%
6	MC	16027	0.63	0.53	23.02%
7	MC	15999	0.78	0.57	23.16%
8	MC	15938	0.61	0.36	23.45%
9	MC	15991	0.48	0.31	23.19%
10	MC	15983	0.67	0.46	23.23%
11	MC	15967	0.51	0.40	23.31%
12	MC	15979	0.56	0.35	23.25%
13	MC	16062	0.66	0.44	22.85%
14	MC	15946	0.64	0.44	23.41%
15	MC	15966	0.63	0.48	23.31%
16	MC	15888	0.73	0.53	23.69%
17	MC	15931	0.70	0.54	23.48%
18	MC	15904	0.63	0.54	23.61%
19	MC	15973	0.61	0.43	23.28%
Operational Item Numbers 20-24 are Initial Data CR Items					

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

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

Writing
Initial Data, Grade Span 2

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	43399	0.81	0.55	20.56%
2	MC	43330	0.84	0.52	20.68%
3	MC	43253	0.74	0.49	20.82%
4	MC	43261	0.70	0.55	20.81%
5	MC	43237	0.76	0.56	20.85%
6	MC	43207	0.71	0.42	20.91%
7	MC	42976	0.78	0.59	21.33%
8	MC	43195	0.81	0.53	20.93%
9	MC	43133	0.79	0.55	21.04%
10	MC	43065	0.65	0.42	21.17%
11	MC	43005	0.78	0.58	21.28%
12	MC	43118	0.81	0.44	21.07%
13	MC	43065	0.74	0.54	21.17%
14	MC	42954	0.73	0.55	21.37%
15	MC	42890	0.67	0.52	21.49%
16	MC	43061	0.65	0.45	21.18%
17	MC	42964	0.63	0.43	21.35%
18	MC	42935	0.64	0.39	21.41%
19	MC	42966	0.54	0.40	21.35%
Operational Item Numbers 20-24 are Initial Data CR Items					

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

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

Writing
Initial Data, Grade Span 3

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	40931	0.87	0.55	18.06%
2	MC	40857	0.62	0.54	18.20%
3	MC	40883	0.78	0.55	18.15%
4	MC	40934	0.81	0.60	18.05%
5	MC	40842	0.76	0.58	18.23%
6	MC	40877	0.80	0.43	18.16%
7	MC	40730	0.64	0.40	18.46%
8	MC	40824	0.83	0.64	18.27%
9	MC	40779	0.78	0.66	18.36%
10	MC	40711	0.78	0.53	18.50%
11	MC	40551	0.82	0.58	18.82%
12	MC	40734	0.79	0.64	18.45%
13	MC	40729	0.77	0.60	18.46%
14	MC	40579	0.75	0.68	18.76%
15	MC	40592	0.77	0.63	18.74%
16	MC	40707	0.61	0.51	18.51%
17	MC	40575	0.70	0.60	18.77%
18	MC	40680	0.59	0.29	18.56%
19	MC	40609	0.63	0.42	18.70%
Operational Item Numbers 20-24 are Initial Data CR Items					

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

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

Writing
Initial Data, Grade Span 4

Operational Item Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	53048	0.87	0.59	15.01%
2	MC	52956	0.91	0.51	15.15%
3	MC	52882	0.86	0.56	15.27%
4	MC	52949	0.82	0.63	15.17%
5	MC	52869	0.76	0.62	15.29%
6	MC	52944	0.77	0.51	15.17%
7	MC	52547	0.62	0.53	15.81%
8	MC	52915	0.85	0.56	15.22%
9	MC	52902	0.85	0.51	15.24%
10	MC	52651	0.68	0.58	15.64%
11	MC	52731	0.83	0.68	15.51%
12	MC	52836	0.78	0.66	15.35%
13	MC	52789	0.73	0.59	15.42%
14	MC	52574	0.71	0.55	15.77%
15	MC	52681	0.88	0.47	15.59%
16	MC	52711	0.78	0.58	15.55%
17	MC	52570	0.62	0.49	15.77%
18	MC	52776	0.62	0.48	15.44%
19	MC	52709	0.88	0.56	15.55%
Operational Item Numbers 20-24 are Initial Data CR Items					

MC=Multiple Choice

CR=Constructed Response with Number of Score Point Options

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

Writing
Initial Data, Constructed Response Items

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	Alpha**	Mean	Percent of Maximum	Standard Deviation
1	20	15612	32.00%	18.36%	41.04%	8.59%	N/A	0.72	0.95	1.68	56.11%	0.79
1	21	15367	33.50%	16.61%	37.60%	12.29%	N/A	0.77	0.95	1.74	58.11%	0.85
1	22	15149	34.13%	18.55%	34.77%	12.55%	N/A	0.75	0.95	1.73	57.60%	0.86
1	23	15088	34.18%	18..19%	38.49%	9.14%	N/A	0.74	0.95	1.69	56.39%	0.81
1	24	15028	34.57%	17.19%	27.21%	17.64%	3.40%	0.78	0.95	1.91	47.83%	1.02
2	20	41748	29.05%	12.87%	41.81%	16.27%	N/A	0.74	0.96	1.90	63.38%	0.81
2	21	41330	29.55%	13.94%	33.97%	22.54%	N/A	0.72	0.96	1.98	65.86%	0.87
2	22	41078	29.96%	13.84%	37.57%	18.63%	N/A	0.75	0.96	1.93	64.22%	0.84
2	23	40960	30.20%	14.96%	36.20%	18.63%	N/A	0.75	0.96	1.91	63.69%	0.85
2	24	41265	30.60%	7.55%	19.47%	33.79%	8.58%	0.81	0.96	2.41	80.39%	1.08
3	20	49950	23.24%	13.48%	25.44%	37.84%	N/A	0.74	0.96	2.24	74.79%	0.85
3	21	49950	22.97%	8.93%	35.84%	32.26%	N/A	0.67	0.96	2.23	74.49%	0.76
3	22	49950	24.52%	12.89%	43.91%	18.68%	N/A	0.66	0.96	2.01	66.90%	0.73
3	23	49950	25.00%	13.55%	38.99%	22.46%	N/A	0.72	0.96	2.04	68.14%	0.78
3	24	49950	27.67%	5.62%	20.75%	37.30%	8.67%	0.75	0.96	2.58	86.13%	0.91
4	20	62414	17.81%	9.56%	40.22%	32.42%	N/A	0.64	0.96	2.26	75.36%	0.68
4	21	62414	17.94%	9.10%	39.14%	33.82%	N/A	0.60	0.96	2.28	76.08%	0.69
4	22	62414	19.50%	12.18%	43.55%	24.77%	N/A	0.61	0.96	2.14	71.20%	0.69
4	23	62414	18.78%	10.71%	40.84%	29.67%	N/A	0.62	0.96	2.21	73.77%	0.70
4	24	62414	21.78%	4.69%	24.74%	38.65%	10.14%	0.68	0.96	2.66	88.66%	0.82

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D Item Map to determine the corresponding book item number.
**For the Form D Annual Writing data all omits and blanks were treated as condition codes and given a Percent Score Point of zero.
***The alphas noted here indicate the reliability of the Writing test with that particular constructed response item removed.

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

CELDT Form D, Differences Between P-Values
Annual Data Minus Initial Data
Listening/Speaking

Operational Item Number*	Grade Span 1	Grade Span 2	Grade Span 3	Grade Span 4
1	0.15	0.06	0.07	0.05
2	0.20	0.05	0.05	0.08
3	0.10	0.07	0.07	0.04
4	0.12	0.06	0.09	0.07
5	0.20	0.05	0.09	0.04
6	0.22	0.10	0.06	0.05
7	0.06	0.08	0.07	0.05
8	0.14	0.08	0.08	0.04
9	0.19	0.07	0.06	0.07
10	0.31	0.11	0.08	0.06
11	0.33	0.03	0.10	0.07
12	0.23	0.09	0.09	0.06
13	0.29	0.06	0.10	0.07
14	0.24	0.03	0.12	0.06
15	0.20	0.05	0.10	0.08
16	0.27	0.07	0.13	0.05
17	0.17	0.10	0.12	0.03
18	0.27	0.09	0.11	0.05
19	0.24	0.08	0.09	0.05
20	0.33	0.23	0.27	0.20
21	0.23	0.27	0.26	0.16
22	0.22	0.21	0.25	0.19
23	0.16	0.11	0.15	0.09
24	0.15	0.10	0.04	0.11
25	0.06	0.13	0.16	0.08
26	0.18	0.14	0.15	0.06
27	0.21	0.08	0.11	0.09
28	0.20	0.11	0.14	0.01
29	0.15	0.09	0.05	0.04
30	-0.05	-0.17	-0.04	-0.05
31	0.03	-0.11	-0.06	-0.16
32	NA	-0.12	-0.05	-0.08
33	NA	-0.14	-0.07	-0.10
34	NA	-0.03	-0.01	-0.05
35	NA	-0.02	-0.01	-0.01
Sum	5.81	2.21	3.02	1.63
Avg	0.19	0.06	0.09	0.05

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

CELDT Form D, 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	0.00	0.07
2	0.04	0.04	0.08	0.04
3	0.03	0.06	0.01	0.03
4	0.05	0.03	0.02	0.00
5	0.06	0.01	0.01	0.06
6	0.01	0.01	0.01	0.04
7	-0.01	0.05	0.07	0.05
8	-0.01	0.04	0.12	0.03
9	-0.04	0.06	0.07	0.08
10	-0.03	0.05	0.09	0.05
11	0.01	0.04	0.06	0.01
12	0.02	0.02	0.07	-0.07
13	0.00	0.05	0.02	0.02
14	0.01	0.04	0.01	0.00
15	0.01	0.07	0.00	0.08
16	0.02	0.04	-0.01	0.05
17	0.01	0.08	-0.04	0.05
18	-0.03	0.07	-0.04	0.01
19	0.05	0.07	-0.03	0.04
20	-0.01	-0.02	-0.01	0.01
21	-0.04	0.02	0.00	0.02
22	-0.01	0.03	-0.02	-0.01
23	0.04	0.00	0.05	-0.02
24	-0.04	0.06	-0.01	0.01
25	-0.01	0.00	0.04	0.02
26	0.02	0.03	0.03	0.05
27	-0.02	0.03	-0.04	-0.02
28	-0.02	-0.01	0.02	0.04
29	0.02	0.03	0.03	-0.02
30	-0.03	0.05	0.01	0.01
31	-0.01	0.02	0.00	-0.03
32	-0.01	0.02	-0.05	0.05
33	-0.02	0.05	-0.03	-0.04
34	-0.01	0.02	-0.06	0.00
35	-0.01	0.02	-0.05	0.01
Sum	0.09	1.22	0.41	0.74
Avg	0.00	0.03	0.01	0.02

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

CELDT Form D, 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	0.09	0.09	0.06
2	0.05	0.07	0.07	0.05
3	0.02	0.06	0.10	0.07
4	0.04	0.07	0.10	0.09
5	0.04	0.09	0.09	0.06
6	0.03	0.06	0.05	0.04
7	0.05	0.07	-0.01	0.03
8	0.01	0.07	0.10	0.07
9	-0.01	0.06	0.11	0.04
10	0.01	0.07	0.07	0.05
11	-0.03	0.08	0.08	0.09
12	0.00	0.05	0.11	0.10
13	0.03	0.09	0.11	0.04
14	0.01	0.08	0.13	0.04
15	0.02	0.06	0.09	0.05
16	0.03	0.06	0.07	0.05
17	0.02	0.02	0.09	0.03
18	0.03	0.03	-0.01	-0.03
19	0.02	-0.02	0.01	0.06
20	0.11	0.15	0.01	-0.17
21	0.11	0.10	0.01	-0.17
22	0.09	0.05	0.04	-0.13
23	0.10	0.07	0.05	-0.17
24	0.16	0.06	0.01	-0.19
Sum	0.93	1.60	1.55	0.16
Avg	0.04	0.07	0.06	0.01

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

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	326,080	7.21	1.78	0	9
DCR Score	326,080	16.39	4.42	0	20
CR Score	326,080	3.76	1.61	0	6
Combined DCR and CR Score	326,080	20.14	5.63	0	26

Pearson Correlation Coefficients

	Total Raw Scores			
	MC	**DCR**	**CR**	**DCR + CR**
MC	1.00	0.57	0.47	0.60
DCR	0.57	1.00	0.66	0.98
CR	0.47	0.66	1.00	0.81
DCR + CR	0.58	0.98	0.81	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	447,132	16.20	3.16	0	19
DCR Score	447,132	8.63	1.92	0	10
CR Score	447,132	10.44	3.40	0	14
Combined DCR and CR Score	447,132	19.07	4.85	0	24

Pearson Correlation Coefficients

	Total Raw Scores			
	MC	**DCR**	**CR**	**DCR + CR**
MC	1.00	0.52	0.51	0.56
DCR	0.52	1.00	0.63	0.84
CR	0.51	0.63	1.00	0.95
DCR + CR	0.56	0.84	0.95	1.00

Grade Span 3: Grades 6-8

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	304,628	16.98	2.87	0	19
DCR Score	304,628	8.21	2.14	0	10
CR Score	304,628	11.60	2.88	0	14
Combined DCR and CR Score	304,628	19.81	4.68	0	24

Pearson Correlation Coefficients

	Total Raw Scores			
	MC	**DCR**	**CR**	**DCR + CR**
MC	1.00	0.62	0.59	0.64
DCR	0.62	1.00	0.73	0.91
CR	0.59	0.73	1.00	0.95
DCR + CR	0.64	0.91	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	266,251	16.45	3.21	0	19
DCR Score	266,251	7.38	2.44	0	10
CR Score	266,251	11.05	3.40	0	14
Combined DCR and CR Score	266,251	18.43	5.45	0	24

Pearson Correlation Coefficients

	Total Raw Scores			
	MC	**DCR**	**CR**	**DCR + CR**
MC	1.00	0.52	0.56	0.58
DCR	0.52	1.00	0.73	0.90
CR	0.56	0.73	1.00	0.95
DCR + CR	0.58	0.90	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	165,182	11.99	4.73	0	19
CR Score	165,182	8.85	3.27	0	16

Pearson Correlation Coefficients

	Total Raw Scores	
	MC	**CR**
MC	1.00	0.71
CR	0.71	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	447,132	14.71	4.12	0	19
CR Score	447,132	10.67	2.81	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	304,628	15.33	3.86	0	19
CR Score	304,628	11.46	2.56	0	16

Pearson Correlation Coefficients

	Total Raw Scores	
	MC	**CR**
MC	1.00	0.68
CR	0.68	1.00

Grade Span 4: Grades 9-12

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	266,251	15.50	4.07	0	19
CR Score	266,251	11.46	2.64	0	16

Pearson Correlation Coefficients

	Total Raw Scores	
	MC	**CR**
MC	1.00	0.70
CR	0.70	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	204,367	5.86	2.14	0	9
DCR Score	224,190	10.69	7.14	0	20
CR Score	221,158	2.47	1.98	0	6
Combined DCR and CR Score	224,246	13.13	8.84	0	26

Pearson Correlation Coefficients

	Total Raw Scores			
	MC	**DCR**	**CR**	**DCR + CR**
MC	1.00	0.66	0.58	0.67
DCR	0.66	1.00	0.81	0.99
CR	0.58	0.81	1.00	0.88
DCR + CR	0.67	0.99	0.88	1.00

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

Initial Identification Data, Listening/Speaking

Grade Span 2: Grades 3-5

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	45,720	14.75	4.53	0	19
DCR Score	52,914	6.22	4.09	0	10
CR Score	52,043	7.61	5.56	0	14
Combined DCR and CR Score	52,959	13.69	9.49	0	24

Pearson Correlation Coefficients

	Total Raw Scores			
	MC	**DCR**	**CR**	**DCR + CR**
MC	1.00	0.80	0.78	0.81
DCR	0.80	1.00	0.91	0.97
CR	0.78	0.91	1.00	0.98
DCR + CR	0.81	0.97	0.98	1.00

Grade Span 3: Grades 6-8

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	42,196	15.21	4.63	0	19
DCR Score	48,368	5.97	4.07	0	10
CR Score	47,570	8.45	5.64	0	14
Combined DCR and CR Score	48,420	14.26	9.62	0	24

Pearson Correlation Coefficients

	Total Raw Scores			
	MC	**DCR**	**CR**	**DCR + CR**
MC	1.00	0.85	0.84	0.86
DCR	0.85	1.00	0.94	0.98
CR	0.84	0.94	1.00	0.99
DCR + CR	0.86	0.98	0.99	1.00

Initial Identification Data, Listening/Speaking

Grade Span 4: Grades 9-12

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	53,911	15.39	4.08	0	19
DCR Score	60,489	5.97	3.70	0	10
CR Score	59,505	8.62	5.44	0	14
Combined DCR and CR Score	60,532	14.44	8.99	0	24

Pearson Correlation Coefficients

	Total Raw Scores			
	MC	**DCR**	**CR**	**DCR + CR**
MC	1.00	0.77	0.78	0.80
DCR	0.77	1.00	0.90	0.97
CR	0.78	0.90	1.00	0.98
DCR + CR	0.80	0.97	0.98	1.00

Initial Identification Data, Writing

Grade Span 1: Grade 2

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	16,368	11.76	4.97	0	19
CR Score	20,820	6.41	5.02	0	16

Pearson Correlation Coefficients

	Total Raw Scores	
	MC	**CR**
MC	1.00	0.75
CR	0.75	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	43,539	13.63	4.82	0	19
CR Score	54,629	7.56	5.47	0	16

Pearson Correlation Coefficients

	Total Raw Scores	
	MC	**CR**
MC	1.00	0.78
CR	0.78	1.00

Initial Identification Data, Writing

Grade Span 3: Grades 6-8

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	41,061	13.98	5.02	0	19
CR Score	49,950	8.64	5.43	0	16

Pearson Correlation Coefficients

	Total Raw Scores	
	MC	**CR**
MC	1.00	0.80
CR	0.80	1.00

Grade Span 4: Grades 9-12

Simple Statistics

Score Variable	N	Mean	Std Dev	Minimum	Maximum
MC Score	53,136	14.70	4.84	0	19
CR Score	62,414	9.42	5.07	0	16

Pearson Correlation Coefficients

	Total Raw Scores	
	MC	**CR**
MC	1.00	0.77
CR	0.77	1.00

Appendix K Rater Consistency and Reliability

Writing, Sentences

Grade Span 1: Grade 2

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%) 1	2	3	4
20	D1-D4	141,072	13,596	11,518	84.7%	216	1.6%	25	65	10	0
21	D1-D4	141,072	13,596	11,828	87.0%	226	1.7%	26	61	13	0
22	D1-D4	141,072	13,596	11,414	84.0%	212	1.6%	28	56	16	0
23	D1-D4	141,072	13,596	11,790	86.7%	210	1.5%	28	62	10	0
	Overall	**564,288**	**40,788**	**34,760**	**85.2%**	**864**	**2.1%**				

Grade Span 1: Grade 2

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%) 1	2	3	4
23	D5-D8	43,836	4,168	3,520	84.5%	48	1.2%	24	66	10	0
24	D5-D8	43,836	4,168	3,652	87.6%	56	1.3%	23	63	14	0
27	D5-D8	43,836	4,168	3,462	83.1%	70	1.7%	27	57	16	0
28	D5-D8	43,836	4,168	3,624	86.9%	56	1.3%	26	64	10	0
	Overall	**219,167**	**16,672**	**13,354**	**80.1%**	**374**	**2.2%**				

Grade Span 2: Grades 3-5

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%) 1	2	3	4
20	D1-D4	383,374	36,614	31,688	86.5%	252	0.7%	13	68	19	0
21	D1-D4	383,374	36,614	30,992	84.6%	198	0.5%	16	56	28	0
22	D1-D4	383,374	36,614	31,764	86.8%	188	0.5%	15	64	21	0
23	D1-D4	383,374	36,614	31,342	85.6%	220	0.6%	18	60	22	0
	Overall	**1,916,838**	**146,454**	**118,914**	**81.2%**	**1,360**	**0.9%**				

Grade Span 2: Grades 3-5

Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%) 1	2	3	4
23	D5-D8	120,639	11,510	9,936	86.3%	88	0.8%	12	68	20	0
24	D5-D8	120,639	11,510	9,756	84.8%	66	0.6%	14	54	32	0
27	D5-D8	120,639	11,510	9,964	86.6%	76	0.7%	15	62	23	0
28	D5-D8	120,639	11,510	9,808	85.2%	72	0.6%	17	58	25	0
	Overall	**603,272**	**46,046**	**37,198**	**80.8%**	**432**	**0.9%**				

(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.

Writing, Sentences (continued)

Grade Span 3: Grades 6-8

								Score Point Distribution (%)			
Item	**Form**	**Total**	**Read Twice**	**Perfect Agree**	**%**	**Disc***	**%**	1	2	3	4
20	D1-D4	237,925	22,268	19,232	86.4%	104	0.5%	11	39	50	0
21	D1-D4	237,924	22,268	19,398	87.1%	88	0.4%	6	56	38	0
22	D1-D4	237,924	22,268	19,590	88.0%	104	0.5%	10	70	20	0
23	D1-D4	237,924	22,268	19,644	88.2%	80	0.4%	10	65	25	0
	Overall	**1,189,639**	**89,074**	**73,346**	**82.3%**	**606**	**0.7%**				

Grade Span 3: Grades 6-8

								Score Point Distribution (%)			
Item	**Form**	**Total**	**Read Twice**	**Perfect Agree**	**%**	**Disc***	**%**	1	2	3	4
23	D5-D8	117,773	11,150	9,590	86.0%	40	0.4%	11	39	50	0
24	D5-D8	117,773	11,150	9,644	86.5%	44	0.4%	6	54	40	0
27	D5-D8	117,773	11,150	9,732	87.3%	54	0.5%	11	67	22	0
28	D5-D8	117,773	11,150	9,868	88.5%	22	0.2%	10	63	27	0
	Overall	**588,991**	**44,616**	**36,546**	**81.9%**	**270**	**0.6%**				

Grade Span 4: Grades 9-12

								Score Point Distribution (%)			
Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	1	2	3	4
20	D1-D4	226,905	21,640	18,324	84.7%	70	0.3%	7	57	37	0
21	D1-D4	226,905	21,640	18,604	86.0%	82	0.4%	7	55	38	0
22	D1-D4	226,905	21,640	18,228	84.2%	100	0.5%	10	63	27	0
23	D1-D4	226,905	21,640	18,924	87.4%	78	0.4%	9	59	33	0
	Overall	**1,134,524**	**86,560**	**69,370**	**80.1%**	**622**	**0.7%**				

Grade Span 4: Grades 9-12

								Score Point Distribution (%)			
Item	**Form**	**Total**	**Read Twice**	**Perfect Agree**	**%**	**Disc***	**%**	1	2	3	4
23	D5-D8	97,024	9,246	7,774	84.1%	42	0.5%	7	55	38	0
24	D5-D8	97,024	9,246	7,966	86.2%	34	0.4%	7	53	40	0
27	D5-D8	97,024	9,246	7,716	83.5%	48	0.5%	11	61	28	0
28	D5-D8	97,022	9,246	8,088	87.5%	30	0.3%	9	56	35	0
	Overall	**485,116**	**36,984**	**29,450**	**79.6%**	**246**	**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.

Writing, Short Compositions

All Grade Spans

Grade Span	Item	Form	Total	Read Twice	Perfect Agree	%	Disc*	%	Score Point Distribution (%) 1	2	3	4
1	24	D1-D4	141,072	13,596	8,738	64.3%	470	3.5%	26	46	24	4
1	29	D5-D8	43,823	4,168	2,720	65.3%	144	3.5%	25	47	24	4
2	24	D1-D4	383,342	36,612	24,470	66.8%	502	1.4%	7	30	53	9
2	29	D5-D8	120,716	11,516	7,542	65.5%	130	1.1%	7	30	52	11
3	24**	D1-D4	237,942	22,270	15,126	67.9%	230	1.0%	4	31	58	8
3	29**	D5-D8	117,899	11,166	7,580	67.9%	110	1.0%	3	29	58	9
4	24**	D1-D4	226,904	21,640	14,214	65.7%	292	1.3%	3	34	54	8
4	29**	D5-D8	97,022	9,246	5,994	64.8%	92	1.0%	3	30	56	11
		Overall	**800,483**	**54,198**	**36,242**	**66.9%**	**854**	**1.6%**				

*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.
** For more information see Appendix Q.

Appendix L Form D Unscaled Operational Item Parameters

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

Operational Item Number*	Model**	Parameters A	Parameters B	Parameters C
1	3PL	0.66756	-1.1595	0.4983
2	3PL	0.87209	-1.3173	0.4986
3	3PL	0.68381	-2.3925	0.4902
4	3PL	0.86315	-1.8375	0.4968
5	3PL	0.92070	-0.7103	0.3572
6	3PL	0.77292	-0.0713	0.3498
7	3PL	0.64256	1.1618	0.2304
8	3PL	0.92464	-0.5897	0.4532
9	3PL	0.96926	-0.3777	0.4312
Operational Item Numbers 32-40 are 3PL Field Test Items				
32	3PL	0.76254	0.5137	0.3118
33	3PL	0.91270	-1.6174	0.4905
34	3PL	0.95783	0.3448	0.2960
35	3PL	0.24355	1.2445	0.2833
36	3PL	0.85798	-0.6871	0.3245
37	3PL	1.13896	-0.0862	0.3161
38	3PL	1.27629	0.3330	0.2914
39	3PL	1.23750	-0.2739	0.2600
40	3PL	0.74422	0.1686	0.4025

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational		Parameters					
Item Number*	**Model****	**Alpha**	**Gamma 1**	**Gamma 2**	**Gamma 3**	**Gamma 4**	**Gamma 5**
10	2PPC	1.43889	-1.9343	NA	NA	NA	NA
11	2PPC	2.10291	-2.8196	NA	NA	NA	NA
12	2PPC	1.57264	-3.6094	NA	NA	NA	NA
13	2PPC	2.47976	-3.0602	NA	NA	NA	NA
14	2PPC	1.97251	-2.8251	NA	NA	NA	NA
15	2PPC	0.91434	-1.2170	NA	NA	NA	NA
16	2PPC	2.41767	-3.2707	NA	NA	NA	NA
17	2PPC	1.14964	0.9246	NA	NA	NA	NA
18	2PPC	2.30285	-3.2857	NA	NA	NA	NA
19	2PPC	1.36795	-1.6673	NA	NA	NA	NA
20	2PPC	1.79309	-2.7643	NA	NA	NA	NA
21	2PPC	1.20628	-1.4672	NA	NA	NA	NA
22	2PPC	1.19569	-4.0118	NA	NA	NA	NA
23	2PPC	1.35875	-2.0969	NA	NA	NA	NA
24	2PPC	1.26332	-1.8550	NA	NA	NA	NA
25	2PPC	1.56230	-4.3737	NA	NA	NA	NA
26	2PPC	1.73466	-3.3119	NA	NA	NA	NA
27	2PPC	1.79740	-2.9728	NA	NA	NA	NA
28	2PPC	1.53221	-2.3772	NA	NA	NA	NA
29	2PPC	1.51638	-2.7547	NA	NA	NA	NA
30	2PPC	1.26757	-1.8974	-0.0605	NA	NA	NA
31	2PPC	1.02743	-1.8878	-1.4014	-0.3379	1.9499	NA
Operational Item Numbers 41-60 are 2PPC Field Test Items							
41	2PPC	1.77460	-2.6275	NA	NA	NA	NA
42	2PPC	1.52909	-3.2855	NA	NA	NA	NA
43	2PPC	1.82292	-1.1677	NA	NA	NA	NA
44	2PPC	1.57415	-0.7220	NA	NA	NA	NA
45	2PPC	1.49705	-1.3911	NA	NA	NA	NA
46	2PPC	1.56352	-0.9136	NA	NA	NA	NA
47	2PPC	2.24299	-1.4596	NA	NA	NA	NA
48	2PPC	1.28035	-2.6129	NA	NA	NA	NA
49	2PPC	0.82526	-0.8345	-1.1321	-0.3099	1.8221	NA
50	2PPC	1.14705	-1.7949	-1.3225	0.0038	2.4171	NA
51	2PPC	1.34740	-1.2487	NA	NA	NA	NA
52	2PPC	0.85048	-0.2341	NA	NA	NA	NA
53	2PPC	1.09280	-2.3495	NA	NA	NA	NA
54	2PPC	1.50933	-1.0028	NA	NA	NA	NA
55	2PPC	1.40587	-2.1816	-0.5616	NA	NA	NA
56	2PPC	1.22623	-0.4658	NA	NA	NA	NA
57	2PPC	1.38705	-0.1118	NA	NA	NA	NA
58	2PPC	1.17638	-0.6537	NA	NA	NA	NA
59	2PPC	1.22053	-1.6374	NA	NA	NA	NA
60	2PPC	1.33230	-1.9076	0.1048	NA	NA	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

Operational Item Number	Model**	Parameters A	B	C
1	3PL	0.56140	-2.5444	0.2833
2	3PL	0.47865	-3.4319	0.2833
3	3PL	0.53888	-2.3532	0.2833
4	3PL	0.50605	-1.5579	0.2001
5	3PL	0.51261	-2.5691	0.2634
6	3PL	0.53092	-2.5114	0.2168
7	3PL	0.56443	-2.3993	0.2833
8	3PL	0.28388	-0.7169	0.2833
9	3PL	0.45662	-2.2368	0.2127
10	3PL	0.73212	-2.5736	0.2168
11	3PL	0.60359	-1.8147	0.2833
12	3PL	0.56507	-1.6758	0.1331
13	3PL	0.59752	-1.2651	0.2380
14	3PL	0.59666	-0.7047	0.2833
15	3PL	0.68240	-0.3892	0.2833
16	3PL	0.81090	-2.0233	0.2800
17	3PL	0.61537	-2.5753	0.1208
18	3PL	0.65303	-2.3347	0.0871
19	3PL	0.69869	-2.4018	0.1125
Operational Item Numbers 36-50 are 3PL Field Test Items				
36	3PL	0.58132	-3.6848	0.2833
37	3PL	0.92931	-2.7785	0.2833
38	3PL	0.83598	-2.9232	0.2833
39	3PL	0.55637	-1.1612	0.2833
40	3PL	0.46013	-2.5527	0.2833
41	3PL	0.42919	1.1275	0.2833
42	3PL	0.35277	-2.5138	0.2833
43	3PL	0.82320	-1.5892	0.1291
44	3PL	0.51601	-2.4211	0.2833
45	3PL	0.52932	-1.0243	0.1836
46	3PL	0.65503	-0.1780	0.2833
47	3PL	0.75319	-3.1244	0.2833
48	3PL	0.66229	-3.3243	0.2833
49	3PL	0.38927	-1.8833	0.2833
50	3PL	0.57969	-2.1237	0.2168

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational		Parameters					
Item Number*	**Model****	**Alpha**	**Gamma 1**	**Gamma 2**	**Gamma 3**	**Gamma 4**	**Gamma 5**
20	2PPC	1.08380	-3.2334	NA	NA	NA	NA
21	2PPC	1.19742	-3.6093	NA	NA	NA	NA
22	2PPC	1.12625	-1.3005	NA	NA	NA	NA
23	2PPC	1.36756	-2.6874	NA	NA	NA	NA
24	2PPC	1.28323	-2.3308	NA	NA	NA	NA
25	2PPC	1.69799	-4.6472	NA	NA	NA	NA
26	2PPC	1.28688	-3.2050	NA	NA	NA	NA
27	2PPC	0.79999	-0.8249	NA	NA	NA	NA
28	2PPC	1.22376	-3.1589	NA	NA	NA	NA
29	2PPC	1.60057	-5.9796	NA	NA	NA	NA
30	2PPC	1.51768	-1.5514	-0.9349	NA	NA	NA
31	2PPC	1.76240	-2.2730	-1.7490	NA	NA	NA
32	2PPC	1.76711	-2.4333	-1.0380	NA	NA	NA
33	2PPC	1.98436	-2.4130	-1.1685	NA	NA	NA
34	2PPC	1.23154	-3.4729	-1.6341	NA	NA	NA
35	2PPC	1.01260	-2.5285	-2.5277	-1.3732	1.4220	NA
Operational Item Numbers 51-66 are 2PPC Field Test Items							
51	2PPC	0.56117	0.0109	-2.1298	-1.0601	1.2124	NA
52	2PPC	0.76829	-0.8530	-2.1498	-1.1702	1.1616	NA
53	2PPC	1.38375	-3.1595	NA	NA	NA	NA
54	2PPC	1.09150	-1.6776	NA	NA	NA	NA
55	2PPC	1.30334	-3.1537	NA	NA	NA	NA
56	2PPC	0.93934	2.5513	NA	NA	NA	NA
57	2PPC	1.42283	-0.8383	0.2555	NA	NA	NA
58	2PPC	1.52854	-1.6854	-1.1195	NA	NA	NA
59	2PPC	0.99885	-1.9669	-1.3393	NA	NA	NA
60	2PPC	1.17882	-2.7075	NA	NA	NA	NA
61	2PPC	0.98242	-1.2620	NA	NA	NA	NA
62	2PPC	0.84819	-2.4115	NA	NA	NA	NA
63	2PPC	0.73060	2.0235	NA	NA	NA	NA
64	2PPC	1.51100	-1.9773	-1.7808	NA	NA	NA
65	2PPC	1.55017	-1.9131	-0.9222	NA	NA	NA
66	2PPC	1.17019	-2.9653	-1.7303	NA	NA	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

Operational		Parameters		
Item Number*	**Model****	**A**	**B**	**C**
1	3PL	0.30532	-4.5425	0.2833
2	3PL	0.61825	-3.9221	0.2833
3	3PL	0.70971	-3.0352	0.2833
4	3PL	0.64206	-3.0163	0.2833
5	3PL	1.01169	-2.7939	0.2833
6	3PL	0.48646	-1.3809	0.1532
7	3PL	0.47771	-1.9664	0.2833
8	3PL	0.47333	-3.1759	0.2833
9	3PL	0.38609	-0.5565	0.2336
10	3PL	0.55861	-1.4835	0.2833
11	3PL	0.79009	-2.6818	0.2833
12	3PL	0.65047	-2.0022	0.2833
13	3PL	0.67338	-2.0751	0.2833
14	3PL	0.80706	-1.9308	0.2599
15	3PL	0.73535	-2.5808	0.2833
16	3PL	0.62507	-2.7222	0.2833
17	3PL	0.91494	-1.5267	0.2833
18	3PL	1.20802	-1.3889	0.3222
19	3PL	0.82121	-2.4163	0.2833
Operational Item Numbers 36-50 are 3PL Field Test Items				
36	3PL	1.14231	-2.1328	0.2833
37	3PL	0.68089	-1.3595	0.2833
38	3PL	0.75640	-3.3702	0.2833
39	3PL	0.78103	-3.4699	0.2833
40	3PL	0.53280	-1.9470	0.2599
41	3PL	0.69714	-4.2406	0.2833
42	3PL	0.32901	-2.1087	0.2833
43	3PL	0.49270	-2.8799	0.2833
44	3PL	0.64286	-2.8628	0.2833
45	3PL	0.40949	-1.6876	0.2833
46	3PL	0.63547	-1.9270	0.2833
47	3PL	0.58706	-1.6832	0.2833
48	3PL	0.38074	-1.5366	0.2833
49	3PL	0.44595	-0.1358	0.2163
50	3PL	0.52609	1.6533	0.3385

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational		Parameters					
Item Number*	**Model****	**Alpha**	**Gamma 1**	**Gamma 2**	**Gamma 3**	**Gamma 4**	**Gamma 5**
20	2PPC	1.32901	-3.2724	NA	NA	NA	NA
21	2PPC	1.97343	-4.8681	NA	NA	NA	NA
22	2PPC	1.23883	-3.2480	NA	NA	NA	NA
23	2PPC	1.44508	-3.1550	NA	NA	NA	NA
24	2PPC	0.89293	-0.4759	NA	NA	NA	NA
25	2PPC	2.05925	-3.7292	NA	NA	NA	NA
26	2PPC	1.39405	-2.3359	NA	NA	NA	NA
27	2PPC	0.91387	-1.7213	NA	NA	NA	NA
28	2PPC	1.84323	-2.8796	NA	NA	NA	NA
29	2PPC	1.15942	-0.3958	NA	NA	NA	NA
30	2PPC	1.41391	-3.2041	-2.4161	NA	NA	NA
31	2PPC	1.17772	-2.1999	-1.9992	NA	NA	NA
32	2PPC	1.49128	-2.7146	-2.3698	NA	NA	NA
33	2PPC	1.22943	-2.7794	-1.1393	NA	NA	NA
34	2PPC	1.48828	-4.3362	-2.4441	NA	NA	NA
35	2PPC	1.09537	-2.6353	-2.7560	-1.4756	1.0430	NA
Operational Item Numbers 51-66 are 2PPC Field Test Items							
51	2PPC	0.61937	0.1505	-1.9355	-1.1081	1.0421	NA
52	2PPC	0.97240	-1.2664	-2.7314	-1.5096	1.2445	NA
53	2PPC	1.18807	-1.1073	NA	NA	NA	NA
54	2PPC	1.38058	-2.7283	NA	NA	NA	NA
55	2PPC	1.25251	-3.0073	NA	NA	NA	NA
56	2PPC	1.36506	-0.9503	NA	NA	NA	NA
57	2PPC	1.40904	-2.6993	-1.8663	NA	NA	NA
58	2PPC	1.41194	-1.2875	-0.5871	NA	NA	NA
59	2PPC	1.39907	-3.2243	-1.7853	NA	NA	NA
60	2PPC	1.39550	-3.9932	NA	NA	NA	NA
61	2PPC	1.39778	-3.5455	NA	NA	NA	NA
62	2PPC	0.89562	-1.6226	NA	NA	NA	NA
63	2PPC	1.32792	-1.6469	NA	NA	NA	NA
64	2PPC	1.33509	-1.8678	-1.3077	NA	NA	NA
65	2PPC	1.42631	-1.7012	-2.1140	NA	NA	NA
66	2PPC	1.39554	-3.1688	-1.7519	NA	NA	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

Operational		Parameters		
Item Number*	**Model****	**A**	**B**	**C**
1	3PL	0.47290	-2.3589	0.2833
2	3PL	0.63132	-2.2129	0.2456
3	3PL	0.61120	-2.3418	0.4921
4	3PL	0.77787	-2.7980	0.1821
5	3PL	0.35373	-2.3879	0.2833
6	3PL	0.41922	-1.8073	0.1813
7	3PL	0.88649	-3.2911	0.2833
8	3PL	0.42541	-1.5005	0.2456
9	3PL	0.85570	-2.2819	0.2729
10	3PL	0.25768	-0.9061	0.2833
11	3PL	0.89511	-2.7077	0.1005
12	3PL	0.48970	-2.8405	0.2833
13	3PL	0.88467	-1.8661	0.2324
14	3PL	0.52426	-2.0254	0.1665
15	3PL	0.93105	-2.3978	0.0835
16	3PL	0.27672	-0.8321	0.2833
17	3PL	0.61846	-1.8606	0.4945
18	3PL	0.51713	-2.5112	0.2436
19	3PL	0.52856	-2.7574	0.1576
Operational Item Numbers 36-50 are 3PL Field Test Items				
36	3PL	0.75980	-0.0745	0.2615
37	3PL	0.62378	-1.3140	0.1826
38	3PL	0.54047	-0.0603	0.2350
39	3PL	0.59128	-0.8690	0.2833
40	3PL	0.59370	-1.4392	0.2833
41	3PL	0.69904	-4.3759	0.2833
42	3PL	0.50301	-2.3747	0.2833
43	3PL	0.46376	-1.0591	0.2833
44	3PL	0.85916	1.0792	0.4981
45	3PL	0.59778	0.8294	0.4648
46	3PL	0.45965	-1.5303	0.2833
47	3PL	0.42360	-0.3484	0.2833
48	3PL	0.43997	0.1618	0.1503
49	3PL	0.28757	1.2570	0.2833
50	3PL	0.59892	2.0045	0.3120

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational		Parameters					
Item Number*	**Model****	**Alpha**	**Gamma 1**	**Gamma 2**	**Gamma 3**	**Gamma 4**	**Gamma 5**
20	2PPC	2.20197	-5.8044	NA	NA	NA	NA
21	2PPC	1.06561	-1.9298	NA	NA	NA	NA
22	2PPC	1.36329	-2.1391	NA	NA	NA	NA
23	2PPC	0.94710	-2.5494	NA	NA	NA	NA
24	2PPC	1.57877	-1.9496	NA	NA	NA	NA
25	2PPC	1.55653	-2.0702	NA	NA	NA	NA
26	2PPC	0.96167	-0.2588	NA	NA	NA	NA
27	2PPC	1.44496	-2.2068	NA	NA	NA	NA
28	2PPC	1.02210	0.0889	NA	NA	NA	NA
29	2PPC	1.55114	-0.5858	NA	NA	NA	NA
30	2PPC	1.71413	-2.9830	-3.4677	NA	NA	NA
31	2PPC	1.53433	-1.7619	-0.8894	NA	NA	NA
32	2PPC	1.89576	-3.1653	-1.9043	NA	NA	NA
33	2PPC	2.00024	-3.1047	-1.2142	NA	NA	NA
34	2PPC	1.66578	-3.5032	-2.2103	NA	NA	NA
35	2PPC	1.32307	-3.0948	-2.9290	-1.7743	0.7675	NA
Operational Item Numbers 51-66 are 2PPC Field Test Items							
51	2PPC	0.39066	1.0881	-1.5091	-1.3785	0.3861	NA
52	2PPC	0.84911	-0.4286	-1.9798	-1.4174	0.2516	NA
53	2PPC	1.78208	-2.0948	NA	NA	NA	NA
54	2PPC	1.75558	-1.2141	NA	NA	NA	NA
55	2PPC	1.42693	-2.1236	NA	NA	NA	NA
56	2PPC	1.16454	-2.7288	NA	NA	NA	NA
57	2PPC	1.40164	-1.5972	-1.1597	NA	NA	NA
58	2PPC	1.30352	-1.3570	-0.5067	NA	NA	NA
59	2PPC	1.61630	-3.7160	-2.7216	NA	NA	NA
60	2PPC	1.29251	-0.3306	NA	NA	NA	NA
61	2PPC	1.43882	-0.3547	NA	NA	NA	NA
62	2PPC	1.41378	-1.5233	NA	NA	NA	NA
63	2PPC	1.06960	-0.5331	NA	NA	NA	NA
64	2PPC	1.31534	-1.8419	-2.4620	NA	NA	NA
65	2PPC	1.56925	-2.0474	-1.2249	NA	NA	NA
66	2PPC	1.75110	-3.6346	-2.0904	NA	NA	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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	0.92496	-1.6878	0.2833
2	3PL	1.18044	-0.1572	0.1107
3	3PL	0.94251	-2.6755	0.2833
4	3PL	0.87056	-0.5850	0.1346
5	3PL	1.13267	-1.5550	0.2833
6	3PL	1.25922	0.7432	0.3013
7	3PL	1.20465	0.4877	0.2775
8	3PL	0.71889	1.2670	0.3503
9	3PL	1.46675	2.2954	0.1440
10	3PL	2.23714	1.8395	0.1530
11	3PL	0.54721	-0.3351	0.2837
12	3PL	1.59776	-0.4094	0.2674
13	3PL	0.91195	0.4376	0.2439
14	3PL	1.08011	-0.0551	0.2783
15	3PL	1.13082	-0.3277	0.2152
16	3PL	1.08948	-0.4551	0.3270
17	3PL	1.47673	-0.3126	0.1637
18	3PL	1.15880	0.6647	0.1888
19	3PL	1.12594	-0.8671	0.1509
20	3PL	0.57000	0.9979	0.0505
21	3PL	1.29192	1.8075	0.1827
22	3PL	1.95911	0.0757	0.2924
23	3PL	1.29177	-0.7108	0.2644
24	3PL	1.48582	1.1074	0.3531
25	3PL	1.36339	0.0919	0.2049
26	3PL	0.95326	-0.2926	0.2555
27	3PL	0.68145	1.5075	0.2560
28	3PL	0.74630	0.9667	0.3107
29	3PL	1.62182	-0.3545	0.2528
30	3PL	0.96228	0.7527	0.1151
31	3PL	1.12296	0.2316	0.2667
32	3PL	1.94735	0.1506	0.3040
33	3PL	1.76578	0.4573	0.2708
34	3PL	2.17042	0.4296	0.3626
35	3PL	1.27613	0.2051	0.2424
Operational Item Numbers 36-61 are 3PL Field Test Items				
36	3PL	0.10522	-3.4091	0.2833
37	3PL	0.13908	-0.5048	0.4977
38	3PL	2.26933	1.5782	0.2883
39	3PL	0.64940	-1.1059	0.2000

continues…

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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 1

Operational Item Number*	Model**	Parameters		
		A	B	C
40	3PL	1.32734	0.2540	0.2258
41	3PL	2.35294	-0.0330	0.1986
42	3PL	1.98469	0.1588	0.3289
43	3PL	1.77876	0.3276	0.3221
44	3PL	1.91976	0.7884	0.3131
45	3PL	0.82127	-0.9019	0.2280
46	3PL	1.10919	-2.2441	0.2237
47	3PL	1.68050	-0.1348	0.2238
48	3PL	0.77532	-2.7541	0.2833
49	3PL	0.69237	-2.8248	0.2833
50	3PL	0.88109	0.3268	0.2315
51	3PL	1.35137	-0.7726	0.3182
52	3PL	0.60618	0.5575	0.1308
53	3PL	1.52718	0.7597	0.2079
54	3PL	1.49128	0.1808	0.2439
55	3PL	1.56057	1.2174	0.2725
56	3PL	1.40990	0.4499	0.2028
57	3PL	0.53327	-1.7653	0.2833
58	3PL	0.65205	-0.4900	0.2833
59	3PL	1.33780	0.2083	0.3529
60	3PL	0.91506	0.3391	0.2015
61	3PL	0.66820	1.5861	0.1377

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	0.65435	-0.9477	0.1457
2	3PL	0.86469	-0.0282	0.1933
3	3PL	0.75769	-0.6707	0.1947
4	3PL	0.64917	-0.1127	0.1688
5	3PL	0.79849	0.2122	0.1976
6	3PL	1.02229	0.4306	0.1417
7	3PL	0.76357	-0.3236	0.1173
8	3PL	0.97698	-0.2972	0.2153
9	3PL	1.06551	-0.6484	0.1768
10	3PL	1.06146	-0.2804	0.2097
11	3PL	0.72536	-1.4564	0.0724
12	3PL	0.78615	-0.1114	0.1697
13	3PL	0.82099	-0.7619	0.1823
14	3PL	0.57946	-1.0167	0.2000
15	3PL	1.02987	-1.8512	0.0541
16	3PL	0.85818	-2.0309	0.1493
17	3PL	0.94097	-1.5808	0.1493
18	3PL	1.20739	-0.8218	0.1181
19	3PL	1.35837	-0.7620	0.1887
20	3PL	1.02159	0.6548	0.1761
21	3PL	0.41305	-0.4064	0.1493
22	3PL	0.70807	-0.5777	0.0316
23	3PL	0.51472	0.2913	0.2340
24	3PL	1.17998	-1.2784	0.1213
25	3PL	1.53249	0.1345	0.2640
26	3PL	0.69356	-0.8604	0.0910
27	3PL	0.66618	-0.9241	0.0467
28	3PL	0.75367	0.6884	0.2316
29	3PL	1.46022	-0.2944	0.2185
30	3PL	1.41032	-0.4005	0.2352
31	3PL	0.56084	-0.6473	0.0800
32	3PL	0.91452	-0.4478	0.2164
33	3PL	1.70683	-0.3867	0.2721
34	3PL	0.82822	-0.5752	0.1017
35	3PL	0.99842	-0.5303	0.1977
Operational Item Numbers 36-59 are 3PL Field Test Items				
36	3PL	0.74791	-0.0398	0.2055
37	3PL	0.74286	-2.0295	0.1456
38	3PL	0.91663	-1.1267	0.2173
39	3PL	0.71784	-2.4013	0.1493

continues…

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational Item Number*	Model**	Parameters		
		A	B	C
40	3PL	1.07579	-0.8259	0.1610
41	3PL	1.07835	-0.7988	0.2304
42	3PL	1.34522	-0.6703	0.2120
43	3PL	1.42897	-0.1777	0.2196
44	3PL	0.40199	-1.5552	0.2000
45	3PL	0.79874	-1.2445	0.1120
46	3PL	0.54658	-0.7423	0.2000
47	3PL	1.13850	-2.0468	0.1493
48	3PL	0.56773	-1.2770	0.1162
49	3PL	0.43038	0.1507	0.2000
50	3PL	0.92231	-1.2218	0.0662
51	3PL	1.25863	-0.7695	0.1427
52	3PL	0.43787	1.2263	0.2425
53	3PL	1.16227	-0.9342	0.1042
54	3PL	0.54262	-0.4369	0.1240
55	3PL	0.60589	0.7673	0.2267
56	3PL	0.83354	-0.0221	0.2616
57	3PL	0.53718	-0.2388	0.1046
58	3PL	0.92376	-0.1455	0.1715
59	3PL	1.08140	0.4083	0.2196

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	0.63114	0.1653	0.0398
2	3PL	1.00192	-1.7751	0.2000
3	3PL	0.71854	-0.2792	0.1442
4	3PL	0.48600	-1.0237	0.2000
5	3PL	0.58726	0.2253	0.2188
6	3PL	0.94210	-0.2759	0.1279
7	3PL	1.47496	-1.6604	0.1155
8	3PL	1.20188	-1.9045	0.0463
9	3PL	1.00014	-1.5678	0.1302
10	3PL	1.01390	-1.7716	0.0526
11	3PL	0.63090	-1.0113	0.0495
12	3PL	0.87439	-1.2031	0.1600
13	3PL	0.75519	-0.0493	0.1669
14	3PL	0.51480	-0.1960	0.1372
15	3PL	0.56149	0.3990	0.1714
16	3PL	1.10490	0.0242	0.2042
17	3PL	1.01647	-0.0710	0.2275
18	3PL	0.77083	0.6419	0.1785
19	3PL	0.68318	-0.0388	0.1489
20	3PL	0.44672	0.2224	0.1600
21	3PL	0.23715	0.4069	0.2000
22	3PL	0.88191	-0.1590	0.1434
23	3PL	0.64373	-0.7250	0.1600
24	3PL	0.64865	-0.7729	0.2846
25	3PL	0.62769	-1.2566	0.1600
26	3PL	1.03058	-1.8038	0.1704
27	3PL	0.67672	0.5693	0.2160
28	3PL	0.82057	-1.7139	0.2343
29	3PL	0.88020	-0.9845	0.1488
30	3PL	0.61663	-1.4840	0.1019
31	3PL	0.99879	-0.3100	0.2108
32	3PL	0.63299	0.6759	0.2349
33	3PL	0.68458	1.3466	0.2189
34	3PL	0.96631	0.5052	0.2566
35	3PL	1.06314	0.2043	0.2604
Operational Item Numbers 36-59 are 3PL Field Test Items				
36	3PL	0.83540	0.9186	0.2128
37	3PL	0.72780	-2.0763	0.2000
38	3PL	0.62319	-1.2423	0.1109
39	3PL	0.69851	-1.7419	0.2000

continues…

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational Item Number*	Model**	Parameters		
		A	B	C
40	3PL	0.96782	0.1727	0.2121
41	3PL	1.11223	-0.0948	0.1849
42	3PL	1.45350	-0.4372	0.2342
43	3PL	1.42592	-0.0657	0.2704
44	3PL	0.64085	-1.7465	0.2000
45	3PL	0.32566	-3.5384	0.2000
46	3PL	0.93090	-0.3996	0.2633
47	3PL	1.13294	-1.8854	0.0920
48	3PL	0.83104	-1.9327	0.1600
49	3PL	0.55062	0.1790	0.1176
50	3PL	0.77535	-0.0826	0.2848
51	3PL	1.08751	-0.9575	0.1581
52	3PL	0.72454	-1.2783	0.1611
53	3PL	0.79311	-0.7015	0.0999
54	3PL	1.37253	-0.9546	0.2702
55	3PL	1.19760	-0.7856	0.1541
56	3PL	0.21181	-4.0196	0.2000
57	3PL	0.45959	1.5631	0.3279
58	3PL	0.69537	-0.2199	0.2471
59	3PL	1.08878	-1.4929	0.0750

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	0.80298	-1.4921	0.0669
2	3PL	0.55525	-1.3251	0.1013
3	3PL	0.54517	-0.6910	0.1098
4	3PL	0.34772	-1.0965	0.2000
5	3PL	0.93768	-1.2108	0.1787
6	3PL	0.80394	-1.1823	0.1010
7	3PL	1.02807	-1.3813	0.2510
8	3PL	0.93397	-0.8761	0.1367
9	3PL	1.17975	-1.6674	0.2000
10	3PL	1.00198	-1.4817	0.2271
11	3PL	0.73880	-0.5318	0.1406
12	3PL	1.29250	1.0084	0.1987
13	3PL	0.83323	-0.4379	0.2223
14	3PL	0.58992	-0.1031	0.1079
15	3PL	1.01687	-1.4202	0.0506
16	3PL	0.82737	-2.3123	0.2000
17	3PL	0.73597	-1.6144	0.1134
18	3PL	0.82556	-0.2808	0.1679
19	3PL	0.90722	-0.7047	0.1181
20	3PL	0.60851	-0.8612	0.1787
21	3PL	0.64823	-0.9869	0.0888
22	3PL	0.70444	0.2128	0.4422
23	3PL	0.58408	-0.1484	0.1551
24	3PL	0.42022	-2.0112	0.0000
25	3PL	1.27547	-0.6396	0.3673
26	3PL	1.10261	-0.7505	0.1828
27	3PL	1.35373	-0.0813	0.1292
28	3PL	0.77545	0.0727	0.2334
29	3PL	1.09785	0.3119	0.1797
30	3PL	1.05441	-0.4622	0.2255
31	3PL	1.07810	0.4165	0.2113
32	3PL	1.32568	-0.7396	0.2445
33	3PL	0.93321	-0.0083	0.3120
34	3PL	0.98443	-0.4786	0.2097
35	3PL	1.25207	-0.4328	0.1864
Operational Item Numbers 36-59 are 3PL Field Test Items				
36	3PL	0.76407	0.3661	0.1723
37	3PL	0.79115	-1.9750	0.2000
38	3PL	0.57461	-1.2162	0.2000
39	3PL	0.97220	-0.3959	0.2770

continues…

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational Item Number*	Model**	Parameters		
		A	B	C
40	3PL	0.74129	-0.4078	0.1838
41	3PL	0.89170	-0.0218	0.2425
42	3PL	0.69763	1.4449	0.1784
43	3PL	0.95515	-0.6558	0.1900
44	3PL	0.45596	-0.2054	0.1240
45	3PL	0.32143	0.0935	0.1630
46	3PL	0.79645	-1.5938	0.2000
47	3PL	0.96585	-0.4397	0.4315
48	3PL	0.34110	-2.6353	0.2000
49	3PL	0.51692	-2.0563	0.2000
50	3PL	0.84920	-0.9158	0.1734
51	3PL	0.82970	-1.0418	0.2000
52	3PL	0.89921	0.0120	0.3120
53	3PL	0.42573	-1.3706	0.2000
54	3PL	0.77200	0.6591	0.1476
55	3PL	0.28849	-0.3011	0.2000
56	3PL	0.63628	-1.5710	0.2000
57	3PL	0.84339	-1.5695	0.2000
58	3PL	1.25917	-2.0694	0.1171
59	3PL	0.33043	1.7269	0.2000

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	1.74245	0.9612	0.2990
2	3PL	1.04419	-0.2477	0.2507
3	3PL	1.46223	0.0656	0.3954
4	3PL	1.69781	-0.2401	0.2863
5	3PL	2.12726	-0.2566	0.2618
6	3PL	1.55108	0.0250	0.2864
7	3PL	1.73918	-0.5486	0.3758
8	3PL	1.06005	0.5796	0.4099
9	3PL	1.54647	0.9810	0.3097
10	3PL	1.36865	0.0905	0.3464
11	3PL	1.92640	0.7599	0.2904
12	3PL	0.87627	0.5885	0.2968
13	3PL	1.13576	0.0761	0.3660
14	3PL	1.54916	0.2682	0.3493
15	3PL	1.42008	0.0931	0.2917
16	3PL	2.22055	-0.0320	0.4231
17	3PL	1.49162	-0.1741	0.3054
18	3PL	1.30346	-0.0351	0.2449
19	3PL	1.27516	0.2041	0.2916
Operational Item Numbers 28-30 are 3PL Field Test Items				
28	3PL	1.56993	-0.3887	0.3129
29	3PL	1.07091	0.8937	0.4527
30	3PL	0.79312	0.2419	0.2689
Operational Item Numbers 33-35 are 3PL Field Test Items				
33	3PL	1.20116	-0.0325	0.3150
34	3PL	1.02721	0.2445	0.3204
35	3PL	1.16284	0.9739	0.3770
Operational Item Numbers 38-40 are 3PL Field Test Items				
38	3PL	1.18094	0.9953	0.2295
39	3PL	1.51138	0.1847	0.2770
40	3PL	0.16970	2.9085	0.2833
Operational Item Numbers 43-45 are 3PL Field Test Items				
43	3PL	1.82479	0.3783	0.2722
44	3PL	1.98064	0.2583	0.2922
45	3PL	1.39867	0.1233	0.2944

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational		Parameters					
Item Number*	**Model****	**Alpha**	**Gamma 1**	**Gamma 2**	**Gamma 3**	**Gamma 4**	**Gamma 5**
20	2PPC	1.93098	-4.3446	-1.4485	3.3040	NA	NA
21	2PPC	2.61755	-5.3114	-1.6711	3.4497	NA	NA
22	2PPC	2.08613	-4.2979	-1.1469	2.7144	NA	NA
23	2PPC	2.15872	-4.2434	-1.2743	3.4715	NA	NA
24	2PPC	1.81681	-3.7414	-1.0862	1.5836	3.9886	NA
25	2PPC	2.25944	-4.8623	-1.1021	1.8936	4.8943	NA
26	2PPC	1.35222	-2.7038	-1.0297	1.5355	3.6781	NA
27	2PPC	0.64917	-0.4687	-0.6083	1.0445	2.5391	NA
Operational Item Numbers 31-32 are 2PPC Field Test Items							
31	2PPC	1.92730	-3.9675	-0.7835	3.2086	NA	NA
32	2PPC	1.93752	-3.8025	-0.1018	2.3779	NA	NA
Operational Item Numbers 36-37 are 2PPC Field Test Items							
36	2PPC	1.77171	-4.1430	0.2080	3.3949	NA	NA
37	2PPC	2.26704	-4.9346	0.3942	3.9921	NA	NA
Operational Item Numbers 41-42 are 2PPC Field Test Items							
41	2PPC	2.71773	-5.4713	-0.6910	3.1656	NA	NA
42	2PPC	2.29099	-4.6789	-1.0446	2.7829	NA	NA
Operational Item Numbers 46-47 are 2PPC Field Test Items							
46	2PPC	2.33178	-5.1613	-0.2377	3.8344	NA	NA
47	2PPC	1.84181	-4.1624	-0.9423	2.4683	NA	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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	1.04687	-1.5223	0.2298
2	3PL	1.33300	-1.2546	0.3838
3	3PL	0.80894	-1.0442	0.1929
4	3PL	1.34557	-0.5364	0.2747
5	3PL	1.02059	-1.2149	0.1903
6	3PL	0.73836	-0.6892	0.2842
7	3PL	1.33449	-1.0118	0.2540
8	3PL	1.29909	-1.1390	0.3433
9	3PL	1.16617	-1.0704	0.2695
10	3PL	0.63570	-0.6900	0.1703
11	3PL	1.47214	-0.9743	0.2834
12	3PL	0.95819	-1.0785	0.3697
13	3PL	1.08812	-0.8986	0.2716
14	3PL	1.14443	-0.8362	0.2484
15	3PL	1.33394	-0.3527	0.2716
16	3PL	0.79603	-0.5182	0.1921
17	3PL	1.06137	0.1785	0.3347
18	3PL	0.93954	0.0488	0.3326
19	3PL	1.52840	0.4658	0.2602
Operational Item Numbers 28-30 are 3PL Field Test Items				
28	3PL	0.94502	-0.6723	0.2130
29	3PL	0.60860	-0.1339	0.2400
30	3PL	0.56466	1.1103	0.2537
Operational Item Numbers 33-35 are 3PL Field Test Items				
33	3PL	2.00110	-0.9836	0.2295
34	3PL	0.81970	0.1643	0.1890
35	3PL	1.73262	3.1980	0.1881
Operational Item Numbers 38-40 are 3PL Field Test Items				
38	3PL	1.55323	-0.5104	0.3114
39	3PL	1.56748	-0.8211	0.3062
40	3PL	0.87787	0.0195	0.2112
Operational Item Numbers 43-45 are 3PL Field Test Items				
43	3PL	0.26217	1.0852	0.2833
44	3PL	0.96580	-0.9645	0.2848
45	3PL	1.38203	-0.9989	0.2231

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational		Parameters					
Item Number*	**Model****	**Alpha**	**Gamma 1**	**Gamma 2**	**Gamma 3**	**Gamma 4**	**Gamma 5**
20	2PPC	1.39201	-4.6687	-2.3934	1.8779	NA	NA
21	2PPC	1.14451	-4.1238	-1.8664	0.9825	NA	NA
22	2PPC	1.47175	-4.6798	-2.1568	1.7119	NA	NA
23	2PPC	1.43093	-4.4907	-1.8443	1.5605	NA	NA
24	2PPC	1.45783	-3.9360	-2.7784	-0.5940	2.7093	NA
25	2PPC	1.23270	-2.8924	-1.8059	0.8038	2.9238	NA
26	2PPC	0.91852	-1.5044	-2.1795	0.6326	2.9542	NA
27	2PPC	1.35892	-3.2135	-2.5261	0.4774	3.5335	NA
Operational Item Numbers 31-32 are 2PPC Field Test Items							
31	2PPC	1.71183	-5.5351	-1.8757	1.7363	NA	NA
32	2PPC	1.49928	-4.8399	-1.8395	3.2395	NA	NA
Operational Item Numbers 36-37 are 2PPC Field Test Items							
36	2PPC	1.46806	-4.7920	-2.0588	2.3715	NA	NA
37	2PPC	1.25334	-4.4468	-1.6891	1.7854	NA	NA
Operational Item Numbers 41-42 are 2PPC Field Test Items							
41	2PPC	1.85139	-5.6739	-1.9755	2.2575	NA	NA
42	2PPC	1.61677	-5.1894	-2.0984	1.7715	NA	NA
Operational Item Numbers 46-47 are 2PPC Field Test Items							
46	2PPC	1.57407	-5.1957	-2.4761	1.6874	NA	NA
47	2PPC	1.56315	-5.5539	-1.7077	0.7410	NA	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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	1.68584	-1.8653	0.3836
2	3PL	0.85238	-0.4957	0.1465
3	3PL	1.00106	-1.3983	0.2452
4	3PL	0.89739	-1.9078	0.1744
5	3PL	1.24111	-1.1193	0.2525
6	3PL	0.52352	-2.0842	0.1015
7	3PL	0.84669	0.1259	0.2964
8	3PL	1.27836	-1.7922	0.1438
9	3PL	1.47713	-1.4098	0.1903
10	3PL	0.85567	-1.3542	0.1701
11	3PL	1.20067	-1.5047	0.1948
12	3PL	1.49931	-1.3276	0.2470
13	3PL	1.20936	-1.3135	0.2123
14	3PL	2.14076	-1.0530	0.2087
15	3PL	1.42191	-1.1122	0.2055
16	3PL	0.82825	-0.4316	0.1481
17	3PL	1.17908	-0.8403	0.1527
18	3PL	0.70690	0.6168	0.3537
19	3PL	0.65009	0.0458	0.2783
Operational Item Numbers 28-30 are 3PL Field Test Items				
28	3PL	0.76016	-1.7998	0.1471
29	3PL	0.76351	-1.8288	0.1247
30	3PL	0.80655	-0.8475	0.1948
Operational Item Numbers 33-35 are 3PL Field Test Items				
33	3PL	0.76956	-0.2223	0.1972
34	3PL	0.96298	-0.9406	0.2756
35	3PL	0.69729	-0.2248	0.3100
Operational Item Numbers 38-40 are 3PL Field Test Items				
38	3PL	1.44864	-1.1181	0.1923
39	3PL	0.60383	-0.8200	0.1704
40	3PL	0.65565	0.2988	0.2022
Operational Item Numbers 43-45 are 3PL Field Test Items				
43	3PL	1.28161	-0.4890	0.2220
44	3PL	1.61089	-0.8951	0.2362
45	3PL	1.10800	-1.0288	0.2411

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational		Parameters					
Item Number*	**Model****	**Alpha**	**Gamma 1**	**Gamma 2**	**Gamma 3**	**Gamma 4**	**Gamma 5**
20	2PPC	1.17611	-4.7642	-2.2164	-0.1105	NA	NA
21	2PPC	1.01736	-3.8260	-3.0145	0.5119	NA	NA
22	2PPC	1.00293	-3.8326	-2.4725	1.5389	NA	NA
23	2PPC	1.15141	-4.0940	-2.5848	1.2980	NA	NA
24	2PPC	1.27892	-3.2379	-3.6318	-0.8041	2.8177	NA
25	2PPC	0.67385	-0.3063	-2.9329	-0.2357	2.1742	NA
26	2PPC	0.86752	-1.0158	-2.8132	-0.3300	2.8395	NA
27	2PPC	0.69000	-0.5001	-2.7524	-0.2346	2.7937	NA
Operational Item Numbers 31-32 are 2PPC Field Test Items							
31	2PPC	1.07468	-4.6984	-2.2837	0.5200	NA	NA
32	2PPC	1.09830	-4.7217	-2.8090	0.6149	NA	NA
Operational Item Numbers 36-37 are 2PPC Field Test Items							
36	2PPC	1.03497	-5.3002	-2.4824	1.1901	NA	NA
37	2PPC	1.03242	-4.9053	-2.5945	0.2751	NA	NA
Operational Item Numbers 41-42 are 2PPC Field Test Items							
41	2PPC	1.11135	-4.8456	-1.4179	0.3046	NA	NA
42	2PPC	1.16087	-4.5928	-2.5754	0.1763	NA	NA
Operational Item Numbers 46-47 are 2PPC Field Test Items							
46	2PPC	0.84107	-4.5375	-1.9471	1.3735	NA	NA
47	2PPC	0.65861	-4.0979	-1.6779	0.8454	NA	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

Operational Item Number*	Model**	Parameters		
		A	B	C
1		1.20414	-1.8298	0.1856
2		0.92404	-2.4733	0.2833
3		1.22214	-1.7033	0.2566
4		1.14572	-1.7678	0.1002
5		1.22442	-1.0048	0.1500
6		0.59994	-1.4755	0.1872
7		0.90247	-0.4193	0.1013
8		1.03416	-1.8238	0.2165
9		1.27029	-1.2112	0.3942
10		1.32501	-0.5371	0.1641
11		1.60340	-1.6119	0.1366
12		1.37715	-1.4246	0.0843
13		1.67417	-0.5642	0.2410
14		1.00528	-0.7821	0.1671
15		1.02991	-1.6943	0.3946
16		1.52953	-0.8882	0.2851
17		0.86776	-0.3997	0.1177
18		0.66662	-0.1441	0.1274
19		1.24789	-1.8041	0.2677
Operational Item Numbers 28-30 are 3PL Field Test Items				
28		0.81542	-2.0124	0.1872
29		0.56785	-0.7996	0.1872
30		1.22369	-1.6271	0.2449
Operational Item Numbers 33-35 are 3PL Field Test Items				
33		0.71909	-0.4405	0.0682
34		0.97126	-1.2990	0.2409
35		0.62491	-1.3940	0.1956
Operational Item Numbers 38-40 are 3PL Field Test Items				
38		0.70822	-1.0946	0.0838
39		1.30651	-0.8363	0.3465
40		0.82329	-1.6490	0.1915
Operational Item Numbers 43-45 are 3PL Field Test Items				
43		1.48686	-1.3842	0.3284
44		1.27982	-0.8619	0.3141
45		0.92840	-0.4138	0.1782

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

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

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

Operational		Parameters					
Item Number*	**Model****	**Alpha**	**Gamma 1**	**Gamma 2**	**Gamma 3**	**Gamma 4**	**Gamma 5**
20		1.01299	-3.9991	-2.9720	0.5740	NA	NA
21		0.98799	-4.0923	-2.8480	0.4889	NA	NA
22		1.08885	-4.0257	-2.5271	1.1466	NA	NA
23		1.07256	-4.1693	-2.7039	0.7875	NA	NA
24		1.07451	-2.4274	-3.5133	-0.6915	2.4486	NA
25		0.75000	5.0830	-4.7916	-0.5602	2.3943	NA
26		0.91612	-1.0561	-3.0899	-0.4032	2.2537	NA
27		0.87389	-1.0610	-3.3651	-0.5639	2.1975	NA
Operational Item Numbers 31-32 are 2PPC Field Test Items							
31		1.01212	-4.4994	-2.8786	0.7858	NA	NA
32		1.00457	-4.2207	-2.5222	1.2165	NA	NA
Operational Item Numbers 36-37 are 2PPC Field Test Items							
36		1.20048	-3.5225	-2.3610	1.3850	NA	NA
37		1.07679	-2.9831	-2.8971	0.7840	NA	NA
Operational Item Numbers 41-42 are 2PPC Field Test Items							
41		0.98955	-5.2678	-2.0841	0.7479	NA	NA
42		1.06352	-4.7047	-2.1342	0.7358	NA	NA
Operational Item Numbers 46-47 are 2PPC Field Test Items							
46		1.22792	-5.1538	-2.2055	0.9948	NA	NA
47		1.15322	-4.3986	-2.1981	1.3639	NA	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 M Form D Scaled Operational Item Parameters

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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	0.01549	465.2421	0.4983
2	3PL	0.02024	458.4427	0.4986
3	3PL	0.01587	412.1050	0.4902
4	3PL	0.02003	436.0205	0.4968
5	3PL	0.02136	484.6025	0.3572
6	3PL	0.01793	512.1395	0.3498
7	3PL	0.01491	565.2850	0.2304
8	3PL	0.02145	489.8008	0.4532
9	3PL	0.02249	498.9356	0.4312
Operational Item Numbers 32-40 are 3PL Field Test Items				
32	3PL	0.01769	537.3507	0.3118
33	3PL	0.02118	445.5080	0.4905
34	3PL	0.02222	530.0750	0.2960
35	3PL	0.00565	568.8464	0.2833
36	3PL	0.01991	485.5995	0.3245
37	3PL	0.02643	511.4984	0.3161
38	3PL	0.02961	529.5640	0.2914
39	3PL	0.02871	503.4088	0.2600
40	3PL	0.01727	522.4804	0.4025

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational		Parameters					
Item Number*	**Model****	**Alpha**	**Gamma 1**	**Gamma 2**	**Gamma 3**	**Gamma 4**	**Gamma 5**
10	2PPC	0.03339	15.2672	NA	NA	NA	NA
11	2PPC	0.04879	22.3200	NA	NA	NA	NA
12	2PPC	0.03649	15.1910	NA	NA	NA	NA
13	2PPC	0.05754	26.5846	NA	NA	NA	NA
14	2PPC	0.04577	20.7556	NA	NA	NA	NA
15	2PPC	0.02122	9.7137	NA	NA	NA	NA
16	2PPC	0.05610	25.6318	NA	NA	NA	NA
17	2PPC	0.02668	14.6682	NA	NA	NA	NA
18	2PPC	0.05343	24.2441	NA	NA	NA	NA
19	2PPC	0.03174	14.6861	NA	NA	NA	NA
20	2PPC	0.04161	18.6715	NA	NA	NA	NA
21	2PPC	0.02799	12.9535	NA	NA	NA	NA
22	2PPC	0.02774	10.2822	NA	NA	NA	NA
23	2PPC	0.03153	14.1465	NA	NA	NA	NA
24	2PPC	0.02931	13.2476	NA	NA	NA	NA
25	2PPC	0.03625	14.3031	NA	NA	NA	NA
26	2PPC	0.04025	17.4254	NA	NA	NA	NA
27	2PPC	0.04171	18.5146	NA	NA	NA	NA
28	2PPC	0.03555	15.9399	NA	NA	NA	NA
29	2PPC	0.03519	15.3732	NA	NA	NA	NA
30	2PPC	0.02941	13.2560	15.0929	NA	NA	NA
31	2PPC	0.02384	10.3949	10.8813	11.9447	14.2325	NA
Operational Item Numbers 41-60 are 2PPC Field Test Items							
41	2PPC	0.04118	18.5872	NA	NA	NA	NA
42	2PPC	0.03548	14.9942	NA	NA	NA	NA
43	2PPC	0.04230	20.6247	NA	NA	NA	NA
44	2PPC	0.03653	18.0965	NA	NA	NA	NA
45	2PPC	0.03474	16.5057	NA	NA	NA	NA
46	2PPC	0.03628	17.7778	NA	NA	NA	NA
47	2PPC	0.05204	25.3546	NA	NA	NA	NA
48	2PPC	0.02971	12.6933	NA	NA	NA	NA
49	2PPC	0.01915	9.0312	8.7336	9.5558	11.6878	NA
50	2PPC	0.02662	11.9177	12.3900	13.7163	16.1296	NA
51	2PPC	0.03126	14.8590	NA	NA	NA	NA
52	2PPC	0.01973	9.9332	NA	NA	NA	NA
53	2PPC	0.02536	10.7146	NA	NA	NA	NA
54	2PPC	0.03502	17.0408	NA	NA	NA	NA
55	2PPC	0.03262	14.6251	16.2451	NA	NA	NA
56	2PPC	0.02845	14.1933	NA	NA	NA	NA
57	2PPC	0.03218	16.4699	NA	NA	NA	NA
58	2PPC	0.02730	13.4095	NA	NA	NA	NA
59	2PPC	0.02832	12.9537	NA	NA	NA	NA
60	2PPC	0.03091	14.0196	16.0320	NA	NA	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

Operational Item Number	Model**	Parameters		
		A	B	C
1	3PL	0.01254	414.2948	0.2833
2	3PL	0.01070	374.5742	0.2833
3	3PL	0.01204	422.8498	0.2833
4	3PL	0.01131	458.4448	0.2001
5	3PL	0.01145	413.1909	0.2634
6	3PL	0.01186	415.7713	0.2168
7	3PL	0.01261	420.7904	0.2833
8	3PL	0.00634	496.0856	0.2833
9	3PL	0.01020	428.0596	0.2127
10	3PL	0.01636	412.9896	0.2168
11	3PL	0.01349	446.9514	0.2833
12	3PL	0.01263	453.1692	0.1331
13	3PL	0.01335	471.5506	0.2380
14	3PL	0.01333	496.6297	0.2833
15	3PL	0.01525	510.7492	0.2833
16	3PL	0.01812	437.6143	0.2800
17	3PL	0.01375	412.9112	0.1208
18	3PL	0.01459	423.6821	0.0871
19	3PL	0.01561	420.6761	0.1125
Operational Item Numbers 36-50 are 3PL Field Test Items				
36	3PL	0.01299	363.2588	0.2833
37	3PL	0.02076	403.8187	0.2833
38	3PL	0.01868	397.3412	0.2833
39	3PL	0.01243	476.1995	0.2833
40	3PL	0.01028	413.9218	0.2833
41	3PL	0.00959	578.6309	0.2833
42	3PL	0.00788	415.6642	0.2833
43	3PL	0.01839	457.0429	0.1291
44	3PL	0.01153	419.8127	0.2833
45	3PL	0.01183	482.3276	0.1836
46	3PL	0.01464	520.2020	0.2833
47	3PL	0.01683	388.3361	0.2833
48	3PL	0.01480	379.3918	0.2833
49	3PL	0.00870	443.8837	0.2833
50	3PL	0.01295	433.1239	0.2168

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational		Parameters					
Item Number*	**Model****	**Alpha**	**Gamma 1**	**Gamma 2**	**Gamma 3**	**Gamma 4**	**Gamma 5**
20	2PPC	0.02422	9.5570	NA	NA	NA	NA
21	2PPC	0.02676	10.5220	NA	NA	NA	NA
22	2PPC	0.02517	11.9909	NA	NA	NA	NA
23	2PPC	0.03056	13.4518	NA	NA	NA	NA
24	2PPC	0.02867	12.8131	NA	NA	NA	NA
25	2PPC	0.03794	15.3915	NA	NA	NA	NA
26	2PPC	0.02875	11.9821	NA	NA	NA	NA
27	2PPC	0.01787	8.6161	NA	NA	NA	NA
28	2PPC	0.02734	11.2833	NA	NA	NA	NA
29	2PPC	0.03576	12.9094	NA	NA	NA	NA
30	2PPC	0.03391	16.3594	16.9759	NA	NA	NA
31	2PPC	0.03938	18.5259	19.0499	NA	NA	NA
32	2PPC	0.03948	18.4212	19.8165	NA	NA	NA
33	2PPC	0.04434	21.0054	22.2499	NA	NA	NA
34	2PPC	0.02752	11.0610	12.8998	NA	NA	NA
35	2PPC	0.02263	9.4216	9.4225	10.5769	13.3722	NA
Operational Item Numbers 51-66 are 2PPC Field Test Items							
51	2PPC	0.01254	6.6335	4.4928	5.5626	7.8350	NA
52	2PPC	0.01717	8.2140	6.9171	7.8967	10.2285	NA
53	2PPC	0.03092	13.1708	NA	NA	NA	NA
54	2PPC	0.02439	11.2038	NA	NA	NA	NA
55	2PPC	0.02912	12.2277	NA	NA	NA	NA
56	2PPC	0.02099	13.6369	NA	NA	NA	NA
57	2PPC	0.03179	15.9532	17.0469	NA	NA	NA
58	2PPC	0.03415	16.3536	16.9195	NA	NA	NA
59	2PPC	0.02232	9.8210	10.4486	NA	NA	NA
60	2PPC	0.02634	11.2043	NA	NA	NA	NA
61	2PPC	0.02195	10.3319	NA	NA	NA	NA
62	2PPC	0.01895	7.5984	NA	NA	NA	NA
63	2PPC	0.01632	10.6456	NA	NA	NA	NA
64	2PPC	0.03376	15.8547	16.0512	NA	NA	NA
65	2PPC	0.03464	16.3812	17.3720	NA	NA	NA
66	2PPC	0.02615	10.8446	12.0797	NA	NA	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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	0.00667	331.1241	0.2833
2	3PL	0.01352	359.5007	0.2833
3	3PL	0.01551	400.0735	0.2833
4	3PL	0.01404	400.9376	0.2833
5	3PL	0.02212	411.1088	0.2833
6	3PL	0.01063	475.7461	0.1532
7	3PL	0.01044	448.9658	0.2833
8	3PL	0.01035	393.6370	0.2833
9	3PL	0.00844	513.4597	0.2336
10	3PL	0.01221	471.0523	0.2833
11	3PL	0.01727	416.2374	0.2833
12	3PL	0.01422	447.3254	0.2833
13	3PL	0.01472	443.9933	0.2833
14	3PL	0.01764	450.5919	0.2599
15	3PL	0.01608	420.8567	0.2833
16	3PL	0.01366	414.3896	0.2833
17	3PL	0.02000	469.0789	0.2833
18	3PL	0.02641	475.3836	0.3222
19	3PL	0.01795	428.3848	0.2833
Operational Item Numbers 36-50 are 3PL Field Test Items				
36	3PL	0.02497	441.3539	0.2833
37	3PL	0.01488	476.7242	0.2833
38	3PL	0.01654	384.7497	0.2833
39	3PL	0.01707	380.1867	0.2833
40	3PL	0.01165	449.8512	0.2599
41	3PL	0.01524	344.9330	0.2833
42	3PL	0.00719	442.4560	0.2833
43	3PL	0.01077	407.1751	0.2833
44	3PL	0.01405	407.9602	0.2833
45	3PL	0.00895	461.7177	0.2833
46	3PL	0.01389	450.7644	0.2833
47	3PL	0.01283	461.9172	0.2833
48	3PL	0.00832	468.6228	0.2833
49	3PL	0.00975	532.7025	0.2163
50	3PL	0.01150	614.5468	0.3385

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational		Parameters					
Item Number*	**Model****	**Alpha**	**Gamma 1**	**Gamma 2**	**Gamma 3**	**Gamma 4**	**Gamma 5**
20	2PPC	0.02905	12.3846	NA	NA	NA	NA
21	2PPC	0.04314	18.3810	NA	NA	NA	NA
22	2PPC	0.02708	11.3467	NA	NA	NA	NA
23	2PPC	0.03159	13.8694	NA	NA	NA	NA
24	2PPC	0.01952	10.0438	NA	NA	NA	NA
25	2PPC	0.04502	20.5308	NA	NA	NA	NA
26	2PPC	0.03047	14.0874	NA	NA	NA	NA
27	2PPC	0.01998	9.0450	NA	NA	NA	NA
28	2PPC	0.04029	18.8356	NA	NA	NA	NA
29	2PPC	0.02535	13.2633	NA	NA	NA	NA
30	2PPC	0.03091	13.4531	14.2411	NA	NA	NA
31	2PPC	0.02575	11.6749	11.8756	NA	NA	NA
32	2PPC	0.03260	14.8542	15.1991	NA	NA	NA
33	2PPC	0.02688	11.7046	13.3447	NA	NA	NA
34	2PPC	0.03253	13.1973	15.0894	NA	NA	NA
35	2PPC	0.02395	10.2693	10.1487	11.4290	13.9477	NA
Operational Item Numbers 51-66 are 2PPC Field Test Items							
51	2PPC	0.01354	7.4473	5.3613	6.1887	8.3390	NA
52	2PPC	0.02126	10.1895	8.7245	9.9463	12.7004	NA
53	2PPC	0.02597	12.8894	NA	NA	NA	NA
54	2PPC	0.03018	13.5363	NA	NA	NA	NA
55	2PPC	0.02738	11.7486	NA	NA	NA	NA
56	2PPC	0.02984	15.1315	NA	NA	NA	NA
57	2PPC	0.03080	13.9007	14.7337	NA	NA	NA
58	2PPC	0.03087	15.3466	16.0470	NA	NA	NA
59	2PPC	0.03058	13.2582	14.6971	NA	NA	NA
60	2PPC	0.03051	12.4473	NA	NA	NA	NA
61	2PPC	0.03056	12.9218	NA	NA	NA	NA
62	2PPC	0.01958	8.9287	NA	NA	NA	NA
63	2PPC	0.02903	13.9974	NA	NA	NA	NA
64	2PPC	0.02919	13.8608	14.4210	NA	NA	NA
65	2PPC	0.03118	15.1022	14.6894	NA	NA	NA
66	2PPC	0.03051	13.2721	14.6890	NA	NA	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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	0.01255	449.5775	0.2833
2	3PL	0.01676	455.0768	0.2456
3	3PL	0.01622	450.2196	0.4921
4	3PL	0.02065	433.0334	0.1821
5	3PL	0.00939	448.4836	0.2833
6	3PL	0.01113	470.3600	0.1813
7	3PL	0.02353	414.4570	0.2833
8	3PL	0.01129	481.9182	0.2456
9	3PL	0.02271	452.4766	0.2729
10	3PL	0.00684	504.3117	0.2833
11	3PL	0.02376	436.4340	0.1005
12	3PL	0.01300	431.4338	0.2833
13	3PL	0.02348	468.1441	0.2324
14	3PL	0.01392	462.1407	0.1665
15	3PL	0.02471	448.1096	0.0835
16	3PL	0.00734	507.0974	0.2833
17	3PL	0.01642	468.3492	0.4945
18	3PL	0.01373	443.8382	0.2436
19	3PL	0.01403	434.5650	0.1576
Operational Item Numbers 36-50 are 3PL Field Test Items				
36	3PL	0.02017	535.6412	0.2615
37	3PL	0.01656	488.9427	0.1826
38	3PL	0.01435	536.1786	0.2350
39	3PL	0.01569	505.7095	0.2833
40	3PL	0.01576	484.2263	0.2833
41	3PL	0.01855	373.5852	0.2833
42	3PL	0.01335	448.9814	0.2833
43	3PL	0.01231	498.5464	0.2833
44	3PL	0.02280	579.1061	0.4981
45	3PL	0.01587	569.6962	0.4648
46	3PL	0.01220	480.7938	0.2833
47	3PL	0.01124	525.3220	0.2833
48	3PL	0.01168	544.5447	0.1503
49	3PL	0.00763	585.8051	0.2833
50	3PL	0.01590	613.9675	0.3120

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational		Parameters					
Item Number*	**Model****	**Alpha**	**Gamma 1**	**Gamma 2**	**Gamma 3**	**Gamma 4**	**Gamma 5**
20	2PPC	0.05845	25.6659	NA	NA	NA	NA
21	2PPC	0.02828	13.2998	NA	NA	NA	NA
22	2PPC	0.03619	17.3448	NA	NA	NA	NA
23	2PPC	0.02514	10.9865	NA	NA	NA	NA
24	2PPC	0.04190	20.6139	NA	NA	NA	NA
25	2PPC	0.04131	20.1756	NA	NA	NA	NA
26	2PPC	0.02553	13.4852	NA	NA	NA	NA
27	2PPC	0.03835	18.4443	NA	NA	NA	NA
28	2PPC	0.02713	14.6966	NA	NA	NA	NA
29	2PPC	0.04117	21.5828	NA	NA	NA	NA
30	2PPC	0.04550	21.5151	21.0304	NA	NA	NA
31	2PPC	0.04073	20.1666	21.0390	NA	NA	NA
32	2PPC	0.05032	23.9286	25.1896	NA	NA	NA
33	2PPC	0.05309	25.4824	27.3729	NA	NA	NA
34	2PPC	0.04421	20.3039	21.5968	NA	NA	NA
35	2PPC	0.03512	15.8143	15.9800	17.1347	19.6766	NA
Operational Item Numbers 51-66 are 2PPC Field Test Items							
51	2PPC	0.01037	6.6714	4.0742	4.2048	5.9693	NA
52	2PPC	0.02254	11.7068	10.1556	10.7180	12.3870	NA
53	2PPC	0.04730	23.3744	NA	NA	NA	NA
54	2PPC	0.04660	23.8765	NA	NA	NA	NA
55	2PPC	0.03787	18.2699	NA	NA	NA	NA
56	2PPC	0.03091	13.9146	NA	NA	NA	NA
57	2PPC	0.03720	18.4348	18.8723	NA	NA	NA
58	2PPC	0.03460	17.2727	18.1230	NA	NA	NA
59	2PPC	0.04290	19.3839	20.3783	NA	NA	NA
60	2PPC	0.03431	18.1418	NA	NA	NA	NA
61	2PPC	0.03819	20.2086	NA	NA	NA	NA
62	2PPC	0.03753	18.6821	NA	NA	NA	NA
63	2PPC	0.02839	14.7535	NA	NA	NA	NA
64	2PPC	0.03491	16.9567	16.3366	NA	NA	NA
65	2PPC	0.04165	20.3800	21.2026	NA	NA	NA
66	2PPC	0.04648	21.3918	22.9360	NA	NA	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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	0.02412	393.0312	0.2833
2	3PL	0.03079	451.7166	0.1107
3	3PL	0.02458	355.1614	0.2833
4	3PL	0.02271	435.3141	0.1346
5	3PL	0.02954	398.1229	0.2833
6	3PL	0.03284	486.2391	0.3013
7	3PL	0.03142	476.4429	0.2775
8	3PL	0.01875	506.3224	0.3503
9	3PL	0.03825	545.7527	0.1440
10	3PL	0.05835	528.2728	0.1530
11	3PL	0.01427	444.8956	0.2837
12	3PL	0.04167	442.0468	0.2674
13	3PL	0.02378	474.5220	0.2439
14	3PL	0.02817	455.6312	0.2783
15	3PL	0.02949	445.1793	0.2152
16	3PL	0.02842	440.2946	0.3270
17	3PL	0.03852	445.7583	0.1637
18	3PL	0.03022	483.2293	0.1888
19	3PL	0.02937	424.4980	0.1509
20	3PL	0.01487	496.0047	0.0505
21	3PL	0.03370	527.0459	0.1827
22	3PL	0.05110	460.6463	0.2924
23	3PL	0.03369	430.4907	0.2644
24	3PL	0.03875	500.2031	0.3531
25	3PL	0.03556	461.2674	0.2049
26	3PL	0.02486	446.5251	0.2555
27	3PL	0.01777	515.5435	0.2560
28	3PL	0.01946	494.8085	0.3107
29	3PL	0.04230	444.1518	0.2528
30	3PL	0.02510	486.6034	0.1151
31	3PL	0.02929	466.6237	0.2667
32	3PL	0.05079	463.5180	0.3040
33	3PL	0.04605	475.2773	0.2708
34	3PL	0.05661	474.2153	0.3626
35	3PL	0.03328	465.6076	0.2424
Operational Item Numbers 36-61 are 3PL Field Test Items				
36	3PL	0.00274	327.0341	0.2833
37	3PL	0.00363	438.3891	0.4977
38	3PL	0.05919	518.2542	0.2883
39	3PL	0.01694	415.3420	0.2000

continues…

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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 1

Operational Item Number*	Model**	Parameters		
		A	B	C
40	3PL	0.03462	467.4825	0.2258
41	3PL	0.06137	456.4785	0.1986
42	3PL	0.05176	463.8324	0.3289
43	3PL	0.04639	470.3044	0.3221
44	3PL	0.05007	487.9722	0.3131
45	3PL	0.02142	423.1637	0.2280
46	3PL	0.02893	371.7018	0.2237
47	3PL	0.04383	452.5754	0.2238
48	3PL	0.02022	352.1477	0.2833
49	3PL	0.01806	349.4370	0.2833
50	3PL	0.02298	470.2738	0.2315
51	3PL	0.03525	428.1212	0.3182
52	3PL	0.01581	479.1191	0.1308
53	3PL	0.03983	486.8718	0.2079
54	3PL	0.03889	464.6759	0.2439
55	3PL	0.04070	504.4207	0.2725
56	3PL	0.03677	474.9936	0.2028
57	3PL	0.01391	390.0597	0.2833
58	3PL	0.01701	438.9565	0.2833
59	3PL	0.03489	465.7303	0.3529
60	3PL	0.02387	470.7454	0.2015
61	3PL	0.01743	518.5571	0.1377

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	0.01553	463.3189	0.1457
2	3PL	0.02052	502.0652	0.1933
3	3PL	0.01798	474.9913	0.1947
4	3PL	0.01541	498.5045	0.1688
5	3PL	0.01895	512.1953	0.1976
6	3PL	0.02426	521.3983	0.1417
7	3PL	0.01812	489.6175	0.1173
8	3PL	0.02319	490.7300	0.2153
9	3PL	0.02529	475.9310	0.1768
10	3PL	0.02519	491.4379	0.2097
11	3PL	0.01721	441.8831	0.0724
12	3PL	0.01866	498.5593	0.1697
13	3PL	0.01948	471.1483	0.1823
14	3PL	0.01375	460.4114	0.2000
15	3PL	0.02444	425.2469	0.0541
16	3PL	0.02037	417.6746	0.1493
17	3PL	0.02233	436.6411	0.1493
18	3PL	0.02865	468.6241	0.1181
19	3PL	0.03224	471.1440	0.1887
20	3PL	0.02424	530.8457	0.1761
21	3PL	0.00980	486.1285	0.1493
22	3PL	0.01680	478.9102	0.0316
23	3PL	0.01221	515.5284	0.2340
24	3PL	0.02800	449.3838	0.1213
25	3PL	0.03637	508.9211	0.2640
26	3PL	0.01646	466.9977	0.0910
27	3PL	0.01581	464.3134	0.0467
28	3PL	0.01789	532.2616	0.2316
29	3PL	0.03465	490.8480	0.2185
30	3PL	0.03347	486.3771	0.2352
31	3PL	0.01331	475.9773	0.0800
32	3PL	0.02170	484.3839	0.2164
33	3PL	0.04051	486.9586	0.2721
34	3PL	0.01965	479.0155	0.1017
35	3PL	0.02369	480.9075	0.1977
Operational Item Numbers 36-59 are 3PL Field Test Items				
36	3PL	0.01775	501.5764	0.2055
37	3PL	0.01763	417.7336	0.1456
38	3PL	0.02175	455.7762	0.2173
39	3PL	0.01704	402.0666	0.1493

continues…

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational Item Number*	Model**	Parameters		
		A	B	C
40	3PL	0.02553	468.4514	0.1610
41	3PL	0.02559	469.5934	0.2304
42	3PL	0.03192	475.0081	0.2120
43	3PL	0.03391	495.7655	0.2196
44	3PL	0.00954	437.7198	0.2000
45	3PL	0.01896	450.8123	0.1120
46	3PL	0.01297	471.9742	0.2000
47	3PL	0.02702	417.0046	0.1493
48	3PL	0.01347	449.4427	0.1162
49	3PL	0.01021	509.6038	0.2000
50	3PL	0.02189	451.7688	0.0662
51	3PL	0.02987	470.8280	0.1427
52	3PL	0.01039	554.9279	0.2425
53	3PL	0.02758	463.8878	0.1042
54	3PL	0.01288	484.8432	0.1240
55	3PL	0.01438	535.5863	0.2267
56	3PL	0.01978	502.3222	0.2616
57	3PL	0.01275	493.1908	0.1046
58	3PL	0.02192	497.1224	0.1715
59	3PL	0.02566	520.4586	0.2196

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	0.01827	535.2161	0.0398
2	3PL	0.02901	468.1931	0.2000
3	3PL	0.02080	519.8627	0.1442
4	3PL	0.01407	494.1471	0.2000
5	3PL	0.01700	537.2886	0.2188
6	3PL	0.02727	519.9767	0.1279
7	3PL	0.04270	472.1549	0.1155
8	3PL	0.03480	463.7235	0.0463
9	3PL	0.02896	475.3534	0.1302
10	3PL	0.02935	468.3140	0.0526
11	3PL	0.01827	494.5754	0.0495
12	3PL	0.02531	487.9504	0.1600
13	3PL	0.02186	527.8036	0.1669
14	3PL	0.01490	522.7365	0.1372
15	3PL	0.01626	543.2883	0.1714
16	3PL	0.03199	530.3424	0.2042
17	3PL	0.02943	527.0541	0.2275
18	3PL	0.02232	551.6783	0.1785
19	3PL	0.01978	528.1663	0.1489
20	3PL	0.01293	537.1884	0.1600
21	3PL	0.00687	543.5612	0.2000
22	3PL	0.02553	524.0145	0.1434
23	3PL	0.01864	504.4644	0.1600
24	3PL	0.01878	502.8099	0.2846
25	3PL	0.01817	486.1025	0.1600
26	3PL	0.02984	467.2018	0.1704
27	3PL	0.01959	549.1707	0.2160
28	3PL	0.02376	470.3070	0.2343
29	3PL	0.02548	495.5011	0.1488
30	3PL	0.01785	478.2479	0.1019
31	3PL	0.02892	518.7988	0.2108
32	3PL	0.01833	552.8527	0.2349
33	3PL	0.01982	576.0192	0.2189
34	3PL	0.02798	546.9565	0.2566
35	3PL	0.03078	536.5632	0.2604
Operational Item Numbers 36-59 are 3PL Field Test Items				
36	3PL	0.02419	561.2358	0.2128
37	3PL	0.02107	457.7894	0.2000
38	3PL	0.01804	486.5964	0.1109
39	3PL	0.02022	469.3398	0.2000

continues…

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational Item Number*	Model**	Parameters		
		A	B	C
40	3PL	0.02802	535.4717	0.2121
41	3PL	0.03220	526.2321	0.1849
42	3PL	0.04208	514.4053	0.2342
43	3PL	0.04128	527.2372	0.2704
44	3PL	0.01855	469.1810	0.2000
45	3PL	0.00943	407.2872	0.2000
46	3PL	0.02695	515.7040	0.2633
47	3PL	0.03280	464.3832	0.0920
48	3PL	0.02406	462.7495	0.1600
49	3PL	0.01594	535.6893	0.1176
50	3PL	0.02245	526.6534	0.2848
51	3PL	0.03148	496.4337	0.1581
52	3PL	0.02098	485.3530	0.1611
53	3PL	0.02296	505.2762	0.0999
54	3PL	0.03974	496.5338	0.2702
55	3PL	0.03467	502.3712	0.1541
56	3PL	0.00613	390.6662	0.2000
57	3PL	0.01331	583.4973	0.3279
58	3PL	0.02013	521.9110	0.2471
59	3PL	0.03152	477.9405	0.0750

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	0.02026	492.6293	0.0669
2	3PL	0.01401	499.2484	0.1013
3	3PL	0.01375	524.3810	0.1098
4	3PL	0.00877	508.3090	0.2000
5	3PL	0.02366	503.7787	0.1787
6	3PL	0.02028	504.9083	0.1010
7	3PL	0.02594	497.0209	0.2510
8	3PL	0.02356	517.0446	0.1367
9	3PL	0.02977	485.6813	0.2000
10	3PL	0.02528	493.0416	0.2271
11	3PL	0.01864	530.6909	0.1406
12	3PL	0.03261	591.7369	0.1987
13	3PL	0.02102	534.4126	0.2223
14	3PL	0.01488	547.6825	0.1079
15	3PL	0.02566	495.4791	0.0506
16	3PL	0.02087	460.1206	0.2000
17	3PL	0.01857	487.7820	0.1134
18	3PL	0.02083	540.6393	0.1679
19	3PL	0.02289	523.8380	0.1181
20	3PL	0.01535	517.6351	0.1787
21	3PL	0.01635	512.6530	0.0888
22	3PL	0.01777	560.2032	0.4422
23	3PL	0.01474	545.8870	0.1551
24	3PL	0.01060	472.0547	0.0000
25	3PL	0.03218	526.4183	0.3673
26	3PL	0.02782	522.0227	0.1828
27	3PL	0.03415	548.5465	0.1292
28	3PL	0.01956	554.6503	0.2334
29	3PL	0.02770	564.1310	0.1797
30	3PL	0.02660	533.4495	0.2255
31	3PL	0.02720	568.2769	0.2113
32	3PL	0.03345	522.4547	0.2445
33	3PL	0.02355	551.4399	0.3120
34	3PL	0.02484	532.7995	0.2097
35	3PL	0.03159	534.6148	0.1864
Operational Item Numbers 36-59 are 3PL Field Test Items				
36	3PL	0.01928	566.2793	0.1723
37	3PL	0.01996	473.4896	0.2000
38	3PL	0.01450	503.5647	0.2000
39	3PL	0.02453	536.0773	0.2770

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*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational Item Number*	Model**	Parameters		
		A	B	C
45	3PL	0.00811	555.4747	0.1630
46	3PL	0.02009	488.5984	0.2000
47	3PL	0.02437	534.3413	0.4315
48	3PL	0.00861	447.3185	0.2000
49	3PL	0.01304	470.2672	0.2000
50	3PL	0.02143	515.4711	0.1734
51	3PL	0.02093	510.4770	0.2000
52	3PL	0.02269	552.2445	0.3120
53	3PL	0.01074	497.4450	0.2000
54	3PL	0.01948	577.8923	0.1476
55	3PL	0.00728	539.8348	0.2000
56	3PL	0.01605	489.5021	0.2000
57	3PL	0.02128	489.5616	0.2000
58	3PL	0.03177	469.7480	0.1171
59	3PL	0.00834	620.2147	0.2000

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	0.03779	525.5269	0.2990
2	3PL	0.02265	469.7835	0.2507
3	3PL	0.03171	484.2281	0.3954
4	3PL	0.03682	470.1324	0.2863
5	3PL	0.04613	469.3737	0.2618
6	3PL	0.03364	482.3596	0.2864
7	3PL	0.03772	455.9113	0.3758
8	3PL	0.02299	507.9324	0.4099
9	3PL	0.03354	526.4409	0.3097
10	3PL	0.02968	485.3768	0.3464
11	3PL	0.04178	516.2469	0.2904
12	3PL	0.01900	508.3424	0.2968
13	3PL	0.02463	484.7144	0.3660
14	3PL	0.03360	493.5705	0.3493
15	3PL	0.03080	485.5002	0.2917
16	3PL	0.04816	479.7320	0.4231
17	3PL	0.03235	473.1792	0.3054
18	3PL	0.02827	479.5856	0.2449
19	3PL	0.02765	490.6176	0.2916
Operational Item Numbers 28-30 are 3PL Field Test Items				
28	3PL	0.03405	463.2832	0.3129
29	3PL	0.02322	522.4133	0.4527
30	3PL	0.01720	492.3599	0.2689
Operational Item Numbers 33-35 are 3PL Field Test Items				
33	3PL	0.02605	479.7064	0.3150
34	3PL	0.02228	492.4803	0.3204
35	3PL	0.02522	526.1118	0.3770
Operational Item Numbers 38-40 are 3PL Field Test Items				
38	3PL	0.02561	527.1000	0.2295
39	3PL	0.03278	489.7217	0.2770
40	3PL	0.00368	615.3160	0.2833
Operational Item Numbers 43-45 are 3PL Field Test Items				
43	3PL	0.03957	498.6486	0.2722
44	3PL	0.04295	493.1181	0.2922
45	3PL	0.03033	486.8896	0.2944

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational		Parameters					
Item Number*	**Model****	**Alpha**	**Gamma 1**	**Gamma 2**	**Gamma 3**	**Gamma 4**	**Gamma 5**
20	2PPC	0.04188	15.8070	18.7031	23.4556	NA	NA
21	2PPC	0.05677	22.0051	25.6454	30.7662	NA	NA
22	2PPC	0.04524	17.4728	20.6238	24.4851	NA	NA
23	2PPC	0.04682	18.2847	21.2539	25.9997	NA	NA
24	2PPC	0.03940	15.2186	17.8738	20.5436	22.9486	NA
25	2PPC	0.04900	18.7170	22.4773	25.4729	28.4736	NA
26	2PPC	0.02933	11.4078	13.0820	15.6471	17.7897	NA
27	2PPC	0.01408	6.3060	6.1664	7.8192	9.3138	NA
Operational Item Numbers 31-32 are 2PPC Field Test Items							
31	2PPC	0.04180	16.1456	19.3296	23.3218	NA	NA
32	2PPC	0.04202	16.4173	20.1180	22.5978	NA	NA
Operational Item Numbers 36-37 are 2PPC Field Test Items							
36	2PPC	0.03842	14.3465	18.6975	21.8844	NA	NA
37	2PPC	0.04917	18.7240	24.0529	27.6508	NA	NA
Operational Item Numbers 41-42 are 2PPC Field Test Items							
41	2PPC	0.05894	22.8907	27.6710	31.5276	NA	NA
42	2PPC	0.04968	19.2297	22.8639	26.6915	NA	NA
Operational Item Numbers 46-47 are 2PPC Field Test Items							
46	2PPC	0.05057	19.1730	24.0966	28.1687	NA	NA
47	2PPC	0.03994	15.0586	18.2787	21.6894	NA	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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	0.02320	446.7878	0.2298
2	3PL	0.02954	458.8647	0.3838
3	3PL	0.01793	468.3612	0.1929
4	3PL	0.02982	491.2743	0.2747
5	3PL	0.02262	460.6599	0.1903
6	3PL	0.01636	484.3792	0.2842
7	3PL	0.02957	469.8247	0.2540
8	3PL	0.02879	464.0854	0.3433
9	3PL	0.02584	467.1784	0.2695
10	3PL	0.01409	484.3429	0.1703
11	3PL	0.03262	471.5139	0.2834
12	3PL	0.02123	466.8134	0.3697
13	3PL	0.02411	474.9319	0.2716
14	3PL	0.02536	477.7488	0.2484
15	3PL	0.02956	499.5646	0.2716
16	3PL	0.01764	492.0982	0.1921
17	3PL	0.02352	523.5344	0.3347
18	3PL	0.02082	517.6854	0.3326
19	3PL	0.03387	536.4996	0.2602
Operational Item Numbers 28-30 are 3PL Field Test Items				
28	3PL	0.02094	485.1437	0.2130
29	3PL	0.01349	509.4406	0.2400
30	3PL	0.01251	565.5861	0.2537
Operational Item Numbers 33-35 are 3PL Field Test Items				
33	3PL	0.04435	471.09620	0.2295
34	3PL	0.01817	522.89310	0.1890
35	3PL	0.03840	659.79170	0.1881
Operational Item Numbers 38-40 are 3PL Field Test Items				
38	3PL	0.03442	492.4494	0.3114
39	3PL	0.03474	478.4290	0.3062
40	3PL	0.01945	516.3619	0.2112
Operational Item Numbers 43-45 are 3PL Field Test Items				
43	3PL	0.00581	564.4496	0.2833
44	3PL	0.02140	471.9598	0.2848
45	3PL	0.03063	470.4040	0.2231

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational		Parameters					
Item Number*	**Model****	**Alpha**	**Gamma 1**	**Gamma 2**	**Gamma 3**	**Gamma 4**	**Gamma 5**
20	2PPC	0.03085	11.2327	13.5080	17.7793	NA	NA
21	2PPC	0.02536	8.9502	11.2077	14.0566	NA	NA
22	2PPC	0.03261	12.1324	14.6555	18.5242	NA	NA
23	2PPC	0.03171	11.8552	14.5016	17.9064	NA	NA
24	2PPC	0.03231	12.7172	13.8748	16.0592	19.3625	NA
25	2PPC	0.02732	11.1891	12.2756	14.8853	17.0053	NA
26	2PPC	0.02035	8.9881	8.3131	11.1252	13.4468	NA
27	2PPC	0.03011	12.3099	12.9973	16.0007	19.0568	NA
Operational Item Numbers 31-32 are 2PPC Field Test Items							
31	2PPC	0.03794	14.0197	17.6791	21.2911	NA	NA
32	2PPC	0.03322	12.2868	15.2873	20.3663	NA	NA
Operational Item Numbers 36-37 are 2PPC Field Test Items							
36	2PPC	0.03253	11.9781	14.7113	19.1415	NA	NA
37	2PPC	0.02777	9.8704	12.6281	16.1026	NA	NA
Operational Item Numbers 41-42 are 2PPC Field Test Items							
41	2PPC	0.04103	15.4751	19.1735	23.4065	NA	NA
42	2PPC	0.03583	13.2794	16.3705	20.2404	NA	NA
Operational Item Numbers 46-47 are 2PPC Field Test Items							
46	2PPC	0.03488	12.7854	15.5050	19.6686	NA	NA
47	2PPC	0.03464	12.3024	16.1486	18.5973	NA	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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	0.04197	458.2693	0.3836
2	3PL	0.02122	513.2816	0.1465
3	3PL	0.02492	477.0276	0.2452
4	3PL	0.02234	456.5641	0.1744
5	3PL	0.03090	488.2345	0.2525
6	3PL	0.01303	449.4773	0.1015
7	3PL	0.02108	538.2519	0.2964
8	3PL	0.03183	461.2054	0.1438
9	3PL	0.03677	476.5647	0.1903
10	3PL	0.02130	478.8003	0.1701
11	3PL	0.02989	472.7529	0.1948
12	3PL	0.03733	479.8663	0.2470
13	3PL	0.03011	480.4321	0.2123
14	3PL	0.05330	490.8961	0.2087
15	3PL	0.03540	488.5186	0.2055
16	3PL	0.02062	515.8575	0.1481
17	3PL	0.02935	499.4393	0.1527
18	3PL	0.01760	557.9705	0.3537
19	3PL	0.01618	535.0334	0.2783
Operational Item Numbers 28-30 are 3PL Field Test Items				
28	3PL	0.01892	460.9002	0.1471
29	3PL	0.01901	459.7345	0.1247
30	3PL	0.02008	499.1526	0.1948
Operational Item Numbers 33-35 are 3PL Field Test Items				
33	3PL	0.01916	524.26420	0.1972
34	3PL	0.02397	495.41060	0.2756
35	3PL	0.01736	524.16610	0.3100
Operational Item Numbers 38-40 are 3PL Field Test Items				
38	3PL	0.03607	488.2814	0.1923
39	3PL	0.01503	500.2556	0.1704
40	3PL	0.01632	545.1971	0.2022
Operational Item Numbers 43-45 are 3PL Field Test Items				
43	3PL	0.03191	513.5538	0.2220
44	3PL	0.04010	497.2386	0.2362
45	3PL	0.02758	491.8698	0.2411

*The operational item number is equivalent to the RWO sequence number in Appendix A: Form D Item Map; please refer to the Form D 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

Operational		Parameters					
Item Number*	**Model****	**Alpha**	**Gamma 1**	**Gamma 2**	**Gamma 3**	**Gamma 4**	**Gamma 5**
20	2PPC	0.02928	10.8478	13.3955	15.5015	NA	NA
21	2PPC	0.02533	9.6786	10.4902	14.0166	NA	NA
22	2PPC	0.02497	9.4805	10.8406	14.8520	NA	NA
23	2PPC	0.02867	11.1901	12.6993	16.5821	NA	NA
24	2PPC	0.03184	13.7388	13.3449	16.1726	19.7944	NA
25	2PPC	0.01678	8.6386	6.0120	8.7092	11.1190	NA
26	2PPC	0.02160	10.4999	8.7025	11.1857	14.3552	NA
27	2PPC	0.01718	8.6591	6.4068	8.9245	11.9529	NA
Operational Item Numbers 31-32 are 2PPC Field Test Items							
31	2PPC	0.02675	9.5671	11.9819	14.7855	NA	NA
32	2PPC	0.02734	9.8574	11.7702	15.1941	NA	NA
Operational Item Numbers 36-37 are 2PPC Field Test Items							
36	2PPC	0.02577	8.4383	11.2560	14.9285	NA	NA
37	2PPC	0.02570	8.7992	11.1101	13.9796	NA	NA
Operational Item Numbers 41-42 are 2PPC Field Test Items							
41	2PPC	0.02767	9.9067	13.3344	15.0569	NA	NA
42	2PPC	0.02890	10.8169	12.8343	15.5859	NA	NA
Operational Item Numbers 46-47 are 2PPC Field Test Items							
46	2PPC	0.02094	6.6271	9.2175	12.5381	NA	NA
47	2PPC	0.01640	4.6446	7.0646	9.5880	NA	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

Operational Item Number*	Model**	Parameters		
		A	B	C
1	3PL	0.03070	464.2454	0.1856
2	3PL	0.02356	439.0043	0.2833
3	3PL	0.03116	469.2070	0.2566
4	3PL	0.02921	466.6791	0.1002
5	3PL	0.03121	496.6093	0.1500
6	3PL	0.01529	478.1451	0.1872
7	3PL	0.02301	519.5771	0.1013
8	3PL	0.02636	464.4814	0.2165
9	3PL	0.03238	488.5115	0.3942
10	3PL	0.03378	514.9549	0.1641
11	3PL	0.04087	472.7943	0.1366
12	3PL	0.03511	480.1410	0.0843
13	3PL	0.04268	513.8916	0.2410
14	3PL	0.02563	505.3447	0.1671
15	3PL	0.02625	469.5610	0.3946
16	3PL	0.03899	501.1819	0.2851
17	3PL	0.02212	520.3463	0.1177
18	3PL	0.01699	530.3710	0.1274
19	3PL	0.03181	465.2555	0.2677
Operational Item Numbers 28-30 are 3PL Field Test Items				
28	3PL	0.02079	457.0828	0.1872
29	3PL	0.01448	504.6571	0.1872
30	3PL	0.03120	472.1971	0.2449
Operational Item Numbers 33-35 are 3PL Field Test Items				
33	3PL	0.01833	518.7453	0.0682
34	3PL	0.02476	485.0665	0.2409
35	3PL	0.01593	481.3423	0.1956
Operational Item Numbers 38-40 are 3PL Field Test Items				
38	3PL	0.01805	493.0864	0.0838
39	3PL	0.03331	503.2198	0.3465
40	3PL	0.02099	471.3377	0.1915
Operational Item Numbers 43-45 are 3PL Field Test Items				
43	3PL	0.03790	481.7265	0.3284
44	3PL	0.03263	502.2155	0.3141
45	3PL	0.02367	519.7917	0.1782

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

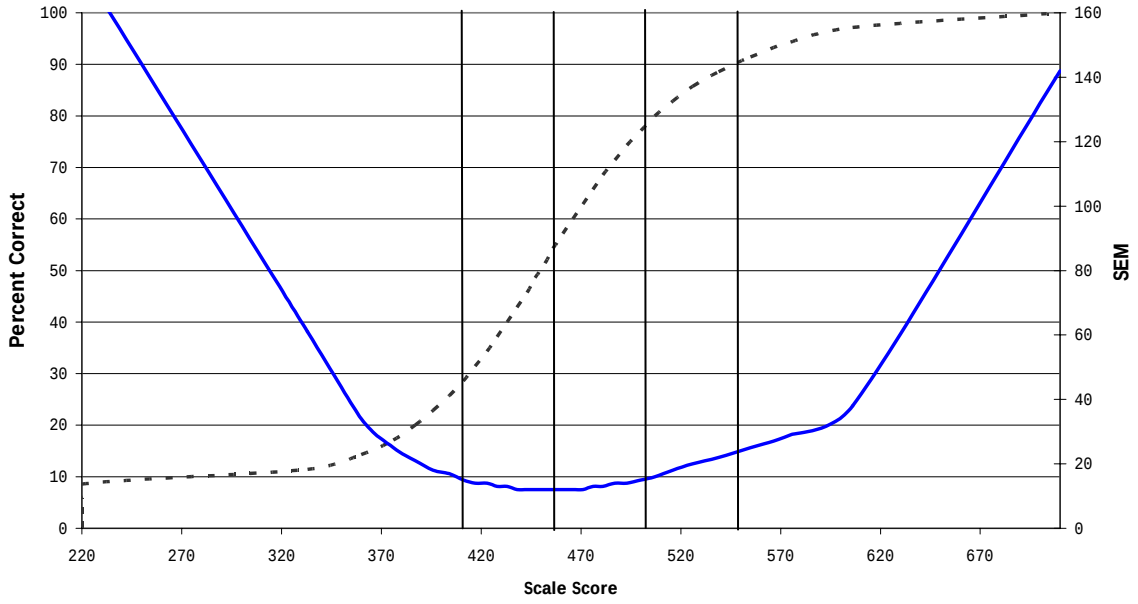
Writing 2PPC Model Items, Annual Data, Grade Span 4

Operational		Parameters					
Item Number*	**Model****	**Alpha**	**Gamma 1**	**Gamma 2**	**Gamma 3**	**Gamma 4**	**Gamma 5**
20	2PPC	0.02582	9.8430	10.8701	14.4161	NA	NA
21	2PPC	0.02519	9.4081	10.6525	13.9894	NA	NA
22	2PPC	0.02776	10.8530	12.3516	16.0253	NA	NA
23	2PPC	0.02734	10.4867	11.9522	15.4436	NA	NA
24	2PPC	0.02739	12.2553	11.1694	13.9912	17.1313	NA
25	2PPC	0.75000	5.0830	-4.7916	-0.5602	2.3943	NA
26	2PPC	0.02335	11.4622	9.4284	12.1152	14.7720	NA
27	2PPC	0.02228	10.8804	8.5762	11.3774	14.1389	NA
Operational Item Numbers 31-32 are 2PPC Field Test Items							
31	2PPC	0.02580	9.3309	10.9516	14.6161	NA	NA
32	2PPC	0.02561	9.5063	11.2048	14.9435	NA	NA
Operational Item Numbers 36-37 are 2PPC Field Test Items							
36	2PPC	0.03060	12.8816	14.0431	17.7891	NA	NA
37	2PPC	0.02745	11.7308	11.8168	15.4979	NA	NA
Operational Item Numbers 41-42 are 2PPC Field Test Items							
41	2PPC	0.02523	8.2540	11.4376	14.2696	NA	NA
42	2PPC	0.02711	9.8279	12.3984	15.2683	NA	NA
Operational Item Numbers 46-47 are 2PPC Field Test Items							
46	2PPC	0.03130	11.6253	14.5736	17.7738	NA	NA
47	2PPC	0.02940	11.3598	13.5602	17.1222	NA	NA

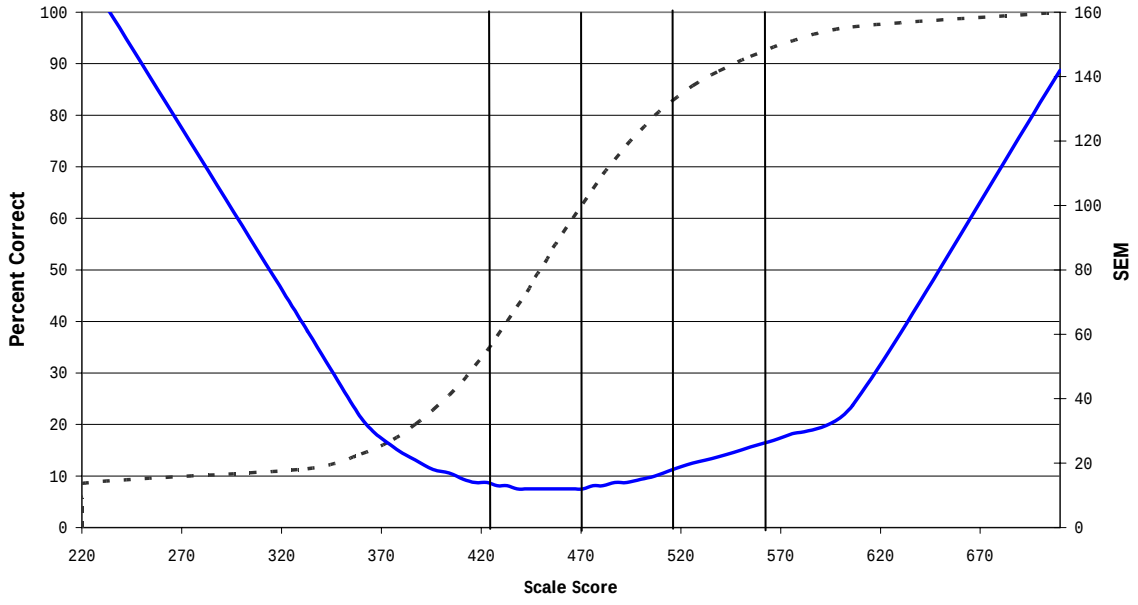
*The operational item number is equivalent to the RWO sequence number in Appendix A: Form C Item Map; please refer to the Form C Item Map to determine the corresponding book item number.
**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Appendix N Form D Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT Form D
Based on the Form D Scoring Table
Listening and Speaking Grade Span 1: Kindergarten*

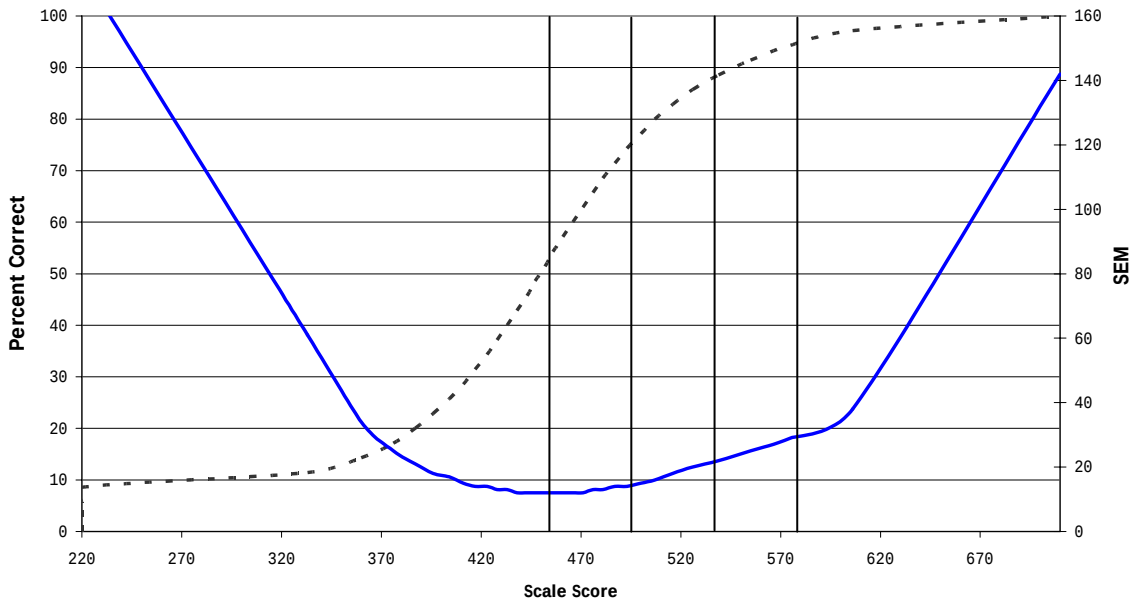


Test Characteristic and Standard Error Curves for CELDT Form D
Based on the Form D Scoring Table
Listening and Speaking Grade Span 1: Grade 1*

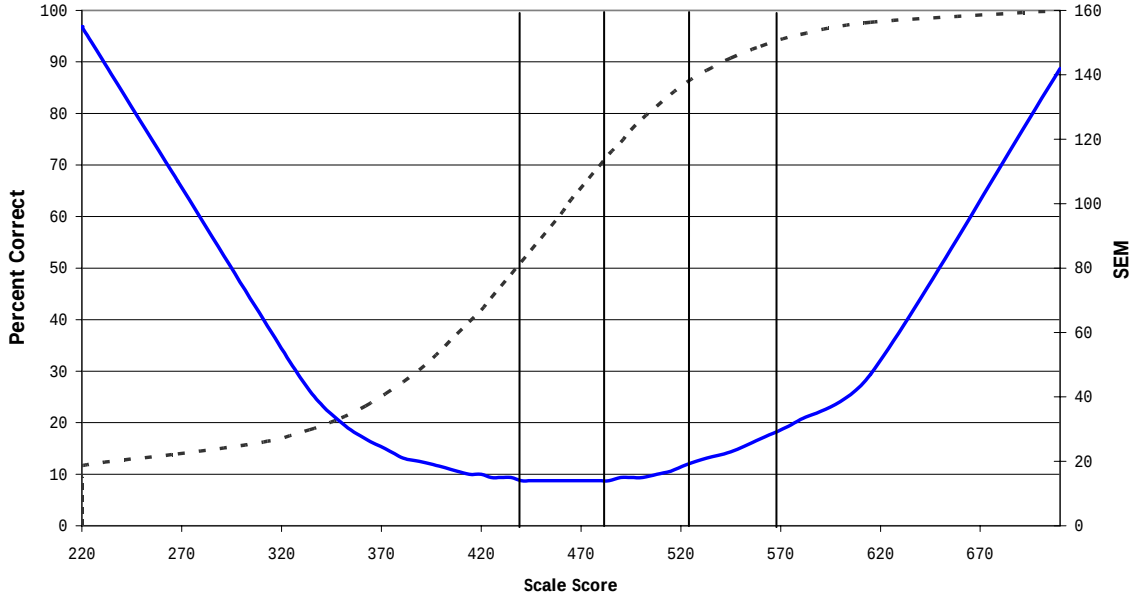


*The vertical lines in each plot represent the cut-scores for Early Intermediate, Intermediate, Early Advanced, and Advanced, respectively.

Test Characteristic and Standard Error Curves for CELDT Form D
Based on the Form D Scoring Table
Listening and Speaking Grade Span 1: Grade 2*

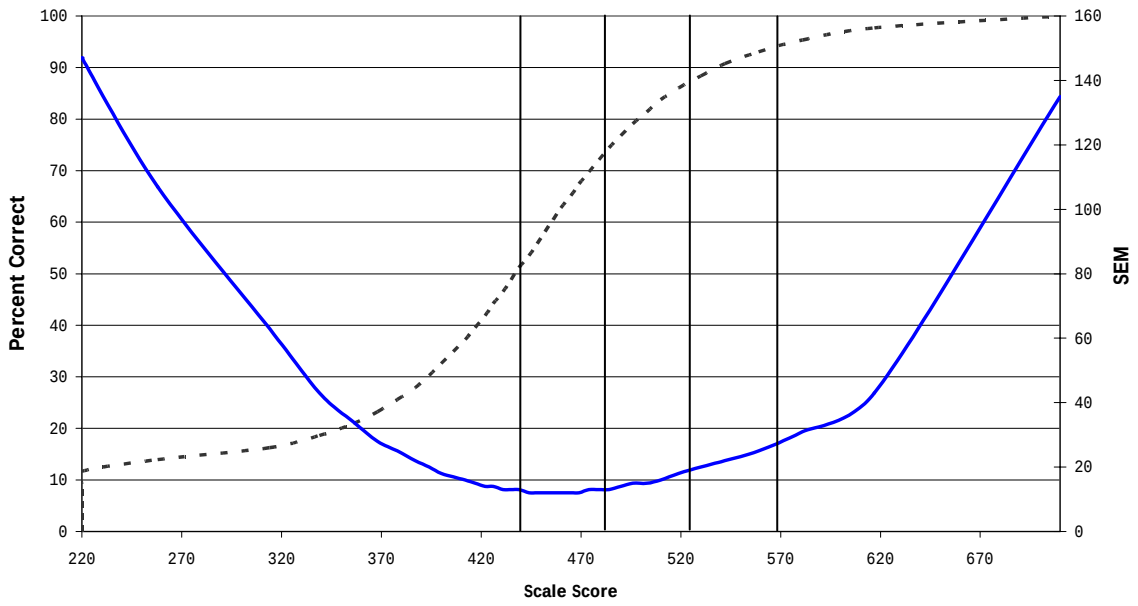


Test Characteristic and Standard Error Curves for CELDT Form D
Based on the Form D Scoring Table
Listening and Speaking Grade Span 2*

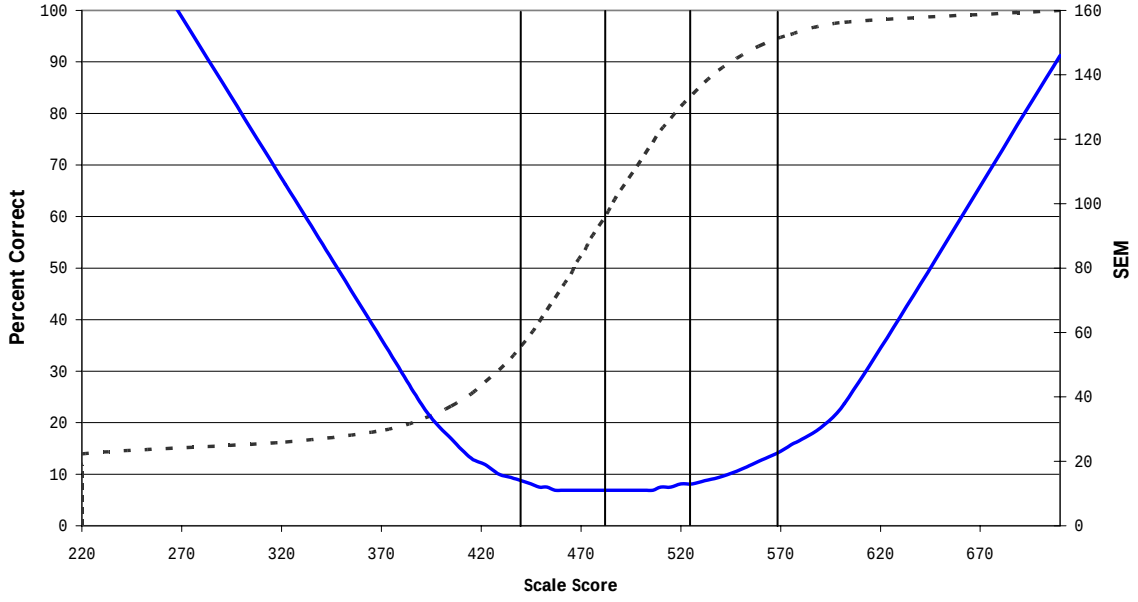


*The vertical lines in each plot represent the cut-scores for Early Intermediate, Intermediate, Early Advanced, and Advanced, respectively.

Test Characteristic and Standard Error Curves for CELDT Form D
Based on the Form D Scoring Table
Listening and Speaking Grade Span 3*

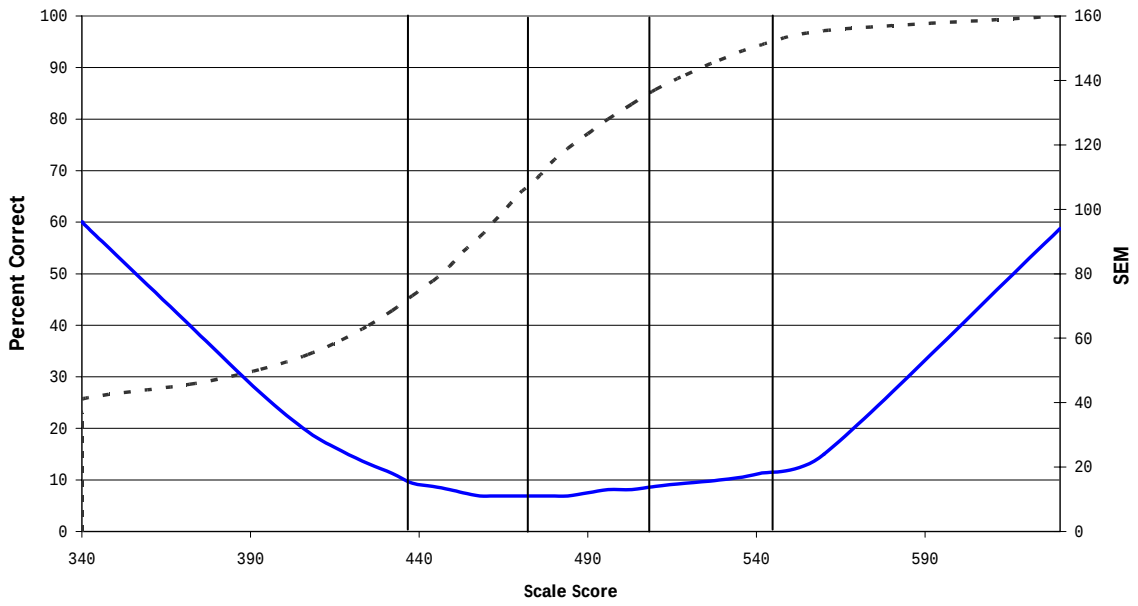


Test Characteristic and Standard Error Curves for CELDT Form D
Based on the Form D Scoring Table
Listening and Speaking Grade Span 4*

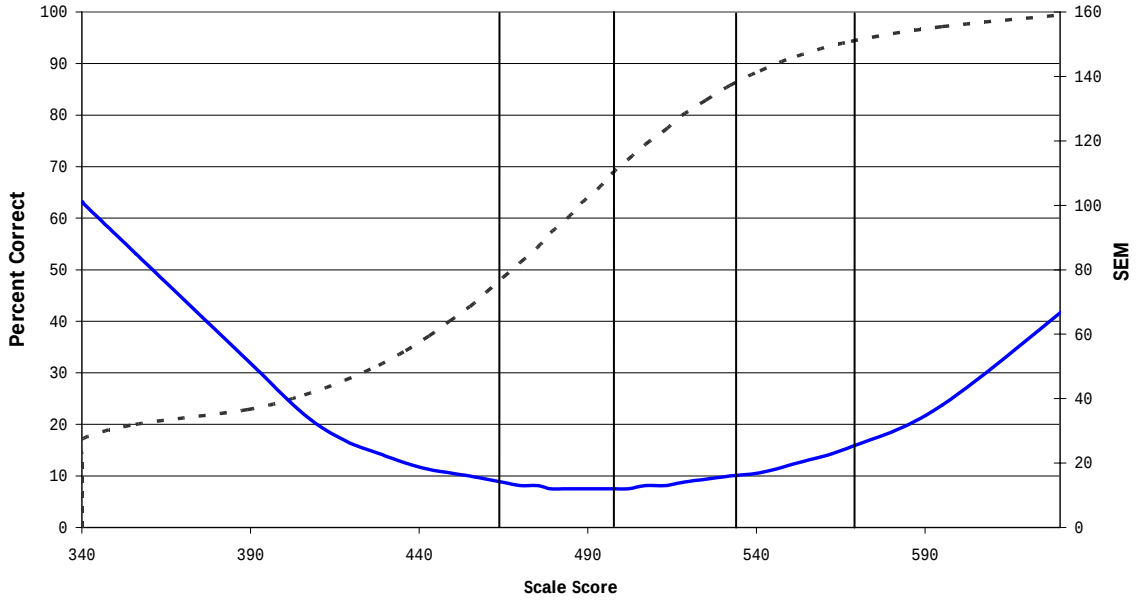


*The vertical lines in each plot represent the cut-scores for Early Intermediate, Intermediate, Early Advanced, and Advanced, respectively.

Test Characteristic and Standard Error Curves for CELDT Form D
Based on the Form D Scoring Table
Reading Grade Span 1*

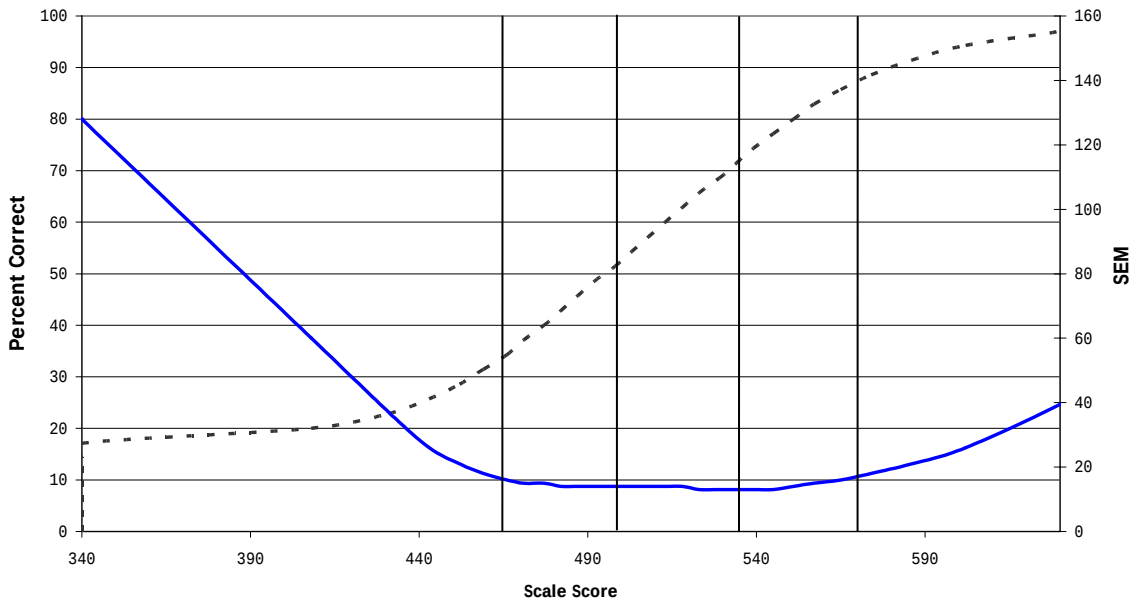


Test Characteristic and Standard Error Curves for CELDT Form D
Based on the Form D Scoring Table
Reading Grade Span 2*

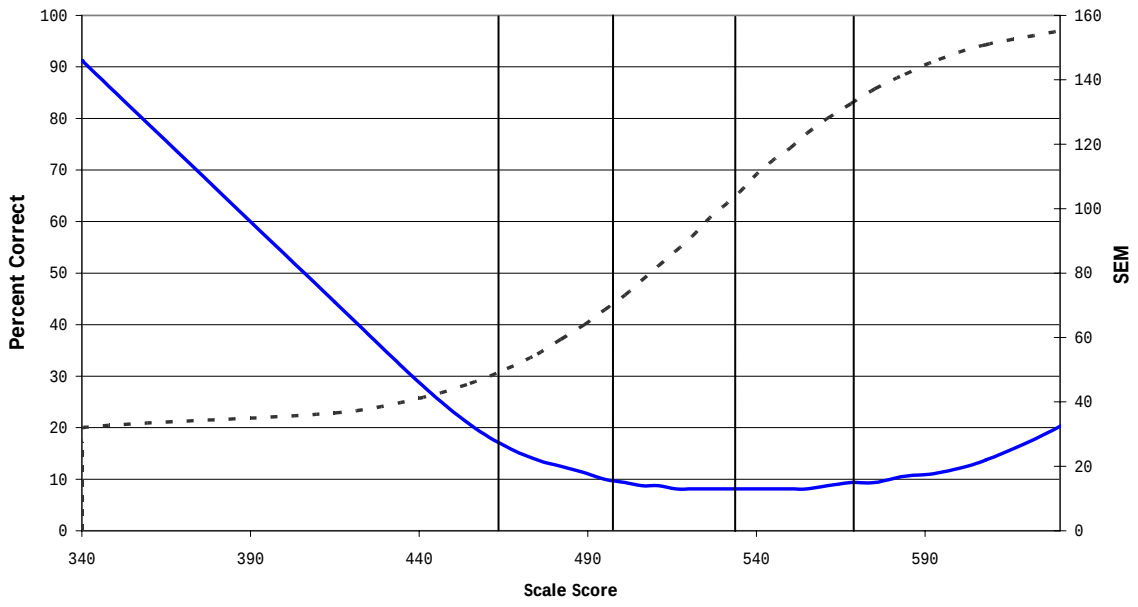


*The vertical lines in each plot represent the cut-scores for Early Intermediate, Intermediate, Early Advanced, and Advanced, respectively.

Test Characteristic and Standard Error Curves for CELDT Form D
Based on the Form D Scoring Table
Reading Grade Span 3*

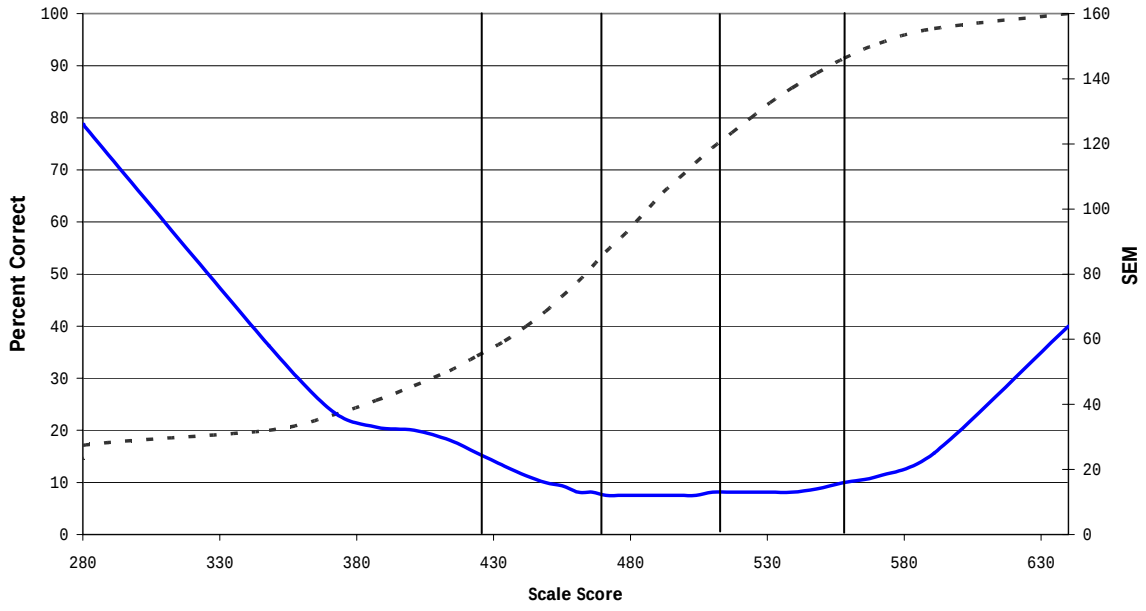


Test Characteristic and Standard Error Curves for CELDT Form D
Based on the Form D Scoring Table
Reading Grade Span 4*

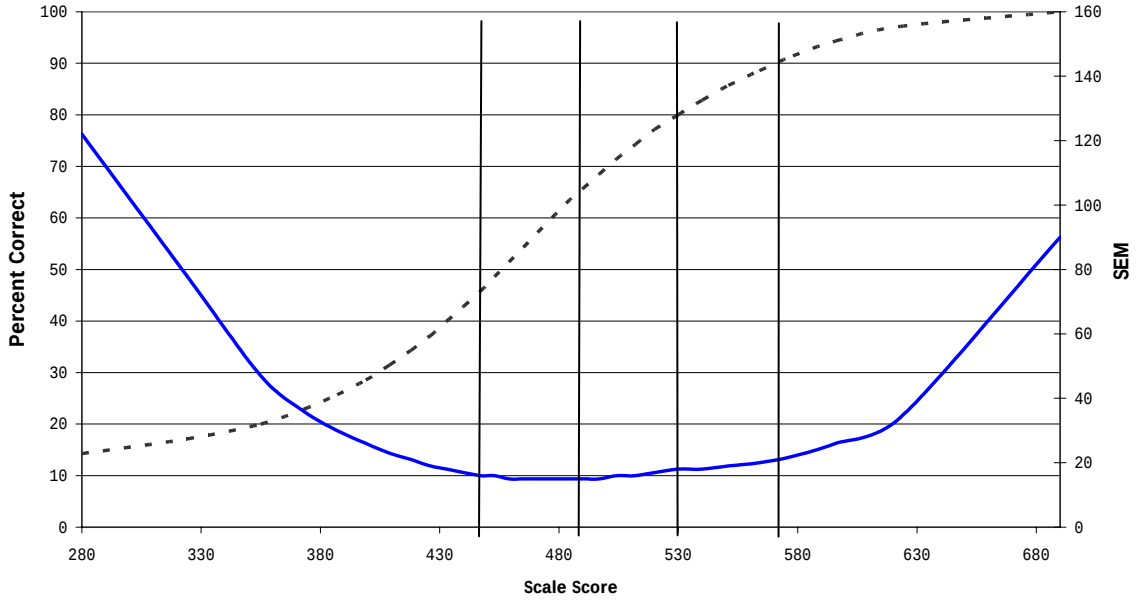


*The vertical lines in each plot represent the cut-scores for Early Intermediate, Intermediate, Early Advanced, and Advanced, respectively.

Test Characteristic and Standard Error Curves for CELDT Form D
Based on the Form D Scoring Table
Writing Grade Span 1

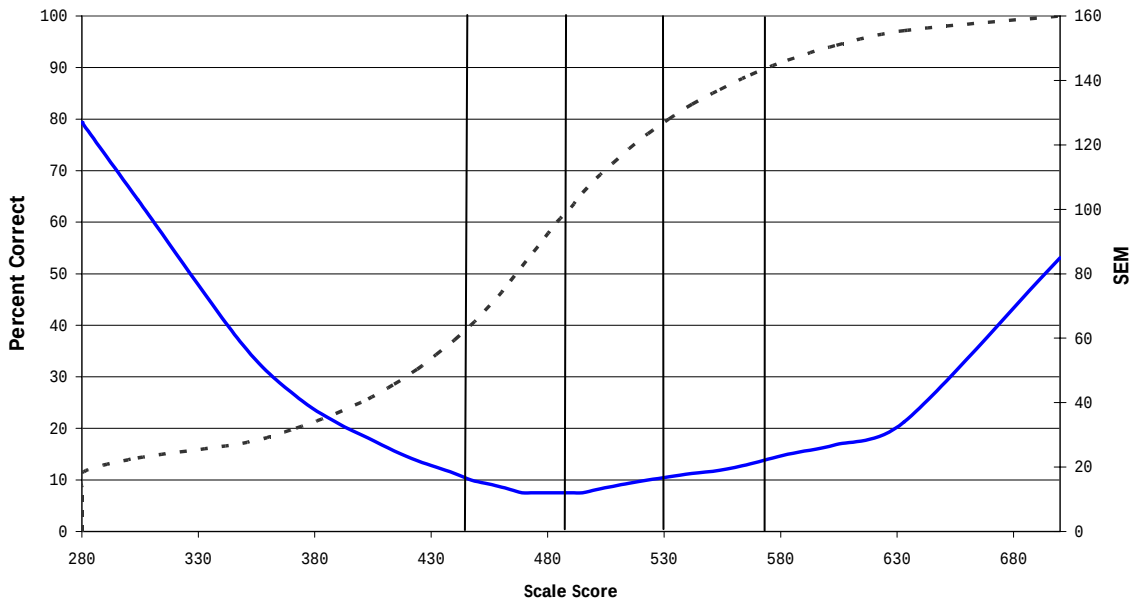


Test Characteristic and Standard Error Curves for CELDT Form D
Based on the Form D Scoring Table
Writing Grade Span 2

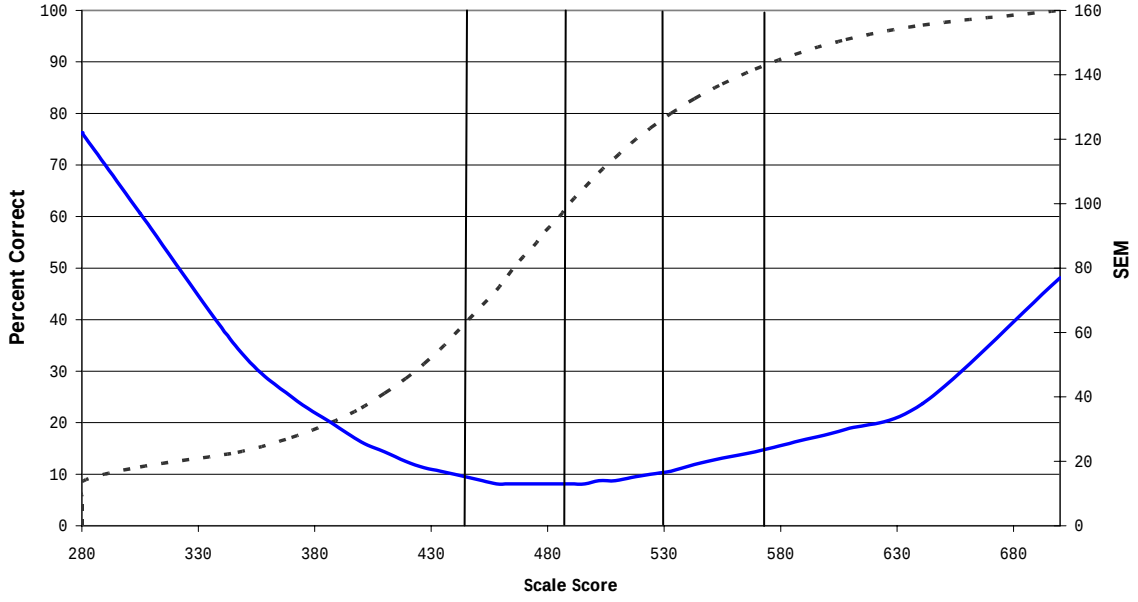


*The vertical lines in each plot represent the cut-scores for Early Intermediate, Intermediate, Early Advanced, and Advanced, respectively.

Test Characteristic and Standard Error Curves for CELDT Form D
Based on the Form D Scoring Table
Writing Grade Span 3



Test Characteristic and Standard Error Curves for CELDT Form D
Based on the Form D Scoring Table
Writing Grade Span 4



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

Appendix O Test Development Documentation

Item Selection Specifications for the 2004 CELDT Operational Test

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)
TEST DESIGN AND DEVELOPMENT PLAN 2004

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.

Form D Blueprint [Includes Embedded FT items] – Listening and Speaking, Reading, and Writing

Grade Span	Test Materials	Content of Materials Items are not listed in order			
		Skill Area	**No. of Operational Items (per form)**	**Item Type***	**No. of Field Test Items (all forms)**
Grades K-1: Operational Form D with Embedded **Listening** and **Speaking** Field Test Items					
K-1 **4 forms** **(D1-D4)**	4 scannable test books	**Listening**			
		Following Oral Directions	10	DCR/CR1	8
		Teacher Talk	6	MC	5
		Extended Listening Comp.	3	MC	4
		Speaking			
		Oral Vocabulary	10	DCR/CR1	8
		Speech Functions	NA	NA	NA
		Choose & Give Reasons	1	CR2	2
		4-Picture Narrative	1	CR4	2
Grade 2: Operational Form D with Embedded **Listening, Speaking, Reading,** and **Writing** Field Test Items					
Grade 2 **8 forms** **(D1-D8)**	8 scannable test books	**Listening**			
		Following Oral Directions	10	DCR/CR1	8
		Teacher Talk	6	MC	5
		Extended Listening Comp.	3	MC	4
		Speaking			
		Oral Vocabulary	10	DCR/CR1	8
		Speech Functions	NA	NA	NA
		Choose & Give Reasons	1	CR2	2
		4-Picture Narrative	1	CR4	2
		Reading			
		Word Analysis	11	MC	10
		Fluency & Vocabulary	12	MC	8
		Read. Comp. & Lit. Analysis	12	MC	8
		Writing			
		Grammar & Structure	19	MC	12
		Sentences	4	CR3	8
		Short Compositions	1	CR4	3
Grades 3-5: Operational Form D with Embedded **Listening, Speaking, Reading,** and **Writing** Field Test Items					
Grades 3-5 **8 forms** **(D1-D8)**	8 reusable test books	**Listening**			
		Following Oral Directions	10	MC	6
		Teacher Talk	6	MC	5
		Extended Listening Comp.	3	MC	4
		Speaking			
		Oral Vocabulary	10	DCR/CR1	8
		Speech Functions	4	CR2	4
		Choose & Give Reasons	1	CR2	2
		4-Picture Narrative	1	CR4	2
		Reading			
		Word Analysis	7	MC	8
		Fluency & Vocabulary	14	MC	8
		Read. Comp. & Lit. Analysis	14	MC	8
		Writing			
		Grammar & Structure	19	MC	12
		Sentences	4	CR3	8
		Short Compositions	1	CR4	3

*Item Type:
MC = Multiple Choice DCR = Dichotomous Constructed Response CR = Constructed Response
CR1, CR2, CR3, CR4 = 1, 2, 3, and 4-Point Constructed Response Items, Respectively
(table continues, next page)

Form D Blueprint [Includes Embedded FT items] – Listening and Speaking, Reading, and Writing

Grade Span	Test Materials	Content of Materials Items are not listed in order			
		Skill Area	**No. of Operational Items (per form)**	**Item Type***	**No. of Field Test Items (all forms)**
Grades 6-8: Operational Form D with Embedded **Listening, Speaking, Reading,** and **Writing** Field Test Items					
Grades 6-8 8 forms (D1-D8)	8 reusable test books	**Listening**			
		Following Oral Directions	10	MC	6
		Teacher Talk	6	MC	5
		Extended Listening Comp.	3	MC	4
		Speaking			
		Oral Vocabulary	10	DCR/CR1	8
		Speech Functions	4	CR2	4
		Choose & Give Reasons	1	CR2	2
		4-Picture Narrative	1	CR4	2
		Reading			
		Word Analysis	6	MC	8
		Fluency & Vocabulary	17	MC	8
		Read. Comp. & Lit. Analysis	12	MC	8
		Writing			
		Grammar & Structure	19	MC	12
		Sentences	4	CR3	8
		Short Compositions	1	CR4	3
Grades 9-12: Operational Form D with Embedded **Listening, Speaking, Reading,** and **Writing** Field Test Items					
Grades 9-12 8 forms (D1-D8)	8 reusable test books	**Listening**			
		Following Oral Directions	10	MC	6
		Teacher Talk	6	MC	5
		Extended Listening Comp.	3	MC	4
		Speaking			
		Oral Vocabulary	10	DCR/CR1	8
		Speech Functions	4	CR2	4
		Choose & Give Reasons	1	CR2	2
		4-Picture Narrative	1	CR4	2
		Reading			
		Word Analysis	6	MC	8
		Fluency & Vocabulary	17	MC	8
		Read. Comp. & Lit. Analysis	12	MC	8
		Writing			
		Grammar & Structure	19	MC	12
		Sentences	4	CR3	8
		Short Compositions	1	CR4	3

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

The construction of one operational form, Form D, 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 2003 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 D (using ITEM2PC or ItemWin) and to compare the curves with Operational Form C. It is recommended that Form C 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 Listening & Speaking blueprint, 5) test map of your Form D 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 D

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

The construction of one operational form, Form D, 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 2003 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 D (using ITEM2PC or ItemWin) and to compare the curves with Operational Form C. It is recommended that Form C 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.

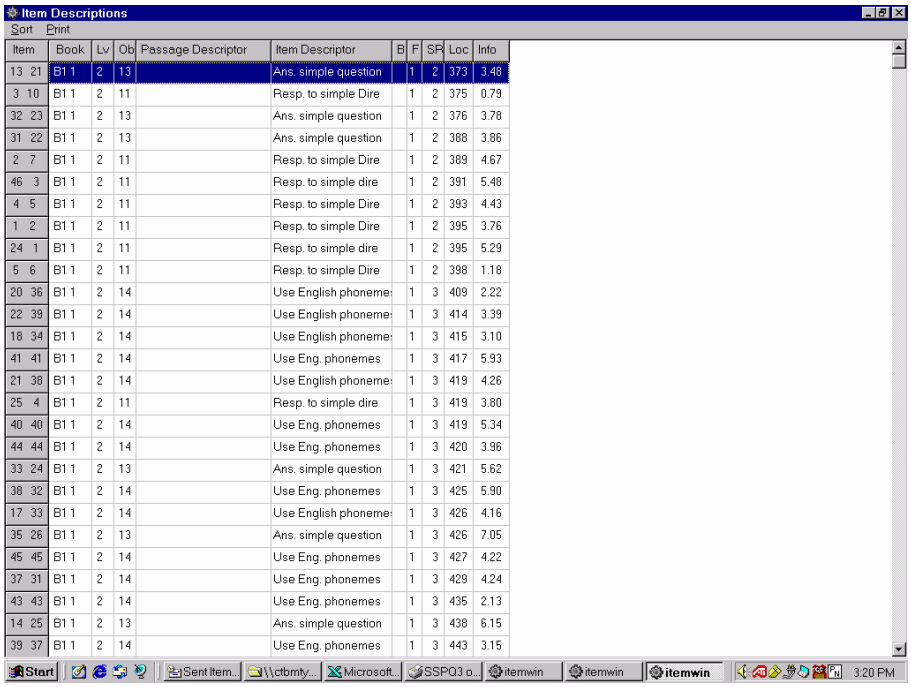
Material Submission to Research

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 D 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 D

Example outputs

1) List of Items

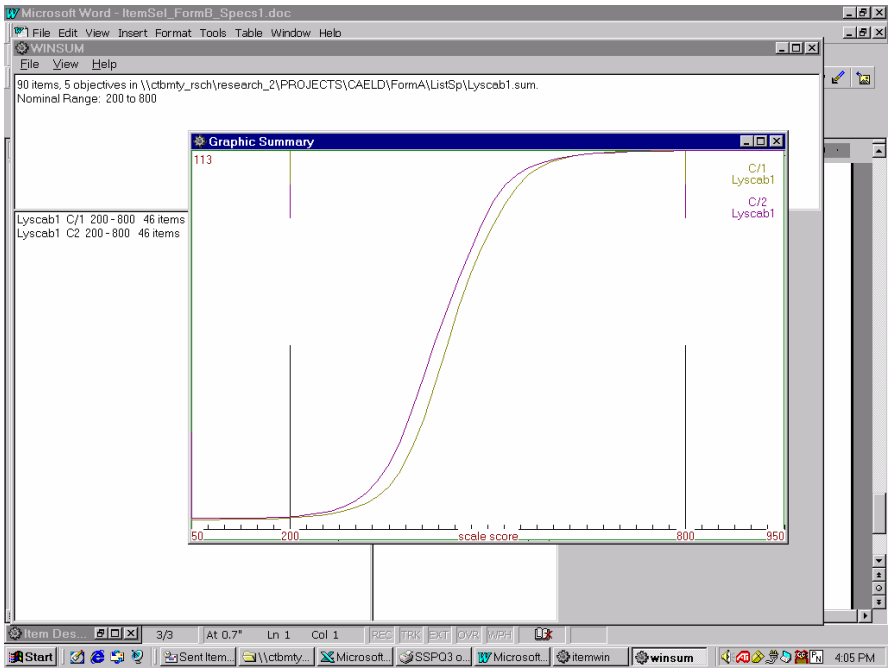


Item Descriptions

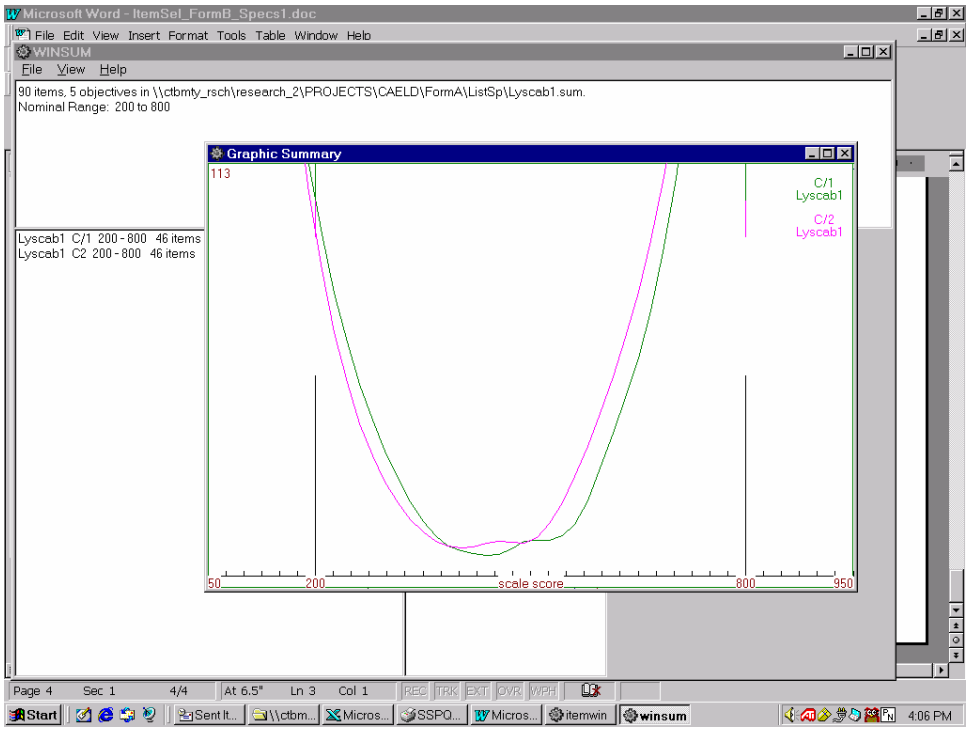
Sort Print

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

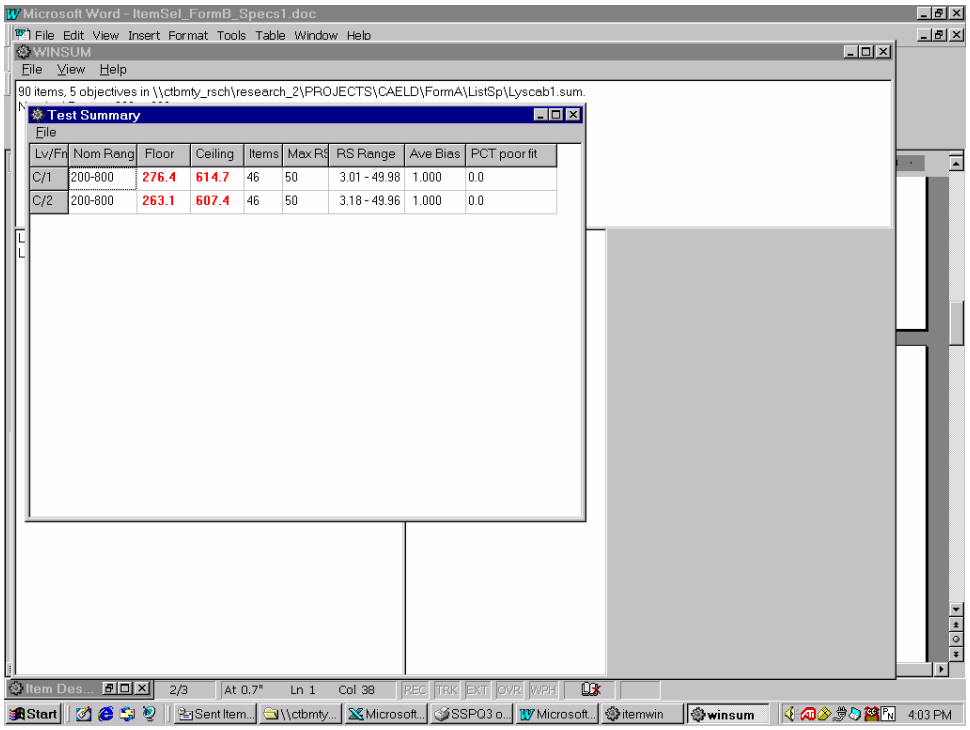
2) TCC



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 to style 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 D Planning Meeting
January 2004

Last Name	First Name	Position	Affiliation	Sub Affiliation
Acosta	Estella	CELDT Test Coordinator	RTC Orange County	
Acosta Cooper	Carmel			
Acuna Austin	Norma	EL Consultant/LACOE CELDT Contact	Los Angeles County Office of Education	LACBDA
Alvarado	Amanda	Associate Ed Research Analyst	Long Beach Unified	
Arriola-Freeman	Elena			
Bartz	Mina	Director, Research and Evaluation	Ontario-Montclair Elementary	
Bryan	Howard	Director, ELD/Bilingual Education	Santa Ana Unified	
Buchanan	Aaron	Director of Educational Accountability	San Jose Unified	
Engebretson	Cindy			
Garcia	Yvonne	CELDT Test Coordinator	RTC Los Angeles County	
Hack	Jay			
Hallett	Lori			
Ho	Gloria			
Lee	Bonnie	Senior Research Analyst	San Jose Unified	
Loomas	Sylvia			
Lopez	Lydia	Specialist	Los Angeles Unified	
Maez	Karla	Director of Research Instructional Support/Tech	San Bernardino City Unified	
Manrique	Carlos	Senior Director of Accountability	Compton Unified	
Nievas	Christina			
Savaglio	David	Director Research and Assessment	Pomona Unified	
Smith	Roseann	District Assessment Coordinator	West Contra Costa Unified	
Rodrigues	Cliff			
Sanders	Lori	District CELDT Coordinator	Salinas City Elementary	

CELDT Form D Content and Bias Review Committee
January 2004

Last Name	First Name	Position	Affiliation	Sub Affiliation
Acosta	Laura			
Beltran	Carleen			
Briseno	Delfina			
Bury	Brenda	Language Assessment Program Coordinator	Pajaro Valley Unified	
Cediel	Bonnie			
Chandley	Laurie	ELD Program Specialist	Torrance Unified	
Cook	Barbara			
Easton	Charlene			
Ganahl	Amy & David			
Gomez	Maria Elena			
Larsen	Ingrid			
Lopez-Zepeda	Elva			
Lucero	Carolyn	CELDT Coordinator	Santa Maria Joint Union High	
Montoya	Theresa			
Morales	Patricia			
Rosado	Elsy			
Shumar	Jennifer			
Warren	Leonore	ELD Coordinator/Bi-lingual Resource Teacher	Hayward Unified	English Language Ctr
Womack	Nayda			
Wysong	Linda			
Zapata	Pauline			

CELDT Form D Anchor Pull
October 2004

Last Name	First Name	Position	Affiliation	Sub Affiliation
Acosta	Estella	CELDT Test Coordinator	RTC Orange County	
Acosta-Cooper	Carmel			
Aguilar	Gustavo	Coordinator of Bilingual Compliance	Oakland Unified	
Aguilar-Boyenga	Ana			
Avilez Dunn	Mary			
Becker	Terry			
Bremer	Laura			
Crosby	Kelly			
Cruz	Carmen			
Martin	Cecila	Teacher Specialist	Glendale Unified	
Shumar	Jenny	Program Specialist	Santa Ana Unified	
Warren	Leonora			
Wysong	Linda			
Acuna Austin	Norma	EL Consultant/LACOE CELDT Contact	Los Angeles County Office of Education	
Lopez-Zepeda	Elva			

CELDT Forms D and E Pre-Planning Meeting
January 2005

Last Name	First Name	Position	Affiliation	Sub Affiliation
Acuña Austin	Norma	EL Consultant/LACOE CELDT Contact	Los Angeles County Office of Education	LACBDA
Aguilar	Gustavo	Coordinator of Bilingual Compliance	Oakland Unified	
Alvarado	Amanda	Associate Ed Research Analyst	Long Beach Unified	
Bartz	Mina	Director of Research and Accountability	Ontario-Montclair Elementary	
Bryan	Howard	Director, ELD/Bilingual Education	Santa Ana Unified	
Buchanan	Aaron	Director of Educational Accountability	San Jose Unified	
Bury	Brenda	Language Assessment Program Coordinator	Pajaro Valley Unified	
Chandley	Laurie	ELD Program Specialist	Torrance Unified	
Der-Karabetian	Armine	Director, K-12 ELL Programs	Fontana Unified	
Eldridge	Ed	Accountability Manager	Sacramento City Unified	
Friesen	Carmen	Instruction Consultant	Tulare County Office of Education	
Garbosky	Jan	Director of Research and Evaluation	Sweetwater Union High	
Garcia	Hector	ELD Bilingual Coordinator	Alameda County Office of Education	
Garcia	Paul	Administrative Analyst	Fresno Unified	
Ginnold	Anne	Director, Project Pathways	Mills College	Mills College/Educ. Dept.
Gonsalves	Stella	Office Technician I	Sacramento City Unified	Assessment, Rsrch., Eval.
Heck	Jay	Supervisor of Assessment & Registration Center	Garden Grove Unified	
Howard	Crystal	Associate Research Analyst	Long Beach Unified	
Jurich	Katarin	Assistant Director of Curriculum	Stockton Unified	
Kampf	Bob	DATA Manager of Assessment	Clovis Unified	
Keifer	Joy	Specialist, Bilingual and Migrant Education	Santa Clara Unified School District	
Lasher	Jessamy	Director, Curriculum	Tahoe-Truckee Unified	
Lee	Bonnie	Senior Research Analyst	San Jose Unified	
Leyva	Rosa	Bilingual Coordinator	San Bernardino City Unified	
Lomas	Sylvia	Coordinator/ Region School Improvement Unit	Riverside County Office of Education	
Long	Peter	Teacher on Special Assignment	San Francisco Unified	
Lopez	Lydia	Specialist	Los Angeles Unified	
Maez	Karla	Director of Research Instructional Support/Technology	San Bernardino City Unified	
Maitland-Francoisse	Laurren	EL Program Specialist	Fontana Unified	
Manrique	Carlos	Senior Director-Accountability	Compton Unified	
Martin	Cecelia	Teacher Specialist	Glendale Unified	

continues…

CELDT Forms D and E Pre-Planning Meeting
January 2005

Last Name	First Name	Position	Affiliation	Sub Affiliation
Medina	Oscar	Coordinator,Bilingual Specialist	San Diego County Office of Education	
Nguyen	Annie	Program Manager	San Joaquin County Office of Education	
Novacek	Jill	Project Evaluator	Stockton City Unified	San Joaquin Elementary
Olague	Julian	Project Director	Montebello Unified	Bella Vista Elementary
Quadrelli-Jones	Cheryl	Program Coordinator/English Learner	Anaheim Union High	
Ramirez	Silvia	ELL Coach	Healdsburg Unified	Foss Creek School
Savaglio	David	Director Research and Assessment	Pomona Unified	
Shumar	Jennifer	Program Specialist	Santa Ana Unified	
Smith	Roseanne	Coordinator, Assessments	West Contra Costa Unified	
Spiegel-Coleman	Shelly	Consultant In-Charge	Los Angeles County Office of Education	CATESOL
Stack	Jim	Director, Achievement Assessment	San Francisco Unified	
Vang	Mao	Interim Director	Sacramento City Unified	
Wong	Pierina	Project Evaluator	Stockton City Unified	
Zavala	Ercilia	Principal	Aromas San Juan Unified	Aromas Elementary School
Acosta	Estella	CELDT Test Coordinator	RTC Orange County	
Alvarado	Amanda	Associate Ed Research Analyst	Long Beach Unified	
Bartz	Mina	Director, Research and Evaluation	Ontario-Montclair Elementary	
Engebretson	Cindy			
Garcia	Yvonne	CELDT Test Coordinator	RTC Los Angeles County	
Gomez	Cynthia			
Hack	Jay			
Hallett	Lori			
Lee	Bonnie	Senior Research Analyst	San Jose Unified	
Lopez	Lydia	Specialist	Los Angeles Unified	
Maez	Karla	Director of Research Instructional Support/Tech	San Bernardino City Unified	
Manrique	Carlos	Senior Director of Accountability	Compton Unified	
Nievas	Christina			
Savaglio	David	Director Research and Assessment	Pomona Unified	
Smith	Roseann	District Assessment Coordinator	West Contra Costa Unified	
Acosta Cooper	Carmel	Senior Program Evaluator	Riverside Unified	Dept. Educ. Accountability
Acuna Austin	Norma	Bilingual Education Consultant	Los Angeles County Office of Education	LACBDA

continues…

CELDT Forms D and E Pre-Planning Meeting
January 2005

Last Name	First Name	Position	Affiliation	Sub Affiliation
Arriola-Freeman	Elena			
Bryan	Howard	Director, ELD/Bilingual Education	Santa Ana Unified	
Ho	Gloria	Teacher on Special Assignment	San Francisco Unified	
Loomas	Sylvia			
Rodrigues	Cliff			
Weilein	Michael			

Appendix P Report Mock-Ups

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

Labels
Grade 7 Label, Annual Assessment
Grade 1 Label, Initial Identification
Grade 7 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
Roster Report Totals, Grade 1
Braille Roster Report, Grade 1

Initial Identification 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, Grade 1
Roster Report Totals, Grade 1
Braille Roster Report, Grade 1

Backer Text
Kindergarten and Grade 1
Grade 2
Grades 3-5
Grades 6-8
Grades 9-12

Labels

Grade 7 Label, Annual Assessment

California English Language Development Test

CAMERON, ANNIE

Birthdate: 01/12/92 Grade: 7

Primary Lang: Mandarin

District: Westminster

School: McKinley

Test Date: 09/14/2004

ANNUAL ASSESSMENT 2004-05

Skill Area	Scale Score	Proficiency Level
Listening and Speaking	490	Early Intermediate
Reading	535	Early Advanced
Writing	494	Intermediate
OVERALL	502	Intermediate

Student ID: 1234567890

Other Codes: 1234567890123456

Grade 1 Label, Initial Identification

California English Language Development Test

BROWN, CAROL

Birthdate: 04/22/98 Grade: 1

Primary Lang: Other

District: Westminster

School: McKinley

Test Date: 09/14/2004

INITIAL IDENTIFICATION 2004-05

Skill Area	Scale Score	Proficiency Level
Listening and Speaking	502	Intermediate
Reading		N/A
Writing		N/A
OVERALL	502	Intermediate

Student ID: 123456789

Other Codes: 12345678901234567

Grade 7 Label, Initial Identification

California English Language Development Test

CAMERON, ANNIE

Birthdate: 01/12/92 Grade: 7

Primary Lang: Mandarin

District: Westminster

School: McKinley

Test Date: 09/14/2004

INITIAL IDENTIFICATION 2004-05

Skill Area	Scale Score	Proficiency Level
Listening and Speaking	490	Early Intermediate
Reading	535	Early Advanced
Writing	494	Intermediate
OVERALL	502	Intermediate

Student ID: 1234567890

Other Codes: 1234567890123456

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.

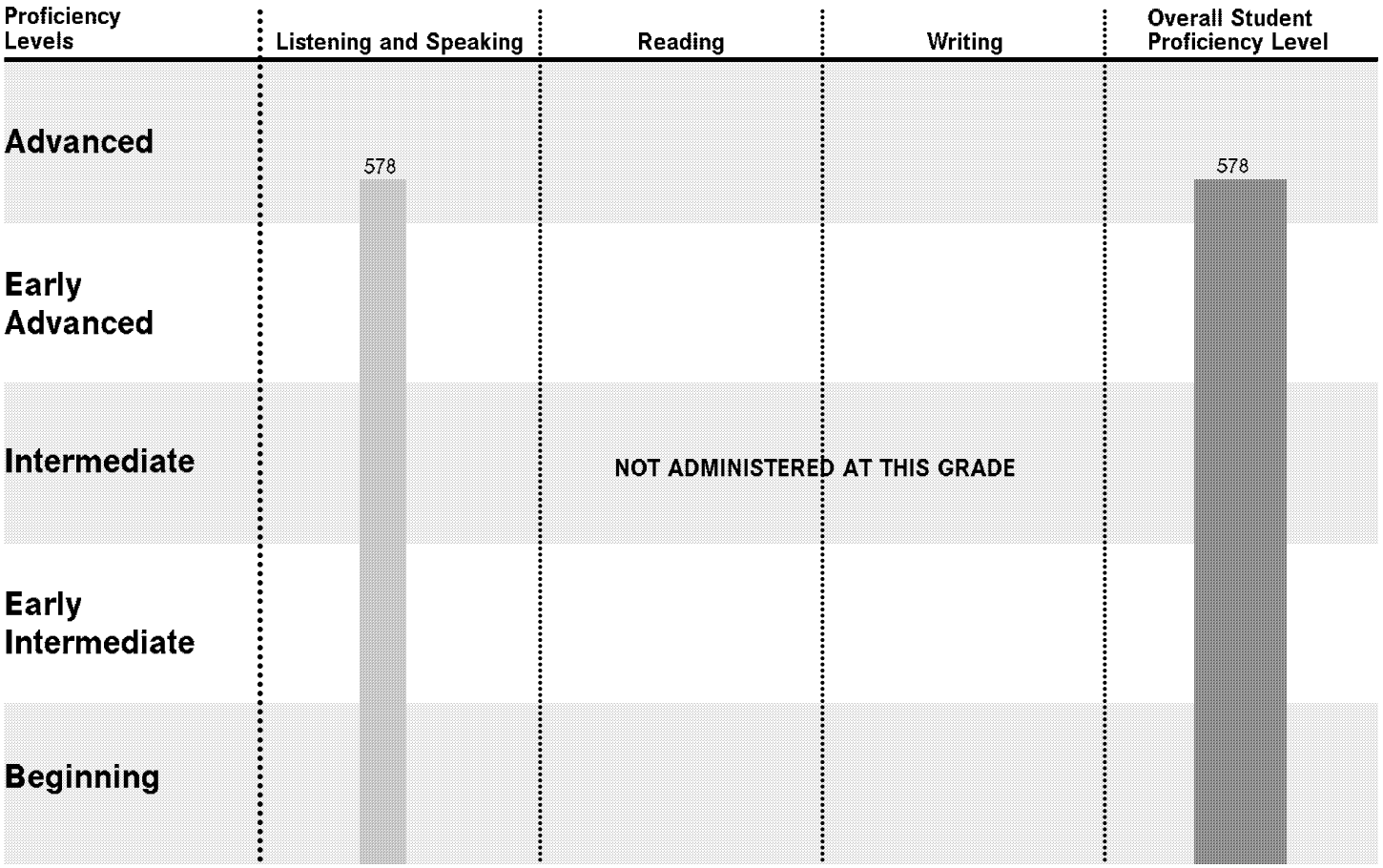
Simulated Data

Birthdate: **04/19/98**
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 09/14/2004
2004-05 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.

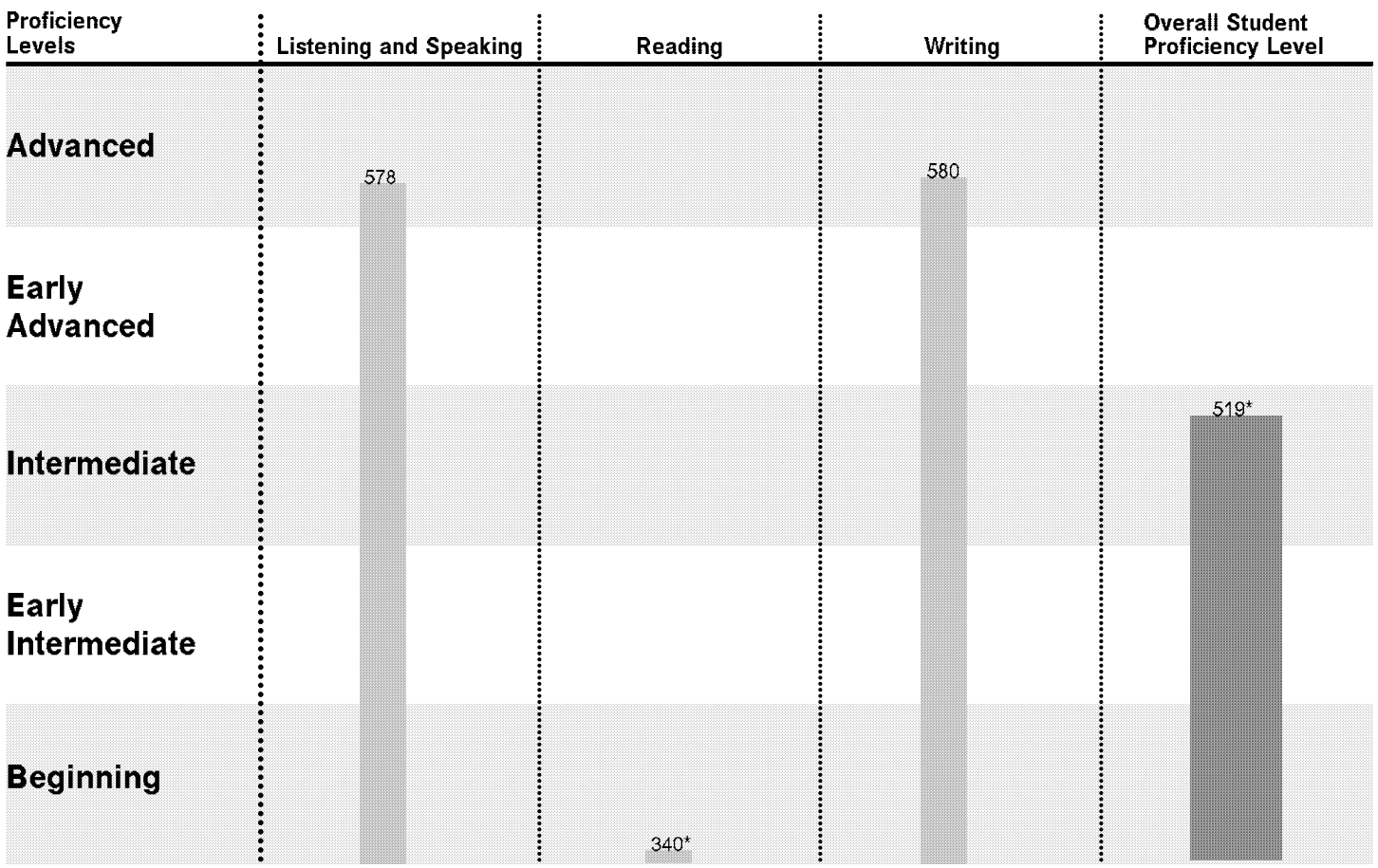
Simulated Data

Birthdate: **04/19/97**
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 09/14/2004
2004-05 Administration
CDS#: 12-12345-1234567

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

City/State: WESTMINSTER, CA



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

Observations

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

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

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

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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.

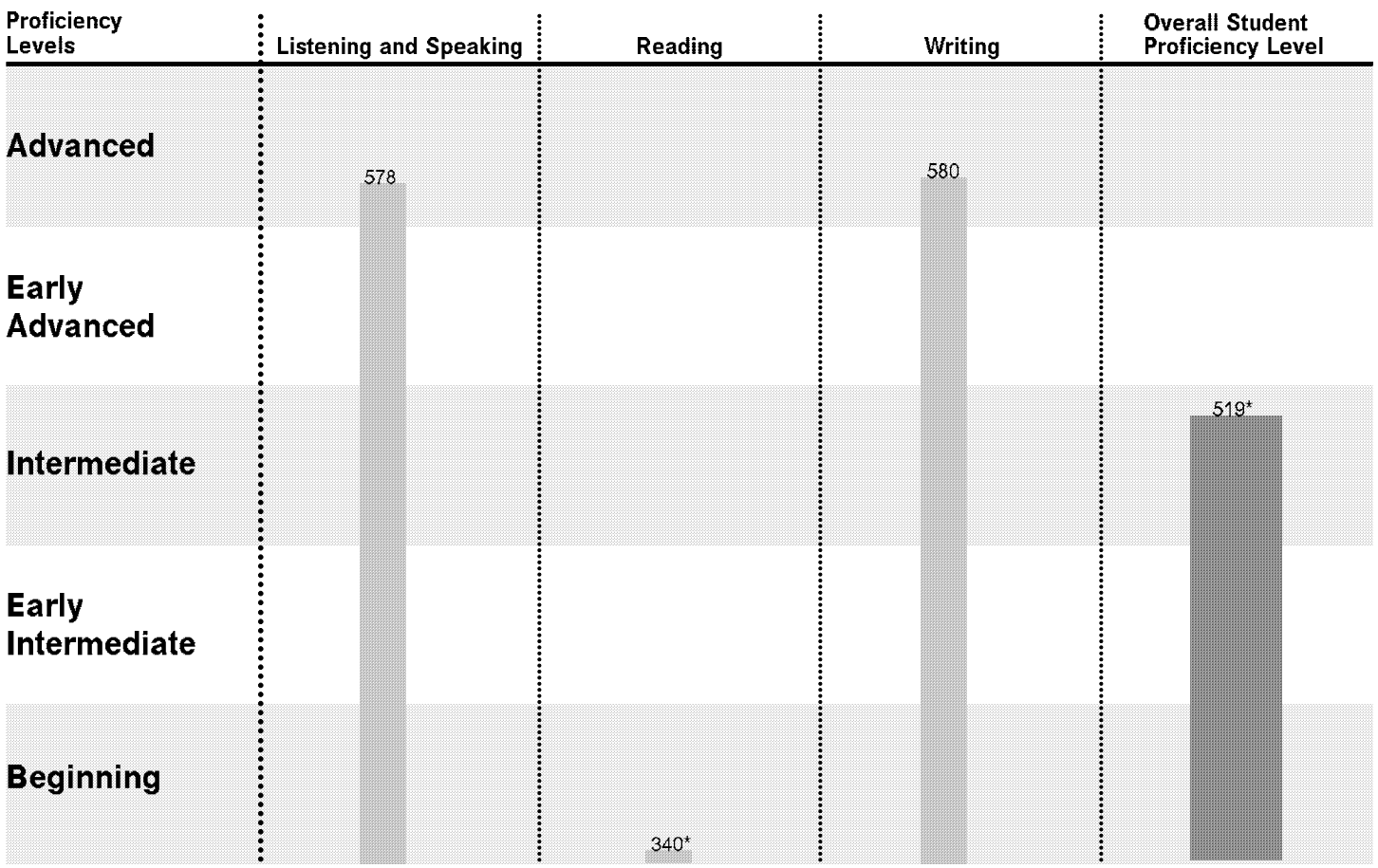
Simulated Data

Birthdate: **04/19/94**
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 09/14/2004
2004-05 Administration
CDS#: 12-12345-1234567

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

City/State: WESTMINSTER, CA



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

Observations

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

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

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

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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.

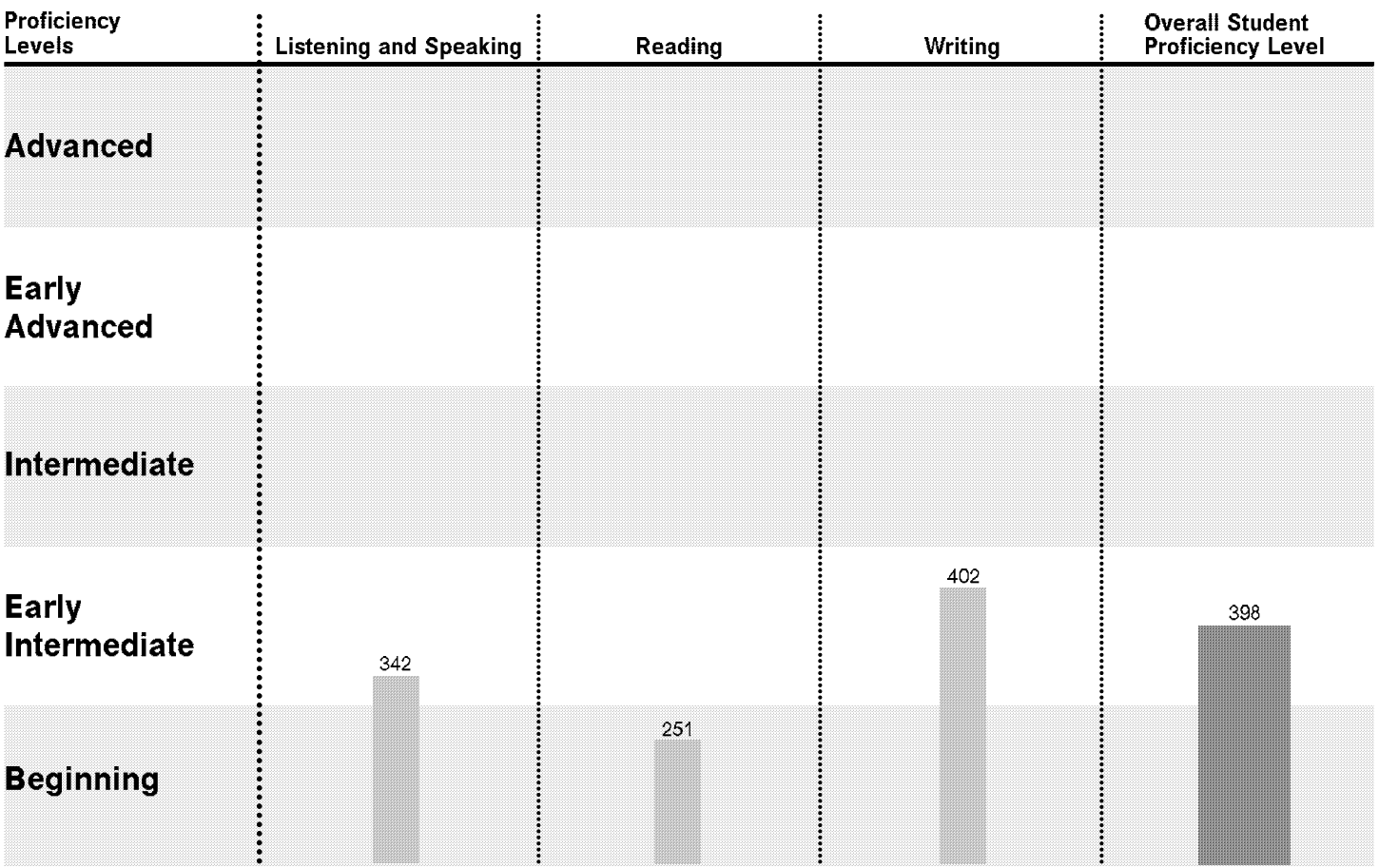
Simulated Data

Birthdate: 04/19/93
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 09/14/2004
2004-05 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.

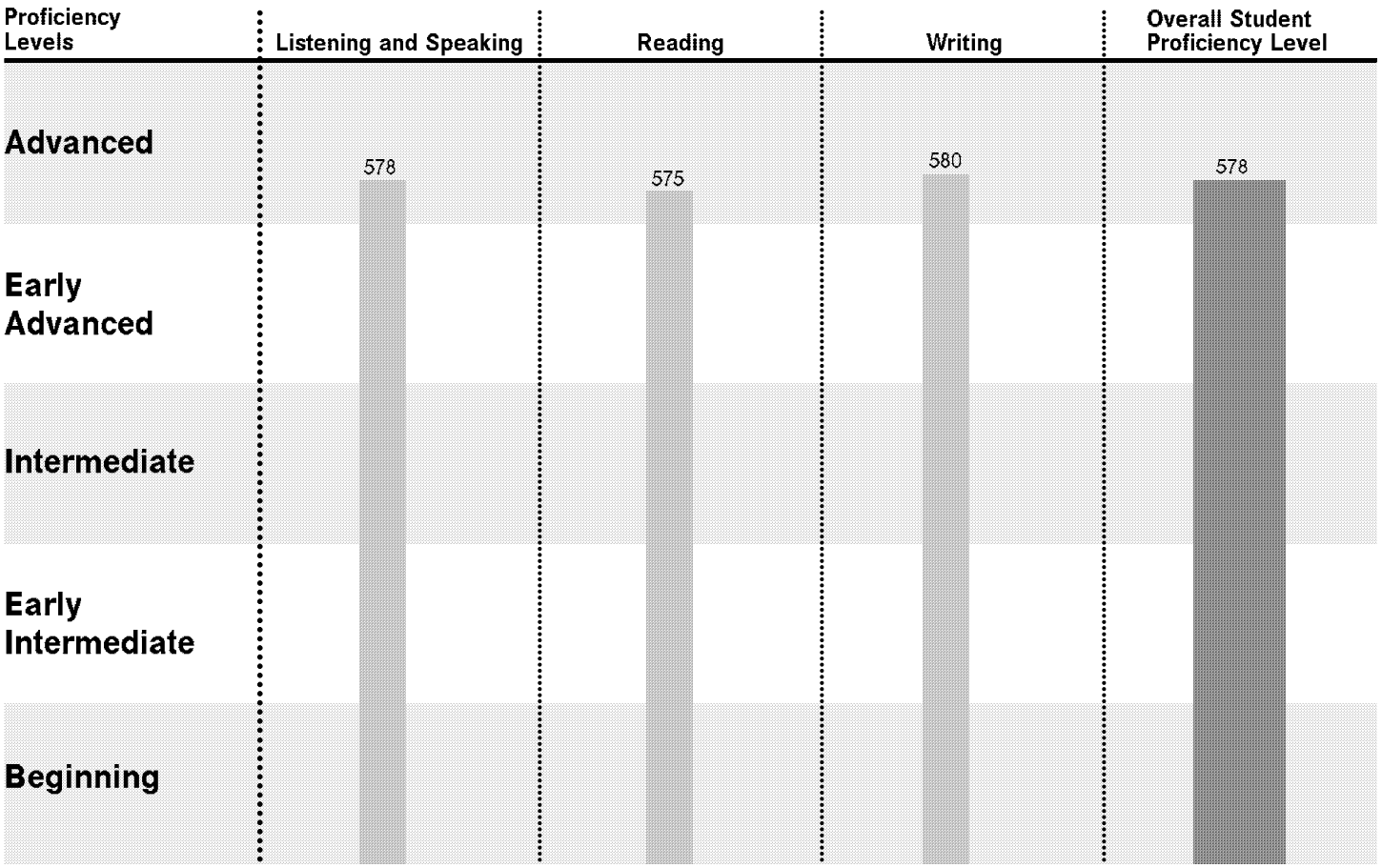
Simulated Data

Birthdate: **04/19/90**
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 09/14/2004
2004-05 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

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: 09/14/2004
2004-05 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: 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: 09/14/2004
2004-05 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: 09/14/2004
2004-05 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

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: 09/14/2004
2004-05 Administration
CDS#: 12-12345-1234567
County: ORANGE
State: CALIFORNIA

City/State: WESTMINSTER, CA

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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: 09/14/2004
2004-05 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: 03/21/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**505** **Intermediate**			**505** **Intermediate**
BAITS JONNY M DOB: 04/03/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**535** **Early Advanced**			**535** **Early Advanced**
BROOK TIMMY DOB: 03/23/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**592** **Advanced**			**592** **Advanced**
BURTON AMY DOB: 04/07/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**375** **Beginning**			**375** **Beginning**
ELMS BOBBY L DOB: 03/25/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**490** **Early Intermediate**			**490** **Early Intermediate**
FRONT PAM DOB: 04/05/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**505** **Intermediate**	**NOT ADMINISTERED AT THIS GRADE**		**505** **Intermediate**
GRANT PANE W DOB: 03/21/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**592** **Advanced**			**592** **Advanced**
HOWARD DEBRA A DOB: 04/03/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**375** **Beginning**			**375** **Beginning**
LEACH KORI C DOB: 03/23/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**220*** **Beginning**			**220*** **Beginning**
MCKENNY JEAN DOB: 04/05/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**535** **Early Advanced**			**535** **Early Advanced**
NORTH DICK DOB: 03/25/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**490** **Early Intermediate**			**490** **Early Intermediate**

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

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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: 09/14/2004
2004-05 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: 09/14/2004
2004-05 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: 03/21/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	31 35			
BAITS JONNY M DOB: 04/03/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	18 35			
BROOK TIMMY DOB: 03/23/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	24 35			
BURTON AMY DOB: 04/07/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	30 35			
ELMS BOBBY L DOB: 03/25/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	31 35			
FRONT PAM DOB: 04/05/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	25 35	**NOT ADMINISTERED AT THIS GRADE**		
GRANT PANE W DOB: 03/21/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	15 35			
HOWARD DEBRA A DOB: 04/03/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	32 35			
LEACH KORI C DOB: 03/23/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	27* 35			
MCKENNY JEAN DOB: 04/05/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	22 35			
NORTH DICK DOB: 03/25/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	30 35			

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

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California English Language Development Test

Student Proficiency Level Report

SANDY GRIMMS

Grade: 1

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.

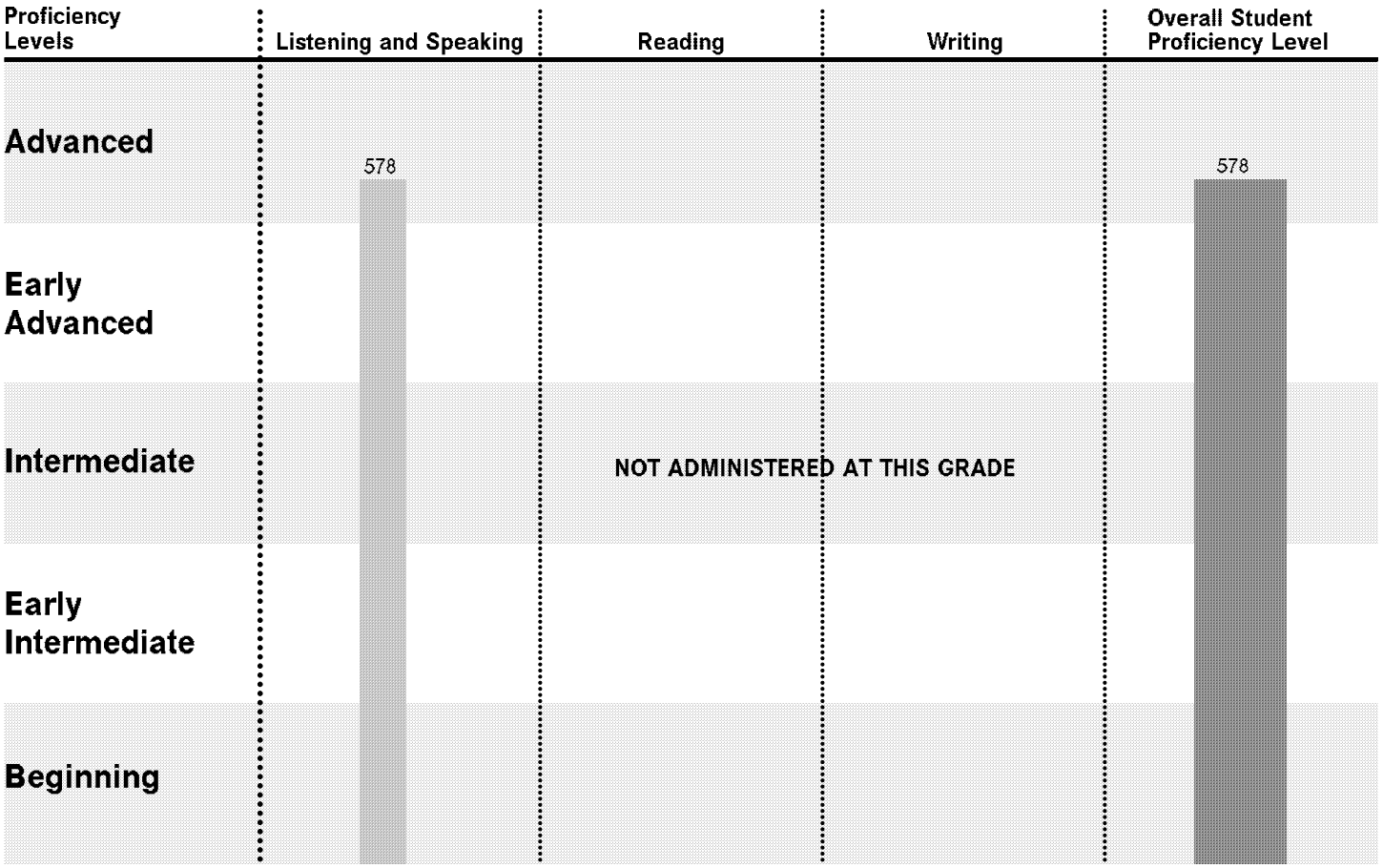
Simulated Data

Birthdate: **04/19/98**
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 09/14/2004
2004-05 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

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.

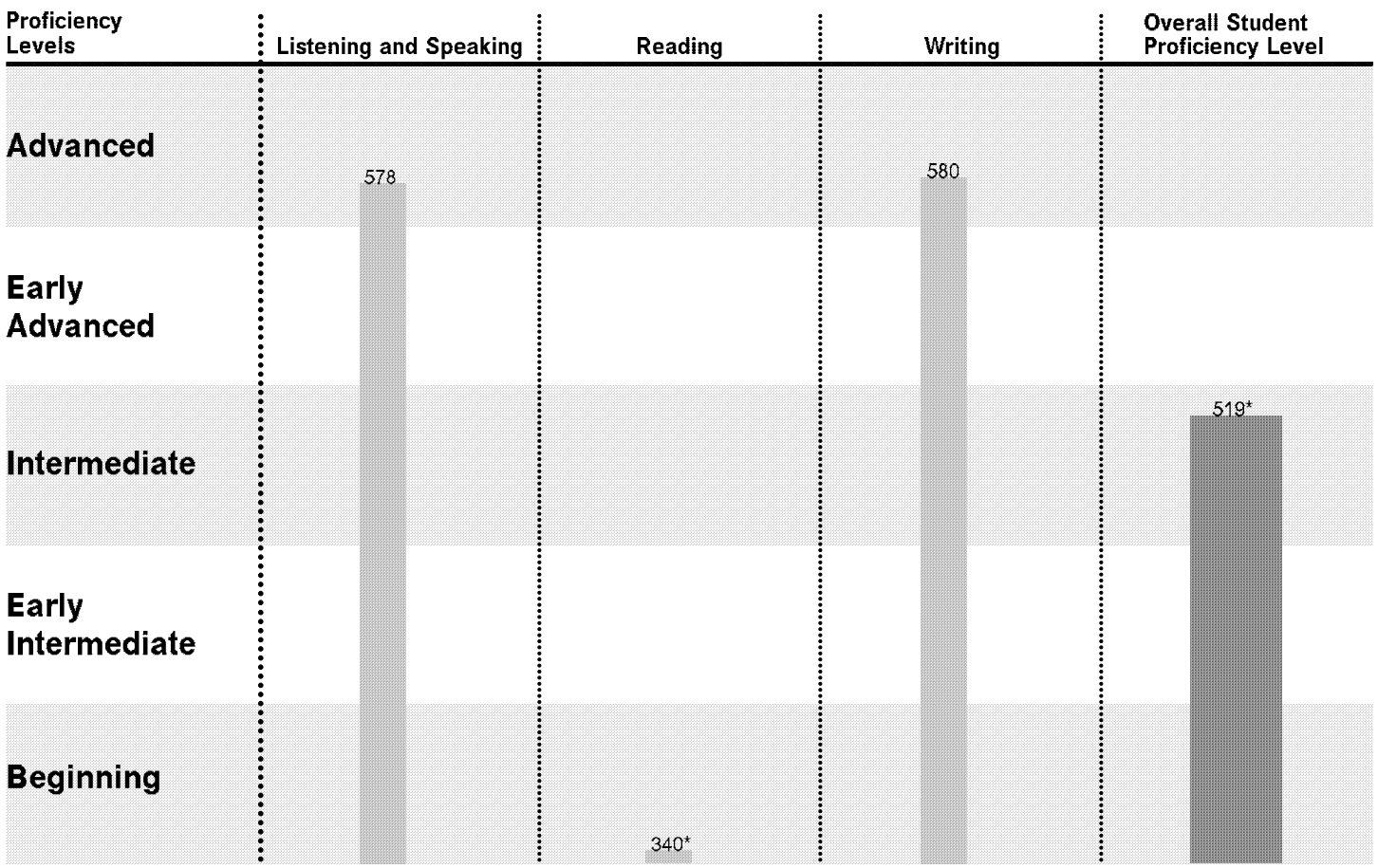
Simulated Data

Birthdate: **04/19/97**
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 09/14/2004
2004-05 Administration
CDS#: 12-12345-1234567

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

City/State: WESTMINSTER, CA



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

Observations

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

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

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

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California English Language Development Test

Student Proficiency Level Report

MARY HURT

Grade: 5

INITIAL IDENTIFICATION

Purpose

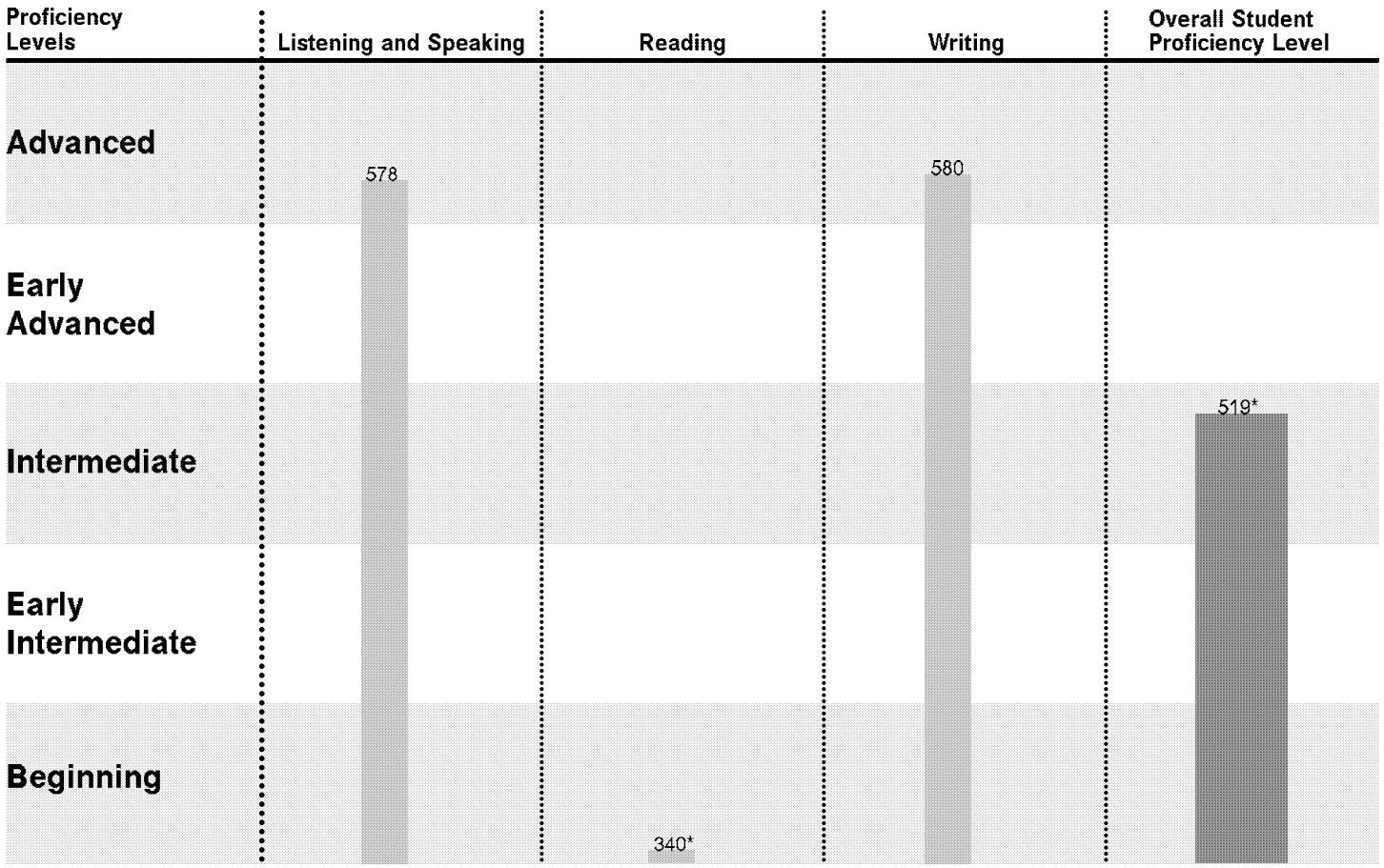
This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results are to be added to a student's cumulative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

Simulated Data

Birthdate: **04/19/94**
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 09/14/2004
2004-05 Administration
CDS#: 12-12345-1234567
Class: HARRISON
School: MCKINLEY
District: WESTMINSTER
State: CALIFORNIA

City/State: WESTMINSTER, CA



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

Observations

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

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

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

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California English Language Development Test

Student Proficiency Level Report

SANDY SCHOENLEBER

Grade: 6

INITIAL IDENTIFICATION

Purpose

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

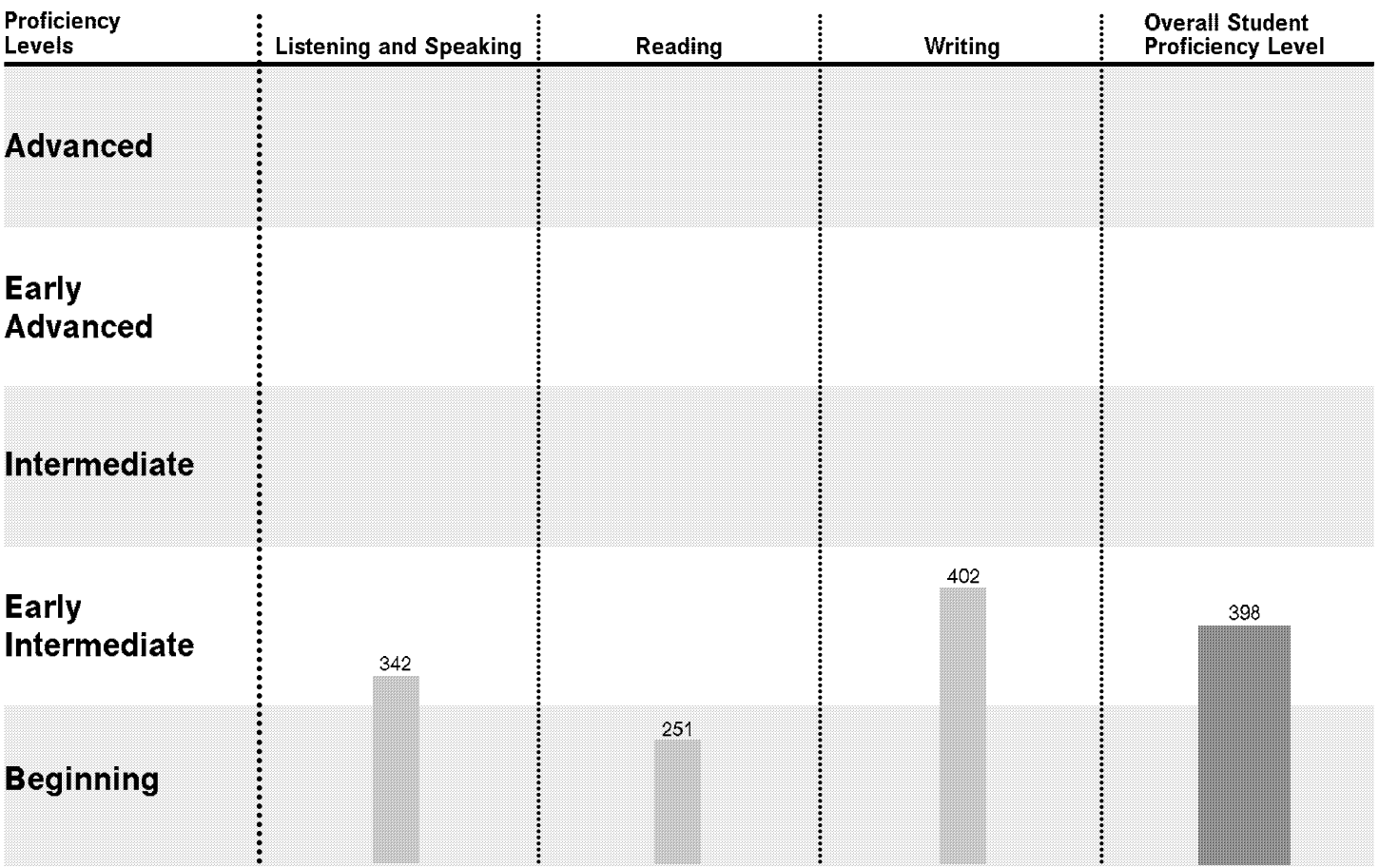
Simulated Data

Birthdate: 04/19/93
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 09/14/2004
2004-05 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

INITIAL IDENTIFICATION

Purpose

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

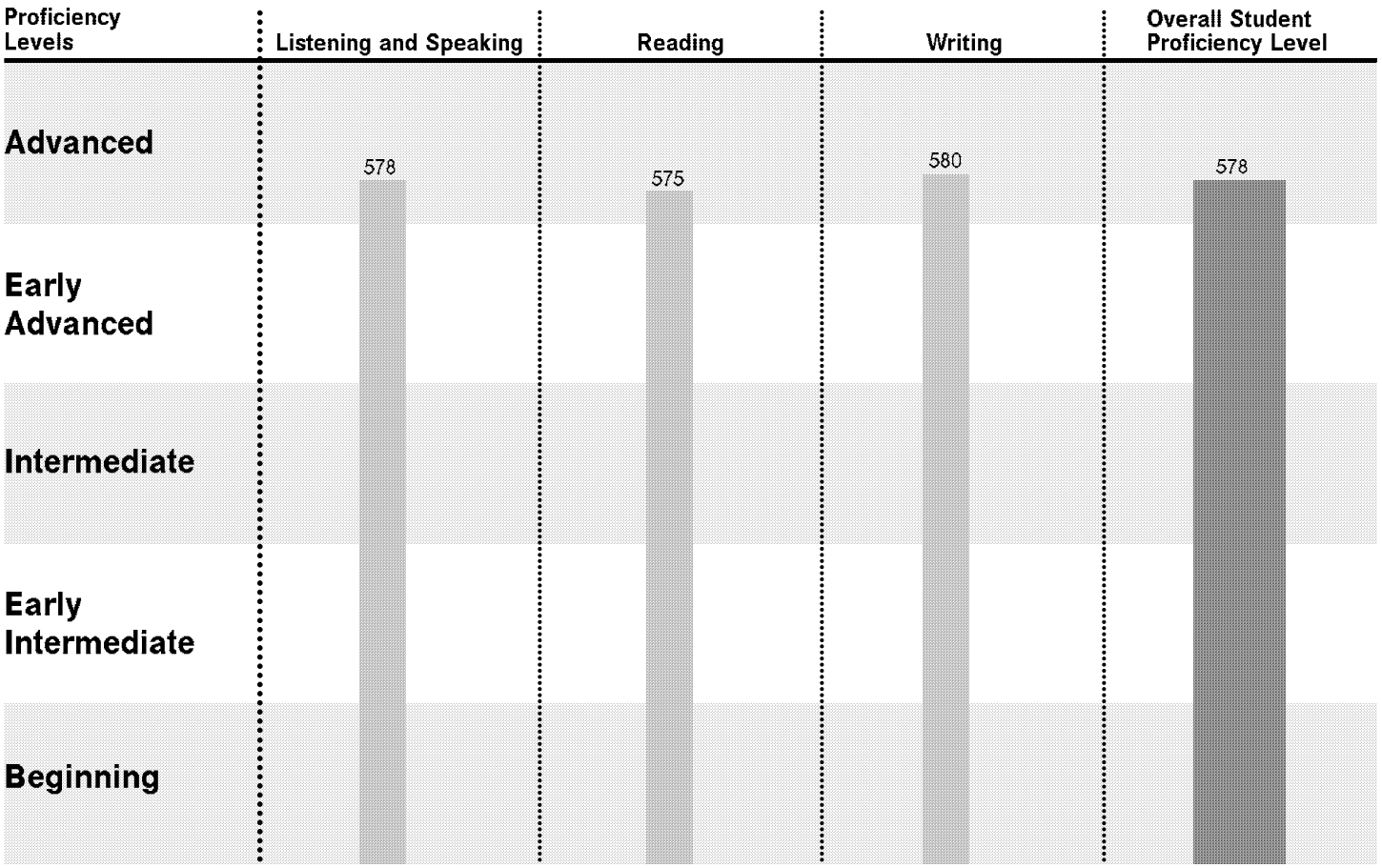
Simulated Data

Birthdate: 04/19/90
Special Codes:
ABCDEFGHIJKLMNOPQRST
9000017384.....

Test Date: 09/14/2004
2004-05 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

Proficiency Level Summary Report

School: WESTPARK

Grade: 1

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			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: 09/14/2004
2004-05 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: 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: 09/14/2004
2004-05 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

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: 09/14/2004
2004-05 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

District: CYPRESS

Grade: 7

INITIAL IDENTIFICATION

Purpose

This report summarizes the number and percentage of students for the skill areas and overall at each of the five English language proficiency levels. This information may be used to determine overall performance and identify areas of strength and need.

Simulated Data

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: 09/14/2004
2004-05 Administration
CDS#: 12-12345-1234567
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: 09/14/2004
2004-05 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: 03/21/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**505** **Intermediate**			**505** **Intermediate**
BAITS JONNY M DOB: 04/03/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**535** **Early Advanced**			**535** **Early Advanced**
BROOK TIMMY DOB: 03/23/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**592** **Advanced**			**592** **Advanced**
BURTON AMY DOB: 04/07/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**375** **Beginning**			**375** **Beginning**
ELMS BOBBY L DOB: 03/25/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**490** **Early Intermediate**			**490** **Early Intermediate**
FRONT PAM DOB: 04/05/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**505** **Intermediate**	**NOT ADMINISTERED AT THIS GRADE**		**505** **Intermediate**
GRANT PANE W DOB: 03/21/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**592** **Advanced**			**592** **Advanced**
HOWARD DEBRA A DOB: 04/03/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**375** **Beginning**			**375** **Beginning**
LEACH KORI C DOB: 03/23/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**220*** **Beginning**			**220*** **Beginning**
MCKENNY JEAN DOB: 04/05/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**535** **Early Advanced**			**535** **Early Advanced**
NORTH DICK DOB: 03/25/98 Student ID: 1234567890 Other Codes: 1234567890123456	Scale Score Proficiency Level	**490** **Early Intermediate**			**490** **Early Intermediate**

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

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3/30/04

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: 09/14/2004
2004-05 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

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: 09/14/2004
2004-05 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: 03/21/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	31 35			
BAITS JONNY M DOB: 04/03/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	18 35			
BROOK TIMMY DOB: 03/23/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	24 35			
BURTON AMY DOB: 04/07/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	30 35			
ELMS BOBBY L DOB: 03/25/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	31 35			
FRONT PAM DOB: 04/05/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	25 35	**NOT ADMINISTERED AT THIS GRADE**		
GRANT PANE W DOB: 03/21/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	15 35			
HOWARD DEBRA A DOB: 04/03/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	32 35			
LEACH KORI C DOB: 03/23/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	27* 35			
MCKENNY JEAN DOB: 04/05/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	22 35			
NORTH DICK DOB: 03/25/98 Student ID: 1234567890 Other Codes: 1234567890123456	Points Obtained Points Possible	30 35			

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

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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: 2004-05 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: 2004-05 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: 2004-05 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: 2004-05 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: 2004-05 Administration

Appendix Q CELDT Writing Growth

The growth in the percent of students who tested proficient in Writing was a bit larger than was the case for the other skill areas in the Form D 2004-2005 Annual Administration, especially for Grades Spans 6-8 and 9-12. There has been consistent growth over the past several years for these grade spans, however the increase in 2004-2005 Writing scores was more pronounced than previous administrations. Grade span K-2 did not show any growth from the Form C to the Form D administration and so was not included in this investigation. Note that Reading scores have remained relatively consistent, whereas Listening/Speaking and Writing scores have shown growth over the past four years. See Figures 1-4 in the main text of this technical report for graphics of the percentages classified as proficient across years and grades.

The following documents CTB's investigation of the growth for the 2004-2005 administration of CELDT Form D Writing:

- All conversion tables and cut-scores for each grade span were reviewed and found to be correct by the Scoring department.

- The scoring rubrics used for scoring the 4-point item were also reviewed to make sure that nothing had changed—they matched.

- In order to verify that all scores produced by Scoring were correct, all examinees were separately scored in the Statistical Analysis department. This separate scoring run yielded an exact match.

- In order to ascertain whether or not the growth was real, performance on the common Multiple Choice (MC) and Constructed Response (CR) items across Form C to Form D were compared. It was found that the majority of all p-values were higher for Form D, across grade spans 3-5, 6-8, and 9-12, indicating that a majority of the growth can be explained as real.

- In order to ensure that the growth in the CR sections was not due to hand-scoring errors, the frequency distributions for the common CR items of both 3- and 4-points were analyzed and can be found in Tables 1 to 4. The distributions for the 3-point items did not change much from last year's, however, the 4-point items did show a reversal for score-points 2 and 3. For the 2003-2004 Field Test items, the majority of examinees scored a 2 on the 4-point items whereas a larger % of examinees (over 50%) obtained a score of 3 during the 2004-2005 administration in Grade spans 6-8 and 9-12. Investigating this discrepancy it was found that the 2004-2005 distribution seems to be more typical than the 2003-2004 distribution, thus, we performed blind second reads for a sample of 200 papers to be scored by experts. This score reversal trends was not found in grade span 3-5, and so second reads were not performed for these examinees.

- The frequency distributions for the common CR items were then broken-out by District in order to see if some Districts displayed this reversal more than others. The trend was consistent across all districts, thus, the 2004-2005 scoring was consistent and the differences in growth do not appear to be caused by a local scoring issue.

- The score distributions of scale scores were plotted in Figures 2 and 3. Notice that Reading scores have a wider distribution (i.e., platykurtic), while Writing has a very narrow range of scores (i.e., leptokurtic) right around the early advanced cut-score. Thus, any change in the Writing population across years will have a more dramatic impact on the % classified as proficient.

- 200 papers were pulled from Form C and were rescored by expert readers (table leaders) in order to ensure that the differences were not caused by an error in the hand-scoring (see Tables 5 and 6). The percent agreement for across-year rater analyses was found to be high at 72.25% and 100% for perfect plus adjacent in Grade span 6-8. The percent agreement rates for 9-12 were also very high at 70.83%, with 99.48% perfect plus adjacent.

- It is important to note that all CELDT CR items are included in the Stocking and Lord Scalings across the years, thus any changes in the performance on the CRs will be taken into account.

- The inter-rater perfect agreement rates are high for grades spans K-2, 3-5 and 9-12 (80% agreement and above), with grade span 6-8 being slightly lower (75% perfect agreement).

- It is conceivable that the 2003-2004 Field Test sample was less able than the 2004-2005 Annual Administration sample, given that the field test sample had only 2000 examinees whereas the annual sample had 150,000 examinees. Thus, the field test sample may not be randomly equivalent to the population as a whole, which may explain the slightly lower performance.

The growth rates in CELDT Writing were higher then expected, thus, CTB Research went through an in-depth review of all procedures as documented. After a thorough review of all available evidence, CTB Research is confident that the growth rates for CELDT Writing represent true student growth.

Table 1 Comparison of Score Point Distributions for Form D, C and C-Field Test

Percent of Score Point Distribution: Grade 2 Sentences & Compositions

Item #	Scores	Form D Operational D1-D4	Form D Operational D5-D8	Form C FT Compared	Form C Operational Compared	Comments
20/23 Ducks	1	23	22		23	Repeat Item
	2	60	61		60	
	3	9	9		9	
21/24 Ice cream	1	23	21	29		
	2	56	58	52		
	3	12	13	13		
22/27 Toy store	1	26	25	30		
	2	52	52	50		
	3	14	14	13		
23/28 Book	1	25	23	30		
	2	57	58	52		
	3	9	10	9		
24/29 Mrs Dayton	1	24	23	27		
	2	42	43	43		
	3	22	22	20		
	4	3	4	3		

Table 2 Comparison of Score Point Distributions for Form D, C and C-Field Test

Percent of Score Point Distribution: Grades 3-5 Sentences & Compositions

Item #	Scores	Form D Operational D1-D4	Form D Operational D5-D8	Form C FT Compared	Form C Operational Compared	Comments
20/23 Musicians	1	12	12	14		
	2	66	65	65		
	3	18	19	18		
21/24 Bedtime	1	15	14	18		
	2	54	52	53		
	3	27	31	27		
22/27 Hose	1	14	15		15	Repeat Item
	2	61	59		61	
	3	20	22		20	
23/28 Pony	1	17	17		17	Repeat Item
	2	57	55		57	
	3	21	24		21	
24/29 Gina	1	7	7	8		
	2	29	29	34		
	3	50	50	45		
	4	9	10	10		

Table 3 Comparison of Score Point Distributions for Form D, C and C-Field Test

Percent of Score Point Distribution: Grades 6-8 Sentences & Compositions

Item #	Scores	Form D Operational D1-D4	Form D Operational D5-D8	Form C FT Compared	Form C Operational Compared	Comments
20/23 Chair	1	11	11	20		
	2	38	38	36		
	3	48	49	44		
21/24 Basketball	1	6	6		6	Repeat Item
	2	54	52		54	
	3	37	39		36	
22/27 Campfire	1	10	10	10		
	2	67	65	68		
	3	19	21	20		
23/28 Suitcase	1	10	10		9	
	2	62	61		63	
	3	24	26		24	
24/29 Best Gift	1	3	3	7		
	2	29	28	**60**		
	3	**55**	**56**	28		
	4	8	9	2		

Table 4 Comparison of Score Point Distributions for Form D, C and C-Field Test

Percent of Score Point Distribution: Grades 9-12 Sentences & Compositions

Item #	Scores	Form D Operational D1-D4	Form D Operational D5-D8	Form C FT Compared	Form C Operational Compared	Comments
20/23 Fishbowl	1	6	7	10		
	2	54	53	55		
	3	35	37	34		
21/24 Relay	1	7	7	10		
	2	53	51	52		
	3	36	39	37		
22/27 Microscope	1	10	10		10	Repeat Item
	2	60	59		60	
	3	26	27		24	
23/28 Picture	1	8	9	12		
	2	56	54	61		
	3	31	33	25		
24/29 Travel	1	3	3	6		
	2	32	28	**54**		
	3	**51**	**53**	34		
	4	8	10	4		

Figure 1 Reading, Grades 9-12 2004 Scale Score Frequency Distribution

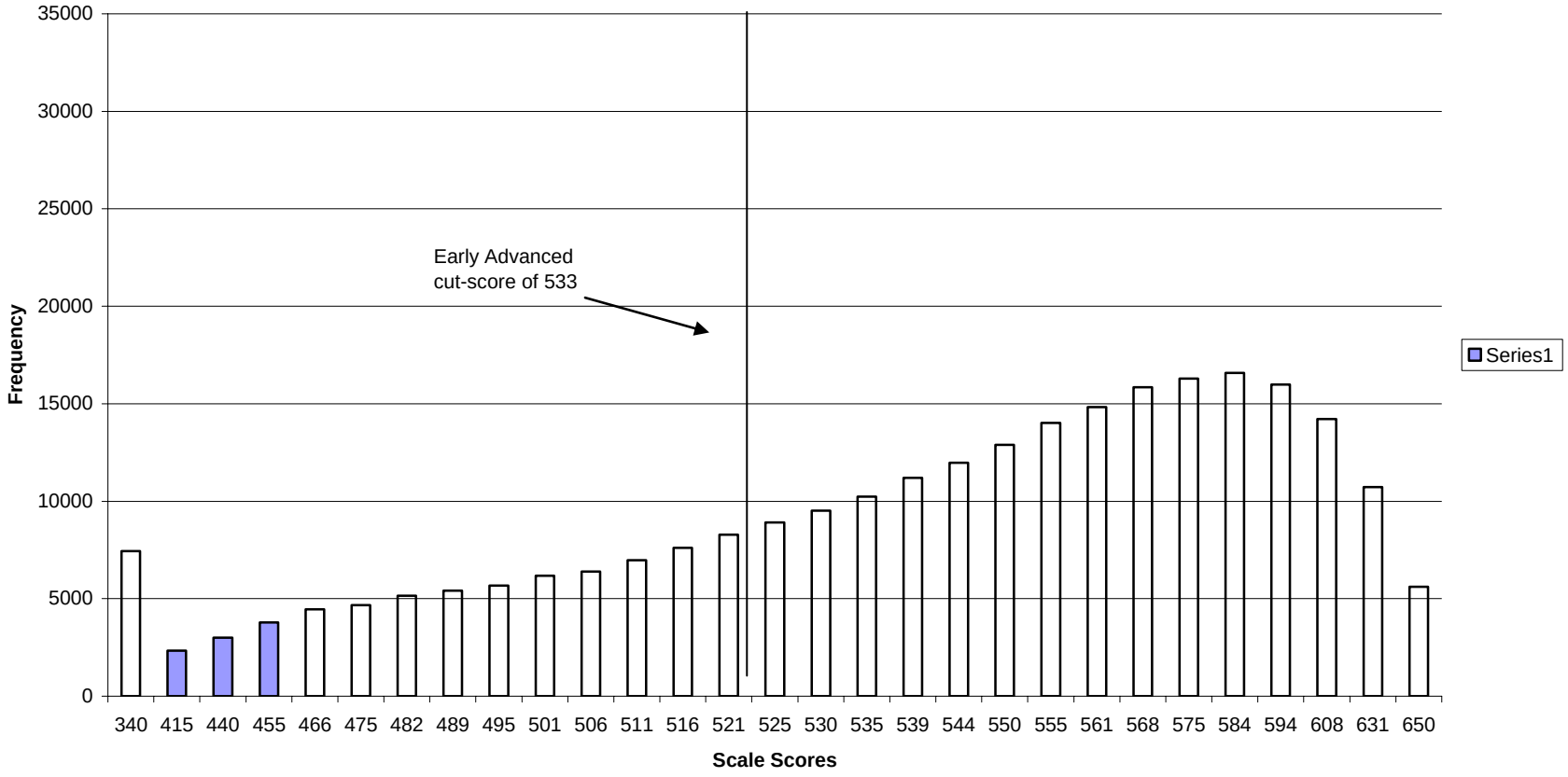

Figure 2 Writing, Grades 9-12 2004 Scale Score Frequency Distribution

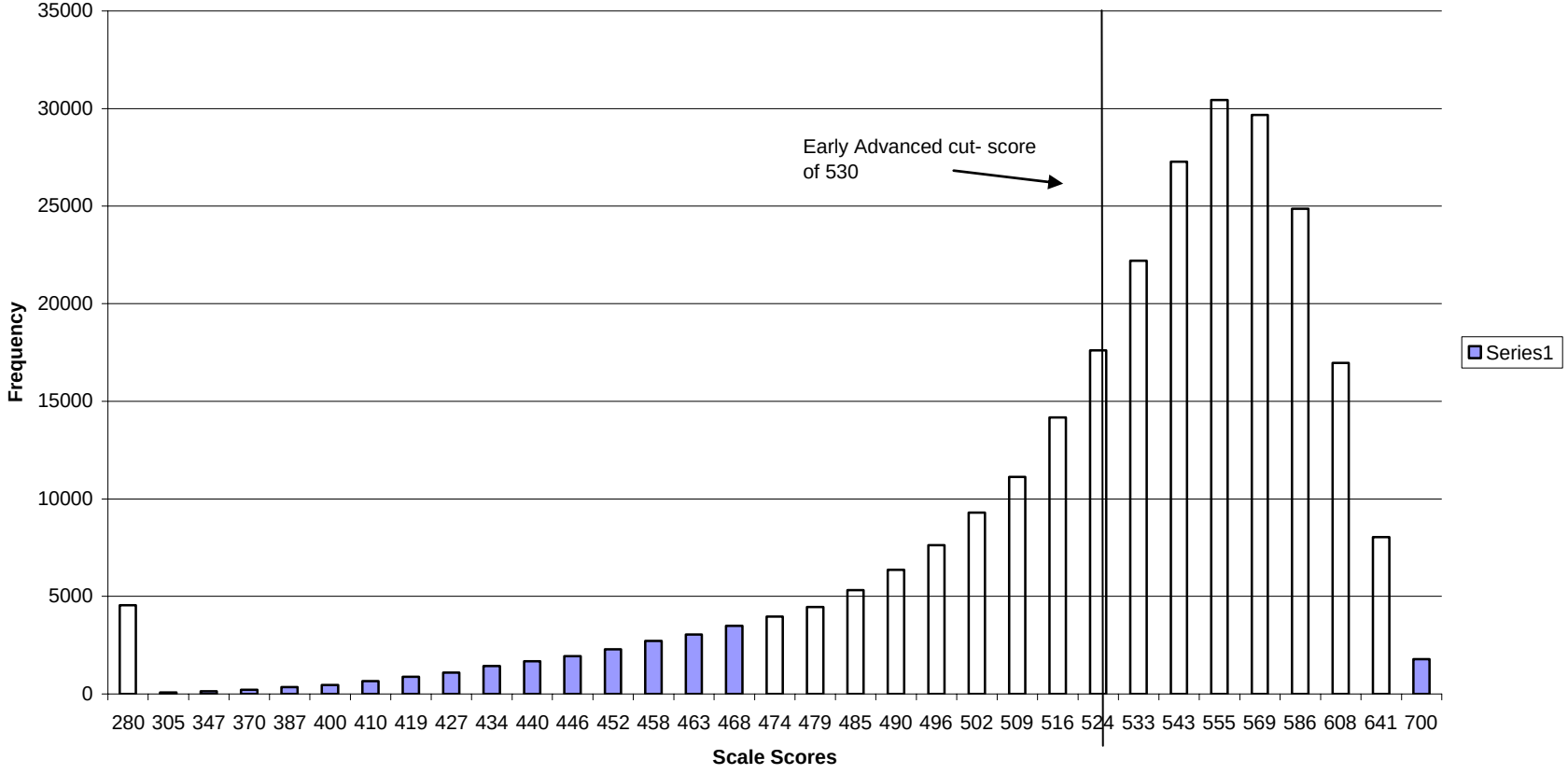

Table 4 CELDT 4-Picture Narrative for Form D

Agreement and Score Point Distribution

								Score Point Distribution (%)								
Level	Form	Total	Read Twice	Perfect Agree	%	Disc.	%	1	2	3	4	A	B	C	D	E
1	D1-D8	35,987	4,158	3,548	85.3%	264	6.3%	11	17	8	1	62	1	0	0	0
2	D1-D8	18,759	2,172	1,748	80.5%	56	2.6%	11	48	32	4	4	1	0	0	0
3	D1-D8	12,347	1,184	892	75.3%	42	3.5%	4	37	47	5	6	0	0	0	0
4	D1-D8	15,452	1,804	1,480	82.0%	12	0.7%	3	30	46	9	12	0	0	0	0
		82,545	**9,318**	**7,668**	**82.3%**	**362**	**3.9%**									

Overall

Table 5 CELDT Across Year Rater Analysis for Grade span 6-8

	Valid N	Pct Score Point 1	Pct Score Point 2	Pct Score Point 3	Pct Score Point 4	Mean Score	Standard Deviation
Rating 1	209	5.26	61.72	29.19	3.83	2.32	0.63
Rating 2	209	4.78	55.98	36.36	2.87	2.37	0.62

Percent Perfect	Percent Adjacent	Perfect + Adjacent	Percent Discrepant	Mean Difference	Intra-Class Correlation	WTD Kappa
72.25	27.75	100	0	-0.05	0.82	0.65

Table 6 CELDT Across Year Rater Analysis for Grade span 9-12

	Valid N	Pct Score Point 1	Pct Score Point 2	Pct Score Point 3	Pct Score Point 4	Mean Score	Standard Deviation
Rating 1	192	6.77	56.77	32.29	4.17	2.34	0.67
Rating 2	192	3.13	53.13	39.58	4.17	2.45	0.63

Percent Perfect	Percent Adjacent	Perfect + Adjacent	Percent Discrepant	Mean Difference	Intra-Class Correlation	WTD Kappa
70.83	28.65	99.48	0.52	-0.11	0.82	0.64

Appendix R AERA Standards Compliance

Efforts were made to adhere to the AERA Standards included in the following publications:

2004-2005 Form D CELDT Technical Report
2003-2004 Form C CELDT Technical Report
CELDT Bookmark Standard Setting Technical Report (2001)
2002-2005 CELDT Contract
2004 Administration Trainer's Kit
2004 Training Video
Test Coordinator's Manual (2004)
Scoring Guides for Form D: Grades K-2, 3-5, 6-8, and 9-12
Examiner's Manuals for Form D: Grades K-2, 3-5, 6-8, and 9-12
Student Test Booklets for Form D: Grades K-2, 3-5, 6-8, and 9-12
Student Answer Books for Form D: Grades K-2, 3-5, 6-8, and 9-12

and documented in the pages of this appendix.

		2004 Technical Report	Other Documents
1. Validity			
1.1 –	Interpretation and use of test scores	1, 6-7, 12, P3-P32	
	Summary of evidence and theory	3-24, B1-B4	
1.2 –	Intention and interpretation of scores	P3-P32	
	Appropriate population(s)	12	
	Construct the test assesses	1-5	
1.3 –	Cautions against invalid common misinterpretations	N/A	Scoring Guides
1.4 –	Justify new use, collecting new evidence if necessary	N/A	N/A
1.5 –	Composition of examinee sample	12, G1-G22	
1.6 –	Specification and generation of test content	O1-O10	
	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	K1-K4	
	Scorer interaction/influence	N/A	N/A
1.8 –	Psychological processes or cognitive operations used by examinees	O1-O6	
	The theoretical or empirical evidence in support of those premises	O7-O10	
	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	4	
	User warned against making interpretations contrary to developer specifics		

continues…

		2004 Technical Report	Other Documents
1.11 –	If parts interdependent, internal structure demonstrated	O3-O4, C1-C4	
1.12 –	Interpretation of subscores	6-7, 20-22	
	Score difference or profiles including rationale and relevant evidence	H1-H27	
	Composite scores	1, 6, 20-22	
1.13 –	Data collection procedures	3-5, 9, 12	
	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	3-7, E1-E10	
1.16-	Criterion variables: suitability and technical quality	E1-E10	Bookmark Standard Setting TR
1.17 –	Other quantifiable variables	N/A	N/A
1.18 –	Statistical adjustments and procedures for restriction or attenuation	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	D1-D4	
1.23 –	Indirect benefits	N/A	N/A
1.24 –	Unintended consequences of test construct	N/A	N/A

continues…

		2004 Technical Report	Other Documents
2. Reliability and Errors of Measurement			
2.1 –	Reliabilities and standard errors	11-12, B1-B4	
2.2 –	Standard error: overall and conditional for both raw and scale scores	11-12, N1-N8	
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	12, H1-H28	
	SE's and rationale for adjusting	11-12, H1-H28	
2.7 –	Multifactor instrument explanation	N/A	N/A
2.8 –	Degree to which rate influences performance		Examiner's Mnls
2.9 –	Reliability for speeded tests	N/A	N/A
2.10 -	Subjective scoring- inter-rater consistency	K1-K4	
2.11 –	Reliability and SE for subpopulations	N/A	N/A
2.12 –	Reliability by grade	H1-H28	
2.13 –	Local scorer reliability data	N/A	N/A
2.14 –	Conditional SE at several score levels	12-13, B1-B4, N1-N8	
	Cut-score SE	N1-N8	Bookmark Standard Setting TR

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		2004 Technical Report	Other Documents
2.15 –	Categorical classification: % in each test form	18	
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	N/A	
2.20 –	Reliability data for aggregated group performance	N/A	N/A
3. Test Development and Revision			
3.1 –	Document evidence of scientific development	14-16	
3.2 –	Purpose of test	3	
	Definitions of domain	3	
	Test specifications	O1-O10	
3.3 –	Test specifications: rationale and development process	3-5, O1-O10	
	Define content	3-5, A1-A24, O1-O4	
	Number of items, item formats, and item section arrangement	3-5, A1-A24, O1-O4	
	Psychometric properties of items	H1-H27	
	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	O10-O16	

continues…

		2004 Technical Report	Other Documents
3.6 –	Type of items	3-5, A1-A24, O1-O4	
	Response formats	A1-A24, O1-O4	
	Scoring procedures		Training Video, Scoring Guides
	Domain to be measured	O1-O4	
	Intended test takers	1	
3.7 –	Procedures for development, review, and tryout items	O1-O10	
	Selection of item formats and categories	3-5, O1-O10	
3.8 –	Tryout or field tests: procedures for selecting sample, and data collected	N/A	N/A
3.9 –	IRT documentation: difficulty, discrimination, information, etc	14-16, I1-I4	
	Parameter estimation process	16, L1-L24, M1-M24	
3.10 –	Cross-validation studies for item sets	C1-C4	
3.11 –	Extent to which content domain represents desired test domain	I1-I4	
3.12 –	Computerized adaptive tests	N/A	N/A
3.13 –	Weighting items	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…

		2004 Technical Report	Other Documents
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	E1-E10, J1-J10, K1-K4	
	Rating scales		Scoring Guides
	Scaled scores	16, E1-E10	
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	16, E1-E10, D1-D3	
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…

		2004 Technical Report	Other Documents
4.6 –	Sample population: procedures, participation, weighting, descriptive statistics	G1-G10	
	User able to judge appropriateness of norms	13	
	Precision of norms	13	
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	16, 18	
	Procedure for creating comparable test forms	19, O1-O12	
4.11 –	Form-to-form equivalence: equating functions, linkages, and accuracy	16	
4.12 –	Statistical equivalence for different test forms	16	
4.13 –	Anchor test design: content and empirical relations among scores	16, 18	
	Representativeness and psychometric characteristics of anchors	H1-H28	
4.14 –	Score conversions: construction, interpretation, and limitations	E1-E10, L1-L24, M1-M24	
4.15 –	Assurance against item context effects	N/A	N/A
4.16 –	Changes in test specifications noted in test manuals	3	
	Caution against score equivalence	N/A	N/A
4.17 –	Stability of common scale tests		2003-2004 Form C Technical Report
4.18 –	Re-norming of test to ensure accuracy		Upcoming 2006 Standard Setting
4.19 –	Rationale and procedures for establishing cut scores	6-7	Bookmark Standard Setting TR

continues…

		2004 Technical Report	Other Documents
4.20 –	Evidence for cut scores and categories	6, 17, D1-D4	
4.21 -	Cut-scores enable judges to use own knowledge and experience		2003-2004 Form C Technical Report
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	P3-P32	
	Materials include coverage, scores, precision, and common misinterpretations	P3-P32	
5.11 –	Computer-prepared interpretations include sources, rationale, and justification	14-22	

continues…

		2004 Technical Report	Other Documents
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	P3-P32	Answer Books, Examiner's Mnls
6.3 –	Rationale for test including recommended use and support	P3-P32	
	Information for score interpretation with caution against misinterpretation	P3-P32	Scoring Guides
6.4 –	Intended population and specifications	G1-G10	
	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	14-22, D1-D4	
	Item level information	18	
	Cut scores and configural rules	6, 7, D1-D4	
	Raw and derived scores	E1-E10	
	Normative data	9-10, F1-F22	
	Standard Errors	10-11, N1-N8	
	Equating procedures	16, L1-L24, M1-M24	
6.6 –	Test relating to curriculum or material	N/A	N/A

continues…

		2004 Technical Report	Other Documents
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	23	
6.10 –	For case studies include examples of test taker diversity	N/A	N/A
6.11 –	Defined score interchangability for multiple methods of administration		Examiner's Manual
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	Back of title page	All Documents
6.15 –	General information for test users and researchers on appropriateness of use		Admin Trainer's Kit
	General information for guardian consent prior to administration	N/A	N/A
7. Fairness in Testing and Test Use			
7.1 –	Data for each relevant subgroup as well as whole population	G1-G10	
	Subgroup differences in content, scores, response structure or process	N/A	N/A
7.2 –	Construct-irrelevant variance across sub-groups and effect on valid inferences	N/A	N/A
7.3 –	DIF prompts study into test design, content, and format	N/A	N/A
7.4 –	Elimination of offensive content	O9-O12	
7.5 –	Alternate explanations for interpretation of individualized performance	N/A	N/A

continues…

		2004 Technical Report	Other Documents
7.6 –	Differential prediction of a criterion for sub-groups	N/A	N/A
7.7 –	Elimination of unnecessary reading or linguistic demands	N/A	N/A
7.8 –	Caution against comparability for scores disaggregated by subgroups	N/A	N/A
7.9 –	Policy instruments: inform policymakers of test implications	O1-O2	
7.10 –	Mean difference studies for sub-groups		2003-2004 Form C Tech Report
7.11 –	Mean score differences determine testing model	N/A	N/A
7.12 –	Comparable and equitable treatment for all test takers		Examiner's Mnls
8. The Rights and Responsibilities of Test Takers		* Standards 8.1-8.13 Not Applicable to the 2003-2004 CELDT Administration	
9. Testing Individuals of Diverse Linguistic Backgrounds			
9.1 –	Test practices reduce threats to reliability and validity due to language		Admin Trainer's Kit, Examiner's Mnls
9.2 –	Collect validity evidence for linguistic subgroups with differing test scores	N/A	N/A
9.3 –	Test multilingual test taker in most proficient language of available test forms	N/A	N/A
9.4 –	Describe in test manual linguistic modifications recommended by publisher	N/A	N/A
9.5 –	Non-comparable regular and modified test versions flagged and explained	N/A	N/A
9.6 –	Information for appropriate test use and interpretation for multilingual tests	P3-P24	Test Booklets

continues…

		2004 Technical Report	Other Documents
9.7 –	Methods of translation and equivalency, including reliability and validity	N/A	N/A
9.8 –	Language usage appropriate to relevant occupation or profession	N/A	N/A
9.9 –	Test comparability for multiple language versions of a test	N/A	N/A
9.10 –	Tests of language proficiency based on range of language features	O3-O5	
9.11 –	Test interpreters fluent in language of test and examiner's native language	N/A	N/A
	Interpreters experienced in translating and understand assessment process	N/A	N/A
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…

		2004 Technical Report	Other Documents
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		State responsibility
13.2 –	Evidence of test's technical quality for each (if multiple) purpose	3-22	
13.3 –	Appropriate range of knowledge tested and elicited target-domain responses	H1-H27	
	Aspects of target domain test represents as well as those it fails to represent	O1-O6	
13.4 –	Development of local norms to support user's intended interpretation	N/A	N/A
13.5 –	Tests for promotion cover only specified content and skills	3, O1-O6	
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		Local responsibility

continues…

		2004 Technical Report	Other Documents
13.8 –	Effect of construct and reliability overlap in comparing scores on different tests	N/A	N/A
13.9 –	Relationship among test scores, instructional programs, and desired outcomes		State responsibility
13.10 –	Test administrators proficient in test procedures and adhere to directions		Admin Trainer's Kit
13.11 –	Test users ensure preparation activities or materials do not affect score validity		Admin Trainer's Kit, Examiners Mnls
13.12 –	Individuals selecting tests understand test process and outcomes		Local responsibility
13.13 –	Individuals interpreting tests have qualified backgrounds		Admin Trainer's Kit
13.14 –	Score reports contain statement of measurement error and score interpretation	P3-P32	
13.15 –	Reports of group differences are accompanied by contextual information	N/A	N/A
13.16 –	Date of administration reported with test score, as well as age of norms	P3-P26	
13.17 –	Change or gain in scores defined and technical qualities reported	18-22	
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	P3-P32	

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