

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



# Summative English Language Proficiency Assessments for California 2020–2021 Technical Report

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**By ETS**



**Contract #CN150012**

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

|  |  |
| --- | --- |
| Term | Definition |
| AERA | American Educational Research Association |
| AIS | average item score |
| ALTRD | Assessment and Learning Technology Research & Development |
| AST | Administration and Scoring Training |
| CAASPP | California Assessment of Student Performance and Progress |
| CAI | Cambium Assessment, Inc. |
| CALPADS | California Longitudinal Pupil Achievement Data System |
| CalTAC | California Technical Assistance Center |
| *CCR* | *California Code of Regulations* |
| CDE | California Department of Education |
| CDS | county/district/school |
| CERS | California Educator Reporting System |
| COVID-19 | novel coronavirus disease 2019 |
| CR | constructed response |
| CSEM | conditional standard error of measurement |
| DEI | Data Entry Interface |
| *DFA* | *Directions for Administration* |
| DIF | differential item functioning |
| *EC* | *Education Code* |
| EL | English learner |
| ELA | English language arts/literacy |
| ELP | English language proficiency |
| ELPAC | English Language Proficiency Assessments for California |
| eSKM | Enterprise Score Key Management |
| ESSA | Every Student Succeeds Act |
| FAQs | frequently asked questions |
| FT | field test |
| GPC | generalized partial credit |
| IEP | individualized education program |
| IFEP | initial fluent English proficient |
| IRP | Item Review Panel |
| IRT | item response theory |
| IWT | Item Writer Training |
| K | kindergarten |
| K–2 | kindergarten through grade two |
| LEA | local educational agency |
| LOSS | lowest obtainable scale score |

Table of Acronyms and Initialisms *(continuation)*

|  |  |
| --- | --- |
| Term | Definition |
| MC | multiple choice |
| MH | Mantel-Haenszel |
| MH-DIF | Mantel-Haenszel differential item functioning |
| MOU | Memorandum of Understanding |
| ONE | Online Network for Evaluation |
| OTI | Office of Testing Integrity |
| PAR | Psychometric Analysis & Research |
| PIN | problem item notification |
| PPT | paper–pencil test |
| RFEP | reclassified fluent English proficient |
| SBE | State Board of Education |
| SCOE | Sacramento County Office of Education |
| SD | standard deviation |
| SEM | standard error of measurement |
| SFTP | secure file transfer protocol |
| SMD | standardized mean difference |
| SSID | Statewide Student Identifier |
| SSR | Student Score Report |
| STAIRS | Security and Test Administration Incident Reporting System |
| TCC | test characteristic curve |
| TDS | test delivery system |
| TIPS | Technology and Information Processing Services |
| TOMS | Test Operations Management System |
| UAT | user acceptance testing |
| *USC* | *United States Code* |

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## Introduction

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

### ELPAC Overview

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

### Purposes of the Assessment

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

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

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

The content of table 1.1 describes the differences between the Initial and Summative ELPAC.

Table 1.1 Differences Between the Initial and Summative ELPAC

|  |  |
| --- | --- |
| Initial ELPAC | Summative ELPAC |
| This is an assessment used to identify a student as either an EL who needs support to learn English or as IFEP. | This is an assessment used to measure the skills of EL students. The results will help the school or LEA determine whether the student is ready to be reclassified as proficient in English. |
| This assessment is administered within 30 days of when the student enrolls in a California school for the first time. | This assessment is administered every spring, from February 1 to May 31. (For the 2020–2021 administration, the end date was extended to July 30, 2021, because of the COVID-19 pandemic and the impact to schools.) |

Table 1.1 *(continuation)*

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

### Intended Population

All students who previously took the ELPAC, were identified as ELs, and were enrolled between February 1, 2021, and June 30, 2021, were required to take the 2020–2021 Summative ELPAC before the close of the testing window, which was extended to July 30, 2021, because of the COVID-19 pandemic and its impact to schools. All students classified as ELs must be tested annually during the Summative ELPAC window until they are reclassified as fluent English proficient based on the CDE’s established guidelines for reclassification established by the California State Board of Education (SBE) (*EC*313[f]).

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

### Testing Windows and Times

The Summative ELPAC testing window generally runs from February 1 through May 31 annually. For the 2020–2021 administration, because LEAs were heavily impacted by the school and business shutdowns as a result of the COVID-19 pandemic, the testing window was extended through July 30, 2021. The July 30, 2021, date was an extension to the legislated testing window that offered LEAs more flexibility in testing and allowed schools more time for students to test. During this time, any student identified as an EL between February 1, 2021, and June 30, 2021, was allowed to be administered the Summative ELPAC through July 30, 2021.

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

### Significant Developments in 2020–2021

#### Remote Testing

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

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

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

#### Accessibility Resources

The following accessibility resource–related updates were made:

* California Assessment of Student Performance and Progress Matrix One was combined with ELPAC Matrix Four to create the California Assessment Accessibility Resources Matrix that serves both testing programs.
* An increased number of prefetched items for braille embossing were sent to the embosser prior to the student’s reaching the item when the auto emboss feature was enabled for tests presented in braille. This feature enhancement allowed for items in fixed-form tests to be printed or embossed prior to the student’s reaching the item in the test, thus speeding up the testing time for students with the braille accommodation.
* Braille was available as an accommodation for K–2 assessments.

### Groups and Organizations Involved with the ELPAC

#### California State Board of Education

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

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

#### California Department of Education

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

Within the CDE, it is the Instruction, Measurement, & Administration Branch that oversees programs promoting innovation and improving student achievement. Programs include oversight of statewide assessments and the collection and reporting of educational data (CDE, 2021c).

#### California Educators

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

#### Contractors

##### Primary Contractor—ETS

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

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

* Providing management of the program activities
* Supporting and training county offices of education, LEAs, and direct funded charter schools
* Providing a tiered help desk support system for LEAs
* Developing high-quality items that are aligned to the 2012 English Language Development Standards
* Constructing, producing, and controlling the quality of ELPAC test forms and related test materials, including grade- and content-specific *DFAs* and remote testing addenda
* Hosting and maintaining a website with resources for the ELPAC
* Developing, hosting, and providing support for TOMS
* Supporting the California Educator Reporting System (CERS)
* Processing student test assignments
* Producing and distributing score reports electronically
* Developing a score reporting website
* Completing all psychometric procedures

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

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

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

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

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

* supporting and training county offices of education, LEAs, and charter schools;
* developing informational materials;
* recruiting and providing logistics for educator meetings; and
* producing Administration and Scoring Training materials and videos, including an online rater training site (Moodle) to support virtual training and test examiner calibration.

### Systems Overview and Functionality

#### Test Operations Management System

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

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

TOMS receives student enrollment data, including LEA and school hierarchy data, from the California Longitudinal Pupil Achievement Data System (CALPADS) via a daily feed. CALPADS is “a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.”[[2]](#footnote-3) LEA staff involved in the operational administration of the Summative ELPAC—such as LEA ELPAC coordinators, site ELPAC coordinators, and ELPAC test examiners—were assigned varying levels of access to TOMS. A description of user roles is explained more extensively in the *Test Operations Management System User Guide* (CDE, 2021d).

#### Test Delivery System

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

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

#### Practice and Training Tests

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

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

The purposes of the practice and training tests are to

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

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

#### California Educator Reporting System

CERS is the system used by LEAs to view preliminary student results from the ELPAC. The primary purpose of CERS is to provide educators and school or LEA administrators with access to timely test results data for individual students and groups of students.

CERS allows educators to view their students’ assessment results at the individual student level and at the aggregated level using grouping and other features. For example, educators can create customized groups from assigned student groups based on demographic information, achievement level, or other characteristics of their choosing. The student results sent to CERS are appropriate for analysis of assessment results for use in planning instruction.

#### Constructed-Response Scoring Systems for ETS

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

### Limitations of the Administration

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

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

### Overview of the Technical Report

This technical report addresses the characteristics of the 2020–2021 administration of the Summative ELPAC and contains eight additional chapters, as follows:

* [Chapter 2](#_Item_Development_and) describes the procedures followed during item development, item review, and test assembly.
* [Chapter 3](#_Test_Administration) details the processes involved in the actual test administration. It also describes the procedures followed to maintain test security throughout the test administration process.
* [Chapter 4](#_Scoring_and_Reporting) provides information on the scoring processes, including the content being measured, as well as the content and psychometric criteria. Also discussed is the development of materials such as scoring rubrics and range finding.
* [Chapter 5](#_Analyses_and_Results) summarizes the statistical analyses and results for the operational administration of the Summative ELPAC, including
* classical item analysis;
* differential item functioning analysis;
* item response theory calibration, linking, and scaling; and
* comparison of results for remote and in-person testing.
* [Chapter 6](#_Reliability_and_Validity) discusses the procedures designed to support the reliability and validity of score use and interpretations.
* [Chapter 7](#_Quality_Control) highlights the quality-control processes used at various stages of the operational administration of the Summative ELPAC, including item development, test form development, test administration, scoring procedures, and psychometric analysis processes.
* [Chapter 8](#_Post-test_Survey) discusses the administration of the Summative ELPAC continuous improvement survey design, administration, and results.
* [Chapter 9](#_Continuous_Improvement) details the ongoing means of program improvement.

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## Item Development and Test Assembly

This chapter presents the detailed procedures of item development and test assembly for the 2020–2021 Summative English Language Proficiency Assessments for California (ELPAC).

### Overview

The 2020–2021 Summative ELPAC followed the same Summative ELPAC test blueprints (California Department of Education [CDE], 2019c) and high-level test design (CDE, 2019b) that were developed and implemented in the 2019–2020 Summative ELPAC. Operational items on the 2020–2021 Summative ELPAC were field-tested as computer-based items in fall 2019 or on the 2019–2020 Summative ELPAC.

In addition, approximately 430 new items were developed for use as embedded field test items in the 2020–2021 Summative ELPAC. All newly developed items were reviewed to ensure that they contained appropriate content and accurate formatting before they were administered as field test items.

### Summative ELPAC Test Blueprints

The 2020–2021 Summative ELPAC aligned to the same test blueprints that were developed and implemented for the 2019–2020 Summative ELPAC. These blueprints were developed based on analysis from a pilot of ELPAC items, a standalone field test, and the transition of the ELPAC from paper-based to a computer-based assessment. The blueprints were approved by the State Board of Education (SBE) in May 2019 for the computer-based Summative ELPAC (CDE, 2019c).

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

### High-Level Test Design

The 2020–2021 Summative ELPAC followed the same test design that was developed and implemented for the 2019–2020 Summative ELPAC. This high-level test design was approved by the SBE in May 2019 for the computer-based Summative ELPAC (CDE, 2019b). The test design drew upon current best practices and the latest research findings, and maintained consistency with California’s *English Language Arts/English Language Development Framework* (CDE, 2014b). The test design described guiding principles for developing a computer-based assessment at kindergarten through grade twelve in the domains of Listening, Speaking, and Reading. In the domain of Writing, the design included development of computer-based assessments at grades three through twelve while retaining paper-based kindergarten through grade two (K–2) Writing assessments. Within this test design, efforts were made to include more challenging items than were used in past forms, to better differentiate across the performance levels.

### Item Development

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

This section describes how California educators were selected and the process used to develop new items in 2019–2020. Some of these items were used as embedded field test items in the 2020–2021 Summative ELPAC.

#### Selection of Item Writers and Reviewers

California educators were recruited through the online Educator Opportunities portal and email communications. To ensure broad representation, the CDE sent an email message announcing the opportunities to write items and to review items to the following groups:

* The CDE’s Assessment Spotlight listserv (includes local educational agency (LEA) ELPAC coordinators and Title III county leads)
* The Bilingual Coordinators Network
* The CDE’s California Assessment of Student Performance and Progress Coordinator listserv

The email and letter directed applicants to submit an online application through the Educator Opportunities portal. The application allowed California educators to apply for any number of the events. The information from the application was loaded into a database that was used for the review and selection process.

Applications were selected from current and retired California educators who had the following minimum qualifications:

* Bachelor’s degree
* Expertise in language acquisition or experience teaching English learner (EL) students in kindergarten through grade twelve
* Knowledge of, and experience working with, the 2012 *California English Language Development Standards: Kindergarten Through Grade 12* (2012 ELD Standards)

Additional desirable qualifications included the following:

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

Selections were made to ensure representation from different cultural and linguistic groups, various-sized LEAs, county offices of education, and different geographical regions of the state. ETS and SCOE made preliminary selections, which were reviewed by the CDE, adjusted as needed, and then approved. Twenty-one educators participated in item writer training, and 33 educators participated in the Item Review Panels (Content Review Panels and Bias and Sensitivity Panels).

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Type | IWT | IRP | Total |
| Occupation | Classroom Teacher | 9 | 13 | 22 |
| Occupation | EL or Literacy Specialist or Coach | 7 | 8 | 15 |
| Occupation | School Administrator | 1 | 4 | 5 |
| Occupation | LEA or County Office Employee | 0 | 3 | 3 |
| Occupation | Teacher on Special Assignment | 4 | 3 | 7 |
| Occupation | Special Education Teacher | 0 | 2 | 2 |
| Highest Degree Earned | Bachelor’s Degree | 2 | 3 | 5 |
| Highest Degree Earned | Master’s Degree | 14 | 23 | 37 |
| Highest Degree Earned | Doctorate | 3 | 3 | 6 |
| K–12 Teaching Credential | Elementary Teaching (multiple subjects) | 10 | 13 | 23 |
| K–12 Teaching Credential | Secondary Teaching (single subject) | 8 | 9 | 17 |
| K–12 Teaching Credential | Special Education Teaching | 0 | 2 | 2 |
| K–12 Teaching Credential | EL (Crosscultural, Language and Academic Development; Bilingual, Crosscultural, Language and Academic Development) | 2 | 5 | 7 |
| K–12 Teaching Credential | Other | 0 | 0 | 0 |
| Location | Rural | 1 | 0 | 1 |
| Location | Town | 1 | 3 | 4 |
| Location | Suburban | 11 | 17 | 28 |
| Location | City | 8 | 13 | 21 |
| **Total Participants** | **N/A** | **21** | **33** | **54** |

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

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

#### Item Writing by Educators

Item writer training for California educators was divided into two meetings, each of which lasted two days. At these meetings, educators contributed to the new item development that supported the embedded field testing on the 2020–2021 Summative ELPAC. Twenty-one educators were trained to develop items during the item writer training meetings in 2019. Nine educators from K–2 were trained on Monday and Tuesday, September 30 and October 1, 2019. Twelve educators from grades three through twelve were trained on Wednesday and Thursday, October 2 and 3, 2019. All four days of item writing were conducted at SCOE.

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

##### Introduction to Item Writing

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

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

##### Process

After educators divided into their grade-level groups, ETS trainers provided them with *Item Writing Guidelines for the ELPAC* (CDE, 2019a), sample items, and item templates. The *Item Writing Guidelines for the ELPAC* provided details about the type of information that is required when drafting items, such as the length of any Listening stimuli or Reading passages, the number of items within the set, and the types of English language knowledge, skills, and abilities to be assessed by the items.

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

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

#### Item Writing by Contractors

In 2019, ETS assessment specialists worked with a small group of contractors (i.e., outside item writers) who were fully trained, experienced item writers with a record of developing quality items for other ETS English language assessments. Because there was a limited amount of time to train California educators to develop Listening and Reading sets, ETS contractors developed the Listening task types with relatively long stimuli and the Reading task types with relatively long passages. These contractors developed items in accordance with the *Item Writing Guidelines for the ELPAC* (CDE, 2019a).

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

### Task Types and Features

#### Task Types

The operational administration of the computer-based Summative ELPAC contained 27 task types. Each task type required a student to perform an activity to elicit information about the student’s English language proficiency (ELP) and had one or more items that aligned with the 2012 ELD Standards (CDE 2014a). While the 2012 ELD Standards are organized according to three modes of communication (collaborative, interpretive, and productive communication), federal Title I requirements of the Every Student Succeeds Act (ESSA) of 2015 call for scores to be reported according to the four language domains of Listening, Speaking, Reading, and Writing (ESSA, 200.6[h][1][ii]).

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

The next subsections summarize the task types used to assess ELP within each domain of the Summative ELPAC based on the *Item Writing Guidelines for the ELPAC* (CDE, 2019a). A full description of each task type is available in the *Definitions of Task Types for the English Language Proficiency Assessment for California* (CDE, 2020b).

##### Listening

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

##### Speaking

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

##### Reading

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

##### Writing

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

### ETS Item Review Process

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

#### ETS Content Review

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

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

#### ETS Accessibility Review

Internal experts on alternate test formats reviewed all items, with a focus on accessibility for all student populations, and provided potential refinement solutions to improve item accessibility. Refer to [*2.9.2 Forms with Accessibility Features*](#_Toc93133795) for additional information about steps ETS took to ensure Summative ELPAC forms were accessible.

#### ETS Editorial Review

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

#### ETS Sensitivity and Fairness Review

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

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

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

### CDE Review

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

### California Educator Review

Each newly developed item was reviewed during the Item Review Panel meetings, held from February 3–6, 2020. Thirty-three educators participated in the meetings to review the items for alignment to the standard(s) and appropriateness for the designated grade level or grade span.

Educators had the option of making one of three recommendations regarding each item: approve the item as is, approve the item with revisions, or reject the item. Whenever an item was approved with revisions, educators specified the revisions needed to text or images and the reasons for the proposed revisions.

Table 2.2 shows the number of items that were developed for 2020–2021.

Table 2.2 **Number of Field Test Items Developed for 2020–2021**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | K | 1 | 2 | 3–5 | 6–8 | 9–10 | 11–12 | Total |
| Listening | 7 | 12 | 22 | 19 | 7 | 0 | 15 | 82 |
| Speaking | 11 | 10 | 12 | 11 | 12 | 14 | 13 | 83 |
| Reading | 11 | 14 | 11 | 27 | 0 | 56 | 29 | 148 |
| Writing | 0 | 0 | 0 | 4 | 6 | 14 | 10 | 34 |
| **Total** | **29** | **36** | **45** | **61** | **25** | **84** | **67** | **347** |

Table 2.3 provides the status of the items after the February 2020 Item Review Panel meetings.

Table 2.3 Status of Items After the 2020 Item Review Panel Meetings

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level or Grade Span | Approved As Is | Approved with Revisions | Rejected |
| Kindergarten | 17 | 12 | 0 |
| 1 | 23 | 13 | 0 |
| 2 | 25 | 20 | 0 |
| 3–5 | 29 | 32 | 0 |
| 6–8 | 9 | 16 | 0 |
| 9–10 | 72 | 11 | 1 |
| 11–12 | 57 | 10 | 0 |
| **Total:** | 232 | 114 | 1 |

In spring 2020, 99 percent of the 347 items were approved by educators during the Item Review Panel meetings for field testing on the 2020–2021 Summative ELPAC forms or future forms.

### Test Assembly

ETS assessment specialists assembled the Summative ELPAC, which was reviewed and approved by the CDE. This process began with the creation of test development specifications, which described the content characteristics, psychometric characteristics, and quantity of items to be used in the operational 2020–2021 Summative ELPAC. ETS created the test development specifications that the CDE reviewed and approved.

After the test development specifications were approved, ETS assessment specialists assembled the tests according to the specifications. ETS assessment specialists and psychometricians reviewed the form planners before they were delivered to the CDE for review. The CDE reviewed and approved the form planners after ETS revised the form planners as needed.

#### Test Forms

Each grade level and grade span of the 2020–2021 Summative ELPAC had a form with operational items only and field test forms that contained both operational items and embedded field test items. Form 1 contained operational items only, while Forms 2, 3, 4, 5, and 6 had operational items and embedded field test items. Form 1 was developed for each of the seven grade levels and grade spans: kindergarten, grade one, grade two, grade span three through five, grade span six through eight, grade span nine and ten, and grade span eleven and twelve. ETS created a variant of Form 1 that contained twinned items for braille to which students who required the braille accommodation were routed.

Table 2.4 provides an overview of the number of operational items and points by domain and grade level or grade span.

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | Kindergarten: Items | Kindergarten: Points | Grade 1: Items | Grade 1: Points | Grade 2: Items | Grade 2: Points | Grade Span 3–5: Items | Grade Span 3–5: Points | Grade Span 6–8: Items | Grade Span 6–8: Points | Grade Span 9–10: Items | Grade Span 9–10: Points | Grade Span 11–12: Items | Grade Span 11–12: Points |
| Listening | 20 | 20 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 |
| Speaking | 9 | 22 | 9 | 22 | 12 | 28 | 12 | 30 | 12 | 30 | 12 | 30 | 12 | 30 |
| Reading | 14 | 17 | 21 | 21 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 | 26 |
| Writing | 8 | 12 | 7 | 17 | 6 | 17 | 6 | 17 | 6 | 17 | 6 | 17 | 6 | 17 |
| **Total:** | 51 | 71 | 59 | 82 | 66 | 93 | 66 | 95 | 66 | 95 | 66 | 95 | 66 | 95 |

Items that were selected for the operational form (Form 1) were drawn from Form F1 of the fall 2019 Summative ELPAC field test or an embedded field test form from the 2019–2020 Summative ELPAC. The kindergarten, grade one, and grade two 2020–2021 Summative ELPAC operational forms remained the same as the form administered in 2019–‍2020. For grade span three through five, grade span six through eight, grade span nine and ten, and grade span eleven and twelve, the 2020–2021 Summative ELPAC forms involved a 30 percent refresh of the 2019–2020 Summative ELPAC as outlined in the *Test Development Specifications for the 2020–2021 Summative English Language Proficiency Assessments for California* (ETS, 2020). The operational items selected to refresh the Summative ELPAC forms focused on

* replacing items because of statistical performance,
* balancing the topics and content within all the domains to ensure a variety, and
* using items and task types with the best operational data from field testing.

After Form 1 for each grade span was assembled, the embedded field test forms were assembled. Five additional forms with embedded field test items, Forms 2–6, were developed for all grade levels and grade spans.

During the 2020–2021 Summative ELPAC administration, the field test forms were used to field test new items at all grade levels and grade spans. The purpose of the embedded field test items was to refresh the operational Summative ELPAC.

The embedded field test items from the 2020–2021 Summative ELPAC were available for use as operational items beginning with the 2021–2022 administration.

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

Table 2.5 Organization of 2020–2021 Summative ELPAC Test Forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Form Number | Listening | Speaking\* | Reading | Writing |
| Form 1 | Operational items only | Operational items only | Operational items only | Operational items only |
| Form 1B (braille variant of Form 1) | Braille twins + operational items | Braille twins + operational items | Braille twins + operational items | Braille twins + operational items |
| Form 2 | Form 1 Items + Embedded FT Items | Form 1 items | Form 1 items | Form 1 items |
| Form 3 | Form 1 items | Form 1 items + embedded FT items | Form 1 items | Form 1 items |
| Form 4 | Form 1 items | Form 1 items | Form 1 items + embedded FT items | Form 1 items |
| Form 5 | Form 1 items | Form 1 items | Form 1 items + embedded FT items | Form 1 items |
| Form 6 | Form 1 items | Form 1 items | Form 1 items | Form 1 items + embedded FT items |

\* Each Speaking item has a student-facing item, represented in the *Speaking* column, and a corresponding Speaking Data Entry Interface (DEI) item for data entry. The DEI was used by test examiners to enter student scores.

Table 2.6 shows the number of embedded field test items that appeared in the 2020–2021 Summative ELPAC by domain and grade level or grade span.

Table 2.6 Number of Embedded Field Test Items in the 2020–2021 Summative ELPAC

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | K | 1 | 2 | 3–5 | 6–8 | 9–10 | 11–12 | Total |
| Listening | 9 | 11 | 11 | 10 | 11 | 11 | 11 | 74 |
| Speaking | 4 | 4 | 5 | 6 | 6 | 6 | 6 | 37 |
| Reading | 14 | 20 | 22 | 26 | 27 | 27 | 23 | 111 |
| Writing | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 23 |
| **Total:** | **31** | **39** | **41** | **45** | **47** | **47** | **43** | **293** |

The total number of items field-tested was 293, which included 74 Listening items, 37 Speaking items, 111 Reading items, and 23 Writing items. Sources for the embedded field test items included: converted items from the paper–pencil 2017–2018 Summative ELPAC, previously approved field test ready items that had not yet been field-tested, and items reviewed and approved at the February 2020 item review meeting.

Preference for field test slots was given to task types that were targeted for the 30 percent refresh of the 2021–2022 Summative ELPAC. Items that were used as embedded field test items in the 2020–2021 Summative ELPAC were available for use as operational items as early as the 2021–2022 Summative ELPAC administration.

#### Forms with Accessibility Features

Items that appeared in the 2020–2021 Summative ELPAC had a full set of accessibility resources as described in the California Assessment Accessibility Resources Matrix (CDE, 2020a). The 2020–2021 Summative ELPAC had the full set of universal tools, designated supports, and accommodations that were available in the test delivery system (TDS). Descriptions of these features are provided in subsection [*3.5 Fairness and Accessibility*](#_Universal_Tools,_Designated). Table 3.B.1 in [appendix 3.B](#_Appendix_3.B:_Assigned_1) lists the available accommodations and student usage.

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

#### Psychometric Review

The ETS Psychometric Analysis & Research (PAR) group reviewed the operational test form (Form 1) for each grade level and grade span, to ensure that each form met the psychometric criteria and was aligned with the Summative ELPAC blueprint. PAR also reviewed forms two through six, which included field test items, to ensure that these conformed to the *Test Development Specifications for the 2020–2021 Summative ELPAC* (ETS, 2020).

The following criteria were used to review the operational forms:

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

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

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

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

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

The psychometric review of operational item statistics included several steps. First, PAR staff reviewed forms for consistency with form specifications in terms of content and item type composition.

Item performance was evaluated by reviewing individual item parameter estimates and the summary IRT statistics for each operational form.

#### California Department of Education Review

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

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

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

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

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

### References

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## Test Administration

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

### Overview

The expected operational administration of the Summative ELPAC testing window was February 1 through May 31, 2021. However, this window was extended until July 30, 2021, because of the novel coronavirus disease 2019 (COVID-19) pandemic’s impact on local educational agencies (LEAs), including school and business shutdowns.

#### Means

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

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

For remote administration of the Summative ELPAC, all domains for K–2 were designed for one-on-one administration, with the test examiner logged on to the web-based Student Testing Interface and sharing the screen with the student via an online meeting application. For testing students in grades three through twelve remotely, the Speaking domain would be administered in the same manner as the K–2 administration, but the Listening, Reading, and Writing domains could be administered in a group of up to 20 students in a single test session. The test examiner would provide instructions to the students via an online meeting application and start the test session, then instruct the students to log off all applications on their testing device and log on to the secure browser for testing (California Department of Education [CDE], 2021d).

#### Platform

For the 2020–2021 Summative ELPAC administration, students were provided with a computer or other electronic device on which to take the assessment. Each student used the secure browser or web-based browser (remote only) to take the assessment. The Summative ELPAC used the same secure browser, web-based browser, and computer-based testing platform as the California Assessment of Student Performance and Progress (CAASPP). Test examiners used a separate computer or other electronic device from which to access the Test Administrator Interface and manage the testing session.

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

#### Materials

Test examiners were required to use the *Directions for Administration (DFAs)*, housed securely in TOMS, to administer tests to students. For K–2, there was a combined *DFA* for the Listening, Speaking, Reading, and Writing domains. For grades three through twelve, there was a combined *DFA* for the Listening, Reading, and Writing domains and a separate *DFA* for the Speaking domain.

For students who needed to be tested remotely, test examiners could access remote testing addenda in Moodle as well as the *Spring Administration Information for Educators* (CDE, 2021d) or *Summative ELPAC Online Test Administration Manual* (CDE, 2021e). Moodle is a free open-source learning management software, which provided remote logon instructions and specific administration instructions. PDF versions of the K–2 Writing Teacher Answer Book and Student Writing Response Sheets were provided in Moodle for test examiners to download and share with the student via an online meeting application while administering the Writing domain.

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

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

#### Score Reporting

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

### Administration and Scoring Training

There was a plan for separate Summative ELPAC and Initial ELPAC trainings, including 20 statewide trainings between October and November 2020 for the 2020–2021 Summative ELPAC. These trainings included updated training videos, audio samples for Speaking, and the Moodle Training Site.

Because of the impacts of the COVID-19 pandemic, the CDE announced in July 2020 that all trainings would be conducted virtually through June 2021, and all in-person trainings would be cancelled. The ELPAC Administration and Scoring Training (AST) training team created a complete virtual training model for the 2020–2021 administration of the Summative ELPAC. Prior to the announcement that all training would be virtual, the Sacramento County Office of Education (SCOE) had reserved locations for 20 training sessions statewide. All reservations and facility agreements were cancelled and a new training plan with virtual requirements was developed.

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

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

* All LEA ELPAC coordinators were expected to complete, or designate staff to complete, the LEA certification training requirement.
* The Examiner’s course in Moodle was redesigned to create nine Speaking Calibration Certifications by grade level and grade span.
* All Moodle training and calibration quizzes were enhanced to include anchor samples, item stems, and pictures.
* A 2021–2022 overview video was recorded, and a new notetaking guide was developed.

#### Goals

The goals of the 2020–2021 Summative ELPAC AST were to

1. standardize the administration of the ELPAC for all domains (i.e., Listening, Speaking, Reading, and Writing);
2. train LEA trainers to score the Speaking items accurately and reliably, so they can effectively train test examiners to locally administer and score the ELPAC; and
3. train LEA trainers to train other qualified persons to administer and score the Summative ELPAC.

#### Local Educational Agency Certification of Training Requirement

All LEA ELPAC coordinators were expected to complete, or designate staff to complete, the LEA certification requirement. Two certification courses were created, and SCOE tracked LEA completion status:

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

Table 3.1 shows the number of certificates issued for each certification course. The certificates-issued count is a duplicated count by LEA, as multiple people from an LEA may have completed certification.

Table 3.1 LEA Certification Counts

|  |  |
| --- | --- |
| LEA Certification Course | Number of Certificates Issued |
| K–12 Certification | 2,035 |
| Grades 6–12 Certification | 553 |

Some LEAs had a Memorandum of Understanding (MOU) with another LEA to perform the testing and were, therefore, not required to complete training. The total number of LEAs that completed training or had an MOU was 1,777. Two hundred and fifty-seven LEAs did not complete the online certification; the CDE was provided with a list of LEAs that were not certified.

As part of the effort to ensure LEAs were completing training, an online survey was created in January 2021, using Alchemer, a third-party, web-based survey tool, to give the LEAs an opportunity to provide their status of completing the training. Two hundred and three responses were received from January through July, mostly indicating that training would be or had been completed. In April 2021, the CDE was provided with a list of the 92 LEAs that had still not completed training and had English learner (EL) students.

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

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

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

The Examiner’s Resources course was redesigned by grade level or grade span for the 2020–2021 administration. The Examiner’s Resources course was divided into sections specific to grade level or grade span. Test examiners needed only to calibrate for Speaking items in the grade level or grade span being administering.

Table 3.2 shows the number of test examiners statewide who completed calibration certificates by grade level or grade span and the total number of LEAs represented by these examiners. The total number of certifications is a duplicate count, as some test examiners could take two or more grade level certifications. In total, 20,718 test examiners were issued Speaking calibration certificates representing 1,325 LEAs.

Table 3.2 Test Examiner Certification Counts

|  |  |
| --- | --- |
| Test Examiner Calibration Course | Number of Certificates Issued |
| Kindergarten | 4,776 |
| Grade 1 | 4,135 |
| Grade 2 | 3,918 |
| K–2 | 2,844 |
| Grades 3–5 | 6,279 |
| Kindergarten–Grade 5 | 5,264 |
| Grades 6–8 | 6,973 |
| Grades 9–12 | 3,537 |
| Grades 6–12 | 1,856 |
| **Total Certifications Issued:** | **39,582** |
| **Total Individual Examiners Certified:** | **20,718** |

#### Materials on the Moodle Training Site

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

To establish consistency in statewide local training, training materials were developed and provided to all LEAs. To provide support to LEAs statewide during the COVID-19 pandemic, as well as support for virtual training, training binders were produced and shipped directly to addresses provided by each LEA. All LEAs also had access to a training binder of PDFs provided on the secure Moodle site.

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

Training materials are described in the next subsections.

##### Training Binders

A Summative ELPAC AST binder was shipped to LEAs and provided in PDF form in Moodle for LEA trainers. A new section was added for the new history and social science *Summarize an Academic Presentation* field test items for the 2020–2021 administration. Within the additional Speaking field test questions in Form 3 was one additional *Summarize an Academic Presentation* test question. In the past, *Summarize an Academic Presentation* subject matter had included only science topics. Beginning with items field-tested in Form 3, potential subject matter for the *Summarize an Academic Presentation* Speaking domain task type was expanded to include history and social science topics. The purpose of the task type continues to be measuring language proficiency in an academic context, not measuring content knowledge. The additional contexts will help assess language proficiency across the curriculum.

The *Summarize an Academic Presentation* field test questions were included in the training binder as an additional training resource. Online training quizzes were created for these new items to provide test examiners with scoring practice. *Summarize an Academic Presentation* items based on a science topic often, though not always, focus on steps in a process or demonstration and the details surrounding these steps. Items based on history or social science topics often, though not always, focus on stages in development or change over time. Regardless of the type of item topic, test examiners were trained to listen for the degree to which student responses provide a clear summary of the main points and details of the presentation as well as for the cohesion, grammar and word choice, pronunciation and intonation, and ability to sustain speech in the response. Although new content areas were introduced, the task type remained the same; administration, prompting, and scoring of the history and social science *Summarize an Academic Presentation* prompts did not differ from that of science prompts.

It was strongly suggested to LEAs that Form 3 test examiners visit Moodle to take the training quiz or quizzes for practice. This binder section contained all the material for the quizzes in Moodle as a resource for LEA trainers. The quizzes in Moodle included the audio presentation, anchors, pictures, and main points. The goal was to familiarize test examiners with the idea that they were listening for language proficiency in an academic context, whether the content was based in science, history, or social science.

The training materials reflected the operational items in the 2020–2021 Summative ELPAC test materials. Speaking samples in the training binder and training presentations reflected the operational Speaking test for all grade levels and grade spans.

Materials included the following:

* **Section 1—Introduction and Test Administration**
* Overview of the program
* LEA Certification Training Video Notetaking Guide
* Contact information
* Test administration for a group and individual students
* Rubrics for the Speaking domain
* Moodle Training Site resources
* **Section 2—*Talk About a Scene***
* Prompting and scoring guidelines
* Rubrics
* All scenes for each grade level and grade span
* Test questions and anchor charts
* **Section 3—*Speech Functions***
* Scoring guidelines
* Rubric
* Anchors, with more than 96 audio tracks as samples for training and calibration
* **Section 4—*Support an Opinion***
* Prompting and scoring guidelines
* Rubrics
* Anchors, with more than 130 audio tracks as samples for training and calibration
* **Section 5—*Retell a Narrative***
* Prompting and scoring guidelines
* Rubric
* Anchors, with more than 120 audio tracks as samples for training and calibration
* **Section 6—*Present and Discuss Information***
* Prompting and scoring guidelines
* Rubrics
* Anchors, with more than 806 audio tracks as samples for training and calibration
* **Section 7—*Summarize an Academic Presentation***
* Prompting and scoring guidelines
* Rubric
* Anchors, with more than 315 audio tracks as samples for training and calibration
* **Section 8—K–2 Administration**
* Video: Kindergarten Through Grade One Reading, Listening, and Writing Administration
* Video: Grade Two
* **Section 9—Form 3: *Summarize an Academic Presentation*—History and Social Science**
* Prompting and scoring guidelines
* Rubric
* Anchors, with more than 70 audio tracks as samples for training and calibration

##### Training Videos

Eleven test administration videos were created and posted to Moodle for training; these were made available with the other training materials. Videos were recorded featuring test examiners administering the ELPAC to students on the computer-based platform in 2019. Key updates and changes to training videos for the 2020–2021 administration are included in table 3.3.

Table 3.3 Available Scoring Training Videos

|  |  |
| --- | --- |
| Video Topic | Description |
| **K–2 Reading, Listening, and Writing Administration** | The narrated video captured a student in kindergarten or grade one being administered the ELPAC one-on-one using the user acceptance testing (UAT) environment of the training test. The presentation included information about the test examiner’s knowledge of the use of tools and navigation of the tools. Updates included footage of the new [**End Test**] button and stopping marker screen and the improvements in test delivery system (TDS) layout for *Read-Along Word with Scaffolding,* along with updates to logon instructions. |
| **Grades Three Through Twelve Reading, Writing, and Listening** | The narrated video captured students in a group administration session of the Summative ELPAC using the UAT environment of the field test. Updates included presentation of the new *DFA* configurations of two *DFAs* per grade span (one for Speaking and one for Listening, Reading, and Writing). |
| **Speaking Administration Overview** | The video captured a student’s one-on-one administration of the full Speaking test, including all task types, using the training test UAT environment. It included using the Speaking *DFA,* recording scores during administration, and entering scores into the DEI. Updates included adding footage of the new [**End Test**] button and stopping marker screen, updates of logon directions read by the test examiner, and updated *Summarize an Academic Presentation* audio files for accessibility and logon instructions. |
| ***Talk About a Scene*** | The narrated video captured a student being administered a *Talk About a Scene* set of items. This video included the practice question and modeling, pointing guidelines, prompting and scoring guidelines, rubrics overview, use of the Speaking *DFA,* and additional computer platform talking points. Updates included adding footage of the new [**End Test**] button and stopping marker screen and the updates to logon instructions. |

Table 3.3 *(continuation one)*

|  |  |
| --- | --- |
| Video Topic | Description |
| ***Speech Functions*** | The narrated video captured a student being administered a set of *Speech Functions* items. This video included the practice question and modeling, pointing guidelines, prompting and scoring guidelines, rubric overview, use of the Speaking *DFA,* and additional computer platform talking points. Updates included adding footage of the new [**End Test**] button and stopping marker screen. |
| ***Support an Opinion*** | The narrated video included two subsections coinciding with the two rubrics. The video captured a student who could be in K–2 being administered a set of *Support an Opinion* items and a student who could be in grades three through twelve being administered a set of items. This video included pointing guidelines, prompting and scoring guidelines, a rubrics overview, use of the Speaking *DFA,* and additional computer platform talking points. Updates include adding footage of the new [**End Test**] button and stopping marker screen. |
| ***Retell a Narrative*** | The narrated video captured a student who could be in K–‍2 being administered a set of *Retell a Narrative* items and a student who could be in grades three through twelve being administered a set of items. This video included pointing guidelines, prompting and scoring guidelines, a rubric overview, use of the Speaking *DFA,* and additional computer platform talking points. Updates included replacing outdated field test *DFA* images with current operational *DFA* images. |
| ***Present and Discuss Information*** | The narrated video captured a student who could be in grades six through twelve being administered a *Present and Discuss Information* item. This video included pointing guidelines, prompting and scoring guidelines, a rubric overview, use of the Speaking *DFA,* and additional computer platform talking points. Updated included replacing outdated field test *DFA* images with current operational *DFA* images. |

Table 3.3 *(continuation two)*

|  |  |
| --- | --- |
| Video Topic | Description |
| ***Summarize an Academic Presentation*** | The narrated video captured a student being administered a *Summarize an Academic Presentation* item. This video included pointing guidelines, prompting and scoring guidelines, a rubric overview, use of the Speaking *DFA,* and any additional computer platform talking points. Updates included adding new *Summarize an Academic Presentation* item directions and updating information about disruptions occurring during the audio presentation. |
| **Introduction and Overview—Video 1** | The narrated video gave a brief overview of the training structure, shared “What’s New” for the Summative ELPAC, and gave resources that support all aspects of the assessment. |
| **Test Administration—Video 2** | The narrated video reviewed the four domains of the ELPAC: Listening, Speaking, Reading and Writing. Trainers from across the state walked through the *DFA* and shared training and testing highlights. The latter part of this video provided LEAs with trainer tips and resources found in Moodle. |

##### Remote Testing Administration Videos

Seven test administration videos on how to administer the Summative ELPAC remotely were created and posted to Moodle for training; these were made available with the remote testing *DFA* addenda. The new videos are listed in table 3.4.

Table 3.4 Available Remote Administration Training Videos

|  |  |
| --- | --- |
| Video Topic | Description |
| **K–2 Remote Testing—Writing** | This video provided a tutorial on administering the Writing test questions remotely for K–2 students, demonstrated students using the Student Writing Response Sheets, and showed test examiners transcribing student responses for the Writing domain. |
| **K–2 Remote Testing—Listening and Reading** | This video provided a tutorial on how test questions are delivered differently in a remote administration; in particular, it showed how to point to and indicate answer choices and how K–2 students could demonstrate their responses in the Listening and Reading domains. |
| **Kindergarten Through Grade 12 Remote Testing—Speaking** | This video provided a tutorial on delivering Speaking test items in a remote administration. |

Table 3.4 *(continuation)*

|  |  |
| --- | --- |
| Video Topic | Description |
| **How to Take a Remote Test—English and Spanish Versions** | This student-oriented video demonstrated test examiners placing students in grades three through twelve in a pretest video conferencing session prior to the students’ signing in to a remote group administration test session. It presented signing in to the secure browser, communicating with the test examiner during a remote testing session, and ending the test. |
| **How to Give a Remote Group Test** | This demonstration video provided suggestions for, and examples of, how test examiners could deliver sign-in instructions for students prior to beginning a remote test administration. It included a demonstration of a pretest video conference meeting, an educator supporting students as the students signed in using the secure browser, and the educator communicating with students during testing. |
| **Starting a One-on-One Remote Test Session** | This video provided a tutorial for test examiners to demonstrate logging on to the web-based Student Testing Interface to remotely administer one of the following ELPAC domains:   * K–2 ELPAC Listening * K–2 ELPAC Reading * K–12 ELPAC Speaking |

##### Training Presentations

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

Table 3.5 includes a list of the training presentations available to LEAs.

Table 3.5 Available Training Presentations

|  |  |
| --- | --- |
| Binder Section | Description |
| Section 3 | *Speech Functions* Training Presentation |
| Section 4 | *Support an Opinion* Training Presentation |
| Section 5 | *Retell a Narrative* Training Presentation |
| Section 6 | *Present and Discuss Information* Training Presentation |
| Section 7 | *Summarize an Academic Presentation* Training Presentation |
| Section 9 | *Summarize an Academic Presentation* Training Presentation—Form 3—History and Social Science |

##### Calibration Quizzes

To give test examiners an opportunity to refresh and test their knowledge prior to administering the Summative ELPAC, the online training site included more than 80 training and calibration quizzes with more than 750 audio samples.

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

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

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

The training and calibration quizzes in Moodle provided the following minimum calibration rates:

* 80 percent calibration required for *Support an Opinion* (grades three through twelve), *Retell a Narrative, Present and Discuss Information,* and *Summarize an Academic Presentation*
* 90 percent calibration required for *Speech Functions* and *Support an Opinion* (K–2)

Table 3.6 presents a list of the training and calibration quizzes by task type created and posted to the Moodle Training Site.

Table 3.6 Training and Calibration Quizzes by Grade Level or Grade Span

|  |  |  |
| --- | --- | --- |
| Grade Level or Grade Span Section in Moodle | Training Quizzes | Speaking Calibration Certificate Quizzes |
| Kindergarten (K) | * *Support an Opinion*—K * *Retell a Narrative*—K * *Summarize an Academic Presentation*—K | * *Support an Opinion*—K * *Retell a Narrative*—K * *Summarize an Academic Presentation*—K |
| Grade 1 | * *Support an Opinion*—Grade 1 * *Retell a Narrative*—Grade 1 * *Summarize an Academic Presentation*—Grade 1 | * *Support an Opinion*—Grade 1 * *Retell a Narrative*—Grade 1 * *Summarize an Academic Presentation*—Grade 1 |
| Grade 2 | * *Speech Functions*—Grade 2 * *Support an Opinion*—Grade 2 * *Retell a Narrative*—Grade 2 * *Summarize an Academic Presentation*—Grade 2 | * *Speech Functions*—Grade 2 * *Support an Opinion*—Grade 2 * *Retell a Narrative*—Grade 2 * *Summarize an Academic Presentation*—Grade 2 |

Table 3.6 *(continuation one)*

|  |  |  |
| --- | --- | --- |
| Grade Level or Grade Span Section in Moodle | Training Quizzes | Speaking Calibration Certificate Quizzes |
| K–2 | * *Speech Functions*—Grade 2 * *Support an Opinion*—K–2 * *Retell a Narrative*—K–2 * *Summarize an Academic Presentation*—K * *Summarize an Academic Presentation*—Grade 1 * *Summarize an Academic Presentation*—Grade 2 | * *Speech Functions*—Grade 2 * *Support an Opinion*—K–2 * *Retell a Narrative*—K–2 * *Summarize an Academic Presentation*—K * *Summarize an Academic Presentation*—Grade 1 * *Summarize an Academic Presentation*—Grade 2 |
| Grades 3–5 | * *Speech Functions*—Grades 3–5 * *Support an Opinion*—Grades 3–5 * *Retell a Narrative*—Grades 3–‍5 * *Summarize an Academic Presentation*—Grades 3–5 | * *Speech Functions*—Grades 3–5 * *Support an Opinion*—Grades 3–5 * *Retell a Narrative*—Grades 3–‍5 * *Summarize an Academic Presentation*—Grades 3–5 |
| K–Grade 5 | * *Speech Functions*—Grades 2–5 * *Support an Opinion*—K–2 * *Support an Opinion*—Grades 3–5 * *Retell a Narrative*—K–2 * *Retell a Narrative*—Grades 3–‍5 * *Summarize an Academic Presentation*—K * *Summarize an Academic Presentation*—Grade 1 * *Summarize an Academic Presentation*—Grade 2 * *Summarize an Academic Presentation*—Grades 3–5 | * *Speech Functions*—Grades 2–5 * *Support an Opinion*—K–2 * *Support an Opinion*—Grades 3–5 * *Retell a Narrative*—K–2 * *Retell a Narrative*—Grades 3–‍5 * *Summarize an Academic Presentation*—K * *Summarize an Academic Presentation*—Grade 1 * *Summarize an Academic Presentation*—Grade 2 * *Summarize an Academic Presentation*—Grades 3–5 |

Table 3.6 *(continuation two)*

|  |  |  |
| --- | --- | --- |
| Grade Level or Grade Span Section in Moodle | Training Quizzes | Speaking Calibration Certificate Quizzes |
| Grades 6–8 | * *Speech Functions*—Grades 6–8 * *Support an Opinion*—Grades 6–8 * *Present and Discuss Information*—Grades 6–8 * *Summarize an Academic Presentation*—Grades 6–8 | * *Speech Functions*—Grades 6–8 * *Support an Opinion*—Grades 6–8 * *Present and Discuss Information*—Grades 6–8 * *Summarize an Academic Presentation*—Grades 6–8 |
| Grades 9–12 | * *Speech Functions*—Grades 9–12 * *Support an Opinion*—Grades 9–12 * *Present and Discuss Information*—Grades 9–10 * *Present and Discuss Information*—Grades 11–12 * *Summarize an Academic Presentation*—Grades 9–10 * *Summarize an Academic Presentation*—Grades 11–12 | * *Speech Functions*—Grades 9–12 * *Support an Opinion*—Grades 9–12 * *Present and Discuss Information*—Grades 9–10 * *Present and Discuss Information*—Grades 11–12 * *Summarize an Academic Presentation*—Grades 9–10 * *Summarize an Academic Presentation*—Grades 11–12 |
| Grades 6–12 | * *Speech Functions*—Grades 6–12 * *Support an Opinion*—Grades 6–12 * *Present and Discuss Information—Grades* 6–8 * *Present and Discuss Information*—Grades 9–10 * *Present and Discuss Information*—Grades 11–12 * *Summarize an Academic Presentation*—Grades 6–8 * *Summarize an Academic Presentation*—Grades 9–10 * *Summarize an Academic Presentation*—Grades 11–12 | * *Speech Functions*—Grades 6–12 * *Support an Opinion*—Grades 6–12 * *Present and Discuss Information*—Grades 6–8 * *Present and Discuss Information*—Grades 9–10 * *Present and Discuss Information*—Grades 11–12 * *Summarize an Academic Presentation*—Grades 6–8 * *Summarize an Academic Presentation*—Grades 9–10 * *Summarize an Academic Presentation*—Grades 11–12 |

### Procedures to Maintain Standardization

To maintain standardization during the Summative ELPAC administration, ELPAC staff at LEAs were provided with several forms of communication and training. ETS produced and provided the *Summative ELPAC Online Test Administration Manual* (CDE, 2020d), which detailed the process and policies for a secure and standardized administration, as well as the *DFAs* andother quick-reference guides describing various aspects of the Summative ELPAC administration. Additionally, SCOE provided virtual trainings on the Moodle Training Site for LEA ELPAC coordinators and site ELPAC coordinators, as well as to ELPAC test examiners (refer to section [*3.2 Administration and Scoring Training*](#_Administration_and_Scoring)). SCOE also provided training and calibration quizzes on the Moodle Training Site for test examiners who administered and scored the Speaking domain.

#### Local Educational Agency ELPAC Coordinator

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

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

* adding site ELPAC coordinators, test examiners, and other staff into TOMS;
* reporting test security incidents (including testing irregularities) to the CDE using the online Security and Test Administration Incident Reporting System (STAIRS)/Appeals process;
* ensuring that correct testing procedures were followed;
* ensuring that test materials were distributed to the schools and kept in a locked, secure area at all times;
* ensuring that all site ELPAC coordinators and test examiners were trained and certified to administer the Summative ELPAC;
* ordering test materials and supplemental test materials in TOMS; and
* ensuring adequate test materials were on hand and redistributed throughout the LEA during the testing window as needed.

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

#### Site ELPAC Coordinator

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

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

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

#### Test Examiner

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

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

A test examiner’s duties may have included

* ensuring the physical conditions of the testing room meet the criteria for a secure test environment;
* verifying receipt of appropriate test materials (e.g., Writing Answer Books for K–2 students) and access to the *DFAs* in TOMS;
* reporting all test security incidents to the site ELPAC coordinator and LEA ELPAC coordinator in a manner consistent with ELPAC, state, and LEA policies;
* completing local scoring of the Speaking domain and entering scores in the DEI; and
* fully complying with all directions provided in the *DFAs*.

#### Instructions for Test Administration

##### *Directions for Administration*

Test examiners were required to use the *DFAs,* housed securely in TOMS, to administer tests to students. K–2 had a combined *DFA* that included instructions for all domains. Grades three through twelve had a combined *DFA* for the Listening, Reading, and Writing domains and a separate *DFA* for the Speaking domain.

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

A Speaking student score sheet was provided as the last page of the kindergarten through grade twelve *DFAs*. Use of the scoring sheet was optional; the test examiner could use it to record a student’s Speaking scores manually. These student scores could later be entered into the DEI. Alternatively, the test examiner could enter the student’s Speaking scores into the DEI while administering the test.

##### *Summative ELPAC Online Test Administration Manual*

The *Summative ELPAC Online Test Administration Manual* (CDE, 2021e) contained information and instructions on overall procedures and guidelines for all LEA and test site staff involved in the administration of the Summative ELPAC. Sections included the following topics:

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

##### *Spring Administration Information for Educators*

The *Spring Administration Information for Educators* (CDE, 2021d),which was developed in response to the need for remote administration of both the CAASPP and the ELPAC, provided instructions and resources that coordinators and test examiners could use to prepare for testing and during test administration. Sections included the following topics:

* Administration options
* Requirements
* Test security
* Instructions for remote testing, including test administration directions and scripts
* Videos and quick reference guides
* Helpful links (including to the Parent/Guardian Information website)

##### *CAASPP and ELPAC Test Operations Management System User Guide*

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

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

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

### Test Security and Confidentiality

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

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

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

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

#### ETS’ Office of Testing Integrity

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

The OTI’s mission is to

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

The OTI helps prevent misconduct on the part of students and administrators, detects potential misconduct through empirically established indicators, and resolves situations involving misconduct in a fair and balanced way that reflects the laws and professional standards governing the integrity of testing. In its pursuit of enforcing secure practices, the OTI strives to safeguard the various processes involved in a test development and administration cycle.

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

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

#### Procedures to Maintain Standardization of Test Security

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

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

The ELPAC test examiner is responsible for reporting testing incidents to the site ELPAC coordinator, keeping test materials secure, and securely destroying printed and digital media for *DFAs* (CDE, 2021e).

The following measures ensured the security of the ELPAC:

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

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

#### Test Security Monitoring

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

#### Security of Electronic Files Using a Firewall

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

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

Refer to section [*1.7.1 Test Operations Management System*](#_Test_Operations_Management) in [*Chapter 1: Introduction*](#_Introduction) for more information on TOMS.

#### Transfer of Scores via Secure Data Exchange

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

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

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

#### Data Management in the Secure Database

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

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

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

#### Statistical Analysis on Secure Servers

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

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

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

#### Student Confidentiality

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

#### Student Test Results

##### Types of Results

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

* Preliminary individual student reports for computer-based assessments in the California Educator Reporting System (CERS)
* Preliminary individual student reports for PPTs in CERS
* Individual SSRs (electronic)
* Internet reports—available on a public web reporting site—aggregated by content area and state, county, LEA, or test site

##### Security of Results Files

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

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

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

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

##### Security of Individual Results

ETS protects individual students’ results during the following events:

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

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

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

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

LEA ELPAC coordinators and site ELPAC coordinators were to ensure that all test security and summative administration incidents were documented by following the prompts in TOMS that guided coordinators in their submittal. An Appeal is a request to reset, restore, reopen, or grant a grace period extension to a student’s test. If an Appeal to a student’s test was warranted, TOMS provided additional prompts to file the Appeal.

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

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

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

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

Types of Appeals available during the 2020–2021 Summative ELPAC administration are described in table 3.7.

Table 3.7 Types of Appeals

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

##### Impropriety

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

##### Irregularity

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

##### Breach

A testing breach is an event that poses a threat to the validity of the test. Breaches require immediate attention; a breach that was due to social media exposure on the part of a student or adult or due to media coverage of an administration was to be escalated to CalTAC via telephone. Following the call, the site ELPAC coordinator or LEA ELPAC coordinator must report the incident using the online STAIRS/Appeals process in TOMS within 24 hours. Examples may include such situations as a release of secure materials or a security or system risk. These circumstances have external implications for the CDE and may result in a decision to remove the test item(s) from the available secure bank.

##### Incident Reporting

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

The total count of incidents reported in STAIRS for the Summative ELPAC was 25,631. The number of STAIRS incidents that required an Appeal was 19,327. The most common Appeal type was Re-open and the second most common was Reset. These counts include incidents that were in draft form, pending, or partially approved.

Table 3.8 provides the list of incident or issue types, the Appeal type associated with it, the number of incidents reported for that issue, and number of Statewide Student Identifiers (SSIDs) affected. The incidents involving Exposing Secure Materials or security breaches ranged from students and parents/guardians taking pictures of the testing device or test materials; to test examiners accidentally sharing the *DFAs* with parents/guardians; to test materials becoming lost at the school site because they were not kept in a secure, locked room. These counts exclude incidents that were in draft form, pending, or partially approved.

Table 3.8 Number and Types of Incidents Submitted in STAIRS

|  |  |  |  |
| --- | --- | --- | --- |
| Description | Appeal Type | Number of Incidents | Total Number of SSIDs Submitted |
| Accessibility Issue | Reset or No Appeal | 274 | 363 |
| Administered Incorrect Assessment | Reset or No Appeal | 1,947 | 2,562 |
| Administration Error | Reset or No Appeal | 4,629 | 7,668 |
| Data Entry Issue | Reset or Re-open | 562 | 698 |
| Expired or Accidentally Submitted Test or Domain | Re-open | 10,575 | 14,826 |
| Exposing Secure Materials | No Appeal | 35 | 9 |
| Incorrect Domain Exemption | Reset or No Appeal | 52 | 61 |
| Incorrect SSID Used | Reset or No Appeal | 1,110 | 1,464 |
| Irregularity Flag Submitted in Error | No Appeal | 0 | 0 |
| Other Issues | No Appeal | 2 | 2 |
| Restore from Reset | Restore | 35 | 50 |
| Student Cheating or Accessing Unauthorized Devices | No Appeal | 182 | 186 |
| Student Disruption | No Appeal | 42 | 60 |
| Technical Issues | Grace Period Extension or Reset or No Appeal | 1,386 | 435 |
| Validity Issue | No Appeal | 174 | 233 |

Table 3.9 provides the counts of approved Appeals.

Table 3.9 Total Appeal Types Approved

|  |  |
| --- | --- |
| Appeal Type Approved | N Appeals |
| Reset | 8,767 |
| Re-open | 14,546 |
| Grace Period Extension | 208 |
| Restore | 46 |

### Fairness and Accessibility

There are several procedures in place to ensure that the Summative ELPAC is fair and accessible to all test takers. This section provides information on the available accessibility resources available. The CDE provides a full range of assessment resources for all students, including those who are students with disabilities.

#### Accessibility Resource Categories

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

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

##### Universal Tools

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

###### Embedded

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

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

###### Non-Embedded

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

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

The following non-embedded universal tools were available to students in K–2 taking the paper-based Writing domain:

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

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

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

##### Designated Supports

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

###### Embedded

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

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

###### Non-Embedded

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

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

The following non-embedded designated supports were available to students in K–2 taking the paper-based Writing domain:

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

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

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

##### Accommodations

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

###### Embedded

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

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

###### Non-Embedded

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

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

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

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

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

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

##### Unlisted Resources

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

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

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

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

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

#### Selection

##### Resources

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

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

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

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

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

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

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

#### Identification

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

#### Assignment

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

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

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

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

#### Delivery

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

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

Refer to subsection [*3.5.1 Accessibility Resource Categories*](#_Accessibility_Resource_Categories_1) for a detailed description of the accessibility resources available to students taking the Summative ELPAC.

#### Usage of Designated Supports and Accommodations

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

Assignment and usage of test settings were directed by the LEA or site at which the student was tested. At the end of the administration, CAI provided ETS with a file listing which accommodation and designated support resources were used. This was combined with a file from TOMS of assigned test settings. Only specific accommodations and designated supports were tracked. These include the embedded accommodations American Sign Language, audio transcript, and text-to-speech; and the embedded masking and non‑embedded print-on-demand designated supports. Assigned designated supports, accommodations, and usage information is provided in table 3.B.1 of [appendix 3.B](#_Appendix_3.B:_Assigned_1).

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

#### Description of Differential Item Functioning Analyses

Differential item functioning (DIF) analyses are conducted to detect differences in student performance by identifying items for which one group of students performs significantly better than another group (e.g., male vs. female or White vs. Black or African American) after matching students on overall ability. If an item performed differentially across student groups, even when students were matched on ability, the item may be measuring something other than the intended construct. Therefore, it is important to identify items flagged for DIF. Content experts and bias and sensitivity experts review these DIF-flagged items to determine the potential sources and meanings of performance differences. Refer to section [*5.4 Differential Item Functioning Analyses*](#_Differential_Item_Functioning_1) for more information.

### Participation

California *Education Code* Section 313 requires LEAs to administer the Summative ELPAC annually to students identified as ELs until they are reclassified as fluent English proficient. Table 3.A.1 through table 3.A.5 in [appendix 3.A](#_Appendix_3.A:_Demographic) provide the number of test takers and the percentage of test takers and select demographic groups for each test during the 2020–‍2021 administration. Note that the data in the *Number Registered* column includes students who were registered within a grade level and eligible for the Summative ELPAC during the 2020–2021 administration. The *Number Tested* columns include students who tested at the current grade level and exclude off-grade testers and students who were registered but did not test.

#### Rules for Including Student Responses in Analyses

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

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

### Demographic Student Group Summaries

The number and the percentage of students for selected groups with completed test scores for the operational administration of the Summative ELPAC are provided, for all grade levels and grade spans, in table 3.A.1 through table 3.A.5 in [appendix 3.A](#_Appendix_3.A:_Demographic). Grade spans reflect students’ enrolled grade spans during the 2020–2021 school year.

In the tables, students are grouped by demographic characteristics, including gender, ethnicity, economic status (disadvantaged or not), special education services status, length of enrollment in U.S. schools, and migrant status; the list of student groups is presented in table 3.10.

Table 3.10 Demographic Student Groups Reported

| Category | Student Groups |
| --- | --- |
| Gender | * Male * Female * Nonbinary |
| Ethnicity | * American Indian or Alaska Native * Asian * Native Hawaiian or Other Pacific Islander * Filipino * Hispanic or Latino * Black or African American * White * Two or more races |
| Special Education Services Status | * No special education services * Special education services |
| Economic Status | * Not economically disadvantaged * Economically disadvantaged |
| Enrollment in US Schools | * Less than 12 months * 12 months or more * Duration unknown |
| Migrant Status | * Migrant education * Not migrant education |

#### Student Group Distributions

Table 3.A.1 through table 3.A.5 show consistent patterns among test takers. For all grade levels and grade spans, male students accounted for 50 to 60 percent of the assessment samples, and approximately 80 percent of the students taking the Summative ELPAC were Hispanic or Latino.

The demographic information for students taking the Summative ELPAC looked similar to the distributions of the population of Summative ELPAC test takers in 2019. These are reported in appendix 11 of the *2018–2019 Summative ELPAC Technical Report* (CDE, 2020b). Across grade levels and grade spans, male students accounted for 50 to 60 percent of ELPAC test takers in both the 2018–2019 Summative ELPAC PPT and 2020–2021 data. Both sets of data contained more than 75 percent of Hispanic or Latino students.

#### Technology Readiness

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

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

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### Appendix 3.A: Demographic Summaries

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Kindergarten: Number Registered | Kindergarten: Number Tested | Kindergarten: Percent Tested | Grade 1: Number Registered | Grade 1: Number Tested | Grade 1: Percent Tested | Grade 2: Number Registered | Grade 2: Number Tested | Grade 2: Percent Tested |
| All | 118,709 | 118,700 | 100.0 | 107,017 | 106,970 | 100.0 | 105,429 | 105,384 | 100.0 |
| Male | 62,558 | 62,553 | 100.0 | 56,818 | 56,797 | 100.0 | 56,274 | 56,253 | 100.0 |
| Female | 56,148 | 56,144 | 100.0 | 50,197 | 50,171 | 99.9 | 49,147 | 49,123 | 100.0 |
| Nonbinary | 3 | 3 | 100.0 | 2 | 2 | 100.0 | 8 | 8 | 100.0 |
| American Indian or Alaska Native | 192 | 192 | 100.0 | 154 | 154 | 100.0 | 172 | 172 | 100.0 |
| Asian | 16,245 | 16,245 | 100.0 | 14,273 | 14,272 | 100.0 | 13,325 | 13,317 | 99.9 |
| Native Hawaiian or Other Pacific Islander | 222 | 222 | 100.0 | 260 | 259 | 99.6 | 251 | 251 | 100.0 |
| Filipino | 835 | 835 | 100.0 | 913 | 913 | 100.0 | 976 | 975 | 99.9 |
| Hispanic or Latino | 93,082 | 93,075 | 100.0 | 83,905 | 83,863 | 99.9 | 83,916 | 83,883 | 100.0 |
| Black or African American | 588 | 587 | 99.8 | 508 | 506 | 99.6 | 507 | 507 | 100.0 |
| White | 5,748 | 5,747 | 100.0 | 5,434 | 5,433 | 100.0 | 5,041 | 5,040 | 100.0 |
| Two or more races | 1,797 | 1,797 | 100.0 | 1,570 | 1,570 | 100.0 | 1,241 | 1,239 | 99.8 |
| No special education services | 105,876 | 105,871 | 100.0 | 94,810 | 94,766 | 100.0 | 92,143 | 92,103 | 100.0 |
| Special education services | 12,833 | 12,829 | 100.0 | 12,207 | 12,204 | 100.0 | 13,286 | 13,281 | 100.0 |

Table 3.A.1 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Kindergarten: Number Registered | Kindergarten: Number Tested | Kindergarten: Percent Tested | Grade 1: Number Registered | Grade 1: Number Tested | Grade 1: Percent Tested | Grade 2: Number Registered | Grade 2: Number Tested | Grade 2: Percent Tested |
| Not economically disadvantaged | 27,912 | 27,911 | 100.0 | 21,796 | 21,786 | 100.0 | 19,572 | 19,562 | 99.9 |
| Economically disadvantaged | 90,797 | 90,789 | 100.0 | 85,221 | 85,184 | 100.0 | 85,857 | 85,822 | 100.0 |
| In U.S. schools less than 12 months | 88,540 | 88,532 | 100.0 | 3,829 | 3,829 | 100.0 | 2,522 | 2,522 | 100.0 |
| In U.S. schools 12 months or more | 28,186 | 28,185 | 100.0 | 102,558 | 102,511 | 100.0 | 102,422 | 102,377 | 100.0 |
| Duration unknown | 1,983 | 1,983 | 100.0 | 630 | 630 | 100.0 | 485 | 485 | 100.0 |
| Migrant Education | 2,440 | 2,440 | 100.0 | 2,442 | 2,442 | 100.0 | 2,468 | 2,468 | 100.0 |
| Not Migrant Education | 116,269 | 116,260 | 100.0 | 104,575 | 104,528 | 100.0 | 102,961 | 102,916 | 100.0 |
| Military | 563 | 563 | 100.0 | 618 | 618 | 100.0 | 628 | 628 | 100.0 |
| Not military | 118,146 | 118,137 | 100.0 | 106,399 | 106,352 | 100.0 | 104,801 | 104,756 | 100.0 |
| Homeless | 3,482 | 3,482 | 100.0 | 3,864 | 3,862 | 99.9 | 3,982 | 3,982 | 100.0 |
| Not Homeless | 115,227 | 115,218 | 100.0 | 103,153 | 103,108 | 100.0 | 101,447 | 101,402 | 100.0 |

Table 3.A.2 **Demographic Summary for Students: Grade Three Through Grade Five**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Grade 3: Number Registered | Grade 3: Number Tested | Grade 3: Percent Tested | Grade 4: Number Registered | Grade 4: Number Tested | Grade 4: Percent Tested | Grade 5: Number Registered | Grade 5: Number Tested | Grade 5: Percent Tested |
| All | 111,069 | 110,998 | 99.9 | 97,890 | 97,845 | 100.0 | 84,020 | 83,936 | 99.9 |
| Male | 58,358 | 58,321 | 99.9 | 52,132 | 52,110 | 100.0 | 45,403 | 45,354 | 99.9 |
| Female | 52,706 | 52,672 | 99.9 | 45,754 | 45,731 | 99.9 | 38,614 | 38,579 | 99.9 |
| Nonbinary | 5 | 5 | 100.0 | 4 | 4 | 100.0 | 3 | 3 | 100.0 |
| American Indian or Alaska Native | 152 | 152 | 100.0 | 134 | 134 | 100.0 | 107 | 107 | 100.0 |
| Asian | 12,558 | 12,548 | 99.9 | 8,945 | 8,942 | 100.0 | 7,541 | 7,526 | 99.8 |
| Native Hawaiian or Other Pacific Islander | 318 | 318 | 100.0 | 265 | 264 | 99.6 | 249 | 248 | 99.6 |
| Filipino | 1,072 | 1,071 | 99.9 | 946 | 943 | 99.7 | 933 | 932 | 99.9 |
| Hispanic or Latino | 89,882 | 89,827 | 99.9 | 81,656 | 81,620 | 100.0 | 70,272 | 70,214 | 99.9 |
| Black or African American | 549 | 547 | 99.6 | 467 | 467 | 100.0 | 387 | 386 | 99.7 |
| White | 5,153 | 5,150 | 99.9 | 4,363 | 4,362 | 100.0 | 3,725 | 3,720 | 99.9 |
| Two or more races | 1,385 | 1,385 | 100.0 | 1,114 | 1,113 | 99.9 | 806 | 803 | 99.6 |
| No special education services | 95,506 | 95,442 | 99.9 | 80,912 | 80,873 | 100.0 | 66,575 | 66,520 | 99.9 |
| Special education services | 15,563 | 15,556 | 100.0 | 16,978 | 16,972 | 100.0 | 17,445 | 17,416 | 99.8 |
| Not economically disadvantaged | 18,848 | 18,830 | 99.9 | 15,199 | 15,186 | 99.9 | 12,350 | 12,334 | 99.9 |
| Economically disadvantaged | 92,221 | 92,168 | 99.9 | 82,691 | 82,659 | 100.0 | 71,670 | 71,602 | 99.9 |

Table 3.A.2 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Grade 3: Number Registered | Grade 3: Number Tested | Grade 3: Percent Tested | Grade 4: Number Registered | Grade 4: Number Tested | Grade 4: Percent Tested | Grade 5: Number Registered | Grade 5: Number Tested | Grade 5: Percent Tested |
| In U.S. schools less than 12 months | 2,357 | 2,356 | 100.0 | 2,037 | 2,037 | 100.0 | 1,829 | 1,829 | 100.0 |
| In U.S. schools 12 months or more | 108,216 | 108,147 | 99.9 | 95,388 | 95,343 | 100.0 | 81,653 | 81,569 | 99.9 |
| Duration unknown | 496 | 495 | 99.8 | 465 | 465 | 100.0 | 538 | 538 | 100.0 |
| Migrant education | 2,822 | 2,821 | 100.0 | 2,603 | 2,602 | 100.0 | 2,212 | 2,212 | 100.0 |
| Not migrant education | 108,247 | 108,177 | 99.9 | 95,287 | 95,243 | 100.0 | 81,808 | 81,724 | 99.9 |
| Military | 691 | 691 | 100.0 | 618 | 618 | 100.0 | 518 | 518 | 100.0 |
| Not military | 110,378 | 110,307 | 99.9 | 97,272 | 97,227 | 100.0 | 83,502 | 83,418 | 99.9 |
| Homeless | 4,719 | 4,719 | 100.0 | 4,305 | 4,305 | 100.0 | 3,715 | 3,713 | 99.9 |
| Not homeless | 106,350 | 106,279 | 99.9 | 93,585 | 93,540 | 100.0 | 80,305 | 80,223 | 99.9 |

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Grade 6: Number Registered | Grade 6: Number Tested | Grade 6: Percent Tested | Grade 7: Number Registered | Grade 7: Number Tested | Grade 7: Percent Tested | Grade 8: Number Registered | Grade 8: Number Tested | Grade 8: Percent Tested |
| All | 78,433 | 78,342 | 99.9 | 69,644 | 69,553 | 99.9 | 61,825 | 61,741 | 99.9 |
| Male | 42,721 | 42,679 | 99.9 | 38,536 | 38,483 | 99.9 | 34,817 | 34,778 | 99.9 |
| Female | 35,708 | 35,659 | 99.9 | 31,103 | 31,065 | 99.9 | 27,000 | 26,955 | 99.8 |
| Nonbinary | 4 | 4 | 100.0 | 5 | 5 | 100.0 | 8 | 8 | 100.0 |
| American Indian or Alaska Native | 114 | 114 | 100.0 | 92 | 91 | 98.9 | 85 | 84 | 98.8 |
| Asian | 6,483 | 6,475 | 99.9 | 5,684 | 5,676 | 99.9 | 4,868 | 4,859 | 99.8 |
| Native Hawaiian or Other Pacific Islander | 237 | 237 | 100.0 | 248 | 248 | 100.0 | 222 | 222 | 100.0 |
| Filipino | 884 | 880 | 99.5 | 855 | 854 | 99.9 | 743 | 743 | 100.0 |
| Hispanic or Latino | 66,361 | 66,290 | 99.9 | 59,106 | 59,027 | 99.9 | 52,649 | 52,579 | 99.9 |
| Black or African American | 359 | 357 | 99.4 | 356 | 356 | 100.0 | 300 | 300 | 100.0 |
| White | 3,275 | 3,270 | 99.8 | 2,698 | 2,697 | 100.0 | 2,442 | 2,440 | 99.9 |
| Two or more races | 720 | 719 | 99.9 | 605 | 604 | 99.8 | 516 | 514 | 99.6 |
| No special education services | 61,144 | 61,085 | 99.9 | 53,372 | 53,318 | 99.9 | 46,776 | 46,734 | 99.9 |
| Special education services | 17,289 | 17,257 | 99.8 | 16,272 | 16,235 | 99.8 | 15,049 | 15,007 | 99.7 |
| Not economically disadvantaged | 11,181 | 11,166 | 99.9 | 9,993 | 9,973 | 99.8 | 8,696 | 8,685 | 99.9 |
| Economically disadvantaged | 67,252 | 67,176 | 99.9 | 59,651 | 59,580 | 99.9 | 53,129 | 53,056 | 99.9 |

Table 3.A.3 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Grade 6: Number Registered | Grade 6: Number Tested | Grade 6: Percent Tested | Grade 7: Number Registered | Grade 7: Number Tested | Grade 7: Percent Tested | Grade 8: Number Registered | Grade 8: Number Tested | Grade 8: Percent Tested |
| In U.S. schools less than 12 months | 1,793 | 1,793 | 100.0 | 1,690 | 1,690 | 100.0 | 1,508 | 1,507 | 99.9 |
| In U.S. schools 12 months or more | 76,148 | 76,057 | 99.9 | 67,507 | 67,419 | 99.9 | 59,966 | 59,883 | 99.9 |
| Duration unknown | 492 | 492 | 100.0 | 447 | 444 | 99.3 | 351 | 351 | 100.0 |
| Migrant education | 1,880 | 1,878 | 99.9 | 1,680 | 1,680 | 100.0 | 1,572 | 1,569 | 99.8 |
| Not migrant education | 76,553 | 76,464 | 99.9 | 67,964 | 67,873 | 99.9 | 60,253 | 60,172 | 99.9 |
| Military | 491 | 491 | 100.0 | 460 | 459 | 99.8 | 477 | 477 | 100.0 |
| Not military | 77,942 | 77,851 | 99.9 | 69,184 | 69,094 | 99.9 | 61,348 | 61,264 | 99.9 |
| Homeless | 3,405 | 3,400 | 99.9 | 2,946 | 2,943 | 99.9 | 2,670 | 2,664 | 99.8 |
| Not homeless | 75,028 | 74,942 | 99.9 | 66,698 | 66,610 | 99.9 | 59,155 | 59,077 | 99.9 |

Table 3.A.4 **Demographic Summary for Students: Grade Nine and Grade Ten**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Grade 9: Number Registered | Grade 9: Number Tested | Grade 9: Percent Tested | Grade 10: Number Registered | Grade 10: Number Tested | Grade 10: Percent Tested |
| All | 54,971 | 54,913 | 99.9 | 47,999 | 47,950 | 99.9 |
| Male | 31,063 | 31,030 | 99.9 | 27,432 | 27,401 | 99.9 |
| Female | 23,897 | 23,872 | 99.9 | 20,562 | 20,544 | 99.9 |
| Nonbinary | 11 | 11 | 100.0 | 5 | 5 | 100.0 |
| American Indian or Alaska Native | 75 | 75 | 100.0 | 62 | 62 | 100.0 |
| Asian | 4,386 | 4,376 | 99.8 | 4,091 | 4,086 | 99.9 |
| Native Hawaiian or Other Pacific Islander | 168 | 168 | 100.0 | 162 | 162 | 100.0 |
| Filipino | 784 | 784 | 100.0 | 735 | 735 | 100.0 |
| Hispanic or Latino | 46,657 | 46,614 | 99.9 | 40,409 | 40,368 | 99.9 |
| Black or African American | 268 | 268 | 100.0 | 280 | 278 | 99.3 |
| White | 2,148 | 2,143 | 99.8 | 1,869 | 1,869 | 100.0 |
| Two or more races | 485 | 485 | 100.0 | 391 | 390 | 99.7 |
| No special education services | 42,335 | 42,301 | 99.9 | 37,193 | 37,166 | 99.9 |
| Special education services | 12,636 | 12,612 | 99.8 | 10,806 | 10,784 | 99.8 |
| Not economically disadvantaged | 8,825 | 8,815 | 99.9 | 7,498 | 7,492 | 99.9 |
| Economically disadvantaged | 46,146 | 46,098 | 99.9 | 40,501 | 40,458 | 99.9 |
| In U.S. schools less than 12 months | 2,521 | 2,519 | 99.9 | 1,955 | 1,955 | 100.0 |
| In U.S. schools 12 months or more | 51,995 | 51,939 | 99.9 | 45,715 | 45,668 | 99.9 |
| Duration unknown | 455 | 455 | 100.0 | 329 | 327 | 99.4 |
| Migrant education | 1,250 | 1,249 | 99.9 | 1,201 | 1,200 | 99.9 |
| Not migrant education | 53,721 | 53,664 | 99.9 | 46,798 | 46,750 | 99.9 |

Table 3.A.4 *(continuation)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Grade 9: Number Registered | Grade 9: Number Tested | Grade 9: Percent Tested | Grade 10: Number Registered | Grade 10: Number Tested | Grade 10: Percent Tested |
| Military | 413 | 413 | 100.0 | 490 | 490 | 100.0 |
| Not military | 54,558 | 54,500 | 99.9 | 47,509 | 47,460 | 99.9 |
| Homeless | 2,203 | 2,200 | 99.9 | 2,380 | 2,377 | 99.9 |
| Not homeless | 52,768 | 52,713 | 99.9 | 45,619 | 45,573 | 99.9 |

Table 3.A.5 **Demographic Summary for Students: Grade Eleven and Grade Twelve**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Grade 11: Number Registered | Grade 11: Number Tested | Grade 11: Percent Tested | Grade 12: Number Registered | Grade 12: Number Tested | Grade 12: Percent Tested |
| All | 39,088 | 39,051 | 99.9 | 30,683 | 30,650 | 99.9 |
| Male | 22,328 | 22,311 | 99.9 | 17,316 | 17,302 | 99.9 |
| Female | 16,755 | 16,735 | 99.9 | 13,361 | 13,342 | 99.9 |
| Nonbinary | 5 | 5 | 100.0 | 6 | 6 | 100.0 |
| American Indian or Alaska Native | 55 | 55 | 100.0 | 31 | 31 | 100.0 |
| Asian | 3,894 | 3,885 | 99.8 | 3,566 | 3,559 | 99.8 |
| Native Hawaiian or Other Pacific Islander | 131 | 131 | 100.0 | 132 | 131 | 99.2 |
| Filipino | 693 | 693 | 100.0 | 688 | 687 | 99.9 |
| Hispanic or Latino | 32,255 | 32,229 | 99.9 | 24,690 | 24,667 | 99.9 |
| Black or African American | 229 | 229 | 100.0 | 158 | 158 | 100.0 |
| White | 1,509 | 1,507 | 99.9 | 1,147 | 1,146 | 99.9 |
| Two or more races | 322 | 322 | 100.0 | 271 | 271 | 100.0 |
| No special education services | 29,801 | 29,782 | 99.9 | 21,954 | 21,923 | 99.9 |
| Special education services | 9,287 | 9,269 | 99.8 | 8,729 | 8,727 | 100.0 |
| Not economically disadvantaged | 6,429 | 6,424 | 99.9 | 5,375 | 5,366 | 99.8 |
| Economically disadvantaged | 32,659 | 32,627 | 99.9 | 25,308 | 25,284 | 99.9 |
| In U.S. schools less than 12 months | 1,345 | 1,344 | 99.9 | 763 | 763 | 100.0 |
| In U.S. schools 12 months or more | 37,534 | 37,498 | 99.9 | 29,783 | 29,750 | 99.9 |
| Duration unknown | 209 | 209 | 100.0 | 137 | 137 | 100.0 |
| Migrant education | 927 | 926 | 99.9 | 684 | 684 | 100.0 |
| Not migrant education | 38,161 | 38,125 | 99.9 | 29,999 | 29,966 | 99.9 |

Table 3.A.5 *(continuation)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Group | Grade 11: Number Registered | Grade 11: Number Tested | Grade 11: Percent Tested | Grade 12: Number Registered | Grade 12: Number Tested | Grade 12: Percent Tested |
| Military | 478 | 478 | 100.0 | 381 | 381 | 100.0 |
| Not military | 38,610 | 38,573 | 99.9 | 30,302 | 30,269 | 99.9 |
| Homeless | 1,917 | 1,917 | 100.0 | 1,574 | 1,573 | 99.9 |
| Not homeless | 37,171 | 37,134 | 99.9 | 29,109 | 29,077 | 99.9 |

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

**Notes:**

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

Table 3.B.1 **2020–2021 Summative ELPAC Accessibility Resource and Usage by Grade Level or Grade Span**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Domain | Grade Level or Grade Span | Accessibility Resource | Resource Type | Students Assigned | Students Used |
| Listening | Kindergarten | Embedded American Sign Language | ACC | 6 | 0 |
| Listening | Kindergarten | Embedded Audio Transcript | ACC | 7 | 0 |
| Listening | Kindergarten | Embedded Text-to-Speech (English TTS) | ACC | 433 | 4 |
| Listening | Kindergarten | Embedded Masking | DS | 420 | 7 |
| Listening | Kindergarten | Non-Embedded Print-on-Demand | DS | 0 | 0 |
| Speaking | Kindergarten | Embedded American Sign Language | ACC | 8 | 0 |
| Speaking | Kindergarten | Embedded Audio Transcript | ACC | 7 | 0 |
| Speaking | Kindergarten | Embedded Text-to-Speech (English TTS) | ACC | 431 | 0 |
| Speaking | Kindergarten | Embedded Masking | DS | 424 | 0 |
| Speaking | Kindergarten | Non-Embedded Print-on-Demand | DS | 0 | 0 |
| Reading | Kindergarten | Embedded Audio Transcript | ACC | 7 | 0 |
| Reading | Kindergarten | Embedded Masking | DS | 424 | 8 |
| Reading | Kindergarten | Non-Embedded Print-on-Demand | DS | 0 | 0 |
| Listening | 1 | Embedded American Sign Language | ACC | 4 | 1 |
| Listening | 1 | Embedded Audio Transcript | ACC | 7 | 0 |
| Listening | 1 | Embedded Text-to-Speech (English TTS) | ACC | 952 | 9 |
| Listening | 1 | Embedded Masking | DS | 430 | 21 |
| Listening | 1 | Non-Embedded Print-on-Demand | DS | 0 | 0 |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Domain | Grade Level or Grade Span | Accessibility Resource | Resource Type | Students Assigned | Students Used |
| Speaking | 1 | Embedded American Sign Language | ACC | 5 | 0 |
| Speaking | 1 | Embedded Audio Transcript | ACC | 7 | 0 |
| Speaking | 1 | Embedded Text-to-Speech (English TTS) | ACC | 948 | 2 |
| Speaking | 1 | Embedded Masking | DS | 427 | 3 |
| Speaking | 1 | Non-Embedded Print-on-Demand | DS | 0 | 0 |
| Reading | 1 | Embedded Audio Transcript | ACC | 7 | 0 |
| Reading | 1 | Embedded Masking | DS | 427 | 11 |
| Reading | 1 | Non-Embedded Print-on-Demand | DS | 0 | 0 |
| Listening | 2 | Embedded American Sign Language | ACC | 8 | 0 |
| Listening | 2 | Embedded Audio Transcript | ACC | 7 | 0 |
| Listening | 2 | Embedded Text-to-Speech (English TTS) | ACC | 1,592 | 10 |
| Listening | 2 | Embedded Masking | DS | 573 | 11 |
| Listening | 2 | Non-Embedded Print-on-Demand | DS | 3 | 0 |
| Speaking | 2 | Embedded American Sign Language | ACC | 10 | 0 |
| Speaking | 2 | Embedded Audio Transcript | ACC | 7 | 0 |
| Speaking | 2 | Embedded Text-to-Speech (English TTS) | ACC | 1,580 | 2 |
| Speaking | 2 | Embedded Masking | DS | 608 | 0 |
| Speaking | 2 | Non-Embedded Print-on-Demand | DS | 2 | 0 |
| Reading | 2 | Embedded Audio Transcript | ACC | 8 | 0 |
| Reading | 2 | Embedded Masking | DS | 573 | 29 |
| Reading | 2 | Non-Embedded Print-on-Demand | DS | 4 | 1 |
| Listening | 3–5 | Embedded American Sign Language | ACC | 33 | 11 |
| Listening | 3–5 | Embedded Audio Transcript | ACC | 57 | 3 |
| Listening | 3–5 | Embedded Text-to-Speech (English TTS) | ACC | 12,683 | 337 |
| Listening | 3–5 | Embedded Masking | DS | 4901 | 127 |
| Listening | 3–5 | Non-Embedded Print-on-Demand | DS | 4 | 0 |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Domain | Grade Level or Grade Span | Accessibility Resource | Resource Type | Students Assigned | Students Used |
| Speaking | 3–5 | Embedded American Sign Language | ACC | 33 | 0 |
| Speaking | 3–5 | Embedded Audio Transcript | ACC | 59 | 0 |
| Speaking | 3–5 | Embedded Text-to-Speech (English TTS) | ACC | 12,404 | 4 |
| Speaking | 3–5 | Embedded Masking | DS | 4,743 | 10 |
| Speaking | 3–5 | Non-Embedded Print-on-Demand | DS | 4 | 0 |
| Reading | 3–5 | Embedded Audio Transcript | ACC | 59 | 0 |
| Reading | 3–5 | Embedded Masking | DS | 4,878 | 267 |
| Reading | 3–5 | Non-Embedded Print-on-Demand | DS | 3 | 0 |
| Writing | 3–5 | Embedded Audio Transcript | ACC | 59 | 0 |
| Writing | 3–5 | Embedded Text-to-Speech (English TTS) | ACC | 12,746 | 659 |
| Writing | 3–5 | Embedded Masking | DS | 4,887 | 121 |
| Writing | 3–5 | Non-Embedded Print-on-Demand | DS | 3 | 0 |
| Listening | 6–8 | Embedded American Sign Language | ACC | 39 | 12 |
| Listening | 6–8 | Embedded Audio Transcript | ACC | 76 | 3 |
| Listening | 6–8 | Embedded Text-to-Speech (English TTS) | ACC | 12,678 | 375 |
| Listening | 6–8 | Embedded Masking | DS | 3,519 | 87 |
| Listening | 6–8 | Non-Embedded Print-on-Demand | DS | 11 | 0 |
| Speaking | 6–8 | Embedded American Sign Language | ACC | 37 | 0 |
| Speaking | 6–8 | Embedded Audio Transcript | ACC | 75 | 0 |
| Speaking | 6–8 | Embedded Text-to-Speech (English TTS) | ACC | 12,246 | 1 |
| Speaking | 6–8 | Embedded Masking | DS | 3,422 | 4 |
| Speaking | 6–8 | Non-Embedded Print-on-Demand | DS | 11 | 0 |
| Reading | 6–8 | Embedded Audio Transcript | ACC | 70 | 0 |
| Reading | 6–8 | Embedded Masking | DS | 3,511 | 250 |
| Reading | 6–8 | Non-Embedded Print-on-Demand | DS | 11 | 2 |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Domain | Grade Level or Grade Span | Accessibility Resource | Resource Type | Students Assigned | Students Used |
| Writing | 6–8 | Embedded Audio Transcript | ACC | 78 | 0 |
| Writing | 6–8 | Embedded Text-to-Speech (English TTS) | ACC | 12,710 | 820 |
| Writing | 6–8 | Embedded Masking | DS | 3,518 | 110 |
| Writing | 6–8 | Non-Embedded Print-on-Demand | DS | 11 | 0 |
| Listening | 9–10 | Embedded American Sign Language | ACC | 21 | 8 |
| Listening | 9–10 | Embedded Audio Transcript | ACC | 52 | 4 |
| Listening | 9–10 | Embedded Text-to-Speech (English TTS) | ACC | 2,753 | 101 |
| Listening | 9–10 | Embedded Masking | DS | 1,618 | 34 |
| Listening | 9–10 | Non-Embedded Print-on-Demand | DS | 6 | 0 |
| Speaking | 9–10 | Embedded American Sign Language | ACC | 21 | 0 |
| Speaking | 9–10 | Embedded Audio Transcript | ACC | 50 | 0 |
| Speaking | 9–10 | Embedded Text-to-Speech (English TTS) | ACC | 2,708 | 2 |
| Speaking | 9–10 | Embedded Masking | DS | 1,400 | 4 |
| Speaking | 9–10 | Non-Embedded Print-on-Demand | DS | 6 | 0 |
| Reading | 9–10 | Embedded Audio Transcript | ACC | 58 | 0 |
| Reading | 9–10 | Embedded Masking | DS | 1,617 | 75 |
| Reading | 9–10 | Non-Embedded Print-on-Demand | DS | 6 | 0 |
| Writing | 9–10 | Embedded Audio Transcript | ACC | 55 | 0 |
| Writing | 9–10 | Embedded Text-to-Speech (English TTS) | ACC | 2,738 | 118 |
| Writing | 9–10 | Embedded Masking | DS | 1,589 | 30 |
| Writing | 9–10 | Non-Embedded Print-on-Demand | DS | 6 | 0 |
| Listening | 11–12 | Embedded American Sign Language | ACC | 17 | 3 |
| Listening | 11–12 | Embedded Audio Transcript | ACC | 18 | 0 |
| Listening | 11–12 | Embedded Text-to-Speech (English TTS) | ACC | 1,208 | 44 |
| Listening | 11–12 | Embedded Masking | DS | 1,040 | 17 |
| Listening | 11–12 | Non-Embedded Print-on-Demand | DS | 11 | 0 |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Domain | Grade Level or Grade Span | Accessibility Resource | Resource Type | Students Assigned | Students Used |
| Speaking | 11–12 | Embedded American Sign Language | ACC | 14 | 0 |
| Speaking | 11–12 | Embedded Audio Transcript | ACC | 20 | 0 |
| Speaking | 11–12 | Embedded Text-to-Speech (English TTS) | ACC | 1,171 | 0 |
| Speaking | 11–12 | Embedded Masking | DS | 924 | 1 |
| Speaking | 11–12 | Non-Embedded Print-on-Demand | DS | 11 | 0 |
| Reading | 11–12 | Embedded Audio Transcript | ACC | 18 | 0 |
| Reading | 11–12 | Embedded Masking | DS | 1,054 | 35 |
| Reading | 11–12 | Non-Embedded Print-on-Demand | DS | 11 | 0 |
| Writing | 11–12 | Embedded Audio Transcript | ACC | 18 | 0 |
| Writing | 11–12 | Embedded Text-to-Speech (English TTS) | ACC | 1,211 | 23 |
| Writing | 11–12 | Embedded Masking | DS | 1,036 | 9 |
| Writing | 11–12 | Non-Embedded Print-on-Demand | DS | 11 | 0 |

## Scoring and Reporting

This chapter summarizes scoring at the item level, including the types of scoring approaches that are used for each type of item in the operational administration of the Summative English Language Proficiency Assessments for California (ELPAC) and the approach implemented to produce student scores. This chapter also describes scores reported at the individual student level and various reports that are generated.

### Scoring Rubric Development

The rubrics used for the 2020–2021 Summative ELPAC were the same as those used during administration of the 2019–2020 computer-based Summative ELPAC. For the ELPAC paper–pencil test (PPT), which preceded the computer-based ELPAC, ETS’ Assessment and Learning Technology Research & Development (ALTRD) group developed 9 rubrics for scoring Speaking constructed-response (CR) task types and 10 rubrics for scoring Writing CRs (California Department of Education [CDE], 2019a and 2019c).

For the computer-based assessment of the Summative ELPAC, a new Writing task type was introduced at grade one and grade two; otherwise, task types remained the same as on the ELPAC PPT. The rubrics were revised during the 2019 range finding after the computer-based field test. The rubric evaluated for the new Writing task type at grade one was the rubric used for similar tasks at grade one, and the rubric evaluated for the new Writing task type at grade two was the rubric used for the same task type at grade span three through five on the PPT.

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

No substantial revisions were made that would change the similarity of how PPT responses and computer-based responses were scored. Proposed rubric revisions underwent ETS ALTRD review and CDE review, resulting in the acceptance of rubrics for the two new Writing task types as well as minor revisions to one Speaking rubric and several Writing rubrics for the 2019–2020 Summative ELPAC. The same rubrics were used in the 2020–‍2021 Summative ELPAC.

### Human Scoring for Writing Constructed-Response Items

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

#### Range Finding

To prepare for scoring Speaking and Writing field test items that appeared in the 2020–2021 Summative ELPAC, ETS and the Sacramento County Office of Education (SCOE) collaborated to hold Speaking Range Finding and Writing Range Finding events.

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

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

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

#### Rater and Scoring Leader Training

Each rater who scored Writing responses from the 2020–2021 Summative ELPAC was a certified ELPAC Writing rater. Certified raters completed training in the ELPAC Writing task types and demonstrated their understanding of ELPAC Writing scoring rubrics. All 2020–‍2021 Summative ELPAC Writing raters had scored responses during the 2019–2020 Summative ELPAC PPT administration.

ETS selected scoring leaders to oversee a group of raters during the scoring process. Scoring leaders were experienced raters who had demonstrated high scoring accuracy from previous scoring projects at ETS and were invited to act as a scoring leader. For the 2020–‍2021 administration of the Summative ELPAC, the scoring leader backread (read behind), guided, and retrained raters as needed. A scoring leader monitored each small group of raters on a shift, usually up to 10 to 12 raters, to assist ETS Scoring and Reporting Operations with scoring quality.

##### Training for Scoring Leaders

ETS assessment specialists previously conducted virtual training sessions for scoring leaders by means of conference calls using online conferencing tools. The purposes of the training were to discuss the duties of scoring leaders and to provide specific grade-level guidance on selected prompts. The training included guidance on communication with raters, how to monitor raters, and other information necessary to lead during scoring. Prior to the start of scoring for 2020–2021, all leaders were given time to complete self-paced training within the ONE system. Scoring leaders reviewed program-specific training documents and completed the required training sets.

##### Training for Raters

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

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

###### Step One: Review the Scoring Guide and Benchmarks

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

###### Step Two: Score Training Sets

After orientation to the scoring guide and the benchmark function, raters progressed through an online content training in the ONE system, in which they reviewed sets of sample responses, assigned scores, and received feedback on their scores based on ratings for each response and applicable supporting annotation. Training sets, also called feedback sets, were samples of responses that provided the rater annotations after each sample was scored. The feedback sets for the 2020–2021 Summative ELPAC administration contained a mixed set of sample responses for each score point on the rubric as well as feedback in the form of annotations after a rater submitted a score.

###### Step Three: Set Calibration

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

In general, calibration occurred whenever a rater began to score a particular task type for a particular grade span. The rater was allowed two chances to calibrate successfully. If the rater met the standard on the first attempt, the rater proceeded directly to scoring responses. If the rater was unsuccessful, the rater could review training sets and attempt to calibrate again with a new calibration set. If the rater was unsuccessful after both attempts, that rater was not allowed to score that task type.

Calibration can also be used to control rater and group drift, which are changes in behavior that affect scoring accuracy between test administrations. Ongoing calibration can be used throughout a scoring season to check scoring accuracy on prescored sets of responses. In the case of the 2020–2021 Summative ELPAC, calibration occurred once every three days per task type scored per grade span. That is, the first time a rater scored in a task type and grade span during the 2020–2021 Summative ELPAC, the rater had to calibrate. If a rater scored the same task type and grade span as the rater had scored previously but had not calibrated in that task type and grade span in the past three days, the rater had to calibrate again.

#### Scoring Monitoring and Quality Management

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

#### Rater Productivity and Reliability

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

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

Table 4.1 presents interrater reliability of Writing items. For all Writing items, exact agreement ranged from 70 percent for grade span nine and ten to 95 percent for kindergarten. “Discrepant” indicates that the difference between scores is greater than one. Because 1-point items cannot have discrepant ratings, these are marked as “N/A.”

Table 4.1 Interrater Reliability of Writing Items

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Number of Score Points | Average Number of Responses | Average of Percent Exact | Average of Percent Adjacent | Average of Percent Discrepant |
| Kindergarten | All Writing Items | 47,699 | 95.40 | 4.46 | 0.14 |
| Kindergarten | 1-pt Score Items | 23,841 | 96.64 | 3.36 | N/A |
| Kindergarten | 2-pt Score Items | 23,858 | 94.16 | 5.57 | 0.28 |
| 1 | All Writing Items | 40,873 | 83.15 | 15.61 | 1.24 |
| 1 | 1-pt Score Items | 6,993 | 97.10 | 2.90 | N/A |
| 1 | 2-pt Score Items | 11,288 | 90.56 | 9.18 | 0.27 |
| 1 | 3-pt Score Items | 22,592 | 75.14 | 22.75 | 2.11 |
| 2 | All Writing Items | 33,321 | 75.62 | 22.89 | 1.49 |
| 2 | 2-pt Score Items | 8,386 | 91.93 | 7.97 | 0.11 |
| 2 | 3-pt Score Items | 15,310 | 73.83 | 24.57 | 1.60 |
| 2 | 4-pt Score Items | 9,625 | 64.27 | 33.23 | 2.50 |
| 3–5 | All Writing Items | 33,609 | 71.92 | 27.05 | 1.03 |
| 3–5 | 2-pt Score Items | 15,847 | 77.47 | 22.29 | 0.24 |
| 3–5 | 3-pt Score Items | 6,386 | 72.03 | 26.79 | 1.17 |
| 3–5 | 4-pt Score Items | 11,376 | 64.14 | 33.82 | 2.05 |
| 6–8 | All Writing Items | 29,438 | 71.27 | 27.26 | 1.47 |
| 6–8 | 2-pt Score Items | 13,577 | 80.88 | 18.58 | 0.55 |
| 6–8 | 3-pt Score Items | 6,039 | 67.26 | 30.82 | 1.92 |
| 6–8 | 4-pt Score Items | 9,822 | 60.45 | 37.07 | 2.48 |
| 9–10 | All Writing Items | 29,955 | 70.43 | 28.45 | 1.12 |
| 9–10 | 2-pt Score Items | 13,751 | 79.31 | 20.45 | 0.24 |
| 9–10 | 3-pt Score Items | 6,196 | 67.87 | 31.05 | 1.08 |
| 9–10 | 4-pt Score Items | 10,008 | 59.82 | 37.82 | 2.36 |
| 11–12 | All Writing Items | 24,224 | 72.52 | 26.29 | 1.19 |
| 11–12 | 2-pt Score Items | 11,122 | 82.54 | 17.29 | 0.17 |
| 11–12 | 3-pt Score Items | 5,065 | 73.84 | 25.61 | 0.55 |
| 11–12 | 4-pt Score Items | 8,037 | 57.83 | 39.17 | 3.00 |

### Human Scoring for Speaking Constructed-Response Items

Responses to speaking CR items are scored locally by test examiners. To evaluate the quality of scores assigned by local raters, a sample of responses was also scored by certified raters who received in-depth training.

Speaking CR items, recorded voice responses from the TDS, and a random selection of 1,200 responses were routed to ETS’ CR scoring systems and were scored by the certified raters. Raters were supervised by a scoring leader and provided scoring materials such as scoring rubrics, anchor sets, and training samples within the interface. The quality-control processes for CR scoring are explained further in [*Chapter 7: Quality Control*](#_Toc61933196).

#### Range Finding

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

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

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

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

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

#### Scorer Training for Speaking

The Summative ELPAC Administration and Scoring Training was delivered virtually through the Moodle Training Site as described in section [*3.2 Administration and Scoring Training*](#_Scoring_Training_of_1), specifically on how to score the Speaking domain. Local educational agencies (LEAs) were responsible for using the online resources to deliver training to test examiners. The training agenda focused primarily on Speaking task types, with binders, videos, presentations, and other resources available to participants.

#### Scorer Qualifications for Speaking

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

#### Rater Productivity and Reliability

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

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

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

Table 4.2 presents interrater reliability of Speaking items. The expected rate of exact agreement is 90 percent for 1-point items, 80 percent for 2-point items, 70 percent for 3-‍point items, and 60 percent for 4-point items. The average percentage of exact agreement for all Speaking items ranged from 64 percent for grade span eleven and twelve to 73 percent for grade two. These values are below expectations; this is theorized to be because second scorings based on audio recordings differ in fundamental ways from first scorings performed by test examiners in the moment. Efforts are being made to identify opportunities to improve these values for future administrations.

In table 4.2, “Discrepant” indicates that the difference between scores is greater than one. Because 1-point items cannot have discrepant ratings, these are listed as “N/A.”

Table 4.2 Interrater Reliability of Speaking Items

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Number of Score Points | Average Total Number of Responses | Average of Percent Exact | Average of Percent Adjacent | Average of Percent Discrepant |
| Kindergarten | All Speaking Items | 12,490 | 67.04 | 29.02 | 3.94 |
| Kindergarten | 1-pt Score Items | 1,985 | 93.15 | 6.85 | N/A |
| Kindergarten | 2-pt Score Items | 5,774 | 72.95 | 26.22 | 0.83 |
| Kindergarten | 4-pt Score Items | 4,731 | 48.87 | 41.75 | 9.38 |
| 1 | All Speaking Items | 12,541 | 70.12 | 26.55 | 3.33 |
| 1 | 1-pt Score Items | 2,075 | 91.95 | 8.05 | N/A |
| 1 | 2-pt Score Items | 5,781 | 80.52 | 18.94 | 0.54 |
| 1 | 4-pt Score Items | 4,685 | 47.62 | 44.14 | 8.24 |
| 2 | All Speaking Items | 15,645 | 73.06 | 24.06 | 2.88 |
| 2 | 1-pt Score Items | 2,088 | 96.46 | 3.54 | N/A |
| 2 | 2-pt Score Items | 8,832 | 81.75 | 17.40 | 0.85 |
| 2 | 4-pt Score Items | 4,725 | 46.50 | 45.57 | 7.94 |

Table 4.2 *(continuation)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Number of Score Points | Average Number of Responses | Average of Percent Exact | Average of Percent Adjacent | Average of Percent Discrepant |
| 3–5 | All Speaking Items | 18,569 | 66.47 | 30.82 | 2.71 |
| 3–5 | 1-pt Score Items | 2,177 | 94.63 | 5.37 | N/A |
| 3–5 | 2-pt Score Items | 8,343 | 70.59 | 27.78 | 1.63 |
| 3–5 | 3-pt Score Items | 3,942 | 59.41 | 38.38 | 2.21 |
| 3–5 | 4-pt Score Items | 4,107 | 49.94 | 43.22 | 6.84 |
| 6–8 | All Speaking Items | 18,628 | 65.10 | 31.36 | 3.54 |
| 6–8 | 1-pt Score Items | 2,134 | 95.64 | 4.36 | N/A |
| 6–8 | 2-pt Score Items | 6,249 | 72.72 | 26.12 | 1.17 |
| 6–8 | 3-pt Score Items | 7,166 | 56.91 | 37.85 | 5.25 |
| 6–8 | 4-pt Score Items | 3,079 | 47.52 | 45.63 | 6.85 |
| 9–10 | All Speaking Items | 18,554 | 64.58 | 31.53 | 3.89 |
| 9–10 | 1-pt Score Items | 2,047 | 90.96 | 9.04 | N/A |
| 9–10 | 2-pt Score Items | 6,113 | 68.26 | 28.35 | 3.39 |
| 9–10 | 3-pt Score Items | 7,359 | 62.35 | 34.26 | 3.40 |
| 9–10 | 4-pt Score Items | 3,035 | 44.81 | 46.49 | 8.70 |
| 11–12 | All Speaking Items | 18,630 | 64.12 | 32.08 | 3.80 |
| 11–12 | 1-pt Score Items | 2,073 | 95.03 | 4.97 | N/A |
| 11–12 | 2-pt Score Items | 5,178 | 70.88 | 27.08 | 2.05 |
| 11–12 | 3-pt Score Items | 8,362 | 58.73 | 37.43 | 3.84 |
| 11–12 | 4-pt Score Items | 3,017 | 46.24 | 44.45 | 9.31 |

### Machine Scoring for Selected-Response Items

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

### Types of Scores

#### Raw Scores

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

The number and percentage of students at each raw score for each of the composites and the total test score are reported in [appendix 4.A](#_Appendix_4.A:_Raw_2). Table 4.A.1 through table 4.A.13 present the raw score frequency distributions for the oral language scores for each grade level. Parallel results are presented in table 4.A.14 through table 4.A.26 for the written language composite and in table 4.A.27 through table 4.A.39 for the overall or total raw scores. Two composite scores of oral language raw score and written language raw score were summed to compute the total raw scores for each grade level.

#### Scale Scores

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

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

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

For the 2020–2021 Summative ELPAC, mean scale scores generally increase across grade levels. The overall grade eight mean scale score is somewhat higher than the grade nine mean scale score. Given that a similar pattern was observed in the first operational administration after the vertical scaling was implemented in 2017–2018, this increase at grade eight is potentially related to the vertical scaling—applying a vertical scale across grade-span tests can sometimes lead to grade-level means that are imperfectly ordered at the extremes of the two grade spans.

Table 4.3 presents the means and standard deviations (SDs) of scale scores for the overall test and each composite.

Table 4.3 Mean and SD of the Overall, Oral Language, and Written Language Scale Scores

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Scale Score Mean | Oral Scale Score SD | Written Scale Score Mean | Written Scale Score SD |
| Kindergarten | 115,536 | 1415 | 71 | 1427 | 70 | 1386 | 98 |
| 1 | 103,912 | 1439 | 66 | 1455 | 64 | 1422 | 84 |
| 2 | 99,440 | 1475 | 57 | 1478 | 58 | 1471 | 70 |

Table 4.3 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Scale Score Mean | Oral Scale Score SD | Written Scale Score Mean | Written Scale Score SD |
| 3 | 103,839 | 1486 | 43 | 1488 | 53 | 1484 | 43 |
| 4 | 92,246 | 1502 | 46 | 1504 | 57 | 1500 | 46 |
| 5 | 79,230 | 1517 | 51 | 1517 | 63 | 1516 | 50 |
| 6 | 72,562 | 1523 | 54 | 1524 | 73 | 1521 | 47 |
| 7 | 63,606 | 1535 | 59 | 1538 | 80 | 1532 | 51 |
| 8 | 55,752 | 1544 | 65 | 1548 | 87 | 1541 | 55 |
| 9 | 47,144 | 1541 | 67 | 1535 | 90 | 1547 | 55 |
| 10 | 40,950 | 1547 | 73 | 1541 | 99 | 1552 | 59 |
| 11 | 32,460 | 1548 | 68 | 1539 | 85 | 1556 | 63 |
| 12 | 23,172 | 1553 | 69 | 1546 | 86 | 1560 | 65 |

Scale score frequency distributions are presented in [appendix 4.B](#_Appendix_4.B:_Scale). Table 4.B.1 through table 4.B.13 provide the distributions for the oral language composite, and table 4.B.14 through table 4.B.26 present the distributions for the written language composite. table 4.B.27 through table 4.B.39 present the distributions for the overall score.

The means and SDs of scale scores for the overall test and each composite are also presented by student group. These results are in [appendix 4.C](#_Appendix_4.C:_Means_1), in table 4.C.1 through table 4.C.13. To support interpretation of these results, within each race or ethnicity student group, scale scores are further aggregated according to whether or not students in each group are economically disadvantaged.

##### Scale Score Conversions

For each language skill area, the following steps are used to establish the raw-score-to-scale-score relationship. The process begins by inverting the test characteristic curve (Stocking, 1996) where each possible raw score is mapped to a corresponding theta score. These theta scores represent a student’s ability level on a particular language skill and are transformed onto their respective language skill area through a linear transformation as described in equation 4.1:

Scale score = Intercept + Slope × (theta score) (4.1)

Refer to subsection *11.5.6 Developing Summative ELPAC Reporting Scales* in the *Summative English Language Proficiency Assessments for California Technical Report, 2017–18 Administration* (CDE, 2019b) for applicable scaling constraints (e.g., slope and intercept terms) for converting theta scores to the oral language and written language scales. Through this process, raw-to-scale-score conversion tables are established. Separate conversion tables were created for the oral language and written language composites. Spring 2021 raw-to-scale-score conversion tables for the oral language and written language composites are presented in [appendix 6.C](#_Appendix_6.C:_Raw-to-Scale-Score_1), table 6.C.1 through table 6.C.22.

##### Overall Scale Score

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

Overall score = 0.70 × Oral language score + 0.30 × Written language score (4.2)

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

Overall score = 0.50 × Oral language score + 0.50 × Written language score (4.3)

Refer to subsection *11.5.6 Developing Summative ELPAC Reporting Scales* in the *Summative English Language Proficiency Assessments for California Technical Report, 2017–18 Administration* (CDE, 2019b) for more details regarding how the Summative ELPAC reporting scales were established. The frequency distributions for the overall test scale scores are provided in [appendix 4.B](#_Appendix_4.B:_Scale), table 4.B.27 through table 4.B.39.

#### Performance Levels

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

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

Student Score Reports (SSRs), which are described in [*4.7.1 Student Score Reports*](#_Student_Score_Reports_1), present student-level performance results for overall score, composite scores, and domain scores. To guide the interpretation of the scale scores for each domain, the range of possible scale scores for each domain is divided into three levels:

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

The scale score ranges defining the various reporting levels and grade levels are presented in table 4.4.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level | Test | Level 1 | Level 2 | Level 3 | Level 4 |
| Kindergarten | Overall | 1150–1373 | 1374–1421 | 1422–1473 | 1474–1700 |
| Kindergarten | Oral Language | 1150–1385 | 1386–1426 | 1427–1477 | 1478–1700 |
| Kindergarten | Written Language | 1150–1345 | 1346–1409 | 1410–1462 | 1463–1700 |
| 1 | Overall | 1150–1410 | 1411–1454 | 1455–1506 | 1507–1700 |
| 1 | Oral Language | 1150–1407 | 1408–1450 | 1451–1492 | 1493–1700 |
| 1 | Written Language | 1150–1413 | 1414–1458 | 1459–1519 | 1520–1700 |

Table 4.4 *(continuation)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade Level | Test | Level 1 | Level 2 | Level 3 | Level 4 |
| 2 | Overall | 1150–1423 | 1424–1470 | 1471–1531 | 1532–1700 |
| 2 | Oral Language | 1150–1413 | 1414–1459 | 1460–1509 | 1510–1700 |
| 2 | Written Language | 1150–1432 | 1433–1480 | 1481–1553 | 1554–1700 |
| 3 | Overall | 1150–1447 | 1448–1487 | 1488–1534 | 1535–1800 |
| 3 | Oral Language | 1150–1434 | 1435–1465 | 1466–1511 | 1512–1800 |
| 3 | Written Language | 1150–1460 | 1461–1508 | 1509–1556 | 1557–1800 |
| 4 | Overall | 1150–1458 | 1459–1498 | 1499–1548 | 1549–1800 |
| 4 | Oral Language | 1150–1438 | 1439–1471 | 1472–1521 | 1522–1800 |
| 4 | Written Language | 1150–1477 | 1478–1524 | 1525–1574 | 1575–1800 |
| 5 | Overall | 1150–1466 | 1467–1513 | 1514–1559 | 1560–1800 |
| 5 | Oral Language | 1150–1446 | 1447–1476 | 1477–1532 | 1533–1800 |
| 5 | Written Language | 1150–1486 | 1487–1549 | 1550–1586 | 1587–1800 |
| 6 | Overall | 1150–1474 | 1475–1516 | 1517–1566 | 1567–1900 |
| 6 | Oral Language | 1150–1449 | 1450–1483 | 1484–1541 | 1542–1900 |
| 6 | Written Language | 1150–1498 | 1499–1549 | 1550–1591 | 1592–1900 |
| 7 | Overall | 1150–1480 | 1481–1526 | 1527–1575 | 1576–1900 |
| 7 | Oral Language | 1150–1455 | 1456–1497 | 1498–1553 | 1554–1900 |
| 7 | Written Language | 1150–1504 | 1505–1555 | 1556–1597 | 1598–1900 |
| 8 | Overall | 1150–1485 | 1486–1533 | 1534–1589 | 1590–1900 |
| 8 | Oral Language | 1150–1460 | 1461–1504 | 1505–1568 | 1569–1900 |
| 8 | Written Language | 1150–1509 | 1510–1561 | 1562–1609 | 1610–1900 |
| 9 | Overall | 1150–1492 | 1493–1544 | 1545–1605 | 1606–1950 |
| 9 | Oral Language | 1150–1464 | 1465–1511 | 1512–1578 | 1579–1950 |
| 9 | Written Language | 1150–1519 | 1520–1577 | 1578–1631 | 1632–1950 |
| 10 | Overall | 1150–1492 | 1493–1544 | 1545–1605 | 1606–1950 |
| 10 | Oral Language | 1150–1464 | 1465–1511 | 1512–1578 | 1579–1950 |
| 10 | Written Language | 1150–1519 | 1520–1577 | 1578–1631 | 1632–1950 |
| 11 | Overall | 1150–1499 | 1500–1554 | 1555–1614 | 1615–1950 |
| 11 | Oral Language | 1150–1469 | 1470–1513 | 1514–1582 | 1583–1950 |
| 11 | Written Language | 1150–1528 | 1529–1594 | 1595–1645 | 1646–1950 |
| 12 | Overall | 1150–1499 | 1500–1554 | 1555–1614 | 1615–1950 |
| 12 | Oral Language | 1150–1469 | 1470–1513 | 1514–1582 | 1583–1950 |
| 12 | Written Language | 1150–1528 | 1529–1594 | 1595–1645 | 1646–1950 |

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

For the overall test, the percentage of students classified as having English skills that were Moderately Developed (Level 3) or Well Developed (Level 4) ranged from 39 percent for grade one to 56 percent for grade eight. Corresponding proficiency classifications for the oral language composite ranged from 54 percent of students in kindergarten to 81 percent in grade five. For the written language composite, the percentage of students classified in levels 3 and 4 ranged from 23 percent for grades five and eleven to 45 percent for grade two.

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

* Listening—Four percent in grades eleven and twelve to 36 percent in grade four
* Speaking—Eighteen percent in kindergarten and grade one to 64 percent in grades seven and twelve
* Reading—Six percent in grade three and 20 percent in grade eight
* Writing—Two percent in grade nine and 25 percent in kindergarten

The percentage of students in each proficiency level for the overall test and the composites is presented in table 4.5. Corresponding information at the domain level is provided in table 4.6. The percentage of students in each proficiency level for the overall test and the composites is also reported by demographic student groups in [appendix 4.D](#_Appendix_4.D:_Percentage_1), in table 4.D.1 through table 4.D.13. These results are further aggregated by student economic status.

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Kindergarten | 20 | 36 | 30 | 14 | 18 | 27 | 38 | 16 | 28 | 45 | 15 | 11 |
| 1 | 27 | 33 | 29 | 10 | 15 | 29 | 31 | 25 | 43 | 26 | 25 | 5 |
| 2 | 14 | 32 | 42 | 12 | 9 | 28 | 38 | 25 | 26 | 29 | 36 | 9 |
| 3 | 16 | 39 | 34 | 12 | 12 | 17 | 43 | 28 | 29 | 47 | 19 | 5 |
| 4 | 14 | 34 | 39 | 14 | 9 | 17 | 40 | 34 | 33 | 40 | 21 | 6 |
| 5 | 13 | 34 | 36 | 16 | 9 | 10 | 43 | 38 | 28 | 49 | 15 | 8 |
| 6 | 15 | 32 | 37 | 17 | 10 | 16 | 43 | 31 | 32 | 42 | 20 | 6 |
| 7 | 14 | 30 | 35 | 20 | 10 | 18 | 39 | 33 | 29 | 39 | 24 | 8 |
| 8 | 15 | 29 | 36 | 20 | 10 | 17 | 40 | 32 | 28 | 37 | 26 | 9 |
| 9 | 19 | 33 | 35 | 13 | 15 | 22 | 36 | 27 | 32 | 40 | 22 | 7 |
| 10 | 19 | 29 | 35 | 16 | 16 | 19 | 34 | 31 | 30 | 37 | 24 | 9 |
| 11 | 22 | 34 | 30 | 14 | 17 | 18 | 37 | 28 | 35 | 42 | 17 | 6 |
| 12 | 20 | 32 | 32 | 16 | 16 | 16 | 37 | 31 | 33 | 42 | 18 | 7 |

Table 4.6 Percentage of Students in Each Proficiency Level for Domains

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Listening Proficiency Level 1 | Listening Proficiency Level 2 | Listening Proficiency Level 3 | Speaking Proficiency Level 1 | Speaking Proficiency Level 2 | Speaking Proficiency Level 3 | Reading Proficiency Level 1 | Reading Proficiency Level 2 | Reading Proficiency Level 3 | Writing Proficiency Level 1 | Writing Proficiency Level 2 | Writing Proficiency Level 3 |
| Kindergarten | 15 | 67 | 18 | 26 | 57 | 18 | 25 | 68 | 7 | 37 | 38 | 25 |
| 1 | 11 | 54 | 35 | 20 | 62 | 18 | 46 | 39 | 15 | 40 | 54 | 6 |
| 2 | 10 | 66 | 24 | 11 | 61 | 29 | 26 | 56 | 18 | 29 | 58 | 13 |
| 3 | 16 | 58 | 26 | 13 | 45 | 42 | 45 | 49 | 6 | 22 | 67 | 11 |
| 4 | 11 | 53 | 36 | 11 | 45 | 44 | 39 | 54 | 7 | 23 | 70 | 7 |
| 5 | 12 | 65 | 23 | 10 | 28 | 62 | 34 | 54 | 12 | 20 | 74 | 6 |
| 6 | 18 | 63 | 19 | 9 | 33 | 58 | 60 | 31 | 9 | 10 | 78 | 12 |
| 7 | 20 | 65 | 15 | 8 | 28 | 64 | 50 | 35 | 15 | 14 | 78 | 8 |
| 8 | 17 | 64 | 18 | 10 | 31 | 59 | 50 | 30 | 20 | 13 | 84 | 3 |
| 9 | 25 | 67 | 8 | 15 | 25 | 60 | 41 | 46 | 12 | 20 | 78 | 2 |
| 10 | 25 | 65 | 10 | 16 | 22 | 62 | 38 | 45 | 16 | 20 | 77 | 3 |
| 11 | 31 | 65 | 4 | 15 | 23 | 62 | 46 | 46 | 8 | 20 | 67 | 13 |
| 12 | 30 | 66 | 4 | 14 | 22 | 64 | 43 | 47 | 10 | 19 | 67 | 14 |

### Overview of Score Aggregation

To provide meaningful results to the interested educators and others, test scores for a given grade level are aggregated at the school, LEA or direct funded charter school, county, and state levels. The aggregated scores are generated for selected groups of interest (e.g., gender, ethnicity, economic status [disadvantaged or not], migrant status, and special education services status) and for the total population. The number of students who tested overall and for composites by demographic group, along with the summary of scale scores, are presented in [appendix 4.C](#_Appendix_4.C:_Means_1), in table 4.C.1 through table 4.C.13.

### Types of Score Reports

There are two categories of Summative ELPAC reports. The specific reports within each category are presented in corresponding subsections.

* **SSR—**The SSR was the official score report for parents/guardians. An SSR described the student’s results and was made available only to students who met the participation requirement by logging on to at least one domain in each composite.
* **LEA student data files and aggregations—**LEA student data files were available for download on demand by the LEA in the Test Operations Management System (TOMS) to coincide with availability of the SSRs, and aggregated results were available on the Test Results for California’s Assessments website and within the California Educator Reporting System (CERS).

#### Student Score Reports

The Summative ELPAC SSR is the official score report for parents/guardians and includes the following information:

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

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

Scores for students who were assigned accommodations or designated supports are reported in the same way as for students who were not assigned accommodations or designated supports. Detailed information about accessibility resources is described in subsection [*3.5.1 Accessibility Resource Categories*](#_Accessibility_Resource_Categories_1).

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

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

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

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

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

###### Access via Student or Parent Portal

LEAs had the option to provide SSRs electronically using a locally provided parent or student portal.

Amazon Web Services—with the Amazon Simple Storage Service and the Amazon Key Management Service—ensured encrypted access for parents/guardians to view a child’s electronic SSR, which was available as a PDF.

###### Access via the Test Operations Management System

The LEA ELPAC coordinator downloaded the electronic PDFs directly from TOMS and could forward the appropriate reports to test sites. Optionally, the LEA could download and then print the SSR PDF and then send the printed report(s) to the child’s parent/guardian.

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

The ELPAC student data files for the LEA were available for the LEA ELPAC coordinator and site ELPAC coordinator to download from TOMS.

Preliminary student scores and aggregations were also available to LEAs prior to the release of final reports via electronic reporting, using CERS. This website permitted LEAs to access results as they were available.

Current and historical aggregated results are accessible to the public on the CDE Test Results for California’s Assessments website.

### Score Report Applications

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

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

### Criteria for Interpreting Test Scores

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

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

Summative ELPAC reporting levels in 2020–2021 represented broad ranges of proficiency with wide gradations between the lowest and highest possible scores in each range that were reflected in student performance. While statistical procedures were carefully applied to ensure a continuous scale throughout the full range of the common scale, ETS recommends using caution in comparing individual student performance across nonadjacent grade spans. Although the common scales have the same general properties across domains or composites, numeric comparisons across domains or composites cannot be made—a student scoring 1400 in oral language and 1420 in written language is not necessarily doing better in terms of written language.

### Criteria for Interpreting Score Reports

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

Because the Summative ELPAC results are scaled vertically, scale scores for a test at one grade level may be compared to scale scores at another grade level; this allows for the comparison of the same student’s performance over time, as well as comparison of student groups at different grade levels. This allows users to say that proficiency for a given grade level was higher or lower one year as compared with another.

### References

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 2,262 | 1.96 | 1.96 |
| 1 | 665 | 0.58 | 2.53 |
| 2 | 655 | 0.57 | 3.10 |
| 3 | 615 | 0.53 | 3.63 |
| 4 | 598 | 0.52 | 4.15 |
| 5 | 616 | 0.53 | 4.68 |
| 6 | 698 | 0.60 | 5.29 |
| 7 | 825 | 0.71 | 6.00 |
| 8 | 919 | 0.80 | 6.80 |
| 9 | 945 | 0.82 | 7.61 |
| 10 | 1,047 | 0.91 | 8.52 |
| 11 | 1,126 | 0.97 | 9.50 |
| 12 | 1,149 | 0.99 | 10.49 |
| 13 | 1,249 | 1.08 | 11.57 |
| 14 | 1,300 | 1.13 | 12.70 |
| 15 | 1,411 | 1.22 | 13.92 |
| 16 | 1,605 | 1.39 | 15.31 |
| 17 | 1,728 | 1.50 | 16.80 |
| 18 | 1,874 | 1.62 | 18.42 |
| 19 | 2,045 | 1.77 | 20.19 |
| 20 | 2,259 | 1.96 | 22.15 |
| 21 | 2,428 | 2.10 | 24.25 |
| 22 | 2,656 | 2.30 | 26.55 |
| 23 | 2,944 | 2.55 | 29.10 |
| 24 | 3,215 | 2.78 | 31.88 |
| 25 | 3,502 | 3.03 | 34.91 |
| 26 | 3,750 | 3.25 | 38.16 |
| 27 | 4,033 | 3.49 | 41.65 |
| 28 | 4,439 | 3.84 | 45.49 |
| 29 | 4,721 | 4.09 | 49.58 |
| 30 | 5,065 | 4.38 | 53.96 |
| 31 | 5,345 | 4.63 | 58.59 |
| 32 | 5,683 | 4.92 | 63.51 |
| 33 | 5,851 | 5.06 | 68.57 |
| 34 | 5,923 | 5.13 | 73.70 |
| 35 | 5,890 | 5.10 | 78.79 |

Table 4.A.1 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 36 | 5,631 | 4.87 | 83.67 |
| 37 | 5,140 | 4.45 | 88.12 |
| 38 | 4,470 | 3.87 | 91.99 |
| 39 | 3,625 | 3.14 | 95.12 |
| 40 | 2,790 | 2.41 | 97.54 |
| 41 | 1,889 | 1.63 | 99.17 |
| 42 | 955 | 0.83 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1,289 | 1.24 | 1.24 |
| 1 | 341 | 0.33 | 1.57 |
| 2 | 271 | 0.26 | 1.83 |
| 3 | 210 | 0.20 | 2.03 |
| 4 | 184 | 0.18 | 2.21 |
| 5 | 239 | 0.23 | 2.44 |
| 6 | 234 | 0.23 | 2.66 |
| 7 | 290 | 0.28 | 2.94 |
| 8 | 377 | 0.36 | 3.31 |
| 9 | 398 | 0.38 | 3.69 |
| 10 | 460 | 0.44 | 4.13 |
| 11 | 523 | 0.50 | 4.63 |
| 12 | 536 | 0.52 | 5.15 |
| 13 | 586 | 0.56 | 5.71 |
| 14 | 637 | 0.61 | 6.33 |
| 15 | 683 | 0.66 | 6.98 |
| 16 | 739 | 0.71 | 7.70 |
| 17 | 768 | 0.74 | 8.44 |
| 18 | 842 | 0.81 | 9.25 |
| 19 | 972 | 0.94 | 10.18 |
| 20 | 1,054 | 1.01 | 11.20 |
| 21 | 1,160 | 1.12 | 12.31 |
| 22 | 1,357 | 1.31 | 13.62 |
| 23 | 1,531 | 1.47 | 15.09 |
| 24 | 1,853 | 1.78 | 16.87 |
| 25 | 2,132 | 2.05 | 18.93 |
| 26 | 2,425 | 2.33 | 21.26 |
| 27 | 2,761 | 2.66 | 23.92 |
| 28 | 3,187 | 3.07 | 26.98 |
| 29 | 3,616 | 3.48 | 30.46 |
| 30 | 4,212 | 4.05 | 34.52 |
| 31 | 4,806 | 4.63 | 39.14 |
| 32 | 5,225 | 5.03 | 44.17 |
| 33 | 5,696 | 5.48 | 49.65 |
| 34 | 6,227 | 5.99 | 55.64 |
| 35 | 6,555 | 6.31 | 61.95 |
| 36 | 6,687 | 6.44 | 68.39 |
| 37 | 6,687 | 6.44 | 74.82 |
| 38 | 6,397 | 6.16 | 80.98 |

Table 4.A.2 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 5,748 | 5.53 | 86.51 |
| 40 | 5,011 | 4.82 | 91.33 |
| 41 | 4,000 | 3.85 | 95.18 |
| 42 | 2,729 | 2.63 | 97.81 |
| 43 | 1,616 | 1.56 | 99.36 |
| 44 | 661 | 0.64 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 403 | 0.41 | 0.41 |
| 1 | 180 | 0.18 | 0.59 |
| 2 | 127 | 0.13 | 0.71 |
| 3 | 95 | 0.10 | 0.81 |
| 4 | 84 | 0.08 | 0.89 |
| 5 | 110 | 0.11 | 1.00 |
| 6 | 122 | 0.12 | 1.13 |
| 7 | 195 | 0.20 | 1.32 |
| 8 | 196 | 0.20 | 1.52 |
| 9 | 224 | 0.23 | 1.75 |
| 10 | 238 | 0.24 | 1.99 |
| 11 | 242 | 0.24 | 2.23 |
| 12 | 215 | 0.22 | 2.44 |
| 13 | 205 | 0.21 | 2.65 |
| 14 | 244 | 0.25 | 2.90 |
| 15 | 255 | 0.26 | 3.15 |
| 16 | 282 | 0.28 | 3.44 |
| 17 | 293 | 0.29 | 3.73 |
| 18 | 335 | 0.34 | 4.07 |
| 19 | 375 | 0.38 | 4.44 |
| 20 | 448 | 0.45 | 4.90 |
| 21 | 445 | 0.45 | 5.34 |
| 22 | 507 | 0.51 | 5.85 |
| 23 | 629 | 0.63 | 6.49 |
| 24 | 651 | 0.65 | 7.14 |
| 25 | 730 | 0.73 | 7.87 |
| 26 | 861 | 0.87 | 8.74 |
| 27 | 1,080 | 1.09 | 9.83 |
| 28 | 1,260 | 1.27 | 11.09 |
| 29 | 1,455 | 1.46 | 12.56 |
| 30 | 1,598 | 1.61 | 14.16 |
| 31 | 2,040 | 2.05 | 16.21 |
| 32 | 2,321 | 2.33 | 18.55 |
| 33 | 2,762 | 2.78 | 21.33 |
| 34 | 3,117 | 3.13 | 24.46 |
| 35 | 3,659 | 3.68 | 28.14 |
| 36 | 4,149 | 4.17 | 32.31 |
| 37 | 4,519 | 4.54 | 36.86 |
| 38 | 5,226 | 5.26 | 42.11 |

Table 4.A.3 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 5,912 | 5.95 | 48.06 |
| 40 | 6,152 | 6.19 | 54.24 |
| 41 | 6,568 | 6.60 | 60.85 |
| 42 | 6,760 | 6.80 | 67.65 |
| 43 | 6,955 | 6.99 | 74.64 |
| 44 | 6,416 | 6.45 | 81.09 |
| 45 | 5,799 | 5.83 | 86.93 |
| 46 | 4,720 | 4.75 | 91.67 |
| 47 | 3,789 | 3.81 | 95.48 |
| 48 | 2,583 | 2.60 | 98.08 |
| 49 | 1,446 | 1.45 | 99.53 |
| 50 | 463 | 0.47 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 3 | 0.00 | 0.00 |
| 1 | 2 | 0.00 | 0.00 |
| 2 | 13 | 0.01 | 0.02 |
| 3 | 43 | 0.04 | 0.06 |
| 4 | 95 | 0.09 | 0.15 |
| 5 | 169 | 0.16 | 0.31 |
| 6 | 255 | 0.25 | 0.56 |
| 7 | 321 | 0.31 | 0.87 |
| 8 | 310 | 0.30 | 1.17 |
| 9 | 345 | 0.33 | 1.50 |
| 10 | 275 | 0.26 | 1.76 |
| 11 | 262 | 0.25 | 2.02 |
| 12 | 215 | 0.21 | 2.22 |
| 13 | 229 | 0.22 | 2.44 |
| 14 | 224 | 0.22 | 2.66 |
| 15 | 266 | 0.26 | 2.92 |
| 16 | 280 | 0.27 | 3.18 |
| 17 | 351 | 0.34 | 3.52 |
| 18 | 378 | 0.36 | 3.89 |
| 19 | 413 | 0.40 | 4.28 |
| 20 | 543 | 0.52 | 4.81 |
| 21 | 599 | 0.58 | 5.38 |
| 22 | 756 | 0.73 | 6.11 |
| 23 | 810 | 0.78 | 6.89 |
| 24 | 1,029 | 0.99 | 7.88 |
| 25 | 1,163 | 1.12 | 9.00 |
| 26 | 1,422 | 1.37 | 10.37 |
| 27 | 1,655 | 1.59 | 11.97 |
| 28 | 1,971 | 1.90 | 13.86 |
| 29 | 2,242 | 2.16 | 16.02 |
| 30 | 2,735 | 2.63 | 18.66 |
| 31 | 3,076 | 2.96 | 21.62 |
| 32 | 3,597 | 3.46 | 25.08 |
| 33 | 4,040 | 3.89 | 28.97 |
| 34 | 4,514 | 4.35 | 33.32 |
| 35 | 4,965 | 4.78 | 38.10 |
| 36 | 5,418 | 5.22 | 43.32 |
| 37 | 5,774 | 5.56 | 48.88 |
| 38 | 6,084 | 5.86 | 54.74 |

Table 4.A.4 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 6,281 | 6.05 | 60.79 |
| 40 | 6,094 | 5.87 | 66.66 |
| 41 | 5,928 | 5.71 | 72.37 |
| 42 | 5,591 | 5.38 | 77.75 |
| 43 | 5,207 | 5.01 | 82.77 |
| 44 | 4,484 | 4.32 | 87.08 |
| 45 | 3,952 | 3.81 | 90.89 |
| 46 | 3,103 | 2.99 | 93.88 |
| 47 | 2,442 | 2.35 | 96.23 |
| 48 | 1,745 | 1.68 | 97.91 |
| 49 | 1,142 | 1.10 | 99.01 |
| 50 | 646 | 0.62 | 99.63 |
| 51 | 293 | 0.28 | 99.91 |
| 52 | 89 | 0.09 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1 | 0.00 | 0.00 |
| 1 | 1 | 0.00 | 0.00 |
| 2 | 9 | 0.01 | 0.01 |
| 3 | 40 | 0.04 | 0.06 |
| 4 | 73 | 0.08 | 0.13 |
| 5 | 130 | 0.14 | 0.28 |
| 6 | 226 | 0.24 | 0.52 |
| 7 | 289 | 0.31 | 0.83 |
| 8 | 293 | 0.32 | 1.15 |
| 9 | 287 | 0.31 | 1.46 |
| 10 | 217 | 0.24 | 1.70 |
| 11 | 203 | 0.22 | 1.92 |
| 12 | 162 | 0.18 | 2.09 |
| 13 | 160 | 0.17 | 2.27 |
| 14 | 163 | 0.18 | 2.44 |
| 15 | 151 | 0.16 | 2.61 |
| 16 | 182 | 0.20 | 2.80 |
| 17 | 181 | 0.20 | 3.00 |
| 18 | 203 | 0.22 | 3.22 |
| 19 | 253 | 0.27 | 3.50 |
| 20 | 262 | 0.28 | 3.78 |
| 21 | 305 | 0.33 | 4.11 |
| 22 | 369 | 0.40 | 4.51 |
| 23 | 430 | 0.47 | 4.98 |
| 24 | 477 | 0.52 | 5.49 |
| 25 | 568 | 0.62 | 6.11 |
| 26 | 736 | 0.80 | 6.91 |
| 27 | 869 | 0.94 | 7.85 |
| 28 | 1,018 | 1.10 | 8.95 |
| 29 | 1,280 | 1.39 | 10.34 |
| 30 | 1,515 | 1.64 | 11.98 |
| 31 | 1,801 | 1.95 | 13.93 |
| 32 | 2,116 | 2.29 | 16.23 |
| 33 | 2,519 | 2.73 | 18.96 |
| 34 | 2,930 | 3.18 | 22.14 |
| 35 | 3,481 | 3.77 | 25.91 |
| 36 | 3,909 | 4.24 | 30.15 |
| 37 | 4,317 | 4.68 | 34.83 |
| 38 | 4,879 | 5.29 | 40.12 |

Table 4.A.5 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 5,525 | 5.99 | 46.10 |
| 40 | 5,844 | 6.34 | 52.44 |
| 41 | 6,154 | 6.67 | 59.11 |
| 42 | 6,154 | 6.67 | 65.78 |
| 43 | 5,974 | 6.48 | 72.26 |
| 44 | 5,773 | 6.26 | 78.52 |
| 45 | 5,235 | 5.68 | 84.19 |
| 46 | 4,440 | 4.81 | 89.01 |
| 47 | 3,647 | 3.95 | 92.96 |
| 48 | 2,738 | 2.97 | 95.93 |
| 49 | 1,905 | 2.07 | 97.99 |
| 50 | 1,166 | 1.26 | 99.26 |
| 51 | 535 | 0.58 | 99.84 |
| 52 | 151 | 0.16 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1 | 0.00 | 0.00 |
| 1 | 2 | 0.00 | 0.00 |
| 2 | 9 | 0.01 | 0.02 |
| 3 | 38 | 0.05 | 0.06 |
| 4 | 76 | 0.10 | 0.16 |
| 5 | 120 | 0.15 | 0.31 |
| 6 | 202 | 0.25 | 0.57 |
| 7 | 271 | 0.34 | 0.91 |
| 8 | 293 | 0.37 | 1.28 |
| 9 | 249 | 0.31 | 1.59 |
| 10 | 222 | 0.28 | 1.87 |
| 11 | 190 | 0.24 | 2.11 |
| 12 | 142 | 0.18 | 2.29 |
| 13 | 130 | 0.16 | 2.45 |
| 14 | 105 | 0.13 | 2.59 |
| 15 | 104 | 0.13 | 2.72 |
| 16 | 137 | 0.17 | 2.89 |
| 17 | 137 | 0.17 | 3.06 |
| 18 | 170 | 0.21 | 3.28 |
| 19 | 176 | 0.22 | 3.50 |
| 20 | 162 | 0.20 | 3.71 |
| 21 | 196 | 0.25 | 3.95 |
| 22 | 217 | 0.27 | 4.23 |
| 23 | 259 | 0.33 | 4.55 |
| 24 | 284 | 0.36 | 4.91 |
| 25 | 351 | 0.44 | 5.36 |
| 26 | 421 | 0.53 | 5.89 |
| 27 | 440 | 0.56 | 6.44 |
| 28 | 576 | 0.73 | 7.17 |
| 29 | 707 | 0.89 | 8.06 |
| 30 | 827 | 1.04 | 9.11 |
| 31 | 1,104 | 1.39 | 10.50 |
| 32 | 1,266 | 1.60 | 12.10 |
| 33 | 1,570 | 1.98 | 14.08 |
| 34 | 1,826 | 2.30 | 16.38 |
| 35 | 2,231 | 2.82 | 19.20 |
| 36 | 2,581 | 3.26 | 22.46 |
| 37 | 3,132 | 3.95 | 26.41 |
| 38 | 3,592 | 4.53 | 30.94 |

Table 4.A.6 *(continuation)*

| Raw Score | Frequency | Percent | Cumulative Percent |
| --- | --- | --- | --- |
| 39 | 4,128 | 5.21 | 36.15 |
| 40 | 4,554 | 5.75 | 41.90 |
| 41 | 5,077 | 6.41 | 48.31 |
| 42 | 5,452 | 6.88 | 55.19 |
| 43 | 5,592 | 7.06 | 62.25 |
| 44 | 5,798 | 7.32 | 69.57 |
| 45 | 5,550 | 7.00 | 76.57 |
| 46 | 5,121 | 6.46 | 83.03 |
| 47 | 4,480 | 5.65 | 88.69 |
| 48 | 3,564 | 4.50 | 93.19 |
| 49 | 2,689 | 3.39 | 96.58 |
| 50 | 1,682 | 2.12 | 98.70 |
| 51 | 816 | 1.03 | 99.73 |
| 52 | 211 | 0.27 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 2 | 0.00 | 0.00 |
| 1 | 1 | 0.00 | 0.00 |
| 2 | 9 | 0.01 | 0.02 |
| 3 | 26 | 0.04 | 0.05 |
| 4 | 51 | 0.07 | 0.12 |
| 5 | 133 | 0.18 | 0.31 |
| 6 | 188 | 0.26 | 0.57 |
| 7 | 219 | 0.30 | 0.87 |
| 8 | 240 | 0.33 | 1.20 |
| 9 | 227 | 0.31 | 1.51 |
| 10 | 198 | 0.27 | 1.78 |
| 11 | 205 | 0.28 | 2.07 |
| 12 | 175 | 0.24 | 2.31 |
| 13 | 162 | 0.22 | 2.53 |
| 14 | 161 | 0.22 | 2.75 |
| 15 | 181 | 0.25 | 3.00 |
| 16 | 190 | 0.26 | 3.26 |
| 17 | 181 | 0.25 | 3.51 |
| 18 | 213 | 0.29 | 3.81 |
| 19 | 201 | 0.28 | 4.08 |
| 20 | 250 | 0.34 | 4.43 |
| 21 | 282 | 0.39 | 4.82 |
| 22 | 294 | 0.41 | 5.22 |
| 23 | 389 | 0.54 | 5.76 |
| 24 | 439 | 0.60 | 6.36 |
| 25 | 522 | 0.72 | 7.08 |
| 26 | 578 | 0.80 | 7.88 |
| 27 | 748 | 1.03 | 8.91 |
| 28 | 838 | 1.15 | 10.06 |
| 29 | 969 | 1.34 | 11.40 |
| 30 | 1,104 | 1.52 | 12.92 |
| 31 | 1,387 | 1.91 | 14.83 |
| 32 | 1,654 | 2.28 | 17.11 |
| 33 | 1,782 | 2.46 | 19.57 |
| 34 | 2,163 | 2.98 | 22.55 |
| 35 | 2,508 | 3.46 | 26.01 |
| 36 | 2,773 | 3.82 | 29.83 |
| 37 | 3,215 | 4.43 | 34.26 |
| 38 | 3,479 | 4.79 | 39.05 |

Table 4.A.7 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 3,776 | 5.20 | 44.26 |
| 40 | 4,135 | 5.70 | 49.95 |
| 41 | 4,364 | 6.01 | 55.97 |
| 42 | 4,533 | 6.25 | 62.22 |
| 43 | 4,570 | 6.30 | 68.51 |
| 44 | 4,460 | 6.15 | 74.66 |
| 45 | 4,266 | 5.88 | 80.54 |
| 46 | 3,903 | 5.38 | 85.92 |
| 47 | 3,398 | 4.68 | 90.60 |
| 48 | 2,695 | 3.71 | 94.32 |
| 49 | 2,006 | 2.76 | 97.08 |
| 50 | 1,284 | 1.77 | 98.85 |
| 51 | 650 | 0.90 | 99.75 |
| 52 | 185 | 0.25 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 2 | 5 | 0.01 | 0.01 |
| 3 | 18 | 0.03 | 0.04 |
| 4 | 55 | 0.09 | 0.12 |
| 5 | 80 | 0.13 | 0.25 |
| 6 | 155 | 0.24 | 0.49 |
| 7 | 194 | 0.31 | 0.80 |
| 8 | 233 | 0.37 | 1.16 |
| 9 | 207 | 0.33 | 1.49 |
| 10 | 209 | 0.33 | 1.82 |
| 11 | 194 | 0.31 | 2.12 |
| 12 | 198 | 0.31 | 2.43 |
| 13 | 171 | 0.27 | 2.70 |
| 14 | 150 | 0.24 | 2.94 |
| 15 | 141 | 0.22 | 3.16 |
| 16 | 151 | 0.24 | 3.40 |
| 17 | 128 | 0.20 | 3.60 |
| 18 | 146 | 0.23 | 3.83 |
| 19 | 159 | 0.25 | 4.08 |
| 20 | 190 | 0.30 | 4.38 |
| 21 | 216 | 0.34 | 4.72 |
| 22 | 257 | 0.40 | 5.12 |
| 23 | 234 | 0.37 | 5.49 |
| 24 | 300 | 0.47 | 5.96 |
| 25 | 313 | 0.49 | 6.45 |
| 26 | 412 | 0.65 | 7.10 |
| 27 | 420 | 0.66 | 7.76 |
| 28 | 501 | 0.79 | 8.55 |
| 29 | 630 | 0.99 | 9.54 |
| 30 | 757 | 1.19 | 10.73 |
| 31 | 897 | 1.41 | 12.14 |
| 32 | 1,033 | 1.62 | 13.76 |
| 33 | 1,265 | 1.99 | 15.75 |
| 34 | 1,453 | 2.28 | 18.04 |
| 35 | 1,674 | 2.63 | 20.67 |
| 36 | 1,932 | 3.04 | 23.71 |
| 37 | 2,287 | 3.60 | 27.30 |
| 38 | 2,536 | 3.99 | 31.29 |
| 39 | 2,896 | 4.55 | 35.84 |
| 40 | 3,375 | 5.31 | 41.15 |

Table 4.A.8 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 41 | 3,651 | 5.74 | 46.89 |
| 42 | 3,996 | 6.28 | 53.17 |
| 43 | 4,212 | 6.62 | 59.79 |
| 44 | 4,417 | 6.94 | 66.74 |
| 45 | 4,331 | 6.81 | 73.54 |
| 46 | 4,196 | 6.60 | 80.14 |
| 47 | 3,891 | 6.12 | 86.26 |
| 48 | 3,185 | 5.01 | 91.27 |
| 49 | 2,607 | 4.10 | 95.37 |
| 50 | 1,785 | 2.81 | 98.17 |
| 51 | 884 | 1.39 | 99.56 |
| 52 | 279 | 0.44 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 2 | 0.00 | 0.00 |
| 1 | 1 | 0.00 | 0.01 |
| 2 | 6 | 0.01 | 0.02 |
| 3 | 30 | 0.05 | 0.07 |
| 4 | 42 | 0.08 | 0.15 |
| 5 | 82 | 0.15 | 0.29 |
| 6 | 139 | 0.25 | 0.54 |
| 7 | 180 | 0.32 | 0.86 |
| 8 | 218 | 0.39 | 1.26 |
| 9 | 213 | 0.38 | 1.64 |
| 10 | 200 | 0.36 | 2.00 |
| 11 | 197 | 0.35 | 2.35 |
| 12 | 195 | 0.35 | 2.70 |
| 13 | 156 | 0.28 | 2.98 |
| 14 | 139 | 0.25 | 3.23 |
| 15 | 148 | 0.27 | 3.49 |
| 16 | 129 | 0.23 | 3.73 |
| 17 | 136 | 0.24 | 3.97 |
| 18 | 160 | 0.29 | 4.26 |
| 19 | 177 | 0.32 | 4.57 |
| 20 | 152 | 0.27 | 4.85 |
| 21 | 185 | 0.33 | 5.18 |
| 22 | 210 | 0.38 | 5.55 |
| 23 | 200 | 0.36 | 5.91 |
| 24 | 209 | 0.37 | 6.29 |
| 25 | 247 | 0.44 | 6.73 |
| 26 | 305 | 0.55 | 7.28 |
| 27 | 335 | 0.60 | 7.88 |
| 28 | 387 | 0.69 | 8.57 |
| 29 | 459 | 0.82 | 9.40 |
| 30 | 544 | 0.98 | 10.37 |
| 31 | 658 | 1.18 | 11.55 |
| 32 | 770 | 1.38 | 12.93 |
| 33 | 867 | 1.56 | 14.49 |
| 34 | 979 | 1.76 | 16.25 |
| 35 | 1,246 | 2.23 | 18.48 |
| 36 | 1,487 | 2.67 | 21.15 |
| 37 | 1,639 | 2.94 | 24.09 |
| 38 | 1,941 | 3.48 | 27.57 |

Table 4.A.9 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 2,162 | 3.88 | 31.45 |
| 40 | 2,599 | 4.66 | 36.11 |
| 41 | 2,901 | 5.20 | 41.31 |
| 42 | 3,197 | 5.73 | 47.05 |
| 43 | 3,486 | 6.25 | 53.30 |
| 44 | 3,868 | 6.94 | 60.24 |
| 45 | 4,104 | 7.36 | 67.60 |
| 46 | 4,122 | 7.39 | 74.99 |
| 47 | 3,969 | 7.12 | 82.11 |
| 48 | 3,433 | 6.16 | 88.27 |
| 49 | 2,912 | 5.22 | 93.49 |
| 50 | 2,117 | 3.80 | 97.29 |
| 51 | 1,149 | 2.06 | 99.35 |
| 52 | 363 | 0.65 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1 | 0.00 | 0.00 |
| 1 | 3 | 0.01 | 0.01 |
| 2 | 8 | 0.02 | 0.03 |
| 3 | 27 | 0.06 | 0.08 |
| 4 | 75 | 0.16 | 0.24 |
| 5 | 146 | 0.31 | 0.55 |
| 6 | 213 | 0.45 | 1.00 |
| 7 | 276 | 0.59 | 1.59 |
| 8 | 297 | 0.63 | 2.22 |
| 9 | 280 | 0.59 | 2.81 |
| 10 | 289 | 0.61 | 3.43 |
| 11 | 241 | 0.51 | 3.94 |
| 12 | 223 | 0.47 | 4.41 |
| 13 | 207 | 0.44 | 4.85 |
| 14 | 182 | 0.39 | 5.24 |
| 15 | 161 | 0.34 | 5.58 |
| 16 | 195 | 0.41 | 5.99 |
| 17 | 203 | 0.43 | 6.42 |
| 18 | 168 | 0.36 | 6.78 |
| 19 | 220 | 0.47 | 7.24 |
| 20 | 206 | 0.44 | 7.68 |
| 21 | 231 | 0.49 | 8.17 |
| 22 | 265 | 0.56 | 8.73 |
| 23 | 284 | 0.60 | 9.34 |
| 24 | 308 | 0.65 | 9.99 |
| 25 | 364 | 0.77 | 10.76 |
| 26 | 394 | 0.84 | 11.60 |
| 27 | 429 | 0.91 | 12.51 |
| 28 | 543 | 1.15 | 13.66 |
| 29 | 550 | 1.17 | 14.82 |
| 30 | 732 | 1.55 | 16.38 |
| 31 | 860 | 1.82 | 18.20 |
| 32 | 1,008 | 2.14 | 20.34 |
| 33 | 1,151 | 2.44 | 22.78 |
| 34 | 1,338 | 2.84 | 25.62 |
| 35 | 1,538 | 3.26 | 28.88 |
| 36 | 1,778 | 3.77 | 32.65 |
| 37 | 2,103 | 4.46 | 37.11 |
| 38 | 2,403 | 5.10 | 42.21 |

Table 4.A.10 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 2,528 | 5.36 | 47.57 |
| 40 | 2,855 | 6.06 | 53.63 |
| 41 | 3,014 | 6.39 | 60.02 |
| 42 | 3,075 | 6.52 | 66.55 |
| 43 | 3,095 | 6.56 | 73.11 |
| 44 | 2,881 | 6.11 | 79.22 |
| 45 | 2,676 | 5.68 | 84.90 |
| 46 | 2,234 | 4.74 | 89.64 |
| 47 | 1,853 | 3.93 | 93.57 |
| 48 | 1,372 | 2.91 | 96.48 |
| 49 | 860 | 1.82 | 98.30 |
| 50 | 489 | 1.04 | 99.34 |
| 51 | 246 | 0.52 | 99.86 |
| 52 | 66 | 0.14 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1 | 0.00 | 0.00 |
| 1 | 2 | 0.00 | 0.01 |
| 2 | 6 | 0.01 | 0.02 |
| 3 | 18 | 0.04 | 0.07 |
| 4 | 66 | 0.16 | 0.23 |
| 5 | 118 | 0.29 | 0.52 |
| 6 | 196 | 0.48 | 0.99 |
| 7 | 272 | 0.66 | 1.66 |
| 8 | 270 | 0.66 | 2.32 |
| 9 | 295 | 0.72 | 3.04 |
| 10 | 317 | 0.77 | 3.81 |
| 11 | 266 | 0.65 | 4.46 |
| 12 | 219 | 0.53 | 5.00 |
| 13 | 185 | 0.45 | 5.45 |
| 14 | 222 | 0.54 | 5.99 |
| 15 | 207 | 0.51 | 6.50 |
| 16 | 173 | 0.42 | 6.92 |
| 17 | 200 | 0.49 | 7.41 |
| 18 | 199 | 0.49 | 7.89 |
| 19 | 220 | 0.54 | 8.43 |
| 20 | 197 | 0.48 | 8.91 |
| 21 | 221 | 0.54 | 9.45 |
| 22 | 223 | 0.54 | 10.00 |
| 23 | 260 | 0.63 | 10.63 |
| 24 | 265 | 0.65 | 11.28 |
| 25 | 289 | 0.71 | 11.98 |
| 26 | 337 | 0.82 | 12.81 |
| 27 | 343 | 0.84 | 13.64 |
| 28 | 423 | 1.03 | 14.68 |
| 29 | 500 | 1.22 | 15.90 |
| 30 | 574 | 1.40 | 17.30 |
| 31 | 623 | 1.52 | 18.82 |
| 32 | 752 | 1.84 | 20.66 |
| 33 | 871 | 2.13 | 22.78 |
| 34 | 1,038 | 2.53 | 25.32 |
| 35 | 1,220 | 2.98 | 28.30 |
| 36 | 1,361 | 3.32 | 31.62 |
| 37 | 1,531 | 3.74 | 35.36 |
| 38 | 1,775 | 4.33 | 39.69 |

Table 4.A.11 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 2,062 | 5.04 | 44.73 |
| 40 | 2,258 | 5.51 | 50.24 |
| 41 | 2,423 | 5.92 | 56.16 |
| 42 | 2,552 | 6.23 | 62.39 |
| 43 | 2,683 | 6.55 | 68.95 |
| 44 | 2,709 | 6.62 | 75.56 |
| 45 | 2,418 | 5.90 | 81.47 |
| 46 | 2,231 | 5.45 | 86.91 |
| 47 | 1,899 | 4.64 | 91.55 |
| 48 | 1,409 | 3.44 | 94.99 |
| 49 | 1,026 | 2.51 | 97.50 |
| 50 | 627 | 1.53 | 99.03 |
| 51 | 307 | 0.75 | 99.78 |
| 52 | 91 | 0.22 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1 | 0.00 | 0.00 |
| 1 | 3 | 0.01 | 0.01 |
| 2 | 4 | 0.01 | 0.02 |
| 3 | 18 | 0.06 | 0.08 |
| 4 | 57 | 0.18 | 0.26 |
| 5 | 85 | 0.26 | 0.52 |
| 6 | 144 | 0.44 | 0.96 |
| 7 | 178 | 0.55 | 1.51 |
| 8 | 235 | 0.72 | 2.23 |
| 9 | 173 | 0.53 | 2.77 |
| 10 | 188 | 0.58 | 3.35 |
| 11 | 176 | 0.54 | 3.89 |
| 12 | 132 | 0.41 | 4.29 |
| 13 | 158 | 0.49 | 4.78 |
| 14 | 154 | 0.47 | 5.26 |
| 15 | 160 | 0.49 | 5.75 |
| 16 | 161 | 0.50 | 6.24 |
| 17 | 185 | 0.57 | 6.81 |
| 18 | 185 | 0.57 | 7.38 |
| 19 | 217 | 0.67 | 8.05 |
| 20 | 225 | 0.69 | 8.75 |
| 21 | 229 | 0.71 | 9.45 |
| 22 | 265 | 0.82 | 10.27 |
| 23 | 306 | 0.94 | 11.21 |
| 24 | 302 | 0.93 | 12.14 |
| 25 | 354 | 1.09 | 13.23 |
| 26 | 353 | 1.09 | 14.32 |
| 27 | 456 | 1.40 | 15.72 |
| 28 | 484 | 1.49 | 17.22 |
| 29 | 573 | 1.77 | 18.98 |
| 30 | 621 | 1.91 | 20.89 |
| 31 | 730 | 2.25 | 23.14 |
| 32 | 777 | 2.39 | 25.54 |
| 33 | 916 | 2.82 | 28.36 |
| 34 | 1,004 | 3.09 | 31.45 |
| 35 | 1,087 | 3.35 | 34.80 |
| 36 | 1,111 | 3.42 | 38.22 |
| 37 | 1,335 | 4.11 | 42.34 |
| 38 | 1,460 | 4.50 | 46.83 |

Table 4.A.12 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 1,529 | 4.71 | 51.54 |
| 40 | 1,586 | 4.89 | 56.43 |
| 41 | 1,639 | 5.05 | 61.48 |
| 42 | 1,735 | 5.35 | 66.82 |
| 43 | 1,755 | 5.41 | 72.23 |
| 44 | 1,776 | 5.47 | 77.70 |
| 45 | 1,641 | 5.06 | 82.76 |
| 46 | 1,523 | 4.69 | 87.45 |
| 47 | 1,319 | 4.06 | 91.51 |
| 48 | 1,047 | 3.23 | 94.74 |
| 49 | 815 | 2.51 | 97.25 |
| 50 | 524 | 1.61 | 98.86 |
| 51 | 288 | 0.89 | 99.75 |
| 52 | 81 | 0.25 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 2 | 0.01 | 0.01 |
| 1 | 1 | 0.00 | 0.01 |
| 2 | 5 | 0.02 | 0.03 |
| 3 | 10 | 0.04 | 0.08 |
| 4 | 24 | 0.10 | 0.18 |
| 5 | 54 | 0.23 | 0.41 |
| 6 | 79 | 0.34 | 0.76 |
| 7 | 103 | 0.44 | 1.20 |
| 8 | 122 | 0.53 | 1.73 |
| 9 | 95 | 0.41 | 2.14 |
| 10 | 118 | 0.51 | 2.65 |
| 11 | 104 | 0.45 | 3.09 |
| 12 | 101 | 0.44 | 3.53 |
| 13 | 92 | 0.40 | 3.93 |
| 14 | 96 | 0.41 | 4.34 |
| 15 | 110 | 0.47 | 4.82 |
| 16 | 125 | 0.54 | 5.36 |
| 17 | 116 | 0.50 | 5.86 |
| 18 | 125 | 0.54 | 6.40 |
| 19 | 131 | 0.57 | 6.96 |
| 20 | 148 | 0.64 | 7.60 |
| 21 | 173 | 0.75 | 8.35 |
| 22 | 193 | 0.83 | 9.18 |
| 23 | 218 | 0.94 | 10.12 |
| 24 | 226 | 0.98 | 11.10 |
| 25 | 240 | 1.04 | 12.13 |
| 26 | 239 | 1.03 | 13.16 |
| 27 | 289 | 1.25 | 14.41 |
| 28 | 342 | 1.48 | 15.89 |
| 29 | 392 | 1.69 | 17.58 |
| 30 | 383 | 1.65 | 19.23 |
| 31 | 480 | 2.07 | 21.30 |
| 32 | 559 | 2.41 | 23.71 |
| 33 | 595 | 2.57 | 26.28 |
| 34 | 633 | 2.73 | 29.01 |
| 35 | 665 | 2.87 | 31.88 |
| 36 | 822 | 3.55 | 35.43 |
| 37 | 896 | 3.87 | 39.30 |
| 38 | 908 | 3.92 | 43.22 |

Table 4.A.13 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 1,074 | 4.63 | 47.85 |
| 40 | 1,161 | 5.01 | 52.86 |
| 41 | 1,224 | 5.28 | 58.14 |
| 42 | 1,305 | 5.63 | 63.78 |
| 43 | 1,277 | 5.51 | 69.29 |
| 44 | 1,268 | 5.47 | 74.76 |
| 45 | 1,222 | 5.27 | 80.03 |
| 46 | 1,250 | 5.39 | 85.43 |
| 47 | 1,096 | 4.73 | 90.16 |
| 48 | 862 | 3.72 | 93.88 |
| 49 | 668 | 2.88 | 96.76 |
| 50 | 438 | 1.89 | 98.65 |
| 51 | 231 | 1.00 | 99.65 |
| 52 | 82 | 0.35 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 2,532 | 2.19 | 2.19 |
| 1 | 1,514 | 1.31 | 3.50 |
| 2 | 1,628 | 1.41 | 4.91 |
| 3 | 1,769 | 1.53 | 6.44 |
| 4 | 2,091 | 1.81 | 8.25 |
| 5 | 2,322 | 2.01 | 10.26 |
| 6 | 2,642 | 2.29 | 12.55 |
| 7 | 3,025 | 2.62 | 15.17 |
| 8 | 3,153 | 2.73 | 17.90 |
| 9 | 3,675 | 3.18 | 21.08 |
| 10 | 3,877 | 3.36 | 24.43 |
| 11 | 3,889 | 3.37 | 27.80 |
| 12 | 3,979 | 3.44 | 31.24 |
| 13 | 3,988 | 3.45 | 34.69 |
| 14 | 3,993 | 3.46 | 38.15 |
| 15 | 3,954 | 3.42 | 41.57 |
| 16 | 3,909 | 3.38 | 44.96 |
| 17 | 3,782 | 3.27 | 48.23 |
| 18 | 3,691 | 3.19 | 51.42 |
| 19 | 3,851 | 3.33 | 54.76 |
| 20 | 3,851 | 3.33 | 58.09 |
| 21 | 3,975 | 3.44 | 61.53 |
| 22 | 4,226 | 3.66 | 65.19 |
| 23 | 4,476 | 3.87 | 69.06 |
| 24 | 4,803 | 4.16 | 73.22 |
| 25 | 5,473 | 4.74 | 77.96 |
| 26 | 5,797 | 5.02 | 82.97 |
| 27 | 6,438 | 5.57 | 88.55 |
| 28 | 6,634 | 5.74 | 94.29 |
| 29 | 6,599 | 5.71 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 3,439 | 3.31 | 3.31 |
| 1 | 2,782 | 2.68 | 5.99 |
| 2 | 3,070 | 2.95 | 8.94 |
| 3 | 3,177 | 3.06 | 12.00 |
| 4 | 2,805 | 2.70 | 14.70 |
| 5 | 2,680 | 2.58 | 17.28 |
| 6 | 2,488 | 2.39 | 19.67 |
| 7 | 2,545 | 2.45 | 22.12 |
| 8 | 2,490 | 2.40 | 24.52 |
| 9 | 2,551 | 2.45 | 26.97 |
| 10 | 2,599 | 2.50 | 29.47 |
| 11 | 2,518 | 2.42 | 31.90 |
| 12 | 2,417 | 2.33 | 34.22 |
| 13 | 2,505 | 2.41 | 36.63 |
| 14 | 2,477 | 2.38 | 39.02 |
| 15 | 2,328 | 2.24 | 41.26 |
| 16 | 2,288 | 2.20 | 43.46 |
| 17 | 2,265 | 2.18 | 45.64 |
| 18 | 2,231 | 2.15 | 47.79 |
| 19 | 2,274 | 2.19 | 49.97 |
| 20 | 2,146 | 2.07 | 52.04 |
| 21 | 2,177 | 2.10 | 54.13 |
| 22 | 2,175 | 2.09 | 56.23 |
| 23 | 2,251 | 2.17 | 58.39 |
| 24 | 2,252 | 2.17 | 60.56 |
| 25 | 2,191 | 2.11 | 62.67 |
| 26 | 2,344 | 2.26 | 64.93 |
| 27 | 2,382 | 2.29 | 67.22 |
| 28 | 2,606 | 2.51 | 69.73 |
| 29 | 2,711 | 2.61 | 72.33 |
| 30 | 2,870 | 2.76 | 75.10 |
| 31 | 3,064 | 2.95 | 78.04 |
| 32 | 3,083 | 2.97 | 81.01 |
| 33 | 3,343 | 3.22 | 84.23 |
| 34 | 3,503 | 3.37 | 87.60 |
| 35 | 3,634 | 3.50 | 91.10 |
| 36 | 3,609 | 3.47 | 94.57 |
| 37 | 3,335 | 3.21 | 97.78 |
| 38 | 2,307 | 2.22 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 880 | 0.88 | 0.88 |
| 1 | 749 | 0.75 | 1.64 |
| 2 | 802 | 0.81 | 2.44 |
| 3 | 712 | 0.72 | 3.16 |
| 4 | 704 | 0.71 | 3.87 |
| 5 | 691 | 0.69 | 4.56 |
| 6 | 659 | 0.66 | 5.23 |
| 7 | 721 | 0.73 | 5.95 |
| 8 | 954 | 0.96 | 6.91 |
| 9 | 1,117 | 1.12 | 8.03 |
| 10 | 1,246 | 1.25 | 9.29 |
| 11 | 1,371 | 1.38 | 10.67 |
| 12 | 1,483 | 1.49 | 12.16 |
| 13 | 1,529 | 1.54 | 13.69 |
| 14 | 1,592 | 1.60 | 15.30 |
| 15 | 1,657 | 1.67 | 16.96 |
| 16 | 1,700 | 1.71 | 18.67 |
| 17 | 1,669 | 1.68 | 20.35 |
| 18 | 1,761 | 1.77 | 22.12 |
| 19 | 1,870 | 1.88 | 24.00 |
| 20 | 1,769 | 1.78 | 25.78 |
| 21 | 2,018 | 2.03 | 27.81 |
| 22 | 1,932 | 1.94 | 29.75 |
| 23 | 2,139 | 2.15 | 31.90 |
| 24 | 2,181 | 2.19 | 34.10 |
| 25 | 2,229 | 2.24 | 36.34 |
| 26 | 2,324 | 2.34 | 38.68 |
| 27 | 2,252 | 2.26 | 40.94 |
| 28 | 2,444 | 2.46 | 43.40 |
| 29 | 2,680 | 2.70 | 46.09 |
| 30 | 2,783 | 2.80 | 48.89 |
| 31 | 3,024 | 3.04 | 51.93 |
| 32 | 3,321 | 3.34 | 55.27 |
| 33 | 3,570 | 3.59 | 58.86 |
| 34 | 3,932 | 3.95 | 62.82 |
| 35 | 4,433 | 4.46 | 67.27 |
| 36 | 4,530 | 4.56 | 71.83 |
| 37 | 4,733 | 4.76 | 76.59 |
| 38 | 4,924 | 4.95 | 81.54 |

Table 4.A.16 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 5,118 | 5.15 | 86.69 |
| 40 | 4,710 | 4.74 | 91.42 |
| 41 | 4,025 | 4.05 | 95.47 |
| 42 | 2,980 | 3.00 | 98.47 |
| 43 | 1,522 | 1.53 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 3 | 0.00 | 0.00 |
| 1 | 18 | 0.02 | 0.02 |
| 2 | 99 | 0.10 | 0.12 |
| 3 | 265 | 0.26 | 0.37 |
| 4 | 543 | 0.52 | 0.89 |
| 5 | 1,112 | 1.07 | 1.96 |
| 6 | 1,680 | 1.62 | 3.58 |
| 7 | 2,339 | 2.25 | 5.83 |
| 8 | 2,860 | 2.75 | 8.59 |
| 9 | 3,294 | 3.17 | 11.76 |
| 10 | 3,998 | 3.85 | 15.61 |
| 11 | 4,430 | 4.27 | 19.88 |
| 12 | 4,658 | 4.49 | 24.36 |
| 13 | 4,870 | 4.69 | 29.05 |
| 14 | 5,049 | 4.86 | 33.92 |
| 15 | 4,954 | 4.77 | 38.69 |
| 16 | 5,042 | 4.86 | 43.54 |
| 17 | 4,903 | 4.72 | 48.26 |
| 18 | 4,658 | 4.49 | 52.75 |
| 19 | 4,319 | 4.16 | 56.91 |
| 20 | 4,115 | 3.96 | 60.87 |
| 21 | 4,164 | 4.01 | 64.88 |
| 22 | 3,903 | 3.76 | 68.64 |
| 23 | 3,773 | 3.63 | 72.27 |
| 24 | 3,492 | 3.36 | 75.64 |
| 25 | 3,428 | 3.30 | 78.94 |
| 26 | 3,103 | 2.99 | 81.93 |
| 27 | 2,865 | 2.76 | 84.69 |
| 28 | 2,615 | 2.52 | 87.20 |
| 29 | 2,392 | 2.30 | 89.51 |
| 30 | 2,152 | 2.07 | 91.58 |
| 31 | 1,857 | 1.79 | 93.37 |
| 32 | 1,585 | 1.53 | 94.89 |
| 33 | 1,336 | 1.29 | 96.18 |
| 34 | 1,111 | 1.07 | 97.25 |
| 35 | 875 | 0.84 | 98.09 |
| 36 | 711 | 0.68 | 98.78 |
| 37 | 487 | 0.47 | 99.25 |
| 38 | 332 | 0.32 | 99.57 |

Table 4.A.17 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 215 | 0.21 | 99.77 |
| 40 | 133 | 0.13 | 99.90 |
| 41 | 67 | 0.06 | 99.97 |
| 42 | 27 | 0.03 | 99.99 |
| 43 | 7 | 0.01 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 5 | 0.01 | 0.01 |
| 1 | 11 | 0.01 | 0.02 |
| 2 | 37 | 0.04 | 0.06 |
| 3 | 111 | 0.12 | 0.18 |
| 4 | 302 | 0.33 | 0.51 |
| 5 | 543 | 0.59 | 1.09 |
| 6 | 835 | 0.91 | 2.00 |
| 7 | 1,137 | 1.23 | 3.23 |
| 8 | 1,466 | 1.59 | 4.82 |
| 9 | 1,789 | 1.94 | 6.76 |
| 10 | 1,985 | 2.15 | 8.91 |
| 11 | 2,293 | 2.49 | 11.40 |
| 12 | 2,723 | 2.95 | 14.35 |
| 13 | 2,916 | 3.16 | 17.51 |
| 14 | 3,394 | 3.68 | 21.19 |
| 15 | 3,441 | 3.73 | 24.92 |
| 16 | 3,619 | 3.92 | 28.84 |
| 17 | 3,690 | 4.00 | 32.84 |
| 18 | 3,643 | 3.95 | 36.79 |
| 19 | 3,681 | 3.99 | 40.78 |
| 20 | 3,740 | 4.05 | 44.84 |
| 21 | 3,797 | 4.12 | 48.95 |
| 22 | 3,749 | 4.06 | 53.02 |
| 23 | 3,708 | 4.02 | 57.04 |
| 24 | 3,795 | 4.11 | 61.15 |
| 25 | 3,759 | 4.07 | 65.23 |
| 26 | 3,678 | 3.99 | 69.21 |
| 27 | 3,629 | 3.93 | 73.15 |
| 28 | 3,478 | 3.77 | 76.92 |
| 29 | 3,305 | 3.58 | 80.50 |
| 30 | 3,181 | 3.45 | 83.95 |
| 31 | 2,839 | 3.08 | 87.03 |
| 32 | 2,598 | 2.82 | 89.84 |
| 33 | 2,205 | 2.39 | 92.23 |
| 34 | 1,898 | 2.06 | 94.29 |
| 35 | 1,590 | 1.72 | 96.02 |
| 36 | 1,266 | 1.37 | 97.39 |
| 37 | 922 | 1.00 | 98.39 |
| 38 | 647 | 0.70 | 99.09 |

Table 4.A.18 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 399 | 0.43 | 99.52 |
| 40 | 238 | 0.26 | 99.78 |
| 41 | 142 | 0.15 | 99.93 |
| 42 | 48 | 0.05 | 99.98 |
| 43 | 14 | 0.02 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 7 | 0.01 | 0.01 |
| 1 | 10 | 0.01 | 0.02 |
| 2 | 23 | 0.03 | 0.05 |
| 3 | 75 | 0.09 | 0.15 |
| 4 | 181 | 0.23 | 0.37 |
| 5 | 319 | 0.40 | 0.78 |
| 6 | 479 | 0.60 | 1.38 |
| 7 | 623 | 0.79 | 2.17 |
| 8 | 791 | 1.00 | 3.17 |
| 9 | 930 | 1.17 | 4.34 |
| 10 | 1,136 | 1.43 | 5.77 |
| 11 | 1,275 | 1.61 | 7.38 |
| 12 | 1,465 | 1.85 | 9.23 |
| 13 | 1,620 | 2.04 | 11.28 |
| 14 | 1,892 | 2.39 | 13.66 |
| 15 | 2,024 | 2.55 | 16.22 |
| 16 | 2,251 | 2.84 | 19.06 |
| 17 | 2,313 | 2.92 | 21.98 |
| 18 | 2,382 | 3.01 | 24.99 |
| 19 | 2,632 | 3.32 | 28.31 |
| 20 | 2,602 | 3.28 | 31.59 |
| 21 | 2,745 | 3.46 | 35.06 |
| 22 | 2,831 | 3.57 | 38.63 |
| 23 | 2,975 | 3.75 | 42.38 |
| 24 | 3,160 | 3.99 | 46.37 |
| 25 | 3,246 | 4.10 | 50.47 |
| 26 | 3,300 | 4.17 | 54.63 |
| 27 | 3,473 | 4.38 | 59.02 |
| 28 | 3,569 | 4.50 | 63.52 |
| 29 | 3,561 | 4.49 | 68.02 |
| 30 | 3,614 | 4.56 | 72.58 |
| 31 | 3,474 | 4.38 | 76.96 |
| 32 | 3,342 | 4.22 | 81.18 |
| 33 | 3,206 | 4.05 | 85.23 |
| 34 | 2,756 | 3.48 | 88.71 |
| 35 | 2,481 | 3.13 | 91.84 |
| 36 | 2,073 | 2.62 | 94.45 |
| 37 | 1,538 | 1.94 | 96.40 |
| 38 | 1,182 | 1.49 | 97.89 |

Table 4.A.19 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 794 | 1.00 | 98.89 |
| 40 | 454 | 0.57 | 99.46 |
| 41 | 290 | 0.37 | 99.83 |
| 42 | 112 | 0.14 | 99.97 |
| 43 | 24 | 0.03 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 2 | 0.00 | 0.00 |
| 1 | 6 | 0.01 | 0.01 |
| 2 | 25 | 0.03 | 0.05 |
| 3 | 68 | 0.09 | 0.14 |
| 4 | 156 | 0.21 | 0.35 |
| 5 | 302 | 0.42 | 0.77 |
| 6 | 486 | 0.67 | 1.44 |
| 7 | 685 | 0.94 | 2.38 |
| 8 | 777 | 1.07 | 3.45 |
| 9 | 967 | 1.33 | 4.79 |
| 10 | 1,184 | 1.63 | 6.42 |
| 11 | 1,465 | 2.02 | 8.44 |
| 12 | 1,632 | 2.25 | 10.69 |
| 13 | 1,944 | 2.68 | 13.37 |
| 14 | 2,263 | 3.12 | 16.49 |
| 15 | 2,507 | 3.45 | 19.94 |
| 16 | 2,824 | 3.89 | 23.83 |
| 17 | 3,026 | 4.17 | 28.00 |
| 18 | 3,248 | 4.48 | 32.48 |
| 19 | 3,362 | 4.63 | 37.11 |
| 20 | 3,383 | 4.66 | 41.77 |
| 21 | 3,370 | 4.64 | 46.42 |
| 22 | 3,451 | 4.76 | 51.17 |
| 23 | 3,386 | 4.67 | 55.84 |
| 24 | 3,390 | 4.67 | 60.51 |
| 25 | 3,358 | 4.63 | 65.14 |
| 26 | 3,317 | 4.57 | 69.71 |
| 27 | 3,123 | 4.30 | 74.02 |
| 28 | 2,941 | 4.05 | 78.07 |
| 29 | 2,744 | 3.78 | 81.85 |
| 30 | 2,575 | 3.55 | 85.40 |
| 31 | 2,355 | 3.25 | 88.64 |
| 32 | 1,959 | 2.70 | 91.34 |
| 33 | 1,658 | 2.28 | 93.63 |
| 34 | 1,371 | 1.89 | 95.52 |
| 35 | 1,055 | 1.45 | 96.97 |
| 36 | 817 | 1.13 | 98.10 |
| 37 | 567 | 0.78 | 98.88 |
| 38 | 364 | 0.50 | 99.38 |

Table 4.A.20 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 230 | 0.32 | 99.70 |
| 40 | 120 | 0.17 | 99.86 |
| 41 | 66 | 0.09 | 99.95 |
| 42 | 28 | 0.04 | 99.99 |
| 43 | 5 | 0.01 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1 | 0.00 | 0.00 |
| 1 | 4 | 0.01 | 0.01 |
| 2 | 16 | 0.03 | 0.03 |
| 3 | 49 | 0.08 | 0.11 |
| 4 | 113 | 0.18 | 0.29 |
| 5 | 209 | 0.33 | 0.62 |
| 6 | 320 | 0.50 | 1.12 |
| 7 | 450 | 0.71 | 1.83 |
| 8 | 556 | 0.87 | 2.70 |
| 9 | 711 | 1.12 | 3.82 |
| 10 | 813 | 1.28 | 5.10 |
| 11 | 929 | 1.46 | 6.56 |
| 12 | 1,099 | 1.73 | 8.29 |
| 13 | 1,250 | 1.97 | 10.25 |
| 14 | 1,551 | 2.44 | 12.69 |
| 15 | 1,784 | 2.80 | 15.49 |
| 16 | 1,952 | 3.07 | 18.56 |
| 17 | 2,136 | 3.36 | 21.92 |
| 18 | 2,291 | 3.60 | 25.52 |
| 19 | 2,351 | 3.70 | 29.22 |
| 20 | 2,549 | 4.01 | 33.23 |
| 21 | 2,621 | 4.12 | 37.35 |
| 22 | 2,654 | 4.17 | 41.52 |
| 23 | 2,703 | 4.25 | 45.77 |
| 24 | 2,958 | 4.65 | 50.42 |
| 25 | 2,851 | 4.48 | 54.90 |
| 26 | 2,885 | 4.54 | 59.44 |
| 27 | 2,901 | 4.56 | 64.00 |
| 28 | 2,831 | 4.45 | 68.45 |
| 29 | 2,931 | 4.61 | 73.06 |
| 30 | 2,898 | 4.56 | 77.61 |
| 31 | 2,702 | 4.25 | 81.86 |
| 32 | 2,405 | 3.78 | 85.64 |
| 33 | 2,180 | 3.43 | 89.07 |
| 34 | 1,908 | 3.00 | 92.07 |
| 35 | 1,518 | 2.39 | 94.46 |
| 36 | 1,217 | 1.91 | 96.37 |
| 37 | 954 | 1.50 | 97.87 |
| 38 | 613 | 0.96 | 98.83 |

Table 4.A.21 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 363 | 0.57 | 99.40 |
| 40 | 232 | 0.36 | 99.77 |
| 41 | 96 | 0.15 | 99.92 |
| 42 | 42 | 0.07 | 99.99 |
| 43 | 9 | 0.01 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 2 | 0.00 | 0.00 |
| 1 | 1 | 0.00 | 0.01 |
| 2 | 18 | 0.03 | 0.04 |
| 3 | 46 | 0.08 | 0.12 |
| 4 | 88 | 0.16 | 0.28 |
| 5 | 175 | 0.31 | 0.59 |
| 6 | 263 | 0.47 | 1.06 |
| 7 | 365 | 0.65 | 1.72 |
| 8 | 448 | 0.80 | 2.52 |
| 9 | 536 | 0.96 | 3.48 |
| 10 | 627 | 1.12 | 4.61 |
| 11 | 748 | 1.34 | 5.95 |
| 12 | 853 | 1.53 | 7.48 |
| 13 | 961 | 1.72 | 9.20 |
| 14 | 1,110 | 1.99 | 11.19 |
| 15 | 1,254 | 2.25 | 13.44 |
| 16 | 1,413 | 2.53 | 15.98 |
| 17 | 1,596 | 2.86 | 18.84 |
| 18 | 1,608 | 2.88 | 21.72 |
| 19 | 1,873 | 3.36 | 25.08 |
| 20 | 1,902 | 3.41 | 28.50 |
| 21 | 1,943 | 3.49 | 31.98 |
| 22 | 2,101 | 3.77 | 35.75 |
| 23 | 2,160 | 3.87 | 39.62 |
| 24 | 2,305 | 4.13 | 43.76 |
| 25 | 2,221 | 3.98 | 47.74 |
| 26 | 2,282 | 4.09 | 51.83 |
| 27 | 2,542 | 4.56 | 56.39 |
| 28 | 2,523 | 4.53 | 60.92 |
| 29 | 2,644 | 4.74 | 65.66 |
| 30 | 2,651 | 4.75 | 70.42 |
| 31 | 2,615 | 4.69 | 75.11 |
| 32 | 2,542 | 4.56 | 79.67 |
| 33 | 2,360 | 4.23 | 83.90 |
| 34 | 2,237 | 4.01 | 87.91 |
| 35 | 1,910 | 3.43 | 91.34 |
| 36 | 1,554 | 2.79 | 94.13 |
| 37 | 1,237 | 2.22 | 96.34 |
| 38 | 895 | 1.61 | 97.95 |

Table 4.A.22 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 576 | 1.03 | 98.98 |
| 40 | 318 | 0.57 | 99.55 |
| 41 | 175 | 0.31 | 99.87 |
| 42 | 61 | 0.11 | 99.98 |
| 43 | 13 | 0.02 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 2 | 0.00 | 0.00 |
| 1 | 2 | 0.00 | 0.01 |
| 2 | 6 | 0.01 | 0.02 |
| 3 | 34 | 0.07 | 0.09 |
| 4 | 58 | 0.12 | 0.22 |
| 5 | 138 | 0.29 | 0.51 |
| 6 | 215 | 0.46 | 0.97 |
| 7 | 286 | 0.61 | 1.57 |
| 8 | 400 | 0.85 | 2.42 |
| 9 | 468 | 0.99 | 3.41 |
| 10 | 618 | 1.31 | 4.72 |
| 11 | 692 | 1.47 | 6.19 |
| 12 | 757 | 1.61 | 7.80 |
| 13 | 893 | 1.89 | 9.69 |
| 14 | 1,114 | 2.36 | 12.05 |
| 15 | 1,273 | 2.70 | 14.75 |
| 16 | 1,343 | 2.85 | 17.60 |
| 17 | 1,480 | 3.14 | 20.74 |
| 18 | 1,642 | 3.48 | 24.23 |
| 19 | 1,809 | 3.84 | 28.06 |
| 20 | 1,875 | 3.98 | 32.04 |
| 21 | 1,999 | 4.24 | 36.28 |
| 22 | 1,954 | 4.14 | 40.43 |
| 23 | 2,052 | 4.35 | 44.78 |
| 24 | 2,041 | 4.33 | 49.11 |
| 25 | 2,146 | 4.55 | 53.66 |
| 26 | 2,141 | 4.54 | 58.20 |
| 27 | 2,092 | 4.44 | 62.64 |
| 28 | 2,218 | 4.70 | 67.34 |
| 29 | 2,105 | 4.47 | 71.81 |
| 30 | 1,944 | 4.12 | 75.93 |
| 31 | 1,957 | 4.15 | 80.08 |
| 32 | 1,887 | 4.00 | 84.08 |
| 33 | 1,717 | 3.64 | 87.73 |
| 34 | 1,448 | 3.07 | 90.80 |
| 35 | 1,202 | 2.55 | 93.35 |
| 36 | 1,055 | 2.24 | 95.59 |
| 37 | 726 | 1.54 | 97.13 |
| 38 | 539 | 1.14 | 98.27 |

Table 4.A.23 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 410 | 0.87 | 99.14 |
| 40 | 211 | 0.45 | 99.59 |
| 41 | 123 | 0.26 | 99.85 |
| 42 | 55 | 0.12 | 99.96 |
| 43 | 17 | 0.04 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1 | 0.00 | 0.00 |
| 2 | 8 | 0.02 | 0.02 |
| 3 | 11 | 0.03 | 0.05 |
| 4 | 49 | 0.12 | 0.17 |
| 5 | 99 | 0.24 | 0.41 |
| 6 | 183 | 0.45 | 0.86 |
| 7 | 242 | 0.59 | 1.45 |
| 8 | 363 | 0.89 | 2.33 |
| 9 | 398 | 0.97 | 3.31 |
| 10 | 511 | 1.25 | 4.55 |
| 11 | 550 | 1.34 | 5.90 |
| 12 | 712 | 1.74 | 7.64 |
| 13 | 800 | 1.95 | 9.59 |
| 14 | 898 | 2.19 | 11.78 |
| 15 | 1,048 | 2.56 | 14.34 |
| 16 | 1,146 | 2.80 | 17.14 |
| 17 | 1,178 | 2.88 | 20.02 |
| 18 | 1,331 | 3.25 | 23.27 |
| 19 | 1,406 | 3.43 | 26.70 |
| 20 | 1,487 | 3.63 | 30.33 |
| 21 | 1,552 | 3.79 | 34.12 |
| 22 | 1,521 | 3.71 | 37.84 |
| 23 | 1,683 | 4.11 | 41.95 |
| 24 | 1,589 | 3.88 | 45.83 |
| 25 | 1,679 | 4.10 | 49.93 |
| 26 | 1,732 | 4.23 | 54.16 |
| 27 | 1,793 | 4.38 | 58.53 |
| 28 | 1,759 | 4.30 | 62.83 |
| 29 | 1,735 | 4.24 | 67.07 |
| 30 | 1,825 | 4.46 | 71.52 |
| 31 | 1,704 | 4.16 | 75.68 |
| 32 | 1,722 | 4.21 | 79.89 |
| 33 | 1,652 | 4.03 | 83.92 |
| 34 | 1,487 | 3.63 | 87.56 |
| 35 | 1,319 | 3.22 | 90.78 |
| 36 | 1,110 | 2.71 | 93.49 |
| 37 | 901 | 2.20 | 95.69 |
| 38 | 727 | 1.78 | 97.46 |
| 39 | 471 | 1.15 | 98.61 |

Table 4.A.24 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 40 | 301 | 0.74 | 99.35 |
| 41 | 172 | 0.42 | 99.77 |
| 42 | 71 | 0.17 | 99.94 |
| 43 | 24 | 0.06 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1 | 0.00 | 0.00 |
| 1 | 2 | 0.01 | 0.01 |
| 2 | 2 | 0.01 | 0.02 |
| 3 | 19 | 0.06 | 0.07 |
| 4 | 63 | 0.19 | 0.27 |
| 5 | 91 | 0.28 | 0.55 |
| 6 | 146 | 0.45 | 1.00 |
| 7 | 215 | 0.66 | 1.66 |
| 8 | 290 | 0.89 | 2.55 |
| 9 | 331 | 1.02 | 3.57 |
| 10 | 354 | 1.09 | 4.66 |
| 11 | 451 | 1.39 | 6.05 |
| 12 | 505 | 1.56 | 7.61 |
| 13 | 554 | 1.71 | 9.32 |
| 14 | 619 | 1.91 | 11.22 |
| 15 | 737 | 2.27 | 13.49 |
| 16 | 774 | 2.38 | 15.88 |
| 17 | 850 | 2.62 | 18.50 |
| 18 | 955 | 2.94 | 21.44 |
| 19 | 987 | 3.04 | 24.48 |
| 20 | 1,145 | 3.53 | 28.01 |
| 21 | 1,187 | 3.66 | 31.66 |
| 22 | 1,224 | 3.77 | 35.43 |
| 23 | 1,224 | 3.77 | 39.21 |
| 24 | 1,319 | 4.06 | 43.27 |
| 25 | 1,330 | 4.10 | 47.37 |
| 26 | 1,383 | 4.26 | 51.63 |
| 27 | 1,360 | 4.19 | 55.82 |
| 28 | 1,380 | 4.25 | 60.07 |
| 29 | 1,388 | 4.28 | 64.34 |
| 30 | 1,426 | 4.39 | 68.74 |
| 31 | 1,438 | 4.43 | 73.17 |
| 32 | 1,343 | 4.14 | 77.30 |
| 33 | 1,251 | 3.85 | 81.16 |
| 34 | 1,245 | 3.84 | 84.99 |
| 35 | 1,123 | 3.46 | 88.45 |
| 36 | 1,034 | 3.19 | 91.64 |
| 37 | 844 | 2.60 | 94.24 |
| 38 | 674 | 2.08 | 96.32 |

Table 4.A.25 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 501 | 1.54 | 97.86 |
| 40 | 351 | 1.08 | 98.94 |
| 41 | 211 | 0.65 | 99.59 |
| 42 | 101 | 0.31 | 99.90 |
| 43 | 32 | 0.10 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1 | 0.00 | 0.00 |
| 1 | 1 | 0.00 | 0.01 |
| 2 | 2 | 0.01 | 0.02 |
| 3 | 17 | 0.07 | 0.09 |
| 4 | 37 | 0.16 | 0.25 |
| 5 | 47 | 0.20 | 0.45 |
| 6 | 77 | 0.33 | 0.79 |
| 7 | 129 | 0.56 | 1.34 |
| 8 | 175 | 0.76 | 2.10 |
| 9 | 197 | 0.85 | 2.95 |
| 10 | 241 | 1.04 | 3.99 |
| 11 | 252 | 1.09 | 5.08 |
| 12 | 321 | 1.39 | 6.46 |
| 13 | 366 | 1.58 | 8.04 |
| 14 | 414 | 1.79 | 9.83 |
| 15 | 493 | 2.13 | 11.95 |
| 16 | 515 | 2.22 | 14.18 |
| 17 | 605 | 2.61 | 16.79 |
| 18 | 694 | 2.99 | 19.78 |
| 19 | 734 | 3.17 | 22.95 |
| 20 | 747 | 3.22 | 26.17 |
| 21 | 817 | 3.53 | 29.70 |
| 22 | 838 | 3.62 | 33.32 |
| 23 | 918 | 3.96 | 37.28 |
| 24 | 843 | 3.64 | 40.92 |
| 25 | 905 | 3.91 | 44.82 |
| 26 | 919 | 3.97 | 48.79 |
| 27 | 1,004 | 4.33 | 53.12 |
| 28 | 999 | 4.31 | 57.43 |
| 29 | 1,035 | 4.47 | 61.90 |
| 30 | 972 | 4.19 | 66.09 |
| 31 | 1,024 | 4.42 | 70.51 |
| 32 | 1,015 | 4.38 | 74.89 |
| 33 | 962 | 4.15 | 79.04 |
| 34 | 977 | 4.22 | 83.26 |
| 35 | 907 | 3.91 | 87.17 |
| 36 | 767 | 3.31 | 90.48 |
| 37 | 645 | 2.78 | 93.27 |
| 38 | 546 | 2.36 | 95.62 |

Table 4.A.26 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 442 | 1.91 | 97.53 |
| 40 | 266 | 1.15 | 98.68 |
| 41 | 193 | 0.83 | 99.51 |
| 42 | 88 | 0.38 | 99.89 |
| 43 | 25 | 0.11 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1,122 | 0.97 | 0.97 |
| 1 | 440 | 0.38 | 1.35 |
| 2 | 410 | 0.35 | 1.71 |
| 3 | 405 | 0.35 | 2.06 |
| 4 | 390 | 0.34 | 2.39 |
| 5 | 419 | 0.36 | 2.76 |
| 6 | 382 | 0.33 | 3.09 |
| 7 | 434 | 0.38 | 3.46 |
| 8 | 493 | 0.43 | 3.89 |
| 9 | 492 | 0.43 | 4.32 |
| 10 | 474 | 0.41 | 4.73 |
| 11 | 562 | 0.49 | 5.21 |
| 12 | 579 | 0.50 | 5.71 |
| 13 | 576 | 0.50 | 6.21 |
| 14 | 599 | 0.52 | 6.73 |
| 15 | 669 | 0.58 | 7.31 |
| 16 | 644 | 0.56 | 7.87 |
| 17 | 730 | 0.63 | 8.50 |
| 18 | 728 | 0.63 | 9.13 |
| 19 | 791 | 0.68 | 9.81 |
| 20 | 754 | 0.65 | 10.47 |
| 21 | 902 | 0.78 | 11.25 |
| 22 | 914 | 0.79 | 12.04 |
| 23 | 1,033 | 0.89 | 12.93 |
| 24 | 982 | 0.85 | 13.78 |
| 25 | 1,048 | 0.91 | 14.69 |
| 26 | 1,129 | 0.98 | 15.67 |
| 27 | 1,208 | 1.05 | 16.71 |
| 28 | 1,314 | 1.14 | 17.85 |
| 29 | 1,316 | 1.14 | 18.99 |
| 30 | 1,379 | 1.19 | 20.18 |
| 31 | 1,519 | 1.31 | 21.50 |
| 32 | 1,493 | 1.29 | 22.79 |
| 33 | 1,678 | 1.45 | 24.24 |
| 34 | 1,748 | 1.51 | 25.75 |
| 35 | 1,785 | 1.54 | 27.30 |
| 36 | 1,790 | 1.55 | 28.85 |
| 37 | 2,031 | 1.76 | 30.61 |
| 38 | 2,009 | 1.74 | 32.35 |

Table 4.A.27 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 2,141 | 1.85 | 34.20 |
| 40 | 2,132 | 1.85 | 36.04 |
| 41 | 2,164 | 1.87 | 37.92 |
| 42 | 2,202 | 1.91 | 39.82 |
| 43 | 2,387 | 2.07 | 41.89 |
| 44 | 2,387 | 2.07 | 43.96 |
| 45 | 2,505 | 2.17 | 46.12 |
| 46 | 2,517 | 2.18 | 48.30 |
| 47 | 2,531 | 2.19 | 50.49 |
| 48 | 2,527 | 2.19 | 52.68 |
| 49 | 2,647 | 2.29 | 54.97 |
| 50 | 2,747 | 2.38 | 57.35 |
| 51 | 2,684 | 2.32 | 59.67 |
| 52 | 2,688 | 2.33 | 62.00 |
| 53 | 2,726 | 2.36 | 64.36 |
| 54 | 2,772 | 2.40 | 66.76 |
| 55 | 2,735 | 2.37 | 69.12 |
| 56 | 2,812 | 2.43 | 71.56 |
| 57 | 2,836 | 2.45 | 74.01 |
| 58 | 2,774 | 2.40 | 76.41 |
| 59 | 2,850 | 2.47 | 78.88 |
| 60 | 2,752 | 2.38 | 81.26 |
| 61 | 2,684 | 2.32 | 83.59 |
| 62 | 2,659 | 2.30 | 85.89 |
| 63 | 2,579 | 2.23 | 88.12 |
| 64 | 2,632 | 2.28 | 90.40 |
| 65 | 2,435 | 2.11 | 92.50 |
| 66 | 2,231 | 1.93 | 94.44 |
| 67 | 2,005 | 1.74 | 96.17 |
| 68 | 1,656 | 1.43 | 97.60 |
| 69 | 1,330 | 1.15 | 98.76 |
| 70 | 952 | 0.82 | 99.58 |
| 71 | 486 | 0.42 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 767 | 0.74 | 0.74 |
| 1 | 284 | 0.27 | 1.01 |
| 2 | 228 | 0.22 | 1.23 |
| 3 | 225 | 0.22 | 1.45 |
| 4 | 193 | 0.19 | 1.63 |
| 5 | 196 | 0.19 | 1.82 |
| 6 | 192 | 0.18 | 2.01 |
| 7 | 173 | 0.17 | 2.17 |
| 8 | 242 | 0.23 | 2.41 |
| 9 | 228 | 0.22 | 2.63 |
| 10 | 271 | 0.26 | 2.89 |
| 11 | 292 | 0.28 | 3.17 |
| 12 | 288 | 0.28 | 3.44 |
| 13 | 317 | 0.31 | 3.75 |
| 14 | 346 | 0.33 | 4.08 |
| 15 | 373 | 0.36 | 4.44 |
| 16 | 395 | 0.38 | 4.82 |
| 17 | 464 | 0.45 | 5.27 |
| 18 | 481 | 0.46 | 5.73 |
| 19 | 448 | 0.43 | 6.16 |
| 20 | 488 | 0.47 | 6.63 |
| 21 | 526 | 0.51 | 7.14 |
| 22 | 565 | 0.54 | 7.68 |
| 23 | 676 | 0.65 | 8.33 |
| 24 | 668 | 0.64 | 8.97 |
| 25 | 758 | 0.73 | 9.70 |
| 26 | 798 | 0.77 | 10.47 |
| 27 | 902 | 0.87 | 11.34 |
| 28 | 982 | 0.95 | 12.29 |
| 29 | 1,049 | 1.01 | 13.29 |
| 30 | 1,157 | 1.11 | 14.41 |
| 31 | 1,149 | 1.11 | 15.51 |
| 32 | 1,352 | 1.30 | 16.82 |
| 33 | 1,383 | 1.33 | 18.15 |
| 34 | 1,448 | 1.39 | 19.54 |
| 35 | 1,471 | 1.42 | 20.96 |
| 36 | 1,542 | 1.48 | 22.44 |
| 37 | 1,673 | 1.61 | 24.05 |
| 38 | 1,702 | 1.64 | 25.69 |

Table 4.A.28 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 39 | 1,652 | 1.59 | 27.28 |
| 40 | 1,737 | 1.67 | 28.95 |
| 41 | 1,810 | 1.74 | 30.69 |
| 42 | 1,801 | 1.73 | 32.42 |
| 43 | 1,814 | 1.75 | 34.17 |
| 44 | 1,825 | 1.76 | 35.93 |
| 45 | 1,804 | 1.74 | 37.66 |
| 46 | 1,761 | 1.69 | 39.36 |
| 47 | 1,800 | 1.73 | 41.09 |
| 48 | 1,861 | 1.79 | 42.88 |
| 49 | 1,815 | 1.75 | 44.63 |
| 50 | 1,885 | 1.81 | 46.44 |
| 51 | 1,827 | 1.76 | 48.20 |
| 52 | 1,857 | 1.79 | 49.99 |
| 53 | 1,859 | 1.79 | 51.77 |
| 54 | 1,798 | 1.73 | 53.50 |
| 55 | 1,861 | 1.79 | 55.30 |
| 56 | 1,898 | 1.83 | 57.12 |
| 57 | 1,755 | 1.69 | 58.81 |
| 58 | 1,881 | 1.81 | 60.62 |
| 59 | 1,876 | 1.81 | 62.43 |
| 60 | 1,880 | 1.81 | 64.24 |
| 61 | 1,984 | 1.91 | 66.15 |
| 62 | 1,991 | 1.92 | 68.06 |
| 63 | 1,961 | 1.89 | 69.95 |
| 64 | 2,071 | 1.99 | 71.94 |
| 65 | 2,057 | 1.98 | 73.92 |
| 66 | 2,079 | 2.00 | 75.92 |
| 67 | 2,062 | 1.98 | 77.91 |
| 68 | 2,089 | 2.01 | 79.92 |
| 69 | 2,120 | 2.04 | 81.96 |
| 70 | 2,107 | 2.03 | 83.98 |
| 71 | 2,099 | 2.02 | 86.00 |
| 72 | 2,088 | 2.01 | 88.01 |
| 73 | 2,066 | 1.99 | 90.00 |
| 74 | 2,005 | 1.93 | 91.93 |
| 75 | 1,788 | 1.72 | 93.65 |
| 76 | 1,700 | 1.64 | 95.29 |
| 77 | 1,477 | 1.42 | 96.71 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 78 | 1,250 | 1.20 | 97.91 |
| 79 | 925 | 0.89 | 98.80 |
| 80 | 666 | 0.64 | 99.44 |
| 81 | 410 | 0.39 | 99.84 |
| 82 | 168 | 0.16 | 100.00 |
| 0 | 169 | 0.17 | 0.17 |
| 1 | 82 | 0.08 | 0.25 |
| 2 | 84 | 0.08 | 0.34 |
| 3 | 90 | 0.09 | 0.43 |
| 4 | 51 | 0.05 | 0.48 |
| 5 | 65 | 0.07 | 0.54 |
| 6 | 75 | 0.08 | 0.62 |
| 7 | 70 | 0.07 | 0.69 |
| 8 | 91 | 0.09 | 0.78 |
| 9 | 93 | 0.09 | 0.87 |
| 10 | 93 | 0.09 | 0.97 |
| 11 | 110 | 0.11 | 1.08 |
| 12 | 109 | 0.11 | 1.19 |
| 13 | 91 | 0.09 | 1.28 |
| 14 | 133 | 0.13 | 1.41 |
| 15 | 113 | 0.11 | 1.53 |
| 16 | 128 | 0.13 | 1.66 |
| 17 | 133 | 0.13 | 1.79 |
| 18 | 153 | 0.15 | 1.94 |
| 19 | 161 | 0.16 | 2.11 |
| 20 | 171 | 0.17 | 2.28 |
| 21 | 165 | 0.17 | 2.44 |
| 22 | 203 | 0.20 | 2.65 |
| 23 | 187 | 0.19 | 2.84 |
| 24 | 212 | 0.21 | 3.05 |
| 25 | 204 | 0.21 | 3.25 |
| 26 | 251 | 0.25 | 3.51 |
| 27 | 233 | 0.23 | 3.74 |
| 28 | 241 | 0.24 | 3.98 |
| 29 | 292 | 0.29 | 4.28 |
| 30 | 308 | 0.31 | 4.59 |
| 31 | 296 | 0.30 | 4.88 |
| 32 | 348 | 0.35 | 5.23 |
| 33 | 424 | 0.43 | 5.66 |

Table 4.A.29 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 34 | 422 | 0.42 | 6.09 |
| 35 | 454 | 0.46 | 6.54 |
| 36 | 497 | 0.50 | 7.04 |
| 37 | 472 | 0.47 | 7.52 |
| 38 | 568 | 0.57 | 8.09 |
| 39 | 578 | 0.58 | 8.67 |
| 40 | 639 | 0.64 | 9.31 |
| 41 | 689 | 0.69 | 10.00 |
| 42 | 671 | 0.67 | 10.68 |
| 43 | 799 | 0.80 | 11.48 |
| 44 | 794 | 0.80 | 12.28 |
| 45 | 833 | 0.84 | 13.12 |
| 46 | 917 | 0.92 | 14.04 |
| 47 | 955 | 0.96 | 15.00 |
| 48 | 982 | 0.99 | 15.99 |
| 49 | 1,098 | 1.10 | 17.09 |
| 50 | 1,106 | 1.11 | 18.20 |
| 51 | 1,186 | 1.19 | 19.40 |
| 52 | 1,250 | 1.26 | 20.65 |
| 53 | 1,273 | 1.28 | 21.93 |
| 54 | 1,369 | 1.38 | 23.31 |
| 55 | 1,430 | 1.44 | 24.75 |
| 56 | 1,352 | 1.36 | 26.11 |
| 57 | 1,387 | 1.39 | 27.50 |
| 58 | 1,467 | 1.48 | 28.98 |
| 59 | 1,634 | 1.64 | 30.62 |
| 60 | 1,660 | 1.67 | 32.29 |
| 61 | 1,631 | 1.64 | 33.93 |
| 62 | 1,753 | 1.76 | 35.69 |
| 63 | 1,742 | 1.75 | 37.45 |
| 64 | 1,809 | 1.82 | 39.27 |
| 65 | 1,905 | 1.92 | 41.18 |
| 66 | 1,943 | 1.95 | 43.14 |
| 67 | 1,995 | 2.01 | 45.14 |
| 68 | 2,076 | 2.09 | 47.23 |
| 69 | 2,141 | 2.15 | 49.38 |
| 70 | 2,253 | 2.27 | 51.65 |
| 71 | 2,329 | 2.34 | 53.99 |
| 72 | 2,426 | 2.44 | 56.43 |

Table 4.A.29 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 73 | 2,472 | 2.49 | 58.92 |
| 74 | 2,604 | 2.62 | 61.53 |
| 75 | 2,666 | 2.68 | 64.22 |
| 76 | 2,855 | 2.87 | 67.09 |
| 77 | 2,863 | 2.88 | 69.97 |
| 78 | 2,995 | 3.01 | 72.98 |
| 79 | 2,866 | 2.88 | 75.86 |
| 80 | 2,949 | 2.97 | 78.83 |
| 81 | 2,866 | 2.88 | 81.71 |
| 82 | 2,666 | 2.68 | 84.39 |
| 83 | 2,670 | 2.69 | 87.07 |
| 84 | 2,482 | 2.50 | 89.57 |
| 85 | 2,326 | 2.34 | 91.91 |
| 86 | 2,002 | 2.01 | 93.92 |
| 87 | 1,723 | 1.73 | 95.65 |
| 88 | 1,406 | 1.41 | 97.07 |
| 89 | 1,120 | 1.13 | 98.19 |
| 90 | 834 | 0.84 | 99.03 |
| 91 | 560 | 0.56 | 99.60 |
| 92 | 304 | 0.31 | 99.90 |
| 93 | 97 | 0.10 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 1 | 1 | 0.00 | 0.00 |
| 2 | 2 | 0.00 | 0.00 |
| 3 | 1 | 0.00 | 0.00 |
| 5 | 2 | 0.00 | 0.01 |
| 6 | 3 | 0.00 | 0.01 |
| 7 | 9 | 0.01 | 0.02 |
| 8 | 23 | 0.02 | 0.04 |
| 9 | 47 | 0.05 | 0.08 |
| 10 | 71 | 0.07 | 0.15 |
| 11 | 104 | 0.10 | 0.25 |
| 12 | 121 | 0.12 | 0.37 |
| 13 | 191 | 0.18 | 0.55 |
| 14 | 219 | 0.21 | 0.76 |
| 15 | 223 | 0.21 | 0.98 |
| 16 | 218 | 0.21 | 1.19 |
| 17 | 200 | 0.19 | 1.38 |
| 18 | 194 | 0.19 | 1.57 |
| 19 | 215 | 0.21 | 1.78 |
| 20 | 219 | 0.21 | 1.99 |
| 21 | 190 | 0.18 | 2.17 |
| 22 | 199 | 0.19 | 2.36 |
| 23 | 217 | 0.21 | 2.57 |
| 24 | 246 | 0.24 | 2.81 |
| 25 | 266 | 0.26 | 3.06 |
| 26 | 313 | 0.30 | 3.36 |
| 27 | 316 | 0.30 | 3.67 |
| 28 | 361 | 0.35 | 4.02 |
| 29 | 378 | 0.36 | 4.38 |
| 30 | 495 | 0.48 | 4.86 |
| 31 | 487 | 0.47 | 5.33 |
| 32 | 599 | 0.58 | 5.90 |
| 33 | 674 | 0.65 | 6.55 |
| 34 | 732 | 0.70 | 7.26 |
| 35 | 832 | 0.80 | 8.06 |
| 36 | 975 | 0.94 | 9.00 |
| 37 | 1,045 | 1.01 | 10.00 |
| 38 | 1,244 | 1.20 | 11.20 |
| 39 | 1,377 | 1.33 | 12.53 |
| 40 | 1,419 | 1.37 | 13.89 |

Table 4.A.30 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 41 | 1,692 | 1.63 | 15.52 |
| 42 | 1,776 | 1.71 | 17.23 |
| 43 | 2,030 | 1.95 | 19.19 |
| 44 | 2,120 | 2.04 | 21.23 |
| 45 | 2,161 | 2.08 | 23.31 |
| 46 | 2,351 | 2.26 | 25.58 |
| 47 | 2,545 | 2.45 | 28.03 |
| 48 | 2,659 | 2.56 | 30.59 |
| 49 | 2,775 | 2.67 | 33.26 |
| 50 | 2,904 | 2.80 | 36.06 |
| 51 | 2,876 | 2.77 | 38.83 |
| 52 | 3,002 | 2.89 | 41.72 |
| 53 | 2,913 | 2.81 | 44.52 |
| 54 | 3,158 | 3.04 | 47.56 |
| 55 | 3,001 | 2.89 | 50.45 |
| 56 | 2,999 | 2.89 | 53.34 |
| 57 | 2,867 | 2.76 | 56.10 |
| 58 | 2,826 | 2.72 | 58.82 |
| 59 | 2,743 | 2.64 | 61.47 |
| 60 | 2,648 | 2.55 | 64.02 |
| 61 | 2,772 | 2.67 | 66.69 |
| 62 | 2,501 | 2.41 | 69.09 |
| 63 | 2,492 | 2.40 | 71.49 |
| 64 | 2,398 | 2.31 | 73.80 |
| 65 | 2,364 | 2.28 | 76.08 |
| 66 | 2,340 | 2.25 | 78.33 |
| 67 | 2,150 | 2.07 | 80.40 |
| 68 | 1,948 | 1.88 | 82.28 |
| 69 | 1,997 | 1.92 | 84.20 |
| 70 | 1,833 | 1.77 | 85.97 |
| 71 | 1,648 | 1.59 | 87.56 |
| 72 | 1,590 | 1.53 | 89.09 |
| 73 | 1,496 | 1.44 | 90.53 |
| 74 | 1,366 | 1.32 | 91.84 |
| 75 | 1,252 | 1.21 | 93.05 |
| 76 | 1,073 | 1.03 | 94.08 |
| 77 | 1,028 | 0.99 | 95.07 |
| 78 | 884 | 0.85 | 95.92 |
| 79 | 737 | 0.71 | 96.63 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 80 | 714 | 0.69 | 97.32 |
| 81 | 586 | 0.56 | 97.89 |
| 82 | 498 | 0.48 | 98.36 |
| 83 | 442 | 0.43 | 98.79 |
| 84 | 321 | 0.31 | 99.10 |
| 85 | 249 | 0.24 | 99.34 |
| 86 | 204 | 0.20 | 99.54 |
| 87 | 155 | 0.15 | 99.69 |
| 88 | 136 | 0.13 | 99.82 |
| 89 | 79 | 0.08 | 99.89 |
| 90 | 52 | 0.05 | 99.94 |
| 91 | 30 | 0.03 | 99.97 |
| 92 | 15 | 0.01 | 99.99 |
| 93 | 13 | 0.01 | 100.00 |
| 94 | 2 | 0.00 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1 | 0.00 | 0.00 |
| 2 | 1 | 0.00 | 0.00 |
| 4 | 1 | 0.00 | 0.00 |
| 5 | 1 | 0.00 | 0.00 |
| 6 | 3 | 0.00 | 0.01 |
| 7 | 9 | 0.01 | 0.02 |
| 8 | 20 | 0.02 | 0.04 |
| 9 | 26 | 0.03 | 0.07 |
| 10 | 53 | 0.06 | 0.12 |
| 11 | 66 | 0.07 | 0.20 |
| 12 | 115 | 0.12 | 0.32 |
| 13 | 144 | 0.16 | 0.48 |
| 14 | 182 | 0.20 | 0.67 |
| 15 | 196 | 0.21 | 0.89 |
| 16 | 184 | 0.20 | 1.09 |
| 17 | 185 | 0.20 | 1.29 |
| 18 | 183 | 0.20 | 1.49 |
| 19 | 165 | 0.18 | 1.66 |
| 20 | 154 | 0.17 | 1.83 |
| 21 | 153 | 0.17 | 2.00 |
| 22 | 157 | 0.17 | 2.17 |
| 23 | 124 | 0.13 | 2.30 |
| 24 | 131 | 0.14 | 2.44 |
| 25 | 124 | 0.13 | 2.58 |
| 26 | 127 | 0.14 | 2.72 |
| 27 | 175 | 0.19 | 2.91 |
| 28 | 186 | 0.20 | 3.11 |
| 29 | 212 | 0.23 | 3.34 |
| 30 | 213 | 0.23 | 3.57 |
| 31 | 248 | 0.27 | 3.84 |
| 32 | 264 | 0.29 | 4.12 |
| 33 | 299 | 0.32 | 4.45 |
| 34 | 329 | 0.36 | 4.80 |
| 35 | 380 | 0.41 | 5.22 |
| 36 | 453 | 0.49 | 5.71 |
| 37 | 499 | 0.54 | 6.25 |
| 38 | 581 | 0.63 | 6.88 |
| 39 | 658 | 0.71 | 7.59 |
| 40 | 728 | 0.79 | 8.38 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 41 | 792 | 0.86 | 9.24 |
| 42 | 922 | 1.00 | 10.24 |
| 43 | 956 | 1.04 | 11.27 |
| 44 | 1,102 | 1.19 | 12.47 |
| 45 | 1,165 | 1.26 | 13.73 |
| 46 | 1,324 | 1.44 | 15.17 |
| 47 | 1,474 | 1.60 | 16.76 |
| 48 | 1,604 | 1.74 | 18.50 |
| 49 | 1,660 | 1.80 | 20.30 |
| 50 | 1,804 | 1.96 | 22.26 |
| 51 | 1,891 | 2.05 | 24.31 |
| 52 | 2,014 | 2.18 | 26.49 |
| 53 | 2,156 | 2.34 | 28.83 |
| 54 | 2,194 | 2.38 | 31.21 |
| 55 | 2,288 | 2.48 | 33.69 |
| 56 | 2,278 | 2.47 | 36.16 |
| 57 | 2,397 | 2.60 | 38.76 |
| 58 | 2,458 | 2.66 | 41.42 |
| 59 | 2,522 | 2.73 | 44.15 |
| 60 | 2,518 | 2.73 | 46.88 |
| 61 | 2,524 | 2.74 | 49.62 |
| 62 | 2,628 | 2.85 | 52.47 |
| 63 | 2,550 | 2.76 | 55.23 |
| 64 | 2,618 | 2.84 | 58.07 |
| 65 | 2,577 | 2.79 | 60.87 |
| 66 | 2,473 | 2.68 | 63.55 |
| 67 | 2,533 | 2.75 | 66.29 |
| 68 | 2,448 | 2.65 | 68.95 |
| 69 | 2,480 | 2.69 | 71.63 |
| 70 | 2,394 | 2.60 | 74.23 |
| 71 | 2,303 | 2.50 | 76.73 |
| 72 | 2,268 | 2.46 | 79.19 |
| 73 | 2,216 | 2.40 | 81.59 |
| 74 | 2,045 | 2.22 | 83.80 |
| 75 | 1,987 | 2.15 | 85.96 |
| 76 | 1,817 | 1.97 | 87.93 |
| 77 | 1,673 | 1.81 | 89.74 |
| 78 | 1,563 | 1.69 | 91.44 |
| 79 | 1,466 | 1.59 | 93.03 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 80 | 1,210 | 1.31 | 94.34 |
| 81 | 1,122 | 1.22 | 95.55 |
| 82 | 879 | 0.95 | 96.51 |
| 83 | 730 | 0.79 | 97.30 |
| 84 | 654 | 0.71 | 98.01 |
| 85 | 509 | 0.55 | 98.56 |
| 86 | 375 | 0.41 | 98.96 |
| 87 | 322 | 0.35 | 99.31 |
| 88 | 237 | 0.26 | 99.57 |
| 89 | 176 | 0.19 | 99.76 |
| 90 | 93 | 0.10 | 99.86 |
| 91 | 59 | 0.06 | 99.93 |
| 92 | 47 | 0.05 | 99.98 |
| 93 | 12 | 0.01 | 99.99 |
| 94 | 8 | 0.01 | 100.00 |
| 95 | 1 | 0.00 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1 | 0.00 | 0.00 |
| 4 | 1 | 0.00 | 0.00 |
| 5 | 3 | 0.00 | 0.01 |
| 6 | 3 | 0.00 | 0.01 |
| 7 | 9 | 0.01 | 0.02 |
| 8 | 11 | 0.01 | 0.04 |
| 9 | 14 | 0.02 | 0.05 |
| 10 | 49 | 0.06 | 0.11 |
| 11 | 73 | 0.09 | 0.21 |
| 12 | 96 | 0.12 | 0.33 |
| 13 | 130 | 0.16 | 0.49 |
| 14 | 161 | 0.20 | 0.70 |
| 15 | 166 | 0.21 | 0.90 |
| 16 | 172 | 0.22 | 1.12 |
| 17 | 182 | 0.23 | 1.35 |
| 18 | 147 | 0.19 | 1.54 |
| 19 | 144 | 0.18 | 1.72 |
| 20 | 134 | 0.17 | 1.89 |
| 21 | 121 | 0.15 | 2.04 |
| 22 | 134 | 0.17 | 2.21 |
| 23 | 106 | 0.13 | 2.34 |
| 24 | 112 | 0.14 | 2.49 |
| 25 | 101 | 0.13 | 2.61 |
| 26 | 98 | 0.12 | 2.74 |
| 27 | 123 | 0.16 | 2.89 |
| 28 | 141 | 0.18 | 3.07 |
| 29 | 156 | 0.20 | 3.27 |
| 30 | 126 | 0.16 | 3.43 |
| 31 | 144 | 0.18 | 3.61 |
| 32 | 160 | 0.20 | 3.81 |
| 33 | 180 | 0.23 | 4.04 |
| 34 | 190 | 0.24 | 4.28 |
| 35 | 212 | 0.27 | 4.54 |
| 36 | 212 | 0.27 | 4.81 |
| 37 | 264 | 0.33 | 5.14 |
| 38 | 266 | 0.34 | 5.48 |
| 39 | 334 | 0.42 | 5.90 |
| 40 | 350 | 0.44 | 6.34 |
| 41 | 406 | 0.51 | 6.86 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 42 | 459 | 0.58 | 7.44 |
| 43 | 508 | 0.64 | 8.08 |
| 44 | 589 | 0.74 | 8.82 |
| 45 | 646 | 0.82 | 9.64 |
| 46 | 709 | 0.89 | 10.53 |
| 47 | 774 | 0.98 | 11.51 |
| 48 | 822 | 1.04 | 12.54 |
| 49 | 893 | 1.13 | 13.67 |
| 50 | 1,047 | 1.32 | 14.99 |
| 51 | 1,058 | 1.34 | 16.33 |
| 52 | 1,117 | 1.41 | 17.74 |
| 53 | 1,202 | 1.52 | 19.26 |
| 54 | 1,304 | 1.65 | 20.90 |
| 55 | 1,462 | 1.85 | 22.75 |
| 56 | 1,507 | 1.90 | 24.65 |
| 57 | 1,617 | 2.04 | 26.69 |
| 58 | 1,666 | 2.10 | 28.79 |
| 59 | 1,798 | 2.27 | 31.06 |
| 60 | 1,920 | 2.42 | 33.48 |
| 61 | 1,802 | 2.27 | 35.76 |
| 62 | 1,862 | 2.35 | 38.11 |
| 63 | 2,060 | 2.60 | 40.71 |
| 64 | 2,089 | 2.64 | 43.35 |
| 65 | 2,230 | 2.81 | 46.16 |
| 66 | 2,232 | 2.82 | 48.98 |
| 67 | 2,291 | 2.89 | 51.87 |
| 68 | 2,274 | 2.87 | 54.74 |
| 69 | 2,293 | 2.89 | 57.63 |
| 70 | 2,300 | 2.90 | 60.54 |
| 71 | 2,291 | 2.89 | 63.43 |
| 72 | 2,502 | 3.16 | 66.59 |
| 73 | 2,438 | 3.08 | 69.66 |
| 74 | 2,371 | 2.99 | 72.66 |
| 75 | 2,316 | 2.92 | 75.58 |
| 76 | 2,266 | 2.86 | 78.44 |
| 77 | 2,173 | 2.74 | 81.18 |
| 78 | 2,230 | 2.81 | 84.00 |
| 79 | 1,997 | 2.52 | 86.52 |
| 80 | 1,780 | 2.25 | 88.76 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 81 | 1,638 | 2.07 | 90.83 |
| 82 | 1,480 | 1.87 | 92.70 |
| 83 | 1,300 | 1.64 | 94.34 |
| 84 | 1,048 | 1.32 | 95.66 |
| 85 | 923 | 1.16 | 96.83 |
| 86 | 735 | 0.93 | 97.75 |
| 87 | 565 | 0.71 | 98.47 |
| 88 | 429 | 0.54 | 99.01 |
| 89 | 340 | 0.43 | 99.44 |
| 90 | 187 | 0.24 | 99.67 |
| 91 | 132 | 0.17 | 99.84 |
| 92 | 78 | 0.10 | 99.94 |
| 93 | 30 | 0.04 | 99.98 |
| 94 | 14 | 0.02 | 99.99 |
| 95 | 4 | 0.01 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1 | 0.00 | 0.00 |
| 1 | 1 | 0.00 | 0.00 |
| 5 | 1 | 0.00 | 0.00 |
| 6 | 4 | 0.01 | 0.01 |
| 7 | 6 | 0.01 | 0.02 |
| 8 | 11 | 0.02 | 0.03 |
| 9 | 25 | 0.03 | 0.07 |
| 10 | 45 | 0.06 | 0.13 |
| 11 | 62 | 0.09 | 0.21 |
| 12 | 103 | 0.14 | 0.36 |
| 13 | 134 | 0.18 | 0.54 |
| 14 | 136 | 0.19 | 0.73 |
| 15 | 148 | 0.20 | 0.93 |
| 16 | 148 | 0.20 | 1.14 |
| 17 | 151 | 0.21 | 1.35 |
| 18 | 165 | 0.23 | 1.57 |
| 19 | 141 | 0.19 | 1.77 |
| 20 | 141 | 0.19 | 1.96 |
| 21 | 131 | 0.18 | 2.14 |
| 22 | 135 | 0.19 | 2.33 |
| 23 | 135 | 0.19 | 2.51 |
| 24 | 123 | 0.17 | 2.68 |
| 25 | 138 | 0.19 | 2.87 |
| 26 | 148 | 0.20 | 3.08 |
| 27 | 133 | 0.18 | 3.26 |
| 28 | 165 | 0.23 | 3.49 |
| 29 | 192 | 0.26 | 3.75 |
| 30 | 192 | 0.26 | 4.02 |
| 31 | 222 | 0.31 | 4.32 |
| 32 | 212 | 0.29 | 4.62 |
| 33 | 221 | 0.30 | 4.92 |
| 34 | 252 | 0.35 | 5.27 |
| 35 | 318 | 0.44 | 5.71 |
| 36 | 319 | 0.44 | 6.15 |
| 37 | 316 | 0.44 | 6.58 |
| 38 | 380 | 0.52 | 7.10 |
| 39 | 415 | 0.57 | 7.68 |
| 40 | 458 | 0.63 | 8.31 |
| 41 | 526 | 0.72 | 9.03 |

Table 4.A.33 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 42 | 581 | 0.80 | 9.83 |
| 43 | 629 | 0.87 | 10.70 |
| 44 | 682 | 0.94 | 11.64 |
| 45 | 771 | 1.06 | 12.70 |
| 46 | 843 | 1.16 | 13.86 |
| 47 | 955 | 1.32 | 15.18 |
| 48 | 1,053 | 1.45 | 16.63 |
| 49 | 1,109 | 1.53 | 18.16 |
| 50 | 1,243 | 1.71 | 19.87 |
| 51 | 1,332 | 1.84 | 21.71 |
| 52 | 1,367 | 1.88 | 23.59 |
| 53 | 1,505 | 2.07 | 25.67 |
| 54 | 1,540 | 2.12 | 27.79 |
| 55 | 1,751 | 2.41 | 30.20 |
| 56 | 1,807 | 2.49 | 32.69 |
| 57 | 1,967 | 2.71 | 35.40 |
| 58 | 1,951 | 2.69 | 38.09 |
| 59 | 2,020 | 2.78 | 40.88 |
| 60 | 2,035 | 2.80 | 43.68 |
| 61 | 2,227 | 3.07 | 46.75 |
| 62 | 2,150 | 2.96 | 49.71 |
| 63 | 2,218 | 3.06 | 52.77 |
| 64 | 2,132 | 2.94 | 55.71 |
| 65 | 2,179 | 3.00 | 58.71 |
| 66 | 2,170 | 2.99 | 61.70 |
| 67 | 2,128 | 2.93 | 64.63 |
| 68 | 2,172 | 2.99 | 67.63 |
| 69 | 2,086 | 2.87 | 70.50 |
| 70 | 2,038 | 2.81 | 73.31 |
| 71 | 1,967 | 2.71 | 76.02 |
| 72 | 1,899 | 2.62 | 78.64 |
| 73 | 1,823 | 2.51 | 81.15 |
| 74 | 1,784 | 2.46 | 83.61 |
| 75 | 1,658 | 2.28 | 85.89 |
| 76 | 1,476 | 2.03 | 87.93 |
| 77 | 1,355 | 1.87 | 89.79 |
| 78 | 1,228 | 1.69 | 91.49 |
| 79 | 1,159 | 1.60 | 93.08 |
| 80 | 942 | 1.30 | 94.38 |

Table 4.A.33 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 81 | 871 | 1.20 | 95.58 |
| 82 | 768 | 1.06 | 96.64 |
| 83 | 582 | 0.80 | 97.44 |
| 84 | 507 | 0.70 | 98.14 |
| 85 | 384 | 0.53 | 98.67 |
| 86 | 310 | 0.43 | 99.10 |
| 87 | 226 | 0.31 | 99.41 |
| 88 | 145 | 0.20 | 99.61 |
| 89 | 116 | 0.16 | 99.77 |
| 90 | 61 | 0.08 | 99.85 |
| 91 | 55 | 0.08 | 99.93 |
| 92 | 30 | 0.04 | 99.97 |
| 93 | 15 | 0.02 | 99.99 |
| 94 | 5 | 0.01 | 100.00 |
| 95 | 1 | 0.00 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 5 | 3 | 0.00 | 0.00 |
| 6 | 2 | 0.00 | 0.01 |
| 7 | 4 | 0.01 | 0.01 |
| 8 | 11 | 0.02 | 0.03 |
| 9 | 15 | 0.02 | 0.06 |
| 10 | 33 | 0.05 | 0.11 |
| 11 | 48 | 0.08 | 0.18 |
| 12 | 65 | 0.10 | 0.28 |
| 13 | 105 | 0.17 | 0.45 |
| 14 | 109 | 0.17 | 0.62 |
| 15 | 145 | 0.23 | 0.85 |
| 16 | 132 | 0.21 | 1.06 |
| 17 | 125 | 0.20 | 1.25 |
| 18 | 122 | 0.19 | 1.44 |
| 19 | 158 | 0.25 | 1.69 |
| 20 | 140 | 0.22 | 1.91 |
| 21 | 135 | 0.21 | 2.13 |
| 22 | 101 | 0.16 | 2.28 |
| 23 | 140 | 0.22 | 2.50 |
| 24 | 113 | 0.18 | 2.68 |
| 25 | 121 | 0.19 | 2.87 |
| 26 | 140 | 0.22 | 3.09 |
| 27 | 118 | 0.19 | 3.28 |
| 28 | 117 | 0.18 | 3.46 |
| 29 | 114 | 0.18 | 3.64 |
| 30 | 125 | 0.20 | 3.84 |
| 31 | 170 | 0.27 | 4.10 |
| 32 | 168 | 0.26 | 4.37 |
| 33 | 185 | 0.29 | 4.66 |
| 34 | 182 | 0.29 | 4.95 |
| 35 | 180 | 0.28 | 5.23 |
| 36 | 216 | 0.34 | 5.57 |
| 37 | 207 | 0.33 | 5.89 |
| 38 | 234 | 0.37 | 6.26 |
| 39 | 269 | 0.42 | 6.68 |
| 40 | 288 | 0.45 | 7.14 |
| 41 | 323 | 0.51 | 7.65 |
| 42 | 374 | 0.59 | 8.23 |
| 43 | 435 | 0.68 | 8.92 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 44 | 446 | 0.70 | 9.62 |
| 45 | 459 | 0.72 | 10.34 |
| 46 | 534 | 0.84 | 11.18 |
| 47 | 622 | 0.98 | 12.16 |
| 48 | 644 | 1.01 | 13.17 |
| 49 | 762 | 1.20 | 14.37 |
| 50 | 816 | 1.28 | 15.65 |
| 51 | 855 | 1.34 | 17.00 |
| 52 | 897 | 1.41 | 18.41 |
| 53 | 992 | 1.56 | 19.97 |
| 54 | 1,057 | 1.66 | 21.63 |
| 55 | 1,145 | 1.80 | 23.43 |
| 56 | 1,264 | 1.99 | 25.41 |
| 57 | 1,236 | 1.94 | 27.36 |
| 58 | 1,393 | 2.19 | 29.55 |
| 59 | 1,435 | 2.26 | 31.80 |
| 60 | 1,557 | 2.45 | 34.25 |
| 61 | 1,566 | 2.46 | 36.71 |
| 62 | 1,679 | 2.64 | 39.35 |
| 63 | 1,711 | 2.69 | 42.04 |
| 64 | 1,763 | 2.77 | 44.81 |
| 65 | 1,814 | 2.85 | 47.67 |
| 66 | 1,893 | 2.98 | 50.64 |
| 67 | 1,923 | 3.02 | 53.67 |
| 68 | 1,930 | 3.03 | 56.70 |
| 69 | 1,934 | 3.04 | 59.74 |
| 70 | 1,892 | 2.97 | 62.72 |
| 71 | 1,985 | 3.12 | 65.84 |
| 72 | 1,918 | 3.02 | 68.85 |
| 73 | 1,898 | 2.98 | 71.84 |
| 74 | 1,872 | 2.94 | 74.78 |
| 75 | 1,821 | 2.86 | 77.64 |
| 76 | 1,753 | 2.76 | 80.40 |
| 77 | 1,680 | 2.64 | 83.04 |
| 78 | 1,699 | 2.67 | 85.71 |
| 79 | 1,484 | 2.33 | 88.04 |
| 80 | 1,347 | 2.12 | 90.16 |
| 81 | 1,288 | 2.02 | 92.19 |
| 82 | 1,099 | 1.73 | 93.91 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 83 | 878 | 1.38 | 95.29 |
| 84 | 749 | 1.18 | 96.47 |
| 85 | 616 | 0.97 | 97.44 |
| 86 | 530 | 0.83 | 98.27 |
| 87 | 356 | 0.56 | 98.83 |
| 88 | 279 | 0.44 | 99.27 |
| 89 | 197 | 0.31 | 99.58 |
| 90 | 110 | 0.17 | 99.75 |
| 91 | 75 | 0.12 | 99.87 |
| 92 | 53 | 0.08 | 99.96 |
| 93 | 19 | 0.03 | 99.99 |
| 94 | 8 | 0.01 | 100.00 |
| 95 | 1 | 0.00 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 2 | 0.00 | 0.00 |
| 5 | 2 | 0.00 | 0.01 |
| 6 | 2 | 0.00 | 0.01 |
| 7 | 5 | 0.01 | 0.02 |
| 8 | 8 | 0.01 | 0.03 |
| 9 | 17 | 0.03 | 0.06 |
| 10 | 28 | 0.05 | 0.11 |
| 11 | 40 | 0.07 | 0.19 |
| 12 | 71 | 0.13 | 0.31 |
| 13 | 88 | 0.16 | 0.47 |
| 14 | 91 | 0.16 | 0.63 |
| 15 | 123 | 0.22 | 0.86 |
| 16 | 125 | 0.22 | 1.08 |
| 17 | 112 | 0.20 | 1.28 |
| 18 | 136 | 0.24 | 1.52 |
| 19 | 145 | 0.26 | 1.78 |
| 20 | 124 | 0.22 | 2.01 |
| 21 | 134 | 0.24 | 2.25 |
| 22 | 127 | 0.23 | 2.48 |
| 23 | 131 | 0.23 | 2.71 |
| 24 | 115 | 0.21 | 2.92 |
| 25 | 123 | 0.22 | 3.14 |
| 26 | 113 | 0.20 | 3.34 |
| 27 | 115 | 0.21 | 3.55 |
| 28 | 125 | 0.22 | 3.77 |
| 29 | 127 | 0.23 | 4.00 |
| 30 | 118 | 0.21 | 4.21 |
| 31 | 141 | 0.25 | 4.46 |
| 32 | 139 | 0.25 | 4.71 |
| 33 | 131 | 0.23 | 4.95 |
| 34 | 137 | 0.25 | 5.19 |
| 35 | 154 | 0.28 | 5.47 |
| 36 | 172 | 0.31 | 5.78 |
| 37 | 183 | 0.33 | 6.11 |
| 38 | 198 | 0.36 | 6.46 |
| 39 | 178 | 0.32 | 6.78 |
| 40 | 246 | 0.44 | 7.22 |
| 41 | 220 | 0.39 | 7.62 |
| 42 | 263 | 0.47 | 8.09 |

Table 4.A.35 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 43 | 296 | 0.53 | 8.62 |
| 44 | 301 | 0.54 | 9.16 |
| 45 | 360 | 0.65 | 9.80 |
| 46 | 388 | 0.70 | 10.50 |
| 47 | 409 | 0.73 | 11.23 |
| 48 | 461 | 0.83 | 12.06 |
| 49 | 511 | 0.92 | 12.98 |
| 50 | 532 | 0.95 | 13.93 |
| 51 | 622 | 1.12 | 15.05 |
| 52 | 621 | 1.11 | 16.16 |
| 53 | 716 | 1.28 | 17.45 |
| 54 | 762 | 1.37 | 18.81 |
| 55 | 815 | 1.46 | 20.27 |
| 56 | 872 | 1.56 | 21.84 |
| 57 | 964 | 1.73 | 23.57 |
| 58 | 1,008 | 1.81 | 25.37 |
| 59 | 1,093 | 1.96 | 27.34 |
| 60 | 1,144 | 2.05 | 29.39 |
| 61 | 1,204 | 2.16 | 31.55 |
| 62 | 1,277 | 2.29 | 33.84 |
| 63 | 1,339 | 2.40 | 36.24 |
| 64 | 1,359 | 2.44 | 38.68 |
| 65 | 1,325 | 2.38 | 41.05 |
| 66 | 1,505 | 2.70 | 43.75 |
| 67 | 1,493 | 2.68 | 46.43 |
| 68 | 1,506 | 2.70 | 49.13 |
| 69 | 1,627 | 2.92 | 52.05 |
| 70 | 1,595 | 2.86 | 54.91 |
| 71 | 1,652 | 2.96 | 57.87 |
| 72 | 1,745 | 3.13 | 61.00 |
| 73 | 1,618 | 2.90 | 63.91 |
| 74 | 1,752 | 3.14 | 67.05 |
| 75 | 1,743 | 3.13 | 70.18 |
| 76 | 1,781 | 3.19 | 73.37 |
| 77 | 1,689 | 3.03 | 76.40 |
| 78 | 1,720 | 3.09 | 79.48 |
| 79 | 1,655 | 2.97 | 82.45 |
| 80 | 1,529 | 2.74 | 85.20 |
| 81 | 1,476 | 2.65 | 87.84 |

Table 4.A.35 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 82 | 1,333 | 2.39 | 90.23 |
| 83 | 1,166 | 2.09 | 92.32 |
| 84 | 992 | 1.78 | 94.10 |
| 85 | 863 | 1.55 | 95.65 |
| 86 | 689 | 1.24 | 96.89 |
| 87 | 582 | 1.04 | 97.93 |
| 88 | 422 | 0.76 | 98.69 |
| 89 | 308 | 0.55 | 99.24 |
| 90 | 191 | 0.34 | 99.58 |
| 91 | 107 | 0.19 | 99.78 |
| 92 | 78 | 0.14 | 99.92 |
| 93 | 28 | 0.05 | 99.97 |
| 94 | 17 | 0.03 | 100.00 |
| 95 | 2 | 0.00 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1 | 0.00 | 0.00 |
| 6 | 1 | 0.00 | 0.00 |
| 7 | 4 | 0.01 | 0.01 |
| 8 | 10 | 0.02 | 0.03 |
| 9 | 27 | 0.06 | 0.09 |
| 10 | 41 | 0.09 | 0.18 |
| 11 | 49 | 0.10 | 0.28 |
| 12 | 65 | 0.14 | 0.42 |
| 13 | 99 | 0.21 | 0.63 |
| 14 | 107 | 0.23 | 0.86 |
| 15 | 180 | 0.38 | 1.24 |
| 16 | 163 | 0.35 | 1.58 |
| 17 | 144 | 0.31 | 1.89 |
| 18 | 165 | 0.35 | 2.24 |
| 19 | 150 | 0.32 | 2.56 |
| 20 | 161 | 0.34 | 2.90 |
| 21 | 162 | 0.34 | 3.24 |
| 22 | 149 | 0.32 | 3.56 |
| 23 | 166 | 0.35 | 3.91 |
| 24 | 161 | 0.34 | 4.25 |
| 25 | 149 | 0.32 | 4.57 |
| 26 | 155 | 0.33 | 4.90 |
| 27 | 132 | 0.28 | 5.18 |
| 28 | 159 | 0.34 | 5.52 |
| 29 | 161 | 0.34 | 5.86 |
| 30 | 145 | 0.31 | 6.16 |
| 31 | 156 | 0.33 | 6.49 |
| 32 | 160 | 0.34 | 6.83 |
| 33 | 184 | 0.39 | 7.22 |
| 34 | 178 | 0.38 | 7.60 |
| 35 | 200 | 0.42 | 8.03 |
| 36 | 176 | 0.37 | 8.40 |
| 37 | 202 | 0.43 | 8.83 |
| 38 | 226 | 0.48 | 9.31 |
| 39 | 246 | 0.52 | 9.83 |
| 40 | 270 | 0.57 | 10.40 |
| 41 | 287 | 0.61 | 11.01 |
| 42 | 274 | 0.58 | 11.59 |
| 43 | 353 | 0.75 | 12.34 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 44 | 374 | 0.79 | 13.13 |
| 45 | 395 | 0.84 | 13.97 |
| 46 | 449 | 0.95 | 14.92 |
| 47 | 480 | 1.02 | 15.94 |
| 48 | 494 | 1.05 | 16.99 |
| 49 | 587 | 1.25 | 18.24 |
| 50 | 642 | 1.36 | 19.60 |
| 51 | 713 | 1.51 | 21.11 |
| 52 | 720 | 1.53 | 22.64 |
| 53 | 774 | 1.64 | 24.28 |
| 54 | 821 | 1.74 | 26.02 |
| 55 | 909 | 1.93 | 27.95 |
| 56 | 976 | 2.07 | 30.02 |
| 57 | 982 | 2.08 | 32.10 |
| 58 | 1,053 | 2.23 | 34.34 |
| 59 | 1,130 | 2.40 | 36.73 |
| 60 | 1,092 | 2.32 | 39.05 |
| 61 | 1,237 | 2.62 | 41.67 |
| 62 | 1,267 | 2.69 | 44.36 |
| 63 | 1,309 | 2.78 | 47.14 |
| 64 | 1,340 | 2.84 | 49.98 |
| 65 | 1,282 | 2.72 | 52.70 |
| 66 | 1,436 | 3.05 | 55.74 |
| 67 | 1,349 | 2.86 | 58.61 |
| 68 | 1,413 | 3.00 | 61.60 |
| 69 | 1,402 | 2.97 | 64.58 |
| 70 | 1,393 | 2.95 | 67.53 |
| 71 | 1,383 | 2.93 | 70.46 |
| 72 | 1,313 | 2.79 | 73.25 |
| 73 | 1,312 | 2.78 | 76.03 |
| 74 | 1,306 | 2.77 | 78.80 |
| 75 | 1,258 | 2.67 | 81.47 |
| 76 | 1,152 | 2.44 | 83.92 |
| 77 | 1,098 | 2.33 | 86.24 |
| 78 | 1,022 | 2.17 | 88.41 |
| 79 | 940 | 1.99 | 90.41 |
| 80 | 860 | 1.82 | 92.23 |
| 81 | 775 | 1.64 | 93.87 |
| 82 | 633 | 1.34 | 95.22 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 83 | 499 | 1.06 | 96.28 |
| 84 | 470 | 1.00 | 97.27 |
| 85 | 346 | 0.73 | 98.01 |
| 86 | 264 | 0.56 | 98.57 |
| 87 | 223 | 0.47 | 99.04 |
| 88 | 161 | 0.34 | 99.38 |
| 89 | 104 | 0.22 | 99.60 |
| 90 | 69 | 0.15 | 99.75 |
| 91 | 49 | 0.10 | 99.85 |
| 92 | 35 | 0.07 | 99.93 |
| 93 | 20 | 0.04 | 99.97 |
| 94 | 9 | 0.02 | 99.99 |
| 95 | 6 | 0.01 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1 | 0.00 | 0.00 |
| 7 | 2 | 0.00 | 0.01 |
| 8 | 5 | 0.01 | 0.02 |
| 9 | 11 | 0.03 | 0.05 |
| 10 | 20 | 0.05 | 0.10 |
| 11 | 28 | 0.07 | 0.16 |
| 12 | 40 | 0.10 | 0.26 |
| 13 | 74 | 0.18 | 0.44 |
| 14 | 87 | 0.21 | 0.65 |
| 15 | 148 | 0.36 | 1.02 |
| 16 | 137 | 0.33 | 1.35 |
| 17 | 157 | 0.38 | 1.73 |
| 18 | 150 | 0.37 | 2.10 |
| 19 | 194 | 0.47 | 2.57 |
| 20 | 149 | 0.36 | 2.94 |
| 21 | 180 | 0.44 | 3.38 |
| 22 | 163 | 0.40 | 3.78 |
| 23 | 189 | 0.46 | 4.24 |
| 24 | 174 | 0.42 | 4.66 |
| 25 | 170 | 0.42 | 5.08 |
| 26 | 146 | 0.36 | 5.43 |
| 27 | 145 | 0.35 | 5.79 |
| 28 | 148 | 0.36 | 6.15 |
| 29 | 144 | 0.35 | 6.50 |
| 30 | 177 | 0.43 | 6.93 |
| 31 | 150 | 0.37 | 7.30 |
| 32 | 176 | 0.43 | 7.73 |
| 33 | 164 | 0.40 | 8.13 |
| 34 | 175 | 0.43 | 8.56 |
| 35 | 169 | 0.41 | 8.97 |
| 36 | 143 | 0.35 | 9.32 |
| 37 | 194 | 0.47 | 9.79 |
| 38 | 204 | 0.50 | 10.29 |
| 39 | 226 | 0.55 | 10.84 |
| 40 | 228 | 0.56 | 11.40 |
| 41 | 250 | 0.61 | 12.01 |
| 42 | 249 | 0.61 | 12.62 |
| 43 | 293 | 0.72 | 13.33 |
| 44 | 288 | 0.70 | 14.04 |

Table 4.A.37 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 45 | 305 | 0.74 | 14.78 |
| 46 | 313 | 0.76 | 15.55 |
| 47 | 392 | 0.96 | 16.50 |
| 48 | 437 | 1.07 | 17.57 |
| 49 | 470 | 1.15 | 18.72 |
| 50 | 463 | 1.13 | 19.85 |
| 51 | 490 | 1.20 | 21.05 |
| 52 | 523 | 1.28 | 22.32 |
| 53 | 592 | 1.45 | 23.77 |
| 54 | 646 | 1.58 | 25.35 |
| 55 | 641 | 1.57 | 26.91 |
| 56 | 751 | 1.83 | 28.74 |
| 57 | 780 | 1.90 | 30.65 |
| 58 | 823 | 2.01 | 32.66 |
| 59 | 837 | 2.04 | 34.70 |
| 60 | 933 | 2.28 | 36.98 |
| 61 | 895 | 2.19 | 39.17 |
| 62 | 948 | 2.32 | 41.48 |
| 63 | 988 | 2.41 | 43.89 |
| 64 | 1,075 | 2.63 | 46.52 |
| 65 | 1,003 | 2.45 | 48.97 |
| 66 | 1,206 | 2.95 | 51.91 |
| 67 | 1,084 | 2.65 | 54.56 |
| 68 | 1,104 | 2.70 | 57.26 |
| 69 | 1,167 | 2.85 | 60.11 |
| 70 | 1,100 | 2.69 | 62.79 |
| 71 | 1,147 | 2.80 | 65.59 |
| 72 | 1,179 | 2.88 | 68.47 |
| 73 | 1,107 | 2.70 | 71.18 |
| 74 | 1,113 | 2.72 | 73.89 |
| 75 | 1,139 | 2.78 | 76.68 |
| 76 | 1,165 | 2.84 | 79.52 |
| 77 | 1,063 | 2.60 | 82.12 |
| 78 | 1,073 | 2.62 | 84.74 |
| 79 | 944 | 2.31 | 87.04 |
| 80 | 849 | 2.07 | 89.12 |
| 81 | 797 | 1.95 | 91.06 |
| 82 | 714 | 1.74 | 92.81 |
| 83 | 598 | 1.46 | 94.27 |

Table 4.A.37 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 84 | 558 | 1.36 | 95.63 |
| 85 | 483 | 1.18 | 96.81 |
| 86 | 355 | 0.87 | 97.68 |
| 87 | 278 | 0.68 | 98.35 |
| 88 | 217 | 0.53 | 98.88 |
| 89 | 180 | 0.44 | 99.32 |
| 90 | 113 | 0.28 | 99.60 |
| 91 | 73 | 0.18 | 99.78 |
| 92 | 52 | 0.13 | 99.90 |
| 93 | 27 | 0.07 | 99.97 |
| 94 | 10 | 0.02 | 100.00 |
| 95 | 2 | 0.00 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 7 | 2 | 0.01 | 0.01 |
| 8 | 2 | 0.01 | 0.01 |
| 9 | 14 | 0.04 | 0.06 |
| 10 | 26 | 0.08 | 0.14 |
| 11 | 31 | 0.10 | 0.23 |
| 12 | 39 | 0.12 | 0.35 |
| 13 | 61 | 0.19 | 0.54 |
| 14 | 81 | 0.25 | 0.79 |
| 15 | 97 | 0.30 | 1.09 |
| 16 | 91 | 0.28 | 1.37 |
| 17 | 101 | 0.31 | 1.68 |
| 18 | 106 | 0.33 | 2.01 |
| 19 | 113 | 0.35 | 2.35 |
| 20 | 129 | 0.40 | 2.75 |
| 21 | 113 | 0.35 | 3.10 |
| 22 | 118 | 0.36 | 3.46 |
| 23 | 114 | 0.35 | 3.81 |
| 24 | 107 | 0.33 | 4.14 |
| 25 | 109 | 0.34 | 4.48 |
| 26 | 121 | 0.37 | 4.85 |
| 27 | 108 | 0.33 | 5.18 |
| 28 | 116 | 0.36 | 5.54 |
| 29 | 133 | 0.41 | 5.95 |
| 30 | 131 | 0.40 | 6.36 |
| 31 | 139 | 0.43 | 6.78 |
| 32 | 152 | 0.47 | 7.25 |
| 33 | 166 | 0.51 | 7.76 |
| 34 | 175 | 0.54 | 8.30 |
| 35 | 174 | 0.54 | 8.84 |
| 36 | 180 | 0.55 | 9.39 |
| 37 | 162 | 0.50 | 9.89 |
| 38 | 193 | 0.59 | 10.49 |
| 39 | 197 | 0.61 | 11.09 |
| 40 | 221 | 0.68 | 11.77 |
| 41 | 229 | 0.71 | 12.48 |
| 42 | 243 | 0.75 | 13.23 |
| 43 | 287 | 0.88 | 14.11 |
| 44 | 266 | 0.82 | 14.93 |
| 45 | 285 | 0.88 | 15.81 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 46 | 356 | 1.10 | 16.91 |
| 47 | 374 | 1.15 | 18.06 |
| 48 | 365 | 1.12 | 19.18 |
| 49 | 388 | 1.20 | 20.38 |
| 50 | 447 | 1.38 | 21.76 |
| 51 | 449 | 1.38 | 23.14 |
| 52 | 528 | 1.63 | 24.77 |
| 53 | 512 | 1.58 | 26.34 |
| 54 | 501 | 1.54 | 27.89 |
| 55 | 602 | 1.85 | 29.74 |
| 56 | 547 | 1.69 | 31.43 |
| 57 | 608 | 1.87 | 33.30 |
| 58 | 639 | 1.97 | 35.27 |
| 59 | 679 | 2.09 | 37.36 |
| 60 | 671 | 2.07 | 39.43 |
| 61 | 653 | 2.01 | 41.44 |
| 62 | 681 | 2.10 | 43.54 |
| 63 | 779 | 2.40 | 45.94 |
| 64 | 752 | 2.32 | 48.25 |
| 65 | 733 | 2.26 | 50.51 |
| 66 | 806 | 2.48 | 52.99 |
| 67 | 844 | 2.60 | 55.59 |
| 68 | 888 | 2.74 | 58.33 |
| 69 | 847 | 2.61 | 60.94 |
| 70 | 830 | 2.56 | 63.50 |
| 71 | 835 | 2.57 | 66.07 |
| 72 | 779 | 2.40 | 68.47 |
| 73 | 824 | 2.54 | 71.01 |
| 74 | 860 | 2.65 | 73.66 |
| 75 | 835 | 2.57 | 76.23 |
| 76 | 865 | 2.66 | 78.89 |
| 77 | 767 | 2.36 | 81.26 |
| 78 | 749 | 2.31 | 83.56 |
| 79 | 701 | 2.16 | 85.72 |
| 80 | 694 | 2.14 | 87.86 |
| 81 | 610 | 1.88 | 89.74 |
| 82 | 584 | 1.80 | 91.54 |
| 83 | 512 | 1.58 | 93.12 |
| 84 | 483 | 1.49 | 94.61 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 85 | 415 | 1.28 | 95.88 |
| 86 | 322 | 0.99 | 96.88 |
| 87 | 292 | 0.90 | 97.78 |
| 88 | 231 | 0.71 | 98.49 |
| 89 | 184 | 0.57 | 99.05 |
| 90 | 108 | 0.33 | 99.39 |
| 91 | 90 | 0.28 | 99.66 |
| 92 | 58 | 0.18 | 99.84 |
| 93 | 33 | 0.10 | 99.94 |
| 94 | 16 | 0.05 | 99.99 |
| 95 | 2 | 0.01 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 0 | 1 | 0.00 | 0.00 |
| 7 | 4 | 0.02 | 0.02 |
| 8 | 2 | 0.01 | 0.03 |
| 9 | 3 | 0.01 | 0.04 |
| 10 | 9 | 0.04 | 0.08 |
| 11 | 16 | 0.07 | 0.15 |
| 12 | 31 | 0.13 | 0.28 |
| 13 | 29 | 0.13 | 0.41 |
| 14 | 39 | 0.17 | 0.58 |
| 15 | 49 | 0.21 | 0.79 |
| 16 | 54 | 0.23 | 1.02 |
| 17 | 54 | 0.23 | 1.26 |
| 18 | 60 | 0.26 | 1.51 |
| 19 | 58 | 0.25 | 1.77 |
| 20 | 66 | 0.28 | 2.05 |
| 21 | 67 | 0.29 | 2.34 |
| 22 | 73 | 0.32 | 2.65 |
| 23 | 76 | 0.33 | 2.98 |
| 24 | 73 | 0.32 | 3.30 |
| 25 | 82 | 0.35 | 3.65 |
| 26 | 68 | 0.29 | 3.94 |
| 27 | 78 | 0.34 | 4.28 |
| 28 | 86 | 0.37 | 4.65 |
| 29 | 96 | 0.41 | 5.07 |
| 30 | 78 | 0.34 | 5.40 |
| 31 | 98 | 0.42 | 5.83 |
| 32 | 81 | 0.35 | 6.18 |
| 33 | 116 | 0.50 | 6.68 |
| 34 | 88 | 0.38 | 7.06 |
| 35 | 106 | 0.46 | 7.51 |
| 36 | 126 | 0.54 | 8.06 |
| 37 | 127 | 0.55 | 8.61 |
| 38 | 137 | 0.59 | 9.20 |
| 39 | 139 | 0.60 | 9.80 |
| 40 | 164 | 0.71 | 10.50 |
| 41 | 173 | 0.75 | 11.25 |
| 42 | 179 | 0.77 | 12.02 |
| 43 | 194 | 0.84 | 12.86 |
| 44 | 209 | 0.90 | 13.76 |

Table 4.A.39 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 45 | 235 | 1.01 | 14.78 |
| 46 | 224 | 0.97 | 15.74 |
| 47 | 249 | 1.07 | 16.82 |
| 48 | 256 | 1.10 | 17.92 |
| 49 | 275 | 1.19 | 19.11 |
| 50 | 285 | 1.23 | 20.34 |
| 51 | 271 | 1.17 | 21.51 |
| 52 | 342 | 1.48 | 22.98 |
| 53 | 333 | 1.44 | 24.42 |
| 54 | 346 | 1.49 | 25.91 |
| 55 | 338 | 1.46 | 27.37 |
| 56 | 350 | 1.51 | 28.88 |
| 57 | 411 | 1.77 | 30.66 |
| 58 | 431 | 1.86 | 32.52 |
| 59 | 448 | 1.93 | 34.45 |
| 60 | 446 | 1.92 | 36.38 |
| 61 | 486 | 2.10 | 38.47 |
| 62 | 500 | 2.16 | 40.63 |
| 63 | 499 | 2.15 | 42.78 |
| 64 | 519 | 2.24 | 45.02 |
| 65 | 554 | 2.39 | 47.41 |
| 66 | 568 | 2.45 | 49.87 |
| 67 | 585 | 2.52 | 52.39 |
| 68 | 566 | 2.44 | 54.83 |
| 69 | 612 | 2.64 | 57.47 |
| 70 | 592 | 2.55 | 60.03 |
| 71 | 637 | 2.75 | 62.78 |
| 72 | 617 | 2.66 | 65.44 |
| 73 | 575 | 2.48 | 67.92 |
| 74 | 606 | 2.62 | 70.54 |
| 75 | 646 | 2.79 | 73.33 |
| 76 | 623 | 2.69 | 76.01 |
| 77 | 626 | 2.70 | 78.72 |
| 78 | 554 | 2.39 | 81.11 |
| 79 | 567 | 2.45 | 83.55 |
| 80 | 538 | 2.32 | 85.88 |
| 81 | 541 | 2.33 | 88.21 |
| 82 | 470 | 2.03 | 90.24 |
| 83 | 429 | 1.85 | 92.09 |

Table 4.A.39 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Frequency | Percent | Cumulative Percent |
| 84 | 368 | 1.59 | 93.68 |
| 85 | 344 | 1.48 | 95.16 |
| 86 | 254 | 1.10 | 96.26 |
| 87 | 240 | 1.04 | 97.29 |
| 88 | 188 | 0.81 | 98.11 |
| 89 | 157 | 0.68 | 98.78 |
| 90 | 116 | 0.50 | 99.28 |
| 91 | 78 | 0.34 | 99.62 |
| 92 | 36 | 0.16 | 99.78 |
| 93 | 36 | 0.16 | 99.93 |
| 94 | 13 | 0.06 | 99.99 |
| 95 | 3 | 0.01 | 100.00 |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 2,262 | 1.96 | 1.96 |
| 1250 | 665 | 0.58 | 2.53 |
| 1279 | 655 | 0.57 | 3.10 |
| 1296 | 615 | 0.53 | 3.63 |
| 1308 | 598 | 0.52 | 4.15 |
| 1317 | 616 | 0.53 | 4.68 |
| 1325 | 698 | 0.60 | 5.29 |
| 1332 | 825 | 0.71 | 6.00 |
| 1338 | 919 | 0.80 | 6.80 |
| 1343 | 945 | 0.82 | 7.61 |
| 1349 | 1,047 | 0.91 | 8.52 |
| 1353 | 1,126 | 0.97 | 9.50 |
| 1358 | 1,149 | 0.99 | 10.49 |
| 1363 | 1,249 | 1.08 | 11.57 |
| 1367 | 1,300 | 1.13 | 12.70 |
| 1371 | 1,411 | 1.22 | 13.92 |
| 1375 | 1,605 | 1.39 | 15.31 |
| 1379 | 1,728 | 1.50 | 16.80 |
| 1383 | 1,874 | 1.62 | 18.42 |
| 1387 | 2,045 | 1.77 | 20.19 |
| 1390 | 2,259 | 1.96 | 22.15 |
| 1394 | 2,428 | 2.10 | 24.25 |
| 1398 | 2,656 | 2.30 | 26.55 |
| 1402 | 2,944 | 2.55 | 29.10 |
| 1406 | 3,215 | 2.78 | 31.88 |
| 1410 | 3,502 | 3.03 | 34.91 |
| 1414 | 3,750 | 3.25 | 38.16 |
| 1418 | 4,033 | 3.49 | 41.65 |
| 1422 | 4,439 | 3.84 | 45.49 |
| 1427 | 4,721 | 4.09 | 49.58 |
| 1432 | 5,065 | 4.38 | 53.96 |
| 1438 | 5,345 | 4.63 | 58.59 |
| 1444 | 5,683 | 4.92 | 63.51 |
| 1450 | 5,851 | 5.06 | 68.57 |
| 1457 | 5,923 | 5.13 | 73.70 |
| 1465 | 5,890 | 5.10 | 78.79 |

Table 4.B.1 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1474 | 5,631 | 4.87 | 83.67 |
| 1485 | 5,140 | 4.45 | 88.12 |
| 1497 | 4,470 | 3.87 | 91.99 |
| 1513 | 3,625 | 3.14 | 95.12 |
| 1536 | 2,790 | 2.41 | 97.54 |
| 1580 | 1,889 | 1.63 | 99.17 |
| 1700 | 955 | 0.83 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 1,289 | 1.24 | 1.24 |
| 1229 | 341 | 0.33 | 1.57 |
| 1279 | 271 | 0.26 | 1.83 |
| 1302 | 210 | 0.20 | 2.03 |
| 1316 | 184 | 0.18 | 2.21 |
| 1326 | 239 | 0.23 | 2.44 |
| 1334 | 234 | 0.23 | 2.66 |
| 1341 | 290 | 0.28 | 2.94 |
| 1347 | 377 | 0.36 | 3.31 |
| 1352 | 398 | 0.38 | 3.69 |
| 1357 | 460 | 0.44 | 4.13 |
| 1362 | 523 | 0.50 | 4.63 |
| 1366 | 536 | 0.52 | 5.15 |
| 1371 | 586 | 0.56 | 5.71 |
| 1374 | 637 | 0.61 | 6.33 |
| 1378 | 683 | 0.66 | 6.98 |
| 1382 | 739 | 0.71 | 7.70 |
| 1386 | 768 | 0.74 | 8.44 |
| 1389 | 842 | 0.81 | 9.25 |
| 1393 | 972 | 0.94 | 10.18 |
| 1396 | 1,054 | 1.01 | 11.20 |
| 1400 | 1,160 | 1.12 | 12.31 |
| 1403 | 1,357 | 1.31 | 13.62 |
| 1407 | 1,531 | 1.47 | 15.09 |
| 1410 | 1,853 | 1.78 | 16.87 |
| 1414 | 2,132 | 2.05 | 18.93 |
| 1418 | 2,425 | 2.33 | 21.26 |
| 1422 | 2,761 | 2.66 | 23.92 |
| 1426 | 3,187 | 3.07 | 26.98 |
| 1431 | 3,616 | 3.48 | 30.46 |
| 1436 | 4,212 | 4.05 | 34.52 |
| 1441 | 4,806 | 4.63 | 39.14 |
| 1447 | 5,225 | 5.03 | 44.17 |
| 1453 | 5,696 | 5.48 | 49.65 |
| 1460 | 6,227 | 5.99 | 55.64 |
| 1467 | 6,555 | 6.31 | 61.95 |
| 1475 | 6,687 | 6.44 | 68.39 |
| 1484 | 6,687 | 6.44 | 74.82 |
| 1494 | 6,397 | 6.16 | 80.98 |

Table 4.B.2 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1504 | 5,748 | 5.53 | 86.51 |
| 1517 | 5,011 | 4.82 | 91.33 |
| 1533 | 4,000 | 3.85 | 95.18 |
| 1554 | 2,729 | 2.63 | 97.81 |
| 1591 | 1,616 | 1.56 | 99.36 |
| 1700 | 661 | 0.64 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 403 | 0.41 | 0.41 |
| 1234 | 180 | 0.18 | 0.59 |
| 1273 | 127 | 0.13 | 0.71 |
| 1294 | 95 | 0.10 | 0.81 |
| 1309 | 84 | 0.08 | 0.89 |
| 1320 | 110 | 0.11 | 1.00 |
| 1328 | 122 | 0.12 | 1.13 |
| 1336 | 195 | 0.20 | 1.32 |
| 1342 | 196 | 0.20 | 1.52 |
| 1348 | 224 | 0.23 | 1.75 |
| 1353 | 238 | 0.24 | 1.99 |
| 1358 | 242 | 0.24 | 2.23 |
| 1362 | 215 | 0.22 | 2.44 |
| 1367 | 205 | 0.21 | 2.65 |
| 1370 | 244 | 0.25 | 2.90 |
| 1374 | 255 | 0.26 | 3.15 |
| 1378 | 282 | 0.28 | 3.44 |
| 1381 | 293 | 0.29 | 3.73 |
| 1385 | 335 | 0.34 | 4.07 |
| 1388 | 375 | 0.38 | 4.44 |
| 1391 | 448 | 0.45 | 4.90 |
| 1395 | 445 | 0.45 | 5.34 |
| 1398 | 507 | 0.51 | 5.85 |
| 1401 | 629 | 0.63 | 6.49 |
| 1405 | 651 | 0.65 | 7.14 |
| 1408 | 730 | 0.73 | 7.87 |
| 1411 | 861 | 0.87 | 8.74 |
| 1415 | 1,080 | 1.09 | 9.83 |
| 1418 | 1,260 | 1.27 | 11.09 |
| 1422 | 1,455 | 1.46 | 12.56 |
| 1426 | 1,598 | 1.61 | 14.16 |
| 1430 | 2,040 | 2.05 | 16.21 |
| 1434 | 2,321 | 2.33 | 18.55 |
| 1438 | 2,762 | 2.78 | 21.33 |
| 1443 | 3,117 | 3.13 | 24.46 |
| 1448 | 3,659 | 3.68 | 28.14 |
| 1453 | 4,149 | 4.17 | 32.31 |
| 1459 | 4,519 | 4.54 | 36.86 |
| 1465 | 5,226 | 5.26 | 42.11 |

Table 4.B.3 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1471 | 5,912 | 5.95 | 48.06 |
| 1478 | 6,152 | 6.19 | 54.24 |
| 1486 | 6,568 | 6.60 | 60.85 |
| 1495 | 6,760 | 6.80 | 67.65 |
| 1504 | 6,955 | 6.99 | 74.64 |
| 1514 | 6,416 | 6.45 | 81.09 |
| 1526 | 5,799 | 5.83 | 86.93 |
| 1540 | 4,720 | 4.75 | 91.67 |
| 1557 | 3,789 | 3.81 | 95.48 |
| 1582 | 2,583 | 2.60 | 98.08 |
| 1642 | 1,446 | 1.45 | 99.53 |
| 1700 | 463 | 0.47 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 3 | 0.00 | 0.00 |
| 1176 | 2 | 0.00 | 0.00 |
| 1240 | 13 | 0.01 | 0.02 |
| 1274 | 43 | 0.04 | 0.06 |
| 1297 | 95 | 0.09 | 0.15 |
| 1314 | 169 | 0.16 | 0.31 |
| 1327 | 255 | 0.25 | 0.56 |
| 1338 | 321 | 0.31 | 0.87 |
| 1347 | 310 | 0.30 | 1.17 |
| 1355 | 345 | 0.33 | 1.50 |
| 1362 | 275 | 0.26 | 1.76 |
| 1368 | 262 | 0.25 | 2.02 |
| 1373 | 215 | 0.21 | 2.22 |
| 1378 | 229 | 0.22 | 2.44 |
| 1383 | 223 | 0.21 | 2.66 |
| 1387 | 266 | 0.26 | 2.91 |
| 1391 | 280 | 0.27 | 3.18 |
| 1395 | 351 | 0.34 | 3.52 |
| 1399 | 378 | 0.36 | 3.89 |
| 1403 | 413 | 0.40 | 4.28 |
| 1406 | 543 | 0.52 | 4.81 |
| 1410 | 599 | 0.58 | 5.38 |
| 1414 | 756 | 0.73 | 6.11 |
| 1417 | 810 | 0.78 | 6.89 |
| 1421 | 1,029 | 0.99 | 7.88 |
| 1425 | 1,163 | 1.12 | 9.00 |
| 1429 | 1,422 | 1.37 | 10.37 |
| 1433 | 1,655 | 1.59 | 11.97 |
| 1437 | 1,971 | 1.90 | 13.86 |
| 1442 | 2,242 | 2.16 | 16.02 |
| 1446 | 2,735 | 2.63 | 18.66 |
| 1451 | 3,076 | 2.96 | 21.62 |
| 1456 | 3,597 | 3.46 | 25.08 |
| 1461 | 4,040 | 3.89 | 28.97 |
| 1466 | 4,514 | 4.35 | 33.32 |
| 1471 | 4,965 | 4.78 | 38.10 |
| 1473 | 1 | 0.00 | 38.10 |
| 1477 | 5,418 | 5.22 | 43.32 |
| 1483 | 5,774 | 5.56 | 48.88 |

Table 4.B.4 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1489 | 6,084 | 5.86 | 54.74 |
| 1495 | 6,281 | 6.05 | 60.79 |
| 1502 | 6,094 | 5.87 | 66.66 |
| 1509 | 5,928 | 5.71 | 72.37 |
| 1517 | 5,591 | 5.38 | 77.75 |
| 1525 | 5,207 | 5.01 | 82.77 |
| 1534 | 4,484 | 4.32 | 87.08 |
| 1545 | 3,952 | 3.81 | 90.89 |
| 1557 | 3,103 | 2.99 | 93.88 |
| 1571 | 2,442 | 2.35 | 96.23 |
| 1589 | 1,745 | 1.68 | 97.91 |
| 1616 | 1,142 | 1.10 | 99.01 |
| 1662 | 646 | 0.62 | 99.63 |
| 1757 | 293 | 0.28 | 99.91 |
| 1800 | 89 | 0.09 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 1 | 0.00 | 0.00 |
| 1176 | 1 | 0.00 | 0.00 |
| 1240 | 9 | 0.01 | 0.01 |
| 1274 | 40 | 0.04 | 0.06 |
| 1297 | 73 | 0.08 | 0.13 |
| 1314 | 130 | 0.14 | 0.28 |
| 1327 | 226 | 0.24 | 0.52 |
| 1338 | 289 | 0.31 | 0.83 |
| 1347 | 293 | 0.32 | 1.15 |
| 1355 | 286 | 0.31 | 1.46 |
| 1362 | 217 | 0.24 | 1.70 |
| 1368 | 203 | 0.22 | 1.92 |
| 1373 | 162 | 0.18 | 2.09 |
| 1378 | 160 | 0.17 | 2.27 |
| 1383 | 163 | 0.18 | 2.44 |
| 1387 | 151 | 0.16 | 2.61 |
| 1391 | 182 | 0.20 | 2.80 |
| 1395 | 181 | 0.20 | 3.00 |
| 1399 | 203 | 0.22 | 3.22 |
| 1400 | 1 | 0.00 | 3.22 |
| 1403 | 253 | 0.27 | 3.50 |
| 1406 | 262 | 0.28 | 3.78 |
| 1410 | 305 | 0.33 | 4.11 |
| 1414 | 369 | 0.40 | 4.51 |
| 1417 | 430 | 0.47 | 4.98 |
| 1421 | 477 | 0.52 | 5.49 |
| 1425 | 568 | 0.62 | 6.11 |
| 1429 | 736 | 0.80 | 6.91 |
| 1433 | 869 | 0.94 | 7.85 |
| 1437 | 1,018 | 1.10 | 8.95 |
| 1442 | 1,280 | 1.39 | 10.34 |
| 1446 | 1,515 | 1.64 | 11.98 |
| 1451 | 1,801 | 1.95 | 13.93 |
| 1456 | 2,116 | 2.29 | 16.23 |
| 1461 | 2,519 | 2.73 | 18.96 |
| 1466 | 2,930 | 3.18 | 22.14 |
| 1471 | 3,481 | 3.77 | 25.91 |
| 1477 | 3,909 | 4.24 | 30.15 |
| 1483 | 4,317 | 4.68 | 34.83 |

Table 4.B.5 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1489 | 4,879 | 5.29 | 40.12 |
| 1495 | 5,525 | 5.99 | 46.10 |
| 1502 | 5,844 | 6.34 | 52.44 |
| 1509 | 6,154 | 6.67 | 59.11 |
| 1517 | 6,154 | 6.67 | 65.78 |
| 1525 | 5,974 | 6.48 | 72.26 |
| 1534 | 5,773 | 6.26 | 78.52 |
| 1545 | 5,235 | 5.68 | 84.19 |
| 1557 | 4,440 | 4.81 | 89.01 |
| 1571 | 3,647 | 3.95 | 92.96 |
| 1589 | 2,738 | 2.97 | 95.93 |
| 1616 | 1,905 | 2.07 | 97.99 |
| 1662 | 1,166 | 1.26 | 99.26 |
| 1757 | 535 | 0.58 | 99.84 |
| 1800 | 151 | 0.16 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 1 | 0.00 | 0.00 |
| 1176 | 2 | 0.00 | 0.00 |
| 1240 | 9 | 0.01 | 0.02 |
| 1274 | 38 | 0.05 | 0.06 |
| 1297 | 76 | 0.10 | 0.16 |
| 1314 | 120 | 0.15 | 0.31 |
| 1327 | 202 | 0.25 | 0.57 |
| 1338 | 271 | 0.34 | 0.91 |
| 1347 | 293 | 0.37 | 1.28 |
| 1355 | 249 | 0.31 | 1.59 |
| 1362 | 222 | 0.28 | 1.87 |
| 1368 | 190 | 0.24 | 2.11 |
| 1373 | 142 | 0.18 | 2.29 |
| 1378 | 130 | 0.16 | 2.45 |
| 1383 | 105 | 0.13 | 2.59 |
| 1387 | 104 | 0.13 | 2.72 |
| 1391 | 137 | 0.17 | 2.89 |
| 1395 | 137 | 0.17 | 3.06 |
| 1399 | 170 | 0.21 | 3.28 |
| 1403 | 176 | 0.22 | 3.50 |
| 1406 | 162 | 0.20 | 3.71 |
| 1410 | 196 | 0.25 | 3.95 |
| 1414 | 217 | 0.27 | 4.23 |
| 1417 | 259 | 0.33 | 4.55 |
| 1421 | 284 | 0.36 | 4.91 |
| 1425 | 351 | 0.44 | 5.36 |
| 1429 | 421 | 0.53 | 5.89 |
| 1433 | 440 | 0.56 | 6.44 |
| 1437 | 576 | 0.73 | 7.17 |
| 1442 | 707 | 0.89 | 8.06 |
| 1446 | 827 | 1.04 | 9.11 |
| 1451 | 1,104 | 1.39 | 10.50 |
| 1456 | 1,266 | 1.60 | 12.10 |
| 1461 | 1,570 | 1.98 | 14.08 |
| 1466 | 1,826 | 2.30 | 16.38 |
| 1471 | 2,231 | 2.82 | 19.20 |
| 1477 | 2,581 | 3.26 | 22.46 |
| 1483 | 3,132 | 3.95 | 26.41 |
| 1489 | 3,592 | 4.53 | 30.94 |

Table 4.B.6 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1495 | 4,128 | 5.21 | 36.15 |
| 1502 | 4,554 | 5.75 | 41.90 |
| 1509 | 5,077 | 6.41 | 48.31 |
| 1517 | 5,452 | 6.88 | 55.19 |
| 1525 | 5,592 | 7.06 | 62.25 |
| 1534 | 5,798 | 7.32 | 69.57 |
| 1545 | 5,550 | 7.00 | 76.57 |
| 1557 | 5,121 | 6.46 | 83.03 |
| 1571 | 4,480 | 5.65 | 88.69 |
| 1589 | 3,564 | 4.50 | 93.19 |
| 1616 | 2,689 | 3.39 | 96.58 |
| 1662 | 1,682 | 2.12 | 98.70 |
| 1757 | 816 | 1.03 | 99.73 |
| 1800 | 211 | 0.27 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 3 | 0.00 | 0.00 |
| 1194 | 9 | 0.01 | 0.02 |
| 1241 | 26 | 0.04 | 0.05 |
| 1272 | 51 | 0.07 | 0.12 |
| 1295 | 133 | 0.18 | 0.31 |
| 1313 | 188 | 0.26 | 0.57 |
| 1327 | 219 | 0.30 | 0.87 |
| 1339 | 240 | 0.33 | 1.20 |
| 1349 | 227 | 0.31 | 1.51 |
| 1357 | 198 | 0.27 | 1.78 |
| 1365 | 205 | 0.28 | 2.07 |
| 1372 | 175 | 0.24 | 2.31 |
| 1379 | 162 | 0.22 | 2.53 |
| 1385 | 161 | 0.22 | 2.75 |
| 1390 | 181 | 0.25 | 3.00 |
| 1395 | 190 | 0.26 | 3.26 |
| 1400 | 181 | 0.25 | 3.51 |
| 1405 | 213 | 0.29 | 3.81 |
| 1410 | 201 | 0.28 | 4.08 |
| 1414 | 250 | 0.34 | 4.43 |
| 1418 | 282 | 0.39 | 4.82 |
| 1423 | 294 | 0.41 | 5.22 |
| 1427 | 389 | 0.54 | 5.76 |
| 1431 | 439 | 0.60 | 6.36 |
| 1435 | 522 | 0.72 | 7.08 |
| 1440 | 578 | 0.80 | 7.88 |
| 1444 | 748 | 1.03 | 8.91 |
| 1448 | 838 | 1.15 | 10.06 |
| 1453 | 969 | 1.34 | 11.40 |
| 1458 | 1,104 | 1.52 | 12.92 |
| 1462 | 1,387 | 1.91 | 14.83 |
| 1467 | 1,654 | 2.28 | 17.11 |
| 1473 | 1,782 | 2.46 | 19.57 |
| 1478 | 2,163 | 2.98 | 22.55 |
| 1483 | 2,508 | 3.46 | 26.01 |
| 1489 | 2,773 | 3.82 | 29.83 |
| 1495 | 3,215 | 4.43 | 34.26 |
| 1502 | 3,479 | 4.79 | 39.05 |
| 1508 | 3,776 | 5.20 | 44.26 |

Table 4.B.7 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1516 | 4,135 | 5.70 | 49.95 |
| 1523 | 4,364 | 6.01 | 55.97 |
| 1532 | 4,533 | 6.25 | 62.22 |
| 1541 | 4,570 | 6.30 | 68.51 |
| 1552 | 4,460 | 6.15 | 74.66 |
| 1564 | 4,266 | 5.88 | 80.54 |
| 1578 | 3,903 | 5.38 | 85.92 |
| 1595 | 3,398 | 4.68 | 90.60 |
| 1617 | 2,695 | 3.71 | 94.32 |
| 1650 | 2,006 | 2.76 | 97.08 |
| 1708 | 1,284 | 1.77 | 98.85 |
| 1826 | 650 | 0.90 | 99.75 |
| 1900 | 185 | 0.25 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1194 | 5 | 0.01 | 0.01 |
| 1241 | 18 | 0.03 | 0.04 |
| 1272 | 55 | 0.09 | 0.12 |
| 1295 | 80 | 0.13 | 0.25 |
| 1313 | 155 | 0.24 | 0.49 |
| 1327 | 194 | 0.31 | 0.80 |
| 1339 | 233 | 0.37 | 1.16 |
| 1349 | 207 | 0.33 | 1.49 |
| 1357 | 209 | 0.33 | 1.82 |
| 1365 | 194 | 0.31 | 2.12 |
| 1372 | 198 | 0.31 | 2.43 |
| 1379 | 171 | 0.27 | 2.70 |
| 1385 | 150 | 0.24 | 2.94 |
| 1390 | 141 | 0.22 | 3.16 |
| 1395 | 151 | 0.24 | 3.40 |
| 1400 | 128 | 0.20 | 3.60 |
| 1405 | 146 | 0.23 | 3.83 |
| 1410 | 159 | 0.25 | 4.08 |
| 1414 | 190 | 0.30 | 4.38 |
| 1418 | 216 | 0.34 | 4.72 |
| 1423 | 257 | 0.40 | 5.12 |
| 1427 | 234 | 0.37 | 5.49 |
| 1431 | 300 | 0.47 | 5.96 |
| 1435 | 313 | 0.49 | 6.45 |
| 1440 | 412 | 0.65 | 7.10 |
| 1444 | 420 | 0.66 | 7.76 |
| 1448 | 501 | 0.79 | 8.55 |
| 1453 | 630 | 0.99 | 9.54 |
| 1458 | 757 | 1.19 | 10.73 |
| 1462 | 897 | 1.41 | 12.14 |
| 1467 | 1,033 | 1.62 | 13.76 |
| 1473 | 1,265 | 1.99 | 15.75 |
| 1478 | 1,453 | 2.28 | 18.04 |
| 1483 | 1,674 | 2.63 | 20.67 |
| 1489 | 1,932 | 3.04 | 23.71 |
| 1495 | 2,287 | 3.60 | 27.30 |
| 1502 | 2,536 | 3.99 | 31.29 |
| 1508 | 2,896 | 4.55 | 35.84 |
| 1516 | 3,375 | 5.31 | 41.15 |

Table 4.B.8 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1523 | 3,651 | 5.74 | 46.89 |
| 1532 | 3,996 | 6.28 | 53.17 |
| 1541 | 4,212 | 6.62 | 59.79 |
| 1552 | 4,417 | 6.94 | 66.74 |
| 1564 | 4,331 | 6.81 | 73.54 |
| 1578 | 4,196 | 6.60 | 80.14 |
| 1595 | 3,891 | 6.12 | 86.26 |
| 1617 | 3,185 | 5.01 | 91.27 |
| 1650 | 2,607 | 4.10 | 95.37 |
| 1708 | 1,785 | 2.81 | 98.17 |
| 1826 | 884 | 1.39 | 99.56 |
| 1900 | 279 | 0.44 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 3 | 0.01 | 0.01 |
| 1194 | 6 | 0.01 | 0.02 |
| 1241 | 30 | 0.05 | 0.07 |
| 1272 | 42 | 0.08 | 0.15 |
| 1295 | 82 | 0.15 | 0.29 |
| 1313 | 139 | 0.25 | 0.54 |
| 1327 | 180 | 0.32 | 0.86 |
| 1339 | 218 | 0.39 | 1.26 |
| 1349 | 213 | 0.38 | 1.64 |
| 1357 | 199 | 0.36 | 1.99 |
| 1365 | 197 | 0.35 | 2.35 |
| 1372 | 195 | 0.35 | 2.70 |
| 1379 | 156 | 0.28 | 2.98 |
| 1385 | 139 | 0.25 | 3.23 |
| 1390 | 148 | 0.27 | 3.49 |
| 1395 | 129 | 0.23 | 3.72 |
| 1400 | 136 | 0.24 | 3.97 |
| 1405 | 160 | 0.29 | 4.25 |
| 1410 | 177 | 0.32 | 4.57 |
| 1411 | 1 | 0.00 | 4.57 |
| 1414 | 152 | 0.27 | 4.85 |
| 1418 | 185 | 0.33 | 5.18 |
| 1423 | 210 | 0.38 | 5.55 |
| 1427 | 200 | 0.36 | 5.91 |
| 1431 | 209 | 0.37 | 6.29 |
| 1435 | 247 | 0.44 | 6.73 |
| 1440 | 305 | 0.55 | 7.28 |
| 1444 | 335 | 0.60 | 7.88 |
| 1448 | 387 | 0.69 | 8.57 |
| 1453 | 459 | 0.82 | 9.40 |
| 1458 | 544 | 0.98 | 10.37 |
| 1462 | 658 | 1.18 | 11.55 |
| 1467 | 770 | 1.38 | 12.93 |
| 1473 | 867 | 1.56 | 14.49 |
| 1478 | 979 | 1.76 | 16.25 |
| 1483 | 1,246 | 2.23 | 18.48 |
| 1489 | 1,487 | 2.67 | 21.15 |
| 1495 | 1,639 | 2.94 | 24.09 |
| 1502 | 1,941 | 3.48 | 27.57 |

Table 4.B.9 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1508 | 2,162 | 3.88 | 31.45 |
| 1516 | 2,599 | 4.66 | 36.11 |
| 1523 | 2,901 | 5.20 | 41.31 |
| 1532 | 3,197 | 5.73 | 47.05 |
| 1541 | 3,486 | 6.25 | 53.30 |
| 1552 | 3,868 | 6.94 | 60.24 |
| 1564 | 4,104 | 7.36 | 67.60 |
| 1578 | 4,122 | 7.39 | 74.99 |
| 1595 | 3,969 | 7.12 | 82.11 |
| 1617 | 3,433 | 6.16 | 88.27 |
| 1650 | 2,912 | 5.22 | 93.49 |
| 1708 | 2,117 | 3.80 | 97.29 |
| 1826 | 1,149 | 2.06 | 99.35 |
| 1900 | 363 | 0.65 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 12 | 0.03 | 0.03 |
| 1207 | 27 | 0.06 | 0.08 |
| 1245 | 75 | 0.16 | 0.24 |
| 1273 | 146 | 0.31 | 0.55 |
| 1295 | 213 | 0.45 | 1.00 |
| 1313 | 276 | 0.59 | 1.59 |
| 1328 | 297 | 0.63 | 2.22 |
| 1340 | 280 | 0.59 | 2.81 |
| 1351 | 289 | 0.61 | 3.43 |
| 1361 | 241 | 0.51 | 3.94 |
| 1370 | 223 | 0.47 | 4.41 |
| 1377 | 207 | 0.44 | 4.85 |
| 1384 | 182 | 0.39 | 5.24 |
| 1391 | 161 | 0.34 | 5.58 |
| 1397 | 195 | 0.41 | 5.99 |
| 1403 | 203 | 0.43 | 6.42 |
| 1409 | 168 | 0.36 | 6.78 |
| 1414 | 220 | 0.47 | 7.24 |
| 1419 | 206 | 0.44 | 7.68 |
| 1424 | 231 | 0.49 | 8.17 |
| 1429 | 265 | 0.56 | 8.73 |
| 1434 | 284 | 0.60 | 9.34 |
| 1438 | 308 | 0.65 | 9.99 |
| 1443 | 364 | 0.77 | 10.76 |
| 1448 | 394 | 0.84 | 11.60 |
| 1453 | 429 | 0.91 | 12.51 |
| 1457 | 543 | 1.15 | 13.66 |
| 1462 | 550 | 1.17 | 14.82 |
| 1467 | 732 | 1.55 | 16.38 |
| 1473 | 860 | 1.82 | 18.20 |
| 1478 | 1,008 | 2.14 | 20.34 |
| 1484 | 1,151 | 2.44 | 22.78 |
| 1490 | 1,338 | 2.84 | 25.62 |
| 1496 | 1,538 | 3.26 | 28.88 |
| 1502 | 1,778 | 3.77 | 32.65 |
| 1509 | 2,103 | 4.46 | 37.11 |
| 1517 | 2,403 | 5.10 | 42.21 |
| 1525 | 2,528 | 5.36 | 47.57 |
| 1534 | 2,855 | 6.06 | 53.63 |

Table 4.B.10 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1543 | 3,014 | 6.39 | 60.02 |
| 1554 | 3,075 | 6.52 | 66.55 |
| 1566 | 3,095 | 6.56 | 73.11 |
| 1579 | 2,881 | 6.11 | 79.22 |
| 1595 | 2,676 | 5.68 | 84.90 |
| 1614 | 2,234 | 4.74 | 89.64 |
| 1638 | 1,853 | 3.93 | 93.57 |
| 1672 | 1,372 | 2.91 | 96.48 |
| 1729 | 860 | 1.82 | 98.30 |
| 1840 | 489 | 1.04 | 99.34 |
| 1950 | 312 | 0.66 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 9 | 0.02 | 0.02 |
| 1207 | 18 | 0.04 | 0.07 |
| 1245 | 66 | 0.16 | 0.23 |
| 1273 | 118 | 0.29 | 0.52 |
| 1295 | 196 | 0.48 | 0.99 |
| 1313 | 272 | 0.66 | 1.66 |
| 1328 | 270 | 0.66 | 2.32 |
| 1340 | 295 | 0.72 | 3.04 |
| 1351 | 317 | 0.77 | 3.81 |
| 1361 | 266 | 0.65 | 4.46 |
| 1370 | 219 | 0.53 | 5.00 |
| 1377 | 185 | 0.45 | 5.45 |
| 1384 | 222 | 0.54 | 5.99 |
| 1391 | 207 | 0.51 | 6.50 |
| 1397 | 173 | 0.42 | 6.92 |
| 1403 | 200 | 0.49 | 7.41 |
| 1409 | 199 | 0.49 | 7.89 |
| 1414 | 220 | 0.54 | 8.43 |
| 1419 | 197 | 0.48 | 8.91 |
| 1424 | 221 | 0.54 | 9.45 |
| 1429 | 223 | 0.54 | 10.00 |
| 1434 | 260 | 0.63 | 10.63 |
| 1438 | 265 | 0.65 | 11.28 |
| 1443 | 289 | 0.71 | 11.98 |
| 1448 | 337 | 0.82 | 12.81 |
| 1453 | 343 | 0.84 | 13.64 |
| 1457 | 423 | 1.03 | 14.68 |
| 1462 | 500 | 1.22 | 15.90 |
| 1467 | 574 | 1.40 | 17.30 |
| 1473 | 623 | 1.52 | 18.82 |
| 1478 | 752 | 1.84 | 20.66 |
| 1484 | 871 | 2.13 | 22.78 |
| 1490 | 1,038 | 2.53 | 25.32 |
| 1496 | 1,220 | 2.98 | 28.30 |
| 1502 | 1,361 | 3.32 | 31.62 |
| 1509 | 1,531 | 3.74 | 35.36 |
| 1517 | 1,775 | 4.33 | 39.69 |
| 1525 | 2,062 | 5.04 | 44.73 |
| 1534 | 2,258 | 5.51 | 50.24 |

Table 4.B.11 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1543 | 2,423 | 5.92 | 56.16 |
| 1554 | 2,552 | 6.23 | 62.39 |
| 1566 | 2,683 | 6.55 | 68.95 |
| 1579 | 2,709 | 6.62 | 75.56 |
| 1595 | 2,418 | 5.90 | 81.47 |
| 1614 | 2,231 | 5.45 | 86.91 |
| 1638 | 1,899 | 4.64 | 91.55 |
| 1672 | 1,409 | 3.44 | 94.99 |
| 1729 | 1,026 | 2.51 | 97.50 |
| 1840 | 627 | 1.53 | 99.03 |
| 1950 | 398 | 0.97 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 4 | 0.01 | 0.01 |
| 1223 | 4 | 0.01 | 0.02 |
| 1268 | 18 | 0.06 | 0.08 |
| 1296 | 57 | 0.18 | 0.26 |
| 1316 | 85 | 0.26 | 0.52 |
| 1331 | 144 | 0.44 | 0.96 |
| 1343 | 178 | 0.55 | 1.51 |
| 1354 | 235 | 0.72 | 2.23 |
| 1362 | 173 | 0.53 | 2.77 |
| 1370 | 188 | 0.58 | 3.35 |
| 1378 | 176 | 0.54 | 3.89 |
| 1384 | 132 | 0.41 | 4.29 |
| 1391 | 158 | 0.49 | 4.78 |
| 1396 | 154 | 0.47 | 5.26 |
| 1402 | 160 | 0.49 | 5.75 |
| 1408 | 161 | 0.50 | 6.24 |
| 1413 | 185 | 0.57 | 6.81 |
| 1418 | 185 | 0.57 | 7.38 |
| 1423 | 217 | 0.67 | 8.05 |
| 1428 | 225 | 0.69 | 8.75 |
| 1433 | 229 | 0.71 | 9.45 |
| 1438 | 265 | 0.82 | 10.27 |
| 1443 | 306 | 0.94 | 11.21 |
| 1448 | 302 | 0.93 | 12.14 |
| 1453 | 354 | 1.09 | 13.23 |
| 1458 | 353 | 1.09 | 14.32 |
| 1463 | 456 | 1.40 | 15.72 |
| 1468 | 484 | 1.49 | 17.22 |
| 1473 | 573 | 1.77 | 18.98 |
| 1479 | 621 | 1.91 | 20.89 |
| 1484 | 730 | 2.25 | 23.14 |
| 1490 | 777 | 2.39 | 25.54 |
| 1496 | 916 | 2.82 | 28.36 |
| 1502 | 1,004 | 3.09 | 31.45 |
| 1508 | 1,087 | 3.35 | 34.80 |
| 1514 | 1,111 | 3.42 | 38.22 |
| 1521 | 1,335 | 4.11 | 42.34 |
| 1528 | 1,460 | 4.50 | 46.83 |
| 1536 | 1,529 | 4.71 | 51.54 |

Table 4.B.12 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1544 | 1,586 | 4.89 | 56.43 |
| 1553 | 1,639 | 5.05 | 61.48 |
| 1562 | 1,735 | 5.35 | 66.82 |
| 1573 | 1,755 | 5.41 | 72.23 |
| 1585 | 1,776 | 5.47 | 77.70 |
| 1598 | 1,641 | 5.06 | 82.76 |
| 1614 | 1,523 | 4.69 | 87.45 |
| 1632 | 1,319 | 4.06 | 91.51 |
| 1656 | 1,047 | 3.23 | 94.74 |
| 1688 | 815 | 2.51 | 97.25 |
| 1737 | 524 | 1.61 | 98.86 |
| 1830 | 288 | 0.89 | 99.75 |
| 1950 | 81 | 0.25 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 3 | 0.01 | 0.01 |
| 1223 | 5 | 0.02 | 0.03 |
| 1268 | 10 | 0.04 | 0.08 |
| 1296 | 24 | 0.10 | 0.18 |
| 1316 | 54 | 0.23 | 0.41 |
| 1331 | 79 | 0.34 | 0.76 |
| 1343 | 103 | 0.44 | 1.20 |
| 1354 | 122 | 0.53 | 1.73 |
| 1362 | 95 | 0.41 | 2.14 |
| 1370 | 118 | 0.51 | 2.65 |
| 1378 | 104 | 0.45 | 3.09 |
| 1384 | 101 | 0.44 | 3.53 |
| 1391 | 92 | 0.40 | 3.93 |
| 1396 | 96 | 0.41 | 4.34 |
| 1402 | 110 | 0.47 | 4.82 |
| 1408 | 125 | 0.54 | 5.36 |
| 1413 | 116 | 0.50 | 5.86 |
| 1418 | 125 | 0.54 | 6.40 |
| 1423 | 131 | 0.57 | 6.96 |
| 1428 | 148 | 0.64 | 7.60 |
| 1433 | 173 | 0.75 | 8.35 |
| 1438 | 193 | 0.83 | 9.18 |
| 1443 | 218 | 0.94 | 10.12 |
| 1448 | 226 | 0.98 | 11.10 |
| 1453 | 240 | 1.04 | 12.13 |
| 1458 | 239 | 1.03 | 13.16 |
| 1463 | 289 | 1.25 | 14.41 |
| 1468 | 342 | 1.48 | 15.89 |
| 1473 | 392 | 1.69 | 17.58 |
| 1479 | 383 | 1.65 | 19.23 |
| 1484 | 480 | 2.07 | 21.30 |
| 1490 | 559 | 2.41 | 23.71 |
| 1496 | 595 | 2.57 | 26.28 |
| 1502 | 633 | 2.73 | 29.01 |
| 1508 | 665 | 2.87 | 31.88 |
| 1514 | 822 | 3.55 | 35.43 |
| 1521 | 896 | 3.87 | 39.30 |
| 1528 | 908 | 3.92 | 43.22 |
| 1536 | 1,074 | 4.63 | 47.85 |

Table 4.B.13 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1544 | 1,161 | 5.01 | 52.86 |
| 1553 | 1,224 | 5.28 | 58.14 |
| 1562 | 1,305 | 5.63 | 63.78 |
| 1573 | 1,277 | 5.51 | 69.29 |
| 1585 | 1,268 | 5.47 | 74.76 |
| 1598 | 1,222 | 5.27 | 80.03 |
| 1614 | 1,250 | 5.39 | 85.43 |
| 1632 | 1,096 | 4.73 | 90.16 |
| 1656 | 862 | 3.72 | 93.88 |
| 1688 | 668 | 2.88 | 96.76 |
| 1737 | 438 | 1.89 | 98.65 |
| 1830 | 231 | 1.00 | 99.65 |
| 1950 | 82 | 0.35 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 2,532 | 2.19 | 2.19 |
| 1216 | 1,514 | 1.31 | 3.50 |
| 1252 | 1,628 | 1.41 | 4.91 |
| 1272 | 1,769 | 1.53 | 6.44 |
| 1286 | 2,091 | 1.81 | 8.25 |
| 1297 | 2,322 | 2.01 | 10.26 |
| 1306 | 2,642 | 2.29 | 12.55 |
| 1315 | 3,025 | 2.62 | 15.17 |
| 1323 | 3,153 | 2.73 | 17.90 |
| 1330 | 3,675 | 3.18 | 21.08 |
| 1337 | 3,877 | 3.36 | 24.43 |
| 1343 | 3,889 | 3.37 | 27.80 |
| 1349 | 3,979 | 3.44 | 31.24 |
| 1354 | 3,988 | 3.45 | 34.69 |
| 1358 | 3,993 | 3.46 | 38.15 |
| 1362 | 3,954 | 3.42 | 41.57 |
| 1367 | 3,909 | 3.38 | 44.96 |
| 1371 | 3,782 | 3.27 | 48.23 |
| 1375 | 3,691 | 3.19 | 51.42 |
| 1379 | 3,851 | 3.33 | 54.76 |
| 1383 | 3,851 | 3.33 | 58.09 |
| 1388 | 3,975 | 3.44 | 61.53 |
| 1393 | 4,226 | 3.66 | 65.19 |
| 1399 | 4,476 | 3.87 | 69.06 |
| 1405 | 4,803 | 4.16 | 73.22 |
| 1414 | 5,473 | 4.74 | 77.96 |
| 1425 | 5,797 | 5.02 | 82.97 |
| 1441 | 6,438 | 5.57 | 88.55 |
| 1475 | 6,634 | 5.74 | 94.29 |
| 1700 | 6,599 | 5.71 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 3,439 | 3.31 | 3.31 |
| 1311 | 2,782 | 2.68 | 5.99 |
| 1332 | 3,070 | 2.95 | 8.94 |
| 1345 | 3,177 | 3.06 | 12.00 |
| 1354 | 2,805 | 2.70 | 14.70 |
| 1362 | 2,680 | 2.58 | 17.28 |
| 1368 | 2,488 | 2.39 | 19.67 |
| 1373 | 2,545 | 2.45 | 22.12 |
| 1378 | 2,490 | 2.40 | 24.52 |
| 1383 | 2,551 | 2.45 | 26.97 |
| 1387 | 2,599 | 2.50 | 29.47 |
| 1391 | 2,518 | 2.42 | 31.90 |
| 1395 | 2,417 | 2.33 | 34.22 |
| 1399 | 2,505 | 2.41 | 36.63 |
| 1403 | 2,477 | 2.38 | 39.02 |
| 1406 | 2,328 | 2.24 | 41.26 |
| 1410 | 2,288 | 2.20 | 43.46 |
| 1414 | 2,265 | 2.18 | 45.64 |
| 1417 | 2,231 | 2.15 | 47.79 |
| 1421 | 2,274 | 2.19 | 49.97 |
| 1424 | 2,146 | 2.07 | 52.04 |
| 1428 | 2,177 | 2.10 | 54.13 |
| 1431 | 2,175 | 2.09 | 56.23 |
| 1435 | 2,251 | 2.17 | 58.39 |
| 1439 | 2,252 | 2.17 | 60.56 |
| 1443 | 2,191 | 2.11 | 62.67 |
| 1447 | 2,344 | 2.26 | 64.93 |
| 1451 | 2,382 | 2.29 | 67.22 |
| 1456 | 2,606 | 2.51 | 69.73 |
| 1460 | 2,711 | 2.61 | 72.33 |
| 1466 | 2,870 | 2.76 | 75.10 |
| 1471 | 3,064 | 2.95 | 78.04 |
| 1478 | 3,083 | 2.97 | 81.01 |
| 1485 | 3,343 | 3.22 | 84.23 |
| 1493 | 3,503 | 3.37 | 87.60 |
| 1504 | 3,634 | 3.50 | 91.10 |
| 1518 | 3,609 | 3.47 | 94.57 |
| 1542 | 3,335 | 3.21 | 97.78 |
| 1700 | 2,307 | 2.22 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 880 | 0.88 | 0.88 |
| 1299 | 749 | 0.75 | 1.64 |
| 1331 | 802 | 0.81 | 2.44 |
| 1348 | 712 | 0.72 | 3.16 |
| 1360 | 704 | 0.71 | 3.87 |
| 1369 | 691 | 0.69 | 4.56 |
| 1376 | 659 | 0.66 | 5.23 |
| 1382 | 721 | 0.73 | 5.95 |
| 1388 | 954 | 0.96 | 6.91 |
| 1392 | 1,117 | 1.12 | 8.03 |
| 1397 | 1,246 | 1.25 | 9.29 |
| 1401 | 1,371 | 1.38 | 10.67 |
| 1405 | 1,483 | 1.49 | 12.16 |
| 1408 | 1,529 | 1.54 | 13.69 |
| 1412 | 1,592 | 1.60 | 15.30 |
| 1415 | 1,657 | 1.67 | 16.96 |
| 1419 | 1,700 | 1.71 | 18.67 |
| 1422 | 1,669 | 1.68 | 20.35 |
| 1425 | 1,761 | 1.77 | 22.12 |
| 1428 | 1,870 | 1.88 | 24.00 |
| 1432 | 1,769 | 1.78 | 25.78 |
| 1435 | 2,018 | 2.03 | 27.81 |
| 1438 | 1,932 | 1.94 | 29.75 |
| 1441 | 2,139 | 2.15 | 31.90 |
| 1445 | 2,181 | 2.19 | 34.10 |
| 1448 | 2,229 | 2.24 | 36.34 |
| 1452 | 2,324 | 2.34 | 38.68 |
| 1455 | 2,252 | 2.26 | 40.94 |
| 1459 | 2,444 | 2.46 | 43.40 |
| 1463 | 2,680 | 2.70 | 46.09 |
| 1468 | 2,783 | 2.80 | 48.89 |
| 1472 | 3,024 | 3.04 | 51.93 |
| 1477 | 3,321 | 3.34 | 55.27 |
| 1482 | 3,570 | 3.59 | 58.86 |
| 1488 | 3,932 | 3.95 | 62.82 |
| 1494 | 4,433 | 4.46 | 67.27 |
| 1500 | 4,530 | 4.56 | 71.83 |
| 1508 | 4,733 | 4.76 | 76.59 |
| 1517 | 4,924 | 4.95 | 81.54 |

Table 4.B.16 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1527 | 5,118 | 5.15 | 86.69 |
| 1542 | 4,710 | 4.74 | 91.42 |
| 1563 | 4,025 | 4.05 | 95.47 |
| 1607 | 2,980 | 3.00 | 98.47 |
| 1700 | 1,522 | 1.53 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 3 | 0.00 | 0.00 |
| 1317 | 18 | 0.02 | 0.02 |
| 1359 | 99 | 0.10 | 0.12 |
| 1380 | 265 | 0.26 | 0.37 |
| 1394 | 543 | 0.52 | 0.89 |
| 1405 | 1,112 | 1.07 | 1.96 |
| 1414 | 1,680 | 1.62 | 3.58 |
| 1421 | 2,339 | 2.25 | 5.83 |
| 1428 | 2,860 | 2.75 | 8.59 |
| 1434 | 3,294 | 3.17 | 11.76 |
| 1440 | 3,998 | 3.85 | 15.61 |
| 1446 | 4,430 | 4.27 | 19.88 |
| 1451 | 4,658 | 4.49 | 24.36 |
| 1456 | 4,870 | 4.69 | 29.05 |
| 1461 | 5,049 | 4.86 | 33.92 |
| 1465 | 4,954 | 4.77 | 38.69 |
| 1470 | 5,042 | 4.86 | 43.54 |
| 1475 | 4,903 | 4.72 | 48.26 |
| 1480 | 4,658 | 4.49 | 52.75 |
| 1484 | 4,319 | 4.16 | 56.91 |
| 1489 | 4,115 | 3.96 | 60.87 |
| 1494 | 4,164 | 4.01 | 64.88 |
| 1499 | 3,903 | 3.76 | 68.64 |
| 1503 | 3,773 | 3.63 | 72.27 |
| 1508 | 3,492 | 3.36 | 75.64 |
| 1513 | 3,428 | 3.30 | 78.94 |
| 1518 | 3,103 | 2.99 | 81.93 |
| 1524 | 2,865 | 2.76 | 84.69 |
| 1529 | 2,615 | 2.52 | 87.20 |
| 1535 | 2,392 | 2.30 | 89.51 |
| 1541 | 2,152 | 2.07 | 91.58 |
| 1547 | 1,857 | 1.79 | 93.37 |
| 1553 | 1,585 | 1.53 | 94.89 |
| 1560 | 1,336 | 1.29 | 96.18 |
| 1568 | 1,111 | 1.07 | 97.25 |
| 1577 | 875 | 0.84 | 98.09 |
| 1587 | 711 | 0.68 | 98.78 |
| 1599 | 487 | 0.47 | 99.25 |
| 1613 | 332 | 0.32 | 99.57 |

Table 4.B.17 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1633 | 215 | 0.21 | 99.77 |
| 1661 | 133 | 0.13 | 99.90 |
| 1706 | 67 | 0.06 | 99.97 |
| 1795 | 27 | 0.03 | 99.99 |
| 1800 | 7 | 0.01 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 5 | 0.01 | 0.01 |
| 1317 | 11 | 0.01 | 0.02 |
| 1359 | 37 | 0.04 | 0.06 |
| 1380 | 111 | 0.12 | 0.18 |
| 1394 | 302 | 0.33 | 0.51 |
| 1405 | 543 | 0.59 | 1.09 |
| 1414 | 835 | 0.91 | 2.00 |
| 1421 | 1,137 | 1.23 | 3.23 |
| 1428 | 1,466 | 1.59 | 4.82 |
| 1434 | 1,789 | 1.94 | 6.76 |
| 1440 | 1,985 | 2.15 | 8.91 |
| 1446 | 2,293 | 2.49 | 11.40 |
| 1451 | 2,723 | 2.95 | 14.35 |
| 1456 | 2,916 | 3.16 | 17.51 |
| 1461 | 3,394 | 3.68 | 21.19 |
| 1465 | 3,441 | 3.73 | 24.92 |
| 1470 | 3,619 | 3.92 | 28.84 |
| 1475 | 3,690 | 4.00 | 32.84 |
| 1480 | 3,643 | 3.95 | 36.79 |
| 1484 | 3,681 | 3.99 | 40.78 |
| 1489 | 3,740 | 4.05 | 44.84 |
| 1494 | 3,797 | 4.12 | 48.95 |
| 1499 | 3,749 | 4.06 | 53.02 |
| 1503 | 3,708 | 4.02 | 57.04 |
| 1508 | 3,795 | 4.11 | 61.15 |
| 1513 | 3,759 | 4.07 | 65.23 |
| 1518 | 3,678 | 3.99 | 69.21 |
| 1524 | 3,629 | 3.93 | 73.15 |
| 1529 | 3,478 | 3.77 | 76.92 |
| 1535 | 3,305 | 3.58 | 80.50 |
| 1541 | 3,181 | 3.45 | 83.95 |
| 1547 | 2,839 | 3.08 | 87.03 |
| 1553 | 2,598 | 2.82 | 89.84 |
| 1560 | 2,205 | 2.39 | 92.23 |
| 1568 | 1,898 | 2.06 | 94.29 |
| 1577 | 1,590 | 1.72 | 96.02 |
| 1587 | 1,266 | 1.37 | 97.39 |
| 1599 | 922 | 1.00 | 98.39 |
| 1613 | 647 | 0.70 | 99.09 |

Table 4.B.18 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1633 | 399 | 0.43 | 99.52 |
| 1661 | 238 | 0.26 | 99.78 |
| 1706 | 142 | 0.15 | 99.93 |
| 1795 | 48 | 0.05 | 99.98 |
| 1800 | 14 | 0.02 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 7 | 0.01 | 0.01 |
| 1317 | 10 | 0.01 | 0.02 |
| 1359 | 23 | 0.03 | 0.05 |
| 1380 | 75 | 0.09 | 0.15 |
| 1394 | 181 | 0.23 | 0.37 |
| 1405 | 319 | 0.40 | 0.78 |
| 1414 | 479 | 0.60 | 1.38 |
| 1421 | 623 | 0.79 | 2.17 |
| 1428 | 791 | 1.00 | 3.17 |
| 1434 | 930 | 1.17 | 4.34 |
| 1440 | 1,136 | 1.43 | 5.77 |
| 1446 | 1,275 | 1.61 | 7.38 |
| 1451 | 1,465 | 1.85 | 9.23 |
| 1456 | 1,620 | 2.04 | 11.28 |
| 1461 | 1,892 | 2.39 | 13.66 |
| 1465 | 2,024 | 2.55 | 16.22 |
| 1470 | 2,251 | 2.84 | 19.06 |
| 1475 | 2,313 | 2.92 | 21.98 |
| 1480 | 2,382 | 3.01 | 24.99 |
| 1484 | 2,632 | 3.32 | 28.31 |
| 1489 | 2,602 | 3.28 | 31.59 |
| 1494 | 2,745 | 3.46 | 35.06 |
| 1499 | 2,831 | 3.57 | 38.63 |
| 1503 | 2,975 | 3.75 | 42.38 |
| 1508 | 3,160 | 3.99 | 46.37 |
| 1513 | 3,246 | 4.10 | 50.47 |
| 1518 | 3,300 | 4.17 | 54.63 |
| 1524 | 3,473 | 4.38 | 59.02 |
| 1529 | 3,569 | 4.50 | 63.52 |
| 1535 | 3,561 | 4.49 | 68.02 |
| 1541 | 3,614 | 4.56 | 72.58 |
| 1547 | 3,474 | 4.38 | 76.96 |
| 1553 | 3,342 | 4.22 | 81.18 |
| 1560 | 3,206 | 4.05 | 85.23 |
| 1568 | 2,756 | 3.48 | 88.71 |
| 1577 | 2,481 | 3.13 | 91.84 |
| 1587 | 2,073 | 2.62 | 94.45 |
| 1599 | 1,538 | 1.94 | 96.40 |
| 1613 | 1,182 | 1.49 | 97.89 |

Table 4.B.19 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1633 | 794 | 1.00 | 98.89 |
| 1661 | 454 | 0.57 | 99.46 |
| 1706 | 290 | 0.37 | 99.83 |
| 1795 | 112 | 0.14 | 99.97 |
| 1800 | 24 | 0.03 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 2 | 0.00 | 0.00 |
| 1292 | 6 | 0.01 | 0.01 |
| 1348 | 25 | 0.03 | 0.05 |
| 1376 | 68 | 0.09 | 0.14 |
| 1395 | 156 | 0.21 | 0.35 |
| 1409 | 302 | 0.42 | 0.77 |
| 1420 | 486 | 0.67 | 1.44 |
| 1429 | 685 | 0.94 | 2.38 |
| 1437 | 777 | 1.07 | 3.45 |
| 1444 | 967 | 1.33 | 4.79 |
| 1451 | 1,184 | 1.63 | 6.42 |
| 1457 | 1,465 | 2.02 | 8.44 |
| 1463 | 1,632 | 2.25 | 10.69 |
| 1469 | 1,944 | 2.68 | 13.37 |
| 1475 | 2,263 | 3.12 | 16.49 |
| 1480 | 2,507 | 3.45 | 19.94 |
| 1485 | 2,824 | 3.89 | 23.83 |
| 1491 | 3,026 | 4.17 | 28.00 |
| 1496 | 3,248 | 4.48 | 32.48 |
| 1501 | 3,362 | 4.63 | 37.11 |
| 1506 | 3,383 | 4.66 | 41.77 |
| 1512 | 3,370 | 4.64 | 46.42 |
| 1517 | 3,451 | 4.76 | 51.17 |
| 1522 | 3,386 | 4.67 | 55.84 |
| 1528 | 3,390 | 4.67 | 60.51 |
| 1533 | 3,358 | 4.63 | 65.14 |
| 1539 | 3,317 | 4.57 | 69.71 |
| 1545 | 3,123 | 4.30 | 74.02 |
| 1551 | 2,941 | 4.05 | 78.07 |
| 1557 | 2,744 | 3.78 | 81.85 |
| 1564 | 2,575 | 3.55 | 85.40 |
| 1571 | 2,355 | 3.25 | 88.64 |
| 1579 | 1,959 | 2.70 | 91.34 |
| 1587 | 1,658 | 2.28 | 93.63 |
| 1596 | 1,371 | 1.89 | 95.52 |
| 1607 | 1,055 | 1.45 | 96.97 |
| 1618 | 817 | 1.13 | 98.10 |
| 1632 | 567 | 0.78 | 98.88 |
| 1650 | 364 | 0.50 | 99.38 |

Table 4.B.20 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1672 | 230 | 0.32 | 99.70 |
| 1704 | 120 | 0.17 | 99.86 |
| 1754 | 66 | 0.09 | 99.95 |
| 1851 | 28 | 0.04 | 99.99 |
| 1900 | 5 | 0.01 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 1 | 0.00 | 0.00 |
| 1292 | 4 | 0.01 | 0.01 |
| 1348 | 16 | 0.03 | 0.03 |
| 1376 | 49 | 0.08 | 0.11 |
| 1395 | 113 | 0.18 | 0.29 |
| 1409 | 209 | 0.33 | 0.62 |
| 1420 | 320 | 0.50 | 1.12 |
| 1429 | 450 | 0.71 | 1.83 |
| 1437 | 556 | 0.87 | 2.70 |
| 1444 | 711 | 1.12 | 3.82 |
| 1451 | 813 | 1.28 | 5.10 |
| 1457 | 929 | 1.46 | 6.56 |
| 1463 | 1,099 | 1.73 | 8.29 |
| 1469 | 1,250 | 1.97 | 10.25 |
| 1475 | 1,551 | 2.44 | 12.69 |
| 1480 | 1,784 | 2.80 | 15.49 |
| 1485 | 1,952 | 3.07 | 18.56 |
| 1491 | 2,136 | 3.36 | 21.92 |
| 1496 | 2,291 | 3.60 | 25.52 |
| 1501 | 2,351 | 3.70 | 29.22 |
| 1506 | 2,549 | 4.01 | 33.23 |
| 1512 | 2,621 | 4.12 | 37.35 |
| 1517 | 2,654 | 4.17 | 41.52 |
| 1522 | 2,703 | 4.25 | 45.77 |
| 1528 | 2,958 | 4.65 | 50.42 |
| 1533 | 2,851 | 4.48 | 54.90 |
| 1539 | 2,885 | 4.54 | 59.44 |
| 1545 | 2,901 | 4.56 | 64.00 |
| 1551 | 2,831 | 4.45 | 68.45 |
| 1557 | 2,931 | 4.61 | 73.06 |
| 1564 | 2,898 | 4.56 | 77.61 |
| 1571 | 2,702 | 4.25 | 81.86 |
| 1579 | 2,405 | 3.78 | 85.64 |
| 1587 | 2,180 | 3.43 | 89.07 |
| 1596 | 1,908 | 3.00 | 92.07 |
| 1607 | 1,518 | 2.39 | 94.46 |
| 1618 | 1,217 | 1.91 | 96.37 |
| 1632 | 954 | 1.50 | 97.87 |
| 1650 | 613 | 0.96 | 98.83 |

Table 4.B.21 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1672 | 363 | 0.57 | 99.40 |
| 1704 | 232 | 0.36 | 99.77 |
| 1754 | 96 | 0.15 | 99.92 |
| 1851 | 42 | 0.07 | 99.99 |
| 1900 | 9 | 0.01 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 2 | 0.00 | 0.00 |
| 1292 | 1 | 0.00 | 0.01 |
| 1348 | 18 | 0.03 | 0.04 |
| 1376 | 45 | 0.08 | 0.12 |
| 1395 | 88 | 0.16 | 0.28 |
| 1405 | 1 | 0.00 | 0.28 |
| 1409 | 175 | 0.31 | 0.59 |
| 1420 | 263 | 0.47 | 1.06 |
| 1429 | 365 | 0.65 | 1.72 |
| 1437 | 448 | 0.80 | 2.52 |
| 1444 | 536 | 0.96 | 3.48 |
| 1451 | 627 | 1.12 | 4.61 |
| 1457 | 748 | 1.34 | 5.95 |
| 1463 | 853 | 1.53 | 7.48 |
| 1469 | 961 | 1.72 | 9.20 |
| 1475 | 1,110 | 1.99 | 11.19 |
| 1480 | 1,254 | 2.25 | 13.44 |
| 1485 | 1,413 | 2.53 | 15.98 |
| 1491 | 1,596 | 2.86 | 18.84 |
| 1496 | 1,608 | 2.88 | 21.72 |
| 1501 | 1,873 | 3.36 | 25.08 |
| 1506 | 1,902 | 3.41 | 28.50 |
| 1512 | 1,943 | 3.49 | 31.98 |
| 1517 | 2,101 | 3.77 | 35.75 |
| 1522 | 2,160 | 3.87 | 39.62 |
| 1528 | 2,305 | 4.13 | 43.76 |
| 1533 | 2,221 | 3.98 | 47.74 |
| 1539 | 2,282 | 4.09 | 51.83 |
| 1545 | 2,542 | 4.56 | 56.39 |
| 1551 | 2,523 | 4.53 | 60.92 |
| 1557 | 2,644 | 4.74 | 65.66 |
| 1564 | 2,651 | 4.75 | 70.42 |
| 1571 | 2,615 | 4.69 | 75.11 |
| 1579 | 2,542 | 4.56 | 79.67 |
| 1587 | 2,360 | 4.23 | 83.90 |
| 1596 | 2,237 | 4.01 | 87.91 |
| 1607 | 1,910 | 3.43 | 91.34 |
| 1618 | 1,554 | 2.79 | 94.13 |
| 1632 | 1,237 | 2.22 | 96.34 |

Table 4.B.22 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1650 | 895 | 1.61 | 97.95 |
| 1672 | 576 | 1.03 | 98.98 |
| 1704 | 318 | 0.57 | 99.55 |
| 1754 | 175 | 0.31 | 99.87 |
| 1851 | 61 | 0.11 | 99.98 |
| 1900 | 13 | 0.02 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 2 | 0.00 | 0.00 |
| 1275 | 2 | 0.00 | 0.01 |
| 1337 | 6 | 0.01 | 0.02 |
| 1369 | 34 | 0.07 | 0.09 |
| 1390 | 58 | 0.12 | 0.22 |
| 1406 | 138 | 0.29 | 0.51 |
| 1419 | 215 | 0.46 | 0.97 |
| 1430 | 286 | 0.61 | 1.57 |
| 1439 | 400 | 0.85 | 2.42 |
| 1448 | 468 | 0.99 | 3.41 |
| 1455 | 618 | 1.31 | 4.72 |
| 1462 | 692 | 1.47 | 6.19 |
| 1469 | 757 | 1.61 | 7.80 |
| 1476 | 893 | 1.89 | 9.69 |
| 1482 | 1,114 | 2.36 | 12.05 |
| 1488 | 1,273 | 2.70 | 14.75 |
| 1494 | 1,343 | 2.85 | 17.60 |
| 1500 | 1,480 | 3.14 | 20.74 |
| 1506 | 1,642 | 3.48 | 24.23 |
| 1512 | 1,809 | 3.84 | 28.06 |
| 1517 | 1,875 | 3.98 | 32.04 |
| 1523 | 1,999 | 4.24 | 36.28 |
| 1529 | 1,954 | 4.14 | 40.43 |
| 1535 | 2,052 | 4.35 | 44.78 |
| 1541 | 2,041 | 4.33 | 49.11 |
| 1547 | 2,146 | 4.55 | 53.66 |
| 1553 | 2,141 | 4.54 | 58.20 |
| 1559 | 2,092 | 4.44 | 62.64 |
| 1566 | 2,218 | 4.70 | 67.34 |
| 1572 | 2,105 | 4.47 | 71.81 |
| 1580 | 1,944 | 4.12 | 75.93 |
| 1587 | 1,957 | 4.15 | 80.08 |
| 1595 | 1,887 | 4.00 | 84.08 |
| 1603 | 1,717 | 3.64 | 87.73 |
| 1612 | 1,448 | 3.07 | 90.80 |
| 1623 | 1,202 | 2.55 | 93.35 |
| 1634 | 1,055 | 2.24 | 95.59 |
| 1647 | 726 | 1.54 | 97.13 |
| 1662 | 539 | 1.14 | 98.27 |

Table 4.B.23 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1681 | 410 | 0.87 | 99.14 |
| 1706 | 211 | 0.45 | 99.59 |
| 1742 | 123 | 0.26 | 99.85 |
| 1809 | 55 | 0.12 | 99.96 |
| 1950 | 17 | 0.04 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 1 | 0.00 | 0.00 |
| 1337 | 8 | 0.02 | 0.02 |
| 1369 | 11 | 0.03 | 0.05 |
| 1390 | 49 | 0.12 | 0.17 |
| 1406 | 99 | 0.24 | 0.41 |
| 1419 | 183 | 0.45 | 0.86 |
| 1430 | 242 | 0.59 | 1.45 |
| 1439 | 363 | 0.89 | 2.33 |
| 1448 | 398 | 0.97 | 3.31 |
| 1455 | 511 | 1.25 | 4.55 |
| 1462 | 550 | 1.34 | 5.90 |
| 1469 | 712 | 1.74 | 7.64 |
| 1476 | 800 | 1.95 | 9.59 |
| 1482 | 898 | 2.19 | 11.78 |
| 1488 | 1,048 | 2.56 | 14.34 |
| 1494 | 1,146 | 2.80 | 17.14 |
| 1500 | 1,178 | 2.88 | 20.02 |
| 1506 | 1,331 | 3.25 | 23.27 |
| 1512 | 1,406 | 3.43 | 26.70 |
| 1517 | 1,487 | 3.63 | 30.33 |
| 1523 | 1,552 | 3.79 | 34.12 |
| 1529 | 1,521 | 3.71 | 37.84 |
| 1535 | 1,683 | 4.11 | 41.95 |
| 1541 | 1,589 | 3.88 | 45.83 |
| 1547 | 1,679 | 4.10 | 49.93 |
| 1553 | 1,732 | 4.23 | 54.16 |
| 1559 | 1,793 | 4.38 | 58.53 |
| 1566 | 1,759 | 4.30 | 62.83 |
| 1572 | 1,735 | 4.24 | 67.07 |
| 1580 | 1,825 | 4.46 | 71.52 |
| 1587 | 1,704 | 4.16 | 75.68 |
| 1595 | 1,722 | 4.21 | 79.89 |
| 1603 | 1,652 | 4.03 | 83.92 |
| 1612 | 1,487 | 3.63 | 87.56 |
| 1623 | 1,319 | 3.22 | 90.78 |
| 1634 | 1,110 | 2.71 | 93.49 |
| 1647 | 901 | 2.20 | 95.69 |
| 1662 | 727 | 1.78 | 97.46 |
| 1681 | 471 | 1.15 | 98.61 |

Table 4.B.24 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1706 | 301 | 0.74 | 99.35 |
| 1742 | 172 | 0.42 | 99.77 |
| 1809 | 71 | 0.17 | 99.94 |
| 1950 | 24 | 0.06 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 1 | 0.00 | 0.00 |
| 1316 | 2 | 0.01 | 0.01 |
| 1363 | 2 | 0.01 | 0.02 |
| 1388 | 19 | 0.06 | 0.07 |
| 1405 | 63 | 0.19 | 0.27 |
| 1418 | 91 | 0.28 | 0.55 |
| 1429 | 146 | 0.45 | 1.00 |
| 1438 | 215 | 0.66 | 1.66 |
| 1446 | 290 | 0.89 | 2.55 |
| 1453 | 331 | 1.02 | 3.57 |
| 1460 | 354 | 1.09 | 4.66 |
| 1466 | 451 | 1.39 | 6.05 |
| 1472 | 505 | 1.56 | 7.61 |
| 1478 | 554 | 1.71 | 9.32 |
| 1484 | 619 | 1.91 | 11.22 |
| 1489 | 737 | 2.27 | 13.49 |
| 1495 | 774 | 2.38 | 15.88 |
| 1500 | 850 | 2.62 | 18.50 |
| 1505 | 955 | 2.94 | 21.44 |
| 1511 | 987 | 3.04 | 24.48 |
| 1516 | 1,145 | 3.53 | 28.01 |
| 1522 | 1,187 | 3.66 | 31.66 |
| 1527 | 1,224 | 3.77 | 35.43 |
| 1533 | 1,224 | 3.77 | 39.21 |
| 1538 | 1,319 | 4.06 | 43.27 |
| 1544 | 1,330 | 4.10 | 47.37 |
| 1550 | 1,383 | 4.26 | 51.63 |
| 1556 | 1,360 | 4.19 | 55.82 |
| 1563 | 1,380 | 4.25 | 60.07 |
| 1569 | 1,388 | 4.28 | 64.34 |
| 1576 | 1,426 | 4.39 | 68.74 |
| 1583 | 1,438 | 4.43 | 73.17 |
| 1591 | 1,343 | 4.14 | 77.30 |
| 1600 | 1,251 | 3.85 | 81.16 |
| 1609 | 1,245 | 3.84 | 84.99 |
| 1619 | 1,123 | 3.46 | 88.45 |
| 1631 | 1,034 | 3.19 | 91.64 |
| 1645 | 844 | 2.60 | 94.24 |
| 1662 | 674 | 2.08 | 96.32 |

Table 4.B.25 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1684 | 501 | 1.54 | 97.86 |
| 1717 | 351 | 1.08 | 98.94 |
| 1772 | 211 | 0.65 | 99.59 |
| 1892 | 101 | 0.31 | 99.90 |
| 1950 | 32 | 0.10 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 1 | 0.00 | 0.00 |
| 1316 | 1 | 0.00 | 0.01 |
| 1363 | 2 | 0.01 | 0.02 |
| 1388 | 17 | 0.07 | 0.09 |
| 1405 | 37 | 0.16 | 0.25 |
| 1418 | 47 | 0.20 | 0.45 |
| 1429 | 77 | 0.33 | 0.79 |
| 1438 | 129 | 0.56 | 1.34 |
| 1446 | 175 | 0.76 | 2.10 |
| 1453 | 197 | 0.85 | 2.95 |
| 1460 | 241 | 1.04 | 3.99 |
| 1466 | 252 | 1.09 | 5.08 |
| 1472 | 321 | 1.39 | 6.46 |
| 1478 | 366 | 1.58 | 8.04 |
| 1484 | 414 | 1.79 | 9.83 |
| 1489 | 493 | 2.13 | 11.95 |
| 1495 | 515 | 2.22 | 14.18 |
| 1500 | 605 | 2.61 | 16.79 |
| 1505 | 694 | 2.99 | 19.78 |
| 1511 | 734 | 3.17 | 22.95 |
| 1516 | 747 | 3.22 | 26.17 |
| 1522 | 817 | 3.53 | 29.70 |
| 1527 | 838 | 3.62 | 33.32 |
| 1533 | 918 | 3.96 | 37.28 |
| 1538 | 843 | 3.64 | 40.92 |
| 1544 | 905 | 3.91 | 44.82 |
| 1550 | 919 | 3.97 | 48.79 |
| 1556 | 1,004 | 4.33 | 53.12 |
| 1563 | 999 | 4.31 | 57.43 |
| 1569 | 1,035 | 4.47 | 61.90 |
| 1576 | 972 | 4.19 | 66.09 |
| 1583 | 1,024 | 4.42 | 70.51 |
| 1591 | 1,015 | 4.38 | 74.89 |
| 1600 | 962 | 4.15 | 79.04 |
| 1609 | 977 | 4.22 | 83.26 |
| 1619 | 907 | 3.91 | 87.17 |
| 1631 | 767 | 3.31 | 90.48 |
| 1645 | 645 | 2.78 | 93.27 |
| 1662 | 546 | 2.36 | 95.62 |

Table 4.B.26 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1684 | 442 | 1.91 | 97.53 |
| 1717 | 266 | 1.15 | 98.68 |
| 1772 | 193 | 0.83 | 99.51 |
| 1892 | 88 | 0.38 | 99.89 |
| 1950 | 25 | 0.11 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 1,122 | 0.97 | 0.97 |
| 1170 | 283 | 0.24 | 1.22 |
| 1181 | 207 | 0.18 | 1.40 |
| 1187 | 148 | 0.13 | 1.52 |
| 1191 | 98 | 0.08 | 1.61 |
| 1194 | 88 | 0.08 | 1.68 |
| 1197 | 45 | 0.04 | 1.72 |
| 1200 | 57 | 0.05 | 1.77 |
| 1202 | 30 | 0.03 | 1.80 |
| 1204 | 40 | 0.03 | 1.83 |
| 1206 | 30 | 0.03 | 1.86 |
| 1208 | 21 | 0.02 | 1.88 |
| 1210 | 26 | 0.02 | 1.90 |
| 1211 | 8 | 0.01 | 1.91 |
| 1212 | 15 | 0.01 | 1.92 |
| 1214 | 6 | 0.01 | 1.92 |
| 1215 | 10 | 0.01 | 1.93 |
| 1216 | 5 | 0.00 | 1.94 |
| 1218 | 4 | 0.00 | 1.94 |
| 1219 | 6 | 0.01 | 1.95 |
| 1220 | 161 | 0.14 | 2.09 |
| 1221 | 3 | 0.00 | 2.09 |
| 1223 | 1 | 0.00 | 2.09 |
| 1225 | 3 | 0.00 | 2.09 |
| 1229 | 1 | 0.00 | 2.09 |
| 1233 | 1 | 0.00 | 2.09 |
| 1240 | 203 | 0.18 | 2.27 |
| 1251 | 89 | 0.08 | 2.35 |
| 1252 | 80 | 0.07 | 2.42 |
| 1257 | 77 | 0.07 | 2.48 |
| 1260 | 88 | 0.08 | 2.56 |
| 1261 | 120 | 0.10 | 2.66 |
| 1264 | 42 | 0.04 | 2.70 |
| 1267 | 101 | 0.09 | 2.79 |
| 1270 | 27 | 0.02 | 2.81 |
| 1271 | 79 | 0.07 | 2.88 |
| 1272 | 85 | 0.07 | 2.95 |
| 1273 | 65 | 0.06 | 3.01 |
| 1274 | 11 | 0.01 | 3.02 |

Table 4.B.27 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1276 | 13 | 0.01 | 3.03 |
| 1277 | 146 | 0.13 | 3.15 |
| 1278 | 7 | 0.01 | 3.16 |
| 1280 | 72 | 0.06 | 3.22 |
| 1281 | 57 | 0.05 | 3.27 |
| 1282 | 66 | 0.06 | 3.33 |
| 1283 | 72 | 0.06 | 3.39 |
| 1284 | 54 | 0.05 | 3.44 |
| 1285 | 70 | 0.06 | 3.50 |
| 1286 | 2 | 0.00 | 3.50 |
| 1287 | 88 | 0.08 | 3.58 |
| 1288 | 3 | 0.00 | 3.58 |
| 1289 | 144 | 0.12 | 3.70 |
| 1290 | 29 | 0.03 | 3.73 |
| 1291 | 61 | 0.05 | 3.78 |
| 1292 | 130 | 0.11 | 3.89 |
| 1293 | 64 | 0.06 | 3.95 |
| 1294 | 23 | 0.02 | 3.97 |
| 1296 | 126 | 0.11 | 4.08 |
| 1297 | 119 | 0.10 | 4.18 |
| 1298 | 69 | 0.06 | 4.24 |
| 1299 | 93 | 0.08 | 4.32 |
| 1300 | 15 | 0.01 | 4.34 |
| 1301 | 131 | 0.11 | 4.45 |
| 1302 | 87 | 0.08 | 4.52 |
| 1303 | 81 | 0.07 | 4.59 |
| 1304 | 105 | 0.09 | 4.69 |
| 1305 | 138 | 0.12 | 4.80 |
| 1306 | 12 | 0.01 | 4.81 |
| 1307 | 34 | 0.03 | 4.84 |
| 1308 | 176 | 0.15 | 5.00 |
| 1309 | 131 | 0.11 | 5.11 |
| 1310 | 91 | 0.08 | 5.19 |
| 1311 | 39 | 0.03 | 5.22 |
| 1312 | 129 | 0.11 | 5.33 |
| 1313 | 136 | 0.12 | 5.45 |
| 1314 | 103 | 0.09 | 5.54 |
| 1315 | 85 | 0.07 | 5.61 |
| 1316 | 142 | 0.12 | 5.74 |

Table 4.B.27 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1317 | 85 | 0.07 | 5.81 |
| 1318 | 170 | 0.15 | 5.96 |
| 1319 | 141 | 0.12 | 6.08 |
| 1320 | 75 | 0.06 | 6.15 |
| 1321 | 58 | 0.05 | 6.20 |
| 1322 | 335 | 0.29 | 6.49 |
| 1323 | 84 | 0.07 | 6.56 |
| 1324 | 138 | 0.12 | 6.68 |
| 1325 | 52 | 0.05 | 6.72 |
| 1326 | 269 | 0.23 | 6.96 |
| 1327 | 154 | 0.13 | 7.09 |
| 1328 | 94 | 0.08 | 7.17 |
| 1329 | 235 | 0.20 | 7.37 |
| 1330 | 171 | 0.15 | 7.52 |
| 1331 | 137 | 0.12 | 7.64 |
| 1332 | 199 | 0.17 | 7.81 |
| 1333 | 234 | 0.20 | 8.01 |
| 1334 | 106 | 0.09 | 8.11 |
| 1335 | 179 | 0.15 | 8.26 |
| 1336 | 382 | 0.33 | 8.59 |
| 1337 | 82 | 0.07 | 8.66 |
| 1338 | 154 | 0.13 | 8.80 |
| 1339 | 318 | 0.28 | 9.07 |
| 1340 | 242 | 0.21 | 9.28 |
| 1341 | 297 | 0.26 | 9.54 |
| 1342 | 165 | 0.14 | 9.68 |
| 1343 | 313 | 0.27 | 9.95 |
| 1344 | 222 | 0.19 | 10.14 |
| 1345 | 209 | 0.18 | 10.32 |
| 1346 | 358 | 0.31 | 10.63 |
| 1347 | 170 | 0.15 | 10.78 |
| 1348 | 253 | 0.22 | 11.00 |
| 1349 | 403 | 0.35 | 11.35 |
| 1350 | 221 | 0.19 | 11.54 |
| 1351 | 331 | 0.29 | 11.83 |
| 1352 | 382 | 0.33 | 12.16 |
| 1353 | 209 | 0.18 | 12.34 |
| 1354 | 560 | 0.48 | 12.82 |
| 1355 | 249 | 0.22 | 13.04 |

Table 4.B.27 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1356 | 151 | 0.13 | 13.17 |
| 1357 | 737 | 0.64 | 13.81 |
| 1358 | 166 | 0.14 | 13.95 |
| 1359 | 332 | 0.29 | 14.24 |
| 1360 | 519 | 0.45 | 14.69 |
| 1361 | 158 | 0.14 | 14.82 |
| 1362 | 536 | 0.46 | 15.29 |
| 1363 | 510 | 0.44 | 15.73 |
| 1364 | 513 | 0.44 | 16.17 |
| 1365 | 555 | 0.48 | 16.65 |
| 1366 | 244 | 0.21 | 16.87 |
| 1367 | 409 | 0.35 | 17.22 |
| 1368 | 667 | 0.58 | 17.80 |
| 1369 | 300 | 0.26 | 18.06 |
| 1370 | 768 | 0.66 | 18.72 |
| 1371 | 402 | 0.35 | 19.07 |
| 1372 | 445 | 0.39 | 19.45 |
| 1373 | 768 | 0.66 | 20.12 |
| 1374 | 535 | 0.46 | 20.58 |
| 1375 | 339 | 0.29 | 20.88 |
| 1376 | 916 | 0.79 | 21.67 |
| 1377 | 458 | 0.40 | 22.06 |
| 1378 | 751 | 0.65 | 22.71 |
| 1379 | 690 | 0.60 | 23.31 |
| 1380 | 568 | 0.49 | 23.80 |
| 1381 | 523 | 0.45 | 24.26 |
| 1382 | 842 | 0.73 | 24.99 |
| 1383 | 874 | 0.76 | 25.74 |
| 1384 | 782 | 0.68 | 26.42 |
| 1385 | 533 | 0.46 | 26.88 |
| 1386 | 766 | 0.66 | 27.54 |
| 1387 | 997 | 0.86 | 28.41 |
| 1388 | 644 | 0.56 | 28.96 |
| 1389 | 727 | 0.63 | 29.59 |
| 1390 | 1,000 | 0.87 | 30.46 |
| 1391 | 542 | 0.47 | 30.93 |
| 1392 | 1,060 | 0.92 | 31.84 |
| 1393 | 850 | 0.74 | 32.58 |
| 1394 | 998 | 0.86 | 33.44 |

Table 4.B.27 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1395 | 475 | 0.41 | 33.86 |
| 1396 | 1,039 | 0.90 | 34.75 |
| 1397 | 1,173 | 1.02 | 35.77 |
| 1398 | 1,106 | 0.96 | 36.73 |
| 1399 | 507 | 0.44 | 37.17 |
| 1400 | 1,033 | 0.89 | 38.06 |
| 1401 | 949 | 0.82 | 38.88 |
| 1402 | 844 | 0.73 | 39.61 |
| 1403 | 813 | 0.70 | 40.32 |
| 1404 | 1,199 | 1.04 | 41.35 |
| 1405 | 1,028 | 0.89 | 42.24 |
| 1406 | 1,125 | 0.97 | 43.22 |
| 1407 | 557 | 0.48 | 43.70 |
| 1408 | 1,172 | 1.01 | 44.71 |
| 1409 | 1,005 | 0.87 | 45.58 |
| 1410 | 1,113 | 0.96 | 46.55 |
| 1411 | 1,146 | 0.99 | 47.54 |
| 1412 | 684 | 0.59 | 48.13 |
| 1413 | 890 | 0.77 | 48.90 |
| 1414 | 1,356 | 1.17 | 50.07 |
| 1415 | 990 | 0.86 | 50.93 |
| 1416 | 593 | 0.51 | 51.44 |
| 1417 | 1,533 | 1.33 | 52.77 |
| 1418 | 606 | 0.52 | 53.30 |
| 1419 | 1,075 | 0.93 | 54.23 |
| 1420 | 1,381 | 1.20 | 55.42 |
| 1421 | 618 | 0.53 | 55.96 |
| 1422 | 1,073 | 0.93 | 56.89 |
| 1423 | 1,062 | 0.92 | 57.80 |
| 1424 | 528 | 0.46 | 58.26 |
| 1425 | 1,122 | 0.97 | 59.23 |
| 1426 | 1,185 | 1.03 | 60.26 |
| 1427 | 888 | 0.77 | 61.03 |
| 1428 | 795 | 0.69 | 61.71 |
| 1429 | 762 | 0.66 | 62.37 |
| 1430 | 859 | 0.74 | 63.12 |
| 1431 | 1,379 | 1.19 | 64.31 |
| 1432 | 775 | 0.67 | 64.98 |
| 1433 | 518 | 0.45 | 65.43 |

Table 4.B.27 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1434 | 779 | 0.67 | 66.10 |
| 1435 | 1,482 | 1.28 | 67.39 |
| 1436 | 505 | 0.44 | 67.82 |
| 1437 | 675 | 0.58 | 68.41 |
| 1438 | 1,155 | 1.00 | 69.41 |
| 1439 | 1,121 | 0.97 | 70.38 |
| 1440 | 742 | 0.64 | 71.02 |
| 1441 | 528 | 0.46 | 71.48 |
| 1442 | 468 | 0.41 | 71.88 |
| 1443 | 1,322 | 1.14 | 73.03 |
| 1444 | 662 | 0.57 | 73.60 |
| 1445 | 527 | 0.46 | 74.06 |
| 1446 | 277 | 0.24 | 74.30 |
| 1447 | 1,715 | 1.48 | 75.78 |
| 1448 | 342 | 0.30 | 76.08 |
| 1449 | 249 | 0.22 | 76.29 |
| 1450 | 883 | 0.76 | 77.06 |
| 1451 | 184 | 0.16 | 77.22 |
| 1452 | 962 | 0.83 | 78.05 |
| 1453 | 1,361 | 1.18 | 79.23 |
| 1454 | 237 | 0.21 | 79.43 |
| 1455 | 71 | 0.06 | 79.49 |
| 1456 | 590 | 0.51 | 80.00 |
| 1457 | 272 | 0.24 | 80.24 |
| 1458 | 979 | 0.85 | 81.09 |
| 1459 | 856 | 0.74 | 81.83 |
| 1460 | 96 | 0.08 | 81.91 |
| 1461 | 295 | 0.26 | 82.17 |
| 1462 | 608 | 0.53 | 82.69 |
| 1463 | 127 | 0.11 | 82.80 |
| 1464 | 1,221 | 1.06 | 83.86 |
| 1465 | 27 | 0.02 | 83.88 |
| 1466 | 164 | 0.14 | 84.02 |
| 1467 | 538 | 0.47 | 84.49 |
| 1468 | 796 | 0.69 | 85.18 |
| 1469 | 305 | 0.26 | 85.44 |
| 1470 | 55 | 0.05 | 85.49 |
| 1472 | 1,030 | 0.89 | 86.38 |
| 1473 | 68 | 0.06 | 86.44 |

Table 4.B.27 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1474 | 770 | 0.67 | 87.11 |
| 1475 | 438 | 0.38 | 87.49 |
| 1476 | 94 | 0.08 | 87.57 |
| 1477 | 113 | 0.10 | 87.67 |
| 1478 | 14 | 0.01 | 87.68 |
| 1479 | 149 | 0.13 | 87.81 |
| 1480 | 604 | 0.52 | 88.33 |
| 1481 | 169 | 0.15 | 88.48 |
| 1482 | 747 | 0.65 | 89.12 |
| 1483 | 280 | 0.24 | 89.36 |
| 1484 | 27 | 0.02 | 89.39 |
| 1485 | 34 | 0.03 | 89.42 |
| 1486 | 11 | 0.01 | 89.43 |
| 1487 | 345 | 0.30 | 89.73 |
| 1488 | 40 | 0.03 | 89.76 |
| 1489 | 50 | 0.04 | 89.80 |
| 1490 | 778 | 0.67 | 90.48 |
| 1491 | 527 | 0.46 | 90.93 |
| 1492 | 64 | 0.06 | 90.99 |
| 1493 | 66 | 0.06 | 91.05 |
| 1494 | 13 | 0.01 | 91.06 |
| 1495 | 87 | 0.08 | 91.13 |
| 1497 | 138 | 0.12 | 91.25 |
| 1499 | 151 | 0.13 | 91.38 |
| 1500 | 38 | 0.03 | 91.41 |
| 1501 | 1 | 0.00 | 91.42 |
| 1502 | 691 | 0.60 | 92.01 |
| 1503 | 257 | 0.22 | 92.24 |
| 1505 | 67 | 0.06 | 92.29 |
| 1507 | 2 | 0.00 | 92.30 |
| 1508 | 365 | 0.32 | 92.61 |
| 1509 | 77 | 0.07 | 92.68 |
| 1511 | 5 | 0.00 | 92.68 |
| 1512 | 103 | 0.09 | 92.77 |
| 1513 | 11 | 0.01 | 92.78 |
| 1515 | 14 | 0.01 | 92.79 |
| 1516 | 15 | 0.01 | 92.81 |
| 1517 | 133 | 0.12 | 92.92 |
| 1518 | 575 | 0.50 | 93.42 |

Table 4.B.27 *(continuation seven)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1519 | 32 | 0.03 | 93.45 |
| 1520 | 17 | 0.01 | 93.46 |
| 1521 | 195 | 0.17 | 93.63 |
| 1522 | 26 | 0.02 | 93.65 |
| 1524 | 29 | 0.03 | 93.68 |
| 1525 | 229 | 0.20 | 93.88 |
| 1526 | 53 | 0.05 | 93.92 |
| 1528 | 62 | 0.05 | 93.98 |
| 1530 | 403 | 0.35 | 94.32 |
| 1534 | 121 | 0.10 | 94.43 |
| 1536 | 442 | 0.38 | 94.81 |
| 1538 | 211 | 0.18 | 94.99 |
| 1542 | 558 | 0.48 | 95.48 |
| 1549 | 381 | 0.33 | 95.81 |
| 1550 | 652 | 0.56 | 96.37 |
| 1558 | 800 | 0.69 | 97.06 |
| 1569 | 820 | 0.71 | 97.77 |
| 1572 | 1 | 0.00 | 97.77 |
| 1582 | 2 | 0.00 | 97.78 |
| 1585 | 854 | 0.74 | 98.52 |
| 1587 | 1 | 0.00 | 98.52 |
| 1591 | 1 | 0.00 | 98.52 |
| 1597 | 8 | 0.01 | 98.52 |
| 1599 | 5 | 0.00 | 98.53 |
| 1600 | 9 | 0.01 | 98.54 |
| 1601 | 9 | 0.01 | 98.54 |
| 1603 | 4 | 0.00 | 98.55 |
| 1604 | 7 | 0.01 | 98.55 |
| 1605 | 9 | 0.01 | 98.56 |
| 1606 | 9 | 0.01 | 98.57 |
| 1608 | 8 | 0.01 | 98.58 |
| 1610 | 18 | 0.02 | 98.59 |
| 1612 | 16 | 0.01 | 98.61 |
| 1614 | 28 | 0.02 | 98.63 |
| 1616 | 763 | 0.66 | 99.29 |
| 1618 | 50 | 0.04 | 99.33 |
| 1622 | 95 | 0.08 | 99.42 |
| 1633 | 189 | 0.16 | 99.58 |
| 1700 | 486 | 0.42 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 767 | 0.74 | 0.74 |
| 1190 | 127 | 0.12 | 0.86 |
| 1215 | 69 | 0.07 | 0.93 |
| 1226 | 49 | 0.05 | 0.97 |
| 1231 | 157 | 0.15 | 1.12 |
| 1233 | 50 | 0.05 | 1.17 |
| 1238 | 51 | 0.05 | 1.22 |
| 1241 | 101 | 0.10 | 1.32 |
| 1242 | 55 | 0.05 | 1.37 |
| 1246 | 41 | 0.04 | 1.41 |
| 1248 | 76 | 0.07 | 1.48 |
| 1249 | 82 | 0.08 | 1.56 |
| 1251 | 69 | 0.07 | 1.63 |
| 1252 | 40 | 0.04 | 1.67 |
| 1254 | 80 | 0.08 | 1.75 |
| 1256 | 117 | 0.11 | 1.86 |
| 1258 | 63 | 0.06 | 1.92 |
| 1259 | 25 | 0.02 | 1.94 |
| 1261 | 66 | 0.06 | 2.01 |
| 1262 | 89 | 0.09 | 2.09 |
| 1264 | 74 | 0.07 | 2.16 |
| 1266 | 67 | 0.06 | 2.23 |
| 1267 | 4 | 0.00 | 2.23 |
| 1268 | 78 | 0.08 | 2.31 |
| 1269 | 15 | 0.01 | 2.32 |
| 1270 | 134 | 0.13 | 2.45 |
| 1271 | 9 | 0.01 | 2.46 |
| 1272 | 77 | 0.07 | 2.53 |
| 1273 | 76 | 0.07 | 2.61 |
| 1275 | 81 | 0.08 | 2.68 |
| 1277 | 92 | 0.09 | 2.77 |
| 1278 | 1 | 0.00 | 2.77 |
| 1279 | 86 | 0.08 | 2.86 |
| 1280 | 85 | 0.08 | 2.94 |
| 1281 | 51 | 0.05 | 2.99 |
| 1282 | 89 | 0.09 | 3.07 |
| 1284 | 78 | 0.08 | 3.15 |
| 1286 | 96 | 0.09 | 3.24 |
| 1287 | 32 | 0.03 | 3.27 |

Table 4.B.28 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1288 | 91 | 0.09 | 3.36 |
| 1289 | 1 | 0.00 | 3.36 |
| 1291 | 101 | 0.10 | 3.46 |
| 1292 | 22 | 0.02 | 3.48 |
| 1293 | 77 | 0.07 | 3.55 |
| 1295 | 50 | 0.05 | 3.60 |
| 1296 | 86 | 0.08 | 3.68 |
| 1297 | 1 | 0.00 | 3.68 |
| 1299 | 75 | 0.07 | 3.76 |
| 1301 | 10 | 0.01 | 3.77 |
| 1302 | 62 | 0.06 | 3.83 |
| 1303 | 1 | 0.00 | 3.83 |
| 1304 | 4 | 0.00 | 3.83 |
| 1305 | 48 | 0.05 | 3.88 |
| 1306 | 48 | 0.05 | 3.92 |
| 1307 | 27 | 0.03 | 3.95 |
| 1308 | 1 | 0.00 | 3.95 |
| 1309 | 54 | 0.05 | 4.00 |
| 1310 | 1 | 0.00 | 4.00 |
| 1312 | 34 | 0.03 | 4.04 |
| 1313 | 38 | 0.04 | 4.07 |
| 1314 | 33 | 0.03 | 4.10 |
| 1316 | 2 | 0.00 | 4.11 |
| 1317 | 86 | 0.08 | 4.19 |
| 1318 | 1 | 0.00 | 4.19 |
| 1319 | 37 | 0.04 | 4.22 |
| 1320 | 2 | 0.00 | 4.23 |
| 1321 | 14 | 0.01 | 4.24 |
| 1322 | 28 | 0.03 | 4.27 |
| 1323 | 28 | 0.03 | 4.29 |
| 1324 | 53 | 0.05 | 4.35 |
| 1326 | 50 | 0.05 | 4.39 |
| 1327 | 7 | 0.01 | 4.40 |
| 1328 | 21 | 0.02 | 4.42 |
| 1329 | 82 | 0.08 | 4.50 |
| 1330 | 1 | 0.00 | 4.50 |
| 1331 | 15 | 0.01 | 4.51 |
| 1332 | 69 | 0.07 | 4.58 |
| 1333 | 34 | 0.03 | 4.61 |

Table 4.B.28 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1334 | 60 | 0.06 | 4.67 |
| 1335 | 21 | 0.02 | 4.69 |
| 1336 | 21 | 0.02 | 4.71 |
| 1337 | 101 | 0.10 | 4.81 |
| 1338 | 6 | 0.01 | 4.81 |
| 1339 | 71 | 0.07 | 4.88 |
| 1340 | 85 | 0.08 | 4.96 |
| 1341 | 61 | 0.06 | 5.02 |
| 1342 | 63 | 0.06 | 5.08 |
| 1343 | 102 | 0.10 | 5.18 |
| 1344 | 27 | 0.03 | 5.21 |
| 1345 | 125 | 0.12 | 5.33 |
| 1346 | 29 | 0.03 | 5.36 |
| 1347 | 128 | 0.12 | 5.48 |
| 1348 | 43 | 0.04 | 5.52 |
| 1349 | 168 | 0.16 | 5.68 |
| 1350 | 55 | 0.05 | 5.74 |
| 1351 | 90 | 0.09 | 5.82 |
| 1352 | 143 | 0.14 | 5.96 |
| 1353 | 79 | 0.08 | 6.04 |
| 1354 | 118 | 0.11 | 6.15 |
| 1355 | 116 | 0.11 | 6.26 |
| 1356 | 165 | 0.16 | 6.42 |
| 1357 | 197 | 0.19 | 6.61 |
| 1358 | 115 | 0.11 | 6.72 |
| 1359 | 148 | 0.14 | 6.86 |
| 1360 | 185 | 0.18 | 7.04 |
| 1361 | 169 | 0.16 | 7.20 |
| 1362 | 110 | 0.11 | 7.31 |
| 1363 | 265 | 0.26 | 7.56 |
| 1364 | 241 | 0.23 | 7.80 |
| 1365 | 221 | 0.21 | 8.01 |
| 1366 | 213 | 0.20 | 8.21 |
| 1367 | 260 | 0.25 | 8.46 |
| 1368 | 221 | 0.21 | 8.68 |
| 1369 | 204 | 0.20 | 8.87 |
| 1370 | 306 | 0.29 | 9.17 |
| 1371 | 324 | 0.31 | 9.48 |
| 1372 | 147 | 0.14 | 9.62 |

Table 4.B.28 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1373 | 264 | 0.25 | 9.87 |
| 1374 | 322 | 0.31 | 10.18 |
| 1375 | 279 | 0.27 | 10.45 |
| 1376 | 300 | 0.29 | 10.74 |
| 1377 | 278 | 0.27 | 11.01 |
| 1378 | 261 | 0.25 | 11.26 |
| 1379 | 510 | 0.49 | 11.75 |
| 1380 | 182 | 0.18 | 11.93 |
| 1381 | 345 | 0.33 | 12.26 |
| 1382 | 554 | 0.53 | 12.79 |
| 1383 | 264 | 0.25 | 13.05 |
| 1384 | 506 | 0.49 | 13.53 |
| 1385 | 264 | 0.25 | 13.79 |
| 1386 | 554 | 0.53 | 14.32 |
| 1387 | 327 | 0.31 | 14.63 |
| 1388 | 605 | 0.58 | 15.22 |
| 1389 | 311 | 0.30 | 15.52 |
| 1390 | 582 | 0.56 | 16.08 |
| 1391 | 360 | 0.35 | 16.42 |
| 1392 | 405 | 0.39 | 16.81 |
| 1393 | 729 | 0.70 | 17.51 |
| 1394 | 512 | 0.49 | 18.01 |
| 1395 | 397 | 0.38 | 18.39 |
| 1396 | 620 | 0.60 | 18.99 |
| 1397 | 490 | 0.47 | 19.46 |
| 1398 | 600 | 0.58 | 20.03 |
| 1399 | 561 | 0.54 | 20.57 |
| 1400 | 536 | 0.52 | 21.09 |
| 1401 | 542 | 0.52 | 21.61 |
| 1402 | 575 | 0.55 | 22.16 |
| 1403 | 703 | 0.68 | 22.84 |
| 1404 | 253 | 0.24 | 23.08 |
| 1405 | 1,225 | 1.18 | 24.26 |
| 1406 | 116 | 0.11 | 24.38 |
| 1407 | 1,146 | 1.10 | 25.48 |
| 1408 | 404 | 0.39 | 25.87 |
| 1409 | 629 | 0.61 | 26.47 |
| 1410 | 686 | 0.66 | 27.13 |
| 1411 | 873 | 0.84 | 27.97 |

Table 4.B.28 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1412 | 610 | 0.59 | 28.56 |
| 1413 | 687 | 0.66 | 29.22 |
| 1414 | 769 | 0.74 | 29.96 |
| 1415 | 625 | 0.60 | 30.56 |
| 1416 | 890 | 0.86 | 31.42 |
| 1417 | 519 | 0.50 | 31.92 |
| 1418 | 936 | 0.90 | 32.82 |
| 1419 | 746 | 0.72 | 33.54 |
| 1420 | 941 | 0.91 | 34.44 |
| 1421 | 562 | 0.54 | 34.98 |
| 1422 | 730 | 0.70 | 35.69 |
| 1423 | 855 | 0.82 | 36.51 |
| 1424 | 824 | 0.79 | 37.30 |
| 1425 | 829 | 0.80 | 38.10 |
| 1426 | 659 | 0.63 | 38.73 |
| 1427 | 802 | 0.77 | 39.51 |
| 1428 | 647 | 0.62 | 40.13 |
| 1429 | 1,073 | 1.03 | 41.16 |
| 1430 | 553 | 0.53 | 41.69 |
| 1431 | 1,027 | 0.99 | 42.68 |
| 1432 | 611 | 0.59 | 43.27 |
| 1433 | 980 | 0.94 | 44.21 |
| 1434 | 635 | 0.61 | 44.82 |
| 1435 | 1,071 | 1.03 | 45.85 |
| 1436 | 681 | 0.66 | 46.51 |
| 1437 | 936 | 0.90 | 47.41 |
| 1438 | 489 | 0.47 | 47.88 |
| 1439 | 1,176 | 1.13 | 49.01 |
| 1440 | 424 | 0.41 | 49.42 |
| 1441 | 1,183 | 1.14 | 50.56 |
| 1442 | 921 | 0.89 | 51.45 |
| 1443 | 547 | 0.53 | 51.97 |
| 1444 | 1,091 | 1.05 | 53.02 |
| 1445 | 609 | 0.59 | 53.61 |
| 1446 | 1,095 | 1.05 | 54.66 |
| 1447 | 454 | 0.44 | 55.10 |
| 1448 | 912 | 0.88 | 55.98 |
| 1449 | 798 | 0.77 | 56.74 |
| 1450 | 772 | 0.74 | 57.49 |

Table 4.B.28 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1451 | 622 | 0.60 | 58.09 |
| 1452 | 1,014 | 0.98 | 59.06 |
| 1453 | 554 | 0.53 | 59.59 |
| 1454 | 1,069 | 1.03 | 60.62 |
| 1455 | 717 | 0.69 | 61.31 |
| 1456 | 782 | 0.75 | 62.07 |
| 1457 | 931 | 0.90 | 62.96 |
| 1458 | 674 | 0.65 | 63.61 |
| 1459 | 805 | 0.77 | 64.39 |
| 1460 | 786 | 0.76 | 65.14 |
| 1461 | 574 | 0.55 | 65.69 |
| 1462 | 776 | 0.75 | 66.44 |
| 1463 | 971 | 0.93 | 67.38 |
| 1464 | 672 | 0.65 | 68.02 |
| 1465 | 246 | 0.24 | 68.26 |
| 1466 | 1,261 | 1.21 | 69.47 |
| 1467 | 603 | 0.58 | 70.05 |
| 1468 | 700 | 0.67 | 70.73 |
| 1469 | 922 | 0.89 | 71.61 |
| 1470 | 582 | 0.56 | 72.17 |
| 1471 | 579 | 0.56 | 72.73 |
| 1472 | 427 | 0.41 | 73.14 |
| 1473 | 1,242 | 1.20 | 74.34 |
| 1474 | 281 | 0.27 | 74.61 |
| 1475 | 564 | 0.54 | 75.15 |
| 1476 | 650 | 0.63 | 75.78 |
| 1477 | 871 | 0.84 | 76.61 |
| 1478 | 566 | 0.54 | 77.16 |
| 1479 | 243 | 0.23 | 77.39 |
| 1480 | 1,170 | 1.13 | 78.52 |
| 1481 | 373 | 0.36 | 78.88 |
| 1482 | 626 | 0.60 | 79.48 |
| 1483 | 401 | 0.39 | 79.87 |
| 1484 | 546 | 0.53 | 80.39 |
| 1485 | 589 | 0.57 | 80.96 |
| 1486 | 773 | 0.74 | 81.70 |
| 1487 | 185 | 0.18 | 81.88 |
| 1488 | 393 | 0.38 | 82.26 |
| 1489 | 744 | 0.72 | 82.97 |

Table 4.B.28 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1490 | 710 | 0.68 | 83.66 |
| 1491 | 305 | 0.29 | 83.95 |
| 1492 | 304 | 0.29 | 84.24 |
| 1493 | 227 | 0.22 | 84.46 |
| 1494 | 888 | 0.85 | 85.32 |
| 1495 | 561 | 0.54 | 85.86 |
| 1497 | 451 | 0.43 | 86.29 |
| 1498 | 335 | 0.32 | 86.61 |
| 1499 | 816 | 0.79 | 87.40 |
| 1500 | 149 | 0.14 | 87.54 |
| 1501 | 823 | 0.79 | 88.33 |
| 1502 | 172 | 0.17 | 88.50 |
| 1503 | 70 | 0.07 | 88.57 |
| 1504 | 408 | 0.39 | 88.96 |
| 1505 | 558 | 0.54 | 89.50 |
| 1506 | 640 | 0.62 | 90.11 |
| 1507 | 88 | 0.08 | 90.20 |
| 1508 | 16 | 0.02 | 90.21 |
| 1509 | 433 | 0.42 | 90.63 |
| 1510 | 85 | 0.08 | 90.71 |
| 1511 | 812 | 0.78 | 91.49 |
| 1513 | 682 | 0.66 | 92.15 |
| 1515 | 21 | 0.02 | 92.17 |
| 1516 | 115 | 0.11 | 92.28 |
| 1517 | 19 | 0.02 | 92.30 |
| 1518 | 776 | 0.75 | 93.04 |
| 1519 | 384 | 0.37 | 93.41 |
| 1520 | 136 | 0.13 | 93.54 |
| 1521 | 21 | 0.02 | 93.56 |
| 1523 | 385 | 0.37 | 93.94 |
| 1524 | 222 | 0.21 | 94.15 |
| 1526 | 432 | 0.42 | 94.56 |
| 1527 | 1 | 0.00 | 94.57 |
| 1529 | 345 | 0.33 | 94.90 |
| 1530 | 438 | 0.42 | 95.32 |
| 1531 | 50 | 0.05 | 95.37 |
| 1535 | 68 | 0.07 | 95.43 |
| 1536 | 306 | 0.29 | 95.73 |
| 1537 | 2 | 0.00 | 95.73 |

Table 4.B.28 *(continuation seven)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1538 | 541 | 0.52 | 96.25 |
| 1539 | 2 | 0.00 | 96.25 |
| 1542 | 115 | 0.11 | 96.36 |
| 1544 | 1 | 0.00 | 96.36 |
| 1545 | 1 | 0.00 | 96.36 |
| 1546 | 2 | 0.00 | 96.37 |
| 1547 | 1 | 0.00 | 96.37 |
| 1548 | 538 | 0.52 | 96.88 |
| 1550 | 2 | 0.00 | 96.89 |
| 1552 | 7 | 0.01 | 96.89 |
| 1553 | 1 | 0.00 | 96.89 |
| 1554 | 1 | 0.00 | 96.90 |
| 1555 | 189 | 0.18 | 97.08 |
| 1557 | 8 | 0.01 | 97.09 |
| 1559 | 1 | 0.00 | 97.09 |
| 1561 | 9 | 0.01 | 97.09 |
| 1562 | 3 | 0.00 | 97.10 |
| 1563 | 5 | 0.00 | 97.10 |
| 1564 | 3 | 0.00 | 97.11 |
| 1566 | 13 | 0.01 | 97.12 |
| 1567 | 271 | 0.26 | 97.38 |
| 1568 | 14 | 0.01 | 97.39 |
| 1570 | 6 | 0.01 | 97.40 |
| 1571 | 15 | 0.01 | 97.41 |
| 1572 | 3 | 0.00 | 97.42 |
| 1574 | 37 | 0.04 | 97.45 |
| 1576 | 5 | 0.00 | 97.46 |
| 1577 | 32 | 0.03 | 97.49 |
| 1578 | 18 | 0.02 | 97.50 |
| 1580 | 63 | 0.06 | 97.56 |
| 1583 | 14 | 0.01 | 97.58 |
| 1584 | 80 | 0.08 | 97.65 |
| 1586 | 20 | 0.02 | 97.67 |
| 1588 | 114 | 0.11 | 97.78 |
| 1589 | 23 | 0.02 | 97.81 |
| 1592 | 155 | 0.15 | 97.96 |
| 1593 | 24 | 0.02 | 97.98 |
| 1597 | 246 | 0.24 | 98.21 |
| 1602 | 274 | 0.26 | 98.48 |

Table 4.B.28 *(continuation eight)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1609 | 369 | 0.36 | 98.83 |
| 1617 | 308 | 0.30 | 99.13 |
| 1621 | 151 | 0.15 | 99.28 |
| 1627 | 326 | 0.31 | 99.59 |
| 1646 | 259 | 0.25 | 99.84 |
| 1700 | 168 | 0.16 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 169 | 0.17 | 0.17 |
| 1192 | 31 | 0.03 | 0.20 |
| 1212 | 23 | 0.02 | 0.22 |
| 1222 | 11 | 0.01 | 0.24 |
| 1225 | 51 | 0.05 | 0.29 |
| 1230 | 5 | 0.01 | 0.29 |
| 1235 | 9 | 0.01 | 0.30 |
| 1239 | 15 | 0.02 | 0.32 |
| 1241 | 37 | 0.04 | 0.35 |
| 1243 | 13 | 0.01 | 0.37 |
| 1246 | 22 | 0.02 | 0.39 |
| 1249 | 42 | 0.04 | 0.43 |
| 1252 | 15 | 0.02 | 0.45 |
| 1254 | 23 | 0.02 | 0.47 |
| 1255 | 7 | 0.01 | 0.48 |
| 1256 | 20 | 0.02 | 0.50 |
| 1259 | 19 | 0.02 | 0.51 |
| 1260 | 26 | 0.03 | 0.54 |
| 1262 | 18 | 0.02 | 0.56 |
| 1263 | 4 | 0.00 | 0.56 |
| 1264 | 15 | 0.02 | 0.58 |
| 1266 | 25 | 0.03 | 0.60 |
| 1267 | 24 | 0.02 | 0.63 |
| 1268 | 10 | 0.01 | 0.64 |
| 1269 | 23 | 0.02 | 0.66 |
| 1271 | 22 | 0.02 | 0.68 |
| 1273 | 15 | 0.02 | 0.70 |
| 1274 | 25 | 0.03 | 0.72 |
| 1276 | 31 | 0.03 | 0.75 |
| 1278 | 27 | 0.03 | 0.78 |
| 1279 | 27 | 0.03 | 0.81 |
| 1281 | 25 | 0.03 | 0.83 |
| 1283 | 62 | 0.06 | 0.90 |
| 1284 | 19 | 0.02 | 0.92 |
| 1285 | 5 | 0.01 | 0.92 |
| 1286 | 51 | 0.05 | 0.97 |
| 1288 | 14 | 0.01 | 0.99 |
| 1289 | 1 | 0.00 | 0.99 |
| 1290 | 19 | 0.02 | 1.01 |

Table 4.B.29 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1291 | 17 | 0.02 | 1.02 |
| 1292 | 23 | 0.02 | 1.05 |
| 1293 | 1 | 0.00 | 1.05 |
| 1294 | 27 | 0.03 | 1.07 |
| 1297 | 38 | 0.04 | 1.11 |
| 1299 | 21 | 0.02 | 1.13 |
| 1302 | 35 | 0.04 | 1.17 |
| 1304 | 4 | 0.00 | 1.17 |
| 1305 | 28 | 0.03 | 1.20 |
| 1308 | 20 | 0.02 | 1.22 |
| 1309 | 1 | 0.00 | 1.22 |
| 1310 | 9 | 0.01 | 1.23 |
| 1311 | 28 | 0.03 | 1.26 |
| 1313 | 29 | 0.03 | 1.29 |
| 1314 | 20 | 0.02 | 1.31 |
| 1316 | 4 | 0.00 | 1.31 |
| 1317 | 14 | 0.01 | 1.33 |
| 1318 | 30 | 0.03 | 1.36 |
| 1320 | 18 | 0.02 | 1.37 |
| 1321 | 35 | 0.04 | 1.41 |
| 1323 | 10 | 0.01 | 1.42 |
| 1324 | 23 | 0.02 | 1.44 |
| 1325 | 5 | 0.01 | 1.45 |
| 1326 | 25 | 0.03 | 1.47 |
| 1327 | 21 | 0.02 | 1.49 |
| 1328 | 7 | 0.01 | 1.50 |
| 1329 | 22 | 0.02 | 1.52 |
| 1330 | 9 | 0.01 | 1.53 |
| 1331 | 7 | 0.01 | 1.54 |
| 1332 | 9 | 0.01 | 1.55 |
| 1333 | 17 | 0.02 | 1.57 |
| 1334 | 25 | 0.03 | 1.59 |
| 1335 | 21 | 0.02 | 1.61 |
| 1337 | 20 | 0.02 | 1.63 |
| 1338 | 11 | 0.01 | 1.64 |
| 1339 | 16 | 0.02 | 1.66 |
| 1340 | 40 | 0.04 | 1.70 |
| 1341 | 3 | 0.00 | 1.70 |
| 1342 | 32 | 0.03 | 1.73 |

Table 4.B.29 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1343 | 10 | 0.01 | 1.74 |
| 1344 | 21 | 0.02 | 1.77 |
| 1345 | 42 | 0.04 | 1.81 |
| 1346 | 8 | 0.01 | 1.82 |
| 1347 | 21 | 0.02 | 1.84 |
| 1348 | 18 | 0.02 | 1.86 |
| 1349 | 37 | 0.04 | 1.89 |
| 1350 | 24 | 0.02 | 1.92 |
| 1351 | 32 | 0.03 | 1.95 |
| 1352 | 20 | 0.02 | 1.97 |
| 1353 | 28 | 0.03 | 2.00 |
| 1354 | 28 | 0.03 | 2.03 |
| 1355 | 45 | 0.05 | 2.07 |
| 1356 | 35 | 0.04 | 2.11 |
| 1357 | 47 | 0.05 | 2.15 |
| 1358 | 33 | 0.03 | 2.19 |
| 1359 | 85 | 0.09 | 2.27 |
| 1360 | 17 | 0.02 | 2.29 |
| 1361 | 73 | 0.07 | 2.36 |
| 1362 | 28 | 0.03 | 2.39 |
| 1363 | 48 | 0.05 | 2.44 |
| 1364 | 35 | 0.04 | 2.47 |
| 1365 | 98 | 0.10 | 2.57 |
| 1366 | 24 | 0.02 | 2.60 |
| 1367 | 79 | 0.08 | 2.68 |
| 1368 | 58 | 0.06 | 2.73 |
| 1369 | 51 | 0.05 | 2.79 |
| 1370 | 84 | 0.08 | 2.87 |
| 1371 | 83 | 0.08 | 2.95 |
| 1372 | 65 | 0.07 | 3.02 |
| 1373 | 91 | 0.09 | 3.11 |
| 1374 | 70 | 0.07 | 3.18 |
| 1375 | 125 | 0.13 | 3.31 |
| 1376 | 50 | 0.05 | 3.36 |
| 1377 | 104 | 0.10 | 3.46 |
| 1378 | 81 | 0.08 | 3.54 |
| 1379 | 120 | 0.12 | 3.66 |
| 1380 | 88 | 0.09 | 3.75 |
| 1381 | 98 | 0.10 | 3.85 |

Table 4.B.29 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1382 | 136 | 0.14 | 3.99 |
| 1383 | 119 | 0.12 | 4.11 |
| 1384 | 94 | 0.09 | 4.20 |
| 1385 | 148 | 0.15 | 4.35 |
| 1386 | 71 | 0.07 | 4.42 |
| 1387 | 137 | 0.14 | 4.56 |
| 1388 | 99 | 0.10 | 4.66 |
| 1389 | 145 | 0.15 | 4.80 |
| 1390 | 132 | 0.13 | 4.94 |
| 1391 | 123 | 0.12 | 5.06 |
| 1392 | 144 | 0.14 | 5.21 |
| 1393 | 198 | 0.20 | 5.41 |
| 1394 | 105 | 0.11 | 5.51 |
| 1395 | 188 | 0.19 | 5.70 |
| 1396 | 136 | 0.14 | 5.84 |
| 1397 | 207 | 0.21 | 6.04 |
| 1398 | 216 | 0.22 | 6.26 |
| 1399 | 142 | 0.14 | 6.40 |
| 1400 | 233 | 0.23 | 6.64 |
| 1401 | 150 | 0.15 | 6.79 |
| 1402 | 255 | 0.26 | 7.05 |
| 1403 | 232 | 0.23 | 7.28 |
| 1404 | 228 | 0.23 | 7.51 |
| 1405 | 298 | 0.30 | 7.81 |
| 1406 | 146 | 0.15 | 7.96 |
| 1407 | 304 | 0.31 | 8.26 |
| 1408 | 228 | 0.23 | 8.49 |
| 1409 | 190 | 0.19 | 8.68 |
| 1410 | 418 | 0.42 | 9.10 |
| 1411 | 107 | 0.11 | 9.21 |
| 1412 | 378 | 0.38 | 9.59 |
| 1413 | 357 | 0.36 | 9.95 |
| 1414 | 263 | 0.26 | 10.21 |
| 1415 | 361 | 0.36 | 10.58 |
| 1416 | 229 | 0.23 | 10.81 |
| 1417 | 408 | 0.41 | 11.22 |
| 1418 | 466 | 0.47 | 11.69 |
| 1419 | 274 | 0.28 | 11.96 |
| 1420 | 474 | 0.48 | 12.44 |

Table 4.B.29 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1421 | 325 | 0.33 | 12.76 |
| 1422 | 368 | 0.37 | 13.13 |
| 1423 | 582 | 0.59 | 13.72 |
| 1424 | 337 | 0.34 | 14.06 |
| 1425 | 558 | 0.56 | 14.62 |
| 1426 | 266 | 0.27 | 14.89 |
| 1427 | 626 | 0.63 | 15.52 |
| 1428 | 535 | 0.54 | 16.05 |
| 1429 | 487 | 0.49 | 16.54 |
| 1430 | 563 | 0.57 | 17.11 |
| 1431 | 443 | 0.45 | 17.56 |
| 1432 | 568 | 0.57 | 18.13 |
| 1433 | 575 | 0.58 | 18.71 |
| 1434 | 689 | 0.69 | 19.40 |
| 1435 | 495 | 0.50 | 19.90 |
| 1436 | 542 | 0.55 | 20.44 |
| 1437 | 692 | 0.70 | 21.14 |
| 1438 | 662 | 0.67 | 21.80 |
| 1439 | 683 | 0.69 | 22.49 |
| 1440 | 532 | 0.53 | 23.02 |
| 1441 | 543 | 0.55 | 23.57 |
| 1442 | 762 | 0.77 | 24.34 |
| 1443 | 756 | 0.76 | 25.10 |
| 1444 | 534 | 0.54 | 25.63 |
| 1445 | 805 | 0.81 | 26.44 |
| 1446 | 474 | 0.48 | 26.92 |
| 1447 | 1,093 | 1.10 | 28.02 |
| 1448 | 496 | 0.50 | 28.52 |
| 1449 | 880 | 0.88 | 29.40 |
| 1450 | 680 | 0.68 | 30.09 |
| 1451 | 643 | 0.65 | 30.73 |
| 1452 | 765 | 0.77 | 31.50 |
| 1453 | 1,001 | 1.01 | 32.51 |
| 1454 | 658 | 0.66 | 33.17 |
| 1455 | 657 | 0.66 | 33.83 |
| 1456 | 918 | 0.92 | 34.76 |
| 1457 | 639 | 0.64 | 35.40 |
| 1458 | 1,000 | 1.01 | 36.40 |
| 1459 | 636 | 0.64 | 37.04 |

Table 4.B.29 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1460 | 1,045 | 1.05 | 38.09 |
| 1461 | 549 | 0.55 | 38.65 |
| 1462 | 818 | 0.82 | 39.47 |
| 1463 | 944 | 0.95 | 40.42 |
| 1464 | 677 | 0.68 | 41.10 |
| 1465 | 938 | 0.94 | 42.04 |
| 1466 | 662 | 0.67 | 42.71 |
| 1467 | 932 | 0.94 | 43.65 |
| 1468 | 749 | 0.75 | 44.40 |
| 1469 | 789 | 0.79 | 45.19 |
| 1470 | 509 | 0.51 | 45.70 |
| 1471 | 1,400 | 1.41 | 47.11 |
| 1472 | 503 | 0.51 | 47.62 |
| 1473 | 743 | 0.75 | 48.36 |
| 1474 | 1,251 | 1.26 | 49.62 |
| 1475 | 771 | 0.78 | 50.40 |
| 1476 | 408 | 0.41 | 50.81 |
| 1477 | 1,378 | 1.39 | 52.19 |
| 1478 | 713 | 0.72 | 52.91 |
| 1479 | 491 | 0.49 | 53.41 |
| 1480 | 1,419 | 1.43 | 54.83 |
| 1481 | 373 | 0.38 | 55.21 |
| 1482 | 719 | 0.72 | 55.93 |
| 1483 | 1,194 | 1.20 | 57.13 |
| 1484 | 992 | 1.00 | 58.13 |
| 1485 | 338 | 0.34 | 58.47 |
| 1486 | 1,278 | 1.29 | 59.75 |
| 1487 | 808 | 0.81 | 60.57 |
| 1488 | 528 | 0.53 | 61.10 |
| 1489 | 953 | 0.96 | 62.06 |
| 1490 | 888 | 0.89 | 62.95 |
| 1491 | 804 | 0.81 | 63.76 |
| 1492 | 329 | 0.33 | 64.09 |
| 1493 | 1,635 | 1.64 | 65.73 |
| 1494 | 359 | 0.36 | 66.09 |
| 1495 | 619 | 0.62 | 66.72 |
| 1496 | 888 | 0.89 | 67.61 |
| 1497 | 590 | 0.59 | 68.20 |
| 1498 | 1,239 | 1.25 | 69.45 |

Table 4.B.29 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1499 | 897 | 0.90 | 70.35 |
| 1500 | 82 | 0.08 | 70.43 |
| 1501 | 476 | 0.48 | 70.91 |
| 1502 | 1,597 | 1.61 | 72.52 |
| 1503 | 384 | 0.39 | 72.90 |
| 1504 | 859 | 0.86 | 73.77 |
| 1505 | 59 | 0.06 | 73.83 |
| 1506 | 1,168 | 1.17 | 75.00 |
| 1507 | 1,233 | 1.24 | 76.24 |
| 1508 | 101 | 0.10 | 76.34 |
| 1509 | 147 | 0.15 | 76.49 |
| 1510 | 705 | 0.71 | 77.20 |
| 1511 | 1,680 | 1.69 | 78.89 |
| 1512 | 23 | 0.02 | 78.91 |
| 1513 | 414 | 0.42 | 79.33 |
| 1514 | 667 | 0.67 | 80.00 |
| 1515 | 106 | 0.11 | 80.11 |
| 1516 | 977 | 0.98 | 81.09 |
| 1517 | 910 | 0.92 | 82.00 |
| 1519 | 404 | 0.41 | 82.41 |
| 1520 | 346 | 0.35 | 82.76 |
| 1521 | 772 | 0.78 | 83.53 |
| 1522 | 491 | 0.49 | 84.03 |
| 1523 | 689 | 0.69 | 84.72 |
| 1524 | 327 | 0.33 | 85.05 |
| 1525 | 302 | 0.30 | 85.35 |
| 1526 | 170 | 0.17 | 85.52 |
| 1527 | 591 | 0.59 | 86.12 |
| 1528 | 570 | 0.57 | 86.69 |
| 1529 | 863 | 0.87 | 87.56 |
| 1530 | 76 | 0.08 | 87.64 |
| 1531 | 6 | 0.01 | 87.64 |
| 1532 | 72 | 0.07 | 87.71 |
| 1533 | 249 | 0.25 | 87.96 |
| 1534 | 1,375 | 1.38 | 89.35 |
| 1535 | 65 | 0.07 | 89.41 |
| 1536 | 33 | 0.03 | 89.45 |
| 1537 | 309 | 0.31 | 89.76 |
| 1538 | 94 | 0.09 | 89.85 |

Table 4.B.29 *(continuation seven)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1539 | 548 | 0.55 | 90.40 |
| 1540 | 6 | 0.01 | 90.41 |
| 1541 | 594 | 0.60 | 91.01 |
| 1542 | 403 | 0.41 | 91.41 |
| 1543 | 97 | 0.10 | 91.51 |
| 1544 | 8 | 0.01 | 91.52 |
| 1545 | 650 | 0.65 | 92.17 |
| 1547 | 149 | 0.15 | 92.32 |
| 1549 | 9 | 0.01 | 92.33 |
| 1550 | 625 | 0.63 | 92.96 |
| 1551 | 206 | 0.21 | 93.16 |
| 1552 | 455 | 0.46 | 93.62 |
| 1553 | 13 | 0.01 | 93.64 |
| 1555 | 251 | 0.25 | 93.89 |
| 1556 | 239 | 0.24 | 94.13 |
| 1557 | 12 | 0.01 | 94.14 |
| 1558 | 4 | 0.00 | 94.14 |
| 1560 | 447 | 0.45 | 94.59 |
| 1561 | 268 | 0.27 | 94.86 |
| 1562 | 346 | 0.35 | 95.21 |
| 1563 | 2 | 0.00 | 95.21 |
| 1564 | 1 | 0.00 | 95.21 |
| 1565 | 37 | 0.04 | 95.25 |
| 1567 | 371 | 0.37 | 95.62 |
| 1568 | 64 | 0.06 | 95.69 |
| 1569 | 1 | 0.00 | 95.69 |
| 1571 | 67 | 0.07 | 95.76 |
| 1572 | 1 | 0.00 | 95.76 |
| 1573 | 331 | 0.33 | 96.09 |
| 1574 | 380 | 0.38 | 96.47 |
| 1575 | 72 | 0.07 | 96.55 |
| 1577 | 3 | 0.00 | 96.55 |
| 1578 | 2 | 0.00 | 96.55 |
| 1580 | 95 | 0.10 | 96.65 |
| 1582 | 397 | 0.40 | 97.05 |
| 1583 | 15 | 0.02 | 97.06 |
| 1585 | 106 | 0.11 | 97.17 |
| 1586 | 27 | 0.03 | 97.19 |
| 1589 | 36 | 0.04 | 97.23 |

Table 4.B.29 *(continuation eight)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1591 | 2 | 0.00 | 97.23 |
| 1592 | 171 | 0.17 | 97.40 |
| 1593 | 33 | 0.03 | 97.44 |
| 1594 | 5 | 0.01 | 97.44 |
| 1595 | 337 | 0.34 | 97.78 |
| 1597 | 13 | 0.01 | 97.79 |
| 1598 | 70 | 0.07 | 97.87 |
| 1600 | 9 | 0.01 | 97.87 |
| 1602 | 97 | 0.10 | 97.97 |
| 1603 | 235 | 0.24 | 98.21 |
| 1604 | 16 | 0.02 | 98.22 |
| 1607 | 131 | 0.13 | 98.36 |
| 1609 | 22 | 0.02 | 98.38 |
| 1613 | 163 | 0.16 | 98.54 |
| 1614 | 38 | 0.04 | 98.58 |
| 1620 | 189 | 0.19 | 98.77 |
| 1621 | 43 | 0.04 | 98.81 |
| 1625 | 244 | 0.25 | 99.06 |
| 1629 | 219 | 0.22 | 99.28 |
| 1632 | 74 | 0.07 | 99.35 |
| 1641 | 242 | 0.24 | 99.60 |
| 1654 | 113 | 0.11 | 99.71 |
| 1671 | 191 | 0.19 | 99.90 |
| 1700 | 97 | 0.10 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1234 | 1 | 0.00 | 0.00 |
| 1247 | 1 | 0.00 | 0.00 |
| 1255 | 1 | 0.00 | 0.00 |
| 1265 | 1 | 0.00 | 0.00 |
| 1269 | 1 | 0.00 | 0.00 |
| 1282 | 1 | 0.00 | 0.01 |
| 1295 | 1 | 0.00 | 0.01 |
| 1310 | 1 | 0.00 | 0.01 |
| 1312 | 1 | 0.00 | 0.01 |
| 1316 | 1 | 0.00 | 0.01 |
| 1317 | 1 | 0.00 | 0.01 |
| 1323 | 1 | 0.00 | 0.01 |
| 1327 | 2 | 0.00 | 0.01 |
| 1328 | 2 | 0.00 | 0.02 |
| 1332 | 1 | 0.00 | 0.02 |
| 1334 | 5 | 0.00 | 0.02 |
| 1336 | 2 | 0.00 | 0.02 |
| 1337 | 5 | 0.00 | 0.03 |
| 1339 | 2 | 0.00 | 0.03 |
| 1340 | 8 | 0.01 | 0.04 |
| 1343 | 6 | 0.01 | 0.04 |
| 1344 | 6 | 0.01 | 0.05 |
| 1345 | 1 | 0.00 | 0.05 |
| 1346 | 4 | 0.00 | 0.05 |
| 1347 | 7 | 0.01 | 0.06 |
| 1348 | 7 | 0.01 | 0.07 |
| 1349 | 6 | 0.01 | 0.07 |
| 1351 | 20 | 0.02 | 0.09 |
| 1353 | 3 | 0.00 | 0.10 |
| 1354 | 25 | 0.02 | 0.12 |
| 1356 | 15 | 0.01 | 0.13 |
| 1357 | 7 | 0.01 | 0.14 |
| 1358 | 2 | 0.00 | 0.14 |
| 1359 | 27 | 0.03 | 0.17 |
| 1360 | 17 | 0.02 | 0.18 |
| 1361 | 17 | 0.02 | 0.20 |
| 1363 | 14 | 0.01 | 0.21 |
| 1364 | 35 | 0.03 | 0.25 |
| 1365 | 1 | 0.00 | 0.25 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1366 | 56 | 0.05 | 0.30 |
| 1367 | 1 | 0.00 | 0.30 |
| 1368 | 28 | 0.03 | 0.33 |
| 1369 | 12 | 0.01 | 0.34 |
| 1371 | 77 | 0.07 | 0.42 |
| 1372 | 31 | 0.03 | 0.45 |
| 1373 | 1 | 0.00 | 0.45 |
| 1374 | 65 | 0.06 | 0.51 |
| 1375 | 20 | 0.02 | 0.53 |
| 1376 | 93 | 0.09 | 0.62 |
| 1377 | 18 | 0.02 | 0.64 |
| 1378 | 54 | 0.05 | 0.69 |
| 1379 | 7 | 0.01 | 0.70 |
| 1380 | 90 | 0.09 | 0.78 |
| 1381 | 78 | 0.08 | 0.86 |
| 1382 | 4 | 0.00 | 0.86 |
| 1383 | 60 | 0.06 | 0.92 |
| 1384 | 110 | 0.11 | 1.02 |
| 1385 | 57 | 0.05 | 1.08 |
| 1386 | 44 | 0.04 | 1.12 |
| 1387 | 38 | 0.04 | 1.16 |
| 1388 | 134 | 0.13 | 1.29 |
| 1389 | 54 | 0.05 | 1.34 |
| 1390 | 13 | 0.01 | 1.35 |
| 1391 | 57 | 0.05 | 1.41 |
| 1392 | 123 | 0.12 | 1.53 |
| 1393 | 18 | 0.02 | 1.54 |
| 1394 | 71 | 0.07 | 1.61 |
| 1395 | 109 | 0.10 | 1.72 |
| 1396 | 37 | 0.04 | 1.75 |
| 1397 | 88 | 0.08 | 1.84 |
| 1398 | 111 | 0.11 | 1.94 |
| 1399 | 38 | 0.04 | 1.98 |
| 1400 | 66 | 0.06 | 2.04 |
| 1401 | 144 | 0.14 | 2.18 |
| 1402 | 72 | 0.07 | 2.25 |
| 1403 | 72 | 0.07 | 2.32 |
| 1404 | 124 | 0.12 | 2.44 |
| 1405 | 33 | 0.03 | 2.47 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1406 | 136 | 0.13 | 2.60 |
| 1407 | 87 | 0.08 | 2.69 |
| 1408 | 104 | 0.10 | 2.79 |
| 1409 | 87 | 0.08 | 2.87 |
| 1410 | 167 | 0.16 | 3.03 |
| 1411 | 67 | 0.06 | 3.10 |
| 1412 | 195 | 0.19 | 3.28 |
| 1413 | 72 | 0.07 | 3.35 |
| 1414 | 167 | 0.16 | 3.51 |
| 1415 | 140 | 0.13 | 3.65 |
| 1416 | 185 | 0.18 | 3.83 |
| 1417 | 181 | 0.17 | 4.00 |
| 1418 | 176 | 0.17 | 4.17 |
| 1419 | 276 | 0.27 | 4.44 |
| 1420 | 137 | 0.13 | 4.57 |
| 1421 | 259 | 0.25 | 4.82 |
| 1422 | 200 | 0.19 | 5.01 |
| 1423 | 275 | 0.26 | 5.28 |
| 1424 | 231 | 0.22 | 5.50 |
| 1425 | 300 | 0.29 | 5.79 |
| 1426 | 246 | 0.24 | 6.02 |
| 1427 | 320 | 0.31 | 6.33 |
| 1428 | 318 | 0.31 | 6.64 |
| 1429 | 303 | 0.29 | 6.93 |
| 1430 | 294 | 0.28 | 7.21 |
| 1431 | 328 | 0.32 | 7.53 |
| 1432 | 328 | 0.32 | 7.84 |
| 1433 | 439 | 0.42 | 8.27 |
| 1434 | 424 | 0.41 | 8.68 |
| 1435 | 387 | 0.37 | 9.05 |
| 1436 | 560 | 0.54 | 9.59 |
| 1437 | 348 | 0.34 | 9.92 |
| 1438 | 573 | 0.55 | 10.47 |
| 1439 | 416 | 0.40 | 10.88 |
| 1440 | 702 | 0.68 | 11.55 |
| 1441 | 550 | 0.53 | 12.08 |
| 1442 | 481 | 0.46 | 12.54 |
| 1443 | 663 | 0.64 | 13.18 |
| 1444 | 496 | 0.48 | 13.66 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1445 | 669 | 0.64 | 14.30 |
| 1446 | 704 | 0.68 | 14.98 |
| 1447 | 774 | 0.75 | 15.73 |
| 1448 | 504 | 0.49 | 16.21 |
| 1449 | 1,037 | 1.00 | 17.21 |
| 1450 | 492 | 0.47 | 17.69 |
| 1451 | 1,120 | 1.08 | 18.76 |
| 1452 | 450 | 0.43 | 19.20 |
| 1453 | 626 | 0.60 | 19.80 |
| 1454 | 1,361 | 1.31 | 21.11 |
| 1455 | 249 | 0.24 | 21.35 |
| 1456 | 1,868 | 1.80 | 23.15 |
| 1457 | 150 | 0.14 | 23.29 |
| 1458 | 492 | 0.47 | 23.77 |
| 1459 | 1,812 | 1.75 | 25.51 |
| 1460 | 48 | 0.05 | 25.56 |
| 1461 | 1,724 | 1.66 | 27.22 |
| 1462 | 822 | 0.79 | 28.01 |
| 1463 | 943 | 0.91 | 28.92 |
| 1464 | 1,011 | 0.97 | 29.89 |
| 1465 | 789 | 0.76 | 30.65 |
| 1466 | 1,448 | 1.39 | 32.05 |
| 1467 | 605 | 0.58 | 32.63 |
| 1468 | 1,961 | 1.89 | 34.52 |
| 1469 | 455 | 0.44 | 34.96 |
| 1470 | 980 | 0.94 | 35.90 |
| 1471 | 1,552 | 1.49 | 37.40 |
| 1472 | 435 | 0.42 | 37.81 |
| 1473 | 1,706 | 1.64 | 39.46 |
| 1474 | 949 | 0.91 | 40.37 |
| 1475 | 1,091 | 1.05 | 41.42 |
| 1476 | 988 | 0.95 | 42.37 |
| 1477 | 1,027 | 0.99 | 43.36 |
| 1478 | 1,224 | 1.18 | 44.54 |
| 1479 | 1,065 | 1.03 | 45.57 |
| 1480 | 1,698 | 1.64 | 47.20 |
| 1481 | 372 | 0.36 | 47.56 |
| 1482 | 1,357 | 1.31 | 48.87 |
| 1483 | 1,308 | 1.26 | 50.13 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1484 | 744 | 0.72 | 50.84 |
| 1485 | 1,467 | 1.41 | 52.26 |
| 1486 | 965 | 0.93 | 53.19 |
| 1487 | 1,219 | 1.17 | 54.36 |
| 1488 | 710 | 0.68 | 55.04 |
| 1489 | 1,145 | 1.10 | 56.15 |
| 1490 | 1,225 | 1.18 | 57.33 |
| 1491 | 918 | 0.88 | 58.21 |
| 1492 | 1,159 | 1.12 | 59.33 |
| 1493 | 1,053 | 1.01 | 60.34 |
| 1494 | 499 | 0.48 | 60.82 |
| 1495 | 1,254 | 1.21 | 62.03 |
| 1496 | 1,140 | 1.10 | 63.13 |
| 1497 | 630 | 0.61 | 63.73 |
| 1498 | 1,122 | 1.08 | 64.81 |
| 1499 | 1,151 | 1.11 | 65.92 |
| 1500 | 383 | 0.37 | 66.29 |
| 1501 | 1,237 | 1.19 | 67.48 |
| 1502 | 742 | 0.71 | 68.20 |
| 1503 | 1,006 | 0.97 | 69.16 |
| 1504 | 931 | 0.90 | 70.06 |
| 1505 | 739 | 0.71 | 70.77 |
| 1506 | 878 | 0.85 | 71.62 |
| 1507 | 826 | 0.80 | 72.41 |
| 1508 | 684 | 0.66 | 73.07 |
| 1509 | 885 | 0.85 | 73.93 |
| 1510 | 1,176 | 1.13 | 75.06 |
| 1511 | 389 | 0.37 | 75.43 |
| 1512 | 858 | 0.83 | 76.26 |
| 1513 | 646 | 0.62 | 76.88 |
| 1514 | 849 | 0.82 | 77.70 |
| 1515 | 716 | 0.69 | 78.39 |
| 1516 | 317 | 0.31 | 78.69 |
| 1517 | 933 | 0.90 | 79.59 |
| 1518 | 556 | 0.54 | 80.13 |
| 1519 | 1,027 | 0.99 | 81.12 |
| 1520 | 208 | 0.20 | 81.32 |
| 1521 | 792 | 0.76 | 82.08 |
| 1522 | 836 | 0.81 | 82.88 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1523 | 408 | 0.39 | 83.28 |
| 1524 | 533 | 0.51 | 83.79 |
| 1525 | 611 | 0.59 | 84.38 |
| 1526 | 613 | 0.59 | 84.97 |
| 1527 | 460 | 0.44 | 85.41 |
| 1528 | 449 | 0.43 | 85.84 |
| 1529 | 691 | 0.67 | 86.51 |
| 1530 | 444 | 0.43 | 86.94 |
| 1531 | 164 | 0.16 | 87.10 |
| 1532 | 681 | 0.66 | 87.75 |
| 1533 | 465 | 0.45 | 88.20 |
| 1534 | 10 | 0.01 | 88.21 |
| 1535 | 1,014 | 0.98 | 89.19 |
| 1536 | 216 | 0.21 | 89.39 |
| 1537 | 354 | 0.34 | 89.73 |
| 1538 | 385 | 0.37 | 90.10 |
| 1539 | 330 | 0.32 | 90.42 |
| 1540 | 383 | 0.37 | 90.79 |
| 1541 | 396 | 0.38 | 91.17 |
| 1542 | 178 | 0.17 | 91.34 |
| 1543 | 617 | 0.59 | 91.94 |
| 1544 | 195 | 0.19 | 92.13 |
| 1545 | 149 | 0.14 | 92.27 |
| 1546 | 428 | 0.41 | 92.68 |
| 1547 | 285 | 0.27 | 92.96 |
| 1548 | 157 | 0.15 | 93.11 |
| 1549 | 395 | 0.38 | 93.49 |
| 1550 | 197 | 0.19 | 93.68 |
| 1551 | 256 | 0.25 | 93.92 |
| 1552 | 195 | 0.19 | 94.11 |
| 1553 | 304 | 0.29 | 94.40 |
| 1554 | 104 | 0.10 | 94.50 |
| 1555 | 164 | 0.16 | 94.66 |
| 1556 | 290 | 0.28 | 94.94 |
| 1557 | 186 | 0.18 | 95.12 |
| 1558 | 58 | 0.06 | 95.18 |
| 1559 | 357 | 0.34 | 95.52 |
| 1560 | 31 | 0.03 | 95.55 |
| 1561 | 147 | 0.14 | 95.69 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1562 | 294 | 0.28 | 95.98 |
| 1563 | 124 | 0.12 | 96.09 |
| 1564 | 5 | 0.00 | 96.10 |
| 1565 | 174 | 0.17 | 96.27 |
| 1566 | 198 | 0.19 | 96.46 |
| 1567 | 192 | 0.18 | 96.64 |
| 1568 | 126 | 0.12 | 96.76 |
| 1569 | 25 | 0.02 | 96.79 |
| 1570 | 175 | 0.17 | 96.96 |
| 1571 | 141 | 0.14 | 97.09 |
| 1572 | 121 | 0.12 | 97.21 |
| 1573 | 66 | 0.06 | 97.27 |
| 1574 | 111 | 0.11 | 97.38 |
| 1575 | 106 | 0.10 | 97.48 |
| 1576 | 91 | 0.09 | 97.57 |
| 1578 | 66 | 0.06 | 97.63 |
| 1579 | 303 | 0.29 | 97.92 |
| 1581 | 11 | 0.01 | 97.94 |
| 1582 | 85 | 0.08 | 98.02 |
| 1583 | 105 | 0.10 | 98.12 |
| 1584 | 11 | 0.01 | 98.13 |
| 1585 | 174 | 0.17 | 98.30 |
| 1588 | 157 | 0.15 | 98.45 |
| 1589 | 18 | 0.02 | 98.46 |
| 1590 | 21 | 0.02 | 98.49 |
| 1592 | 113 | 0.11 | 98.59 |
| 1593 | 33 | 0.03 | 98.63 |
| 1594 | 50 | 0.05 | 98.67 |
| 1595 | 19 | 0.02 | 98.69 |
| 1596 | 26 | 0.03 | 98.72 |
| 1597 | 66 | 0.06 | 98.78 |
| 1598 | 7 | 0.01 | 98.79 |
| 1599 | 24 | 0.02 | 98.81 |
| 1601 | 31 | 0.03 | 98.84 |
| 1602 | 127 | 0.12 | 98.96 |
| 1603 | 13 | 0.01 | 98.98 |
| 1605 | 31 | 0.03 | 99.01 |
| 1607 | 2 | 0.00 | 99.01 |
| 1608 | 100 | 0.10 | 99.10 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1609 | 17 | 0.02 | 99.12 |
| 1611 | 84 | 0.08 | 99.20 |
| 1612 | 3 | 0.00 | 99.20 |
| 1615 | 84 | 0.08 | 99.28 |
| 1616 | 16 | 0.02 | 99.30 |
| 1619 | 1 | 0.00 | 99.30 |
| 1620 | 50 | 0.05 | 99.35 |
| 1621 | 1 | 0.00 | 99.35 |
| 1623 | 1 | 0.00 | 99.35 |
| 1625 | 95 | 0.09 | 99.44 |
| 1626 | 4 | 0.00 | 99.45 |
| 1628 | 4 | 0.00 | 99.45 |
| 1630 | 3 | 0.00 | 99.45 |
| 1631 | 33 | 0.03 | 99.48 |
| 1632 | 4 | 0.00 | 99.49 |
| 1633 | 9 | 0.01 | 99.50 |
| 1635 | 7 | 0.01 | 99.50 |
| 1638 | 49 | 0.05 | 99.55 |
| 1639 | 28 | 0.03 | 99.58 |
| 1641 | 15 | 0.01 | 99.59 |
| 1643 | 11 | 0.01 | 99.60 |
| 1645 | 1 | 0.00 | 99.60 |
| 1646 | 15 | 0.01 | 99.62 |
| 1648 | 30 | 0.03 | 99.65 |
| 1649 | 11 | 0.01 | 99.66 |
| 1652 | 16 | 0.02 | 99.67 |
| 1655 | 12 | 0.01 | 99.69 |
| 1656 | 1 | 0.00 | 99.69 |
| 1657 | 3 | 0.00 | 99.69 |
| 1659 | 23 | 0.02 | 99.71 |
| 1661 | 11 | 0.01 | 99.72 |
| 1662 | 19 | 0.02 | 99.74 |
| 1663 | 25 | 0.02 | 99.76 |
| 1665 | 4 | 0.00 | 99.77 |
| 1667 | 19 | 0.02 | 99.79 |
| 1668 | 2 | 0.00 | 99.79 |
| 1670 | 2 | 0.00 | 99.79 |
| 1671 | 2 | 0.00 | 99.79 |
| 1672 | 33 | 0.03 | 99.82 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1674 | 2 | 0.00 | 99.83 |
| 1676 | 2 | 0.00 | 99.83 |
| 1677 | 6 | 0.01 | 99.83 |
| 1678 | 27 | 0.03 | 99.86 |
| 1679 | 4 | 0.00 | 99.86 |
| 1680 | 7 | 0.01 | 99.87 |
| 1683 | 2 | 0.00 | 99.87 |
| 1684 | 15 | 0.01 | 99.89 |
| 1685 | 20 | 0.02 | 99.91 |
| 1686 | 1 | 0.00 | 99.91 |
| 1689 | 6 | 0.01 | 99.91 |
| 1692 | 4 | 0.00 | 99.92 |
| 1694 | 8 | 0.01 | 99.92 |
| 1695 | 11 | 0.01 | 99.93 |
| 1700 | 8 | 0.01 | 99.94 |
| 1706 | 3 | 0.00 | 99.95 |
| 1707 | 8 | 0.01 | 99.95 |
| 1709 | 12 | 0.01 | 99.96 |
| 1717 | 7 | 0.01 | 99.97 |
| 1729 | 5 | 0.00 | 99.98 |
| 1731 | 7 | 0.01 | 99.98 |
| 1732 | 4 | 0.00 | 99.99 |
| 1753 | 6 | 0.01 | 99.99 |
| 1776 | 6 | 0.01 | 100.00 |
| 1798 | 2 | 0.00 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 1 | 0.00 | 0.00 |
| 1195 | 1 | 0.00 | 0.00 |
| 1244 | 1 | 0.00 | 0.00 |
| 1275 | 1 | 0.00 | 0.00 |
| 1277 | 1 | 0.00 | 0.01 |
| 1291 | 1 | 0.00 | 0.01 |
| 1300 | 1 | 0.00 | 0.01 |
| 1317 | 1 | 0.00 | 0.01 |
| 1322 | 1 | 0.00 | 0.01 |
| 1323 | 2 | 0.00 | 0.01 |
| 1327 | 1 | 0.00 | 0.01 |
| 1328 | 3 | 0.00 | 0.02 |
| 1334 | 4 | 0.00 | 0.02 |
| 1337 | 4 | 0.00 | 0.02 |
| 1340 | 8 | 0.01 | 0.03 |
| 1343 | 1 | 0.00 | 0.03 |
| 1344 | 6 | 0.01 | 0.04 |
| 1346 | 10 | 0.01 | 0.05 |
| 1347 | 1 | 0.00 | 0.05 |
| 1348 | 3 | 0.00 | 0.06 |
| 1351 | 12 | 0.01 | 0.07 |
| 1353 | 5 | 0.01 | 0.07 |
| 1354 | 16 | 0.02 | 0.09 |
| 1356 | 8 | 0.01 | 0.10 |
| 1357 | 3 | 0.00 | 0.10 |
| 1359 | 8 | 0.01 | 0.11 |
| 1360 | 20 | 0.02 | 0.13 |
| 1361 | 19 | 0.02 | 0.16 |
| 1363 | 14 | 0.02 | 0.17 |
| 1364 | 18 | 0.02 | 0.19 |
| 1365 | 2 | 0.00 | 0.19 |
| 1366 | 46 | 0.05 | 0.24 |
| 1368 | 27 | 0.03 | 0.27 |
| 1369 | 10 | 0.01 | 0.28 |
| 1371 | 72 | 0.08 | 0.36 |
| 1372 | 30 | 0.03 | 0.39 |
| 1373 | 1 | 0.00 | 0.39 |
| 1374 | 57 | 0.06 | 0.46 |
| 1375 | 20 | 0.02 | 0.48 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1376 | 53 | 0.06 | 0.53 |
| 1377 | 24 | 0.03 | 0.56 |
| 1378 | 39 | 0.04 | 0.60 |
| 1379 | 4 | 0.00 | 0.61 |
| 1380 | 77 | 0.08 | 0.69 |
| 1381 | 73 | 0.08 | 0.77 |
| 1382 | 2 | 0.00 | 0.77 |
| 1383 | 54 | 0.06 | 0.83 |
| 1384 | 86 | 0.09 | 0.92 |
| 1385 | 31 | 0.03 | 0.96 |
| 1386 | 32 | 0.03 | 0.99 |
| 1387 | 22 | 0.02 | 1.02 |
| 1388 | 112 | 0.12 | 1.14 |
| 1389 | 62 | 0.07 | 1.20 |
| 1390 | 4 | 0.00 | 1.21 |
| 1391 | 54 | 0.06 | 1.27 |
| 1392 | 108 | 0.12 | 1.38 |
| 1393 | 6 | 0.01 | 1.39 |
| 1394 | 54 | 0.06 | 1.45 |
| 1395 | 108 | 0.12 | 1.57 |
| 1396 | 26 | 0.03 | 1.59 |
| 1397 | 57 | 0.06 | 1.66 |
| 1398 | 89 | 0.10 | 1.75 |
| 1399 | 34 | 0.04 | 1.79 |
| 1400 | 32 | 0.03 | 1.82 |
| 1401 | 93 | 0.10 | 1.93 |
| 1402 | 34 | 0.04 | 1.96 |
| 1403 | 63 | 0.07 | 2.03 |
| 1404 | 78 | 0.08 | 2.11 |
| 1405 | 19 | 0.02 | 2.14 |
| 1406 | 68 | 0.07 | 2.21 |
| 1407 | 74 | 0.08 | 2.29 |
| 1408 | 56 | 0.06 | 2.35 |
| 1409 | 54 | 0.06 | 2.41 |
| 1410 | 92 | 0.10 | 2.51 |
| 1411 | 46 | 0.05 | 2.56 |
| 1412 | 95 | 0.10 | 2.66 |
| 1413 | 40 | 0.04 | 2.70 |
| 1414 | 65 | 0.07 | 2.78 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1415 | 61 | 0.07 | 2.84 |
| 1416 | 74 | 0.08 | 2.92 |
| 1417 | 100 | 0.11 | 3.03 |
| 1418 | 79 | 0.09 | 3.12 |
| 1419 | 121 | 0.13 | 3.25 |
| 1420 | 118 | 0.13 | 3.37 |
| 1421 | 99 | 0.11 | 3.48 |
| 1422 | 100 | 0.11 | 3.59 |
| 1423 | 135 | 0.15 | 3.74 |
| 1424 | 96 | 0.10 | 3.84 |
| 1425 | 146 | 0.16 | 4.00 |
| 1426 | 130 | 0.14 | 4.14 |
| 1427 | 113 | 0.12 | 4.26 |
| 1428 | 148 | 0.16 | 4.42 |
| 1429 | 134 | 0.15 | 4.57 |
| 1430 | 130 | 0.14 | 4.71 |
| 1431 | 140 | 0.15 | 4.86 |
| 1432 | 150 | 0.16 | 5.02 |
| 1433 | 204 | 0.22 | 5.24 |
| 1434 | 206 | 0.22 | 5.47 |
| 1435 | 163 | 0.18 | 5.64 |
| 1436 | 273 | 0.30 | 5.94 |
| 1437 | 157 | 0.17 | 6.11 |
| 1438 | 299 | 0.32 | 6.43 |
| 1439 | 180 | 0.20 | 6.63 |
| 1440 | 322 | 0.35 | 6.98 |
| 1441 | 262 | 0.28 | 7.26 |
| 1442 | 244 | 0.26 | 7.53 |
| 1443 | 356 | 0.39 | 7.91 |
| 1444 | 245 | 0.27 | 8.18 |
| 1445 | 356 | 0.39 | 8.57 |
| 1446 | 302 | 0.33 | 8.89 |
| 1447 | 383 | 0.42 | 9.31 |
| 1448 | 248 | 0.27 | 9.58 |
| 1449 | 530 | 0.57 | 10.15 |
| 1450 | 258 | 0.28 | 10.43 |
| 1451 | 536 | 0.58 | 11.01 |
| 1452 | 247 | 0.27 | 11.28 |
| 1453 | 307 | 0.33 | 11.61 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1454 | 713 | 0.77 | 12.39 |
| 1455 | 112 | 0.12 | 12.51 |
| 1456 | 1,015 | 1.10 | 13.61 |
| 1457 | 98 | 0.11 | 13.71 |
| 1458 | 306 | 0.33 | 14.05 |
| 1459 | 995 | 1.08 | 15.12 |
| 1460 | 31 | 0.03 | 15.16 |
| 1461 | 1,036 | 1.12 | 16.28 |
| 1462 | 431 | 0.47 | 16.75 |
| 1463 | 606 | 0.66 | 17.40 |
| 1464 | 631 | 0.68 | 18.09 |
| 1465 | 426 | 0.46 | 18.55 |
| 1466 | 947 | 1.03 | 19.58 |
| 1467 | 329 | 0.36 | 19.93 |
| 1468 | 1,212 | 1.31 | 21.25 |
| 1469 | 273 | 0.30 | 21.54 |
| 1470 | 607 | 0.66 | 22.20 |
| 1471 | 1,023 | 1.11 | 23.31 |
| 1472 | 270 | 0.29 | 23.60 |
| 1473 | 1,226 | 1.33 | 24.93 |
| 1474 | 564 | 0.61 | 25.54 |
| 1475 | 797 | 0.86 | 26.41 |
| 1476 | 683 | 0.74 | 27.15 |
| 1477 | 755 | 0.82 | 27.97 |
| 1478 | 927 | 1.00 | 28.97 |
| 1479 | 665 | 0.72 | 29.69 |
| 1480 | 1,183 | 1.28 | 30.97 |
| 1481 | 288 | 0.31 | 31.29 |
| 1482 | 992 | 1.08 | 32.36 |
| 1483 | 1,004 | 1.09 | 33.45 |
| 1484 | 567 | 0.61 | 34.07 |
| 1485 | 1,187 | 1.29 | 35.35 |
| 1486 | 757 | 0.82 | 36.17 |
| 1487 | 940 | 1.02 | 37.19 |
| 1488 | 556 | 0.60 | 37.79 |
| 1489 | 1,028 | 1.11 | 38.91 |
| 1490 | 1,084 | 1.18 | 40.08 |
| 1491 | 760 | 0.82 | 40.91 |
| 1492 | 1,040 | 1.13 | 42.04 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1493 | 971 | 1.05 | 43.09 |
| 1494 | 459 | 0.50 | 43.59 |
| 1495 | 1,122 | 1.22 | 44.80 |
| 1496 | 1,035 | 1.12 | 45.92 |
| 1497 | 588 | 0.64 | 46.56 |
| 1498 | 1,040 | 1.13 | 47.69 |
| 1499 | 1,114 | 1.21 | 48.90 |
| 1500 | 341 | 0.37 | 49.27 |
| 1501 | 1,225 | 1.33 | 50.59 |
| 1502 | 803 | 0.87 | 51.46 |
| 1503 | 1,023 | 1.11 | 52.57 |
| 1504 | 997 | 1.08 | 53.65 |
| 1505 | 800 | 0.87 | 54.52 |
| 1506 | 878 | 0.95 | 55.47 |
| 1507 | 925 | 1.00 | 56.48 |
| 1508 | 696 | 0.75 | 57.23 |
| 1509 | 939 | 1.02 | 58.25 |
| 1510 | 1,208 | 1.31 | 59.56 |
| 1511 | 436 | 0.47 | 60.03 |
| 1512 | 955 | 1.04 | 61.07 |
| 1513 | 734 | 0.80 | 61.86 |
| 1514 | 992 | 1.08 | 62.94 |
| 1515 | 870 | 0.94 | 63.88 |
| 1516 | 394 | 0.43 | 64.31 |
| 1517 | 1,078 | 1.17 | 65.48 |
| 1518 | 663 | 0.72 | 66.19 |
| 1519 | 1,228 | 1.33 | 67.53 |
| 1520 | 197 | 0.21 | 67.74 |
| 1521 | 933 | 1.01 | 68.75 |
| 1522 | 1,071 | 1.16 | 69.91 |
| 1523 | 520 | 0.56 | 70.48 |
| 1524 | 655 | 0.71 | 71.19 |
| 1525 | 823 | 0.89 | 72.08 |
| 1526 | 859 | 0.93 | 73.01 |
| 1527 | 583 | 0.63 | 73.64 |
| 1528 | 607 | 0.66 | 74.30 |
| 1529 | 879 | 0.95 | 75.25 |
| 1530 | 663 | 0.72 | 75.97 |
| 1531 | 299 | 0.32 | 76.29 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1532 | 999 | 1.08 | 77.38 |
| 1533 | 605 | 0.66 | 78.03 |
| 1534 | 3 | 0.00 | 78.04 |
| 1535 | 1,399 | 1.52 | 79.55 |
| 1536 | 330 | 0.36 | 79.91 |
| 1537 | 491 | 0.53 | 80.44 |
| 1538 | 566 | 0.61 | 81.06 |
| 1539 | 542 | 0.59 | 81.64 |
| 1540 | 566 | 0.61 | 82.26 |
| 1541 | 605 | 0.66 | 82.91 |
| 1542 | 220 | 0.24 | 83.15 |
| 1543 | 937 | 1.02 | 84.17 |
| 1544 | 374 | 0.41 | 84.57 |
| 1545 | 212 | 0.23 | 84.80 |
| 1546 | 683 | 0.74 | 85.54 |
| 1547 | 497 | 0.54 | 86.08 |
| 1548 | 282 | 0.31 | 86.39 |
| 1549 | 635 | 0.69 | 87.08 |
| 1550 | 238 | 0.26 | 87.33 |
| 1551 | 444 | 0.48 | 87.82 |
| 1552 | 364 | 0.39 | 88.21 |
| 1553 | 491 | 0.53 | 88.74 |
| 1554 | 152 | 0.16 | 88.91 |
| 1555 | 303 | 0.33 | 89.24 |
| 1556 | 509 | 0.55 | 89.79 |
| 1557 | 357 | 0.39 | 90.18 |
| 1558 | 83 | 0.09 | 90.27 |
| 1559 | 656 | 0.71 | 90.98 |
| 1560 | 35 | 0.04 | 91.01 |
| 1561 | 305 | 0.33 | 91.34 |
| 1562 | 506 | 0.55 | 91.89 |
| 1563 | 218 | 0.24 | 92.13 |
| 1564 | 9 | 0.01 | 92.14 |
| 1565 | 285 | 0.31 | 92.45 |
| 1566 | 377 | 0.41 | 92.86 |
| 1567 | 337 | 0.37 | 93.22 |
| 1568 | 206 | 0.22 | 93.45 |
| 1569 | 38 | 0.04 | 93.49 |
| 1570 | 299 | 0.32 | 93.81 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1571 | 196 | 0.21 | 94.02 |
| 1572 | 215 | 0.23 | 94.26 |
| 1573 | 94 | 0.10 | 94.36 |
| 1574 | 200 | 0.22 | 94.58 |
| 1575 | 196 | 0.21 | 94.79 |
| 1576 | 124 | 0.13 | 94.92 |
| 1578 | 99 | 0.11 | 95.03 |
| 1579 | 509 | 0.55 | 95.58 |
| 1581 | 12 | 0.01 | 95.59 |
| 1582 | 119 | 0.13 | 95.72 |
| 1583 | 191 | 0.21 | 95.93 |
| 1584 | 21 | 0.02 | 95.95 |
| 1585 | 352 | 0.38 | 96.33 |
| 1586 | 1 | 0.00 | 96.34 |
| 1588 | 305 | 0.33 | 96.67 |
| 1589 | 48 | 0.05 | 96.72 |
| 1590 | 34 | 0.04 | 96.76 |
| 1592 | 224 | 0.24 | 97.00 |
| 1593 | 48 | 0.05 | 97.05 |
| 1594 | 111 | 0.12 | 97.17 |
| 1595 | 46 | 0.05 | 97.22 |
| 1596 | 45 | 0.05 | 97.27 |
| 1597 | 148 | 0.16 | 97.43 |
| 1598 | 15 | 0.02 | 97.45 |
| 1599 | 69 | 0.07 | 97.52 |
| 1601 | 76 | 0.08 | 97.60 |
| 1602 | 224 | 0.24 | 97.85 |
| 1603 | 15 | 0.02 | 97.86 |
| 1604 | 2 | 0.00 | 97.86 |
| 1605 | 76 | 0.08 | 97.95 |
| 1607 | 1 | 0.00 | 97.95 |
| 1608 | 176 | 0.19 | 98.14 |
| 1609 | 21 | 0.02 | 98.16 |
| 1611 | 131 | 0.14 | 98.30 |
| 1612 | 4 | 0.00 | 98.31 |
| 1614 | 2 | 0.00 | 98.31 |
| 1615 | 167 | 0.18 | 98.49 |
| 1616 | 27 | 0.03 | 98.52 |
| 1617 | 1 | 0.00 | 98.52 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1619 | 1 | 0.00 | 98.52 |
| 1620 | 84 | 0.09 | 98.61 |
| 1621 | 7 | 0.01 | 98.62 |
| 1623 | 5 | 0.01 | 98.63 |
| 1625 | 167 | 0.18 | 98.81 |
| 1626 | 14 | 0.02 | 98.82 |
| 1628 | 4 | 0.00 | 98.83 |
| 1630 | 3 | 0.00 | 98.83 |
| 1631 | 90 | 0.10 | 98.93 |
| 1632 | 8 | 0.01 | 98.94 |
| 1633 | 7 | 0.01 | 98.94 |
| 1635 | 15 | 0.02 | 98.96 |
| 1638 | 85 | 0.09 | 99.05 |
| 1639 | 58 | 0.06 | 99.12 |
| 1641 | 12 | 0.01 | 99.13 |
| 1642 | 2 | 0.00 | 99.13 |
| 1643 | 12 | 0.01 | 99.14 |
| 1645 | 1 | 0.00 | 99.14 |
| 1646 | 22 | 0.02 | 99.17 |
| 1648 | 78 | 0.08 | 99.25 |
| 1649 | 33 | 0.04 | 99.29 |
| 1650 | 2 | 0.00 | 99.29 |
| 1652 | 29 | 0.03 | 99.32 |
| 1654 | 2 | 0.00 | 99.32 |
| 1655 | 38 | 0.04 | 99.37 |
| 1656 | 1 | 0.00 | 99.37 |
| 1657 | 1 | 0.00 | 99.37 |
| 1659 | 38 | 0.04 | 99.41 |
| 1660 | 2 | 0.00 | 99.41 |
| 1661 | 21 | 0.02 | 99.43 |
| 1662 | 33 | 0.04 | 99.47 |
| 1663 | 34 | 0.04 | 99.51 |
| 1665 | 2 | 0.00 | 99.51 |
| 1667 | 47 | 0.05 | 99.56 |
| 1668 | 3 | 0.00 | 99.56 |
| 1670 | 1 | 0.00 | 99.56 |
| 1671 | 7 | 0.01 | 99.57 |
| 1672 | 56 | 0.06 | 99.63 |
| 1673 | 1 | 0.00 | 99.63 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1674 | 7 | 0.01 | 99.64 |
| 1676 | 2 | 0.00 | 99.64 |
| 1677 | 7 | 0.01 | 99.65 |
| 1678 | 39 | 0.04 | 99.69 |
| 1680 | 14 | 0.02 | 99.71 |
| 1683 | 5 | 0.01 | 99.71 |
| 1684 | 31 | 0.03 | 99.75 |
| 1685 | 43 | 0.05 | 99.79 |
| 1686 | 2 | 0.00 | 99.80 |
| 1689 | 12 | 0.01 | 99.81 |
| 1692 | 6 | 0.01 | 99.82 |
| 1694 | 17 | 0.02 | 99.83 |
| 1695 | 22 | 0.02 | 99.86 |
| 1700 | 9 | 0.01 | 99.87 |
| 1706 | 10 | 0.01 | 99.88 |
| 1707 | 13 | 0.01 | 99.89 |
| 1708 | 4 | 0.00 | 99.90 |
| 1709 | 19 | 0.02 | 99.92 |
| 1717 | 12 | 0.01 | 99.93 |
| 1729 | 9 | 0.01 | 99.94 |
| 1731 | 10 | 0.01 | 99.95 |
| 1732 | 26 | 0.03 | 99.98 |
| 1753 | 4 | 0.00 | 99.98 |
| 1776 | 6 | 0.01 | 99.99 |
| 1779 | 2 | 0.00 | 99.99 |
| 1798 | 6 | 0.01 | 100.00 |
| 1800 | 1 | 0.00 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 1 | 0.00 | 0.00 |
| 1224 | 1 | 0.00 | 0.00 |
| 1232 | 2 | 0.00 | 0.01 |
| 1262 | 1 | 0.00 | 0.01 |
| 1285 | 1 | 0.00 | 0.01 |
| 1305 | 1 | 0.00 | 0.01 |
| 1308 | 1 | 0.00 | 0.01 |
| 1316 | 2 | 0.00 | 0.01 |
| 1317 | 1 | 0.00 | 0.01 |
| 1327 | 1 | 0.00 | 0.02 |
| 1328 | 1 | 0.00 | 0.02 |
| 1331 | 1 | 0.00 | 0.02 |
| 1332 | 1 | 0.00 | 0.02 |
| 1334 | 4 | 0.01 | 0.02 |
| 1337 | 3 | 0.00 | 0.03 |
| 1339 | 4 | 0.01 | 0.03 |
| 1340 | 4 | 0.01 | 0.04 |
| 1343 | 2 | 0.00 | 0.04 |
| 1344 | 2 | 0.00 | 0.04 |
| 1345 | 1 | 0.00 | 0.04 |
| 1346 | 4 | 0.01 | 0.05 |
| 1347 | 4 | 0.01 | 0.05 |
| 1348 | 8 | 0.01 | 0.06 |
| 1349 | 1 | 0.00 | 0.07 |
| 1351 | 10 | 0.01 | 0.08 |
| 1353 | 3 | 0.00 | 0.08 |
| 1354 | 11 | 0.01 | 0.10 |
| 1356 | 10 | 0.01 | 0.11 |
| 1357 | 1 | 0.00 | 0.11 |
| 1358 | 1 | 0.00 | 0.11 |
| 1359 | 13 | 0.02 | 0.13 |
| 1360 | 16 | 0.02 | 0.15 |
| 1361 | 14 | 0.02 | 0.17 |
| 1363 | 10 | 0.01 | 0.18 |
| 1364 | 20 | 0.03 | 0.20 |
| 1365 | 1 | 0.00 | 0.20 |
| 1366 | 53 | 0.07 | 0.27 |
| 1368 | 26 | 0.03 | 0.30 |
| 1369 | 7 | 0.01 | 0.31 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1371 | 57 | 0.07 | 0.38 |
| 1372 | 26 | 0.03 | 0.42 |
| 1374 | 51 | 0.06 | 0.48 |
| 1375 | 15 | 0.02 | 0.50 |
| 1376 | 52 | 0.07 | 0.57 |
| 1377 | 15 | 0.02 | 0.59 |
| 1378 | 36 | 0.05 | 0.63 |
| 1379 | 4 | 0.01 | 0.64 |
| 1380 | 59 | 0.07 | 0.71 |
| 1381 | 66 | 0.08 | 0.79 |
| 1383 | 51 | 0.06 | 0.86 |
| 1384 | 70 | 0.09 | 0.95 |
| 1385 | 28 | 0.04 | 0.98 |
| 1386 | 38 | 0.05 | 1.03 |
| 1387 | 26 | 0.03 | 1.06 |
| 1388 | 101 | 0.13 | 1.19 |
| 1389 | 51 | 0.06 | 1.25 |
| 1390 | 3 | 0.00 | 1.26 |
| 1391 | 52 | 0.07 | 1.32 |
| 1392 | 105 | 0.13 | 1.46 |
| 1393 | 4 | 0.01 | 1.46 |
| 1394 | 47 | 0.06 | 1.52 |
| 1395 | 84 | 0.11 | 1.63 |
| 1396 | 15 | 0.02 | 1.65 |
| 1397 | 41 | 0.05 | 1.70 |
| 1398 | 77 | 0.10 | 1.79 |
| 1399 | 34 | 0.04 | 1.84 |
| 1400 | 28 | 0.04 | 1.87 |
| 1401 | 80 | 0.10 | 1.97 |
| 1402 | 33 | 0.04 | 2.02 |
| 1403 | 37 | 0.05 | 2.06 |
| 1404 | 78 | 0.10 | 2.16 |
| 1405 | 5 | 0.01 | 2.17 |
| 1406 | 50 | 0.06 | 2.23 |
| 1407 | 63 | 0.08 | 2.31 |
| 1408 | 40 | 0.05 | 2.36 |
| 1409 | 35 | 0.04 | 2.40 |
| 1410 | 64 | 0.08 | 2.49 |
| 1411 | 27 | 0.03 | 2.52 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1412 | 85 | 0.11 | 2.63 |
| 1413 | 22 | 0.03 | 2.65 |
| 1414 | 49 | 0.06 | 2.72 |
| 1415 | 61 | 0.08 | 2.79 |
| 1416 | 45 | 0.06 | 2.85 |
| 1417 | 66 | 0.08 | 2.93 |
| 1418 | 40 | 0.05 | 2.98 |
| 1419 | 102 | 0.13 | 3.11 |
| 1420 | 62 | 0.08 | 3.19 |
| 1421 | 63 | 0.08 | 3.27 |
| 1422 | 58 | 0.07 | 3.34 |
| 1423 | 78 | 0.10 | 3.44 |
| 1424 | 73 | 0.09 | 3.53 |
| 1425 | 83 | 0.10 | 3.64 |
| 1426 | 73 | 0.09 | 3.73 |
| 1427 | 44 | 0.06 | 3.79 |
| 1428 | 94 | 0.12 | 3.91 |
| 1429 | 80 | 0.10 | 4.01 |
| 1430 | 83 | 0.10 | 4.11 |
| 1431 | 94 | 0.12 | 4.23 |
| 1432 | 86 | 0.11 | 4.34 |
| 1433 | 122 | 0.15 | 4.49 |
| 1434 | 102 | 0.13 | 4.62 |
| 1435 | 86 | 0.11 | 4.73 |
| 1436 | 134 | 0.17 | 4.90 |
| 1437 | 87 | 0.11 | 5.01 |
| 1438 | 136 | 0.17 | 5.18 |
| 1439 | 105 | 0.13 | 5.31 |
| 1440 | 171 | 0.22 | 5.53 |
| 1441 | 117 | 0.15 | 5.68 |
| 1442 | 103 | 0.13 | 5.81 |
| 1443 | 184 | 0.23 | 6.04 |
| 1444 | 113 | 0.14 | 6.18 |
| 1445 | 185 | 0.23 | 6.41 |
| 1446 | 148 | 0.19 | 6.60 |
| 1447 | 206 | 0.26 | 6.86 |
| 1448 | 126 | 0.16 | 7.02 |
| 1449 | 278 | 0.35 | 7.37 |
| 1450 | 141 | 0.18 | 7.55 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1451 | 264 | 0.33 | 7.88 |
| 1452 | 141 | 0.18 | 8.06 |
| 1453 | 131 | 0.17 | 8.23 |
| 1454 | 391 | 0.49 | 8.72 |
| 1455 | 70 | 0.09 | 8.81 |
| 1456 | 569 | 0.72 | 9.53 |
| 1457 | 65 | 0.08 | 9.61 |
| 1458 | 186 | 0.23 | 9.84 |
| 1459 | 509 | 0.64 | 10.48 |
| 1460 | 26 | 0.03 | 10.52 |
| 1461 | 548 | 0.69 | 11.21 |
| 1462 | 224 | 0.28 | 11.49 |
| 1463 | 367 | 0.46 | 11.96 |
| 1464 | 281 | 0.35 | 12.31 |
| 1465 | 199 | 0.25 | 12.56 |
| 1466 | 556 | 0.70 | 13.26 |
| 1467 | 162 | 0.20 | 13.47 |
| 1468 | 737 | 0.93 | 14.40 |
| 1469 | 142 | 0.18 | 14.58 |
| 1470 | 335 | 0.42 | 15.00 |
| 1471 | 586 | 0.74 | 15.74 |
| 1472 | 143 | 0.18 | 15.92 |
| 1473 | 661 | 0.83 | 16.75 |
| 1474 | 332 | 0.42 | 17.17 |
| 1475 | 509 | 0.64 | 17.82 |
| 1476 | 356 | 0.45 | 18.26 |
| 1477 | 412 | 0.52 | 18.78 |
| 1478 | 546 | 0.69 | 19.47 |
| 1479 | 422 | 0.53 | 20.01 |
| 1480 | 722 | 0.91 | 20.92 |
| 1481 | 172 | 0.22 | 21.13 |
| 1482 | 587 | 0.74 | 21.88 |
| 1483 | 657 | 0.83 | 22.70 |
| 1484 | 363 | 0.46 | 23.16 |
| 1485 | 778 | 0.98 | 24.14 |
| 1486 | 503 | 0.63 | 24.78 |
| 1487 | 685 | 0.86 | 25.64 |
| 1488 | 393 | 0.50 | 26.14 |
| 1489 | 637 | 0.80 | 26.94 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1490 | 770 | 0.97 | 27.92 |
| 1491 | 531 | 0.67 | 28.59 |
| 1492 | 718 | 0.91 | 29.49 |
| 1493 | 759 | 0.96 | 30.45 |
| 1494 | 318 | 0.40 | 30.85 |
| 1495 | 827 | 1.04 | 31.90 |
| 1496 | 762 | 0.96 | 32.86 |
| 1497 | 432 | 0.55 | 33.40 |
| 1498 | 804 | 1.01 | 34.42 |
| 1499 | 792 | 1.00 | 35.42 |
| 1500 | 260 | 0.33 | 35.75 |
| 1501 | 967 | 1.22 | 36.97 |
| 1502 | 583 | 0.74 | 37.70 |
| 1503 | 712 | 0.90 | 38.60 |
| 1504 | 844 | 1.07 | 39.67 |
| 1505 | 550 | 0.69 | 40.36 |
| 1506 | 763 | 0.96 | 41.32 |
| 1507 | 720 | 0.91 | 42.23 |
| 1508 | 590 | 0.74 | 42.98 |
| 1509 | 838 | 1.06 | 44.03 |
| 1510 | 1,004 | 1.27 | 45.30 |
| 1511 | 366 | 0.46 | 45.76 |
| 1512 | 923 | 1.16 | 46.93 |
| 1513 | 650 | 0.82 | 47.75 |
| 1514 | 771 | 0.97 | 48.72 |
| 1515 | 826 | 1.04 | 49.76 |
| 1516 | 342 | 0.43 | 50.20 |
| 1517 | 881 | 1.11 | 51.31 |
| 1518 | 641 | 0.81 | 52.12 |
| 1519 | 1,126 | 1.42 | 53.54 |
| 1520 | 158 | 0.20 | 53.74 |
| 1521 | 887 | 1.12 | 54.86 |
| 1522 | 975 | 1.23 | 56.09 |
| 1523 | 477 | 0.60 | 56.69 |
| 1524 | 578 | 0.73 | 57.42 |
| 1525 | 854 | 1.08 | 58.50 |
| 1526 | 779 | 0.98 | 59.48 |
| 1527 | 565 | 0.71 | 60.19 |
| 1528 | 649 | 0.82 | 61.01 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1529 | 931 | 1.18 | 62.19 |
| 1530 | 622 | 0.79 | 62.97 |
| 1531 | 347 | 0.44 | 63.41 |
| 1532 | 1,043 | 1.32 | 64.73 |
| 1533 | 625 | 0.79 | 65.52 |
| 1535 | 1,594 | 2.01 | 67.53 |
| 1536 | 367 | 0.46 | 67.99 |
| 1537 | 491 | 0.62 | 68.61 |
| 1538 | 648 | 0.82 | 69.43 |
| 1539 | 683 | 0.86 | 70.29 |
| 1540 | 522 | 0.66 | 70.95 |
| 1541 | 692 | 0.87 | 71.82 |
| 1542 | 212 | 0.27 | 72.09 |
| 1543 | 1,277 | 1.61 | 73.70 |
| 1544 | 398 | 0.50 | 74.20 |
| 1545 | 234 | 0.30 | 74.50 |
| 1546 | 790 | 1.00 | 75.50 |
| 1547 | 724 | 0.91 | 76.41 |
| 1548 | 320 | 0.40 | 76.81 |
| 1549 | 786 | 0.99 | 77.81 |
| 1550 | 245 | 0.31 | 78.12 |
| 1551 | 635 | 0.80 | 78.92 |
| 1552 | 446 | 0.56 | 79.48 |
| 1553 | 644 | 0.81 | 80.29 |
| 1554 | 156 | 0.20 | 80.49 |
| 1555 | 427 | 0.54 | 81.03 |
| 1556 | 683 | 0.86 | 81.89 |
| 1557 | 432 | 0.55 | 82.44 |
| 1558 | 124 | 0.16 | 82.59 |
| 1559 | 875 | 1.10 | 83.70 |
| 1560 | 36 | 0.05 | 83.74 |
| 1561 | 489 | 0.62 | 84.36 |
| 1562 | 665 | 0.84 | 85.20 |
| 1563 | 316 | 0.40 | 85.60 |
| 1564 | 20 | 0.03 | 85.62 |
| 1565 | 347 | 0.44 | 86.06 |
| 1566 | 512 | 0.65 | 86.71 |
| 1567 | 468 | 0.59 | 87.30 |
| 1568 | 257 | 0.32 | 87.62 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1569 | 70 | 0.09 | 87.71 |
| 1570 | 416 | 0.53 | 88.24 |
| 1571 | 284 | 0.36 | 88.59 |
| 1572 | 406 | 0.51 | 89.11 |
| 1573 | 118 | 0.15 | 89.26 |
| 1574 | 375 | 0.47 | 89.73 |
| 1575 | 306 | 0.39 | 90.11 |
| 1576 | 132 | 0.17 | 90.28 |
| 1578 | 172 | 0.22 | 90.50 |
| 1579 | 855 | 1.08 | 91.58 |
| 1581 | 12 | 0.02 | 91.59 |
| 1582 | 184 | 0.23 | 91.83 |
| 1583 | 284 | 0.36 | 92.18 |
| 1584 | 56 | 0.07 | 92.25 |
| 1585 | 556 | 0.70 | 92.96 |
| 1588 | 488 | 0.62 | 93.57 |
| 1589 | 56 | 0.07 | 93.64 |
| 1590 | 36 | 0.05 | 93.69 |
| 1592 | 364 | 0.46 | 94.15 |
| 1593 | 59 | 0.07 | 94.22 |
| 1594 | 201 | 0.25 | 94.48 |
| 1595 | 84 | 0.11 | 94.58 |
| 1596 | 75 | 0.09 | 94.68 |
| 1597 | 214 | 0.27 | 94.95 |
| 1598 | 22 | 0.03 | 94.97 |
| 1599 | 74 | 0.09 | 95.07 |
| 1601 | 154 | 0.19 | 95.26 |
| 1602 | 410 | 0.52 | 95.78 |
| 1603 | 37 | 0.05 | 95.83 |
| 1604 | 4 | 0.01 | 95.83 |
| 1605 | 98 | 0.12 | 95.95 |
| 1608 | 279 | 0.35 | 96.31 |
| 1609 | 40 | 0.05 | 96.36 |
| 1611 | 241 | 0.30 | 96.66 |
| 1612 | 8 | 0.01 | 96.67 |
| 1614 | 2 | 0.00 | 96.67 |
| 1615 | 267 | 0.34 | 97.01 |
| 1616 | 64 | 0.08 | 97.09 |
| 1619 | 1 | 0.00 | 97.09 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1620 | 157 | 0.20 | 97.29 |
| 1621 | 2 | 0.00 | 97.29 |
| 1623 | 1 | 0.00 | 97.30 |
| 1625 | 331 | 0.42 | 97.71 |
| 1626 | 24 | 0.03 | 97.74 |
| 1628 | 9 | 0.01 | 97.75 |
| 1630 | 3 | 0.00 | 97.76 |
| 1631 | 132 | 0.17 | 97.93 |
| 1632 | 31 | 0.04 | 97.96 |
| 1633 | 4 | 0.01 | 97.97 |
| 1635 | 11 | 0.01 | 97.98 |
| 1638 | 128 | 0.16 | 98.14 |
| 1639 | 105 | 0.13 | 98.28 |
| 1641 | 12 | 0.02 | 98.29 |
| 1642 | 1 | 0.00 | 98.29 |
| 1643 | 26 | 0.03 | 98.33 |
| 1645 | 2 | 0.00 | 98.33 |
| 1646 | 23 | 0.03 | 98.36 |
| 1647 | 1 | 0.00 | 98.36 |
| 1648 | 136 | 0.17 | 98.53 |
| 1649 | 40 | 0.05 | 98.58 |
| 1652 | 42 | 0.05 | 98.63 |
| 1655 | 52 | 0.07 | 98.70 |
| 1656 | 1 | 0.00 | 98.70 |
| 1657 | 1 | 0.00 | 98.70 |
| 1659 | 66 | 0.08 | 98.79 |
| 1661 | 45 | 0.06 | 98.84 |
| 1662 | 59 | 0.07 | 98.92 |
| 1663 | 61 | 0.08 | 98.99 |
| 1665 | 8 | 0.01 | 99.00 |
| 1667 | 68 | 0.09 | 99.09 |
| 1668 | 1 | 0.00 | 99.09 |
| 1670 | 13 | 0.02 | 99.11 |
| 1671 | 6 | 0.01 | 99.12 |
| 1672 | 70 | 0.09 | 99.20 |
| 1674 | 12 | 0.02 | 99.22 |
| 1676 | 5 | 0.01 | 99.23 |
| 1677 | 6 | 0.01 | 99.23 |
| 1678 | 70 | 0.09 | 99.32 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1679 | 1 | 0.00 | 99.32 |
| 1680 | 13 | 0.02 | 99.34 |
| 1683 | 8 | 0.01 | 99.35 |
| 1684 | 58 | 0.07 | 99.42 |
| 1685 | 96 | 0.12 | 99.54 |
| 1686 | 3 | 0.00 | 99.55 |
| 1689 | 15 | 0.02 | 99.57 |
| 1692 | 12 | 0.02 | 99.58 |
| 1694 | 25 | 0.03 | 99.61 |
| 1695 | 58 | 0.07 | 99.69 |
| 1700 | 26 | 0.03 | 99.72 |
| 1706 | 20 | 0.03 | 99.74 |
| 1707 | 14 | 0.02 | 99.76 |
| 1708 | 2 | 0.00 | 99.76 |
| 1709 | 41 | 0.05 | 99.82 |
| 1717 | 22 | 0.03 | 99.84 |
| 1729 | 19 | 0.02 | 99.87 |
| 1731 | 24 | 0.03 | 99.90 |
| 1732 | 37 | 0.05 | 99.94 |
| 1753 | 11 | 0.01 | 99.96 |
| 1776 | 15 | 0.02 | 99.98 |
| 1779 | 3 | 0.00 | 99.98 |
| 1798 | 11 | 0.01 | 99.99 |
| 1800 | 4 | 0.01 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 1 | 0.00 | 0.00 |
| 1221 | 1 | 0.00 | 0.00 |
| 1245 | 1 | 0.00 | 0.00 |
| 1280 | 1 | 0.00 | 0.01 |
| 1285 | 1 | 0.00 | 0.01 |
| 1294 | 1 | 0.00 | 0.01 |
| 1307 | 1 | 0.00 | 0.01 |
| 1309 | 2 | 0.00 | 0.01 |
| 1312 | 5 | 0.01 | 0.02 |
| 1316 | 1 | 0.00 | 0.02 |
| 1318 | 2 | 0.00 | 0.02 |
| 1321 | 1 | 0.00 | 0.02 |
| 1322 | 1 | 0.00 | 0.03 |
| 1324 | 3 | 0.00 | 0.03 |
| 1325 | 4 | 0.01 | 0.04 |
| 1331 | 7 | 0.01 | 0.05 |
| 1332 | 1 | 0.00 | 0.05 |
| 1334 | 2 | 0.00 | 0.05 |
| 1335 | 2 | 0.00 | 0.05 |
| 1336 | 2 | 0.00 | 0.06 |
| 1341 | 4 | 0.01 | 0.06 |
| 1343 | 4 | 0.01 | 0.07 |
| 1344 | 2 | 0.00 | 0.07 |
| 1345 | 11 | 0.02 | 0.08 |
| 1346 | 8 | 0.01 | 0.10 |
| 1349 | 5 | 0.01 | 0.10 |
| 1351 | 8 | 0.01 | 0.11 |
| 1352 | 18 | 0.02 | 0.14 |
| 1353 | 1 | 0.00 | 0.14 |
| 1354 | 15 | 0.02 | 0.16 |
| 1355 | 9 | 0.01 | 0.17 |
| 1357 | 1 | 0.00 | 0.17 |
| 1358 | 30 | 0.04 | 0.21 |
| 1360 | 1 | 0.00 | 0.22 |
| 1361 | 31 | 0.04 | 0.26 |
| 1362 | 31 | 0.04 | 0.30 |
| 1363 | 6 | 0.01 | 0.31 |
| 1364 | 1 | 0.00 | 0.31 |
| 1365 | 3 | 0.00 | 0.32 |

Table 4.B.33 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1366 | 20 | 0.03 | 0.34 |
| 1367 | 43 | 0.06 | 0.40 |
| 1368 | 19 | 0.03 | 0.43 |
| 1370 | 12 | 0.02 | 0.45 |
| 1371 | 35 | 0.05 | 0.49 |
| 1372 | 13 | 0.02 | 0.51 |
| 1373 | 11 | 0.02 | 0.53 |
| 1374 | 60 | 0.08 | 0.61 |
| 1375 | 24 | 0.03 | 0.64 |
| 1376 | 12 | 0.02 | 0.66 |
| 1378 | 33 | 0.05 | 0.70 |
| 1379 | 47 | 0.06 | 0.77 |
| 1380 | 40 | 0.06 | 0.82 |
| 1381 | 2 | 0.00 | 0.83 |
| 1382 | 51 | 0.07 | 0.90 |
| 1383 | 15 | 0.02 | 0.92 |
| 1384 | 45 | 0.06 | 0.98 |
| 1385 | 31 | 0.04 | 1.02 |
| 1386 | 23 | 0.03 | 1.05 |
| 1387 | 12 | 0.02 | 1.07 |
| 1388 | 41 | 0.06 | 1.13 |
| 1389 | 76 | 0.10 | 1.23 |
| 1390 | 5 | 0.01 | 1.24 |
| 1391 | 10 | 0.01 | 1.25 |
| 1392 | 39 | 0.05 | 1.31 |
| 1393 | 88 | 0.12 | 1.43 |
| 1394 | 13 | 0.02 | 1.45 |
| 1395 | 37 | 0.05 | 1.50 |
| 1396 | 20 | 0.03 | 1.52 |
| 1397 | 89 | 0.12 | 1.65 |
| 1398 | 26 | 0.04 | 1.68 |
| 1399 | 3 | 0.00 | 1.69 |
| 1400 | 48 | 0.07 | 1.75 |
| 1401 | 68 | 0.09 | 1.85 |
| 1402 | 5 | 0.01 | 1.85 |
| 1403 | 26 | 0.04 | 1.89 |
| 1404 | 51 | 0.07 | 1.96 |
| 1405 | 78 | 0.11 | 2.07 |
| 1406 | 11 | 0.02 | 2.08 |

Table 4.B.33 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1407 | 50 | 0.07 | 2.15 |
| 1408 | 66 | 0.09 | 2.24 |
| 1409 | 16 | 0.02 | 2.26 |
| 1410 | 42 | 0.06 | 2.32 |
| 1411 | 30 | 0.04 | 2.36 |
| 1412 | 75 | 0.10 | 2.47 |
| 1413 | 22 | 0.03 | 2.50 |
| 1414 | 35 | 0.05 | 2.55 |
| 1415 | 76 | 0.10 | 2.65 |
| 1416 | 24 | 0.03 | 2.68 |
| 1417 | 49 | 0.07 | 2.75 |
| 1418 | 58 | 0.08 | 2.83 |
| 1419 | 30 | 0.04 | 2.87 |
| 1420 | 61 | 0.08 | 2.96 |
| 1421 | 68 | 0.09 | 3.05 |
| 1422 | 47 | 0.06 | 3.11 |
| 1423 | 25 | 0.03 | 3.15 |
| 1424 | 99 | 0.14 | 3.29 |
| 1425 | 34 | 0.05 | 3.33 |
| 1426 | 74 | 0.10 | 3.43 |
| 1427 | 64 | 0.09 | 3.52 |
| 1428 | 64 | 0.09 | 3.61 |
| 1429 | 84 | 0.12 | 3.73 |
| 1430 | 70 | 0.10 | 3.82 |
| 1431 | 75 | 0.10 | 3.93 |
| 1432 | 92 | 0.13 | 4.05 |
| 1433 | 31 | 0.04 | 4.10 |
| 1434 | 118 | 0.16 | 4.26 |
| 1435 | 76 | 0.10 | 4.36 |
| 1436 | 95 | 0.13 | 4.49 |
| 1437 | 93 | 0.13 | 4.62 |
| 1438 | 86 | 0.12 | 4.74 |
| 1439 | 93 | 0.13 | 4.87 |
| 1440 | 98 | 0.14 | 5.00 |
| 1441 | 135 | 0.19 | 5.19 |
| 1442 | 74 | 0.10 | 5.29 |
| 1443 | 127 | 0.18 | 5.47 |
| 1444 | 126 | 0.17 | 5.64 |
| 1445 | 102 | 0.14 | 5.78 |

Table 4.B.33 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1446 | 181 | 0.25 | 6.03 |
| 1447 | 89 | 0.12 | 6.15 |
| 1448 | 134 | 0.18 | 6.34 |
| 1449 | 173 | 0.24 | 6.58 |
| 1450 | 111 | 0.15 | 6.73 |
| 1451 | 145 | 0.20 | 6.93 |
| 1452 | 202 | 0.28 | 7.21 |
| 1453 | 144 | 0.20 | 7.41 |
| 1454 | 117 | 0.16 | 7.57 |
| 1455 | 240 | 0.33 | 7.90 |
| 1456 | 172 | 0.24 | 8.14 |
| 1457 | 117 | 0.16 | 8.30 |
| 1458 | 259 | 0.36 | 8.65 |
| 1459 | 193 | 0.27 | 8.92 |
| 1460 | 226 | 0.31 | 9.23 |
| 1461 | 222 | 0.31 | 9.54 |
| 1462 | 269 | 0.37 | 9.91 |
| 1463 | 162 | 0.22 | 10.13 |
| 1464 | 309 | 0.43 | 10.56 |
| 1465 | 238 | 0.33 | 10.88 |
| 1466 | 189 | 0.26 | 11.14 |
| 1467 | 298 | 0.41 | 11.56 |
| 1468 | 381 | 0.53 | 12.08 |
| 1469 | 272 | 0.37 | 12.46 |
| 1470 | 279 | 0.38 | 12.84 |
| 1471 | 443 | 0.61 | 13.45 |
| 1472 | 209 | 0.29 | 13.74 |
| 1473 | 286 | 0.39 | 14.13 |
| 1474 | 465 | 0.64 | 14.77 |
| 1475 | 240 | 0.33 | 15.10 |
| 1476 | 460 | 0.63 | 15.74 |
| 1477 | 589 | 0.81 | 16.55 |
| 1478 | 28 | 0.04 | 16.59 |
| 1479 | 807 | 1.11 | 17.70 |
| 1480 | 271 | 0.37 | 18.07 |
| 1481 | 45 | 0.06 | 18.14 |
| 1482 | 932 | 1.28 | 19.42 |
| 1483 | 213 | 0.29 | 19.71 |
| 1484 | 457 | 0.63 | 20.34 |

Table 4.B.33 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1485 | 691 | 0.95 | 21.30 |
| 1486 | 169 | 0.23 | 21.53 |
| 1487 | 863 | 1.19 | 22.72 |
| 1488 | 252 | 0.35 | 23.07 |
| 1489 | 222 | 0.31 | 23.37 |
| 1490 | 1,046 | 1.44 | 24.81 |
| 1491 | 198 | 0.27 | 25.09 |
| 1492 | 603 | 0.83 | 25.92 |
| 1493 | 674 | 0.93 | 26.85 |
| 1494 | 301 | 0.41 | 27.26 |
| 1495 | 722 | 1.00 | 28.26 |
| 1496 | 484 | 0.67 | 28.92 |
| 1497 | 419 | 0.58 | 29.50 |
| 1498 | 1,082 | 1.49 | 30.99 |
| 1499 | 374 | 0.52 | 31.51 |
| 1500 | 511 | 0.70 | 32.21 |
| 1501 | 768 | 1.06 | 33.27 |
| 1502 | 635 | 0.88 | 34.14 |
| 1503 | 443 | 0.61 | 34.76 |
| 1504 | 938 | 1.29 | 36.05 |
| 1505 | 315 | 0.43 | 36.48 |
| 1506 | 953 | 1.31 | 37.80 |
| 1507 | 650 | 0.90 | 38.69 |
| 1508 | 231 | 0.32 | 39.01 |
| 1509 | 832 | 1.15 | 40.16 |
| 1510 | 677 | 0.93 | 41.09 |
| 1511 | 622 | 0.86 | 41.95 |
| 1512 | 857 | 1.18 | 43.13 |
| 1513 | 398 | 0.55 | 43.68 |
| 1514 | 877 | 1.21 | 44.88 |
| 1515 | 795 | 1.10 | 45.98 |
| 1516 | 252 | 0.35 | 46.33 |
| 1517 | 812 | 1.12 | 47.45 |
| 1518 | 740 | 1.02 | 48.47 |
| 1519 | 840 | 1.16 | 49.62 |
| 1520 | 544 | 0.75 | 50.37 |
| 1521 | 583 | 0.80 | 51.18 |
| 1522 | 667 | 0.92 | 52.10 |
| 1523 | 422 | 0.58 | 52.68 |

Table 4.B.33 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1524 | 772 | 1.06 | 53.74 |
| 1525 | 613 | 0.84 | 54.59 |
| 1526 | 372 | 0.51 | 55.10 |
| 1527 | 1,095 | 1.51 | 56.61 |
| 1528 | 608 | 0.84 | 57.45 |
| 1529 | 486 | 0.67 | 58.12 |
| 1530 | 723 | 1.00 | 59.11 |
| 1531 | 459 | 0.63 | 59.74 |
| 1532 | 538 | 0.74 | 60.49 |
| 1533 | 716 | 0.99 | 61.47 |
| 1534 | 432 | 0.60 | 62.07 |
| 1535 | 767 | 1.06 | 63.13 |
| 1536 | 371 | 0.51 | 63.64 |
| 1537 | 1,083 | 1.49 | 65.13 |
| 1538 | 205 | 0.28 | 65.41 |
| 1539 | 274 | 0.38 | 65.79 |
| 1540 | 1,124 | 1.55 | 67.34 |
| 1541 | 256 | 0.35 | 67.69 |
| 1542 | 390 | 0.54 | 68.23 |
| 1543 | 883 | 1.22 | 69.45 |
| 1544 | 339 | 0.47 | 69.91 |
| 1545 | 379 | 0.52 | 70.43 |
| 1546 | 914 | 1.26 | 71.69 |
| 1547 | 150 | 0.21 | 71.90 |
| 1548 | 591 | 0.81 | 72.72 |
| 1549 | 819 | 1.13 | 73.84 |
| 1550 | 175 | 0.24 | 74.09 |
| 1551 | 242 | 0.33 | 74.42 |
| 1552 | 762 | 1.05 | 75.47 |
| 1553 | 432 | 0.60 | 76.06 |
| 1554 | 152 | 0.21 | 76.27 |
| 1555 | 635 | 0.88 | 77.15 |
| 1556 | 744 | 1.03 | 78.17 |
| 1557 | 52 | 0.07 | 78.25 |
| 1558 | 552 | 0.76 | 79.01 |
| 1559 | 401 | 0.55 | 79.56 |
| 1560 | 317 | 0.44 | 80.00 |
| 1561 | 279 | 0.38 | 80.38 |
| 1562 | 683 | 0.94 | 81.32 |

Table 4.B.33 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1563 | 26 | 0.04 | 81.36 |
| 1564 | 614 | 0.85 | 82.20 |
| 1565 | 364 | 0.50 | 82.71 |
| 1566 | 181 | 0.25 | 82.96 |
| 1567 | 321 | 0.44 | 83.40 |
| 1568 | 531 | 0.73 | 84.13 |
| 1569 | 81 | 0.11 | 84.24 |
| 1570 | 539 | 0.74 | 84.98 |
| 1571 | 323 | 0.45 | 85.43 |
| 1572 | 193 | 0.27 | 85.69 |
| 1573 | 383 | 0.53 | 86.22 |
| 1574 | 194 | 0.27 | 86.49 |
| 1575 | 421 | 0.58 | 87.07 |
| 1576 | 416 | 0.57 | 87.64 |
| 1578 | 199 | 0.27 | 87.92 |
| 1579 | 204 | 0.28 | 88.20 |
| 1580 | 465 | 0.64 | 88.84 |
| 1581 | 213 | 0.29 | 89.13 |
| 1582 | 21 | 0.03 | 89.16 |
| 1583 | 416 | 0.57 | 89.74 |
| 1584 | 197 | 0.27 | 90.01 |
| 1585 | 53 | 0.07 | 90.08 |
| 1586 | 137 | 0.19 | 90.27 |
| 1587 | 560 | 0.77 | 91.04 |
| 1589 | 76 | 0.10 | 91.15 |
| 1590 | 1 | 0.00 | 91.15 |
| 1591 | 463 | 0.64 | 91.78 |
| 1592 | 121 | 0.17 | 91.95 |
| 1593 | 131 | 0.18 | 92.13 |
| 1594 | 223 | 0.31 | 92.44 |
| 1595 | 95 | 0.13 | 92.57 |
| 1596 | 171 | 0.24 | 92.81 |
| 1597 | 9 | 0.01 | 92.82 |
| 1598 | 423 | 0.58 | 93.40 |
| 1600 | 15 | 0.02 | 93.42 |
| 1601 | 267 | 0.37 | 93.79 |
| 1602 | 187 | 0.26 | 94.05 |
| 1603 | 1 | 0.00 | 94.05 |
| 1604 | 108 | 0.15 | 94.20 |

Table 4.B.33 *(continuation seven)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1605 | 75 | 0.10 | 94.30 |
| 1607 | 465 | 0.64 | 94.94 |
| 1610 | 24 | 0.03 | 94.98 |
| 1611 | 140 | 0.19 | 95.17 |
| 1612 | 128 | 0.18 | 95.34 |
| 1613 | 26 | 0.04 | 95.38 |
| 1614 | 108 | 0.15 | 95.53 |
| 1615 | 185 | 0.25 | 95.78 |
| 1618 | 145 | 0.20 | 95.98 |
| 1619 | 149 | 0.21 | 96.19 |
| 1621 | 37 | 0.05 | 96.24 |
| 1623 | 181 | 0.25 | 96.49 |
| 1624 | 38 | 0.05 | 96.54 |
| 1625 | 102 | 0.14 | 96.68 |
| 1627 | 50 | 0.07 | 96.75 |
| 1628 | 6 | 0.01 | 96.76 |
| 1629 | 115 | 0.16 | 96.92 |
| 1630 | 57 | 0.08 | 97.00 |
| 1632 | 1 | 0.00 | 97.00 |
| 1633 | 80 | 0.11 | 97.11 |
| 1634 | 184 | 0.25 | 97.36 |
| 1636 | 81 | 0.11 | 97.47 |
| 1640 | 82 | 0.11 | 97.59 |
| 1641 | 74 | 0.10 | 97.69 |
| 1642 | 1 | 0.00 | 97.69 |
| 1644 | 97 | 0.13 | 97.82 |
| 1645 | 26 | 0.04 | 97.86 |
| 1648 | 92 | 0.13 | 97.99 |
| 1650 | 63 | 0.09 | 98.07 |
| 1651 | 1 | 0.00 | 98.07 |
| 1652 | 100 | 0.14 | 98.21 |
| 1653 | 3 | 0.00 | 98.22 |
| 1656 | 4 | 0.01 | 98.22 |
| 1658 | 85 | 0.12 | 98.34 |
| 1659 | 7 | 0.01 | 98.35 |
| 1661 | 44 | 0.06 | 98.41 |
| 1663 | 89 | 0.12 | 98.53 |
| 1664 | 4 | 0.01 | 98.54 |
| 1666 | 8 | 0.01 | 98.55 |

Table 4.B.33 *(continuation eight)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1669 | 7 | 0.01 | 98.56 |
| 1670 | 64 | 0.09 | 98.65 |
| 1672 | 17 | 0.02 | 98.67 |
| 1674 | 12 | 0.02 | 98.69 |
| 1675 | 9 | 0.01 | 98.70 |
| 1677 | 27 | 0.04 | 98.74 |
| 1679 | 57 | 0.08 | 98.81 |
| 1680 | 13 | 0.02 | 98.83 |
| 1683 | 23 | 0.03 | 98.86 |
| 1685 | 1 | 0.00 | 98.87 |
| 1686 | 29 | 0.04 | 98.91 |
| 1689 | 27 | 0.04 | 98.94 |
| 1690 | 38 | 0.05 | 99.00 |
| 1692 | 38 | 0.05 | 99.05 |
| 1693 | 2 | 0.00 | 99.05 |
| 1695 | 35 | 0.05 | 99.10 |
| 1696 | 2 | 0.00 | 99.10 |
| 1698 | 2 | 0.00 | 99.10 |
| 1699 | 49 | 0.07 | 99.17 |
| 1702 | 8 | 0.01 | 99.18 |
| 1703 | 32 | 0.04 | 99.23 |
| 1706 | 17 | 0.02 | 99.25 |
| 1707 | 50 | 0.07 | 99.32 |
| 1708 | 1 | 0.00 | 99.32 |
| 1709 | 3 | 0.00 | 99.32 |
| 1711 | 49 | 0.07 | 99.39 |
| 1714 | 2 | 0.00 | 99.40 |
| 1715 | 1 | 0.00 | 99.40 |
| 1717 | 59 | 0.08 | 99.48 |
| 1720 | 9 | 0.01 | 99.49 |
| 1722 | 57 | 0.08 | 99.57 |
| 1723 | 9 | 0.01 | 99.58 |
| 1726 | 5 | 0.01 | 99.59 |
| 1729 | 38 | 0.05 | 99.64 |
| 1731 | 12 | 0.02 | 99.66 |
| 1732 | 6 | 0.01 | 99.67 |
| 1734 | 2 | 0.00 | 99.67 |
| 1736 | 11 | 0.02 | 99.68 |
| 1738 | 35 | 0.05 | 99.73 |

Table 4.B.33 *(continuation nine)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1740 | 15 | 0.02 | 99.75 |
| 1744 | 7 | 0.01 | 99.76 |
| 1748 | 8 | 0.01 | 99.77 |
| 1749 | 24 | 0.03 | 99.81 |
| 1751 | 7 | 0.01 | 99.82 |
| 1754 | 14 | 0.02 | 99.83 |
| 1759 | 10 | 0.01 | 99.85 |
| 1765 | 18 | 0.02 | 99.87 |
| 1766 | 13 | 0.02 | 99.89 |
| 1775 | 13 | 0.02 | 99.91 |
| 1780 | 3 | 0.00 | 99.91 |
| 1786 | 15 | 0.02 | 99.93 |
| 1790 | 15 | 0.02 | 99.95 |
| 1802 | 12 | 0.02 | 99.97 |
| 1804 | 1 | 0.00 | 99.97 |
| 1827 | 6 | 0.01 | 99.98 |
| 1839 | 8 | 0.01 | 99.99 |
| 1876 | 5 | 0.01 | 100.00 |
| 1900 | 1 | 0.00 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1239 | 1 | 0.00 | 0.00 |
| 1282 | 2 | 0.00 | 0.00 |
| 1285 | 1 | 0.00 | 0.01 |
| 1307 | 1 | 0.00 | 0.01 |
| 1309 | 2 | 0.00 | 0.01 |
| 1316 | 2 | 0.00 | 0.01 |
| 1318 | 1 | 0.00 | 0.02 |
| 1322 | 2 | 0.00 | 0.02 |
| 1325 | 5 | 0.01 | 0.03 |
| 1329 | 2 | 0.00 | 0.03 |
| 1331 | 6 | 0.01 | 0.04 |
| 1334 | 1 | 0.00 | 0.04 |
| 1335 | 4 | 0.01 | 0.05 |
| 1336 | 1 | 0.00 | 0.05 |
| 1338 | 1 | 0.00 | 0.05 |
| 1339 | 3 | 0.00 | 0.06 |
| 1341 | 2 | 0.00 | 0.06 |
| 1343 | 1 | 0.00 | 0.06 |
| 1344 | 3 | 0.00 | 0.06 |
| 1345 | 9 | 0.01 | 0.08 |
| 1346 | 7 | 0.01 | 0.09 |
| 1351 | 8 | 0.01 | 0.10 |
| 1352 | 11 | 0.02 | 0.12 |
| 1353 | 1 | 0.00 | 0.12 |
| 1354 | 8 | 0.01 | 0.13 |
| 1355 | 13 | 0.02 | 0.15 |
| 1358 | 26 | 0.04 | 0.19 |
| 1361 | 18 | 0.03 | 0.22 |
| 1362 | 15 | 0.02 | 0.25 |
| 1363 | 2 | 0.00 | 0.25 |
| 1364 | 1 | 0.00 | 0.25 |
| 1365 | 2 | 0.00 | 0.25 |
| 1366 | 14 | 0.02 | 0.28 |
| 1367 | 32 | 0.05 | 0.33 |
| 1368 | 16 | 0.03 | 0.35 |
| 1370 | 15 | 0.02 | 0.38 |
| 1371 | 26 | 0.04 | 0.42 |
| 1372 | 6 | 0.01 | 0.43 |
| 1373 | 5 | 0.01 | 0.43 |

Table 4.B.34 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1374 | 52 | 0.08 | 0.52 |
| 1375 | 21 | 0.03 | 0.55 |
| 1376 | 10 | 0.02 | 0.56 |
| 1378 | 26 | 0.04 | 0.61 |
| 1379 | 36 | 0.06 | 0.66 |
| 1380 | 29 | 0.05 | 0.71 |
| 1382 | 45 | 0.07 | 0.78 |
| 1383 | 20 | 0.03 | 0.81 |
| 1384 | 42 | 0.07 | 0.88 |
| 1385 | 32 | 0.05 | 0.93 |
| 1386 | 31 | 0.05 | 0.97 |
| 1387 | 10 | 0.02 | 0.99 |
| 1388 | 29 | 0.05 | 1.04 |
| 1389 | 67 | 0.11 | 1.14 |
| 1390 | 4 | 0.01 | 1.15 |
| 1391 | 13 | 0.02 | 1.17 |
| 1392 | 28 | 0.04 | 1.21 |
| 1393 | 60 | 0.09 | 1.31 |
| 1394 | 11 | 0.02 | 1.32 |
| 1395 | 40 | 0.06 | 1.39 |
| 1396 | 10 | 0.02 | 1.40 |
| 1397 | 72 | 0.11 | 1.52 |
| 1398 | 22 | 0.03 | 1.55 |
| 1399 | 1 | 0.00 | 1.55 |
| 1400 | 56 | 0.09 | 1.64 |
| 1401 | 72 | 0.11 | 1.75 |
| 1402 | 3 | 0.00 | 1.76 |
| 1403 | 32 | 0.05 | 1.81 |
| 1404 | 53 | 0.08 | 1.89 |
| 1405 | 63 | 0.10 | 1.99 |
| 1406 | 19 | 0.03 | 2.02 |
| 1407 | 44 | 0.07 | 2.09 |
| 1408 | 71 | 0.11 | 2.20 |
| 1409 | 10 | 0.02 | 2.22 |
| 1410 | 30 | 0.05 | 2.26 |
| 1411 | 28 | 0.04 | 2.31 |
| 1412 | 67 | 0.11 | 2.41 |
| 1413 | 11 | 0.02 | 2.43 |
| 1414 | 37 | 0.06 | 2.49 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1415 | 75 | 0.12 | 2.61 |
| 1416 | 27 | 0.04 | 2.65 |
| 1417 | 43 | 0.07 | 2.72 |
| 1418 | 52 | 0.08 | 2.80 |
| 1419 | 18 | 0.03 | 2.83 |
| 1420 | 31 | 0.05 | 2.88 |
| 1421 | 70 | 0.11 | 2.99 |
| 1422 | 32 | 0.05 | 3.04 |
| 1423 | 26 | 0.04 | 3.08 |
| 1424 | 77 | 0.12 | 3.20 |
| 1425 | 25 | 0.04 | 3.24 |
| 1426 | 67 | 0.11 | 3.34 |
| 1427 | 48 | 0.08 | 3.42 |
| 1428 | 48 | 0.08 | 3.49 |
| 1429 | 45 | 0.07 | 3.56 |
| 1430 | 51 | 0.08 | 3.64 |
| 1431 | 56 | 0.09 | 3.73 |
| 1432 | 55 | 0.09 | 3.82 |
| 1433 | 32 | 0.05 | 3.87 |
| 1434 | 83 | 0.13 | 4.00 |
| 1435 | 57 | 0.09 | 4.09 |
| 1436 | 58 | 0.09 | 4.18 |
| 1437 | 76 | 0.12 | 4.30 |
| 1438 | 88 | 0.14 | 4.44 |
| 1439 | 71 | 0.11 | 4.55 |
| 1440 | 69 | 0.11 | 4.66 |
| 1441 | 88 | 0.14 | 4.80 |
| 1442 | 58 | 0.09 | 4.89 |
| 1443 | 109 | 0.17 | 5.06 |
| 1444 | 69 | 0.11 | 5.17 |
| 1445 | 60 | 0.09 | 5.26 |
| 1446 | 112 | 0.18 | 5.44 |
| 1447 | 54 | 0.08 | 5.52 |
| 1448 | 88 | 0.14 | 5.66 |
| 1449 | 98 | 0.15 | 5.82 |
| 1450 | 72 | 0.11 | 5.93 |
| 1451 | 109 | 0.17 | 6.10 |
| 1452 | 122 | 0.19 | 6.29 |
| 1453 | 92 | 0.14 | 6.44 |

Table 4.B.34 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1454 | 77 | 0.12 | 6.56 |
| 1455 | 153 | 0.24 | 6.80 |
| 1456 | 106 | 0.17 | 6.96 |
| 1457 | 70 | 0.11 | 7.07 |
| 1458 | 162 | 0.25 | 7.33 |
| 1459 | 121 | 0.19 | 7.52 |
| 1460 | 184 | 0.29 | 7.81 |
| 1461 | 135 | 0.21 | 8.02 |
| 1462 | 168 | 0.26 | 8.29 |
| 1463 | 124 | 0.19 | 8.48 |
| 1464 | 205 | 0.32 | 8.80 |
| 1465 | 166 | 0.26 | 9.06 |
| 1466 | 125 | 0.20 | 9.26 |
| 1467 | 199 | 0.31 | 9.57 |
| 1468 | 198 | 0.31 | 9.88 |
| 1469 | 188 | 0.30 | 10.18 |
| 1470 | 148 | 0.23 | 10.41 |
| 1471 | 270 | 0.42 | 10.84 |
| 1472 | 146 | 0.23 | 11.07 |
| 1473 | 180 | 0.28 | 11.35 |
| 1474 | 314 | 0.49 | 11.84 |
| 1475 | 160 | 0.25 | 12.09 |
| 1476 | 288 | 0.45 | 12.55 |
| 1477 | 343 | 0.54 | 13.09 |
| 1478 | 22 | 0.03 | 13.12 |
| 1479 | 557 | 0.88 | 14.00 |
| 1480 | 186 | 0.29 | 14.29 |
| 1481 | 36 | 0.06 | 14.35 |
| 1482 | 629 | 0.99 | 15.34 |
| 1483 | 146 | 0.23 | 15.56 |
| 1484 | 271 | 0.43 | 15.99 |
| 1485 | 472 | 0.74 | 16.73 |
| 1486 | 103 | 0.16 | 16.89 |
| 1487 | 564 | 0.89 | 17.78 |
| 1488 | 176 | 0.28 | 18.06 |
| 1489 | 121 | 0.19 | 18.25 |
| 1490 | 684 | 1.08 | 19.32 |
| 1491 | 140 | 0.22 | 19.54 |
| 1492 | 413 | 0.65 | 20.19 |

Table 4.B.34 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1493 | 453 | 0.71 | 20.91 |
| 1494 | 221 | 0.35 | 21.25 |
| 1495 | 484 | 0.76 | 22.01 |
| 1496 | 274 | 0.43 | 22.44 |
| 1497 | 284 | 0.45 | 22.89 |
| 1498 | 716 | 1.13 | 24.02 |
| 1499 | 281 | 0.44 | 24.46 |
| 1500 | 327 | 0.51 | 24.97 |
| 1501 | 519 | 0.82 | 25.79 |
| 1502 | 405 | 0.64 | 26.43 |
| 1503 | 338 | 0.53 | 26.96 |
| 1504 | 627 | 0.99 | 27.94 |
| 1505 | 210 | 0.33 | 28.27 |
| 1506 | 680 | 1.07 | 29.34 |
| 1507 | 448 | 0.70 | 30.05 |
| 1508 | 152 | 0.24 | 30.28 |
| 1509 | 601 | 0.94 | 31.23 |
| 1510 | 493 | 0.78 | 32.00 |
| 1511 | 453 | 0.71 | 32.72 |
| 1512 | 617 | 0.97 | 33.69 |
| 1513 | 287 | 0.45 | 34.14 |
| 1514 | 632 | 0.99 | 35.13 |
| 1515 | 612 | 0.96 | 36.09 |
| 1516 | 180 | 0.28 | 36.38 |
| 1517 | 611 | 0.96 | 37.34 |
| 1518 | 604 | 0.95 | 38.29 |
| 1519 | 608 | 0.96 | 39.24 |
| 1520 | 449 | 0.71 | 39.95 |
| 1521 | 469 | 0.74 | 40.69 |
| 1522 | 534 | 0.84 | 41.53 |
| 1523 | 384 | 0.60 | 42.13 |
| 1524 | 608 | 0.96 | 43.09 |
| 1525 | 492 | 0.77 | 43.86 |
| 1526 | 313 | 0.49 | 44.35 |
| 1527 | 870 | 1.37 | 45.72 |
| 1528 | 500 | 0.79 | 46.51 |
| 1529 | 411 | 0.65 | 47.15 |
| 1530 | 694 | 1.09 | 48.24 |
| 1531 | 444 | 0.70 | 48.94 |

Table 4.B.34 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1532 | 451 | 0.71 | 49.65 |
| 1533 | 551 | 0.87 | 50.52 |
| 1534 | 403 | 0.63 | 51.15 |
| 1535 | 660 | 1.04 | 52.19 |
| 1536 | 357 | 0.56 | 52.75 |
| 1537 | 1,007 | 1.58 | 54.33 |
| 1538 | 197 | 0.31 | 54.64 |
| 1539 | 248 | 0.39 | 55.03 |
| 1540 | 1,042 | 1.64 | 56.67 |
| 1541 | 234 | 0.37 | 57.04 |
| 1542 | 349 | 0.55 | 57.59 |
| 1543 | 787 | 1.24 | 58.82 |
| 1544 | 371 | 0.58 | 59.41 |
| 1545 | 370 | 0.58 | 59.99 |
| 1546 | 811 | 1.28 | 61.26 |
| 1547 | 136 | 0.21 | 61.48 |
| 1548 | 580 | 0.91 | 62.39 |
| 1549 | 790 | 1.24 | 63.63 |
| 1550 | 159 | 0.25 | 63.88 |
| 1551 | 212 | 0.33 | 64.21 |
| 1552 | 873 | 1.37 | 65.59 |
| 1553 | 411 | 0.65 | 66.23 |
| 1554 | 136 | 0.21 | 66.45 |
| 1555 | 638 | 1.00 | 67.45 |
| 1556 | 737 | 1.16 | 68.61 |
| 1557 | 51 | 0.08 | 68.69 |
| 1558 | 573 | 0.90 | 69.59 |
| 1559 | 416 | 0.65 | 70.24 |
| 1560 | 368 | 0.58 | 70.82 |
| 1561 | 300 | 0.47 | 71.29 |
| 1562 | 729 | 1.15 | 72.44 |
| 1563 | 14 | 0.02 | 72.46 |
| 1564 | 723 | 1.14 | 73.60 |
| 1565 | 376 | 0.59 | 74.19 |
| 1566 | 224 | 0.35 | 74.54 |
| 1567 | 281 | 0.44 | 74.98 |
| 1568 | 587 | 0.92 | 75.91 |
| 1569 | 132 | 0.21 | 76.11 |
| 1570 | 557 | 0.88 | 76.99 |

Table 4.B.34 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1571 | 338 | 0.53 | 77.52 |
| 1572 | 229 | 0.36 | 77.88 |
| 1573 | 382 | 0.60 | 78.48 |
| 1574 | 305 | 0.48 | 78.96 |
| 1575 | 434 | 0.68 | 79.64 |
| 1576 | 550 | 0.86 | 80.51 |
| 1578 | 205 | 0.32 | 80.83 |
| 1579 | 294 | 0.46 | 81.29 |
| 1580 | 687 | 1.08 | 82.37 |
| 1581 | 192 | 0.30 | 82.67 |
| 1582 | 25 | 0.04 | 82.71 |
| 1583 | 545 | 0.86 | 83.57 |
| 1584 | 216 | 0.34 | 83.91 |
| 1585 | 79 | 0.12 | 84.03 |
| 1586 | 217 | 0.34 | 84.38 |
| 1587 | 723 | 1.14 | 85.51 |
| 1589 | 86 | 0.14 | 85.65 |
| 1591 | 627 | 0.99 | 86.63 |
| 1592 | 144 | 0.23 | 86.86 |
| 1593 | 181 | 0.28 | 87.14 |
| 1594 | 265 | 0.42 | 87.56 |
| 1595 | 108 | 0.17 | 87.73 |
| 1596 | 265 | 0.42 | 88.15 |
| 1597 | 12 | 0.02 | 88.17 |
| 1598 | 550 | 0.86 | 89.03 |
| 1600 | 8 | 0.01 | 89.04 |
| 1601 | 355 | 0.56 | 89.60 |
| 1602 | 267 | 0.42 | 90.02 |
| 1604 | 167 | 0.26 | 90.28 |
| 1605 | 132 | 0.21 | 90.49 |
| 1607 | 604 | 0.95 | 91.44 |
| 1610 | 24 | 0.04 | 91.48 |
| 1611 | 198 | 0.31 | 91.79 |
| 1612 | 177 | 0.28 | 92.07 |
| 1613 | 30 | 0.05 | 92.12 |
| 1614 | 181 | 0.28 | 92.40 |
| 1615 | 257 | 0.40 | 92.80 |
| 1618 | 231 | 0.36 | 93.17 |
| 1619 | 201 | 0.32 | 93.48 |

Table 4.B.34 *(continuation seven)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1621 | 36 | 0.06 | 93.54 |
| 1623 | 256 | 0.40 | 93.94 |
| 1624 | 56 | 0.09 | 94.03 |
| 1625 | 164 | 0.26 | 94.29 |
| 1627 | 63 | 0.10 | 94.39 |
| 1628 | 9 | 0.01 | 94.40 |
| 1629 | 160 | 0.25 | 94.65 |
| 1630 | 71 | 0.11 | 94.76 |
| 1633 | 93 | 0.15 | 94.91 |
| 1634 | 301 | 0.47 | 95.38 |
| 1636 | 121 | 0.19 | 95.57 |
| 1639 | 1 | 0.00 | 95.58 |
| 1640 | 128 | 0.20 | 95.78 |
| 1641 | 159 | 0.25 | 96.03 |
| 1643 | 2 | 0.00 | 96.03 |
| 1644 | 140 | 0.22 | 96.25 |
| 1645 | 35 | 0.06 | 96.31 |
| 1648 | 143 | 0.22 | 96.53 |
| 1650 | 136 | 0.21 | 96.74 |
| 1651 | 2 | 0.00 | 96.75 |
| 1652 | 144 | 0.23 | 96.97 |
| 1653 | 6 | 0.01 | 96.98 |
| 1656 | 7 | 0.01 | 96.99 |
| 1658 | 113 | 0.18 | 97.17 |
| 1659 | 3 | 0.00 | 97.18 |
| 1661 | 95 | 0.15 | 97.33 |
| 1663 | 154 | 0.24 | 97.57 |
| 1664 | 9 | 0.01 | 97.58 |
| 1666 | 16 | 0.03 | 97.61 |
| 1669 | 6 | 0.01 | 97.62 |
| 1670 | 102 | 0.16 | 97.78 |
| 1672 | 11 | 0.02 | 97.79 |
| 1674 | 14 | 0.02 | 97.82 |
| 1675 | 8 | 0.01 | 97.83 |
| 1677 | 56 | 0.09 | 97.92 |
| 1679 | 86 | 0.14 | 98.05 |
| 1680 | 19 | 0.03 | 98.08 |
| 1682 | 1 | 0.00 | 98.08 |
| 1683 | 20 | 0.03 | 98.11 |

Table 4.B.34 *(continuation eight)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1684 | 1 | 0.00 | 98.12 |
| 1686 | 38 | 0.06 | 98.18 |
| 1689 | 36 | 0.06 | 98.23 |
| 1690 | 65 | 0.10 | 98.34 |
| 1692 | 36 | 0.06 | 98.39 |
| 1693 | 1 | 0.00 | 98.39 |
| 1695 | 50 | 0.08 | 98.47 |
| 1696 | 1 | 0.00 | 98.47 |
| 1698 | 1 | 0.00 | 98.47 |
| 1699 | 54 | 0.08 | 98.56 |
| 1701 | 2 | 0.00 | 98.56 |
| 1702 | 10 | 0.02 | 98.58 |
| 1703 | 63 | 0.10 | 98.68 |
| 1706 | 33 | 0.05 | 98.73 |
| 1707 | 60 | 0.09 | 98.82 |
| 1709 | 1 | 0.00 | 98.83 |
| 1711 | 82 | 0.13 | 98.95 |
| 1714 | 3 | 0.00 | 98.96 |
| 1717 | 83 | 0.13 | 99.09 |
| 1720 | 3 | 0.00 | 99.09 |
| 1722 | 58 | 0.09 | 99.19 |
| 1723 | 9 | 0.01 | 99.20 |
| 1726 | 2 | 0.00 | 99.20 |
| 1729 | 89 | 0.14 | 99.34 |
| 1731 | 20 | 0.03 | 99.37 |
| 1732 | 13 | 0.02 | 99.39 |
| 1734 | 3 | 0.00 | 99.40 |
| 1736 | 12 | 0.02 | 99.42 |
| 1738 | 47 | 0.07 | 99.49 |
| 1740 | 15 | 0.02 | 99.52 |
| 1744 | 16 | 0.03 | 99.54 |
| 1748 | 15 | 0.02 | 99.56 |
| 1749 | 42 | 0.07 | 99.63 |
| 1751 | 5 | 0.01 | 99.64 |
| 1754 | 21 | 0.03 | 99.67 |
| 1759 | 25 | 0.04 | 99.71 |
| 1765 | 20 | 0.03 | 99.74 |
| 1766 | 31 | 0.05 | 99.79 |
| 1775 | 27 | 0.04 | 99.83 |

Table 4.B.34 *(continuation nine)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1780 | 11 | 0.02 | 99.85 |
| 1786 | 28 | 0.04 | 99.89 |
| 1790 | 21 | 0.03 | 99.93 |
| 1802 | 18 | 0.03 | 99.96 |
| 1804 | 1 | 0.00 | 99.96 |
| 1827 | 7 | 0.01 | 99.97 |
| 1839 | 11 | 0.02 | 99.99 |
| 1863 | 2 | 0.00 | 99.99 |
| 1876 | 6 | 0.01 | 100.00 |
| 1900 | 1 | 0.00 | 100.00 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 2 | 0.00 | 0.00 |
| 1282 | 1 | 0.00 | 0.01 |
| 1294 | 1 | 0.00 | 0.01 |
| 1295 | 2 | 0.00 | 0.01 |
| 1302 | 1 | 0.00 | 0.01 |
| 1309 | 1 | 0.00 | 0.01 |
| 1318 | 2 | 0.00 | 0.02 |
| 1322 | 1 | 0.00 | 0.02 |
| 1323 | 3 | 0.01 | 0.03 |
| 1324 | 1 | 0.00 | 0.03 |
| 1325 | 2 | 0.00 | 0.03 |
| 1326 | 1 | 0.00 | 0.03 |
| 1331 | 4 | 0.01 | 0.04 |
| 1334 | 1 | 0.00 | 0.04 |
| 1335 | 3 | 0.01 | 0.05 |
| 1336 | 4 | 0.01 | 0.05 |
| 1338 | 4 | 0.01 | 0.06 |
| 1339 | 3 | 0.01 | 0.07 |
| 1341 | 2 | 0.00 | 0.07 |
| 1343 | 6 | 0.01 | 0.08 |
| 1345 | 7 | 0.01 | 0.09 |
| 1346 | 7 | 0.01 | 0.11 |
| 1349 | 4 | 0.01 | 0.11 |
| 1351 | 4 | 0.01 | 0.12 |
| 1352 | 13 | 0.02 | 0.14 |
| 1354 | 7 | 0.01 | 0.16 |
| 1355 | 8 | 0.01 | 0.17 |
| 1357 | 1 | 0.00 | 0.17 |
| 1358 | 24 | 0.04 | 0.22 |
| 1361 | 18 | 0.03 | 0.25 |
| 1362 | 13 | 0.02 | 0.27 |
| 1363 | 3 | 0.01 | 0.28 |
| 1364 | 1 | 0.00 | 0.28 |
| 1365 | 3 | 0.01 | 0.28 |
| 1366 | 12 | 0.02 | 0.30 |
| 1367 | 33 | 0.06 | 0.36 |
| 1368 | 16 | 0.03 | 0.39 |
| 1370 | 8 | 0.01 | 0.41 |
| 1371 | 30 | 0.05 | 0.46 |

Table 4.B.35 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1372 | 8 | 0.01 | 0.48 |
| 1373 | 8 | 0.01 | 0.49 |
| 1374 | 34 | 0.06 | 0.55 |
| 1375 | 13 | 0.02 | 0.57 |
| 1376 | 11 | 0.02 | 0.59 |
| 1378 | 16 | 0.03 | 0.62 |
| 1379 | 35 | 0.06 | 0.69 |
| 1380 | 21 | 0.04 | 0.72 |
| 1381 | 1 | 0.00 | 0.72 |
| 1382 | 44 | 0.08 | 0.80 |
| 1383 | 12 | 0.02 | 0.83 |
| 1384 | 36 | 0.06 | 0.89 |
| 1385 | 40 | 0.07 | 0.96 |
| 1386 | 18 | 0.03 | 0.99 |
| 1387 | 14 | 0.03 | 1.02 |
| 1388 | 38 | 0.07 | 1.09 |
| 1389 | 53 | 0.10 | 1.18 |
| 1390 | 4 | 0.01 | 1.19 |
| 1391 | 20 | 0.04 | 1.23 |
| 1392 | 43 | 0.08 | 1.30 |
| 1393 | 53 | 0.10 | 1.40 |
| 1394 | 7 | 0.01 | 1.41 |
| 1395 | 38 | 0.07 | 1.48 |
| 1396 | 15 | 0.03 | 1.50 |
| 1397 | 54 | 0.10 | 1.60 |
| 1398 | 28 | 0.05 | 1.65 |
| 1399 | 2 | 0.00 | 1.66 |
| 1400 | 36 | 0.06 | 1.72 |
| 1401 | 82 | 0.15 | 1.87 |
| 1402 | 6 | 0.01 | 1.88 |
| 1403 | 29 | 0.05 | 1.93 |
| 1404 | 50 | 0.09 | 2.02 |
| 1405 | 50 | 0.09 | 2.11 |
| 1406 | 19 | 0.03 | 2.14 |
| 1407 | 35 | 0.06 | 2.21 |
| 1408 | 60 | 0.11 | 2.31 |
| 1409 | 15 | 0.03 | 2.34 |
| 1410 | 40 | 0.07 | 2.41 |
| 1411 | 32 | 0.06 | 2.47 |

Table 4.B.35 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1412 | 70 | 0.13 | 2.60 |
| 1413 | 21 | 0.04 | 2.63 |
| 1414 | 27 | 0.05 | 2.68 |
| 1415 | 76 | 0.14 | 2.82 |
| 1416 | 16 | 0.03 | 2.85 |
| 1417 | 37 | 0.07 | 2.91 |
| 1418 | 48 | 0.09 | 3.00 |
| 1419 | 24 | 0.04 | 3.04 |
| 1420 | 37 | 0.07 | 3.11 |
| 1421 | 84 | 0.15 | 3.26 |
| 1422 | 30 | 0.05 | 3.31 |
| 1423 | 22 | 0.04 | 3.35 |
| 1424 | 67 | 0.12 | 3.47 |
| 1425 | 29 | 0.05 | 3.52 |
| 1426 | 45 | 0.08 | 3.61 |
| 1427 | 56 | 0.10 | 3.71 |
| 1428 | 30 | 0.05 | 3.76 |
| 1429 | 51 | 0.09 | 3.85 |
| 1430 | 56 | 0.10 | 3.95 |
| 1431 | 46 | 0.08 | 4.03 |
| 1432 | 58 | 0.10 | 4.14 |
| 1433 | 30 | 0.05 | 4.19 |
| 1434 | 69 | 0.12 | 4.32 |
| 1435 | 54 | 0.10 | 4.41 |
| 1436 | 45 | 0.08 | 4.49 |
| 1437 | 65 | 0.12 | 4.61 |
| 1438 | 60 | 0.11 | 4.72 |
| 1439 | 58 | 0.10 | 4.82 |
| 1440 | 65 | 0.12 | 4.94 |
| 1441 | 51 | 0.09 | 5.03 |
| 1442 | 35 | 0.06 | 5.09 |
| 1443 | 88 | 0.16 | 5.25 |
| 1444 | 57 | 0.10 | 5.35 |
| 1445 | 57 | 0.10 | 5.45 |
| 1446 | 95 | 0.17 | 5.62 |
| 1447 | 40 | 0.07 | 5.70 |
| 1448 | 73 | 0.13 | 5.83 |
| 1449 | 99 | 0.18 | 6.01 |
| 1450 | 65 | 0.12 | 6.12 |

Table 4.B.35 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1451 | 87 | 0.16 | 6.28 |
| 1452 | 93 | 0.17 | 6.44 |
| 1453 | 66 | 0.12 | 6.56 |
| 1454 | 56 | 0.10 | 6.66 |
| 1455 | 108 | 0.19 | 6.86 |
| 1456 | 93 | 0.17 | 7.02 |
| 1457 | 65 | 0.12 | 7.14 |
| 1458 | 119 | 0.21 | 7.35 |
| 1459 | 68 | 0.12 | 7.48 |
| 1460 | 114 | 0.20 | 7.68 |
| 1461 | 102 | 0.18 | 7.86 |
| 1462 | 125 | 0.22 | 8.09 |
| 1463 | 81 | 0.15 | 8.23 |
| 1464 | 143 | 0.26 | 8.49 |
| 1465 | 102 | 0.18 | 8.67 |
| 1466 | 82 | 0.15 | 8.82 |
| 1467 | 130 | 0.23 | 9.05 |
| 1468 | 175 | 0.31 | 9.37 |
| 1469 | 133 | 0.24 | 9.61 |
| 1470 | 114 | 0.20 | 9.81 |
| 1471 | 192 | 0.34 | 10.15 |
| 1472 | 121 | 0.22 | 10.37 |
| 1473 | 145 | 0.26 | 10.63 |
| 1474 | 189 | 0.34 | 10.97 |
| 1475 | 106 | 0.19 | 11.16 |
| 1476 | 209 | 0.37 | 11.54 |
| 1477 | 253 | 0.45 | 11.99 |
| 1478 | 15 | 0.03 | 12.02 |
| 1479 | 375 | 0.67 | 12.69 |
| 1480 | 115 | 0.21 | 12.89 |
| 1481 | 34 | 0.06 | 12.96 |
| 1482 | 410 | 0.74 | 13.69 |
| 1483 | 88 | 0.16 | 13.85 |
| 1484 | 207 | 0.37 | 14.22 |
| 1485 | 329 | 0.59 | 14.81 |
| 1486 | 81 | 0.15 | 14.96 |
| 1487 | 373 | 0.67 | 15.62 |
| 1488 | 117 | 0.21 | 15.83 |
| 1489 | 99 | 0.18 | 16.01 |

Table 4.B.35 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1490 | 532 | 0.95 | 16.97 |
| 1491 | 93 | 0.17 | 17.13 |
| 1492 | 281 | 0.50 | 17.64 |
| 1493 | 315 | 0.57 | 18.20 |
| 1494 | 162 | 0.29 | 18.49 |
| 1495 | 350 | 0.63 | 19.12 |
| 1496 | 211 | 0.38 | 19.50 |
| 1497 | 182 | 0.33 | 19.83 |
| 1498 | 537 | 0.96 | 20.79 |
| 1499 | 156 | 0.28 | 21.07 |
| 1500 | 228 | 0.41 | 21.48 |
| 1501 | 366 | 0.66 | 22.13 |
| 1502 | 333 | 0.60 | 22.73 |
| 1503 | 241 | 0.43 | 23.16 |
| 1504 | 461 | 0.83 | 23.99 |
| 1505 | 183 | 0.33 | 24.32 |
| 1506 | 497 | 0.89 | 25.21 |
| 1507 | 346 | 0.62 | 25.83 |
| 1508 | 129 | 0.23 | 26.06 |
| 1509 | 453 | 0.81 | 26.87 |
| 1510 | 353 | 0.63 | 27.51 |
| 1511 | 365 | 0.65 | 28.16 |
| 1512 | 509 | 0.91 | 29.08 |
| 1513 | 206 | 0.37 | 29.44 |
| 1514 | 478 | 0.86 | 30.30 |
| 1515 | 434 | 0.78 | 31.08 |
| 1516 | 143 | 0.26 | 31.34 |
| 1517 | 443 | 0.79 | 32.13 |
| 1518 | 471 | 0.84 | 32.98 |
| 1519 | 449 | 0.81 | 33.78 |
| 1520 | 332 | 0.60 | 34.38 |
| 1521 | 341 | 0.61 | 34.99 |
| 1522 | 428 | 0.77 | 35.76 |
| 1523 | 309 | 0.55 | 36.31 |
| 1524 | 455 | 0.82 | 37.13 |
| 1525 | 391 | 0.70 | 37.83 |
| 1526 | 245 | 0.44 | 38.27 |
| 1527 | 693 | 1.24 | 39.51 |
| 1528 | 360 | 0.65 | 40.16 |

Table 4.B.35 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1529 | 292 | 0.52 | 40.68 |
| 1530 | 522 | 0.94 | 41.62 |
| 1531 | 308 | 0.55 | 42.17 |
| 1532 | 339 | 0.61 | 42.78 |
| 1533 | 465 | 0.83 | 43.61 |
| 1534 | 332 | 0.60 | 44.21 |
| 1535 | 494 | 0.89 | 45.09 |
| 1536 | 290 | 0.52 | 45.61 |
| 1537 | 745 | 1.34 | 46.95 |
| 1538 | 176 | 0.32 | 47.26 |
| 1539 | 228 | 0.41 | 47.67 |
| 1540 | 786 | 1.41 | 49.08 |
| 1541 | 206 | 0.37 | 49.45 |
| 1542 | 288 | 0.52 | 49.97 |
| 1543 | 654 | 1.17 | 51.14 |
| 1544 | 280 | 0.50 | 51.64 |
| 1545 | 299 | 0.54 | 52.18 |
| 1546 | 744 | 1.33 | 53.52 |
| 1547 | 142 | 0.25 | 53.77 |
| 1548 | 473 | 0.85 | 54.62 |
| 1549 | 683 | 1.23 | 55.84 |
| 1550 | 147 | 0.26 | 56.11 |
| 1551 | 212 | 0.38 | 56.49 |
| 1552 | 705 | 1.26 | 57.75 |
| 1553 | 366 | 0.66 | 58.41 |
| 1554 | 92 | 0.17 | 58.57 |
| 1555 | 615 | 1.10 | 59.68 |
| 1556 | 636 | 1.14 | 60.82 |
| 1557 | 38 | 0.07 | 60.89 |
| 1558 | 540 | 0.97 | 61.85 |
| 1559 | 333 | 0.60 | 62.45 |
| 1560 | 399 | 0.72 | 63.17 |
| 1561 | 278 | 0.50 | 63.67 |
| 1562 | 646 | 1.16 | 64.82 |
| 1563 | 21 | 0.04 | 64.86 |
| 1564 | 715 | 1.28 | 66.14 |
| 1565 | 383 | 0.69 | 66.83 |
| 1566 | 219 | 0.39 | 67.22 |
| 1567 | 254 | 0.46 | 67.68 |

Table 4.B.35 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1568 | 555 | 1.00 | 68.68 |
| 1569 | 128 | 0.23 | 68.91 |
| 1570 | 590 | 1.06 | 69.96 |
| 1571 | 373 | 0.67 | 70.63 |
| 1572 | 283 | 0.51 | 71.14 |
| 1573 | 329 | 0.59 | 71.73 |
| 1574 | 282 | 0.51 | 72.24 |
| 1575 | 430 | 0.77 | 73.01 |
| 1576 | 506 | 0.91 | 73.91 |
| 1578 | 159 | 0.29 | 74.20 |
| 1579 | 312 | 0.56 | 74.76 |
| 1580 | 698 | 1.25 | 76.01 |
| 1581 | 195 | 0.35 | 76.36 |
| 1582 | 25 | 0.04 | 76.41 |
| 1583 | 591 | 1.06 | 77.47 |
| 1584 | 226 | 0.41 | 77.87 |
| 1585 | 104 | 0.19 | 78.06 |
| 1586 | 216 | 0.39 | 78.45 |
| 1587 | 817 | 1.47 | 79.91 |
| 1589 | 52 | 0.09 | 80.00 |
| 1590 | 2 | 0.00 | 80.01 |
| 1591 | 683 | 1.23 | 81.23 |
| 1592 | 143 | 0.26 | 81.49 |
| 1593 | 241 | 0.43 | 81.92 |
| 1594 | 258 | 0.46 | 82.38 |
| 1595 | 80 | 0.14 | 82.53 |
| 1596 | 342 | 0.61 | 83.14 |
| 1597 | 8 | 0.01 | 83.16 |
| 1598 | 677 | 1.21 | 84.37 |
| 1600 | 7 | 0.01 | 84.38 |
| 1601 | 408 | 0.73 | 85.11 |
| 1602 | 290 | 0.52 | 85.63 |
| 1604 | 177 | 0.32 | 85.95 |
| 1605 | 138 | 0.25 | 86.20 |
| 1606 | 3 | 0.01 | 86.20 |
| 1607 | 745 | 1.34 | 87.54 |
| 1610 | 15 | 0.03 | 87.57 |
| 1611 | 204 | 0.37 | 87.93 |
| 1612 | 274 | 0.49 | 88.43 |

Table 4.B.35 *(continuation seven)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1613 | 21 | 0.04 | 88.46 |
| 1614 | 230 | 0.41 | 88.88 |
| 1615 | 241 | 0.43 | 89.31 |
| 1618 | 280 | 0.50 | 89.81 |
| 1619 | 240 | 0.43 | 90.24 |
| 1621 | 49 | 0.09 | 90.33 |
| 1623 | 379 | 0.68 | 91.01 |
| 1624 | 45 | 0.08 | 91.09 |
| 1625 | 206 | 0.37 | 91.46 |
| 1627 | 64 | 0.11 | 91.57 |
| 1628 | 9 | 0.02 | 91.59 |
| 1629 | 223 | 0.40 | 91.99 |
| 1630 | 73 | 0.13 | 92.12 |
| 1633 | 89 | 0.16 | 92.28 |
| 1634 | 394 | 0.71 | 92.99 |
| 1636 | 114 | 0.20 | 93.19 |
| 1639 | 2 | 0.00 | 93.19 |
| 1640 | 128 | 0.23 | 93.42 |
| 1641 | 192 | 0.34 | 93.77 |
| 1642 | 2 | 0.00 | 93.77 |
| 1643 | 2 | 0.00 | 93.78 |
| 1644 | 154 | 0.28 | 94.05 |
| 1645 | 80 | 0.14 | 94.20 |
| 1648 | 178 | 0.32 | 94.51 |
| 1650 | 174 | 0.31 | 94.83 |
| 1651 | 2 | 0.00 | 94.83 |
| 1652 | 196 | 0.35 | 95.18 |
| 1653 | 2 | 0.00 | 95.19 |
| 1658 | 176 | 0.32 | 95.50 |
| 1659 | 10 | 0.02 | 95.52 |
| 1661 | 141 | 0.25 | 95.77 |
| 1663 | 192 | 0.34 | 96.12 |
| 1664 | 5 | 0.01 | 96.13 |
| 1666 | 15 | 0.03 | 96.15 |
| 1669 | 5 | 0.01 | 96.16 |
| 1670 | 179 | 0.32 | 96.48 |
| 1672 | 4 | 0.01 | 96.49 |
| 1674 | 12 | 0.02 | 96.51 |
| 1675 | 8 | 0.01 | 96.53 |

Table 4.B.35 *(continuation eight)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1677 | 70 | 0.13 | 96.65 |
| 1679 | 131 | 0.23 | 96.89 |
| 1680 | 15 | 0.03 | 96.91 |
| 1682 | 1 | 0.00 | 96.91 |
| 1683 | 15 | 0.03 | 96.94 |
| 1684 | 1 | 0.00 | 96.94 |
| 1685 | 1 | 0.00 | 96.95 |
| 1686 | 52 | 0.09 | 97.04 |
| 1688 | 1 | 0.00 | 97.04 |
| 1689 | 33 | 0.06 | 97.10 |
| 1690 | 96 | 0.17 | 97.27 |
| 1692 | 46 | 0.08 | 97.35 |
| 1693 | 1 | 0.00 | 97.36 |
| 1695 | 50 | 0.09 | 97.45 |
| 1698 | 1 | 0.00 | 97.45 |
| 1699 | 64 | 0.11 | 97.56 |
| 1701 | 1 | 0.00 | 97.56 |
| 1702 | 29 | 0.05 | 97.62 |
| 1703 | 78 | 0.14 | 97.76 |
| 1706 | 57 | 0.10 | 97.86 |
| 1707 | 77 | 0.14 | 98.00 |
| 1708 | 2 | 0.00 | 98.00 |
| 1709 | 1 | 0.00 | 98.00 |
| 1711 | 115 | 0.21 | 98.21 |
| 1714 | 4 | 0.01 | 98.22 |
| 1715 | 1 | 0.00 | 98.22 |
| 1716 | 1 | 0.00 | 98.22 |
| 1717 | 103 | 0.18 | 98.40 |
| 1720 | 5 | 0.01 | 98.41 |
| 1721 | 1 | 0.00 | 98.41 |
| 1722 | 115 | 0.21 | 98.62 |
| 1723 | 11 | 0.02 | 98.64 |
| 1726 | 9 | 0.02 | 98.66 |
| 1729 | 138 | 0.25 | 98.90 |
| 1731 | 31 | 0.06 | 98.96 |
| 1732 | 17 | 0.03 | 98.99 |
| 1734 | 6 | 0.01 | 99.00 |
| 1736 | 22 | 0.04 | 99.04 |
| 1738 | 89 | 0.16 | 99.20 |

Table 4.B.35 *(continuation nine)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1740 | 15 | 0.03 | 99.23 |
| 1744 | 19 | 0.03 | 99.26 |
| 1748 | 31 | 0.06 | 99.32 |
| 1749 | 65 | 0.12 | 99.43 |
| 1751 | 7 | 0.01 | 99.45 |
| 1754 | 20 | 0.04 | 99.48 |
| 1759 | 25 | 0.04 | 99.53 |
| 1765 | 38 | 0.07 | 99.59 |
| 1766 | 36 | 0.06 | 99.66 |
| 1775 | 37 | 0.07 | 99.73 |
| 1780 | 13 | 0.02 | 99.75 |
| 1786 | 30 | 0.05 | 99.80 |
| 1790 | 40 | 0.07 | 99.87 |
| 1802 | 23 | 0.04 | 99.92 |
| 1827 | 17 | 0.03 | 99.95 |
| 1839 | 11 | 0.02 | 99.97 |
| 1863 | 3 | 0.01 | 99.97 |
| 1876 | 14 | 0.03 | 100.00 |
| 1900 | 2 | 0.00 | 100.00 |

Table 4.B. Scale Score Frequency Distribution for Overall Score, Grade Nine

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 1 | 0.00 | 0.00 |
| 1232 | 1 | 0.00 | 0.00 |
| 1288 | 1 | 0.00 | 0.01 |
| 1290 | 2 | 0.00 | 0.01 |
| 1294 | 1 | 0.00 | 0.01 |
| 1295 | 3 | 0.01 | 0.02 |
| 1299 | 2 | 0.00 | 0.02 |
| 1302 | 1 | 0.00 | 0.03 |
| 1305 | 1 | 0.00 | 0.03 |
| 1306 | 2 | 0.00 | 0.03 |
| 1307 | 3 | 0.01 | 0.04 |
| 1310 | 1 | 0.00 | 0.04 |
| 1313 | 5 | 0.01 | 0.05 |
| 1316 | 2 | 0.00 | 0.06 |
| 1318 | 2 | 0.00 | 0.06 |
| 1319 | 3 | 0.01 | 0.07 |
| 1321 | 4 | 0.01 | 0.07 |
| 1323 | 4 | 0.01 | 0.08 |
| 1325 | 1 | 0.00 | 0.08 |
| 1326 | 6 | 0.01 | 0.10 |
| 1328 | 3 | 0.01 | 0.10 |
| 1331 | 2 | 0.00 | 0.11 |
| 1332 | 20 | 0.04 | 0.15 |
| 1333 | 1 | 0.00 | 0.15 |
| 1335 | 3 | 0.01 | 0.16 |
| 1338 | 13 | 0.03 | 0.19 |
| 1340 | 13 | 0.03 | 0.21 |
| 1341 | 6 | 0.01 | 0.23 |
| 1342 | 9 | 0.02 | 0.25 |
| 1343 | 8 | 0.02 | 0.26 |
| 1344 | 1 | 0.00 | 0.27 |
| 1346 | 11 | 0.02 | 0.29 |
| 1347 | 10 | 0.02 | 0.31 |
| 1348 | 1 | 0.00 | 0.31 |
| 1349 | 4 | 0.01 | 0.32 |
| 1350 | 8 | 0.02 | 0.34 |
| 1351 | 17 | 0.04 | 0.37 |
| 1352 | 13 | 0.03 | 0.40 |
| 1354 | 8 | 0.02 | 0.42 |

Table 4.B.36 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1355 | 5 | 0.01 | 0.43 |
| 1356 | 19 | 0.04 | 0.47 |
| 1357 | 19 | 0.04 | 0.51 |
| 1359 | 7 | 0.01 | 0.52 |
| 1360 | 13 | 0.03 | 0.55 |
| 1361 | 22 | 0.05 | 0.60 |
| 1363 | 20 | 0.04 | 0.64 |
| 1364 | 30 | 0.06 | 0.70 |
| 1365 | 5 | 0.01 | 0.71 |
| 1366 | 27 | 0.06 | 0.77 |
| 1367 | 36 | 0.08 | 0.85 |
| 1368 | 9 | 0.02 | 0.87 |
| 1370 | 1 | 0.00 | 0.87 |
| 1371 | 10 | 0.02 | 0.89 |
| 1372 | 55 | 0.12 | 1.01 |
| 1373 | 14 | 0.03 | 1.04 |
| 1374 | 17 | 0.04 | 1.07 |
| 1375 | 30 | 0.06 | 1.14 |
| 1376 | 41 | 0.09 | 1.22 |
| 1377 | 1 | 0.00 | 1.23 |
| 1378 | 3 | 0.01 | 1.23 |
| 1379 | 65 | 0.14 | 1.37 |
| 1380 | 27 | 0.06 | 1.43 |
| 1381 | 39 | 0.08 | 1.51 |
| 1382 | 14 | 0.03 | 1.54 |
| 1384 | 80 | 0.17 | 1.71 |
| 1385 | 42 | 0.09 | 1.80 |
| 1386 | 10 | 0.02 | 1.82 |
| 1387 | 3 | 0.01 | 1.83 |
| 1388 | 56 | 0.12 | 1.95 |
| 1389 | 10 | 0.02 | 1.97 |
| 1390 | 43 | 0.09 | 2.06 |
| 1391 | 31 | 0.07 | 2.12 |
| 1392 | 49 | 0.10 | 2.23 |
| 1394 | 21 | 0.04 | 2.27 |
| 1395 | 80 | 0.17 | 2.44 |
| 1396 | 11 | 0.02 | 2.46 |
| 1398 | 55 | 0.12 | 2.58 |
| 1399 | 21 | 0.04 | 2.63 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1400 | 51 | 0.11 | 2.73 |
| 1401 | 29 | 0.06 | 2.80 |
| 1402 | 24 | 0.05 | 2.85 |
| 1403 | 31 | 0.07 | 2.91 |
| 1404 | 12 | 0.03 | 2.94 |
| 1405 | 95 | 0.20 | 3.14 |
| 1406 | 1 | 0.00 | 3.14 |
| 1407 | 49 | 0.10 | 3.25 |
| 1408 | 70 | 0.15 | 3.39 |
| 1409 | 19 | 0.04 | 3.43 |
| 1410 | 28 | 0.06 | 3.49 |
| 1411 | 31 | 0.07 | 3.56 |
| 1412 | 34 | 0.07 | 3.63 |
| 1413 | 47 | 0.10 | 3.73 |
| 1414 | 54 | 0.11 | 3.85 |
| 1415 | 41 | 0.09 | 3.93 |
| 1416 | 57 | 0.12 | 4.05 |
| 1417 | 54 | 0.11 | 4.17 |
| 1418 | 11 | 0.02 | 4.19 |
| 1419 | 18 | 0.04 | 4.23 |
| 1420 | 101 | 0.21 | 4.44 |
| 1421 | 9 | 0.02 | 4.46 |
| 1422 | 27 | 0.06 | 4.52 |
| 1423 | 83 | 0.18 | 4.70 |
| 1424 | 8 | 0.02 | 4.71 |
| 1425 | 19 | 0.04 | 4.75 |
| 1426 | 67 | 0.14 | 4.90 |
| 1427 | 68 | 0.14 | 5.04 |
| 1428 | 7 | 0.01 | 5.05 |
| 1429 | 54 | 0.11 | 5.17 |
| 1430 | 61 | 0.13 | 5.30 |
| 1431 | 13 | 0.03 | 5.33 |
| 1432 | 47 | 0.10 | 5.43 |
| 1433 | 72 | 0.15 | 5.58 |
| 1434 | 56 | 0.12 | 5.70 |
| 1435 | 24 | 0.05 | 5.75 |
| 1436 | 70 | 0.15 | 5.90 |
| 1437 | 64 | 0.14 | 6.03 |
| 1438 | 17 | 0.04 | 6.07 |

Table 4.B.36 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1439 | 47 | 0.10 | 6.17 |
| 1440 | 68 | 0.14 | 6.31 |
| 1441 | 42 | 0.09 | 6.40 |
| 1442 | 64 | 0.14 | 6.54 |
| 1443 | 86 | 0.18 | 6.72 |
| 1444 | 31 | 0.07 | 6.79 |
| 1445 | 39 | 0.08 | 6.87 |
| 1446 | 88 | 0.19 | 7.05 |
| 1447 | 45 | 0.10 | 7.15 |
| 1448 | 85 | 0.18 | 7.33 |
| 1449 | 80 | 0.17 | 7.50 |
| 1450 | 39 | 0.08 | 7.58 |
| 1451 | 72 | 0.15 | 7.74 |
| 1452 | 76 | 0.16 | 7.90 |
| 1453 | 69 | 0.15 | 8.04 |
| 1454 | 84 | 0.18 | 8.22 |
| 1455 | 74 | 0.16 | 8.38 |
| 1456 | 85 | 0.18 | 8.56 |
| 1457 | 65 | 0.14 | 8.70 |
| 1458 | 66 | 0.14 | 8.84 |
| 1459 | 78 | 0.17 | 9.00 |
| 1460 | 94 | 0.20 | 9.20 |
| 1461 | 87 | 0.18 | 9.39 |
| 1462 | 86 | 0.18 | 9.57 |
| 1463 | 148 | 0.31 | 9.88 |
| 1464 | 34 | 0.07 | 9.95 |
| 1465 | 109 | 0.23 | 10.19 |
| 1466 | 117 | 0.25 | 10.43 |
| 1467 | 69 | 0.15 | 10.58 |
| 1468 | 160 | 0.34 | 10.92 |
| 1469 | 95 | 0.20 | 11.12 |
| 1470 | 88 | 0.19 | 11.31 |
| 1471 | 143 | 0.30 | 11.61 |
| 1472 | 128 | 0.27 | 11.88 |
| 1473 | 100 | 0.21 | 12.09 |
| 1474 | 104 | 0.22 | 12.32 |
| 1475 | 184 | 0.39 | 12.71 |
| 1476 | 93 | 0.20 | 12.90 |
| 1477 | 121 | 0.26 | 13.16 |

Table 4.B.36 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1478 | 189 | 0.40 | 13.56 |
| 1479 | 106 | 0.22 | 13.79 |
| 1480 | 201 | 0.43 | 14.21 |
| 1481 | 166 | 0.35 | 14.56 |
| 1482 | 95 | 0.20 | 14.77 |
| 1483 | 257 | 0.55 | 15.31 |
| 1484 | 180 | 0.38 | 15.69 |
| 1485 | 60 | 0.13 | 15.82 |
| 1486 | 266 | 0.56 | 16.38 |
| 1487 | 199 | 0.42 | 16.81 |
| 1488 | 28 | 0.06 | 16.87 |
| 1489 | 338 | 0.72 | 17.58 |
| 1490 | 227 | 0.48 | 18.06 |
| 1491 | 35 | 0.07 | 18.14 |
| 1492 | 424 | 0.90 | 19.04 |
| 1493 | 185 | 0.39 | 19.43 |
| 1494 | 35 | 0.07 | 19.50 |
| 1495 | 546 | 1.16 | 20.66 |
| 1496 | 101 | 0.21 | 20.88 |
| 1497 | 58 | 0.12 | 21.00 |
| 1498 | 526 | 1.12 | 22.12 |
| 1499 | 116 | 0.25 | 22.36 |
| 1500 | 46 | 0.10 | 22.46 |
| 1501 | 547 | 1.16 | 23.62 |
| 1502 | 135 | 0.29 | 23.91 |
| 1503 | 69 | 0.15 | 24.05 |
| 1504 | 536 | 1.14 | 25.19 |
| 1505 | 142 | 0.30 | 25.49 |
| 1506 | 89 | 0.19 | 25.68 |
| 1507 | 597 | 1.27 | 26.95 |
| 1508 | 168 | 0.36 | 27.30 |
| 1509 | 87 | 0.18 | 27.49 |
| 1510 | 578 | 1.23 | 28.71 |
| 1511 | 177 | 0.38 | 29.09 |
| 1512 | 128 | 0.27 | 29.36 |
| 1513 | 665 | 1.41 | 30.77 |
| 1514 | 73 | 0.15 | 30.92 |
| 1515 | 150 | 0.32 | 31.24 |
| 1516 | 686 | 1.46 | 32.70 |

Table 4.B.36 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1517 | 237 | 0.50 | 33.20 |
| 1518 | 27 | 0.06 | 33.26 |
| 1519 | 681 | 1.44 | 34.70 |
| 1520 | 263 | 0.56 | 35.26 |
| 1521 | 191 | 0.41 | 35.67 |
| 1522 | 462 | 0.98 | 36.65 |
| 1523 | 240 | 0.51 | 37.15 |
| 1524 | 212 | 0.45 | 37.60 |
| 1525 | 487 | 1.03 | 38.64 |
| 1526 | 285 | 0.60 | 39.24 |
| 1527 | 258 | 0.55 | 39.79 |
| 1528 | 462 | 0.98 | 40.77 |
| 1529 | 354 | 0.75 | 41.52 |
| 1530 | 411 | 0.87 | 42.39 |
| 1531 | 323 | 0.69 | 43.08 |
| 1532 | 316 | 0.67 | 43.75 |
| 1533 | 463 | 0.98 | 44.73 |
| 1534 | 262 | 0.56 | 45.28 |
| 1535 | 335 | 0.71 | 46.00 |
| 1536 | 522 | 1.11 | 47.10 |
| 1537 | 89 | 0.19 | 47.29 |
| 1538 | 451 | 0.96 | 48.25 |
| 1539 | 550 | 1.17 | 49.41 |
| 1540 | 36 | 0.08 | 49.49 |
| 1541 | 312 | 0.66 | 50.15 |
| 1542 | 724 | 1.54 | 51.69 |
| 1543 | 73 | 0.15 | 51.84 |
| 1544 | 199 | 0.42 | 52.27 |
| 1545 | 724 | 1.54 | 53.80 |
| 1546 | 204 | 0.43 | 54.23 |
| 1547 | 189 | 0.40 | 54.63 |
| 1548 | 669 | 1.42 | 56.05 |
| 1549 | 255 | 0.54 | 56.59 |
| 1550 | 183 | 0.39 | 56.98 |
| 1551 | 634 | 1.34 | 58.33 |
| 1552 | 132 | 0.28 | 58.61 |
| 1553 | 301 | 0.64 | 59.25 |
| 1554 | 510 | 1.08 | 60.33 |
| 1555 | 204 | 0.43 | 60.76 |

Table 4.B.36 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1556 | 250 | 0.53 | 61.29 |
| 1557 | 682 | 1.45 | 62.74 |
| 1558 | 187 | 0.40 | 63.13 |
| 1559 | 73 | 0.15 | 63.29 |
| 1560 | 672 | 1.43 | 64.71 |
| 1561 | 169 | 0.36 | 65.07 |
| 1562 | 233 | 0.49 | 65.57 |
| 1563 | 587 | 1.25 | 66.81 |
| 1564 | 70 | 0.15 | 66.96 |
| 1565 | 428 | 0.91 | 67.87 |
| 1566 | 439 | 0.93 | 68.80 |
| 1567 | 164 | 0.35 | 69.15 |
| 1568 | 126 | 0.27 | 69.41 |
| 1569 | 742 | 1.57 | 70.99 |
| 1570 | 33 | 0.07 | 71.06 |
| 1571 | 276 | 0.59 | 71.64 |
| 1572 | 66 | 0.14 | 71.78 |
| 1573 | 613 | 1.30 | 73.08 |
| 1574 | 167 | 0.35 | 73.44 |
| 1575 | 248 | 0.53 | 73.96 |
| 1576 | 230 | 0.49 | 74.45 |
| 1577 | 342 | 0.73 | 75.18 |
| 1578 | 190 | 0.40 | 75.58 |
| 1579 | 196 | 0.42 | 76.00 |
| 1580 | 226 | 0.48 | 76.48 |
| 1581 | 487 | 1.03 | 77.51 |
| 1582 | 20 | 0.04 | 77.55 |
| 1583 | 373 | 0.79 | 78.34 |
| 1584 | 338 | 0.72 | 79.06 |
| 1585 | 181 | 0.38 | 79.44 |
| 1586 | 25 | 0.05 | 79.50 |
| 1587 | 309 | 0.66 | 80.15 |
| 1588 | 202 | 0.43 | 80.58 |
| 1589 | 279 | 0.59 | 81.17 |
| 1590 | 206 | 0.44 | 81.61 |
| 1591 | 421 | 0.89 | 82.50 |
| 1592 | 7 | 0.01 | 82.52 |
| 1593 | 187 | 0.40 | 82.91 |
| 1594 | 82 | 0.17 | 83.09 |

Table 4.B.36 *(continuation seven)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1595 | 339 | 0.72 | 83.81 |
| 1596 | 230 | 0.49 | 84.29 |
| 1597 | 142 | 0.30 | 84.60 |
| 1598 | 31 | 0.07 | 84.66 |
| 1599 | 252 | 0.53 | 85.20 |
| 1600 | 88 | 0.19 | 85.38 |
| 1601 | 341 | 0.72 | 86.11 |
| 1602 | 88 | 0.19 | 86.29 |
| 1603 | 30 | 0.06 | 86.36 |
| 1604 | 182 | 0.39 | 86.74 |
| 1605 | 307 | 0.65 | 87.39 |
| 1606 | 1 | 0.00 | 87.40 |
| 1607 | 177 | 0.38 | 87.77 |
| 1608 | 49 | 0.10 | 87.88 |
| 1609 | 440 | 0.93 | 88.81 |
| 1610 | 36 | 0.08 | 88.89 |
| 1612 | 13 | 0.03 | 88.91 |
| 1613 | 412 | 0.87 | 89.79 |
| 1614 | 36 | 0.08 | 89.86 |
| 1615 | 122 | 0.26 | 90.12 |
| 1616 | 69 | 0.15 | 90.27 |
| 1617 | 148 | 0.31 | 90.58 |
| 1618 | 16 | 0.03 | 90.62 |
| 1619 | 220 | 0.47 | 91.08 |
| 1620 | 1 | 0.00 | 91.08 |
| 1621 | 279 | 0.59 | 91.68 |
| 1622 | 74 | 0.16 | 91.83 |
| 1623 | 1 | 0.00 | 91.84 |
| 1624 | 157 | 0.33 | 92.17 |
| 1625 | 153 | 0.32 | 92.49 |
| 1626 | 74 | 0.16 | 92.65 |
| 1629 | 51 | 0.11 | 92.76 |
| 1630 | 147 | 0.31 | 93.07 |
| 1631 | 194 | 0.41 | 93.48 |
| 1632 | 11 | 0.02 | 93.51 |
| 1634 | 113 | 0.24 | 93.74 |
| 1635 | 15 | 0.03 | 93.78 |
| 1636 | 114 | 0.24 | 94.02 |
| 1638 | 257 | 0.55 | 94.56 |

Table 4.B.36 *(continuation eight)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1641 | 19 | 0.04 | 94.60 |
| 1642 | 116 | 0.25 | 94.85 |
| 1643 | 107 | 0.23 | 95.08 |
| 1644 | 31 | 0.07 | 95.14 |
| 1648 | 170 | 0.36 | 95.50 |
| 1650 | 64 | 0.14 | 95.64 |
| 1651 | 57 | 0.12 | 95.76 |
| 1653 | 123 | 0.26 | 96.02 |
| 1654 | 5 | 0.01 | 96.03 |
| 1655 | 54 | 0.11 | 96.15 |
| 1656 | 1 | 0.00 | 96.15 |
| 1658 | 51 | 0.11 | 96.26 |
| 1660 | 156 | 0.33 | 96.59 |
| 1661 | 4 | 0.01 | 96.60 |
| 1662 | 58 | 0.12 | 96.72 |
| 1666 | 84 | 0.18 | 96.90 |
| 1667 | 59 | 0.13 | 97.02 |
| 1669 | 9 | 0.02 | 97.04 |
| 1670 | 1 | 0.00 | 97.04 |
| 1671 | 64 | 0.14 | 97.18 |
| 1672 | 44 | 0.09 | 97.27 |
| 1673 | 2 | 0.00 | 97.28 |
| 1676 | 72 | 0.15 | 97.43 |
| 1677 | 42 | 0.09 | 97.52 |
| 1678 | 6 | 0.01 | 97.53 |
| 1679 | 1 | 0.00 | 97.53 |
| 1682 | 66 | 0.14 | 97.67 |
| 1685 | 2 | 0.00 | 97.68 |
| 1688 | 74 | 0.16 | 97.83 |
| 1689 | 32 | 0.07 | 97.90 |
| 1690 | 5 | 0.01 | 97.91 |
| 1691 | 8 | 0.02 | 97.93 |
| 1694 | 6 | 0.01 | 97.94 |
| 1696 | 57 | 0.12 | 98.06 |
| 1697 | 7 | 0.01 | 98.08 |
| 1700 | 6 | 0.01 | 98.09 |
| 1702 | 4 | 0.01 | 98.10 |
| 1703 | 14 | 0.03 | 98.13 |
| 1705 | 43 | 0.09 | 98.22 |

Table 4.B.36 *(continuation nine)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1706 | 16 | 0.03 | 98.25 |
| 1707 | 18 | 0.04 | 98.29 |
| 1710 | 29 | 0.06 | 98.35 |
| 1712 | 4 | 0.01 | 98.36 |
| 1714 | 37 | 0.08 | 98.44 |
| 1718 | 57 | 0.12 | 98.56 |
| 1722 | 32 | 0.07 | 98.63 |
| 1724 | 4 | 0.01 | 98.64 |
| 1726 | 41 | 0.09 | 98.73 |
| 1731 | 1 | 0.00 | 98.73 |
| 1732 | 55 | 0.12 | 98.84 |
| 1734 | 2 | 0.00 | 98.85 |
| 1736 | 22 | 0.05 | 98.89 |
| 1737 | 31 | 0.07 | 98.96 |
| 1740 | 2 | 0.00 | 98.96 |
| 1741 | 6 | 0.01 | 98.98 |
| 1743 | 4 | 0.01 | 98.99 |
| 1744 | 39 | 0.08 | 99.07 |
| 1746 | 1 | 0.00 | 99.07 |
| 1751 | 44 | 0.09 | 99.16 |
| 1752 | 1 | 0.00 | 99.17 |
| 1755 | 3 | 0.01 | 99.17 |
| 1758 | 8 | 0.02 | 99.19 |
| 1761 | 42 | 0.09 | 99.28 |
| 1765 | 10 | 0.02 | 99.30 |
| 1769 | 24 | 0.05 | 99.35 |
| 1773 | 32 | 0.07 | 99.42 |
| 1777 | 18 | 0.04 | 99.46 |
| 1781 | 19 | 0.04 | 99.50 |
| 1787 | 19 | 0.04 | 99.54 |
| 1791 | 20 | 0.04 | 99.58 |
| 1792 | 34 | 0.07 | 99.65 |
| 1799 | 29 | 0.06 | 99.71 |
| 1806 | 21 | 0.04 | 99.76 |
| 1811 | 1 | 0.00 | 99.76 |
| 1816 | 31 | 0.07 | 99.83 |
| 1825 | 7 | 0.01 | 99.84 |
| 1828 | 21 | 0.04 | 99.89 |
| 1840 | 2 | 0.00 | 99.89 |

Table 4.B.36 *(continuation 10)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1846 | 23 | 0.05 | 99.94 |
| 1880 | 15 | 0.03 | 99.97 |
| 1895 | 4 | 0.01 | 99.98 |
| 1950 | 10 | 0.02 | 100.00 |

Table 4.B. Scale Score Frequency Distribution for Overall Score, Grade Ten

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 1 | 0.00 | 0.00 |
| 1295 | 1 | 0.00 | 0.00 |
| 1299 | 2 | 0.00 | 0.01 |
| 1303 | 1 | 0.00 | 0.01 |
| 1305 | 1 | 0.00 | 0.01 |
| 1306 | 1 | 0.00 | 0.02 |
| 1307 | 3 | 0.01 | 0.02 |
| 1310 | 1 | 0.00 | 0.03 |
| 1313 | 2 | 0.00 | 0.03 |
| 1316 | 1 | 0.00 | 0.03 |
| 1318 | 2 | 0.00 | 0.04 |
| 1319 | 2 | 0.00 | 0.04 |
| 1323 | 3 | 0.01 | 0.05 |
| 1326 | 3 | 0.01 | 0.06 |
| 1328 | 3 | 0.01 | 0.07 |
| 1331 | 3 | 0.01 | 0.07 |
| 1332 | 10 | 0.02 | 0.10 |
| 1335 | 3 | 0.01 | 0.11 |
| 1338 | 7 | 0.02 | 0.12 |
| 1340 | 9 | 0.02 | 0.14 |
| 1341 | 1 | 0.00 | 0.15 |
| 1342 | 11 | 0.03 | 0.17 |
| 1343 | 5 | 0.01 | 0.19 |
| 1344 | 1 | 0.00 | 0.19 |
| 1345 | 1 | 0.00 | 0.19 |
| 1346 | 6 | 0.01 | 0.21 |
| 1347 | 6 | 0.01 | 0.22 |
| 1349 | 2 | 0.00 | 0.22 |
| 1350 | 7 | 0.02 | 0.24 |
| 1351 | 4 | 0.01 | 0.25 |
| 1352 | 10 | 0.02 | 0.28 |
| 1354 | 8 | 0.02 | 0.30 |
| 1356 | 12 | 0.03 | 0.32 |
| 1357 | 17 | 0.04 | 0.37 |
| 1359 | 3 | 0.01 | 0.37 |
| 1360 | 7 | 0.02 | 0.39 |
| 1361 | 15 | 0.04 | 0.43 |
| 1363 | 15 | 0.04 | 0.46 |
| 1364 | 25 | 0.06 | 0.53 |

Table 4.B.37 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1365 | 6 | 0.01 | 0.54 |
| 1366 | 20 | 0.05 | 0.59 |
| 1367 | 30 | 0.07 | 0.66 |
| 1368 | 5 | 0.01 | 0.67 |
| 1370 | 2 | 0.00 | 0.68 |
| 1371 | 8 | 0.02 | 0.70 |
| 1372 | 49 | 0.12 | 0.82 |
| 1373 | 6 | 0.01 | 0.83 |
| 1374 | 21 | 0.05 | 0.88 |
| 1375 | 33 | 0.08 | 0.96 |
| 1376 | 37 | 0.09 | 1.05 |
| 1378 | 14 | 0.03 | 1.09 |
| 1379 | 49 | 0.12 | 1.21 |
| 1380 | 20 | 0.05 | 1.26 |
| 1381 | 35 | 0.09 | 1.34 |
| 1382 | 15 | 0.04 | 1.38 |
| 1384 | 70 | 0.17 | 1.55 |
| 1385 | 36 | 0.09 | 1.64 |
| 1386 | 20 | 0.05 | 1.69 |
| 1387 | 3 | 0.01 | 1.69 |
| 1388 | 46 | 0.11 | 1.81 |
| 1389 | 7 | 0.02 | 1.82 |
| 1390 | 45 | 0.11 | 1.93 |
| 1391 | 47 | 0.11 | 2.05 |
| 1392 | 42 | 0.10 | 2.15 |
| 1394 | 25 | 0.06 | 2.21 |
| 1395 | 91 | 0.22 | 2.43 |
| 1396 | 18 | 0.04 | 2.48 |
| 1398 | 69 | 0.17 | 2.65 |
| 1399 | 26 | 0.06 | 2.71 |
| 1400 | 65 | 0.16 | 2.87 |
| 1401 | 37 | 0.09 | 2.96 |
| 1402 | 24 | 0.06 | 3.02 |
| 1403 | 20 | 0.05 | 3.07 |
| 1404 | 9 | 0.02 | 3.09 |
| 1405 | 74 | 0.18 | 3.27 |
| 1406 | 2 | 0.00 | 3.27 |
| 1407 | 46 | 0.11 | 3.39 |
| 1408 | 90 | 0.22 | 3.61 |

Table 4.B.37 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1409 | 16 | 0.04 | 3.65 |
| 1410 | 42 | 0.10 | 3.75 |
| 1411 | 43 | 0.11 | 3.85 |
| 1412 | 20 | 0.05 | 3.90 |
| 1413 | 39 | 0.10 | 4.00 |
| 1414 | 70 | 0.17 | 4.17 |
| 1415 | 48 | 0.12 | 4.29 |
| 1416 | 60 | 0.15 | 4.43 |
| 1417 | 43 | 0.11 | 4.54 |
| 1418 | 13 | 0.03 | 4.57 |
| 1419 | 22 | 0.05 | 4.62 |
| 1420 | 111 | 0.27 | 4.89 |
| 1421 | 11 | 0.03 | 4.92 |
| 1422 | 36 | 0.09 | 5.01 |
| 1423 | 104 | 0.25 | 5.26 |
| 1424 | 11 | 0.03 | 5.29 |
| 1425 | 30 | 0.07 | 5.36 |
| 1426 | 59 | 0.14 | 5.51 |
| 1427 | 65 | 0.16 | 5.67 |
| 1428 | 10 | 0.02 | 5.69 |
| 1429 | 56 | 0.14 | 5.83 |
| 1430 | 55 | 0.13 | 5.96 |
| 1431 | 23 | 0.06 | 6.02 |
| 1432 | 43 | 0.11 | 6.12 |
| 1433 | 58 | 0.14 | 6.26 |
| 1434 | 41 | 0.10 | 6.36 |
| 1435 | 23 | 0.06 | 6.42 |
| 1436 | 59 | 0.14 | 6.56 |
| 1437 | 64 | 0.16 | 6.72 |
| 1438 | 25 | 0.06 | 6.78 |
| 1439 | 70 | 0.17 | 6.95 |
| 1440 | 76 | 0.19 | 7.14 |
| 1441 | 36 | 0.09 | 7.23 |
| 1442 | 48 | 0.12 | 7.34 |
| 1443 | 78 | 0.19 | 7.53 |
| 1444 | 37 | 0.09 | 7.62 |
| 1445 | 49 | 0.12 | 7.74 |
| 1446 | 78 | 0.19 | 7.93 |
| 1447 | 39 | 0.10 | 8.03 |

Table 4.B.37 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1448 | 80 | 0.20 | 8.22 |
| 1449 | 69 | 0.17 | 8.39 |
| 1450 | 33 | 0.08 | 8.47 |
| 1451 | 64 | 0.16 | 8.63 |
| 1452 | 69 | 0.17 | 8.80 |
| 1453 | 62 | 0.15 | 8.95 |
| 1454 | 73 | 0.18 | 9.13 |
| 1455 | 56 | 0.14 | 9.26 |
| 1456 | 67 | 0.16 | 9.43 |
| 1457 | 55 | 0.13 | 9.56 |
| 1458 | 59 | 0.14 | 9.71 |
| 1459 | 74 | 0.18 | 9.89 |
| 1460 | 93 | 0.23 | 10.11 |
| 1461 | 82 | 0.20 | 10.32 |
| 1462 | 81 | 0.20 | 10.51 |
| 1463 | 110 | 0.27 | 10.78 |
| 1464 | 35 | 0.09 | 10.87 |
| 1465 | 110 | 0.27 | 11.14 |
| 1466 | 109 | 0.27 | 11.40 |
| 1467 | 48 | 0.12 | 11.52 |
| 1468 | 140 | 0.34 | 11.86 |
| 1469 | 96 | 0.23 | 12.10 |
| 1470 | 77 | 0.19 | 12.28 |
| 1471 | 94 | 0.23 | 12.51 |
| 1472 | 127 | 0.31 | 12.82 |
| 1473 | 90 | 0.22 | 13.04 |
| 1474 | 101 | 0.25 | 13.29 |
| 1475 | 124 | 0.30 | 13.59 |
| 1476 | 78 | 0.19 | 13.78 |
| 1477 | 107 | 0.26 | 14.04 |
| 1478 | 158 | 0.39 | 14.43 |
| 1479 | 73 | 0.18 | 14.61 |
| 1480 | 121 | 0.30 | 14.90 |
| 1481 | 127 | 0.31 | 15.21 |
| 1482 | 69 | 0.17 | 15.38 |
| 1483 | 203 | 0.50 | 15.88 |
| 1484 | 128 | 0.31 | 16.19 |
| 1485 | 59 | 0.14 | 16.33 |
| 1486 | 228 | 0.56 | 16.89 |

Table 4.B.37 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1487 | 188 | 0.46 | 17.35 |
| 1488 | 34 | 0.08 | 17.43 |
| 1489 | 255 | 0.62 | 18.06 |
| 1490 | 192 | 0.47 | 18.53 |
| 1491 | 29 | 0.07 | 18.60 |
| 1492 | 313 | 0.76 | 19.36 |
| 1493 | 135 | 0.33 | 19.69 |
| 1494 | 21 | 0.05 | 19.74 |
| 1495 | 367 | 0.90 | 20.64 |
| 1496 | 67 | 0.16 | 20.80 |
| 1497 | 56 | 0.14 | 20.94 |
| 1498 | 378 | 0.92 | 21.86 |
| 1499 | 89 | 0.22 | 22.08 |
| 1500 | 39 | 0.10 | 22.17 |
| 1501 | 411 | 1.00 | 23.18 |
| 1502 | 85 | 0.21 | 23.38 |
| 1503 | 63 | 0.15 | 23.54 |
| 1504 | 439 | 1.07 | 24.61 |
| 1505 | 110 | 0.27 | 24.88 |
| 1506 | 60 | 0.15 | 25.03 |
| 1507 | 414 | 1.01 | 26.04 |
| 1508 | 141 | 0.34 | 26.38 |
| 1509 | 55 | 0.13 | 26.52 |
| 1510 | 417 | 1.02 | 27.53 |
| 1511 | 161 | 0.39 | 27.93 |
| 1512 | 92 | 0.22 | 28.15 |
| 1513 | 516 | 1.26 | 29.41 |
| 1514 | 62 | 0.15 | 29.56 |
| 1515 | 116 | 0.28 | 29.85 |
| 1516 | 516 | 1.26 | 31.11 |
| 1517 | 195 | 0.48 | 31.58 |
| 1518 | 23 | 0.06 | 31.64 |
| 1519 | 497 | 1.21 | 32.85 |
| 1520 | 200 | 0.49 | 33.34 |
| 1521 | 163 | 0.40 | 33.74 |
| 1522 | 433 | 1.06 | 34.80 |
| 1523 | 190 | 0.46 | 35.26 |
| 1524 | 180 | 0.44 | 35.70 |
| 1525 | 343 | 0.84 | 36.54 |

Table 4.B.37 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1526 | 202 | 0.49 | 37.03 |
| 1527 | 179 | 0.44 | 37.47 |
| 1528 | 356 | 0.87 | 38.34 |
| 1529 | 251 | 0.61 | 38.95 |
| 1530 | 320 | 0.78 | 39.73 |
| 1531 | 244 | 0.60 | 40.33 |
| 1532 | 235 | 0.57 | 40.90 |
| 1533 | 328 | 0.80 | 41.70 |
| 1534 | 207 | 0.51 | 42.21 |
| 1535 | 270 | 0.66 | 42.87 |
| 1536 | 396 | 0.97 | 43.83 |
| 1537 | 85 | 0.21 | 44.04 |
| 1538 | 339 | 0.83 | 44.87 |
| 1539 | 444 | 1.08 | 45.95 |
| 1540 | 37 | 0.09 | 46.04 |
| 1541 | 283 | 0.69 | 46.74 |
| 1542 | 572 | 1.40 | 48.13 |
| 1543 | 49 | 0.12 | 48.25 |
| 1544 | 157 | 0.38 | 48.63 |
| 1545 | 566 | 1.38 | 50.02 |
| 1546 | 177 | 0.43 | 50.45 |
| 1547 | 142 | 0.35 | 50.80 |
| 1548 | 497 | 1.21 | 52.01 |
| 1549 | 180 | 0.44 | 52.45 |
| 1550 | 146 | 0.36 | 52.81 |
| 1551 | 524 | 1.28 | 54.09 |
| 1552 | 104 | 0.25 | 54.34 |
| 1553 | 271 | 0.66 | 55.00 |
| 1554 | 435 | 1.06 | 56.06 |
| 1555 | 160 | 0.39 | 56.45 |
| 1556 | 183 | 0.45 | 56.90 |
| 1557 | 535 | 1.31 | 58.21 |
| 1558 | 133 | 0.32 | 58.53 |
| 1559 | 57 | 0.14 | 58.67 |
| 1560 | 583 | 1.42 | 60.10 |
| 1561 | 131 | 0.32 | 60.42 |
| 1562 | 190 | 0.46 | 60.88 |
| 1563 | 489 | 1.19 | 62.07 |
| 1564 | 56 | 0.14 | 62.21 |

Table 4.B.37 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1565 | 347 | 0.85 | 63.06 |
| 1566 | 345 | 0.84 | 63.90 |
| 1567 | 182 | 0.44 | 64.34 |
| 1568 | 94 | 0.23 | 64.57 |
| 1569 | 633 | 1.55 | 66.12 |
| 1570 | 20 | 0.05 | 66.17 |
| 1571 | 250 | 0.61 | 66.78 |
| 1572 | 54 | 0.13 | 66.91 |
| 1573 | 499 | 1.22 | 68.13 |
| 1574 | 140 | 0.34 | 68.47 |
| 1575 | 214 | 0.52 | 68.99 |
| 1576 | 188 | 0.46 | 69.45 |
| 1577 | 322 | 0.79 | 70.24 |
| 1578 | 150 | 0.37 | 70.61 |
| 1579 | 177 | 0.43 | 71.04 |
| 1580 | 218 | 0.53 | 71.57 |
| 1581 | 431 | 1.05 | 72.62 |
| 1582 | 10 | 0.02 | 72.65 |
| 1583 | 385 | 0.94 | 73.59 |
| 1584 | 306 | 0.75 | 74.33 |
| 1585 | 165 | 0.40 | 74.74 |
| 1586 | 30 | 0.07 | 74.81 |
| 1587 | 344 | 0.84 | 75.65 |
| 1588 | 185 | 0.45 | 76.10 |
| 1589 | 281 | 0.69 | 76.79 |
| 1590 | 143 | 0.35 | 77.14 |
| 1591 | 397 | 0.97 | 78.11 |
| 1592 | 6 | 0.01 | 78.12 |
| 1593 | 182 | 0.44 | 78.57 |
| 1594 | 81 | 0.20 | 78.76 |
| 1595 | 327 | 0.80 | 79.56 |
| 1596 | 233 | 0.57 | 80.13 |
| 1597 | 156 | 0.38 | 80.51 |
| 1598 | 31 | 0.08 | 80.59 |
| 1599 | 269 | 0.66 | 81.25 |
| 1600 | 80 | 0.20 | 81.44 |
| 1601 | 315 | 0.77 | 82.21 |
| 1602 | 70 | 0.17 | 82.38 |
| 1603 | 33 | 0.08 | 82.46 |

Table 4.B.37 *(continuation seven)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1604 | 179 | 0.44 | 82.90 |
| 1605 | 287 | 0.70 | 83.60 |
| 1606 | 1 | 0.00 | 83.60 |
| 1607 | 193 | 0.47 | 84.07 |
| 1608 | 40 | 0.10 | 84.17 |
| 1609 | 428 | 1.05 | 85.22 |
| 1610 | 34 | 0.08 | 85.30 |
| 1612 | 21 | 0.05 | 85.35 |
| 1613 | 428 | 1.05 | 86.40 |
| 1614 | 43 | 0.11 | 86.50 |
| 1615 | 135 | 0.33 | 86.83 |
| 1616 | 55 | 0.13 | 86.96 |
| 1617 | 164 | 0.40 | 87.37 |
| 1618 | 19 | 0.05 | 87.41 |
| 1619 | 209 | 0.51 | 87.92 |
| 1620 | 6 | 0.01 | 87.94 |
| 1621 | 296 | 0.72 | 88.66 |
| 1622 | 66 | 0.16 | 88.82 |
| 1623 | 6 | 0.01 | 88.84 |
| 1624 | 164 | 0.40 | 89.24 |
| 1625 | 160 | 0.39 | 89.63 |
| 1626 | 98 | 0.24 | 89.87 |
| 1629 | 58 | 0.14 | 90.01 |
| 1630 | 135 | 0.33 | 90.34 |
| 1631 | 258 | 0.63 | 90.97 |
| 1632 | 13 | 0.03 | 91.00 |
| 1634 | 107 | 0.26 | 91.26 |
| 1635 | 9 | 0.02 | 91.28 |
| 1636 | 133 | 0.32 | 91.61 |
| 1638 | 236 | 0.58 | 92.18 |
| 1641 | 25 | 0.06 | 92.24 |
| 1642 | 96 | 0.23 | 92.48 |
| 1643 | 150 | 0.37 | 92.84 |
| 1644 | 32 | 0.08 | 92.92 |
| 1648 | 245 | 0.60 | 93.52 |
| 1650 | 91 | 0.22 | 93.74 |
| 1651 | 67 | 0.16 | 93.91 |
| 1653 | 108 | 0.26 | 94.17 |
| 1654 | 3 | 0.01 | 94.18 |

Table 4.B.37 *(continuation eight)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1655 | 48 | 0.12 | 94.30 |
| 1658 | 51 | 0.12 | 94.42 |
| 1660 | 202 | 0.49 | 94.91 |
| 1661 | 11 | 0.03 | 94.94 |
| 1662 | 60 | 0.15 | 95.09 |
| 1664 | 1 | 0.00 | 95.09 |
| 1666 | 75 | 0.18 | 95.27 |
| 1667 | 89 | 0.22 | 95.49 |
| 1669 | 11 | 0.03 | 95.52 |
| 1670 | 1 | 0.00 | 95.52 |
| 1671 | 86 | 0.21 | 95.73 |
| 1672 | 42 | 0.10 | 95.83 |
| 1676 | 101 | 0.25 | 96.08 |
| 1677 | 54 | 0.13 | 96.21 |
| 1678 | 12 | 0.03 | 96.24 |
| 1679 | 3 | 0.01 | 96.25 |
| 1682 | 96 | 0.23 | 96.48 |
| 1685 | 8 | 0.02 | 96.50 |
| 1688 | 89 | 0.22 | 96.72 |
| 1689 | 29 | 0.07 | 96.79 |
| 1690 | 18 | 0.04 | 96.83 |
| 1691 | 7 | 0.02 | 96.85 |
| 1694 | 9 | 0.02 | 96.87 |
| 1696 | 78 | 0.19 | 97.06 |
| 1697 | 12 | 0.03 | 97.09 |
| 1700 | 14 | 0.03 | 97.13 |
| 1702 | 4 | 0.01 | 97.14 |
| 1703 | 16 | 0.04 | 97.17 |
| 1705 | 60 | 0.15 | 97.32 |
| 1706 | 18 | 0.04 | 97.37 |
| 1707 | 22 | 0.05 | 97.42 |
| 1710 | 11 | 0.03 | 97.45 |
| 1712 | 4 | 0.01 | 97.46 |
| 1714 | 26 | 0.06 | 97.52 |
| 1718 | 94 | 0.23 | 97.75 |
| 1722 | 47 | 0.11 | 97.86 |
| 1724 | 10 | 0.02 | 97.89 |
| 1726 | 61 | 0.15 | 98.04 |
| 1732 | 49 | 0.12 | 98.16 |

Table 4.B.37 *(continuation nine)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1736 | 26 | 0.06 | 98.22 |
| 1737 | 63 | 0.15 | 98.37 |
| 1741 | 9 | 0.02 | 98.40 |
| 1743 | 2 | 0.00 | 98.40 |
| 1744 | 64 | 0.16 | 98.56 |
| 1746 | 2 | 0.00 | 98.56 |
| 1749 | 2 | 0.00 | 98.57 |
| 1751 | 65 | 0.16 | 98.73 |
| 1752 | 1 | 0.00 | 98.73 |
| 1755 | 2 | 0.00 | 98.73 |
| 1758 | 6 | 0.01 | 98.75 |
| 1761 | 58 | 0.14 | 98.89 |
| 1765 | 10 | 0.02 | 98.91 |
| 1769 | 20 | 0.05 | 98.96 |
| 1773 | 38 | 0.09 | 99.05 |
| 1777 | 18 | 0.04 | 99.10 |
| 1781 | 31 | 0.08 | 99.17 |
| 1782 | 3 | 0.01 | 99.18 |
| 1787 | 29 | 0.07 | 99.25 |
| 1791 | 20 | 0.05 | 99.30 |
| 1792 | 26 | 0.06 | 99.37 |
| 1794 | 1 | 0.00 | 99.37 |
| 1799 | 32 | 0.08 | 99.45 |
| 1806 | 51 | 0.12 | 99.57 |
| 1811 | 3 | 0.01 | 99.58 |
| 1816 | 51 | 0.12 | 99.70 |
| 1825 | 12 | 0.03 | 99.73 |
| 1828 | 38 | 0.09 | 99.82 |
| 1840 | 3 | 0.01 | 99.83 |
| 1846 | 44 | 0.11 | 99.94 |
| 1880 | 14 | 0.03 | 99.97 |
| 1895 | 4 | 0.01 | 99.98 |
| 1950 | 7 | 0.02 | 100.00 |

Table 4.B. Scale Score Frequency Distribution for Overall Score, Grade Eleven

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1267 | 1 | 0.00 | 0.00 |
| 1302 | 1 | 0.00 | 0.01 |
| 1305 | 2 | 0.01 | 0.01 |
| 1308 | 1 | 0.00 | 0.02 |
| 1330 | 1 | 0.00 | 0.02 |
| 1337 | 1 | 0.00 | 0.02 |
| 1342 | 1 | 0.00 | 0.02 |
| 1345 | 2 | 0.01 | 0.03 |
| 1347 | 1 | 0.00 | 0.03 |
| 1349 | 1 | 0.00 | 0.04 |
| 1351 | 1 | 0.00 | 0.04 |
| 1353 | 2 | 0.01 | 0.05 |
| 1356 | 1 | 0.00 | 0.05 |
| 1357 | 11 | 0.03 | 0.08 |
| 1359 | 1 | 0.00 | 0.09 |
| 1360 | 1 | 0.00 | 0.09 |
| 1361 | 5 | 0.02 | 0.10 |
| 1363 | 5 | 0.02 | 0.12 |
| 1364 | 1 | 0.00 | 0.12 |
| 1366 | 3 | 0.01 | 0.13 |
| 1367 | 13 | 0.04 | 0.17 |
| 1368 | 9 | 0.03 | 0.20 |
| 1370 | 2 | 0.01 | 0.21 |
| 1371 | 3 | 0.01 | 0.22 |
| 1373 | 9 | 0.03 | 0.24 |
| 1374 | 3 | 0.01 | 0.25 |
| 1375 | 16 | 0.05 | 0.30 |
| 1377 | 9 | 0.03 | 0.33 |
| 1378 | 6 | 0.02 | 0.35 |
| 1379 | 1 | 0.00 | 0.35 |
| 1380 | 17 | 0.05 | 0.40 |
| 1381 | 24 | 0.07 | 0.48 |
| 1382 | 1 | 0.00 | 0.48 |
| 1383 | 2 | 0.01 | 0.49 |
| 1384 | 11 | 0.03 | 0.52 |
| 1385 | 21 | 0.06 | 0.59 |
| 1386 | 25 | 0.08 | 0.66 |
| 1387 | 5 | 0.02 | 0.68 |
| 1388 | 11 | 0.03 | 0.71 |

Table 4.B.38 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1389 | 18 | 0.06 | 0.77 |
| 1390 | 12 | 0.04 | 0.80 |
| 1391 | 23 | 0.07 | 0.87 |
| 1392 | 32 | 0.10 | 0.97 |
| 1393 | 1 | 0.00 | 0.98 |
| 1394 | 18 | 0.06 | 1.03 |
| 1395 | 25 | 0.08 | 1.11 |
| 1396 | 43 | 0.13 | 1.24 |
| 1397 | 9 | 0.03 | 1.27 |
| 1398 | 27 | 0.08 | 1.35 |
| 1399 | 12 | 0.04 | 1.39 |
| 1400 | 45 | 0.14 | 1.53 |
| 1401 | 8 | 0.02 | 1.55 |
| 1402 | 20 | 0.06 | 1.61 |
| 1403 | 3 | 0.01 | 1.62 |
| 1404 | 58 | 0.18 | 1.80 |
| 1405 | 31 | 0.10 | 1.90 |
| 1406 | 2 | 0.01 | 1.90 |
| 1407 | 30 | 0.09 | 2.00 |
| 1408 | 55 | 0.17 | 2.17 |
| 1410 | 31 | 0.10 | 2.26 |
| 1411 | 42 | 0.13 | 2.39 |
| 1412 | 32 | 0.10 | 2.49 |
| 1413 | 42 | 0.13 | 2.62 |
| 1414 | 27 | 0.08 | 2.70 |
| 1415 | 35 | 0.11 | 2.81 |
| 1416 | 43 | 0.13 | 2.94 |
| 1417 | 21 | 0.06 | 3.01 |
| 1418 | 16 | 0.05 | 3.06 |
| 1419 | 60 | 0.18 | 3.24 |
| 1420 | 25 | 0.08 | 3.32 |
| 1421 | 35 | 0.11 | 3.43 |
| 1422 | 57 | 0.18 | 3.60 |
| 1423 | 19 | 0.06 | 3.66 |
| 1424 | 29 | 0.09 | 3.75 |
| 1425 | 43 | 0.13 | 3.88 |
| 1426 | 24 | 0.07 | 3.96 |
| 1427 | 31 | 0.10 | 4.05 |
| 1428 | 50 | 0.15 | 4.21 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1429 | 23 | 0.07 | 4.28 |
| 1430 | 19 | 0.06 | 4.33 |
| 1431 | 65 | 0.20 | 4.53 |
| 1432 | 23 | 0.07 | 4.61 |
| 1433 | 24 | 0.07 | 4.68 |
| 1434 | 65 | 0.20 | 4.88 |
| 1435 | 30 | 0.09 | 4.97 |
| 1436 | 18 | 0.06 | 5.03 |
| 1437 | 69 | 0.21 | 5.24 |
| 1438 | 38 | 0.12 | 5.36 |
| 1439 | 21 | 0.06 | 5.42 |
| 1440 | 70 | 0.22 | 5.64 |
| 1441 | 28 | 0.09 | 5.72 |
| 1442 | 41 | 0.13 | 5.85 |
| 1443 | 72 | 0.22 | 6.07 |
| 1444 | 9 | 0.03 | 6.10 |
| 1445 | 51 | 0.16 | 6.26 |
| 1446 | 75 | 0.23 | 6.49 |
| 1447 | 38 | 0.12 | 6.61 |
| 1448 | 57 | 0.18 | 6.78 |
| 1449 | 49 | 0.15 | 6.93 |
| 1450 | 51 | 0.16 | 7.09 |
| 1451 | 91 | 0.28 | 7.37 |
| 1452 | 37 | 0.11 | 7.48 |
| 1453 | 50 | 0.15 | 7.64 |
| 1454 | 94 | 0.29 | 7.93 |
| 1455 | 45 | 0.14 | 8.07 |
| 1456 | 60 | 0.18 | 8.25 |
| 1457 | 82 | 0.25 | 8.50 |
| 1458 | 43 | 0.13 | 8.64 |
| 1459 | 94 | 0.29 | 8.92 |
| 1460 | 46 | 0.14 | 9.07 |
| 1461 | 79 | 0.24 | 9.31 |
| 1462 | 74 | 0.23 | 9.54 |
| 1463 | 45 | 0.14 | 9.68 |
| 1464 | 82 | 0.25 | 9.93 |
| 1465 | 40 | 0.12 | 10.05 |
| 1466 | 62 | 0.19 | 10.24 |
| 1467 | 106 | 0.33 | 10.57 |

Table 4.B.38 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1468 | 50 | 0.15 | 10.72 |
| 1469 | 101 | 0.31 | 11.04 |
| 1470 | 71 | 0.22 | 11.25 |
| 1471 | 77 | 0.24 | 11.49 |
| 1472 | 95 | 0.29 | 11.78 |
| 1473 | 68 | 0.21 | 11.99 |
| 1474 | 124 | 0.38 | 12.38 |
| 1475 | 55 | 0.17 | 12.54 |
| 1476 | 98 | 0.30 | 12.85 |
| 1477 | 106 | 0.33 | 13.17 |
| 1478 | 67 | 0.21 | 13.38 |
| 1479 | 163 | 0.50 | 13.88 |
| 1480 | 68 | 0.21 | 14.09 |
| 1481 | 92 | 0.28 | 14.37 |
| 1482 | 138 | 0.43 | 14.80 |
| 1483 | 40 | 0.12 | 14.92 |
| 1484 | 208 | 0.64 | 15.56 |
| 1485 | 61 | 0.19 | 15.75 |
| 1486 | 13 | 0.04 | 15.79 |
| 1487 | 287 | 0.88 | 16.68 |
| 1488 | 55 | 0.17 | 16.85 |
| 1489 | 51 | 0.16 | 17.00 |
| 1490 | 287 | 0.88 | 17.89 |
| 1491 | 41 | 0.13 | 18.01 |
| 1492 | 148 | 0.46 | 18.47 |
| 1493 | 197 | 0.61 | 19.08 |
| 1494 | 19 | 0.06 | 19.13 |
| 1495 | 225 | 0.69 | 19.83 |
| 1496 | 126 | 0.39 | 20.22 |
| 1497 | 36 | 0.11 | 20.33 |
| 1498 | 293 | 0.90 | 21.23 |
| 1499 | 114 | 0.35 | 21.58 |
| 1500 | 123 | 0.38 | 21.96 |
| 1501 | 268 | 0.83 | 22.78 |
| 1502 | 73 | 0.22 | 23.01 |
| 1503 | 240 | 0.74 | 23.75 |
| 1504 | 194 | 0.60 | 24.35 |
| 1505 | 74 | 0.23 | 24.57 |
| 1506 | 286 | 0.88 | 25.46 |

Table 4.B.38 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1507 | 176 | 0.54 | 26.00 |
| 1508 | 39 | 0.12 | 26.12 |
| 1509 | 301 | 0.93 | 27.05 |
| 1510 | 136 | 0.42 | 27.46 |
| 1511 | 108 | 0.33 | 27.80 |
| 1512 | 366 | 1.13 | 28.92 |
| 1513 | 147 | 0.45 | 29.38 |
| 1514 | 128 | 0.39 | 29.77 |
| 1515 | 279 | 0.86 | 30.63 |
| 1516 | 87 | 0.27 | 30.90 |
| 1517 | 207 | 0.64 | 31.54 |
| 1518 | 272 | 0.84 | 32.38 |
| 1519 | 77 | 0.24 | 32.61 |
| 1520 | 259 | 0.80 | 33.41 |
| 1521 | 214 | 0.66 | 34.07 |
| 1522 | 191 | 0.59 | 34.66 |
| 1523 | 220 | 0.68 | 35.34 |
| 1524 | 249 | 0.77 | 36.10 |
| 1525 | 116 | 0.36 | 36.46 |
| 1526 | 330 | 1.02 | 37.48 |
| 1527 | 159 | 0.49 | 37.97 |
| 1528 | 138 | 0.43 | 38.39 |
| 1529 | 295 | 0.91 | 39.30 |
| 1530 | 189 | 0.58 | 39.88 |
| 1531 | 112 | 0.35 | 40.23 |
| 1532 | 247 | 0.76 | 40.99 |
| 1533 | 317 | 0.98 | 41.97 |
| 1534 | 49 | 0.15 | 42.12 |
| 1535 | 212 | 0.65 | 42.77 |
| 1536 | 359 | 1.11 | 43.88 |
| 1537 | 169 | 0.52 | 44.40 |
| 1538 | 63 | 0.19 | 44.59 |
| 1539 | 432 | 1.33 | 45.92 |
| 1540 | 193 | 0.59 | 46.52 |
| 1541 | 108 | 0.33 | 46.85 |
| 1542 | 335 | 1.03 | 47.88 |
| 1543 | 202 | 0.62 | 48.50 |
| 1544 | 99 | 0.30 | 48.81 |
| 1545 | 240 | 0.74 | 49.55 |

Table 4.B.38 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1546 | 292 | 0.90 | 50.45 |
| 1547 | 137 | 0.42 | 50.87 |
| 1548 | 127 | 0.39 | 51.26 |
| 1549 | 291 | 0.90 | 52.16 |
| 1550 | 394 | 1.21 | 53.37 |
| 1551 | 31 | 0.10 | 53.47 |
| 1552 | 261 | 0.80 | 54.27 |
| 1553 | 309 | 0.95 | 55.22 |
| 1554 | 169 | 0.52 | 55.74 |
| 1555 | 129 | 0.40 | 56.14 |
| 1556 | 447 | 1.38 | 57.52 |
| 1557 | 160 | 0.49 | 58.01 |
| 1558 | 114 | 0.35 | 58.36 |
| 1559 | 255 | 0.79 | 59.15 |
| 1560 | 241 | 0.74 | 59.89 |
| 1561 | 142 | 0.44 | 60.33 |
| 1562 | 189 | 0.58 | 60.91 |
| 1563 | 166 | 0.51 | 61.42 |
| 1564 | 244 | 0.75 | 62.17 |
| 1565 | 339 | 1.04 | 63.22 |
| 1566 | 159 | 0.49 | 63.71 |
| 1567 | 20 | 0.06 | 63.77 |
| 1568 | 478 | 1.47 | 65.24 |
| 1569 | 144 | 0.44 | 65.68 |
| 1570 | 28 | 0.09 | 65.77 |
| 1571 | 268 | 0.83 | 66.60 |
| 1572 | 166 | 0.51 | 67.11 |
| 1573 | 187 | 0.58 | 67.68 |
| 1574 | 247 | 0.76 | 68.44 |
| 1575 | 142 | 0.44 | 68.88 |
| 1576 | 60 | 0.18 | 69.07 |
| 1577 | 453 | 1.40 | 70.46 |
| 1578 | 177 | 0.55 | 71.01 |
| 1579 | 42 | 0.13 | 71.14 |
| 1580 | 44 | 0.14 | 71.27 |
| 1581 | 383 | 1.18 | 72.45 |
| 1582 | 211 | 0.65 | 73.10 |
| 1583 | 36 | 0.11 | 73.21 |
| 1584 | 281 | 0.87 | 74.08 |

Table 4.B.38 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1585 | 78 | 0.24 | 74.32 |
| 1586 | 173 | 0.53 | 74.85 |
| 1587 | 243 | 0.75 | 75.60 |
| 1588 | 205 | 0.63 | 76.23 |
| 1589 | 80 | 0.25 | 76.48 |
| 1591 | 356 | 1.10 | 77.58 |
| 1592 | 136 | 0.42 | 77.99 |
| 1593 | 116 | 0.36 | 78.35 |
| 1594 | 36 | 0.11 | 78.46 |
| 1595 | 250 | 0.77 | 79.23 |
| 1596 | 92 | 0.28 | 79.52 |
| 1597 | 205 | 0.63 | 80.15 |
| 1598 | 63 | 0.19 | 80.34 |
| 1599 | 278 | 0.86 | 81.20 |
| 1600 | 16 | 0.05 | 81.25 |
| 1601 | 77 | 0.24 | 81.48 |
| 1602 | 179 | 0.55 | 82.04 |
| 1603 | 178 | 0.55 | 82.58 |
| 1604 | 236 | 0.73 | 83.31 |
| 1605 | 4 | 0.01 | 83.32 |
| 1606 | 21 | 0.06 | 83.39 |
| 1607 | 119 | 0.37 | 83.76 |
| 1608 | 228 | 0.70 | 84.46 |
| 1609 | 166 | 0.51 | 84.97 |
| 1610 | 40 | 0.12 | 85.09 |
| 1611 | 4 | 0.01 | 85.10 |
| 1612 | 250 | 0.77 | 85.87 |
| 1613 | 41 | 0.13 | 86.00 |
| 1614 | 9 | 0.03 | 86.03 |
| 1615 | 168 | 0.52 | 86.55 |
| 1616 | 184 | 0.57 | 87.11 |
| 1617 | 130 | 0.40 | 87.51 |
| 1618 | 46 | 0.14 | 87.66 |
| 1619 | 33 | 0.10 | 87.76 |
| 1620 | 57 | 0.18 | 87.93 |
| 1621 | 102 | 0.31 | 88.25 |
| 1622 | 105 | 0.32 | 88.57 |
| 1623 | 132 | 0.41 | 88.98 |
| 1624 | 121 | 0.37 | 89.35 |

Table 4.B.38 *(continuation seven)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1626 | 149 | 0.46 | 89.81 |
| 1627 | 7 | 0.02 | 89.83 |
| 1628 | 63 | 0.19 | 90.02 |
| 1629 | 51 | 0.16 | 90.18 |
| 1630 | 163 | 0.50 | 90.68 |
| 1631 | 4 | 0.01 | 90.70 |
| 1632 | 114 | 0.35 | 91.05 |
| 1633 | 103 | 0.32 | 91.36 |
| 1635 | 41 | 0.13 | 91.49 |
| 1636 | 43 | 0.13 | 91.62 |
| 1638 | 172 | 0.53 | 92.15 |
| 1639 | 108 | 0.33 | 92.49 |
| 1640 | 64 | 0.20 | 92.68 |
| 1641 | 40 | 0.12 | 92.81 |
| 1644 | 151 | 0.47 | 93.27 |
| 1645 | 27 | 0.08 | 93.35 |
| 1647 | 89 | 0.27 | 93.63 |
| 1649 | 117 | 0.36 | 93.99 |
| 1650 | 11 | 0.03 | 94.02 |
| 1651 | 136 | 0.42 | 94.44 |
| 1653 | 16 | 0.05 | 94.49 |
| 1654 | 70 | 0.22 | 94.71 |
| 1657 | 14 | 0.04 | 94.75 |
| 1658 | 88 | 0.27 | 95.02 |
| 1659 | 70 | 0.22 | 95.24 |
| 1660 | 95 | 0.29 | 95.53 |
| 1663 | 2 | 0.01 | 95.54 |
| 1664 | 24 | 0.07 | 95.61 |
| 1666 | 24 | 0.07 | 95.68 |
| 1667 | 79 | 0.24 | 95.93 |
| 1669 | 31 | 0.10 | 96.02 |
| 1670 | 69 | 0.21 | 96.24 |
| 1673 | 44 | 0.14 | 96.37 |
| 1675 | 104 | 0.32 | 96.69 |
| 1676 | 1 | 0.00 | 96.69 |
| 1678 | 43 | 0.13 | 96.83 |
| 1679 | 9 | 0.03 | 96.85 |
| 1682 | 1 | 0.00 | 96.86 |
| 1684 | 61 | 0.19 | 97.05 |

Table 4.B.38 *(continuation eight)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1685 | 13 | 0.04 | 97.09 |
| 1686 | 65 | 0.20 | 97.29 |
| 1687 | 38 | 0.12 | 97.40 |
| 1690 | 2 | 0.01 | 97.41 |
| 1691 | 63 | 0.19 | 97.60 |
| 1693 | 19 | 0.06 | 97.66 |
| 1697 | 6 | 0.02 | 97.68 |
| 1700 | 69 | 0.21 | 97.89 |
| 1702 | 30 | 0.09 | 97.99 |
| 1703 | 53 | 0.16 | 98.15 |
| 1707 | 9 | 0.03 | 98.18 |
| 1711 | 60 | 0.18 | 98.36 |
| 1714 | 29 | 0.09 | 98.45 |
| 1715 | 10 | 0.03 | 98.48 |
| 1720 | 12 | 0.04 | 98.52 |
| 1723 | 1 | 0.00 | 98.52 |
| 1725 | 22 | 0.07 | 98.59 |
| 1727 | 30 | 0.09 | 98.68 |
| 1730 | 27 | 0.08 | 98.76 |
| 1731 | 23 | 0.07 | 98.84 |
| 1733 | 3 | 0.01 | 98.84 |
| 1738 | 26 | 0.08 | 98.92 |
| 1739 | 5 | 0.02 | 98.94 |
| 1745 | 6 | 0.02 | 98.96 |
| 1746 | 32 | 0.10 | 99.06 |
| 1747 | 1 | 0.00 | 99.06 |
| 1753 | 4 | 0.01 | 99.07 |
| 1755 | 21 | 0.06 | 99.14 |
| 1757 | 36 | 0.11 | 99.25 |
| 1762 | 17 | 0.05 | 99.30 |
| 1767 | 3 | 0.01 | 99.31 |
| 1768 | 2 | 0.01 | 99.32 |
| 1771 | 3 | 0.01 | 99.33 |
| 1774 | 44 | 0.14 | 99.46 |
| 1780 | 4 | 0.01 | 99.47 |
| 1782 | 2 | 0.01 | 99.48 |
| 1785 | 6 | 0.02 | 99.50 |
| 1790 | 18 | 0.06 | 99.55 |
| 1791 | 11 | 0.03 | 99.59 |

Table 4.B.38 *(continuation nine)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1798 | 4 | 0.01 | 99.60 |
| 1801 | 25 | 0.08 | 99.68 |
| 1803 | 2 | 0.01 | 99.68 |
| 1806 | 6 | 0.02 | 99.70 |
| 1815 | 18 | 0.06 | 99.76 |
| 1817 | 13 | 0.04 | 99.80 |
| 1819 | 6 | 0.02 | 99.82 |
| 1834 | 9 | 0.03 | 99.84 |
| 1844 | 6 | 0.02 | 99.86 |
| 1861 | 27 | 0.08 | 99.94 |
| 1890 | 9 | 0.03 | 99.97 |
| 1921 | 7 | 0.02 | 99.99 |
| 1950 | 2 | 0.01 | 100.00 |

Table 4.B. Scale Score Frequency Distribution for Overall Score, Grade Twelve

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1150 | 1 | 0.00 | 0.00 |
| 1294 | 1 | 0.00 | 0.01 |
| 1298 | 1 | 0.00 | 0.01 |
| 1321 | 1 | 0.00 | 0.02 |
| 1324 | 1 | 0.00 | 0.02 |
| 1326 | 1 | 0.00 | 0.03 |
| 1335 | 1 | 0.00 | 0.03 |
| 1337 | 1 | 0.00 | 0.03 |
| 1338 | 1 | 0.00 | 0.04 |
| 1342 | 1 | 0.00 | 0.04 |
| 1352 | 1 | 0.00 | 0.05 |
| 1357 | 1 | 0.00 | 0.05 |
| 1360 | 1 | 0.00 | 0.06 |
| 1361 | 3 | 0.01 | 0.07 |
| 1363 | 4 | 0.02 | 0.09 |
| 1364 | 2 | 0.01 | 0.09 |
| 1366 | 1 | 0.00 | 0.10 |
| 1367 | 4 | 0.02 | 0.12 |
| 1368 | 3 | 0.01 | 0.13 |
| 1370 | 2 | 0.01 | 0.14 |
| 1371 | 4 | 0.02 | 0.16 |
| 1373 | 2 | 0.01 | 0.16 |
| 1374 | 3 | 0.01 | 0.18 |
| 1375 | 8 | 0.03 | 0.21 |
| 1377 | 10 | 0.04 | 0.25 |
| 1378 | 3 | 0.01 | 0.27 |
| 1379 | 5 | 0.02 | 0.29 |
| 1380 | 11 | 0.05 | 0.34 |
| 1381 | 10 | 0.04 | 0.38 |
| 1383 | 1 | 0.00 | 0.38 |
| 1384 | 3 | 0.01 | 0.40 |
| 1385 | 13 | 0.06 | 0.45 |
| 1386 | 10 | 0.04 | 0.50 |
| 1387 | 2 | 0.01 | 0.50 |
| 1388 | 6 | 0.03 | 0.53 |
| 1389 | 7 | 0.03 | 0.56 |
| 1390 | 7 | 0.03 | 0.59 |
| 1391 | 5 | 0.02 | 0.61 |
| 1392 | 16 | 0.07 | 0.68 |

Table 4.B.39 *(continuation one)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1393 | 1 | 0.00 | 0.69 |
| 1394 | 8 | 0.03 | 0.72 |
| 1395 | 13 | 0.06 | 0.78 |
| 1396 | 27 | 0.12 | 0.89 |
| 1397 | 3 | 0.01 | 0.91 |
| 1398 | 15 | 0.06 | 0.97 |
| 1399 | 4 | 0.02 | 0.99 |
| 1400 | 33 | 0.14 | 1.13 |
| 1401 | 2 | 0.01 | 1.14 |
| 1402 | 21 | 0.09 | 1.23 |
| 1403 | 3 | 0.01 | 1.24 |
| 1404 | 32 | 0.14 | 1.38 |
| 1405 | 14 | 0.06 | 1.44 |
| 1406 | 3 | 0.01 | 1.45 |
| 1407 | 12 | 0.05 | 1.51 |
| 1408 | 38 | 0.16 | 1.67 |
| 1409 | 1 | 0.00 | 1.67 |
| 1410 | 18 | 0.08 | 1.75 |
| 1411 | 19 | 0.08 | 1.83 |
| 1412 | 14 | 0.06 | 1.89 |
| 1413 | 18 | 0.08 | 1.97 |
| 1414 | 11 | 0.05 | 2.02 |
| 1415 | 24 | 0.10 | 2.12 |
| 1416 | 29 | 0.13 | 2.25 |
| 1417 | 11 | 0.05 | 2.30 |
| 1418 | 12 | 0.05 | 2.35 |
| 1419 | 27 | 0.12 | 2.46 |
| 1420 | 14 | 0.06 | 2.52 |
| 1421 | 19 | 0.08 | 2.61 |
| 1422 | 39 | 0.17 | 2.77 |
| 1423 | 8 | 0.03 | 2.81 |
| 1424 | 20 | 0.09 | 2.90 |
| 1425 | 33 | 0.14 | 3.04 |
| 1426 | 18 | 0.08 | 3.12 |
| 1427 | 19 | 0.08 | 3.20 |
| 1428 | 36 | 0.16 | 3.35 |
| 1429 | 18 | 0.08 | 3.43 |
| 1430 | 21 | 0.09 | 3.52 |
| 1431 | 51 | 0.22 | 3.74 |

Table 4.B.39 *(continuation two)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1432 | 9 | 0.04 | 3.78 |
| 1433 | 20 | 0.09 | 3.87 |
| 1434 | 34 | 0.15 | 4.01 |
| 1435 | 13 | 0.06 | 4.07 |
| 1436 | 9 | 0.04 | 4.11 |
| 1437 | 47 | 0.20 | 4.31 |
| 1438 | 24 | 0.10 | 4.41 |
| 1439 | 20 | 0.09 | 4.50 |
| 1440 | 47 | 0.20 | 4.70 |
| 1441 | 21 | 0.09 | 4.79 |
| 1442 | 30 | 0.13 | 4.92 |
| 1443 | 52 | 0.22 | 5.15 |
| 1444 | 4 | 0.02 | 5.17 |
| 1445 | 37 | 0.16 | 5.33 |
| 1446 | 44 | 0.19 | 5.52 |
| 1447 | 26 | 0.11 | 5.63 |
| 1448 | 41 | 0.18 | 5.80 |
| 1449 | 36 | 0.16 | 5.96 |
| 1450 | 28 | 0.12 | 6.08 |
| 1451 | 44 | 0.19 | 6.27 |
| 1452 | 35 | 0.15 | 6.42 |
| 1453 | 43 | 0.19 | 6.61 |
| 1454 | 54 | 0.23 | 6.84 |
| 1455 | 16 | 0.07 | 6.91 |
| 1456 | 44 | 0.19 | 7.10 |
| 1457 | 36 | 0.16 | 7.25 |
| 1458 | 25 | 0.11 | 7.36 |
| 1459 | 57 | 0.25 | 7.61 |
| 1460 | 35 | 0.15 | 7.76 |
| 1461 | 53 | 0.23 | 7.99 |
| 1462 | 55 | 0.24 | 8.23 |
| 1463 | 25 | 0.11 | 8.33 |
| 1464 | 63 | 0.27 | 8.61 |
| 1465 | 42 | 0.18 | 8.79 |
| 1466 | 41 | 0.18 | 8.96 |
| 1467 | 80 | 0.35 | 9.31 |
| 1468 | 31 | 0.13 | 9.44 |
| 1469 | 64 | 0.28 | 9.72 |
| 1470 | 55 | 0.24 | 9.96 |

Table 4.B.39 *(continuation three)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1471 | 56 | 0.24 | 10.20 |
| 1472 | 74 | 0.32 | 10.52 |
| 1473 | 51 | 0.22 | 10.74 |
| 1474 | 91 | 0.39 | 11.13 |
| 1475 | 38 | 0.16 | 11.29 |
| 1476 | 62 | 0.27 | 11.56 |
| 1477 | 86 | 0.37 | 11.93 |
| 1478 | 52 | 0.22 | 12.16 |
| 1479 | 110 | 0.47 | 12.63 |
| 1480 | 54 | 0.23 | 12.86 |
| 1481 | 68 | 0.29 | 13.16 |
| 1482 | 105 | 0.45 | 13.61 |
| 1483 | 32 | 0.14 | 13.75 |
| 1484 | 146 | 0.63 | 14.38 |
| 1485 | 71 | 0.31 | 14.69 |
| 1486 | 20 | 0.09 | 14.77 |
| 1487 | 175 | 0.76 | 15.53 |
| 1488 | 44 | 0.19 | 15.72 |
| 1489 | 44 | 0.19 | 15.91 |
| 1490 | 173 | 0.75 | 16.65 |
| 1491 | 35 | 0.15 | 16.80 |
| 1492 | 117 | 0.50 | 17.31 |
| 1493 | 128 | 0.55 | 17.86 |
| 1494 | 9 | 0.04 | 17.90 |
| 1495 | 167 | 0.72 | 18.62 |
| 1496 | 92 | 0.40 | 19.02 |
| 1497 | 15 | 0.06 | 19.08 |
| 1498 | 191 | 0.82 | 19.91 |
| 1499 | 73 | 0.32 | 20.22 |
| 1500 | 61 | 0.26 | 20.49 |
| 1501 | 168 | 0.73 | 21.21 |
| 1502 | 42 | 0.18 | 21.39 |
| 1503 | 148 | 0.64 | 22.03 |
| 1504 | 131 | 0.57 | 22.60 |
| 1505 | 56 | 0.24 | 22.84 |
| 1506 | 188 | 0.81 | 23.65 |
| 1507 | 103 | 0.44 | 24.09 |
| 1508 | 30 | 0.13 | 24.22 |
| 1509 | 198 | 0.85 | 25.08 |

Table 4.B.39 *(continuation four)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1510 | 107 | 0.46 | 25.54 |
| 1511 | 56 | 0.24 | 25.78 |
| 1512 | 186 | 0.80 | 26.58 |
| 1513 | 85 | 0.37 | 26.95 |
| 1514 | 88 | 0.38 | 27.33 |
| 1515 | 166 | 0.72 | 28.05 |
| 1516 | 82 | 0.35 | 28.40 |
| 1517 | 122 | 0.53 | 28.93 |
| 1518 | 179 | 0.77 | 29.70 |
| 1519 | 46 | 0.20 | 29.90 |
| 1520 | 187 | 0.81 | 30.71 |
| 1521 | 151 | 0.65 | 31.36 |
| 1522 | 128 | 0.55 | 31.91 |
| 1523 | 135 | 0.58 | 32.49 |
| 1524 | 191 | 0.82 | 33.32 |
| 1525 | 76 | 0.33 | 33.64 |
| 1526 | 213 | 0.92 | 34.56 |
| 1527 | 105 | 0.45 | 35.02 |
| 1528 | 89 | 0.38 | 35.40 |
| 1529 | 213 | 0.92 | 36.32 |
| 1530 | 140 | 0.60 | 36.92 |
| 1531 | 90 | 0.39 | 37.31 |
| 1532 | 169 | 0.73 | 38.04 |
| 1533 | 216 | 0.93 | 38.97 |
| 1534 | 33 | 0.14 | 39.12 |
| 1535 | 161 | 0.69 | 39.81 |
| 1536 | 213 | 0.92 | 40.73 |
| 1537 | 98 | 0.42 | 41.15 |
| 1538 | 60 | 0.26 | 41.41 |
| 1539 | 310 | 1.34 | 42.75 |
| 1540 | 137 | 0.59 | 43.34 |
| 1541 | 88 | 0.38 | 43.72 |
| 1542 | 229 | 0.99 | 44.71 |
| 1543 | 147 | 0.63 | 45.34 |
| 1544 | 70 | 0.30 | 45.65 |
| 1545 | 165 | 0.71 | 46.36 |
| 1546 | 185 | 0.80 | 47.16 |
| 1547 | 93 | 0.40 | 47.56 |
| 1548 | 102 | 0.44 | 48.00 |

Table 4.B.39 *(continuation five)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1549 | 227 | 0.98 | 48.98 |
| 1550 | 286 | 1.23 | 50.21 |
| 1551 | 24 | 0.10 | 50.32 |
| 1552 | 155 | 0.67 | 50.98 |
| 1553 | 180 | 0.78 | 51.76 |
| 1554 | 95 | 0.41 | 52.17 |
| 1555 | 100 | 0.43 | 52.60 |
| 1556 | 300 | 1.29 | 53.90 |
| 1557 | 121 | 0.52 | 54.42 |
| 1558 | 83 | 0.36 | 54.78 |
| 1559 | 190 | 0.82 | 55.60 |
| 1560 | 187 | 0.81 | 56.40 |
| 1561 | 108 | 0.47 | 56.87 |
| 1562 | 121 | 0.52 | 57.39 |
| 1563 | 125 | 0.54 | 57.93 |
| 1564 | 177 | 0.76 | 58.70 |
| 1565 | 254 | 1.10 | 59.79 |
| 1566 | 125 | 0.54 | 60.33 |
| 1567 | 19 | 0.08 | 60.41 |
| 1568 | 353 | 1.52 | 61.94 |
| 1569 | 115 | 0.50 | 62.43 |
| 1570 | 21 | 0.09 | 62.52 |
| 1571 | 196 | 0.85 | 63.37 |
| 1572 | 115 | 0.50 | 63.87 |
| 1573 | 139 | 0.60 | 64.47 |
| 1574 | 190 | 0.82 | 65.29 |
| 1575 | 75 | 0.32 | 65.61 |
| 1576 | 32 | 0.14 | 65.75 |
| 1577 | 361 | 1.56 | 67.31 |
| 1578 | 116 | 0.50 | 67.81 |
| 1579 | 29 | 0.13 | 67.93 |
| 1580 | 23 | 0.10 | 68.03 |
| 1581 | 257 | 1.11 | 69.14 |
| 1582 | 185 | 0.80 | 69.94 |
| 1583 | 22 | 0.09 | 70.03 |
| 1584 | 194 | 0.84 | 70.87 |
| 1585 | 60 | 0.26 | 71.13 |
| 1586 | 126 | 0.54 | 71.67 |
| 1587 | 163 | 0.70 | 72.38 |

Table 4.B.39 *(continuation six)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1588 | 171 | 0.74 | 73.11 |
| 1589 | 52 | 0.22 | 73.34 |
| 1590 | 1 | 0.00 | 73.34 |
| 1591 | 260 | 1.12 | 74.46 |
| 1592 | 123 | 0.53 | 75.00 |
| 1593 | 97 | 0.42 | 75.41 |
| 1594 | 37 | 0.16 | 75.57 |
| 1595 | 197 | 0.85 | 76.42 |
| 1596 | 81 | 0.35 | 76.77 |
| 1597 | 129 | 0.56 | 77.33 |
| 1598 | 39 | 0.17 | 77.50 |
| 1599 | 226 | 0.98 | 78.47 |
| 1600 | 17 | 0.07 | 78.55 |
| 1601 | 46 | 0.20 | 78.75 |
| 1602 | 128 | 0.55 | 79.30 |
| 1603 | 114 | 0.49 | 79.79 |
| 1604 | 198 | 0.85 | 80.64 |
| 1605 | 4 | 0.02 | 80.66 |
| 1606 | 39 | 0.17 | 80.83 |
| 1607 | 110 | 0.47 | 81.31 |
| 1608 | 175 | 0.76 | 82.06 |
| 1609 | 122 | 0.53 | 82.59 |
| 1610 | 39 | 0.17 | 82.76 |
| 1611 | 5 | 0.02 | 82.78 |
| 1612 | 219 | 0.95 | 83.72 |
| 1613 | 47 | 0.20 | 83.92 |
| 1614 | 10 | 0.04 | 83.97 |
| 1615 | 135 | 0.58 | 84.55 |
| 1616 | 129 | 0.56 | 85.11 |
| 1617 | 117 | 0.50 | 85.61 |
| 1618 | 36 | 0.16 | 85.77 |
| 1619 | 25 | 0.11 | 85.88 |
| 1620 | 47 | 0.20 | 86.08 |
| 1621 | 109 | 0.47 | 86.55 |
| 1622 | 75 | 0.32 | 86.87 |
| 1623 | 119 | 0.51 | 87.39 |
| 1624 | 96 | 0.41 | 87.80 |
| 1626 | 113 | 0.49 | 88.29 |
| 1627 | 1 | 0.00 | 88.29 |

Table 4.B.39 *(continuation seven)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1628 | 59 | 0.25 | 88.55 |
| 1629 | 47 | 0.20 | 88.75 |
| 1630 | 122 | 0.53 | 89.28 |
| 1631 | 2 | 0.01 | 89.28 |
| 1632 | 107 | 0.46 | 89.75 |
| 1633 | 79 | 0.34 | 90.09 |
| 1635 | 35 | 0.15 | 90.24 |
| 1636 | 27 | 0.12 | 90.35 |
| 1638 | 149 | 0.64 | 91.00 |
| 1639 | 70 | 0.30 | 91.30 |
| 1640 | 46 | 0.20 | 91.50 |
| 1641 | 49 | 0.21 | 91.71 |
| 1644 | 120 | 0.52 | 92.23 |
| 1645 | 14 | 0.06 | 92.29 |
| 1647 | 68 | 0.29 | 92.58 |
| 1649 | 96 | 0.41 | 93.00 |
| 1650 | 7 | 0.03 | 93.03 |
| 1651 | 93 | 0.40 | 93.43 |
| 1653 | 14 | 0.06 | 93.49 |
| 1654 | 73 | 0.32 | 93.80 |
| 1657 | 11 | 0.05 | 93.85 |
| 1658 | 68 | 0.29 | 94.14 |
| 1659 | 61 | 0.26 | 94.41 |
| 1660 | 82 | 0.35 | 94.76 |
| 1663 | 2 | 0.01 | 94.77 |
| 1664 | 19 | 0.08 | 94.85 |
| 1666 | 24 | 0.10 | 94.96 |
| 1667 | 54 | 0.23 | 95.19 |
| 1669 | 27 | 0.12 | 95.30 |
| 1670 | 50 | 0.22 | 95.52 |
| 1673 | 27 | 0.12 | 95.64 |
| 1675 | 102 | 0.44 | 96.08 |
| 1678 | 34 | 0.15 | 96.22 |
| 1679 | 8 | 0.03 | 96.26 |
| 1684 | 45 | 0.19 | 96.45 |
| 1685 | 14 | 0.06 | 96.51 |
| 1686 | 54 | 0.23 | 96.75 |
| 1687 | 25 | 0.11 | 96.85 |
| 1690 | 1 | 0.00 | 96.86 |

Table 4.B.39 *(continuation eight)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1691 | 49 | 0.21 | 97.07 |
| 1693 | 12 | 0.05 | 97.12 |
| 1697 | 1 | 0.00 | 97.13 |
| 1700 | 49 | 0.21 | 97.34 |
| 1702 | 22 | 0.09 | 97.43 |
| 1703 | 51 | 0.22 | 97.65 |
| 1707 | 6 | 0.03 | 97.68 |
| 1711 | 59 | 0.25 | 97.93 |
| 1714 | 26 | 0.11 | 98.05 |
| 1715 | 8 | 0.03 | 98.08 |
| 1720 | 18 | 0.08 | 98.16 |
| 1723 | 1 | 0.00 | 98.16 |
| 1725 | 15 | 0.06 | 98.23 |
| 1727 | 35 | 0.15 | 98.38 |
| 1730 | 26 | 0.11 | 98.49 |
| 1731 | 23 | 0.10 | 98.59 |
| 1733 | 3 | 0.01 | 98.60 |
| 1738 | 20 | 0.09 | 98.69 |
| 1739 | 2 | 0.01 | 98.70 |
| 1745 | 3 | 0.01 | 98.71 |
| 1746 | 24 | 0.10 | 98.81 |
| 1747 | 1 | 0.00 | 98.82 |
| 1750 | 2 | 0.01 | 98.83 |
| 1752 | 2 | 0.01 | 98.83 |
| 1753 | 10 | 0.04 | 98.88 |
| 1755 | 31 | 0.13 | 99.01 |
| 1757 | 32 | 0.14 | 99.15 |
| 1762 | 12 | 0.05 | 99.20 |
| 1763 | 1 | 0.00 | 99.21 |
| 1767 | 1 | 0.00 | 99.21 |
| 1768 | 1 | 0.00 | 99.21 |
| 1771 | 2 | 0.01 | 99.22 |
| 1774 | 34 | 0.15 | 99.37 |
| 1775 | 1 | 0.00 | 99.37 |
| 1780 | 4 | 0.02 | 99.39 |
| 1782 | 2 | 0.01 | 99.40 |
| 1785 | 1 | 0.00 | 99.40 |
| 1790 | 12 | 0.05 | 99.46 |
| 1791 | 11 | 0.05 | 99.50 |

Table 4.B.39 *(continuation nine)*

|  |  |  |  |
| --- | --- | --- | --- |
| Scale Score | Frequency | Percent | Cumulative Percent |
| 1798 | 3 | 0.01 | 99.52 |
| 1801 | 15 | 0.06 | 99.58 |
| 1803 | 1 | 0.00 | 99.59 |
| 1806 | 13 | 0.06 | 99.64 |
| 1815 | 9 | 0.04 | 99.68 |
| 1817 | 10 | 0.04 | 99.72 |
| 1819 | 5 | 0.02 | 99.75 |
| 1834 | 7 | 0.03 | 99.78 |
| 1844 | 2 | 0.01 | 99.78 |
| 1861 | 34 | 0.15 | 99.93 |
| 1890 | 5 | 0.02 | 99.95 |
| 1921 | 8 | 0.03 | 99.99 |
| 1950 | 3 | 0.01 | 100.00 |

### Appendix 4.C: Means and Standard Deviations of Scale Scores by Demographic Student Group

**Note:** In table 4.C.1 through table 4.C.13, to protect privacy, when the number of students in a student group is 10 or fewer, the summary statistics of scale scores and proficiency levels are not reported, but are replaced by “N/A.”

Table 4.C. Mean and Standard Deviation of Overall, Written Language, and Oral Language Scale Scores by Student Group, Kindergarten

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| All | 115,536 | 1415 | 71 | 1427 | 70 | 1386 | 98 |
| Male | 60,704 | 1409 | 72 | 1421 | 72 | 1382 | 97 |
| Female | 54,829 | 1421 | 70 | 1434 | 68 | 1391 | 99 |
| Nonbinary | 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 188 | 1417 | 80 | 1427 | 79 | 1393 | 111 |
| Asian | 15,872 | 1447 | 80 | 1447 | 75 | 1447 | 122 |
| Native Hawaiian or Other Pacific Islander | 216 | 1421 | 68 | 1431 | 64 | 1396 | 100 |
| Filipino | 817 | 1445 | 68 | 1446 | 62 | 1443 | 111 |
| Hispanic or Latino | 90,529 | 1408 | 67 | 1423 | 68 | 1372 | 86 |
| Black or African American | 553 | 1432 | 81 | 1441 | 80 | 1412 | 110 |
| White | 5,623 | 1433 | 77 | 1440 | 77 | 1415 | 107 |
| Two or more races | 1,738 | 1427 | 84 | 1435 | 82 | 1407 | 116 |
| No special education services | 103,940 | 1419 | 69 | 1431 | 68 | 1390 | 98 |
| Special education services | 11,596 | 1379 | 77 | 1392 | 81 | 1350 | 91 |
| Not economically disadvantaged | 27,098 | 1436 | 80 | 1442 | 76 | 1420 | 117 |
| Economically disadvantaged | 88,438 | 1409 | 67 | 1423 | 68 | 1376 | 89 |
| In U.S. schools less than 12 months | 86,135 | 1405 | 68 | 1419 | 69 | 1373 | 90 |
| In U.S. schools 12 months or more | 27,539 | 1447 | 71 | 1455 | 67 | 1429 | 110 |
| Duration unknown | 1,862 | 1394 | 72 | 1409 | 76 | 1358 | 84 |
| Migrant education | 2,404 | 1382 | 74 | 1396 | 80 | 1350 | 82 |
| Not migrant education | 113,132 | 1416 | 71 | 1428 | 70 | 1387 | 98 |
| Military | 554 | 1425 | 73 | 1437 | 73 | 1397 | 101 |
| Not military | 114,982 | 1415 | 71 | 1427 | 70 | 1386 | 98 |
| Homeless | 3,360 | 1394 | 70 | 1409 | 74 | 1359 | 83 |
| Not homeless | 112,176 | 1416 | 71 | 1428 | 70 | 1387 | 98 |

Table 4.C.1 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| American Indian or Alaska Native—Not economically disadvantaged | 60 | 1452 | 78 | 1457 | 76 | 1440 | 115 |
| American Indian or Alaska Native—Economically disadvantaged | 128 | 1401 | 76 | 1413 | 77 | 1371 | 102 |
| Asian—Not economically disadvantaged | 8,772 | 1464 | 80 | 1460 | 75 | 1474 | 127 |
| Asian—Economically disadvantaged | 7,100 | 1426 | 75 | 1430 | 72 | 1415 | 109 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 55 | 1445 | 89 | 1448 | 83 | 1437 | 132 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 161 | 1413 | 57 | 1425 | 56 | 1382 | 83 |
| Filipino—Not economically disadvantaged | 412 | 1448 | 67 | 1447 | 61 | 1448 | 111 |
| Filipino—Economically disadvantaged | 405 | 1443 | 69 | 1445 | 63 | 1438 | 111 |
| Hispanic or Latino—Not economically disadvantaged | 14,593 | 1415 | 73 | 1428 | 74 | 1382 | 95 |
| Hispanic or Latino—Economically disadvantaged | 75,936 | 1406 | 65 | 1421 | 67 | 1371 | 84 |
| Black or African American—Not economically disadvantaged | 121 | 1431 | 86 | 1437 | 87 | 1418 | 106 |
| Black or African American—Economically disadvantaged | 432 | 1433 | 79 | 1442 | 78 | 1411 | 111 |
| White—Not economically disadvantaged | 2,355 | 1452 | 80 | 1458 | 78 | 1440 | 116 |
| White—Economically disadvantaged | 3,268 | 1419 | 72 | 1428 | 73 | 1398 | 97 |
| Two or more races—Not economically disadvantaged | 730 | 1455 | 93 | 1457 | 90 | 1449 | 132 |
| Two or more races—Economically disadvantaged | 1,008 | 1406 | 70 | 1419 | 70 | 1376 | 93 |

Table 4.C. Mean and Standard Deviation of Overall, Written Language, and Oral Language Scale Scores by Student Group, Grade One

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| All | 103,912 | 1439 | 66 | 1455 | 64 | 1422 | 84 |
| Male | 54,989 | 1435 | 68 | 1452 | 66 | 1418 | 86 |
| Female | 48,921 | 1443 | 64 | 1458 | 61 | 1427 | 82 |
| Nonbinary | 2 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 152 | 1441 | 76 | 1456 | 69 | 1426 | 98 |
| Asian | 13,912 | 1478 | 73 | 1476 | 70 | 1479 | 92 |
| Native Hawaiian or Other Pacific Islander | 244 | 1442 | 64 | 1452 | 61 | 1431 | 86 |
| Filipino | 880 | 1479 | 64 | 1471 | 61 | 1486 | 83 |
| Hispanic or Latino | 81,397 | 1430 | 61 | 1450 | 61 | 1410 | 77 |
| Black or African American | 481 | 1458 | 59 | 1470 | 57 | 1446 | 79 |
| White | 5,326 | 1460 | 71 | 1469 | 72 | 1451 | 87 |
| Two or more races | 1,520 | 1457 | 78 | 1468 | 78 | 1445 | 95 |
| No special education services | 92,954 | 1443 | 64 | 1459 | 62 | 1427 | 82 |
| Special education services | 10,958 | 1402 | 72 | 1422 | 72 | 1383 | 90 |
| Not economically disadvantaged | 21,109 | 1467 | 74 | 1474 | 71 | 1459 | 93 |
| Economically disadvantaged | 82,803 | 1432 | 62 | 1450 | 61 | 1413 | 79 |
| In U.S. schools less than 12 months | 3,730 | 1383 | 103 | 1389 | 111 | 1376 | 112 |
| In U.S. schools 12 months or more | 99,580 | 1441 | 63 | 1457 | 60 | 1424 | 82 |
| Duration unknown | 602 | 1416 | 81 | 1436 | 82 | 1397 | 97 |
| Migrant education | 2,401 | 1408 | 70 | 1428 | 75 | 1387 | 83 |
| Not migrant education | 101,511 | 1440 | 66 | 1455 | 63 | 1423 | 84 |
| Military | 608 | 1452 | 60 | 1468 | 56 | 1435 | 79 |
| Not military | 103,304 | 1439 | 66 | 1455 | 64 | 1422 | 84 |
| Homeless | 3,767 | 1413 | 70 | 1434 | 74 | 1392 | 84 |
| Not homeless | 100,145 | 1440 | 66 | 1456 | 63 | 1424 | 84 |

Table 4.C.2 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| American Indian or Alaska Native—Not economically disadvantaged | 42 | 1482 | 83 | 1485 | 62 | 1480 | 113 |
| American Indian or Alaska Native—Economically disadvantaged | 110 | 1426 | 68 | 1445 | 69 | 1406 | 84 |
| Asian—Not economically disadvantaged | 7,109 | 1498 | 69 | 1491 | 68 | 1504 | 88 |
| Asian—Economically disadvantaged | 6,803 | 1456 | 71 | 1459 | 68 | 1453 | 88 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 74 | 1462 | 64 | 1462 | 69 | 1461 | 79 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 170 | 1433 | 63 | 1447 | 56 | 1418 | 85 |
| Filipino—Not economically disadvantaged | 452 | 1485 | 66 | 1476 | 61 | 1495 | 86 |
| Filipino—Economically disadvantaged | 428 | 1472 | 61 | 1466 | 60 | 1477 | 79 |
| Hispanic or Latino—Not economically disadvantaged | 10,589 | 1440 | 67 | 1457 | 69 | 1422 | 82 |
| Hispanic or Latino—Economically disadvantaged | 70,808 | 1428 | 60 | 1449 | 59 | 1408 | 77 |
| Black or African American—Not economically disadvantaged | 117 | 1477 | 57 | 1484 | 65 | 1470 | 71 |
| Black or African American—Economically disadvantaged | 364 | 1452 | 58 | 1465 | 53 | 1439 | 80 |
| White—Not economically disadvantaged | 2,101 | 1484 | 69 | 1490 | 73 | 1477 | 85 |
| White—Economically disadvantaged | 3,225 | 1445 | 68 | 1456 | 68 | 1434 | 84 |
| Two or more races—Not economically disadvantaged | 625 | 1489 | 81 | 1493 | 86 | 1484 | 95 |
| Two or more races—Economically disadvantaged | 895 | 1434 | 67 | 1450 | 66 | 1418 | 86 |

Table 4.C. Mean and Standard Deviation of Overall, Written Language, and Oral Language Scale Scores by Student Group, Grade Two

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| All | 99,440 | 1475 | 57 | 1478 | 58 | 1471 | 70 |
| Male | 52,648 | 1472 | 58 | 1476 | 60 | 1467 | 70 |
| Female | 46,784 | 1478 | 55 | 1480 | 56 | 1476 | 68 |
| Nonbinary | 8 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 160 | 1473 | 53 | 1479 | 48 | 1466 | 72 |
| Asian | 12,770 | 1508 | 65 | 1499 | 68 | 1517 | 76 |
| Native Hawaiian or Other Pacific Islander | 234 | 1477 | 54 | 1477 | 48 | 1477 | 74 |
| Filipino | 922 | 1500 | 52 | 1488 | 57 | 1512 | 60 |
| Hispanic or Latino | 78,846 | 1467 | 53 | 1473 | 55 | 1462 | 64 |
| Black or African American | 469 | 1495 | 54 | 1496 | 60 | 1493 | 62 |
| White | 4,865 | 1495 | 63 | 1494 | 66 | 1496 | 73 |
| Two or more races | 1,174 | 1488 | 62 | 1488 | 64 | 1488 | 73 |
| No special education services | 88,272 | 1479 | 55 | 1481 | 56 | 1476 | 67 |
| Special education services | 11,168 | 1441 | 62 | 1447 | 65 | 1433 | 75 |
| Not economically disadvantaged | 18,524 | 1499 | 65 | 1496 | 68 | 1502 | 76 |
| Economically disadvantaged | 80,916 | 1469 | 53 | 1473 | 55 | 1464 | 66 |
| In U.S. schools less than 12 months | 2,188 | 1415 | 91 | 1405 | 103 | 1424 | 95 |
| In U.S. schools 12 months or more | 96,809 | 1476 | 55 | 1479 | 56 | 1473 | 68 |
| Duration unknown | 443 | 1457 | 72 | 1461 | 81 | 1453 | 75 |
| Migrant education | 2,295 | 1454 | 57 | 1459 | 63 | 1449 | 66 |
| Not migrant education | 97,145 | 1475 | 57 | 1478 | 58 | 1472 | 70 |
| Military | 602 | 1486 | 54 | 1489 | 55 | 1482 | 65 |
| Not military | 98,838 | 1475 | 57 | 1478 | 58 | 1471 | 70 |
| Homeless | 3,654 | 1457 | 57 | 1462 | 60 | 1451 | 68 |
| Not homeless | 95,786 | 1475 | 57 | 1478 | 58 | 1472 | 69 |

Table 4.C.3 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| American Indian or Alaska Native—Not economically disadvantaged | 44 | 1487 | 64 | 1490 | 52 | 1484 | 88 |
| American Indian or Alaska Native—Economically disadvantaged | 116 | 1468 | 47 | 1475 | 46 | 1460 | 64 |
| Asian—Not economically disadvantaged | 6,012 | 1528 | 64 | 1516 | 69 | 1540 | 74 |
| Asian—Economically disadvantaged | 6,758 | 1491 | 61 | 1485 | 63 | 1497 | 72 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 61 | 1497 | 57 | 1492 | 51 | 1500 | 85 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 173 | 1471 | 51 | 1472 | 45 | 1469 | 68 |
| Filipino—Not economically disadvantaged | 476 | 1506 | 50 | 1494 | 55 | 1518 | 57 |
| Filipino—Economically disadvantaged | 446 | 1494 | 53 | 1481 | 57 | 1507 | 63 |
| Hispanic or Latino—Not economically disadvantaged | 9,693 | 1477 | 58 | 1480 | 63 | 1474 | 68 |
| Hispanic or Latino—Economically disadvantaged | 69,153 | 1466 | 52 | 1472 | 54 | 1460 | 64 |
| Black or African American—Not economically disadvantaged | 108 | 1504 | 62 | 1501 | 72 | 1507 | 65 |
| Black or African American—Economically disadvantaged | 361 | 1492 | 51 | 1494 | 55 | 1489 | 61 |
| White—Not economically disadvantaged | 1,687 | 1517 | 62 | 1514 | 69 | 1519 | 72 |
| White—Economically disadvantaged | 3,178 | 1483 | 60 | 1483 | 62 | 1484 | 71 |
| Two or more races—Not economically disadvantaged | 443 | 1508 | 70 | 1506 | 76 | 1510 | 78 |
| Two or more races—Economically disadvantaged | 731 | 1477 | 53 | 1477 | 53 | 1475 | 67 |

Table 4.C. Mean and Standard Deviation of Overall, Written Language, and Oral Language Scale Scores by Student Group, Grade Three

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| All | 103,839 | 1486 | 43 | 1488 | 53 | 1484 | 43 |
| Male | 53,961 | 1484 | 43 | 1487 | 54 | 1480 | 43 |
| Female | 49,873 | 1489 | 42 | 1490 | 51 | 1487 | 42 |
| Nonbinary | 5 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 136 | 1482 | 46 | 1484 | 57 | 1480 | 44 |
| Asian | 11,768 | 1510 | 53 | 1508 | 66 | 1511 | 50 |
| Native Hawaiian or Other Pacific Islander | 289 | 1484 | 38 | 1483 | 47 | 1484 | 39 |
| Filipino | 1,004 | 1504 | 44 | 1497 | 54 | 1509 | 45 |
| Hispanic or Latino | 83,973 | 1481 | 39 | 1484 | 49 | 1478 | 39 |
| Black or African American | 493 | 1496 | 46 | 1499 | 57 | 1492 | 46 |
| White | 4,888 | 1503 | 49 | 1504 | 62 | 1501 | 48 |
| Two or more races | 1,288 | 1500 | 49 | 1503 | 61 | 1496 | 46 |
| No special education services | 90,916 | 1490 | 42 | 1492 | 52 | 1487 | 42 |
| Special education services | 12,923 | 1462 | 38 | 1463 | 50 | 1461 | 38 |
| Not economically disadvantaged | 17,623 | 1505 | 50 | 1506 | 62 | 1503 | 49 |
| Economically disadvantaged | 86,216 | 1482 | 40 | 1484 | 50 | 1480 | 40 |
| In U.S. schools less than 12 months | 1,995 | 1444 | 61 | 1427 | 82 | 1461 | 47 |
| In U.S. schools 12 months or more | 101,411 | 1487 | 42 | 1489 | 51 | 1484 | 42 |
| Duration unknown | 433 | 1474 | 49 | 1475 | 64 | 1473 | 44 |
| Migrant education | 2,661 | 1471 | 41 | 1472 | 54 | 1470 | 39 |
| Not migrant education | 101,178 | 1487 | 43 | 1489 | 53 | 1484 | 43 |
| Military | 661 | 1495 | 44 | 1498 | 54 | 1492 | 43 |
| Not military | 103,178 | 1486 | 43 | 1488 | 53 | 1484 | 43 |
| Homeless | 4,338 | 1474 | 41 | 1474 | 52 | 1473 | 40 |
| Not homeless | 99,501 | 1487 | 43 | 1489 | 53 | 1484 | 43 |

Table 4.C.4 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| American Indian or Alaska Native—Not economically disadvantaged | 24 | 1496 | 55 | 1497 | 64 | 1494 | 53 |
| American Indian or Alaska Native—Economically disadvantaged | 112 | 1479 | 43 | 1481 | 56 | 1477 | 41 |
| Asian—Not economically disadvantaged | 5,189 | 1524 | 55 | 1523 | 69 | 1526 | 52 |
| Asian—Economically disadvantaged | 6,579 | 1498 | 48 | 1496 | 61 | 1500 | 46 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 71 | 1493 | 41 | 1494 | 52 | 1493 | 39 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 218 | 1481 | 37 | 1480 | 45 | 1481 | 38 |
| Filipino—Not economically disadvantaged | 460 | 1508 | 48 | 1501 | 58 | 1515 | 48 |
| Filipino—Economically disadvantaged | 544 | 1500 | 41 | 1494 | 50 | 1505 | 41 |
| Hispanic or Latino—Not economically disadvantaged | 9,606 | 1492 | 44 | 1494 | 55 | 1488 | 42 |
| Hispanic or Latino—Economically disadvantaged | 74,367 | 1480 | 38 | 1483 | 48 | 1477 | 38 |
| Black or African American—Not economically disadvantaged | 126 | 1505 | 45 | 1508 | 60 | 1502 | 41 |
| Black or African American—Economically disadvantaged | 367 | 1492 | 46 | 1495 | 55 | 1489 | 48 |
| White—Not economically disadvantaged | 1,715 | 1518 | 50 | 1521 | 65 | 1514 | 48 |
| White—Economically disadvantaged | 3,173 | 1495 | 47 | 1495 | 58 | 1494 | 46 |
| Two or more races—Not economically disadvantaged | 432 | 1519 | 52 | 1522 | 67 | 1515 | 49 |
| Two or more races—Economically disadvantaged | 856 | 1490 | 44 | 1493 | 55 | 1487 | 42 |

Table 4.C. Mean and Standard Deviation of Overall, Written Language, and Oral Language Scale Scores by Student Group, Grade Four

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| All | 92,246 | 1502 | 46 | 1504 | 57 | 1500 | 46 |
| Male | 48,784 | 1500 | 47 | 1503 | 59 | 1496 | 46 |
| Female | 43,459 | 1505 | 45 | 1506 | 56 | 1505 | 45 |
| Nonbinary | 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 129 | 1504 | 57 | 1503 | 66 | 1503 | 55 |
| Asian | 8,392 | 1523 | 59 | 1521 | 73 | 1524 | 55 |
| Native Hawaiian or Other Pacific Islander | 239 | 1501 | 48 | 1499 | 59 | 1502 | 49 |
| Filipino | 874 | 1519 | 45 | 1513 | 55 | 1524 | 44 |
| Hispanic or Latino | 76,989 | 1499 | 43 | 1501 | 54 | 1496 | 43 |
| Black or African American | 433 | 1513 | 47 | 1517 | 58 | 1508 | 47 |
| White | 4,150 | 1519 | 55 | 1521 | 66 | 1516 | 53 |
| Two or more races | 1,040 | 1513 | 52 | 1515 | 63 | 1511 | 51 |
| No special education services | 77,724 | 1507 | 46 | 1509 | 57 | 1505 | 45 |
| Special education services | 14,522 | 1477 | 40 | 1481 | 51 | 1473 | 40 |
| Not economically disadvantaged | 14,275 | 1519 | 55 | 1520 | 68 | 1518 | 53 |
| Economically disadvantaged | 77,971 | 1499 | 44 | 1501 | 55 | 1497 | 43 |
| In U.S. schools less than 12 months | 1,760 | 1442 | 63 | 1422 | 83 | 1462 | 50 |
| In U.S. schools 12 months or more | 90,084 | 1504 | 45 | 1506 | 56 | 1501 | 45 |
| Duration unknown | 402 | 1486 | 53 | 1483 | 65 | 1488 | 49 |
| Migrant education | 2,481 | 1487 | 47 | 1485 | 60 | 1488 | 43 |
| Not migrant education | 89,765 | 1503 | 46 | 1505 | 57 | 1500 | 46 |
| Military | 590 | 1512 | 43 | 1515 | 55 | 1508 | 44 |
| Not military | 91,656 | 1502 | 46 | 1504 | 57 | 1500 | 46 |
| Homeless | 4,006 | 1489 | 46 | 1489 | 59 | 1488 | 43 |
| Not homeless | 88,240 | 1503 | 46 | 1505 | 57 | 1501 | 46 |

Table 4.C.5 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| American Indian or Alaska Native—Not economically disadvantaged | 32 | 1530 | 69 | 1529 | 81 | 1531 | 64 |
| American Indian or Alaska Native—Economically disadvantaged | 97 | 1495 | 49 | 1495 | 58 | 1494 | 48 |
| Asian—Not economically disadvantaged | 3,504 | 1537 | 63 | 1536 | 79 | 1538 | 58 |
| Asian—Economically disadvantaged | 4,888 | 1512 | 53 | 1511 | 67 | 1513 | 51 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 49 | 1524 | 53 | 1529 | 69 | 1517 | 48 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 190 | 1495 | 45 | 1491 | 53 | 1498 | 49 |
| Filipino—Not economically disadvantaged | 397 | 1526 | 45 | 1520 | 55 | 1531 | 46 |
| Filipino—Economically disadvantaged | 477 | 1512 | 44 | 1506 | 55 | 1518 | 41 |
| Hispanic or Latino—Not economically disadvantaged | 8,570 | 1509 | 48 | 1510 | 61 | 1506 | 46 |
| Hispanic or Latino—Economically disadvantaged | 68,419 | 1498 | 42 | 1500 | 53 | 1495 | 42 |
| Black or African American—Not economically disadvantaged | 92 | 1526 | 56 | 1534 | 77 | 1517 | 48 |
| Black or African American—Economically disadvantaged | 341 | 1510 | 43 | 1513 | 51 | 1506 | 47 |
| White—Not economically disadvantaged | 1,314 | 1537 | 58 | 1540 | 71 | 1534 | 58 |
| White—Economically disadvantaged | 2,836 | 1510 | 51 | 1512 | 62 | 1509 | 49 |
| Two or more races—Not economically disadvantaged | 317 | 1530 | 58 | 1532 | 71 | 1526 | 57 |
| Two or more races—Economically disadvantaged | 723 | 1506 | 47 | 1508 | 58 | 1504 | 47 |

Table 4.C. Mean and Standard Deviation of Overall, Written Language, and Oral Language Scale Scores by Student Group, Grade Five

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| All | 79,230 | 1517 | 51 | 1517 | 63 | 1516 | 50 |
| Male | 42,553 | 1514 | 51 | 1517 | 63 | 1511 | 50 |
| Female | 36,674 | 1520 | 50 | 1517 | 62 | 1522 | 50 |
| Nonbinary | 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 100 | 1510 | 46 | 1511 | 59 | 1509 | 44 |
| Asian | 7,036 | 1535 | 65 | 1532 | 80 | 1538 | 62 |
| Native Hawaiian or Other Pacific Islander | 228 | 1515 | 48 | 1513 | 56 | 1517 | 49 |
| Filipino | 859 | 1533 | 49 | 1528 | 62 | 1538 | 47 |
| Hispanic or Latino | 66,352 | 1514 | 48 | 1514 | 60 | 1513 | 47 |
| Black or African American | 356 | 1524 | 54 | 1524 | 66 | 1523 | 55 |
| White | 3,561 | 1533 | 60 | 1534 | 74 | 1531 | 57 |
| Two or more races | 738 | 1527 | 60 | 1528 | 74 | 1526 | 57 |
| No special education services | 64,087 | 1523 | 51 | 1522 | 64 | 1523 | 49 |
| Special education services | 15,143 | 1491 | 41 | 1495 | 52 | 1486 | 42 |
| Not economically disadvantaged | 11,565 | 1533 | 59 | 1532 | 73 | 1533 | 58 |
| Economically disadvantaged | 67,665 | 1514 | 49 | 1515 | 60 | 1513 | 48 |
| In U.S. schools less than 12 months | 1,597 | 1448 | 70 | 1426 | 89 | 1470 | 58 |
| In U.S. schools 12 months or more | 77,145 | 1518 | 49 | 1519 | 61 | 1517 | 49 |
| Duration unknown | 488 | 1509 | 57 | 1508 | 74 | 1510 | 52 |
| Migrant education | 2,117 | 1500 | 55 | 1496 | 70 | 1503 | 50 |
| Not migrant education | 77,113 | 1517 | 51 | 1518 | 63 | 1517 | 50 |
| Military | 500 | 1524 | 50 | 1525 | 62 | 1522 | 51 |
| Not military | 78,730 | 1517 | 51 | 1517 | 63 | 1516 | 50 |
| Homeless | 3,456 | 1504 | 53 | 1503 | 66 | 1505 | 50 |
| Not homeless | 75,774 | 1518 | 51 | 1518 | 63 | 1517 | 50 |

Table 4.C.6 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| American Indian or Alaska Native—Not economically disadvantaged | 14 | 1533 | 39 | 1540 | 51 | 1526 | 43 |
| American Indian or Alaska Native—Economically disadvantaged | 86 | 1507 | 46 | 1506 | 59 | 1507 | 44 |
| Asian—Not economically disadvantaged | 2,764 | 1550 | 69 | 1547 | 85 | 1553 | 66 |
| Asian—Economically disadvantaged | 4,272 | 1526 | 60 | 1522 | 75 | 1529 | 57 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 52 | 1534 | 47 | 1534 | 53 | 1534 | 50 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 176 | 1509 | 47 | 1506 | 56 | 1511 | 47 |
| Filipino—Not economically disadvantaged | 384 | 1541 | 52 | 1536 | 67 | 1545 | 46 |
| Filipino—Economically disadvantaged | 475 | 1527 | 47 | 1522 | 56 | 1533 | 47 |
| Hispanic or Latino—Not economically disadvantaged | 7,058 | 1522 | 53 | 1522 | 65 | 1522 | 52 |
| Hispanic or Latino—Economically disadvantaged | 59,294 | 1513 | 47 | 1513 | 59 | 1512 | 46 |
| Black or African American—Not economically disadvantaged | 74 | 1535 | 47 | 1531 | 53 | 1539 | 54 |
| Black or African American—Economically disadvantaged | 282 | 1521 | 56 | 1523 | 69 | 1519 | 55 |
| White—Not economically disadvantaged | 1,002 | 1553 | 64 | 1557 | 80 | 1548 | 60 |
| White—Economically disadvantaged | 2,559 | 1525 | 56 | 1525 | 70 | 1524 | 54 |
| Two or more races—Not economically disadvantaged | 217 | 1548 | 63 | 1550 | 82 | 1545 | 58 |
| Two or more races—Economically disadvantaged | 521 | 1519 | 56 | 1519 | 68 | 1518 | 55 |

Table 4.C. Mean and Standard Deviation of Overall, Written Language, and Oral Language Scale Scores by Student Group, Grade Six

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| All | 72,562 | 1523 | 54 | 1524 | 73 | 1521 | 47 |
| Male | 39,276 | 1519 | 54 | 1524 | 73 | 1515 | 46 |
| Female | 33,282 | 1527 | 54 | 1525 | 72 | 1528 | 47 |
| Nonbinary | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 109 | 1514 | 48 | 1512 | 62 | 1516 | 47 |
| Asian | 5,974 | 1538 | 69 | 1538 | 90 | 1538 | 59 |
| Native Hawaiian or Other Pacific Islander | 211 | 1517 | 44 | 1514 | 53 | 1521 | 47 |
| Filipino | 819 | 1536 | 56 | 1531 | 71 | 1541 | 51 |
| Hispanic or Latino | 61,388 | 1520 | 51 | 1522 | 70 | 1518 | 45 |
| Black or African American | 321 | 1528 | 50 | 1535 | 69 | 1520 | 45 |
| White | 3,075 | 1537 | 65 | 1543 | 87 | 1531 | 55 |
| Two or more races | 665 | 1530 | 65 | 1532 | 88 | 1526 | 55 |
| No special education services | 57,923 | 1529 | 55 | 1530 | 74 | 1527 | 47 |
| Special education services | 14,639 | 1499 | 44 | 1502 | 62 | 1495 | 40 |
| Not economically disadvantaged | 10,287 | 1537 | 64 | 1540 | 85 | 1534 | 55 |
| Economically disadvantaged | 62,275 | 1520 | 52 | 1522 | 70 | 1518 | 45 |
| In U.S. schools less than 12 months | 1,552 | 1457 | 73 | 1435 | 100 | 1479 | 54 |
| In U.S. schools 12 months or more | 70,569 | 1524 | 53 | 1526 | 71 | 1522 | 46 |
| Duration unknown | 441 | 1515 | 60 | 1514 | 81 | 1516 | 50 |
| Migrant education | 1,775 | 1509 | 59 | 1507 | 82 | 1510 | 47 |
| Not migrant education | 70,787 | 1523 | 54 | 1525 | 72 | 1521 | 47 |
| Military | 462 | 1535 | 55 | 1541 | 79 | 1528 | 46 |
| Not military | 72,100 | 1523 | 54 | 1524 | 73 | 1521 | 47 |
| Homeless | 3,090 | 1510 | 55 | 1509 | 73 | 1511 | 47 |
| Not homeless | 69,472 | 1523 | 54 | 1525 | 73 | 1521 | 47 |

Table 4.C.7 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| American Indian or Alaska Native—Not economically disadvantaged | 8 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native—Economically disadvantaged | 101 | 1513 | 48 | 1511 | 64 | 1515 | 44 |
| Asian—Not economically disadvantaged | 2,220 | 1554 | 75 | 1554 | 97 | 1552 | 65 |
| Asian—Economically disadvantaged | 3,754 | 1529 | 63 | 1528 | 84 | 1530 | 53 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 55 | 1524 | 52 | 1520 | 53 | 1527 | 60 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 156 | 1515 | 41 | 1511 | 53 | 1518 | 42 |
| Filipino—Not economically disadvantaged | 370 | 1537 | 56 | 1531 | 70 | 1542 | 51 |
| Filipino—Economically disadvantaged | 449 | 1536 | 56 | 1531 | 73 | 1540 | 51 |
| Hispanic or Latino—Not economically disadvantaged | 6,509 | 1529 | 58 | 1532 | 79 | 1525 | 48 |
| Hispanic or Latino—Economically disadvantaged | 54,879 | 1519 | 50 | 1521 | 68 | 1517 | 44 |
| Black or African American—Not economically disadvantaged | 73 | 1536 | 56 | 1546 | 84 | 1525 | 42 |
| Black or African American—Economically disadvantaged | 248 | 1525 | 48 | 1532 | 63 | 1519 | 46 |
| White—Not economically disadvantaged | 866 | 1559 | 71 | 1569 | 94 | 1549 | 60 |
| White—Economically disadvantaged | 2,209 | 1529 | 61 | 1533 | 81 | 1524 | 52 |
| Two or more races—Not economically disadvantaged | 186 | 1547 | 75 | 1553 | 105 | 1542 | 61 |
| Two or more races—Economically disadvantaged | 479 | 1523 | 60 | 1525 | 80 | 1521 | 51 |

Table 4.C. Mean and Standard Deviation of Overall, Written Language, and Oral Language Scale Scores by Student Group, Grade Seven

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| All | 63,606 | 1535 | 59 | 1538 | 80 | 1532 | 51 |
| Male | 34,986 | 1532 | 59 | 1537 | 81 | 1526 | 50 |
| Female | 28,616 | 1540 | 59 | 1539 | 79 | 1540 | 50 |
| Nonbinary | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 85 | 1533 | 64 | 1536 | 91 | 1529 | 53 |
| Asian | 5,237 | 1550 | 73 | 1549 | 96 | 1550 | 64 |
| Native Hawaiian or Other Pacific Islander | 223 | 1536 | 56 | 1537 | 78 | 1534 | 48 |
| Filipino | 787 | 1550 | 57 | 1545 | 72 | 1555 | 53 |
| Hispanic or Latino | 53,902 | 1533 | 57 | 1536 | 77 | 1529 | 48 |
| Black or African American | 322 | 1543 | 60 | 1550 | 83 | 1535 | 53 |
| White | 2,499 | 1550 | 68 | 1556 | 91 | 1543 | 58 |
| Two or more races | 551 | 1542 | 70 | 1546 | 95 | 1538 | 58 |
| No special education services | 49,951 | 1542 | 60 | 1544 | 82 | 1539 | 51 |
| Special education services | 13,655 | 1512 | 48 | 1516 | 66 | 1507 | 43 |
| Not economically disadvantaged | 9,115 | 1550 | 69 | 1554 | 92 | 1545 | 59 |
| Economically disadvantaged | 54,491 | 1533 | 57 | 1535 | 77 | 1530 | 49 |
| In U.S. schools less than 12 months | 1,468 | 1458 | 75 | 1432 | 100 | 1484 | 57 |
| In U.S. schools 12 months or more | 61,738 | 1537 | 57 | 1540 | 77 | 1533 | 50 |
| Duration unknown | 400 | 1523 | 67 | 1522 | 91 | 1523 | 54 |
| Migrant education | 1,575 | 1519 | 66 | 1517 | 87 | 1520 | 54 |
| Not migrant education | 62,031 | 1536 | 59 | 1538 | 79 | 1532 | 51 |
| Military | 436 | 1546 | 58 | 1553 | 82 | 1539 | 49 |
| Not military | 63,170 | 1535 | 59 | 1538 | 80 | 1532 | 51 |
| Homeless | 2,605 | 1520 | 65 | 1519 | 88 | 1521 | 54 |
| Not homeless | 61,001 | 1536 | 59 | 1539 | 79 | 1533 | 51 |

Table 4.C.8 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| American Indian or Alaska Native—Not economically disadvantaged | 8 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native—Economically disadvantaged | 77 | 1530 | 61 | 1530 | 83 | 1530 | 53 |
| Asian—Not economically disadvantaged | 1,901 | 1567 | 78 | 1569 | 103 | 1564 | 68 |
| Asian—Economically disadvantaged | 3,336 | 1540 | 68 | 1538 | 89 | 1542 | 60 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 56 | 1557 | 63 | 1572 | 96 | 1541 | 45 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 167 | 1529 | 52 | 1525 | 67 | 1532 | 48 |
| Filipino—Not economically disadvantaged | 320 | 1557 | 57 | 1550 | 74 | 1563 | 53 |
| Filipino—Economically disadvantaged | 467 | 1546 | 56 | 1542 | 71 | 1550 | 53 |
| Hispanic or Latino—Not economically disadvantaged | 5,906 | 1541 | 63 | 1546 | 87 | 1536 | 53 |
| Hispanic or Latino—Economically disadvantaged | 47,996 | 1532 | 56 | 1534 | 76 | 1529 | 48 |
| Black or African American—Not economically disadvantaged | 76 | 1557 | 67 | 1565 | 83 | 1548 | 68 |
| Black or African American—Economically disadvantaged | 246 | 1539 | 58 | 1545 | 83 | 1531 | 48 |
| White—Not economically disadvantaged | 691 | 1571 | 77 | 1581 | 103 | 1561 | 66 |
| White—Economically disadvantaged | 1,808 | 1542 | 62 | 1547 | 84 | 1537 | 53 |
| Two or more races—Not economically disadvantaged | 157 | 1554 | 79 | 1561 | 108 | 1547 | 63 |
| Two or more races—Economically disadvantaged | 394 | 1537 | 66 | 1539 | 89 | 1534 | 56 |

Table 4.C. Mean and Standard Deviation of Overall, Written Language, and Oral Language Scale Scores by Student Group, Grade Eight

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| All | 55,752 | 1544 | 65 | 1548 | 87 | 1541 | 55 |
| Male | 31,215 | 1540 | 64 | 1546 | 87 | 1534 | 55 |
| Female | 24,532 | 1550 | 65 | 1550 | 87 | 1549 | 54 |
| Nonbinary | 5 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 76 | 1552 | 52 | 1562 | 74 | 1542 | 48 |
| Asian | 4,422 | 1557 | 78 | 1557 | 103 | 1557 | 66 |
| Native Hawaiian or Other Pacific Islander | 197 | 1539 | 58 | 1539 | 76 | 1539 | 53 |
| Filipino | 678 | 1558 | 59 | 1552 | 80 | 1563 | 53 |
| Hispanic or Latino | 47,386 | 1542 | 63 | 1546 | 85 | 1538 | 53 |
| Black or African American | 279 | 1556 | 69 | 1562 | 90 | 1549 | 62 |
| White | 2,253 | 1560 | 75 | 1566 | 98 | 1554 | 66 |
| Two or more races | 461 | 1548 | 73 | 1549 | 95 | 1546 | 67 |
| No special education services | 43,423 | 1551 | 67 | 1553 | 91 | 1548 | 56 |
| Special education services | 12,329 | 1523 | 51 | 1527 | 70 | 1517 | 45 |
| Not economically disadvantaged | 7,796 | 1556 | 73 | 1559 | 97 | 1553 | 62 |
| Economically disadvantaged | 47,956 | 1543 | 63 | 1546 | 86 | 1539 | 54 |
| In U.S. schools less than 12 months | 1,326 | 1461 | 79 | 1433 | 104 | 1489 | 62 |
| In U.S. schools 12 months or more | 54,100 | 1547 | 63 | 1550 | 85 | 1542 | 54 |
| Duration unknown | 326 | 1540 | 76 | 1544 | 106 | 1534 | 61 |
| Migrant education | 1,496 | 1525 | 74 | 1524 | 100 | 1527 | 58 |
| Not migrant education | 54,256 | 1545 | 64 | 1548 | 87 | 1541 | 55 |
| Military | 452 | 1555 | 60 | 1559 | 80 | 1549 | 54 |
| Not military | 55,300 | 1544 | 65 | 1547 | 87 | 1541 | 55 |
| Homeless | 2,364 | 1530 | 69 | 1530 | 92 | 1530 | 57 |
| Not homeless | 53,388 | 1545 | 64 | 1548 | 87 | 1541 | 55 |

Table 4.C.9 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| American Indian or Alaska Native—Not economically disadvantaged | 13 | 1576 | 39 | 1592 | 37 | 1560 | 54 |
| American Indian or Alaska Native—Economically disadvantaged | 63 | 1547 | 54 | 1556 | 79 | 1538 | 46 |
| Asian—Not economically disadvantaged | 1,588 | 1572 | 83 | 1572 | 110 | 1571 | 71 |
| Asian—Economically disadvantaged | 2,834 | 1549 | 73 | 1548 | 98 | 1549 | 62 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 62 | 1546 | 57 | 1546 | 78 | 1545 | 48 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 135 | 1536 | 59 | 1536 | 75 | 1537 | 55 |
| Filipino—Not economically disadvantaged | 284 | 1559 | 56 | 1552 | 72 | 1566 | 54 |
| Filipino—Economically disadvantaged | 394 | 1556 | 62 | 1552 | 86 | 1560 | 52 |
| Hispanic or Latino—Not economically disadvantaged | 5,122 | 1549 | 68 | 1553 | 93 | 1545 | 57 |
| Hispanic or Latino—Economically disadvantaged | 42,264 | 1541 | 62 | 1545 | 84 | 1538 | 52 |
| Black or African American—Not economically disadvantaged | 49 | 1559 | 67 | 1572 | 91 | 1546 | 61 |
| Black or African American—Economically disadvantaged | 230 | 1555 | 69 | 1560 | 90 | 1550 | 62 |
| White—Not economically disadvantaged | 565 | 1575 | 78 | 1580 | 100 | 1570 | 71 |
| White—Economically disadvantaged | 1,688 | 1555 | 73 | 1561 | 97 | 1548 | 63 |
| Two or more races—Not economically disadvantaged | 113 | 1566 | 79 | 1568 | 105 | 1563 | 67 |
| Two or more races—Economically disadvantaged | 348 | 1542 | 70 | 1543 | 90 | 1541 | 66 |

Table 4.C. Mean and Standard Deviation of Overall, Written Language, and Oral Language Scale Scores by Student Group, Grade Nine

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| All | 47,144 | 1541 | 67 | 1535 | 90 | 1547 | 55 |
| Male | 26,399 | 1538 | 67 | 1535 | 90 | 1542 | 55 |
| Female | 20,735 | 1544 | 66 | 1536 | 89 | 1553 | 55 |
| Nonbinary | 10 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 66 | 1555 | 58 | 1548 | 80 | 1562 | 49 |
| Asian | 3,863 | 1559 | 82 | 1553 | 110 | 1565 | 66 |
| Native Hawaiian or Other Pacific Islander | 145 | 1546 | 49 | 1539 | 64 | 1553 | 48 |
| Filipino | 682 | 1562 | 63 | 1553 | 83 | 1571 | 56 |
| Hispanic or Latino | 39,857 | 1538 | 64 | 1532 | 87 | 1544 | 53 |
| Black or African American | 240 | 1550 | 74 | 1551 | 99 | 1549 | 60 |
| White | 1,881 | 1556 | 78 | 1554 | 104 | 1558 | 65 |
| Two or more races | 410 | 1544 | 78 | 1537 | 103 | 1551 | 64 |
| No special education services | 37,091 | 1546 | 70 | 1539 | 95 | 1552 | 56 |
| Special education services | 10,053 | 1524 | 51 | 1522 | 68 | 1526 | 46 |
| Not economically disadvantaged | 7,516 | 1551 | 79 | 1545 | 106 | 1557 | 63 |
| Economically disadvantaged | 39,628 | 1539 | 64 | 1533 | 86 | 1545 | 53 |
| In U.S. schools less than 12 months | 2,081 | 1460 | 82 | 1421 | 110 | 1499 | 62 |
| In U.S. schools 12 months or more | 44,684 | 1545 | 63 | 1541 | 85 | 1549 | 54 |
| Duration unknown | 379 | 1522 | 87 | 1513 | 124 | 1532 | 59 |
| Migrant education | 1,095 | 1517 | 75 | 1503 | 103 | 1531 | 57 |
| Not migrant education | 46,049 | 1542 | 66 | 1536 | 90 | 1547 | 55 |
| Military | 387 | 1553 | 68 | 1549 | 92 | 1556 | 55 |
| Not military | 46,757 | 1541 | 67 | 1535 | 90 | 1547 | 55 |
| Homeless | 1,818 | 1523 | 72 | 1512 | 97 | 1535 | 58 |
| Not homeless | 45,326 | 1542 | 66 | 1536 | 90 | 1547 | 55 |

Table 4.C.10 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| American Indian or Alaska Native—Not economically disadvantaged | 12 | 1560 | 70 | 1545 | 101 | 1575 | 58 |
| American Indian or Alaska Native—Economically disadvantaged | 54 | 1554 | 55 | 1548 | 75 | 1560 | 47 |
| Asian—Not economically disadvantaged | 1,361 | 1575 | 91 | 1570 | 121 | 1579 | 73 |
| Asian—Economically disadvantaged | 2,502 | 1551 | 75 | 1544 | 101 | 1558 | 61 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 41 | 1543 | 51 | 1529 | 74 | 1556 | 45 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 104 | 1547 | 48 | 1543 | 59 | 1552 | 49 |
| Filipino—Not economically disadvantaged | 296 | 1566 | 65 | 1556 | 86 | 1574 | 56 |
| Filipino—Economically disadvantaged | 386 | 1560 | 62 | 1551 | 80 | 1568 | 55 |
| Hispanic or Latino—Not economically disadvantaged | 5,146 | 1541 | 74 | 1534 | 101 | 1548 | 58 |
| Hispanic or Latino—Economically disadvantaged | 34,711 | 1538 | 62 | 1532 | 84 | 1543 | 52 |
| Black or African American—Not economically disadvantaged | 60 | 1571 | 75 | 1572 | 105 | 1570 | 58 |
| Black or African American—Economically disadvantaged | 180 | 1543 | 73 | 1543 | 97 | 1542 | 59 |
| White—Not economically disadvantaged | 490 | 1575 | 82 | 1575 | 111 | 1574 | 68 |
| White—Economically disadvantaged | 1,391 | 1550 | 76 | 1547 | 101 | 1552 | 63 |
| Two or more races—Not economically disadvantaged | 110 | 1554 | 83 | 1550 | 110 | 1557 | 68 |
| Two or more races—Economically disadvantaged | 300 | 1541 | 76 | 1532 | 100 | 1549 | 63 |

Table 4.C. Mean and Standard Deviation of Overall, Written Language, and Oral Language Scale Scores by Student Group, Grade Ten

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| All | 40,950 | 1547 | 73 | 1541 | 99 | 1552 | 59 |
| Male | 23,185 | 1545 | 73 | 1542 | 100 | 1548 | 59 |
| Female | 17,761 | 1549 | 72 | 1540 | 98 | 1558 | 58 |
| Nonbinary | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 52 | 1552 | 65 | 1548 | 90 | 1555 | 47 |
| Asian | 3,561 | 1567 | 86 | 1563 | 118 | 1570 | 68 |
| Native Hawaiian or Other Pacific Islander | 130 | 1550 | 71 | 1547 | 98 | 1552 | 55 |
| Filipino | 637 | 1568 | 71 | 1561 | 92 | 1575 | 61 |
| Hispanic or Latino | 34,347 | 1543 | 70 | 1537 | 95 | 1549 | 57 |
| Black or African American | 249 | 1561 | 78 | 1563 | 107 | 1559 | 60 |
| White | 1,642 | 1566 | 87 | 1566 | 117 | 1565 | 69 |
| Two or more races | 332 | 1546 | 79 | 1540 | 103 | 1551 | 67 |
| No special education services | 32,380 | 1551 | 76 | 1543 | 104 | 1557 | 61 |
| Special education services | 8,570 | 1533 | 54 | 1532 | 74 | 1533 | 48 |
| Not economically disadvantaged | 6,355 | 1559 | 83 | 1555 | 112 | 1564 | 67 |
| Economically disadvantaged | 34,595 | 1545 | 70 | 1538 | 96 | 1550 | 57 |
| In U.S. schools less than 12 months | 1,627 | 1473 | 86 | 1436 | 115 | 1509 | 64 |
| In U.S. schools 12 months or more | 39,040 | 1550 | 70 | 1546 | 96 | 1554 | 58 |
| Duration unknown | 283 | 1525 | 80 | 1512 | 109 | 1537 | 59 |
| Migrant education | 1,074 | 1522 | 78 | 1506 | 105 | 1537 | 59 |
| Not migrant education | 39,876 | 1547 | 73 | 1542 | 99 | 1553 | 59 |
| Military | 442 | 1556 | 66 | 1551 | 91 | 1560 | 55 |
| Not military | 40,508 | 1547 | 73 | 1541 | 99 | 1552 | 59 |
| Homeless | 1,989 | 1527 | 78 | 1515 | 106 | 1538 | 60 |
| Not homeless | 38,961 | 1548 | 72 | 1542 | 98 | 1553 | 59 |

Table 4.C.11 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| American Indian or Alaska Native—Not economically disadvantaged | 9 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native—Economically disadvantaged | 43 | 1545 | 64 | 1537 | 88 | 1552 | 48 |
| Asian—Not economically disadvantaged | 1,194 | 1583 | 92 | 1583 | 127 | 1583 | 73 |
| Asian—Economically disadvantaged | 2,367 | 1559 | 81 | 1553 | 111 | 1564 | 65 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 42 | 1559 | 88 | 1561 | 125 | 1556 | 60 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 88 | 1546 | 62 | 1541 | 81 | 1550 | 52 |
| Filipino—Not economically disadvantaged | 274 | 1587 | 80 | 1585 | 107 | 1588 | 66 |
| Filipino—Economically disadvantaged | 363 | 1554 | 59 | 1544 | 75 | 1565 | 55 |
| Hispanic or Latino—Not economically disadvantaged | 4,304 | 1548 | 77 | 1541 | 104 | 1555 | 63 |
| Hispanic or Latino—Economically disadvantaged | 30,043 | 1543 | 69 | 1536 | 94 | 1548 | 56 |
| Black or African American—Not economically disadvantaged | 63 | 1574 | 77 | 1575 | 107 | 1573 | 59 |
| Black or African American—Economically disadvantaged | 186 | 1557 | 78 | 1559 | 107 | 1555 | 60 |
| White—Not economically disadvantaged | 397 | 1587 | 91 | 1592 | 122 | 1581 | 73 |
| White—Economically disadvantaged | 1,245 | 1559 | 84 | 1558 | 114 | 1560 | 67 |
| Two or more races—Not economically disadvantaged | 72 | 1564 | 94 | 1563 | 127 | 1564 | 73 |
| Two or more races—Economically disadvantaged | 260 | 1541 | 74 | 1534 | 95 | 1548 | 65 |

Table 4.C. Mean and Standard Deviation of Overall, Written Language, and Oral Language Scale Scores by Student Group, Grade Eleven

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| All | 32,460 | 1548 | 68 | 1539 | 85 | 1556 | 63 |
| Male | 18,260 | 1545 | 67 | 1539 | 84 | 1550 | 62 |
| Female | 14,196 | 1551 | 69 | 1539 | 85 | 1563 | 64 |
| Nonbinary | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 47 | 1537 | 65 | 1526 | 86 | 1548 | 55 |
| Asian | 3,384 | 1563 | 81 | 1550 | 97 | 1575 | 77 |
| Native Hawaiian or Other Pacific Islander | 111 | 1545 | 47 | 1536 | 59 | 1553 | 47 |
| Filipino | 585 | 1565 | 62 | 1552 | 74 | 1578 | 62 |
| Hispanic or Latino | 26,586 | 1544 | 65 | 1536 | 82 | 1552 | 60 |
| Black or African American | 199 | 1563 | 74 | 1561 | 95 | 1565 | 68 |
| White | 1,282 | 1564 | 83 | 1558 | 100 | 1570 | 78 |
| Two or more races | 266 | 1549 | 81 | 1542 | 96 | 1556 | 77 |
| No special education services | 25,599 | 1552 | 72 | 1542 | 89 | 1561 | 66 |
| Special education services | 6,861 | 1532 | 50 | 1528 | 63 | 1536 | 49 |
| Not economically disadvantaged | 5,308 | 1559 | 77 | 1550 | 95 | 1567 | 73 |
| Economically disadvantaged | 27,152 | 1545 | 66 | 1537 | 82 | 1554 | 61 |
| In U.S. schools less than 12 months | 1,102 | 1484 | 79 | 1450 | 96 | 1517 | 71 |
| In U.S. schools 12 months or more | 31,194 | 1550 | 66 | 1542 | 82 | 1557 | 62 |
| Duration unknown | 164 | 1535 | 85 | 1523 | 106 | 1547 | 74 |
| Migrant education | 802 | 1527 | 69 | 1511 | 87 | 1543 | 61 |
| Not migrant education | 31,658 | 1548 | 68 | 1540 | 84 | 1556 | 63 |
| Military | 432 | 1561 | 65 | 1557 | 80 | 1564 | 60 |
| Not military | 32,028 | 1547 | 68 | 1539 | 85 | 1556 | 63 |
| Homeless | 1,561 | 1530 | 72 | 1516 | 90 | 1544 | 64 |
| Not homeless | 30,899 | 1548 | 68 | 1540 | 84 | 1556 | 63 |

Table 4.C.12 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| American Indian or Alaska Native—Not economically disadvantaged | 8 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native—Economically disadvantaged | 39 | 1539 | 58 | 1527 | 74 | 1550 | 54 |
| Asian—Not economically disadvantaged | 1,068 | 1574 | 85 | 1562 | 101 | 1585 | 83 |
| Asian—Economically disadvantaged | 2,316 | 1557 | 78 | 1545 | 94 | 1570 | 74 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 31 | 1553 | 49 | 1544 | 64 | 1561 | 48 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 80 | 1541 | 46 | 1532 | 57 | 1550 | 47 |
| Filipino—Not economically disadvantaged | 251 | 1578 | 66 | 1565 | 78 | 1591 | 70 |
| Filipino—Economically disadvantaged | 334 | 1555 | 57 | 1542 | 69 | 1568 | 54 |
| Hispanic or Latino—Not economically disadvantaged | 3,533 | 1550 | 73 | 1542 | 92 | 1557 | 67 |
| Hispanic or Latino—Economically disadvantaged | 23,053 | 1544 | 64 | 1535 | 80 | 1551 | 59 |
| Black or African American—Not economically disadvantaged | 50 | 1588 | 85 | 1591 | 111 | 1585 | 78 |
| Black or African American—Economically disadvantaged | 149 | 1555 | 68 | 1551 | 87 | 1558 | 63 |
| White—Not economically disadvantaged | 303 | 1583 | 85 | 1580 | 102 | 1586 | 84 |
| White—Economically disadvantaged | 979 | 1558 | 81 | 1551 | 99 | 1564 | 75 |
| Two or more races—Not economically disadvantaged | 64 | 1576 | 89 | 1570 | 104 | 1582 | 90 |
| Two or more races—Economically disadvantaged | 202 | 1540 | 77 | 1533 | 92 | 1548 | 70 |

Table 4.C. Mean and Standard Deviation of Overall, Written Language, and Oral Language Scale Scores by Student Group, Grade Twelve

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| All | 23,172 | 1553 | 69 | 1546 | 86 | 1560 | 65 |
| Male | 12,780 | 1551 | 68 | 1546 | 84 | 1555 | 64 |
| Female | 10,390 | 1556 | 70 | 1545 | 87 | 1566 | 65 |
| Nonbinary | 2 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 26 | 1529 | 57 | 1516 | 68 | 1541 | 54 |
| Asian | 2,731 | 1563 | 82 | 1550 | 98 | 1576 | 79 |
| Native Hawaiian or Other Pacific Islander | 98 | 1545 | 67 | 1540 | 88 | 1549 | 54 |
| Filipino | 521 | 1566 | 65 | 1553 | 78 | 1578 | 66 |
| Hispanic or Latino | 18,582 | 1551 | 66 | 1544 | 83 | 1557 | 61 |
| Black or African American | 116 | 1564 | 83 | 1558 | 95 | 1569 | 82 |
| White | 902 | 1565 | 81 | 1558 | 96 | 1571 | 80 |
| Two or more races | 196 | 1554 | 78 | 1544 | 97 | 1563 | 69 |
| No special education services | 18,125 | 1558 | 72 | 1550 | 90 | 1566 | 67 |
| Special education services | 5,047 | 1535 | 52 | 1531 | 66 | 1538 | 50 |
| Not economically disadvantaged | 3,856 | 1562 | 76 | 1554 | 93 | 1569 | 72 |
| Economically disadvantaged | 19,316 | 1551 | 68 | 1544 | 84 | 1558 | 63 |
| In U.S. schools less than 12 months | 628 | 1502 | 89 | 1469 | 104 | 1535 | 83 |
| In U.S. schools 12 months or more | 22,447 | 1555 | 68 | 1548 | 84 | 1561 | 64 |
| Duration unknown | 97 | 1536 | 70 | 1527 | 94 | 1545 | 57 |
| Migrant education | 589 | 1526 | 75 | 1511 | 96 | 1541 | 64 |
| Not migrant education | 22,583 | 1554 | 69 | 1546 | 85 | 1561 | 65 |
| Military | 311 | 1564 | 64 | 1559 | 74 | 1569 | 68 |
| Not military | 22,861 | 1553 | 69 | 1545 | 86 | 1560 | 65 |
| Homeless | 1,208 | 1536 | 71 | 1524 | 89 | 1547 | 62 |
| Not homeless | 21,964 | 1554 | 69 | 1547 | 85 | 1561 | 65 |

Table 4.C.13 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Number of Students Tested | Overall Scale Score Mean | Overall Scale Score SD | Oral Language Scale Score Mean | Oral Language Scale Score SD | Written Language Scale Score Mean | Written Language Scale Score SD |
| American Indian or Alaska Native—Not economically disadvantaged | 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native—Economically disadvantaged | 19 | 1527 | 51 | 1512 | 62 | 1543 | 48 |
| Asian—Not economically disadvantaged | 807 | 1577 | 85 | 1565 | 103 | 1588 | 82 |
| Asian—Economically disadvantaged | 1,924 | 1558 | 80 | 1544 | 95 | 1571 | 77 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 25 | 1566 | 73 | 1571 | 103 | 1561 | 54 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 73 | 1538 | 63 | 1530 | 81 | 1545 | 54 |
| Filipino—Not economically disadvantaged | 221 | 1573 | 74 | 1560 | 86 | 1585 | 74 |
| Filipino—Economically disadvantaged | 300 | 1561 | 58 | 1547 | 71 | 1574 | 59 |
| Hispanic or Latino—Not economically disadvantaged | 2,493 | 1553 | 70 | 1546 | 88 | 1559 | 64 |
| Hispanic or Latino—Economically disadvantaged | 16,089 | 1550 | 65 | 1544 | 82 | 1556 | 60 |
| Black or African American—Not economically disadvantaged | 28 | 1590 | 103 | 1583 | 119 | 1597 | 97 |
| Black or African American—Economically disadvantaged | 88 | 1555 | 74 | 1550 | 85 | 1560 | 75 |
| White—Not economically disadvantaged | 225 | 1586 | 87 | 1581 | 100 | 1590 | 88 |
| White—Economically disadvantaged | 677 | 1558 | 78 | 1551 | 94 | 1564 | 76 |
| Two or more races—Not economically disadvantaged | 50 | 1578 | 80 | 1576 | 99 | 1579 | 72 |
| Two or more races—Economically disadvantaged | 146 | 1545 | 75 | 1532 | 94 | 1557 | 67 |

### Appendix 4.D: Percentage of Students in Each Proficiency Level for Overall Test and Composites

**Note:** In table 4.D.1 through table 4.D.13, to protect privacy, when the number of students in a student group is 10 or fewer, the summary statistics of scale scores and proficiency levels are not reported, but are replaced by “N/A.”

Table 4.D. Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Kindergarten

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| All | 20 | 36 | 30 | 14 | 18 | 27 | 38 | 16 | 28 | 45 | 15 | 11 |
| Male | 23 | 37 | 28 | 12 | 21 | 29 | 36 | 14 | 30 | 44 | 15 | 11 |
| Female | 17 | 35 | 33 | 15 | 16 | 25 | 41 | 19 | 26 | 46 | 16 | 12 |
| Nonbinary | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 19 | 39 | 28 | 14 | 18 | 28 | 37 | 18 | 27 | 45 | 14 | 14 |
| Asian | 11 | 27 | 32 | 29 | 13 | 23 | 39 | 26 | 11 | 36 | 24 | 29 |
| Native Hawaiian or Other Pacific Islander | 15 | 37 | 35 | 14 | 14 | 25 | 47 | 14 | 21 | 45 | 21 | 13 |
| Filipino | 7 | 28 | 39 | 26 | 8 | 23 | 45 | 23 | 8 | 37 | 29 | 27 |
| Hispanic or Latino | 22 | 38 | 30 | 10 | 20 | 28 | 38 | 14 | 32 | 48 | 13 | 8 |
| Black or African American | 13 | 30 | 36 | 21 | 13 | 24 | 39 | 24 | 18 | 42 | 24 | 16 |
| White | 15 | 30 | 33 | 22 | 16 | 22 | 38 | 24 | 17 | 43 | 22 | 19 |
| Two or more races | 19 | 32 | 29 | 21 | 17 | 25 | 36 | 22 | 24 | 40 | 18 | 18 |
| No special education services | 18 | 35 | 32 | 14 | 17 | 27 | 39 | 17 | 26 | 46 | 16 | 12 |
| Special education services | 37 | 39 | 18 | 6 | 35 | 32 | 27 | 7 | 43 | 42 | 10 | 5 |
| Not economically disadvantaged | 14 | 29 | 33 | 24 | 14 | 22 | 39 | 25 | 19 | 39 | 20 | 22 |
| Economically disadvantaged | 22 | 38 | 30 | 10 | 20 | 29 | 38 | 14 | 31 | 47 | 14 | 8 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| In U.S. schools less than 12 months | 24 | 39 | 28 | 10 | 21 | 29 | 37 | 13 | 33 | 46 | 13 | 8 |
| In U.S. schools 12 months or more | 9 | 27 | 38 | 26 | 9 | 20 | 43 | 29 | 12 | 43 | 23 | 22 |
| Duration unknown | 28 | 40 | 25 | 7 | 25 | 30 | 35 | 10 | 39 | 44 | 11 | 6 |
| Migrant education | 38 | 34 | 22 | 6 | 36 | 25 | 30 | 9 | 43 | 44 | 9 | 4 |
| Not migrant education | 20 | 36 | 31 | 14 | 18 | 27 | 38 | 16 | 27 | 45 | 15 | 12 |
| Military | 13 | 35 | 36 | 16 | 13 | 21 | 45 | 20 | 22 | 46 | 20 | 12 |
| Not military | 20 | 36 | 30 | 14 | 18 | 27 | 38 | 16 | 28 | 45 | 15 | 11 |
| Homeless | 30 | 37 | 26 | 7 | 27 | 29 | 34 | 11 | 38 | 46 | 10 | 6 |
| Not homeless | 20 | 36 | 31 | 14 | 18 | 27 | 38 | 16 | 27 | 45 | 15 | 12 |
| American Indian or Alaska Native—Not economically disadvantaged | 8 | 27 | 38 | 27 | 8 | 25 | 38 | 28 | 8 | 42 | 27 | 23 |
| American Indian or Alaska Native—Economically disadvantaged | 24 | 45 | 23 | 8 | 22 | 30 | 36 | 13 | 36 | 46 | 9 | 9 |
| Asian—Not economically disadvantaged | 7 | 22 | 33 | 37 | 9 | 19 | 39 | 33 | 6 | 29 | 27 | 38 |
| Asian—Economically disadvantaged | 16 | 34 | 31 | 19 | 17 | 27 | 38 | 18 | 17 | 43 | 21 | 18 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 9 | 29 | 35 | 27 | 9 | 24 | 44 | 24 | 13 | 36 | 27 | 24 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 17 | 39 | 35 | 9 | 16 | 25 | 48 | 11 | 24 | 48 | 19 | 9 |
| Filipino—Not economically disadvantaged | 7 | 28 | 38 | 28 | 9 | 21 | 46 | 24 | 7 | 36 | 29 | 28 |
| Filipino—Economically disadvantaged | 7 | 29 | 40 | 24 | 8 | 25 | 45 | 23 | 9 | 37 | 29 | 25 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Hispanic or Latino—Not economically disadvantaged | 20 | 34 | 32 | 14 | 18 | 25 | 39 | 18 | 28 | 46 | 15 | 10 |
| Hispanic or Latino—Economically disadvantaged | 23 | 39 | 29 | 9 | 20 | 29 | 38 | 13 | 32 | 48 | 13 | 7 |
| Black or African American—Not economically disadvantaged | 12 | 28 | 37 | 23 | 13 | 22 | 36 | 28 | 13 | 38 | 29 | 20 |
| Black or African American—Economically disadvantaged | 14 | 31 | 36 | 20 | 13 | 24 | 40 | 23 | 19 | 43 | 23 | 15 |
| White—Not economically disadvantaged | 11 | 22 | 36 | 31 | 11 | 17 | 38 | 33 | 11 | 38 | 26 | 26 |
| White—Economically disadvantaged | 18 | 35 | 31 | 15 | 19 | 26 | 38 | 17 | 21 | 46 | 19 | 13 |
| Two or more races—Not economically disadvantaged | 12 | 22 | 30 | 36 | 12 | 18 | 35 | 34 | 13 | 33 | 23 | 31 |
| Two or more races—Economically disadvantaged | 23 | 38 | 28 | 10 | 21 | 29 | 37 | 13 | 31 | 46 | 14 | 9 |

Table 4.D. Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade One

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| All | 27 | 33 | 29 | 10 | 15 | 29 | 31 | 25 | 43 | 26 | 25 | 5 |
| Male | 30 | 33 | 28 | 9 | 17 | 30 | 30 | 24 | 45 | 25 | 24 | 5 |
| Female | 24 | 34 | 31 | 10 | 13 | 29 | 32 | 26 | 41 | 27 | 26 | 6 |
| Nonbinary | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 28 | 31 | 26 | 16 | 14 | 27 | 31 | 28 | 42 | 23 | 26 | 9 |
| Asian | 13 | 21 | 38 | 28 | 11 | 20 | 28 | 41 | 17 | 20 | 44 | 18 |
| Native Hawaiian or Other Pacific Islander | 26 | 34 | 29 | 11 | 18 | 30 | 28 | 25 | 39 | 26 | 29 | 7 |
| Filipino | 9 | 20 | 45 | 25 | 8 | 24 | 33 | 35 | 12 | 20 | 50 | 18 |
| Hispanic or Latino | 31 | 37 | 27 | 6 | 16 | 31 | 31 | 21 | 50 | 27 | 20 | 3 |
| Black or African American | 15 | 31 | 39 | 15 | 10 | 25 | 29 | 36 | 27 | 29 | 37 | 7 |
| White | 18 | 25 | 38 | 19 | 13 | 22 | 30 | 36 | 26 | 26 | 38 | 9 |
| Two or more races | 21 | 27 | 31 | 20 | 14 | 23 | 27 | 36 | 33 | 24 | 32 | 11 |
| No special education services | 24 | 34 | 31 | 11 | 13 | 28 | 32 | 27 | 41 | 27 | 26 | 6 |
| Special education services | 50 | 31 | 17 | 3 | 33 | 34 | 21 | 12 | 63 | 22 | 14 | 2 |
| Not economically disadvantaged | 16 | 24 | 37 | 23 | 11 | 20 | 29 | 40 | 26 | 23 | 38 | 14 |
| Economically disadvantaged | 30 | 36 | 28 | 7 | 16 | 31 | 31 | 21 | 48 | 27 | 22 | 3 |
| In U.S. schools less than 12 months | 54 | 22 | 18 | 6 | 47 | 21 | 19 | 13 | 61 | 17 | 17 | 4 |
| In U.S. schools 12 months or more | 26 | 34 | 30 | 10 | 14 | 29 | 31 | 26 | 43 | 27 | 25 | 6 |
| Duration unknown | 37 | 33 | 25 | 6 | 22 | 30 | 26 | 22 | 52 | 26 | 19 | 3 |
| Migrant education | 44 | 34 | 19 | 3 | 28 | 31 | 26 | 14 | 62 | 23 | 13 | 1 |
| Not migrant education | 27 | 33 | 30 | 10 | 15 | 29 | 31 | 25 | 43 | 26 | 25 | 6 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Military | 19 | 33 | 34 | 14 | 9 | 25 | 33 | 33 | 36 | 29 | 28 | 7 |
| Not military | 27 | 33 | 29 | 10 | 15 | 29 | 31 | 25 | 44 | 26 | 25 | 5 |
| Homeless | 41 | 35 | 20 | 4 | 24 | 32 | 28 | 17 | 60 | 24 | 14 | 2 |
| Not homeless | 27 | 33 | 30 | 10 | 15 | 29 | 31 | 26 | 43 | 26 | 25 | 6 |
| American Indian or Alaska Native—Not economically disadvantaged | 12 | 19 | 36 | 33 | 7 | 14 | 29 | 50 | 17 | 21 | 38 | 24 |
| American Indian or Alaska Native—Economically disadvantaged | 34 | 35 | 22 | 9 | 16 | 32 | 32 | 20 | 52 | 24 | 22 | 3 |
| Asian—Not economically disadvantaged | 7 | 15 | 39 | 39 | 7 | 15 | 27 | 51 | 9 | 16 | 50 | 26 |
| Asian—Economically disadvantaged | 19 | 27 | 37 | 17 | 14 | 26 | 29 | 30 | 26 | 25 | 38 | 11 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 16 | 27 | 38 | 19 | 14 | 20 | 26 | 41 | 27 | 26 | 35 | 12 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 30 | 38 | 25 | 8 | 20 | 34 | 29 | 18 | 44 | 26 | 26 | 4 |
| Filipino—Not economically disadvantaged | 7 | 18 | 45 | 30 | 6 | 21 | 34 | 39 | 11 | 16 | 52 | 22 |
| Filipino—Economically disadvantaged | 11 | 22 | 46 | 21 | 9 | 28 | 32 | 30 | 13 | 24 | 48 | 15 |
| Hispanic or Latino—Not economically disadvantaged | 24 | 33 | 33 | 10 | 14 | 25 | 32 | 29 | 41 | 28 | 27 | 4 |
| Hispanic or Latino—Economically disadvantaged | 31 | 37 | 26 | 5 | 16 | 32 | 31 | 20 | 51 | 27 | 19 | 2 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Black or African American—Not economically disadvantaged | 8 | 21 | 47 | 25 | 5 | 20 | 28 | 47 | 12 | 26 | 51 | 11 |
| Black or African American—Economically disadvantaged | 18 | 34 | 37 | 12 | 11 | 27 | 30 | 32 | 31 | 30 | 32 | 6 |
| White—Not economically disadvantaged | 9 | 19 | 42 | 30 | 8 | 15 | 27 | 50 | 15 | 22 | 48 | 14 |
| White—Economically disadvantaged | 23 | 29 | 36 | 11 | 16 | 26 | 32 | 26 | 33 | 29 | 32 | 6 |
| Two or more races—Not economically disadvantaged | 10 | 17 | 37 | 36 | 8 | 14 | 26 | 52 | 15 | 19 | 47 | 19 |
| Two or more races—Economically disadvantaged | 29 | 34 | 27 | 9 | 18 | 30 | 28 | 25 | 45 | 27 | 22 | 5 |

Table 4.D. Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Two

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| All | 14 | 32 | 42 | 12 | 9 | 28 | 38 | 25 | 26 | 29 | 36 | 9 |
| Male | 16 | 32 | 41 | 12 | 10 | 29 | 36 | 25 | 28 | 29 | 35 | 8 |
| Female | 12 | 32 | 44 | 13 | 7 | 28 | 40 | 26 | 23 | 30 | 37 | 10 |
| Nonbinary | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 14 | 31 | 44 | 10 | 8 | 26 | 36 | 30 | 26 | 31 | 36 | 8 |
| Asian | 7 | 17 | 43 | 33 | 7 | 18 | 32 | 42 | 10 | 17 | 47 | 25 |
| Native Hawaiian or Other Pacific Islander | 15 | 29 | 44 | 12 | 9 | 29 | 40 | 22 | 22 | 28 | 41 | 9 |
| Filipino | 6 | 19 | 49 | 25 | 8 | 24 | 35 | 33 | 8 | 18 | 54 | 20 |
| Hispanic or Latino | 15 | 35 | 41 | 8 | 9 | 30 | 39 | 22 | 29 | 32 | 33 | 5 |
| Black or African American | 8 | 21 | 51 | 20 | 5 | 20 | 40 | 35 | 13 | 25 | 51 | 11 |
| White | 9 | 21 | 46 | 24 | 7 | 20 | 35 | 38 | 15 | 23 | 45 | 16 |
| Two or more races | 11 | 26 | 43 | 21 | 6 | 25 | 35 | 34 | 20 | 24 | 42 | 14 |
| No special education services | 11 | 31 | 44 | 13 | 7 | 27 | 39 | 27 | 23 | 30 | 38 | 9 |
| Special education services | 34 | 37 | 25 | 5 | 23 | 37 | 28 | 13 | 48 | 29 | 20 | 3 |
| Not economically disadvantaged | 9 | 20 | 44 | 27 | 7 | 19 | 35 | 39 | 14 | 22 | 44 | 19 |
| Economically disadvantaged | 15 | 35 | 41 | 9 | 9 | 30 | 38 | 22 | 28 | 31 | 34 | 6 |
| In U.S. schools less than 12 months | 50 | 22 | 21 | 7 | 47 | 22 | 19 | 12 | 53 | 21 | 21 | 5 |
| In U.S. schools 12 months or more | 13 | 32 | 42 | 13 | 8 | 28 | 38 | 26 | 25 | 30 | 37 | 9 |
| Duration unknown | 22 | 33 | 37 | 8 | 16 | 27 | 35 | 23 | 35 | 29 | 32 | 4 |
| Migrant education | 24 | 36 | 35 | 5 | 15 | 34 | 34 | 16 | 37 | 32 | 27 | 4 |
| Not migrant education | 13 | 32 | 42 | 13 | 9 | 28 | 38 | 26 | 26 | 29 | 36 | 9 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Military | 9 | 29 | 45 | 17 | 5 | 24 | 40 | 31 | 22 | 24 | 43 | 10 |
| Not military | 14 | 32 | 42 | 12 | 9 | 28 | 38 | 25 | 26 | 30 | 36 | 9 |
| Homeless | 22 | 37 | 35 | 6 | 14 | 32 | 37 | 17 | 36 | 32 | 27 | 5 |
| Not homeless | 13 | 32 | 42 | 13 | 9 | 28 | 38 | 26 | 25 | 29 | 37 | 9 |
| American Indian or Alaska Native—Not economically disadvantaged | 11 | 23 | 50 | 16 | 7 | 23 | 32 | 39 | 18 | 20 | 50 | 11 |
| American Indian or Alaska Native—Economically disadvantaged | 16 | 34 | 42 | 8 | 9 | 27 | 38 | 27 | 28 | 34 | 31 | 6 |
| Asian—Not economically disadvantaged | 4 | 10 | 40 | 46 | 5 | 12 | 30 | 53 | 5 | 11 | 48 | 36 |
| Asian—Economically disadvantaged | 10 | 23 | 46 | 22 | 10 | 23 | 35 | 32 | 14 | 23 | 47 | 16 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 10 | 18 | 49 | 23 | 5 | 26 | 31 | 38 | 11 | 23 | 51 | 15 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 16 | 33 | 42 | 9 | 10 | 29 | 43 | 17 | 25 | 30 | 38 | 6 |
| Filipino—Not economically disadvantaged | 4 | 17 | 51 | 28 | 5 | 23 | 36 | 37 | 7 | 15 | 57 | 21 |
| Filipino—Economically disadvantaged | 8 | 22 | 47 | 23 | 10 | 26 | 35 | 29 | 10 | 21 | 51 | 18 |
| Hispanic or Latino—Not economically disadvantaged | 12 | 28 | 47 | 13 | 9 | 24 | 39 | 29 | 22 | 30 | 40 | 8 |
| Hispanic or Latino—Economically disadvantaged | 16 | 36 | 41 | 7 | 9 | 31 | 39 | 21 | 30 | 32 | 32 | 5 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Black or African American—Not economically disadvantaged | 6 | 11 | 55 | 28 | 6 | 19 | 34 | 42 | 6 | 22 | 56 | 16 |
| Black or African American—Economically disadvantaged | 8 | 24 | 50 | 18 | 5 | 20 | 42 | 34 | 16 | 26 | 49 | 9 |
| White—Not economically disadvantaged | 5 | 12 | 46 | 37 | 5 | 12 | 33 | 51 | 7 | 17 | 50 | 25 |
| White—Economically disadvantaged | 11 | 26 | 45 | 17 | 9 | 24 | 36 | 31 | 20 | 26 | 43 | 12 |
| Two or more races—Not economically disadvantaged | 8 | 15 | 43 | 34 | 6 | 17 | 28 | 49 | 11 | 19 | 47 | 23 |
| Two or more races—Economically disadvantaged | 13 | 32 | 43 | 12 | 7 | 29 | 40 | 24 | 25 | 27 | 39 | 9 |

Table 4.D. Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Three

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| All | 16 | 39 | 34 | 12 | 12 | 17 | 43 | 28 | 29 | 47 | 19 | 5 |
| Male | 18 | 39 | 32 | 11 | 13 | 18 | 42 | 27 | 33 | 45 | 18 | 5 |
| Female | 13 | 38 | 36 | 12 | 11 | 16 | 45 | 28 | 25 | 48 | 21 | 6 |
| Nonbinary | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 20 | 34 | 34 | 13 | 14 | 23 | 38 | 25 | 32 | 41 | 22 | 4 |
| Asian | 10 | 23 | 37 | 30 | 10 | 11 | 35 | 44 | 14 | 37 | 33 | 17 |
| Native Hawaiian or Other Pacific Islander | 14 | 43 | 33 | 10 | 13 | 18 | 47 | 22 | 23 | 56 | 17 | 4 |
| Filipino | 9 | 26 | 44 | 21 | 9 | 13 | 44 | 34 | 12 | 41 | 33 | 14 |
| Hispanic or Latino | 17 | 42 | 33 | 8 | 12 | 18 | 45 | 24 | 32 | 48 | 17 | 3 |
| Black or African American | 11 | 34 | 37 | 17 | 10 | 11 | 44 | 35 | 22 | 45 | 26 | 7 |
| White | 11 | 27 | 39 | 23 | 10 | 12 | 37 | 41 | 19 | 40 | 29 | 11 |
| Two or more races | 12 | 32 | 35 | 22 | 9 | 13 | 41 | 37 | 22 | 42 | 26 | 11 |
| No special education services | 13 | 38 | 36 | 13 | 10 | 16 | 44 | 30 | 26 | 48 | 21 | 6 |
| Special education services | 36 | 42 | 17 | 4 | 27 | 25 | 36 | 13 | 53 | 37 | 8 | 2 |
| Not economically disadvantaged | 10 | 28 | 37 | 25 | 8 | 11 | 38 | 42 | 18 | 40 | 29 | 13 |
| Economically disadvantaged | 17 | 41 | 33 | 9 | 13 | 18 | 44 | 25 | 31 | 48 | 17 | 3 |
| In U.S. schools less than 12 months | 56 | 20 | 16 | 8 | 54 | 11 | 19 | 15 | 57 | 27 | 12 | 4 |
| In U.S. schools 12 months or more | 15 | 39 | 34 | 12 | 11 | 17 | 44 | 28 | 28 | 47 | 19 | 5 |
| Duration unknown | 26 | 37 | 26 | 11 | 21 | 15 | 39 | 24 | 40 | 43 | 12 | 4 |
| Migrant education | 25 | 42 | 27 | 6 | 20 | 21 | 40 | 19 | 41 | 44 | 12 | 2 |
| Not migrant education | 15 | 39 | 34 | 12 | 12 | 17 | 43 | 28 | 29 | 47 | 19 | 5 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Military | 11 | 34 | 40 | 15 | 8 | 16 | 44 | 32 | 24 | 45 | 25 | 6 |
| Not military | 16 | 39 | 34 | 12 | 12 | 17 | 43 | 28 | 29 | 47 | 19 | 5 |
| Homeless | 24 | 41 | 28 | 7 | 18 | 20 | 42 | 20 | 39 | 45 | 14 | 2 |
| Not homeless | 15 | 39 | 34 | 12 | 12 | 17 | 43 | 28 | 29 | 47 | 19 | 5 |
| American Indian or Alaska Native—Not economically disadvantaged | 21 | 21 | 25 | 33 | 17 | 13 | 25 | 46 | 25 | 38 | 21 | 17 |
| American Indian or Alaska Native—Economically disadvantaged | 20 | 37 | 36 | 8 | 13 | 25 | 41 | 21 | 34 | 42 | 22 | 2 |
| Asian—Not economically disadvantaged | 6 | 17 | 36 | 41 | 7 | 8 | 30 | 54 | 9 | 31 | 36 | 24 |
| Asian—Economically disadvantaged | 13 | 28 | 38 | 21 | 12 | 13 | 38 | 36 | 18 | 42 | 30 | 10 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 8 | 38 | 42 | 11 | 8 | 15 | 45 | 31 | 17 | 55 | 23 | 6 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 16 | 44 | 30 | 10 | 14 | 19 | 48 | 19 | 25 | 56 | 15 | 3 |
| Filipino—Not economically disadvantaged | 9 | 22 | 44 | 25 | 10 | 12 | 42 | 37 | 12 | 36 | 36 | 17 |
| Filipino—Economically disadvantaged | 9 | 29 | 44 | 18 | 9 | 13 | 45 | 32 | 12 | 45 | 32 | 11 |
| Hispanic or Latino—Not economically disadvantaged | 13 | 35 | 37 | 15 | 10 | 14 | 43 | 33 | 25 | 46 | 23 | 6 |
| Hispanic or Latino—Economically disadvantaged | 18 | 43 | 32 | 7 | 13 | 19 | 45 | 23 | 33 | 49 | 16 | 3 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Black or African American—Not economically disadvantaged | 6 | 29 | 48 | 17 | 9 | 10 | 38 | 43 | 11 | 48 | 32 | 10 |
| Black or African American—Economically disadvantaged | 13 | 36 | 34 | 17 | 11 | 11 | 46 | 33 | 25 | 44 | 24 | 7 |
| White—Not economically disadvantaged | 6 | 19 | 41 | 33 | 6 | 8 | 34 | 52 | 11 | 37 | 35 | 17 |
| White—Economically disadvantaged | 14 | 31 | 37 | 18 | 12 | 15 | 39 | 35 | 24 | 42 | 26 | 8 |
| Two or more races—Not economically disadvantaged | 6 | 21 | 37 | 35 | 4 | 9 | 37 | 49 | 11 | 35 | 35 | 19 |
| Two or more races—Economically disadvantaged | 14 | 37 | 34 | 15 | 11 | 15 | 43 | 31 | 27 | 45 | 21 | 7 |

Table 4.D. Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Four

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| All | 14 | 34 | 39 | 14 | 9 | 17 | 40 | 34 | 33 | 40 | 21 | 6 |
| Male | 16 | 34 | 37 | 13 | 10 | 17 | 39 | 34 | 37 | 39 | 19 | 5 |
| Female | 12 | 33 | 41 | 14 | 8 | 17 | 41 | 35 | 28 | 42 | 23 | 7 |
| Nonbinary | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 14 | 39 | 28 | 19 | 9 | 21 | 36 | 35 | 32 | 40 | 20 | 9 |
| Asian | 12 | 21 | 38 | 30 | 10 | 12 | 31 | 48 | 20 | 32 | 31 | 16 |
| Native Hawaiian or Other Pacific Islander | 15 | 38 | 34 | 13 | 12 | 19 | 39 | 30 | 29 | 43 | 22 | 6 |
| Filipino | 8 | 24 | 45 | 24 | 6 | 16 | 38 | 40 | 14 | 38 | 36 | 12 |
| Hispanic or Latino | 15 | 36 | 39 | 11 | 9 | 18 | 41 | 32 | 35 | 42 | 19 | 4 |
| Black or African American | 9 | 27 | 43 | 20 | 6 | 12 | 38 | 45 | 29 | 37 | 25 | 9 |
| White | 11 | 23 | 39 | 26 | 8 | 12 | 32 | 48 | 24 | 36 | 28 | 13 |
| Two or more races | 12 | 28 | 39 | 21 | 8 | 13 | 37 | 42 | 27 | 37 | 25 | 11 |
| No special education services | 11 | 32 | 42 | 15 | 7 | 15 | 41 | 37 | 28 | 42 | 24 | 6 |
| Special education services | 32 | 43 | 21 | 5 | 18 | 28 | 36 | 18 | 61 | 29 | 8 | 2 |
| Not economically disadvantaged | 10 | 24 | 41 | 25 | 8 | 11 | 34 | 47 | 22 | 36 | 29 | 13 |
| Economically disadvantaged | 15 | 35 | 38 | 11 | 9 | 18 | 41 | 32 | 35 | 41 | 20 | 4 |
| In U.S. schools less than 12 months | 62 | 18 | 15 | 5 | 58 | 11 | 18 | 13 | 69 | 19 | 8 | 3 |
| In U.S. schools 12 months or more | 13 | 34 | 39 | 14 | 8 | 17 | 40 | 35 | 32 | 41 | 21 | 6 |
| Duration unknown | 31 | 29 | 30 | 9 | 22 | 17 | 37 | 24 | 46 | 33 | 17 | 4 |
| Migrant education | 23 | 38 | 31 | 8 | 17 | 20 | 39 | 24 | 44 | 37 | 16 | 3 |
| Not migrant education | 14 | 34 | 39 | 14 | 9 | 17 | 40 | 34 | 33 | 40 | 21 | 6 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Military | 8 | 31 | 42 | 18 | 5 | 14 | 41 | 40 | 25 | 43 | 25 | 7 |
| Not military | 14 | 34 | 39 | 14 | 9 | 17 | 40 | 34 | 33 | 40 | 21 | 6 |
| Homeless | 22 | 36 | 33 | 8 | 16 | 19 | 40 | 25 | 43 | 39 | 16 | 3 |
| Not homeless | 14 | 34 | 39 | 14 | 9 | 17 | 40 | 35 | 32 | 40 | 21 | 6 |
| American Indian or Alaska Native—Not economically disadvantaged | 3 | 28 | 34 | 34 | 3 | 19 | 25 | 53 | 13 | 38 | 34 | 16 |
| American Indian or Alaska Native—Economically disadvantaged | 18 | 42 | 26 | 14 | 10 | 22 | 39 | 29 | 38 | 40 | 15 | 6 |
| Asian—Not economically disadvantaged | 9 | 15 | 36 | 40 | 9 | 8 | 26 | 57 | 14 | 27 | 35 | 24 |
| Asian—Economically disadvantaged | 14 | 26 | 38 | 22 | 11 | 14 | 34 | 41 | 25 | 36 | 28 | 11 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 6 | 27 | 39 | 29 | 4 | 6 | 43 | 47 | 18 | 39 | 33 | 10 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 17 | 42 | 33 | 8 | 14 | 22 | 38 | 26 | 32 | 44 | 19 | 5 |
| Filipino—Not economically disadvantaged | 6 | 19 | 47 | 28 | 4 | 13 | 36 | 47 | 11 | 37 | 37 | 15 |
| Filipino—Economically disadvantaged | 9 | 28 | 43 | 20 | 8 | 19 | 39 | 34 | 17 | 39 | 36 | 8 |
| Hispanic or Latino—Not economically disadvantaged | 12 | 29 | 43 | 17 | 8 | 14 | 38 | 40 | 27 | 40 | 25 | 7 |
| Hispanic or Latino—Economically disadvantaged | 15 | 37 | 38 | 10 | 9 | 18 | 42 | 31 | 36 | 42 | 19 | 4 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Black or African American—Not economically disadvantaged | 8 | 22 | 42 | 28 | 7 | 9 | 26 | 59 | 24 | 37 | 25 | 14 |
| Black or African American—Economically disadvantaged | 10 | 29 | 44 | 18 | 5 | 13 | 41 | 41 | 30 | 37 | 25 | 8 |
| White—Not economically disadvantaged | 7 | 15 | 40 | 38 | 5 | 8 | 27 | 60 | 14 | 32 | 33 | 20 |
| White—Economically disadvantaged | 13 | 27 | 39 | 21 | 9 | 14 | 35 | 42 | 28 | 38 | 25 | 9 |
| Two or more races—Not economically disadvantaged | 7 | 21 | 42 | 30 | 6 | 7 | 31 | 56 | 18 | 33 | 33 | 15 |
| Two or more races—Economically disadvantaged | 14 | 31 | 38 | 17 | 9 | 15 | 39 | 36 | 31 | 38 | 22 | 9 |

Table 4.D. Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Five

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| All | 13 | 34 | 36 | 16 | 9 | 10 | 43 | 38 | 28 | 49 | 15 | 8 |
| Male | 15 | 35 | 34 | 15 | 10 | 10 | 42 | 38 | 32 | 47 | 13 | 7 |
| Female | 11 | 33 | 38 | 17 | 9 | 10 | 44 | 38 | 24 | 50 | 17 | 10 |
| Nonbinary | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 13 | 38 | 36 | 13 | 11 | 8 | 48 | 33 | 35 | 41 | 20 | 4 |
| Asian | 13 | 22 | 33 | 31 | 11 | 8 | 33 | 49 | 20 | 39 | 21 | 20 |
| Native Hawaiian or Other Pacific Islander | 14 | 33 | 38 | 15 | 9 | 9 | 50 | 32 | 26 | 52 | 15 | 7 |
| Filipino | 7 | 27 | 41 | 25 | 7 | 7 | 43 | 43 | 12 | 49 | 24 | 15 |
| Hispanic or Latino | 13 | 37 | 36 | 14 | 9 | 11 | 45 | 36 | 30 | 50 | 14 | 6 |
| Black or African American | 13 | 29 | 37 | 21 | 7 | 12 | 40 | 42 | 27 | 42 | 20 | 11 |
| White | 12 | 24 | 36 | 28 | 9 | 7 | 34 | 50 | 22 | 42 | 19 | 16 |
| Two or more races | 13 | 28 | 36 | 23 | 9 | 9 | 38 | 45 | 27 | 40 | 21 | 13 |
| No special education services | 10 | 32 | 40 | 19 | 8 | 8 | 42 | 42 | 22 | 51 | 17 | 10 |
| Special education services | 28 | 47 | 20 | 5 | 16 | 18 | 46 | 21 | 56 | 37 | 5 | 2 |
| Not economically disadvantaged | 10 | 25 | 36 | 28 | 8 | 7 | 36 | 49 | 21 | 43 | 20 | 16 |
| Economically disadvantaged | 14 | 36 | 36 | 14 | 9 | 11 | 44 | 36 | 30 | 50 | 14 | 7 |
| In U.S. schools less than 12 months | 64 | 16 | 12 | 8 | 62 | 8 | 16 | 14 | 68 | 21 | 6 | 4 |
| In U.S. schools 12 months or more | 12 | 35 | 36 | 16 | 8 | 10 | 44 | 38 | 27 | 49 | 15 | 8 |
| Duration unknown | 19 | 32 | 33 | 16 | 15 | 9 | 40 | 36 | 33 | 44 | 15 | 7 |
| Migrant education | 24 | 35 | 31 | 10 | 19 | 11 | 42 | 28 | 38 | 45 | 11 | 5 |
| Not migrant education | 13 | 34 | 36 | 16 | 9 | 10 | 43 | 38 | 28 | 49 | 15 | 8 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Military | 12 | 31 | 35 | 22 | 8 | 7 | 42 | 42 | 27 | 46 | 16 | 11 |
| Not military | 13 | 35 | 36 | 16 | 9 | 10 | 43 | 38 | 28 | 49 | 15 | 8 |
| Homeless | 21 | 37 | 31 | 11 | 15 | 12 | 42 | 31 | 37 | 45 | 12 | 5 |
| Not homeless | 13 | 34 | 36 | 17 | 9 | 10 | 43 | 38 | 28 | 49 | 15 | 8 |
| American Indian or Alaska Native—Not economically disadvantaged | 7 | 21 | 43 | 29 | 0 | 7 | 36 | 57 | 21 | 50 | 21 | 7 |
| American Indian or Alaska Native—Economically disadvantaged | 14 | 41 | 35 | 10 | 13 | 8 | 50 | 29 | 37 | 40 | 20 | 3 |
| Asian—Not economically disadvantaged | 10 | 18 | 31 | 41 | 9 | 7 | 28 | 56 | 15 | 32 | 25 | 28 |
| Asian—Economically disadvantaged | 15 | 25 | 35 | 25 | 13 | 8 | 35 | 43 | 23 | 43 | 19 | 15 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 6 | 27 | 40 | 27 | 0 | 10 | 44 | 46 | 12 | 54 | 23 | 12 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 16 | 35 | 37 | 11 | 11 | 9 | 51 | 28 | 30 | 52 | 13 | 6 |
| Filipino—Not economically disadvantaged | 5 | 24 | 39 | 32 | 6 | 5 | 39 | 50 | 9 | 46 | 26 | 18 |
| Filipino—Economically disadvantaged | 8 | 29 | 43 | 20 | 7 | 9 | 46 | 38 | 15 | 51 | 21 | 13 |
| Hispanic or Latino—Not economically disadvantaged | 12 | 30 | 39 | 20 | 9 | 8 | 40 | 43 | 25 | 48 | 17 | 10 |
| Hispanic or Latino—Economically disadvantaged | 14 | 37 | 36 | 13 | 9 | 11 | 45 | 35 | 30 | 50 | 13 | 6 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Black or African American—Not economically disadvantaged | 7 | 26 | 39 | 28 | 3 | 14 | 35 | 49 | 16 | 35 | 31 | 18 |
| Black or African American—Economically disadvantaged | 15 | 29 | 37 | 20 | 8 | 11 | 41 | 40 | 30 | 44 | 17 | 10 |
| White—Not economically disadvantaged | 7 | 17 | 32 | 44 | 6 | 4 | 26 | 64 | 14 | 37 | 24 | 24 |
| White—Economically disadvantaged | 14 | 27 | 37 | 23 | 10 | 8 | 37 | 45 | 26 | 45 | 18 | 12 |
| Two or more races—Not economically disadvantaged | 7 | 17 | 39 | 36 | 6 | 5 | 28 | 61 | 16 | 37 | 25 | 22 |
| Two or more races—Economically disadvantaged | 15 | 32 | 35 | 18 | 10 | 10 | 42 | 38 | 31 | 41 | 19 | 9 |

Table 4.D. Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Six

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| All | 15 | 32 | 37 | 17 | 10 | 16 | 43 | 31 | 32 | 42 | 20 | 6 |
| Male | 17 | 33 | 35 | 16 | 11 | 16 | 42 | 31 | 38 | 41 | 16 | 5 |
| Female | 13 | 30 | 39 | 19 | 9 | 16 | 43 | 32 | 26 | 42 | 23 | 8 |
| Nonbinary | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 16 | 35 | 39 | 10 | 14 | 19 | 40 | 27 | 38 | 38 | 20 | 5 |
| Asian | 15 | 21 | 34 | 30 | 13 | 11 | 35 | 41 | 24 | 34 | 26 | 16 |
| Native Hawaiian or Other Pacific Islander | 15 | 40 | 35 | 11 | 9 | 22 | 46 | 23 | 35 | 43 | 17 | 6 |
| Filipino | 10 | 28 | 39 | 24 | 8 | 17 | 42 | 34 | 18 | 42 | 26 | 14 |
| Hispanic or Latino | 15 | 33 | 37 | 15 | 10 | 17 | 44 | 30 | 34 | 43 | 19 | 5 |
| Black or African American | 12 | 31 | 36 | 21 | 8 | 13 | 38 | 41 | 36 | 38 | 19 | 7 |
| White | 14 | 24 | 36 | 27 | 9 | 12 | 36 | 42 | 27 | 37 | 23 | 12 |
| Two or more races | 18 | 23 | 34 | 25 | 14 | 12 | 38 | 37 | 31 | 35 | 24 | 10 |
| No special education services | 11 | 29 | 40 | 20 | 8 | 14 | 43 | 35 | 26 | 44 | 23 | 8 |
| Special education services | 29 | 41 | 24 | 7 | 17 | 25 | 40 | 19 | 57 | 33 | 8 | 1 |
| Not economically disadvantaged | 12 | 24 | 37 | 27 | 9 | 12 | 38 | 41 | 26 | 38 | 24 | 13 |
| Economically disadvantaged | 15 | 33 | 37 | 15 | 10 | 17 | 43 | 30 | 34 | 42 | 19 | 5 |
| In U.S. schools less than 12 months | 60 | 17 | 15 | 8 | 57 | 12 | 18 | 13 | 68 | 20 | 8 | 4 |
| In U.S. schools 12 months or more | 14 | 32 | 37 | 17 | 9 | 16 | 43 | 32 | 32 | 42 | 20 | 6 |
| Duration unknown | 21 | 30 | 33 | 17 | 16 | 16 | 37 | 31 | 37 | 41 | 17 | 6 |
| Migrant education | 24 | 31 | 31 | 14 | 18 | 17 | 38 | 26 | 41 | 39 | 15 | 5 |
| Not migrant education | 15 | 32 | 37 | 17 | 10 | 16 | 43 | 32 | 32 | 42 | 20 | 6 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Military | 8 | 29 | 40 | 23 | 6 | 12 | 45 | 37 | 26 | 42 | 26 | 6 |
| Not military | 15 | 32 | 37 | 17 | 10 | 16 | 42 | 31 | 33 | 42 | 20 | 6 |
| Homeless | 21 | 33 | 33 | 13 | 16 | 19 | 40 | 26 | 40 | 38 | 17 | 4 |
| Not homeless | 14 | 31 | 37 | 17 | 10 | 16 | 43 | 32 | 32 | 42 | 20 | 6 |
| American Indian or Alaska Native—Not economically disadvantaged | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native—Economically disadvantaged | 16 | 36 | 39 | 10 | 14 | 21 | 39 | 27 | 38 | 38 | 21 | 4 |
| Asian—Not economically disadvantaged | 12 | 16 | 33 | 39 | 11 | 9 | 31 | 49 | 19 | 29 | 28 | 23 |
| Asian—Economically disadvantaged | 17 | 23 | 35 | 25 | 14 | 13 | 37 | 36 | 27 | 37 | 25 | 11 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 18 | 31 | 33 | 18 | 9 | 24 | 33 | 35 | 36 | 35 | 22 | 7 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 13 | 43 | 35 | 8 | 8 | 22 | 51 | 19 | 34 | 46 | 15 | 5 |
| Filipino—Not economically disadvantaged | 10 | 26 | 40 | 24 | 8 | 16 | 44 | 33 | 16 | 45 | 24 | 15 |
| Filipino—Economically disadvantaged | 10 | 29 | 38 | 24 | 8 | 17 | 40 | 35 | 19 | 40 | 28 | 13 |
| Hispanic or Latino—Not economically disadvantaged | 13 | 27 | 38 | 21 | 9 | 13 | 41 | 37 | 29 | 40 | 23 | 8 |
| Hispanic or Latino—Economically disadvantaged | 15 | 34 | 37 | 14 | 10 | 17 | 44 | 29 | 34 | 43 | 18 | 5 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Black or African American—Not economically disadvantaged | 11 | 22 | 44 | 23 | 8 | 12 | 36 | 44 | 26 | 48 | 21 | 5 |
| Black or African American—Economically disadvantaged | 12 | 34 | 34 | 20 | 8 | 13 | 38 | 40 | 38 | 35 | 19 | 8 |
| White—Not economically disadvantaged | 8 | 17 | 35 | 40 | 5 | 7 | 31 | 56 | 17 | 35 | 27 | 21 |
| White—Economically disadvantaged | 16 | 27 | 36 | 22 | 11 | 14 | 38 | 37 | 31 | 38 | 21 | 9 |
| Two or more races—Not economically disadvantaged | 13 | 19 | 32 | 36 | 13 | 6 | 34 | 46 | 23 | 34 | 25 | 17 |
| Two or more races—Economically disadvantaged | 20 | 24 | 35 | 20 | 14 | 14 | 39 | 33 | 34 | 35 | 24 | 7 |

Table 4.D. Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Seven

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| All | 14 | 30 | 35 | 20 | 10 | 18 | 39 | 33 | 29 | 39 | 24 | 8 |
| Male | 16 | 32 | 33 | 19 | 10 | 18 | 39 | 33 | 34 | 39 | 20 | 6 |
| Female | 12 | 28 | 37 | 22 | 9 | 17 | 40 | 34 | 23 | 39 | 28 | 10 |
| Nonbinary | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 16 | 28 | 36 | 19 | 8 | 20 | 36 | 35 | 25 | 53 | 15 | 7 |
| Asian | 15 | 21 | 32 | 32 | 13 | 13 | 33 | 41 | 23 | 31 | 27 | 18 |
| Native Hawaiian or Other Pacific Islander | 14 | 30 | 36 | 19 | 9 | 22 | 38 | 30 | 24 | 41 | 28 | 7 |
| Filipino | 10 | 23 | 39 | 29 | 7 | 16 | 40 | 36 | 15 | 34 | 34 | 16 |
| Hispanic or Latino | 14 | 31 | 36 | 19 | 9 | 18 | 40 | 32 | 30 | 40 | 23 | 6 |
| Black or African American | 11 | 31 | 33 | 25 | 7 | 17 | 38 | 38 | 28 | 36 | 30 | 6 |
| White | 13 | 23 | 33 | 31 | 9 | 13 | 34 | 44 | 24 | 34 | 27 | 14 |
| Two or more races | 16 | 24 | 35 | 25 | 13 | 14 | 36 | 37 | 26 | 37 | 25 | 12 |
| No special education services | 11 | 27 | 38 | 24 | 9 | 15 | 40 | 37 | 23 | 40 | 27 | 9 |
| Special education services | 25 | 41 | 25 | 8 | 13 | 28 | 38 | 20 | 51 | 36 | 11 | 2 |
| Not economically disadvantaged | 12 | 24 | 34 | 30 | 9 | 13 | 36 | 42 | 24 | 34 | 27 | 15 |
| Economically disadvantaged | 15 | 31 | 35 | 19 | 10 | 19 | 40 | 32 | 30 | 40 | 23 | 7 |
| In U.S. schools less than 12 months | 65 | 16 | 12 | 7 | 63 | 12 | 15 | 10 | 69 | 20 | 8 | 4 |
| In U.S. schools 12 months or more | 13 | 30 | 36 | 21 | 8 | 18 | 40 | 34 | 28 | 40 | 24 | 8 |
| Duration unknown | 20 | 33 | 27 | 20 | 16 | 17 | 37 | 31 | 36 | 38 | 19 | 7 |
| Migrant education | 24 | 30 | 30 | 16 | 19 | 19 | 36 | 26 | 38 | 37 | 19 | 6 |
| Not migrant education | 14 | 30 | 35 | 20 | 9 | 18 | 40 | 33 | 29 | 39 | 24 | 8 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Military | 10 | 29 | 37 | 24 | 8 | 12 | 44 | 37 | 25 | 39 | 26 | 9 |
| Not military | 14 | 30 | 35 | 20 | 10 | 18 | 39 | 33 | 29 | 39 | 24 | 8 |
| Homeless | 24 | 29 | 31 | 16 | 18 | 18 | 37 | 28 | 39 | 35 | 20 | 6 |
| Not homeless | 14 | 30 | 35 | 21 | 9 | 18 | 40 | 34 | 29 | 39 | 24 | 8 |
| American Indian or Alaska Native—Not economically disadvantaged | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native—Economically disadvantaged | 18 | 27 | 36 | 18 | 9 | 19 | 36 | 35 | 23 | 53 | 17 | 6 |
| Asian—Not economically disadvantaged | 12 | 17 | 30 | 41 | 11 | 11 | 30 | 49 | 18 | 25 | 31 | 25 |
| Asian—Economically disadvantaged | 17 | 24 | 32 | 27 | 14 | 15 | 35 | 36 | 26 | 34 | 25 | 14 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 11 | 23 | 38 | 29 | 5 | 14 | 30 | 50 | 25 | 32 | 36 | 7 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 16 | 33 | 36 | 16 | 11 | 25 | 41 | 24 | 24 | 44 | 25 | 7 |
| Filipino—Not economically disadvantaged | 7 | 21 | 38 | 34 | 6 | 14 | 42 | 38 | 11 | 34 | 33 | 22 |
| Filipino—Economically disadvantaged | 11 | 24 | 39 | 25 | 8 | 17 | 39 | 36 | 18 | 35 | 35 | 12 |
| Hispanic or Latino—Not economically disadvantaged | 13 | 27 | 36 | 24 | 9 | 15 | 38 | 38 | 27 | 38 | 25 | 10 |
| Hispanic or Latino—Economically disadvantaged | 14 | 32 | 36 | 18 | 9 | 19 | 41 | 31 | 31 | 41 | 23 | 6 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Black or African American—Not economically disadvantaged | 7 | 29 | 32 | 33 | 5 | 13 | 36 | 46 | 24 | 34 | 33 | 9 |
| Black or African American—Economically disadvantaged | 13 | 31 | 33 | 23 | 8 | 18 | 38 | 36 | 29 | 37 | 28 | 5 |
| White—Not economically disadvantaged | 9 | 18 | 30 | 44 | 7 | 10 | 28 | 55 | 18 | 28 | 31 | 23 |
| White—Economically disadvantaged | 14 | 25 | 34 | 26 | 10 | 14 | 36 | 40 | 27 | 37 | 26 | 11 |
| Two or more races—Not economically disadvantaged | 15 | 18 | 32 | 34 | 13 | 10 | 33 | 44 | 25 | 32 | 25 | 18 |
| Two or more races—Economically disadvantaged | 16 | 26 | 37 | 21 | 12 | 15 | 38 | 35 | 26 | 39 | 25 | 10 |

Table 4.D. Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Eight

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| All | 15 | 29 | 36 | 20 | 10 | 17 | 40 | 32 | 28 | 37 | 26 | 9 |
| Male | 17 | 30 | 35 | 18 | 11 | 18 | 40 | 32 | 33 | 37 | 23 | 7 |
| Female | 13 | 27 | 38 | 22 | 10 | 16 | 41 | 33 | 22 | 37 | 30 | 11 |
| Nonbinary | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 7 | 34 | 39 | 20 | 1 | 22 | 39 | 37 | 28 | 39 | 28 | 5 |
| Asian | 16 | 22 | 31 | 30 | 13 | 15 | 33 | 38 | 24 | 30 | 29 | 18 |
| Native Hawaiian or Other Pacific Islander | 15 | 35 | 35 | 16 | 10 | 22 | 43 | 25 | 30 | 38 | 25 | 7 |
| Filipino | 8 | 27 | 39 | 26 | 8 | 20 | 38 | 34 | 14 | 36 | 36 | 15 |
| Hispanic or Latino | 15 | 30 | 37 | 18 | 10 | 18 | 41 | 31 | 29 | 38 | 25 | 7 |
| Black or African American | 14 | 27 | 34 | 26 | 9 | 18 | 32 | 41 | 28 | 35 | 24 | 13 |
| White | 14 | 21 | 36 | 30 | 10 | 12 | 36 | 42 | 24 | 34 | 27 | 15 |
| Two or more races | 17 | 26 | 31 | 26 | 14 | 15 | 33 | 38 | 29 | 34 | 25 | 12 |
| No special education services | 13 | 25 | 39 | 23 | 10 | 14 | 40 | 36 | 24 | 37 | 29 | 10 |
| Special education services | 22 | 41 | 28 | 9 | 12 | 28 | 40 | 20 | 46 | 38 | 14 | 3 |
| Not economically disadvantaged | 13 | 23 | 36 | 27 | 10 | 14 | 38 | 39 | 23 | 34 | 29 | 14 |
| Economically disadvantaged | 15 | 30 | 36 | 19 | 10 | 18 | 40 | 31 | 29 | 38 | 25 | 8 |
| In U.S. schools less than 12 months | 67 | 15 | 12 | 6 | 64 | 12 | 14 | 9 | 69 | 17 | 10 | 4 |
| In U.S. schools 12 months or more | 14 | 29 | 37 | 20 | 9 | 17 | 41 | 33 | 27 | 38 | 26 | 9 |
| Duration unknown | 20 | 29 | 29 | 22 | 16 | 16 | 35 | 33 | 36 | 30 | 24 | 10 |
| Migrant education | 26 | 28 | 30 | 17 | 22 | 16 | 34 | 27 | 40 | 32 | 23 | 6 |
| Not migrant education | 15 | 29 | 37 | 20 | 10 | 17 | 40 | 33 | 28 | 37 | 26 | 9 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Military | 10 | 26 | 38 | 25 | 7 | 15 | 41 | 37 | 25 | 34 | 32 | 9 |
| Not military | 15 | 29 | 36 | 20 | 10 | 17 | 40 | 32 | 29 | 37 | 26 | 9 |
| Homeless | 22 | 29 | 33 | 16 | 17 | 18 | 36 | 28 | 37 | 34 | 22 | 7 |
| Not homeless | 14 | 29 | 37 | 20 | 10 | 17 | 40 | 33 | 28 | 37 | 26 | 9 |
| American Indian or Alaska Native—Not economically disadvantaged | 0 | 8 | 62 | 31 | 0 | 0 | 31 | 69 | 15 | 46 | 31 | 8 |
| American Indian or Alaska Native—Economically disadvantaged | 8 | 40 | 35 | 17 | 2 | 27 | 41 | 30 | 30 | 38 | 27 | 5 |
| Asian—Not economically disadvantaged | 13 | 20 | 30 | 38 | 11 | 13 | 31 | 45 | 18 | 26 | 31 | 24 |
| Asian—Economically disadvantaged | 18 | 24 | 32 | 26 | 15 | 16 | 35 | 34 | 27 | 32 | 27 | 14 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 15 | 26 | 42 | 18 | 6 | 16 | 53 | 24 | 21 | 42 | 29 | 8 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 15 | 39 | 31 | 16 | 12 | 24 | 39 | 25 | 34 | 36 | 23 | 7 |
| Filipino—Not economically disadvantaged | 8 | 22 | 41 | 29 | 8 | 16 | 40 | 36 | 13 | 34 | 36 | 17 |
| Filipino—Economically disadvantaged | 9 | 30 | 37 | 25 | 8 | 22 | 36 | 33 | 14 | 37 | 36 | 14 |
| Hispanic or Latino—Not economically disadvantaged | 14 | 25 | 38 | 23 | 11 | 14 | 40 | 36 | 26 | 36 | 28 | 10 |
| Hispanic or Latino—Economically disadvantaged | 15 | 30 | 37 | 18 | 10 | 18 | 41 | 31 | 30 | 38 | 25 | 7 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Black or African American—Not economically disadvantaged | 14 | 27 | 27 | 33 | 10 | 10 | 33 | 47 | 31 | 33 | 24 | 12 |
| Black or African American—Economically disadvantaged | 13 | 27 | 35 | 25 | 9 | 19 | 32 | 40 | 27 | 36 | 24 | 13 |
| White—Not economically disadvantaged | 9 | 17 | 36 | 38 | 6 | 9 | 36 | 48 | 17 | 32 | 28 | 23 |
| White—Economically disadvantaged | 15 | 23 | 35 | 27 | 11 | 13 | 36 | 39 | 26 | 34 | 27 | 13 |
| Two or more races—Not economically disadvantaged | 13 | 16 | 37 | 34 | 10 | 10 | 33 | 48 | 15 | 38 | 29 | 18 |
| Two or more races—Economically disadvantaged | 19 | 29 | 28 | 24 | 15 | 17 | 33 | 35 | 33 | 33 | 24 | 10 |

Table 4.D. Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Nine

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| All | 19 | 33 | 35 | 13 | 15 | 22 | 36 | 27 | 32 | 40 | 22 | 7 |
| Male | 21 | 34 | 33 | 12 | 15 | 23 | 35 | 27 | 36 | 38 | 20 | 6 |
| Female | 17 | 32 | 37 | 13 | 15 | 21 | 37 | 27 | 27 | 42 | 24 | 8 |
| Nonbinary | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 11 | 18 | 56 | 15 | 11 | 9 | 42 | 38 | 18 | 41 | 35 | 6 |
| Asian | 18 | 25 | 35 | 22 | 16 | 18 | 30 | 36 | 24 | 34 | 27 | 14 |
| Native Hawaiian or Other Pacific Islander | 15 | 33 | 40 | 12 | 10 | 28 | 34 | 28 | 30 | 39 | 24 | 7 |
| Filipino | 12 | 26 | 43 | 19 | 9 | 22 | 37 | 33 | 19 | 34 | 33 | 13 |
| Hispanic or Latino | 19 | 35 | 35 | 11 | 15 | 23 | 37 | 25 | 33 | 41 | 21 | 5 |
| Black or African American | 20 | 27 | 35 | 18 | 14 | 23 | 28 | 36 | 33 | 36 | 21 | 10 |
| White | 19 | 26 | 33 | 22 | 14 | 18 | 31 | 36 | 29 | 34 | 23 | 13 |
| Two or more races | 22 | 29 | 31 | 19 | 18 | 20 | 31 | 31 | 32 | 33 | 24 | 10 |
| No special education services | 17 | 30 | 38 | 14 | 15 | 19 | 36 | 30 | 28 | 40 | 24 | 8 |
| Special education services | 26 | 44 | 25 | 6 | 16 | 33 | 35 | 17 | 48 | 39 | 11 | 2 |
| Not economically disadvantaged | 18 | 28 | 36 | 18 | 15 | 19 | 33 | 33 | 28 | 36 | 24 | 11 |
| Economically disadvantaged | 19 | 34 | 35 | 12 | 15 | 23 | 37 | 26 | 33 | 40 | 21 | 6 |
| In U.S. schools less than 12 months | 67 | 16 | 11 | 5 | 67 | 13 | 11 | 9 | 68 | 20 | 9 | 3 |
| In U.S. schools 12 months or more | 17 | 34 | 36 | 13 | 12 | 23 | 37 | 28 | 30 | 41 | 22 | 7 |
| Duration unknown | 31 | 31 | 25 | 13 | 28 | 20 | 30 | 23 | 42 | 35 | 19 | 4 |
| Migrant education | 33 | 30 | 30 | 8 | 29 | 20 | 32 | 19 | 42 | 35 | 17 | 5 |
| Not migrant education | 19 | 33 | 35 | 13 | 14 | 22 | 36 | 27 | 32 | 40 | 22 | 7 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Military | 14 | 33 | 37 | 16 | 11 | 22 | 38 | 28 | 27 | 40 | 23 | 10 |
| Not military | 19 | 33 | 35 | 13 | 15 | 22 | 36 | 27 | 32 | 40 | 22 | 7 |
| Homeless | 29 | 31 | 30 | 10 | 24 | 20 | 34 | 21 | 40 | 37 | 18 | 5 |
| Not homeless | 19 | 33 | 35 | 13 | 14 | 22 | 36 | 27 | 32 | 40 | 22 | 7 |
| American Indian or Alaska Native—Not economically disadvantaged | 17 | 17 | 33 | 33 | 17 | 8 | 25 | 50 | 17 | 33 | 33 | 17 |
| American Indian or Alaska Native—Economically disadvantaged | 9 | 19 | 61 | 11 | 9 | 9 | 46 | 35 | 19 | 43 | 35 | 4 |
| Asian—Not economically disadvantaged | 15 | 22 | 35 | 28 | 14 | 16 | 27 | 43 | 20 | 31 | 27 | 22 |
| Asian—Economically disadvantaged | 20 | 27 | 35 | 19 | 17 | 20 | 31 | 32 | 27 | 36 | 27 | 10 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 15 | 41 | 32 | 12 | 12 | 32 | 39 | 17 | 24 | 49 | 20 | 7 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 15 | 30 | 43 | 12 | 9 | 27 | 33 | 32 | 32 | 36 | 26 | 7 |
| Filipino—Not economically disadvantaged | 12 | 24 | 44 | 20 | 8 | 22 | 35 | 34 | 18 | 32 | 35 | 15 |
| Filipino—Economically disadvantaged | 12 | 28 | 41 | 18 | 9 | 21 | 38 | 32 | 20 | 36 | 32 | 11 |
| Hispanic or Latino—Not economically disadvantaged | 19 | 30 | 36 | 14 | 17 | 19 | 35 | 29 | 31 | 39 | 23 | 7 |
| Hispanic or Latino—Economically disadvantaged | 19 | 35 | 35 | 11 | 15 | 23 | 37 | 25 | 33 | 41 | 20 | 5 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Black or African American—Not economically disadvantaged | 13 | 22 | 42 | 23 | 8 | 17 | 35 | 40 | 23 | 27 | 35 | 15 |
| Black or African American—Economically disadvantaged | 23 | 28 | 33 | 16 | 16 | 24 | 26 | 34 | 36 | 39 | 17 | 8 |
| White—Not economically disadvantaged | 14 | 21 | 34 | 31 | 11 | 15 | 30 | 44 | 22 | 32 | 26 | 20 |
| White—Economically disadvantaged | 20 | 27 | 33 | 19 | 16 | 19 | 31 | 34 | 32 | 35 | 23 | 11 |
| Two or more races—Not economically disadvantaged | 20 | 26 | 31 | 23 | 15 | 22 | 27 | 35 | 28 | 29 | 29 | 14 |
| Two or more races—Economically disadvantaged | 22 | 29 | 31 | 17 | 19 | 19 | 32 | 30 | 34 | 35 | 22 | 9 |

Table 4.D. Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Ten

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| All | 19 | 29 | 35 | 16 | 16 | 19 | 34 | 31 | 30 | 37 | 24 | 9 |
| Male | 20 | 30 | 34 | 16 | 16 | 20 | 33 | 31 | 34 | 36 | 22 | 8 |
| Female | 18 | 28 | 37 | 17 | 16 | 19 | 34 | 31 | 26 | 38 | 26 | 10 |
| Nonbinary | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 17 | 31 | 33 | 19 | 13 | 19 | 29 | 38 | 29 | 35 | 27 | 10 |
| Asian | 17 | 23 | 33 | 27 | 16 | 16 | 29 | 39 | 23 | 33 | 27 | 18 |
| Native Hawaiian or Other Pacific Islander | 18 | 28 | 38 | 17 | 17 | 17 | 33 | 33 | 30 | 38 | 25 | 8 |
| Filipino | 12 | 25 | 41 | 23 | 8 | 21 | 35 | 36 | 17 | 35 | 34 | 14 |
| Hispanic or Latino | 20 | 30 | 35 | 15 | 16 | 20 | 34 | 30 | 32 | 38 | 23 | 8 |
| Black or African American | 17 | 23 | 35 | 25 | 14 | 15 | 30 | 41 | 27 | 35 | 25 | 13 |
| White | 18 | 23 | 34 | 26 | 15 | 15 | 30 | 41 | 27 | 30 | 26 | 17 |
| Two or more races | 25 | 21 | 36 | 18 | 19 | 14 | 35 | 31 | 33 | 32 | 22 | 13 |
| No special education services | 19 | 26 | 36 | 19 | 17 | 17 | 33 | 34 | 27 | 36 | 26 | 11 |
| Special education services | 22 | 41 | 29 | 8 | 13 | 30 | 36 | 22 | 42 | 40 | 14 | 3 |
| Not economically disadvantaged | 17 | 25 | 34 | 24 | 15 | 17 | 30 | 38 | 26 | 33 | 27 | 14 |
| Economically disadvantaged | 20 | 30 | 35 | 15 | 16 | 20 | 34 | 30 | 31 | 37 | 23 | 8 |
| In U.S. schools less than 12 months | 63 | 17 | 13 | 7 | 63 | 14 | 13 | 10 | 62 | 23 | 11 | 4 |
| In U.S. schools 12 months or more | 17 | 30 | 36 | 17 | 14 | 20 | 34 | 32 | 29 | 37 | 24 | 9 |
| Duration unknown | 31 | 25 | 32 | 11 | 28 | 18 | 29 | 25 | 39 | 33 | 22 | 6 |
| Migrant education | 32 | 27 | 30 | 11 | 29 | 19 | 29 | 23 | 41 | 34 | 19 | 6 |
| Not migrant education | 19 | 29 | 35 | 17 | 16 | 19 | 34 | 31 | 30 | 37 | 24 | 9 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Military | 13 | 30 | 39 | 17 | 9 | 22 | 38 | 31 | 22 | 43 | 24 | 11 |
| Not military | 19 | 29 | 35 | 16 | 16 | 19 | 34 | 31 | 30 | 37 | 24 | 9 |
| Homeless | 29 | 30 | 29 | 13 | 26 | 19 | 31 | 24 | 40 | 34 | 19 | 7 |
| Not homeless | 19 | 29 | 35 | 17 | 15 | 19 | 34 | 31 | 30 | 37 | 24 | 9 |
| American Indian or Alaska Native—Not economically disadvantaged | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native—Economically disadvantaged | 19 | 35 | 33 | 14 | 14 | 23 | 35 | 28 | 30 | 37 | 23 | 9 |
| Asian—Not economically disadvantaged | 14 | 20 | 32 | 34 | 13 | 15 | 26 | 46 | 19 | 29 | 29 | 23 |
| Asian—Economically disadvantaged | 19 | 24 | 34 | 23 | 17 | 17 | 30 | 36 | 24 | 34 | 27 | 15 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 17 | 29 | 36 | 19 | 14 | 17 | 33 | 36 | 31 | 31 | 31 | 7 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 18 | 27 | 39 | 16 | 18 | 17 | 33 | 32 | 30 | 41 | 22 | 8 |
| Filipino—Not economically disadvantaged | 6 | 23 | 41 | 30 | 5 | 17 | 32 | 46 | 10 | 35 | 37 | 18 |
| Filipino—Economically disadvantaged | 16 | 26 | 41 | 17 | 11 | 23 | 36 | 29 | 23 | 35 | 31 | 11 |
| Hispanic or Latino—Not economically disadvantaged | 20 | 26 | 35 | 19 | 17 | 18 | 31 | 34 | 29 | 35 | 25 | 11 |
| Hispanic or Latino—Economically disadvantaged | 20 | 31 | 35 | 14 | 16 | 20 | 35 | 29 | 32 | 38 | 23 | 7 |

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Black or African American—Not economically disadvantaged | 11 | 22 | 38 | 29 | 10 | 14 | 32 | 44 | 17 | 40 | 21 | 22 |
| Black or African American—Economically disadvantaged | 19 | 23 | 33 | 24 | 16 | 15 | 29 | 40 | 31 | 33 | 27 | 10 |
| White—Not economically disadvantaged | 11 | 21 | 31 | 37 | 10 | 13 | 27 | 51 | 22 | 24 | 31 | 23 |
| White—Economically disadvantaged | 20 | 23 | 35 | 22 | 16 | 15 | 31 | 37 | 29 | 32 | 25 | 14 |
| Two or more races—Not economically disadvantaged | 22 | 17 | 38 | 24 | 15 | 14 | 35 | 36 | 31 | 24 | 31 | 15 |
| Two or more races—Economically disadvantaged | 26 | 22 | 36 | 16 | 20 | 15 | 35 | 30 | 33 | 34 | 20 | 12 |

Table 4.D. Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Eleven

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| All | 22 | 34 | 30 | 14 | 17 | 18 | 37 | 28 | 35 | 42 | 17 | 6 |
| Male | 23 | 35 | 29 | 13 | 17 | 18 | 37 | 27 | 39 | 41 | 15 | 5 |
| Female | 20 | 33 | 32 | 15 | 17 | 17 | 37 | 28 | 30 | 44 | 19 | 7 |
| Nonbinary | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 19 | 45 | 30 | 6 | 19 | 17 | 36 | 28 | 43 | 40 | 13 | 4 |
| Asian | 21 | 27 | 28 | 24 | 19 | 15 | 31 | 34 | 29 | 36 | 23 | 12 |
| Native Hawaiian or Other Pacific Islander | 20 | 41 | 30 | 9 | 11 | 26 | 46 | 17 | 36 | 40 | 23 | 1 |
| Filipino | 12 | 34 | 35 | 19 | 10 | 18 | 42 | 30 | 21 | 45 | 25 | 9 |
| Hispanic or Latino | 22 | 36 | 30 | 12 | 17 | 18 | 38 | 26 | 37 | 43 | 16 | 5 |
| Black or African American | 21 | 24 | 33 | 23 | 15 | 17 | 32 | 37 | 35 | 35 | 22 | 8 |
| White | 21 | 26 | 32 | 21 | 16 | 15 | 34 | 36 | 32 | 36 | 20 | 12 |
| Two or more races | 26 | 30 | 25 | 19 | 19 | 21 | 30 | 30 | 41 | 34 | 16 | 10 |
| No special education services | 21 | 31 | 32 | 16 | 18 | 15 | 36 | 30 | 32 | 42 | 19 | 7 |
| Special education services | 25 | 46 | 23 | 6 | 15 | 26 | 41 | 18 | 49 | 40 | 9 | 2 |
| Not economically disadvantaged | 19 | 30 | 31 | 19 | 16 | 15 | 35 | 33 | 31 | 39 | 20 | 9 |
| Economically disadvantaged | 22 | 35 | 30 | 13 | 17 | 18 | 38 | 27 | 36 | 42 | 16 | 5 |
| In U.S. schools less than 12 months | 61 | 20 | 12 | 7 | 61 | 13 | 16 | 10 | 63 | 24 | 9 | 4 |
| In U.S. schools 12 months or more | 20 | 35 | 31 | 14 | 16 | 18 | 38 | 28 | 34 | 43 | 17 | 6 |
| Duration unknown | 30 | 33 | 21 | 16 | 22 | 24 | 30 | 24 | 43 | 33 | 17 | 7 |
| Migrant education | 34 | 33 | 24 | 9 | 28 | 21 | 30 | 20 | 43 | 39 | 13 | 4 |
| Not migrant education | 21 | 34 | 30 | 14 | 17 | 17 | 38 | 28 | 35 | 42 | 17 | 6 |

Table 4.D.12 *(continuation one)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Military | 14 | 37 | 29 | 20 | 9 | 20 | 36 | 34 | 31 | 42 | 20 | 7 |
| Not military | 22 | 34 | 30 | 14 | 17 | 18 | 37 | 28 | 35 | 42 | 17 | 6 |
| Homeless | 33 | 32 | 25 | 11 | 27 | 18 | 32 | 23 | 43 | 38 | 14 | 5 |
| Not homeless | 21 | 34 | 31 | 14 | 17 | 18 | 38 | 28 | 35 | 42 | 17 | 6 |
| American Indian or Alaska Native—Not economically disadvantaged | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native—Economically disadvantaged | 15 | 51 | 28 | 5 | 15 | 18 | 41 | 26 | 41 | 44 | 10 | 5 |
| Asian—Not economically disadvantaged | 18 | 25 | 29 | 27 | 17 | 13 | 32 | 37 | 25 | 35 | 24 | 16 |
| Asian—Economically disadvantaged | 23 | 28 | 28 | 22 | 20 | 16 | 31 | 33 | 31 | 36 | 23 | 10 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 16 | 35 | 35 | 13 | 10 | 19 | 52 | 19 | 29 | 35 | 35 | 0 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 21 | 44 | 28 | 8 | 11 | 29 | 44 | 16 | 39 | 41 | 19 | 1 |
| Filipino—Not economically disadvantaged | 9 | 27 | 37 | 27 | 9 | 13 | 38 | 40 | 16 | 39 | 31 | 13 |
| Filipino—Economically disadvantaged | 13 | 39 | 34 | 14 | 10 | 22 | 45 | 23 | 25 | 50 | 20 | 5 |
| Hispanic or Latino—Not economically disadvantaged | 21 | 32 | 31 | 16 | 18 | 16 | 36 | 31 | 35 | 41 | 18 | 6 |
| Hispanic or Latino—Economically disadvantaged | 22 | 36 | 30 | 12 | 17 | 18 | 39 | 26 | 37 | 43 | 15 | 4 |

Table 4.D.12 *(continuation two)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Black or African American—Not economically disadvantaged | 14 | 22 | 38 | 26 | 8 | 16 | 34 | 42 | 28 | 36 | 22 | 14 |
| Black or African American—Economically disadvantaged | 23 | 24 | 31 | 22 | 17 | 17 | 32 | 35 | 37 | 35 | 22 | 6 |
| White—Not economically disadvantaged | 15 | 22 | 35 | 28 | 11 | 12 | 34 | 43 | 28 | 30 | 24 | 17 |
| White—Economically disadvantaged | 23 | 27 | 31 | 19 | 17 | 15 | 34 | 34 | 33 | 38 | 19 | 10 |
| Two or more races—Not economically disadvantaged | 17 | 28 | 25 | 30 | 11 | 19 | 31 | 39 | 28 | 39 | 17 | 16 |
| Two or more races—Economically disadvantaged | 29 | 30 | 25 | 16 | 22 | 21 | 30 | 27 | 45 | 32 | 15 | 8 |

Table 4.D. Percentage of Students in Each Proficiency Level for Overall Test and Composites by Student Group, Grade Twelve

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| All | 20 | 32 | 32 | 16 | 16 | 16 | 37 | 31 | 33 | 42 | 18 | 7 |
| Male | 21 | 33 | 31 | 15 | 15 | 16 | 38 | 31 | 36 | 41 | 17 | 6 |
| Female | 19 | 31 | 32 | 17 | 16 | 16 | 37 | 31 | 30 | 42 | 20 | 8 |
| Nonbinary | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 27 | 35 | 38 | 0 | 15 | 31 | 42 | 12 | 38 | 50 | 12 | 0 |
| Asian | 22 | 26 | 28 | 24 | 19 | 15 | 32 | 34 | 29 | 36 | 21 | 14 |
| Native Hawaiian or Other Pacific Islander | 23 | 38 | 28 | 11 | 18 | 17 | 43 | 21 | 40 | 46 | 9 | 5 |
| Filipino | 12 | 32 | 37 | 19 | 10 | 19 | 41 | 30 | 20 | 47 | 24 | 10 |
| Hispanic or Latino | 20 | 33 | 32 | 14 | 16 | 16 | 38 | 30 | 34 | 43 | 18 | 5 |
| Black or African American | 24 | 26 | 23 | 27 | 16 | 18 | 26 | 40 | 39 | 24 | 28 | 9 |
| White | 21 | 24 | 32 | 24 | 15 | 16 | 33 | 36 | 32 | 36 | 20 | 12 |
| Two or more races | 24 | 29 | 27 | 20 | 21 | 16 | 31 | 31 | 35 | 40 | 13 | 13 |
| No special education services | 19 | 29 | 33 | 19 | 16 | 14 | 36 | 34 | 30 | 42 | 21 | 8 |
| Special education services | 24 | 43 | 26 | 6 | 15 | 23 | 41 | 20 | 47 | 41 | 10 | 2 |
| Not economically disadvantaged | 18 | 29 | 32 | 21 | 15 | 15 | 35 | 35 | 30 | 40 | 21 | 10 |
| Economically disadvantaged | 21 | 33 | 32 | 15 | 16 | 16 | 38 | 30 | 34 | 42 | 18 | 6 |
| In U.S. schools less than 12 months | 54 | 19 | 14 | 12 | 53 | 13 | 19 | 15 | 56 | 26 | 11 | 8 |
| In U.S. schools 12 months or more | 19 | 32 | 32 | 16 | 15 | 16 | 38 | 31 | 33 | 42 | 19 | 7 |
| Duration unknown | 26 | 34 | 34 | 6 | 25 | 15 | 36 | 24 | 41 | 39 | 19 | 1 |
| Migrant education | 37 | 28 | 24 | 11 | 33 | 13 | 31 | 24 | 46 | 35 | 15 | 4 |
| Not migrant education | 20 | 32 | 32 | 16 | 15 | 16 | 38 | 31 | 33 | 42 | 18 | 7 |

Table 4.D.13 *(continuation one)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Military | 15 | 30 | 36 | 19 | 10 | 15 | 39 | 35 | 27 | 45 | 20 | 8 |
| Not military | 20 | 32 | 32 | 16 | 16 | 16 | 37 | 31 | 33 | 42 | 18 | 7 |
| Homeless | 32 | 30 | 26 | 12 | 26 | 17 | 33 | 24 | 43 | 38 | 14 | 5 |
| Not homeless | 20 | 32 | 32 | 16 | 15 | 16 | 38 | 31 | 33 | 42 | 19 | 7 |
| American Indian or Alaska Native—Not economically disadvantaged | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native—Economically disadvantaged | 32 | 37 | 32 | 0 | 16 | 37 | 37 | 11 | 42 | 42 | 16 | 0 |
| Asian—Not economically disadvantaged | 17 | 24 | 28 | 30 | 16 | 14 | 31 | 39 | 24 | 34 | 25 | 17 |
| Asian—Economically disadvantaged | 24 | 27 | 28 | 21 | 20 | 16 | 32 | 31 | 31 | 37 | 19 | 12 |
| Native Hawaiian or Other Pacific Islander—Not economically disadvantaged | 16 | 36 | 32 | 16 | 8 | 16 | 44 | 32 | 28 | 60 | 0 | 12 |
| Native Hawaiian or Other Pacific Islander—Economically disadvantaged | 26 | 38 | 26 | 10 | 22 | 18 | 42 | 18 | 44 | 41 | 12 | 3 |
| Filipino—Not economically disadvantaged | 11 | 31 | 34 | 24 | 10 | 17 | 41 | 33 | 19 | 43 | 25 | 14 |
| Filipino—Economically disadvantaged | 13 | 33 | 39 | 15 | 11 | 20 | 41 | 28 | 20 | 50 | 23 | 7 |
| Hispanic or Latino—Not economically disadvantaged | 20 | 30 | 33 | 17 | 16 | 15 | 37 | 32 | 33 | 42 | 19 | 6 |
| Hispanic or Latino—Economically disadvantaged | 20 | 34 | 32 | 14 | 16 | 16 | 39 | 30 | 35 | 43 | 18 | 5 |

Table 4.D.13 *(continuation two)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | Overall Proficiency Level 1 | Overall Proficiency Level 2 | Overall Proficiency Level 3 | Overall Proficiency Level 4 | Oral Language Proficiency Level 1 | Oral Language Proficiency Level 2 | Oral Language Proficiency Level 3 | Oral Language Proficiency Level 4 | Written Language Proficiency Level 1 | Written Language Proficiency Level 2 | Written Language Proficiency Level 3 | Written Language Proficiency Level 4 |
| Black or African American—Not economically disadvantaged | 14 | 32 | 18 | 36 | 14 | 14 | 29 | 43 | 25 | 29 | 36 | 11 |
| Black or African American—Economically disadvantaged | 27 | 24 | 25 | 24 | 17 | 19 | 25 | 39 | 43 | 23 | 25 | 9 |
| White—Not economically disadvantaged | 14 | 23 | 32 | 32 | 9 | 13 | 33 | 45 | 26 | 33 | 23 | 18 |
| White—Economically disadvantaged | 23 | 25 | 32 | 21 | 17 | 16 | 33 | 34 | 34 | 37 | 19 | 10 |
| Two or more races—Not economically disadvantaged | 14 | 28 | 32 | 26 | 8 | 16 | 32 | 44 | 30 | 34 | 16 | 20 |
| Two or more races—Economically disadvantaged | 28 | 29 | 25 | 18 | 26 | 16 | 31 | 27 | 36 | 42 | 12 | 10 |

## Analyses and Results

This chapter summarizes the item- and test-level statistics from the psychometric analyses conducted for the 2020–2021 administration of the Summative English Language Proficiency Assessments for California (ELPAC). The data samples used for statistical analyses, the procedures used, and the results for both item- and test-level analyses are described. Classical item analyses, response time analysis, differential item functioning (DIF), item response theory (IRT), and test location analyses are presented in this chapter.

### Overview

Because of the novel coronavirus disease 2019 pandemic, the results presented in this chapter are based on a subset of the ELPAC population and may not be a representative sample. The 2020–2021 operational data analyzed represents approximately 82 percent of the students who typically take the Summative ELPAC, using the 2018–2019 student counts as the basis for comparison.

#### Summary of the Analyses

Each of these sets of analyses for the Summative ELPAC is presented in the body of the text and in the listed appendices.

1. **Classical Item Analyses—**Classical item analysis for the Summative ELPAC is discussed in subsection [*5.2 Classical Item Analyses*](#_Classical_Item_Analysis_1). The results of the classical item analyses, including item difficulty indices (*p*-values), and item-total correlation coefficients for dichotomous and polytomous items are provided in table 5.A.1 through table 5.A.22 in [appendix 5.A](#_Appendix_5.A:_Classical_1). Table 5.A.1 provides overall results, while table 5.A.2 through table 5.A.22 provide results by task type and by item type. Table 5.A.1 through table 5.A.9 through table 5.A.22 include results for both operational and field test items.
2. **Response Time Analyses—**ELPAC assessments are untimed, but test examiners need guidance on anticipated test duration as they schedule administrations. Response time analysis is described in subsection [*5.3 Response Time Analyses*](#_Response_Time_Analyses_1). Summary information regarding total test response times is presented in table 5.1. Table 5.B.1 in [appendix 5.B](#_Appendix_5.B:_Response_2) provides summary statistics of response times for the Summative ELPAC at the first, tenth, twenty-fifth, fiftieth, seventy-fifth, ninetieth, and ninety-ninth percentiles.
3. **DIF Analyses—**DIF analysis is described in subsection [*5.4 Differential Item Functioning Analyses*](#_Differential_Item_Functioning_1). Table 5.C.1 through table 5.C.3, in [appendix 5.C](#_Appendix_5.C:_Differential), present the results of the DIF analysis for Summative ELPAC field test items.
4. **IRT Analyses—**IRT analyses, including calibrations, are presented in subsection [*5.5 Item Response Theory Analyses*](#_Item_Response_Theory). Table 5.9 through table 5.12 present the summary statistics for the *a*- and *b*-parameter estimates for the operational items. Tables in [appendix 5.D](#_Appendix_5.D:_IRT_1) provide IRT results for individual operational and field test items, as well as the distribution of *a*- and *b*-parameter estimates for each domain, by grade level or grade span.
5. **Test Location Analyses—**Test location analyses are presented in section [*5.6 Test Location—Remote Versus In-Person Testing Analysis*](#_Test_Location—Remote_Versus). Table 5.13 and table 5.14 present average remote and in-person *a*- and *b*-parameter estimates for operational items, by grade level or grade span. These tables also contain differences between remote and in-person parameter estimates. Table 5.15 and table 5.16 present scale score differences for remote and in-person administrations.

#### Samples for the Analyses

The Summative ELPAC samples were created by performing the following steps for each domain and grade level or grade span:

1. Remove all test takers who are not English learner students (i.e., English language acquisition status is reclassified fluent English proficient, initial fluent English proficient, English only, or blank)
2. Remove all test takers with test irregularities as defined in the *2020–2021 Summative ELPAC Online Test Administration Manual* (California Department of Education [CDE], 2021a)
3. Remove all test takers who did not respond to at least four, three, five, and two item scores for the Listening, Speaking, Reading, and Writing domains, respectively

Omitted responses were treated as incorrect, and not-reached responses were treated as not presented in all statistical analyses (item analysis, DIF, IRT).

Table 5.1 presents the number and percentage of students who responded to at least 75 percent, at least 90 percent, and all test items, by grade level or grade span. Percentages are calculated based on the total number of test takers shown in the rightmost column in table 5.1; this column presents the number of students who responded to at least one item in each domain.

Table 5.1 Summary of Completion of the Summative ELPAC

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Total Number of Students Responding to at Least 75% of Items | Percent of Students Responding to at Least 75% of Items | Total Number of Students Responding to at Least 90% of Items | Percent of Students Responding to at Least 90% of Items | Total Number of Students Responding to All Items | Percent of Students Responding to All Items | Total Number of Test Takers |
| Kindergarten | 102,601 | 97.37 | 99,075 | 94.02 | 97,033 | 92.09 | 105,371 |
| 1 | 73,725 | 91.45 | 72,065 | 89.39 | 71,394 | 88.56 | 80,621 |
| 2 | 91,023 | 96.31 | 89,516 | 94.71 | 88,290 | 93.42 | 94,511 |
| 3–5 | 273,711 | 99.92 | 268,834 | 98.14 | 232,264 | 84.79 | 273,921 |
| 6–8 | 190,224 | 99.85 | 186,970 | 98.14 | 175,945 | 92.35 | 190,518 |
| 9–10 | 86,708 | 99.88 | 84,434 | 97.26 | 79,425 | 91.49 | 86,813 |
| 11–12 | 54,900 | 99.90 | 53,966 | 98.20 | 51,406 | 93.54 | 54,955 |

Almost all students completed at least 75 percent of the test items except for grade one students; in grade one, 91 percent of students completed 75 percent of the test. Students completing all of the test items ranged from about 85 percent for students in grade span three through five to almost 94 percent for students in the eleven and twelve grade span.

### Classical Item Analyses

Many of the statistics that are commonly used for evaluating test items, such as *p-*values, biserial or polyserial correlations, and DIF classifications arise from classical test theory. These item analyses were conducted for each item in all domains. The students who took the braille version were excluded from these item analyses, as is typical, because they often take a slightly different test form. Detailed results of these item analyses are presented in [appendix 5.A](#_Appendix_5.A:_Classical_1).

#### Description of Classical Item Analysis Statistics

Classical item analyses are conducted to evaluate the performance of all operational test items with respect to item difficulty, item discrimination, and student performance on the key-based, selected-response dichotomous items and the rubric-based, constructed-response, polytomous items. Flagging rules associated with these statistics identify items that are not performing as expected. The omit rate of each item, the proportion of test takers choosing each distractor, the correlation of each distractor with the total item score, and the distribution of students at each score point for the polytomous items are also included in the classical item analyses.

##### Classical Item Difficulty Indices (*p*-value and Average Item Score)

For dichotomous items, item difficulty is indicated by the *p*-value, which is the proportion of students who answer an item correctly. The range of *p*-values is from 0.00 to 1.00, inclusive. Items with higher *p*-values are easier items; those with lower *p*-values are more difficult items.

The formula for *p*-value for a dichotomous item is presented in equation 5.1. *Refer to the* [*Alternative Text for Equation 5.1*](#_Alternative_Text_for_2) *for a description of this equation.*

, (5.1)

where,

*Xij* is the score received for a given dichotomous item *i* for student *j*, and

*Ni* is the total number of students who were presented with item *i*.

For polytomous items, difficulty is indicated by the average item score (AIS). The AIS can range from 0.00 to the maximum total possible points for an item. To facilitate interpretation, the AIS values for these items are often expressed as the proportion of the maximum possible score, which is analogous to the *p-*values of dichotomous items.

For polytomous items, the *p-value* is defined as presented in equation 5.2. *Refer to the* [*Alternative Text for Equation 5.2*](#_Alternative_Text_for_7) *for a description of this equation.*

, (5.2)

where,

*Xij* is the score received for a given polytomous item *i* for student *j*,

*Max (Xi)* is the maximum score for item *i*, and

*Ni* is the total number of students who were presented with item *i*.

Additional analyses for polytomous items include examination of score distributions. If no students achieve the highest possible score, the item may not be functioning as expected. The item may be confusing, not worded well, unexpectedly difficult, or students may not have had an opportunity to learn the content. Items with a low percentage (e.g., less than 3 percent) of students who obtain any possible item score are flagged for further review. Items with few students achieving a particular score may pose problems during IRT calibrations. Consequently, these items are carefully reviewed and possibly excluded from item calibration analyses.

##### Item-Total Correlation

An important indicator of item discrimination is the item-total correlation, defined as the correlation between student scores on an individual item and student “total” scores on the test (after excluding the scores of the item being analyzed). Biserial correlations are calculated for dichotomous items, while polyserial correlations are calculated for polytomous items.

To calculate biserial or polyserial correlations by domain, domain scores are used instead of total scores. In general, the item-total correlation ranges from -1.0 (a perfect negative relationship) to 1.0 (a perfect positive relationship). A relatively high positive item-total correlation is desired, as it indicates that students with higher scores on the test tended to perform better on the item than students with lower test scores. A negative item-total correlation may signify a problem with the item, because it indicates that students with low scores on the test receive higher scores on the item than students with high scores on the test.

To avoid artificially inflating the correlation coefficients, the contribution of the item being analyzed was first removed from the total score when calculating each of the correlations. Thus, performance on each Listening item was correlated with the total Listening score minus the score on the item being analyzed. Likewise, performance on each Reading item was correlated with the total Reading score minus the score on the item being analyzed, and so on, for the Speaking and Writing items.

Desired values for this correlation are positive and larger than 0.20. Items with item-total correlations below 0.20 were flagged for content review. Table 5.A.1 shows that the average item-total correlations, across grade levels, grade spans, and item types were acceptable values.

##### Omit Rates

Data from tests that measure constructs other than language proficiency are typically analyzed to evaluate whether items have high omit rates. This sometimes indicates an issue with the presentation or wording of the item, which results in many students omitting that item. Relatively high omit rates for tests such as the Summative ELPAC may be expected; students with minimal familiarity with English are likely to omit a substantial number of items. Nevertheless, Summative ELPAC items with omit rates of 5 percent or more are flagged for further investigation by content specialists to ensure that no issues are found with these items.

#### Classical Item Analysis Flagging Criteria

Items were flagged based on the classical item statistics using the criteria described in table 5.2.

Table 5.2 Item Flagging Criteria Based on Classical Item Analyses

|  |  |
| --- | --- |
| Flag Type | Criteria |
| A | Low *p*-value (less than .25) |
| D | Dichotomous items with proportionally higher ability students selecting a distractor over the key |
| H | High *p*-value (greater than .95) |
| O | High percent of omits (greater than 5%) |
| R | Low item-total correlation (less than .20) |

ETS psychometric staff and content assessment development staff carefully reviewed each of the items flagged after the 2020–2021 Summative ELPAC administration and summarized the results for the CDE with recommendations for subsequent analyses. Items with extremely low statistics (e.g., negative item-total correlations or correlations close to zero) may need to be excluded from IRT analyses. Item-level statistics, for both operational and field test items, were then entered into the item bank for use by the assessment development team for test assembly for future operational administrations.

#### Classical Item Analysis Results Summary

This subsection describes the results of the classical item analysis for the 2020–2021 test items. Detailed results of the item analyses for each item by grade level and grade span are presented in [appendix 5.A](#_Appendix_5.A:_Classical_1).

Table 5.A.1 provides *p*-value and item-total correlation summary statistics for all grade levels and grade spans, by domain and by item type. Mean *p*-values ranged from 0.48 for grade spans three through five and six through eight Reading multiple-choice (MC) items to 0.84 for Speaking for grade span six through eight. Mean item-total correlations ranged from 0.49 for grade span six through eight Reading dichotomous items to 0.87 for grade two Writing items. These mean *p‑*values and item-total correlations are within acceptable ranges.

Table 5.A.2 through table 5.A.8 present *p*-value and item-total correlation summary statistics, for each grade level and grade span, by domain, item type, and task type. Average *p*-values ranged from 0.34 for the task type of *Read a Student Essay* in grade span three through five Reading; to 0.94 for the task type of *Talk about a Scene* in grade two, grade span six through eight, and grade span eleven and twelve Speaking. Average item-total correlations ranged from 0.43 for Listening for grade span three through five for the task type *Listen to a Short Exchange*, Reading for grade span three through five for the task types of *Read a Student Essay* and *Read an Informational Passage,* andReading for grade span six through eight for the task type of *Read a Short Informational Passage;* to 0.92 for Speaking for kindergarten for the task type of *Retell a Narrative* and Writing for grade one for the task type *Describe a Picture*.

All summary classical item statistics were within acceptable ranges, and the minimum and maximum *p*-values indicated that task types represented item difficulties throughout the range of student proficiency.

The final set of tables in [appendix 5.A](#_Appendix_5.A:_Classical_1) present item-level classical item analysis statistics, including omit rates, for both operational and field test items. The tables are organized by grade level and grade span, for dichotomous and polytomous items. Table 5.A.9 through table 5.A.15 provide results for the dichotomous items, and table 5.A.16 through table 5.A.22 provide results for the polytomous items. The tables for polytomous items also include the proportion of students achieving each score point value.

ETS and the CDE coordinated data review meetings so that all field test items flagged during classical item analysis and DIF could be reviewed by panels of California educators. The educators were provided with reasons as to why these items received statistical flags and then reviewed each item and determined whether to accept or reject the item. The number of items flagged and the resulting decisions are presented in table 5.3.

Table 5.3 Item Review Decisions for Flagged Field Test Items

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level or Grade Span | Items Reviewed | Items Accepted | Items Rejected |
| Kindergarten | 11 | 7 | 4 |
| 1 | 20 | 19 | 1 |
| 2 | 9 | 9 | 0 |
| 3–5 | 17 | 17 | 0 |
| 6–8 | 18 | 14 | 4 |
| 9–10 | 19 | 17 | 2 |
| 11–12 | 17 | 14 | 3 |

### Response Time Analyses

Response time analyses are conducted at the item level and the total test level. At the item level, timing information was collected by the delivery platform for each “page” (screen) that was presented to test takers. Information about the time required to answer a single question is available for items that appear on a page alone. The time required to answer all questions on a page is available when multiple items appear on a page. At the total test level, response times are calculated by summing the page durations for all items in the Summative ELPAC.

Table 5.B.1 in [appendix 5.B](#_Appendix_5.B:_Response_2) provides summary statistics of response times for the Summative ELPAC, at the first, tenth, twenty-fifth, fiftieth, seventy-fifth, ninetieth, and ninety-ninth percentiles. Total test response times calculated for the fiftieth and ninetieth percentiles provide local educational agency (LEA) administrators with an indicator of how much time students required on average, as well as how much time might be needed for students who require more time.

The minimum testing time was less than one minute for grade one students with scores in the first quartile. The average testing time for students in each quartile ranged from about 20 minutes to about two hours. With a few exceptions, students in higher quartiles (i.e., higher total raw scores) spent more time on the assessments than their peers in lower quartiles. Exceptions were for kindergarten through grade two students in the fourth quartile, who spent one to two minutes less time than students in the third quartile.

### Differential Item Functioning Analyses

DIF is used to evaluate the consistency of individual item performance for students in different demographic student groups who have the same level of domain performance. For example, DIF evaluates whether female and male students matched to have the same domain score perform similarly on each item in that domain.

In addition to the classical item analyses, DIF analyses for gender and ethnicity were conducted for the Summative ELPAC field test items. The sample size requirements for the DIF analyses were 400 students in the combined focal and reference groups and 100 in the smaller of the two groups. The performance of male (reference group) and female (focal group) students was examined for gender DIF, while the performance of Hispanic or Latino students (reference group) compared to all other ethnicities (focal groups) was examined for ethnicity DIF. These comparison groups are specified in table 5.4.

Table 5.4 Student Groups for DIF Comparison

|  |  |  |
| --- | --- | --- |
| DIF Type | Focal Group | Reference Group |
| Gender | Female | Male |
| Ethnicity | Non-Hispanic or non-Latino | Hispanic or Latino |

**Note:** DIF comparisons are not performed using the nonbinary group because sample sizes are insufficient to make those comparisons meaningful.

If an item performs differentially across identifiable student groups (e.g., gender, ethnicity) when students are matched on ability, the item may be measuring something other than the intended construct (i.e., possible evidence of bias). It is important, however, to recognize that item performance differences flagged for DIF might be related to actual differences in relevant knowledge or skills between groups (i.e., impact) or statistical Type I error, which might falsely identify DIF in an item. As a result, DIF analysis is used mainly as a statistical tool to identify *potential* item bias. Subsequent reviews by content experts and bias and sensitivity experts are required to determine the source and meaning of performance differences.

There are many possible reasons for DIF. The wording of an item, for example, may be such that one group interprets the question differently than the other, or the reading demands of an item are such that, although reading is not being measured (e.g., in a mathematics test), reading differences between the groups lead to differential outcomes on the item.

#### Differential Item Functioning Procedure for Dichotomous Items

The Mantel-Haenszel (MH) DIF (MH-DIF) statistic was calculated for dichotomous items (Mantel & Haenszel, 1959; Holland & Thayer, 1985). Using the total domain raw score as the criterion score, students in each domain score category in the focal group (e.g., females and non-Hispanic or non-Latino) are compared with examinees in the same theta score category in the reference group (e.g., males and Hispanic or Latino).

For the MH-DIF, the examinees are assigned to a focal group, which is typically of prime interest, and a reference group. Each group is then further divided into *K* matched ability groups, on the basis of the total domain raw score. For example, all examinees obtaining a raw score of 10 represent one matched ability group. Then for an item, *j*, the data from the *k*th level of reference and focal group members can be arranged as a table, as shown in table 5.5.

Table 5.5 MH Data Structure

|  |  |  |  |
| --- | --- | --- | --- |
| Group | Item j Correct | Item j Incorrect | Total |
| Reference Group | *Ak* | *Bk* | *nRk* |
| Focal Group | *Ck* | *Dk* | *nFk* |
| Total Group | *Rk* | *Wk* | *nTk* |

The MH odds ratio estimate, α*MH*, for item *j* compares the two groups in terms of their odds of answering the item correctly and is given as presented in equation 5.3. *Refer to the* [*Alternative Text for Equation 5.3*](#_Alternative_Text_for_8) *for a description of this equation.*

 (5.3)

To facilitate the interpretation of MH results, the common odds ratio is frequently transformed to the delta scale using equation 5.4 (Holland & Thayer, 1988). *Refer to the [Alternative Text for Equation 5.4](#_Alternative_Text_for_9) for a description of this equation.*

 (5.4)

is negative when the item is more difficult for members of the focal group than it is for the comparable members of the reference group. is positive when the item is more difficult for members of the reference group than it is for the comparable members of the focal group.

MC items are assigned one of three DIF classifications shown in table 5.6.

Table 5.6 DIF Categories for MC Items

|  |  |
| --- | --- |
| DIF Category | Definition |
| A (negligible) | * MH D-DIF is not significantly different from 0 at the .05 level (i.e., the *p*-value of MH\_Chi\_Sq > .05), or |MH D-DIF| ≤ 1. |
| B (slight to moderate) | * MH D-DIF is significantly different from 0 and |MH D-DIF| is greater than 1, and * either MH D-DIF is not significantly different from 1 or |MH D-DIF| is less than 1.5. |

Table 5.6 *(continuation)*

|  |  |
| --- | --- |
| DIF Category | Definition |
| C (moderate to large) | * MH D-DIF is significantly different from 1 at the .05 level and is at least 1.5. |

#### Differential Item Functioning Procedure for Polytomous Items

The standardization DIF (Dorans & Schmitt, 1993; Zwick, Thayer, & Mazzeo, 1997; Dorans, 2013), in conjunction with the Mantel chi-square statistic (Mantel, 1963; Mantel & Haenszel, 1959), is used to identify polytomous items with DIF. The standardized mean difference (SMD) compares the item means of the two groups after adjusting for differences in the distribution of students across the values of the matching variable, using the total domain raw score as the criterion score. The SMD statistic is computed using equation 5.5. *Refer to the* [*Alternative Text for Equation 5.5*](#_Alternative_Text_for_10) *for a description of this equation.*

 (5.5)

where,

*X* isthe criterion score,

*Y* isthe item score,

*M* is the number of score categories on *X*,

*Nfm* is the number of students in the focal group in score category m,

*Er* is the expected item score for the reference group,

*Ef* is the expected item score for the focal group, and

*Dm* is the expected item score difference between the focal group and the reference group in score category *m*.

These indices are indicators of the degree to which members of one group perform better or worse than expected on each polytomous item.

A positive SMDvalue means that, conditional on the criterion score, the focal group has a higher mean item score than the reference group (i.e., the item is differentially easier for the focal group). In contrast, a negative SMD value means that, conditional upon the criterion score, the focal group has a lower mean item score than the reference group (i.e., the item is differentially harder for the focal group).

Polytomous items are assigned one of three DIF classifications shown in table 5.7.

Table 5.7 DIF Categories for Polytomous Items

|  |  |
| --- | --- |
| DIF Category | Definition |
| A (negligible) | * Mantel chi-square *p*-value is ≥ 0.05. * Alternatively, the absolute value of |SMD/SD| is ≤ 0.17. |

Table 5.7 *(continuation)*

|  |  |
| --- | --- |
| DIF Category | Definition |
| B (slight to moderate) | * Mantel chi-square *p*-value is < 0.05. * The absolute value of |SMD/SD| is > 0.17 and ≤ 0.25. |
| C (moderate to large) | * Mantel chi-square *p*-value is < 0.05. * The absolute value of |SMD/SD| is > 0.25. |

**Note:** SD = total group standard deviation of item score and SMD = standardized mean difference.

The polytomous classifications were defined to be in alignment with the dichotomous classifications in terms of stringency (Zwick, Thayer, and Mazzeo, 1997).

#### Classification

Items with a Category C DIF are reviewed by sensitivity and bias committees of California educators. These items are only used for future operational forms if absolutely necessary to meet the blueprint, if deemed appropriate by these content experts, and with CDE approval. Items with Category B DIF are used, as necessary, to meet the test blueprint. Items flagged for Category C or Category B DIF include an indication of which group had higher performance: “-” indicated that the reference group had higher item performance and “+” indicated that the focal groups’ item performance was higher.

Results of the DIF analyses are presented in [appendix 5.C](#_Appendix_5.C:_Differential). Table 5.C.1 and table 5.C.2 provide the number of items in each DIF classification, for each grade level and grade span, by domain, for gender and ethnicity.

No items were flagged for C DIF for gender or ethnicity and, therefore, table 5.C.3 is empty.

### Item Response Theory Analyses

Raw scores are not comparable across different editions of a test because they are based on different sets of items that may differ in difficulty. Scale scores, however, are comparable across editions and across time. That is, a scale score of 1500 obtained on one administration of the Summative ELPAC represents the same level of language proficiency as on any other, even though the scores may be based on different sets of items. The equivalence of scale scores from test administration to test administration is achieved, in part, by careful attention to following the test blueprint and the item selection rules and, in part, by conducting a statistical process known as “equating.”

Summative ELPAC items are classified as “operational” or “field test.” Operational items are those that have been previously evaluated with the ELPAC population and found to possess the psychometric qualities required of the Summative ELPAC. Field test items are new or revised items and are included on different forms of the test to obtain the data necessary to evaluate their psychometric qualities.

IRT is used to evaluate those psychometric qualities and is based upon the item response function, which describes the probability of a given response as a function of a test taker’s true ability. IRT can be used to implement item calibrations, link item parameters, scale test scores across different forms or test administrations, evaluate item performance, build an item bank, and assemble test forms.

#### Models

The two-parameter logistic IRT model was used to perform the Summative ELPAC MC item calibrations. The generalized partial credit (GPC) model (Muraki, 1992) was applied to polytomous items.

The mathematical formula of the GPC model is presented in equation 5.6. *Refer to the* [*Alternative Text for Equation 5.6*](#_Alternative_Text_for_11) *for a description of this equation.*

 (5.6)

where,

*Pih*(*θj*) is the probability of student with proficiency *θj* obtaining score *h* on item *i*,

*ni* is the maximum number of score points for item *i*,

*ai* is the discrimination parameter for item *i*,

*bi* is the location parameter for item *i*,

*c* is the number of nonzero score points for item *i*,

*div* is the category parameter for item *i* on score *v*, and

*D* is a scaling constant of 1.7 that makes the logistic model approximate the normal ogive model.

The Stocking and Lord method (1983) is used to put the item-parameter estimates obtained in the calibration onto the ELPAC scale. Once that is done, the field test items can be used operationally in subsequent editions.

Each year, a portion of the operational items is replaced with items that have been previously field-tested. In this way, students do not become so familiar with the content of specific items that test scores are no longer a fair representation of student proficiency level. Individual student scores and reports are based only on operational items.

In typical administrations, item parameter estimates from a past administration drive scoring so that student scores can be reported as soon as possible.

#### Results

The Summative ELPAC comprises two unidimensional IRT scales for each grade level or grade span:

1. The composite oral language scale includes the Listening and Speaking domain assessments.
2. The composite written language scale includes the Reading and Writing assessments.

The 2020–2021 administration of the Summative ELPAC used preequated test forms. IRT analyses were conducted to calibrate field test items and put them onto the operational scale. [Appendix 5.D](#_Appendix_5.D:_IRT_1) contains the tables summarizing the IRT results for the Summative ELPAC.

Table 5.8 presents the number of operational items, score points, and students for IRT analyses of the Summative ELPAC for the oral language and written language composites.

Table 5.8 Number of Operational Items, Score Points, and Students for IRT Analyses of the Summative ELPAC

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Language Composite | Kindergarten | Grade 1 | Grade 2 | Grade Span 3–5 | Grade Span 6–8 | Grade Span 9–10 | Grade Span 11–12 |
| Number of Oral Language Items | 29 | 31 | 34 | 34 | 34 | 34 | 34 |
| Number of Written Language Items | 22 | 28 | 32 | 32 | 32 | 32 | 32 |
| Maximum Score Points, Oral Language Items | 42 | 44 | 50 | 52 | 52 | 52 | 52 |
| Maximum Score Points, Written Language Items | 29 | 38 | 43 | 43 | 43 | 43 | 43 |
| Number of Oral Language Students | 25,979 | 24,432 | 24,924 | 83,366 | 68,108 | 25,722 | 38,572 |
| Number of Written Language Students | 38,070 | 32,712 | 29,360 | 278,428 | 196,103 | 92,420 | 59,462 |

IRT analyses for this administration were initially performed separately for students instructed either remotely or in person to support an investigation into whether remote instruction introduced a risk. Sufficient oral language composite data for all grade levels and grade spans, and written language composite data for grade span three through five, was available relatively early after testing began at schools whose instruction information was also available.

More time was needed to obtain sufficient field test data for some of the remaining written language tests and for the inclusion of schools whose instruction information was unavailable. Because of this, the number of students used to calibrate items varies across grade levels or grade spans.

Preequated grade-level or grade-span test forms were administered for the 2020–2021 Summative ELPAC. These preequated test forms were based on calibrations and linking analyses conducted during past computer-based administrations. All IRT results for the 2020–2021 preequated operational Summative ELPAC are shown in [appendix 5.D](#_Appendix_5.D:_IRT_1).

IRT analyses are conducted separately for the oral language and written language composites; consequently, parameter estimates are reported separately for each composite. The overall summary of the IRT *a*-value (discrimination) parameter estimates—refer to [equation 5.6](#EQ83)—used on the 2020–2021 Summative ELPAC oral language and written language skills tests are shown in table 5.9 and table 5.11, respectively. The mean, standard deviation (SD), minimum, and maximum values are presented, in addition to the number of items for each domain.

The overall summary of the IRT *b*-values (item difficulty) parameter estimates are shown in table 5.10 and table 5.12 for the Summative ELPAC oral language and written language skills tests. The mean, SD, minimum, and maximum values, as well as the number of items for each domain, are presented. Table 5.9 through table 5.12 provide summary statistics for operational item parameter estimates only. Note that these parameter estimates are on a vertical scale, which makes *b-*parameter values lower for grade levels below grade span three through five and higher for grade spans above grade span three through five.

Table 5.9 IRT *a*-values Summary Statistics for Oral Language Skill by Grade Level or Grade Span

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Domain | N Items | Mean | SD | Minimum | Maximum |
| Kindergarten | Listening | 20 | 0.56 | 0.17 | 0.22 | 0.85 |
| Kindergarten | Speaking | 9 | 1.05 | 0.17 | 0.78 | 1.37 |
| 1 | Listening | 22 | 0.61 | 0.23 | 0.20 | 1.00 |
| 1 | Speaking | 9 | 1.01 | 0.15 | 0.77 | 1.31 |
| 2 | Listening | 22 | 0.54 | 0.20 | 0.10 | 0.92 |
| 2 | Speaking | 12 | 0.81 | 0.18 | 0.54 | 1.05 |
| 3–5 | Listening | 22 | 0.34 | 0.15 | 0.14 | 0.59 |
| 3–5 | Speaking | 12 | 0.79 | 0.20 | 0.49 | 1.04 |
| 6–8 | Listening | 22 | 0.29 | 0.10 | 0.11 | 0.46 |
| 6–8 | Speaking | 12 | 0.72 | 0.18 | 0.46 | 1.10 |
| 9–10 | Listening | 22 | 0.25 | 0.10 | 0.05 | 0.43 |
| 9–10 | Speaking | 12 | 0.64 | 0.17 | 0.43 | 0.99 |
| 11–12 | Listening | 22 | 0.26 | 0.09 | 0.09 | 0.44 |
| 11–12 | Speaking | 12 | 0.69 | 0.19 | 0.46 | 1.11 |

Table 5.10 IRT *b*-values Summary Statistics for Oral Language Skill by Grade Level or Grade Span

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Domain | N Items | Mean | SD | Minimum | Maximum |
| Kindergarten | Listening | 20 | -2.92 | 1.11 | -4.42 | -0.31 |
| Kindergarten | Speaking | 9 | -2.75 | 0.66 | -3.45 | -1.80 |
| 1 | Listening | 22 | -2.67 | 0.93 | -3.92 | -0.28 |
| 1 | Speaking | 9 | -2.51 | 0.84 | -3.58 | -0.95 |
| 2 | Listening | 22 | -2.22 | 1.73 | -3.68 | 4.68 |
| 2 | Speaking | 12 | -2.49 | 0.91 | -3.54 | -1.03 |
| 3–5 | Listening | 22 | -1.54 | 1.46 | -3.96 | 1.35 |
| 3–5 | Speaking | 12 | -1.89 | 0.61 | -2.77 | -0.90 |
| 6–8 | Listening | 22 | -1.53 | 1.52 | -3.77 | 1.29 |
| 6–8 | Speaking | 12 | -1.73 | 0.76 | -3.02 | -0.89 |
| 9–10 | Listening | 22 | -0.99 | 3.47 | -5.38 | 10.83 |
| 9–10 | Speaking | 12 | -1.51 | 0.98 | -3.14 | 0.28 |
| 11–12 | Listening | 22 | -0.67 | 0.91 | -2.63 | 0.93 |
| 11–12 | Speaking | 12 | -1.56 | 0.99 | -3.17 | -0.23 |

Table 5.11 IRT *a*-values Summary Statistics for Written Language Skill by Grade Level or Grade Span

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Domain | N Items | Mean | SD | Minimum | Maximum |
| Kindergarten | Reading | 14 | 0.59 | 0.37 | 0.28 | 1.44 |
| Kindergarten | Writing | 8 | 1.50 | 0.34 | 1.05 | 2.01 |
| 1 | Reading | 21 | 0.76 | 0.19 | 0.53 | 1.19 |
| 1 | Writing | 7 | 0.80 | 0.17 | 0.58 | 1.02 |
| 2 | Reading | 26 | 0.77 | 0.30 | 0.22 | 1.32 |
| 2 | Writing | 6 | 0.76 | 0.19 | 0.55 | 1.06 |
| 3–5 | Reading | 26 | 0.51 | 0.24 | 0.15 | 1.20 |
| 3–5 | Writing | 6 | 0.69 | 0.08 | 0.63 | 0.82 |
| 6–8 | Reading | 26 | 0.42 | 0.21 | 0.09 | 1.16 |
| 6–8 | Writing | 6 | 0.57 | 0.06 | 0.48 | 0.65 |
| 9–10 | Reading | 26 | 0.38 | 0.14 | 0.15 | 0.64 |
| 9–10 | Writing | 6 | 0.50 | 0.07 | 0.40 | 0.60 |
| 11–12 | Reading | 26 | 0.46 | 0.17 | 0.08 | 0.79 |
| 11–12 | Writing | 6 | 0.51 | 0.08 | 0.40 | 0.63 |

Table 5.12 IRT *b*-values Summary Statistics for Written Language Skill by Grade Level or Grade Span

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Domain | N Items | Mean | SD | Minimum | Maximum |
| Kindergarten | Reading | 14 | -4.51 | 0.93 | -5.94 | -2.63 |
| Kindergarten | Writing | 8 | -3.78 | 0.45 | -4.74 | -3.33 |
| 1 | Reading | 21 | -2.51 | 0.55 | -3.20 | -1.44 |
| 1 | Writing | 7 | -2.25 | 0.70 | -3.48 | -1.69 |
| 2 | Reading | 26 | -2.00 | 0.71 | -3.09 | 0.56 |
| 2 | Writing | 6 | -1.46 | 0.30 | -1.71 | -0.87 |
| 3–5 | Reading | 26 | 0.10 | 1.29 | -2.12 | 3.08 |
| 3–5 | Writing | 6 | -0.59 | 0.63 | -1.40 | 0.01 |
| 6–8 | Reading | 26 | 0.87 | 1.42 | -0.89 | 5.97 |
| 6–8 | Writing | 6 | -0.61 | 0.63 | -1.54 | 0.20 |
| 9–10 | Reading | 26 | 0.97 | 1.08 | -0.65 | 4.15 |
| 9–10 | Writing | 6 | -0.27 | 0.73 | -1.46 | 0.41 |
| 11–12 | Reading | 26 | 1.33 | 1.83 | -1.16 | 7.97 |
| 11–12 | Writing | 6 | -0.49 | 0.73 | -1.51 | 0.56 |

The summary of the IRT *b*-values, as shown in table 5.10 for the oral language tests and table 5.12 for the written language tests, indicate that both composite tests were relatively easy and, in general, test difficulty increased across the grade levels and grade spans.

As mentioned previously, IRT analyses were conducted separately for each composite; consequently, parameter estimates are reported separately for the oral language and written language composites. The IRT *a*-values (discrimination), *b*-values (difficulty), and, where applicable, step parameter estimates for all operational and field test items appearing on the 2020–‍2021 Summative ELPAC are provided in table 5.D.1 through table 5.D.14 in [appendix 5.D](#_Appendix_5.D:_IRT_1). Table 5.D.1 through table 5.D.7 present the item-level IRT results for the oral language composite, by grade level and grade span. Parallel results are presented in table 5.D.8 through table 5.D.14 for the written language composite results.

The acceptable ranges of IRT parameters are that

1. *a*-parameter estimates are positive values and have standard errors of 0.3 or less, and
2. *b*-parameter estimates are within the range of -4.0 to +4.0 prior to the application of the vertical scale.

#### Parameter Estimates

IRT parameter estimates for operational and field test items were within acceptable ranges with six exceptions.

For the oral language composite,

* one operational item in grade two has a *b*-parameter estimate of 5.27.

For the written language composite,

* one field test item in grade two had an *a-*parameter standard error of .305,
* one operational item in grade span three through five had a *b-*parameter estimate of 54,
* two field test items in grade span six through eight had *b-*parameter estimates of 85 and 9.3, and
* one operational item in grade span six through eight had a *b-*parameter estimate of 5.8.

These items will not be selected for use in future forms.

Distributions of the IRT parameter estimates for the operational items in each domain, by grade level and grade span, are provided in table 5.D.15 through table 5.D.18 in [appendix 5.D](#_Appendix_5.D:_IRT_1). Table 5.D.15 and table 5.D.16 report the distributions for the Listening and Speaking domains in the oral language composite. Table 5.D.17 and table 5.D.18 present the results for the Reading and Writing domains in the written language composite.

Figure 5.1 and figure 5.2 display the test characteristic curves (TCCs) in the reporting scale metric for the oral language and written language vertical scales. These figures use the following abbreviations:

* G/GS\_KN = Kindergarten
* G/GS\_01 = Grade one
* G/GS\_02 = Grade two
* G/GS\_03 = Grade span three through five
* G/GS\_06 = Grade span six through eight
* G/GS\_09 = Grade span nine and ten
* G/GS\_11 = Grade span eleven and twelve

Figure 5.1 displays the TCCs in the reporting scale metric for the oral language vertical scale. Y-axes show the percent of maximum possible score from 0 to 100 in intervals of 10. X-axes show corresponding scale score values from 1150 to 1950 in intervals of 25.

The lines describing expected percentages of correct responses are ordered from left to right corresponding to kindergarten to grade span eleven and twelve for oral language. The lines describing expected percentages of correct responses are separated more widely at the lower grade levels, with diminishing amounts of change in the upper grade levels for written language scales. The properties of the vertical scale are consistent with the previous Summative ELPAC operational assessment in 2019–2020, which show increasing difficulty from grade to grade, with lines moving from left to right in figure 5.1. The within-grade variability (standard deviation) increases from grade to grade as reflected by steeper curves for lower grades and shallower curves for higher grades.

Figure 5.1 shows the TCC for the oral language composite scores at each grade level or grade span. The curves in figure 5.1 are derived from the data in table 5.D.19.

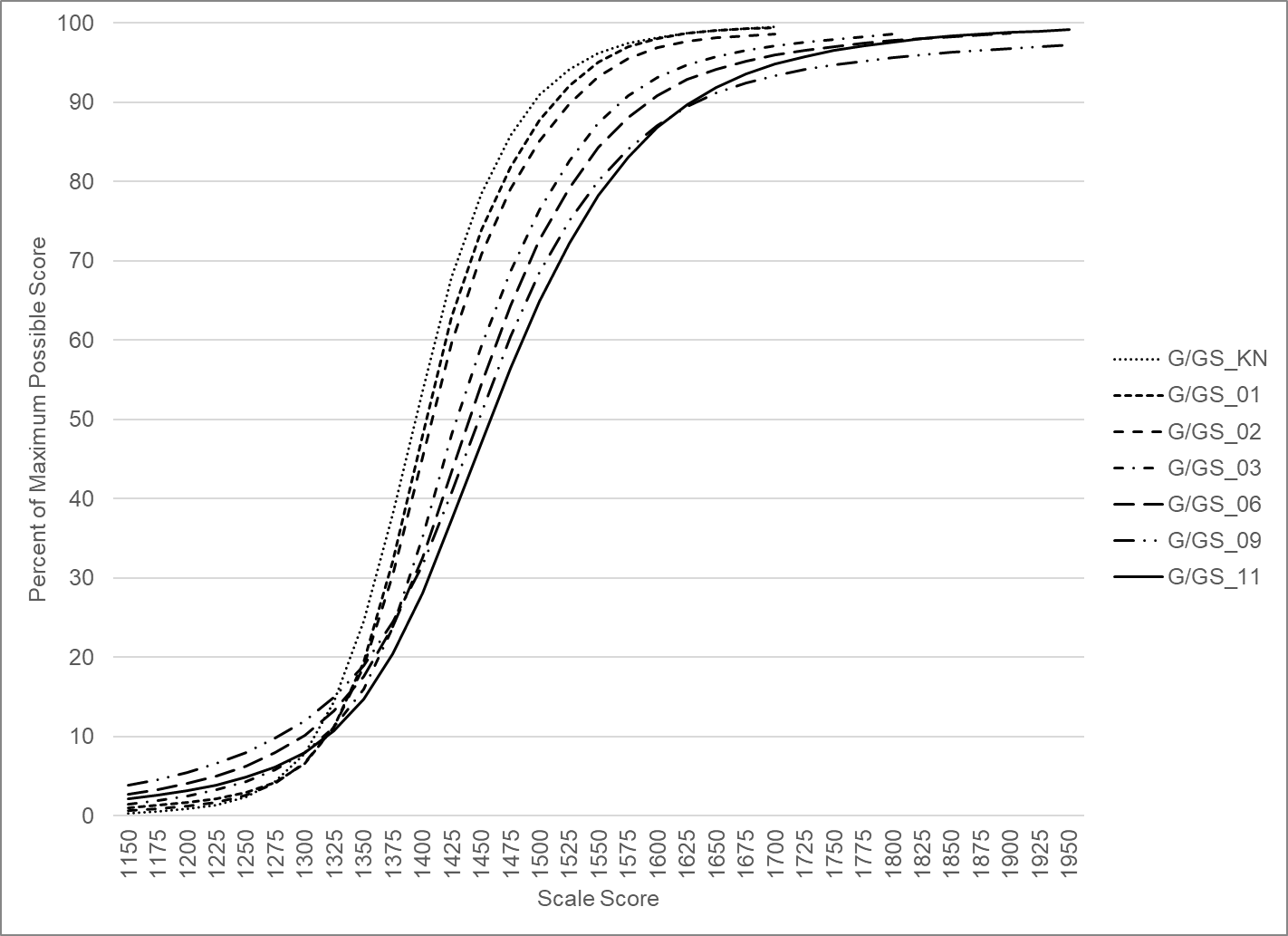


Figure 5.1 Oral language composite TCCs

Figure 5.2 displays the TCCs in the reporting scale metric for the written language vertical scale. Y-axes show the percent of maximum possible score from 0 to 100 in intervals of 10. X-axes show corresponding scale score values from 1150 to 1950 in intervals of 25.

The lines describing expected percentages of possible points earned are ordered from left to right corresponding to kindergarten to grade span eleven and twelve for oral language. The lines describing expected percentages of possible points earned are separated more widely at the lower grade levels, with diminishing amounts of change in the upper grade levels for written language scales. The properties of the vertical scale are consistent with the previous Summative ELPAC operational assessment in 2019–2020, which show increasing difficulty from grade to grade, with lines moving from left to right in figure 5.2. The within-grade variability (standard deviation) increases from grade to grade as reflected by steeper curves for lower grades and shallower curves for higher grades.

Y-axes show the percent of maximum possible score from 0 to 100 in intervals of 10. X-axes show corresponding scale score values from 1150 to 1950 in intervals of 25.

The lines describing expected percentages of correct responses are ordered from left to right corresponding to kindergarten to grade span eleven and twelve for oral language. The lines describing expected percentages of possible points earned are separated more widely at the lower grade levels, with diminishing amounts of change in the upper grade levels for written language scales. The properties of the vertical scale are consistent with the previous Summative ELPAC operational assessment in 2019–2020, which show increasing difficulty from grade to grade, with lines moving from left to right in figure 5.2. The within-grade variability (standard deviation) increases from grade to grade as reflected by shallower curves for lower grades and steeper curves for higher grades.

Figure 5.2 shows the TCC for the written language composite scores at each grade level or grade span. The curves in figure 5.2 are derived from the data in table 5.D.20.

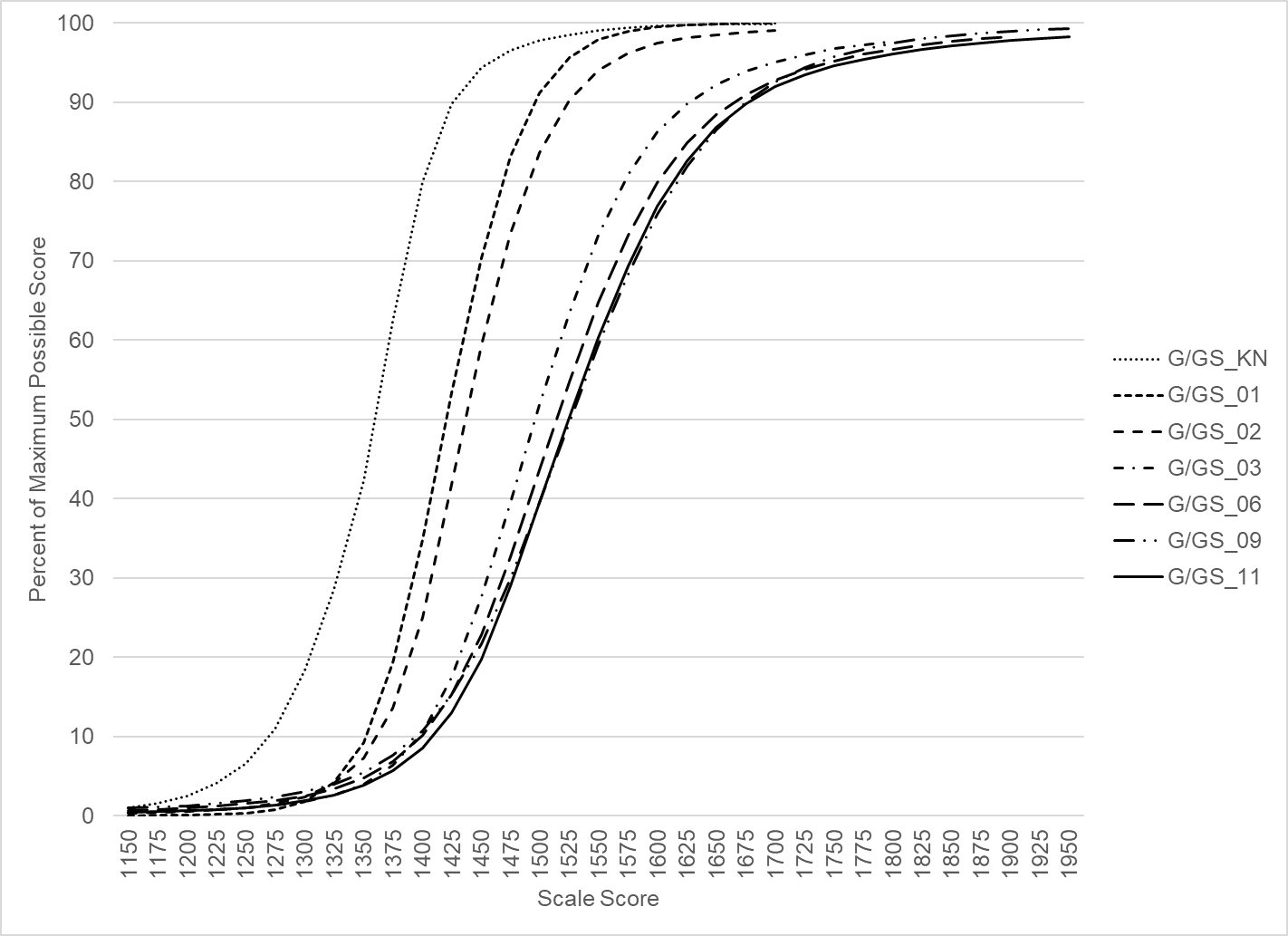


Figure 5.2 Written language composite TCCs

### Test Location—Remote Versus In-Person Testing Analysis

At the start of the 2020–2021 school year, LEAs offered varying instructional options, with a substantial percentage offering only distance learning options. The CDE allowed LEAs flexibility to use multiple test administration options so LEAs could best meet the needs of students in response to the local context and to ensure the safety and health of students and LEA staff. As a result, both in-person and remote testing modes were used for the 2020–2021 Summative ELPAC administration.

To evaluate whether those assessment flexibilities used in the administration impact test score interpretation and to examine whether there were issues in student test experience related to those assessment flexibilities that could affect score validity, ETS conducted an internal investigation into test location comparability. This study investigated and analyzed the background characteristics of students who tested, student performance at the test level and item level, student testing time, test reliability, and student testing issues related to the validity of score interpretation.

This section provides a brief summary of the analysis sample and the results from the analyses conducted.

#### Analysis Sample

Results from more than 400,000 students across grade levels were used in this evaluation. Only students who completed a Summative ELPAC composite, tested entirely in one location (either in person or remotely), and were enrolled in kindergarten through grade twelve were included in the analysis sample. This resulted in an oral language performance sample for each grade level that ranged between 6,524 and 24,340 students who tested remotely across grade levels and between 5,916 and 35,052 students who tested in person across grade levels. For the written language composite, this resulted in a performance sample for each grade level that ranged between 11,620 and 41,694 students who tested remotely across grade levels and between 9,125 and 53,040 students who tested in person across grade levels.

To facilitate direct comparisons between students who tested in person and students who tested remotely, student data from these groups matched the 2018–2019 Summative ELPAC sample based on student demographic characteristics and prior-year test scores, to ensure the groups were comparable. For grade six through grade ten, Smarter Balanced English language arts/literacy (ELA) scores from two years prior were matched across the two samples—that is, 2018–2019 Smarter Balanced ELA scores for the 2020–2021 Summative ELPAC sample were matched to the 2016–2017 Smarter Balanced ELA scores for the 2018–2019 Summative ELPAC sample. For grade one through grade five, grade eleven, and grade twelve, ELPAC scores from one year prior were matched. Note that because very few kindergarten students had prior-year test scores, prior-year test scores were not included in the matching of kindergarten student groups.

Because prior-year test scores are strong predictors of current-year test scores, one expectation was that matching would produce consistent average performance in grades one through twelve if remote testing did not impact scores. Another expectation was that the matching of in-person and remote groups would be more limited in effectiveness for kindergarten students because student demographic variables alone are weaker predictors of test scores.

In addition, for many students, the mode of instruction was intertwined with their testing location, which made it difficult to determine whether any differences in the students’ performance were a result of the test location difference or the instructional difference. To provide an unconfounded comparison of test performance between students testing remotely and in person, analyses were conducted using two sets of student data: one set includes all students testing in person or remotely, regardless of their instructional mode during the 2020–2021 school year; the other set includes students who received only remote instruction during the 2020–2021 school year.

The results summaries included in the following subsections are based on the sample of students that disregards students’ instruction modes.

#### Student Performance on Individual Test Questions

The performance of individual test questions, or items, was compared for in-person and remote test takers. Three item analyses were conducted: DIF, item difficulty, and item discrimination.

##### Differential Item Functioning

DIF methodology was used to identify items that perform differently for in-person and remote test takers.

Of the 440 items that were evaluated using DIF across all the tests, none were identified as exhibiting the most practically significant form of DIF between the in-person and remote test-taker groups.

Refer to section [*5.4 Differential Item Functioning Analyses*](#_Differential_Item_Functioning_1) for a description of DIF analysis, as it was applied to the results of the spring 2021 Summative ELPAC administration.

##### Item Difficulty

In addition to DIF, comparisons of item difficulties were conducted.

Table 5.13 contains mean item difficulties for remote and in-person administrations, as well as differences in mean difficulty for remote and in-person administrations for oral language. This information is provided by grade level and grade span. Table 5.14 contains corresponding information for written language.

Table 5.13 Oral Language Average Item Parameter Estimates

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Remote a | In-Person a | Difference a | Remote b | In-Person b | Difference b |
| Kindergarten | 1.54 | 1.52 | 0.02 | -0.61 | -0.69 | 0.08 |
| 1 | 1.42 | 1.32 | 0.10 | -1.08 | -1.28 | 0.20 |
| 2 | 1.09 | 1.15 | -0.06 | -1.44 | -1.42 | -0.02 |
| 3–5 | 0.91 | 0.93 | -0.01 | -1.36 | -1.40 | 0.04 |
| 6–8 | 0.87 | 0.90 | -0.02 | -1.73 | -1.78 | 0.05 |
| 9–10 | 0.87 | 0.88 | -0.02 | -1.47 | -1.38 | -0.08 |
| 11–12 | 1.12 | 1.13 | -0.01 | -1.08 | -1.05 | -0.03 |

Table 5.14 Written Language Average Item Parameter Estimates

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Remote a | In-Person a | Difference a | Remote b | In-Person b | Difference b |
| Kindergarten | 2.04 | 2.11 | -0.06 | -0.53 | -0.52 | -0.01 |
| 1 | 1.87 | 1.98 | -0.11 | -0.27 | -0.25 | -0.03 |
| 2 | 1.65 | 1.78 | -0.13 | -0.79 | -0.75 | -0.04 |
| 3–5 | 0.99 | 1.00 | -0.01 | 0.24 | 0.34 | -0.10 |
| 6–8 | 0.84 | 0.82 | 0.02 | 0.29 | 0.29 | 0.00 |
| 9–10 | 0.83 | 0.80 | 0.03 | -0.18 | -0.08 | -0.09 |
| 11–12 | 1.06 | 1.07 | 0.00 | -0.05 | 0.01 | -0.05 |

Comparisons showed that oral language item difficulty was similar across all grades; the largest difference was for items found to be somewhat more difficult for students tested remotely in grade one.

For written language composites, item difficulty was again similar across all grades. The largest difference suggested that items were somewhat easier for students tested remotely in grade span three through five.

##### Item Discrimination

Item discrimination is a measure of how strongly item performance is related to test performance. It answers the question, “Are students who correctly answer a question more likely to earn higher scores on the test as a whole than students who incorrectly answer that question?” Differences in item discrimination can mean that the skill being evaluated is changing, so it is important for item discrimination to remain consistent for in-person and remote test takers.

Item discrimination results were compared, and results were fairly consistent for in-person and remote test takers. The largest difference in mean item discrimination for oral language was for grade one, where items were more discriminating for the remote administration. The largest differences in mean item discrimination for oral language were for grades one and two, where items were less discriminating for the remote administration.

#### Student Performance on the Entire Test

Mean Summative ELPAC scores for students in the in-person and remote groups were compared using statistical tests to evaluate whether differences were larger than differences that might be expected by chance alone. In the study, both oral language scores and written language scores in each of the seven grade levels and grade spans—kindergarten, grade one, grade two, grade span three through five, grade span six through eight, grade span nine and ten, and grade span eleven and twelve—were evaluated, for a total of 14 composite scores.

Differences were evaluated within an analysis of covariance model that included, as covariates, students’ prior score, gender, ethnicity, Individuals with Disabilities Education Act status, Section 504 status, economic disadvantage status, and migrant status, as well as whether students were enrolled at a charter school. Prior scores could have been results of the ELPAC or Smarter Balanced Summative Assessments, depending on the grade level; the prior test was chosen so as to minimize the number of students excluded from the analyses.

Oral language differences were significant in kindergarten through grade span three through five; in each case, students having in-person administrations outperformed students having remote administrations. Significant oral language differences for grade span nine and ten were due to higher scores for remote administrations.

Significant written language differences were found for grade spans three through five, nine and ten, and eleven and twelve. In each case, remote administrations were associated with higher scores.

Table 5.15 presents the modeled difference in remote and in-person scale scores for oral language, and table 5.16 presents corresponding differences for written language. In each table, the estimate is the mean difference in scale scores controlling for the covariates included in the model.

Table 5.15 Modeled Difference in Oral Language Remote and In-Person Scale Scores

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Estimate | Standard Error | t | Pr > |t| |
| Kindergarten | -3.20 | 1.31 | -2.44 | 0.01 |
| 1 | -4.35 | 1.71 | -2.55 | 0.01 |
| 2 | -5.29 | 1.26 | -4.19 | <0.01 |
| 3–5 | -1.91 | 0.85 | -2.24 | 0.03 |
| 6–8 | -1.70 | 1.18 | -1.44 | 0.15 |
| 9–10 | 4.02 | 2.01 | 2.00 | 0.05 |
| 11–12 | 0.10 | 1.86 | 0.05 | 0.96 |

Table 5.16 Modeled Difference in Written Language Remote and In-Person Scale Scores

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Estimate | Standard Error | t | Pr > |t| |
| Kindergarten | 1.26 | 1.78 | 0.71 | 0.48 |
| 1 | 2.28 | 2.45 | 0.93 | 0.35 |
| 2 | -0.46 | 1.43 | -0.32 | 0.75 |
| 3–5 | 1.31 | 0.50 | 2.61 | 0.01 |
| 6–8 | 0.24 | 0.45 | 0.54 | 0.59 |
| 9–10 | 2.54 | 0.86 | 2.95 | <0.01 |
| 11–12 | 2.38 | 0.98 | 2.42 | 0.02 |

#### Summary of Validity and Reliability Analyses

The validity and reliability analyses suggested no significant threats to the psychometric properties of the assessments that were administered remotely.

Response times were compared for students given remote and in-person administrations. Response times were slightly longer for remote test takers, but nothing in these differences suggested anything problematic in the test delivery scenarios.

Reliability estimates were similar for in-person and remote test-taker scores, with no differences larger than .04 in absolute value across grade levels and domains and no tendency for estimates to be larger for one administration location.

#### Limitations and Caveats for Data Interpretation

While the analyses described in this section were performed on student data without regard to the location of instruction, whether students were instructed in person or remotely is potentially important. Comparisons of mean scores corresponding to those in table 5.15 and table 5.16 were subsequently repeated for students who received only remote instruction. This resulted in only the grade-two difference remaining significant for oral language. For written language, the differences for grade span nine and ten were no longer significant, but a difference for grade span six through eight became significant. When significance changed, the location of assessment that was associated with higher scores did not change.

Because few schools had in-person instruction in 2020–2021, it was not possible to directly compare remote and in-person administrations for students who had been instructed in person. The ability to evaluate differences in the performance of students testing remotely or in person was limited because students were instructed in a variety of ways rather than having only in-person instruction. Limiting the sample to students who received instruction remotely removed the type of instruction as an influence in the comparison of scores by type of assessment. That said, the results of comparisons for students who were instructed remotely may differ from what could have been observed had it been possible to make these comparisons with students who were instructed in person.

In addition, weighting student data to support performance comparisons for students testing remotely or in person is less effective in creating truly equivalent groups than is randomly assigning students to test remotely or in person.

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### Accessibility Information

#### Alternative Text for Equation 5.1

The p-value for item i is equal to the sum of the ith item scores across all j students divided by the total number of students who were presented with item i.

#### Alternative Text for Equation 5.2

The p-value for item i is equal to the sum of the ith item scores across all j students divided by product of the total number of students who were presented with item i and the maximum score available for item i.

#### Alternative Text for Equation 5.3

Alpha sub MH is equal to a fraction where the numerator is the sum over all k of a fraction where the numerator is A sub k multiplied by D sub k and the denominator is n sub Tk. The denominator is equal to a fraction where the numerator is the sum over all k of a fraction where the numerator is B sub k times C sub k and the denominator is n sub Tk.

#### Alternative Text for Equation 5.4

Delta sub MH equals negative 2.35 times the natural logarithm open bracket alpha sub MH close bracket.

#### Alternative Text for Equation 5.5

SMD is equal to fraction where numerator is equal to the summation of m from 1 to M of N sub fm times open parenthesis E sub f of Y given X equals m minus E sub r of Y given X equals m closed parenthesis. The denominator is the summation of m from 1 to M of N sub fm. This is equal to fraction where the numerator is the summation of m from 1 to M of N sub fm times D sub M. The denominator is the summation of m from 1 to M of N sub fm.

#### Alternative Text for Equation 5.6

If score h equals 1, 2, up to n sub i, then P sub ih open parenthesis theta sub j closed parenthesis is equal to fraction where the numerator has the exponential of the summation of v from 1 to h of D times a sub i times open parenthesis theta sub j minus b sub i plus d sub iv closed parenthesis. The denominator is 1 plus the summation of c from 1 to n sub I of the exponential of sum of v from 1 to c of D times a sub i times open parenthesis theta sub j minus b sub i plus d sub iv closed parenthesis.

If score h equals 0, then P sub ih open parenthesis theta sub j closed parenthesis is equal to fraction where the numerator is 1. The denominator is 1 plus the summation of c from 1 to n sub I of the exponential of sum of v from 1 to c of D times a sub i times open parenthesis theta sub j minus b sub i plus d sub iv closed parenthesis.

### Appendix 5.A: Classical Item Analyses Results for the Summative ELPAC

In table 5.A.1 through table 5.A.8,

* LS = Listening,
* RD = Reading,
* SP = Speaking,
* WT = Writing,
* D = dichotomous item, and
* P = polytomous item.

Table 5.A. Summary of Overall Classical Item Statistics

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Domain | Item Type | No. of Items | Number of Students | Mean *p*-value | Mean Item-Total Correlation | Minimum *p*-value | Minimum Item-Total Correlation | Maximum *p*-value | Maximum Item-Total Correlation |
| Kindergarten | LS | D | 20 | 116,630 | 0.67 | 0.68 | 0.28 | 0.54 | 0.92 | 0.80 |
| 1 | LS | D | 22 | 105,206 | 0.72 | 0.68 | 0.36 | 0.42 | 0.91 | 0.78 |
| 2 | LS | D | 22 | 102,856 | 0.75 | 0.60 | 0.28 | 0.33 | 0.93 | 0.74 |
| 3–5 | LS | D | 22 | 283,528 | 0.67 | 0.50 | 0.41 | 0.31 | 0.92 | 0.66 |
| 6–8 | LS | D | 22 | 199,805 | 0.70 | 0.52 | 0.44 | 0.33 | 0.91 | 0.64 |
| 9–10 | LS | D | 22 | 95,171 | 0.67 | 0.53 | 0.27 | 0.31 | 0.91 | 0.67 |
| 11–12 | LS | D | 22 | 61,109 | 0.63 | 0.53 | 0.47 | 0.31 | 0.81 | 0.67 |
| Kindergarten | SP | P | 9 | 114,445 | 0.71 | 0.83 | 0.50 | 0.74 | 0.87 | 0.92 |
| 1 | SP | P | 9 | 103,927 | 0.78 | 0.79 | 0.45 | 0.66 | 0.91 | 0.93 |
| 2 | SP | P | 12 | 102,605 | 0.81 | 0.73 | 0.55 | 0.60 | 0.96 | 0.88 |
| 3–5 | SP | P | 12 | 283,816 | 0.80 | 0.75 | 0.63 | 0.62 | 0.94 | 0.90 |
| 6–8 | SP | P | 12 | 198,953 | 0.84 | 0.74 | 0.73 | 0.63 | 0.97 | 0.86 |
| 9–10 | SP | P | 12 | 94,117 | 0.79 | 0.78 | 0.54 | 0.65 | 0.94 | 0.89 |
| 11–12 | SP | P | 12 | 60,561 | 0.81 | 0.79 | 0.64 | 0.69 | 0.96 | 0.89 |
| Kindergarten | RD | P | 3 | 107,202 | 0.63 | 0.80 | 0.59 | 0.77 | 0.67 | 0.82 |
| Kindergarten | RD | D | 11 | 107,202 | 0.66 | 0.68 | 0.38 | 0.59 | 0.82 | 0.76 |
| 1 | RD | D | 21 | 81,957 | 0.63 | 0.76 | 0.42 | 0.68 | 0.79 | 0.83 |
| 2 | RD | D | 26 | 96,118 | 0.72 | 0.67 | 0.37 | 0.39 | 0.91 | 0.82 |
| 3–5 | RD | D | 26 | 282,741 | 0.48 | 0.53 | 0.26 | 0.26 | 0.89 | 0.71 |
| 6–8 | RD | D | 26 | 198,743 | 0.48 | 0.49 | 0.25 | 0.21 | 0.68 | 0.79 |
| 9–10 | RD | D | 26 | 94,487 | 0.51 | 0.50 | 0.31 | 0.30 | 0.74 | 0.67 |
| 11–12 | RD | D | 26 | 60,713 | 0.52 | 0.56 | 0.27 | 0.23 | 0.83 | 0.70 |

Table 5.A.1 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Domain | Item Type | No. of Items | Number of Students | Mean *p*-value | Mean Item-Total Correlation | Minimum *p*-value | Minimum Item-Total Correlation | Maximum *p*-value | Maximum Item-Total Correlation |
| Kindergarten | WT | P | 8 | 111,089 | 0.58 | 0.86 | 0.48 | 0.78 | 0.78 | 0.92 |
| 1 | WT | P | 7 | 98,390 | 0.52 | 0.86 | 0.41 | 0.76 | 0.77 | 0.92 |
| 2 | WT | P | 6 | 96,799 | 0.58 | 0.87 | 0.48 | 0.81 | 0.63 | 0.91 |
| 3–5 | WT | P | 6 | 275,220 | 0.55 | 0.78 | 0.42 | 0.71 | 0.70 | 0.86 |
| 6–8 | WT | P | 6 | 191,954 | 0.68 | 0.75 | 0.55 | 0.64 | 0.81 | 0.86 |
| 9–10 | WT | P | 6 | 87,740 | 0.67 | 0.75 | 0.58 | 0.62 | 0.78 | 0.87 |
| 11–12 | WT | P | 6 | 55,548 | 0.73 | 0.76 | 0.60 | 0.64 | 0.84 | 0.86 |

Table 5.A. Summary of the Classical Item Statistics by Task Type, Kindergarten

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | Task Type | Item Type | No. of Items | Number of Students | Mean *p*-value | Mean Item-Total Correlation | Minimum *p*-value | Minimum Item-Total Correlation | Maximum *p*-value | Maximum Item-Total Correlation |
| Listening | Listen to a Short Exchange | D | 5 | 116,630 | 0.77 | 0.68 | 0.48 | 0.65 | 0.92 | 0.70 |
| Listening | Listen to a Story | D | 9 | 116,630 | 0.67 | 0.70 | 0.36 | 0.54 | 0.82 | 0.80 |
| Listening | Listen to an Oral Presentation | D | 6 | 116,630 | 0.58 | 0.66 | 0.28 | 0.57 | 0.83 | 0.75 |
| Speaking | Retell A Narrative | P | 2 | 114,445 | 0.53 | 0.92 | 0.50 | 0.92 | 0.57 | 0.92 |
| Speaking | Speaking-Support an Opinion | P | 2 | 114,445 | 0.76 | 0.81 | 0.74 | 0.80 | 0.78 | 0.81 |
| Speaking | Summarize an Academic Presentation | P | 1 | 114,445 | 0.50 | 0.89 | 0.50 | 0.89 | 0.50 | 0.89 |
| Speaking | Talk about a Scene | P | 4 | 114,445 | 0.82 | 0.78 | 0.77 | 0.74 | 0.87 | 0.82 |
| Reading | Read-Along Information | D | 6 | 107,202 | 0.71 | 0.69 | 0.60 | 0.59 | 0.78 | 0.76 |
| Reading | Read-Along Story with Scaffolding | P | 1 | 107,202 | 0.67 | 0.77 | 0.67 | 0.77 | 0.67 | 0.77 |
| Reading | Read-Along Story with Scaffolding | D | 3 | 107,202 | 0.49 | 0.68 | 0.38 | 0.65 | 0.57 | 0.74 |
| Reading | Read-Along Word with Scaffolding | P | 2 | 107,202 | 0.62 | 0.81 | 0.59 | 0.80 | 0.64 | 0.82 |
| Reading | Read-Along Word with Scaffolding | D | 2 | 107,202 | 0.77 | 0.68 | 0.72 | 0.68 | 0.82 | 0.68 |
| Writing | Label a Picture-Word with Scaffolding | P | 4 | 111,089 | 0.63 | 0.84 | 0.52 | 0.78 | 0.78 | 0.90 |
| Writing | Write a Story Together with Scaffolding | P | 4 | 111,089 | 0.53 | 0.87 | 0.48 | 0.82 | 0.57 | 0.92 |

Table 5.A. Summary of the Classical Item Statistics by Task Type, Grade One

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | Task Type | Item Type | No. of Items | Number of Students | Mean *p*-value | Mean Item-Total Correlation | Minimum *p*-value | Minimum Item-Total Correlation | Maximum *p*-value | Maximum Item-Total Correlation |
| Listening | Listen to a Classroom Conversation | D | 2 | 105,206 | 0.67 | 0.50 | 0.56 | 0.42 | 0.79 | 0.59 |
| Listening | Listen to a Short Exchange | D | 2 | 105,206 | 0.73 | 0.44 | 0.69 | 0.42 | 0.77 | 0.46 |
| Listening | Listen to a Story | D | 9 | 105,206 | 0.84 | 0.74 | 0.70 | 0.67 | 0.91 | 0.78 |
| Listening | Listen to an Oral Presentation | D | 9 | 105,206 | 0.61 | 0.70 | 0.36 | 0.61 | 0.72 | 0.77 |
| Speaking | Retell A Narrative | P | 1 | 103,927 | 0.68 | 0.91 | 0.68 | 0.91 | 0.68 | 0.91 |
| Speaking | Speaking-Support an Opinion | P | 2 | 103,927 | 0.89 | 0.75 | 0.88 | 0.74 | 0.91 | 0.76 |
| Speaking | Summarize an Academic Presentation | P | 2 | 103,927 | 0.52 | 0.91 | 0.45 | 0.89 | 0.59 | 0.93 |
| Speaking | Talk about a Scene | P | 4 | 103,927 | 0.87 | 0.72 | 0.83 | 0.66 | 0.91 | 0.78 |
| Reading | Read a Literary Passage | D | 3 | 81,957 | 0.61 | 0.78 | 0.47 | 0.72 | 0.74 | 0.83 |
| Reading | Read a Short Informational Passage | D | 6 | 81,957 | 0.63 | 0.76 | 0.54 | 0.73 | 0.72 | 0.79 |
| Reading | Read an Informational Passage | D | 6 | 81,957 | 0.52 | 0.76 | 0.42 | 0.73 | 0.62 | 0.80 |
| Reading | Read and Choose a Sentence | D | 4 | 81,957 | 0.74 | 0.75 | 0.67 | 0.68 | 0.78 | 0.79 |
| Reading | Read and Choose a Word | D | 2 | 81,957 | 0.78 | 0.77 | 0.77 | 0.76 | 0.79 | 0.78 |
| Writing | Describe a Picture | P | 1 | 98,390 | 0.44 | 0.92 | 0.44 | 0.92 | 0.44 | 0.92 |
| Writing | Write About an Experience | P | 1 | 98,390 | 0.41 | 0.90 | 0.41 | 0.90 | 0.41 | 0.90 |
| Writing | Write a Story Together with Scaffolding | P | 3 | 98,390 | 0.63 | 0.80 | 0.45 | 0.76 | 0.77 | 0.85 |
| Writing | Write an Informational Text Together | P | 2 | 98,390 | 0.45 | 0.89 | 0.43 | 0.89 | 0.48 | 0.89 |

Table 5.A. Summary of the Classical Item Statistics by Task Type, Grade Two

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | Task Type | Item Type | No. of Items | Number of Students | Mean *p*-value | Mean Item-Total Correlation | Minimum *p*-value | Minimum Item-Total Correlation | Maximum *p*-value | Maximum Item-Total Correlation |
| Listening | Listen to a Classroom Conversation | D | 2 | 102,856 | 0.76 | 0.57 | 0.75 | 0.57 | 0.78 | 0.57 |
| Listening | Listen to a Short Exchange | D | 2 | 102,856 | 0.86 | 0.51 | 0.79 | 0.49 | 0.93 | 0.53 |
| Listening | Listen to a Story | D | 9 | 102,856 | 0.85 | 0.66 | 0.74 | 0.56 | 0.93 | 0.74 |
| Listening | Listen to an Oral Presentation | D | 9 | 102,856 | 0.62 | 0.58 | 0.28 | 0.33 | 0.87 | 0.71 |
| Speaking | Retell A Narrative | P | 1 | 102,605 | 0.75 | 0.85 | 0.75 | 0.85 | 0.75 | 0.85 |
| Speaking | Speaking-Support an Opinion | P | 2 | 102,605 | 0.91 | 0.70 | 0.88 | 0.70 | 0.94 | 0.70 |
| Speaking | Speech Functions | P | 3 | 102,605 | 0.77 | 0.72 | 0.72 | 0.69 | 0.81 | 0.76 |
| Speaking | Summarize an Academic Presentation | P | 2 | 102,605 | 0.55 | 0.88 | 0.55 | 0.88 | 0.55 | 0.88 |
| Speaking | Talk about a Scene | P | 4 | 102,605 | 0.94 | 0.65 | 0.92 | 0.60 | 0.96 | 0.70 |
| Reading | Read a Literary Passage | D | 8 | 96,118 | 0.70 | 0.68 | 0.51 | 0.45 | 0.81 | 0.82 |
| Reading | Read a Short Informational Passage | D | 6 | 96,118 | 0.70 | 0.60 | 0.37 | 0.39 | 0.86 | 0.73 |
| Reading | Read an Informational Passage | D | 8 | 96,118 | 0.68 | 0.71 | 0.63 | 0.61 | 0.75 | 0.77 |
| Reading | Read and Choose a Sentence | D | 4 | 96,118 | 0.85 | 0.69 | 0.78 | 0.55 | 0.91 | 0.75 |
| Writing | Describe a Picture | P | 1 | 96,799 | 0.61 | 0.91 | 0.61 | 0.91 | 0.61 | 0.91 |
| Writing | Write About an Experience | P | 1 | 96,799 | 0.48 | 0.90 | 0.48 | 0.90 | 0.48 | 0.90 |
| Writing | Write a Story Together with Scaffolding | P | 2 | 96,799 | 0.61 | 0.83 | 0.60 | 0.81 | 0.63 | 0.85 |
| Writing | Write an Informational Text Together | P | 2 | 96,799 | 0.58 | 0.87 | 0.57 | 0.87 | 0.59 | 0.87 |

Table 5.A. Summary of the Classical Item Statistics by Task Type, Grade Span Three Through Five

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | Task Type | Item Type | No. of Items | Number of Students | Mean *p*-value | Mean Item-Total Correlation | Minimum *p*-value | Minimum Item-Total Correlation | Maximum *p*-value | Maximum Item-Total Correlation |
| Listening | Listen to a Classroom Conversation | D | 3 | 283,528 | 0.91 | 0.57 | 0.90 | 0.53 | 0.91 | 0.62 |
| Listening | Listen to a Short Exchange | D | 3 | 283,528 | 0.67 | 0.43 | 0.41 | 0.31 | 0.83 | 0.51 |
| Listening | Listen to a Story | D | 6 | 283,528 | 0.71 | 0.54 | 0.57 | 0.44 | 0.89 | 0.66 |
| Listening | Listen to an Oral Presentation | D | 10 | 283,528 | 0.58 | 0.48 | 0.44 | 0.36 | 0.92 | 0.60 |
| Speaking | Retell A Narrative | P | 1 | 283,816 | 0.79 | 0.84 | 0.79 | 0.84 | 0.79 | 0.84 |
| Speaking | Speaking-Support an Opinion | P | 2 | 283,816 | 0.84 | 0.81 | 0.83 | 0.80 | 0.85 | 0.81 |
| Speaking | Speech Functions | P | 3 | 283,816 | 0.78 | 0.70 | 0.75 | 0.68 | 0.81 | 0.72 |
| Speaking | Summarize an Academic Presentation | P | 2 | 283,816 | 0.64 | 0.90 | 0.63 | 0.90 | 0.64 | 0.90 |
| Speaking | Talk about a Scene | P | 4 | 283,816 | 0.89 | 0.66 | 0.75 | 0.62 | 0.94 | 0.71 |
| Reading | Read a Literary Passage | D | 6 | 282,741 | 0.55 | 0.62 | 0.44 | 0.55 | 0.66 | 0.71 |
| Reading | Read a Short Informational Passage | D | 6 | 282,741 | 0.48 | 0.57 | 0.39 | 0.46 | 0.61 | 0.63 |
| Reading | Read a Student Essay | D | 6 | 282,741 | 0.34 | 0.43 | 0.26 | 0.34 | 0.49 | 0.54 |
| Reading | Read an Informational Passage | D | 6 | 282,741 | 0.40 | 0.43 | 0.30 | 0.26 | 0.49 | 0.70 |
| Reading | Read and Choose a Sentence | D | 2 | 282,741 | 0.87 | 0.69 | 0.84 | 0.67 | 0.89 | 0.70 |
| Writing | Describe a Picture | P | 2 | 275,220 | 0.69 | 0.72 | 0.68 | 0.71 | 0.70 | 0.72 |
| Writing | Write About Academic Information | P | 2 | 275,220 | 0.44 | 0.78 | 0.42 | 0.74 | 0.45 | 0.81 |
| Writing | Write About an Experience | P | 1 | 275,220 | 0.54 | 0.85 | 0.54 | 0.85 | 0.54 | 0.85 |
| Writing | Writing-Justify an Opinion | P | 1 | 275,220 | 0.47 | 0.86 | 0.47 | 0.86 | 0.47 | 0.86 |

Table 5.A. Summary of the Classical Item Statistics by Task Type, Grade Span Six Through Eight

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | Task Type | Item Type | No. of Items | Number of Students | Mean *p*-value | Mean Item-Total Correlation | Minimum *p*-value | Minimum Item-Total Correlation | Maximum *p*-value | Maximum Item-Total Correlation |
| Listening | Listen to a Classroom Conversation | D | 3 | 199,805 | 0.89 | 0.50 | 0.87 | 0.48 | 0.91 | 0.52 |
| Listening | Listen to a Short Exchange | D | 3 | 199,805 | 0.74 | 0.49 | 0.46 | 0.33 | 0.88 | 0.58 |
| Listening | Listen to a Speaker Support an Opinion | D | 8 | 199,805 | 0.67 | 0.55 | 0.49 | 0.38 | 0.84 | 0.64 |
| Listening | Listen to an Oral Presentation | D | 8 | 199,805 | 0.65 | 0.51 | 0.44 | 0.33 | 0.86 | 0.64 |
| Speaking | Present and Discuss Information | P | 2 | 198,953 | 0.76 | 0.83 | 0.73 | 0.80 | 0.78 | 0.86 |
| Speaking | Speaking-Support an Opinion | P | 2 | 198,953 | 0.79 | 0.86 | 0.78 | 0.86 | 0.81 | 0.86 |
| Speaking | Speech Functions | P | 2 | 198,953 | 0.86 | 0.70 | 0.82 | 0.69 | 0.90 | 0.71 |
| Speaking | Summarize an Academic Presentation | P | 2 | 198,953 | 0.74 | N/A | 0.74 | N/A | 0.74 | N/A |
| Speaking | Talk about a Scene | P | 4 | 198,953 | 0.94 | 0.66 | 0.90 | 0.63 | 0.97 | 0.69 |
| Reading | Read a Literary Passage | D | 6 | 198,743 | 0.56 | 0.60 | 0.46 | 0.53 | 0.68 | 0.79 |
| Reading | Read a Short Informational Passage | D | 6 | 198,743 | 0.48 | 0.43 | 0.25 | 0.34 | 0.63 | 0.56 |
| Reading | Read a Student Essay | D | 8 | 198,743 | 0.47 | 0.47 | 0.28 | 0.21 | 0.67 | 0.66 |
| Reading | Read an Informational Passage | D | 6 | 198,743 | 0.40 | 0.48 | 0.33 | 0.34 | 0.48 | 0.59 |
| Writing | Describe a Picture | P | 2 | 191,954 | 0.76 | 0.66 | 0.71 | 0.64 | 0.81 | 0.68 |
| Writing | Write About Academic Information | P | 2 | 191,954 | 0.68 | 0.75 | 0.64 | 0.70 | 0.72 | 0.80 |
| Writing | Write About an Experience | P | 1 | 191,954 | 0.64 | 0.84 | 0.64 | 0.84 | 0.64 | 0.84 |
| Writing | Writing-Justify an Opinion | P | 1 | 191,954 | 0.55 | 0.86 | 0.55 | 0.86 | 0.55 | 0.86 |

Table 5.A. Summary of the Classical Item Statistics by Task Type, Grade Span Nine and Ten

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | Task Type | Item Type | No. of Items | Number of Students | Mean *p*-value | Mean Item-Total Correlation | Minimum *p*-value | Minimum Item-Total Correlation | Maximum *p*-value | Maximum Item-Total Correlation |
| Listening | Listen to a Classroom Conversation | D | 3 | 95,171 | 0.72 | 0.53 | 0.68 | 0.47 | 0.75 | 0.62 |
| Listening | Listen to a Short Exchange | D | 3 | 95,171 | 0.83 | 0.52 | 0.78 | 0.46 | 0.86 | 0.57 |
| Listening | Listen to a Speaker Support an Opinion | D | 8 | 95,171 | 0.70 | 0.58 | 0.27 | 0.46 | 0.91 | 0.67 |
| Listening | Listen to an Oral Presentation | D | 8 | 95,171 | 0.56 | 0.48 | 0.30 | 0.31 | 0.80 | 0.58 |
| Speaking | Present and Discuss Information | P | 2 | 94,117 | 0.80 | 0.83 | 0.79 | 0.83 | 0.81 | 0.83 |
| Speaking | Speaking-Support an Opinion | P | 2 | 94,117 | 0.79 | 0.86 | 0.78 | 0.86 | 0.80 | 0.86 |
| Speaking | Speech Functions | P | 2 | 94,117 | 0.72 | 0.75 | 0.69 | 0.72 | 0.76 | 0.78 |
| Speaking | Summarize an Academic Presentation | P | 2 | 94,117 | 0.60 | 0.89 | 0.54 | 0.89 | 0.66 | 0.89 |
| Speaking | Talk about a Scene | P | 4 | 94,117 | 0.91 | 0.71 | 0.87 | 0.65 | 0.94 | 0.76 |
| Reading | Read a Literary Passage | D | 6 | 94,487 | 0.50 | 0.52 | 0.40 | 0.34 | 0.62 | 0.66 |
| Reading | Read a Short Informational Passage | D | 6 | 94,487 | 0.56 | 0.50 | 0.36 | 0.35 | 0.74 | 0.62 |
| Reading | Read a Student Essay | D | 8 | 94,487 | 0.48 | 0.48 | 0.31 | 0.30 | 0.66 | 0.59 |
| Reading | Read an Informational Passage | D | 6 | 94,487 | 0.51 | 0.51 | 0.42 | 0.37 | 0.61 | 0.67 |
| Writing | Describe a Picture | P | 2 | 87,740 | 0.75 | 0.64 | 0.72 | 0.62 | 0.78 | 0.66 |
| Writing | Write About Academic Information | P | 2 | 87,740 | 0.61 | 0.76 | 0.58 | 0.71 | 0.64 | 0.82 |
| Writing | Write About an Experience | P | 1 | 87,740 | 0.68 | 0.82 | 0.68 | 0.82 | 0.68 | 0.82 |
| Writing | Writing-Justify an Opinion | P | 1 | 87,740 | 0.61 | 0.87 | 0.61 | 0.87 | 0.61 | 0.87 |

Table 5.A. Summary of the Classical Item Statistics by Task Type, Grade Span Eleven and Twelve

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | Task Type | Item Type | No. of Items | Number of Students | Mean *p*-value | Mean Item-Total Correlation | Minimum *p*-value | Minimum Item-Total Correlation | Maximum *p*-value | Maximum Item-Total Correlation |
| Listening | Listen to a Classroom Conversation | D | 3 | 61,109 | 0.63 | 0.54 | 0.47 | 0.46 | 0.81 | 0.61 |
| Listening | Listen to a Short Exchange | D | 3 | 61,109 | 0.68 | 0.57 | 0.58 | 0.46 | 0.74 | 0.65 |
| Listening | Listen to a Speaker Support an Opinion | D | 8 | 61,109 | 0.68 | 0.57 | 0.59 | 0.47 | 0.79 | 0.64 |
| Listening | Listen to an Oral Presentation | D | 8 | 61,109 | 0.56 | 0.47 | 0.50 | 0.31 | 0.61 | 0.67 |
| Speaking | Present and Discuss Information | P | 2 | 60,561 | 0.73 | 0.83 | 0.69 | 0.82 | 0.77 | 0.83 |
| Speaking | Speaking-Support an Opinion | P | 2 | 60,561 | 0.81 | 0.85 | 0.79 | 0.85 | 0.82 | 0.85 |
| Speaking | Speech Functions | P | 2 | 60,561 | 0.81 | 0.76 | 0.76 | 0.75 | 0.86 | 0.76 |
| Speaking | Summarize an Academic Presentation | P | 2 | 60,561 | 0.65 | 0.88 | 0.64 | 0.88 | 0.66 | 0.89 |
| Speaking | Talk about a Scene | P | 4 | 60,561 | 0.94 | 0.71 | 0.90 | 0.69 | 0.96 | 0.73 |
| Reading | Read a Literary Passage | D | 6 | 60,713 | 0.50 | 0.57 | 0.28 | 0.42 | 0.65 | 0.66 |
| Reading | Read a Short Informational Passage | D | 6 | 60,713 | 0.53 | 0.53 | 0.27 | 0.23 | 0.83 | 0.68 |
| Reading | Read a Student Essay | D | 8 | 60,713 | 0.55 | 0.60 | 0.30 | 0.35 | 0.74 | 0.70 |
| Reading | Read an Informational Passage | D | 6 | 60,713 | 0.49 | 0.54 | 0.28 | 0.30 | 0.59 | 0.69 |
| Writing | Describe a Picture | P | 2 | 55,548 | 0.76 | 0.66 | 0.73 | 0.64 | 0.78 | 0.68 |
| Writing | Write About Academic Information | P | 2 | 55,548 | 0.78 | 0.78 | 0.71 | 0.74 | 0.84 | 0.81 |
| Writing | Write About an Experience | P | 1 | 55,548 | 0.71 | 0.85 | 0.71 | 0.85 | 0.71 | 0.85 |
| Writing | Writing-Justify an Opinion | P | 1 | 55,548 | 0.60 | 0.86 | 0.60 | 0.86 | 0.60 | 0.86 |

In table 5.A.9 through table 5.A.22,

* OP = Operational item, and
* FT = Field test item.

Table 5.A. Dichotomous Item Statistics for Listening and Reading, Kindergarten

| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| --- | --- | --- | --- | --- | --- | --- |
| Listening | FT | VR012659 | Listen to a Short Exchange | 0.66 | 0.47 | 0.00 |
| Listening | FT | VR012699 | Listen to a Short Exchange | 0.69 | 0.57 | 0.00 |
| Listening | OP | VR015804 | Listen to a Short Exchange | 0.79 | 0.65 | 0.00 |
| Listening | OP | VR015886 | Listen to a Short Exchange | 0.84 | 0.70 | 0.00 |
| Listening | OP | VR021478 | Listen to a Short Exchange | 0.83 | 0.69 | 0.00 |
| Listening | OP | VR021567 | Listen to a Short Exchange | 0.92 | 0.69 | 0.00 |
| Listening | OP | VR021577 | Listen to a Short Exchange | 0.48 | 0.69 | 0.00 |
| Listening | OP | VR022127 | Listen to a Story | 0.79 | 0.67 | 0.00 |
| Listening | OP | VR022128 | Listen to a Story | 0.55 | 0.74 | 0.01 |
| Listening | OP | VR022129 | Listen to a Story | 0.73 | 0.63 | 0.01 |
| Listening | OP | VR025402 | Listen to a Story | 0.78 | 0.80 | 6.82 |
| Listening | OP | VR025403 | Listen to a Story | 0.78 | 0.74 | 6.83 |
| Listening | OP | VR025404 | Listen to a Story | 0.36 | 0.54 | 6.83 |
| Listening | OP | VR025544 | Listen to a Story | 0.82 | 0.76 | 6.83 |
| Listening | OP | VR025545 | Listen to a Story | 0.56 | 0.74 | 6.83 |
| Listening | OP | VR025546 | Listen to a Story | 0.63 | 0.71 | 6.83 |
| Listening | FT | VR027103 | Listen to an Oral Presentation | 0.54 | 0.58 | 7.78 |
| Listening | FT | VR027104 | Listen to an Oral Presentation | 0.48 | 0.65 | 7.78 |
| Listening | FT | VR027105 | Listen to an Oral Presentation | 0.77 | 0.58 | 7.78 |
| Listening | OP | VR027121 | Listen to an Oral Presentation | 0.57 | 0.57 | 6.85 |
| Listening | OP | VR027122 | Listen to an Oral Presentation | 0.61 | 0.64 | 6.85 |
| Listening | OP | VR027123 | Listen to an Oral Presentation | 0.70 | 0.67 | 6.85 |

Table 5.A.9 *(continuation one)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Listening | OP | VR027125 | Listen to an Oral Presentation | 0.28 | 0.66 | 6.85 |
| Listening | OP | VR027126 | Listen to an Oral Presentation | 0.48 | 0.65 | 6.85 |
| Listening | OP | VR027127 | Listen to an Oral Presentation | 0.83 | 0.75 | 6.85 |
| Listening | FT | VR062177 | Listen to a Short Exchange | 0.75 | 0.50 | 0.00 |
| Listening | FT | VR128164 | Listen to a Story | 0.76 | 0.73 | 7.76 |
| Listening | FT | VR128165 | Listen to a Story | 0.54 | 0.69 | 7.76 |
| Listening | FT | VR128166 | Listen to a Story | 0.53 | 0.70 | 7.76 |
| Speaking | OP | VR068446 | Talk about a Scene | 0.84 | 0.74 | 0.04 |
| Speaking | OP | VR068451 | Talk about a Scene | 0.87 | 0.77 | 0.03 |
| Reading | OP | VR001442 | Read-Along Information | 0.66 | 0.76 | 3.95 |
| Reading | OP | VR001443 | Read-Along Information | 0.78 | 0.71 | 3.97 |
| Reading | OP | VR001444 | Read-Along Information | 0.74 | 0.59 | 3.97 |
| Reading | OP | VR001517 | Read-Along Information | 0.77 | 0.70 | 3.96 |
| Reading | OP | VR001518 | Read-Along Information | 0.73 | 0.62 | 3.96 |
| Reading | OP | VR001519 | Read-Along Information | 0.60 | 0.73 | 3.96 |
| Reading | OP | VR002245 | Read-Along Word with Scaffolding | 0.82 | 0.68 | 0.00 |
| Reading | OP | VR002272 | Read-Along Word with Scaffolding | 0.72 | 0.68 | 0.00 |
| Reading | OP | VR003652 | Read-Along Story with Scaffolding | 0.57 | 0.65 | 0.00 |
| Reading | OP | VR003653 | Read-Along Story with Scaffolding | 0.53 | 0.65 | 0.00 |
| Reading | OP | VR003654 | Read-Along Story with Scaffolding | 0.38 | 0.74 | 0.00 |
| Reading | FT | VR056530 | Read-Along Information | 0.90 | 0.67 | 3.09 |
| Reading | FT | VR056542 | Read-Along Information | 0.44 | 0.53 | 3.09 |
| Reading | FT | VR056554 | Read-Along Information | 0.80 | 0.56 | 3.09 |
| Reading | FT | VR056823 | Read-Along Story with Scaffolding | 0.61 | 0.28 | 0.00 |
| Reading | FT | VR056831 | Read-Along Story with Scaffolding | 0.54 | 0.50 | 0.00 |
| Reading | FT | VR056835 | Read-Along Story with Scaffolding | 0.53 | 0.52 | 0.00 |
| Reading | FT | VR129879 | Read-Along Information | 0.67 | 0.42 | 2.93 |
| Reading | FT | VR129880 | Read-Along Information | 0.59 | 0.57 | 2.93 |

Table 5.A.9 *(continuation two)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Reading | FT | VR129881 | Read-Along Information | 0.38 | 0.29 | 2.93 |
| Reading | FT | VR130802 | Read-Along Story with Scaffolding | 0.73 | 0.58 | 0.00 |
| Reading | FT | VR130803 | Read-Along Story with Scaffolding | 0.84 | 0.59 | 0.00 |
| Reading | FT | VR130804 | Read-Along Story with Scaffolding | 0.77 | 0.58 | 0.00 |
| Writing | OP | VH572676 | Write a Story Together with Scaffolding | 0.48 | 0.82 | 0.00 |
| Writing | OP | VH572680 | Write a Story Together with Scaffolding | 0.57 | 0.84 | 0.00 |
| Writing | OP | VH590330 | Label a Picture—Word with Scaffolding | 0.67 | 0.81 | 0.00 |
| Writing | OP | VH590343 | Label a Picture—Word with Scaffolding | 0.78 | 0.78 | 0.00 |
| Writing | FT | VH819170 | Write a Story Together with Scaffolding | 0.51 | 0.82 | 0.00 |
| Writing | FT | VH819173 | Write a Story Together with Scaffolding | 0.57 | 0.82 | 0.00 |

Table 5.A. Dichotomous Item Statistics for Listening and Reading, Grade One

| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| --- | --- | --- | --- | --- | --- | --- |
| Listening | OP | VR023735 | Listen to a Story | 0.90 | 0.76 | 4.54 |
| Listening | OP | VR023736 | Listen to a Story | 0.70 | 0.67 | 4.55 |
| Listening | OP | VR023737 | Listen to a Story | 0.91 | 0.77 | 4.55 |
| Listening | OP | VR023785 | Listen to a Story | 0.88 | 0.75 | 4.55 |
| Listening | OP | VR023786 | Listen to a Story | 0.73 | 0.75 | 4.55 |
| Listening | OP | VR023787 | Listen to a Story | 0.89 | 0.76 | 4.55 |
| Listening | OP | VR023802 | Listen to a Story | 0.85 | 0.78 | 4.57 |
| Listening | OP | VR023803 | Listen to a Story | 0.84 | 0.67 | 4.57 |
| Listening | OP | VR023804 | Listen to a Story | 0.91 | 0.75 | 4.57 |
| Listening | OP | VR023929 | Listen to a Short Exchange | 0.77 | 0.46 | 0.00 |
| Listening | OP | VR023946 | Listen to a Short Exchange | 0.69 | 0.42 | 0.00 |
| Listening | OP | VR027147 | Listen to an Oral Presentation | 0.36 | 0.64 | 4.61 |
| Listening | OP | VR027148 | Listen to an Oral Presentation | 0.56 | 0.71 | 4.61 |
| Listening | OP | VR027149 | Listen to an Oral Presentation | 0.60 | 0.63 | 4.61 |
| Listening | OP | VR027151 | Listen to an Oral Presentation | 0.72 | 0.74 | 4.60 |
| Listening | OP | VR027152 | Listen to an Oral Presentation | 0.71 | 0.75 | 4.60 |
| Listening | OP | VR027153 | Listen to an Oral Presentation | 0.67 | 0.61 | 4.60 |
| Listening | OP | VR027849 | Listen to an Oral Presentation | 0.72 | 0.76 | 4.59 |
| Listening | OP | VR027850 | Listen to an Oral Presentation | 0.65 | 0.77 | 4.59 |
| Listening | OP | VR027851 | Listen to an Oral Presentation | 0.46 | 0.72 | 4.59 |
| Listening | OP | VR062661 | Listen to a Classroom Conversation | 0.79 | 0.59 | 0.00 |
| Listening | OP | VR062662 | Listen to a Classroom Conversation | 0.56 | 0.42 | 0.00 |
| Listening | FT | VR064074 | Listen to a Classroom Conversation | 0.73 | 0.50 | 0.00 |
| Listening | FT | VR064075 | Listen to a Classroom Conversation | 0.62 | 0.42 | 0.00 |
| Listening | FT | VR127580 | Listen to an Oral Presentation | 0.56 | 0.55 | 4.45 |
| Listening | FT | VR127581 | Listen to an Oral Presentation | 0.69 | 0.52 | 4.45 |
| Listening | FT | VR127582 | Listen to an Oral Presentation | 0.54 | 0.49 | 4.45 |

Table 5.A.10 *(continuation one)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Listening | FT | VR127674 | Listen to an Oral Presentation | 0.51 | 0.56 | 4.45 |
| Listening | FT | VR127675 | Listen to an Oral Presentation | 0.39 | 0.44 | 4.45 |
| Listening | FT | VR127676 | Listen to an Oral Presentation | 0.90 | 0.68 | 4.45 |
| Listening | FT | VR127795 | Listen to a Story | 0.63 | 0.45 | 4.43 |
| Listening | FT | VR127796 | Listen to a Story | 0.94 | 0.78 | 4.43 |
| Listening | FT | VR127797 | Listen to a Story | 0.89 | 0.74 | 4.43 |
| Speaking | OP | VR068386 | Talk about a Scene | 0.91 | 0.72 | 0.03 |
| Speaking | OP | VR068390 | Talk about a Scene | 0.88 | 0.66 | 0.03 |
| Reading | OP | VR000119 | Read a Short Informational Passage | 0.71 | 0.75 | 8.38 |
| Reading | OP | VR000120 | Read a Short Informational Passage | 0.62 | 0.73 | 8.39 |
| Reading | OP | VR000121 | Read a Short Informational Passage | 0.63 | 0.73 | 8.38 |
| Reading | OP | VR000208 | Read and Choose a Sentence | 0.77 | 0.77 | 0.00 |
| Reading | OP | VR000487 | Read a Short Informational Passage | 0.72 | 0.79 | 9.49 |
| Reading | OP | VR000488 | Read a Short Informational Passage | 0.57 | 0.76 | 9.51 |
| Reading | OP | VR000489 | Read a Short Informational Passage | 0.54 | 0.77 | 9.51 |
| Reading | OP | VR000862 | Read and Choose a Sentence | 0.78 | 0.79 | 0.00 |
| Reading | OP | VR000863 | Read and Choose a Sentence | 0.75 | 0.77 | 0.00 |
| Reading | OP | VR000864 | Read and Choose a Sentence | 0.67 | 0.68 | 0.00 |
| Reading | OP | VR001132 | Read and Choose a Word | 0.77 | 0.78 | 0.00 |
| Reading | OP | VR001325 | Read and Choose a Word | 0.79 | 0.76 | 0.00 |
| Reading | OP | VR002342 | Read an Informational Passage | 0.58 | 0.74 | 9.66 |
| Reading | OP | VR002343 | Read an Informational Passage | 0.49 | 0.73 | 9.66 |
| Reading | OP | VR002345 | Read an Informational Passage | 0.62 | 0.78 | 9.66 |
| Reading | OP | VR002980 | Read a Literary Passage | 0.74 | 0.83 | 9.59 |
| Reading | OP | VR002981 | Read a Literary Passage | 0.62 | 0.80 | 9.60 |
| Reading | OP | VR002982 | Read a Literary Passage | 0.47 | 0.72 | 9.59 |

Table 5.A.10 *(continuation two)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Reading | OP | VR003207 | Read an Informational Passage | 0.50 | 0.74 | 9.68 |
| Reading | OP | VR003208 | Read an Informational Passage | 0.51 | 0.80 | 9.68 |
| Reading | OP | VR003209 | Read an Informational Passage | 0.42 | 0.75 | 9.68 |
| Reading | FT | VR057866 | Read a Short Informational Passage | 0.63 | 0.62 | 7.63 |
| Reading | FT | VR057872 | Read a Short Informational Passage | 0.81 | 0.71 | 7.63 |
| Reading | FT | VR057874 | Read a Short Informational Passage | 0.50 | 0.69 | 7.63 |
| Reading | FT | VR057887 | Read an Informational Passage | 0.48 | 0.62 | 7.90 |
| Reading | FT | VR057893 | Read an Informational Passage | 0.49 | 0.59 | 7.90 |
| Reading | FT | VR057896 | Read an Informational Passage | 0.50 | 0.44 | 7.90 |
| Reading | FT | VR057901 | Read and Choose a Sentence | 0.59 | 0.68 | 0.00 |
| Reading | FT | VR057947 | Read and Choose a Sentence | 0.67 | 0.72 | 0.00 |
| Reading | FT | VR059734 | Read a Literary Passage | 0.43 | 0.57 | 10.16 |
| Reading | FT | VR059743 | Read a Literary Passage | 0.64 | 0.71 | 10.16 |
| Reading | FT | VR059751 | Read a Literary Passage | 0.59 | 0.69 | 10.18 |
| Reading | FT | VR059888 | Read a Literary Passage | 0.43 | 0.48 | 7.75 |
| Reading | FT | VR059890 | Read a Literary Passage | 0.43 | 0.70 | 7.75 |
| Reading | FT | VR059894 | Read a Literary Passage | 0.65 | 0.75 | 7.75 |
| Reading | FT | VR129545 | Read an Informational Passage | 0.57 | 0.61 | 10.21 |
| Reading | FT | VR129546 | Read an Informational Passage | 0.45 | 0.56 | 10.21 |
| Reading | FT | VR129547 | Read an Informational Passage | 0.65 | 0.78 | 10.21 |
| Reading | FT | VR129616 | Read a Short Informational Passage | 0.47 | 0.71 | 10.04 |
| Reading | FT | VR129617 | Read a Short Informational Passage | 0.48 | 0.59 | 10.04 |
| Reading | FT | VR129618 | Read a Short Informational Passage | 0.56 | 0.68 | 10.04 |
| Writing | OP | VH575220 | Write a Story Together with Scaffolding | 0.77 | 0.76 | 0.00 |
| Writing | FT | VH575342 | Write a Story Together with Scaffolding | 0.78 | 0.86 | 0.00 |

Table 5.A. Dichotomous Item Statistics for Listening and Reading, Grade Two

| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| --- | --- | --- | --- | --- | --- | --- |
| Listening | OP | VR008147 | Listen to a Short Exchange | 0.93 | 0.53 | 0.08 |
| Listening | OP | VR008322 | Listen to a Short Exchange | 0.79 | 0.49 | 0.07 |
| Listening | OP | VR026210 | Listen to a Story | 0.91 | 0.72 | 2.46 |
| Listening | OP | VR026211 | Listen to a Story | 0.81 | 0.70 | 2.50 |
| Listening | OP | VR026212 | Listen to a Story | 0.74 | 0.64 | 2.48 |
| Listening | OP | VR026254 | Listen to a Story | 0.75 | 0.59 | 2.52 |
| Listening | OP | VR026255 | Listen to a Story | 0.86 | 0.65 | 2.49 |
| Listening | OP | VR026256 | Listen to a Story | 0.91 | 0.65 | 2.50 |
| Listening | OP | VR026388 | Listen to a Story | 0.93 | 0.74 | 2.54 |
| Listening | OP | VR026389 | Listen to a Story | 0.82 | 0.56 | 2.56 |
| Listening | OP | VR026390 | Listen to a Story | 0.91 | 0.70 | 2.55 |
| Listening | OP | VR027944 | Listen to an Oral Presentation | 0.70 | 0.63 | 2.69 |
| Listening | OP | VR027945 | Listen to an Oral Presentation | 0.87 | 0.59 | 2.66 |
| Listening | OP | VR027946 | Listen to an Oral Presentation | 0.53 | 0.58 | 2.69 |
| Listening | OP | VR027965 | Listen to an Oral Presentation | 0.61 | 0.62 | 2.63 |
| Listening | OP | VR027966 | Listen to an Oral Presentation | 0.55 | 0.45 | 2.63 |
| Listening | OP | VR027967 | Listen to an Oral Presentation | 0.70 | 0.59 | 2.62 |
| Listening | OP | VR027993 | Listen to an Oral Presentation | 0.28 | 0.33 | 2.64 |
| Listening | OP | VR027994 | Listen to an Oral Presentation | 0.67 | 0.71 | 2.63 |
| Listening | OP | VR027995 | Listen to an Oral Presentation | 0.65 | 0.67 | 2.64 |
| Listening | OP | VR062613 | Listen to a Classroom Conversation | 0.75 | 0.57 | 0.08 |
| Listening | OP | VR062614 | Listen to a Classroom Conversation | 0.78 | 0.57 | 0.09 |
| Listening | FT | VR069429 | Listen to an Oral Presentation | 0.66 | 0.46 | 2.93 |
| Listening | FT | VR069430 | Listen to an Oral Presentation | 0.48 | 0.41 | 2.93 |
| Listening | FT | VR069431 | Listen to an Oral Presentation | 0.53 | 0.38 | 2.91 |
| Listening | FT | VR126860 | Listen to an Oral Presentation | 0.60 | 0.55 | 2.86 |
| Listening | FT | VR126861 | Listen to an Oral Presentation | 0.65 | 0.43 | 2.88 |
| Listening | FT | VR126862 | Listen to an Oral Presentation | 0.56 | 0.46 | 2.89 |

Table 5.A.11 *(continuation one)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Listening | FT | VR126891 | Listen to a Classroom Conversation | 0.51 | 0.29 | 0.07 |
| Listening | FT | VR126892 | Listen to a Classroom Conversation | 0.76 | 0.42 | 0.05 |
| Listening | FT | VR127135 | Listen to a Story | 0.89 | 0.68 | 2.86 |
| Listening | FT | VR127136 | Listen to a Story | 0.69 | 0.55 | 2.83 |
| Listening | FT | VR127137 | Listen to a Story | 0.78 | 0.60 | 2.81 |
| Speaking | OP | VR068415 | Talk about a Scene | 0.95 | 0.60 | 0.04 |
| Speaking | OP | VR068417 | Talk about a Scene | 0.96 | 0.60 | 0.03 |
| Reading | OP | VR000398 | Read a Short Informational Passage | 0.63 | 0.61 | 0.26 |
| Reading | OP | VR000399 | Read a Short Informational Passage | 0.77 | 0.55 | 0.15 |
| Reading | OP | VR000400 | Read a Short Informational Passage | 0.86 | 0.61 | 0.09 |
| Reading | OP | VR000411 | Read a Short Informational Passage | 0.74 | 0.73 | 2.95 |
| Reading | OP | VR000412 | Read a Short Informational Passage | 0.37 | 0.39 | 2.88 |
| Reading | OP | VR000413 | Read a Short Informational Passage | 0.85 | 0.72 | 2.88 |
| Reading | OP | VR000885 | Read and Choose a Sentence | 0.82 | 0.73 | 0.17 |
| Reading | OP | VR000886 | Read and Choose a Sentence | 0.78 | 0.55 | 0.09 |
| Reading | OP | VR000888 | Read and Choose a Sentence | 0.91 | 0.73 | 0.05 |
| Reading | OP | VR000890 | Read and Choose a Sentence | 0.88 | 0.75 | 0.06 |
| Reading | OP | VR002533 | Read a Literary Passage | 0.75 | 0.69 | 3.63 |
| Reading | OP | VR002534 | Read a Literary Passage | 0.51 | 0.45 | 3.65 |
| Reading | OP | VR002535 | Read a Literary Passage | 0.69 | 0.71 | 3.64 |
| Reading | OP | VR002536 | Read a Literary Passage | 0.64 | 0.66 | 3.66 |
| Reading | FT | VR002582 | Read a Literary Passage | 0.59 | 0.64 | 4.38 |
| Reading | FT | VR002583 | Read a Literary Passage | 0.84 | 0.68 | 4.43 |
| Reading | FT | VR002584 | Read a Literary Passage | 0.72 | 0.78 | 4.46 |
| Reading | FT | VR002585 | Read a Literary Passage | 0.74 | 0.72 | 4.43 |
| Reading | OP | VR002824 | Read a Literary Passage | 0.81 | 0.80 | 3.32 |
| Reading | OP | VR002825 | Read a Literary Passage | 0.74 | 0.76 | 3.32 |

Table 5.A.11 *(continuation two)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Reading | OP | VR002826 | Read a Literary Passage | 0.78 | 0.82 | 3.33 |
| Reading | OP | VR002827 | Read a Literary Passage | 0.69 | 0.59 | 3.26 |
| Reading | OP | VR003353 | Read an Informational Passage | 0.74 | 0.71 | 3.84 |
| Reading | OP | VR003354 | Read an Informational Passage | 0.69 | 0.77 | 3.80 |
| Reading | OP | VR003355 | Read an Informational Passage | 0.75 | 0.75 | 3.86 |
| Reading | OP | VR003356 | Read an Informational Passage | 0.68 | 0.73 | 3.88 |
| Reading | OP | VR060237 | Read an Informational Passage | 0.68 | 0.61 | 3.96 |
| Reading | OP | VR060242 | Read an Informational Passage | 0.63 | 0.71 | 3.98 |
| Reading | OP | VR060248 | Read an Informational Passage | 0.63 | 0.67 | 3.97 |
| Reading | OP | VR060250 | Read an Informational Passage | 0.67 | 0.73 | 3.96 |
| Reading | FT | VR060552 | Read a Short Informational Passage | 0.62 | 0.58 | 3.37 |
| Reading | FT | VR060558 | Read a Short Informational Passage | 0.60 | 0.59 | 3.29 |
| Reading | FT | VR060560 | Read a Short Informational Passage | 0.79 | 0.70 | 3.35 |
| Reading | FT | VR060567 | Read a Short Informational Passage | 0.69 | 0.67 | 3.91 |
| Reading | FT | VR060570 | Read a Short Informational Passage | 0.58 | 0.48 | 3.91 |
| Reading | FT | VR060573 | Read a Short Informational Passage | 0.54 | 0.39 | 3.95 |
| Reading | FT | VR062515 | Read an Informational Passage | 0.58 | 0.51 | 5.75 |
| Reading | FT | VR063115 | Read an Informational Passage | 0.49 | 0.57 | 5.77 |
| Reading | FT | VR063117 | Read an Informational Passage | 0.25 | 0.22 | 5.79 |
| Reading | FT | VR063122 | Read an Informational Passage | 0.48 | 0.51 | 5.81 |
| Reading | FT | VR063965 | Read a Literary Passage | 0.49 | 0.54 | 5.33 |
| Reading | FT | VR063976 | Read a Literary Passage | 0.76 | 0.73 | 5.10 |
| Reading | FT | VR063989 | Read a Literary Passage | 0.69 | 0.66 | 5.31 |
| Reading | FT | VR063998 | Read a Literary Passage | 0.68 | 0.72 | 5.31 |
| Reading | FT | VR127064 | Read an Informational Passage | 0.71 | 0.73 | 4.79 |
| Reading | FT | VR127065 | Read an Informational Passage | 0.59 | 0.49 | 4.79 |
| Reading | FT | VR127066 | Read an Informational Passage | 0.52 | 0.38 | 4.87 |
| Reading | FT | VR127067 | Read an Informational Passage | 0.42 | 0.31 | 4.92 |

Table 5.A. Dichotomous Item Statistics for Listening and Reading, Grade Span Three Through Five

| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| --- | --- | --- | --- | --- | --- | --- |
| Listening | OP | VR008922 | Listen to a Short Exchange | 0.78 | 0.47 | 0.01 |
| Listening | FT | VR008931 | Listen to a Short Exchange | 0.89 | 0.44 | 0.02 |
| Listening | FT | VR008961 | Listen to a Short Exchange | 0.93 | 0.57 | 0.02 |
| Listening | OP | VR008997 | Listen to a Short Exchange | 0.83 | 0.51 | 0.00 |
| Listening | OP | VR009066 | Listen to a Short Exchange | 0.41 | 0.31 | 0.01 |
| Listening | OP | VR021733 | Listen to a Classroom Conversation | 0.91 | 0.58 | 0.00 |
| Listening | OP | VR021734 | Listen to a Classroom Conversation | 0.91 | 0.53 | 0.01 |
| Listening | OP | VR021735 | Listen to a Classroom Conversation | 0.90 | 0.62 | 0.01 |
| Listening | OP | VR027010 | Listen to a Story | 0.84 | 0.66 | 0.04 |
| Listening | OP | VR027011 | Listen to a Story | 0.57 | 0.44 | 0.04 |
| Listening | OP | VR027012 | Listen to a Story | 0.68 | 0.46 | 0.04 |
| Listening | OP | VR027019 | Listen to a Story | 0.89 | 0.60 | 0.02 |
| Listening | OP | VR027020 | Listen to a Story | 0.66 | 0.60 | 0.02 |
| Listening | OP | VR027021 | Listen to a Story | 0.64 | 0.48 | 0.02 |
| Listening | OP | VR028232 | Listen to an Oral Presentation | 0.47 | 0.45 | 0.12 |
| Listening | OP | VR028233 | Listen to an Oral Presentation | 0.52 | 0.50 | 0.12 |
| Listening | OP | VR028234 | Listen to an Oral Presentation | 0.62 | 0.60 | 0.12 |
| Listening | OP | VR028285 | Listen to an Oral Presentation | 0.61 | 0.46 | 0.09 |
| Listening | OP | VR028286 | Listen to an Oral Presentation | 0.53 | 0.55 | 0.10 |
| Listening | OP | VR028287 | Listen to an Oral Presentation | 0.48 | 0.36 | 0.10 |
| Listening | OP | VR028288 | Listen to an Oral Presentation | 0.44 | 0.39 | 0.10 |
| Listening | OP | VR028430 | Listen to an Oral Presentation | 0.73 | 0.45 | 0.07 |
| Listening | OP | VR028432 | Listen to an Oral Presentation | 0.48 | 0.44 | 0.07 |
| Listening | OP | VR028433 | Listen to an Oral Presentation | 0.92 | 0.60 | 0.07 |
| Listening | FT | VR127482 | Listen to an Oral Presentation | 0.78 | 0.46 | 0.11 |
| Listening | FT | VR127483 | Listen to an Oral Presentation | 0.70 | 0.39 | 0.11 |
| Listening | FT | VR127484 | Listen to an Oral Presentation | 0.64 | 0.37 | 0.12 |
| Listening | FT | VR127485 | Listen to an Oral Presentation | 0.67 | 0.43 | 0.11 |

Table 5.A.12 *(continuation one)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Listening | FT | VR141166 | Listen to a Story | 0.84 | 0.53 | 0.06 |
| Listening | FT | VR141167 | Listen to a Story | 0.85 | 0.54 | 0.06 |
| Listening | FT | VR141168 | Listen to a Story | 0.89 | 0.51 | 0.06 |
| Listening | FT | VR141235 | Listen to a Story | 0.65 | 0.27 | 0.06 |
| Speaking | OP | VR068503 | Talk about a Scene | 0.94 | 0.62 | 0.03 |
| Speaking | OP | VR068507 | Talk about a Scene | 0.92 | 0.65 | 0.04 |
| Reading | OP | VH985169 | Read a Student Essay | 0.26 | 0.40 | 0.07 |
| Reading | OP | VH985171 | Read a Student Essay | 0.27 | 0.48 | 0.07 |
| Reading | OP | VH985172 | Read a Student Essay | 0.46 | 0.46 | 0.08 |
| Reading | OP | VH985173 | Read a Student Essay | 0.26 | 0.34 | 0.08 |
| Reading | OP | VH985174 | Read a Student Essay | 0.49 | 0.54 | 0.08 |
| Reading | OP | VH985175 | Read a Student Essay | 0.29 | 0.38 | 0.08 |
| Reading | FT | VH988841 | Read a Literary Passage | 0.57 | 0.43 | 0.21 |
| Reading | FT | VH988842 | Read a Literary Passage | 0.71 | 0.75 | 0.18 |
| Reading | FT | VH988843 | Read a Literary Passage | 0.43 | 0.32 | 0.21 |
| Reading | FT | VH988844 | Read a Literary Passage | 0.30 | 0.19 | 0.20 |
| Reading | FT | VH988845 | Read a Literary Passage | 0.65 | 0.64 | 0.18 |
| Reading | FT | VH988846 | Read a Literary Passage | 0.44 | 0.44 | 0.19 |
| Reading | FT | VH988847 | Read a Literary Passage | 0.65 | 0.65 | 0.20 |
| Reading | FT | VH988848 | Read a Literary Passage | 0.28 | 0.33 | 0.19 |
| Reading | OP | VH991164 | Read a Short Informational Passage | 0.45 | 0.58 | 0.01 |
| Reading | OP | VH991165 | Read a Short Informational Passage | 0.44 | 0.59 | 0.01 |
| Reading | OP | VH991166 | Read a Short Informational Passage | 0.61 | 0.63 | 0.01 |
| Reading | FT | VH991312 | Read an Informational Passage | 0.40 | 0.26 | 0.27 |
| Reading | FT | VH991313 | Read an Informational Passage | 0.39 | 0.30 | 0.26 |
| Reading | FT | VH991314 | Read an Informational Passage | 0.34 | 0.22 | 0.26 |
| Reading | FT | VH991315 | Read an Informational Passage | 0.34 | 0.31 | 0.25 |

Table 5.A.12 *(continuation two)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Reading | FT | VH991316 | Read an Informational Passage | 0.31 | 0.48 | 0.26 |
| Reading | FT | VH991317 | Read an Informational Passage | 0.26 | 0.29 | 0.26 |
| Reading | OP | VH992102 | Read and Choose a Sentence | 0.84 | 0.67 | 0.01 |
| Reading | OP | VH992105 | Read and Choose a Sentence | 0.89 | 0.70 | 0.00 |
| Reading | OP | VH992295 | Read an Informational Passage | 0.41 | 0.31 | 0.20 |
| Reading | OP | VH992296 | Read an Informational Passage | 0.44 | 0.51 | 0.20 |
| Reading | OP | VH992299 | Read an Informational Passage | 0.30 | 0.26 | 0.20 |
| Reading | OP | VH992300 | Read an Informational Passage | 0.47 | 0.70 | 0.20 |
| Reading | OP | VH992301 | Read an Informational Passage | 0.49 | 0.49 | 0.20 |
| Reading | OP | VH992302 | Read an Informational Passage | 0.31 | 0.29 | 0.20 |
| Reading | OP | VR055139 | Read a Short Informational Passage | 0.39 | 0.63 | 0.03 |
| Reading | OP | VR055323 | Read a Short Informational Passage | 0.53 | 0.54 | 0.03 |
| Reading | OP | VR055339 | Read a Short Informational Passage | 0.45 | 0.46 | 0.04 |
| Reading | OP | VR055400 | Read a Literary Passage | 0.66 | 0.71 | 0.13 |
| Reading | OP | VR055433 | Read a Literary Passage | 0.65 | 0.63 | 0.14 |
| Reading | OP | VR055450 | Read a Literary Passage | 0.50 | 0.62 | 0.14 |
| Reading | OP | VR055483 | Read a Literary Passage | 0.53 | 0.57 | 0.14 |
| Reading | OP | VR055532 | Read a Literary Passage | 0.44 | 0.55 | 0.15 |
| Reading | OP | VR055540 | Read a Literary Passage | 0.54 | 0.64 | 0.15 |
| Reading | FT | VR128230 | Read an Informational Passage | 0.33 | 0.27 | 0.34 |
| Reading | FT | VR128231 | Read an Informational Passage | 0.44 | 0.26 | 0.34 |
| Reading | FT | VR128232 | Read an Informational Passage | 0.30 | 0.43 | 0.36 |
| Reading | FT | VR128233 | Read an Informational Passage | 0.19 | 0.35 | 0.36 |
| Reading | FT | VR128234 | Read an Informational Passage | 0.22 | 0.13 | 0.36 |
| Reading | FT | VR128235 | Read an Informational Passage | 0.31 | 0.35 | 0.34 |
| Reading | FT | VR128236 | Read an Informational Passage | 0.27 | 0.01 | 0.36 |
| Reading | FT | VR128237 | Read an Informational Passage | 0.39 | 0.20 | 0.36 |

Table 5.A.12 *(continuation three)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Reading | FT | VR128975 | Read a Short Informational Passage | 0.34 | 0.43 | 0.09 |
| Reading | FT | VR128976 | Read a Short Informational Passage | 0.49 | 0.52 | 0.09 |
| Reading | FT | VR128977 | Read a Short Informational Passage | 0.34 | 0.21 | 0.10 |
| Reading | FT | VR128980 | Read a Short Informational Passage | 0.57 | 0.60 | 0.09 |

Table 5.A. Dichotomous Item Statistics for Listening and Reading, Grade Span Six Through Eight

| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| --- | --- | --- | --- | --- | --- | --- |
| Listening | FT | VR008445 | Listen to a Short Exchange | 0.96 | 0.55 | 0.00 |
| Listening | OP | VR008519 | Listen to a Short Exchange | 0.88 | 0.58 | 0.00 |
| Listening | FT | VR008578 | Listen to a Short Exchange | 0.71 | 0.41 | 0.00 |
| Listening | OP | VR009077 | Listen to a Short Exchange | 0.46 | 0.33 | 0.00 |
| Listening | OP | VR009082 | Listen to a Short Exchange | 0.87 | 0.54 | 0.00 |
| Listening | OP | VR009173 | Listen to a Classroom Conversation | 0.87 | 0.48 | 0.00 |
| Listening | OP | VR009174 | Listen to a Classroom Conversation | 0.91 | 0.50 | 0.01 |
| Listening | OP | VR009175 | Listen to a Classroom Conversation | 0.89 | 0.52 | 0.00 |
| Listening | FT | VR023079 | Listen to a Speaker Support an Opinion | 0.67 | 0.35 | 0.19 |
| Listening | FT | VR023080 | Listen to a Speaker Support an Opinion | 0.73 | 0.34 | 0.19 |
| Listening | FT | VR023081 | Listen to a Speaker Support an Opinion | 0.44 | 0.20 | 0.19 |
| Listening | FT | VR023082 | Listen to a Speaker Support an Opinion | 0.78 | 0.54 | 0.19 |
| Listening | FT | VR023083 | Listen to a Speaker Support an Opinion | 0.78 | 0.46 | 0.19 |
| Listening | OP | VR023961 | Listen to a Speaker Support an Opinion | 0.62 | 0.38 | 0.18 |
| Listening | OP | VR023962 | Listen to a Speaker Support an Opinion | 0.62 | 0.60 | 0.18 |
| Listening | OP | VR023963 | Listen to a Speaker Support an Opinion | 0.84 | 0.56 | 0.19 |
| Listening | OP | VR023965 | Listen to a Speaker Support an Opinion | 0.71 | 0.47 | 0.19 |
| Listening | OP | VR027363 | Listen to an Oral Presentation | 0.58 | 0.45 | 0.03 |
| Listening | OP | VR027364 | Listen to an Oral Presentation | 0.83 | 0.61 | 0.04 |
| Listening | OP | VR027365 | Listen to an Oral Presentation | 0.79 | 0.52 | 0.04 |
| Listening | OP | VR027366 | Listen to an Oral Presentation | 0.62 | 0.51 | 0.04 |
| Listening | OP | VR027396 | Listen to an Oral Presentation | 0.86 | 0.64 | 0.10 |
| Listening | OP | VR027397 | Listen to an Oral Presentation | 0.44 | 0.50 | 0.11 |
| Listening | OP | VR027398 | Listen to an Oral Presentation | 0.59 | 0.53 | 0.11 |
| Listening | OP | VR027399 | Listen to an Oral Presentation | 0.52 | 0.33 | 0.11 |
| Listening | OP | VR072363 | Listen to a Speaker Support an Opinion | 0.71 | 0.64 | 0.25 |
| Listening | OP | VR072365 | Listen to a Speaker Support an Opinion | 0.49 | 0.57 | 0.25 |

Table 5.A.13 *(continuation one)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Listening | OP | VR072366 | Listen to a Speaker Support an Opinion | 0.73 | 0.61 | 0.25 |
| Listening | OP | VR072367 | Listen to a Speaker Support an Opinion | 0.61 | 0.57 | 0.25 |
| Listening | FT | VR127399 | Listen to an Oral Presentation | 0.49 | 0.27 | 0.11 |
| Listening | FT | VR127400 | Listen to an Oral Presentation | 0.70 | 0.31 | 0.12 |
| Listening | FT | VR127401 | Listen to an Oral Presentation | 0.29 | -0.10 | 0.12 |
| Listening | FT | VR127402 | Listen to an Oral Presentation | 0.48 | 0.22 | 0.13 |
| Speaking | OP | VR068539 | Talk about a Scene | 0.97 | 0.67 | 0.03 |
| Speaking | OP | VR068543 | Talk about a Scene | 0.95 | 0.63 | 0.03 |
| Reading | OP | VH990848 | Read a Short Informational Passage | 0.35 | 0.47 | 0.00 |
| Reading | OP | VH990849 | Read a Short Informational Passage | 0.50 | 0.34 | 0.00 |
| Reading | OP | VH990850 | Read a Short Informational Passage | 0.63 | 0.36 | 0.01 |
| Reading | OP | VH990947 | Read a Short Informational Passage | 0.52 | 0.46 | 0.00 |
| Reading | OP | VH990948 | Read a Short Informational Passage | 0.60 | 0.56 | 0.01 |
| Reading | OP | VH990950 | Read a Short Informational Passage | 0.25 | 0.38 | 0.00 |
| Reading | OP | VH991333 | Read an Informational Passage | 0.38 | 0.34 | 0.49 |
| Reading | OP | VH991334 | Read an Informational Passage | 0.33 | 0.59 | 0.48 |
| Reading | OP | VH991335 | Read an Informational Passage | 0.48 | 0.53 | 0.50 |
| Reading | OP | VH991336 | Read an Informational Passage | 0.37 | 0.51 | 0.49 |
| Reading | OP | VH991338 | Read an Informational Passage | 0.46 | 0.42 | 0.49 |
| Reading | OP | VH991339 | Read an Informational Passage | 0.39 | 0.51 | 0.49 |
| Reading | OP | VR051760 | Read a Student Essay | 0.51 | 0.61 | 0.08 |
| Reading | OP | VR051761 | Read a Student Essay | 0.30 | 0.21 | 0.10 |
| Reading | OP | VR051762 | Read a Student Essay | 0.46 | 0.49 | 0.11 |
| Reading | OP | VR051763 | Read a Student Essay | 0.67 | 0.66 | 0.12 |
| Reading | OP | VR051765 | Read a Student Essay | 0.55 | 0.57 | 0.14 |
| Reading | OP | VR051766 | Read a Student Essay | 0.28 | 0.35 | 0.14 |
| Reading | OP | VR051767 | Read a Student Essay | 0.40 | 0.35 | 0.15 |

Table 5.A.13 *(continuation two)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Reading | OP | VR051768 | Read a Student Essay | 0.62 | 0.53 | 0.14 |
| Reading | FT | VR064101 | Read an Informational Passage | 0.39 | 0.49 | 0.83 |
| Reading | FT | VR064339 | Read an Informational Passage | 0.44 | 0.32 | 0.84 |
| Reading | FT | VR064341 | Read an Informational Passage | 0.55 | 0.52 | 0.87 |
| Reading | FT | VR064346 | Read an Informational Passage | 0.38 | 0.39 | 0.87 |
| Reading | FT | VR064351 | Read an Informational Passage | 0.26 | 0.18 | 0.88 |
| Reading | FT | VR064375 | Read an Informational Passage | 0.28 | 0.16 | 0.92 |
| Reading | FT | VR064421 | Read an Informational Passage | 0.33 | 0.05 | 0.91 |
| Reading | FT | VR064440 | Read an Informational Passage | 0.45 | 0.31 | 0.91 |
| Reading | FT | VR066640 | Read a Literary Passage | 0.56 | 0.37 | 0.69 |
| Reading | FT | VR066898 | Read a Literary Passage | 0.56 | 0.46 | 0.70 |
| Reading | FT | VR067119 | Read a Literary Passage | 0.56 | 0.40 | 0.70 |
| Reading | FT | VR067121 | Read a Literary Passage | 0.53 | 0.44 | 0.71 |
| Reading | FT | VR067271 | Read a Literary Passage | 0.53 | 0.57 | 0.71 |
| Reading | FT | VR067274 | Read a Literary Passage | 0.53 | 0.46 | 0.71 |
| Reading | FT | VR067352 | Read a Student Essay | 0.50 | 0.58 | 0.35 |
| Reading | FT | VR067357 | Read a Student Essay | 0.30 | 0.04 | 0.36 |
| Reading | FT | VR067381 | Read a Student Essay | 0.70 | 0.59 | 0.38 |
| Reading | FT | VR067387 | Read a Student Essay | 0.47 | 0.44 | 0.41 |
| Reading | FT | VR067393 | Read a Student Essay | 0.60 | 0.54 | 0.41 |
| Reading | FT | VR067403 | Read a Student Essay | 0.38 | 0.12 | 0.42 |
| Reading | FT | VR067409 | Read a Student Essay | 0.55 | 0.22 | 0.42 |
| Reading | FT | VR067414 | Read a Student Essay | 0.54 | 0.48 | 0.42 |
| Reading | FT | VR067418 | Read a Student Essay | 0.26 | 0.10 | 0.42 |
| Reading | OP | VR104615 | Read a Literary Passage | 0.68 | 0.60 | 0.30 |
| Reading | OP | VR104616 | Read a Literary Passage | 0.46 | 0.53 | 0.32 |
| Reading | OP | VR104617 | Read a Literary Passage | 0.63 | 0.79 | 0.33 |

Table 5.A.13 *(continuation three)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Reading | OP | VR104618 | Read a Literary Passage | 0.49 | 0.59 | 0.33 |
| Reading | OP | VR104620 | Read a Literary Passage | 0.57 | 0.54 | 0.33 |
| Reading | OP | VR104621 | Read a Literary Passage | 0.55 | 0.57 | 0.33 |
| Reading | FT | VR195084 | Read a Short Informational Passage | 0.62 | 0.42 | 0.08 |
| Reading | FT | VR195095 | Read a Short Informational Passage | 0.75 | 0.40 | 0.08 |
| Reading | FT | VR195103 | Read a Short Informational Passage | 0.57 | 0.47 | 0.09 |
| Reading | FT | VR195112 | Read a Short Informational Passage | 0.44 | 0.39 | 0.09 |

Table 5.A. Dichotomous Item Statistics for Listening and Reading, Grade Span Nine and Ten

| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| --- | --- | --- | --- | --- | --- | --- |
| Listening | OP | VR008525 | Listen to a Short Exchange | 0.86 | 0.46 | 0.00 |
| Listening | OP | VR008649 | Listen to a Short Exchange | 0.85 | 0.57 | 0.00 |
| Listening | FT | VR008685 | Listen to a Short Exchange | 0.40 | 0.31 | 0.00 |
| Listening | OP | VR008705 | Listen to a Short Exchange | 0.78 | 0.52 | 0.00 |
| Listening | FT | VR021863 | Listen to a Speaker Support an Opinion | 0.55 | 0.21 | 0.22 |
| Listening | FT | VR021864 | Listen to a Speaker Support an Opinion | 0.35 | 0.31 | 0.22 |
| Listening | FT | VR021865 | Listen to a Speaker Support an Opinion | 0.62 | 0.48 | 0.22 |
| Listening | FT | VR021866 | Listen to a Speaker Support an Opinion | 0.73 | 0.54 | 0.22 |
| Listening | OP | VR022298 | Listen to a Speaker Support an Opinion | 0.91 | 0.62 | 0.34 |
| Listening | OP | VR022299 | Listen to a Speaker Support an Opinion | 0.27 | 0.46 | 0.34 |
| Listening | OP | VR022300 | Listen to a Speaker Support an Opinion | 0.54 | 0.59 | 0.35 |
| Listening | OP | VR022302 | Listen to a Speaker Support an Opinion | 0.53 | 0.47 | 0.35 |
| Listening | OP | VR027250 | Listen to an Oral Presentation | 0.60 | 0.45 | 0.21 |
| Listening | OP | VR027251 | Listen to an Oral Presentation | 0.80 | 0.58 | 0.22 |
| Listening | OP | VR027252 | Listen to an Oral Presentation | 0.47 | 0.53 | 0.22 |
| Listening | OP | VR027253 | Listen to an Oral Presentation | 0.46 | 0.40 | 0.22 |
| Listening | OP | VR027670 | Listen to an Oral Presentation | 0.63 | 0.51 | 0.06 |
| Listening | OP | VR027672 | Listen to an Oral Presentation | 0.53 | 0.50 | 0.07 |
| Listening | FT | VR027673 | Listen to an Oral Presentation | 0.33 | 0.06 | 0.03 |
| Listening | OP | VR027675 | Listen to an Oral Presentation | 0.30 | 0.31 | 0.08 |
| Listening | OP | VR027676 | Listen to an Oral Presentation | 0.70 | 0.52 | 0.09 |
| Listening | FT | VR028561 | Listen to an Oral Presentation | 0.52 | 0.49 | 0.10 |
| Listening | FT | VR028562 | Listen to an Oral Presentation | 0.78 | 0.40 | 0.10 |
| Listening | FT | VR028563 | Listen to an Oral Presentation | 0.60 | 0.32 | 0.10 |
| Listening | FT | VR028564 | Listen to an Oral Presentation | 0.51 | 0.37 | 0.10 |
| Listening | FT | VR028565 | Listen to an Oral Presentation | 0.72 | 0.54 | 0.10 |
| Listening | OP | VR069743 | Listen to a Classroom Conversation | 0.75 | 0.62 | 0.00 |
| Listening | OP | VR069744 | Listen to a Classroom Conversation | 0.72 | 0.50 | 0.01 |

Table 5.A.14 *(continuation one)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Listening | OP | VR069745 | Listen to a Classroom Conversation | 0.68 | 0.47 | 0.02 |
| Listening | OP | VR070819 | Listen to a Speaker Support an Opinion | 0.77 | 0.67 | 0.42 |
| Listening | OP | VR070820 | Listen to a Speaker Support an Opinion | 0.78 | 0.65 | 0.42 |
| Listening | OP | VR070821 | Listen to a Speaker Support an Opinion | 0.91 | 0.58 | 0.42 |
| Listening | OP | VR071454 | Listen to a Speaker Support an Opinion | 0.87 | 0.60 | 0.42 |
| Speaking | OP | VR068570 | Talk about a Scene | 0.94 | 0.73 | 0.04 |
| Speaking | OP | VR068574 | Talk about a Scene | 0.94 | 0.65 | 0.03 |
| Reading | OP | VH985069 | Read a Student Essay | 0.58 | 0.59 | 0.09 |
| Reading | OP | VH985070 | Read a Student Essay | 0.52 | 0.47 | 0.11 |
| Reading | OP | VH985071 | Read a Student Essay | 0.34 | 0.55 | 0.12 |
| Reading | OP | VH985072 | Read a Student Essay | 0.46 | 0.46 | 0.15 |
| Reading | OP | VH985073 | Read a Student Essay | 0.42 | 0.54 | 0.13 |
| Reading | OP | VH985074 | Read a Student Essay | 0.31 | 0.30 | 0.17 |
| Reading | FT | VH985075 | Read a Student Essay | 0.47 | 0.22 | 0.45 |
| Reading | OP | VH985076 | Read a Student Essay | 0.66 | 0.46 | 0.17 |
| Reading | OP | VH985077 | Read a Student Essay | 0.52 | 0.47 | 0.16 |
| Reading | OP | VH990597 | Read a Short Informational Passage | 0.74 | 0.60 | 0.00 |
| Reading | OP | VH990599 | Read a Short Informational Passage | 0.54 | 0.62 | 0.01 |
| Reading | OP | VH990600 | Read a Short Informational Passage | 0.58 | 0.38 | 0.00 |
| Reading | OP | VH991456 | Read a Short Informational Passage | 0.71 | 0.55 | 0.00 |
| Reading | OP | VH991457 | Read a Short Informational Passage | 0.36 | 0.35 | 0.00 |
| Reading | OP | VH991458 | Read a Short Informational Passage | 0.46 | 0.53 | 0.00 |
| Reading | OP | VH991765 | Read an Informational Passage | 0.52 | 0.37 | 0.56 |
| Reading | OP | VH991766 | Read an Informational Passage | 0.61 | 0.50 | 0.57 |
| Reading | OP | VH991767 | Read an Informational Passage | 0.51 | 0.54 | 0.58 |
| Reading | OP | VH991768 | Read an Informational Passage | 0.59 | 0.67 | 0.59 |
| Reading | OP | VH991771 | Read an Informational Passage | 0.44 | 0.56 | 0.59 |

Table 5.A.14 *(continuation two)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Reading | OP | VH991772 | Read an Informational Passage | 0.42 | 0.42 | 0.59 |
| Reading | OP | VR067969 | Read a Literary Passage | 0.53 | 0.66 | 0.35 |
| Reading | OP | VR067972 | Read a Literary Passage | 0.59 | 0.61 | 0.37 |
| Reading | OP | VR067974 | Read a Literary Passage | 0.43 | 0.48 | 0.39 |
| Reading | OP | VR067979 | Read a Literary Passage | 0.40 | 0.34 | 0.40 |
| Reading | OP | VR067982 | Read a Literary Passage | 0.62 | 0.62 | 0.40 |
| Reading | OP | VR068215 | Read a Literary Passage | 0.41 | 0.45 | 0.40 |
| Reading | FT | VR135910 | Read a Short Informational Passage | 0.40 | 0.33 | 0.10 |
| Reading | FT | VR135911 | Read a Short Informational Passage | 0.46 | 0.45 | 0.10 |
| Reading | FT | VR135913 | Read a Short Informational Passage | 0.63 | 0.46 | 0.07 |
| Reading | FT | VR135914 | Read a Short Informational Passage | 0.41 | 0.30 | 0.00 |
| Reading | FT | VR136408 | Read a Short Informational Passage | 0.37 | 0.34 | 0.25 |
| Reading | FT | VR136409 | Read a Short Informational Passage | 0.37 | 0.32 | 0.23 |
| Reading | FT | VR136410 | Read a Short Informational Passage | 0.23 | 0.24 | 0.26 |
| Reading | FT | VR136411 | Read a Short Informational Passage | 0.43 | 0.25 | 0.12 |
| Reading | FT | VR136412 | Read a Short Informational Passage | 0.52 | 0.48 | 0.07 |
| Reading | FT | VR141581 | Read a Literary Passage | 0.23 | 0.46 | 1.00 |
| Reading | FT | VR141582 | Read a Literary Passage | 0.35 | 0.32 | 0.99 |
| Reading | FT | VR141583 | Read a Literary Passage | 0.50 | 0.46 | 0.98 |
| Reading | FT | VR141584 | Read a Literary Passage | 0.52 | 0.49 | 0.99 |
| Reading | FT | VR141586 | Read a Literary Passage | 0.60 | 0.50 | 1.00 |
| Reading | FT | VR141587 | Read a Literary Passage | 0.50 | 0.40 | 0.99 |
| Reading | FT | VR141588 | Read a Literary Passage | 0.54 | 0.57 | 1.00 |
| Reading | FT | VR141589 | Read a Literary Passage | 0.34 | 0.13 | 1.00 |
| Reading | FT | VR142163 | Read a Student Essay | 0.15 | 0.09 | 0.51 |
| Reading | FT | VR142164 | Read a Student Essay | 0.40 | 0.31 | 0.41 |
| Reading | FT | VR142165 | Read a Student Essay | 0.48 | 0.42 | 0.45 |
| Reading | FT | VR142166 | Read a Student Essay | 0.50 | 0.53 | 0.45 |

Table 5.A.14 *(continuation three)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Reading | FT | VR142168 | Read a Student Essay | 0.37 | 0.49 | 0.48 |
| Reading | FT | VR142169 | Read a Student Essay | 0.54 | 0.34 | 0.51 |
| Reading | FT | VR142170 | Read a Student Essay | 0.40 | 0.25 | 0.51 |
| Reading | FT | VR142171 | Read a Student Essay | 0.32 | 0.23 | 0.51 |
| Reading | FT | VR142514 | Read a Student Essay | 0.51 | 0.49 | 0.51 |

Table 5.A. Dichotomous Item Statistics for Listening and Reading, Grade Span Eleven and Twelve

| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| --- | --- | --- | --- | --- | --- | --- |
| Listening | OP | VR007128 | Listen to a Short Exchange | 0.71 | 0.60 | 0.00 |
| Listening | OP | VR007153 | Listen to a Short Exchange | 0.74 | 0.65 | 0.00 |
| Listening | OP | VR007170 | Listen to a Short Exchange | 0.58 | 0.46 | 0.00 |
| Listening | FT | VR007208 | Listen to a Short Exchange | 0.40 | 0.13 | 0.00 |
| Listening | OP | VR009266 | Listen to a Classroom Conversation | 0.60 | 0.46 | 0.00 |
| Listening | OP | VR009267 | Listen to a Classroom Conversation | 0.81 | 0.56 | 0.00 |
| Listening | OP | VR009268 | Listen to a Classroom Conversation | 0.47 | 0.61 | 0.00 |
| Listening | OP | VR021534 | Listen to a Speaker Support an Opinion | 0.66 | 0.57 | 0.37 |
| Listening | OP | VR021547 | Listen to a Speaker Support an Opinion | 0.60 | 0.57 | 0.37 |
| Listening | OP | VR021568 | Listen to a Speaker Support an Opinion | 0.59 | 0.47 | 0.37 |
| Listening | OP | VR021579 | Listen to a Speaker Support an Opinion | 0.63 | 0.62 | 0.37 |
| Listening | OP | VR021928 | Listen to a Speaker Support an Opinion | 0.79 | 0.64 | 0.28 |
| Listening | OP | VR021932 | Listen to a Speaker Support an Opinion | 0.76 | 0.61 | 0.28 |
| Listening | OP | VR021935 | Listen to a Speaker Support an Opinion | 0.64 | 0.53 | 0.29 |
| Listening | OP | VR021938 | Listen to a Speaker Support an Opinion | 0.77 | 0.55 | 0.28 |
| Listening | OP | VR026972 | Listen to an Oral Presentation | 0.51 | 0.31 | 0.05 |
| Listening | OP | VR026973 | Listen to an Oral Presentation | 0.54 | 0.43 | 0.04 |
| Listening | OP | VR026975 | Listen to an Oral Presentation | 0.58 | 0.55 | 0.06 |
| Listening | OP | VR026976 | Listen to an Oral Presentation | 0.61 | 0.67 | 0.05 |
| Listening | OP | VR026988 | Listen to an Oral Presentation | 0.58 | 0.51 | 0.14 |
| Listening | OP | VR026989 | Listen to an Oral Presentation | 0.53 | 0.43 | 0.15 |
| Listening | OP | VR026990 | Listen to an Oral Presentation | 0.50 | 0.39 | 0.15 |
| Listening | OP | VR026991 | Listen to an Oral Presentation | 0.59 | 0.48 | 0.15 |
| Listening | FT | VR129889 | Listen to an Oral Presentation | 0.68 | 0.47 | 0.20 |
| Listening | FT | VR129890 | Listen to an Oral Presentation | 0.62 | 0.39 | 0.20 |
| Listening | FT | VR129891 | Listen to an Oral Presentation | 0.51 | 0.32 | 0.20 |
| Listening | FT | VR129892 | Listen to an Oral Presentation | 0.55 | 0.46 | 0.20 |
| Listening | FT | VR129893 | Listen to an Oral Presentation | 0.53 | 0.49 | 0.23 |

Table 5.A.15 *(continuation one)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Listening | FT | VR141828 | Listen to a Speaker Support an Opinion | 0.88 | 0.66 | 0.40 |
| Listening | FT | VR141829 | Listen to a Speaker Support an Opinion | 0.68 | 0.46 | 0.40 |
| Listening | FT | VR141830 | Listen to a Speaker Support an Opinion | 0.67 | 0.50 | 0.40 |
| Listening | FT | VR141831 | Listen to a Speaker Support an Opinion | 0.37 | 0.14 | 0.40 |
| Listening | FT | VR141832 | Listen to a Speaker Support an Opinion | 0.58 | 0.32 | 0.40 |
| Speaking | OP | VR068477 | Talk about a Scene | 0.96 | 0.71 | 0.05 |
| Speaking | OP | VR068481 | Talk about a Scene | 0.96 | 0.69 | 0.04 |
| Reading | OP | VH985220 | Read a Student Essay | 0.48 | 0.69 | 0.12 |
| Reading | OP | VH985221 | Read a Student Essay | 0.57 | 0.59 | 0.13 |
| Reading | OP | VH985222 | Read a Student Essay | 0.49 | 0.55 | 0.15 |
| Reading | OP | VH985223 | Read a Student Essay | 0.43 | 0.67 | 0.16 |
| Reading | OP | VH985225 | Read a Student Essay | 0.71 | 0.66 | 0.17 |
| Reading | OP | VH985226 | Read a Student Essay | 0.74 | 0.57 | 0.18 |
| Reading | OP | VH985227 | Read a Student Essay | 0.30 | 0.35 | 0.19 |
| Reading | OP | VH985228 | Read a Student Essay | 0.70 | 0.70 | 0.16 |
| Reading | OP | VH990662 | Read a Short Informational Passage | 0.83 | 0.60 | 0.00 |
| Reading | OP | VH990663 | Read a Short Informational Passage | 0.43 | 0.52 | 0.00 |
| Reading | OP | VH990664 | Read a Short Informational Passage | 0.80 | 0.68 | 0.00 |
| Reading | FT | VH991204 | Read a Short Informational Passage | 0.47 | 0.30 | 0.06 |
| Reading | FT | VH991205 | Read a Short Informational Passage | 0.41 | 0.25 | 0.06 |
| Reading | FT | VH991206 | Read a Short Informational Passage | 0.74 | 0.71 | 0.06 |
| Reading | FT | VH991207 | Read a Short Informational Passage | 0.73 | 0.62 | 0.06 |
| Reading | OP | VH992264 | Read an Informational Passage | 0.28 | 0.43 | 0.49 |
| Reading | OP | VH992266 | Read an Informational Passage | 0.57 | 0.64 | 0.50 |
| Reading | OP | VH992267 | Read an Informational Passage | 0.56 | 0.62 | 0.52 |
| Reading | OP | VH992268 | Read an Informational Passage | 0.36 | 0.30 | 0.52 |
| Reading | OP | VH992269 | Read an Informational Passage | 0.58 | 0.69 | 0.52 |
| Reading | OP | VH992270 | Read an Informational Passage | 0.59 | 0.54 | 0.51 |

Table 5.A.15 *(continuation two)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate |
| Reading | OP | VR067820 | Read a Literary Passage | 0.56 | 0.54 | 0.33 |
| Reading | OP | VR067823 | Read a Literary Passage | 0.65 | 0.66 | 0.34 |
| Reading | OP | VR067825 | Read a Literary Passage | 0.62 | 0.64 | 0.35 |
| Reading | OP | VR067835 | Read a Literary Passage | 0.37 | 0.42 | 0.35 |
| Reading | OP | VR067847 | Read a Literary Passage | 0.28 | 0.56 | 0.36 |
| Reading | OP | VR067852 | Read a Literary Passage | 0.52 | 0.63 | 0.37 |
| Reading | OP | VR069262 | Read a Short Informational Passage | 0.27 | 0.23 | 0.00 |
| Reading | OP | VR069265 | Read a Short Informational Passage | 0.39 | 0.54 | 0.00 |
| Reading | OP | VR069280 | Read a Short Informational Passage | 0.44 | 0.64 | 0.01 |
| Reading | FT | VR134735 | Read an Informational Passage | 0.32 | 0.50 | 0.70 |
| Reading | FT | VR134736 | Read an Informational Passage | 0.38 | 0.36 | 0.72 |
| Reading | FT | VR134737 | Read an Informational Passage | 0.58 | 0.42 | 0.72 |
| Reading | FT | VR134738 | Read an Informational Passage | 0.62 | 0.57 | 0.72 |
| Reading | FT | VR134739 | Read an Informational Passage | 0.34 | 0.16 | 0.72 |
| Reading | FT | VR134740 | Read an Informational Passage | 0.45 | 0.12 | 0.72 |
| Reading | FT | VR134741 | Read an Informational Passage | 0.31 | 0.39 | 0.72 |
| Reading | FT | VR142566 | Read a Student Essay | 0.58 | 0.46 | 0.51 |
| Reading | FT | VR142567 | Read a Student Essay | 0.47 | 0.42 | 0.51 |
| Reading | FT | VR142568 | Read a Student Essay | 0.77 | 0.63 | 0.51 |
| Reading | FT | VR142569 | Read a Student Essay | 0.44 | 0.61 | 0.57 |
| Reading | FT | VR142570 | Read a Student Essay | 0.19 | -0.03 | 0.51 |
| Reading | FT | VR142571 | Read a Student Essay | 0.30 | 0.17 | 0.51 |
| Reading | FT | VR142572 | Read a Student Essay | 0.42 | 0.39 | 0.57 |
| Reading | FT | VR142573 | Read a Student Essay | 0.69 | 0.75 | 0.51 |
| Reading | FT | VR158023 | Read a Short Informational Passage | 0.34 | 0.26 | 0.06 |
| Reading | FT | VR158024 | Read a Short Informational Passage | 0.78 | 0.58 | 0.06 |
| Reading | FT | VR158025 | Read a Short Informational Passage | 0.36 | 0.24 | 0.06 |
| Reading | FT | VR158026 | Read a Short Informational Passage | 0.38 | 0.14 | 0.06 |

**Note:** In table 5.A.16 through table 5.A.22, “N/A” indicates that the items did not have these score points.

Table 5.A. Polytomous Item Statistics, Kindergarten

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate | Prop. of 0 Points | Prop. of 1 Point | Prop. of 2 Points | Prop. of 3 Points | Prop. of 4 Points |
| Speaking | OP | VR068449 | Talk about a Scene | 0.77 | 0.80 | 0.05 | 12.52 | 19.90 | 67.53 | N/A | N/A |
| Speaking | OP | VR068450 | Talk about a Scene | 0.78 | 0.82 | 0.03 | 12.39 | 20.01 | 67.57 | N/A | N/A |
| Speaking | OP | VR068458 | Retell A Narrative | 0.57 | 0.92 | 5.20 | 12.51 | 10.61 | 19.78 | 30.77 | 21.13 |
| Speaking | OP | VR068460 | Retell A Narrative | 0.50 | 0.92 | 5.18 | 16.00 | 13.72 | 23.76 | 26.87 | 14.46 |
| Speaking | OP | VR068464 | Speaking—Support an Opinion | 0.78 | 0.80 | 0.04 | 7.09 | 29.42 | 63.44 | N/A | N/A |
| Speaking | OP | VR068465 | Speaking—Support an Opinion | 0.74 | 0.81 | 5.26 | 4.22 | 34.03 | 56.49 | N/A | N/A |
| Speaking | OP | VR068468 | Summarize an Academic Presentation | 0.50 | 0.89 | 5.32 | 12.38 | 14.78 | 30.30 | 23.55 | 13.68 |
| Speaking | FT | VR123074 | Retell A Narrative | 0.51 | 0.90 | 5.73 | 15.95 | 14.09 | 21.33 | 25.78 | 17.13 |
| Speaking | FT | VR123076 | Speaking—Support an Opinion | 0.79 | 0.81 | 0.04 | 7.77 | 25.53 | 66.67 | N/A | N/A |
| Speaking | FT | VR129174 | Speaking—Support an Opinion | 0.80 | 0.79 | 5.57 | 2.52 | 24.11 | 67.80 | N/A | N/A |
| Speaking | FT | VR142490 | Summarize an Academic Presentation | 0.49 | 0.86 | 5.73 | 14.64 | 16.04 | 23.74 | 25.38 | 14.47 |

Table 5.A.16 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate | Prop. of 0 Points | Prop. of 1 Point | Prop. of 2 Points | Prop. of 3 Points | Prop. of 4 Points |
| Reading | OP | VR002244 | Read-Along Word with Scaffolding | 0.59 | 0.80 | 0.00 | 12.77 | 56.53 | 30.70 | N/A | N/A |
| Reading | OP | VR002271 | Read-Along Word with Scaffolding | 0.64 | 0.82 | 0.00 | 7.88 | 56.08 | 36.05 | N/A | N/A |
| Reading | OP | VR003731 | Read-Along Story with Scaffolding | 0.67 | 0.77 | 0.00 | 22.52 | 21.76 | 55.72 | N/A | N/A |
| Reading | FT | VR056796 | Read-Along Story with Scaffolding | 0.68 | 0.72 | 0.00 | 21.57 | 21.66 | 56.77 | N/A | N/A |
| Reading | FT | VR130691 | Read-Along Story with Scaffolding | 0.59 | 0.67 | 0.00 | 27.49 | 26.20 | 46.31 | N/A | N/A |
| Writing | OP | VH572685 | Write a Story Together with Scaffolding | 0.52 | 0.92 | 0.00 | 39.91 | 16.62 | 43.47 | N/A | N/A |
| Writing | OP | VH572699 | Write a Story Together with Scaffolding | 0.54 | 0.92 | 0.00 | 37.50 | 17.04 | 45.46 | N/A | N/A |
| Writing | OP | VH590348 | Label a Picture—Word with Scaffolding | 0.52 | 0.90 | 0.00 | 33.91 | 27.36 | 38.73 | N/A | N/A |
| Writing | OP | VH590354 | Label a Picture—Word with Scaffolding | 0.54 | 0.89 | 0.00 | 33.52 | 24.18 | 42.30 | N/A | N/A |
| Writing | FT | VH823094 | Write a Story Together with Scaffolding | 0.44 | 0.82 | 0.00 | 51.12 | 10.64 | 38.23 | N/A | N/A |
| Writing | FT | VH823115 | Write a Story Together with Scaffolding | 0.48 | 0.86 | 0.00 | 43.15 | 17.07 | 39.78 | N/A | N/A |

Table 5.A. Polytomous Item Statistics, Grade One

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate | Prop. of 0 Points | Prop. of 1 Point | Prop. of 2 Points | Prop. of 3 Points | Prop. of 4 Points |
| Speaking | OP | VR068388 | Talk about a Scene | 0.83 | 0.74 | 0.04 | 7.79 | 17.96 | 74.20 | N/A | N/A |
| Speaking | OP | VR068389 | Talk about a Scene | 0.87 | 0.78 | 0.04 | 6.42 | 13.87 | 79.66 | N/A | N/A |
| Speaking | OP | VR068399 | Retell A Narrative | 0.68 | 0.91 | 2.78 | 6.35 | 6.02 | 18.97 | 35.67 | 30.21 |
| Speaking | OP | VR068401 | Summarize an Academic Presentation | 0.59 | 0.93 | 2.79 | 5.91 | 11.92 | 30.87 | 30.58 | 17.92 |
| Speaking | OP | VR068402 | Summarize an Academic Presentation | 0.45 | 0.89 | 2.88 | 9.55 | 25.92 | 37.83 | 18.61 | 5.20 |
| Speaking | OP | VR068404 | Speaking—Support an Opinion | 0.91 | 0.74 | 2.82 | 0.84 | 11.21 | 85.13 | N/A | N/A |
| Speaking | OP | VR068405 | Speaking—Support an Opinion | 0.88 | 0.76 | 0.02 | 3.59 | 17.52 | 78.87 | N/A | N/A |
| Speaking | FT | VR068406 | Speaking—Support an Opinion | 0.86 | 0.72 | 0.04 | 4.08 | 20.30 | 75.58 | N/A | N/A |
| Speaking | FT | VR104018 | Speaking—Support an Opinion | 0.88 | 0.72 | 3.04 | 0.97 | 15.52 | 80.47 | N/A | N/A |
| Speaking | FT | VR142652 | Summarize an Academic Presentation | 0.52 | 0.85 | 3.04 | 8.72 | 18.72 | 32.21 | 24.91 | 12.41 |
| Speaking | FT | VR248217 | Retell A Narrative | 0.65 | 0.87 | 3.04 | 7.02 | 7.08 | 19.94 | 38.26 | 24.65 |

Table 5.A.17 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate | Prop. of 0 Points | Prop. of 1 Point | Prop. of 2 Points | Prop. of 3 Points | Prop. of 4 Points |
| Writing | OP | VH575243 | Write a Story Together with Scaffolding | 0.68 | 0.79 | 0.00 | 20.77 | 22.65 | 56.58 | N/A | N/A |
| Writing | OP | VH575247 | Write a Story Together with Scaffolding | 0.45 | 0.85 | 0.00 | 35.49 | 18.47 | 20.92 | 25.12 | N/A |
| Writing | FT | VH575352 | Write a Story Together with Scaffolding | 0.67 | 0.81 | 0.00 | 27.57 | 10.88 | 61.55 | N/A | N/A |
| Writing | FT | VH575358 | Write a Story Together with Scaffolding | 0.49 | 0.84 | 0.00 | 33.80 | 13.40 | 23.31 | 29.49 | N/A |
| Writing | OP | VH581453 | Describe a Picture | 0.44 | 0.92 | 0.00 | 35.87 | 17.52 | 25.41 | 21.20 | N/A |
| Writing | OP | VH581478 | Write an Informational Text Together | 0.48 | 0.89 | 0.00 | 35.74 | 32.44 | 31.82 | N/A | N/A |
| Writing | OP | VH581484 | Write an Informational Text Together | 0.43 | 0.89 | 0.00 | 38.70 | 16.72 | 21.63 | 22.95 | N/A |
| Writing | OP | VR045212 | Write About an Experience | 0.41 | 0.90 | 0.00 | 39.18 | 17.16 | 24.85 | 18.81 | N/A |
| Writing | FT | VR071130 | Write About an Experience | 0.42 | 0.84 | 0.00 | 37.61 | 18.28 | 25.79 | 18.32 | N/A |

Table 5.A. Polytomous Item Statistics, Grade Two

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate | Prop. of 0 Points | Prop. of 1 Point | Prop. of 2 Points | Prop. of 3 Points | Prop. of 4 Points |
| Speaking | OP | VR068413 | Talk about a Scene | 0.92 | 0.70 | 0.03 | 3.43 | 8.28 | 88.25 | N/A | N/A |
| Speaking | OP | VR068414 | Talk about a Scene | 0.93 | 0.70 | 0.04 | 4.05 | 5.79 | 90.11 | N/A | N/A |
| Speaking | OP | VR068427 | Retell A Narrative | 0.75 | 0.85 | 1.97 | 3.90 | 4.01 | 14.06 | 37.90 | 38.15 |
| Speaking | OP | VR068430 | Summarize an Academic Presentation | 0.55 | 0.88 | 2.02 | 5.23 | 18.25 | 33.98 | 28.27 | 12.25 |
| Speaking | OP | VR068431 | Summarize an Academic Presentation | 0.55 | 0.88 | 1.99 | 4.50 | 17.25 | 37.24 | 28.64 | 10.38 |
| Speaking | OP | VR068433 | Speech Functions | 0.79 | 0.72 | 0.04 | 11.28 | 19.39 | 69.29 | N/A | N/A |
| Speaking | OP | VR068434 | Speech Functions | 0.72 | 0.76 | 1.94 | 13.86 | 23.50 | 60.70 | N/A | N/A |
| Speaking | OP | VR068435 | Speech Functions | 0.81 | 0.69 | 1.92 | 6.75 | 20.62 | 70.71 | N/A | N/A |
| Speaking | OP | VR068436 | Speaking—Support an Opinion | 0.94 | 0.70 | 1.91 | 0.57 | 6.91 | 90.61 | N/A | N/A |
| Speaking | OP | VR068439 | Speaking—Support an Opinion | 0.88 | 0.70 | 1.95 | 1.31 | 17.01 | 79.73 | N/A | N/A |
| Speaking | FT | VR127447 | Speaking—Support an Opinion | 0.87 | 0.70 | 2.49 | 1.33 | 19.05 | 77.13 | N/A | N/A |
| Speaking | FT | VR127466 | Speaking—Support an Opinion | 0.92 | 0.66 | 2.41 | 0.54 | 10.66 | 86.39 | N/A | N/A |
| Speaking | FT | VR127471 | Speech Functions | 0.74 | 0.68 | 2.31 | 11.93 | 23.60 | 62.16 | N/A | N/A |
| Speaking | FT | VR141353 | Summarize an Academic Presentation | 0.56 | 0.85 | 2.51 | 6.37 | 14.05 | 34.35 | 29.41 | 13.31 |
| Speaking | FT | VR248227 | Retell A Narrative | 0.79 | 0.82 | 2.49 | 2.93 | 2.97 | 10.93 | 31.25 | 49.42 |

Table 5.A.18 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate | Prop. of 0 Points | Prop. of 1 Point | Prop. of 2 Points | Prop. of 3 Points | Prop. of 4 Points |
| Writing | OP | VH573930 | Write a Story Together with Scaffolding | 0.60 | 0.81 | 0.00 | 14.22 | 52.03 | 33.75 | N/A | N/A |
| Writing | OP | VH573933 | Write a Story Together with Scaffolding | 0.63 | 0.85 | 0.00 | 17.94 | 15.96 | 26.12 | 39.97 | N/A |
| Writing | OP | VH581433 | Describe a Picture | 0.61 | 0.91 | 0.00 | 19.48 | 13.62 | 29.85 | 37.05 | N/A |
| Writing | FT | VH581436 | Describe a Picture | 0.67 | 0.86 | 0.00 | 16.89 | 10.62 | 26.21 | 46.28 | N/A |
| Writing | OP | VH581499 | Write an Informational Text Together | 0.57 | 0.87 | 0.00 | 17.19 | 50.76 | 32.05 | N/A | N/A |
| Writing | OP | VH581501 | Write an Informational Text Together | 0.59 | 0.87 | 0.00 | 19.29 | 17.58 | 28.63 | 34.50 | N/A |
| Writing | OP | VR044526 | Write About an Experience | 0.48 | 0.90 | 0.00 | 20.80 | 14.38 | 30.39 | 22.58 | 11.85 |
| Writing | FT | VR045384 | Write About an Experience | 0.54 | 0.85 | 0.00 | 18.30 | 12.41 | 23.65 | 27.05 | 18.58 |
| Writing | FT | VR045388 | Write About an Experience | 0.54 | 0.85 | 0.00 | 17.68 | 11.75 | 25.48 | 27.19 | 17.90 |

Table 5.A. Polytomous Item Statistics, Grade Span Three Through Five

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate | Prop. of 0 Points | Prop. of 1 Point | Prop. of 2 Points | Prop. of 3 Points | Prop. of 4 Points |
| Speaking | OP | VR068505 | Talk about a Scene | 0.75 | 0.71 | 0.03 | 12.82 | 23.65 | 63.50 | N/A | N/A |
| Speaking | OP | VR068506 | Talk about a Scene | 0.93 | 0.67 | 0.05 | 3.72 | 5.89 | 90.34 | N/A | N/A |
| Speaking | OP | VR068516 | Summarize an Academic Presentation | 0.64 | 0.90 | 2.40 | 3.39 | 8.37 | 29.77 | 36.07 | 20.01 |
| Speaking | OP | VR068519 | Summarize an Academic Presentation | 0.63 | 0.90 | 2.45 | 2.76 | 7.72 | 32.93 | 36.91 | 17.23 |
| Speaking | OP | VR068527 | Speech Functions | 0.77 | 0.68 | 0.04 | 7.03 | 32.25 | 60.68 | N/A | N/A |
| Speaking | OP | VR068529 | Speaking—Support an Opinion | 0.83 | 0.81 | 2.33 | 1.04 | 7.86 | 23.74 | 65.04 | N/A |
| Speaking | OP | VR077207 | Retell A Narrative | 0.79 | 0.84 | 2.39 | 1.38 | 2.02 | 12.52 | 38.10 | 43.58 |
| Speaking | OP | VR104045 | Speaking—Support an Opinion | 0.85 | 0.80 | 2.38 | 0.63 | 5.14 | 25.04 | 66.82 | N/A |
| Speaking | OP | VR104304 | Speech Functions | 0.75 | 0.72 | 2.34 | 10.71 | 23.75 | 63.20 | N/A | N/A |
| Speaking | OP | VR104312 | Speech Functions | 0.81 | 0.69 | 2.36 | 4.28 | 24.85 | 68.51 | N/A | N/A |
| Speaking | FT | VR104316 | Speech Functions | 0.83 | 0.66 | 3.04 | 4.33 | 19.97 | 72.66 | N/A | N/A |
| Speaking | FT | VR128602 | Speaking—Support an Opinion | 0.78 | 0.77 | 3.09 | 2.25 | 9.15 | 31.14 | 54.37 | N/A |
| Speaking | FT | VR128616 | Speaking—Support an Opinion | 0.81 | 0.76 | 3.09 | 0.61 | 6.21 | 33.99 | 56.10 | N/A |
| Speaking | FT | VR141080 | Speech Functions | 0.82 | 0.70 | 3.02 | 4.63 | 20.96 | 71.39 | N/A | N/A |
| Speaking | FT | VR141151 | Summarize an Academic Presentation | 0.67 | 0.84 | 3.13 | 2.55 | 6.54 | 24.98 | 39.27 | 23.53 |
| Speaking | FT | VR256940 | Speech Functions | 0.77 | 0.66 | 3.05 | 7.67 | 25.23 | 64.06 | N/A | N/A |

Table 5.A.19 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate | Prop. of 0 Points | Prop. of 1 Point | Prop. of 2 Points | Prop. of 3 Points | Prop. of 4 Points |
| Writing | OP | VR026361 | Describe a Picture | 0.68 | 0.72 | 4.27 | 8.17 | 38.64 | 48.92 | N/A | N/A |
| Writing | OP | VR026363 | Describe a Picture | 0.70 | 0.71 | 1.61 | 11.09 | 33.93 | 53.37 | N/A | N/A |
| Writing | OP | VR028314 | Write About Academic Information | 0.42 | 0.81 | 7.86 | 19.00 | 32.72 | 26.97 | 13.45 | N/A |
| Writing | OP | VR028315 | Write About Academic Information | 0.45 | 0.74 | 3.89 | 25.13 | 51.28 | 19.70 | N/A | N/A |
| Writing | FT | VR029494 | Write About an Experience | 0.55 | 0.76 | 2.75 | 7.18 | 13.41 | 35.22 | 30.14 | 11.30 |
| Writing | OP | VR029495 | Write About an Experience | 0.54 | 0.85 | 1.71 | 8.78 | 14.50 | 35.37 | 28.41 | 11.22 |
| Writing | OP | VR029800 | Writing—Justify an Opinion | 0.47 | 0.86 | 2.23 | 11.03 | 19.86 | 38.40 | 21.42 | 7.06 |
| Writing | FT | VR071954 | Write About Academic Information | 0.64 | 0.62 | 3.97 | 11.76 | 40.79 | 43.47 | N/A | N/A |
| Writing | FT | VR071972 | Write About Academic Information | 0.49 | 0.67 | 7.33 | 10.57 | 32.29 | 33.28 | 16.54 | N/A |

**Note:** An asterisk (\*) in table 5.A.20 indicates that no polyserial correlation is available for this item because of a convergence failure.

Table 5.A. Polytomous Item Statistics, Grade Span Six Through Eight

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate | Prop. of 0 Points | Prop. of 1 Point | Prop. of 2 Points | Prop. of 3 Points | Prop. of 4 Points |
| Speaking | OP | VR068541 | Talk about a Scene | 0.90 | 0.69 | 0.03 | 3.71 | 11.75 | 84.52 | N/A | N/A |
| Speaking | OP | VR068542 | Talk about a Scene | 0.93 | 0.66 | 0.04 | 2.67 | 8.29 | 89.01 | N/A | N/A |
| Speaking | OP | VR068556 | Speaking—Support an Opinion | 0.78 | 0.86 | 2.01 | 3.63 | 9.68 | 31.04 | 53.64 | N/A |
| Speaking | OP | VR068557 | Speaking—Support an Opinion | 0.81 | 0.86 | 2.01 | 3.28 | 8.15 | 25.55 | 61.02 | N/A |
| Speaking | OP | VR068565 | Summarize an Academic Presentation | 0.74 | \*0.83 | 2.14 | 1.87 | 3.90 | 17.85 | 42.25 | 31.99 |
| Speaking | OP | VR068567 | Summarize an Academic Presentation | 0.74 | \*0.82 | 2.09 | 1.84 | 3.35 | 16.57 | 46.14 | 30.02 |
| Speaking | OP | VR104326 | Speech Functions | 0.90 | 0.71 | 2.03 | 2.56 | 9.88 | 85.53 | N/A | N/A |
| Speaking | OP | VR104330 | Speech Functions | 0.82 | 0.69 | 0.04 | 6.64 | 23.11 | 70.22 | N/A | N/A |
| Speaking | OP | VR104333 | Present and Discuss Information | 0.78 | 0.80 | 2.05 | 2.71 | 11.39 | 27.44 | 56.41 | N/A |
| Speaking | OP | VR104335 | Present and Discuss Information | 0.73 | 0.86 | 2.07 | 6.81 | 16.93 | 19.65 | 54.53 | N/A |
| Speaking | FT | VR127720 | Speech Functions | 0.90 | 0.65 | 2.53 | 2.46 | 9.44 | 85.57 | N/A | N/A |
| Speaking | FT | VR127723 | Speech Functions | 0.87 | 0.67 | 2.48 | 2.57 | 15.29 | 79.66 | N/A | N/A |

Table 5.A.20 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate | Prop. of 0 Points | Prop. of 1 Point | Prop. of 2 Points | Prop. of 3 Points | Prop. of 4 Points |
| Speaking | FT | VR127979 | Present and Discuss Information | 0.69 | 0.78 | 2.57 | 7.61 | 15.30 | 31.34 | 43.19 | N/A |
| Speaking | FT | VR127981 | Present and Discuss Information | 0.66 | 0.76 | 2.59 | 9.53 | 20.57 | 23.21 | 44.11 | N/A |
| Speaking | FT | VR128160 | Speaking—Support an Opinion | 0.79 | 0.80 | 2.55 | 2.77 | 8.74 | 29.57 | 56.36 | N/A |
| Speaking | FT | VR141145 | Summarize an Academic Presentation | 0.63 | 0.80 | 2.60 | 4.18 | 8.82 | 29.92 | 34.48 | 20.00 |
| Writing | OP | VR026221 | Describe a Picture | 0.81 | 0.64 | 0.97 | 5.34 | 26.36 | 67.33 | N/A | N/A |
| Writing | OP | VR026223 | Describe a Picture | 0.71 | 0.68 | 0.50 | 8.83 | 38.69 | 51.98 | N/A | N/A |
| Writing | OP | VR028567 | Write About Academic Information | 0.64 | 0.80 | 2.94 | 5.98 | 19.02 | 42.22 | 29.85 | N/A |
| Writing | OP | VR028568 | Write About Academic Information | 0.72 | 0.70 | 1.06 | 6.57 | 41.59 | 50.78 | N/A | N/A |
| Writing | OP | VR029169 | Write About an Experience | 0.64 | 0.84 | 1.20 | 5.80 | 7.91 | 26.60 | 38.68 | 19.81 |
| Writing | OP | VR029526 | Writing—Justify an Opinion | 0.55 | 0.86 | 1.46 | 5.41 | 17.86 | 33.01 | 31.05 | 11.20 |
| Writing | FT | VR072511 | Write About an Experience | 0.62 | 0.74 | 2.40 | 6.68 | 9.11 | 25.00 | 38.22 | 18.59 |
| Writing | FT | VR128686 | Write About Academic Information | 0.50 | 0.65 | 3.79 | 12.34 | 34.69 | 32.79 | 16.38 | N/A |
| Writing | FT | VR128687 | Write About Academic Information | 0.55 | 0.54 | 2.62 | 10.15 | 64.36 | 22.87 | N/A | N/A |

Table 5.A. Polytomous Item Statistics, Grade Span Nine and Ten

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate | Prop. of 0 Points | Prop. of 1 Point | Prop. of 2 Points | Prop. of 3 Points | Prop. of 4 Points |
| Speaking | OP | VR068572 | Talk about a Scene | 0.87 | 0.68 | 0.03 | 6.91 | 11.19 | 81.87 | N/A | N/A |
| Speaking | OP | VR068573 | Talk about a Scene | 0.90 | 0.76 | 0.05 | 5.35 | 9.42 | 85.18 | N/A | N/A |
| Speaking | OP | VR068590 | Speech Functions | 0.69 | 0.78 | 3.44 | 13.33 | 28.32 | 54.91 | N/A | N/A |
| Speaking | OP | VR068593 | Speaking—Support an Opinion | 0.80 | 0.86 | 3.40 | 2.99 | 7.92 | 24.11 | 61.59 | N/A |
| Speaking | OP | VR068599 | Summarize an Academic Presentation | 0.66 | \*0.85 | 3.56 | 3.79 | 6.96 | 23.49 | 37.72 | 24.49 |
| Speaking | OP | VR068602 | Summarize an Academic Presentation | 0.54 | 0.89 | 3.62 | 6.39 | 15.82 | 33.38 | 27.95 | 12.83 |
| Speaking | FT | VR104775 | Speaking—Support an Opinion | 0.81 | 0.82 | 3.52 | 3.65 | 6.17 | 22.56 | 64.10 | N/A |
| Speaking | FT | VR104796 | Speech Functions | 0.90 | 0.70 | 3.32 | 3.12 | 7.99 | 85.57 | N/A | N/A |
| Speaking | FT | VR104806 | Speech Functions | 0.87 | 0.72 | 3.30 | 4.04 | 11.43 | 81.23 | N/A | N/A |
| Speaking | FT | VR104813 | Present and Discuss Information | 0.81 | 0.79 | 3.59 | 3.83 | 6.43 | 21.97 | 64.17 | N/A |
| Speaking | FT | VR104854 | Present and Discuss Information | 0.84 | 0.78 | 3.52 | 4.71 | 6.08 | 12.38 | 73.32 | N/A |
| Speaking | OP | VR122478 | Speech Functions | 0.76 | 0.72 | 0.04 | 10.66 | 26.78 | 62.52 | N/A | N/A |
| Speaking | OP | VR122484 | Speaking—Support an Opinion | 0.78 | 0.86 | 3.42 | 4.46 | 8.45 | 26.42 | 57.25 | N/A |

Table 5.A.21 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate | Prop. of 0 Points | Prop. of 1 Point | Prop. of 2 Points | Prop. of 3 Points | Prop. of 4 Points |
| Speaking | OP | VR122490 | Present and Discuss Information | 0.79 | 0.83 | 3.54 | 6.23 | 9.30 | 13.64 | 67.29 | N/A |
| Speaking | OP | VR122498 | Present and Discuss Information | 0.81 | 0.83 | 3.49 | 4.15 | 6.14 | 20.49 | 65.73 | N/A |
| Speaking | FT | VR256931 | Summarize an Academic Presentation | 0.68 | 0.84 | 3.52 | 3.68 | 6.43 | 22.00 | 37.40 | 26.97 |
| Writing | OP | VR023983 | Describe a Picture | 0.72 | 0.66 | 0.53 | 6.91 | 40.18 | 52.39 | N/A | N/A |
| Writing | OP | VR023986 | Describe a Picture | 0.78 | 0.62 | 0.80 | 4.06 | 33.31 | 61.83 | N/A | N/A |
| Writing | OP | VR028617 | Write About Academic Information | 0.58 | 0.82 | 3.48 | 7.46 | 29.16 | 33.37 | 26.53 | N/A |
| Writing | OP | VR028618 | Write About Academic Information | 0.64 | 0.71 | 2.04 | 8.88 | 50.84 | 38.25 | N/A | N/A |
| Writing | OP | VR029230 | Write About an Experience | 0.68 | 0.82 | 1.10 | 4.03 | 6.07 | 23.25 | 41.33 | 24.21 |
| Writing | OP | VR029711 | Writing—Justify an Opinion | 0.61 | 0.87 | 1.93 | 5.75 | 11.47 | 26.44 | 37.03 | 17.39 |
| Writing | FT | VR072903 | Write About an Experience | 0.65 | 0.73 | 1.54 | 5.75 | 7.03 | 25.62 | 40.12 | 19.94 |
| Writing | FT | VR129251 | Write About Academic Information | 0.65 | 0.71 | 2.79 | 5.32 | 18.09 | 43.59 | 30.21 | N/A |
| Writing | FT | VR129252 | Write About Academic Information | 0.65 | 0.59 | 2.25 | 6.32 | 52.20 | 39.23 | N/A | N/A |

Table 5.A. Polytomous Item Statistics, Grade Span Eleven and Twelve

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate | Prop. of 0 Points | Prop. of 1 Point | Prop. of 2 Points | Prop. of 3 Points | Prop. of 4 Points |
| Speaking | FT | VR033466 | Speech Functions | 0.82 | 0.67 | 2.76 | 4.43 | 20.82 | 71.98 | N/A | N/A |
| Speaking | OP | VR068479 | Talk about a Scene | 0.94 | 0.73 | 0.03 | 3.99 | 4.88 | 91.09 | N/A | N/A |
| Speaking | OP | VR068480 | Talk about a Scene | 0.90 | 0.70 | 0.06 | 3.81 | 12.45 | 83.68 | N/A | N/A |
| Speaking | OP | VR068482 | Speaking—Support an Opinion | 0.82 | 0.85 | 2.16 | 3.60 | 6.89 | 23.35 | 64.01 | N/A |
| Speaking | OP | VR068491 | Speech Functions | 0.86 | 0.75 | 0.03 | 6.98 | 13.46 | 79.53 | N/A | N/A |
| Speaking | OP | VR068492 | Summarize an Academic Presentation | 0.66 | 0.88 | 2.38 | 4.14 | 8.48 | 24.25 | 34.89 | 25.87 |
| Speaking | OP | VR068493 | Summarize an Academic Presentation | 0.64 | 0.89 | 2.31 | 4.30 | 9.02 | 27.56 | 36.23 | 20.58 |
| Speaking | OP | VR087108 | Speaking—Support an Opinion | 0.79 | 0.85 | 2.18 | 3.98 | 9.09 | 25.53 | 59.22 | N/A |
| Speaking | OP | VR087134 | Present and Discuss Information | 0.77 | 0.82 | 2.26 | 5.20 | 10.57 | 25.43 | 56.52 | N/A |
| Speaking | OP | VR087135 | Present and Discuss Information | 0.69 | 0.83 | 2.28 | 7.63 | 20.54 | 23.53 | 46.02 | N/A |
| Speaking | FT | VR087137 | Present and Discuss Information | 0.83 | 0.78 | 3.01 | 2.43 | 6.82 | 21.14 | 66.61 | N/A |
| Speaking | FT | VR087185 | Present and Discuss Information | 0.85 | 0.76 | 3.08 | 3.08 | 6.67 | 14.00 | 73.17 | N/A |

Table 5.A.22 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | OP/FT | Item ID | Task Type | *p*-value | Item-Total Correlation | Percent Omit Rate | Prop. of 0 Points | Prop. of 1 Point | Prop. of 2 Points | Prop. of 3 Points | Prop. of 4 Points |
| Speaking | FT | VR104872 | Speaking—Support an Opinion | 0.81 | 0.82 | 2.97 | 3.66 | 6.71 | 24.22 | 62.44 | N/A |
| Speaking | OP | VR122500 | Speech Functions | 0.76 | 0.76 | 2.20 | 8.65 | 27.00 | 62.15 | N/A | N/A |
| Speaking | FT | VR141726 | Speaking—Support an Opinion | 0.79 | 0.82 | 3.01 | 4.13 | 8.67 | 22.77 | 61.42 | N/A |
| Speaking | FT | VR142059 | Summarize an Academic Presentation | 0.72 | 0.83 | 3.08 | 3.81 | 5.11 | 16.90 | 34.41 | 36.69 |
| Writing | OP | VR025976 | Describe a Picture | 0.73 | 0.68 | 0.40 | 6.62 | 39.83 | 53.15 | N/A | N/A |
| Writing | OP | VR025979 | Describe a Picture | 0.78 | 0.64 | 0.73 | 3.05 | 35.62 | 60.61 | N/A | N/A |
| Writing | FT | VR029240 | Write About an Experience | 0.66 | 0.78 | 2.83 | 4.56 | 7.62 | 23.09 | 36.69 | 25.21 |
| Writing | OP | VR029246 | Write About an Experience | 0.71 | 0.85 | 1.23 | 3.42 | 5.43 | 20.82 | 39.33 | 29.77 |
| Writing | OP | VR029667 | Writing—Justify an Opinion | 0.60 | 0.86 | 1.81 | 4.57 | 12.75 | 30.67 | 35.46 | 14.74 |
| Writing | OP | VR072917 | Write About Academic Information | 0.71 | 0.81 | 1.95 | 3.69 | 12.20 | 45.83 | 36.32 | N/A |
| Writing | OP | VR072918 | Write About Academic Information | 0.84 | 0.74 | 0.97 | 4.19 | 20.88 | 73.95 | N/A | N/A |
| Writing | FT | VR129361 | Write About Academic Information | 0.74 | 0.65 | 2.07 | 7.96 | 31.03 | 58.94 | N/A | N/A |
| Writing | FT | VR129362 | Write About Academic Information | 0.65 | 0.69 | 2.53 | 4.07 | 22.27 | 41.34 | 29.79 | N/A |

### Appendix 5.B: Response Time Results for the Summative ELPAC

**Notes:**

* Raw scores for machine-scorable items were used to classify students into quartiles.
* All students who completed the test and have an unrounded test time greater than zero (0) are included.
* Grade levels reflect students’ enrolled grade levels during the 2020–2021 school year.
* “N/A” indicates that there was only one student in the quartile, and SD was not available.
* Response time percentiles are identified as follows:
* “% Pt. 1” is the time taken by test takers in the first percentile of response time.
  + “% Pt. 10” is the time taken by test takers in the tenth percentile of response time.
  + “% Pt. 25” is the time taken by test takers in the twenty-fifth percentile of response time.
  + “% Pt. 50” is the time taken by test takers in the fiftieth percentile of response time.
  + “% Pt. 75” is the time taken by test takers in the seventy-fifth percentile of response time.
  + “% Pt. 90” is the time taken by test takers in the ninetieth percentile of response time.
  + “% Pt. 99” is the time taken by test takers in the ninety-ninth percentile of response time.

Table 5.B. Total Testing Time (in Minutes) at Each Raw Score Interval

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Raw Score Interval Based on Quartiles | N | Mean | SD | Min. | Max. | % Pt. 1 | % Pt. 10 | % Pt. 25 | % Pt. 50 | % Pt. 75 | % Pt. 90 | % Pt. 99 |
| Kindergarten | 0–15 | 3,591 | 23.48 | 11.20 | 1.13 | 81.68 | 3.43 | 10.02 | 15.48 | 22.24 | 29.86 | 37.68 | 58.70 |
| Kindergarten | 16–30 | 9,876 | 33.06 | 9.24 | 2.83 | 119.23 | 16.33 | 23.17 | 26.93 | 31.71 | 37.59 | 44.62 | 62.57 |
| Kindergarten | 31–44 | 25,450 | 33.17 | 8.73 | 5.46 | 126.75 | 18.37 | 23.96 | 27.37 | 31.75 | 37.29 | 44.05 | 62.02 |
| Kindergarten | 45–59 | 26,547 | 31.78 | 8.23 | 3.02 | 121.83 | 18.43 | 23.39 | 26.39 | 30.35 | 35.53 | 41.69 | 59.82 |
| 1 | 0–16 | 1,556 | 19.46 | 11.45 | 0.50 | 83.36 | 2.03 | 6.53 | 9.97 | 18.31 | 26.50 | 34.09 | 54.27 |
| 1 | 17–33 | 5,731 | 37.00 | 12.40 | 5.51 | 144.77 | 16.91 | 23.96 | 28.21 | 34.81 | 43.50 | 52.79 | 75.60 |
| 1 | 34–49 | 19,651 | 44.32 | 13.15 | 2.98 | 210.76 | 23.07 | 30.62 | 35.63 | 42.01 | 50.43 | 60.57 | 88.12 |
| 1 | 50–65 | 22,955 | 42.95 | 11.53 | 2.80 | 173.79 | 24.96 | 31.36 | 35.44 | 40.73 | 47.91 | 57.00 | 81.94 |

Table 5.B.1 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level or Grade Span | Raw Score Interval Based on Quartiles | N | Mean | SD | Min. | Max. | % Pt. 1 | % Pt. 10 | % Pt. 25 | % Pt. 50 | % Pt. 75 | % Pt. 90 | % Pt. 99 |
| 2 | 0–19 | 677 | 27.36 | 14.78 | 1.60 | 126.32 | 3.66 | 9.14 | 16.48 | 26.72 | 34.45 | 45.32 | 70.98 |
| 2 | 20–38 | 3,944 | 47.23 | 14.81 | 3.06 | 181.90 | 20.87 | 31.31 | 37.32 | 44.93 | 54.76 | 65.99 | 92.41 |
| 2 | 39–57 | 21,521 | 53.09 | 14.58 | 2.22 | 191.22 | 29.06 | 37.99 | 43.46 | 50.65 | 59.63 | 70.94 | 100.38 |
| 2 | 58–76 | 34,751 | 50.94 | 12.42 | 3.13 | 169.08 | 30.43 | 38.25 | 42.81 | 48.73 | 56.45 | 66.21 | 93.14 |
| 3–5 | 0–24 | 3,889 | 67.93 | 34.58 | 4.06 | 422.77 | 15.46 | 33.28 | 45.25 | 61.24 | 82.80 | 109.94 | 187.46 |
| 3–5 | 25–48 | 37,619 | 90.74 | 39.32 | 13.59 | 675.03 | 34.74 | 52.52 | 65.29 | 82.82 | 106.62 | 136.34 | 228.74 |
| 3–5 | 49–71 | 116,367 | 102.04 | 40.06 | 12.46 | 825.67 | 46.63 | 64.13 | 76.46 | 93.55 | 117.19 | 148.51 | 246.38 |
| 3–5 | 72–95 | 48,506 | 104.07 | 36.88 | 20.04 | 993.44 | 55.15 | 69.48 | 80.48 | 96.09 | 118.06 | 146.12 | 235.91 |
| 6–8 | 0–24 | 2,684 | 76.70 | 42.05 | 5.69 | 479.75 | 16.26 | 34.16 | 48.86 | 68.56 | 95.58 | 126.23 | 234.07 |
| 6–8 | 25–48 | 14,897 | 103.81 | 54.86 | 13.43 | 1050.50 | 32.65 | 53.84 | 69.33 | 92.11 | 123.33 | 164.28 | 299.62 |
| 6–8 | 49–71 | 74,322 | 117.15 | 55.46 | 19.34 | 1063.30 | 46.75 | 67.51 | 82.90 | 104.60 | 135.36 | 177.90 | 326.59 |
| 6–8 | 72–95 | 46,662 | 126.53 | 55.45 | 32.59 | 1396.16 | 58.37 | 77.36 | 92.09 | 113.77 | 144.83 | 188.16 | 329.23 |
| 9–10 | 0–24 | 1,818 | 84.39 | 42.04 | 6.51 | 335.01 | 19.75 | 40.55 | 55.40 | 76.49 | 104.20 | 136.78 | 235.45 |
| 9–10 | 25–48 | 7,122 | 113.57 | 54.95 | 8.90 | 600.02 | 36.03 | 59.87 | 78.83 | 102.60 | 134.94 | 177.03 | 319.88 |
| 9–10 | 49–71 | 29,995 | 121.40 | 58.67 | 14.42 | 1239.60 | 47.48 | 69.88 | 85.89 | 108.48 | 140.41 | 183.85 | 342.43 |
| 9–10 | 72–95 | 19,472 | 131.03 | 55.46 | 43.16 | 954.38 | 63.29 | 81.80 | 96.48 | 118.08 | 150.05 | 192.92 | 334.05 |
| 11–12 | 0–24 | 1,044 | 86.51 | 39.30 | 5.49 | 325.91 | 18.90 | 43.63 | 59.96 | 81.16 | 105.80 | 137.15 | 203.57 |
| 11–12 | 25–48 | 5,367 | 106.62 | 49.28 | 3.95 | 499.69 | 26.57 | 54.50 | 74.05 | 98.93 | 130.20 | 162.62 | 268.60 |
| 11–12 | 49–71 | 17,546 | 111.84 | 50.45 | 19.77 | 1000.76 | 41.22 | 63.13 | 79.02 | 101.77 | 132.17 | 171.52 | 281.57 |
| 11–12 | 72–95 | 13,897 | 122.59 | 51.08 | 34.78 | 1884.30 | 56.51 | 75.45 | 90.38 | 111.85 | 141.99 | 181.03 | 295.94 |

### Appendix 5.C: Differential Item Functioning Results for the Summative ELPAC

The following abbreviations apply to table 5.C.1 and table 5.C.2:

* “IN” = Insufficient N
* “N/A” = Not Applicable

Table 5.C.1 Gender DIF Classifications Summary by Grade Level or Grade Span

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | DIF Category | Kindergarten Number | Kindergarten Percent | Grade 1 Number | Grade 1 Percent | Grade 2 Number | Grade 2 Percent | Grade Span 3–5 Number | Grade Span 3–5 Percent | Grade Span 6–8 Number | Grade Span 6–8 Percent | Grade Span 9–10 Number | Grade Span 9–10 Percent | Grade Span 11–12 Number | Grade Span 11–12 Percent |
| Listening | C- | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Listening | B- | 0 | 0.00 | 0 | 0.00 | 1 | 9.09 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Listening | A | 9 | 100.00 | 11 | 100.00 | 10 | 90.91 | 10 | 100.00 | 11 | 100.00 | 11 | 100.00 | 10 | 90.91 |
| Listening | B+ | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 9.09 |
| Listening | C+ | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Listening | IN | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| **Total Listening:** | **N/A** | **9** | **100.00** | **11** | **100.00** | **11** | **100.00** | **10** | **100.00** | **11** | **100.00** | **11** | **100.00** | **11** | **100.00** |
| Speaking | C- | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Speaking | B- | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 16.67 | 0 | 0.00 | 0 | 0.00 |
| Speaking | A | 4 | 100.00 | 4 | 100.00 | 5 | 100.00 | 6 | 100.00 | 5 | 83.33 | 6 | 100.00 | 6 | 100.00 |
| Speaking | B+ | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Speaking | C+ | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Speaking | IN | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| **Total Speaking:** | **N/A** | **4** | **100.00** | **4** | **100.00** | **5** | **100.00** | **6** | **100.00** | **6** | **100.00** | **6** | **100.00** | **6** | **100.00** |

Table 5.C.1 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | DIF Category | Kindergarten Number | Kindergarten Percent | Grade 1 Number | Grade 1 Percent | Grade 2 Number | Grade 2 Percent | Grade Span 3–5 Number | Grade Span 3–5 Percent | Grade Span 6–8 Number | Grade Span 6–8 Percent | Grade Span 9–10 Number | Grade Span 9–10 Percent | Grade Span 11–12 Number | Grade Span 11–12 Percent |
| Reading | C- | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Reading | B- | 0 | 0.00 | 1 | 5.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 4.35 |
| Reading | A | 12 | 85.71 | 19 | 95.00 | 22 | 100.00 | 26 | 100.00 | 27 | 100.00 | 27 | 100.00 | 22 | 95.65 |
| Reading | B+ | 2 | 14.29 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Reading | C+ | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Reading | IN | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| **Total Reading:** | **N/A** | **14** | **100.00** | **20** | **100.00** | **22** | **100.00** | **26** | **100.00** | **27** | **100.00** | **27** | **100.00** | **23** | **100.00** |
| Writing | C- | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Writing | B- | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Writing | A | 4 | 100.00 | 4 | 100.00 | 3 | 100.00 | 3 | 100.00 | 3 | 100.00 | 3 | 100.00 | 3 | 100.00 |
| Writing | B+ | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Writing | C+ | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Writing | IN | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| **Total Writing:** | **N/A** | **4** | **100.00** | **4** | **100.00** | **3** | **100.00** | **3** | **100.00** | **3** | **100.00** | **3** | **100.00** | **3** | **100.00** |

Table 5.C.2 Hispanic or Latino or Non-Hispanic or Non-Latino DIF Classifications Summary by Grade Level or Grade Span

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | DIF Category | Kindergarten Number | Kindergarten Percent | Grade 1 Number | Grade 1 Percent | Grade 2 Number | Grade 2 Percent | Grade Span 3–5 Number | Grade Span 3–5 Percent | Grade Span 6–8 Number | Grade Span 6–8 Percent | Grade Span 9–10 Number | Grade Span 9–10 Percent | Grade Span 11–12 Number | Grade Span 11–12 Percent |
| Listening | C- | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Listening | B- | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Listening | A | 9 | 100.00 | 11 | 100.00 | 9 | 81.82 | 10 | 100.00 | 11 | 100.00 | 11 | 100.00 | 9 | 81.82 |
| Listening | B+ | 0 | 0.00 | 0 | 0.00 | 2 | 18.18 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 2 | 18.18 |
| Listening | C+ | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Listening | IN | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| **Total Listening:** | **N/A** | **9** | **100.00** | **11** | **100.00** | **11** | **100.00** | **10** | **100.00** | **11** | **100.00** | **11** | **100.00** | **11** | **100.00** |
| Speaking | C- | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Speaking | B- | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Speaking | A | 4 | 100.00 | 4 | 100.00 | 5 | 100.00 | 6 | 100.00 | 6 | 100.00 | 6 | 100.00 | 6 | 100.00 |
| Speaking | B+ | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Speaking | C+ | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Speaking | IN | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| **Total Speaking:** | **N/A** | **4** | **100.00** | **4** | **100.00** | **5** | **100.00** | **6** | **100.00** | **6** | **100.00** | **6** | **100.00** | **6** | **100.00** |

Table 5.C.2 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Domain | DIF Category | Kindergarten Number | Kindergarten Percent | Grade 1 Number | Grade 1 Percent | Grade 2 Number | Grade 2 Percent | Grade Span 3–5 Number | Grade Span 3–5 Percent | Grade Span 6–8 Number | Grade Span 6–8 Percent | Grade Span 9–10 Number | Grade Span 9–10 Percent | Grade Span 11–12 Number | Grade Span 11–12 Percent |
| Reading | C- | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Reading | B- | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Reading | A | 14 | 100.00 | 18 | 90.00 | 20 | 90.91 | 26 | 100.00 | 26 | 96.30 | 14 | 51.85 | 11 | 47.83 |
| Reading | B+ | 0 | 0.00 | 2 | 10.00 | 2 | 9.09 | 0 | 0.00 | 1 | 3.70 | 0 | 0.00 | 0 | 0.00 |
| Reading | C+ | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Reading | IN | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 13 | 48.15 | 12 | 52.17 |
| **Total Reading:** | **N/A** | **14** | **100.00** | **20** | **100.00** | **22** | **100.00** | **26** | **100.00** | **27** | **100.00** | **27** | **100.00** | **23** | **100.00** |
| Writing | C- | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Writing | B- | 0 | 0.00 | 1 | 25.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Writing | A | 4 | 100.00 | 3 | 75.00 | 3 | 100.00 | 3 | 100.00 | 3 | 100.00 | 3 | 100.00 | 3 | 100.00 |
| Writing | B+ | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Writing | C+ | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Writing | IN | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| **Total Writing:** | **N/A** | **4** | **100.00** | **4** | **100.00** | **3** | **100.00** | **3** | **100.00** | **3** | **100.00** | **3** | **100.00** | **3** | **100.00** |

Table 5.C.3 Items Exhibiting Significant DIF by Student Group

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Item ID | N Focal | N Reference | MHDIF | SMD | Comparison | In Favor Of |
| N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

**Note:** No DIF items were identified for the 2020–2021 administration.

### Appendix 5.D: Item Response Theory Results for the Summative ELPAC

**Notes:**

* In table 5.D.1 through table 5.D.14, “N/A” indicates that these items were either MC and did not have *d*-parameter estimates or were CR items worth less than four points.
* “OP” indicates Operational items and “FT” indicates field test items.

Table 5.D. IRT Item Statistics for Oral Language, Kindergarten

| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| VR015804 | OP | -3.48 | 0.62 | N/A | N/A | N/A | N/A |
| VR015886 | OP | -3.66 | 0.76 | N/A | N/A | N/A | N/A |
| VR021478 | OP | -3.62 | 0.74 | N/A | N/A | N/A | N/A |
| VR021567 | OP | -4.42 | 0.80 | N/A | N/A | N/A | N/A |
| VR021577 | OP | -1.78 | 0.59 | N/A | N/A | N/A | N/A |
| VR022127 | OP | -3.47 | 0.64 | N/A | N/A | N/A | N/A |
| VR022128 | OP | -2.11 | 0.70 | N/A | N/A | N/A | N/A |
| VR022129 | OP | -3.28 | 0.50 | N/A | N/A | N/A | N/A |
| VR025402 | OP | -3.34 | 0.85 | N/A | N/A | N/A | N/A |
| VR025403 | OP | -3.62 | 0.65 | N/A | N/A | N/A | N/A |
| VR025404 | OP | -0.69 | 0.26 | N/A | N/A | N/A | N/A |
| VR025544 | OP | -4.15 | 0.59 | N/A | N/A | N/A | N/A |
| VR025545 | OP | -2.31 | 0.54 | N/A | N/A | N/A | N/A |
| VR025546 | OP | -2.76 | 0.51 | N/A | N/A | N/A | N/A |
| VR027121 | OP | -2.99 | 0.22 | N/A | N/A | N/A | N/A |
| VR027122 | OP | -2.83 | 0.39 | N/A | N/A | N/A | N/A |
| VR027123 | OP | -3.51 | 0.39 | N/A | N/A | N/A | N/A |
| VR027125 | OP | -0.31 | 0.40 | N/A | N/A | N/A | N/A |
| VR027126 | OP | -1.86 | 0.37 | N/A | N/A | N/A | N/A |
| VR027127 | OP | -4.25 | 0.60 | N/A | N/A | N/A | N/A |
| VR068446 | OP | -3.33 | 1.17 | N/A | N/A | N/A | N/A |
| VR068449 | OP | -2.97 | 0.99 | 0.32 | -0.32 | N/A | N/A |
| VR068450 | OP | -2.96 | 1.11 | 0.33 | -0.33 | N/A | N/A |
| VR068451 | OP | -3.45 | 1.37 | N/A | N/A | N/A | N/A |
| VR068458 | OP | -2.08 | 1.05 | 0.69 | 0.57 | -0.05 | -1.21 |
| VR068460 | OP | -1.80 | 0.92 | 0.80 | 0.68 | -0.17 | -1.31 |
| VR068464 | OP | -3.23 | 1.08 | 0.84 | -0.84 | N/A | N/A |
| VR068465 | OP | -3.10 | 0.96 | 0.96 | -0.96 | N/A | N/A |
| VR068468 | OP | -1.83 | 0.78 | 1.00 | 0.87 | -0.50 | -1.37 |

Table 5.D.1 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| VR012659 | FT | -2.92 | 0.43 | N/A | N/A | N/A | N/A |
| VR012699 | FT | -2.84 | 0.57 | N/A | N/A | N/A | N/A |
| VR062177 | FT | -3.53 | 0.47 | N/A | N/A | N/A | N/A |
| VR123074 | FT | -1.93 | 1.49 | 0.85 | 0.48 | -0.17 | -1.16 |
| VR123076 | FT | -3.30 | 1.41 | 0.77 | -0.77 | N/A | N/A |
| VR128164 | FT | -3.48 | 0.71 | N/A | N/A | N/A | N/A |
| VR128165 | FT | -2.08 | 0.64 | N/A | N/A | N/A | N/A |
| VR128166 | FT | -2.04 | 0.70 | N/A | N/A | N/A | N/A |
| VR129174 | FT | -3.59 | 1.09 | 0.97 | -0.97 | N/A | N/A |
| VR142490 | FT | -1.84 | 1.03 | 1.18 | 0.43 | -0.33 | -1.28 |

Table 5.D. IRT Item Statistics for Oral Language, Grade One

| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| VR023735 | OP | -3.66 | 0.86 | N/A | N/A | N/A | N/A |
| VR023736 | OP | -2.59 | 0.47 | N/A | N/A | N/A | N/A |
| VR023737 | OP | -3.69 | 0.92 | N/A | N/A | N/A | N/A |
| VR023785 | OP | -3.36 | 0.87 | N/A | N/A | N/A | N/A |
| VR023786 | OP | -2.40 | 0.74 | N/A | N/A | N/A | N/A |
| VR023787 | OP | -3.42 | 0.88 | N/A | N/A | N/A | N/A |
| VR023802 | OP | -2.93 | 1.00 | N/A | N/A | N/A | N/A |
| VR023803 | OP | -3.61 | 0.58 | N/A | N/A | N/A | N/A |
| VR023804 | OP | -3.92 | 0.82 | N/A | N/A | N/A | N/A |
| VR023929 | OP | -3.55 | 0.34 | N/A | N/A | N/A | N/A |
| VR023946 | OP | -3.56 | 0.23 | N/A | N/A | N/A | N/A |
| VR027147 | OP | -0.28 | 0.38 | N/A | N/A | N/A | N/A |
| VR027148 | OP | -1.62 | 0.55 | N/A | N/A | N/A | N/A |
| VR027149 | OP | -2.10 | 0.37 | N/A | N/A | N/A | N/A |
| VR027151 | OP | -2.42 | 0.67 | N/A | N/A | N/A | N/A |
| VR027152 | OP | -2.30 | 0.69 | N/A | N/A | N/A | N/A |
| VR027153 | OP | -2.74 | 0.36 | N/A | N/A | N/A | N/A |
| VR027849 | OP | -2.33 | 0.74 | N/A | N/A | N/A | N/A |
| VR027850 | OP | -2.03 | 0.65 | N/A | N/A | N/A | N/A |
| VR027851 | OP | -1.07 | 0.54 | N/A | N/A | N/A | N/A |
| VR062661 | OP | -3.03 | 0.52 | N/A | N/A | N/A | N/A |
| VR062662 | OP | -2.06 | 0.20 | N/A | N/A | N/A | N/A |
| VR068386 | OP | -3.01 | 1.31 | N/A | N/A | N/A | N/A |
| VR068388 | OP | -2.74 | 0.77 | 0.25 | -0.25 | N/A | N/A |
| VR068389 | OP | -2.75 | 1.07 | 0.28 | -0.28 | N/A | N/A |
| VR068390 | OP | -2.98 | 0.97 | N/A | N/A | N/A | N/A |
| VR068399 | OP | -1.90 | 0.94 | 0.54 | 0.82 | -0.09 | -1.27 |
| VR068401 | OP | -1.61 | 1.10 | 1.18 | 0.71 | -0.45 | -1.43 |
| VR068402 | OP | -0.95 | 0.94 | 1.79 | 0.69 | -0.71 | -1.77 |
| VR068404 | OP | -3.58 | 0.90 | 0.64 | -0.64 | N/A | N/A |
| VR068405 | OP | -3.06 | 1.04 | 0.61 | -0.61 | N/A | N/A |

Table 5.D.2 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| VR064074 | FT | -2.39 | 0.59 | N/A | N/A | N/A | N/A |
| VR064075 | FT | -2.22 | 0.36 | N/A | N/A | N/A | N/A |
| VR068406 | FT | -3.10 | 1.01 | 0.79 | -0.79 | N/A | N/A |
| VR104018 | FT | -3.61 | 0.98 | 1.08 | -1.08 | N/A | N/A |
| VR127580 | FT | -1.53 | 0.50 | N/A | N/A | N/A | N/A |
| VR127581 | FT | -2.46 | 0.48 | N/A | N/A | N/A | N/A |
| VR127582 | FT | -1.75 | 0.39 | N/A | N/A | N/A | N/A |
| VR127674 | FT | -1.35 | 0.48 | N/A | N/A | N/A | N/A |
| VR127675 | FT | -0.60 | 0.38 | N/A | N/A | N/A | N/A |
| VR127676 | FT | -4.19 | 0.65 | N/A | N/A | N/A | N/A |
| VR127795 | FT | -2.29 | 0.32 | N/A | N/A | N/A | N/A |
| VR127796 | FT | -4.19 | 1.04 | N/A | N/A | N/A | N/A |
| VR127797 | FT | -3.09 | 1.19 | N/A | N/A | N/A | N/A |
| VR142652 | FT | -1.30 | 1.27 | 1.40 | 0.61 | -0.62 | -1.39 |
| VR248217 | FT | -1.84 | 1.29 | 0.92 | 0.62 | -0.20 | -1.34 |

Table 5.D. IRT Item Statistics for Oral Language, Grade Two

| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| VR008147 | OP | -3.59 | 0.72 | N/A | N/A | N/A | N/A |
| VR008322 | OP | -2.78 | 0.45 | N/A | N/A | N/A | N/A |
| VR026210 | OP | -3.02 | 0.89 | N/A | N/A | N/A | N/A |
| VR026211 | OP | -2.44 | 0.70 | N/A | N/A | N/A | N/A |
| VR026212 | OP | -2.21 | 0.54 | N/A | N/A | N/A | N/A |
| VR026254 | OP | -2.52 | 0.44 | N/A | N/A | N/A | N/A |
| VR026255 | OP | -2.99 | 0.62 | N/A | N/A | N/A | N/A |
| VR026256 | OP | -3.68 | 0.64 | N/A | N/A | N/A | N/A |
| VR026388 | OP | -3.34 | 0.92 | N/A | N/A | N/A | N/A |
| VR026389 | OP | -3.46 | 0.38 | N/A | N/A | N/A | N/A |
| VR026390 | OP | -3.34 | 0.79 | N/A | N/A | N/A | N/A |
| VR027944 | OP | -2.00 | 0.51 | N/A | N/A | N/A | N/A |
| VR027945 | OP | -3.68 | 0.48 | N/A | N/A | N/A | N/A |
| VR027946 | OP | -1.05 | 0.36 | N/A | N/A | N/A | N/A |
| VR027965 | OP | -1.52 | 0.46 | N/A | N/A | N/A | N/A |
| VR027966 | OP | -1.56 | 0.20 | N/A | N/A | N/A | N/A |
| VR027967 | OP | -2.23 | 0.41 | N/A | N/A | N/A | N/A |
| VR027993 | OP | 4.68 | 0.10 | N/A | N/A | N/A | N/A |
| VR027994 | OP | -1.68 | 0.58 | N/A | N/A | N/A | N/A |
| VR027995 | OP | -1.66 | 0.53 | N/A | N/A | N/A | N/A |
| VR062613 | OP | -2.26 | 0.50 | N/A | N/A | N/A | N/A |
| VR062614 | OP | -2.44 | 0.54 | N/A | N/A | N/A | N/A |
| VR068413 | OP | -2.93 | 0.88 | 0.12 | -0.12 | N/A | N/A |
| VR068414 | OP | -2.91 | 0.84 | -0.22 | 0.22 | N/A | N/A |
| VR068415 | OP | -3.34 | 0.98 | N/A | N/A | N/A | N/A |
| VR068417 | OP | -3.52 | 1.05 | N/A | N/A | N/A | N/A |
| VR068427 | OP | -1.84 | 0.79 | 0.47 | 0.84 | 0.08 | -1.39 |
| VR068430 | OP | -1.05 | 0.94 | 1.73 | 0.58 | -0.60 | -1.71 |
| VR068431 | OP | -1.03 | 0.98 | 1.84 | 0.69 | -0.64 | -1.89 |
| VR068433 | OP | -2.16 | 0.56 | 0.03 | -0.03 | N/A | N/A |
| VR068434 | OP | -1.82 | 0.57 | 0.09 | -0.09 | N/A | N/A |
| VR068435 | OP | -2.47 | 0.54 | 0.31 | -0.31 | N/A | N/A |
| VR068436 | OP | -3.54 | 0.87 | 0.47 | -0.47 | N/A | N/A |
| VR068439 | OP | -3.26 | 0.70 | 0.91 | -0.91 | N/A | N/A |

Table 5.D.3 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| VR069429 | FT | -1.96 | 0.44 | N/A | N/A | N/A | N/A |
| VR069430 | FT | -0.53 | 0.38 | N/A | N/A | N/A | N/A |
| VR069431 | FT | -0.94 | 0.35 | N/A | N/A | N/A | N/A |
| VR126860 | FT | -1.25 | 0.68 | N/A | N/A | N/A | N/A |
| VR126861 | FT | -1.96 | 0.37 | N/A | N/A | N/A | N/A |
| VR126862 | FT | -1.18 | 0.44 | N/A | N/A | N/A | N/A |
| VR126891 | FT | -0.72 | 0.26 | N/A | N/A | N/A | N/A |
| VR126892 | FT | -2.31 | 0.46 | N/A | N/A | N/A | N/A |
| VR127135 | FT | -2.56 | 1.10 | N/A | N/A | N/A | N/A |
| VR127136 | FT | -1.83 | 0.59 | N/A | N/A | N/A | N/A |
| VR127137 | FT | -2.11 | 0.76 | N/A | N/A | N/A | N/A |
| VR127447 | FT | -2.96 | 0.78 | 0.88 | -0.88 | N/A | N/A |
| VR127471 | FT | -1.98 | 0.57 | 0.30 | -0.30 | N/A | N/A |
| VR141353 | FT | -0.98 | 1.12 | 1.51 | 0.69 | -0.53 | -1.66 |
| VR248227 | FT | -1.98 | 1.00 | 0.62 | 0.64 | -0.03 | -1.23 |

Table 5.D. IRT Item Statistics for Oral Language, Grade Span Three Through Five

| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| VR008922 | OP | -2.62 | 0.36 | N/A | N/A | N/A | N/A |
| VR008997 | OP | -2.87 | 0.42 | N/A | N/A | N/A | N/A |
| VR009066 | OP | 1.35 | 0.14 | N/A | N/A | N/A | N/A |
| VR021733 | OP | -3.26 | 0.53 | N/A | N/A | N/A | N/A |
| VR021734 | OP | -3.96 | 0.43 | N/A | N/A | N/A | N/A |
| VR021735 | OP | -3.03 | 0.59 | N/A | N/A | N/A | N/A |
| VR027010 | OP | -2.39 | 0.57 | N/A | N/A | N/A | N/A |
| VR027011 | OP | -1.01 | 0.23 | N/A | N/A | N/A | N/A |
| VR027012 | OP | -2.27 | 0.23 | N/A | N/A | N/A | N/A |
| VR027019 | OP | -2.93 | 0.56 | N/A | N/A | N/A | N/A |
| VR027020 | OP | -1.27 | 0.43 | N/A | N/A | N/A | N/A |
| VR027021 | OP | -1.60 | 0.28 | N/A | N/A | N/A | N/A |
| VR028232 | OP | 0.13 | 0.21 | N/A | N/A | N/A | N/A |
| VR028233 | OP | -0.40 | 0.27 | N/A | N/A | N/A | N/A |
| VR028234 | OP | -1.15 | 0.36 | N/A | N/A | N/A | N/A |
| VR028285 | OP | -1.40 | 0.24 | N/A | N/A | N/A | N/A |
| VR028286 | OP | -0.47 | 0.32 | N/A | N/A | N/A | N/A |
| VR028287 | OP | 0.14 | 0.14 | N/A | N/A | N/A | N/A |
| VR028288 | OP | 0.69 | 0.16 | N/A | N/A | N/A | N/A |
| VR028430 | OP | -2.40 | 0.28 | N/A | N/A | N/A | N/A |
| VR028432 | OP | -0.03 | 0.23 | N/A | N/A | N/A | N/A |
| VR028433 | OP | -3.26 | 0.57 | N/A | N/A | N/A | N/A |
| VR068503 | OP | -2.77 | 1.00 | N/A | N/A | N/A | N/A |
| VR068505 | OP | -1.47 | 0.58 | 0.23 | -0.23 | N/A | N/A |
| VR068506 | OP | -2.60 | 0.73 | -0.29 | 0.29 | N/A | N/A |
| VR068507 | OP | -2.45 | 1.04 | N/A | N/A | N/A | N/A |
| VR068516 | OP | -0.90 | 0.98 | 1.37 | 0.87 | -0.48 | -1.76 |
| VR068519 | OP | -0.92 | 0.98 | 1.48 | 1.01 | -0.56 | -1.92 |
| VR068527 | OP | -1.82 | 0.59 | 0.95 | -0.95 | N/A | N/A |
| VR068529 | OP | -2.03 | 0.87 | 1.22 | -0.14 | -1.08 | N/A |
| VR077207 | OP | -1.69 | 0.87 | 0.68 | 1.09 | -0.15 | -1.63 |
| VR104045 | OP | -2.26 | 0.86 | 1.18 | 0.08 | -1.26 | N/A |
| VR104304 | OP | -1.60 | 0.49 | 0.20 | -0.20 | N/A | N/A |
| VR104312 | OP | -2.19 | 0.55 | 0.79 | -0.79 | N/A | N/A |

Table 5.D.4 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| VR008931 | FT | -3.18 | 0.49 | N/A | N/A | N/A | N/A |
| VR008961 | FT | -2.96 | 0.78 | N/A | N/A | N/A | N/A |
| VR104316 | FT | -2.25 | 0.57 | 0.65 | -0.65 | N/A | N/A |
| VR127482 | FT | -2.06 | 0.47 | N/A | N/A | N/A | N/A |
| VR127483 | FT | -1.87 | 0.35 | N/A | N/A | N/A | N/A |
| VR127484 | FT | -1.35 | 0.36 | N/A | N/A | N/A | N/A |
| VR127485 | FT | -1.58 | 0.38 | N/A | N/A | N/A | N/A |
| VR128602 | FT | -1.68 | 0.84 | 1.08 | 0.13 | -1.20 | N/A |
| VR128616 | FT | -2.16 | 0.87 | 1.61 | 0.08 | -1.69 | N/A |
| VR141080 | FT | -1.93 | 0.75 | 0.60 | -0.60 | N/A | N/A |
| VR141151 | FT | -1.06 | 1.11 | 1.38 | 0.77 | -0.38 | -1.76 |
| VR141166 | FT | -2.39 | 0.61 | N/A | N/A | N/A | N/A |
| VR141167 | FT | -2.36 | 0.64 | N/A | N/A | N/A | N/A |
| VR141168 | FT | -3.05 | 0.54 | N/A | N/A | N/A | N/A |
| VR141235 | FT | -1.89 | 0.24 | N/A | N/A | N/A | N/A |
| VR256940 | FT | -1.74 | 0.60 | 0.57 | -0.57 | N/A | N/A |

Table 5.D. IRT Item Statistics for Oral Language, Grade Span Six Through Eight

| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| VR008519 | OP | -2.65 | 0.46 | N/A | N/A | N/A | N/A |
| VR009077 | OP | 1.13 | 0.13 | N/A | N/A | N/A | N/A |
| VR009082 | OP | -2.97 | 0.39 | N/A | N/A | N/A | N/A |
| VR009173 | OP | -3.77 | 0.30 | N/A | N/A | N/A | N/A |
| VR009174 | OP | -3.77 | 0.37 | N/A | N/A | N/A | N/A |
| VR009175 | OP | -3.19 | 0.41 | N/A | N/A | N/A | N/A |
| VR023961 | OP | -1.55 | 0.15 | N/A | N/A | N/A | N/A |
| VR023962 | OP | -0.49 | 0.35 | N/A | N/A | N/A | N/A |
| VR023963 | OP | -3.01 | 0.31 | N/A | N/A | N/A | N/A |
| VR023965 | OP | -2.24 | 0.21 | N/A | N/A | N/A | N/A |
| VR027363 | OP | -0.53 | 0.19 | N/A | N/A | N/A | N/A |
| VR027364 | OP | -2.40 | 0.37 | N/A | N/A | N/A | N/A |
| VR027365 | OP | -2.85 | 0.26 | N/A | N/A | N/A | N/A |
| VR027366 | OP | -0.88 | 0.23 | N/A | N/A | N/A | N/A |
| VR027396 | OP | -2.65 | 0.40 | N/A | N/A | N/A | N/A |
| VR027397 | OP | 1.29 | 0.19 | N/A | N/A | N/A | N/A |
| VR027398 | OP | -0.49 | 0.24 | N/A | N/A | N/A | N/A |
| VR027399 | OP | -0.08 | 0.11 | N/A | N/A | N/A | N/A |
| VR068539 | OP | -3.02 | 1.10 | N/A | N/A | N/A | N/A |
| VR068541 | OP | -2.21 | 0.66 | 0.49 | -0.49 | N/A | N/A |
| VR068542 | OP | -2.61 | 0.67 | 0.40 | -0.40 | N/A | N/A |
| VR068543 | OP | -2.63 | 0.95 | N/A | N/A | N/A | N/A |
| VR068556 | OP | -1.04 | 0.77 | 1.02 | 0.23 | -1.25 | N/A |
| VR068557 | OP | -1.21 | 0.80 | 0.90 | 0.16 | -1.06 | N/A |
| VR068565 | OP | -0.96 | 0.78 | 1.46 | 1.07 | -0.33 | -2.20 |
| VR068567 | OP | -1.01 | 0.73 | 1.38 | 1.22 | -0.20 | -2.40 |
| VR072363 | OP | -0.99 | 0.43 | N/A | N/A | N/A | N/A |
| VR072365 | OP | 0.55 | 0.31 | N/A | N/A | N/A | N/A |
| VR072366 | OP | -1.45 | 0.36 | N/A | N/A | N/A | N/A |
| VR072367 | OP | -0.64 | 0.27 | N/A | N/A | N/A | N/A |
| VR104326 | OP | -2.21 | 0.63 | 0.29 | -0.29 | N/A | N/A |
| VR104330 | OP | -1.63 | 0.52 | 0.77 | -0.77 | N/A | N/A |
| VR104333 | OP | -1.38 | 0.54 | 1.39 | -0.16 | -1.24 | N/A |
| VR104335 | OP | -0.89 | 0.46 | 1.06 | -0.70 | -0.36 | N/A |

Table 5.D.5 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| VR008445 | FT | -3.82 | 0.57 | N/A | N/A | N/A | N/A |
| VR008578 | FT | -1.27 | 0.36 | N/A | N/A | N/A | N/A |
| VR023079 | FT | -1.28 | 0.28 | N/A | N/A | N/A | N/A |
| VR023080 | FT | -1.91 | 0.27 | N/A | N/A | N/A | N/A |
| VR023081 | FT | 1.78 | 0.13 | N/A | N/A | N/A | N/A |
| VR023082 | FT | -1.64 | 0.40 | N/A | N/A | N/A | N/A |
| VR023083 | FT | -1.87 | 0.35 | N/A | N/A | N/A | N/A |
| VR127399 | FT | 0.78 | 0.12 | N/A | N/A | N/A | N/A |
| VR127400 | FT | -1.93 | 0.21 | N/A | N/A | N/A | N/A |
| VR127402 | FT | 1.08 | 0.09 | N/A | N/A | N/A | N/A |
| VR127720 | FT | -2.48 | 0.53 | 0.18 | -0.18 | N/A | N/A |
| VR127723 | FT | -2.22 | 0.61 | 0.75 | -0.75 | N/A | N/A |
| VR127979 | FT | -0.53 | 0.69 | 0.94 | 0.09 | -1.03 | N/A |
| VR127981 | FT | -0.40 | 0.61 | 1.08 | -0.40 | -0.69 | N/A |
| VR128160 | FT | -1.26 | 0.76 | 1.19 | 0.16 | -1.35 | N/A |
| VR141145 | FT | -0.27 | 0.72 | 1.73 | 1.06 | -0.67 | -2.12 |

Table 5.D. IRT Item Statistics for Oral Language, Grade Span Nine and Ten

| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| VR008525 | OP | -4.71 | 0.23 | N/A | N/A | N/A | N/A |
| VR008649 | OP | -3.09 | 0.36 | N/A | N/A | N/A | N/A |
| VR008705 | OP | -2.04 | 0.36 | N/A | N/A | N/A | N/A |
| VR022298 | OP | -4.37 | 0.34 | N/A | N/A | N/A | N/A |
| VR022299 | OP | 4.64 | 0.15 | N/A | N/A | N/A | N/A |
| VR022300 | OP | -0.02 | 0.24 | N/A | N/A | N/A | N/A |
| VR022302 | OP | -0.08 | 0.15 | N/A | N/A | N/A | N/A |
| VR027250 | OP | -0.92 | 0.18 | N/A | N/A | N/A | N/A |
| VR027251 | OP | -2.85 | 0.28 | N/A | N/A | N/A | N/A |
| VR027252 | OP | 0.83 | 0.21 | N/A | N/A | N/A | N/A |
| VR027253 | OP | 1.48 | 0.09 | N/A | N/A | N/A | N/A |
| VR027670 | OP | -1.09 | 0.22 | N/A | N/A | N/A | N/A |
| VR027672 | OP | 0.23 | 0.20 | N/A | N/A | N/A | N/A |
| VR027675 | OP | 10.83 | 0.05 | N/A | N/A | N/A | N/A |
| VR027676 | OP | -1.96 | 0.22 | N/A | N/A | N/A | N/A |
| VR068570 | OP | -2.79 | 0.99 | N/A | N/A | N/A | N/A |
| VR068572 | OP | -2.34 | 0.45 | -0.06 | 0.06 | N/A | N/A |
| VR068573 | OP | -2.26 | 0.72 | 0.41 | -0.41 | N/A | N/A |
| VR068574 | OP | -3.14 | 0.75 | N/A | N/A | N/A | N/A |
| VR068590 | OP | -0.73 | 0.44 | 0.66 | -0.66 | N/A | N/A |
| VR068593 | OP | -1.38 | 0.78 | 1.25 | 0.05 | -1.29 | N/A |
| VR068599 | OP | -0.52 | 0.69 | 1.80 | 1.10 | -0.52 | -2.38 |
| VR068602 | OP | 0.28 | 0.58 | 2.35 | 1.02 | -0.84 | -2.52 |
| VR069743 | OP | -1.55 | 0.39 | N/A | N/A | N/A | N/A |
| VR069744 | OP | -2.45 | 0.21 | N/A | N/A | N/A | N/A |
| VR069745 | OP | -1.63 | 0.23 | N/A | N/A | N/A | N/A |
| VR070819 | OP | -1.65 | 0.43 | N/A | N/A | N/A | N/A |
| VR070820 | OP | -1.90 | 0.38 | N/A | N/A | N/A | N/A |
| VR070821 | OP | -5.38 | 0.27 | N/A | N/A | N/A | N/A |
| VR071454 | OP | -4.23 | 0.28 | N/A | N/A | N/A | N/A |
| VR122478 | OP | -1.39 | 0.43 | 0.89 | -0.89 | N/A | N/A |
| VR122484 | OP | -1.11 | 0.72 | 1.02 | 0.22 | -1.24 | N/A |
| VR122490 | OP | -1.24 | 0.51 | 0.57 | -0.49 | -0.08 | N/A |
| VR122498 | OP | -1.46 | 0.59 | 0.59 | 0.30 | -0.89 | N/A |

Table 5.D.6 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| VR008685 | FT | 1.85 | 0.18 | N/A | N/A | N/A | N/A |
| VR021863 | FT | -1.33 | 0.09 | N/A | N/A | N/A | N/A |
| VR021864 | FT | 2.34 | 0.21 | N/A | N/A | N/A | N/A |
| VR021865 | FT | -0.92 | 0.30 | N/A | N/A | N/A | N/A |
| VR021866 | FT | -1.89 | 0.34 | N/A | N/A | N/A | N/A |
| VR027673 | FT | 4.39 | 0.10 | N/A | N/A | N/A | N/A |
| VR028561 | FT | 0.25 | 0.32 | N/A | N/A | N/A | N/A |
| VR028562 | FT | -3.64 | 0.21 | N/A | N/A | N/A | N/A |
| VR028563 | FT | -1.08 | 0.17 | N/A | N/A | N/A | N/A |
| VR028564 | FT | 0.29 | 0.23 | N/A | N/A | N/A | N/A |
| VR028565 | FT | -1.68 | 0.38 | N/A | N/A | N/A | N/A |
| VR104775 | FT | -1.34 | 0.94 | 1.11 | 0.09 | -1.20 | N/A |
| VR104796 | FT | -2.32 | 0.57 | 0.07 | -0.07 | N/A | N/A |
| VR104806 | FT | -2.14 | 0.55 | 0.34 | -0.34 | N/A | N/A |
| VR104813 | FT | -1.44 | 0.56 | 0.65 | 0.36 | -1.00 | N/A |
| VR104854 | FT | -1.52 | 0.57 | 0.71 | -0.59 | -0.12 | N/A |
| VR256931 | FT | -0.52 | 0.72 | 1.86 | 1.02 | -0.46 | -2.42 |

Table 5.D. IRT Item Statistics for Oral Language, Grade Span Eleven and Twelve

| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| VR007128 | OP | -1.18 | 0.34 | N/A | N/A | N/A | N/A |
| VR007153 | OP | -1.18 | 0.44 | N/A | N/A | N/A | N/A |
| VR007170 | OP | -0.35 | 0.22 | N/A | N/A | N/A | N/A |
| VR009266 | OP | -0.59 | 0.20 | N/A | N/A | N/A | N/A |
| VR009267 | OP | -2.63 | 0.31 | N/A | N/A | N/A | N/A |
| VR009268 | OP | 0.93 | 0.36 | N/A | N/A | N/A | N/A |
| VR021534 | OP | -0.96 | 0.28 | N/A | N/A | N/A | N/A |
| VR021547 | OP | -0.40 | 0.26 | N/A | N/A | N/A | N/A |
| VR021568 | OP | -0.59 | 0.19 | N/A | N/A | N/A | N/A |
| VR021579 | OP | -0.35 | 0.35 | N/A | N/A | N/A | N/A |
| VR021928 | OP | -1.86 | 0.38 | N/A | N/A | N/A | N/A |
| VR021932 | OP | -1.85 | 0.33 | N/A | N/A | N/A | N/A |
| VR021935 | OP | -0.81 | 0.25 | N/A | N/A | N/A | N/A |
| VR021938 | OP | -2.51 | 0.26 | N/A | N/A | N/A | N/A |
| VR026972 | OP | 0.31 | 0.09 | N/A | N/A | N/A | N/A |
| VR026973 | OP | 0.06 | 0.17 | N/A | N/A | N/A | N/A |
| VR026975 | OP | -0.14 | 0.28 | N/A | N/A | N/A | N/A |
| VR026976 | OP | -0.22 | 0.39 | N/A | N/A | N/A | N/A |
| VR026988 | OP | -0.36 | 0.21 | N/A | N/A | N/A | N/A |
| VR026989 | OP | 0.13 | 0.16 | N/A | N/A | N/A | N/A |
| VR026990 | OP | 0.46 | 0.12 | N/A | N/A | N/A | N/A |
| VR026991 | OP | -0.62 | 0.19 | N/A | N/A | N/A | N/A |
| VR068477 | OP | -2.95 | 1.11 | N/A | N/A | N/A | N/A |
| VR068479 | OP | -2.50 | 0.73 | -0.05 | 0.05 | N/A | N/A |
| VR068480 | OP | -2.39 | 0.60 | 0.67 | -0.67 | N/A | N/A |
| VR068481 | OP | -3.17 | 0.99 | N/A | N/A | N/A | N/A |
| VR068482 | OP | -1.33 | 0.72 | 0.93 | 0.29 | -1.22 | N/A |
| VR068491 | OP | -1.72 | 0.64 | 0.40 | -0.40 | N/A | N/A |
| VR068492 | OP | -0.41 | 0.63 | 1.87 | 1.08 | -0.62 | -2.33 |
| VR068493 | OP | -0.23 | 0.67 | 2.02 | 1.19 | -0.65 | -2.56 |
| VR087108 | OP | -1.16 | 0.70 | 1.14 | 0.15 | -1.29 | N/A |
| VR087134 | OP | -1.16 | 0.48 | 1.02 | 0.10 | -1.12 | N/A |
| VR087135 | OP | -0.59 | 0.46 | 1.55 | -0.58 | -0.97 | N/A |
| VR122500 | OP | -1.05 | 0.52 | 0.89 | -0.89 | N/A | N/A |

Table 5.D.7 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| VR033466 | FT | -1.81 | 0.48 | 0.96 | -0.96 | N/A | N/A |
| VR087137 | FT | -1.51 | 0.64 | 1.25 | -0.02 | -1.23 | N/A |
| VR087185 | FT | -1.61 | 0.59 | 0.91 | -0.25 | -0.66 | N/A |
| VR104872 | FT | -1.22 | 0.89 | 1.22 | 0.15 | -1.37 | N/A |
| VR129889 | FT | -1.16 | 0.28 | N/A | N/A | N/A | N/A |
| VR129890 | FT | -1.00 | 0.22 | N/A | N/A | N/A | N/A |
| VR129891 | FT | 0.61 | 0.17 | N/A | N/A | N/A | N/A |
| VR129892 | FT | 0.00 | 0.29 | N/A | N/A | N/A | N/A |
| VR129893 | FT | 0.26 | 0.31 | N/A | N/A | N/A | N/A |
| VR141726 | FT | -1.07 | 0.89 | 1.19 | 0.07 | -1.26 | N/A |
| VR141828 | FT | -2.50 | 0.59 | N/A | N/A | N/A | N/A |
| VR141829 | FT | -1.45 | 0.28 | N/A | N/A | N/A | N/A |
| VR141830 | FT | -1.06 | 0.31 | N/A | N/A | N/A | N/A |
| VR141832 | FT | -0.68 | 0.18 | N/A | N/A | N/A | N/A |
| VR142059 | FT | -0.71 | 0.66 | 1.48 | 1.00 | -0.37 | -2.11 |

Table 5.D. IRT Item Statistics for Written Language, Kindergarten

| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| VH572676 | OP | -3.33 | 1.20 | N/A | N/A | N/A | N/A |
| VH572680 | OP | -3.73 | 1.48 | N/A | N/A | N/A | N/A |
| VH572685 | OP | -3.54 | 1.90 | 0.19 | -0.19 | N/A | N/A |
| VH572699 | OP | -3.60 | 2.01 | 0.23 | -0.23 | N/A | N/A |
| VH590330 | OP | -4.13 | 1.27 | N/A | N/A | N/A | N/A |
| VH590343 | OP | -4.74 | 1.05 | N/A | N/A | N/A | N/A |
| VH590348 | OP | -3.54 | 1.65 | 0.45 | -0.45 | N/A | N/A |
| VH590354 | OP | -3.61 | 1.42 | 0.35 | -0.35 | N/A | N/A |
| VR001442 | OP | -4.30 | 0.57 | N/A | N/A | N/A | N/A |
| VR001443 | OP | -5.35 | 0.49 | N/A | N/A | N/A | N/A |
| VR001444 | OP | -5.94 | 0.28 | N/A | N/A | N/A | N/A |
| VR001517 | OP | -5.52 | 0.43 | N/A | N/A | N/A | N/A |
| VR001518 | OP | -5.44 | 0.34 | N/A | N/A | N/A | N/A |
| VR001519 | OP | -3.97 | 0.54 | N/A | N/A | N/A | N/A |
| VR002244 | OP | -3.82 | 1.43 | 1.21 | -1.21 | N/A | N/A |
| VR002245 | OP | -5.44 | 0.58 | N/A | N/A | N/A | N/A |
| VR002271 | OP | -4.15 | 1.44 | 1.31 | -1.31 | N/A | N/A |
| VR002272 | OP | -4.76 | 0.53 | N/A | N/A | N/A | N/A |
| VR003652 | OP | -3.95 | 0.36 | N/A | N/A | N/A | N/A |
| VR003653 | OP | -3.63 | 0.38 | N/A | N/A | N/A | N/A |
| VR003654 | OP | -2.63 | 0.48 | N/A | N/A | N/A | N/A |
| VR003731 | OP | -4.24 | 0.45 | -0.17 | 0.17 | N/A | N/A |
| VH819170 | FT | -3.48 | 1.71 | N/A | N/A | N/A | N/A |
| VH819173 | FT | -3.64 | 1.68 | N/A | N/A | N/A | N/A |
| VH823094 | FT | -3.11 | 0.90 | -0.47 | 0.47 | N/A | N/A |
| VH823115 | FT | -3.32 | 1.61 | 0.20 | -0.20 | N/A | N/A |
| VR056530 | FT | -6.95 | 0.47 | N/A | N/A | N/A | N/A |
| VR056542 | FT | -2.80 | 0.36 | N/A | N/A | N/A | N/A |
| VR056554 | FT | -5.36 | 0.43 | N/A | N/A | N/A | N/A |
| VR056796 | FT | -4.15 | 0.57 | 0.09 | -0.09 | N/A | N/A |
| VR056823 | FT | -4.87 | 0.15 | N/A | N/A | N/A | N/A |
| VR056831 | FT | -3.74 | 0.34 | N/A | N/A | N/A | N/A |
| VR056835 | FT | -3.17 | 0.38 | N/A | N/A | N/A | N/A |
| VR129879 | FT | -5.76 | 0.22 | N/A | N/A | N/A | N/A |
| VR129880 | FT | -4.20 | 0.46 | N/A | N/A | N/A | N/A |
| VR129881 | FT | -1.76 | 0.19 | N/A | N/A | N/A | N/A |
| VR130691 | FT | -3.88 | 0.41 | -0.10 | 0.10 | N/A | N/A |
| VR130802 | FT | -5.01 | 0.52 | N/A | N/A | N/A | N/A |
| VR130803 | FT | -6.20 | 0.48 | N/A | N/A | N/A | N/A |
| VR130804 | FT | -5.20 | 0.50 | N/A | N/A | N/A | N/A |

Table 5.D. IRT Item Statistics for Written Language, Grade One

| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| VH575220 | OP | -3.48 | 0.83 | N/A | N/A | N/A | N/A |
| VH575243 | OP | -3.02 | 0.66 | 0.19 | -0.19 | N/A | N/A |
| VH575247 | OP | -1.87 | 0.58 | 0.27 | 0.30 | -0.57 | N/A |
| VH581453 | OP | -1.87 | 1.02 | 0.60 | 0.31 | -0.92 | N/A |
| VH581478 | OP | -2.07 | 1.00 | 0.65 | -0.65 | N/A | N/A |
| VH581484 | OP | -1.79 | 0.66 | 0.31 | 0.37 | -0.68 | N/A |
| VR000119 | OP | -3.01 | 0.71 | N/A | N/A | N/A | N/A |
| VR000120 | OP | -2.60 | 0.57 | N/A | N/A | N/A | N/A |
| VR000121 | OP | -2.57 | 0.64 | N/A | N/A | N/A | N/A |
| VR000208 | OP | -3.05 | 0.99 | N/A | N/A | N/A | N/A |
| VR000487 | OP | -2.97 | 0.77 | N/A | N/A | N/A | N/A |
| VR000488 | OP | -2.24 | 0.64 | N/A | N/A | N/A | N/A |
| VR000489 | OP | -2.06 | 0.68 | N/A | N/A | N/A | N/A |
| VR000862 | OP | -3.09 | 1.19 | N/A | N/A | N/A | N/A |
| VR000863 | OP | -2.97 | 0.95 | N/A | N/A | N/A | N/A |
| VR000864 | OP | -2.72 | 0.65 | N/A | N/A | N/A | N/A |
| VR001132 | OP | -3.09 | 1.07 | N/A | N/A | N/A | N/A |
| VR001325 | OP | -3.20 | 1.07 | N/A | N/A | N/A | N/A |
| VR002342 | OP | -2.42 | 0.53 | N/A | N/A | N/A | N/A |
| VR002343 | OP | -1.77 | 0.60 | N/A | N/A | N/A | N/A |
| VR002345 | OP | -2.52 | 0.70 | N/A | N/A | N/A | N/A |
| VR002980 | OP | -3.15 | 0.84 | N/A | N/A | N/A | N/A |
| VR002981 | OP | -2.44 | 0.80 | N/A | N/A | N/A | N/A |
| VR002982 | OP | -1.64 | 0.53 | N/A | N/A | N/A | N/A |
| VR003207 | OP | -1.90 | 0.57 | N/A | N/A | N/A | N/A |
| VR003208 | OP | -1.86 | 0.78 | N/A | N/A | N/A | N/A |
| VR003209 | OP | -1.44 | 0.65 | N/A | N/A | N/A | N/A |
| VR045212 | OP | -1.69 | 0.81 | 0.55 | 0.44 | -0.98 | N/A |

Table 5.D.9 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| VH575342 | FT | -3.23 | 1.41 | N/A | N/A | N/A | N/A |
| VH575352 | FT | -2.76 | 0.79 | -0.46 | 0.46 | N/A | N/A |
| VH575358 | FT | -1.88 | 0.79 | 0.21 | 0.39 | -0.60 | N/A |
| VR057866 | FT | -2.87 | 0.41 | N/A | N/A | N/A | N/A |
| VR057872 | FT | -3.82 | 0.62 | N/A | N/A | N/A | N/A |
| VR057874 | FT | -1.54 | 0.66 | N/A | N/A | N/A | N/A |
| VR057887 | FT | -1.44 | 0.48 | N/A | N/A | N/A | N/A |
| VR057893 | FT | -1.77 | 0.36 | N/A | N/A | N/A | N/A |
| VR057896 | FT | -1.92 | 0.20 | N/A | N/A | N/A | N/A |
| VR057901 | FT | -2.05 | 0.70 | N/A | N/A | N/A | N/A |
| VR057947 | FT | -2.73 | 0.94 | N/A | N/A | N/A | N/A |
| VR059734 | FT | -1.68 | 0.54 | N/A | N/A | N/A | N/A |
| VR059743 | FT | -2.61 | 0.74 | N/A | N/A | N/A | N/A |
| VR059751 | FT | -2.57 | 0.60 | N/A | N/A | N/A | N/A |
| VR059888 | FT | -1.05 | 0.26 | N/A | N/A | N/A | N/A |
| VR059890 | FT | -1.28 | 0.63 | N/A | N/A | N/A | N/A |
| VR059894 | FT | -2.45 | 0.87 | N/A | N/A | N/A | N/A |
| VR071130 | FT | -1.53 | 0.82 | 0.57 | 0.34 | -0.91 | N/A |
| VR129545 | FT | -2.38 | 0.53 | N/A | N/A | N/A | N/A |
| VR129546 | FT | -1.63 | 0.41 | N/A | N/A | N/A | N/A |
| VR129547 | FT | -2.63 | 0.94 | N/A | N/A | N/A | N/A |
| VR129616 | FT | -1.79 | 0.80 | N/A | N/A | N/A | N/A |
| VR129617 | FT | -1.79 | 0.45 | N/A | N/A | N/A | N/A |
| VR129618 | FT | -2.30 | 0.72 | N/A | N/A | N/A | N/A |

Table 5.D. IRT Item Statistics for Written Language, Grade Two

| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| VH573930 | OP | -1.62 | 0.84 | 1.35 | -1.35 | N/A | N/A |
| VH573933 | OP | -1.71 | 0.55 | 0.44 | 0.24 | -0.68 | N/A |
| VH581433 | OP | -1.57 | 0.81 | 0.53 | 0.41 | -0.94 | N/A |
| VH581499 | OP | -1.46 | 1.06 | 1.18 | -1.18 | N/A | N/A |
| VH581501 | OP | -1.51 | 0.65 | 0.63 | 0.29 | -0.91 | N/A |
| VR000398 | OP | -1.60 | 0.53 | N/A | N/A | N/A | N/A |
| VR000399 | OP | -2.67 | 0.49 | N/A | N/A | N/A | N/A |
| VR000400 | OP | -3.09 | 0.67 | N/A | N/A | N/A | N/A |
| VR000411 | OP | -2.02 | 0.87 | N/A | N/A | N/A | N/A |
| VR000412 | OP | 0.56 | 0.22 | N/A | N/A | N/A | N/A |
| VR000413 | OP | -2.66 | 0.92 | N/A | N/A | N/A | N/A |
| VR000885 | OP | -2.38 | 1.13 | N/A | N/A | N/A | N/A |
| VR000886 | OP | -2.62 | 0.54 | N/A | N/A | N/A | N/A |
| VR000888 | OP | -2.97 | 1.25 | N/A | N/A | N/A | N/A |
| VR000890 | OP | -2.71 | 1.32 | N/A | N/A | N/A | N/A |
| VR002533 | OP | -2.23 | 0.71 | N/A | N/A | N/A | N/A |
| VR002534 | OP | -1.13 | 0.23 | N/A | N/A | N/A | N/A |
| VR002535 | OP | -1.81 | 0.75 | N/A | N/A | N/A | N/A |
| VR002536 | OP | -1.64 | 0.58 | N/A | N/A | N/A | N/A |
| VR002824 | OP | -2.30 | 1.20 | N/A | N/A | N/A | N/A |
| VR002825 | OP | -1.97 | 0.96 | N/A | N/A | N/A | N/A |
| VR002826 | OP | -2.09 | 1.32 | N/A | N/A | N/A | N/A |
| VR002827 | OP | -2.18 | 0.47 | N/A | N/A | N/A | N/A |
| VR003353 | OP | -2.11 | 0.76 | N/A | N/A | N/A | N/A |
| VR003354 | OP | -1.75 | 0.92 | N/A | N/A | N/A | N/A |
| VR003355 | OP | -2.07 | 0.86 | N/A | N/A | N/A | N/A |
| VR003356 | OP | -1.76 | 0.78 | N/A | N/A | N/A | N/A |
| VR044526 | OP | -0.87 | 0.63 | 1.09 | 1.13 | -0.52 | -1.71 |
| VR060237 | OP | -2.08 | 0.47 | N/A | N/A | N/A | N/A |
| VR060242 | OP | -1.57 | 0.68 | N/A | N/A | N/A | N/A |
| VR060248 | OP | -1.57 | 0.63 | N/A | N/A | N/A | N/A |
| VR060250 | OP | -1.69 | 0.84 | N/A | N/A | N/A | N/A |

Table 5.D.10 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| VH581436 | FT | -1.69 | 1.02 | 0.60 | 0.34 | -0.94 | N/A |
| VR002582 | FT | -1.45 | 0.65 | N/A | N/A | N/A | N/A |
| VR002583 | FT | -2.84 | 0.87 | N/A | N/A | N/A | N/A |
| VR002584 | FT | -1.92 | 1.33 | N/A | N/A | N/A | N/A |
| VR002585 | FT | -2.16 | 1.03 | N/A | N/A | N/A | N/A |
| VR045384 | FT | -1.14 | 0.83 | 1.06 | 0.83 | -0.39 | -1.49 |
| VR045388 | FT | -1.13 | 0.79 | 1.17 | 0.83 | -0.42 | -1.58 |
| VR060552 | FT | -1.55 | 0.52 | N/A | N/A | N/A | N/A |
| VR060558 | FT | -1.64 | 0.49 | N/A | N/A | N/A | N/A |
| VR060560 | FT | -2.35 | 0.98 | N/A | N/A | N/A | N/A |
| VR060567 | FT | -2.11 | 0.72 | N/A | N/A | N/A | N/A |
| VR060570 | FT | -1.66 | 0.31 | N/A | N/A | N/A | N/A |
| VR060573 | FT | -1.56 | 0.28 | N/A | N/A | N/A | N/A |
| VR062515 | FT | -1.60 | 0.45 | N/A | N/A | N/A | N/A |
| VR063115 | FT | -0.91 | 0.49 | N/A | N/A | N/A | N/A |
| VR063117 | FT | 2.01 | 0.22 | N/A | N/A | N/A | N/A |
| VR063122 | FT | -0.76 | 0.37 | N/A | N/A | N/A | N/A |
| VR063965 | FT | -1.01 | 0.52 | N/A | N/A | N/A | N/A |
| VR063976 | FT | -2.13 | 1.09 | N/A | N/A | N/A | N/A |
| VR063989 | FT | -1.82 | 0.90 | N/A | N/A | N/A | N/A |
| VR063998 | FT | -1.62 | 0.99 | N/A | N/A | N/A | N/A |
| VR127064 | FT | -1.94 | 0.97 | N/A | N/A | N/A | N/A |
| VR127065 | FT | -1.60 | 0.42 | N/A | N/A | N/A | N/A |
| VR127066 | FT | -1.15 | 0.32 | N/A | N/A | N/A | N/A |
| VR127067 | FT | 0.15 | 0.20 | N/A | N/A | N/A | N/A |

Table 5.D. IRT Item Statistics for Written Language, Grade Span Three Through Five

| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| VH985169 | OP | 1.81 | 0.30 | N/A | N/A | N/A | N/A |
| VH985171 | OP | 1.25 | 0.41 | N/A | N/A | N/A | N/A |
| VH985172 | OP | -0.13 | 0.36 | N/A | N/A | N/A | N/A |
| VH985173 | OP | 2.43 | 0.23 | N/A | N/A | N/A | N/A |
| VH985174 | OP | -0.34 | 0.48 | N/A | N/A | N/A | N/A |
| VH985175 | OP | 1.62 | 0.27 | N/A | N/A | N/A | N/A |
| VH991164 | OP | -0.12 | 0.54 | N/A | N/A | N/A | N/A |
| VH991165 | OP | -0.09 | 0.56 | N/A | N/A | N/A | N/A |
| VH991166 | OP | -0.92 | 0.68 | N/A | N/A | N/A | N/A |
| VH992102 | OP | -2.04 | 0.83 | N/A | N/A | N/A | N/A |
| VH992105 | OP | -2.12 | 1.20 | N/A | N/A | N/A | N/A |
| VH992295 | OP | 0.69 | 0.19 | N/A | N/A | N/A | N/A |
| VH992296 | OP | 0.01 | 0.43 | N/A | N/A | N/A | N/A |
| VH992299 | OP | 3.08 | 0.15 | N/A | N/A | N/A | N/A |
| VH992300 | OP | -0.30 | 0.83 | N/A | N/A | N/A | N/A |
| VH992301 | OP | -0.31 | 0.41 | N/A | N/A | N/A | N/A |
| VH992302 | OP | 2.29 | 0.17 | N/A | N/A | N/A | N/A |
| VR026361 | OP | -1.34 | 0.63 | 0.84 | -0.84 | N/A | N/A |
| VR026363 | OP | -1.40 | 0.63 | 0.66 | -0.66 | N/A | N/A |
| VR028314 | OP | 0.01 | 0.64 | 1.12 | 0.04 | -1.16 | N/A |
| VR028315 | OP | -0.12 | 0.67 | 1.13 | -1.13 | N/A | N/A |
| VR029495 | OP | -0.49 | 0.75 | 1.24 | 1.08 | -0.49 | -1.83 |
| VR029800 | OP | -0.17 | 0.82 | 1.48 | 1.00 | -0.65 | -1.82 |
| VR055139 | OP | 0.12 | 0.65 | N/A | N/A | N/A | N/A |
| VR055323 | OP | -0.58 | 0.47 | N/A | N/A | N/A | N/A |
| VR055339 | OP | 0.00 | 0.36 | N/A | N/A | N/A | N/A |
| VR055400 | OP | -1.08 | 0.81 | N/A | N/A | N/A | N/A |
| VR055433 | OP | -1.11 | 0.64 | N/A | N/A | N/A | N/A |
| VR055450 | OP | -0.38 | 0.61 | N/A | N/A | N/A | N/A |
| VR055483 | OP | -0.54 | 0.52 | N/A | N/A | N/A | N/A |
| VR055532 | OP | -0.06 | 0.48 | N/A | N/A | N/A | N/A |
| VR055540 | OP | -0.58 | 0.65 | N/A | N/A | N/A | N/A |

Table 5.D.11 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| VH988841 | FT | -0.80 | 0.45 | N/A | N/A | N/A | N/A |
| VH988842 | FT | -1.18 | 1.44 | N/A | N/A | N/A | N/A |
| VH988843 | FT | 0.22 | 0.32 | N/A | N/A | N/A | N/A |
| VH988844 | FT | 2.64 | 0.17 | N/A | N/A | N/A | N/A |
| VH988845 | FT | -1.03 | 0.94 | N/A | N/A | N/A | N/A |
| VH988846 | FT | -0.06 | 0.49 | N/A | N/A | N/A | N/A |
| VH988847 | FT | -1.00 | 0.95 | N/A | N/A | N/A | N/A |
| VH988848 | FT | 1.36 | 0.34 | N/A | N/A | N/A | N/A |
| VH991312 | FT | 0.68 | 0.24 | N/A | N/A | N/A | N/A |
| VH991313 | FT | 0.59 | 0.29 | N/A | N/A | N/A | N/A |
| VH991314 | FT | 1.63 | 0.21 | N/A | N/A | N/A | N/A |
| VH991315 | FT | 0.95 | 0.31 | N/A | N/A | N/A | N/A |
| VH991316 | FT | 0.67 | 0.53 | N/A | N/A | N/A | N/A |
| VH991317 | FT | 1.87 | 0.30 | N/A | N/A | N/A | N/A |
| VR029494 | FT | -0.49 | 0.87 | 1.26 | 1.04 | -0.47 | -1.83 |
| VR071954 | FT | -1.03 | 0.67 | 0.84 | -0.84 | N/A | N/A |
| VR071972 | FT | -0.29 | 0.63 | 1.31 | 0.06 | -1.37 | N/A |
| VR128230 | FT | 1.16 | 0.27 | N/A | N/A | N/A | N/A |
| VR128231 | FT | 0.15 | 0.25 | N/A | N/A | N/A | N/A |
| VR128232 | FT | 0.69 | 0.51 | N/A | N/A | N/A | N/A |
| VR128233 | FT | 1.81 | 0.40 | N/A | N/A | N/A | N/A |
| VR128234 | FT | 5.34 | 0.13 | N/A | N/A | N/A | N/A |
| VR128235 | FT | 0.92 | 0.37 | N/A | N/A | N/A | N/A |
| VR128236 | FT | 58.71 | 0.01 | N/A | N/A | N/A | N/A |
| VR128237 | FT | 0.86 | 0.20 | N/A | N/A | N/A | N/A |
| VR128975 | FT | 0.48 | 0.48 | N/A | N/A | N/A | N/A |
| VR128976 | FT | -0.46 | 0.60 | N/A | N/A | N/A | N/A |
| VR128977 | FT | 1.40 | 0.22 | N/A | N/A | N/A | N/A |
| VR128980 | FT | -0.79 | 0.80 | N/A | N/A | N/A | N/A |

**Note:** An asterisk (\*) in table 5.D.12 indicates where the value is less than 0.01 and rounds down to 0.00.

Table 5.D. IRT Item Statistics for Written Language, Grade Span Six Through Eight

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| VH990848 | OP | 1.51 | 0.39 | N/A | N/A | N/A | N/A |
| VH990849 | OP | 0.40 | 0.19 | N/A | N/A | N/A | N/A |
| VH990850 | OP | -0.89 | 0.25 | N/A | N/A | N/A | N/A |
| VH990947 | OP | 0.26 | 0.34 | N/A | N/A | N/A | N/A |
| VH990948 | OP | -0.19 | 0.50 | N/A | N/A | N/A | N/A |
| VH990950 | OP | 2.85 | 0.28 | N/A | N/A | N/A | N/A |
| VH991333 | OP | 1.94 | 0.19 | N/A | N/A | N/A | N/A |
| VH991334 | OP | 1.34 | 0.56 | N/A | N/A | N/A | N/A |
| VH991335 | OP | 0.53 | 0.42 | N/A | N/A | N/A | N/A |
| VH991336 | OP | 1.26 | 0.41 | N/A | N/A | N/A | N/A |
| VH991338 | OP | 0.77 | 0.31 | N/A | N/A | N/A | N/A |
| VH991339 | OP | 1.18 | 0.40 | N/A | N/A | N/A | N/A |
| VR026221 | OP | -1.54 | 0.48 | 0.71 | -0.71 | N/A | N/A |
| VR026223 | OP | -0.90 | 0.53 | 1.06 | -1.06 | N/A | N/A |
| VR028567 | OP | -0.27 | 0.61 | 1.07 | 0.42 | -1.49 | N/A |
| VR028568 | OP | -0.90 | 0.58 | 1.19 | -1.19 | N/A | N/A |
| VR029169 | OP | -0.21 | 0.59 | 0.84 | 1.33 | -0.18 | -1.98 |
| VR029526 | OP | 0.20 | 0.65 | 1.77 | 0.85 | -0.49 | -2.13 |
| VR051760 | OP | 0.34 | 0.59 | N/A | N/A | N/A | N/A |
| VR051761 | OP | 5.97 | 0.09 | N/A | N/A | N/A | N/A |
| VR051762 | OP | 0.68 | 0.39 | N/A | N/A | N/A | N/A |
| VR051763 | OP | -0.43 | 0.66 | N/A | N/A | N/A | N/A |
| VR051765 | OP | 0.16 | 0.51 | N/A | N/A | N/A | N/A |
| VR051766 | OP | 2.98 | 0.23 | N/A | N/A | N/A | N/A |
| VR051767 | OP | 1.61 | 0.21 | N/A | N/A | N/A | N/A |
| VR051768 | OP | -0.34 | 0.42 | N/A | N/A | N/A | N/A |
| VR104615 | OP | -0.58 | 0.57 | N/A | N/A | N/A | N/A |
| VR104616 | OP | 0.67 | 0.43 | N/A | N/A | N/A | N/A |
| VR104617 | OP | -0.07 | 1.16 | N/A | N/A | N/A | N/A |
| VR104618 | OP | 0.48 | 0.54 | N/A | N/A | N/A | N/A |
| VR104620 | OP | 0.02 | 0.47 | N/A | N/A | N/A | N/A |
| VR104621 | OP | 0.10 | 0.47 | N/A | N/A | N/A | N/A |

Table 5.D.12 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| VR064101 | FT | 0.91 | 0.57 | N/A | N/A | N/A | N/A |
| VR064339 | FT | 0.86 | 0.30 | N/A | N/A | N/A | N/A |
| VR064341 | FT | 0.08 | 0.59 | N/A | N/A | N/A | N/A |
| VR064346 | FT | 1.14 | 0.40 | N/A | N/A | N/A | N/A |
| VR064351 | FT | 4.29 | 0.16 | N/A | N/A | N/A | N/A |
| VR064375 | FT | 4.27 | 0.14 | N/A | N/A | N/A | N/A |
| VR064421 | FT | 11.09 | 0.04 | N/A | N/A | N/A | N/A |
| VR064440 | FT | 0.83 | 0.29 | N/A | N/A | N/A | N/A |
| VR066640 | FT | -0.09 | 0.39 | N/A | N/A | N/A | N/A |
| VR066898 | FT | -0.01 | 0.53 | N/A | N/A | N/A | N/A |
| VR067119 | FT | -0.07 | 0.43 | N/A | N/A | N/A | N/A |
| VR067121 | FT | 0.13 | 0.48 | N/A | N/A | N/A | N/A |
| VR067271 | FT | 0.17 | 0.72 | N/A | N/A | N/A | N/A |
| VR067274 | FT | 0.15 | 0.51 | N/A | N/A | N/A | N/A |
| VR067352 | FT | 0.38 | 0.71 | N/A | N/A | N/A | N/A |
| VR067357 | FT | 97.94 | \*0.00 | N/A | N/A | N/A | N/A |
| VR067381 | FT | -0.55 | 0.72 | N/A | N/A | N/A | N/A |
| VR067387 | FT | 0.58 | 0.48 | N/A | N/A | N/A | N/A |
| VR067393 | FT | -0.07 | 0.69 | N/A | N/A | N/A | N/A |
| VR067403 | FT | 3.17 | 0.11 | N/A | N/A | N/A | N/A |
| VR067409 | FT | -0.14 | 0.23 | N/A | N/A | N/A | N/A |
| VR067414 | FT | 0.19 | 0.50 | N/A | N/A | N/A | N/A |
| VR067418 | FT | 7.04 | 0.09 | N/A | N/A | N/A | N/A |
| VR072511 | FT | 0.02 | 0.63 | 0.87 | 1.16 | -0.11 | -1.92 |
| VR128686 | FT | 0.54 | 0.60 | 1.56 | -0.08 | -1.48 | N/A |
| VR195084 | FT | -0.30 | 0.45 | N/A | N/A | N/A | N/A |
| VR195095 | FT | -1.21 | 0.46 | N/A | N/A | N/A | N/A |
| VR195103 | FT | 0.01 | 0.50 | N/A | N/A | N/A | N/A |
| VR195112 | FT | 0.80 | 0.40 | N/A | N/A | N/A | N/A |

Table 5.D. IRT Item Statistics for Written Language, Grade Span Nine and Ten

| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| VH985069 | OP | 0.38 | 0.49 | N/A | N/A | N/A | N/A |
| VH985070 | OP | 0.72 | 0.32 | N/A | N/A | N/A | N/A |
| VH985071 | OP | 1.96 | 0.43 | N/A | N/A | N/A | N/A |
| VH985072 | OP | 1.25 | 0.31 | N/A | N/A | N/A | N/A |
| VH985073 | OP | 1.45 | 0.43 | N/A | N/A | N/A | N/A |
| VH985074 | OP | 4.15 | 0.15 | N/A | N/A | N/A | N/A |
| VH985076 | OP | -0.37 | 0.35 | N/A | N/A | N/A | N/A |
| VH985077 | OP | 0.73 | 0.31 | N/A | N/A | N/A | N/A |
| VH990597 | OP | -0.65 | 0.51 | N/A | N/A | N/A | N/A |
| VH990599 | OP | 0.67 | 0.55 | N/A | N/A | N/A | N/A |
| VH990600 | OP | -0.06 | 0.20 | N/A | N/A | N/A | N/A |
| VH991456 | OP | -0.58 | 0.44 | N/A | N/A | N/A | N/A |
| VH991457 | OP | 3.02 | 0.16 | N/A | N/A | N/A | N/A |
| VH991458 | OP | 1.19 | 0.39 | N/A | N/A | N/A | N/A |
| VH991765 | OP | 0.59 | 0.22 | N/A | N/A | N/A | N/A |
| VH991766 | OP | 0.05 | 0.36 | N/A | N/A | N/A | N/A |
| VH991767 | OP | 0.79 | 0.38 | N/A | N/A | N/A | N/A |
| VH991768 | OP | 0.41 | 0.64 | N/A | N/A | N/A | N/A |
| VH991771 | OP | 1.28 | 0.44 | N/A | N/A | N/A | N/A |
| VH991772 | OP | 1.72 | 0.25 | N/A | N/A | N/A | N/A |
| VR023983 | OP | -0.79 | 0.45 | 1.41 | -1.41 | N/A | N/A |
| VR023986 | OP | -1.46 | 0.40 | 1.40 | -1.40 | N/A | N/A |
| VR028617 | OP | 0.41 | 0.55 | 1.55 | -0.14 | -1.41 | N/A |
| VR028618 | OP | -0.07 | 0.49 | 1.57 | -1.57 | N/A | N/A |
| VR029230 | OP | -0.09 | 0.51 | 0.83 | 1.54 | -0.11 | -2.25 |
| VR029711 | OP | 0.40 | 0.60 | 1.28 | 1.07 | -0.20 | -2.14 |
| VR067969 | OP | 0.70 | 0.62 | N/A | N/A | N/A | N/A |
| VR067972 | OP | 0.38 | 0.52 | N/A | N/A | N/A | N/A |
| VR067974 | OP | 1.42 | 0.32 | N/A | N/A | N/A | N/A |
| VR067979 | OP | 2.21 | 0.19 | N/A | N/A | N/A | N/A |
| VR067982 | OP | 0.19 | 0.52 | N/A | N/A | N/A | N/A |
| VR068215 | OP | 1.72 | 0.29 | N/A | N/A | N/A | N/A |

Table 5.D.13 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| VH985075 | FT | 1.25 | 0.18 | N/A | N/A | N/A | N/A |
| VR072903 | FT | 0.23 | 0.58 | 0.93 | 1.45 | -0.19 | -2.19 |
| VR129251 | FT | 0.14 | 0.68 | 1.28 | 0.39 | -1.67 | N/A |
| VR129252 | FT | -0.19 | 0.53 | 1.69 | -1.69 | N/A | N/A |
| VR135910 | FT | 1.60 | 0.31 | N/A | N/A | N/A | N/A |
| VR135911 | FT | 0.99 | 0.51 | N/A | N/A | N/A | N/A |
| VR135913 | FT | -0.01 | 0.49 | N/A | N/A | N/A | N/A |
| VR135914 | FT | 1.58 | 0.27 | N/A | N/A | N/A | N/A |
| VR136408 | FT | 2.02 | 0.29 | N/A | N/A | N/A | N/A |
| VR136409 | FT | 2.05 | 0.27 | N/A | N/A | N/A | N/A |
| VR136410 | FT | 4.54 | 0.20 | N/A | N/A | N/A | N/A |
| VR136411 | FT | 1.73 | 0.20 | N/A | N/A | N/A | N/A |
| VR136412 | FT | 0.68 | 0.46 | N/A | N/A | N/A | N/A |
| VR141581 | FT | 2.65 | 0.48 | N/A | N/A | N/A | N/A |
| VR141582 | FT | 2.28 | 0.26 | N/A | N/A | N/A | N/A |
| VR141583 | FT | 0.78 | 0.43 | N/A | N/A | N/A | N/A |
| VR141584 | FT | 0.66 | 0.44 | N/A | N/A | N/A | N/A |
| VR141586 | FT | 0.16 | 0.49 | N/A | N/A | N/A | N/A |
| VR141587 | FT | 0.77 | 0.35 | N/A | N/A | N/A | N/A |
| VR141588 | FT | 0.61 | 0.62 | N/A | N/A | N/A | N/A |
| VR141589 | FT | 4.61 | 0.10 | N/A | N/A | N/A | N/A |
| VR142164 | FT | 1.71 | 0.25 | N/A | N/A | N/A | N/A |
| VR142165 | FT | 0.93 | 0.42 | N/A | N/A | N/A | N/A |
| VR142166 | FT | 0.75 | 0.60 | N/A | N/A | N/A | N/A |
| VR142168 | FT | 1.48 | 0.53 | N/A | N/A | N/A | N/A |
| VR142169 | FT | 0.38 | 0.29 | N/A | N/A | N/A | N/A |
| VR142170 | FT | 1.94 | 0.21 | N/A | N/A | N/A | N/A |
| VR142171 | FT | 3.13 | 0.20 | N/A | N/A | N/A | N/A |
| VR142514 | FT | 0.71 | 0.48 | N/A | N/A | N/A | N/A |

Table 5.D. IRT Item Statistics for Written Language, Grade Span Eleven and Twelve

| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| VH985220 | OP | 1.18 | 0.66 | N/A | N/A | N/A | N/A |
| VH985221 | OP | 0.64 | 0.54 | N/A | N/A | N/A | N/A |
| VH985222 | OP | 1.16 | 0.39 | N/A | N/A | N/A | N/A |
| VH985223 | OP | 1.44 | 0.60 | N/A | N/A | N/A | N/A |
| VH985225 | OP | -0.20 | 0.58 | N/A | N/A | N/A | N/A |
| VH985226 | OP | -0.44 | 0.54 | N/A | N/A | N/A | N/A |
| VH985227 | OP | 3.70 | 0.20 | N/A | N/A | N/A | N/A |
| VH985228 | OP | -0.01 | 0.68 | N/A | N/A | N/A | N/A |
| VH990662 | OP | -1.16 | 0.52 | N/A | N/A | N/A | N/A |
| VH990663 | OP | 1.58 | 0.37 | N/A | N/A | N/A | N/A |
| VH990664 | OP | -0.52 | 0.79 | N/A | N/A | N/A | N/A |
| VH992264 | OP | 3.21 | 0.29 | N/A | N/A | N/A | N/A |
| VH992266 | OP | 0.66 | 0.53 | N/A | N/A | N/A | N/A |
| VH992267 | OP | 0.69 | 0.51 | N/A | N/A | N/A | N/A |
| VH992268 | OP | 3.36 | 0.15 | N/A | N/A | N/A | N/A |
| VH992269 | OP | 0.62 | 0.63 | N/A | N/A | N/A | N/A |
| VH992270 | OP | 0.36 | 0.38 | N/A | N/A | N/A | N/A |
| VR025976 | OP | -0.68 | 0.47 | 1.43 | -1.43 | N/A | N/A |
| VR025979 | OP | -1.51 | 0.40 | 1.73 | -1.73 | N/A | N/A |
| VR029246 | OP | -0.16 | 0.47 | 0.69 | 1.55 | -0.10 | -2.14 |
| VR029667 | OP | 0.56 | 0.53 | 1.70 | 1.23 | -0.44 | -2.50 |
| VR067820 | OP | 0.57 | 0.37 | N/A | N/A | N/A | N/A |
| VR067823 | OP | 0.18 | 0.58 | N/A | N/A | N/A | N/A |
| VR067825 | OP | 0.35 | 0.56 | N/A | N/A | N/A | N/A |
| VR067835 | OP | 2.47 | 0.24 | N/A | N/A | N/A | N/A |
| VR067847 | OP | 2.63 | 0.43 | N/A | N/A | N/A | N/A |
| VR067852 | OP | 0.91 | 0.51 | N/A | N/A | N/A | N/A |
| VR069262 | OP | 7.97 | 0.08 | N/A | N/A | N/A | N/A |
| VR069265 | OP | 1.84 | 0.39 | N/A | N/A | N/A | N/A |
| VR069280 | OP | 1.40 | 0.53 | N/A | N/A | N/A | N/A |
| VR072917 | OP | -0.16 | 0.56 | 1.05 | 0.82 | -1.87 | N/A |
| VR072918 | OP | -1.00 | 0.63 | 0.61 | -0.61 | N/A | N/A |

Table 5.D.14 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item ID | Item Type | Item Difficulty b | Item Discrimination a | D1 | D2 | D3 | D4 |
| VH991204 | FT | 1.33 | 0.24 | N/A | N/A | N/A | N/A |
| VH991205 | FT | 2.39 | 0.16 | N/A | N/A | N/A | N/A |
| VH991206 | FT | -0.09 | 0.99 | N/A | N/A | N/A | N/A |
| VH991207 | FT | -0.20 | 0.72 | N/A | N/A | N/A | N/A |
| VR029240 | FT | 0.27 | 0.59 | 1.00 | 1.28 | -0.23 | -2.04 |
| VR129361 | FT | -0.38 | 0.57 | 0.89 | -0.89 | N/A | N/A |
| VR129362 | FT | 0.18 | 0.62 | 1.78 | 0.11 | -1.89 | N/A |
| VR134735 | FT | 2.24 | 0.45 | N/A | N/A | N/A | N/A |
| VR134736 | FT | 2.10 | 0.29 | N/A | N/A | N/A | N/A |
| VR134737 | FT | 0.39 | 0.34 | N/A | N/A | N/A | N/A |
| VR134738 | FT | 0.32 | 0.55 | N/A | N/A | N/A | N/A |
| VR134739 | FT | 4.31 | 0.12 | N/A | N/A | N/A | N/A |
| VR134741 | FT | 2.60 | 0.34 | N/A | N/A | N/A | N/A |
| VR142566 | FT | 0.42 | 0.40 | N/A | N/A | N/A | N/A |
| VR142567 | FT | 1.23 | 0.34 | N/A | N/A | N/A | N/A |
| VR142568 | FT | -0.51 | 0.69 | N/A | N/A | N/A | N/A |
| VR142569 | FT | 1.30 | 0.69 | N/A | N/A | N/A | N/A |
| VR142571 | FT | 5.17 | 0.12 | N/A | N/A | N/A | N/A |
| VR142572 | FT | 1.59 | 0.36 | N/A | N/A | N/A | N/A |
| VR142573 | FT | 0.19 | 1.22 | N/A | N/A | N/A | N/A |
| VR158023 | FT | 2.99 | 0.22 | N/A | N/A | N/A | N/A |
| VR158024 | FT | -0.57 | 0.64 | N/A | N/A | N/A | N/A |
| VR158025 | FT | 3.19 | 0.16 | N/A | N/A | N/A | N/A |
| VR158026 | FT | 4.58 | 0.09 | N/A | N/A | N/A | N/A |

Table 5.D. Distribution of *a*-values for Oral Language Composites

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| IRT *a*-value | Kindergarten Listening | Kindergarten Speaking | Grade 1 Listening | Grade 1 Speaking | Grade 2 Listening | Grade 2 Speaking | Grade Span 3–5 Listening | Grade Span 3–5 Speaking | Grade Span 6–8 Listening | Grade Span 6–8 Speaking | Grade Span 9–10 Listening | Grade Span 9–10 Speaking | Grade Span 11–12 Listening | Grade Span 11–12 Speaking |
| 0.0–< 0.2 | 0 | 0 | 1 | 0 | 2 | 0 | 3 | 0 | 5 | 0 | 6 | 0 | 7 | 0 |
| 0.2–< 0.4 | 6 | 0 | 5 | 0 | 2 | 0 | 11 | 0 | 14 | 0 | 15 | 0 | 14 | 0 |
| 0.4–< 0.6 | 6 | 0 | 5 | 0 | 11 | 3 | 8 | 4 | 3 | 3 | 1 | 6 | 1 | 4 |
| 0.6–< 0.8 | 7 | 1 | 5 | 1 | 5 | 2 | 0 | 1 | 0 | 7 | 0 | 5 | 0 | 6 |
| 0.8–< 1.0 | 1 | 3 | 6 | 4 | 2 | 6 | 0 | 5 | 0 | 1 | 0 | 1 | 0 | 1 |
| 1.0–< 1.2 | 0 | 4 | 0 | 3 | 0 | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 1 |
| 1.2–< 1.4 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1.4–< 1.6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1.6–< 1.8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1.8–< 2.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2.0–< + | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Table 5.D. Distribution of *b*–values for Oral Language Composites

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| IRT *b*-value | Kindergarten Listening | Kindergarten Speaking | Grade 1 Listening | Grade 1 Speaking | Grade 2 Listening | Grade 2 Speaking | Grade Span 3–5 Listening | Grade Span 3–5 Speaking | Grade Span 6–8 Listening | Grade Span 6–8 Speaking | Grade Span 9–10 Listening | Grade Span 9–10 Speaking | Grade Span 11–12 Listening | Grade Span 11–12 Speaking |
| < -6.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -6.0–< -5.8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -5.8–< -5.6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -5.6–< -5.4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -5.4–< -5.2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| -5.2–< -5.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -5.0–< -4.8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -4.8–< -4.6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| -4.6–< -4.4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -4.4–< -4.2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| -4.2–< -4.0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -4.0–< -3.8 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -3.8–< -3.6 | 3 | 0 | 3 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| -3.6–< -3.4 | 3 | 1 | 3 | 1 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -3.4–< -3.2 | 2 | 2 | 1 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -3.2–< -3.0 | 0 | 1 | 1 | 2 | 1 | 0 | 1 | 0 | 2 | 1 | 1 | 1 | 0 | 1 |
| -3.0–< -2.8 | 2 | 2 | 1 | 1 | 1 | 2 | 2 | 0 | 2 | 0 | 1 | 0 | 0 | 1 |
| -2.8–< -2.6 | 1 | 0 | 1 | 2 | 1 | 0 | 1 | 2 | 2 | 2 | 0 | 1 | 1 | 0 |
| -2.6–< -2.4 | 0 | 0 | 2 | 0 | 3 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 |
| -2.4–< -2.2 | 1 | 0 | 3 | 0 | 3 | 0 | 2 | 1 | 2 | 2 | 0 | 2 | 0 | 1 |
| -2.2–< -2.0 | 1 | 1 | 3 | 0 | 1 | 1 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 |
| -2.0–< -1.8 | 1 | 2 | 0 | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 2 | 0 | 2 | 0 |
| -1.8–< -1.6 | 1 | 0 | 1 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 0 | 1 |
| -1.6–< -1.4 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 1 | 2 | 0 | 1 | 1 | 0 | 0 |
| -1.4–< -1.2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 3 | 0 | 1 |
| -1.2–< -1.0 | 0 | 0 | 1 | 0 | 1 | 2 | 2 | 0 | 0 | 2 | 1 | 1 | 2 | 3 |
| -1.0–< -0.8 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 2 | 2 | 1 | 0 | 2 | 0 |
| -0.8–< -0.6 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 |
| -0.6–< -0.4 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 3 | 0 | 0 | 1 | 3 | 2 |
| -0.4–< -0.2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 |

Table 5.D.16 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| IRT *b*-value | Kindergarten Listening | Kindergarten Speaking | Grade 1 Listening | Grade 1 Speaking | Grade 2 Listening | Grade 2 Speaking | Grade Span 3–5 Listening | Grade Span 3–5 Speaking | Grade Span 6–8 Listening | Grade Span 6–8 Speaking | Grade Span 9–10 Listening | Grade Span 9–10 Speaking | Grade Span 11–12 Listening | Grade Span 11–12 Speaking |
| -0.2–< 0.0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 1 | 0 |
| 0.0–< 0.2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| 0.2–< 0.4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 |
| 0.4–< 0.6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| 0.6–< 0.8 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 0.8–< 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| 1.0–< 1.2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| 1.2–< 1.4 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| 1.4–< 1.6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 1.6–< 1.8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1.8–< 2.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2.0–< 2.2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2.2–< 2.4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2.4–< 2.6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2.6–< 2.8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2.8–< 3.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3.0–< 4.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4.0–< 5.0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 5.0–< 6.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6.0–< + | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |

Table 5.D. Distribution of *a*-values for Written Language Composites

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| IRT *a*-value | Kindergarten Reading | Kindergarten Writing | Grade 1 Reading | Grade 1 Writing | Grade 2 Reading | Grade 2 S Writing | Grade Span 3–5 Reading | Grade Span 3–5 Writing | Grade Span 6–8 Reading | Grade Span 6–8 Writing | Grade Span 9–10 Reading | Grade Span 9–10 Writing | Grade Span 11–12 Reading | Grade Span 11–12 Writing |
| 0.0–< 0.2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 4 | 0 | 3 | 0 |
| 0.2–< 0.4 | 4 | 0 | 0 | 0 | 2 | 0 | 5 | 0 | 8 | 0 | 11 | 0 | 7 | 1 |
| 0.4–< 0.6 | 8 | 0 | 5 | 1 | 6 | 1 | 9 | 0 | 13 | 4 | 9 | 6 | 11 | 4 |
| 0.6–< 0.8 | 0 | 0 | 10 | 2 | 7 | 2 | 5 | 5 | 1 | 2 | 2 | 0 | 5 | 1 |
| 0.8–< 1.0 | 0 | 0 | 3 | 3 | 6 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1.0–< 1.2 | 0 | 1 | 3 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| 1.2–< 1.4 | 0 | 2 | 0 | 0 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1.4–< 1.6 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1.6–< 1.8 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1.8–< 2.0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2.0–< + | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Table 5.D. Distribution of *b*-values for Written Language Composites

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| IRT *b*-value | Kindergarten Reading | Kindergarten Writing | Grade 1 Reading | Grade 1 Writing | Grade 2 Reading | Grade 2 S Writing | Grade Span 3–5 Reading | Grade Span 3–5 Writing | Grade Span 6–8 Reading | Grade Span 6–8 Writing | Grade Span 9–10 Reading | Grade Span 9–10 Writing | Grade Span 11–12 Reading | Grade Span 11–12 Writing |
| < -6.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -6.0–< -5.8 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -5.8–< -5.6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -5.6–< -5.4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -5.4–< -5.2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -5.2–< -5.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -5.0–< -4.8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -4.8–< -4.6 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -4.6–< -4.4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -4.4–< -4.2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -4.2–< -4.0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -4.0–< -3.8 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -3.8–< -3.6 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -3.6–< -3.4 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -3.4–< -3.2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -3.2–< -3.0 | 0 | 0 | 5 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -3.0–< -2.8 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -2.8–< -2.6 | 1 | 0 | 2 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -2.6–< -2.4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -2.4–< -2.2 | 0 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -2.2–< -2.0 | 0 | 0 | 1 | 1 | 6 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -2.0–< -1.8 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -1.8–< -1.6 | 0 | 0 | 2 | 2 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| -1.6–< -1.4 | 0 | 0 | 1 | 0 | 2 | 3 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| -1.4–< -1.2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| -1.2–< -1.0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| -1.0–< -0.8 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 1 |
| -0.8–< -0.6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 |
| -0.6–< -0.4 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 2 | 0 | 1 | 0 | 2 | 0 |
| -0.4–< -0.2 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 1 | 2 | 1 | 0 | 0 | 0 |
| -0.2–< 0.0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 2 | 0 | 1 | 2 | 2 | 2 |

Table 5.D.18 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| IRT *b*-value | Kindergarten Reading | Kindergarten Writing | Grade 1 Reading | Grade 1 Writing | Grade 2 Reading | Grade 2 S Writing | Grade Span 3–5 Reading | Grade Span 3–5 Writing | Grade Span 6–8 Reading | Grade Span 6–8 Writing | Grade Span 9–10 Reading | Grade Span 9–10 Writing | Grade Span 11–12 Reading | Grade Span 11–12 Writing |
| 0.0–< 0.2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 | 1 | 2 | 0 | 1 | 0 |
| 0.2–< 0.4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 1 | 2 | 0 |
| 0.4–< 0.6 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 2 | 1 | 1 | 1 |
| 0.6–< 0.8 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 0 | 5 | 0 | 4 | 0 |
| 0.8–< 1.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| 1.0–< 1.2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 | 0 |
| 1.2–< 1.4 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 2 | 0 | 0 | 0 |
| 1.4–< 1.6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 3 | 0 |
| 1.6–< 1.8 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 0 | 0 |
| 1.8–< 2.0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| 2.0–< 2.2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2.2–< 2.4 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 2.4–< 2.6 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| 2.6–< 2.8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| 2.8–< 3.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| 3.0–< 4.0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 3 | 0 |
| 4.0–< 5.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 5.0–< 6.0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| 6.0–< + | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |

**Note:** In table 5.D.19 and table 5.D.20, “N/A” indicates that the scaled scores were beyond the maximum scaled scores of the grade level or grade span.

Table 5.D. Oral Language Composite Test Characteristic Curves Data for Figure 5.1

| Scale | K | G 1 | G 2 | G 3–5 | G 6–8 | G 9–10 | G 11–12 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1150 | 0.3 | 1.0 | 0.6 | 1.5 | 2.7 | 3.8 | 2.1 |
| 1175 | 0.5 | 1.3 | 0.8 | 1.9 | 3.3 | 4.6 | 2.6 |
| 1200 | 0.8 | 1.6 | 1.2 | 2.5 | 4.1 | 5.5 | 3.2 |
| 1225 | 1.4 | 2.2 | 1.7 | 3.3 | 5.0 | 6.6 | 3.9 |
| 1250 | 2.4 | 2.9 | 2.6 | 4.3 | 6.3 | 8.0 | 4.9 |
| 1275 | 4.3 | 4.2 | 4.1 | 5.8 | 7.9 | 9.8 | 6.2 |
| 1300 | 7.9 | 6.6 | 6.7 | 8.0 | 10.1 | 12.0 | 8.0 |
| 1325 | 14.3 | 11.2 | 11.2 | 11.2 | 13.2 | 15.0 | 10.7 |
| 1350 | 24.5 | 19.4 | 18.8 | 16.0 | 17.6 | 19.0 | 14.7 |
| 1375 | 38.1 | 32.1 | 30.4 | 23.7 | 23.9 | 24.4 | 20.4 |
| 1400 | 53.6 | 47.9 | 45.2 | 35.2 | 32.6 | 31.7 | 28.1 |
| 1425 | 68.0 | 63.0 | 59.6 | 48.1 | 43.4 | 40.8 | 37.3 |
| 1450 | 78.5 | 73.9 | 70.8 | 59.3 | 54.5 | 50.9 | 47.1 |
| 1475 | 85.8 | 81.8 | 79.0 | 68.6 | 64.4 | 60.5 | 56.4 |
| 1500 | 90.9 | 87.7 | 85.2 | 76.4 | 72.6 | 68.6 | 64.9 |
| 1525 | 94.2 | 92.1 | 89.8 | 82.7 | 79.2 | 75.0 | 72.2 |
| 1550 | 96.2 | 95.1 | 93.2 | 87.4 | 84.3 | 80.1 | 78.2 |
| 1575 | 97.4 | 97.0 | 95.5 | 90.8 | 88.1 | 84.0 | 83.0 |
| 1600 | 98.2 | 98.1 | 96.9 | 93.2 | 90.9 | 87.1 | 86.8 |
| 1625 | 98.7 | 98.7 | 97.7 | 94.7 | 92.8 | 89.4 | 89.7 |
| 1650 | 99.1 | 99.1 | 98.1 | 95.8 | 94.2 | 91.2 | 91.9 |
| 1675 | 99.3 | 99.3 | 98.4 | 96.5 | 95.2 | 92.4 | 93.6 |
| 1700 | 99.5 | 99.5 | 98.6 | 97.1 | 96.0 | 93.4 | 94.8 |
| 1725 | N/A | N/A | N/A | 97.6 | 96.6 | 94.1 | 95.8 |
| 1750 | N/A | N/A | N/A | 98.0 | 97.0 | 94.7 | 96.5 |
| 1775 | N/A | N/A | N/A | 98.3 | 97.4 | 95.2 | 97.1 |
| 1800 | N/A | N/A | N/A | 98.6 | 97.8 | 95.6 | 97.6 |
| 1825 | N/A | N/A | N/A | N/A | 98.1 | 96.0 | 98.0 |
| 1850 | N/A | N/A | N/A | N/A | 98.3 | 96.3 | 98.3 |
| 1875 | N/A | N/A | N/A | N/A | 98.5 | 96.6 | 98.6 |
| 1900 | N/A | N/A | N/A | N/A | 98.7 | 96.8 | 98.8 |
| 1925 | N/A | N/A | N/A | N/A | N/A | 97.0 | 99.0 |
| 1950 | N/A | N/A | N/A | N/A | N/A | 97.2 | 99.2 |

Table 5.D. Written Language Composite Test Characteristic Curves Data for Figure 5.2

| Scale | K | G 1 | G 2 | G 3–5 | G 6–8 | G 9–10 | G 11–12 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1150 | 1.0 | 0.0 | 0.3 | 0.4 | 0.6 | 1.0 | 0.4 |
| 1175 | 1.6 | 0.0 | 0.4 | 0.5 | 0.8 | 1.1 | 0.5 |
| 1200 | 2.5 | 0.1 | 0.5 | 0.6 | 1.0 | 1.3 | 0.6 |
| 1225 | 4.1 | 0.2 | 0.7 | 0.8 | 1.2 | 1.5 | 0.8 |
| 1250 | 6.6 | 0.4 | 1.0 | 1.0 | 1.5 | 1.9 | 1.0 |
| 1275 | 11.0 | 0.8 | 1.5 | 1.3 | 1.9 | 2.3 | 1.4 |
| 1300 | 18.3 | 1.8 | 2.4 | 1.8 | 2.5 | 3.0 | 1.9 |
| 1325 | 28.5 | 4.2 | 4.0 | 2.6 | 3.4 | 4.0 | 2.6 |
| 1350 | 42.2 | 9.3 | 7.2 | 4.0 | 4.8 | 5.5 | 3.8 |
| 1375 | 62.4 | 19.2 | 13.6 | 6.3 | 6.8 | 7.6 | 5.6 |
| 1400 | 80.0 | 34.8 | 25.0 | 10.5 | 10.1 | 10.7 | 8.5 |
| 1425 | 89.8 | 53.3 | 41.8 | 17.5 | 15.2 | 15.3 | 13.0 |
| 1450 | 94.3 | 70.4 | 59.4 | 27.6 | 22.8 | 21.6 | 19.8 |
| 1475 | 96.5 | 83.2 | 73.5 | 39.5 | 32.7 | 30.0 | 28.9 |
| 1500 | 97.8 | 91.2 | 83.6 | 51.8 | 43.7 | 39.6 | 39.5 |
| 1525 | 98.6 | 95.6 | 90.2 | 63.4 | 54.7 | 49.6 | 50.3 |
| 1550 | 99.1 | 97.9 | 94.1 | 73.3 | 64.8 | 59.4 | 60.4 |
| 1575 | 99.4 | 99.0 | 96.2 | 80.9 | 73.2 | 68.3 | 69.4 |
| 1600 | 99.6 | 99.5 | 97.4 | 86.3 | 79.9 | 75.9 | 76.9 |
| 1625 | 99.7 | 99.8 | 98.1 | 89.9 | 84.9 | 81.9 | 82.6 |
| 1650 | 99.8 | 99.9 | 98.6 | 92.2 | 88.4 | 86.5 | 86.8 |
| 1675 | 99.9 | 99.9 | 98.8 | 93.9 | 90.9 | 90.0 | 89.8 |
| 1700 | 99.9 | 100.0 | 99.1 | 95.1 | 92.8 | 92.5 | 92.0 |
| 1725 | N/A | N/A | N/A | 96.0 | 94.2 | 94.4 | 93.5 |
| 1750 | N/A | N/A | N/A | 96.7 | 95.2 | 95.7 | 94.6 |
| 1775 | N/A | N/A | N/A | 97.3 | 96.0 | 96.7 | 95.4 |
| 1800 | N/A | N/A | N/A | 97.8 | 96.7 | 97.5 | 96.1 |
| 1825 | N/A | N/A | N/A | N/A | 97.2 | 98.0 | 96.6 |
| 1850 | N/A | N/A | N/A | N/A | 97.7 | 98.4 | 97.1 |
| 1875 | N/A | N/A | N/A | N/A | 98.0 | 98.7 | 97.5 |
| 1900 | N/A | N/A | N/A | N/A | 98.3 | 99.0 | 97.8 |
| 1925 | N/A | N/A | N/A | N/A | N/A | 99.2 | 98.0 |
| 1950 | N/A | N/A | N/A | N/A | N/A | 99.3 | 98.3 |

## Reliability and Validity

This chapter provides reliability and validity evidence to support the interpretation of the administration of the 2020–2021 Summative English Language Proficiency Assessments for California (ELPAC) analyses and resulting scores.

### Reliability Analyses

The reliability for a particular group of students’ test scores estimates the extent to which the scores would remain consistent if those same students were retested with a parallel version of the same test. If the test includes constructed-response items, reliability extends to an evaluation of the extent to which the students’ scores would remain consistent if both the items and the scorers were changed.

#### Internal Consistency Reliability

The reliability coefficient cannot, in fact, be computed directly unless the student actually takes two parallel versions of the same test. However, with some reasonable assumptions, reliability can be estimated from the students’ responses to a single version of the test.

Like other statistics, the reliability coefficient can vary substantially from one group of students to another. It tends to be larger in groups that are more diverse in the ability measured by the test and smaller in groups that are more homogeneous in the ability measured.

The Summative ELPAC test reliabilities were evaluated for each domain and the composite scores using the coefficient alpha (Cronbach, 1951) index of internal consistency, which is calculated as presented in equation 6.1. *Refer to the* [*Alternative Text for Equation 6.1*](#_Alternative_Text_for_3) *for a description of this equation.*

 (6.1)

where,

*k* is the number of items on test form,

is the estimated variance of item *i*, and

is the estimated total test variance.

The reliability of the overall score was estimated by substituting samples estimates into the following definitional formula for composite reliability (Feldt & Brennan, 1989), equation 6.2. *Refer to the* [*Alternative Text for Equation 6.2*](#_Alternative_Text_for_13) *for a description of this equation.*

 (6.2)

where,

 is the weight of the *j*th component in forming the composite score,

 is the variance of scores on the *j*th component,

 is the reliability of scores on the *j*th component, and

 is the variance of the composite score.

#### Overall Reliability Estimates

The results of the reliability analyses for the overall Summative ELPAC scores, for all students within each grade level, are presented in the last column of table 6.B.1, in [appendix 6.B](#_Appendix_6.B:_Reliability_1). Corresponding results, aggregated by student groups of interest, are presented in the last column of table 6.B.2 through table 6.B.14. The results shown in table 6.B.1 indicate that the reliability estimates for all summative test total scores across grade levels are within acceptable ranges, from 0.90 to 0.93. Reliability estimates for all the 13 tests were 0.90 or higher.

When the analysis was conducted by student groups within each grade level, the lowest reliability estimate observed was 0.87 for American Indian and Alaska Native students in grade nine (table 6.B.11). It should be noted that only 145 students comprised this category. The highest estimate was 0.95 for one student group in grade eleven (as shown in table 6.B.13): students in the two or more races group. Also, students in the Black or African American and migrant status groups in grade twelve showed the highest reliability estimate for overall score, 0.95 (table 6.B.14). Reliability estimates of domains and composites, as well as decision accuracy and consistency reliability estimates, are discussed in the next subsections.

#### Domain and Composite Reliability Estimates

The results of reliability analyses for the four domain scores and two composite scores are also presented in table 6.B.1. The reliability estimates for each domain of the test were moderate to high, ranging from 0.68 for grade three Listening to 0.92 for kindergarten Writing. Most of the estimates were in the range of 0.80 to 0.91.

Speaking and Writing domains had somewhat higher reliability estimates than the Listening and Reading domains. For the oral language and written language composite scores, the reliability estimates were moderate to high, ranging from 0.83 for grades three and four oral language, to 0.89 for grades eleven and twelve; and ranging from 0.84 for grade six written language to 0.92 for grades one and two written language.

#### Standard Error of Measurement

The standard error of measurement (SEM) is a measure of how much students’ scores would vary from the scores they would earn on a perfectly reliable test. If it were possible to compute the error of measurement for each student’s score in a large group of students, these errors of measurement would have a mean of zero. These SEMs would be an indication of how much the errors of measurement affect the students’ scores. The SEM is expressed in the same units as the test score, whether the units are in raw score or scale score metric. In a large group of students, approximately two-thirds of the students will earn scores within one SEM of the scores they would earn on a perfectly reliable test.

The SEM is the square root of the error variance in the scores, that is, the standard deviation (SD) of the distribution of the differences between students’ observed scores and their true scores. The SEM is calculated using equation 6.3. *Refer to the* [*Alternative Text for Equation 6.3*](#_Alternative_Text_for_14) *for a description of this equation.*

 (6.3)

where,

*a* is the reliability estimated in [equation 6.2](#EQ62) for two composite scores of oral language and written language, and

*SD* is the standard deviation of the total score of oral language or written language composite scores.

For grade levels one through twelve, the SEM for the overall score is calculated using equation 6.4. *Refer to the* [*Alternative Text for Equation 6.4*](#_Alternative_Text_for_15) *for a description of this equation.*

 (6.4)

For *K*, equation 6.5 is used to calculate the SEM. *Refer to the* [*Alternative Text for Equation 6.5*](#_Alternative_Text_for_16) *for a description of this equation.*

 (6.5)

The SEM can be calculated for either raw scores or scale scores. The range of raw score standard errors for the Summative ELPAC were between 1.520 and 3.510 points across all grade levels, domains, composites, and overall score. In general, this translated into an error band of about two raw score points in most domains. For example, if a student received a raw score of 25 with a standard error of 2.00 points, upon retesting, the student would be expected to obtain a score between 23 and 27 about two-thirds of the time.

These SEM values are shown in table 6.1.

Table 6.1 SEM Based on Classical Test Theory

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | SEM—Listening Raw Score | SEM—Speaking Raw Score | SEM—Reading Raw Score | SEM—Writing Raw Score | SEM—Oral Language Raw Score | SEM—Written Language Raw Score | SEM—Overall Raw Score |
| K | 2.132 | 2.371 | 1.928 | 1.290 | 3.490 | 2.432 | 2.549 |
| 1 | 2.333 | 2.117 | 2.496 | 1.718 | 3.383 | 3.361 | 2.384 |
| 2 | 2.089 | 2.338 | 2.347 | 1.578 | 3.306 | 3.229 | 2.310 |
| 3 | 2.002 | 2.416 | 2.258 | 1.648 | 3.365 | 2.978 | 2.247 |
| 4 | 1.931 | 2.350 | 2.243 | 1.654 | 3.270 | 2.956 | 2.204 |
| 5 | 1.868 | 2.344 | 2.209 | 1.656 | 3.229 | 2.922 | 2.177 |

Table 6.1 *(continuation)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | SEM—Listening Raw Score | SEM—Speaking Raw Score | SEM—Reading Raw Score | SEM—Writing Raw Score | SEM—Oral Language Raw Score | SEM—Written Language Raw Score | SEM—Overall Raw Score |
| 6 | 1.950 | 2.342 | 2.331 | 1.624 | 3.279 | 3.011 | 2.226 |
| 7 | 1.889 | 2.313 | 2.314 | 1.626 | 3.227 | 2.986 | 2.198 |
| 8 | 1.841 | 2.294 | 2.291 | 1.612 | 3.200 | 2.963 | 2.181 |
| 9 | 1.908 | 2.551 | 2.328 | 1.656 | 3.486 | 3.015 | 2.305 |
| 10 | 1.896 | 2.571 | 2.311 | 1.650 | 3.510 | 2.998 | 2.308 |
| 11 | 2.061 | 2.405 | 2.200 | 1.533 | 3.403 | 2.840 | 2.216 |
| 12 | 2.044 | 2.329 | 2.189 | 1.520 | 3.321 | 2.808 | 2.175 |

It is important to remember that assessments are not perfectly reliable and only offer an estimate of what the student is capable of in a specified domain. As shown in table 6.2, the average SEM scale score values for oral language and written language skills were about 27 and 21 scale score points, respectively; the average SEM scale score for the overall test was about 17 scale score points.

Table 6.2 SEM Based on Scale Score

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level | SEM—Oral Language | SEM—Written Language | SEM—Overall |
| Kindergarten | 24.549 | 28.576 | 19.204 |
| 1 | 24.285 | 23.867 | 17.025 |
| 2 | 22.718 | 20.164 | 15.188 |
| 3 | 21.745 | 16.202 | 13.559 |
| 4 | 23.519 | 16.662 | 14.411 |
| 5 | 25.172 | 17.626 | 15.365 |
| 6 | 28.175 | 18.947 | 16.977 |
| 7 | 30.087 | 19.613 | 17.958 |
| 8 | 31.485 | 20.378 | 18.752 |
| 9 | 32.752 | 21.383 | 19.557 |
| 10 | 34.273 | 21.846 | 20.322 |
| 11 | 28.512 | 21.703 | 17.916 |
| 12 | 28.972 | 22.063 | 18.208 |
| **Average** | 27.403 | 20.695 | 17.265 |

#### Conditional Standard Error of Measurement

Classical test theory assumes that the standard error of a test score is constant throughout the score range. While the assumption is probably reasonable in the midscore ranges, it is less reasonable at the extremes of the score distribution. Item response theory (IRT) expands the concept by providing estimates of the standard error at each score point on the distribution.

The IRT, or conditional SEM (CSEM) for scale scores, is defined as presented in equation 6.6. *Refer to the* [*Alternative Text for Equation 6.6*](#_Alternative_Text_for_17) *for a description of this equation.*

 (6.6)

where,

*SS = a × θ + b*,

CSEM(*SS*) is the conditional standard of measurement on the scale score scale, and

*a* and *b* are the scaling constants (the slope and intercept) needed to transform theta to the scale score metric.

 is the test information function at ability level *θ*. For student *j*,test information is calculated as presented in equation 6.7. *Refer to the* [*Alternative Text for Equation 6.7*](#_Alternative_Text_for_18) *for a description of this equation.*

 (6.7)

where,

*Ii*(*θj*) is the item information of item *i* for student *j*.

Item information is calculated as presented in equation 6.8. *Refer to the* [*Alternative Text for Equation 6.8*](#_Alternative_Text_for_19) *for a description of this equation.*

 (6.8)

where,

*Si*(*θj*) is the expected item score for item *i* on a theta score *θj* calculated as presented in equation 6.9 *(Refer to the* [*Alternative Text for Equation 6.9*](#_Alternative_Text_for_21) *for a description of this equation.)*

, (6.9)

and equation 6.10 *(Refer to the* [*Alternative Text for Equation 6.10*](#_Alternative_Text_for_22) *for a description of this equation.)*

 (6.10)

where,

*Pih*(*θj*) is the probability of an examinee with *θj* getting score *h* on item *i*, the computation of which is shown in [equation 5.6](#EQ56); and

*ni* is the maximum score.

IRT’s version of an SEM has an inverse normal distribution in which SEM values decrease as scores move toward the center of the range. CSEM values are reported as part of the raw-score-to-scale-score conversion tables presented in table 6.C.1 through table 6.C.22 of [appendix 6.C](#_Appendix_6.C:_Raw-to-Scale-Score_1) for the oral language and written language skills.

CSEMs vary across the scale and are typically smaller toward the center of the scale where more items are located and typically larger at the extreme ends of the scale. For most grade levels and grade spans, the lowest values of CSEM are between the proficiency levels one and two; the threshold scores between proficiency levels one and two are toward the middle of the scale score ranges. The CSEMs for threshold scores between proficiency levels three and four are somewhat larger.

#### Decision Classification Analyses

The reliabilities of performance-level classifications, which are criterion referenced, are related to the reliabilities of the test scores on which they are based; however, they are not exactly the same. Glaser (1963) was among the first to draw attention to this distinction, and Feldt and Brennan (1989) reviewed the topic extensively. While test reliability evaluates the consistency of test scores, decision classification reliability evaluates the consistency of classification.

Consistency in classification represents how well two versions of an assessment with equal difficulty agree in the classification of students (Livingston & Lewis, 1995). This is estimated by using actual response data and total test reliability from an administered form of the assessment from which two parallel versions of the assessment are statistically modeled, and classifications are compared. Decision consistency, then, is the extent to which the test classification of examinees into mastery levels agrees with classifications based on a hypothetical parallel test. The examinees’ scores on the second form are modeled statistically.

Note that the values of all indices depend on several factors, such as the reliability of the actual test form, distribution of scores, number of threshold scores, and location of each threshold score.

Decision accuracy is the extent to which the test’s classification of examinees into levels agrees with the examinees’ true classification. The examinees’ true scores—and, therefore, true classification—are not known, but can be modeled. Consistency and accuracy are important to consider together. The probability of accuracy represents the agreement between the observed classification based on the actual test form and true classification, given the modeled form. These methods were applied to the 2020–2021 Summative ELPAC operational data.

Commonly used indices for decision consistency and accuracy include (1) decision consistency and accuracy at each threshold score, and (2) overall decision consistency and accuracy across all threshold scores.

The methodology used for estimating the reliability of classification decisions is described in Livingston and Lewis (1995). These calculations are implemented using the ETS-proprietary computer program RELCLASS-COMP (Version 4.14).

The results of decision accuracy and consistency at each threshold proficiency level for each language composite, as well as for overall scores, are presented in table 6.B.15 through table 6.B.20 in [appendix 6.B](#_Appendix_6.B:_Reliability_1) for all grades. Table 6.B.15 through table 6.B.17 provide the results of classification accuracy, while table 6.B.18 through table 6.B.20 show classification consistency of the scores.

At each threshold, the classification at adjacent performance levels appeared to be acceptably reliable and consistent. Classification accuracy ranged from 0.85 to 0.97, while classification consistency ranged from 0.82 to 0.97, with most values at or above 0.90. These values are similar to the classification accuracy and consistency estimates reported in the *2019–2020 Summative ELPAC Technical Report* (California Department of Education [CDE], 2021).

Table 6.B.21 presents the classification accuracy and consistency results for both the composite and overall scores. For both classification accuracy and consistency, the grade three oral language composite had the lowest reliability estimates, while the grade two overall scores had the highest reliability estimates. Classification accuracy ranged from 0.69 to 0.73 for oral language composite scores and from 0.73 to 0.79 for written language composite scores. Classification accuracy for overall scores ranged 0.76 to 0.81. Reliability estimates for classification consistency ranged from 0.60 to 0.65 for oral language composite scores and from 0.63 to 0.72 for written language composite scores. Classification consistency for overall scores ranged from 0.67 to 0.73. These values are similar to the classification accuracy and consistency estimates reported in the *2019–2020 Summative ELPAC Technical Report* (CDE, 2021).

### Validity Evidence

Validity refers to the degree to which each interpretation or use of a test score is supported by the accumulated evidence (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014; ETS, 2014). It constitutes the central notion underlying the development, administration, and scoring of a test and the uses and interpretations of test scores.

Validation is the process of accumulating evidence to support each proposed score interpretation or use. This validation process does not rely on a single study or gathering only one type of evidence. Rather, validation involves multiple investigations and different kinds of supporting evidence (AERA, APA, & NCME, 2014; Cronbach, 1971; ETS, 2014; Kane, 2006). It begins with the test design and is implicit throughout the entire assessment process, which includes item development and field testing, analyses of items, test scaling and linking, scoring, reporting, and score usage.

In this section, the evidence gathered is presented to support the intended uses and interpretations of scores for the Summative ELPAC. This section discusses some of the principles prescribed by AERA, APA, and NCME’s *Standards for Educational and Psychological Testing* (2014). These *Standards* require a clear definition of the purpose of the test, a description of the constructs to be assessed, and the population to be assessed, as well as how the scores are to be interpreted and used.

#### Evidence Based on Test Content

Evidence based on test content refers to traditional forms of content validity evidence, such as the rating (scoring) of test specifications and test items (Crocker et al., 1989; Sireci, 1998), as well as alignment methods for educational tests that evaluate the interactions between curriculum frameworks, testing, and instruction (Rothman et al., 2002; Bhola, Impara, & Buckendahl, 2003; Martone & Sireci, 2009).

[Chapter 2](#_Item_Development_and) of this report describes the procedures for item development and test assembly for the 2020–2021 Summative ELPAC administration and includes a description of the Summative ELPAC blueprint, item review process, and procedures to review test forms to ensure appropriate content coverage and psychometric targets.

As described in section [*3.7 Demographic Student Group Summaries*](#_Demographic_Summaries), in anticipation of some students having very little, if any, access to computers or being unfamiliar with navigating the testing interface, ETS and the CDE developed the Technology Readiness Checker for Students (CDE, 2020b). This is an online resource designed to help educators determine a student’s familiarity with navigating a computer-based interface. The purpose of the tool is for educators to better understand what kind of supports a student may need to increase technology familiarity. This type of resource helps to ensure that students are being evaluated on their English proficiency rather than their experience with technology.

#### Evidence Based on Internal Structure

Validity evidence based on *internal structure* refers to the statistical analysis of item and score subdomains to investigate the primary and secondary (if any) dimensions measured by an assessment. Procedures for gathering such evidence include dimensionality and correlational analyses. These analyses were conducted using the 2017–2018 field test data. Results of these analyses are summarized in the *ELPAC Summative Dimensionality Report* (CDE, 2019).

Evidence collected from the 2017–2018 field test data supported the oral language and written language composites that are currently used to report Summative ELPAC scores. As part of the evaluation of the transition to computer-based test delivery for the 2019–2020 administration, correlations were calculated using data from the fall 2019 field test to examine the relationship between the four content domains and the two composites of the assessment. Additionally, various types of reliability analyses were conducted. The purposes of these analyses were to obtain validity evidence to support the continuation of the reporting scales for the computer-based ELPAC and to support reliable and valid interpretation of test scores. Refer to chapter 7 and appendix 7.A of the *Computer-based Summative English Language Proficiency Assessments for California Fall 2019 Field Test Technical Report* (CDE, 2020a).

##### Correlations Between Domains

Using student raw scores from the 2020–2021 test forms, correlation coefficients between the four domain scores were calculated. Table 6.A.1 through table 6.A.7 in [appendix 6.A](#_Appendix_6.A:_Correlations_1) present the correlation coefficients for each grade level and grade span.

The results indicate moderate association between the domains. The correlation coefficients range from 0.40 to 0.76. The correlation between Speaking and Reading for grade span six through eight shows the lowest value as 0.40. The highest correlation coefficient value is presented for grade one, between the Reading and Writing domains. These values were similar to the coefficients estimated for data from the previous operational administration of the Summative ELPAC in 2019–2020. Those correlations ranged from 0.36 to 0.74.

#### Evidence Based on the Relationship Between ELPAC and CAASPP Smarter Balanced English Language Arts/Literacy Test Scores

The relationship between scores from different tests is frequently examined to support evidence of convergent and divergent validity. If the assessments measure similar constructs, their scores are expected to be closely associated. If the constructs are less similar, scores should have lower correlations.

Historically, many students from grade spans three through five, six through eight, and grade eleven who take the Summative ELPAC also take the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments for English Language Arts/Literacy (ELA). Using data from this subgroup of students, overall ELPAC scale scores are then correlated with students’ corresponding overall CAASPP Smarter Balanced scores to provide evidence of convergent validity.

Table 6.3 presents the number of students with scores for both the Summative ELPAC and the CAASPP Smarter Balanced for ELA. *Matched Percentage* indicates the percentage of students who took both the Smarter Balanced for ELA *and* the Summative ELPAC.

Table 6.3 Students with Summative ELPAC Scores to Match with CAASPP Smarter Balanced for ELA Scores

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level or Grade Span | Total | Matched Percentage | Not Matched Percentage |
| 3–5 | 275,315 | 18.51 | 81.49 |
| 6–8 | 191,920 | 21.04 | 78.96 |
| 11 | 32,460 | 45.98 | 54.02 |

Table 6.4 provides the total number of students who took both the CAASPP Smarter Balanced Summative Assessment for ELA and the Summative ELPAC.

Table 6.4 Correlation of Overall Summative ELPAC and CAASPP Smarter Balanced for ELA Scores

|  |  |  |
| --- | --- | --- |
| Grade Level | Total | Correlation |
| 3 | 19,016 | 0.68 |
| 4 | 17,062 | 0.67 |
| 5 | 14,891 | 0.67 |
| 6 | 14,565 | 0.64 |
| 7 | 13,616 | 0.62 |
| 8 | 12,197 | 0.62 |
| 11 | 14,925 | 0.64 |

#### Evidence Based on the Consequences of Testing

Evidence based on *consequences of testing* refers to the evaluation of the intended and unintended consequences associated with a testing program. Examples of evidence based on testing consequences include investigations of adverse impact, evaluation of the effects of testing on instruction, and evaluation of the effects of testing on issues such as high school dropout rates. With respect to educational tests, the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014) stress the importance of evaluating test consequences:

When educational testing programs are mandated by school, district, state, or other authorities, the ways in which test results are intended to be used should be clearly described by those who mandate the tests. It is also the responsibility of those who mandate the use of tests to monitor their impact and to identify and minimize potential negative consequences as feasible. Consequences resulting from the use of the test, both intended and unintended, should also be examined by the test developer and/or user. (AERA et al., 2014, p. 195)

Investigations of testing consequences relevant to the Summative ELPAC goals may include analyses of students’ opportunity to become proficient English language learners and thus reclassified as fluent English proficient (RFEP), as well as potential analyses to inform instruction. Ongoing collection of evidence of the validity of these test score interpretations is of critical importance, as these scores are one set of criteria used to determine whether individual students qualify for RFEP status. Results from the Summative ELPAC may also be used for instructional planning.

Unintended consequences, such as changes in instruction, diminished morale among teachers and students, increased pressure on students that lead to increased dropout rates, or the pursuit of college majors and careers that are less challenging can be evaluated. These sorts of investigations require information beyond what is currently available to the Summative ELPAC program.

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### Accessibility Information

#### Alternative Text for Equation 6.1

Alpha hat equals fraction with numerator K and denominator K minus 1 end fraction times open bracket 1 minus fraction with numerator sum from I equals 1 to K of Sigma squared hat sub I and denominator Sigma squared hat sub X close bracket.

#### Alternative Text for Equation 6.2

Alpha hat sub c equals 1 minus fraction with numerator sum of j of w squared sub j times Sigma squared hat sub j times open parenthesis 1 minus alpha hat sub j close parenthesis and denominator Sigma squared hat sub c.

#### Alternative Text for Equation 6.3

SEM equals total score standard deviation multiplied by the square root of 1 minus alpha where alpha is the reliability corresponding to the two composite scores.

#### Alternative Text for Equation 6.4

Overall SEM is equal to square root of the sum of the weighted composite of the squared SEMs. The weighted composite is 0.5 squared times the square of the oral language SEM plus 0.5 squared times the square of the written language SEM.

#### Alternative Text for Equation 6.5

Overall SEM is equal to square root of the sum of the weighted composite of the squared SEMs. The weighted composite is 0.7 squared times the square of the oral language SEM plus 0.3 squared times the square of the written language SEM.

#### Alternative Text for Equation 6.6

CSEM of SS equals 1 times a divided by the square root of I of theta hat.

#### Alternative Text for Equation 6.7

I of theta sub j equals the sum from I equals 1 to n of I sub I of theta sub j.

#### Alternative Text for Equation 6.8

I sub I of theta sub j equals open bracket s sub i2 open parenthesis theta sub j closed parenthesis min s sub I squared open parenthesis theta sub j closed parenthesis closed bracket.

#### Alternative Text for Equation 6.9

s sub I open parenthesis theta sub j closed parenthesis is equal to summation from h equal zero to n sub i of h times p sub i h open parenthesis theta sub j closed parenthesis.

#### Alternative Text for Equation 6.10

s sub i2 open parenthesis theta sub j closed parenthesis is equal to summation from h equal zero to n sub i of h squared times p sub i h open parenthesis theta sub j closed parenthesis.

### Appendix 6.A: Correlations Between Summative Domains

**Note:** In table 6.A.1 through table 6.A.7, a hyphen (-) indicates that the cell would contain repeated data.

Table 6.A.1 Correlations Between Domains, Kindergarten

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Domain | Listening | Speaking | Reading | Writing |
| **Listening** | 1.00 | - | - | - |
| **Speaking** | 0.67 | 1.00 | - | - |
| **Reading** | 0.72 | 0.67 | 1.00 | - |
| **Writing** | 0.48 | 0.46 | 0.68 | 1.00 |

Table 6.A.2 Correlations Between Domains, Grade One

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Domain | Listening | Speaking | Reading | Writing |
| **Listening** | 1.00 | - | - | - |
| **Speaking** | 0.62 | 1.00 | - | - |
| **Reading** | 0.50 | 0.47 | 1.00 | - |
| **Writing** | 0.49 | 0.50 | 0.76 | 1.00 |

Table 6.A.3 Correlations Between Domains, Grade Two

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Domain | Listening | Speaking | Reading | Writing |
| **Listening** | 1.00 | - | - | - |
| **Speaking** | 0.61 | 1.00 | - | - |
| **Reading** | 0.52 | 0.50 | 1.00 | - |
| **Writing** | 0.45 | 0.50 | 0.72 | 1.00 |

Table 6.A.4 Correlations Between Domains, Grade Span Three Through Five

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Domain | Listening | Speaking | Reading | Writing |
| **Listening** | 1.00 | - | - | - |
| **Speaking** | 0.49 | 1.00 | - | - |
| **Reading** | 0.59 | 0.41 | 1.00 | - |
| **Writing** | 0.56 | 0.50 | 0.69 | 1.00 |

Table 6.A.5 Correlations Between Domains, Grade Span Six Through Eight

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Domain | Listening | Speaking | Reading | Writing |
| **Listening** | 1.00 | - | - | - |
| **Speaking** | 0.51 | 1.00 | - | - |
| **Reading** | 0.60 | 0.40 | 1.00 | - |
| **Writing** | 0.56 | 0.59 | 0.59 | 1.00 |

Table 6.A.6 Correlations Between Domains, Grade Span Nine and Ten

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Domain | Listening | Speaking | Reading | Writing |
| **Listening** | 1.00 | - | - | - |
| **Speaking** | 0.58 | 1.00 | - | - |
| **Reading** | 0.64 | 0.45 | 1.00 | - |
| **Writing** | 0.62 | 0.65 | 0.60 | 1.00 |

Table 6.A.7 Correlations Between Domains, Grade Span Eleven and Twelve

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Domain | Listening | Speaking | Reading | Writing |
| **Listening** | 1.00 | - | - | - |
| **Speaking** | 0.56 | 1.00 | - | - |
| **Reading** | 0.70 | 0.46 | 1.00 | - |
| **Writing** | 0.63 | 0.64 | 0.62 | 1.00 |

### Appendix 6.B: Reliability of ELPAC Performance and Performance Classification

Table 6.B.1 Reliability Coefficient Alpha for Domain, Composite, and Overall Scores

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade Level | N | Listening Alpha | Speaking Alpha | Reading Alpha | Writing Alpha | Oral Language Composite Alpha | Written Language Composite Alpha | Overall Score Alpha |
| Kindergarten | 115,536 | 0.80 | 0.85 | 0.82 | 0.92 | 0.88 | 0.91 | 0.93 |
| 1 | 103,912 | 0.77 | 0.82 | 0.87 | 0.91 | 0.86 | 0.92 | 0.93 |
| 2 | 99,440 | 0.74 | 0.81 | 0.89 | 0.90 | 0.85 | 0.92 | 0.93 |
| 3 | 103,839 | 0.68 | 0.83 | 0.77 | 0.82 | 0.83 | 0.85 | 0.90 |
| 4 | 92,246 | 0.69 | 0.83 | 0.80 | 0.81 | 0.83 | 0.87 | 0.90 |
| 5 | 79,230 | 0.71 | 0.83 | 0.82 | 0.81 | 0.84 | 0.87 | 0.91 |
| 6 | 72,562 | 0.73 | 0.85 | 0.76 | 0.80 | 0.85 | 0.84 | 0.90 |
| 7 | 63,606 | 0.74 | 0.85 | 0.79 | 0.80 | 0.86 | 0.85 | 0.91 |
| 8 | 55,752 | 0.76 | 0.87 | 0.81 | 0.81 | 0.87 | 0.86 | 0.92 |
| 9 | 47,144 | 0.74 | 0.87 | 0.79 | 0.80 | 0.87 | 0.85 | 0.91 |
| 10 | 40,950 | 0.76 | 0.88 | 0.81 | 0.80 | 0.88 | 0.86 | 0.92 |
| 11 | 32,460 | 0.79 | 0.88 | 0.84 | 0.82 | 0.89 | 0.88 | 0.93 |
| 12 | 23,172 | 0.79 | 0.88 | 0.85 | 0.81 | 0.89 | 0.88 | 0.93 |

**Note:** In table 6.B.2 through table 6.B.14, “N/A” indicates that reliability indices were not calculated for student groups containing 30 or fewer students.

Table 6.B.2 Reliability Estimates by Student Group for Kindergarten

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening Alpha | Speaking Alpha | Reading Alpha | Writing Alpha | Oral Language Composite Alpha | Written Language Composite Alpha | Overall Score Alpha |
| Male | 60,704 | 0.80 | 0.85 | 0.82 | 0.92 | 0.88 | 0.92 | 0.93 |
| Female | 54,829 | 0.79 | 0.85 | 0.82 | 0.92 | 0.87 | 0.91 | 0.93 |
| Nonbinary | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 188 | 0.81 | 0.84 | 0.83 | 0.92 | 0.87 | 0.92 | 0.93 |
| Asian | 15,872 | 0.81 | 0.84 | 0.83 | 0.91 | 0.88 | 0.91 | 0.93 |
| Native Hawaiian or Other Pacific Islander | 216 | 0.80 | 0.82 | 0.82 | 0.92 | 0.87 | 0.92 | 0.93 |
| Filipino | 817 | 0.75 | 0.80 | 0.79 | 0.90 | 0.84 | 0.90 | 0.91 |
| Hispanic or Latino | 90,529 | 0.79 | 0.85 | 0.81 | 0.91 | 0.88 | 0.91 | 0.92 |
| Black or African American | 553 | 0.81 | 0.83 | 0.82 | 0.92 | 0.88 | 0.92 | 0.93 |
| White | 5,623 | 0.81 | 0.85 | 0.83 | 0.92 | 0.88 | 0.91 | 0.93 |
| Two or more races | 1,738 | 0.83 | 0.86 | 0.84 | 0.92 | 0.89 | 0.92 | 0.94 |
| Economically disadvantaged | 103,940 | 0.80 | 0.85 | 0.82 | 0.92 | 0.87 | 0.91 | 0.93 |
| Not economically disadvantaged | 11,596 | 0.81 | 0.87 | 0.82 | 0.92 | 0.89 | 0.92 | 0.93 |
| Special education services | 27,098 | 0.81 | 0.84 | 0.83 | 0.92 | 0.88 | 0.92 | 0.93 |
| No special education services | 88,438 | 0.79 | 0.85 | 0.81 | 0.92 | 0.88 | 0.91 | 0.92 |
| Migrant education | 2,404 | 0.81 | 0.88 | 0.83 | 0.92 | 0.90 | 0.91 | 0.93 |
| Not migrant education | 113,132 | 0.80 | 0.85 | 0.82 | 0.92 | 0.88 | 0.91 | 0.93 |
| Military | 554 | 0.79 | 0.84 | 0.79 | 0.91 | 0.87 | 0.91 | 0.92 |
| Not military | 114,982 | 0.80 | 0.85 | 0.82 | 0.92 | 0.88 | 0.91 | 0.93 |
| Homeless | 3,360 | 0.80 | 0.87 | 0.82 | 0.91 | 0.89 | 0.91 | 0.93 |
| Not homeless | 112,176 | 0.80 | 0.85 | 0.82 | 0.92 | 0.88 | 0.91 | 0.93 |

Table 6.B.3 Reliability Estimates by Student Group for Grade One

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening Alpha | Speaking Alpha | Reading Alpha | Writing Alpha | Oral Language Composite Alpha | Written Language Composite Alpha | Overall Score Alpha |
| Male | 54,989 | 0.79 | 0.82 | 0.87 | 0.91 | 0.86 | 0.92 | 0.94 |
| Female | 48,921 | 0.76 | 0.81 | 0.87 | 0.90 | 0.85 | 0.92 | 0.93 |
| Nonbinary | 2 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 152 | 0.78 | 0.79 | 0.89 | 0.92 | 0.87 | 0.93 | 0.94 |
| Asian | 13,912 | 0.79 | 0.82 | 0.87 | 0.89 | 0.86 | 0.91 | 0.93 |
| Native Hawaiian or Other Pacific Islander | 244 | 0.77 | 0.81 | 0.89 | 0.90 | 0.86 | 0.92 | 0.93 |
| Filipino | 880 | 0.73 | 0.78 | 0.84 | 0.88 | 0.82 | 0.89 | 0.91 |
| Hispanic or Latino | 81,397 | 0.76 | 0.82 | 0.86 | 0.90 | 0.85 | 0.91 | 0.93 |
| Black or African American | 481 | 0.76 | 0.78 | 0.86 | 0.89 | 0.83 | 0.90 | 0.92 |
| White | 5,326 | 0.78 | 0.83 | 0.87 | 0.90 | 0.86 | 0.91 | 0.93 |
| Two or more races | 1,520 | 0.80 | 0.82 | 0.87 | 0.91 | 0.87 | 0.92 | 0.94 |
| Economically disadvantaged | 92,954 | 0.76 | 0.81 | 0.87 | 0.90 | 0.85 | 0.92 | 0.93 |
| Not economically disadvantaged | 10,958 | 0.80 | 0.85 | 0.86 | 0.92 | 0.88 | 0.92 | 0.94 |
| Special education services | 21,109 | 0.78 | 0.81 | 0.88 | 0.90 | 0.86 | 0.92 | 0.93 |
| No special education services | 82,803 | 0.77 | 0.82 | 0.86 | 0.90 | 0.85 | 0.92 | 0.93 |
| Migrant education | 2,401 | 0.78 | 0.85 | 0.85 | 0.91 | 0.87 | 0.92 | 0.93 |
| Not migrant education | 101,511 | 0.77 | 0.82 | 0.87 | 0.91 | 0.85 | 0.92 | 0.93 |
| Military | 608 | 0.73 | 0.78 | 0.88 | 0.90 | 0.82 | 0.92 | 0.93 |
| Not military | 103,304 | 0.77 | 0.82 | 0.87 | 0.91 | 0.86 | 0.92 | 0.93 |
| Homeless | 3,767 | 0.79 | 0.84 | 0.86 | 0.91 | 0.87 | 0.92 | 0.93 |
| Not homeless | 100,145 | 0.77 | 0.82 | 0.87 | 0.91 | 0.85 | 0.92 | 0.93 |

Table 6.B.4 Reliability Estimates by Student Group for Grade Two

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening Alpha | Speaking Alpha | Reading Alpha | Writing Alpha | Oral Language Composite Alpha | Written Language Composite Alpha | Overall Score Alpha |
| Male | 52,648 | 0.76 | 0.81 | 0.89 | 0.90 | 0.86 | 0.92 | 0.93 |
| Female | 46,784 | 0.72 | 0.80 | 0.88 | 0.89 | 0.84 | 0.91 | 0.93 |
| Nonbinary | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 160 | 0.71 | 0.79 | 0.87 | 0.91 | 0.82 | 0.91 | 0.92 |
| Asian | 12,770 | 0.78 | 0.83 | 0.88 | 0.88 | 0.87 | 0.91 | 0.93 |
| Native Hawaiian or Other Pacific Islander | 234 | 0.74 | 0.81 | 0.89 | 0.91 | 0.85 | 0.92 | 0.93 |
| Filipino | 922 | 0.75 | 0.82 | 0.86 | 0.86 | 0.86 | 0.89 | 0.92 |
| Hispanic or Latino | 78,846 | 0.73 | 0.80 | 0.88 | 0.89 | 0.84 | 0.91 | 0.92 |
| Black or African American | 469 | 0.73 | 0.78 | 0.88 | 0.88 | 0.84 | 0.90 | 0.92 |
| White | 4,865 | 0.78 | 0.82 | 0.89 | 0.89 | 0.87 | 0.91 | 0.93 |
| Two or more races | 1,174 | 0.74 | 0.78 | 0.90 | 0.90 | 0.84 | 0.92 | 0.93 |
| Economically disadvantaged | 88,272 | 0.73 | 0.79 | 0.89 | 0.89 | 0.84 | 0.91 | 0.92 |
| Not economically disadvantaged | 11,168 | 0.78 | 0.85 | 0.88 | 0.91 | 0.88 | 0.92 | 0.94 |
| Special education services | 18,524 | 0.76 | 0.81 | 0.89 | 0.89 | 0.86 | 0.91 | 0.93 |
| No special education services | 80,916 | 0.73 | 0.80 | 0.88 | 0.90 | 0.84 | 0.91 | 0.93 |
| Migrant education | 2,295 | 0.75 | 0.83 | 0.88 | 0.90 | 0.86 | 0.92 | 0.93 |
| Not migrant education | 97,145 | 0.74 | 0.81 | 0.89 | 0.90 | 0.85 | 0.92 | 0.93 |
| Military | 602 | 0.74 | 0.76 | 0.89 | 0.90 | 0.82 | 0.92 | 0.92 |
| Not military | 98,838 | 0.74 | 0.81 | 0.89 | 0.90 | 0.85 | 0.92 | 0.93 |
| Homeless | 3,654 | 0.75 | 0.83 | 0.88 | 0.90 | 0.86 | 0.91 | 0.93 |
| Not homeless | 95,786 | 0.74 | 0.81 | 0.89 | 0.90 | 0.85 | 0.92 | 0.93 |

Table 6.B.5 Reliability Estimates by Student Group for Grade Three

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening Alpha | Speaking Alpha | Reading Alpha | Writing Alpha | Oral Language Composite Alpha | Written Language Composite Alpha | Overall Score Alpha |
| Male | 53,961 | 0.69 | 0.84 | 0.77 | 0.82 | 0.84 | 0.85 | 0.90 |
| Female | 49,873 | 0.66 | 0.83 | 0.78 | 0.80 | 0.82 | 0.85 | 0.90 |
| Nonbinary | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 136 | 0.67 | 0.83 | 0.77 | 0.86 | 0.82 | 0.87 | 0.90 |
| Asian | 11,768 | 0.73 | 0.85 | 0.82 | 0.80 | 0.86 | 0.88 | 0.92 |
| Native Hawaiian or Other Pacific Islander | 289 | 0.62 | 0.81 | 0.76 | 0.76 | 0.80 | 0.83 | 0.88 |
| Filipino | 1,004 | 0.68 | 0.84 | 0.79 | 0.79 | 0.84 | 0.86 | 0.90 |
| Hispanic or Latino | 83,973 | 0.65 | 0.83 | 0.74 | 0.81 | 0.82 | 0.84 | 0.89 |
| Black or African American | 493 | 0.69 | 0.85 | 0.81 | 0.79 | 0.84 | 0.87 | 0.91 |
| White | 4,888 | 0.73 | 0.84 | 0.82 | 0.81 | 0.85 | 0.87 | 0.91 |
| Two or more races | 1,288 | 0.70 | 0.84 | 0.82 | 0.81 | 0.84 | 0.87 | 0.91 |
| Economically disadvantaged | 90,916 | 0.67 | 0.82 | 0.78 | 0.80 | 0.82 | 0.85 | 0.89 |
| Not economically disadvantaged | 12,923 | 0.67 | 0.86 | 0.69 | 0.84 | 0.84 | 0.82 | 0.89 |
| Special education services | 17,623 | 0.71 | 0.83 | 0.82 | 0.81 | 0.84 | 0.88 | 0.91 |
| No special education services | 86,216 | 0.66 | 0.83 | 0.75 | 0.81 | 0.82 | 0.84 | 0.89 |
| Migrant education | 2,661 | 0.65 | 0.85 | 0.71 | 0.83 | 0.84 | 0.83 | 0.89 |
| Not migrant education | 101,178 | 0.68 | 0.83 | 0.77 | 0.82 | 0.83 | 0.85 | 0.90 |
| Military | 661 | 0.65 | 0.82 | 0.79 | 0.79 | 0.82 | 0.86 | 0.90 |
| Not military | 103,178 | 0.68 | 0.83 | 0.77 | 0.82 | 0.83 | 0.85 | 0.90 |
| Homeless | 4,338 | 0.68 | 0.85 | 0.73 | 0.83 | 0.84 | 0.84 | 0.90 |
| Not homeless | 99,501 | 0.68 | 0.83 | 0.77 | 0.82 | 0.83 | 0.86 | 0.90 |

Table 6.B.6 Reliability Estimates by Student Group for Grade Four

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening Alpha | Speaking Alpha | Reading Alpha | Writing Alpha | Oral Language Composite Alpha | Written Language Composite Alpha | Overall Score Alpha |
| Male | 48,784 | 0.70 | 0.84 | 0.80 | 0.82 | 0.84 | 0.87 | 0.91 |
| Female | 43,459 | 0.67 | 0.83 | 0.80 | 0.80 | 0.82 | 0.86 | 0.90 |
| Nonbinary | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 129 | 0.71 | 0.80 | 0.81 | 0.84 | 0.84 | 0.88 | 0.92 |
| Asian | 8,392 | 0.75 | 0.86 | 0.84 | 0.81 | 0.87 | 0.89 | 0.93 |
| Native Hawaiian or Other Pacific Islander | 239 | 0.68 | 0.86 | 0.81 | 0.81 | 0.85 | 0.87 | 0.91 |
| Filipino | 874 | 0.67 | 0.81 | 0.78 | 0.75 | 0.81 | 0.84 | 0.89 |
| Hispanic or Latino | 76,989 | 0.67 | 0.83 | 0.79 | 0.81 | 0.82 | 0.86 | 0.90 |
| Black or African American | 433 | 0.68 | 0.83 | 0.84 | 0.79 | 0.83 | 0.88 | 0.90 |
| White | 4,150 | 0.72 | 0.84 | 0.84 | 0.81 | 0.85 | 0.88 | 0.92 |
| Two or more races | 1,040 | 0.70 | 0.83 | 0.83 | 0.82 | 0.84 | 0.88 | 0.91 |
| Economically disadvantaged | 77,724 | 0.68 | 0.82 | 0.80 | 0.79 | 0.82 | 0.86 | 0.90 |
| Not economically disadvantaged | 14,522 | 0.68 | 0.85 | 0.74 | 0.83 | 0.84 | 0.84 | 0.89 |
| Special education services | 14,275 | 0.72 | 0.84 | 0.83 | 0.81 | 0.85 | 0.88 | 0.92 |
| No special education services | 77,971 | 0.68 | 0.83 | 0.79 | 0.81 | 0.83 | 0.86 | 0.90 |
| Migrant education | 2,481 | 0.71 | 0.86 | 0.78 | 0.84 | 0.86 | 0.86 | 0.91 |
| Not migrant education | 89,765 | 0.69 | 0.83 | 0.80 | 0.81 | 0.83 | 0.87 | 0.90 |
| Military | 590 | 0.66 | 0.81 | 0.80 | 0.79 | 0.81 | 0.86 | 0.89 |
| Not military | 91,656 | 0.69 | 0.83 | 0.80 | 0.81 | 0.83 | 0.87 | 0.90 |
| Homeless | 4,006 | 0.71 | 0.86 | 0.77 | 0.83 | 0.85 | 0.86 | 0.91 |
| Not homeless | 88,240 | 0.69 | 0.83 | 0.80 | 0.81 | 0.83 | 0.87 | 0.90 |

Table 6.B.7 Reliability Estimates by Student Group for Grade Five

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening Alpha | Speaking Alpha | Reading Alpha | Writing Alpha | Oral Language Composite Alpha | Written Language Composite Alpha | Overall Score Alpha |
| Male | 42,553 | 0.72 | 0.83 | 0.82 | 0.81 | 0.84 | 0.88 | 0.91 |
| Female | 36,674 | 0.70 | 0.83 | 0.81 | 0.80 | 0.84 | 0.87 | 0.91 |
| Nonbinary | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 100 | 0.69 | 0.87 | 0.80 | 0.82 | 0.86 | 0.87 | 0.91 |
| Asian | 7,036 | 0.77 | 0.86 | 0.85 | 0.81 | 0.88 | 0.89 | 0.93 |
| Native Hawaiian or Other Pacific Islander | 228 | 0.63 | 0.83 | 0.83 | 0.82 | 0.82 | 0.88 | 0.91 |
| Filipino | 859 | 0.69 | 0.82 | 0.78 | 0.74 | 0.83 | 0.84 | 0.90 |
| Hispanic or Latino | 66,352 | 0.69 | 0.83 | 0.81 | 0.81 | 0.83 | 0.87 | 0.90 |
| Black or African American | 356 | 0.76 | 0.84 | 0.85 | 0.80 | 0.85 | 0.89 | 0.92 |
| White | 3,561 | 0.74 | 0.85 | 0.85 | 0.81 | 0.86 | 0.89 | 0.92 |
| Two or more races | 738 | 0.76 | 0.84 | 0.85 | 0.82 | 0.87 | 0.89 | 0.92 |
| Economically disadvantaged | 64,087 | 0.70 | 0.83 | 0.81 | 0.79 | 0.83 | 0.87 | 0.90 |
| Not economically disadvantaged | 15,143 | 0.70 | 0.83 | 0.77 | 0.81 | 0.83 | 0.85 | 0.90 |
| Special education services | 11,565 | 0.74 | 0.84 | 0.84 | 0.81 | 0.86 | 0.89 | 0.92 |
| No special education services | 67,665 | 0.70 | 0.83 | 0.81 | 0.81 | 0.84 | 0.87 | 0.90 |
| Migrant education | 2,117 | 0.75 | 0.87 | 0.82 | 0.85 | 0.88 | 0.88 | 0.92 |
| Not migrant education | 77,113 | 0.71 | 0.83 | 0.82 | 0.81 | 0.84 | 0.87 | 0.91 |
| Military | 500 | 0.71 | 0.80 | 0.83 | 0.81 | 0.83 | 0.88 | 0.90 |
| Not military | 78,730 | 0.71 | 0.83 | 0.82 | 0.81 | 0.84 | 0.87 | 0.91 |
| Homeless | 3,456 | 0.74 | 0.86 | 0.82 | 0.84 | 0.87 | 0.88 | 0.92 |
| Not homeless | 75,774 | 0.71 | 0.83 | 0.82 | 0.81 | 0.84 | 0.87 | 0.91 |

Table 6.B.8 Reliability Estimates by Student Group for Grade Six

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening Alpha | Speaking Alpha | Reading Alpha | Writing Alpha | Oral Language Composite Alpha | Written Language Composite Alpha | Overall Score Alpha |
| Male | 39,276 | 0.74 | 0.85 | 0.75 | 0.81 | 0.85 | 0.83 | 0.90 |
| Female | 33,282 | 0.72 | 0.85 | 0.76 | 0.79 | 0.85 | 0.84 | 0.90 |
| Nonbinary | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 109 | 0.71 | 0.86 | 0.73 | 0.83 | 0.85 | 0.83 | 0.89 |
| Asian | 5,974 | 0.78 | 0.88 | 0.81 | 0.83 | 0.89 | 0.87 | 0.93 |
| Native Hawaiian or Other Pacific Islander | 211 | 0.67 | 0.81 | 0.75 | 0.75 | 0.80 | 0.82 | 0.88 |
| Filipino | 819 | 0.72 | 0.84 | 0.78 | 0.76 | 0.84 | 0.84 | 0.90 |
| Hispanic or Latino | 61,388 | 0.72 | 0.84 | 0.74 | 0.80 | 0.84 | 0.83 | 0.89 |
| Black or African American | 321 | 0.71 | 0.86 | 0.77 | 0.79 | 0.84 | 0.83 | 0.89 |
| White | 3,075 | 0.75 | 0.87 | 0.80 | 0.83 | 0.87 | 0.86 | 0.92 |
| Two or more races | 665 | 0.76 | 0.87 | 0.80 | 0.83 | 0.88 | 0.87 | 0.92 |
| Economically disadvantaged | 57,923 | 0.72 | 0.84 | 0.76 | 0.79 | 0.85 | 0.83 | 0.90 |
| Not economically disadvantaged | 14,639 | 0.73 | 0.84 | 0.67 | 0.81 | 0.84 | 0.80 | 0.88 |
| Special education services | 10,287 | 0.76 | 0.86 | 0.80 | 0.81 | 0.87 | 0.86 | 0.92 |
| No special education services | 62,275 | 0.73 | 0.84 | 0.74 | 0.80 | 0.85 | 0.83 | 0.90 |
| Migrant education | 1,775 | 0.77 | 0.88 | 0.74 | 0.85 | 0.88 | 0.85 | 0.92 |
| Not migrant education | 70,787 | 0.73 | 0.85 | 0.76 | 0.80 | 0.85 | 0.84 | 0.90 |
| Military | 462 | 0.71 | 0.84 | 0.75 | 0.79 | 0.83 | 0.83 | 0.88 |
| Not military | 72,100 | 0.73 | 0.85 | 0.76 | 0.80 | 0.85 | 0.84 | 0.90 |
| Homeless | 3,090 | 0.74 | 0.87 | 0.75 | 0.84 | 0.87 | 0.84 | 0.91 |
| Not homeless | 69,472 | 0.73 | 0.84 | 0.76 | 0.80 | 0.85 | 0.84 | 0.90 |

Table 6.B.9 Reliability Estimates by Student Group for Grade Seven

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening Alpha | Speaking Alpha | Reading Alpha | Writing Alpha | Oral Language Composite Alpha | Written Language Composite Alpha | Overall Score Alpha |
| Male | 34,986 | 0.76 | 0.85 | 0.79 | 0.81 | 0.86 | 0.85 | 0.91 |
| Female | 28,616 | 0.73 | 0.85 | 0.78 | 0.78 | 0.85 | 0.85 | 0.91 |
| Nonbinary | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 85 | 0.82 | 0.83 | 0.78 | 0.81 | 0.87 | 0.85 | 0.91 |
| Asian | 5,237 | 0.78 | 0.89 | 0.83 | 0.82 | 0.89 | 0.88 | 0.93 |
| Native Hawaiian or Other Pacific Islander | 223 | 0.73 | 0.83 | 0.79 | 0.77 | 0.84 | 0.85 | 0.90 |
| Filipino | 787 | 0.71 | 0.83 | 0.78 | 0.72 | 0.84 | 0.84 | 0.90 |
| Hispanic or Latino | 53,902 | 0.74 | 0.85 | 0.78 | 0.80 | 0.85 | 0.84 | 0.90 |
| Black or African American | 322 | 0.73 | 0.85 | 0.80 | 0.78 | 0.85 | 0.85 | 0.90 |
| White | 2,499 | 0.76 | 0.87 | 0.81 | 0.81 | 0.88 | 0.87 | 0.92 |
| Two or more races | 551 | 0.76 | 0.89 | 0.82 | 0.84 | 0.89 | 0.87 | 0.93 |
| Economically disadvantaged | 49,951 | 0.74 | 0.86 | 0.79 | 0.79 | 0.86 | 0.85 | 0.91 |
| Not economically disadvantaged | 13,655 | 0.74 | 0.83 | 0.73 | 0.79 | 0.84 | 0.82 | 0.89 |
| Special education services | 9,115 | 0.76 | 0.86 | 0.82 | 0.81 | 0.87 | 0.87 | 0.92 |
| No special education services | 54,491 | 0.74 | 0.85 | 0.78 | 0.80 | 0.85 | 0.85 | 0.90 |
| Migrant education | 1,575 | 0.79 | 0.89 | 0.79 | 0.85 | 0.89 | 0.87 | 0.93 |
| Not migrant education | 62,031 | 0.74 | 0.85 | 0.79 | 0.80 | 0.86 | 0.85 | 0.91 |
| Military | 436 | 0.70 | 0.82 | 0.79 | 0.75 | 0.82 | 0.84 | 0.88 |
| Not military | 63,170 | 0.74 | 0.85 | 0.79 | 0.80 | 0.86 | 0.85 | 0.91 |
| Homeless | 2,605 | 0.78 | 0.88 | 0.80 | 0.85 | 0.89 | 0.87 | 0.93 |
| Not homeless | 61,001 | 0.74 | 0.85 | 0.79 | 0.80 | 0.86 | 0.85 | 0.91 |

Table 6.B.10 Reliability Estimates by Student Group for Grade Eight

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening Alpha | Speaking Alpha | Reading Alpha | Writing Alpha | Oral Language Composite Alpha | Written Language Composite Alpha | Overall Score Alpha |
| Male | 31,215 | 0.77 | 0.86 | 0.81 | 0.81 | 0.87 | 0.86 | 0.92 |
| Female | 24,532 | 0.74 | 0.87 | 0.80 | 0.79 | 0.87 | 0.86 | 0.91 |
| Nonbinary | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 76 | 0.71 | 0.84 | 0.79 | 0.76 | 0.83 | 0.84 | 0.88 |
| Asian | 4,422 | 0.79 | 0.90 | 0.84 | 0.82 | 0.90 | 0.89 | 0.94 |
| Native Hawaiian or Other Pacific Islander | 197 | 0.68 | 0.82 | 0.77 | 0.77 | 0.82 | 0.85 | 0.89 |
| Filipino | 678 | 0.72 | 0.83 | 0.79 | 0.71 | 0.85 | 0.84 | 0.90 |
| Hispanic or Latino | 47,386 | 0.76 | 0.86 | 0.80 | 0.81 | 0.87 | 0.86 | 0.91 |
| Black or African American | 279 | 0.74 | 0.86 | 0.84 | 0.75 | 0.86 | 0.87 | 0.92 |
| White | 2,253 | 0.78 | 0.88 | 0.83 | 0.83 | 0.89 | 0.88 | 0.93 |
| Two or more races | 461 | 0.79 | 0.89 | 0.83 | 0.84 | 0.90 | 0.88 | 0.93 |
| Economically disadvantaged | 43,423 | 0.76 | 0.87 | 0.81 | 0.81 | 0.88 | 0.86 | 0.92 |
| Not economically disadvantaged | 12,329 | 0.74 | 0.83 | 0.76 | 0.78 | 0.84 | 0.83 | 0.89 |
| Special education services | 7,796 | 0.78 | 0.87 | 0.83 | 0.82 | 0.88 | 0.88 | 0.92 |
| No special education services | 47,956 | 0.76 | 0.86 | 0.81 | 0.80 | 0.87 | 0.86 | 0.91 |
| Migrant education | 1,496 | 0.81 | 0.90 | 0.81 | 0.86 | 0.91 | 0.88 | 0.94 |
| Not migrant education | 54,256 | 0.76 | 0.86 | 0.81 | 0.80 | 0.87 | 0.86 | 0.91 |
| Military | 452 | 0.73 | 0.83 | 0.80 | 0.76 | 0.84 | 0.85 | 0.90 |
| Not military | 55,300 | 0.76 | 0.87 | 0.81 | 0.81 | 0.87 | 0.86 | 0.92 |
| Homeless | 2,364 | 0.78 | 0.89 | 0.81 | 0.85 | 0.89 | 0.87 | 0.93 |
| Not homeless | 53,388 | 0.76 | 0.86 | 0.81 | 0.80 | 0.87 | 0.86 | 0.91 |

Table 6.B.11 Reliability Estimates by Student Group for Grade Nine

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening Alpha | Speaking Alpha | Reading Alpha | Writing Alpha | Oral Language Composite Alpha | Written Language Composite Alpha | Overall Score Alpha |
| Male | 26,399 | 0.75 | 0.86 | 0.79 | 0.80 | 0.87 | 0.85 | 0.91 |
| Female | 20,735 | 0.73 | 0.87 | 0.78 | 0.79 | 0.87 | 0.84 | 0.91 |
| Nonbinary | 10 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 66 | 0.72 | 0.89 | 0.76 | 0.79 | 0.88 | 0.82 | 0.91 |
| Asian | 3,863 | 0.77 | 0.88 | 0.83 | 0.79 | 0.89 | 0.87 | 0.93 |
| Native Hawaiian or Other Pacific Islander | 145 | 0.63 | 0.82 | 0.77 | 0.71 | 0.80 | 0.82 | 0.87 |
| Filipino | 682 | 0.68 | 0.83 | 0.80 | 0.73 | 0.83 | 0.85 | 0.90 |
| Hispanic or Latino | 39,857 | 0.73 | 0.86 | 0.78 | 0.79 | 0.86 | 0.84 | 0.91 |
| Black or African American | 240 | 0.74 | 0.87 | 0.81 | 0.79 | 0.87 | 0.87 | 0.92 |
| White | 1,881 | 0.77 | 0.87 | 0.83 | 0.81 | 0.88 | 0.88 | 0.93 |
| Two or more races | 410 | 0.78 | 0.87 | 0.82 | 0.85 | 0.89 | 0.88 | 0.93 |
| Economically disadvantaged | 37,091 | 0.75 | 0.87 | 0.79 | 0.80 | 0.88 | 0.85 | 0.92 |
| Not economically disadvantaged | 10,053 | 0.70 | 0.83 | 0.73 | 0.76 | 0.82 | 0.81 | 0.88 |
| Special education services | 7,516 | 0.77 | 0.88 | 0.82 | 0.81 | 0.88 | 0.87 | 0.93 |
| No special education services | 39,628 | 0.73 | 0.86 | 0.78 | 0.79 | 0.86 | 0.84 | 0.91 |
| Migrant education | 1,095 | 0.79 | 0.91 | 0.78 | 0.84 | 0.90 | 0.86 | 0.93 |
| Not migrant education | 46,049 | 0.74 | 0.86 | 0.79 | 0.79 | 0.87 | 0.85 | 0.91 |
| Military | 387 | 0.72 | 0.84 | 0.79 | 0.77 | 0.85 | 0.85 | 0.91 |
| Not military | 46,757 | 0.74 | 0.87 | 0.79 | 0.80 | 0.87 | 0.85 | 0.91 |
| Homeless | 1,818 | 0.77 | 0.90 | 0.79 | 0.84 | 0.90 | 0.86 | 0.93 |
| Not homeless | 45,326 | 0.74 | 0.86 | 0.79 | 0.79 | 0.87 | 0.85 | 0.91 |

Table 6.B.12 Reliability Estimates by Student Group for Grade Ten

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening Alpha | Speaking Alpha | Reading Alpha | Writing Alpha | Oral Language Composite Alpha | Written Language Composite Alpha | Overall Score Alpha |
| Male | 23,185 | 0.77 | 0.87 | 0.82 | 0.80 | 0.88 | 0.87 | 0.92 |
| Female | 17,761 | 0.75 | 0.88 | 0.79 | 0.79 | 0.88 | 0.86 | 0.92 |
| Nonbinary | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 52 | 0.74 | 0.90 | 0.77 | 0.71 | 0.90 | 0.82 | 0.93 |
| Asian | 3,561 | 0.78 | 0.89 | 0.84 | 0.80 | 0.89 | 0.88 | 0.93 |
| Native Hawaiian or Other Pacific Islander | 130 | 0.74 | 0.86 | 0.79 | 0.79 | 0.87 | 0.86 | 0.92 |
| Filipino | 637 | 0.68 | 0.84 | 0.80 | 0.73 | 0.84 | 0.85 | 0.90 |
| Hispanic or Latino | 34,347 | 0.76 | 0.88 | 0.80 | 0.80 | 0.88 | 0.86 | 0.92 |
| Black or African American | 249 | 0.80 | 0.89 | 0.82 | 0.81 | 0.89 | 0.87 | 0.93 |
| White | 1,642 | 0.78 | 0.89 | 0.84 | 0.83 | 0.89 | 0.89 | 0.93 |
| Two or more races | 332 | 0.77 | 0.89 | 0.84 | 0.83 | 0.90 | 0.89 | 0.94 |
| Economically disadvantaged | 32,380 | 0.77 | 0.89 | 0.81 | 0.81 | 0.89 | 0.87 | 0.93 |
| Not economically disadvantaged | 8,570 | 0.71 | 0.82 | 0.76 | 0.75 | 0.83 | 0.82 | 0.89 |
| Special education services | 6,355 | 0.78 | 0.88 | 0.83 | 0.81 | 0.89 | 0.88 | 0.93 |
| No special education services | 34,595 | 0.76 | 0.88 | 0.80 | 0.80 | 0.88 | 0.86 | 0.92 |
| Migrant education | 1,074 | 0.80 | 0.90 | 0.80 | 0.84 | 0.91 | 0.87 | 0.94 |
| Not migrant education | 39,876 | 0.76 | 0.88 | 0.81 | 0.80 | 0.88 | 0.86 | 0.92 |
| Military | 442 | 0.73 | 0.84 | 0.80 | 0.74 | 0.84 | 0.84 | 0.90 |
| Not military | 40,508 | 0.76 | 0.88 | 0.81 | 0.80 | 0.88 | 0.86 | 0.92 |
| Homeless | 1,989 | 0.79 | 0.90 | 0.80 | 0.84 | 0.90 | 0.87 | 0.94 |
| Not homeless | 38,961 | 0.76 | 0.88 | 0.81 | 0.80 | 0.88 | 0.86 | 0.92 |

Table 6.B.13 Reliability Estimates by Student Group for Grade Eleven

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening Alpha | Speaking Alpha | Reading Alpha | Writing Alpha | Oral Language Composite Alpha | Written Language Composite Alpha | Overall Score Alpha |
| Male | 18,260 | 0.79 | 0.88 | 0.84 | 0.82 | 0.89 | 0.88 | 0.93 |
| Female | 14,196 | 0.78 | 0.88 | 0.84 | 0.81 | 0.89 | 0.88 | 0.93 |
| Nonbinary | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 47 | 0.73 | 0.90 | 0.81 | 0.85 | 0.89 | 0.87 | 0.93 |
| Asian | 3,384 | 0.83 | 0.89 | 0.87 | 0.81 | 0.91 | 0.90 | 0.94 |
| Native Hawaiian or Other Pacific Islander | 111 | 0.72 | 0.77 | 0.81 | 0.67 | 0.81 | 0.85 | 0.89 |
| Filipino | 585 | 0.76 | 0.81 | 0.83 | 0.72 | 0.85 | 0.86 | 0.91 |
| Hispanic or Latino | 26,586 | 0.78 | 0.88 | 0.83 | 0.82 | 0.88 | 0.88 | 0.93 |
| Black or African American | 199 | 0.82 | 0.88 | 0.87 | 0.82 | 0.90 | 0.90 | 0.94 |
| White | 1,282 | 0.82 | 0.88 | 0.88 | 0.85 | 0.90 | 0.91 | 0.94 |
| Two or more races | 266 | 0.82 | 0.89 | 0.87 | 0.86 | 0.90 | 0.91 | 0.95 |
| Economically disadvantaged | 25,599 | 0.80 | 0.89 | 0.85 | 0.83 | 0.90 | 0.89 | 0.94 |
| Not economically disadvantaged | 6,861 | 0.73 | 0.82 | 0.79 | 0.78 | 0.83 | 0.85 | 0.90 |
| Special education services | 5,308 | 0.81 | 0.88 | 0.86 | 0.83 | 0.89 | 0.90 | 0.94 |
| No special education services | 27,152 | 0.78 | 0.88 | 0.84 | 0.82 | 0.88 | 0.88 | 0.93 |
| Migrant education | 802 | 0.79 | 0.91 | 0.83 | 0.85 | 0.90 | 0.88 | 0.94 |
| Not migrant education | 31,658 | 0.79 | 0.88 | 0.84 | 0.82 | 0.89 | 0.88 | 0.93 |
| Military | 432 | 0.77 | 0.84 | 0.85 | 0.78 | 0.86 | 0.88 | 0.92 |
| Not military | 32,028 | 0.79 | 0.88 | 0.84 | 0.82 | 0.89 | 0.88 | 0.93 |
| Homeless | 1,561 | 0.80 | 0.90 | 0.84 | 0.86 | 0.90 | 0.89 | 0.94 |
| Not homeless | 30,899 | 0.78 | 0.88 | 0.84 | 0.82 | 0.88 | 0.88 | 0.93 |

Table 6.B.14 Reliability Estimates by Student Group for Grade Twelve

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | N | Listening Alpha | Speaking Alpha | Reading Alpha | Writing Alpha | Oral Language Composite Alpha | Written Language Composite Alpha | Overall Score Alpha |
| Male | 12,780 | 0.79 | 0.87 | 0.85 | 0.81 | 0.88 | 0.88 | 0.93 |
| Female | 10,390 | 0.79 | 0.88 | 0.85 | 0.80 | 0.89 | 0.88 | 0.93 |
| Nonbinary | 2 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | 26 | 0.68 | 0.77 | 0.79 | 0.86 | 0.82 | 0.88 | 0.91 |
| Asian | 2,731 | 0.83 | 0.89 | 0.88 | 0.81 | 0.91 | 0.91 | 0.94 |
| Native Hawaiian or Other Pacific Islander | 98 | 0.76 | 0.85 | 0.81 | 0.82 | 0.87 | 0.86 | 0.92 |
| Filipino | 521 | 0.75 | 0.83 | 0.83 | 0.72 | 0.85 | 0.86 | 0.91 |
| Hispanic or Latino | 18,582 | 0.78 | 0.87 | 0.84 | 0.81 | 0.88 | 0.88 | 0.93 |
| Black or African American | 116 | 0.83 | 0.88 | 0.90 | 0.83 | 0.90 | 0.92 | 0.95 |
| White | 902 | 0.82 | 0.88 | 0.88 | 0.83 | 0.89 | 0.91 | 0.94 |
| Two or more races | 196 | 0.83 | 0.89 | 0.86 | 0.82 | 0.90 | 0.90 | 0.94 |
| Economically disadvantaged | 18,125 | 0.80 | 0.88 | 0.85 | 0.81 | 0.89 | 0.89 | 0.93 |
| Not economically disadvantaged | 5,047 | 0.75 | 0.84 | 0.80 | 0.79 | 0.85 | 0.85 | 0.90 |
| Special education services | 3,856 | 0.80 | 0.88 | 0.86 | 0.81 | 0.89 | 0.89 | 0.93 |
| No special education services | 19,316 | 0.79 | 0.88 | 0.84 | 0.81 | 0.88 | 0.88 | 0.93 |
| Migrant education | 589 | 0.81 | 0.92 | 0.85 | 0.85 | 0.92 | 0.90 | 0.95 |
| Not migrant education | 22,583 | 0.79 | 0.87 | 0.85 | 0.81 | 0.88 | 0.88 | 0.93 |
| Military | 311 | 0.78 | 0.82 | 0.85 | 0.76 | 0.86 | 0.88 | 0.92 |
| Not military | 22,861 | 0.79 | 0.88 | 0.85 | 0.81 | 0.89 | 0.88 | 0.93 |
| Homeless | 1,208 | 0.80 | 0.90 | 0.85 | 0.82 | 0.90 | 0.89 | 0.94 |
| Not homeless | 21,964 | 0.79 | 0.87 | 0.85 | 0.81 | 0.88 | 0.88 | 0.93 |

Table 6.B.15 Classification Accuracy at Each Proficiency Threshold Score, Oral Language Composite

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 | Cut Between Level 3 and Level 4 |
| Kindergarten | 0.93 | 0.86 | 0.92 |
| 1 | 0.93 | 0.86 | 0.90 |
| 2 | 0.95 | 0.85 | 0.89 |
| 3 | 0.94 | 0.86 | 0.88 |
| 4 | 0.95 | 0.87 | 0.86 |
| 5 | 0.95 | 0.89 | 0.86 |
| 6 | 0.95 | 0.88 | 0.87 |
| 7 | 0.95 | 0.87 | 0.87 |
| 8 | 0.95 | 0.87 | 0.88 |
| 9 | 0.93 | 0.85 | 0.89 |
| 10 | 0.93 | 0.86 | 0.89 |
| 11 | 0.94 | 0.88 | 0.90 |
| 12 | 0.94 | 0.88 | 0.89 |

Table 6.B.16 Classification Accuracy at Each Proficiency Threshold Score, Written Language Composite

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 | Cut Between Level 3 and Level 4 |
| Kindergarten | 0.93 | 0.92 | 0.94 |
| 1 | 0.92 | 0.91 | 0.96 |
| 2 | 0.93 | 0.89 | 0.94 |
| 3 | 0.89 | 0.91 | 0.97 |
| 4 | 0.90 | 0.91 | 0.96 |
| 5 | 0.91 | 0.91 | 0.94 |
| 6 | 0.89 | 0.90 | 0.96 |
| 7 | 0.90 | 0.89 | 0.94 |
| 8 | 0.91 | 0.89 | 0.93 |
| 9 | 0.89 | 0.89 | 0.95 |
| 10 | 0.90 | 0.89 | 0.94 |
| 11 | 0.90 | 0.91 | 0.96 |
| 12 | 0.91 | 0.91 | 0.95 |

Table 6.B.17 Classification Accuracy at Each Proficiency Threshold Score, Overall Score

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 | Cut Between Level 3 and Level 4 |
| Kindergarten | 0.94 | 0.88 | 0.94 |
| 1 | 0.93 | 0.90 | 0.94 |
| 2 | 0.96 | 0.90 | 0.95 |
| 3 | 0.93 | 0.89 | 0.95 |
| 4 | 0.94 | 0.88 | 0.95 |
| 5 | 0.95 | 0.89 | 0.94 |
| 6 | 0.94 | 0.88 | 0.94 |
| 7 | 0.95 | 0.89 | 0.93 |
| 8 | 0.95 | 0.89 | 0.93 |
| 9 | 0.94 | 0.89 | 0.94 |
| 10 | 0.94 | 0.89 | 0.94 |
| 11 | 0.94 | 0.91 | 0.95 |
| 12 | 0.94 | 0.91 | 0.95 |

Table 6.B.18 Classification Consistency at Each Proficiency Threshold Score, Oral Language Composite

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 | Cut Between Level 3 and Level 4 |
| Kindergarten | 0.90 | 0.83 | 0.88 |
| 1 | 0.90 | 0.82 | 0.86 |
| 2 | 0.93 | 0.82 | 0.85 |
| 3 | 0.91 | 0.83 | 0.83 |
| 4 | 0.92 | 0.84 | 0.82 |
| 5 | 0.93 | 0.86 | 0.82 |
| 6 | 0.92 | 0.84 | 0.83 |
| 7 | 0.93 | 0.84 | 0.84 |
| 8 | 0.93 | 0.84 | 0.84 |
| 9 | 0.90 | 0.82 | 0.86 |
| 10 | 0.91 | 0.84 | 0.86 |
| 11 | 0.91 | 0.85 | 0.86 |
| 12 | 0.91 | 0.85 | 0.86 |

Table 6.B.19 Classification Consistency at Each Proficiency Threshold Score, Written Language Composite

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 | Cut Between Level 3 and Level 4 |
| Kindergarten | 0.90 | 0.89 | 0.92 |
| 1 | 0.88 | 0.88 | 0.94 |
| 2 | 0.90 | 0.86 | 0.92 |
| 3 | 0.84 | 0.88 | 0.96 |
| 4 | 0.86 | 0.87 | 0.94 |
| 5 | 0.88 | 0.87 | 0.92 |
| 6 | 0.84 | 0.85 | 0.94 |
| 7 | 0.86 | 0.84 | 0.92 |
| 8 | 0.87 | 0.84 | 0.91 |
| 9 | 0.85 | 0.85 | 0.93 |
| 10 | 0.86 | 0.85 | 0.91 |
| 11 | 0.86 | 0.88 | 0.94 |
| 12 | 0.87 | 0.87 | 0.93 |

Table 6.B.20 Classification Consistency at Each Proficiency Threshold Score, Overall Score

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level | Cut Between Level 1 and Level 2 | Cut Between Level 2 and Level 3 | Cut Between Level 3 and Level 4 |
| Kindergarten | 0.92 | 0.85 | 0.92 |
| 1 | 0.91 | 0.87 | 0.91 |
| 2 | 0.94 | 0.87 | 0.92 |
| 3 | 0.90 | 0.85 | 0.93 |
| 4 | 0.91 | 0.85 | 0.92 |
| 5 | 0.92 | 0.85 | 0.91 |
| 6 | 0.91 | 0.84 | 0.91 |
| 7 | 0.92 | 0.85 | 0.90 |
| 8 | 0.92 | 0.86 | 0.90 |
| 9 | 0.91 | 0.85 | 0.92 |
| 10 | 0.92 | 0.86 | 0.91 |
| 11 | 0.91 | 0.87 | 0.93 |
| 12 | 0.92 | 0.88 | 0.93 |

Table 6.B.21 Classification Accuracy and Consistency for Reported Composite and Overall Scores

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade Level | Oral Language Accuracy | Oral Language Consistency | Written Language Accuracy | Written Language Consistency | Overall Accuracy | Overall Consistency |
| Kindergarten | 0.73 | 0.63 | 0.79 | 0.72 | 0.78 | 0.70 |
| 1 | 0.70 | 0.61 | 0.79 | 0.72 | 0.79 | 0.71 |
| 2 | 0.71 | 0.61 | 0.78 | 0.69 | 0.81 | 0.73 |
| 3 | 0.69 | 0.60 | 0.77 | 0.68 | 0.77 | 0.69 |
| 4 | 0.70 | 0.61 | 0.77 | 0.68 | 0.77 | 0.69 |
| 5 | 0.72 | 0.63 | 0.76 | 0.68 | 0.78 | 0.69 |
| 6 | 0.71 | 0.62 | 0.74 | 0.64 | 0.76 | 0.67 |
| 7 | 0.72 | 0.63 | 0.73 | 0.63 | 0.77 | 0.68 |
| 8 | 0.72 | 0.63 | 0.73 | 0.64 | 0.78 | 0.69 |
| 9 | 0.70 | 0.61 | 0.74 | 0.64 | 0.78 | 0.69 |
| 10 | 0.71 | 0.63 | 0.74 | 0.64 | 0.78 | 0.70 |
| 11 | 0.73 | 0.64 | 0.77 | 0.69 | 0.80 | 0.72 |
| 12 | 0.73 | 0.65 | 0.77 | 0.68 | 0.80 | 0.72 |

### Appendix 6.C: Raw-to-Scale-Score Conversions

Table 6.C. Raw-to-Scale-Score Conversion Table for Oral Language, Kindergarten

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 146 | Level 1 |
| 1 | 1250 | 40 | Level 1 |
| 2 | 1279 | 26 | Level 1 |
| 3 | 1296 | 21 | Level 1 |
| 4 | 1308 | 18 | Level 1 |
| 5 | 1317 | 16 | Level 1 |
| 6 | 1325 | 15 | Level 1 |
| 7 | 1332 | 14 | Level 1 |
| 8 | 1338 | 13 | Level 1 |
| 9 | 1343 | 12 | Level 1 |
| 10 | 1349 | 12 | Level 1 |
| 11 | 1353 | 12 | Level 1 |
| 12 | 1358 | 11 | Level 1 |
| 13 | 1363 | 11 | Level 1 |
| 14 | 1367 | 11 | Level 1 |
| 15 | 1371 | 11 | Level 1 |
| 16 | 1375 | 11 | Level 1 |
| 17 | 1379 | 11 | Level 1 |
| 18 | 1383 | 11 | Level 1 |
| 19 | 1387 | 10 | Level 2 |
| 20 | 1390 | 10 | Level 2 |
| 21 | 1394 | 10 | Level 2 |
| 22 | 1398 | 10 | Level 2 |
| 23 | 1402 | 11 | Level 2 |
| 24 | 1406 | 11 | Level 2 |
| 25 | 1410 | 11 | Level 2 |
| 26 | 1414 | 11 | Level 2 |
| 27 | 1418 | 11 | Level 2 |
| 28 | 1422 | 12 | Level 2 |
| 29 | 1427 | 12 | Level 3 |
| 30 | 1432 | 13 | Level 3 |
| 31 | 1438 | 13 | Level 3 |
| 32 | 1444 | 14 | Level 3 |
| 33 | 1450 | 15 | Level 3 |
| 34 | 1457 | 15 | Level 3 |
| 35 | 1465 | 16 | Level 3 |
| 36 | 1474 | 18 | Level 3 |

Table 6.C.1 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 37 | 1485 | 19 | Level 4 |
| 38 | 1497 | 22 | Level 4 |
| 39 | 1513 | 25 | Level 4 |
| 40 | 1536 | 33 | Level 4 |
| 41 | 1580 | 56 | Level 4 |
| 42 | 1700 | 166 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Written Language, Kindergarten

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 97 | Level 1 |
| 1 | 1216 | 47 | Level 1 |
| 2 | 1252 | 30 | Level 1 |
| 3 | 1272 | 22 | Level 1 |
| 4 | 1286 | 18 | Level 1 |
| 5 | 1297 | 16 | Level 1 |
| 6 | 1306 | 15 | Level 1 |
| 7 | 1315 | 14 | Level 1 |
| 8 | 1323 | 13 | Level 1 |
| 9 | 1330 | 13 | Level 1 |
| 10 | 1337 | 12 | Level 1 |
| 11 | 1343 | 11 | Level 1 |
| 12 | 1349 | 10 | Level 2 |
| 13 | 1354 | 9 | Level 2 |
| 14 | 1358 | 9 | Level 2 |
| 15 | 1362 | 8 | Level 2 |
| 16 | 1367 | 8 | Level 2 |
| 17 | 1371 | 8 | Level 2 |
| 18 | 1375 | 8 | Level 2 |
| 19 | 1379 | 8 | Level 2 |
| 20 | 1383 | 8 | Level 2 |
| 21 | 1388 | 9 | Level 2 |
| 22 | 1393 | 10 | Level 2 |
| 23 | 1399 | 10 | Level 2 |
| 24 | 1405 | 12 | Level 2 |
| 25 | 1414 | 13 | Level 3 |
| 26 | 1425 | 17 | Level 3 |
| 27 | 1441 | 23 | Level 3 |
| 28 | 1475 | 46 | Level 4 |
| 29 | 1700 | 407 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Oral Language, Grade One

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 139 | Level 1 |
| 1 | 1229 | 66 | Level 1 |
| 2 | 1279 | 33 | Level 1 |
| 3 | 1302 | 23 | Level 1 |
| 4 | 1316 | 19 | Level 1 |
| 5 | 1326 | 16 | Level 1 |
| 6 | 1334 | 15 | Level 1 |
| 7 | 1341 | 13 | Level 1 |
| 8 | 1347 | 13 | Level 1 |
| 9 | 1352 | 12 | Level 1 |
| 10 | 1357 | 11 | Level 1 |
| 11 | 1362 | 11 | Level 1 |
| 12 | 1366 | 11 | Level 1 |
| 13 | 1371 | 10 | Level 1 |
| 14 | 1374 | 10 | Level 1 |
| 15 | 1378 | 10 | Level 1 |
| 16 | 1382 | 10 | Level 1 |
| 17 | 1386 | 10 | Level 1 |
| 18 | 1389 | 10 | Level 1 |
| 19 | 1393 | 10 | Level 1 |
| 20 | 1396 | 10 | Level 1 |
| 21 | 1400 | 10 | Level 1 |
| 22 | 1403 | 10 | Level 1 |
| 23 | 1407 | 10 | Level 1 |
| 24 | 1410 | 10 | Level 2 |
| 25 | 1414 | 10 | Level 2 |
| 26 | 1418 | 10 | Level 2 |
| 27 | 1422 | 11 | Level 2 |
| 28 | 1426 | 11 | Level 2 |
| 29 | 1431 | 11 | Level 2 |
| 30 | 1436 | 12 | Level 2 |
| 31 | 1441 | 12 | Level 2 |
| 32 | 1447 | 13 | Level 2 |
| 33 | 1453 | 14 | Level 3 |
| 34 | 1460 | 14 | Level 3 |
| 35 | 1467 | 15 | Level 3 |
| 36 | 1475 | 16 | Level 3 |
| 37 | 1484 | 16 | Level 3 |

Table 6.C.3 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 38 | 1494 | 17 | Level 4 |
| 39 | 1504 | 18 | Level 4 |
| 40 | 1517 | 20 | Level 4 |
| 41 | 1533 | 23 | Level 4 |
| 42 | 1554 | 29 | Level 4 |
| 43 | 1591 | 47 | Level 4 |
| 44 | 1700 | 168 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Written Language, Grade One

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 423 | Level 1 |
| 1 | 1311 | 29 | Level 1 |
| 2 | 1332 | 21 | Level 1 |
| 3 | 1345 | 17 | Level 1 |
| 4 | 1354 | 15 | Level 1 |
| 5 | 1362 | 14 | Level 1 |
| 6 | 1368 | 13 | Level 1 |
| 7 | 1373 | 12 | Level 1 |
| 8 | 1378 | 11 | Level 1 |
| 9 | 1383 | 11 | Level 1 |
| 10 | 1387 | 11 | Level 1 |
| 11 | 1391 | 11 | Level 1 |
| 12 | 1395 | 10 | Level 1 |
| 13 | 1399 | 10 | Level 1 |
| 14 | 1403 | 10 | Level 1 |
| 15 | 1406 | 10 | Level 1 |
| 16 | 1410 | 10 | Level 1 |
| 17 | 1414 | 10 | Level 2 |
| 18 | 1417 | 10 | Level 2 |
| 19 | 1421 | 10 | Level 2 |
| 20 | 1424 | 10 | Level 2 |
| 21 | 1428 | 10 | Level 2 |
| 22 | 1431 | 10 | Level 2 |
| 23 | 1435 | 10 | Level 2 |
| 24 | 1439 | 11 | Level 2 |
| 25 | 1443 | 11 | Level 2 |
| 26 | 1447 | 11 | Level 2 |
| 27 | 1451 | 11 | Level 2 |
| 28 | 1456 | 12 | Level 2 |
| 29 | 1460 | 12 | Level 3 |
| 30 | 1466 | 13 | Level 3 |
| 31 | 1471 | 13 | Level 3 |
| 32 | 1478 | 14 | Level 3 |
| 33 | 1485 | 15 | Level 3 |
| 34 | 1493 | 17 | Level 3 |
| 35 | 1504 | 19 | Level 3 |
| 36 | 1518 | 23 | Level 3 |
| 37 | 1542 | 33 | Level 4 |
| 38 | 1700 | 346 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Oral Language, Grade Two

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 130 | Level 1 |
| 1 | 1234 | 53 | Level 1 |
| 2 | 1273 | 33 | Level 1 |
| 3 | 1294 | 25 | Level 1 |
| 4 | 1309 | 21 | Level 1 |
| 5 | 1320 | 18 | Level 1 |
| 6 | 1328 | 16 | Level 1 |
| 7 | 1336 | 15 | Level 1 |
| 8 | 1342 | 14 | Level 1 |
| 9 | 1348 | 13 | Level 1 |
| 10 | 1353 | 13 | Level 1 |
| 11 | 1358 | 12 | Level 1 |
| 12 | 1362 | 12 | Level 1 |
| 13 | 1367 | 11 | Level 1 |
| 14 | 1370 | 11 | Level 1 |
| 15 | 1374 | 11 | Level 1 |
| 16 | 1378 | 11 | Level 1 |
| 17 | 1381 | 10 | Level 1 |
| 18 | 1385 | 10 | Level 1 |
| 19 | 1388 | 10 | Level 1 |
| 20 | 1391 | 10 | Level 1 |
| 21 | 1395 | 10 | Level 1 |
| 22 | 1398 | 10 | Level 1 |
| 23 | 1401 | 10 | Level 1 |
| 24 | 1405 | 10 | Level 1 |
| 25 | 1408 | 10 | Level 1 |
| 26 | 1411 | 10 | Level 1 |
| 27 | 1415 | 11 | Level 2 |
| 28 | 1418 | 11 | Level 2 |
| 29 | 1422 | 11 | Level 2 |
| 30 | 1426 | 11 | Level 2 |
| 31 | 1430 | 12 | Level 2 |
| 32 | 1434 | 12 | Level 2 |
| 33 | 1438 | 12 | Level 2 |
| 34 | 1443 | 13 | Level 2 |
| 35 | 1448 | 13 | Level 2 |
| 36 | 1453 | 14 | Level 2 |
| 37 | 1459 | 14 | Level 2 |

Table 6.C.5 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 38 | 1465 | 15 | Level 3 |
| 39 | 1471 | 15 | Level 3 |
| 40 | 1478 | 16 | Level 3 |
| 41 | 1486 | 17 | Level 3 |
| 42 | 1495 | 17 | Level 3 |
| 43 | 1504 | 18 | Level 3 |
| 44 | 1514 | 19 | Level 4 |
| 45 | 1526 | 20 | Level 4 |
| 46 | 1540 | 22 | Level 4 |
| 47 | 1557 | 25 | Level 4 |
| 48 | 1582 | 33 | Level 4 |
| 49 | 1642 | 77 | Level 4 |
| 50 | 1700 | 147 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Written Language, Grade Two

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 245 | Level 1 |
| 1 | 1299 | 44 | Level 1 |
| 2 | 1331 | 27 | Level 1 |
| 3 | 1348 | 21 | Level 1 |
| 4 | 1360 | 17 | Level 1 |
| 5 | 1369 | 15 | Level 1 |
| 6 | 1376 | 14 | Level 1 |
| 7 | 1382 | 13 | Level 1 |
| 8 | 1388 | 12 | Level 1 |
| 9 | 1392 | 11 | Level 1 |
| 10 | 1397 | 11 | Level 1 |
| 11 | 1401 | 10 | Level 1 |
| 12 | 1405 | 10 | Level 1 |
| 13 | 1408 | 10 | Level 1 |
| 14 | 1412 | 10 | Level 1 |
| 15 | 1415 | 9 | Level 1 |
| 16 | 1419 | 9 | Level 1 |
| 17 | 1422 | 9 | Level 1 |
| 18 | 1425 | 9 | Level 1 |
| 19 | 1428 | 9 | Level 1 |
| 20 | 1432 | 9 | Level 1 |
| 21 | 1435 | 9 | Level 2 |
| 22 | 1438 | 9 | Level 2 |
| 23 | 1441 | 10 | Level 2 |
| 24 | 1445 | 10 | Level 2 |
| 25 | 1448 | 10 | Level 2 |
| 26 | 1452 | 10 | Level 2 |
| 27 | 1455 | 10 | Level 2 |
| 28 | 1459 | 11 | Level 2 |
| 29 | 1463 | 11 | Level 2 |
| 30 | 1468 | 11 | Level 2 |
| 31 | 1472 | 12 | Level 2 |
| 32 | 1477 | 12 | Level 2 |
| 33 | 1482 | 12 | Level 3 |
| 34 | 1488 | 13 | Level 3 |
| 35 | 1494 | 14 | Level 3 |
| 36 | 1500 | 14 | Level 3 |
| 37 | 1508 | 16 | Level 3 |
| 38 | 1517 | 17 | Level 3 |
| 39 | 1527 | 19 | Level 3 |

Table 6.C.6 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 40 | 1542 | 24 | Level 3 |
| 41 | 1563 | 31 | Level 4 |
| 42 | 1607 | 57 | Level 4 |
| 43 | 1700 | 159 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Oral Language, Grade Three

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 103 | Level 1 |
| 1 | 1176 | 86 | Level 1 |
| 2 | 1240 | 52 | Level 1 |
| 3 | 1274 | 39 | Level 1 |
| 4 | 1297 | 31 | Level 1 |
| 5 | 1314 | 26 | Level 1 |
| 6 | 1327 | 23 | Level 1 |
| 7 | 1338 | 20 | Level 1 |
| 8 | 1347 | 18 | Level 1 |
| 9 | 1355 | 16 | Level 1 |
| 10 | 1362 | 15 | Level 1 |
| 11 | 1368 | 14 | Level 1 |
| 12 | 1373 | 13 | Level 1 |
| 13 | 1378 | 13 | Level 1 |
| 14 | 1383 | 12 | Level 1 |
| 15 | 1387 | 12 | Level 1 |
| 16 | 1391 | 11 | Level 1 |
| 17 | 1395 | 11 | Level 1 |
| 18 | 1399 | 11 | Level 1 |
| 19 | 1403 | 11 | Level 1 |
| 20 | 1406 | 11 | Level 1 |
| 21 | 1410 | 11 | Level 1 |
| 22 | 1414 | 11 | Level 1 |
| 23 | 1417 | 11 | Level 1 |
| 24 | 1421 | 11 | Level 1 |
| 25 | 1425 | 11 | Level 1 |
| 26 | 1429 | 11 | Level 1 |
| 27 | 1433 | 12 | Level 1 |
| 28 | 1437 | 12 | Level 2 |
| 29 | 1442 | 12 | Level 2 |
| 30 | 1446 | 12 | Level 2 |
| 31 | 1451 | 13 | Level 2 |
| 32 | 1456 | 13 | Level 2 |
| 33 | 1461 | 13 | Level 2 |
| 34 | 1466 | 14 | Level 3 |
| 35 | 1471 | 14 | Level 3 |
| 36 | 1477 | 14 | Level 3 |
| 37 | 1483 | 15 | Level 3 |
| 38 | 1489 | 15 | Level 3 |
| 39 | 1495 | 15 | Level 3 |

Table 6.C.7 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 40 | 1502 | 16 | Level 3 |
| 41 | 1509 | 16 | Level 3 |
| 42 | 1517 | 17 | Level 4 |
| 43 | 1525 | 18 | Level 4 |
| 44 | 1534 | 19 | Level 4 |
| 45 | 1545 | 20 | Level 4 |
| 46 | 1557 | 22 | Level 4 |
| 47 | 1571 | 25 | Level 4 |
| 48 | 1589 | 30 | Level 4 |
| 49 | 1616 | 42 | Level 4 |
| 50 | 1662 | 68 | Level 4 |
| 51 | 1757 | 126 | Level 4 |
| 52 | 1800 | 153 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Written Language, Grade Three

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 267 | Level 1 |
| 1 | 1317 | 56 | Level 1 |
| 2 | 1359 | 33 | Level 1 |
| 3 | 1380 | 25 | Level 1 |
| 4 | 1394 | 20 | Level 1 |
| 5 | 1405 | 18 | Level 1 |
| 6 | 1414 | 16 | Level 1 |
| 7 | 1421 | 15 | Level 1 |
| 8 | 1428 | 14 | Level 1 |
| 9 | 1434 | 14 | Level 1 |
| 10 | 1440 | 13 | Level 1 |
| 11 | 1446 | 13 | Level 1 |
| 12 | 1451 | 13 | Level 1 |
| 13 | 1456 | 13 | Level 1 |
| 14 | 1461 | 13 | Level 2 |
| 15 | 1465 | 13 | Level 2 |
| 16 | 1470 | 13 | Level 2 |
| 17 | 1475 | 13 | Level 2 |
| 18 | 1480 | 13 | Level 2 |
| 19 | 1484 | 13 | Level 2 |
| 20 | 1489 | 13 | Level 2 |
| 21 | 1494 | 13 | Level 2 |
| 22 | 1499 | 13 | Level 2 |
| 23 | 1503 | 13 | Level 2 |
| 24 | 1508 | 13 | Level 2 |
| 25 | 1513 | 13 | Level 3 |
| 26 | 1518 | 14 | Level 3 |
| 27 | 1524 | 14 | Level 3 |
| 28 | 1529 | 14 | Level 3 |
| 29 | 1535 | 15 | Level 3 |
| 30 | 1541 | 15 | Level 3 |
| 31 | 1547 | 15 | Level 3 |
| 32 | 1553 | 16 | Level 3 |

Table 6.C.8 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 33 | 1560 | 17 | Level 4 |
| 34 | 1568 | 18 | Level 4 |
| 35 | 1577 | 19 | Level 4 |
| 36 | 1587 | 21 | Level 4 |
| 37 | 1599 | 23 | Level 4 |
| 38 | 1613 | 27 | Level 4 |
| 39 | 1633 | 34 | Level 4 |
| 40 | 1661 | 44 | Level 4 |
| 41 | 1706 | 65 | Level 4 |
| 42 | 1795 | 114 | Level 4 |
| 43 | 1800 | 117 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Oral Language, Grade Four

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 103 | Level 1 |
| 1 | 1176 | 86 | Level 1 |
| 2 | 1240 | 52 | Level 1 |
| 3 | 1274 | 39 | Level 1 |
| 4 | 1297 | 31 | Level 1 |
| 5 | 1314 | 26 | Level 1 |
| 6 | 1327 | 23 | Level 1 |
| 7 | 1338 | 20 | Level 1 |
| 8 | 1347 | 18 | Level 1 |
| 9 | 1355 | 16 | Level 1 |
| 10 | 1362 | 15 | Level 1 |
| 11 | 1368 | 14 | Level 1 |
| 12 | 1373 | 13 | Level 1 |
| 13 | 1378 | 13 | Level 1 |
| 14 | 1383 | 12 | Level 1 |
| 15 | 1387 | 12 | Level 1 |
| 16 | 1391 | 11 | Level 1 |
| 17 | 1395 | 11 | Level 1 |
| 18 | 1399 | 11 | Level 1 |
| 19 | 1403 | 11 | Level 1 |
| 20 | 1406 | 11 | Level 1 |
| 21 | 1410 | 11 | Level 1 |
| 22 | 1414 | 11 | Level 1 |
| 23 | 1417 | 11 | Level 1 |
| 24 | 1421 | 11 | Level 1 |
| 25 | 1425 | 11 | Level 1 |
| 26 | 1429 | 11 | Level 1 |
| 27 | 1433 | 12 | Level 1 |
| 28 | 1437 | 12 | Level 1 |
| 29 | 1442 | 12 | Level 2 |
| 30 | 1446 | 12 | Level 2 |
| 31 | 1451 | 13 | Level 2 |
| 32 | 1456 | 13 | Level 2 |
| 33 | 1461 | 13 | Level 2 |
| 34 | 1466 | 14 | Level 2 |
| 35 | 1471 | 14 | Level 2 |

Table 6.C.9 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 36 | 1477 | 14 | Level 3 |
| 37 | 1483 | 15 | Level 3 |
| 38 | 1489 | 15 | Level 3 |
| 39 | 1495 | 15 | Level 3 |
| 40 | 1502 | 16 | Level 3 |
| 41 | 1509 | 16 | Level 3 |
| 42 | 1517 | 17 | Level 3 |
| 43 | 1525 | 18 | Level 4 |
| 44 | 1534 | 19 | Level 4 |
| 45 | 1545 | 20 | Level 4 |
| 46 | 1557 | 22 | Level 4 |
| 47 | 1571 | 25 | Level 4 |
| 48 | 1589 | 30 | Level 4 |
| 49 | 1616 | 42 | Level 4 |
| 50 | 1662 | 68 | Level 4 |
| 51 | 1757 | 126 | Level 4 |
| 52 | 1800 | 153 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Written Language, Grade Four

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 267 | Level 1 |
| 1 | 1317 | 56 | Level 1 |
| 2 | 1359 | 33 | Level 1 |
| 3 | 1380 | 25 | Level 1 |
| 4 | 1394 | 20 | Level 1 |
| 5 | 1405 | 18 | Level 1 |
| 6 | 1414 | 16 | Level 1 |
| 7 | 1421 | 15 | Level 1 |
| 8 | 1428 | 14 | Level 1 |
| 9 | 1434 | 14 | Level 1 |
| 10 | 1440 | 13 | Level 1 |
| 11 | 1446 | 13 | Level 1 |
| 12 | 1451 | 13 | Level 1 |
| 13 | 1456 | 13 | Level 1 |
| 14 | 1461 | 13 | Level 1 |
| 15 | 1465 | 13 | Level 1 |
| 16 | 1470 | 13 | Level 1 |
| 17 | 1475 | 13 | Level 1 |
| 18 | 1480 | 13 | Level 2 |
| 19 | 1484 | 13 | Level 2 |
| 20 | 1489 | 13 | Level 2 |
| 21 | 1494 | 13 | Level 2 |
| 22 | 1499 | 13 | Level 2 |
| 23 | 1503 | 13 | Level 2 |
| 24 | 1508 | 13 | Level 2 |
| 25 | 1513 | 13 | Level 2 |
| 26 | 1518 | 14 | Level 2 |
| 27 | 1524 | 14 | Level 2 |
| 28 | 1529 | 14 | Level 3 |
| 29 | 1535 | 15 | Level 3 |
| 30 | 1541 | 15 | Level 3 |
| 31 | 1547 | 15 | Level 3 |
| 32 | 1553 | 16 | Level 3 |
| 33 | 1560 | 17 | Level 3 |
| 34 | 1568 | 18 | Level 3 |

Table 6.C.10 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 35 | 1577 | 19 | Level 4 |
| 36 | 1587 | 21 | Level 4 |
| 37 | 1599 | 23 | Level 4 |
| 38 | 1613 | 27 | Level 4 |
| 39 | 1633 | 34 | Level 4 |
| 40 | 1661 | 44 | Level 4 |
| 41 | 1706 | 65 | Level 4 |
| 42 | 1795 | 114 | Level 4 |
| 43 | 1800 | 117 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Oral Language, Grade Five

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 103 | Level 1 |
| 1 | 1176 | 86 | Level 1 |
| 2 | 1240 | 52 | Level 1 |
| 3 | 1274 | 39 | Level 1 |
| 4 | 1297 | 31 | Level 1 |
| 5 | 1314 | 26 | Level 1 |
| 6 | 1327 | 23 | Level 1 |
| 7 | 1338 | 20 | Level 1 |
| 8 | 1347 | 18 | Level 1 |
| 9 | 1355 | 16 | Level 1 |
| 10 | 1362 | 15 | Level 1 |
| 11 | 1368 | 14 | Level 1 |
| 12 | 1373 | 13 | Level 1 |
| 13 | 1378 | 13 | Level 1 |
| 14 | 1383 | 12 | Level 1 |
| 15 | 1387 | 12 | Level 1 |
| 16 | 1391 | 11 | Level 1 |
| 17 | 1395 | 11 | Level 1 |
| 18 | 1399 | 11 | Level 1 |
| 19 | 1403 | 11 | Level 1 |
| 20 | 1406 | 11 | Level 1 |
| 21 | 1410 | 11 | Level 1 |
| 22 | 1414 | 11 | Level 1 |
| 23 | 1417 | 11 | Level 1 |
| 24 | 1421 | 11 | Level 1 |
| 25 | 1425 | 11 | Level 1 |
| 26 | 1429 | 11 | Level 1 |
| 27 | 1433 | 12 | Level 1 |
| 28 | 1437 | 12 | Level 1 |
| 29 | 1442 | 12 | Level 1 |
| 30 | 1446 | 12 | Level 1 |
| 31 | 1451 | 13 | Level 2 |
| 32 | 1456 | 13 | Level 2 |
| 33 | 1461 | 13 | Level 2 |
| 34 | 1466 | 14 | Level 2 |
| 35 | 1471 | 14 | Level 2 |

Table 6.C.11 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 36 | 1477 | 14 | Level 3 |
| 37 | 1483 | 15 | Level 3 |
| 38 | 1489 | 15 | Level 3 |
| 39 | 1495 | 15 | Level 3 |
| 40 | 1502 | 16 | Level 3 |
| 41 | 1509 | 16 | Level 3 |
| 42 | 1517 | 17 | Level 3 |
| 43 | 1525 | 18 | Level 3 |
| 44 | 1534 | 19 | Level 4 |
| 45 | 1545 | 20 | Level 4 |
| 46 | 1557 | 22 | Level 4 |
| 47 | 1571 | 25 | Level 4 |
| 48 | 1589 | 30 | Level 4 |
| 49 | 1616 | 42 | Level 4 |
| 50 | 1662 | 68 | Level 4 |
| 51 | 1757 | 126 | Level 4 |
| 52 | 1800 | 153 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Written Language, Grade Five

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 267 | Level 1 |
| 1 | 1317 | 56 | Level 1 |
| 2 | 1359 | 33 | Level 1 |
| 3 | 1380 | 25 | Level 1 |
| 4 | 1394 | 20 | Level 1 |
| 5 | 1405 | 18 | Level 1 |
| 6 | 1414 | 16 | Level 1 |
| 7 | 1421 | 15 | Level 1 |
| 8 | 1428 | 14 | Level 1 |
| 9 | 1434 | 14 | Level 1 |
| 10 | 1440 | 13 | Level 1 |
| 11 | 1446 | 13 | Level 1 |
| 12 | 1451 | 13 | Level 1 |
| 13 | 1456 | 13 | Level 1 |
| 14 | 1461 | 13 | Level 1 |
| 15 | 1465 | 13 | Level 1 |
| 16 | 1470 | 13 | Level 1 |
| 17 | 1475 | 13 | Level 1 |
| 18 | 1480 | 13 | Level 1 |
| 19 | 1484 | 13 | Level 1 |
| 20 | 1489 | 13 | Level 2 |
| 21 | 1494 | 13 | Level 2 |
| 22 | 1499 | 13 | Level 2 |
| 23 | 1503 | 13 | Level 2 |
| 24 | 1508 | 13 | Level 2 |
| 25 | 1513 | 13 | Level 2 |
| 26 | 1518 | 14 | Level 2 |
| 27 | 1524 | 14 | Level 2 |
| 28 | 1529 | 14 | Level 2 |
| 29 | 1535 | 15 | Level 2 |
| 30 | 1541 | 15 | Level 2 |
| 31 | 1547 | 15 | Level 2 |
| 32 | 1553 | 16 | Level 3 |
| 33 | 1560 | 17 | Level 3 |
| 34 | 1568 | 18 | Level 3 |
| 35 | 1577 | 19 | Level 3 |

Table 6.C.12 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 36 | 1587 | 21 | Level 4 |
| 37 | 1599 | 23 | Level 4 |
| 38 | 1613 | 27 | Level 4 |
| 39 | 1633 | 34 | Level 4 |
| 40 | 1661 | 44 | Level 4 |
| 41 | 1706 | 65 | Level 4 |
| 42 | 1795 | 114 | Level 4 |
| 43 | 1800 | 117 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Oral Language, Grade Six

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 92 | Level 1 |
| 1 | 1150 | 92 | Level 1 |
| 2 | 1194 | 71 | Level 1 |
| 3 | 1241 | 52 | Level 1 |
| 4 | 1272 | 41 | Level 1 |
| 5 | 1295 | 34 | Level 1 |
| 6 | 1313 | 29 | Level 1 |
| 7 | 1327 | 25 | Level 1 |
| 8 | 1339 | 22 | Level 1 |
| 9 | 1349 | 20 | Level 1 |
| 10 | 1357 | 19 | Level 1 |
| 11 | 1365 | 18 | Level 1 |
| 12 | 1372 | 17 | Level 1 |
| 13 | 1379 | 16 | Level 1 |
| 14 | 1385 | 15 | Level 1 |
| 15 | 1390 | 14 | Level 1 |
| 16 | 1395 | 14 | Level 1 |
| 17 | 1400 | 14 | Level 1 |
| 18 | 1405 | 13 | Level 1 |
| 19 | 1410 | 13 | Level 1 |
| 20 | 1414 | 13 | Level 1 |
| 21 | 1418 | 13 | Level 1 |
| 22 | 1423 | 13 | Level 1 |
| 23 | 1427 | 13 | Level 1 |
| 24 | 1431 | 13 | Level 1 |
| 25 | 1435 | 13 | Level 1 |
| 26 | 1440 | 13 | Level 1 |
| 27 | 1444 | 13 | Level 1 |
| 28 | 1448 | 13 | Level 1 |
| 29 | 1453 | 13 | Level 2 |
| 30 | 1458 | 14 | Level 2 |
| 31 | 1462 | 14 | Level 2 |
| 32 | 1467 | 14 | Level 2 |
| 33 | 1473 | 14 | Level 2 |
| 34 | 1478 | 15 | Level 2 |
| 35 | 1483 | 15 | Level 2 |

Table 6.C.13 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 36 | 1489 | 15 | Level 3 |
| 37 | 1495 | 16 | Level 3 |
| 38 | 1502 | 16 | Level 3 |
| 39 | 1508 | 17 | Level 3 |
| 40 | 1516 | 18 | Level 3 |
| 41 | 1523 | 18 | Level 3 |
| 42 | 1532 | 19 | Level 3 |
| 43 | 1541 | 21 | Level 3 |
| 44 | 1552 | 22 | Level 4 |
| 45 | 1564 | 24 | Level 4 |
| 46 | 1578 | 26 | Level 4 |
| 47 | 1595 | 30 | Level 4 |
| 48 | 1617 | 37 | Level 4 |
| 49 | 1650 | 52 | Level 4 |
| 50 | 1708 | 84 | Level 4 |
| 51 | 1826 | 155 | Level 4 |
| 52 | 1900 | 206 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Written Language, Grade Six

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 220 | Level 1 |
| 1 | 1292 | 76 | Level 1 |
| 2 | 1348 | 43 | Level 1 |
| 3 | 1376 | 32 | Level 1 |
| 4 | 1395 | 26 | Level 1 |
| 5 | 1409 | 22 | Level 1 |
| 6 | 1420 | 20 | Level 1 |
| 7 | 1429 | 19 | Level 1 |
| 8 | 1437 | 17 | Level 1 |
| 9 | 1444 | 16 | Level 1 |
| 10 | 1451 | 16 | Level 1 |
| 11 | 1457 | 15 | Level 1 |
| 12 | 1463 | 15 | Level 1 |
| 13 | 1469 | 15 | Level 1 |
| 14 | 1475 | 14 | Level 1 |
| 15 | 1480 | 14 | Level 1 |
| 16 | 1485 | 14 | Level 1 |
| 17 | 1491 | 14 | Level 1 |
| 18 | 1496 | 14 | Level 1 |
| 19 | 1501 | 14 | Level 2 |
| 20 | 1506 | 14 | Level 2 |
| 21 | 1512 | 14 | Level 2 |
| 22 | 1517 | 14 | Level 2 |
| 23 | 1522 | 14 | Level 2 |
| 24 | 1528 | 14 | Level 2 |
| 25 | 1533 | 15 | Level 2 |
| 26 | 1539 | 15 | Level 2 |
| 27 | 1545 | 15 | Level 2 |
| 28 | 1551 | 16 | Level 3 |
| 29 | 1557 | 16 | Level 3 |
| 30 | 1564 | 17 | Level 3 |
| 31 | 1571 | 18 | Level 3 |
| 32 | 1579 | 18 | Level 3 |
| 33 | 1587 | 19 | Level 3 |

Table 6.C.14 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 34 | 1596 | 21 | Level 4 |
| 35 | 1607 | 23 | Level 4 |
| 36 | 1618 | 25 | Level 4 |
| 37 | 1632 | 28 | Level 4 |
| 38 | 1650 | 33 | Level 4 |
| 39 | 1672 | 39 | Level 4 |
| 40 | 1704 | 51 | Level 4 |
| 41 | 1754 | 73 | Level 4 |
| 42 | 1851 | 126 | Level 4 |
| 43 | 1900 | 159 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Oral Language, Grade Seven

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 92 | Level 1 |
| 1 | 1150 | 92 | Level 1 |
| 2 | 1194 | 71 | Level 1 |
| 3 | 1241 | 52 | Level 1 |
| 4 | 1272 | 41 | Level 1 |
| 5 | 1295 | 34 | Level 1 |
| 6 | 1313 | 29 | Level 1 |
| 7 | 1327 | 25 | Level 1 |
| 8 | 1339 | 22 | Level 1 |
| 9 | 1349 | 20 | Level 1 |
| 10 | 1357 | 19 | Level 1 |
| 11 | 1365 | 18 | Level 1 |
| 12 | 1372 | 17 | Level 1 |
| 13 | 1379 | 16 | Level 1 |
| 14 | 1385 | 15 | Level 1 |
| 15 | 1390 | 14 | Level 1 |
| 16 | 1395 | 14 | Level 1 |
| 17 | 1400 | 14 | Level 1 |
| 18 | 1405 | 13 | Level 1 |
| 19 | 1410 | 13 | Level 1 |
| 20 | 1414 | 13 | Level 1 |
| 21 | 1418 | 13 | Level 1 |
| 22 | 1423 | 13 | Level 1 |
| 23 | 1427 | 13 | Level 1 |
| 24 | 1431 | 13 | Level 1 |
| 25 | 1435 | 13 | Level 1 |
| 26 | 1440 | 13 | Level 1 |
| 27 | 1444 | 13 | Level 1 |
| 28 | 1448 | 13 | Level 1 |
| 29 | 1453 | 13 | Level 1 |
| 30 | 1458 | 14 | Level 2 |
| 31 | 1462 | 14 | Level 2 |
| 32 | 1467 | 14 | Level 2 |
| 33 | 1473 | 14 | Level 2 |
| 34 | 1478 | 15 | Level 2 |
| 35 | 1483 | 15 | Level 2 |
| 36 | 1489 | 15 | Level 2 |
| 37 | 1495 | 16 | Level 2 |

Table 6.C.15 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 38 | 1502 | 16 | Level 3 |
| 39 | 1508 | 17 | Level 3 |
| 40 | 1516 | 18 | Level 3 |
| 41 | 1523 | 18 | Level 3 |
| 42 | 1532 | 19 | Level 3 |
| 43 | 1541 | 21 | Level 3 |
| 44 | 1552 | 22 | Level 3 |
| 45 | 1564 | 24 | Level 4 |
| 46 | 1578 | 26 | Level 4 |
| 47 | 1595 | 30 | Level 4 |
| 48 | 1617 | 37 | Level 4 |
| 49 | 1650 | 52 | Level 4 |
| 50 | 1708 | 84 | Level 4 |
| 51 | 1826 | 155 | Level 4 |
| 52 | 1900 | 206 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Written Language, Grade Seven

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 220 | Level 1 |
| 1 | 1292 | 76 | Level 1 |
| 2 | 1348 | 43 | Level 1 |
| 3 | 1376 | 32 | Level 1 |
| 4 | 1395 | 26 | Level 1 |
| 5 | 1409 | 22 | Level 1 |
| 6 | 1420 | 20 | Level 1 |
| 7 | 1429 | 19 | Level 1 |
| 8 | 1437 | 17 | Level 1 |
| 9 | 1444 | 16 | Level 1 |
| 10 | 1451 | 16 | Level 1 |
| 11 | 1457 | 15 | Level 1 |
| 12 | 1463 | 15 | Level 1 |
| 13 | 1469 | 15 | Level 1 |
| 14 | 1475 | 14 | Level 1 |
| 15 | 1480 | 14 | Level 1 |
| 16 | 1485 | 14 | Level 1 |
| 17 | 1491 | 14 | Level 1 |
| 18 | 1496 | 14 | Level 1 |
| 19 | 1501 | 14 | Level 1 |
| 20 | 1506 | 14 | Level 2 |
| 21 | 1512 | 14 | Level 2 |
| 22 | 1517 | 14 | Level 2 |
| 23 | 1522 | 14 | Level 2 |
| 24 | 1528 | 14 | Level 2 |
| 25 | 1533 | 15 | Level 2 |
| 26 | 1539 | 15 | Level 2 |
| 27 | 1545 | 15 | Level 2 |
| 28 | 1551 | 16 | Level 2 |
| 29 | 1557 | 16 | Level 3 |
| 30 | 1564 | 17 | Level 3 |
| 31 | 1571 | 18 | Level 3 |
| 32 | 1579 | 18 | Level 3 |
| 33 | 1587 | 19 | Level 3 |
| 34 | 1596 | 21 | Level 3 |

Table 6.C.16 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 35 | 1607 | 23 | Level 4 |
| 36 | 1618 | 25 | Level 4 |
| 37 | 1632 | 28 | Level 4 |
| 38 | 1650 | 33 | Level 4 |
| 39 | 1672 | 39 | Level 4 |
| 40 | 1704 | 51 | Level 4 |
| 41 | 1754 | 73 | Level 4 |
| 42 | 1851 | 126 | Level 4 |
| 43 | 1900 | 159 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Oral Language, Grade Eight

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 92 | Level 1 |
| 1 | 1150 | 92 | Level 1 |
| 2 | 1194 | 71 | Level 1 |
| 3 | 1241 | 52 | Level 1 |
| 4 | 1272 | 41 | Level 1 |
| 5 | 1295 | 34 | Level 1 |
| 6 | 1313 | 29 | Level 1 |
| 7 | 1327 | 25 | Level 1 |
| 8 | 1339 | 22 | Level 1 |
| 9 | 1349 | 20 | Level 1 |
| 10 | 1357 | 19 | Level 1 |
| 11 | 1365 | 18 | Level 1 |
| 12 | 1372 | 17 | Level 1 |
| 13 | 1379 | 16 | Level 1 |
| 14 | 1385 | 15 | Level 1 |
| 15 | 1390 | 14 | Level 1 |
| 16 | 1395 | 14 | Level 1 |
| 17 | 1400 | 14 | Level 1 |
| 18 | 1405 | 13 | Level 1 |
| 19 | 1410 | 13 | Level 1 |
| 20 | 1414 | 13 | Level 1 |
| 21 | 1418 | 13 | Level 1 |
| 22 | 1423 | 13 | Level 1 |
| 23 | 1427 | 13 | Level 1 |
| 24 | 1431 | 13 | Level 1 |
| 25 | 1435 | 13 | Level 1 |
| 26 | 1440 | 13 | Level 1 |
| 27 | 1444 | 13 | Level 1 |
| 28 | 1448 | 13 | Level 1 |
| 29 | 1453 | 13 | Level 1 |
| 30 | 1458 | 14 | Level 1 |
| 31 | 1462 | 14 | Level 2 |
| 32 | 1467 | 14 | Level 2 |
| 33 | 1473 | 14 | Level 2 |
| 34 | 1478 | 15 | Level 2 |
| 35 | 1483 | 15 | Level 2 |
| 36 | 1489 | 15 | Level 2 |
| 37 | 1495 | 16 | Level 2 |
| 38 | 1502 | 16 | Level 2 |

Table 6.C.17 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 39 | 1508 | 17 | Level 3 |
| 40 | 1516 | 18 | Level 3 |
| 41 | 1523 | 18 | Level 3 |
| 42 | 1532 | 19 | Level 3 |
| 43 | 1541 | 21 | Level 3 |
| 44 | 1552 | 22 | Level 3 |
| 45 | 1564 | 24 | Level 3 |
| 46 | 1578 | 26 | Level 4 |
| 47 | 1595 | 30 | Level 4 |
| 48 | 1617 | 37 | Level 4 |
| 49 | 1650 | 52 | Level 4 |
| 50 | 1708 | 84 | Level 4 |
| 51 | 1826 | 155 | Level 4 |
| 52 | 1900 | 206 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Written Language, Grade Eight

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 220 | Level 1 |
| 1 | 1292 | 76 | Level 1 |
| 2 | 1348 | 43 | Level 1 |
| 3 | 1376 | 32 | Level 1 |
| 4 | 1395 | 26 | Level 1 |
| 5 | 1409 | 22 | Level 1 |
| 6 | 1420 | 20 | Level 1 |
| 7 | 1429 | 19 | Level 1 |
| 8 | 1437 | 17 | Level 1 |
| 9 | 1444 | 16 | Level 1 |
| 10 | 1451 | 16 | Level 1 |
| 11 | 1457 | 15 | Level 1 |
| 12 | 1463 | 15 | Level 1 |
| 13 | 1469 | 15 | Level 1 |
| 14 | 1475 | 14 | Level 1 |
| 15 | 1480 | 14 | Level 1 |
| 16 | 1485 | 14 | Level 1 |
| 17 | 1491 | 14 | Level 1 |
| 18 | 1496 | 14 | Level 1 |
| 19 | 1501 | 14 | Level 1 |
| 20 | 1506 | 14 | Level 1 |
| 21 | 1512 | 14 | Level 2 |
| 22 | 1517 | 14 | Level 2 |
| 23 | 1522 | 14 | Level 2 |
| 24 | 1528 | 14 | Level 2 |
| 25 | 1533 | 15 | Level 2 |
| 26 | 1539 | 15 | Level 2 |
| 27 | 1545 | 15 | Level 2 |
| 28 | 1551 | 16 | Level 2 |
| 29 | 1557 | 16 | Level 2 |
| 30 | 1564 | 17 | Level 3 |
| 31 | 1571 | 18 | Level 3 |
| 32 | 1579 | 18 | Level 3 |
| 33 | 1587 | 19 | Level 3 |
| 34 | 1596 | 21 | Level 3 |
| 35 | 1607 | 23 | Level 3 |

Table 6.C.18 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 36 | 1618 | 25 | Level 4 |
| 37 | 1632 | 28 | Level 4 |
| 38 | 1650 | 33 | Level 4 |
| 39 | 1672 | 39 | Level 4 |
| 40 | 1704 | 51 | Level 4 |
| 41 | 1754 | 73 | Level 4 |
| 42 | 1851 | 126 | Level 4 |
| 43 | 1900 | 159 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Oral Language, Grades Nine and Ten

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 85 | Level 1 |
| 1 | 1150 | 85 | Level 1 |
| 2 | 1150 | 85 | Level 1 |
| 3 | 1207 | 63 | Level 1 |
| 4 | 1245 | 50 | Level 1 |
| 5 | 1273 | 42 | Level 1 |
| 6 | 1295 | 36 | Level 1 |
| 7 | 1313 | 31 | Level 1 |
| 8 | 1328 | 28 | Level 1 |
| 9 | 1340 | 25 | Level 1 |
| 10 | 1351 | 23 | Level 1 |
| 11 | 1361 | 21 | Level 1 |
| 12 | 1370 | 20 | Level 1 |
| 13 | 1377 | 19 | Level 1 |
| 14 | 1384 | 18 | Level 1 |
| 15 | 1391 | 17 | Level 1 |
| 16 | 1397 | 16 | Level 1 |
| 17 | 1403 | 16 | Level 1 |
| 18 | 1409 | 15 | Level 1 |
| 19 | 1414 | 15 | Level 1 |
| 20 | 1419 | 15 | Level 1 |
| 21 | 1424 | 14 | Level 1 |
| 22 | 1429 | 14 | Level 1 |
| 23 | 1434 | 14 | Level 1 |
| 24 | 1438 | 14 | Level 1 |
| 25 | 1443 | 14 | Level 1 |
| 26 | 1448 | 14 | Level 1 |
| 27 | 1453 | 14 | Level 1 |
| 28 | 1457 | 14 | Level 1 |
| 29 | 1462 | 14 | Level 1 |
| 30 | 1467 | 15 | Level 2 |
| 31 | 1473 | 15 | Level 2 |
| 32 | 1478 | 15 | Level 2 |
| 33 | 1484 | 16 | Level 2 |
| 34 | 1490 | 16 | Level 2 |
| 35 | 1496 | 17 | Level 2 |
| 36 | 1502 | 17 | Level 2 |
| 37 | 1509 | 18 | Level 2 |

Table 6.C.19 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 38 | 1517 | 18 | Level 3 |
| 39 | 1525 | 19 | Level 3 |
| 40 | 1534 | 20 | Level 3 |
| 41 | 1543 | 21 | Level 3 |
| 42 | 1554 | 23 | Level 3 |
| 43 | 1566 | 24 | Level 3 |
| 44 | 1579 | 26 | Level 4 |
| 45 | 1595 | 29 | Level 4 |
| 46 | 1614 | 33 | Level 4 |
| 47 | 1638 | 40 | Level 4 |
| 48 | 1672 | 53 | Level 4 |
| 49 | 1729 | 85 | Level 4 |
| 50 | 1840 | 153 | Level 4 |
| 51 | 1950 | 217 | Level 4 |
| 52 | 1950 | 217 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Written Language, Grades Nine and Ten

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 209 | Level 1 |
| 1 | 1275 | 81 | Level 1 |
| 2 | 1337 | 48 | Level 1 |
| 3 | 1369 | 37 | Level 1 |
| 4 | 1390 | 31 | Level 1 |
| 5 | 1406 | 27 | Level 1 |
| 6 | 1419 | 24 | Level 1 |
| 7 | 1430 | 22 | Level 1 |
| 8 | 1439 | 21 | Level 1 |
| 9 | 1448 | 20 | Level 1 |
| 10 | 1455 | 19 | Level 1 |
| 11 | 1462 | 18 | Level 1 |
| 12 | 1469 | 18 | Level 1 |
| 13 | 1476 | 17 | Level 1 |
| 14 | 1482 | 17 | Level 1 |
| 15 | 1488 | 17 | Level 1 |
| 16 | 1494 | 17 | Level 1 |
| 17 | 1500 | 17 | Level 1 |
| 18 | 1506 | 17 | Level 1 |
| 19 | 1512 | 17 | Level 1 |
| 20 | 1517 | 17 | Level 1 |
| 21 | 1523 | 17 | Level 2 |
| 22 | 1529 | 17 | Level 2 |
| 23 | 1535 | 17 | Level 2 |
| 24 | 1541 | 17 | Level 2 |
| 25 | 1547 | 17 | Level 2 |
| 26 | 1553 | 17 | Level 2 |
| 27 | 1559 | 18 | Level 2 |
| 28 | 1566 | 18 | Level 2 |
| 29 | 1572 | 18 | Level 2 |
| 30 | 1580 | 19 | Level 3 |
| 31 | 1587 | 20 | Level 3 |
| 32 | 1595 | 20 | Level 3 |
| 33 | 1603 | 21 | Level 3 |
| 34 | 1612 | 22 | Level 3 |
| 35 | 1623 | 24 | Level 3 |

Table 6.C.20 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 36 | 1634 | 26 | Level 4 |
| 37 | 1647 | 28 | Level 4 |
| 38 | 1662 | 31 | Level 4 |
| 39 | 1681 | 35 | Level 4 |
| 40 | 1706 | 42 | Level 4 |
| 41 | 1742 | 55 | Level 4 |
| 42 | 1809 | 89 | Level 4 |
| 43 | 1950 | 209 | Level 4 |

Table 6.C. Raw-to-Scale-Score Conversion Table for Oral Language, Grades Eleven and Twelve

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 110 | Level 1 |
| 1 | 1150 | 110 | Level 1 |
| 2 | 1223 | 70 | Level 1 |
| 3 | 1268 | 48 | Level 1 |
| 4 | 1296 | 36 | Level 1 |
| 5 | 1316 | 29 | Level 1 |
| 6 | 1331 | 25 | Level 1 |
| 7 | 1343 | 23 | Level 1 |
| 8 | 1354 | 20 | Level 1 |
| 9 | 1362 | 19 | Level 1 |
| 10 | 1370 | 18 | Level 1 |
| 11 | 1378 | 17 | Level 1 |
| 12 | 1384 | 17 | Level 1 |
| 13 | 1391 | 16 | Level 1 |
| 14 | 1396 | 16 | Level 1 |
| 15 | 1402 | 15 | Level 1 |
| 16 | 1408 | 15 | Level 1 |
| 17 | 1413 | 15 | Level 1 |
| 18 | 1418 | 15 | Level 1 |
| 19 | 1423 | 15 | Level 1 |
| 20 | 1428 | 15 | Level 1 |
| 21 | 1433 | 15 | Level 1 |
| 22 | 1438 | 15 | Level 1 |
| 23 | 1443 | 15 | Level 1 |
| 24 | 1448 | 15 | Level 1 |
| 25 | 1453 | 15 | Level 1 |
| 26 | 1458 | 15 | Level 1 |
| 27 | 1463 | 15 | Level 1 |
| 28 | 1468 | 15 | Level 1 |
| 29 | 1473 | 16 | Level 2 |
| 30 | 1479 | 16 | Level 2 |
| 31 | 1484 | 16 | Level 2 |
| 32 | 1490 | 16 | Level 2 |
| 33 | 1496 | 17 | Level 2 |
| 34 | 1502 | 17 | Level 2 |
| 35 | 1508 | 17 | Level 2 |

Table 6.C.21 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 36 | 1514 | 18 | Level 3 |
| 37 | 1521 | 18 | Level 3 |
| 38 | 1528 | 19 | Level 3 |
| 39 | 1536 | 20 | Level 3 |
| 40 | 1544 | 21 | Level 3 |
| 41 | 1553 | 22 | Level 3 |
| 42 | 1562 | 23 | Level 3 |
| 43 | 1573 | 24 | Level 3 |
| 44 | 1585 | 26 | Level 4 |
| 45 | 1598 | 28 | Level 4 |
| 46 | 1614 | 31 | Level 4 |
| 47 | 1632 | 35 | Level 4 |
| 48 | 1656 | 42 | Level 4 |
| 49 | 1688 | 54 | Level 4 |
| 50 | 1737 | 76 | Level 4 |
| 51 | 1830 | 126 | Level 4 |
| 52 | 1950 | 211 | Level 4 |

Table 6.C.  Raw-to-Scale-Score Conversion Table for Written Language, Grades Eleven and Twelve

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 0 | 1150 | 259 | Level 1 |
| 1 | 1316 | 62 | Level 1 |
| 2 | 1363 | 39 | Level 1 |
| 3 | 1388 | 30 | Level 1 |
| 4 | 1405 | 26 | Level 1 |
| 5 | 1418 | 23 | Level 1 |
| 6 | 1429 | 20 | Level 1 |
| 7 | 1438 | 19 | Level 1 |
| 8 | 1446 | 18 | Level 1 |
| 9 | 1453 | 17 | Level 1 |
| 10 | 1460 | 16 | Level 1 |
| 11 | 1466 | 16 | Level 1 |
| 12 | 1472 | 16 | Level 1 |
| 13 | 1478 | 15 | Level 1 |
| 14 | 1484 | 15 | Level 1 |
| 15 | 1489 | 15 | Level 1 |
| 16 | 1495 | 15 | Level 1 |
| 17 | 1500 | 15 | Level 1 |
| 18 | 1505 | 15 | Level 1 |
| 19 | 1511 | 15 | Level 1 |
| 20 | 1516 | 15 | Level 1 |
| 21 | 1522 | 15 | Level 1 |
| 22 | 1527 | 15 | Level 1 |
| 23 | 1533 | 16 | Level 2 |
| 24 | 1538 | 16 | Level 2 |
| 25 | 1544 | 16 | Level 2 |
| 26 | 1550 | 16 | Level 2 |
| 27 | 1556 | 17 | Level 2 |
| 28 | 1563 | 17 | Level 2 |
| 29 | 1569 | 17 | Level 2 |
| 30 | 1576 | 18 | Level 2 |
| 31 | 1583 | 18 | Level 2 |
| 32 | 1591 | 19 | Level 2 |
| 33 | 1600 | 20 | Level 3 |
| 34 | 1609 | 21 | Level 3 |
| 35 | 1619 | 23 | Level 3 |
| 36 | 1631 | 25 | Level 3 |
| 37 | 1645 | 28 | Level 3 |

Table 6.C.22 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Raw Score | Scale Score | CSEM | Level |
| 38 | 1662 | 32 | Level 4 |
| 39 | 1684 | 38 | Level 4 |
| 40 | 1717 | 50 | Level 4 |
| 41 | 1772 | 77 | Level 4 |
| 42 | 1892 | 151 | Level 4 |
| 43 | 1950 | 189 | Level 4 |

## Quality Control

The California Department of Education (CDE) and ETS implemented rigorous quality-control procedures throughout the item development, test development, administration, scoring, analyses, and reporting processes for administration of the Summative English Language Proficiency Assessments for California (ELPAC). As part of this effort, ETS staff worked with the ETS Office of Professional Standards Compliance, which publishes and maintains the *ETS Standards for Quality and Fairness* (ETS, 2014). These *Standards* support the goals of delivering technically sound, fair, and useful products and services; and assisting the public and auditors in evaluating those products and services. Quality-control procedures are outlined in this chapter.

### Quality Control of Item Development

The available operational items and field test items used for the Summative ELPAC came from a variety of sources. With regard to the operational item pool, the items in the pool were used operationally or field-tested on the 2019–2020 Summative ELPAC. The field test–ready items selected to be field-tested in 2020–2021 came from either the February 2020 Item Review Panel described in section [*2.6 ETS Item Review Process*](#_Item_Review_Process) or the pool of the converted paper–pencil items that did not yet have statistics derived from computer-based testing.

### Quality Control of Test Form Development

ETS conducted multiple levels of quality-assurance checks on each test form to ensure it met the form-building specifications developed by ETS and approved by the CDE for the Summative ELPAC (ETS, 2020). Both ETS Assessment and Learning Technology Research & Development (ALTRD) and Psychometric Analysis & Research (PAR) staff reviewed and confirmed the accuracy of forms before the test forms were put into production for administration in the operational assessment. Detailed information related to test assembly can be found in section[*2.9 Test Assembly*](#_Test_Assembly_1).

In particular, the assembly of all test forms went through a certification process that involved various checks, including verifying that

* all keys were correct,
* answers were scored correctly in the item bank and incorrect answers were scored as incorrect,
* all items aligned with a standard,
* all content in the item was correct,
* distractors were plausible,
* multiple-choice (MC) item options were parallel in structure,
* language was grade-level appropriate,
* no more than three MC items in a row had the same key,
* all art was correct,
* there were no errors in spelling or grammar,
* items met statistical specifications and any variances were approved by the CDE,
* items adhered to the approved style guide, and
* accessibility standards were met for students with visual impairment or who are deaf or hard of hearing.

Reviews were also conducted for functionality and sequencing of items in the test delivery system (TDS) during the user acceptance testing (UAT) process. Three cycles of UAT were conducted: the first by the TDS vendor, the second by ETS, and the third by the CDE. CDE staff made a final quality check to ensure that all issues that were identified during UAT were resolved prior to the release of the operational assessment.

### Quality Control of Test Administration

During the administration of the Summative ELPAC, every person who either worked with the assessments, communicated test results, or received testing information was responsible for maintaining the security and confidentiality of the tests, including CDE staff, ETS staff, ETS subcontractors, local educational agency (LEA) ELPAC coordinators, site ELPAC coordinators, ELPAC test examiners, and teachers.

ETS’ Code of Ethics requires that all test information, including tangible materials (e.g., test items and test books), confidential files (e.g., those containing personally identifiable student information), and processes related to test administration (e.g., the packing and delivery of test materials), is kept secure. For Summative ELPAC administration, ETS had systems in place that maintained tight security for test items, test books, and test results, as well as for student data.

To ensure security for all the tests that ETS develops or handles, ETS maintains an Office of Testing Integrity (OTI). As described in subsection [*3.4.1 ETS’ Office of Testing Integrity*](#_ETS’_Office_of_1), the mission of the OTI is to oversee quality assurance of all ETS testing programs and to safeguard the various processes throughout the test development and administration cycles.

### Quality Control of Scoring

#### Human Scoring

##### Quality Control in the Scoring Process

In general, the ELPAC scoring design is based on a team of 10 to 12 ETS raters scoring one task at a time under the supervision of a scoring leader. Scoring leaders were supervised by group scoring leaders. Each group scoring leader was responsible for multiple teams in a grade level or grade span.

Each rater calibrated for a task type prior to scoring any response by passing the corresponding calibration test. The team scored multiple tasks of a similar type per shift. Once all responses of the same type were scored, each rater calibrated for a new task type. A rater worked independently on the rater’s own device to read each student response and entered a score for each response.

##### Quality Control Related to Raters

ETS developed a variety of procedures to control the quality of ratings and monitor the consistency of scores provided by raters. These procedures specified rater qualifications and procedures for rater certification and rater calibration. Raters were required to demonstrate their accuracy by passing a certification test before ETS assigned them to score a specific assessment and by passing a shorter, more focused calibration test before each scheduled scoring session. Rater certification and calibration are key components in maintaining quality and consistency.

Scoring leaders monitored raters’ performance by reading a subset of their scored responses to determine whether the rater assigned the correct rating. Some scoring leaders chose to read the response before finding out what score the rater has assigned; others chose to know what score the rater assigned before reading the response. Refer to [*4.2.3 Scoring Monitoring and Quality Management*](#_Scoring_Monitoring_and_1) for more information on this process, which is called “backreading.”

In addition to backreading, validity sample responses were seeded into operational scoring to track rater accuracy. Validity responses were prescored by scoring experts who reached a consensus on the score. Evaluating raters’ agreement with consensus scores on validity responses is a measure of scoring accuracy that helps to ensure scoring quality.

Along with human monitoring by scoring leaders, validity agreement was monitored automatically. If a rater’s validity agreement fell below a threshold determined for a task type, the rater was automatically required to complete remediation training.

##### Rater Qualification

Raters had to meet the following requirements prior to being hired:

* A bachelor’s degree was required.
* Teachers currently teaching English were preferred.
* Scoring experience was preferred.
* Graduate students and substitute teachers were encouraged to apply.
* Experience as a California educator was preferred.

Candidates completed rater training and achieved qualifications through the certification process.

All team leaders and raters were required to qualify before scoring and were informed of what they were expected to achieve to qualify. Refer to [*4.2.2 Rater and Scoring Leader Training*](#_Rater_and_Scoring_2) for a more complete description of this training.

ETS made a distinction between training sets and calibration (or qualification) sets. Training sets were nonconsequential, as the sets provided the raters the opportunity to score sample papers and receive feedback, including the correct score point and rationale associated with that score point and the sample paper. Training sets were a learning tool that the raters were required to complete. Nonadjacent scores could occur in the training sets, as minimum agreement standards were not part of training sets.

Upon completion of the required training sets, raters moved on to a consequential calibration set that determined rater eligibility for operational scoring of a particular item type. Calibration (qualification) sets had minimum agreement levels that were enforced, and nonadjacent scores were not allowed.

Responses in calibration (qualification) sets had been scored previously by scoring experts, who came to a consensus on the score for each response. The standards for a rater to achieve qualification for scoring, provided in table 7.1, were in terms of the percentage of exact agreement with consensus scores. The standards applied differ by the score point range.

Table 7.1 Rater Qualification Standards for Agreement with Consensus Scores

|  |  |
| --- | --- |
| Score Point Range | Qualification Standard (% Exact Agreement) |
| 0–1 | 90% |
| 0–2 | 80% |
| 0–3 | 70% |
| 0–4 | 60% |

The qualification process was conducted through an online system that captured the results electronically for each individual trainee.

##### Monitoring Raters

ETS staff created performance scoring reports so that scoring leaders could monitor the daily human-scoring process and plan any retraining activities, if needed.

For monitoring rater accuracy, scoring leaders scored a subset of responses already scored by each individual rater to determine whether raters were applying the scoring guide and benchmarks accurately and consistently. Scoring leaders did this at a rate of approximately 10 percent and targeted raters who exhibited weaker scoring performance. Scoring leaders discussed score discrepancies on these responses using the rubric, benchmarks, or both the rubric and benchmarks. This process is referred to as backreading.

Raters also scored validity responses, which were inserted into the scoring queue such that every tenth response scored was a validity response. Validity responses were prescored by scoring experts who came to a consensus on the score. The percentage of times a rater’s score exactly matched the consensus score was an important indicator of rater accuracy. Scoring leaders used validity paper performance to provide feedback to raters during the shift, and these agreement rates were also computed over longer durations of time to assess individual raters and the overall accuracy of the rater pool.

Real-time management tools allowed everyone, from scoring leaders to content specialists, access to

* the accuracy rate on validity responses, which was defined as the percent exact agreement with consensus scores;
* the read rate, which was defined as the number of responses read per hour; and
* the projected date for completion of the scoring for a specific prompt or task.

#### Interrater Reliability Results

For monitoring interrater reliability of Writing test responses while the process was ongoing, at least 1,200 of the student responses that had already been scored by the raters were randomly selected for an independent second scoring and assigned to raters by the scoring system. The second rater was unaware of the first rater’s score. The evaluation of the response from the second rater was compared to that of the first rater.

For evaluating interrater reliability of Speaking test responses after local ratings were completed, at least 1,000 responses were scored a second time.

The statistics for interrater reliability for all items at all grades are presented in table 4.1 and table 4.2 for constructed-response (CR) items in Writing and Speaking, respectively. These statistics include the percentage of exact agreement and adjacent agreement between the two raters.

While scoring was in progress, ETS also used certain criteria to monitor the consistency or reliability of scores assigned to CR Writing items that were scored by a second reader. This information was used to prompt updates to training samples and scoring notes to improve subsequent score consistency. Polytomous items were flagged if any of the following conditions occurred:

* Adjacent agreement < 0.80
* Exact agreement < 0.60

Dichotomous items were flagged if the following condition occurred:

* Exact agreement < 0.80

Items that were flagged were reviewed to potentially have adjustments made to training samples or scoring notes during the scoring of responses during an administration.

### Quality Control of Psychometric Processes

#### Development of Scoring Specifications

A number of measures were taken to establish that the scoring keys were applied to the student responses as intended and that student scores were computed accurately. ETS built and reviewed the scoring system models based on scoring specifications developed by ETS and approved by the CDE. Machine-scored item responses and student demographic information were collected by ETS from the Answer Books. Human-scored item responses were sent electronically to the ETS Online Network for Evaluation system for scoring by trained, qualified raters. Record counts were verified against the counts obtained during security check-in from the document processing staff to ensure all student records were accounted for in the file.

Once the record counts were reviewed, the machine-scored item responses were scored using the appropriate answer key. In addition, the student’s original response string was stored for data verification and auditing.

The scoring specifications contained detailed scoring procedures, along with the procedures for determining whether a student attempted a test and whether that student response data should be included in the statistical analyses and calculations for computing summary data. Standard quality inspections were performed on all data files, including the evaluation of each student data record for correctness and completeness. Student results were kept confidential and secure at all times.

#### Development of Scoring Procedures

The ETS Enterprise Score Key Management (eSKM) scoring system uses scoring procedures specified by psychometricians and provides scoring services. The eSKM system produced the official student scores of record. Following scoring, a series of quality-control checks were carried out by ETS psychometricians to ensure the accuracy of each score.

##### Enterprise Score Key Management System Processing

ETS developed two independent and parallel scoring structures to produce students’ scores: the eSKM scoring system, which collected, scored, and delivered individual students’ scores to the ETS reporting system; and the parallel scoring system developed by ETS Technology and Information Processing Services (TIPS), which scored individual students’ responses. The two scoring systems independently applied the same scoring algorithms and specifications.

ETS psychometricians verified the eSKM scoring by comparing all individual student scores from TIPS and resolving any discrepancies. This parallel processing is an internal quality-control step and is in place to verify the accuracy of scoring. Students’ scores were reported only when the two parallel systems produced identical results.

If scores did not match, the mismatch was investigated by the ETS PAR and eSKM teams and resolved. The mismatch could be a result of a CDE decision not to score an item because a problem was identified with the item or rubric. In cases of a mismatch, ETS applied a problem item notification (PIN) not to score the item through the systematic process in the eSKM system; the mismatch would be possible if TIPS was still in the process of applying the PIN in the parallel system when the student score was being compared. This parallel system of monitoring student scores in real time was designed to continually detect mismatches and track remediation results.

Finally, data extracts were sent to ETS’ Data Quality Services for data validation. Following validation, the student response statistical extracts were made available to the psychometricians for analyses. These processes were followed to help ensure the quality and accuracy of scoring and to support the transfer of scores into the database of the student records scoring system before data was used for analyses.

##### Psychometric Processing

The psychometric analyses conducted at ETS underwent comprehensive quality checks by a team of psychometricians and data analysts. These analyses were applied to data from both operational and field test items. Detailed checklists were developed by members of the team for each of the statistical procedures performed on data from the Summative ELPAC. Classical item analyses, such as item difficulty and item-total correlations, were conducted to evaluate the performance of items. All items that were flagged for out-of-range statistical attributes (table 5.2) were sent to ALTRD staff for review. ALTRD provided comments for these items indicating whether any items were problematic from a content perspective and should be eliminated from scoring. These comments were reviewed by psychometricians and the information was made available for review and approval by the CDE.

The Summative ELPAC is preequated for each grade level and grade span. It is unusual for any operational item to be removed from scoring. In the unlikely event that an operational item is excluded from scoring because of significant content or psychometric issues, the scores for that assessment would be postequated to account for the eliminated item. No operational items were removed after analysis of the 2020–2021 Summative ELPAC.

Prior to producing student scores based on the operational items, the preequated raw-to-scale-score conversion tables for each grade level and grade span were evaluated; psychometricians carried out quality-control checks on each conversion table to verify

* all possible raw scores for composite were included in the tables,
* the lowest obtainable scale score (LOSS) and the highest obtainable scale score matched the specifications for each grade level and grade span, and
* the threshold scores for each performance level were correctly identified.

After all quality control steps were completed and any differences were resolved, one final inspection of operational scoring tables was conducted prior to uploading the conversion tables to eSKM for score reporting.

For field test items, review of classical item analysis sometimes results in items being recommended for exclusion from further analyses (e.g., item response theory [IRT] calibrations). If needed, all decisions to remove field test items from subsequent analyses are to be approved by the CDE.

During the field test item calibration process to place the field test items onto the operational reporting scale, checks were made to ensure that the input files were established accurately. Checks were also made on the number of items, number of students with valid scores, IRT item difficulty estimates, standard errors for the item difficulty estimates, and the linking and scaling process. Two psychometricians conducted parallel calibration processing and compared the results to check for any inconsistencies; inconsistencies were investigated and resolved. Psychometricians also performed detailed reviews of relevant statistics to determine whether the chosen IRT model fit the data. All results of the calibration procedures were reviewed by senior psychometricians.

ETS psychometricians and data analysts take every precaution to ensure that all scores, both item level and test level, are 100 percent accurate and that student scores result in reliable and valid test score interpretations.

### Quality Control of Reporting

To ensure the quality of Summative ELPAC results, for both individual student and summary reports, three general areas were evaluated:

1. Report formats were compared with input sources from the CDE-approved samples.
2. Report data was validated through quality-control checks performed by ETS’ Data Quality Services and Center of Reporting & Scoring Services teams, and all Student Score Reports (SSRs) were run through ETS’ patented Quality Control Integrator software.
3. Quality check and production reports were proofread by the CDE and ETS prior to making the score reports available to the LEA for download in the Test Operations Management System (TOMS) and California Educator Reporting System as well as via the LEA’s student information system.

All reports were required to include a single, accurate LEA code, an LEA name, and a school name. All elements conformed to the CDE’s official county/district/school (CDS) code and naming records. From the start of processing through scoring and reporting, the CDS Master File was used to verify and confirm accurate codes and names. The CDE provided a revised LEA Master File to ETS throughout the year as updates became available.

After the reports were validated against the CDE’s requirements, a set of reports for quality control LEAs were provided to the CDE and ETS for review and approval. Electronic reports were sent on the actual report template to the CDE. The CDE and ETS reviewed and approved the reports after a thorough examination.

Upon the CDE’s approval of the reports generated for the quality control LEAs, ETS continued with the report production. The quality control LEAs comprised CDE-selected LEAs to validate a subset of LEAs that contained key reporting characteristics (e.g., academic achievement) and demographics representative of the state. The reviewed set of reports incorporated CDE-selected LEAs and provided the final check prior to generating the reports and making them available to the LEAs for download from TOMS and for student information systems through an application programming interface.

#### Exclusion of Student Scores from Summary Reports

Students who were identified as English learners were required to take the Summative ELPAC. In cases where an eligible student had a disability for which there were no appropriate accommodations in one or more domains, as indicated in the student’s individualized education program (IEP) or Section 504 plan, the student was exempted from testing in that domain or domains, assessed in the remaining domains in which it was possible to assess the student, and scored based on the remaining domains. Domain exemptions were determined by the IEP team and assigned in the testing system for identified domains. When a domain exemption was identified, the student received a special character, a tilde (~), for any exempted domains on the student’s SSR.

Any student whose IEP team determined that the student, having the most significant cognitive disabilities, was unable to participate in the general ELPAC, even with accommodations, was assigned a locally determined alternate assessment instead of the Summative ELPAC. In these cases, where the LEA assigned the student in TOMS to take an alternate assessment, the student received an asterisk (\*) on a score report and was assigned the LOSS. There were no other exclusions for the Summative ELPAC.

### Quality Control of End-to-End Testing

ETS conducted end-to-end testing prior to the start of the test administration. The purpose of this testing was to verify that all systems, processes, and resources were ready for the operational administration.

To begin the quality control process for end-to-end testing of the administration, the ETS program and resolutions teams prepared by marking responses on paper Answer Books for Writing in kindergarten through grade two and entering responses in computer-based assessments for all other grade spans and domains. These responses were entered for fictitious students in selected schools and across several LEAs. Each student’s test was completed with responses that were all correct, all incorrect, and combinations of correct and incorrect. These response combinations were the expected results across performance levels and score ranges. The responses were sent for processing, including batching and scanning of paper Answer Books and system quality control for computer-based assessments.

Once released from processing, the test results were sent through the system for scoring and reporting. SSRs were created, along with data files for subject-matter experts in the teams to review and verify. Individual SSRs were generated based on the fictitious students when 100 percent quality control was demonstrated by ETS’ Resolution staff.

### References

Educational Testing Service. (2014). *ETS standards for quality and fairness.* Princeton, NJ: Educational Testing Service.

Educational Testing Service. (2020). *Test development specifications for the 2020–2021 Summative English Language Proficiency Assessments for California.* [Unpublished report]. Princeton, NJ: Educational Testing Service.

## Feedback for Continuous Improvement Survey

This chapter describes the development and administration of the post-test survey, renamed “Feedback for Continuous Improvement Survey,” sent to local educational agency (LEA) English Language Proficiency Assessments for California (ELPAC) coordinators, site ELPAC coordinators, and ELPAC test examiners; and the results of analyses of their responses. This survey also included questions about the California Assessment of Student Performance and Progress (CAASPP) and was sent to LEA CAASPP coordinators, site CAASPP coordinators, and CAASPP test administrators and test examiners.

### Overview

In late May 2021, ETS administered the Feedback for Continuous Improvement Survey and conducted focus groups to gather information and data from educators who were part of the administration of the ELPAC, to highlight successes and to identify areas for immediate and long-term improvement. The survey focused on actionable improvement in the areas of test preparation, training, and test administration, including remote testing.

The responses to the Feedback for Continuous Improvement Survey provided insight into LEA preparation and training, test administration experience, perception and use of test administration systems, troubleshooting support, and resources. Similar feedback was received from focus-group participants and will inform updates to test materials and training. The feedback from the survey will help with the goal of enhancing the administrative support provided to LEAs and schools for the upcoming test administrations. The LEA and school staff completed their survey using Alchemer, a third-party, web-based survey tool.

Questions and results of interest in this technical report are included in [appendix 8.A](#_Appendix_8.A:_Post-test_1). The full survey questions and results are included in the *CAASPP and ELPAC Feedback for Continuous Improvement Survey Data* (California Department of Education [CDE], 2021b).

### Survey Design and Questionnaire Development

The Feedback for Continuous Improvement Survey was developed by program management staff at ETS in consultation with the CDE. The CDE provided guidance in terms of the length of the survey and the number and focus of the questions.

The goal of the survey was to gain insights from the field for potential future improvement of the test administration and assessment processes overall.

### Survey Administration

LEAs were invited, via email, to participate in the Feedback for Continuous Improvement Survey in May 2021. A link to the survey on the Alchemer website was included in the communication.

### Summary of Survey Results

Survey respondents were asked a series of questions regarding remote testing resources and administration, manuals, communications, training, test administration systems, and the assignment and implementation of accessibility resources. Survey respondents were also asked for suggestions for further improvement.

Overall, educators involved in administering the Summative ELPAC expressed positive experiences in their preparations for testing. Despite the challenging task presented by remote testing, educators felt that the resources and training materials they were given were useful in preparing them and their students. Their feedback generally described adequate preparation, training, support, and assessment administration experiences. Educators provided valuable feedback for potential improvements to the future administration of the Summative ELPAC by reporting some lessons they learned this year.

#### Respondents

Of the 505 ELPAC respondents who had a single role in ELPAC assessment, 65 were LEA ELPAC coordinators, 63 were site ELPAC coordinators, and 377 were ELPAC test examiners. Data about survey respondents, including data about the LEA, testing locations (in person and remote), and barriers to testing, such as parents/guardians refusal for in‑person or remote testing, scheduling constraints, technology constraints, and inability to contact parents/guardians, is presented in table 8.A.1 through table 8.A.10.

#### Remote Testing Resources

Many new resources were created during the 2020–2021 administration to support LEAs and staff in the administration of remote testing. Resources were mainly housed in the *Spring Administration Information for Educators* web-based manual (CDE, 2021c). Summative ELPAC respondents found the remote resources in general to be helpful. Respondents found the information in the *Reference Guides and Videos,* *Home Page,* and *Practicing for Testing* sections to be the most helpful. An additional web page was created to support parents and guardians; those few who accessed it found it helpful. Of those who responded, 58 percent of the LEA ELPAC coordinators and 45 percent of the site ELPAC coordinators and test examiners felt prepared for administering remote testing, whereas 26 percent of LEA ELPAC coordinators and 30 percent of site ELPAC coordinators felt somewhat prepared or not prepared.

When asked about changes or improvements that could be made to remote testing resources and trainings, 37 percent of LEA ELPAC coordinators and 31 percent of test examiners who responded felt no changes were necessary and that the current resources were sufficient. Other respondents selected that it would be helpful to state the audience intended for each web page, reorganize the information, and provide more training. Suggestions for improvement from a combined group of ELPAC and CAASPP respondents included additional technical support, clearer training and more practice opportunities for teachers and students, and a simplified logon process and instructions that would benefit students with accommodations and English learner students.

Refer to table 8.A.11 through table 8.A.16 in [appendix 8.A](#_Appendix_8.A:_Post-test_1) for additional information about these results.

#### Manuals

Survey respondents were asked about which additional resources could be added to the *Test Operations Management System (TOMS) User Guide.* All user roles responded that nothing needed to be added and that the *TOMS User Guide* was sufficient (table 8.A.17). Nevertheless, respondents did offer suggestions to simplify, condense, and reorganize the user guide to be more streamlined and user friendly, add more technical support and details about remote testing to the user guide, and include more visual aids to it.

As presented in table 8.A.18, out of the multiple options presented, the majority of ELPAC respondents who responded to the question about any changes or improvements that needed to be made to the manuals listed on the CAASPP and ELPAC Manuals web page selected “none—the current manuals are sufficient.” The most frequent suggestions from ELPAC and CAASPP respondents resulting from this question were to make the manuals easier to find online, make the manuals easier to navigate and search, and simplify or streamline the manuals or provide quick reference guides for them.

Respondents were also asked about printing manuals (table 8.A.19 and table 8.A.20). Of those who responded, 44 percent of the LEA ELPAC coordinators indicated that they printed parts of the web-based manuals, while 57 percent of this same group did not print the PDF manuals. Survey respondents also were asked what type of information in the manuals would be useful to have as a separate PDF; the most common requests among ELPAC and CAASPP respondents included a PDF of the test administrator script, condensed PDF step-by-step guides or directions, and brief PDF user guides for other tasks, such as reporting and troubleshooting common issues, particularly with remote testing.

#### Communications

The CDE and ETS worked to streamline communications to the LEAs with timely and relevant information throughout the 2020–2021 test administration. One example of this effort was the updates made to the monthly ELPAC communication. Of those who responded to a question about this, 77 percent of the LEA ELPAC coordinators who responded found this monthly communication helpful or very helpful.

In trying to determine the usefulness and timing of the system downtime reminder emails, 45 percent of LEA ELPAC coordinators who responded preferred to receive these emails two weeks prior to the downtime. When asked about the system resumes emails, 37 percent of LEA ELPAC coordinators who responded found them helpful.

Refer to table 8.A.21 through table 8.A.23 in [appendix 8.A](#_Appendix_8.A:_Post-test_1) for additional information about these results.

#### Training

Respondents were asked about the types of training that worked best for their learning needs. Self-paced online trainings in Moodle were ranked highest, with in-person trainings ranked second highest.

When asked how they accessed state-produced training videos and recorded trainings, 80 percent of LEA ELPAC coordinators, 74 percent of site ELPAC coordinators, and 66 percent of test examiners who responded used the ELPAC website. The second most frequent place they reported using to access videos and recorded trainings was the ELPAC Moodle Training Site. This is reported in table 8.A.25.

The survey asked LEA ELPAC coordinators and site ELPAC coordinators about their plans for assessing student progress at the beginning of the 2021–2022 administration. Seventy-four percent of LEA ELPAC coordinators and 58 percent of site ELPAC coordinators responded that the LEAs will create one standard plan for all sites to follow. This is reported in table 8.A.26. Resources helpful for supporting teachers in assessing and supporting student progress are reported, by rank, in table 8.A.30.

Test examiners were asked to rank which assessment resources would be helpful to support student growth in 2021–2022. Sixty-two percent of test examiner respondents indicated video tutorials, 46 percent indicated site- or LEA-provided professional development, and 42 percent indicated shared practice resources to learn about other LEA best practices. This is reported in table 8.A.27 in [appendix 8.A](#_Appendix_8.A:_Post-test_1).

Some written suggestions—submitted by both ELPAC and CAASPP respondents—about other assessment resources that would be helpful to them included more practice tests or interim assessments; assessment resource materials that were clear and succinct and that provided step-by-step instructions for test examiners (ELPAC and CAASPP) and test administrators (CAASPP only); and more training on assessment resources, particularly video tutorials or Zoom trainings.

Test examiners were also asked about their familiarity with tools such as the Starting Smarter website for parents/guardians and the Tools for Teachers platform. The majority of respondents ranked the lowest level of familiarity with all the tools listed in the survey. The majority of LEA ELPAC coordinator (44%), site ELPAC coordinator (40%), and test examiner (36%) respondents indicated that if they were to receive training on one assessment topic or tool, they would pick Formative Assessment Process and Tools for Teachers. This is reported in table 8.A.28 and table 8.A.29.

Among ELPAC and CAASPP respondents, many responded that they would want additional trainings related to accessibility and accommodations. The other most common training topic requests were about the ELPAC or supporting English language development students, preparing students for test administration, increasing familiarity with technology for test administration, and helping troubleshoot and resolve technology issues that may arise.

Respondents were asked what resources would be helpful as they talk to parents/guardians and the community about student progress. The most popular responses were for letter templates, videos, and slide decks for presentations (table 8.A.31). Among ELPAC and CAASPP respondents, there were additional recommendations that all materials and resources for communications to parents and guardians be provided in both Spanish and English and to offer materials that helped facilitate in-person meetings with parents and guardians and offered simple or brief explanations of what the parents/guardians most needed to know.

Respondents who worked with either the ELPAC or the CAASPP were asked about live virtual trainings and how they would like to ask questions to the presenters. The majority of respondents preferred staying within the Zoom platform, using the existing chat and the question and answer features. However, those who preferred Padlet liked it for the ability to have an answer to refer back to after the training was complete. Participants wanted the ability to review the questions and answers at a later time. They also preferred to have written answers in addition to questions answered live. Respondents reported that access to questions after the training was important to them. They reported wanting answers to their specific questions written out as well. Answering questions live was ranked low by respondents. Refer to table 8.A.31 and table 8.A.32 for these results.

#### ELPAC Website

A wide range of respondent roles used the ELPAC website to find information about training and resources. Respondents were asked how easy it is to locate information and resources on the ELPAC website, and the majority of LEA ELPAC coordinators (55%), site ELPAC coordinators (48%), and test examiners (50%) responded with “easy,” although “somewhat difficult” was the second highest response. This is reported in table 8.A.34 in [appendix 8.A](#_Appendix_8.A:_Post-test_1).

All survey respondents were asked what changes they would recommend to improve the usability of the ELPAC website. The highest-ranked responses were to provide condensed and simple instructions, reorganize the information into roles, and provide updated and simple frequently asked questions (FAQs). Some additional recommendations were to condense, streamline, and simplify the websites so there are fewer links and pages, to improve the site’s navigability and search function, and reorganize sites’ visual design for improved user friendliness (for example, more numbered or bulleted lists). This is reported in table 8.A.35.

LEA ELPAC coordinators, site ELPAC coordinators, and test examiners were asked how often they accessed the FAQs available on the ELPAC website. The majority—50 percent of LEA ELPAC coordinators, 63 percent of site ELPAC coordinators, and 61 percent of test examiners—responded with “occasionally.” This is reported in table 8.A.36.

When asked how the FAQs could be improved, the most common request among ELPAC and CAASPP respondents was that FAQs be expanded and updated regularly as new questions arise. Additionally, many respondents suggested an improved search function for efficiency and that FAQs be reorganized into specific subsections.

#### California Technical Assistance Center Support

LEA ELPAC survey respondents were asked about their experiences with the California Technical Assistance Center (CalTAC). Of those who responded, 85 percent selected that they did contact CalTAC for support or to troubleshoot a particular problem. This is reported in table 8.A.37.

Of these LEA ELPAC coordinators, 44 percent rated the support they received from CalTAC as having left them “highly satisfied” and 42 percent rated the support as having left them “satisfied.” When these coordinators were asked about what challenges they may have experienced with the support from CalTAC, the main responses were “wait time in queue” (39%) and “inaccurate response” (37%). This is reported in table 8.A.38 and table 8.A.39.

Of the additional written responses, over one-third of ELPAC and CAASPP respondents wrote that they either had a great experience or encountered no issues or challenges. The remaining two-thirds mostly reported that they sometimes received different answers to the same question or did not always get an answer to a question after being told they would receive a call back.

When asked about the highlights of the support they received from CalTAC, 68 percent of the coordinators responded with “overall speed of response,” and 66 percent responded with “accurate response.” This is reported in table 8.A.40.

#### Test Operations Management System

Survey respondents were asked a series of questions regarding the improvements to TOMS and asked for suggestions for further improvement. When asked about how coordinators are using the information provided in the *At-a-Glance* screen, the majority of the LEA ELPAC coordinators (91%) and site ELPAC coordinators (92%) who responded selected that they checked or monitored test or test section completion status (table 8.A.41).

The majority of LEA ELPAC coordinators and site ELPAC coordinators who responded to the survey indicated that they did not think any changes needed to be made to the score reporting status widget, test status widget, and student demographics widget in TOMS. These results are reported in table 8.A.42 through table 8.A.44 in [appendix 8.A](#_Appendix_8.A:_Post-test_1). When asked what additional metrics would be helpful on the *At-a-Glance* screen, the common requests were for test completion data and for the screen to be more customizable, meaning more sorting and filtering capabilities.

Contextual help or page instructions were accessed by 14 percent of LEA ELPAC coordinators, 37 percent of site ELPAC coordinators, and 25 percent of test examiners (table 8.A.45). When asked about which tasks in TOMS would benefit from a quick reference guide or video, the first choice of ELPAC and CAASPP coordinators was downloading reports; the second-choice responses ranged from the Security and Test Administration Incident Reporting System (STAIRS)/Appeals process, to updating student information, to using the *At-a-Glance* screen (table 8.A.46). The additional written comments, from CAASPP and ELPAC respondents, requested additional reporting tools and reference guides—for completion status, filtering reports, and accessing student progress and performance results—as well as reference guides or videos for navigating TOMS.

#### Reporting

LEA ELPAC coordinators were asked about plans to provide Student Score Reports (SSRs) to parents/guardians. Fifty-four percent provided SSRs using a parent or student portal; 22 percent provided SSRs, downloaded them, and made them available locally; and 53 percent downloaded, printed, and made them available locally. This is reported in table 8.A.47.

Of the accessibility data present in the LEA’s student results file, 29 percent of LEAs did not use that data; the rest loaded the information into the student information system or provided it for research or special education teams. This is reported in table 8.A.48.

#### California Educator Reporting System

Survey respondents were asked about their usage of the California Educator Reporting System (CERS), but the majority of user roles—56 percent of LEA ELPAC coordinators, 80 percent of site ELPAC coordinators, and 88 percent of test examiners—indicated that they have not used CERS. This is reported in table 8.A.49.

Between 85 and 95 percent of the LEA ELPAC coordinators, site ELPAC coordinators, and test examiners who responded also indicated that they have not used the CERS Sandbox (table 8.A.50). When asked about the helpfulness of the ability to manipulate data in the CERS Sandbox to better understand CERS, the most popular indication across the user roles was that it was “helpful,” with “somewhat helpful” and “very helpful” as the second-place selections (table 8.A.51).

When asked about what improvements could be made to CERS, the two most common recommendations from CAASPP and ELPAC respondents were to improve ease and efficiency of updating class rosters and allow users to access individual student profiles.

#### Test Administration Experience

The survey asked CAASPP and ELPAC respondents about improvements to the Test Administrator Interface for remote testing. The majority of LEA ELPAC coordinators who responded indicated that the new remote testing features were “very helpful” in monitoring student progress throughout the test, with “helpful” as the second-place answer. The majority of site ELPAC coordinators who responded indicated that the new remote testing features were “very helpful” or that they did not access them. The most popular responses from test examiners were that the remote testing features were “very helpful” and “helpful.” The Pretest Check feature was identified as the least helpful feature to monitor student testing by site ELPAC coordinators and test examiners. This is reported in table 8.A.52 in [appendix 8.A](#_Appendix_8.A:_Feedback).

When asked about which video monitoring layout they typically used, 49 percent of the LEA ELPAC coordinators who responded used gallery view; 46 percent of the site ELPAC coordinators and 46 percent of the test examiners who responded used list view. The majority of each user role—86 percent of LEA ELPAC coordinators and site ELPAC coordinators and 78 percent of test examiners—responded that they typically had students join a video conference call prior to starting a test. These results are reported in table 8.A.53 and table 8.A.54.

When asked about the challenges they faced with remote administration, 36 percent of LEA ELPAC coordinators who responded said they faced challenges “often,” and 35 percent responded with “very often”; 46 percent of the site ELPAC coordinators who responded said they faced challenges “very often”; 38 percent of the test examiners who responded said they faced challenges “very often,” and 32 percent responded with “sometimes.” These results are reported in table 8.A.55 and table 8.A.56. Fourteen percent of test examiners indicated that a proctor assisted with remote testing (table 8.A.64); additional comments indicated the assistance took the form of helping students get logged on and providing other logistical assistance.

The primary challenges or difficulties noted by ELPAC and CAASPP respondents were dealing with students’ technology and dealing with internet connection issues. Respondents mentioned some beneficial elements of remote testing, such as the remote testing video platform design and that they appreciated that remote testing of students in their home environments offered increased flexibility and efficiency. They also found the tracking feature useful, and users noted that test takers were not distracted by the progress of others.

Respondents mainly responded with “unsure” when asked if their LEA or school would continue to offer hybrid-learning approaches after the novel coronavirus disease 2019 pandemic (table 8.A.57). The most common requests from ELPAC and CAASPP respondents for additional features or tools that would help in remote administration were to improve security, improve test takers’ ease of access to the secure browser, and provide additional troubleshooting and short training videos related to remote testing.

When asked if students encountered any problems with the Listening domain because of connectivity, 75 percent of test examiners indicated “no.” This is reported in table 8.A.61.

Test examiners were asked how easy the process of transcribing student answers into the kindergarten through grade two (K–2) Writing Answer Book was for the remote administration of the K–2 Writing domain. One half of the test examiners responded indicating “did not access” or “not easy”; however, “transcribing student answers during testing” was the most selected response when asked which process for administering the K–2 Writing domain test examiners preferred. These results are reported in table 8.A.62 and table 8.A.63 in [appendix 8.A](#_Appendix_8.A:_Post-test_1).

Respondents were asked about suggestions for improvement to the K–2 materials return process. Suggestions offered as comments were to make it easier and more efficient to return materials by providing more return boxes initially or allowing returns in alternate containers, that the official white boxes be provided sooner after being requested, to have a way to return materials digitally via scanning, and to improve communication and tracking.

Sixty percent of test examiners reported that typically, students tested alone or, for grades three through twelve, in groups of five or fewer for remote administrations. Only 3 percent reported testing 25 or more students in a remote group administration. This is reported in table 8.A.65.

#### Security and Test Administration Incident Reporting System

When asked about improvements they would suggest to the STAIRS/Appeals process for the Summative ELPAC, 58 percent of the LEA ELPAC coordinators who responded indicated no changes and 49 percent of the site ELPAC coordinators who responded indicated that they did not use STAIRS. This is reported in table 8.A.58.

The common written comments to this question provided by ELPAC and CAASPP respondents were to allow submission of STAIRS incidents simultaneously for all or multiple domains, add more categories and options to select for reporting incidents in STAIRS, simplify and clarify the steps for submitting incidents, and have a faster response to submitted incidents and Appeals.

#### *Directions for Administration*

Respondents were asked about improvements to the *Directions for Administration* *(DFAs)* and the remote testing addenda. The most common responses about improvements to the *DFAs* were to simplify and condense the directions and test examiner’s booklet and to reorganize and clarify the directions. Many respondents also specifically asked to have different versions of the *DFAs* according to user role or whether the test was administered in person or remotely. Although not directly related to the *DFAs,* a significant number of respondents also requested that additional stopping points be allowed during testing, particularly for younger students.

When asked how easy it was to use the remote testing addenda, 32 percent of the LEA ELPAC coordinators, 30 percent of the site ELPAC coordinators, and 28 percent of the test examiners who responded indicated “easy.” This is reported in table 8.A.59.

LEA ELPAC coordinators were asked if the logon instructions should remain in the *DFA* or be separated into a quick reference guide, and the results were split between 52 percent of respondents who indicated “remain in *DFA*” and 48 percent who indicated “become separate quick reference guide.” This is reported in table 8.A.60.

#### Accessibility Resources

Survey respondents were asked about the helpfulness of the current accessibility resources and about the assignment and implementation of accessibility resources. LEA ELPAC coordinators generally responded that the primary accessibility resources, videos, and web pages were helpful, while site ELPAC coordinators and test examiners almost equally indicated that they were helpful or they did not access them. This is reported in table 8.A.66 in [appendix 8.A](#_Appendix_8.A:_Post-test_1).

When asked for which non-embedded resources a video would be helpful, the most popular responses were scribe, Test Navigation Assistant, and the Designated Interface Assistant. This is reported in table 8.A.67.

Awareness of universal tools was reported in table 8.A.68; 97 percent of LEA ELPAC coordinators, 91 percent of site ELPAC coordinators, and 74 percent of test examiners knew they were available. To the question of whether they knew the steps to take to turn off universal tools, LEA ELPAC coordinators and site ELPAC coordinators almost equally responded with both “yes”—54 percent of LEA ELPAC coordinators and 48 percent of site ELPAC coordinators—and “no”—46 percent of LEA ELPAC coordinators and 52 percent of site ELPAC coordinators (table 8.A.70).

The most popular responses across user roles when asked what some barriers were to assigning accessibility resources to students without an individualized education program (IEP) or Section 504 plan were lack of teacher familiarity with these resources, student does not have experience with accessibility resources, and need for additional training to improve understanding of usage. This is reported in table 8.A.69.

The results in Table 8.A.71 indicate that few respondents thought the updates to the Individual Student Assessment Accessibility Profile (ISAAP) Tool made this application easier. Of the responses, 85 percent of LEA ELPAC coordinators, 93 percent of site ELPAC coordinators, and 94 percent of test examiners did not use the ISAAP Tool. Of those who did use it, 60 percent of LEA ELPAC coordinators and 62 percent of site ELPAC coordinators uploaded the resulting file into TOMS; and 54 percent of test examiners indicated the ISAAP Tool had a “classroom use” (table 8.A.72). The ISAAP Tool was typically used by classroom teachers, IEP teams, and special education teachers (table 8.A.73).

One suggestion from ELPAC and CAASPP respondents was that there could be automatic data alignment across systems so that the assignments of resources only have to be entered once. (Related to that, 81 percent of LEA ELPAC coordinators indicated that an automated process to upload test settings would be beneficial; this is reported in table 8.A.76.) One barrier to accessibility related by ELPAC and CAASPP respondents included issues with remote testing, including that the accessibility resources and tools were not available or adequate, or that they were difficult to actually provide within the testing environment, particularly when students were testing at home.

When asked about what additional resources were needed to help LEAs assign and implement accessibility resources for their students in the classroom, all user roles responded with “a checklist to help evaluate if appropriate for a student.” When asked whether the automated upload process of test settings would be beneficial at the LEA, the majority (81%) of LEA ELPAC coordinators responded “yes.” This is reported in table 8.A.75.

### Results and Continuous Improvement

The CDE and ETS will continue their outreach efforts to LEAs to provide test administration support for ELPAC administrations. There are five main recommendations for improvements:

* + - 1. Provide guidance for administering tests remotely as well as additional remote administration resources for educators, parents/guardians, and students
      2. Provide timely support for LEAs via Coffee Sessions, virtual trainings, new videos, and a dedicated LEA Success Agent for any and all testing needs
      3. Clarify and expand, through training and videos, the use of universal tools, designated supports, and accommodations in daily instruction and on assessments to address respondents’ confusion regarding the assignment and use of embedded universal tools, designated supports, and accommodations
      4. Further streamline the navigation of the ELPAC website by simplifying the display of information and more readily offering materials when possible
      5. Support the capability of uploading class rosters in CERS for ease and efficiency

ETS also will use focus groups, surveys, and evaluations to continually identify areas for improvement for the overall ELPAC-related processes, systems, and resources.

A summary of the survey results is included in the *2020–2021 CAASPP and ELPAC Feedback for Continuous Improvement Survey and Focus Groups Report* (CDE, 2021a).

### References

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### Appendix 8.A: Feedback for Continuous Improvement Survey Results

#### Audience Key

**Notes:**

* In the following tables, “N/A” indicates data was not available or not applicable.
* In the headers of the rows and columns in the following tables, the following abbreviations are used:
  + **EC** = LEA English Language Proficiency Assessments for California (ELPAC) coordinator
  + **ES** = Site ELPAC coordinator
  + **TE** = ELPAC test examiner

#### Role

##### Role 1:

What was your role in administering the online assessments? (Select all that apply.)

Table 8.A.1 Results for Role 1

|  |  |  |  |
| --- | --- | --- | --- |
| Role Number | Response | Total | Percent |
| Multiple Roles | LEA ELPAC coordinator (EC) | 268 | 17 |
| Multiple Roles | Site ELPAC coordinator (ES) | 304 | 19 |
| Multiple Roles | ELPAC test examiner (TE) | 685 | 42 |
| Single Role | LEA ELPAC coordinator (EC) | 65 | 6 |
| Single Role | Site ELPAC coordinator (ES) | 63 | 6 |
| Single Role | ELPAC test examiner (TE) | 377 | 35 |

##### Role 2:

How many years of experience do you have in your current role? (Select one answer.)

Table 8.A.2 Results for Role 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Less than a year | 38 | 14 | 50 | 16 | 137 | 20 |
| One to three years | 84 | 31 | 81 | 27 | 174 | 25 |
| Four to six years | 83 | 31 | 94 | 31 | 146 | 21 |
| More than seven years | 63 | 24 | 79 | 26 | 228 | 33 |
| **Total Respondents** | **268** | **100** | **304** | **100** | **685** | **100** |

##### Role 3:

Which of the following assessments were you involved in during the 2020–21 school year? (Select all that apply.)

Table 8.A.3 Results for Role 3

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Initial ELPAC | 228 | 85 | 201 | 66 | 288 | 42 |
| Summative ELPAC | 260 | 97 | 298 | 98 | 655 | 96 |
| **Total Respondents** | **268** | **100** | **304** | **100** | **685** | **100** |

##### Role 4:

Which of the following best describes your LEA? (Select one answer.)

Table 8.A.4 Results for Role 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Elementary LEA | 41 | 15 | 72 | 24 | 246 | 36 |
| Middle school LEA | 8 | 3 | 21 | 7 | 64 | 9 |
| High school LEA | 18 | 7 | 41 | 13 | 86 | 13 |
| Kindergarten through grade eight LEA | 54 | 20 | 32 | 11 | 60 | 9 |
| Unified school LEA | 61 | 23 | 104 | 34 | 143 | 21 |
| One school LEA | 8 | 3 | 4 | 1 | 8 | 1 |
| Charter School | 56 | 21 | 15 | 5 | 48 | 7 |
| County Office of Education | 8 | 3 | 4 | 1 | 9 | 1 |
| Other—Write In (Required) | 14 | 5 | 11 | 4 | 21 | 3 |
| **Total Respondents** | **268** | **100** | **304** | **100** | 685 | 100 |

##### Role 5:

How many students are enrolled in your LEA?

Table 8.A.5 Results for Role 5

|  |  |  |
| --- | --- | --- |
| Response | EC # | EC % |
| More than 15,000 | 30 | 11 |
| 6,000–14,999 | 37 | 14 |
| 1,000–5,999 | 72 | 27 |
| 500–999 | 40 | 15 |
| 250–499 | 46 | 17 |
| Fewer than 249 | 41 | 15 |
| **Total Respondents** | **266** | **100** |

##### Role 12:

[If you selected the Summative ELPAC in response to question 3] If you encountered issues with administering the Summative ELPAC, which of the following may have delayed the completion of testing? (Select all that apply.)

Table 8.A.6 Results for Role 12

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % | Overall # | Overall % |
| Did not encounter issues | 45 | 18 | 54 | 19 | 143 | 23 | 180 | 20 |
| Parents/guardians refusing in-person testing | 124 | 49 | 95 | 34 | 147 | 24 | 287 | 32 |
| Parents/guardians refusing remote testing | 101 | 40 | 63 | 22 | 87 | 14 | 193 | 21 |
| Scheduling constraints | 144 | 57 | 153 | 54 | 273 | 44 | 449 | 49 |
| Technology constraints | 149 | 59 | 169 | 60 | 369 | 59 | 542 | 60 |
| Inability to contact parents/guardians | 140 | 56 | 150 | 53 | 255 | 41 | 407 | 45 |
| **Total Respondents** | **251** | **100** | **283** | **100** | **623** | **100** | **908** | **100** |

##### Role 13:

[If you selected the Initial ELPAC in response to question 3] If you encountered issues with administering the Initial ELPAC, which of the following may have delayed the completion of testing? (Select all that apply.)

Table 8.A.7 Results for Role 13

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % | Overall # | Overall % |
| Did not encounter issues | 77 | 34 | 74 | 38 | 115 | 41 | 185 | 36 |
| Parents/guardians refusing in-person testing | 83 | 37 | 42 | 22 | 46 | 16 | 133 | 26 |
| Parents/guardians refusing remote testing | 64 | 28 | 35 | 18 | 36 | 13 | 105 | 20 |
| Scheduling constraints | 93 | 41 | 83 | 43 | 98 | 35 | 216 | 42 |
| Technology constraints | 92 | 41 | 72 | 37 | 102 | 37 | 205 | 39 |
| Inability to contact parents/guardians | 82 | 36 | 65 | 33 | 77 | 28 | 173 | 33 |
| **Total Respondents** | **225** | **100** | **195** | **100** | **279** | **100** | **520** | **100** |

##### Role 14:

For which grade level(s) did you administer the ELPAC? (Select all that apply.)

Table 8.A.8 Results for Role 14

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % | Overall # | Overall % |
| All grades in K–12 | 79 | 30 | 15 | 5 | 47 | 7 | 124 | 13 |
| Kindergarten | 117 | 45 | 141 | 47 | 269 | 40 | 400 | 41 |
| Grade one | 116 | 44 | 146 | 49 | 261 | 38 | 392 | 40 |
| Grade two | 110 | 42 | 141 | 47 | 250 | 37 | 383 | 39 |
| Grade three | 114 | 44 | 152 | 51 | 285 | 42 | 420 | 43 |
| Grade four | 111 | 42 | 150 | 50 | 279 | 41 | 414 | 42 |
| Grade five | 112 | 43 | 151 | 51 | 275 | 40 | 409 | 42 |
| Grade six | 106 | 40 | 117 | 39 | 211 | 31 | 337 | 34 |
| Grade seven | 103 | 39 | 78 | 26 | 160 | 23 | 261 | 27 |
| Grade eight | 100 | 38 | 81 | 27 | 166 | 24 | 270 | 28 |
| Grade nine | 45 | 17 | 65 | 22 | 122 | 18 | 174 | 18 |
| Grade ten | 44 | 17 | 69 | 23 | 122 | 18 | 175 | 18 |
| Grade eleven | 49 | 19 | 73 | 24 | 127 | 19 | 186 | 19 |
| Grade twelve | 42 | 16 | 68 | 23 | 115 | 17 | 168 | 17 |
| **Total Respondents** | **262** | **100** | **299** | **100** | **681** | **100** | **981** | **100** |

##### Role 16:

Typically, how did you administer the Initial ELPAC this school year? (Select one answer.)

Table 8.A.9 Results for Role 16

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % | Overall # | Overall % |
| Remote | 55 | 24 | 63 | 31 | 102 | 35 | 164 | 31 |
| In person | 112 | 49 | 98 | 49 | 141 | 49 | 252 | 47 |
| Hybrid—Both remote and in person | 61 | 27 | 40 | 20 | 45 | 16 | 116 | 22 |
| **Total Respondents** | **228** | **100** | **201** | **100** | **288** | **100** | **532** | **100** |

##### Role 17:

Typically, how did you administer the Summative ELPAC this school year? (Select one answer.)

Table 8.A.10 Results for Role 17

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % | Overall # | Overall % |
| Remote | 35 | 13 | 62 | 21 | 205 | 31 | 251 | 26 |
| In person | 100 | 38 | 93 | 31 | 186 | 28 | 287 | 30 |
| Hybrid—Both remote and in person | 125 | 48 | 143 | 48 | 264 | 40 | 414 | 43 |
| **Total Respondents** | **260** | **100** | **298** | **100** | **655** | **100** | **952** | **100** |

#### Remote Testing Resources

##### Remote Testing Resources 1:

How helpful are the information and directions in the Spring Administration Information for Educators website?

Table 8.A.11 Results for Remote Testing Resources 1

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | Question | N | Very Helpful (4) # | % | Helpful (3) # | % | Somewhat Helpful (2) # | % | Not Helpful (1) # | % | Did Not Access# | % | Did Not Know This Resource was Available # | % | Average Score |
| EC | Home Page | 193 | 66 | 34 | 80 | 41 | 33 | 17 | 2 | 1 | 8 | 4 | 4 | 2 | 3.2 |
| EC | Latest Updates | 193 | 68 | 35 | 80 | 41 | 29 | 15 | 2 | 1 | 9 | 5 | 5 | 3 | 3.2 |
| EC | Administration Options | 191 | 55 | 29 | 87 | 46 | 30 | 16 | 3 | 2 | 10 | 5 | 6 | 3 | 3.1 |
| EC | Practicing for Testing | 193 | 52 | 27 | 71 | 37 | 36 | 19 | 5 | 3 | 25 | 13 | 4 | 2 | 3.0 |
| EC | Requirements (Browsers for Testing Technology Statewide Student Identifiers) | 193 | 55 | 28 | 87 | 45 | 33 | 17 | 8 | 4 | 6 | 3 | 4 | 2 | 3.0 |
| EC | Security Affidavit Guidance | 193 | 51 | 26 | 83 | 43 | 35 | 18 | 5 | 3 | 13 | 7 | 6 | 3 | 3.0 |
| EC | Estimated Testing Time | 194 | 71 | 37 | 73 | 38 | 32 | 16 | 11 | 6 | 3 | 2 | 4 | 2 | 3.1 |
| EC | Remote Testing Features | 193 | 77 | 40 | 62 | 32 | 34 | 18 | 6 | 3 | 8 | 4 | 6 | 3 | 3.2 |
| EC | Common Icons and Troubleshooting Tips | 191 | 61 | 32 | 59 | 31 | 45 | 24 | 5 | 3 | 12 | 6 | 9 | 5 | 3.0 |
| EC | STAIRS Common Scenarios | 190 | 39 | 21 | 63 | 33 | 45 | 24 | 4 | 2 | 26 | 14 | 13 | 7 | 2.9 |
| EC | Print at Home | 189 | 21 | 11 | 34 | 18 | 20 | 11 | 4 | 2 | 76 | 40 | 34 | 18 | 2.9 |

Table 8.A.11 *(continuation one)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | Question | N | Very Helpful (4) # | % | Helpful (3) # | % | Somewhat Helpful (2) # | % | Not Helpful (1) # | % | Did Not Access# | % | Did Not Know This Resource was Available # | % | Average Score |
| EC | Instructions for Remote Computer Based Assessments | 192 | 66 | 34 | 67 | 35 | 39 | 20 | 4 | 2 | 11 | 6 | 5 | 3 | 3.1 |
| EC | Videos and Quick Reference Guides | 194 | 95 | 49 | 58 | 30 | 28 | 14 | 0 | 0 | 9 | 5 | 4 | 2 | 3.4 |
| EC | Parent/Guardian Notification | 192 | 62 | 32 | 82 | 43 | 31 | 16 | 4 | 2 | 8 | 4 | 5 | 3 | 3.1 |
| EC | Questions and Answers (Q&A) | 191 | 61 | 32 | 82 | 43 | 20 | 10 | 5 | 3 | 16 | 8 | 7 | 4 | 3.2 |
| EC | Helpful Links | 190 | 60 | 32 | 79 | 42 | 28 | 15 | 2 | 1 | 16 | 8 | 5 | 3 | 3.2 |
| ES | Home Page | 228 | 38 | 17 | 101 | 44 | 61 | 27 | 3 | 1 | 16 | 7 | 9 | 4 | 2.9 |
| ES | Latest Updates | 226 | 37 | 16 | 80 | 35 | 64 | 28 | 6 | 3 | 26 | 12 | 13 | 6 | 2.8 |
| ES | Administration Options | 226 | 32 | 14 | 91 | 40 | 58 | 26 | 10 | 4 | 24 | 11 | 11 | 5 | 2.8 |
| ES | Practicing for Testing | 226 | 40 | 18 | 75 | 33 | 58 | 26 | 11 | 5 | 37 | 16 | 5 | 2 | 2.8 |
| ES | Requirements (Browsers for Testing Technology Statewide Student Identifiers) | 225 | 33 | 15 | 79 | 35 | 57 | 25 | 33 | 15 | 18 | 8 | 5 | 2 | 2.6 |
| ES | Security Affidavit Guidance | 224 | 38 | 17 | 93 | 42 | 48 | 21 | 15 | 7 | 20 | 9 | 10 | 4 | 2.8 |

Table 8.A.11 *(continuation two)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | Question | N | Very Helpful (4) # | % | Helpful (3) # | % | Somewhat Helpful (2) # | % | Not Helpful (1) # | % | Did Not Access# | % | Did Not Know This Resource was Available # | % | Average Score |
| ES | Estimated Testing Time | 225 | 48 | 21 | 80 | 36 | 52 | 23 | 30 | 13 | 11 | 5 | 4 | 2 | 2.7 |
| ES | Remote Testing Features | 225 | 49 | 22 | 76 | 34 | 58 | 26 | 24 | 11 | 14 | 6 | 4 | 2 | 2.7 |
| ES | Common Icons and Troubleshooting Tips | 222 | 33 | 15 | 66 | 30 | 66 | 30 | 23 | 10 | 21 | 9 | 13 | 6 | 2.6 |
| ES | STAIRS Common Scenarios | 224 | 22 | 10 | 56 | 25 | 58 | 26 | 12 | 5 | 52 | 23 | 24 | 11 | 2.6 |
| ES | Print at Home | 223 | 21 | 9 | 37 | 17 | 14 | 6 | 14 | 6 | 91 | 41 | 46 | 21 | 2.8 |
| ES | Instructions for Remote Computer Based Assessments | 225 | 37 | 16 | 94 | 42 | 53 | 24 | 24 | 11 | 12 | 5 | 5 | 2 | 2.7 |
| ES | Videos and Quick Reference Guides | 226 | 64 | 28 | 82 | 36 | 50 | 22 | 10 | 4 | 15 | 7 | 5 | 2 | 3.0 |
| ES | Parent/Guardian Notification | 226 | 37 | 16 | 77 | 34 | 49 | 22 | 14 | 6 | 33 | 15 | 16 | 7 | 2.8 |
| ES | Questions and Answers (Q&A) | 226 | 32 | 14 | 70 | 31 | 56 | 25 | 14 | 6 | 40 | 18 | 14 | 6 | 2.7 |
| ES | Helpful Links | 222 | 42 | 19 | 69 | 31 | 52 | 23 | 13 | 6 | 37 | 17 | 9 | 4 | 2.8 |

Table 8.A.11 *(continuation three)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | Question | N | Very Helpful (4) # | % | Helpful (3) # | % | Somewhat Helpful (2) # | % | Not Helpful (1) # | % | Did Not Access# | % | Did Not Know This Resource was Available # | % | Average Score |
| TE | Home Page | 494 | 109 | 22 | 182 | 37 | 118 | 24 | 14 | 3 | 36 | 7 | 35 | 7 | 2.9 |
| TE | Latest Updates | 489 | 92 | 19 | 143 | 29 | 111 | 23 | 22 | 4 | 61 | 12 | 60 | 12 | 2.8 |
| TE | Administration Options | 485 | 84 | 17 | 166 | 34 | 96 | 20 | 25 | 5 | 67 | 14 | 47 | 10 | 2.8 |
| TE | Practicing for Testing | 493 | 112 | 23 | 172 | 35 | 97 | 20 | 23 | 5 | 58 | 12 | 31 | 6 | 2.9 |
| TE | Requirements (Browsers for Testing Technology Statewide Student Identifiers) | 488 | 83 | 17 | 172 | 35 | 101 | 21 | 52 | 11 | 45 | 9 | 35 | 7 | 2.7 |
| TE | Security Affidavit Guidance | 489 | 91 | 19 | 181 | 37 | 92 | 19 | 36 | 7 | 52 | 11 | 37 | 8 | 2.8 |
| TE | Estimated Testing Time | 493 | 97 | 20 | 153 | 31 | 108 | 22 | 66 | 13 | 35 | 7 | 34 | 7 | 2.7 |
| TE | Remote Testing Features | 494 | 108 | 22 | 146 | 30 | 128 | 26 | 60 | 12 | 26 | 5 | 26 | 5 | 2.7 |
| TE | Common Icons and Troubleshooting Tips | 489 | 70 | 14 | 148 | 30 | 112 | 23 | 53 | 11 | 59 | 12 | 47 | 10 | 2.6 |
| TE | STAIRS Common Scenarios | 489 | 49 | 10 | 91 | 19 | 76 | 16 | 30 | 6 | 131 | 27 | 112 | 23 | 2.6 |
| TE | Print at Home | 480 | 35 | 7 | 73 | 15 | 41 | 9 | 32 | 7 | 176 | 37 | 123 | 26 | 2.6 |

Table 8.A.11 *(continuation four)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | Question | N | Very Helpful (4) # | % | Helpful (3) # | % | Somewhat Helpful (2) # | % | Not Helpful (1) # | % | Did Not Access# | % | Did Not Know This Resource was Available # | % | Average Score |
| TE | Instructions for Remote Computer Based Assessments | 490 | 99 | 20 | 180 | 37 | 110 | 22 | 46 | 9 | 27 | 6 | 28 | 6 | 2.8 |
| TE | Videos and Quick Reference Guides | 492 | 132 | 27 | 176 | 36 | 104 | 21 | 21 | 4 | 28 | 6 | 31 | 6 | 3.0 |
| TE | Parent/Guardian Notification | 492 | 67 | 14 | 138 | 28 | 76 | 15 | 36 | 7 | 106 | 22 | 69 | 14 | 2.7 |
| TE | Questions and Answers (Q&A) | 488 | 61 | 13 | 141 | 29 | 105 | 22 | 23 | 5 | 103 | 21 | 55 | 11 | 2.7 |
| TE | Helpful Links | 482 | 82 | 17 | 136 | 28 | 101 | 21 | 24 | 5 | 92 | 19 | 47 | 10 | 2.8 |

##### Remote Testing Resources 2:

How helpful are the information and directions in the Spring Administration Information for Parents/Guardians website?

Table 8.A.12 Results for Remote Testing Resources 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | Question | N | Very Helpful (4) # | % | Helpful (3) # | % | Somewhat Helpful (2) # | % | Not Helpful (1) # | % | Did Not Access# | % | Did Not Know This Resource was Available # | % | Average Score |
| EC | Home Page | 191 | 38 | 20 | 60 | 31 | 38 | 20 | 7 | 4 | 38 | 20 | 10 | 5 | 2.9 |
| EC | Latest Updates | 188 | 38 | 20 | 45 | 24 | 40 | 21 | 6 | 3 | 48 | 26 | 11 | 6 | 2.9 |
| EC | Background | 189 | 29 | 15 | 47 | 25 | 46 | 24 | 5 | 3 | 49 | 26 | 13 | 7 | 2.8 |
| EC | How to Take an Assessment at Home | 191 | 44 | 23 | 49 | 26 | 34 | 18 | 7 | 4 | 44 | 23 | 13 | 7 | 3.0 |
| EC | Download the Secure Browser | 190 | 40 | 21 | 52 | 27 | 29 | 15 | 13 | 7 | 46 | 24 | 10 | 5 | 2.9 |
| EC | Videos and Quick Reference Guides | 189 | 52 | 28 | 53 | 28 | 31 | 16 | 5 | 3 | 38 | 20 | 10 | 5 | 3.1 |
| EC | Q&A | 190 | 33 | 17 | 54 | 28 | 33 | 17 | 4 | 2 | 50 | 26 | 16 | 8 | 2.9 |

Table 8.A.12 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | Question | N | Very Helpful (4) # | % | Helpful (3) # | % | Somewhat Helpful (2) # | % | Not Helpful (1) # | % | Did Not Access# | % | Did Not Know This Resource was Available # | % | Average Score |
| ES | Home Page | 223 | 24 | 11 | 58 | 26 | 44 | 20 | 6 | 3 | 71 | 32 | 20 | 9 | 2.8 |
| ES | Latest Updates | 221 | 19 | 9 | 43 | 19 | 38 | 17 | 10 | 5 | 87 | 39 | 24 | 11 | 2.6 |
| ES | Background | 224 | 16 | 7 | 40 | 18 | 37 | 17 | 13 | 6 | 91 | 41 | 27 | 12 | 2.6 |
| ES | How to Take an Assessment at Home | 225 | 31 | 14 | 48 | 21 | 44 | 20 | 9 | 4 | 70 | 31 | 23 | 10 | 2.8 |
| ES | Download the Secure Browser | 222 | 20 | 9 | 50 | 23 | 36 | 16 | 22 | 10 | 71 | 32 | 23 | 10 | 2.5 |
| ES | Videos and Quick Reference Guides | 224 | 34 | 15 | 54 | 24 | 36 | 16 | 8 | 4 | 69 | 31 | 23 | 10 | 2.9 |
| ES | Q&A | 224 | 23 | 10 | 54 | 24 | 34 | 15 | 7 | 3 | 83 | 37 | 23 | 10 | 2.8 |
| TE | Home Page | 484 | 58 | 12 | 111 | 23 | 67 | 14 | 15 | 3 | 152 | 31 | 81 | 17 | 2.8 |
| TE | Latest Updates | 481 | 48 | 10 | 90 | 19 | 64 | 13 | 19 | 4 | 171 | 36 | 89 | 19 | 2.8 |
| TE | Background | 481 | 39 | 8 | 78 | 16 | 59 | 12 | 25 | 5 | 187 | 39 | 93 | 19 | 2.7 |
| TE | How to Take an Assessment at Home | 479 | 61 | 13 | 81 | 17 | 69 | 14 | 29 | 6 | 155 | 32 | 84 | 18 | 2.7 |
| TE | Download the Secure Browser | 478 | 53 | 11 | 87 | 18 | 63 | 13 | 42 | 9 | 157 | 33 | 76 | 16 | 2.6 |
| TE | Videos and Quick Reference Guides | 482 | 67 | 14 | 108 | 22 | 64 | 13 | 17 | 4 | 150 | 31 | 76 | 16 | 2.9 |
| TE | Q&A | 481 | 43 | 9 | 92 | 19 | 54 | 11 | 22 | 5 | 181 | 38 | 89 | 19 | 2.7 |

##### Remote Testing Resources 3:

How helpful were the Thursday Office Hours webinars with Rachael Maves, Deputy Superintendent, and Dr. Mao Vang, Director of the Assessment Development and Administration Division?

Table 8.A.13 Results for Remote Testing Resources 3

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | N | Very Helpful (4) # | % | Helpful (3) # | % | Somewhat Helpful (2) # | % | Not Helpful (1) # | % | Did Not Access# | % | Did Not Know This Resource was Available # | % | Average Score |
| EC | 195 | 43 | 22 | 49 | 25 | 25 | 13 | 3 | 2 | 65 | 33 | 10 | 5 | 3.1 |
| ES | 227 | 5 | 2 | 12 | 5 | 6 | 3 | 4 | 2 | 119 | 52 | 81 | 36 | 2.7 |
| TE | 500 | 21 | 4 | 19 | 4 | 18 | 4 | 4 | 1 | 203 | 41 | 235 | 47 | 2.9 |

##### Remote Testing Resources 4:

How helpful were the Friday Coffee Session webinars with ETS and CDE program staff?

Table 8.A.14 Results for Remote Testing Resources 4

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | N | Very Helpful (4) # | % | Helpful (3) # | % | Somewhat Helpful (2) # | % | Not Helpful (1) # | % | Did Not Access# | % | Did Not Know This Resource was Available # | % | Average Score |
| EC | 192 | 49 | 26 | 45 | 23 | 26 | 14 | 0 | 0 | 65 | 34 | 7 | 4 | 3.2 |
| ES | 229 | 9 | 4 | 8 | 3 | 9 | 4 | 4 | 2 | 134 | 59 | 65 | 28 | 2.7 |
| TE | 500 | 22 | 4 | 17 | 3 | 13 | 3 | 4 | 1 | 213 | 43 | 231 | 46 | 3.0 |

##### Remote Testing Resources 5:

How prepared were you for the administration of remote testing?

Table 8.A.15 Results for Remote Testing Resources 5

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | N | Very Prepared (4) # | % | Prepared (3) # | % | Somewhat Prepared (2) # | % | Not Prepared (1) # | % | Average Score |
| EC | 196 | 32 | 16 | 114 | 58 | 45 | 23 | 5 | 3 | 2.9 |
| ES | 228 | 36 | 16 | 102 | 45 | 80 | 35 | 10 | 4 | 2.7 |
| TE | 502 | 95 | 19 | 226 | 45 | 148 | 29 | 33 | 7 | 2.8 |

##### Remote Testing Resources 6:

What changes or improvements would you make to the remote testing resources and trainings?

Table 8.A.16 Results for Remote Testing Resources 6

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| None—The current resources are sufficient | 61 | 37 | 58 | 29 | 136 | 31 |
| Provide more detail | 35 | 21 | 33 | 17 | 92 | 21 |
| Reduce the amount of detail | 25 | 15 | 43 | 22 | 81 | 18 |
| Reorganize the information | 47 | 28 | 73 | 37 | 135 | 30 |
| State the audience intended for each web page | 52 | 31 | 64 | 32 | 126 | 28 |
| More training was needed | 39 | 23 | 61 | 31 | 129 | 29 |

#### Manuals and Resources

##### Manuals and Resources 1:

What additional resources can be added to the online CAASPP and ELPAC Test Operations Management System User Guide?

Table 8.A.17 Results for Manuals and Resources 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| None—The current user guide is sufficient | 218 | 100 | 240 | 100 | 533 | 100 |

##### Manuals and Resources 2:

There are a few manuals available to assist in preparing for and administering the ELPAC. A few are listed on the CAASPP and ELPAC Manuals web page. What changes or improvements would you make to the current manuals? This will help us improve future versions of these resources. (Select all that apply.)

Table 8.A.18 Results for Manuals and Resources 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| None—The current manuals are sufficient | 111 | 44 | 120 | 42 | 287 | 45 |
| Provide more detail | 14 | 6 | 15 | 5 | 48 | 8 |
| Reduce the amount of detail | 30 | 12 | 52 | 18 | 101 | 16 |
| Reorganize the information | 47 | 19 | 60 | 21 | 124 | 20 |
| State the audience intended for each manual | 62 | 25 | 74 | 26 | 135 | 21 |
| Separate manual by subject based on the test administration process (i.e., before testing, during testing, after testing) | 95 | 38 | 99 | 35 | 201 | 32 |
| Provide a separate manual for test administrators and test examiners | 74 | 29 | 77 | 27 | 159 | 25 |

##### Manuals and Resources 3:

Do you print any of the web-based manuals you read, such as an *Online Test Administration Manual*?

Table 8.A.19 Results for Manuals and Resources 3

|  |  |  |
| --- | --- | --- |
| Response | EC # | EC % |
| Yes, I print parts of a manual. | 117 | 44 |
| Yes, I print an entire manual. | 62 | 23 |
| No, I do not print any of the manuals. | 89 | 33 |

##### Manuals and Resources 4:

Do you print any of the PDF manuals you read, such as the CAASPP and ELPAC Technical Specifications and Configuration Guide or the CAASPP and ELPAC Guide to Completion Status?

Table 8.A.20 Results for Manuals and Resources 4

|  |  |  |
| --- | --- | --- |
| Response | EC # | EC % |
| Yes, I print parts of a manual. | 86 | 32 |
| Yes, I print an entire manual. | 29 | 11 |
| No, I do not print any of the manuals. | 153 | 57 |

#### Communication

##### Communication 1:

How helpful is the monthly LEA ELPAC coordinator newsletter from ETS?

Table 8.A.21 Results for Communication 1

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | N | Very Helpful (4) # | % | Helpful (3) # | % | Somewhat Helpful (2) # | % | Not Helpful (1) # | % | Did Not Access# | % | Did Not Know This Resource was Available # | % | Average Score |
| EC | 266 | 100 | 38 | 104 | 39 | 39 | 15 | 5 | 2 | 13 | 5 | 5 | 2 | 3.2 |

##### Communication 3:

How would you prefer to receive the Scheduled Systems Downtime emails? (i.e., *CAASPP and ELPAC: Scheduled Systems Downtime*)

Table 8.A.22 Results for Communication 3

|  |  |  |
| --- | --- | --- |
| Response | EC # | EC % |
| Other—Write In (Required) | 11 | 4 |
| I prefer to receive these emails two weeks prior to the downtime. | 121 | 45 |
| I prefer to receive these emails one week prior to the downtime. | 104 | 39 |
| I prefer to receive these emails one day prior to the downtime. | 17 | 6 |
| I prefer not to receive these emails. | 13 | 5 |

##### Communication 4:

How helpful do you find the Systems Resume emails?

Table 8.A.23 Results for Communication 4

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | N | Very Helpful (4) # | % | Helpful (3) # | % | Somewhat Helpful (2) # | % | Not Helpful (1) # | % | Did Not Access# | % | Did Not Know This Resource was Available # | % | Average Score |
| EC | 265 | 49 | 18 | 97 | 37 | 53 | 20 | 23 | 9 | 30 | 11 | 13 | 5 | 2.8 |

#### Training

##### Training 1:

Please rank the following types of training that work best for your learning needs.

*This question was addressed by LEA coordinators from both the CAASPP and ELPAC.*

Table 8.A.24 Results for Training 1

|  |  |  |  |
| --- | --- | --- | --- |
| Training Type | Responses by Rank | Frequency Count | Percent of Total Frequency |
| In-person trainings | 1 | 538 | 40 |
| In-person trainings | 2 | 117 | 9 |
| In-person trainings | 3 | 96 | 7 |
| In-person trainings | 4 | 98 | 7 |
| In-person trainings | 5 | 171 | 13 |
| In-person trainings | 6 | 337 | 25 |
| Live virtual sessions | 1 | 224 | 17 |
| Live virtual sessions | 2 | 339 | 26 |
| Live virtual sessions | 3 | 181 | 14 |
| Live virtual sessions | 4 | 213 | 16 |
| Live virtual sessions | 5 | 266 | 20 |
| Live virtual sessions | 6 | 96 | 7 |

Table 8.A.24 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Training Type | Responses by Rank | Frequency Count | Percent of Total Frequency |
| Recorded live virtual sessions | 1 | 147 | 11 |
| Recorded live virtual sessions | 2 | 242 | 18 |
| Recorded live virtual sessions | 3 | 334 | 25 |
| Recorded live virtual sessions | 4 | 310 | 23 |
| Recorded live virtual sessions | 5 | 192 | 14 |
| Recorded live virtual sessions | 6 | 115 | 9 |
| Self-paced online trainings such as Moodle | 1 | 359 | 26 |
| Self-paced online trainings such as Moodle | 2 | 331 | 24 |
| Self-paced online trainings such as Moodle | 3 | 264 | 19 |
| Self-paced online trainings such as Moodle | 4 | 190 | 14 |
| Self-paced online trainings such as Moodle | 5 | 154 | 11 |
| Self-paced online trainings such as Moodle | 6 | 78 | 6 |
| Tutorials that offer a certificate | 1 | 48 | 4 |
| Tutorials that offer a certificate | 2 | 115 | 9 |
| Tutorials that offer a certificate | 3 | 208 | 16 |
| Tutorials that offer a certificate | 4 | 200 | 16 |
| Tutorials that offer a certificate | 5 | 256 | 20 |
| Tutorials that offer a certificate | 6 | 455 | 35 |
| Videos | 1 | 188 | 13 |
| Videos | 2 | 300 | 22 |
| Videos | 3 | 274 | 20 |
| Videos | 4 | 276 | 20 |
| Videos | 5 | 206 | 15 |
| Videos | 6 | 149 | 11 |

##### Training 2:

Where do you currently view state produced training videos and recorded trainings for the ELPAC? (Select all that apply.)

Table 8.A.25 Results for Training 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| The CAASPP and ELPAC YouTube channel | 114 | 43 | 82 | 27 | 140 | 21 |
| CAASPP website | 161 | 61 | 150 | 50 | 279 | 42 |
| ELPAC website | 212 | 80 | 224 | 74 | 444 | 66 |
| The ELPAC Moodle Training Site | 189 | 71 | 192 | 64 | 435 | 65 |
| District- or school-based training meetings | 26 | 10 | 111 | 37 | 239 | 36 |
| District or school websites | 5 | 2 | 18 | 6 | 43 | 6 |

##### Training 7:

What is your plan for assessing student progress at the beginning of 2021–22? (Select all that apply.)

Table 8.A.26 Results for Training 7

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % |
| LEAs will create one standard plan for all sites to follow. | 186 | 74 | 156 | 58 |
| Each site will create their own plan. | 78 | 31 | 130 | 49 |
| Each teacher will be creating their own plan. | 22 | 9 | 23 | 9 |
| **Total Respondents** | **251** | **100** | **268** | **100** |

##### Training 9:

Please rank which assessment resources would be helpful to you as you support student growth in 2021–22.

Table 8.A.27 Results for Training 9

|  |  |  |
| --- | --- | --- |
| Response | TE # | TE % |
| Handouts | 179 | 28 |
| Shared practice resources to learn about other LEA best practices | 268 | 42 |
| Site- or LEA-provided professional development | 296 | 46 |
| State-provided professional development | 197 | 31 |
| Training materials to read through | 198 | 31 |
| Video tutorials | 396 | 62 |

##### Training 10:

On a scale of 1–5, with 5 being the highest, how familiar are you with the following tools?

Table 8.A.28 Results for Training 10

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | Question | N | 5 | % | 4 | % | 3 | % | 2 | % | 1 | % | Average Score |
| TE | Starting Smarter websites for parents | 630 | 39 | 6 | 37 | 6 | 75 | 12 | 54 | 9 | 425 | 67 | 1.7 |
| TE | Lexile and Quantile Hub | 634 | 31 | 5 | 26 | 4 | 59 | 9 | 67 | 11 | 451 | 71 | 1.6 |
| TE | Tools for Teachers platform | 631 | 45 | 7 | 62 | 10 | 106 | 17 | 85 | 13 | 333 | 53 | 2.1 |
| TE | Smarter Annotated Response Tool | 627 | 20 | 3 | 41 | 7 | 67 | 11 | 74 | 12 | 425 | 68 | 1.7 |
| TE | Hand Scoring for Smarter Balanced Interim Assessments | 615 | 99 | 16 | 50 | 8 | 73 | 12 | 73 | 12 | 320 | 52 | 2.2 |
| TE | Tools for Teachers playlists | 541 | 24 | 4 | 32 | 6 | 68 | 13 | 64 | 12 | 353 | 65 | 1.7 |
| TE | Smarter Content Explorer website | 480 | 14 | 3 | 21 | 4 | 55 | 11 | 48 | 10 | 342 | 71 | 1.6 |

##### Training 11:

If you were to receive training on one assessment topic or tool which would be your top pick? (Select one answer.)

Table 8.A.29 Results for Training 11

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Tools for Teachers Playlists | 34 | 14 | 53 | 19 | 89 | 14 |
| Starting Smarter websites for parents | 17 | 7 | 24 | 8 | 51 | 8 |
| Smarter Content Explorer | 17 | 7 | 14 | 5 | 34 | 5 |
| Smarter Annotated Response Tool | 5 | 2 | 9 | 3 | 24 | 4 |
| Other—Write In (Required) | 14 | 6 | 20 | 7 | 59 | 9 |
| Lexile and Quantile Hub | 33 | 14 | 23 | 8 | 81 | 13 |
| Hand scoring for Smarter Balanced Interim Assessments | 17 | 7 | 26 | 9 | 62 | 10 |
| Formative Assessment Process and Tools for Teachers | 107 | 44 | 114 | 40 | 226 | 36 |

##### Training 12:

What assessment resources would be helpful to you as you support teachers in assessing and supporting student progress in 2021–22? (Please rank each.)

*This question was addressed by participants from both the CAASPP and ELPAC.*

Table 8.A.30 Results for Training 12

|  |  |  |  |
| --- | --- | --- | --- |
| Resource | Responses by Rank | Frequency Count | Percent of Total Frequency |
| State-provided professional development materials so you can hold local trainings | 1 | 176 | 31 |
| State-provided professional development materials so you can hold local trainings | 2 | 158 | 28 |
| State-provided professional development materials so you can hold local trainings | 3 | 89 | 16 |
| State-provided professional development materials so you can hold local trainings | 4 | 91 | 16 |
| State-provided professional development materials so you can hold local trainings | 5 | 55 | 10 |
| State-provided training of trainer sessions so you can hold local trainings | 1 | 140 | 25 |
| State-provided training of trainer sessions so you can hold local trainings | 2 | 123 | 22 |
| State-provided training of trainer sessions so you can hold local trainings | 3 | 84 | 15 |
| State-provided training of trainer sessions so you can hold local trainings | 4 | 99 | 18 |
| State-provided training of trainer sessions so you can hold local trainings | 5 | 108 | 19 |
| Handouts | 1 | 36 | 6 |
| Handouts | 2 | 104 | 18 |
| Handouts | 3 | 106 | 19 |
| Handouts | 4 | 127 | 22 |
| Handouts | 5 | 194 | 34 |
| Video tutorials | 1 | 146 | 25 |
| Video tutorials | 2 | 114 | 20 |
| Video tutorials | 3 | 136 | 23 |
| Video tutorials | 4 | 132 | 23 |
| Video tutorials | 5 | 52 | 9 |

Table 8.A.30 *(continuation)*

|  |  |  |  |
| --- | --- | --- | --- |
| Resource | Responses by Rank | Frequency Count | Percent of Total Frequency |
| Shared practice resources to learn about other LEA best practices | 1 | 114 | 20 |
| Shared practice resources to learn about other LEA best practices | 2 | 92 | 16 |
| Shared practice resources to learn about other LEA best practices | 3 | 152 | 27 |
| Shared practice resources to learn about other LEA best practices | 4 | 93 | 16 |
| Shared practice resources to learn about other LEA best practices | 5 | 116 | 20 |

##### Training 13:

What resources would be helpful as you talk to parents/guardians and the community about student progress? (Select all that apply.)

Table 8.A.31 Results for Training 13

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Videos | 169 | 65 | 191 | 66 | 384 | 60 |
| Letter templates | 217 | 83 | 212 | 73 | 349 | 55 |
| Flyers | 162 | 62 | 159 | 55 | 252 | 39 |
| Websites | 138 | 53 | 155 | 53 | 309 | 48 |
| Slide decks for presentations | 159 | 61 | 196 | 68 | 356 | 56 |

##### Training 14:

Which tool do you prefer to use when asking questions during live trainings? (Please rank each response.)

*This question was addressed by LEA coordinators from both the CAASPP and ELPAC.*

Table 8.A.32 Results for Training 14

|  |  |  |  |
| --- | --- | --- | --- |
| Tool | Responses by Rank | Frequency Count | Percent of Total Frequency |
| Padlet | 1 | 59 | 21 |
| Padlet | 2 | 39 | 14 |
| Padlet | 3 | 65 | 23 |
| Padlet | 4 | 116 | 42 |
| Zoom Q&A | 1 | 108 | 38 |
| Zoom Q&A | 2 | 111 | 39 |
| Zoom Q&A | 3 | 55 | 19 |
| Zoom Q&A | 4 | 14 | 5 |
| Zoom Chat | 1 | 113 | 38 |
| Zoom Chat | 2 | 96 | 33 |
| Zoom Chat | 3 | 77 | 26 |
| Zoom Chat | 4 | 8 | 3 |
| Zoom Raise Hand to speak | 1 | 26 | 9 |
| Zoom Raise Hand to speak | 2 | 46 | 16 |
| Zoom Raise Hand to speak | 3 | 79 | 28 |
| Zoom Raise Hand to speak | 4 | 134 | 47 |

##### Training 15:

How important are the following question and answer features during live trainings? (Please rank each response.)

*This question was addressed by LEA coordinators from both the CAASPP and ELPAC.*

Table 8.A.33 Results for Training 15

|  |  |  |  |
| --- | --- | --- | --- |
| Question and Answer Feature | Responses by Rank | Frequency Count | Percent of Total Frequency |
| Access to questions after the training | 1 | 107 | 37 |
| Access to questions after the training | 2 | 54 | 18 |
| Access to questions after the training | 3 | 42 | 14 |
| Access to questions after the training | 4 | 57 | 19 |
| Access to questions after the training | 5 | 33 | 11 |
| Answers to my specific questions typed | 1 | 73 | 25 |
| Answers to my specific questions typed | 2 | 75 | 26 |
| Answers to my specific questions typed | 3 | 62 | 21 |
| Answers to my specific questions typed | 4 | 56 | 19 |
| Answers to my specific questions typed | 5 | 28 | 10 |
| Answers to questions answered live verbally | 1 | 45 | 15 |
| Answers to questions answered live verbally | 2 | 59 | 20 |
| Answers to questions answered live verbally | 3 | 58 | 20 |
| Answers to questions answered live verbally | 4 | 54 | 19 |
| Answers to questions answered live verbally | 5 | 75 | 26 |
| Ability to see answers to other’s questions | 1 | 40 | 14 |
| Ability to see answers to other’s questions | 2 | 87 | 29 |
| Ability to see answers to other’s questions | 3 | 88 | 30 |
| Ability to see answers to other’s questions | 4 | 60 | 20 |
| Ability to see answers to other’s questions | 5 | 21 | 7 |
| Simplified Q&A interface | 1 | 40 | 14 |
| Simplified Q&A interface | 2 | 26 | 9 |
| Simplified Q&A interface | 3 | 41 | 14 |
| Simplified Q&A interface | 4 | 56 | 20 |
| Simplified Q&A interface | 5 | 121 | 43 |

#### CAASPP and ELPAC Websites

##### CAASPP and ELPAC Websites 2:

How easy is it to locate information and resources on the ELPAC website?

Table 8.A.34 Results for CAASPP and ELPAC Websites 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | N | Very Easy (4) # | % | Easy (3) # | % | Somewhat Difficult (2) # | % | Very Difficult (1) # | % | Did Not Access# | % | Average Score |
| EC | 263 | 43 | 16 | 145 | 55 | 62 | 24 | 13 | 5 | 0 | 0 | 2.8 |
| ES | 299 | 26 | 9 | 145 | 48 | 103 | 34 | 22 | 7 | 3 | 1 | 2.6 |
| TE | 662 | 71 | 11 | 332 | 50 | 203 | 31 | 39 | 6 | 17 | 3 | 2.7 |

##### CAASPP and ELPAC Websites 3:

What changes would you recommend to improve the usability of the CAASPP website and the ELPAC website? (Select all that apply.)

Table 8.A.35 Results for CAASPP and ELPAC Websites 3

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| None—The training materials are adequate | 77 | 30 | 69 | 24 | 184 | 29 |
| Provide condensed and simple instructions | 106 | 42 | 147 | 51 | 319 | 49 |
| Provide more detail | 9 | 4 | 15 | 5 | 41 | 6 |
| Reorganize the information into roles | 82 | 32 | 106 | 37 | 216 | 33 |
| Reorganize the information into timing | 51 | 20 | 41 | 14 | 83 | 13 |
| Move information to the test administration manuals and guides | 31 | 12 | 51 | 18 | 84 | 13 |
| State the audience intended for each web page | 69 | 27 | 95 | 33 | 179 | 28 |
| Provide updated and simple frequently asked questions (FAQs) | 87 | 34 | 80 | 28 | 182 | 28 |

##### CAASPP and ELPAC Websites 4:

How often do you access FAQs available on the CAASPP website and the ELPAC website?

Table 8.A.36 Results for CAASPP and ELPAC Websites 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Weekly | 59 | 22 | 28 | 9 | 52 | 8 |
| Occasionally | 133 | 50 | 189 | 63 | 410 | 61 |
| Never | 14 | 5 | 50 | 17 | 160 | 24 |
| Monthly | 58 | 22 | 33 | 11 | 51 | 8 |

#### Troubleshooting and Support: California Technical Assistance Center (CalTAC)

##### Troubleshooting and Support (CalTAC) 1:

Did you contact CalTAC for support or to troubleshoot a particular problem?

Table 8.A.37 Results for Troubleshooting and Support (CalTAC) 1

|  |  |  |
| --- | --- | --- |
| Response | EC # | EC % |
| Yes | 227 | 85 |
| No | 40 | 15 |

##### Troubleshooting and Support (CalTAC) 2:

How would you rate the support you received from CalTAC?

Table 8.A.38 Results for Troubleshooting and Support (CalTAC) 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Audience | N | 1 = Extremely Dissatisfied (1) # | % | 2 = Dissatisfied (2) # | % | 3 = Neutral (3) # | % | 4 = Satisfied (4) # | % | 5 = Highly Satisfied (5) # | % | Average Score |
| EC | 225 | 6 | 3 | 9 | 4 | 15 | 7 | 95 | 42 | 100 | 44 | 4.2 |

##### Troubleshooting and Support (CalTAC) 3:

What are some challenges you may have experienced with the support you received from CalTAC? (Select all that apply.)

Table 8.A.39 Results for Troubleshooting and Support (CalTAC) 3

|  |  |  |
| --- | --- | --- |
| Response | EC # | EC % |
| Unprofessional response | 8 | 7 |
| Inaccurate response | 43 | 37 |
| Inability to clearly convey information | 37 | 32 |
| Slowness in initial or continuing response | 33 | 28 |
| Wait time in queue | 46 | 39 |
| Disconnection | 11 | 9 |

##### Troubleshooting and Support (CalTAC) 4:

What are some highlights of the support you received from CalTAC? (Select all that apply.)

Table 8.A.40 Results for Troubleshooting and Support (CalTAC) 4

|  |  |  |
| --- | --- | --- |
| Response | EC # | EC % |
| Accurate response | 136 | 66 |
| Overall speed of response | 141 | 68 |
| Ability to clearly convey information | 125 | 60 |
| Ability to send and receive hyperlinks or URLs | 53 | 26 |

#### Test Operations Management System (TOMS)

##### TOMS 1:

How are you utilizing the information provided in the *At-a-Glance* screen? (Select all that apply.)

Table 8.A.41 Results for TOMS 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % |
| Check or monitor test or test section completion status | 220 | 91 | 248 | 92 |
| Check specific demographics and student data | 85 | 35 | 103 | 38 |
| Useful for training and information dissemination purposes to other staff or stakeholders | 71 | 29 | 50 | 19 |

##### TOMS 2:

What changes can be made to the score reporting status widget to improve the widgets usability and helpfulness? (Select all that apply.)

Table 8.A.42 Results for TOMS 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % |
| None—The current score reporting status widget is adequate | 131 | 58 | 146 | 57 |
| Change the graphical representation | 17 | 7 | 37 | 14 |
| Provide a clear definition of reporting calculations | 70 | 31 | 82 | 32 |
| Provide a more detailed contextual help | 47 | 21 | 54 | 21 |

##### TOMS 3:

What changes can be made to the test status widget on the *At-a-Glance* screen to improve the widget’s usability and helpfulness? (Select all that apply.)

Table 8.A.43 Results for TOMS 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % |
| None—The current *At-a-Glance* screen is adequate | 120 | 51 | 137 | 51 |
| Compare different schools data | 56 | 24 | 42 | 16 |
| Provide more frequent and timely updates so data stays current | 99 | 42 | 123 | 46 |

##### TOMS 4:

What changes can be made to the student demographics widget of the *At-a-Glance* screen to improve the widget’s usability and helpfulness? (Select all that apply.)

Table 8.A.44 Results for TOMS 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % |
| None—The current *At-a-Glance* screen is adequate | 115 | 49 | 126 | 47 |
| Allow for customization | 60 | 26 | 87 | 32 |
| Offer additional filtering options | 69 | 29 | 87 | 32 |
| Compare different schools data | 44 | 19 | 37 | 14 |
| Provide more frequent and timely updates so data stays current | 59 | 25 | 75 | 28 |

##### TOMS 7:

Did you access the Contextual Help or Page Instructions located in TOMS?

Table 8.A.45 Results for TOMS 7

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Yes | 37 | 14 | 37 | 13 | 168 | 25 |
| No (Did not know this resource was available) | 86 | 33 | 98 | 34 | 221 | 33 |
| No (Did not access) | 134 | 52 | 153 | 53 | 276 | 42 |

##### TOMS 8:

Which of the following tasks in TOMS would benefit from a quick reference guide or video? (Select all that apply.)

Table 8.A.46 Results for TOMS 8

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| None | 50 | 21 | 52 | 19 | 144 | 24 |
| Logging on to TOMS | 26 | 11 | 38 | 14 | 131 | 22 |
| Adding user roles | 64 | 27 | 66 | 24 | 98 | 16 |
| Using the *At-a-Glance* screen | 65 | 28 | 93 | 34 | 153 | 26 |
| Editing LEA organization information | 44 | 19 | 20 | 7 | 31 | 5 |
| Updating student information | 60 | 26 | 100 | 36 | 146 | 24 |
| Administering tests (for the CAASPP) | 66 | 28 | 76 | 28 | 147 | 25 |
| Ordering (for the ELPAC) | 63 | 27 | 41 | 15 | 88 | 15 |
| Security and Test Administration Incident Reporting System (STAIRS)/Appeals process | 71 | 30 | 79 | 29 | 102 | 17 |
| Downloading secure resources | 52 | 22 | 62 | 23 | 130 | 22 |
| Downloading reports | 82 | 35 | 107 | 39 | 162 | 27 |

#### General Reporting

##### General Reporting 1:

How do you plan to provide Student Score Reports (SSRs) to parents or guardians?

Table 8.A.47 Results for General Reporting 1

|  |  |  |
| --- | --- | --- |
| Response | EC # | EC % |
| Provide SSRs in the parent or student portal | 138 | 54 |
| Download SSRs from TOMS and make available electronically via a secure local method | 57 | 22 |
| Download SSRs from TOMS, print SSRs, and make available locally | 135 | 53 |

##### General Reporting 2:

How does your LEA use the student accessibility resource fields available in the student results file?

Table 8.A.48 Results for General Reporting 2

|  |  |  |
| --- | --- | --- |
| Response | EC # | EC % |
| A member of the research team uses this data | 45 | 20 |
| The LEA loads the information into the student information system | 96 | 43 |
| The LEA provides the data to the special education team | 79 | 35 |
| None—the LEA does not use this data | 65 | 29 |

#### California Educator Reporting System and Sandbox

##### California Educator Reporting System and Sandbox 1:

Have you used CERS?

Table 8.A.49 Results for California Educator Reporting System and Sandbox 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Yes | 115 | 44 | 61 | 20 | 82 | 12 |
| No | 146 | 56 | 238 | 80 | 593 | 88 |

##### California Educator Reporting System and Sandbox 2:

Have you used the California Educator Reporting System (CERS) Sandbox?

Table 8.A.50 Results for California Educator Reporting System and Sandbox 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Yes | 40 | 15 | 22 | 7 | 33 | 5 |
| No | 222 | 85 | 277 | 93 | 639 | 95 |

##### California Educator Reporting System and Sandbox 3:

How helpful did you find the ability to manipulate data in the Reporting System Sandbox to better understand CERS?

Table 8.A.51 Results for California Educator Reporting System and Sandbox 3

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | N | Very Helpful (4) # | % | Helpful (3) # | % | Somewhat Helpful (2) # | % | Not Helpful (1) # | % | Average Score |
| EC | 40 | 10 | 25 | 16 | 40 | 12 | 30 | 2 | 5 | 2.9 |
| ES | 21 | 7 | 33 | 9 | 43 | 2 | 10 | 3 | 14 | 3.0 |
| TE | 32 | 6 | 19 | 12 | 38 | 11 | 34 | 3 | 9 | 2.7 |

#### Test Administration Experience

##### Test Administration Experience 1:

How helpful did you find these remote testing features in monitoring student progress through the test?

Table 8.A.52 Results for Test Administration Experience 1

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | Question | N | Very Helpful (4) # | % | Helpful (3) # | % | Somewhat Helpful (2) # | % | Not Helpful (1) # | % | Did Not Access # | % | Did Not Know This Resource Was Available # | % | Average Score |
| EC | Schedule a Session | 165 | 60 | 36 | 48 | 29 | 28 | 17 | 6 | 4 | 20 | 12 | 3 | 2 | 3.1 |
| EC | Pretest Check | 162 | 29 | 18 | 50 | 31 | 24 | 15 | 10 | 6 | 35 | 22 | 14 | 9 | 2.9 |
| EC | Screen Sharing | 163 | 51 | 31 | 43 | 26 | 22 | 13 | 8 | 5 | 36 | 22 | 3 | 2 | 3.1 |
| EC | Video Monitoring | 165 | 59 | 36 | 45 | 27 | 26 | 16 | 18 | 11 | 15 | 9 | 2 | 1 | 3.0 |
| EC | Individual Messaging or Chat | 165 | 68 | 41 | 50 | 30 | 21 | 13 | 6 | 4 | 18 | 11 | 2 | 1 | 3.2 |
| EC | Raise Hand | 162 | 54 | 33 | 56 | 35 | 22 | 14 | 4 | 2 | 24 | 15 | 2 | 1 | 3.2 |
| EC | One-on-one video call | 163 | 62 | 38 | 47 | 29 | 17 | 10 | 8 | 5 | 26 | 16 | 3 | 2 | 3.2 |
| EC | Broadcast | 160 | 54 | 34 | 50 | 31 | 21 | 13 | 8 | 5 | 24 | 15 | 3 | 2 | 3.1 |
| ES | Schedule a Session | 162 | 54 | 33 | 37 | 23 | 20 | 12 | 20 | 12 | 24 | 15 | 7 | 4 | 3.0 |
| ES | Pretest Check | 160 | 17 | 11 | 27 | 17 | 27 | 17 | 14 | 9 | 49 | 31 | 26 | 16 | 2.6 |
| ES | Screen Sharing | 162 | 29 | 18 | 34 | 21 | 27 | 17 | 16 | 10 | 40 | 25 | 16 | 10 | 2.7 |
| ES | Video Monitoring | 163 | 46 | 28 | 38 | 23 | 40 | 25 | 19 | 12 | 17 | 10 | 3 | 2 | 2.8 |
| ES | Individual Messaging or Chat | 163 | 67 | 41 | 41 | 25 | 20 | 12 | 9 | 6 | 23 | 14 | 3 | 2 | 3.2 |

Table 8.A.52 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | Question | N | Very Helpful (4) # | % | Helpful (3) # | % | Somewhat Helpful (2) # | % | Not Helpful (1) # | % | Did Not Access # | % | Did Not Know This Resource Was Available # | % | Average Score |
| ES | Raise Hand | 161 | 52 | 32 | 44 | 27 | 25 | 16 | 5 | 3 | 30 | 19 | 5 | 3 | 3.1 |
| ES | One-on-one video call | 161 | 50 | 31 | 35 | 22 | 22 | 14 | 10 | 6 | 37 | 23 | 7 | 4 | 3.1 |
| ES | Broadcast | 162 | 52 | 32 | 42 | 26 | 20 | 12 | 11 | 7 | 29 | 18 | 8 | 5 | 3.1 |
| TE | Schedule a Session | 249 | 85 | 34 | 68 | 27 | 25 | 10 | 18 | 7 | 38 | 15 | 15 | 6 | 3.1 |
| TE | Pretest Check | 246 | 33 | 13 | 50 | 20 | 35 | 14 | 21 | 9 | 67 | 27 | 40 | 16 | 2.7 |
| TE | Screen Sharing | 248 | 59 | 24 | 62 | 25 | 39 | 16 | 19 | 8 | 49 | 20 | 20 | 8 | 2.9 |
| TE | Video Monitoring | 248 | 69 | 28 | 73 | 29 | 51 | 21 | 24 | 10 | 28 | 11 | 3 | 1 | 2.9 |
| TE | Individual Messaging or Chat | 250 | 106 | 42 | 67 | 27 | 23 | 9 | 11 | 4 | 37 | 15 | 6 | 2 | 3.3 |
| TE | Raise Hand | 249 | 81 | 33 | 82 | 33 | 26 | 10 | 7 | 3 | 44 | 18 | 9 | 4 | 3.2 |
| TE | One-on-one video call | 245 | 83 | 34 | 61 | 25 | 23 | 9 | 11 | 4 | 51 | 21 | 16 | 7 | 3.2 |
| TE | Broadcast | 245 | 77 | 31 | 59 | 24 | 32 | 13 | 15 | 6 | 49 | 20 | 13 | 5 | 3.1 |

##### Test Administration Experience 3:

Which video monitoring layout did you typically use?

Table 8.A.53 Results for Test Administration Experience 3

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| List View | 50 | 33 | 70 | 46 | 106 | 46 |
| Large Gallery View | 27 | 18 | 23 | 15 | 39 | 17 |
| Gallery View | 74 | 49 | 58 | 38 | 85 | 37 |

##### Test Administration Experience 4:

Did you typically have students join a video conferencing call prior to starting a test?

Table 8.A.54 Results for Test Administration Experience 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Yes | 137 | 86 | 138 | 86 | 195 | 78 |
| Other—Write In (Required) | 5 | 3 | 5 | 3 | 6 | 2 |
| No | 17 | 11 | 18 | 11 | 49 | 20 |

##### Test Administration Experience 5:

How often did you face challenges with remote administration?

Table 8.A.55 Results for Test Administration Experience 5

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | N | Very often (4) # | % | Often (3) # | % | Sometimes (2) # | % | Never (1) # | % | Average Score |
| EC | 158 | 56 | 35 | 57 | 36 | 42 | 27 | 3 | 2 | 3.1 |
| ES | 162 | 74 | 46 | 39 | 24 | 43 | 27 | 6 | 4 | 3.1 |
| TE | 248 | 93 | 38 | 68 | 27 | 79 | 32 | 8 | 3 | 3.0 |

##### Test Administration Experience 6:

What challenges or difficulties did you face with remote administration? (Select all that apply.)

Table 8.A.56 Results for Test Administration Experience 6

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| None | 0 | 0 | 2 | 1 | 5 | 2 |
| Downloading the secure browser | 77 | 49 | 79 | 50 | 103 | 42 |
| Logging on to the secure browser with students | 115 | 73 | 124 | 78 | 168 | 68 |
| Maintaining test security | 43 | 27 | 51 | 32 | 67 | 27 |
| Setting up my own technology | 10 | 6 | 17 | 11 | 31 | 13 |
| Dealing with students technology | 139 | 88 | 145 | 91 | 218 | 88 |
| Dealing with internet connection issues | 131 | 83 | 133 | 84 | 195 | 79 |
| Navigating the audio and video checks | 71 | 45 | 74 | 47 | 99 | 40 |

##### Test Administration Experience 8:

Will your LEA or school continue to offer a hybrid-learning approach after the pandemic is over?

Table 8.A.57 Results for Test Administration Experience 8

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Yes | 36 | 21 | 26 | 16 | 38 | 15 |
| Unsure | 81 | 48 | 107 | 65 | 179 | 71 |
| No | 51 | 30 | 32 | 19 | 35 | 14 |

#### Security and Test Administration Incident Reporting System (STAIRS) and Appeals

##### STAIRS and Appeals 1:

What improvements do you suggest to the STAIRS process for the ELPAC?

Table 8.A.58 Results for STAIRS and Appeals 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | Overall # | Overall % |
| Write In (Required) | 42 | 16 | 37 | 13 | 76 | 15 |
| None | 148 | 58 | 113 | 39 | 249 | 50 |
| Did not use STAIRS | 67 | 26 | 142 | 49 | 174 | 35 |
| **Total Respondents** | **257** | **100** | **292** | **100** | **499** | **100** |

#### Initial and Summative ELPAC

##### Initial and Summative ELPAC 2:

How easy was it to use the Initial ELPAC and the Summative ELPAC *DFA* Remote Administration Addendums?

Table 8.A.59 Results for Initial and Summative ELPAC 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | N | Very Easy (4) # | % | Easy (3) # | % | Somewhat Easy (2) # | % | Not Easy (1) # | % | Did Not Access # | % | Did Not Know This Resource Was Available # | % | Average Score |
| Overall | 921 | 116 | 13 | 264 | 29 | 214 | 23 | 121 | 13 | 149 | 16 | 57 | 6 | 2.5 |
| EC | 241 | 37 | 15 | 76 | 32 | 60 | 25 | 23 | 10 | 35 | 15 | 10 | 4 | 2.6 |
| ES | 286 | 40 | 14 | 85 | 30 | 71 | 25 | 31 | 11 | 46 | 16 | 13 | 5 | 2.6 |
| TE | 640 | 80 | 13 | 179 | 28 | 143 | 22 | 83 | 13 | 109 | 17 | 46 | 7 | 2.5 |

##### Initial ELPAC and Summative ELPAC 3:

Should the log on instructions remain in the *DFA* or be separated into a quick reference guide?

Table 8.A.60 Results for Initial ELPAC and Summative ELPAC 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Response | EC # | EC % | Overall # | Overall % |
| Should remain in the *DFA* | 131 | 52 | 131 | 52 |
| Should become a separate quick reference guide | 120 | 48 | 120 | 48 |
| **Total Respondents** | **251** | **100** | **251** | **100** |

##### Initial ELPAC and Summative ELPAC 4:

Did students encounter any problems with the Listening domain due to connectivity?

Table 8.A.61 Results for Initial ELPAC and Summative ELPAC 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Response | TE # | TE % | Overall # | Overall % |
| Yes | 16 | 25 | 94 | 38 |
| No | 47 | 75 | 154 | 62 |
| **Total Respondents** | **63** | **100** | **248** | **100** |

##### Summative ELPAC 2:

How easy did you find the process of transcribing student answers into the K–2 Writing Answer Book for the remote administration of the K–2 Writing domain?

Table 8.A.62 Results for Summative ELPAC 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | N | Very Easy (4) # | % | Easy (3) # | % | Somewhat Easy (2) # | % | Not Easy (1) # | % | Did Not Access # | % | Did Not Know This Resource Was Available # | % | Average Score |
| Overall | 291 | 46 | 16 | 47 | 16 | 52 | 18 | 60 | 21 | 83 | 29 | 3 | 1 | 2.4 |
| TE | 291 | 46 | 16 | 47 | 16 | 52 | 18 | 60 | 21 | 83 | 29 | 3 | 1 | 2.4 |

##### Summative ELPAC 3:

Which process for administering the K–2 Writing domain do you prefer?

Table 8.A.63 Results for Summative ELPAC 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Response | TE # | TE % | Overall # | Overall % |
| Transcribing students answers during testing | 175 | 62 | 175 | 62 |
| Parent pickup and return of secure materials | 30 | 11 | 30 | 11 |
| Other—Write In (Required) | 60 | 21 | 60 | 21 |
| Mailing Answer Books to students to complete during testing | 17 | 6 | 17 | 6 |
| **Total Respondents** | **282** | **100** | **282** | **100** |

##### Summative ELPAC 4:

Did you use a proctor to assist with administering the Summative ELPAC remotely?

Table 8.A.64 Results for Summative ELPAC 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Response | TE # | TE % | Overall # | Overall % |
| Yes | 74 | 14 | 74 | 14 |
| No | 460 | 86 | 460 | 86 |
| **Total Respondents** | **534** | **100** | **534** | **100** |

##### Summative ELPAC 5:

Typically, how many students were tested remotely in a group?

Table 8.A.65 Results for Summative ELPAC 5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Response | TE # | TE % | Overall # | Overall % |
| 1–5 | 286 | 60 | 286 | 60 |
| 6–10 | 128 | 27 | 128 | 27 |
| 20–25 | 48 | 10 | 48 | 10 |
| 25–30 | 8 | 2 | 8 | 2 |
| 40+ | 5 | 1 | 5 | 1 |
| **Total Respondents** | **475** | **100** | **475** | **100** |

#### Assignment and Implementation of Accessibility Resources

##### Accessibility Resources 1:

How helpful are the following resources in understanding the universal tools, designated supports, and accommodations used for the online summative assessments?

Table 8.A.66 Results for Accessibility Resources 1

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | Question | N | Very Helpful (4) # | % | Helpful (3) # | % | Somewhat Helpful (2) # | % | Not Helpful (1) # | % | Did Not Access # | % | Did Not Know This Resource Was Available # | % | Average Score |
| EC | CA Assessment Accessibility Resources Matrix web page | 253 | 71 | 28 | 102 | 40 | 36 | 14 | 5 | 2 | 30 | 12 | 9 | 4 | 3.1 |
| EC | CAASPP and ELPAC Accessibility Guide web page | 255 | 60 | 24 | 112 | 44 | 43 | 17 | 4 | 2 | 25 | 10 | 11 | 4 | 3.0 |
| EC | Accessibility Resources Demonstration Videos web page | 252 | 59 | 23 | 89 | 35 | 37 | 15 | 2 | 1 | 46 | 18 | 19 | 8 | 3.1 |
| EC | Individual Student Assessment Accessibility Profile (ISAAP) 2020–21 Tool web page | 250 | 27 | 11 | 69 | 28 | 28 | 11 | 11 | 4 | 81 | 32 | 34 | 14 | 2.8 |
| ES | CA Assessment Accessibility Resources Matrix web page | 283 | 41 | 14 | 73 | 26 | 48 | 17 | 14 | 5 | 77 | 27 | 30 | 11 | 2.8 |
| ES | CAASPP and ELPAC Accessibility Guide web page | 284 | 38 | 13 | 90 | 32 | 65 | 23 | 10 | 4 | 57 | 20 | 24 | 8 | 2.8 |

Table 8.A.66 *(continuation)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | Question | N | Very Helpful (4) # | % | Helpful (3) # | % | Somewhat Helpful (2) # | % | Not Helpful (1) # | % | Did Not Access # | % | Did Not Know This Resource Was Available # | % | Average Score |
| ES | Accessibility Resources Demonstration Videos web page | 279 | 33 | 12 | 73 | 26 | 50 | 18 | 6 | 2 | 82 | 29 | 35 | 13 | 2.8 |
| ES | Individual Student Assessment Accessibility Profile (ISAAP) 2020–21 Tool web page | 275 | 15 | 5 | 41 | 15 | 37 | 13 | 16 | 6 | 113 | 41 | 53 | 19 | 2.5 |
| TE | CA Assessment Accessibility Resources Matrix web page | 646 | 67 | 10 | 124 | 19 | 96 | 15 | 25 | 4 | 214 | 33 | 120 | 19 | 2.7 |
| TE | CAASPP and ELPAC Accessibility Guide web page | 648 | 70 | 11 | 188 | 29 | 114 | 18 | 29 | 4 | 150 | 23 | 97 | 15 | 2.7 |
| TE | Accessibility Resources Demonstration Videos web page | 639 | 67 | 10 | 152 | 24 | 109 | 17 | 13 | 2 | 184 | 29 | 114 | 18 | 2.8 |
| TE | Individual Student Assessment Accessibility Profile (ISAAP) 2020–21 Tool web page | 633 | 31 | 5 | 95 | 15 | 76 | 12 | 24 | 4 | 243 | 38 | 164 | 26 | 2.6 |

##### Accessibility Resources 2:

The [Accessibility Resources Demonstration Videos](https://www.elpac.org/training/uaag/) web page provides demonstration videos for embedded resources. For which non-embedded resources would a video be helpful? (Select all that apply.)

Table 8.A.67 Results for Accessibility Resources 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Scribe | 139 | 73 | 103 | 51 | 180 | 42 |
| Test Navigation Assistant | 105 | 55 | 109 | 54 | 251 | 59 |
| Designated Interface Assessment | 116 | 61 | 108 | 53 | 188 | 44 |
| Print on Demand | 72 | 38 | 70 | 35 | 116 | 27 |

##### Accessibility Resources 3:

Are you aware that universal tools are available for all students to access during the test?

Table 8.A.68 Results for Accessibility Resources 3

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Yes | 253 | 97 | 267 | 91 | 488 | 74 |
| No | 9 | 3 | 27 | 9 | 168 | 26 |

##### Accessibility Resources 4:

What is your local process for assigning designated supports for all students? (Select all that apply.)

Table 8.A.69 Results for Accessibility Resources 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Reviewing students individualized education programs (IEPs) or Section 504 plans and assigning available supports as needed | 236 | 91 | 252 | 88 | 468 | 74 |
| Determining or assigning needed supports based on parents/guardians teacher support staff and student | 157 | 61 | 140 | 49 | 237 | 38 |
| Adapting to student input on their needs or preferences | 49 | 19 | 43 | 15 | 98 | 16 |
| Unsure—Designation of supports are assigned at the district level | 10 | 4 | 26 | 9 | 142 | 23 |

##### Accessibility Resources 5:

Do you know the steps to take to turn off universal tools?

Table 8.A.70 Results for Accessibility Resources 5

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Yes | 138 | 54 | 140 | 48 | 202 | 31 |
| No | 119 | 46 | 149 | 52 | 451 | 69 |

##### Accessibility Resources 6:

Did the improvements to the ISAAP make the application easier to use?

Table 8.A.71 Results for Accessibility Resources 6

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Yes | 22 | 9 | 14 | 5 | 26 | 4 |
| No | 16 | 6 | 7 | 2 | 10 | 2 |
| Did not use | 215 | 85 | 261 | 93 | 602 | 94 |

##### Accessibility Resources 6.1:

[If answered “Yes” or “No” to question 6] How did you use the ISAAP tool? (Select all that apply.)

Table 8.A.72 Results for Accessibility Resources 6.1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Uploaded the file into the Student Information System | 9 | 30 | 5 | 38 | 6 | 23 |
| Uploaded the file into TOMS | 18 | 60 | 8 | 62 | 12 | 46 |
| Classroom use | 7 | 23 | 4 | 31 | 14 | 54 |

##### Accessibility Resources 6.2:

[If answered “Yes” or “No” to question 6] Who typically uses the ISAAP tool? (Select all that apply.)

Table 8.A.73 Results for Accessibility Resources 6.2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| Classroom teachers | 18 | 62 | 5 | 36 | 19 | 61 |
| IEP teams | 17 | 59 | 10 | 71 | 18 | 58 |
| Special education teachers | 22 | 76 | 11 | 79 | 18 | 58 |

##### Accessibility Resources 8:

What are some barriers to assigning accessibility resources to students without an individualized education plan (IEP) or Section 504 plan? (Select all that apply.)

Table 8.A.74 Results for Accessibility Resources 8

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| N/A | 27 | 11 | 45 | 16 | 157 | 26 |
| No barriers | 29 | 12 | 43 | 16 | 82 | 14 |
| Student does not have experience with accessibility resources | 103 | 41 | 111 | 40 | 203 | 34 |
| Lack of teacher familiarity with these resources | 141 | 56 | 129 | 47 | 224 | 37 |
| Lack of parent involvement | 41 | 16 | 46 | 17 | 102 | 17 |
| Belief that it could invalidate the score | 27 | 11 | 31 | 11 | 53 | 9 |
| Need for additional training to improve understanding of usage | 104 | 41 | 103 | 37 | 180 | 30 |
| Process of modifying and adding test settings in TOMS | 67 | 27 | 61 | 22 | 101 | 17 |
| Need to determine responsibility of assigning resources to students | 67 | 27 | 47 | 17 | 103 | 17 |

##### Accessibility Resources 9:

What additional resources are needed to help LEAs assign and implement accessibility resources for their students in the classroom? (Select all that apply.)

Table 8.A.75 Results for Accessibility Resources 9

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Response | EC # | EC % | ES # | ES % | TE # | TE % |
| None—Current resources are sufficient | 35 | 14 | 56 | 21 | 124 | 21 |
| Training at the beginning of the school year (August through October) | 125 | 51 | 134 | 50 | 273 | 47 |
| A checklist to help evaluate if appropriate for a student | 161 | 66 | 156 | 58 | 291 | 50 |
| Integration with other online programs so students are more familiar with tools | 106 | 44 | 101 | 38 | 201 | 35 |
| An infographic on how the tools increase accessibility and equity in testing | 109 | 45 | 96 | 36 | 171 | 29 |
| An online tutorial | 109 | 45 | 104 | 39 | 212 | 36 |
| Updates and recommendations for resources that match common student accommodations listed on IEPs | 107 | 44 | 98 | 37 | 185 | 32 |

##### Accessibility Resources 10:

Would the automated upload process of test settings be beneficial to your LEA?

Table 8.A.76 Results for Accessibility Resources 10

|  |  |  |
| --- | --- | --- |
| Response | EC # | EC % |
| Yes | 206 | 81 |
| Unsure | 42 | 17 |
| No | 6 | 2 |

## Continuous Improvement

The first computer-based operational administration of the Summative English Language Proficiency Assessments for California (ELPAC) occurred in spring 2020. Since its inception, continuous efforts have been made to improve the ELPAC. This chapter presents the procedures used to gather information to improve the ELPAC as well as strategies to implement possible improvements.

### Item and Test Development

As part of continuous improvement for the Summative ELPAC, the following list describes the two areas where improvements were targeted:

1. **Improve Test Familiarity Materials—**Practice and training tests were updated and available for use in the field on September 8, 2020.
2. The practice tests that were developed in 2019 were updated to remove item sharing across grade levels and grade spans so each practice test contained unique items.
3. The training tests for kindergarten through grade two (K–2) were updated to include items for the Writing domain.
4. **Improve the *Directions for Administration (DFAs)*—**Feedback from the field is regularly incorporated into updating and adding clarification to the *DFAs.*

### Test Delivery and Administration

#### Post-test Survey

ETS administered the California Assessment of Student Performance and Progress (CAASPP) and ELPAC Feedback for Continuous Improvement Survey to local educational agencies (LEAs) in May 2021. The survey focused on gathering information and data from educators who were part of the Summative ELPAC administration to highlight successes and to identify areas for immediate and long-term improvement. The focus of the survey questions centered on preparation, training, and test administration, including remote testing. Refer to [*Chapter 8: Feedback for Continuous Improvement Survey*](#_Post-test_Survey) for details about the results of this survey.

In response to the LEA feedback, ETS is implementing the following improvements for the 2021–2022 operational administration:

* Creating additional guidance for administering tests remotely and adding this content to the test administration manual
* Creating resources for educators, parents/guardians, and students to ensure that all cohorts are adequately prepared to administer tests remotely
* Providing Coffee Sessions the second Friday of every month to give LEAs an opportunity to ask questions and receive timely updates
* Providing a Pretest Virtual Training Series that will occur throughout the year to provide timely training and reminders on tasks to be done
* Creating new demonstration videos and updating existing videos, where possible, with suggestions provided by LEAs
* Assigning each LEA in California to an LEA Success Agent who will be dedicated to answering questions, providing frequent touchpoints and updates, and monitoring test preparation and completion
* Providing training on the use of accessibility resources in the classroom and how to make these resources available to students during the administration of CAASPP and the ELPAC
* Improving videos to include the use of accessibility resources during administration of both CAASPP and the ELPAC
* Improving the usefulness and usability of the websites by simplifying the display of information and offering materials more readily when possible

#### Training and Communication

Assessment administration, training, and communication will be focal points moving forward as ETS continues to work on the Summative ELPAC and remote testing administration. ETS will continue to provide timely communication for each critical component of the ELPAC administration, including material order dates and deadlines and training schedules. ETS will continue to work with the Sacramento County Office of Education to emphasize the importance and necessity of training, along with providing statewide training to LEA staff so they are prepared to administer the test.

Training, on the upgraded Moodle Training Site, will continue to focus on local scoring of the Speaking domain, with updated training quizzes that include embedded videos called “trainer vignettes,” which provide explanations of why each response was scored the way it was. Added features in Moodle include expanding and collapsing sections, a sidebar for easy navigation, and engaging visuals.

Suggestions from the LEAs will be incorporated into improvements to the *DFAs*. The Speaking domain–specific instructions will be reorganized to present the logon instructions, domain instructions, and test item and anchor chart placement in a better flow. Writing sample anchor charts will be added to the Writing domain section of the K–2 *DFAs* so test examiners will know whether a student has responded correctly to the first few questions prior to the stopping marker. In the grades three through twelve *DFAs,* a new section in the Listening, Reading, and Writing domains will provide a stopping marker and answer key that test examiners may use during a one-on-one administration.

Updates to the test delivery system (TDS) will be made to help clarify stopping marker usage and test instructions for the grade two Reading test. The text on the stopping marker screen will be reworded to ask the test examiner whether the student has answered any questions correctly up to this point. Answer selections will direct the test examiner to select the [**Next**] button if the answer is “Yes” or to select the [**End Test**] button if the answer is “No.” The intent is to prevent test examiners from incorrectly ending a test early. The grade two Reading domain directions screen will be updated to clarify that the student is expected to read the reading passages independently, which better matches the *DFA* instructions.

### Human Scoring

Both validity agreement rates and interrater agreement rates were analyzed regularly to identify potential needs for supplements to rater training materials. When validity agreement or interrater agreement for a prompt suggested a need for supplemental training materials, appropriate action was taken. Actions included updating the rater training documentation or rater training sample sets and updating prompt-specific scoring notes to provide raters with prompt-specific scoring guidance.

#### Interrater Reliabilities

Analyses show that all average interrater reliability for all Writing items was above 0.70, and the statistics for Speaking items were slightly below 0.70. However, item-level interrater reliability was lower than the target level of 0.70 for polytomous items (refer to table 4.1 and table 4.2). There are several options for improving interrater reliabilities in future test administrations, including the following:

* Pinpointing sources of discrepancies along the score scale and providing data-driven targeted retraining to raters
* Expanding the investigation of individual raters’ scoring for prompts with particularly low agreement while scoring is being conducted
* Providing greater consideration of an item’s agreement rates when building forms
* Making adjustments to automated calibration and retraining requirements
* Conducting a study to look at the interrater reliabilities for second scoring of Speaking responses when two local raters observe the administration at the same time

##### Writing Issues

Approaches like the ones listed previously are being considered for Writing, for which ETS has direct access to raters in real time. The traditional reports that are reviewed on a regular basis during the scoring period will be further stratified to isolate where the raters are disagreeing, to quickly provide the proper remediation tools for the raters.

##### Speaking Issues

Speaking is scored locally, and an audio file is provided to support second scoring efforts, which are centralized. Using local scoring means that it is not feasible to provide actionable feedback during the scoring session. The sample of second scores given by online raters in 2020–2021 was inconsistent with the first scores given by local raters. For example, first scores tended to be higher than second scores. The inconsistency may result from the different scoring environments between the test examiners in the field and the online scoring system. These scoring environment–related differences included

* the visual cues that test examiners have in the face-to-face setting that are absent in the online system;
* the real-life audio quality in face-to-face scoring as compared to the variable recording quality available to online raters;
* the difference between scoring a single student from beginning-to-end of the test by examiners and the scoring of individual responses by different test takers in the same task type by online raters; and
* the possibility that some students being tested are known to the local test examiners, while the online system is anonymous.

##### Suggestions for Resolution

There are a variety of potential approaches that may help reduce that inconsistency to be explored. One is to investigate cases where local test examiners’ and online raters’ scores were adjacent or discrepant to investigate whether there were any patterns that could be addressed in training. Another potential approach would be to undertake a small study in which two local raters observe the administration and assign scores to test takers.

The second approach, the study, is the more ideal approach to estimating interrater reliability for the first scores that are contributing to students’ reported scores. Adding to that approach, there could be additional scoring of audio files by local raters. Comparing local ratings of audio files to local ratings performed in the face-to-face setting would allow for the investigation of whether differences observed between local and online raters during the 2020–2021 Summative ELPAC administration could have been the result of differences in the rating approach (i.e., ratings based on face-to-face interactions versus ratings of audio recordings).

### Psychometric Analysis

As the computer-based Summative ELPAC transitioned from a field test to an operational administration beginning in spring 2020, the Psychometric Analysis & Research team continued to maintain best practices to ensure quality of psychometric results and looked for ways to streamline and improve psychometric processes. ETS is implementing a plan to automate some of the manual psychometric reviews (e.g., reviewing item analysis results to evaluate items flagged because of out-of-range classical item statistics). Automation of manual procedures will help to facilitate timely reporting of student scores.

During the 2020–2021 administration, ETS conducted a test location analysis study to investigate the impact to ELPAC scores of different testing locations implemented because of the novel coronavirus disease 2019 pandemic. This facilitated score interpretation during these unusual circumstances. The analysis results, described in [*5.6 Test Location—Remote Versus In-Person Testing Analysis*](#_Test_Location—Remote_Versus), did not identify either substantial or consistent differences in scores between students tested in person and remotely.

### Accessibility

With the launch of the computer-based ELPAC, students have access to a much larger range of accessibility resources during testing than those allowed as part of the ELPAC paper–pencil test (PPT) administrations. The field test phase and the first two computer-based administrations in 2019–2020 and 2020–2021 provided an opportunity to evaluate the embedded and non-embedded universal tools and designated supports, as well as to consider the embedded and non-embedded accommodations that will be available as part of the computer-based TDS. Unlike the PPT administrations, for computer-based testing, the LEA staff will assign and verify designated supports and accommodations in the Test Operations Management System prior to the student testing. Universal tools will be available to all students in the computer-based interface.

The following changes will be implemented during the 2021–2022 Summative ELPAC administration:

* The text-to-speech resource will include a new button on the text editor toolbar that permits students to hear a constructed response after typing it in. For some task types with text on the screen, an audio file is already part of the item support. Only some diagrams would require the text-to-speech accommodation to enable additional support for students.
* Speech-to-text will be available as an embedded accommodation within the TDS. It will not require use of external software or permissive mode.
* The turn off any universal tools embedded designated support will be indicated in the Test Administrator Interface.

1. Data for 2020–2021 was retrieved from the *CalEdFacts* web page on the CDE website. [↑](#footnote-ref-2)
2. This definition was retrieved from the CALPADS web page on the CDE website. [↑](#footnote-ref-3)