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## Appendix 8.A. Classical Item Analyses

### Table 8.A.1 Item Analysis—Listening for Kindergarten

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### Table 8.A.8  Item Analysis—Speaking for Kindergarten

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Table 8.A.23: Distribution of Item Scores for Speaking Items with Multiple Score Points

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**Note:** An asterisk (*) indicates a kindergarten Reading item with multiple-select inline choice, which is a machine-scorable, two-score point item.
## Appendix 8.B: Item Response Theory Parameter Estimates

### Table 8.B.1  Distribution of IRT $a$-values for Oral Language Skill by Grade Level and Grade Span

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<th>Grade 1 Speaking</th>
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<th>Grade 2 Speaking</th>
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<th>Grade Span 3–5 Speaking</th>
<th>Grade Span 6–8 Listening</th>
<th>Grade Span 6–8 Speaking</th>
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Table 8.B.2  Distribution of IRT a-values for Written Language Skill by Grade Level and Grade Span

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Table 8.B.3 (continued)

<p>| 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 -&lt; 0.0    | 0                      | 0                     | 0                 | 0                 | 1                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 1                      | 0                      |
| 0.0 -&lt; 0.2     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |
| 0.2 -&lt; 0.4     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 1                      |
| 0.4 -&lt; 0.6     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 2                      |
| 0.6 -&lt; 0.8     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |
| 0.8 -&lt; 1.0     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |
| 1.0 -&lt; 1.2     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |
| 1.2 -&lt; 1.4     | 0                      | 0                     | 0                 | 0                 | 0                 | 1                 | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |
| 1.4 -&lt; 1.6     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |
| 1.6 -&lt; 1.8     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |
| 1.8 -&lt; 2.0     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |
| 2.0 -&lt; 2.2     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |
| 2.2 -&lt; 2.4     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |
| 2.4 -&lt; 2.6     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 1                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |
| 2.6 -&lt; 2.8     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |
| 2.8 -&lt; 3.0     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |
| 3.0 -&lt; 4.0     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 1                      | 0                      | 0                      |
| 4.0 -&lt; 5.0     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |
| 5.0 -&lt; 6.0     | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 1                      | 0                      |
| 6.0 -&lt; +       | 0                      | 0                     | 0                 | 0                 | 0                 | 0                 | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      | 0                      |</p>
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<td>2.10, -2.10</td>
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<td>2</td>
<td>0.41</td>
<td>-1.41</td>
<td>2.09, -2.09</td>
<td></td>
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</tbody>
</table>
## Appendix 8.C. Reliability Estimates

### Table 8.C.1  Reliability Estimates by Student Groups for Kindergarten

<table>
<thead>
<tr>
<th>Student Group</th>
<th>N</th>
<th>Listening Reliability</th>
<th>Speaking Reliability</th>
<th>Reading Reliability</th>
<th>Writing Reliability</th>
<th>Oral Language Reliability</th>
<th>Written Language Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>90,356</td>
<td>0.84</td>
<td>0.88</td>
<td>0.80</td>
<td>0.92</td>
<td>0.90</td>
<td>0.91</td>
</tr>
<tr>
<td>Female</td>
<td>85,431</td>
<td>0.82</td>
<td>0.87</td>
<td>0.78</td>
<td>0.91</td>
<td>0.89</td>
<td>0.90</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>255</td>
<td>0.84</td>
<td>0.89</td>
<td>0.79</td>
<td>0.92</td>
<td>0.91</td>
<td>0.91</td>
</tr>
<tr>
<td>Asian</td>
<td>24,354</td>
<td>0.85</td>
<td>0.88</td>
<td>0.81</td>
<td>0.90</td>
<td>0.91</td>
<td>0.90</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>415</td>
<td>0.83</td>
<td>0.87</td>
<td>0.80</td>
<td>0.91</td>
<td>0.90</td>
<td>0.91</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,762</td>
<td>0.86</td>
<td>0.86</td>
<td>0.81</td>
<td>0.91</td>
<td>0.90</td>
<td>0.91</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>135,952</td>
<td>0.82</td>
<td>0.87</td>
<td>0.78</td>
<td>0.91</td>
<td>0.90</td>
<td>0.90</td>
</tr>
<tr>
<td>Black or African American</td>
<td>835</td>
<td>0.86</td>
<td>0.88</td>
<td>0.81</td>
<td>0.90</td>
<td>0.91</td>
<td>0.91</td>
</tr>
<tr>
<td>White</td>
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<td>0.82</td>
<td>0.92</td>
<td>0.91</td>
<td>0.91</td>
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<tr>
<td>Two or more races</td>
<td>1,127</td>
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<td>0.80</td>
<td>0.91</td>
<td>0.90</td>
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<tr>
<td>Economically disadvantaged</td>
<td>136,791</td>
<td>0.82</td>
<td>0.88</td>
<td>0.78</td>
<td>0.91</td>
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<td>0.90</td>
</tr>
<tr>
<td>Not economically disadvantaged</td>
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<td>0.88</td>
<td>0.81</td>
<td>0.92</td>
<td>0.91</td>
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</tr>
<tr>
<td>Students receiving special education services</td>
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<td>0.91</td>
<td>0.84</td>
<td>0.92</td>
<td>0.93</td>
<td>0.92</td>
</tr>
<tr>
<td>Students not receiving special education services</td>
<td>161,531</td>
<td>0.81</td>
<td>0.87</td>
<td>0.78</td>
<td>0.91</td>
<td>0.89</td>
<td>0.90</td>
</tr>
<tr>
<td>Migrant</td>
<td>3,132</td>
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<td>0.89</td>
<td>0.78</td>
<td>0.91</td>
<td>0.90</td>
<td>0.90</td>
</tr>
<tr>
<td>Nonmigrant</td>
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<td>0.79</td>
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<td>0.90</td>
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## Table 8.C.2 Reliability Estimates by Student Groups for Grade One

<table>
<thead>
<tr>
<th>Student Group</th>
<th>N</th>
<th>Listening Reliability</th>
<th>Speaking Reliability</th>
<th>Reading Reliability</th>
<th>Writing Reliability</th>
<th>Oral Language Reliability</th>
<th>Written Language Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>75,322</td>
<td>0.85</td>
<td>0.85</td>
<td>0.92</td>
<td>0.83</td>
<td>0.90</td>
<td>0.93</td>
</tr>
<tr>
<td>Female</td>
<td>70,436</td>
<td>0.82</td>
<td>0.85</td>
<td>0.91</td>
<td>0.81</td>
<td>0.89</td>
<td>0.92</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>188</td>
<td>0.78</td>
<td>0.76</td>
<td>0.89</td>
<td>0.80</td>
<td>0.84</td>
<td>0.91</td>
</tr>
<tr>
<td>Asian</td>
<td>17,731</td>
<td>0.86</td>
<td>0.86</td>
<td>0.92</td>
<td>0.82</td>
<td>0.91</td>
<td>0.93</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>371</td>
<td>0.84</td>
<td>0.84</td>
<td>0.92</td>
<td>0.85</td>
<td>0.90</td>
<td>0.94</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,536</td>
<td>0.84</td>
<td>0.84</td>
<td>0.91</td>
<td>0.80</td>
<td>0.89</td>
<td>0.92</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>115,565</td>
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<td>0.84</td>
<td>0.91</td>
<td>0.82</td>
<td>0.89</td>
<td>0.92</td>
</tr>
<tr>
<td>Black or African American</td>
<td>645</td>
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<td>0.93</td>
<td>0.84</td>
<td>0.92</td>
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</tr>
<tr>
<td>White</td>
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<td>0.87</td>
<td>0.93</td>
<td>0.83</td>
<td>0.92</td>
<td>0.93</td>
</tr>
<tr>
<td>Two or more races</td>
<td>828</td>
<td>0.86</td>
<td>0.86</td>
<td>0.92</td>
<td>0.81</td>
<td>0.91</td>
<td>0.92</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>119,630</td>
<td>0.83</td>
<td>0.84</td>
<td>0.91</td>
<td>0.82</td>
<td>0.89</td>
<td>0.92</td>
</tr>
<tr>
<td>Not economically disadvantaged</td>
<td>26,128</td>
<td>0.87</td>
<td>0.86</td>
<td>0.93</td>
<td>0.82</td>
<td>0.91</td>
<td>0.93</td>
</tr>
<tr>
<td>Students receiving special education services</td>
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<td>0.88</td>
<td>0.92</td>
<td>0.88</td>
<td>0.92</td>
<td>0.94</td>
</tr>
<tr>
<td>Students not receiving special education services</td>
<td>132,388</td>
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<tr>
<td>Migrant</td>
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<td>0.85</td>
<td>0.90</td>
<td>0.81</td>
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<td>0.92</td>
</tr>
<tr>
<td>Nonmigrant</td>
<td>142,383</td>
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<td>0.85</td>
<td>0.92</td>
<td>0.82</td>
<td>0.89</td>
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### Table 8.C.3 Reliability Estimates by Student Groups for Grade Two

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<th>Listening Reliability</th>
<th>Speaking Reliability</th>
<th>Reading Reliability</th>
<th>Writing Reliability</th>
<th>Oral Language Reliability</th>
<th>Written Language Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
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<td>0.88</td>
<td>0.89</td>
<td>0.81</td>
<td>0.90</td>
<td>0.91</td>
</tr>
<tr>
<td>Female</td>
<td>60,695</td>
<td>0.78</td>
<td>0.87</td>
<td>0.88</td>
<td>0.79</td>
<td>0.89</td>
<td>0.91</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
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<td>0.85</td>
<td>0.91</td>
<td>0.91</td>
<td>0.83</td>
<td>0.92</td>
<td>0.93</td>
</tr>
<tr>
<td>Female</td>
<td>60,695</td>
<td>0.78</td>
<td>0.87</td>
<td>0.88</td>
<td>0.79</td>
<td>0.89</td>
<td>0.91</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,484</td>
<td>0.81</td>
<td>0.87</td>
<td>0.88</td>
<td>0.76</td>
<td>0.89</td>
<td>0.90</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,484</td>
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<td>0.87</td>
<td>0.88</td>
<td>0.76</td>
<td>0.89</td>
<td>0.90</td>
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<td>0.88</td>
<td>0.80</td>
<td>0.88</td>
<td>0.91</td>
</tr>
<tr>
<td>Black or African American</td>
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<td>0.90</td>
<td>0.83</td>
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<td>0.92</td>
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<td>0.91</td>
<td>0.82</td>
<td>0.92</td>
<td>0.92</td>
</tr>
<tr>
<td>Two or more races</td>
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<td>0.87</td>
<td>0.91</td>
<td>0.91</td>
<td>0.77</td>
<td>0.93</td>
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<td>Economically disadvantaged</td>
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<td>0.88</td>
<td>0.80</td>
<td>0.89</td>
<td>0.91</td>
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<tr>
<td>Not economically disadvantaged</td>
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<td>0.91</td>
<td>0.91</td>
<td>0.82</td>
<td>0.92</td>
<td>0.92</td>
</tr>
<tr>
<td>Students receiving special education services</td>
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<td>0.91</td>
<td>0.88</td>
<td>0.85</td>
<td>0.92</td>
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</tr>
<tr>
<td>Students not receiving special education services</td>
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<td>0.77</td>
<td>0.88</td>
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</tr>
<tr>
<td>Migrant</td>
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<td>0.87</td>
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<td>0.89</td>
<td>0.90</td>
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<td>0.89</td>
<td>0.91</td>
</tr>
<tr>
<td>Student Group</td>
<td>N</td>
<td>Listening Reliability</td>
<td>Speaking Reliability</td>
<td>Reading Reliability</td>
<td>Writing Reliability</td>
<td>Oral Language Reliability</td>
<td>Written Language Reliability</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------</td>
<td>-----------------------</td>
<td>----------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>--------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Male</td>
<td>166,207</td>
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<td>0.85</td>
<td>0.81</td>
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<td>0.89</td>
</tr>
<tr>
<td>Female</td>
<td>141,478</td>
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<td>0.83</td>
<td>0.80</td>
<td>0.89</td>
<td>0.88</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>410</td>
<td>0.77</td>
<td>0.89</td>
<td>0.84</td>
<td>0.81</td>
<td>0.89</td>
<td>0.88</td>
</tr>
<tr>
<td>Asian</td>
<td>27,477</td>
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<td>0.92</td>
<td>0.88</td>
<td>0.84</td>
<td>0.92</td>
<td>0.91</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>954</td>
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<td>0.90</td>
<td>0.83</td>
<td>0.80</td>
<td>0.89</td>
<td>0.88</td>
</tr>
<tr>
<td>Filipino</td>
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<td>0.84</td>
<td>0.77</td>
<td>0.90</td>
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</tr>
<tr>
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<td>0.89</td>
<td>0.83</td>
<td>0.80</td>
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<td>0.88</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1,401</td>
<td>0.81</td>
<td>0.92</td>
<td>0.87</td>
<td>0.84</td>
<td>0.92</td>
<td>0.90</td>
</tr>
<tr>
<td>White</td>
<td>13,035</td>
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<td>0.93</td>
<td>0.87</td>
<td>0.85</td>
<td>0.92</td>
<td>0.91</td>
</tr>
<tr>
<td>Two or more races</td>
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<td>0.89</td>
<td>0.86</td>
<td>0.81</td>
<td>0.91</td>
<td>0.90</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>266,213</td>
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<td>0.89</td>
<td>0.84</td>
<td>0.80</td>
<td>0.89</td>
<td>0.88</td>
</tr>
<tr>
<td>Not economically disadvantaged</td>
<td>41,472</td>
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<td>0.92</td>
<td>0.87</td>
<td>0.83</td>
<td>0.92</td>
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</tr>
<tr>
<td>Students receiving special education services</td>
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<td>0.90</td>
<td>0.83</td>
<td>0.84</td>
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<td>0.88</td>
</tr>
<tr>
<td>Students not receiving special education services</td>
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<td>0.89</td>
<td>0.83</td>
<td>0.78</td>
<td>0.88</td>
<td>0.87</td>
</tr>
<tr>
<td>Migrant</td>
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<td>0.91</td>
<td>0.84</td>
<td>0.82</td>
<td>0.90</td>
<td>0.89</td>
</tr>
<tr>
<td>Nonmigrant</td>
<td>299,529</td>
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<td>0.90</td>
<td>0.84</td>
<td>0.81</td>
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### Table 8.C.5 Reliability Estimates by Student Groups for Grade Span Six Through Eight

<table>
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<th>Student Group</th>
<th>N</th>
<th>Listening Reliability</th>
<th>Speaking Reliability</th>
<th>Reading Reliability</th>
<th>Writing Reliability</th>
<th>Oral Language Reliability</th>
<th>Written Language Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>113,708</td>
<td>0.72</td>
<td>0.90</td>
<td>0.79</td>
<td>0.82</td>
<td>0.88</td>
<td>0.85</td>
</tr>
<tr>
<td>Female</td>
<td>85,338</td>
<td>0.68</td>
<td>0.90</td>
<td>0.78</td>
<td>0.81</td>
<td>0.88</td>
<td>0.85</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>242</td>
<td>0.68</td>
<td>0.89</td>
<td>0.78</td>
<td>0.80</td>
<td>0.87</td>
<td>0.84</td>
</tr>
<tr>
<td>Asian</td>
<td>16,956</td>
<td>0.76</td>
<td>0.92</td>
<td>0.85</td>
<td>0.85</td>
<td>0.91</td>
<td>0.89</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>731</td>
<td>0.67</td>
<td>0.88</td>
<td>0.77</td>
<td>0.80</td>
<td>0.86</td>
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</tr>
<tr>
<td>Filipino</td>
<td>2,560</td>
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<td>0.86</td>
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</tr>
<tr>
<td>Hispanic or Latino</td>
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<td>0.90</td>
<td>0.77</td>
<td>0.81</td>
<td>0.88</td>
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</tr>
<tr>
<td>Black or African American</td>
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<td>0.82</td>
<td>0.85</td>
<td>0.90</td>
<td>0.87</td>
</tr>
<tr>
<td>White</td>
<td>7,683</td>
<td>0.76</td>
<td>0.93</td>
<td>0.84</td>
<td>0.87</td>
<td>0.91</td>
<td>0.89</td>
</tr>
<tr>
<td>Two or more races</td>
<td>617</td>
<td>0.76</td>
<td>0.91</td>
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<td>0.82</td>
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<td>Writing Reliability</td>
<td>Oral Language Reliability</td>
<td>Written Language Reliability</td>
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### Table 8.C.7 Reliability Estimates by Student Groups for Grade Span Eleven Through Twelve

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<th>Reading Reliability</th>
<th>Writing Reliability</th>
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## Appendix 8.D. Raw-to-Scale-Score Conversions

### Table 8.D.1 Raw-to-Scale-Score Conversion Table for Oral, Kindergarten

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Table 8.D.2 Raw-to-Scale-Score Conversion Table for Written, Kindergarten

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## Table 8.D.3 Raw-to-Scale-Score Conversion Table for Oral, Grade One

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## Table 8.D.10  Raw-to-Scale-Score Conversion Table for Written, Grade Span Six Through Eight

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### Appendix 8.E. Interrater Agreement for Writing Items

#### Table 8.E.1 Interrater Agreement for Writing Items

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**Note:** Discrepant ratings can occur on one-point items when one rater assigns a condition code as blank.
## Appendix 8.F. Classification Consistency and Accuracy

### Table 8.F.1  Classification Accuracy at Each Performance Threshold Score, Oral Language Skill

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### Table 8.F.2  Classification Accuracy at Each Performance Threshold Score, Written Language Skill

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</tr>
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<td>0.91</td>
</tr>
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Table 8.F.3 Classification Consistency at Each Performance Threshold Score, Oral Language Skill

<table>
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<tr>
<th>Grade Level or Grade Span</th>
<th>Cut Between Level 1 and Level 2</th>
<th>Cut Between Level 2 and Level 3</th>
<th>Cut Between Level 3 and Level 4</th>
</tr>
</thead>
<tbody>
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<td>0.87</td>
<td>0.85</td>
</tr>
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<td>0.85</td>
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Table 8.F.4 Classification Consistency at Each Performance Threshold Score

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<th>Cut Between Level 2 and Level 3</th>
<th>Cut Between Level 3 and Level 4</th>
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</thead>
<tbody>
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<td>0.86</td>
<td>0.87</td>
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