

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



**California English Language
Development Test
Annual Technical Report
2012–13 Edition**

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Chapter 1: Introduction

The California English Language Development Test (CELDT) was developed by the California Department of Education (CDE) English Language Proficiency Assessments (ELPA) Office in response to legislation requiring school districts to:

- Assess students upon enrollment—based on results from their home language survey—for initial identification as English learners (ELs).
- Annually assess the English language proficiency of all English learners.

As stated in California *Education Code (EC)* Section 60810 (Statutes of 1997), the State Superintendent of Public Instruction (SSPI) was required to select or develop a test that assesses the English language development of pupils whose primary language is a language other than English, and required school districts to assess the English language development of all ELs. The CELDT was designed to fulfill these requirements.

The following sections examine the test’s purpose, intended population, development history, administration windows, and significant developments that occurred during the 2012–13 test cycle.

1.1 *Test Purpose*

The California *EC* Section 60810(d) states the purpose of the CELDT.

The test shall be used for the following purposes:

- (1) To identify pupils who are limited English proficient.
- (2) To determine the level of English language proficiency of pupils who are limited English proficient.
- (3) To assess the progress of limited English proficient pupils in acquiring the skills of listening, reading, speaking, and writing in English.

Responding to these requirements, the CDE, with the approval of the SSPI and the State Board of Education (SBE), developed the CELDT. The test assesses ELs in the domains of listening, speaking, reading, and writing. The CELDT consists of five separate tests: kindergarten and grade one (K–1), grade two (2), grades three through five (3–5), grades six through eight (6–8), and grades nine through twelve (9–12).

1.2 *Intended Population*

All students in kindergarten through grade twelve (K–12) whose primary language is not English, based on a home language survey (*EC* Section 52164.1[a]), must be tested for initial identification. Students entering a California public school for the first time must be tested within 30 days from the date of enrollment to determine if they are ELs. Based on

the results, the student may be classified as an EL or as initially fluent English proficient (IFEP). This application of the CELDT is defined as initial assessment (IA). Students who are identified as ELs must be tested annually during the annual assessment (AA) window (July 1 through October 31) until they are reclassified as fluent English proficient (Reclassified Fluent English Proficient—RFEP) based on the guidelines for reclassification established by the SBE (*EC 313[f]*). CELDT results may be used for planning instruction and are one of four criteria for reclassification of ELs to English proficient.

1.3 CELDT Development History

The original blueprint for the CELDT was developed by a number of committees representing California English language learner professionals and those concerned with English-language arts. The first CELDT field test took place in the fall of 2000 with a volunteer population of California schools administering the test to a small number of classes. The 2001–02 Edition (Form A) was then created using the field test items and data.

The original scale and performance level cut scores created for the CELDT were based on the 2000 field test and 2001–02 Edition (Form A) data. Editions used in 2002–03, 2003–04, 2004–05, and 2005–06 were each anchored to the base form scales.

Following the 2005–06 Edition (Form E) annual assessment, the CELDT was rescaled and a new standard setting was held to establish new performance level cut scores in 2006. The results of this administration of common items enabled the creation of common scales across all grade levels for the 2006–07 Edition (Form F). For more information on the details of this linking procedure and the creation of new performance levels, see the *California English Language Development Test 2006–07 Edition (Form F) Technical Report*, which can be found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/techreport.asp>. For more information about the technical history of the CELDT from 2006–07 to the present, see appendix A.

In 2009–10, the reading and writing domains were administered to K–1 students for the first time. A standard setting was conducted in January 2010 to establish performance level cut scores for these domains.

The CELDT Technical Advisory Group (TAG) has actively advised the CDE throughout the history of the CELDT, including during test blueprint creation, performance standards setting, content standards alignment, and technical evaluation of the test. Members include experts in test development, English language acquisition, applied linguistics, psychometrics, EL issues, and data analysis, representing numerous campuses of the University of California; National Center for Research on Evaluation, Standards, and Student Testing (CRESST); and California school districts. See appendix B for more information about the 2012–13 group.

1.4 Testing Windows

The AA testing window begins on July 1 and ends on October 31. All students who have been previously identified as ELs must be tested during this period. IA testing may be conducted at any time during the year that begins July 1 and extends to June 30 of the following calendar year.

1.5 Significant Developments Related to the 2012–13 Edition

1.5.1 Changes to Test Material Format. Field testing began for a new speaking item type called “Name and Tell.” A new “For Local Scoring Use” section was added to the Answer Book (AB) for Constructed Response (CR) writing items so that local scorers have a place within the book to record the local score.

1.5.2 Changes to Examiner’s Manuals. Rubric clarifications were introduced for 4-Picture Narrative items in the speaking tests, and for Sentences and Short Composition items in the writing tests. Oral Vocabulary scoring guidelines related to singular versus plural were also changed.

1.5.3 Transitional Kindergarten. The testing of transitional kindergarten (TK) students began in January 2012, and TK students were flagged in the Student Score File. Because there was no TK grade bubble on the demographics page of the AB, TK students were determined based on their date of birth.

1.5.4 Training. A new series of training videos called “CELDT Fundamentals” were created in both English and Spanish and posted to the CELDT Web site for online playing and downloading. The set includes the following four videos: “CELDT Overview,” “Who Takes the CELDT?,” “CELDT Administration Basics,” and “The CELDT Student Performance Level Score Report.”

1.6 Limitations to Test Interpretation

Because CELDT scores are used for both individual reporting and for local, state, and federal accountability requirements, the test purpose plays a role in the interpretation and use of scores. Local educational agencies (LEAs) should contact the CDE for more information on the appropriate uses of CELDT scores for reclassification and for state and federal accountability requirements.

Results should never be presented publicly for any group for which the number is so small that the confidentiality of student information would be violated. It is also important not to base inferences or important decisions on small numbers of students.

When comparing CELDT results, it is important to remember that scores cannot be directly compared across domains (e.g., scale scores of 400 on speaking and 400 on reading do not indicate comparable levels of proficiency).

1.7 Organizations Involved with the CELDT 2012–13 Edition

1.7.1 Educational Data Systems. As the State’s prime contractor for the CELDT, Educational Data Systems has overall responsibility for working with the CDE to deliver, maintain, and improve the CELDT and to oversee and coordinate the work of its subcontractors: Educational Testing Service (ETS) of Princeton, NJ; MetriTech, Inc. of Champaign, Illinois; Sacramento County Office of Education (SCOE) of Sacramento, California; Kornerstone Technology of Chatsworth, California; and Iron Mountain Films, Inc. of Sacramento, California. Educational Data Systems manages all program activities and has direct responsibility for developing and maintaining the CELDT Web site and interactive applications; running the operational aspects of the program, including materials printing, distribution, and retrieval, test scoring, and reporting; communicating directly with CELDT District Coordinators; and producing the Web-based test administration training presentations.

1.7.2 MetriTech, Inc. MetriTech, Inc. is responsible for item development, item writer training, test form assembly and psychometrics, test materials production, writing anchor pull activities, and scoring of writing constructed-response items.

1.7.3 Educational Testing Service (ETS). ETS is responsible for post-administration psychometric activities for the 2012–13 test administration, including the analysis of test results and the development of the technical report.

1.7.4 Sacramento County Office of Education (SCOE). SCOE provides test administration and local scoring training and support activities, develops interpretive support materials, provides the student speaking and writing samples for training materials and the Examiner’s Manuals, participates in writing anchor pull activities, works directly with Iron Mountain Films (IMF) to produce the CELDT Fundamentals videos, Administration and Scoring video, and audio CD, and manages and presents the Scoring Training of Trainers (STOT) workshops.

1.7.5 Kornerstone Technology. Kornerstone manages the Customer Support Center, which handles inquiries about CELDT program administration.

1.7.6 Iron Mountain Films, Inc. IMF professionally records and produces the CELDT Fundamentals videos and the Administration and Scoring video used in the STOT workshops and provided to districts for their local training. IMF also records and produces audio tracks of student speaking responses for use in training and calibration activities.

1.8 Overview of the Technical Report

This report describes test development activities and the psychometric qualities of the 2012–13 Edition of the CELDT. Chapter 2 provides a summary of the CELDT development, the types of items, and the equating processes. Details of the item development process are presented in chapter 3. Chapters 4 and 5 discuss test assembly and administration, respectively. The CELDT standard setting procedures are described in chapter 6, and chapter 7 summarizes the scoring and reporting

procedures. The analyses and results, including reliability and validity analyses, are contained in chapter 8. Quality control procedures are discussed in chapter 9. Chapter 10 provides historical comparisons of examinee performance and test characteristics. Additional tables and supporting documents are included in appendixes at the end of the report.

Appendix A includes a description of the technical history of the CELDT. Appendix B contains information about the participants involved in the TAG, the writing and speaking anchor pulling meetings, and the bias and sensitivity reviews. Appendix C contains the scoring rubrics for writing and speaking and the history of changes dating back to the 2010–11 test administration. Appendix D provides “item maps,” or listings by grade span and domain of the operational and field test items and their position in the test forms. Appendix E includes scale score summary statistics for the 2012–13 Edition, along with those from previous editions for comparison. Appendix F reports the correlations among student performance in the domains of listening, speaking, reading, and writing.

Additional appendixes provide information on the consistency and accuracy of the performance level classification; the raw score to scale score conversion tables; frequencies of scores at each score point; student demographic information; detailed item statistics; comparisons of item difficulty between AA and IA data; item parameters; item-type correlations; inter-rater reliability for CR writing items; CR ratings agreement between local and centralized scoring; test characteristic and standard error curves; samples of the various reports used for the CELDT; and the number and percent of students categorized as proficient.

This report provides technical details on the operational test for the 2012–13 CELDT Edition only. Technical reports for previous years’ tests are available on the CDE Web page at <http://cde.ca.gov/ta/tg/el/techreport.asp>.

Chapter 2: CELDT Test Design and Format

The CELDT assesses English language proficiency, as defined by the 1999 California English Language Development (ELD) Standards, with respect to four domains: listening, speaking, reading, and writing. The Overall Student Performance Level is a composite of these four domains.¹ The Comprehension Score is a composite of the reading and listening domains.

The CELDT is an assessment of students' proficiency in the English language rather than of their academic achievement in reading and language arts or any other academic subject. The CELDT, like other states' language proficiency assessments, differs from academic achievement tests in several ways. CELDT content is selected to measure how proficient students are in the English language—how well they can listen, speak, read, and write in English—rather than to measure achievement on the California academic subject frameworks and standards. The California English-Language Arts Content Standards and related state assessments give much more attention to academic content and measurement of reading/language arts (e.g., identifying plot elements, understanding author's purpose, comparing and contrasting text) than to the precursory English language skills needed to access academic subject matter (e.g., listening and speaking).

Unlike academic achievement tests in reading/language arts or any other domain, which are usually based on the assumption that content standards are vertically articulated (i.e., increasing across grade levels), language proficiency tests are typically organized by performance level. Students can enter EL programs at any grade and be at any point along the continuum of English proficiency. Listening and speaking items do not typically appear on academic achievement assessments, although assessment of oratorical skill is sometimes made at higher grades.

The reading test components in the CELDT assess word analysis at all grade levels. In achievement tests, this is usually assessed only at K–2, when students are learning to decode words. Also, in the reading and writing domains, items are written to reflect errors that non-native-English students commonly make; these are special types of items included in language proficiency tests. Finally, CELDT scoring rubrics focus on proficiency and are the same across all grade spans, demonstrating the focus on language acquisition, not content.

2.1 *CELDT Blueprint*

CELDT blueprints and blueprint preface may be found on the CDE Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp> and in appendix A.

¹For grades 2 through 12, the overall scale score is an unweighted average of the four domain scale scores. For grades K and 1, the overall scale score is a weighted average where listening and speaking are weighted 45% each, and reading and writing are weighted 5% each.

The performance of the items selected for inclusion in the CELDT both individually and as a whole must meet certain psychometric criteria in order to ensure the reliability, validity, and fairness of the test and continuity over time. These statistical “targets” are described in more detail in section 4.1.

2.2 Item Formats, Test Components, and Language Functions

The CELDT contains three basic item formats: multiple-choice (MC), dichotomous-constructed-response (DCR), and CR.

CELDT MC items consist of a stem (question) and three or four response options. DCR items, which are found primarily in the speaking test, usually require a constructed response (i.e., a reply to a question), which is then evaluated as right or wrong by the test examiner. CR items are evaluated with respect to a rubric and may receive 0 through 4 points.

The following sections describe the test components and language functions assessed in each domain.

2.2.1 Listening Test Components and Language Functions. The CELDT listening domain assesses students’ receptive skills vital for effectively processing information presented orally in English. The listening domain consists of the following test components and their associated language functions:

- **Following Oral Directions:** Items require students to identify classroom-related nouns, verbs, and prepositions and demonstrate understanding of the relationships of words without having to read or reconfigure the directions to show aural comprehension.
- **Teacher Talk:** Items require students to comprehend important details, make high-level summaries, and understand classroom directions and common contexts.
- **Extended Listening Comprehension:** Items require students to follow the thread of a story, dialogue, and/or presentation of ideas; extract more details, pick out what is important, and use inference; and listen to learn.
- **Rhyming:** Items require students to demonstrate aural discrimination of medial and final sounds in English words by producing a word that rhymes with a pair of rhyming words presented by the examiner (grades K–1 and 2 only).

2.2.2 Speaking Test Components and Language Functions. The CELDT speaking domain assesses students’ productive skills necessary for communicating in both social and academic settings. The speaking domain consists of the following test components and their language functions:

- **Oral Vocabulary:** Items elicit a single word or short phrase, and assess simple to complex social, academic, and classroom vocabulary.

- **Speech Functions:** Items elicit one declarative or interrogative statement, assess formation of a response appropriate to a situation, and focus on question formation.
- **Choose and Give Reasons:** Items elicit two sentences or complete thoughts and assess independent clause formation and the ability to make rudimentary explanations or persuasive statements.
- **4-Picture Narrative:** Items elicit a paragraph-length story and assess vocabulary; sentence formation; and the ability to describe, use transitions, use past tense, sustain ideas on a topic, and show fluency.

While not contributing to 2012–13 student score, a new test component called Name and Tell was field tested for use in future editions of CELDT speaking tests. These items require the student to provide the name of an object or an action and then describe at least two relevant attributes of that object or action.

2.2.3 Grades K–1 Reading Test Components and Language Functions. The CELDT K–1 reading domain assesses students’ receptive skills required to process information presented in written materials in English. The reading domain consists of the following test components and their language functions:

- **Word Analysis:** Items require students to recognize English phonemes, name upper- and lowercase letters of the alphabet, and recognize sound/symbol relationships.
- **Fluency and Vocabulary:** Items require students to read simple words and phrases.
- **Comprehension:** Items require students to identify basic text features such as book titles.

2.2.4 Grades 2–12 Reading Test Components and Language Functions. The CELDT grades 2–12 reading domain assesses students’ receptive skills required to process information presented in written materials in English. The reading domain consists of the following test components and their language functions:

- **Word Analysis:** Items require students to recognize initial, medial, and final sounds; use rhyming; and identify syllables, affixes, and root words.
- **Fluency and Vocabulary:** Items require students to identify multiple-meaning words, synonyms, antonyms, phrasal verbs, and common idioms, and to work with items in a modified cloze format.
- **Comprehension:** Items require students to follow the thread of a story or informational passage; extract meaningful details and pick out what is important; determine the main idea, author purpose, and cause and effect; read idioms; determine setting, character, and theme; extend and apply skills to new situations; use inference; and read to learn.

2.2.5 Grades K–1 Writing Test Components and Language Functions. The CELDT K–1 writing domain assesses students’ productive skills in written language. The writing domain consists of the following test components and their language functions:

- **Copying Letters and Words:** Items require students to copy lower- and uppercase letters and commonly used words.
- **Writing Words:** Items require students to write words in response to prompts.
- **Punctuation and Capitalization:** Items require students to identify correct sentence-ending punctuation and the correct use of capital letters for proper nouns and to begin sentences.

2.2.6 Grades 2–12 Writing Test Components and Language Functions. The CELDT grades 2–12 writing domain assesses students’ productive skills in written language that are critical for communication of ideas and assignments in English. The writing domain consists of the following test components and their language functions:

- **Grammar and Structure:** Items assess grammar, prepositions, plurals, apostrophes, pronouns, possession, auxiliary verbs, interrogatives, and comparatives.
- **Sentences:** Items assess sentence formation and the use of prepositional phrases, compound and complex structures, and descriptive language.
- **Short Compositions:** Items assess sentence formation, paragraph writing, composition structure, and transitions; descriptive, expository, or persuasive writing; ability to sustain a topic and show fluency; and spelling and mechanics.

2.3 Test Length

Table 2.1 presents a summary of the number of items, by item type, in Form 1 of the test, which contains only operational items (i.e., items that contribute to a student’s score). Form 1 was also used for the Large Print and CD-ROM versions of the test. The CD-ROM Version consists of PDF documents that may be enlarged on the computer screen to assist the student in viewing the items. More information on the special versions of the CELDT available for students with disabilities may be found in chapter 5.

Table 2.1: Number of Operational Items

| Grade Span | Domain | Total | Number of Operational Items | | | | |
|------------|-----------|-------|----------------------------------|-----------------|---------------------------------|---------------------------------|---------------------------------|
| | | | Dichotomous Constructed Response | Multiple Choice | Constructed Response Scores 0–1 | Constructed Response Scores 0–2 | Constructed Response Scores 0–3 |
| K–1 | Listening | 20 | 10 | 10 | | | |
| | Speaking | 20 | 13 | | 6 | | 1 |
| | Reading | 20 | 4 | 14 | | 2 | |
| | Writing | 20 | 4 | 4 | 4 | 8 | |
| 2 | Listening | 20 | 10 | 10 | | | |
| | Speaking | 20 | 13 | | 6 | | 1 |
| | Reading | 35 | | 35 | | | |
| | Writing | 24 | | 19 | | 4 | 1 |
| 3–5 | Listening | 20 | | 20 | | | |
| | Speaking | 20 | 13 | | 6 | | 1 |
| | Reading | 35 | | 35 | | | |
| | Writing | 24 | | 19 | | 4 | 1 |
| 6–8 | Listening | 20 | | 20 | | | |
| | Speaking | 20 | 13 | | 6 | | 1 |
| | Reading | 35 | | 35 | | | |
| | Writing | 24 | | 19 | | 4 | 1 |
| 9–12 | Listening | 20 | | 20 | | | |
| | Speaking | 20 | 13 | | 6 | | 1 |
| | Reading | 35 | | 35 | | | |
| | Writing | 24 | | 19 | | 4 | 1 |

In order to field test newly developed items on large samples of students, additional forms of the test are distributed for use during the AA window. These forms contain varying numbers of field test items in one of the four domains in addition to the operational items contained in Form 1. Table 2.2 shows the number of field test items

included in each of these additional forms. Appendix D presents additional information related to the composition of each test form.

Table 2.2: Number of Field Test Items

| Domain | Test Form | Number of Field Test Items | | | | |
|-----------|-----------|----------------------------|----|-----|-----|------|
| | | K–1 | 2 | 3–5 | 6–8 | 9–12 |
| Listening | Form 2 | 12 | 12 | 12 | 12 | 12 |
| Speaking | Form 3 | 14 | 14 | 14 | 14 | 14 |
| Reading | Form 4 | 6 | 13 | 13 | 13 | 13 |
| | Form 5 | 6 | 13 | 13 | 13 | 13 |
| Writing | Form 6 | 8 | 9 | 9 | 9 | 9 |

Because of the wide variability in students’ English language proficiency, there are no time limits for any part of the test. The time required to complete each part of the test will depend on the linguistic competency of the students being tested.

The testing time for each domain varies, depending on the form of the test that is being administered. Table 2.3 provides estimates of the approximate time required to administer each domain. For grades 2–12, the writing test is administered in two sessions to reduce student fatigue.

Table 2.3: Estimated Time Required to Administer the CELDT

| Domain | Grade Span | Administration Type | Estimated Testing Time |
|-------------------|------------|---------------------|------------------------|
| Listening | K–12 | Group ^a | 20 minutes |
| Speaking | K–12 | Individual | 15 minutes |
| Reading | K–1 | Individual | 20 minutes |
| Reading | 2–12 | Group | 50 minutes |
| Writing | K–1 | Individual | 20 minutes |
| Writing—Session 1 | 2–12 | Group | 30 minutes |
| Writing—Session 2 | 2–12 | Group | 30 minutes |

^a The test components Teacher Talk and Extended Listening Comprehension may be group administered at grade 1; the other two test components are administered individually. All listening test components are administered individually at kindergarten.

2.4 CELDT Scores and Reports

The CELDT raw score is calculated as the number of operational MC and DCR items answered correctly plus the number of points received on the operational CR items. Raw scores are then converted, via look-up tables, to scale scores, which range from 140 to 810 across domains and grades. Table 2.4 summarizes the numbers of items by type (MC, DCR, CR) and the total domain raw score range for each domain.

Table 2.4: Number of Operational Items by Type and Domain Raw Score Ranges

| Domain | Grade Span | Number of Items | Item Type (Score Points) | Raw Score Range |
|-----------|-------------------|-----------------|--------------------------|-----------------|
| Listening | K–2 | 10 | MC | 0–20 |
| | | 10 | DCR | |
| | 3–12 | 20 | MC | |
| Speaking | K–12 ^a | 13 | DCR | 0–29 |
| | | 6 | CR (0–2) | |
| | | 1 | CR (0–4) | |
| | | 14 | MC | |
| Reading | K–1 ^b | 4 | DCR | 0–24 |
| | | 2 | CR (0–3) | |
| | | 35 | MC | |
| Writing | K–1 ^c | 4 | MC | 0–28 |
| | | 4 | DCR | |
| | | 4 | CR (0–1) | |
| | | 8 | CR (0–2) | |
| | 2–12 ^d | 19 | MC | 0–35 |
| | | 4 | CR (0–3) | |
| | | 1 | CR (0–4) | |

^a Maximum score points = (13 * 1) + (6 * 2) + (1 * 4) = 29

^b Maximum score points = (11 * 1) + (7 * 1) + (2 * 3) = 24

^c Maximum score points = (4 * 1) + (4 * 1) + (4 * 1) + (8 * 2) = 28

^d Maximum score points = (19 * 1) + (4 * 3) + (1 * 4) = 35

Both the AA and IA administrations involve local scoring as well as official scoring by the CELDT contractor. Because the CELDT is used to identify students who will benefit from ELD instruction, examiners administer the test to incoming students throughout the year and then locally score the test using the Examiner’s Manuals provided. These local scores are used for determining appropriate instructional programs for immediate

placement purposes. For both AA and IA, the tests are then sent to the CELDT contractor for official scoring and reporting to the CDE and to districts. The local scores in the speaking domain remain as the official scores for the student. The contractor scores all other items. Individual student reports and electronic data files are sent to the districts within six to eight weeks after receipt of the scorable materials at the contractor's processing facility.

The tables provided in the local scoring section of the Examiner's Manuals for converting raw scores to scale scores are presented in appendix H.

2.4.1 Scores and Reports. Scores are reported for individual test takers and for groups of test takers. The Student Performance Level Report (SPLR) provides one scale score for each domain (listening, speaking, reading, and writing) as well as an overall scale score and a comprehension scale score. The comprehension scale score is calculated as the average of the scale scores of the reading and listening domains. For K–1, the overall scores are calculated as the weighted average scores of the four domains:

$$.45 * \text{listening} + .45 * \text{speaking} + .05 * \text{reading} + .05 * \text{writing}.$$

For grades 2–12, the overall scale scores are calculated as the unweighted average of the listening, speaking, reading, and writing scale scores.

Individual reports also provide performance level designations by categorizing scale scores as falling into one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced for all domains and the overall scale score.

In addition to printed SPLRs, CELDT results are provided on Student Record Labels and in electronic Student Score Files (SSF). Samples of the SPLRs and Student Record Labels are presented in appendix Q.

The methods for calculating the scale scores, performance levels, Comprehension Score, and the cut scores for each performance level, grade, and domain, are presented in chapter 6.

2.4.2 Group Scores and Reports. Individual scores are aggregated to produce group-level scores and reports. The AA window (July 1 through October 31) group reports consist of the Roster Report at the school level and the Performance Level Summary Report (PLSR) for each school and district. The Roster Report is presented by grade and test purpose and displays an alphabetical listing by last name of the scores for each student in the group. This report provides the scale score and performance level for each domain and the overall score. The PLSR is presented by grade and test purpose and provides the number and percent of students in each performance level for each domain separately and for the overall score. The total number of students, the average scale score, and the standard deviation of test scores for each group are also provided.

For the remaining IA window (November 1 through June 30), only the PLSR is provided (no Roster Report). Districts are provided a PLSR for all IA student results and one for

the combined groups of initial assessment and annual assessment student results (IA and IA/AA Combined).

2.5 *Equating Across CELDT Editions*

Raw scores are not comparable across different editions of the test because they are based on different sets of items, which may differ in difficulty. Scale scores, however, are comparable across editions and across time. That is, a scale score of 400 obtained on one administration in one domain of the CELDT 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 test equating.

Items on CELDT are classified as “operational” or “field test.” Operational items are those that have been previously evaluated with the CELDT population and found to possess the psychometric qualities required of the CELDT. 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.

Each year a portion of the operational items are replaced with items that have been previously field tested. In this way, test takers do not become so familiar with the content of specific items that their test score is no longer a fair representation of their proficiency level. Individual student scores and reports are based only on operational items.

2.5.1 *Equating Models.* The CELDT uses a set of procedures based on item response theory (IRT) for equating purposes. IRT is a test theory that attempts to explain a test taker’s response to a test item in terms of a set of item characteristics (also called item parameters) and the test taker’s proficiency level. A key feature of IRT is that an important item characteristic—difficulty—is expressed on the same scale as that test taker’s proficiency.

There are a variety of IRT models, which vary in complexity. The CELDT employs three different IRT models: the three-parameter logistic (3PL) model for the MC items, the two-parameter logistic (2PL) model for the DCR items, and the generalized partial credit (GPC) model for the constructed-response items.

In the 3PL model (Lord & Novick, 1968; Lord, 1980), the probability that a student i with scale score θ_i responds correctly to item j is expressed as

$$P_j(\theta_i) = c_j + \frac{1 - c_j}{1 + \exp[-Da_j(\theta_i - b_j)]},$$

where a_j represents the item discrimination, b_j the item difficulty, and c_j the probability of a correct response by a very low-scoring student (also known as the “guessing”

parameter). D is a scaling factor that brings the interpretation of the logistic model parameters in line with the normal distribution model parameters.

The 2PL model, which is used for DCR items, is very similar to the 3PL except that it drops the “guessing” parameter c_j . That is,

$$P_j(\theta_i) = \frac{1}{1 + \exp[-Da_j(\theta_i - b_j)]}$$

The GPC model (Muraki, 1992) is an extension of the two-parameter model to the polytomous case where an item is rubric scored. The general form of the GPC model is

$$P_{jk}(\theta) = \frac{\exp\left[\sum_{v=1}^k a_j(\theta - b_{jv})\right]}{1 + \sum_{c=1}^{m_j} \exp\left[\sum_{v=1}^c a_j(\theta - b_{jv})\right]}$$

where v represents the m^{th} score category for item j .

Or equivalently,

$$P_{jk}(\theta) = \frac{\exp\left[\sum_{v=0}^k Z_{jv}(\theta)\right]}{\sum_{c=0}^{m_j} \exp\left[\sum_{v=0}^c Z_{jv}(\theta)\right]}$$

where $Z_{jk}(\theta) = a_j(\theta - b_{jk})$.

The Stocking and Lord method (1983) is used to put the raw item parameter estimates obtained in the calibration (reported in appendix M) onto the CELDT common scale. Once that is done, the items can be used operationally in subsequent editions. The multiplicative (m_1) and additive (m_2) constants (table 8.8) can be applied to the item-parameter estimates to obtain the scaled item-parameter estimates, using the following formulas:

$$a_{celdt} = A_i/m_1$$

$$b_{celdt} = m_1 * B_i + m_2$$

2.5.2 Equating Process. Equating is a statistical process used as a control for minor differences in difficulty between test forms composed of different items.

The equating process begins at the conclusion of the AA window. To calculate item parameters on the field test items, a series of analyses are conducted.

The first is a calibration analysis that produces a set of item parameters for every item, including the field test items. This set of item parameters, however, is not yet expressed in terms of the common scale, which it must be in order to maintain the continuity of the

scale over time. Since the operational items have parameters expressed in terms of the common scale (from previous test administrations), an equating analysis, which uses the known parameters from the operational items to place the field test item parameters on the common scale, is conducted. In this sense, the operational items serve to anchor the calibrations of the field test items. Once a set of scaled item parameters exists for all items, the field test items can be used operationally on future test forms.

The CELDT equating analyses make use of data samples, which are random samples of approximately 75,000 students tested during the AA window at each grade span.² Before the equating analyses are conducted, a preliminary analysis is conducted to check the scoring key. During the calibration analyses, analysts check the adequacy of the solution (e.g., the convergence of the calibrations, the fit of the model to the items).

²Kindergarten records for equating are selected from the IA population tested during the AA window, which represents the vast majority of kindergarten students.

Chapter 3: Item Development

The development of new CELDT items for field testing involves selecting qualified item writers, specifying item writing guidelines, training item writers, writing items, reviewing and editing newly written items, and evaluating items to determine if they meet test form specification criteria. Beginning with the 2012–13 Edition item development, one additional step was added to the item development process: speaking and writing CR items were administered during small-scale item tryouts. The general CELDT item development process and the specific steps followed for the 2012–13 Edition are described in this chapter.

3.1 *Item Development Activities*

3.1.1 *Item Writing Objectives.* A review of the CELDT item bank was performed. In addition, a review of the speaking items audiotaped in fall 2010 was conducted. As these two tasks were in process, it became apparent that items needed to be developed not only to increase the quantity of items for field testing but also to enhance the breadth of language skills assessed. As a result, Educational Data Systems prepared an item writing plan to meet four objectives: (1) make sure there were enough items to populate the field test slots in the 2012–13 Edition; (2) ensure that field test ready items addressed the full range of skills and abilities and met CDE expectations for content breadth within test components; (3) schedule CR audiotaping and item tryouts to better validate field test ready item quality before items were embedded in the CELDT; and (4) refine two new items types developed for the Oral Vocabulary component, called two-point and three-point Name and Tell items.

3.1.2 *Item Writer Training.* Four educators from California were trained to develop CELDT items. They received training in general test development principles, such as universal design. Training also included a detailed overview of the CELDT item writing requirements, including descriptions of the item formats by domain (i.e., listening, speaking, reading, and writing) and test component (e.g., Listening—Extended Listening Comprehension). In the description of each test component, the administration method, item type (i.e., MC, CR, or DCR), the type of prompt or stem, types of answer choices, and scoring methods were specified. The construct of each test component was reviewed, including the skills to be assessed. For example, Reading—Reading Comprehension items are group administered using the multiple-choice format. Items ask students to use the reading passage to respond to questions about specific details, main ideas, or possible inferences.

3.1.3 *Item Writing.* The 2012–13 item development plan approved by the CDE called for the development of 268 items across all grade spans and domains, including 24 items for the two new rubric-scored Oral Vocabulary Name and Tell item types. A total of 300 items were developed, including 32 Oral Vocabulary Name and Tell items.

Sections 3.1.4 through 3.1.7 highlight the areas of emphasis in item development for the 2012–13 Edition.

3.1.4 Listening Item Development. Item development included creating additional Extended Listening Comprehension passage items for grades 2–12. One Extended Listening Comprehension passage and associated items were developed for each grade span. There were older Extended Listening Comprehension field test ready passages in the item bank for grades 6–8 and 9–12. These passages and items were revised as needed so that there was adequate content from which to revise existing items and develop additional items. At all grade spans, sufficient numbers of items were written for each passage to meet the goal of field testing a minimum of four items per listening passage. Fluency and Vocabulary items were also developed at each grade span to enhance the breadth of coverage over a range of language skills.

3.1.5 Speaking Item Development. Much of the new speaking item development was in the area of the Oral Vocabulary and Speech Functions test components. Twelve Oral Vocabulary and eleven Speech Functions items were developed to enhance language-skills coverage. For example, most of the operational and field test ready Speech Functions items assessed the functions of “making a request” or “asking for information.” New Speech Functions items were developed to assess the functions of “compare-contrast” and “persuade.”

Item developers also continued to refine the new item types developed for the Oral Vocabulary component. These items were called 2-point Oral Vocabulary items (a.k.a. Name and Tell items) and 3-point Oral Vocabulary items (a.k.a. Open-ended items). The table below shows the number of new Oral Vocabulary and Speech Functions items that were developed.

Table 3.1: New Speaking Item Types: 2012–13 New Item Development

| New Item Type | Number of Items | | | | Total All Grades |
|--|-----------------|----------|----------|----------|------------------|
| | K–1, 2 | 3–5 | 6–8 | 9–12 | |
| 2-point Oral Vocabulary | 3 | 3 | 3 | 3 | 12 |
| 3-point Oral Vocabulary | 3 | 3 | 3 | 3 | 12 |
| Speech Functions (compare-contrast; persuade) | 2 | 2 | 2 | 2 | 8 |
| Total | 8 | 8 | 8 | 8 | 32 |

3.1.6 Reading Passage and Item Development. A total of 17 Word Analysis and 15 Fluency and Vocabulary items were developed to increase the coverage of language skills. For instance, a large percentage of the Fluency and Vocabulary items addressed either synonyms or idiomatic expressions. Item writers were trained to assess other standards that were not adequately represented.

The majority of reading item writing focused on the development of Reading Comprehension passages and items to meet new requirements for a specific number of items per passage. The CDE had indicated a need to increase the number of items per passage and thereby reduce the number of operational passages in each edition. The target was to have a minimum of four operational items per passage after field testing. At each grade span, there were operational passages with fewer than four items each in the item bank. Additional field test items were written to accompany each of these passages.

3.1.7 Writing Item Development. The majority of writing items developed were the Grammar and Structure items known as 3-part cloze passages. Each 3-part cloze passage consists of a paragraph with three multiple choice items. In the past, a number of passages had been made dormant because one or two of items had been rejected after field testing. The 3-part cloze passages with rejected items were reviewed and revised to develop items that assess parts of speech, grammatical forms, and syntactical issues that were not well represented within the pool of items.

3.2 Item Review Process

Newly written CELDT items undergo a series of reviews. The purpose of these reviews is to remove items that are inappropriate, inaccurate, or otherwise flawed.

3.2.1 Contractor Reviews. Assessment specialists from MetriTech performed internal reviews for item content and technical quality on all items during the contractor review. Throughout this process, specialists evaluated the importance of the information being assessed, the items' match to the standards, and the items' appropriateness for the population being assessed. Many test items were strengthened considerably in the process, improving the match between the measurement goal and the measurement task, as well as the overall clarity of the item. Items that were judged to measure trivial information, to be imprecisely related to the content standards, or to be developmentally inappropriate were revised or eliminated early in this review process.

Every item was reviewed by at least two assessment specialists to ensure the following properties:

- Alignment to the identified ELD standard and construct
- Relevance to the purpose of the test
- Alignment to the principles of quality item development
- Appropriateness of the difficulty level
- Accuracy of content presented
- Appropriateness of any graphic artwork and figures

After evaluating each item, the reviewers either accepted the item as written, suggested revisions, or recommended that the item be discarded. The assessment specialists

entered their comments and proposed revisions into the internal tracking portion of the item submission system, allowing for a complete review record to be maintained for each item. Specially trained editors reviewed each item and its review history in preparation for review by the CDE. The editors checked each item for clarity, correctness of language, appropriateness of language for the grade level, adherence to style guidelines, and conformity with acceptable item-writing practices.

3.2.2 CDE Staff Review. After contractor reviews were completed, all newly developed items were batched for submission to the CDE. The CDE staff conducted a content and bias review of all newly developed items.

The purpose of the content and bias review is to ensure that all items contain appropriate content and that all items are fair. An item contains appropriate content if it has information that is suitable for the grade level being tested and if it allows for the assessment of language skills as described by the standards. A fair item is one that, while challenging, can be answered successfully by a student who has acquired the knowledge or mastered the skill being tested. An unfair item may test an aspect of language proficiency not related to the English language skills needed to succeed in school. An item that elicits a strong emotional response among a subgroup of students taking the test can also be considered unfair. The CDE staff members were asked to reject any individual items or item sets that they deemed beyond “saving” (i.e., that could not be rewritten and turned into valid and fair test items). When the decision was made to reject an item, the rationale for the decision was documented.

A checklist, providing a framework for evaluating the content of test items, was provided to the reviewers. Each item was reviewed to ensure that it:

- Aligned to the correct California ELD standard
- Dealt with material important in testing the targeted standard or skill
- Used age- and grade-appropriate content
- Presented at a reading level suitable for the grade level being tested

Additionally, CDE reviewers were tasked with ensuring that each MC item included certain characteristics. CDE reviewers checked each MC item to verify that it:

- Had a stem that did not facilitate answering the item
- Had answer choices that were plausible and attractive to a student who had not mastered the skill
- Was conceptually, grammatically, and syntactically consistent between the stem and answer choices and among the answer choices
- Had one and only one correct answer choice

Finally, CDE reviewers checked each CR item to ensure that content followed specific guidelines. CDE reviewers made sure that each item:

- Was written so a student possessing the skill being assessed could construct a response that could be scored with the specified rubric (i.e., the range of possible correct responses was wide enough to allow for diversity of responses)
- Had precise and unambiguous directions for the desired response
- Was free of extraneous words or expressions
- Was conceptually, grammatically, and syntactically consistent

The CDE assembled staff to conduct an “internal” bias and sensitivity review of all the items that passed the content review. The purpose of a bias and sensitivity review is to ensure that test items are free of stereotypes or other sources of bias—such as gender, religion, ethnic, racial, or socioeconomic status—and that test items reflect community norms. Bias and sensitivity reviewers were given guidelines for the reasoning necessary to reject an item.

Reviewers were asked to reject an item for the following reasons:

- Contained bias against “X” group because _____
- Contained language that it is not typically used or required (for all students) at the grade level
- Was emotionally charged for a particular group
- Alongside other items, formed a pattern of stereotyped roles

A total of 300 items were submitted to the CDE for content and bias review; of these, 280 items were accepted by the CDE, including 30 of the 32 Name and Tell items, for an overall acceptance rate of 93.3 percent. The table below displays the number of items developed and accepted by the CDE this year by grade span and domain.

Table 3.2: Number of Items Accepted for the 2012–13 Edition*

| Domain | Grade Span | | | | | Total |
|------------------|------------|-----------|-----------|-----------|-----------|------------|
| | K–1 | 2 | 3–5 | 6–8 | 9–12 | |
| Listening | | 12 | 8 | 4 | 10 | 34 |
| Speaking | | 12 | 3 | 6 | 5 | 26 |
| Reading | 3 | 25 | 34 | 33 | 34 | 129 |
| Writing | 10 | 9 | 10 | 17 | 15 | 61 |
| Total | 13 | 58 | 55 | 60 | 64 | 250 |

*Excludes new Speaking Oral Vocabulary item types.

After the CDE completed their review, test developers made recommended changes to four items and then included the speaking and writing items in the fall item tryouts.

3.2.3 Item Tryouts. This was the first item development cycle that included item tryouts, whereby speaking and writing CR items were administered to small groups of students. The purpose of item tryouts is to evaluate the quality of speaking and writing CR items before they are embedded in the operational CELDT. The benefits are that item tryouts:

- Address quantity and quality deficits in the item bank by ensuring sufficient development to fill field test slots
- Address quality issues by allowing items to be revised before they appear on the CELDT
- Promote efficient scheduling of speaking audiotaping and speaking/writing field test ready item scoring
- Allow for anchor responses to be pulled for field test speaking items so that these anchors could be included in the Examiner’s Manuals for field test forms.

During item development cycle for the 2012–13 Edition, two rounds of item tryouts were conducted: the first in spring 2011 and the second in fall 2011. In spring 2011, SCOE conducted item tryouts of existing CDE-approved speaking and writing constructed-response field-test-ready items. The speaking item administration was done individually and audiotaped. The writing item administration for grades 2–12 took place in a group setting in selected classrooms; and was administered individually for the K–1 item administration. SCOE and MetriTech staff reviewed, scored, and evaluated the items and then made recommendations to the CDE for any item modifications to the items based on the outcome of the item tryout. The approved items became available for use as field test items beginning with the 2012–13 Edition.

During the second round of item tryouts, the remainder of the existing field-test-ready CR speaking and writing items, plus the newly developed speaking and writing CR items from the 2012–13 item development cycle that were approved by the CDE, were taken through a similar round of item tryouts, review, scoring, evaluation, and approval. The approved items were also available for use as field test items beginning with the 2012–13 Edition.

The following information explains how the audiotaping and scoring of the field-test-ready speaking and writing CR items was conducted.

3.2.3.1 Speaking Constructed-Response Item Tryouts

The process outlined below was used for speaking item tryouts in the spring and the fall of 2011.

- For the **spring item tryouts**, two forms of speaking field test items were developed. In order to avoid overloading students or reviewers, each form included no more than four Speech Functions items, two Choose and Give Reasons items, and two 4-Picture Narrative items, plus Oral Vocabulary items. Each form included approximately 20 items. SCOE staff observed, took notes, and scored student responses during audiotaping.

- For the **fall item tryouts**, the same general process was used. The two forms used for these tryouts included a mix of current field-test-ready items, newly developed items, and Oral Vocabulary items. In addition, any speaking items chosen for the 2012–13 Form 1 test materials that had not previously been audiotaped were added to the item tryouts.
- Approximately 150 students were administered speaking CR field-test-ready items and audiotaped.
- Speaking responses were transcribed, scored, and evaluated. At the same time, anchor samples for these field test items were identified for future use in the event that an item is placed into a field test form in a subsequent edition.
- Student responses were reviewed and scores were finalized. Suggestions for changes were made and items requiring additional audio were placed in the fall tryout booklets.

Item booklets containing 112 speaking items were prepared for the fall speaking item tryouts. Staff members from several districts reviewed the results from the tryouts, chose items for use on the 2012–13 Edition Form 1 and Form 3 field test forms, and made notes for future changes to some of the artwork.

The fall tryouts also included audio taping of responses to a variety of new Oral Vocabulary item types that were designed to elicit descriptions of objects and activities. After the CDE reviewed the results of the tryouts for the item types, the CDE accepted EDS’s recommendation to field test the Name and Tell items on the 2012–13 Edition. Additional Name and Tell items were developed, and the CDE approved four items at each grade span for placement on the speaking field test form.

During item tryouts, changes were made to the 4-Picture Narrative rubrics. The CDE agreed to most of the proposed wording changes and requested additional revisions. Revised rubrics were approved by the CDE and inserted into the 2012–13 Edition Examiner’s Manuals.

3.2.3.2 Writing Constructed-Response Item Tryouts

A similar process was used for writing item tryouts in the spring and the fall.

- For the **spring item tryouts**, writing items equivalent in number to three forms were administered.
- For the **fall item tryouts**, the three “forms” included a mix of current field-test-ready items and newly developed items.
- SCOE contacted local classroom teachers to arrange for the writing tryout forms to be administered to students during class time.
- After the tryout, the writing responses were scored and any recommendations for revising items were submitted to the CDE.

- Items that performed well during tryouts were added to the item bank as field test ready. Items that did not perform well were either rejected or revised for future item tryouts.

Feedback from the tryouts was used to revise writing scoring rubrics. Final revised Sentences and Short Composition rubrics were approved and integrated into the 2012–13 Edition Examiner’s Manuals.

3.3 Field Testing and Item Analysis

After passing all reviews, field test items are embedded in test forms administered during the AA window. These items are inserted into the test solely to obtain the data required to evaluate them statistically. They do not contribute to the students’ scores.

The use of embedded field test items assures that the samples used to evaluate the items are large, random, and representative of California’s EL population. The distribution of field test items across multiple test forms assures that the testing time required of individual students is not burdensome. For details on the item distributions across forms, see appendix D.

The embedded field test approach provides substantial data for item analyses, which yield stable estimates of various statistical criteria. As described in chapter 2, these analyses are conducted after the close of the AA window. The results of the field test data analyses from the 2012–13 Edition are described in chapter 8.

Beginning with the 2010–11 Edition, a new test form distribution plan that substantially reduced the testing demands on California districts was instituted. Under this plan, instead of administering test forms containing field test items to all students, only about one-third of districts³ administered them. All other districts administered Form 1, which contains no embedded field test items and therefore require less time to administer. In 2012–13, approximately 1,185,000 students were tested with the shorter Form 1, and approximately 384,000 students were tested with one of the forms containing field test items. This approach saved approximately 300,000 hours of instructional time across the state each year.

The new test form distribution plan was designed to make sure that no more than 30 percent of the sample for any field test form would come from a single school district, that each form contained approximately the same proportions of students scoring in the five performance levels (based on the schools’ average test scores from the previous year), and that similar proportions of Hispanic students (who make up approximately 80 percent of the tested population) were represented in each form sample.

³ To ensure compliance with sampling criteria, the largest district in the state received all five field test forms plus Form 1. The next largest nine districts in the sampling pool received one field test form plus Form 1. The plan ensured that only one test form was distributed to schools within a field testing district for a single grade span.

Chapter 4: Test Assembly

Each form of the CELDT assesses the four domains of listening, speaking, reading, and writing. All items included in the operational test were administered in previous editions, either as operational or field test items. New items developed for subsequent test editions are embedded in the test forms as field test items. This chapter covers the rules for item selection and the structure of the test forms.

4.1 Rules for Item Selection

4.1.1 Content Rules and Item Selection. The construction of the CELDT requires fulfilling the requirements of the test blueprints as well as meeting the statistical and psychometric criteria specified, as described in the next section. Test validity requires that content coverage adheres to test blueprints. The blueprints specify the number of items to include for each domain and which ELD standards to assess within each domain. In addition to meeting these specifications, no more than 70 percent of the items from the previous edition may be retained in the current edition.

4.1.2 Statistical and Psychometric Criteria. In addition to following the content rules for item selection, each CELDT form must conform to the following psychometric criteria:

- Item locations (i.e., b parameters) must represent difficulty levels that span the scale, with more items around the Early Advanced cut score. The use of very easy or very hard items is to be avoided.
- Item-total correlations (point-biserial correlations) must be greater than 0.15.
- Items with C-level Differential Item Functioning (DIF) flags may not be used. B-level DIF flags are to be avoided unless absolutely required to meet the content specifications of the blueprint. (See chapter 8 for more information on DIF.)

The test must be equated to previous editions. To do this, a test characteristic curve (TCC) is constructed for each grade level and domain from the item characteristic curves (ICC) of the operational items. This TCC represents the likelihood that a student at a given ability level will be able to correctly answer an item of a specific difficulty level (see appendix P for the 2012–13 Edition TCCs). Test developers then match TCC and standard error (SE) curves of the new form with the previous form and the base form. The conditional standard error of measurement (CSEM), which varies with student ability level, is also considered in test form development. The lower the CSEM, the more information a test provides.

This approach to test development is called “pre-equating” because the test scale is set before the test is administered. The pre-equating model allows publication of the CELDT raw score to scale score and performance level conversion tables concurrent with the publication of the test forms. This is important because there can be no delay between administering and scoring the tests. Districts administering the CELDT must

use these tables to score the tests locally just after administering the test to determine students' English language proficiency level and to make decisions related to additional ELD and instructional placement.

4.1.3 Rules for Item Sequence and Layout. Although approximately 70 percent of the test items are retained from one edition to the next, the sequencing of these items is altered on each edition to provide an additional level of test security and reduce the potential for familiarity with the items by students retaking the test. It is important, however, to ensure the stability of item parameters, which may be affected by the position of the item on the test. Thus, in order to ensure the stability of item parameters, items may be relocated only within five positions of their appearance when previously calibrated.

4.2 Test Forms and Structure

There were six different test forms for the 2012–13 Edition, and each form contained the same operational items. Form 1 contained only operational items (i.e., no field test items). In addition to the operational items, Form 2 contained listening field test items, Form 3 contained speaking field test items, Forms 4 and 5 each contained reading field test items, and Form 6 contained writing field test items.

For more detail on the structure of the 2012–13 CELDT test forms, including the types of items and the distribution of field test items, see appendix D.

Chapter 5: Test Administration

Procedures are in place to ensure that test security is maintained throughout the testing process, from item development to reporting. CELDT District Coordinators participate in training designed to ensure that the test administration is standardized throughout the state. Special versions of the test and accommodation procedures exist to make the test accessible to the broadest range of students. This chapter describes the security and standardization features of the CELDT program.

5.1 *Test Security and Confidentiality*

The CELDT is a secure test, meaning the items and test materials are not publicly released. Therefore, test materials are considered secure documents, including the materials used for local scoring training and item writer training materials. Student scores and demographic data represent confidential private student information. A set of procedures is in place to maintain security throughout test development, production, distribution, testing, scoring, and reporting processes.

5.1.1 Security Forms. Every person involved with the CELDT is required to sign one or more security forms agreeing to maintain the security of the test. CELDT District Coordinators and school site test coordinators must sign the *CELDT Test Security Agreement* form, and anyone serving as an examiner, proctor, or scorer, or anyone handling secure test material, must sign the *CELDT Test Security Affidavit* form. Subcontractors and vendors are informed of the secure nature of the materials and data related to the CELDT and are required to sign additional security forms related to their involvement with the CELDT.

5.1.2 Electronic Security. All computer systems that store items, test results, and other secure files require password access. During the item and test development processes, electronic files reside on a server accessed by Secure File Transfer Protocol (SFTP). Access to the site is password controlled. Transmission to and from the site is via an encrypted protocol. Secure materials are not shared via e-mail unless password protected and encrypted. All contractor sites are protected by firewall software and hardware to provide an additional level of security for sensitive information.

When documents are approved for printing, they are transmitted electronically to the printing subcontractors through the SFTP site. Hard copies of the pre-press material are returned via traceable courier for final approval. The printing subcontractors all have extensive experience with secure testing programs and are familiar and in compliance with the confidentiality requirements of the CELDT program.

Transfer of student data between the CELDT contractor, subcontractors, and the CDE follows secure procedures. Data files are exchanged through the same SFTP site used for test materials. During analysis, the data files reside on secure servers with controlled access.

Student data files are downloadable by districts through the secure District Portal area of the CELDT Web site. This secure area of the site uses Secure Socket Layer (SSL) encryption for all transfers of data. Unique district passwords to the secure District Portal are released only to CELDT District Coordinators and are reset at the beginning of each test administration year. The student data files are also optionally available to the CELDT District Coordinator on a password protected and encrypted CD-ROM.

5.1.3 Physical Security. District and school site personnel responsible for the security of the CELDT test materials must follow the required procedures for security as outlined in the test security forms, the *District and Test Site Coordinator’s Manual*, and the *California Code of Regulations*. Hard copy materials are to be kept in locked cabinets, rooms, or secure warehouses. Access to test materials is to be limited to only those within the school district responsible for test security, except on actual testing dates. All test materials are to be gathered and accounted for following each period of testing.

All contractor personnel, including subcontractors, vendors, and temporary workers who have access to secure materials, are required to agree to keep the materials secure and to sign security forms stating the secure nature of test items and the confidentiality of student information.

Access to document processing warehouses is by rolling gates, which are locked at all times except when opened to allow pickup or receipt of materials. A secure chain-link fence with a barbed-wire top surrounds the document processing facility. A verified electronic security system monitors access to the offices and warehouse areas 24 hours a day, seven days a week. All visitors entering the facility need to sign in at the front desk and obtain an entry badge that allows them access to the facility.

The following additional security procedures are maintained for the CELDT program:

- Test materials received from the printing subcontractor are stored in a secure warehouse facility prior to packaging and shipping to districts.
- At a pre-approved, designated time, the contractor disposes of all test materials received and not distributed to districts. This work is done onsite by an experienced professional shredding contractor. Districts have the option to securely destroy the confidential materials locally and provide a destruction date, or return the materials to the contractor. Unused and used secure Test Books, Answer Books, Examiner’s Manuals, and training materials that are sent back for contractor secure destruction are accounted for by county-district (CD) code and stored in labeled boxes on pallets at the contractor’s warehouse.
- All boxes and pallets placed in the secure warehouse for long-term storage are recorded electronically so that they can be retrieved at any time. Scanned (used) answer documents are stored in labeled “scan” boxes on labeled pallets in the same warehouse. The scan box and pallet numbers are scanned into a database for retrieval, as needed. Documents are stored for a minimum of one year or until the CDE provides express written consent to destroy them.

5.2 *Procedures to Maintain Standardization*

Written CELDT procedures exist for all phases of the testing process to ensure that tests are administered in a fair and standardized manner throughout the state. The procedures are incorporated into manuals designed for specific roles.

The *District and Test Site Coordinator's Manual* describes procedures to be used by CELDT District Coordinators (CDC) and school site coordinators in receiving, inventorying, storing, and returning test materials to the contractor for scoring. The manual was enhanced for the 2012–13 Edition with new sections on Test Variations (Accommodations and Modifications), Unusual Testing Situations, Excessive Materials and Local Scoring.

The Examiner's Manuals are to be used by the person responsible for actual test administration and provide information ranging from guidelines for the testing environment to verbatim test administration scripts. The Examiner's Manuals also provide the information required for local scoring and compiling of test results, including scoring keys and raw score to scale score conversion tables.

5.2.1 *CELDT District Coordinator (CDC)*. Each year, all CDCs are required to fill out and submit to the CELDT contractor a *Superintendent's Designation of CELDT District Coordinator* form before any testing materials are sent to the district. The form is available through the District Portal to the current CDC prior to the start of the annual administration activities.

The CDC is responsible for ensuring the proper and consistent administration of the tests. CDCs are also responsible for securing and inventorying testing materials upon receipt, distributing materials to schools, tracking the materials, answering questions from district staff and test site coordinators, retrieving materials from schools after test administration, and returning scorable materials to the CELDT contractor for processing. Should there be a security breach or testing irregularity during testing, it is the responsibility of the CDC to investigate and report the incident, as required in the *District and Test Site Coordinator's Manual*.

The CDC is responsible for implementing procedures to supply other districts with previous CELDT scores for students who have moved out of the district. Additionally, the CDC is responsible for ensuring that at least one representative of the district attends a STOT workshop and for ensuring that all test examiners within the district are subsequently trained by the district representative(s).

The collection and secure destruction of unused and nonscorable secure materials, also the responsibility of the CDC, is completed once each year at the end of the school year. The CDC has the option to locally destroy all CELDT materials or request a pickup of the materials for return to the contractor for centralized destruction. Materials that are required to be destroyed each year include all unused test materials, Examiner's Manuals, the contents of the *Scoring Training of Trainers Administration Trainer's Kit*, additional copies of all training materials made by the district, CDs containing images of secure test and training materials, and the CDs and DVDs provided during the trainings.

5.2.2 CELDT Site Coordinator. The CELDT Site Coordinator is the test coordinator at the school level who is responsible for managing the CELDT testing program at the school, coordinating with the district trainers for the training of all the test examiners, ensuring the proper administration of all testing procedures, maintaining the security of the test materials at the school, and assuring the proper packing and return of test materials to the CDC.

5.2.3 Test Examiners. Test examiners administer the tests to students. Test examiners must complete training in the current administration of the CELDT before administering the test and must follow the directions prescribed in the Examiner's Manuals. Proctors must be available to assist test examiners when groups of test takers exceed 20 students.

5.2.4 Training for General Test Administration. For the 2012–13 administration, general test administration training was accomplished through three series of Web-accessible recordings. The first was a series of presentations called CELDT Quarterly Webinars. The presentations covered a range of topics relevant to the current test administration, including test material ordering, general test administration procedures, pre-identification, and reports.

The second was a series of recorded tutorials on how to use CELDT related Web applications, such as Initial Ordering, the Local Scoring Tool, and the Data Review Module (DRM). These were created and posted to the CELDT Web site to support district staff as they used these applications.

The third was a series of short videos, called CELDT Fundamentals. These were made available in English and Spanish and posted as streaming media. These videos provide basic CELDT information to new coordinators and district staff.

The webinars, tutorials, and videos were available for viewing on the CELDT Web site on-demand throughout the administration year. Closed captioning was available on each presentation and written transcripts were tagged for accessibility and available for downloading from the Web site.

Additional support to district personnel was provided through the Frequently Asked Questions Web page, which was periodically updated with the answers to questions received through the CELDT Customer Support Center.

5.2.5 Scoring Training of Trainers (STOT) Workshops. For the 2012–13 Edition, training for test administration and local scoring was accomplished through a series of in-person workshops called STOT Workshops. Each year, these workshops are conducted at various locations around the state. Individuals who will be local CELDT trainers attend these workshops to learn about administering and scoring the current edition of the CELDT and about changes in the test materials and administration procedures (if any) that all examiners are required to know. Administration of the CELDT involves scoring a student's responses to the speaking items during test administration and scoring a student's responses to the CR writing items just after testing. Thus, standardization of the scoring is critical, and extensive training is provided in these two areas.

The purposes of the STOT workshops are to train participants to (a) standardize the administration of the CELDT, (b) reliably score the CR speaking and writing items, and (c) train other qualified persons to administer and score the CELDT as test examiners. At least one person from each school district or independent charter school that administers the CELDT must attend a STOT workshop. For the 2012–13 Edition training, seat allocations at the workshops were based on a formula that used the number of students the district tested the prior year in the AA window. Districts with higher student populations and local educational agencies (LEAs) hosting regional trainings were provided more seat allocations.

There were 15 workshops held between April 12 and August 28, 2012 with 1,500 participants. A total of 1,085 districts and independent charter schools participated in the state-sponsored STOT workshops (947) or were reported to have participated in local/regional workshops (138). No participation data are available on the remaining 177 districts and 233 independent charter schools (a total of 410). Of these 410, it is known that during the 2011–12 administration:

- 339 (83%) tested between 0 and 100 AA students
- 64 (16%) tested between 101 and 749 AA students
- 7 (1%) tested between 750 and 2,150 AA students

Training at the Workshops: Workshop participants received training on scoring items within the listening, speaking, and CR writing test components. After the training on each test component was completed, workshop participants worked through exercises for administering and scoring that test component. Workshop presenters guided these activities and responded to questions throughout the process. All participants who completed the STOT workshop and training exercises were e-mailed certificates of completion.

- **Training Materials:** Based on feedback from the field, STOT workshop training materials were expanded to add more samples to the K–1 writing section in the STOT Trainer’s binder. The K–1 Copying Letters, Copying Words and Writing Words samples were increased to provide more anchors at each score point. A new section was added for those districts administering the new Oral Vocabulary Name and Tell item type. Although these items were only in the Form 3 test, all districts were trained in anticipation of this new item type being in the operational form in the near future.

Scoring guidelines were improved to clarify questions from districts. For Oral Vocabulary, the guidelines for scoring plural versus singular responses so that both singular and plural responses can be acceptable as correct were added. For Choose and Give Reasons the guidelines were updated to incorporate the new prompting rules that depend on the student response (if the student chooses both options or neither option, or presents a third option). For Sentences, scoring guidelines were expanded and reorganized to include sample examples of rubric

elements. For Short Compositions, the guidelines for training syntactical complexity were expanded and the Definitions of Terms section was revised and expanded. Legibility guidelines were added to the K–1 writing section.

A variety of training materials were updated and expanded for use at the 2012–13 STOT workshops and for the STOT participants to duplicate and provide to examiners in their districts. The CELDT Administration and Scoring Video (DVD) was updated to include changes to test administration procedures and directions and included a new video section to assist districts in training test examiners to administer and score the new Name and Tell items. The speaking Samples CD with MP3 files of sample student responses to speaking items at all grade spans was enhanced to include an expanded number of student responses for all test components. The Training Resources Disc (DVD) with printable files of the contents of the Training binder, test materials, and video files (MP4) from the Administration and Scoring Video was included in the 2012–13 Edition materials participants received at the training. Packets of an expanded number of sample student responses with correct scores and justifications for speaking and writing CR items were also included in the binder. (See section 5.2.6 for more information on the scoring rubrics.)

- **Online Training Resources:** Online training resources were expanded to include district user groups. District trainers could set up a district group so that supervisors could access reports on test examiner trainee progress through the online training and calibration resources, including results of the calibration quizzes. The online training modules used in the STOT workshops were posted and made available for district use. These presentations included the workshop presenters' notes, embedded audio samples and video clips from the training video, training exercises for scoring, and calibration quizzes for most test components. These online resources were intended to supplement local training or recreate the STOT workshop training for local use.

Trainees were given access to take the calibration quizzes on their own after completing either in-person or online training. They could take the online quizzes as many times as necessary to achieve the required calibration level. Once a trainee completed a quiz and met or exceeded the required calibration level, the trainee could print a report showing that she or he passed the calibration quiz. This report could be used as documentation that the trainee had been calibrated and could serve as a CELDT examiner.

Online training resources saw a significant increase in the number of users from the previous year. By November 1, 2011 there were 4,621 online accounts for the 2011–12 Edition. As of December 31, 2012 there were 5,946 users for the 2012–13 Edition and 128 district groups created.

5.2.6 Scoring Rubrics. The CELDT scoring rubrics were developed for operational use starting with the 2006–07 Edition. Examiners scoring the speaking domain use a set of item-type-specific rubrics to determine the score for each item and then record

the rubric score for each item on the student’s answer document. These speaking rubrics are presented in appendix C.

The scoring rubric for Sentences and another rubric for Short Compositions are applied across all CR writing items for grade spans 2–12. There are also separate rubrics for the K–1 writing domain.⁴ The writing rubrics, and the changes made to them for the 2012–13 Edition, are presented in appendix C.

For the 2012–13 Edition, several changes were made to the training materials to reflect clarifications made to the scoring rubrics. Oral Vocabulary reasonable and incorrect responses were updated to show that singular and plural responses are acceptable as correct. 4-Picture Narrative materials were modified to clarify the extent to which the student’s response addresses all four pictures. Justifications written for 4-Picture Narrative samples reflected new language of the rubric addressing how the student provides an explanation of the pictures. Training materials for Writing–Sentences and Writing–Short Compositions were modified so that the justifications of student samples use the new rubric language. The Sentences test component rubric was modified to be more communicative about grammar and syntax errors of word order and precision of vocabulary. The Short Compositions test component rubric was modified to clarify the requirements about numbers and types of sentences required at each score point. Training materials were written to discuss the rubric requirements related to the number and type of sentences in a response.

5.3 Testing Students with Disabilities

Some adjustments to the normal test administration process are allowed for all students who take the CELDT. These test variations include simplifying or clarifying the instructions, testing in a small group setting rather than in a full classroom, and providing extra time on a test within a testing day. Some test variations may be made as long as these variations are regularly used in classroom instruction. These include testing an individual student separately, using audio amplification or visual magnifying equipment, and providing Manually Coded English or American Sign Language to present directions for administration.

Two other types of administrative adjustments are allowed if specified in the student’s individualized education plan (IEP) or Section 504 plan. The first type, called an accommodation, changes the way the test is given but does not change what is tested. The second type, called a modification, fundamentally changes what is being tested.

The purpose of test variations, accommodations, and modifications is to enable the students to take the CELDT, not to give them an advantage over other students or to improve their scores. Providing students with test variations and accommodations does not result in changes to students’ scores. However, students with test modifications

⁴For more information on the rationale for the development of the CELDT scoring rubrics, see the technical report for the 2006–07 Edition found on the CDE Web site at <http://cde.ca.gov/ta/tg/el/techreport.asp>.

receive the Lowest Obtainable Scale Score (LOSS) for each domain marked as a modified assessment. If the student took a modified assessment for all domains, the overall scale score is also the LOSS.

Table 5.1 presents a summary of the permitted variations, accommodations, and modifications applicable to the CELDT. Eligibility is indicated as applying to all students or requiring specification in the student’s IEP or Section 504 plan.

Table 5.1: Permitted Test Variations, Accommodations, and Modifications for CELDT Administration

| Test Variation (1), Accommodation (2), or Modification (3) | Eligible |
|--|--|
| Test administration directions that are simplified or clarified (does not apply to test questions) | ALL |
| Student marks in test booklet (other than responses) including highlighting | ALL Marked test booklets may not be used again. |
| Test students in a small group setting | ALL |
| Extra time on a test within a testing day | ALL |
| Test individual student separately, provided that a test examiner directly supervises the student | 1 |
| Visual magnifying equipment | 1 |
| Audio amplification equipment | 1 |
| Noise buffers (e.g., individual carrel or study enclosure) | 1 |
| Special lighting or acoustics; special or adaptive furniture | 1 |
| Colored overlay, mask, or other means to maintain visual attention | 1 |
| Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions) | 1 |
| Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic school | 2 |
| Responses dictated orally, or in Manually Coded English, or American Sign Language to a scribe for selected-response items (multiple-choice questions) | 2 |
| Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test) | 2 |
| Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions | 2 |

| Test Variation (1), Accommodation (2), or Modification (3) | Eligible |
|--|-----------------------------------|
| Assistive device that does not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test) | 2 |
| Braille transcriptions provided by the test contractor | 2 |
| Large-Print Versions Test items enlarged if font larger than required on Large-Print Versions | 2 |
| Test over more than one day for a test or test part to be administered in a single sitting | 2 |
| Supervised breaks within a section of the test | 2 |
| Administration of the test at the most beneficial time of day to the student | 2 |
| Test administered at home or in hospital by a test examiner | 2 |
| Dictionary | 3 |
| Manually Coded English or American Sign Language to present test questions | 2 Writing |
| | 3 Reading, Listening, Speaking |
| Test questions read aloud to student or used audio CD presentation | 2 Writing |
| | 3 Reading |
| Word processing software with spell and grammar check tools enabled on the essay responses writing portion of test | 3 |
| Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe [audio recorder, or speech-to-text converter] (scribe provides spelling, grammar, and language conventions) | 3 |
| Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses | 3 |
| Unlisted accommodation or modification | Check with CDE prior to use |

5.3.1 Alternate Assessments. IEP teams may determine that a student is unable to participate in one or more parts of the CELDT, even with variations, accommodations, and/or modifications, because of short- or long-term disability. In these instances, districts may administer an alternate assessment as specified in the student’s IEP or Section 504 plan. The district must still return a scannable answer document for that student and ensure that the alternate assessment bubble in the Test Variation field is marked for each appropriate domain. Students who take an alternate assessment receive the LOSS for each domain marked as an alternate assessment. If the student took an alternate assessment for all domains, the overall scale score is also the LOSS.

The use of accommodations, modifications, and alternate assessment administrations for one or more domains of the CELDT should be considered carefully when interpreting scores.⁵ When a student achieves the proficient performance level with, for example, the accommodation “test over more than one day for a test or test part to be administered in a single sitting,” the testing conditions should be considered along with the knowledge and skills ascribed to the student. Table 5.2 summarizes the number of students who used accommodations, modifications, and alternate assessments during the 2012–13 administration of the CELDT broken down by test purpose.

Table 5.2: Number of Students Using Accommodations, Modifications, and Alternate Assessments

| Type | Number of Students | | | |
|------------------------------|--------------------|----------|---------|---------|
| | Listening | Speaking | Reading | Writing |
| Annual Assessment | | | | |
| Accommodations | 7,757 | 5,896 | 8,269 | 8,640 |
| Modifications | 567 | 550 | 953 | 538 |
| Alternate Assessments | 6,495 | 6,507 | 6,476 | 6,486 |
| Initial Assessment | | | | |
| Accommodations | 576 | 514 | 517 | 536 |
| Modifications | 76 | 89 | 86 | 65 |
| Alternate Assessments | 1,076 | 1,078 | 1,080 | 1,079 |

5.3.2 Versions of the CELDT. The CELDT has three special versions: braille, large print, and CD-ROM. The Braille Version is available only to students who are blind or visually impaired with documentation in an IEP or Section 504 plan. The student may have responses recorded by a test proctor or aide. Specific instructions and a Braille Version Examiner’s Manual are provided for the test examiners because the item content differs from that of the regular version. Despite the different item content, the Braille Version has been equated to produce scale scores equivalent to the regular edition.

The Large Print Version consists of an enlarged version of the Form 1 test for each grade span. Students who use the Large Print Version are allowed certain administrative adjustments:

⁵Students who take an alternate assessment are assigned the LOSS for the domain. If a student takes an alternate assessment in only one domain, for example, the interpretation of the overall score or Comprehension Score should be considered with special care.

- Ample space to allow ease of use of the large-size booklet
- Magnifying instruments to help in reading information that may not be enlarged sufficiently for the student
- Ample, intense lighting to assist the student in reading
- Marking answers in the large print Answer Book, which must then be transcribed to a regular scannable answer document by the test examiner or proctor

The large print test materials include a spiral-bound test book or books, a large print Answer Book, a regular scannable Answer Book, and special instructions to the examiner for transcribing the student's responses to the regular scannable Answer Book.

A CD-ROM Version of the CELDT is also available for visually impaired students. This version contains an electronic file (PDF) of the Form 1 test for each grade span of the CELDT. The PDFs can be displayed on a computer screen, which permits greater enlargement of text and graphics than is provided in the Large Print Version. The student may respond in either a regular scannable answer document or in a large print answer document, which is then transcribed by the examiner into a regular scannable answer document. The same environmental adjustments as for the Large Print Version apply to the CD-ROM Version.

Student scores for the Braille Version, Large Print Version, and CD-ROM Version are as valid as those for the regular version of the CELDT.

5.4 Demographic Data and Data Correction

Demographic and student-identifying information are collected for all students on the front and back covers of the scannable answer document. Districts may also choose to electronically identify most of these data through a Pre-Identification (Pre-ID) label, which is placed on the front of the scannable answer document. Instructions on how to fill out the demographic pages are provided in the Examiner's Manuals and the *District and Test Site Coordinator's Manual*, and additional instructions regarding the use of the Pre-ID labels are provided in the *Pre-ID Data File Layout* and the *Pre-ID User Guide*.

For tests submitted during the AA window, districts receive an opportunity to make corrections to the demographic data before the group-level reports are issued to districts and electronic summary data files are posted by the CDE to the public Web site, DataQuest. The correction process is done electronically through the DRM, an online, interactive application accessed through the secure District Portal of the CELDT Web site. Districts have access to detailed instructions on how to use the DRM both online and in a detailed *DRM User Guide*.

The DRM application is pre-loaded with the demographic fields of the scored data records. Districts are requested to log on to the secure District Portal, access their data, and make corrections as necessary. To assist the districts in reviewing and making corrections to the data, the application flags data errors and potential data errors in the

student demographic data. Errors or potential errors are determined based on rules specified in the *DRM Data File Layout*. These rules determine what is flagged, such as missing data, multiple marks, incorrectly formatted data, and invalid or out of range values.

Corrections may be made online through data editing screens and filters, or they may be made offline by downloading an electronic data file containing the student demographic data and the error flags. Downloaded and corrected data files are then uploaded by the district to the DRM, which performs data validity checks on every field to ensure only valid changes are made to the data.

Once the data correction window closes, the contractor integrates the corrected data into the official student records. If demographic changes affect the assignment of a performance level (e.g., the student's grade level changed or an erroneous modification code was removed), the record is rescored and a new performance level is assigned. To ensure quality control, two independent programs merge the corrected data into the original scored file, and outputs from the two programs are compared and corrected, if necessary, until both program outputs match. The corrected data file is used to create all group-level data reports and data files for the AA window test results.

Chapter 6: Performance Standards

The five CELDT performance levels⁶ are termed Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced and are defined by cut scores on the CELDT common scale. Descriptors of student performance at each level—termed Test Performance Descriptors—define what students know and are able to do at that level. This chapter describes the development of the common scale and the process used to develop the cut scores that distinguish the CELDT performance levels.

6.1 Common Scale Development

6.1.1 2006–07 Scale Development. A common scale⁷ across all grade levels of CELDT was first implemented operationally with the 2006–07 Edition (Form F) and applied operationally in each administration thereafter. This scale design places all CELDT scores onto a common scale to allow comparison of scores across adjacent grade spans and across testing administrations.

The CELDT common scale was designed using a common item design. First, calibrations were run on the grade span 3–5 data in each domain, and then a linear transformation was applied to the calibration scale such that the mean and standard deviation of item difficulty in grade span 3–5 were 500 and 50, respectively. Using these grade span 3–5 parameters, files containing the parameters of the items common to grade spans 3–5 and 6–8 were created. These common items (“anchor” items) served to place the 6–8 items onto the new common scale, and the anchor items served to equate the operational and field test items onto the CELDT scale.

This equating was conducted using the procedure by Stocking and Lord (1983). The Stocking and Lord procedure is based on determining the linear equating constants, m_1 and m_2 , that minimize the difference between two test characteristic curves such that for a standard normal ability distribution, the average squared difference between true-score estimates is as small as possible. For each domain in grade span 6–8, a new set of m_1 and m_2 values was calculated. An identical procedure was run to place the grade span K–2 items onto the new common scale. For grade span 9–12, because it is not adjacent to grade span 3–5 and could not directly be equated, the newly scaled parameters from grade span 6–8 were placed into an anchor file and used to place the 9–12 items onto the common scale. The use of these anchor items to establish a common metric of performance allows comparison of the scale scores from test editions across adjacent grade spans. For further information about calibration and equating procedures, see the Item Response Theory Analyses discussion in section 8.6.

⁶Due to the need to distinguish between the proficiency levels as listed by the ELD standards and students’ performance on the CELDT, the previously termed “proficiency levels” have been renamed “performance levels.”

⁷While vertical in design, the CELDT scale is called a *common scale* since English language development does not show growth at the same starting point.

6.1.2 2009–10 K–1 Reading and Writing Scale Development. The K–1 reading and writing domains were administered for the first time in 2009–10. The K–1 reading test was linked to the common scale through a set of previously calibrated grade 2 items embedded in the operational K–1 test. Although CELDT item calibration is usually restricted to AA student records, this calibration sample included both AA and IA kindergarten students because kindergarten students would have essentially been eliminated from the analysis if IA records were eliminated since most kindergarten students are initial testers.

Since there were no grade 2 writing items that were appropriate for administration to K–1 students, a special “linking study” was conducted. The linkage was created by having grade 2 students complete the K–1 writing domain. The sample of schools selected to participate in the linking study consisted of a geographic cross-section of California districts of various sizes. Testing for both the regular CELDT and the Writing Linking Study occurred at relatively the same time (within a week or two).

6.1.3 Lowest and Highest Obtainable Scale Scores. The endpoints for scale scores for a given domain and grade span were set in 2006–07 for all grade levels and domains except K–1 reading and writing, which were set in 2010. These endpoints are referred to as the LOSS and the Highest Obtainable Scale Score (HOSS). Table 6.1 reports the LOSS and HOSS by grade span and domain.

Table 6.1: Lowest and Highest Obtainable Scale Score Values

| Grade Span | Score Type | Scale Score | | | | | |
|------------|------------|-------------|----------|---------|---------|---------------|---------|
| | | Listening | Speaking | Reading | Writing | Comprehension | Overall |
| K–1 | LOSS | 220 | 140 | 220 | 220 | 220 | 184 |
| | HOSS | 570 | 630 | 570 | 600 | 570 | 598 |
| 2 | LOSS | 220 | 140 | 280 | 220 | 250 | 215 |
| | HOSS | 570 | 630 | 650 | 690 | 610 | 635 |
| 3–5 | LOSS | 220 | 200 | 280 | 220 | 250 | 230 |
| | HOSS | 640 | 720 | 700 | 740 | 670 | 700 |
| 6–8 | LOSS | 230 | 225 | 320 | 220 | 275 | 248 |
| | HOSS | 715 | 720 | 750 | 780 | 732 | 741 |
| 9–12 | LOSS | 230 | 235 | 320 | 220 | 275 | 251 |
| | HOSS | 725 | 740 | 770 | 810 | 747 | 761 |

6.2 Standard Setting Procedures

6.2.1 2006 Standard Setting. The purpose of the standard setting was to establish new cut scores for the CELDT on the common scale for the Early Intermediate and Early Advanced performance levels. These scores were then used to establish cut

scores for all five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Cut scores were established for all grade levels and domains except K–1 reading and writing, which were not administered at that time.

The standard setting process requires experts to examine the standards and identify points on the score scale that operationally differentiate performance levels. Standard setting participants were recruited from across the State of California and were selected based on their expertise with ELD, their experience in the field of education, and their knowledge of the CELDT. During the meeting, the participants were divided into two groups. One group evaluated the reading and writing domains while the other group evaluated the listening and speaking domains. Each group had 10–14 participants. Participants decided on cut scores for grades 2, 4, 7, and 10 for reading and writing and grades 1, 4, 7, and 10 for listening and speaking. Thus, approximately 100 education experts participated in establishing cut scores for the eight groups (four grades; two groups per grade). The panels met in Sacramento, California, February 12–16, 2006.

The Bookmark method was used for establishing the cut points for each performance level. In brief, the procedure requires panelists to (a) achieve some general level of consensus on the requirements of the performance levels to be differentiated, (b) examine a test booklet in which the items have been arranged in difficulty order from easiest to hardest, and (c) place a “bookmark” between items that best seem to differentiate the performance requirements of the levels to be differentiated. When averaged across the combined judgments of all panelists, this resulting bookmark corresponds to a cut score on the test. Panelists were provided multiple opportunities to review and change their placement of the bookmark following discussion of their placements with other panelists and a consideration of cut score impact on the target population.

Results of the panels’ work with the selected performance levels (Intermediate, Advanced) and grades (3, 5, 6, 8, 9, 11, 12 for reading and writing; 2, 3, 5, 6, 8, 9, 11, 12 for listening and speaking) were used to interpolate/extrapolate cuts for all performance levels and grades. Participants engaged in discussions to smoothen data and to produce a set of performance levels that best reflect continuous English language development across all grades.

The standard setting document can be found on the CDE’s Web site at <http://www.cde.ca.gov/ta/tg/el/documents/standardsetting.pdf>.

6.2.2 2010 Standard Setting. The introduction of the reading and writing domains for K–1 in the 2009–10 Edition necessitated convening panels to set cut scores for these domains and grades.

As in the 2006 standard setting, participants were recruited from across the State of California and were selected based on their expertise with ELD, their experience in the field of education, and their knowledge of the CELDT. A panel of 15 California educators with English learner teaching experience at these early grades was selected from a much larger list of 311 people who had either applied to work with the development or review of items for the K–1 reading and writing domains or who had

previously participated in the 2006 CELDT standard setting. Panelists met in Sacramento on January 13, 2010.

The CELDT cut points for other grades and domains were initially set by using the Bookmark method, the well-regarded procedure also used for this standard setting. The work of the panel required one full day to complete. The day began with a large-group presentation that summarized the test development process, oriented participants to the task, and explained the procedures that would be followed. The panelists then focused on draft K–1 reading and writing Test Performance Descriptors, which had been prepared prior to the meeting. The purpose of this exercise was to ensure that panelists had a clear picture in mind of the type of student whose responses were to be rated before they began to place their bookmarks.

Because of the complexity of the task, panelists began by first considering grade one students and the reading domain. After they had individually placed their bookmarks, group discussion of the placement followed. Staff then collected and analyzed the initial ratings so that impact data could be presented to the group. This was followed by both large-group and small-group discussion of the impact data. When the discussion ended, panelists were asked to make a second set of bookmark placements for the reading items. The participants followed the same procedures for the writing items. When the grade one ratings were completed, the process was repeated for kindergarten.

Agreement among the panelists was high at both grade levels, although somewhat higher with respect to the kindergarten ratings than the grade one ratings.

6.3 *Standard Setting Results for All Grades and Domains*

Results of the standard settings are summarized in table 6.2 for all grades and domains and expressed as scale scores. Cut scores for comprehension and the overall score—which are calculated from the domain scale scores—are also presented.

For all grades, the cut scores for comprehension were calculated by averaging the listening and reading cut scores. For grades 2–12, the overall cut scores were calculated as the unweighted average of the listening, speaking, reading, and writing cut scores. For kindergarten and grade 1, the overall cut scores were calculated as the weighted average of the cut scores of the four domains ($.45 * \text{listening} + .45 * \text{speaking} + .05 * \text{reading} + .05 * \text{writing}$).

Table 6.2: CELDT Cut Scores

| Grade | Performance Level | Scale Scores | | | | | |
|-------|--------------------|--------------|----------|---------|---------|--------------------|---------|
| | | Listening | Speaking | Reading | Writing | Compre- hension | Overall |
| K | Early Intermediate | 362 | 353 | 282 | 341 | 322 | 352 |
| | Intermediate | 409 | 405 | 319 | 371 | 364 | 400 |
| | Early Advanced | 455 | 457 | 377 | 398 | 416 | 449 |
| | Advanced | 502 | 509 | 446 | 427 | 474 | 498 |
| 1 | Early Intermediate | 362 | 353 | 360 | 393 | 361 | 359 |
| | Intermediate | 409 | 405 | 398 | 409 | 403 | 406 |
| | Early Advanced | 455 | 457 | 446 | 435 | 450 | 454 |
| | Advanced | 502 | 509 | 570 | 475 | 536 | 507 |
| 2 | Early Intermediate | 375 | 370 | 421 | 423 | 398 | 397 |
| | Intermediate | 426 | 420 | 473 | 469 | 449 | 447 |
| | Early Advanced | 476 | 470 | 524 | 514 | 500 | 496 |
| | Advanced | 527 | 520 | 554 | 560 | 540 | 540 |
| 3 | Early Intermediate | 389 | 388 | 448 | 437 | 418 | 415 |
| | Intermediate | 443 | 436 | 482 | 479 | 462 | 460 |
| | Early Advanced | 498 | 482 | 542 | 537 | 520 | 514 |
| | Advanced | 552 | 532 | 577 | 570 | 564 | 557 |
| 4 | Early Intermediate | 402 | 405 | 474 | 451 | 438 | 433 |
| | Intermediate | 461 | 451 | 491 | 489 | 476 | 473 |
| | Early Advanced | 519 | 497 | 560 | 550 | 539 | 531 |
| | Advanced | 578 | 543 | 600 | 580 | 589 | 575 |
| 5 | Early Intermediate | 411 | 411 | 478 | 455 | 444 | 438 |
| | Intermediate | 473 | 459 | 504 | 497 | 488 | 483 |
| | Early Advanced | 537 | 507 | 564 | 551 | 550 | 539 |
| | Advanced | 601 | 556 | 604 | 587 | 602 | 587 |
| 6 | Early Intermediate | 413 | 417 | 481 | 458 | 447 | 442 |
| | Intermediate | 484 | 467 | 516 | 502 | 500 | 492 |
| | Early Advanced | 570 | 518 | 568 | 553 | 569 | 552 |
| | Advanced | 638 | 568 | 609 | 593 | 623 | 602 |

| Grade | Performance Level | Scale Scores | | | | | |
|-------|--------------------|--------------|----------|---------|---------|--------------------|---------|
| | | Listening | Speaking | Reading | Writing | Compre- hension | Overall |
| 7 | Early Intermediate | 418 | 423 | 485 | 462 | 451 | 447 |
| | Intermediate | 495 | 476 | 529 | 508 | 512 | 502 |
| | Early Advanced | 572 | 528 | 572 | 554 | 572 | 556 |
| | Advanced | 649 | 581 | 613 | 600 | 631 | 610 |
| 8 | Early Intermediate | 427 | 423 | 497 | 465 | 462 | 453 |
| | Intermediate | 508 | 480 | 543 | 511 | 525 | 510 |
| | Early Advanced | 595 | 539 | 588 | 557 | 591 | 569 |
| | Advanced | 670 | 595 | 627 | 602 | 648 | 623 |
| 9 | Early Intermediate | 436 | 423 | 509 | 467 | 472 | 458 |
| | Intermediate | 519 | 485 | 557 | 514 | 538 | 518 |
| | Early Advanced | 606 | 547 | 605 | 560 | 605 | 579 |
| | Advanced | 691 | 610 | 648 | 606 | 669 | 638 |
| 10 | Early Intermediate | 445 | 423 | 521 | 470 | 483 | 464 |
| | Intermediate | 534 | 490 | 571 | 517 | 552 | 528 |
| | Early Advanced | 623 | 557 | 621 | 563 | 622 | 591 |
| | Advanced | 712 | 624 | 665 | 610 | 688 | 652 |
| 11 | Early Intermediate | 445 | 423 | 521 | 470 | 483 | 464 |
| | Intermediate | 534 | 490 | 571 | 517 | 552 | 528 |
| | Early Advanced | 623 | 557 | 621 | 563 | 622 | 591 |
| | Advanced | 712 | 624 | 665 | 610 | 688 | 652 |
| 12 | Early Intermediate | 445 | 423 | 521 | 470 | 483 | 464 |
| | Intermediate | 534 | 490 | 571 | 517 | 552 | 528 |
| | Early Advanced | 623 | 557 | 621 | 563 | 622 | 591 |
| | Advanced | 712 | 624 | 665 | 610 | 688 | 652 |

Table 6.3 presents general CELDT Test Performance Descriptors. These describe the competencies associated with each performance level and characterize what students at each performance level know and can do in English. Detailed Test Performance Descriptors for each grade span and domain are available in the Examiner’s Manuals, in the *2012–13 CELDT Information Guide*, and on the backs of the SPLRs.

Table 6.3: CELDT General Test Performance Descriptors

| Grades K–1 Students | |
|----------------------------|--|
| Performance Level | Descriptor |
| Advanced | Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to orally identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Written production reflects grade-appropriate discourse. Errors are infrequent and do not reduce communication. |
| Early Advanced | Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral production is characterized by more elaborate discourse, and written production includes simple sentences often using two-syllable words. Errors are less frequent and rarely complicate communication. |
| Intermediate | Students at this level of English language performance begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some abstract concepts during unmodified instruction. They are able to respond and express themselves orally with increasing ease to more varied communication and learning demands with a reduced number of errors. Written production has usually expanded to common phrases and one-syllable words. Errors still complicate communication. |
| Early Intermediate | Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral production is usually limited to phrases and memorized statements and questions. Written production is limited to letters and high-frequency, one-syllable words. Frequent errors still reduce communication. |
| Beginning | Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral production is usually limited to disconnected words and memorized statements and questions. Written production is incomprehensible or limited to common letters. Frequent errors make communication difficult. |

| Grades 2–12 Students | |
|---------------------------|---|
| Performance Level | Descriptor |
| Advanced | Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication. |
| Early Advanced | Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication. |
| Intermediate | Students at this level of English language performance begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication. |
| Early Intermediate | Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication. |
| Beginning | Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult. |

Chapter 7: Scoring and Reporting

This chapter summarizes how student responses to CELDT items were collected, scored, and reported. As discussed in chapter 9, a sophisticated system of quality control checks was in place throughout the scoring and reporting process.

7.1 *Procedures for Maintaining and Retrieving Individual Scores*

The multiple-choice (MC) and dichotomous-constructed-response (DCR) items elicit responses (MC items) or scores (DCR items) that are recorded on scannable documents for machine scoring. Written responses to the constructed-response (CR) items are scanned and then scored by human scorers.

7.1.1 *Scoring and Reporting Specifications.* Written specifications developed prior to operational scoring help ensure that CELDT results are reported accurately.

- **Test Form Distribution Plan:** This plan provides a summary of the approximate number of districts and students (by grade) that will receive each field test form, a list of the districts that will receive multiple test forms, details on the characteristics of the schools sampled for field testing, and details on how the operational form (Form 1) is distributed.
- **Operations Specifications:** These specifications outline how scorable answer documents are retrieved from districts and how they are processed through scanning. These specifications include rules for handling anomalies found during document processing.
- **Data Processing Specifications:** This document provides details on how scanned data are edited, how CR items are scored, and how scoring calculations, including default values and override circumstances, are applied. This document also includes the methods used to merge data provided by the district through the Pre-ID and the DRM Web-based applications.
- **Reporting Specifications:** These specifications provide the reporting categories and calculation rules for the information presented on CELDT individual and summary paper reports as well as electronic files. These specifications include approved paper report mock-ups, reporting rules, and footnotes to use when a domain on the answer document is marked with a testing irregularity or modification and/or alternate assessment.

7.1.2 *Types of Documents.* Students in grades 3–12 use a scannable answer document called an Answer Book, and a separate nonscannable Test Book. Students record their responses to reading, writing, and listening items, and examiners record responses and scores to the speaking items in the Answer Book.

Students in grades K–1 and grade 2 use one scannable Answer Book, in which they record their own writing responses. In cases where the listening items are administered to a group for grade 1, the students mark their own answers. Examiners record

students' responses to the reading, speaking, and listening domains (when administered individually).

7.1.3 Scanning and Editing. The scanning, editing, and scoring processes were performed throughout the year (July 1, 2012 through June 30, 2013), although most of the material was received in November after the close of the AA window.

Answer documents were scanned and scored in accordance with the Data Processing Specifications. The editing process included steps to check the spelling of the student name (i.e., that the scanner picked up all the bubbled letters and that there were no multiple marks, no embedded blanks, and no initial blanks in the name) and that all the bubbled digits in the Statewide Student Identifier (SSID) were picked up by the scanner. In addition, demographic fields that were crucial to merge processes were reviewed and edited so that the resulting data files were as complete as possible.

The scannable answer documents produced a single record for each student that included demographic data, scanned responses, and the scores for DCR items that had been entered by the examiner.

7.1.4 Record Merge Process. Prior to completing the testing for the AA window, districts were given the option of uploading to the CELDT Web site Pre-ID files containing student demographic and identification data. The Pre-ID system employed data checks according to the rules established in the *2012–13 Edition Pre-ID Data File Layout*, prior to acceptance of each record. Once the student records were accepted by the system and uploaded, a unique number was generated and applied to each record to identify each record in the Pre-ID file. This unique number was printed on the Pre-ID label as a bar code, and districts placed the labels on the scannable answer documents. When documents were scanned, this bar-code number was attached to the scan record and was the “key” for merging the scanned data (described in section 7.1.3) with the Pre-ID file data. Checks were performed to eliminate duplicate bar-code numbers during each step of the merging process.

7.2 Multiple-Choice Scoring

The scanning, data editing, and merging processes generated a data file with one record per student. That record contained student responses to MC items, the DCR items that had been scored locally (e.g., the speaking domain), and the scores for the written responses. The multiple-choice items were machine scored with quality control measures in place throughout the process.

7.2.1 Scoring Key Verification Process. Scoring keys, in the form of item maps, were produced during the item development process and verified by performing various quality control checks upon delivery for use in scoring. The item maps contained information about each test form, including item identification information, correct key (MC items), and statistics associated with each item. As a last step in the verification process, item maps were verified against the print-ready copy of the Test and Answer Books to ensure that any item positional shift that might have occurred before the book was finalized was correctly accounted for.

After the keys were programmed into the MC scoring system, another quality control step took place to ensure what was entered matched the original test maps. As a final check, the entire scoring system was verified using a test deck that contained a variety of response vectors, including sample answer documents that had all responses marked correctly.

After the above checks were complete, data analysts then scored a large sample of student test records that came in for scoring early in the administration using point-biserials, p -values, and response frequencies. The analysts then compared these results to those produced by the scoring system. Additionally, all low point-biserials were further verified by reviewing the tests.

7.2.2 Multiple-Choice Scores. To score the operational MC items, the student responses in the data file were compared with the answer keys. The answer keys for each domain are specific to grade span and form. An item received a score of 1 if a response was correct; a score of 0 was assigned if the response was incorrect, blank, or if multiple marks were present.

7.3 Constructed-Response Scoring

CR scoring includes activities associated with the writing and speaking domains. The writing domain consists of CR items that are graded by human readers rather than machines. Local examiners may score the CR writing items, but the contractor assigns the official writing scores. Local examiners provide the scores for the speaking items. This section describes procedures that are in place to ensure that both processes are carefully executed and that test results are reliable, valid, and fair.

7.3.1 2012–13 Writing Anchor Paper Selection. The purpose of anchor paper selection is the identification of student work samples used both to train and to evaluate scorers, thereby maintaining quality control throughout the scoring process. This process is referred to as range finding, and the samples of student work selected are called anchor papers. Each year, anchor papers must be selected for new items that have been field tested, and these papers remain associated with that item throughout its use on the test, potentially over multiple years. If, for example, an operational item is furloughed for a year or more and then reappears on a test, the original anchor papers chosen the first time the item was field tested are used to train the scorers. This helps ensure that scores do not drift over time as the pool of scorers and/or trainers shifts.

A meeting with California educators was convened in Sacramento, California, on January 22–24, 2013, to review and select the anchor papers for the field test items from the 2012–13 Edition. Contractor staff who have extensive experience in CR scoring and/or who had been heavily involved in the STOT workshops led the California educators through the anchor pull activities.

(Refer to appendix B, table B-2, for demographic characteristics of the educators who participated in the 2012–13 writing anchor pull meeting.)

Prior to the meeting, contractor master scorers selected a large pool of papers for each writing field test item to be scored. These papers reflected a wide range of student responses so that the meeting participants could select papers that represent scores at all score points.

In preparation for the meeting, two experienced contractor scorers pre-scored all of the papers selected to be scored by the meeting participants to ensure all score points were represented.

The meeting began with a general overview of the anchor-pulling task. Then, participants were separated into groups to read and independently score the papers. Participants met in five groups, one for each grade span (K–1, 2, 3–5, 6–8, and 9–12). The pre-session scores were not revealed at that time. The groups discussed their scores, compared their scores with the pre-scores, and came to consensus as a group to establish the final scores for all of the papers.

The groups were also responsible for making suggested annotations for each paper that explained the reasoning used in assigning the final score. The final annotations are also stored as official records maintained with the items over time and provide guidance during scorer training and for the development of STOT and Examiner Manual materials when the field test items are used operationally later.

7.3.2 Writing Scorer Selection. CELDT scorers were selected from a pool of 1,154 applicants. The application process included a battery of pre-employment tests, which have been found to predict scorer performance and measure three characteristics:

- The ability to think logically and deduce solutions to abstract problems
- The ability to locate details and rapidly recognize differences
- The ability to adjust to a new situation quickly and gain consistency and confidence

Beyond the pre-employment screening, applicants were required to meet a rigorous set of hand-scoring qualifications. Specific hand-scoring qualifications included:

- Written proof of completion of a minimum four-year (bachelor's) degree
- Commitment to the program's time requirements
- Completion of all required paid training
- Receipt of a passing score on post-training validation

Ultimately, 341 applicants (30 percent) scored the CELDT. Of this number, 43 percent had prior teaching experience or were currently teaching, 31 percent had advanced degrees, 58 percent were returning employees, and 44 percent had previously scored the CELDT.

In addition to meeting these requirements, the 34 members of the lead scoring staff (master scorers, trainers, and table leaders) had extensive scoring experience. Master scorers, for example, generally had about 10 years' experience and had worked with scoring protocols for multiple programs and states. They also interacted closely with the test development staff to ensure that lessons learned from scoring were incorporated into future test development. Table leaders, whose role is to respond to questions and issues of scorers as they arise during scoring, usually had at least two years' experience. All 34 members had previously scored the CELDT.

7.3.3 Writing Scorer Training. Each successful applicant completed an extensive training program and demonstrated mastery of the rubric prior to operational scoring. The training addressed the rubric and used a set of anchor papers to guide the scorers. Anchor papers had been selected through a group process (see section 7.3.1) and concretely illustrated each rubric score point. Multiple anchor papers were used throughout the training process.

Writing scorer training was delivered via an integrated set of fully interactive computer-based training modules. Each scorer was required to complete the modules and demonstrate satisfactory scoring ability based upon results from pretest and posttest scoring activities before being allowed to score actual student responses.

The training began by orienting the scorer to the scoring process and the use of the computer. The scorers then encountered modules that addressed each CELDT writing rubric. The training covered both general aspects of the rubric as well as aspects of the specific item(s) they would encounter. Each score point on each rubric was defined, and at least six approved examples of student work that met the criteria for each score point (i.e., anchor papers) were presented and discussed. A quiz followed each learning activity, and quiz results controlled the pace of instruction. Trainees whose quiz results indicated mastery of the topic moved on, while an indication of inadequate mastery caused the training program to branch back to additional instructional material on the topic.

When scorers successfully completed all training modules, they were given a posttest containing at least 10 sample student responses. Scorers must be certified to exit training and be approved to score. The certification requirement is 80 percent exact agreement and 100 percent adjacent agreement with the anchor papers' scores.

7.3.4 Writing Ongoing Scorer Evaluation. Scorer evaluation continued after training and certification. As a scorer began a session, and periodically thereafter, sets of five "check papers" from the anchor paper pool were presented as part of the normal workflow. Readers whose scores differed from the check-set papers were removed from scoring and given additional training followed by another qualifying set of papers. Readers unable to qualify were dismissed from scoring. Exact agreement between reader scores and check-set scores was obtained on approximately 80 to 100 percent of the check-set papers across all grade levels and items. Additionally, scorers randomly scored a sample of papers throughout the scoring process that had been scored by someone else. This 10 percent random check is called a "double-blind" read process, because neither of the scorers is aware of the other's scores. Any time a

scorer failed to meet certification requirements, the workstation locked, and a master scorer addressed the issue with the scorer individually. See appendix O for additional information about scorer agreement rates.

7.3.5 Writing Electronic Image-based Constructed-Response Scoring. Scanners were programmed to identify the CR areas of each page of the scannable answer documents and “clip” an image of the items to be scored. The scanner program created an index file that stayed with the clipped image and uniquely identified it as belonging to a particular student.

The CR scoring was completed at centralized scoring centers located in Champaign and Bloomington, Illinois, under supervised conditions. Strict security measures were implemented to protect the privacy of student data and responses as well as the secure test items. These security measures included the following:

- Student identifying data such as name, ID number, gender, etc., were stripped from the image record and not shown on the scorer’s screen.
- Browser restrictions prevented scorers from printing any image or portion of an image. An exception existed for scoring supervisors, who may have needed to print a student response in cases of the discovery of sensitive writing.
- Images were available only through the scoring application and were not distributed to any other network or data server.
- Access to the system was only permitted using SSL browser encryption, ensuring that communication between the scorer and the server was protected from outside hacking.

The image-based scoring system presents scanned images of student responses to the scorers on the computer screen. The scorers then evaluate the student responses and record the appropriate score for that response. The system only allows input of an appropriate score for that item (e.g., 3-point items only accepted a score of 0, 1, 2, or 3) or a defined non-scoring code (e.g., blank, illegible, off-topic). Data regarding all the scorers and the scores they assign is recorded in a database dynamically at the time of scoring.

The image-based system is programmed to provide many on-demand reports of scorer performance. Reports of scorer performance are computed throughout the scoring day, and reports are generated that show the total number of items processed by each scorer daily and cumulatively for the project. By using the unique ID number assigned to each scorer and data pertaining to exact, adjacent, and non-adjacent agreement, these reports also provide total production and scoring rates. Table leaders and master scoring staff review these reports to determine the necessity of retraining scoring staff or assigning staff to score different items based on the numbers of items in the queue to be scored. This helps assure scoring is completed within deadlines for different batches of tests and that reporting deadlines can be met.

7.3.6 Speaking Anchor Sample Development. EL students were videotaped in October 2011 in Tracy Unified School District at Kimball High School and Kelly Elementary School to capture student anchor sample responses for operational and field test speaking items on Form 1 and Form 3 of the 2012–13 Edition. Field-test-ready items and examples of newly developed item types were also included in the anchor videotaping in order to confirm that their wording elicited the intended range of responses from students. (See section 3.1.5 for a summary of new item type development.)

The sample included 68 students at the K–8 elementary school, and 21 students at the high school. Students’ parents received an explanation of the purpose and nature of the activity along with a permission form to sign. These materials were provided to the schools in English and five other languages as requested, including Farsi, Punjabi, Spanish, Urdu, and Vietnamese.

Students in grades K–12 were administered the items individually during the regular school day. Tracy Unified School District provided trained CELDT examiners who, along with trained SCOE staff, administered the items. The videotaping process resulted in a recorded audio clip of each student’s response to all items. The video clips were subsequently transcribed, coded with the student’s grade, CELDT overall proficiency level, speaking proficiency level, and primary language, and stored in a database.

Following the videotaping sessions, student responses were reviewed. Staff from Santa Barbara County Office of Education, San Juan Unified School District, Santa Clara Unified School District, Lake Tahoe Unified School District, Washington Unified School District, and San Joaquin County Office of Education were involved in evaluating and scoring each response. Anchor, training, and calibration responses were then identified, and anchor samples with transcriptions were added to the 2012–13 Examiner’s Manuals. Additional anchor, training, and calibration samples were identified for use in the STOT binder. A written annotation was added to each selected sample indicating why the response was assigned the score it was given.

7.4 Types of Scores

In order to compute domain raw scores, the score files were merged into a single file with one record per student. After the merge, the raw scores were computed for each domain. Scale scores and performance levels were assigned based on the conversion tables. (See chapter 6, section 6.1 for development of the common scale.) Measures to ensure accuracy were taken at each step in the scoring and reporting process.

7.4.1 Merging Score Files. The MC and CR scoring processes resulted in two data files that were merged for final scoring and reporting. One file contained the MC and DCR scores (recorded by the examiner), and another contained the CR scores. The first part of the merge process checked that all operational CR items had scores. Special codes were assigned in cases where a numeric score was not given. The two data files were then merged using the unique scannable answer document lithocode as the merge key. The merge process was checked using two independently developed

programs. Any discrepancies were resolved before continuing with scoring and reporting.

7.4.2 Raw Scores. Raw scores for each domain were obtained by summing the number of MC and DCR items answered correctly and adding the total number of points obtained on the CR items within the speaking and writing domains and the K–1 reading domain. (See table 2.1.) Raw scores are used to compute scale scores, but are not included in any of the paper reports.

7.4.3 Scale Scores. Raw scores are not directly comparable from edition to edition because each raw score is based on a set of items that may differ in difficulty. The CELDT reports student performance in terms of scale scores that express student proficiency in terms of a constant metric. That is, a scale score of 350 in one domain on one edition represents the same level of proficiency as a 350 on the same domain on another edition, even though each scale score may represent a different raw score.

CELDT scale scores are expressed as three-digit numbers that range from 140 to 810 across grades and domains. Lower scores indicate lesser proficiency, and higher scores indicate greater proficiency. Student-level scale scores are shown on the SPLR, Student Record Labels, and Roster Report. The PLSR provides the mean scale score and the standard deviation of scale scores for an aggregated group. The types of reports and different aggregations are described in the next section.

In addition to providing scale scores for the four domains of listening, speaking, reading, and writing, scale scores are also provided for overall proficiency, which is a composite of all four domains, and for comprehension, which is an average of the scale scores of reading and listening.

7.4.4 Performance Levels. Each scale score is classified into one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. These performance levels and how they are defined are described in detail in chapter 6.

7.5 *Types of Reports*

CELDT reports communicate results to teachers, parents, and administrators, thereby providing information needed to guide student learning and evaluate instructional programs. Results are also used for meeting state and federal accountability requirements for schools and districts.

7.5.1 Student Performance Level Report. This one-page report presents results for an individual student. Scale scores are presented numerically and graphically for each domain and for the overall performance levels. The Comprehension Score is also provided. The Test Performance Descriptors specific to the grade span of the student are printed on the back of the report.

7.5.2 Student Record Label. This report is designed to provide individual student performance scores on a label that can be attached to the student's file for easy

reference. It contains the majority of the statistical and demographic information provided in the SPLR in a compact (4-inch x 1.5-inch) format.

7.5.3 Roster Report. The Roster Report displays by school and grade how each student performed on the CELDT. This report is produced after the student demographic data are corrected using the DRM. Rosters include data for only AA students tested within the AA window. The roster provides the scale score and the performance level for each domain and overall scores in addition to some demographic data. Students are listed alphabetically by last name.

7.5.4 Performance Level Summary Report. This one-page report summarizes how students at a grade scored. It provides the number and percent of students at each performance level for each domain and overall. The total number of students, the mean scale score, and the standard deviation⁸ of scale scores are also provided for each domain and overall. Three separate reports are provided at school and district levels: (1) aggregated results of students with a test purpose of AA tested within the AA window, (2) results of students with a test purpose of IA tested throughout the administration year, and (3) results of students with a test purpose of AA or IA combined for all students tested throughout the year.

Samples of each report are shown in appendix Q.

7.6 Score Aggregation

Individual scores are aggregated and reported to provide evidence on the performance of groups of students (PLSR and summary electronic files). These reports are run by test purpose (AA, IA, and AA/IA Combined) and no students are excluded. The group files are aggregated at the school, district, or independently testing charter school, and state levels. The number and percent of students at each performance level by domain, mean scale scores, and standard deviations for each subgroup are also calculated.

7.6.1 State-Level Summary Statistics. Appendix E presents scale score summary statistics of student performance on the CELDT. The tables show the number of examinees in each grade taking each test and the scale score means and standard deviations of student scores. Historical results are shown as far back as the 2006–07 administration, the first year in which the common scale was used.

Table 7.1 presents the percentages of AA students tested during the AA window in each performance category by domain. The last column on the table presents the combined percentage of examinees classified at the Early Advanced level or higher.

⁸The standard deviation is provided only for groups of two or more students.

Table 7.1: Percentage of Examinees in Performance Levels

| Domain | Grade | N | Percentage of Examinees | | | | | |
|-----------|--------|---------|-------------------------|--------------------|--------------|----------------|----------|---------------------------|
| | | | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Early Advanced + Advanced |
| Listening | K | 6,662 | 25.8 | 30.6 | 28.7 | 11.6 | 3.4 | 14.9 |
| | 1 | 177,548 | 10.3 | 18.4 | 32.8 | 27.6 | 10.8 | 38.5 |
| | 2 | 172,770 | 4.0 | 11.1 | 25.1 | 29.3 | 30.4 | 59.7 |
| | 3 | 155,038 | 10.4 | 14.0 | 33.1 | 21.3 | 21.2 | 42.5 |
| | 4 | 124,612 | 5.4 | 14.6 | 32.5 | 25.0 | 22.5 | 47.5 |
| | 5 | 107,379 | 5.0 | 12.2 | 31.2 | 28.6 | 23.0 | 51.6 |
| | 6 | 83,807 | 6.6 | 15.5 | 42.4 | 20.9 | 14.7 | 35.5 |
| | 7 | 72,940 | 5.0 | 17.8 | 31.5 | 24.4 | 21.3 | 45.7 |
| | 8 | 62,426 | 6.5 | 12.8 | 40.6 | 24.5 | 15.6 | 40.1 |
| | 9 | 58,667 | 10.4 | 20.9 | 36.4 | 20.5 | 11.8 | 32.3 |
| | 10 | 60,070 | 8.6 | 16.4 | 33.9 | 24.2 | 17.0 | 41.1 |
| | 11 | 54,667 | 7.8 | 13.8 | 30.7 | 25.7 | 22.1 | 47.8 |
| 12 | 50,369 | 9.8 | 13.1 | 28.8 | 25.1 | 23.2 | 48.3 | |
| Speaking | K | 6,662 | 23.3 | 27.8 | 35.5 | 11.1 | 2.2 | 13.4 |
| | 1 | 177,548 | 8.4 | 15.6 | 41.1 | 26.9 | 7.9 | 34.9 |
| | 2 | 172,770 | 3.3 | 7.5 | 27.0 | 34.7 | 27.5 | 62.2 |
| | 3 | 155,038 | 3.0 | 8.0 | 31.7 | 41.8 | 15.5 | 57.3 |
| | 4 | 124,612 | 2.7 | 7.7 | 28.5 | 43.3 | 17.9 | 61.2 |
| | 5 | 107,379 | 2.6 | 5.2 | 33.6 | 30.8 | 27.9 | 58.6 |
| | 6 | 83,807 | 3.6 | 5.5 | 24.9 | 33.0 | 33.0 | 66.0 |
| | 7 | 72,940 | 3.7 | 6.3 | 20.8 | 35.4 | 33.7 | 69.1 |
| | 8 | 62,426 | 4.1 | 5.3 | 23.1 | 37.3 | 30.0 | 67.4 |
| | 9 | 58,667 | 4.9 | 4.9 | 27.7 | 44.5 | 18.0 | 62.5 |
| | 10 | 60,070 | 4.9 | 5.7 | 27.4 | 38.9 | 23.1 | 62.0 |
| | 11 | 54,667 | 4.6 | 5.5 | 24.0 | 38.2 | 27.8 | 66.0 |
| 12 | 50,369 | 6.9 | 5.5 | 22.5 | 36.2 | 28.8 | 65.0 | |
| Reading | K | 6,662 | 11.8 | 37.0 | 42.6 | 7.5 | 1.1 | 8.6 |
| | 1 | 177,548 | 32.3 | 22.1 | 29.0 | 9.5 | 7.1 | 16.7 |
| | 2 | 172,770 | 29.4 | 31.9 | 29.0 | 7.3 | 2.4 | 9.7 |
| | 3 | 155,038 | 22.6 | 21.5 | 40.2 | 11.4 | 4.3 | 15.7 |
| | 4 | 124,612 | 23.8 | 7.9 | 48.7 | 15.9 | 3.7 | 19.6 |
| | 5 | 107,379 | 14.8 | 11.3 | 44.7 | 20.9 | 8.3 | 29.2 |
| | 6 | 83,807 | 19.9 | 16.6 | 33.0 | 22.5 | 8.1 | 30.6 |

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| Domain | Grade | N | Percentage of Examinees | | | | | | |
|---------|---------|---------|-------------------------|--------------------|--------------|----------------|----------|---------------------------|------|
| | | | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced | Early Advanced + Advanced | |
| | 7 | 72,940 | 15.5 | 17.7 | 30.8 | 22.5 | 13.5 | 36.0 | |
| | 8 | 62,426 | 15.8 | 19.6 | 29.3 | 23.6 | 11.7 | 35.2 | |
| | 9 | 58,667 | 16.7 | 26.2 | 35.2 | 16.6 | 5.3 | 21.9 | |
| | 10 | 60,070 | 16.5 | 22.2 | 39.5 | 15.3 | 6.5 | 21.8 | |
| | 11 | 54,667 | 13.3 | 17.5 | 38.5 | 20.1 | 10.6 | 30.7 | |
| | 12 | 50,369 | 15.0 | 16.0 | 36.0 | 21.0 | 12.0 | 33.0 | |
| | Writing | K | 6,662 | 7.5 | 37.8 | 42.0 | 11.2 | 1.5 | 12.7 |
| | | 1 | 177,548 | 32.1 | 28.8 | 23.8 | 12.4 | 2.9 | 15.3 |
| | | 2 | 172,770 | 12.0 | 35.8 | 35.2 | 12.3 | 4.7 | 17.0 |
| | | 3 | 155,038 | 7.4 | 21.5 | 49.6 | 13.6 | 7.9 | 21.5 |
| | | 4 | 124,612 | 7.3 | 18.1 | 46.8 | 18.9 | 8.9 | 27.8 |
| | | 5 | 107,379 | 4.7 | 14.3 | 37.2 | 26.3 | 17.5 | 43.8 |
| 6 | | 83,807 | 4.8 | 18.3 | 42.1 | 22.7 | 12.0 | 34.7 | |
| 7 | | 72,940 | 5.0 | 13.2 | 35.4 | 34.4 | 12.0 | 46.4 | |
| 8 | | 62,426 | 4.4 | 13.6 | 27.9 | 37.4 | 16.7 | 54.1 | |
| 9 | | 58,667 | 6.5 | 9.9 | 25.8 | 35.3 | 22.5 | 57.8 | |
| 10 | | 60,070 | 6.1 | 11.4 | 26.2 | 27.8 | 28.4 | 56.3 | |
| 11 | | 54,667 | 5.5 | 10.0 | 24.1 | 27.5 | 32.8 | 60.4 | |
| 12 | 50,369 | 7.9 | 10.4 | 23.2 | 26.0 | 32.5 | 58.5 | | |
| Overall | K | 6,662 | 25.6 | 30.8 | 31.2 | 10.3 | 2.1 | 12.4 | |
| | 1 | 177,548 | 10.0 | 18.0 | 37.1 | 27.7 | 7.2 | 34.9 | |
| | 2 | 172,770 | 7.3 | 20.9 | 38.7 | 25.0 | 8.2 | 33.2 | |
| | 3 | 155,038 | 6.7 | 17.7 | 44.2 | 23.5 | 7.9 | 31.5 | |
| | 4 | 124,612 | 5.9 | 11.7 | 45.3 | 29.3 | 7.8 | 37.1 | |
| | 5 | 107,379 | 4.2 | 8.6 | 36.5 | 40.0 | 10.8 | 50.7 | |
| | 6 | 83,807 | 6.2 | 12.3 | 39.6 | 32.5 | 9.4 | 41.9 | |
| | 7 | 72,940 | 5.5 | 11.0 | 30.9 | 39.4 | 13.2 | 52.6 | |
| | 8 | 62,426 | 5.6 | 10.4 | 32.1 | 39.1 | 12.9 | 51.9 | |
| | 9 | 58,667 | 7.2 | 13.2 | 36.2 | 34.8 | 8.6 | 43.4 | |
| | 10 | 60,070 | 7.2 | 12.6 | 34.1 | 37.5 | 8.6 | 46.1 | |
| | 11 | 54,667 | 6.4 | 10.5 | 28.9 | 40.8 | 13.3 | 54.1 | |
| 12 | 50,369 | 8.6 | 10.4 | 26.6 | 39.9 | 14.5 | 54.4 | | |

7.7 *Criteria for Interpreting Test Scores*

A school district may use CELDT results to help make decisions about student placement in EL programs, student exit from EL programs, and student growth in proficiency while in EL programs. The CELDT, 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. The test scores must be interpreted cautiously when making decisions about student or program performance. The CELDT performance levels represent broad ranges of proficiency with wide gradations between the lowest and highest possible scores in each range that will be reflected in student performance.

While statistical procedures were carefully applied to ensure a continuous scale throughout the full range of the common scale, caution should be used in comparing individual student performance across non-adjacent grade spans. And even though the common scales have the same general properties across domains, numeric comparisons across domains cannot be made. That is, a student scoring 400 in reading and 420 in speaking is not necessarily doing better in terms of oral skills.

Chapter 8: Test Analyses and Results

Results of the CELDT were analyzed using various widely accepted theoretical bases and statistical approaches for evaluating validity and reliability and for scaling and equating. Classical test statistics were used to evaluate item difficulty, item discrimination, and participation. Differential item functioning (DIF) analyses were performed to flag items that might be biased against certain student groups. Item response theory (IRT) was also used to calibrate results, to evaluate goodness of fit, and to place field test items onto the CELDT scale.

Table 8.1 shows the number of students tested by grade and test purpose. This table includes the counts for all students tested from July 1, 2012 through June 30, 2013. The N-counts here may not match those in other reports, nor will they always match those shown in other tables and appendixes of this report, due to different reporting specifications requiring demographic information that may be missing from some records and the addition of student records to the final data file after the analyses for this report were completed. Table 8.1 also shows the number of AA students tested outside the AA window, and the number of students with an unknown test purpose (i.e., the test purpose was not marked, or both test purposes were marked, on the student’s answer document).

Table 8.1: Number of Students by Test Purpose

| Grade | Initial Assessment | Annual Assessment | AA Outside the Window | Purpose Unknown | Total |
|--------------|---------------------------|--------------------------|------------------------------|------------------------|--------------|
| K | 201,375 | 6,662 | 190 | 63 | 208,290 |
| 1 | 16,231 | 177,548 | 1,534 | 121 | 195,434 |
| 2 | 10,133 | 172,770 | 1,709 | 115 | 184,727 |
| 3 | 8,479 | 155,038 | 1,460 | 78 | 165,055 |
| 4 | 7,589 | 124,612 | 1,324 | 60 | 133,585 |
| 5 | 7,005 | 107,379 | 1,182 | 32 | 115,598 |
| 6 | 6,779 | 83,807 | 1,173 | 44 | 91,803 |
| 7 | 6,703 | 72,940 | 1,092 | 65 | 80,800 |
| 8 | 5,437 | 62,426 | 943 | 49 | 68,855 |
| 9 | 12,045 | 58,667 | 1,470 | 69 | 72,251 |
| 10 | 6,747 | 60,070 | 1,307 | 48 | 68,172 |
| 11 | 5,640 | 54,667 | 1,117 | 56 | 61,480 |
| 12 | 4,043 | 50,369 | 1,048 | 52 | 55,512 |
| Total | 298,206 | 1,186,955 | 15,549 | 852 | 1,501,562 |

Demographic characteristics of the tested student population are reported in appendix J.

8.1 *Definition of Reporting Populations and Samples*

Students tested during the AA window (July 1, 2012 through October 31, 2012) who were classified as ELs and had previously taken the CELDT are identified in this report as “AA.” Students whose primary language was a language other than English who took the CELDT for the first time during the administration year (July 1, 2012 through June 30, 2013) are identified in this report as “IA.” Results reported in most of the appendixes and tables of this report are based on the AA and IA populations.

The equating analyses are based on subsets of these two test populations. The subsets consisted of random samples of approximately 75,000 students for each grade span drawn from the AA population (grades 1–12) and the IA population (kindergarten) tested during the AA window. Without including IA students in these samples, kindergarten representation would be very small. Students taking the Braille Version or answering fewer than 5 questions were also excluded. Results based on the equating samples are reported in appendix M, appendix P, table 8.7, and table 8.8. All other appendixes and tables provide population values.

8.2 *Classical Test Theory Item Analysis*

Many of the statistics that are in common use for evaluating tests, such as p -values, point-biserial correlations, and reliability coefficients, arise from classical test theory. Item analyses were conducted for each of the listening, speaking, reading, and writing items, both operational and field test. To maintain consistency and comparability across years, these analyses were conducted using the AA sample of students. Detailed results of these item analyses are presented in appendix K, summaries of which appear in the sections that follow.

8.2.1 *Item Difficulty Statistics.* For MC items, the p -value is the proportion of students answering the item correctly. For CR items, the p -value is the mean item score expressed as a proportion of the total score points possible on that item (i.e., each raw item score is divided by the maximum possible score on the item). This “adjusted item mean,” while not technically a p -value (i.e., the proportion of test takers responding correctly), has a range of 0 to 1, like MC item means.

The p -values based on the AA sample were generally within the expected range of above 0.20 and below 0.95; most were also in the desired difficulty range of 0.30 to 0.90. These ranges were defined to produce items that discriminate most effectively throughout the range of student proficiency. Field test items that fail to fall within these parameters generally do not go forward to operational use. Mean item p -values computed using students in the AA population are presented in table 8.2.

Table 8.2: Mean p -Values, Annual Assessment

| Grade Span | Mean p -Values | | | |
|------------|------------------|----------|---------|---------|
| | Listening | Speaking | Reading | Writing |
| K–1 | .50 | .57 | .70 | .66 |
| 2 | .69 | .75 | .48 | .60 |
| 3–5 | .69 | .70 | .53 | .65 |
| 6–8 | .68 | .72 | .50 | .68 |
| 9–12 | .67 | .64 | .55 | .71 |

8.2.2 Item-Total Correlations. An important indicator of item discrimination is the correlation of scores on that item with scores on the total test. Item-total correlations, as computed by the point-biserial correlation coefficient, are included in the Item Analysis tables in appendix K.

To compute these correlations, the “total” score was defined as the score on the specific content domain. To avoid artificially inflating the correlation coefficients, the contribution of the item in question was removed from the total 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 in question, performance on each speaking item was correlated with the total speaking score minus the score on the item in question, and so on for the reading and writing scores. Table 8.3 reports the mean point-biserial correlations by grade span and domain.

Table 8.3: Mean Point-Biserial Correlations, Annual Assessment

| Grade Span | Mean Point-Biserial Correlations | | | |
|------------|----------------------------------|----------|---------|---------|
| | Listening | Speaking | Reading | Writing |
| K–1 | .35 | .52 | .44 | .34 |
| 2 | .38 | .50 | .38 | .46 |
| 3–5 | .29 | .46 | .37 | .41 |
| 6–8 | .28 | .48 | .33 | .38 |
| 9–12 | .33 | .51 | .35 | .43 |

8.2.3 Item Omit Rates. Omit rates are often useful in determining whether testing times are sufficient, particularly if there is a high rate of items omitted at the end of a test section. In the case of the CELDT, where speed is not an issue since the CELDT is an untimed test, high item omit rates may indicate extreme item difficulty instead.

Omit rates tended to be low with the lowest values for students in grades 3–5. Omit rates were highest for speaking overall. Table 8.4 reports the mean omit rates by grade span and domain for annual assessment students.

Table 8.4: Mean Omit Rates, Annual Assessment

| Grade Span | Mean Percent Items Omitted | | | |
|------------|----------------------------|----------|---------|----------------------|
| | Listening | Speaking | Reading | Writing ^a |
| K–1 | 2.06 | 4.60 | 1.31 | 1.72 |
| 2 | 1.28 | 2.25 | 1.80 | 1.93 |
| 3–5 | 0.94 | 1.61 | 1.17 | 1.23 |
| 6–8 | 1.14 | 1.44 | 1.32 | 1.34 |
| 9–12 | 2.20 | 2.81 | 2.28 | 2.39 |

^a Omit rates for 2–12 writing are based on multiple-choice items only. Omit rates for K–1 writing are based on multiple-choice and dichotomous-constructed-response items only.

In addition to the standard item analyses, operational test item *p*-values and correlations between MC and CR items were also studied. A comparison of item difficulty (*p*-value) was made between annual assessment and initial assessment data and is reported in appendix L. The former are, on average, uniformly higher than the latter, which is only reasonable considering that students tested for annual assessment have most probably already received language instruction, whereas students tested for initial identification are more likely not to have received instruction.

Correlations between MC, CR, and DCR items are available in appendix N. The purpose of examining the internal structure of the test is to demonstrate the internal construct validity of the test and ensure all the items work coherently. As the results there show, the correlations are all positive and generally high.

8.3 Reliability Analyses

The reliability for a particular group of students’ test scores estimates the extent to which the scores would remain consistent if those same students were retested with another parallel version of the same test. If the test includes CR 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.

8.3.1 Internal Consistency Reliability Coefficients. 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, it 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 CELDT reliabilities were evaluated by grade span and domain by coefficient α index of internal consistency (Cronbach, 1951), which is calculated as

$$\hat{\alpha} = \frac{k}{k-1} \left(1 - \frac{\sum_{i=1}^k \hat{\sigma}_i^2}{\hat{\sigma}_X^2} \right),$$

where k is the number of items on the test form, $\hat{\sigma}_i^2$ is the variance of item i , and $\hat{\sigma}_X^2$ is the total test variance.

The reliability coefficients for the CELDT fell between 0.65 and 0.90 across all grades and domains, and these are typical coefficients for assessments of these lengths. Table 8.5 presents reliability coefficients for each domain of the test by grade.

Table 8.5: Test Reliability Coefficients

| Grade | Reliability-Coefficient Alpha | | | |
|-----------|-------------------------------|----------|---------|---------|
| | Listening | Speaking | Reading | Writing |
| K | .76 | .90 | .77 | .74 |
| 1 | .78 | .89 | .84 | .76 |
| 2 | .80 | .87 | .87 | .88 |
| 3 | .67 | .85 | .84 | .83 |
| 4 | .67 | .84 | .85 | .83 |
| 5 | .69 | .84 | .86 | .84 |
| 6 | .65 | .85 | .81 | .81 |
| 7 | .67 | .86 | .83 | .82 |
| 8 | .69 | .87 | .85 | .83 |
| 9 | .67 | .87 | .81 | .82 |
| 10 | .69 | .88 | .83 | .83 |
| 11 | .71 | .88 | .84 | .83 |
| 12 | .74 | .89 | .86 | .85 |

Note: The listening and speaking domains have 20 items each at all grades. The K–1 reading domain has 20 items, and all other grades have 35 items. The K–1 writing domain has 20 items, and all other grades have 24 items.

8.3.2 Standard Errors of Measurement (Classical Test Theory). 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. The standard deviation of the errors of measurement would be an indication of how much the errors of

measurement are affecting the students' scores. This statistic is the standard error of measurement.

The SEM is expressed in the same units as the test score, whether they are in raw score or scale score points. It is important to note that the SEM tends to be much more consistent than the reliability coefficient across different groups of students. In a large group of students, about two-thirds of the students will earn scores within one SEM of the scores they would earn on a perfectly reliable test.

The SEM is the margin of error associated with an examinee's score. Classical test theory represents the standard error of measurement as a single value calculated according to the formula

$$SEM = SD\sqrt{1-\alpha},$$

where SD represents the standard deviation and α represents the reliability of the score a SEM is being calculated for.

The SEM for the overall score is calculated according to the formula

$$SEM_{Overall} = \sqrt{.25^2 SEM_{LS}^2 + .25^2 SEM_{SP}^2 + .25^2 SEM_{RD}^2 + .25^2 SEM_{WR}^2}$$

for grades 2 through 12 and

$$SEM_{Overall} = \sqrt{.45^2 SEM_{LS}^2 + .45^2 SEM_{SP}^2 + .05^2 SEM_{RD}^2 + .05^2 SEM_{WR}^2}$$

for grades K and 1.

These SEM values are shown in table 8.6. The range of raw score standard errors for the CELDT 2012–13 Edition is between 1.70 and 2.71 points across all grades and domains. In general, this translates 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 to 27 about two-thirds of the time. It is important to remember that assessments are not perfectly reliable and only offer an estimate of what the student is capable of in a specified domain. As the table shows, the SEM scale score values average about 31 scale score points.

Table 8.6: Standard Errors of Measurement (SEM) Based on Classical Test Theory

| Grade | SEM (Raw Score Units) | | | | |
|-------|-----------------------|----------|---------|---------|---------|
| | Listening | Speaking | Reading | Writing | Overall |
| K | 1.90 | 2.24 | 2.36 | 2.19 | 1.33 |
| 1 | 1.96 | 2.41 | 1.87 | 2.09 | 1.40 |
| 2 | 1.80 | 2.25 | 2.61 | 2.38 | 1.14 |
| 3 | 1.90 | 2.34 | 2.68 | 2.41 | 1.17 |
| 4 | 1.81 | 2.19 | 2.65 | 2.31 | 1.13 |
| 5 | 1.70 | 2.05 | 2.56 | 2.21 | 1.08 |
| 6 | 1.98 | 2.14 | 2.71 | 2.35 | 1.16 |
| 7 | 1.91 | 2.04 | 2.69 | 2.28 | 1.12 |
| 8 | 1.85 | 1.98 | 2.66 | 2.22 | 1.10 |
| 9 | 1.87 | 2.21 | 2.65 | 2.35 | 1.14 |
| 10 | 1.84 | 2.16 | 2.63 | 2.30 | 1.13 |
| 11 | 1.81 | 2.12 | 2.60 | 2.26 | 1.11 |
| 12 | 1.81 | 2.12 | 2.58 | 2.28 | 1.11 |

| Grade | SEM (Scale Score Units) | | | | |
|-------|-------------------------|----------|---------|---------|---------|
| | Listening | Speaking | Reading | Writing | Overall |
| K | 36.39 | 28.41 | 20.70 | 13.91 | 20.81 |
| 1 | 31.55 | 24.43 | 27.99 | 18.26 | 18.03 |
| 2 | 26.93 | 24.48 | 24.32 | 20.46 | 12.08 |
| 3 | 44.38 | 21.62 | 26.64 | 21.71 | 15.04 |
| 4 | 42.26 | 23.32 | 24.16 | 21.33 | 14.51 |
| 5 | 40.01 | 25.04 | 22.58 | 21.54 | 14.15 |
| 6 | 54.21 | 25.43 | 31.28 | 22.66 | 17.81 |
| 7 | 52.76 | 25.95 | 29.28 | 22.76 | 17.38 |
| 8 | 51.55 | 26.35 | 27.89 | 22.92 | 17.06 |
| 9 | 60.31 | 28.06 | 32.18 | 27.92 | 19.75 |
| 10 | 59.04 | 28.06 | 30.47 | 27.92 | 19.33 |
| 11 | 57.34 | 27.94 | 29.26 | 28.08 | 18.90 |
| 12 | 56.49 | 28.57 | 29.42 | 28.88 | 18.89 |

8.3.3 Conditional Standard Errors 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 mid-score ranges, it is less so at the extremes

of the score distribution. Item response theory expands the concept by providing estimates of the standard error at each score point on the distribution.

The item response theory, or conditional SEM, is defined as

$$SEM(\theta) = \frac{1}{\sqrt{I(\theta)}},$$

where $I(\theta)$ is the test information function. The item response theory's SEM has an inverse normal distribution in which SEM values decrease as scores move toward the center of the range. Conditional standard errors of measurement are reported as part of the raw score to scale score conversion tables presented in appendix H.

8.3.4 Writing Score Reliability. As noted earlier for the writing domain, reliability must estimate the consistency in test scores when both items and scorers change. Internal consistency coefficients reflect only changes in the former.

Appendix O provides inter-rater agreement statistics for all CR items. Exact agreement ranges from 72 percent to 98 percent across items and averages 87 percent. Considering only those items that used rubrics with more than three score points, discrepant scores (i.e., cases in which two readers assigned scores that were more than one point apart) occurred, on average, less than 1 percent of the time.

Appendix O contains information about official item-level writing scores, which are determined in a centralized scoring of writing responses for all students. Writing scores are initially determined at the local level, to support immediate decision making. Training is provided to support the consistency and accuracy of local scoring. Appendix S provides differences in the percentage of students earning each score point, where both local and centralized scores are available. Positive values mean that a larger percentage of students earn the score indicated based on local scores than centralized scores. Negative values mean that a larger percentage of students earn the score indicated based on centralized scores.

8.4 Decision Classification Analyses

The reliabilities of performance level classifications, which are criterion referenced, are related to the reliabilities of the tests on which they are based, but they are not identical. Glaser (1963) was among the first to draw attention to this distinction, and Feldt and Brennan (1989) extensively reviewed the topic. 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 their classification of students (Livingston & Lewis, 1995). It is estimated 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 compared. Decision consistency, then, is the extent to which

the test classification of examinees into mastery levels agrees with classifications due to a hypothetical parallel test. The examinees' scores on the second form are modeled.

Note that the values of all indexes depend on several factors, such as the reliability of the actual test form, distribution of scores, number of cut scores, and location of each cut score. The probability of a correct classification is the probability that the classification the examinee received is consistent with the classification that the examinee would have received on a parallel form. This is akin to the exact agreement rate in inter-rater reliability, and the expectation is that this probability would be high.

Decision accuracy is the extent to which the test's classification of examinees into performance 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 in concert. The probability of accuracy represents the agreement between the observed classification based on the actual test form and true classification, given the modeled form.

Commonly used indexes for decision consistency and accuracy include (a) decision consistency and accuracy at each cut score, (b) overall decision consistency and accuracy across all cut scores, and (c) coefficient kappa.

Cohen's kappa (Fleiss & Cohen, 1973) represents the agreement of the classifications between two parallel versions of the same test, taking into account the probability of a correct classification by chance. It measures how the test contributes to the classification of examinees over and above chance classifications. In general, the value of kappa is lower than the value of the probability of correct classification because the probability of a correct classification by chance is larger than zero.

The Livingston-Lewis (1995) methodology was used to calculate classification consistency and accuracy on the CELDT. The Livingston-Lewis procedure uses a beta-binomial model where the proportion-correct true scores are fitted to a 4-parameter beta distribution. Then, the binomial distribution is used to estimate classification accuracy and consistency (Chen & Finkelman, 2004).

First, the procedure estimates the effective test length of the test. This is the number of discrete, locally independent, identical items required to produce a total score of the same reliability as the original test. The effective test length is computed via formulas given in Livingston and Lewis's paper and then rounded to the nearest integer. The result is denoted by n , which is the integer closest to

$$\frac{[(\text{Mean of scores} - \text{Minimum score}) * (\text{Maximum score} - \text{Mean of scores}) - (r * \text{Variance of scores})]}{(\text{Variance of scores}) * (1 - r)}.$$

Next, a 4-parameter beta distribution is fitted to proportion-correct true scores on the counterpart test, fitting the four parameters of the beta distribution, where two are the usual parameters of the 2-parameter beta distribution, and the other two set the lower and upper bounds on the proportion-correct true-score distribution.

Once the proportion-correct true-score distribution is fitted, a counterpart test is used to calculate the accuracy and consistency tables. The cut points are transformed to the proportion-correct metric, and each true score is assigned a “true” category by comparison with the transformed cut points. Then, for each possible true score, the observed score distribution of the counterpart test is taken to be a binomial distribution with n items and probability correct equal to the true score. The cut points are transformed to this binomial distribution, and for each true score, the probability of being classified in category j is computed using binomial probabilities. The proportion of examinees whose true score is in category i and observed classification is in category j is then assessed by integration, yielding the accuracy results. The consistency matrix, which gives the joint distribution of classifications from parallel versions, can be obtained directly from the accuracy matrix.

Results of classification consistency and accuracy are reported in appendix G by grade and domain. The overall decision accuracy and consistency represent classification across all cut scores and are therefore lower than would be expected for individual cut scores. Overall, accuracy ranged from 0.488 to 0.752, consistency measures ranged from 0.394 to 0.665, and kappa ranged from 0.195 to 0.542. These values are consistent with those obtained on past editions of the test. Decision accuracy at the critical cut point ranged from 0.787 in grade 9 listening to 0.956 in grade 2 reading. Decision consistency at the critical cut point between Intermediate and Early Advanced ranged from 0.718 in grade 9 listening to 0.938 in grade 2 reading.

8.5 Validity Analyses

8.5.1 Purpose of the CELDT. The CELDT was designed and developed to provide scores representing English language proficiency levels for required educational decision making as defined by the test purposes in the *California Education Code*. The primary inferences from the test results include (a) the proficiency level of individual students and (b) ELD program effectiveness based on the results of groups of students. Progress can be tracked over years and grades. The results can be used to analyze the strengths and weaknesses of students’ growth in the four domains measured and to report progress to parents. The results can also be used as one body of evidence in making administrative decisions about ELD program effectiveness, class grouping, needs assessment, and placement in EL programs.

The CELDT program was developed in accordance with the criteria for test development, administration, and use described in the *Standards for Educational and Psychological Testing* (1999) adopted by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME).

Test validation is an ongoing process, beginning at initial conceptualization and continuing throughout the lifetime of the assessment. Every aspect of an assessment provides evidence in support of its validity (or evidence to the contrary), including design, content requirements, item development, and psychometric quality. “Validity refers to the degree to which evidence and theory support the interpretations made from test scores. Validity is, therefore, the most fundamental consideration in developing and evaluating tests. The

process of validation involves accumulating evidence to provide a sound, scientific basis for the proposed score interpretations” (AERA, APA, & NCME, 1999, p. 9).

8.5.2 Constructs to Be Measured. Construct validity—what test scores mean and what kinds of inferences they support—is the central concept underlying the validation process. Evidence for the CELDT’s construct validity is cumulative and integrates evidence from both content-related and criterion-related validity studies. (See chapter 7 for a discussion of the scoring and reporting of the CELDT, including the scores generated, the interpretation of their use, and the intended test population.)

The CELDT is a standardized test that assesses the construct of English language proficiency of ELs in grades K–12 in California public schools, per the California *Education Code*. It was designed in alignment with the ELD Standards for the domains of listening, speaking, reading, and writing. The CELDT is also designed to help the State of California meet the primary purpose of Title III regulations: to “assist all limited English proficient children . . . to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet” (Title III, Part A, Section 3102).

In response to this and in accordance with advice from the CELDT Technical Advisory Group, a study was conducted in 2006 to assess the degree to which the CELDT items were aligned with the ELD Standards and linked to the academic content standards for English-language arts, mathematics, and science. (See <http://www.cde.ca.gov/ta/tg/el/documents/linkagealignstudy.pdf>.) A recommendation from the study was the inclusion of items with greater linguistic complexity than in the ELD Standards or on the test itself, and that has been the goal of test development activities since.

8.5.3 Validity Evidence. Content-related validity for language proficiency tests is evidenced by a correspondence between test content and instructional content. To ensure such correspondence, developers conducted a comprehensive curriculum review and met with educational experts to determine common educational goals and the knowledge and skills emphasized in curricula across the country. This information guided all phases of the design and development of the CELDT. For more information about the technical history of the CELDT, see appendix A.

Minimization of construct-irrelevant variance and construct underrepresentation is addressed in all the steps of the test development process through item specification, item writing, item review, field testing, test form construction, and standardized test administration. Construct-irrelevant variance means that the test measures variables that are not part of the construct being measured. Use of inappropriate language in the item stem or answer choices, for example, can make the item a guessing task rather than a measure of language acquisition. Construct underrepresentation occurs when tasks that are essential to the skill being measured are omitted. This is one of the reasons the CELDT uses CR items in addition to MC items, thereby ensuring that relevant language production skills are adequately assessed.

Convergent and discriminant validity evidence can also be established through a pattern of high correlations among scales that purport to measure domains that are known to be closely related, and lower correlations among scales that purport to measure dissimilar domains. This kind of pattern provides evidence that the scales are actually measuring the constructs they purport to measure. Although we have no external measures available at present to correlate with the CELDT scale scores, the pattern of correlations within the CELDT provides preliminary validity evidence by showing that the correlations among the four language domains are positive and reasonably high. These correlations for each domain and grade span are presented in appendix F.

8.6 *Item Response Theory Analyses*

8.6.1 *IRT Model Fit Analyses*

Because the CELDT makes use of item response theory to equate successive forms of the test, evaluating the extent to which the model is appropriate for the CELDT data is an important part of evaluating the validity of the test. Goodness-of-fit statistics were computed for each item to examine how closely an item's data conform to the item response models. For each item, a comparison of the observed proportions of examinees in each response category with the expected proportion based on the model parameters yields a chi-square-like goodness-of-fit test (with degrees of freedom equal to $m_j - 1$, one less than the number of response categories for an item) for each item, the Q statistic.

This statistic is directly dependent on sample size, and for large samples as used for the CELDT, the Q values need to be modified to take this dependency into account. Consistent with past practice, we calculated a Z statistic as

$$Z_j = \frac{Q_j - df(Q_j)}{\sqrt{2(df)}} ,$$

where $df = m_j - 1$.

This statistic is useful for flagging items that fit relatively poorly. Z_j is sensitive to sample size, and cutoff values for flagging an item based on Z_j have been developed and were used to identify items for the item review. The cutoff value is $(N/1,500 \times 4)$ for a given test, where N is the sample size.

8.6.2 *Model Fit Assessment Results.* The tests of model fit are made at the time the operational and field test items are calibrated. Table 8.7 presents a summary of the fit results by showing the number of items, operational or field test, that are flagged by the significance test. The pattern of item misfit is consistent with previous administrations, with the most items identified in the speaking tests and K–1/K–2 tests. The greatest lack of model fit lies with test forms administered at the early grades, where most misfitting items are found. The K–2 speaking test, in particular, has a number of items that do not fit the IRT models well.

Table 8.7: Summary of Model Fit Statistics

| Domain | Item Type | Number of Items Showing Misfit | | | | |
|-----------|-------------|--------------------------------|----------------|-----|-----|------|
| | | K–1 ^a | 2 ^a | 3–5 | 6–8 | 9–12 |
| Listening | Operational | 7 | | 0 | 0 | 1 |
| | Field Test | 5 | | 0 | 1 | 1 |
| Speaking | Operational | 19 | | 0 | 1 | 9 |
| | Field Test | 12 | | 6 | 5 | 11 |
| Reading | Operational | 2 | 0 | 0 | 0 | 0 |
| | Field Test | 3 | 0 | 0 | 1 | 6 |
| Writing | Operational | 5 | 7 | 0 | 0 | 0 |
| | Field Test | 6 | 3 | 0 | 3 | 3 |

^a Listening and speaking items are the same for K–1 and grade 2.

8.6.3 Operational Test Scaling Constants. The Stocking and Lord scaling method (1983) was used to put the item-parameter estimates obtained during calibration⁹ onto the CELDT common scale. The multiplicative (m_1) and additive (m_2) constants were applied to the item-parameter estimates to obtain the scaled item-parameter estimates, using the following formula:

$$a_{celdt} = A_i / m_1$$

$$b_{celdt} = m_1 * B_i + m_2$$

The Stocking-Lord coefficients applied following the 2012–13 Edition item calibrations are shown in table 8.8.

Table 8.8: Operational Test Scaling Constants

| Domain | Grade Span | Multiplicative Constants (m_1) | Additive Constants (m_2) |
|-----------|------------|------------------------------------|------------------------------|
| Listening | K–2 | 58.8126 | 419.8941 |
| | 3–5 | 57.8387 | 505.3594 |
| | 6–8 | 64.9298 | 561.4742 |
| | 9–12 | 75.9167 | 593.7347 |
| Speaking | K–2 | 71.0777 | 434.1942 |
| | 3–5 | 45.8665 | 516.7767 |
| | 6–8 | 56.1188 | 553.1637 |
| | 9–12 | 73.3186 | 582.5361 |

⁹Appendix M presents the unscaled item calibration values.

Table 8.8: Operational Test Scaling Constants

| Domain | Grade Span | Multiplicative Constants (m_1) | Additive Constants (m_2) |
|---------|------------|------------------------------------|------------------------------|
| Reading | K–1 | 90.7775 | 324.3949 |
| | 2 | 51.1202 | 450.3502 |
| | 3–5 | 53.4481 | 508.7332 |
| | 6–8 | 52.8902 | 550.2457 |
| | 9–12 | 58.2060 | 582.4040 |
| Writing | K–1 | 70.4062 | 340.7624 |
| | 2 | 51.7934 | 464.6212 |
| | 3–5 | 49.3981 | 510.2366 |
| | 6–8 | 46.5077 | 541.1854 |
| | 9–12 | 52.0738 | 560.7602 |

The application of scaling constants in Table 8.8 to item parameter estimates in appendix M yields on-scale item parameter estimates that will support the creation of CELDT scores in future editions. CELDT scores for 2012–13 were developed using on-scale item parameter estimates determined in past administrations; those are found in appendix T.

8.7 Differential Item Functioning Analyses

In addition to the analyses that were conducted as part of the CELDT development process, gender DIF analyses were conducted. The procedures used were the Mantel-Haenszel (MH) procedure (1959) for the MC items and the standardized mean difference (SMD) procedure (Dorans, 1989) for the CR items. DIF is said to occur when two groups of examinees, who are matched in terms of the test construct as described in section 8.5.2, respond differently to an item. That is, although the two groups are of equal ability, one group appears to answer the item incorrectly more frequently than another. 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 the items are such that, although reading is not being measured (e.g., a mathematics test), reading differences between the groups lead to differential outcomes on the item.

8.7.1 Mantel-Haenszel Procedure. The MH procedure is a well-researched and widely used method for detecting DIF in MC items.

For the MH test, the examinees are split into a focal group, which is typically of prime interest, and a reference group. Each group is then further divided into K matched ability groups, often on the basis of total test raw score. That is, all examinees obtaining a raw score of 10 represent one matched ability group, for example. Then for an item, j , the data from the k^{th} level of reference and focal group members can be arranged as a 2×2 table, as shown in table 8.9.

Table 8.9: Mantel-Haenszel Data Structure

| Group | Item <i>j</i> correct | Item <i>j</i> incorrect | Total |
|-----------------|--------------------------|----------------------------|----------|
| Reference Group | A_k | B_k | n_{Rk} |
| Focal Group | C_k | D_k | n_{Fk} |
| Total Group | R_k | W_k | n_{Tk} |

The MH odds ratio estimate, α_{MH} , for item *j* compares the two groups in terms of their odds of answering the item correctly and is given as follows:

$$\alpha_{MH} = \frac{\sum_k \frac{A_k D_k}{n_{Tk}}}{\sum_k \frac{B_k C_k}{n_{Tk}}}$$

The odds ratio estimate is often rescaled to the ETS delta scale (Holland & Thayer, 1985) using the following transformation:

$$\Delta_{MH} = -2.35 \log_e(\alpha_{mh})$$

Δ_{MH} is negative when the item is more difficult for members of the focal group than it is for the comparable members of the reference group.

Dichotomous items are assigned one of three DIF classifications.

1. “C” - Δ_{MH} is at least 1.5, and is significantly greater than 1.0.
2. “B” - Δ_{MH} is at least 1.0, and is significantly greater than 0.0.
3. “A” - otherwise.

Items with a “C” classification are not used in the creation of future forms, and items with a “B” classification are avoided.

8.7.2 The Standardized Mean Difference Procedure. The MH procedure is not applicable to items that produce scores other than correct/incorrect. Dorans (1989) proposed a method called the standardized mean difference (SMD) that compares the item means of two groups (focal and reference) after adjusting for differences in the distribution of members of the two groups across the values of the matching variable, usually the test score. These indexes are indicators of the degree to which members of one gender group perform better or worse than expected on each item.

Polytomous items are also assigned one of three DIF classifications.

1. “C” - $p_{\chi^2_{MH}}$ is less than .05, and $\frac{SMD}{sd}$ is greater than .25.
2. “B” - $p_{\chi^2_{MH}}$ is less than .05, and $\frac{SMD}{sd}$ is greater than .125.

3. “A” - otherwise.

Items with a “C” classification are not used in the creation of future forms, and items with a “B” classification are avoided.

Overall, one item showed positive “C” DIF and one item showed negative “C” DIF by gender (see Table 8.10). Due to sample size restrictions, DIF could not be computed by primary language.

Table 8.10: Gender DIF Classifications

| Domain | Grade Span | Number of Items by Gender DIF Category | | | | | Total |
|-----------|------------|--|----|----|----|----|-------|
| | | +C | +B | A | -B | -C | |
| Listening | K–2 | 0 | 0 | 32 | 0 | 0 | 32 |
| | 3–5 | 0 | 0 | 32 | 0 | 0 | 32 |
| | 6–8 | 0 | 0 | 32 | 0 | 0 | 32 |
| | 9–12 | 0 | 0 | 29 | 3 | 0 | 32 |
| Speaking | K–2 | 0 | 0 | 33 | 1 | 0 | 34 |
| | 3–5 | 0 | 0 | 30 | 4 | 0 | 34 |
| | 6–8 | 1 | 0 | 29 | 4 | 0 | 34 |
| | 9–12 | 0 | 0 | 33 | 0 | 1 | 34 |
| Reading | K–1 | 0 | 0 | 31 | 1 | 0 | 32 |
| | 2 | 0 | 0 | 60 | 1 | 0 | 61 |
| | 3–5 | 0 | 0 | 60 | 1 | 0 | 61 |
| | 6–8 | 0 | 1 | 57 | 3 | 0 | 61 |
| | 9–12 | 0 | 2 | 57 | 2 | 0 | 61 |
| Writing | K–1 | 0 | 1 | 27 | 0 | 0 | 28 |
| | 2 | 0 | 0 | 33 | 0 | 0 | 33 |
| | 3–5 | 0 | 0 | 33 | 0 | 0 | 33 |
| | 6–8 | 0 | 0 | 33 | 0 | 0 | 33 |
| | 9–12 | 0 | 0 | 33 | 0 | 0 | 33 |

Chapter 9: Quality Control Procedures

Quality control procedures operate throughout all phases of item development, test assembly, printing, distribution, administration, scoring, and reporting. This chapter details the specific physical and electronic procedures that are implemented to ensure accurate processing for the CELDT program.

9.1 *Quality Control of Item Development*

9.1.1 *Item Specifications.* Item development specifications guide item writers and those involved in the review of test items. Test blueprints provide direction for those involved in the assembly of test forms. Each year a review of the CELDT item bank is conducted to evaluate current resources and to prepare an Item Development Plan, which guides item development activities for that year.

9.1.2 *Item Writers.* Item writers are identified through a selection process to ensure that only highly qualified individuals contribute items to the CELDT item bank. Potential writers submit their applications via the Internet. Following an initial screening by contractor staff, the CDE staff members review the approved credentials of each applicant. After selection, the writers are trained to ensure that they have a thorough understanding of the CELDT standards and item development specifications. A portion of the item writer training also provides specific steps and guidelines for item writers to eliminate bias. During May, the CDE approved the revised Reading Comprehension passages (two passages for each CELDT grade span). Four previously trained California item writers (one for each grade span) accepted the opportunity to write items as part of the 2012–13 Item Development Plan.

9.1.3 *Internal Contractor Reviews.* Although editors interact frequently with writers during the item development process, once the writers formally submit items, each undergoes a formal evaluation by several reviewers. One reviewer checks that the item matches the requirements of the Item Development Plan. Another checks that the item is aligned with the CELDT standards and that the content is appropriate (e.g., for grade and language) for EL students. A final check is made to ensure that the item format is consistent with the Item Development Specifications. At this point in the process, any required artwork is developed.

9.1.4 *Internal CDE Reviews.* Items that pass contractor review are submitted to the CDE for review. Any modifications to the items or artwork that the CDE requires are made at this point.

This review process first considers the item from the perspective of its content, alignment with CELDT standards, and appropriateness for the specified grade span. The process next considers issues of bias in the items. An essential test development task is to create assessments that measure English language proficiency free of extraneous or construct-irrelevant elements. The presence of such elements may result

in tests that are measuring different things for different groups and can be called “biased” (Camilli & Shepard, 1994; Green, 1975).

Only after an item has passed through all these stages of review is it eligible to be considered for empirical analysis as a field test item.

9.1.5 Empirical Evaluation of Item Performance. The reviews that items undergo to this point rest on the judgment of experts in language acquisition and test development. Beginning with the 2011–12 Edition, newly developed speaking and CR writing items were also taken through an item tryout process. During this process, trained examiners administered the items to determine if the wording and graphics elicited the intended range of responses. In some cases, item wording or graphics were adjusted prior to review by the CDE (see sections 3.1.5 and 7.3.6 for additional details). When an item has passed all of these review stages, it may be placed in a test form as a field test item, which students answer but which does not contribute to students’ scores.

Following a test administration cycle in which the item was field tested, the item-level data are analyzed, and a series of statistical indexes are generated. The values of these indexes are then examined against a set of criteria developed and specified in the Item Development Specifications to ensure only items that meet acceptable levels of statistical quality are considered for operational use in future years.

The precise nature of these analyses is detailed in chapter 8. In general, they consist of analyses that examine the difficulty and precision of the item. Items that are too difficult or too easy, which means they contain less discriminating information about students’ English language proficiency, may be eliminated or considered for field testing with a different grade span. A set of analyses addresses the specific issue of bias by examining whether items function identically for different groups of students; for example, whether boys at a given level of proficiency answer the question correctly as often as girls at that same level of proficiency.

The CDE defines the criteria for acceptable or unacceptable item statistics. These criteria are intended to ensure that the item (1) has an appropriate level of difficulty for the target population; (2) discriminates well between examinees that differ in ability; (3) conforms well to the statistical model underlying the measurement of the intended constructs; and (4) shows no significant evidence of differential functioning across gender groups. Details of these analyses and their outcomes are provided in chapter 8 and the appendixes that support that chapter.

9.2 Quality Control of Test Materials

9.2.1 Preparation of Test Materials. During the process of test development, the test materials—Test Books, Answer Books, Examiner’s Manuals, and support materials—go through many review steps by both contractor and CDE staff to ensure that assessment materials are accurate.

When all approvals have been completed, “print-ready” copy of the materials is transmitted to printers via secure FTP to ensure their accuracy as well as their security. Hard-copy proofs of the documents undergo a final, exhaustive review to ensure that the copy is accurate, complete, and properly sequenced.

9.2.2 Distribution of Test Materials. A Web-based ordering system allows the authorized district personnel to enter the numbers of students to be tested by school and grade for the initial order and quantities of each material needed for additional orders through the secure CELDT District Portal. Based on this information, packing lists are generated. These lists display in detail the quantity of all the testing and ancillary materials that the districts will need in order to administer the CELDT, including the required overage for the initial order. Before all the packing lists are printed, a few samples are checked to make sure that the quantities of the materials on the packing list are in accordance with the 2012–13 Fulfillment and Overage Formulas document. These packing lists are printed on three-part carbonless paper so that copies may be provided to each school as well as the district, while one is kept on file with the contractor. Packers use the packing list to identify the exact package size and quantity of materials to be packed into boxes for each school and district. A second packer double-checks quantities and items before each box is labeled and sealed.

A pre-printed district list of all the districts that placed an order is used to double-check that all the packing lists were generated and packed for shipment to districts. The district is required to inventory the materials upon receipt against each packing list and report any shortages or overages to the CELDT Customer Support Center by the published deadline to ensure all materials arrived at the proper school and district.

Each week, proof of delivery records are reconciled against shipment manifests. Any shipment or single box that does not appear to have been delivered is checked first through the UPS tracking Web site, and then, if sufficient information is not available, with a communication to the district. Follow-up continues until the shipment is accounted for. If the problem is due to an issue with the carrier, while the carrier attempts to locate the materials, the contractor reships test materials to the LEA. The CDE is informed of any missing materials, the circumstances surrounding the incident, and all communications made to reconcile and recover the missing materials.

9.2.3 Retrieval of Test Materials. Districts enter their requests for pickup of materials through the online application within the secure CELDT District Portal, which then generates a log of materials to be received by the contractor. The contracted carrier arrives at the district office with the pre-paid shipping labels and picks up the boxes or pallets for delivery to the contractor. Upon receipt, each shipment is checked in against the pickup log. All scorable and nonscorable requests for pickup are reconciled to ensure 100% accountability. The same reconciling process as detailed in section 9.2.2 is used for the retrieval of secure materials.

9.2.4 Processing of Test Materials. The tracking audit begins when materials received at the scoring center are matched to the shipping manifests. CELDT program boxes are given unique district-identifying bar-code labels, called Receiving Bar-Code Labels (RBC), and box counts are reconciled against the number of boxes requested for

pickup. The RBC box identifiers are used throughout processing to account for all received boxes and make sure every box of scorable answer documents is processed through scanning.

The following are additional steps to ensure processing of the CELDT answer documents is completed accurately:

- The district name on each return address label placed on the boxes by the district is verified against the district name on the Group Identification Sheets (GIS: the scannable header sheet). During the pre-check step, the bar code from the return address label is scanned, as well as the RBC bar code. A pre-check bar-code (PBC) label is produced at this step and is attached to each box, allowing tracking through the remainder of the scorable processing stations. Once all boxes for a shipment have been processed through pre-check, a report is generated for those orders that are completely received.
- PBCs are scanned initially as the boxes move through the receiving and check-in process and again when the boxes are disassembled and the scorable contents are placed into scan boxes. All bar-code numbers are reconciled prior to completing the check-in process to ensure the entire order was processed.
- Scannable answer documents are removed from the district's shipping boxes or envelopes, checked against the GIS and School/Group Lists (SGL: a listing of the schools and grades whose materials are contained in the shipment), and placed into temporary holding scan crates and then assigned to permanent labeled scan boxes. All scan boxes are accounted for by unique sequence numbers that are recorded in a database.
- After scanning, a final reconciliation of the number of scanned student records, the quantity bubbled on the scanned GIS, and the quantity written on the SGL is completed to ascertain that all documents assigned to a scan file are contained in the scan file.

9.3 Quality Control of Scanning

Before scanning begins, a complete deck of controlled data, the “test deck,” is created and scanned. The test deck documents are created by bubbling the answer documents based on the test deck control file, which contains various combinations of demographic information and answer responses for all grades and all domains. The test deck also includes records from the Braille Version. To test that the scanners and programs are functioning correctly, the test deck scan file is compared to the test deck control file to ensure the output matches.

Next, a complete check of the scanning system is performed. Intensity levels of all scanners are constantly monitored by running diagnostic sheets through each scanner before and during the scanning of each batch of answer documents. Scanners are recalibrated if discrepancies are found. Documents received in poor condition (e.g., torn, folded, or stained) that cannot be fed through the scanners are transferred to a

new scannable document to ensure proper scoring of student responses. Editing and resolution procedures are followed to resolve demographic information issues on the answer documents (e.g., multiple marks, poor erasures, or incomplete data). Multiple iterations of error listings are prepared to verify correction of all errors and to correct any errors introduced during the editing process.

Ongoing maintenance checks, which are designed to ensure that the scanners read reliably, include calibrating the read heads every four hours, cleaning and dusting all open areas with continuous-stream compressed air, cleaning rollers, and performing read-head de-skew tests and bar-code-reader tests.

As described in section 9.2.4, a final check is made of the actual counts of student documents scanned compared to the expected counts from the GIS and SGL. Large discrepancies are investigated and resolved.

9.4 *Quality Control of Image Editing*

The test deck is used to test all possible errors in the edit specifications. This set of test documents is used to verify that all images from the answer documents are saved correctly, including:

- Verifying the capture of images for CR scoring by reviewing the test deck file and demonstrating that student response sections are captured completely and are readable on-screen (clear and dark enough) and when printed
- Verifying that the image editing program correctly indexes scanned images to the correct student and that fields needing editing are completely captured as an image
- Verifying that the number of images in a given scan file (for the grades in the file) is accurate prior to loading the file into the image editing program for scoring

9.5 *Quality Control of Answer Document Processing and Scoring*

Before the processing and scoring system is used operationally, a complete test deck of controlled data is run through the scanning, routing, and merging programs, resulting in the production of complete student records and reports. The following quality checks are made immediately after scanning:

- The scanning process is checked to ensure the scanner was properly calibrated.
- Data that can be captured from answer documents but were not bubbled properly into the scannable grids are edited and verified.
- The number of scanned student records, the quantity bubbled on the scanned GIS, and the quantity written on the SGL are compared to ascertain that all documents assigned to a scan file are contained in the scan file.

- The system is programmed to confirm students are correctly coded as belonging to a valid school, district, and grade. Changes are made as necessary.
- All invalid or out-of-range lithocodes are reviewed and resolved.

If editors find discrepancies between scan counts and counts from the GIS and SGL, they investigate these by going back to the scan boxes and counting the physical documents. They also review the GIS, SGL, and documents in the previous and subsequent group to be sure documents were not scanned out of order. All discrepant counts are verified and reconciled before the scan file is cleared for subsequent processing.

CR items are routed to the electronic image-based scoring system for evaluation by trained scorers, and those results are returned electronically to the scoring system. Multiple checks are in place to ensure that the images of the student's CR and scored results are merged with the correct student record and that each student has a score or condition code for every CR item before final scoring and reporting. A final check is made before scoring to verify that student records include responses and scores for all components of the test.

Steps are in place to process the Student Score File (SSF) on two different software platforms. Only when the outputs from both processes match are the student reports printed. This process continued during the monthly processing of data for the entire 2012–13 Edition.

9.6 Quality Control of Psychometric Processes

9.6.1 Score Key Verification Procedures. Checks are made continuously throughout the item selection and test form assembly process to verify that the keys to be used to score the test are correct. Additionally, an empirical check is made as soon as enough data has been acquired from the districts to verify the accuracy of the key. Preliminary statistical analyses are conducted for each test in the CELDT (e.g., 3–5 reading, 6–8 writing) to confirm that the bank item characteristics remain stable for operational items and that the putative key for field test items, for which no previous statistical data exist, is accurate. Item maps, which are assembled as the forms are created and which contain scoring information and statistical profiles of the items where available, are checked against the results of these analyses. This provides final confirmation that the keys applied to produce student scores are accurate and that no clerical errors have been made in the creation of the item maps.

9.6.2 Quality Control of the Statistical Analysis Process. All psychometric analyses undergo comprehensive quality checks. Psychometricians independently check results to ensure that the proper steps were taken for all analyses and that the results are reasonable. That is, the analyses and results are reviewed by a person or persons not involved in conducting the analyses themselves.

The review may extend beyond the psychometric staff. If the preliminary item analysis conducted to verify the key identifies any questionable items—none were identified in

the 2012–13 Edition—then the question is referred to development staff and content experts to verify the correctness of the key. In addition, CDE psychometricians conduct independent analyses of the data sets to ensure accuracy of results.

Chapter 2 discusses quality control of the analysis process in more detail.

9.6.3 Score Verification Process. In addition to checking the accuracy of the key, psychometricians verify that the programming team has applied the key and the raw score to scale score conversion tables correctly. They do so by:

- Independently generating the raw and scale scores for the test deck and a sample of students prior to the release of test scores and reports
- Checking the accuracy of the scale scores converted from raw scores by hand scoring a sample of student records from each grade
- Parallel processing each student score record to detect unanticipated errors
- Running the merged student records for the first several districts (also called pilot districts) through a third independent scoring process programmed by ETS

They also review the outcomes against the results of past administrations to test for reasonableness. At least with respect to student test data, large populations tend not to change dramatically from year to year. A significant shift in score levels or distributions would trigger the need for additional review to ensure that the shift is not a scoring anomaly.

9.6.4 Statistical Information for Test Development. Test development staff use results of the statistical analyses, especially those for field test items, for future item selection and test form development. Once the results of the analyses have been verified, the results are transmitted electronically to the item bank system. The CELDT item bank maintains historical statistical profiles for items as they reappear in the test; these are reviewed to ensure that items have not become unstable over time and, therefore, unusable.

9.7 *Quality Control of Data Aggregation and Reporting*

A simulated set of data generated from the processing of the test deck initially tests the accuracy of the reporting and aggregation programs prior to operational use. Next, a set of pilot reports (several of the earliest districts' materials to arrive for processing that cover all grades and include an independent charter school) is reviewed to check the format of the reports (e.g., labels, placement of data into correct positions on the page, and all formatting) and the accuracy of the score aggregations. Calculations are verified by hand and electronically in a different software environment than the creation of these files, and checked for consistency across all reports. Only when this process is complete and the pilot reports are approved does production of the reports begin.

Chapter 10: Historical Comparisons

Historical records of examinee performance and test characteristics provide evidence of trends in examinee performance and test characteristics over time. These records have been maintained since 2006–07, when the common scale was introduced. Results prior to 2006–07 are not directly comparable and, with minor exceptions, are not reported here.

The indicators of examinee performance include the mean and standard deviation of scale scores and the percentage of examinees at Early Advanced and Advanced performance levels. Test characteristics are compared by looking at the mean proportion correct, overall reliability and standard errors of measurement, as well as the mean IRT *b*-value (difficulty) for each test. This section provides historical summary statistics and performance data over time.

10.1 Test Summary Statistics

Table 10.1 summarizes the operational test scale scores for the AA data (AA students tested within the AA window) by grade and then by grade span. For purposes of comparison, summary statistics from previous editions are presented in appendix E. Descriptive statistics for each domain (listening, speaking, reading, and writing) are provided. Table 10.2 presents comparable results for the IA data. Historical values for previous editions are provided in appendix E. Scale score frequency distributions for AA and IA purposes for all grade spans are reported in appendix I.

Table 10.1: Summary Statistics, Annual Assessment Data

| Grade/ Grade Span | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-------------------------|---------|-----------|-----------------------|----------|-----------------------|---------|-----------------------|---------|-----------------------|---------------|-----------------------|---------|-----------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K | 6,662 | 385.24 | 74.405 | 384.32 | 91.551 | 323.86 | 43.191 | 371.62 | 28.094 | 354.30 | 51.039 | 380.60 | 69.081 |
| 1 | 177,548 | 431.05 | 68.338 | 433.79 | 74.554 | 394.83 | 71.032 | 405.59 | 38.446 | 412.69 | 61.047 | 428.73 | 62.125 |
| 2 | 172,770 | 486.56 | 62.225 | 481.84 | 70.838 | 446.21 | 68.833 | 471.68 | 60.674 | 466.14 | 57.530 | 471.20 | 53.998 |
| 3 | 155,038 | 485.86 | 78.521 | 487.21 | 57.849 | 484.48 | 67.429 | 499.87 | 56.070 | 484.92 | 64.139 | 488.98 | 53.159 |
| 4 | 124,612 | 515.06 | 75.873 | 506.09 | 61.808 | 508.71 | 64.422 | 517.65 | 56.014 | 511.63 | 62.307 | 511.51 | 53.087 |
| 5 | 107,379 | 542.01 | 74.790 | 522.40 | 66.253 | 530.89 | 63.559 | 535.52 | 57.671 | 536.19 | 62.195 | 532.33 | 54.251 |
| 6 | 83,807 | 542.84 | 94.863 | 535.87 | 69.187 | 527.28 | 73.290 | 533.80 | 56.480 | 534.82 | 74.738 | 534.57 | 60.253 |
| 7 | 72,940 | 563.39 | 95.487 | 550.60 | 73.238 | 542.07 | 73.639 | 545.10 | 59.246 | 552.49 | 75.974 | 549.91 | 62.510 |
| 8 | 62,426 | 576.64 | 97.136 | 559.80 | 79.565 | 555.00 | 74.242 | 553.13 | 61.679 | 565.58 | 77.606 | 560.76 | 65.523 |
| 9 | 58,667 | 565.86 | 109.337 | 558.41 | 83.178 | 555.82 | 75.755 | 559.29 | 71.949 | 560.58 | 82.772 | 559.47 | 70.571 |
| 10 | 60,070 | 585.36 | 110.702 | 567.71 | 86.556 | 571.47 | 76.532 | 567.35 | 73.806 | 578.14 | 84.772 | 572.59 | 73.045 |
| 11 | 54,667 | 598.73 | 112.361 | 575.44 | 88.385 | 584.91 | 77.759 | 573.23 | 76.109 | 591.55 | 86.975 | 582.70 | 75.500 |
| 12 | 50,369 | 593.43 | 124.857 | 569.69 | 103.048 | 581.89 | 88.316 | 564.29 | 93.603 | 587.39 | 99.190 | 576.95 | 90.733 |
| K–1 | 184,210 | 429.39 | 69.098 | 432.01 | 75.800 | 392.26 | 71.457 | 404.36 | 38.645 | 410.58 | 61.685 | 426.99 | 63.033 |
| 2 | 172,770 | 486.56 | 62.225 | 481.84 | 70.838 | 446.21 | 68.833 | 471.68 | 60.674 | 466.14 | 57.530 | 471.20 | 53.998 |
| 3–5 | 387,029 | 510.84 | 80.003 | 503.05 | 63.212 | 505.16 | 68.098 | 515.48 | 58.335 | 507.75 | 66.401 | 508.26 | 56.294 |
| 6–8 | 219,173 | 559.31 | 96.735 | 547.59 | 74.273 | 540.10 | 74.537 | 543.07 | 59.452 | 549.46 | 77.014 | 547.14 | 63.460 |
| 9–12 | 223,773 | 585.33 | 114.782 | 567.61 | 90.342 | 573.00 | 80.250 | 565.98 | 78.945 | 578.90 | 89.057 | 572.60 | 77.832 |

Table 10.2: Summary Statistics, Initial Assessment Data

| Grade/ Grade Span | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-------------------------|---------|-----------|-----------------------|----------|-----------------------|---------|-----------------------|---------|-----------------------|---------------|-----------------------|---------|-----------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K | 201,375 | 358.42 | 83.237 | 350.57 | 114.235 | 300.96 | 46.249 | 347.07 | 39.827 | 329.46 | 57.288 | 350.99 | 83.383 |
| 1 | 16,231 | 404.17 | 103.180 | 387.62 | 135.943 | 379.28 | 94.008 | 398.78 | 59.080 | 391.49 | 92.287 | 394.74 | 109.318 |
| 2 | 10,133 | 428.67 | 118.285 | 404.26 | 154.811 | 414.92 | 93.326 | 420.93 | 112.453 | 421.58 | 99.014 | 416.85 | 110.268 |
| 3 | 8,479 | 427.59 | 127.175 | 409.83 | 137.005 | 444.55 | 102.400 | 440.20 | 120.782 | 435.85 | 108.442 | 430.22 | 112.671 |
| 4 | 7,589 | 447.73 | 137.336 | 422.84 | 146.531 | 467.73 | 111.531 | 459.95 | 127.753 | 457.51 | 119.076 | 449.23 | 122.487 |
| 5 | 7,005 | 465.39 | 144.847 | 434.44 | 152.178 | 485.52 | 117.166 | 475.09 | 131.578 | 475.23 | 126.289 | 464.78 | 128.769 |
| 6 | 6,779 | 484.36 | 156.282 | 458.01 | 152.232 | 503.97 | 118.371 | 486.59 | 127.041 | 493.94 | 131.477 | 482.81 | 129.306 |
| 7 | 6,703 | 490.90 | 162.766 | 462.42 | 159.076 | 510.66 | 123.372 | 489.51 | 133.377 | 500.57 | 137.583 | 487.96 | 136.043 |
| 8 | 5,437 | 494.88 | 165.817 | 461.68 | 160.807 | 520.61 | 126.504 | 497.08 | 133.475 | 507.52 | 140.968 | 493.15 | 138.095 |
| 9 | 12,045 | 517.23 | 170.589 | 486.92 | 164.406 | 539.14 | 127.247 | 510.60 | 150.316 | 527.95 | 143.312 | 513.10 | 144.182 |
| 10 | 6,747 | 505.99 | 168.604 | 471.74 | 158.684 | 537.79 | 125.979 | 504.43 | 144.078 | 521.65 | 141.054 | 504.62 | 139.659 |
| 11 | 5,640 | 536.71 | 165.643 | 505.44 | 150.685 | 562.41 | 123.961 | 530.46 | 138.155 | 549.30 | 139.232 | 533.39 | 135.716 |
| 12 | 4,043 | 547.62 | 160.961 | 513.78 | 144.537 | 571.01 | 121.464 | 536.96 | 133.809 | 559.05 | 135.336 | 541.97 | 131.225 |
| K–1 | 217,606 | 361.84 | 85.733 | 353.34 | 116.401 | 306.80 | 55.335 | 350.93 | 43.735 | 334.08 | 62.753 | 354.25 | 86.357 |
| 2 | 10,133 | 428.67 | 118.285 | 404.26 | 154.811 | 414.92 | 93.326 | 420.93 | 112.453 | 421.58 | 99.014 | 416.85 | 110.268 |
| 3–5 | 23,073 | 445.69 | 136.949 | 421.58 | 145.226 | 464.61 | 111.335 | 457.29 | 127.239 | 454.93 | 118.689 | 446.97 | 121.794 |
| 6–8 | 18,919 | 489.70 | 161.417 | 460.62 | 157.169 | 511.12 | 122.699 | 490.64 | 131.233 | 500.19 | 136.524 | 487.61 | 134.328 |
| 9–12 | 28,475 | 522.74 | 168.408 | 490.81 | 158.338 | 547.95 | 126.177 | 516.81 | 144.721 | 535.10 | 141.514 | 519.21 | 140.307 |

10.2 Examinee Performance Over Time

10.2.1 Scale Score Results. The CELDT common scale was used operationally for the first time with the 2006–07 Edition (Form F). Appendix E reports the numbers of students tested, the scale score means, and the scale score standard deviations for each administration since the 2006–07 Edition administration. These results are reported separately for AA and IA.

10.2.2 Proficiency Results. Following are the criteria to meet proficiency on the CELDT for students in grades K–1 and 2–12:

- **Grades K–1:** an Overall Student Performance Level of at least Early Advanced and a performance level of at least Intermediate on listening and speaking
- **Grades 2–12:** an Overall Student Performance Level of Early Advanced or higher and a performance level in each domain (listening, speaking, reading, writing) in the Intermediate level or higher

These results are shown in table 10.3, in which performance is summarized by grade span. Table 10.3 presents results prior to 2006–07 for informational purposes only. The introduction of reading and writing tests for K–1 students in 2009–10 makes comparisons for that grade span over time somewhat more difficult.

Table 10.3: 2001–02 to 2012–13 Editions Percent English Proficient Students, Annual Assessment Data

| Edition | Percent of Students | | | | | |
|----------------------|---------------------|------|------|------|------|------------|
| | K–2 | | 3–5 | 6–8 | 9–12 | All Grades |
| | K–1 | 2 | | | | |
| 2012–13 ^a | 34.0 | 27.8 | 36.9 | 44.4 | 45.1 | 38.0 |
| 2011–12 ^a | 34.4 | 24.5 | 39.9 | 48.3 | 42.7 | 39.1 |
| 2010–11 ^a | 31.4 | 23.6 | 33.0 | 45.2 | 36.2 | 34.5 |
| 2009–10 ^a | 33.8 | 21.7 | 34.9 | 47.0 | 41.0 | 36.7 |
| 2008–09 | | 26.6 | 35.9 | 44.8 | 40.4 | 36.2 |
| 2007–08 | | 23.6 | 31.5 | 42.4 | 36.8 | 32.8 |
| 2006–07 ^b | | 20.0 | 27.3 | 37.4 | 34.3 | 29.1 |
| 2005–06 | | 31.3 | 40.9 | 56.8 | 64.1 | 46.8 |
| 2004–05 | | 28.7 | 37.0 | 54.0 | 62.5 | 43.9 |
| 2003–04 | | 28.8 | 34.2 | 47.4 | 54.9 | 39.7 |
| 2002–03 | | 21.7 | 25.1 | 39.5 | 46.7 | 31.5 |
| 2001–02 | | 14.9 | 16.8 | 30.0 | 44.4 | 24.4 |

^a With the addition of the K–1 reading and writing domains in 2009–10, the K–2 grade span was split into K–1 and 2. Earlier results are reported for the K–2 span only.

^b Beginning in 2006–07, percentages are based on the new common scale and cut scores.

The percent of students achieving English proficiency broken down by grade and domain, including the overall score, is shown in appendix R. Proficiency results for the 2011–12 and the 2012–13 AA test administrations are illustrated in figures 10.1–10.5.

Figure 10.1: Listening Percent Proficient, Annual Assessment Data

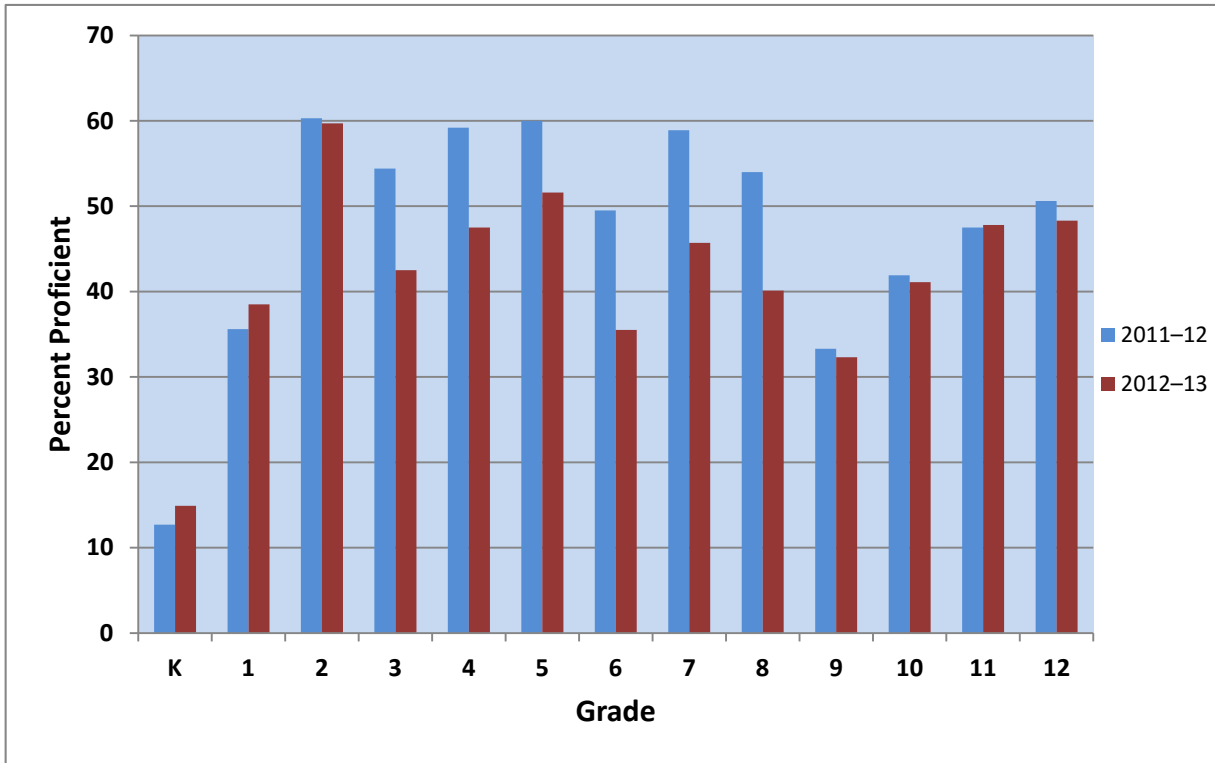


Figure 10.2: Speaking Percent Proficient, Annual Assessment Data

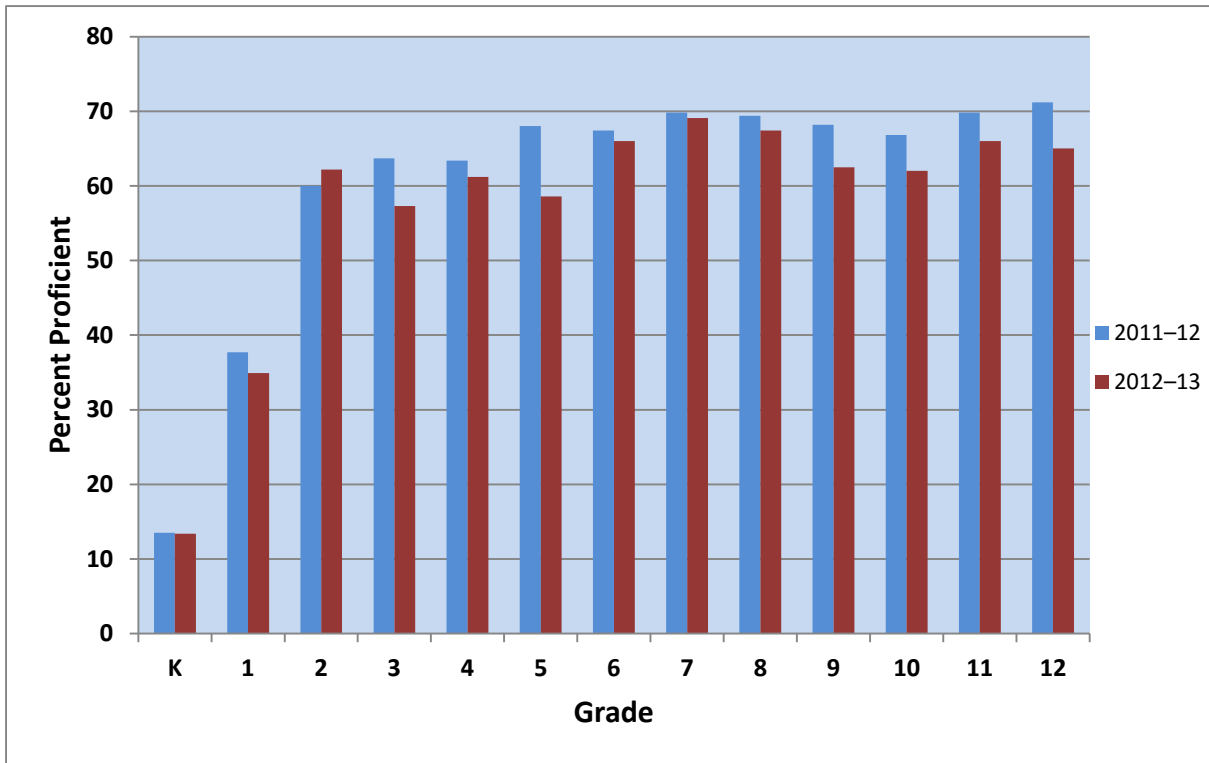


Figure 10.3: Reading Percent Proficient, Annual Assessment Data

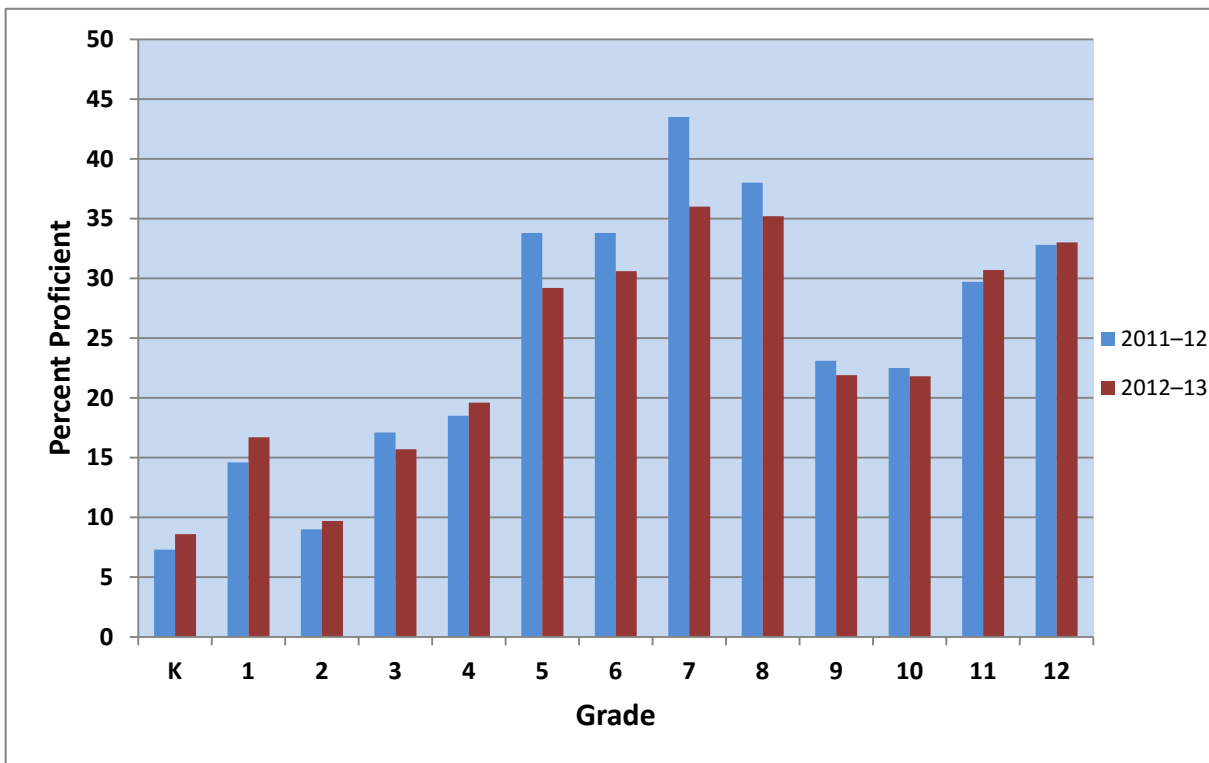


Figure 10.4: Writing Percent Proficient, Annual Assessment Data

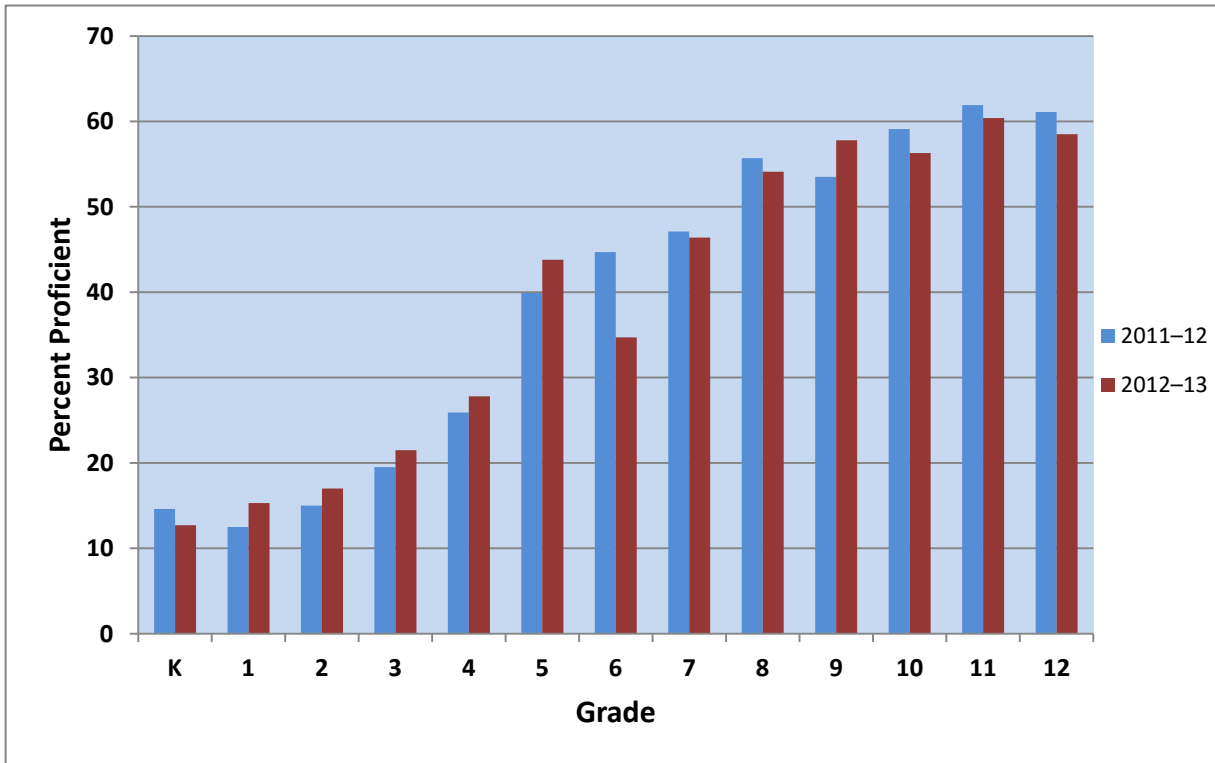
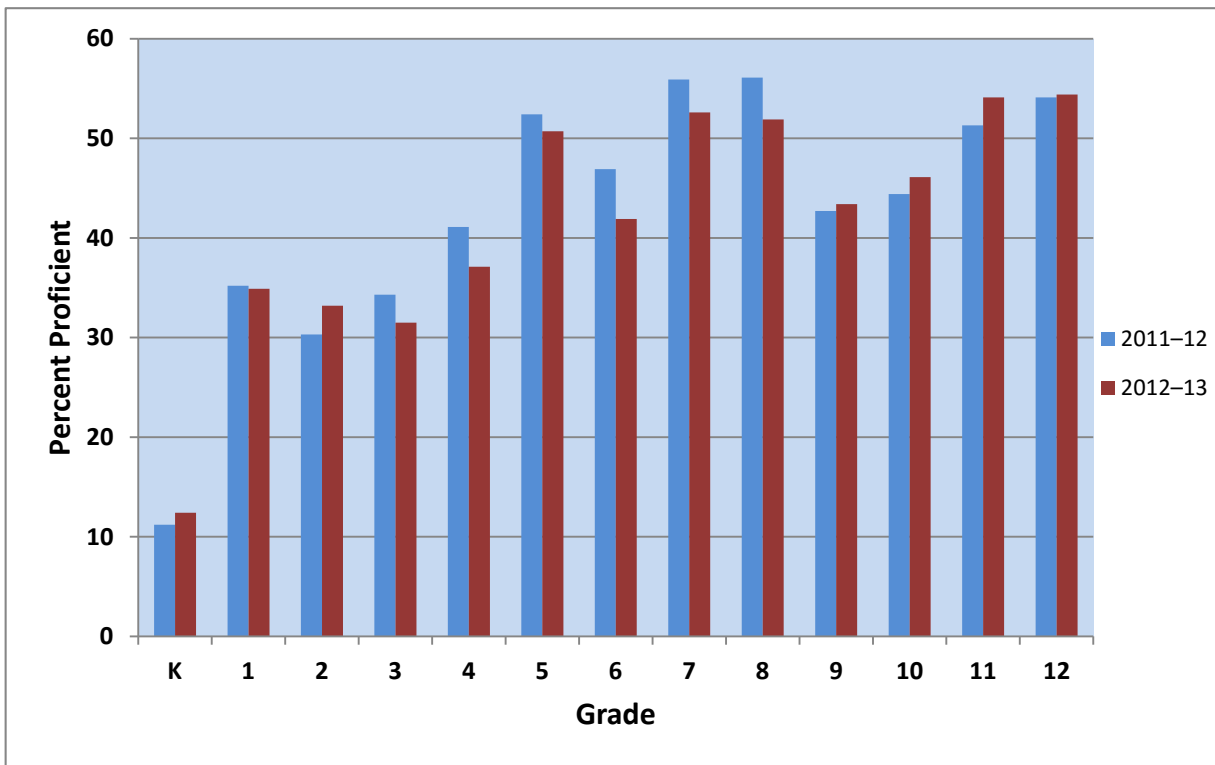


Figure 10.5: Overall Percent Proficient, Annual Assessment Data



10.3 Test Characteristics 2006–07 to 2012–13

Table 10.4 presents the average test p -value since the introduction of the common scale in 2006–07. From this perspective, the items selected for tests have generally become more difficult over these years. The equating process, however, ensures that the scale scores represent a constant level of proficiency over time despite these changes in the item selection.

Table 10.5 presents the average test point-biserial (discrimination) coefficients for the same period. Over time, the items used in these tests have retained a high degree of precision.

Table 10.4: 2006–07 to 2012–13 Editions Average p -Values, Annual Assessment Data

| Domain | Edition | Average p -Values | | | | |
|-----------|---------|---------------------|-----|-----|-----|------|
| | | K–2 | | | | |
| | | K–1 | 2 | 3–5 | 6–8 | 9–12 |
| Listening | 2012–13 | .50 | .69 | .69 | .68 | .67 |
| | 2011–12 | .53 | .70 | .73 | .73 | .67 |
| | 2010–11 | .60 | .74 | .67 | .73 | .66 |
| | 2009–10 | .64 | .79 | .71 | .80 | .76 |
| | 2008–09 | .71 | .74 | .82 | .78 | .78 |
| | 2007–08 | .72 | .77 | .85 | .81 | .81 |
| | 2006–07 | .73 | .79 | .86 | .83 | .83 |
| Speaking | 2012–13 | .57 | .75 | .70 | .72 | .64 |
| | 2011–12 | .59 | .76 | .70 | .70 | .67 |
| | 2010–11 | .58 | .76 | .70 | .73 | .64 |
| | 2009–10 | .59 | .75 | .71 | .72 | .63 |
| | 2008–09 | .71 | .77 | .74 | .65 | .65 |
| | 2007–08 | .71 | .76 | .74 | .66 | .66 |
| | 2006–07 | .69 | .74 | .76 | .68 | .68 |
| Reading | 2012–13 | .70 | .48 | .53 | .50 | .55 |
| | 2011–12 | .69 | .48 | .56 | .52 | .55 |
| | 2010–11 | .72 | .48 | .53 | .51 | .57 |
| | 2009–10 | .74 | .50 | .55 | .59 | .57 |
| | 2008–09 | .53 | .57 | .59 | .60 | .60 |
| | 2007–08 | .53 | .58 | .59 | .62 | .62 |
| | 2006–07 | .51 | .58 | .59 | .62 | .62 |

| Domain | Edition | Average <i>p</i> -Values | | | | |
|---------|---------|--------------------------|-----|-----|-----|------|
| | | K–2 | | | | |
| | | K–1 | 2 | 3–5 | 6–8 | 9–12 |
| Writing | 2012–13 | .66 | .60 | .65 | .68 | .71 |
| | 2011–12 | .65 | .58 | .64 | .68 | .72 |
| | 2010–11 | .63 | .59 | .64 | .68 | .72 |
| | 2009–10 | .67 | .56 | .64 | .70 | .71 |
| | 2008–09 | | .57 | .67 | .70 | .75 |
| | 2007–08 | | .59 | .71 | .71 | .76 |
| | 2006–07 | | .57 | .70 | .71 | .74 |

Note: Listening and Speaking assessments are the same for kindergarten through grade 2 students. Reading and Writing assessments taken by kindergarten and grade 1 students began in 2009-10, which are distinct from the assessments taken by grade 2 students.

Table 10.5: 2006–07 to 2012–13 Editions Average Point-Biserial Coefficients, Annual Assessment Data

| Domain | Edition | Average Point-Biserial Coefficients | | | | |
|-----------|---------|-------------------------------------|-----|-----|-----|------|
| | | K–2 | | | | |
| | | K–1 | 2 | 3–5 | 6–8 | 9–12 |
| Listening | 2012–13 | .35 | .38 | .29 | .28 | .33 |
| | 2011–12 | .34 | .35 | .30 | .30 | .32 |
| | 2010–11 | .36 | .36 | .31 | .30 | .32 |
| | 2009–10 | .37 | .37 | .32 | .36 | .38 |
| | 2008–09 | | .46 | .41 | .40 | .41 |
| | 2007–08 | | .46 | .43 | .41 | .43 |
| | 2006–07 | | .39 | .33 | .35 | .37 |
| Speaking | 2012–13 | .52 | .50 | .46 | .48 | .51 |
| | 2011–12 | .54 | .51 | .48 | .47 | .53 |
| | 2010–11 | .54 | .50 | .47 | .51 | .52 |
| | 2009–10 | .53 | .49 | .47 | .48 | .53 |
| | 2008–09 | | .55 | .51 | .52 | .56 |
| | 2007–08 | | .52 | .50 | .52 | .57 |
| | 2006–07 | | .54 | .47 | .51 | .53 |

| Domain | Edition | Average Point-Biserial Coefficients | | | | |
|---------|---------|-------------------------------------|-----|-----|-----|------|
| | | K–2 | | | | |
| | | K–1 | 2 | 3–5 | 6–8 | 9–12 |
| Reading | 2012–13 | .44 | .38 | .37 | .33 | .35 |
| | 2011–12 | .44 | .37 | .36 | .33 | .35 |
| | 2010–11 | .46 | .37 | .38 | .33 | .36 |
| | 2009–10 | .43 | .36 | .40 | .37 | .37 |
| | 2008–09 | | .42 | .44 | .42 | .40 |
| | 2007–08 | | .42 | .45 | .44 | .42 |
| | 2006–07 | | .38 | .40 | .38 | .35 |
| Writing | 2012–13 | .34 | .46 | .41 | .38 | .43 |
| | 2011–12 | .32 | .46 | .39 | .40 | .43 |
| | 2010–11 | .35 | .43 | .42 | .42 | .45 |
| | 2009–10 | .35 | .43 | .43 | .43 | .46 |
| | 2008–09 | | .49 | .48 | .46 | .48 |
| | 2007–08 | | .50 | .51 | .49 | .52 |
| | 2006–07 | | .49 | .50 | .49 | .54 |

Note: Listening and Speaking assessments are the same for kindergarten through grade 2 students. Reading and Writing assessments taken by kindergarten and grade 1 students began in 2009-10, which are distinct from the assessments taken by grade 2 students.

Table 10.6 presents the standard errors of measurement for the domains as derived from classical test theory. Despite slight year-to-year changes in the reliabilities of the tests and different sets of items used each year, the standard errors have remained remarkably consistent across time.

Table 10.6: Standard Error of Measurement, Annual Assessment Data from 2006–07 to 2012–13

| Domain | Year | Standard Errors of Measurement | | | | | | | | | | | | |
|-----------|---------|--------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|
| | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Listening | 2012–13 | 1.90 | 1.96 | 1.80 | 1.90 | 1.81 | 1.70 | 1.98 | 1.91 | 1.85 | 1.87 | 1.84 | 1.81 | 1.81 |
| | 2011–12 | 1.92 | 2.01 | 1.82 | 1.84 | 1.72 | 1.64 | 1.87 | 1.80 | 1.73 | 1.84 | 1.82 | 1.77 | 1.76 |
| | 2010–11 | 1.92 | 1.86 | 1.70 | 1.95 | 1.82 | 1.70 | 1.86 | 1.78 | 1.73 | 1.82 | 1.78 | 1.75 | 1.73 |
| | 2009–10 | 1.96 | 1.81 | 1.57 | 1.91 | 1.76 | 1.62 | 1.64 | 1.54 | 1.51 | 1.74 | 1.66 | 1.59 | 1.57 |
| | 2008–09 | 1.91 | 1.84 | 1.60 | 1.87 | 1.71 | 1.55 | 1.59 | 1.52 | 1.48 | 1.70 | 1.64 | 1.59 | 1.55 |
| | 2007–08 | 1.85 | 1.75 | 1.55 | 1.87 | 1.66 | 1.47 | 1.51 | 1.43 | 1.36 | 1.61 | 1.57 | 1.51 | 1.47 |
| | 2006–07 | 1.80 | 1.70 | 1.49 | 1.79 | 1.59 | 1.44 | 1.46 | 1.37 | 1.30 | 1.53 | 1.50 | 1.46 | 1.40 |
| Speaking | 2012–13 | 2.24 | 2.41 | 2.25 | 2.34 | 2.19 | 2.05 | 2.14 | 2.04 | 1.98 | 2.21 | 2.16 | 2.12 | 2.12 |
| | 2011–12 | 2.19 | 2.32 | 2.18 | 2.26 | 2.11 | 2.03 | 2.14 | 2.10 | 2.01 | 2.16 | 2.06 | 2.10 | 2.02 |
| | 2010–11 | 2.19 | 2.35 | 2.15 | 2.26 | 2.11 | 1.99 | 2.21 | 2.10 | 2.03 | 2.20 | 2.17 | 2.13 | 2.12 |
| | 2009–10 | 2.25 | 2.39 | 2.19 | 2.33 | 2.20 | 2.01 | 2.18 | 2.09 | 1.99 | 2.25 | 2.13 | 2.14 | 2.15 |
| | 2008–09 | 2.25 | 2.36 | 2.13 | 2.28 | 2.11 | 1.95 | 2.14 | 2.04 | 1.99 | 2.20 | 2.17 | 2.14 | 2.12 |
| | 2007–08 | 2.09 | 2.17 | 2.00 | 2.26 | 2.07 | 1.90 | 2.14 | 2.03 | 1.97 | 2.23 | 2.19 | 2.15 | 2.12 |
| | 2006–07 | 1.56 | 1.62 | 1.45 | 1.20 | 1.10 | 1.06 | 1.33 | 1.27 | 1.23 | 1.52 | 1.51 | 1.50 | 1.48 |
| Reading | 2012–13 | 2.36 | 1.87 | 2.61 | 2.68 | 2.65 | 2.56 | 2.71 | 2.69 | 2.66 | 2.65 | 2.63 | 2.60 | 2.58 |
| | 2011–12 | 2.57 | 2.11 | 2.62 | 2.67 | 2.62 | 2.48 | 2.76 | 2.69 | 2.61 | 2.66 | 2.64 | 2.63 | 2.56 |
| | 2010–11 | 2.55 | 2.01 | 2.64 | 2.70 | 2.67 | 2.55 | 2.71 | 2.67 | 2.63 | 2.67 | 2.62 | 2.57 | 2.53 |
| | 2009–10 | 2.58 | 2.01 | 2.68 | 2.68 | 2.64 | 2.47 | 2.56 | 2.54 | 2.47 | 2.58 | 2.61 | 2.50 | 2.48 |
| | 2008–09 | | | 2.61 | 2.65 | 2.59 | 2.47 | 2.57 | 2.51 | 2.46 | 2.61 | 2.57 | 2.53 | 2.48 |
| | 2007–08 | | | 2.59 | 2.66 | 2.59 | 2.45 | 2.56 | 2.51 | 2.44 | 2.57 | 2.52 | 2.47 | 2.42 |
| | 2006–07 | | | 2.57 | 2.63 | 2.53 | 2.41 | 2.57 | 2.51 | 2.44 | 2.52 | 2.50 | 2.46 | 2.41 |
| Writing | 2012–13 | 2.19 | 2.09 | 2.38 | 2.41 | 2.31 | 2.21 | 2.35 | 2.28 | 2.22 | 2.35 | 2.30 | 2.26 | 2.28 |
| | 2011–12 | 2.20 | 2.16 | 2.42 | 2.44 | 2.34 | 2.23 | 2.43 | 2.33 | 2.30 | 2.30 | 2.27 | 2.25 | 2.25 |
| | 2010–11 | 2.16 | 2.13 | 2.67 | 2.54 | 2.40 | 2.27 | 2.42 | 2.33 | 2.25 | 2.29 | 2.26 | 2.24 | 2.26 |
| | 2009–10 | 1.97 | 2.01 | 2.69 | 2.50 | 2.40 | 2.25 | 2.35 | 2.26 | 2.18 | 2.30 | 2.27 | 2.28 | 2.23 |
| | 2008–09 | | | 2.70 | 2.56 | 2.38 | 2.23 | 2.40 | 2.32 | 2.26 | 2.25 | 2.22 | 2.20 | 2.20 |

| Domain | Year | Standard Errors of Measurement | | | | | | | | | | | | |
|----------------|----------------|--------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|
| | | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | 2007–08 | | | 2.66 | 2.45 | 2.26 | 2.12 | 2.34 | 2.28 | 2.21 | 2.20 | 2.17 | 2.14 | 2.15 |
| | 2006–07 | | | 2.66 | 2.48 | 2.29 | 2.18 | 2.32 | 2.27 | 2.22 | 2.23 | 2.19 | 2.16 | 2.17 |
| Overall | 2012–13 | 1.33 | 1.40 | 1.14 | 1.17 | 1.13 | 1.08 | 1.16 | 1.12 | 1.10 | 1.14 | 1.13 | 1.11 | 1.11 |
| | 2011–12 | 1.32 | 1.39 | 1.14 | 1.16 | 1.11 | 1.06 | 1.16 | 1.13 | 1.09 | 1.13 | 1.11 | 1.10 | 1.08 |
| | 2010–11 | 1.32 | 1.36 | 1.16 | 1.19 | 1.14 | 1.08 | 1.16 | 1.12 | 1.09 | 1.13 | 1.11 | 1.10 | 1.09 |
| | 2009–10 | 1.49 | 1.50 | 1.16 | 1.19 | 1.14 | 1.06 | 1.10 | 1.07 | 1.03 | 1.12 | 1.10 | 1.08 | 1.07 |
| | 2008–09 | 2.08 | 2.10 | 2.26 | 2.34 | 2.19 | 2.05 | 2.18 | 2.10 | 2.05 | 2.19 | 2.15 | 2.11 | 2.09 |
| | 2007–08 | 1.97 | 1.96 | 2.20 | 2.31 | 2.15 | 1.98 | 2.14 | 2.06 | 1.99 | 2.15 | 2.11 | 2.07 | 2.04 |
| | 2006–07 | 1.68 | 1.66 | 2.12 | 2.11 | 1.96 | 1.85 | 1.99 | 1.93 | 1.88 | 2.00 | 1.97 | 1.94 | 1.91 |

Note: The methodology used to calculate overall standard errors of measurement changed in 2009–10, and results based on the two methodologies are not comparable. The earlier methodology for calculating the overall standard error of measurement is described in the 2008-09 Annual Technical Report.

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Appendixes

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Appendix A: Technical History of the CELDT and CELDT Blueprints**2006–07 Edition through 2011–12 Edition**

The California English Language Development Test (CELDT) was developed by the CDE Testing and Accountability Division in response to legislation requiring school districts to assess the English language proficiency of all students with a primary language other than English upon initial enrollment and to assess all English learners annually. Technical reports dating from the CELDT inception through the 2005–06 Edition can be found at <http://www.cde.ca.gov/ta/tg/el/techreport.asp>.

2006–07 Edition (Form F)

CELDT was designed prior to the passage of *No Child Left Behind* (NCLB); therefore, when Title III of NCLB imposed new requirements for state English language proficiency assessments, changes to the test were made to ensure that the CELDT became federally compliant. The two fundamental changes were as follows:

1. **The separation of listening and speaking domains.** Prior to NCLB, listening/speaking was one combined test component in alignment with the California English Language Development (ELD) standards. NCLB required listening and speaking to be assessed as separate test components.
2. **The consideration of nonspecific language necessary to academic settings.** NCLB states that one primary purpose of Title III regulations is to “assist all limited-English-proficient children . . . to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet” (Title III, Part A, Section 3102). In response to this and in accordance with advice from the CELDT Technical Advisory Group, a study was conducted in 2006 to assess the degree to which the CELDT items were aligned with the ELD standards and linked to the academic content standards for English-language arts, mathematics, and science. A recommendation from the study was the inclusion of items with greater linguistic complexity than currently in the ELD standards or on the test itself.

The 2006–07 Edition was the first CELDT to be operationally scored using the new common scale and performance cut scores. This change in scale was accompanied by the creation and redefinition of several domains. First, separate scores for the domains of listening and speaking were reported. Second, the combined listening/speaking score was changed to a composite score composed of the truncated average of the listening and speaking scores rather than a separately calibrated scale. Finally, a scale score composite for comprehension was created from the truncated average of the listening and reading scale scores.

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The 2006–07 Edition was designed to better align the difficulty level of the CELDT at all grade spans. This was accomplished through the inclusion of more language used in academic classrooms throughout the test, new passages in both listening and reading, and revised scoring rubrics in writing. The test was also changed to increase the number of ELD standards covered by the CELDT blueprint, especially around the Early Advanced performance level. The operational and field test items were selected with the overall goal of increasing the number of items at the Early Advanced performance level.

The use of 11 test versions was designed to balance the testing time across test books and grade spans, in addition to providing a test form containing no field test items. The distribution plan was laid out so as to minimize the different configurations of test books used at the school level while simultaneously preserving the integrity of the sampling for the field test items.

A new Rhyming item format was developed for the K–2 grade span listening test component in an effort to expand the breadth of coverage of the ELD standards. This new test component consists of dichotomous-constructed-response items (DCRs) administered individually, in which the examiner gives two words that rhyme to the student, who must provide a third word that rhymes. This item type provides information about the student’s aural discrimination of medial and final sounds and their application to English words. Four of these items were field tested in the 2006–07 Edition (Form F) and were incorporated into the operational 2007–08 Edition (Form G).

2007–08 Edition (Form G)¹⁰

The 2007–08 CELDT operational administration was the second since domain scales and updated performance standards were established. As with the 2006–07 Edition, the 2007–08 Edition of the CELDT reported scale scores for listening, speaking, reading, and writing domains. The four domain scores were each scaled separately and reflected the aforementioned common scale. The composite overall score was computed as the truncated average of the four domain scores, and a scale score composite for comprehension was computed from the truncated average of the listening and reading scale scores.

The writing domain in the 2007–08 Edition included the open-ended Sentences format that was developed in July 2006 in response to the recommendations of the *California English Language Development Standards & Assessment: Evaluating Linkage & Alignment* (Sato, Lagunoff, Worth, Bailey, & Butler, 2005).¹¹ The expectation was that including these open-ended text prompts would elicit an independent clause, providing students the opportunity to construct more complex sentences than the picture-based

¹⁰Detailed results are reported in the technical report for the 2007–08 Edition found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/techrpt0708.pdf>.

¹¹These results are reported in the linkage alignment study found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/linkagealignstudy.pdf>.

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items. Item writers were provided samples of the new open-ended format along with a rationale for why the format was being developed. Unfortunately, when these items were administered to students, they exhibited several problems. The items required students to include the stem along with their own contribution to the sentence, and students often incorrectly copied the prompt. This introduced the possibility that errors were related to incorrect copying rather than actual failures in grammar or syntax. Furthermore, providing students with part of a complex sentence requires that they be fully competent in reading in order to respond appropriately to the prompts. Students who might have achieved basic communication (simple sentences) may be at a loss when trying to finish a complex sentence, resulting in a much lower score than would be obtained from a language sample elicited by a picture. In this case, the lower scores are not necessarily an accurate reflection of the students' writing ability. As a result of these issues, the items were suppressed and did not contribute to students' writing scores in 2007–08. This format was subsequently abandoned in 2008–09, and the previously used picture-based format was reintroduced.

The 2007–08 Edition was designed to best align the difficulty level of the CELDT at all grade spans, given the results of the linkage and alignment study. This was accomplished through the use of items and forms development specifications: field test items were developed and operational items were selected with a goal of increasing the number of items at the Early Advanced performance level, the critical cut score for decision making. The test was also revised to best reflect the ELD standards covered by the CELDT blueprint.

The Speech Functions component, which had been a part of the speaking test in the 3–5, 6–8, and 9–12 grade spans, became part of the operational K–2 speaking test as well, starting with Form G. Four Speech Functions items were field-tested in Form F, and two became operational in Form G (Oral Vocabulary was reduced to 15 to compensate).

2008–09 Edition¹²

The 2008–09 CELDT administration was the third operational administration since domain scales and updated performance standards were established. As with the 2006–07 Edition and the 2007–08 Edition, the 2008–09 Edition of CELDT reported scale scores for listening, speaking, reading, and writing domains. The domain scores were each scaled separately and reflected the aforementioned common scale. The composite overall score was computed as the truncated average of the four domain scores, and a scale score composite for comprehension was computed from the truncated average of the listening and reading scale scores.

¹²Detailed results are reported in the technical report for the 2008–09 Edition found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/techrpt0809.pdf>.

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The 2008–09 Edition was designed to best align the difficulty level of the CELDT at all grade spans, given the results of the linkage and alignment study. This was accomplished through the use of items and forms development specifications: field test items were developed and operational items were selected with a goal of increasing the number of items at the Early Advanced performance level, the critical cut score for decision making. The test was also revised to best reflect the ELD standards covered by the CELDT blueprint (see below).

For the 2008–09 Edition, the Speech Functions component was expanded to four items, and Oral Vocabulary further reduced to thirteen. This configuration (thirteen Oral Vocabulary, four Speech Functions, two Choose and Give Reasons, and one 4-Picture Narrative) now matched the blueprints of the other grade spans (i.e., 3–5, 6–8, and 9–12).

2009–10 Edition

The 2009–10 CELDT administration introduced reading and writing for K–1 students, and performance standards were established for these two domains and grades. Because the K–1 reading and writing items had not been field tested on previous operational forms, a special field test for those items was conducted during the week of March 16–20, 2009. Four test forms, each consisting of ten reading and ten writing items from the 2008 K–1 reading and writing item development program, were field tested at 57 different California schools representing 35 districts and 2,548 students. Following the usual field test analysis procedures, the items were subjected to a set of statistical analyses to determine their difficulty, precision, and fairness. Items that met acceptable statistical criteria and correctly addressed the test blueprint were then selected for operational use. The reading items were linked to the common scale by including among the new items an anchor set of grade 2 items that had been previously calibrated. There were no grade 2 writing items that were appropriate for administration to K–1 students. Consequently, a sample of grade 2 students completed the K–1 form, and these data were used to link the writing items to the common scale.

A standard setting was conducted in January 2010 to establish performance level cut scores for the K–1 reading and writing domains. The SBE subsequently adopted the cut scores at their May 2010 meeting. School districts were provided the new reading and writing scale scores and performance levels in a supplemental student score file in June 2010 for the 2009–10 Edition scores. The overall score for 2009–10 K–1 students remained as the average of the listening and speaking scores only.¹³ The composite overall score for other students was computed as the truncated average of the four domain scores. For students in grades 2–12, a scale score composite for comprehension was computed from the truncated average of the listening and reading scale scores.

¹³These results are reported in the technical report for the 2009–10 Edition found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/celdt0910techrpt.pdf>.

As with previous editions, the 2009–10 Edition was designed to provide maximum reliability at the Early Advanced performance level, the critical cut score for decision making.

2010–11 Edition

The 2010–11 Edition maintained the changes that had been incorporated into previous editions and the level of technical quality reflected in previous editions.

The 2010–11 Edition ushered in several notable improvements in design. A new field-testing plan was implemented to reduce the number of schools that receive field test forms, thus lowering overall testing demands on districts. This approach resulted in a sufficient sample for statistical analysis of items but substantially reduced the total testing time required across all schools in the state.

A comprehensive review of the test materials was performed prior to test form construction for the 2010–11 Edition. The number of pages in the scannable Answer Books was reduced, instructions to the examiner were moved from the Answer Book to the Examiner’s Manual, and blank pages were removed from the Test Books wherever possible. All four domains of the kindergarten and grade one (K–1) test were combined into one consumable Student Book. The Scoring Guide, which was a separate document in the past, was incorporated into the Examiner’s Manual for each grade span. Additionally, a separate Field Test Examiner’s Manual was created for each grade span containing instructions for each of the field test forms.

STOT workshop training materials were expanded to include a new section for Oral Vocabulary training. This was the first year that Oral Vocabulary was trained and prompting and scoring guidelines were developed. Additionally, a new online training and scoring calibration tool, called Moodle, was made available to district trainers and test examiners. Because of budget cuts the number of STOT workshops, which had been 23 in 2009–10, was reduced to 15. However, a new program of training workshops through local and regional sites, run by trainers who received official training at one of the STOT workshops, was introduced.

The following additional program changes were made during this test administration period:

Test Material Formats

- The following new sections were added to the Test Coordinator’s Manual: “Who Should Take the CELDT?,” “Special Testing Situations,” “Alternate Assessments,” “Report Test Irregularities,” “Return and Destroy Nonscorable and Unused Materials,” “Test Irregularities and Security Breach Report Form,” and “Special Charges.”
- The grades K–1 Examiner’s Manual was separated from the grade 2 Examiner’s Manual.

- The labels for the multiple-choice item answer choices were changed from “1,” “2,” “3,” and “4” to “A,” “B,” “C,” and “D” for all domains.
- The order of the response circles for each Speaking dichotomous constructed-response item in the Answer Book was changed from (left to right) “C” (correct), “I” (incorrect), “NR” (no response) to “NR,” “I,” “C.”
- The Sentences test component was modified in the Answer Book to increase from three to five the number of lines on which students write their responses.
- Horizontal dashed guide lines were added to the K–1 Writing Letters test component response boxes in the Answer Book.
- The CDE established a policy that the K–1 Writing Words story prompt items with pictures would be administered without them and in the future new Writing Words items would be developed without any pictures.
- The location of the Oral Vocabulary practice items was changed because Oral Vocabulary has different types of items. Previously, two practice items were shown sequentially one after the other at the beginning of the test component and they were both of the same type. This was changed so that there were either two or three practice questions, one at the beginning and one or two later, to introduce a new type of question.

Directions and Test Administration

- The directions to the test examiner in the Examiner’s Manuals for the Oral Vocabulary test component was changed to standardize repetition of the question one time if the student gives an appropriate response to the prompt in English, but the response is not entirely accurate (for example, it is too general, too specific, names the object pictured instead of the function, or restates the prompt).
- Written directions to students were added at the beginning of the Sentences test component section of the Answer Book in grades 2 through 12 to clarify to students they must write one sentence, and to ensure that students are aware they must write inside the box allocated for the response.
- The directions to the student in the Test Book for the Grammar and Structure test component were standardized to “Choose the word (or words) that BEST complete(s) each sentence,” for all items that contain one paragraph and three blanks.

Scoring

- Rubrics were developed for each new K–1 Writing constructed-response item type: Copying Letters, Copying Words, Writing Words story prompt, and the Writing Words picture prompt.
- For the Sentences test component (which requires a response of only one sentence per prompt), the rules that the contractor had been using for scoring responses with *multiple* sentences were provided in writing in the Scoring Training of Trainers (STOT) binder for the first time.
- For the Oral Vocabulary test component, examples of some common responses of both reasonable (correct) responses and incorrect responses were added to the Examiner’s Manual to help test examiners score these items.

Pre-Identification (Pre-ID) Data Management

- The data submission rules for the “Hispanic or Latino,” “Student’s Primary Language Code,” “Primary Disability,” and “Date First Enrolled in USA School” fields were changed so that it was an error (rather than a warning) if any of these fields were left blank in the Pre-ID file submitted by the district.
- The data submission rules for the “Most Recent Previous CELDT Administration,” “Most Recent Previous Scale Scores,” and the “Student’s Grade During Most Recent Previous CELDT Administration” fields were made dependent on one another and on the “Test Purpose” field.

Other

- External Content and Bias and Sensitivity Reviews were cancelled due to State budget cuts. Items written during the 2010–11 administration year went through an internal CDE Bias and Sensitivity Review.
- Five field test forms were developed, each containing field test items for only one domain. All districts testing with the CELDT received Form 1 (the operational form), and within those districts selected for field testing, select schools were assigned one of the five field test forms to administer during the Annual Assessment testing window.

2011–12 Edition

The 2011–12 Edition maintained the changes that had been incorporated into previous editions including administering the second year of the reduced participation field-testing plan.

In an effort to reduce the number of pages in the K–1 scannable Answer Books, instructions to the examiner were moved from the Answer Book to the Examiner’s Manual, and blank pages were removed wherever possible.

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The Examiner’s Manuals included new sample responses and scoring guidelines for the Oral Vocabulary test component and revised Examiner’s Manual wording clarified instructions for test examiners for repeating questions and prompting in the listening domain. Additional specific wording was provided to inform students they may raise their hands if they would like a question repeated.

STOT workshop training materials were expanded with the addition of a new section to the Trainer’s Kit binder for training of the administration of the listening domain; a new field test-specific section on the Administration and Scoring Video; and an increased number of sample student responses, anchor responses, and calibration sets for the Speech Functions and Choose and Give Reasons test components. Training was also provided in the use of the new K–1 writing practice item modeling boxes.

The following additional program changes were made during this test administration period:

Test Material Formats

- The following new sections were added to the *Test Coordinator’s Manual*: “Pre-Identification,” “Field Testing,” and “Data Review Module.”
- The pictures in the grade two Short Composition test component were removed. The CDE established a policy that those items currently with pictures will be administered without them and, in the future, new items would be developed without pictures.
- The term “Sample” item was changed to “Practice” item in all books.
- The pictures that were part of the K–1 Teacher Talk practice item were removed.
- Each K–1 Writing Words practice item was enhanced to include examples of acceptable responses in the Examiner’s Manual.
- K–1 writing practice items were displayed with two response boxes in the Answer Book. The directions to the examiners explained that the first box was for the student to practice. The second box was for the test examiner to model the correct response if the student did not respond correctly.

Directions and Test Administration

- The directions to the test examiners in the Examiner’s Manuals for the listening domain items and answer choices, if applicable, was changed to standardize repetition one time, if requested by the student (the story or talk may not be repeated). Additionally, these directions were read to students.
- The information about practice items in Table 4 in the Examiner’s Manuals for the writing domain was made specific to each test component. Additionally, where

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applicable, a statement about modeling the correct response if the student does not respond correctly was added.

- The Short Compositions writing prompt was added to the directions that are read to the student by the test examiner.
- The directions read by the test examiner for the K–1 writing items were revised to tell students to write inside the box provided for the response.

Scoring

- Samples of student writing (anchors) for each writing test component were added to the rubric pages in the Examiner’s Manuals.
- The charts from the Trainer’s Kit binder that list sample correct responses, sample responses that are not entirely accurate (for which the test examiner is to ask the question again), and sample incorrect answers were added to the Examiner’s Manual for the Oral Vocabulary test component.
- The layout of the pictures and charts in the speaking section were reformatted so that when the Examiner’s Manual is laid open, the test examiner’s pages face the examiner, while the pictures face the student.
- Guidelines on scoring common types of responses for Oral Vocabulary, Speech Functions, and Choose and Give Reasons test components were added to the Trainer’s Kit binder.
- The term “letter reversals” was defined both in the Trainer’s Kit binder and K–1 Examiner’s Manual for the Copying Words and Writing Words test components.
- The rules for scoring Sentences responses with multiple sentences were simplified. A response with more than one sentence was given the score of the highest-scored sentence.
- The contractor rules for evaluating spelling within constructed-response Sentences responses was provided for local scorers in the Trainer’s Kit binder for the first time.
- Rules for scoring multiple-choice test items in the Word Analysis, Fluency and Vocabulary, and Punctuation and Capitalization test components were changed. Test examiners were trained to record the specific response selected by the student (“A,” “B,” or “C”) rather than marking “NR” (for no response), “I” (for an incorrect response), or “C” (for a correct response). Directions clarified that if a student did not respond to the question or provided a response other than the “A,” “B,” or “C” response options, the test examiner was not to mark anything in the Answer Book.

- A statement about the difference in scoring and how to mark the Answer Book for the speaking domain when there is “No Response,” versus when a student responds incorrectly was added to the Important Points to Remember section of the Examiner’s Manuals. It was further clarified that when a student’s score is determined, both “no response” and “incorrect” are counted as zeros.
- For the Speech Functions items, directions to the test examiners were rewritten to clarify that the student’s response does not necessarily have to be in the form of a question. As long as the student’s response fulfills the speech function specified with the item, the response can be in the form of a question or a statement. Examples of reasonable responses were added to the Examiner’s Manuals.
- For Oral Vocabulary test component directions were rewritten to clarify that student responses may be in any verb tense.

Other

- The grades K–1 and 2, "Student Book" was retitled to "Answer Book."
- An ordering form was developed so districts could order additional copies of paper reports and data files from the 2006–07 Edition through the present.
- The field testing plan changed such that all schools within a district that was selected for field testing were assigned the same field test form, with the exception of some large districts. The largest ten districts received a field test form in addition to Form 1.

CELDT Blueprints

The CELDT is aligned to the English Language Development (ELD) Standards approved by the State Board of Education (SBE) in 1999. The ELD Standards identify five proficiency levels through which English learners progress toward English language proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The blueprints are organized by grade span: kindergarten through grade one; grade two; grades three through five; grades six through eight; and grades nine through twelve. Each ELD standard under the four domains reflects a skill that English learners are expected to have mastered at that specified proficiency level.

CELDT Blueprint for Kindergarten – Grade One

| Listening — Total Number of Items: 20 | |
|---|------------------------------|
| Strategies and Applications | |
| English Language Development (ELD) Standard | ELD Proficiency Level |
| Respond to simple directions and questions by using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures). | Beginning |
| Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses. | Intermediate |
| Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. | Advanced |
| Demonstrate an understanding of idiomatic expressions (e.g., “Give me a hand.”) by responding to such expressions and using them appropriately. | Advanced |
| Speaking — Total Number of Items: 20 | |
| Strategies and Applications | |
| ELD Standard | ELD Proficiency Level |
| Begin to speak with a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). | Beginning |
| Answer simple questions with one- to two-word responses. | Beginning |
| Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>). | Early Intermediate |
| Ask and answer questions by using phrases or simple sentences. | Early Intermediate |
| Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects. | Early Intermediate |
| Orally communicate basic needs (e.g., “May I get a drink?”). | Early Intermediate |
| Recite familiar rhymes, songs, and simple stories. | Early Intermediate |
| Ask and answer instructional questions by using simple sentences. | Intermediate |
| Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns). | Intermediate |

CELDT Blueprint for Kindergarten – Grade One (continued)

| ELD Standard | ELD Proficiency Level |
|---|------------------------------|
| Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. | Intermediate |
| Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing. | Intermediate |
| Retell stories in greater detail including characters, setting, and plot. | Early Advanced |
| Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors. | Early Advanced |
| Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. | Early Advanced |
| Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. | Early Advanced |
| Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”). | Early Advanced |
| Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter. | Advanced |
| Narrate and paraphrase events in greater detail by using more extended vocabulary. | Advanced |
| Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation. | Advanced |

CELDT Blueprint for Kindergarten – Grade One (continued)

| Reading — Total Number of Items: 20 | |
|---|------------------------------|
| Word Analysis | |
| ELD Standard | ELD Proficiency Level |
| Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. | Beginning |
| Recognize English phonemes that do not correspond to sounds students already hear and produce (e.g., <i>a</i> as in <i>cat</i> and final consonants). | Early Intermediate |
| Recognize and name all uppercase and lowercase letters of the alphabet. | Intermediate |
| Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. | Intermediate |
| Fluency and Systematic Vocabulary Development | |
| ELD Standard | ELD Proficiency Level |
| Read simple vocabulary, phrases, and sentences independently. | Early Intermediate |
| Use decoding skills to read more complex words independently. | Intermediate |
| Reading Comprehension | |
| ELD Standard | ELD Proficiency Level |
| While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings. | Beginning |
| Writing — Total Number of Items: 20 | |
| Strategies and Applications | |
| ELD Standard | ELD Proficiency Level |
| Copy the English alphabet legibly. | Beginning |
| Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week). | Beginning |
| Write a few words or phrases about an event or character from a story read by the teacher. | Beginning |
| English Language Conventions | |
| ELD Standard | ELD Proficiency Level |
| Use capitalization to begin sentences and for proper nouns. | Early Intermediate |
| Use a period or question mark at the end of a sentence. | Early Intermediate |

CELDT Blueprint for Grade Two

| Listening — Total Number of Items: 20 | |
|---|------------------------------|
| Strategies and Applications | |
| ELD Standard | ELD Proficiency Level |
| Respond to simple directions and questions by using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures). | Beginning |
| Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses. | Intermediate |
| Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. | Advanced |
| Demonstrate an understanding of idiomatic expressions (e.g., “Give me a hand.”) by responding to such expressions and using them appropriately. | Advanced |
| Speaking — Total Number of Items: 20 | |
| Strategies and Applications | |
| ELD Standard | ELD Proficiency Level |
| Begin to speak with a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). | Beginning |
| Answer simple questions with one- to two-word responses. | Beginning |
| Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>). | Early Intermediate |
| Ask and answer questions by using phrases or simple sentences. | Early Intermediate |
| Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. | Early Intermediate |
| Orally communicate basic needs (e.g., “May I get a drink?”). | Early Intermediate |
| Recite familiar rhymes, songs, and simple stories. | Early Intermediate |
| Ask and answer instructional questions by using simple sentences. | Intermediate |
| Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns). | Intermediate |

CELDT Blueprint for Grade Two (continued)

| ELD Standard | ELD Proficiency Level |
|---|------------------------------|
| Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. | Intermediate |
| Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing. | Intermediate |
| Retell stories in greater detail including characters, setting, and plot. | Early Advanced |
| Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors. | Early Advanced |
| Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. | Early Advanced |
| Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. | Early Advanced |
| Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”). | Early Advanced |
| Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter. | Advanced |
| Narrate and paraphrase events in greater detail by using more extended vocabulary. | Advanced |
| Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation. | Advanced |

CELDT Blueprint for Grade Two (continued)

| Reading — Total Number of Items: 35 | |
|---|------------------------------|
| Word Analysis | |
| ELD Standard | ELD Proficiency Level |
| Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. | Beginning |
| Recognize English phonemes that do not correspond to sounds students hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants). | Early Intermediate |
| Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. | Intermediate |
| Recognize and name all uppercase and lowercase letters of the alphabet. | Intermediate |
| Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). | Early Advanced |
| Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text. | Early Advanced |
| Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). | Advanced |

CELDT Blueprint for Grade Two (continued)

| Fluency and Systematic Vocabulary Development | |
|--|------------------------------|
| ELD Standard | ELD Proficiency Level |
| Demonstrate comprehension of simple vocabulary with an appropriate action. | Beginning |
| Read simple vocabulary, phrases, and sentences independently. | Early Intermediate |
| Use decoding skills to read more complex words independently. | Intermediate |
| Apply knowledge of content-related vocabulary to discussions and reading. | Intermediate |
| Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove</i> , <i>jumping</i>). | Intermediate |
| Recognize simple antonyms and synonyms (e.g., <i>good</i> , <i>bad</i> ; <i>blend</i> , <i>mix</i>) in stories or games. | Early Advanced |
| Use simple prefixes and suffixes when they are attached to known vocabulary. | Early Advanced |
| Use decoding skills and knowledge of academic and social vocabulary to begin independent reading. | Early Advanced |
| Explain common antonyms and synonyms. | Advanced |
| Recognize words that have multiple meaning in texts. | Advanced |
| Apply knowledge of academic and social vocabulary to achieve independent reading. | Advanced |
| Reading Comprehension | |
| ELD Standard | ELD Proficiency Level |
| Understand and follow simple one-step directions for classroom activities. | Beginning |
| Draw and label pictures related to a story topic or one’s own experience. | Early Intermediate |
| Understand and follow simple two-step directions of classroom activities. | Early Intermediate |
| Understand and follow some multiple-step directions for classroom-related activities. | Intermediate |
| Read and use basic text features, such as title, table of contents, and chapter headings. | Early Advanced |
| Locate and use basic text features, such as title, table of contents, chapter headings, diagrams, and index. | Advanced |

CELDT Blueprint for Grade Two (continued)

| Writing — Total Number of Items: 24 | |
|--|------------------------------|
| Strategies and Applications | |
| ELD Standard | ELD Proficiency Level |
| Write a phrase or simple sentence about an experience generated from a group story. | Beginning |
| Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months (e.g., “Today is Tuesday”)). | Early Intermediate |
| Write one to two simple sentences (e.g., “I went to the park.”). | Early Intermediate |
| Write short narrative stories that include the elements of setting and character. | Intermediate |
| Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. | Intermediate |
| Write a friendly letter of a few lines. | Intermediate |
| Following a model, proceed through the writing process to independently write short paragraphs of at least three lines. | Intermediate |
| Write short narratives that include elements of setting, characters and events. | Early Advanced |
| Proceed through the writing process to write short paragraphs that maintain a consistent focus. | Early Advanced |
| Write a formal letter. | Early Advanced |
| Produce independent writing with consistent use of standard grammatical forms. (Some rules may not be followed.) | Early Advanced |
| Write short narratives that describe the setting, characters, objects, and events. | Advanced |
| Produce independent writing by using correct grammatical forms. | Advanced |
| Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus. | Advanced |

CELDT Blueprint for Grade Two (continued)

| English Language Conventions | |
|--|------------------------------|
| ELD Standard | ELD Proficiency Level |
| Use capitalization to begin sentences and for proper nouns. | Early Intermediate |
| Use a period or a question mark at the end of a sentence. | Early Intermediate |
| Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections. | Early Intermediate |
| Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. | Intermediate |
| Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections). | Intermediate |
| Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization. | Early Advanced |
| Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement). | Early Advanced |
| Edit writing to check some of the mechanics of writing (e.g., capital letters and periods). | Early Advanced |
| Use complete sentences and correct word order. | Advanced |
| Use correct parts of speech, including correct subject/verb agreement. | Advanced |
| Edit writing for punctuation, capitalization, and spelling. | Advanced |
| Produce writing that demonstrates a command of the conventions of standard English. | Advanced |

CELDT Blueprint for Grades Three – Five

| Listening — Total Number of Items: 20 | |
|---|------------------------------|
| Strategies and Applications | |
| ELD Standard | ELD Proficiency Level |
| Restate and execute multiple-step oral directions. | Early Intermediate |
| Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses. | Intermediate |
| Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. | Early Advanced |
| Listen attentively to stories and information on topics; identify the main points and supporting details. | Advanced |
| Demonstrate an understanding of idiomatic expressions (e.g., “It’s pouring outside.”) by responding to such expressions and using them appropriately. | Advanced |
| Identify the main ideas and points of view, and distinguish fact from fiction in broadcast and print media. | Advanced |
| Speaking — Total Number of Items: 20 | |
| Strategies and Applications | |
| ELD Standard | ELD Proficiency Level |
| Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). | Beginning |
| Answer simple questions with one- to two-word responses. | Beginning |
| Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects. | Beginning |
| Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>). | Early Intermediate |
| Ask and answer questions by using phrases or simple sentences. | Early Intermediate |

CELDT Blueprint for Grades Three – Five (continued)

| ELD Standard | ELD Proficiency Level |
|---|------------------------------|
| Orally communicate basic needs (e.g., “May I get a drink of water?”). | Early Intermediate |
| Recite familiar rhymes, songs, and simple stories. | Early Intermediate |
| Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”). | Intermediate |
| Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns). | Intermediate |
| Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. | Intermediate |
| Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing. | Intermediate |
| Summarize major ideas and retell stories in greater detail including the characters, setting, and plot. | Early Advanced |
| Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors. | Early Advanced |
| Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. | Early Advanced |
| Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. | Early Advanced |
| Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”). | Early Advanced |
| Use simple figurative language and idiomatic expressions (e.g., “It’s raining cats and dogs.”) to communicate ideas to a variety of audiences. | Early Advanced |
| Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. | Advanced |
| Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation. | Advanced |

CELDT Blueprint for Grades Three – Five (continued)

| Reading — Total Number of Items: 35 | |
|---|------------------------------|
| Word Analysis | |
| ELD Standard | ELD Proficiency Level |
| Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud. | Beginning |
| Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics). | Early Intermediate |
| Use common English morphemes in oral and silent reading. | Intermediate |
| Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. | Early Advanced |
| Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. | Advanced |
| Fluency and Systematic Vocabulary Development | |
| ELD Standard | ELD Proficiency Level |
| Demonstrate comprehension of simple vocabulary with an appropriate action. | Beginning |
| Retell simple stories by using drawings, words, or phrases. | Beginning |
| Apply knowledge of content-related vocabulary to discussions and reading. | Early Intermediate |
| Read simple vocabulary, phrases, and sentences independently. | Early Intermediate |
| Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences. | Early Intermediate |
| Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts. | Intermediate |
| Use content-related vocabulary in discussions and reading. | Intermediate |
| Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i>speak, speaker</i>). | Intermediate |
| Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. | Early Advanced |
| Recognize that some words have multiple meanings (e.g., <i>present/gift, present/time</i>) in literature and texts in content areas. | Early Advanced |
| Use some common root words and affixes when they are attached to known vocabulary (e.g., <i>educate, education</i>). | Early Advanced |

CELDT Blueprint for Grades Three – Five (continued)

| ELD Standard | ELD Proficiency Level |
|--|------------------------------|
| Recognize simple analogies (e.g., “fly like a bird”) and metaphors in literature and texts in content areas. | Early Advanced |
| Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. | Early Advanced |
| Recognize some common idioms (e.g., “scared silly”) in discussions and reading. | Early Advanced |
| Apply knowledge of common root words and affixes when they are attached to known vocabulary. | Advanced |
| Recognize that some words have multiple meanings and apply this knowledge consistently. | Advanced |
| Apply knowledge of academic and social vocabulary to achieve independent reading. | Advanced |
| Use common idioms, some analogies, and metaphors in discussion and reading. | Advanced |
| Use a standard dictionary to determine the meaning of unknown words. | Advanced |
| Reading Comprehension | |
| ELD Standard | ELD Proficiency Level |
| Understand and follow simple one-step directions for classroom activities. | Beginning |
| Point out text features such as the title, table of contents, and chapter headings. | Beginning |
| Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown”). | Early Intermediate |
| Understand and follow simple two-step directions for classroom activities. | Early Intermediate |
| Read and identify basic text features such as title, table of contents, and chapter headings. | Early Intermediate |
| Read text and identify features such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. | Intermediate |
| Understand and follow some multiple-step directions for classroom-related activities. | Intermediate |
| Describe the main ideas and supporting details of a text. | Early Advanced |

CELDT Blueprint for Grades Three – Five (continued)

| ELD Standard | ELD Proficiency Level |
|--|------------------------------|
| Generate and respond to comprehension questions related to the text. | Early Advanced |
| Locate text features such as format, diagrams, charts, glossaries, and indexes, and identify the functions. | Early Advanced |
| Use the text (such as ideas presented, illustrations, titles) to draw conclusions and make inferences. | Early Advanced |
| Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts. | Early Advanced |
| Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect. | Early Advanced |
| Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. | Advanced |
| Describe main ideas and supporting details, including supporting evidence. | Advanced |
| Use text features such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text. | Advanced |
| Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order, and cause and effect. | Advanced |
| Distinguish fact from opinion and inference and cause from effect in text. | Advanced |

CELDT Blueprint for Grades Three – Five (continued)

| Writing — Total Number of Items: 24 | |
|---|------------------------------|
| Strategies and Applications | |
| ELD Standard | ELD Proficiency Level |
| Write the English alphabet legibly. | Beginning |
| Label key parts of common objects. | Beginning |
| Use models to write short narratives. | Beginning |
| Write short narrative stories that include elements of setting and character. | Early Intermediate |
| Follow a model to write a friendly letter. | Early Intermediate |
| Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. | Early Intermediate |
| Narrate with some detail a sequence of events. | Intermediate |
| Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. | Intermediate |
| Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed). | Intermediate |
| Write a letter by independently using detailed sentences. | Intermediate |
| Write a detailed summary of a story. | Early Advanced |
| Arrange compositions according to simple organizational patterns. | Early Advanced |
| Independently write a persuasive letter with relevant evidence. | Early Advanced |
| Write a persuasive composition using standard grammatical forms. | Advanced |
| Write narratives that describe the setting, characters, objects, and events. | Advanced |
| Independently use all the steps of the writing process. | Advanced |

CELDT Blueprint for Grades Three – Five (continued)

| English Language Conventions | |
|--|------------------------------|
| ELD Standard | ELD Proficiency Level |
| Use a period at the end of a sentence and question mark at the end of a question. | Beginning |
| Use capitalization to begin sentences and for proper nouns. | Early Intermediate |
| Use a period at the end of a sentence and use some commas appropriately. | Early Intermediate |
| Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections. | Early Intermediate |
| Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. | Intermediate |
| Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb without inflections). | Intermediate |
| Produce independent writing with consistent use of correct capitalization, punctuation, and spelling. | Early Advanced |
| Use standard word order but may have some consistent grammatical forms, including inflections. | Early Advanced |
| Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization and spelling). | Early Advanced |
| Use complete sentences and correct word order. | Advanced |
| Use correct parts of speech, including correct subject/verb agreement. | Advanced |
| Edit writing for punctuation, capitalization, and spelling. | Advanced |
| Produce writing that demonstrates a command of the conventions of standard English. | Advanced |

CELDT Blueprint for Grades Six – Eight

| Listening — Total Number of Items: 20 | |
|---|------------------------------|
| Strategies and Applications | |
| ELD Standard | ELD Proficiency Level |
| Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing). | Beginning |
| Restate and execute multi-step oral directions. | Early Intermediate |
| Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses. | Intermediate |
| Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content. | Intermediate |
| Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details. | Early Advanced |
| Listen attentively to stories and information on topics; identify the main points and supporting details. | Advanced |
| Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. | Advanced |
| Speaking — Total Number of Items: 20 | |
| Strategies and Applications | |
| ELD Standard | ELD Proficiency Level |
| Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). | Beginning |
| Ask and answer questions by using simple sentences or phrases. | Beginning |
| Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>). | Early Intermediate |
| Ask and answer questions by using phrases or simple sentences. | Early Intermediate |
| Orally communicate basic needs (e.g., “I need to borrow a pencil.”). | Early Intermediate |

CELDT Blueprint for Grades Six – Eight (continued)

| ELD Standard | ELD Proficiency Level |
|---|------------------------------|
| Respond to messages by asking simple questions or by briefly restating the message. | Intermediate |
| Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns). | Intermediate |
| Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. | Intermediate |
| Retell stories in greater detail by including the characters, setting, and plot. | Early Advanced |
| Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors. | Early Advanced |
| Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. | Early Advanced |
| Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. | Early Advanced |
| Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. | Early Advanced |
| Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences. | Early Advanced |
| Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. | Advanced |
| Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation. | Advanced |

CELDT Blueprint for Grades Six – Eight (continued)

| Reading — Total Number of Items: 35 | |
|--|------------------------------|
| Word Analysis | |
| ELD Standard | ELD Proficiency Level |
| Recognize the most common English morphemes in phrases and simple sentences. | Beginning |
| Use common English morphemes in oral and silent reading. | Early Intermediate |
| Recognize obvious cognates (e.g., <i>education, educación; actually, actualmente</i>) in phrases, simple sentences, literature, and content area texts. | Early Intermediate |
| Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. | Intermediate |
| Identify cognates (e.g., <i>agonia, agony</i>) and false cognates (e.g., <i>éxito, exit</i>) in literature and texts in content areas. | Intermediate |
| Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. | Early Advanced |
| Distinguish between cognates and false cognates in literature and texts in content areas. | Early Advanced |
| Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. | Advanced |
| Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. | Advanced |

CELDT Blueprint for Grades Six – Eight (continued)

| Fluency and Systematic Vocabulary Development | |
|--|------------------------------|
| ELD Standard | ELD Proficiency Level |
| Read simple paragraphs and passages independently. | Early Intermediate |
| Use a standard dictionary to determine meanings of unknown words. | Intermediate |
| Use knowledge of English morphemes, phonics, and syntax to decode text. | Intermediate |
| Recognize simple idioms, analogies, figures of speech (e.g., “to take a fall”), and metaphors in literature and texts in content areas. | Intermediate |
| Use decoding skills and knowledge of both academic and social vocabulary to read independently. | Intermediate |
| Recognize that some words have multiple meanings. | Intermediate |
| Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. | Early Advanced |
| Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas. | Early Advanced |
| Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings). | Early Advanced |
| Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. | Early Advanced |
| Recognize idioms, analogies and metaphors used in literature and texts in content areas. | Early Advanced |
| Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas. | Advanced |
| Apply knowledge of academic and social vocabulary to achieve independent reading. | Advanced |
| Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors. | Advanced |
| Use a standard dictionary to determine meaning of unknown words. | Advanced |

CELDT Blueprint for Grades Six – Eight (continued)

| Reading Comprehension | |
|--|------------------------------|
| ELD Standard | ELD Proficiency Level |
| Recognize categories of common informational materials (e.g., newspapers, brochures). | Beginning |
| Point out text features, such as title, table of contents, and chapter headings. | Beginning |
| Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. | Early Intermediate |
| Identify and explain main ideas and critical details of informational materials, literary texts, and texts in content areas. | Early Advanced |
| Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas. | Advanced |

CELDT Blueprint for Grades Six – Eight (continued)

| Writing — Total Number of Items: 24 | |
|--|------------------------------|
| Strategies and Applications | |
| ELD Standard | ELD Proficiency Level |
| Write a brief narrative using a few simple sentences that include the setting and some details. | Beginning |
| Use the writing process to write brief narratives and stories with a few standard grammatical forms. | Beginning |
| Write simple compositions, such as descriptions and comparison and contrast, have a main idea, and some detail. | Beginning |
| Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. | Early Intermediate |
| Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences. | Early Intermediate |
| Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms. | Early Intermediate |
| Narrate a sequence of events and communicate their significance to the audience. | Intermediate |
| Write brief expository compositions (e.g., description, compare and contrast, cause and effect, and problem and solution) that include a thesis and some points of support. | Intermediate |
| Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument. | Early Advanced |
| Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments. | Advanced |

CELDT Blueprint for Grades Six – Eight (continued)

| English Language Conventions | |
|--|------------------------------|
| ELD Standard | ELD Proficiency Level |
| Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling). | Early Intermediate |
| Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms. | Early Intermediate |
| Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling. | Intermediate |
| Edit and correct basic grammatical structures and usage of the conventions of writing. | Intermediate |
| Create coherent paragraphs through effective transitions. | Early Advanced |
| Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling. | Early Advanced |
| Edit writing for grammatical structures and mechanics of writing. | Early Advanced |
| Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling. | Advanced |
| Create coherent paragraphs through effective transitions and parallel constructions. | Advanced |
| Edit writing for the mechanics to approximate standard grammatical forms. | Advanced |

CELDT Blueprint for Grades Nine – Twelve

| Listening — Total Number of Items: 20 | |
|---|------------------------------|
| Strategies and Applications | |
| ELD Standard | ELD Proficiency Level |
| Demonstrate comprehension of oral presentations and instructions through non-verbal responses. | Beginning |
| Restate and execute multiple-step oral directions. | Early Intermediate |
| Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses. | Intermediate |
| Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content. | Intermediate |
| Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. | Advanced |
| Speaking — Total Number of Items: 20 | |
| Strategies and Applications | |
| ELD Standard | ELD Proficiency Level |
| Begin to speak with a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). | Beginning |
| Ask and answer questions by using simple sentences or phrases. | Beginning |
| Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>). | Early Intermediate |
| Ask and answer questions using phrases or simple sentences. | Early Intermediate |
| Orally communicate basic needs (e.g., “Do we have to _____?”). | Early Intermediate |

CELDT Blueprint for Grades Nine – Twelve (continued)

| ELD Standard | ELD Proficiency Level |
|--|------------------------------|
| Respond to messages by asking simple questions or by briefly restating the message. | Intermediate |
| Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns). | Intermediate |
| Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. | Intermediate |
| Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. | Early Advanced |
| Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information. | Early Advanced |
| Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. | Early Advanced |
| Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. | Early Advanced |
| Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences. | Early Advanced |
| Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. | Advanced |
| Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. | Advanced |
| Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation. | Advanced |

CELDT Blueprint for Grades Nine – Twelve (continued)

| Reading — Total Number of Items: 35 | |
|--|------------------------------|
| Word Analysis | |
| ELD Standard | ELD Proficiency Level |
| Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals). | Beginning |
| Use common English morphemes in oral and silent reading. | Early Intermediate |
| Recognize obvious cognates (e.g., <i>education, educación; actually, actualmente</i>) in phrases, simple sentences, literature, and content area texts. | Early Intermediate |
| Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. | Intermediate |
| Identify cognates (e.g., <i>agonia, agony</i>) and false cognates (e.g., <i>-éxito, exit</i>) in literature and texts in content areas. | Intermediate |
| Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., <i>remove, extend</i>). | Early Advanced |
| Distinguish between cognates and false cognates in literature and texts in content areas. | Early Advanced |
| Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. | Advanced |
| Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas. | Advanced |

CELDT Blueprint for Grades Nine – Twelve (continued)

| Fluency and Systematic Vocabulary Development | |
|---|------------------------------|
| ELD Standard | ELD Proficiency Level |
| Recognize simple affixes (e.g., <i>educate, education</i>), prefixes (e.g., <i>dislike</i>), synonyms (e.g., <i>big, large</i>), and antonyms (e.g., <i>hot, cold</i>). | Beginning |
| Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. | Early Intermediate |
| Recognize simple idioms, analogies, and figures of speech (e.g., “the last word”) in literature and subject-matter texts. | Early Intermediate |
| Read simple paragraphs and passages independently. | Early Intermediate |
| Use a standard dictionary to find the meaning of unknown vocabulary. | Early Intermediate |
| Use appropriate connectors (e.g., <i>first, then, after that, finally</i>) to sequence written text. | Early Intermediate |
| Recognize that some words have multiple meanings and apply this knowledge to written texts. | Early Intermediate |
| Use a standard dictionary to derive meaning of unknown vocabulary. | Intermediate |
| Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of these words. | Intermediate |
| Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors. | Intermediate |
| Use decoding skills and knowledge of both academic and social vocabulary to read independently. | Intermediate |
| Apply knowledge of text connectors to make inferences. | Intermediate |
| Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. | Early Advanced |
| Recognize that some words have multiple meanings, and apply this knowledge to understand texts. | Early Advanced |
| Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts. | Early Advanced |
| Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings). | Early Advanced |
| Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. | Early Advanced |
| Recognize idioms, analogies, and metaphors used in literature and texts in content areas. | Early Advanced |

CELDT Blueprint for Grades Nine – Twelve (continued)

| ELD Standard | ELD Proficiency Level |
|--|------------------------------|
| Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas. | Advanced |
| Apply knowledge of academic and social vocabulary to achieve independent reading. | Advanced |
| Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors. | Advanced |
| Use a standard dictionary to determine meaning of unknown words. | Advanced |
| Reading Comprehension | |
| ELD Standard | ELD Proficiency Level |
| Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts. | Beginning |
| Point out text features, such as title, table of contents, and chapter headings. | Beginning |
| Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms. | Early Intermediate |
| Apply knowledge of language to achieve comprehension of informational materials, literary text, and texts in content areas. | Early Advanced |
| Apply knowledge of language to achieve comprehension of informational materials, literary text, and text in content areas. | Advanced |

CELDT Blueprint for Grades Nine – Twelve (continued)

| Writing — Total Number of Items: 24 | |
|---|------------------------------|
| Strategies and Applications | |
| ELD Standard | ELD Proficiency Level |
| Write a brief narrative by using a few simple sentences that include setting and some details. | Beginning |
| Use the writing process to write brief narratives with a few standard grammatical forms. | Beginning |
| Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail. | Beginning |
| Use common verbs, nouns, and high-frequency modifiers in simple sentences. | Early Intermediate |
| Write expository compositions, such as descriptions, comparisons and contrast, and problem and solution, that include a main idea and some details using simple sentences. | Early Intermediate |
| Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms. | Early Intermediate |
| Narrate a sequence of events and communicate their significance to the audience. | Intermediate |
| Write brief expository compositions and reports that: a) include a thesis and some supporting details; b) provide information from primary sources; and c) include charts and graphs. | Intermediate |
| Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms. | Early Advanced |
| Write reflective compositions that explore the significance of events. | Early Advanced |
| Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments. | Advanced |
| Structure ideas and arguments in a given context by giving supporting and relevant examples. | Advanced |

CELDT Blueprint for Grades Nine – Twelve (continued)

| English Language Conventions | |
|--|------------------------------|
| ELD Standard | ELD Proficiency Level |
| Identify basic vocabulary, mechanics, and sentence structures in a piece of writing. | Beginning |
| Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling). | Early Intermediate |
| Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms. | Early Intermediate |
| Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling. | Intermediate |
| Edit and correct basic grammatical structures and usage of the conventions of writing. | Intermediate |
| Create coherent paragraphs through effective transitions. | Early Advanced |
| Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling. | Early Advanced |
| Edit writing for grammatical structures and the mechanics of writing. | Early Advanced |
| Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling. | Advanced |
| Create coherent paragraphs through effective transitions and parallel constructions. | Advanced |
| Edit writing for the mechanics to approximate standard grammatical forms. | Advanced |

Appendix B: Information Related to Content Validity

The validity of educational tests rests heavily on issues of content relevance and representativeness. The CDE relies on the expertise of diverse groups of experts in psychometrics, language testing, applied linguistics, English language development and acquisition, and early childhood development and testing. This appendix provides lists of experts who have contributed to the overall validity of the test.

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Table B-1: 2012–13 Writing Anchor Pull Participants (N = 20)

| Demographic Characteristic | | N | Percent |
|--|------------------------|----|---------|
| Special Education Teacher (Not reported in 2012–13) | Yes | – | 0 |
| | No | – | 0 |
| Classroom Teaching Level | Elementary | 12 | 60 |
| | High School | 2 | 10 |
| | K–12 | 6 | 30 |
| Ethnicity | Caucasian | 15 | 75 |
| | Mexican American | 4 | 20 |
| | None Specified | 1 | 5 |
| Languages Spoken | Spanish | 8 | 40 |
| | French | 1 | 5 |
| | Latin | 1 | 5 |
| | None Specified | 11 | 55 |
| Gender | Female | 19 | 95 |
| | Male | 1 | 5 |
| Current Position | Teacher/Educator | 12 | 60 |
| | District/County Office | 8 | 40 |
| Teaching Location | Northern California | 14 | 70 |
| | Southern California | 6 | 30 |
| CELDT Experience | 2–4 years | 1 | 5 |
| | 5–6 years | 4 | 20 |
| | >7 years | 15 | 75 |
| District Coordinator | Yes | 7 | 35 |
| Examiner | Yes | 18 | 90 |
| Anchor Pull Participant | Yes | 8 | 40 |
| School Site Coordinator | Yes | 14 | 70 |
| Scoring Trainer | Yes | 11 | 55 |

Table B-2: 2012–13 Speaking Anchor Pull Participants (N = 9)

| Demographic Characteristic | | N | Percent |
|-----------------------------|------------------------|---|---------|
| Special Education Teacher | Yes | 0 | 0 |
| | No | 9 | 100 |
| Classroom Teaching Level | Elementary | 3 | 33 |
| | High School | 1 | 11 |
| | K–12 | 5 | 56 |
| Ethnicity | Caucasian | 5 | 56 |
| | Mexican American | 4 | 55 |
| Languages Spoken | Spanish | 6 | 67 |
| | None Specified | 3 | 33 |
| Gender | Female | 9 | 100 |
| Current Position | Teacher/Educator | 3 | 33 |
| | District/County Office | 6 | 67 |
| Teaching Location | Northern California | 5 | 56 |
| | Central California | 2 | 22 |
| | Southern California | 2 | 22 |
| CELDT Experience | 5–6 years | 1 | 11 |
| | >7 years | 8 | 89 |
| District/School Coordinator | Yes | 5 | 56 |
| CELDT District Trainer | Yes | 6 | 67 |
| Examiner | Yes | 8 | 89 |
| Anchor Pull Participant | Yes | 8 | 89 |

Table B-3: 2012–13 Bias and Sensitivity Review Participants (N = 7)

| Demographic Characteristic | | N | Percent* |
|---------------------------------------|---------------------------------------|----------|-----------------|
| Ethnicity | Asian | 2 | 28 |
| | Black or African American | 1 | 14 |
| | Hispanic or Latino | 4 | 57 |
| Languages Spoken | African (Shona, Ndebele) | 1 | 14 |
| | Chinese (Mandarin, Cantonese) | 1 | 14 |
| | Indian (Marathi, Hindi) | 1 | 14 |
| | Portuguese | 2 | 28 |
| | Spanish | 4 | 57 |
| Gender | Female | 6 | 85 |
| | Male | 1 | 14 |
| Current Position | CA Dept of Education | 7 | 100 |
| Sensitivity Review Participant | Yes | 7 | 100 |
| Other Areas of Specialty | Standards-based Test in Spanish (STS) | 1 | 14 |
| | Math Curriculum | 1 | 14 |
| | Data Analysis | 1 | 14 |
| | Title III | 1 | 14 |
| | Students with Disabilities | 1 | 14 |
| | | | |

* Percent rounded to the nearest whole number

Appendix C: Writing and Speaking Rubrics History

Notes: This appendix contains the current scoring rubrics followed by changes to each rubric for each edition dating back to the 2010–11 Edition.

Sections of the rubric with changes are shaded. New text inserted is shown in italics, and deleted text is shown with strikethroughs.

CURRENT SCORING RUBRICS

Writing—Short Compositions

NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|----------|---|
| 0 | <p>NO COMMUNICATION</p> <ul style="list-style-type: none"> • Content may or may not be related to the prompt. • Response consists of a few isolated words with no comprehensible phrases. • Subject and predicate may or may not be present. • Grammar and syntax contain errors that distort meaning. • Vocabulary is severely limited (student uses random words). • Spelling and mechanics errors interfere with comprehensibility. |
| 1 | <p>EMERGING COMMUNICATIONS</p> <ul style="list-style-type: none"> • Content is somewhat related to the prompt. • Response is mostly incomprehensible with some recognizable phrases. • Subject or predicate may be recognizable. • Grammar and syntax often interfere with meaning. • Vocabulary is limited (in early stages of development; mostly basic). • Spelling and mechanics errors make response difficult to comprehend, but at least one word is spelled correctly (other than “a,” “I,” or “the”). |
| 2 | <p>DEVELOPING COMMUNICATIONS</p> <ul style="list-style-type: none"> • Content is related to the prompt. • Response is mostly comprehensible. • Subject and predicate are in correct word order in at least one complete or run-on sentence. The response may also contain other complete, attempted, or run-on sentences or sentence fragments. • Grammar and syntax contain numerous errors, sometimes interfering with meaning. • Vocabulary is general, imprecise, and/or repetitive. • Spelling and mechanics errors often interfere with meaning. |

| SCORE | SCORING RUBRIC |
|-------|--|
| 3 | <p>COMPETENT COMMUNICATION</p> <ul style="list-style-type: none"> • Content reasonably addresses the prompt. • Response is mostly comprehensible and recognizable as a paragraph; contains logical sequencing. • For grades 2–5, subject and predicate are in correct word order in at least three complete, attempted, or run-on sentences. For grade 2, at least one of these is a complete sentence. The other two may be attempted or run-on sentences. For grades 3–5, at least two of these are complete sentences. The other one may be an attempted or a run-on sentence. The response may also contain other complete, attempted, or run-on sentences or sentence fragments. • For grades 6–12, subject and predicate are in correct word order in at least three complete sentences. The response may also contain other complete, attempted, or run-on sentences or sentence fragments. • Grammar and syntax contain few errors that occasionally interfere with meaning. • Vocabulary adequately addresses the prompt. • Spelling and mechanics errors occasionally interfere with meaning. |
| 4 | <p>FULLY COMPETENT COMMUNICATION</p> <ul style="list-style-type: none"> • Content fully addresses the prompt. • Response is in paragraph form with sentences that support the topic sentence and may contain a concluding sentence. Response is written in Standard English and contains well-organized events or ideas as well as a few effective details and transitional devices. • Subject and predicate are in correct word order in at least three complete sentences. One or more of the complete sentences must be syntactically complex (defined as multiple subjects or objects, multiple verbs, use of an infinitive or gerund as an object or subject, compound or complex sentence structure, prepositional phrase or phrasal verb, or relative clause). The response may also contain other complete sentences or attempted sentences; the response may not contain run-on sentences or sentence fragments. • Grammar and syntax contain minimal errors that do not interfere with meaning. • Vocabulary is precise and may include idioms or figurative language. • Spelling and mechanics errors are minimal and do not interfere with meaning. |

Writing—Sentences

NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|-------|---|
| 0 | <p>NO COMMUNICATION</p> <ul style="list-style-type: none"> • Subject or predicate is missing. The following characteristics may be seen as well. • Content is not related to the prompt. • Grammar and syntax distort meaning. • Articles, possessives, prepositions, or plural endings are missing or incorrect. • Vocabulary is severely limited (random words with no indication of comprehension). • Spelling errors interfere with comprehensibility. • Punctuation and capitalization errors distort meaning. |
| 1 | <p>EMERGING COMMUNICATION</p> <p>Simple subject and a simple predicate are evident and in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is reasonably related to the prompt. • Response contains awkward clauses and/or non-standard wording that affect meaning. • Grammar and syntax contain errors that may interfere with meaning (errors in subject-verb agreement, incorrect verb form or tense, use of present participle without an auxiliary verb, <i>word order</i>). • Articles, possessives, prepositions, or plural endings are often missing or incorrect. • Vocabulary is limited, imprecise, or does not adequately address the prompt. • Spelling errors make response difficult to comprehend, but at least one word is correctly spelled (other than “a,” “I,” or “the”). • Punctuation and/or capitalization errors may interfere with meaning. |

| SCORE | SCORING RUBRIC |
|-------|---|
| 2 | <p>BASIC COMMUNICATION</p> <p>Subject and predicate are in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is clear and appropriate to the prompt. • Response is communicative but simple. • Grammar and syntax contain minor errors that do not interfere with meaning, but response is not written in Standard English (errors in subject-verb agreement, incorrect verb form or tense, word order). • Articles, possessives, prepositions, or plural endings may be missing or incorrect. • Vocabulary adequately addresses the prompt. • Spelling errors do not interfere with meaning. • Punctuation and/or capitalization have few errors that do not interfere with meaning. <p>A compound or complex sentence may receive a score of 2 if an independent clause contains no errors or only errors that do not interfere with meaning.</p> |
| 3 | <p>FULLY COMPETENT COMMUNICATION</p> <p>Subject and predicate have some syntactical complexity (defined as multiple subjects or objects, multiple verbs, use of infinitive or gerund as an object or subject, compound or complex sentence structure, prepositional phrase or phrasal verb, or relative clauses). The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is clear and appropriate to the prompt. • Response is written in Standard English. • Grammar and syntax contain no errors. • Articles, possessives, prepositions, and plural endings are correct. • Vocabulary adequately addresses the prompt with some specificity. • Spelling contains no errors. • Punctuation and/or capitalization may contain only one error in either capitalization at the beginning of the sentence or punctuation at the end of the sentence. The sentence may also contain the following minor mechanical errors: missing periods after abbreviations, capitalization errors in the middle of the sentence, extraneous or missing commas. |

Writing—Copying Letters

NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|-------|--|
| 0 | • Draws illegible lines or does not copy the letter as it appears. |
| 1 | • Copies letter legibly. Letter reversals are not acceptable. |

Writing—Copying Words

NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|-------|---|
| 0 | • Draws illegible lines or unacceptable response. |
| 1 | • Copies part of the word. Must include correct initial letter in the initial position and one other correct letter. Letter reversals are acceptable. |
| 2 | • Copies the word legibly. Must include correct initial letter in the initial position. All letters are in the correct letter order. Letter reversals are not acceptable. |

Writing—Writing Words (picture prompt)

NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|----------|--|
| 0 | • Draws illegible lines or unacceptable response. |
| 1 | • Writes part of the stated word. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable. |
| 2 | • Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable. |

Writing—Writing Words (story prompt)

NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|----------|--|
| 0 | • Draws illegible lines or unacceptable response. |
| 1 | • Writes part of the stated word. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable. |
| 2 | • Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable. |

| Speaking—4-Picture Narrative | |
|------------------------------|---|
| SCORE | SCORING RUBRIC |
| 0 | <ul style="list-style-type: none"> • No Response [NR]. • Spoken in another language [AL]. • Unintelligible. • Response consists entirely of “I don’t know” or “I forget.” |
| 1 | <ul style="list-style-type: none"> • Student attempts to tell a story based on the pictures, but does not construct a coherent narrative. • Response displays a very limited range of vocabulary. The student's speech is often halting or impeded. • Response includes numerous grammatical¹ errors that interfere with communication. • Student's speech is generally difficult to understand. Pronunciation often interferes with communication. |
| 2 | <ul style="list-style-type: none"> • Story is based on pictures but does not clearly express some major event. • Response displays some of the necessary vocabulary, but the student often cannot find the right word. • Response shows control of basic grammatical structures, but includes numerous errors, some of which interfere with communication. • Student's speech is sometimes difficult to understand. Pronunciation sometimes interferes with communication. |
| 3 | <ul style="list-style-type: none"> • Story is coherent and includes explanation of major events, but does not provide much elaboration (e.g., explanations of details and context). • Vocabulary resources are generally adequate to perform the task. The student sometimes cannot find the right word. • Response is generally adequate grammatically. Errors rarely interfere with communication. • Student may have an accent and/or make some errors in pronunciation, but pronunciation is generally accurate and does not interfere with communication. |
| 4 | <ul style="list-style-type: none"> • Story is coherent and effective, including explanation of major events, with appropriate elaboration (e.g., explanations of details and context). Contains more complex sentence structure. • Vocabulary resources are well developed. The student can almost always find the appropriate word. Uses precise word choice. • Response displays few grammatical errors and contains varied grammatical and syntactical² structures. Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication. • Student may have accent, but both pronunciation and intonation are generally accurate and do not interfere with communication. |

¹Grammatical, as the term is used in this guide, refers to using forms of words that reflect concepts such as plural, possessive, subject-verb agreement, verb tense, and comparative and superlative adjectives.

²Syntactical, as used in this guide, refers to rules for combining words in order to form phrases, clauses, and sentences.

Note: It is expected that in any given response, all four of the bulleted characteristics (content, vocabulary, grammar, and pronunciation) listed for a point level (1, 2, 3, or 4) are present. Assign the score that most closely describes the student’s overall performance noting where the student needs to improve. If there is a notable discrepancy between a student’s pronunciation and his or her ability to articulate ideas, give less weight to pronunciation

| Speaking—Choose and Give Reasons* | |
|-----------------------------------|--|
| SCORE | SCORING RUBRIC |
| 0 | <ul style="list-style-type: none"> • Student does not make choice or does not support choice with a relevant reason required. • No response. • Response is entirely in another language. |
| 1 | <ul style="list-style-type: none"> • Student makes choice and supports choice with at least one relevant reason. • Errors in grammar, vocabulary, and/or pronunciation are significant enough to interfere with communication. |
| 2 | <ul style="list-style-type: none"> • Student makes choice and supports it with at least two relevant reasons. • Speech is generally accurate (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication). |

*The italics in this rubrics are not changes from the previous year, they are italics represented in the rubric.

| Speaking—Speech Functions | |
|---------------------------|---|
| SCORE | SCORING RUBRIC |
| 0 | <ul style="list-style-type: none"> • Student does not perform the language function required. • No response. • Response is entirely in another language. |
| 1 | <ul style="list-style-type: none"> • Student performs the language function required. • Errors in grammar, vocabulary, and/or pronunciation are significant enough to interfere with communication. |
| 2 | <ul style="list-style-type: none"> • Student performs the language function required. • Speech is accurate enough not to interfere with communication (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication). |

CHANGES FOR THE 2012–13 EDITION SCORING RUBRICS

Writing—Short Compositions

NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|----------|--|
| 0 | <p>NO COMMUNICATION</p> <ul style="list-style-type: none"> • Content may or may not be related to the prompt. • Response consists of a few isolated words with no comprehensible phrases. • Subject and predicate may or may not be present. • Grammar and syntax contain errors that distort meaning. • Vocabulary is severely limited (student uses random words). • Spelling and mechanics errors interfere with comprehensibility. |
| 1 | <p>EMERGING COMMUNICATIONS</p> <ul style="list-style-type: none"> • Content is somewhat related to the prompt. • Response is mostly incomprehensible with some recognizable phrases. • Subject or predicate may be recognizable. • Grammar and syntax often interfere with meaning. • Vocabulary is <i>basic-limited</i> (in early stages of development; mostly basic). • Spelling and mechanics errors make response difficult to comprehend, but at least one word is spelled correctly (other than “a,” “I,” or “the”). |
| 2 | <p>DEVELOPING COMMUNICATIONS</p> <ul style="list-style-type: none"> • Content is clearly related to the prompt. • Response is mostly comprehensible but may also contain fragments or run-ons. • Subject and predicate are evident in at least one sentence with capitalization at the beginning of the sentence and punctuation at the end of the sentence in correct word order in at least one complete or run-on sentence. The response may also contain other complete, attempted, or run-on sentences or sentence fragments. • Grammar and syntax contain numerous errors, sometimes interfering with meaning. • Vocabulary is vague or general (primarily uses words such as “fun,” “nice,” “cool,” “good”), imprecise, and/or repetitive. • Spelling and mechanics errors may often interfere with meaning. |

| SCORE | SCORING RUBRIC |
|-------|--|
| 3 | <p>COMPETENT COMMUNICATION</p> <ul style="list-style-type: none"> • Content reasonably addresses the prompt. • Response is mostly comprehensible and recognizable as a paragraph; contains logical sequencing. • Subject and predicate are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains three or more complete simple or compound sentences, although there may be some fragments or run-ons. At least one sentence for grade 2 [two sentences for grades 3–5; three sentences for grades 6–12] contains a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. • For grades 2–5, subject and predicate are in correct word order in at least three complete, attempted, or run-on sentences. <i>For grade 2, at least one of these is a complete sentence. The other two may be attempted or run-on sentences.</i> <i>For grades 3–5, at least two of these are complete sentences. The other one may be an attempted or a run-on sentence.</i> <i>The response may also contain other complete, attempted, or run-on sentences or sentence fragments.</i> • For grades 6–12, subject and predicate are in correct word order in at least three complete sentences. The response may also contain other complete, attempted, or run-on sentences or sentence fragments. • Grammar and syntax contain few errors that occasionally interfere with meaning. • Vocabulary adequately addresses the prompt. • Spelling and capitalization mechanics errors occasionally interfere with meaning. |
| 4 | <p>EXPRESSIVE FULLY COMPETENT COMMUNICATION</p> <ul style="list-style-type: none"> • Content fully addresses the prompt. • Response is in paragraph form with sentences that support the topic sentence and may contain a concluding sentence. Response is written in Standard English and contains well-organized events or ideas as well as a few effective details and transitional devices. • Subject and predicate are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence in at least three complete sentences. Response contains at least three complete sentences, one or more of which is <i>One or more of the complete sentences must be syntactically complex (defined as multiple subjects/or objects, multiple verbs, use of an infinitive or gerund as an object or subject, compound/ or complex sentence structure, prepositional phrases phrase or phrasal verb, or; relative clauses)</i>. At least three sentences contain a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. <i>The response may also contain other complete sentences or attempted sentences; the response may not contain run-on sentences or sentence fragments.</i> • Grammar and syntax contain minimal errors that do not interfere with meaning. • Vocabulary is precise and may include idioms or figurative language. • Spelling and mechanics errors are minimal and do not interfere with meaning. |

Writing—Sentences

NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|-------|---|
| 0 | <p>NO COMMUNICATION</p> <ul style="list-style-type: none"> • Subject or predicate is missing. The following characteristics may be seen as well. • Content is not related to the prompt. • Response consists of single words or simple phrases and is not meaningful. • Grammar and syntax distort meaning. • Articles, possessives, prepositions, and or plural endings are missing <i>and/or</i> incorrect. • Vocabulary is severely limited (random words with no indication of comprehension). • Spelling errors interfere with comprehensibility. • Punctuation and capitalization errors distort meaning. |
| 1 | <p>EMERGING COMMUNICATION</p> <p>Simple subject and a simple predicate are evident and in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is reasonably related to the prompt. • Response contains awkward clauses <i>and/or</i> non-standard wording that affect meaning. • Grammar and syntax contain errors that may interfere with meaning (errors in subject-verb agreement, incorrect verb form or tense, use of present participle without an auxiliary verb, <i>word order</i>). • Articles, possessives, prepositions, and or plural endings are often missing <i>and/or</i> incorrect. • Vocabulary is vague (primarily uses words such as “fun,” “nice,” “cool,” “good”) <i>limited, imprecise, or does not adequately address the prompt.</i> • Spelling errors make response difficult to comprehend, but at least one word is correctly spelled (other than “a,” “I,” or “the”). • Punctuation and/or capitalization errors may interfere with meaning. |

| SCORE | SCORING RUBRIC |
|-------|---|
| 2 | <p>BASIC COMMUNICATION</p> <p>Subject and predicate are in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is clear and appropriate to the prompt. • Response is communicative but simple. • Grammar and syntax contain minor errors that do not interfere with meaning, but response is not written in Standard English (errors in subject-verb agreement, incorrect verb form or tense, <i>word order</i>). • Articles, possessives, prepositions, and-or plural endings may be missing and/or incorrect. • Vocabulary adequately addresses the prompt; lacks complexity. • Spelling errors do not interfere with meaning. • Punctuation and/or capitalization have few errors that do not interfere with meaning. <p><i>A compound or complex sentence may receive a score of 2 if an independent clause contains no errors or only errors that do not interfere with meaning.</i></p> |
| 3 | <p>FULLY COMPETENT COMMUNICATION</p> <p>Subject and predicate have some syntactical complexity (<i>defined as multiple subjects/ or objects, multiple verbs, use of infinitive or gerund as an object or subject, compound/ or complex sentence structure, prepositional phrases phrase or phrasal verb, or relative clauses</i>). The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> • Content is clear and appropriate to the prompt. • Response is written in Standard English. • Grammar and syntax contain no errors. • Articles, possessives, prepositions, and plural endings are correct. • Vocabulary is detailed and precise with descriptive adjectives and adverbs <i>adequately addresses the prompt with some specificity.</i> • Spelling contains no errors. • Response-Punctuation and/or capitalization may contain only one error in either capitalization at the beginning of the sentence or punctuation at the end of the sentence. May <i>The sentence may also</i> contain the following minor mechanical errors: missing periods after abbreviations, capitalization errors in the middle of the sentence, extraneous or missing commas. |

There were no changes to the Writing—Copying Letters (picture prompt) rubric for the 2012–13 Edition.

There were no changes to the Writing—Copying Words (picture prompt) rubric for the 2012–13 Edition.

There were no changes to the Writing—Writing Words (picture prompt) rubric for the 2012–13 Edition.

There were no changes to the Writing—Writing Words (story prompt) rubric for the 2012–13 Edition.

| Speaking—4-Picture Narrative | |
|------------------------------|--|
| SCORE | SCORING RUBRIC |
| 0 | <ul style="list-style-type: none"> • No Response [NR]. • Spoken in another language [AL]. • Unintelligible. • Response consists entirely of “I don’t know” or “I forget.” of a single word or a few words that may or may not be related to the prompt. |
| 1 | <ul style="list-style-type: none"> • Student attempts to tell a story based on the pictures <i>one or more pictures</i>, but does not construct a coherent narrative. • Response displays a very limited range of vocabulary. The student’s speech is often halting or impeded. • Response includes numerous grammatical¹ errors that interfere with communication. • Student’s speech is generally difficult to understand. Pronunciation often interferes with communication. |
| 2 | <ul style="list-style-type: none"> • Story is based on pictures but does not clearly express some major event explain one or more pictures. • Response displays some of the necessary vocabulary, but the student often cannot find the right word. • Response shows control of basic grammatical structures, but includes numerous errors, some of which interfere with communication. • Student’s speech is sometimes difficult to understand. Pronunciation sometimes interferes with communication. |
| 3 | <ul style="list-style-type: none"> • Story is coherent and includes explanation of major events <i>all four pictures</i>, but does not provide much elaboration (e.g., explanations of details and context). • Vocabulary resources are generally adequate to perform the task. The student sometimes cannot find the right word. • Response is generally adequate grammatically. Errors rarely interfere with communication. • Student may have an accent and/or make some errors in pronunciation, but pronunciation is generally accurate and does not interfere with communication. |
| 4 | <ul style="list-style-type: none"> • Story is coherent and effective, including explanation of major events <i>all four pictures</i>, with appropriate elaboration (e.g., explanations of details and context). Contains more complex sentence structure. • Vocabulary resources are well developed. The student can almost always find the appropriate word. Uses precise word choice. • Response displays few grammatical errors and contains varied grammatical and syntactical² structures. Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication. • Student may have an accent, but both pronunciation and intonation are generally accurate and do not interfere with communication. |

¹Grammatical, as the term is used in this guide, refers to using forms of words that reflect concepts such as plural, possessive, subject-verb agreement, verb tense, and comparative and superlative adjectives.

²Syntactical, as used in this guide, refers to rules for combining words in order to form phrases, clauses, and sentences.

Note: It is expected that in any given response, all four of the bulleted characteristics (content, vocabulary, grammar, and pronunciation) listed for a point level (1, 2, 3, or 4) are present. Assign the score that most closely describes the student’s overall performance noting where the student needs to

improve. If there is a notable discrepancy between a student's pronunciation and his or her ability to articulate ideas, give less weight to pronunciation

There were no changes to the Speaking—Choose and Give Reasons rubric for the 2012–13 Edition.

There were no changes to the Speaking—Speech Functions rubric for the 2012–13 Edition.

CHANGES FOR THE 2011–12 EDITION SCORING RUBRICS

There were no changes to the Writing—Short Compositions rubric for the 2011–12 Edition.

There were no changes to the Writing—Sentences rubric for the 2011–12 Edition.

Writing—Copying Letters*

NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|----------|--|
| 0 | • Draws illegible lines or does not copy the letter as it appears. |
| 1 | • Copies letter legibly. Letter reversals are not acceptable. |

*The change to this rubric is the order of the score points in the table. They were changed to 0 then 1.

Writing—Copying Words

NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|----------|--|
| 0 | • Draws illegible lines or unacceptable response. |
| 1 | • Copies part of the word. Must include correct initial letter in the initial position and one other correct letter. Letter reversals are acceptable. |
| 2 | • Copies the word legibly. <i>Must include correct initial letter in the initial position.</i> All letters are in the correct letter order. Letter reversals are not acceptable. |

Writing—Writing Words (picture prompt)*

NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|----------|--|
| 0 | • Draws illegible lines or unacceptable response. |
| 1 | • Writes part of the stated word. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable. |
| 2 | • Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable. |

Writing—Writing Words (story prompt)*

NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|----------|--|
| 0 | • Draws illegible lines or unacceptable response. |
| 1 | • Writes part of an acceptable response to the prompt. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable. |
| 2 | • Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable. |

*The change to this rubric is the order of the score points in the table. They were changed to 0 then 1, followed by 2.

There were no changes to the Speaking—4-Picture rubric for the 2011–12 Edition.

There were no changes to the Speaking—Choose and Give Reasons rubric for the 2011–12 Edition.

There were no changes to the Speaking—Speech Functions rubric for the 2011–12 Edition.

CHANGES FOR THE 2010–11 EDITION SCORING RUBRICS

Writing—Short Compositions

Non-scorable NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|----------|--|
| 0 | <p>{NO COMMUNICATION}</p> <ul style="list-style-type: none"> • Content may or may not be related to the prompt. • Response consists of a few isolated words with no comprehensible phrases. • Subject and predicate may or may not be present. • Grammar and syntax contain errors that distort meaning. • Vocabulary is severely limited (student uses random words). • Spelling and mechanics errors interfere with comprehensibility. |
| 1 | <p>{EMERGING COMMUNICATIONS}</p> <ul style="list-style-type: none"> • Content is somewhat related to the prompt. • Response is mostly incomprehensible with some recognizable phrases. • Subject or predicate may be recognizable. • Grammar and syntax often interfere with meaning. • Vocabulary is basic (in early stages of development; mostly basic). • Spelling and mechanics errors make response difficult to comprehend, but at least one word is spelled correctly (other than “a,” “I,” or “the”). |
| 2 | <p>{DEVELOPING COMMUNICATIONS}</p> <ul style="list-style-type: none"> • Content is clearly related to the prompt. • Response is mostly comprehensible but may also contain fragments or run-ons. • Subject and predicate are evident in at least one sentence with capitalization at the beginning of the sentence and punctuation at the end of the sentence. • Grammar and syntax contain numerous errors, sometimes interfering with meaning. • Vocabulary is vague or general (primarily uses words such as “fun,” “nice,” “cool,” “good”). • Spelling and mechanics errors may interfere with meaning. |

| SCORE | SCORING RUBRIC |
|-------|--|
| 3 | <p>{COMPETENT COMMUNICATION}</p> <ul style="list-style-type: none"> • Content reasonably addresses the prompt. • Response is mostly comprehensible and recognizable as a paragraph; contains logical sequencing. • Subject and predicate are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains three or more complete simple or compound sentences, although there may be some fragments or run-ons. At least one sentence for grade 2 [two sentences for grades 3–5; three sentences for grades 6–12] contains a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. • Grammar and syntax contain few errors that occasionally interfere with meaning. • Vocabulary adequately addresses the prompt. • Spelling and capitalization errors occasionally interfere with meaning. |
| 4 | <p>{EXPRESSIVE COMMUNICATION}</p> <ul style="list-style-type: none"> • Content fully addresses the prompt. • Response is in paragraph form with sentences that support the topic sentence and may contain a concluding sentence. Response is written in Standard English and contains well-organized events or ideas as well as a few effective details and transitional devices. • Subject and predicate are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains at least three complete sentences, one or more of which is syntactically complex (multiple subjects/ objects, use of infinitive or gerund as an object, compound/ complex sentence structure, prepositional phrases, relative clauses). At least three sentences contain a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. • Grammar and syntax contain minimal errors that do not interfere with meaning. • Vocabulary is precise and may include idioms or figurative language. • Spelling and mechanics errors are minimal and do not interfere with meaning. |

There were no changes to the Writing—Sentences rubric for the 2010–11 Edition.

Writing—Copying Letters

NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|----------|--|
| 0 | • Draws illegible lines or does not copy the letter as it appears. |
| 1 | • Copies letter legibly (letter is discernible and can be oriented in any direction). <i>Letter reversals are not acceptable.</i> |

Writing—Copying Words

NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|-------|--|
| 0 | • Draws illegible lines or unacceptable response. |
| 1 | • Copies at least one letter legibly (letter is discernible and can be oriented in any direction) Copies part of the word. Must include correct initial letter in the initial position and one other correct letter. Letter reversals are acceptable. |
| 2 | • Copies the word legibly (word is discernible and letters can be oriented in any direction) All letters are in the correct letter order. Letter reversals are not acceptable. |

Writing—Writing Words (picture prompt)

NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|-------|---|
| 0 | • Draws illegible lines or unacceptable response. |
| 1 | • Writes part of an acceptable word Writes part of the stated word. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable. |
| 2 | • Writes acceptable word legibly (letters are discernible but can be oriented in any direction) Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable. |

Writing—Writing Words (story prompt)

NONSCORABLE

A score of 0 should be assigned to ANY of the following:

- No response; **blank**.
- Response is **unintelligible**.
- Response is **illegible**.
- Response is written entirely in **another language**.
- Response is **identical to a previous response**.
- Response merely **copies the prompt**.

| SCORE | SCORING RUBRIC |
|-------|--|
| 0 | • Draws illegible lines or unacceptable response. |
| 1 | • Writes part of an acceptable word <i>Writes part of an acceptable response to the prompt. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.</i> |
| 2 | • Writes acceptable word legibly (letters are discernible but can be oriented in any direction) <i>Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.</i> |

| Speaking—4-Picture Narrative | |
|------------------------------|---|
| SCORE | SCORING RUBRIC |
| 0 | <ul style="list-style-type: none"> • No Response [NR]. • Spoken in another language [AL]. • Unintelligible. • Response consists entirely of “I don’t know” or “I forget.” |
| 1 | <ul style="list-style-type: none"> • Student attempts to tell a story based on the pictures, but does not construct a coherent narrative. • Response displays a very limited range of vocabulary. The student's speech is often halting or impeded. • Response includes numerous grammatical¹ errors that interfere with communication. • Student's speech is generally difficult to understand. Pronunciation often interferes with communication. |
| 2 | <ul style="list-style-type: none"> • Story is based on pictures but does not clearly express some major event. • Response displays some of the necessary vocabulary, but the student often cannot find the right word. • Response shows control of basic grammatical structures, but includes numerous errors, some of which interfere with communication. • Student's speech is sometimes difficult to understand. Pronunciation sometimes interferes with communication. |
| 3 | <ul style="list-style-type: none"> • Story is coherent and includes explanation of major events, but does not provide much elaboration (e.g., explanations of details and context). • Vocabulary resources are generally adequate to perform the task. The student sometimes cannot find the right word. • Response is generally adequate grammatically. Errors rarely interfere with communication. • Student may have an accent and/or make some errors in pronunciation, but pronunciation is generally accurate and does not interfere with communication. |
| 4 | <ul style="list-style-type: none"> • Story is coherent and effective, including explanation of major events, with appropriate elaboration (e.g., explanations of details and context). Contains more complex sentence structure. • Vocabulary resources are well developed. The student can almost always find the appropriate word. Uses precise word choice. • Response displays few grammatical errors and contains varied grammatical and syntactical² structures. Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication. • Student may have accent, but both pronunciation and intonation are generally accurate and do not interfere with communication. |

¹Grammatical, as the term is used in this guide, refers to using forms of words that reflect concepts such as plural, possessive, subject-verb agreement, verb tense, and comparative and superlative adjectives.

²Syntactical, as used in this guide, refers to rules for combining words in order to form phrases, clauses, and sentences.

Note: It is expected that in any given response, all four of the bulleted characteristics (content, vocabulary, grammar, and pronunciation) listed for a point level (1, 2, 3, or 4) are present. Assign the score that most closely describes the student’s overall performance noting where the student needs to improve. If there is a notable discrepancy between a student’s pronunciation and his or her ability to articulate ideas, give less weight to pronunciation

There were no changes to the Speaking—Choose and Give Reasons rubric for the 2010–11 Edition.

There were no changes to the Speaking—Speech Functions rubric for the 2010–11 Edition.

Appendix D: Item Maps

The tables in Appendix D identify the position (Item Number) of each item within test books for all items across the forms. The Item Sequence Number is used for other alignments, such as those in Appendices K–M. Both operational and field test items are included here. Field test items are shaded.

Note: There were six test forms for all grades.

Item function is classified as operational (OP) or field test (FT). Field test items do not contribute to student scores.

Table D-1: Item Map, Listening, Grade Span K–2

| Item Number | | Item Sequence Number | Function | Item ID |
|--------------|--------|----------------------|----------|----------|
| Forms 1, 3–6 | Form 2 | | | |
| 1 | 1 | 1 | OP | 01057170 |
| 2 | 3 | 2 | OP | 01057147 |
| 3 | 5 | 3 | OP | 01208385 |
| 4 | 6 | 4 | OP | 01210285 |
| 5 | 8 | 5 | OP | 00803303 |
| 6 | 10 | 6 | OP | 00940028 |
| 7 | 11 | 7 | OP | 00803281 |
| 8 | 16 | 8 | OP | 01057151 |
| 9 | 17 | 9 | OP | 01057153 |
| 10 | 18 | 10 | OP | 01057155 |
| | 2 | 11 | FT | 01210970 |
| | 4 | 12 | FT | 01210971 |
| | 7 | 13 | FT | 01210972 |
| | 9 | 14 | FT | 01210973 |
| | 12 | 15 | FT | 01210974 |
| | 13 | 16 | FT | 01210975 |
| | 14 | 17 | FT | 01210976 |
| | 15 | 18 | FT | 01210977 |
| 11 | 19 | 19 | OP | 00545952 |
| 12 | 20 | 20 | OP | 00382712 |
| 13 | 21 | 21 | OP | 00545954 |
| 14 | 22 | 22 | OP | 00382758 |
| 15 | 27 | 23 | OP | 00676867 |
| 16 | 28 | 24 | OP | 01210292 |
| 17 | 29 | 25 | OP | 01208387 |
| 18 | 30 | 26 | OP | 01057159 |
| 19 | 31 | 27 | OP | 01210293 |
| 20 | 32 | 28 | OP | 01208391 |
| | 23 | 29 | FT | 01210978 |
| | 24 | 30 | FT | 01210979 |
| | 25 | 31 | FT | 01210508 |
| | 26 | 32 | FT | 01210509 |

Table D-2: Item Map, Listening, Grade Span 3–5

| Item Number | | Item Sequence Number | Function | Item ID |
|--------------|--------|-------------------------|----------|----------|
| Forms 1, 3–6 | Form 2 | | | |
| 1 | 1 | 1 | OP | 00382862 |
| 2 | 3 | 2 | OP | 00940959 |
| 3 | 5 | 3 | OP | 00803461 |
| 4 | 7 | 4 | OP | 01208895 |
| 5 | 9 | 5 | OP | 00546104 |
| 6 | 10 | 6 | OP | 01208910 |
| 7 | 11 | 7 | OP | 01208893 |
| 8 | 12 | 8 | OP | 01057646 |
| 9 | 13 | 9 | OP | 00687440 |
| 10 | 15 | 10 | OP | 01057650 |
| 11 | 17 | 11 | OP | 01208899 |
| 12 | 18 | 12 | OP | 00940965 |
| 13 | 20 | 13 | OP | 01208897 |
| 14 | 21 | 14 | OP | 01210299 |
| 15 | 22 | 15 | OP | 00687433 |
| 16 | 23 | 16 | OP | 00940982 |
| 17 | 25 | 17 | OP | 01057633 |
| 18 | 30 | 18 | OP | 00940971 |
| 19 | 31 | 19 | OP | 00940973 |
| 20 | 32 | 20 | OP | 00940967 |
| | 2 | 21 | FT | 01211027 |
| | 4 | 22 | FT | 01211028 |
| | 6 | 23 | FT | 01211029 |
| | 8 | 24 | FT | 01211030 |
| | 14 | 25 | FT | 01211031 |
| | 16 | 26 | FT | 01211032 |
| | 19 | 27 | FT | 01211033 |
| | 24 | 28 | FT | 01211034 |
| | 26 | 29 | FT | 01210604 |
| | 27 | 30 | FT | 01210603 |
| | 28 | 31 | FT | 01210606 |
| | 29 | 32 | FT | 01210607 |

Table D-3: Item Map, Listening, Grade Span 6–8

| Item Number | | Item Sequence Number | Function | Item ID |
|--------------|--------|-------------------------|----------|----------|
| Forms 1, 3–6 | Form 2 | | | |
| 1 | 1 | 1 | OP | 00940162 |
| 2 | 2 | 2 | OP | 00803587 |
| 3 | 4 | 3 | OP | 00383000 |
| 4 | 6 | 4 | OP | 00940177 |
| 5 | 7 | 5 | OP | 01209054 |
| 6 | 9 | 6 | OP | 01209037 |
| 7 | 10 | 7 | OP | 00546267 |
| 8 | 12 | 8 | OP | 01059765 |
| 9 | 14 | 9 | OP | 01209058 |
| 10 | 15 | 10 | OP | 00940164 |
| 11 | 17 | 11 | OP | 01209039 |
| 12 | 18 | 12 | OP | 00693730 |
| 13 | 19 | 13 | OP | 00693734 |
| 14 | 21 | 14 | OP | 00940183 |
| 15 | 22 | 15 | OP | 01209041 |
| 16 | 24 | 16 | OP | 00383014 |
| 17 | 25 | 17 | OP | 00693724 |
| 18 | 30 | 18 | OP | 00693706 |
| 19 | 31 | 19 | OP | 00693708 |
| 20 | 32 | 20 | OP | 00693710 |
| | 3 | 21 | FT | 01210734 |
| | 5 | 22 | FT | 01211077 |
| | 8 | 23 | FT | 01211078 |
| | 11 | 24 | FT | 01211079 |
| | 13 | 25 | FT | 01211080 |
| | 16 | 26 | FT | 01210735 |
| | 20 | 27 | FT | 01211081 |
| | 23 | 28 | FT | 01210774 |
| | 26 | 29 | FT | 01211082 |
| | 27 | 30 | FT | 01211083 |
| | 28 | 31 | FT | 01211084 |
| | 29 | 32 | FT | 01211085 |

Table D-4: Item Map, Listening, Grade Span 9–12

| Item Number | | Item Sequence Number | Function | Item ID |
|--------------|--------|-------------------------|----------|----------|
| Forms 1, 3–6 | Form 2 | | | |
| 1 | 1 | 1 | OP | 01210316 |
| 2 | 2 | 2 | OP | 01210318 |
| 3 | 3 | 3 | OP | 00383078 |
| 4 | 4 | 4 | OP | 00803639 |
| 5 | 5 | 5 | OP | 00940421 |
| 6 | 6 | 6 | OP | 01059881 |
| 7 | 8 | 7 | OP | 01059865 |
| 8 | 9 | 8 | OP | 00940438 |
| 9 | 10 | 9 | OP | 00383042 |
| 10 | 12 | 10 | OP | 01210319 |
| 11 | 14 | 11 | OP | 00803661 |
| 12 | 16 | 12 | OP | 01209182 |
| 13 | 18 | 13 | OP | 01059869 |
| 14 | 20 | 14 | OP | 01209180 |
| 15 | 22 | 15 | OP | 00683424 |
| 16 | 23 | 16 | OP | 00683426 |
| 17 | 24 | 17 | OP | 01210321 |
| 18 | 30 | 18 | OP | 01210478 |
| 19 | 31 | 19 | OP | 01210479 |
| 20 | 32 | 20 | OP | 01210480 |
| | 7 | 21 | FT | 01211126 |
| | 11 | 22 | FT | 01211127 |
| | 13 | 23 | FT | 01210858 |
| | 15 | 24 | FT | 01211128 |
| | 17 | 25 | FT | 01211129 |
| | 19 | 26 | FT | 01211130 |
| | 21 | 27 | FT | 01211131 |
| | 25 | 28 | FT | 01210836 |
| | 26 | 29 | FT | 01210815 |
| | 27 | 30 | FT | 01211132 |
| | 28 | 31 | FT | 01211133 |
| | 29 | 32 | FT | 01211134 |

Table D-5: Item Map, Speaking, Grade Span K–2

| Item Number | | Item Sequence Number | Function | Item ID |
|----------------|--------|----------------------|----------|----------|
| Forms 1–2, 4–6 | Form 3 | | | |
| 1 | 1 | 1 | OP | 01057183 |
| 2 | 3 | 2 | OP | 00680889 |
| 3 | 5 | 3 | OP | 00680885 |
| 4 | 7 | 4 | OP | 00940041 |
| 5 | 9 | 5 | OP | 00545973 |
| 6 | 10 | 6 | OP | 01210325 |
| 7 | 11 | 7 | OP | 01057185 |
| 8 | 12 | 8 | OP | 01208460 |
| 9 | 13 | 9 | OP | 00545983 |
| 10 | 14 | 10 | OP | 01210326 |
| 11 | 15 | 11 | OP | 01057195 |
| 12 | 16 | 12 | OP | 00545977 |
| 13 | 17 | 13 | OP | 00545985 |
| | 2 | 14 | FT | 01210980 |
| | 4 | 15 | FT | 01210981 |
| | 6 | 16 | FT | 01210982 |
| | 8 | 17 | FT | 01210983 |
| 14 | 22 | 18 | OP | 01208454 |
| 15 | 24 | 19 | OP | 00803331 |
| 16 | 26 | 20 | OP | 01208452 |
| 17 | 28 | 21 | OP | 01057199 |
| 18 | 29 | 22 | OP | 01210330 |
| 19 | 31 | 23 | OP | 01210331 |
| | 18 | 24 | FT | 01210984 |
| | 19 | 25 | FT | 01210985 |
| | 20 | 26 | FT | 01210986 |
| | 21 | 27 | FT | 01210987 |
| | 23 | 28 | FT | 01210541 |
| | 25 | 29 | FT | 01210525 |
| | 27 | 30 | FT | 01210988 |
| | 30 | 31 | FT | 01210518 |
| | 32 | 32 | FT | 01210989 |
| 20 | 34 | 33 | OP | 01208470 |
| | 33 | 34 | FT | 01210524 |

Table D-6: Item Map, Speaking, Grade Span 3–5

| Item Number | | Item Sequence Number | Function | Item ID |
|----------------|--------|----------------------|----------|----------|
| Forms 1–2, 4–6 | Form 3 | | | |
| 1 | 1 | 1 | OP | 00940336 |
| 2 | 2 | 2 | OP | 00803482 |
| 3 | 3 | 3 | OP | 00803468 |
| 4 | 4 | 4 | OP | 01059002 |
| 5 | 5 | 5 | OP | 01210334 |
| 6 | 7 | 6 | OP | 01210336 |
| 7 | 9 | 7 | OP | 01059014 |
| 8 | 10 | 8 | OP | 01208976 |
| 9 | 12 | 9 | OP | 01208978 |
| 10 | 13 | 10 | OP | 00940353 |
| 11 | 15 | 11 | OP | 01059004 |
| 12 | 16 | 12 | OP | 01208966 |
| 13 | 17 | 13 | OP | 01059016 |
| | 6 | 14 | FT | 01210654 |
| | 8 | 15 | FT | 01210659 |
| | 11 | 16 | FT | 01210653 |
| | 14 | 17 | FT | 01211035 |
| 14 | 22 | 18 | OP | 01210338 |
| 15 | 24 | 19 | OP | 01210339 |
| 16 | 26 | 20 | OP | 01210337 |
| 17 | 28 | 21 | OP | 00687655 |
| 18 | 30 | 22 | OP | 01210340 |
| 19 | 32 | 23 | OP | 00940344 |
| | 18 | 24 | FT | 01211036 |
| | 19 | 25 | FT | 01211037 |
| | 20 | 26 | FT | 01211038 |
| | 21 | 27 | FT | 01211039 |
| | 23 | 28 | FT | 01211040 |
| | 25 | 29 | FT | 01211041 |
| | 27 | 30 | FT | 01210640 |
| | 29 | 31 | FT | 01211042 |
| | 31 | 32 | FT | 01211043 |
| 20 | 34 | 33 | OP | 01208986 |
| | 33 | 34 | FT | 01211044 |

Table D-7: Item Map, Speaking, Grade Span 6–8

| Item Number | | Item Sequence Number | Function | Item ID |
|----------------|--------|----------------------|----------|----------|
| Forms 1–2, 4–6 | Form 3 | | | |
| 1 | 1 | 1 | OP | 00546302 |
| 2 | 3 | 2 | OP | 00383219 |
| 3 | 5 | 3 | OP | 01210343 |
| 4 | 7 | 4 | OP | 00803628 |
| 5 | 8 | 5 | OP | 01209118 |
| 6 | 9 | 6 | OP | 00940205 |
| 7 | 10 | 7 | OP | 00940191 |
| 8 | 11 | 8 | OP | 01059807 |
| 9 | 12 | 9 | OP | 01059805 |
| 10 | 13 | 10 | OP | 00383225 |
| 11 | 15 | 11 | OP | 00546322 |
| 12 | 16 | 12 | OP | 00546308 |
| 13 | 17 | 13 | OP | 00693765 |
| | 2 | 14 | FT | 01211086 |
| | 4 | 15 | FT | 01211087 |
| | 6 | 16 | FT | 01211088 |
| | 14 | 17 | FT | 01211089 |
| 14 | 22 | 18 | OP | 00546312 |
| 15 | 24 | 19 | OP | 01059809 |
| 16 | 26 | 20 | OP | 01209110 |
| 17 | 28 | 21 | OP | 01209122 |
| 18 | 30 | 22 | OP | 00940213 |
| 19 | 32 | 23 | OP | 00940199 |
| | 18 | 24 | FT | 01211090 |
| | 19 | 25 | FT | 01211091 |
| | 20 | 26 | FT | 01211092 |
| | 21 | 27 | FT | 01211093 |
| | 23 | 28 | FT | 01210760 |
| | 25 | 29 | FT | 01211094 |
| | 27 | 30 | FT | 01210764 |
| | 29 | 31 | FT | 01210731 |
| | 31 | 32 | FT | 01211095 |
| 20 | 34 | 33 | OP | 00693773 |
| | 33 | 34 | FT | 01211096 |

Table D-8: Item Map, Speaking, Grade Span 9–12

| Item Number | | Item Sequence Number | Function | Item ID |
|----------------|--------|----------------------|----------|----------|
| Forms 1–2, 4–6 | Form 3 | | | |
| 1 | 1 | 1 | OP | 00940480 |
| 2 | 2 | 2 | OP | 00546487 |
| 3 | 3 | 3 | OP | 00383285 |
| 4 | 6 | 4 | OP | 01209271 |
| 5 | 7 | 5 | OP | 01210354 |
| 6 | 8 | 6 | OP | 00940484 |
| 7 | 10 | 7 | OP | 00940497 |
| 8 | 11 | 8 | OP | 01209258 |
| 9 | 12 | 9 | OP | 01059913 |
| 10 | 13 | 10 | OP | 00683673 |
| 11 | 15 | 11 | OP | 01210355 |
| 12 | 16 | 12 | OP | 00683682 |
| 13 | 17 | 13 | OP | 00383295 |
| | 4 | 14 | FT | 01210839 |
| | 5 | 15 | FT | 01210838 |
| | 9 | 16 | FT | 01211135 |
| | 14 | 17 | FT | 01211136 |
| 14 | 22 | 18 | OP | 00437871 |
| 15 | 24 | 19 | OP | 00803676 |
| 16 | 26 | 20 | OP | 00940486 |
| 17 | 28 | 21 | OP | 01059905 |
| 18 | 30 | 22 | OP | 01210360 |
| 19 | 32 | 23 | OP | 00940503 |
| | 18 | 24 | FT | 01211137 |
| | 19 | 25 | FT | 01211138 |
| | 20 | 26 | FT | 01211139 |
| | 21 | 27 | FT | 01211140 |
| | 23 | 28 | FT | 01211141 |
| | 25 | 29 | FT | 01211142 |
| | 27 | 30 | FT | 01210834 |
| | 29 | 31 | FT | 01210835 |
| | 31 | 32 | FT | 01210879 |
| 20 | 34 | 33 | OP | 01059911 |
| | 33 | 34 | FT | 01211143 |

Table D-9: Item Map, Reading, Grade Span K–1

| Item Number | | | | | |
|-------------------|--------|--------|-------------------------|----------|----------|
| Form 1, 2–3, 6 | Form 4 | Form 5 | Item Sequence Number | Function | Item ID |
| 1 | 1 | 1 | 1 | OP | 01210040 |
| 2 | 3 | 2 | 2 | OP | 01210046 |
| 3 | 4 | 4 | 3 | OP | 01210918 |
| 4 | 6 | 6 | 4 | OP | 01210024 |
| 5 | 8 | 8 | 5 | OP | 01210917 |
| 6 | 10 | 10 | 6 | OP | 01210086 |
| 7 | 11 | 11 | 7 | OP | 01210919 |
| 8 | 12 | 13 | 8 | OP | 01210916 |
| 11 | 17 | 16 | 9 | OP | 01210032 |
| 12 | 18 | 17 | 10 | OP | 01210012 |
| 13 | 19 | 18 | 11 | OP | 01210014 |
| 14 | 20 | 19 | 12 | OP | 01210074 |
| 15 | 21 | 21 | 13 | OP | 01210122 |
| 16 | 22 | 22 | 14 | OP | 01210124 |
| | 2 | | 15 | FT | 01210020 |
| | 5 | | 16 | FT | 01210581 |
| | 7 | | 17 | FT | 01210080 |
| | 9 | | 18 | FT | 01210598 |
| | 15 | | 19 | FT | 01210100 |
| | 16 | | 20 | FT | 01210008 |
| | | 3 | 21 | FT | 01210595 |
| | | 5 | 22 | FT | 01210066 |
| | | 7 | 23 | FT | 01210582 |
| | | 9 | 24 | FT | 01210004 |
| | | 12 | 25 | FT | 01210597 |
| | | 20 | 26 | FT | 01211019 |
| 17 | 23 | 23 | 27 | OP | 01210132 |
| 18 | 24 | 24 | 28 | OP | 01210130 |
| 19 | 25 | 25 | 29 | OP | 01210058 |
| 20 | 26 | 26 | 30 | OP | 01210078 |
| 9 | 13 | 14 | 31 | OP | 01210096 |
| 10 | 14 | 15 | 32 | OP | 01210030 |

Table D-10: Item Map, Reading, Grade 2

| Item Number | | Item Sequence | | Function | Item ID |
|-------------------|--------|---------------|--------|----------|----------|
| Form 1, 2–3, 6 | Form 4 | Form 5 | Number | | |
| 1 | 1 | 1 | 1 | OP | 00437237 |
| 2 | 2 | 3 | 2 | OP | 00546026 |
| 3 | 4 | 4 | 3 | OP | 01059053 |
| 4 | 5 | 5 | 4 | OP | 00680947 |
| 5 | 6 | 6 | 5 | OP | 00545999 |
| 6 | 7 | 7 | 6 | OP | 01059041 |
| 7 | 8 | 8 | 7 | OP | 01208480 |
| 8 | 9 | 9 | 8 | OP | 00240723 |
| 9 | 10 | 10 | 9 | OP | 00546014 |
| 10 | 12 | 11 | 10 | OP | 01059043 |
| 11 | 13 | 12 | 11 | OP | 01210374 |
| 12 | 14 | 14 | 12 | OP | 01210373 |
| 13 | 15 | 16 | 13 | OP | 01210375 |
| 14 | 16 | 17 | 14 | OP | 01208496 |
| 15 | 18 | 19 | 15 | OP | 01059045 |
| 16 | 19 | 20 | 16 | OP | 00546038 |
| 17 | 20 | 21 | 17 | OP | 00940074 |
| 18 | 21 | 22 | 18 | OP | 00353943 |
| 19 | 23 | 23 | 19 | OP | 00353925 |
| 20 | 24 | 24 | 20 | OP | 00353933 |
| 21 | 25 | 25 | 21 | OP | 01208486 |
| 22 | 26 | 26 | 22 | OP | 01059047 |
| 23 | 27 | 27 | 23 | OP | 01208482 |
| 24 | 28 | 29 | 24 | OP | 00546003 |
| 25 | 30 | 30 | 25 | OP | 00546040 |
| 26 | 32 | 31 | 26 | OP | 00940091 |
| 27 | 33 | 32 | 27 | OP | 00940093 |
| 28 | 34 | 33 | 28 | OP | 00940095 |
| 29 | 41 | 42 | 29 | OP | 01208500 |
| 30 | 43 | 43 | 30 | OP | 01208502 |
| 31 | 44 | 44 | 31 | OP | 01208504 |
| 32 | 45 | 45 | 32 | OP | 01210369 |
| 33 | 46 | 46 | 33 | OP | 01210493 |
| 34 | 47 | 47 | 34 | OP | 01210494 |
| 35 | 48 | 48 | 35 | OP | 01210371 |
| | 3 | | 36 | FT | 01210588 |
| | 11 | | 37 | FT | 01210586 |
| | 17 | | 38 | FT | 01210547 |

Table D-10: Item Map, Reading, Grade 2

| Item Number | | | | | |
|-------------------|--------|--------|-------------------------|----------|----------|
| Form 1, 2–3, 6 | Form 4 | Form 5 | Item Sequence Number | Function | Item ID |
| | 22 | | 39 | FT | 01210560 |
| | 29 | | 40 | FT | 01210990 |
| | 31 | | 41 | FT | 01210991 |
| | 35 | | 42 | FT | 01210992 |
| | 36 | | 43 | FT | 01210993 |
| | 37 | | 44 | FT | 01210994 |
| | 38 | | 45 | FT | 01210995 |
| | 39 | | 46 | FT | 01210996 |
| | 40 | | 47 | FT | 01210997 |
| | 42 | | 48 | FT | 01210998 |
| | | 2 | 49 | FT | 01210999 |
| | | 13 | 50 | FT | 01210569 |
| | | 15 | 51 | FT | 01211000 |
| | | 18 | 52 | FT | 01210548 |
| | | 28 | 53 | FT | 01211001 |
| | | 34 | 54 | FT | 01211002 |
| | | 35 | 55 | FT | 01211003 |
| | | 36 | 56 | FT | 01211004 |
| | | 37 | 57 | FT | 01211005 |
| | | 38 | 58 | FT | 01211006 |
| | | 39 | 59 | FT | 01211007 |
| | | 40 | 60 | FT | 01211008 |
| | | 41 | 61 | FT | 01211009 |

Table D-11: Item Map, Reading, Grade Span 3–5

| Item Number | | | Item Sequence Number | Function | Item ID |
|----------------|--------|--------|----------------------|----------|----------|
| Form 1, 2–3, 6 | Form 4 | Form 5 | | | |
| 1 | 1 | 1 | 1 | OP | 00691063 |
| 2 | 2 | 2 | 2 | OP | 00691065 |
| 3 | 4 | 3 | 3 | OP | 01208932 |
| 4 | 5 | 4 | 4 | OP | 00803523 |
| 5 | 6 | 6 | 5 | OP | 01208922 |
| 6 | 7 | 7 | 6 | OP | 01059105 |
| 7 | 8 | 8 | 7 | OP | 00940996 |
| 8 | 9 | 9 | 8 | OP | 00940994 |
| 9 | 10 | 10 | 9 | OP | 00546207 |
| 10 | 12 | 12 | 10 | OP | 01059097 |
| 11 | 13 | 13 | 11 | OP | 01210390 |
| 12 | 14 | 14 | 12 | OP | 01210381 |
| 13 | 16 | 16 | 13 | OP | 01210392 |
| 14 | 18 | 17 | 14 | OP | 00691051 |
| 15 | 19 | 18 | 15 | OP | 01208936 |
| 16 | 20 | 19 | 16 | OP | 00546184 |
| 17 | 21 | 20 | 17 | OP | 00803539 |
| 18 | 22 | 21 | 18 | OP | 00803541 |
| 19 | 23 | 23 | 19 | OP | 01210384 |
| 20 | 24 | 24 | 20 | OP | 00940998 |
| 21 | 25 | 25 | 21 | OP | 01208930 |
| 22 | 26 | 26 | 22 | OP | 00941000 |
| 23 | 28 | 28 | 23 | OP | 01208938 |
| 24 | 29 | 29 | 24 | OP | 01208940 |
| 25 | 30 | 30 | 25 | OP | 00241065 |
| 26 | 31 | 31 | 26 | OP | 01208946 |
| 27 | 32 | 32 | 27 | OP | 01208950 |
| 28 | 34 | 33 | 28 | OP | 01208944 |
| 29 | 41 | 41 | 29 | OP | 01210485 |
| 30 | 42 | 42 | 30 | OP | 01210387 |
| 31 | 43 | 43 | 31 | OP | 01210388 |
| 32 | 44 | 44 | 32 | OP | 01210389 |
| 33 | 45 | 45 | 33 | OP | 01059117 |
| 34 | 46 | 46 | 34 | OP | 01059119 |
| 35 | 47 | 47 | 35 | OP | 01059121 |
| | 3 | | 36 | FT | 01211045 |
| | 11 | | 37 | FT | 01211046 |
| | 15 | | 38 | FT | 01211047 |

Table D-11: Item Map, Reading, Grade Span 3–5

| Item Number | | | | | |
|-------------------|--------|--------|-------------------------|----------|----------|
| Form 1, 2–3, 6 | Form 4 | Form 5 | Item Sequence Number | Function | Item ID |
| | 17 | | 39 | FT | 01211048 |
| | 27 | | 40 | FT | 01211049 |
| | 33 | | 41 | FT | 01211050 |
| | 35 | | 42 | FT | 01211051 |
| | 36 | | 43 | FT | 01211052 |
| | 37 | | 44 | FT | 01211053 |
| | 38 | | 45 | FT | 01211054 |
| | 39 | | 46 | FT | 01211055 |
| | 40 | | 47 | FT | 01211056 |
| | 48 | | 48 | FT | 01211057 |
| | | 5 | 49 | FT | 01211058 |
| | | 11 | 50 | FT | 01211059 |
| | | 15 | 51 | FT | 01211060 |
| | | 22 | 52 | FT | 01211061 |
| | | 27 | 53 | FT | 01211062 |
| | | 34 | 54 | FT | 01211063 |
| | | 35 | 55 | FT | 01211064 |
| | | 36 | 56 | FT | 01211065 |
| | | 37 | 57 | FT | 01211066 |
| | | 38 | 58 | FT | 01211067 |
| | | 39 | 59 | FT | 01211068 |
| | | 40 | 60 | FT | 01211069 |
| | | 48 | 61 | FT | 01211070 |

Table D-12: Item Map, Reading, Grade Span 6–8

| Item Number | | Item Sequence | | Function | Item ID |
|-------------------|--------|---------------|--------|----------|----------|
| Form 1, 2–3, 6 | Form 4 | Form 5 | Number | | |
| 1 | 1 | 1 | 1 | OP | 01210400 |
| 2 | 2 | 2 | 2 | OP | 00546334 |
| 3 | 3 | 3 | 3 | OP | 00803707 |
| 4 | 4 | 4 | 4 | OP | 01060126 |
| 5 | 5 | 5 | 5 | OP | 00803689 |
| 6 | 6 | 7 | 6 | OP | 00546361 |
| 7 | 8 | 8 | 7 | OP | 01209064 |
| 8 | 9 | 10 | 8 | OP | 01209074 |
| 9 | 10 | 11 | 9 | OP | 01060128 |
| 10 | 12 | 12 | 10 | OP | 01209076 |
| 11 | 13 | 14 | 11 | OP | 00803709 |
| 12 | 14 | 15 | 12 | OP | 00803693 |
| 13 | 15 | 16 | 13 | OP | 01209080 |
| 14 | 16 | 17 | 14 | OP | 00940275 |
| 15 | 17 | 18 | 15 | OP | 01209070 |
| 16 | 18 | 20 | 16 | OP | 01060120 |
| 17 | 20 | 22 | 17 | OP | 00940273 |
| 18 | 21 | 23 | 18 | OP | 01210402 |
| 19 | 23 | 24 | 19 | OP | 01210412 |
| 20 | 24 | 25 | 20 | OP | 01209082 |
| 21 | 25 | 26 | 21 | OP | 00940285 |
| 22 | 26 | 27 | 22 | OP | 01060124 |
| 23 | 28 | 28 | 23 | OP | 01209092 |
| 24 | 29 | 29 | 24 | OP | 01209090 |
| 25 | 30 | 30 | 25 | OP | 01209088 |
| 26 | 31 | 31 | 26 | OP | 01209086 |
| 27 | 32 | 32 | 27 | OP | 00940291 |
| 28 | 33 | 33 | 28 | OP | 00940287 |
| 29 | 34 | 34 | 29 | OP | 00940293 |
| 30 | 41 | 41 | 30 | OP | 00693802 |
| 31 | 43 | 42 | 31 | OP | 00693800 |
| 32 | 44 | 44 | 32 | OP | 00693798 |
| 33 | 46 | 46 | 33 | OP | 00803735 |
| 34 | 47 | 47 | 34 | OP | 00803739 |
| 35 | 48 | 48 | 35 | OP | 00803741 |
| | 7 | | 36 | FT | 01210752 |
| | 11 | | 37 | FT | 01211097 |
| | 19 | | 38 | FT | 01211098 |

Table D-12: Item Map, Reading, Grade Span 6–8

| Item Number | | | | | |
|-------------------|--------|--------|-------------------------|----------|----------|
| Form 1, 2–3, 6 | Form 4 | Form 5 | Item Sequence Number | Function | Item ID |
| | 22 | | 39 | FT | 01211099 |
| | 27 | | 40 | FT | 01211100 |
| | 35 | | 41 | FT | 01211101 |
| | 36 | | 42 | FT | 01211102 |
| | 37 | | 43 | FT | 01211103 |
| | 38 | | 44 | FT | 01211104 |
| | 39 | | 45 | FT | 01211105 |
| | 40 | | 46 | FT | 01211106 |
| | 42 | | 47 | FT | 01211107 |
| | 45 | | 48 | FT | 01211108 |
| | | 6 | 49 | FT | 01211109 |
| | | 9 | 50 | FT | 01211110 |
| | | 13 | 51 | FT | 01210787 |
| | | 19 | 52 | FT | 01211111 |
| | | 21 | 53 | FT | 01210746 |
| | | 35 | 54 | FT | 01211112 |
| | | 36 | 55 | FT | 01211113 |
| | | 37 | 56 | FT | 01211114 |
| | | 38 | 57 | FT | 01211115 |
| | | 39 | 58 | FT | 01211116 |
| | | 40 | 59 | FT | 01211117 |
| | | 43 | 60 | FT | 01211118 |
| | | 45 | 61 | FT | 01211119 |

Table D-13: Item Map, Reading, Grade Span 9–12

| Item Number | | Item Sequence | | Function | Item ID |
|-------------------|--------|---------------|--------|----------|----------|
| Form 1, 2–3, 6 | Form 4 | Form 5 | Number | | |
| 1 | 1 | 1 | 1 | OP | 01210417 |
| 2 | 2 | 2 | 2 | OP | 00684030 |
| 3 | 3 | 3 | 3 | OP | 00546505 |
| 4 | 5 | 4 | 4 | OP | 00804688 |
| 5 | 6 | 6 | 5 | OP | 00546524 |
| 6 | 7 | 7 | 6 | OP | 00241856 |
| 7 | 8 | 8 | 7 | OP | 00804714 |
| 8 | 10 | 9 | 8 | OP | 01210428 |
| 9 | 11 | 10 | 9 | OP | 01209217 |
| 10 | 12 | 11 | 10 | OP | 01209227 |
| 11 | 13 | 12 | 11 | OP | 00241779 |
| 12 | 14 | 13 | 12 | OP | 01059967 |
| 13 | 16 | 15 | 13 | OP | 01210429 |
| 14 | 17 | 16 | 14 | OP | 00804718 |
| 15 | 19 | 17 | 15 | OP | 00354274 |
| 16 | 20 | 18 | 16 | OP | 00546536 |
| 17 | 21 | 19 | 17 | OP | 00684034 |
| 18 | 23 | 21 | 18 | OP | 00684045 |
| 19 | 24 | 22 | 19 | OP | 01209219 |
| 20 | 25 | 24 | 20 | OP | 01059969 |
| 21 | 26 | 25 | 21 | OP | 01209229 |
| 22 | 27 | 27 | 22 | OP | 00683949 |
| 23 | 28 | 28 | 23 | OP | 00940466 |
| 24 | 29 | 29 | 24 | OP | 00940468 |
| 25 | 30 | 30 | 25 | OP | 00940470 |
| 26 | 32 | 32 | 26 | OP | 01059999 |
| 27 | 33 | 33 | 27 | OP | 01059995 |
| 28 | 34 | 34 | 28 | OP | 01059997 |
| 29 | 41 | 41 | 29 | OP | 01209247 |
| 30 | 42 | 42 | 30 | OP | 01209249 |
| 31 | 43 | 43 | 31 | OP | 01209251 |
| 32 | 44 | 44 | 32 | OP | 01209245 |
| 33 | 46 | 46 | 33 | OP | 01209238 |
| 34 | 47 | 47 | 34 | OP | 01209240 |
| 35 | 48 | 48 | 35 | OP | 01209242 |
| | 4 | | 36 | FT | 01211144 |
| | 9 | | 37 | FT | 01211145 |
| | 15 | | 38 | FT | 01211146 |

Table D-13: Item Map, Reading, Grade Span 9–12

| Item Number | | | | | |
|-------------------|--------|--------|-------------------------|----------|----------|
| Form 1, 2–3, 6 | Form 4 | Form 5 | Item Sequence Number | Function | Item ID |
| | 18 | | 39 | FT | 01211147 |
| | 22 | | 40 | FT | 01211148 |
| | 31 | | 41 | FT | 01211149 |
| | 35 | | 42 | FT | 01211150 |
| | 36 | | 43 | FT | 01211151 |
| | 37 | | 44 | FT | 01211152 |
| | 38 | | 45 | FT | 01211153 |
| | 39 | | 46 | FT | 01211154 |
| | 40 | | 47 | FT | 01211155 |
| | 45 | | 48 | FT | 01211156 |
| | | 5 | 49 | FT | 01211157 |
| | | 14 | 50 | FT | 01211158 |
| | | 20 | 51 | FT | 01211159 |
| | | 23 | 52 | FT | 01210877 |
| | | 26 | 53 | FT | 01211160 |
| | | 31 | 54 | FT | 01211161 |
| | | 35 | 55 | FT | 01211162 |
| | | 36 | 56 | FT | 01211163 |
| | | 37 | 57 | FT | 01211164 |
| | | 38 | 58 | FT | 01211165 |
| | | 39 | 59 | FT | 01211166 |
| | | 40 | 60 | FT | 01211167 |
| | | 45 | 61 | FT | 01211168 |

Table D-14: Item Map, Writing, Grade Span K–1

| Item Number | | Item Sequence Number | Function | Item ID |
|-------------|--------|----------------------|----------|----------|
| Forms 1–5 | Form 6 | | | |
| 17 | 25 | 1 | OP | 01210200 |
| 18 | 26 | 2 | OP | 01210160 |
| 19 | 27 | 3 | OP | 01210272 |
| 20 | 28 | 4 | OP | 01210180 |
| 13 | 19 | 5 | OP | 01210176 |
| 14 | 20 | 6 | OP | 01210154 |
| 15 | 22 | 7 | OP | 01210158 |
| 16 | 24 | 8 | OP | 01210218 |
| | 21 | 9 | FT | 01211025 |
| | 23 | 10 | FT | 01211026 |
| 1 | 1 | 11 | OP | 01210162 |
| 2 | 2 | 12 | OP | 01210144 |
| 3 | 4 | 13 | OP | 01210226 |
| 4 | 5 | 14 | OP | 01210222 |
| | 3 | 15 | FT | 01211020 |
| 5 | 6 | 16 | OP | 01210240 |
| 6 | 8 | 17 | OP | 01210188 |
| 7 | 9 | 18 | OP | 01210246 |
| 8 | 11 | 19 | OP | 01210170 |
| 9 | 12 | 20 | OP | 01210190 |
| 10 | 14 | 21 | OP | 01210150 |
| 11 | 16 | 22 | OP | 01210192 |
| 12 | 18 | 23 | OP | 01210212 |
| | 7 | 24 | FT | 01210248 |
| | 10 | 25 | FT | 01211021 |
| | 13 | 26 | FT | 01211022 |
| | 15 | 27 | FT | 01211023 |
| | 17 | 28 | FT | 01211024 |

Table D-15: Item Map, Writing, Grade 2

| Item Number | | Item Sequence Number | Function | Item ID |
|-------------|--------|-------------------------|----------|----------|
| Forms 1–5 | Form 6 | | | |
| 1 | 1 | 1 | OP | 01210438 |
| 2 | 2 | 2 | OP | 01210437 |
| 3 | 3 | 3 | OP | 00353996 |
| 4 | 4 | 4 | OP | 01208522 |
| 5 | 5 | 5 | OP | 00353982 |
| 6 | 6 | 6 | OP | 00353965 |
| 7 | 7 | 7 | OP | 00546063 |
| 8 | 8 | 8 | OP | 01208530 |
| 9 | 9 | 9 | OP | 00546085 |
| 10 | 10 | 10 | OP | 01210436 |
| 11 | 11 | 11 | OP | 01208534 |
| 12 | 12 | 12 | OP | 01208524 |
| 13 | 13 | 13 | OP | 01208532 |
| 14 | 17 | 14 | OP | 01057235 |
| 15 | 18 | 15 | OP | 01057237 |
| 16 | 19 | 16 | OP | 01057239 |
| 17 | 23 | 17 | OP | 00940137 |
| 18 | 24 | 18 | OP | 00940139 |
| 19 | 25 | 19 | OP | 00940141 |
| | 14 | 20 | FT | 01211010 |
| | 15 | 21 | FT | 01211011 |
| | 16 | 22 | FT | 01211012 |
| | 20 | 23 | FT | 01211013 |
| | 21 | 24 | FT | 01211014 |
| | 22 | 25 | FT | 01211015 |
| 20 | 26 | 26 | OP | 00940143 |
| 21 | 28 | 27 | OP | 00940135 |
| 22 | 29 | 28 | OP | 01208544 |
| 23 | 31 | 29 | OP | 00940119 |
| | 27 | 30 | FT | 01211016 |
| | 30 | 31 | FT | 01211017 |
| 24 | 32 | 32 | OP | 01210443 |
| | 33 | 33 | FT | 01211018 |

Table D-16: Item Map, Writing, Grade Span 3–5

| Item Number | | Item Sequence Number | Function | Item ID |
|-------------|--------|----------------------|----------|----------|
| Forms 1–5 | Form 6 | | | |
| 1 | 1 | 1 | OP | 01210447 |
| 2 | 2 | 2 | OP | 00354251 |
| 3 | 3 | 3 | OP | 00354245 |
| 4 | 4 | 4 | OP | 00354202 |
| 5 | 5 | 5 | OP | 00546256 |
| 6 | 6 | 6 | OP | 00546226 |
| 7 | 7 | 7 | OP | 00354206 |
| 8 | 9 | 8 | OP | 01208996 |
| 9 | 11 | 9 | OP | 01208994 |
| 10 | 13 | 10 | OP | 01209004 |
| 11 | 14 | 11 | OP | 00940377 |
| 12 | 15 | 12 | OP | 00940379 |
| 13 | 16 | 13 | OP | 00940381 |
| 14 | 20 | 14 | OP | 01059952 |
| 15 | 21 | 15 | OP | 01059954 |
| 16 | 22 | 16 | OP | 01059956 |
| 17 | 23 | 17 | OP | 01209010 |
| 18 | 24 | 18 | OP | 01209012 |
| 19 | 25 | 19 | OP | 01209014 |
| | 8 | 20 | FT | 01210677 |
| | 10 | 21 | FT | 01210676 |
| | 12 | 22 | FT | 01210662 |
| | 17 | 23 | FT | 01211071 |
| | 18 | 24 | FT | 01211072 |
| | 19 | 25 | FT | 01211073 |
| 20 | 26 | 26 | OP | 01210450 |
| 21 | 27 | 27 | OP | 01209008 |
| 22 | 30 | 28 | OP | 01209016 |
| 23 | 31 | 29 | OP | 01209024 |
| | 28 | 30 | FT | 01211074 |
| | 29 | 31 | FT | 01211075 |
| 24 | 33 | 32 | OP | 01210452 |
| | 32 | 33 | FT | 01211076 |

Table D-17: Item Map, Writing, Grade Span 6–8

| Item Number | | Item Sequence Number | Function | Item ID |
|-------------|--------|----------------------|----------|----------|
| Forms 1–5 | Form 6 | | | |
| 1 | 1 | 1 | OP | 00354697 |
| 2 | 2 | 2 | OP | 01209138 |
| 3 | 3 | 3 | OP | 01209140 |
| 4 | 4 | 4 | OP | 00546409 |
| 5 | 5 | 5 | OP | 00354703 |
| 6 | 6 | 6 | OP | 00354701 |
| 7 | 8 | 7 | OP | 01209146 |
| 8 | 10 | 8 | OP | 01209148 |
| 9 | 12 | 9 | OP | 00546419 |
| 10 | 13 | 10 | OP | 00546405 |
| 11 | 14 | 11 | OP | 01210457 |
| 12 | 15 | 12 | OP | 01210458 |
| 13 | 16 | 13 | OP | 01210456 |
| 14 | 17 | 14 | OP | 01069233 |
| 15 | 18 | 15 | OP | 01069235 |
| 16 | 19 | 16 | OP | 01069237 |
| 17 | 23 | 17 | OP | 00803785 |
| 18 | 24 | 18 | OP | 00803787 |
| 19 | 25 | 19 | OP | 00803789 |
| | 7 | 20 | FT | 01210743 |
| | 9 | 21 | FT | 01210744 |
| | 11 | 22 | FT | 01210749 |
| | 20 | 23 | FT | 01211120 |
| | 21 | 24 | FT | 01211121 |
| | 22 | 25 | FT | 01211122 |
| 20 | 26 | 26 | OP | 01209142 |
| 21 | 28 | 27 | OP | 01069263 |
| 22 | 29 | 28 | OP | 01209166 |
| 23 | 31 | 29 | OP | 01209158 |
| | 27 | 30 | FT | 01211123 |
| | 30 | 31 | FT | 01211124 |
| 24 | 33 | 32 | OP | 01069225 |
| | 32 | 33 | FT | 01211125 |

Table D-18: Item Map, Writing, Grade Span 9–12

| Item Number | | Item Sequence Number | Function | Item ID |
|-------------|--------|-------------------------|----------|----------|
| Forms 1–5 | Form 6 | | | |
| 1 | 1 | 1 | OP | 01210467 |
| 2 | 2 | 2 | OP | 00684130 |
| 3 | 3 | 3 | OP | 01209287 |
| 4 | 4 | 4 | OP | 00354095 |
| 5 | 5 | 5 | OP | 01209289 |
| 6 | 6 | 6 | OP | 00546586 |
| 7 | 7 | 7 | OP | 00354047 |
| 8 | 8 | 8 | OP | 01210462 |
| 9 | 9 | 9 | OP | 01210463 |
| 10 | 10 | 10 | OP | 01210464 |
| 11 | 11 | 11 | OP | 01210465 |
| 12 | 14 | 12 | OP | 01209299 |
| 13 | 16 | 13 | OP | 01209297 |
| 14 | 17 | 14 | OP | 01060039 |
| 15 | 18 | 15 | OP | 01060041 |
| 16 | 19 | 16 | OP | 01060043 |
| 17 | 23 | 17 | OP | 00940507 |
| 18 | 24 | 18 | OP | 00940509 |
| 19 | 25 | 19 | OP | 00940511 |
| | 12 | 20 | FT | 01210910 |
| | 13 | 21 | FT | 01210902 |
| | 15 | 22 | FT | 01210908 |
| | 20 | 23 | FT | 01211169 |
| | 21 | 24 | FT | 01211170 |
| | 22 | 25 | FT | 01211171 |
| 20 | 26 | 26 | OP | 01209293 |
| 21 | 28 | 27 | OP | 01209317 |
| 22 | 29 | 28 | OP | 01209309 |
| 23 | 30 | 29 | OP | 01209301 |
| | 27 | 30 | FT | 01211172 |
| | 31 | 31 | FT | 01211173 |
| 24 | 33 | 32 | OP | 01210470 |
| | 32 | 33 | FT | 01211174 |

Appendix E: Scale Score Summary Statistics

Note: The following tables display 2012–13 Edition results first, followed by historical results through the 2006–07 Edition, the first that used the common scale.

Table E-1: 2012–13 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data

| Grade | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-----------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K | 6,662 | 385.24 | 74.405 | 384.32 | 91.551 | 323.86 | 43.191 | 371.62 | 28.094 | 354.30 | 51.039 | 380.60 | 69.081 |
| 1 | 177,548 | 431.05 | 68.338 | 433.79 | 74.554 | 394.83 | 71.032 | 405.59 | 38.446 | 412.69 | 61.047 | 428.73 | 62.125 |
| 2 | 172,770 | 486.56 | 62.225 | 481.84 | 70.838 | 446.21 | 68.833 | 471.68 | 60.674 | 466.14 | 57.530 | 471.20 | 53.998 |
| 3 | 155,038 | 485.86 | 78.521 | 487.21 | 57.849 | 484.48 | 67.429 | 499.87 | 56.070 | 484.92 | 64.139 | 488.98 | 53.159 |
| 4 | 124,612 | 515.06 | 75.873 | 506.09 | 61.808 | 508.71 | 64.422 | 517.65 | 56.014 | 511.63 | 62.307 | 511.51 | 53.087 |
| 5 | 107,379 | 542.01 | 74.790 | 522.40 | 66.253 | 530.89 | 63.559 | 535.52 | 57.671 | 536.19 | 62.195 | 532.33 | 54.251 |
| 6 | 83,807 | 542.84 | 94.863 | 535.87 | 69.187 | 527.28 | 73.290 | 533.80 | 56.480 | 534.82 | 74.738 | 534.57 | 60.253 |
| 7 | 72,940 | 563.39 | 95.487 | 550.60 | 73.238 | 542.07 | 73.639 | 545.10 | 59.246 | 552.49 | 75.974 | 549.91 | 62.510 |
| 8 | 62,426 | 576.64 | 97.136 | 559.80 | 79.565 | 555.00 | 74.242 | 553.13 | 61.679 | 565.58 | 77.606 | 560.76 | 65.523 |
| 9 | 58,667 | 565.86 | 109.337 | 558.41 | 83.178 | 555.82 | 75.755 | 559.29 | 71.949 | 560.58 | 82.772 | 559.47 | 70.571 |
| 10 | 60,070 | 585.36 | 110.702 | 567.71 | 86.556 | 571.47 | 76.532 | 567.35 | 73.806 | 578.14 | 84.772 | 572.59 | 73.045 |
| 11 | 54,667 | 598.73 | 112.361 | 575.44 | 88.385 | 584.91 | 77.759 | 573.23 | 76.109 | 591.55 | 86.975 | 582.70 | 75.500 |
| 12 | 50,369 | 593.43 | 124.857 | 569.69 | 103.048 | 581.89 | 88.316 | 564.29 | 93.603 | 587.39 | 99.190 | 576.95 | 90.733 |

Table E-2: 2012–13 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data

| Grade Span | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-------------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K–1 | 184,210 | 429.39 | 69.098 | 432.01 | 75.800 | 392.26 | 71.457 | 404.36 | 38.645 | 410.58 | 61.685 | 426.99 | 63.033 |
| 2 | 172,770 | 486.56 | 62.225 | 481.84 | 70.838 | 446.21 | 68.833 | 471.68 | 60.674 | 466.14 | 57.530 | 471.20 | 53.998 |
| 3–5 | 387,029 | 510.84 | 80.003 | 503.05 | 63.212 | 505.16 | 68.098 | 515.48 | 58.335 | 507.75 | 66.401 | 508.26 | 56.294 |
| 6–8 | 219,173 | 559.31 | 96.735 | 547.59 | 74.273 | 540.10 | 74.537 | 543.07 | 59.452 | 549.46 | 77.014 | 547.14 | 63.460 |
| 9–12 | 223,773 | 585.33 | 114.782 | 567.61 | 90.342 | 573.00 | 80.250 | 565.98 | 78.945 | 578.90 | 89.057 | 572.60 | 77.832 |

Table E-3: 2012–13 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data

| Grade | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-----------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K | 201,375 | 358.42 | 83.237 | 350.57 | 114.235 | 300.96 | 46.249 | 347.07 | 39.827 | 329.46 | 57.288 | 350.99 | 83.383 |
| 1 | 16,231 | 404.17 | 103.180 | 387.62 | 135.943 | 379.28 | 94.008 | 398.78 | 59.080 | 391.49 | 92.287 | 394.74 | 109.318 |
| 2 | 10,133 | 428.67 | 118.285 | 404.26 | 154.811 | 414.92 | 93.326 | 420.93 | 112.453 | 421.58 | 99.014 | 416.85 | 110.268 |
| 3 | 8,479 | 427.59 | 127.175 | 409.83 | 137.005 | 444.55 | 102.400 | 440.20 | 120.782 | 435.85 | 108.442 | 430.22 | 112.671 |
| 4 | 7,589 | 447.73 | 137.336 | 422.84 | 146.531 | 467.73 | 111.531 | 459.95 | 127.753 | 457.51 | 119.076 | 449.23 | 122.487 |
| 5 | 7,005 | 465.39 | 144.847 | 434.44 | 152.178 | 485.52 | 117.166 | 475.09 | 131.578 | 475.23 | 126.289 | 464.78 | 128.769 |
| 6 | 6,779 | 484.36 | 156.282 | 458.01 | 152.232 | 503.97 | 118.371 | 486.59 | 127.041 | 493.94 | 131.477 | 482.81 | 129.306 |
| 7 | 6,703 | 490.90 | 162.766 | 462.42 | 159.076 | 510.66 | 123.372 | 489.51 | 133.377 | 500.57 | 137.583 | 487.96 | 136.043 |
| 8 | 5,437 | 494.88 | 165.817 | 461.68 | 160.807 | 520.61 | 126.504 | 497.08 | 133.475 | 507.52 | 140.968 | 493.15 | 138.095 |
| 9 | 12,045 | 517.23 | 170.589 | 486.92 | 164.406 | 539.14 | 127.247 | 510.60 | 150.316 | 527.95 | 143.312 | 513.10 | 144.182 |
| 10 | 6,747 | 505.99 | 168.604 | 471.74 | 158.684 | 537.79 | 125.979 | 504.43 | 144.078 | 521.65 | 141.054 | 504.62 | 139.659 |
| 11 | 5,640 | 536.71 | 165.643 | 505.44 | 150.685 | 562.41 | 123.961 | 530.46 | 138.155 | 549.30 | 139.232 | 533.39 | 135.716 |
| 12 | 4,043 | 547.62 | 160.961 | 513.78 | 144.537 | 571.01 | 121.464 | 536.96 | 133.809 | 559.05 | 135.336 | 541.97 | 131.225 |

Table E-4: 2012–13 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data

| Grade Span | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-------------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K–1 | 217,606 | 361.84 | 85.733 | 353.34 | 116.401 | 306.80 | 55.335 | 350.93 | 43.735 | 334.08 | 62.753 | 354.25 | 86.357 |
| 2 | 10,133 | 428.67 | 118.285 | 404.26 | 154.811 | 414.92 | 93.326 | 420.93 | 112.453 | 421.58 | 99.014 | 416.85 | 110.268 |
| 3–5 | 23,073 | 445.69 | 136.949 | 421.58 | 145.226 | 464.61 | 111.335 | 457.29 | 127.239 | 454.93 | 118.689 | 446.97 | 121.794 |
| 6–8 | 18,919 | 489.70 | 161.417 | 460.62 | 157.169 | 511.12 | 122.699 | 490.64 | 131.233 | 500.19 | 136.524 | 487.61 | 134.328 |
| 9–12 | 28,475 | 522.74 | 168.408 | 490.81 | 158.338 | 547.95 | 126.177 | 516.81 | 144.721 | 535.10 | 141.514 | 519.21 | 140.307 |

Table E-5: 2011–12 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data

| Grade | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K | 5,293 | 379.76 | 73.219 | 385.12 | 91.248 | 320.25 | 41.632 | 374.59 | 27.205 | 349.75 | 49.755 | 378.47 | 67.972 |
| 1 | 178,350 | 430.81 | 67.549 | 438.06 | 70.453 | 392.29 | 62.947 | 406.02 | 33.283 | 411.30 | 56.746 | 430.43 | 59.230 |
| 2 | 171,468 | 481.33 | 62.774 | 481.93 | 66.451 | 443.88 | 68.484 | 468.39 | 61.987 | 462.37 | 57.173 | 468.51 | 52.825 |
| 3 | 156,427 | 496.50 | 78.376 | 490.04 | 56.966 | 484.31 | 69.766 | 497.27 | 53.897 | 490.15 | 65.216 | 491.65 | 53.112 |
| 4 | 134,180 | 525.89 | 74.676 | 509.70 | 58.503 | 512.65 | 64.768 | 515.61 | 53.262 | 519.02 | 61.945 | 515.59 | 51.630 |
| 5 | 115,116 | 548.17 | 73.676 | 523.80 | 63.775 | 534.13 | 64.337 | 530.21 | 54.610 | 540.90 | 61.902 | 533.70 | 52.872 |
| 6 | 89,574 | 555.26 | 86.472 | 536.93 | 65.662 | 533.44 | 74.358 | 537.74 | 62.795 | 544.09 | 71.027 | 540.46 | 58.873 |
| 7 | 75,043 | 571.87 | 87.749 | 550.08 | 70.625 | 546.67 | 75.145 | 549.34 | 67.205 | 559.01 | 72.602 | 554.11 | 61.890 |
| 8 | 66,702 | 585.10 | 90.760 | 559.68 | 75.999 | 560.41 | 75.297 | 559.80 | 71.172 | 572.50 | 74.693 | 565.87 | 65.316 |
| 9 | 67,243 | 564.58 | 100.213 | 566.01 | 79.990 | 556.58 | 74.896 | 556.32 | 66.440 | 560.34 | 78.473 | 560.50 | 66.216 |
| 10 | 65,548 | 581.42 | 103.024 | 573.20 | 85.796 | 570.79 | 76.801 | 562.42 | 69.668 | 575.87 | 81.544 | 571.58 | 70.172 |
| 11 | 57,551 | 592.44 | 104.069 | 580.51 | 88.737 | 581.94 | 77.497 | 566.98 | 70.400 | 586.95 | 82.644 | 580.09 | 71.674 |
| 12 | 53,893 | 593.37 | 114.820 | 581.16 | 100.394 | 582.95 | 85.838 | 561.07 | 85.203 | 587.92 | 93.229 | 579.27 | 84.605 |

Table E-6: 2011–12 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data

| Grade Span | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|------------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K–1 | 183,643 | 429.34 | 68.255 | 436.53 | 71.687 | 390.22 | 63.587 | 405.11 | 33.538 | 409.53 | 57.487 | 428.93 | 60.132 |
| 2 | 171,468 | 481.33 | 62.774 | 481.93 | 66.451 | 443.88 | 68.484 | 468.39 | 61.987 | 462.37 | 57.173 | 468.51 | 52.825 |
| 3–5 | 405,723 | 520.88 | 78.750 | 506.12 | 61.070 | 507.82 | 69.682 | 512.68 | 55.551 | 514.10 | 66.550 | 511.50 | 55.313 |
| 6–8 | 231,319 | 569.25 | 88.990 | 547.76 | 71.002 | 545.51 | 75.688 | 547.86 | 67.337 | 557.12 | 73.535 | 552.22 | 62.637 |
| 9–12 | 244,235 | 582.02 | 105.889 | 574.70 | 88.629 | 572.19 | 79.271 | 561.52 | 72.817 | 576.86 | 84.461 | 572.23 | 73.363 |

Table E-7: 2011–12 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data

| Grade | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-----------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K | 205,738 | 358.35 | 80.732 | 356.86 | 113.972 | 299.36 | 45.575 | 350.30 | 41.333 | 328.64 | 56.401 | 353.87 | 82.279 |
| 1 | 16,140 | 405.87 | 102.015 | 393.07 | 134.074 | 377.30 | 90.264 | 399.45 | 55.286 | 391.37 | 89.874 | 397.91 | 107.453 |
| 2 | 10,515 | 433.59 | 113.730 | 415.63 | 148.633 | 420.61 | 92.938 | 423.48 | 115.572 | 426.90 | 96.839 | 422.99 | 108.534 |
| 3 | 8,764 | 441.42 | 129.549 | 420.67 | 136.101 | 449.77 | 103.855 | 442.16 | 119.830 | 445.38 | 110.224 | 438.17 | 113.039 |
| 4 | 7,877 | 469.13 | 134.561 | 440.75 | 141.501 | 479.04 | 110.409 | 464.12 | 123.018 | 473.86 | 117.161 | 462.92 | 119.080 |
| 5 | 7,302 | 483.27 | 140.367 | 448.36 | 147.976 | 497.04 | 115.865 | 476.90 | 126.073 | 489.94 | 123.450 | 476.05 | 124.646 |
| 6 | 7,395 | 506.79 | 150.140 | 478.42 | 145.328 | 519.27 | 117.607 | 498.15 | 132.512 | 512.80 | 127.862 | 500.25 | 127.679 |
| 7 | 6,811 | 502.78 | 158.088 | 475.02 | 151.599 | 522.43 | 122.605 | 498.28 | 140.755 | 512.39 | 134.772 | 499.22 | 134.830 |
| 8 | 5,632 | 508.95 | 159.370 | 479.25 | 153.119 | 534.33 | 122.466 | 505.82 | 143.097 | 521.42 | 135.385 | 506.67 | 136.076 |
| 9 | 12,798 | 522.10 | 164.623 | 496.77 | 162.845 | 545.06 | 125.605 | 512.36 | 139.114 | 533.35 | 139.006 | 518.71 | 138.575 |
| 10 | 7,535 | 524.61 | 163.490 | 491.63 | 158.705 | 550.69 | 122.984 | 518.07 | 133.511 | 537.42 | 137.224 | 520.88 | 134.899 |
| 11 | 5,683 | 544.32 | 160.423 | 511.30 | 150.860 | 569.08 | 121.827 | 534.39 | 128.640 | 556.46 | 135.468 | 539.41 | 131.186 |
| 12 | 3,964 | 555.46 | 154.750 | 524.52 | 143.250 | 576.80 | 118.057 | 539.99 | 122.975 | 565.90 | 130.498 | 548.83 | 125.240 |

Table E-8: 2011–12 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data

| Grade Span | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-------------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K–1 | 221,878 | 361.81 | 83.384 | 359.50 | 115.934 | 305.03 | 54.115 | 353.87 | 44.379 | 333.20 | 61.666 | 357.07 | 85.135 |
| 2 | 10,515 | 433.59 | 113.730 | 415.63 | 148.633 | 420.61 | 92.938 | 423.48 | 115.572 | 426.90 | 96.839 | 422.99 | 108.534 |
| 3–5 | 23,943 | 463.30 | 135.703 | 435.72 | 142.070 | 473.81 | 111.520 | 459.98 | 123.653 | 468.34 | 118.131 | 457.87 | 119.710 |
| 6–8 | 19,838 | 506.03 | 155.557 | 477.49 | 149.735 | 524.63 | 120.882 | 500.37 | 138.459 | 515.11 | 132.469 | 501.72 | 132.602 |
| 9–12 | 29,980 | 531.35 | 162.744 | 501.90 | 157.474 | 555.23 | 123.848 | 521.63 | 134.132 | 543.06 | 137.336 | 527.16 | 135.043 |

Table E-9: 2010–11 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data

| Grade | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K | 4,992 | 375.40 | 74.355 | 370.52 | 97.808 | 314.74 | 44.190 | 363.89 | 32.971 | 344.88 | 51.205 | 369.13 | 72.429 |
| 1 | 176,263 | 426.15 | 61.539 | 435.60 | 79.252 | 390.82 | 68.245 | 403.11 | 35.040 | 408.28 | 56.091 | 427.01 | 61.063 |
| 2 | 169,646 | 468.97 | 57.545 | 488.34 | 73.214 | 442.03 | 71.533 | 454.90 | 70.926 | 455.26 | 55.523 | 463.19 | 54.687 |
| 3 | 159,336 | 470.99 | 73.890 | 489.95 | 58.434 | 473.44 | 77.002 | 487.72 | 64.771 | 471.97 | 65.951 | 480.15 | 55.209 |
| 4 | 135,881 | 507.02 | 71.358 | 509.14 | 60.281 | 505.22 | 70.871 | 509.87 | 62.071 | 505.88 | 63.038 | 507.44 | 53.840 |
| 5 | 114,585 | 531.80 | 71.043 | 522.35 | 64.562 | 529.24 | 68.487 | 527.44 | 61.847 | 530.28 | 62.439 | 527.34 | 54.499 |
| 6 | 87,958 | 550.70 | 86.881 | 537.79 | 78.381 | 529.72 | 74.891 | 528.51 | 59.174 | 539.96 | 70.728 | 536.30 | 60.381 |
| 7 | 77,574 | 565.74 | 88.265 | 555.51 | 84.628 | 543.45 | 74.728 | 538.90 | 61.004 | 554.34 | 72.084 | 550.52 | 63.204 |
| 8 | 74,156 | 576.72 | 90.350 | 568.72 | 91.440 | 559.07 | 74.905 | 548.28 | 63.328 | 567.64 | 73.910 | 562.82 | 66.434 |
| 9 | 70,547 | 551.18 | 96.102 | 560.53 | 85.267 | 552.64 | 76.000 | 550.54 | 67.615 | 551.64 | 77.005 | 553.35 | 66.054 |
| 10 | 67,867 | 565.45 | 98.297 | 568.65 | 93.041 | 567.32 | 78.770 | 555.60 | 71.363 | 566.12 | 80.125 | 563.88 | 70.579 |
| 11 | 60,748 | 579.05 | 99.430 | 576.82 | 94.853 | 580.58 | 79.670 | 560.90 | 73.393 | 579.54 | 81.541 | 573.96 | 72.574 |
| 12 | 54,030 | 579.16 | 110.573 | 577.51 | 105.376 | 582.20 | 88.276 | 555.74 | 87.491 | 580.42 | 92.142 | 573.28 | 85.233 |

Table E-10: 2010–11 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data

| Grade Span | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|------------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K–1 | 181,255 | 424.75 | 62.482 | 433.81 | 80.528 | 388.73 | 68.833 | 402.03 | 35.568 | 406.54 | 56.916 | 425.42 | 62.130 |
| 2 | 169,646 | 468.97 | 57.545 | 488.34 | 73.214 | 442.03 | 71.533 | 454.90 | 70.926 | 455.26 | 55.523 | 463.19 | 54.687 |
| 3–5 | 409,802 | 499.94 | 76.476 | 505.37 | 62.255 | 499.58 | 76.187 | 506.17 | 65.127 | 499.52 | 68.352 | 502.39 | 57.892 |
| 6–8 | 239,688 | 563.62 | 89.066 | 553.09 | 85.572 | 543.24 | 75.802 | 537.99 | 61.613 | 553.18 | 73.053 | 549.11 | 64.150 |
| 9–12 | 253,192 | 567.66 | 101.393 | 570.24 | 94.461 | 569.59 | 81.257 | 555.49 | 74.690 | 568.36 | 83.189 | 565.37 | 73.734 |

Table E-11: 2010–11 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data

| Grade | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-----------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K | 204,359 | 348.04 | 86.470 | 344.72 | 117.258 | 293.54 | 47.205 | 336.74 | 47.210 | 320.60 | 59.433 | 342.80 | 87.173 |
| 1 | 18,831 | 401.58 | 96.777 | 395.95 | 135.700 | 376.84 | 92.271 | 394.81 | 57.154 | 389.03 | 87.692 | 397.01 | 106.518 |
| 2 | 11,996 | 426.24 | 106.964 | 422.30 | 152.870 | 420.88 | 93.796 | 414.50 | 111.741 | 423.35 | 92.880 | 420.65 | 106.245 |
| 3 | 10,164 | 434.51 | 115.689 | 430.93 | 132.754 | 444.18 | 105.832 | 439.45 | 118.474 | 439.12 | 103.773 | 436.94 | 108.002 |
| 4 | 9,175 | 458.49 | 127.132 | 442.89 | 141.537 | 471.24 | 112.360 | 457.55 | 124.848 | 464.66 | 114.306 | 457.21 | 117.841 |
| 5 | 8,352 | 478.78 | 133.807 | 454.95 | 146.772 | 494.98 | 117.704 | 476.41 | 128.713 | 486.67 | 121.008 | 475.94 | 123.889 |
| 6 | 8,123 | 504.88 | 150.821 | 484.33 | 152.138 | 521.54 | 115.348 | 490.10 | 126.699 | 512.99 | 126.803 | 499.80 | 127.231 |
| 7 | 7,630 | 499.17 | 160.757 | 480.04 | 166.132 | 527.37 | 121.406 | 488.37 | 135.421 | 513.06 | 135.153 | 498.32 | 137.219 |
| 8 | 6,460 | 501.52 | 162.216 | 484.28 | 167.787 | 536.09 | 123.291 | 495.79 | 135.795 | 518.59 | 137.055 | 504.00 | 138.637 |
| 9 | 15,822 | 526.35 | 153.930 | 506.78 | 160.503 | 546.64 | 122.057 | 517.84 | 136.914 | 536.25 | 132.098 | 524.04 | 133.299 |
| 10 | 8,591 | 521.67 | 156.848 | 490.71 | 164.447 | 547.62 | 124.184 | 509.87 | 137.423 | 534.41 | 134.406 | 517.11 | 135.546 |
| 11 | 6,761 | 539.93 | 154.818 | 512.49 | 157.115 | 566.37 | 122.747 | 528.61 | 129.809 | 552.90 | 132.913 | 536.49 | 131.183 |
| 12 | 4,556 | 548.27 | 152.051 | 524.05 | 151.920 | 572.78 | 121.627 | 532.91 | 125.696 | 560.28 | 130.744 | 544.14 | 127.443 |

Table E-12: 2010–11 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data

| Grade Span | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-------------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K–1 | 223,190 | 352.56 | 88.644 | 349.04 | 119.774 | 300.57 | 57.400 | 341.64 | 50.762 | 326.38 | 65.152 | 347.37 | 90.235 |
| 2 | 11,996 | 426.24 | 106.964 | 422.30 | 152.870 | 420.88 | 93.796 | 414.50 | 111.741 | 423.35 | 92.880 | 420.65 | 106.245 |
| 3–5 | 27,691 | 455.81 | 126.471 | 442.14 | 140.350 | 468.47 | 113.591 | 456.60 | 124.655 | 461.93 | 114.348 | 455.42 | 117.322 |
| 6–8 | 22,213 | 501.94 | 157.643 | 482.84 | 161.659 | 527.77 | 119.926 | 491.16 | 132.439 | 514.64 | 132.747 | 500.51 | 134.092 |
| 9–12 | 35,730 | 530.59 | 154.830 | 506.20 | 160.086 | 553.94 | 123.081 | 519.88 | 134.556 | 542.02 | 132.986 | 527.29 | 133.018 |

Table E-13: 2009–10 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data

| Grade | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-----------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K | 5,335 | 378.00 | 69.265 | 366.57 | 100.676 | 315.80 | 44.975 | 366.34 | 34.786 | 346.67 | 49.506 | 372.05 | 78.374 |
| 1 | 176,291 | 430.05 | 57.143 | 434.84 | 79.008 | 392.65 | 66.639 | 406.41 | 34.097 | 411.09 | 53.505 | 432.20 | 62.883 |
| 2 | 172,458 | 475.16 | 55.885 | 485.83 | 74.748 | 441.31 | 68.227 | 450.72 | 73.399 | 458.00 | 53.794 | 462.88 | 54.703 |
| 3 | 162,713 | 480.43 | 73.989 | 491.93 | 64.163 | 480.25 | 69.256 | 485.59 | 63.370 | 480.09 | 63.033 | 484.18 | 54.760 |
| 4 | 134,728 | 512.29 | 72.329 | 513.92 | 67.566 | 508.07 | 66.490 | 507.95 | 61.052 | 509.93 | 61.768 | 510.18 | 54.376 |
| 5 | 113,840 | 538.60 | 70.607 | 530.01 | 72.489 | 529.19 | 65.717 | 524.92 | 60.908 | 533.65 | 61.103 | 530.30 | 55.082 |
| 6 | 91,535 | 556.16 | 88.544 | 530.22 | 68.950 | 536.30 | 66.545 | 531.13 | 62.125 | 545.99 | 69.696 | 538.07 | 59.476 |
| 7 | 85,982 | 575.83 | 90.386 | 546.39 | 74.083 | 549.40 | 67.515 | 543.18 | 63.576 | 562.37 | 71.282 | 553.32 | 61.740 |
| 8 | 80,638 | 586.89 | 92.291 | 556.14 | 80.193 | 561.84 | 68.528 | 553.22 | 66.068 | 574.11 | 73.021 | 564.14 | 64.652 |
| 9 | 76,820 | 579.03 | 95.831 | 552.82 | 87.590 | 558.73 | 71.651 | 543.08 | 66.686 | 568.64 | 75.916 | 558.04 | 66.380 |
| 10 | 73,224 | 593.57 | 98.675 | 560.92 | 93.164 | 573.02 | 73.570 | 548.96 | 69.929 | 583.05 | 78.734 | 568.75 | 70.453 |
| 11 | 63,464 | 605.38 | 99.784 | 569.86 | 95.602 | 583.62 | 75.351 | 552.72 | 71.826 | 594.26 | 80.606 | 577.52 | 72.416 |
| 12 | 55,103 | 603.98 | 110.770 | 572.15 | 105.045 | 584.34 | 83.743 | 547.92 | 84.061 | 593.92 | 91.048 | 576.73 | 83.954 |

Table E-14: 2009–10 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data

| Grade Span | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-------------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K–1 | 181,626 | 428.52 | 58.203 | 432.83 | 80.557 | 390.39 | 67.367 | 405.24 | 34.783 | 409.19 | 54.492 | 430.43 | 64.200 |
| 2 | 172,458 | 475.16 | 55.885 | 485.83 | 74.748 | 441.31 | 68.227 | 450.72 | 73.399 | 458.00 | 53.794 | 462.88 | 54.703 |
| 3–5 | 411,281 | 506.96 | 76.317 | 509.67 | 69.451 | 502.91 | 70.314 | 503.80 | 64.007 | 504.69 | 65.846 | 505.46 | 57.897 |
| 6–8 | 258,155 | 572.31 | 91.238 | 543.70 | 75.083 | 548.64 | 68.292 | 542.04 | 64.497 | 560.23 | 72.206 | 551.29 | 62.804 |
| 9–12 | 268,611 | 594.34 | 101.318 | 563.02 | 95.091 | 573.76 | 76.383 | 547.95 | 72.703 | 583.81 | 81.771 | 569.40 | 73.224 |

Table E-15: 2009–10 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data

| Grade | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-----------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K | 206,214 | 354.99 | 80.143 | 346.79 | 117.259 | 295.27 | 47.773 | 344.20 | 44.379 | 325.00 | 56.868 | 350.67 | 92.013 |
| 1 | 19,219 | 406.35 | 92.495 | 399.69 | 133.802 | 378.63 | 90.071 | 395.34 | 60.566 | 392.27 | 84.593 | 402.81 | 109.581 |
| 2 | 11,807 | 429.29 | 107.108 | 421.47 | 153.611 | 418.28 | 90.530 | 407.64 | 113.975 | 423.57 | 91.516 | 418.84 | 106.351 |
| 3 | 10,540 | 440.18 | 117.242 | 432.75 | 136.014 | 447.71 | 102.085 | 435.37 | 117.899 | 443.73 | 103.694 | 438.67 | 109.126 |
| 4 | 9,671 | 467.27 | 126.232 | 452.75 | 144.067 | 476.79 | 109.778 | 458.17 | 123.737 | 471.81 | 113.053 | 463.41 | 117.769 |
| 5 | 8,663 | 480.25 | 134.565 | 460.58 | 151.238 | 492.00 | 116.374 | 469.44 | 130.099 | 485.91 | 121.120 | 475.24 | 125.684 |
| 6 | 8,561 | 508.47 | 153.487 | 476.06 | 147.387 | 518.62 | 114.499 | 489.88 | 134.202 | 513.33 | 129.283 | 497.84 | 129.914 |
| 7 | 8,465 | 502.40 | 161.700 | 471.39 | 157.054 | 517.26 | 120.698 | 486.36 | 143.198 | 509.61 | 136.654 | 493.93 | 138.401 |
| 8 | 7,231 | 508.95 | 163.088 | 478.14 | 158.220 | 528.50 | 122.725 | 495.76 | 144.071 | 518.50 | 138.365 | 502.42 | 139.583 |
| 9 | 14,388 | 526.18 | 165.632 | 485.46 | 166.127 | 542.41 | 125.680 | 497.71 | 141.990 | 534.08 | 140.898 | 512.58 | 141.533 |
| 10 | 8,555 | 525.41 | 158.528 | 479.06 | 162.525 | 545.83 | 121.227 | 496.54 | 135.090 | 535.40 | 134.802 | 511.34 | 135.064 |
| 11 | 6,803 | 554.13 | 151.757 | 510.06 | 152.207 | 568.70 | 119.004 | 521.47 | 125.515 | 561.19 | 130.345 | 538.22 | 127.867 |
| 12 | 4,682 | 555.19 | 153.945 | 517.40 | 151.825 | 569.60 | 121.266 | 518.62 | 127.992 | 562.17 | 132.580 | 539.84 | 129.488 |

Table E-16: 2009–10 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data

| Grade Span | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-------------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K–1 | 225,433 | 359.37 | 82.525 | 351.30 | 119.674 | 302.37 | 57.621 | 348.56 | 48.144 | 330.74 | 62.626 | 355.11 | 94.764 |
| 2 | 11,807 | 429.29 | 107.108 | 421.47 | 153.611 | 418.28 | 90.530 | 407.64 | 113.975 | 423.57 | 91.516 | 418.84 | 106.351 |
| 3–5 | 28,874 | 461.28 | 126.763 | 447.80 | 143.895 | 470.74 | 110.655 | 453.23 | 124.430 | 465.79 | 113.656 | 457.93 | 118.178 |
| 6–8 | 24,257 | 506.49 | 159.294 | 475.05 | 154.087 | 521.09 | 119.260 | 490.40 | 140.401 | 513.57 | 134.662 | 497.84 | 135.865 |
| 9–12 | 34,428 | 535.46 | 160.201 | 493.07 | 161.302 | 552.15 | 123.268 | 504.96 | 135.715 | 543.58 | 136.824 | 521.05 | 136.286 |

Table E-17: 2008–09 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data

| Grade | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K | 5,276 | 373.22 | 64.09 | 366.30 | 102.77 | N/A | N/A | N/A | N/A | N/A | N/A | 369.55 | 77.06 |
| 1 | 179,992 | 424.59 | 58.49 | 431.41 | 81.87 | N/A | N/A | N/A | N/A | N/A | N/A | 427.76 | 64.61 |
| 2 | 176,098 | 471.63 | 57.60 | 479.04 | 76.13 | 442.17 | 64.77 | 448.27 | 80.46 | 456.67 | 53.83 | 459.90 | 56.53 |
| 3 | 160,147 | 478.35 | 74.11 | 487.70 | 67.06 | 477.38 | 66.17 | 489.18 | 67.47 | 477.63 | 61.91 | 482.78 | 55.76 |
| 4 | 135,258 | 513.13 | 73.72 | 513.96 | 72.57 | 507.20 | 64.17 | 512.65 | 63.59 | 509.92 | 61.25 | 511.36 | 55.50 |
| 5 | 118,512 | 539.12 | 72.87 | 534.28 | 78.67 | 529.01 | 64.73 | 528.43 | 62.85 | 533.82 | 61.53 | 532.34 | 56.72 |
| 6 | 102,527 | 559.16 | 92.43 | 527.79 | 72.43 | 533.54 | 64.63 | 531.38 | 61.32 | 546.09 | 69.70 | 537.59 | 59.66 |
| 7 | 94,686 | 574.19 | 94.01 | 544.42 | 77.67 | 547.75 | 66.43 | 543.12 | 62.45 | 560.72 | 71.46 | 551.99 | 61.96 |
| 8 | 82,946 | 582.63 | 96.24 | 553.49 | 83.88 | 558.06 | 67.72 | 550.71 | 64.54 | 570.09 | 73.36 | 560.84 | 65.01 |
| 9 | 83,558 | 573.67 | 96.95 | 546.45 | 90.62 | 556.37 | 72.68 | 551.51 | 71.91 | 564.74 | 76.77 | 556.62 | 68.54 |
| 10 | 75,684 | 587.05 | 99.93 | 553.90 | 96.79 | 569.98 | 74.99 | 556.65 | 75.62 | 578.24 | 79.92 | 566.52 | 72.79 |
| 11 | 63,299 | 597.87 | 100.92 | 563.15 | 98.37 | 580.38 | 76.33 | 561.18 | 77.02 | 588.84 | 81.40 | 575.27 | 74.45 |
| 12 | 55,134 | 599.07 | 111.13 | 567.07 | 105.26 | 583.63 | 83.11 | 557.66 | 87.73 | 591.07 | 90.52 | 576.48 | 84.10 |

Table E-18: 2008–09 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data

| Grade Span | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|------------|----------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K–2 | *361,366 | 446.76 | 63.30 | 453.67 | 83.60 | 442.17 | 64.77 | 448.27 | 80.46 | 456.67 | 53.83 | 442.57 | 63.69 |
| 3–5 | 413,917 | 507.11 | 77.76 | 509.62 | 74.83 | 501.91 | 68.49 | 508.09 | 66.91 | 504.27 | 65.79 | 506.31 | 59.56 |
| 6–8 | 280,159 | 571.19 | 94.61 | 541.02 | 78.46 | 545.60 | 66.92 | 541.07 | 63.17 | 558.14 | 72.07 | 549.34 | 62.79 |
| 9–12 | 277,675 | 587.88 | 102.14 | 556.38 | 97.44 | 570.97 | 77.06 | 556.34 | 77.51 | 579.14 | 82.24 | 567.51 | 74.77 |

*N-count for grade span K–2 is 361,366 overall, but reading and writing include only grade 2 data, for which the N-count is 176,098.

Table E-19: 2008–09 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data

| Grade | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-----------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K | 208,916 | 352.02 | 76.59 | 345.71 | 120.44 | N/A | N/A | N/A | N/A | N/A | N/A | 348.67 | 92.50 |
| 1 | 20,279 | 401.30 | 94.19 | 393.55 | 138.91 | N/A | N/A | N/A | N/A | N/A | N/A | 397.21 | 112.81 |
| 2 | 13,599 | 428.24 | 106.43 | 416.00 | 153.20 | 419.33 | 89.71 | 405.71 | 119.02 | 423.57 | 91.98 | 416.99 | 107.56 |
| 3 | 12,037 | 436.66 | 119.45 | 430.40 | 137.53 | 443.48 | 100.38 | 436.31 | 123.44 | 439.87 | 104.52 | 436.38 | 111.54 |
| 4 | 10,656 | 462.90 | 130.51 | 448.19 | 149.25 | 471.12 | 109.28 | 456.05 | 131.17 | 466.80 | 115.38 | 459.23 | 122.20 |
| 5 | 9,823 | 479.35 | 136.41 | 462.43 | 157.18 | 489.69 | 116.35 | 470.63 | 134.17 | 484.30 | 122.10 | 475.19 | 128.49 |
| 6 | 9,641 | 504.04 | 154.47 | 469.94 | 147.95 | 514.01 | 111.98 | 484.32 | 134.15 | 508.80 | 128.01 | 492.66 | 129.45 |
| 7 | 9,882 | 500.11 | 159.86 | 469.78 | 157.76 | 516.54 | 117.50 | 484.55 | 140.79 | 508.10 | 133.95 | 492.32 | 136.42 |
| 8 | 8,289 | 509.51 | 159.82 | 478.10 | 158.76 | 529.37 | 119.05 | 496.21 | 138.93 | 519.22 | 134.41 | 502.88 | 136.49 |
| 9 | 16,828 | 516.03 | 167.97 | 479.76 | 166.12 | 532.33 | 127.04 | 499.87 | 152.45 | 523.94 | 142.73 | 506.63 | 145.15 |
| 10 | 10,525 | 526.99 | 159.73 | 486.49 | 158.27 | 542.86 | 121.53 | 508.77 | 142.70 | 534.68 | 135.57 | 515.91 | 136.48 |
| 11 | 8,268 | 548.04 | 158.02 | 510.37 | 153.60 | 562.13 | 119.55 | 527.19 | 139.57 | 554.83 | 133.77 | 536.57 | 133.62 |
| 12 | 5,828 | 566.51 | 148.86 | 529.37 | 145.82 | 574.15 | 116.42 | 539.58 | 130.28 | 570.07 | 127.33 | 552.04 | 125.56 |

Table E-20: 2008–09 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data

| Grade Span | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-------------|----------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K–2 | *242,794 | 360.41 | 82.95 | 353.65 | 125.75 | 419.33 | 89.71 | 405.71 | 119.02 | 423.57 | 91.98 | 356.55 | 97.31 |
| 3–5 | 32,516 | 458.16 | 129.61 | 445.91 | 148.11 | 466.50 | 109.99 | 453.15 | 130.06 | 462.12 | 115.10 | 455.60 | 121.42 |
| 6–8 | 27,812 | 504.27 | 158.04 | 472.31 | 154.77 | 519.49 | 116.27 | 487.95 | 138.06 | 511.66 | 132.15 | 495.59 | 134.14 |
| 9–12 | 41,449 | 532.30 | 162.35 | 494.55 | 159.95 | 546.83 | 123.69 | 513.17 | 145.23 | 539.31 | 138.09 | 521.34 | 139.05 |

*N-count for grade span K–2 is 242,794 overall, but reading and writing include only grade 2 data, for which the N-count is 13,599.

Table E-21: 2007–08 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data

| Grade | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-----------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K | 5,967 | 372.40 | 60.55 | 360.94 | 105.58 | N/A | N/A | N/A | N/A | N/A | N/A | 366.43 | 77.49 |
| 1 | 182,795 | 422.03 | 57.11 | 428.35 | 82.76 | N/A | N/A | N/A | N/A | N/A | N/A | 424.94 | 64.50 |
| 2 | 168,016 | 462.64 | 58.94 | 469.03 | 74.50 | 433.15 | 66.91 | 444.65 | 77.49 | 447.65 | 54.55 | 451.99 | 55.85 |
| 3 | 153,171 | 470.61 | 73.92 | 484.54 | 67.93 | 471.44 | 63.16 | 483.22 | 67.52 | 470.75 | 60.28 | 477.08 | 54.69 |
| 4 | 135,399 | 510.18 | 75.09 | 508.82 | 72.87 | 500.76 | 63.51 | 505.57 | 63.16 | 505.21 | 61.66 | 505.96 | 55.49 |
| 5 | 128,432 | 537.22 | 73.24 | 528.26 | 77.00 | 526.12 | 65.96 | 522.02 | 61.29 | 531.42 | 62.18 | 528.03 | 56.17 |
| 6 | 109,440 | 554.25 | 89.32 | 523.40 | 72.63 | 531.19 | 66.28 | 527.44 | 60.81 | 542.47 | 69.34 | 533.69 | 59.26 |
| 7 | 92,909 | 567.59 | 92.08 | 538.50 | 77.38 | 542.13 | 67.81 | 535.70 | 63.08 | 554.61 | 71.54 | 545.60 | 61.92 |
| 8 | 87,158 | 580.35 | 95.06 | 548.39 | 82.36 | 555.51 | 68.09 | 544.54 | 64.97 | 567.68 | 73.56 | 556.82 | 64.74 |
| 9 | 81,401 | 567.78 | 95.51 | 538.34 | 91.22 | 553.88 | 71.45 | 546.11 | 71.49 | 560.54 | 75.76 | 551.15 | 68.53 |
| 10 | 74,483 | 577.32 | 100.86 | 546.23 | 99.98 | 566.48 | 74.15 | 550.61 | 76.19 | 571.61 | 80.10 | 559.78 | 74.17 |
| 11 | 63,845 | 589.99 | 100.71 | 557.96 | 100.82 | 577.79 | 74.31 | 555.35 | 76.10 | 583.61 | 80.43 | 569.90 | 74.35 |
| 12 | 51,770 | 591.14 | 108.12 | 564.65 | 106.02 | 580.53 | 82.03 | 552.35 | 86.63 | 585.56 | 88.63 | 571.79 | 82.99 |

Table E-22: 2007–08 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data

| Grade Span | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-------------|----------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K–2 | *356,778 | 440.32 | 62.06 | 446.38 | 82.70 | 433.15 | 66.91 | 444.65 | 77.49 | 447.65 | 54.55 | 436.70 | 62.96 |
| 3–5 | 417,002 | 503.97 | 79.07 | 505.89 | 74.63 | 497.80 | 67.97 | 502.43 | 66.21 | 500.62 | 66.23 | 502.15 | 59.26 |
| 6–8 | 289,507 | 566.39 | 92.59 | 535.77 | 77.89 | 542.02 | 68.05 | 535.24 | 63.20 | 553.96 | 72.08 | 544.48 | 62.53 |
| 9–12 | 271,499 | 580.08 | 101.16 | 550.14 | 99.35 | 568.04 | 75.72 | 550.71 | 77.01 | 573.77 | 81.26 | 561.86 | 74.83 |

*N-count for grade span K–2 is 356,778 overall, but reading and writing include only grade 2 data, for which the N-count is 168,016.

Table E-23: 2007–08 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data

| Grade | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-----------|---------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K | 208,415 | 350.85 | 72.91 | 339.78 | 123.32 | N/A | N/A | N/A | N/A | N/A | N/A | 345.10 | 93.04 |
| 1 | 22,266 | 392.03 | 94.85 | 381.09 | 141.01 | N/A | N/A | N/A | N/A | N/A | N/A | 386.35 | 114.49 |
| 2 | 15,674 | 414.04 | 110.18 | 397.55 | 155.48 | 408.74 | 90.20 | 396.93 | 118.84 | 411.19 | 93.76 | 403.99 | 109.37 |
| 3 | 13,853 | 424.92 | 119.54 | 418.94 | 140.72 | 435.23 | 97.28 | 423.39 | 123.60 | 429.85 | 103.00 | 425.30 | 111.43 |
| 4 | 12,897 | 453.24 | 130.49 | 437.98 | 150.22 | 461.14 | 107.34 | 443.32 | 128.81 | 456.97 | 114.47 | 448.60 | 121.54 |
| 5 | 11,983 | 472.00 | 137.30 | 451.48 | 157.19 | 481.64 | 116.38 | 457.74 | 132.44 | 476.60 | 122.60 | 465.39 | 128.42 |
| 6 | 11,841 | 493.14 | 151.82 | 461.00 | 147.91 | 505.41 | 111.24 | 472.54 | 133.82 | 499.06 | 126.44 | 482.60 | 128.53 |
| 7 | 12,048 | 496.85 | 158.08 | 463.67 | 155.60 | 511.96 | 115.70 | 475.25 | 139.42 | 504.20 | 132.23 | 486.51 | 134.80 |
| 8 | 10,528 | 503.12 | 159.42 | 469.96 | 158.57 | 520.72 | 117.16 | 482.72 | 139.64 | 511.71 | 133.70 | 493.71 | 136.33 |
| 9 | 21,243 | 503.99 | 165.35 | 472.33 | 162.69 | 524.91 | 122.69 | 488.42 | 149.29 | 514.21 | 139.32 | 497.05 | 141.99 |
| 10 | 12,921 | 517.76 | 156.02 | 485.98 | 158.87 | 538.23 | 115.90 | 501.35 | 137.86 | 527.74 | 130.70 | 510.47 | 132.96 |
| 11 | 9,926 | 544.82 | 148.82 | 510.67 | 152.59 | 558.57 | 112.86 | 522.03 | 130.11 | 551.43 | 125.76 | 533.65 | 126.84 |
| 12 | 6,372 | 559.01 | 139.57 | 529.49 | 139.85 | 570.23 | 106.64 | 532.38 | 121.30 | 564.36 | 117.76 | 547.41 | 116.85 |

Table E-24: 2007–08 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data

| Grade Span | N | Listening | | Speaking | | Reading | | Writing | | Comprehension | | Overall | |
|-------------|----------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K–2 | *246,355 | 358.59 | 80.19 | 347.19 | 128.50 | 408.74 | 90.20 | 396.93 | 118.84 | 411.19 | 93.76 | 352.57 | 97.91 |
| 3–5 | 38,733 | 448.92 | 130.34 | 435.35 | 149.73 | 458.21 | 108.50 | 440.66 | 128.90 | 453.34 | 114.78 | 445.46 | 121.38 |
| 6–8 | 34,417 | 497.49 | 156.42 | 464.68 | 153.97 | 512.39 | 114.80 | 476.60 | 137.65 | 504.73 | 130.82 | 487.36 | 133.23 |
| 9–12 | 50,462 | 522.49 | 158.03 | 490.58 | 158.33 | 540.66 | 118.31 | 503.89 | 140.38 | 531.33 | 133.23 | 514.05 | 135.07 |

*N-count for grade span K–2 is 246,355 overall, but reading and writing include only grade 2 data, for which the N-count is 15,674.

Table E-25: 2006–07 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data

| Grade | N | Listening/Speaking | | Listening | | Speaking | | Reading | | Writing | | Overall | |
|-----------|---------|--------------------|--------------------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K | 7,143 | 340.50 | 91.66 | 354.02 | 77.21 | 327.41 | 118.11 | N/A | N/A | N/A | N/A | 340.50 | 91.66 |
| 1 | 168,999 | 414.77 | 68.59 | 415.34 | 63.11 | 414.68 | 86.86 | N/A | N/A | N/A | N/A | 414.77 | 68.59 |
| 2 | 158,997 | 462.10 | 64.54 | 463.00 | 63.73 | 461.68 | 79.51 | 431.42 | 67.11 | 438.34 | 81.27 | 448.24 | 58.11 |
| 3 | 149,266 | 471.98 | 60.25 | 466.49 | 70.84 | 477.92 | 68.30 | 467.81 | 63.76 | 479.34 | 68.64 | 472.52 | 54.84 |
| 4 | 143,822 | 504.09 | 62.68 | 504.26 | 73.20 | 504.40 | 72.29 | 498.86 | 62.93 | 502.65 | 63.97 | 502.17 | 55.23 |
| 5 | 129,088 | 523.24 | 64.61 | 526.37 | 73.27 | 520.64 | 76.75 | 519.03 | 63.88 | 516.35 | 62.61 | 520.22 | 56.17 |
| 6 | 103,392 | 535.38 | 75.49 | 548.31 | 94.25 | 522.97 | 77.91 | 518.25 | 66.23 | 522.86 | 64.15 | 527.72 | 62.42 |
| 7 | 94,727 | 551.85 | 80.27 | 567.07 | 99.97 | 537.17 | 82.57 | 532.95 | 68.23 | 532.62 | 65.50 | 542.08 | 65.67 |
| 8 | 87,490 | 563.05 | 85.01 | 580.19 | 104.13 | 546.48 | 87.88 | 547.43 | 70.11 | 540.67 | 68.17 | 553.31 | 69.50 |
| 9 | 82,319 | 549.39 | 83.91 | 562.96 | 93.93 | 536.40 | 96.11 | 551.64 | 71.75 | 546.52 | 76.09 | 549.01 | 70.50 |
| 10 | 75,913 | 558.78 | 89.57 | 572.28 | 98.08 | 545.84 | 103.33 | 563.71 | 73.96 | 551.14 | 80.07 | 557.87 | 74.91 |
| 11 | 61,375 | 567.88 | 90.08 | 581.51 | 99.32 | 554.80 | 103.65 | 574.90 | 75.03 | 555.37 | 80.75 | 566.27 | 75.67 |
| 12 | 48,581 | 573.64 | 94.93 | 586.12 | 105.48 | 561.72 | 106.61 | 579.87 | 80.67 | 554.83 | 88.06 | 570.27 | 81.71 |

Table E-26: 2006–07 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data

| Grade Span | N | Listening/Speaking | | Listening | | Speaking | | Reading | | Writing | | Overall | |
|-------------|----------|--------------------|--------------------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K–2 | *335,139 | 435.64 | 72.61 | 436.64 | 69.04 | 435.12 | 88.85 | 431.42 | 67.11 | 438.34 | 81.27 | 429.06 | 67.81 |
| 3–5 | 422,176 | 498.59 | 65.91 | 497.66 | 76.50 | 500.00 | 74.43 | 494.05 | 66.91 | 498.60 | 67.02 | 497.20 | 58.76 |
| 6–8 | 285,609 | 549.32 | 80.89 | 564.30 | 100.12 | 534.88 | 83.18 | 532.06 | 69.13 | 531.55 | 66.25 | 540.32 | 66.56 |
| 9–12 | 268,188 | 560.67 | 89.47 | 574.04 | 98.90 | 547.87 | 102.28 | 565.49 | 75.58 | 551.36 | 80.63 | 559.32 | 75.50 |

*N-count for grade span K–2 is 335,139 overall, but reading and writing include only grade 2 data, for which the N-count is 158,997.

Table E-27: 2006–07 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data

| Grade | N | Listening/Speaking | | Listening | | Speaking | | Reading | | Writing | | Overall | |
|-----------|---------|--------------------|--------------------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K | 211,087 | 336.90 | 98.86 | 345.12 | 83.45 | 329.10 | 125.74 | N/A | N/A | N/A | N/A | 336.90 | 98.86 |
| 1 | 27,833 | 377.45 | 117.41 | 384.86 | 100.80 | 370.45 | 141.60 | N/A | N/A | N/A | N/A | 377.45 | 117.41 |
| 2 | 18,370 | 401.55 | 131.34 | 411.15 | 115.11 | 392.36 | 154.58 | 405.19 | 88.67 | 390.17 | 117.79 | 399.40 | 108.91 |
| 3 | 16,577 | 416.68 | 120.41 | 419.10 | 116.81 | 414.68 | 135.55 | 432.42 | 96.73 | 420.65 | 122.47 | 421.38 | 109.29 |
| 4 | 15,130 | 438.00 | 131.99 | 443.76 | 128.90 | 432.70 | 146.31 | 457.51 | 106.51 | 439.04 | 128.70 | 442.92 | 119.93 |
| 5 | 14,304 | 452.52 | 139.04 | 459.97 | 135.60 | 445.54 | 153.45 | 474.28 | 113.45 | 452.15 | 132.40 | 457.65 | 126.41 |
| 6 | 14,029 | 475.21 | 147.28 | 487.89 | 154.19 | 463.15 | 151.54 | 496.64 | 109.06 | 471.29 | 134.92 | 479.32 | 129.69 |
| 7 | 14,245 | 473.75 | 153.35 | 488.03 | 161.43 | 460.10 | 156.37 | 502.13 | 114.39 | 470.57 | 140.89 | 479.78 | 135.78 |
| 8 | 12,231 | 481.19 | 156.96 | 495.62 | 165.29 | 467.41 | 159.86 | 511.56 | 117.00 | 479.39 | 142.25 | 488.07 | 138.46 |
| 9 | 23,504 | 479.93 | 157.92 | 494.75 | 162.37 | 465.74 | 165.26 | 520.56 | 124.58 | 485.13 | 155.62 | 491.19 | 144.09 |
| 10 | 14,180 | 491.59 | 152.04 | 508.37 | 157.10 | 475.42 | 160.11 | 533.85 | 120.96 | 497.73 | 147.50 | 503.48 | 137.74 |
| 11 | 10,211 | 520.83 | 140.80 | 537.03 | 146.59 | 505.24 | 148.87 | 558.00 | 115.52 | 524.11 | 136.40 | 530.73 | 127.74 |
| 12 | 6,272 | 536.60 | 135.51 | 551.14 | 143.09 | 522.65 | 144.70 | 570.53 | 115.22 | 537.00 | 131.26 | 544.96 | 122.67 |

Table E-28: 2006–07 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data

| Grade Span | N | Listening/Speaking | | Listening | | Speaking | | Reading | | Writing | | Overall | |
|-------------|----------|--------------------|--------------------|-----------|--------------------|----------|--------------------|---------|--------------------|---------|--------------------|---------|--------------------|
| | | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation | Mean | Standard Deviation |
| K–2 | *257,290 | 345.90 | 105.53 | 354.14 | 90.33 | 338.09 | 131.29 | 405.19 | 88.67 | 390.17 | 117.79 | 345.75 | 103.61 |
| 3–5 | 46,011 | 434.83 | 131.08 | 439.92 | 127.99 | 430.20 | 145.40 | 453.68 | 106.78 | 436.49 | 128.33 | 439.74 | 119.26 |
| 6–8 | 40,505 | 476.51 | 152.42 | 490.27 | 160.19 | 463.36 | 155.81 | 503.07 | 113.54 | 473.48 | 139.32 | 482.12 | 134.58 |
| 9–12 | 54,167 | 497.25 | 152.18 | 512.82 | 157.32 | 482.31 | 159.94 | 536.88 | 122.27 | 501.78 | 148.55 | 508.09 | 138.48 |

*N-count for grade span K–2 is 257,290 overall, but reading and writing include only grade 2 data, for which the N-count is 18,370.

Appendix F: Descriptive Statistics and Domain Correlations

The following tables detail descriptive statistics and domain correlations by grade span for both annual assessment and initial assessment data. All analyses are based on scale scores.

Annual Assessment Data

Table F-1: Descriptive Statistics, Annual Assessment, Grade Span K–1

| Domain | N | Scale Scores | | | |
|-----------|---------|--------------|---------|---------|---------|
| | | Mean | Std Dev | Minimum | Maximum |
| Listening | 184,210 | 429.39 | 69.098 | 220 | 570 |
| Speaking | 184,210 | 432.01 | 75.800 | 140 | 630 |
| Reading | 184,210 | 392.26 | 71.457 | 220 | 570 |
| Writing | 184,210 | 404.36 | 38.645 | 220 | 600 |

Table F-2: Pearson Correlation Coefficients, Annual Assessment, Grade Span K–1

| | Listening | Speaking | Reading | Writing |
|-----------|-----------|----------|---------|---------|
| Listening | 1.000 | .683 | .541 | .511 |
| Speaking | .683 | 1.000 | .512 | .483 |
| Reading | .541 | .512 | 1.000 | .640 |
| Writing | .511 | .483 | .640 | 1.000 |

Table F-3: Descriptive Statistics, Annual Assessment, Grade 2

| Domain | N | Scale Scores | | | |
|-----------|---------|--------------|---------|---------|---------|
| | | Mean | Std Dev | Minimum | Maximum |
| Listening | 172,770 | 486.56 | 62.225 | 220 | 570 |
| Speaking | 172,770 | 481.84 | 70.838 | 140 | 630 |
| Reading | 172,770 | 446.21 | 68.833 | 280 | 650 |
| Writing | 172,770 | 471.68 | 60.674 | 220 | 690 |

Table F-4: Pearson Correlation Coefficients, Annual Assessment, Grade 2

| | Listening | Speaking | Reading | Writing |
|-----------|-----------|----------|---------|---------|
| Listening | 1.000 | .683 | .541 | .583 |
| Speaking | .683 | 1.000 | .433 | .496 |
| Reading | .541 | .433 | 1.000 | .696 |
| Writing | .583 | .496 | .696 | 1.000 |

Table F-5: Descriptive Statistics, Annual Assessment, Grade Span 3–5

| Domain | N | Scale Scores | | | |
|-----------|---------|--------------|---------|---------|---------|
| | | Mean | Std Dev | Minimum | Maximum |
| Listening | 387,029 | 510.84 | 80.003 | 220 | 640 |
| Speaking | 387,029 | 503.05 | 63.212 | 200 | 720 |
| Reading | 387,029 | 505.16 | 68.098 | 280 | 700 |
| Writing | 387,029 | 515.48 | 58.335 | 220 | 740 |

Table F-6: Pearson Correlation Coefficients, Annual Assessment, Grade Span 3–5

| | Listening | Speaking | Reading | Writing |
|-----------|-----------|----------|---------|---------|
| Listening | 1.000 | .559 | .606 | .598 |
| Speaking | .559 | 1.000 | .505 | .556 |
| Reading | .606 | .505 | 1.000 | .755 |
| Writing | .598 | .556 | .755 | 1.000 |

Table F-7: Descriptive Statistics, Annual Assessment, Grade Span 6–8

| Domain | N | Scale Scores | | | |
|-----------|---------|--------------|---------|---------|---------|
| | | Mean | Std Dev | Minimum | Maximum |
| Listening | 219,173 | 559.31 | 96.735 | 230 | 715 |
| Speaking | 219,173 | 547.59 | 74.273 | 225 | 720 |
| Reading | 219,173 | 540.10 | 74.537 | 320 | 750 |
| Writing | 219,173 | 543.07 | 59.452 | 220 | 780 |

Table F-8: Pearson Correlation Coefficients, Annual Assessment, Grade Span 6–8

| | Listening | Speaking | Reading | Writing |
|-----------|-----------|----------|---------|---------|
| Listening | 1.000 | .558 | .611 | .585 |
| Speaking | .558 | 1.000 | .517 | .583 |
| Reading | .611 | .517 | 1.000 | .678 |
| Writing | .585 | .583 | .678 | 1.000 |

Table F-9: Descriptive Statistics, Annual Assessment, Grade Span 9–12

| Domain | N | Scale Scores | | | |
|-----------|---------|--------------|---------|---------|---------|
| | | Mean | Std Dev | Minimum | Maximum |
| Listening | 223,773 | 585.33 | 114.782 | 230 | 725 |
| Speaking | 223,773 | 567.61 | 90.342 | 235 | 740 |
| Reading | 223,773 | 573.00 | 80.250 | 320 | 770 |
| Writing | 223,773 | 565.98 | 78.945 | 220 | 810 |

Table F-10: Pearson Correlation Coefficients, Annual Assessment, Grade Span 9–12

| | Listening | Speaking | Reading | Writing |
|-----------|-----------|----------|---------|---------|
| Listening | 1.000 | .607 | .659 | .637 |
| Speaking | .607 | 1.000 | .579 | .638 |
| Reading | .659 | .579 | 1.000 | .723 |
| Writing | .637 | .638 | .723 | 1.000 |

Initial Assessment Data

Table F-11: Descriptive Statistics, Initial Assessment, Grade Span K–1

| Domain | N | Scale Scores | | | |
|-----------|---------|--------------|---------|---------|---------|
| | | Mean | Std Dev | Minimum | Maximum |
| Listening | 217,606 | 361.84 | 85.733 | 220 | 570 |
| Speaking | 217,606 | 353.34 | 116.401 | 140 | 630 |
| Reading | 217,606 | 306.80 | 55.335 | 220 | 570 |
| Writing | 217,606 | 350.93 | 43.735 | 220 | 600 |

Table F-12: Pearson Correlation Coefficients, Initial Assessment, Grade Span K–1

| | Listening | Speaking | Reading | Writing |
|-----------|-----------|----------|---------|---------|
| Listening | 1.000 | .678 | .564 | .507 |
| Speaking | .678 | 1.000 | .524 | .475 |
| Reading | .564 | .524 | 1.000 | .691 |
| Writing | .507 | .475 | .691 | 1.000 |

Table F-13: Descriptive Statistics, Initial Assessment, Grade 2

| Domain | N | Scale Scores | | | |
|-----------|--------|--------------|---------|---------|---------|
| | | Mean | Std Dev | Minimum | Maximum |
| Listening | 10,133 | 428.67 | 118.285 | 220 | 570 |
| Speaking | 10,133 | 404.26 | 154.811 | 140 | 630 |
| Reading | 10,133 | 414.92 | 93.326 | 280 | 650 |
| Writing | 10,133 | 420.93 | 112.453 | 220 | 690 |

Table F-14: Pearson Correlation Coefficients, Initial Assessment, Grade 2

| | Listening | Speaking | Reading | Writing |
|-----------|-----------|----------|---------|---------|
| Listening | 1.000 | .885 | .750 | .811 |
| Speaking | .885 | 1.000 | .703 | .778 |
| Reading | .750 | .703 | 1.000 | .834 |
| Writing | .811 | .778 | .834 | 1.000 |

Table F-15: Descriptive Statistics, Initial Assessment, Grade Span 3–5

| Domain | N | Scale Scores | | | |
|-----------|--------|--------------|---------|---------|---------|
| | | Mean | Std Dev | Minimum | Maximum |
| Listening | 23,073 | 445.69 | 136.949 | 220 | 640 |
| Speaking | 23,073 | 421.58 | 145.226 | 200 | 720 |
| Reading | 23,073 | 464.61 | 111.335 | 280 | 700 |
| Writing | 23,073 | 457.29 | 127.239 | 220 | 740 |

Table F-16: Pearson Correlation Coefficients, Initial Assessment, Grade Span 3–5

| | Listening | Speaking | Reading | Writing |
|-----------|-----------|----------|---------|---------|
| Listening | 1.000 | .842 | .828 | .839 |
| Speaking | .842 | 1.000 | .783 | .835 |
| Reading | .828 | .783 | 1.000 | .884 |
| Writing | .839 | .835 | .884 | 1.000 |

Table F-17: Descriptive Statistics, Initial Assessment, Grade Span 6–8

| Domain | N | Scale Scores | | | |
|-----------|--------|--------------|---------|---------|---------|
| | | Mean | Std Dev | Minimum | Maximum |
| Listening | 18,919 | 489.70 | 161.417 | 230 | 715 |
| Speaking | 18,919 | 460.62 | 157.169 | 225 | 720 |
| Reading | 18,919 | 511.12 | 122.699 | 320 | 750 |
| Writing | 18,919 | 490.64 | 131.233 | 220 | 780 |

Table F-18: Pearson Correlation Coefficients, Initial Assessment, Grade Span 6–8

| | Listening | Speaking | Reading | Writing |
|-----------|-----------|----------|---------|---------|
| Listening | 1.000 | .841 | .846 | .832 |
| Speaking | .841 | 1.000 | .819 | .836 |
| Reading | .846 | .819 | 1.000 | .863 |
| Writing | .832 | .836 | .863 | 1.000 |

Table F-19: Descriptive Statistics, Initial Assessment, Grade Span 9–12

| Domain | N | Scale Scores | | | |
|-----------|--------|--------------|---------|---------|---------|
| | | Mean | Std Dev | Minimum | Maximum |
| Listening | 28,475 | 522.74 | 168.408 | 230 | 725 |
| Speaking | 28,475 | 490.81 | 158.338 | 235 | 740 |
| Reading | 28,475 | 547.95 | 126.177 | 320 | 770 |
| Writing | 28,475 | 516.81 | 144.721 | 220 | 810 |

Table F-20: Pearson Correlation Coefficients, Initial Assessment, Grade Span 9–12

| | Listening | Speaking | Reading | Writing |
|-----------|-----------|----------|---------|---------|
| Listening | 1.000 | .841 | .845 | .827 |
| Speaking | .841 | 1.000 | .827 | .849 |
| Reading | .845 | .827 | 1.000 | .870 |
| Writing | .827 | .849 | .870 | 1.000 |

Appendix G: Classification Consistency and Accuracy

Note: All values are based on annual assessment data.

Table G-1: Classification Consistency and Accuracy, Listening

| Grade | Accuracy | Consistency | Kappa |
|-------|----------|-------------|-------|
| K | .598 | .487 | .311 |
| 1 | .598 | .482 | .318 |
| 2 | .627 | .518 | .352 |
| 3 | .509 | .409 | .235 |
| 4 | .509 | .406 | .219 |
| 5 | .539 | .434 | .250 |
| 6 | .516 | .412 | .195 |
| 7 | .523 | .420 | .239 |
| 8 | .563 | .452 | .253 |
| 9 | .488 | .394 | .203 |
| 10 | .530 | .423 | .249 |
| 11 | .537 | .434 | .264 |
| 12 | .554 | .453 | .291 |

Table G-2: Classification Consistency and Accuracy, Speaking

| Grade | Accuracy | Consistency | Kappa |
|-------|----------|-------------|-------|
| K | .752 | .665 | .542 |
| 1 | .730 | .627 | .487 |
| 2 | .716 | .621 | .480 |
| 3 | .717 | .617 | .455 |
| 4 | .699 | .599 | .436 |
| 5 | .697 | .610 | .453 |
| 6 | .700 | .612 | .459 |
| 7 | .700 | .613 | .463 |
| 8 | .714 | .627 | .485 |
| 9 | .727 | .635 | .483 |
| 10 | .720 | .631 | .493 |
| 11 | .730 | .643 | .506 |
| 12 | .733 | .649 | .518 |

Table G-3: Classification Consistency and Accuracy, Reading

| Grade | Accuracy | Consistency | Kappa |
|--------------|-----------------|--------------------|--------------|
| K | .702 | .593 | .386 |
| 1 | .635 | .540 | .388 |
| 2 | .737 | .638 | .498 |
| 3 | .677 | .575 | .414 |
| 4 | .718 | .629 | .449 |
| 5 | .676 | .575 | .407 |
| 6 | .617 | .509 | .359 |
| 7 | .623 | .514 | .375 |
| 8 | .639 | .528 | .394 |
| 9 | .635 | .520 | .360 |
| 10 | .653 | .542 | .381 |
| 11 | .646 | .535 | .382 |
| 12 | .638 | .530 | .383 |

Table G-4: Classification Consistency and Accuracy, Writing

| Grade | Accuracy | Consistency | Kappa |
|--------------|-----------------|--------------------|--------------|
| K | .665 | .556 | .337 |
| 1 | .583 | .494 | .319 |
| 2 | .721 | .623 | .473 |
| 3 | .684 | .581 | .386 |
| 4 | .683 | .576 | .403 |
| 5 | .667 | .566 | .417 |
| 6 | .654 | .548 | .378 |
| 7 | .660 | .551 | .388 |
| 8 | .650 | .548 | .396 |
| 9 | .636 | .532 | .380 |
| 10 | .642 | .546 | .402 |
| 11 | .652 | .560 | .411 |
| 12 | .666 | .573 | .433 |

Table G-5: Classification Accuracy at Each Performance Cut Score, Listening

| Accuracy at Cut Score | | | | |
|-----------------------|-------------------------------------|--|------------------------------------|--------------------------------|
| Grade | Beginning/ Early Intermediate | Early Intermediate/ Intermediate | Intermediate/ Early Advanced | Early Advanced/ Advanced |
| K | .848 | .845 | .917 | .975 |
| 1 | .933 | .871 | .854 | .928 |
| 2 | .975 | .928 | .866 | .850 |
| 3 | .926 | .860 | .809 | .858 |
| 4 | .963 | .885 | .803 | .820 |
| 5 | .964 | .888 | .807 | .851 |
| 6 | .954 | .870 | .791 | .861 |
| 7 | .963 | .860 | .803 | .856 |
| 8 | .956 | .879 | .813 | .887 |
| 9 | .932 | .838 | .787 | .882 |
| 10 | .942 | .856 | .816 | .882 |
| 11 | .950 | .873 | .815 | .863 |
| 12 | .951 | .879 | .824 | .867 |

Table G-6: Classification Accuracy at Each Performance Cut Score, Speaking

| Accuracy at Cut Score | | | | |
|-----------------------|-------------------------------------|--|------------------------------------|--------------------------------|
| Grade | Beginning/ Early Intermediate | Early Intermediate/ Intermediate | Intermediate/ Early Advanced | Early Advanced/ Advanced |
| K | .926 | .900 | .938 | .978 |
| 1 | .957 | .915 | .892 | .953 |
| 2 | .978 | .949 | .881 | .890 |
| 3 | .976 | .942 | .862 | .912 |
| 4 | .978 | .945 | .853 | .899 |
| 5 | .980 | .954 | .858 | .884 |
| 6 | .973 | .951 | .874 | .876 |
| 7 | .973 | .950 | .874 | .876 |
| 8 | .972 | .957 | .871 | .886 |
| 9 | .963 | .951 | .866 | .908 |
| 10 | .963 | .950 | .867 | .901 |
| 11 | .966 | .954 | .877 | .895 |
| 12 | .963 | .953 | .881 | .898 |

Table G-7: Classification Accuracy at Each Performance Cut Score, Reading

| Accuracy at Cut Score | | | | |
|-----------------------|-------------------------------------|--|------------------------------------|--------------------------------|
| Grade | Beginning/ Early Intermediate | Early Intermediate/ Intermediate | Intermediate/ Early Advanced | Early Advanced/ Advanced |
| K | .925 | .844 | .935 | .989 |
| 1 | .893 | .869 | .906 | .945 |
| 2 | .888 | .903 | .956 | .984 |
| 3 | .888 | .873 | .930 | .973 |
| 4 | .904 | .892 | .909 | .971 |
| 5 | .940 | .912 | .880 | .927 |
| 6 | .894 | .864 | .882 | .951 |
| 7 | .921 | .880 | .876 | .927 |
| 8 | .927 | .887 | .880 | .930 |
| 9 | .914 | .859 | .892 | .963 |
| 10 | .924 | .876 | .893 | .950 |
| 11 | .944 | .897 | .876 | .919 |
| 12 | .949 | .904 | .873 | .899 |

Table G-8: Classification Accuracy at Each Performance Cut Score, Writing

| Accuracy at Cut Score | | | | |
|-----------------------|-------------------------------------|--|------------------------------------|--------------------------------|
| Grade | Beginning/ Early Intermediate | Early Intermediate/ Intermediate | Intermediate/ Early Advanced | Early Advanced/ Advanced |
| K | .950 | .835 | .886 | .985 |
| 1 | .856 | .822 | .876 | .971 |
| 2 | .950 | .893 | .914 | .958 |
| 3 | .961 | .893 | .881 | .932 |
| 4 | .961 | .891 | .875 | .943 |
| 5 | .973 | .911 | .854 | .912 |
| 6 | .971 | .888 | .853 | .926 |
| 7 | .972 | .910 | .840 | .918 |
| 8 | .973 | .913 | .838 | .901 |
| 9 | .966 | .915 | .842 | .886 |
| 10 | .968 | .914 | .850 | .881 |
| 11 | .971 | .923 | .855 | .873 |
| 12 | .972 | .919 | .859 | .883 |

Table G-9: Classification Consistency at Each Performance Cut Score, Listening

| Grade | Consistency at Cut Score | | | |
|-----------|-------------------------------------|--|------------------------------------|--------------------------------|
| | Beginning/ Early Intermediate | Early Intermediate/ Intermediate | Intermediate/ Early Advanced | Early Advanced/ Advanced |
| K | .789 | .785 | .883 | .964 |
| 1 | .904 | .820 | .798 | .896 |
| 2 | .963 | .898 | .814 | .791 |
| 3 | .892 | .805 | .741 | .801 |
| 4 | .943 | .840 | .732 | .758 |
| 5 | .944 | .844 | .741 | .791 |
| 6 | .929 | .819 | .719 | .809 |
| 7 | .944 | .804 | .733 | .800 |
| 8 | .933 | .834 | .750 | .836 |
| 9 | .909 | .790 | .718 | .829 |
| 10 | .912 | .803 | .753 | .832 |
| 11 | .923 | .825 | .753 | .807 |
| 12 | .923 | .836 | .767 | .812 |

Table G-10: Classification Consistency at Each Performance Cut Score, Speaking

| Grade | Consistency at Cut Score | | | |
|-----------|-------------------------------------|--|------------------------------------|--------------------------------|
| | Beginning/ Early Intermediate | Early Intermediate/ Intermediate | Intermediate/ Early Advanced | Early Advanced/ Advanced |
| K | .896 | .868 | .911 | .974 |
| 1 | .940 | .881 | .854 | .932 |
| 2 | .975 | .925 | .846 | .853 |
| 3 | .975 | .917 | .817 | .880 |
| 4 | .979 | .918 | .811 | .862 |
| 5 | .980 | .931 | .819 | .844 |
| 6 | .974 | .928 | .836 | .836 |
| 7 | .974 | .925 | .843 | .838 |
| 8 | .972 | .933 | .839 | .849 |
| 9 | .964 | .928 | .826 | .873 |
| 10 | .964 | .926 | .832 | .867 |
| 11 | .967 | .933 | .843 | .859 |
| 12 | .964 | .930 | .848 | .864 |

Table G-11: Classification Consistency at Each Performance Cut Score, Reading

| Grade | Consistency at Cut Score | | | |
|-----------|-------------------------------------|--|------------------------------------|--------------------------------|
| | Beginning/ Early Intermediate | Early Intermediate/ Intermediate | Intermediate/ Early Advanced | Early Advanced/ Advanced |
| K | .893 | .787 | .909 | .986 |
| 1 | .849 | .821 | .868 | .919 |
| 2 | .844 | .864 | .938 | .977 |
| 3 | .845 | .823 | .902 | .961 |
| 4 | .868 | .850 | .873 | .957 |
| 5 | .916 | .878 | .834 | .899 |
| 6 | .852 | .812 | .836 | .929 |
| 7 | .889 | .833 | .828 | .897 |
| 8 | .899 | .844 | .834 | .902 |
| 9 | .878 | .806 | .850 | .945 |
| 10 | .892 | .830 | .851 | .928 |
| 11 | .919 | .859 | .828 | .886 |
| 12 | .927 | .870 | .824 | .863 |

Table G-12: Classification Consistency at Each Performance Cut Score, Writing

| Grade | Consistency at Cut Score | | | |
|-----------|-------------------------------------|--|------------------------------------|--------------------------------|
| | Beginning/ Early Intermediate | Early Intermediate/ Intermediate | Intermediate/ Early Advanced | Early Advanced/ Advanced |
| K | .926 | .778 | .843 | .981 |
| 1 | .812 | .770 | .831 | .967 |
| 2 | .930 | .852 | .880 | .939 |
| 3 | .944 | .855 | .835 | .906 |
| 4 | .943 | .847 | .836 | .919 |
| 5 | .966 | .872 | .811 | .876 |
| 6 | .962 | .842 | .808 | .893 |
| 7 | .961 | .873 | .796 | .887 |
| 8 | .968 | .876 | .800 | .868 |
| 9 | .951 | .881 | .804 | .849 |
| 10 | .956 | .880 | .808 | .837 |
| 11 | .962 | .892 | .815 | .828 |
| 12 | .959 | .891 | .821 | .842 |

Appendix H: Raw Score to Scale Score Tables

The tables below provide the scale score values, the standard error, and the performance levels for each raw score point by domain and grade. The final two tables provide the scale score ranges for each performance level for the Overall and the Comprehension Scale Scores.

Note: Standard errors can be large at the ends of these scales because extreme scores contain relatively less information than non-extreme scores.

Table H-1: Raw Score to Scale Score, Listening, Kindergarten

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 161 | Beginning |
| 1 | 220 | 161 | |
| 2 | 220 | 161 | |
| 3 | 295 | 61 | |
| 4 | 339 | 37 | |
| 5 | 364 | 30 | Early Intermediate |
| 6 | 382 | 27 | |
| 7 | 397 | 25 | |
| 8 | 411 | 24 | Intermediate |
| 9 | 424 | 22 | |
| 10 | 437 | 22 | |
| 11 | 448 | 21 | |
| 12 | 460 | 21 | Early Advanced |
| 13 | 472 | 21 | |
| 14 | 485 | 22 | |
| 15 | 498 | 22 | |
| 16 | 513 | 23 | Advanced |
| 17 | 531 | 25 | |
| 18 | 553 | 31 | |
| 19 | 570 | 38 | |
| 20 | 570 | 38 | |

Table H-2: Raw Score to Scale Score, Listening, Grade 1

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 161 | Beginning |
| 1 | 220 | 161 | |
| 2 | 220 | 161 | |
| 3 | 295 | 61 | |
| 4 | 339 | 37 | |
| 5 | 364 | 30 | Early Intermediate |
| 6 | 382 | 27 | |
| 7 | 397 | 25 | |
| 8 | 411 | 24 | Intermediate |
| 9 | 424 | 22 | |
| 10 | 437 | 22 | |
| 11 | 448 | 21 | |
| 12 | 460 | 21 | Early Advanced |
| 13 | 472 | 21 | |
| 14 | 485 | 22 | |
| 15 | 498 | 22 | |
| 16 | 513 | 23 | Advanced |
| 17 | 531 | 25 | |
| 18 | 553 | 31 | |
| 19 | 570 | 38 | |
| 20 | 570 | 38 | |

Table H-3: Raw Score to Scale Score, Listening, Grade 2

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 161 | Beginning |
| 1 | 220 | 161 | |
| 2 | 220 | 161 | |
| 3 | 295 | 61 | |
| 4 | 339 | 37 | |
| 5 | 364 | 30 | |
| 6 | 382 | 27 | Early Intermediate |
| 7 | 397 | 25 | |
| 8 | 411 | 24 | |
| 9 | 424 | 22 | |
| 10 | 437 | 22 | Intermediate |
| 11 | 448 | 21 | |
| 12 | 460 | 21 | |
| 13 | 472 | 21 | |
| 14 | 485 | 22 | Early Advanced |
| 15 | 498 | 22 | |
| 16 | 513 | 23 | |
| 17 | 531 | 25 | Advanced |
| 18 | 553 | 31 | |
| 19 | 570 | 38 | |
| 20 | 570 | 38 | |

Table H-4: Raw Score to Scale Score, Listening, Grade 3

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 173 | Beginning |
| 1 | 220 | 173 | |
| 2 | 220 | 173 | |
| 3 | 220 | 173 | |
| 4 | 220 | 173 | |
| 5 | 279 | 91 | |
| 6 | 325 | 58 | |
| 7 | 356 | 47 | |
| 8 | 382 | 43 | Early Intermediate |
| 9 | 405 | 42 | |
| 10 | 427 | 41 | Intermediate |
| 11 | 449 | 41 | |
| 12 | 470 | 41 | |
| 13 | 492 | 40 | |
| 14 | 513 | 40 | Early Advanced |
| 15 | 535 | 39 | |
| 16 | 559 | 40 | Advanced |
| 17 | 585 | 42 | |
| 18 | 619 | 49 | |
| 19 | 640 | 56 | |
| 20 | 640 | 56 | |

**Table H-5: Raw Score to Scale Score,
Listening, Grade 4**

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 173 | Beginning |
| 1 | 220 | 173 | |
| 2 | 220 | 173 | |
| 3 | 220 | 173 | |
| 4 | 220 | 173 | |
| 5 | 279 | 91 | |
| 6 | 325 | 58 | |
| 7 | 356 | 47 | |
| 8 | 382 | 43 | |
| 9 | 405 | 42 | Early Intermediate |
| 10 | 427 | 41 | |
| 11 | 449 | 41 | |
| 12 | 470 | 41 | Intermediate |
| 13 | 492 | 40 | |
| 14 | 513 | 40 | |
| 15 | 535 | 39 | Early Advanced |
| 16 | 559 | 40 | |
| 17 | 585 | 42 | Advanced |
| 18 | 619 | 49 | |
| 19 | 640 | 56 | |
| 20 | 640 | 56 | |

**Table H-6: Raw Score to Scale Score,
Listening, Grade 5**

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 173 | Beginning |
| 1 | 220 | 173 | |
| 2 | 220 | 173 | |
| 3 | 220 | 173 | |
| 4 | 220 | 173 | |
| 5 | 279 | 91 | |
| 6 | 325 | 58 | |
| 7 | 356 | 47 | |
| 8 | 382 | 43 | |
| 9 | 405 | 42 | |
| 10 | 427 | 41 | Early Intermediate |
| 11 | 449 | 41 | |
| 12 | 470 | 41 | |
| 13 | 492 | 40 | Intermediate |
| 14 | 513 | 40 | |
| 15 | 535 | 39 | |
| 16 | 559 | 40 | Early Advanced |
| 17 | 585 | 42 | |
| 18 | 619 | 49 | Advanced |
| 19 | 640 | 56 | |
| 20 | 640 | 56 | |

**Table H-7: Raw Score to Scale Score,
Listening, Grade 6**

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 230 | 206 | Beginning |
| 1 | 230 | 206 | |
| 2 | 230 | 206 | |
| 3 | 230 | 206 | |
| 4 | 230 | 206 | |
| 5 | 289 | 126 | |
| 6 | 349 | 79 | |
| 7 | 388 | 61 | |
| 8 | 419 | 53 | Early Intermediate |
| 9 | 445 | 49 | |
| 10 | 470 | 47 | |
| 11 | 493 | 46 | Intermediate |
| 12 | 517 | 46 | |
| 13 | 540 | 46 | |
| 14 | 565 | 47 | |
| 15 | 591 | 49 | Early Advanced |
| 16 | 621 | 52 | |
| 17 | 656 | 57 | Advanced |
| 18 | 704 | 70 | |
| 19 | 715 | 74 | |
| 20 | 715 | 74 | |

**Table H-8: Raw Score to Scale Score,
Listening, Grade 7**

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|-------------------|
| 0 | 230 | 206 | Beginning |
| 1 | 230 | 206 | |
| 2 | 230 | 206 | |
| 3 | 230 | 206 | |
| 4 | 230 | 206 | |
| 5 | 289 | 126 | |
| 6 | 349 | 79 | |
| 7 | 388 | 61 | |
| 8 | 419 | 53 | Intermediate |
| 9 | 445 | 49 | |
| 10 | 470 | 47 | |
| 11 | 493 | 46 | |
| 12 | 517 | 46 | Advanced |
| 13 | 540 | 46 | |
| 14 | 565 | 47 | |
| 15 | 591 | 49 | |
| 16 | 621 | 52 | |
| 17 | 656 | 57 | Advanced |
| 18 | 704 | 70 | |
| 19 | 715 | 74 | |
| 20 | 715 | 74 | |

**Table H-9: Raw Score to Scale Score,
Listening, Grade 8**

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 230 | 206 | Beginning |
| 1 | 230 | 206 | |
| 2 | 230 | 206 | |
| 3 | 230 | 206 | |
| 4 | 230 | 206 | |
| 5 | 289 | 126 | |
| 6 | 349 | 79 | |
| 7 | 388 | 61 | |
| 8 | 419 | 53 | |
| 9 | 445 | 49 | Early Intermediate |
| 10 | 470 | 47 | |
| 11 | 493 | 46 | |
| 12 | 517 | 46 | Intermediate |
| 13 | 540 | 46 | |
| 14 | 565 | 47 | |
| 15 | 591 | 49 | |
| 16 | 621 | 52 | Early Advanced |
| 17 | 656 | 57 | |
| 18 | 704 | 70 | Advanced |
| 19 | 715 | 74 | |
| 20 | 715 | 74 | |

**Table H-10: Raw Score to Scale Score,
Listening, Grade 9**

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 230 | 140 | Beginning |
| 1 | 230 | 140 | |
| 2 | 230 | 140 | |
| 3 | 230 | 140 | |
| 4 | 230 | 140 | |
| 5 | 290 | 94 | |
| 6 | 344 | 71 | |
| 7 | 383 | 61 | |
| 8 | 416 | 56 | |
| 9 | 447 | 54 | Early Intermediate |
| 10 | 476 | 54 | |
| 11 | 506 | 55 | |
| 12 | 537 | 57 | Intermediate |
| 13 | 569 | 59 | |
| 14 | 604 | 62 | |
| 15 | 641 | 64 | |
| 16 | 681 | 65 | Early Advanced |
| 17 | 724 | 64 | |
| 18 | 725 | 64 | Advanced |
| 19 | 725 | 64 | |
| 20 | 725 | 64 | |

Table H-11: Raw Score to Scale Score, Listening, Grade 10

| Raw Score | Scale Score | Standard Error | |
|-----------|-------------|----------------|--------------|
| 0 | 230 | 140 | Beginning |
| 1 | 230 | 140 | |
| 2 | 230 | 140 | |
| 3 | 230 | 140 | |
| 4 | 230 | 140 | |
| 5 | 290 | 94 | |
| 6 | 344 | 71 | |
| 7 | 383 | 61 | |
| 8 | 416 | 56 | |
| 9 | 447 | 54 | |
| 10 | 476 | 54 | |
| 11 | 506 | 55 | |
| 12 | 537 | 57 | Intermediate |
| 13 | 569 | 59 | |
| 14 | 604 | 62 | |
| 15 | 641 | 64 | |
| 16 | 681 | 65 | |
| 17 | 724 | 64 | Advanced |
| 18 | 725 | 64 | |
| 19 | 725 | 64 | |
| 20 | 725 | 64 | |

Table H-12: Raw Score to Scale Score, Listening, Grade 11

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 230 | 140 | Beginning |
| 1 | 230 | 140 | |
| 2 | 230 | 140 | |
| 3 | 230 | 140 | |
| 4 | 230 | 140 | |
| 5 | 290 | 94 | |
| 6 | 344 | 71 | |
| 7 | 383 | 61 | |
| 8 | 416 | 56 | |
| 9 | 447 | 54 | Early Intermediate |
| 10 | 476 | 54 | |
| 11 | 506 | 55 | |
| 12 | 537 | 57 | Intermediate |
| 13 | 569 | 59 | |
| 14 | 604 | 62 | |
| 15 | 641 | 64 | Early Advanced |
| 16 | 681 | 65 | |
| 17 | 724 | 64 | Advanced |
| 18 | 725 | 64 | |
| 19 | 725 | 64 | |
| 20 | 725 | 64 | |

**Table H-13: Raw Score to Scale Score,
Listening, Grade 12**

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 230 | 140 | Beginning |
| 1 | 230 | 140 | |
| 2 | 230 | 140 | |
| 3 | 230 | 140 | |
| 4 | 230 | 140 | |
| 5 | 290 | 94 | |
| 6 | 344 | 71 | |
| 7 | 383 | 61 | |
| 8 | 416 | 56 | Early Intermediate |
| 9 | 447 | 54 | |
| 10 | 476 | 54 | |
| 11 | 506 | 55 | Intermediate |
| 12 | 537 | 57 | |
| 13 | 569 | 59 | |
| 14 | 604 | 62 | Early Advanced |
| 15 | 641 | 64 | |
| 16 | 681 | 65 | Advanced |
| 17 | 724 | 64 | |
| 18 | 725 | 64 | |
| 19 | 725 | 64 | |
| 20 | 725 | 64 | |

Table H-14: Raw Score to Scale Score, Speaking, Kindergarten

| Raw Score | Scale Score | Standard Error | |
|-----------|-------------|----------------|--------------|
| 0 | 140 | 140 | Beginning |
| 1 | 284 | 44 | |
| 2 | 317 | 31 | |
| 3 | 336 | 25 | |
| 4 | 350 | 22 | |
| 5 | 362 | 20 | |
| 6 | 371 | 19 | |
| 7 | 380 | 18 | |
| 8 | 388 | 17 | |
| 9 | 395 | 16 | |
| 10 | 402 | 16 | |
| 11 | 409 | 16 | Intermediate |
| 12 | 415 | 15 | |
| 13 | 421 | 15 | |
| 14 | 427 | 15 | |
| 15 | 433 | 15 | |
| 16 | 438 | 15 | |
| 17 | 444 | 15 | |
| 18 | 450 | 15 | |
| 19 | 456 | 15 | |
| 20 | 463 | 16 | |
| 21 | 470 | 17 | |
| 22 | 478 | 18 | |
| 23 | 486 | 19 | |
| 24 | 496 | 21 | |
| 25 | 508 | 23 | |
| 26 | 523 | 26 | Advanced |
| 27 | 543 | 32 | |
| 28 | 575 | 44 | |
| 29 | 630 | 82 | |

Table H-15: Raw Score to Scale Score, Speaking, Grade 1

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 140 | 140 | Beginning |
| 1 | 284 | 44 | |
| 2 | 317 | 31 | |
| 3 | 336 | 25 | |
| 4 | 350 | 22 | |
| 5 | 362 | 20 | Early Intermediate |
| 6 | 371 | 19 | |
| 7 | 380 | 18 | |
| 8 | 388 | 17 | |
| 9 | 395 | 16 | |
| 10 | 402 | 16 | |
| 11 | 409 | 16 | Intermediate |
| 12 | 415 | 15 | |
| 13 | 421 | 15 | |
| 14 | 427 | 15 | |
| 15 | 433 | 15 | |
| 16 | 438 | 15 | |
| 17 | 444 | 15 | |
| 18 | 450 | 15 | |
| 19 | 456 | 15 | |
| 20 | 463 | 16 | Early Advanced |
| 21 | 470 | 17 | |
| 22 | 478 | 18 | |
| 23 | 486 | 19 | |
| 24 | 496 | 21 | |
| 25 | 508 | 23 | |
| 26 | 523 | 26 | Advanced |
| 27 | 543 | 32 | |
| 28 | 575 | 44 | |
| 29 | 630 | 82 | |

Table H-16: Raw Score to Scale Score, Speaking, Grade 2

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 140 | 140 | Beginning |
| 1 | 284 | 44 | |
| 2 | 317 | 31 | |
| 3 | 336 | 25 | |
| 4 | 350 | 22 | |
| 5 | 362 | 20 | |
| 6 | 371 | 19 | Early Intermediate |
| 7 | 380 | 18 | |
| 8 | 388 | 17 | |
| 9 | 395 | 16 | |
| 10 | 402 | 16 | |
| 11 | 409 | 16 | |
| 12 | 415 | 15 | Intermediate |
| 13 | 421 | 15 | |
| 14 | 427 | 15 | |
| 15 | 433 | 15 | |
| 16 | 438 | 15 | |
| 17 | 444 | 15 | |
| 18 | 450 | 15 | |
| 19 | 456 | 15 | |
| 20 | 463 | 16 | |
| 21 | 470 | 17 | Early Advanced |
| 22 | 478 | 18 | |
| 23 | 486 | 19 | |
| 24 | 496 | 21 | |
| 25 | 508 | 23 | |
| 26 | 523 | 26 | Advanced |
| 27 | 543 | 32 | |
| 28 | 575 | 44 | |
| 29 | 630 | 82 | |

Table H-17: Raw Score to Scale Score, Speaking, Grade 3

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 200 | 184 | Beginning |
| 1 | 324 | 43 | |
| 2 | 355 | 29 | |
| 3 | 373 | 24 | |
| 4 | 386 | 21 | |
| 5 | 396 | 19 | Early Intermediate |
| 6 | 405 | 17 | |
| 7 | 413 | 16 | |
| 8 | 420 | 15 | |
| 9 | 427 | 15 | |
| 10 | 433 | 14 | |
| 11 | 438 | 14 | Intermediate |
| 12 | 444 | 14 | |
| 13 | 449 | 14 | |
| 14 | 455 | 14 | |
| 15 | 460 | 14 | |
| 16 | 466 | 14 | |
| 17 | 472 | 14 | |
| 18 | 478 | 15 | |
| 19 | 484 | 15 | Early Advanced |
| 20 | 491 | 16 | |
| 21 | 498 | 17 | |
| 22 | 506 | 18 | |
| 23 | 515 | 19 | |
| 24 | 526 | 21 | |
| 25 | 540 | 24 | Advanced |
| 26 | 557 | 29 | |
| 27 | 582 | 36 | |
| 28 | 623 | 50 | |
| 29 | 720 | 120 | |

Table H-18: Raw Score to Scale Score, Speaking, Grade 4

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 200 | 184 | Beginning |
| 1 | 324 | 43 | |
| 2 | 355 | 29 | |
| 3 | 373 | 24 | |
| 4 | 386 | 21 | |
| 5 | 396 | 19 | |
| 6 | 405 | 17 | Early Intermediate |
| 7 | 413 | 16 | |
| 8 | 420 | 15 | |
| 9 | 427 | 15 | |
| 10 | 433 | 14 | |
| 11 | 438 | 14 | |
| 12 | 444 | 14 | |
| 13 | 449 | 14 | |
| 14 | 455 | 14 | Intermediate |
| 15 | 460 | 14 | |
| 16 | 466 | 14 | |
| 17 | 472 | 14 | |
| 18 | 478 | 15 | |
| 19 | 484 | 15 | |
| 20 | 491 | 16 | |
| 21 | 498 | 17 | Early Advanced |
| 22 | 506 | 18 | |
| 23 | 515 | 19 | |
| 24 | 526 | 21 | |
| 25 | 540 | 24 | |
| 26 | 557 | 29 | Advanced |
| 27 | 582 | 36 | |
| 28 | 623 | 50 | |
| 29 | 720 | 120 | |

Table H-19: Raw Score to Scale Score, Speaking, Grade 5

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 200 | 184 | Beginning |
| 1 | 324 | 43 | |
| 2 | 355 | 29 | |
| 3 | 373 | 24 | |
| 4 | 386 | 21 | |
| 5 | 396 | 19 | |
| 6 | 405 | 17 | |
| 7 | 413 | 16 | Early Intermediate |
| 8 | 420 | 15 | |
| 9 | 427 | 15 | |
| 10 | 433 | 14 | |
| 11 | 438 | 14 | |
| 12 | 444 | 14 | |
| 13 | 449 | 14 | |
| 14 | 455 | 14 | |
| 15 | 460 | 14 | Intermediate |
| 16 | 466 | 14 | |
| 17 | 472 | 14 | |
| 18 | 478 | 15 | |
| 19 | 484 | 15 | |
| 20 | 491 | 16 | |
| 21 | 498 | 17 | |
| 22 | 506 | 18 | |
| 23 | 515 | 19 | Early Advanced |
| 24 | 526 | 21 | |
| 25 | 540 | 24 | |
| 26 | 557 | 29 | Advanced |
| 27 | 582 | 36 | |
| 28 | 623 | 50 | |
| 29 | 720 | 120 | |

Table H-20: Raw Score to Scale Score, Speaking, Grade 6

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 225 | 128 | Beginning |
| 1 | 319 | 46 | |
| 2 | 352 | 33 | |
| 3 | 372 | 28 | |
| 4 | 387 | 25 | |
| 5 | 400 | 22 | |
| 6 | 411 | 21 | |
| 7 | 420 | 20 | Early Intermediate |
| 8 | 429 | 19 | |
| 9 | 438 | 19 | |
| 10 | 446 | 18 | |
| 11 | 453 | 18 | |
| 12 | 461 | 18 | |
| 13 | 468 | 18 | Intermediate |
| 14 | 475 | 18 | |
| 15 | 483 | 18 | |
| 16 | 490 | 18 | |
| 17 | 498 | 19 | |
| 18 | 506 | 19 | |
| 19 | 514 | 19 | |
| 20 | 523 | 20 | Early Advanced |
| 21 | 532 | 21 | |
| 22 | 543 | 22 | |
| 23 | 554 | 24 | |
| 24 | 568 | 26 | Advanced |
| 25 | 584 | 29 | |
| 26 | 604 | 33 | |
| 27 | 632 | 40 | |
| 28 | 676 | 55 | |
| 29 | 720 | 78 | |

Table H-21: Raw Score to Scale Score, Speaking, Grade 7

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 225 | 128 | Beginning |
| 1 | 319 | 46 | |
| 2 | 352 | 33 | |
| 3 | 372 | 28 | |
| 4 | 387 | 25 | |
| 5 | 400 | 22 | |
| 6 | 411 | 21 | |
| 7 | 420 | 20 | Early Intermediate |
| 8 | 429 | 19 | |
| 9 | 438 | 19 | |
| 10 | 446 | 18 | |
| 11 | 453 | 18 | |
| 12 | 461 | 18 | |
| 13 | 468 | 18 | |
| 14 | 475 | 18 | Intermediate |
| 15 | 483 | 18 | |
| 16 | 490 | 18 | |
| 17 | 498 | 19 | |
| 18 | 506 | 19 | |
| 19 | 514 | 19 | |
| 20 | 523 | 20 | |
| 21 | 532 | 21 | Early Advanced |
| 22 | 543 | 22 | |
| 23 | 554 | 24 | |
| 24 | 568 | 26 | |
| 25 | 584 | 29 | Advanced |
| 26 | 604 | 33 | |
| 27 | 632 | 40 | |
| 28 | 676 | 55 | |
| 29 | 720 | 78 | |

Table H-22: Raw Score to Scale Score, Speaking, Grade 8

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 225 | 128 | Beginning |
| 1 | 319 | 46 | |
| 2 | 352 | 33 | |
| 3 | 372 | 28 | |
| 4 | 387 | 25 | |
| 5 | 400 | 22 | |
| 6 | 411 | 21 | |
| 7 | 420 | 20 | |
| 8 | 429 | 19 | Early Intermediate |
| 9 | 438 | 19 | |
| 10 | 446 | 18 | |
| 11 | 453 | 18 | |
| 12 | 461 | 18 | |
| 13 | 468 | 18 | |
| 14 | 475 | 18 | |
| 15 | 483 | 18 | Intermediate |
| 16 | 490 | 18 | |
| 17 | 498 | 19 | |
| 18 | 506 | 19 | |
| 19 | 514 | 19 | |
| 20 | 523 | 20 | |
| 21 | 532 | 21 | |
| 22 | 543 | 22 | Early Advanced |
| 23 | 554 | 24 | |
| 24 | 568 | 26 | |
| 25 | 584 | 29 | |
| 26 | 604 | 33 | Advanced |
| 27 | 632 | 40 | |
| 28 | 676 | 55 | |
| 29 | 720 | 78 | |

Table H-23: Raw Score to Scale Score, Speaking, Grade 9

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 235 | 149 | Beginning |
| 1 | 341 | 56 | |
| 2 | 380 | 39 | |
| 3 | 403 | 31 | |
| 4 | 420 | 27 | Early Intermediate |
| 5 | 433 | 25 | |
| 6 | 444 | 23 | |
| 7 | 454 | 22 | |
| 8 | 463 | 21 | |
| 9 | 471 | 20 | |
| 10 | 479 | 20 | Intermediate |
| 11 | 487 | 19 | |
| 12 | 495 | 19 | |
| 13 | 502 | 19 | |
| 14 | 510 | 19 | |
| 15 | 517 | 19 | |
| 16 | 525 | 20 | |
| 17 | 533 | 20 | |
| 18 | 542 | 20 | Early Advanced |
| 19 | 551 | 21 | |
| 20 | 560 | 22 | |
| 21 | 570 | 23 | |
| 22 | 581 | 24 | |
| 23 | 594 | 26 | |
| 24 | 609 | 29 | Advanced |
| 25 | 626 | 32 | |
| 26 | 647 | 37 | |
| 27 | 677 | 45 | |
| 28 | 726 | 65 | |
| 29 | 740 | 72 | |

Table H-24: Raw Score to Scale Score, Speaking, Grade 10

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 235 | 149 | Beginning |
| 1 | 341 | 56 | |
| 2 | 380 | 39 | |
| 3 | 403 | 31 | |
| 4 | 420 | 27 | |
| 5 | 433 | 25 | Early Intermediate |
| 6 | 444 | 23 | |
| 7 | 454 | 22 | |
| 8 | 463 | 21 | |
| 9 | 471 | 20 | |
| 10 | 479 | 20 | |
| 11 | 487 | 19 | |
| 12 | 495 | 19 | Intermediate |
| 13 | 502 | 19 | |
| 14 | 510 | 19 | |
| 15 | 517 | 19 | |
| 16 | 525 | 20 | |
| 17 | 533 | 20 | |
| 18 | 542 | 20 | |
| 19 | 551 | 21 | |
| 20 | 560 | 22 | Early Advanced |
| 21 | 570 | 23 | |
| 22 | 581 | 24 | |
| 23 | 594 | 26 | |
| 24 | 609 | 29 | |
| 25 | 626 | 32 | Advanced |
| 26 | 647 | 37 | |
| 27 | 677 | 45 | |
| 28 | 726 | 65 | |
| 29 | 740 | 72 | |

Table H-25: Raw Score to Scale Score, Speaking, Grade 11

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 235 | 149 | Beginning |
| 1 | 341 | 56 | |
| 2 | 380 | 39 | |
| 3 | 403 | 31 | |
| 4 | 420 | 27 | |
| 5 | 433 | 25 | Early Intermediate |
| 6 | 444 | 23 | |
| 7 | 454 | 22 | |
| 8 | 463 | 21 | |
| 9 | 471 | 20 | |
| 10 | 479 | 20 | |
| 11 | 487 | 19 | |
| 12 | 495 | 19 | Intermediate |
| 13 | 502 | 19 | |
| 14 | 510 | 19 | |
| 15 | 517 | 19 | |
| 16 | 525 | 20 | |
| 17 | 533 | 20 | |
| 18 | 542 | 20 | |
| 19 | 551 | 21 | |
| 20 | 560 | 22 | Early Advanced |
| 21 | 570 | 23 | |
| 22 | 581 | 24 | |
| 23 | 594 | 26 | |
| 24 | 609 | 29 | |
| 25 | 626 | 32 | Advanced |
| 26 | 647 | 37 | |
| 27 | 677 | 45 | |
| 28 | 726 | 65 | |
| 29 | 740 | 72 | |

**Table H-26: Raw Score to Scale Score,
Speaking, Grade 12**

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 235 | 149 | Beginning |
| 1 | 341 | 56 | |
| 2 | 380 | 39 | |
| 3 | 403 | 31 | |
| 4 | 420 | 27 | |
| 5 | 433 | 25 | Early Intermediate |
| 6 | 444 | 23 | |
| 7 | 454 | 22 | |
| 8 | 463 | 21 | |
| 9 | 471 | 20 | |
| 10 | 479 | 20 | |
| 11 | 487 | 19 | |
| 12 | 495 | 19 | Intermediate |
| 13 | 502 | 19 | |
| 14 | 510 | 19 | |
| 15 | 517 | 19 | |
| 16 | 525 | 20 | |
| 17 | 533 | 20 | |
| 18 | 542 | 20 | |
| 19 | 551 | 21 | |
| 20 | 560 | 22 | Early Advanced |
| 21 | 570 | 23 | |
| 22 | 581 | 24 | |
| 23 | 594 | 26 | |
| 24 | 609 | 29 | |
| 25 | 626 | 32 | Advanced |
| 26 | 647 | 37 | |
| 27 | 677 | 45 | |
| 28 | 726 | 65 | |
| 29 | 740 | 72 | |

Table H-27: Raw Score to Scale Score, Reading, Grade K

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 40 | Beginning |
| 1 | 220 | 40 | |
| 2 | 238 | 31 | |
| 3 | 258 | 23 | |
| 4 | 270 | 18 | |
| 5 | 279 | 16 | |
| 6 | 287 | 14 | Early Intermediate |
| 7 | 293 | 13 | |
| 8 | 299 | 13 | |
| 9 | 304 | 13 | |
| 10 | 310 | 13 | |
| 11 | 316 | 14 | |
| 12 | 322 | 14 | Intermediate |
| 13 | 329 | 15 | |
| 14 | 336 | 15 | |
| 15 | 344 | 16 | |
| 16 | 353 | 17 | |
| 17 | 362 | 18 | |
| 18 | 373 | 19 | |
| 19 | 385 | 19 | Early Advanced |
| 20 | 399 | 19 | |
| 21 | 414 | 21 | |
| 22 | 436 | 32 | |
| 23 | 481 | 44 | Advanced |
| 24 | 570 | 128 | |

Table H-28: Raw Score to Scale Score, Reading, Grade 1

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 40 | Beginning |
| 1 | 220 | 40 | |
| 2 | 238 | 31 | |
| 3 | 258 | 23 | |
| 4 | 270 | 18 | |
| 5 | 279 | 16 | |
| 6 | 287 | 14 | |
| 7 | 293 | 13 | |
| 8 | 299 | 13 | |
| 9 | 304 | 13 | |
| 10 | 310 | 13 | |
| 11 | 316 | 14 | |
| 12 | 322 | 14 | |
| 13 | 329 | 15 | |
| 14 | 336 | 15 | |
| 15 | 344 | 16 | |
| 16 | 353 | 17 | |
| 17 | 362 | 18 | Early Intermediate |
| 18 | 373 | 19 | |
| 19 | 385 | 19 | |
| 20 | 399 | 19 | Intermediate |
| 21 | 414 | 21 | |
| 22 | 436 | 32 | |
| 23 | 481 | 44 | Early Advanced |
| 24 | 570 | 128 | |

Table H-29: Raw Score to Scale Score, Reading, Grade 2

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 280 | 280 | Beginning |
| 1 | 280 | 280 | |
| 2 | 280 | 280 | |
| 3 | 280 | 280 | |
| 4 | 280 | 280 | |
| 5 | 280 | 280 | |
| 6 | 280 | 280 | |
| 7 | 280 | 280 | |
| 8 | 364 | 76 | |
| 9 | 392 | 39 | |
| 10 | 407 | 28 | |
| 11 | 419 | 23 | |
| 12 | 428 | 20 | Early Intermediate |
| 13 | 436 | 18 | |
| 14 | 443 | 17 | |
| 15 | 450 | 16 | |
| 16 | 456 | 15 | |
| 17 | 462 | 15 | |
| 18 | 468 | 15 | |
| 19 | 473 | 14 | Intermediate |
| 20 | 479 | 14 | |
| 21 | 485 | 14 | |
| 22 | 490 | 14 | |
| 23 | 496 | 14 | |
| 24 | 501 | 14 | |
| 25 | 507 | 14 | |
| 26 | 513 | 14 | |
| 27 | 520 | 15 | |
| 28 | 527 | 15 | Early Advanced |
| 29 | 534 | 16 | |
| 30 | 542 | 17 | |
| 31 | 552 | 18 | |
| 32 | 564 | 21 | Advanced |
| 33 | 580 | 25 | |
| 34 | 607 | 36 | |
| 35 | 650 | 66 | |

Table H-30: Raw Score to Scale Score, Reading, Grade 3

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 280 | 280 | Beginning |
| 1 | 280 | 280 | |
| 2 | 280 | 280 | |
| 3 | 280 | 280 | |
| 4 | 280 | 280 | |
| 5 | 280 | 280 | |
| 6 | 306 | 228 | |
| 7 | 381 | 72 | |
| 8 | 410 | 47 | |
| 9 | 429 | 36 | |
| 10 | 443 | 30 | |
| 11 | 454 | 26 | Early Intermediate |
| 12 | 464 | 23 | |
| 13 | 473 | 21 | |
| 14 | 481 | 20 | |
| 15 | 488 | 19 | Intermediate |
| 16 | 495 | 18 | |
| 17 | 501 | 17 | |
| 18 | 508 | 17 | |
| 19 | 514 | 17 | |
| 20 | 520 | 17 | |
| 21 | 527 | 16 | |
| 22 | 533 | 17 | |
| 23 | 539 | 17 | |
| 24 | 546 | 17 | Early Advanced |
| 25 | 553 | 17 | |
| 26 | 560 | 18 | |
| 27 | 568 | 18 | |
| 28 | 576 | 19 | |
| 29 | 585 | 20 | Advanced |
| 30 | 596 | 22 | |
| 31 | 608 | 24 | |
| 32 | 624 | 28 | |
| 33 | 646 | 34 | |
| 34 | 683 | 50 | |
| 35 | 700 | 60 | |

Table H-31: Raw Score to Scale Score, Reading, Grade 4

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 280 | 280 | Beginning |
| 1 | 280 | 280 | |
| 2 | 280 | 280 | |
| 3 | 280 | 280 | |
| 4 | 280 | 280 | |
| 5 | 280 | 280 | |
| 6 | 306 | 228 | |
| 7 | 381 | 72 | |
| 8 | 410 | 47 | |
| 9 | 429 | 36 | |
| 10 | 443 | 30 | |
| 11 | 454 | 26 | |
| 12 | 464 | 23 | |
| 13 | 473 | 21 | |
| 14 | 481 | 20 | Early Intermediate |
| 15 | 488 | 19 | |
| 16 | 495 | 18 | Intermediate |
| 17 | 501 | 17 | |
| 18 | 508 | 17 | |
| 19 | 514 | 17 | |
| 20 | 520 | 17 | |
| 21 | 527 | 16 | |
| 22 | 533 | 17 | |
| 23 | 539 | 17 | |
| 24 | 546 | 17 | |
| 25 | 553 | 17 | |
| 26 | 560 | 18 | Early Advanced |
| 27 | 568 | 18 | |
| 28 | 576 | 19 | |
| 29 | 585 | 20 | |
| 30 | 596 | 22 | |
| 31 | 608 | 24 | Advanced |
| 32 | 624 | 28 | |
| 33 | 646 | 34 | |
| 34 | 683 | 50 | |
| 35 | 700 | 60 | |

Table H-32: Raw Score to Scale Score, Reading, Grade 5

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 280 | 280 | Beginning |
| 1 | 280 | 280 | |
| 2 | 280 | 280 | |
| 3 | 280 | 280 | |
| 4 | 280 | 280 | |
| 5 | 280 | 280 | |
| 6 | 306 | 228 | |
| 7 | 381 | 72 | |
| 8 | 410 | 47 | |
| 9 | 429 | 36 | |
| 10 | 443 | 30 | |
| 11 | 454 | 26 | |
| 12 | 464 | 23 | |
| 13 | 473 | 21 | |
| 14 | 481 | 20 | Early Intermediate |
| 15 | 488 | 19 | |
| 16 | 495 | 18 | |
| 17 | 501 | 17 | |
| 18 | 508 | 17 | Intermediate |
| 19 | 514 | 17 | |
| 20 | 520 | 17 | |
| 21 | 527 | 16 | |
| 22 | 533 | 17 | |
| 23 | 539 | 17 | |
| 24 | 546 | 17 | |
| 25 | 553 | 17 | |
| 26 | 560 | 18 | |
| 27 | 568 | 18 | |
| 28 | 576 | 19 | |
| 29 | 585 | 20 | |
| 30 | 596 | 22 | |
| 31 | 608 | 24 | Advanced |
| 32 | 624 | 28 | |
| 33 | 646 | 34 | |
| 34 | 683 | 50 | |
| 35 | 700 | 60 | |

Table H-33: Raw Score to Scale Score, Reading, Grade 6

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 320 | 258 | Beginning |
| 1 | 320 | 258 | |
| 2 | 320 | 258 | |
| 3 | 320 | 258 | |
| 4 | 320 | 258 | |
| 5 | 320 | 258 | |
| 6 | 320 | 258 | |
| 7 | 363 | 160 | |
| 8 | 425 | 73 | |
| 9 | 455 | 47 | |
| 10 | 475 | 36 | |
| 11 | 489 | 30 | Early Intermediate |
| 12 | 502 | 27 | |
| 13 | 512 | 25 | |
| 14 | 522 | 23 | Intermediate |
| 15 | 531 | 22 | |
| 16 | 540 | 21 | |
| 17 | 548 | 20 | |
| 18 | 555 | 20 | |
| 19 | 563 | 19 | |
| 20 | 570 | 19 | Early Advanced |
| 21 | 577 | 19 | |
| 22 | 585 | 18 | |
| 23 | 592 | 18 | |
| 24 | 599 | 18 | |
| 25 | 607 | 18 | |
| 26 | 614 | 18 | Advanced |
| 27 | 622 | 19 | |
| 28 | 631 | 20 | |
| 29 | 641 | 21 | |
| 30 | 652 | 22 | |
| 31 | 665 | 25 | |
| 32 | 682 | 29 | |
| 33 | 705 | 37 | |
| 34 | 748 | 57 | |
| 35 | 750 | 58 | |

Table H-34: Raw Score to Scale Score, Reading, Grade 7

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 320 | 258 | Beginning |
| 1 | 320 | 258 | |
| 2 | 320 | 258 | |
| 3 | 320 | 258 | |
| 4 | 320 | 258 | |
| 5 | 320 | 258 | |
| 6 | 320 | 258 | |
| 7 | 363 | 160 | |
| 8 | 425 | 73 | |
| 9 | 455 | 47 | |
| 10 | 475 | 36 | |
| 11 | 489 | 30 | Early Intermediate |
| 12 | 502 | 27 | |
| 13 | 512 | 25 | |
| 14 | 522 | 23 | Intermediate |
| 15 | 531 | 22 | |
| 16 | 540 | 21 | |
| 17 | 548 | 20 | |
| 18 | 555 | 20 | |
| 19 | 563 | 19 | |
| 20 | 570 | 19 | Early Advanced |
| 21 | 577 | 19 | |
| 22 | 585 | 18 | |
| 23 | 592 | 18 | |
| 24 | 599 | 18 | |
| 25 | 607 | 18 | |
| 26 | 614 | 18 | Advanced |
| 27 | 622 | 19 | |
| 28 | 631 | 20 | |
| 29 | 641 | 21 | |
| 30 | 652 | 22 | |
| 31 | 665 | 25 | |
| 32 | 682 | 29 | |
| 33 | 705 | 37 | |
| 34 | 748 | 57 | |
| 35 | 750 | 58 | |

Table H-35: Raw Score to Scale Score, Reading, Grade 8

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 320 | 258 | Beginning |
| 1 | 320 | 258 | |
| 2 | 320 | 258 | |
| 3 | 320 | 258 | |
| 4 | 320 | 258 | |
| 5 | 320 | 258 | |
| 6 | 320 | 258 | |
| 7 | 363 | 160 | |
| 8 | 425 | 73 | |
| 9 | 455 | 47 | |
| 10 | 475 | 36 | |
| 11 | 489 | 30 | |
| 12 | 502 | 27 | Early Intermediate |
| 13 | 512 | 25 | |
| 14 | 522 | 23 | |
| 15 | 531 | 22 | |
| 16 | 540 | 21 | |
| 17 | 548 | 20 | Intermediate |
| 18 | 555 | 20 | |
| 19 | 563 | 19 | |
| 20 | 570 | 19 | |
| 21 | 577 | 19 | |
| 22 | 585 | 18 | |
| 23 | 592 | 18 | Early Advanced |
| 24 | 599 | 18 | |
| 25 | 607 | 18 | |
| 26 | 614 | 18 | |
| 27 | 622 | 19 | |
| 28 | 631 | 20 | Advanced |
| 29 | 641 | 21 | |
| 30 | 652 | 22 | |
| 31 | 665 | 25 | |
| 32 | 682 | 29 | |
| 33 | 705 | 37 | |
| 34 | 748 | 57 | |
| 35 | 750 | 58 | |

Table H-36: Raw Score to Scale Score, Reading, Grade 9

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 320 | 306 | Beginning |
| 1 | 320 | 306 | |
| 2 | 320 | 306 | |
| 3 | 320 | 306 | |
| 4 | 320 | 306 | |
| 5 | 320 | 306 | |
| 6 | 320 | 306 | |
| 7 | 320 | 306 | |
| 8 | 410 | 105 | |
| 9 | 452 | 58 | |
| 10 | 476 | 41 | |
| 11 | 494 | 33 | |
| 12 | 509 | 29 | Early Intermediate |
| 13 | 521 | 27 | |
| 14 | 533 | 26 | |
| 15 | 543 | 25 | |
| 16 | 553 | 24 | |
| 17 | 563 | 23 | Intermediate |
| 18 | 571 | 22 | |
| 19 | 580 | 21 | |
| 20 | 588 | 20 | |
| 21 | 596 | 20 | |
| 22 | 604 | 20 | |
| 23 | 612 | 20 | Early Advanced |
| 24 | 620 | 20 | |
| 25 | 628 | 20 | |
| 26 | 637 | 20 | |
| 27 | 646 | 21 | |
| 28 | 656 | 21 | Advanced |
| 29 | 666 | 22 | |
| 30 | 678 | 24 | |
| 31 | 691 | 26 | |
| 32 | 708 | 29 | |
| 33 | 732 | 37 | |
| 34 | 770 | 54 | |
| 35 | 770 | 54 | |

Table H-37: Raw Score to Scale Score, Reading, Grade 10

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 320 | 306 | Beginning |
| 1 | 320 | 306 | |
| 2 | 320 | 306 | |
| 3 | 320 | 306 | |
| 4 | 320 | 306 | |
| 5 | 320 | 306 | |
| 6 | 320 | 306 | |
| 7 | 320 | 306 | |
| 8 | 410 | 105 | |
| 9 | 452 | 58 | |
| 10 | 476 | 41 | |
| 11 | 494 | 33 | |
| 12 | 509 | 29 | |
| 13 | 521 | 27 | Early Intermediate |
| 14 | 533 | 26 | |
| 15 | 543 | 25 | |
| 16 | 553 | 24 | |
| 17 | 563 | 23 | |
| 18 | 571 | 22 | Intermediate |
| 19 | 580 | 21 | |
| 20 | 588 | 20 | |
| 21 | 596 | 20 | |
| 22 | 604 | 20 | |
| 23 | 612 | 20 | |
| 24 | 620 | 20 | |
| 25 | 628 | 20 | Early Advanced |
| 26 | 637 | 20 | |
| 27 | 646 | 21 | |
| 28 | 656 | 21 | |
| 29 | 666 | 22 | Advanced |
| 30 | 678 | 24 | |
| 31 | 691 | 26 | |
| 32 | 708 | 29 | |
| 33 | 732 | 37 | |
| 34 | 770 | 54 | |
| 35 | 770 | 54 | |

Table H-38: Raw Score to Scale Score, Reading, Grade 11

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 320 | 306 | Beginning |
| 1 | 320 | 306 | |
| 2 | 320 | 306 | |
| 3 | 320 | 306 | |
| 4 | 320 | 306 | |
| 5 | 320 | 306 | |
| 6 | 320 | 306 | |
| 7 | 320 | 306 | |
| 8 | 410 | 105 | |
| 9 | 452 | 58 | |
| 10 | 476 | 41 | |
| 11 | 494 | 33 | |
| 12 | 509 | 29 | |
| 13 | 521 | 27 | Early Intermediate |
| 14 | 533 | 26 | |
| 15 | 543 | 25 | |
| 16 | 553 | 24 | |
| 17 | 563 | 23 | |
| 18 | 571 | 22 | Intermediate |
| 19 | 580 | 21 | |
| 20 | 588 | 20 | |
| 21 | 596 | 20 | |
| 22 | 604 | 20 | |
| 23 | 612 | 20 | |
| 24 | 620 | 20 | |
| 25 | 628 | 20 | Early Advanced |
| 26 | 637 | 20 | |
| 27 | 646 | 21 | |
| 28 | 656 | 21 | |
| 29 | 666 | 22 | Advanced |
| 30 | 678 | 24 | |
| 31 | 691 | 26 | |
| 32 | 708 | 29 | |
| 33 | 732 | 37 | |
| 34 | 770 | 54 | |
| 35 | 770 | 54 | |

**Table H-39: Raw Score to Scale Score,
Reading, Grade 12**

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 320 | 306 | Beginning |
| 1 | 320 | 306 | |
| 2 | 320 | 306 | |
| 3 | 320 | 306 | |
| 4 | 320 | 306 | |
| 5 | 320 | 306 | |
| 6 | 320 | 306 | |
| 7 | 320 | 306 | |
| 8 | 410 | 105 | |
| 9 | 452 | 58 | |
| 10 | 476 | 41 | |
| 11 | 494 | 33 | |
| 12 | 509 | 29 | Early Intermediate |
| 13 | 521 | 27 | |
| 14 | 533 | 26 | |
| 15 | 543 | 25 | |
| 16 | 553 | 24 | |
| 17 | 563 | 23 | Intermediate |
| 18 | 571 | 22 | |
| 19 | 580 | 21 | |
| 20 | 588 | 20 | |
| 21 | 596 | 20 | |
| 22 | 604 | 20 | |
| 23 | 612 | 20 | |
| 24 | 620 | 20 | Early Advanced |
| 25 | 628 | 20 | |
| 26 | 637 | 20 | |
| 27 | 646 | 21 | |
| 28 | 656 | 21 | Advanced |
| 29 | 666 | 22 | |
| 30 | 678 | 24 | |
| 31 | 691 | 26 | |
| 32 | 708 | 29 | |
| 33 | 732 | 37 | |
| 34 | 770 | 54 | |
| 35 | 770 | 54 | |

Table H-40: Raw Score to Scale Score, Writing, Grade K

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 65 | Beginning |
| 1 | 260 | 35 | |
| 2 | 286 | 24 | |
| 3 | 301 | 20 | |
| 4 | 313 | 17 | |
| 5 | 322 | 15 | |
| 6 | 330 | 13 | |
| 7 | 337 | 12 | |
| 8 | 343 | 11 | Early Intermediate |
| 9 | 348 | 11 | |
| 10 | 354 | 10 | |
| 11 | 359 | 10 | |
| 12 | 364 | 10 | |
| 13 | 369 | 10 | |
| 14 | 373 | 10 | Intermediate |
| 15 | 378 | 10 | |
| 16 | 383 | 10 | |
| 17 | 388 | 10 | |
| 18 | 393 | 10 | |
| 19 | 399 | 10 | Early Advanced |
| 20 | 405 | 11 | |
| 21 | 411 | 12 | |
| 22 | 419 | 13 | |
| 23 | 427 | 14 | Advanced |
| 24 | 438 | 17 | |
| 25 | 451 | 20 | |
| 26 | 470 | 27 | |
| 27 | 507 | 48 | |
| 28 | 600 | 123 | |

Table H-41: Raw Score to Scale Score, Writing, Grade 1

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 65 | Beginning |
| 1 | 260 | 35 | |
| 2 | 286 | 24 | |
| 3 | 301 | 20 | |
| 4 | 313 | 17 | |
| 5 | 322 | 15 | |
| 6 | 330 | 13 | |
| 7 | 337 | 12 | |
| 8 | 343 | 11 | |
| 9 | 348 | 11 | |
| 10 | 354 | 10 | |
| 11 | 359 | 10 | |
| 12 | 364 | 10 | |
| 13 | 369 | 10 | |
| 14 | 373 | 10 | |
| 15 | 378 | 10 | |
| 16 | 383 | 10 | |
| 17 | 388 | 10 | |
| 18 | 393 | 10 | Early Intermediate |
| 19 | 399 | 10 | |
| 20 | 405 | 11 | |
| 21 | 411 | 12 | Intermediate |
| 22 | 419 | 13 | |
| 23 | 427 | 14 | |
| 24 | 438 | 17 | Early Advanced |
| 25 | 451 | 20 | |
| 26 | 470 | 27 | |
| 27 | 507 | 48 | Advanced |
| 28 | 600 | 123 | |

Table H-42: Raw Score to Scale Score, Writing, Grade 2

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 220 | Beginning |
| 1 | 220 | 220 | |
| 2 | 220 | 220 | |
| 3 | 220 | 220 | |
| 4 | 220 | 220 | |
| 5 | 295 | 109 | |
| 6 | 359 | 44 | |
| 7 | 383 | 31 | |
| 8 | 398 | 24 | |
| 9 | 409 | 21 | |
| 10 | 418 | 18 | |
| 11 | 425 | 17 | Early Intermediate |
| 12 | 431 | 15 | |
| 13 | 437 | 14 | |
| 14 | 442 | 13 | |
| 15 | 448 | 13 | |
| 16 | 452 | 13 | |
| 17 | 457 | 12 | |
| 18 | 462 | 12 | |
| 19 | 467 | 12 | |
| 20 | 472 | 12 | Intermediate |
| 21 | 477 | 13 | |
| 22 | 483 | 13 | |
| 23 | 489 | 14 | |
| 24 | 495 | 14 | |
| 25 | 503 | 15 | |
| 26 | 512 | 17 | |
| 27 | 523 | 20 | Early Advanced |
| 28 | 538 | 24 | |
| 29 | 557 | 29 | Advanced |
| 30 | 581 | 31 | |
| 31 | 606 | 29 | |
| 32 | 629 | 28 | |
| 33 | 655 | 31 | |
| 34 | 690 | 42 | |
| 35 | 690 | 42 | |

Table H-43: Raw Score to Scale Score, Writing, Grade 3

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 190 | Beginning |
| 1 | 220 | 190 | |
| 2 | 220 | 190 | |
| 3 | 220 | 190 | |
| 4 | 220 | 190 | |
| 5 | 334 | 52 | |
| 6 | 369 | 36 | |
| 7 | 390 | 28 | |
| 8 | 405 | 24 | |
| 9 | 417 | 20 | |
| 10 | 426 | 18 | |
| 11 | 434 | 17 | |
| 12 | 441 | 16 | Early Intermediate |
| 13 | 448 | 16 | |
| 14 | 455 | 16 | |
| 15 | 461 | 16 | |
| 16 | 468 | 16 | |
| 17 | 474 | 16 | |
| 18 | 480 | 16 | Intermediate |
| 19 | 487 | 16 | |
| 20 | 494 | 16 | |
| 21 | 501 | 17 | |
| 22 | 508 | 17 | |
| 23 | 516 | 17 | |
| 24 | 524 | 18 | |
| 25 | 532 | 18 | |
| 26 | 542 | 19 | Early Advanced |
| 27 | 552 | 20 | |
| 28 | 563 | 20 | Advanced |
| 29 | 575 | 21 | |
| 30 | 589 | 22 | |
| 31 | 604 | 23 | |
| 32 | 620 | 24 | |
| 33 | 641 | 28 | |
| 34 | 675 | 42 | |
| 35 | 740 | 96 | |

Table H-44: Raw Score to Scale Score, Writing, Grade 4

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 190 | Beginning |
| 1 | 220 | 190 | |
| 2 | 220 | 190 | |
| 3 | 220 | 190 | |
| 4 | 220 | 190 | |
| 5 | 334 | 52 | |
| 6 | 369 | 36 | |
| 7 | 390 | 28 | |
| 8 | 405 | 24 | |
| 9 | 417 | 20 | |
| 10 | 426 | 18 | |
| 11 | 434 | 17 | |
| 12 | 441 | 16 | |
| 13 | 448 | 16 | |
| 14 | 455 | 16 | Early Intermediate |
| 15 | 461 | 16 | |
| 16 | 468 | 16 | |
| 17 | 474 | 16 | |
| 18 | 480 | 16 | |
| 19 | 487 | 16 | |
| 20 | 494 | 16 | Intermediate |
| 21 | 501 | 17 | |
| 22 | 508 | 17 | |
| 23 | 516 | 17 | |
| 24 | 524 | 18 | |
| 25 | 532 | 18 | |
| 26 | 542 | 19 | |
| 27 | 552 | 20 | Early Advanced |
| 28 | 563 | 20 | |
| 29 | 575 | 21 | |
| 30 | 589 | 22 | Advanced |
| 31 | 604 | 23 | |
| 32 | 620 | 24 | |
| 33 | 641 | 28 | |
| 34 | 675 | 42 | |
| 35 | 740 | 96 | |

Table H-45: Raw Score to Scale Score, Writing, Grade 5

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 190 | Beginning |
| 1 | 220 | 190 | |
| 2 | 220 | 190 | |
| 3 | 220 | 190 | |
| 4 | 220 | 190 | |
| 5 | 334 | 52 | |
| 6 | 369 | 36 | |
| 7 | 390 | 28 | |
| 8 | 405 | 24 | |
| 9 | 417 | 20 | |
| 10 | 426 | 18 | |
| 11 | 434 | 17 | |
| 12 | 441 | 16 | |
| 13 | 448 | 16 | |
| 14 | 455 | 16 | Early Intermediate |
| 15 | 461 | 16 | |
| 16 | 468 | 16 | |
| 17 | 474 | 16 | |
| 18 | 480 | 16 | |
| 19 | 487 | 16 | |
| 20 | 494 | 16 | Intermediate |
| 21 | 501 | 17 | |
| 22 | 508 | 17 | |
| 23 | 516 | 17 | |
| 24 | 524 | 18 | |
| 25 | 532 | 18 | |
| 26 | 542 | 19 | |
| 27 | 552 | 20 | Early Advanced |
| 28 | 563 | 20 | |
| 29 | 575 | 21 | |
| 30 | 589 | 22 | Advanced |
| 31 | 604 | 23 | |
| 32 | 620 | 24 | |
| 33 | 641 | 28 | |
| 34 | 675 | 42 | |
| 35 | 740 | 96 | |

Table H-46: Raw Score to Scale Score, Writing, Grade 6

| Raw Score | Scale Score | Standard Error | |
|-----------|-------------|----------------|--------------|
| 0 | 220 | 220 | Beginning |
| 1 | 220 | 220 | |
| 2 | 220 | 220 | |
| 3 | 220 | 220 | |
| 4 | 341 | 57 | |
| 5 | 375 | 37 | |
| 6 | 394 | 30 | |
| 7 | 408 | 25 | |
| 8 | 420 | 22 | |
| 9 | 429 | 21 | |
| 10 | 438 | 19 | |
| 11 | 445 | 19 | |
| 12 | 453 | 18 | |
| 13 | 460 | 18 | |
| 14 | 466 | 17 | |
| 15 | 473 | 17 | |
| 16 | 480 | 18 | |
| 17 | 486 | 18 | |
| 18 | 493 | 18 | |
| 19 | 500 | 18 | |
| 20 | 508 | 19 | Intermediate |
| 21 | 515 | 19 | |
| 22 | 523 | 19 | |
| 23 | 532 | 20 | |
| 24 | 541 | 20 | |
| 25 | 550 | 21 | |
| 26 | 560 | 21 | |
| 27 | 571 | 22 | |
| 28 | 582 | 23 | |
| 29 | 595 | 24 | Advanced |
| 30 | 609 | 25 | |
| 31 | 625 | 27 | |
| 32 | 644 | 31 | |
| 33 | 669 | 37 | |
| 34 | 711 | 54 | |
| 35 | 780 | 104 | |

Table H-47: Raw Score to Scale Score, Writing, Grade 7

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 220 | Beginning |
| 1 | 220 | 220 | |
| 2 | 220 | 220 | |
| 3 | 220 | 220 | |
| 4 | 341 | 57 | |
| 5 | 375 | 37 | |
| 6 | 394 | 30 | |
| 7 | 408 | 25 | |
| 8 | 420 | 22 | |
| 9 | 429 | 21 | |
| 10 | 438 | 19 | |
| 11 | 445 | 19 | |
| 12 | 453 | 18 | |
| 13 | 460 | 18 | |
| 14 | 466 | 17 | Early Intermediate |
| 15 | 473 | 17 | |
| 16 | 480 | 18 | |
| 17 | 486 | 18 | |
| 18 | 493 | 18 | |
| 19 | 500 | 18 | |
| 20 | 508 | 19 | Intermediate |
| 21 | 515 | 19 | |
| 22 | 523 | 19 | |
| 23 | 532 | 20 | |
| 24 | 541 | 20 | |
| 25 | 550 | 21 | |
| 26 | 560 | 21 | Early Advanced |
| 27 | 571 | 22 | |
| 28 | 582 | 23 | |
| 29 | 595 | 24 | Advanced |
| 30 | 609 | 25 | |
| 31 | 625 | 27 | |
| 32 | 644 | 31 | |
| 33 | 669 | 37 | |
| 34 | 711 | 54 | |
| 35 | 780 | 104 | |

Table H-48: Raw Score to Scale Score, Writing, Grade 8

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 220 | Beginning |
| 1 | 220 | 220 | |
| 2 | 220 | 220 | |
| 3 | 220 | 220 | |
| 4 | 341 | 57 | |
| 5 | 375 | 37 | |
| 6 | 394 | 30 | |
| 7 | 408 | 25 | |
| 8 | 420 | 22 | |
| 9 | 429 | 21 | |
| 10 | 438 | 19 | |
| 11 | 445 | 19 | |
| 12 | 453 | 18 | |
| 13 | 460 | 18 | |
| 14 | 466 | 17 | Early Intermediate |
| 15 | 473 | 17 | |
| 16 | 480 | 18 | |
| 17 | 486 | 18 | |
| 18 | 493 | 18 | |
| 19 | 500 | 18 | |
| 20 | 508 | 19 | |
| 21 | 515 | 19 | Intermediate |
| 22 | 523 | 19 | |
| 23 | 532 | 20 | |
| 24 | 541 | 20 | |
| 25 | 550 | 21 | |
| 26 | 560 | 21 | Early Advanced |
| 27 | 571 | 22 | |
| 28 | 582 | 23 | |
| 29 | 595 | 24 | |
| 30 | 609 | 25 | Advanced |
| 31 | 625 | 27 | |
| 32 | 644 | 31 | |
| 33 | 669 | 37 | |
| 34 | 711 | 54 | |
| 35 | 780 | 104 | |

Table H-49: Raw Score to Scale Score, Writing, Grade 9

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 194 | Beginning |
| 1 | 220 | 194 | |
| 2 | 220 | 194 | |
| 3 | 220 | 194 | |
| 4 | 220 | 194 | |
| 5 | 220 | 194 | |
| 6 | 324 | 63 | |
| 7 | 366 | 42 | |
| 8 | 390 | 34 | |
| 9 | 407 | 30 | |
| 10 | 421 | 27 | |
| 11 | 433 | 25 | |
| 12 | 444 | 24 | |
| 13 | 454 | 23 | |
| 14 | 463 | 22 | |
| 15 | 472 | 22 | Early Intermediate |
| 16 | 481 | 21 | |
| 17 | 489 | 20 | |
| 18 | 498 | 20 | |
| 19 | 506 | 20 | |
| 20 | 514 | 20 | Intermediate |
| 21 | 523 | 20 | |
| 22 | 532 | 20 | |
| 23 | 541 | 21 | |
| 24 | 551 | 22 | |
| 25 | 561 | 22 | Early Advanced |
| 26 | 573 | 23 | |
| 27 | 585 | 24 | |
| 28 | 598 | 26 | |
| 29 | 612 | 27 | Advanced |
| 30 | 628 | 29 | |
| 31 | 647 | 32 | |
| 32 | 671 | 36 | |
| 33 | 703 | 44 | |
| 34 | 756 | 60 | |
| 35 | 810 | 85 | |

**Table H-50: Raw Score to Scale Score,
Writing, Grade 10**

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 194 | Beginning |
| 1 | 220 | 194 | |
| 2 | 220 | 194 | |
| 3 | 220 | 194 | |
| 4 | 220 | 194 | |
| 5 | 220 | 194 | |
| 6 | 324 | 63 | |
| 7 | 366 | 42 | |
| 8 | 390 | 34 | |
| 9 | 407 | 30 | |
| 10 | 421 | 27 | |
| 11 | 433 | 25 | |
| 12 | 444 | 24 | |
| 13 | 454 | 23 | |
| 14 | 463 | 22 | |
| 15 | 472 | 22 | Early Intermediate |
| 16 | 481 | 21 | |
| 17 | 489 | 20 | |
| 18 | 498 | 20 | |
| 19 | 506 | 20 | |
| 20 | 514 | 20 | |
| 21 | 523 | 20 | Intermediate |
| 22 | 532 | 20 | |
| 23 | 541 | 21 | |
| 24 | 551 | 22 | |
| 25 | 561 | 22 | |
| 26 | 573 | 23 | Early Advanced |
| 27 | 585 | 24 | |
| 28 | 598 | 26 | |
| 29 | 612 | 27 | Advanced |
| 30 | 628 | 29 | |
| 31 | 647 | 32 | |
| 32 | 671 | 36 | |
| 33 | 703 | 44 | |
| 34 | 756 | 60 | |
| 35 | 810 | 85 | |

**Table H-51: Raw Score to Scale Score,
Writing, Grade 11**

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 194 | Beginning |
| 1 | 220 | 194 | |
| 2 | 220 | 194 | |
| 3 | 220 | 194 | |
| 4 | 220 | 194 | |
| 5 | 220 | 194 | |
| 6 | 324 | 63 | |
| 7 | 366 | 42 | |
| 8 | 390 | 34 | |
| 9 | 407 | 30 | |
| 10 | 421 | 27 | |
| 11 | 433 | 25 | |
| 12 | 444 | 24 | |
| 13 | 454 | 23 | |
| 14 | 463 | 22 | |
| 15 | 472 | 22 | Early Intermediate |
| 16 | 481 | 21 | |
| 17 | 489 | 20 | |
| 18 | 498 | 20 | |
| 19 | 506 | 20 | |
| 20 | 514 | 20 | |
| 21 | 523 | 20 | Intermediate |
| 22 | 532 | 20 | |
| 23 | 541 | 21 | |
| 24 | 551 | 22 | |
| 25 | 561 | 22 | |
| 26 | 573 | 23 | Early Advanced |
| 27 | 585 | 24 | |
| 28 | 598 | 26 | |
| 29 | 612 | 27 | Advanced |
| 30 | 628 | 29 | |
| 31 | 647 | 32 | |
| 32 | 671 | 36 | |
| 33 | 703 | 44 | |
| 34 | 756 | 60 | |
| 35 | 810 | 85 | |

**Table H-52: Raw Score to Scale Score,
Writing, Grade 12**

| Raw Score | Scale Score | Standard Error | Performance Level |
|-----------|-------------|----------------|--------------------|
| 0 | 220 | 194 | Beginning |
| 1 | 220 | 194 | |
| 2 | 220 | 194 | |
| 3 | 220 | 194 | |
| 4 | 220 | 194 | |
| 5 | 220 | 194 | |
| 6 | 324 | 63 | |
| 7 | 366 | 42 | |
| 8 | 390 | 34 | |
| 9 | 407 | 30 | |
| 10 | 421 | 27 | |
| 11 | 433 | 25 | |
| 12 | 444 | 24 | |
| 13 | 454 | 23 | |
| 14 | 463 | 22 | |
| 15 | 472 | 22 | Early Intermediate |
| 16 | 481 | 21 | |
| 17 | 489 | 20 | |
| 18 | 498 | 20 | |
| 19 | 506 | 20 | |
| 20 | 514 | 20 | |
| 21 | 523 | 20 | Intermediate |
| 22 | 532 | 20 | |
| 23 | 541 | 21 | |
| 24 | 551 | 22 | |
| 25 | 561 | 22 | |
| 26 | 573 | 23 | Early Advanced |
| 27 | 585 | 24 | |
| 28 | 598 | 26 | |
| 29 | 612 | 27 | Advanced |
| 30 | 628 | 29 | |
| 31 | 647 | 32 | |
| 32 | 671 | 36 | |
| 33 | 703 | 44 | |
| 34 | 756 | 60 | |
| 35 | 810 | 85 | |

The following two tables present scale score ranges associated with each performance level for the Overall and Comprehension Scale Scores by grade.

Table H-53: Scale Score Ranges, Overall Scale Score

| Grade | Overall Scale Scores | | | | |
|-----------|----------------------|--------------------|--------------|----------------|----------|
| | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
| K | 184–351 | 352–399 | 400–448 | 449–497 | 498–598 |
| 1 | 184–358 | 359–405 | 406–453 | 454–506 | 507–598 |
| 2 | 215–396 | 397–446 | 447–495 | 496–539 | 540–635 |
| 3 | 230–414 | 415–459 | 460–513 | 514–556 | 557–700 |
| 4 | 230–432 | 433–472 | 473–530 | 531–574 | 575–700 |
| 5 | 230–437 | 438–482 | 483–538 | 539–586 | 587–700 |
| 6 | 248–441 | 442–491 | 492–551 | 552–601 | 602–741 |
| 7 | 248–446 | 447–501 | 502–555 | 556–609 | 610–741 |
| 8 | 248–452 | 453–509 | 510–568 | 569–622 | 623–741 |
| 9 | 251–457 | 458–517 | 518–578 | 579–637 | 638–761 |
| 10 | 251–463 | 464–527 | 528–590 | 591–651 | 652–761 |
| 11 | 251–463 | 464–527 | 528–590 | 591–651 | 652–761 |
| 12 | 251–463 | 464–527 | 528–590 | 591–651 | 652–761 |

Note: The Overall Student Scale Score for kindergarten and grade 1 was based on the following calculation: listening, 45%; speaking, 45%; reading, 5%; writing, 5%. The Overall Student Scale Score for grades 2–12 was calculated as the average of the scale scores of the four domains: listening, speaking, reading, and writing.

Table H-54: Scale Score Ranges, Comprehension Scale Score

| Grade | Comprehension Scale Scores | | | | |
|-----------|----------------------------|--------------------|--------------|----------------|----------|
| | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
| K | 220–321 | 322–363 | 364–415 | 416–473 | 474–570 |
| 1 | 220–360 | 361–402 | 403–449 | 450–535 | 536–570 |
| 2 | 250–397 | 398–448 | 449–499 | 500–539 | 540–610 |
| 3 | 250–417 | 418–461 | 462–519 | 520–563 | 564–670 |
| 4 | 250–437 | 438–475 | 476–538 | 539–588 | 589–670 |
| 5 | 250–443 | 444–487 | 488–549 | 550–601 | 602–670 |
| 6 | 275–446 | 447–499 | 500–568 | 569–622 | 623–732 |
| 7 | 275–450 | 451–511 | 512–571 | 572–630 | 631–732 |
| 8 | 275–461 | 462–524 | 525–590 | 591–647 | 648–732 |
| 9 | 275–471 | 472–537 | 538–604 | 605–668 | 669–747 |
| 10 | 275–482 | 483–551 | 552–621 | 622–687 | 688–747 |
| 11 | 275–482 | 483–551 | 552–621 | 622–687 | 688–747 |
| 12 | 275–482 | 483–551 | 552–621 | 622–687 | 688–747 |

Note: The Comprehension Scale Score was calculated as the average of the scale scores of the listening and reading domains.

Appendix I: Scale Score Frequency Distributions

Note: The Braille Versions of the CELDT use different scale score tables. Consequently, the following tables have very low frequencies for certain scale scores that cannot be obtained on the regular forms.

Annual Assessment Data

Table I-1: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 220 | 6,438 | 3.5 | 6,438 | 3.5 |
| 295 | 5,540 | 3.0 | 11,978 | 6.5 |
| 339 | 7,995 | 4.3 | 19,973 | 10.8 |
| 364 | 9,696 | 5.3 | 29,669 | 16.1 |
| 380 | 1 | .0 | 29,670 | 16.1 |
| 382 | 11,775 | 6.4 | 41,445 | 22.5 |
| 392 | 2 | .0 | 41,447 | 22.5 |
| 397 | 13,234 | 7.2 | 54,681 | 29.7 |
| 411 | 14,460 | 7.8 | 69,141 | 37.5 |
| 424 | 14,976 | 8.1 | 84,117 | 45.7 |
| 437 | 15,499 | 8.4 | 99,616 | 54.1 |
| 448 | 15,290 | 8.3 | 114,906 | 62.4 |
| 460 | 14,551 | 7.9 | 129,457 | 70.3 |
| 472 | 13,264 | 7.2 | 142,721 | 77.5 |
| 485 | 11,974 | 6.5 | 154,695 | 84.0 |
| 498 | 10,064 | 5.5 | 164,759 | 89.4 |
| 513 | 7,768 | 4.2 | 172,527 | 93.7 |
| 531 | 5,560 | 3.0 | 178,087 | 96.7 |
| 553 | 3,635 | 2.0 | 181,722 | 98.6 |
| 570 | 2,488 | 1.4 | 184,210 | 100.0 |

Table I-2: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 220 | 1,971 | 1.1 | 1,971 | 1.1 |
| 295 | 1,008 | .6 | 2,979 | 1.7 |
| 327 | 1 | .0 | 2,980 | 1.7 |
| 339 | 1,712 | 1.0 | 4,692 | 2.7 |
| 343 | 1 | .0 | 4,693 | 2.7 |
| 364 | 2,286 | 1.3 | 6,979 | 4.0 |
| 368 | 1 | .0 | 6,980 | 4.0 |
| 382 | 3,131 | 1.8 | 10,111 | 5.9 |
| 397 | 4,225 | 2.4 | 14,336 | 8.3 |
| 405 | 1 | .0 | 14,337 | 8.3 |
| 411 | 5,238 | 3.0 | 19,575 | 11.3 |
| 419 | 1 | .0 | 19,576 | 11.3 |
| 424 | 6,620 | 3.8 | 26,196 | 15.2 |
| 437 | 7,987 | 4.6 | 34,183 | 19.8 |
| 448 | 9,886 | 5.7 | 44,069 | 25.5 |
| 460 | 11,981 | 6.9 | 56,050 | 32.4 |
| 472 | 13,571 | 7.9 | 69,621 | 40.3 |
| 485 | 15,583 | 9.0 | 85,204 | 49.3 |
| 498 | 17,032 | 9.9 | 102,236 | 59.2 |
| 513 | 18,067 | 10.5 | 120,303 | 69.6 |
| 531 | 17,779 | 10.3 | 138,082 | 79.9 |
| 553 | 16,036 | 9.3 | 154,118 | 89.2 |
| 554 | 4 | .0 | 154,122 | 89.2 |
| 570 | 18,648 | 10.8 | 172,770 | 100.0 |

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Appendix I: Scale Score Frequency Distributions

**Table I-3: Scale Score Frequency Distribution,
Annual Assessment,
Listening, Grade Span 3–5**

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|--------------------|--------------|----------------|-------------------|---------------------|
| 220 | 4,597 | 1.2 | 4,597 | 1.2 |
| 279 | 2,046 | .5 | 6,643 | 1.7 |
| 298 | 1 | .0 | 6,644 | 1.7 |
| 325 | 3,770 | 1.0 | 10,414 | 2.7 |
| 356 | 6,169 | 1.6 | 16,583 | 4.3 |
| 361 | 1 | .0 | 16,584 | 4.3 |
| 382 | 9,952 | 2.6 | 26,536 | 6.9 |
| 395 | 1 | .0 | 26,537 | 6.9 |
| 405 | 14,984 | 3.9 | 41,521 | 10.7 |
| 427 | 20,966 | 5.4 | 62,487 | 16.1 |
| 442 | 2 | .0 | 62,489 | 16.1 |
| 449 | 27,862 | 7.2 | 90,351 | 23.3 |
| 463 | 1 | .0 | 90,352 | 23.3 |
| 470 | 34,819 | 9.0 | 125,171 | 32.3 |
| 484 | 1 | .0 | 125,172 | 32.3 |
| 492 | 41,098 | 10.6 | 166,270 | 43.0 |
| 513 | 44,298 | 11.4 | 210,568 | 54.4 |
| 523 | 3 | .0 | 210,571 | 54.4 |
| 535 | 45,013 | 11.6 | 255,584 | 66.0 |
| 544 | 1 | .0 | 255,585 | 66.0 |
| 559 | 43,119 | 11.1 | 298,704 | 77.2 |
| 566 | 2 | .0 | 298,706 | 77.2 |
| 585 | 37,651 | 9.7 | 336,357 | 86.9 |
| 591 | 1 | .0 | 336,358 | 86.9 |
| 619 | 27,765 | 7.2 | 364,123 | 94.1 |
| 622 | 3 | .0 | 364,126 | 94.1 |
| 640 | 22,903 | 5.9 | 387,029 | 100.0 |

**Table I-4: Scale Score Frequency Distribution,
Annual Assessment,
Listening, Grade Span 6–8**

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|--------------------|--------------|----------------|-------------------|---------------------|
| 230 | 3,632 | 1.7 | 3,632 | 1.7 |
| 289 | 1,610 | .7 | 5,242 | 2.4 |
| 345 | 1 | .0 | 5,243 | 2.4 |
| 349 | 2,676 | 1.2 | 7,919 | 3.6 |
| 381 | 1 | .0 | 7,920 | 3.6 |
| 388 | 4,128 | 1.9 | 12,048 | 5.5 |
| 419 | 6,106 | 2.8 | 18,154 | 8.3 |
| 445 | 8,750 | 4.0 | 26,904 | 12.3 |
| 469 | 1 | .0 | 26,905 | 12.3 |
| 470 | 11,966 | 5.5 | 38,871 | 17.7 |
| 493 | 15,586 | 7.1 | 54,457 | 24.8 |
| 497 | 3 | .0 | 54,460 | 24.8 |
| 517 | 19,588 | 8.9 | 74,048 | 33.8 |
| 523 | 3 | .0 | 74,051 | 33.8 |
| 540 | 23,094 | 10.5 | 97,145 | 44.3 |
| 550 | 1 | .0 | 97,146 | 44.3 |
| 565 | 25,949 | 11.8 | 123,095 | 56.2 |
| 577 | 1 | .0 | 123,096 | 56.2 |
| 591 | 26,426 | 12.1 | 149,522 | 68.2 |
| 607 | 4 | .0 | 149,526 | 68.2 |
| 621 | 24,850 | 11.3 | 174,376 | 79.6 |
| 640 | 1 | .0 | 174,377 | 79.6 |
| 656 | 20,360 | 9.3 | 194,737 | 88.9 |
| 681 | 2 | .0 | 194,739 | 88.9 |
| 704 | 14,224 | 6.5 | 208,963 | 95.3 |
| 715 | 10,210 | 4.7 | 219,173 | 100.0 |

Table I-5: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 230 | 5,787 | 2.6 | 5,787 | 2.6 |
| 290 | 1,471 | .7 | 7,258 | 3.2 |
| 344 | 2,658 | 1.2 | 9,916 | 4.4 |
| 383 | 4,200 | 1.9 | 14,116 | 6.3 |
| 391 | 1 | .0 | 14,117 | 6.3 |
| 416 | 6,340 | 2.8 | 20,457 | 9.1 |
| 447 | 8,692 | 3.9 | 29,149 | 13.0 |
| 453 | 1 | .0 | 29,150 | 13.0 |
| 476 | 11,806 | 5.3 | 40,956 | 18.3 |
| 480 | 2 | .0 | 40,958 | 18.3 |
| 506 | 15,726 | 7.0 | 56,684 | 25.3 |
| 537 | 20,450 | 9.1 | 77,134 | 34.5 |
| 558 | 3 | .0 | 77,137 | 34.5 |
| 569 | 24,601 | 11.0 | 101,738 | 45.5 |
| 586 | 1 | .0 | 101,739 | 45.5 |
| 604 | 27,940 | 12.5 | 129,679 | 58.0 |
| 616 | 2 | .0 | 129,681 | 58.0 |
| 641 | 27,831 | 12.4 | 157,512 | 70.4 |
| 648 | 3 | .0 | 157,515 | 70.4 |
| 681 | 25,415 | 11.4 | 182,930 | 81.7 |
| 687 | 2 | .0 | 182,932 | 81.7 |
| 724 | 19,657 | 8.8 | 202,589 | 90.5 |
| 725 | 21,184 | 9.5 | 223,773 | 100.0 |

Table I-6: Scale Score Frequency Distribution, Annual Assessment, Speaking, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 140 | 5,837 | 3.2 | 5,837 | 3.2 |
| 284 | 2,489 | 1.4 | 8,326 | 4.5 |
| 317 | 2,470 | 1.3 | 10,796 | 5.9 |
| 336 | 2,795 | 1.5 | 13,591 | 7.4 |
| 350 | 2,953 | 1.6 | 16,544 | 9.0 |
| 362 | 3,442 | 1.9 | 19,986 | 10.8 |
| 371 | 3,867 | 2.1 | 23,853 | 12.9 |
| 380 | 4,634 | 2.5 | 28,487 | 15.5 |
| 386 | 1 | .0 | 28,488 | 15.5 |
| 388 | 5,159 | 2.8 | 33,647 | 18.3 |
| 395 | 5,812 | 3.2 | 39,459 | 21.4 |
| 402 | 6,602 | 3.6 | 46,061 | 25.0 |
| 409 | 6,948 | 3.8 | 53,009 | 28.8 |
| 415 | 7,777 | 4.2 | 60,786 | 33.0 |
| 421 | 8,013 | 4.3 | 68,799 | 37.3 |
| 427 | 8,452 | 4.6 | 77,251 | 41.9 |
| 432 | 1 | .0 | 77,252 | 41.9 |
| 433 | 8,788 | 4.8 | 86,040 | 46.7 |
| 438 | 9,015 | 4.9 | 95,055 | 51.6 |
| 444 | 8,677 | 4.7 | 103,732 | 56.3 |
| 450 | 8,934 | 4.8 | 112,666 | 61.2 |
| 452 | 1 | .0 | 112,667 | 61.2 |
| 456 | 8,727 | 4.7 | 121,394 | 65.9 |
| 463 | 8,727 | 4.7 | 130,121 | 70.6 |
| 470 | 8,815 | 4.8 | 138,936 | 75.4 |
| 478 | 8,534 | 4.6 | 147,470 | 80.1 |
| 486 | 8,093 | 4.4 | 155,563 | 84.4 |
| 496 | 7,614 | 4.1 | 163,177 | 88.6 |
| 508 | 6,786 | 3.7 | 169,963 | 92.3 |
| 523 | 5,561 | 3.0 | 175,524 | 95.3 |
| 543 | 4,443 | 2.4 | 179,967 | 97.7 |
| 575 | 3,021 | 1.6 | 182,988 | 99.3 |
| 630 | 1,222 | .7 | 184,210 | 100.0 |

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Appendix I: Scale Score Frequency Distributions

**Table I-7: Scale Score Frequency Distribution,
Annual Assessment,
Speaking, Grade 2**

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|--------------------|--------------|----------------|-------------------|---------------------|
| 140 | 2,399 | 1.4 | 2,399 | 1.4 |
| 284 | 534 | .3 | 2,933 | 1.7 |
| 317 | 560 | .3 | 3,493 | 2.0 |
| 323 | 1 | .0 | 3,494 | 2.0 |
| 336 | 599 | .3 | 4,093 | 2.4 |
| 350 | 720 | .4 | 4,813 | 2.8 |
| 362 | 820 | .5 | 5,633 | 3.3 |
| 371 | 927 | .5 | 6,560 | 3.8 |
| 380 | 1,200 | .7 | 7,760 | 4.5 |
| 388 | 1,414 | .8 | 9,174 | 5.3 |
| 395 | 1,711 | 1.0 | 10,885 | 6.3 |
| 402 | 2,152 | 1.2 | 13,037 | 7.5 |
| 406 | 1 | .0 | 13,038 | 7.5 |
| 409 | 2,532 | 1.5 | 15,570 | 9.0 |
| 415 | 3,084 | 1.8 | 18,654 | 10.8 |
| 421 | 3,650 | 2.1 | 22,304 | 12.9 |
| 427 | 4,168 | 2.4 | 26,472 | 15.3 |
| 433 | 4,596 | 2.7 | 31,068 | 18.0 |
| 438 | 5,370 | 3.1 | 36,438 | 21.1 |
| 444 | 5,961 | 3.5 | 42,399 | 24.5 |
| 450 | 6,735 | 3.9 | 49,134 | 28.4 |
| 456 | 7,633 | 4.4 | 56,767 | 32.9 |
| 463 | 8,546 | 4.9 | 65,313 | 37.8 |
| 469 | 1 | .0 | 65,314 | 37.8 |
| 470 | 9,605 | 5.6 | 74,919 | 43.4 |
| 476 | 1 | .0 | 74,920 | 43.4 |
| 478 | 10,804 | 6.3 | 85,724 | 49.6 |
| 486 | 12,302 | 7.1 | 98,026 | 56.7 |
| 496 | 13,136 | 7.6 | 111,162 | 64.3 |
| 508 | 14,127 | 8.2 | 125,289 | 72.5 |
| 523 | 14,544 | 8.4 | 139,833 | 80.9 |
| 543 | 13,718 | 7.9 | 153,551 | 88.9 |
| 575 | 12,006 | 6.9 | 165,557 | 95.8 |
| 630 | 7,213 | 4.2 | 172,770 | 100.0 |

**Table I-8: Scale Score Frequency Distribution,
Annual Assessment,
Speaking, Grade Span 3–5**

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|--------------------|--------------|----------------|-------------------|---------------------|
| 200 | 4,889 | 1.3 | 4,889 | 1.3 |
| 324 | 1,038 | .3 | 5,927 | 1.5 |
| 355 | 1,127 | .3 | 7,054 | 1.8 |
| 373 | 1,216 | .3 | 8,270 | 2.1 |
| 386 | 1,553 | .4 | 9,823 | 2.5 |
| 396 | 1,868 | .5 | 11,691 | 3.0 |
| 405 | 2,263 | .6 | 13,954 | 3.6 |
| 411 | 1 | .0 | 13,955 | 3.6 |
| 413 | 2,738 | .7 | 16,693 | 4.3 |
| 419 | 1 | .0 | 16,694 | 4.3 |
| 420 | 3,408 | .9 | 20,102 | 5.2 |
| 427 | 4,031 | 1.0 | 24,133 | 6.2 |
| 433 | 4,900 | 1.3 | 29,033 | 7.5 |
| 435 | 2 | .0 | 29,035 | 7.5 |
| 438 | 5,892 | 1.5 | 34,927 | 9.0 |
| 444 | 6,779 | 1.8 | 41,706 | 10.8 |
| 449 | 8,086 | 2.1 | 49,792 | 12.9 |
| 455 | 9,489 | 2.5 | 59,281 | 15.3 |
| 460 | 11,231 | 2.9 | 70,512 | 18.2 |
| 462 | 2 | .0 | 70,514 | 18.2 |
| 466 | 13,232 | 3.4 | 83,746 | 21.6 |
| 468 | 1 | .0 | 83,747 | 21.6 |
| 472 | 15,739 | 4.1 | 99,486 | 25.7 |
| 478 | 18,235 | 4.7 | 117,721 | 30.4 |
| 481 | 1 | .0 | 117,722 | 30.4 |
| 484 | 21,385 | 5.5 | 139,107 | 35.9 |
| 488 | 1 | .0 | 139,108 | 35.9 |
| 491 | 24,684 | 6.4 | 163,792 | 42.3 |
| 495 | 1 | .0 | 163,793 | 42.3 |
| 498 | 27,430 | 7.1 | 191,223 | 49.4 |
| 502 | 1 | .0 | 191,224 | 49.4 |
| 506 | 30,976 | 8.0 | 222,200 | 57.4 |
| 515 | 32,268 | 8.3 | 254,468 | 65.7 |
| 518 | 2 | .0 | 254,470 | 65.7 |
| 526 | 33,396 | 8.6 | 287,866 | 74.4 |
| 539 | 1 | .0 | 287,867 | 74.4 |
| 540 | 32,013 | 8.3 | 319,880 | 82.7 |
| 552 | 2 | .0 | 319,882 | 82.7 |
| 557 | 27,816 | 7.2 | 347,698 | 89.8 |
| 570 | 1 | .0 | 347,699 | 89.8 |

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Appendix I: Scale Score Frequency Distributions

**Table I-8: Scale Score Frequency Distribution,
Annual Assessment,
Speaking, Grade Span 3–5**

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|--------------------|--------------|----------------|-------------------|---------------------|
| 582 | 21,434 | 5.5 | 369,133 | 95.4 |
| 600 | 1 | .0 | 369,134 | 95.4 |
| 623 | 13,262 | 3.4 | 382,396 | 98.8 |
| 720 | 4,633 | 1.2 | 387,029 | 100.0 |

**Table I-9: Scale Score Frequency Distribution,
Annual Assessment,
Speaking, Grade Span 6–8**

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|--------------------|--------------|----------------|-------------------|---------------------|
| 225 | 3,393 | 1.5 | 3,393 | 1.5 |
| 319 | 758 | .3 | 4,151 | 1.9 |
| 352 | 675 | .3 | 4,826 | 2.2 |
| 372 | 655 | .3 | 5,481 | 2.5 |
| 387 | 676 | .3 | 6,157 | 2.8 |
| 400 | 699 | .3 | 6,856 | 3.1 |
| 411 | 872 | .4 | 7,728 | 3.5 |
| 420 | 1,003 | .5 | 8,731 | 4.0 |
| 429 | 1,145 | .5 | 9,876 | 4.5 |
| 437 | 3 | .0 | 9,879 | 4.5 |
| 438 | 1,361 | .6 | 11,240 | 5.1 |
| 446 | 1,650 | .8 | 12,890 | 5.9 |
| 451 | 1 | .0 | 12,891 | 5.9 |
| 453 | 2,121 | 1.0 | 15,012 | 6.8 |
| 461 | 2,417 | 1.1 | 17,429 | 8.0 |
| 468 | 3,010 | 1.4 | 20,439 | 9.3 |
| 475 | 3,763 | 1.7 | 24,202 | 11.0 |
| 483 | 4,510 | 2.1 | 28,712 | 13.1 |
| 486 | 2 | .0 | 28,714 | 13.1 |
| 490 | 5,685 | 2.6 | 34,399 | 15.7 |
| 498 | 6,866 | 3.1 | 41,265 | 18.8 |
| 506 | 8,702 | 4.0 | 49,967 | 22.8 |
| 508 | 1 | .0 | 49,968 | 22.8 |
| 514 | 10,619 | 4.8 | 60,587 | 27.6 |
| 517 | 2 | .0 | 60,589 | 27.6 |
| 523 | 12,842 | 5.9 | 73,431 | 33.5 |
| 532 | 15,575 | 7.1 | 89,006 | 40.6 |
| 536 | 1 | .0 | 89,007 | 40.6 |
| 543 | 17,772 | 8.1 | 106,779 | 48.7 |
| 547 | 2 | .0 | 106,781 | 48.7 |
| 554 | 20,278 | 9.3 | 127,059 | 58.0 |
| 560 | 4 | .0 | 127,063 | 58.0 |
| 568 | 21,834 | 10.0 | 148,897 | 67.9 |
| 576 | 1 | .0 | 148,898 | 67.9 |
| 584 | 22,215 | 10.1 | 171,113 | 78.1 |
| 604 | 19,754 | 9.0 | 190,867 | 87.1 |
| 632 | 14,843 | 6.8 | 205,710 | 93.9 |
| 633 | 2 | .0 | 205,712 | 93.9 |
| 676 | 9,224 | 4.2 | 214,936 | 98.1 |
| 720 | 4,237 | 1.9 | 219,173 | 100.0 |

Table I-10: Scale Score Frequency Distribution, Annual Assessment, Speaking, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 235 | 6,585 | 2.9 | 6,585 | 2.9 |
| 341 | 1,420 | .6 | 8,005 | 3.6 |
| 380 | 1,378 | .6 | 9,383 | 4.2 |
| 403 | 1,258 | .6 | 10,641 | 4.8 |
| 420 | 1,172 | .5 | 11,813 | 5.3 |
| 433 | 1,258 | .6 | 13,071 | 5.8 |
| 444 | 1,410 | .6 | 14,481 | 6.5 |
| 454 | 1,480 | .7 | 15,961 | 7.1 |
| 463 | 1,644 | .7 | 17,605 | 7.9 |
| 471 | 1,977 | .9 | 19,582 | 8.8 |
| 479 | 2,362 | 1.1 | 21,944 | 9.8 |
| 487 | 2,879 | 1.3 | 24,823 | 11.1 |
| 494 | 1 | .0 | 24,824 | 11.1 |
| 495 | 3,525 | 1.6 | 28,349 | 12.7 |
| 501 | 1 | .0 | 28,350 | 12.7 |
| 502 | 4,315 | 1.9 | 32,665 | 14.6 |
| 510 | 5,156 | 2.3 | 37,821 | 16.9 |
| 517 | 6,248 | 2.8 | 44,069 | 19.7 |
| 525 | 7,718 | 3.4 | 51,787 | 23.1 |
| 532 | 1 | .0 | 51,788 | 23.1 |
| 533 | 9,310 | 4.2 | 61,098 | 27.3 |
| 541 | 1 | .0 | 61,099 | 27.3 |
| 542 | 10,977 | 4.9 | 72,076 | 32.2 |
| 551 | 12,978 | 5.8 | 85,054 | 38.0 |
| 560 | 14,832 | 6.6 | 99,886 | 44.6 |
| 570 | 16,274 | 7.3 | 116,160 | 51.9 |
| 581 | 17,666 | 7.9 | 133,826 | 59.8 |
| 583 | 1 | .0 | 133,827 | 59.8 |
| 594 | 18,043 | 8.1 | 151,870 | 67.9 |
| 609 | 17,736 | 7.9 | 169,606 | 75.8 |
| 612 | 5 | .0 | 169,611 | 75.8 |
| 626 | 16,249 | 7.3 | 185,860 | 83.1 |
| 631 | 2 | .0 | 185,862 | 83.1 |
| 647 | 13,922 | 6.2 | 199,784 | 89.3 |
| 655 | 2 | .0 | 199,786 | 89.3 |
| 677 | 10,925 | 4.9 | 210,711 | 94.2 |
| 692 | 2 | .0 | 210,713 | 94.2 |
| 726 | 7,707 | 3.4 | 218,420 | 97.6 |
| 740 | 5,353 | 2.4 | 223,773 | 100. |

Table I-11: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 220 | 1,787 | 1.0 | 1,787 | 1.0 |
| 238 | 254 | .1 | 2,041 | 1.1 |
| 258 | 417 | .2 | 2,458 | 1.3 |
| 270 | 721 | .4 | 3,179 | 1.7 |
| 279 | 1,115 | .6 | 4,294 | 2.3 |
| 287 | 1,505 | .8 | 5,799 | 3.1 |
| 293 | 1,787 | 1.0 | 7,586 | 4.1 |
| 299 | 2,310 | 1.3 | 9,896 | 5.4 |
| 304 | 3,001 | 1.6 | 12,897 | 7.0 |
| 310 | 3,726 | 2.0 | 16,623 | 9.0 |
| 316 | 4,811 | 2.6 | 21,434 | 11.6 |
| 322 | 5,928 | 3.2 | 27,362 | 14.9 |
| 329 | 7,132 | 3.9 | 34,494 | 18.7 |
| 336 | 8,423 | 4.6 | 42,917 | 23.3 |
| 344 | 9,518 | 5.2 | 52,435 | 28.5 |
| 353 | 10,563 | 5.7 | 62,998 | 34.2 |
| 362 | 11,751 | 6.4 | 74,749 | 40.6 |
| 373 | 13,205 | 7.2 | 87,954 | 47.7 |
| 385 | 14,837 | 8.1 | 102,791 | 55.8 |
| 392 | 2 | .0 | 102,793 | 55.8 |
| 399 | 16,302 | 8.8 | 119,095 | 64.7 |
| 414 | 17,474 | 9.5 | 136,569 | 74.1 |
| 436 | 17,965 | 9.8 | 154,534 | 83.9 |
| 451 | 1 | .0 | 154,535 | 83.9 |
| 481 | 16,959 | 9.2 | 171,494 | 93.1 |
| 570 | 12,716 | 6.9 | 184,210 | 100.0 |

Table I-12: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 280 | 14,460 | 8.4 | 14,460 | 8.4 |
| 364 | 7,581 | 4.4 | 22,041 | 12.8 |
| 392 | 9,153 | 5.3 | 31,194 | 18.1 |
| 407 | 9,929 | 5.7 | 41,123 | 23.8 |
| 419 | 9,729 | 5.6 | 50,852 | 29.4 |
| 428 | 9,255 | 5.4 | 60,107 | 34.8 |
| 436 | 8,851 | 5.1 | 68,958 | 39.9 |
| 443 | 8,207 | 4.8 | 77,165 | 44.7 |
| 450 | 7,491 | 4.3 | 84,656 | 49.0 |
| 455 | 1 | .0 | 84,657 | 49.0 |
| 456 | 7,362 | 4.3 | 92,019 | 53.3 |
| 462 | 7,115 | 4.1 | 99,134 | 57.4 |
| 468 | 6,788 | 3.9 | 105,922 | 61.3 |
| 471 | 1 | .0 | 105,923 | 61.3 |
| 473 | 6,677 | 3.9 | 112,600 | 65.2 |
| 479 | 6,361 | 3.7 | 118,961 | 68.9 |
| 485 | 6,240 | 3.6 | 125,201 | 72.5 |
| 487 | 1 | .0 | 125,202 | 72.5 |
| 490 | 6,021 | 3.5 | 131,223 | 76.0 |
| 496 | 5,577 | 3.2 | 136,800 | 79.2 |
| 498 | 1 | .0 | 136,801 | 79.2 |
| 501 | 5,194 | 3.0 | 141,995 | 82.2 |
| 507 | 4,903 | 2.8 | 146,898 | 85.0 |
| 513 | 4,829 | 2.8 | 151,727 | 87.8 |
| 520 | 4,281 | 2.5 | 156,008 | 90.3 |
| 527 | 3,860 | 2.2 | 159,868 | 92.5 |
| 534 | 3,413 | 2.0 | 163,281 | 94.5 |
| 542 | 2,934 | 1.7 | 166,215 | 96.2 |
| 552 | 2,386 | 1.4 | 168,601 | 97.6 |
| 564 | 1,946 | 1.1 | 170,547 | 98.7 |
| 580 | 1,239 | .7 | 171,786 | 99.4 |
| 607 | 734 | .4 | 172,520 | 99.9 |
| 650 | 250 | .1 | 172,770 | 100.0 |

Table I-13: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 280 | 8,964 | 2.3 | 8,964 | 2.3 |
| 306 | 5,353 | 1.4 | 14,317 | 3.7 |
| 381 | 7,895 | 2.0 | 22,212 | 5.7 |
| 410 | 10,640 | 2.7 | 32,852 | 8.5 |
| 428 | 1 | .0 | 32,853 | 8.5 |
| 429 | 12,947 | 3.3 | 45,800 | 11.8 |
| 443 | 14,309 | 3.7 | 60,109 | 15.5 |
| 454 | 14,898 | 3.8 | 75,007 | 19.4 |
| 462 | 1 | .0 | 75,008 | 19.4 |
| 464 | 15,263 | 3.9 | 90,271 | 23.3 |
| 471 | 1 | .0 | 90,272 | 23.3 |
| 473 | 15,458 | 4.0 | 105,730 | 27.3 |
| 479 | 1 | .0 | 105,731 | 27.3 |
| 481 | 15,685 | 4.1 | 121,416 | 31.4 |
| 488 | 15,897 | 4.1 | 137,313 | 35.5 |
| 494 | 1 | .0 | 137,314 | 35.5 |
| 495 | 16,270 | 4.2 | 153,584 | 39.7 |
| 501 | 16,689 | 4.3 | 170,273 | 44.0 |
| 507 | 1 | .0 | 170,274 | 44.0 |
| 508 | 17,187 | 4.4 | 187,461 | 48.4 |
| 514 | 17,294 | 4.5 | 204,755 | 52.9 |
| 520 | 17,975 | 4.6 | 222,730 | 57.5 |
| 527 | 17,953 | 4.6 | 240,683 | 62.2 |
| 533 | 17,875 | 4.6 | 258,558 | 66.8 |
| 539 | 17,610 | 4.6 | 276,168 | 71.4 |
| 546 | 16,726 | 4.3 | 292,894 | 75.7 |
| 548 | 1 | .0 | 292,895 | 75.7 |
| 553 | 16,376 | 4.2 | 309,271 | 79.9 |
| 555 | 1 | .0 | 309,272 | 79.9 |
| 560 | 15,060 | 3.9 | 324,332 | 83.8 |
| 563 | 1 | .0 | 324,333 | 83.8 |
| 568 | 13,969 | 3.6 | 338,302 | 87.4 |
| 576 | 12,617 | 3.3 | 350,919 | 90.7 |
| 580 | 1 | .0 | 350,920 | 90.7 |
| 585 | 10,653 | 2.8 | 361,573 | 93.4 |
| 590 | 1 | .0 | 361,574 | 93.4 |
| 596 | 8,862 | 2.3 | 370,436 | 95.7 |
| 602 | 1 | .0 | 370,437 | 95.7 |
| 608 | 6,794 | 1.8 | 377,231 | 97.5 |
| 617 | 1 | .0 | 377,232 | 97.5 |

Table I-13: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 624 | 4,841 | 1.3 | 382,073 | 98.7 |
| 646 | 2,988 | .8 | 385,061 | 99.5 |
| 683 | 1,504 | .4 | 386,565 | 99.9 |
| 700 | 464 | .1 | 387,029 | 100.0 |

Table I-14: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 320 | 8,471 | 3.9 | 8,471 | 3.9 |
| 363 | 4,541 | 2.1 | 13,012 | 5.9 |
| 388 | 1 | .0 | 13,013 | 5.9 |
| 425 | 6,212 | 2.8 | 19,225 | 8.8 |
| 437 | 1 | .0 | 19,226 | 8.8 |
| 455 | 7,583 | 3.5 | 26,809 | 12.2 |
| 475 | 8,945 | 4.1 | 35,754 | 16.3 |
| 478 | 3 | .0 | 35,757 | 16.3 |
| 489 | 9,365 | 4.3 | 45,122 | 20.6 |
| 502 | 9,973 | 4.6 | 55,095 | 25.1 |
| 512 | 10,540 | 4.8 | 65,635 | 29.9 |
| 520 | 2 | .0 | 65,637 | 29.9 |
| 522 | 10,694 | 4.9 | 76,331 | 34.8 |
| 529 | 1 | .0 | 76,332 | 34.8 |
| 531 | 10,912 | 5.0 | 87,244 | 39.8 |
| 540 | 11,076 | 5.1 | 98,320 | 44.9 |
| 546 | 1 | .0 | 98,321 | 44.9 |
| 548 | 11,116 | 5.1 | 109,437 | 49.9 |
| 555 | 11,184 | 5.1 | 120,621 | 55.0 |
| 563 | 11,165 | 5.1 | 131,786 | 60.1 |
| 570 | 10,969 | 5.0 | 142,755 | 65.1 |
| 577 | 10,638 | 4.9 | 153,393 | 70.0 |
| 578 | 1 | .0 | 153,394 | 70.0 |
| 585 | 10,287 | 4.7 | 163,681 | 74.7 |
| 592 | 9,613 | 4.4 | 173,294 | 79.1 |
| 593 | 2 | .0 | 173,296 | 79.1 |
| 599 | 8,835 | 4.0 | 182,131 | 83.1 |
| 601 | 1 | .0 | 182,132 | 83.1 |
| 607 | 7,848 | 3.6 | 189,980 | 86.7 |
| 609 | 1 | .0 | 189,981 | 86.7 |
| 614 | 7,039 | 3.2 | 197,020 | 89.9 |
| 617 | 1 | .0 | 197,021 | 89.9 |
| 622 | 5,971 | 2.7 | 202,992 | 92.6 |
| 631 | 4,978 | 2.3 | 207,970 | 94.9 |
| 636 | 2 | .0 | 207,972 | 94.9 |
| 641 | 3,811 | 1.7 | 211,783 | 96.6 |
| 652 | 2,842 | 1.3 | 214,625 | 97.9 |
| 665 | 2,029 | .9 | 216,654 | 98.9 |
| 682 | 1,316 | .6 | 217,970 | 99.5 |
| 705 | 746 | .3 | 218,716 | 99.8 |

Table I-14: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 748 | 358 | .2 | 219,074 | 100.0 |
| 750 | 99 | .0 | 219,173 | 100.0 |

Table I-15: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 320 | 9,740 | 4.4 | 9,740 | 4.4 |
| 385 | 1 | .0 | 9,741 | 4.4 |
| 410 | 3,451 | 1.5 | 13,192 | 5.9 |
| 446 | 1 | .0 | 13,193 | 5.9 |
| 452 | 4,551 | 2.0 | 17,744 | 7.9 |
| 476 | 5,660 | 2.5 | 23,404 | 10.5 |
| 494 | 6,510 | 2.9 | 29,914 | 13.4 |
| 508 | 3 | .0 | 29,917 | 13.4 |
| 509 | 7,375 | 3.3 | 37,292 | 16.7 |
| 520 | 1 | .0 | 37,293 | 16.7 |
| 521 | 7,965 | 3.6 | 45,258 | 20.2 |
| 531 | 2 | .0 | 45,260 | 20.2 |
| 533 | 8,688 | 3.9 | 53,948 | 24.1 |
| 543 | 9,422 | 4.2 | 63,370 | 28.3 |
| 553 | 10,091 | 4.5 | 73,461 | 32.8 |
| 563 | 10,926 | 4.9 | 84,387 | 37.7 |
| 571 | 11,374 | 5.1 | 95,761 | 42.8 |
| 575 | 1 | .0 | 95,762 | 42.8 |
| 580 | 12,286 | 5.5 | 108,048 | 48.3 |
| 583 | 2 | .0 | 108,050 | 48.3 |
| 588 | 12,283 | 5.5 | 120,333 | 53.8 |
| 591 | 2 | .0 | 120,335 | 53.8 |
| 596 | 12,735 | 5.7 | 133,070 | 59.5 |
| 604 | 12,435 | 5.6 | 145,505 | 65.0 |
| 612 | 12,273 | 5.5 | 157,778 | 70.5 |
| 615 | 3 | .0 | 157,781 | 70.5 |
| 620 | 11,631 | 5.2 | 169,412 | 75.7 |
| 628 | 10,797 | 4.8 | 180,209 | 80.5 |
| 632 | 1 | .0 | 180,210 | 80.5 |
| 637 | 9,828 | 4.4 | 190,038 | 84.9 |
| 642 | 2 | .0 | 190,040 | 84.9 |
| 646 | 8,615 | 3.8 | 198,655 | 88.8 |
| 652 | 1 | .0 | 198,656 | 88.8 |
| 656 | 7,314 | 3.3 | 205,970 | 92.0 |
| 666 | 5,833 | 2.6 | 211,803 | 94.7 |
| 678 | 4,442 | 2.0 | 216,245 | 96.6 |
| 691 | 3,185 | 1.4 | 219,430 | 98.1 |
| 708 | 2,173 | 1.0 | 221,603 | 99.0 |
| 732 | 1,269 | .6 | 222,872 | 99.6 |
| 770 | 901 | .4 | 223,773 | 100.0 |

Table I-16: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 220 | 1,258 | .7 | 1,258 | .7 |
| 251 | 1 | .0 | 1,259 | .7 |
| 260 | 103 | .1 | 1,362 | .7 |
| 286 | 115 | .1 | 1,477 | .8 |
| 301 | 152 | .1 | 1,629 | .9 |
| 313 | 172 | .1 | 1,801 | 1.0 |
| 322 | 211 | .1 | 2,012 | 1.1 |
| 330 | 339 | .2 | 2,351 | 1.3 |
| 337 | 502 | .3 | 2,853 | 1.5 |
| 343 | 826 | .4 | 3,679 | 2.0 |
| 348 | 1,183 | .6 | 4,862 | 2.6 |
| 354 | 1,830 | 1.0 | 6,692 | 3.6 |
| 359 | 2,476 | 1.3 | 9,168 | 5.0 |
| 364 | 3,620 | 2.0 | 12,788 | 6.9 |
| 369 | 5,203 | 2.8 | 17,991 | 9.8 |
| 373 | 7,371 | 4.0 | 25,362 | 13.8 |
| 378 | 9,840 | 5.3 | 35,202 | 19.1 |
| 383 | 12,498 | 6.8 | 47,700 | 25.9 |
| 388 | 14,736 | 8.0 | 62,436 | 33.9 |
| 393 | 16,840 | 9.1 | 79,276 | 43.0 |
| 395 | 1 | .0 | 79,277 | 43.0 |
| 399 | 17,706 | 9.6 | 96,983 | 52.6 |
| 405 | 17,529 | 9.5 | 114,512 | 62.2 |
| 411 | 16,298 | 8.8 | 130,810 | 71.0 |
| 419 | 14,170 | 7.7 | 144,980 | 78.7 |
| 427 | 11,990 | 6.5 | 156,970 | 85.2 |
| 438 | 9,578 | 5.2 | 166,548 | 90.4 |
| 451 | 7,223 | 3.9 | 173,771 | 94.3 |
| 470 | 5,270 | 2.9 | 179,041 | 97.2 |
| 507 | 3,335 | 1.8 | 182,376 | 99.0 |
| 600 | 1,834 | 1.0 | 184,210 | 100.0 |

Table I-17: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 220 | 2,946 | 1.7 | 2,946 | 1.7 |
| 295 | 1,320 | .8 | 4,266 | 2.5 |
| 359 | 2,057 | 1.2 | 6,323 | 3.7 |
| 383 | 2,664 | 1.5 | 8,987 | 5.2 |
| 398 | 3,383 | 2.0 | 12,370 | 7.2 |
| 409 | 3,853 | 2.2 | 16,223 | 9.4 |
| 418 | 4,478 | 2.6 | 20,701 | 12.0 |
| 425 | 5,111 | 3.0 | 25,812 | 14.9 |
| 431 | 5,665 | 3.3 | 31,477 | 18.2 |
| 437 | 6,291 | 3.6 | 37,768 | 21.9 |
| 442 | 6,730 | 3.9 | 44,498 | 25.8 |
| 448 | 6,940 | 4.0 | 51,438 | 29.8 |
| 452 | 7,351 | 4.3 | 58,789 | 34.0 |
| 457 | 7,646 | 4.4 | 66,435 | 38.5 |
| 462 | 7,869 | 4.6 | 74,304 | 43.0 |
| 467 | 8,181 | 4.7 | 82,485 | 47.7 |
| 472 | 8,284 | 4.8 | 90,769 | 52.5 |
| 477 | 8,624 | 5.0 | 99,393 | 57.5 |
| 483 | 8,587 | 5.0 | 107,980 | 62.5 |
| 487 | 2 | .0 | 107,982 | 62.5 |
| 489 | 8,804 | 5.1 | 116,786 | 67.6 |
| 495 | 9,042 | 5.2 | 125,828 | 72.8 |
| 503 | 8,898 | 5.2 | 134,726 | 78.0 |
| 505 | 2 | .0 | 134,728 | 78.0 |
| 512 | 8,638 | 5.0 | 143,366 | 83.0 |
| 523 | 8,128 | 4.7 | 151,494 | 87.7 |
| 538 | 7,320 | 4.2 | 158,814 | 91.9 |
| 557 | 5,751 | 3.3 | 164,565 | 95.3 |
| 581 | 3,962 | 2.3 | 168,527 | 97.5 |
| 606 | 2,421 | 1.4 | 170,948 | 98.9 |
| 629 | 1,174 | .7 | 172,122 | 99.6 |
| 655 | 476 | .3 | 172,598 | 99.9 |
| 690 | 172 | .1 | 172,770 | 100.0 |

Table I-18: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 220 | 4,602 | 1.2 | 4,602 | 1.2 |
| 254 | 1 | .0 | 4,603 | 1.2 |
| 334 | 726 | .2 | 5,329 | 1.4 |
| 369 | 1,048 | .3 | 6,377 | 1.6 |
| 390 | 1,451 | .4 | 7,828 | 2.0 |
| 404 | 1 | .0 | 7,829 | 2.0 |
| 405 | 1,963 | .5 | 9,792 | 2.5 |
| 417 | 2,592 | .7 | 12,384 | 3.2 |
| 426 | 3,507 | .9 | 15,891 | 4.1 |
| 430 | 1 | .0 | 15,892 | 4.1 |
| 434 | 4,511 | 1.2 | 20,403 | 5.3 |
| 441 | 5,697 | 1.5 | 26,100 | 6.7 |
| 446 | 2 | .0 | 26,102 | 6.7 |
| 448 | 7,295 | 1.9 | 33,397 | 8.6 |
| 453 | 2 | .0 | 33,399 | 8.6 |
| 455 | 8,552 | 2.2 | 41,951 | 10.8 |
| 460 | 1 | .0 | 41,952 | 10.8 |
| 461 | 10,294 | 2.7 | 52,246 | 13.5 |
| 468 | 11,915 | 3.1 | 64,161 | 16.6 |
| 473 | 1 | .0 | 64,162 | 16.6 |
| 474 | 13,682 | 3.5 | 77,844 | 20.1 |
| 480 | 15,526 | 4.0 | 93,370 | 24.1 |
| 487 | 17,266 | 4.5 | 110,636 | 28.6 |
| 494 | 19,417 | 5.0 | 130,053 | 33.6 |
| 501 | 21,531 | 5.6 | 151,584 | 39.2 |
| 507 | 2 | .0 | 151,586 | 39.2 |
| 508 | 23,129 | 6.0 | 174,715 | 45.1 |
| 514 | 1 | .0 | 174,716 | 45.1 |
| 516 | 25,149 | 6.5 | 199,865 | 51.6 |
| 524 | 26,372 | 6.8 | 226,237 | 58.5 |
| 532 | 27,188 | 7.0 | 253,425 | 65.5 |
| 535 | 1 | .0 | 253,426 | 65.5 |
| 542 | 26,777 | 6.9 | 280,203 | 72.4 |
| 552 | 25,843 | 6.7 | 306,046 | 79.1 |
| 553 | 2 | .0 | 306,048 | 79.1 |
| 563 | 23,442 | 6.1 | 329,490 | 85.1 |
| 575 | 19,956 | 5.2 | 349,446 | 90.3 |
| 589 | 15,617 | 4.0 | 365,063 | 94.3 |
| 590 | 2 | .0 | 365,065 | 94.3 |
| 604 | 10,922 | 2.8 | 375,987 | 97.1 |

Table I-18: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 608 | 1 | .0 | 375,988 | 97.1 |
| 620 | 6,578 | 1.7 | 382,566 | 98.8 |
| 641 | 3,246 | .8 | 385,812 | 99.7 |
| 675 | 1,092 | .3 | 386,904 | 100.0 |
| 740 | 125 | .0 | 387,029 | 100.0 |

Table I-19: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 220 | 2,672 | 1.2 | 2,672 | 1.2 |
| 341 | 107 | .0 | 2,779 | 1.3 |
| 375 | 212 | .1 | 2,991 | 1.4 |
| 376 | 1 | .0 | 2,992 | 1.4 |
| 394 | 330 | .2 | 3,322 | 1.5 |
| 408 | 392 | .2 | 3,714 | 1.7 |
| 420 | 528 | .2 | 4,242 | 1.9 |
| 429 | 733 | .3 | 4,975 | 2.3 |
| 438 | 974 | .4 | 5,949 | 2.7 |
| 445 | 1,406 | .6 | 7,355 | 3.4 |
| 446 | 1 | .0 | 7,356 | 3.4 |
| 453 | 1,791 | .8 | 9,147 | 4.2 |
| 460 | 2,326 | 1.1 | 11,473 | 5.2 |
| 466 | 3,047 | 1.4 | 14,520 | 6.6 |
| 473 | 3,706 | 1.7 | 18,226 | 8.3 |
| 480 | 4,489 | 2.0 | 22,715 | 10.4 |
| 486 | 5,227 | 2.4 | 27,942 | 12.7 |
| 493 | 6,313 | 2.9 | 34,255 | 15.6 |
| 500 | 7,591 | 3.5 | 41,846 | 19.1 |
| 508 | 9,053 | 4.1 | 50,899 | 23.2 |
| 515 | 10,532 | 4.8 | 61,431 | 28.0 |
| 522 | 1 | .0 | 61,432 | 28.0 |
| 523 | 12,430 | 5.7 | 73,862 | 33.7 |
| 529 | 1 | .0 | 73,863 | 33.7 |
| 532 | 14,252 | 6.5 | 88,115 | 40.2 |
| 537 | 1 | .0 | 88,116 | 40.2 |
| 541 | 16,334 | 7.5 | 104,450 | 47.7 |
| 545 | 2 | .0 | 104,452 | 47.7 |
| 550 | 17,999 | 8.2 | 122,451 | 55.9 |
| 560 | 19,191 | 8.8 | 141,642 | 64.6 |
| 562 | 5 | .0 | 141,647 | 64.6 |
| 571 | 19,271 | 8.8 | 160,918 | 73.4 |
| 572 | 2 | .0 | 160,920 | 73.4 |
| 582 | 17,935 | 8.2 | 178,855 | 81.6 |
| 595 | 15,317 | 7.0 | 194,172 | 88.6 |
| 598 | 1 | .0 | 194,173 | 88.6 |
| 609 | 11,459 | 5.2 | 205,632 | 93.8 |
| 625 | 7,386 | 3.4 | 213,018 | 97.2 |
| 644 | 4,038 | 1.8 | 217,056 | 99.0 |
| 669 | 1,654 | .8 | 218,710 | 99.8 |

Table I-19: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 676 | 1 | .0 | 218,711 | 99.8 |
| 711 | 409 | .2 | 219,120 | 100.0 |
| 780 | 53 | .0 | 219,173 | 100.0 |

Table I-20: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 220 | 5,205 | 2.3 | 5,205 | 2.3 |
| 324 | 268 | .1 | 5,473 | 2.4 |
| 366 | 341 | .2 | 5,814 | 2.6 |
| 390 | 493 | .2 | 6,307 | 2.8 |
| 407 | 647 | .3 | 6,954 | 3.1 |
| 421 | 845 | .4 | 7,799 | 3.5 |
| 433 | 1,100 | .5 | 8,899 | 4.0 |
| 444 | 1,517 | .7 | 10,416 | 4.7 |
| 454 | 1,883 | .8 | 12,299 | 5.5 |
| 463 | 2,188 | 1.0 | 14,487 | 6.5 |
| 467 | 1 | .0 | 14,488 | 6.5 |
| 472 | 2,589 | 1.2 | 17,077 | 7.6 |
| 475 | 1 | .0 | 17,078 | 7.6 |
| 481 | 3,146 | 1.4 | 20,224 | 9.0 |
| 488 | 1 | .0 | 20,225 | 9.0 |
| 489 | 3,743 | 1.7 | 23,968 | 10.7 |
| 498 | 4,378 | 2.0 | 28,346 | 12.7 |
| 506 | 5,132 | 2.3 | 33,478 | 15.0 |
| 507 | 1 | .0 | 33,479 | 15.0 |
| 514 | 6,354 | 2.8 | 39,833 | 17.8 |
| 523 | 7,578 | 3.4 | 47,411 | 21.2 |
| 528 | 1 | .0 | 47,412 | 21.2 |
| 532 | 9,359 | 4.2 | 56,771 | 25.4 |
| 541 | 11,406 | 5.1 | 68,177 | 30.5 |
| 545 | 2 | .0 | 68,179 | 30.5 |
| 551 | 13,930 | 6.2 | 82,109 | 36.7 |
| 555 | 3 | .0 | 82,112 | 36.7 |
| 561 | 16,359 | 7.3 | 98,471 | 44.0 |
| 566 | 4 | .0 | 98,475 | 44.0 |
| 573 | 18,852 | 8.4 | 117,327 | 52.4 |
| 579 | 1 | .0 | 117,328 | 52.4 |
| 585 | 20,545 | 9.2 | 137,873 | 61.6 |
| 598 | 21,325 | 9.5 | 159,198 | 71.1 |
| 612 | 20,348 | 9.1 | 179,546 | 80.2 |
| 614 | 1 | .0 | 179,547 | 80.2 |
| 628 | 17,527 | 7.8 | 197,074 | 88.1 |
| 640 | 1 | .0 | 197,075 | 88.1 |
| 647 | 13,193 | 5.9 | 210,268 | 94.0 |
| 671 | 8,170 | 3.7 | 218,438 | 97.6 |
| 676 | 2 | .0 | 218,440 | 97.6 |

Table I-20: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 703 | 3,961 | 1.8 | 222,401 | 99.4 |
| 756 | 1,222 | .5 | 223,623 | 99.9 |
| 810 | 150 | .1 | 223,773 | 100.0 |

Table I-21: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 220 | 1,212 | .7 | 1,212 | .7 |
| 229 | 81 | .0 | 1,293 | .7 |
| 239 | 104 | .1 | 1,397 | .8 |
| 245 | 148 | .1 | 1,545 | .8 |
| 249 | 212 | .1 | 1,757 | 1.0 |
| 253 | 254 | .1 | 2,011 | 1.1 |
| 256 | 254 | .1 | 2,265 | 1.2 |
| 257 | 91 | .0 | 2,356 | 1.3 |
| 259 | 287 | .2 | 2,643 | 1.4 |
| 262 | 350 | .2 | 2,993 | 1.6 |
| 265 | 337 | .2 | 3,330 | 1.8 |
| 266 | 39 | .0 | 3,369 | 1.8 |
| 268 | 393 | .2 | 3,762 | 2.0 |
| 271 | 410 | .2 | 4,172 | 2.3 |
| 274 | 404 | .2 | 4,576 | 2.5 |
| 276 | 51 | .0 | 4,627 | 2.5 |
| 278 | 370 | .2 | 4,997 | 2.7 |
| 279 | 72 | .0 | 5,069 | 2.8 |
| 282 | 458 | .2 | 5,527 | 3.0 |
| 286 | 308 | .2 | 5,835 | 3.2 |
| 287 | 174 | .1 | 6,009 | 3.3 |
| 288 | 28 | .0 | 6,037 | 3.3 |
| 291 | 458 | .2 | 6,495 | 3.5 |
| 292 | 69 | .0 | 6,564 | 3.6 |
| 294 | 204 | .1 | 6,768 | 3.7 |
| 296 | 196 | .1 | 6,964 | 3.8 |
| 297 | 260 | .1 | 7,224 | 3.9 |
| 298 | 59 | .0 | 7,283 | 4.0 |
| 299 | 282 | .2 | 7,565 | 4.1 |
| 301 | 79 | .0 | 7,644 | 4.1 |
| 302 | 569 | .3 | 8,213 | 4.5 |
| 304 | 101 | .1 | 8,314 | 4.5 |
| 305 | 406 | .2 | 8,720 | 4.7 |
| 308 | 429 | .2 | 9,149 | 5.0 |
| 309 | 277 | .2 | 9,426 | 5.1 |
| 310 | 19 | .0 | 9,445 | 5.1 |
| 311 | 60 | .0 | 9,505 | 5.2 |
| 312 | 419 | .2 | 9,924 | 5.4 |
| 313 | 225 | .1 | 10,149 | 5.5 |
| 315 | 469 | .3 | 10,618 | 5.8 |

Table I-21: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 316 | 238 | .1 | 10,856 | 5.9 |
| 317 | 203 | .1 | 11,059 | 6.0 |
| 319 | 674 | .4 | 11,733 | 6.4 |
| 320 | 50 | .0 | 11,783 | 6.4 |
| 321 | 511 | .3 | 12,294 | 6.7 |
| 322 | 29 | .0 | 12,323 | 6.7 |
| 324 | 848 | .5 | 13,171 | 7.1 |
| 325 | 169 | .1 | 13,340 | 7.2 |
| 326 | 82 | .0 | 13,422 | 7.3 |
| 327 | 528 | .3 | 13,950 | 7.6 |
| 328 | 699 | .4 | 14,649 | 8.0 |
| 330 | 677 | .4 | 15,326 | 8.3 |
| 331 | 306 | .2 | 15,632 | 8.5 |
| 333 | 49 | .0 | 15,681 | 8.5 |
| 334 | 1,501 | .8 | 17,182 | 9.3 |
| 337 | 1,300 | .7 | 18,482 | 10.0 |
| 338 | 109 | .1 | 18,591 | 10.1 |
| 340 | 1,152 | .6 | 19,743 | 10.7 |
| 341 | 652 | .4 | 20,395 | 11.1 |
| 342 | 134 | .1 | 20,529 | 11.1 |
| 343 | 961 | .5 | 21,490 | 11.7 |
| 345 | 245 | .1 | 21,735 | 11.8 |
| 346 | 1,799 | 1.0 | 23,534 | 12.8 |
| 347 | 238 | .1 | 23,772 | 12.9 |
| 348 | 249 | .1 | 24,021 | 13.0 |
| 349 | 667 | .4 | 24,688 | 13.4 |
| 350 | 1,635 | .9 | 26,323 | 14.3 |
| 351 | 49 | .0 | 26,372 | 14.3 |
| 352 | 847 | .5 | 27,219 | 14.8 |
| 353 | 413 | .2 | 27,632 | 15.0 |
| 354 | 912 | .5 | 28,544 | 15.5 |
| 355 | 1,027 | .6 | 29,571 | 16.1 |
| 356 | 1,046 | .6 | 30,617 | 16.6 |
| 357 | 261 | .1 | 30,878 | 16.8 |
| 358 | 915 | .5 | 31,793 | 17.3 |
| 359 | 1,597 | .9 | 33,390 | 18.1 |
| 360 | 336 | .2 | 33,726 | 18.3 |
| 361 | 149 | .1 | 33,875 | 18.4 |
| 362 | 508 | .3 | 34,383 | 18.7 |
| 363 | 3,020 | 1.6 | 37,403 | 20.3 |

Table I-21: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 364 | 204 | .1 | 37,607 | 20.4 |
| 365 | 174 | .1 | 37,781 | 20.5 |
| 366 | 1,574 | .9 | 39,355 | 21.4 |
| 367 | 1,182 | .6 | 40,537 | 22.0 |
| 368 | 861 | .5 | 41,398 | 22.5 |
| 369 | 398 | .2 | 41,796 | 22.7 |
| 370 | 2,352 | 1.3 | 44,148 | 24.0 |
| 371 | 1 | .0 | 44,149 | 24.0 |
| 372 | 954 | .5 | 45,103 | 24.5 |
| 373 | 1,717 | .9 | 46,820 | 25.4 |
| 374 | 599 | .3 | 47,419 | 25.7 |
| 375 | 1,074 | .6 | 48,493 | 26.3 |
| 376 | 1,421 | .8 | 49,914 | 27.1 |
| 377 | 1,954 | 1.1 | 51,868 | 28.2 |
| 378 | 1 | .0 | 51,869 | 28.2 |
| 379 | 1,808 | 1.0 | 53,677 | 29.1 |
| 380 | 849 | .5 | 54,526 | 29.6 |
| 381 | 549 | .3 | 55,075 | 29.9 |
| 382 | 1,466 | .8 | 56,541 | 30.7 |
| 383 | 1,479 | .8 | 58,020 | 31.5 |
| 384 | 927 | .5 | 58,947 | 32.0 |
| 385 | 1,611 | .9 | 60,558 | 32.9 |
| 386 | 1,978 | 1.1 | 62,536 | 33.9 |
| 387 | 174 | .1 | 62,710 | 34.0 |
| 388 | 1,798 | 1.0 | 64,508 | 35.0 |
| 389 | 465 | .3 | 64,973 | 35.3 |
| 390 | 1,784 | 1.0 | 66,757 | 36.2 |
| 391 | 1,472 | .8 | 68,229 | 37.0 |
| 392 | 1,890 | 1.0 | 70,119 | 38.1 |
| 393 | 1,190 | .6 | 71,309 | 38.7 |
| 394 | 469 | .3 | 71,778 | 39.0 |
| 395 | 1,068 | .6 | 72,846 | 39.5 |
| 396 | 806 | .4 | 73,652 | 40.0 |
| 397 | 206 | .1 | 73,858 | 40.1 |
| 398 | 5,028 | 2.7 | 78,886 | 42.8 |
| 399 | 1,179 | .6 | 80,065 | 43.5 |
| 400 | 1,523 | .8 | 81,588 | 44.3 |
| 401 | 20 | .0 | 81,608 | 44.3 |
| 402 | 579 | .3 | 82,187 | 44.6 |
| 403 | 106 | .1 | 82,293 | 44.7 |

Table I-21: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 404 | 1,863 | 1.0 | 84,156 | 45.7 |
| 405 | 4,738 | 2.6 | 88,894 | 48.3 |
| 406 | 770 | .4 | 89,664 | 48.7 |
| 407 | 233 | .1 | 89,897 | 48.8 |
| 408 | 477 | .3 | 90,374 | 49.1 |
| 409 | 513 | .3 | 90,887 | 49.3 |
| 410 | 1,703 | .9 | 92,590 | 50.3 |
| 411 | 4,135 | 2.2 | 96,725 | 52.5 |
| 412 | 1,815 | 1.0 | 98,540 | 53.5 |
| 413 | 83 | .0 | 98,623 | 53.5 |
| 414 | 340 | .2 | 98,963 | 53.7 |
| 415 | 3 | .0 | 98,966 | 53.7 |
| 416 | 3,364 | 1.8 | 102,330 | 55.6 |
| 417 | 926 | .5 | 103,256 | 56.1 |
| 418 | 1,663 | .9 | 104,919 | 57.0 |
| 419 | 1,963 | 1.1 | 106,882 | 58.0 |
| 420 | 7 | .0 | 106,889 | 58.0 |
| 421 | 286 | .2 | 107,175 | 58.2 |
| 422 | 2,509 | 1.4 | 109,684 | 59.5 |
| 423 | 3,313 | 1.8 | 112,997 | 61.3 |
| 424 | 83 | .0 | 113,080 | 61.4 |
| 425 | 1,957 | 1.1 | 115,037 | 62.4 |
| 426 | 19 | .0 | 115,056 | 62.5 |
| 428 | 1,292 | .7 | 116,348 | 63.2 |
| 429 | 2,472 | 1.3 | 118,820 | 64.5 |
| 430 | 1,568 | .9 | 120,388 | 65.4 |
| 431 | 2,085 | 1.1 | 122,473 | 66.5 |
| 432 | 14 | .0 | 122,487 | 66.5 |
| 433 | 215 | .1 | 122,702 | 66.6 |
| 434 | 2 | .0 | 122,704 | 66.6 |
| 435 | 3,104 | 1.7 | 125,808 | 68.3 |
| 436 | 1,536 | .8 | 127,344 | 69.1 |
| 437 | 2,228 | 1.2 | 129,572 | 70.3 |
| 439 | 405 | .2 | 129,977 | 70.6 |
| 440 | 3 | .0 | 129,980 | 70.6 |
| 441 | 728 | .4 | 130,708 | 71.0 |
| 442 | 3,090 | 1.7 | 133,798 | 72.6 |
| 443 | 2,042 | 1.1 | 135,840 | 73.7 |
| 444 | 26 | .0 | 135,866 | 73.8 |
| 446 | 776 | .4 | 136,642 | 74.2 |

Table I-21: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 448 | 2,861 | 1.6 | 139,503 | 75.7 |
| 449 | 2,013 | 1.1 | 141,516 | 76.8 |
| 452 | 1,069 | .6 | 142,585 | 77.4 |
| 453 | 51 | .0 | 142,636 | 77.4 |
| 454 | 1,960 | 1.1 | 144,596 | 78.5 |
| 456 | 2,057 | 1.1 | 146,653 | 79.6 |
| 457 | 76 | .0 | 146,729 | 79.7 |
| 458 | 321 | .2 | 147,050 | 79.8 |
| 459 | 1,156 | .6 | 148,206 | 80.5 |
| 460 | 1,862 | 1.0 | 150,068 | 81.5 |
| 461 | 21 | .0 | 150,089 | 81.5 |
| 463 | 1,026 | .6 | 151,115 | 82.0 |
| 464 | 1,467 | .8 | 152,582 | 82.8 |
| 465 | 411 | .2 | 152,993 | 83.1 |
| 466 | 28 | .0 | 153,021 | 83.1 |
| 467 | 1,793 | 1.0 | 154,814 | 84.0 |
| 469 | 131 | .1 | 154,945 | 84.1 |
| 470 | 1,638 | .9 | 156,583 | 85.0 |
| 471 | 40 | .0 | 156,623 | 85.0 |
| 472 | 644 | .3 | 157,267 | 85.4 |
| 474 | 1,351 | .7 | 158,618 | 86.1 |
| 476 | 2,162 | 1.2 | 160,780 | 87.3 |
| 477 | 67 | .0 | 160,847 | 87.3 |
| 483 | 3,465 | 1.9 | 164,312 | 89.2 |
| 484 | 107 | .1 | 164,419 | 89.3 |
| 489 | 1,890 | 1.0 | 166,309 | 90.3 |
| 490 | 270 | .1 | 166,579 | 90.4 |
| 492 | 166 | .1 | 166,745 | 90.5 |
| 494 | 600 | .3 | 167,345 | 90.8 |
| 497 | 2,046 | 1.1 | 169,391 | 92.0 |
| 503 | 933 | .5 | 170,324 | 92.5 |
| 506 | 1,319 | .7 | 171,643 | 93.2 |
| 509 | 775 | .4 | 172,418 | 93.6 |
| 515 | 958 | .5 | 173,376 | 94.1 |
| 517 | 869 | .5 | 174,245 | 94.6 |
| 521 | 1,226 | .7 | 175,471 | 95.3 |
| 525 | 611 | .3 | 176,082 | 95.6 |
| 527 | 1,476 | .8 | 177,558 | 96.4 |
| 534 | 1,560 | .8 | 179,118 | 97.2 |
| 541 | 1,559 | .8 | 180,677 | 98.1 |

Table I-21: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 550 | 1,329 | .7 | 182,006 | 98.8 |
| 561 | 1,146 | .6 | 183,152 | 99.4 |
| 570 | 1,058 | .6 | 184,210 | 100.0 |

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 250 | 1,274 | .7 | 1,274 | .7 |
| 287 | 309 | .2 | 1,583 | .9 |
| 292 | 96 | .1 | 1,679 | 1.0 |
| 303 | 1 | .0 | 1,680 | 1.0 |
| 306 | 133 | .1 | 1,813 | 1.0 |
| 309 | 463 | .3 | 2,276 | 1.3 |
| 311 | 1 | .0 | 2,277 | 1.3 |
| 313 | 110 | .1 | 2,387 | 1.4 |
| 319 | 94 | .1 | 2,481 | 1.4 |
| 322 | 510 | .3 | 2,991 | 1.7 |
| 324 | 85 | .0 | 3,076 | 1.8 |
| 328 | 58 | .0 | 3,134 | 1.8 |
| 329 | 124 | .1 | 3,258 | 1.9 |
| 331 | 691 | .4 | 3,949 | 2.3 |
| 335 | 20 | .0 | 3,969 | 2.3 |
| 338 | 828 | .5 | 4,797 | 2.8 |
| 341 | 11 | .0 | 4,808 | 2.8 |
| 343 | 147 | .1 | 4,955 | 2.9 |
| 344 | 8 | .0 | 4,963 | 2.9 |
| 345 | 927 | .5 | 5,890 | 3.4 |
| 346 | 10 | .0 | 5,900 | 3.4 |
| 349 | 7 | .0 | 5,907 | 3.4 |
| 351 | 326 | .2 | 6,233 | 3.6 |
| 352 | 1,027 | .6 | 7,260 | 4.2 |
| 355 | 3 | .0 | 7,263 | 4.2 |
| 357 | 89 | .1 | 7,352 | 4.3 |
| 358 | 1,106 | .6 | 8,458 | 4.9 |
| 360 | 1 | .0 | 8,459 | 4.9 |
| 361 | 88 | .1 | 8,547 | 4.9 |
| 363 | 5 | .0 | 8,552 | 4.9 |
| 364 | 1,477 | .9 | 10,029 | 5.8 |
| 365 | 255 | .1 | 10,284 | 6.0 |
| 366 | 1 | .0 | 10,285 | 6.0 |
| 369 | 40 | .0 | 10,325 | 6.0 |
| 370 | 1,301 | .8 | 11,626 | 6.7 |
| 372 | 12 | .0 | 11,638 | 6.7 |
| 373 | 556 | .3 | 12,194 | 7.1 |
| 375 | 16 | .0 | 12,210 | 7.1 |
| 376 | 1,179 | .7 | 13,389 | 7.7 |
| 378 | 288 | .2 | 13,677 | 7.9 |

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 379 | 162 | .1 | 13,839 | 8.0 |
| 380 | 423 | .2 | 14,262 | 8.3 |
| 381 | 6 | .0 | 14,268 | 8.3 |
| 382 | 1,097 | .6 | 15,365 | 8.9 |
| 383 | 158 | .1 | 15,523 | 9.0 |
| 384 | 1 | .0 | 15,524 | 9.0 |
| 385 | 297 | .2 | 15,821 | 9.2 |
| 387 | 967 | .6 | 16,788 | 9.7 |
| 389 | 913 | .5 | 17,701 | 10.2 |
| 390 | 3 | .0 | 17,704 | 10.2 |
| 391 | 303 | .2 | 18,007 | 10.4 |
| 392 | 4 | .0 | 18,011 | 10.4 |
| 394 | 1,530 | .9 | 19,541 | 11.3 |
| 395 | 2 | .0 | 19,543 | 11.3 |
| 396 | 958 | .6 | 20,501 | 11.9 |
| 397 | 23 | .0 | 20,524 | 11.9 |
| 398 | 2 | .0 | 20,526 | 11.9 |
| 400 | 1,112 | .6 | 21,638 | 12.5 |
| 401 | 567 | .3 | 22,205 | 12.9 |
| 402 | 529 | .3 | 22,734 | 13.2 |
| 403 | 132 | .1 | 22,866 | 13.2 |
| 405 | 747 | .4 | 23,613 | 13.7 |
| 406 | 659 | .4 | 24,272 | 14.0 |
| 407 | 55 | .0 | 24,327 | 14.1 |
| 408 | 1,145 | .7 | 25,472 | 14.7 |
| 409 | 790 | .5 | 26,262 | 15.2 |
| 410 | 46 | .0 | 26,308 | 15.2 |
| 412 | 1,309 | .8 | 27,617 | 16.0 |
| 413 | 35 | .0 | 27,652 | 16.0 |
| 414 | 756 | .4 | 28,408 | 16.4 |
| 415 | 1,258 | .7 | 29,666 | 17.2 |
| 416 | 704 | .4 | 30,370 | 17.6 |
| 417 | 3 | .0 | 30,373 | 17.6 |
| 418 | 666 | .4 | 31,039 | 18.0 |
| 419 | 499 | .3 | 31,538 | 18.3 |
| 420 | 1,046 | .6 | 32,584 | 18.9 |
| 421 | 639 | .4 | 33,223 | 19.2 |
| 422 | 826 | .5 | 34,049 | 19.7 |
| 423 | 568 | .3 | 34,617 | 20.0 |
| 424 | 689 | .4 | 35,306 | 20.4 |

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 425 | 192 | .1 | 35,498 | 20.5 |
| 426 | 1,486 | .9 | 36,984 | 21.4 |
| 427 | 1,205 | .7 | 38,189 | 22.1 |
| 428 | 758 | .4 | 38,947 | 22.5 |
| 429 | 110 | .1 | 39,057 | 22.6 |
| 430 | 718 | .4 | 39,775 | 23.0 |
| 431 | 582 | .3 | 40,357 | 23.4 |
| 432 | 1,618 | .9 | 41,975 | 24.3 |
| 433 | 2,379 | 1.4 | 44,354 | 25.7 |
| 435 | 56 | .0 | 44,410 | 25.7 |
| 436 | 757 | .4 | 45,167 | 26.1 |
| 437 | 351 | .2 | 45,518 | 26.3 |
| 438 | 2,115 | 1.2 | 47,633 | 27.6 |
| 439 | 2,078 | 1.2 | 49,711 | 28.8 |
| 440 | 776 | .4 | 50,487 | 29.2 |
| 441 | 28 | .0 | 50,515 | 29.2 |
| 442 | 839 | .5 | 51,354 | 29.7 |
| 443 | 650 | .4 | 52,004 | 30.1 |
| 444 | 912 | .5 | 52,916 | 30.6 |
| 445 | 2,457 | 1.4 | 55,373 | 32.1 |
| 446 | 1,510 | .9 | 56,883 | 32.9 |
| 447 | 336 | .2 | 57,219 | 33.1 |
| 448 | 1,066 | .6 | 58,285 | 33.7 |
| 449 | 918 | .5 | 59,203 | 34.3 |
| 450 | 983 | .6 | 60,186 | 34.8 |
| 451 | 937 | .5 | 61,123 | 35.4 |
| 452 | 3,104 | 1.8 | 64,227 | 37.2 |
| 453 | 19 | .0 | 64,246 | 37.2 |
| 454 | 988 | .6 | 65,234 | 37.8 |
| 455 | 1,344 | .8 | 66,578 | 38.5 |
| 456 | 982 | .6 | 67,560 | 39.1 |
| 457 | 883 | .5 | 68,443 | 39.6 |
| 458 | 2,289 | 1.3 | 70,732 | 40.9 |
| 459 | 11 | .0 | 70,743 | 40.9 |
| 460 | 2,008 | 1.2 | 72,751 | 42.1 |
| 461 | 1,909 | 1.1 | 74,660 | 43.2 |
| 462 | 45 | .0 | 74,705 | 43.2 |
| 463 | 1,257 | .7 | 75,962 | 44.0 |
| 464 | 2,179 | 1.3 | 78,141 | 45.2 |
| 465 | 21 | .0 | 78,162 | 45.2 |

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 466 | 1,447 | .8 | 79,609 | 46.1 |
| 467 | 2,613 | 1.5 | 82,222 | 47.6 |
| 468 | 16 | .0 | 82,238 | 47.6 |
| 469 | 1,133 | .7 | 83,371 | 48.3 |
| 470 | 3,248 | 1.9 | 86,619 | 50.1 |
| 472 | 1,359 | .8 | 87,978 | 50.9 |
| 473 | 825 | .5 | 88,803 | 51.4 |
| 474 | 1,782 | 1.0 | 90,585 | 52.4 |
| 475 | 1,351 | .8 | 91,936 | 53.2 |
| 476 | 810 | .5 | 92,746 | 53.7 |
| 477 | 961 | .6 | 93,707 | 54.2 |
| 478 | 1,489 | .9 | 95,196 | 55.1 |
| 479 | 1,329 | .8 | 96,525 | 55.9 |
| 480 | 1,396 | .8 | 97,921 | 56.7 |
| 481 | 1,364 | .8 | 99,285 | 57.5 |
| 482 | 767 | .4 | 100,052 | 57.9 |
| 483 | 1,682 | 1.0 | 101,734 | 58.9 |
| 484 | 1,295 | .7 | 103,029 | 59.6 |
| 485 | 1,603 | .9 | 104,632 | 60.6 |
| 486 | 743 | .4 | 105,375 | 61.0 |
| 487 | 2,132 | 1.2 | 107,507 | 62.2 |
| 488 | 993 | .6 | 108,500 | 62.8 |
| 489 | 220 | .1 | 108,720 | 62.9 |
| 490 | 2,541 | 1.5 | 111,261 | 64.4 |
| 491 | 801 | .5 | 112,062 | 64.9 |
| 492 | 161 | .1 | 112,223 | 65.0 |
| 493 | 2,183 | 1.3 | 114,406 | 66.2 |
| 494 | 1,417 | .8 | 115,823 | 67.0 |
| 495 | 12 | .0 | 115,835 | 67.0 |
| 496 | 2,211 | 1.3 | 118,046 | 68.3 |
| 497 | 663 | .4 | 118,709 | 68.7 |
| 498 | 442 | .3 | 119,151 | 69.0 |
| 499 | 2,941 | 1.7 | 122,092 | 70.7 |
| 500 | 7 | .0 | 122,099 | 70.7 |
| 501 | 1,387 | .8 | 123,486 | 71.5 |
| 502 | 1,626 | .9 | 125,112 | 72.4 |
| 503 | 352 | .2 | 125,464 | 72.6 |
| 504 | 1,401 | .8 | 126,865 | 73.4 |
| 505 | 1,400 | .8 | 128,265 | 74.2 |
| 506 | 448 | .3 | 128,713 | 74.5 |

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 507 | 1,381 | .8 | 130,094 | 75.3 |
| 508 | 950 | .5 | 131,044 | 75.8 |
| 509 | 505 | .3 | 131,549 | 76.1 |
| 510 | 2,681 | 1.6 | 134,230 | 77.7 |
| 512 | 287 | .2 | 134,517 | 77.9 |
| 513 | 2,769 | 1.6 | 137,286 | 79.5 |
| 514 | 2 | .0 | 137,288 | 79.5 |
| 516 | 2,782 | 1.6 | 140,070 | 81.1 |
| 518 | 39 | .0 | 140,109 | 81.1 |
| 519 | 2,200 | 1.3 | 142,309 | 82.4 |
| 520 | 617 | .4 | 142,926 | 82.7 |
| 521 | 1,403 | .8 | 144,329 | 83.5 |
| 522 | 855 | .5 | 145,184 | 84.0 |
| 523 | 371 | .2 | 145,555 | 84.2 |
| 524 | 1,490 | .9 | 147,045 | 85.1 |
| 525 | 858 | .5 | 147,903 | 85.6 |
| 526 | 4 | .0 | 147,907 | 85.6 |
| 527 | 1,967 | 1.1 | 149,874 | 86.7 |
| 529 | 675 | .4 | 150,549 | 87.1 |
| 530 | 1,738 | 1.0 | 152,287 | 88.1 |
| 531 | 53 | .0 | 152,340 | 88.2 |
| 532 | 717 | .4 | 153,057 | 88.6 |
| 533 | 1,815 | 1.1 | 154,872 | 89.6 |
| 535 | 942 | .5 | 155,814 | 90.2 |
| 536 | 1,302 | .8 | 157,116 | 90.9 |
| 538 | 1,162 | .7 | 158,278 | 91.6 |
| 539 | 35 | .0 | 158,313 | 91.6 |
| 540 | 846 | .5 | 159,159 | 92.1 |
| 541 | 1,563 | .9 | 160,722 | 93.0 |
| 543 | 748 | .4 | 161,470 | 93.5 |
| 545 | 1,285 | .7 | 162,755 | 94.2 |
| 546 | 59 | .0 | 162,814 | 94.2 |
| 547 | 873 | .5 | 163,687 | 94.7 |
| 548 | 1,271 | .7 | 164,958 | 95.5 |
| 552 | 1,815 | 1.1 | 166,773 | 96.5 |
| 555 | 142 | .1 | 166,915 | 96.6 |
| 556 | 1,195 | .7 | 168,110 | 97.3 |
| 558 | 377 | .2 | 168,487 | 97.5 |
| 560 | 34 | .0 | 168,521 | 97.5 |
| 561 | 1,203 | .7 | 169,724 | 98.2 |

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 566 | 245 | .1 | 169,969 | 98.4 |
| 567 | 1,126 | .7 | 171,095 | 99.0 |
| 569 | 59 | .0 | 171,154 | 99.1 |
| 574 | 2 | .0 | 171,156 | 99.1 |
| 575 | 743 | .4 | 171,899 | 99.5 |
| 580 | 103 | .1 | 172,002 | 99.6 |
| 581 | 6 | .0 | 172,008 | 99.6 |
| 588 | 523 | .3 | 172,531 | 99.9 |
| 590 | 14 | .0 | 172,545 | 99.9 |
| 601 | 44 | .0 | 172,589 | 99.9 |
| 610 | 181 | .1 | 172,770 | 100.0 |

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 250 | 3,078 | .8 | 3,078 | .8 |
| 263 | 121 | .0 | 3,199 | .8 |
| 279 | 287 | .1 | 3,486 | .9 |
| 289 | 1 | .0 | 3,487 | .9 |
| 292 | 139 | .0 | 3,626 | .9 |
| 300 | 153 | .0 | 3,779 | 1.0 |
| 302 | 379 | .1 | 4,158 | 1.1 |
| 315 | 441 | .1 | 4,599 | 1.2 |
| 318 | 451 | .1 | 5,050 | 1.3 |
| 324 | 188 | .0 | 5,238 | 1.4 |
| 330 | 203 | .1 | 5,441 | 1.4 |
| 331 | 1,088 | .3 | 6,529 | 1.7 |
| 337 | 169 | .0 | 6,698 | 1.7 |
| 342 | 795 | .2 | 7,493 | 1.9 |
| 344 | 694 | .2 | 8,187 | 2.1 |
| 345 | 1 | .0 | 8,188 | 2.1 |
| 346 | 98 | .0 | 8,286 | 2.1 |
| 350 | 67 | .0 | 8,353 | 2.2 |
| 353 | 1,042 | .3 | 9,395 | 2.4 |
| 354 | 289 | .1 | 9,684 | 2.5 |
| 355 | 572 | .1 | 10,256 | 2.6 |
| 357 | 25 | .0 | 10,281 | 2.7 |
| 360 | 11 | .0 | 10,292 | 2.7 |
| 361 | 215 | .1 | 10,507 | 2.7 |
| 364 | 704 | .2 | 11,211 | 2.9 |
| 366 | 837 | .2 | 12,048 | 3.1 |
| 367 | 400 | .1 | 12,448 | 3.2 |
| 368 | 495 | .1 | 12,943 | 3.3 |
| 370 | 15 | .0 | 12,958 | 3.3 |
| 371 | 170 | .0 | 13,128 | 3.4 |
| 373 | 10 | .0 | 13,138 | 3.4 |
| 375 | 609 | .2 | 13,747 | 3.6 |
| 376 | 128 | .0 | 13,875 | 3.6 |
| 377 | 1,181 | .3 | 15,056 | 3.9 |
| 379 | 5 | .0 | 15,061 | 3.9 |
| 380 | 77 | .0 | 15,138 | 3.9 |
| 381 | 632 | .2 | 15,770 | 4.1 |
| 383 | 617 | .2 | 16,387 | 4.2 |
| 384 | 414 | .1 | 16,801 | 4.3 |
| 386 | 542 | .1 | 17,343 | 4.5 |

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 387 | 48 | .0 | 17,391 | 4.5 |
| 388 | 646 | .2 | 18,037 | 4.7 |
| 389 | 350 | .1 | 18,387 | 4.8 |
| 390 | 27 | .0 | 18,414 | 4.8 |
| 392 | 699 | .2 | 19,113 | 4.9 |
| 393 | 860 | .2 | 19,973 | 5.2 |
| 394 | 309 | .1 | 20,282 | 5.2 |
| 396 | 1,219 | .3 | 21,501 | 5.6 |
| 398 | 2 | .0 | 21,503 | 5.6 |
| 399 | 1,426 | .4 | 22,929 | 5.9 |
| 401 | 1 | .0 | 22,930 | 5.9 |
| 402 | 3 | .0 | 22,933 | 5.9 |
| 403 | 188 | .0 | 23,121 | 6.0 |
| 404 | 957 | .2 | 24,078 | 6.2 |
| 405 | 1,537 | .4 | 25,615 | 6.6 |
| 406 | 166 | .0 | 25,781 | 6.7 |
| 407 | 1,350 | .3 | 27,131 | 7.0 |
| 408 | 3 | .0 | 27,134 | 7.0 |
| 409 | 397 | .1 | 27,531 | 7.1 |
| 410 | 585 | .2 | 28,116 | 7.3 |
| 412 | 979 | .3 | 29,095 | 7.5 |
| 413 | 68 | .0 | 29,163 | 7.5 |
| 414 | 400 | .1 | 29,563 | 7.6 |
| 415 | 1,023 | .3 | 30,586 | 7.9 |
| 416 | 61 | .0 | 30,647 | 7.9 |
| 417 | 1,307 | .3 | 31,954 | 8.3 |
| 418 | 2,627 | .7 | 34,581 | 8.9 |
| 419 | 214 | .1 | 34,795 | 9.0 |
| 420 | 284 | .1 | 35,079 | 9.1 |
| 422 | 276 | .1 | 35,355 | 9.1 |
| 423 | 878 | .2 | 36,233 | 9.4 |
| 424 | 1,399 | .4 | 37,632 | 9.7 |
| 425 | 1,160 | .3 | 38,792 | 10.0 |
| 426 | 24 | .0 | 38,816 | 10.0 |
| 427 | 704 | .2 | 39,520 | 10.2 |
| 428 | 1,669 | .4 | 41,189 | 10.6 |
| 429 | 2,667 | .7 | 43,856 | 11.3 |
| 431 | 643 | .2 | 44,499 | 11.5 |
| 432 | 340 | .1 | 44,839 | 11.6 |
| 434 | 1,220 | .3 | 46,059 | 11.9 |

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 435 | 2,187 | .6 | 48,246 | 12.5 |
| 436 | 798 | .2 | 49,044 | 12.7 |
| 438 | 510 | .1 | 49,554 | 12.8 |
| 439 | 2,853 | .7 | 52,407 | 13.5 |
| 440 | 2,917 | .8 | 55,324 | 14.3 |
| 441 | 383 | .1 | 55,707 | 14.4 |
| 442 | 3 | .0 | 55,710 | 14.4 |
| 443 | 964 | .2 | 56,674 | 14.6 |
| 444 | 30 | .0 | 56,704 | 14.7 |
| 445 | 1,996 | .5 | 58,700 | 15.2 |
| 446 | 2,700 | .7 | 61,400 | 15.9 |
| 447 | 650 | .2 | 62,050 | 16.0 |
| 448 | 218 | .1 | 62,268 | 16.1 |
| 449 | 1,673 | .4 | 63,941 | 16.5 |
| 450 | 2,285 | .6 | 66,226 | 17.1 |
| 451 | 3,210 | .8 | 69,436 | 17.9 |
| 453 | 633 | .2 | 70,069 | 18.1 |
| 454 | 1,605 | .4 | 71,674 | 18.5 |
| 455 | 1 | .0 | 71,675 | 18.5 |
| 456 | 4,303 | 1.1 | 75,978 | 19.6 |
| 457 | 1,319 | .3 | 77,297 | 20.0 |
| 458 | 431 | .1 | 77,728 | 20.1 |
| 459 | 431 | .1 | 78,159 | 20.2 |
| 460 | 1,501 | .4 | 79,660 | 20.6 |
| 461 | 4,096 | 1.1 | 83,756 | 21.6 |
| 462 | 2,309 | .6 | 86,065 | 22.2 |
| 464 | 1,103 | .3 | 87,168 | 22.5 |
| 465 | 1,846 | .5 | 89,014 | 23.0 |
| 466 | 291 | .1 | 89,305 | 23.1 |
| 467 | 4,681 | 1.2 | 93,986 | 24.3 |
| 468 | 1,691 | .4 | 95,677 | 24.7 |
| 469 | 224 | .1 | 95,901 | 24.8 |
| 470 | 1,062 | .3 | 96,963 | 25.1 |
| 471 | 3,188 | .8 | 100,151 | 25.9 |
| 472 | 2,418 | .6 | 102,569 | 26.5 |
| 473 | 2,559 | .7 | 105,128 | 27.2 |
| 475 | 3,768 | 1.0 | 108,896 | 28.1 |
| 476 | 2 | .0 | 108,898 | 28.1 |
| 477 | 526 | .1 | 109,424 | 28.3 |
| 478 | 4,629 | 1.2 | 114,053 | 29.5 |

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 479 | 2,228 | .6 | 116,281 | 30.0 |
| 480 | 498 | .1 | 116,779 | 30.2 |
| 481 | 1,272 | .3 | 118,051 | 30.5 |
| 482 | 5,026 | 1.3 | 123,077 | 31.8 |
| 483 | 1,969 | .5 | 125,046 | 32.3 |
| 484 | 1,599 | .4 | 126,645 | 32.7 |
| 485 | 2,082 | .5 | 128,727 | 33.3 |
| 486 | 2,496 | .6 | 131,223 | 33.9 |
| 488 | 2,671 | .7 | 133,894 | 34.6 |
| 489 | 2,977 | .8 | 136,871 | 35.4 |
| 490 | 2,454 | .6 | 139,325 | 36.0 |
| 491 | 831 | .2 | 140,156 | 36.2 |
| 492 | 1,928 | .5 | 142,084 | 36.7 |
| 493 | 4,336 | 1.1 | 146,420 | 37.8 |
| 494 | 2,362 | .6 | 148,782 | 38.4 |
| 495 | 1,774 | .5 | 150,556 | 38.9 |
| 496 | 2,414 | .6 | 152,970 | 39.5 |
| 497 | 2,730 | .7 | 155,700 | 40.2 |
| 498 | 1,603 | .4 | 157,303 | 40.6 |
| 499 | 1,280 | .3 | 158,583 | 41.0 |
| 500 | 4,773 | 1.2 | 163,356 | 42.2 |
| 501 | 2,509 | .6 | 165,865 | 42.9 |
| 503 | 2,464 | .6 | 168,329 | 43.5 |
| 504 | 5,089 | 1.3 | 173,418 | 44.8 |
| 505 | 1 | .0 | 173,419 | 44.8 |
| 506 | 3,105 | .8 | 176,524 | 45.6 |
| 507 | 2,805 | .7 | 179,329 | 46.3 |
| 508 | 2,643 | .7 | 181,972 | 47.0 |
| 509 | 2,270 | .6 | 184,242 | 47.6 |
| 510 | 2,616 | .7 | 186,858 | 48.3 |
| 511 | 3,518 | .9 | 190,376 | 49.2 |
| 512 | 2,214 | .6 | 192,590 | 49.8 |
| 513 | 2,640 | .7 | 195,230 | 50.4 |
| 514 | 429 | .1 | 195,659 | 50.6 |
| 515 | 4,443 | 1.1 | 200,102 | 51.7 |
| 516 | 3,673 | .9 | 203,775 | 52.7 |
| 517 | 81 | .0 | 203,856 | 52.7 |
| 518 | 2,181 | .6 | 206,037 | 53.2 |
| 519 | 2,396 | .6 | 208,433 | 53.9 |
| 520 | 3,809 | 1.0 | 212,242 | 54.8 |

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 521 | 2,416 | .6 | 214,658 | 55.5 |
| 522 | 1,386 | .4 | 216,044 | 55.8 |
| 523 | 4,130 | 1.1 | 220,174 | 56.9 |
| 524 | 3,118 | .8 | 223,292 | 57.7 |
| 525 | 36 | .0 | 223,328 | 57.7 |
| 526 | 3,495 | .9 | 226,823 | 58.6 |
| 527 | 4,458 | 1.2 | 231,281 | 59.8 |
| 528 | 31 | .0 | 231,312 | 59.8 |
| 529 | 2,827 | .7 | 234,139 | 60.5 |
| 530 | 2,532 | .7 | 236,671 | 61.2 |
| 531 | 2,892 | .7 | 239,563 | 61.9 |
| 533 | 4,703 | 1.2 | 244,266 | 63.1 |
| 534 | 3,513 | .9 | 247,779 | 64.0 |
| 536 | 4,726 | 1.2 | 252,505 | 65.2 |
| 537 | 2,901 | .7 | 255,406 | 66.0 |
| 538 | 404 | .1 | 255,810 | 66.1 |
| 539 | 2,519 | .7 | 258,329 | 66.7 |
| 540 | 5,074 | 1.3 | 263,403 | 68.1 |
| 541 | 334 | .1 | 263,737 | 68.1 |
| 543 | 3,709 | 1.0 | 267,446 | 69.1 |
| 544 | 3,830 | 1.0 | 271,276 | 70.1 |
| 546 | 4,360 | 1.1 | 275,636 | 71.2 |
| 547 | 2,354 | .6 | 277,990 | 71.8 |
| 549 | 5,143 | 1.3 | 283,133 | 73.2 |
| 550 | 473 | .1 | 283,606 | 73.3 |
| 551 | 1,894 | .5 | 285,500 | 73.8 |
| 552 | 4,729 | 1.2 | 290,229 | 75.0 |
| 553 | 419 | .1 | 290,648 | 75.1 |
| 554 | 490 | .1 | 291,138 | 75.2 |
| 555 | 1,554 | .4 | 292,692 | 75.6 |
| 556 | 5,134 | 1.3 | 297,826 | 77.0 |
| 557 | 473 | .1 | 298,299 | 77.1 |
| 558 | 97 | .0 | 298,396 | 77.1 |
| 559 | 4,907 | 1.3 | 303,303 | 78.4 |
| 560 | 2,230 | .6 | 305,533 | 78.9 |
| 561 | 1 | .0 | 305,534 | 78.9 |
| 562 | 2,553 | .7 | 308,087 | 79.6 |
| 563 | 3,062 | .8 | 311,149 | 80.4 |
| 564 | 213 | .1 | 311,362 | 80.4 |
| 565 | 3,395 | .9 | 314,757 | 81.3 |

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 566 | 825 | .2 | 315,582 | 81.5 |
| 567 | 2,438 | .6 | 318,020 | 82.2 |
| 568 | 148 | .0 | 318,168 | 82.2 |
| 569 | 3,807 | 1.0 | 321,975 | 83.2 |
| 570 | 299 | .1 | 322,274 | 83.3 |
| 571 | 556 | .1 | 322,830 | 83.4 |
| 572 | 4,483 | 1.2 | 327,313 | 84.6 |
| 573 | 1,231 | .3 | 328,544 | 84.9 |
| 574 | 361 | .1 | 328,905 | 85.0 |
| 576 | 4,048 | 1.0 | 332,953 | 86.0 |
| 577 | 1,772 | .5 | 334,725 | 86.5 |
| 579 | 1,960 | .5 | 336,685 | 87.0 |
| 580 | 3,067 | .8 | 339,752 | 87.8 |
| 582 | 1,797 | .5 | 341,549 | 88.2 |
| 583 | 1,653 | .4 | 343,202 | 88.7 |
| 585 | 2,104 | .5 | 345,306 | 89.2 |
| 586 | 2,848 | .7 | 348,154 | 90.0 |
| 587 | 16 | .0 | 348,170 | 90.0 |
| 589 | 3,080 | .8 | 351,250 | 90.8 |
| 590 | 1,885 | .5 | 353,135 | 91.2 |
| 591 | 528 | .1 | 353,663 | 91.4 |
| 593 | 3,390 | .9 | 357,053 | 92.3 |
| 596 | 2,650 | .7 | 359,703 | 92.9 |
| 597 | 2,203 | .6 | 361,906 | 93.5 |
| 598 | 17 | .0 | 361,923 | 93.5 |
| 600 | 1,570 | .4 | 363,493 | 93.9 |
| 601 | 1 | .0 | 363,494 | 93.9 |
| 602 | 2,354 | .6 | 365,848 | 94.5 |
| 604 | 2,664 | .7 | 368,512 | 95.2 |
| 606 | 4 | .0 | 368,516 | 95.2 |
| 607 | 1,919 | .5 | 370,435 | 95.7 |
| 608 | 1,977 | .5 | 372,412 | 96.2 |
| 609 | 43 | .0 | 372,455 | 96.2 |
| 612 | 2,044 | .5 | 374,499 | 96.8 |
| 613 | 1,489 | .4 | 375,988 | 97.1 |
| 615 | 537 | .1 | 376,525 | 97.3 |
| 617 | 14 | .0 | 376,539 | 97.3 |
| 618 | 2,045 | .5 | 378,584 | 97.8 |
| 619 | 1 | .0 | 378,585 | 97.8 |
| 621 | 1,228 | .3 | 379,813 | 98.1 |

Appendix I: Scale Score Frequency Distributions

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 624 | 1,868 | .5 | 381,681 | 98.6 |
| 629 | 27 | .0 | 381,708 | 98.6 |
| 632 | 2,386 | .6 | 384,094 | 99.2 |
| 634 | 215 | .1 | 384,309 | 99.3 |
| 642 | 48 | .0 | 384,357 | 99.3 |
| 643 | 1,231 | .3 | 385,588 | 99.6 |
| 651 | 332 | .1 | 385,920 | 99.7 |
| 659 | 77 | .0 | 385,997 | 99.7 |
| 661 | 740 | .2 | 386,737 | 99.9 |
| 670 | 292 | .1 | 387,029 | 100.0 |

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 275 | 2,524 | 1.2 | 2,524 | 1.2 |
| 296 | 163 | .1 | 2,687 | 1.2 |
| 304 | 302 | .1 | 2,989 | 1.4 |
| 309 | 1 | .0 | 2,990 | 1.4 |
| 326 | 189 | .1 | 3,179 | 1.5 |
| 327 | 161 | .1 | 3,340 | 1.5 |
| 334 | 465 | .2 | 3,805 | 1.7 |
| 342 | 185 | .1 | 3,990 | 1.8 |
| 352 | 138 | .1 | 4,128 | 1.9 |
| 354 | 571 | .3 | 4,699 | 2.1 |
| 356 | 275 | .1 | 4,974 | 2.3 |
| 357 | 190 | .1 | 5,164 | 2.4 |
| 359 | 146 | .1 | 5,310 | 2.4 |
| 366 | 73 | .0 | 5,383 | 2.5 |
| 369 | 686 | .3 | 6,069 | 2.8 |
| 371 | 63 | .0 | 6,132 | 2.8 |
| 372 | 215 | .1 | 6,347 | 2.9 |
| 375 | 391 | .2 | 6,738 | 3.1 |
| 376 | 39 | .0 | 6,777 | 3.1 |
| 380 | 25 | .0 | 6,802 | 3.1 |
| 382 | 977 | .4 | 7,779 | 3.5 |
| 385 | 26 | .0 | 7,805 | 3.6 |
| 387 | 320 | .1 | 8,125 | 3.7 |
| 389 | 158 | .1 | 8,283 | 3.8 |
| 391 | 460 | .2 | 8,743 | 4.0 |
| 392 | 14 | .0 | 8,757 | 4.0 |
| 395 | 805 | .4 | 9,562 | 4.4 |
| 396 | 11 | .0 | 9,573 | 4.4 |
| 400 | 98 | .0 | 9,671 | 4.4 |
| 402 | 337 | .2 | 10,008 | 4.6 |
| 403 | 10 | .0 | 10,018 | 4.6 |
| 404 | 528 | .2 | 10,546 | 4.8 |
| 405 | 49 | .0 | 10,595 | 4.8 |
| 406 | 1,105 | .5 | 11,700 | 5.3 |
| 407 | 6 | .0 | 11,706 | 5.3 |
| 410 | 34 | .0 | 11,740 | 5.4 |
| 411 | 6 | .0 | 11,746 | 5.4 |
| 412 | 338 | .2 | 12,084 | 5.5 |
| 414 | 30 | .0 | 12,114 | 5.5 |
| 416 | 511 | .2 | 12,625 | 5.8 |

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 418 | 551 | .3 | 13,176 | 6.0 |
| 419 | 278 | .1 | 13,454 | 6.1 |
| 421 | 513 | .2 | 13,967 | 6.4 |
| 422 | 580 | .3 | 14,547 | 6.6 |
| 425 | 195 | .1 | 14,742 | 6.7 |
| 426 | 6 | .0 | 14,748 | 6.7 |
| 428 | 501 | .2 | 15,249 | 7.0 |
| 429 | 2 | .0 | 15,251 | 7.0 |
| 430 | 609 | .3 | 15,860 | 7.2 |
| 431 | 471 | .2 | 16,331 | 7.5 |
| 432 | 1 | .0 | 16,332 | 7.5 |
| 433 | 4 | .0 | 16,336 | 7.5 |
| 435 | 775 | .4 | 17,111 | 7.8 |
| 437 | 658 | .3 | 17,769 | 8.1 |
| 438 | 431 | .2 | 18,200 | 8.3 |
| 440 | 534 | .2 | 18,734 | 8.5 |
| 441 | 1 | .0 | 18,735 | 8.5 |
| 442 | 313 | .1 | 19,048 | 8.7 |
| 444 | 42 | .0 | 19,090 | 8.7 |
| 445 | 319 | .1 | 19,409 | 8.9 |
| 447 | 1,413 | .6 | 20,822 | 9.5 |
| 448 | 29 | .0 | 20,851 | 9.5 |
| 450 | 1,042 | .5 | 21,893 | 10.0 |
| 451 | 380 | .2 | 22,273 | 10.2 |
| 452 | 28 | .0 | 22,301 | 10.2 |
| 454 | 577 | .3 | 22,878 | 10.4 |
| 455 | 433 | .2 | 23,311 | 10.6 |
| 456 | 14 | .0 | 23,325 | 10.6 |
| 459 | 876 | .4 | 24,201 | 11.0 |
| 460 | 1,381 | .6 | 25,582 | 11.7 |
| 462 | 942 | .4 | 26,524 | 12.1 |
| 463 | 7 | .0 | 26,531 | 12.1 |
| 464 | 380 | .2 | 26,911 | 12.3 |
| 465 | 459 | .2 | 27,370 | 12.5 |
| 467 | 815 | .4 | 28,185 | 12.9 |
| 468 | 72 | .0 | 28,257 | 12.9 |
| 470 | 537 | .2 | 28,794 | 13.1 |
| 471 | 777 | .4 | 29,571 | 13.5 |
| 472 | 1,010 | .5 | 30,581 | 14.0 |
| 473 | 770 | .4 | 31,351 | 14.3 |

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 474 | 885 | .4 | 32,236 | 14.7 |
| 475 | 335 | .2 | 32,571 | 14.9 |
| 477 | 180 | .1 | 32,751 | 14.9 |
| 478 | 683 | .3 | 33,434 | 15.3 |
| 479 | 1,292 | .6 | 34,726 | 15.8 |
| 482 | 602 | .3 | 35,328 | 16.1 |
| 483 | 753 | .3 | 36,081 | 16.5 |
| 484 | 1,072 | .5 | 37,153 | 17.0 |
| 486 | 1,897 | .9 | 39,050 | 17.8 |
| 487 | 133 | .1 | 39,183 | 17.9 |
| 488 | 580 | .3 | 39,763 | 18.1 |
| 490 | 9 | .0 | 39,772 | 18.1 |
| 491 | 2,162 | 1.0 | 41,934 | 19.1 |
| 492 | 515 | .2 | 42,449 | 19.4 |
| 493 | 2 | .0 | 42,451 | 19.4 |
| 494 | 80 | .0 | 42,531 | 19.4 |
| 495 | 475 | .2 | 43,006 | 19.6 |
| 496 | 2,344 | 1.1 | 45,350 | 20.7 |
| 497 | 2,007 | .9 | 47,357 | 21.6 |
| 498 | 50 | .0 | 47,407 | 21.6 |
| 500 | 1,076 | .5 | 48,483 | 22.1 |
| 501 | 5 | .0 | 48,488 | 22.1 |
| 502 | 1,272 | .6 | 49,760 | 22.7 |
| 503 | 1,151 | .5 | 50,911 | 23.2 |
| 504 | 218 | .1 | 51,129 | 23.3 |
| 505 | 720 | .3 | 51,849 | 23.7 |
| 507 | 2,266 | 1.0 | 54,115 | 24.7 |
| 508 | 302 | .1 | 54,417 | 24.8 |
| 509 | 1,971 | .9 | 56,388 | 25.7 |
| 510 | 557 | .3 | 56,945 | 26.0 |
| 511 | 118 | .1 | 57,063 | 26.0 |
| 512 | 1,589 | .7 | 58,652 | 26.8 |
| 513 | 11 | .0 | 58,663 | 26.8 |
| 514 | 2,470 | 1.1 | 61,133 | 27.9 |
| 515 | 90 | .0 | 61,223 | 27.9 |
| 516 | 1,333 | .6 | 62,556 | 28.5 |
| 517 | 11 | .0 | 62,567 | 28.5 |
| 518 | 69 | .0 | 62,636 | 28.6 |
| 519 | 1,330 | .6 | 63,966 | 29.2 |
| 520 | 2,011 | .9 | 65,977 | 30.1 |

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 521 | 1,185 | .5 | 67,162 | 30.6 |
| 522 | 55 | .0 | 67,217 | 30.7 |
| 523 | 871 | .4 | 68,088 | 31.1 |
| 524 | 2,210 | 1.0 | 70,298 | 32.1 |
| 525 | 2 | .0 | 70,300 | 32.1 |
| 526 | 1,463 | .7 | 71,763 | 32.7 |
| 527 | 1,176 | .5 | 72,939 | 33.3 |
| 528 | 2,056 | .9 | 74,995 | 34.2 |
| 529 | 17 | .0 | 75,012 | 34.2 |
| 530 | 3 | .0 | 75,015 | 34.2 |
| 531 | 2,353 | 1.1 | 77,368 | 35.3 |
| 532 | 1,267 | .6 | 78,635 | 35.9 |
| 533 | 1,716 | .8 | 80,351 | 36.7 |
| 534 | 90 | .0 | 80,441 | 36.7 |
| 535 | 2,022 | .9 | 82,463 | 37.6 |
| 536 | 1,177 | .5 | 83,640 | 38.2 |
| 538 | 1,703 | .8 | 85,343 | 38.9 |
| 539 | 433 | .2 | 85,776 | 39.1 |
| 540 | 3,436 | 1.6 | 89,212 | 40.7 |
| 542 | 384 | .2 | 89,596 | 40.9 |
| 543 | 2,391 | 1.1 | 91,987 | 42.0 |
| 544 | 1,575 | .7 | 93,562 | 42.7 |
| 546 | 1,170 | .5 | 94,732 | 43.2 |
| 547 | 2,348 | 1.1 | 97,080 | 44.3 |
| 548 | 1,972 | .9 | 99,052 | 45.2 |
| 550 | 192 | .1 | 99,244 | 45.3 |
| 551 | 3,161 | 1.4 | 102,405 | 46.7 |
| 552 | 1,622 | .7 | 104,027 | 47.5 |
| 553 | 120 | .1 | 104,147 | 47.5 |
| 554 | 560 | .3 | 104,707 | 47.8 |
| 555 | 1,940 | .9 | 106,647 | 48.7 |
| 556 | 2,898 | 1.3 | 109,545 | 50.0 |
| 557 | 80 | .0 | 109,625 | 50.0 |
| 558 | 1,660 | .8 | 111,285 | 50.8 |
| 560 | 1,733 | .8 | 113,018 | 51.6 |
| 561 | 1,992 | .9 | 115,010 | 52.5 |
| 562 | 1,445 | .7 | 116,455 | 53.1 |
| 564 | 1,766 | .8 | 118,221 | 53.9 |
| 565 | 1,978 | .9 | 120,199 | 54.8 |
| 566 | 1,598 | .7 | 121,797 | 55.6 |

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 567 | 1,602 | .7 | 123,399 | 56.3 |
| 569 | 2,477 | 1.1 | 125,876 | 57.4 |
| 570 | 21 | .0 | 125,897 | 57.4 |
| 571 | 2,510 | 1.1 | 128,407 | 58.6 |
| 572 | 279 | .1 | 128,686 | 58.7 |
| 573 | 2,244 | 1.0 | 130,930 | 59.7 |
| 574 | 119 | .1 | 131,049 | 59.8 |
| 575 | 1,446 | .7 | 132,495 | 60.5 |
| 576 | 944 | .4 | 133,439 | 60.9 |
| 577 | 2,247 | 1.0 | 135,686 | 61.9 |
| 578 | 1,331 | .6 | 137,017 | 62.5 |
| 579 | 463 | .2 | 137,480 | 62.7 |
| 580 | 2,967 | 1.4 | 140,447 | 64.1 |
| 581 | 282 | .1 | 140,729 | 64.2 |
| 582 | 1,110 | .5 | 141,839 | 64.7 |
| 584 | 3,449 | 1.6 | 145,288 | 66.3 |
| 585 | 240 | .1 | 145,528 | 66.4 |
| 586 | 914 | .4 | 146,442 | 66.8 |
| 587 | 3 | .0 | 146,445 | 66.8 |
| 588 | 3,177 | 1.4 | 149,622 | 68.3 |
| 589 | 1,384 | .6 | 151,006 | 68.9 |
| 590 | 122 | .1 | 151,128 | 69.0 |
| 591 | 1,576 | .7 | 152,704 | 69.7 |
| 592 | 1,495 | .7 | 154,199 | 70.4 |
| 593 | 1,129 | .5 | 155,328 | 70.9 |
| 595 | 3,122 | 1.4 | 158,450 | 72.3 |
| 596 | 223 | .1 | 158,673 | 72.4 |
| 598 | 1,172 | .5 | 159,845 | 72.9 |
| 599 | 2,971 | 1.4 | 162,816 | 74.3 |
| 600 | 1 | .0 | 162,817 | 74.3 |
| 602 | 2,068 | .9 | 164,885 | 75.2 |
| 603 | 2,188 | 1.0 | 167,073 | 76.2 |
| 604 | 1 | .0 | 167,074 | 76.2 |
| 605 | 996 | .5 | 168,070 | 76.7 |
| 606 | 2,507 | 1.1 | 170,577 | 77.8 |
| 608 | 450 | .2 | 171,027 | 78.0 |
| 609 | 1,191 | .5 | 172,218 | 78.6 |
| 610 | 1,636 | .7 | 173,854 | 79.3 |
| 611 | 649 | .3 | 174,503 | 79.6 |
| 613 | 1,661 | .8 | 176,164 | 80.4 |

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 614 | 1,415 | .6 | 177,579 | 81.0 |
| 615 | 99 | .0 | 177,678 | 81.1 |
| 616 | 1,705 | .8 | 179,383 | 81.8 |
| 617 | 1,623 | .7 | 181,006 | 82.6 |
| 618 | 123 | .1 | 181,129 | 82.6 |
| 620 | 1,360 | .6 | 182,489 | 83.3 |
| 621 | 1,361 | .6 | 183,850 | 83.9 |
| 622 | 395 | .2 | 184,245 | 84.1 |
| 623 | 179 | .1 | 184,424 | 84.1 |
| 624 | 1,429 | .7 | 185,853 | 84.8 |
| 625 | 1 | .0 | 185,854 | 84.8 |
| 626 | 1,396 | .6 | 187,250 | 85.4 |
| 627 | 1,545 | .7 | 188,795 | 86.1 |
| 628 | 208 | .1 | 189,003 | 86.2 |
| 629 | 573 | .3 | 189,576 | 86.5 |
| 631 | 2,226 | 1.0 | 191,802 | 87.5 |
| 632 | 5 | .0 | 191,807 | 87.5 |
| 633 | 666 | .3 | 192,473 | 87.8 |
| 635 | 1,621 | .7 | 194,094 | 88.6 |
| 636 | 513 | .2 | 194,607 | 88.8 |
| 637 | 803 | .4 | 195,410 | 89.2 |
| 639 | 1,538 | .7 | 196,948 | 89.9 |
| 640 | 805 | .4 | 197,753 | 90.2 |
| 642 | 376 | .2 | 198,129 | 90.4 |
| 643 | 1,232 | .6 | 199,361 | 91.0 |
| 644 | 949 | .4 | 200,310 | 91.4 |
| 646 | 487 | .2 | 200,797 | 91.6 |
| 648 | 1,760 | .8 | 202,557 | 92.4 |
| 650 | 526 | .2 | 203,083 | 92.7 |
| 651 | 1,149 | .5 | 204,232 | 93.2 |
| 653 | 599 | .3 | 204,831 | 93.5 |
| 654 | 562 | .3 | 205,393 | 93.7 |
| 655 | 1,032 | .5 | 206,425 | 94.2 |
| 656 | 8 | .0 | 206,433 | 94.2 |
| 657 | 679 | .3 | 207,112 | 94.5 |
| 658 | 1 | .0 | 207,113 | 94.5 |
| 659 | 1,003 | .5 | 208,116 | 95.0 |
| 660 | 392 | .2 | 208,508 | 95.1 |
| 661 | 677 | .3 | 209,185 | 95.4 |
| 663 | 1,028 | .5 | 210,213 | 95.9 |

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 664 | 713 | .3 | 210,926 | 96.2 |
| 667 | 901 | .4 | 211,827 | 96.6 |
| 668 | 784 | .4 | 212,611 | 97.0 |
| 669 | 280 | .1 | 212,891 | 97.1 |
| 670 | 2 | .0 | 212,893 | 97.1 |
| 672 | 735 | .3 | 213,628 | 97.5 |
| 673 | 751 | .3 | 214,379 | 97.8 |
| 678 | 1,339 | .6 | 215,718 | 98.4 |
| 680 | 141 | .1 | 215,859 | 98.5 |
| 683 | 667 | .3 | 216,526 | 98.8 |
| 684 | 447 | .2 | 216,973 | 99.0 |
| 685 | 4 | .0 | 216,977 | 99.0 |
| 690 | 559 | .3 | 217,536 | 99.3 |
| 693 | 286 | .1 | 217,822 | 99.4 |
| 698 | 469 | .2 | 218,291 | 99.6 |
| 702 | 47 | .0 | 218,338 | 99.6 |
| 703 | 10 | .0 | 218,348 | 99.6 |
| 704 | 158 | .1 | 218,506 | 99.7 |
| 710 | 330 | .2 | 218,836 | 99.8 |
| 726 | 83 | .0 | 218,919 | 99.9 |
| 727 | 18 | .0 | 218,937 | 99.9 |
| 731 | 171 | .1 | 219,108 | 100.0 |
| 732 | 65 | .0 | 219,173 | 100.0 |

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 275 | 4,620 | 2.1 | 4,620 | 2.1 |
| 305 | 296 | .1 | 4,916 | 2.2 |
| 320 | 128 | .1 | 5,044 | 2.3 |
| 332 | 421 | .2 | 5,465 | 2.4 |
| 341 | 115 | .1 | 5,580 | 2.5 |
| 350 | 135 | .1 | 5,715 | 2.6 |
| 351 | 548 | .2 | 6,263 | 2.8 |
| 353 | 125 | .1 | 6,388 | 2.9 |
| 362 | 137 | .1 | 6,525 | 2.9 |
| 368 | 630 | .3 | 7,155 | 3.2 |
| 369 | 116 | .1 | 7,271 | 3.2 |
| 371 | 164 | .1 | 7,435 | 3.3 |
| 375 | 94 | .0 | 7,529 | 3.4 |
| 377 | 264 | .1 | 7,793 | 3.5 |
| 381 | 61 | .0 | 7,854 | 3.5 |
| 383 | 855 | .4 | 8,709 | 3.9 |
| 386 | 65 | .0 | 8,774 | 3.9 |
| 391 | 52 | .0 | 8,826 | 3.9 |
| 392 | 166 | .1 | 8,992 | 4.0 |
| 396 | 361 | .2 | 9,353 | 4.2 |
| 398 | 853 | .4 | 10,206 | 4.6 |
| 399 | 150 | .1 | 10,356 | 4.6 |
| 400 | 38 | .0 | 10,394 | 4.6 |
| 405 | 133 | .1 | 10,527 | 4.7 |
| 409 | 31 | .0 | 10,558 | 4.7 |
| 410 | 282 | .1 | 10,840 | 4.8 |
| 411 | 99 | .0 | 10,939 | 4.9 |
| 413 | 976 | .4 | 11,915 | 5.3 |
| 416 | 63 | .0 | 11,978 | 5.4 |
| 417 | 389 | .2 | 12,367 | 5.5 |
| 419 | 320 | .1 | 12,687 | 5.7 |
| 421 | 46 | .0 | 12,733 | 5.7 |
| 425 | 16 | .0 | 12,749 | 5.7 |
| 426 | 324 | .1 | 13,073 | 5.8 |
| 428 | 849 | .4 | 13,922 | 6.2 |
| 429 | 450 | .2 | 14,372 | 6.4 |
| 430 | 13 | .0 | 14,385 | 6.4 |
| 432 | 203 | .1 | 14,588 | 6.5 |
| 433 | 6 | .0 | 14,594 | 6.5 |
| 434 | 581 | .3 | 15,175 | 6.8 |

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 435 | 11 | .0 | 15,186 | 6.8 |
| 438 | 644 | .3 | 15,830 | 7.1 |
| 439 | 9 | .0 | 15,839 | 7.1 |
| 443 | 542 | .2 | 16,381 | 7.3 |
| 444 | 360 | .2 | 16,741 | 7.5 |
| 445 | 1 | .0 | 16,742 | 7.5 |
| 446 | 1,028 | .5 | 17,770 | 7.9 |
| 447 | 2 | .0 | 17,772 | 7.9 |
| 448 | 74 | .0 | 17,846 | 8.0 |
| 449 | 526 | .2 | 18,372 | 8.2 |
| 451 | 2 | .0 | 18,374 | 8.2 |
| 452 | 339 | .2 | 18,713 | 8.4 |
| 453 | 62 | .0 | 18,775 | 8.4 |
| 454 | 3 | .0 | 18,778 | 8.4 |
| 455 | 604 | .3 | 19,382 | 8.7 |
| 457 | 48 | .0 | 19,430 | 8.7 |
| 458 | 695 | .3 | 20,125 | 9.0 |
| 460 | 2 | .0 | 20,127 | 9.0 |
| 461 | 675 | .3 | 20,802 | 9.3 |
| 462 | 875 | .4 | 21,677 | 9.7 |
| 463 | 249 | .1 | 21,926 | 9.8 |
| 464 | 554 | .2 | 22,480 | 10.0 |
| 466 | 24 | .0 | 22,504 | 10.1 |
| 468 | 707 | .3 | 23,211 | 10.4 |
| 469 | 2 | .0 | 23,213 | 10.4 |
| 470 | 710 | .3 | 23,923 | 10.7 |
| 473 | 486 | .2 | 24,409 | 10.9 |
| 474 | 544 | .2 | 24,953 | 11.2 |
| 476 | 719 | .3 | 25,672 | 11.5 |
| 477 | 103 | .0 | 25,775 | 11.5 |
| 478 | 777 | .3 | 26,552 | 11.9 |
| 479 | 926 | .4 | 27,478 | 12.3 |
| 480 | 163 | .1 | 27,641 | 12.4 |
| 481 | 97 | .0 | 27,738 | 12.4 |
| 482 | 7 | .0 | 27,745 | 12.4 |
| 484 | 1,065 | .5 | 28,810 | 12.9 |
| 485 | 867 | .4 | 29,677 | 13.3 |
| 486 | 4 | .0 | 29,681 | 13.3 |
| 489 | 597 | .3 | 30,278 | 13.5 |
| 490 | 697 | .3 | 30,975 | 13.8 |

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 491 | 686 | .3 | 31,661 | 14.1 |
| 492 | 891 | .4 | 32,552 | 14.5 |
| 493 | 274 | .1 | 32,826 | 14.7 |
| 494 | 444 | .2 | 33,270 | 14.9 |
| 495 | 644 | .3 | 33,914 | 15.2 |
| 497 | 24 | .0 | 33,938 | 15.2 |
| 498 | 1,095 | .5 | 35,033 | 15.7 |
| 500 | 1,455 | .7 | 36,488 | 16.3 |
| 501 | 9 | .0 | 36,497 | 16.3 |
| 502 | 118 | .1 | 36,615 | 16.4 |
| 504 | 899 | .4 | 37,514 | 16.8 |
| 505 | 517 | .2 | 38,031 | 17.0 |
| 506 | 682 | .3 | 38,713 | 17.3 |
| 507 | 1,058 | .5 | 39,771 | 17.8 |
| 509 | 1,318 | .6 | 41,089 | 18.4 |
| 510 | 427 | .2 | 41,516 | 18.6 |
| 513 | 1,440 | .6 | 42,956 | 19.2 |
| 514 | 881 | .4 | 43,837 | 19.6 |
| 515 | 710 | .3 | 44,547 | 19.9 |
| 517 | 278 | .1 | 44,825 | 20.0 |
| 518 | 33 | .0 | 44,858 | 20.0 |
| 519 | 1,891 | .8 | 46,749 | 20.9 |
| 521 | 254 | .1 | 47,003 | 21.0 |
| 522 | 650 | .3 | 47,653 | 21.3 |
| 523 | 1,579 | .7 | 49,232 | 22.0 |
| 524 | 1,127 | .5 | 50,359 | 22.5 |
| 525 | 286 | .1 | 50,645 | 22.6 |
| 526 | 18 | .0 | 50,663 | 22.6 |
| 528 | 933 | .4 | 51,596 | 23.1 |
| 529 | 2,415 | 1.1 | 54,011 | 24.1 |
| 530 | 2 | .0 | 54,013 | 24.1 |
| 531 | 628 | .3 | 54,641 | 24.4 |
| 532 | 536 | .2 | 55,177 | 24.7 |
| 533 | 84 | .0 | 55,261 | 24.7 |
| 534 | 1,161 | .5 | 56,422 | 25.2 |
| 535 | 1,215 | .5 | 57,637 | 25.8 |
| 536 | 442 | .2 | 58,079 | 26.0 |
| 537 | 62 | .0 | 58,141 | 26.0 |
| 538 | 1,039 | .5 | 59,180 | 26.4 |
| 539 | 797 | .4 | 59,977 | 26.8 |

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 540 | 1,994 | .9 | 61,971 | 27.7 |
| 541 | 2 | .0 | 61,973 | 27.7 |
| 542 | 35 | .0 | 62,008 | 27.7 |
| 543 | 997 | .4 | 63,005 | 28.2 |
| 544 | 259 | .1 | 63,264 | 28.3 |
| 545 | 2,531 | 1.1 | 65,795 | 29.4 |
| 546 | 201 | .1 | 65,996 | 29.5 |
| 547 | 877 | .4 | 66,873 | 29.9 |
| 548 | 197 | .1 | 67,070 | 30.0 |
| 549 | 483 | .2 | 67,553 | 30.2 |
| 550 | 1,530 | .7 | 69,083 | 30.9 |
| 551 | 1,916 | .9 | 70,999 | 31.7 |
| 552 | 140 | .1 | 71,139 | 31.8 |
| 553 | 3 | .0 | 71,142 | 31.8 |
| 554 | 1,460 | .7 | 72,602 | 32.4 |
| 555 | 665 | .3 | 73,267 | 32.7 |
| 556 | 2,121 | .9 | 75,388 | 33.7 |
| 558 | 1,664 | .7 | 77,052 | 34.4 |
| 559 | 567 | .3 | 77,619 | 34.7 |
| 561 | 1,566 | .7 | 79,185 | 35.4 |
| 562 | 2,189 | 1.0 | 81,374 | 36.4 |
| 563 | 430 | .2 | 81,804 | 36.6 |
| 566 | 3,007 | 1.3 | 84,811 | 37.9 |
| 567 | 727 | .3 | 85,538 | 38.2 |
| 568 | 1,014 | .5 | 86,552 | 38.7 |
| 569 | 2 | .0 | 86,554 | 38.7 |
| 570 | 2,881 | 1.3 | 89,435 | 40.0 |
| 571 | 243 | .1 | 89,678 | 40.1 |
| 573 | 1,143 | .5 | 90,821 | 40.6 |
| 574 | 2,800 | 1.3 | 93,621 | 41.8 |
| 575 | 421 | .2 | 94,042 | 42.0 |
| 576 | 147 | .1 | 94,189 | 42.1 |
| 577 | 16 | .0 | 94,205 | 42.1 |
| 578 | 4,100 | 1.8 | 98,305 | 43.9 |
| 579 | 1 | .0 | 98,306 | 43.9 |
| 581 | 675 | .3 | 98,981 | 44.2 |
| 582 | 2,342 | 1.0 | 101,323 | 45.3 |
| 583 | 1,669 | .7 | 102,992 | 46.0 |
| 586 | 1,658 | .7 | 104,650 | 46.8 |
| 587 | 3,195 | 1.4 | 107,845 | 48.2 |

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 588 | 77 | .0 | 107,922 | 48.2 |
| 590 | 1,512 | .7 | 109,434 | 48.9 |
| 591 | 343 | .2 | 109,777 | 49.1 |
| 592 | 2,968 | 1.3 | 112,745 | 50.4 |
| 594 | 1,335 | .6 | 114,080 | 51.0 |
| 595 | 291 | .1 | 114,371 | 51.1 |
| 596 | 2,264 | 1.0 | 116,635 | 52.1 |
| 597 | 1,077 | .5 | 117,712 | 52.6 |
| 598 | 1,050 | .5 | 118,762 | 53.1 |
| 599 | 1 | .0 | 118,763 | 53.1 |
| 600 | 2,283 | 1.0 | 121,046 | 54.1 |
| 601 | 429 | .2 | 121,475 | 54.3 |
| 602 | 1,296 | .6 | 122,771 | 54.9 |
| 603 | 854 | .4 | 123,625 | 55.2 |
| 604 | 2,083 | .9 | 125,708 | 56.2 |
| 606 | 1,553 | .7 | 127,261 | 56.9 |
| 607 | 1,114 | .5 | 128,375 | 57.4 |
| 608 | 1,962 | .9 | 130,337 | 58.2 |
| 609 | 168 | .1 | 130,505 | 58.3 |
| 610 | 1,772 | .8 | 132,277 | 59.1 |
| 612 | 2,847 | 1.3 | 135,124 | 60.4 |
| 614 | 1,943 | .9 | 137,067 | 61.3 |
| 615 | 1 | .0 | 137,068 | 61.3 |
| 616 | 1,700 | .8 | 138,768 | 62.0 |
| 617 | 1,089 | .5 | 139,857 | 62.5 |
| 618 | 2,156 | 1.0 | 142,013 | 63.5 |
| 619 | 2 | .0 | 142,015 | 63.5 |
| 620 | 1,336 | .6 | 143,351 | 64.1 |
| 622 | 3,273 | 1.5 | 146,624 | 65.5 |
| 623 | 307 | .1 | 146,931 | 65.7 |
| 625 | 1,040 | .5 | 147,971 | 66.1 |
| 626 | 3,197 | 1.4 | 151,168 | 67.6 |
| 628 | 228 | .1 | 151,396 | 67.7 |
| 629 | 153 | .1 | 151,549 | 67.7 |
| 630 | 4,241 | 1.9 | 155,790 | 69.6 |
| 633 | 323 | .1 | 156,113 | 69.8 |
| 634 | 3,708 | 1.7 | 159,821 | 71.4 |
| 635 | 557 | .2 | 160,378 | 71.7 |
| 638 | 2,188 | 1.0 | 162,566 | 72.6 |
| 639 | 1,996 | .9 | 164,562 | 73.5 |

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 640 | 1 | .0 | 164,563 | 73.5 |
| 641 | 308 | .1 | 164,871 | 73.7 |
| 642 | 1,830 | .8 | 166,701 | 74.5 |
| 643 | 1,953 | .9 | 168,654 | 75.4 |
| 644 | 296 | .1 | 168,950 | 75.5 |
| 645 | 1 | .0 | 168,951 | 75.5 |
| 646 | 1,985 | .9 | 170,936 | 76.4 |
| 647 | 895 | .4 | 171,831 | 76.8 |
| 648 | 1,579 | .7 | 173,410 | 77.5 |
| 650 | 1,993 | .9 | 175,403 | 78.4 |
| 651 | 1 | .0 | 175,404 | 78.4 |
| 652 | 1,489 | .7 | 176,893 | 79.1 |
| 653 | 816 | .4 | 177,709 | 79.4 |
| 654 | 2,012 | .9 | 179,721 | 80.3 |
| 656 | 1,796 | .8 | 181,517 | 81.1 |
| 658 | 1 | .0 | 181,518 | 81.1 |
| 659 | 2,400 | 1.1 | 183,918 | 82.2 |
| 660 | 2,008 | .9 | 185,926 | 83.1 |
| 663 | 1,632 | .7 | 187,558 | 83.8 |
| 664 | 2,339 | 1.0 | 189,897 | 84.9 |
| 666 | 327 | .1 | 190,224 | 85.0 |
| 668 | 4,093 | 1.8 | 194,317 | 86.8 |
| 669 | 12 | .0 | 194,329 | 86.8 |
| 670 | 1 | .0 | 194,330 | 86.8 |
| 672 | 2,917 | 1.3 | 197,247 | 88.1 |
| 673 | 1,118 | .5 | 198,365 | 88.6 |
| 674 | 199 | .1 | 198,564 | 88.7 |
| 676 | 3,036 | 1.4 | 201,600 | 90.1 |
| 679 | 784 | .4 | 202,384 | 90.4 |
| 680 | 1,590 | .7 | 203,974 | 91.2 |
| 681 | 1,654 | .7 | 205,628 | 91.9 |
| 685 | 3,328 | 1.5 | 208,956 | 93.4 |
| 686 | 631 | .3 | 209,587 | 93.7 |
| 687 | 24 | .0 | 209,611 | 93.7 |
| 690 | 3,175 | 1.4 | 212,786 | 95.1 |
| 694 | 319 | .1 | 213,105 | 95.2 |
| 695 | 2,847 | 1.3 | 215,952 | 96.5 |
| 701 | 2,465 | 1.1 | 218,417 | 97.6 |
| 705 | 40 | .0 | 218,457 | 97.6 |
| 706 | 185 | .1 | 218,642 | 97.7 |

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 707 | 647 | .3 | 219,289 | 98.0 |
| 708 | 1,263 | .6 | 220,552 | 98.6 |
| 716 | 1,479 | .7 | 222,031 | 99.2 |
| 725 | 95 | .0 | 222,126 | 99.3 |
| 728 | 923 | .4 | 223,049 | 99.7 |
| 747 | 724 | .3 | 223,773 | 100.0 |

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 184 | 949 | .5 | 949 | .5 |
| 185 | 4 | .0 | 953 | .5 |
| 186 | 16 | .0 | 969 | .5 |
| 187 | 17 | .0 | 986 | .5 |
| 188 | 24 | .0 | 1,010 | .5 |
| 189 | 39 | .0 | 1,049 | .6 |
| 190 | 73 | .0 | 1,122 | .6 |
| 191 | 73 | .0 | 1,195 | .6 |
| 192 | 96 | .1 | 1,291 | .7 |
| 193 | 121 | .1 | 1,412 | .8 |
| 194 | 205 | .1 | 1,617 | .9 |
| 195 | 228 | .1 | 1,845 | 1.0 |
| 196 | 248 | .1 | 2,093 | 1.1 |
| 197 | 170 | .1 | 2,263 | 1.2 |
| 198 | 99 | .1 | 2,362 | 1.3 |
| 199 | 41 | .0 | 2,403 | 1.3 |
| 200 | 33 | .0 | 2,436 | 1.3 |
| 201 | 19 | .0 | 2,455 | 1.3 |
| 202 | 2 | .0 | 2,457 | 1.3 |
| 203 | 1 | .0 | 2,458 | 1.3 |
| 204 | 1 | .0 | 2,459 | 1.3 |
| 206 | 1 | .0 | 2,460 | 1.3 |
| 210 | 2 | .0 | 2,462 | 1.3 |
| 213 | 1 | .0 | 2,463 | 1.3 |
| 217 | 22 | .0 | 2,485 | 1.3 |
| 219 | 1 | .0 | 2,486 | 1.3 |
| 220 | 3 | .0 | 2,489 | 1.4 |
| 221 | 6 | .0 | 2,495 | 1.4 |
| 222 | 7 | .0 | 2,502 | 1.4 |
| 223 | 11 | .0 | 2,513 | 1.4 |
| 224 | 26 | .0 | 2,539 | 1.4 |
| 225 | 28 | .0 | 2,567 | 1.4 |
| 226 | 47 | .0 | 2,614 | 1.4 |
| 227 | 79 | .0 | 2,693 | 1.5 |
| 228 | 139 | .1 | 2,832 | 1.5 |
| 229 | 150 | .1 | 2,982 | 1.6 |
| 230 | 149 | .1 | 3,131 | 1.7 |
| 231 | 93 | .1 | 3,224 | 1.8 |
| 232 | 55 | .0 | 3,279 | 1.8 |
| 233 | 39 | .0 | 3,318 | 1.8 |

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 234 | 12 | .0 | 3,330 | 1.8 |
| 235 | 6 | .0 | 3,336 | 1.8 |
| 236 | 2 | .0 | 3,338 | 1.8 |
| 237 | 18 | .0 | 3,356 | 1.8 |
| 238 | 1 | .0 | 3,357 | 1.8 |
| 239 | 2 | .0 | 3,359 | 1.8 |
| 240 | 7 | .0 | 3,366 | 1.8 |
| 241 | 3 | .0 | 3,369 | 1.8 |
| 242 | 10 | .0 | 3,379 | 1.8 |
| 243 | 9 | .0 | 3,388 | 1.8 |
| 244 | 9 | .0 | 3,397 | 1.8 |
| 245 | 22 | .0 | 3,419 | 1.9 |
| 246 | 43 | .0 | 3,462 | 1.9 |
| 247 | 86 | .0 | 3,548 | 1.9 |
| 248 | 146 | .1 | 3,694 | 2.0 |
| 249 | 152 | .1 | 3,846 | 2.1 |
| 250 | 143 | .1 | 3,989 | 2.2 |
| 251 | 122 | .1 | 4,111 | 2.2 |
| 252 | 62 | .0 | 4,173 | 2.3 |
| 253 | 46 | .0 | 4,219 | 2.3 |
| 254 | 26 | .0 | 4,245 | 2.3 |
| 255 | 25 | .0 | 4,270 | 2.3 |
| 256 | 50 | .0 | 4,320 | 2.3 |
| 257 | 53 | .0 | 4,373 | 2.4 |
| 258 | 67 | .0 | 4,440 | 2.4 |
| 259 | 163 | .1 | 4,603 | 2.5 |
| 260 | 190 | .1 | 4,793 | 2.6 |
| 261 | 175 | .1 | 4,968 | 2.7 |
| 262 | 164 | .1 | 5,132 | 2.8 |
| 263 | 112 | .1 | 5,244 | 2.8 |
| 264 | 65 | .0 | 5,309 | 2.9 |
| 265 | 50 | .0 | 5,359 | 2.9 |
| 266 | 49 | .0 | 5,408 | 2.9 |
| 267 | 59 | .0 | 5,467 | 3.0 |
| 268 | 72 | .0 | 5,539 | 3.0 |
| 269 | 84 | .0 | 5,623 | 3.1 |
| 270 | 77 | .0 | 5,700 | 3.1 |
| 271 | 70 | .0 | 5,770 | 3.1 |
| 272 | 42 | .0 | 5,812 | 3.2 |
| 273 | 67 | .0 | 5,879 | 3.2 |

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 274 | 92 | .0 | 5,971 | 3.2 |
| 275 | 111 | .1 | 6,082 | 3.3 |
| 276 | 129 | .1 | 6,211 | 3.4 |
| 277 | 113 | .1 | 6,324 | 3.4 |
| 278 | 108 | .1 | 6,432 | 3.5 |
| 279 | 44 | .0 | 6,476 | 3.5 |
| 280 | 52 | .0 | 6,528 | 3.5 |
| 281 | 45 | .0 | 6,573 | 3.6 |
| 282 | 66 | .0 | 6,639 | 3.6 |
| 283 | 67 | .0 | 6,706 | 3.6 |
| 284 | 85 | .0 | 6,791 | 3.7 |
| 285 | 95 | .1 | 6,886 | 3.7 |
| 286 | 66 | .0 | 6,952 | 3.8 |
| 287 | 66 | .0 | 7,018 | 3.8 |
| 288 | 60 | .0 | 7,078 | 3.8 |
| 289 | 81 | .0 | 7,159 | 3.9 |
| 290 | 76 | .0 | 7,235 | 3.9 |
| 291 | 93 | .1 | 7,328 | 4.0 |
| 292 | 107 | .1 | 7,435 | 4.0 |
| 293 | 115 | .1 | 7,550 | 4.1 |
| 294 | 142 | .1 | 7,692 | 4.2 |
| 295 | 150 | .1 | 7,842 | 4.3 |
| 296 | 124 | .1 | 7,966 | 4.3 |
| 297 | 117 | .1 | 8,083 | 4.4 |
| 298 | 104 | .1 | 8,187 | 4.4 |
| 299 | 90 | .0 | 8,277 | 4.5 |
| 300 | 86 | .0 | 8,363 | 4.5 |
| 301 | 84 | .0 | 8,447 | 4.6 |
| 302 | 78 | .0 | 8,525 | 4.6 |
| 303 | 78 | .0 | 8,603 | 4.7 |
| 304 | 77 | .0 | 8,680 | 4.7 |
| 305 | 90 | .0 | 8,770 | 4.8 |
| 306 | 93 | .1 | 8,863 | 4.8 |
| 307 | 101 | .1 | 8,964 | 4.9 |
| 308 | 129 | .1 | 9,093 | 4.9 |
| 309 | 155 | .1 | 9,248 | 5.0 |
| 310 | 127 | .1 | 9,375 | 5.1 |
| 311 | 141 | .1 | 9,516 | 5.2 |
| 312 | 153 | .1 | 9,669 | 5.2 |
| 313 | 145 | .1 | 9,814 | 5.3 |

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 314 | 176 | .1 | 9,990 | 5.4 |
| 315 | 175 | .1 | 10,165 | 5.5 |
| 316 | 163 | .1 | 10,328 | 5.6 |
| 317 | 161 | .1 | 10,489 | 5.7 |
| 318 | 145 | .1 | 10,634 | 5.8 |
| 319 | 127 | .1 | 10,761 | 5.8 |
| 320 | 109 | .1 | 10,870 | 5.9 |
| 321 | 97 | .1 | 10,967 | 6.0 |
| 322 | 114 | .1 | 11,081 | 6.0 |
| 323 | 126 | .1 | 11,207 | 6.1 |
| 324 | 142 | .1 | 11,349 | 6.2 |
| 325 | 134 | .1 | 11,483 | 6.2 |
| 326 | 173 | .1 | 11,656 | 6.3 |
| 327 | 184 | .1 | 11,840 | 6.4 |
| 328 | 182 | .1 | 12,022 | 6.5 |
| 329 | 200 | .1 | 12,222 | 6.6 |
| 330 | 189 | .1 | 12,411 | 6.7 |
| 331 | 183 | .1 | 12,594 | 6.8 |
| 332 | 190 | .1 | 12,784 | 6.9 |
| 333 | 155 | .1 | 12,939 | 7.0 |
| 334 | 202 | .1 | 13,141 | 7.1 |
| 335 | 176 | .1 | 13,317 | 7.2 |
| 336 | 186 | .1 | 13,503 | 7.3 |
| 337 | 199 | .1 | 13,702 | 7.4 |
| 338 | 190 | .1 | 13,892 | 7.5 |
| 339 | 215 | .1 | 14,107 | 7.7 |
| 340 | 269 | .1 | 14,376 | 7.8 |
| 341 | 242 | .1 | 14,618 | 7.9 |
| 342 | 239 | .1 | 14,857 | 8.1 |
| 343 | 239 | .1 | 15,096 | 8.2 |
| 344 | 226 | .1 | 15,322 | 8.3 |
| 345 | 220 | .1 | 15,542 | 8.4 |
| 346 | 241 | .1 | 15,783 | 8.6 |
| 347 | 260 | .1 | 16,043 | 8.7 |
| 348 | 281 | .2 | 16,324 | 8.9 |
| 349 | 331 | .2 | 16,655 | 9.0 |
| 350 | 356 | .2 | 17,011 | 9.2 |
| 351 | 317 | .2 | 17,328 | 9.4 |
| 352 | 288 | .2 | 17,616 | 9.6 |
| 353 | 287 | .2 | 17,903 | 9.7 |

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 354 | 303 | .2 | 18,206 | 9.9 |
| 355 | 356 | .2 | 18,562 | 10.1 |
| 356 | 336 | .2 | 18,898 | 10.3 |
| 357 | 348 | .2 | 19,246 | 10.4 |
| 358 | 387 | .2 | 19,633 | 10.7 |
| 359 | 411 | .2 | 20,044 | 10.9 |
| 360 | 381 | .2 | 20,425 | 11.1 |
| 361 | 400 | .2 | 20,825 | 11.3 |
| 362 | 372 | .2 | 21,197 | 11.5 |
| 363 | 443 | .2 | 21,640 | 11.7 |
| 364 | 446 | .2 | 22,086 | 12.0 |
| 365 | 472 | .3 | 22,558 | 12.2 |
| 366 | 437 | .2 | 22,995 | 12.5 |
| 367 | 432 | .2 | 23,427 | 12.7 |
| 368 | 496 | .3 | 23,923 | 13.0 |
| 369 | 501 | .3 | 24,424 | 13.3 |
| 370 | 535 | .3 | 24,959 | 13.5 |
| 371 | 519 | .3 | 25,478 | 13.8 |
| 372 | 528 | .3 | 26,006 | 14.1 |
| 373 | 568 | .3 | 26,574 | 14.4 |
| 374 | 525 | .3 | 27,099 | 14.7 |
| 375 | 615 | .3 | 27,714 | 15.0 |
| 376 | 588 | .3 | 28,302 | 15.4 |
| 377 | 676 | .4 | 28,978 | 15.7 |
| 378 | 567 | .3 | 29,545 | 16.0 |
| 379 | 665 | .4 | 30,210 | 16.4 |
| 380 | 635 | .3 | 30,845 | 16.7 |
| 381 | 675 | .4 | 31,520 | 17.1 |
| 382 | 715 | .4 | 32,235 | 17.5 |
| 383 | 729 | .4 | 32,964 | 17.9 |
| 384 | 733 | .4 | 33,697 | 18.3 |
| 385 | 737 | .4 | 34,434 | 18.7 |
| 386 | 826 | .4 | 35,260 | 19.1 |
| 387 | 814 | .4 | 36,074 | 19.6 |
| 388 | 774 | .4 | 36,848 | 20.0 |
| 389 | 812 | .4 | 37,660 | 20.4 |
| 390 | 822 | .4 | 38,482 | 20.9 |
| 391 | 851 | .5 | 39,333 | 21.4 |
| 392 | 918 | .5 | 40,251 | 21.9 |
| 393 | 891 | .5 | 41,142 | 22.3 |

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 394 | 954 | .5 | 42,096 | 22.9 |
| 395 | 993 | .5 | 43,089 | 23.4 |
| 396 | 992 | .5 | 44,081 | 23.9 |
| 397 | 1,010 | .5 | 45,091 | 24.5 |
| 398 | 953 | .5 | 46,044 | 25.0 |
| 399 | 1,099 | .6 | 47,143 | 25.6 |
| 400 | 1,050 | .6 | 48,193 | 26.2 |
| 401 | 1,085 | .6 | 49,278 | 26.8 |
| 402 | 1,073 | .6 | 50,351 | 27.3 |
| 403 | 1,117 | .6 | 51,468 | 27.9 |
| 404 | 1,150 | .6 | 52,618 | 28.6 |
| 405 | 1,204 | .7 | 53,822 | 29.2 |
| 406 | 1,241 | .7 | 55,063 | 29.9 |
| 407 | 1,235 | .7 | 56,298 | 30.6 |
| 408 | 1,156 | .6 | 57,454 | 31.2 |
| 409 | 1,187 | .6 | 58,641 | 31.8 |
| 410 | 1,225 | .7 | 59,866 | 32.5 |
| 411 | 1,302 | .7 | 61,168 | 33.2 |
| 412 | 1,246 | .7 | 62,414 | 33.9 |
| 413 | 1,325 | .7 | 63,739 | 34.6 |
| 414 | 1,260 | .7 | 64,999 | 35.3 |
| 415 | 1,309 | .7 | 66,308 | 36.0 |
| 416 | 1,378 | .7 | 67,686 | 36.7 |
| 417 | 1,377 | .7 | 69,063 | 37.5 |
| 418 | 1,425 | .8 | 70,488 | 38.3 |
| 419 | 1,374 | .7 | 71,862 | 39.0 |
| 420 | 1,394 | .8 | 73,256 | 39.8 |
| 421 | 1,343 | .7 | 74,599 | 40.5 |
| 422 | 1,456 | .8 | 76,055 | 41.3 |
| 423 | 1,504 | .8 | 77,559 | 42.1 |
| 424 | 1,424 | .8 | 78,983 | 42.9 |
| 425 | 1,473 | .8 | 80,456 | 43.7 |
| 426 | 1,391 | .8 | 81,847 | 44.4 |
| 427 | 1,408 | .8 | 83,255 | 45.2 |
| 428 | 1,422 | .8 | 84,677 | 46.0 |
| 429 | 1,492 | .8 | 86,169 | 46.8 |
| 430 | 1,435 | .8 | 87,604 | 47.6 |
| 431 | 1,502 | .8 | 89,106 | 48.4 |
| 432 | 1,562 | .8 | 90,668 | 49.2 |
| 433 | 1,488 | .8 | 92,156 | 50.0 |

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 434 | 1,356 | .7 | 93,512 | 50.8 |
| 435 | 1,494 | .8 | 95,006 | 51.6 |
| 436 | 1,514 | .8 | 96,520 | 52.4 |
| 437 | 1,420 | .8 | 97,940 | 53.2 |
| 438 | 1,521 | .8 | 99,461 | 54.0 |
| 439 | 1,505 | .8 | 100,966 | 54.8 |
| 440 | 1,500 | .8 | 102,466 | 55.6 |
| 441 | 1,546 | .8 | 104,012 | 56.5 |
| 442 | 1,439 | .8 | 105,451 | 57.2 |
| 443 | 1,522 | .8 | 106,973 | 58.1 |
| 444 | 1,414 | .8 | 108,387 | 58.8 |
| 445 | 1,546 | .8 | 109,933 | 59.7 |
| 446 | 1,490 | .8 | 111,423 | 60.5 |
| 447 | 1,463 | .8 | 112,886 | 61.3 |
| 448 | 1,389 | .8 | 114,275 | 62.0 |
| 449 | 1,478 | .8 | 115,753 | 62.8 |
| 450 | 1,456 | .8 | 117,209 | 63.6 |
| 451 | 1,415 | .8 | 118,624 | 64.4 |
| 452 | 1,421 | .8 | 120,045 | 65.2 |
| 453 | 1,452 | .8 | 121,497 | 66.0 |
| 454 | 1,461 | .8 | 122,958 | 66.7 |
| 455 | 1,320 | .7 | 124,278 | 67.5 |
| 456 | 1,343 | .7 | 125,621 | 68.2 |
| 457 | 1,360 | .7 | 126,981 | 68.9 |
| 458 | 1,332 | .7 | 128,313 | 69.7 |
| 459 | 1,388 | .8 | 129,701 | 70.4 |
| 460 | 1,261 | .7 | 130,962 | 71.1 |
| 461 | 1,266 | .7 | 132,228 | 71.8 |
| 462 | 1,292 | .7 | 133,520 | 72.5 |
| 463 | 1,293 | .7 | 134,813 | 73.2 |
| 464 | 1,234 | .7 | 136,047 | 73.9 |
| 465 | 1,281 | .7 | 137,328 | 74.5 |
| 466 | 1,197 | .6 | 138,525 | 75.2 |
| 467 | 1,179 | .6 | 139,704 | 75.8 |
| 468 | 1,199 | .7 | 140,903 | 76.5 |
| 469 | 1,092 | .6 | 141,995 | 77.1 |
| 470 | 1,151 | .6 | 143,146 | 77.7 |
| 471 | 1,160 | .6 | 144,306 | 78.3 |
| 472 | 1,104 | .6 | 145,410 | 78.9 |
| 473 | 1,019 | .6 | 146,429 | 79.5 |

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 474 | 1,029 | .6 | 147,458 | 80.0 |
| 475 | 1,119 | .6 | 148,577 | 80.7 |
| 476 | 1,000 | .5 | 149,577 | 81.2 |
| 477 | 1,115 | .6 | 150,692 | 81.8 |
| 478 | 856 | .5 | 151,548 | 82.3 |
| 479 | 982 | .5 | 152,530 | 82.8 |
| 480 | 950 | .5 | 153,480 | 83.3 |
| 481 | 961 | .5 | 154,441 | 83.8 |
| 482 | 869 | .5 | 155,310 | 84.3 |
| 483 | 858 | .5 | 156,168 | 84.8 |
| 484 | 890 | .5 | 157,058 | 85.3 |
| 485 | 845 | .5 | 157,903 | 85.7 |
| 486 | 905 | .5 | 158,808 | 86.2 |
| 487 | 755 | .4 | 159,563 | 86.6 |
| 488 | 772 | .4 | 160,335 | 87.0 |
| 489 | 717 | .4 | 161,052 | 87.4 |
| 490 | 726 | .4 | 161,778 | 87.8 |
| 491 | 789 | .4 | 162,567 | 88.3 |
| 492 | 762 | .4 | 163,329 | 88.7 |
| 493 | 751 | .4 | 164,080 | 89.1 |
| 494 | 663 | .4 | 164,743 | 89.4 |
| 495 | 583 | .3 | 165,326 | 89.7 |
| 496 | 613 | .3 | 165,939 | 90.1 |
| 497 | 605 | .3 | 166,544 | 90.4 |
| 498 | 571 | .3 | 167,115 | 90.7 |
| 499 | 597 | .3 | 167,712 | 91.0 |
| 500 | 507 | .3 | 168,219 | 91.3 |
| 501 | 541 | .3 | 168,760 | 91.6 |
| 502 | 495 | .3 | 169,255 | 91.9 |
| 503 | 613 | .3 | 169,868 | 92.2 |
| 504 | 573 | .3 | 170,441 | 92.5 |
| 505 | 460 | .2 | 170,901 | 92.8 |
| 506 | 452 | .2 | 171,353 | 93.0 |
| 507 | 499 | .3 | 171,852 | 93.3 |
| 508 | 511 | .3 | 172,363 | 93.6 |
| 509 | 457 | .2 | 172,820 | 93.8 |
| 510 | 381 | .2 | 173,201 | 94.0 |
| 511 | 485 | .3 | 173,686 | 94.3 |
| 512 | 423 | .2 | 174,109 | 94.5 |
| 513 | 373 | .2 | 174,482 | 94.7 |

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 514 | 284 | .2 | 174,766 | 94.9 |
| 515 | 311 | .2 | 175,077 | 95.0 |
| 516 | 391 | .2 | 175,468 | 95.3 |
| 517 | 393 | .2 | 175,861 | 95.5 |
| 518 | 359 | .2 | 176,220 | 95.7 |
| 519 | 283 | .2 | 176,503 | 95.8 |
| 520 | 281 | .2 | 176,784 | 96.0 |
| 521 | 313 | .2 | 177,097 | 96.1 |
| 522 | 252 | .1 | 177,349 | 96.3 |
| 523 | 215 | .1 | 177,564 | 96.4 |
| 524 | 282 | .2 | 177,846 | 96.5 |
| 525 | 311 | .2 | 178,157 | 96.7 |
| 526 | 329 | .2 | 178,486 | 96.9 |
| 527 | 230 | .1 | 178,716 | 97.0 |
| 528 | 239 | .1 | 178,955 | 97.1 |
| 529 | 251 | .1 | 179,206 | 97.3 |
| 530 | 228 | .1 | 179,434 | 97.4 |
| 531 | 161 | .1 | 179,595 | 97.5 |
| 532 | 182 | .1 | 179,777 | 97.6 |
| 533 | 219 | .1 | 179,996 | 97.7 |
| 534 | 203 | .1 | 180,199 | 97.8 |
| 535 | 193 | .1 | 180,392 | 97.9 |
| 536 | 164 | .1 | 180,556 | 98.0 |
| 537 | 171 | .1 | 180,727 | 98.1 |
| 538 | 167 | .1 | 180,894 | 98.2 |
| 539 | 154 | .1 | 181,048 | 98.3 |
| 540 | 113 | .1 | 181,161 | 98.3 |
| 541 | 143 | .1 | 181,304 | 98.4 |
| 542 | 170 | .1 | 181,474 | 98.5 |
| 543 | 167 | .1 | 181,641 | 98.6 |
| 544 | 75 | .0 | 181,716 | 98.6 |
| 545 | 129 | .1 | 181,845 | 98.7 |
| 546 | 73 | .0 | 181,918 | 98.8 |
| 547 | 101 | .1 | 182,019 | 98.8 |
| 548 | 117 | .1 | 182,136 | 98.9 |
| 549 | 79 | .0 | 182,215 | 98.9 |
| 550 | 94 | .1 | 182,309 | 99.0 |
| 551 | 160 | .1 | 182,469 | 99.1 |
| 552 | 82 | .0 | 182,551 | 99.1 |
| 553 | 49 | .0 | 182,600 | 99.1 |

Appendix I: Scale Score Frequency Distributions

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 554 | 84 | .0 | 182,684 | 99.2 |
| 555 | 40 | .0 | 182,724 | 99.2 |
| 556 | 53 | .0 | 182,777 | 99.2 |
| 557 | 71 | .0 | 182,848 | 99.3 |
| 558 | 96 | .1 | 182,944 | 99.3 |
| 559 | 94 | .1 | 183,038 | 99.4 |
| 560 | 41 | .0 | 183,079 | 99.4 |
| 561 | 94 | .1 | 183,173 | 99.4 |
| 562 | 38 | .0 | 183,211 | 99.5 |
| 563 | 28 | .0 | 183,239 | 99.5 |
| 564 | 55 | .0 | 183,294 | 99.5 |
| 565 | 61 | .0 | 183,355 | 99.5 |
| 566 | 83 | .0 | 183,438 | 99.6 |
| 567 | 51 | .0 | 183,489 | 99.6 |
| 568 | 36 | .0 | 183,525 | 99.6 |
| 569 | 64 | .0 | 183,589 | 99.7 |
| 570 | 9 | .0 | 183,598 | 99.7 |
| 571 | 19 | .0 | 183,617 | 99.7 |
| 572 | 23 | .0 | 183,640 | 99.7 |
| 573 | 65 | .0 | 183,705 | 99.7 |
| 574 | 27 | .0 | 183,732 | 99.7 |
| 575 | 13 | .0 | 183,745 | 99.7 |
| 576 | 28 | .0 | 183,773 | 99.8 |
| 577 | 22 | .0 | 183,795 | 99.8 |
| 578 | 18 | .0 | 183,813 | 99.8 |
| 579 | 16 | .0 | 183,829 | 99.8 |
| 580 | 17 | .0 | 183,846 | 99.8 |
| 581 | 20 | .0 | 183,866 | 99.8 |
| 582 | 28 | .0 | 183,894 | 99.8 |
| 583 | 32 | .0 | 183,926 | 99.8 |
| 584 | 30 | .0 | 183,956 | 99.9 |
| 585 | 21 | .0 | 183,977 | 99.9 |
| 586 | 31 | .0 | 184,008 | 99.9 |
| 587 | 13 | .0 | 184,021 | 99.9 |
| 588 | 3 | .0 | 184,024 | 99.9 |
| 589 | 33 | .0 | 184,057 | 99.9 |
| 590 | 30 | .0 | 184,087 | 99.9 |
| 591 | 27 | .0 | 184,114 | 99.9 |
| 592 | 30 | .0 | 184,144 | 100.0 |
| 593 | 32 | .0 | 184,176 | 100.0 |

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 594 | 13 | .0 | 184,189 | 100.0 |
| 598 | 21 | .0 | 184,210 | 100.0 |

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 215 | 907 | .5 | 907 | .5 |
| 233 | 42 | .0 | 949 | .5 |
| 236 | 3 | .0 | 952 | .6 |
| 243 | 5 | .0 | 957 | .6 |
| 244 | 21 | .0 | 978 | .6 |
| 246 | 2 | .0 | 980 | .6 |
| 249 | 15 | .0 | 995 | .6 |
| 251 | 54 | .0 | 1,049 | .6 |
| 252 | 7 | .0 | 1,056 | .6 |
| 254 | 4 | .0 | 1,060 | .6 |
| 255 | 21 | .0 | 1,081 | .6 |
| 257 | 1 | .0 | 1,082 | .6 |
| 259 | 37 | .0 | 1,119 | .6 |
| 261 | 9 | .0 | 1,128 | .7 |
| 262 | 7 | .0 | 1,135 | .7 |
| 263 | 5 | .0 | 1,140 | .7 |
| 264 | 25 | .0 | 1,165 | .7 |
| 265 | 12 | .0 | 1,177 | .7 |
| 266 | 5 | .0 | 1,182 | .7 |
| 267 | 16 | .0 | 1,198 | .7 |
| 268 | 9 | .0 | 1,207 | .7 |
| 269 | 12 | .0 | 1,219 | .7 |
| 270 | 19 | .0 | 1,238 | .7 |
| 272 | 18 | .0 | 1,256 | .7 |
| 273 | 7 | .0 | 1,263 | .7 |
| 274 | 11 | .0 | 1,274 | .7 |
| 275 | 6 | .0 | 1,280 | .7 |
| 276 | 10 | .0 | 1,290 | .7 |
| 277 | 9 | .0 | 1,299 | .8 |
| 278 | 22 | .0 | 1,321 | .8 |
| 279 | 12 | .0 | 1,333 | .8 |
| 280 | 15 | .0 | 1,348 | .8 |
| 281 | 8 | .0 | 1,356 | .8 |
| 282 | 12 | .0 | 1,368 | .8 |
| 283 | 12 | .0 | 1,380 | .8 |
| 284 | 11 | .0 | 1,391 | .8 |
| 285 | 12 | .0 | 1,403 | .8 |
| 286 | 7 | .0 | 1,410 | .8 |
| 287 | 23 | .0 | 1,433 | .8 |
| 288 | 3 | .0 | 1,436 | .8 |

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 289 | 32 | .0 | 1,468 | .8 |
| 290 | 19 | .0 | 1,487 | .9 |
| 291 | 35 | .0 | 1,522 | .9 |
| 292 | 9 | .0 | 1,531 | .9 |
| 293 | 15 | .0 | 1,546 | .9 |
| 294 | 17 | .0 | 1,563 | .9 |
| 295 | 31 | .0 | 1,594 | .9 |
| 296 | 20 | .0 | 1,614 | .9 |
| 297 | 28 | .0 | 1,642 | 1.0 |
| 298 | 21 | .0 | 1,663 | 1.0 |
| 299 | 32 | .0 | 1,695 | 1.0 |
| 300 | 43 | .0 | 1,738 | 1.0 |
| 301 | 18 | .0 | 1,756 | 1.0 |
| 302 | 32 | .0 | 1,788 | 1.0 |
| 303 | 28 | .0 | 1,816 | 1.1 |
| 304 | 27 | .0 | 1,843 | 1.1 |
| 305 | 16 | .0 | 1,859 | 1.1 |
| 306 | 45 | .0 | 1,904 | 1.1 |
| 307 | 17 | .0 | 1,921 | 1.1 |
| 308 | 35 | .0 | 1,956 | 1.1 |
| 309 | 14 | .0 | 1,970 | 1.1 |
| 310 | 23 | .0 | 1,993 | 1.2 |
| 311 | 32 | .0 | 2,025 | 1.2 |
| 312 | 19 | .0 | 2,044 | 1.2 |
| 313 | 43 | .0 | 2,087 | 1.2 |
| 314 | 12 | .0 | 2,099 | 1.2 |
| 315 | 44 | .0 | 2,143 | 1.2 |
| 316 | 21 | .0 | 2,164 | 1.3 |
| 317 | 39 | .0 | 2,203 | 1.3 |
| 318 | 35 | .0 | 2,238 | 1.3 |
| 319 | 39 | .0 | 2,277 | 1.3 |
| 320 | 26 | .0 | 2,303 | 1.3 |
| 321 | 51 | .0 | 2,354 | 1.4 |
| 322 | 40 | .0 | 2,394 | 1.4 |
| 323 | 42 | .0 | 2,436 | 1.4 |
| 324 | 55 | .0 | 2,491 | 1.4 |
| 325 | 37 | .0 | 2,528 | 1.5 |
| 326 | 39 | .0 | 2,567 | 1.5 |
| 327 | 43 | .0 | 2,610 | 1.5 |
| 328 | 52 | .0 | 2,662 | 1.5 |

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 329 | 47 | .0 | 2,709 | 1.6 |
| 330 | 58 | .0 | 2,767 | 1.6 |
| 331 | 61 | .0 | 2,828 | 1.6 |
| 332 | 47 | .0 | 2,875 | 1.7 |
| 333 | 52 | .0 | 2,927 | 1.7 |
| 334 | 56 | .0 | 2,983 | 1.7 |
| 335 | 34 | .0 | 3,017 | 1.7 |
| 336 | 51 | .0 | 3,068 | 1.8 |
| 337 | 40 | .0 | 3,108 | 1.8 |
| 338 | 78 | .0 | 3,186 | 1.8 |
| 339 | 48 | .0 | 3,234 | 1.9 |
| 340 | 66 | .0 | 3,300 | 1.9 |
| 341 | 68 | .0 | 3,368 | 1.9 |
| 342 | 72 | .0 | 3,440 | 2.0 |
| 343 | 87 | .1 | 3,527 | 2.0 |
| 344 | 54 | .0 | 3,581 | 2.1 |
| 345 | 80 | .0 | 3,661 | 2.1 |
| 346 | 55 | .0 | 3,716 | 2.2 |
| 347 | 79 | .0 | 3,795 | 2.2 |
| 348 | 72 | .0 | 3,867 | 2.2 |
| 349 | 87 | .1 | 3,954 | 2.3 |
| 350 | 67 | .0 | 4,021 | 2.3 |
| 351 | 85 | .0 | 4,106 | 2.4 |
| 352 | 79 | .0 | 4,185 | 2.4 |
| 353 | 75 | .0 | 4,260 | 2.5 |
| 354 | 97 | .1 | 4,357 | 2.5 |
| 355 | 96 | .1 | 4,453 | 2.6 |
| 356 | 96 | .1 | 4,549 | 2.6 |
| 357 | 104 | .1 | 4,653 | 2.7 |
| 358 | 91 | .1 | 4,744 | 2.7 |
| 359 | 105 | .1 | 4,849 | 2.8 |
| 360 | 89 | .1 | 4,938 | 2.9 |
| 361 | 126 | .1 | 5,064 | 2.9 |
| 362 | 117 | .1 | 5,181 | 3.0 |
| 363 | 125 | .1 | 5,306 | 3.1 |
| 364 | 118 | .1 | 5,424 | 3.1 |
| 365 | 134 | .1 | 5,558 | 3.2 |
| 366 | 121 | .1 | 5,679 | 3.3 |
| 367 | 127 | .1 | 5,806 | 3.4 |
| 368 | 142 | .1 | 5,948 | 3.4 |

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 369 | 132 | .1 | 6,080 | 3.5 |
| 370 | 157 | .1 | 6,237 | 3.6 |
| 371 | 124 | .1 | 6,361 | 3.7 |
| 372 | 171 | .1 | 6,532 | 3.8 |
| 373 | 123 | .1 | 6,655 | 3.9 |
| 374 | 172 | .1 | 6,827 | 4.0 |
| 375 | 205 | .1 | 7,032 | 4.1 |
| 376 | 171 | .1 | 7,203 | 4.2 |
| 377 | 206 | .1 | 7,409 | 4.3 |
| 378 | 197 | .1 | 7,606 | 4.4 |
| 379 | 193 | .1 | 7,799 | 4.5 |
| 380 | 216 | .1 | 8,015 | 4.6 |
| 381 | 226 | .1 | 8,241 | 4.8 |
| 382 | 224 | .1 | 8,465 | 4.9 |
| 383 | 190 | .1 | 8,655 | 5.0 |
| 384 | 235 | .1 | 8,890 | 5.1 |
| 385 | 242 | .1 | 9,132 | 5.3 |
| 386 | 253 | .1 | 9,385 | 5.4 |
| 387 | 302 | .2 | 9,687 | 5.6 |
| 388 | 307 | .2 | 9,994 | 5.8 |
| 389 | 287 | .2 | 10,281 | 6.0 |
| 390 | 307 | .2 | 10,588 | 6.1 |
| 391 | 291 | .2 | 10,879 | 6.3 |
| 392 | 312 | .2 | 11,191 | 6.5 |
| 393 | 329 | .2 | 11,520 | 6.7 |
| 394 | 305 | .2 | 11,825 | 6.8 |
| 395 | 355 | .2 | 12,180 | 7.0 |
| 396 | 405 | .2 | 12,585 | 7.3 |
| 397 | 322 | .2 | 12,907 | 7.5 |
| 398 | 377 | .2 | 13,284 | 7.7 |
| 399 | 423 | .2 | 13,707 | 7.9 |
| 400 | 387 | .2 | 14,094 | 8.2 |
| 401 | 406 | .2 | 14,500 | 8.4 |
| 402 | 483 | .3 | 14,983 | 8.7 |
| 403 | 469 | .3 | 15,452 | 8.9 |
| 404 | 418 | .2 | 15,870 | 9.2 |
| 405 | 571 | .3 | 16,441 | 9.5 |
| 406 | 474 | .3 | 16,915 | 9.8 |
| 407 | 487 | .3 | 17,402 | 10.1 |
| 408 | 528 | .3 | 17,930 | 10.4 |

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 409 | 468 | .3 | 18,398 | 10.6 |
| 410 | 533 | .3 | 18,931 | 11.0 |
| 411 | 598 | .3 | 19,529 | 11.3 |
| 412 | 520 | .3 | 20,049 | 11.6 |
| 413 | 583 | .3 | 20,632 | 11.9 |
| 414 | 634 | .4 | 21,266 | 12.3 |
| 415 | 601 | .3 | 21,867 | 12.7 |
| 416 | 572 | .3 | 22,439 | 13.0 |
| 417 | 651 | .4 | 23,090 | 13.4 |
| 418 | 592 | .3 | 23,682 | 13.7 |
| 419 | 672 | .4 | 24,354 | 14.1 |
| 420 | 696 | .4 | 25,050 | 14.5 |
| 421 | 709 | .4 | 25,759 | 14.9 |
| 422 | 681 | .4 | 26,440 | 15.3 |
| 423 | 735 | .4 | 27,175 | 15.7 |
| 424 | 771 | .4 | 27,946 | 16.2 |
| 425 | 652 | .4 | 28,598 | 16.6 |
| 426 | 809 | .5 | 29,407 | 17.0 |
| 427 | 797 | .5 | 30,204 | 17.5 |
| 428 | 820 | .5 | 31,024 | 18.0 |
| 429 | 820 | .5 | 31,844 | 18.4 |
| 430 | 809 | .5 | 32,653 | 18.9 |
| 431 | 861 | .5 | 33,514 | 19.4 |
| 432 | 870 | .5 | 34,384 | 19.9 |
| 433 | 852 | .5 | 35,236 | 20.4 |
| 434 | 939 | .5 | 36,175 | 20.9 |
| 435 | 999 | .6 | 37,174 | 21.5 |
| 436 | 872 | .5 | 38,046 | 22.0 |
| 437 | 994 | .6 | 39,040 | 22.6 |
| 438 | 963 | .6 | 40,003 | 23.2 |
| 439 | 967 | .6 | 40,970 | 23.7 |
| 440 | 1,060 | .6 | 42,030 | 24.3 |
| 441 | 1,059 | .6 | 43,089 | 24.9 |
| 442 | 976 | .6 | 44,065 | 25.5 |
| 443 | 1,128 | .7 | 45,193 | 26.2 |
| 444 | 1,168 | .7 | 46,361 | 26.8 |
| 445 | 1,092 | .6 | 47,453 | 27.5 |
| 446 | 1,183 | .7 | 48,636 | 28.2 |
| 447 | 1,160 | .7 | 49,796 | 28.8 |
| 448 | 1,163 | .7 | 50,959 | 29.5 |

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 449 | 1,180 | .7 | 52,139 | 30.2 |
| 450 | 1,239 | .7 | 53,378 | 30.9 |
| 451 | 1,201 | .7 | 54,579 | 31.6 |
| 452 | 1,238 | .7 | 55,817 | 32.3 |
| 453 | 1,323 | .8 | 57,140 | 33.1 |
| 454 | 1,241 | .7 | 58,381 | 33.8 |
| 455 | 1,329 | .8 | 59,710 | 34.6 |
| 456 | 1,349 | .8 | 61,059 | 35.3 |
| 457 | 1,304 | .8 | 62,363 | 36.1 |
| 458 | 1,337 | .8 | 63,700 | 36.9 |
| 459 | 1,385 | .8 | 65,085 | 37.7 |
| 460 | 1,318 | .8 | 66,403 | 38.4 |
| 461 | 1,346 | .8 | 67,749 | 39.2 |
| 462 | 1,462 | .8 | 69,211 | 40.1 |
| 463 | 1,448 | .8 | 70,659 | 40.9 |
| 464 | 1,282 | .7 | 71,941 | 41.6 |
| 465 | 1,483 | .9 | 73,424 | 42.5 |
| 466 | 1,418 | .8 | 74,842 | 43.3 |
| 467 | 1,372 | .8 | 76,214 | 44.1 |
| 468 | 1,396 | .8 | 77,610 | 44.9 |
| 469 | 1,343 | .8 | 78,953 | 45.7 |
| 470 | 1,391 | .8 | 80,344 | 46.5 |
| 471 | 1,468 | .8 | 81,812 | 47.4 |
| 472 | 1,458 | .8 | 83,270 | 48.2 |
| 473 | 1,374 | .8 | 84,644 | 49.0 |
| 474 | 1,465 | .8 | 86,109 | 49.8 |
| 475 | 1,497 | .9 | 87,606 | 50.7 |
| 476 | 1,365 | .8 | 88,971 | 51.5 |
| 477 | 1,453 | .8 | 90,424 | 52.3 |
| 478 | 1,391 | .8 | 91,815 | 53.1 |
| 479 | 1,373 | .8 | 93,188 | 53.9 |
| 480 | 1,442 | .8 | 94,630 | 54.8 |
| 481 | 1,461 | .8 | 96,091 | 55.6 |
| 482 | 1,407 | .8 | 97,498 | 56.4 |
| 483 | 1,373 | .8 | 98,871 | 57.2 |
| 484 | 1,460 | .8 | 100,331 | 58.1 |
| 485 | 1,369 | .8 | 101,700 | 58.9 |
| 486 | 1,442 | .8 | 103,142 | 59.7 |
| 487 | 1,456 | .8 | 104,598 | 60.5 |
| 488 | 1,392 | .8 | 105,990 | 61.3 |

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 489 | 1,311 | .8 | 107,301 | 62.1 |
| 490 | 1,380 | .8 | 108,681 | 62.9 |
| 491 | 1,451 | .8 | 110,132 | 63.7 |
| 492 | 1,236 | .7 | 111,368 | 64.5 |
| 493 | 1,410 | .8 | 112,778 | 65.3 |
| 494 | 1,394 | .8 | 114,172 | 66.1 |
| 495 | 1,240 | .7 | 115,412 | 66.8 |
| 496 | 1,328 | .8 | 116,740 | 67.6 |
| 497 | 1,297 | .8 | 118,037 | 68.3 |
| 498 | 1,374 | .8 | 119,411 | 69.1 |
| 499 | 1,208 | .7 | 120,619 | 69.8 |
| 500 | 1,263 | .7 | 121,882 | 70.5 |
| 501 | 1,360 | .8 | 123,242 | 71.3 |
| 502 | 1,132 | .7 | 124,374 | 72.0 |
| 503 | 1,188 | .7 | 125,562 | 72.7 |
| 504 | 1,292 | .7 | 126,854 | 73.4 |
| 505 | 1,188 | .7 | 128,042 | 74.1 |
| 506 | 1,169 | .7 | 129,211 | 74.8 |
| 507 | 1,154 | .7 | 130,365 | 75.5 |
| 508 | 1,276 | .7 | 131,641 | 76.2 |
| 509 | 1,080 | .6 | 132,721 | 76.8 |
| 510 | 1,069 | .6 | 133,790 | 77.4 |
| 511 | 1,250 | .7 | 135,040 | 78.2 |
| 512 | 992 | .6 | 136,032 | 78.7 |
| 513 | 980 | .6 | 137,012 | 79.3 |
| 514 | 1,128 | .7 | 138,140 | 80.0 |
| 515 | 936 | .5 | 139,076 | 80.5 |
| 516 | 1,071 | .6 | 140,147 | 81.1 |
| 517 | 955 | .6 | 141,102 | 81.7 |
| 518 | 1,017 | .6 | 142,119 | 82.3 |
| 519 | 932 | .5 | 143,051 | 82.8 |
| 520 | 816 | .5 | 143,867 | 83.3 |
| 521 | 1,058 | .6 | 144,925 | 83.9 |
| 522 | 888 | .5 | 145,813 | 84.4 |
| 523 | 863 | .5 | 146,676 | 84.9 |
| 524 | 899 | .5 | 147,575 | 85.4 |
| 525 | 857 | .5 | 148,432 | 85.9 |
| 526 | 883 | .5 | 149,315 | 86.4 |
| 527 | 771 | .4 | 150,086 | 86.9 |
| 528 | 856 | .5 | 150,942 | 87.4 |

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 529 | 894 | .5 | 151,836 | 87.9 |
| 530 | 704 | .4 | 152,540 | 88.3 |
| 531 | 745 | .4 | 153,285 | 88.7 |
| 532 | 724 | .4 | 154,009 | 89.1 |
| 533 | 618 | .4 | 154,627 | 89.5 |
| 534 | 742 | .4 | 155,369 | 89.9 |
| 535 | 733 | .4 | 156,102 | 90.4 |
| 536 | 686 | .4 | 156,788 | 90.7 |
| 537 | 596 | .3 | 157,384 | 91.1 |
| 538 | 572 | .3 | 157,956 | 91.4 |
| 539 | 603 | .3 | 158,559 | 91.8 |
| 540 | 583 | .3 | 159,142 | 92.1 |
| 541 | 517 | .3 | 159,659 | 92.4 |
| 542 | 648 | .4 | 160,307 | 92.8 |
| 543 | 519 | .3 | 160,826 | 93.1 |
| 544 | 515 | .3 | 161,341 | 93.4 |
| 545 | 466 | .3 | 161,807 | 93.7 |
| 546 | 586 | .3 | 162,393 | 94.0 |
| 547 | 460 | .3 | 162,853 | 94.3 |
| 548 | 413 | .2 | 163,266 | 94.5 |
| 549 | 507 | .3 | 163,773 | 94.8 |
| 550 | 467 | .3 | 164,240 | 95.1 |
| 551 | 312 | .2 | 164,552 | 95.2 |
| 552 | 473 | .3 | 165,025 | 95.5 |
| 553 | 411 | .2 | 165,436 | 95.8 |
| 554 | 366 | .2 | 165,802 | 96.0 |
| 555 | 384 | .2 | 166,186 | 96.2 |
| 556 | 270 | .2 | 166,456 | 96.3 |
| 557 | 305 | .2 | 166,761 | 96.5 |
| 558 | 286 | .2 | 167,047 | 96.7 |
| 559 | 419 | .2 | 167,466 | 96.9 |
| 560 | 203 | .1 | 167,669 | 97.0 |
| 561 | 333 | .2 | 168,002 | 97.2 |
| 562 | 232 | .1 | 168,234 | 97.4 |
| 563 | 273 | .2 | 168,507 | 97.5 |
| 564 | 200 | .1 | 168,707 | 97.6 |
| 565 | 218 | .1 | 168,925 | 97.8 |
| 566 | 255 | .1 | 169,180 | 97.9 |
| 567 | 208 | .1 | 169,388 | 98.0 |
| 568 | 210 | .1 | 169,598 | 98.2 |

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 569 | 187 | .1 | 169,785 | 98.3 |
| 570 | 194 | .1 | 169,979 | 98.4 |
| 571 | 173 | .1 | 170,152 | 98.5 |
| 572 | 211 | .1 | 170,363 | 98.6 |
| 573 | 115 | .1 | 170,478 | 98.7 |
| 574 | 115 | .1 | 170,593 | 98.7 |
| 575 | 177 | .1 | 170,770 | 98.8 |
| 576 | 105 | .1 | 170,875 | 98.9 |
| 577 | 146 | .1 | 171,021 | 99.0 |
| 578 | 131 | .1 | 171,152 | 99.1 |
| 579 | 74 | .0 | 171,226 | 99.1 |
| 580 | 146 | .1 | 171,372 | 99.2 |
| 581 | 70 | .0 | 171,442 | 99.2 |
| 582 | 71 | .0 | 171,513 | 99.3 |
| 583 | 121 | .1 | 171,634 | 99.3 |
| 584 | 76 | .0 | 171,710 | 99.4 |
| 585 | 51 | .0 | 171,761 | 99.4 |
| 586 | 101 | .1 | 171,862 | 99.5 |
| 587 | 76 | .0 | 171,938 | 99.5 |
| 588 | 60 | .0 | 171,998 | 99.6 |
| 589 | 60 | .0 | 172,058 | 99.6 |
| 590 | 52 | .0 | 172,110 | 99.6 |
| 591 | 42 | .0 | 172,152 | 99.6 |
| 592 | 67 | .0 | 172,219 | 99.7 |
| 593 | 18 | .0 | 172,237 | 99.7 |
| 594 | 13 | .0 | 172,250 | 99.7 |
| 595 | 57 | .0 | 172,307 | 99.7 |
| 596 | 37 | .0 | 172,344 | 99.8 |
| 597 | 40 | .0 | 172,384 | 99.8 |
| 598 | 38 | .0 | 172,422 | 99.8 |
| 599 | 16 | .0 | 172,438 | 99.8 |
| 600 | 11 | .0 | 172,449 | 99.8 |
| 601 | 35 | .0 | 172,484 | 99.8 |
| 602 | 38 | .0 | 172,522 | 99.9 |
| 603 | 40 | .0 | 172,562 | 99.9 |
| 604 | 25 | .0 | 172,587 | 99.9 |
| 606 | 13 | .0 | 172,600 | 99.9 |
| 607 | 10 | .0 | 172,610 | 99.9 |
| 608 | 18 | .0 | 172,628 | 99.9 |
| 609 | 29 | .0 | 172,657 | 99.9 |

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 610 | 17 | .0 | 172,674 | 99.9 |
| 612 | 6 | .0 | 172,680 | 99.9 |
| 613 | 16 | .0 | 172,696 | 100.0 |
| 614 | 13 | .0 | 172,709 | 100.0 |
| 615 | 17 | .0 | 172,726 | 100.0 |
| 617 | 6 | .0 | 172,732 | 100.0 |
| 619 | 8 | .0 | 172,740 | 100.0 |
| 620 | 2 | .0 | 172,742 | 100.0 |
| 621 | 5 | .0 | 172,747 | 100.0 |
| 624 | 9 | .0 | 172,756 | 100.0 |
| 626 | 8 | .0 | 172,764 | 100.0 |
| 635 | 6 | .0 | 172,770 | 100.0 |

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 230 | 2,500 | .6 | 2,500 | .6 |
| 236 | 8 | .0 | 2,508 | .6 |
| 244 | 41 | .0 | 2,549 | .7 |
| 251 | 1 | .0 | 2,550 | .7 |
| 255 | 5 | .0 | 2,555 | .7 |
| 256 | 33 | .0 | 2,588 | .7 |
| 258 | 1 | .0 | 2,589 | .7 |
| 261 | 66 | .0 | 2,655 | .7 |
| 262 | 8 | .0 | 2,663 | .7 |
| 264 | 27 | .0 | 2,690 | .7 |
| 265 | 1 | .0 | 2,691 | .7 |
| 267 | 7 | .0 | 2,698 | .7 |
| 268 | 42 | .0 | 2,740 | .7 |
| 270 | 32 | .0 | 2,772 | .7 |
| 272 | 3 | .0 | 2,775 | .7 |
| 273 | 40 | .0 | 2,815 | .7 |
| 275 | 8 | .0 | 2,823 | .7 |
| 276 | 61 | .0 | 2,884 | .7 |
| 277 | 8 | .0 | 2,892 | .7 |
| 279 | 35 | .0 | 2,927 | .8 |
| 280 | 1 | .0 | 2,928 | .8 |
| 281 | 30 | .0 | 2,958 | .8 |
| 282 | 14 | .0 | 2,972 | .8 |
| 283 | 23 | .0 | 2,995 | .8 |
| 284 | 5 | .0 | 3,000 | .8 |
| 285 | 14 | .0 | 3,014 | .8 |
| 286 | 7 | .0 | 3,021 | .8 |
| 287 | 19 | .0 | 3,040 | .8 |
| 288 | 32 | .0 | 3,072 | .8 |
| 289 | 9 | .0 | 3,081 | .8 |
| 290 | 5 | .0 | 3,086 | .8 |
| 291 | 29 | .0 | 3,115 | .8 |
| 292 | 21 | .0 | 3,136 | .8 |
| 293 | 23 | .0 | 3,159 | .8 |
| 294 | 4 | .0 | 3,163 | .8 |
| 295 | 22 | .0 | 3,185 | .8 |
| 296 | 17 | .0 | 3,202 | .8 |
| 297 | 7 | .0 | 3,209 | .8 |
| 298 | 26 | .0 | 3,235 | .8 |
| 299 | 40 | .0 | 3,275 | .8 |

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 300 | 6 | .0 | 3,281 | .8 |
| 301 | 47 | .0 | 3,328 | .9 |
| 302 | 27 | .0 | 3,355 | .9 |
| 303 | 17 | .0 | 3,372 | .9 |
| 304 | 30 | .0 | 3,402 | .9 |
| 305 | 23 | .0 | 3,425 | .9 |
| 306 | 19 | .0 | 3,444 | .9 |
| 307 | 43 | .0 | 3,487 | .9 |
| 308 | 27 | .0 | 3,514 | .9 |
| 309 | 35 | .0 | 3,549 | .9 |
| 310 | 25 | .0 | 3,574 | .9 |
| 311 | 29 | .0 | 3,603 | .9 |
| 312 | 8 | .0 | 3,611 | .9 |
| 313 | 44 | .0 | 3,655 | .9 |
| 314 | 31 | .0 | 3,686 | 1.0 |
| 315 | 24 | .0 | 3,710 | 1.0 |
| 316 | 30 | .0 | 3,740 | 1.0 |
| 317 | 32 | .0 | 3,772 | 1.0 |
| 318 | 16 | .0 | 3,788 | 1.0 |
| 319 | 55 | .0 | 3,843 | 1.0 |
| 320 | 36 | .0 | 3,879 | 1.0 |
| 321 | 22 | .0 | 3,901 | 1.0 |
| 322 | 44 | .0 | 3,945 | 1.0 |
| 323 | 17 | .0 | 3,962 | 1.0 |
| 324 | 30 | .0 | 3,992 | 1.0 |
| 325 | 58 | .0 | 4,050 | 1.0 |
| 326 | 29 | .0 | 4,079 | 1.1 |
| 327 | 39 | .0 | 4,118 | 1.1 |
| 328 | 48 | .0 | 4,166 | 1.1 |
| 329 | 30 | .0 | 4,196 | 1.1 |
| 330 | 50 | .0 | 4,246 | 1.1 |
| 331 | 47 | .0 | 4,293 | 1.1 |
| 332 | 46 | .0 | 4,339 | 1.1 |
| 333 | 43 | .0 | 4,382 | 1.1 |
| 334 | 38 | .0 | 4,420 | 1.1 |
| 335 | 59 | .0 | 4,479 | 1.2 |
| 336 | 44 | .0 | 4,523 | 1.2 |
| 337 | 40 | .0 | 4,563 | 1.2 |
| 338 | 55 | .0 | 4,618 | 1.2 |
| 339 | 40 | .0 | 4,658 | 1.2 |

Appendix I: Scale Score Frequency Distributions

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 340 | 62 | .0 | 4,720 | 1.2 |
| 341 | 38 | .0 | 4,758 | 1.2 |
| 342 | 51 | .0 | 4,809 | 1.2 |
| 343 | 54 | .0 | 4,863 | 1.3 |
| 344 | 55 | .0 | 4,918 | 1.3 |
| 345 | 68 | .0 | 4,986 | 1.3 |
| 346 | 44 | .0 | 5,030 | 1.3 |
| 347 | 71 | .0 | 5,101 | 1.3 |
| 348 | 49 | .0 | 5,150 | 1.3 |
| 349 | 61 | .0 | 5,211 | 1.3 |
| 350 | 57 | .0 | 5,268 | 1.4 |
| 351 | 68 | .0 | 5,336 | 1.4 |
| 352 | 61 | .0 | 5,397 | 1.4 |
| 353 | 70 | .0 | 5,467 | 1.4 |
| 354 | 81 | .0 | 5,548 | 1.4 |
| 355 | 75 | .0 | 5,623 | 1.5 |
| 356 | 86 | .0 | 5,709 | 1.5 |
| 357 | 55 | .0 | 5,764 | 1.5 |
| 358 | 100 | .0 | 5,864 | 1.5 |
| 359 | 79 | .0 | 5,943 | 1.5 |
| 360 | 103 | .0 | 6,046 | 1.6 |
| 361 | 87 | .0 | 6,133 | 1.6 |
| 362 | 95 | .0 | 6,228 | 1.6 |
| 363 | 87 | .0 | 6,315 | 1.6 |
| 364 | 91 | .0 | 6,406 | 1.7 |
| 365 | 100 | .0 | 6,506 | 1.7 |
| 366 | 89 | .0 | 6,595 | 1.7 |
| 367 | 97 | .0 | 6,692 | 1.7 |
| 368 | 100 | .0 | 6,792 | 1.8 |
| 369 | 116 | .0 | 6,908 | 1.8 |
| 370 | 120 | .0 | 7,028 | 1.8 |
| 371 | 114 | .0 | 7,142 | 1.8 |
| 372 | 120 | .0 | 7,262 | 1.9 |
| 373 | 141 | .0 | 7,403 | 1.9 |
| 374 | 119 | .0 | 7,522 | 1.9 |
| 375 | 121 | .0 | 7,643 | 2.0 |
| 376 | 102 | .0 | 7,745 | 2.0 |
| 377 | 134 | .0 | 7,879 | 2.0 |
| 378 | 139 | .0 | 8,018 | 2.1 |
| 379 | 132 | .0 | 8,150 | 2.1 |

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 380 | 135 | .0 | 8,285 | 2.1 |
| 381 | 124 | .0 | 8,409 | 2.2 |
| 382 | 198 | .1 | 8,607 | 2.2 |
| 383 | 156 | .0 | 8,763 | 2.3 |
| 384 | 163 | .0 | 8,926 | 2.3 |
| 385 | 169 | .0 | 9,095 | 2.3 |
| 386 | 152 | .0 | 9,247 | 2.4 |
| 387 | 197 | .1 | 9,444 | 2.4 |
| 388 | 202 | .1 | 9,646 | 2.5 |
| 389 | 204 | .1 | 9,850 | 2.5 |
| 390 | 216 | .1 | 10,066 | 2.6 |
| 391 | 190 | .0 | 10,256 | 2.6 |
| 392 | 212 | .1 | 10,468 | 2.7 |
| 393 | 227 | .1 | 10,695 | 2.8 |
| 394 | 199 | .1 | 10,894 | 2.8 |
| 395 | 260 | .1 | 11,154 | 2.9 |
| 396 | 236 | .1 | 11,390 | 2.9 |
| 397 | 308 | .1 | 11,698 | 3.0 |
| 398 | 282 | .1 | 11,980 | 3.1 |
| 399 | 283 | .1 | 12,263 | 3.2 |
| 400 | 303 | .1 | 12,566 | 3.2 |
| 401 | 243 | .1 | 12,809 | 3.3 |
| 402 | 297 | .1 | 13,106 | 3.4 |
| 403 | 314 | .1 | 13,420 | 3.5 |
| 404 | 299 | .1 | 13,719 | 3.5 |
| 405 | 360 | .1 | 14,079 | 3.6 |
| 406 | 358 | .1 | 14,437 | 3.7 |
| 407 | 295 | .1 | 14,732 | 3.8 |
| 408 | 383 | .1 | 15,115 | 3.9 |
| 409 | 441 | .1 | 15,556 | 4.0 |
| 410 | 429 | .1 | 15,985 | 4.1 |
| 411 | 507 | .1 | 16,492 | 4.3 |
| 412 | 439 | .1 | 16,931 | 4.4 |
| 413 | 480 | .1 | 17,411 | 4.5 |
| 414 | 422 | .1 | 17,833 | 4.6 |
| 415 | 453 | .1 | 18,286 | 4.7 |
| 416 | 482 | .1 | 18,768 | 4.8 |
| 417 | 484 | .1 | 19,252 | 5.0 |
| 418 | 517 | .1 | 19,769 | 5.1 |
| 419 | 522 | .1 | 20,291 | 5.2 |

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 420 | 573 | .1 | 20,864 | 5.4 |
| 421 | 546 | .1 | 21,410 | 5.5 |
| 422 | 616 | .2 | 22,026 | 5.7 |
| 423 | 620 | .2 | 22,646 | 5.9 |
| 424 | 661 | .2 | 23,307 | 6.0 |
| 425 | 610 | .2 | 23,917 | 6.2 |
| 426 | 643 | .2 | 24,560 | 6.3 |
| 427 | 665 | .2 | 25,225 | 6.5 |
| 428 | 655 | .2 | 25,880 | 6.7 |
| 429 | 666 | .2 | 26,546 | 6.9 |
| 430 | 728 | .2 | 27,274 | 7.0 |
| 431 | 762 | .2 | 28,036 | 7.2 |
| 432 | 832 | .2 | 28,868 | 7.5 |
| 433 | 836 | .2 | 29,704 | 7.7 |
| 434 | 820 | .2 | 30,524 | 7.9 |
| 435 | 788 | .2 | 31,312 | 8.1 |
| 436 | 944 | .2 | 32,256 | 8.3 |
| 437 | 916 | .2 | 33,172 | 8.6 |
| 438 | 928 | .2 | 34,100 | 8.8 |
| 439 | 994 | .3 | 35,094 | 9.1 |
| 440 | 977 | .3 | 36,071 | 9.3 |
| 441 | 975 | .3 | 37,046 | 9.6 |
| 442 | 1,060 | .3 | 38,106 | 9.8 |
| 443 | 1,007 | .3 | 39,113 | 10.1 |
| 444 | 1,145 | .3 | 40,258 | 10.4 |
| 445 | 1,136 | .3 | 41,394 | 10.7 |
| 446 | 1,134 | .3 | 42,528 | 11.0 |
| 447 | 1,267 | .3 | 43,795 | 11.3 |
| 448 | 1,186 | .3 | 44,981 | 11.6 |
| 449 | 1,281 | .3 | 46,262 | 12.0 |
| 450 | 1,266 | .3 | 47,528 | 12.3 |
| 451 | 1,294 | .3 | 48,822 | 12.6 |
| 452 | 1,335 | .3 | 50,157 | 13.0 |
| 453 | 1,446 | .4 | 51,603 | 13.3 |
| 454 | 1,362 | .4 | 52,965 | 13.7 |
| 455 | 1,426 | .4 | 54,391 | 14.1 |
| 456 | 1,514 | .4 | 55,905 | 14.4 |
| 457 | 1,576 | .4 | 57,481 | 14.9 |
| 458 | 1,519 | .4 | 59,000 | 15.2 |
| 459 | 1,650 | .4 | 60,650 | 15.7 |

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 460 | 1,644 | .4 | 62,294 | 16.1 |
| 461 | 1,685 | .4 | 63,979 | 16.5 |
| 462 | 1,749 | .5 | 65,728 | 17.0 |
| 463 | 1,732 | .4 | 67,460 | 17.4 |
| 464 | 1,765 | .5 | 69,225 | 17.9 |
| 465 | 1,745 | .5 | 70,970 | 18.3 |
| 466 | 1,914 | .5 | 72,884 | 18.8 |
| 467 | 1,939 | .5 | 74,823 | 19.3 |
| 468 | 1,952 | .5 | 76,775 | 19.8 |
| 469 | 1,835 | .5 | 78,610 | 20.3 |
| 470 | 1,931 | .5 | 80,541 | 20.8 |
| 471 | 2,040 | .5 | 82,581 | 21.3 |
| 472 | 2,009 | .5 | 84,590 | 21.9 |
| 473 | 2,230 | .6 | 86,820 | 22.4 |
| 474 | 2,002 | .5 | 88,822 | 22.9 |
| 475 | 2,288 | .6 | 91,110 | 23.5 |
| 476 | 2,198 | .6 | 93,308 | 24.1 |
| 477 | 2,215 | .6 | 95,523 | 24.7 |
| 478 | 2,367 | .6 | 97,890 | 25.3 |
| 479 | 2,180 | .6 | 100,070 | 25.9 |
| 480 | 2,494 | .6 | 102,564 | 26.5 |
| 481 | 2,156 | .6 | 104,720 | 27.1 |
| 482 | 2,681 | .7 | 107,401 | 27.8 |
| 483 | 2,070 | .5 | 109,471 | 28.3 |
| 484 | 2,613 | .7 | 112,084 | 29.0 |
| 485 | 2,578 | .7 | 114,662 | 29.6 |
| 486 | 2,489 | .6 | 117,151 | 30.3 |
| 487 | 2,651 | .7 | 119,802 | 31.0 |
| 488 | 2,411 | .6 | 122,213 | 31.6 |
| 489 | 2,815 | .7 | 125,028 | 32.3 |
| 490 | 2,455 | .6 | 127,483 | 32.9 |
| 491 | 2,989 | .8 | 130,472 | 33.7 |
| 492 | 2,434 | .6 | 132,906 | 34.3 |
| 493 | 2,984 | .8 | 135,890 | 35.1 |
| 494 | 2,803 | .7 | 138,693 | 35.8 |
| 495 | 2,591 | .7 | 141,284 | 36.5 |
| 496 | 3,071 | .8 | 144,355 | 37.3 |
| 497 | 2,518 | .7 | 146,873 | 37.9 |
| 498 | 3,177 | .8 | 150,050 | 38.8 |
| 499 | 2,656 | .7 | 152,706 | 39.5 |

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 500 | 3,089 | .8 | 155,795 | 40.3 |
| 501 | 2,930 | .8 | 158,725 | 41.0 |
| 502 | 2,889 | .7 | 161,614 | 41.8 |
| 503 | 3,147 | .8 | 164,761 | 42.6 |
| 504 | 2,824 | .7 | 167,585 | 43.3 |
| 505 | 3,156 | .8 | 170,741 | 44.1 |
| 506 | 2,864 | .7 | 173,605 | 44.9 |
| 507 | 3,036 | .8 | 176,641 | 45.6 |
| 508 | 2,995 | .8 | 179,636 | 46.4 |
| 509 | 3,103 | .8 | 182,739 | 47.2 |
| 510 | 3,010 | .8 | 185,749 | 48.0 |
| 511 | 3,182 | .8 | 188,931 | 48.8 |
| 512 | 2,932 | .8 | 191,863 | 49.6 |
| 513 | 3,242 | .8 | 195,105 | 50.4 |
| 514 | 3,140 | .8 | 198,245 | 51.2 |
| 515 | 3,275 | .8 | 201,520 | 52.1 |
| 516 | 3,125 | .8 | 204,645 | 52.9 |
| 517 | 3,139 | .8 | 207,784 | 53.7 |
| 518 | 3,099 | .8 | 210,883 | 54.5 |
| 519 | 3,104 | .8 | 213,987 | 55.3 |
| 520 | 3,285 | .8 | 217,272 | 56.1 |
| 521 | 3,007 | .8 | 220,279 | 56.9 |
| 522 | 3,183 | .8 | 223,462 | 57.7 |
| 523 | 3,098 | .8 | 226,560 | 58.5 |
| 524 | 3,257 | .8 | 229,817 | 59.4 |
| 525 | 3,032 | .8 | 232,849 | 60.2 |
| 526 | 3,141 | .8 | 235,990 | 61.0 |
| 527 | 2,922 | .8 | 238,912 | 61.7 |
| 528 | 3,016 | .8 | 241,928 | 62.5 |
| 529 | 2,990 | .8 | 244,918 | 63.3 |
| 530 | 3,091 | .8 | 248,009 | 64.1 |
| 531 | 3,123 | .8 | 251,132 | 64.9 |
| 532 | 2,943 | .8 | 254,075 | 65.6 |
| 533 | 3,055 | .8 | 257,130 | 66.4 |
| 534 | 2,962 | .8 | 260,092 | 67.2 |
| 535 | 2,896 | .7 | 262,988 | 68.0 |
| 536 | 3,122 | .8 | 266,110 | 68.8 |
| 537 | 2,872 | .7 | 268,982 | 69.5 |
| 538 | 3,017 | .8 | 271,999 | 70.3 |
| 539 | 2,670 | .7 | 274,669 | 71.0 |

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 540 | 3,025 | .8 | 277,694 | 71.8 |
| 541 | 2,614 | .7 | 280,308 | 72.4 |
| 542 | 2,943 | .8 | 283,251 | 73.2 |
| 543 | 2,454 | .6 | 285,705 | 73.8 |
| 544 | 2,901 | .7 | 288,606 | 74.6 |
| 545 | 2,590 | .7 | 291,196 | 75.2 |
| 546 | 2,704 | .7 | 293,900 | 75.9 |
| 547 | 2,457 | .6 | 296,357 | 76.6 |
| 548 | 2,591 | .7 | 298,948 | 77.2 |
| 549 | 2,388 | .6 | 301,336 | 77.9 |
| 550 | 2,699 | .7 | 304,035 | 78.6 |
| 551 | 2,361 | .6 | 306,396 | 79.2 |
| 552 | 2,545 | .7 | 308,941 | 79.8 |
| 553 | 2,356 | .6 | 311,297 | 80.4 |
| 554 | 2,372 | .6 | 313,669 | 81.0 |
| 555 | 2,381 | .6 | 316,050 | 81.7 |
| 556 | 2,343 | .6 | 318,393 | 82.3 |
| 557 | 2,075 | .5 | 320,468 | 82.8 |
| 558 | 2,187 | .6 | 322,655 | 83.4 |
| 559 | 2,179 | .6 | 324,834 | 83.9 |
| 560 | 1,944 | .5 | 326,778 | 84.4 |
| 561 | 2,042 | .5 | 328,820 | 85.0 |
| 562 | 2,140 | .6 | 330,960 | 85.5 |
| 563 | 1,873 | .5 | 332,833 | 86.0 |
| 564 | 1,893 | .5 | 334,726 | 86.5 |
| 565 | 1,960 | .5 | 336,686 | 87.0 |
| 566 | 1,814 | .5 | 338,500 | 87.5 |
| 567 | 1,807 | .5 | 340,307 | 87.9 |
| 568 | 1,809 | .5 | 342,116 | 88.4 |
| 569 | 1,742 | .5 | 343,858 | 88.8 |
| 570 | 1,560 | .4 | 345,418 | 89.2 |
| 571 | 1,714 | .4 | 347,132 | 89.7 |
| 572 | 1,637 | .4 | 348,769 | 90.1 |
| 573 | 1,348 | .3 | 350,117 | 90.5 |
| 574 | 1,657 | .4 | 351,774 | 90.9 |
| 575 | 1,356 | .4 | 353,130 | 91.2 |
| 576 | 1,493 | .4 | 354,623 | 91.6 |
| 577 | 1,361 | .4 | 355,984 | 92.0 |
| 578 | 1,331 | .3 | 357,315 | 92.3 |
| 579 | 1,420 | .4 | 358,735 | 92.7 |

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 580 | 945 | .2 | 359,680 | 92.9 |
| 581 | 1,400 | .4 | 361,080 | 93.3 |
| 582 | 1,207 | .3 | 362,287 | 93.6 |
| 583 | 973 | .3 | 363,260 | 93.9 |
| 584 | 1,148 | .3 | 364,408 | 94.2 |
| 585 | 1,089 | .3 | 365,497 | 94.4 |
| 586 | 1,144 | .3 | 366,641 | 94.7 |
| 587 | 960 | .2 | 367,601 | 95.0 |
| 588 | 931 | .2 | 368,532 | 95.2 |
| 589 | 896 | .2 | 369,428 | 95.5 |
| 590 | 825 | .2 | 370,253 | 95.7 |
| 591 | 796 | .2 | 371,049 | 95.9 |
| 592 | 858 | .2 | 371,907 | 96.1 |
| 593 | 745 | .2 | 372,652 | 96.3 |
| 594 | 626 | .2 | 373,278 | 96.4 |
| 595 | 831 | .2 | 374,109 | 96.7 |
| 596 | 617 | .2 | 374,726 | 96.8 |
| 597 | 637 | .2 | 375,363 | 97.0 |
| 598 | 709 | .2 | 376,072 | 97.2 |
| 599 | 570 | .1 | 376,642 | 97.3 |
| 600 | 477 | .1 | 377,119 | 97.4 |
| 601 | 517 | .1 | 377,636 | 97.6 |
| 602 | 569 | .1 | 378,205 | 97.7 |
| 603 | 456 | .1 | 378,661 | 97.8 |
| 604 | 387 | .1 | 379,048 | 97.9 |
| 605 | 433 | .1 | 379,481 | 98.0 |
| 606 | 429 | .1 | 379,910 | 98.2 |
| 607 | 353 | .1 | 380,263 | 98.3 |
| 608 | 393 | .1 | 380,656 | 98.4 |
| 609 | 340 | .1 | 380,996 | 98.4 |
| 610 | 315 | .1 | 381,311 | 98.5 |
| 611 | 322 | .1 | 381,633 | 98.6 |
| 612 | 381 | .1 | 382,014 | 98.7 |
| 613 | 255 | .1 | 382,269 | 98.8 |
| 614 | 215 | .1 | 382,484 | 98.8 |
| 615 | 278 | .1 | 382,762 | 98.9 |
| 616 | 237 | .1 | 382,999 | 99.0 |
| 617 | 252 | .1 | 383,251 | 99.0 |
| 618 | 188 | .0 | 383,439 | 99.1 |
| 619 | 268 | .1 | 383,707 | 99.1 |

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 620 | 117 | .0 | 383,824 | 99.2 |
| 621 | 210 | .1 | 384,034 | 99.2 |
| 622 | 278 | .1 | 384,312 | 99.3 |
| 623 | 108 | .0 | 384,420 | 99.3 |
| 624 | 112 | .0 | 384,532 | 99.4 |
| 625 | 129 | .0 | 384,661 | 99.4 |
| 626 | 167 | .0 | 384,828 | 99.4 |
| 627 | 174 | .0 | 385,002 | 99.5 |
| 628 | 109 | .0 | 385,111 | 99.5 |
| 629 | 85 | .0 | 385,196 | 99.5 |
| 630 | 108 | .0 | 385,304 | 99.6 |
| 631 | 112 | .0 | 385,416 | 99.6 |
| 632 | 166 | .0 | 385,582 | 99.6 |
| 633 | 77 | .0 | 385,659 | 99.6 |
| 634 | 59 | .0 | 385,718 | 99.7 |
| 635 | 85 | .0 | 385,803 | 99.7 |
| 636 | 79 | .0 | 385,882 | 99.7 |
| 637 | 116 | .0 | 385,998 | 99.7 |
| 638 | 64 | .0 | 386,062 | 99.8 |
| 639 | 65 | .0 | 386,127 | 99.8 |
| 640 | 66 | .0 | 386,193 | 99.8 |
| 641 | 94 | .0 | 386,287 | 99.8 |
| 642 | 19 | .0 | 386,306 | 99.8 |
| 643 | 57 | .0 | 386,363 | 99.8 |
| 644 | 23 | .0 | 386,386 | 99.8 |
| 645 | 47 | .0 | 386,433 | 99.8 |
| 646 | 65 | .0 | 386,498 | 99.9 |
| 647 | 70 | .0 | 386,568 | 99.9 |
| 648 | 26 | .0 | 386,594 | 99.9 |
| 649 | 17 | .0 | 386,611 | 99.9 |
| 650 | 11 | .0 | 386,622 | 99.9 |
| 651 | 63 | .0 | 386,685 | 99.9 |
| 652 | 51 | .0 | 386,736 | 99.9 |
| 653 | 1 | .0 | 386,737 | 99.9 |
| 654 | 7 | .0 | 386,744 | 99.9 |
| 655 | 26 | .0 | 386,770 | 99.9 |
| 656 | 45 | .0 | 386,815 | 99.9 |
| 657 | 7 | .0 | 386,822 | 99.9 |
| 658 | 15 | .0 | 386,837 | 100.0 |
| 659 | 14 | .0 | 386,851 | 100.0 |

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 660 | 6 | .0 | 386,857 | 100.0 |
| 661 | 36 | .0 | 386,893 | 100.0 |
| 662 | 4 | .0 | 386,897 | 100.0 |
| 663 | 2 | .0 | 386,899 | 100.0 |
| 664 | 9 | .0 | 386,908 | 100.0 |
| 665 | 25 | .0 | 386,933 | 100.0 |
| 666 | 4 | .0 | 386,937 | 100.0 |
| 670 | 12 | .0 | 386,949 | 100.0 |
| 671 | 27 | .0 | 386,976 | 100.0 |
| 672 | 1 | .0 | 386,977 | 100.0 |
| 675 | 15 | .0 | 386,992 | 100.0 |
| 677 | 1 | .0 | 386,993 | 100.0 |
| 678 | 1 | .0 | 386,994 | 100.0 |
| 679 | 17 | .0 | 387,011 | 100.0 |
| 681 | 4 | .0 | 387,015 | 100.0 |
| 683 | 8 | .0 | 387,023 | 100.0 |
| 686 | 2 | .0 | 387,025 | 100.0 |
| 695 | 3 | .0 | 387,028 | 100.0 |
| 700 | 1 | .0 | 387,029 | 100.0 |

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 248 | 1,908 | .9 | 1,908 | .9 |
| 259 | 3 | .0 | 1,911 | .9 |
| 263 | 10 | .0 | 1,921 | .9 |
| 272 | 71 | .0 | 1,992 | .9 |
| 275 | 1 | .0 | 1,993 | .9 |
| 278 | 13 | .0 | 2,006 | .9 |
| 280 | 58 | .0 | 2,064 | .9 |
| 285 | 33 | .0 | 2,097 | 1.0 |
| 287 | 10 | .0 | 2,107 | 1.0 |
| 288 | 9 | .0 | 2,116 | 1.0 |
| 289 | 17 | .0 | 2,133 | 1.0 |
| 291 | 2 | .0 | 2,135 | 1.0 |
| 292 | 28 | .0 | 2,163 | 1.0 |
| 293 | 3 | .0 | 2,166 | 1.0 |
| 294 | 1 | .0 | 2,167 | 1.0 |
| 295 | 17 | .0 | 2,184 | 1.0 |
| 296 | 8 | .0 | 2,192 | 1.0 |
| 297 | 13 | .0 | 2,205 | 1.0 |
| 298 | 5 | .0 | 2,210 | 1.0 |
| 299 | 13 | .0 | 2,223 | 1.0 |
| 300 | 5 | .0 | 2,228 | 1.0 |
| 301 | 5 | .0 | 2,233 | 1.0 |
| 302 | 39 | .0 | 2,272 | 1.0 |
| 303 | 4 | .0 | 2,276 | 1.0 |
| 304 | 6 | .0 | 2,282 | 1.0 |
| 305 | 7 | .0 | 2,289 | 1.0 |
| 306 | 6 | .0 | 2,295 | 1.0 |
| 307 | 12 | .0 | 2,307 | 1.1 |
| 308 | 12 | .0 | 2,319 | 1.1 |
| 309 | 10 | .0 | 2,329 | 1.1 |
| 310 | 11 | .0 | 2,340 | 1.1 |
| 311 | 13 | .0 | 2,353 | 1.1 |
| 312 | 3 | .0 | 2,356 | 1.1 |
| 313 | 18 | .0 | 2,374 | 1.1 |
| 314 | 12 | .0 | 2,386 | 1.1 |
| 315 | 19 | .0 | 2,405 | 1.1 |
| 316 | 3 | .0 | 2,408 | 1.1 |
| 317 | 17 | .0 | 2,425 | 1.1 |
| 318 | 4 | .0 | 2,429 | 1.1 |
| 319 | 18 | .0 | 2,447 | 1.1 |

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 320 | 11 | .0 | 2,458 | 1.1 |
| 321 | 15 | .0 | 2,473 | 1.1 |
| 322 | 10 | .0 | 2,483 | 1.1 |
| 323 | 5 | .0 | 2,488 | 1.1 |
| 324 | 7 | .0 | 2,495 | 1.1 |
| 325 | 23 | .0 | 2,518 | 1.1 |
| 326 | 14 | .0 | 2,532 | 1.2 |
| 327 | 17 | .0 | 2,549 | 1.2 |
| 328 | 22 | .0 | 2,571 | 1.2 |
| 329 | 12 | .0 | 2,583 | 1.2 |
| 330 | 13 | .0 | 2,596 | 1.2 |
| 331 | 12 | .0 | 2,608 | 1.2 |
| 332 | 25 | .0 | 2,633 | 1.2 |
| 333 | 13 | .0 | 2,646 | 1.2 |
| 334 | 26 | .0 | 2,672 | 1.2 |
| 335 | 8 | .0 | 2,680 | 1.2 |
| 336 | 16 | .0 | 2,696 | 1.2 |
| 337 | 12 | .0 | 2,708 | 1.2 |
| 338 | 15 | .0 | 2,723 | 1.2 |
| 339 | 27 | .0 | 2,750 | 1.3 |
| 340 | 15 | .0 | 2,765 | 1.3 |
| 341 | 18 | .0 | 2,783 | 1.3 |
| 342 | 16 | .0 | 2,799 | 1.3 |
| 343 | 19 | .0 | 2,818 | 1.3 |
| 344 | 18 | .0 | 2,836 | 1.3 |
| 345 | 29 | .0 | 2,865 | 1.3 |
| 346 | 12 | .0 | 2,877 | 1.3 |
| 347 | 34 | .0 | 2,911 | 1.3 |
| 348 | 11 | .0 | 2,922 | 1.3 |
| 349 | 30 | .0 | 2,952 | 1.3 |
| 350 | 24 | .0 | 2,976 | 1.4 |
| 351 | 26 | .0 | 3,002 | 1.4 |
| 352 | 26 | .0 | 3,028 | 1.4 |
| 353 | 35 | .0 | 3,063 | 1.4 |
| 354 | 28 | .0 | 3,091 | 1.4 |
| 355 | 26 | .0 | 3,117 | 1.4 |
| 356 | 36 | .0 | 3,153 | 1.4 |
| 357 | 18 | .0 | 3,171 | 1.4 |
| 358 | 31 | .0 | 3,202 | 1.5 |
| 359 | 23 | .0 | 3,225 | 1.5 |

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 360 | 27 | .0 | 3,252 | 1.5 |
| 361 | 35 | .0 | 3,287 | 1.5 |
| 362 | 28 | .0 | 3,315 | 1.5 |
| 363 | 30 | .0 | 3,345 | 1.5 |
| 364 | 35 | .0 | 3,380 | 1.5 |
| 365 | 31 | .0 | 3,411 | 1.6 |
| 366 | 33 | .0 | 3,444 | 1.6 |
| 367 | 39 | .0 | 3,483 | 1.6 |
| 368 | 40 | .0 | 3,523 | 1.6 |
| 369 | 51 | .0 | 3,574 | 1.6 |
| 370 | 35 | .0 | 3,609 | 1.6 |
| 371 | 35 | .0 | 3,644 | 1.7 |
| 372 | 43 | .0 | 3,687 | 1.7 |
| 373 | 37 | .0 | 3,724 | 1.7 |
| 374 | 38 | .0 | 3,762 | 1.7 |
| 375 | 33 | .0 | 3,795 | 1.7 |
| 376 | 47 | .0 | 3,842 | 1.8 |
| 377 | 59 | .0 | 3,901 | 1.8 |
| 378 | 53 | .0 | 3,954 | 1.8 |
| 379 | 48 | .0 | 4,002 | 1.8 |
| 380 | 51 | .0 | 4,053 | 1.8 |
| 381 | 66 | .0 | 4,119 | 1.9 |
| 382 | 56 | .0 | 4,175 | 1.9 |
| 383 | 47 | .0 | 4,222 | 1.9 |
| 384 | 76 | .0 | 4,298 | 2.0 |
| 385 | 66 | .0 | 4,364 | 2.0 |
| 386 | 70 | .0 | 4,434 | 2.0 |
| 387 | 70 | .0 | 4,504 | 2.1 |
| 388 | 63 | .0 | 4,567 | 2.1 |
| 389 | 70 | .0 | 4,637 | 2.1 |
| 390 | 55 | .0 | 4,692 | 2.1 |
| 391 | 54 | .0 | 4,746 | 2.2 |
| 392 | 82 | .0 | 4,828 | 2.2 |
| 393 | 80 | .0 | 4,908 | 2.2 |
| 394 | 90 | .0 | 4,998 | 2.3 |
| 395 | 67 | .0 | 5,065 | 2.3 |
| 396 | 80 | .0 | 5,145 | 2.3 |
| 397 | 92 | .0 | 5,237 | 2.4 |
| 398 | 86 | .0 | 5,323 | 2.4 |
| 399 | 82 | .0 | 5,405 | 2.5 |

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 400 | 95 | .0 | 5,500 | 2.5 |
| 401 | 93 | .0 | 5,593 | 2.6 |
| 402 | 104 | .0 | 5,697 | 2.6 |
| 403 | 102 | .0 | 5,799 | 2.6 |
| 404 | 96 | .0 | 5,895 | 2.7 |
| 405 | 83 | .0 | 5,978 | 2.7 |
| 406 | 88 | .0 | 6,066 | 2.8 |
| 407 | 119 | .1 | 6,185 | 2.8 |
| 408 | 100 | .0 | 6,285 | 2.9 |
| 409 | 111 | .1 | 6,396 | 2.9 |
| 410 | 101 | .0 | 6,497 | 3.0 |
| 411 | 90 | .0 | 6,587 | 3.0 |
| 412 | 113 | .1 | 6,700 | 3.1 |
| 413 | 111 | .1 | 6,811 | 3.1 |
| 414 | 108 | .0 | 6,919 | 3.2 |
| 415 | 118 | .1 | 7,037 | 3.2 |
| 416 | 148 | .1 | 7,185 | 3.3 |
| 417 | 142 | .1 | 7,327 | 3.3 |
| 418 | 146 | .1 | 7,473 | 3.4 |
| 419 | 137 | .1 | 7,610 | 3.5 |
| 420 | 128 | .1 | 7,738 | 3.5 |
| 421 | 150 | .1 | 7,888 | 3.6 |
| 422 | 142 | .1 | 8,030 | 3.7 |
| 423 | 164 | .1 | 8,194 | 3.7 |
| 424 | 136 | .1 | 8,330 | 3.8 |
| 425 | 158 | .1 | 8,488 | 3.9 |
| 426 | 160 | .1 | 8,648 | 3.9 |
| 427 | 183 | .1 | 8,831 | 4.0 |
| 428 | 178 | .1 | 9,009 | 4.1 |
| 429 | 190 | .1 | 9,199 | 4.2 |
| 430 | 177 | .1 | 9,376 | 4.3 |
| 431 | 194 | .1 | 9,570 | 4.4 |
| 432 | 197 | .1 | 9,767 | 4.5 |
| 433 | 186 | .1 | 9,953 | 4.5 |
| 434 | 217 | .1 | 10,170 | 4.6 |
| 435 | 223 | .1 | 10,393 | 4.7 |
| 436 | 213 | .1 | 10,606 | 4.8 |
| 437 | 216 | .1 | 10,822 | 4.9 |
| 438 | 194 | .1 | 11,016 | 5.0 |
| 439 | 244 | .1 | 11,260 | 5.1 |

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 440 | 228 | .1 | 11,488 | 5.2 |
| 441 | 230 | .1 | 11,718 | 5.3 |
| 442 | 229 | .1 | 11,947 | 5.5 |
| 443 | 276 | .1 | 12,223 | 5.6 |
| 444 | 229 | .1 | 12,452 | 5.7 |
| 445 | 260 | .1 | 12,712 | 5.8 |
| 446 | 231 | .1 | 12,943 | 5.9 |
| 447 | 253 | .1 | 13,196 | 6.0 |
| 448 | 261 | .1 | 13,457 | 6.1 |
| 449 | 305 | .1 | 13,762 | 6.3 |
| 450 | 268 | .1 | 14,030 | 6.4 |
| 451 | 363 | .2 | 14,393 | 6.6 |
| 452 | 272 | .1 | 14,665 | 6.7 |
| 453 | 321 | .1 | 14,986 | 6.8 |
| 454 | 306 | .1 | 15,292 | 7.0 |
| 455 | 325 | .1 | 15,617 | 7.1 |
| 456 | 299 | .1 | 15,916 | 7.3 |
| 457 | 392 | .2 | 16,308 | 7.4 |
| 458 | 290 | .1 | 16,598 | 7.6 |
| 459 | 367 | .2 | 16,965 | 7.7 |
| 460 | 323 | .1 | 17,288 | 7.9 |
| 461 | 310 | .1 | 17,598 | 8.0 |
| 462 | 324 | .1 | 17,922 | 8.2 |
| 463 | 350 | .2 | 18,272 | 8.3 |
| 464 | 345 | .2 | 18,617 | 8.5 |
| 465 | 371 | .2 | 18,988 | 8.7 |
| 466 | 410 | .2 | 19,398 | 8.9 |
| 467 | 430 | .2 | 19,828 | 9.0 |
| 468 | 401 | .2 | 20,229 | 9.2 |
| 469 | 438 | .2 | 20,667 | 9.4 |
| 470 | 401 | .2 | 21,068 | 9.6 |
| 471 | 447 | .2 | 21,515 | 9.8 |
| 472 | 467 | .2 | 21,982 | 10.0 |
| 473 | 480 | .2 | 22,462 | 10.2 |
| 474 | 427 | .2 | 22,889 | 10.4 |
| 475 | 499 | .2 | 23,388 | 10.7 |
| 476 | 432 | .2 | 23,820 | 10.9 |
| 477 | 546 | .2 | 24,366 | 11.1 |
| 478 | 454 | .2 | 24,820 | 11.3 |
| 479 | 550 | .3 | 25,370 | 11.6 |

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 480 | 513 | .2 | 25,883 | 11.8 |
| 481 | 557 | .3 | 26,440 | 12.1 |
| 482 | 562 | .3 | 27,002 | 12.3 |
| 483 | 597 | .3 | 27,599 | 12.6 |
| 484 | 506 | .2 | 28,105 | 12.8 |
| 485 | 612 | .3 | 28,717 | 13.1 |
| 486 | 547 | .2 | 29,264 | 13.4 |
| 487 | 673 | .3 | 29,937 | 13.7 |
| 488 | 563 | .3 | 30,500 | 13.9 |
| 489 | 650 | .3 | 31,150 | 14.2 |
| 490 | 598 | .3 | 31,748 | 14.5 |
| 491 | 650 | .3 | 32,398 | 14.8 |
| 492 | 624 | .3 | 33,022 | 15.1 |
| 493 | 738 | .3 | 33,760 | 15.4 |
| 494 | 663 | .3 | 34,423 | 15.7 |
| 495 | 706 | .3 | 35,129 | 16.0 |
| 496 | 620 | .3 | 35,749 | 16.3 |
| 497 | 824 | .4 | 36,573 | 16.7 |
| 498 | 710 | .3 | 37,283 | 17.0 |
| 499 | 726 | .3 | 38,009 | 17.3 |
| 500 | 766 | .3 | 38,775 | 17.7 |
| 501 | 903 | .4 | 39,678 | 18.1 |
| 502 | 815 | .4 | 40,493 | 18.5 |
| 503 | 897 | .4 | 41,390 | 18.9 |
| 504 | 765 | .3 | 42,155 | 19.2 |
| 505 | 911 | .4 | 43,066 | 19.6 |
| 506 | 837 | .4 | 43,903 | 20.0 |
| 507 | 922 | .4 | 44,825 | 20.5 |
| 508 | 853 | .4 | 45,678 | 20.8 |
| 509 | 992 | .5 | 46,670 | 21.3 |
| 510 | 998 | .5 | 47,668 | 21.7 |
| 511 | 960 | .4 | 48,628 | 22.2 |
| 512 | 1,032 | .5 | 49,660 | 22.7 |
| 513 | 986 | .4 | 50,646 | 23.1 |
| 514 | 1,094 | .5 | 51,740 | 23.6 |
| 515 | 1,080 | .5 | 52,820 | 24.1 |
| 516 | 1,043 | .5 | 53,863 | 24.6 |
| 517 | 1,172 | .5 | 55,035 | 25.1 |
| 518 | 1,096 | .5 | 56,131 | 25.6 |
| 519 | 1,287 | .6 | 57,418 | 26.2 |

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 520 | 998 | .5 | 58,416 | 26.7 |
| 521 | 1,299 | .6 | 59,715 | 27.2 |
| 522 | 1,144 | .5 | 60,859 | 27.8 |
| 523 | 1,322 | .6 | 62,181 | 28.4 |
| 524 | 1,167 | .5 | 63,348 | 28.9 |
| 525 | 1,338 | .6 | 64,686 | 29.5 |
| 526 | 1,113 | .5 | 65,799 | 30.0 |
| 527 | 1,396 | .6 | 67,195 | 30.7 |
| 528 | 1,258 | .6 | 68,453 | 31.2 |
| 529 | 1,278 | .6 | 69,731 | 31.8 |
| 530 | 1,263 | .6 | 70,994 | 32.4 |
| 531 | 1,399 | .6 | 72,393 | 33.0 |
| 532 | 1,317 | .6 | 73,710 | 33.6 |
| 533 | 1,549 | .7 | 75,259 | 34.3 |
| 534 | 1,295 | .6 | 76,554 | 34.9 |
| 535 | 1,503 | .7 | 78,057 | 35.6 |
| 536 | 1,396 | .6 | 79,453 | 36.3 |
| 537 | 1,532 | .7 | 80,985 | 37.0 |
| 538 | 1,457 | .7 | 82,442 | 37.6 |
| 539 | 1,476 | .7 | 83,918 | 38.3 |
| 540 | 1,536 | .7 | 85,454 | 39.0 |
| 541 | 1,530 | .7 | 86,984 | 39.7 |
| 542 | 1,651 | .8 | 88,635 | 40.4 |
| 543 | 1,532 | .7 | 90,167 | 41.1 |
| 544 | 1,619 | .7 | 91,786 | 41.9 |
| 545 | 1,559 | .7 | 93,345 | 42.6 |
| 546 | 1,641 | .7 | 94,986 | 43.3 |
| 547 | 1,619 | .7 | 96,605 | 44.1 |
| 548 | 1,465 | .7 | 98,070 | 44.7 |
| 549 | 1,863 | .9 | 99,933 | 45.6 |
| 550 | 1,529 | .7 | 101,462 | 46.3 |
| 551 | 1,827 | .8 | 103,289 | 47.1 |
| 552 | 1,568 | .7 | 104,857 | 47.8 |
| 553 | 1,812 | .8 | 106,669 | 48.7 |
| 554 | 1,715 | .8 | 108,384 | 49.5 |
| 555 | 1,803 | .8 | 110,187 | 50.3 |
| 556 | 1,772 | .8 | 111,959 | 51.1 |
| 557 | 1,780 | .8 | 113,739 | 51.9 |
| 558 | 1,734 | .8 | 115,473 | 52.7 |
| 559 | 1,699 | .8 | 117,172 | 53.5 |

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 560 | 1,752 | .8 | 118,924 | 54.3 |
| 561 | 1,701 | .8 | 120,625 | 55.0 |
| 562 | 1,704 | .8 | 122,329 | 55.8 |
| 563 | 1,645 | .8 | 123,974 | 56.6 |
| 564 | 1,708 | .8 | 125,682 | 57.3 |
| 565 | 1,681 | .8 | 127,363 | 58.1 |
| 566 | 1,782 | .8 | 129,145 | 58.9 |
| 567 | 1,735 | .8 | 130,880 | 59.7 |
| 568 | 1,711 | .8 | 132,591 | 60.5 |
| 569 | 1,662 | .8 | 134,253 | 61.3 |
| 570 | 1,805 | .8 | 136,058 | 62.1 |
| 571 | 1,688 | .8 | 137,746 | 62.8 |
| 572 | 1,763 | .8 | 139,509 | 63.7 |
| 573 | 1,626 | .7 | 141,135 | 64.4 |
| 574 | 1,761 | .8 | 142,896 | 65.2 |
| 575 | 1,629 | .7 | 144,525 | 65.9 |
| 576 | 1,556 | .7 | 146,081 | 66.7 |
| 577 | 1,579 | .7 | 147,660 | 67.4 |
| 578 | 1,719 | .8 | 149,379 | 68.2 |
| 579 | 1,586 | .7 | 150,965 | 68.9 |
| 580 | 1,690 | .8 | 152,655 | 69.7 |
| 581 | 1,564 | .7 | 154,219 | 70.4 |
| 582 | 1,578 | .7 | 155,797 | 71.1 |
| 583 | 1,519 | .7 | 157,316 | 71.8 |
| 584 | 1,513 | .7 | 158,829 | 72.5 |
| 585 | 1,594 | .7 | 160,423 | 73.2 |
| 586 | 1,642 | .7 | 162,065 | 73.9 |
| 587 | 1,506 | .7 | 163,571 | 74.6 |
| 588 | 1,458 | .7 | 165,029 | 75.3 |
| 589 | 1,330 | .6 | 166,359 | 75.9 |
| 590 | 1,546 | .7 | 167,905 | 76.6 |
| 591 | 1,358 | .6 | 169,263 | 77.2 |
| 592 | 1,538 | .7 | 170,801 | 77.9 |
| 593 | 1,359 | .6 | 172,160 | 78.5 |
| 594 | 1,356 | .6 | 173,516 | 79.2 |
| 595 | 1,390 | .6 | 174,906 | 79.8 |
| 596 | 1,142 | .5 | 176,048 | 80.3 |
| 597 | 1,361 | .6 | 177,409 | 80.9 |
| 598 | 1,186 | .5 | 178,595 | 81.5 |
| 599 | 1,501 | .7 | 180,096 | 82.2 |

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 600 | 1,048 | .5 | 181,144 | 82.6 |
| 601 | 1,303 | .6 | 182,447 | 83.2 |
| 602 | 1,097 | .5 | 183,544 | 83.7 |
| 603 | 1,260 | .6 | 184,804 | 84.3 |
| 604 | 1,177 | .5 | 185,981 | 84.9 |
| 605 | 1,050 | .5 | 187,031 | 85.3 |
| 606 | 1,112 | .5 | 188,143 | 85.8 |
| 607 | 957 | .4 | 189,100 | 86.3 |
| 608 | 1,103 | .5 | 190,203 | 86.8 |
| 609 | 977 | .4 | 191,180 | 87.2 |
| 610 | 1,060 | .5 | 192,240 | 87.7 |
| 611 | 1,025 | .5 | 193,265 | 88.2 |
| 612 | 931 | .4 | 194,196 | 88.6 |
| 613 | 948 | .4 | 195,144 | 89.0 |
| 614 | 742 | .3 | 195,886 | 89.4 |
| 615 | 991 | .5 | 196,877 | 89.8 |
| 616 | 789 | .4 | 197,666 | 90.2 |
| 617 | 876 | .4 | 198,542 | 90.6 |
| 618 | 769 | .4 | 199,311 | 90.9 |
| 619 | 845 | .4 | 200,156 | 91.3 |
| 620 | 811 | .4 | 200,967 | 91.7 |
| 621 | 781 | .4 | 201,748 | 92.0 |
| 622 | 857 | .4 | 202,605 | 92.4 |
| 623 | 657 | .3 | 203,262 | 92.7 |
| 624 | 660 | .3 | 203,922 | 93.0 |
| 625 | 678 | .3 | 204,600 | 93.4 |
| 626 | 658 | .3 | 205,258 | 93.7 |
| 627 | 679 | .3 | 205,937 | 94.0 |
| 628 | 609 | .3 | 206,546 | 94.2 |
| 629 | 576 | .3 | 207,122 | 94.5 |
| 630 | 591 | .3 | 207,713 | 94.8 |
| 631 | 498 | .2 | 208,211 | 95.0 |
| 632 | 496 | .2 | 208,707 | 95.2 |
| 633 | 601 | .3 | 209,308 | 95.5 |
| 634 | 457 | .2 | 209,765 | 95.7 |
| 635 | 392 | .2 | 210,157 | 95.9 |
| 636 | 428 | .2 | 210,585 | 96.1 |
| 637 | 491 | .2 | 211,076 | 96.3 |
| 638 | 444 | .2 | 211,520 | 96.5 |
| 639 | 364 | .2 | 211,884 | 96.7 |

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 640 | 382 | .2 | 212,266 | 96.8 |
| 641 | 366 | .2 | 212,632 | 97.0 |
| 642 | 333 | .2 | 212,965 | 97.2 |
| 643 | 378 | .2 | 213,343 | 97.3 |
| 644 | 291 | .1 | 213,634 | 97.5 |
| 645 | 295 | .1 | 213,929 | 97.6 |
| 646 | 303 | .1 | 214,232 | 97.7 |
| 647 | 202 | .1 | 214,434 | 97.8 |
| 648 | 299 | .1 | 214,733 | 98.0 |
| 649 | 292 | .1 | 215,025 | 98.1 |
| 650 | 198 | .1 | 215,223 | 98.2 |
| 651 | 217 | .1 | 215,440 | 98.3 |
| 652 | 228 | .1 | 215,668 | 98.4 |
| 653 | 237 | .1 | 215,905 | 98.5 |
| 654 | 189 | .1 | 216,094 | 98.6 |
| 655 | 193 | .1 | 216,287 | 98.7 |
| 656 | 207 | .1 | 216,494 | 98.8 |
| 657 | 140 | .1 | 216,634 | 98.8 |
| 658 | 101 | .0 | 216,735 | 98.9 |
| 659 | 181 | .1 | 216,916 | 99.0 |
| 660 | 152 | .1 | 217,068 | 99.0 |
| 661 | 126 | .1 | 217,194 | 99.1 |
| 662 | 103 | .0 | 217,297 | 99.1 |
| 663 | 126 | .1 | 217,423 | 99.2 |
| 664 | 132 | .1 | 217,555 | 99.3 |
| 665 | 67 | .0 | 217,622 | 99.3 |
| 666 | 107 | .0 | 217,729 | 99.3 |
| 667 | 140 | .1 | 217,869 | 99.4 |
| 668 | 49 | .0 | 217,918 | 99.4 |
| 669 | 71 | .0 | 217,989 | 99.5 |
| 670 | 108 | .0 | 218,097 | 99.5 |
| 671 | 69 | .0 | 218,166 | 99.5 |
| 672 | 73 | .0 | 218,239 | 99.6 |
| 673 | 39 | .0 | 218,278 | 99.6 |
| 674 | 77 | .0 | 218,355 | 99.6 |
| 675 | 64 | .0 | 218,419 | 99.7 |
| 676 | 37 | .0 | 218,456 | 99.7 |
| 677 | 53 | .0 | 218,509 | 99.7 |
| 678 | 56 | .0 | 218,565 | 99.7 |
| 679 | 10 | .0 | 218,575 | 99.7 |

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 680 | 50 | .0 | 218,625 | 99.7 |
| 681 | 64 | .0 | 218,689 | 99.8 |
| 682 | 36 | .0 | 218,725 | 99.8 |
| 683 | 15 | .0 | 218,740 | 99.8 |
| 684 | 24 | .0 | 218,764 | 99.8 |
| 685 | 54 | .0 | 218,818 | 99.8 |
| 686 | 13 | .0 | 218,831 | 99.8 |
| 687 | 31 | .0 | 218,862 | 99.9 |
| 688 | 24 | .0 | 218,886 | 99.9 |
| 689 | 18 | .0 | 218,904 | 99.9 |
| 690 | 20 | .0 | 218,924 | 99.9 |
| 691 | 39 | .0 | 218,963 | 99.9 |
| 692 | 3 | .0 | 218,966 | 99.9 |
| 693 | 10 | .0 | 218,976 | 99.9 |
| 694 | 7 | .0 | 218,983 | 99.9 |
| 695 | 14 | .0 | 218,997 | 99.9 |
| 696 | 32 | .0 | 219,029 | 99.9 |
| 698 | 12 | .0 | 219,041 | 99.9 |
| 699 | 16 | .0 | 219,057 | 99.9 |
| 700 | 1 | .0 | 219,058 | 99.9 |
| 701 | 6 | .0 | 219,064 | 100.0 |
| 702 | 32 | .0 | 219,096 | 100.0 |
| 704 | 6 | .0 | 219,102 | 100.0 |
| 706 | 8 | .0 | 219,110 | 100.0 |
| 707 | 7 | .0 | 219,117 | 100.0 |
| 708 | 2 | .0 | 219,119 | 100.0 |
| 709 | 3 | .0 | 219,122 | 100.0 |
| 710 | 6 | .0 | 219,128 | 100.0 |
| 711 | 1 | .0 | 219,129 | 100.0 |
| 712 | 11 | .0 | 219,140 | 100.0 |
| 713 | 14 | .0 | 219,154 | 100.0 |
| 717 | 1 | .0 | 219,155 | 100.0 |
| 719 | 1 | .0 | 219,156 | 100.0 |
| 720 | 4 | .0 | 219,160 | 100.0 |
| 721 | 1 | .0 | 219,161 | 100.0 |
| 723 | 3 | .0 | 219,164 | 100.0 |
| 724 | 3 | .0 | 219,167 | 100.0 |
| 729 | 1 | .0 | 219,168 | 100.0 |
| 730 | 2 | .0 | 219,170 | 100.0 |
| 740 | 1 | .0 | 219,171 | 100.0 |

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 741 | 2 | .0 | 219,173 | 100.0 |

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 251 | 3,800 | 1.7 | 3,800 | 1.7 |
| 266 | 37 | .0 | 3,837 | 1.7 |
| 273 | 3 | .0 | 3,840 | 1.7 |
| 277 | 93 | .0 | 3,933 | 1.8 |
| 279 | 21 | .0 | 3,954 | 1.8 |
| 284 | 2 | .0 | 3,956 | 1.8 |
| 287 | 51 | .0 | 4,007 | 1.8 |
| 288 | 3 | .0 | 4,010 | 1.8 |
| 289 | 30 | .0 | 4,040 | 1.8 |
| 290 | 1 | .0 | 4,041 | 1.8 |
| 292 | 14 | .0 | 4,055 | 1.8 |
| 293 | 17 | .0 | 4,072 | 1.8 |
| 294 | 7 | .0 | 4,079 | 1.8 |
| 297 | 38 | .0 | 4,117 | 1.8 |
| 298 | 10 | .0 | 4,127 | 1.8 |
| 299 | 7 | .0 | 4,134 | 1.8 |
| 300 | 8 | .0 | 4,142 | 1.9 |
| 301 | 7 | .0 | 4,149 | 1.9 |
| 302 | 15 | .0 | 4,164 | 1.9 |
| 303 | 5 | .0 | 4,169 | 1.9 |
| 304 | 4 | .0 | 4,173 | 1.9 |
| 305 | 30 | .0 | 4,203 | 1.9 |
| 306 | 18 | .0 | 4,221 | 1.9 |
| 307 | 9 | .0 | 4,230 | 1.9 |
| 308 | 11 | .0 | 4,241 | 1.9 |
| 309 | 10 | .0 | 4,251 | 1.9 |
| 310 | 8 | .0 | 4,259 | 1.9 |
| 312 | 40 | .0 | 4,299 | 1.9 |
| 313 | 9 | .0 | 4,308 | 1.9 |
| 314 | 13 | .0 | 4,321 | 1.9 |
| 315 | 10 | .0 | 4,331 | 1.9 |
| 316 | 33 | .0 | 4,364 | 2.0 |
| 318 | 26 | .0 | 4,390 | 2.0 |
| 319 | 2 | .0 | 4,392 | 2.0 |
| 320 | 31 | .0 | 4,423 | 2.0 |
| 321 | 20 | .0 | 4,443 | 2.0 |
| 322 | 14 | .0 | 4,457 | 2.0 |
| 323 | 27 | .0 | 4,484 | 2.0 |
| 324 | 24 | .0 | 4,508 | 2.0 |
| 325 | 29 | .0 | 4,537 | 2.0 |

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 326 | 19 | .0 | 4,556 | 2.0 |
| 327 | 9 | .0 | 4,565 | 2.0 |
| 328 | 46 | .0 | 4,611 | 2.1 |
| 329 | 13 | .0 | 4,624 | 2.1 |
| 330 | 35 | .0 | 4,659 | 2.1 |
| 331 | 17 | .0 | 4,676 | 2.1 |
| 332 | 41 | .0 | 4,717 | 2.1 |
| 333 | 13 | .0 | 4,730 | 2.1 |
| 334 | 17 | .0 | 4,747 | 2.1 |
| 335 | 52 | .0 | 4,799 | 2.1 |
| 336 | 28 | .0 | 4,827 | 2.2 |
| 337 | 44 | .0 | 4,871 | 2.2 |
| 338 | 18 | .0 | 4,889 | 2.2 |
| 339 | 31 | .0 | 4,920 | 2.2 |
| 340 | 23 | .0 | 4,943 | 2.2 |
| 341 | 42 | .0 | 4,985 | 2.2 |
| 342 | 28 | .0 | 5,013 | 2.2 |
| 343 | 11 | .0 | 5,024 | 2.2 |
| 344 | 65 | .0 | 5,089 | 2.3 |
| 345 | 18 | .0 | 5,107 | 2.3 |
| 346 | 20 | .0 | 5,127 | 2.3 |
| 347 | 8 | .0 | 5,135 | 2.3 |
| 348 | 33 | .0 | 5,168 | 2.3 |
| 349 | 51 | .0 | 5,219 | 2.3 |
| 350 | 19 | .0 | 5,238 | 2.3 |
| 351 | 22 | .0 | 5,260 | 2.4 |
| 352 | 23 | .0 | 5,283 | 2.4 |
| 353 | 18 | .0 | 5,301 | 2.4 |
| 354 | 57 | .0 | 5,358 | 2.4 |
| 355 | 37 | .0 | 5,395 | 2.4 |
| 356 | 38 | .0 | 5,433 | 2.4 |
| 357 | 18 | .0 | 5,451 | 2.4 |
| 358 | 42 | .0 | 5,493 | 2.5 |
| 359 | 33 | .0 | 5,526 | 2.5 |
| 360 | 19 | .0 | 5,545 | 2.5 |
| 361 | 52 | .0 | 5,597 | 2.5 |
| 362 | 45 | .0 | 5,642 | 2.5 |
| 363 | 29 | .0 | 5,671 | 2.5 |
| 364 | 26 | .0 | 5,697 | 2.5 |
| 365 | 21 | .0 | 5,718 | 2.6 |

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 366 | 40 | .0 | 5,758 | 2.6 |
| 367 | 24 | .0 | 5,782 | 2.6 |
| 368 | 44 | .0 | 5,826 | 2.6 |
| 369 | 33 | .0 | 5,859 | 2.6 |
| 370 | 42 | .0 | 5,901 | 2.6 |
| 371 | 39 | .0 | 5,940 | 2.7 |
| 372 | 36 | .0 | 5,976 | 2.7 |
| 373 | 41 | .0 | 6,017 | 2.7 |
| 374 | 54 | .0 | 6,071 | 2.7 |
| 375 | 53 | .0 | 6,124 | 2.7 |
| 376 | 40 | .0 | 6,164 | 2.8 |
| 377 | 53 | .0 | 6,217 | 2.8 |
| 378 | 43 | .0 | 6,260 | 2.8 |
| 379 | 46 | .0 | 6,306 | 2.8 |
| 380 | 27 | .0 | 6,333 | 2.8 |
| 381 | 76 | .0 | 6,409 | 2.9 |
| 382 | 52 | .0 | 6,461 | 2.9 |
| 383 | 60 | .0 | 6,521 | 2.9 |
| 384 | 51 | .0 | 6,572 | 2.9 |
| 385 | 54 | .0 | 6,626 | 3.0 |
| 386 | 65 | .0 | 6,691 | 3.0 |
| 387 | 72 | .0 | 6,763 | 3.0 |
| 388 | 60 | .0 | 6,823 | 3.0 |
| 389 | 64 | .0 | 6,887 | 3.1 |
| 390 | 55 | .0 | 6,942 | 3.1 |
| 391 | 72 | .0 | 7,014 | 3.1 |
| 392 | 67 | .0 | 7,081 | 3.2 |
| 393 | 58 | .0 | 7,139 | 3.2 |
| 394 | 65 | .0 | 7,204 | 3.2 |
| 395 | 83 | .0 | 7,287 | 3.3 |
| 396 | 47 | .0 | 7,334 | 3.3 |
| 397 | 84 | .0 | 7,418 | 3.3 |
| 398 | 63 | .0 | 7,481 | 3.3 |
| 399 | 78 | .0 | 7,559 | 3.4 |
| 400 | 76 | .0 | 7,635 | 3.4 |
| 401 | 73 | .0 | 7,708 | 3.4 |
| 402 | 79 | .0 | 7,787 | 3.5 |
| 403 | 83 | .0 | 7,870 | 3.5 |
| 404 | 71 | .0 | 7,941 | 3.5 |
| 405 | 100 | .0 | 8,041 | 3.6 |

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 406 | 92 | .0 | 8,133 | 3.6 |
| 407 | 95 | .0 | 8,228 | 3.7 |
| 408 | 78 | .0 | 8,306 | 3.7 |
| 409 | 70 | .0 | 8,376 | 3.7 |
| 410 | 89 | .0 | 8,465 | 3.8 |
| 411 | 95 | .0 | 8,560 | 3.8 |
| 412 | 109 | .0 | 8,669 | 3.9 |
| 413 | 97 | .0 | 8,766 | 3.9 |
| 414 | 89 | .0 | 8,855 | 4.0 |
| 415 | 102 | .0 | 8,957 | 4.0 |
| 416 | 85 | .0 | 9,042 | 4.0 |
| 417 | 119 | .1 | 9,161 | 4.1 |
| 418 | 92 | .0 | 9,253 | 4.1 |
| 419 | 133 | .1 | 9,386 | 4.2 |
| 420 | 117 | .1 | 9,503 | 4.2 |
| 421 | 113 | .1 | 9,616 | 4.3 |
| 422 | 124 | .1 | 9,740 | 4.4 |
| 423 | 118 | .1 | 9,858 | 4.4 |
| 424 | 116 | .1 | 9,974 | 4.5 |
| 425 | 140 | .1 | 10,114 | 4.5 |
| 426 | 110 | .0 | 10,224 | 4.6 |
| 427 | 122 | .1 | 10,346 | 4.6 |
| 428 | 145 | .1 | 10,491 | 4.7 |
| 429 | 136 | .1 | 10,627 | 4.7 |
| 430 | 135 | .1 | 10,762 | 4.8 |
| 431 | 165 | .1 | 10,927 | 4.9 |
| 432 | 146 | .1 | 11,073 | 4.9 |
| 433 | 146 | .1 | 11,219 | 5.0 |
| 434 | 145 | .1 | 11,364 | 5.1 |
| 435 | 146 | .1 | 11,510 | 5.1 |
| 436 | 135 | .1 | 11,645 | 5.2 |
| 437 | 148 | .1 | 11,793 | 5.3 |
| 438 | 173 | .1 | 11,966 | 5.3 |
| 439 | 157 | .1 | 12,123 | 5.4 |
| 440 | 177 | .1 | 12,300 | 5.5 |
| 441 | 196 | .1 | 12,496 | 5.6 |
| 442 | 169 | .1 | 12,665 | 5.7 |
| 443 | 148 | .1 | 12,813 | 5.7 |
| 444 | 196 | .1 | 13,009 | 5.8 |
| 445 | 177 | .1 | 13,186 | 5.9 |

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 446 | 191 | .1 | 13,377 | 6.0 |
| 447 | 169 | .1 | 13,546 | 6.1 |
| 448 | 188 | .1 | 13,734 | 6.1 |
| 449 | 148 | .1 | 13,882 | 6.2 |
| 450 | 225 | .1 | 14,107 | 6.3 |
| 451 | 188 | .1 | 14,295 | 6.4 |
| 452 | 210 | .1 | 14,505 | 6.5 |
| 453 | 177 | .1 | 14,682 | 6.6 |
| 454 | 183 | .1 | 14,865 | 6.6 |
| 455 | 190 | .1 | 15,055 | 6.7 |
| 456 | 224 | .1 | 15,279 | 6.8 |
| 457 | 195 | .1 | 15,474 | 6.9 |
| 458 | 255 | .1 | 15,729 | 7.0 |
| 459 | 185 | .1 | 15,914 | 7.1 |
| 460 | 280 | .1 | 16,194 | 7.2 |
| 461 | 225 | .1 | 16,419 | 7.3 |
| 462 | 240 | .1 | 16,659 | 7.4 |
| 463 | 210 | .1 | 16,869 | 7.5 |
| 464 | 235 | .1 | 17,104 | 7.6 |
| 465 | 220 | .1 | 17,324 | 7.7 |
| 466 | 238 | .1 | 17,562 | 7.8 |
| 467 | 268 | .1 | 17,830 | 8.0 |
| 468 | 308 | .1 | 18,138 | 8.1 |
| 469 | 251 | .1 | 18,389 | 8.2 |
| 470 | 274 | .1 | 18,663 | 8.3 |
| 471 | 274 | .1 | 18,937 | 8.5 |
| 472 | 293 | .1 | 19,230 | 8.6 |
| 473 | 286 | .1 | 19,516 | 8.7 |
| 474 | 288 | .1 | 19,804 | 8.9 |
| 475 | 314 | .1 | 20,118 | 9.0 |
| 476 | 275 | .1 | 20,393 | 9.1 |
| 477 | 326 | .1 | 20,719 | 9.3 |
| 478 | 287 | .1 | 21,006 | 9.4 |
| 479 | 305 | .1 | 21,311 | 9.5 |
| 480 | 346 | .2 | 21,657 | 9.7 |
| 481 | 315 | .1 | 21,972 | 9.8 |
| 482 | 309 | .1 | 22,281 | 10.0 |
| 483 | 334 | .1 | 22,615 | 10.1 |
| 484 | 295 | .1 | 22,910 | 10.2 |
| 485 | 361 | .2 | 23,271 | 10.4 |

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 486 | 354 | .2 | 23,625 | 10.6 |
| 487 | 361 | .2 | 23,986 | 10.7 |
| 488 | 359 | .2 | 24,345 | 10.9 |
| 489 | 393 | .2 | 24,738 | 11.1 |
| 490 | 341 | .2 | 25,079 | 11.2 |
| 491 | 401 | .2 | 25,480 | 11.4 |
| 492 | 404 | .2 | 25,884 | 11.6 |
| 493 | 456 | .2 | 26,340 | 11.8 |
| 494 | 381 | .2 | 26,721 | 11.9 |
| 495 | 428 | .2 | 27,149 | 12.1 |
| 496 | 396 | .2 | 27,545 | 12.3 |
| 497 | 454 | .2 | 27,999 | 12.5 |
| 498 | 416 | .2 | 28,415 | 12.7 |
| 499 | 459 | .2 | 28,874 | 12.9 |
| 500 | 406 | .2 | 29,280 | 13.1 |
| 501 | 466 | .2 | 29,746 | 13.3 |
| 502 | 481 | .2 | 30,227 | 13.5 |
| 503 | 472 | .2 | 30,699 | 13.7 |
| 504 | 457 | .2 | 31,156 | 13.9 |
| 505 | 560 | .3 | 31,716 | 14.2 |
| 506 | 486 | .2 | 32,202 | 14.4 |
| 507 | 510 | .2 | 32,712 | 14.6 |
| 508 | 522 | .2 | 33,234 | 14.9 |
| 509 | 563 | .3 | 33,797 | 15.1 |
| 510 | 520 | .2 | 34,317 | 15.3 |
| 511 | 588 | .3 | 34,905 | 15.6 |
| 512 | 550 | .2 | 35,455 | 15.8 |
| 513 | 533 | .2 | 35,988 | 16.1 |
| 514 | 597 | .3 | 36,585 | 16.3 |
| 515 | 626 | .3 | 37,211 | 16.6 |
| 516 | 536 | .2 | 37,747 | 16.9 |
| 517 | 624 | .3 | 38,371 | 17.1 |
| 518 | 635 | .3 | 39,006 | 17.4 |
| 519 | 569 | .3 | 39,575 | 17.7 |
| 520 | 694 | .3 | 40,269 | 18.0 |
| 521 | 635 | .3 | 40,904 | 18.3 |
| 522 | 576 | .3 | 41,480 | 18.5 |
| 523 | 771 | .3 | 42,251 | 18.9 |
| 524 | 596 | .3 | 42,847 | 19.1 |
| 525 | 795 | .4 | 43,642 | 19.5 |

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 526 | 723 | .3 | 44,365 | 19.8 |
| 527 | 647 | .3 | 45,012 | 20.1 |
| 528 | 766 | .3 | 45,778 | 20.5 |
| 529 | 664 | .3 | 46,442 | 20.8 |
| 530 | 887 | .4 | 47,329 | 21.2 |
| 531 | 690 | .3 | 48,019 | 21.5 |
| 532 | 801 | .4 | 48,820 | 21.8 |
| 533 | 841 | .4 | 49,661 | 22.2 |
| 534 | 750 | .3 | 50,411 | 22.5 |
| 535 | 892 | .4 | 51,303 | 22.9 |
| 536 | 733 | .3 | 52,036 | 23.3 |
| 537 | 941 | .4 | 52,977 | 23.7 |
| 538 | 888 | .4 | 53,865 | 24.1 |
| 539 | 813 | .4 | 54,678 | 24.4 |
| 540 | 1,006 | .4 | 55,684 | 24.9 |
| 541 | 920 | .4 | 56,604 | 25.3 |
| 542 | 985 | .4 | 57,589 | 25.7 |
| 543 | 950 | .4 | 58,539 | 26.2 |
| 544 | 934 | .4 | 59,473 | 26.6 |
| 545 | 1,074 | .5 | 60,547 | 27.1 |
| 546 | 928 | .4 | 61,475 | 27.5 |
| 547 | 1,048 | .5 | 62,523 | 27.9 |
| 548 | 1,049 | .5 | 63,572 | 28.4 |
| 549 | 975 | .4 | 64,547 | 28.8 |
| 550 | 1,085 | .5 | 65,632 | 29.3 |
| 551 | 1,012 | .5 | 66,644 | 29.8 |
| 552 | 1,040 | .5 | 67,684 | 30.2 |
| 553 | 1,196 | .5 | 68,880 | 30.8 |
| 554 | 1,064 | .5 | 69,944 | 31.3 |
| 555 | 1,145 | .5 | 71,089 | 31.8 |
| 556 | 1,151 | .5 | 72,240 | 32.3 |
| 557 | 1,002 | .4 | 73,242 | 32.7 |
| 558 | 1,353 | .6 | 74,595 | 33.3 |
| 559 | 1,079 | .5 | 75,674 | 33.8 |
| 560 | 1,276 | .6 | 76,950 | 34.4 |
| 561 | 1,121 | .5 | 78,071 | 34.9 |
| 562 | 1,365 | .6 | 79,436 | 35.5 |
| 563 | 1,042 | .5 | 80,478 | 36.0 |
| 564 | 1,397 | .6 | 81,875 | 36.6 |
| 565 | 1,148 | .5 | 83,023 | 37.1 |

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 566 | 1,298 | .6 | 84,321 | 37.7 |
| 567 | 1,294 | .6 | 85,615 | 38.3 |
| 568 | 1,266 | .6 | 86,881 | 38.8 |
| 569 | 1,444 | .6 | 88,325 | 39.5 |
| 570 | 1,308 | .6 | 89,633 | 40.1 |
| 571 | 1,359 | .6 | 90,992 | 40.7 |
| 572 | 1,346 | .6 | 92,338 | 41.3 |
| 573 | 1,499 | .7 | 93,837 | 41.9 |
| 574 | 1,375 | .6 | 95,212 | 42.5 |
| 575 | 1,342 | .6 | 96,554 | 43.1 |
| 576 | 1,573 | .7 | 98,127 | 43.9 |
| 577 | 1,392 | .6 | 99,519 | 44.5 |
| 578 | 1,386 | .6 | 100,905 | 45.1 |
| 579 | 1,439 | .6 | 102,344 | 45.7 |
| 580 | 1,351 | .6 | 103,695 | 46.3 |
| 581 | 1,540 | .7 | 105,235 | 47.0 |
| 582 | 1,569 | .7 | 106,804 | 47.7 |
| 583 | 1,441 | .6 | 108,245 | 48.4 |
| 584 | 1,571 | .7 | 109,816 | 49.1 |
| 585 | 1,313 | .6 | 111,129 | 49.7 |
| 586 | 1,747 | .8 | 112,876 | 50.4 |
| 587 | 1,291 | .6 | 114,167 | 51.0 |
| 588 | 1,659 | .7 | 115,826 | 51.8 |
| 589 | 1,326 | .6 | 117,152 | 52.4 |
| 590 | 1,687 | .8 | 118,839 | 53.1 |
| 591 | 1,389 | .6 | 120,228 | 53.7 |
| 592 | 1,588 | .7 | 121,816 | 54.4 |
| 593 | 1,438 | .6 | 123,254 | 55.1 |
| 594 | 1,632 | .7 | 124,886 | 55.8 |
| 595 | 1,433 | .6 | 126,319 | 56.4 |
| 596 | 1,573 | .7 | 127,892 | 57.2 |
| 597 | 1,510 | .7 | 129,402 | 57.8 |
| 598 | 1,628 | .7 | 131,030 | 58.6 |
| 599 | 1,440 | .6 | 132,470 | 59.2 |
| 600 | 1,581 | .7 | 134,051 | 59.9 |
| 601 | 1,538 | .7 | 135,589 | 60.6 |
| 602 | 1,608 | .7 | 137,197 | 61.3 |
| 603 | 1,507 | .7 | 138,704 | 62.0 |
| 604 | 1,511 | .7 | 140,215 | 62.7 |
| 605 | 1,555 | .7 | 141,770 | 63.4 |

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 606 | 1,523 | .7 | 143,293 | 64.0 |
| 607 | 1,529 | .7 | 144,822 | 64.7 |
| 608 | 1,575 | .7 | 146,397 | 65.4 |
| 609 | 1,581 | .7 | 147,978 | 66.1 |
| 610 | 1,578 | .7 | 149,556 | 66.8 |
| 611 | 1,436 | .6 | 150,992 | 67.5 |
| 612 | 1,710 | .8 | 152,702 | 68.2 |
| 613 | 1,471 | .7 | 154,173 | 68.9 |
| 614 | 1,558 | .7 | 155,731 | 69.6 |
| 615 | 1,461 | .7 | 157,192 | 70.2 |
| 616 | 1,570 | .7 | 158,762 | 70.9 |
| 617 | 1,351 | .6 | 160,113 | 71.6 |
| 618 | 1,551 | .7 | 161,664 | 72.2 |
| 619 | 1,424 | .6 | 163,088 | 72.9 |
| 620 | 1,448 | .6 | 164,536 | 73.5 |
| 621 | 1,330 | .6 | 165,866 | 74.1 |
| 622 | 1,585 | .7 | 167,451 | 74.8 |
| 623 | 1,285 | .6 | 168,736 | 75.4 |
| 624 | 1,384 | .6 | 170,120 | 76.0 |
| 625 | 1,269 | .6 | 171,389 | 76.6 |
| 626 | 1,486 | .7 | 172,875 | 77.3 |
| 627 | 1,198 | .5 | 174,073 | 77.8 |
| 628 | 1,421 | .6 | 175,494 | 78.4 |
| 629 | 1,313 | .6 | 176,807 | 79.0 |
| 630 | 1,179 | .5 | 177,986 | 79.5 |
| 631 | 1,300 | .6 | 179,286 | 80.1 |
| 632 | 1,304 | .6 | 180,590 | 80.7 |
| 633 | 1,276 | .6 | 181,866 | 81.3 |
| 634 | 1,143 | .5 | 183,009 | 81.8 |
| 635 | 1,277 | .6 | 184,286 | 82.4 |
| 636 | 1,236 | .6 | 185,522 | 82.9 |
| 637 | 1,241 | .6 | 186,763 | 83.5 |
| 638 | 1,138 | .5 | 187,901 | 84.0 |
| 639 | 1,254 | .6 | 189,155 | 84.5 |
| 640 | 1,102 | .5 | 190,257 | 85.0 |
| 641 | 1,022 | .5 | 191,279 | 85.5 |
| 642 | 1,117 | .5 | 192,396 | 86.0 |
| 643 | 1,133 | .5 | 193,529 | 86.5 |
| 644 | 952 | .4 | 194,481 | 86.9 |
| 645 | 1,134 | .5 | 195,615 | 87.4 |

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 646 | 871 | .4 | 196,486 | 87.8 |
| 647 | 1,049 | .5 | 197,535 | 88.3 |
| 648 | 934 | .4 | 198,469 | 88.7 |
| 649 | 941 | .4 | 199,410 | 89.1 |
| 650 | 1,074 | .5 | 200,484 | 89.6 |
| 651 | 763 | .3 | 201,247 | 89.9 |
| 652 | 903 | .4 | 202,150 | 90.3 |
| 653 | 916 | .4 | 203,066 | 90.7 |
| 654 | 732 | .3 | 203,798 | 91.1 |
| 655 | 769 | .3 | 204,567 | 91.4 |
| 656 | 941 | .4 | 205,508 | 91.8 |
| 657 | 626 | .3 | 206,134 | 92.1 |
| 658 | 745 | .3 | 206,879 | 92.5 |
| 659 | 697 | .3 | 207,576 | 92.8 |
| 660 | 693 | .3 | 208,269 | 93.1 |
| 661 | 710 | .3 | 208,979 | 93.4 |
| 662 | 574 | .3 | 209,553 | 93.6 |
| 663 | 662 | .3 | 210,215 | 93.9 |
| 664 | 665 | .3 | 210,880 | 94.2 |
| 665 | 486 | .2 | 211,366 | 94.5 |
| 666 | 662 | .3 | 212,028 | 94.8 |
| 667 | 556 | .2 | 212,584 | 95.0 |
| 668 | 525 | .2 | 213,109 | 95.2 |
| 669 | 516 | .2 | 213,625 | 95.5 |
| 670 | 415 | .2 | 214,040 | 95.7 |
| 671 | 425 | .2 | 214,465 | 95.8 |
| 672 | 528 | .2 | 214,993 | 96.1 |
| 673 | 395 | .2 | 215,388 | 96.3 |
| 674 | 471 | .2 | 215,859 | 96.5 |
| 675 | 321 | .1 | 216,180 | 96.6 |
| 676 | 410 | .2 | 216,590 | 96.8 |
| 677 | 442 | .2 | 217,032 | 97.0 |
| 678 | 382 | .2 | 217,414 | 97.2 |
| 679 | 308 | .1 | 217,722 | 97.3 |
| 680 | 284 | .1 | 218,006 | 97.4 |
| 681 | 378 | .2 | 218,384 | 97.6 |
| 682 | 270 | .1 | 218,654 | 97.7 |
| 683 | 296 | .1 | 218,950 | 97.8 |
| 684 | 218 | .1 | 219,168 | 97.9 |
| 685 | 314 | .1 | 219,482 | 98.1 |

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 686 | 202 | .1 | 219,684 | 98.2 |
| 687 | 261 | .1 | 219,945 | 98.3 |
| 688 | 224 | .1 | 220,169 | 98.4 |
| 689 | 241 | .1 | 220,410 | 98.5 |
| 690 | 155 | .1 | 220,565 | 98.6 |
| 691 | 169 | .1 | 220,734 | 98.6 |
| 692 | 266 | .1 | 221,000 | 98.8 |
| 693 | 100 | .0 | 221,100 | 98.8 |
| 694 | 151 | .1 | 221,251 | 98.9 |
| 695 | 208 | .1 | 221,459 | 99.0 |
| 696 | 136 | .1 | 221,595 | 99.0 |
| 697 | 161 | .1 | 221,756 | 99.1 |
| 698 | 103 | .0 | 221,859 | 99.1 |
| 699 | 51 | .0 | 221,910 | 99.2 |
| 700 | 183 | .1 | 222,093 | 99.2 |
| 701 | 113 | .1 | 222,206 | 99.3 |
| 702 | 65 | .0 | 222,271 | 99.3 |
| 703 | 155 | .1 | 222,426 | 99.4 |
| 704 | 61 | .0 | 222,487 | 99.4 |
| 705 | 56 | .0 | 222,543 | 99.5 |
| 706 | 95 | .0 | 222,638 | 99.5 |
| 707 | 78 | .0 | 222,716 | 99.5 |
| 708 | 81 | .0 | 222,797 | 99.6 |
| 709 | 44 | .0 | 222,841 | 99.6 |
| 710 | 46 | .0 | 222,887 | 99.6 |
| 711 | 143 | .1 | 223,030 | 99.7 |
| 712 | 25 | .0 | 223,055 | 99.7 |
| 713 | 49 | .0 | 223,104 | 99.7 |
| 714 | 25 | .0 | 223,129 | 99.7 |
| 715 | 58 | .0 | 223,187 | 99.7 |
| 716 | 30 | .0 | 223,217 | 99.8 |
| 717 | 37 | .0 | 223,254 | 99.8 |
| 718 | 41 | .0 | 223,295 | 99.8 |
| 719 | 38 | .0 | 223,333 | 99.8 |
| 720 | 29 | .0 | 223,362 | 99.8 |
| 721 | 48 | .0 | 223,410 | 99.8 |
| 722 | 14 | .0 | 223,424 | 99.8 |
| 723 | 22 | .0 | 223,446 | 99.9 |
| 724 | 34 | .0 | 223,480 | 99.9 |
| 725 | 25 | .0 | 223,505 | 99.9 |

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|--------------------|--------------|----------------|-------------------|---------------------|
| 726 | 36 | .0 | 223,541 | 99.9 |
| 727 | 3 | .0 | 223,544 | 99.9 |
| 728 | 22 | .0 | 223,566 | 99.9 |
| 730 | 6 | .0 | 223,572 | 99.9 |
| 731 | 27 | .0 | 223,599 | 99.9 |
| 732 | 27 | .0 | 223,626 | 99.9 |
| 733 | 1 | .0 | 223,627 | 99.9 |
| 734 | 52 | .0 | 223,679 | 100.0 |
| 735 | 1 | .0 | 223,680 | 100.0 |
| 736 | 6 | .0 | 223,686 | 100.0 |
| 738 | 15 | .0 | 223,701 | 100.0 |
| 741 | 2 | .0 | 223,703 | 100.0 |
| 744 | 14 | .0 | 223,717 | 100.0 |
| 745 | 6 | .0 | 223,723 | 100.0 |
| 747 | 29 | .0 | 223,752 | 100.0 |
| 748 | 2 | .0 | 223,754 | 100.0 |
| 750 | 1 | .0 | 223,755 | 100.0 |
| 751 | 4 | .0 | 223,759 | 100.0 |
| 757 | 6 | .0 | 223,765 | 100.0 |
| 761 | 8 | .0 | 223,773 | 100.0 |

Initial Assessment Data

Table I-31: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 220 | 39,056 | 17.9 | 39,056 | 17.9 |
| 295 | 21,433 | 9.8 | 60,489 | 27.8 |
| 327 | 1 | .0 | 60,490 | 27.8 |
| 339 | 23,452 | 10.8 | 83,942 | 38.6 |
| 343 | 1 | .0 | 83,943 | 38.6 |
| 356 | 1 | .0 | 83,944 | 38.6 |
| 364 | 22,995 | 10.6 | 106,939 | 49.1 |
| 380 | 1 | .0 | 106,940 | 49.1 |
| 382 | 20,495 | 9.4 | 127,435 | 58.6 |
| 392 | 2 | .0 | 127,437 | 58.6 |
| 397 | 17,939 | 8.2 | 145,376 | 66.8 |
| 411 | 15,332 | 7.0 | 160,708 | 73.9 |
| 424 | 12,343 | 5.7 | 173,051 | 79.5 |
| 437 | 9,754 | 4.5 | 182,805 | 84.0 |
| 448 | 8,224 | 3.8 | 191,029 | 87.8 |
| 460 | 6,578 | 3.0 | 197,607 | 90.8 |
| 472 | 5,195 | 2.4 | 202,802 | 93.2 |
| 485 | 4,181 | 1.9 | 206,983 | 95.1 |
| 498 | 3,331 | 1.5 | 210,314 | 96.6 |
| 513 | 2,687 | 1.2 | 213,001 | 97.9 |
| 531 | 1,974 | .9 | 214,975 | 98.8 |
| 553 | 1,372 | .6 | 216,347 | 99.4 |
| 570 | 1,259 | .6 | 217,606 | 100.0 |

Table I-32: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 220 | 1,768 | 17.4 | 1,768 | 17.4 |
| 295 | 393 | 3.9 | 2,161 | 21.3 |
| 339 | 398 | 3.9 | 2,559 | 25.3 |
| 364 | 308 | 3.0 | 2,867 | 28.3 |
| 382 | 269 | 2.7 | 3,136 | 30.9 |
| 397 | 263 | 2.6 | 3,399 | 33.5 |
| 411 | 273 | 2.7 | 3,672 | 36.2 |
| 424 | 302 | 3.0 | 3,974 | 39.2 |
| 437 | 294 | 2.9 | 4,268 | 42.1 |
| 448 | 389 | 3.8 | 4,657 | 46.0 |
| 460 | 462 | 4.6 | 5,119 | 50.5 |
| 472 | 532 | 5.3 | 5,651 | 55.8 |
| 481 | 1 | .0 | 5,652 | 55.8 |
| 485 | 568 | 5.6 | 6,220 | 61.4 |
| 498 | 667 | 6.6 | 6,887 | 68.0 |
| 513 | 704 | 6.9 | 7,591 | 74.9 |
| 531 | 711 | 7.0 | 8,302 | 81.9 |
| 553 | 737 | 7.3 | 9,039 | 89.2 |
| 570 | 1,094 | 10.8 | 10,133 | 100.0 |

Table I-33: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|--------------------|--------------|----------------|-------------------|---------------------|
| 220 | 3,885 | 16.8 | 3,885 | 16.8 |
| 279 | 771 | 3.3 | 4,656 | 20.2 |
| 325 | 962 | 4.2 | 5,618 | 24.3 |
| 356 | 1,005 | 4.4 | 6,623 | 28.7 |
| 361 | 1 | .0 | 6,624 | 28.7 |
| 382 | 1,032 | 4.5 | 7,656 | 33.2 |
| 405 | 1,056 | 4.6 | 8,712 | 37.8 |
| 420 | 1 | .0 | 8,713 | 37.8 |
| 427 | 990 | 4.3 | 9,703 | 42.1 |
| 449 | 1,181 | 5.1 | 10,884 | 47.2 |
| 470 | 1,311 | 5.7 | 12,195 | 52.9 |
| 492 | 1,457 | 6.3 | 13,652 | 59.2 |
| 513 | 1,432 | 6.2 | 15,084 | 65.4 |
| 535 | 1,564 | 6.8 | 16,648 | 72.2 |
| 559 | 1,690 | 7.3 | 18,338 | 79.5 |
| 585 | 1,518 | 6.6 | 19,856 | 86.1 |
| 619 | 1,357 | 5.9 | 21,213 | 91.9 |
| 640 | 1,860 | 8.1 | 23,073 | 100.0 |

Table I-34: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|--------------------|--------------|----------------|-------------------|---------------------|
| 230 | 3,215 | 17.0 | 3,215 | 17.0 |
| 289 | 637 | 3.4 | 3,852 | 20.4 |
| 349 | 782 | 4.1 | 4,634 | 24.5 |
| 388 | 967 | 5.1 | 5,601 | 29.6 |
| 419 | 942 | 5.0 | 6,543 | 34.6 |
| 445 | 899 | 4.8 | 7,442 | 39.3 |
| 470 | 897 | 4.7 | 8,339 | 44.1 |
| 493 | 904 | 4.8 | 9,243 | 48.9 |
| 517 | 916 | 4.8 | 10,159 | 53.7 |
| 540 | 1,011 | 5.3 | 11,170 | 59.0 |
| 565 | 1,124 | 5.9 | 12,294 | 65.0 |
| 591 | 1,228 | 6.5 | 13,522 | 71.5 |
| 621 | 1,255 | 6.6 | 14,777 | 78.1 |
| 656 | 1,287 | 6.8 | 16,064 | 84.9 |
| 704 | 1,300 | 6.9 | 17,364 | 91.8 |
| 715 | 1,555 | 8.2 | 18,919 | 100.0 |

Table I-35: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 230 | 3,846 | 13.5 | 3,846 | 13.5 |
| 290 | 801 | 2.8 | 4,647 | 16.3 |
| 344 | 1,103 | 3.9 | 5,750 | 20.2 |
| 383 | 1,365 | 4.8 | 7,115 | 25.0 |
| 416 | 1,518 | 5.3 | 8,633 | 30.3 |
| 447 | 1,476 | 5.2 | 10,109 | 35.5 |
| 476 | 1,350 | 4.7 | 11,459 | 40.2 |
| 506 | 1,424 | 5.0 | 12,883 | 45.2 |
| 537 | 1,598 | 5.6 | 14,481 | 50.9 |
| 569 | 1,753 | 6.2 | 16,234 | 57.0 |
| 604 | 2,010 | 7.1 | 18,244 | 64.1 |
| 641 | 2,126 | 7.5 | 20,370 | 71.5 |
| 681 | 2,159 | 7.6 | 22,529 | 79.1 |
| 724 | 2,039 | 7.2 | 24,568 | 86.3 |
| 725 | 3,907 | 13.7 | 28,475 | 100.0 |

Table I-36: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 140 | 41,092 | 18.9 | 41,092 | 18.9 |
| 284 | 10,952 | 5.0 | 52,044 | 23.9 |
| 292 | 1 | .0 | 52,045 | 23.9 |
| 317 | 9,202 | 4.2 | 61,247 | 28.1 |
| 336 | 8,620 | 4.0 | 69,867 | 32.1 |
| 350 | 8,186 | 3.8 | 78,053 | 35.9 |
| 357 | 1 | .0 | 78,054 | 35.9 |
| 362 | 8,315 | 3.8 | 86,369 | 39.7 |
| 371 | 8,632 | 4.0 | 95,001 | 43.7 |
| 380 | 8,769 | 4.0 | 103,770 | 47.7 |
| 388 | 8,823 | 4.1 | 112,593 | 51.7 |
| 395 | 8,833 | 4.1 | 121,426 | 55.8 |
| 402 | 8,876 | 4.1 | 130,302 | 59.9 |
| 409 | 8,626 | 4.0 | 138,928 | 63.8 |
| 415 | 8,278 | 3.8 | 147,206 | 67.6 |
| 421 | 7,697 | 3.5 | 154,903 | 71.2 |
| 423 | 1 | .0 | 154,904 | 71.2 |
| 427 | 7,473 | 3.4 | 162,377 | 74.6 |
| 433 | 6,556 | 3.0 | 168,933 | 77.6 |
| 437 | 1 | .0 | 168,934 | 77.6 |
| 438 | 6,247 | 2.9 | 175,181 | 80.5 |
| 444 | 5,544 | 2.5 | 180,725 | 83.1 |
| 447 | 1 | .0 | 180,726 | 83.1 |
| 450 | 5,174 | 2.4 | 185,900 | 85.4 |
| 456 | 4,735 | 2.2 | 190,635 | 87.6 |
| 463 | 4,460 | 2.0 | 195,095 | 89.7 |
| 470 | 3,875 | 1.8 | 198,970 | 91.4 |
| 478 | 3,570 | 1.6 | 202,540 | 93.1 |
| 486 | 3,332 | 1.5 | 205,872 | 94.6 |
| 496 | 3,002 | 1.4 | 208,874 | 96.0 |
| 508 | 2,647 | 1.2 | 211,521 | 97.2 |
| 523 | 2,243 | 1.0 | 213,764 | 98.2 |
| 543 | 1,891 | .9 | 215,655 | 99.1 |
| 575 | 1,345 | .6 | 217,000 | 99.7 |
| 630 | 606 | .3 | 217,606 | 100.0 |

Table I-37: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 140 | 2,180 | 21.5 | 2,180 | 21.5 |
| 284 | 261 | 2.6 | 2,441 | 24.1 |
| 317 | 189 | 1.9 | 2,630 | 26.0 |
| 336 | 139 | 1.4 | 2,769 | 27.3 |
| 342 | 1 | .0 | 2,770 | 27.3 |
| 350 | 114 | 1.1 | 2,884 | 28.5 |
| 362 | 88 | .9 | 2,972 | 29.3 |
| 371 | 74 | .7 | 3,046 | 30.1 |
| 380 | 68 | .7 | 3,114 | 30.7 |
| 388 | 84 | .8 | 3,198 | 31.6 |
| 395 | 95 | .9 | 3,293 | 32.5 |
| 402 | 116 | 1.1 | 3,409 | 33.6 |
| 409 | 112 | 1.1 | 3,521 | 34.7 |
| 415 | 140 | 1.4 | 3,661 | 36.1 |
| 421 | 149 | 1.5 | 3,810 | 37.6 |
| 427 | 148 | 1.5 | 3,958 | 39.1 |
| 433 | 190 | 1.9 | 4,148 | 40.9 |
| 438 | 204 | 2.0 | 4,352 | 42.9 |
| 444 | 259 | 2.6 | 4,611 | 45.5 |
| 450 | 242 | 2.4 | 4,853 | 47.9 |
| 456 | 283 | 2.8 | 5,136 | 50.7 |
| 463 | 285 | 2.8 | 5,421 | 53.5 |
| 470 | 364 | 3.6 | 5,785 | 57.1 |
| 478 | 402 | 4.0 | 6,187 | 61.1 |
| 486 | 457 | 4.5 | 6,644 | 65.6 |
| 496 | 539 | 5.3 | 7,183 | 70.9 |
| 508 | 571 | 5.6 | 7,754 | 76.5 |
| 523 | 670 | 6.6 | 8,424 | 83.1 |
| 543 | 615 | 6.1 | 9,039 | 89.2 |
| 575 | 625 | 6.2 | 9,664 | 95.4 |
| 630 | 469 | 4.6 | 10,133 | 100.0 |

Table I-38: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 200 | 5,776 | 25.0 | 5,776 | 25.0 |
| 324 | 783 | 3.4 | 6,559 | 28.4 |
| 355 | 465 | 2.0 | 7,024 | 30.4 |
| 373 | 307 | 1.3 | 7,331 | 31.8 |
| 386 | 261 | 1.1 | 7,592 | 32.9 |
| 396 | 196 | .8 | 7,788 | 33.8 |
| 405 | 219 | .9 | 8,007 | 34.7 |
| 413 | 234 | 1.0 | 8,241 | 35.7 |
| 420 | 250 | 1.1 | 8,491 | 36.8 |
| 427 | 282 | 1.2 | 8,773 | 38.0 |
| 433 | 282 | 1.2 | 9,055 | 39.2 |
| 438 | 292 | 1.3 | 9,347 | 40.5 |
| 444 | 296 | 1.3 | 9,643 | 41.8 |
| 449 | 330 | 1.4 | 9,973 | 43.2 |
| 455 | 387 | 1.7 | 10,360 | 44.9 |
| 460 | 448 | 1.9 | 10,808 | 46.8 |
| 466 | 499 | 2.2 | 11,307 | 49.0 |
| 468 | 1 | .0 | 11,308 | 49.0 |
| 472 | 548 | 2.4 | 11,856 | 51.4 |
| 478 | 609 | 2.6 | 12,465 | 54.0 |
| 484 | 741 | 3.2 | 13,206 | 57.2 |
| 491 | 828 | 3.6 | 14,034 | 60.8 |
| 498 | 886 | 3.8 | 14,920 | 64.7 |
| 506 | 984 | 4.3 | 15,904 | 68.9 |
| 515 | 1,168 | 5.1 | 17,072 | 74.0 |
| 526 | 1,139 | 4.9 | 18,211 | 78.9 |
| 540 | 1,156 | 5.0 | 19,367 | 83.9 |
| 557 | 1,219 | 5.3 | 20,586 | 89.2 |
| 582 | 1,139 | 4.9 | 21,725 | 94.2 |
| 623 | 893 | 3.9 | 22,618 | 98.0 |
| 720 | 455 | 2.0 | 23,073 | 100.0 |

Table I-39: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 225 | 4,321 | 22.8 | 4,321 | 22.8 |
| 319 | 776 | 4.1 | 5,097 | 26.9 |
| 352 | 469 | 2.5 | 5,566 | 29.4 |
| 372 | 330 | 1.7 | 5,896 | 31.2 |
| 386 | 1 | .0 | 5,897 | 31.2 |
| 387 | 267 | 1.4 | 6,164 | 32.6 |
| 400 | 258 | 1.4 | 6,422 | 33.9 |
| 411 | 207 | 1.1 | 6,629 | 35.0 |
| 420 | 218 | 1.2 | 6,847 | 36.2 |
| 429 | 217 | 1.1 | 7,064 | 37.3 |
| 438 | 229 | 1.2 | 7,293 | 38.5 |
| 446 | 224 | 1.2 | 7,517 | 39.7 |
| 453 | 230 | 1.2 | 7,747 | 40.9 |
| 461 | 243 | 1.3 | 7,990 | 42.2 |
| 468 | 241 | 1.3 | 8,231 | 43.5 |
| 475 | 277 | 1.5 | 8,508 | 45.0 |
| 483 | 291 | 1.5 | 8,799 | 46.5 |
| 490 | 319 | 1.7 | 9,118 | 48.2 |
| 498 | 338 | 1.8 | 9,456 | 50.0 |
| 506 | 368 | 1.9 | 9,824 | 51.9 |
| 514 | 476 | 2.5 | 10,300 | 54.4 |
| 523 | 477 | 2.5 | 10,777 | 57.0 |
| 532 | 605 | 3.2 | 11,382 | 60.2 |
| 543 | 712 | 3.8 | 12,094 | 63.9 |
| 554 | 834 | 4.4 | 12,928 | 68.3 |
| 568 | 960 | 5.1 | 13,888 | 73.4 |
| 584 | 1,092 | 5.8 | 14,980 | 79.2 |
| 604 | 1,102 | 5.8 | 16,082 | 85.0 |
| 632 | 1,075 | 5.7 | 17,157 | 90.7 |
| 676 | 982 | 5.2 | 18,139 | 95.9 |
| 720 | 780 | 4.1 | 18,919 | 100.0 |

Table I-40: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 235 | 5,882 | 20.7 | 5,882 | 20.7 |
| 341 | 1,120 | 3.9 | 7,002 | 24.6 |
| 380 | 705 | 2.5 | 7,707 | 27.1 |
| 403 | 480 | 1.7 | 8,187 | 28.8 |
| 420 | 419 | 1.5 | 8,606 | 30.2 |
| 433 | 401 | 1.4 | 9,007 | 31.6 |
| 444 | 314 | 1.1 | 9,321 | 32.7 |
| 454 | 329 | 1.2 | 9,650 | 33.9 |
| 463 | 377 | 1.3 | 10,027 | 35.2 |
| 471 | 328 | 1.2 | 10,355 | 36.4 |
| 479 | 360 | 1.3 | 10,715 | 37.6 |
| 487 | 396 | 1.4 | 11,111 | 39.0 |
| 495 | 411 | 1.4 | 11,522 | 40.5 |
| 502 | 476 | 1.7 | 11,998 | 42.1 |
| 510 | 492 | 1.7 | 12,490 | 43.9 |
| 517 | 567 | 2.0 | 13,057 | 45.9 |
| 525 | 674 | 2.4 | 13,731 | 48.2 |
| 533 | 759 | 2.7 | 14,490 | 50.9 |
| 542 | 829 | 2.9 | 15,319 | 53.8 |
| 551 | 922 | 3.2 | 16,241 | 57.0 |
| 560 | 1,027 | 3.6 | 17,268 | 60.6 |
| 570 | 1,160 | 4.1 | 18,428 | 64.7 |
| 581 | 1,204 | 4.2 | 19,632 | 68.9 |
| 594 | 1,341 | 4.7 | 20,973 | 73.7 |
| 609 | 1,377 | 4.8 | 22,350 | 78.5 |
| 626 | 1,417 | 5.0 | 23,767 | 83.5 |
| 647 | 1,392 | 4.9 | 25,159 | 88.4 |
| 677 | 1,288 | 4.5 | 26,447 | 92.9 |
| 726 | 1,152 | 4.0 | 27,599 | 96.9 |
| 740 | 876 | 3.1 | 28,475 | 100.0 |

Table I-41: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 220 | 16,799 | 7.7 | 16,799 | 7.7 |
| 226 | 2 | .0 | 16,801 | 7.7 |
| 238 | 6,126 | 2.8 | 22,927 | 10.5 |
| 251 | 2 | .0 | 22,929 | 10.5 |
| 258 | 10,314 | 4.7 | 33,243 | 15.3 |
| 270 | 13,990 | 6.4 | 47,233 | 21.7 |
| 273 | 2 | .0 | 47,235 | 21.7 |
| 279 | 16,589 | 7.6 | 63,824 | 29.3 |
| 287 | 17,275 | 7.9 | 81,099 | 37.3 |
| 293 | 15,805 | 7.3 | 96,904 | 44.5 |
| 299 | 14,777 | 6.8 | 111,681 | 51.3 |
| 304 | 13,914 | 6.4 | 125,595 | 57.7 |
| 310 | 13,336 | 6.1 | 138,931 | 63.8 |
| 316 | 12,836 | 5.9 | 151,767 | 69.7 |
| 322 | 11,423 | 5.2 | 163,190 | 75.0 |
| 329 | 9,937 | 4.6 | 173,127 | 79.6 |
| 336 | 8,145 | 3.7 | 181,272 | 83.3 |
| 344 | 6,273 | 2.9 | 187,545 | 86.2 |
| 353 | 5,115 | 2.4 | 192,660 | 88.5 |
| 362 | 4,088 | 1.9 | 196,748 | 90.4 |
| 373 | 3,483 | 1.6 | 200,231 | 92.0 |
| 376 | 1 | .0 | 200,232 | 92.0 |
| 385 | 3,163 | 1.5 | 203,395 | 93.5 |
| 399 | 3,028 | 1.4 | 206,423 | 94.9 |
| 414 | 2,869 | 1.3 | 209,292 | 96.2 |
| 436 | 3,046 | 1.4 | 212,338 | 97.6 |
| 481 | 2,910 | 1.3 | 215,248 | 98.9 |
| 570 | 2,358 | 1.1 | 217,606 | 100.0 |

Table I-42: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 280 | 2,621 | 25.9 | 2,621 | 25.9 |
| 364 | 482 | 4.8 | 3,103 | 30.6 |
| 392 | 525 | 5.2 | 3,628 | 35.8 |
| 407 | 550 | 5.4 | 4,178 | 41.2 |
| 408 | 1 | .0 | 4,179 | 41.2 |
| 419 | 483 | 4.8 | 4,662 | 46.0 |
| 428 | 463 | 4.6 | 5,125 | 50.6 |
| 436 | 386 | 3.8 | 5,511 | 54.4 |
| 443 | 352 | 3.5 | 5,863 | 57.9 |
| 450 | 306 | 3.0 | 6,169 | 60.9 |
| 456 | 298 | 2.9 | 6,467 | 63.8 |
| 462 | 295 | 2.9 | 6,762 | 66.7 |
| 468 | 225 | 2.2 | 6,987 | 69.0 |
| 473 | 233 | 2.3 | 7,220 | 71.3 |
| 479 | 236 | 2.3 | 7,456 | 73.6 |
| 485 | 243 | 2.4 | 7,699 | 76.0 |
| 490 | 232 | 2.3 | 7,931 | 78.3 |
| 496 | 216 | 2.1 | 8,147 | 80.4 |
| 501 | 213 | 2.1 | 8,360 | 82.5 |
| 507 | 202 | 2.0 | 8,562 | 84.5 |
| 513 | 214 | 2.1 | 8,776 | 86.6 |
| 520 | 211 | 2.1 | 8,987 | 88.7 |
| 527 | 211 | 2.1 | 9,198 | 90.8 |
| 534 | 194 | 1.9 | 9,392 | 92.7 |
| 542 | 190 | 1.9 | 9,582 | 94.6 |
| 552 | 174 | 1.7 | 9,756 | 96.3 |
| 564 | 146 | 1.4 | 9,902 | 97.7 |
| 580 | 124 | 1.2 | 10,026 | 98.9 |
| 607 | 74 | .7 | 10,100 | 99.7 |
| 650 | 33 | .3 | 10,133 | 100.0 |

Table I-43: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 280 | 4,246 | 18.4 | 4,246 | 18.4 |
| 306 | 506 | 2.2 | 4,752 | 20.6 |
| 381 | 722 | 3.1 | 5,474 | 23.7 |
| 410 | 875 | 3.8 | 6,349 | 27.5 |
| 429 | 1,007 | 4.4 | 7,356 | 31.9 |
| 443 | 1,000 | 4.3 | 8,356 | 36.2 |
| 454 | 960 | 4.2 | 9,316 | 40.4 |
| 462 | 1 | .0 | 9,317 | 40.4 |
| 464 | 846 | 3.7 | 10,163 | 44.0 |
| 473 | 798 | 3.5 | 10,961 | 47.5 |
| 481 | 717 | 3.1 | 11,678 | 50.6 |
| 488 | 576 | 2.5 | 12,254 | 53.1 |
| 495 | 625 | 2.7 | 12,879 | 55.8 |
| 501 | 596 | 2.6 | 13,475 | 58.4 |
| 508 | 576 | 2.5 | 14,051 | 60.9 |
| 514 | 579 | 2.5 | 14,630 | 63.4 |
| 520 | 616 | 2.7 | 15,246 | 66.1 |
| 527 | 642 | 2.8 | 15,888 | 68.9 |
| 533 | 585 | 2.5 | 16,473 | 71.4 |
| 539 | 610 | 2.6 | 17,083 | 74.0 |
| 546 | 594 | 2.6 | 17,677 | 76.6 |
| 553 | 576 | 2.5 | 18,253 | 79.1 |
| 560 | 637 | 2.8 | 18,890 | 81.9 |
| 568 | 629 | 2.7 | 19,519 | 84.6 |
| 576 | 565 | 2.4 | 20,084 | 87.0 |
| 585 | 541 | 2.3 | 20,625 | 89.4 |
| 596 | 549 | 2.4 | 21,174 | 91.8 |
| 608 | 552 | 2.4 | 21,726 | 94.2 |
| 624 | 501 | 2.2 | 22,227 | 96.3 |
| 646 | 445 | 1.9 | 22,672 | 98.3 |
| 675 | 1 | .0 | 22,673 | 98.3 |
| 683 | 272 | 1.2 | 22,945 | 99.4 |
| 700 | 128 | .6 | 23,073 | 100.0 |

Table I-44: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 320 | 3,769 | 19.9 | 3,769 | 19.9 |
| 363 | 599 | 3.2 | 4,368 | 23.1 |
| 425 | 749 | 4.0 | 5,117 | 27.0 |
| 455 | 777 | 4.1 | 5,894 | 31.2 |
| 475 | 794 | 4.2 | 6,688 | 35.4 |
| 489 | 750 | 4.0 | 7,438 | 39.3 |
| 501 | 1 | .0 | 7,439 | 39.3 |
| 502 | 630 | 3.3 | 8,069 | 42.7 |
| 512 | 615 | 3.3 | 8,684 | 45.9 |
| 522 | 512 | 2.7 | 9,196 | 48.6 |
| 531 | 494 | 2.6 | 9,690 | 51.2 |
| 540 | 516 | 2.7 | 10,206 | 53.9 |
| 548 | 481 | 2.5 | 10,687 | 56.5 |
| 555 | 491 | 2.6 | 11,178 | 59.1 |
| 563 | 440 | 2.3 | 11,618 | 61.4 |
| 570 | 457 | 2.4 | 12,075 | 63.8 |
| 577 | 455 | 2.4 | 12,530 | 66.2 |
| 585 | 497 | 2.6 | 13,027 | 68.9 |
| 592 | 489 | 2.6 | 13,516 | 71.4 |
| 599 | 511 | 2.7 | 14,027 | 74.1 |
| 607 | 508 | 2.7 | 14,535 | 76.8 |
| 614 | 529 | 2.8 | 15,064 | 79.6 |
| 622 | 522 | 2.8 | 15,586 | 82.4 |
| 631 | 539 | 2.8 | 16,125 | 85.2 |
| 641 | 517 | 2.7 | 16,642 | 88.0 |
| 652 | 490 | 2.6 | 17,132 | 90.6 |
| 665 | 497 | 2.6 | 17,629 | 93.2 |
| 682 | 472 | 2.5 | 18,101 | 95.7 |
| 705 | 368 | 1.9 | 18,469 | 97.6 |
| 748 | 302 | 1.6 | 18,771 | 99.2 |
| 750 | 148 | .8 | 18,919 | 100.0 |

Table I-45: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 320 | 4,661 | 16.4 | 4,661 | 16.4 |
| 410 | 719 | 2.5 | 5,380 | 18.9 |
| 452 | 911 | 3.2 | 6,291 | 22.1 |
| 476 | 977 | 3.4 | 7,268 | 25.5 |
| 494 | 928 | 3.3 | 8,196 | 28.8 |
| 509 | 1,017 | 3.6 | 9,213 | 32.4 |
| 521 | 915 | 3.2 | 10,128 | 35.6 |
| 533 | 923 | 3.2 | 11,051 | 38.8 |
| 543 | 823 | 2.9 | 11,874 | 41.7 |
| 553 | 849 | 3.0 | 12,723 | 44.7 |
| 563 | 834 | 2.9 | 13,557 | 47.6 |
| 571 | 799 | 2.8 | 14,356 | 50.4 |
| 580 | 845 | 3.0 | 15,201 | 53.4 |
| 588 | 839 | 2.9 | 16,040 | 56.3 |
| 596 | 876 | 3.1 | 16,916 | 59.4 |
| 604 | 972 | 3.4 | 17,888 | 62.8 |
| 612 | 893 | 3.1 | 18,781 | 66.0 |
| 620 | 917 | 3.2 | 19,698 | 69.2 |
| 628 | 983 | 3.5 | 20,681 | 72.6 |
| 637 | 988 | 3.5 | 21,669 | 76.1 |
| 646 | 976 | 3.4 | 22,645 | 79.5 |
| 656 | 950 | 3.3 | 23,595 | 82.9 |
| 666 | 890 | 3.1 | 24,485 | 86.0 |
| 678 | 895 | 3.1 | 25,380 | 89.1 |
| 691 | 810 | 2.8 | 26,190 | 92.0 |
| 708 | 745 | 2.6 | 26,935 | 94.6 |
| 732 | 727 | 2.6 | 27,662 | 97.1 |
| 770 | 813 | 2.9 | 28,475 | 100.0 |

Table I-46: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 220 | 7,674 | 3.5 | 7,674 | 3.5 |
| 260 | 4,544 | 2.1 | 12,218 | 5.6 |
| 275 | 2 | .0 | 12,220 | 5.6 |
| 286 | 5,686 | 2.6 | 17,906 | 8.2 |
| 301 | 6,868 | 3.2 | 24,774 | 11.4 |
| 313 | 8,075 | 3.7 | 32,849 | 15.1 |
| 322 | 9,598 | 4.4 | 42,447 | 19.5 |
| 330 | 11,245 | 5.2 | 53,692 | 24.7 |
| 337 | 12,889 | 5.9 | 66,581 | 30.6 |
| 343 | 14,242 | 6.5 | 80,823 | 37.1 |
| 348 | 15,879 | 7.3 | 96,702 | 44.4 |
| 354 | 16,086 | 7.4 | 112,788 | 51.8 |
| 359 | 15,529 | 7.1 | 128,317 | 59.0 |
| 364 | 14,521 | 6.7 | 142,838 | 65.6 |
| 369 | 13,045 | 6.0 | 155,883 | 71.6 |
| 373 | 11,511 | 5.3 | 167,394 | 76.9 |
| 378 | 9,890 | 4.5 | 177,284 | 81.5 |
| 383 | 8,439 | 3.9 | 185,723 | 85.3 |
| 388 | 7,085 | 3.3 | 192,808 | 88.6 |
| 393 | 5,786 | 2.7 | 198,594 | 91.3 |
| 399 | 4,591 | 2.1 | 203,185 | 93.4 |
| 401 | 1 | .0 | 203,186 | 93.4 |
| 405 | 3,571 | 1.6 | 206,757 | 95.0 |
| 411 | 2,744 | 1.3 | 209,501 | 96.3 |
| 419 | 2,172 | 1.0 | 211,673 | 97.3 |
| 427 | 1,617 | .7 | 213,290 | 98.0 |
| 438 | 1,310 | .6 | 214,600 | 98.6 |
| 451 | 995 | .5 | 215,595 | 99.1 |
| 470 | 863 | .4 | 216,458 | 99.5 |
| 507 | 670 | .3 | 217,128 | 99.8 |
| 600 | 478 | .2 | 217,606 | 100.0 |

Table I-47: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 220 | 1,890 | 18.7 | 1,890 | 18.7 |
| 295 | 217 | 2.1 | 2,107 | 20.8 |
| 359 | 274 | 2.7 | 2,381 | 23.5 |
| 383 | 345 | 3.4 | 2,726 | 26.9 |
| 398 | 315 | 3.1 | 3,041 | 30.0 |
| 409 | 299 | 3.0 | 3,340 | 33.0 |
| 418 | 288 | 2.8 | 3,628 | 35.8 |
| 425 | 296 | 2.9 | 3,924 | 38.7 |
| 431 | 251 | 2.5 | 4,175 | 41.2 |
| 433 | 1 | .0 | 4,176 | 41.2 |
| 437 | 268 | 2.6 | 4,444 | 43.9 |
| 442 | 282 | 2.8 | 4,726 | 46.6 |
| 448 | 285 | 2.8 | 5,011 | 49.5 |
| 452 | 304 | 3.0 | 5,315 | 52.5 |
| 457 | 306 | 3.0 | 5,621 | 55.5 |
| 462 | 307 | 3.0 | 5,928 | 58.5 |
| 467 | 313 | 3.1 | 6,241 | 61.6 |
| 472 | 287 | 2.8 | 6,528 | 64.4 |
| 477 | 335 | 3.3 | 6,863 | 67.7 |
| 483 | 352 | 3.5 | 7,215 | 71.2 |
| 489 | 323 | 3.2 | 7,538 | 74.4 |
| 495 | 356 | 3.5 | 7,894 | 77.9 |
| 503 | 347 | 3.4 | 8,241 | 81.3 |
| 512 | 406 | 4.0 | 8,647 | 85.3 |
| 523 | 341 | 3.4 | 8,988 | 88.7 |
| 538 | 329 | 3.2 | 9,317 | 91.9 |
| 557 | 292 | 2.9 | 9,609 | 94.8 |
| 581 | 225 | 2.2 | 9,834 | 97.0 |
| 606 | 139 | 1.4 | 9,973 | 98.4 |
| 629 | 98 | 1.0 | 10,071 | 99.4 |
| 655 | 41 | .4 | 10,112 | 99.8 |
| 690 | 21 | .2 | 10,133 | 100.0 |

Table I-48: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 220 | 4,008 | 17.4 | 4,008 | 17.4 |
| 334 | 410 | 1.8 | 4,418 | 19.1 |
| 369 | 492 | 2.1 | 4,910 | 21.3 |
| 390 | 510 | 2.2 | 5,420 | 23.5 |
| 405 | 537 | 2.3 | 5,957 | 25.8 |
| 417 | 476 | 2.1 | 6,433 | 27.9 |
| 426 | 485 | 2.1 | 6,918 | 30.0 |
| 434 | 444 | 1.9 | 7,362 | 31.9 |
| 441 | 445 | 1.9 | 7,807 | 33.8 |
| 448 | 436 | 1.9 | 8,243 | 35.7 |
| 455 | 466 | 2.0 | 8,709 | 37.7 |
| 461 | 494 | 2.1 | 9,203 | 39.9 |
| 468 | 561 | 2.4 | 9,764 | 42.3 |
| 474 | 542 | 2.3 | 10,306 | 44.7 |
| 480 | 616 | 2.7 | 10,922 | 47.3 |
| 487 | 629 | 2.7 | 11,551 | 50.1 |
| 494 | 691 | 3.0 | 12,242 | 53.1 |
| 501 | 710 | 3.1 | 12,952 | 56.1 |
| 508 | 825 | 3.6 | 13,777 | 59.7 |
| 516 | 809 | 3.5 | 14,586 | 63.2 |
| 524 | 877 | 3.8 | 15,463 | 67.0 |
| 532 | 918 | 4.0 | 16,381 | 71.0 |
| 542 | 934 | 4.0 | 17,315 | 75.0 |
| 552 | 1,010 | 4.4 | 18,325 | 79.4 |
| 563 | 953 | 4.1 | 19,278 | 83.6 |
| 575 | 940 | 4.1 | 20,218 | 87.6 |
| 589 | 839 | 3.6 | 21,057 | 91.3 |
| 604 | 725 | 3.1 | 21,782 | 94.4 |
| 620 | 602 | 2.6 | 22,384 | 97.0 |
| 641 | 385 | 1.7 | 22,769 | 98.7 |
| 661 | 1 | .0 | 22,770 | 98.7 |
| 675 | 238 | 1.0 | 23,008 | 99.7 |
| 740 | 65 | .3 | 23,073 | 100.0 |

Table I-49: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 220 | 2,644 | 14.0 | 2,644 | 14.0 |
| 341 | 167 | .9 | 2,811 | 14.9 |
| 375 | 250 | 1.3 | 3,061 | 16.2 |
| 394 | 334 | 1.8 | 3,395 | 17.9 |
| 408 | 381 | 2.0 | 3,776 | 20.0 |
| 420 | 339 | 1.8 | 4,115 | 21.8 |
| 429 | 400 | 2.1 | 4,515 | 23.9 |
| 438 | 329 | 1.7 | 4,844 | 25.6 |
| 445 | 325 | 1.7 | 5,169 | 27.3 |
| 446 | 1 | .0 | 5,170 | 27.3 |
| 453 | 309 | 1.6 | 5,479 | 29.0 |
| 460 | 335 | 1.8 | 5,814 | 30.7 |
| 466 | 357 | 1.9 | 6,171 | 32.6 |
| 473 | 404 | 2.1 | 6,575 | 34.8 |
| 480 | 397 | 2.1 | 6,972 | 36.9 |
| 486 | 430 | 2.3 | 7,402 | 39.1 |
| 493 | 444 | 2.3 | 7,846 | 41.5 |
| 500 | 491 | 2.6 | 8,337 | 44.1 |
| 508 | 547 | 2.9 | 8,884 | 47.0 |
| 515 | 545 | 2.9 | 9,429 | 49.8 |
| 523 | 608 | 3.2 | 10,037 | 53.1 |
| 532 | 620 | 3.3 | 10,657 | 56.3 |
| 541 | 686 | 3.6 | 11,343 | 60.0 |
| 550 | 719 | 3.8 | 12,062 | 63.8 |
| 560 | 828 | 4.4 | 12,890 | 68.1 |
| 571 | 855 | 4.5 | 13,745 | 72.7 |
| 582 | 927 | 4.9 | 14,672 | 77.6 |
| 595 | 922 | 4.9 | 15,594 | 82.4 |
| 609 | 940 | 5.0 | 16,534 | 87.4 |
| 625 | 882 | 4.7 | 17,416 | 92.1 |
| 644 | 691 | 3.7 | 18,107 | 95.7 |
| 669 | 483 | 2.6 | 18,590 | 98.3 |
| 711 | 246 | 1.3 | 18,836 | 99.6 |
| 780 | 83 | .4 | 18,919 | 100.0 |

Table I-50: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 220 | 3,879 | 13.6 | 3,879 | 13.6 |
| 324 | 306 | 1.1 | 4,185 | 14.7 |
| 366 | 391 | 1.4 | 4,576 | 16.1 |
| 390 | 405 | 1.4 | 4,981 | 17.5 |
| 407 | 412 | 1.4 | 5,393 | 18.9 |
| 421 | 411 | 1.4 | 5,804 | 20.4 |
| 433 | 468 | 1.6 | 6,272 | 22.0 |
| 444 | 482 | 1.7 | 6,754 | 23.7 |
| 454 | 461 | 1.6 | 7,215 | 25.3 |
| 463 | 481 | 1.7 | 7,696 | 27.0 |
| 472 | 470 | 1.7 | 8,166 | 28.7 |
| 481 | 485 | 1.7 | 8,651 | 30.4 |
| 489 | 536 | 1.9 | 9,187 | 32.3 |
| 498 | 582 | 2.0 | 9,769 | 34.3 |
| 506 | 614 | 2.2 | 10,383 | 36.5 |
| 514 | 676 | 2.4 | 11,059 | 38.8 |
| 523 | 712 | 2.5 | 11,771 | 41.3 |
| 532 | 794 | 2.8 | 12,565 | 44.1 |
| 541 | 867 | 3.0 | 13,432 | 47.2 |
| 551 | 1,072 | 3.8 | 14,504 | 50.9 |
| 561 | 1,148 | 4.0 | 15,652 | 55.0 |
| 573 | 1,318 | 4.6 | 16,970 | 59.6 |
| 585 | 1,551 | 5.4 | 18,521 | 65.0 |
| 598 | 1,638 | 5.8 | 20,159 | 70.8 |
| 612 | 1,738 | 6.1 | 21,897 | 76.9 |
| 628 | 1,756 | 6.2 | 23,653 | 83.1 |
| 647 | 1,576 | 5.5 | 25,229 | 88.6 |
| 671 | 1,481 | 5.2 | 26,710 | 93.8 |
| 703 | 1,038 | 3.6 | 27,748 | 97.4 |
| 756 | 572 | 2.0 | 28,320 | 99.5 |
| 810 | 155 | .5 | 28,475 | 100.0 |

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|--------|---------|------------|--------------|
| 220 | 12,125 | 5.6 | 12,125 | 5.6 |
| 223 | 1 | .0 | 12,126 | 5.6 |
| 229 | 2,058 | .9 | 14,184 | 6.5 |
| 239 | 2,845 | 1.3 | 17,029 | 7.8 |
| 245 | 3,354 | 1.5 | 20,383 | 9.4 |
| 249 | 3,487 | 1.6 | 23,870 | 11.0 |
| 253 | 3,373 | 1.6 | 27,243 | 12.5 |
| 256 | 2,642 | 1.2 | 29,885 | 13.7 |
| 257 | 1,294 | .6 | 31,179 | 14.3 |
| 259 | 2,119 | 1.0 | 33,298 | 15.3 |
| 262 | 1,709 | .8 | 35,007 | 16.1 |
| 265 | 1,435 | .7 | 36,442 | 16.7 |
| 266 | 946 | .4 | 37,388 | 17.2 |
| 268 | 1,178 | .5 | 38,566 | 17.7 |
| 271 | 891 | .4 | 39,457 | 18.1 |
| 274 | 653 | .3 | 40,110 | 18.4 |
| 276 | 1,660 | .8 | 41,770 | 19.2 |
| 278 | 402 | .2 | 42,172 | 19.4 |
| 279 | 1,017 | .5 | 43,189 | 19.8 |
| 282 | 2,411 | 1.1 | 45,600 | 21.0 |
| 286 | 173 | .1 | 45,773 | 21.0 |
| 287 | 2,440 | 1.1 | 48,213 | 22.2 |
| 288 | 862 | .4 | 49,075 | 22.6 |
| 291 | 2,535 | 1.2 | 51,610 | 23.7 |
| 292 | 805 | .4 | 52,415 | 24.1 |
| 294 | 1,925 | .9 | 54,340 | 25.0 |
| 296 | 75 | .0 | 54,415 | 25.0 |
| 297 | 1,796 | .8 | 56,211 | 25.8 |
| 298 | 1,592 | .7 | 57,803 | 26.6 |
| 299 | 1,565 | .7 | 59,368 | 27.3 |
| 301 | 1,266 | .6 | 60,634 | 27.9 |
| 302 | 1,352 | .6 | 61,986 | 28.5 |
| 303 | 1 | .0 | 61,987 | 28.5 |
| 304 | 2,215 | 1.0 | 64,202 | 29.5 |
| 305 | 1,124 | .5 | 65,326 | 30.0 |
| 308 | 1,201 | .6 | 66,527 | 30.6 |
| 309 | 2,629 | 1.2 | 69,156 | 31.8 |
| 310 | 562 | .3 | 69,718 | 32.0 |
| 311 | 1,332 | .6 | 71,050 | 32.7 |
| 312 | 660 | .3 | 71,710 | 33.0 |

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 313 | 2,605 | 1.2 | 74,315 | 34.2 |
| 315 | 699 | .3 | 75,014 | 34.5 |
| 316 | 2,182 | 1.0 | 77,196 | 35.5 |
| 317 | 2,309 | 1.1 | 79,505 | 36.5 |
| 319 | 2,279 | 1.0 | 81,784 | 37.6 |
| 320 | 1,008 | .5 | 82,792 | 38.0 |
| 321 | 4,039 | 1.9 | 86,831 | 39.9 |
| 322 | 173 | .1 | 87,004 | 40.0 |
| 324 | 1,976 | .9 | 88,980 | 40.9 |
| 325 | 2,328 | 1.1 | 91,308 | 42.0 |
| 326 | 1,431 | .7 | 92,739 | 42.6 |
| 327 | 2,052 | .9 | 94,791 | 43.6 |
| 328 | 2,405 | 1.1 | 97,196 | 44.7 |
| 330 | 2,848 | 1.3 | 100,044 | 46.0 |
| 331 | 2,102 | 1.0 | 102,146 | 46.9 |
| 332 | 1 | .0 | 102,147 | 46.9 |
| 333 | 1,040 | .5 | 103,187 | 47.4 |
| 334 | 5,151 | 2.4 | 108,338 | 49.8 |
| 337 | 4,174 | 1.9 | 112,512 | 51.7 |
| 338 | 1,363 | .6 | 113,875 | 52.3 |
| 340 | 4,100 | 1.9 | 117,975 | 54.2 |
| 341 | 639 | .3 | 118,614 | 54.5 |
| 342 | 1,530 | .7 | 120,144 | 55.2 |
| 343 | 2,939 | 1.4 | 123,083 | 56.6 |
| 345 | 2,526 | 1.2 | 125,609 | 57.7 |
| 346 | 2,843 | 1.3 | 128,452 | 59.0 |
| 347 | 675 | .3 | 129,127 | 59.3 |
| 348 | 1,375 | .6 | 130,502 | 60.0 |
| 349 | 2,558 | 1.2 | 133,060 | 61.1 |
| 350 | 2,298 | 1.1 | 135,358 | 62.2 |
| 351 | 629 | .3 | 135,987 | 62.5 |
| 352 | 2,471 | 1.1 | 138,458 | 63.6 |
| 353 | 1,824 | .8 | 140,282 | 64.5 |
| 354 | 488 | .2 | 140,770 | 64.7 |
| 355 | 2,941 | 1.4 | 143,711 | 66.0 |
| 356 | 1,559 | .7 | 145,270 | 66.8 |
| 357 | 1,161 | .5 | 146,431 | 67.3 |
| 358 | 1,523 | .7 | 147,954 | 68.0 |
| 359 | 2,118 | 1.0 | 150,072 | 69.0 |
| 360 | 1,186 | .5 | 151,258 | 69.5 |

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 361 | 892 | .4 | 152,150 | 69.9 |
| 362 | 583 | .3 | 152,733 | 70.2 |
| 363 | 3,289 | 1.5 | 156,022 | 71.7 |
| 364 | 947 | .4 | 156,969 | 72.1 |
| 365 | 687 | .3 | 157,656 | 72.5 |
| 366 | 2,015 | .9 | 159,671 | 73.4 |
| 367 | 1,671 | .8 | 161,342 | 74.1 |
| 368 | 767 | .4 | 162,109 | 74.5 |
| 369 | 236 | .1 | 162,345 | 74.6 |
| 370 | 3,580 | 1.6 | 165,925 | 76.3 |
| 371 | 90 | .0 | 166,015 | 76.3 |
| 372 | 303 | .1 | 166,318 | 76.4 |
| 373 | 3,150 | 1.4 | 169,468 | 77.9 |
| 374 | 135 | .1 | 169,603 | 77.9 |
| 375 | 564 | .3 | 170,167 | 78.2 |
| 376 | 2,340 | 1.1 | 172,507 | 79.3 |
| 377 | 891 | .4 | 173,398 | 79.7 |
| 378 | 10 | .0 | 173,408 | 79.7 |
| 379 | 2,086 | 1.0 | 175,494 | 80.6 |
| 380 | 748 | .3 | 176,242 | 81.0 |
| 381 | 119 | .1 | 176,361 | 81.0 |
| 382 | 1,641 | .8 | 178,002 | 81.8 |
| 383 | 905 | .4 | 178,907 | 82.2 |
| 384 | 608 | .3 | 179,515 | 82.5 |
| 385 | 1,414 | .6 | 180,929 | 83.1 |
| 386 | 1,081 | .5 | 182,010 | 83.6 |
| 387 | 22 | .0 | 182,032 | 83.7 |
| 388 | 1,772 | .8 | 183,804 | 84.5 |
| 389 | 173 | .1 | 183,977 | 84.5 |
| 390 | 688 | .3 | 184,665 | 84.9 |
| 391 | 958 | .4 | 185,623 | 85.3 |
| 392 | 1,027 | .5 | 186,650 | 85.8 |
| 393 | 358 | .2 | 187,008 | 85.9 |
| 394 | 923 | .4 | 187,931 | 86.4 |
| 395 | 533 | .2 | 188,464 | 86.6 |
| 396 | 511 | .2 | 188,975 | 86.8 |
| 397 | 509 | .2 | 189,484 | 87.1 |
| 398 | 1,388 | .6 | 190,872 | 87.7 |
| 399 | 382 | .2 | 191,254 | 87.9 |
| 400 | 1,075 | .5 | 192,329 | 88.4 |

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 401 | 92 | .0 | 192,421 | 88.4 |
| 402 | 423 | .2 | 192,844 | 88.6 |
| 403 | 292 | .1 | 193,136 | 88.8 |
| 404 | 727 | .3 | 193,863 | 89.1 |
| 405 | 1,078 | .5 | 194,941 | 89.6 |
| 406 | 424 | .2 | 195,365 | 89.8 |
| 407 | 360 | .2 | 195,725 | 89.9 |
| 408 | 373 | .2 | 196,098 | 90.1 |
| 409 | 77 | .0 | 196,175 | 90.2 |
| 410 | 748 | .3 | 196,923 | 90.5 |
| 411 | 907 | .4 | 197,830 | 90.9 |
| 412 | 494 | .2 | 198,324 | 91.1 |
| 413 | 193 | .1 | 198,517 | 91.2 |
| 414 | 359 | .2 | 198,876 | 91.4 |
| 415 | 22 | .0 | 198,898 | 91.4 |
| 416 | 696 | .3 | 199,594 | 91.7 |
| 417 | 621 | .3 | 200,215 | 92.0 |
| 418 | 264 | .1 | 200,479 | 92.1 |
| 419 | 431 | .2 | 200,910 | 92.3 |
| 420 | 51 | .0 | 200,961 | 92.4 |
| 421 | 311 | .1 | 201,272 | 92.5 |
| 422 | 527 | .2 | 201,799 | 92.7 |
| 423 | 718 | .3 | 202,517 | 93.1 |
| 424 | 148 | .1 | 202,665 | 93.1 |
| 425 | 424 | .2 | 203,089 | 93.3 |
| 426 | 73 | .0 | 203,162 | 93.4 |
| 428 | 432 | .2 | 203,594 | 93.6 |
| 429 | 504 | .2 | 204,098 | 93.8 |
| 430 | 412 | .2 | 204,510 | 94.0 |
| 431 | 328 | .2 | 204,838 | 94.1 |
| 432 | 1 | .0 | 204,839 | 94.1 |
| 433 | 244 | .1 | 205,083 | 94.2 |
| 434 | 32 | .0 | 205,115 | 94.3 |
| 435 | 673 | .3 | 205,788 | 94.6 |
| 436 | 238 | .1 | 206,026 | 94.7 |
| 437 | 543 | .2 | 206,569 | 94.9 |
| 439 | 54 | .0 | 206,623 | 95.0 |
| 440 | 6 | .0 | 206,629 | 95.0 |
| 441 | 203 | .1 | 206,832 | 95.0 |
| 442 | 592 | .3 | 207,424 | 95.3 |

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 443 | 429 | .2 | 207,853 | 95.5 |
| 444 | 37 | .0 | 207,890 | 95.5 |
| 446 | 153 | .1 | 208,043 | 95.6 |
| 448 | 535 | .2 | 208,578 | 95.9 |
| 449 | 417 | .2 | 208,995 | 96.0 |
| 452 | 209 | .1 | 209,204 | 96.1 |
| 453 | 84 | .0 | 209,288 | 96.2 |
| 454 | 292 | .1 | 209,580 | 96.3 |
| 456 | 390 | .2 | 209,970 | 96.5 |
| 457 | 85 | .0 | 210,055 | 96.5 |
| 458 | 114 | .1 | 210,169 | 96.6 |
| 459 | 120 | .1 | 210,289 | 96.6 |
| 460 | 305 | .1 | 210,594 | 96.8 |
| 461 | 37 | .0 | 210,631 | 96.8 |
| 463 | 248 | .1 | 210,879 | 96.9 |
| 464 | 208 | .1 | 211,087 | 97.0 |
| 465 | 131 | .1 | 211,218 | 97.1 |
| 466 | 40 | .0 | 211,258 | 97.1 |
| 467 | 308 | .1 | 211,566 | 97.2 |
| 469 | 74 | .0 | 211,640 | 97.3 |
| 470 | 244 | .1 | 211,884 | 97.4 |
| 471 | 52 | .0 | 211,936 | 97.4 |
| 472 | 144 | .1 | 212,080 | 97.5 |
| 474 | 265 | .1 | 212,345 | 97.6 |
| 476 | 381 | .2 | 212,726 | 97.8 |
| 477 | 49 | .0 | 212,775 | 97.8 |
| 483 | 685 | .3 | 213,460 | 98.1 |
| 484 | 61 | .0 | 213,521 | 98.1 |
| 489 | 346 | .2 | 213,867 | 98.3 |
| 490 | 28 | .0 | 213,895 | 98.3 |
| 492 | 82 | .0 | 213,977 | 98.3 |
| 494 | 141 | .1 | 214,118 | 98.4 |
| 497 | 364 | .2 | 214,482 | 98.6 |
| 503 | 185 | .1 | 214,667 | 98.6 |
| 506 | 303 | .1 | 214,970 | 98.8 |
| 509 | 103 | .0 | 215,073 | 98.8 |
| 515 | 119 | .1 | 215,192 | 98.9 |
| 517 | 228 | .1 | 215,420 | 99.0 |
| 521 | 191 | .1 | 215,611 | 99.1 |
| 525 | 247 | .1 | 215,858 | 99.2 |

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 527 | 217 | .1 | 216,075 | 99.3 |
| 534 | 275 | .1 | 216,350 | 99.4 |
| 541 | 306 | .1 | 216,656 | 99.6 |
| 550 | 280 | .1 | 216,936 | 99.7 |
| 561 | 284 | .1 | 217,220 | 99.8 |
| 570 | 386 | .2 | 217,606 | 100.0 |

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 250 | 1,448 | 14.3 | 1,448 | 14.3 |
| 287 | 192 | 1.9 | 1,640 | 16.2 |
| 292 | 70 | .7 | 1,710 | 16.9 |
| 306 | 63 | .6 | 1,773 | 17.5 |
| 309 | 177 | 1.7 | 1,950 | 19.2 |
| 313 | 69 | .7 | 2,019 | 19.9 |
| 319 | 38 | .4 | 2,057 | 20.3 |
| 322 | 118 | 1.2 | 2,175 | 21.5 |
| 324 | 35 | .3 | 2,210 | 21.8 |
| 328 | 19 | .2 | 2,229 | 22.0 |
| 329 | 40 | .4 | 2,269 | 22.4 |
| 331 | 93 | .9 | 2,362 | 23.3 |
| 335 | 3 | .0 | 2,365 | 23.3 |
| 338 | 74 | .7 | 2,439 | 24.1 |
| 341 | 1 | .0 | 2,440 | 24.1 |
| 343 | 37 | .4 | 2,477 | 24.4 |
| 344 | 2 | .0 | 2,479 | 24.5 |
| 345 | 62 | .6 | 2,541 | 25.1 |
| 351 | 70 | .7 | 2,611 | 25.8 |
| 352 | 69 | .7 | 2,680 | 26.4 |
| 355 | 1 | .0 | 2,681 | 26.5 |
| 357 | 31 | .3 | 2,712 | 26.8 |
| 358 | 48 | .5 | 2,760 | 27.2 |
| 361 | 21 | .2 | 2,781 | 27.4 |
| 364 | 94 | .9 | 2,875 | 28.4 |
| 365 | 54 | .5 | 2,929 | 28.9 |
| 366 | 1 | .0 | 2,930 | 28.9 |
| 369 | 11 | .1 | 2,941 | 29.0 |
| 370 | 70 | .7 | 3,011 | 29.7 |
| 372 | 7 | .1 | 3,018 | 29.8 |
| 373 | 60 | .6 | 3,078 | 30.4 |
| 375 | 2 | .0 | 3,080 | 30.4 |
| 376 | 59 | .6 | 3,139 | 31.0 |
| 378 | 33 | .3 | 3,172 | 31.3 |
| 379 | 32 | .3 | 3,204 | 31.6 |
| 380 | 30 | .3 | 3,234 | 31.9 |
| 381 | 2 | .0 | 3,236 | 31.9 |
| 382 | 44 | .4 | 3,280 | 32.4 |
| 383 | 34 | .3 | 3,314 | 32.7 |
| 385 | 28 | .3 | 3,342 | 33.0 |

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 387 | 66 | .7 | 3,408 | 33.6 |
| 389 | 46 | .5 | 3,454 | 34.1 |
| 391 | 41 | .4 | 3,495 | 34.5 |
| 394 | 85 | .8 | 3,580 | 35.3 |
| 396 | 53 | .5 | 3,633 | 35.9 |
| 397 | 3 | .0 | 3,636 | 35.9 |
| 400 | 75 | .7 | 3,711 | 36.6 |
| 401 | 31 | .3 | 3,742 | 36.9 |
| 402 | 35 | .3 | 3,777 | 37.3 |
| 403 | 12 | .1 | 3,789 | 37.4 |
| 405 | 43 | .4 | 3,832 | 37.8 |
| 406 | 22 | .2 | 3,854 | 38.0 |
| 407 | 5 | .0 | 3,859 | 38.1 |
| 408 | 59 | .6 | 3,918 | 38.7 |
| 409 | 43 | .4 | 3,961 | 39.1 |
| 410 | 2 | .0 | 3,963 | 39.1 |
| 412 | 56 | .6 | 4,019 | 39.7 |
| 413 | 6 | .1 | 4,025 | 39.7 |
| 414 | 32 | .3 | 4,057 | 40.0 |
| 415 | 52 | .5 | 4,109 | 40.6 |
| 416 | 42 | .4 | 4,151 | 41.0 |
| 418 | 30 | .3 | 4,181 | 41.3 |
| 419 | 24 | .2 | 4,205 | 41.5 |
| 420 | 37 | .4 | 4,242 | 41.9 |
| 421 | 25 | .2 | 4,267 | 42.1 |
| 422 | 33 | .3 | 4,300 | 42.4 |
| 423 | 23 | .2 | 4,323 | 42.7 |
| 424 | 18 | .2 | 4,341 | 42.8 |
| 425 | 10 | .1 | 4,351 | 42.9 |
| 426 | 61 | .6 | 4,412 | 43.5 |
| 427 | 48 | .5 | 4,460 | 44.0 |
| 428 | 24 | .2 | 4,484 | 44.3 |
| 429 | 7 | .1 | 4,491 | 44.3 |
| 430 | 44 | .4 | 4,535 | 44.8 |
| 431 | 20 | .2 | 4,555 | 45.0 |
| 432 | 55 | .5 | 4,610 | 45.5 |
| 433 | 100 | 1.0 | 4,710 | 46.5 |
| 435 | 3 | .0 | 4,713 | 46.5 |
| 436 | 27 | .3 | 4,740 | 46.8 |
| 437 | 12 | .1 | 4,752 | 46.9 |

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 438 | 84 | .8 | 4,836 | 47.7 |
| 439 | 72 | .7 | 4,908 | 48.4 |
| 440 | 22 | .2 | 4,930 | 48.7 |
| 441 | 5 | .0 | 4,935 | 48.7 |
| 442 | 30 | .3 | 4,965 | 49.0 |
| 443 | 21 | .2 | 4,986 | 49.2 |
| 444 | 35 | .3 | 5,021 | 49.6 |
| 445 | 96 | .9 | 5,117 | 50.5 |
| 446 | 58 | .6 | 5,175 | 51.1 |
| 447 | 8 | .1 | 5,183 | 51.1 |
| 448 | 40 | .4 | 5,223 | 51.5 |
| 449 | 33 | .3 | 5,256 | 51.9 |
| 450 | 42 | .4 | 5,298 | 52.3 |
| 451 | 38 | .4 | 5,336 | 52.7 |
| 452 | 127 | 1.3 | 5,463 | 53.9 |
| 453 | 3 | .0 | 5,466 | 53.9 |
| 454 | 44 | .4 | 5,510 | 54.4 |
| 455 | 46 | .5 | 5,556 | 54.8 |
| 456 | 35 | .3 | 5,591 | 55.2 |
| 457 | 33 | .3 | 5,624 | 55.5 |
| 458 | 79 | .8 | 5,703 | 56.3 |
| 459 | 1 | .0 | 5,704 | 56.3 |
| 460 | 59 | .6 | 5,763 | 56.9 |
| 461 | 90 | .9 | 5,853 | 57.8 |
| 463 | 56 | .6 | 5,909 | 58.3 |
| 464 | 86 | .8 | 5,995 | 59.2 |
| 465 | 2 | .0 | 5,997 | 59.2 |
| 466 | 48 | .5 | 6,045 | 59.7 |
| 467 | 119 | 1.2 | 6,164 | 60.8 |
| 469 | 37 | .4 | 6,201 | 61.2 |
| 470 | 116 | 1.1 | 6,317 | 62.3 |
| 472 | 51 | .5 | 6,368 | 62.8 |
| 473 | 34 | .3 | 6,402 | 63.2 |
| 474 | 64 | .6 | 6,466 | 63.8 |
| 475 | 50 | .5 | 6,516 | 64.3 |
| 476 | 21 | .2 | 6,537 | 64.5 |
| 477 | 27 | .3 | 6,564 | 64.8 |
| 478 | 63 | .6 | 6,627 | 65.4 |
| 479 | 38 | .4 | 6,665 | 65.8 |
| 480 | 53 | .5 | 6,718 | 66.3 |

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 481 | 51 | .5 | 6,769 | 66.8 |
| 482 | 24 | .2 | 6,793 | 67.0 |
| 483 | 47 | .5 | 6,840 | 67.5 |
| 484 | 44 | .4 | 6,884 | 67.9 |
| 485 | 49 | .5 | 6,933 | 68.4 |
| 486 | 33 | .3 | 6,966 | 68.7 |
| 487 | 79 | .8 | 7,045 | 69.5 |
| 488 | 35 | .3 | 7,080 | 69.9 |
| 489 | 12 | .1 | 7,092 | 70.0 |
| 490 | 94 | .9 | 7,186 | 70.9 |
| 491 | 31 | .3 | 7,217 | 71.2 |
| 492 | 12 | .1 | 7,229 | 71.3 |
| 493 | 78 | .8 | 7,307 | 72.1 |
| 494 | 51 | .5 | 7,358 | 72.6 |
| 495 | 1 | .0 | 7,359 | 72.6 |
| 496 | 78 | .8 | 7,437 | 73.4 |
| 497 | 33 | .3 | 7,470 | 73.7 |
| 498 | 17 | .2 | 7,487 | 73.9 |
| 499 | 121 | 1.2 | 7,608 | 75.1 |
| 500 | 2 | .0 | 7,610 | 75.1 |
| 501 | 53 | .5 | 7,663 | 75.6 |
| 502 | 60 | .6 | 7,723 | 76.2 |
| 503 | 12 | .1 | 7,735 | 76.3 |
| 504 | 45 | .4 | 7,780 | 76.8 |
| 505 | 51 | .5 | 7,831 | 77.3 |
| 506 | 24 | .2 | 7,855 | 77.5 |
| 507 | 55 | .5 | 7,910 | 78.1 |
| 508 | 39 | .4 | 7,949 | 78.4 |
| 509 | 28 | .3 | 7,977 | 78.7 |
| 510 | 87 | .9 | 8,064 | 79.6 |
| 512 | 14 | .1 | 8,078 | 79.7 |
| 513 | 110 | 1.1 | 8,188 | 80.8 |
| 516 | 132 | 1.3 | 8,320 | 82.1 |
| 518 | 4 | .0 | 8,324 | 82.1 |
| 519 | 91 | .9 | 8,415 | 83.0 |
| 520 | 27 | .3 | 8,442 | 83.3 |
| 521 | 56 | .6 | 8,498 | 83.9 |
| 522 | 35 | .3 | 8,533 | 84.2 |
| 523 | 12 | .1 | 8,545 | 84.3 |
| 524 | 78 | .8 | 8,623 | 85.1 |

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 525 | 48 | .5 | 8,671 | 85.6 |
| 527 | 59 | .6 | 8,730 | 86.2 |
| 529 | 29 | .3 | 8,759 | 86.4 |
| 530 | 69 | .7 | 8,828 | 87.1 |
| 531 | 6 | .1 | 8,834 | 87.2 |
| 532 | 46 | .5 | 8,880 | 87.6 |
| 533 | 92 | .9 | 8,972 | 88.5 |
| 535 | 42 | .4 | 9,014 | 89.0 |
| 536 | 60 | .6 | 9,074 | 89.5 |
| 538 | 47 | .5 | 9,121 | 90.0 |
| 539 | 2 | .0 | 9,123 | 90.0 |
| 540 | 41 | .4 | 9,164 | 90.4 |
| 541 | 66 | .7 | 9,230 | 91.1 |
| 543 | 44 | .4 | 9,274 | 91.5 |
| 545 | 68 | .7 | 9,342 | 92.2 |
| 546 | 6 | .1 | 9,348 | 92.3 |
| 547 | 67 | .7 | 9,415 | 92.9 |
| 548 | 81 | .8 | 9,496 | 93.7 |
| 552 | 116 | 1.1 | 9,612 | 94.9 |
| 555 | 9 | .1 | 9,621 | 94.9 |
| 556 | 93 | .9 | 9,714 | 95.9 |
| 558 | 32 | .3 | 9,746 | 96.2 |
| 560 | 2 | .0 | 9,748 | 96.2 |
| 561 | 100 | 1.0 | 9,848 | 97.2 |
| 566 | 24 | .2 | 9,872 | 97.4 |
| 567 | 73 | .7 | 9,945 | 98.1 |
| 569 | 4 | .0 | 9,949 | 98.2 |
| 575 | 83 | .8 | 10,032 | 99.0 |
| 580 | 10 | .1 | 10,042 | 99.1 |
| 588 | 58 | .6 | 10,100 | 99.7 |
| 601 | 7 | .1 | 10,107 | 99.7 |
| 610 | 26 | .3 | 10,133 | 100.0 |

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 250 | 3,171 | 13.7 | 3,171 | 13.7 |
| 263 | 86 | .4 | 3,257 | 14.1 |
| 279 | 166 | .7 | 3,423 | 14.8 |
| 292 | 55 | .2 | 3,478 | 15.1 |
| 300 | 99 | .4 | 3,577 | 15.5 |
| 302 | 194 | .8 | 3,771 | 16.3 |
| 315 | 185 | .8 | 3,956 | 17.1 |
| 318 | 177 | .8 | 4,133 | 17.9 |
| 320 | 1 | .0 | 4,134 | 17.9 |
| 324 | 105 | .5 | 4,239 | 18.4 |
| 330 | 58 | .3 | 4,297 | 18.6 |
| 331 | 302 | 1.3 | 4,599 | 19.9 |
| 337 | 63 | .3 | 4,662 | 20.2 |
| 342 | 169 | .7 | 4,831 | 20.9 |
| 344 | 126 | .5 | 4,957 | 21.5 |
| 346 | 28 | .1 | 4,985 | 21.6 |
| 350 | 34 | .1 | 5,019 | 21.8 |
| 353 | 175 | .8 | 5,194 | 22.5 |
| 354 | 104 | .5 | 5,298 | 23.0 |
| 355 | 54 | .2 | 5,352 | 23.2 |
| 357 | 11 | .0 | 5,363 | 23.2 |
| 360 | 6 | .0 | 5,369 | 23.3 |
| 361 | 80 | .3 | 5,449 | 23.6 |
| 364 | 59 | .3 | 5,508 | 23.9 |
| 366 | 107 | .5 | 5,615 | 24.3 |
| 367 | 113 | .5 | 5,728 | 24.8 |
| 368 | 70 | .3 | 5,798 | 25.1 |
| 370 | 1 | .0 | 5,799 | 25.1 |
| 371 | 48 | .2 | 5,847 | 25.3 |
| 373 | 4 | .0 | 5,851 | 25.4 |
| 375 | 44 | .2 | 5,895 | 25.5 |
| 376 | 38 | .2 | 5,933 | 25.7 |
| 377 | 146 | .6 | 6,079 | 26.3 |
| 380 | 22 | .1 | 6,101 | 26.4 |
| 381 | 93 | .4 | 6,194 | 26.8 |
| 383 | 126 | .5 | 6,320 | 27.4 |
| 384 | 97 | .4 | 6,417 | 27.8 |
| 386 | 37 | .2 | 6,454 | 28.0 |
| 387 | 6 | .0 | 6,460 | 28.0 |
| 388 | 24 | .1 | 6,484 | 28.1 |

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 389 | 88 | .4 | 6,572 | 28.5 |
| 390 | 12 | .1 | 6,584 | 28.5 |
| 392 | 112 | .5 | 6,696 | 29.0 |
| 393 | 77 | .3 | 6,773 | 29.4 |
| 394 | 54 | .2 | 6,827 | 29.6 |
| 396 | 126 | .5 | 6,953 | 30.1 |
| 399 | 182 | .8 | 7,135 | 30.9 |
| 403 | 34 | .1 | 7,169 | 31.1 |
| 404 | 49 | .2 | 7,218 | 31.3 |
| 405 | 211 | .9 | 7,429 | 32.2 |
| 406 | 15 | .1 | 7,444 | 32.3 |
| 407 | 97 | .4 | 7,541 | 32.7 |
| 409 | 12 | .1 | 7,553 | 32.7 |
| 410 | 81 | .4 | 7,634 | 33.1 |
| 412 | 108 | .5 | 7,742 | 33.6 |
| 413 | 8 | .0 | 7,750 | 33.6 |
| 414 | 65 | .3 | 7,815 | 33.9 |
| 415 | 45 | .2 | 7,860 | 34.1 |
| 416 | 6 | .0 | 7,866 | 34.1 |
| 417 | 110 | .5 | 7,976 | 34.6 |
| 418 | 210 | .9 | 8,186 | 35.5 |
| 419 | 17 | .1 | 8,203 | 35.6 |
| 420 | 10 | .0 | 8,213 | 35.6 |
| 422 | 26 | .1 | 8,239 | 35.7 |
| 423 | 86 | .4 | 8,325 | 36.1 |
| 424 | 95 | .4 | 8,420 | 36.5 |
| 425 | 70 | .3 | 8,490 | 36.8 |
| 426 | 1 | .0 | 8,491 | 36.8 |
| 427 | 71 | .3 | 8,562 | 37.1 |
| 428 | 106 | .5 | 8,668 | 37.6 |
| 429 | 143 | .6 | 8,811 | 38.2 |
| 431 | 45 | .2 | 8,856 | 38.4 |
| 432 | 24 | .1 | 8,880 | 38.5 |
| 434 | 87 | .4 | 8,967 | 38.9 |
| 435 | 115 | .5 | 9,082 | 39.4 |
| 436 | 28 | .1 | 9,110 | 39.5 |
| 438 | 29 | .1 | 9,139 | 39.6 |
| 439 | 124 | .5 | 9,263 | 40.1 |
| 440 | 137 | .6 | 9,400 | 40.7 |
| 441 | 28 | .1 | 9,428 | 40.9 |

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 443 | 53 | .2 | 9,481 | 41.1 |
| 444 | 1 | .0 | 9,482 | 41.1 |
| 445 | 97 | .4 | 9,579 | 41.5 |
| 446 | 142 | .6 | 9,721 | 42.1 |
| 447 | 18 | .1 | 9,739 | 42.2 |
| 448 | 7 | .0 | 9,746 | 42.2 |
| 449 | 67 | .3 | 9,813 | 42.5 |
| 450 | 116 | .5 | 9,929 | 43.0 |
| 451 | 133 | .6 | 10,062 | 43.6 |
| 453 | 30 | .1 | 10,092 | 43.7 |
| 454 | 59 | .3 | 10,151 | 44.0 |
| 456 | 183 | .8 | 10,334 | 44.8 |
| 457 | 45 | .2 | 10,379 | 45.0 |
| 458 | 24 | .1 | 10,403 | 45.1 |
| 459 | 15 | .1 | 10,418 | 45.2 |
| 460 | 60 | .3 | 10,478 | 45.4 |
| 461 | 148 | .6 | 10,626 | 46.1 |
| 462 | 98 | .4 | 10,724 | 46.5 |
| 464 | 38 | .2 | 10,762 | 46.6 |
| 465 | 95 | .4 | 10,857 | 47.1 |
| 466 | 13 | .1 | 10,870 | 47.1 |
| 467 | 185 | .8 | 11,055 | 47.9 |
| 468 | 67 | .3 | 11,122 | 48.2 |
| 469 | 6 | .0 | 11,128 | 48.2 |
| 470 | 50 | .2 | 11,178 | 48.4 |
| 471 | 109 | .5 | 11,287 | 48.9 |
| 472 | 92 | .4 | 11,379 | 49.3 |
| 473 | 85 | .4 | 11,464 | 49.7 |
| 475 | 133 | .6 | 11,597 | 50.3 |
| 477 | 21 | .1 | 11,618 | 50.4 |
| 478 | 142 | .6 | 11,760 | 51.0 |
| 479 | 83 | .4 | 11,843 | 51.3 |
| 480 | 16 | .1 | 11,859 | 51.4 |
| 481 | 54 | .2 | 11,913 | 51.6 |
| 482 | 180 | .8 | 12,093 | 52.4 |
| 483 | 67 | .3 | 12,160 | 52.7 |
| 484 | 70 | .3 | 12,230 | 53.0 |
| 485 | 58 | .3 | 12,288 | 53.3 |
| 486 | 93 | .4 | 12,381 | 53.7 |
| 488 | 93 | .4 | 12,474 | 54.1 |

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 489 | 103 | .4 | 12,577 | 54.5 |
| 490 | 82 | .4 | 12,659 | 54.9 |
| 491 | 38 | .2 | 12,697 | 55.0 |
| 492 | 80 | .3 | 12,777 | 55.4 |
| 493 | 156 | .7 | 12,933 | 56.1 |
| 494 | 81 | .4 | 13,014 | 56.4 |
| 495 | 61 | .3 | 13,075 | 56.7 |
| 496 | 83 | .4 | 13,158 | 57.0 |
| 497 | 86 | .4 | 13,244 | 57.4 |
| 498 | 70 | .3 | 13,314 | 57.7 |
| 499 | 38 | .2 | 13,352 | 57.9 |
| 500 | 136 | .6 | 13,488 | 58.5 |
| 501 | 81 | .4 | 13,569 | 58.8 |
| 503 | 79 | .3 | 13,648 | 59.2 |
| 504 | 174 | .8 | 13,822 | 59.9 |
| 506 | 109 | .5 | 13,931 | 60.4 |
| 507 | 81 | .4 | 14,012 | 60.7 |
| 508 | 96 | .4 | 14,108 | 61.1 |
| 509 | 71 | .3 | 14,179 | 61.5 |
| 510 | 74 | .3 | 14,253 | 61.8 |
| 511 | 107 | .5 | 14,360 | 62.2 |
| 512 | 74 | .3 | 14,434 | 62.6 |
| 513 | 90 | .4 | 14,524 | 62.9 |
| 514 | 17 | .1 | 14,541 | 63.0 |
| 515 | 134 | .6 | 14,675 | 63.6 |
| 516 | 123 | .5 | 14,798 | 64.1 |
| 517 | 3 | .0 | 14,801 | 64.1 |
| 518 | 69 | .3 | 14,870 | 64.4 |
| 519 | 92 | .4 | 14,962 | 64.8 |
| 520 | 124 | .5 | 15,086 | 65.4 |
| 521 | 65 | .3 | 15,151 | 65.7 |
| 522 | 43 | .2 | 15,194 | 65.9 |
| 523 | 132 | .6 | 15,326 | 66.4 |
| 524 | 111 | .5 | 15,437 | 66.9 |
| 525 | 2 | .0 | 15,439 | 66.9 |
| 526 | 125 | .5 | 15,564 | 67.5 |
| 527 | 152 | .7 | 15,716 | 68.1 |
| 528 | 2 | .0 | 15,718 | 68.1 |
| 529 | 88 | .4 | 15,806 | 68.5 |
| 530 | 96 | .4 | 15,902 | 68.9 |

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 531 | 95 | .4 | 15,997 | 69.3 |
| 533 | 152 | .7 | 16,149 | 70.0 |
| 534 | 105 | .5 | 16,254 | 70.4 |
| 536 | 122 | .5 | 16,376 | 71.0 |
| 537 | 95 | .4 | 16,471 | 71.4 |
| 538 | 16 | .1 | 16,487 | 71.5 |
| 539 | 63 | .3 | 16,550 | 71.7 |
| 540 | 180 | .8 | 16,730 | 72.5 |
| 541 | 5 | .0 | 16,735 | 72.5 |
| 543 | 133 | .6 | 16,868 | 73.1 |
| 544 | 134 | .6 | 17,002 | 73.7 |
| 546 | 120 | .5 | 17,122 | 74.2 |
| 547 | 91 | .4 | 17,213 | 74.6 |
| 549 | 169 | .7 | 17,382 | 75.3 |
| 550 | 8 | .0 | 17,390 | 75.4 |
| 551 | 86 | .4 | 17,476 | 75.7 |
| 552 | 180 | .8 | 17,656 | 76.5 |
| 553 | 14 | .1 | 17,670 | 76.6 |
| 554 | 26 | .1 | 17,696 | 76.7 |
| 555 | 78 | .3 | 17,774 | 77.0 |
| 556 | 174 | .8 | 17,948 | 77.8 |
| 557 | 10 | .0 | 17,958 | 77.8 |
| 558 | 2 | .0 | 17,960 | 77.8 |
| 559 | 197 | .9 | 18,157 | 78.7 |
| 560 | 89 | .4 | 18,246 | 79.1 |
| 562 | 90 | .4 | 18,336 | 79.5 |
| 563 | 137 | .6 | 18,473 | 80.1 |
| 564 | 6 | .0 | 18,479 | 80.1 |
| 565 | 132 | .6 | 18,611 | 80.7 |
| 566 | 32 | .1 | 18,643 | 80.8 |
| 567 | 113 | .5 | 18,756 | 81.3 |
| 568 | 10 | .0 | 18,766 | 81.3 |
| 569 | 142 | .6 | 18,908 | 81.9 |
| 570 | 9 | .0 | 18,917 | 82.0 |
| 571 | 37 | .2 | 18,954 | 82.1 |
| 572 | 202 | .9 | 19,156 | 83.0 |
| 573 | 35 | .2 | 19,191 | 83.2 |
| 574 | 11 | .0 | 19,202 | 83.2 |
| 576 | 151 | .7 | 19,353 | 83.9 |
| 577 | 84 | .4 | 19,437 | 84.2 |

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 579 | 79 | .3 | 19,516 | 84.6 |
| 580 | 125 | .5 | 19,641 | 85.1 |
| 582 | 62 | .3 | 19,703 | 85.4 |
| 583 | 96 | .4 | 19,799 | 85.8 |
| 585 | 110 | .5 | 19,909 | 86.3 |
| 586 | 101 | .4 | 20,010 | 86.7 |
| 589 | 136 | .6 | 20,146 | 87.3 |
| 590 | 123 | .5 | 20,269 | 87.8 |
| 591 | 47 | .2 | 20,316 | 88.1 |
| 593 | 152 | .7 | 20,468 | 88.7 |
| 596 | 149 | .6 | 20,617 | 89.4 |
| 597 | 90 | .4 | 20,707 | 89.7 |
| 598 | 3 | .0 | 20,710 | 89.8 |
| 600 | 72 | .3 | 20,782 | 90.1 |
| 602 | 140 | .6 | 20,922 | 90.7 |
| 604 | 167 | .7 | 21,089 | 91.4 |
| 607 | 110 | .5 | 21,199 | 91.9 |
| 608 | 116 | .5 | 21,315 | 92.4 |
| 609 | 4 | .0 | 21,319 | 92.4 |
| 612 | 123 | .5 | 21,442 | 92.9 |
| 613 | 122 | .5 | 21,564 | 93.5 |
| 615 | 46 | .2 | 21,610 | 93.7 |
| 617 | 2 | .0 | 21,612 | 93.7 |
| 618 | 154 | .7 | 21,766 | 94.3 |
| 621 | 122 | .5 | 21,888 | 94.9 |
| 624 | 205 | .9 | 22,093 | 95.8 |
| 629 | 5 | .0 | 22,098 | 95.8 |
| 632 | 338 | 1.5 | 22,436 | 97.2 |
| 634 | 24 | .1 | 22,460 | 97.3 |
| 642 | 3 | .0 | 22,463 | 97.4 |
| 643 | 262 | 1.1 | 22,725 | 98.5 |
| 651 | 46 | .2 | 22,771 | 98.7 |
| 657 | 1 | .0 | 22,772 | 98.7 |
| 659 | 21 | .1 | 22,793 | 98.8 |
| 661 | 183 | .8 | 22,976 | 99.6 |
| 670 | 97 | .4 | 23,073 | 100.0 |

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 275 | 2,666 | 14.1 | 2,666 | 14.1 |
| 296 | 95 | .5 | 2,761 | 14.6 |
| 304 | 171 | .9 | 2,932 | 15.5 |
| 326 | 77 | .4 | 3,009 | 15.9 |
| 327 | 95 | .5 | 3,104 | 16.4 |
| 334 | 190 | 1.0 | 3,294 | 17.4 |
| 342 | 101 | .5 | 3,395 | 17.9 |
| 352 | 68 | .4 | 3,463 | 18.3 |
| 354 | 190 | 1.0 | 3,653 | 19.3 |
| 356 | 72 | .4 | 3,725 | 19.7 |
| 357 | 82 | .4 | 3,807 | 20.1 |
| 359 | 69 | .4 | 3,876 | 20.5 |
| 365 | 1 | .0 | 3,877 | 20.5 |
| 366 | 34 | .2 | 3,911 | 20.7 |
| 369 | 199 | 1.1 | 4,110 | 21.7 |
| 371 | 29 | .2 | 4,139 | 21.9 |
| 372 | 69 | .4 | 4,208 | 22.2 |
| 375 | 106 | .6 | 4,314 | 22.8 |
| 376 | 17 | .1 | 4,331 | 22.9 |
| 380 | 14 | .1 | 4,345 | 23.0 |
| 382 | 208 | 1.1 | 4,553 | 24.1 |
| 385 | 13 | .1 | 4,566 | 24.1 |
| 387 | 100 | .5 | 4,666 | 24.7 |
| 389 | 52 | .3 | 4,718 | 24.9 |
| 391 | 60 | .3 | 4,778 | 25.3 |
| 392 | 3 | .0 | 4,781 | 25.3 |
| 395 | 112 | .6 | 4,893 | 25.9 |
| 396 | 1 | .0 | 4,894 | 25.9 |
| 400 | 35 | .2 | 4,929 | 26.1 |
| 402 | 85 | .4 | 5,014 | 26.5 |
| 404 | 61 | .3 | 5,075 | 26.8 |
| 405 | 18 | .1 | 5,093 | 26.9 |
| 406 | 151 | .8 | 5,244 | 27.7 |
| 410 | 17 | .1 | 5,261 | 27.8 |
| 411 | 1 | .0 | 5,262 | 27.8 |
| 412 | 83 | .4 | 5,345 | 28.3 |
| 414 | 8 | .0 | 5,353 | 28.3 |
| 416 | 50 | .3 | 5,403 | 28.6 |
| 418 | 39 | .2 | 5,442 | 28.8 |
| 419 | 76 | .4 | 5,518 | 29.2 |

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 421 | 121 | .6 | 5,639 | 29.8 |
| 422 | 114 | .6 | 5,753 | 30.4 |
| 425 | 61 | .3 | 5,814 | 30.7 |
| 426 | 3 | .0 | 5,817 | 30.7 |
| 428 | 32 | .2 | 5,849 | 30.9 |
| 429 | 1 | .0 | 5,850 | 30.9 |
| 430 | 56 | .3 | 5,906 | 31.2 |
| 431 | 108 | .6 | 6,014 | 31.8 |
| 433 | 1 | .0 | 6,015 | 31.8 |
| 435 | 92 | .5 | 6,107 | 32.3 |
| 437 | 108 | .6 | 6,215 | 32.9 |
| 438 | 102 | .5 | 6,317 | 33.4 |
| 440 | 29 | .2 | 6,346 | 33.5 |
| 442 | 19 | .1 | 6,365 | 33.6 |
| 444 | 10 | .1 | 6,375 | 33.7 |
| 445 | 58 | .3 | 6,433 | 34.0 |
| 447 | 170 | .9 | 6,603 | 34.9 |
| 448 | 9 | .0 | 6,612 | 34.9 |
| 450 | 126 | .7 | 6,738 | 35.6 |
| 451 | 8 | .0 | 6,746 | 35.7 |
| 452 | 5 | .0 | 6,751 | 35.7 |
| 454 | 72 | .4 | 6,823 | 36.1 |
| 455 | 46 | .2 | 6,869 | 36.3 |
| 456 | 5 | .0 | 6,874 | 36.3 |
| 459 | 76 | .4 | 6,950 | 36.7 |
| 460 | 131 | .7 | 7,081 | 37.4 |
| 462 | 68 | .4 | 7,149 | 37.8 |
| 463 | 2 | .0 | 7,151 | 37.8 |
| 464 | 31 | .2 | 7,182 | 38.0 |
| 465 | 57 | .3 | 7,239 | 38.3 |
| 467 | 75 | .4 | 7,314 | 38.7 |
| 468 | 10 | .1 | 7,324 | 38.7 |
| 470 | 52 | .3 | 7,376 | 39.0 |
| 471 | 32 | .2 | 7,408 | 39.2 |
| 472 | 69 | .4 | 7,477 | 39.5 |
| 473 | 71 | .4 | 7,548 | 39.9 |
| 474 | 48 | .3 | 7,596 | 40.2 |
| 475 | 35 | .2 | 7,631 | 40.3 |
| 477 | 10 | .1 | 7,641 | 40.4 |
| 478 | 71 | .4 | 7,712 | 40.8 |

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 479 | 101 | .5 | 7,813 | 41.3 |
| 482 | 30 | .2 | 7,843 | 41.5 |
| 483 | 66 | .3 | 7,909 | 41.8 |
| 484 | 61 | .3 | 7,970 | 42.1 |
| 486 | 107 | .6 | 8,077 | 42.7 |
| 487 | 12 | .1 | 8,089 | 42.8 |
| 488 | 58 | .3 | 8,147 | 43.1 |
| 490 | 1 | .0 | 8,148 | 43.1 |
| 491 | 141 | .7 | 8,289 | 43.8 |
| 492 | 39 | .2 | 8,328 | 44.0 |
| 494 | 11 | .1 | 8,339 | 44.1 |
| 495 | 11 | .1 | 8,350 | 44.1 |
| 496 | 123 | .7 | 8,473 | 44.8 |
| 497 | 92 | .5 | 8,565 | 45.3 |
| 498 | 7 | .0 | 8,572 | 45.3 |
| 500 | 68 | .4 | 8,640 | 45.7 |
| 502 | 58 | .3 | 8,698 | 46.0 |
| 503 | 50 | .3 | 8,748 | 46.2 |
| 504 | 16 | .1 | 8,764 | 46.3 |
| 505 | 54 | .3 | 8,818 | 46.6 |
| 507 | 124 | .7 | 8,942 | 47.3 |
| 508 | 7 | .0 | 8,949 | 47.3 |
| 509 | 97 | .5 | 9,046 | 47.8 |
| 510 | 19 | .1 | 9,065 | 47.9 |
| 511 | 10 | .1 | 9,075 | 48.0 |
| 512 | 82 | .4 | 9,157 | 48.4 |
| 513 | 2 | .0 | 9,159 | 48.4 |
| 514 | 104 | .5 | 9,263 | 49.0 |
| 515 | 11 | .1 | 9,274 | 49.0 |
| 516 | 87 | .5 | 9,361 | 49.5 |
| 518 | 2 | .0 | 9,363 | 49.5 |
| 519 | 54 | .3 | 9,417 | 49.8 |
| 520 | 98 | .5 | 9,515 | 50.3 |
| 521 | 51 | .3 | 9,566 | 50.6 |
| 522 | 5 | .0 | 9,571 | 50.6 |
| 523 | 36 | .2 | 9,607 | 50.8 |
| 524 | 100 | .5 | 9,707 | 51.3 |
| 526 | 58 | .3 | 9,765 | 51.6 |
| 527 | 43 | .2 | 9,808 | 51.8 |
| 528 | 98 | .5 | 9,906 | 52.4 |

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 531 | 90 | .5 | 9,996 | 52.8 |
| 532 | 55 | .3 | 10,051 | 53.1 |
| 533 | 59 | .3 | 10,110 | 53.4 |
| 534 | 10 | .1 | 10,120 | 53.5 |
| 535 | 70 | .4 | 10,190 | 53.9 |
| 536 | 55 | .3 | 10,245 | 54.2 |
| 538 | 48 | .3 | 10,293 | 54.4 |
| 539 | 26 | .1 | 10,319 | 54.5 |
| 540 | 130 | .7 | 10,449 | 55.2 |
| 542 | 39 | .2 | 10,488 | 55.4 |
| 543 | 88 | .5 | 10,576 | 55.9 |
| 544 | 61 | .3 | 10,637 | 56.2 |
| 546 | 51 | .3 | 10,688 | 56.5 |
| 547 | 108 | .6 | 10,796 | 57.1 |
| 548 | 58 | .3 | 10,854 | 57.4 |
| 550 | 20 | .1 | 10,874 | 57.5 |
| 551 | 110 | .6 | 10,984 | 58.1 |
| 552 | 56 | .3 | 11,040 | 58.4 |
| 553 | 13 | .1 | 11,053 | 58.4 |
| 554 | 32 | .2 | 11,085 | 58.6 |
| 555 | 84 | .4 | 11,169 | 59.0 |
| 556 | 98 | .5 | 11,267 | 59.6 |
| 557 | 9 | .0 | 11,276 | 59.6 |
| 558 | 83 | .4 | 11,359 | 60.0 |
| 560 | 62 | .3 | 11,421 | 60.4 |
| 561 | 46 | .2 | 11,467 | 60.6 |
| 562 | 86 | .5 | 11,553 | 61.1 |
| 564 | 55 | .3 | 11,608 | 61.4 |
| 565 | 87 | .5 | 11,695 | 61.8 |
| 566 | 54 | .3 | 11,749 | 62.1 |
| 567 | 74 | .4 | 11,823 | 62.5 |
| 569 | 117 | .6 | 11,940 | 63.1 |
| 571 | 100 | .5 | 12,040 | 63.6 |
| 572 | 7 | .0 | 12,047 | 63.7 |
| 573 | 107 | .6 | 12,154 | 64.2 |
| 574 | 12 | .1 | 12,166 | 64.3 |
| 575 | 67 | .4 | 12,233 | 64.7 |
| 576 | 34 | .2 | 12,267 | 64.8 |
| 577 | 94 | .5 | 12,361 | 65.3 |
| 578 | 78 | .4 | 12,439 | 65.7 |

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 579 | 19 | .1 | 12,458 | 65.8 |
| 580 | 69 | .4 | 12,527 | 66.2 |
| 581 | 24 | .1 | 12,551 | 66.3 |
| 582 | 44 | .2 | 12,595 | 66.6 |
| 584 | 117 | .6 | 12,712 | 67.2 |
| 585 | 26 | .1 | 12,738 | 67.3 |
| 586 | 70 | .4 | 12,808 | 67.7 |
| 588 | 136 | .7 | 12,944 | 68.4 |
| 589 | 69 | .4 | 13,013 | 68.8 |
| 590 | 14 | .1 | 13,027 | 68.9 |
| 591 | 80 | .4 | 13,107 | 69.3 |
| 592 | 54 | .3 | 13,161 | 69.6 |
| 593 | 59 | .3 | 13,220 | 69.9 |
| 595 | 146 | .8 | 13,366 | 70.6 |
| 596 | 15 | .1 | 13,381 | 70.7 |
| 598 | 63 | .3 | 13,444 | 71.1 |
| 599 | 126 | .7 | 13,570 | 71.7 |
| 602 | 108 | .6 | 13,678 | 72.3 |
| 603 | 79 | .4 | 13,757 | 72.7 |
| 605 | 33 | .2 | 13,790 | 72.9 |
| 606 | 137 | .7 | 13,927 | 73.6 |
| 608 | 30 | .2 | 13,957 | 73.8 |
| 609 | 41 | .2 | 13,998 | 74.0 |
| 610 | 86 | .5 | 14,084 | 74.4 |
| 611 | 64 | .3 | 14,148 | 74.8 |
| 613 | 48 | .3 | 14,196 | 75.0 |
| 614 | 98 | .5 | 14,294 | 75.6 |
| 615 | 22 | .1 | 14,316 | 75.7 |
| 616 | 122 | .6 | 14,438 | 76.3 |
| 617 | 116 | .6 | 14,554 | 76.9 |
| 618 | 3 | .0 | 14,557 | 76.9 |
| 620 | 61 | .3 | 14,618 | 77.3 |
| 621 | 123 | .7 | 14,741 | 77.9 |
| 622 | 14 | .1 | 14,755 | 78.0 |
| 623 | 16 | .1 | 14,771 | 78.1 |
| 624 | 72 | .4 | 14,843 | 78.5 |
| 626 | 83 | .4 | 14,926 | 78.9 |
| 627 | 77 | .4 | 15,003 | 79.3 |
| 628 | 24 | .1 | 15,027 | 79.4 |
| 629 | 27 | .1 | 15,054 | 79.6 |

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|--------------------|--------------|----------------|-------------------|---------------------|
| 631 | 161 | .9 | 15,215 | 80.4 |
| 633 | 23 | .1 | 15,238 | 80.5 |
| 635 | 103 | .5 | 15,341 | 81.1 |
| 636 | 82 | .4 | 15,423 | 81.5 |
| 637 | 16 | .1 | 15,439 | 81.6 |
| 639 | 122 | .6 | 15,561 | 82.3 |
| 640 | 35 | .2 | 15,596 | 82.4 |
| 642 | 13 | .1 | 15,609 | 82.5 |
| 643 | 166 | .9 | 15,775 | 83.4 |
| 644 | 54 | .3 | 15,829 | 83.7 |
| 646 | 17 | .1 | 15,846 | 83.8 |
| 648 | 153 | .8 | 15,999 | 84.6 |
| 650 | 18 | .1 | 16,017 | 84.7 |
| 651 | 105 | .6 | 16,122 | 85.2 |
| 653 | 28 | .1 | 16,150 | 85.4 |
| 654 | 82 | .4 | 16,232 | 85.8 |
| 655 | 66 | .3 | 16,298 | 86.1 |
| 656 | 2 | .0 | 16,300 | 86.2 |
| 657 | 32 | .2 | 16,332 | 86.3 |
| 659 | 71 | .4 | 16,403 | 86.7 |
| 660 | 101 | .5 | 16,504 | 87.2 |
| 661 | 52 | .3 | 16,556 | 87.5 |
| 663 | 94 | .5 | 16,650 | 88.0 |
| 664 | 58 | .3 | 16,708 | 88.3 |
| 667 | 113 | .6 | 16,821 | 88.9 |
| 668 | 64 | .3 | 16,885 | 89.2 |
| 669 | 76 | .4 | 16,961 | 89.7 |
| 670 | 1 | .0 | 16,962 | 89.7 |
| 672 | 114 | .6 | 17,076 | 90.3 |
| 673 | 93 | .5 | 17,169 | 90.8 |
| 678 | 226 | 1.2 | 17,395 | 91.9 |
| 680 | 45 | .2 | 17,440 | 92.2 |
| 683 | 150 | .8 | 17,590 | 93.0 |
| 684 | 135 | .7 | 17,725 | 93.7 |
| 685 | 2 | .0 | 17,727 | 93.7 |
| 690 | 160 | .8 | 17,887 | 94.5 |
| 693 | 125 | .7 | 18,012 | 95.2 |
| 698 | 205 | 1.1 | 18,217 | 96.3 |
| 702 | 26 | .1 | 18,243 | 96.4 |
| 703 | 5 | .0 | 18,248 | 96.5 |

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|--------------------|--------------|----------------|-------------------|---------------------|
| 704 | 83 | .4 | 18,331 | 96.9 |
| 710 | 196 | 1.0 | 18,527 | 97.9 |
| 726 | 54 | .3 | 18,581 | 98.2 |
| 727 | 24 | .1 | 18,605 | 98.3 |
| 731 | 199 | 1.1 | 18,804 | 99.4 |
| 732 | 115 | .6 | 18,919 | 100.0 |

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 275 | 3,312 | 11.6 | 3,312 | 11.6 |
| 305 | 198 | .7 | 3,510 | 12.3 |
| 320 | 64 | .2 | 3,574 | 12.6 |
| 332 | 246 | .9 | 3,820 | 13.4 |
| 341 | 91 | .3 | 3,911 | 13.7 |
| 350 | 68 | .2 | 3,979 | 14.0 |
| 351 | 235 | .8 | 4,214 | 14.8 |
| 353 | 73 | .3 | 4,287 | 15.1 |
| 362 | 70 | .2 | 4,357 | 15.3 |
| 368 | 243 | .9 | 4,600 | 16.2 |
| 369 | 66 | .2 | 4,666 | 16.4 |
| 371 | 102 | .4 | 4,768 | 16.7 |
| 375 | 50 | .2 | 4,818 | 16.9 |
| 377 | 102 | .4 | 4,920 | 17.3 |
| 381 | 30 | .1 | 4,950 | 17.4 |
| 383 | 264 | .9 | 5,214 | 18.3 |
| 386 | 25 | .1 | 5,239 | 18.4 |
| 391 | 19 | .1 | 5,258 | 18.5 |
| 392 | 79 | .3 | 5,337 | 18.7 |
| 396 | 112 | .4 | 5,449 | 19.1 |
| 398 | 226 | .8 | 5,675 | 19.9 |
| 399 | 76 | .3 | 5,751 | 20.2 |
| 400 | 10 | .0 | 5,761 | 20.2 |
| 405 | 53 | .2 | 5,814 | 20.4 |
| 409 | 5 | .0 | 5,819 | 20.4 |
| 410 | 120 | .4 | 5,939 | 20.9 |
| 411 | 37 | .1 | 5,976 | 21.0 |
| 413 | 191 | .7 | 6,167 | 21.7 |
| 416 | 28 | .1 | 6,195 | 21.8 |
| 417 | 128 | .4 | 6,323 | 22.2 |
| 419 | 115 | .4 | 6,438 | 22.6 |
| 421 | 24 | .1 | 6,462 | 22.7 |
| 426 | 117 | .4 | 6,579 | 23.1 |
| 428 | 137 | .5 | 6,716 | 23.6 |
| 429 | 153 | .5 | 6,869 | 24.1 |
| 430 | 11 | .0 | 6,880 | 24.2 |
| 432 | 78 | .3 | 6,958 | 24.4 |
| 433 | 2 | .0 | 6,960 | 24.4 |
| 434 | 134 | .5 | 7,094 | 24.9 |
| 435 | 14 | .0 | 7,108 | 25.0 |

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 438 | 207 | .7 | 7,315 | 25.7 |
| 439 | 4 | .0 | 7,319 | 25.7 |
| 443 | 108 | .4 | 7,427 | 26.1 |
| 444 | 23 | .1 | 7,450 | 26.2 |
| 446 | 272 | 1.0 | 7,722 | 27.1 |
| 447 | 1 | .0 | 7,723 | 27.1 |
| 448 | 33 | .1 | 7,756 | 27.2 |
| 449 | 119 | .4 | 7,875 | 27.7 |
| 451 | 1 | .0 | 7,876 | 27.7 |
| 452 | 97 | .3 | 7,973 | 28.0 |
| 453 | 26 | .1 | 7,999 | 28.1 |
| 454 | 1 | .0 | 8,000 | 28.1 |
| 455 | 141 | .5 | 8,141 | 28.6 |
| 457 | 15 | .1 | 8,156 | 28.6 |
| 458 | 131 | .5 | 8,287 | 29.1 |
| 460 | 1 | .0 | 8,288 | 29.1 |
| 461 | 129 | .5 | 8,417 | 29.6 |
| 462 | 175 | .6 | 8,592 | 30.2 |
| 463 | 72 | .3 | 8,664 | 30.4 |
| 464 | 64 | .2 | 8,728 | 30.7 |
| 466 | 9 | .0 | 8,737 | 30.7 |
| 468 | 156 | .5 | 8,893 | 31.2 |
| 470 | 105 | .4 | 8,998 | 31.6 |
| 473 | 74 | .3 | 9,072 | 31.9 |
| 474 | 110 | .4 | 9,182 | 32.2 |
| 476 | 93 | .3 | 9,275 | 32.6 |
| 477 | 25 | .1 | 9,300 | 32.7 |
| 478 | 126 | .4 | 9,426 | 33.1 |
| 479 | 163 | .6 | 9,589 | 33.7 |
| 480 | 7 | .0 | 9,596 | 33.7 |
| 481 | 29 | .1 | 9,625 | 33.8 |
| 482 | 2 | .0 | 9,627 | 33.8 |
| 484 | 198 | .7 | 9,825 | 34.5 |
| 485 | 109 | .4 | 9,934 | 34.9 |
| 486 | 2 | .0 | 9,936 | 34.9 |
| 489 | 73 | .3 | 10,009 | 35.2 |
| 490 | 114 | .4 | 10,123 | 35.6 |
| 491 | 64 | .2 | 10,187 | 35.8 |
| 492 | 102 | .4 | 10,289 | 36.1 |
| 493 | 50 | .2 | 10,339 | 36.3 |

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 494 | 38 | .1 | 10,377 | 36.4 |
| 495 | 92 | .3 | 10,469 | 36.8 |
| 497 | 11 | .0 | 10,480 | 36.8 |
| 498 | 114 | .4 | 10,594 | 37.2 |
| 500 | 130 | .5 | 10,724 | 37.7 |
| 501 | 3 | .0 | 10,727 | 37.7 |
| 502 | 38 | .1 | 10,765 | 37.8 |
| 504 | 82 | .3 | 10,847 | 38.1 |
| 505 | 65 | .2 | 10,912 | 38.3 |
| 506 | 63 | .2 | 10,975 | 38.5 |
| 507 | 91 | .3 | 11,066 | 38.9 |
| 509 | 129 | .5 | 11,195 | 39.3 |
| 510 | 39 | .1 | 11,234 | 39.5 |
| 513 | 141 | .5 | 11,375 | 39.9 |
| 514 | 107 | .4 | 11,482 | 40.3 |
| 515 | 51 | .2 | 11,533 | 40.5 |
| 517 | 33 | .1 | 11,566 | 40.6 |
| 518 | 12 | .0 | 11,578 | 40.7 |
| 519 | 189 | .7 | 11,767 | 41.3 |
| 521 | 28 | .1 | 11,795 | 41.4 |
| 522 | 47 | .2 | 11,842 | 41.6 |
| 523 | 132 | .5 | 11,974 | 42.1 |
| 524 | 96 | .3 | 12,070 | 42.4 |
| 525 | 46 | .2 | 12,116 | 42.5 |
| 526 | 4 | .0 | 12,120 | 42.6 |
| 528 | 91 | .3 | 12,211 | 42.9 |
| 529 | 178 | .6 | 12,389 | 43.5 |
| 531 | 35 | .1 | 12,424 | 43.6 |
| 532 | 55 | .2 | 12,479 | 43.8 |
| 533 | 19 | .1 | 12,498 | 43.9 |
| 534 | 108 | .4 | 12,606 | 44.3 |
| 535 | 96 | .3 | 12,702 | 44.6 |
| 536 | 45 | .2 | 12,747 | 44.8 |
| 537 | 11 | .0 | 12,758 | 44.8 |
| 538 | 91 | .3 | 12,849 | 45.1 |
| 539 | 44 | .2 | 12,893 | 45.3 |
| 540 | 140 | .5 | 13,033 | 45.8 |
| 542 | 8 | .0 | 13,041 | 45.8 |
| 543 | 83 | .3 | 13,124 | 46.1 |
| 544 | 28 | .1 | 13,152 | 46.2 |

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 545 | 172 | .6 | 13,324 | 46.8 |
| 546 | 11 | .0 | 13,335 | 46.8 |
| 547 | 69 | .2 | 13,404 | 47.1 |
| 548 | 19 | .1 | 13,423 | 47.1 |
| 549 | 21 | .1 | 13,444 | 47.2 |
| 550 | 94 | .3 | 13,538 | 47.5 |
| 551 | 140 | .5 | 13,678 | 48.0 |
| 552 | 24 | .1 | 13,702 | 48.1 |
| 554 | 90 | .3 | 13,792 | 48.4 |
| 555 | 49 | .2 | 13,841 | 48.6 |
| 556 | 104 | .4 | 13,945 | 49.0 |
| 558 | 130 | .5 | 14,075 | 49.4 |
| 559 | 61 | .2 | 14,136 | 49.6 |
| 561 | 93 | .3 | 14,229 | 50.0 |
| 562 | 130 | .5 | 14,359 | 50.4 |
| 563 | 44 | .2 | 14,403 | 50.6 |
| 566 | 200 | .7 | 14,603 | 51.3 |
| 567 | 40 | .1 | 14,643 | 51.4 |
| 568 | 62 | .2 | 14,705 | 51.6 |
| 569 | 2 | .0 | 14,707 | 51.6 |
| 570 | 203 | .7 | 14,910 | 52.4 |
| 571 | 32 | .1 | 14,942 | 52.5 |
| 573 | 61 | .2 | 15,003 | 52.7 |
| 574 | 194 | .7 | 15,197 | 53.4 |
| 575 | 23 | .1 | 15,220 | 53.5 |
| 576 | 7 | .0 | 15,227 | 53.5 |
| 577 | 3 | .0 | 15,230 | 53.5 |
| 578 | 298 | 1.0 | 15,528 | 54.5 |
| 581 | 44 | .2 | 15,572 | 54.7 |
| 582 | 192 | .7 | 15,764 | 55.4 |
| 583 | 94 | .3 | 15,858 | 55.7 |
| 586 | 142 | .5 | 16,000 | 56.2 |
| 587 | 220 | .8 | 16,220 | 57.0 |
| 588 | 2 | .0 | 16,222 | 57.0 |
| 590 | 99 | .3 | 16,321 | 57.3 |
| 591 | 46 | .2 | 16,367 | 57.5 |
| 592 | 146 | .5 | 16,513 | 58.0 |
| 594 | 116 | .4 | 16,629 | 58.4 |
| 595 | 12 | .0 | 16,641 | 58.4 |
| 596 | 169 | .6 | 16,810 | 59.0 |

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 597 | 60 | .2 | 16,870 | 59.2 |
| 598 | 95 | .3 | 16,965 | 59.6 |
| 600 | 135 | .5 | 17,100 | 60.1 |
| 601 | 37 | .1 | 17,137 | 60.2 |
| 602 | 68 | .2 | 17,205 | 60.4 |
| 603 | 86 | .3 | 17,291 | 60.7 |
| 604 | 147 | .5 | 17,438 | 61.2 |
| 606 | 70 | .2 | 17,508 | 61.5 |
| 607 | 101 | .4 | 17,609 | 61.8 |
| 608 | 142 | .5 | 17,751 | 62.3 |
| 609 | 3 | .0 | 17,754 | 62.3 |
| 610 | 104 | .4 | 17,858 | 62.7 |
| 612 | 206 | .7 | 18,064 | 63.4 |
| 614 | 107 | .4 | 18,171 | 63.8 |
| 616 | 132 | .5 | 18,303 | 64.3 |
| 617 | 79 | .3 | 18,382 | 64.6 |
| 618 | 122 | .4 | 18,504 | 65.0 |
| 620 | 132 | .5 | 18,636 | 65.4 |
| 622 | 202 | .7 | 18,838 | 66.2 |
| 623 | 35 | .1 | 18,873 | 66.3 |
| 625 | 118 | .4 | 18,991 | 66.7 |
| 626 | 193 | .7 | 19,184 | 67.4 |
| 628 | 10 | .0 | 19,194 | 67.4 |
| 629 | 2 | .0 | 19,196 | 67.4 |
| 630 | 328 | 1.2 | 19,524 | 68.6 |
| 633 | 12 | .0 | 19,536 | 68.6 |
| 634 | 236 | .8 | 19,772 | 69.4 |
| 635 | 74 | .3 | 19,846 | 69.7 |
| 638 | 124 | .4 | 19,970 | 70.1 |
| 639 | 202 | .7 | 20,172 | 70.8 |
| 641 | 49 | .2 | 20,221 | 71.0 |
| 642 | 125 | .4 | 20,346 | 71.5 |
| 643 | 166 | .6 | 20,512 | 72.0 |
| 644 | 17 | .1 | 20,529 | 72.1 |
| 646 | 133 | .5 | 20,662 | 72.6 |
| 647 | 71 | .2 | 20,733 | 72.8 |
| 648 | 150 | .5 | 20,883 | 73.3 |
| 650 | 137 | .5 | 21,020 | 73.8 |
| 652 | 49 | .2 | 21,069 | 74.0 |
| 653 | 113 | .4 | 21,182 | 74.4 |

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 654 | 164 | .6 | 21,346 | 75.0 |
| 656 | 101 | .4 | 21,447 | 75.3 |
| 659 | 267 | .9 | 21,714 | 76.3 |
| 660 | 115 | .4 | 21,829 | 76.7 |
| 663 | 175 | .6 | 22,004 | 77.3 |
| 664 | 149 | .5 | 22,153 | 77.8 |
| 666 | 71 | .2 | 22,224 | 78.0 |
| 668 | 353 | 1.2 | 22,577 | 79.3 |
| 669 | 2 | .0 | 22,579 | 79.3 |
| 672 | 199 | .7 | 22,778 | 80.0 |
| 673 | 156 | .5 | 22,934 | 80.5 |
| 674 | 44 | .2 | 22,978 | 80.7 |
| 676 | 296 | 1.0 | 23,274 | 81.7 |
| 679 | 155 | .5 | 23,429 | 82.3 |
| 680 | 144 | .5 | 23,573 | 82.8 |
| 681 | 158 | .6 | 23,731 | 83.3 |
| 685 | 397 | 1.4 | 24,128 | 84.7 |
| 686 | 140 | .5 | 24,268 | 85.2 |
| 687 | 11 | .0 | 24,279 | 85.3 |
| 690 | 456 | 1.6 | 24,735 | 86.9 |
| 694 | 93 | .3 | 24,828 | 87.2 |
| 695 | 476 | 1.7 | 25,304 | 88.9 |
| 701 | 548 | 1.9 | 25,852 | 90.8 |
| 705 | 16 | .1 | 25,868 | 90.8 |
| 706 | 53 | .2 | 25,921 | 91.0 |
| 707 | 154 | .5 | 26,075 | 91.6 |
| 708 | 408 | 1.4 | 26,483 | 93.0 |
| 716 | 582 | 2.0 | 27,065 | 95.0 |
| 725 | 47 | .2 | 27,112 | 95.2 |
| 728 | 628 | 2.2 | 27,740 | 97.4 |
| 747 | 735 | 2.6 | 28,475 | 100.0 |

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 184 | 4,299 | 2.0 | 4,299 | 2.0 |
| 185 | 102 | .0 | 4,401 | 2.0 |
| 186 | 855 | .4 | 5,256 | 2.4 |
| 187 | 749 | .3 | 6,005 | 2.8 |
| 188 | 1,348 | .6 | 7,353 | 3.4 |
| 189 | 2,345 | 1.1 | 9,698 | 4.5 |
| 190 | 2,609 | 1.2 | 12,307 | 5.7 |
| 191 | 1,681 | .8 | 13,988 | 6.4 |
| 192 | 2,180 | 1.0 | 16,168 | 7.4 |
| 193 | 2,093 | 1.0 | 18,261 | 8.4 |
| 194 | 1,783 | .8 | 20,044 | 9.2 |
| 195 | 881 | .4 | 20,925 | 9.6 |
| 196 | 423 | .2 | 21,348 | 9.8 |
| 197 | 192 | .1 | 21,540 | 9.9 |
| 198 | 57 | .0 | 21,597 | 9.9 |
| 199 | 30 | .0 | 21,627 | 9.9 |
| 200 | 16 | .0 | 21,643 | 9.9 |
| 201 | 11 | .0 | 21,654 | 10.0 |
| 202 | 1 | .0 | 21,655 | 10.0 |
| 203 | 2 | .0 | 21,657 | 10.0 |
| 205 | 1 | .0 | 21,658 | 10.0 |
| 217 | 124 | .1 | 21,782 | 10.0 |
| 218 | 35 | .0 | 21,817 | 10.0 |
| 219 | 96 | .0 | 21,913 | 10.1 |
| 220 | 85 | .0 | 21,998 | 10.1 |
| 221 | 212 | .1 | 22,210 | 10.2 |
| 222 | 291 | .1 | 22,501 | 10.3 |
| 223 | 426 | .2 | 22,927 | 10.5 |
| 224 | 659 | .3 | 23,586 | 10.8 |
| 225 | 751 | .3 | 24,337 | 11.2 |
| 226 | 1,287 | .6 | 25,624 | 11.8 |
| 227 | 1,091 | .5 | 26,715 | 12.3 |
| 228 | 881 | .4 | 27,596 | 12.7 |
| 229 | 413 | .2 | 28,009 | 12.9 |
| 230 | 208 | .1 | 28,217 | 13.0 |
| 231 | 84 | .0 | 28,301 | 13.0 |
| 232 | 28 | .0 | 28,329 | 13.0 |
| 233 | 18 | .0 | 28,347 | 13.0 |
| 234 | 9 | .0 | 28,356 | 13.0 |
| 235 | 4 | .0 | 28,360 | 13.0 |

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 236 | 3 | .0 | 28,363 | 13.0 |
| 237 | 78 | .0 | 28,441 | 13.1 |
| 238 | 20 | .0 | 28,461 | 13.1 |
| 239 | 48 | .0 | 28,509 | 13.1 |
| 240 | 124 | .1 | 28,633 | 13.2 |
| 241 | 100 | .0 | 28,733 | 13.2 |
| 242 | 252 | .1 | 28,985 | 13.3 |
| 243 | 390 | .2 | 29,375 | 13.5 |
| 244 | 577 | .3 | 29,952 | 13.8 |
| 245 | 683 | .3 | 30,635 | 14.1 |
| 246 | 940 | .4 | 31,575 | 14.5 |
| 247 | 1,020 | .5 | 32,595 | 15.0 |
| 248 | 810 | .4 | 33,405 | 15.4 |
| 249 | 407 | .2 | 33,812 | 15.5 |
| 250 | 263 | .1 | 34,075 | 15.7 |
| 251 | 130 | .1 | 34,205 | 15.7 |
| 252 | 219 | .1 | 34,424 | 15.8 |
| 253 | 297 | .1 | 34,721 | 16.0 |
| 254 | 542 | .2 | 35,263 | 16.2 |
| 255 | 683 | .3 | 35,946 | 16.5 |
| 256 | 869 | .4 | 36,815 | 16.9 |
| 257 | 1,123 | .5 | 37,938 | 17.4 |
| 258 | 1,285 | .6 | 39,223 | 18.0 |
| 259 | 944 | .4 | 40,167 | 18.5 |
| 260 | 653 | .3 | 40,820 | 18.8 |
| 261 | 314 | .1 | 41,134 | 18.9 |
| 262 | 215 | .1 | 41,349 | 19.0 |
| 263 | 321 | .1 | 41,670 | 19.1 |
| 264 | 272 | .1 | 41,942 | 19.3 |
| 265 | 322 | .1 | 42,264 | 19.4 |
| 266 | 456 | .2 | 42,720 | 19.6 |
| 267 | 394 | .2 | 43,114 | 19.8 |
| 268 | 338 | .2 | 43,452 | 20.0 |
| 269 | 303 | .1 | 43,755 | 20.1 |
| 270 | 363 | .2 | 44,118 | 20.3 |
| 271 | 375 | .2 | 44,493 | 20.4 |
| 272 | 562 | .3 | 45,055 | 20.7 |
| 273 | 537 | .2 | 45,592 | 21.0 |
| 274 | 579 | .3 | 46,171 | 21.2 |
| 275 | 359 | .2 | 46,530 | 21.4 |

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 276 | 256 | .1 | 46,786 | 21.5 |
| 277 | 178 | .1 | 46,964 | 21.6 |
| 278 | 312 | .1 | 47,276 | 21.7 |
| 279 | 264 | .1 | 47,540 | 21.8 |
| 280 | 319 | .1 | 47,859 | 22.0 |
| 281 | 436 | .2 | 48,295 | 22.2 |
| 282 | 401 | .2 | 48,696 | 22.4 |
| 283 | 374 | .2 | 49,070 | 22.5 |
| 284 | 321 | .1 | 49,391 | 22.7 |
| 285 | 295 | .1 | 49,686 | 22.8 |
| 286 | 311 | .1 | 49,997 | 23.0 |
| 287 | 405 | .2 | 50,402 | 23.2 |
| 288 | 445 | .2 | 50,847 | 23.4 |
| 289 | 526 | .2 | 51,373 | 23.6 |
| 290 | 481 | .2 | 51,854 | 23.8 |
| 291 | 537 | .2 | 52,391 | 24.1 |
| 292 | 683 | .3 | 53,074 | 24.4 |
| 293 | 629 | .3 | 53,703 | 24.7 |
| 294 | 501 | .2 | 54,204 | 24.9 |
| 295 | 419 | .2 | 54,623 | 25.1 |
| 296 | 287 | .1 | 54,910 | 25.2 |
| 297 | 343 | .2 | 55,253 | 25.4 |
| 298 | 353 | .2 | 55,606 | 25.6 |
| 299 | 273 | .1 | 55,879 | 25.7 |
| 300 | 286 | .1 | 56,165 | 25.8 |
| 301 | 278 | .1 | 56,443 | 25.9 |
| 302 | 361 | .2 | 56,804 | 26.1 |
| 303 | 372 | .2 | 57,176 | 26.3 |
| 304 | 417 | .2 | 57,593 | 26.5 |
| 305 | 479 | .2 | 58,072 | 26.7 |
| 306 | 548 | .3 | 58,620 | 26.9 |
| 307 | 575 | .3 | 59,195 | 27.2 |
| 308 | 617 | .3 | 59,812 | 27.5 |
| 309 | 605 | .3 | 60,417 | 27.8 |
| 310 | 494 | .2 | 60,911 | 28.0 |
| 311 | 601 | .3 | 61,512 | 28.3 |
| 312 | 606 | .3 | 62,118 | 28.5 |
| 313 | 594 | .3 | 62,712 | 28.8 |
| 314 | 488 | .2 | 63,200 | 29.0 |
| 315 | 505 | .2 | 63,705 | 29.3 |

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 316 | 497 | .2 | 64,202 | 29.5 |
| 317 | 428 | .2 | 64,630 | 29.7 |
| 318 | 333 | .2 | 64,963 | 29.9 |
| 319 | 358 | .2 | 65,321 | 30.0 |
| 320 | 384 | .2 | 65,705 | 30.2 |
| 321 | 569 | .3 | 66,274 | 30.5 |
| 322 | 665 | .3 | 66,939 | 30.8 |
| 323 | 691 | .3 | 67,630 | 31.1 |
| 324 | 611 | .3 | 68,241 | 31.4 |
| 325 | 613 | .3 | 68,854 | 31.6 |
| 326 | 651 | .3 | 69,505 | 31.9 |
| 327 | 712 | .3 | 70,217 | 32.3 |
| 328 | 706 | .3 | 70,923 | 32.6 |
| 329 | 550 | .3 | 71,473 | 32.8 |
| 330 | 562 | .3 | 72,035 | 33.1 |
| 331 | 580 | .3 | 72,615 | 33.4 |
| 332 | 661 | .3 | 73,276 | 33.7 |
| 333 | 552 | .3 | 73,828 | 33.9 |
| 334 | 666 | .3 | 74,494 | 34.2 |
| 335 | 721 | .3 | 75,215 | 34.6 |
| 336 | 785 | .4 | 76,000 | 34.9 |
| 337 | 839 | .4 | 76,839 | 35.3 |
| 338 | 742 | .3 | 77,581 | 35.7 |
| 339 | 809 | .4 | 78,390 | 36.0 |
| 340 | 688 | .3 | 79,078 | 36.3 |
| 341 | 688 | .3 | 79,766 | 36.7 |
| 342 | 699 | .3 | 80,465 | 37.0 |
| 343 | 694 | .3 | 81,159 | 37.3 |
| 344 | 726 | .3 | 81,885 | 37.6 |
| 345 | 835 | .4 | 82,720 | 38.0 |
| 346 | 951 | .4 | 83,671 | 38.5 |
| 347 | 946 | .4 | 84,617 | 38.9 |
| 348 | 955 | .4 | 85,572 | 39.3 |
| 349 | 781 | .4 | 86,353 | 39.7 |
| 350 | 747 | .3 | 87,100 | 40.0 |
| 351 | 839 | .4 | 87,939 | 40.4 |
| 352 | 926 | .4 | 88,865 | 40.8 |
| 353 | 1,073 | .5 | 89,938 | 41.3 |
| 354 | 938 | .4 | 90,876 | 41.8 |
| 355 | 1,009 | .5 | 91,885 | 42.2 |

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 356 | 923 | .4 | 92,808 | 42.6 |
| 357 | 906 | .4 | 93,714 | 43.1 |
| 358 | 927 | .4 | 94,641 | 43.5 |
| 359 | 953 | .4 | 95,594 | 43.9 |
| 360 | 1,069 | .5 | 96,663 | 44.4 |
| 361 | 1,095 | .5 | 97,758 | 44.9 |
| 362 | 1,120 | .5 | 98,878 | 45.4 |
| 363 | 1,044 | .5 | 99,922 | 45.9 |
| 364 | 994 | .5 | 100,916 | 46.4 |
| 365 | 967 | .4 | 101,883 | 46.8 |
| 366 | 1,178 | .5 | 103,061 | 47.4 |
| 367 | 1,084 | .5 | 104,145 | 47.9 |
| 368 | 1,153 | .5 | 105,298 | 48.4 |
| 369 | 1,108 | .5 | 106,406 | 48.9 |
| 370 | 1,132 | .5 | 107,538 | 49.4 |
| 371 | 1,147 | .5 | 108,685 | 49.9 |
| 372 | 1,158 | .5 | 109,843 | 50.5 |
| 373 | 1,196 | .5 | 111,039 | 51.0 |
| 374 | 1,276 | .6 | 112,315 | 51.6 |
| 375 | 1,216 | .6 | 113,531 | 52.2 |
| 376 | 1,215 | .6 | 114,746 | 52.7 |
| 377 | 1,262 | .6 | 116,008 | 53.3 |
| 378 | 1,159 | .5 | 117,167 | 53.8 |
| 379 | 1,238 | .6 | 118,405 | 54.4 |
| 380 | 1,267 | .6 | 119,672 | 55.0 |
| 381 | 1,319 | .6 | 120,991 | 55.6 |
| 382 | 1,294 | .6 | 122,285 | 56.2 |
| 383 | 1,257 | .6 | 123,542 | 56.8 |
| 384 | 1,294 | .6 | 124,836 | 57.4 |
| 385 | 1,253 | .6 | 126,089 | 57.9 |
| 386 | 1,338 | .6 | 127,427 | 58.6 |
| 387 | 1,293 | .6 | 128,720 | 59.2 |
| 388 | 1,370 | .6 | 130,090 | 59.8 |
| 389 | 1,356 | .6 | 131,446 | 60.4 |
| 390 | 1,383 | .6 | 132,829 | 61.0 |
| 391 | 1,380 | .6 | 134,209 | 61.7 |
| 392 | 1,353 | .6 | 135,562 | 62.3 |
| 393 | 1,379 | .6 | 136,941 | 62.9 |
| 394 | 1,288 | .6 | 138,229 | 63.5 |
| 395 | 1,309 | .6 | 139,538 | 64.1 |

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 396 | 1,352 | .6 | 140,890 | 64.7 |
| 397 | 1,297 | .6 | 142,187 | 65.3 |
| 398 | 1,251 | .6 | 143,438 | 65.9 |
| 399 | 1,437 | .7 | 144,875 | 66.6 |
| 400 | 1,303 | .6 | 146,178 | 67.2 |
| 401 | 1,373 | .6 | 147,551 | 67.8 |
| 402 | 1,278 | .6 | 148,829 | 68.4 |
| 403 | 1,286 | .6 | 150,115 | 69.0 |
| 404 | 1,368 | .6 | 151,483 | 69.6 |
| 405 | 1,293 | .6 | 152,776 | 70.2 |
| 406 | 1,296 | .6 | 154,072 | 70.8 |
| 407 | 1,211 | .6 | 155,283 | 71.4 |
| 408 | 1,252 | .6 | 156,535 | 71.9 |
| 409 | 1,266 | .6 | 157,801 | 72.5 |
| 410 | 1,287 | .6 | 159,088 | 73.1 |
| 411 | 1,135 | .5 | 160,223 | 73.6 |
| 412 | 1,204 | .6 | 161,427 | 74.2 |
| 413 | 1,217 | .6 | 162,644 | 74.7 |
| 414 | 1,129 | .5 | 163,773 | 75.3 |
| 415 | 1,187 | .5 | 164,960 | 75.8 |
| 416 | 1,094 | .5 | 166,054 | 76.3 |
| 417 | 1,083 | .5 | 167,137 | 76.8 |
| 418 | 1,123 | .5 | 168,260 | 77.3 |
| 419 | 1,140 | .5 | 169,400 | 77.8 |
| 420 | 1,068 | .5 | 170,468 | 78.3 |
| 421 | 1,034 | .5 | 171,502 | 78.8 |
| 422 | 1,052 | .5 | 172,554 | 79.3 |
| 423 | 980 | .5 | 173,534 | 79.7 |
| 424 | 972 | .4 | 174,506 | 80.2 |
| 425 | 1,044 | .5 | 175,550 | 80.7 |
| 426 | 976 | .4 | 176,526 | 81.1 |
| 427 | 999 | .5 | 177,525 | 81.6 |
| 428 | 911 | .4 | 178,436 | 82.0 |
| 429 | 878 | .4 | 179,314 | 82.4 |
| 430 | 896 | .4 | 180,210 | 82.8 |
| 431 | 878 | .4 | 181,088 | 83.2 |
| 432 | 884 | .4 | 181,972 | 83.6 |
| 433 | 863 | .4 | 182,835 | 84.0 |
| 434 | 801 | .4 | 183,636 | 84.4 |
| 435 | 821 | .4 | 184,457 | 84.8 |

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 436 | 791 | .4 | 185,248 | 85.1 |
| 437 | 765 | .4 | 186,013 | 85.5 |
| 438 | 781 | .4 | 186,794 | 85.8 |
| 439 | 707 | .3 | 187,501 | 86.2 |
| 440 | 826 | .4 | 188,327 | 86.5 |
| 441 | 681 | .3 | 189,008 | 86.9 |
| 442 | 709 | .3 | 189,717 | 87.2 |
| 443 | 689 | .3 | 190,406 | 87.5 |
| 444 | 649 | .3 | 191,055 | 87.8 |
| 445 | 688 | .3 | 191,743 | 88.1 |
| 446 | 629 | .3 | 192,372 | 88.4 |
| 447 | 665 | .3 | 193,037 | 88.7 |
| 448 | 612 | .3 | 193,649 | 89.0 |
| 449 | 602 | .3 | 194,251 | 89.3 |
| 450 | 610 | .3 | 194,861 | 89.5 |
| 451 | 614 | .3 | 195,475 | 89.8 |
| 452 | 570 | .3 | 196,045 | 90.1 |
| 453 | 560 | .3 | 196,605 | 90.3 |
| 454 | 514 | .2 | 197,119 | 90.6 |
| 455 | 516 | .2 | 197,635 | 90.8 |
| 456 | 543 | .2 | 198,178 | 91.1 |
| 457 | 507 | .2 | 198,685 | 91.3 |
| 458 | 502 | .2 | 199,187 | 91.5 |
| 459 | 488 | .2 | 199,675 | 91.8 |
| 460 | 470 | .2 | 200,145 | 92.0 |
| 461 | 422 | .2 | 200,567 | 92.2 |
| 462 | 462 | .2 | 201,029 | 92.4 |
| 463 | 450 | .2 | 201,479 | 92.6 |
| 464 | 494 | .2 | 201,973 | 92.8 |
| 465 | 452 | .2 | 202,425 | 93.0 |
| 466 | 395 | .2 | 202,820 | 93.2 |
| 467 | 423 | .2 | 203,243 | 93.4 |
| 468 | 370 | .2 | 203,613 | 93.6 |
| 469 | 373 | .2 | 203,986 | 93.7 |
| 470 | 360 | .2 | 204,346 | 93.9 |
| 471 | 385 | .2 | 204,731 | 94.1 |
| 472 | 364 | .2 | 205,095 | 94.3 |
| 473 | 318 | .1 | 205,413 | 94.4 |
| 474 | 317 | .1 | 205,730 | 94.5 |
| 475 | 331 | .2 | 206,061 | 94.7 |

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 476 | 345 | .2 | 206,406 | 94.9 |
| 477 | 320 | .1 | 206,726 | 95.0 |
| 478 | 253 | .1 | 206,979 | 95.1 |
| 479 | 261 | .1 | 207,240 | 95.2 |
| 480 | 300 | .1 | 207,540 | 95.4 |
| 481 | 304 | .1 | 207,844 | 95.5 |
| 482 | 267 | .1 | 208,111 | 95.6 |
| 483 | 269 | .1 | 208,380 | 95.8 |
| 484 | 255 | .1 | 208,635 | 95.9 |
| 485 | 271 | .1 | 208,906 | 96.0 |
| 486 | 239 | .1 | 209,145 | 96.1 |
| 487 | 210 | .1 | 209,355 | 96.2 |
| 488 | 236 | .1 | 209,591 | 96.3 |
| 489 | 230 | .1 | 209,821 | 96.4 |
| 490 | 197 | .1 | 210,018 | 96.5 |
| 491 | 204 | .1 | 210,222 | 96.6 |
| 492 | 207 | .1 | 210,429 | 96.7 |
| 493 | 208 | .1 | 210,637 | 96.8 |
| 494 | 192 | .1 | 210,829 | 96.9 |
| 495 | 208 | .1 | 211,037 | 97.0 |
| 496 | 221 | .1 | 211,258 | 97.1 |
| 497 | 184 | .1 | 211,442 | 97.2 |
| 498 | 185 | .1 | 211,627 | 97.3 |
| 499 | 159 | .1 | 211,786 | 97.3 |
| 500 | 158 | .1 | 211,944 | 97.4 |
| 501 | 170 | .1 | 212,114 | 97.5 |
| 502 | 168 | .1 | 212,282 | 97.6 |
| 503 | 188 | .1 | 212,470 | 97.6 |
| 504 | 155 | .1 | 212,625 | 97.7 |
| 505 | 146 | .1 | 212,771 | 97.8 |
| 506 | 146 | .1 | 212,917 | 97.8 |
| 507 | 125 | .1 | 213,042 | 97.9 |
| 508 | 166 | .1 | 213,208 | 98.0 |
| 509 | 142 | .1 | 213,350 | 98.0 |
| 510 | 121 | .1 | 213,471 | 98.1 |
| 511 | 156 | .1 | 213,627 | 98.2 |
| 512 | 119 | .1 | 213,746 | 98.2 |
| 513 | 131 | .1 | 213,877 | 98.3 |
| 514 | 103 | .0 | 213,980 | 98.3 |
| 515 | 104 | .0 | 214,084 | 98.4 |

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 516 | 91 | .0 | 214,175 | 98.4 |
| 517 | 142 | .1 | 214,317 | 98.5 |
| 518 | 122 | .1 | 214,439 | 98.5 |
| 519 | 101 | .0 | 214,540 | 98.6 |
| 520 | 94 | .0 | 214,634 | 98.6 |
| 521 | 117 | .1 | 214,751 | 98.7 |
| 522 | 94 | .0 | 214,845 | 98.7 |
| 523 | 75 | .0 | 214,920 | 98.8 |
| 524 | 110 | .1 | 215,030 | 98.8 |
| 525 | 92 | .0 | 215,122 | 98.9 |
| 526 | 104 | .0 | 215,226 | 98.9 |
| 527 | 101 | .0 | 215,327 | 99.0 |
| 528 | 76 | .0 | 215,403 | 99.0 |
| 529 | 81 | .0 | 215,484 | 99.0 |
| 530 | 82 | .0 | 215,566 | 99.1 |
| 531 | 87 | .0 | 215,653 | 99.1 |
| 532 | 64 | .0 | 215,717 | 99.1 |
| 533 | 83 | .0 | 215,800 | 99.2 |
| 534 | 59 | .0 | 215,859 | 99.2 |
| 535 | 79 | .0 | 215,938 | 99.2 |
| 536 | 47 | .0 | 215,985 | 99.3 |
| 537 | 77 | .0 | 216,062 | 99.3 |
| 538 | 55 | .0 | 216,117 | 99.3 |
| 539 | 46 | .0 | 216,163 | 99.3 |
| 540 | 50 | .0 | 216,213 | 99.4 |
| 541 | 48 | .0 | 216,261 | 99.4 |
| 542 | 60 | .0 | 216,321 | 99.4 |
| 543 | 65 | .0 | 216,386 | 99.4 |
| 544 | 35 | .0 | 216,421 | 99.5 |
| 545 | 63 | .0 | 216,484 | 99.5 |
| 546 | 31 | .0 | 216,515 | 99.5 |
| 547 | 46 | .0 | 216,561 | 99.5 |
| 548 | 51 | .0 | 216,612 | 99.5 |
| 549 | 42 | .0 | 216,654 | 99.6 |
| 550 | 47 | .0 | 216,701 | 99.6 |
| 551 | 65 | .0 | 216,766 | 99.6 |
| 552 | 51 | .0 | 216,817 | 99.6 |
| 553 | 26 | .0 | 216,843 | 99.6 |
| 554 | 37 | .0 | 216,880 | 99.7 |
| 555 | 26 | .0 | 216,906 | 99.7 |

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 556 | 26 | .0 | 216,932 | 99.7 |
| 557 | 38 | .0 | 216,970 | 99.7 |
| 558 | 32 | .0 | 217,002 | 99.7 |
| 559 | 47 | .0 | 217,049 | 99.7 |
| 560 | 26 | .0 | 217,075 | 99.8 |
| 561 | 36 | .0 | 217,111 | 99.8 |
| 562 | 6 | .0 | 217,117 | 99.8 |
| 563 | 16 | .0 | 217,133 | 99.8 |
| 564 | 24 | .0 | 217,157 | 99.8 |
| 565 | 25 | .0 | 217,182 | 99.8 |
| 566 | 26 | .0 | 217,208 | 99.8 |
| 567 | 25 | .0 | 217,233 | 99.8 |
| 568 | 14 | .0 | 217,247 | 99.8 |
| 569 | 30 | .0 | 217,277 | 99.8 |
| 570 | 8 | .0 | 217,285 | 99.9 |
| 571 | 7 | .0 | 217,292 | 99.9 |
| 572 | 14 | .0 | 217,306 | 99.9 |
| 573 | 29 | .0 | 217,335 | 99.9 |
| 574 | 10 | .0 | 217,345 | 99.9 |
| 575 | 11 | .0 | 217,356 | 99.9 |
| 576 | 19 | .0 | 217,375 | 99.9 |
| 577 | 14 | .0 | 217,389 | 99.9 |
| 578 | 11 | .0 | 217,400 | 99.9 |
| 579 | 7 | .0 | 217,407 | 99.9 |
| 580 | 10 | .0 | 217,417 | 99.9 |
| 581 | 14 | .0 | 217,431 | 99.9 |
| 582 | 15 | .0 | 217,446 | 99.9 |
| 583 | 12 | .0 | 217,458 | 99.9 |
| 584 | 17 | .0 | 217,475 | 99.9 |
| 585 | 13 | .0 | 217,488 | 99.9 |
| 586 | 5 | .0 | 217,493 | 99.9 |
| 587 | 9 | .0 | 217,502 | 100.0 |
| 588 | 3 | .0 | 217,505 | 100.0 |
| 589 | 15 | .0 | 217,520 | 100.0 |
| 590 | 18 | .0 | 217,538 | 100.0 |
| 591 | 5 | .0 | 217,543 | 100.0 |
| 592 | 16 | .0 | 217,559 | 100.0 |
| 593 | 23 | .0 | 217,582 | 100.0 |
| 594 | 6 | .0 | 217,588 | 100.0 |
| 598 | 18 | .0 | 217,606 | 100.0 |

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 215 | 1,147 | 11.3 | 1,147 | 11.3 |
| 233 | 93 | .9 | 1,240 | 12.2 |
| 236 | 8 | .1 | 1,248 | 12.3 |
| 243 | 8 | .1 | 1,256 | 12.4 |
| 244 | 52 | .5 | 1,308 | 12.9 |
| 246 | 10 | .1 | 1,318 | 13.0 |
| 249 | 19 | .2 | 1,337 | 13.2 |
| 251 | 103 | 1.0 | 1,440 | 14.2 |
| 252 | 9 | .1 | 1,449 | 14.3 |
| 254 | 14 | .1 | 1,463 | 14.4 |
| 255 | 32 | .3 | 1,495 | 14.8 |
| 259 | 68 | .7 | 1,563 | 15.4 |
| 261 | 8 | .1 | 1,571 | 15.5 |
| 262 | 16 | .2 | 1,587 | 15.7 |
| 263 | 5 | .0 | 1,592 | 15.7 |
| 264 | 26 | .3 | 1,618 | 16.0 |
| 265 | 15 | .1 | 1,633 | 16.1 |
| 266 | 5 | .0 | 1,638 | 16.2 |
| 267 | 14 | .1 | 1,652 | 16.3 |
| 268 | 14 | .1 | 1,666 | 16.4 |
| 269 | 27 | .3 | 1,693 | 16.7 |
| 270 | 21 | .2 | 1,714 | 16.9 |
| 272 | 8 | .1 | 1,722 | 17.0 |
| 273 | 2 | .0 | 1,724 | 17.0 |
| 274 | 16 | .2 | 1,740 | 17.2 |
| 275 | 3 | .0 | 1,743 | 17.2 |
| 276 | 13 | .1 | 1,756 | 17.3 |
| 277 | 9 | .1 | 1,765 | 17.4 |
| 278 | 16 | .2 | 1,781 | 17.6 |
| 279 | 12 | .1 | 1,793 | 17.7 |
| 280 | 21 | .2 | 1,814 | 17.9 |
| 281 | 18 | .2 | 1,832 | 18.1 |
| 282 | 11 | .1 | 1,843 | 18.2 |
| 283 | 19 | .2 | 1,862 | 18.4 |
| 284 | 11 | .1 | 1,873 | 18.5 |
| 285 | 22 | .2 | 1,895 | 18.7 |
| 286 | 6 | .1 | 1,901 | 18.8 |
| 287 | 29 | .3 | 1,930 | 19.0 |
| 288 | 3 | .0 | 1,933 | 19.1 |
| 289 | 29 | .3 | 1,962 | 19.4 |

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 290 | 15 | .1 | 1,977 | 19.5 |
| 291 | 27 | .3 | 2,004 | 19.8 |
| 292 | 17 | .2 | 2,021 | 19.9 |
| 293 | 10 | .1 | 2,031 | 20.0 |
| 294 | 18 | .2 | 2,049 | 20.2 |
| 295 | 19 | .2 | 2,068 | 20.4 |
| 296 | 18 | .2 | 2,086 | 20.6 |
| 297 | 11 | .1 | 2,097 | 20.7 |
| 298 | 10 | .1 | 2,107 | 20.8 |
| 299 | 14 | .1 | 2,121 | 20.9 |
| 300 | 21 | .2 | 2,142 | 21.1 |
| 301 | 16 | .2 | 2,158 | 21.3 |
| 302 | 9 | .1 | 2,167 | 21.4 |
| 303 | 15 | .1 | 2,182 | 21.5 |
| 304 | 9 | .1 | 2,191 | 21.6 |
| 305 | 4 | .0 | 2,195 | 21.7 |
| 306 | 26 | .3 | 2,221 | 21.9 |
| 307 | 9 | .1 | 2,230 | 22.0 |
| 308 | 11 | .1 | 2,241 | 22.1 |
| 309 | 12 | .1 | 2,253 | 22.2 |
| 310 | 17 | .2 | 2,270 | 22.4 |
| 311 | 15 | .1 | 2,285 | 22.6 |
| 312 | 11 | .1 | 2,296 | 22.7 |
| 313 | 21 | .2 | 2,317 | 22.9 |
| 314 | 10 | .1 | 2,327 | 23.0 |
| 315 | 18 | .2 | 2,345 | 23.1 |
| 316 | 7 | .1 | 2,352 | 23.2 |
| 317 | 17 | .2 | 2,369 | 23.4 |
| 318 | 13 | .1 | 2,382 | 23.5 |
| 319 | 8 | .1 | 2,390 | 23.6 |
| 320 | 14 | .1 | 2,404 | 23.7 |
| 321 | 17 | .2 | 2,421 | 23.9 |
| 322 | 13 | .1 | 2,434 | 24.0 |
| 323 | 18 | .2 | 2,452 | 24.2 |
| 324 | 15 | .1 | 2,467 | 24.3 |
| 325 | 12 | .1 | 2,479 | 24.5 |
| 326 | 22 | .2 | 2,501 | 24.7 |
| 327 | 8 | .1 | 2,509 | 24.8 |
| 328 | 13 | .1 | 2,522 | 24.9 |
| 329 | 11 | .1 | 2,533 | 25.0 |

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 330 | 15 | .1 | 2,548 | 25.1 |
| 331 | 14 | .1 | 2,562 | 25.3 |
| 332 | 12 | .1 | 2,574 | 25.4 |
| 333 | 10 | .1 | 2,584 | 25.5 |
| 334 | 15 | .1 | 2,599 | 25.6 |
| 335 | 5 | .0 | 2,604 | 25.7 |
| 336 | 15 | .1 | 2,619 | 25.8 |
| 337 | 7 | .1 | 2,626 | 25.9 |
| 338 | 10 | .1 | 2,636 | 26.0 |
| 339 | 6 | .1 | 2,642 | 26.1 |
| 340 | 17 | .2 | 2,659 | 26.2 |
| 341 | 11 | .1 | 2,670 | 26.3 |
| 342 | 16 | .2 | 2,686 | 26.5 |
| 343 | 10 | .1 | 2,696 | 26.6 |
| 344 | 10 | .1 | 2,706 | 26.7 |
| 345 | 14 | .1 | 2,720 | 26.8 |
| 346 | 12 | .1 | 2,732 | 27.0 |
| 347 | 7 | .1 | 2,739 | 27.0 |
| 348 | 11 | .1 | 2,750 | 27.1 |
| 349 | 17 | .2 | 2,767 | 27.3 |
| 350 | 8 | .1 | 2,775 | 27.4 |
| 351 | 12 | .1 | 2,787 | 27.5 |
| 352 | 13 | .1 | 2,800 | 27.6 |
| 353 | 3 | .0 | 2,803 | 27.7 |
| 354 | 13 | .1 | 2,816 | 27.8 |
| 355 | 10 | .1 | 2,826 | 27.9 |
| 356 | 7 | .1 | 2,833 | 28.0 |
| 357 | 11 | .1 | 2,844 | 28.1 |
| 358 | 10 | .1 | 2,854 | 28.2 |
| 359 | 9 | .1 | 2,863 | 28.3 |
| 360 | 7 | .1 | 2,870 | 28.3 |
| 361 | 13 | .1 | 2,883 | 28.5 |
| 362 | 13 | .1 | 2,896 | 28.6 |
| 363 | 12 | .1 | 2,908 | 28.7 |
| 364 | 13 | .1 | 2,921 | 28.8 |
| 365 | 17 | .2 | 2,938 | 29.0 |
| 366 | 13 | .1 | 2,951 | 29.1 |
| 367 | 13 | .1 | 2,964 | 29.3 |
| 368 | 9 | .1 | 2,973 | 29.3 |
| 369 | 12 | .1 | 2,985 | 29.5 |

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 370 | 15 | .1 | 3,000 | 29.6 |
| 371 | 7 | .1 | 3,007 | 29.7 |
| 372 | 23 | .2 | 3,030 | 29.9 |
| 373 | 17 | .2 | 3,047 | 30.1 |
| 374 | 8 | .1 | 3,055 | 30.1 |
| 375 | 14 | .1 | 3,069 | 30.3 |
| 376 | 13 | .1 | 3,082 | 30.4 |
| 377 | 11 | .1 | 3,093 | 30.5 |
| 378 | 20 | .2 | 3,113 | 30.7 |
| 379 | 13 | .1 | 3,126 | 30.8 |
| 380 | 9 | .1 | 3,135 | 30.9 |
| 381 | 16 | .2 | 3,151 | 31.1 |
| 382 | 21 | .2 | 3,172 | 31.3 |
| 383 | 16 | .2 | 3,188 | 31.5 |
| 384 | 21 | .2 | 3,209 | 31.7 |
| 385 | 18 | .2 | 3,227 | 31.8 |
| 386 | 15 | .1 | 3,242 | 32.0 |
| 387 | 21 | .2 | 3,263 | 32.2 |
| 388 | 15 | .1 | 3,278 | 32.3 |
| 389 | 16 | .2 | 3,294 | 32.5 |
| 390 | 18 | .2 | 3,312 | 32.7 |
| 391 | 14 | .1 | 3,326 | 32.8 |
| 392 | 25 | .2 | 3,351 | 33.1 |
| 393 | 26 | .3 | 3,377 | 33.3 |
| 394 | 15 | .1 | 3,392 | 33.5 |
| 395 | 19 | .2 | 3,411 | 33.7 |
| 396 | 22 | .2 | 3,433 | 33.9 |
| 397 | 15 | .1 | 3,448 | 34.0 |
| 398 | 19 | .2 | 3,467 | 34.2 |
| 399 | 24 | .2 | 3,491 | 34.5 |
| 400 | 21 | .2 | 3,512 | 34.7 |
| 401 | 18 | .2 | 3,530 | 34.8 |
| 402 | 22 | .2 | 3,552 | 35.1 |
| 403 | 31 | .3 | 3,583 | 35.4 |
| 404 | 16 | .2 | 3,599 | 35.5 |
| 405 | 30 | .3 | 3,629 | 35.8 |
| 406 | 13 | .1 | 3,642 | 35.9 |
| 407 | 20 | .2 | 3,662 | 36.1 |
| 408 | 23 | .2 | 3,685 | 36.4 |
| 409 | 15 | .1 | 3,700 | 36.5 |

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 410 | 22 | .2 | 3,722 | 36.7 |
| 411 | 29 | .3 | 3,751 | 37.0 |
| 412 | 19 | .2 | 3,770 | 37.2 |
| 413 | 27 | .3 | 3,797 | 37.5 |
| 414 | 25 | .2 | 3,822 | 37.7 |
| 415 | 26 | .3 | 3,848 | 38.0 |
| 416 | 26 | .3 | 3,874 | 38.2 |
| 417 | 29 | .3 | 3,903 | 38.5 |
| 418 | 34 | .3 | 3,937 | 38.9 |
| 419 | 32 | .3 | 3,969 | 39.2 |
| 420 | 28 | .3 | 3,997 | 39.4 |
| 421 | 22 | .2 | 4,019 | 39.7 |
| 422 | 29 | .3 | 4,048 | 39.9 |
| 423 | 21 | .2 | 4,069 | 40.2 |
| 424 | 32 | .3 | 4,101 | 40.5 |
| 425 | 22 | .2 | 4,123 | 40.7 |
| 426 | 25 | .2 | 4,148 | 40.9 |
| 427 | 39 | .4 | 4,187 | 41.3 |
| 428 | 27 | .3 | 4,214 | 41.6 |
| 429 | 28 | .3 | 4,242 | 41.9 |
| 430 | 23 | .2 | 4,265 | 42.1 |
| 431 | 54 | .5 | 4,319 | 42.6 |
| 432 | 31 | .3 | 4,350 | 42.9 |
| 433 | 34 | .3 | 4,384 | 43.3 |
| 434 | 43 | .4 | 4,427 | 43.7 |
| 435 | 41 | .4 | 4,468 | 44.1 |
| 436 | 43 | .4 | 4,511 | 44.5 |
| 437 | 30 | .3 | 4,541 | 44.8 |
| 438 | 37 | .4 | 4,578 | 45.2 |
| 439 | 47 | .5 | 4,625 | 45.6 |
| 440 | 40 | .4 | 4,665 | 46.0 |
| 441 | 43 | .4 | 4,708 | 46.5 |
| 442 | 37 | .4 | 4,745 | 46.8 |
| 443 | 40 | .4 | 4,785 | 47.2 |
| 444 | 45 | .4 | 4,830 | 47.7 |
| 445 | 46 | .5 | 4,876 | 48.1 |
| 446 | 59 | .6 | 4,935 | 48.7 |
| 447 | 51 | .5 | 4,986 | 49.2 |
| 448 | 40 | .4 | 5,026 | 49.6 |
| 449 | 52 | .5 | 5,078 | 50.1 |

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 450 | 36 | .4 | 5,114 | 50.5 |
| 451 | 43 | .4 | 5,157 | 50.9 |
| 452 | 46 | .5 | 5,203 | 51.3 |
| 453 | 41 | .4 | 5,244 | 51.8 |
| 454 | 35 | .3 | 5,279 | 52.1 |
| 455 | 54 | .5 | 5,333 | 52.6 |
| 456 | 55 | .5 | 5,388 | 53.2 |
| 457 | 50 | .5 | 5,438 | 53.7 |
| 458 | 51 | .5 | 5,489 | 54.2 |
| 459 | 47 | .5 | 5,536 | 54.6 |
| 460 | 47 | .5 | 5,583 | 55.1 |
| 461 | 47 | .5 | 5,630 | 55.6 |
| 462 | 71 | .7 | 5,701 | 56.3 |
| 463 | 48 | .5 | 5,749 | 56.7 |
| 464 | 45 | .4 | 5,794 | 57.2 |
| 465 | 53 | .5 | 5,847 | 57.7 |
| 466 | 59 | .6 | 5,906 | 58.3 |
| 467 | 47 | .5 | 5,953 | 58.7 |
| 468 | 54 | .5 | 6,007 | 59.3 |
| 469 | 51 | .5 | 6,058 | 59.8 |
| 470 | 54 | .5 | 6,112 | 60.3 |
| 471 | 43 | .4 | 6,155 | 60.7 |
| 472 | 59 | .6 | 6,214 | 61.3 |
| 473 | 49 | .5 | 6,263 | 61.8 |
| 474 | 58 | .6 | 6,321 | 62.4 |
| 475 | 64 | .6 | 6,385 | 63.0 |
| 476 | 48 | .5 | 6,433 | 63.5 |
| 477 | 63 | .6 | 6,496 | 64.1 |
| 478 | 51 | .5 | 6,547 | 64.6 |
| 479 | 46 | .5 | 6,593 | 65.1 |
| 480 | 50 | .5 | 6,643 | 65.6 |
| 481 | 43 | .4 | 6,686 | 66.0 |
| 482 | 45 | .4 | 6,731 | 66.4 |
| 483 | 38 | .4 | 6,769 | 66.8 |
| 484 | 45 | .4 | 6,814 | 67.2 |
| 485 | 54 | .5 | 6,868 | 67.8 |
| 486 | 54 | .5 | 6,922 | 68.3 |
| 487 | 52 | .5 | 6,974 | 68.8 |
| 488 | 45 | .4 | 7,019 | 69.3 |
| 489 | 41 | .4 | 7,060 | 69.7 |

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 490 | 53 | .5 | 7,113 | 70.2 |
| 491 | 55 | .5 | 7,168 | 70.7 |
| 492 | 52 | .5 | 7,220 | 71.3 |
| 493 | 39 | .4 | 7,259 | 71.6 |
| 494 | 43 | .4 | 7,302 | 72.1 |
| 495 | 45 | .4 | 7,347 | 72.5 |
| 496 | 43 | .4 | 7,390 | 72.9 |
| 497 | 47 | .5 | 7,437 | 73.4 |
| 498 | 50 | .5 | 7,487 | 73.9 |
| 499 | 48 | .5 | 7,535 | 74.4 |
| 500 | 61 | .6 | 7,596 | 75.0 |
| 501 | 64 | .6 | 7,660 | 75.6 |
| 502 | 45 | .4 | 7,705 | 76.0 |
| 503 | 53 | .5 | 7,758 | 76.6 |
| 504 | 57 | .6 | 7,815 | 77.1 |
| 505 | 47 | .5 | 7,862 | 77.6 |
| 506 | 37 | .4 | 7,899 | 78.0 |
| 507 | 38 | .4 | 7,937 | 78.3 |
| 508 | 41 | .4 | 7,978 | 78.7 |
| 509 | 40 | .4 | 8,018 | 79.1 |
| 510 | 33 | .3 | 8,051 | 79.5 |
| 511 | 45 | .4 | 8,096 | 79.9 |
| 512 | 47 | .5 | 8,143 | 80.4 |
| 513 | 51 | .5 | 8,194 | 80.9 |
| 514 | 47 | .5 | 8,241 | 81.3 |
| 515 | 44 | .4 | 8,285 | 81.8 |
| 516 | 47 | .5 | 8,332 | 82.2 |
| 517 | 51 | .5 | 8,383 | 82.7 |
| 518 | 35 | .3 | 8,418 | 83.1 |
| 519 | 39 | .4 | 8,457 | 83.5 |
| 520 | 31 | .3 | 8,488 | 83.8 |
| 521 | 49 | .5 | 8,537 | 84.2 |
| 522 | 32 | .3 | 8,569 | 84.6 |
| 523 | 42 | .4 | 8,611 | 85.0 |
| 524 | 46 | .5 | 8,657 | 85.4 |
| 525 | 28 | .3 | 8,685 | 85.7 |
| 526 | 39 | .4 | 8,724 | 86.1 |
| 527 | 40 | .4 | 8,764 | 86.5 |
| 528 | 30 | .3 | 8,794 | 86.8 |
| 529 | 43 | .4 | 8,837 | 87.2 |

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 530 | 35 | .3 | 8,872 | 87.6 |
| 531 | 30 | .3 | 8,902 | 87.9 |
| 532 | 44 | .4 | 8,946 | 88.3 |
| 533 | 31 | .3 | 8,977 | 88.6 |
| 534 | 34 | .3 | 9,011 | 88.9 |
| 535 | 19 | .2 | 9,030 | 89.1 |
| 536 | 36 | .4 | 9,066 | 89.5 |
| 537 | 25 | .2 | 9,091 | 89.7 |
| 538 | 30 | .3 | 9,121 | 90.0 |
| 539 | 29 | .3 | 9,150 | 90.3 |
| 540 | 35 | .3 | 9,185 | 90.6 |
| 541 | 22 | .2 | 9,207 | 90.9 |
| 542 | 29 | .3 | 9,236 | 91.1 |
| 543 | 20 | .2 | 9,256 | 91.3 |
| 544 | 33 | .3 | 9,289 | 91.7 |
| 545 | 21 | .2 | 9,310 | 91.9 |
| 546 | 33 | .3 | 9,343 | 92.2 |
| 547 | 26 | .3 | 9,369 | 92.5 |
| 548 | 26 | .3 | 9,395 | 92.7 |
| 549 | 26 | .3 | 9,421 | 93.0 |
| 550 | 29 | .3 | 9,450 | 93.3 |
| 551 | 20 | .2 | 9,470 | 93.5 |
| 552 | 33 | .3 | 9,503 | 93.8 |
| 553 | 21 | .2 | 9,524 | 94.0 |
| 554 | 21 | .2 | 9,545 | 94.2 |
| 555 | 31 | .3 | 9,576 | 94.5 |
| 556 | 20 | .2 | 9,596 | 94.7 |
| 557 | 16 | .2 | 9,612 | 94.9 |
| 558 | 20 | .2 | 9,632 | 95.1 |
| 559 | 26 | .3 | 9,658 | 95.3 |
| 560 | 12 | .1 | 9,670 | 95.4 |
| 561 | 29 | .3 | 9,699 | 95.7 |
| 562 | 18 | .2 | 9,717 | 95.9 |
| 563 | 22 | .2 | 9,739 | 96.1 |
| 564 | 10 | .1 | 9,749 | 96.2 |
| 565 | 19 | .2 | 9,768 | 96.4 |
| 566 | 27 | .3 | 9,795 | 96.7 |
| 567 | 9 | .1 | 9,804 | 96.8 |
| 568 | 16 | .2 | 9,820 | 96.9 |
| 569 | 26 | .3 | 9,846 | 97.2 |

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 570 | 12 | .1 | 9,858 | 97.3 |
| 571 | 11 | .1 | 9,869 | 97.4 |
| 572 | 15 | .1 | 9,884 | 97.5 |
| 573 | 7 | .1 | 9,891 | 97.6 |
| 574 | 13 | .1 | 9,904 | 97.7 |
| 575 | 12 | .1 | 9,916 | 97.9 |
| 576 | 11 | .1 | 9,927 | 98.0 |
| 577 | 12 | .1 | 9,939 | 98.1 |
| 578 | 9 | .1 | 9,948 | 98.2 |
| 579 | 11 | .1 | 9,959 | 98.3 |
| 580 | 10 | .1 | 9,969 | 98.4 |
| 581 | 5 | .0 | 9,974 | 98.4 |
| 582 | 7 | .1 | 9,981 | 98.5 |
| 583 | 9 | .1 | 9,990 | 98.6 |
| 584 | 6 | .1 | 9,996 | 98.6 |
| 585 | 2 | .0 | 9,998 | 98.7 |
| 586 | 13 | .1 | 10,011 | 98.8 |
| 587 | 7 | .1 | 10,018 | 98.9 |
| 588 | 5 | .0 | 10,023 | 98.9 |
| 589 | 8 | .1 | 10,031 | 99.0 |
| 590 | 7 | .1 | 10,038 | 99.1 |
| 591 | 5 | .0 | 10,043 | 99.1 |
| 592 | 8 | .1 | 10,051 | 99.2 |
| 593 | 1 | .0 | 10,052 | 99.2 |
| 594 | 2 | .0 | 10,054 | 99.2 |
| 595 | 8 | .1 | 10,062 | 99.3 |
| 596 | 5 | .0 | 10,067 | 99.3 |
| 597 | 7 | .1 | 10,074 | 99.4 |
| 598 | 6 | .1 | 10,080 | 99.5 |
| 599 | 2 | .0 | 10,082 | 99.5 |
| 600 | 2 | .0 | 10,084 | 99.5 |
| 601 | 4 | .0 | 10,088 | 99.6 |
| 602 | 6 | .1 | 10,094 | 99.6 |
| 603 | 4 | .0 | 10,098 | 99.7 |
| 604 | 1 | .0 | 10,099 | 99.7 |
| 606 | 1 | .0 | 10,100 | 99.7 |
| 608 | 3 | .0 | 10,103 | 99.7 |
| 609 | 6 | .1 | 10,109 | 99.8 |
| 610 | 4 | .0 | 10,113 | 99.8 |
| 612 | 2 | .0 | 10,115 | 99.8 |

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 613 | 1 | .0 | 10,116 | 99.8 |
| 615 | 4 | .0 | 10,120 | 99.9 |
| 617 | 3 | .0 | 10,123 | 99.9 |
| 619 | 5 | .0 | 10,128 | 100.0 |
| 621 | 1 | .0 | 10,129 | 100.0 |
| 622 | 2 | .0 | 10,131 | 100.0 |
| 635 | 2 | .0 | 10,133 | 100.0 |

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 230 | 2,815 | 12.2 | 2,815 | 12.2 |
| 236 | 13 | .1 | 2,828 | 12.3 |
| 244 | 70 | .3 | 2,898 | 12.6 |
| 251 | 11 | .0 | 2,909 | 12.6 |
| 255 | 12 | .1 | 2,921 | 12.7 |
| 256 | 79 | .3 | 3,000 | 13.0 |
| 258 | 25 | .1 | 3,025 | 13.1 |
| 261 | 119 | .5 | 3,144 | 13.6 |
| 262 | 20 | .1 | 3,164 | 13.7 |
| 264 | 79 | .3 | 3,243 | 14.1 |
| 265 | 3 | .0 | 3,246 | 14.1 |
| 267 | 30 | .1 | 3,276 | 14.2 |
| 268 | 33 | .1 | 3,309 | 14.3 |
| 270 | 70 | .3 | 3,379 | 14.6 |
| 272 | 16 | .1 | 3,395 | 14.7 |
| 273 | 21 | .1 | 3,416 | 14.8 |
| 275 | 13 | .1 | 3,429 | 14.9 |
| 276 | 63 | .3 | 3,492 | 15.1 |
| 277 | 8 | .0 | 3,500 | 15.2 |
| 279 | 32 | .1 | 3,532 | 15.3 |
| 280 | 2 | .0 | 3,534 | 15.3 |
| 281 | 42 | .2 | 3,576 | 15.5 |
| 282 | 34 | .1 | 3,610 | 15.6 |
| 283 | 20 | .1 | 3,630 | 15.7 |
| 284 | 6 | .0 | 3,636 | 15.8 |
| 285 | 18 | .1 | 3,654 | 15.8 |
| 286 | 4 | .0 | 3,658 | 15.9 |
| 287 | 32 | .1 | 3,690 | 16.0 |
| 288 | 41 | .2 | 3,731 | 16.2 |
| 289 | 10 | .0 | 3,741 | 16.2 |
| 290 | 5 | .0 | 3,746 | 16.2 |
| 291 | 31 | .1 | 3,777 | 16.4 |
| 292 | 25 | .1 | 3,802 | 16.5 |
| 293 | 20 | .1 | 3,822 | 16.6 |
| 294 | 6 | .0 | 3,828 | 16.6 |
| 295 | 38 | .2 | 3,866 | 16.8 |
| 296 | 22 | .1 | 3,888 | 16.9 |
| 297 | 21 | .1 | 3,909 | 16.9 |

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 298 | 21 | .1 | 3,930 | 17.0 |
| 299 | 31 | .1 | 3,961 | 17.2 |
| 300 | 10 | .0 | 3,971 | 17.2 |
| 301 | 32 | .1 | 4,003 | 17.3 |
| 302 | 24 | .1 | 4,027 | 17.5 |
| 303 | 12 | .1 | 4,039 | 17.5 |
| 304 | 39 | .2 | 4,078 | 17.7 |
| 305 | 32 | .1 | 4,110 | 17.8 |
| 306 | 18 | .1 | 4,128 | 17.9 |
| 307 | 65 | .3 | 4,193 | 18.2 |
| 308 | 31 | .1 | 4,224 | 18.3 |
| 309 | 28 | .1 | 4,252 | 18.4 |
| 310 | 41 | .2 | 4,293 | 18.6 |
| 311 | 24 | .1 | 4,317 | 18.7 |
| 312 | 18 | .1 | 4,335 | 18.8 |
| 313 | 48 | .2 | 4,383 | 19.0 |
| 314 | 49 | .2 | 4,432 | 19.2 |
| 315 | 12 | .1 | 4,444 | 19.3 |
| 316 | 46 | .2 | 4,490 | 19.5 |
| 317 | 32 | .1 | 4,522 | 19.6 |
| 318 | 24 | .1 | 4,546 | 19.7 |
| 319 | 75 | .3 | 4,621 | 20.0 |
| 320 | 24 | .1 | 4,645 | 20.1 |
| 321 | 11 | .0 | 4,656 | 20.2 |
| 322 | 56 | .2 | 4,712 | 20.4 |
| 323 | 16 | .1 | 4,728 | 20.5 |
| 324 | 42 | .2 | 4,770 | 20.7 |
| 325 | 39 | .2 | 4,809 | 20.8 |
| 326 | 37 | .2 | 4,846 | 21.0 |
| 327 | 19 | .1 | 4,865 | 21.1 |
| 328 | 37 | .2 | 4,902 | 21.2 |
| 329 | 31 | .1 | 4,933 | 21.4 |
| 330 | 45 | .2 | 4,978 | 21.6 |
| 331 | 56 | .2 | 5,034 | 21.8 |
| 332 | 16 | .1 | 5,050 | 21.9 |
| 333 | 52 | .2 | 5,102 | 22.1 |
| 334 | 26 | .1 | 5,128 | 22.2 |
| 335 | 38 | .2 | 5,166 | 22.4 |

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 336 | 33 | .1 | 5,199 | 22.5 |
| 337 | 36 | .2 | 5,235 | 22.7 |
| 338 | 52 | .2 | 5,287 | 22.9 |
| 339 | 42 | .2 | 5,329 | 23.1 |
| 340 | 42 | .2 | 5,371 | 23.3 |
| 341 | 15 | .1 | 5,386 | 23.3 |
| 342 | 50 | .2 | 5,436 | 23.6 |
| 343 | 28 | .1 | 5,464 | 23.7 |
| 344 | 42 | .2 | 5,506 | 23.9 |
| 345 | 51 | .2 | 5,557 | 24.1 |
| 346 | 23 | .1 | 5,580 | 24.2 |
| 347 | 56 | .2 | 5,636 | 24.4 |
| 348 | 42 | .2 | 5,678 | 24.6 |
| 349 | 41 | .2 | 5,719 | 24.8 |
| 350 | 54 | .2 | 5,773 | 25.0 |
| 351 | 55 | .2 | 5,828 | 25.3 |
| 352 | 26 | .1 | 5,854 | 25.4 |
| 353 | 45 | .2 | 5,899 | 25.6 |
| 354 | 28 | .1 | 5,927 | 25.7 |
| 355 | 26 | .1 | 5,953 | 25.8 |
| 356 | 63 | .3 | 6,016 | 26.1 |
| 357 | 33 | .1 | 6,049 | 26.2 |
| 358 | 35 | .2 | 6,084 | 26.4 |
| 359 | 44 | .2 | 6,128 | 26.6 |
| 360 | 36 | .2 | 6,164 | 26.7 |
| 361 | 39 | .2 | 6,203 | 26.9 |
| 362 | 29 | .1 | 6,232 | 27.0 |
| 363 | 35 | .2 | 6,267 | 27.2 |
| 364 | 33 | .1 | 6,300 | 27.3 |
| 365 | 45 | .2 | 6,345 | 27.5 |
| 366 | 25 | .1 | 6,370 | 27.6 |
| 367 | 30 | .1 | 6,400 | 27.7 |
| 368 | 31 | .1 | 6,431 | 27.9 |
| 369 | 23 | .1 | 6,454 | 28.0 |
| 370 | 30 | .1 | 6,484 | 28.1 |
| 371 | 30 | .1 | 6,514 | 28.2 |
| 372 | 33 | .1 | 6,547 | 28.4 |
| 373 | 32 | .1 | 6,579 | 28.5 |

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 374 | 32 | .1 | 6,611 | 28.7 |
| 375 | 29 | .1 | 6,640 | 28.8 |
| 376 | 36 | .2 | 6,676 | 28.9 |
| 377 | 27 | .1 | 6,703 | 29.1 |
| 378 | 25 | .1 | 6,728 | 29.2 |
| 379 | 30 | .1 | 6,758 | 29.3 |
| 380 | 34 | .1 | 6,792 | 29.4 |
| 381 | 25 | .1 | 6,817 | 29.5 |
| 382 | 23 | .1 | 6,840 | 29.6 |
| 383 | 37 | .2 | 6,877 | 29.8 |
| 384 | 33 | .1 | 6,910 | 29.9 |
| 385 | 28 | .1 | 6,938 | 30.1 |
| 386 | 28 | .1 | 6,966 | 30.2 |
| 387 | 36 | .2 | 7,002 | 30.3 |
| 388 | 24 | .1 | 7,026 | 30.5 |
| 389 | 34 | .1 | 7,060 | 30.6 |
| 390 | 34 | .1 | 7,094 | 30.7 |
| 391 | 34 | .1 | 7,128 | 30.9 |
| 392 | 36 | .2 | 7,164 | 31.0 |
| 393 | 30 | .1 | 7,194 | 31.2 |
| 394 | 33 | .1 | 7,227 | 31.3 |
| 395 | 23 | .1 | 7,250 | 31.4 |
| 396 | 37 | .2 | 7,287 | 31.6 |
| 397 | 34 | .1 | 7,321 | 31.7 |
| 398 | 38 | .2 | 7,359 | 31.9 |
| 399 | 26 | .1 | 7,385 | 32.0 |
| 400 | 38 | .2 | 7,423 | 32.2 |
| 401 | 35 | .2 | 7,458 | 32.3 |
| 402 | 32 | .1 | 7,490 | 32.5 |
| 403 | 45 | .2 | 7,535 | 32.7 |
| 404 | 31 | .1 | 7,566 | 32.8 |
| 405 | 36 | .2 | 7,602 | 32.9 |
| 406 | 46 | .2 | 7,648 | 33.1 |
| 407 | 21 | .1 | 7,669 | 33.2 |
| 408 | 34 | .1 | 7,703 | 33.4 |
| 409 | 38 | .2 | 7,741 | 33.6 |
| 410 | 25 | .1 | 7,766 | 33.7 |
| 411 | 32 | .1 | 7,798 | 33.8 |

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 412 | 27 | .1 | 7,825 | 33.9 |
| 413 | 30 | .1 | 7,855 | 34.0 |
| 414 | 42 | .2 | 7,897 | 34.2 |
| 415 | 45 | .2 | 7,942 | 34.4 |
| 416 | 30 | .1 | 7,972 | 34.6 |
| 417 | 45 | .2 | 8,017 | 34.7 |
| 418 | 49 | .2 | 8,066 | 35.0 |
| 419 | 38 | .2 | 8,104 | 35.1 |
| 420 | 31 | .1 | 8,135 | 35.3 |
| 421 | 43 | .2 | 8,178 | 35.4 |
| 422 | 39 | .2 | 8,217 | 35.6 |
| 423 | 45 | .2 | 8,262 | 35.8 |
| 424 | 44 | .2 | 8,306 | 36.0 |
| 425 | 46 | .2 | 8,352 | 36.2 |
| 426 | 33 | .1 | 8,385 | 36.3 |
| 427 | 46 | .2 | 8,431 | 36.5 |
| 428 | 44 | .2 | 8,475 | 36.7 |
| 429 | 42 | .2 | 8,517 | 36.9 |
| 430 | 41 | .2 | 8,558 | 37.1 |
| 431 | 38 | .2 | 8,596 | 37.3 |
| 432 | 45 | .2 | 8,641 | 37.5 |
| 433 | 41 | .2 | 8,682 | 37.6 |
| 434 | 41 | .2 | 8,723 | 37.8 |
| 435 | 43 | .2 | 8,766 | 38.0 |
| 436 | 48 | .2 | 8,814 | 38.2 |
| 437 | 48 | .2 | 8,862 | 38.4 |
| 438 | 40 | .2 | 8,902 | 38.6 |
| 439 | 49 | .2 | 8,951 | 38.8 |
| 440 | 55 | .2 | 9,006 | 39.0 |
| 441 | 50 | .2 | 9,056 | 39.2 |
| 442 | 54 | .2 | 9,110 | 39.5 |
| 443 | 50 | .2 | 9,160 | 39.7 |
| 444 | 59 | .3 | 9,219 | 40.0 |
| 445 | 53 | .2 | 9,272 | 40.2 |
| 446 | 53 | .2 | 9,325 | 40.4 |
| 447 | 53 | .2 | 9,378 | 40.6 |
| 448 | 66 | .3 | 9,444 | 40.9 |
| 449 | 52 | .2 | 9,496 | 41.2 |

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 450 | 66 | .3 | 9,562 | 41.4 |
| 451 | 61 | .3 | 9,623 | 41.7 |
| 452 | 58 | .3 | 9,681 | 42.0 |
| 453 | 58 | .3 | 9,739 | 42.2 |
| 454 | 53 | .2 | 9,792 | 42.4 |
| 455 | 62 | .3 | 9,854 | 42.7 |
| 456 | 71 | .3 | 9,925 | 43.0 |
| 457 | 59 | .3 | 9,984 | 43.3 |
| 458 | 62 | .3 | 10,046 | 43.5 |
| 459 | 76 | .3 | 10,122 | 43.9 |
| 460 | 57 | .2 | 10,179 | 44.1 |
| 461 | 80 | .3 | 10,259 | 44.5 |
| 462 | 74 | .3 | 10,333 | 44.8 |
| 463 | 60 | .3 | 10,393 | 45.0 |
| 464 | 55 | .2 | 10,448 | 45.3 |
| 465 | 59 | .3 | 10,507 | 45.5 |
| 466 | 80 | .3 | 10,587 | 45.9 |
| 467 | 61 | .3 | 10,648 | 46.1 |
| 468 | 63 | .3 | 10,711 | 46.4 |
| 469 | 90 | .4 | 10,801 | 46.8 |
| 470 | 86 | .4 | 10,887 | 47.2 |
| 471 | 67 | .3 | 10,954 | 47.5 |
| 472 | 68 | .3 | 11,022 | 47.8 |
| 473 | 78 | .3 | 11,100 | 48.1 |
| 474 | 72 | .3 | 11,172 | 48.4 |
| 475 | 78 | .3 | 11,250 | 48.8 |
| 476 | 73 | .3 | 11,323 | 49.1 |
| 477 | 70 | .3 | 11,393 | 49.4 |
| 478 | 94 | .4 | 11,487 | 49.8 |
| 479 | 78 | .3 | 11,565 | 50.1 |
| 480 | 98 | .4 | 11,663 | 50.5 |
| 481 | 69 | .3 | 11,732 | 50.8 |
| 482 | 63 | .3 | 11,795 | 51.1 |
| 483 | 82 | .4 | 11,877 | 51.5 |
| 484 | 77 | .3 | 11,954 | 51.8 |
| 485 | 71 | .3 | 12,025 | 52.1 |
| 486 | 71 | .3 | 12,096 | 52.4 |
| 487 | 84 | .4 | 12,180 | 52.8 |

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 488 | 85 | .4 | 12,265 | 53.2 |
| 489 | 93 | .4 | 12,358 | 53.6 |
| 490 | 97 | .4 | 12,455 | 54.0 |
| 491 | 98 | .4 | 12,553 | 54.4 |
| 492 | 78 | .3 | 12,631 | 54.7 |
| 493 | 93 | .4 | 12,724 | 55.1 |
| 494 | 89 | .4 | 12,813 | 55.5 |
| 495 | 106 | .5 | 12,919 | 56.0 |
| 496 | 100 | .4 | 13,019 | 56.4 |
| 497 | 74 | .3 | 13,093 | 56.7 |
| 498 | 104 | .5 | 13,197 | 57.2 |
| 499 | 89 | .4 | 13,286 | 57.6 |
| 500 | 84 | .4 | 13,370 | 57.9 |
| 501 | 103 | .4 | 13,473 | 58.4 |
| 502 | 97 | .4 | 13,570 | 58.8 |
| 503 | 111 | .5 | 13,681 | 59.3 |
| 504 | 92 | .4 | 13,773 | 59.7 |
| 505 | 119 | .5 | 13,892 | 60.2 |
| 506 | 89 | .4 | 13,981 | 60.6 |
| 507 | 111 | .5 | 14,092 | 61.1 |
| 508 | 106 | .5 | 14,198 | 61.5 |
| 509 | 98 | .4 | 14,296 | 62.0 |
| 510 | 100 | .4 | 14,396 | 62.4 |
| 511 | 88 | .4 | 14,484 | 62.8 |
| 512 | 94 | .4 | 14,578 | 63.2 |
| 513 | 84 | .4 | 14,662 | 63.5 |
| 514 | 93 | .4 | 14,755 | 63.9 |
| 515 | 97 | .4 | 14,852 | 64.4 |
| 516 | 96 | .4 | 14,948 | 64.8 |
| 517 | 93 | .4 | 15,041 | 65.2 |
| 518 | 121 | .5 | 15,162 | 65.7 |
| 519 | 92 | .4 | 15,254 | 66.1 |
| 520 | 107 | .5 | 15,361 | 66.6 |
| 521 | 99 | .4 | 15,460 | 67.0 |
| 522 | 117 | .5 | 15,577 | 67.5 |
| 523 | 88 | .4 | 15,665 | 67.9 |
| 524 | 97 | .4 | 15,762 | 68.3 |
| 525 | 93 | .4 | 15,855 | 68.7 |

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 526 | 91 | .4 | 15,946 | 69.1 |
| 527 | 98 | .4 | 16,044 | 69.5 |
| 528 | 96 | .4 | 16,140 | 70.0 |
| 529 | 98 | .4 | 16,238 | 70.4 |
| 530 | 88 | .4 | 16,326 | 70.8 |
| 531 | 88 | .4 | 16,414 | 71.1 |
| 532 | 91 | .4 | 16,505 | 71.5 |
| 533 | 76 | .3 | 16,581 | 71.9 |
| 534 | 90 | .4 | 16,671 | 72.3 |
| 535 | 116 | .5 | 16,787 | 72.8 |
| 536 | 90 | .4 | 16,877 | 73.1 |
| 537 | 98 | .4 | 16,975 | 73.6 |
| 538 | 100 | .4 | 17,075 | 74.0 |
| 539 | 89 | .4 | 17,164 | 74.4 |
| 540 | 99 | .4 | 17,263 | 74.8 |
| 541 | 80 | .3 | 17,343 | 75.2 |
| 542 | 93 | .4 | 17,436 | 75.6 |
| 543 | 84 | .4 | 17,520 | 75.9 |
| 544 | 109 | .5 | 17,629 | 76.4 |
| 545 | 89 | .4 | 17,718 | 76.8 |
| 546 | 82 | .4 | 17,800 | 77.1 |
| 547 | 76 | .3 | 17,876 | 77.5 |
| 548 | 107 | .5 | 17,983 | 77.9 |
| 549 | 93 | .4 | 18,076 | 78.3 |
| 550 | 82 | .4 | 18,158 | 78.7 |
| 551 | 90 | .4 | 18,248 | 79.1 |
| 552 | 99 | .4 | 18,347 | 79.5 |
| 553 | 83 | .4 | 18,430 | 79.9 |
| 554 | 87 | .4 | 18,517 | 80.3 |
| 555 | 104 | .5 | 18,621 | 80.7 |
| 556 | 89 | .4 | 18,710 | 81.1 |
| 557 | 67 | .3 | 18,777 | 81.4 |
| 558 | 79 | .3 | 18,856 | 81.7 |
| 559 | 97 | .4 | 18,953 | 82.1 |
| 560 | 79 | .3 | 19,032 | 82.5 |
| 561 | 83 | .4 | 19,115 | 82.8 |
| 562 | 93 | .4 | 19,208 | 83.2 |
| 563 | 77 | .3 | 19,285 | 83.6 |

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 564 | 69 | .3 | 19,354 | 83.9 |
| 565 | 62 | .3 | 19,416 | 84.2 |
| 566 | 82 | .4 | 19,498 | 84.5 |
| 567 | 80 | .3 | 19,578 | 84.9 |
| 568 | 71 | .3 | 19,649 | 85.2 |
| 569 | 82 | .4 | 19,731 | 85.5 |
| 570 | 52 | .2 | 19,783 | 85.7 |
| 571 | 70 | .3 | 19,853 | 86.0 |
| 572 | 67 | .3 | 19,920 | 86.3 |
| 573 | 58 | .3 | 19,978 | 86.6 |
| 574 | 76 | .3 | 20,054 | 86.9 |
| 575 | 54 | .2 | 20,108 | 87.1 |
| 576 | 75 | .3 | 20,183 | 87.5 |
| 577 | 81 | .4 | 20,264 | 87.8 |
| 578 | 75 | .3 | 20,339 | 88.2 |
| 579 | 67 | .3 | 20,406 | 88.4 |
| 580 | 57 | .2 | 20,463 | 88.7 |
| 581 | 77 | .3 | 20,540 | 89.0 |
| 582 | 72 | .3 | 20,612 | 89.3 |
| 583 | 38 | .2 | 20,650 | 89.5 |
| 584 | 55 | .2 | 20,705 | 89.7 |
| 585 | 63 | .3 | 20,768 | 90.0 |
| 586 | 67 | .3 | 20,835 | 90.3 |
| 587 | 50 | .2 | 20,885 | 90.5 |
| 588 | 73 | .3 | 20,958 | 90.8 |
| 589 | 51 | .2 | 21,009 | 91.1 |
| 590 | 44 | .2 | 21,053 | 91.2 |
| 591 | 65 | .3 | 21,118 | 91.5 |
| 592 | 60 | .3 | 21,178 | 91.8 |
| 593 | 60 | .3 | 21,238 | 92.0 |
| 594 | 45 | .2 | 21,283 | 92.2 |
| 595 | 61 | .3 | 21,344 | 92.5 |
| 596 | 50 | .2 | 21,394 | 92.7 |
| 597 | 47 | .2 | 21,441 | 92.9 |
| 598 | 47 | .2 | 21,488 | 93.1 |
| 599 | 43 | .2 | 21,531 | 93.3 |
| 600 | 35 | .2 | 21,566 | 93.5 |
| 601 | 39 | .2 | 21,605 | 93.6 |

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 602 | 51 | .2 | 21,656 | 93.9 |
| 603 | 36 | .2 | 21,692 | 94.0 |
| 604 | 41 | .2 | 21,733 | 94.2 |
| 605 | 47 | .2 | 21,780 | 94.4 |
| 606 | 45 | .2 | 21,825 | 94.6 |
| 607 | 31 | .1 | 21,856 | 94.7 |
| 608 | 63 | .3 | 21,919 | 95.0 |
| 609 | 27 | .1 | 21,946 | 95.1 |
| 610 | 31 | .1 | 21,977 | 95.2 |
| 611 | 37 | .2 | 22,014 | 95.4 |
| 612 | 45 | .2 | 22,059 | 95.6 |
| 613 | 27 | .1 | 22,086 | 95.7 |
| 614 | 25 | .1 | 22,111 | 95.8 |
| 615 | 43 | .2 | 22,154 | 96.0 |
| 616 | 27 | .1 | 22,181 | 96.1 |
| 617 | 38 | .2 | 22,219 | 96.3 |
| 618 | 24 | .1 | 22,243 | 96.4 |
| 619 | 22 | .1 | 22,265 | 96.5 |
| 620 | 19 | .1 | 22,284 | 96.6 |
| 621 | 33 | .1 | 22,317 | 96.7 |
| 622 | 50 | .2 | 22,367 | 96.9 |
| 623 | 14 | .1 | 22,381 | 97.0 |
| 624 | 28 | .1 | 22,409 | 97.1 |
| 625 | 27 | .1 | 22,436 | 97.2 |
| 626 | 26 | .1 | 22,462 | 97.4 |
| 627 | 33 | .1 | 22,495 | 97.5 |
| 628 | 19 | .1 | 22,514 | 97.6 |
| 629 | 15 | .1 | 22,529 | 97.6 |
| 630 | 24 | .1 | 22,553 | 97.7 |
| 631 | 20 | .1 | 22,573 | 97.8 |
| 632 | 30 | .1 | 22,603 | 98.0 |
| 633 | 17 | .1 | 22,620 | 98.0 |
| 634 | 13 | .1 | 22,633 | 98.1 |
| 635 | 21 | .1 | 22,654 | 98.2 |
| 636 | 17 | .1 | 22,671 | 98.3 |
| 637 | 26 | .1 | 22,697 | 98.4 |
| 638 | 14 | .1 | 22,711 | 98.4 |
| 639 | 14 | .1 | 22,725 | 98.5 |

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 640 | 17 | .1 | 22,742 | 98.6 |
| 641 | 15 | .1 | 22,757 | 98.6 |
| 642 | 4 | .0 | 22,761 | 98.6 |
| 643 | 13 | .1 | 22,774 | 98.7 |
| 644 | 10 | .0 | 22,784 | 98.7 |
| 645 | 15 | .1 | 22,799 | 98.8 |
| 646 | 24 | .1 | 22,823 | 98.9 |
| 647 | 20 | .1 | 22,843 | 99.0 |
| 648 | 8 | .0 | 22,851 | 99.0 |
| 649 | 9 | .0 | 22,860 | 99.1 |
| 650 | 3 | .0 | 22,863 | 99.1 |
| 651 | 25 | .1 | 22,888 | 99.2 |
| 652 | 9 | .0 | 22,897 | 99.2 |
| 654 | 3 | .0 | 22,900 | 99.3 |
| 655 | 12 | .1 | 22,912 | 99.3 |
| 656 | 22 | .1 | 22,934 | 99.4 |
| 658 | 3 | .0 | 22,937 | 99.4 |
| 659 | 4 | .0 | 22,941 | 99.4 |
| 660 | 4 | .0 | 22,945 | 99.4 |
| 661 | 21 | .1 | 22,966 | 99.5 |
| 662 | 7 | .0 | 22,973 | 99.6 |
| 664 | 6 | .0 | 22,979 | 99.6 |
| 665 | 13 | .1 | 22,992 | 99.6 |
| 666 | 6 | .0 | 22,998 | 99.7 |
| 667 | 2 | .0 | 23,000 | 99.7 |
| 670 | 17 | .1 | 23,017 | 99.8 |
| 671 | 10 | .0 | 23,027 | 99.8 |
| 674 | 2 | .0 | 23,029 | 99.8 |
| 675 | 8 | .0 | 23,037 | 99.8 |
| 679 | 13 | .1 | 23,050 | 99.9 |
| 683 | 7 | .0 | 23,057 | 99.9 |
| 686 | 4 | .0 | 23,061 | 99.9 |
| 694 | 1 | .0 | 23,062 | 100.0 |
| 695 | 5 | .0 | 23,067 | 100.0 |
| 700 | 6 | .0 | 23,073 | 100.0 |

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 248 | 2,083 | 11.0 | 2,083 | 11.0 |
| 259 | 3 | .0 | 2,086 | 11.0 |
| 263 | 34 | .2 | 2,120 | 11.2 |
| 272 | 120 | .6 | 2,240 | 11.8 |
| 274 | 1 | .0 | 2,241 | 11.8 |
| 275 | 4 | .0 | 2,245 | 11.9 |
| 278 | 40 | .2 | 2,285 | 12.1 |
| 279 | 29 | .2 | 2,314 | 12.2 |
| 280 | 48 | .3 | 2,362 | 12.5 |
| 282 | 5 | .0 | 2,367 | 12.5 |
| 283 | 1 | .0 | 2,368 | 12.5 |
| 285 | 12 | .1 | 2,380 | 12.6 |
| 287 | 27 | .1 | 2,407 | 12.7 |
| 288 | 26 | .1 | 2,433 | 12.9 |
| 289 | 15 | .1 | 2,448 | 12.9 |
| 291 | 3 | .0 | 2,451 | 13.0 |
| 292 | 40 | .2 | 2,491 | 13.2 |
| 293 | 3 | .0 | 2,494 | 13.2 |
| 294 | 1 | .0 | 2,495 | 13.2 |
| 295 | 33 | .2 | 2,528 | 13.4 |
| 296 | 28 | .1 | 2,556 | 13.5 |
| 297 | 3 | .0 | 2,559 | 13.5 |
| 298 | 33 | .2 | 2,592 | 13.7 |
| 299 | 6 | .0 | 2,598 | 13.7 |
| 300 | 1 | .0 | 2,599 | 13.7 |
| 301 | 19 | .1 | 2,618 | 13.8 |
| 302 | 37 | .2 | 2,655 | 14.0 |
| 303 | 26 | .1 | 2,681 | 14.2 |
| 304 | 8 | .0 | 2,689 | 14.2 |
| 305 | 21 | .1 | 2,710 | 14.3 |
| 306 | 10 | .1 | 2,720 | 14.4 |
| 307 | 18 | .1 | 2,738 | 14.5 |
| 308 | 25 | .1 | 2,763 | 14.6 |
| 309 | 4 | .0 | 2,767 | 14.6 |
| 310 | 13 | .1 | 2,780 | 14.7 |
| 311 | 23 | .1 | 2,803 | 14.8 |
| 312 | 12 | .1 | 2,815 | 14.9 |
| 313 | 24 | .1 | 2,839 | 15.0 |

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 314 | 8 | .0 | 2,847 | 15.0 |
| 315 | 18 | .1 | 2,865 | 15.1 |
| 317 | 14 | .1 | 2,879 | 15.2 |
| 318 | 20 | .1 | 2,899 | 15.3 |
| 319 | 29 | .2 | 2,928 | 15.5 |
| 320 | 9 | .0 | 2,937 | 15.5 |
| 321 | 14 | .1 | 2,951 | 15.6 |
| 322 | 20 | .1 | 2,971 | 15.7 |
| 323 | 2 | .0 | 2,973 | 15.7 |
| 324 | 16 | .1 | 2,989 | 15.8 |
| 325 | 24 | .1 | 3,013 | 15.9 |
| 326 | 35 | .2 | 3,048 | 16.1 |
| 327 | 18 | .1 | 3,066 | 16.2 |
| 328 | 24 | .1 | 3,090 | 16.3 |
| 329 | 19 | .1 | 3,109 | 16.4 |
| 330 | 28 | .1 | 3,137 | 16.6 |
| 331 | 16 | .1 | 3,153 | 16.7 |
| 332 | 23 | .1 | 3,176 | 16.8 |
| 333 | 18 | .1 | 3,194 | 16.9 |
| 334 | 36 | .2 | 3,230 | 17.1 |
| 335 | 24 | .1 | 3,254 | 17.2 |
| 336 | 24 | .1 | 3,278 | 17.3 |
| 337 | 24 | .1 | 3,302 | 17.5 |
| 338 | 29 | .2 | 3,331 | 17.6 |
| 339 | 38 | .2 | 3,369 | 17.8 |
| 340 | 21 | .1 | 3,390 | 17.9 |
| 341 | 24 | .1 | 3,414 | 18.0 |
| 342 | 33 | .2 | 3,447 | 18.2 |
| 343 | 39 | .2 | 3,486 | 18.4 |
| 344 | 27 | .1 | 3,513 | 18.6 |
| 345 | 29 | .2 | 3,542 | 18.7 |
| 346 | 33 | .2 | 3,575 | 18.9 |
| 347 | 26 | .1 | 3,601 | 19.0 |
| 348 | 29 | .2 | 3,630 | 19.2 |
| 349 | 41 | .2 | 3,671 | 19.4 |
| 350 | 23 | .1 | 3,694 | 19.5 |
| 351 | 27 | .1 | 3,721 | 19.7 |
| 352 | 45 | .2 | 3,766 | 19.9 |
| 353 | 39 | .2 | 3,805 | 20.1 |

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 354 | 23 | .1 | 3,828 | 20.2 |
| 355 | 22 | .1 | 3,850 | 20.3 |
| 356 | 36 | .2 | 3,886 | 20.5 |
| 357 | 18 | .1 | 3,904 | 20.6 |
| 358 | 37 | .2 | 3,941 | 20.8 |
| 359 | 24 | .1 | 3,965 | 21.0 |
| 360 | 40 | .2 | 4,005 | 21.2 |
| 361 | 31 | .2 | 4,036 | 21.3 |
| 362 | 25 | .1 | 4,061 | 21.5 |
| 363 | 22 | .1 | 4,083 | 21.6 |
| 364 | 43 | .2 | 4,126 | 21.8 |
| 365 | 37 | .2 | 4,163 | 22.0 |
| 366 | 35 | .2 | 4,198 | 22.2 |
| 367 | 33 | .2 | 4,231 | 22.4 |
| 368 | 24 | .1 | 4,255 | 22.5 |
| 369 | 40 | .2 | 4,295 | 22.7 |
| 370 | 25 | .1 | 4,320 | 22.8 |
| 371 | 32 | .2 | 4,352 | 23.0 |
| 372 | 39 | .2 | 4,391 | 23.2 |
| 373 | 34 | .2 | 4,425 | 23.4 |
| 374 | 43 | .2 | 4,468 | 23.6 |
| 375 | 39 | .2 | 4,507 | 23.8 |
| 376 | 39 | .2 | 4,546 | 24.0 |
| 377 | 43 | .2 | 4,589 | 24.3 |
| 378 | 39 | .2 | 4,628 | 24.5 |
| 379 | 21 | .1 | 4,649 | 24.6 |
| 380 | 38 | .2 | 4,687 | 24.8 |
| 381 | 23 | .1 | 4,710 | 24.9 |
| 382 | 44 | .2 | 4,754 | 25.1 |
| 383 | 31 | .2 | 4,785 | 25.3 |
| 384 | 40 | .2 | 4,825 | 25.5 |
| 385 | 31 | .2 | 4,856 | 25.7 |
| 386 | 30 | .2 | 4,886 | 25.8 |
| 387 | 31 | .2 | 4,917 | 26.0 |
| 388 | 37 | .2 | 4,954 | 26.2 |
| 389 | 38 | .2 | 4,992 | 26.4 |
| 390 | 34 | .2 | 5,026 | 26.6 |
| 391 | 38 | .2 | 5,064 | 26.8 |
| 392 | 44 | .2 | 5,108 | 27.0 |

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 393 | 28 | .1 | 5,136 | 27.1 |
| 394 | 38 | .2 | 5,174 | 27.3 |
| 395 | 30 | .2 | 5,204 | 27.5 |
| 396 | 36 | .2 | 5,240 | 27.7 |
| 397 | 39 | .2 | 5,279 | 27.9 |
| 398 | 28 | .1 | 5,307 | 28.1 |
| 399 | 41 | .2 | 5,348 | 28.3 |
| 400 | 30 | .2 | 5,378 | 28.4 |
| 401 | 33 | .2 | 5,411 | 28.6 |
| 402 | 31 | .2 | 5,442 | 28.8 |
| 403 | 29 | .2 | 5,471 | 28.9 |
| 404 | 37 | .2 | 5,508 | 29.1 |
| 405 | 34 | .2 | 5,542 | 29.3 |
| 406 | 40 | .2 | 5,582 | 29.5 |
| 407 | 42 | .2 | 5,624 | 29.7 |
| 408 | 32 | .2 | 5,656 | 29.9 |
| 409 | 27 | .1 | 5,683 | 30.0 |
| 410 | 34 | .2 | 5,717 | 30.2 |
| 411 | 21 | .1 | 5,738 | 30.3 |
| 412 | 42 | .2 | 5,780 | 30.6 |
| 413 | 40 | .2 | 5,820 | 30.8 |
| 414 | 29 | .2 | 5,849 | 30.9 |
| 415 | 21 | .1 | 5,870 | 31.0 |
| 416 | 31 | .2 | 5,901 | 31.2 |
| 417 | 30 | .2 | 5,931 | 31.3 |
| 418 | 35 | .2 | 5,966 | 31.5 |
| 419 | 29 | .2 | 5,995 | 31.7 |
| 420 | 24 | .1 | 6,019 | 31.8 |
| 421 | 18 | .1 | 6,037 | 31.9 |
| 422 | 26 | .1 | 6,063 | 32.0 |
| 423 | 39 | .2 | 6,102 | 32.3 |
| 424 | 25 | .1 | 6,127 | 32.4 |
| 425 | 28 | .1 | 6,155 | 32.5 |
| 426 | 18 | .1 | 6,173 | 32.6 |
| 427 | 33 | .2 | 6,206 | 32.8 |
| 428 | 21 | .1 | 6,227 | 32.9 |
| 429 | 39 | .2 | 6,266 | 33.1 |
| 430 | 27 | .1 | 6,293 | 33.3 |
| 431 | 42 | .2 | 6,335 | 33.5 |

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 432 | 35 | .2 | 6,370 | 33.7 |
| 433 | 32 | .2 | 6,402 | 33.8 |
| 434 | 34 | .2 | 6,436 | 34.0 |
| 435 | 34 | .2 | 6,470 | 34.2 |
| 436 | 26 | .1 | 6,496 | 34.3 |
| 437 | 35 | .2 | 6,531 | 34.5 |
| 438 | 24 | .1 | 6,555 | 34.6 |
| 439 | 26 | .1 | 6,581 | 34.8 |
| 440 | 22 | .1 | 6,603 | 34.9 |
| 441 | 30 | .2 | 6,633 | 35.1 |
| 442 | 32 | .2 | 6,665 | 35.2 |
| 443 | 32 | .2 | 6,697 | 35.4 |
| 444 | 28 | .1 | 6,725 | 35.5 |
| 445 | 23 | .1 | 6,748 | 35.7 |
| 446 | 44 | .2 | 6,792 | 35.9 |
| 447 | 29 | .2 | 6,821 | 36.1 |
| 448 | 26 | .1 | 6,847 | 36.2 |
| 449 | 23 | .1 | 6,870 | 36.3 |
| 450 | 25 | .1 | 6,895 | 36.4 |
| 451 | 30 | .2 | 6,925 | 36.6 |
| 452 | 38 | .2 | 6,963 | 36.8 |
| 453 | 31 | .2 | 6,994 | 37.0 |
| 454 | 23 | .1 | 7,017 | 37.1 |
| 455 | 29 | .2 | 7,046 | 37.2 |
| 456 | 31 | .2 | 7,077 | 37.4 |
| 457 | 27 | .1 | 7,104 | 37.5 |
| 458 | 41 | .2 | 7,145 | 37.8 |
| 459 | 29 | .2 | 7,174 | 37.9 |
| 460 | 25 | .1 | 7,199 | 38.1 |
| 461 | 36 | .2 | 7,235 | 38.2 |
| 462 | 30 | .2 | 7,265 | 38.4 |
| 463 | 34 | .2 | 7,299 | 38.6 |
| 464 | 36 | .2 | 7,335 | 38.8 |
| 465 | 32 | .2 | 7,367 | 38.9 |
| 466 | 31 | .2 | 7,398 | 39.1 |
| 467 | 36 | .2 | 7,434 | 39.3 |
| 468 | 35 | .2 | 7,469 | 39.5 |
| 469 | 36 | .2 | 7,505 | 39.7 |
| 470 | 43 | .2 | 7,548 | 39.9 |

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 471 | 41 | .2 | 7,589 | 40.1 |
| 472 | 28 | .1 | 7,617 | 40.3 |
| 473 | 36 | .2 | 7,653 | 40.5 |
| 474 | 41 | .2 | 7,694 | 40.7 |
| 475 | 45 | .2 | 7,739 | 40.9 |
| 476 | 34 | .2 | 7,773 | 41.1 |
| 477 | 32 | .2 | 7,805 | 41.3 |
| 478 | 40 | .2 | 7,845 | 41.5 |
| 479 | 44 | .2 | 7,889 | 41.7 |
| 480 | 37 | .2 | 7,926 | 41.9 |
| 481 | 40 | .2 | 7,966 | 42.1 |
| 482 | 29 | .2 | 7,995 | 42.3 |
| 483 | 33 | .2 | 8,028 | 42.4 |
| 484 | 34 | .2 | 8,062 | 42.6 |
| 485 | 51 | .3 | 8,113 | 42.9 |
| 486 | 37 | .2 | 8,150 | 43.1 |
| 487 | 31 | .2 | 8,181 | 43.2 |
| 488 | 43 | .2 | 8,224 | 43.5 |
| 489 | 34 | .2 | 8,258 | 43.6 |
| 490 | 36 | .2 | 8,294 | 43.8 |
| 491 | 45 | .2 | 8,339 | 44.1 |
| 492 | 48 | .3 | 8,387 | 44.3 |
| 493 | 44 | .2 | 8,431 | 44.6 |
| 494 | 38 | .2 | 8,469 | 44.8 |
| 495 | 44 | .2 | 8,513 | 45.0 |
| 496 | 48 | .3 | 8,561 | 45.3 |
| 497 | 43 | .2 | 8,604 | 45.5 |
| 498 | 33 | .2 | 8,637 | 45.7 |
| 499 | 30 | .2 | 8,667 | 45.8 |
| 500 | 41 | .2 | 8,708 | 46.0 |
| 501 | 48 | .3 | 8,756 | 46.3 |
| 502 | 37 | .2 | 8,793 | 46.5 |
| 503 | 39 | .2 | 8,832 | 46.7 |
| 504 | 41 | .2 | 8,873 | 46.9 |
| 505 | 49 | .3 | 8,922 | 47.2 |
| 506 | 37 | .2 | 8,959 | 47.4 |
| 507 | 40 | .2 | 8,999 | 47.6 |
| 508 | 48 | .3 | 9,047 | 47.8 |
| 509 | 43 | .2 | 9,090 | 48.0 |

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 510 | 38 | .2 | 9,128 | 48.2 |
| 511 | 48 | .3 | 9,176 | 48.5 |
| 512 | 39 | .2 | 9,215 | 48.7 |
| 513 | 53 | .3 | 9,268 | 49.0 |
| 514 | 60 | .3 | 9,328 | 49.3 |
| 515 | 42 | .2 | 9,370 | 49.5 |
| 516 | 50 | .3 | 9,420 | 49.8 |
| 517 | 52 | .3 | 9,472 | 50.1 |
| 518 | 45 | .2 | 9,517 | 50.3 |
| 519 | 60 | .3 | 9,577 | 50.6 |
| 520 | 44 | .2 | 9,621 | 50.9 |
| 521 | 62 | .3 | 9,683 | 51.2 |
| 522 | 37 | .2 | 9,720 | 51.4 |
| 523 | 47 | .2 | 9,767 | 51.6 |
| 524 | 49 | .3 | 9,816 | 51.9 |
| 525 | 53 | .3 | 9,869 | 52.2 |
| 526 | 48 | .3 | 9,917 | 52.4 |
| 527 | 62 | .3 | 9,979 | 52.7 |
| 528 | 43 | .2 | 10,022 | 53.0 |
| 529 | 54 | .3 | 10,076 | 53.3 |
| 530 | 43 | .2 | 10,119 | 53.5 |
| 531 | 53 | .3 | 10,172 | 53.8 |
| 532 | 50 | .3 | 10,222 | 54.0 |
| 533 | 70 | .4 | 10,292 | 54.4 |
| 534 | 49 | .3 | 10,341 | 54.7 |
| 535 | 67 | .4 | 10,408 | 55.0 |
| 536 | 43 | .2 | 10,451 | 55.2 |
| 537 | 58 | .3 | 10,509 | 55.5 |
| 538 | 55 | .3 | 10,564 | 55.8 |
| 539 | 59 | .3 | 10,623 | 56.1 |
| 540 | 54 | .3 | 10,677 | 56.4 |
| 541 | 60 | .3 | 10,737 | 56.8 |
| 542 | 55 | .3 | 10,792 | 57.0 |
| 543 | 56 | .3 | 10,848 | 57.3 |
| 544 | 46 | .2 | 10,894 | 57.6 |
| 545 | 51 | .3 | 10,945 | 57.9 |
| 546 | 59 | .3 | 11,004 | 58.2 |
| 547 | 67 | .4 | 11,071 | 58.5 |
| 548 | 54 | .3 | 11,125 | 58.8 |

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 549 | 77 | .4 | 11,202 | 59.2 |
| 550 | 54 | .3 | 11,256 | 59.5 |
| 551 | 80 | .4 | 11,336 | 59.9 |
| 552 | 61 | .3 | 11,397 | 60.2 |
| 553 | 48 | .3 | 11,445 | 60.5 |
| 554 | 54 | .3 | 11,499 | 60.8 |
| 555 | 78 | .4 | 11,577 | 61.2 |
| 556 | 65 | .3 | 11,642 | 61.5 |
| 557 | 70 | .4 | 11,712 | 61.9 |
| 558 | 55 | .3 | 11,767 | 62.2 |
| 559 | 65 | .3 | 11,832 | 62.5 |
| 560 | 69 | .4 | 11,901 | 62.9 |
| 561 | 58 | .3 | 11,959 | 63.2 |
| 562 | 75 | .4 | 12,034 | 63.6 |
| 563 | 58 | .3 | 12,092 | 63.9 |
| 564 | 56 | .3 | 12,148 | 64.2 |
| 565 | 65 | .3 | 12,213 | 64.6 |
| 566 | 60 | .3 | 12,273 | 64.9 |
| 567 | 56 | .3 | 12,329 | 65.2 |
| 568 | 71 | .4 | 12,400 | 65.5 |
| 569 | 76 | .4 | 12,476 | 65.9 |
| 570 | 55 | .3 | 12,531 | 66.2 |
| 571 | 64 | .3 | 12,595 | 66.6 |
| 572 | 79 | .4 | 12,674 | 67.0 |
| 573 | 60 | .3 | 12,734 | 67.3 |
| 574 | 60 | .3 | 12,794 | 67.6 |
| 575 | 52 | .3 | 12,846 | 67.9 |
| 576 | 58 | .3 | 12,904 | 68.2 |
| 577 | 63 | .3 | 12,967 | 68.5 |
| 578 | 59 | .3 | 13,026 | 68.9 |
| 579 | 54 | .3 | 13,080 | 69.1 |
| 580 | 74 | .4 | 13,154 | 69.5 |
| 581 | 75 | .4 | 13,229 | 69.9 |
| 582 | 58 | .3 | 13,287 | 70.2 |
| 583 | 56 | .3 | 13,343 | 70.5 |
| 584 | 67 | .4 | 13,410 | 70.9 |
| 585 | 51 | .3 | 13,461 | 71.2 |
| 586 | 73 | .4 | 13,534 | 71.5 |
| 587 | 71 | .4 | 13,605 | 71.9 |

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 588 | 72 | .4 | 13,677 | 72.3 |
| 589 | 60 | .3 | 13,737 | 72.6 |
| 590 | 68 | .4 | 13,805 | 73.0 |
| 591 | 63 | .3 | 13,868 | 73.3 |
| 592 | 59 | .3 | 13,927 | 73.6 |
| 593 | 64 | .3 | 13,991 | 74.0 |
| 594 | 67 | .4 | 14,058 | 74.3 |
| 595 | 71 | .4 | 14,129 | 74.7 |
| 596 | 62 | .3 | 14,191 | 75.0 |
| 597 | 73 | .4 | 14,264 | 75.4 |
| 598 | 59 | .3 | 14,323 | 75.7 |
| 599 | 90 | .5 | 14,413 | 76.2 |
| 600 | 60 | .3 | 14,473 | 76.5 |
| 601 | 57 | .3 | 14,530 | 76.8 |
| 602 | 60 | .3 | 14,590 | 77.1 |
| 603 | 59 | .3 | 14,649 | 77.4 |
| 604 | 56 | .3 | 14,705 | 77.7 |
| 605 | 49 | .3 | 14,754 | 78.0 |
| 606 | 58 | .3 | 14,812 | 78.3 |
| 607 | 58 | .3 | 14,870 | 78.6 |
| 608 | 66 | .3 | 14,936 | 78.9 |
| 609 | 71 | .4 | 15,007 | 79.3 |
| 610 | 71 | .4 | 15,078 | 79.7 |
| 611 | 61 | .3 | 15,139 | 80.0 |
| 612 | 50 | .3 | 15,189 | 80.3 |
| 613 | 71 | .4 | 15,260 | 80.7 |
| 614 | 46 | .2 | 15,306 | 80.9 |
| 615 | 62 | .3 | 15,368 | 81.2 |
| 616 | 53 | .3 | 15,421 | 81.5 |
| 617 | 72 | .4 | 15,493 | 81.9 |
| 618 | 50 | .3 | 15,543 | 82.2 |
| 619 | 60 | .3 | 15,603 | 82.5 |
| 620 | 60 | .3 | 15,663 | 82.8 |
| 621 | 60 | .3 | 15,723 | 83.1 |
| 622 | 58 | .3 | 15,781 | 83.4 |
| 623 | 54 | .3 | 15,835 | 83.7 |
| 624 | 51 | .3 | 15,886 | 84.0 |
| 625 | 71 | .4 | 15,957 | 84.3 |
| 626 | 56 | .3 | 16,013 | 84.6 |

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 627 | 79 | .4 | 16,092 | 85.1 |
| 628 | 54 | .3 | 16,146 | 85.3 |
| 629 | 56 | .3 | 16,202 | 85.6 |
| 630 | 54 | .3 | 16,256 | 85.9 |
| 631 | 47 | .2 | 16,303 | 86.2 |
| 632 | 51 | .3 | 16,354 | 86.4 |
| 633 | 57 | .3 | 16,411 | 86.7 |
| 634 | 47 | .2 | 16,458 | 87.0 |
| 635 | 38 | .2 | 16,496 | 87.2 |
| 636 | 52 | .3 | 16,548 | 87.5 |
| 637 | 75 | .4 | 16,623 | 87.9 |
| 638 | 49 | .3 | 16,672 | 88.1 |
| 639 | 47 | .2 | 16,719 | 88.4 |
| 640 | 52 | .3 | 16,771 | 88.6 |
| 641 | 45 | .2 | 16,816 | 88.9 |
| 642 | 37 | .2 | 16,853 | 89.1 |
| 643 | 63 | .3 | 16,916 | 89.4 |
| 644 | 53 | .3 | 16,969 | 89.7 |
| 645 | 38 | .2 | 17,007 | 89.9 |
| 646 | 58 | .3 | 17,065 | 90.2 |
| 647 | 37 | .2 | 17,102 | 90.4 |
| 648 | 43 | .2 | 17,145 | 90.6 |
| 649 | 51 | .3 | 17,196 | 90.9 |
| 650 | 32 | .2 | 17,228 | 91.1 |
| 651 | 41 | .2 | 17,269 | 91.3 |
| 652 | 48 | .3 | 17,317 | 91.5 |
| 653 | 36 | .2 | 17,353 | 91.7 |
| 654 | 33 | .2 | 17,386 | 91.9 |
| 655 | 50 | .3 | 17,436 | 92.2 |
| 656 | 46 | .2 | 17,482 | 92.4 |
| 657 | 25 | .1 | 17,507 | 92.5 |
| 658 | 31 | .2 | 17,538 | 92.7 |
| 659 | 35 | .2 | 17,573 | 92.9 |
| 660 | 30 | .2 | 17,603 | 93.0 |
| 661 | 49 | .3 | 17,652 | 93.3 |
| 662 | 39 | .2 | 17,691 | 93.5 |
| 663 | 31 | .2 | 17,722 | 93.7 |
| 664 | 39 | .2 | 17,761 | 93.9 |
| 665 | 29 | .2 | 17,790 | 94.0 |

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 666 | 33 | .2 | 17,823 | 94.2 |
| 667 | 57 | .3 | 17,880 | 94.5 |
| 668 | 22 | .1 | 17,902 | 94.6 |
| 669 | 29 | .2 | 17,931 | 94.8 |
| 670 | 61 | .3 | 17,992 | 95.1 |
| 671 | 35 | .2 | 18,027 | 95.3 |
| 672 | 33 | .2 | 18,060 | 95.5 |
| 673 | 19 | .1 | 18,079 | 95.6 |
| 674 | 34 | .2 | 18,113 | 95.7 |
| 675 | 30 | .2 | 18,143 | 95.9 |
| 676 | 19 | .1 | 18,162 | 96.0 |
| 677 | 28 | .1 | 18,190 | 96.1 |
| 678 | 33 | .2 | 18,223 | 96.3 |
| 679 | 20 | .1 | 18,243 | 96.4 |
| 680 | 28 | .1 | 18,271 | 96.6 |
| 681 | 35 | .2 | 18,306 | 96.8 |
| 682 | 19 | .1 | 18,325 | 96.9 |
| 683 | 28 | .1 | 18,353 | 97.0 |
| 684 | 18 | .1 | 18,371 | 97.1 |
| 685 | 36 | .2 | 18,407 | 97.3 |
| 686 | 14 | .1 | 18,421 | 97.4 |
| 687 | 17 | .1 | 18,438 | 97.5 |
| 688 | 17 | .1 | 18,455 | 97.5 |
| 689 | 10 | .1 | 18,465 | 97.6 |
| 690 | 16 | .1 | 18,481 | 97.7 |
| 691 | 60 | .3 | 18,541 | 98.0 |
| 692 | 6 | .0 | 18,547 | 98.0 |
| 693 | 16 | .1 | 18,563 | 98.1 |
| 694 | 7 | .0 | 18,570 | 98.2 |
| 695 | 11 | .1 | 18,581 | 98.2 |
| 696 | 40 | .2 | 18,621 | 98.4 |
| 697 | 1 | .0 | 18,622 | 98.4 |
| 698 | 11 | .1 | 18,633 | 98.5 |
| 699 | 12 | .1 | 18,645 | 98.6 |
| 700 | 2 | .0 | 18,647 | 98.6 |
| 701 | 19 | .1 | 18,666 | 98.7 |
| 702 | 55 | .3 | 18,721 | 99.0 |
| 703 | 1 | .0 | 18,722 | 99.0 |
| 704 | 10 | .1 | 18,732 | 99.0 |

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 706 | 17 | .1 | 18,749 | 99.1 |
| 707 | 12 | .1 | 18,761 | 99.2 |
| 708 | 2 | .0 | 18,763 | 99.2 |
| 709 | 4 | .0 | 18,767 | 99.2 |
| 710 | 11 | .1 | 18,778 | 99.3 |
| 712 | 22 | .1 | 18,800 | 99.4 |
| 713 | 35 | .2 | 18,835 | 99.6 |
| 715 | 1 | .0 | 18,836 | 99.6 |
| 716 | 2 | .0 | 18,838 | 99.6 |
| 718 | 3 | .0 | 18,841 | 99.6 |
| 719 | 6 | .0 | 18,847 | 99.6 |
| 720 | 4 | .0 | 18,851 | 99.6 |
| 721 | 1 | .0 | 18,852 | 99.6 |
| 723 | 10 | .1 | 18,862 | 99.7 |
| 724 | 21 | .1 | 18,883 | 99.8 |
| 727 | 3 | .0 | 18,886 | 99.8 |
| 729 | 4 | .0 | 18,890 | 99.8 |
| 730 | 11 | .1 | 18,901 | 99.9 |
| 740 | 7 | .0 | 18,908 | 99.9 |
| 741 | 11 | .1 | 18,919 | 100.0 |

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 251 | 2,873 | 10.1 | 2,873 | 10.1 |
| 266 | 64 | .2 | 2,937 | 10.3 |
| 273 | 11 | .0 | 2,948 | 10.4 |
| 277 | 120 | .4 | 3,068 | 10.8 |
| 279 | 61 | .2 | 3,129 | 11.0 |
| 284 | 8 | .0 | 3,137 | 11.0 |
| 287 | 56 | .2 | 3,193 | 11.2 |
| 288 | 10 | .0 | 3,203 | 11.2 |
| 289 | 53 | .2 | 3,256 | 11.4 |
| 290 | 9 | .0 | 3,265 | 11.5 |
| 292 | 16 | .1 | 3,281 | 11.5 |
| 293 | 33 | .1 | 3,314 | 11.6 |
| 294 | 6 | .0 | 3,320 | 11.7 |
| 297 | 61 | .2 | 3,381 | 11.9 |
| 298 | 28 | .1 | 3,409 | 12.0 |
| 299 | 9 | .0 | 3,418 | 12.0 |
| 300 | 4 | .0 | 3,422 | 12.0 |
| 301 | 14 | .0 | 3,436 | 12.1 |
| 302 | 31 | .1 | 3,467 | 12.2 |
| 303 | 6 | .0 | 3,473 | 12.2 |
| 304 | 10 | .0 | 3,483 | 12.2 |
| 305 | 63 | .2 | 3,546 | 12.5 |
| 306 | 19 | .1 | 3,565 | 12.5 |
| 307 | 11 | .0 | 3,576 | 12.6 |
| 308 | 12 | .0 | 3,588 | 12.6 |
| 309 | 11 | .0 | 3,599 | 12.6 |
| 310 | 17 | .1 | 3,616 | 12.7 |
| 312 | 36 | .1 | 3,652 | 12.8 |
| 313 | 11 | .0 | 3,663 | 12.9 |
| 314 | 17 | .1 | 3,680 | 12.9 |
| 315 | 9 | .0 | 3,689 | 13.0 |
| 316 | 41 | .1 | 3,730 | 13.1 |
| 318 | 16 | .1 | 3,746 | 13.2 |
| 319 | 14 | .0 | 3,760 | 13.2 |
| 320 | 40 | .1 | 3,800 | 13.3 |
| 321 | 1 | .0 | 3,801 | 13.3 |
| 322 | 26 | .1 | 3,827 | 13.4 |
| 323 | 17 | .1 | 3,844 | 13.5 |
| 324 | 25 | .1 | 3,869 | 13.6 |

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 325 | 24 | .1 | 3,893 | 13.7 |
| 326 | 22 | .1 | 3,915 | 13.7 |
| 327 | 17 | .1 | 3,932 | 13.8 |
| 328 | 25 | .1 | 3,957 | 13.9 |
| 329 | 14 | .0 | 3,971 | 13.9 |
| 330 | 29 | .1 | 4,000 | 14.0 |
| 331 | 32 | .1 | 4,032 | 14.2 |
| 332 | 21 | .1 | 4,053 | 14.2 |
| 333 | 31 | .1 | 4,084 | 14.3 |
| 334 | 15 | .1 | 4,099 | 14.4 |
| 335 | 29 | .1 | 4,128 | 14.5 |
| 336 | 22 | .1 | 4,150 | 14.6 |
| 337 | 23 | .1 | 4,173 | 14.7 |
| 338 | 39 | .1 | 4,212 | 14.8 |
| 339 | 26 | .1 | 4,238 | 14.9 |
| 340 | 31 | .1 | 4,269 | 15.0 |
| 341 | 31 | .1 | 4,300 | 15.1 |
| 342 | 37 | .1 | 4,337 | 15.2 |
| 343 | 6 | .0 | 4,343 | 15.3 |
| 344 | 31 | .1 | 4,374 | 15.4 |
| 345 | 36 | .1 | 4,410 | 15.5 |
| 346 | 20 | .1 | 4,430 | 15.6 |
| 347 | 20 | .1 | 4,450 | 15.6 |
| 348 | 49 | .2 | 4,499 | 15.8 |
| 349 | 37 | .1 | 4,536 | 15.9 |
| 350 | 12 | .0 | 4,548 | 16.0 |
| 351 | 30 | .1 | 4,578 | 16.1 |
| 352 | 32 | .1 | 4,610 | 16.2 |
| 353 | 32 | .1 | 4,642 | 16.3 |
| 354 | 30 | .1 | 4,672 | 16.4 |
| 355 | 44 | .2 | 4,716 | 16.6 |
| 356 | 38 | .1 | 4,754 | 16.7 |
| 357 | 13 | .0 | 4,767 | 16.7 |
| 358 | 34 | .1 | 4,801 | 16.9 |
| 359 | 47 | .2 | 4,848 | 17.0 |
| 360 | 22 | .1 | 4,870 | 17.1 |
| 361 | 36 | .1 | 4,906 | 17.2 |
| 362 | 33 | .1 | 4,939 | 17.3 |
| 363 | 45 | .2 | 4,984 | 17.5 |

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 364 | 35 | .1 | 5,019 | 17.6 |
| 365 | 42 | .1 | 5,061 | 17.8 |
| 366 | 35 | .1 | 5,096 | 17.9 |
| 367 | 31 | .1 | 5,127 | 18.0 |
| 368 | 25 | .1 | 5,152 | 18.1 |
| 369 | 31 | .1 | 5,183 | 18.2 |
| 370 | 34 | .1 | 5,217 | 18.3 |
| 371 | 37 | .1 | 5,254 | 18.5 |
| 372 | 48 | .2 | 5,302 | 18.6 |
| 373 | 42 | .1 | 5,344 | 18.8 |
| 374 | 36 | .1 | 5,380 | 18.9 |
| 375 | 54 | .2 | 5,434 | 19.1 |
| 376 | 28 | .1 | 5,462 | 19.2 |
| 377 | 38 | .1 | 5,500 | 19.3 |
| 378 | 40 | .1 | 5,540 | 19.5 |
| 379 | 43 | .2 | 5,583 | 19.6 |
| 380 | 20 | .1 | 5,603 | 19.7 |
| 381 | 74 | .3 | 5,677 | 19.9 |
| 382 | 33 | .1 | 5,710 | 20.1 |
| 383 | 39 | .1 | 5,749 | 20.2 |
| 384 | 31 | .1 | 5,780 | 20.3 |
| 385 | 37 | .1 | 5,817 | 20.4 |
| 386 | 36 | .1 | 5,853 | 20.6 |
| 387 | 52 | .2 | 5,905 | 20.7 |
| 388 | 36 | .1 | 5,941 | 20.9 |
| 389 | 46 | .2 | 5,987 | 21.0 |
| 390 | 30 | .1 | 6,017 | 21.1 |
| 391 | 50 | .2 | 6,067 | 21.3 |
| 392 | 33 | .1 | 6,100 | 21.4 |
| 393 | 36 | .1 | 6,136 | 21.5 |
| 394 | 44 | .2 | 6,180 | 21.7 |
| 395 | 57 | .2 | 6,237 | 21.9 |
| 396 | 36 | .1 | 6,273 | 22.0 |
| 397 | 61 | .2 | 6,334 | 22.2 |
| 398 | 37 | .1 | 6,371 | 22.4 |
| 399 | 41 | .1 | 6,412 | 22.5 |
| 400 | 28 | .1 | 6,440 | 22.6 |
| 401 | 40 | .1 | 6,480 | 22.8 |
| 402 | 44 | .2 | 6,524 | 22.9 |

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 403 | 41 | .1 | 6,565 | 23.1 |
| 404 | 34 | .1 | 6,599 | 23.2 |
| 405 | 50 | .2 | 6,649 | 23.4 |
| 406 | 31 | .1 | 6,680 | 23.5 |
| 407 | 40 | .1 | 6,720 | 23.6 |
| 408 | 35 | .1 | 6,755 | 23.7 |
| 409 | 42 | .1 | 6,797 | 23.9 |
| 410 | 35 | .1 | 6,832 | 24.0 |
| 411 | 34 | .1 | 6,866 | 24.1 |
| 412 | 37 | .1 | 6,903 | 24.2 |
| 413 | 35 | .1 | 6,938 | 24.4 |
| 414 | 51 | .2 | 6,989 | 24.5 |
| 415 | 36 | .1 | 7,025 | 24.7 |
| 416 | 33 | .1 | 7,058 | 24.8 |
| 417 | 37 | .1 | 7,095 | 24.9 |
| 418 | 52 | .2 | 7,147 | 25.1 |
| 419 | 34 | .1 | 7,181 | 25.2 |
| 420 | 44 | .2 | 7,225 | 25.4 |
| 421 | 50 | .2 | 7,275 | 25.5 |
| 422 | 28 | .1 | 7,303 | 25.6 |
| 423 | 37 | .1 | 7,340 | 25.8 |
| 424 | 30 | .1 | 7,370 | 25.9 |
| 425 | 40 | .1 | 7,410 | 26.0 |
| 426 | 45 | .2 | 7,455 | 26.2 |
| 427 | 40 | .1 | 7,495 | 26.3 |
| 428 | 36 | .1 | 7,531 | 26.4 |
| 429 | 39 | .1 | 7,570 | 26.6 |
| 430 | 38 | .1 | 7,608 | 26.7 |
| 431 | 39 | .1 | 7,647 | 26.9 |
| 432 | 38 | .1 | 7,685 | 27.0 |
| 433 | 36 | .1 | 7,721 | 27.1 |
| 434 | 45 | .2 | 7,766 | 27.3 |
| 435 | 36 | .1 | 7,802 | 27.4 |
| 436 | 32 | .1 | 7,834 | 27.5 |
| 437 | 37 | .1 | 7,871 | 27.6 |
| 438 | 43 | .2 | 7,914 | 27.8 |
| 439 | 33 | .1 | 7,947 | 27.9 |
| 440 | 43 | .2 | 7,990 | 28.1 |
| 441 | 35 | .1 | 8,025 | 28.2 |

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 442 | 42 | .1 | 8,067 | 28.3 |
| 443 | 44 | .2 | 8,111 | 28.5 |
| 444 | 55 | .2 | 8,166 | 28.7 |
| 445 | 40 | .1 | 8,206 | 28.8 |
| 446 | 46 | .2 | 8,252 | 29.0 |
| 447 | 52 | .2 | 8,304 | 29.2 |
| 448 | 47 | .2 | 8,351 | 29.3 |
| 449 | 35 | .1 | 8,386 | 29.5 |
| 450 | 49 | .2 | 8,435 | 29.6 |
| 451 | 34 | .1 | 8,469 | 29.7 |
| 452 | 37 | .1 | 8,506 | 29.9 |
| 453 | 46 | .2 | 8,552 | 30.0 |
| 454 | 50 | .2 | 8,602 | 30.2 |
| 455 | 40 | .1 | 8,642 | 30.3 |
| 456 | 51 | .2 | 8,693 | 30.5 |
| 457 | 35 | .1 | 8,728 | 30.7 |
| 458 | 42 | .1 | 8,770 | 30.8 |
| 459 | 34 | .1 | 8,804 | 30.9 |
| 460 | 34 | .1 | 8,838 | 31.0 |
| 461 | 57 | .2 | 8,895 | 31.2 |
| 462 | 49 | .2 | 8,944 | 31.4 |
| 463 | 45 | .2 | 8,989 | 31.6 |
| 464 | 54 | .2 | 9,043 | 31.8 |
| 465 | 56 | .2 | 9,099 | 32.0 |
| 466 | 36 | .1 | 9,135 | 32.1 |
| 467 | 56 | .2 | 9,191 | 32.3 |
| 468 | 39 | .1 | 9,230 | 32.4 |
| 469 | 49 | .2 | 9,279 | 32.6 |
| 470 | 48 | .2 | 9,327 | 32.8 |
| 471 | 36 | .1 | 9,363 | 32.9 |
| 472 | 37 | .1 | 9,400 | 33.0 |
| 473 | 49 | .2 | 9,449 | 33.2 |
| 474 | 46 | .2 | 9,495 | 33.3 |
| 475 | 66 | .2 | 9,561 | 33.6 |
| 476 | 45 | .2 | 9,606 | 33.7 |
| 477 | 54 | .2 | 9,660 | 33.9 |
| 478 | 47 | .2 | 9,707 | 34.1 |
| 479 | 37 | .1 | 9,744 | 34.2 |
| 480 | 59 | .2 | 9,803 | 34.4 |

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 481 | 46 | .2 | 9,849 | 34.6 |
| 482 | 49 | .2 | 9,898 | 34.8 |
| 483 | 56 | .2 | 9,954 | 35.0 |
| 484 | 53 | .2 | 10,007 | 35.1 |
| 485 | 40 | .1 | 10,047 | 35.3 |
| 486 | 54 | .2 | 10,101 | 35.5 |
| 487 | 39 | .1 | 10,140 | 35.6 |
| 488 | 45 | .2 | 10,185 | 35.8 |
| 489 | 46 | .2 | 10,231 | 35.9 |
| 490 | 45 | .2 | 10,276 | 36.1 |
| 491 | 46 | .2 | 10,322 | 36.2 |
| 492 | 59 | .2 | 10,381 | 36.5 |
| 493 | 61 | .2 | 10,442 | 36.7 |
| 494 | 46 | .2 | 10,488 | 36.8 |
| 495 | 58 | .2 | 10,546 | 37.0 |
| 496 | 45 | .2 | 10,591 | 37.2 |
| 497 | 41 | .1 | 10,632 | 37.3 |
| 498 | 48 | .2 | 10,680 | 37.5 |
| 499 | 53 | .2 | 10,733 | 37.7 |
| 500 | 50 | .2 | 10,783 | 37.9 |
| 501 | 55 | .2 | 10,838 | 38.1 |
| 502 | 53 | .2 | 10,891 | 38.2 |
| 503 | 56 | .2 | 10,947 | 38.4 |
| 504 | 55 | .2 | 11,002 | 38.6 |
| 505 | 49 | .2 | 11,051 | 38.8 |
| 506 | 53 | .2 | 11,104 | 39.0 |
| 507 | 57 | .2 | 11,161 | 39.2 |
| 508 | 63 | .2 | 11,224 | 39.4 |
| 509 | 54 | .2 | 11,278 | 39.6 |
| 510 | 65 | .2 | 11,343 | 39.8 |
| 511 | 49 | .2 | 11,392 | 40.0 |
| 512 | 53 | .2 | 11,445 | 40.2 |
| 513 | 51 | .2 | 11,496 | 40.4 |
| 514 | 43 | .2 | 11,539 | 40.5 |
| 515 | 53 | .2 | 11,592 | 40.7 |
| 516 | 55 | .2 | 11,647 | 40.9 |
| 517 | 61 | .2 | 11,708 | 41.1 |
| 518 | 66 | .2 | 11,774 | 41.3 |
| 519 | 57 | .2 | 11,831 | 41.5 |

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 520 | 61 | .2 | 11,892 | 41.8 |
| 521 | 68 | .2 | 11,960 | 42.0 |
| 522 | 52 | .2 | 12,012 | 42.2 |
| 523 | 90 | .3 | 12,102 | 42.5 |
| 524 | 51 | .2 | 12,153 | 42.7 |
| 525 | 57 | .2 | 12,210 | 42.9 |
| 526 | 57 | .2 | 12,267 | 43.1 |
| 527 | 60 | .2 | 12,327 | 43.3 |
| 528 | 68 | .2 | 12,395 | 43.5 |
| 529 | 48 | .2 | 12,443 | 43.7 |
| 530 | 61 | .2 | 12,504 | 43.9 |
| 531 | 44 | .2 | 12,548 | 44.1 |
| 532 | 62 | .2 | 12,610 | 44.3 |
| 533 | 64 | .2 | 12,674 | 44.5 |
| 534 | 48 | .2 | 12,722 | 44.7 |
| 535 | 75 | .3 | 12,797 | 44.9 |
| 536 | 58 | .2 | 12,855 | 45.1 |
| 537 | 61 | .2 | 12,916 | 45.4 |
| 538 | 59 | .2 | 12,975 | 45.6 |
| 539 | 68 | .2 | 13,043 | 45.8 |
| 540 | 76 | .3 | 13,119 | 46.1 |
| 541 | 65 | .2 | 13,184 | 46.3 |
| 542 | 66 | .2 | 13,250 | 46.5 |
| 543 | 82 | .3 | 13,332 | 46.8 |
| 544 | 67 | .2 | 13,399 | 47.1 |
| 545 | 79 | .3 | 13,478 | 47.3 |
| 546 | 61 | .2 | 13,539 | 47.5 |
| 547 | 80 | .3 | 13,619 | 47.8 |
| 548 | 76 | .3 | 13,695 | 48.1 |
| 549 | 73 | .3 | 13,768 | 48.4 |
| 550 | 72 | .3 | 13,840 | 48.6 |
| 551 | 79 | .3 | 13,919 | 48.9 |
| 552 | 68 | .2 | 13,987 | 49.1 |
| 553 | 85 | .3 | 14,072 | 49.4 |
| 554 | 77 | .3 | 14,149 | 49.7 |
| 555 | 75 | .3 | 14,224 | 50.0 |
| 556 | 75 | .3 | 14,299 | 50.2 |
| 557 | 64 | .2 | 14,363 | 50.4 |
| 558 | 86 | .3 | 14,449 | 50.7 |

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 559 | 79 | .3 | 14,528 | 51.0 |
| 560 | 90 | .3 | 14,618 | 51.3 |
| 561 | 81 | .3 | 14,699 | 51.6 |
| 562 | 79 | .3 | 14,778 | 51.9 |
| 563 | 81 | .3 | 14,859 | 52.2 |
| 564 | 88 | .3 | 14,947 | 52.5 |
| 565 | 91 | .3 | 15,038 | 52.8 |
| 566 | 88 | .3 | 15,126 | 53.1 |
| 567 | 64 | .2 | 15,190 | 53.3 |
| 568 | 74 | .3 | 15,264 | 53.6 |
| 569 | 101 | .4 | 15,365 | 54.0 |
| 570 | 100 | .4 | 15,465 | 54.3 |
| 571 | 92 | .3 | 15,557 | 54.6 |
| 572 | 83 | .3 | 15,640 | 54.9 |
| 573 | 93 | .3 | 15,733 | 55.3 |
| 574 | 96 | .3 | 15,829 | 55.6 |
| 575 | 97 | .3 | 15,926 | 55.9 |
| 576 | 100 | .4 | 16,026 | 56.3 |
| 577 | 102 | .4 | 16,128 | 56.6 |
| 578 | 99 | .3 | 16,227 | 57.0 |
| 579 | 102 | .4 | 16,329 | 57.3 |
| 580 | 91 | .3 | 16,420 | 57.7 |
| 581 | 95 | .3 | 16,515 | 58.0 |
| 582 | 109 | .4 | 16,624 | 58.4 |
| 583 | 86 | .3 | 16,710 | 58.7 |
| 584 | 86 | .3 | 16,796 | 59.0 |
| 585 | 80 | .3 | 16,876 | 59.3 |
| 586 | 93 | .3 | 16,969 | 59.6 |
| 587 | 63 | .2 | 17,032 | 59.8 |
| 588 | 111 | .4 | 17,143 | 60.2 |
| 589 | 78 | .3 | 17,221 | 60.5 |
| 590 | 118 | .4 | 17,339 | 60.9 |
| 591 | 99 | .3 | 17,438 | 61.2 |
| 592 | 93 | .3 | 17,531 | 61.6 |
| 593 | 88 | .3 | 17,619 | 61.9 |
| 594 | 94 | .3 | 17,713 | 62.2 |
| 595 | 97 | .3 | 17,810 | 62.5 |
| 596 | 85 | .3 | 17,895 | 62.8 |
| 597 | 89 | .3 | 17,984 | 63.2 |

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 598 | 93 | .3 | 18,077 | 63.5 |
| 599 | 101 | .4 | 18,178 | 63.8 |
| 600 | 97 | .3 | 18,275 | 64.2 |
| 601 | 99 | .3 | 18,374 | 64.5 |
| 602 | 108 | .4 | 18,482 | 64.9 |
| 603 | 94 | .3 | 18,576 | 65.2 |
| 604 | 84 | .3 | 18,660 | 65.5 |
| 605 | 102 | .4 | 18,762 | 65.9 |
| 606 | 95 | .3 | 18,857 | 66.2 |
| 607 | 116 | .4 | 18,973 | 66.6 |
| 608 | 92 | .3 | 19,065 | 67.0 |
| 609 | 108 | .4 | 19,173 | 67.3 |
| 610 | 104 | .4 | 19,277 | 67.7 |
| 611 | 101 | .4 | 19,378 | 68.1 |
| 612 | 112 | .4 | 19,490 | 68.4 |
| 613 | 97 | .3 | 19,587 | 68.8 |
| 614 | 115 | .4 | 19,702 | 69.2 |
| 615 | 91 | .3 | 19,793 | 69.5 |
| 616 | 81 | .3 | 19,874 | 69.8 |
| 617 | 108 | .4 | 19,982 | 70.2 |
| 618 | 127 | .4 | 20,109 | 70.6 |
| 619 | 86 | .3 | 20,195 | 70.9 |
| 620 | 106 | .4 | 20,301 | 71.3 |
| 621 | 98 | .3 | 20,399 | 71.6 |
| 622 | 105 | .4 | 20,504 | 72.0 |
| 623 | 96 | .3 | 20,600 | 72.3 |
| 624 | 110 | .4 | 20,710 | 72.7 |
| 625 | 112 | .4 | 20,822 | 73.1 |
| 626 | 115 | .4 | 20,937 | 73.5 |
| 627 | 96 | .3 | 21,033 | 73.9 |
| 628 | 105 | .4 | 21,138 | 74.2 |
| 629 | 99 | .3 | 21,237 | 74.6 |
| 630 | 113 | .4 | 21,350 | 75.0 |
| 631 | 111 | .4 | 21,461 | 75.4 |
| 632 | 102 | .4 | 21,563 | 75.7 |
| 633 | 88 | .3 | 21,651 | 76.0 |
| 634 | 100 | .4 | 21,751 | 76.4 |
| 635 | 99 | .3 | 21,850 | 76.7 |
| 636 | 99 | .3 | 21,949 | 77.1 |

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 637 | 111 | .4 | 22,060 | 77.5 |
| 638 | 96 | .3 | 22,156 | 77.8 |
| 639 | 123 | .4 | 22,279 | 78.2 |
| 640 | 93 | .3 | 22,372 | 78.6 |
| 641 | 79 | .3 | 22,451 | 78.8 |
| 642 | 111 | .4 | 22,562 | 79.2 |
| 643 | 94 | .3 | 22,656 | 79.6 |
| 644 | 89 | .3 | 22,745 | 79.9 |
| 645 | 114 | .4 | 22,859 | 80.3 |
| 646 | 92 | .3 | 22,951 | 80.6 |
| 647 | 118 | .4 | 23,069 | 81.0 |
| 648 | 101 | .4 | 23,170 | 81.4 |
| 649 | 106 | .4 | 23,276 | 81.7 |
| 650 | 104 | .4 | 23,380 | 82.1 |
| 651 | 75 | .3 | 23,455 | 82.4 |
| 652 | 104 | .4 | 23,559 | 82.7 |
| 653 | 97 | .3 | 23,656 | 83.1 |
| 654 | 77 | .3 | 23,733 | 83.3 |
| 655 | 75 | .3 | 23,808 | 83.6 |
| 656 | 116 | .4 | 23,924 | 84.0 |
| 657 | 78 | .3 | 24,002 | 84.3 |
| 658 | 96 | .3 | 24,098 | 84.6 |
| 659 | 87 | .3 | 24,185 | 84.9 |
| 660 | 78 | .3 | 24,263 | 85.2 |
| 661 | 106 | .4 | 24,369 | 85.6 |
| 662 | 55 | .2 | 24,424 | 85.8 |
| 663 | 90 | .3 | 24,514 | 86.1 |
| 664 | 95 | .3 | 24,609 | 86.4 |
| 665 | 70 | .2 | 24,679 | 86.7 |
| 666 | 96 | .3 | 24,775 | 87.0 |
| 667 | 83 | .3 | 24,858 | 87.3 |
| 668 | 87 | .3 | 24,945 | 87.6 |
| 669 | 91 | .3 | 25,036 | 87.9 |
| 670 | 64 | .2 | 25,100 | 88.1 |
| 671 | 90 | .3 | 25,190 | 88.5 |
| 672 | 87 | .3 | 25,277 | 88.8 |
| 673 | 82 | .3 | 25,359 | 89.1 |
| 674 | 90 | .3 | 25,449 | 89.4 |
| 675 | 50 | .2 | 25,499 | 89.5 |

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|-------------|-------|---------|------------|--------------|
| 676 | 74 | .3 | 25,573 | 89.8 |
| 677 | 85 | .3 | 25,658 | 90.1 |
| 678 | 85 | .3 | 25,743 | 90.4 |
| 679 | 60 | .2 | 25,803 | 90.6 |
| 680 | 65 | .2 | 25,868 | 90.8 |
| 681 | 70 | .2 | 25,938 | 91.1 |
| 682 | 77 | .3 | 26,015 | 91.4 |
| 683 | 74 | .3 | 26,089 | 91.6 |
| 684 | 77 | .3 | 26,166 | 91.9 |
| 685 | 56 | .2 | 26,222 | 92.1 |
| 686 | 46 | .2 | 26,268 | 92.2 |
| 687 | 77 | .3 | 26,345 | 92.5 |
| 688 | 62 | .2 | 26,407 | 92.7 |
| 689 | 56 | .2 | 26,463 | 92.9 |
| 690 | 59 | .2 | 26,522 | 93.1 |
| 691 | 61 | .2 | 26,583 | 93.4 |
| 692 | 84 | .3 | 26,667 | 93.7 |
| 693 | 42 | .1 | 26,709 | 93.8 |
| 694 | 27 | .1 | 26,736 | 93.9 |
| 695 | 86 | .3 | 26,822 | 94.2 |
| 696 | 42 | .1 | 26,864 | 94.3 |
| 697 | 54 | .2 | 26,918 | 94.5 |
| 698 | 37 | .1 | 26,955 | 94.7 |
| 699 | 35 | .1 | 26,990 | 94.8 |
| 700 | 56 | .2 | 27,046 | 95.0 |
| 701 | 70 | .2 | 27,116 | 95.2 |
| 702 | 27 | .1 | 27,143 | 95.3 |
| 703 | 72 | .3 | 27,215 | 95.6 |
| 704 | 38 | .1 | 27,253 | 95.7 |
| 705 | 19 | .1 | 27,272 | 95.8 |
| 706 | 31 | .1 | 27,303 | 95.9 |
| 707 | 51 | .2 | 27,354 | 96.1 |
| 708 | 28 | .1 | 27,382 | 96.2 |
| 709 | 37 | .1 | 27,419 | 96.3 |
| 710 | 40 | .1 | 27,459 | 96.4 |
| 711 | 95 | .3 | 27,554 | 96.8 |
| 712 | 22 | .1 | 27,576 | 96.8 |
| 713 | 45 | .2 | 27,621 | 97.0 |
| 714 | 18 | .1 | 27,639 | 97.1 |

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

| Scale Score | Freq. | Percent | Cum. Freq. | Cum. Percent |
|--------------------|--------------|----------------|-------------------|---------------------|
| 715 | 48 | .2 | 27,687 | 97.2 |
| 716 | 19 | .1 | 27,706 | 97.3 |
| 717 | 40 | .1 | 27,746 | 97.4 |
| 718 | 41 | .1 | 27,787 | 97.6 |
| 719 | 31 | .1 | 27,818 | 97.7 |
| 720 | 23 | .1 | 27,841 | 97.8 |
| 721 | 44 | .2 | 27,885 | 97.9 |
| 722 | 25 | .1 | 27,910 | 98.0 |
| 723 | 39 | .1 | 27,949 | 98.2 |
| 724 | 28 | .1 | 27,977 | 98.3 |
| 725 | 31 | .1 | 28,008 | 98.4 |
| 726 | 51 | .2 | 28,059 | 98.5 |
| 728 | 30 | .1 | 28,089 | 98.6 |
| 729 | 1 | .0 | 28,090 | 98.6 |
| 730 | 7 | .0 | 28,097 | 98.7 |
| 731 | 37 | .1 | 28,134 | 98.8 |
| 732 | 31 | .1 | 28,165 | 98.9 |
| 733 | 3 | .0 | 28,168 | 98.9 |
| 734 | 80 | .3 | 28,248 | 99.2 |
| 735 | 3 | .0 | 28,251 | 99.2 |
| 736 | 3 | .0 | 28,254 | 99.2 |
| 737 | 1 | .0 | 28,255 | 99.2 |
| 738 | 41 | .1 | 28,296 | 99.4 |
| 740 | 1 | .0 | 28,297 | 99.4 |
| 741 | 1 | .0 | 28,298 | 99.4 |
| 742 | 1 | .0 | 28,299 | 99.4 |
| 744 | 43 | .2 | 28,342 | 99.5 |
| 745 | 17 | .1 | 28,359 | 99.6 |
| 747 | 60 | .2 | 28,419 | 99.8 |
| 748 | 11 | .0 | 28,430 | 99.8 |
| 757 | 20 | .1 | 28,450 | 99.9 |
| 761 | 25 | .1 | 28,475 | 100.0 |

Appendix J: Demographic Frequency Distributions

The tables in this appendix provide frequency distributions of the number of students tested by home language, ethnicity, migrant education, gifted and talented, English learner program, and primary disability for annual assessment and initial assessment data.

Annual Assessment

Table J-1: Frequency Distribution, Home Language, Annual Assessment, Grade Span K–1

| Home Language | Number of Students | | | |
|---------------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Spanish | 154,015 | 83.6 | 154,015 | 83.6 |
| Vietnamese | 5,024 | 2.7 | 159,039 | 86.4 |
| Cantonese | 2,590 | 1.4 | 161,629 | 87.8 |
| Filipino (Pilipino or Tagalog) | 2,170 | 1.2 | 163,799 | 89.0 |
| Mandarin (Putonghua) | 2,113 | 1.1 | 165,912 | 90.1 |
| All other non-English languages | 1,846 | 1.0 | 167,758 | 91.1 |
| Korean | 1,825 | 1.0 | 169,583 | 92.1 |
| Arabic | 1,575 | .9 | 171,158 | 93.0 |
| Punjabi | 1,390 | .8 | 172,548 | 93.7 |
| Hmong | 1,349 | .7 | 173,897 | 94.4 |
| Russian | 1,101 | .6 | 174,998 | 95.0 |
| Armenian | 970 | .5 | 175,968 | 95.6 |
| Japanese | 908 | .5 | 176,876 | 96.1 |
| Hindi | 706 | .4 | 177,582 | 96.4 |
| Farsi (Persian) | 686 | .4 | 178,268 | 96.8 |
| Khmer (Cambodian) | 595 | .3 | 178,863 | 97.1 |
| Urdu | 446 | .2 | 179,309 | 97.4 |
| Mixteco | 355 | .2 | 179,664 | 97.6 |
| Telugu | 334 | .2 | 179,998 | 97.8 |
| Lao | 272 | .1 | 180,270 | 97.9 |
| Portuguese | 256 | .1 | 180,526 | 98.0 |
| Chaldean | 226 | .1 | 180,752 | 98.2 |
| Tamil | 221 | .1 | 180,973 | 98.3 |
| Ukrainian | 207 | .1 | 181,180 | 98.4 |
| Somali | 197 | .1 | 181,377 | 98.5 |
| Gujarati | 192 | .1 | 181,569 | 98.6 |
| French | 180 | .1 | 181,749 | 98.7 |
| Hebrew | 178 | .1 | 181,927 | 98.8 |
| German | 150 | .1 | 182,077 | 98.9 |
| Indonesian | 143 | .1 | 182,220 | 99.0 |
| Bengali | 143 | .1 | 182,363 | 99.0 |
| Pashto | 140 | .1 | 182,503 | 99.1 |
| Thai | 139 | .1 | 182,642 | 99.2 |
| Mien (Yao) | 111 | .1 | 182,753 | 99.3 |
| Rumanian | 104 | .1 | 182,857 | 99.3 |
| Tongan | 99 | .1 | 182,956 | 99.4 |

Table J-1: Frequency Distribution, Home Language, Annual Assessment, Grade Span K–1

| Home Language | Number of Students | | | |
|---|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Assyrian | 95 | .1 | 183,051 | 99.4 |
| Ilocano | 90 | .0 | 183,141 | 99.5 |
| Samoan | 90 | .0 | 183,231 | 99.5 |
| Turkish | 82 | .0 | 183,313 | 99.6 |
| Burmese | 78 | .0 | 183,391 | 99.6 |
| Kannada | 71 | .0 | 183,462 | 99.6 |
| Marathi | 68 | .0 | 183,530 | 99.7 |
| Italian | 67 | .0 | 183,597 | 99.7 |
| Taishanese | 61 | .0 | 183,658 | 99.7 |
| Chaozhou (Chiuchow) | 51 | .0 | 183,709 | 99.8 |
| Marshallese | 49 | .0 | 183,758 | 99.8 |
| Serbo-Croatian (Bosnian, Croatian, and Serbian) | 47 | .0 | 183,805 | 99.8 |
| Dutch | 42 | .0 | 183,847 | 99.8 |
| Cebuano (Visayan) | 41 | .0 | 183,888 | 99.9 |
| Tigrinya | 39 | .0 | 183,927 | 99.9 |
| Hungarian | 38 | .0 | 183,965 | 99.9 |
| Polish | 31 | .0 | 183,996 | 99.9 |
| Lahu | 31 | .0 | 184,027 | 99.9 |
| Kurdish (Kurdi, Kurmanji) | 28 | .0 | 184,055 | 100.0 |
| Taiwanese | 22 | .0 | 184,077 | 100.0 |
| Greek | 21 | .0 | 184,098 | 100.0 |
| Albanian | 21 | .0 | 184,119 | 100.0 |
| Chamorro (Guamanian) | 7 | .0 | 184,126 | 100.0 |
| Khmu | 7 | .0 | 184,133 | 100.0 |

Table J-2: Frequency Distribution, Home Language, Annual Assessment, Grade 2

| Home Language | Number of Students | | | |
|---|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Spanish | 144,122 | 83.5 | 144,122 | 83.5 |
| Vietnamese | 4,885 | 2.8 | 149,007 | 86.3 |
| Cantonese | 2,726 | 1.6 | 151,733 | 87.9 |
| Filipino (Pilipino or Tagalog) | 2,353 | 1.4 | 154,086 | 89.2 |
| Mandarin (Putonghua) | 1,888 | 1.1 | 155,974 | 90.3 |
| All other non-English languages | 1,854 | 1.1 | 157,828 | 91.4 |
| Korean | 1,703 | 1.0 | 159,531 | 92.4 |
| Arabic | 1,498 | .9 | 161,029 | 93.2 |
| Hmong | 1,337 | .8 | 162,366 | 94.0 |
| Punjabi | 1,261 | .7 | 163,627 | 94.7 |
| Russian | 986 | .6 | 164,613 | 95.3 |
| Armenian | 967 | .6 | 165,580 | 95.9 |
| Japanese | 743 | .4 | 166,323 | 96.3 |
| Farsi (Persian) | 708 | .4 | 167,031 | 96.7 |
| Hindi | 588 | .3 | 167,619 | 97.1 |
| Khmer (Cambodian) | 568 | .3 | 168,187 | 97.4 |
| Urdu | 357 | .2 | 168,544 | 97.6 |
| Lao | 269 | .2 | 168,813 | 97.8 |
| Mixteco | 248 | .1 | 169,061 | 97.9 |
| Portuguese | 228 | .1 | 169,289 | 98.0 |
| Chaldean | 208 | .1 | 169,497 | 98.1 |
| Ukrainian | 191 | .1 | 169,688 | 98.3 |
| Somali | 190 | .1 | 169,878 | 98.4 |
| Gujarati | 173 | .1 | 170,051 | 98.5 |
| Telugu | 164 | .1 | 170,215 | 98.6 |
| French | 161 | .1 | 170,376 | 98.7 |
| Thai | 155 | .1 | 170,531 | 98.7 |
| Indonesian | 144 | .1 | 170,675 | 98.8 |
| Bengali | 142 | .1 | 170,817 | 98.9 |
| Hebrew | 140 | .1 | 170,957 | 99.0 |
| Pashto | 109 | .1 | 171,066 | 99.1 |
| Rumanian | 108 | .1 | 171,174 | 99.1 |
| Tamil | 108 | .1 | 171,282 | 99.2 |
| Tongan | 107 | .1 | 171,389 | 99.2 |
| Mien (Yao) | 107 | .1 | 171,496 | 99.3 |
| German | 97 | .1 | 171,593 | 99.4 |
| Assyrian | 95 | .1 | 171,688 | 99.4 |
| Ilocano | 92 | .1 | 171,780 | 99.5 |
| Samoan | 91 | .1 | 171,871 | 99.5 |
| Burmese | 80 | .0 | 171,951 | 99.6 |
| Serbo-Croatian (Bosnian, Croatian, and Serbian) | 68 | .0 | 172,019 | 99.6 |
| Chaozhou (Chiuchow) | 64 | .0 | 172,083 | 99.6 |

Table J-2: Frequency Distribution, Home Language, Annual Assessment, Grade 2

| Home Language | Number of Students | | | |
|---------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Turkish | 60 | .0 | 172,143 | 99.7 |
| Taishanese | 59 | .0 | 172,202 | 99.7 |
| Cebuano (Visayan) | 57 | .0 | 172,259 | 99.7 |
| Italian | 55 | .0 | 172,314 | 99.8 |
| Lahu | 44 | .0 | 172,358 | 99.8 |
| Tigrinya | 44 | .0 | 172,402 | 99.8 |
| Polish | 41 | .0 | 172,443 | 99.9 |
| Kurdish (Kurdi, Kurmanji) | 38 | .0 | 172,481 | 99.9 |
| Greek | 29 | .0 | 172,510 | 99.9 |
| Kannada | 29 | .0 | 172,539 | 99.9 |
| Dutch | 28 | .0 | 172,567 | 99.9 |
| Taiwanese | 28 | .0 | 172,595 | 99.9 |
| Marshallese | 27 | .0 | 172,622 | 100.0 |
| Marathi | 24 | .0 | 172,646 | 100.0 |
| Hungarian | 20 | .0 | 172,666 | 100.0 |
| Albanian | 16 | .0 | 172,682 | 100.0 |
| Khmu | 13 | .0 | 172,695 | 100.0 |
| Chamorro (Guamanian) | 3 | .0 | 172,698 | 100.0 |

**Table J-3: Frequency Distribution, Home Language, Annual Assessment,
Grade Span 3–5**

| Home Language | Number of Students | | | |
|---------------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Spanish | 330,641 | 85.5 | 330,641 | 85.5 |
| Vietnamese | 9,314 | 2.4 | 339,955 | 87.9 |
| Filipino (Pilipino or Tagalog) | 5,504 | 1.4 | 345,459 | 89.3 |
| Cantonese | 4,944 | 1.3 | 350,403 | 90.6 |
| Hmong | 3,399 | .9 | 353,802 | 91.5 |
| All other non-English languages | 3,354 | .9 | 357,156 | 92.3 |
| Arabic | 3,337 | .9 | 360,493 | 93.2 |
| Korean | 3,128 | .8 | 363,621 | 94.0 |
| Mandarin (Putonghua) | 2,629 | .7 | 366,250 | 94.7 |
| Punjabi | 2,317 | .6 | 368,567 | 95.3 |
| Armenian | 1,986 | .5 | 370,553 | 95.8 |
| Russian | 1,821 | .5 | 372,374 | 96.3 |
| Farsi (Persian) | 1,465 | .4 | 373,839 | 96.6 |
| Japanese | 1,437 | .4 | 375,276 | 97.0 |
| Khmer (Cambodian) | 1,336 | .3 | 376,612 | 97.3 |
| Hindi | 981 | .3 | 377,593 | 97.6 |
| Urdu | 793 | .2 | 378,386 | 97.8 |
| Lao | 721 | .2 | 379,107 | 98.0 |
| Mixteco | 642 | .2 | 379,749 | 98.2 |
| Ukrainian | 464 | .1 | 380,213 | 98.3 |
| Portuguese | 445 | .1 | 380,658 | 98.4 |
| Somali | 429 | .1 | 381,087 | 98.5 |
| Chaldean | 416 | .1 | 381,503 | 98.6 |
| Thai | 327 | .1 | 381,830 | 98.7 |
| Pashto | 306 | .1 | 382,136 | 98.8 |
| French | 305 | .1 | 382,441 | 98.9 |
| Gujarati | 305 | .1 | 382,746 | 98.9 |
| Tongan | 304 | .1 | 383,050 | 99.0 |
| Mien (Yao) | 277 | .1 | 383,327 | 99.1 |
| Samoan | 264 | .1 | 383,591 | 99.2 |
| Hebrew | 259 | .1 | 383,850 | 99.2 |
| Ilocano | 258 | .1 | 384,108 | 99.3 |
| German | 228 | .1 | 384,336 | 99.3 |
| Indonesian | 220 | .1 | 384,556 | 99.4 |
| Rumanian | 212 | .1 | 384,768 | 99.5 |
| Bengali | 191 | .0 | 384,959 | 99.5 |
| Assyrian | 173 | .0 | 385,132 | 99.6 |
| Telugu | 157 | .0 | 385,289 | 99.6 |
| Burmese | 140 | .0 | 385,429 | 99.6 |
| Turkish | 127 | .0 | 385,556 | 99.7 |
| Italian | 118 | .0 | 385,674 | 99.7 |
| Cebuano (Visayan) | 116 | .0 | 385,790 | 99.7 |
| Chaozhou (Chiuchow) | 106 | .0 | 385,896 | 99.7 |

Table J-3: Frequency Distribution, Home Language, Annual Assessment, Grade Span 3–5

| Home Language | Number of Students | | | |
|---|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Serbo-Croatian (Bosnian, Croatian, and Serbian) | 104 | .0 | 386,000 | 99.8 |
| Tamil | 103 | .0 | 386,103 | 99.8 |
| Tigrinya | 100 | .0 | 386,203 | 99.8 |
| Marshallese | 82 | .0 | 386,285 | 99.8 |
| Lahu | 79 | .0 | 386,364 | 99.9 |
| Taishanese | 79 | .0 | 386,443 | 99.9 |
| Polish | 64 | .0 | 386,507 | 99.9 |
| Dutch | 63 | .0 | 386,570 | 99.9 |
| Kurdish (Kurdi, Kurmanji) | 60 | .0 | 386,630 | 99.9 |
| Hungarian | 41 | .0 | 386,671 | 99.9 |
| Greek | 40 | .0 | 386,711 | 100.0 |
| Taiwanese | 40 | .0 | 386,751 | 100.0 |
| Kannada | 33 | .0 | 386,784 | 100.0 |
| Marathi | 30 | .0 | 386,814 | 100.0 |
| Khmu | 21 | .0 | 386,835 | 100.0 |
| Albanian | 21 | .0 | 386,856 | 100.0 |
| Chamorro (Guamanian) | 11 | .0 | 386,867 | 100.0 |

Table J-4: Frequency Distribution, Home Language, Annual Assessment, Grade Span 6–8

| Home Language | Number of Students | | | |
|---|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Spanish | 191,474 | 87.4 | 191,474 | 87.4 |
| Vietnamese | 3,906 | 1.8 | 195,380 | 89.2 |
| Filipino (Pilipino or Tagalog) | 2,975 | 1.4 | 198,355 | 90.6 |
| Hmong | 2,334 | 1.1 | 200,689 | 91.6 |
| Cantonese | 2,072 | .9 | 202,761 | 92.6 |
| Arabic | 1,889 | .9 | 204,650 | 93.4 |
| All other non-English languages | 1,462 | .7 | 206,112 | 94.1 |
| Korean | 1,448 | .7 | 207,560 | 94.8 |
| Mandarin (Putonghua) | 1,312 | .6 | 208,872 | 95.4 |
| Punjabi | 1,087 | .5 | 209,959 | 95.8 |
| Armenian | 955 | .4 | 210,914 | 96.3 |
| Khmer (Cambodian) | 820 | .4 | 211,734 | 96.7 |
| Russian | 798 | .4 | 212,532 | 97.0 |
| Farsi (Persian) | 701 | .3 | 213,233 | 97.3 |
| Japanese | 594 | .3 | 213,827 | 97.6 |
| Hindi | 438 | .2 | 214,265 | 97.8 |
| Urdu | 369 | .2 | 214,634 | 98.0 |
| Lao | 350 | .2 | 214,984 | 98.1 |
| Mixteco | 331 | .2 | 215,315 | 98.3 |
| Chaldean | 317 | .1 | 215,632 | 98.4 |
| Ukrainian | 285 | .1 | 215,917 | 98.6 |
| Tongan | 240 | .1 | 216,157 | 98.7 |
| Portuguese | 225 | .1 | 216,382 | 98.8 |
| Somali | 222 | .1 | 216,604 | 98.9 |
| Samoan | 183 | .1 | 216,787 | 99.0 |
| Ilocano | 174 | .1 | 216,961 | 99.0 |
| Thai | 171 | .1 | 217,132 | 99.1 |
| French | 153 | .1 | 217,285 | 99.2 |
| Mien (Yao) | 150 | .1 | 217,435 | 99.3 |
| Pashto | 142 | .1 | 217,577 | 99.3 |
| Assyrian | 142 | .1 | 217,719 | 99.4 |
| Indonesian | 114 | .1 | 217,833 | 99.4 |
| Gujarati | 114 | .1 | 217,947 | 99.5 |
| Burmese | 112 | .1 | 218,059 | 99.5 |
| Rumanian | 98 | .0 | 218,157 | 99.6 |
| Hebrew | 88 | .0 | 218,245 | 99.6 |
| Bengali | 83 | .0 | 218,328 | 99.7 |
| Cebuano (Visayan) | 64 | .0 | 218,392 | 99.7 |
| German | 61 | .0 | 218,453 | 99.7 |
| Marshallese | 60 | .0 | 218,513 | 99.8 |
| Lahu | 49 | .0 | 218,562 | 99.8 |
| Serbo-Croatian (Bosnian, Croatian, and Serbian) | 49 | .0 | 218,611 | 99.8 |

Table J-4: Frequency Distribution, Home Language, Annual Assessment, Grade Span 6–8

| Home Language | Number of Students | | | |
|---------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Turkish | 46 | .0 | 218,657 | 99.8 |
| Kurdish (Kurdi, Kurmanji) | 45 | .0 | 218,702 | 99.8 |
| Tigrinya | 43 | .0 | 218,745 | 99.9 |
| Chaozhou (Chiuchow) | 42 | .0 | 218,787 | 99.9 |
| Italian | 38 | .0 | 218,825 | 99.9 |
| Telugu | 38 | .0 | 218,863 | 99.9 |
| Taishanese | 36 | .0 | 218,899 | 99.9 |
| Polish | 24 | .0 | 218,923 | 99.9 |
| Greek | 23 | .0 | 218,946 | 100.0 |
| Dutch | 21 | .0 | 218,967 | 100.0 |
| Taiwanese | 20 | .0 | 218,987 | 100.0 |
| Khmu | 17 | .0 | 219,004 | 100.0 |
| Albanian | 16 | .0 | 219,020 | 100.0 |
| Tamil | 14 | .0 | 219,034 | 100.0 |
| Hungarian | 9 | .0 | 219,043 | 100.0 |
| Marathi | 4 | .0 | 219,047 | 100.0 |
| Chamorro (Guamanian) | 3 | .0 | 219,050 | 100.0 |
| Kannada | 3 | .0 | 219,053 | 100.0 |

Table J-5: Frequency Distribution, Home Language, Annual Assessment, Grade Span 9–12

| Home Language | Number of Students | | | |
|---|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Spanish | 190,817 | 85.4 | 190,817 | 85.4 |
| Vietnamese | 4,142 | 1.9 | 194,959 | 87.2 |
| Filipino (Pilipino or Tagalog) | 3,492 | 1.6 | 198,451 | 88.8 |
| Cantonese | 3,253 | 1.5 | 201,704 | 90.2 |
| Hmong | 2,792 | 1.2 | 204,496 | 91.5 |
| Mandarin (Putonghua) | 2,351 | 1.1 | 206,847 | 92.5 |
| Arabic | 1,953 | .9 | 208,800 | 93.4 |
| All other non-English languages | 1,919 | .9 | 210,719 | 94.3 |
| Korean | 1,581 | .7 | 212,300 | 95.0 |
| Armenian | 1,381 | .6 | 213,681 | 95.6 |
| Punjabi | 1,213 | .5 | 214,894 | 96.1 |
| Khmer (Cambodian) | 967 | .4 | 215,861 | 96.6 |
| Russian | 828 | .4 | 216,689 | 96.9 |
| Farsi (Persian) | 823 | .4 | 217,512 | 97.3 |
| Hindi | 460 | .2 | 217,972 | 97.5 |
| Japanese | 430 | .2 | 218,402 | 97.7 |
| Chaldean | 430 | .2 | 218,832 | 97.9 |
| Urdu | 396 | .2 | 219,228 | 98.1 |
| Lao | 367 | .2 | 219,595 | 98.2 |
| Thai | 351 | .2 | 219,946 | 98.4 |
| Mixteco | 276 | .1 | 220,222 | 98.5 |
| Tongan | 260 | .1 | 220,482 | 98.6 |
| Portuguese | 258 | .1 | 220,740 | 98.7 |
| Samoan | 249 | .1 | 220,989 | 98.8 |
| Ilocano | 236 | .1 | 221,225 | 99.0 |
| Ukrainian | 224 | .1 | 221,449 | 99.1 |
| Somali | 183 | .1 | 221,632 | 99.1 |
| Assyrian | 162 | .1 | 221,794 | 99.2 |
| Burmese | 147 | .1 | 221,941 | 99.3 |
| French | 143 | .1 | 222,084 | 99.3 |
| Mien (Yao) | 135 | .1 | 222,219 | 99.4 |
| Pashto | 129 | .1 | 222,348 | 99.5 |
| Indonesian | 124 | .1 | 222,472 | 99.5 |
| Rumanian | 113 | .1 | 222,585 | 99.6 |
| Gujarati | 111 | .0 | 222,696 | 99.6 |
| Cebuano (Visayan) | 82 | .0 | 222,778 | 99.6 |
| Tigrinya | 76 | .0 | 222,854 | 99.7 |
| Marshallese | 73 | .0 | 222,927 | 99.7 |
| Bengali | 72 | .0 | 222,999 | 99.7 |
| Serbo-Croatian (Bosnian, Croatian, and Serbian) | 61 | .0 | 223,060 | 99.8 |
| Chaozhou (Chiuchow) | 55 | .0 | 223,115 | 99.8 |
| Taishanese | 55 | .0 | 223,170 | 99.8 |

Table J-5: Frequency Distribution, Home Language, Annual Assessment,
Grade Span 9–12

| Home Language | Number of Students | | | |
|---------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Hebrew | 54 | .0 | 223,224 | 99.8 |
| German | 47 | .0 | 223,271 | 99.9 |
| Kurdish (Kurdi, Kurmanji) | 41 | .0 | 223,312 | 99.9 |
| Turkish | 38 | .0 | 223,350 | 99.9 |
| Lahu | 34 | .0 | 223,384 | 99.9 |
| Taiwanese | 32 | .0 | 223,416 | 99.9 |
| Italian | 27 | .0 | 223,443 | 99.9 |
| Greek | 24 | .0 | 223,467 | 100.0 |
| Tamil | 21 | .0 | 223,488 | 100.0 |
| Dutch | 16 | .0 | 223,504 | 100.0 |
| Telugu | 16 | .0 | 223,520 | 100.0 |
| Polish | 12 | .0 | 223,532 | 100.0 |
| Albanian | 9 | .0 | 223,541 | 100.0 |
| Hungarian | 8 | .0 | 223,549 | 100.0 |
| Chamorro (Guamanian) | 7 | .0 | 223,556 | 100.0 |
| Khmu | 6 | .0 | 223,562 | 100.0 |
| Marathi | 3 | .0 | 223,565 | 100.0 |
| Kannada | 1 | .0 | 223,566 | 100.0 |

Initial Assessment

Table J-6: Frequency Distribution, Home Language, Initial Assessment, Grade Span K–1

| Home Language | Number of Students | | | |
|---------------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Spanish | 171,522 | 79.0 | 171,522 | 79.0 |
| Vietnamese | 6,111 | 2.8 | 177,633 | 81.9 |
| Mandarin (Putonghua) | 4,447 | 2.0 | 182,080 | 83.9 |
| All other non-English languages | 4,124 | 1.9 | 186,204 | 85.8 |
| Cantonese | 3,348 | 1.5 | 189,552 | 87.4 |
| Korean | 3,068 | 1.4 | 192,620 | 88.8 |
| Filipino (Pilipino or Tagalog) | 2,922 | 1.3 | 195,542 | 90.1 |
| Arabic | 2,423 | 1.1 | 197,965 | 91.2 |
| Punjabi | 1,691 | .8 | 199,656 | 92.0 |
| Russian | 1,565 | .7 | 201,221 | 92.7 |
| Hmong | 1,486 | .7 | 202,707 | 93.4 |
| Japanese | 1,396 | .6 | 204,103 | 94.1 |
| Hindi | 1,301 | .6 | 205,404 | 94.7 |
| Armenian | 1,232 | .6 | 206,636 | 95.2 |
| Farsi (Persian) | 1,068 | .5 | 207,704 | 95.7 |
| Telugu | 722 | .3 | 208,426 | 96.1 |
| Khmer (Cambodian) | 669 | .3 | 209,095 | 96.4 |
| Urdu | 605 | .3 | 209,700 | 96.6 |
| Tamil | 525 | .2 | 210,225 | 96.9 |
| Portuguese | 424 | .2 | 210,649 | 97.1 |
| French | 413 | .2 | 211,062 | 97.3 |
| Hebrew | 412 | .2 | 211,474 | 97.5 |
| Mixteco | 406 | .2 | 211,880 | 97.6 |
| Gujarati | 338 | .2 | 212,218 | 97.8 |
| Lao | 318 | .1 | 212,536 | 97.9 |
| German | 304 | .1 | 212,840 | 98.1 |
| Somali | 285 | .1 | 213,125 | 98.2 |
| Ukrainian | 276 | .1 | 213,401 | 98.3 |
| Bengali | 272 | .1 | 213,673 | 98.5 |
| Marathi | 258 | .1 | 213,931 | 98.6 |
| Chaldean | 245 | .1 | 214,176 | 98.7 |
| Thai | 205 | .1 | 214,381 | 98.8 |
| Indonesian | 200 | .1 | 214,581 | 98.9 |
| Pashto | 192 | .1 | 214,773 | 99.0 |
| Rumanian | 173 | .1 | 214,946 | 99.1 |
| Turkish | 152 | .1 | 215,098 | 99.1 |
| Italian | 151 | .1 | 215,249 | 99.2 |
| Kannada | 143 | .1 | 215,392 | 99.3 |
| Tongan | 138 | .1 | 215,530 | 99.3 |
| Samoan | 125 | .1 | 215,655 | 99.4 |
| Mien (Yao) | 116 | .1 | 215,771 | 99.4 |
| Ilocano | 114 | .1 | 215,885 | 99.5 |

Table J-6: Frequency Distribution, Home Language, Initial Assessment, Grade Span K–1

| Home Language | Number of Students | | | |
|---|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Polish | 110 | .1 | 215,995 | 99.5 |
| Burmese | 103 | .0 | 216,098 | 99.6 |
| Assyrian | 93 | .0 | 216,191 | 99.6 |
| Serbo-Croatian (Bosnian, Croatian, and Serbian) | 91 | .0 | 216,282 | 99.7 |
| Dutch | 85 | .0 | 216,367 | 99.7 |
| Cebuano (Visayan) | 74 | .0 | 216,441 | 99.7 |
| Marshallese | 73 | .0 | 216,514 | 99.8 |
| Hungarian | 71 | .0 | 216,585 | 99.8 |
| Tigrinya | 70 | .0 | 216,655 | 99.8 |
| Lahu | 63 | .0 | 216,718 | 99.9 |
| Taishanese | 57 | .0 | 216,775 | 99.9 |
| Taiwanese | 53 | .0 | 216,828 | 99.9 |
| Greek | 51 | .0 | 216,879 | 99.9 |
| Chaozhou (Chiuchow) | 41 | .0 | 216,920 | 100.0 |
| Kurdish (Kurdi, Kurmanji) | 41 | .0 | 216,961 | 100.0 |
| Albanian | 23 | .0 | 216,984 | 100.0 |
| Chamorro (Guamanian) | 7 | .0 | 216,991 | 100.0 |
| Khmu | 6 | .0 | 216,997 | 100.0 |

Table J-7: Frequency Distribution, Home Language, Initial Assessment, Grade 2

| Home Language | Number of Students | | | |
|---------------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Spanish | 6,416 | 63.8 | 6,416 | 63.8 |
| Mandarin (Putonghua) | 392 | 3.9 | 6,808 | 67.7 |
| Arabic | 342 | 3.4 | 7,150 | 71.1 |
| Filipino (Pilipino or Tagalog) | 341 | 3.4 | 7,491 | 74.5 |
| All other non-English languages | 332 | 3.3 | 7,823 | 77.8 |
| Korean | 301 | 3.0 | 8,124 | 80.7 |
| Vietnamese | 245 | 2.4 | 8,369 | 83.2 |
| Russian | 150 | 1.5 | 8,519 | 84.7 |
| Cantonese | 140 | 1.4 | 8,659 | 86.1 |
| Japanese | 132 | 1.3 | 8,791 | 87.4 |
| Hindi | 119 | 1.2 | 8,910 | 88.6 |
| Farsi (Persian) | 93 | .9 | 9,003 | 89.5 |
| Armenian | 83 | .8 | 9,086 | 90.3 |
| Telugu | 76 | .8 | 9,162 | 91.1 |
| Punjabi | 72 | .7 | 9,234 | 91.8 |
| Hmong | 61 | .6 | 9,295 | 92.4 |
| Urdu | 59 | .6 | 9,354 | 93.0 |
| French | 52 | .5 | 9,406 | 93.5 |
| Tamil | 51 | .5 | 9,457 | 94.0 |
| Hebrew | 43 | .4 | 9,500 | 94.4 |
| Portuguese | 37 | .4 | 9,537 | 94.8 |
| Mixteco | 37 | .4 | 9,574 | 95.2 |
| Somali | 35 | .3 | 9,609 | 95.5 |
| Bengali | 34 | .3 | 9,643 | 95.8 |
| German | 29 | .3 | 9,672 | 96.1 |
| Khmer (Cambodian) | 28 | .3 | 9,700 | 96.4 |
| Marathi | 25 | .2 | 9,725 | 96.7 |
| Thai | 24 | .2 | 9,749 | 96.9 |
| Gujarati | 24 | .2 | 9,773 | 97.1 |
| Chaldean | 23 | .2 | 9,796 | 97.4 |
| Ukrainian | 22 | .2 | 9,818 | 97.6 |
| Lao | 20 | .2 | 9,838 | 97.8 |
| Dutch | 18 | .2 | 9,856 | 98.0 |
| Italian | 18 | .2 | 9,874 | 98.1 |
| Kannada | 16 | .2 | 9,890 | 98.3 |
| Tongan | 15 | .1 | 9,905 | 98.4 |
| Pashto | 14 | .1 | 9,919 | 98.6 |
| Ilocano | 13 | .1 | 9,932 | 98.7 |
| Samoan | 13 | .1 | 9,945 | 98.8 |
| Turkish | 13 | .1 | 9,958 | 99.0 |
| Indonesian | 11 | .1 | 9,969 | 99.1 |
| Cebuano (Visayan) | 11 | .1 | 9,980 | 99.2 |
| Assyrian | 9 | .1 | 9,989 | 99.3 |
| Burmese | 8 | .1 | 9,997 | 99.4 |

Table J-7: Frequency Distribution, Home Language, Initial Assessment, Grade 2

| Home Language | Number of Students | | Cumulative Frequency | Cumulative Percent |
|---|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | | |
| Rumanian | 8 | .1 | 10,005 | 99.4 |
| Serbo-Croatian (Bosnian, Croatian, and Serbian) | 8 | .1 | 10,013 | 99.5 |
| Hungarian | 7 | .1 | 10,020 | 99.6 |
| Polish | 6 | .1 | 10,026 | 99.7 |
| Marshallese | 6 | .1 | 10,032 | 99.7 |
| Greek | 5 | .0 | 10,037 | 99.8 |
| Toishanese | 5 | .0 | 10,042 | 99.8 |
| Tigrinya | 5 | .0 | 10,047 | 99.9 |
| Chaozhou (Chiuchow) | 3 | .0 | 10,050 | 99.9 |
| Taiwanese | 3 | .0 | 10,053 | 99.9 |
| Kurdish (Kurdi, Kurmanji) | 3 | .0 | 10,056 | 100.0 |
| Albanian | 3 | .0 | 10,059 | 100.0 |
| Chamorro (Guamanian) | 2 | .0 | 10,061 | 100.0 |

Table J-8: Frequency Distribution, Home Language, Initial Assessment, Grade Span 3–5

| Home Language | Number of Students | | | |
|---------------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Spanish | 13,678 | 59.8 | 13,678 | 59.8 |
| Korean | 986 | 4.3 | 14,664 | 64.1 |
| Mandarin (Putonghua) | 981 | 4.3 | 15,645 | 68.4 |
| Filipino (Pilipino or Tagalog) | 952 | 4.2 | 16,597 | 72.6 |
| Arabic | 905 | 4.0 | 17,502 | 76.5 |
| All other non-English languages | 737 | 3.2 | 18,239 | 79.7 |
| Vietnamese | 665 | 2.9 | 18,904 | 82.6 |
| Cantonese | 409 | 1.8 | 19,313 | 84.4 |
| Russian | 329 | 1.4 | 19,642 | 85.9 |
| Japanese | 319 | 1.4 | 19,961 | 87.3 |
| Farsi (Persian) | 224 | 1.0 | 20,185 | 88.2 |
| Hindi | 223 | 1.0 | 20,408 | 89.2 |
| Punjabi | 206 | .9 | 20,614 | 90.1 |
| Hmong | 173 | .8 | 20,787 | 90.9 |
| Armenian | 163 | .7 | 20,950 | 91.6 |
| French | 147 | .6 | 21,097 | 92.2 |
| Urdu | 120 | .5 | 21,217 | 92.7 |
| Portuguese | 112 | .5 | 21,329 | 93.2 |
| Telugu | 108 | .5 | 21,437 | 93.7 |
| Hebrew | 104 | .5 | 21,541 | 94.2 |
| Tamil | 102 | .4 | 21,643 | 94.6 |
| German | 97 | .4 | 21,740 | 95.0 |
| Khmer (Cambodian) | 87 | .4 | 21,827 | 95.4 |
| Somali | 74 | .3 | 21,901 | 95.7 |
| Thai | 69 | .3 | 21,970 | 96.0 |
| Chaldean | 58 | .3 | 22,028 | 96.3 |
| Bengali | 57 | .2 | 22,085 | 96.5 |
| Mixteco | 54 | .2 | 22,139 | 96.8 |
| Dutch | 48 | .2 | 22,187 | 97.0 |
| Gujarati | 48 | .2 | 22,235 | 97.2 |
| Lao | 46 | .2 | 22,281 | 97.4 |
| Ukrainian | 46 | .2 | 22,327 | 97.6 |
| Samoan | 44 | .2 | 22,371 | 97.8 |
| Indonesian | 40 | .2 | 22,411 | 98.0 |
| Italian | 38 | .2 | 22,449 | 98.1 |
| Turkish | 36 | .2 | 22,485 | 98.3 |
| Tongan | 35 | .2 | 22,520 | 98.4 |
| Ilocano | 33 | .1 | 22,553 | 98.6 |
| Marathi | 33 | .1 | 22,586 | 98.7 |
| Cebuano (Visayan) | 30 | .1 | 22,616 | 98.9 |
| Rumanian | 28 | .1 | 22,644 | 99.0 |
| Burmese | 27 | .1 | 22,671 | 99.1 |
| Kannada | 24 | .1 | 22,695 | 99.2 |

Table J-8: Frequency Distribution, Home Language, Initial Assessment, Grade Span 3–5

| Home Language | Number of Students | | | |
|---|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Pashto | 23 | .1 | 22,718 | 99.3 |
| Polish | 21 | .1 | 22,739 | 99.4 |
| Greek | 18 | .1 | 22,757 | 99.5 |
| Hungarian | 17 | .1 | 22,774 | 99.6 |
| Marshallese | 16 | .1 | 22,790 | 99.6 |
| Kurdish (Kurdi, Kurmanji) | 12 | .1 | 22,802 | 99.7 |
| Assyrian | 11 | .0 | 22,813 | 99.7 |
| Serbo-Croatian (Bosnian, Croatian, and Serbian) | 11 | .0 | 22,824 | 99.8 |
| Taiwanese | 10 | .0 | 22,834 | 99.8 |
| Toishanese | 10 | .0 | 22,844 | 99.9 |
| Tigrinya | 10 | .0 | 22,854 | 99.9 |
| Albanian | 7 | .0 | 22,861 | 99.9 |
| Chaozhou (Chiuchow) | 5 | .0 | 22,866 | 100.0 |
| Mien (Yao) | 5 | .0 | 22,871 | 100.0 |
| Chamorro (Guamanian) | 2 | .0 | 22,873 | 100.0 |
| Khmu | 2 | .0 | 22,875 | 100.0 |
| Lahu | 1 | .0 | 22,876 | 100.0 |

Table J-9: Frequency Distribution, Home Language, Initial Assessment, Grade Span 6–8

| Home Language | Number of Students | | | |
|---------------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Spanish | 11,299 | 60.2 | 11,299 | 60.2 |
| Mandarin (Putonghua) | 1,014 | 5.4 | 12,313 | 65.6 |
| Filipino (Pilipino or Tagalog) | 914 | 4.9 | 13,227 | 70.5 |
| Korean | 717 | 3.8 | 13,944 | 74.3 |
| Arabic | 666 | 3.6 | 14,610 | 77.9 |
| Vietnamese | 642 | 3.4 | 15,252 | 81.3 |
| All other non-English languages | 490 | 2.6 | 15,742 | 83.9 |
| Cantonese | 470 | 2.5 | 16,212 | 86.4 |
| Farsi (Persian) | 213 | 1.1 | 16,425 | 87.6 |
| Russian | 211 | 1.1 | 16,636 | 88.7 |
| Japanese | 183 | 1.0 | 16,819 | 89.7 |
| Punjabi | 171 | .9 | 16,990 | 90.6 |
| Armenian | 155 | .8 | 17,145 | 91.4 |
| Hmong | 141 | .8 | 17,286 | 92.1 |
| French | 128 | .7 | 17,414 | 92.8 |
| Urdu | 105 | .6 | 17,519 | 93.4 |
| Hindi | 103 | .5 | 17,622 | 93.9 |
| Portuguese | 91 | .5 | 17,713 | 94.4 |
| Hebrew | 69 | .4 | 17,782 | 94.8 |
| Somali | 68 | .4 | 17,850 | 95.1 |
| German | 63 | .3 | 17,913 | 95.5 |
| Thai | 62 | .3 | 17,975 | 95.8 |
| Chaldean | 59 | .3 | 18,034 | 96.1 |
| Gujarati | 55 | .3 | 18,089 | 96.4 |
| Khmer (Cambodian) | 51 | .3 | 18,140 | 96.7 |
| Burmese | 43 | .2 | 18,183 | 96.9 |
| Telugu | 39 | .2 | 18,222 | 97.1 |
| Mixteco | 37 | .2 | 18,259 | 97.3 |
| Ukrainian | 36 | .2 | 18,295 | 97.5 |
| Bengali | 35 | .2 | 18,330 | 97.7 |
| Ilocano | 31 | .2 | 18,361 | 97.9 |
| Tamil | 31 | .2 | 18,392 | 98.0 |
| Samoan | 30 | .2 | 18,422 | 98.2 |
| Indonesian | 28 | .1 | 18,450 | 98.3 |
| Lao | 27 | .1 | 18,477 | 98.5 |
| Rumanian | 27 | .1 | 18,504 | 98.6 |
| Dutch | 24 | .1 | 18,528 | 98.8 |
| Marathi | 22 | .1 | 18,550 | 98.9 |
| Tongan | 21 | .1 | 18,571 | 99.0 |
| Italian | 20 | .1 | 18,591 | 99.1 |
| Turkish | 20 | .1 | 18,611 | 99.2 |
| Pashto | 18 | .1 | 18,629 | 99.3 |
| Toishanese | 14 | .1 | 18,643 | 99.4 |

Table J-9: Frequency Distribution, Home Language, Initial Assessment, Grade Span 6–8

| Home Language | Number of Students | | | |
|---|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Cebuano (Visayan) | 12 | .1 | 18,655 | 99.4 |
| Polish | 11 | .1 | 18,666 | 99.5 |
| Assyrian | 11 | .1 | 18,677 | 99.6 |
| Taiwanese | 11 | .1 | 18,688 | 99.6 |
| Marshallese | 11 | .1 | 18,699 | 99.7 |
| Tigrinya | 11 | .1 | 18,710 | 99.7 |
| Mien (Yao) | 10 | .1 | 18,720 | 99.8 |
| Greek | 8 | .0 | 18,728 | 99.8 |
| Hungarian | 8 | .0 | 18,736 | 99.9 |
| Chaozhou (Chiuchow) | 7 | .0 | 18,743 | 99.9 |
| Kannada | 7 | .0 | 18,750 | 99.9 |
| Kurdish (Kurdi, Kurmanji) | 4 | .0 | 18,754 | 100.0 |
| Chamorro (Guamanian) | 2 | .0 | 18,756 | 100.0 |
| Serbo-Croatian (Bosnian, Croatian, and Serbian) | 2 | .0 | 18,758 | 100.0 |
| Khmu | 1 | .0 | 18,759 | 100.0 |
| Albanian | 1 | .0 | 18,760 | 100.0 |

Table J-10: Frequency Distribution, Home Language, Initial Assessment, Grade Span 9–12

| Home Language | Number of Students | | | |
|---|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Spanish | 17,884 | 63.3 | 17,884 | 63.3 |
| Mandarin (Putonghua) | 1,355 | 4.8 | 19,239 | 68.1 |
| Filipino (Pilipino or Tagalog) | 1,163 | 4.1 | 20,402 | 72.2 |
| Vietnamese | 970 | 3.4 | 21,372 | 75.6 |
| All other non-English languages | 916 | 3.2 | 22,288 | 78.9 |
| Arabic | 875 | 3.1 | 23,163 | 82.0 |
| Cantonese | 775 | 2.7 | 23,938 | 84.7 |
| Korean | 583 | 2.1 | 24,521 | 86.8 |
| German | 424 | 1.5 | 24,945 | 88.3 |
| Farsi (Persian) | 327 | 1.2 | 25,272 | 89.5 |
| Punjabi | 272 | 1.0 | 25,544 | 90.4 |
| Portuguese | 237 | .8 | 25,781 | 91.3 |
| Russian | 217 | .8 | 25,998 | 92.0 |
| French | 181 | .6 | 26,179 | 92.7 |
| Japanese | 166 | .6 | 26,345 | 93.3 |
| Armenian | 160 | .6 | 26,505 | 93.8 |
| Hmong | 143 | .5 | 26,648 | 94.3 |
| Chaldean | 140 | .5 | 26,788 | 94.8 |
| Thai | 137 | .5 | 26,925 | 95.3 |
| Hindi | 129 | .5 | 27,054 | 95.8 |
| Italian | 119 | .4 | 27,173 | 96.2 |
| Urdu | 96 | .3 | 27,269 | 96.5 |
| Khmer (Cambodian) | 87 | .3 | 27,356 | 96.8 |
| Somali | 63 | .2 | 27,419 | 97.1 |
| Indonesian | 52 | .2 | 27,471 | 97.2 |
| Burmese | 50 | .2 | 27,521 | 97.4 |
| Hebrew | 50 | .2 | 27,571 | 97.6 |
| Gujarati | 50 | .2 | 27,621 | 97.8 |
| Ilocano | 44 | .2 | 27,665 | 97.9 |
| Lao | 43 | .2 | 27,708 | 98.1 |
| Tongan | 39 | .1 | 27,747 | 98.2 |
| Ukrainian | 38 | .1 | 27,785 | 98.3 |
| Bengali | 36 | .1 | 27,821 | 98.5 |
| Dutch | 35 | .1 | 27,856 | 98.6 |
| Mixteco | 35 | .1 | 27,891 | 98.7 |
| Samoan | 32 | .1 | 27,923 | 98.8 |
| Pashto | 25 | .1 | 27,948 | 98.9 |
| Rumanian | 24 | .1 | 27,972 | 99.0 |
| Turkish | 23 | .1 | 27,995 | 99.1 |
| Cebuano (Visayan) | 23 | .1 | 28,018 | 99.2 |
| Telugu | 22 | .1 | 28,040 | 99.2 |
| Serbo-Croatian (Bosnian, Croatian, and Serbian) | 19 | .1 | 28,059 | 99.3 |

Table J-10: Frequency Distribution, Home Language, Initial Assessment, Grade Span 9–12

| Home Language | Number of Students | | | |
|---------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Assyrian | 18 | .1 | 28,077 | 99.4 |
| Kurdish (Kurdi, Kurmanji) | 18 | .1 | 28,095 | 99.4 |
| Albanian | 18 | .1 | 28,113 | 99.5 |
| Tamil | 18 | .1 | 28,131 | 99.6 |
| Taiwanese | 17 | .1 | 28,148 | 99.6 |
| Marathi | 17 | .1 | 28,165 | 99.7 |
| Greek | 14 | .0 | 28,179 | 99.7 |
| Hungarian | 14 | .0 | 28,193 | 99.8 |
| Marshallese | 14 | .0 | 28,207 | 99.8 |
| Tigrinya | 10 | .0 | 28,217 | 99.9 |
| Polish | 9 | .0 | 28,226 | 99.9 |
| Toishanese | 7 | .0 | 28,233 | 99.9 |
| Chamorro (Guamanian) | 5 | .0 | 28,238 | 100.0 |
| Chaozhou (Chiuchow) | 5 | .0 | 28,243 | 100.0 |
| Mien (Yao) | 5 | .0 | 28,248 | 100.0 |
| Kannada | 4 | .0 | 28,252 | 100.0 |

Annual Assessment

Table J-11: Frequency Distribution, Ethnicity, Annual Assessment, Grade Span K–1

| Ethnicity | Number of Students | | | |
|-------------------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Hispanic or Latino | 153,680 | 83.4 | 153,680 | 83.4 |
| White | 6,401 | 3.5 | 160,081 | 86.9 |
| Vietnamese | 4,793 | 2.6 | 164,874 | 89.5 |
| Chinese | 4,721 | 2.6 | 169,595 | 92.1 |
| Asian Indian | 3,289 | 1.8 | 172,884 | 93.9 |
| Other Asian | 2,102 | 1.1 | 174,986 | 95.0 |
| Filipino | 2,087 | 1.1 | 177,073 | 96.1 |
| Korean | 1,772 | 1.0 | 178,845 | 97.1 |
| Hmong | 978 | .5 | 179,823 | 97.6 |
| Black or African American | 785 | .4 | 180,608 | 98.0 |
| Two or More Races | 725 | .4 | 181,333 | 98.4 |
| Asian | 659 | .4 | 181,992 | 98.8 |
| Japanese | 654 | .4 | 182,646 | 99.2 |
| Cambodian | 527 | .3 | 183,173 | 99.4 |
| Other Pacific Islander | 404 | .2 | 183,577 | 99.7 |
| American Indian or Alaskan Native | 275 | .1 | 183,852 | 99.8 |
| Laotian | 257 | .1 | 184,109 | 99.9 |
| Samoan | 79 | .0 | 184,188 | 100.0 |
| Native Hawaiian | 8 | .0 | 184,196 | 100.0 |
| Guamanian | 6 | .0 | 184,202 | 100.0 |
| Tahitian | 6 | .0 | 184,208 | 100.0 |
| Native Hawaiian or Pacific Islander | 2 | .0 | 184,210 | 100.0 |

Table J-12: Frequency Distribution, Ethnicity, Annual Assessment, Grade 2

| Ethnicity | Number of Students | | | |
|-------------------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Hispanic or Latino | 143,724 | 83.2 | 143,724 | 83.2 |
| White | 5,914 | 3.4 | 149,638 | 86.6 |
| Chinese | 4,718 | 2.7 | 154,356 | 89.3 |
| Vietnamese | 4,636 | 2.7 | 158,992 | 92.0 |
| Asian Indian | 2,857 | 1.7 | 161,849 | 93.7 |
| Filipino | 2,272 | 1.3 | 164,121 | 95.0 |
| Other Asian | 1,946 | 1.1 | 166,067 | 96.1 |
| Korean | 1,671 | 1.0 | 167,738 | 97.1 |
| Hmong | 922 | .5 | 168,660 | 97.6 |
| Black or African American | 725 | .4 | 169,385 | 98.0 |
| Asian | 700 | .4 | 170,085 | 98.4 |
| Two or More Races | 622 | .4 | 170,707 | 98.8 |
| Japanese | 554 | .3 | 171,261 | 99.1 |
| Cambodian | 498 | .3 | 171,759 | 99.4 |
| Other Pacific Islander | 352 | .2 | 172,111 | 99.6 |
| Laotian | 274 | .2 | 172,385 | 99.8 |
| American Indian or Alaskan Native | 272 | .2 | 172,657 | 99.9 |
| Samoan | 83 | .0 | 172,740 | 100.0 |
| Native Hawaiian | 11 | .0 | 172,751 | 100.0 |
| Native Hawaiian or Pacific Islander | 7 | .0 | 172,758 | 100.0 |
| Tahitian | 7 | .0 | 172,765 | 100.0 |
| Guamanian | 5 | .0 | 172,770 | 100.0 |

Table J-13: Frequency Distribution, Ethnicity, Annual Assessment,
Grade Span 3–5

| Ethnicity | Number of Students | | | |
|-------------------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Hispanic or Latino | 330,036 | 85.3 | 330,036 | 85.3 |
| White | 11,710 | 3.0 | 341,746 | 88.3 |
| Vietnamese | 8,259 | 2.1 | 350,005 | 90.4 |
| Chinese | 7,525 | 1.9 | 357,530 | 92.4 |
| Filipino | 5,629 | 1.5 | 363,159 | 93.8 |
| Asian Indian | 4,580 | 1.2 | 367,739 | 95.0 |
| Other Asian | 4,317 | 1.1 | 372,056 | 96.1 |
| Korean | 3,013 | .8 | 375,069 | 96.9 |
| Asian | 2,194 | .6 | 377,263 | 97.5 |
| Hmong | 2,112 | .5 | 379,375 | 98.0 |
| Black or African American | 1,582 | .4 | 380,957 | 98.4 |
| Cambodian | 1,228 | .3 | 382,185 | 98.7 |
| Two or More Races | 1,168 | .3 | 383,353 | 99.1 |
| Japanese | 1,149 | .3 | 384,502 | 99.3 |
| Other Pacific Islander | 898 | .2 | 385,400 | 99.6 |
| Laotian | 831 | .2 | 386,231 | 99.8 |
| American Indian or Alaskan Native | 479 | .1 | 386,710 | 99.9 |
| Samoan | 218 | .1 | 386,928 | 100.0 |
| Native Hawaiian | 45 | .0 | 386,973 | 100.0 |
| Guamanian | 23 | .0 | 386,996 | 100.0 |
| Tahitian | 19 | .0 | 387,015 | 100.0 |
| Native Hawaiian or Pacific Islander | 14 | .0 | 387,029 | 100.0 |

Table J-14: Frequency Distribution, Ethnicity, Annual Assessment,
Grade Span 6–8

| Ethnicity | Number of Students | | | |
|-------------------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Hispanic or Latino | 190,898 | 87.1 | 190,898 | 87.1 |
| White | 5,990 | 2.7 | 196,888 | 89.8 |
| Chinese | 3,407 | 1.6 | 200,295 | 91.4 |
| Vietnamese | 3,233 | 1.5 | 203,528 | 92.9 |
| Filipino | 3,137 | 1.4 | 206,665 | 94.3 |
| Other Asian | 2,534 | 1.2 | 209,199 | 95.4 |
| Asian Indian | 1,812 | .8 | 211,011 | 96.3 |
| Korean | 1,409 | .6 | 212,420 | 96.9 |
| Asian | 1,364 | .6 | 213,784 | 97.5 |
| Hmong | 1,288 | .6 | 215,072 | 98.1 |
| Black or African American | 852 | .4 | 215,924 | 98.5 |
| Cambodian | 709 | .3 | 216,633 | 98.8 |
| Other Pacific Islander | 596 | .3 | 217,229 | 99.1 |
| Two or More Races | 507 | .2 | 217,736 | 99.3 |
| Japanese | 501 | .2 | 218,237 | 99.6 |
| Laotian | 450 | .2 | 218,687 | 99.8 |
| American Indian or Alaskan Native | 266 | .1 | 218,953 | 99.9 |
| Samoan | 155 | .1 | 219,108 | 100.0 |
| Native Hawaiian | 29 | .0 | 219,137 | 100.0 |
| Tahitian | 18 | .0 | 219,155 | 100.0 |
| Native Hawaiian or Pacific Islander | 11 | .0 | 219,166 | 100.0 |
| Guamanian | 7 | .0 | 219,173 | 100.0 |

Table J-15: Frequency Distribution, Ethnicity, Annual Assessment,
Grade Span 9–12

| Ethnicity | Number of Students | | | |
|-------------------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Hispanic or Latino | 189,069 | 84.5 | 189,069 | 84.5 |
| White | 7,772 | 3.5 | 196,841 | 88.0 |
| Chinese | 5,731 | 2.6 | 202,572 | 90.5 |
| Filipino | 3,766 | 1.7 | 206,338 | 92.2 |
| Vietnamese | 3,558 | 1.6 | 209,896 | 93.8 |
| Other Asian | 2,721 | 1.2 | 212,617 | 95.0 |
| Asian Indian | 1,821 | .8 | 214,438 | 95.8 |
| Hmong | 1,699 | .8 | 216,137 | 96.6 |
| Asian | 1,518 | .7 | 217,655 | 97.3 |
| Korean | 1,501 | .7 | 219,156 | 97.9 |
| Black or African American | 991 | .4 | 220,147 | 98.4 |
| Cambodian | 849 | .4 | 220,996 | 98.8 |
| Other Pacific Islander | 664 | .3 | 221,660 | 99.1 |
| Two or More Races | 531 | .2 | 222,191 | 99.3 |
| Laotian | 487 | .2 | 222,678 | 99.5 |
| American Indian or Alaskan Native | 420 | .2 | 223,098 | 99.7 |
| Japanese | 388 | .2 | 223,486 | 99.9 |
| Samoan | 215 | .1 | 223,701 | 100.0 |
| Native Hawaiian | 29 | .0 | 223,730 | 100.0 |
| Tahitian | 21 | .0 | 223,751 | 100.0 |
| Native Hawaiian or Pacific Islander | 11 | .0 | 223,762 | 100.0 |
| Guamanian | 11 | .0 | 223,773 | 100.0 |

Initial Assessment

Table J-16: Frequency Distribution, Ethnicity, Initial Assessment, Grade Span K–1

| Ethnicity | Number of Students | | | |
|-------------------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Hispanic or Latino | 172,105 | 79.1 | 172,105 | 79.1 |
| White | 9,870 | 4.5 | 181,975 | 83.6 |
| Chinese | 7,950 | 3.7 | 189,925 | 87.3 |
| Vietnamese | 5,738 | 2.6 | 195,663 | 89.9 |
| Asian Indian | 5,652 | 2.6 | 201,315 | 92.5 |
| Korean | 2,939 | 1.4 | 204,254 | 93.9 |
| Filipino | 2,779 | 1.3 | 207,033 | 95.1 |
| Other Asian | 2,705 | 1.2 | 209,738 | 96.4 |
| Two or More Races | 1,841 | .8 | 211,579 | 97.2 |
| Hmong | 1,350 | .6 | 212,929 | 97.9 |
| Black or African American | 1,089 | .5 | 214,018 | 98.4 |
| Japanese | 1,038 | .5 | 215,056 | 98.8 |
| Cambodian | 604 | .3 | 215,660 | 99.1 |
| American Indian or Alaskan Native | 507 | .2 | 216,167 | 99.3 |
| Other Pacific Islander | 505 | .2 | 216,672 | 99.6 |
| Asian | 400 | .2 | 217,072 | 99.8 |
| Laotian | 327 | .2 | 217,399 | 99.9 |
| Samoan | 113 | .1 | 217,512 | 100.0 |
| Native Hawaiian | 74 | .0 | 217,586 | 100.0 |
| Native Hawaiian or Pacific Islander | 9 | .0 | 217,595 | 100.0 |
| Guamanian | 6 | .0 | 217,601 | 100.0 |
| Tahitian | 5 | .0 | 217,606 | 100.0 |

Table J-17: Frequency Distribution, Ethnicity, Initial Assessment, Grade 2

| Ethnicity | Number of Students | | | |
|-----------------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Hispanic or Latino | 6,476 | 63.9 | 6,476 | 63.9 |
| White | 955 | 9.4 | 7,431 | 73.3 |
| Chinese | 544 | 5.4 | 7,975 | 78.7 |
| Asian Indian | 463 | 4.6 | 8,438 | 83.3 |
| Filipino | 349 | 3.4 | 8,787 | 86.7 |
| Korean | 291 | 2.9 | 9,078 | 89.6 |
| Other Asian | 255 | 2.5 | 9,333 | 92.1 |
| Vietnamese | 241 | 2.4 | 9,574 | 94.5 |
| Two or More Races | 153 | 1.5 | 9,727 | 96.0 |
| Japanese | 109 | 1.1 | 9,836 | 97.1 |
| Black or African American | 100 | 1.0 | 9,936 | 98.1 |
| Hmong | 56 | .6 | 9,992 | 98.6 |
| Other Pacific Islander | 39 | .4 | 10,031 | 99.0 |
| Cambodian | 29 | .3 | 10,060 | 99.3 |
| Asian | 19 | .2 | 10,079 | 99.5 |
| American Indian or Alaskan Native | 18 | .2 | 10,097 | 99.6 |
| Laotian | 17 | .2 | 10,114 | 99.8 |
| Samoan | 11 | .1 | 10,125 | 99.9 |
| Native Hawaiian | 4 | .0 | 10,129 | 100.0 |
| Guamanian | 3 | .0 | 10,132 | 100.0 |
| Tahitian | 1 | .0 | 10,133 | 100.0 |

Table J-18: Frequency Distribution, Ethnicity, Initial Assessment, Grade Span 3–5

| Ethnicity | Number of Students | | | |
|-------------------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Hispanic or Latino | 13,879 | 60.2 | 13,879 | 60.2 |
| White | 2,283 | 9.9 | 16,162 | 70.0 |
| Chinese | 1,430 | 6.2 | 17,592 | 76.2 |
| Filipino | 952 | 4.1 | 18,544 | 80.4 |
| Korean | 951 | 4.1 | 19,495 | 84.5 |
| Asian Indian | 894 | 3.9 | 20,389 | 88.4 |
| Other Asian | 649 | 2.8 | 21,038 | 91.2 |
| Vietnamese | 641 | 2.8 | 21,679 | 94.0 |
| Two or More Races | 356 | 1.5 | 22,035 | 95.5 |
| Japanese | 277 | 1.2 | 22,312 | 96.7 |
| Black or African American | 234 | 1.0 | 22,546 | 97.7 |
| Hmong | 182 | .8 | 22,728 | 98.5 |
| Other Pacific Islander | 90 | .4 | 22,818 | 98.9 |
| Cambodian | 86 | .4 | 22,904 | 99.3 |
| Asian | 46 | .2 | 22,950 | 99.5 |
| Samoan | 46 | .2 | 22,996 | 99.7 |
| Laotian | 41 | .2 | 23,037 | 99.8 |
| American Indian or Alaskan Native | 27 | .1 | 23,064 | 100.0 |
| Native Hawaiian or Pacific Islander | 3 | .0 | 23,067 | 100.0 |
| Native Hawaiian | 3 | .0 | 23,070 | 100.0 |
| Guamanian | 3 | .0 | 23,073 | 100.0 |

Table J-19: Frequency Distribution, Ethnicity, Initial Assessment, Grade Span 6–8

| Ethnicity | Number of Students | | | |
|-----------------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Hispanic or Latino | 11,384 | 60.2 | 11,384 | 60.2 |
| White | 1,693 | 8.9 | 13,077 | 69.1 |
| Chinese | 1,535 | 8.1 | 14,612 | 77.2 |
| Filipino | 927 | 4.9 | 15,539 | 82.1 |
| Korean | 706 | 3.7 | 16,245 | 85.9 |
| Vietnamese | 617 | 3.3 | 16,862 | 89.1 |
| Other Asian | 481 | 2.5 | 17,343 | 91.7 |
| Asian Indian | 473 | 2.5 | 17,816 | 94.2 |
| Two or More Races | 351 | 1.9 | 18,167 | 96.0 |
| Black or African American | 209 | 1.1 | 18,376 | 97.1 |
| Japanese | 154 | .8 | 18,530 | 97.9 |
| Hmong | 133 | .7 | 18,663 | 98.6 |
| Other Pacific Islander | 84 | .4 | 18,747 | 99.1 |
| Cambodian | 46 | .2 | 18,793 | 99.3 |
| Laotian | 37 | .2 | 18,830 | 99.5 |
| American Indian or Alaskan Native | 30 | .2 | 18,860 | 99.7 |
| Samoan | 29 | .2 | 18,889 | 99.8 |
| Asian | 24 | .1 | 18,913 | 100.0 |
| Native Hawaiian | 3 | .0 | 18,916 | 100.0 |
| Guamanian | 2 | .0 | 18,918 | 100.0 |
| Tahitian | 1 | .0 | 18,919 | 100.0 |

Table J-20: Frequency Distribution, Ethnicity, Initial Assessment,
Grade Span 9–12

| Ethnicity | Number of Students | | | |
|-------------------------------------|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Hispanic or Latino | 18,072 | 63.5 | 18,072 | 63.5 |
| White | 2,883 | 10.1 | 20,955 | 73.6 |
| Chinese | 2,182 | 7.7 | 23,137 | 81.3 |
| Filipino | 1,222 | 4.3 | 24,359 | 85.5 |
| Vietnamese | 941 | 3.3 | 25,300 | 88.8 |
| Other Asian | 645 | 2.3 | 25,945 | 91.1 |
| Korean | 580 | 2.0 | 26,525 | 93.2 |
| Asian Indian | 556 | 2.0 | 27,081 | 95.1 |
| Two or More Races | 374 | 1.3 | 27,455 | 96.4 |
| Black or African American | 302 | 1.1 | 27,757 | 97.5 |
| Hmong | 194 | .7 | 27,951 | 98.2 |
| Japanese | 148 | .5 | 28,099 | 98.7 |
| Other Pacific Islander | 125 | .4 | 28,224 | 99.1 |
| Cambodian | 79 | .3 | 28,303 | 99.4 |
| Laotian | 48 | .2 | 28,351 | 99.6 |
| American Indian or Alaskan Native | 39 | .1 | 28,390 | 99.7 |
| Asian | 38 | .1 | 28,428 | 99.8 |
| Samoan | 31 | .1 | 28,459 | 99.9 |
| Tahitian | 7 | .0 | 28,466 | 100.0 |
| Guamanian | 5 | .0 | 28,471 | 100.0 |
| Native Hawaiian or Pacific Islander | 2 | .0 | 28,473 | 100.0 |
| Native Hawaiian | 2 | .0 | 28,475 | 100.0 |

Annual Assessment

Table J-21: Frequency Distribution, Migrant Education, Annual Assessment, All Grade Spans

| Grade Span | Number of Students | |
|------------|--------------------|---------|
| | Frequency | Percent |
| K–1 | 5,250 | 2.9 |
| 2 | 5,426 | 3.1 |
| 3–5 | 14,088 | 3.6 |
| 6–8 | 8,889 | 4.1 |
| 9–12 | 7,966 | 3.6 |

Initial Assessment

Table J-22: Frequency Distribution, Migrant Education, Initial Assessment, All Grade Spans

| Grade Span | Number of Students | |
|------------|--------------------|---------|
| | Frequency | Percent |
| K–1 | 2,720 | 1.2 |
| 2 | 231 | 2.3 |
| 3–5 | 325 | 1.4 |
| 6–8 | 246 | 1.3 |
| 9–12 | 328 | 1.2 |

Annual Assessment

Table J-23: Frequency Distribution, Gifted and Talented Program Participation, Annual Assessment, All Grade Spans

| Grade Span | Number of Students | |
|------------|--------------------|---------|
| | Frequency | Percent |
| K–1 | 50 | .0 |
| 2 | 272 | .2 |
| 3–5 | 10,022 | 2.6 |
| 6–8 | 2,971 | 1.4 |
| 9–12 | 1,478 | .7 |

Initial Assessment

Table J-24: Frequency Distribution, Gifted and Talented Program Participation, Initial Assessment, All Grade Spans

| Grade Span | Number of Students | |
|------------|--------------------|---------|
| | Frequency | Percent |
| K–1 | 84 | .0 |
| 2 | 18 | .2 |
| 3–5 | 74 | .3 |
| 6–8 | 84 | .4 |
| 9–12 | 416 | 1.5 |

Annual Assessment

Table J-25: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade Span K–1

| Program Type | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| EL in ELD and SDAIE | 102,035 | 55.5 | 102,035 | 55.5 |
| EL in ELD and SDAIE with Primary Language Support | 45,080 | 24.5 | 147,115 | 80.1 |
| EL in ELD | 13,823 | 7.5 | 160,938 | 87.6 |
| EL in ELD and Academic Subjects through Primary Language | 13,734 | 7.5 | 174,672 | 95.0 |
| Unknown | 5,784 | 3.1 | 180,456 | 98.2 |
| Other | 2,752 | 1.5 | 183,208 | 99.7 |
| None | 564 | .3 | 183,772 | 100.0 |

Table J-26: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade 2

| Program Type | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| EL in ELD and SDAIE | 101,777 | 59.0 | 101,777 | 59.0 |
| EL in ELD and SDAIE with Primary Language Support | 39,248 | 22.7 | 141,025 | 81.7 |
| EL in ELD and Academic Subjects through Primary Language | 12,820 | 7.4 | 153,845 | 89.2 |
| EL in ELD | 12,623 | 7.3 | 166,468 | 96.5 |
| Unknown | 3,225 | 1.9 | 169,693 | 98.3 |
| Other | 2,337 | 1.4 | 172,030 | 99.7 |
| None | 537 | .3 | 172,567 | 100.0 |

Table J-27: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade Span 3–5

| Program Type | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| EL in ELD and SDAIE | 251,609 | 65.1 | 251,609 | 65.1 |
| EL in ELD and SDAIE with Primary Language Support | 72,486 | 18.8 | 324,095 | 83.8 |
| EL in ELD | 28,541 | 7.4 | 352,636 | 91.2 |
| EL in ELD and Academic Subjects through Primary Language | 21,133 | 5.5 | 373,769 | 96.7 |
| Other | 6,218 | 1.6 | 379,987 | 98.3 |
| Unknown | 5,293 | 1.4 | 385,280 | 99.7 |
| None | 1,299 | .3 | 386,579 | 100.0 |

Table J-28: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade Span 6–8

| Program Type | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| EL in ELD and SDAIE | 151,458 | 69.2 | 151,458 | 69.2 |
| EL in ELD and SDAIE with Primary Language Support | 22,627 | 10.3 | 174,085 | 79.6 |
| EL in ELD | 20,640 | 9.4 | 194,725 | 89.0 |
| Other | 10,303 | 4.7 | 205,028 | 93.7 |
| EL in ELD and Academic Subjects through Primary Language | 6,258 | 2.9 | 211,286 | 96.6 |
| Unknown | 4,052 | 1.9 | 215,338 | 98.5 |
| None | 3,388 | 1.5 | 218,726 | 100.0 |

Table J-29: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade Span 9–12

| Program Type | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| EL in ELD and SDAIE | 130,215 | 58.5 | 130,215 | 58.5 |
| Other | 26,973 | 12.1 | 157,188 | 70.6 |
| EL in ELD | 21,104 | 9.5 | 178,292 | 80.1 |
| EL in ELD and SDAIE with Primary Language Support | 20,047 | 9.0 | 198,339 | 89.1 |
| None | 10,306 | 4.6 | 208,645 | 93.7 |
| EL in ELD and Academic Subjects through Primary Language | 8,267 | 3.7 | 216,912 | 97.4 |
| Unknown | 5,711 | 2.6 | 222,623 | 100.0 |

Initial Assessment

Table J-30: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span K–1

| Program Type | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| EL in ELD and SDAIE | 2,571 | 46.4 | 2,571 | 46.4 |
| EL in ELD and SDAIE with Primary Language Support | 1,208 | 21.8 | 3,779 | 68.2 |
| EL in ELD | 816 | 14.7 | 4,595 | 82.9 |
| None | 304 | 5.5 | 4,899 | 88.4 |
| EL in ELD and Academic Subjects through Primary Language | 268 | 4.8 | 5,167 | 93.2 |
| Other | 202 | 3.6 | 5,369 | 96.9 |
| Unknown | 174 | 3.1 | 5,543 | 100.0 |

Table J-31: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade 2

| Program Type | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| EL in ELD and SDAIE | 390 | 47.9 | 390 | 47.9 |
| EL in ELD and SDAIE with Primary Language Support | 187 | 22.9 | 577 | 70.8 |
| EL in ELD | 148 | 18.2 | 725 | 89.0 |
| EL in ELD and Academic Subjects through Primary Language | 33 | 4.0 | 758 | 93.0 |
| None | 30 | 3.7 | 788 | 96.7 |
| Unknown | 14 | 1.7 | 802 | 98.4 |
| Other | 13 | 1.6 | 815 | 100.0 |

Table J-32: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span 3–5

| Program Type | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| EL in ELD and SDAIE | 1,053 | 51.2 | 1,053 | 51.2 |
| EL in ELD and SDAIE with Primary Language Support | 461 | 22.4 | 1,514 | 73.6 |
| EL in ELD | 278 | 13.5 | 1,792 | 87.1 |
| None | 88 | 4.3 | 1,880 | 91.4 |
| EL in ELD and Academic Subjects through Primary Language | 69 | 3.4 | 1,949 | 94.7 |
| Other | 58 | 2.8 | 2,007 | 97.5 |
| Unknown | 51 | 2.5 | 2,058 | 100.0 |

Table J-33: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span 6–8

| Program Type | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| EL in ELD and SDAIE | 992 | 51.6 | 992 | 51.6 |
| EL in ELD and SDAIE with Primary Language Support | 287 | 14.9 | 1,279 | 66.5 |
| EL in ELD | 221 | 11.5 | 1,500 | 78.0 |
| Other | 188 | 9.8 | 1,688 | 87.8 |
| None | 135 | 7.0 | 1,823 | 94.8 |
| Unknown | 70 | 3.6 | 1,893 | 98.5 |
| EL in ELD and Academic Subjects through Primary Language | 29 | 1.5 | 1,922 | 100.0 |

Table J-34: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span 9–12

| Program Type | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| EL in ELD and SDAIE | 1,099 | 35.4 | 1,099 | 35.4 |
| EL in ELD | 486 | 15.7 | 1,585 | 51.1 |
| None | 427 | 13.8 | 2,012 | 64.8 |
| EL in ELD and SDAIE with Primary Language Support | 399 | 12.9 | 2,411 | 77.7 |
| Other | 294 | 9.5 | 2,705 | 87.2 |
| Unknown | 289 | 9.3 | 2,994 | 96.5 |
| EL in ELD and Academic Subjects through Primary Language | 109 | 3.5 | 3,103 | 100.0 |

Annual Assessment

Table J-35: Frequency Distribution, Primary Disability, Annual Assessment, Grade Span K–1

| Primary Disability | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Student receives no Special Education Services | 171,512 | 93.2 | 171,512 | 93.2 |
| Speech or Language Impairment (SLI) | 8,093 | 4.4 | 179,605 | 97.6 |
| Autism (AUT) | 1,388 | .8 | 180,993 | 98.4 |
| Specific Learning Disability (SLD) | 1,351 | .7 | 182,344 | 99.1 |
| Mental Retardation/Intellectual Disability (MR/ID) | 678 | .4 | 183,022 | 99.5 |
| Other Health Impairment (OHI) | 415 | .2 | 183,437 | 99.7 |
| Orthopedic Impairment (OI) | 221 | .1 | 183,658 | 99.8 |
| Hard of Hearing (HH) | 171 | .1 | 183,829 | 99.9 |
| Multiple Disabilities (MD) | 69 | .0 | 183,898 | 99.9 |
| Visual Impairment (VI) | 54 | .0 | 183,952 | 100.0 |
| Deafness/Hearing Impairment (DEAF/HI) | 36 | .0 | 183,988 | 100.0 |
| Emotional Disturbance (ED) | 19 | .0 | 184,007 | 100.0 |
| Traumatic Brain Injury (TBI) | 10 | .0 | 184,017 | 100.0 |
| Deaf-Blindness (DB) | 4 | .0 | 184,021 | 100.0 |

Table J-36: Frequency Distribution, Primary Disability, Annual Assessment, Grade 2

| Primary Disability | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Student receives no Special Education Services | 158,680 | 91.9 | 158,680 | 91.9 |
| Speech or Language Impairment (SLI) | 7,775 | 4.5 | 166,455 | 96.4 |
| Specific Learning Disability (SLD) | 2,724 | 1.6 | 169,179 | 98.0 |
| Autism (AUT) | 1,400 | .8 | 170,579 | 98.8 |
| Mental Retardation/Intellectual Disability (MR/ID) | 748 | .4 | 171,327 | 99.2 |
| Other Health Impairment (OHI) | 632 | .4 | 171,959 | 99.6 |
| Orthopedic Impairment (OI) | 222 | .1 | 172,181 | 99.7 |
| Hard of Hearing (HH) | 208 | .1 | 172,389 | 99.9 |
| Multiple Disabilities (MD) | 67 | .0 | 172,456 | 99.9 |
| Visual Impairment (VI) | 56 | .0 | 172,512 | 99.9 |
| Emotional Disturbance (ED) | 51 | .0 | 172,563 | 100.0 |
| Deafness/Hearing Impairment (DEAF/HI) | 45 | .0 | 172,608 | 100.0 |
| Traumatic Brain Injury (TBI) | 17 | .0 | 172,625 | 100.0 |
| Deaf-Blindness (DB) | 3 | .0 | 172,628 | 100.0 |

Table J-37: Frequency Distribution, Primary Disability,
Annual Assessment, Grade Span 3–5

| Primary Disability | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Student receives no Special Education Services | 337,021 | 87.2 | 337,021 | 87.2 |
| Specific Learning Disability (SLD) | 22,220 | 5.7 | 359,241 | 92.9 |
| Speech or Language Impairment (SLI) | 16,121 | 4.2 | 375,362 | 97.1 |
| Autism (AUT) | 3,839 | 1.0 | 379,201 | 98.1 |
| Other Health Impairment (OHI) | 2,895 | .7 | 382,096 | 98.8 |
| Mental Retardation/Intellectual Disability (MR/ID) | 2,349 | .6 | 384,445 | 99.4 |
| Hard of Hearing (HH) | 669 | .2 | 385,114 | 99.6 |
| Orthopedic Impairment (OI) | 609 | .2 | 385,723 | 99.8 |
| Emotional Disturbance (ED) | 310 | .1 | 386,033 | 99.8 |
| Multiple Disabilities (MD) | 227 | .1 | 386,260 | 99.9 |
| Visual Impairment (VI) | 181 | .0 | 386,441 | 100.0 |
| Deafness/Hearing Impairment (DEAF/HI) | 104 | .0 | 386,545 | 100.0 |
| Traumatic Brain Injury (TBI) | 67 | .0 | 386,612 | 100.0 |
| Deaf-Blindness (DB) | 9 | .0 | 386,621 | 100.0 |

Table J-38: Frequency Distribution, Primary Disability,
Annual Assessment, Grade Span 6–8

| Primary Disability | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Student receives no Special Education Services | 171,490 | 78.4 | 171,490 | 78.4 |
| Specific Learning Disability (SLD) | 31,324 | 14.3 | 202,814 | 92.7 |
| Speech or Language Impairment (SLI) | 6,343 | 2.9 | 209,157 | 95.6 |
| Other Health Impairment (OHI) | 2,770 | 1.3 | 211,927 | 96.9 |
| Autism (AUT) | 2,332 | 1.1 | 214,259 | 98.0 |
| Mental Retardation/Intellectual Disability (MR/ID) | 2,285 | 1.0 | 216,544 | 99.0 |
| Orthopedic Impairment (OI) | 587 | .3 | 217,131 | 99.3 |
| Hard of Hearing (HH) | 540 | .2 | 217,671 | 99.5 |
| Emotional Disturbance (ED) | 460 | .2 | 218,131 | 99.7 |
| Multiple Disabilities (MD) | 218 | .1 | 218,349 | 99.8 |
| Visual Impairment (VI) | 150 | .1 | 218,499 | 99.9 |
| Traumatic Brain Injury (TBI) | 101 | .0 | 218,600 | 100.0 |
| Deafness/Hearing Impairment (DEAF/HI) | 100 | .0 | 218,700 | 100.0 |
| Deaf-Blindness (DB) | 8 | .0 | 218,708 | 100.0 |

**Table J-39: Frequency Distribution, Primary Disability,
Annual Assessment, Grade Span 9–12**

| Primary Disability | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Student receives no Special Education Services | 175,416 | 78.5 | 175,416 | 78.5 |
| Specific Learning Disability (SLD) | 34,057 | 15.2 | 209,473 | 93.8 |
| Mental Retardation/Intellectual Disability (MR/ID) | 3,733 | 1.7 | 213,206 | 95.5 |
| Speech or Language Impairment (SLI) | 2,829 | 1.3 | 216,035 | 96.7 |
| Other Health Impairment (OHI) | 2,304 | 1.0 | 218,339 | 97.8 |
| Autism (AUT) | 1,877 | .8 | 220,216 | 98.6 |
| Orthopedic Impairment (OI) | 907 | .4 | 221,123 | 99.0 |
| Emotional Disturbance (ED) | 821 | .4 | 221,944 | 99.4 |
| Hard of Hearing (HH) | 607 | .3 | 222,551 | 99.6 |
| Multiple Disabilities (MD) | 314 | .1 | 222,865 | 99.8 |
| Visual Impairment (VI) | 177 | .1 | 223,042 | 99.9 |
| Deafness/Hearing Impairment (DEAF/HI) | 162 | .1 | 223,204 | 99.9 |
| Traumatic Brain Injury (TBI) | 140 | .1 | 223,344 | 100.0 |
| Deaf-Blindness (DB) | 15 | .0 | 223,359 | 100.0 |

Initial Assessment

Table J-40: Frequency Distribution, Primary Disability, Initial Assessment, Grade Span K–1

| Primary Disability | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Student receives no Special Education Services | 205,722 | 95.9 | 205,722 | 95.9 |
| Speech or Language Impairment (SLI) | 4,849 | 2.3 | 210,571 | 98.2 |
| Autism (AUT) | 1,318 | .6 | 211,889 | 98.8 |
| Specific Learning Disability (SLD) | 1,101 | .5 | 212,990 | 99.3 |
| Mental Retardation/Intellectual Disability (MR/ID) | 646 | .3 | 213,636 | 99.6 |
| Other Health Impairment (OHI) | 253 | .1 | 213,889 | 99.8 |
| Orthopedic Impairment (OI) | 205 | .1 | 214,094 | 99.9 |
| Hard of Hearing (HH) | 119 | .1 | 214,213 | 99.9 |
| Multiple Disabilities (MD) | 81 | .0 | 214,294 | 99.9 |
| Visual Impairment (VI) | 53 | .0 | 214,347 | 100.0 |
| Deafness/Hearing Impairment (DEAF/HI) | 40 | .0 | 214,387 | 100.0 |
| Traumatic Brain Injury (TBI) | 13 | .0 | 214,400 | 100.0 |
| Emotional Disturbance (ED) | 9 | .0 | 214,409 | 100.0 |
| Deaf-Blindness (DB) | 1 | .0 | 214,410 | 100.0 |

Table J-41: Frequency Distribution, Primary Disability, Initial Assessment, Grade 2

| Primary Disability | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Student receives no Special Education Services | 9,505 | 96.3 | 9,505 | 96.3 |
| Speech or Language Impairment (SLI) | 131 | 1.3 | 9,636 | 97.6 |
| Specific Learning Disability (SLD) | 62 | .6 | 9,698 | 98.3 |
| Autism (AUT) | 61 | .6 | 9,759 | 98.9 |
| Mental Retardation/Intellectual Disability (MR/ID) | 57 | .6 | 9,816 | 99.5 |
| Orthopedic Impairment (OI) | 13 | .1 | 9,829 | 99.6 |
| Other Health Impairment (OHI) | 13 | .1 | 9,842 | 99.7 |
| Multiple Disabilities (MD) | 10 | .1 | 9,852 | 99.8 |
| Emotional Disturbance (ED) | 5 | .1 | 9,857 | 99.9 |
| Hard of Hearing (HH) | 4 | .0 | 9,861 | 99.9 |
| Deafness/Hearing Impairment (DEAF/HI) | 4 | .0 | 9,865 | 99.9 |
| Visual Impairment (VI) | 4 | .0 | 9,869 | 100.0 |
| Traumatic Brain Injury (TBI) | 1 | .0 | 9,870 | 100.0 |

Table J-42: Frequency Distribution, Primary Disability, Initial Assessment, Grade Span 3–5

| Primary Disability | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Student receives no Special Education Services | 21,707 | 96.6 | 21,707 | 96.6 |
| Specific Learning Disability (SLD) | 257 | 1.1 | 21,964 | 97.7 |
| Speech or Language Impairment (SLI) | 148 | .7 | 22,112 | 98.4 |
| Mental Retardation/Intellectual Disability (MR/ID) | 111 | .5 | 22,223 | 98.9 |
| Autism (AUT) | 110 | .5 | 22,333 | 99.4 |
| Other Health Impairment (OHI) | 40 | .2 | 22,373 | 99.6 |
| Orthopedic Impairment (OI) | 33 | .1 | 22,406 | 99.7 |
| Multiple Disabilities (MD) | 21 | .1 | 22,427 | 99.8 |
| Emotional Disturbance (ED) | 13 | .1 | 22,440 | 99.9 |
| Deafness/Hearing Impairment (DEAF/HI) | 10 | .0 | 22,450 | 99.9 |
| Hard of Hearing (HH) | 9 | .0 | 22,459 | 100.0 |
| Visual Impairment (VI) | 8 | .0 | 22,467 | 100.0 |
| Traumatic Brain Injury (TBI) | 3 | .0 | 22,470 | 100.0 |

Table J-43: Frequency Distribution, Primary Disability, Initial Assessment, Grade Span 6–8

| Primary Disability | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Student receives no Special Education Services | 17,565 | 95.8 | 17,565 | 95.8 |
| Specific Learning Disability (SLD) | 390 | 2.1 | 17,955 | 97.9 |
| Mental Retardation/Intellectual Disability (MR/ID) | 123 | .7 | 18,078 | 98.6 |
| Autism (AUT) | 70 | .4 | 18,148 | 98.9 |
| Speech or Language Impairment (SLI) | 56 | .3 | 18,204 | 99.2 |
| Other Health Impairment (OHI) | 47 | .3 | 18,251 | 99.5 |
| Emotional Disturbance (ED) | 20 | .1 | 18,271 | 99.6 |
| Orthopedic Impairment (OI) | 20 | .1 | 18,291 | 99.7 |
| Multiple Disabilities (MD) | 19 | .1 | 18,310 | 99.8 |
| Hard of Hearing (HH) | 17 | .1 | 18,327 | 99.9 |
| Deafness/Hearing Impairment (DEAF/HI) | 10 | .1 | 18,337 | 100.0 |
| Visual Impairment (VI) | 4 | .0 | 18,341 | 100.0 |
| Deaf-Blindness (DB) | 1 | .0 | 18,342 | 100.0 |

**Table J-44: Frequency Distribution, Primary Disability,
Initial Assessment, Grade Span 9–12**

| Primary Disability | Number of Students | | | |
|--|--------------------|---------|----------------------|--------------------|
| | Frequency | Percent | Cumulative Frequency | Cumulative Percent |
| Student receives no Special Education Services | 26,444 | 96.0 | 26,444 | 96.0 |
| Specific Learning Disability (SLD) | 576 | 2.1 | 27,020 | 98.1 |
| Mental Retardation/Intellectual Disability (MR/ID) | 185 | .7 | 27,205 | 98.7 |
| Autism (AUT) | 89 | .3 | 27,294 | 99.1 |
| Other Health Impairment (OHI) | 61 | .2 | 27,355 | 99.3 |
| Emotional Disturbance (ED) | 52 | .2 | 27,407 | 99.5 |
| Speech or Language Impairment (SLI) | 42 | .2 | 27,449 | 99.6 |
| Orthopedic Impairment (OI) | 35 | .1 | 27,484 | 99.8 |
| Multiple Disabilities (MD) | 27 | .1 | 27,511 | 99.9 |
| Hard of Hearing (HH) | 15 | .1 | 27,526 | 99.9 |
| Deafness/Hearing Impairment (DEAF/HI) | 10 | .0 | 27,536 | 99.9 |
| Traumatic Brain Injury (TBI) | 8 | .0 | 27,544 | 100.0 |
| Visual Impairment (VI) | 6 | .0 | 27,550 | 100.0 |

Appendix K: Classical Item Statistics

Notes: Refer to Appendix D: Item Maps to determine the corresponding position in the test form from the Item ID. Appendix D and Appendix K tables are ordered by the Item Sequence Number.

MC refers to multiple-choice, DCR refers to dichotomous-constructed-response, and CR refers to constructed-response item types. For constructed-response items, p -value is the item mean divided by the maximum number of points.

The N counts shown in the following tables represent the total number of records available for analysis, not the records with complete data. Because of missing data, individual statistics may be based on different N counts. The frequency distributions for field test items are based on valid responses only.

Annual Assessment

Table K-1: Item Analysis, Annual Assessment Data, Listening, Grade Span K–1

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 01057170 | MC | 184,207 | .67 | .319 | .93 |
| 01057147 | MC | 184,207 | .52 | .162 | 1.11 |
| 01208385 | MC | 184,207 | .52 | .247 | 1.92 |
| 01210285 | MC | 184,207 | .40 | .196 | 1.05 |
| 00803303 | MC | 184,207 | .45 | .251 | 1.58 |
| 00940028 | MC | 184,207 | .26 | .289 | 1.30 |
| 00803281 | MC | 184,207 | .38 | .162 | 1.45 |
| 01057151 | MC | 184,207 | .52 | .298 | 1.49 |
| 01057153 | MC | 184,207 | .45 | .367 | 1.64 |
| 01057155 | MC | 184,207 | .63 | .299 | 1.76 |
| 01210970 | MC | 6,891 | .91 | .310 | .80 |
| 01210971 | MC | 6,891 | .79 | .315 | .83 |
| 01210972 | MC | 6,891 | .34 | .055 | .86 |
| 01210973 | MC | 6,891 | .55 | .345 | .97 |
| 01210974 | MC | 6,891 | .43 | .205 | 2.15 |
| 01210975 | MC | 6,891 | .51 | .045 | 2.18 |
| 01210976 | MC | 6,891 | .24 | .035 | 2.18 |
| 01210977 | MC | 6,891 | .48 | .183 | 2.44 |
| 00545952 | DCR | 184,207 | .84 | .432 | .54 |
| 00382712 | DCR | 184,207 | .52 | .436 | .67 |
| 00545954 | DCR | 184,207 | .39 | .489 | .67 |
| 00382758 | DCR | 184,207 | .36 | .496 | .84 |
| 00676867 | DCR | 184,207 | .78 | .439 | 5.51 |
| 01210292 | DCR | 184,207 | .28 | .397 | 5.64 |
| 01208387 | DCR | 184,207 | .65 | .496 | 5.53 |
| 01057159 | DCR | 184,207 | .60 | .489 | 5.88 |
| 01210293 | DCR | 184,207 | .42 | .419 | .80 |
| 01208391 | DCR | 184,207 | .35 | .372 | .82 |
| 01210978 | DCR | 6,891 | .63 | .542 | 6.76 |
| 01210979 | DCR | 6,891 | .83 | .489 | 6.85 |
| 01210508 | DCR | 6,891 | .49 | .548 | 6.86 |
| 01210509 | DCR | 6,891 | .69 | .546 | 7.07 |

Table: K-2: Item Analysis, Annual Assessment Data, Listening, Grade 2

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 01057170 | MC | 172,761 | .88 | .323 | .88 |
| 01057147 | MC | 172,761 | .64 | .231 | .98 |
| 01208385 | MC | 172,761 | .72 | .343 | 1.66 |
| 01210285 | MC | 172,761 | .59 | .299 | .87 |
| 00803303 | MC | 172,761 | .65 | .331 | 1.06 |
| 00940028 | MC | 172,761 | .47 | .390 | .91 |
| 00803281 | MC | 172,761 | .56 | .319 | 1.03 |
| 01057151 | MC | 172,761 | .77 | .386 | .99 |
| 01057153 | MC | 172,761 | .70 | .387 | 1.10 |
| 01057155 | MC | 172,761 | .77 | .343 | 1.24 |
| 01210970 | MC | 6,621 | .96 | .342 | .77 |
| 01210971 | MC | 6,621 | .90 | .330 | .85 |
| 01210972 | MC | 6,621 | .38 | .144 | .95 |
| 01210973 | MC | 6,621 | .80 | .350 | .85 |
| 01210974 | MC | 6,621 | .55 | .232 | 1.09 |
| 01210975 | MC | 6,621 | .48 | .051 | 1.18 |
| 01210976 | MC | 6,621 | .32 | .111 | 1.12 |
| 01210977 | MC | 6,621 | .59 | .285 | 1.37 |
| 00545952 | DCR | 172,761 | .94 | .398 | .80 |
| 00382712 | DCR | 172,761 | .69 | .410 | .93 |
| 00545954 | DCR | 172,761 | .64 | .469 | .90 |
| 00382758 | DCR | 172,761 | .66 | .509 | 1.09 |
| 00676867 | DCR | 172,761 | .92 | .396 | 2.15 |
| 01210292 | DCR | 172,761 | .47 | .404 | 2.24 |
| 01208387 | DCR | 172,761 | .83 | .465 | 2.17 |
| 01057159 | DCR | 172,761 | .80 | .428 | 2.57 |
| 01210293 | DCR | 172,761 | .68 | .416 | 1.06 |
| 01208391 | DCR | 172,761 | .52 | .354 | 1.06 |
| 01210978 | DCR | 6,621 | .83 | .538 | 3.13 |
| 01210979 | DCR | 6,621 | .92 | .478 | 3.20 |
| 01210508 | DCR | 6,621 | .74 | .552 | 3.16 |
| 01210509 | DCR | 6,621 | .86 | .519 | 3.61 |

Table K-3: Item Analysis, Annual Assessment Data, Listening, Grade Span 3–5

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 00382862 | MC | 387,007 | .83 | .277 | 1.03 |
| 00940959 | MC | 387,007 | .74 | .308 | .83 |
| 00803461 | MC | 387,007 | .80 | .315 | .88 |
| 01208895 | MC | 387,007 | .87 | .289 | .83 |
| 00546104 | MC | 387,007 | .62 | .246 | .87 |
| 01208910 | MC | 387,007 | .95 | .318 | .82 |
| 01208893 | MC | 387,007 | .86 | .309 | .84 |
| 01057646 | MC | 387,007 | .95 | .380 | .84 |
| 00687440 | MC | 387,007 | .71 | .249 | .91 |
| 01057650 | MC | 387,007 | .43 | .301 | .84 |
| 01208899 | MC | 387,007 | .61 | .297 | .89 |
| 00940965 | MC | 387,007 | .77 | .342 | .88 |
| 01208897 | MC | 387,007 | .64 | .346 | .92 |
| 01210299 | MC | 387,007 | .70 | .322 | .88 |
| 00687433 | MC | 387,007 | .79 | .310 | .90 |
| 00940982 | MC | 387,007 | .65 | .253 | .88 |
| 01057633 | MC | 387,007 | .52 | .345 | 1.01 |
| 00940971 | MC | 387,007 | .37 | .200 | 1.10 |
| 00940973 | MC | 387,007 | .52 | .232 | 1.19 |
| 00940967 | MC | 387,007 | .43 | .255 | 1.45 |
| 01211027 | MC | 15,570 | .92 | .311 | .87 |
| 01211028 | MC | 15,570 | .88 | .358 | .83 |
| 01211029 | MC | 15,570 | .84 | .388 | .80 |
| 01211030 | MC | 15,570 | .50 | .185 | .81 |
| 01211031 | MC | 15,570 | .58 | .193 | .94 |
| 01211032 | MC | 15,570 | .82 | .305 | .87 |
| 01211033 | MC | 15,570 | .64 | .309 | .89 |
| 01211034 | MC | 15,570 | .49 | .259 | .96 |
| 01210604 | MC | 15,570 | .68 | .322 | 1.10 |
| 01210603 | MC | 15,570 | .79 | .364 | 1.20 |
| 01210606 | MC | 15,570 | .43 | .175 | 1.13 |
| 01210607 | MC | 15,570 | .67 | .256 | 1.27 |

Table K-4: Item Analysis, Annual Assessment Data, Listening, Grade Span 6–8

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 00940162 | MC | 219,152 | .59 | .300 | 1.17 |
| 00803587 | MC | 219,152 | .89 | .341 | 1.07 |
| 00383000 | MC | 219,152 | .72 | .308 | 1.12 |
| 00940177 | MC | 219,152 | .81 | .374 | 1.06 |
| 01209054 | MC | 219,152 | .84 | .215 | 1.08 |
| 01209037 | MC | 219,152 | .67 | .335 | 1.05 |
| 00546267 | MC | 219,152 | .87 | .335 | 1.08 |
| 01059765 | MC | 219,152 | .54 | .201 | 1.15 |
| 01209058 | MC | 219,152 | .63 | .250 | 1.08 |
| 00940164 | MC | 219,152 | .54 | .130 | 1.12 |
| 01209039 | MC | 219,152 | .57 | .308 | 1.10 |
| 00693730 | MC | 219,152 | .68 | .332 | 1.12 |
| 00693734 | MC | 219,152 | .62 | .173 | 1.10 |
| 00940183 | MC | 219,152 | .48 | .237 | 1.14 |
| 01209041 | MC | 219,152 | .78 | .309 | 1.11 |
| 00383014 | MC | 219,152 | .63 | .231 | 1.11 |
| 00693724 | MC | 219,152 | .71 | .273 | 1.16 |
| 00693706 | MC | 219,152 | .63 | .319 | 1.24 |
| 00693708 | MC | 219,152 | .75 | .330 | 1.26 |
| 00693710 | MC | 219,152 | .60 | .262 | 1.43 |
| 01210734 | MC | 11,506 | .42 | .206 | 1.00 |
| 01211077 | MC | 11,506 | .88 | .446 | .92 |
| 01211078 | MC | 11,506 | .26 | .261 | .93 |
| 01211079 | MC | 11,506 | .91 | .356 | .96 |
| 01211080 | MC | 11,506 | .76 | .259 | 1.02 |
| 01210735 | MC | 11,506 | .75 | .322 | 1.03 |
| 01211081 | MC | 11,506 | .90 | .336 | 1.03 |
| 01210774 | MC | 11,506 | .68 | .213 | 1.06 |
| 01211082 | MC | 11,506 | .53 | .121 | 1.16 |
| 01211083 | MC | 11,506 | .30 | .024 | 1.28 |
| 01211084 | MC | 11,506 | .54 | .266 | 1.20 |
| 01211085 | MC | 11,506 | .49 | .166 | 1.22 |

Table K-5: Item Analysis, Annual Assessment Data, Listening, Grade Span 9–12

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 01210316 | MC | 223,752 | .78 | .439 | 2.42 |
| 01210318 | MC | 223,752 | .83 | .429 | 2.17 |
| 00383078 | MC | 223,752 | .82 | .358 | 2.18 |
| 00803639 | MC | 223,752 | .93 | .454 | 2.14 |
| 00940421 | MC | 223,752 | .47 | .178 | 2.31 |
| 01059881 | MC | 223,752 | .59 | .253 | 2.13 |
| 01059865 | MC | 223,752 | .25 | .272 | 2.10 |
| 00940438 | MC | 223,752 | .67 | .315 | 2.15 |
| 00383042 | MC | 223,752 | .41 | .261 | 2.13 |
| 01210319 | MC | 223,752 | .85 | .340 | 2.26 |
| 00803661 | MC | 223,752 | .52 | .257 | 2.21 |
| 01209182 | MC | 223,752 | .60 | .297 | 2.24 |
| 01059869 | MC | 223,752 | .74 | .329 | 2.17 |
| 01209180 | MC | 223,752 | .66 | .345 | 2.22 |
| 00683424 | MC | 223,752 | .85 | .444 | 2.14 |
| 00683426 | MC | 223,752 | .70 | .297 | 2.14 |
| 01210321 | MC | 223,752 | .85 | .389 | 2.20 |
| 01210478 | MC | 223,752 | .56 | .286 | 2.21 |
| 01210479 | MC | 223,752 | .72 | .296 | 2.24 |
| 01210480 | MC | 223,752 | .55 | .285 | 2.32 |
| 01211126 | MC | 13,890 | .95 | .389 | 1.50 |
| 01211127 | MC | 13,890 | .67 | .290 | 1.53 |
| 01210858 | MC | 13,890 | .58 | .246 | 1.69 |
| 01211128 | MC | 13,890 | .79 | .358 | 1.61 |
| 01211129 | MC | 13,890 | .64 | .298 | 1.66 |
| 01211130 | MC | 13,890 | .33 | .211 | 1.63 |
| 01211131 | MC | 13,890 | .76 | .311 | 1.60 |
| 01210836 | MC | 13,890 | .51 | .185 | 1.76 |
| 01210815 | MC | 13,890 | .68 | .313 | 1.68 |
| 01211132 | MC | 13,890 | .64 | .326 | 1.81 |
| 01211133 | MC | 13,890 | .36 | .227 | 1.73 |
| 01211134 | MC | 13,890 | .25 | .175 | 1.73 |

Table K-6: Item Analysis, Annual Assessment Data, Speaking, Grade Span K–1

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 01057183 | DCR | 184,207 | .68 | .483 | .52 |
| 00680889 | DCR | 184,207 | .54 | .430 | .56 |
| 00680885 | DCR | 184,207 | .71 | .459 | .62 |
| 00940041 | DCR | 184,207 | .27 | .341 | 3.78 |
| 00545973 | DCR | 184,207 | .60 | .359 | 3.92 |
| 01210325 | DCR | 184,207 | .60 | .493 | 3.86 |
| 01057185 | DCR | 184,207 | .70 | .530 | 3.90 |
| 01208460 | DCR | 184,207 | .83 | .476 | 3.93 |
| 00545983 | DCR | 184,207 | .47 | .494 | 3.96 |
| 01210326 | DCR | 184,207 | .59 | .475 | 4.03 |
| 01057195 | DCR | 184,207 | .76 | .554 | 3.98 |
| 00545977 | DCR | 184,207 | .63 | .536 | 4.07 |
| 00545985 | DCR | 184,207 | .82 | .519 | 4.19 |
| 01210980 | DCR | 7,545 | .96 | .278 | .34 |
| 01210981 | DCR | 7,545 | .95 | .266 | .81 |
| 01210982 | DCR | 7,545 | .86 | .400 | .90 |
| 01210983 | DCR | 7,545 | .88 | .393 | .86 |
| 01208454 | CR | 184,207 | .41 | .620 | .82 |
| 00803331 | CR | 184,207 | .45 | .618 | 1.40 |
| 01208452 | CR | 184,207 | .39 | .602 | 23.02 |
| 01057199 | CR | 184,207 | .31 | .586 | 23.25 |
| 01210330 | CR | 184,207 | .65 | .613 | .69 |
| 01210331 | CR | 184,207 | .53 | .607 | .85 |
| 01210984 | CR | 7,545 | .58 | .603 | .87 |
| 01210985 | CR | 7,545 | .52 | .576 | .94 |
| 01210986 | CR | 7,545 | .74 | .547 | 11.08 |
| 01210987 | CR | 7,545 | .65 | .569 | 11.20 |
| 01210541 | CR | 7,545 | .58 | .652 | .53 |
| 01210525 | CR | 7,545 | .72 | .586 | 15.28 |
| 01210988 | CR | 7,545 | .33 | .443 | 16.59 |
| 01210518 | CR | 7,545 | .70 | .631 | .50 |
| 01210989 | CR | 7,545 | .70 | .609 | .83 |
| 01208470 | CR | 184,207 | .48 | .661 | .70 |
| 01210524 | CR | 7,545 | .55 | .665 | .49 |

Table K-7: Item Analysis, Annual Assessment Data, Speaking, Grade 2

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 01057183 | DCR | 172,761 | .80 | .433 | .68 |
| 00680889 | DCR | 172,761 | .67 | .389 | .69 |
| 00680885 | DCR | 172,761 | .86 | .418 | .72 |
| 00940041 | DCR | 172,761 | .60 | .357 | 1.86 |
| 00545973 | DCR | 172,761 | .76 | .340 | 1.96 |
| 01210325 | DCR | 172,761 | .74 | .460 | 1.87 |
| 01057185 | DCR | 172,761 | .88 | .487 | 1.91 |
| 01208460 | DCR | 172,761 | .93 | .440 | 1.89 |
| 00545983 | DCR | 172,761 | .64 | .480 | 1.91 |
| 01210326 | DCR | 172,761 | .71 | .436 | 1.96 |
| 01057195 | DCR | 172,761 | .89 | .522 | 1.92 |
| 00545977 | DCR | 172,761 | .80 | .499 | 2.10 |
| 00545985 | DCR | 172,761 | .92 | .466 | 2.27 |
| 01210980 | DCR | 6,959 | .97 | .340 | 1.01 |
| 01210981 | DCR | 6,959 | .97 | .341 | 1.16 |
| 01210982 | DCR | 6,959 | .94 | .410 | 1.19 |
| 01210983 | DCR | 6,959 | .95 | .359 | 1.22 |
| 01208454 | CR | 172,761 | .69 | .629 | .82 |
| 00803331 | CR | 172,761 | .70 | .620 | .98 |
| 01208452 | CR | 172,761 | .62 | .586 | 9.32 |
| 01057199 | CR | 172,761 | .56 | .592 | 9.48 |
| 01210330 | CR | 172,761 | .81 | .569 | .78 |
| 01210331 | CR | 172,761 | .70 | .566 | .90 |
| 01210984 | CR | 6,959 | .77 | .530 | 1.16 |
| 01210985 | CR | 6,959 | .69 | .516 | 1.24 |
| 01210986 | CR | 6,959 | .88 | .488 | 4.56 |
| 01210987 | CR | 6,959 | .80 | .522 | 4.67 |
| 01210541 | CR | 6,959 | .78 | .608 | 1.08 |
| 01210525 | CR | 6,959 | .87 | .526 | 5.56 |
| 01210988 | CR | 6,959 | .52 | .408 | 6.16 |
| 01210518 | CR | 6,959 | .84 | .551 | 1.11 |
| 01210989 | CR | 6,959 | .84 | .528 | 1.26 |
| 01208470 | CR | 172,761 | .65 | .629 | .89 |
| 01210524 | CR | 6,959 | .69 | .607 | 1.12 |

Table K-8: Item Analysis, Annual Assessment Data, Speaking, Grade Span 3–5

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 00940336 | DCR | 387,007 | .41 | .386 | .71 |
| 00803482 | DCR | 387,007 | .67 | .347 | .71 |
| 00803468 | DCR | 387,007 | .84 | .426 | .70 |
| 01059002 | DCR | 387,007 | .11 | .218 | 1.46 |
| 01210334 | DCR | 387,007 | .86 | .375 | 1.42 |
| 01210336 | DCR | 387,007 | .91 | .405 | 1.44 |
| 01059014 | DCR | 387,007 | .90 | .421 | 1.51 |
| 01208976 | DCR | 387,007 | .79 | .391 | 1.44 |
| 01208978 | DCR | 387,007 | .70 | .406 | 1.50 |
| 00940353 | DCR | 387,007 | .65 | .381 | 1.55 |
| 01059004 | DCR | 387,007 | .47 | .394 | 1.52 |
| 01208966 | DCR | 387,007 | .76 | .468 | 1.57 |
| 01059016 | DCR | 387,007 | .84 | .514 | 1.74 |
| 01210654 | DCR | 15,685 | .97 | .424 | 1.34 |
| 01210659 | DCR | 15,685 | .97 | .452 | 1.32 |
| 01210653 | DCR | 15,685 | .89 | .388 | 1.31 |
| 01211035 | DCR | 15,685 | .52 | .306 | 1.49 |
| 01210338 | CR | 387,007 | .72 | .567 | .77 |
| 01210339 | CR | 387,007 | .60 | .546 | .88 |
| 01210337 | CR | 387,007 | .67 | .465 | 5.34 |
| 00687655 | CR | 387,007 | .74 | .610 | 5.46 |
| 01210340 | CR | 387,007 | .78 | .583 | .74 |
| 00940344 | CR | 387,007 | .78 | .598 | .85 |
| 01211036 | CR | 15,685 | .87 | .511 | 1.00 |
| 01211037 | CR | 15,685 | .89 | .478 | 1.02 |
| 01211038 | CR | 15,685 | .87 | .455 | 2.27 |
| 01211039 | CR | 15,685 | .75 | .426 | 2.36 |
| 01211040 | CR | 15,685 | .71 | .557 | .95 |
| 01211041 | CR | 15,685 | .81 | .493 | 4.55 |
| 01210640 | CR | 15,685 | .91 | .435 | 4.88 |
| 01211042 | CR | 15,685 | .87 | .495 | .95 |
| 01211043 | CR | 15,685 | .82 | .517 | 1.00 |
| 01208986 | CR | 387,007 | .68 | .612 | .88 |
| 01211044 | CR | 15,685 | .75 | .595 | .99 |

Table K-9: Item Analysis, Annual Assessment Data, Speaking, Grade Span 6–8

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 00546302 | DCR | 219,152 | .62 | .360 | .94 |
| 00383219 | DCR | 219,152 | .89 | .437 | .92 |
| 01210343 | DCR | 219,152 | .92 | .457 | .94 |
| 00803628 | DCR | 219,152 | .79 | .390 | 1.33 |
| 01209118 | DCR | 219,152 | .58 | .347 | 1.36 |
| 00940205 | DCR | 219,152 | .31 | .309 | 1.39 |
| 00940191 | DCR | 219,152 | .66 | .430 | 1.49 |
| 01059807 | DCR | 219,152 | .87 | .515 | 1.42 |
| 01059805 | DCR | 219,152 | .76 | .468 | 1.49 |
| 00383225 | DCR | 219,152 | .88 | .492 | 1.51 |
| 00546322 | DCR | 219,152 | .79 | .415 | 1.52 |
| 00546308 | DCR | 219,152 | .78 | .481 | 1.55 |
| 00693765 | DCR | 219,152 | .21 | .283 | 1.64 |
| 01211086 | DCR | 9,137 | .74 | .398 | .60 |
| 01211087 | DCR | 9,137 | .88 | .393 | .63 |
| 01211088 | DCR | 9,137 | .72 | .302 | .96 |
| 01211089 | DCR | 9,137 | .67 | .451 | 1.14 |
| 00546312 | CR | 219,152 | .69 | .596 | 1.05 |
| 01059809 | CR | 219,152 | .80 | .585 | 1.10 |
| 01209110 | CR | 219,152 | .75 | .594 | 2.87 |
| 01209122 | CR | 219,152 | .72 | .606 | 2.97 |
| 00940213 | CR | 219,152 | .88 | .583 | .99 |
| 00940199 | CR | 219,152 | .79 | .596 | 1.12 |
| 01211090 | CR | 9,137 | .67 | .479 | .72 |
| 01211091 | CR | 9,137 | .88 | .551 | .78 |
| 01211092 | CR | 9,137 | .94 | .437 | 2.24 |
| 01211093 | CR | 9,137 | .78 | .474 | 2.41 |
| 01210760 | CR | 9,137 | .92 | .505 | .86 |
| 01211094 | CR | 9,137 | .77 | .460 | 2.10 |
| 01210764 | CR | 9,137 | .92 | .455 | 2.27 |
| 01210731 | CR | 9,137 | .90 | .565 | .65 |
| 01211095 | CR | 9,137 | .91 | .515 | .94 |
| 00693773 | CR | 219,152 | .73 | .612 | 1.18 |
| 01211096 | CR | 9,137 | .80 | .616 | .73 |

Table K-10: Item Analysis, Annual Assessment Data, Speaking, Grade Span 9–12

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 00940480 | DCR | 223,752 | .66 | .366 | 2.03 |
| 00546487 | DCR | 223,752 | .58 | .393 | 2.02 |
| 00383285 | DCR | 223,752 | .82 | .488 | 2.00 |
| 01209271 | DCR | 223,752 | .68 | .459 | 2.90 |
| 01210354 | DCR | 223,752 | .52 | .473 | 2.87 |
| 00940484 | DCR | 223,752 | .47 | .449 | 2.93 |
| 00940497 | DCR | 223,752 | .33 | .341 | 3.09 |
| 01209258 | DCR | 223,752 | .49 | .422 | 3.03 |
| 01059913 | DCR | 223,752 | .78 | .470 | 3.11 |
| 00683673 | DCR | 223,752 | .38 | .333 | 3.06 |
| 01210355 | DCR | 223,752 | .50 | .433 | 3.08 |
| 00683682 | DCR | 223,752 | .37 | .420 | 3.14 |
| 00383295 | DCR | 223,752 | .75 | .568 | 3.21 |
| 01210839 | DCR | 13,671 | .93 | .519 | 2.41 |
| 01210838 | DCR | 13,671 | .90 | .461 | 2.43 |
| 01211135 | DCR | 13,671 | .80 | .515 | 2.71 |
| 01211136 | DCR | 13,671 | .21 | .346 | 2.85 |
| 00437871 | CR | 223,752 | .71 | .608 | 2.17 |
| 00803676 | CR | 223,752 | .82 | .669 | 2.29 |
| 00940486 | CR | 223,752 | .74 | .683 | 4.20 |
| 01059905 | CR | 223,752 | .80 | .679 | 4.31 |
| 01210360 | CR | 223,752 | .78 | .661 | 2.14 |
| 00940503 | CR | 223,752 | .80 | .626 | 2.27 |
| 01211137 | CR | 13,671 | .86 | .510 | 2.04 |
| 01211138 | CR | 13,671 | .87 | .552 | 2.18 |
| 01211139 | CR | 13,671 | .91 | .489 | 3.87 |
| 01211140 | CR | 13,671 | .93 | .463 | 4.12 |
| 01211141 | CR | 13,671 | .89 | .593 | 2.00 |
| 01211142 | CR | 13,671 | .69 | .485 | 4.30 |
| 01210834 | CR | 13,671 | .94 | .453 | 4.45 |
| 01210835 | CR | 13,671 | .89 | .600 | 1.76 |
| 01210879 | CR | 13,671 | .92 | .553 | 2.01 |
| 01059911 | CR | 223,752 | .77 | .691 | 2.42 |
| 01211143 | CR | 13,671 | .79 | .650 | 2.08 |

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

| Grade Span | Item ID | N | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Percent Score Point = 4 | Item-Test Corr. | Mean | Mean Proportion of Max. | Stand. Dev. |
|------------|----------|---------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------|------|-------------------------|-------------|
| K-1 | 01208454 | 184,207 | 48.8 | 20.0 | 31.2 | | | .620 | .82 | .41 | .877 |
| | 00803331 | 184,207 | 47.6 | 15.6 | 36.9 | | | .618 | .89 | .45 | .913 |
| | 01208452 | 184,207 | 50.3 | 22.1 | 27.5 | | | .602 | .77 | .39 | .852 |
| | 01057199 | 184,207 | 58.0 | 22.0 | 20.0 | | | .586 | .62 | .31 | .797 |
| | 01210330 | 184,207 | 17.0 | 36.1 | 47.0 | | | .613 | 1.30 | .65 | .741 |
| | 01210331 | 184,207 | 25.4 | 43.1 | 31.5 | | | .607 | 1.06 | .53 | .752 |
| | 01210984 | 7,545 | 26.5 | 30.5 | 43.0 | | | .603 | 1.17 | .58 | .817 |
| | 01210985 | 7,545 | 29.4 | 37.0 | 33.6 | | | .576 | 1.04 | .52 | .793 |
| | 01210986 | 7,545 | 13.9 | 24.5 | 61.6 | | | .547 | 1.48 | .74 | .727 |
| | 01210987 | 7,545 | 17.7 | 34.2 | 48.2 | | | .569 | 1.31 | .65 | .752 |
| | 01210541 | 7,545 | 30.6 | 23.3 | 46.1 | | | .652 | 1.16 | .58 | .862 |
| | 01210525 | 7,545 | 20.1 | 15.1 | 64.8 | | | .586 | 1.45 | .72 | .806 |
| | 01210988 | 7,545 | 56.2 | 21.9 | 21.9 | | | .443 | .66 | .33 | .815 |
| | 01210518 | 7,545 | 12.4 | 35.6 | 52.0 | | | .631 | 1.40 | .70 | .699 |
| | 01210989 | 7,545 | 12.9 | 35.0 | 52.0 | | | .609 | 1.39 | .70 | .705 |
| 01208470 | 184,207 | 14.3 | 21.1 | 30.9 | 26.5 | 7.3 | .661 | 1.91 | .48 | 1.153 | |
| 01210524 | 7,545 | 7.8 | 14.9 | 33.8 | 34.6 | 8.9 | .665 | 2.22 | .55 | 1.055 | |
| 2 | 01208454 | 172,761 | 22.8 | 17.1 | 60.1 | | | .629 | 1.37 | .69 | .830 |
| | 00803331 | 172,761 | 23.3 | 13.6 | 63.1 | | | .620 | 1.40 | .70 | .840 |
| | 01208452 | 172,761 | 26.9 | 21.7 | 51.4 | | | .586 | 1.25 | .62 | .850 |
| | 01057199 | 172,761 | 31.1 | 25.6 | 43.3 | | | .592 | 1.12 | .56 | .854 |
| | 01210330 | 172,761 | 6.6 | 24.7 | 68.7 | | | .569 | 1.62 | .81 | .605 |
| | 01210331 | 172,761 | 12.0 | 36.7 | 51.3 | | | .566 | 1.39 | .70 | .691 |
| | 01210984 | 6,959 | 11.0 | 23.7 | 65.3 | | | .530 | 1.54 | .77 | .684 |
| | 01210985 | 6,959 | 14.1 | 33.4 | 52.5 | | | .516 | 1.38 | .69 | .720 |
| | 01210986 | 6,959 | 5.3 | 14.2 | 80.5 | | | .488 | 1.75 | .88 | .541 |
| | 01210987 | 6,959 | 7.5 | 24.9 | 67.6 | | | .522 | 1.60 | .80 | .625 |
| | 01210541 | 6,959 | 12.3 | 18.7 | 69.0 | | | .608 | 1.57 | .78 | .701 |
| | 01210525 | 6,959 | 8.4 | 10.0 | 81.6 | | | .526 | 1.73 | .87 | .603 |
| | 01210988 | 6,959 | 37.0 | 23.0 | 40.0 | | | | | | .877 |
| | 01210518 | 6,959 | 4.2 | 22.9 | 72.9 | | | | | | .548 |

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

| Grade Span | Item ID | N | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Percent Score Point = 4 | Item-Test Corr. | Mean | Mean Proportion of Max. | Stand. Dev. |
|------------|----------|---------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------|------|-------------------------|-------------|
| | 01210989 | 6,959 | 4.4 | 23.4 | 72.3 | | | .528 | 1.68 | .84 | .552 |
| | 01208470 | 172,761 | 4.7 | 9.5 | 26.0 | 40.2 | 19.6 | .629 | 2.61 | .65 | 1.049 |
| | 01210524 | 6,959 | 2.3 | 6.2 | 24.6 | 46.1 | 20.8 | .607 | 2.77 | .69 | .924 |
| | 01210338 | 387,007 | 19.0 | 17.4 | 63.6 | | | .567 | 1.45 | .72 | .791 |
| | 01210339 | 387,007 | 24.9 | 29.6 | 45.5 | | | .546 | 1.21 | .60 | .813 |
| | 01210337 | 387,007 | 22.7 | 19.9 | 57.4 | | | .465 | 1.35 | .67 | .825 |
| | 00687655 | 387,007 | 16.0 | 19.8 | 64.2 | | | .610 | 1.48 | .74 | .754 |
| | 01210340 | 387,007 | 8.8 | 25.6 | 65.5 | | | .583 | 1.57 | .78 | .650 |
| | 00940344 | 387,007 | 10.1 | 24.6 | 65.3 | | | .598 | 1.55 | .78 | .670 |
| | 01211036 | 15,685 | 5.3 | 14.6 | 80.1 | | | .511 | 1.75 | .87 | .542 |
| | 01211037 | 15,685 | 3.4 | 14.3 | 82.3 | | | .478 | 1.79 | .89 | .484 |
| | 01211038 | 15,685 | 3.1 | 20.5 | 76.4 | | | .455 | 1.73 | .87 | .507 |
| 3–5 | 01211039 | 15,685 | 17.3 | 15.0 | 67.7 | | | .426 | 1.50 | .75 | .772 |
| | 01211040 | 15,685 | 17.2 | 23.4 | 59.4 | | | .557 | 1.42 | .71 | .767 |
| | 01211041 | 15,685 | 10.9 | 17.0 | 72.0 | | | .493 | 1.61 | .81 | .675 |
| | 01210640 | 15,685 | 4.0 | 9.4 | 86.6 | | | .435 | 1.83 | .91 | .474 |
| | 01211042 | 15,685 | 3.5 | 18.9 | 77.6 | | | .495 | 1.74 | .87 | .512 |
| | 01211043 | 15,685 | 4.9 | 26.4 | 68.7 | | | .517 | 1.64 | .82 | .573 |
| | 01208986 | 387,007 | 2.8 | 6.6 | 26.5 | 44.0 | 20.1 | .612 | 2.72 | .68 | .951 |
| | 01211044 | 15,685 | 1.0 | 3.2 | 18.7 | 47.9 | 29.3 | .595 | 3.01 | .75 | .833 |
| | 00546312 | 219,152 | 18.2 | 26.1 | 55.7 | | | .596 | 1.38 | .69 | .773 |
| | 01059809 | 219,152 | 8.7 | 22.4 | 68.9 | | | .585 | 1.60 | .80 | .643 |
| | 01209110 | 219,152 | 15.7 | 18.5 | 65.9 | | | .594 | 1.50 | .75 | .751 |
| | 01209122 | 219,152 | 14.3 | 27.1 | 58.7 | | | .606 | 1.44 | .72 | .730 |
| | 00940213 | 219,152 | 4.5 | 14.8 | 80.7 | | | .583 | 1.76 | .88 | .522 |
| 6–8 | 00940199 | 219,152 | 8.0 | 25.7 | 66.3 | | | .596 | 1.58 | .79 | .635 |
| | 01211090 | 9,137 | 27.3 | 11.8 | 61.0 | | | .479 | 1.34 | .67 | .877 |
| | 01211091 | 9,137 | 4.2 | 16.0 | 79.9 | | | .551 | 1.76 | .88 | .517 |
| | 01211092 | 9,137 | 2.3 | 7.2 | 90.6 | | | .437 | 1.88 | .94 | .385 |
| | 01211093 | 9,137 | 13.3 | 18.1 | 68.6 | | | .474 | 1.55 | .78 | .716 |
| | 01210760 | 9,137 | 3.8 | 7.6 | 88.6 | | | .505 | 1.85 | .92 | .452 |

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

| Grade Span | Item ID | N | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Percent Score Point = 4 | Item-Test Corr. | Mean | Mean Proportion of Max. | Stand. Dev. |
|-------------|-----------------|---------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------|------|-------------------------|-------------|
| | 01211094 | 9,137 | 11.3 | 23.6 | 65.1 | | | .460 | 1.54 | .77 | .689 |
| | 01210764 | 9,137 | 2.7 | 10.2 | 87.0 | | | .455 | 1.84 | .92 | .433 |
| | 01210731 | 9,137 | 2.9 | 15.2 | 82.0 | | | .565 | 1.79 | .90 | .472 |
| | 01211095 | 9,137 | 2.2 | 13.6 | 84.1 | | | .515 | 1.82 | .91 | .439 |
| | 00693773 | 219,152 | 2.6 | 3.2 | 20.6 | 47.7 | 25.9 | .612 | 2.91 | .73 | .905 |
| | 01211096 | 9,137 | 1.5 | 1.7 | 9.8 | 47.4 | 39.6 | .616 | 3.22 | .80 | .806 |
| 9–12 | 00437871 | 223,752 | 16.1 | 25.1 | 58.8 | | | .608 | 1.43 | .71 | .753 |
| | 00803676 | 223,752 | 9.8 | 16.8 | 73.4 | | | .669 | 1.64 | .82 | .653 |
| | 00940486 | 223,752 | 14.0 | 24.2 | 61.8 | | | .683 | 1.48 | .74 | .728 |
| | 01059905 | 223,752 | 10.1 | 19.0 | 70.9 | | | .679 | 1.61 | .80 | .664 |
| | 01210360 | 223,752 | 9.0 | 25.0 | 66.0 | | | .661 | 1.57 | .78 | .653 |
| | 00940503 | 223,752 | 9.3 | 21.2 | 69.5 | | | .626 | 1.60 | .80 | .653 |
| | 01211137 | 13,671 | 9.2 | 8.9 | 81.9 | | | .510 | 1.73 | .86 | .619 |
| | 01211138 | 13,671 | 5.1 | 15.7 | 79.2 | | | .552 | 1.74 | .87 | .542 |
| | 01211139 | 13,671 | 3.4 | 11.6 | 85.0 | | | .489 | 1.82 | .91 | .466 |
| | 01211140 | 13,671 | 2.1 | 9.8 | 88.1 | | | .463 | 1.86 | .93 | .401 |
| | 01211141 | 13,671 | 6.5 | 9.3 | 84.2 | | | .593 | 1.78 | .89 | .550 |
| | 01211142 | 13,671 | 17.8 | 25.8 | 56.4 | | | .485 | 1.39 | .69 | .771 |
| | 01210834 | 13,671 | 2.5 | 7.0 | 90.5 | | | .453 | 1.88 | .94 | .396 |
| | 01210835 | 13,671 | 3.8 | 13.5 | 82.7 | | | .600 | 1.79 | .89 | .493 |
| | 01210879 | 13,671 | 2.4 | 11.9 | 85.7 | | | .553 | 1.83 | .92 | .432 |
| | 01059911 | 223,752 | 4.1 | 2.9 | 12.4 | 41.0 | 39.6 | .691 | 3.09 | .77 | .997 |
| | 01211143 | 13,671 | 1.5 | 2.6 | 13.1 | 45.3 | 37.5 | .650 | 3.15 | .79 | .849 |

Table K-12: Item Analysis, Annual Assessment Data, Reading, Grade Span K–1

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 01210040 | MC | 184,207 | .70 | .423 | 1.07 |
| 01210046 | MC | 184,207 | .54 | .388 | 1.28 |
| 01210918 | MC | 184,207 | .66 | .213 | 1.47 |
| 01210024 | MC | 184,207 | .78 | .404 | 1.22 |
| 01210917 | MC | 184,207 | .63 | .357 | 1.64 |
| 01210086 | MC | 184,207 | .82 | .331 | 1.20 |
| 01210919 | MC | 184,207 | .65 | .422 | 1.33 |
| 01210916 | MC | 184,207 | .80 | .524 | 1.48 |
| 01210032 | MC | 184,207 | .87 | .456 | 1.12 |
| 01210012 | MC | 184,207 | .90 | .438 | 1.14 |
| 01210014 | MC | 184,207 | .70 | .531 | 1.62 |
| 01210074 | MC | 184,207 | .71 | .530 | 1.82 |
| 01210122 | MC | 184,207 | .71 | .505 | 1.85 |
| 01210124 | MC | 184,207 | .60 | .296 | 2.00 |
| 01210020 | MC | 7,771 | .94 | .359 | 1.06 |
| 01210581 | MC | 7,771 | .85 | .490 | 1.24 |
| 01210080 | MC | 7,771 | .88 | .471 | 1.21 |
| 01210598 | MC | 7,771 | .68 | .306 | 1.81 |
| 01210100 | MC | 7,771 | .93 | .292 | 1.09 |
| 01210008 | MC | 7,771 | .94 | .232 | 1.04 |
| 01210595 | MC | 8,228 | .68 | .296 | 1.82 |
| 01210066 | MC | 8,228 | .80 | .331 | 1.19 |
| 01210582 | MC | 8,228 | .93 | .289 | 1.23 |
| 01210004 | MC | 8,228 | .83 | .406 | 1.34 |
| 01210597 | MC | 8,228 | .89 | .463 | 1.48 |
| 01211019 | MC | 8,228 | .63 | .364 | 2.50 |
| 01210132 | DCR | 184,207 | .48 | .572 | 1.19 |
| 01210130 | DCR | 184,207 | .54 | .539 | 1.28 |
| 01210058 | DCR | 184,207 | .50 | .403 | .95 |
| 01210078 | DCR | 184,207 | .62 | .388 | .93 |
| 01210096 | CR | 184,207 | .91 | .569 | .81 |
| 01210030 | CR | 184,207 | .93 | .545 | .84 |

Table K-13: Item Analysis, Annual Assessment Data, Reading, Grade 2

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 00437237 | MC | 172,761 | .26 | .205 | 1.13 |
| 00546026 | MC | 172,761 | .56 | .450 | 1.32 |
| 01059053 | MC | 172,761 | .36 | .325 | 2.00 |
| 00680947 | MC | 172,761 | .72 | .402 | 2.89 |
| 00545999 | MC | 172,761 | .41 | .264 | 1.45 |
| 01059041 | MC | 172,761 | .49 | .323 | 2.06 |
| 01208480 | MC | 172,761 | .57 | .445 | 1.83 |
| 00240723 | MC | 172,761 | .65 | .451 | 2.05 |
| 00546014 | MC | 172,761 | .72 | .401 | 1.50 |
| 01059043 | MC | 172,761 | .39 | .352 | 1.72 |
| 01210374 | MC | 172,761 | .35 | .285 | 1.79 |
| 01210373 | MC | 172,761 | .59 | .407 | 1.67 |
| 01210375 | MC | 172,761 | .59 | .508 | 1.38 |
| 01208496 | MC | 172,761 | .40 | .352 | 1.61 |
| 01059045 | MC | 172,761 | .44 | .277 | 1.56 |
| 00546038 | MC | 172,761 | .58 | .442 | 1.77 |
| 00940074 | MC | 172,761 | .40 | .361 | 1.38 |
| 00353943 | MC | 172,761 | .32 | .316 | 1.53 |
| 00353925 | MC | 172,761 | .60 | .407 | 1.38 |
| 00353933 | MC | 172,761 | .67 | .538 | 1.98 |
| 01208486 | MC | 172,761 | .33 | .483 | 1.66 |
| 01059047 | MC | 172,761 | .47 | .357 | 2.22 |
| 01208482 | MC | 172,761 | .54 | .438 | 1.64 |
| 00546003 | MC | 172,761 | .59 | .541 | 1.74 |
| 00546040 | MC | 172,761 | .33 | .320 | 1.67 |
| 00940091 | MC | 172,761 | .55 | .406 | 1.58 |
| 00940093 | MC | 172,761 | .35 | .330 | 1.86 |
| 00940095 | MC | 172,761 | .41 | .360 | 1.73 |
| 01208500 | MC | 172,761 | .40 | .262 | 1.80 |
| 01208502 | MC | 172,761 | .64 | .515 | 2.43 |
| 01208504 | MC | 172,761 | .38 | .459 | 1.97 |
| 01210369 | MC | 172,761 | .44 | .411 | 1.86 |
| 01210493 | MC | 172,761 | .47 | .407 | 2.62 |
| 01210494 | MC | 172,761 | .32 | .225 | 2.02 |
| 01210371 | MC | 172,761 | .38 | .319 | 2.19 |
| 01210588 | MC | 6,875 | .60 | .383 | 2.17 |
| 01210586 | MC | 6,875 | .75 | .436 | 1.69 |
| 01210547 | MC | 6,875 | .12 | .076 | 1.79 |
| 01210560 | MC | 6,875 | .37 | .318 | 1.67 |
| 01210990 | MC | 6,875 | .50 | .471 | 2.20 |
| 01210991 | MC | 6,875 | .28 | .160 | 1.83 |
| 01210992 | MC | 6,875 | .40 | .198 | 1.95 |
| 01210993 | MC | 6,875 | .54 | .551 | 2.33 |
| 01210994 | MC | 6,875 | .45 | .279 | 2.25 |
| 01210995 | MC | 6,875 | .25 | .090 | 2.21 |

Table K-13: Item Analysis, Annual Assessment Data, Reading, Grade 2

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|-------|---------|----------------|--------------|
| 01210996 | MC | 6,875 | .21 | .049 | 3.14 |
| 01210997 | MC | 6,875 | .23 | .252 | 3.74 |
| 01210998 | MC | 6,875 | .45 | .447 | 2.79 |
| 01210999 | MC | 7,741 | .42 | .314 | 1.54 |
| 01210569 | MC | 7,741 | .48 | .504 | 2.57 |
| 01211000 | MC | 7,741 | .57 | .489 | 1.96 |
| 01210548 | MC | 7,741 | .50 | .261 | 1.58 |
| 01211001 | MC | 7,741 | .50 | .437 | 2.79 |
| 01211002 | MC | 7,741 | .36 | .306 | 2.58 |
| 01211003 | MC | 7,741 | .47 | .150 | 2.03 |
| 01211004 | MC | 7,741 | .37 | .394 | 2.40 |
| 01211005 | MC | 7,741 | .47 | .536 | 2.23 |
| 01211006 | MC | 7,741 | .56 | .459 | 2.45 |
| 01211007 | MC | 7,741 | .52 | .347 | 2.43 |
| 01211008 | MC | 7,741 | .42 | .505 | 3.05 |
| 01211009 | MC | 7,741 | .45 | .443 | 2.40 |

Table K-14: Item Analysis, Annual Assessment Data, Reading, Grade Span 3–5

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 00691063 | MC | 387,007 | .60 | .421 | .96 |
| 00691065 | MC | 387,007 | .53 | .316 | 1.00 |
| 01208932 | MC | 387,007 | .65 | .328 | .96 |
| 00803523 | MC | 387,007 | .68 | .359 | .99 |
| 01208922 | MC | 387,007 | .63 | .446 | 1.06 |
| 01059105 | MC | 387,007 | .47 | .317 | 1.05 |
| 00940996 | MC | 387,007 | .53 | .303 | 1.06 |
| 00940994 | MC | 387,007 | .44 | .290 | 1.16 |
| 00546207 | MC | 387,007 | .64 | .415 | 1.05 |
| 01059097 | MC | 387,007 | .56 | .422 | 1.09 |
| 01210390 | MC | 387,007 | .42 | .269 | 1.14 |
| 01210381 | MC | 387,007 | .47 | .328 | 1.19 |
| 01210392 | MC | 387,007 | .59 | .355 | 1.30 |
| 00691051 | MC | 387,007 | .48 | .439 | 1.04 |
| 01208936 | MC | 387,007 | .64 | .402 | 1.07 |
| 00546184 | MC | 387,007 | .70 | .324 | 1.14 |
| 00803539 | MC | 387,007 | .54 | .433 | 1.10 |
| 00803541 | MC | 387,007 | .49 | .329 | 1.15 |
| 01210384 | MC | 387,007 | .62 | .451 | 1.20 |
| 00940998 | MC | 387,007 | .75 | .531 | 1.12 |
| 01208930 | MC | 387,007 | .54 | .355 | 1.18 |
| 00941000 | MC | 387,007 | .71 | .552 | 1.24 |
| 01208938 | MC | 387,007 | .52 | .447 | 1.19 |
| 01208940 | MC | 387,007 | .23 | .216 | 1.26 |
| 00241065 | MC | 387,007 | .53 | .495 | 1.31 |
| 01208946 | MC | 387,007 | .61 | .316 | 1.13 |
| 01208950 | MC | 387,007 | .36 | .390 | 1.20 |
| 01208944 | MC | 387,007 | .57 | .430 | 1.15 |
| 01210485 | MC | 387,007 | .46 | .353 | 1.25 |
| 01210387 | MC | 387,007 | .48 | .264 | 1.33 |
| 01210388 | MC | 387,007 | .44 | .301 | 1.24 |
| 01210389 | MC | 387,007 | .59 | .422 | 1.31 |
| 01059117 | MC | 387,007 | .41 | .373 | 1.40 |
| 01059119 | MC | 387,007 | .36 | .240 | 1.36 |
| 01059121 | MC | 387,007 | .42 | .344 | 1.46 |
| 01211045 | MC | 16,326 | .67 | .315 | 1.51 |
| 01211046 | MC | 16,326 | .57 | .424 | 1.69 |
| 01211047 | MC | 16,326 | .63 | .487 | 1.84 |
| 01211048 | MC | 16,326 | .69 | .517 | 1.61 |
| 01211049 | MC | 16,326 | .45 | .380 | 1.86 |
| 01211050 | MC | 16,326 | .40 | .393 | 1.89 |
| 01211051 | MC | 16,326 | .48 | .412 | 1.75 |
| 01211052 | MC | 16,326 | .18 | .004 | 1.83 |
| 01211053 | MC | 16,326 | .50 | .418 | 1.85 |
| 01211054 | MC | 16,326 | .47 | .344 | 1.77 |

Table K-14: Item Analysis, Annual Assessment Data, Reading, Grade Span 3–5

| Item ID | Type | N | <i>p</i> -Value | Point-Biserial | Percent Omit |
|----------|------|--------|-----------------|----------------|--------------|
| 01211055 | MC | 16,326 | .36 | .302 | 1.81 |
| 01211056 | MC | 16,326 | .45 | .451 | 1.86 |
| 01211057 | MC | 16,326 | .36 | .305 | 2.01 |
| 01211058 | MC | 15,926 | .42 | .260 | .94 |
| 01211059 | MC | 15,926 | .32 | .309 | 1.07 |
| 01211060 | MC | 15,926 | .73 | .423 | 1.41 |
| 01211061 | MC | 15,926 | .37 | .362 | 1.04 |
| 01211062 | MC | 15,926 | .30 | .325 | 1.05 |
| 01211063 | MC | 15,926 | .59 | .459 | 1.07 |
| 01211064 | MC | 15,926 | .22 | .150 | 1.20 |
| 01211065 | MC | 15,926 | .40 | .408 | 1.22 |
| 01211066 | MC | 15,926 | .40 | .332 | 1.38 |
| 01211067 | MC | 15,926 | .42 | .349 | 1.17 |
| 01211068 | MC | 15,926 | .50 | .472 | 1.22 |
| 01211069 | MC | 15,926 | .47 | .340 | 1.36 |
| 01211070 | MC | 15,926 | .47 | .316 | 1.56 |

Table K-15: Item Analysis, Annual Assessment Data, Reading, Grade Span 6–8

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 01210400 | MC | 219,152 | .38 | .216 | 1.61 |
| 00546334 | MC | 219,152 | .39 | .330 | 1.17 |
| 00803707 | MC | 219,152 | .60 | .301 | 1.14 |
| 01060126 | MC | 219,152 | .49 | .237 | 1.38 |
| 00803689 | MC | 219,152 | .60 | .289 | 1.25 |
| 00546361 | MC | 219,152 | .50 | .321 | 1.19 |
| 01209064 | MC | 219,152 | .64 | .363 | 1.19 |
| 01209074 | MC | 219,152 | .50 | .347 | 1.27 |
| 01060128 | MC | 219,152 | .58 | .239 | 1.21 |
| 01209076 | MC | 219,152 | .54 | .286 | 1.29 |
| 00803709 | MC | 219,152 | .44 | .310 | 1.23 |
| 00803693 | MC | 219,152 | .43 | .250 | 1.19 |
| 01209080 | MC | 219,152 | .80 | .455 | 1.27 |
| 00940275 | MC | 219,152 | .46 | .344 | 1.22 |
| 01209070 | MC | 219,152 | .63 | .412 | 1.21 |
| 01060120 | MC | 219,152 | .73 | .434 | 1.27 |
| 00940273 | MC | 219,152 | .65 | .446 | 1.26 |
| 01210402 | MC | 219,152 | .65 | .392 | 1.22 |
| 01210412 | MC | 219,152 | .50 | .293 | 1.27 |
| 01209082 | MC | 219,152 | .51 | .457 | 1.24 |
| 00940285 | MC | 219,152 | .34 | .322 | 1.25 |
| 01060124 | MC | 219,152 | .47 | .386 | 1.36 |
| 01209092 | MC | 219,152 | .53 | .366 | 1.25 |
| 01209090 | MC | 219,152 | .34 | .310 | 1.29 |
| 01209088 | MC | 219,152 | .39 | .305 | 1.48 |
| 01209086 | MC | 219,152 | .57 | .469 | 1.31 |
| 00940291 | MC | 219,152 | .55 | .312 | 1.36 |
| 00940287 | MC | 219,152 | .53 | .393 | 1.42 |
| 00940293 | MC | 219,152 | .33 | .219 | 1.36 |
| 00693802 | MC | 219,152 | .36 | .262 | 1.44 |
| 00693800 | MC | 219,152 | .55 | .394 | 1.48 |
| 00693798 | MC | 219,152 | .36 | .263 | 1.41 |
| 00803735 | MC | 219,152 | .41 | .327 | 1.48 |
| 00803739 | MC | 219,152 | .37 | .266 | 1.54 |
| 00803741 | MC | 219,152 | .45 | .340 | 1.63 |
| 01210752 | MC | 12,204 | .67 | .357 | 1.81 |
| 01211097 | MC | 12,204 | .80 | .452 | 1.88 |
| 01211098 | MC | 12,204 | .54 | .363 | 1.84 |
| 01211099 | MC | 12,204 | .67 | .401 | 1.85 |
| 01211100 | MC | 12,204 | .73 | .506 | 1.97 |
| 01211101 | MC | 12,204 | .45 | .374 | 2.61 |
| 01211102 | MC | 12,204 | .18 | .013 | 1.96 |
| 01211103 | MC | 12,204 | .32 | .281 | 1.97 |
| 01211104 | MC | 12,204 | .39 | .326 | 2.09 |
| 01211105 | MC | 12,204 | .39 | .286 | 2.09 |

Table K-15: Item Analysis, Annual Assessment Data, Reading, Grade Span 6–8

| Item ID | Type | N | <i>p</i> -Value | Point-Biserial | Percent Omit |
|----------|------|--------|-----------------|----------------|--------------|
| 01211106 | MC | 12,204 | .43 | .280 | 2.02 |
| 01211107 | MC | 12,204 | .47 | .397 | 2.09 |
| 01211108 | MC | 12,204 | .23 | .030 | 2.06 |
| 01211109 | MC | 11,985 | .64 | .351 | 1.43 |
| 01211110 | MC | 11,985 | .43 | .306 | 1.57 |
| 01210787 | MC | 11,985 | .75 | .419 | 1.47 |
| 01211111 | MC | 11,985 | .22 | .135 | 1.65 |
| 01210746 | MC | 11,985 | .42 | .303 | 1.51 |
| 01211112 | MC | 11,985 | .29 | .251 | 2.24 |
| 01211113 | MC | 11,985 | .49 | .443 | 1.68 |
| 01211114 | MC | 11,985 | .35 | .194 | 1.69 |
| 01211115 | MC | 11,985 | .34 | .247 | 1.66 |
| 01211116 | MC | 11,985 | .40 | .287 | 1.74 |
| 01211117 | MC | 11,985 | .30 | .177 | 1.66 |
| 01211118 | MC | 11,985 | .42 | .242 | 1.81 |
| 01211119 | MC | 11,985 | .35 | .293 | 1.77 |

Table K-16: Item Analysis, Annual Assessment Data, Reading, Grade Span 9–12

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 01210417 | MC | 223,752 | .53 | .368 | 2.21 |
| 00684030 | MC | 223,752 | .67 | .361 | 2.20 |
| 00546505 | MC | 223,752 | .52 | .395 | 2.15 |
| 00804688 | MC | 223,752 | .63 | .383 | 2.18 |
| 00546524 | MC | 223,752 | .61 | .304 | 2.17 |
| 00241856 | MC | 223,752 | .65 | .272 | 2.16 |
| 00804714 | MC | 223,752 | .57 | .337 | 2.22 |
| 01210428 | MC | 223,752 | .62 | .398 | 2.15 |
| 01209217 | MC | 223,752 | .81 | .510 | 2.11 |
| 01209227 | MC | 223,752 | .83 | .449 | 2.12 |
| 00241779 | MC | 223,752 | .78 | .406 | 2.14 |
| 01059967 | MC | 223,752 | .74 | .496 | 2.21 |
| 01210429 | MC | 223,752 | .63 | .346 | 2.21 |
| 00804718 | MC | 223,752 | .40 | .248 | 2.26 |
| 00354274 | MC | 223,752 | .33 | .278 | 2.27 |
| 00546536 | MC | 223,752 | .79 | .403 | 2.27 |
| 00684034 | MC | 223,752 | .53 | .298 | 2.25 |
| 00684045 | MC | 223,752 | .47 | .378 | 2.25 |
| 01209219 | MC | 223,752 | .71 | .382 | 2.20 |
| 01059969 | MC | 223,752 | .58 | .357 | 2.26 |
| 01209229 | MC | 223,752 | .43 | .319 | 2.27 |
| 00683949 | MC | 223,752 | .44 | .327 | 2.43 |
| 00940466 | MC | 223,752 | .50 | .335 | 2.25 |
| 00940468 | MC | 223,752 | .55 | .415 | 2.22 |
| 00940470 | MC | 223,752 | .73 | .470 | 2.36 |
| 01059999 | MC | 223,752 | .49 | .296 | 2.28 |
| 01059995 | MC | 223,752 | .35 | .277 | 2.27 |
| 01059997 | MC | 223,752 | .43 | .263 | 2.36 |
| 01209247 | MC | 223,752 | .50 | .355 | 2.33 |
| 01209249 | MC | 223,752 | .41 | .297 | 2.36 |
| 01209251 | MC | 223,752 | .34 | .321 | 2.49 |
| 01209245 | MC | 223,752 | .53 | .418 | 2.38 |
| 01209238 | MC | 223,752 | .32 | .241 | 2.49 |
| 01209240 | MC | 223,752 | .58 | .368 | 2.55 |
| 01209242 | MC | 223,752 | .34 | .301 | 2.68 |
| 01211144 | MC | 14,584 | .56 | .312 | 4.20 |
| 01211145 | MC | 14,584 | .73 | .392 | 3.66 |
| 01211146 | MC | 14,584 | .26 | .113 | 3.85 |
| 01211147 | MC | 14,584 | .22 | .142 | 3.81 |
| 01211148 | MC | 14,584 | .17 | .083 | 3.81 |
| 01211149 | MC | 14,584 | .32 | .213 | 3.81 |
| 01211150 | MC | 14,584 | .54 | .455 | 4.31 |
| 01211151 | MC | 14,584 | .66 | .425 | 3.89 |
| 01211152 | MC | 14,584 | .61 | .409 | 3.85 |
| 01211153 | MC | 14,584 | .49 | .370 | 3.91 |

Table K-16: Item Analysis, Annual Assessment Data, Reading, Grade Span 9–12

| Item ID | Type | N | <i>p</i> -Value | Point-Biserial | Percent Omit |
|----------|------|--------|-----------------|----------------|--------------|
| 01211154 | MC | 14,584 | .55 | .454 | 3.93 |
| 01211155 | MC | 14,584 | .39 | .236 | 3.87 |
| 01211156 | MC | 14,584 | .53 | .449 | 4.03 |
| 01211157 | MC | 14,404 | .38 | .145 | 1.90 |
| 01211158 | MC | 14,404 | .34 | .172 | 1.67 |
| 01211159 | MC | 14,404 | .78 | .441 | 1.69 |
| 01210877 | MC | 14,404 | .86 | .475 | 1.65 |
| 01211160 | MC | 14,404 | .31 | .081 | 1.73 |
| 01211161 | MC | 14,404 | .41 | .263 | 1.74 |
| 01211162 | MC | 14,404 | .62 | .386 | 2.19 |
| 01211163 | MC | 14,404 | .60 | .447 | 1.73 |
| 01211164 | MC | 14,404 | .53 | .382 | 1.71 |
| 01211165 | MC | 14,404 | .66 | .446 | 1.73 |
| 01211166 | MC | 14,404 | .61 | .406 | 1.78 |
| 01211167 | MC | 14,404 | .58 | .382 | 1.74 |
| 01211168 | MC | 14,404 | .49 | .329 | 1.81 |

Table K-17: Item Analysis, Annual Assessment Data, Reading, Constructed-Response Items, Grade Span K–1

| Grade Span | Item ID | N | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Item-Test Corr. | Mean | Mean Proportion of Max. | Stand. Dev. |
|------------|----------|---------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------|------|-------------------------|-------------|
| K-1 | 01210096 | 184,207 | 3.9 | 3.9 | 7.0 | 85.3 | .569 | 2.74 | .91 | .709 |
| | 01210030 | 184,207 | 3.8 | 2.4 | 5.5 | 88.3 | .545 | 2.78 | .93 | .667 |

Table K-18: Item Analysis, Annual Assessment Data, Writing, Grade Span K–1

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 01210200 | MC | 184,207 | .54 | .238 | 2.00 |
| 01210160 | MC | 184,207 | .55 | .243 | 2.06 |
| 01210272 | MC | 184,207 | .44 | .303 | 2.16 |
| 01210180 | MC | 184,207 | .61 | .284 | 2.17 |
| 01210176 | DCR | 184,207 | .41 | .330 | 1.16 |
| 01210154 | DCR | 184,207 | .47 | .357 | 1.26 |
| 01210158 | DCR | 184,207 | .53 | .262 | 1.44 |
| 01210218 | DCR | 184,207 | .51 | .288 | 1.51 |
| 01211025 | DCR | 7,997 | .21 | .284 | 1.73 |
| 01211026 | DCR | 7,997 | .39 | .398 | 1.86 |
| 01210162 | CR | 184,207 | .94 | .266 | .65 |
| 01210144 | CR | 184,207 | .92 | .272 | .65 |
| 01210226 | CR | 184,207 | .92 | .298 | .67 |
| 01210222 | CR | 184,207 | .78 | .184 | .67 |
| 01211020 | CR | 4,277 | .82 | .384 | .00 |
| 01210240 | CR | 184,207 | .91 | .302 | .76 |
| 01210188 | CR | 184,207 | .91 | .347 | .78 |
| 01210246 | CR | 184,207 | .83 | .300 | .82 |
| 01210170 | CR | 184,207 | .64 | .497 | 2.30 |
| 01210190 | CR | 184,207 | .78 | .538 | 2.24 |
| 01210150 | CR | 184,207 | .66 | .476 | 2.79 |
| 01210192 | CR | 184,207 | .41 | .465 | 5.97 |
| 01210212 | CR | 184,207 | .53 | .515 | 5.39 |
| 01210248 | CR | 4,252 | .76 | .538 | .00 |
| 01211021 | CR | 4,242 | .69 | .523 | .00 |
| 01211022 | CR | 3,641 | .43 | .715 | .00 |
| 01211023 | CR | 3,613 | .51 | .733 | .00 |
| 01211024 | CR | 3,308 | .41 | .656 | .00 |

Table K-19: Item Analysis, Annual Assessment Data, Writing, Grade 2

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 01210438 | MC | 172,761 | .57 | .466 | 1.30 |
| 01210437 | MC | 172,761 | .76 | .499 | 1.49 |
| 00353996 | MC | 172,761 | .86 | .411 | 1.41 |
| 01208522 | MC | 172,761 | .61 | .381 | 1.55 |
| 00353982 | MC | 172,761 | .73 | .471 | 1.71 |
| 00353965 | MC | 172,761 | .79 | .428 | 2.22 |
| 00546063 | MC | 172,761 | .76 | .448 | 1.97 |
| 01208530 | MC | 172,761 | .69 | .591 | 2.13 |
| 00546085 | MC | 172,761 | .71 | .497 | 2.24 |
| 01210436 | MC | 172,761 | .63 | .498 | 3.42 |
| 01208534 | MC | 172,761 | .69 | .436 | 1.71 |
| 01208524 | MC | 172,761 | .55 | .366 | 2.04 |
| 01208532 | MC | 172,761 | .45 | .176 | 2.09 |
| 01057235 | MC | 172,761 | .58 | .257 | 1.68 |
| 01057237 | MC | 172,761 | .58 | .282 | 1.63 |
| 01057239 | MC | 172,761 | .51 | .313 | 2.33 |
| 00940137 | MC | 172,761 | .55 | .421 | 1.92 |
| 00940139 | MC | 172,761 | .59 | .425 | 1.82 |
| 00940141 | MC | 172,761 | .63 | .452 | 1.97 |
| 01211010 | MC | 7,369 | .32 | .191 | 1.60 |
| 01211011 | MC | 7,369 | .57 | .318 | 1.79 |
| 01211012 | MC | 7,369 | .40 | .160 | 2.27 |
| 01211013 | MC | 7,369 | .57 | .505 | 1.93 |
| 01211014 | MC | 7,369 | .49 | .304 | 2.08 |
| 01211015 | MC | 7,369 | .45 | .405 | 2.46 |
| 00940143 | CR | 172,761 | .49 | .599 | 1.25 |
| 00940135 | CR | 172,761 | .43 | .662 | 1.52 |
| 01208544 | CR | 172,761 | .45 | .630 | 1.76 |
| 00940119 | CR | 172,761 | .45 | .635 | 2.03 |
| 01211016 | CR | 3,956 | .47 | .619 | .18 |
| 01211017 | CR | 3,931 | .49 | .640 | .23 |
| 01210443 | CR | 172,761 | .42 | .641 | 1.77 |
| 01211018 | CR | 3,846 | .42 | .656 | .00 |

Table K-20: Item Analysis, Annual Assessment Data, Writing, Grade Span 3–5

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 01210447 | MC | 387,007 | .67 | .394 | 1.08 |
| 00354251 | MC | 387,007 | .76 | .444 | 1.15 |
| 00354245 | MC | 387,007 | .53 | .290 | 1.16 |
| 00354202 | MC | 387,007 | .68 | .344 | 1.07 |
| 00546256 | MC | 387,007 | .84 | .373 | 1.08 |
| 00546226 | MC | 387,007 | .66 | .307 | 1.14 |
| 00354206 | MC | 387,007 | .68 | .412 | 1.21 |
| 01208996 | MC | 387,007 | .42 | .195 | 1.14 |
| 01208994 | MC | 387,007 | .50 | .269 | 1.19 |
| 01209004 | MC | 387,007 | .56 | .373 | 1.25 |
| 00940377 | MC | 387,007 | .83 | .454 | 1.40 |
| 00940379 | MC | 387,007 | .62 | .396 | 1.16 |
| 00940381 | MC | 387,007 | .56 | .289 | 1.22 |
| 01059952 | MC | 387,007 | .80 | .436 | 1.29 |
| 01059954 | MC | 387,007 | .52 | .278 | 1.31 |
| 01059956 | MC | 387,007 | .70 | .430 | 1.23 |
| 01209010 | MC | 387,007 | .68 | .398 | 1.34 |
| 01209012 | MC | 387,007 | .73 | .424 | 1.41 |
| 01209014 | MC | 387,007 | .64 | .372 | 1.45 |
| 01210677 | MC | 16,154 | .56 | .266 | 1.10 |
| 01210676 | MC | 16,154 | .38 | .143 | 1.04 |
| 01210662 | MC | 16,154 | .60 | .381 | 1.20 |
| 01211071 | MC | 16,154 | .74 | .450 | 1.18 |
| 01211072 | MC | 16,154 | .51 | -.007 | 1.21 |
| 01211073 | MC | 16,154 | .34 | .130 | 1.21 |
| 01210450 | CR | 387,007 | .65 | .579 | 1.10 |
| 01209008 | CR | 387,007 | .71 | .554 | 1.20 |
| 01209016 | CR | 387,007 | .62 | .593 | 1.29 |
| 01209024 | CR | 387,007 | .65 | .595 | 1.36 |
| 01211074 | CR | 3,972 | .58 | .426 | .10 |
| 01211075 | CR | 3,966 | .69 | .494 | .15 |
| 01210452 | CR | 387,007 | .53 | .600 | 1.51 |
| 01211076 | CR | 3,937 | .56 | .642 | .00 |

Table K-21: Item Analysis, Annual Assessment Data, Writing, Grade Span 6–8

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 00354697 | MC | 219,152 | .71 | .314 | 1.28 |
| 01209138 | MC | 219,152 | .79 | .394 | 1.28 |
| 01209140 | MC | 219,152 | .72 | .323 | 1.33 |
| 00546409 | MC | 219,152 | .70 | .369 | 1.30 |
| 00354703 | MC | 219,152 | .74 | .242 | 1.27 |
| 00354701 | MC | 219,152 | .63 | .257 | 1.32 |
| 01209146 | MC | 219,152 | .58 | .363 | 1.40 |
| 01209148 | MC | 219,152 | .62 | .313 | 1.31 |
| 00546419 | MC | 219,152 | .58 | .297 | 1.31 |
| 00546405 | MC | 219,152 | .68 | .404 | 1.32 |
| 01210457 | MC | 219,152 | .62 | .227 | 1.34 |
| 01210458 | MC | 219,152 | .75 | .445 | 1.30 |
| 01210456 | MC | 219,152 | .70 | .361 | 1.31 |
| 01069233 | MC | 219,152 | .80 | .434 | 1.37 |
| 01069235 | MC | 219,152 | .85 | .483 | 1.37 |
| 01069237 | MC | 219,152 | .73 | .388 | 1.36 |
| 00803785 | MC | 219,152 | .45 | .230 | 1.40 |
| 00803787 | MC | 219,152 | .64 | .378 | 1.44 |
| 00803789 | MC | 219,152 | .77 | .439 | 1.47 |
| 01210743 | MC | 9,703 | .77 | .339 | 1.03 |
| 01210744 | MC | 9,703 | .83 | .466 | 1.11 |
| 01210749 | MC | 9,703 | .45 | .132 | 1.09 |
| 01211120 | MC | 9,703 | .62 | .280 | 1.17 |
| 01211121 | MC | 9,703 | .13 | -.099 | 1.26 |
| 01211122 | MC | 9,703 | .64 | .260 | 1.22 |
| 01209142 | CR | 219,152 | .76 | .468 | 1.26 |
| 01069263 | CR | 219,152 | .67 | .518 | 1.37 |
| 01209166 | CR | 219,152 | .69 | .464 | 1.35 |
| 01209158 | CR | 219,152 | .69 | .539 | 1.41 |
| 01211123 | CR | 3,968 | .69 | .459 | .05 |
| 01211124 | CR | 3,964 | .66 | .417 | .05 |
| 01069225 | CR | 219,152 | .56 | .564 | 1.50 |
| 01211125 | CR | 3,951 | .62 | .500 | .00 |

Table K-22: Item Analysis, Annual Assessment Data, Writing, Grade Span 9–12

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 01210467 | MC | 223,752 | .72 | .406 | 2.46 |
| 00684130 | MC | 223,752 | .87 | .560 | 2.31 |
| 01209287 | MC | 223,752 | .63 | .321 | 2.41 |
| 00354095 | MC | 223,752 | .66 | .393 | 2.32 |
| 01209289 | MC | 223,752 | .85 | .464 | 2.30 |
| 00546586 | MC | 223,752 | .75 | .439 | 2.34 |
| 00354047 | MC | 223,752 | .66 | .382 | 2.41 |
| 01210462 | MC | 223,752 | .74 | .372 | 2.37 |
| 01210463 | MC | 223,752 | .78 | .449 | 2.32 |
| 01210464 | MC | 223,752 | .49 | .236 | 2.39 |
| 01210465 | MC | 223,752 | .81 | .477 | 2.35 |
| 01209299 | MC | 223,752 | .48 | .335 | 2.39 |
| 01209297 | MC | 223,752 | .68 | .313 | 2.37 |
| 01060039 | MC | 223,752 | .87 | .535 | 2.36 |
| 01060041 | MC | 223,752 | .60 | .326 | 2.39 |
| 01060043 | MC | 223,752 | .72 | .367 | 2.35 |
| 00940507 | MC | 223,752 | .68 | .395 | 2.48 |
| 00940509 | MC | 223,752 | .57 | .323 | 2.53 |
| 00940511 | MC | 223,752 | .83 | .375 | 2.57 |
| 01210910 | MC | 14,048 | .88 | .449 | 1.74 |
| 01210902 | MC | 14,048 | .81 | .457 | 1.82 |
| 01210908 | MC | 14,048 | .51 | .191 | 1.82 |
| 01211169 | MC | 14,048 | .72 | .389 | 1.82 |
| 01211170 | MC | 14,048 | .50 | .289 | 1.86 |
| 01211171 | MC | 14,048 | .57 | .326 | 2.01 |
| 01209293 | CR | 223,752 | .77 | .576 | 2.24 |
| 01209317 | CR | 223,752 | .74 | .538 | 2.27 |
| 01209309 | CR | 223,752 | .73 | .542 | 2.32 |
| 01209301 | CR | 223,752 | .75 | .539 | 2.37 |
| 01211172 | CR | 3,959 | .84 | .435 | .28 |
| 01211173 | CR | 3,949 | .74 | .436 | .00 |
| 01210470 | CR | 223,752 | .61 | .623 | 2.68 |
| 01211174 | CR | 3,876 | .64 | .444 | .00 |

Table K-23: Item Analysis, Annual Assessment Data, Writing, Constructed-Response Items, All Grade Spans

| Grade Span | Item ID | N | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Percent Score Point = 4 | Item-Test Corr. | Mean | Mean Proportion of Max. | Stand. Dev. |
|------------|----------|---------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------|------|-------------------------|-------------|
| K-1 | 01210240 | 184,207 | 3.5 | 11.7 | 84.8 | | | .302 | 1.81 | .91 | .470 |
| | 01210188 | 184,207 | 2.5 | 12.7 | 84.8 | | | .347 | 1.82 | .91 | .443 |
| | 01210246 | 184,207 | 5.6 | 21.8 | 72.6 | | | .300 | 1.67 | .83 | .578 |
| | 01210170 | 184,207 | 10.3 | 51.4 | 38.3 | | | .497 | 1.28 | .64 | .639 |
| | 01210190 | 184,207 | 6.4 | 30.8 | 62.8 | | | .538 | 1.56 | .78 | .612 |
| | 01210150 | 184,207 | 9.7 | 47.9 | 42.5 | | | .476 | 1.33 | .66 | .643 |
| | 01210192 | 184,207 | 31.7 | 54.7 | 13.7 | | | .465 | .82 | .41 | .649 |
| | 01210212 | 184,207 | 21.9 | 50.2 | 27.8 | | | .515 | 1.06 | .53 | .703 |
| | 01210248 | 4,252 | 9.5 | 29.2 | 61.3 | | | .538 | 1.52 | .76 | .663 |
| | 01211021 | 4,242 | 20.0 | 22.9 | 57.2 | | | .523 | 1.37 | .69 | .796 |
| | 01211022 | 3,641 | 34.0 | 46.1 | 19.9 | | | .715 | .86 | .43 | .720 |
| | 01211023 | 3,613 | 35.3 | 28.4 | 36.3 | | | .733 | 1.01 | .51 | .846 |
| 01211024 | 3,308 | 44.0 | 30.1 | 26.0 | | | .656 | .82 | .41 | .817 | |
| 2 | 00940143 | 172,761 | 10.6 | 38.8 | 42.2 | 8.4 | | .599 | 1.48 | .49 | .794 |
| | 00940135 | 172,761 | 15.7 | 44.2 | 36.4 | 3.7 | | .662 | 1.28 | .43 | .767 |
| | 01208544 | 172,761 | 11.0 | 49.5 | 33.5 | 6.1 | | .630 | 1.35 | .45 | .754 |
| | 00940119 | 172,761 | 15.2 | 40.6 | 38.8 | 5.4 | | .635 | 1.34 | .45 | .799 |
| | 01211016 | 3,956 | 13.5 | 37.8 | 44.5 | 4.3 | | .619 | 1.40 | .47 | .771 |
| | 01211017 | 3,931 | 12.3 | 36.5 | 42.6 | 8.6 | | .640 | 1.48 | .49 | .817 |
| | 01210443 | 172,761 | 13.7 | 22.4 | 46.7 | 16.7 | .5 | .641 | 1.68 | .42 | .925 |
| | 01211018 | 3,846 | 11.2 | 28.4 | 43.7 | 15.3 | 1.4 | .656 | 1.67 | .42 | .913 |
| 3–5 | 01210450 | 387,007 | 2.9 | 18.6 | 58.6 | 19.9 | | .579 | 1.95 | .65 | .707 |
| | 01209008 | 387,007 | 2.9 | 12.8 | 53.7 | 30.7 | | .554 | 2.12 | .71 | .731 |
| | 01209016 | 387,007 | 3.6 | 22.4 | 59.6 | 14.4 | | .593 | 1.85 | .62 | .699 |
| | 01209024 | 387,007 | 3.1 | 14.2 | 67.7 | 15.0 | | .595 | 1.95 | .65 | .643 |
| | 01211074 | 3,972 | 1.7 | 38.0 | 45.7 | 14.5 | | .426 | 1.73 | .58 | .722 |
| | 01211075 | 3,966 | 2.0 | 21.1 | 44.6 | 32.4 | | .494 | 2.07 | .69 | .780 |
| | 01210452 | 387,007 | 6.5 | 13.1 | 43.7 | 35.7 | 1.0 | .600 | 2.11 | .53 | .880 |
| | 01211076 | 3,937 | 4.4 | 9.6 | 45.2 | 38.5 | 2.4 | .642 | 2.25 | .56 | .831 |
| 01209142 | 219,152 | 2.5 | 7.9 | 49.8 | 39.9 | | .468 | 2.27 | .76 | .709 | |
| 01069263 | 219,152 | 3.0 | 11.5 | 68.0 | 17.5 | | .518 | 2.00 | .67 | .640 | |

Table K-23: Item Analysis, Annual Assessment Data, Writing, Constructed-Response Items, All Grade Spans

| Grade Span | Item ID | N | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Percent Score Point = 4 | Item-Test Corr. | Mean | Mean Proportion of Max. | Stand. Dev. |
|------------|----------|---------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------|------|-------------------------|-------------|
| 6–8 | 01209166 | 219,152 | 2.6 | 14.3 | 57.0 | 26.1 | | .464 | 2.07 | .69 | .710 |
| | 01209158 | 219,152 | 2.9 | 13.0 | 58.8 | 25.3 | | .539 | 2.07 | .69 | .704 |
| | 01211123 | 3,968 | 1.9 | 14.7 | 58.6 | 24.8 | | .459 | 2.06 | .69 | .684 |
| | 01211124 | 3,964 | 1.6 | 15.9 | 65.0 | 17.4 | | .417 | 1.98 | .66 | .631 |
| | 01069225 | 219,152 | 3.0 | 8.7 | 49.3 | 38.0 | 1.0 | .564 | 2.25 | .56 | .751 |
| | 01211125 | 3,951 | 1.7 | 3.9 | 42.1 | 49.5 | 2.8 | .500 | 2.48 | .62 | .697 |
| 9–12 | 01209293 | 223,752 | 3.1 | 11.2 | 37.7 | 48.1 | | .576 | 2.31 | .77 | .787 |
| | 01209317 | 223,752 | 3.1 | 8.1 | 52.5 | 36.3 | | .538 | 2.22 | .74 | .721 |
| | 01209309 | 223,752 | 3.6 | 10.5 | 49.6 | 36.4 | | .542 | 2.19 | .73 | .759 |
| | 01209301 | 223,752 | 3.4 | 10.9 | 44.1 | 41.6 | | .539 | 2.24 | .75 | .778 |
| | 01211172 | 3,959 | .9 | 8.4 | 29.8 | 60.9 | | .435 | 2.51 | .84 | .686 |
| | 01211173 | 3,949 | .9 | 11.0 | 52.6 | 35.4 | | .436 | 2.23 | .74 | .671 |
| | 01210470 | 223,752 | 5.4 | 5.6 | 31.8 | 54.9 | 2.3 | .623 | 2.43 | .61 | .853 |
| 01211174 | 3,876 | 1.9 | 3.6 | 35.3 | 56.2 | 3.1 | .444 | 2.55 | .64 | .701 | |

Note: With respect to the initial assessment data, results are shown only for operational test items.

Initial Assessment

Table K-24: Item Analysis, Initial Assessment Data, Listening, Grade Span K–1

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 01057170 | MC | 217,599 | .40 | .327 | 5.58 |
| 01057147 | MC | 217,599 | .46 | .234 | 5.94 |
| 01208385 | MC | 217,599 | .38 | .244 | 9.15 |
| 01210285 | MC | 217,599 | .33 | .192 | 6.13 |
| 00803303 | MC | 217,599 | .31 | .260 | 8.50 |
| 00940028 | MC | 217,599 | .20 | .249 | 6.73 |
| 00803281 | MC | 217,599 | .30 | .199 | 8.29 |
| 01057151 | MC | 217,599 | .35 | .266 | 8.41 |
| 01057153 | MC | 217,599 | .27 | .347 | 8.64 |
| 01057155 | MC | 217,599 | .47 | .320 | 8.64 |
| 00545952 | DCR | 217,599 | .59 | .523 | .92 |
| 00382712 | DCR | 217,599 | .33 | .518 | 1.03 |
| 00545954 | DCR | 217,599 | .18 | .530 | 1.03 |
| 00382758 | DCR | 217,599 | .12 | .511 | 1.24 |
| 00676867 | DCR | 217,599 | .50 | .544 | 22.62 |
| 01210292 | DCR | 217,599 | .15 | .468 | 22.77 |
| 01208387 | DCR | 217,599 | .40 | .569 | 22.69 |
| 01057159 | DCR | 217,599 | .29 | .577 | 22.83 |
| 01210293 | DCR | 217,599 | .13 | .469 | 1.55 |
| 01208391 | DCR | 217,599 | .12 | .437 | 1.65 |

Table K-25: Item Analysis, Initial Assessment Data, Listening, Grade 2

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|--------|---------|----------------|--------------|
| 01057170 | MC | 10,132 | .69 | .664 | 10.54 |
| 01057147 | MC | 10,132 | .55 | .443 | 10.71 |
| 01208385 | MC | 10,132 | .56 | .571 | 12.24 |
| 01210285 | MC | 10,132 | .47 | .512 | 10.89 |
| 00803303 | MC | 10,132 | .52 | .516 | 11.76 |
| 00940028 | MC | 10,132 | .39 | .534 | 11.22 |
| 00803281 | MC | 10,132 | .49 | .491 | 11.69 |
| 01057151 | MC | 10,132 | .61 | .582 | 12.01 |
| 01057153 | MC | 10,132 | .55 | .603 | 12.19 |
| 01057155 | MC | 10,132 | .61 | .599 | 12.32 |
| 00545952 | DCR | 10,132 | .69 | .774 | 2.86 |
| 00382712 | DCR | 10,132 | .53 | .692 | 3.10 |
| 00545954 | DCR | 10,132 | .48 | .696 | 3.01 |
| 00382758 | DCR | 10,132 | .48 | .717 | 3.23 |
| 00676867 | DCR | 10,132 | .68 | .778 | 20.15 |
| 01210292 | DCR | 10,132 | .37 | .586 | 20.30 |
| 01208387 | DCR | 10,132 | .60 | .766 | 20.25 |
| 01057159 | DCR | 10,132 | .59 | .753 | 20.46 |
| 01210293 | DCR | 10,132 | .51 | .682 | 4.10 |
| 01208391 | DCR | 10,132 | .40 | .585 | 4.14 |

Table K-26: Item Analysis, Initial Assessment Data, Listening, Grade Span 3–5

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|--------|---------|----------------|--------------|
| 00382862 | MC | 23,070 | .67 | .592 | 11.79 |
| 00940959 | MC | 23,070 | .55 | .615 | 11.97 |
| 00803461 | MC | 23,070 | .63 | .612 | 12.48 |
| 01208895 | MC | 23,070 | .67 | .601 | 12.35 |
| 00546104 | MC | 23,070 | .50 | .511 | 12.44 |
| 01208910 | MC | 23,070 | .75 | .698 | 12.25 |
| 01208893 | MC | 23,070 | .63 | .639 | 12.32 |
| 01057646 | MC | 23,070 | .69 | .739 | 12.41 |
| 00687440 | MC | 23,070 | .55 | .560 | 12.69 |
| 01057650 | MC | 23,070 | .40 | .427 | 12.92 |
| 01208899 | MC | 23,070 | .47 | .538 | 13.06 |
| 00940965 | MC | 23,070 | .58 | .624 | 13.37 |
| 01208897 | MC | 23,070 | .50 | .568 | 13.45 |
| 01210299 | MC | 23,070 | .56 | .589 | 13.31 |
| 00687433 | MC | 23,070 | .64 | .617 | 13.39 |
| 00940982 | MC | 23,070 | .52 | .509 | 13.51 |
| 01057633 | MC | 23,070 | .47 | .522 | 13.59 |
| 00940971 | MC | 23,070 | .34 | .398 | 14.04 |
| 00940973 | MC | 23,070 | .43 | .475 | 14.10 |
| 00940967 | MC | 23,070 | .39 | .433 | 14.26 |

Table K-27: Item Analysis, Initial Assessment Data, Listening, Grade Span 6–8

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|--------|---------|----------------|--------------|
| 00940162 | MC | 18,918 | .45 | .597 | 11.96 |
| 00803587 | MC | 18,918 | .69 | .648 | 12.35 |
| 00383000 | MC | 18,918 | .54 | .578 | 12.92 |
| 00940177 | MC | 18,918 | .61 | .579 | 12.27 |
| 01209054 | MC | 18,918 | .64 | .594 | 12.86 |
| 01209037 | MC | 18,918 | .53 | .613 | 12.40 |
| 00546267 | MC | 18,918 | .67 | .678 | 12.80 |
| 01059765 | MC | 18,918 | .49 | .423 | 13.01 |
| 01209058 | MC | 18,918 | .56 | .535 | 13.02 |
| 00940164 | MC | 18,918 | .45 | .409 | 13.37 |
| 01209039 | MC | 18,918 | .48 | .541 | 13.35 |
| 00693730 | MC | 18,918 | .51 | .613 | 13.47 |
| 00693734 | MC | 18,918 | .52 | .489 | 13.46 |
| 00940183 | MC | 18,918 | .39 | .476 | 13.52 |
| 01209041 | MC | 18,918 | .61 | .642 | 13.55 |
| 00383014 | MC | 18,918 | .53 | .496 | 13.53 |
| 00693724 | MC | 18,918 | .55 | .574 | 13.57 |
| 00693706 | MC | 18,918 | .53 | .590 | 13.89 |
| 00693708 | MC | 18,918 | .59 | .612 | 14.01 |
| 00693710 | MC | 18,918 | .54 | .510 | 14.28 |

Table K-28: Item Analysis, Initial Assessment Data, Listening, Grade Span 9–12

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|--------|---------|----------------|--------------|
| 01210316 | MC | 28,474 | .57 | .640 | 11.51 |
| 01210318 | MC | 28,474 | .61 | .609 | 10.61 |
| 00383078 | MC | 28,474 | .69 | .572 | 11.07 |
| 00803639 | MC | 28,474 | .74 | .652 | 11.14 |
| 00940421 | MC | 28,474 | .51 | .377 | 11.62 |
| 01059881 | MC | 28,474 | .59 | .457 | 11.12 |
| 01059865 | MC | 28,474 | .25 | .391 | 11.02 |
| 00940438 | MC | 28,474 | .59 | .553 | 11.50 |
| 00383042 | MC | 28,474 | .42 | .372 | 11.32 |
| 01210319 | MC | 28,474 | .72 | .606 | 11.76 |
| 00803661 | MC | 28,474 | .49 | .467 | 11.67 |
| 01209182 | MC | 28,474 | .50 | .519 | 11.70 |
| 01059869 | MC | 28,474 | .58 | .540 | 11.79 |
| 01209180 | MC | 28,474 | .51 | .569 | 11.80 |
| 00683424 | MC | 28,474 | .62 | .684 | 11.69 |
| 00683426 | MC | 28,474 | .62 | .529 | 11.78 |
| 01210321 | MC | 28,474 | .66 | .647 | 12.01 |
| 01210478 | MC | 28,474 | .51 | .475 | 12.10 |
| 01210479 | MC | 28,474 | .65 | .540 | 12.18 |
| 01210480 | MC | 28,474 | .46 | .494 | 12.32 |

Table K-29: Item Analysis, Initial Assessment Data, Speaking, Grade Span K–1

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 01057183 | DCR | 217,599 | .46 | .600 | .89 |
| 00680889 | DCR | 217,599 | .30 | .523 | .92 |
| 00680885 | DCR | 217,599 | .46 | .580 | 1.58 |
| 00940041 | DCR | 217,599 | .10 | .368 | 12.63 |
| 00545973 | DCR | 217,599 | .42 | .498 | 12.93 |
| 01210325 | DCR | 217,599 | .41 | .612 | 13.32 |
| 01057185 | DCR | 217,599 | .40 | .633 | 13.42 |
| 01208460 | DCR | 217,599 | .51 | .618 | 13.66 |
| 00545983 | DCR | 217,599 | .30 | .594 | 13.74 |
| 01210326 | DCR | 217,599 | .38 | .597 | 13.79 |
| 01057195 | DCR | 217,599 | .50 | .670 | 13.78 |
| 00545977 | DCR | 217,599 | .40 | .645 | 13.90 |
| 00545985 | DCR | 217,599 | .57 | .649 | 13.97 |
| 01208454 | CR | 217,599 | .19 | .641 | 1.78 |
| 00803331 | CR | 217,599 | .21 | .649 | 3.08 |
| 01208452 | CR | 217,599 | .18 | .636 | 39.26 |
| 01057199 | CR | 217,599 | .12 | .588 | 39.87 |
| 01210330 | CR | 217,599 | .39 | .719 | 1.45 |
| 01210331 | CR | 217,599 | .30 | .709 | 1.94 |
| 01208470 | CR | 217,599 | .28 | .762 | 1.49 |

Table K-30: Item Analysis, Initial Assessment Data, Speaking, Grade 2

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|--------|---------|----------------|--------------|
| 01057183 | DCR | 10,132 | .58 | .771 | 2.70 |
| 00680889 | DCR | 10,132 | .49 | .681 | 2.73 |
| 00680885 | DCR | 10,132 | .64 | .760 | 4.03 |
| 00940041 | DCR | 10,132 | .48 | .592 | 14.47 |
| 00545973 | DCR | 10,132 | .62 | .644 | 14.81 |
| 01210325 | DCR | 10,132 | .55 | .758 | 15.92 |
| 01057185 | DCR | 10,132 | .63 | .832 | 16.06 |
| 01208460 | DCR | 10,132 | .68 | .830 | 16.45 |
| 00545983 | DCR | 10,132 | .48 | .723 | 16.57 |
| 01210326 | DCR | 10,132 | .52 | .735 | 16.65 |
| 01057195 | DCR | 10,132 | .64 | .852 | 16.63 |
| 00545977 | DCR | 10,132 | .59 | .803 | 16.78 |
| 00545985 | DCR | 10,132 | .67 | .844 | 16.87 |
| 01208454 | CR | 10,132 | .51 | .821 | 4.25 |
| 00803331 | CR | 10,132 | .53 | .819 | 5.37 |
| 01208452 | CR | 10,132 | .47 | .778 | 24.12 |
| 01057199 | CR | 10,132 | .42 | .755 | 24.68 |
| 01210330 | CR | 10,132 | .60 | .864 | 3.79 |
| 01210331 | CR | 10,132 | .52 | .823 | 4.84 |
| 01208470 | CR | 10,132 | .48 | .881 | 3.98 |

Table K-31: Item Analysis, Initial Assessment Data, Speaking, Grade Span 3–5

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|--------|---------|----------------|--------------|
| 00940336 | DCR | 23,070 | .34 | .601 | 2.73 |
| 00803482 | DCR | 23,070 | .48 | .647 | 2.78 |
| 00803468 | DCR | 23,070 | .56 | .800 | 3.59 |
| 01059002 | DCR | 23,070 | .12 | .348 | 13.29 |
| 01210334 | DCR | 23,070 | .59 | .775 | 15.99 |
| 01210336 | DCR | 23,070 | .59 | .821 | 16.22 |
| 01059014 | DCR | 23,070 | .59 | .814 | 16.50 |
| 01208976 | DCR | 23,070 | .53 | .781 | 16.74 |
| 01208978 | DCR | 23,070 | .49 | .728 | 17.12 |
| 00940353 | DCR | 23,070 | .41 | .675 | 17.19 |
| 01059004 | DCR | 23,070 | .37 | .647 | 17.26 |
| 01208966 | DCR | 23,070 | .53 | .798 | 17.37 |
| 01059016 | DCR | 23,070 | .57 | .831 | 17.46 |
| 01210338 | CR | 23,070 | .49 | .831 | 4.43 |
| 01210339 | CR | 23,070 | .42 | .778 | 5.55 |
| 01210337 | CR | 23,070 | .45 | .749 | 23.00 |
| 00687655 | CR | 23,070 | .51 | .855 | 23.75 |
| 01210340 | CR | 23,070 | .52 | .871 | 4.01 |
| 00940344 | CR | 23,070 | .52 | .869 | 5.11 |
| 01208986 | CR | 23,070 | .48 | .894 | 4.01 |

Table K-32: Item Analysis, Initial Assessment Data, Speaking, Grade Span 6–8

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|--------|---------|----------------|--------------|
| 00546302 | DCR | 18,918 | .41 | .670 | 2.75 |
| 00383219 | DCR | 18,918 | .61 | .738 | 2.80 |
| 01210343 | DCR | 18,918 | .62 | .797 | 3.84 |
| 00803628 | DCR | 18,918 | .55 | .727 | 13.53 |
| 01209118 | DCR | 18,918 | .30 | .595 | 15.01 |
| 00940205 | DCR | 18,918 | .30 | .583 | 15.31 |
| 00940191 | DCR | 18,918 | .45 | .751 | 15.65 |
| 01059807 | DCR | 18,918 | .54 | .836 | 15.94 |
| 01059805 | DCR | 18,918 | .49 | .806 | 16.09 |
| 00383225 | DCR | 18,918 | .58 | .842 | 16.23 |
| 00546322 | DCR | 18,918 | .55 | .784 | 16.41 |
| 00546308 | DCR | 18,918 | .50 | .818 | 16.49 |
| 00693765 | DCR | 18,918 | .24 | .548 | 16.71 |
| 00546312 | CR | 18,918 | .47 | .849 | 5.22 |
| 01059809 | CR | 18,918 | .55 | .861 | 6.49 |
| 01209110 | CR | 18,918 | .48 | .857 | 20.76 |
| 01209122 | CR | 18,918 | .48 | .862 | 21.33 |
| 00940213 | CR | 18,918 | .60 | .877 | 4.57 |
| 00940199 | CR | 18,918 | .55 | .876 | 5.77 |
| 00693773 | CR | 18,918 | .50 | .903 | 4.65 |

Table K-33: Item Analysis, Initial Assessment Data, Speaking, Grade Span 9–12

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|--------|---------|----------------|--------------|
| 00940480 | DCR | 28,474 | .51 | .626 | 3.69 |
| 00546487 | DCR | 28,474 | .35 | .605 | 3.76 |
| 00383285 | DCR | 28,474 | .56 | .744 | 4.61 |
| 01209271 | DCR | 28,474 | .40 | .665 | 14.72 |
| 01210354 | DCR | 28,474 | .38 | .687 | 15.52 |
| 00940484 | DCR | 28,474 | .36 | .654 | 15.91 |
| 00940497 | DCR | 28,474 | .26 | .528 | 16.26 |
| 01209258 | DCR | 28,474 | .36 | .641 | 16.51 |
| 01059913 | DCR | 28,474 | .56 | .757 | 16.54 |
| 00683673 | DCR | 28,474 | .32 | .522 | 16.25 |
| 01210355 | DCR | 28,474 | .45 | .673 | 16.41 |
| 00683682 | DCR | 28,474 | .33 | .615 | 16.56 |
| 00383295 | DCR | 28,474 | .52 | .787 | 16.97 |
| 00437871 | CR | 28,474 | .52 | .830 | 5.48 |
| 00803676 | CR | 28,474 | .58 | .868 | 6.92 |
| 00940486 | CR | 28,474 | .51 | .859 | 18.07 |
| 01059905 | CR | 28,474 | .55 | .877 | 18.63 |
| 01210360 | CR | 28,474 | .56 | .873 | 5.03 |
| 00940503 | CR | 28,474 | .60 | .845 | 6.23 |
| 01059911 | CR | 28,474 | .58 | .884 | 4.99 |

Table K-34: Item Analysis, Initial Assessment Data, Speaking—Constructed-Response Items, All Grade Spans

| Grade Span | Item ID | N | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Percent Score Point = 4 | Item-Test Corr. | Mean | Mean Proportion of Max. | Stand. Dev. |
|------------|----------|---------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------|------|-------------------------|-------------|
| K-1 | 01208454 | 217,599 | 73.8 | 14.2 | 12.0 | | | .641 | .38 | .19 | .690 |
| | 00803331 | 217,599 | 73.0 | 11.4 | 15.6 | | | .649 | .43 | .21 | .746 |
| | 01208452 | 217,599 | 74.9 | 14.4 | 10.8 | | | .636 | .36 | .18 | .667 |
| | 01057199 | 217,599 | 81.7 | 11.7 | 6.5 | | | .588 | .25 | .12 | .563 |
| | 01210330 | 217,599 | 44.4 | 34.1 | 21.5 | | | .719 | .77 | .39 | .779 |
| | 01210331 | 217,599 | 53.8 | 33.0 | 13.2 | | | .709 | .59 | .30 | .711 |
| | 01208470 | 217,599 | 40.0 | 25.2 | 19.8 | 11.9 | 3.0 | .762 | 1.13 | .28 | 1.154 |
| 2 | 01208454 | 10,132 | 42.6 | 13.1 | 44.3 | | | .821 | 1.02 | .51 | .932 |
| | 00803331 | 10,132 | 42.0 | 10.0 | 48.1 | | | .819 | 1.06 | .53 | .947 |
| | 01208452 | 10,132 | 45.2 | 15.5 | 39.3 | | | .778 | .94 | .47 | .918 |
| | 01057199 | 10,132 | 48.8 | 18.5 | 32.7 | | | .755 | .84 | .42 | .888 |
| | 01210330 | 10,132 | 30.9 | 18.8 | 50.3 | | | .864 | 1.19 | .60 | .880 |
| | 01210331 | 10,132 | 35.3 | 26.3 | 38.4 | | | .823 | 1.03 | .52 | .858 |
| | 01208470 | 10,132 | 29.2 | 8.1 | 18.5 | 28.3 | 15.9 | .881 | 1.94 | .48 | 1.471 |
| 3-5 | 01210338 | 23,070 | 45.0 | 12.3 | 42.7 | | | .831 | .98 | .49 | .936 |
| | 01210339 | 23,070 | 46.8 | 21.6 | 31.7 | | | .778 | .85 | .42 | .873 |
| | 01210337 | 23,070 | 47.6 | 15.1 | 37.3 | | | .749 | .90 | .45 | .916 |
| | 00687655 | 23,070 | 42.2 | 13.5 | 44.3 | | | .855 | 1.02 | .51 | .930 |
| | 01210340 | 23,070 | 38.6 | 17.8 | 43.6 | | | .871 | 1.05 | .52 | .905 |
| | 00940344 | 23,070 | 40.0 | 16.3 | 43.7 | | | .869 | 1.04 | .52 | .914 |
| | 01208986 | 23,070 | 29.6 | 8.5 | 18.7 | 26.2 | 17.0 | .894 | 1.93 | .48 | 1.485 |
| 6-8 | 00546312 | 18,918 | 45.3 | 15.3 | 39.5 | | | .849 | .94 | .47 | .919 |
| | 01059809 | 18,918 | 36.9 | 16.4 | 46.7 | | | .861 | 1.10 | .55 | .909 |
| | 01209110 | 18,918 | 46.0 | 12.2 | 41.8 | | | .857 | .96 | .48 | .936 |
| | 01209122 | 18,918 | 43.5 | 16.9 | 39.6 | | | .862 | .96 | .48 | .911 |
| | 00940213 | 18,918 | 33.5 | 12.5 | 54.0 | | | .877 | 1.21 | .60 | .913 |
| | 00940199 | 18,918 | 36.9 | 16.7 | 46.4 | | | .876 | 1.09 | .55 | .908 |
| | 00693773 | 18,918 | 29.1 | 7.7 | 15.9 | 27.5 | 19.9 | .903 | 2.01 | .50 | 1.519 |

Table K-34: Item Analysis, Initial Assessment Data, Speaking—Constructed-Response Items, All Grade Spans

| Grade Span | Item ID | N | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Percent Score Point = 4 | Item-Test Corr. | Mean | Mean Proportion of Max. | Stand. Dev. |
|------------|----------|--------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------|------|-------------------------|-------------|
| 9–12 | 00437871 | 28,474 | 38.8 | 18.1 | 43.1 | | | .830 | 1.04 | .52 | .904 |
| | 00803676 | 28,474 | 34.4 | 15.2 | 50.4 | | | .868 | 1.16 | .58 | .907 |
| | 00940486 | 28,474 | 39.5 | 18.7 | 41.8 | | | .859 | 1.02 | .51 | .901 |
| | 01059905 | 28,474 | 37.2 | 15.3 | 47.5 | | | .877 | 1.10 | .55 | .915 |
| | 01210360 | 28,474 | 35.2 | 18.2 | 46.5 | | | .873 | 1.11 | .56 | .897 |
| | 00940503 | 28,474 | 32.3 | 16.4 | 51.3 | | | .845 | 1.19 | .60 | .895 |
| | 01059911 | 28,474 | 23.8 | 6.9 | 12.9 | 26.5 | 29.9 | .884 | 2.32 | .58 | 1.544 |

Table K-35: Item Analysis, Initial Assessment Data, Reading, Grade Span K–1

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 01210040 | MC | 217,599 | .37 | .372 | 6.31 |
| 01210046 | MC | 217,599 | .30 | .217 | 6.56 |
| 01210918 | MC | 217,599 | .42 | .301 | 8.37 |
| 01210024 | MC | 217,599 | .45 | .379 | 7.30 |
| 01210917 | MC | 217,599 | .34 | .326 | 8.74 |
| 01210086 | MC | 217,599 | .54 | .378 | 7.62 |
| 01210919 | MC | 217,599 | .36 | .346 | 8.72 |
| 01210916 | MC | 217,599 | .33 | .393 | 8.65 |
| 01210032 | MC | 217,599 | .45 | .469 | 8.32 |
| 01210012 | MC | 217,599 | .46 | .499 | 8.47 |
| 01210014 | MC | 217,599 | .29 | .401 | 10.14 |
| 01210074 | MC | 217,599 | .29 | .379 | 10.84 |
| 01210122 | MC | 217,599 | .36 | .365 | 10.96 |
| 01210124 | MC | 217,599 | .43 | .275 | 11.01 |
| 01210132 | DCR | 217,599 | .08 | .535 | 3.85 |
| 01210130 | DCR | 217,599 | .09 | .547 | 4.03 |
| 01210058 | DCR | 217,599 | .19 | .362 | 2.76 |
| 01210078 | DCR | 217,599 | .29 | .410 | 2.89 |
| 01210096 | CR | 217,599 | .52 | .649 | 2.58 |
| 01210030 | CR | 217,599 | .50 | .657 | 2.68 |

Table K-36: Item Analysis, Initial Assessment Data, Reading, Grade 2

| Item ID | Type | N | p -Value | Point-Biserial | Percent Omit |
|----------|------|--------|------------|----------------|--------------|
| 00437237 | MC | 10,132 | .27 | .344 | 14.48 |
| 00546026 | MC | 10,132 | .45 | .565 | 15.01 |
| 01059053 | MC | 10,132 | .31 | .443 | 16.24 |
| 00680947 | MC | 10,132 | .58 | .598 | 16.48 |
| 00545999 | MC | 10,132 | .40 | .453 | 15.63 |
| 01059041 | MC | 10,132 | .41 | .465 | 16.41 |
| 01208480 | MC | 10,132 | .46 | .612 | 16.30 |
| 00240723 | MC | 10,132 | .53 | .601 | 16.30 |
| 00546014 | MC | 10,132 | .56 | .616 | 15.87 |
| 01059043 | MC | 10,132 | .34 | .458 | 16.46 |
| 01210374 | MC | 10,132 | .30 | .418 | 16.34 |
| 01210373 | MC | 10,132 | .49 | .565 | 16.30 |
| 01210375 | MC | 10,132 | .46 | .645 | 16.07 |
| 01208496 | MC | 10,132 | .34 | .492 | 16.62 |
| 01059045 | MC | 10,132 | .36 | .452 | 16.86 |
| 00546038 | MC | 10,132 | .47 | .592 | 16.93 |
| 00940074 | MC | 10,132 | .36 | .534 | 16.35 |
| 00353943 | MC | 10,132 | .26 | .421 | 16.56 |
| 00353925 | MC | 10,132 | .49 | .577 | 16.64 |
| 00353933 | MC | 10,132 | .53 | .687 | 17.17 |
| 01208486 | MC | 10,132 | .27 | .567 | 16.88 |
| 01059047 | MC | 10,132 | .40 | .532 | 17.22 |
| 01208482 | MC | 10,132 | .45 | .587 | 17.12 |
| 00546003 | MC | 10,132 | .47 | .673 | 17.10 |
| 00546040 | MC | 10,132 | .30 | .472 | 17.00 |
| 00940091 | MC | 10,132 | .45 | .580 | 17.80 |
| 00940093 | MC | 10,132 | .29 | .454 | 18.02 |
| 00940095 | MC | 10,132 | .34 | .504 | 17.98 |
| 01208500 | MC | 10,132 | .32 | .393 | 18.27 |
| 01208502 | MC | 10,132 | .51 | .668 | 18.88 |
| 01208504 | MC | 10,132 | .32 | .548 | 18.39 |
| 01210369 | MC | 10,132 | .38 | .574 | 18.30 |
| 01210493 | MC | 10,132 | .39 | .566 | 18.88 |
| 01210494 | MC | 10,132 | .28 | .408 | 18.48 |
| 01210371 | MC | 10,132 | .32 | .474 | 18.61 |

Table K-37: Item Analysis, Initial Assessment Data, Reading, Grade Span 3–5

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|--------|---------|----------------|--------------|
| 00691063 | MC | 23,070 | .48 | .604 | 14.75 |
| 00691065 | MC | 23,070 | .41 | .488 | 15.03 |
| 01208932 | MC | 23,070 | .50 | .516 | 15.43 |
| 00803523 | MC | 23,070 | .57 | .580 | 15.38 |
| 01208922 | MC | 23,070 | .49 | .619 | 15.73 |
| 01059105 | MC | 23,070 | .42 | .527 | 15.82 |
| 00940996 | MC | 23,070 | .43 | .487 | 15.67 |
| 00940994 | MC | 23,070 | .35 | .432 | 15.82 |
| 00546207 | MC | 23,070 | .48 | .595 | 15.65 |
| 01059097 | MC | 23,070 | .45 | .628 | 15.81 |
| 01210390 | MC | 23,070 | .33 | .480 | 15.80 |
| 01210381 | MC | 23,070 | .40 | .510 | 16.03 |
| 01210392 | MC | 23,070 | .45 | .552 | 16.13 |
| 00691051 | MC | 23,070 | .38 | .593 | 15.83 |
| 01208936 | MC | 23,070 | .51 | .609 | 15.93 |
| 00546184 | MC | 23,070 | .55 | .566 | 16.22 |
| 00803539 | MC | 23,070 | .47 | .610 | 16.27 |
| 00803541 | MC | 23,070 | .41 | .543 | 16.50 |
| 01210384 | MC | 23,070 | .49 | .646 | 16.53 |
| 00940998 | MC | 23,070 | .58 | .704 | 16.35 |
| 01208930 | MC | 23,070 | .43 | .554 | 16.51 |
| 00941000 | MC | 23,070 | .55 | .700 | 16.46 |
| 01208938 | MC | 23,070 | .46 | .617 | 16.40 |
| 01208940 | MC | 23,070 | .22 | .391 | 16.52 |
| 00241065 | MC | 23,070 | .45 | .661 | 16.51 |
| 01208946 | MC | 23,070 | .49 | .557 | 16.84 |
| 01208950 | MC | 23,070 | .33 | .539 | 16.97 |
| 01208944 | MC | 23,070 | .46 | .626 | 16.97 |
| 01210485 | MC | 23,070 | .40 | .540 | 17.17 |
| 01210387 | MC | 23,070 | .41 | .490 | 17.23 |
| 01210388 | MC | 23,070 | .37 | .492 | 17.17 |
| 01210389 | MC | 23,070 | .49 | .608 | 17.26 |
| 01059117 | MC | 23,070 | .38 | .547 | 17.46 |
| 01059119 | MC | 23,070 | .33 | .463 | 17.38 |
| 01059121 | MC | 23,070 | .37 | .543 | 17.49 |

Table K-38: Item Analysis, Initial Assessment Data, Reading, Grade Span 6–8

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|--------|---------|----------------|--------------|
| 01210400 | MC | 18,918 | .40 | .462 | 15.02 |
| 00546334 | MC | 18,918 | .47 | .511 | 14.22 |
| 00803707 | MC | 18,918 | .47 | .573 | 14.36 |
| 01060126 | MC | 18,918 | .39 | .480 | 15.14 |
| 00803689 | MC | 18,918 | .47 | .541 | 14.65 |
| 00546361 | MC | 18,918 | .43 | .557 | 14.81 |
| 01209064 | MC | 18,918 | .55 | .611 | 14.67 |
| 01209074 | MC | 18,918 | .47 | .561 | 14.97 |
| 01060128 | MC | 18,918 | .46 | .544 | 14.72 |
| 01209076 | MC | 18,918 | .43 | .483 | 14.90 |
| 00803709 | MC | 18,918 | .38 | .563 | 14.98 |
| 00803693 | MC | 18,918 | .45 | .471 | 14.84 |
| 01209080 | MC | 18,918 | .58 | .706 | 15.03 |
| 00940275 | MC | 18,918 | .42 | .572 | 15.14 |
| 01209070 | MC | 18,918 | .53 | .652 | 15.07 |
| 01060120 | MC | 18,918 | .53 | .680 | 14.98 |
| 00940273 | MC | 18,918 | .54 | .670 | 15.27 |
| 01210402 | MC | 18,918 | .54 | .628 | 15.02 |
| 01210412 | MC | 18,918 | .44 | .529 | 15.14 |
| 01209082 | MC | 18,918 | .46 | .662 | 15.10 |
| 00940285 | MC | 18,918 | .37 | .545 | 15.21 |
| 01060124 | MC | 18,918 | .47 | .607 | 15.37 |
| 01209092 | MC | 18,918 | .50 | .602 | 15.29 |
| 01209090 | MC | 18,918 | .33 | .532 | 15.48 |
| 01209088 | MC | 18,918 | .37 | .523 | 15.74 |
| 01209086 | MC | 18,918 | .51 | .674 | 15.61 |
| 00940291 | MC | 18,918 | .53 | .536 | 15.77 |
| 00940287 | MC | 18,918 | .51 | .610 | 15.79 |
| 00940293 | MC | 18,918 | .37 | .487 | 15.83 |
| 00693802 | MC | 18,918 | .34 | .488 | 15.88 |
| 00693800 | MC | 18,918 | .52 | .638 | 15.79 |
| 00693798 | MC | 18,918 | .36 | .526 | 15.82 |
| 00803735 | MC | 18,918 | .41 | .582 | 15.95 |
| 00803739 | MC | 18,918 | .37 | .505 | 16.04 |
| 00803741 | MC | 18,918 | .45 | .587 | 16.02 |

Table K-39: Item Analysis, Initial Assessment Data, Reading, Grade Span 9–12

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|--------|---------|----------------|--------------|
| 01210417 | MC | 28,474 | .50 | .553 | 12.23 |
| 00684030 | MC | 28,474 | .58 | .543 | 12.54 |
| 00546505 | MC | 28,474 | .53 | .582 | 12.13 |
| 00804688 | MC | 28,474 | .57 | .623 | 12.39 |
| 00546524 | MC | 28,474 | .51 | .530 | 12.55 |
| 00241856 | MC | 28,474 | .56 | .492 | 12.19 |
| 00804714 | MC | 28,474 | .52 | .529 | 12.58 |
| 01210428 | MC | 28,474 | .54 | .582 | 12.59 |
| 01209217 | MC | 28,474 | .64 | .714 | 12.35 |
| 01209227 | MC | 28,474 | .68 | .664 | 12.46 |
| 00241779 | MC | 28,474 | .62 | .593 | 12.64 |
| 01059967 | MC | 28,474 | .61 | .680 | 12.72 |
| 01210429 | MC | 28,474 | .52 | .515 | 12.74 |
| 00804718 | MC | 28,474 | .41 | .438 | 12.91 |
| 00354274 | MC | 28,474 | .28 | .442 | 12.91 |
| 00546536 | MC | 28,474 | .57 | .591 | 13.01 |
| 00684034 | MC | 28,474 | .48 | .460 | 12.85 |
| 00684045 | MC | 28,474 | .43 | .499 | 12.89 |
| 01209219 | MC | 28,474 | .64 | .582 | 12.62 |
| 01059969 | MC | 28,474 | .48 | .521 | 13.10 |
| 01209229 | MC | 28,474 | .46 | .533 | 12.99 |
| 00683949 | MC | 28,474 | .49 | .547 | 12.91 |
| 00940466 | MC | 28,474 | .51 | .586 | 12.94 |
| 00940468 | MC | 28,474 | .51 | .618 | 12.85 |
| 00940470 | MC | 28,474 | .65 | .673 | 13.06 |
| 01059999 | MC | 28,474 | .48 | .536 | 13.33 |
| 01059995 | MC | 28,474 | .40 | .504 | 13.17 |
| 01059997 | MC | 28,474 | .44 | .454 | 13.31 |
| 01209247 | MC | 28,474 | .45 | .531 | 13.53 |
| 01209249 | MC | 28,474 | .42 | .507 | 13.48 |
| 01209251 | MC | 28,474 | .38 | .528 | 13.57 |
| 01209245 | MC | 28,474 | .48 | .628 | 13.49 |
| 01209238 | MC | 28,474 | .38 | .438 | 13.57 |
| 01209240 | MC | 28,474 | .58 | .597 | 13.64 |
| 01209242 | MC | 28,474 | .40 | .542 | 13.81 |

Table K-40: Item Analysis, Initial Assessment Data, Reading, Constructed-Response Items

| Grade Span | Item ID | N | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Percent Score Point = 4 | Item-Test Corr. | Mean | Mean Proportion of Max. | Stand. Dev. |
|------------|----------|---------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------|------|-------------------------|-------------|
| K-1 | 01210096 | 217,599 | 36.2 | 12.7 | 11.1 | 40.0 | | .649 | 1.55 | .52 | 1.331 |
| | 01210030 | 217,599 | 37.7 | 12.1 | 11.8 | 38.4 | | .657 | 1.51 | .50 | 1.331 |

Table K-41: Item Analysis, Initial Assessment Data, Writing, Grade Span K–1

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|---------|---------|----------------|--------------|
| 01210200 | MC | 217,599 | .40 | .230 | 12.03 |
| 01210160 | MC | 217,599 | .40 | .290 | 12.24 |
| 01210272 | MC | 217,599 | .24 | .137 | 12.47 |
| 01210180 | MC | 217,599 | .41 | .307 | 12.49 |
| 01210176 | DCR | 217,599 | .21 | .219 | 3.43 |
| 01210154 | DCR | 217,599 | .23 | .244 | 3.71 |
| 01210158 | DCR | 217,599 | .28 | .296 | 4.29 |
| 01210218 | DCR | 217,599 | .26 | .294 | 4.41 |
| 01210162 | CR | 217,599 | .71 | .443 | 2.50 |
| 01210144 | CR | 217,599 | .57 | .475 | 2.98 |
| 01210226 | CR | 217,599 | .62 | .459 | 3.64 |
| 01210222 | CR | 217,599 | .60 | .309 | 2.78 |
| 01210240 | CR | 217,599 | .64 | .519 | 4.03 |
| 01210188 | CR | 217,599 | .64 | .570 | 4.64 |
| 01210246 | CR | 217,599 | .56 | .532 | 4.79 |
| 01210170 | CR | 217,599 | .27 | .645 | 24.13 |
| 01210190 | CR | 217,599 | .23 | .674 | 27.30 |
| 01210150 | CR | 217,599 | .20 | .650 | 29.06 |
| 01210192 | CR | 217,599 | .11 | .550 | 40.57 |
| 01210212 | CR | 217,599 | .13 | .586 | 39.66 |

Table K-42: Item Analysis, Initial Assessment Data, Writing, Grade 2

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|--------|---------|----------------|--------------|
| 01210438 | MC | 10,132 | .47 | .590 | 15.94 |
| 01210437 | MC | 10,132 | .60 | .676 | 16.11 |
| 00353996 | MC | 10,132 | .68 | .686 | 16.27 |
| 01208522 | MC | 10,132 | .50 | .574 | 16.60 |
| 00353982 | MC | 10,132 | .56 | .631 | 16.85 |
| 00353965 | MC | 10,132 | .62 | .660 | 17.27 |
| 00546063 | MC | 10,132 | .59 | .658 | 17.03 |
| 01208530 | MC | 10,132 | .55 | .711 | 17.16 |
| 00546085 | MC | 10,132 | .55 | .659 | 17.13 |
| 01210436 | MC | 10,132 | .49 | .615 | 17.94 |
| 01208534 | MC | 10,132 | .56 | .628 | 17.26 |
| 01208524 | MC | 10,132 | .46 | .549 | 17.64 |
| 01208532 | MC | 10,132 | .40 | .379 | 17.62 |
| 01057235 | MC | 10,132 | .47 | .478 | 17.12 |
| 01057237 | MC | 10,132 | .48 | .493 | 17.14 |
| 01057239 | MC | 10,132 | .41 | .474 | 17.65 |
| 00940137 | MC | 10,132 | .44 | .553 | 17.33 |
| 00940139 | MC | 10,132 | .47 | .591 | 17.27 |
| 00940141 | MC | 10,132 | .51 | .609 | 17.30 |
| 00940143 | CR | 10,132 | .36 | .796 | 18.98 |
| 00940135 | CR | 10,132 | .32 | .808 | 20.16 |
| 01208544 | CR | 10,132 | .34 | .806 | 21.19 |
| 00940119 | CR | 10,132 | .33 | .789 | 21.59 |
| 01210443 | CR | 10,132 | .30 | .804 | 22.58 |

Table K-43: Item Analysis, Initial Assessment Data, Writing, Grade Span 3–5

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|--------|---------|----------------|--------------|
| 01210447 | MC | 23,070 | .54 | .592 | 15.12 |
| 00354251 | MC | 23,070 | .58 | .678 | 15.26 |
| 00354245 | MC | 23,070 | .47 | .513 | 15.37 |
| 00354202 | MC | 23,070 | .57 | .638 | 15.33 |
| 00546256 | MC | 23,070 | .64 | .643 | 15.42 |
| 00546226 | MC | 23,070 | .53 | .567 | 15.61 |
| 00354206 | MC | 23,070 | .56 | .604 | 15.77 |
| 01208996 | MC | 23,070 | .37 | .360 | 15.99 |
| 01208994 | MC | 23,070 | .43 | .478 | 16.02 |
| 01209004 | MC | 23,070 | .46 | .560 | 16.06 |
| 00940377 | MC | 23,070 | .64 | .692 | 16.17 |
| 00940379 | MC | 23,070 | .50 | .592 | 15.93 |
| 00940381 | MC | 23,070 | .48 | .525 | 15.97 |
| 01059952 | MC | 23,070 | .64 | .668 | 16.11 |
| 01059954 | MC | 23,070 | .45 | .533 | 16.12 |
| 01059956 | MC | 23,070 | .56 | .632 | 16.03 |
| 01209010 | MC | 23,070 | .54 | .646 | 16.12 |
| 01209012 | MC | 23,070 | .59 | .674 | 16.16 |
| 01209014 | MC | 23,070 | .52 | .578 | 16.17 |
| 01210450 | CR | 23,070 | .49 | .839 | 17.82 |
| 01209008 | CR | 23,070 | .52 | .844 | 18.82 |
| 01209016 | CR | 23,070 | .45 | .850 | 19.53 |
| 01209024 | CR | 23,070 | .48 | .854 | 19.20 |
| 01210452 | CR | 23,070 | .37 | .837 | 23.67 |

Table K-44: Item Analysis, Initial Assessment Data, Writing, Grade Span 6–8

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|--------|---------|----------------|--------------|
| 00354697 | MC | 18,918 | .59 | .611 | 13.85 |
| 01209138 | MC | 18,918 | .62 | .645 | 13.93 |
| 01209140 | MC | 18,918 | .55 | .618 | 13.95 |
| 00546409 | MC | 18,918 | .61 | .634 | 13.88 |
| 00354703 | MC | 18,918 | .61 | .583 | 13.83 |
| 00354701 | MC | 18,918 | .52 | .488 | 13.97 |
| 01209146 | MC | 18,918 | .48 | .524 | 14.44 |
| 01209148 | MC | 18,918 | .53 | .551 | 14.31 |
| 00546419 | MC | 18,918 | .50 | .532 | 14.08 |
| 00546405 | MC | 18,918 | .54 | .606 | 14.31 |
| 01210457 | MC | 18,918 | .57 | .489 | 14.06 |
| 01210458 | MC | 18,918 | .63 | .669 | 14.19 |
| 01210456 | MC | 18,918 | .54 | .578 | 14.04 |
| 01069233 | MC | 18,918 | .63 | .701 | 14.25 |
| 01069235 | MC | 18,918 | .64 | .710 | 14.35 |
| 01069237 | MC | 18,918 | .56 | .637 | 14.25 |
| 00803785 | MC | 18,918 | .49 | .423 | 14.34 |
| 00803787 | MC | 18,918 | .53 | .611 | 14.70 |
| 00803789 | MC | 18,918 | .58 | .636 | 14.47 |
| 01209142 | CR | 18,918 | .59 | .818 | 15.63 |
| 01069263 | CR | 18,918 | .51 | .839 | 18.04 |
| 01209166 | CR | 18,918 | .54 | .814 | 16.69 |
| 01209158 | CR | 18,918 | .52 | .848 | 18.12 |
| 01069225 | CR | 18,918 | .42 | .859 | 19.31 |

Table K-45: Item Analysis, Initial Assessment Data, Writing, Grade Span 9–12

| Item ID | Type | N | p-Value | Point-Biserial | Percent Omit |
|----------|------|--------|---------|----------------|--------------|
| 01210467 | MC | 28,474 | .55 | .629 | 12.17 |
| 00684130 | MC | 28,474 | .64 | .686 | 12.06 |
| 01209287 | MC | 28,474 | .60 | .561 | 12.04 |
| 00354095 | MC | 28,474 | .55 | .623 | 12.05 |
| 01209289 | MC | 28,474 | .69 | .692 | 12.08 |
| 00546586 | MC | 28,474 | .59 | .672 | 12.05 |
| 00354047 | MC | 28,474 | .54 | .589 | 12.49 |
| 01210462 | MC | 28,474 | .67 | .628 | 12.20 |
| 01210463 | MC | 28,474 | .64 | .634 | 12.20 |
| 01210464 | MC | 28,474 | .50 | .491 | 12.20 |
| 01210465 | MC | 28,474 | .67 | .606 | 12.23 |
| 01209299 | MC | 28,474 | .45 | .507 | 12.52 |
| 01209297 | MC | 28,474 | .63 | .560 | 12.56 |
| 01060039 | MC | 28,474 | .67 | .687 | 12.38 |
| 01060041 | MC | 28,474 | .58 | .563 | 12.33 |
| 01060043 | MC | 28,474 | .63 | .636 | 12.34 |
| 00940507 | MC | 28,474 | .61 | .650 | 12.45 |
| 00940509 | MC | 28,474 | .47 | .491 | 12.68 |
| 00940511 | MC | 28,474 | .74 | .607 | 12.66 |
| 01209293 | CR | 28,474 | .63 | .823 | 12.43 |
| 01209317 | CR | 28,474 | .62 | .792 | 12.65 |
| 01209309 | CR | 28,474 | .60 | .793 | 13.59 |
| 01209301 | CR | 28,474 | .61 | .805 | 14.27 |
| 01210470 | CR | 28,474 | .48 | .843 | 16.79 |

Table K-46: Item Analysis, Initial Assessment Data, Writing—Constructed-Response Items, All Grade Spans

| Grade Span | Item ID | N | Percent Score Point = 0 | Percent Score Point = 1 | Percent Score Point = 2 | Percent Score Point = 3 | Percent Score Point = 4 | Item-Test Corr. | Mean | Mean Proportion of Max. | Stand. Dev. |
|------------|----------|---------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------|------|-------------------------|-------------|
| K-1 | 01210240 | 217,599 | 28.7 | 14.2 | 57.1 | | | .519 | 1.28 | .64 | .882 |
| | 01210188 | 217,599 | 19.2 | 32.8 | 48.0 | | | .570 | 1.29 | .64 | .768 |
| | 01210246 | 217,599 | 27.2 | 33.8 | 39.0 | | | .532 | 1.12 | .56 | .805 |
| | 01210170 | 217,599 | 54.4 | 37.3 | 8.3 | | | .645 | .54 | .27 | .645 |
| | 01210190 | 217,599 | 62.9 | 27.3 | 9.8 | | | .674 | .47 | .23 | .667 |
| | 01210150 | 217,599 | 66.1 | 28.1 | 5.8 | | | .650 | .40 | .20 | .597 |
| | 01210192 | 217,599 | 81.0 | 16.4 | 2.6 | | | .550 | .22 | .11 | .471 |
| | 01210212 | 217,599 | 76.5 | 20.0 | 3.5 | | | .586 | .27 | .13 | .517 |
| 2 | 00940143 | 10,132 | 34.9 | 28.0 | 30.1 | 6.9 | | .796 | 1.09 | .36 | .959 |
| | 00940135 | 10,132 | 38.4 | 29.3 | 29.1 | 3.3 | | .808 | .97 | .32 | .898 |
| | 01208544 | 10,132 | 35.4 | 33.4 | 24.9 | 6.3 | | .806 | 1.02 | .34 | .925 |
| | 00940119 | 10,132 | 38.5 | 27.2 | 30.0 | 4.4 | | .789 | 1.00 | .33 | .927 |
| | 01210443 | 10,132 | 38.1 | 17.4 | 32.9 | 10.6 | 1.0 | .804 | 1.19 | .30 | 1.089 |
| 3–5 | 01210450 | 23,070 | 27.4 | 17.7 | 37.0 | 18.0 | | .839 | 1.46 | .49 | 1.075 |
| | 01209008 | 23,070 | 27.9 | 13.3 | 34.7 | 24.2 | | .844 | 1.55 | .52 | 1.135 |
| | 01209016 | 23,070 | 29.7 | 18.8 | 37.3 | 14.2 | | .850 | 1.36 | .45 | 1.053 |
| | 01209024 | 23,070 | 28.0 | 14.3 | 44.8 | 13.0 | | .854 | 1.43 | .48 | 1.032 |
| | 01210452 | 23,070 | 35.0 | 11.1 | 27.8 | 23.9 | 2.3 | .837 | 1.47 | .37 | 1.250 |
| 6–8 | 01209142 | 18,918 | 23.0 | 9.8 | 34.4 | 32.9 | | .818 | 1.77 | .59 | 1.137 |
| | 01069263 | 18,918 | 26.5 | 13.5 | 41.8 | 18.2 | | .839 | 1.52 | .51 | 1.070 |
| | 01209166 | 18,918 | 23.9 | 14.3 | 39.1 | 22.7 | | .814 | 1.61 | .54 | 1.082 |
| | 01209158 | 18,918 | 25.7 | 14.4 | 37.8 | 22.2 | | .848 | 1.57 | .52 | 1.097 |
| | 01069225 | 18,918 | 27.4 | 10.7 | 30.6 | 27.7 | 3.6 | .859 | 1.69 | .42 | 1.237 |
| 9–12 | 01209293 | 28,474 | 16.9 | 15.6 | 30.0 | 37.5 | | .823 | 1.88 | .63 | 1.092 |
| | 01209317 | 28,474 | 16.6 | 10.5 | 42.0 | 30.8 | | .792 | 1.87 | .62 | 1.031 |
| | 01209309 | 28,474 | 18.7 | 12.7 | 39.7 | 28.8 | | .793 | 1.79 | .60 | 1.057 |
| | 01209301 | 28,474 | 19.4 | 12.1 | 33.8 | 34.7 | | .805 | 1.84 | .61 | 1.104 |
| | 01210470 | 28,474 | 26.1 | 6.3 | 23.2 | 39.7 | 4.7 | .843 | 1.91 | .48 | 1.297 |

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Notes: Refer to Appendix D: Item Maps to determine the corresponding position in the test form from the Item ID. Appendix D and Appendix L tables are ordered by the Item Sequence Number.

Item difficulty values are p -values for multiple-choice items or item means divided by the maximum number of points for constructed-response items.

Table L-1: Comparison of Item Difficulty, Listening, Grade Span K–1

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 01057170 | .67 | .40 | .27 |
| 01057147 | .52 | .46 | .06 |
| 01208385 | .52 | .38 | .14 |
| 01210285 | .40 | .33 | .07 |
| 00803303 | .45 | .31 | .14 |
| 00940028 | .26 | .20 | .06 |
| 00803281 | .38 | .30 | .08 |
| 01057151 | .52 | .35 | .17 |
| 01057153 | .45 | .27 | .18 |
| 01057155 | .63 | .47 | .16 |
| 00545952 | .84 | .59 | .25 |
| 00382712 | .52 | .33 | .19 |
| 00545954 | .39 | .18 | .21 |
| 00382758 | .36 | .12 | .24 |
| 00676867 | .78 | .50 | .28 |
| 01210292 | .28 | .15 | .13 |
| 01208387 | .65 | .40 | .25 |
| 01057159 | .60 | .29 | .31 |
| 01210293 | .42 | .13 | .29 |
| 01208391 | .35 | .12 | .23 |
| | | Sum | 3.71 |
| | | Average | .19 |

Table L-2: Comparison of Item Difficulty, Listening, Grade 2

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 01057170 | .88 | .69 | .19 |
| 01057147 | .64 | .55 | .09 |
| 01208385 | .72 | .56 | .16 |
| 01210285 | .59 | .47 | .12 |
| 00803303 | .65 | .52 | .13 |
| 00940028 | .47 | .39 | .08 |
| 00803281 | .56 | .49 | .07 |
| 01057151 | .77 | .61 | .16 |
| 01057153 | .70 | .55 | .15 |
| 01057155 | .77 | .61 | .16 |
| 00545952 | .94 | .69 | .25 |
| 00382712 | .69 | .53 | .16 |
| 00545954 | .64 | .48 | .16 |
| 00382758 | .66 | .48 | .18 |
| 00676867 | .92 | .68 | .24 |
| 01210292 | .47 | .37 | .10 |
| 01208387 | .83 | .60 | .23 |
| 01057159 | .80 | .59 | .21 |
| 01210293 | .68 | .51 | .17 |
| 01208391 | .52 | .40 | .12 |
| | | Sum | 3.13 |
| | | Average | .16 |

Table L-3: Comparison of Item Difficulty, Listening, Grade Span 3–5

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 00382862 | .83 | .67 | .16 |
| 00940959 | .74 | .55 | .19 |
| 00803461 | .80 | .63 | .17 |
| 01208895 | .87 | .67 | .20 |
| 00546104 | .62 | .50 | .12 |
| 01208910 | .95 | .75 | .20 |
| 01208893 | .86 | .63 | .23 |
| 01057646 | .95 | .69 | .26 |
| 00687440 | .71 | .55 | .16 |
| 01057650 | .43 | .40 | .03 |
| 01208899 | .61 | .47 | .14 |
| 00940965 | .77 | .58 | .19 |
| 01208897 | .64 | .50 | .14 |
| 01210299 | .70 | .56 | .14 |
| 00687433 | .79 | .64 | .15 |
| 00940982 | .65 | .52 | .13 |
| 01057633 | .52 | .47 | .05 |
| 00940971 | .37 | .34 | .03 |
| 00940973 | .52 | .43 | .09 |
| 00940967 | .43 | .39 | .04 |
| | | Sum | 2.82 |
| | | Average | .14 |

Table L-4: Comparison of Item Difficulty, Listening, Grade Span 6–8

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 00940162 | .59 | .45 | .14 |
| 00803587 | .89 | .69 | .20 |
| 00383000 | .72 | .54 | .18 |
| 00940177 | .81 | .61 | .20 |
| 01209054 | .84 | .64 | .20 |
| 01209037 | .67 | .53 | .14 |
| 00546267 | .87 | .67 | .20 |
| 01059765 | .54 | .49 | .05 |
| 01209058 | .63 | .56 | .07 |
| 00940164 | .54 | .45 | .09 |
| 01209039 | .57 | .48 | .09 |
| 00693730 | .68 | .51 | .17 |
| 00693734 | .62 | .52 | .10 |
| 00940183 | .48 | .39 | .09 |
| 01209041 | .78 | .61 | .17 |
| 00383014 | .63 | .53 | .10 |
| 00693724 | .71 | .55 | .16 |
| 00693706 | .63 | .53 | .10 |
| 00693708 | .75 | .59 | .16 |
| 00693710 | .60 | .54 | .06 |
| | | Sum | 2.67 |
| | | Average | .13 |

Table L-5: Comparison of Item Difficulty, Listening, Grade Span 9–12

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 01210316 | .78 | .57 | .21 |
| 01210318 | .83 | .61 | .22 |
| 00383078 | .82 | .69 | .13 |
| 00803639 | .93 | .74 | .19 |
| 00940421 | .47 | .51 | -.04 |
| 01059881 | .59 | .59 | .00 |
| 01059865 | .25 | .25 | .00 |
| 00940438 | .67 | .59 | .08 |
| 00383042 | .41 | .42 | -.01 |
| 01210319 | .85 | .72 | .13 |
| 00803661 | .52 | .49 | .03 |
| 01209182 | .60 | .50 | .10 |
| 01059869 | .74 | .58 | .16 |
| 01209180 | .66 | .51 | .15 |
| 00683424 | .85 | .62 | .23 |
| 00683426 | .70 | .62 | .08 |
| 01210321 | .85 | .66 | .19 |
| 01210478 | .56 | .51 | .05 |
| 01210479 | .72 | .65 | .07 |
| 01210480 | .55 | .46 | .09 |
| | | Sum | 2.06 |
| | | Average | .10 |

Table L-6: Comparison of Item Difficulty, Speaking, Grade Span K–1

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 01057183 | .68 | .46 | .22 |
| 00680889 | .54 | .30 | .24 |
| 00680885 | .71 | .46 | .25 |
| 00940041 | .27 | .10 | .17 |
| 00545973 | .60 | .42 | .18 |
| 01210325 | .60 | .41 | .19 |
| 01057185 | .70 | .40 | .30 |
| 01208460 | .83 | .51 | .32 |
| 00545983 | .47 | .30 | .17 |
| 01210326 | .59 | .38 | .21 |
| 01057195 | .76 | .50 | .26 |
| 00545977 | .63 | .40 | .23 |
| 00545985 | .82 | .57 | .25 |
| 01208454 | .41 | .19 | .22 |
| 00803331 | .45 | .21 | .24 |
| 01208452 | .39 | .18 | .21 |
| 01057199 | .31 | .12 | .19 |
| 01210330 | .65 | .39 | .26 |
| 01210331 | .53 | .30 | .23 |
| 01208470 | .48 | .28 | .20 |
| | | Sum | 4.54 |
| | | Average | .23 |

Table L-7: Comparison of Item Difficulty, Speaking, Grade 2

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 01057183 | .80 | .58 | .22 |
| 00680889 | .67 | .49 | .18 |
| 00680885 | .86 | .64 | .22 |
| 00940041 | .60 | .48 | .12 |
| 00545973 | .76 | .62 | .14 |
| 01210325 | .74 | .55 | .19 |
| 01057185 | .88 | .63 | .25 |
| 01208460 | .93 | .68 | .25 |
| 00545983 | .64 | .48 | .16 |
| 01210326 | .71 | .52 | .19 |
| 01057195 | .89 | .64 | .25 |
| 00545977 | .80 | .59 | .21 |
| 00545985 | .92 | .67 | .25 |
| 01208454 | .69 | .51 | .18 |
| 00803331 | .70 | .53 | .17 |
| 01208452 | .62 | .47 | .15 |
| 01057199 | .56 | .42 | .14 |
| 01210330 | .81 | .60 | .21 |
| 01210331 | .70 | .52 | .18 |
| 01208470 | .65 | .48 | .17 |
| | | Sum | 3.83 |
| | | Average | .19 |

Table L-8: Comparison of Item Difficulty, Speaking, Grade Span 3–5

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 00940336 | .41 | .34 | .07 |
| 00803482 | .67 | .48 | .19 |
| 00803468 | .84 | .56 | .28 |
| 01059002 | .11 | .12 | -.01 |
| 01210334 | .86 | .59 | .27 |
| 01210336 | .91 | .59 | .32 |
| 01059014 | .90 | .59 | .31 |
| 01208976 | .79 | .53 | .26 |
| 01208978 | .70 | .49 | .21 |
| 00940353 | .65 | .41 | .24 |
| 01059004 | .47 | .37 | .10 |
| 01208966 | .76 | .53 | .23 |
| 01059016 | .84 | .57 | .27 |
| 01210338 | .72 | .49 | .23 |
| 01210339 | .60 | .42 | .18 |
| 01210337 | .67 | .45 | .22 |
| 00687655 | .74 | .51 | .23 |
| 01210340 | .78 | .52 | .26 |
| 00940344 | .78 | .52 | .26 |
| 01208986 | .68 | .48 | .20 |
| | | Sum | 4.32 |
| | | Average | .22 |

Table L-9: Comparison of Item Difficulty, Speaking, Grade Span 6–8

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 00546302 | .62 | .41 | .21 |
| 00383219 | .89 | .61 | .28 |
| 01210343 | .92 | .62 | .30 |
| 00803628 | .79 | .55 | .24 |
| 01209118 | .58 | .30 | .28 |
| 00940205 | .31 | .30 | .01 |
| 00940191 | .66 | .45 | .21 |
| 01059807 | .87 | .54 | .33 |
| 01059805 | .76 | .49 | .27 |
| 00383225 | .88 | .58 | .30 |
| 00546322 | .79 | .55 | .24 |
| 00546308 | .78 | .50 | .28 |
| 00693765 | .21 | .24 | -.03 |
| 00546312 | .69 | .47 | .22 |
| 01059809 | .80 | .55 | .25 |
| 01209110 | .75 | .48 | .27 |
| 01209122 | .72 | .48 | .24 |
| 00940213 | .88 | .60 | .28 |
| 00940199 | .79 | .55 | .24 |
| 00693773 | .73 | .50 | .23 |
| | | Sum | 4.65 |
| | | Average | .23 |

Table L-10: Comparison of Item Difficulty, Speaking, Grade Span 9–12

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 00940480 | .66 | .51 | .15 |
| 00546487 | .58 | .35 | .23 |
| 00383285 | .82 | .56 | .26 |
| 01209271 | .68 | .40 | .28 |
| 01210354 | .52 | .38 | .14 |
| 00940484 | .47 | .36 | .11 |
| 00940497 | .33 | .26 | .07 |
| 01209258 | .49 | .36 | .13 |
| 01059913 | .78 | .56 | .22 |
| 00683673 | .38 | .32 | .06 |
| 01210355 | .50 | .45 | .05 |
| 00683682 | .37 | .33 | .04 |
| 00383295 | .75 | .52 | .23 |
| 00437871 | .71 | .52 | .19 |
| 00803676 | .82 | .58 | .24 |
| 00940486 | .74 | .51 | .23 |
| 01059905 | .80 | .55 | .25 |
| 01210360 | .78 | .56 | .22 |
| 00940503 | .80 | .60 | .20 |
| 01059911 | .77 | .58 | .19 |
| | | Sum | 3.49 |
| | | Average | .17 |

Table L-11: Comparison of Item Difficulty, Reading, Grade Span K–1

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 01210040 | .70 | .37 | .33 |
| 01210046 | .54 | .30 | .24 |
| 01210918 | .66 | .42 | .24 |
| 01210024 | .78 | .45 | .33 |
| 01210917 | .63 | .34 | .29 |
| 01210086 | .82 | .54 | .28 |
| 01210919 | .65 | .36 | .29 |
| 01210916 | .80 | .33 | .47 |
| 01210032 | .87 | .45 | .42 |
| 01210012 | .90 | .46 | .44 |
| 01210014 | .70 | .29 | .41 |
| 01210074 | .71 | .29 | .42 |
| 01210122 | .71 | .36 | .35 |
| 01210124 | .60 | .43 | .17 |
| 01210132 | .48 | .08 | .40 |
| 01210130 | .54 | .09 | .45 |
| 01210058 | .50 | .19 | .31 |
| 01210078 | .62 | .29 | .33 |
| 01210096 | .91 | .52 | .39 |
| 01210030 | .93 | .50 | .43 |
| | | Sum | 6.99 |
| | | Average | .35 |

Table L-12: Comparison of Item Difficulty, Reading, Grade 2

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 00437237 | .26 | .27 | -.01 |
| 00546026 | .56 | .45 | .11 |
| 01059053 | .36 | .31 | .05 |
| 00680947 | .72 | .58 | .14 |
| 00545999 | .41 | .40 | .01 |
| 01059041 | .49 | .41 | .08 |
| 01208480 | .57 | .46 | .11 |
| 00240723 | .65 | .53 | .12 |
| 00546014 | .72 | .56 | .16 |
| 01059043 | .39 | .34 | .05 |
| 01210374 | .35 | .30 | .05 |
| 01210373 | .59 | .49 | .10 |
| 01210375 | .59 | .46 | .13 |
| 01208496 | .40 | .34 | .06 |
| 01059045 | .44 | .36 | .08 |
| 00546038 | .58 | .47 | .11 |
| 00940074 | .40 | .36 | .04 |
| 00353943 | .32 | .26 | .06 |
| 00353925 | .60 | .49 | .11 |
| 00353933 | .67 | .53 | .14 |
| 01208486 | .33 | .27 | .06 |
| 01059047 | .47 | .40 | .07 |
| 01208482 | .54 | .45 | .09 |
| 00546003 | .59 | .47 | .12 |
| 00546040 | .33 | .30 | .03 |
| 00940091 | .55 | .45 | .10 |
| 00940093 | .35 | .29 | .06 |
| 00940095 | .41 | .34 | .07 |
| 01208500 | .40 | .32 | .08 |
| 01208502 | .64 | .51 | .13 |
| 01208504 | .38 | .32 | .06 |
| 01210369 | .44 | .38 | .06 |
| 01210493 | .47 | .39 | .08 |
| 01210494 | .32 | .28 | .04 |
| 01210371 | .38 | .32 | .06 |
| | | Sum | 2.81 |
| | | Average | .08 |

Table L-13: Comparison of Item Difficulty, Reading, Grade Span 3–5

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 00691063 | .60 | .48 | .12 |
| 00691065 | .53 | .41 | .12 |
| 01208932 | .65 | .50 | .15 |
| 00803523 | .68 | .57 | .11 |
| 01208922 | .63 | .49 | .14 |
| 01059105 | .47 | .42 | .05 |
| 00940996 | .53 | .43 | .10 |
| 00940994 | .44 | .35 | .09 |
| 00546207 | .64 | .48 | .16 |
| 01059097 | .56 | .45 | .11 |
| 01210390 | .42 | .33 | .09 |
| 01210381 | .47 | .40 | .07 |
| 01210392 | .59 | .45 | .14 |
| 00691051 | .48 | .38 | .10 |
| 01208936 | .64 | .51 | .13 |
| 00546184 | .70 | .55 | .15 |
| 00803539 | .54 | .47 | .07 |
| 00803541 | .49 | .41 | .08 |
| 01210384 | .62 | .49 | .13 |
| 00940998 | .75 | .58 | .17 |
| 01208930 | .54 | .43 | .11 |
| 00941000 | .71 | .55 | .16 |
| 01208938 | .52 | .46 | .06 |
| 01208940 | .23 | .22 | .01 |
| 00241065 | .53 | .45 | .08 |
| 01208946 | .61 | .49 | .12 |
| 01208950 | .36 | .33 | .03 |
| 01208944 | .57 | .46 | .11 |
| 01210485 | .46 | .40 | .06 |
| 01210387 | .48 | .41 | .07 |
| 01210388 | .44 | .37 | .07 |
| 01210389 | .59 | .49 | .10 |
| 01059117 | .41 | .38 | .03 |
| 01059119 | .36 | .33 | .03 |
| 01059121 | .42 | .37 | .05 |
| | | Sum | 3.37 |
| | | Average | .10 |

Table L-14: Comparison of Item Difficulty, Reading, Grade Span 6–8

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 01210400 | .38 | .40 | -.02 |
| 00546334 | .39 | .47 | -.08 |
| 00803707 | .60 | .47 | .13 |
| 01060126 | .49 | .39 | .10 |
| 00803689 | .60 | .47 | .13 |
| 00546361 | .50 | .43 | .07 |
| 01209064 | .64 | .55 | .09 |
| 01209074 | .50 | .47 | .03 |
| 01060128 | .58 | .46 | .12 |
| 01209076 | .54 | .43 | .11 |
| 00803709 | .44 | .38 | .06 |
| 00803693 | .43 | .45 | -.02 |
| 01209080 | .80 | .58 | .22 |
| 00940275 | .46 | .42 | .04 |
| 01209070 | .63 | .53 | .10 |
| 01060120 | .73 | .53 | .20 |
| 00940273 | .65 | .54 | .11 |
| 01210402 | .65 | .54 | .11 |
| 01210412 | .50 | .44 | .06 |
| 01209082 | .51 | .46 | .05 |
| 00940285 | .34 | .37 | -.03 |
| 01060124 | .47 | .47 | .00 |
| 01209092 | .53 | .50 | .03 |
| 01209090 | .34 | .33 | .01 |
| 01209088 | .39 | .37 | .02 |
| 01209086 | .57 | .51 | .06 |
| 00940291 | .55 | .53 | .02 |
| 00940287 | .53 | .51 | .02 |
| 00940293 | .33 | .37 | -.04 |
| 00693802 | .36 | .34 | .02 |
| 00693800 | .55 | .52 | .03 |
| 00693798 | .36 | .36 | .00 |
| 00803735 | .41 | .41 | .00 |
| 00803739 | .37 | .37 | .00 |
| 00803741 | .45 | .45 | .00 |
| | | Sum | 1.75 |
| | | Average | .05 |

Table L-15: Comparison of Item Difficulty, Reading, Grade Span 9–12

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 01210417 | .53 | .50 | .03 |
| 00684030 | .67 | .58 | .09 |
| 00546505 | .52 | .53 | -.01 |
| 00804688 | .63 | .57 | .06 |
| 00546524 | .61 | .51 | .10 |
| 00241856 | .65 | .56 | .09 |
| 00804714 | .57 | .52 | .05 |
| 01210428 | .62 | .54 | .08 |
| 01209217 | .81 | .64 | .17 |
| 01209227 | .83 | .68 | .15 |
| 00241779 | .78 | .62 | .16 |
| 01059967 | .74 | .61 | .13 |
| 01210429 | .63 | .52 | .11 |
| 00804718 | .40 | .41 | -.01 |
| 00354274 | .33 | .28 | .05 |
| 00546536 | .79 | .57 | .22 |
| 00684034 | .53 | .48 | .05 |
| 00684045 | .47 | .43 | .04 |
| 01209219 | .71 | .64 | .07 |
| 01059969 | .58 | .48 | .10 |
| 01209229 | .43 | .46 | -.03 |
| 00683949 | .44 | .49 | -.05 |
| 00940466 | .50 | .51 | -.01 |
| 00940468 | .55 | .51 | .04 |
| 00940470 | .73 | .65 | .08 |
| 01059999 | .49 | .48 | .01 |
| 01059995 | .35 | .40 | -.05 |
| 01059997 | .43 | .44 | -.01 |
| 01209247 | .50 | .45 | .05 |
| 01209249 | .41 | .42 | -.01 |
| 01209251 | .34 | .38 | -.04 |
| 01209245 | .53 | .48 | .05 |
| 01209238 | .32 | .38 | -.06 |
| 01209240 | .58 | .58 | .00 |
| 01209242 | .34 | .40 | -.06 |
| | | Sum | 1.64 |
| | | Average | .05 |

Table L-16: Comparison of Item Difficulty, Writing, Grade Span K–1

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 01210200 | .54 | .40 | .14 |
| 01210160 | .55 | .40 | .15 |
| 01210272 | .44 | .24 | .20 |
| 01210180 | .61 | .41 | .20 |
| 01210176 | .41 | .21 | .20 |
| 01210154 | .47 | .23 | .24 |
| 01210158 | .53 | .28 | .25 |
| 01210218 | .51 | .26 | .25 |
| 01210162 | .94 | .71 | .23 |
| 01210144 | .92 | .57 | .35 |
| 01210226 | .92 | .62 | .30 |
| 01210222 | .78 | .60 | .18 |
| 01210240 | .91 | .64 | .27 |
| 01210188 | .91 | .64 | .27 |
| 01210246 | .83 | .56 | .27 |
| 01210170 | .64 | .27 | .37 |
| 01210190 | .78 | .23 | .55 |
| 01210150 | .66 | .20 | .46 |
| 01210192 | .41 | .11 | .30 |
| 01210212 | .53 | .13 | .40 |
| | | Sum | 5.58 |
| | | Average | .28 |

Table L-17: Comparison of Item Difficulty, Writing, Grade 2

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 01210438 | .57 | .47 | .10 |
| 01210437 | .76 | .60 | .16 |
| 00353996 | .86 | .68 | .18 |
| 01208522 | .61 | .50 | .11 |
| 00353982 | .73 | .56 | .17 |
| 00353965 | .79 | .62 | .17 |
| 00546063 | .76 | .59 | .17 |
| 01208530 | .69 | .55 | .14 |
| 00546085 | .71 | .55 | .16 |
| 01210436 | .63 | .49 | .14 |
| 01208534 | .69 | .56 | .13 |
| 01208524 | .55 | .46 | .09 |
| 01208532 | .45 | .40 | .05 |
| 01057235 | .58 | .47 | .11 |
| 01057237 | .58 | .48 | .10 |
| 01057239 | .51 | .41 | .10 |
| 00940137 | .55 | .44 | .11 |
| 00940139 | .59 | .47 | .12 |
| 00940141 | .63 | .51 | .12 |
| 00940143 | .49 | .36 | .13 |
| 00940135 | .43 | .32 | .11 |
| 01208544 | .45 | .34 | .11 |
| 00940119 | .45 | .33 | .12 |
| 01210443 | .42 | .30 | .12 |
| | | Sum | 3.02 |
| | | Average | .13 |

Table L-18: Comparison of Item Difficulty, Writing, Grade Span 3–5

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 01210447 | .67 | .54 | .13 |
| 00354251 | .76 | .58 | .18 |
| 00354245 | .53 | .47 | .06 |
| 00354202 | .68 | .57 | .11 |
| 00546256 | .84 | .64 | .20 |
| 00546226 | .66 | .53 | .13 |
| 00354206 | .68 | .56 | .12 |
| 01208996 | .42 | .37 | .05 |
| 01208994 | .50 | .43 | .07 |
| 01209004 | .56 | .46 | .10 |
| 00940377 | .83 | .64 | .19 |
| 00940379 | .62 | .50 | .12 |
| 00940381 | .56 | .48 | .08 |
| 01059952 | .80 | .64 | .16 |
| 01059954 | .52 | .45 | .07 |
| 01059956 | .70 | .56 | .14 |
| 01209010 | .68 | .54 | .14 |
| 01209012 | .73 | .59 | .14 |
| 01209014 | .64 | .52 | .12 |
| 01210450 | .65 | .49 | .16 |
| 01209008 | .71 | .52 | .19 |
| 01209016 | .62 | .45 | .17 |
| 01209024 | .65 | .48 | .17 |
| 01210452 | .53 | .37 | .16 |
| | | Sum | 3.16 |
| | | Average | .13 |

Table L-19: Comparison of Item Difficulty, Writing, Grade Span 6–8

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 00354697 | .71 | .59 | .12 |
| 01209138 | .79 | .62 | .17 |
| 01209140 | .72 | .55 | .17 |
| 00546409 | .70 | .61 | .09 |
| 00354703 | .74 | .61 | .13 |
| 00354701 | .63 | .52 | .11 |
| 01209146 | .58 | .48 | .10 |
| 01209148 | .62 | .53 | .09 |
| 00546419 | .58 | .50 | .08 |
| 00546405 | .68 | .54 | .14 |
| 01210457 | .62 | .57 | .05 |
| 01210458 | .75 | .63 | .12 |
| 01210456 | .70 | .54 | .16 |
| 01069233 | .80 | .63 | .17 |
| 01069235 | .85 | .64 | .21 |
| 01069237 | .73 | .56 | .17 |
| 00803785 | .45 | .49 | -.04 |
| 00803787 | .64 | .53 | .11 |
| 00803789 | .77 | .58 | .19 |
| 01209142 | .76 | .59 | .17 |
| 01069263 | .67 | .51 | .16 |
| 01209166 | .69 | .54 | .15 |
| 01209158 | .69 | .52 | .17 |
| 01069225 | .56 | .42 | .14 |
| | | Sum | 3.13 |
| | | Average | .13 |

Table L-20: Comparison of Item Difficulty, Writing, Grade Span 9–12

| Item ID | Item Difficulty | | |
|----------|-------------------|--------------------|-----------------------------|
| | Annual Assessment | Initial Assessment | Difference (Annual–Initial) |
| 01210467 | .72 | .55 | .17 |
| 00684130 | .87 | .64 | .23 |
| 01209287 | .63 | .60 | .03 |
| 00354095 | .66 | .55 | .11 |
| 01209289 | .85 | .69 | .16 |
| 00546586 | .75 | .59 | .16 |
| 00354047 | .66 | .54 | .12 |
| 01210462 | .74 | .67 | .07 |
| 01210463 | .78 | .64 | .14 |
| 01210464 | .49 | .50 | -.01 |
| 01210465 | .81 | .67 | .14 |
| 01209299 | .48 | .45 | .03 |
| 01209297 | .68 | .63 | .05 |
| 01060039 | .87 | .67 | .20 |
| 01060041 | .60 | .58 | .02 |
| 01060043 | .72 | .63 | .09 |
| 00940507 | .68 | .61 | .07 |
| 00940509 | .57 | .47 | .10 |
| 00940511 | .83 | .74 | .09 |
| 01209293 | .77 | .63 | .14 |
| 01209317 | .74 | .62 | .12 |
| 01209309 | .73 | .60 | .13 |
| 01209301 | .75 | .61 | .14 |
| 01210470 | .61 | .48 | .13 |
| | | Sum | 2.63 |
| | | Average | .11 |

Appendix M: Unscaled Item Parameters

Notes: Unshaded entries represent operational items. Shaded items are field test items. Field test items do not contribute to the students' test scores.

The 3PL model (multiple-choice items) uses the a , b , and c parameters, also known as the discrimination, difficulty, and guessing parameters, respectively. The 2PL model (dichotomous-constructed-response items) uses only the a and b parameters. The generalized partial credit model (GPC: constructed-response items) uses the alpha and gamma parameters.

Refer to Appendix D: Item Maps to determine the corresponding position in the test form from the Item ID. Appendix D and Appendix M tables are ordered by the Item Sequence Number.

The samples for these analyses consisted of random samples of approximately 75,000 students for each grade span drawn from AA students (grades 1–12) and IA students (kindergarten) tested during the AA window.

Table M-1: Unscaled Parameters, Listening, Grade Span K–2

| Item ID | Model | Parameters | | |
|----------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 01057170 | 3PL | 1.1932 | 0.1340 | 0.3102 |
| 01057147 | 3PL | 0.4928 | 0.9623 | 0.3102 |
| 01208385 | 3PL | 0.8073 | 0.6364 | 0.3102 |
| 01210285 | 3PL | 1.0584 | 1.2514 | 0.3102 |
| 00803303 | 3PL | 1.1331 | 0.9465 | 0.3102 |
| 00940028 | 3PL | 2.2893 | 1.3788 | 0.3102 |
| 00803281 | 3PL | 1.2407 | 1.2649 | 0.3102 |
| 01057151 | 3PL | 1.3046 | 0.6478 | 0.3102 |
| 01057153 | 3PL | 1.7180 | 0.8238 | 0.3102 |
| 01057155 | 3PL | 0.7892 | 0.2332 | 0.3102 |
| 01210970 | 3PL | 1.0885 | -1.1971 | 0.3102 |
| 01210971 | 3PL | 0.8399 | -0.6063 | 0.3102 |
| 01210972 | 3PL | 0.6061 | 2.9547 | 0.3102 |
| 01210973 | 3PL | 1.2679 | 0.4841 | 0.3102 |
| 01210974 | 3PL | 0.8511 | 1.4639 | 0.3102 |
| 01210975 | 3PL | 0.0924 | 6.5333 | 0.3102 |
| 01210976 | 3PL | 1.4363 | 2.6101 | 0.3102 |
| 01210977 | 3PL | 0.6249 | 1.2106 | 0.3102 |
| 00545952 | 2PL | 1.0487 | -1.1033 | |
| 00382712 | 2PL | 0.8421 | -0.2873 | |
| 00545954 | 2PL | 1.1425 | 0.3472 | |
| 00382758 | 2PL | 1.1897 | 0.2594 | |
| 00676867 | 2PL | 0.8988 | -1.1691 | |
| 01210292 | 2PL | 0.9442 | 0.6739 | |
| 01208387 | 2PL | 0.8376 | -0.1945 | |
| 01057159 | 2PL | 1.1373 | -0.2874 | |
| 01210293 | 2PL | 1.0790 | 0.1657 | |
| 01208391 | 2PL | 0.8899 | 0.3247 | |
| 01210978 | 2PL | 1.3649 | -0.3631 | |
| 01210979 | 2PL | 1.0399 | -1.4507 | |
| 01210508 | 2PL | 1.4900 | 0.0899 | |
| 01210509 | 2PL | 1.4941 | -0.5385 | |

Table M-2: Unscaled Parameters Listening, Grade Span 3–5

| Item ID | Model | Parameters | | |
|----------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 00382862 | 3PL | 0.4839 | -1.6000 | 0.2791 |
| 00940959 | 3PL | 0.5657 | -0.6148 | 0.2791 |
| 00803461 | 3PL | 0.6291 | -1.1940 | 0.2791 |
| 01208895 | 3PL | 0.5773 | -1.9074 | 0.2791 |
| 00546104 | 3PL | 0.4873 | 0.3218 | 0.2791 |
| 01208910 | 3PL | 0.6736 | -2.6581 | 0.2791 |
| 01208893 | 3PL | 0.5642 | -1.5493 | 0.2791 |
| 01057646 | 3PL | 1.2886 | -1.7916 | 0.2791 |
| 00687440 | 3PL | 0.4339 | -0.5738 | 0.2791 |
| 01057650 | 3PL | 1.1100 | 0.9313 | 0.2791 |
| 01208899 | 3PL | 0.6413 | 0.3342 | 0.2791 |
| 00940965 | 3PL | 0.6913 | -0.6415 | 0.2791 |
| 01208897 | 3PL | 0.8299 | 0.0615 | 0.2791 |
| 01210299 | 3PL | 0.6792 | -0.3942 | 0.2791 |
| 00687433 | 3PL | 0.5916 | -0.9998 | 0.2791 |
| 00940982 | 3PL | 0.4764 | -0.1279 | 0.2791 |
| 01057633 | 3PL | 1.2235 | 0.7791 | 0.2791 |
| 00940971 | 3PL | 0.9879 | 1.5932 | 0.2791 |
| 00940973 | 3PL | 0.5299 | 0.9386 | 0.2791 |
| 00940967 | 3PL | 0.8192 | 0.8915 | 0.2791 |
| 01211027 | 3PL | 0.6828 | -2.2273 | 0.2791 |
| 01211028 | 3PL | 0.8377 | -1.4850 | 0.2791 |
| 01211029 | 3PL | 0.8985 | -1.1029 | 0.2791 |
| 01211030 | 3PL | 0.3801 | 1.4180 | 0.2791 |
| 01211031 | 3PL | 0.3453 | 0.6355 | 0.2791 |
| 01211032 | 3PL | 0.5749 | -1.3122 | 0.2791 |
| 01211033 | 3PL | 0.6615 | 0.0618 | 0.2791 |
| 01211034 | 3PL | 0.6819 | 1.0315 | 0.2791 |
| 01210604 | 3PL | 0.7216 | -0.1449 | 0.2791 |
| 01210603 | 3PL | 0.8637 | -0.7559 | 0.2791 |
| 01210606 | 3PL | 0.5733 | 1.6772 | 0.2791 |
| 01210607 | 3PL | 0.4881 | -0.1676 | 0.2791 |

Table M-3: Unscaled Parameters Listening, Grade Span 6–8

| Item ID | Model | Parameters | | |
|----------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 00940162 | 3PL | 0.7833 | 0.2748 | 0.3081 |
| 00803587 | 3PL | 0.7565 | -1.7534 | 0.3081 |
| 00383000 | 3PL | 0.5988 | -0.4794 | 0.3081 |
| 00940177 | 3PL | 0.8937 | -0.8124 | 0.3081 |
| 01209054 | 3PL | 0.3380 | -2.4018 | 0.3081 |
| 01209037 | 3PL | 0.7034 | -0.0166 | 0.3081 |
| 00546267 | 3PL | 0.7127 | -1.5504 | 0.3081 |
| 01059765 | 3PL | 0.4876 | 0.9401 | 0.3081 |
| 01209058 | 3PL | 0.5017 | 0.0925 | 0.3081 |
| 00940164 | 3PL | 0.2730 | 0.8878 | 0.3081 |
| 01209039 | 3PL | 0.8330 | 0.4283 | 0.3081 |
| 00693730 | 3PL | 0.7133 | -0.1608 | 0.3081 |
| 00693734 | 3PL | 0.2403 | 0.3953 | 0.3081 |
| 00940183 | 3PL | 0.6627 | 0.9518 | 0.3081 |
| 01209041 | 3PL | 0.5901 | -0.9713 | 0.3081 |
| 00383014 | 3PL | 0.4285 | 0.2099 | 0.3081 |
| 00693724 | 3PL | 0.4582 | -0.4612 | 0.3081 |
| 00693706 | 3PL | 0.8041 | 0.1974 | 0.3081 |
| 00693708 | 3PL | 0.6709 | -0.5953 | 0.3081 |
| 00693710 | 3PL | 0.6298 | 0.3737 | 0.3081 |
| 01210734 | 3PL | 0.8914 | 1.4289 | 0.3081 |
| 01211077 | 3PL | 1.4229 | -1.2295 | 0.3081 |
| 01211078 | 3PL | 1.8751 | 1.6963 | 0.3081 |
| 01211079 | 3PL | 0.8624 | -1.8628 | 0.3081 |
| 01211080 | 3PL | 0.4732 | -1.0111 | 0.3081 |
| 01210735 | 3PL | 0.6135 | -0.7310 | 0.3081 |
| 01211081 | 3PL | 0.7280 | -1.9560 | 0.3081 |
| 01210774 | 3PL | 0.3373 | -0.3204 | 0.3081 |
| 01211082 | 3PL | 0.2087 | 2.0797 | 0.3081 |
| 01211083 | 3PL | 0.9676 | 3.1681 | 0.3081 |
| 01211084 | 3PL | 0.7429 | 0.6637 | 0.3081 |
| 01211085 | 3PL | 0.4316 | 1.4728 | 0.3081 |

Table M-4: Unscaled Parameters Listening, Grade Span 9–12

| Item ID | Model | Parameters | | |
|----------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 01210316 | 3PL | 1.0362 | -0.7531 | 0.2980 |
| 01210318 | 3PL | 1.0248 | -1.0896 | 0.2980 |
| 00383078 | 3PL | 0.6021 | -1.3940 | 0.2980 |
| 00803639 | 3PL | 0.9812 | -2.0951 | 0.2980 |
| 00940421 | 3PL | 0.5079 | 1.7222 | 0.2980 |
| 01059881 | 3PL | 0.4190 | 0.5733 | 0.2980 |
| 01059865 | 3PL | 2.6435 | 2.0112 | 0.2980 |
| 00940438 | 3PL | 0.5690 | -0.2660 | 0.2980 |
| 00383042 | 3PL | 0.9379 | 1.4135 | 0.2980 |
| 01210319 | 3PL | 0.5109 | -1.8390 | 0.2980 |
| 00803661 | 3PL | 0.5965 | 0.8616 | 0.2980 |
| 01209182 | 3PL | 0.6038 | 0.2259 | 0.2980 |
| 01059869 | 3PL | 0.5891 | -0.9036 | 0.2980 |
| 01209180 | 3PL | 0.7287 | -0.1218 | 0.2980 |
| 00683424 | 3PL | 0.9597 | -1.1447 | 0.2980 |
| 00683426 | 3PL | 0.4540 | -0.6633 | 0.2980 |
| 01210321 | 3PL | 0.7124 | -1.3780 | 0.2980 |
| 01210478 | 3PL | 0.5870 | 0.4746 | 0.2980 |
| 01210479 | 3PL | 0.4401 | -0.6665 | 0.2980 |
| 01210480 | 3PL | 0.6059 | 0.5616 | 0.2980 |
| 01211126 | 3PL | 1.0478 | -2.3656 | 0.2980 |
| 01211127 | 3PL | 0.5137 | -0.2462 | 0.2980 |
| 01210858 | 3PL | 0.4704 | 0.4534 | 0.2980 |
| 01211128 | 3PL | 0.7085 | -1.0717 | 0.2980 |
| 01211129 | 3PL | 0.5487 | -0.0349 | 0.2980 |
| 01211130 | 3PL | 1.0078 | 1.8880 | 0.2980 |
| 01211131 | 3PL | 0.5307 | -1.0020 | 0.2980 |
| 01210836 | 3PL | 0.4278 | 1.1392 | 0.2980 |
| 01210815 | 3PL | 0.5603 | -0.3185 | 0.2980 |
| 01211132 | 3PL | 0.6762 | -0.0203 | 0.2980 |
| 01211133 | 3PL | 1.4084 | 1.4148 | 0.2980 |
| 01211134 | 3PL | 1.9818 | 1.8595 | 0.2980 |

Table M-5: Unscaled Parameters Speaking, Grade Span K–2

| Item ID | Model | Parameters | | | | | | |
|----------|-------|------------|----------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | α | γ_1 | γ_2 | γ_3 | γ_4 |
| 01057183 | 2PL | 0.8258 | -0.8229 | | | | | |
| 00680889 | 2PL | 0.7988 | -0.1233 | | | | | |
| 00680885 | 2PL | 0.9886 | -1.1508 | | | | | |
| 00940041 | 2PL | 0.8912 | 0.2544 | | | | | |
| 00545973 | 2PL | 0.5522 | -0.9647 | | | | | |
| 01210325 | 2PL | 0.8122 | -0.3752 | | | | | |
| 01057185 | 2PL | 1.1014 | -0.4915 | | | | | |
| 01208460 | 2PL | 1.0549 | -1.0729 | | | | | |
| 00545983 | 2PL | 0.9119 | -0.0451 | | | | | |
| 01210326 | 2PL | 0.7971 | -0.3662 | | | | | |
| 01057195 | 2PL | 1.2600 | -0.8199 | | | | | |
| 00545977 | 2PL | 1.1056 | -0.3703 | | | | | |
| 00545985 | 2PL | 1.0126 | -1.2398 | | | | | |
| 01210980 | 2PL | 1.0186 | -2.3111 | | | | | |
| 01210981 | 2PL | 1.0785 | -2.2387 | | | | | |
| 01210982 | 2PL | 1.0848 | -1.2754 | | | | | |
| 01210983 | 2PL | 1.1403 | -1.2127 | | | | | |
| 01208454 | GPC | | | 1.2014 | 0.3895 | 0.2571 | | |
| 00803331 | GPC | | | 1.0075 | 0.4252 | -0.1060 | | |
| 01208452 | GPC | | | 0.9591 | 0.2442 | 0.3673 | | |
| 01057199 | GPC | | | 1.0562 | 0.3308 | 0.6981 | | |
| 01210330 | GPC | | | 1.3158 | -0.7671 | 0.1422 | | |
| 01210331 | GPC | | | 1.2771 | -0.4791 | 0.5670 | | |
| 01210984 | GPC | | | 1.2133 | -0.2091 | 0.2218 | | |
| 01210985 | GPC | | | 1.1227 | -0.1626 | 0.5156 | | |
| 01210986 | GPC | | | 1.3176 | -0.4457 | -0.1129 | | |
| 01210987 | GPC | | | 1.2989 | -0.4102 | 0.2459 | | |
| 01210541 | GPC | | | 1.2005 | 0.0228 | 0.0632 | | |
| 01210525 | GPC | | | 1.1716 | 0.0862 | -0.3530 | | |
| 01210988 | GPC | | | 0.7623 | 1.0561 | 0.5920 | | |
| 01210518 | GPC | | | 1.5495 | -0.7389 | 0.1688 | | |
| 01210989 | GPC | | | 1.4573 | -0.7134 | 0.1642 | | |
| 01208470 | GPC | | | 1.1597 | -0.8180 | -0.2326 | 0.4506 | 1.5418 |
| 01210524 | GPC | | | 1.0495 | -0.9461 | -0.5209 | 0.3106 | 1.5641 |

Table M-6: Unscaled Parameters Speaking, Grade Span 3–5

| Item ID | Model | Parameters | | | | | | |
|----------|-------|------------|----------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | α | γ_1 | γ_2 | γ_3 | γ_4 |
| 00940336 | 2PL | 0.6993 | -0.2779 | | | | | |
| 00803482 | 2PL | 0.3922 | -1.9014 | | | | | |
| 00803468 | 2PL | 0.6247 | -1.7969 | | | | | |
| 01059002 | 2PL | 0.4662 | 1.3056 | | | | | |
| 01210334 | 2PL | 0.5671 | -2.3500 | | | | | |
| 01210336 | 2PL | 0.6357 | -2.8214 | | | | | |
| 01059014 | 2PL | 0.6772 | -2.3335 | | | | | |
| 01208976 | 2PL | 0.5563 | -1.9515 | | | | | |
| 01208978 | 2PL | 0.6050 | -1.2791 | | | | | |
| 00940353 | 2PL | 0.4709 | -1.4796 | | | | | |
| 01059004 | 2PL | 0.6048 | -0.3542 | | | | | |
| 01208966 | 2PL | 0.7617 | -1.2548 | | | | | |
| 01059016 | 2PL | 0.9451 | -1.6011 | | | | | |
| 01210654 | 2PL | 0.8736 | -3.4847 | | | | | |
| 01210659 | 2PL | 1.0087 | -3.0194 | | | | | |
| 01210653 | 2PL | 0.5896 | -2.4734 | | | | | |
| 01211035 | 2PL | 0.4192 | -0.5443 | | | | | |
| 01210338 | GPC | | | 0.6648 | -0.6488 | -1.1847 | | |
| 01210339 | GPC | | | 0.6750 | -0.7467 | -0.3024 | | |
| 01210337 | GPC | | | 0.4021 | -0.6584 | -1.5523 | | |
| 00687655 | GPC | | | 0.7925 | -1.3035 | -0.8569 | | |
| 01210340 | GPC | | | 0.8792 | -1.7202 | -0.7539 | | |
| 00940344 | GPC | | | 0.8997 | -1.6185 | -0.7621 | | |
| 01211036 | GPC | | | 0.8764 | -1.6777 | -1.2861 | | |
| 01211037 | GPC | | | 0.8852 | -2.0662 | -1.3514 | | |
| 01211038 | GPC | | | 0.8996 | -2.1995 | -0.9641 | | |
| 01211039 | GPC | | | 0.5038 | -0.2632 | -1.6636 | | |
| 01211040 | GPC | | | 0.7276 | -0.7841 | -0.6252 | | |
| 01211041 | GPC | | | 0.7464 | -0.9397 | -1.0868 | | |
| 01210640 | GPC | | | 0.8014 | -1.4812 | -1.7593 | | |
| 01211042 | GPC | | | 0.8807 | -2.1869 | -1.0782 | | |
| 01211043 | GPC | | | 0.9039 | -2.0093 | -0.6621 | | |
| 01208986 | GPC | | | 0.7879 | -2.5723 | -1.8935 | -0.5928 | 1.1121 |
| 01211044 | GPC | | | 0.7868 | -2.7713 | -2.2582 | -0.9688 | 0.7752 |

Table M-7: Unscaled Parameters Speaking, Grade Span 6–8

| Item ID | Model | Parameters | | | | | | |
|----------|-------|------------|----------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | α | γ_1 | γ_2 | γ_3 | γ_4 |
| 00546302 | 2PL | 0.5095 | -1.0269 | | | | | |
| 00383219 | 2PL | 0.5997 | -2.7489 | | | | | |
| 01210343 | 2PL | 0.6882 | -2.9869 | | | | | |
| 00803628 | 2PL | 0.6086 | -1.9060 | | | | | |
| 01209118 | 2PL | 0.4380 | -1.6263 | | | | | |
| 00940205 | 2PL | 0.5127 | 0.1111 | | | | | |
| 00940191 | 2PL | 0.5706 | -1.4023 | | | | | |
| 01059807 | 2PL | 0.7783 | -2.2712 | | | | | |
| 01059805 | 2PL | 0.6458 | -1.8823 | | | | | |
| 00383225 | 2PL | 0.8216 | -2.4184 | | | | | |
| 00546322 | 2PL | 0.4648 | -2.5871 | | | | | |
| 00546308 | 2PL | 0.7011 | -1.6307 | | | | | |
| 00693765 | 2PL | 0.5771 | 0.8798 | | | | | |
| 01211086 | 2PL | 0.5584 | -1.9744 | | | | | |
| 01211087 | 2PL | 0.5643 | -2.5099 | | | | | |
| 01211088 | 2PL | 0.3834 | -1.9757 | | | | | |
| 01211089 | 2PL | 0.5928 | -1.2591 | | | | | |
| 00546312 | GPC | | | 0.7951 | -0.8336 | -0.3876 | | |
| 01059809 | GPC | | | 0.8652 | -1.6360 | -0.8575 | | |
| 01209110 | GPC | | | 0.7673 | -0.9846 | -0.9308 | | |
| 01209122 | GPC | | | 0.8823 | -1.3620 | -0.4037 | | |
| 00940213 | GPC | | | 0.8607 | -2.2654 | -1.4181 | | |
| 00940199 | GPC | | | 0.8993 | -1.8293 | -0.7786 | | |
| 01211090 | GPC | | | 0.4821 | 0.6572 | -1.8408 | | |
| 01211091 | GPC | | | 0.9347 | -1.9866 | -1.1878 | | |
| 01211092 | GPC | | | 0.8274 | -2.0417 | -2.0516 | | |
| 01211093 | GPC | | | 0.5870 | -0.8397 | -1.2719 | | |
| 01210760 | GPC | | | 0.8288 | -1.7021 | -1.9821 | | |
| 01211094 | GPC | | | 0.6227 | -1.2434 | -0.8843 | | |
| 01210764 | GPC | | | 0.8959 | -1.9647 | -1.6186 | | |
| 01210731 | GPC | | | 1.0663 | -2.2696 | -1.1656 | | |
| 01211095 | GPC | | | 0.9903 | -2.4530 | -1.3351 | | |
| 00693773 | GPC | | | 0.6689 | -2.5633 | -2.6122 | -1.0330 | 0.9191 |
| 01211096 | GPC | | | 0.7493 | -2.2599 | -2.4837 | -1.6517 | 0.3948 |

Table M-8: Unscaled Parameters Speaking, Grade Span 9–12

| Item ID | Model | Parameters | | | | | | |
|----------|-------|------------|----------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | α | γ_1 | γ_2 | γ_3 | γ_4 |
| 00940480 | 2PL | 0.4293 | -1.5640 | | | | | |
| 00546487 | 2PL | 0.5232 | -0.8421 | | | | | |
| 00383285 | 2PL | 0.7057 | -1.8643 | | | | | |
| 01209271 | 2PL | 0.5618 | -1.3781 | | | | | |
| 01210354 | 2PL | 0.7659 | -0.5400 | | | | | |
| 00940484 | 2PL | 0.7244 | -0.0939 | | | | | |
| 00940497 | 2PL | 0.5470 | 0.1560 | | | | | |
| 01209258 | 2PL | 0.5533 | -0.2946 | | | | | |
| 01059913 | 2PL | 0.5186 | -2.1468 | | | | | |
| 00683673 | 2PL | 0.5360 | 0.3744 | | | | | |
| 01210355 | 2PL | 0.6325 | -0.4813 | | | | | |
| 00683682 | 2PL | 0.6805 | 0.2120 | | | | | |
| 00383295 | 2PL | 0.8570 | -1.3230 | | | | | |
| 01210839 | 2PL | 0.8246 | -2.8289 | | | | | |
| 01210838 | 2PL | 0.6163 | -2.8529 | | | | | |
| 01211135 | 2PL | 0.7573 | -1.7403 | | | | | |
| 01211136 | 2PL | 0.7365 | 0.9052 | | | | | |
| 00437871 | GPC | | | 0.7891 | -1.1321 | -0.5827 | | |
| 00803676 | GPC | | | 1.0374 | -1.5047 | -0.9312 | | |
| 00940486 | GPC | | | 1.0589 | -1.1590 | -0.4817 | | |
| 01059905 | GPC | | | 1.0428 | -1.5969 | -0.8345 | | |
| 01210360 | GPC | | | 1.0423 | -1.7223 | -0.6159 | | |
| 00940503 | GPC | | | 0.8596 | -1.7421 | -0.8772 | | |
| 01211137 | GPC | | | 0.7024 | -0.7890 | -1.9390 | | |
| 01211138 | GPC | | | 0.9865 | -1.7470 | -1.1116 | | |
| 01211139 | GPC | | | 1.0715 | -1.7586 | -1.2921 | | |
| 01211140 | GPC | | | 1.1680 | -2.0724 | -1.3794 | | |
| 01211141 | GPC | | | 1.0135 | -1.2763 | -1.4676 | | |
| 01211142 | GPC | | | 0.6402 | -0.7174 | -0.5540 | | |
| 01210834 | GPC | | | 1.0311 | -1.7211 | -1.7064 | | |
| 01210835 | GPC | | | 1.2107 | -1.9437 | -1.1253 | | |
| 01210879 | GPC | | | 1.1831 | -2.3198 | -1.2810 | | |
| 01059911 | GPC | | | 0.8570 | -2.4014 | -2.1652 | -1.2631 | 0.2667 |
| 01211143 | GPC | | | 0.9157 | -2.4682 | -2.1451 | -1.1685 | 0.4047 |

Table M-9: Unscaled Parameters Reading, Grade Span K–1

| Item ID | Model | Parameters | | | | | | |
|----------|-------|------------|----------|----------|----------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | <i>c</i> | α | γ_1 | γ_2 | γ_3 |
| 01210040 | 3PL | 1.3077 | 0.3400 | 0.2487 | | | | |
| 01210046 | 3PL | 1.4859 | 0.8812 | 0.3183 | | | | |
| 01210918 | 3PL | 0.4644 | 0.0101 | 0.1415 | | | | |
| 01210024 | 3PL | 1.1407 | 0.1400 | 0.3342 | | | | |
| 01210917 | 3PL | 1.1087 | 0.6019 | 0.2693 | | | | |
| 01210086 | 3PL | 1.0427 | -0.1468 | 0.3810 | | | | |
| 01210919 | 3PL | 1.7648 | 0.5552 | 0.2967 | | | | |
| 01210916 | 3PL | 2.4690 | 0.1873 | 0.2528 | | | | |
| 01210032 | 3PL | 2.2156 | -0.1523 | 0.2839 | | | | |
| 01210012 | 3PL | 2.0919 | -0.2370 | 0.2464 | | | | |
| 01210014 | 3PL | 2.3776 | 0.3399 | 0.2064 | | | | |
| 01210074 | 3PL | 2.2217 | 0.3541 | 0.2226 | | | | |
| 01210122 | 3PL | 2.0578 | 0.3899 | 0.2793 | | | | |
| 01210124 | 3PL | 1.5471 | 1.0069 | 0.4198 | | | | |
| 01210020 | 3PL | 1.4329 | -0.7925 | 0.3571 | | | | |
| 01210581 | 3PL | 1.7345 | -0.2279 | 0.2584 | | | | |
| 01210080 | 3PL | 1.8350 | -0.2997 | 0.4005 | | | | |
| 01210598 | 3PL | 0.7068 | -0.0070 | 0.1111 | | | | |
| 01210100 | 3PL | 1.0696 | -1.3204 | 0.1411 | | | | |
| 01210008 | 3PL | 1.1235 | -1.4193 | 0.0625 | | | | |
| 01210595 | 3PL | 0.7245 | 0.3515 | 0.2165 | | | | |
| 01210066 | 3PL | 1.4192 | 0.5065 | 0.5495 | | | | |
| 01210582 | 3PL | 0.8087 | -0.8717 | 0.5398 | | | | |
| 01210004 | 3PL | 1.1269 | -0.1675 | 0.3577 | | | | |
| 01210597 | 3PL | 2.1061 | -0.0960 | 0.3505 | | | | |
| 01211019 | 3PL | 1.8016 | 0.8928 | 0.4337 | | | | |
| 01210132 | 2PL | 2.3425 | 0.5617 | | | | | |
| 01210130 | 2PL | 1.8200 | 0.4796 | | | | | |
| 01210058 | 3PL | 1.0398 | 0.6290 | 0.0940 | | | | |
| 01210078 | 3PL | 0.7613 | 0.2488 | 0.0738 | | | | |
| 01210096 | GPC | | | | 1.7113 | -0.7950 | -0.6157 | -0.6235 |
| 01210030 | GPC | | | | 2.0415 | -0.8113 | -0.6688 | -0.5805 |

Table M-10: Unscaled Parameters Reading, Grade 2

| Item ID | Model | Parameters | | |
|----------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 00437237 | 3PL | 1.0330 | 1.8041 | 0.1872 |
| 00546026 | 3PL | 1.0467 | 0.1699 | 0.2346 |
| 01059053 | 3PL | 0.8946 | 1.1516 | 0.2100 |
| 00680947 | 3PL | 0.9961 | -0.3104 | 0.2647 |
| 00545999 | 3PL | 1.7762 | 1.4052 | 0.3439 |
| 01059041 | 3PL | 0.8212 | 0.8304 | 0.3024 |
| 01208480 | 3PL | 0.7431 | -0.2623 | 0.0200 |
| 00240723 | 3PL | 1.0928 | -0.2222 | 0.2472 |
| 00546014 | 3PL | 0.8481 | -0.2903 | 0.2487 |
| 01059043 | 3PL | 1.0050 | 1.0902 | 0.2045 |
| 01210374 | 3PL | 1.1370 | 1.4022 | 0.2328 |
| 01210373 | 3PL | 0.7282 | -0.1116 | 0.1287 |
| 01210375 | 3PL | 1.0592 | -0.1684 | 0.0940 |
| 01208496 | 3PL | 0.9785 | 0.9872 | 0.2115 |
| 01059045 | 3PL | 0.9297 | 1.1288 | 0.2972 |
| 00546038 | 3PL | 1.0919 | 0.1378 | 0.2429 |
| 00940074 | 3PL | 0.7694 | 0.9493 | 0.1526 |
| 00353943 | 3PL | 0.5324 | 1.0133 | 0.0335 |
| 00353925 | 3PL | 0.8354 | 0.0459 | 0.2292 |
| 00353933 | 3PL | 1.8886 | -0.2661 | 0.2305 |
| 01208486 | 3PL | 1.1537 | 0.7944 | 0.0790 |
| 01059047 | 3PL | 0.6705 | 0.5508 | 0.1669 |
| 01208482 | 3PL | 1.3198 | 0.4671 | 0.2653 |
| 00546003 | 3PL | 1.2428 | -0.1288 | 0.1030 |
| 00546040 | 3PL | 1.0834 | 1.3249 | 0.1957 |
| 00940091 | 3PL | 1.6299 | 0.6815 | 0.3388 |
| 00940093 | 3PL | 0.9377 | 1.3314 | 0.1853 |
| 00940095 | 3PL | 1.0877 | 1.0302 | 0.2088 |
| 01208500 | 3PL | 0.6592 | 1.4139 | 0.2175 |
| 01208502 | 3PL | 1.7335 | -0.0442 | 0.2626 |
| 01208504 | 3PL | 1.7814 | 0.8723 | 0.1909 |
| 01210369 | 3PL | 1.7649 | 0.8492 | 0.2720 |
| 01210493 | 3PL | 0.8988 | 0.5696 | 0.1836 |
| 01210494 | 3PL | 1.4391 | 1.6003 | 0.2517 |
| 01210371 | 3PL | 0.7614 | 1.1798 | 0.1810 |
| 01210588 | 3PL | 0.8427 | 0.2035 | 0.2916 |
| 01210586 | 3PL | 1.0937 | -0.6725 | 0.2397 |
| 01210547 | 3PL | 1.3087 | 2.4432 | 0.1028 |
| 01210560 | 3PL | 0.9519 | 1.2000 | 0.2161 |

Table M-10: Unscaled Parameters Reading, Grade 2

| Item ID | Model | Parameters | | |
|----------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 01210990 | 3PL | 1.5411 | 0.5013 | 0.2454 |
| 01210991 | 3PL | 1.3060 | 1.8563 | 0.2290 |
| 01210992 | 3PL | 1.1920 | 1.5841 | 0.3319 |
| 01210993 | 3PL | 1.5466 | 0.1116 | 0.1560 |
| 01210994 | 3PL | 0.5627 | 0.9915 | 0.2086 |
| 01210995 | 3PL | 1.5653 | 1.9722 | 0.2124 |
| 01210996 | 3PL | 1.2232 | 2.4803 | 0.1974 |
| 01210997 | 3PL | 2.0544 | 1.4758 | 0.1551 |
| 01210998 | 3PL | 1.0869 | 0.5886 | 0.1763 |
| 01210999 | 3PL | 1.1765 | 1.2653 | 0.2925 |
| 01210569 | 3PL | 1.1393 | 0.4278 | 0.1481 |
| 01211000 | 3PL | 0.8877 | -0.0801 | 0.0868 |
| 01210548 | 3PL | 0.4877 | 1.0133 | 0.2611 |
| 01211001 | 3PL | 0.8918 | 0.3909 | 0.1594 |
| 01211002 | 3PL | 1.5588 | 1.3065 | 0.2495 |
| 01211003 | 3PL | 0.2230 | 1.8258 | 0.2075 |
| 01211004 | 3PL | 1.0029 | 1.0068 | 0.1600 |
| 01211005 | 3PL | 1.3552 | 0.4159 | 0.1377 |
| 01211006 | 3PL | 1.4039 | 0.4046 | 0.2871 |
| 01211007 | 3PL | 0.7053 | 0.6395 | 0.2509 |
| 01211008 | 3PL | 1.8245 | 0.7230 | 0.1883 |
| 01211009 | 3PL | 0.9637 | 0.5965 | 0.1574 |

Table M-11: Unscaled Parameters Reading, Grade Span 3–5

| Item ID | Model | Parameters | | |
|----------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 00691063 | 3PL | 0.8082 | -0.2420 | 0.1135 |
| 00691065 | 3PL | 0.5721 | 0.3921 | 0.1931 |
| 01208932 | 3PL | 0.5160 | -0.4342 | 0.1931 |
| 00803523 | 3PL | 0.6219 | -0.5352 | 0.1931 |
| 01208922 | 3PL | 0.9094 | -0.1344 | 0.2045 |
| 01059105 | 3PL | 0.7955 | 0.8752 | 0.2732 |
| 00940996 | 3PL | 0.5233 | 0.4087 | 0.1931 |
| 00940994 | 3PL | 0.5183 | 0.8496 | 0.1931 |
| 00546207 | 3PL | 0.7753 | -0.2036 | 0.1931 |
| 01059097 | 3PL | 0.8335 | 0.0925 | 0.1931 |
| 01210390 | 3PL | 0.5675 | 1.2153 | 0.1931 |
| 01210381 | 3PL | 0.8731 | 0.7815 | 0.2423 |
| 01210392 | 3PL | 0.6055 | 0.0042 | 0.1931 |
| 00691051 | 3PL | 0.9020 | 0.3665 | 0.1369 |
| 01208936 | 3PL | 0.7406 | -0.2769 | 0.1931 |
| 00546184 | 3PL | 0.5217 | -0.8103 | 0.1931 |
| 00803539 | 3PL | 0.8543 | 0.1808 | 0.1556 |
| 00803541 | 3PL | 0.7142 | 0.7137 | 0.2465 |
| 01210384 | 3PL | 0.9070 | -0.1456 | 0.1931 |
| 00940998 | 3PL | 1.2741 | -0.7037 | 0.1193 |
| 01208930 | 3PL | 0.6189 | 0.2460 | 0.1617 |
| 00941000 | 3PL | 1.5784 | -0.2598 | 0.2045 |
| 01208938 | 3PL | 0.9191 | 0.2434 | 0.1527 |
| 01208940 | 3PL | 1.0017 | 1.8918 | 0.1585 |
| 00241065 | 3PL | 1.2134 | 0.1750 | 0.1511 |
| 01208946 | 3PL | 0.6227 | 0.1837 | 0.1931 |
| 01208950 | 3PL | 1.3634 | 0.9948 | 0.1845 |
| 01208944 | 3PL | 1.0820 | 0.3921 | 0.2222 |
| 01210485 | 3PL | 0.7129 | 0.5999 | 0.1508 |
| 01210387 | 3PL | 0.4992 | 0.8420 | 0.1931 |
| 01210388 | 3PL | 0.6503 | 0.8534 | 0.1892 |
| 01210389 | 3PL | 1.0750 | 0.2409 | 0.2679 |
| 01059117 | 3PL | 1.2380 | 0.8394 | 0.2157 |
| 01059119 | 3PL | 0.8005 | 1.4020 | 0.2317 |
| 01059121 | 3PL | 0.8940 | 0.8039 | 0.2102 |
| 01211045 | 3PL | 0.4710 | -0.5806 | 0.1931 |
| 01211046 | 3PL | 0.7998 | 0.1325 | 0.1931 |
| 01211047 | 3PL | 0.9660 | -0.2473 | 0.1486 |
| 01211048 | 3PL | 1.0356 | -0.5388 | 0.1002 |

Table M-11: Unscaled Parameters Reading, Grade Span 3–5

| Item ID | Model | Parameters | | |
|----------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 01211049 | 3PL | 1.0630 | 0.7427 | 0.2160 |
| 01211050 | 3PL | 1.3571 | 0.8288 | 0.1950 |
| 01211051 | 3PL | 1.2764 | 0.5992 | 0.2361 |
| 01211052 | 3PL | 1.2775 | 2.7240 | 0.1687 |
| 01211053 | 3PL | 1.1561 | 0.5232 | 0.2346 |
| 01211054 | 3PL | 0.8129 | 0.7129 | 0.2167 |
| 01211055 | 3PL | 0.8953 | 1.2166 | 0.1885 |
| 01211056 | 3PL | 1.3010 | 0.5699 | 0.1711 |
| 01211057 | 3PL | 1.3067 | 1.1958 | 0.2283 |
| 01211058 | 3PL | 0.5145 | 1.1381 | 0.1931 |
| 01211059 | 3PL | 0.9770 | 1.2367 | 0.1661 |
| 01211060 | 3PL | 0.8949 | -0.6729 | 0.2267 |
| 01211061 | 3PL | 0.8821 | 0.8828 | 0.1387 |
| 01211062 | 3PL | 0.8882 | 1.1869 | 0.1219 |
| 01211063 | 3PL | 0.9209 | -0.1534 | 0.1372 |
| 01211064 | 3PL | 1.1684 | 1.9464 | 0.1662 |
| 01211065 | 3PL | 1.3266 | 0.7506 | 0.1803 |
| 01211066 | 3PL | 1.1075 | 0.9485 | 0.2229 |
| 01211067 | 3PL | 1.3930 | 0.8545 | 0.2449 |
| 01211068 | 3PL | 1.6413 | 0.4034 | 0.2295 |
| 01211069 | 3PL | 0.9761 | 0.7363 | 0.2475 |
| 01211070 | 3PL | 0.6107 | 0.6630 | 0.1931 |

Table M-12: Unscaled Parameters Reading, Grade Span 6–8

| Item ID | Model | Parameters | | |
|----------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 01210400 | 3PL | 0.7364 | 1.6423 | 0.2532 |
| 00546334 | 3PL | 0.7494 | 0.8983 | 0.1592 |
| 00803707 | 3PL | 0.4714 | -0.1613 | 0.1947 |
| 01060126 | 3PL | 0.4006 | 0.9737 | 0.1947 |
| 00803689 | 3PL | 0.4976 | 0.0158 | 0.1947 |
| 00546361 | 3PL | 0.6181 | 0.4921 | 0.1947 |
| 01209064 | 3PL | 0.6283 | -0.3314 | 0.1947 |
| 01209074 | 3PL | 0.6669 | 0.5428 | 0.1947 |
| 01060128 | 3PL | 0.3609 | 0.1536 | 0.1947 |
| 01209076 | 3PL | 0.4669 | 0.3232 | 0.1947 |
| 00803709 | 3PL | 0.7111 | 0.8527 | 0.1732 |
| 00803693 | 3PL | 0.4923 | 1.1357 | 0.1772 |
| 01209080 | 3PL | 1.0953 | -1.0800 | 0.0544 |
| 00940275 | 3PL | 0.8388 | 0.9444 | 0.2289 |
| 01209070 | 3PL | 0.7860 | -0.1521 | 0.1947 |
| 01060120 | 3PL | 0.9086 | -0.6472 | 0.1947 |
| 00940273 | 3PL | 0.9182 | -0.3600 | 0.1547 |
| 01210402 | 3PL | 0.7326 | -0.1599 | 0.1947 |
| 01210412 | 3PL | 0.5747 | 0.7377 | 0.2023 |
| 01209082 | 3PL | 0.9486 | 0.2934 | 0.1520 |
| 00940285 | 3PL | 1.1905 | 1.2332 | 0.1956 |
| 01060124 | 3PL | 1.0591 | 0.7028 | 0.2082 |
| 01209092 | 3PL | 0.8398 | 0.6523 | 0.2504 |
| 01209090 | 3PL | 0.7816 | 1.3198 | 0.1606 |
| 01209088 | 3PL | 0.6706 | 0.9589 | 0.1609 |
| 01209086 | 3PL | 1.2411 | 0.2374 | 0.2264 |
| 00940291 | 3PL | 0.6958 | 0.5499 | 0.2478 |
| 00940287 | 3PL | 0.8327 | 0.4443 | 0.2218 |
| 00940293 | 3PL | 0.9487 | 1.6962 | 0.2447 |
| 00693802 | 3PL | 0.6511 | 1.5090 | 0.1947 |
| 00693800 | 3PL | 0.9467 | 0.3872 | 0.2447 |
| 00693798 | 3PL | 0.9776 | 1.3857 | 0.2313 |
| 00803735 | 3PL | 0.9239 | 0.8815 | 0.2018 |
| 00803739 | 3PL | 0.8720 | 1.2568 | 0.2388 |
| 00803741 | 3PL | 0.8990 | 0.7910 | 0.2250 |
| 01210752 | 3PL | 0.5352 | -0.4383 | 0.1947 |
| 01211097 | 3PL | 0.9367 | -0.9791 | 0.1947 |
| 01211098 | 3PL | 0.6297 | 0.4261 | 0.1947 |
| 01211099 | 3PL | 0.6731 | -0.3659 | 0.1947 |

Table M-12: Unscaled Parameters Reading, Grade Span 6–8

| Item ID | Model | Parameters | | |
|----------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 01211100 | 3PL | 1.0187 | -0.7219 | 0.0760 |
| 01211101 | 3PL | 0.8204 | 0.8224 | 0.1859 |
| 01211102 | 3PL | 0.8544 | 3.6642 | 0.1666 |
| 01211103 | 3PL | 1.1004 | 1.4967 | 0.1997 |
| 01211104 | 3PL | 1.0274 | 1.1929 | 0.2179 |
| 01211105 | 3PL | 0.9048 | 1.3946 | 0.2437 |
| 01211106 | 3PL | 0.5630 | 1.1962 | 0.1929 |
| 01211107 | 3PL | 1.0227 | 0.7621 | 0.2237 |
| 01211108 | 3PL | 0.6856 | 3.9569 | 0.2147 |
| 01211109 | 3PL | 0.6090 | -0.2463 | 0.1947 |
| 01211110 | 3PL | 0.5985 | 1.0250 | 0.1947 |
| 01210787 | 3PL | 0.8254 | -0.7877 | 0.1947 |
| 01211111 | 3PL | 0.7509 | 2.5328 | 0.1723 |
| 01210746 | 3PL | 0.5871 | 0.9046 | 0.1498 |
| 01211112 | 3PL | 0.9769 | 1.5286 | 0.1758 |
| 01211113 | 3PL | 0.9982 | 0.3604 | 0.1454 |
| 01211114 | 3PL | 0.8190 | 1.7652 | 0.2505 |
| 01211115 | 3PL | 0.9952 | 1.4476 | 0.2173 |
| 01211116 | 3PL | 0.9634 | 1.1497 | 0.2411 |
| 01211117 | 3PL | 0.5265 | 2.2116 | 0.1821 |
| 01211118 | 3PL | 0.4761 | 1.2645 | 0.1947 |
| 01211119 | 3PL | 0.5815 | 1.1952 | 0.1150 |

Table M-13: Unscaled Parameters Reading, Grade Span 9–12

| Item ID | Model | Parameters | | |
|----------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 01210417 | 3PL | 0.6470 | 0.3093 | 0.1656 |
| 00684030 | 3PL | 0.5525 | -0.4676 | 0.2059 |
| 00546505 | 3PL | 0.6723 | 0.1576 | 0.0978 |
| 00804688 | 3PL | 0.9907 | 0.1838 | 0.3448 |
| 00546524 | 3PL | 0.4412 | -0.0749 | 0.2059 |
| 00241856 | 3PL | 0.3577 | -0.4718 | 0.2059 |
| 00804714 | 3PL | 0.6014 | 0.5099 | 0.2513 |
| 01210428 | 3PL | 0.6999 | -0.0495 | 0.2059 |
| 01209217 | 3PL | 1.1127 | -1.1895 | 0.0254 |
| 01209227 | 3PL | 0.8948 | -1.1659 | 0.2059 |
| 00241779 | 3PL | 0.6996 | -0.9470 | 0.2059 |
| 01059967 | 3PL | 1.0343 | -0.6769 | 0.2059 |
| 01210429 | 3PL | 0.5294 | -0.1038 | 0.2059 |
| 00804718 | 3PL | 0.4546 | 1.5887 | 0.2059 |
| 00354274 | 3PL | 0.5945 | 1.2758 | 0.1226 |
| 00546536 | 3PL | 0.7047 | -1.1312 | 0.2059 |
| 00684034 | 3PL | 0.6326 | 0.9915 | 0.3067 |
| 00684045 | 3PL | 0.8239 | 0.5505 | 0.1733 |
| 01209219 | 3PL | 0.6374 | -0.5044 | 0.2059 |
| 01059969 | 3PL | 0.5739 | 0.2248 | 0.2059 |
| 01209229 | 3PL | 0.8972 | 0.9289 | 0.2710 |
| 00683949 | 3PL | 0.7573 | 0.8597 | 0.2197 |
| 00940466 | 3PL | 0.8271 | 0.9315 | 0.2634 |
| 00940468 | 3PL | 0.8509 | 0.3825 | 0.1566 |
| 00940470 | 3PL | 1.0908 | -0.0700 | 0.2973 |
| 01059999 | 3PL | 0.5931 | 0.6839 | 0.2141 |
| 01059995 | 3PL | 1.0238 | 1.3578 | 0.2264 |
| 01059997 | 3PL | 0.6433 | 1.2948 | 0.2384 |
| 01209247 | 3PL | 0.6652 | 0.6110 | 0.2059 |
| 01209249 | 3PL | 0.8657 | 1.2908 | 0.2364 |
| 01209251 | 3PL | 1.0807 | 1.3109 | 0.1750 |
| 01209245 | 3PL | 0.8859 | 0.4172 | 0.1940 |
| 01209238 | 3PL | 0.5938 | 1.6643 | 0.1745 |
| 01209240 | 3PL | 0.8525 | 0.4011 | 0.2826 |
| 01209242 | 3PL | 1.0278 | 1.3040 | 0.1990 |
| 01211144 | 3PL | 0.4185 | 0.2999 | 0.2059 |
| 01211145 | 3PL | 0.5149 | -0.9543 | 0.2059 |
| 01211146 | 3PL | 0.6059 | 3.3380 | 0.2330 |
| 01211147 | 3PL | 0.8386 | 2.6126 | 0.1853 |

Table M-13: Unscaled Parameters Reading, Grade Span 9–12

| Item ID | Model | Parameters | | |
|----------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 01211148 | 3PL | 0.5712 | 4.0296 | 0.1522 |
| 01211149 | 3PL | 0.9220 | 1.8581 | 0.2444 |
| 01211150 | 3PL | 0.8448 | 0.0603 | 0.1011 |
| 01211151 | 3PL | 0.7251 | -0.3373 | 0.2059 |
| 01211152 | 3PL | 0.8154 | 0.0778 | 0.2471 |
| 01211153 | 3PL | 1.0650 | 0.7509 | 0.2792 |
| 01211154 | 3PL | 1.3053 | 0.3617 | 0.2491 |
| 01211155 | 3PL | 0.8945 | 1.6150 | 0.2932 |
| 01211156 | 3PL | 0.9787 | 0.2783 | 0.1723 |
| 01211157 | 3PL | 0.2498 | 3.0424 | 0.2059 |
| 01211158 | 3PL | 0.5391 | 2.1952 | 0.2246 |
| 01211159 | 3PL | 0.8495 | -0.8383 | 0.2059 |
| 01210877 | 3PL | 1.2034 | -1.2249 | 0.2059 |
| 01211160 | 3PL | 0.9213 | 2.6004 | 0.2883 |
| 01211161 | 3PL | 0.5831 | 1.2200 | 0.1850 |
| 01211162 | 3PL | 0.7353 | -0.0961 | 0.1722 |
| 01211163 | 3PL | 1.0355 | 0.0468 | 0.1690 |
| 01211164 | 3PL | 0.8461 | 0.3499 | 0.1746 |
| 01211165 | 3PL | 1.0204 | -0.1548 | 0.1939 |
| 01211166 | 3PL | 1.0221 | 0.1681 | 0.2451 |
| 01211167 | 3PL | 1.1020 | 0.4166 | 0.2883 |
| 01211168 | 3PL | 0.7767 | 0.6956 | 0.2207 |

Table M-14: Unscaled Parameters Writing, Grade Span K–1

| Item ID | Model | Parameters | | | | | | | |
|----------|-------|------------|----------|----------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | <i>c</i> | α | γ_1 | γ_2 | γ_3 | γ_4 |
| 01210200 | 3PL | 0.9445 | 1.4587 | 0.4076 | | | | | |
| 01210160 | 3PL | 0.7225 | 0.9877 | 0.2984 | | | | | |
| 01210272 | 3PL | 1.3916 | 1.1533 | 0.2219 | | | | | |
| 01210180 | 3PL | 0.8132 | 1.0451 | 0.3334 | | | | | |
| 01210176 | 3PL | 1.4081 | 1.3595 | 0.1891 | | | | | |
| 01210154 | 3PL | 1.5942 | 1.1696 | 0.2433 | | | | | |
| 01210158 | 3PL | 0.6711 | 0.9006 | 0.2162 | | | | | |
| 01210218 | 3PL | 0.6955 | 0.9072 | 0.1872 | | | | | |
| 01211025 | 3PL | 1.1966 | 1.6561 | 0.0584 | | | | | |
| 01211026 | 3PL | 2.0262 | 1.1531 | 0.1930 | | | | | |
| 01210162 | 2PL | 0.9897 | -1.2856 | | | | | | |
| 01210144 | 2PL | 0.9282 | -0.9167 | | | | | | |
| 01210226 | 2PL | 0.9179 | -1.3662 | | | | | | |
| 01210222 | 2PL | 0.3842 | -1.4275 | | | | | | |
| 01211020 | 2PL | 1.0491 | -1.3660 | | | | | | |
| 01210240 | GPC | | | | 0.5783 | -0.9431 | -1.5473 | | |
| 01210188 | GPC | | | | 0.7692 | -2.3537 | -0.0198 | | |
| 01210246 | GPC | | | | 0.5583 | -1.4264 | -0.7353 | | |
| 01210170 | GPC | | | | 1.2747 | -0.7899 | 0.8936 | | |
| 01210190 | GPC | | | | 1.9545 | -0.5904 | 0.4032 | | |
| 01210150 | GPC | | | | 1.4198 | -0.5383 | 0.6528 | | |
| 01210192 | GPC | | | | 1.1462 | -0.0387 | 1.6586 | | |
| 01210212 | GPC | | | | 1.3069 | -0.1543 | 1.1765 | | |
| 01210248 | GPC | | | | 1.0498 | -1.2357 | -0.5381 | | |
| 01211021 | GPC | | | | 1.0359 | -1.0440 | -0.6795 | | |
| 01211022 | GPC | | | | 1.9772 | -0.0102 | 0.7146 | | |
| 01211023 | GPC | | | | 2.2885 | 0.0151 | 0.3795 | | |
| 01211024 | GPC | | | | 1.5508 | 0.5191 | 0.6558 | | |

Table M-15: Unscaled Parameters Writing, Grade 2

| Item ID | Model | Parameters | | | | | | | |
|----------|-------|------------|----------|----------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | <i>c</i> | α | γ_1 | γ_2 | γ_3 | γ_4 |
| 01210438 | 3PL | 2.1562 | 0.4043 | 0.2871 | | | | | |
| 01210437 | 3PL | 1.7277 | -0.2453 | 0.3637 | | | | | |
| 00353996 | 3PL | 0.9650 | -1.1365 | 0.3013 | | | | | |
| 01208522 | 3PL | 1.0197 | 0.3710 | 0.3288 | | | | | |
| 00353982 | 3PL | 1.0622 | -0.2949 | 0.2307 | | | | | |
| 00353965 | 3PL | 0.9768 | -0.6102 | 0.3013 | | | | | |
| 00546063 | 3PL | 1.1295 | -0.3613 | 0.3521 | | | | | |
| 01208530 | 3PL | 2.7775 | -0.1153 | 0.2284 | | | | | |
| 00546085 | 3PL | 1.4043 | -0.2738 | 0.2839 | | | | | |
| 01210436 | 3PL | 1.6033 | 0.0883 | 0.2584 | | | | | |
| 01208534 | 3PL | 1.5760 | 0.2173 | 0.3678 | | | | | |
| 01208524 | 3PL | 1.0913 | 0.5022 | 0.2501 | | | | | |
| 01208532 | 3PL | 0.5832 | 1.6000 | 0.2878 | | | | | |
| 01057235 | 3PL | 0.9327 | 0.9441 | 0.4156 | | | | | |
| 01057237 | 3PL | 0.7089 | 0.9111 | 0.3784 | | | | | |
| 01057239 | 3PL | 0.9244 | 0.8375 | 0.3155 | | | | | |
| 00940137 | 3PL | 1.7245 | 0.5966 | 0.3225 | | | | | |
| 00940139 | 3PL | 1.3200 | 0.4767 | 0.3099 | | | | | |
| 00940141 | 3PL | 1.6264 | 0.3835 | 0.3609 | | | | | |
| 01211010 | 3PL | 1.2749 | 1.5762 | 0.2332 | | | | | |
| 01211011 | 3PL | 1.0698 | 0.7368 | 0.3838 | | | | | |
| 01211012 | 3PL | 1.6306 | 1.4974 | 0.3391 | | | | | |
| 01211013 | 3PL | 1.6377 | 0.2821 | 0.2376 | | | | | |
| 01211014 | 3PL | 1.3563 | 0.9446 | 0.3356 | | | | | |
| 01211015 | 3PL | 1.5548 | 0.7374 | 0.2334 | | | | | |
| 00940143 | GPC | | | | 0.7473 | -0.9680 | -0.2433 | 2.2801 | |
| 00940135 | GPC | | | | 0.7534 | -0.4992 | -0.0969 | 2.7561 | |
| 01208544 | GPC | | | | 0.9878 | -1.6693 | 0.5604 | 2.0276 | |
| 00940119 | GPC | | | | 0.6916 | -0.7189 | -0.0418 | 2.5843 | |
| 01211016 | GPC | | | | 1.0422 | -0.8565 | -0.0063 | 1.4494 | |
| 01211017 | GPC | | | | 1.1220 | -0.7807 | -0.0148 | 1.3784 | |
| 01210443 | GPC | | | | 0.7999 | -1.1237 | -0.5107 | 1.4523 | 3.9146 |
| 01211018 | GPC | | | | 0.9414 | -0.7105 | 0.2491 | 1.3817 | 2.2181 |

Table M-16: Unscaled Parameters Writing, Grade Span 3–5

| Item ID | Model | Parameters | | | | | | | |
|----------|-------|------------|----------|-----------------------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | <i>c</i> ^a | α | γ_1 | γ_2 | γ_3 | γ_4 |
| 01210447 | 3PL | 0.9049 | -0.1245 | 0.2723 | | | | | |
| 00354251 | 3PL | 0.9022 | -0.7706 | 0.2108 | | | | | |
| 00354245 | 3PL | 0.6446 | 0.7092 | 0.2793 | | | | | |
| 00354202 | 3PL | 0.7265 | -0.0157 | 0.3753 | | | | | |
| 00546256 | 3PL | 0.6772 | -1.5301 | 0.2793 | | | | | |
| 00546226 | 3PL | 0.5871 | -0.1907 | 0.2793 | | | | | |
| 00354206 | 3PL | 1.2727 | 0.0699 | 0.3586 | | | | | |
| 01208996 | 3PL | 0.9010 | 1.5779 | 0.3141 | | | | | |
| 01208994 | 3PL | 0.8435 | 0.9424 | 0.3139 | | | | | |
| 01209004 | 3PL | 1.1811 | 0.3488 | 0.2936 | | | | | |
| 00940377 | 3PL | 1.2430 | -0.8138 | 0.3487 | | | | | |
| 00940379 | 3PL | 0.8705 | 0.0366 | 0.2544 | | | | | |
| 00940381 | 3PL | 0.6135 | 0.4758 | 0.2700 | | | | | |
| 01059952 | 3PL | 0.8690 | -0.9296 | 0.2793 | | | | | |
| 01059954 | 3PL | 0.6212 | 0.6091 | 0.2524 | | | | | |
| 01059956 | 3PL | 1.0399 | -0.1649 | 0.3062 | | | | | |
| 01209010 | 3PL | 0.8142 | -0.2484 | 0.2793 | | | | | |
| 01209012 | 3PL | 0.8512 | -0.5819 | 0.2299 | | | | | |
| 01209014 | 3PL | 0.7958 | -0.0554 | 0.2465 | | | | | |
| 01210677 | 3PL | 0.5216 | 0.5117 | 0.2793 | | | | | |
| 01210676 | 3PL | 0.9532 | 1.7569 | 0.3117 | | | | | |
| 01210662 | 3PL | 1.0139 | 0.1919 | 0.3029 | | | | | |
| 01211071 | 3PL | 1.0520 | -0.5760 | 0.2651 | | | | | |
| 01211072 | 3PL | -0.0693 | -4.1805 | 0.2180 | | | | | |
| 01211073 | 3PL | 1.1962 | 1.7485 | 0.2887 | | | | | |
| 01210450 | GPC | | | | 0.7972 | -3.1270 | -1.2324 | 1.2997 | |
| 01209008 | GPC | | | | 0.6730 | -3.2373 | -1.7291 | 0.7909 | |
| 01209016 | GPC | | | | 0.7924 | -3.1473 | -0.8149 | 1.4501 | |
| 01209024 | GPC | | | | 0.8914 | -3.0437 | -1.3863 | 1.5525 | |
| 01211074 | GPC | | | | 0.6633 | -2.1632 | -1.2871 | 0.6967 | |
| 01211075 | GPC | | | | 0.6805 | -1.8937 | -1.3046 | 0.5904 | |
| 01210452 | GPC | | | | 0.6793 | -1.9586 | -1.3969 | 0.4999 | 3.9007 |
| 01211076 | GPC | | | | 0.7166 | -1.4187 | -1.0883 | 0.3430 | 2.0686 |

Table M-17: Unscaled Parameters Writing, Grade Span 6–8

| Item ID | Model | Parameters | | | | | | | |
|----------|-------|------------|----------|-----------------------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | <i>c</i> ^b | α | γ_1 | γ_2 | γ_3 | γ_4 |
| 00354697 | 3PL | 0.5806 | -0.4010 | 0.2761 | | | | | |
| 01209138 | 3PL | 0.7110 | -0.9803 | 0.2761 | | | | | |
| 01209140 | 3PL | 0.5316 | -0.5242 | 0.2761 | | | | | |
| 00546409 | 3PL | 0.7201 | -0.4747 | 0.2761 | | | | | |
| 00354703 | 3PL | 0.3165 | -1.2051 | 0.2761 | | | | | |
| 00354701 | 3PL | 0.6197 | 0.5218 | 0.3930 | | | | | |
| 01209146 | 3PL | 1.0654 | 0.2776 | 0.2558 | | | | | |
| 01209148 | 3PL | 0.7105 | -0.0195 | 0.2761 | | | | | |
| 00546419 | 3PL | 0.6561 | 0.3394 | 0.2761 | | | | | |
| 00546405 | 3PL | 0.8344 | -0.2842 | 0.2761 | | | | | |
| 01210457 | 3PL | 0.3263 | 0.0755 | 0.2761 | | | | | |
| 01210458 | 3PL | 1.0964 | -0.5359 | 0.2801 | | | | | |
| 01210456 | 3PL | 0.7098 | -0.3739 | 0.2761 | | | | | |
| 01069233 | 3PL | 0.9098 | -0.9337 | 0.2761 | | | | | |
| 01069235 | 3PL | 1.1833 | -1.1094 | 0.2761 | | | | | |
| 01069237 | 3PL | 0.8546 | -0.5392 | 0.2761 | | | | | |
| 00803785 | 3PL | 0.9568 | 1.0574 | 0.3297 | | | | | |
| 00803787 | 3PL | 0.9550 | -0.0219 | 0.2653 | | | | | |
| 00803789 | 3PL | 1.0656 | -0.6655 | 0.2911 | | | | | |
| 01210743 | 3PL | 0.6052 | -1.0268 | 0.2761 | | | | | |
| 01210744 | 3PL | 1.1953 | -0.9958 | 0.3019 | | | | | |
| 01210749 | 3PL | 0.5612 | 1.9427 | 0.3524 | | | | | |
| 01211120 | 3PL | 0.5585 | 0.0382 | 0.2761 | | | | | |
| 01211121 | 3PL | -0.6471 | -3.2738 | 0.0866 | | | | | |
| 01211122 | 3PL | 0.4727 | -0.1708 | 0.2761 | | | | | |
| 01209142 | GPC | | | | 0.4361 | -3.7749 | -2.9343 | 0.4340 | |
| 01069263 | GPC | | | | 0.5667 | -2.7936 | -1.9363 | 1.8913 | |
| 01209166 | GPC | | | | 0.4116 | -4.7557 | -1.8653 | 1.1779 | |
| 01209158 | GPC | | | | 0.5608 | -3.6500 | -1.6599 | 1.1697 | |
| 01211123 | GPC | | | | 0.8435 | -2.8859 | -1.5578 | 0.6083 | |
| 01211124 | GPC | | | | 0.8202 | -2.7031 | -1.4006 | 0.9344 | |
| 01069225 | GPC | | | | 0.6406 | -3.1189 | -2.0852 | 0.4709 | 4.2008 |
| 01211125 | GPC | | | | 0.9220 | -2.3303 | -1.5465 | -0.0764 | 1.2931 |

Table M-18: Unscaled Parameters Writing, Grade Span 9–12

| Item ID | Model | Parameters | | | | | | | |
|----------|-------|------------|----------|----------------------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | <i>c^b</i> | α | γ_1 | γ_2 | γ_3 | γ_4 |
| 01210467 | 3PL | 0.7209 | -0.5633 | 0.2535 | | | | | |
| 00684130 | 3PL | 1.4208 | -1.1880 | 0.2475 | | | | | |
| 01209287 | 3PL | 0.5152 | 0.0106 | 0.2535 | | | | | |
| 00354095 | 3PL | 0.7488 | -0.1307 | 0.2535 | | | | | |
| 01209289 | 3PL | 0.7183 | -1.4831 | 0.2535 | | | | | |
| 00546586 | 3PL | 0.7199 | -0.8464 | 0.2535 | | | | | |
| 00354047 | 3PL | 0.6593 | -0.2571 | 0.2535 | | | | | |
| 01210462 | 3PL | 0.5285 | -0.8863 | 0.2535 | | | | | |
| 01210463 | 3PL | 0.8269 | -0.9247 | 0.2535 | | | | | |
| 01210464 | 3PL | 0.4089 | 1.1316 | 0.2535 | | | | | |
| 01210465 | 3PL | 1.1303 | -0.7536 | 0.3621 | | | | | |
| 01209299 | 3PL | 0.8477 | 0.6113 | 0.1969 | | | | | |
| 01209297 | 3PL | 0.3897 | -0.6776 | 0.2535 | | | | | |
| 01060039 | 3PL | 1.3112 | -1.1909 | 0.3272 | | | | | |
| 01060041 | 3PL | 0.5705 | -0.0390 | 0.2535 | | | | | |
| 01060043 | 3PL | 0.5525 | -0.5572 | 0.2535 | | | | | |
| 00940507 | 3PL | 0.6928 | -0.4348 | 0.2535 | | | | | |
| 00940509 | 3PL | 0.6484 | 0.2485 | 0.2535 | | | | | |
| 00940511 | 3PL | 0.3886 | -2.1327 | 0.2535 | | | | | |
| 01210910 | 3PL | 0.8434 | -1.6898 | 0.2535 | | | | | |
| 01210902 | 3PL | 0.9180 | -1.0863 | 0.2535 | | | | | |
| 01210908 | 3PL | 0.3157 | 1.0793 | 0.2535 | | | | | |
| 01211169 | 3PL | 0.7677 | -0.6395 | 0.2535 | | | | | |
| 01211170 | 3PL | 0.6848 | 0.6395 | 0.2535 | | | | | |
| 01211171 | 3PL | 0.6074 | 0.2105 | 0.2535 | | | | | |
| 01209293 | GPC | | | | 0.5077 | -4.4305 | -1.9527 | -0.1269 | |
| 01209317 | GPC | | | | 0.4430 | -4.1237 | -2.8800 | 0.7268 | |
| 01209309 | GPC | | | | 0.4331 | -4.3134 | -2.2804 | 0.7228 | |
| 01209301 | GPC | | | | 0.4074 | -4.6287 | -2.3580 | 0.1668 | |
| 01211172 | GPC | | | | 0.6137 | -2.4666 | -2.1753 | -0.2833 | |
| 01211173 | GPC | | | | 0.5004 | -2.3859 | -1.9382 | 0.4026 | |
| 01210470 | GPC | | | | 0.5672 | -2.1087 | -2.4527 | -0.4651 | 4.0624 |
| 01211174 | GPC | | | | 0.4687 | -1.8974 | -2.2197 | -0.4191 | 1.4689 |

Appendix N: Item-Type Correlations

Note: The tables in this appendix present item-type descriptive statistics and correlations among multiple-choice (MC), dichotomous-constructed-response (DCR), and constructed-response (CR) items by grade span for annual assessment and initial assessment data.

Table N-1: Item-Type Descriptive Statistics, Annual Assessment

| Domain | Grade Span | N | Item Type | Raw Score | | | Pearson Correlation | |
|-----------|------------|---------|-----------|------------|--------------------|---------------|---------------------|------|
| | | | | Mean Score | Standard Deviation | Maximum Score | | |
| Listening | K–1 | 184,210 | MC | 4.7957 | 2.1141 | 10 | .525 | |
| | | 184,210 | DCR | 5.1939 | 2.7293 | 10 | | |
| | 2 | 172,770 | MC | 6.7450 | 2.2504 | 10 | .543 | |
| | | 172,770 | DCR | 7.1267 | 2.4129 | 10 | | |
| Speaking | K–1 | 184,210 | DCR | 8.2128 | 3.5003 | 13 | .658 | |
| | | 184,210 | CR | 7.3842 | 4.5012 | 16 | | |
| | 2 | 172,770 | DCR | 10.2040 | 2.8438 | 13 | .647 | |
| | | 172,770 | CR | 10.7593 | 4.1499 | 16 | | |
| | 3–5 | 387,029 | DCR | 8.9310 | 2.6958 | 13 | .660 | |
| | | | CR | 11.3197 | 3.7997 | 16 | | |
| | | 6–8 | 219,173 | DCR | 9.0643 | 2.6964 | 13 | .704 |
| | | | 219,173 | CR | 12.1779 | 3.5508 | 16 | |
| 9–12 | 223,773 | DCR | 7.3335 | 3.2695 | 13 | .705 | | |
| | 223,773 | CR | 12.4104 | 3.9300 | 16 | | | |
| Reading | K–1 | 184,210 | MC | 10.0599 | 3.1291 | 14 | .631 | |
| | | 184,210 | DCR | 2.1399 | 1.3989 | 4 | | |
| | | 184,210 | MC | 10.0599 | 3.1291 | 14 | .500 | |
| | | 184,210 | CR | 5.5208 | 1.3018 | 6 | | |
| | | 184,210 | DCR | 2.1399 | 1.3989 | 4 | .375 | |
| | | 184,210 | CR | 5.5208 | 1.3018 | 6 | | |
| Writing | K–1 | 184,210 | MC | 2.1309 | 1.2452 | 4 | .306 | |
| | | 184,210 | DCR | 1.9087 | 1.2617 | 4 | | |
| | | 184,210 | MC | 2.1309 | 1.2452 | 4 | .308 | |
| | | 184,210 | CR | 14.9179 | 3.2273 | 20 | | |
| | | 184,210 | DCR | 1.9087 | 1.2617 | 4 | .384 | |
| | | 184,210 | CR | 14.9179 | 3.2273 | 20 | | |
| | 2 | 172,770 | MC | 12.2223 | 4.3385 | 19 | .710 | |
| | | | CR | 7.1351 | 3.1532 | 16 | | |
| | | 3–5 | 387,029 | MC | 12.3736 | 3.9361 | 19 | .671 |
| | | | 387,029 | CR | 9.9828 | 2.7532 | 16 | |
| 6–8 | 219,173 | MC | 13.0516 | 3.8232 | 19 | .605 | | |
| | 219,173 | CR | 10.6554 | 2.4948 | 16 | | | |
| 9–12 | 223,773 | MC | 13.3911 | 3.9426 | 19 | .675 | | |
| | 223,773 | CR | 11.3844 | 2.8548 | 16 | | | |

Table N-2: Item-Type Descriptive Statistics, Initial Assessment

| Domain | Grade Span | N | Item Type | Raw Score | | | | | |
|-----------|------------|---------|-----------|------------|--------------------|---------------|---------------------|------|------|
| | | | | Mean Score | Standard Deviation | Maximum Score | Pearson Correlation | | |
| Listening | K-1 | 217,606 | MC | 3.4784 | 2.0705 | 10 | .518 | | |
| | | 217,606 | DCR | 2.7994 | 2.6994 | 10 | | | |
| | 2 | 10,133 | MC | 5.4443 | 3.1545 | 10 | .798 | | |
| | | 10,133 | DCR | 5.3360 | 3.7690 | 10 | | | |
| Speaking | K-1 | 217,606 | DCR | 5.2144 | 4.1620 | 13 | .740 | | |
| | | 217,606 | CR | 3.9073 | 4.1758 | 16 | | | |
| | 2 | 10,133 | DCR | 7.5593 | 5.0798 | 13 | .892 | | |
| | | 10,133 | CR | 8.0180 | 6.0208 | 16 | | | |
| | 3-5 | 23,073 | DCR | 6.1635 | 4.7668 | 13 | .915 | | |
| | | 23,073 | CR | 7.7554 | 6.1309 | 16 | | | |
| | 6-8 | 18,919 | DCR | 6.1327 | 4.8556 | 13 | .927 | | |
| | | 18,919 | CR | 8.2710 | 6.3538 | 16 | | | |
| | 9-12 | 28,475 | DCR | 5.3727 | 4.4751 | 13 | .876 | | |
| | | 28,475 | CR | 8.9503 | 6.3187 | 16 | | | |
| | Reading | K-1 | 217,606 | MC | 5.3892 | 3.2722 | 14 | .591 | |
| | | | 217,606 | DCR | .6427 | .9968 | 4 | | |
| 217,606 | | | MC | 5.3892 | 3.2722 | 14 | .491 | | |
| 217,606 | | | CR | 3.0590 | 2.5712 | 6 | | | |
| 217,606 | | | DCR | .6427 | .9968 | 4 | .408 | | |
| 217,606 | | | CR | 3.0590 | 2.5712 | 6 | | | |
| Writing | | | K-1 | 217,606 | MC | 1.4497 | 1.1680 | 4 | .339 |
| | | | | 217,606 | DCR | .9778 | 1.0699 | 4 | |
| | 217,606 | MC | | 1.4497 | 1.1680 | 4 | .306 | | |
| | 217,606 | CR | | 8.0860 | 4.7070 | 20 | | | |
| | 217,606 | DCR | | .9778 | 1.0699 | 4 | .334 | | |
| | 217,606 | CR | | 8.0860 | 4.7070 | 20 | | | |
| | 2 | 10,133 | MC | 9.7872 | 6.0214 | 19 | .832 | | |
| | | 10,133 | CR | 5.2780 | 4.2572 | 16 | | | |
| | 3-5 | 23,073 | MC | 10.0722 | 5.9821 | 19 | .851 | | |
| | | 23,073 | CR | 7.2682 | 5.0675 | 16 | | | |
| | 6-8 | 18,919 | MC | 10.7208 | 6.0086 | 19 | .852 | | |
| | | 18,919 | CR | 8.1535 | 5.0978 | 16 | | | |
| 9-12 | 28,475 | MC | 11.4086 | 5.9912 | 19 | .865 | | | |
| | 28,475 | CR | 9.2854 | 4.9307 | 16 | | | | |

Appendix O: Rater Consistency and Reliability

Note: In the following tables, “discrepant” indicates more than one score point difference between two readers. For example, one reader assigned a score of 1 and the other reader a score of 3.

Table O-1: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span K–1

| Item Number | Item Seq. | Items Total | N Items Read Twice | N Perfect Agree | Percent Perfect Agree | N Discrepant | Percent Discrepant |
|--------------------|-----------|-------------|--------------------|-----------------|-----------------------|--------------|--------------------|
| Copy Letter | | | | | | | |
| 01210162 | 11 | 184,207 | 18,620 | 18,189 | 97.7 | 0 | 0.0 |
| 01210144 | 12 | 184,207 | 18,479 | 17,387 | 94.1 | 0 | 0.0 |
| 01210226 | 13 | 184,207 | 18,647 | 17,901 | 96.0 | 0 | 0.0 |
| 01210222 | 14 | 184,207 | 18,421 | 16,436 | 89.2 | 0 | 0.0 |
| Copy Word | | | | | | | |
| 01210240 | 16 | 184,207 | 18,386 | 16,612 | 90.4 | 206 | 1.1 |
| 01210188 | 17 | 184,207 | 18,387 | 16,830 | 91.5 | 96 | 0.5 |
| 01210246 | 18 | 184,207 | 18,303 | 15,244 | 83.3 | 324 | 1.8 |
| Write Word | | | | | | | |
| 01210170 | 19 | 184,207 | 18,165 | 17,309 | 95.3 | 187 | 1.0 |
| 01210190 | 20 | 184,207 | 18,281 | 16,967 | 92.8 | 59 | 0.3 |
| 01210150 | 21 | 184,207 | 17,983 | 17,580 | 97.8 | 31 | 0.2 |
| 01210192 | 22 | 184,207 | 17,416 | 17,043 | 97.9 | 10 | 0.1 |
| 01210212 | 23 | 184,207 | 17,673 | 16,861 | 95.4 | 37 | 0.2 |

Table O-2: Inter-Rater Agreement, Annual Assessment, Writing, Grade 2

| Item Number | Item Seq. | Items Total | N Items Read Twice | N Perfect Agree | Percent Perfect Agree | N Discrepant | Percent Discrepant |
|--------------------------|-----------|-------------|--------------------|-----------------|-----------------------|--------------|--------------------|
| Sentences | | | | | | | |
| 00940143 | 26 | 172,761 | 17,358 | 14,540 | 83.8 | 76 | 0.4 |
| 00940135 | 27 | 172,761 | 17,331 | 14,511 | 83.7 | 40 | 0.2 |
| 01208544 | 28 | 172,761 | 16,921 | 14,464 | 85.5 | 42 | 0.2 |
| 00940119 | 29 | 172,761 | 17,150 | 14,649 | 85.4 | 64 | 0.4 |
| Short Composition | | | | | | | |
| 01210443 | 32 | 172,761 | 17,304 | 12,987 | 75.1 | 198 | 1.1 |

Table O-3: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 3–5

| Item Number | Item Seq. | Items Total | N Items Read Twice | N Perfect Agree | Percent Perfect Agree | N Discrepant | Percent Discrepant |
|--------------------------|-----------|-------------|--------------------|-----------------|-----------------------|--------------|--------------------|
| Sentences | | | | | | | |
| 01210450 | 26 | 387,007 | 38,501 | 33,001 | 85.7 | 85 | 0.2 |
| 01209008 | 27 | 387,007 | 39,067 | 33,581 | 86.0 | 104 | 0.3 |
| 01209016 | 28 | 387,007 | 38,778 | 32,418 | 83.6 | 83 | 0.2 |
| 01209024 | 29 | 387,007 | 38,749 | 34,181 | 88.2 | 47 | 0.1 |
| Short Composition | | | | | | | |
| 01210452 | 32 | 387,007 | 38,588 | 29,191 | 75.6 | 445 | 1.2 |

Table O-4: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 6–8

| Item Number | Item Seq. | Items Total | N Items Read Twice | N Perfect Agree | Percent Perfect Agree | N Discrepant | Percent Discrepant |
|--------------------------|-----------|-------------|--------------------|-----------------|-----------------------|--------------|--------------------|
| Sentences | | | | | | | |
| 01209142 | 26 | 219,152 | 21,816 | 18,581 | 85.2 | 116 | 0.5 |
| 01069263 | 27 | 219,152 | 21,837 | 18,617 | 85.3 | 80 | 0.4 |
| 01209166 | 28 | 219,152 | 22,021 | 18,539 | 84.2 | 99 | 0.4 |
| 01209158 | 29 | 219,152 | 21,966 | 18,672 | 85.0 | 68 | 0.3 |
| Short Composition | | | | | | | |
| 01069225 | 32 | 219,152 | 21,730 | 15,586 | 71.7 | 82 | 0.4 |

Table O-5: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 9–12

| Item Number | Item Seq. | Items Total | N Items Read Twice | N Perfect Agree | Percent Perfect Agree | N Discrepant | Percent Discrepant |
|--------------------------|-----------|-------------|--------------------|-----------------|-----------------------|--------------|--------------------|
| Sentences | | | | | | | |
| 01209293 | 26 | 223,752 | 22,283 | 18,942 | 85.0 | 160 | 0.7 |
| 01209317 | 27 | 223,752 | 22,211 | 18,910 | 85.1 | 96 | 0.4 |
| 01209309 | 28 | 223,752 | 22,106 | 18,786 | 85.0 | 116 | 0.5 |
| 01209301 | 29 | 223,752 | 22,214 | 19,146 | 86.2 | 146 | 0.7 |
| Short Composition | | | | | | | |
| 01210470 | 32 | 223,752 | 22,163 | 16,373 | 73.9 | 344 | 1.6 |

Appendix P: Test Characteristic and Standard Error Curves

Figure P-1: Test Characteristic and Standard Error Curves, Listening, Grades K–2

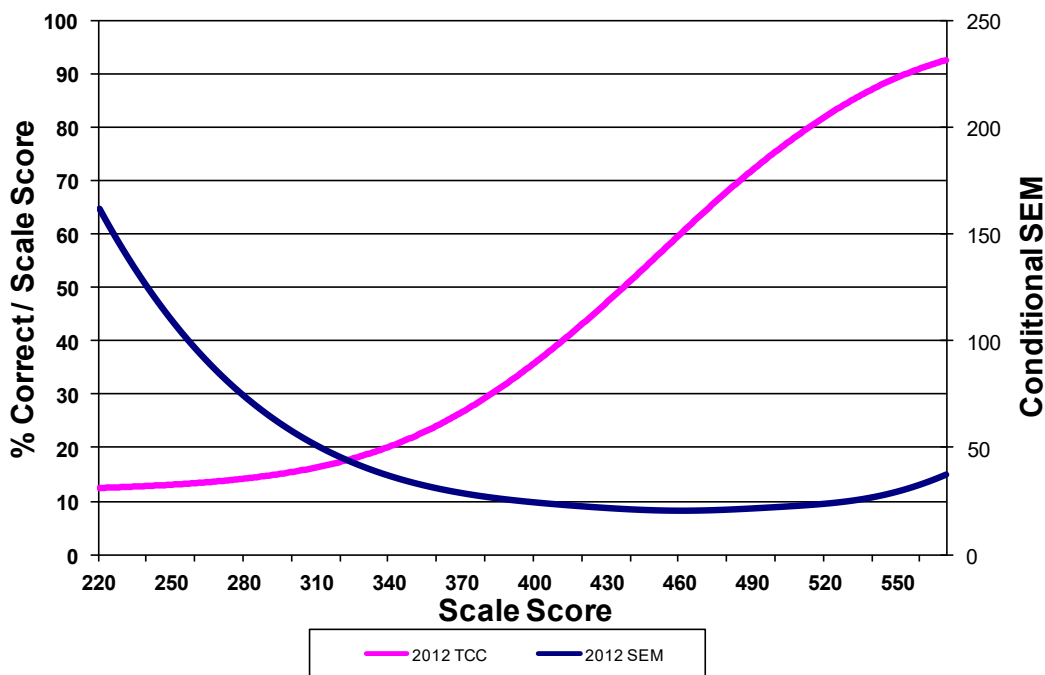


Figure P-2: Test Characteristic and Standard Error Curves, Listening, Grades 3–5

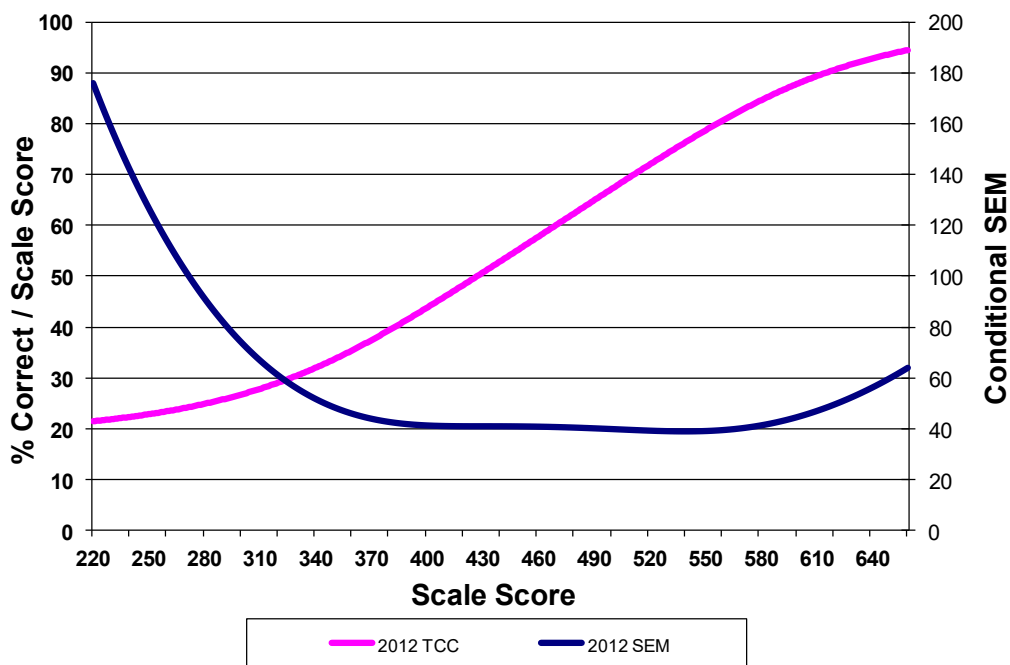


Figure P-3: Test Characteristic and Standard Error Curves, Listening, Grades 6–8

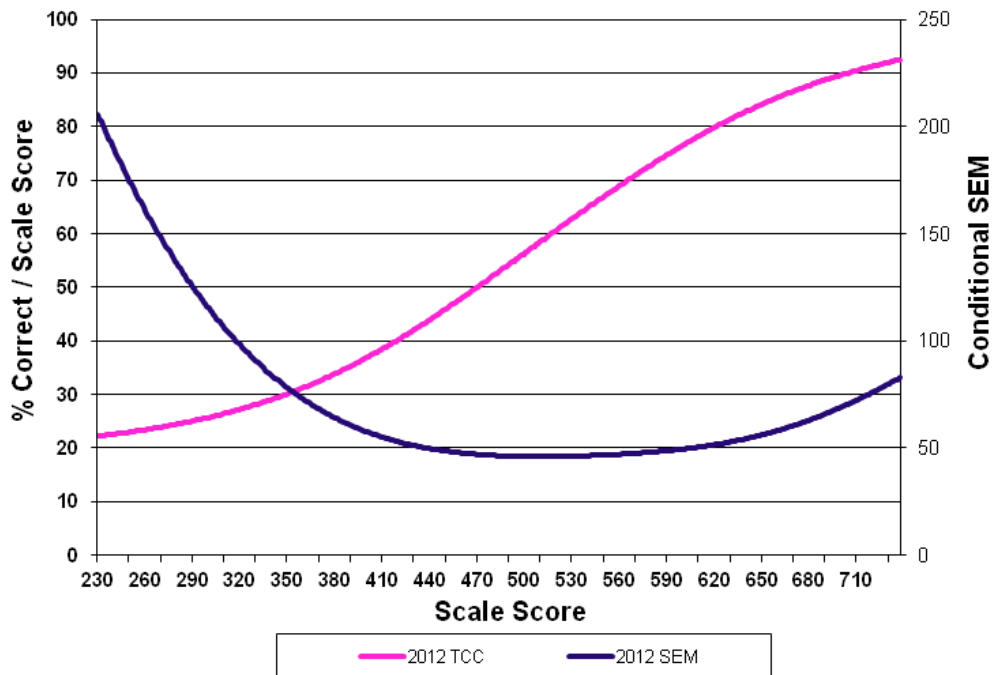


Figure P-4: Test Characteristic and Standard Error Curves, Listening, Grades 9–12

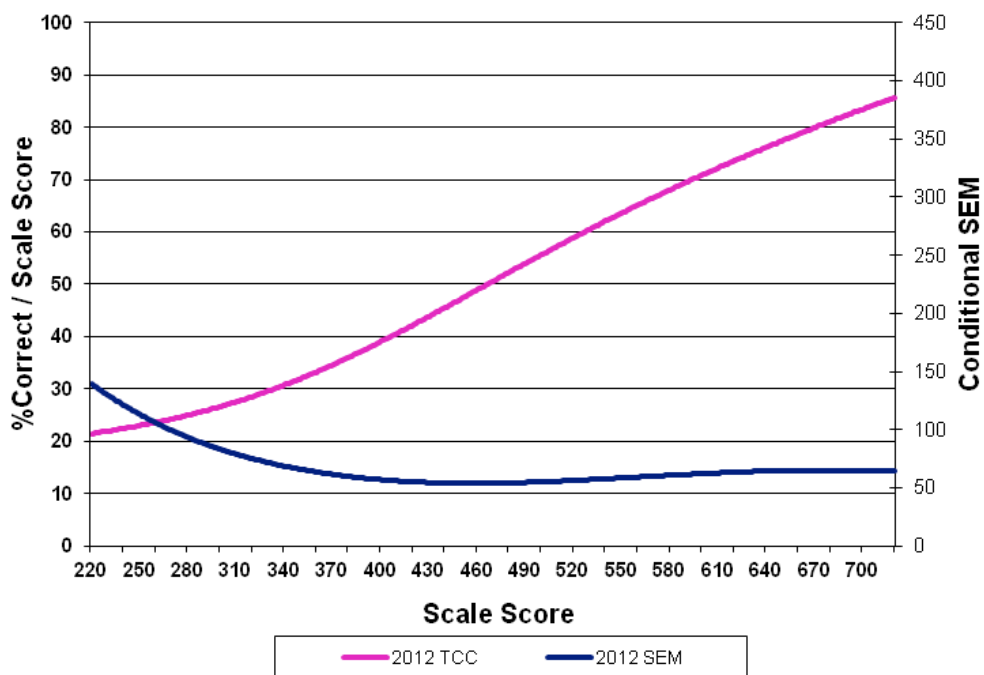


Figure P-5: Test Characteristic and Standard Error Curves, Speaking, Grades K–2

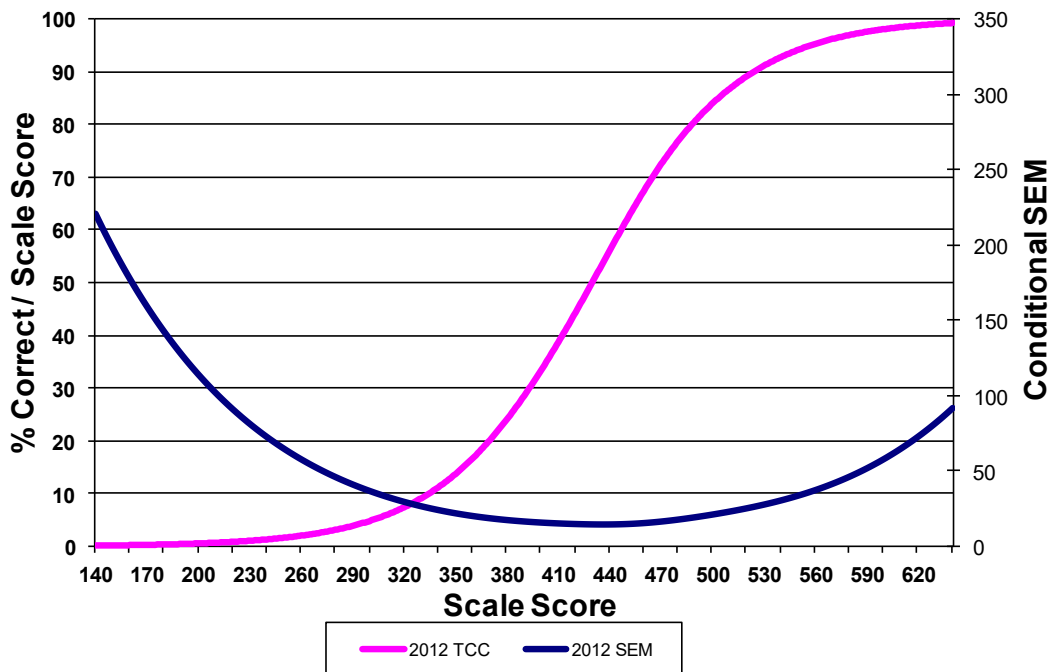


Figure P-6: Test Characteristic and Standard Error Curves, Speaking, Grades 3–5

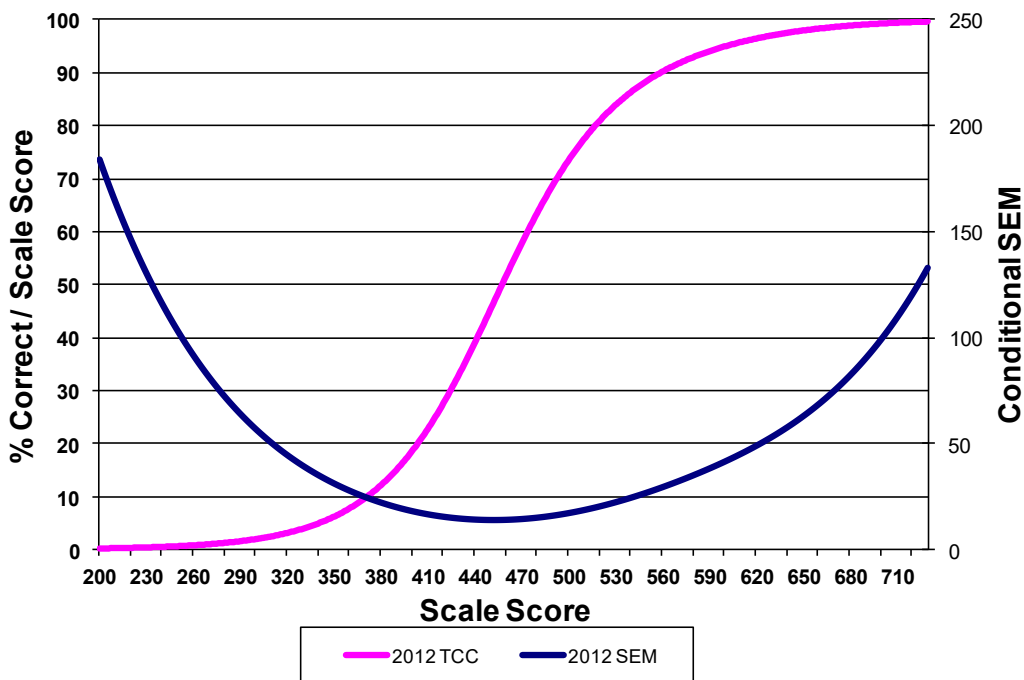


Figure P-7: Test Characteristic and Standard Error Curves, Speaking, Grades 6–8

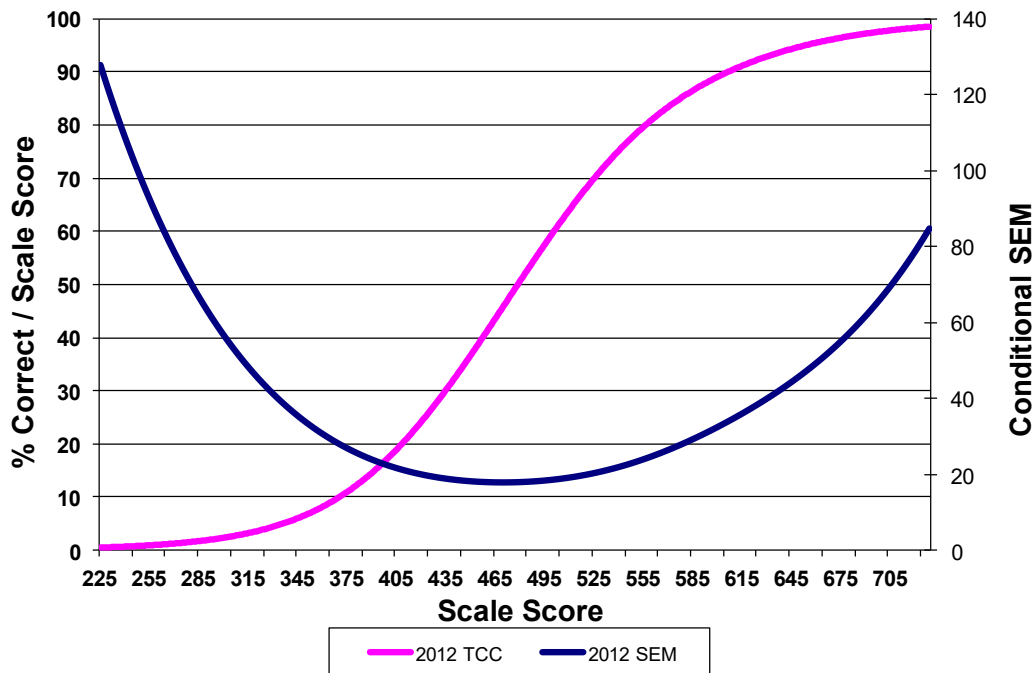


Figure P-8: Test Characteristic and Standard Error Curves, Speaking, Grades 9–12

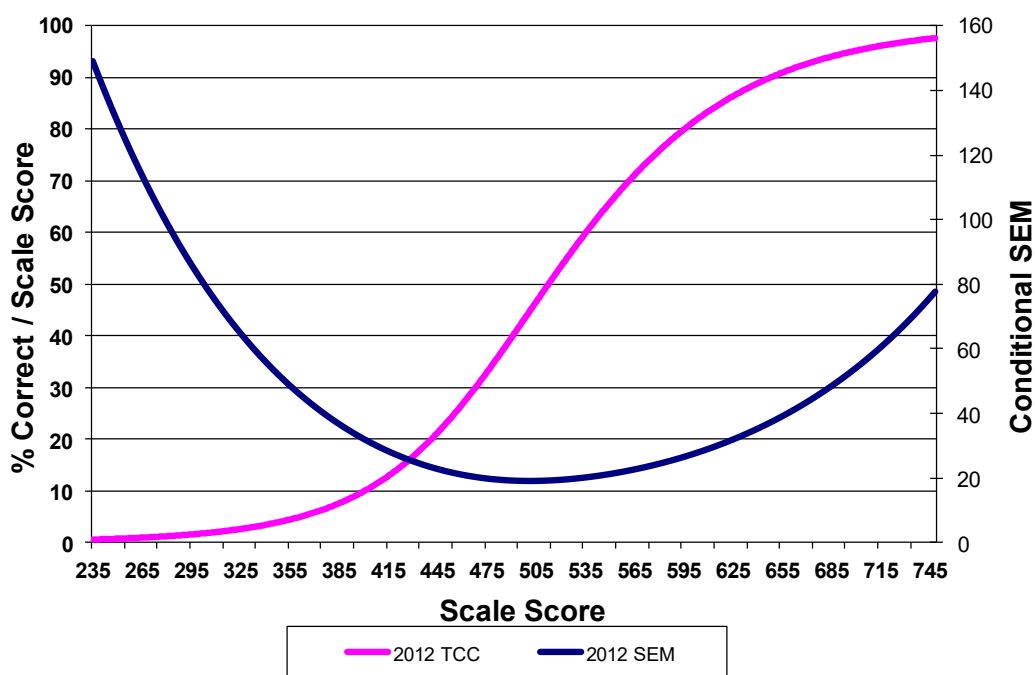


Figure P-9: Test Characteristic and Standard Error Curves, Reading, Grades K–1

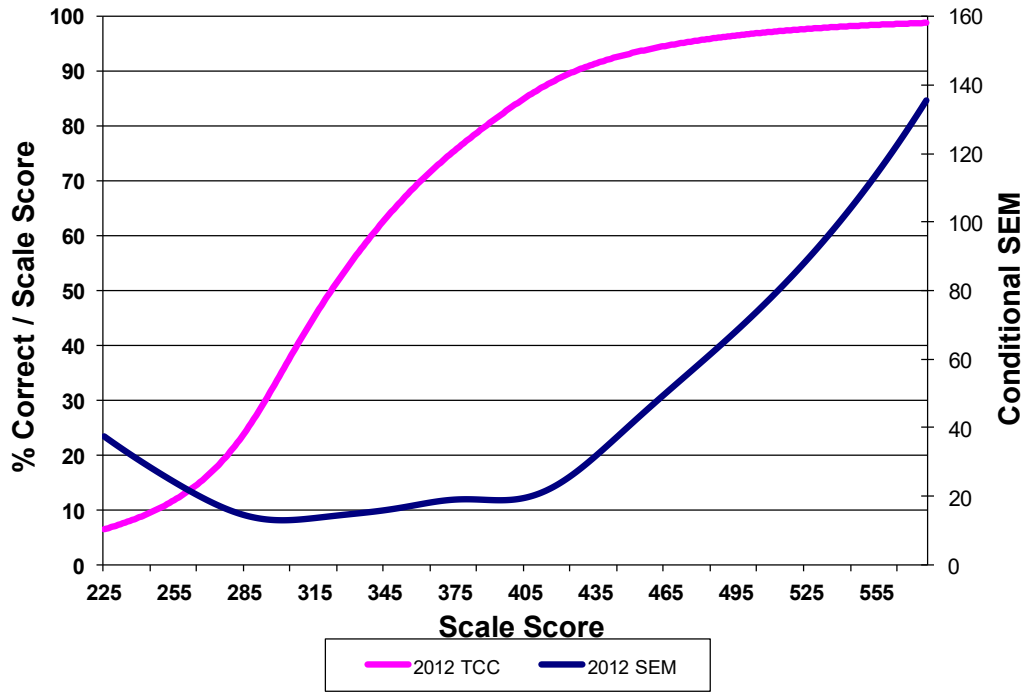


Figure P-10: Test Characteristic and Standard Error Curves, Reading, Grade 2

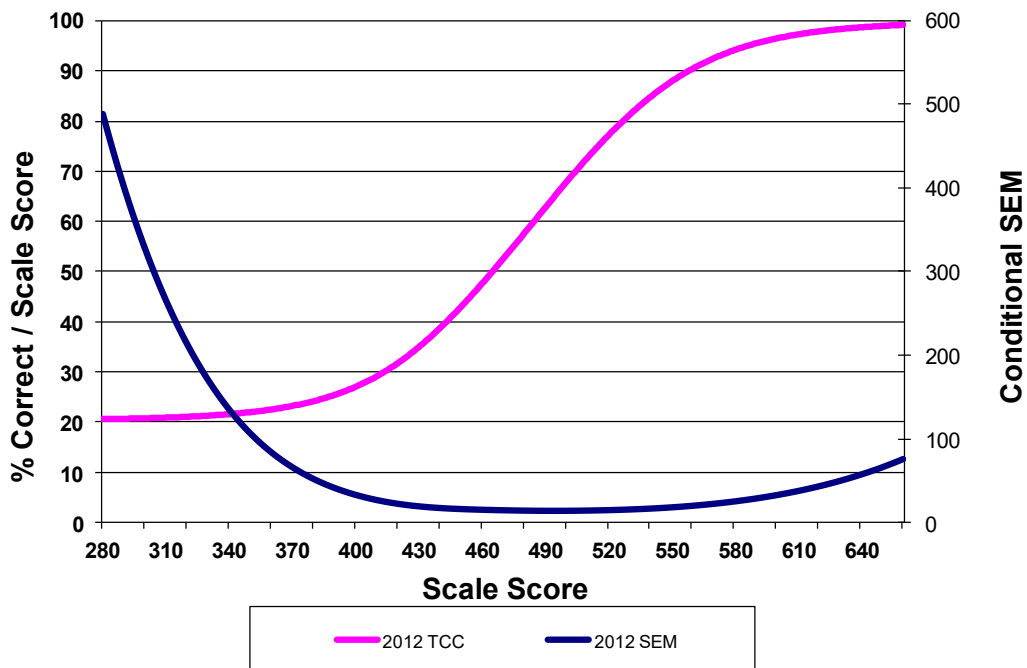


Figure P-11: Test Characteristic and Standard Error Curves, Reading, Grades 3–5

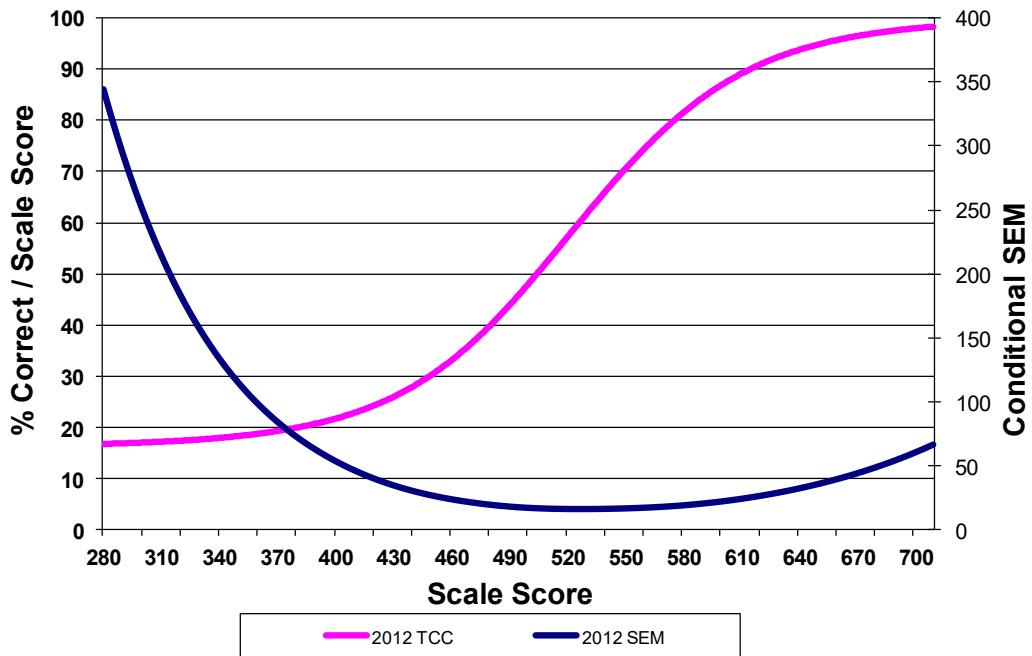


Figure P-12: Test Characteristic and Standard Error Curves, Reading, Grades 6–8

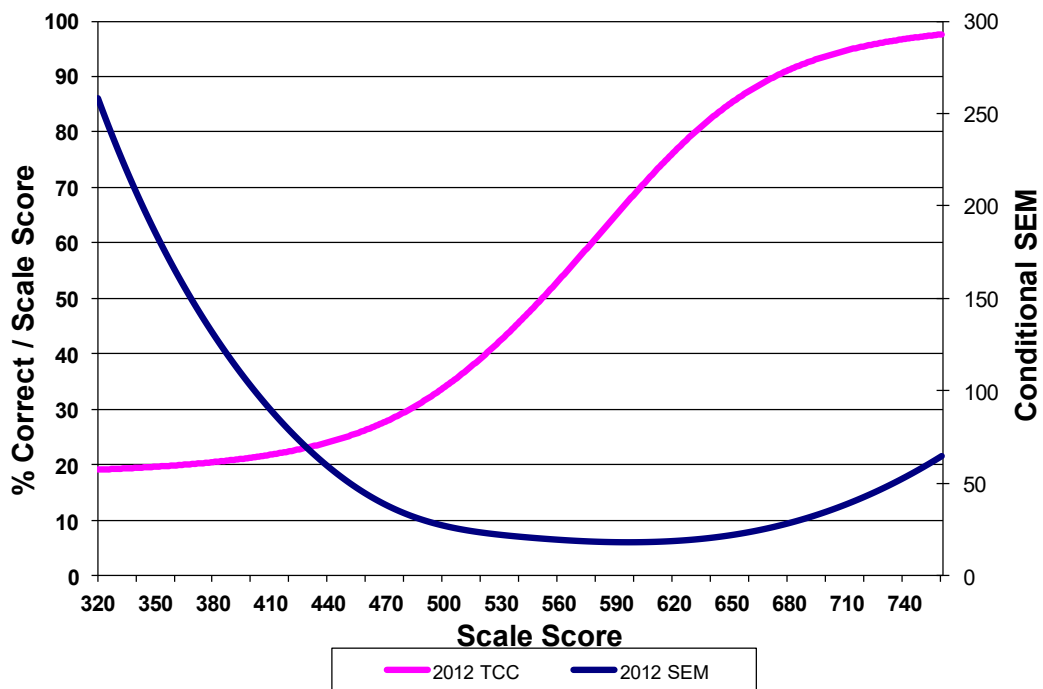


Figure P-13: Test Characteristic and Standard Error Curves, Reading, Grades 9–12

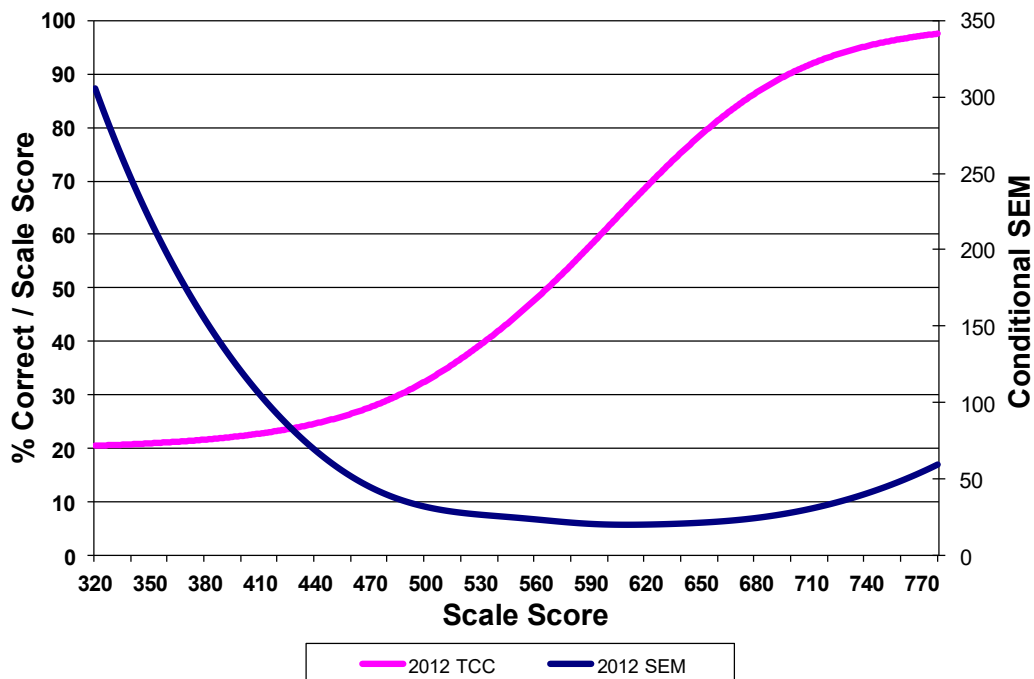


Figure P-14: Test Characteristic and Standard Error Curves, Writing, Grades K–1

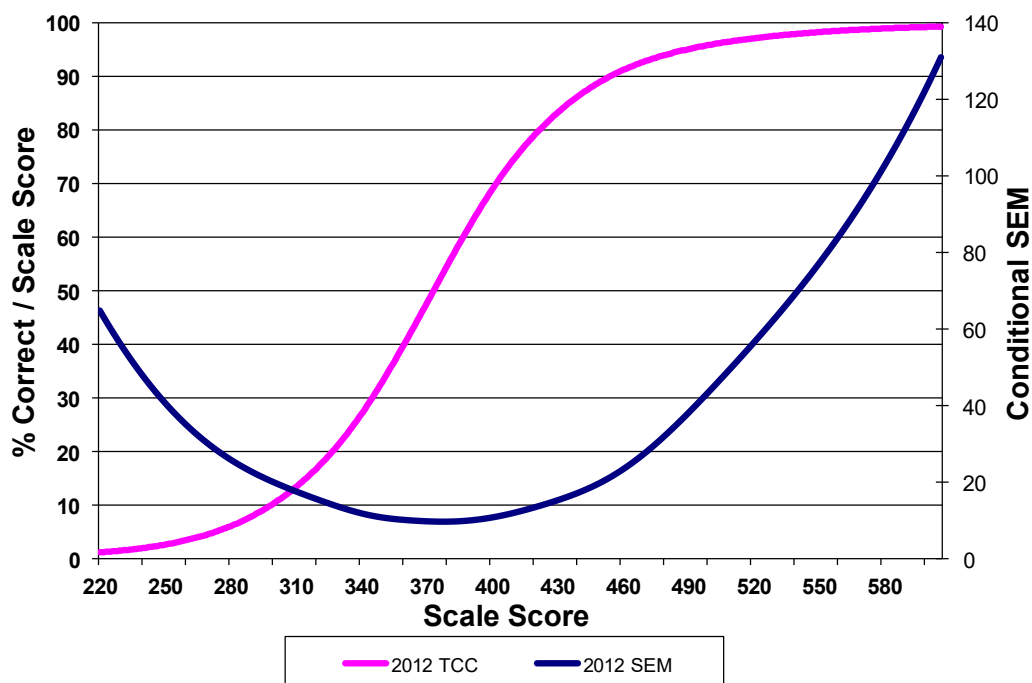


Figure P-15: Test Characteristic and Standard Error Curves, Writing, Grade 2

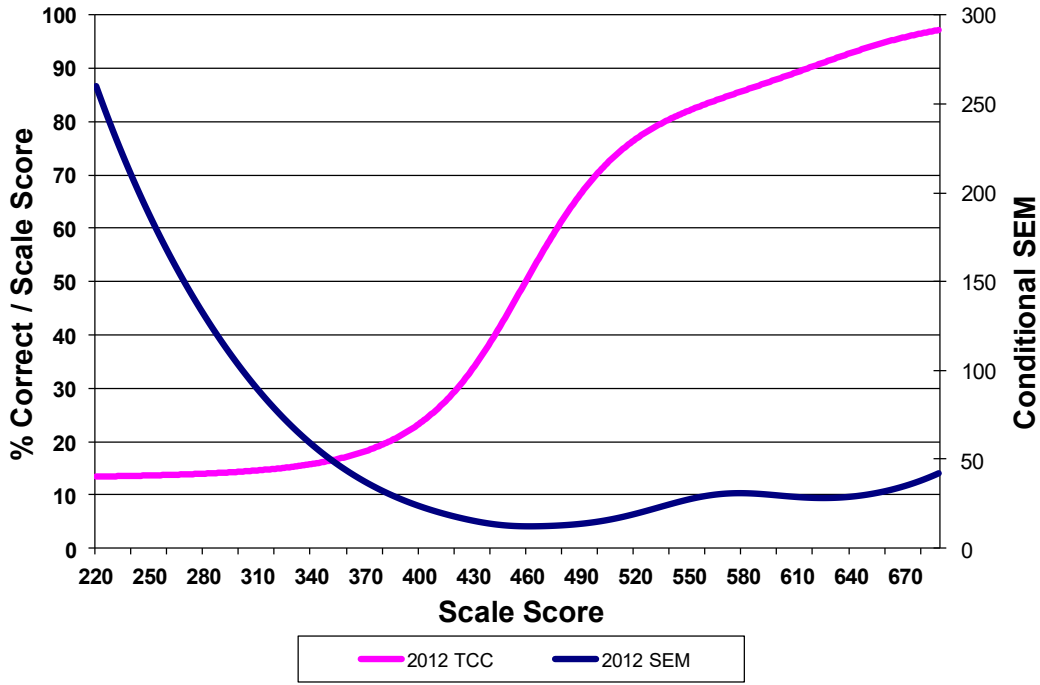


Figure P-16: Test Characteristic and Standard Error Curves, Writing, Grades 3–5

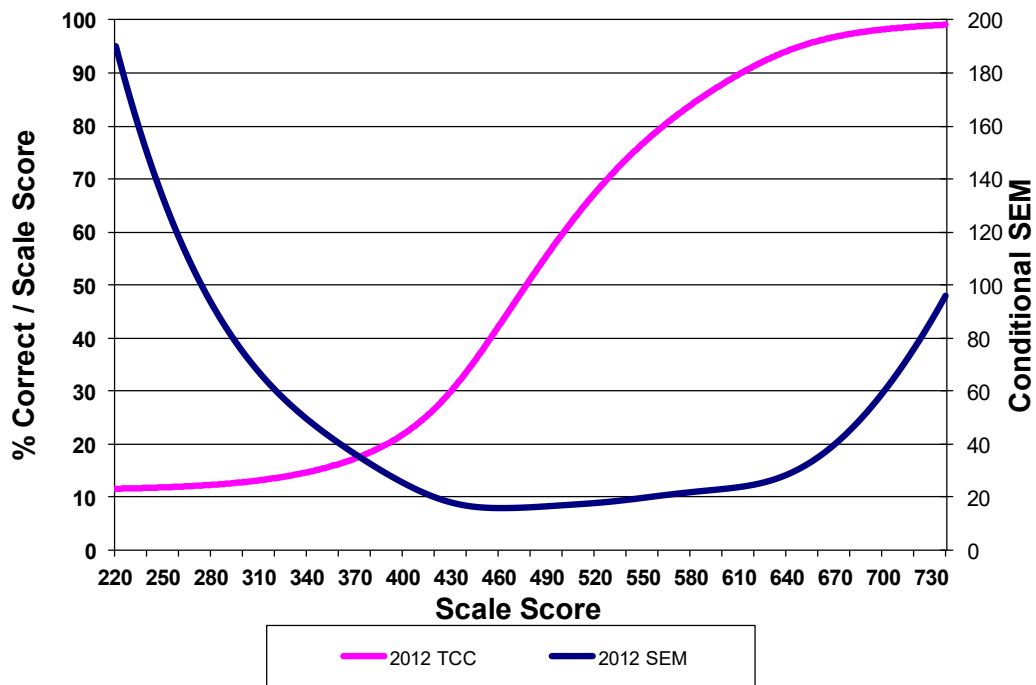


Figure P-17: Test Characteristic and Standard Error Curves, Writing, Grades 6–8

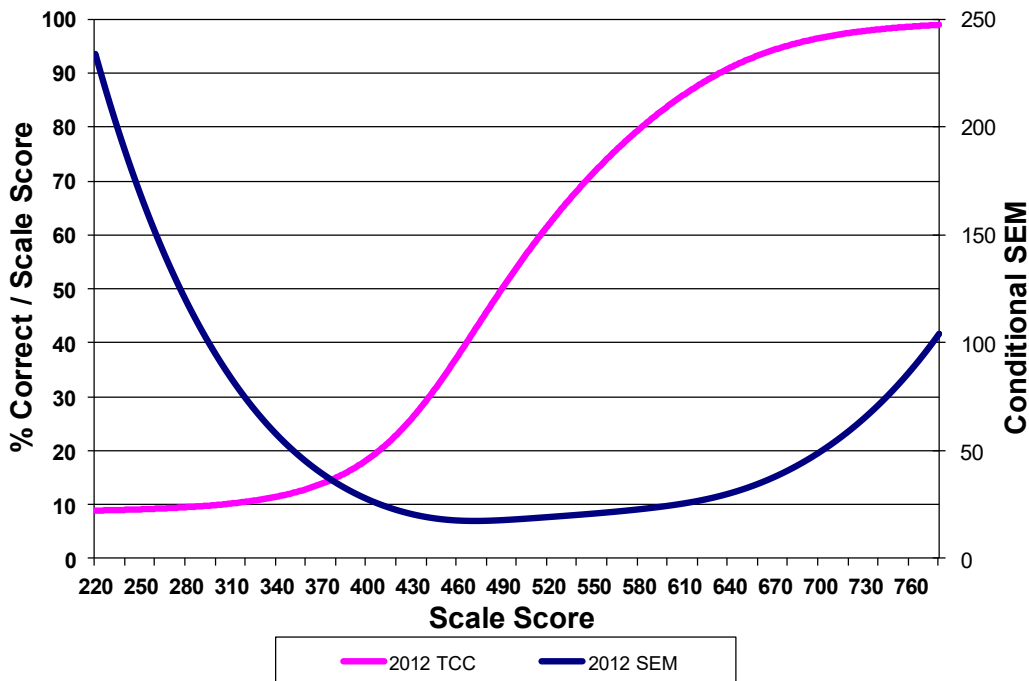
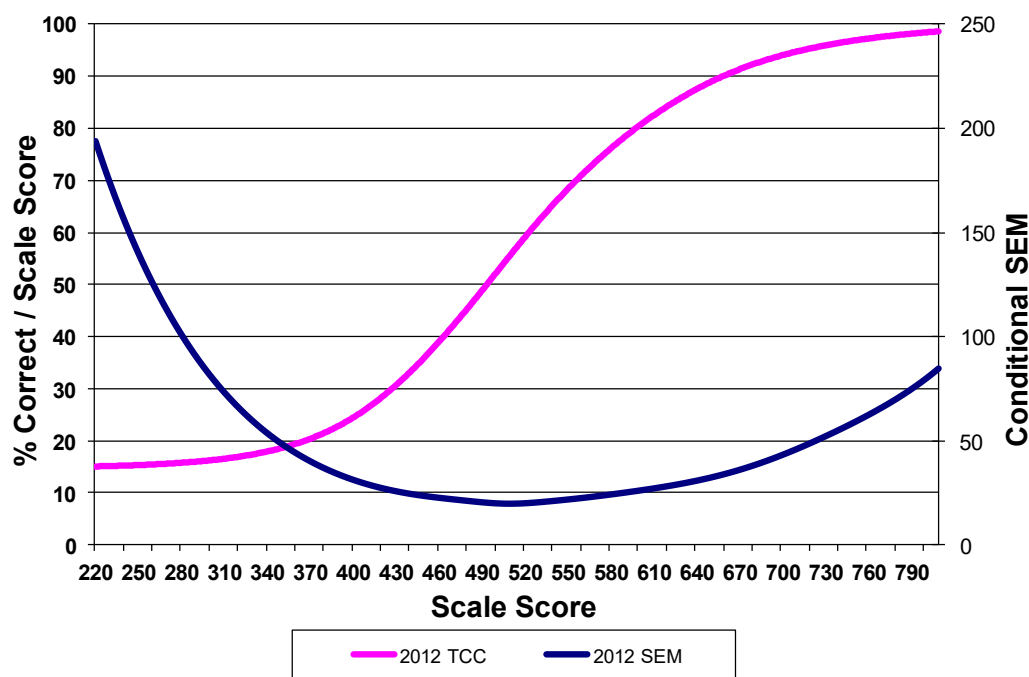


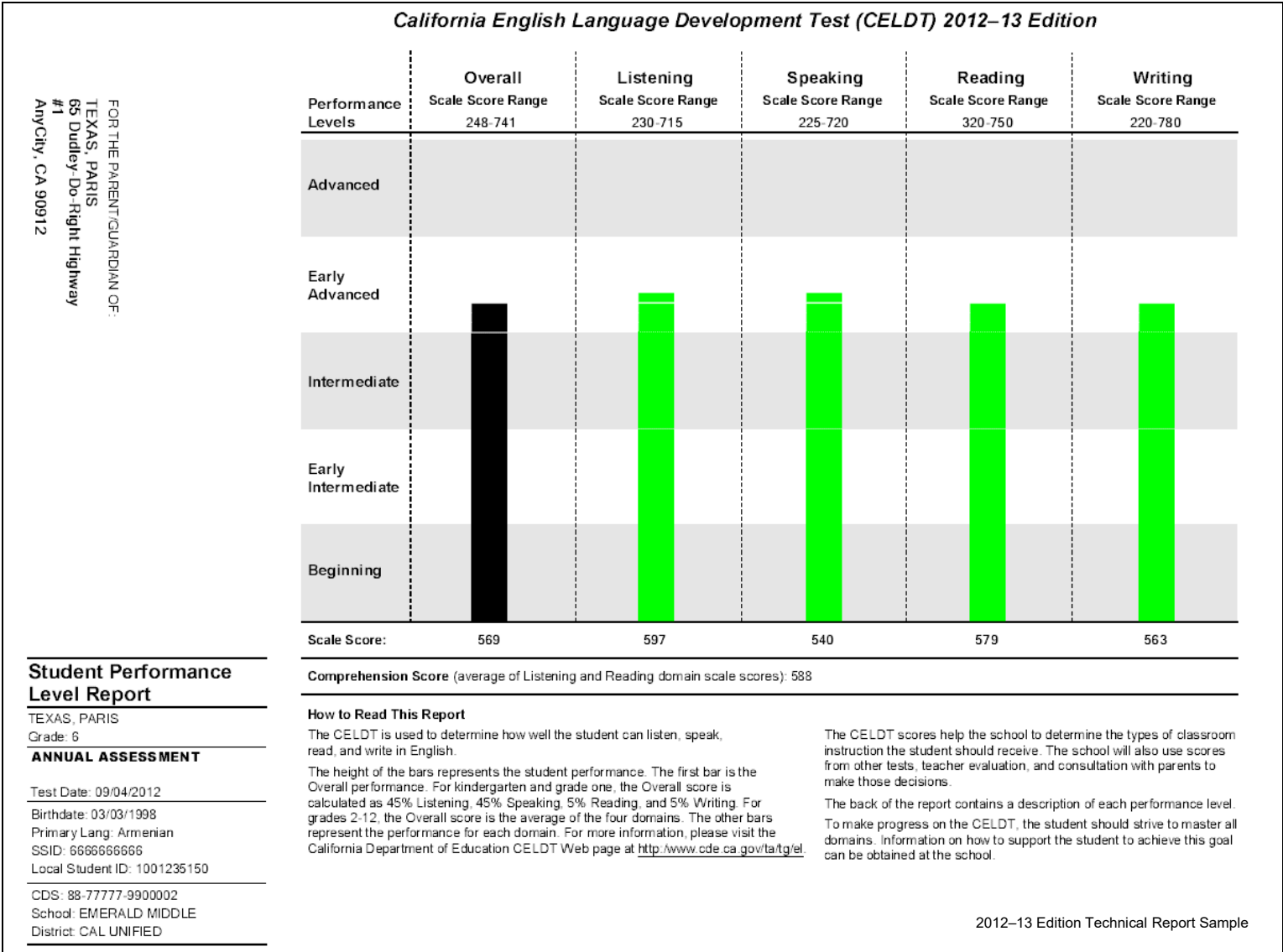
Figure P-18: Test Characteristic and Standard Error Curves, Writing, Grades 9–12



Appendix Q: Score Report Samples

Note: The data in these reports are not real. The reports are shown for illustration purposes only.

Figure Q-1: Sample Student Performance Level Report, Annual Assessment



FOR THE PARENT/GUARDIAN OF:
 TEXAS, PARIS
 65 Dudley-Do-Right Highway
 #1
 AnyCity, CA 90912

Figure Q-2: Sample Student Performance Level Report, Initial Assessment

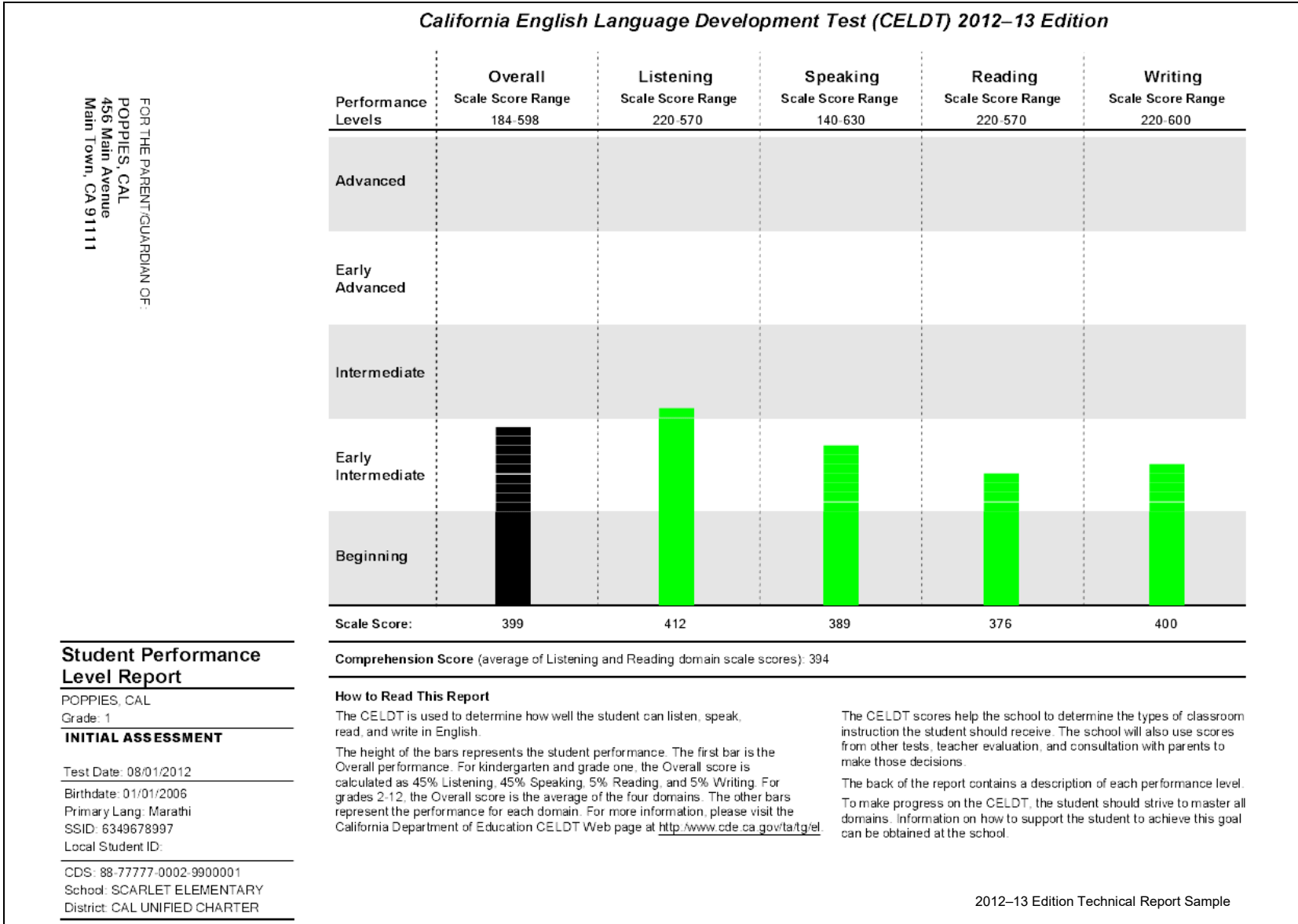


Figure Q-3: Sample Student Record Labels

California
English Language
Development Test (CELDT)

CDS: 01-22222-9999999
DISTRICT: CAL UNIFIED
SCHOOL: RED ELEMENTARY
GRADE: 2
ANNUAL ASSESSMENT

| California English Language Development Test (CELDT) 2012–13 Edition | | | |
|---|-----------------|--------------------|--|
| Domain | Score | Performance Level | |
| CAROLINA, MANNY | Overall 479 | Intermediate | |
| Birthdate: 05/08/2003 Grade: 2 | Listening 501 | Early Advanced | |
| Primary Lang: Spanish | Speaking 440 | Intermediate | |
| District: CAL UNIFIED | Reading 450 | Early Intermediate | |
| School: RED ELEMENTARY | Writing 510 | Intermediate | |
| Test Date: 12/02/2012 | SSID: 999999918 | Local Stu ID: | |
| ANNUAL ASSESSMENT | Local Use: | | |

| California English Language Development Test (CELDT) 2012–13 Edition | | | |
|---|-----------------|-------------------------|--|
| Domain | Score | Performance Level | |
| KANSAS, VERGINIA A | Overall 392 | Beginning | |
| Birthdate: 07/21/2003 Grade: 2 | Listening 220 | Beginning | |
| Primary Lang: Spanish | Speaking 440 | Intermediate | |
| District: CAL UNIFIED | Reading 440 | Early Intermediate | |
| School: RED ELEMENTARY | Writing 450 | Early Intermediate | |
| Test Date: 10/22/2012 | SSID: 888888807 | Local Stu ID: 606060677 | |
| ANNUAL ASSESSMENT | Local Use: | | |

| California English Language Development Test (CELDT) 2012–13 Edition | | | |
|---|-----------------|-------------------|--|
| Domain | Score | Performance Level | |
| NEVADA, RENA | Overall 215 | Beginning | |
| Birthdate: 05/11/2003 Grade: 2 | Listening 220 | Beginning | |
| Primary Lang: Punjabi | Speaking 140 | Beginning | |
| District: CAL UNIFIED | Reading 280 | Beginning | |
| School: RED ELEMENTARY | Writing 220 | Beginning | |
| Test Date: 10/15/2012 | SSID: 999999919 | Local Stu ID: | |
| ANNUAL ASSESSMENT | Local Use: | | |

| California English Language Development Test (CELDT) 2012–13 Edition | | | |
|---|-----------------|-------------------------|--|
| Domain | Score | Performance Level | |
| VERGINIA, MAPLE A | Overall 368 | Beginning | |
| Birthdate: 12/18/2002 Grade: 2 | Listening 420 | Intermediate | |
| Primary Lang: Spanish | Speaking 304 | Early Intermediate | |
| District: CAL UNIFIED | Reading 432 | Early Intermediate | |
| School: RED ELEMENTARY | Writing 220 | Beginning | |
| Test Date: 10/22/2012 | SSID: 888888805 | Local Stu ID: 777777760 | |
| ANNUAL ASSESSMENT | Local Use: | | |

California
English Language
Development Test (CELDT)

CDS: 01-22222-9999999
DISTRICT: CAL UNIFIED
SCHOOL: RED ELEMENTARY
GRADE: 2
INITIAL ASSESSMENT

| California English Language Development Test (CELDT) 2012–13 Edition | | | |
|---|-----------------|-------------------------|--|
| Domain | Score | Performance Level | |
| ALASKA, SARA | Overall 537 | Early Advanced | |
| Birthdate: 05/20/2003 Grade: 2 | Listening 530 | Advanced | |
| Primary Lang: Spanish | Speaking 525 | Advanced | |
| District: CAL UNIFIED | Reading 528 | Early Advanced | |
| School: RED ELEMENTARY | Writing 568 | Advanced | |
| Test Date: 02/03/2013 | SSID: 888888803 | Local Stu ID: 777777777 | |
| INITIAL ASSESSMENT | Local Use: | | |

| California English Language Development Test (CELDT) 2012–13 Edition | | | |
|---|-----------------|-------------------------|--|
| Domain | Score | Performance Level | |
| ARIZONA, VERGINIA D | Overall 215 | Beginning | |
| Birthdate: 03/04/2003 Grade: 2 | Listening 220 | Beginning | |
| Primary Lang: Portuguese | Speaking 140 | Beginning | |
| District: CAL UNIFIED | Reading 280 | Beginning | |
| School: RED ELEMENTARY | Writing 220 | Beginning | |
| Test Date: 01/14/2013 | SSID: 999999904 | Local Stu ID: 999992224 | |
| INITIAL ASSESSMENT | Local Use: | | |

| California English Language Development Test (CELDT) 2012–13 Edition | | | |
|---|-----------------|-------------------------|--|
| Domain | Score | Performance Level | |
| CALIFORNIA, POPPIES A | Overall 365 | Beginning | |
| Birthdate: 06/11/2003 Grade: 2 | Listening 467 | Intermediate | |
| Primary Lang: Other Non-English | Speaking 494 | Early Advanced | |
| District: CAL UNIFIED | Reading 280 | Beginning | |
| School: RED ELEMENTARY | Writing 220 | Beginning | |
| Test Date: 10/04/2012 | SSID: 999999922 | Local Stu ID: 888888888 | |
| INITIAL ASSESSMENT | Local Use: | | |

| California English Language Development Test (CELDT) 2012–13 Edition | | | |
|---|-----------------|-------------------------|--|
| Domain | Score | Performance Level | |
| NEBRASKA, JASMIN | Overall 428 | Early Intermediate | |
| Birthdate: 02/15/2003 Grade: 2 | Listening 407 | Intermediate | |
| Primary Lang: Spanish | Speaking 549 | Advanced | |
| District: CAL UNIFIED | Reading 280 | Beginning | |
| School: RED ELEMENTARY | Writing 473 | Intermediate | |
| Test Date: 09/30/2012 | SSID: 999999917 | Local Stu ID: 999992224 | |
| INITIAL ASSESSMENT | Local Use: | | |

| California English Language Development Test (CELDT) 2012–13 Edition | | | |
|---|-----------------|-------------------------|--|
| Domain | Score | Performance Level | |
| OHIO, FLOWER | Overall 477 | Intermediate | |
| Birthdate: 01/20/2003 Grade: 2 | Listening 454 | Intermediate | |
| Primary Lang: Spanish | Speaking 525 | Advanced | |
| District: CAL UNIFIED | Reading 453 | Early Intermediate | |
| School: RED ELEMENTARY | Writing 478 | Intermediate | |
| Test Date: 01/21/2013 | SSID: 888888804 | Local Stu ID: 777777776 | |
| INITIAL ASSESSMENT | Local Use: | | |

| California English Language Development Test (CELDT) 2012–13 Edition | | | |
|---|-----------------|-------------------|--|
| Domain | Score | Performance Level | |
| OREGON, ROSE | Overall 522 | Early Advanced | |
| Birthdate: 02/03/2003 Grade: 2 | Listening 530 | Advanced | |
| Primary Lang: Spanish | Speaking 549 | Advanced | |
| District: CAL UNIFIED | Reading 533 | Early Advanced | |
| School: RED ELEMENTARY | Writing 473 | Intermediate | |
| Test Date: 11/19/2012 | SSID: 888888801 | Local Stu ID: | |
| INITIAL ASSESSMENT | Local Use: | | |

2012–13 Edition Technical Report Sample

Figure Q-4: Sample District Performance Level Summary Report

| California English Language Development Test (CELDT) 2012-13 Edition | Performance Levels | Overall | | Listening | | Speaking | | Reading | | Writing | |
|--|---|---------|---------|-----------|---------|----------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Performance Level Summary Report | Advanced | 1 | 25 | 1 | 25 | 1 | 25 | 1 | 25 | 1 | 25 |
| District: STATE UNIFIED | Early Advanced | 1 | 25 | 1 | 25 | 1 | 25 | 1 | 25 | 1 | 25 |
| Grade: K | Intermediate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ANNUAL ASSESSMENT | Early Intermediate | 2 | 50 | 2 | 50 | 2 | 50 | 2 | 50 | 2 | 50 |
| Purpose This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students. | Beginning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total Number of Students | 4 | | 4 | | 4 | | 4 | | 4 | |
| | Mean Scale Score | 431.0 | | 445.0 | | 431.5 | | 361.5 | | 377.5 | |
| CD: 88-88888 | Standard Deviation | 82.3 | | 83.8 | | 84.6 | | 85.7 | | 43.7 | |
| County: XYZ State: CALIFORNIA | Number (percent) of students who met the CELDT Criterion: 2 (50%) | | | | | | | | | | |

Figure Q-5: Sample School Performance Level Summary Report

| California English Language Development Test (CELDT) 2012-13 Edition | Performance Levels | Overall | | Listening | | Speaking | | Reading | | Writing | |
|--|---|---------|---------|-----------|---------|----------|---------|---------|---------|---------|---------|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Performance Level Summary Report | Advanced | 1 | 25 | 1 | 25 | 1 | 25 | 1 | 25 | 1 | 25 |
| School: LILAC ELEMENTARY | Early Advanced | 1 | 25 | 1 | 25 | 1 | 25 | 1 | 25 | 1 | 25 |
| Grade: K | Intermediate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ANNUAL ASSESSMENT | Early Intermediate | 2 | 50 | 2 | 50 | 2 | 50 | 2 | 50 | 2 | 50 |
| Purpose This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students. | Beginning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total Number of Students | 4 | | 4 | | 4 | | 4 | | 4 | |
| | Mean Scale Score | 431.0 | | 445.0 | | 431.5 | | 361.5 | | 377.5 | |
| | Standard Deviation | 82.3 | | 83.8 | | 84.6 | | 85.7 | | 43.7 | |
| CDS: 88-88888-9900004 District: STATE UNIFIED County: xyz State: CALIFORNIA | Number (percent) of students who met the CELDT Criterion: 2 (50%) | | | | | | | | | | |

Figure Q-6: Sample Roster Report

| California English Language Development Test (CELDT) 2012-13 Edition Roster Report School: AZURE HIGH Grade: 9 ANNUAL ASSESSMENT Purpose The report displays how each student, at this grade and school, performed Overall and on each domain. Students are listed alphabetically by last name. CDS: 88-88888-9900003 District: STATE UNIFIED County: XYZ State: CALIFORNIA | | Overall | Listening | Speaking | Reading | Writing |
|---|--|---|---|---|---|---|
| | Student | Scale Score Range 251-761 Performance Level | Scale Score Range 230-725 Performance Level | Scale Score Range 235-740 Performance Level | Scale Score Range 320-770 Performance Level | Scale Score Range 220-810 Performance Level |
| | ALASKA, KENAI A Birthdate: 03/04/1995 SSID: 2549678984 Local Student ID: 123459 Test Date: 10/04/2012 | 251 Beginning | 230 Beginning | 235 Beginning | 320 Beginning | 220 Beginning |
| | ARIZONA, SEDONA A Birthdate: 04/05/1994 SSID: 3458789098 Local Student ID: 123460 Test Date: 07/05/2012 | 761 Advanced | 725 Advanced | 740 Advanced | 770 Advanced | 810 Advanced |
| | ARK, BENTON Birthdate: 12/24/1995 SSID: 8458789050 Local Student ID: 1001123553 Test Date: 09/25/2012 | 468 Early Intermediate | 230* Beginning | 534 Intermediate | 586 Intermediate | 525 Intermediate |
| | ARKANSAS, DANVILLE A Birthdate: 05/06/1995 SSID: 4367890113 Local Student ID: 0000*3461 Test Date: 08/06/2012 | 251 Beginning | 230 Beginning | 235 Beginning | 320 Beginning | 220 Beginning |
| | CAL, BALDWIN A Birthdate: 06/07/1996 SSID: 5276901227 Local Student ID: 1001123567 Test Date: 09/07/2012 | 619 Early Advanced | 666 Early Advanced | 593 Early Advanced | 645 Early Advanced | 575 Early Advanced |
| | COLORADO, MONTROSE A Birthdate: 07/08/1995 SSID: 6185012332 Local Student ID: 1001123572 Test Date: 10/08/2012 | 251 Beginning | 230 Beginning | 235 Beginning | 320 Beginning | 220 Beginning |
| | DEL, MILLSBORO A Birthdate: 09/10/1995 SSID: 8103234554 Local Student ID: 1001123568 Test Date: 07/10/2012 | 549 Intermediate | 534 Intermediate | 526 Intermediate | 594 Intermediate | 542 Intermediate |
| | DELAWARE, DOVER Birthdate: 03/27/1994 SSID: 7185012388 Local Student ID: 1001123556 Test Date: 09/28/2012 | 761 Advanced | 725 Advanced | 740 Advanced | 770 Advanced | 810 Advanced |
| | FLORIDA, APOLLO A Birthdate: 11/12/1995 SSID: 8321456779 Local Student ID: 1001123569 Test Date: 09/12/2012 | 505 Early Intermediate | 489 Early Intermediate | 478 Early Intermediate | 561 Intermediate | 495 Early Intermediate |

* A test modification or an alternate assessment was used during the administration of this domain. Modifications and alternate assessments alter what the CELDT intends to measure; therefore, the student receives the lowest obtainable scale score (LOSS). Because the LOSS lowers the Overall score, caution should be used when interpreting the results.

Appendix R: Proficiency by Grade and Grade Span

Note: This appendix contains historical tables from the 2006–07 Edition, the first year the common scale was used. For proficiency results for previous Editions, see CELDT Technical Reports available at <http://www.cde.ca.gov/ta/tg/el/techreport.asp>.

“N Prof” and “Percent Prof” refer, respectively, to the number and percent of students at the Early Advanced and Advanced performance levels.

Table R-1: 2012–13 Edition, Proficiency, Annual Assessment Data

| Grade | N Tested | Listening | | Speaking | | Reading | | Writing | | Overall | |
|-------------------|------------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|
| | | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof |
| K | 6,662 | 994 | 14.9 | 891 | 13.4 | 576 | 8.6 | 847 | 12.7 | 824 | 12.4 |
| 1 | 177,548 | 68,310 | 38.5 | 61,925 | 34.9 | 29,601 | 16.7 | 27,175 | 15.3 | 61,999 | 34.9 |
| 2 | 172,770 | 103,149 | 59.7 | 107,456 | 62.2 | 16,762 | 9.7 | 29,404 | 17.0 | 57,358 | 33.2 |
| 3 | 155,038 | 65,819 | 42.5 | 88,802 | 57.3 | 24,305 | 15.7 | 33,319 | 21.5 | 48,785 | 31.5 |
| 4 | 124,612 | 59,206 | 47.5 | 76,207 | 61.2 | 24,415 | 19.6 | 34,630 | 27.8 | 46,245 | 37.1 |
| 5 | 107,379 | 55,441 | 51.6 | 62,975 | 58.6 | 31,368 | 29.2 | 47,064 | 43.8 | 54,478 | 50.7 |
| 6 | 83,807 | 29,778 | 35.5 | 55,331 | 66.0 | 25,633 | 30.6 | 29,097 | 34.7 | 35,155 | 41.9 |
| 7 | 72,940 | 33,331 | 45.7 | 50,416 | 69.1 | 26,244 | 36.0 | 33,860 | 46.4 | 38,356 | 52.6 |
| 8 | 62,426 | 25,019 | 40.1 | 42,069 | 67.4 | 21,999 | 35.2 | 33,765 | 54.1 | 32,426 | 51.9 |
| 9 | 58,667 | 18,950 | 32.3 | 36,665 | 62.5 | 12,820 | 21.9 | 33,898 | 57.8 | 25,484 | 43.4 |
| 10 | 60,070 | 24,699 | 41.1 | 37,264 | 62.0 | 13,067 | 21.8 | 33,807 | 56.3 | 27,704 | 46.1 |
| 11 | 54,667 | 26,106 | 47.8 | 36,053 | 66.0 | 16,780 | 30.7 | 32,996 | 60.4 | 29,578 | 54.1 |
| 12 | 50,369 | 24,338 | 48.3 | 32,747 | 65.0 | 16,617 | 33.0 | 29,459 | 58.5 | 27,403 | 54.4 |
| Grade Span | | | | | | | | | | | |
| K–1 | 184,210 | 69,304 | 37.6 | 62,816 | 34.1 | 30,177 | 16.4 | 28,022 | 15.2 | 62,823 | 34.1 |
| 2 | 172,770 | 103,149 | 59.7 | 107,456 | 62.2 | 16,762 | 9.7 | 29,404 | 17.0 | 57,358 | 33.2 |
| 3–5 | 387,029 | 180,466 | 46.6 | 227,984 | 58.9 | 80,088 | 20.7 | 115,013 | 29.7 | 149,508 | 38.6 |
| 6–8 | 219,173 | 88,128 | 40.2 | 147,816 | 67.4 | 73,876 | 33.7 | 96,722 | 44.1 | 105,937 | 48.3 |
| 9–12 | 223,773 | 94,093 | 42.0 | 142,729 | 63.8 | 59,284 | 26.5 | 130,160 | 58.2 | 110,169 | 49.2 |
| Total | 1,186,955 | 535,140 | 45.1 | 688,801 | 58.0 | 260,187 | 21.9 | 399,321 | 33.6 | 485,795 | 40.9 |

Table R-2: 2011–12 Edition, Proficiency, Annual Assessment Data

| Grade | N Tested | Listening | | Speaking | | Reading | | Writing | | Overall | |
|-------------------|------------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|
| | | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof |
| K | 5,293 | 670 | 12.7 | 712 | 13.5 | 388 | 7.3 | 773 | 14.6 | 593 | 11.2 |
| 1 | 178,350 | 63,447 | 35.6 | 67,264 | 37.7 | 26,087 | 14.6 | 22,231 | 12.5 | 62,704 | 35.2 |
| 2 | 171,468 | 103,474 | 60.3 | 102,939 | 60.0 | 15,435 | 9.0 | 25,678 | 15.0 | 51,964 | 30.3 |
| 3 | 156,427 | 85,034 | 54.4 | 99,667 | 63.7 | 26,704 | 17.1 | 30,462 | 19.5 | 53,685 | 34.3 |
| 4 | 134,180 | 79,489 | 59.2 | 85,032 | 63.4 | 24,807 | 18.5 | 34,792 | 25.9 | 55,101 | 41.1 |
| 5 | 115,116 | 69,073 | 60.0 | 78,276 | 68.0 | 38,939 | 33.8 | 45,923 | 39.9 | 60,348 | 52.4 |
| 6 | 89,574 | 44,364 | 49.5 | 60,402 | 67.4 | 30,279 | 33.8 | 40,083 | 44.7 | 42,033 | 46.9 |
| 7 | 75,043 | 44,223 | 58.9 | 52,414 | 69.8 | 32,610 | 43.5 | 35,355 | 47.1 | 41,919 | 55.9 |
| 8 | 66,702 | 36,013 | 54.0 | 46,284 | 69.4 | 25,341 | 38.0 | 37,160 | 55.7 | 37,437 | 56.1 |
| 9 | 67,243 | 22,390 | 33.3 | 45,859 | 68.2 | 15,547 | 23.1 | 35,973 | 53.5 | 28,712 | 42.7 |
| 10 | 65,548 | 27,471 | 41.9 | 43,792 | 66.8 | 14,723 | 22.5 | 38,733 | 59.1 | 29,113 | 44.4 |
| 11 | 57,551 | 27,314 | 47.5 | 40,182 | 69.8 | 17,097 | 29.7 | 35,604 | 61.9 | 29,498 | 51.3 |
| 12 | 53,893 | 27,253 | 50.6 | 38,376 | 71.2 | 17,700 | 32.8 | 32,929 | 61.1 | 29,154 | 54.1 |
| Grade Span | | | | | | | | | | | |
| K–1 | 183,643 | 64,117 | 34.9 | 67,976 | 37.0 | 26,475 | 14.4 | 23,004 | 12.5 | 63,297 | 34.5 |
| 2 | 171,468 | 103,474 | 60.3 | 102,939 | 60.0 | 15,435 | 9.0 | 25,678 | 15.0 | 51,964 | 30.3 |
| 3–5 | 405,723 | 233,596 | 57.6 | 262,975 | 64.8 | 90,450 | 22.3 | 111,177 | 27.4 | 169,134 | 41.7 |
| 6–8 | 231,319 | 124,600 | 53.9 | 159,100 | 68.8 | 88,230 | 38.1 | 112,598 | 48.7 | 121,389 | 52.5 |
| 9–12 | 244,235 | 104,428 | 42.8 | 168,209 | 68.9 | 65,067 | 26.6 | 143,239 | 58.6 | 116,477 | 47.7 |
| Total | 1,236,388 | 630,215 | 51.0 | 761,199 | 61.6 | 285,657 | 23.1 | 415,696 | 33.6 | 522,261 | 42.2 |

Table R-3: 2010–11 Edition, Proficiency, Annual Assessment Data

| Grade | N Tested | Listening | | Speaking | | Reading | | Writing | | Overall | |
|-------------------|------------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|
| | | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof |
| K | 4,992 | 421 | 8.4 | 680 | 13.6 | 327 | 6.6 | 482 | 9.7 | 443 | 8.9 |
| 1 | 176,263 | 50,043 | 28.4 | 68,732 | 39.0 | 33,579 | 19.1 | 17,966 | 10.2 | 56,929 | 32.3 |
| 2 | 169,646 | 83,268 | 49.1 | 112,137 | 66.1 | 12,561 | 7.4 | 26,080 | 15.4 | 47,925 | 28.3 |
| 3 | 159,336 | 55,671 | 34.9 | 97,575 | 61.2 | 23,510 | 14.8 | 32,826 | 20.6 | 41,860 | 26.3 |
| 4 | 135,881 | 62,234 | 45.8 | 87,654 | 64.5 | 24,463 | 18.0 | 37,518 | 27.6 | 46,356 | 34.1 |
| 5 | 114,585 | 56,826 | 49.6 | 69,587 | 60.7 | 31,766 | 27.7 | 48,048 | 41.9 | 52,723 | 46.0 |
| 6 | 87,958 | 43,039 | 48.9 | 53,796 | 61.2 | 28,500 | 32.4 | 30,037 | 34.1 | 38,167 | 43.4 |
| 7 | 77,574 | 44,583 | 57.5 | 50,465 | 65.1 | 28,080 | 36.2 | 34,686 | 44.7 | 40,923 | 52.8 |
| 8 | 74,156 | 37,541 | 50.6 | 48,347 | 65.2 | 26,709 | 36.0 | 40,184 | 54.2 | 39,104 | 52.7 |
| 9 | 70,547 | 20,990 | 29.8 | 42,435 | 60.2 | 15,547 | 22.0 | 35,878 | 50.9 | 25,411 | 36.0 |
| 10 | 67,867 | 16,124 | 23.8 | 40,182 | 59.2 | 14,381 | 21.2 | 31,832 | 46.9 | 25,077 | 37.0 |
| 11 | 60,748 | 18,093 | 29.8 | 38,505 | 63.4 | 17,371 | 28.6 | 31,295 | 51.5 | 27,455 | 45.2 |
| 12 | 54,030 | 17,554 | 32.5 | 35,228 | 65.2 | 17,328 | 32.1 | 27,793 | 51.4 | 26,007 | 48.1 |
| Grade Span | | | | | | | | | | | |
| K–1 | 181,255 | 50,464 | 27.8 | 69,412 | 38.3 | 33,906 | 18.7 | 18,448 | 10.2 | 57,372 | 31.7 |
| 2 | 169,646 | 83,268 | 49.1 | 112,137 | 66.1 | 12,561 | 7.4 | 26,080 | 15.4 | 47,925 | 28.3 |
| 3–5 | 409,802 | 174,731 | 42.6 | 254,816 | 62.2 | 79,739 | 19.5 | 118,392 | 28.9 | 140,939 | 34.4 |
| 6–8 | 239,688 | 125,163 | 52.2 | 152,608 | 63.7 | 83,289 | 34.7 | 104,907 | 43.8 | 118,194 | 49.3 |
| 9–12 | 253,192 | 72,761 | 28.7 | 156,350 | 61.8 | 64,627 | 25.5 | 126,798 | 50.1 | 103,950 | 41.1 |
| Total | 1,253,583 | 506,387 | 40.4 | 745,323 | 59.5 | 274,122 | 21.9 | 394,625 | 31.5 | 468,380 | 37.4 |

Table R-4: 2009–10 Edition, Proficiency, Annual Assessment Data

| Grade | N Tested | Listening | | Speaking | | Reading | | Writing | | Overall | |
|-------------------|------------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|
| | | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof |
| K | 5,374 | 337 | 6.3 | 802 | 15.0 | 411 | 7.7 | 717 | 13.4 | 490 | 9.1 |
| 1 | 176,848 | 48,884 | 27.7 | 72,399 | 41.1 | 33,340 | 18.9 | 24,471 | 13.9 | 61,713 | 34.9 |
| 2 | 172,461 | 89,709 | 52.0 | 105,713 | 61.3 | 14,518 | 8.4 | 23,331 | 13.5 | 47,854 | 27.7 |
| 3 | 162,713 | 73,745 | 45.3 | 97,307 | 59.8 | 23,182 | 14.2 | 31,600 | 19.4 | 46,340 | 28.5 |
| 4 | 134,728 | 56,554 | 42.0 | 87,854 | 65.2 | 21,987 | 16.3 | 25,510 | 18.9 | 49,235 | 36.5 |
| 5 | 113,840 | 67,728 | 59.5 | 71,902 | 63.2 | 33,599 | 29.5 | 35,495 | 31.2 | 55,232 | 48.5 |
| 6 | 91,535 | 40,685 | 44.4 | 57,737 | 63.1 | 32,020 | 35.0 | 36,580 | 40.0 | 40,204 | 43.9 |
| 7 | 85,982 | 47,386 | 55.1 | 57,642 | 67.0 | 33,630 | 39.1 | 36,535 | 42.5 | 46,872 | 54.6 |
| 8 | 80,638 | 36,090 | 44.8 | 47,696 | 59.1 | 29,653 | 36.8 | 41,683 | 51.7 | 43,648 | 54.1 |
| 9 | 76,820 | 26,858 | 35.0 | 44,903 | 58.5 | 18,118 | 23.6 | 30,035 | 39.1 | 31,295 | 40.7 |
| 10 | 73,224 | 31,575 | 43.1 | 41,895 | 57.2 | 16,569 | 22.6 | 33,235 | 45.4 | 30,960 | 42.3 |
| 11 | 63,464 | 31,579 | 49.8 | 39,014 | 61.5 | 18,690 | 29.4 | 30,970 | 48.8 | 31,527 | 49.7 |
| 12 | 55,103 | 28,422 | 51.6 | 35,253 | 64.0 | 17,946 | 32.6 | 26,647 | 48.4 | 28,653 | 52.0 |
| Grade Span | | | | | | | | | | | |
| K–1 | 182,222 | 49,221 | 27.0 | 73,201 | 40.2 | 33,751 | 18.5 | 25,188 | 13.8 | 62,203 | 34.1 |
| 2 | 172,461 | 89,709 | 52.0 | 105,713 | 61.3 | 14,518 | 8.4 | 23,331 | 13.5 | 47,854 | 27.7 |
| 3–5 | 411,281 | 198,027 | 48.1 | 257,063 | 62.5 | 78,768 | 19.2 | 92,605 | 22.5 | 150,807 | 36.7 |
| 6–8 | 258,155 | 124,161 | 48.1 | 163,075 | 63.2 | 95,303 | 36.9 | 114,798 | 44.5 | 130,724 | 50.6 |
| 9–12 | 268,611 | 118,434 | 44.1 | 161,065 | 60.0 | 71,323 | 26.6 | 120,887 | 45.0 | 122,435 | 45.6 |
| Total | 1,292,730 | 579,552 | 44.8 | 760,117 | 58.8 | 293,663 | 22.7 | 376,809 | 29.1 | 517,053 | 40.0 |

Table R-5: 2008–09 Edition, Proficiency, Annual Assessment Data

| Grade | N Tested | Listening | | Speaking | | Reading | | Writing | | Overall | |
|-------------------|------------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|
| | | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof |
| K | 5,276 | 481 | 9.1 | 651 | 12.3 | N/A | N/A | N/A | N/A | 471 | 8.9 |
| 1 | 179,992 | 60,703 | 33.7 | 62,219 | 34.6 | N/A | N/A | N/A | N/A | 58,123 | 32.3 |
| 2 | 176,098 | 81,289 | 46.2 | 98,864 | 56.1 | 15,158 | 8.6 | 27,279 | 15.5 | 46,462 | 26.4 |
| 3 | 160,147 | 65,950 | 41.2 | 89,718 | 56.0 | 23,786 | 14.9 | 32,514 | 20.3 | 45,383 | 28.3 |
| 4 | 135,258 | 69,148 | 51.1 | 84,616 | 62.6 | 24,418 | 18.1 | 36,105 | 26.7 | 51,620 | 38.2 |
| 5 | 118,512 | 64,055 | 54.0 | 80,948 | 68.3 | 31,684 | 26.7 | 46,118 | 38.9 | 60,389 | 51.0 |
| 6 | 102,527 | 52,087 | 50.8 | 62,016 | 60.5 | 29,226 | 28.5 | 34,818 | 34.0 | 44,221 | 43.1 |
| 7 | 94,686 | 38,726 | 40.9 | 60,574 | 64.0 | 37,019 | 39.1 | 42,348 | 44.7 | 50,003 | 52.8 |
| 8 | 82,946 | 38,089 | 45.9 | 51,686 | 62.3 | 29,662 | 35.8 | 42,623 | 51.4 | 42,384 | 51.1 |
| 9 | 83,558 | 30,612 | 36.6 | 45,628 | 54.6 | 18,138 | 21.7 | 41,264 | 49.4 | 33,796 | 40.4 |
| 10 | 75,684 | 33,572 | 44.4 | 40,179 | 53.1 | 15,843 | 20.9 | 40,843 | 54.0 | 31,036 | 41.0 |
| 11 | 63,299 | 31,732 | 50.1 | 36,407 | 57.5 | 17,033 | 26.9 | 35,635 | 56.3 | 30,226 | 47.8 |
| 12 | 55,134 | 29,190 | 52.9 | 33,300 | 60.4 | 17,118 | 31.0 | 30,847 | 55.9 | 28,272 | 51.3 |
| Grade Span | | | | | | | | | | | |
| K–2 | 361,366 | 142,473 | 39.4 | 161,734 | 44.8 | 15,158 | 4.2 | 27,279 | 7.5 | 105,056 | 29.1 |
| 3–5 | 413,917 | 199,153 | 48.1 | 255,282 | 61.7 | 79,888 | 19.3 | 114,737 | 27.7 | 157,392 | 38.0 |
| 6–8 | 280,159 | 128,902 | 46.0 | 174,276 | 62.2 | 95,907 | 34.2 | 119,789 | 42.8 | 136,608 | 48.8 |
| 9–12 | 277,675 | 125,106 | 45.1 | 155,514 | 56.0 | 68,132 | 24.5 | 148,589 | 53.5 | 123,330 | 44.4 |
| Total | 1,333,117 | 595,634 | 44.7 | 746,806 | 56.2 | 259,085 | 20.6 | 410,394 | 32.9 | 522,386 | 40.1 |

Table R-6: 2007–08 Edition, Proficiency, Annual Assessment Data

| Grade | N Tested | Listening Percent | | Speaking Percent | | Reading Percent | | Writing Percent | | Overall Percent | |
|-------------------|------------------|-------------------|-------------|------------------|-------------|-----------------|-------------|-----------------|-------------|-----------------|-------------|
| | | N Prof | Prof | N Prof | Prof | N Prof | Prof | N Prof | Prof | N Prof | Prof |
| K | 5,967 | 404 | 6.8 | 802 | 13.4 | N/A | N/A | N/A | N/A | 466 | 7.8 |
| 1 | 182,795 | 54,121 | 29.6 | 69,111 | 37.8 | N/A | N/A | N/A | N/A | 56,365 | 30.8 |
| 2 | 168,016 | 56,488 | 33.6 | 92,660 | 55.2 | 8,970 | 5.3 | 23,378 | 13.9 | 35,167 | 20.9 |
| 3 | 153,171 | 53,249 | 34.8 | 78,835 | 51.5 | 15,293 | 10.0 | 28,779 | 18.8 | 36,264 | 23.7 |
| 4 | 135,399 | 63,835 | 47.1 | 75,429 | 55.7 | 20,039 | 14.8 | 31,065 | 22.9 | 45,151 | 33.3 |
| 5 | 128,432 | 63,758 | 49.6 | 77,933 | 60.7 | 30,842 | 24.0 | 45,054 | 35.1 | 60,048 | 46.8 |
| 6 | 109,440 | 48,659 | 44.5 | 57,006 | 52.1 | 34,369 | 31.4 | 34,252 | 31.3 | 44,841 | 41.0 |
| 7 | 92,909 | 48,084 | 51.8 | 51,429 | 55.4 | 31,998 | 34.4 | 36,471 | 39.3 | 45,369 | 48.8 |
| 8 | 87,158 | 33,998 | 39.0 | 53,998 | 62.0 | 29,043 | 33.3 | 41,489 | 47.6 | 42,524 | 48.8 |
| 9 | 81,401 | 24,472 | 30.1 | 38,164 | 46.9 | 18,050 | 22.2 | 36,100 | 44.3 | 29,947 | 36.8 |
| 10 | 74,483 | 26,984 | 36.2 | 34,117 | 45.8 | 15,522 | 20.8 | 36,498 | 49.0 | 27,596 | 37.1 |
| 11 | 63,845 | 27,180 | 42.6 | 32,999 | 51.7 | 17,509 | 27.4 | 33,125 | 51.9 | 28,371 | 44.4 |
| 12 | 51,770 | 23,301 | 45.0 | 28,809 | 55.6 | 16,045 | 31.0 | 26,890 | 51.9 | 24,676 | 47.7 |
| Grade Span | | | | | | | | | | | |
| K–2 | 356,778 | 111,013 | 31.1 | 162,573 | 45.6 | 8,970 | 2.5 | 23,378 | 6.6 | 91,998 | 25.8 |
| 3–5 | 417,002 | 180,842 | 43.4 | 232,197 | 55.7 | 66,174 | 15.9 | 104,898 | 25.2 | 141,463 | 33.9 |
| 6–8 | 289,507 | 130,741 | 45.2 | 162,433 | 56.1 | 95,410 | 33.0 | 112,212 | 38.8 | 132,734 | 45.8 |
| 9–12 | 271,499 | 101,937 | 37.5 | 134,089 | 49.4 | 67,126 | 24.7 | 132,613 | 48.8 | 110,590 | 40.7 |
| Total | 1,334,786 | 524,533 | 39.3 | 691,292 | 51.7 | 237,680 | 19.0 | 373,101 | 29.8 | 476,785 | 36.6 |

Table R-7: 2006–07 Edition, Proficiency, Annual Assessment Data

| Grade | N Tested | Listening/Speaking | | Reading | | Writing | | Overall | |
|-------------------|------------------|--------------------|--------------|----------------|--------------|------------------|--------------|------------------|--------------|
| | | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof | N Prof | Percent Prof |
| K | 5,993 | 1,054 | 17.6 | N/A | N/A | N/A | N/A | 1,054 | 17.6 |
| 1 | 159,686 | 54,344 | 34.0 | N/A | N/A | N/A | N/A | 54,344 | 34.0 |
| 2 | 156,889 | 71,633 | 45.7 | 15,139 | 9.6 | 39,526 | 25.2 | 45,471 | 29.0 |
| 3 | 158,731 | 49,508 | 31.2 | 16,110 | 10.1 | 41,474 | 26.1 | 33,668 | 21.2 |
| 4 | 148,801 | 81,834 | 55.0 | 36,311 | 24.4 | 60,229 | 40.5 | 66,034 | 44.4 |
| 5 | 130,703 | 90,311 | 69.1 | 50,320 | 38.5 | 67,057 | 51.3 | 79,554 | 60.9 |
| 6 | 111,464 | 61,276 | 55.0 | 37,471 | 33.6 | 56,238 | 50.5 | 53,372 | 47.9 |
| 7 | 97,445 | 62,641 | 64.3 | 41,974 | 43.1 | 55,703 | 57.2 | 57,067 | 58.6 |
| 8 | 89,276 | 61,972 | 69.4 | 47,413 | 53.1 | 56,658 | 63.5 | 58,931 | 66.0 |
| 9 | 85,846 | 52,877 | 61.6 | 45,468 | 53.0 | 44,577 | 51.9 | 50,730 | 59.1 |
| 10 | 74,813 | 49,293 | 65.9 | 44,567 | 59.6 | 41,124 | 55.0 | 47,760 | 63.8 |
| 11 | 59,133 | 40,685 | 68.8 | 38,209 | 64.6 | 33,447 | 56.6 | 39,707 | 67.1 |
| 12 | 46,951 | 33,422 | 71.2 | 31,984 | 68.1 | 26,526 | 56.5 | 32,592 | 69.4 |
| Grade Span | | | | | | | | | |
| K–2 | 322,568 | 127,220 | 39.4 | 15,152 | 4.7 | 39,580 | 12.3 | 100,997 | 31.3 |
| 3–5 | 438,235 | 221,762 | 50.6 | 102,791 | 23.5 | 168,827 | 38.5 | 179,339 | 40.9 |
| 6–8 | 298,185 | 185,960 | 62.4 | 126,908 | 42.6 | 168,667 | 56.6 | 169,439 | 56.8 |
| 9–12 | 266,743 | 176,333 | 66.1 | 160,286 | 60.1 | 145,740 | 54.6 | 170,850 | 64.1 |
| Total | 2,651,462 | 1,422,125 | 53.6 | 810,103 | 30.6 | 1,045,373 | 39.4 | 1,240,909 | 46.8 |

Appendix S: Consistency of Local and Centralized Scoring

Notes: Refer to Appendix D: Item Maps to determine the corresponding position in the test form from the Item Sequence Number and item number.

The number of examinees refers to the number of students for whom local scores were provided by those administering the test.

Table S-1: Consistency of Local and Centralized Scoring, Writing

| Grade Span | Item Sequence Number | Number of Examinees | Difference in Percent of Examinees | | | | | |
|------------|----------------------|---------------------|------------------------------------|-----------------|-----------------|-----------------|-----------------|--|
| | | | Score Point = 0 | Score Point = 1 | Score Point = 2 | Score Point = 3 | Score Point = 4 | |
| K-1 | 11 | 304,340 | 88.9 | 11.1 | | | | |
| K-1 | 12 | 303,973 | 85.1 | 14.9 | | | | |
| K-1 | 13 | 304,161 | 88.0 | 12.0 | | | | |
| K-1 | 14 | 304,009 | 77.7 | 22.3 | | | | |
| K-1 | 15 | 3,133 | 88.8 | 11.2 | | | | |
| K-1 | 16 | 303,947 | 75.4 | 19.9 | 4.8 | | | |
| K-1 | 17 | 303,695 | 73.1 | 25.0 | 1.9 | | | |
| K-1 | 18 | 303,760 | 68.4 | 27.8 | 3.8 | | | |
| K-1 | 19 | 302,248 | 85.9 | 13.4 | 0.7 | | | |
| K-1 | 20 | 302,084 | 88.5 | 11.1 | 0.4 | | | |
| K-1 | 21 | 301,869 | 86.8 | 12.8 | 0.4 | | | |
| K-1 | 22 | 301,478 | 91.3 | 8.4 | 0.3 | | | |
| K-1 | 23 | 299,862 | 87.3 | 12.1 | 0.5 | | | |
| K-1 | 24 | 3,121 | 73.8 | 24.1 | 2.1 | | | |
| K-1 | 25 | 3,104 | 71.4 | 22.7 | 5.9 | | | |
| K-1 | 26 | 2,635 | 85.5 | 14.1 | 0.3 | | | |
| K-1 | 27 | 2,612 | 88.1 | 10.8 | 1.1 | | | |
| K-1 | 28 | 2,400 | 87.7 | 11.3 | 1.0 | | | |
| 2 | 26 | 51,469 | 59.1 | 37.7 | 3.2 | 0.1 | | |
| 2 | 27 | 51,342 | 57.1 | 40.1 | 2.7 | 0.1 | | |
| 2 | 28 | 51,265 | 57.9 | 39.3 | 2.8 | 0.1 | | |
| 2 | 29 | 51,248 | 57.8 | 38.6 | 3.4 | 0.2 | | |
| 2 | 30 | 1,121 | 58.3 | 38.8 | 2.8 | 0.2 | | |
| 2 | 31 | 1,121 | 58.2 | 39.1 | 2.7 | 0.1 | | |
| 2 | 32 | 51,026 | 51.3 | 42.0 | 6.1 | 0.5 | 0.2 | |
| 2 | 33 | 1,088 | 51.6 | 42.6 | 5.4 | 0.2 | 0.2 | |
| 3-5 | 26 | 112,336 | 65.8 | 32.3 | 1.9 | 0.1 | | |
| 3-5 | 27 | 112,211 | 64.9 | 33.0 | 2.0 | 0.0 | | |
| 3-5 | 28 | 112,094 | 63.4 | 34.7 | 1.9 | 0.0 | | |
| 3-5 | 29 | 112,016 | 64.1 | 34.3 | 1.6 | 0.0 | | |
| 3-5 | 30 | 1,168 | 60.4 | 36.4 | 2.9 | 0.3 | | |
| 3-5 | 31 | 1,167 | 67.1 | 30.2 | 2.6 | 0.2 | | |
| 3-5 | 32 | 111,206 | 50.1 | 42.7 | 6.6 | 0.6 | 0.0 | |
| 3-5 | 33 | 1,131 | 60.9 | 35.0 | 3.5 | 0.5 | 0.0 | |
| 6-8 | 26 | 51,643 | 62.3 | 34.9 | 2.7 | 0.1 | | |
| 6-8 | 27 | 51,578 | 64.0 | 33.9 | 2.0 | 0.1 | | |

| Grade Span | Item Sequence Number | Number of Examinees | Difference in Percent of Examinees | | | | |
|------------|----------------------|---------------------|------------------------------------|-----------------|-----------------|-----------------|-----------------|
| | | | Score Point = 0 | Score Point = 1 | Score Point = 2 | Score Point = 3 | Score Point = 4 |
| 6-8 | 28 | 51,559 | 61.0 | 36.4 | 2.5 | 0.1 | |
| 6-8 | 29 | 51,516 | 63.9 | 33.9 | 2.2 | 0.1 | |
| 6-8 | 30 | 661 | 71.3 | 28.0 | 0.8 | 0.0 | |
| 6-8 | 31 | 656 | 70.6 | 27.9 | 1.5 | 0.0 | |
| 6-8 | 32 | 51,201 | 52.4 | 42.7 | 4.8 | 0.1 | 0.0 |
| 6-8 | 33 | 651 | 66.2 | 30.6 | 3.2 | 0.0 | 0.0 |
| 9-12 | 26 | 45,654 | 63.3 | 33.9 | 2.7 | 0.1 | |
| 9-12 | 27 | 45,606 | 60.4 | 37.1 | 2.5 | 0.1 | |
| 9-12 | 28 | 45,579 | 59.7 | 37.5 | 2.7 | 0.1 | |
| 9-12 | 29 | 45,546 | 63.0 | 34.0 | 2.8 | 0.1 | |
| 9-12 | 30 | 402 | 79.9 | 18.9 | 1.0 | 0.2 | |
| 9-12 | 31 | 391 | 80.3 | 18.4 | 1.3 | 0.0 | |
| 9-12 | 32 | 44,966 | 52.2 | 42.0 | 5.4 | 0.4 | 0.0 |
| 9-12 | 33 | 385 | 76.9 | 19.5 | 2.6 | 0.8 | 0.3 |

Appendix T: On-scale Item Parameters

Notes: Items appear in the form 1 delivery order described in Appendix D.

The 3PL model (multiple-choice items) uses the *a*, *b*, and *c* parameters, also known as the discrimination, difficulty, and guessing parameters, respectively. The 2PL model (dichotomous-constructed-response items) uses only the *a* and *b* parameters. The generalized partial credit model (GPC: constructed-response items) uses the alpha and gamma parameters.

Table T-1: On-scale Parameters, Listening, Grade Span K–2

| Form 1 | | Parameters | | | <i>γ</i> ¹ |
|----------|-------|------------|----------|----------|-----------------------|
| Item ID | Model | <i>a</i> | <i>b</i> | <i>c</i> | |
| 01057170 | 3PL | 0.0155 | 418.4696 | 0.2563 | |
| 01057147 | 3PL | 0.0040 | 428.3225 | 0.1523 | |
| 01208385 | 3PL | 0.0122 | 466.2697 | 0.2722 | |
| 01210285 | 3PL | 0.0084 | 498.0239 | 0.2288 | |
| 00803303 | 3PL | 0.0094 | 473.3454 | 0.1593 | |
| 00940028 | 3PL | 0.0122 | 506.3391 | 0.1315 | |
| 00803281 | 3PL | 0.0110 | 506.6726 | 0.2431 | |
| 01057151 | 3PL | 0.0168 | 461.4939 | 0.3066 | |
| 01057153 | 3PL | 0.0161 | 460.6572 | 0.1709 | |
| 01057155 | 3PL | 0.0112 | 431.6951 | 0.2745 | |
| 00545952 | GPC | 0.0171 | | | 376.6988 |
| 00382712 | GPC | 0.0155 | | | 467.9575 |
| 00545954 | GPC | 0.0215 | | | 495.3874 |
| 00382758 | GPC | 0.0280 | | | 529.3711 |
| 00676867 | 2PL | 0.0169 | 373.9656 | | |
| 01210292 | 2PL | 0.0135 | 414.8125 | | |
| 01208387 | 2PL | 0.0187 | 441.0649 | | |
| 01057159 | GPC | 0.0187 | | | 399.5376 |
| 01210293 | 2PL | 0.0163 | 407.9595 | | |
| 01208391 | 2PL | 0.0274 | 460.8072 | | |

Table T-2: On-scale Parameters Listening, Grade Span 3–5

| Form 1 Item ID | Model | Parameters | | |
|-------------------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 00382862 | 3PL | 0.0060 | 382.6265 | 0.1085 |
| 00940959 | 3PL | 0.0079 | 433.6019 | 0.0642 |
| 00803461 | 3PL | 0.0088 | 395.2888 | 0.0973 |
| 01208895 | 3PL | 0.0099 | 383.9412 | 0.2243 |
| 00546104 | 3PL | 0.0064 | 493.4408 | 0.1398 |
| 01208910 | 3PL | 0.0094 | 385.6954 | 0.2804 |
| 01208893 | 3PL | 0.0088 | 403.1768 | 0.1880 |
| 01057646 | 3PL | 0.0170 | 373.2930 | 0.0648 |
| 00687440 | 3PL | 0.0086 | 437.9252 | 0.1156 |
| 01057650 | 3PL | 0.0129 | 565.1327 | 0.2112 |
| 01208899 | 3PL | 0.0096 | 529.2787 | 0.2088 |
| 00940965 | 3PL | 0.0117 | 475.9695 | 0.3208 |
| 01208897 | 3PL | 0.0129 | 513.3422 | 0.2786 |
| 01210299 | 3PL | 0.0106 | 455.1016 | 0.2181 |
| 00687433 | 3PL | 0.0091 | 407.5333 | 0.1241 |
| 00940982 | 3PL | 0.0079 | 503.6659 | 0.2985 |
| 01057633 | 3PL | 0.0161 | 561.1839 | 0.2582 |
| 00940971 | 3PL | 0.0082 | 592.2064 | 0.1519 |
| 00940973 | 3PL | 0.0069 | 531.0621 | 0.1722 |
| 00940967 | 3PL | 0.0099 | 557.6724 | 0.1973 |

Table T-3: On-scale Parameters Listening, Grade Span 6–8

| Form 1 Item ID | Model | Parameters | | |
|-------------------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 00940162 | 3PL | 0.0075 | 529.4755 | 0.0219 |
| 00803587 | 3PL | 0.0118 | 426.5989 | 0.2139 |
| 00383000 | 3PL | 0.0068 | 495.4288 | 0.1673 |
| 00940177 | 3PL | 0.0098 | 476.0559 | 0.0547 |
| 01209054 | 3PL | 0.0057 | 422.0621 | 0.2976 |
| 01209037 | 3PL | 0.0075 | 534.1350 | 0.1742 |
| 00546267 | 3PL | 0.0093 | 438.9276 | 0.1050 |
| 01059765 | 3PL | 0.0088 | 649.3983 | 0.3836 |
| 01209058 | 3PL | 0.0049 | 559.0869 | 0.2621 |
| 00940164 | 3PL | 0.0028 | 516.5955 | 0.0877 |
| 01209039 | 3PL | 0.0063 | 573.9248 | 0.1477 |
| 00693730 | 3PL | 0.0073 | 508.1066 | 0.0558 |
| 00693734 | 3PL | 0.0030 | 518.7012 | 0.1359 |
| 00940183 | 3PL | 0.0057 | 605.0381 | 0.1474 |
| 01209041 | 3PL | 0.0074 | 468.6681 | 0.2102 |
| 00383014 | 3PL | 0.0081 | 510.2190 | 0.2833 |
| 00693724 | 3PL | 0.0061 | 459.4518 | 0.0701 |
| 00693706 | 3PL | 0.0107 | 558.8878 | 0.2394 |
| 00693708 | 3PL | 0.0076 | 485.7982 | 0.0906 |
| 00693710 | 3PL | 0.0131 | 610.3444 | 0.4295 |

Table T-4: On-scale Parameters Listening, Grade Span 9–12

| Form 1 Item ID | Model | Parameters | | |
|-------------------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 01210316 | 3PL | 0.0083 | 482.8442 | 0.0817 |
| 01210318 | 3PL | 0.0087 | 449.2064 | 0.0713 |
| 00383078 | 3PL | 0.0094 | 444.6370 | 0.2833 |
| 00803639 | 3PL | 0.0094 | 375.6671 | 0.0538 |
| 00940421 | 3PL | 0.0146 | 743.9904 | 0.3861 |
| 01059881 | 3PL | 0.0071 | 682.1152 | 0.3896 |
| 01059865 | 3PL | 0.0073 | 751.4560 | 0.0894 |
| 00940438 | 3PL | 0.0057 | 538.9457 | 0.2216 |
| 00383042 | 3PL | 0.0061 | 729.4764 | 0.2075 |
| 01210319 | 3PL | 0.0055 | 417.0330 | 0.0891 |
| 00803661 | 3PL | 0.0073 | 663.7215 | 0.3034 |
| 01209182 | 3PL | 0.0078 | 619.5787 | 0.2863 |
| 01059869 | 3PL | 0.0056 | 443.4781 | 0.0325 |
| 01209180 | 3PL | 0.0073 | 584.6159 | 0.1630 |
| 00683424 | 3PL | 0.0083 | 439.1383 | 0.0294 |
| 00683426 | 3PL | 0.0041 | 445.0063 | 0.0593 |
| 01210321 | 3PL | 0.0068 | 436.4127 | 0.0774 |
| 01210478 | 3PL | 0.0047 | 555.4391 | 0.1492 |
| 01210479 | 3PL | 0.0049 | 549.4632 | 0.2956 |
| 01210480 | 3PL | 0.0047 | 565.2064 | 0.0894 |

Table T-5: On-scale Parameters Speaking, Grade Span K–2

| Form 1 Item ID | Model | Parameters | | | | | |
|-------------------|-------|------------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | γ_1 | γ_2 | γ_3 | γ_4 |
| 01057183 | 2PL | 0.0120 | 399.8875 | | | | |
| 00680889 | 2PL | 0.0113 | 425.8100 | | | | |
| 00680885 | 2PL | 0.0142 | 401.4524 | | | | |
| 00940041 | 2PL | 0.0128 | 451.2355 | | | | |
| 00545973 | 2PL | 0.0088 | 417.4419 | | | | |
| 01210325 | 2PL | 0.0122 | 426.5663 | | | | |
| 01057185 | 2PL | 0.0168 | 414.9235 | | | | |
| 01208460 | 2PL | 0.0220 | 386.2887 | | | | |
| 00545983 | 2PL | 0.0124 | 434.3699 | | | | |
| 01210326 | 2PL | 0.0129 | 418.6893 | | | | |
| 01057195 | 2PL | 0.0201 | 404.4033 | | | | |
| 00545977 | 2PL | 0.0151 | 417.0729 | | | | |
| 00545985 | 2PL | 0.0153 | 398.1782 | | | | |
| 01208454 | GPC | 0.0212 | | 452.5994 | 446.6416 | | |
| 00803331 | GPC | 0.0127 | | 463.2421 | 403.5065 | | |
| 01208452 | GPC | 0.0166 | | 432.0687 | 453.5820 | | |
| 01057199 | GPC | 0.0118 | | 470.1389 | 492.3038 | | |
| 01210330 | GPC | 0.0136 | | 360.3455 | 445.1444 | | |
| 01210331 | GPC | 0.0137 | | 386.6861 | 482.8587 | | |
| 01208470 | GPC | 0.0174 | | 372.1461 | 416.3205 | 453.8426 | 520.4460 |

Table T-6: On-scale Parameters Speaking, Grade Span 3–5

| Form 1 Item ID | Model | Parameters | | | | | |
|-------------------|-------|------------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | γ_1 | γ_2 | γ_3 | γ_4 |
| 00940336 | 2PL | 0.0154 | 507.9001 | | | | |
| 00803482 | 2PL | 0.0120 | 455.2364 | | | | |
| 00803468 | 2PL | 0.0166 | 454.0324 | | | | |
| 01059002 | 2PL | 0.0122 | 602.7763 | | | | |
| 01210334 | 2PL | 0.0157 | 439.6601 | | | | |
| 01210336 | 2PL | 0.0155 | 426.7339 | | | | |
| 01059014 | 2PL | 0.0175 | 449.4424 | | | | |
| 01208976 | 2PL | 0.0258 | 426.5855 | | | | |
| 01208978 | 2PL | 0.0198 | 465.5299 | | | | |
| 00940353 | 2PL | 0.0165 | 482.0014 | | | | |
| 01059004 | 2PL | 0.0152 | 505.1120 | | | | |
| 01208966 | 2PL | 0.0246 | 450.4483 | | | | |
| 01059016 | 2PL | 0.0225 | 468.4148 | | | | |
| 01210338 | GPC | 0.0131 | | 476.0155 | 447.3606 | | |
| 01210339 | GPC | 0.0139 | | 450.5481 | 475.2333 | | |
| 01210337 | GPC | 0.0093 | | 458.7430 | 434.6712 | | |
| 00687655 | GPC | 0.0164 | | 433.2846 | 463.3077 | | |
| 01210340 | GPC | 0.0193 | | 433.6798 | 471.2982 | | |
| 00940344 | GPC | 0.0152 | | 416.0495 | 464.3719 | | |
| 01208986 | GPC | 0.0127 | | 373.4546 | 410.0344 | 479.0214 | 577.3128 |

Table T-7: On-scale Parameters Speaking, Grade Span 6–8

| Form 1 Item ID | Model | Parameters | | | | | |
|-------------------|-------|------------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | γ_1 | γ_2 | γ_3 | γ_4 |
| 00546302 | 2PL | 0.0092 | 488.2139 | | | | |
| 00383219 | 2PL | 0.0120 | 448.7468 | | | | |
| 01210343 | 2PL | 0.0131 | 455.6590 | | | | |
| 00803628 | 2PL | 0.0174 | 447.0545 | | | | |
| 01209118 | 2PL | 0.0151 | 529.9389 | | | | |
| 00940205 | 2PL | 0.0102 | 584.8478 | | | | |
| 00940191 | 2PL | 0.0125 | 500.0095 | | | | |
| 01059807 | 2PL | 0.0168 | 487.2553 | | | | |
| 01059805 | 2PL | 0.0133 | 487.9942 | | | | |
| 00383225 | GPC | 0.0180 | | 439.7906 | | | |
| 00546322 | GPC | 0.0119 | | 447.9911 | | | |
| 00546308 | 2PL | 0.0138 | 493.0546 | | | | |
| 00693765 | GPC | 0.0115 | | 635.6100 | | | |
| 00546312 | GPC | 0.0128 | | 502.5613 | 529.0476 | | |
| 01059809 | GPC | 0.0131 | | 437.6606 | 485.1890 | | |
| 01209110 | GPC | 0.0120 | | 488.4637 | 500.9576 | | |
| 01209122 | GPC | 0.0127 | | 463.1428 | 539.3602 | | |
| 00940213 | GPC | 0.0144 | | 407.8350 | 462.5735 | | |
| 00940199 | GPC | 0.0146 | | 417.6454 | 492.1064 | | |
| 00693773 | GPC | 0.0114 | | 388.6209 | 403.4452 | 472.2727 | 606.5702 |

Table T-8: On-scale Parameters Speaking, Grade Span 9–12

| Form 1 Item ID | Model | Parameters | | | | | |
|-------------------|-------|------------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | γ_1 | γ_2 | γ_3 | γ_4 |
| 00940480 | 2PL | 0.0067 | 484.4630 | | | | |
| 00546487 | 2PL | 0.0095 | 519.7469 | | | | |
| 00383285 | 2PL | 0.0198 | 491.0439 | | | | |
| 01209271 | 2PL | 0.0157 | 510.9919 | | | | |
| 01210354 | 2PL | 0.0117 | 566.9791 | | | | |
| 00940484 | 2PL | 0.0118 | 576.7705 | | | | |
| 00940497 | 2PL | 0.0081 | 627.5245 | | | | |
| 01209258 | 2PL | 0.0152 | 561.3623 | | | | |
| 01059913 | 2PL | 0.0090 | 491.5309 | | | | |
| 00683673 | 2PL | 0.0083 | 601.6082 | | | | |
| 01210355 | 2PL | 0.0102 | 564.8151 | | | | |
| 00683682 | 2PL | 0.0109 | 611.0597 | | | | |
| 00383295 | GPC | 0.0123 | | 519.1052 | | | |
| 00437871 | GPC | 0.0114 | | 478.2211 | 513.7635 | | |
| 00803676 | GPC | 0.0129 | | 460.3330 | 520.1554 | | |
| 00940486 | GPC | 0.0146 | | 485.5197 | 544.0977 | | |
| 01059905 | GPC | 0.0131 | | 460.2820 | 516.9153 | | |
| 01210360 | GPC | 0.0145 | | 457.0812 | 536.1627 | | |
| 00940503 | GPC | 0.0114 | | 443.1584 | 513.3524 | | |
| 01059911 | GPC | 0.0075 | | 533.9059 | 420.4471 | 474.2118 | 597.5922 |

Table T-9: On-scale Parameters Reading, Grade Span K–1

| Form 1 Item ID | Model | Parameters | | | | | |
|-------------------|-------|------------|----------|----------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | <i>c</i> | γ_1 | γ_2 | γ_3 |
| 01210040 | 2PL | 0.0124 | 326.6954 | | | | |
| 01210046 | 2PL | 0.0064 | 349.5503 | | | | |
| 01210918 | 2PL | 0.0072 | 344.4007 | | | | |
| 01210024 | 2PL | 0.0158 | 296.3584 | | | | |
| 01210917 | 2PL | 0.0095 | 353.0095 | | | | |
| 01210086 | 2PL | 0.0117 | 300.0998 | | | | |
| 01210919 | 2PL | 0.0109 | 341.9180 | | | | |
| 01210916 | 2PL | 0.0173 | 329.7559 | | | | |
| 01210096 | GPC | 0.0195 | | | 306.4503 | 305.1296 | 293.3770 |
| 01210030 | GPC | 0.0248 | | | 297.9408 | 294.7318 | 293.9849 |
| 01210032 | 2PL | 0.0213 | 321.0044 | | | | |
| 01210012 | 2PL | 0.0255 | 322.5144 | | | | |
| 01210014 | 2PL | 0.0185 | 336.8666 | | | | |
| 01210074 | 2PL | 0.0158 | 340.2794 | | | | |
| 01210122 | 2PL | 0.0132 | 338.1056 | | | | |
| 01210124 | 2PL | 0.0097 | 356.4378 | | | | |
| 01210132 | 2PL | 0.0379 | 342.1994 | | | | |
| 01210130 | 2PL | 0.0462 | 401.4337 | | | | |
| 01210058 | 2PL | 0.0105 | 386.2335 | | | | |
| 01210078 | 2PL | 0.0165 | 355.4332 | | | | |

Table T-10: On-scale Parameters Reading, Grade 2

| Form 1 Item ID | Model | Parameters | | |
|-------------------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 00437237 | 3PL | 0.0199 | 542.2861 | 0.1803 |
| 00546026 | 3PL | 0.0201 | 457.1379 | 0.1837 |
| 01059053 | 3PL | 0.0193 | 519.4518 | 0.2257 |
| 00680947 | 3PL | 0.0205 | 433.4865 | 0.2601 |
| 00545999 | 3PL | 0.0310 | 524.0027 | 0.3212 |
| 01059041 | 3PL | 0.0143 | 488.6585 | 0.2681 |
| 01208480 | 3PL | 0.0171 | 444.6879 | 0.1040 |
| 00240723 | 3PL | 0.0215 | 439.5233 | 0.2639 |
| 00546014 | 3PL | 0.0182 | 450.0279 | 0.2827 |
| 01059043 | 3PL | 0.0208 | 514.1971 | 0.2118 |
| 01210374 | 3PL | 0.0194 | 520.3222 | 0.2097 |
| 01210373 | 3PL | 0.0166 | 452.8778 | 0.1993 |
| 01210375 | 3PL | 0.0224 | 446.8302 | 0.1650 |
| 01208496 | 3PL | 0.0185 | 502.1408 | 0.2131 |
| 01059045 | 3PL | 0.0161 | 497.6690 | 0.2760 |
| 00546038 | 3PL | 0.0219 | 453.3094 | 0.2413 |
| 00940074 | 3PL | 0.0151 | 492.1349 | 0.1245 |
| 00353943 | 3PL | 0.0110 | 494.7603 | 0.0236 |
| 00353925 | 3PL | 0.0155 | 454.7705 | 0.2166 |
| 00353933 | 3PL | 0.0340 | 436.1816 | 0.1981 |
| 01208486 | 3PL | 0.0231 | 494.4647 | 0.1333 |
| 01059047 | 3PL | 0.0146 | 477.5984 | 0.1555 |
| 01208482 | 3PL | 0.0240 | 472.2248 | 0.1456 |
| 00546003 | 3PL | 0.0214 | 444.0840 | 0.1670 |
| 00546040 | 3PL | 0.0225 | 526.9335 | 0.1959 |
| 00940091 | 3PL | 0.0309 | 483.7561 | 0.3422 |
| 00940093 | 3PL | 0.0160 | 516.7754 | 0.1493 |
| 00940095 | 3PL | 0.0204 | 501.9873 | 0.2178 |
| 01208500 | 3PL | 0.0124 | 519.3083 | 0.1355 |
| 01208502 | 3PL | 0.0304 | 455.4412 | 0.2669 |
| 01208504 | 3PL | 0.0318 | 494.4388 | 0.2111 |
| 01210369 | 3PL | 0.0275 | 490.0202 | 0.2544 |
| 01210493 | 3PL | 0.0184 | 496.9654 | 0.2041 |
| 01210494 | 3PL | 0.0221 | 542.2674 | 0.2400 |
| 01210371 | 3PL | 0.0132 | 522.6160 | 0.1566 |

Table T-11: On-scale Parameters Reading, Grade Span 3–5

| Form 1 Item ID | Model | Parameters | | |
|-------------------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 00691063 | 3PL | 0.0167 | 493.2315 | 0.1184 |
| 00691065 | 3PL | 0.0086 | 507.4250 | 0.0773 |
| 01208932 | 3PL | 0.0138 | 486.9413 | 0.1249 |
| 00803523 | 3PL | 0.0117 | 475.1331 | 0.1625 |
| 01208922 | 3PL | 0.0189 | 529.9678 | 0.2118 |
| 01059105 | 3PL | 0.0148 | 555.5148 | 0.2596 |
| 00940996 | 3PL | 0.0088 | 519.0507 | 0.1092 |
| 00940994 | 3PL | 0.0087 | 546.5138 | 0.1625 |
| 00546207 | 3PL | 0.0132 | 503.7978 | 0.1994 |
| 01059097 | 3PL | 0.0128 | 487.3475 | 0.0431 |
| 01210390 | 3PL | 0.0083 | 571.0729 | 0.1028 |
| 01210381 | 3PL | 0.0153 | 538.8532 | 0.1764 |
| 01210392 | 3PL | 0.0110 | 491.3980 | 0.0706 |
| 00691051 | 3PL | 0.0169 | 529.1358 | 0.1495 |
| 01208936 | 3PL | 0.0129 | 496.2547 | 0.1639 |
| 00546184 | 3PL | 0.0130 | 471.9742 | 0.2000 |
| 00803539 | 3PL | 0.0147 | 520.8714 | 0.1564 |
| 00803541 | 3PL | 0.0127 | 549.4991 | 0.2404 |
| 01210384 | 3PL | 0.0151 | 486.6987 | 0.0862 |
| 00940998 | 3PL | 0.0240 | 470.2615 | 0.1150 |
| 01208930 | 3PL | 0.0146 | 548.8598 | 0.2165 |
| 00941000 | 3PL | 0.0304 | 499.7964 | 0.2174 |
| 01208938 | 3PL | 0.0187 | 532.8090 | 0.2295 |
| 01208940 | 3PL | 0.0158 | 595.8672 | 0.1068 |
| 00241065 | 3PL | 0.0220 | 512.4490 | 0.1287 |
| 01208946 | 3PL | 0.0131 | 535.1784 | 0.1651 |
| 01208950 | 3PL | 0.0245 | 566.6598 | 0.1995 |
| 01208944 | 3PL | 0.0188 | 540.0711 | 0.1886 |
| 01210485 | 3PL | 0.0146 | 534.8007 | 0.1801 |
| 01210387 | 3PL | 0.0089 | 546.2273 | 0.1550 |
| 01210388 | 3PL | 0.0115 | 536.4331 | 0.1367 |
| 01210389 | 3PL | 0.0186 | 507.1343 | 0.2115 |
| 01059117 | 3PL | 0.0210 | 539.9916 | 0.1835 |
| 01059119 | 3PL | 0.0141 | 573.7126 | 0.2360 |
| 01059121 | 3PL | 0.0163 | 534.9326 | 0.1911 |

Table T-12: On-scale Parameters Reading, Grade Span 6–8

| Form 1 Item ID | Model | Parameters | | |
|-------------------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 01210400 | 3PL | 0.0168 | 511.1675 | 0.1353 |
| 00546334 | 3PL | 0.0135 | 599.5032 | 0.1501 |
| 00803707 | 3PL | 0.0077 | 511.5443 | 0.1807 |
| 01060126 | 3PL | 0.0064 | 582.1959 | 0.0585 |
| 00803689 | 3PL | 0.0085 | 536.6811 | 0.1807 |
| 00546361 | 3PL | 0.0099 | 561.0348 | 0.0762 |
| 01209064 | 3PL | 0.0113 | 535.4367 | 0.0789 |
| 01209074 | 3PL | 0.0102 | 569.4535 | 0.1291 |
| 01060128 | 3PL | 0.0061 | 527.5501 | 0.1807 |
| 01209076 | 3PL | 0.0087 | 553.9681 | 0.0969 |
| 00803709 | 3PL | 0.0113 | 583.4013 | 0.1366 |
| 00803693 | 3PL | 0.0092 | 621.9447 | 0.1766 |
| 01209080 | 3PL | 0.0237 | 509.7447 | 0.1351 |
| 00940275 | 3PL | 0.0158 | 604.7273 | 0.2067 |
| 01209070 | 3PL | 0.0157 | 545.0799 | 0.1940 |
| 01060120 | 3PL | 0.0145 | 505.2196 | 0.1807 |
| 00940273 | 3PL | 0.0191 | 539.4104 | 0.1850 |
| 01210402 | 3PL | 0.0077 | 618.9624 | 0.1494 |
| 01210412 | 3PL | 0.0180 | 520.4366 | 0.1628 |
| 01209082 | 3PL | 0.0183 | 575.7530 | 0.1876 |
| 00940285 | 3PL | 0.0233 | 616.3622 | 0.1969 |
| 01060124 | 3PL | 0.0205 | 592.8267 | 0.2272 |
| 01209092 | 3PL | 0.0209 | 625.9569 | 0.2468 |
| 01209090 | 3PL | 0.0152 | 632.0703 | 0.1772 |
| 01209088 | 3PL | 0.0146 | 604.6293 | 0.2126 |
| 01209086 | 3PL | 0.0251 | 575.5882 | 0.2856 |
| 00940291 | 3PL | 0.0143 | 588.0328 | 0.2310 |
| 00940287 | 3PL | 0.0173 | 582.0766 | 0.2143 |
| 00940293 | 3PL | 0.0186 | 640.4559 | 0.2348 |
| 00693802 | 3PL | 0.0083 | 601.4882 | 0.2000 |
| 00693800 | 3PL | 0.0203 | 538.3684 | 0.2934 |
| 00693798 | 3PL | 0.0165 | 595.6359 | 0.2016 |
| 00803735 | 3PL | 0.0163 | 586.2507 | 0.1673 |
| 00803739 | 3PL | 0.0166 | 605.2924 | 0.2367 |
| 00803741 | 3PL | 0.0168 | 584.8382 | 0.2304 |

Table T-13: On-scale Parameters Reading, Grade Span 9–12

| Form 1 Item ID | Model | Parameters | | |
|-------------------|-------|------------|----------|----------|
| | | <i>a</i> | <i>b</i> | <i>c</i> |
| 01210417 | 3PL | 0.0122 | 596.9310 | 0.1693 |
| 00684030 | 3PL | 0.0102 | 530.1832 | 0.1734 |
| 00546505 | 3PL | 0.0129 | 591.8830 | 0.1076 |
| 00804688 | 3PL | 0.0177 | 590.7507 | 0.3349 |
| 00546524 | 3PL | 0.0069 | 546.1069 | 0.1693 |
| 00241856 | 3PL | 0.0061 | 506.2832 | 0.2000 |
| 00804714 | 3PL | 0.0101 | 612.3576 | 0.2406 |
| 01210428 | 3PL | 0.0114 | 567.3987 | 0.1406 |
| 01209217 | 3PL | 0.0221 | 521.4858 | 0.1201 |
| 01209227 | 3PL | 0.0147 | 514.7372 | 0.1654 |
| 00241779 | 3PL | 0.0108 | 509.2274 | 0.1693 |
| 01059967 | 3PL | 0.0162 | 530.2694 | 0.1191 |
| 01210429 | 3PL | 0.0075 | 555.7578 | 0.1693 |
| 00804718 | 3PL | 0.0065 | 670.2966 | 0.1266 |
| 00354274 | 3PL | 0.0285 | 593.6330 | 0.1506 |
| 00546536 | 3PL | 0.0209 | 510.4770 | 0.2000 |
| 00684034 | 3PL | 0.0097 | 630.0317 | 0.2726 |
| 00684045 | 3PL | 0.0147 | 615.3190 | 0.1901 |
| 01209219 | 3PL | 0.0116 | 561.8917 | 0.2438 |
| 01059969 | 3PL | 0.0098 | 572.8914 | 0.1468 |
| 01209229 | 3PL | 0.0127 | 600.2673 | 0.2527 |
| 00683949 | 3PL | 0.0126 | 620.6476 | 0.1825 |
| 00940466 | 3PL | 0.0165 | 641.0164 | 0.2731 |
| 00940468 | 3PL | 0.0157 | 611.0079 | 0.1691 |
| 00940470 | 3PL | 0.0184 | 588.8176 | 0.3188 |
| 01059999 | 3PL | 0.0138 | 621.3539 | 0.2401 |
| 01059995 | 3PL | 0.0209 | 660.2328 | 0.2300 |
| 01059997 | 3PL | 0.0135 | 659.3749 | 0.2249 |
| 01209247 | 3PL | 0.0123 | 616.2581 | 0.2095 |
| 01209249 | 3PL | 0.0147 | 649.3092 | 0.2000 |
| 01209251 | 3PL | 0.0157 | 650.3959 | 0.1560 |
| 01209245 | 3PL | 0.0157 | 604.6196 | 0.1817 |
| 01209238 | 3PL | 0.0109 | 666.0664 | 0.1940 |
| 01209240 | 3PL | 0.0169 | 599.3466 | 0.2441 |
| 01209242 | 3PL | 0.0182 | 653.8274 | 0.1936 |

Table T-14: On-scale Parameters Writing, Grade Span K–1

| Form 1 Item ID | Model | Parameters | | | | | | |
|-------------------|-------|------------|----------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | <i>c</i> | γ_1 | γ_2 | γ_3 | γ_4 |
| 01210162 | 2PL | 0.0252 | 346.3618 | | | | | |
| 01210144 | 2PL | 0.0238 | 356.3424 | | | | | |
| 01210226 | 2PL | 0.0237 | 341.2451 | | | | | |
| 01210222 | 2PL | 0.0215 | 356.0777 | | | | | |
| 01210240 | GPC | 0.0146 | | | 331.0301 | 332.0344 | | |
| 01210188 | GPC | 0.0268 | | | 301.1086 | 375.5681 | | |
| 01210246 | GPC | 0.0145 | | | 346.8210 | 329.2729 | | |
| 01210170 | GPC | 0.0350 | | | 351.3995 | 409.2545 | | |
| 01210190 | GPC | 0.0520 | | | 350.5542 | 384.3735 | | |
| 01210150 | GPC | 0.0488 | | | 372.2716 | 399.6585 | | |
| 01210192 | GPC | 0.0346 | | | 383.8787 | 439.6661 | | |
| 01210212 | GPC | 0.0344 | | | 366.8361 | 419.9165 | | |
| 01210176 | 2PL | 0.0103 | 459.2090 | | | | | |
| 01210154 | 2PL | 0.0117 | 427.3345 | | | | | |
| 01210158 | 2PL | 0.0126 | 391.0900 | | | | | |
| 01210218 | 2PL | 0.0126 | 397.9254 | | | | | |
| 01210200 | 2PL | 0.0117 | 378.2214 | | | | | |
| 01210160 | 2PL | 0.0112 | 396.3101 | | | | | |
| 01210272 | 2PL | 0.0168 | 393.2669 | | | | | |
| 01210180 | 2PL | 0.0122 | 386.2544 | | | | | |

Table T-15: On-scale Parameters Writing, Grade 2

| Form 1 Item ID | Model | Parameters | | | | | | |
|-------------------|-------|------------|----------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | <i>c</i> | γ_1 | γ_2 | γ_3 | γ_4 |
| 01210438 | 3PL | 0.0406 | 477.4418 | 0.2396 | | | | |
| 01210437 | 3PL | 0.0319 | 445.5861 | 0.4020 | | | | |
| 00353996 | 3PL | 0.0223 | 451.2470 | 0.3725 | | | | |
| 01208522 | 3PL | 0.0178 | 466.8102 | 0.2603 | | | | |
| 00353982 | 3PL | 0.0182 | 447.1499 | 0.2201 | | | | |
| 00353965 | 3PL | 0.0207 | 475.6550 | 0.2870 | | | | |
| 00546063 | 3PL | 0.0166 | 414.9904 | 0.1032 | | | | |
| 01208530 | 3PL | 0.0464 | 451.1690 | 0.2350 | | | | |
| 00546085 | 3PL | 0.0230 | 433.9123 | 0.1642 | | | | |
| 01210436 | 3PL | 0.0268 | 463.6670 | 0.2409 | | | | |
| 01208534 | 3PL | 0.0265 | 468.5227 | 0.3552 | | | | |
| 01208524 | 3PL | 0.0210 | 477.3838 | 0.1530 | | | | |
| 01208532 | 3PL | 0.0100 | 499.6914 | 0.0804 | | | | |
| 01057235 | 3PL | 0.0077 | 456.6761 | 0.1327 | | | | |
| 01057237 | 3PL | 0.0068 | 454.3685 | 0.0807 | | | | |
| 01057239 | 3PL | 0.0167 | 500.6668 | 0.2855 | | | | |
| 00940137 | 3PL | 0.0370 | 493.5924 | 0.3327 | | | | |
| 00940139 | 3PL | 0.0240 | 487.2360 | 0.2905 | | | | |
| 00940141 | 3PL | 0.0318 | 483.4252 | 0.3552 | | | | |
| 00940143 | GPC | 0.0137 | | | 454.2275 | 424.7597 | 599.0258 | |
| 00940135 | GPC | 0.0219 | | | 456.6616 | 444.1902 | 652.2767 | |
| 01208544 | GPC | 0.0260 | | | 436.4249 | 467.7539 | 624.4082 | |
| 00940119 | GPC | 0.0110 | | | 509.3759 | 408.4262 | 625.8741 | |
| 01210443 | GPC | 0.0123 | | | 433.3423 | 418.7197 | 542.1003 | 644.2615 |

Table T-16: On-scale Parameters Writing, Grade Span 3–5

| Form 1 Item ID | Model | Parameters | | | | | | |
|-------------------|-------|------------|----------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | <i>c</i> | γ_1 | γ_2 | γ_3 | γ_4 |
| 01210447 | 3PL | 0.0170 | 499.4693 | 0.1921 | | | | |
| 00354251 | 3PL | 0.0286 | 509.2640 | 0.3114 | | | | |
| 00354245 | 3PL | 0.0192 | 548.2280 | 0.3039 | | | | |
| 00354202 | 3PL | 0.0098 | 458.1380 | 0.0630 | | | | |
| 00546256 | 3PL | 0.0214 | 471.9598 | 0.2848 | | | | |
| 00546226 | 3PL | 0.0094 | 463.9154 | 0.0572 | | | | |
| 00354206 | 3PL | 0.0208 | 508.2991 | 0.2998 | | | | |
| 01208996 | 3PL | 0.0212 | 559.0708 | 0.3277 | | | | |
| 01208994 | 3PL | 0.0182 | 528.3334 | 0.2838 | | | | |
| 01209004 | 3PL | 0.0280 | 521.8335 | 0.3159 | | | | |
| 00940377 | 3PL | 0.0177 | 439.8964 | 0.1052 | | | | |
| 00940379 | 3PL | 0.0135 | 493.2096 | 0.1252 | | | | |
| 00940381 | 3PL | 0.0084 | 498.1203 | 0.0793 | | | | |
| 01059952 | 3PL | 0.0151 | 437.9024 | 0.0722 | | | | |
| 01059954 | 3PL | 0.0091 | 517.8375 | 0.0993 | | | | |
| 01059956 | 3PL | 0.0155 | 484.7386 | 0.1965 | | | | |
| 01209010 | 3PL | 0.0189 | 505.3496 | 0.2810 | | | | |
| 01209012 | 3PL | 0.0182 | 475.7369 | 0.2380 | | | | |
| 01209014 | 3PL | 0.0182 | 521.6688 | 0.2832 | | | | |
| 01210450 | GPC | 0.0154 | | | 356.4732 | 441.5973 | 597.6027 | |
| 01209008 | GPC | 0.0191 | | | 446.2448 | 440.1623 | 574.7477 | |
| 01209016 | GPC | 0.0206 | | | 489.9339 | 466.5235 | 609.3419 | |
| 01209024 | GPC | 0.0264 | | | 438.2183 | 451.9559 | 623.3489 | |
| 01210452 | GPC | 0.0097 | | | 465.9318 | 430.8321 | 532.6625 | 635.9561 |

Table T-17: On-scale Parameters Writing, Grade Span 6–8

| Form 1 Item ID | Model | Parameters | | | | | | |
|-------------------|-------|------------|----------|----------|------------|------------|------------|------------|
| | | <i>a</i> | <i>b</i> | <i>c</i> | γ_1 | γ_2 | γ_3 | γ_4 |
| 00354697 | 3PL | 0.0122 | 523.0950 | 0.2336 | | | | |
| 01209138 | 3PL | 0.0162 | 509.2288 | 0.2289 | | | | |
| 01209140 | 3PL | 0.0107 | 504.6495 | 0.1172 | | | | |
| 00546409 | 3PL | 0.0155 | 514.7781 | 0.2520 | | | | |
| 00354703 | 3PL | 0.0106 | 513.1360 | 0.2833 | | | | |
| 00354701 | 3PL | 0.0074 | 502.1797 | 0.0421 | | | | |
| 01209146 | 3PL | 0.0204 | 551.3491 | 0.2498 | | | | |
| 01209148 | 3PL | 0.0133 | 515.3246 | 0.2278 | | | | |
| 00546419 | 3PL | 0.0090 | 519.1000 | 0.0277 | | | | |
| 00546405 | 3PL | 0.0123 | 496.1040 | 0.0272 | | | | |
| 01210457 | 3PL | 0.0049 | 530.2523 | 0.2024 | | | | |
| 01210458 | 3PL | 0.0194 | 510.7217 | 0.2188 | | | | |
| 01210456 | 3PL | 0.0136 | 511.9699 | 0.2382 | | | | |
| 01069233 | 3PL | 0.0153 | 470.2894 | 0.0196 | | | | |
| 01069235 | 3PL | 0.0210 | 466.2109 | 0.0310 | | | | |
| 01069237 | 3PL | 0.0136 | 487.3287 | 0.0312 | | | | |
| 00803785 | 3PL | 0.0159 | 586.6126 | 0.2802 | | | | |
| 00803787 | 3PL | 0.0154 | 531.9984 | 0.1682 | | | | |
| 00803789 | 3PL | 0.0160 | 486.5125 | 0.0572 | | | | |
| 01209142 | GPC | 0.0148 | | | 463.7558 | 463.9648 | 590.0239 | |
| 01069263 | GPC | 0.0124 | | | 447.6859 | 439.5299 | 632.1951 | |
| 01209166 | GPC | 0.0136 | | | 451.5591 | 470.6393 | 604.5838 | |
| 01209158 | GPC | 0.0188 | | | 451.0151 | 464.2040 | 616.4270 | |
| 01069225 | GPC | 0.0101 | | | 449.4135 | 407.3055 | 552.3171 | 646.7886 |

Table T-18: On-scale Parameters Writing, Grade Span 9–12

| Form 1 | | Parameters | | | | | | |
|----------|-------|------------|----------|--------|------------|------------|------------|------------|
| Item ID | Model | a | b | c | γ_1 | γ_2 | γ_3 | γ_4 |
| 01210467 | 3PL | 0.0153 | 561.4710 | 0.4894 | | | | |
| 00684130 | 3PL | 0.0335 | 506.4086 | 0.2773 | | | | |
| 01209287 | 3PL | 0.0117 | 578.6528 | 0.3302 | | | | |
| 00354095 | 3PL | 0.0124 | 539.2897 | 0.1417 | | | | |
| 01209289 | 3PL | 0.0135 | 476.9847 | 0.2779 | | | | |
| 00546586 | 3PL | 0.0181 | 493.0864 | 0.0838 | | | | |
| 00354047 | 3PL | 0.0160 | 529.4639 | 0.1192 | | | | |
| 01210462 | 3PL | 0.0131 | 562.9687 | 0.5219 | | | | |
| 01210463 | 3PL | 0.0175 | 529.4865 | 0.5137 | | | | |
| 01210464 | 3PL | 0.0148 | 645.9295 | 0.4217 | | | | |
| 01210465 | 3PL | 0.0267 | 544.1488 | 0.5104 | | | | |
| 01209299 | 3PL | 0.0163 | 580.6814 | 0.2113 | | | | |
| 01209297 | 3PL | 0.0059 | 511.3992 | 0.2869 | | | | |
| 01060039 | 3PL | 0.0210 | 482.8419 | 0.1749 | | | | |
| 01060041 | 3PL | 0.0099 | 542.2689 | 0.1589 | | | | |
| 01060043 | 3PL | 0.0099 | 516.3073 | 0.1745 | | | | |
| 00940507 | 3PL | 0.0109 | 525.1627 | 0.1499 | | | | |
| 00940509 | 3PL | 0.0092 | 563.9357 | 0.1342 | | | | |
| 00940511 | 3PL | 0.0089 | 457.7470 | 0.1855 | | | | |
| 01209293 | GPC | 0.0148 | | | 400.7300 | 494.6405 | 615.2837 | |
| 01209317 | GPC | 0.0119 | | | 439.1067 | 481.1103 | 632.8252 | |
| 01209309 | GPC | 0.0130 | | | 439.9998 | 481.5297 | 637.3093 | |
| 01209301 | GPC | 0.0113 | | | 440.4414 | 493.0462 | 607.2288 | |
| 01210470 | GPC | 0.0117 | | | 443.8388 | 420.9804 | 512.5458 | 761.6525 |