



California Department of
EDUCATION

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

2007–08 Edition (Form G)

Submitted to the California Department of Education on October 31, 2008



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Table of Contents

Acknowledgments	1
Table of Contents	2
List of Appendixes	4
List of Tables	5
List of Figures	6
Introduction.....	7
2007–08 Edition (Form G) Overview	8
Overview of the Technical Report.....	9
Test Development	11
CELDT Construct.....	11
Test Design and Development.....	12
Operational Test Forms and Structure.....	13
Item Development.....	17
Item Reviews	22
Form Assembly	25
Writing Rubrics.....	26
Administration of the 2007–08 Edition (Form G).....	27
Testing Window	27
Scoring.....	27
Student Population.....	28
Results and Analyses.....	29
Classical Item Analysis	29
Item Response Theory Analysis	31
Reliability.....	36
Scaling and Equating	44
Common Scale Development	44
Lowest and Highest Obtainable Scale Scores.....	45
Performance Levels and Cut Scores	46

Scoring Tables 46

Scale Score Distributions 46

Test Summary Statistics 46

Evaluating Growth..... 50

Summary of Validity Evidence..... 55

Construct Validity 55

Content Validity 57

Domain Correlations 57

Test Score Interpretation 57

Other CELDT Validation and Evaluation Studies 59

Original Scale Cut Score Validation Study..... 59

Evaluating Linkage and Alignment..... 61

Statewide Communication of Changes to the CELDT in 2005–07 63

References 64

Appendixes A–R..... 68

List of Appendixes

A Technical History of the CELDT	A-1
B Subject Matter Experts Involved in Content Validation	B-1
C CELDT Writing Rubrics	C-1
D 2007–08 Edition (Form G) Item Maps	D-1
E CELDT Summary Statistics	E-1
F Domain Correlations	F-1
G Classification Consistency and Accuracy	G-1
H Raw Score to Scale Score Tables	H-1
I Scale Score Frequency Distributions	I-1
J Demographic Frequency Distributions	J-1
K Classical Item Analysis	K-1
L Comparison of Annual Assessment versus Initial Identification Item Difficulty	L-1
M Unscaled Item Parameters	M-1
N Item-Type Correlations	N-1
O Rater Consistency and Reliability	O-1
P Test Characteristic and Standard Error Curves	P-1
Q Score Report Mock-Ups	Q-1
R AERA/APA/NCME Standards Compliance	R-1

List of Tables

Table 1. 2007–08 (Form G) Operational Test Administration Structure	14
Table 2. 2007–08 Edition (Form G) Anchor Design by Grade Span, Domain, and Item Type	15
Table 3. Annual Assessment Mean P-Values by Grade Span.....	30
Table 4. Annual Assessment Mean Point-biserial Correlation by Grade Span...	30
Table 5. Annual Assessment Mean Omit Rates by Grade Span	31
Table 6. 2007–08 CELDT Operational Test Scaling Constants.....	33
Table 7. 2007–08 Operational Test Reliability Coefficients by Grade Span and Domain	37
Table 8. 2007–08 Operational Test Standard Errors of Measurement (SEM)* ..	39
Table 9. Lowest Obtainable and Highest Obtainable Scale Score Values	45
Table 10. 2007–08 Edition (Form G) Summary Statistics by Grade, Annual Assessment Data	48
Table 11. 2007–08 Edition (Form G) Summary Statistics by Grade Span, Annual Assessment Data	48
Table 12. 2007–08 Edition (Form G) Summary Statistics by Grade, Initial Identification Data.....	49
Table 13. 2007–08 Edition (Form G) Summary Statistics by Grade Span, Initial Identification Data.....	49
Table 14. Percent English-Proficient Students on the CELDT 2001–08 (Forms A–G) Annual Assessment.....	50
Table 15. Proficiency by Grade and Grade Span for 2007–08 Edition (Form G), Annual Assessment Data	51

List of Figures

Figure 1. Listening Percent Proficient, Annual Assessment Data.....	52
Figure 2. Speaking Percent Proficient, Annual Assessment Data	52
Figure 3. Reading* Percent Proficient, Annual Assessment Data	53
Figure 4. Writing* Percent Proficient, Annual Assessment Data.....	53
Figure 5. Overall* Percent Proficient, Annual Assessment Data	54

Introduction

The California English Language Development Test (CELDT) was developed by CTB/McGraw-Hill (CTB) in conjunction with the California Department of Education (CDE) Standards and Assessment Division in response to legislation requiring school districts to assess annually the English language proficiency of all students with a primary language other than English upon initial enrollment. As stated in California *Education Code (EC)* Section 60810 (Statutes of 1997), the State Superintendent of Public Instruction was required to select or develop a test that assesses the English language development of pupils whose primary language is a language other than English and required school districts to assess the English language development of all English learners. The California English Language Development Test (CELDT) was designed to fulfill these requirements.

The California *Education Code* 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 (Section 60810.d).

The testing window for Annual Assessment begins on July 1 and ends on October 31. Initial Identification testing may be conducted at any time during the year (July 1 to June 30).

Responding to these requirements, CDE, with the approval of the State Superintendent of Public Instruction and the State Board of Education (SBE), developed the CELDT. The test assesses English learners (ELs) in the domains of Listening, Speaking, Reading, and Writing. The test is administered to four separate grade-span levels, kindergarten through grade two (K–2), grade three through grade five (3–5), grade six through grade eight (6–8), and grade nine through grade twelve (9–12).

During the past seven years of operational testing, CTB and CDE have received feedback from classroom teachers, administrators, and the SBE regarding critical issues for the CELDT Program. These recommendations have guided the improvement of assessment and other aspects of the program. The original blueprint for the CELDT was developed by a number of committees representing California English language learning 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) then was created using the field test items and data.

The original scale and performance cut scores created for the CELDT were based on the 2000 Field Test and 2001–02 Edition (Form A) data. The 2001–02 Edition (Form A) operational administration was not, strictly speaking, vertically linked across grade spans. Forms B, C, D, and E used in 2002–03, 2003–04, 2004–05, and 2005–06, respectively, were each anchored to the 2001–02 Edition (Form A) scale. For more information about the technical history of the CELDT, see Appendix A.

Following the 2005–06 Edition (Form E) Annual Administration, the CELDT was rescaled on a vertically-linked, common scale, and a new standard setting was held to set new performance level cut scores in 2006. The results of this administration of common items enabled the creation of a common scale 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 *Technical Report for the California English Language Development Test 2006–07 Edition (Form F)* (CTB/McGraw-Hill, 2008).

The CELDT Technical Advisory Group has actively advised CTB and the California Department of Education throughout the history of the CELDT, including test blueprint creation, setting performance standards, content standards alignment, and technical evaluation of the test. Members include experts in test development, English language acquisition, applied linguistics, psychometrics, English learner issues, and data analysis, and they represent numerous campuses of the University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST), San Joaquin County Office of Education, and various divisions of the CDE.

More than 50 English learner experts participate in CELDT content reviews annually, including Item and Bias/Sensitivity Reviews, the selection of Writing anchor papers, and Braille adaptation. The experts are selected to represent different cultural backgrounds and school districts.

2007–08 Edition (Form G) Overview

The 2007–08 CELDT administration was the second operational administration since domain scales and updated performance standards were established. As with the 2006–07 Edition, the 2007–08 Edition of 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 (CTB/McGraw-Hill, 2008). 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 2007–08 Edition (Form G) was designed to best align the difficulty level of the CELDT at all grade spans, given current research (Rabinowitz & Sato, 2006). This was accomplished through the use of item development specifications. The test was also revised to best reflect the English Language Development (ELD) standards covered by

the CELDT blueprint (see Appendix A). 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 critical cut score for decision making.

The use of 11 test versions per grade span aimed to balance the testing time across grade spans in addition to providing one test form containing no field test items (i.e., G1). The distribution of these versions was designed to minimize the different configurations of test books used at the school level, keeping administration efficient, while simultaneously preserving the integrity of the sampling for the field test items.

Field-tested in 2006–07, 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 (DCR) items 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).

For more about CELDT’s technical history, see Appendix A in this report or review previous CELDT technical reports (CTB/McGraw-Hill, 2001, 2002a, 2002b, 2003, 2004a, 2004b, 2005, 2007a, 2007b, 2008) available online at <http://www.cde.ca.gov/ta/tg/el/techreport.asp>.

Overview of the Technical Report

This report describes the test development and psychometric qualities of the CELDT, 2007–08 Edition (Form G), the second operational administration using the CELDT common scale. Included in this report are discussions of the test’s validity, test design, performance descriptors, scaling and equating, decision consistency and accuracy, and summary results.

Appendixes provide specific results of the 2007–08 operational administration. Appendix A includes a description of the technical history of the CELDT, the blueprint, and performance level descriptors and cut scores. Appendix B contains supplementary information about the participants involved in the development and review of the CELDT items, while Appendix C contains the scoring rubrics for Writing. Appendix D provides maps of the operational and field test items and their distribution in the test booklets. Appendix E includes summary statistics for the 2007–08 Edition (Form G) along with those from the 2006–07 Edition (Form F) for comparison.¹ Appendix F reports the correlations between student performance in the domains of Listening, Speaking,

¹ For summary statistics for administrations prior to 2006–07, see previous CELDT Technical Reports (CTB/McGraw-Hill, 2001, 2002a, 2002b, 2003, 2004a, 2004b, 2005, 2007a, 2007b, 2008) available online at <http://www.cde.ca.gov/ta/tg/el/techreport.asp>.

Reading, and Writing. Appendix G provides information on the consistency and accuracy of the performance level classifications. The scoring tables, or Raw Score to Scale Score conversion tables, are presented in Appendix H, and the frequencies of scores at each score point are reported in Appendix I. Student demographic information is reported in Appendix J by home language and primary ethnicity.

Item statistics are reported in Appendixes K–O, including classical item analyses (Appendix K), comparisons of item difficulty between Annual Administration and Initial Identification data (Appendix L), unscaled item parameters (Appendix M), item-type correlations (Appendix N), and inter-rater reliability for constructed-response items (Appendix O). Appendix P provides a graphic representation of each form's test characteristic curves and standard error of measurement (SEM), and Appendix Q presents mock-ups of the various performance reports used for CELDT.

CTB endeavored to follow the *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & the National Council on Measurement in Education, 1999). Information regarding documentation and compliance can be found in Appendix R.

This document provides technical details on the operational test for the 2007–08 Edition (Form G) only. As such, it is an extension of previous technical reports. For information regarding the CELDT Standard Settings, refer to the 2001 *California English Language Development Bookmark Standard Setting Technical Report* and the 2006 *California English Language Development Bookmark Standard Setting Technical Report* (CTB/McGraw-Hill, 2006, 2001). For the 2000 Field Test or the 2001 operational test, refer to the *Technical Report for the California English Language Development Test (CELDT) 2000–2001* (CTB/McGraw-Hill, 2001). For information regarding the operational tests since, refer to subsequent technical reports, available at <http://www.cde.ca.gov/ta/tg/el/techreport.asp> (CTB/McGraw-Hill, 2002b, 2003, 2004a, 2005, 2007a, 2007b, 2008).

Test Development

This portion of the report describes the CELDT construct, procedures for the development of the test in 2007–08, the development of operational forms, and the structure of the test components.

CELDT Construct

The CELDT assesses the construct of English language proficiency, as defined by the California English Language Development (ELD) standards. The Overall proficiency construct is composed of the four domains of Listening, Speaking, Reading, and Writing. These domains also comprise the test component structure of the CELDT. A Comprehension composite is derived from the joint construct of Reading and Listening. Each domain will be further described in terms of the item types administered to assess students' proficiency in English.

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 Frameworks and standards. The California English language arts standards and related state assessments give much more attention to academic content and measurement of reading/language arts (e.g., plot elements, author's purpose, comparing and contrasting text) than to the precursor 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 English learner programs at any grade and be at any point in the spectrum of English proficiency, as reflected in their performance in the domains of Listening, Speaking, Reading, or Writing. The domains of Listening and Speaking do not generally appear on academic achievement assessments. 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.

In the Reading and Writing test components, items are written to identify errors that non-native-English students might make; these are special types of items included in language proficiency tests. CELDT scoring rubrics focus on English language proficiency and are the same across all grade spans, demonstrating the focus on language knowledge, and not on content.

Test Design and Development

Each booklet in the 2007–08 Edition (Form G) series was divided into the four domains of Listening, Speaking, Reading, and Writing. All items included in the 2007–08 Edition (Form G) operational test were administered in previous editions either as operational or field test items. New items developed for subsequent test editions were included in each booklet as field test items. The layout of the booklets varied, with every booklet in the series containing the operational test for the given grade span and containing embedded field test items for the four domains with the exception of Version 1, which contained only operational items. For details on the item distributions across forms, see Appendix D.

Listening

The Listening portion of CELDT assesses students' receptive skills vital for effectively processing information presented orally in English. The Listening test consists of the following test components and their language functions:

1. **Following Oral Directions:** Identify classroom-related nouns, verbs, and prepositions; understand relationship of words—do not have to read or reconfigure the directions to show aural comprehension.
2. **Teacher Talk:** Comprehend important details, make high-level summary, understand classroom directions and common contexts.
3. **Extended Listening Comprehension:** Follow the thread of a story, dialogue, and/or a presentation of ideas; extract more details, pick out what is important, use inference; listen to learn.
4. **Rhyming (grade 2 only):** 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.

Speaking

The Speaking portion of the CELDT assesses students' productive skills necessary for communicating in both social and academic settings. The Speaking test consists of the following test components and their language functions:

1. **Oral Vocabulary:** Elicits single word or short phrase. Assesses simple to complex vocabulary, especially academic and classroom vocabulary.
2. **Speech Functions (grade 3- grade 12 only):** Elicits one declarative or interrogative statement. Assesses formation of response appropriate to situation. Focuses on question formation.
3. **Choose and Give Reasons:** Elicits two sentences or complete thoughts. Assesses independent clause formation and ability to make rudimentary explanations or persuasive statements.

4. **Four-Picture Narrative:** Elicits paragraph-length story. Assesses vocabulary, sentence formation, ability to describe, use transitions, use past tense, sustain ideas on a topic, show fluency.

Reading

The Reading portion of the CELDT assesses students' receptive skills required to process information presented in written materials in English. The Reading test consists of the following test components and their language functions:

1. **Word Analysis:** Initial, medial, final sounds; rhyming, syllables, affixes, root word.
2. **Fluency and Vocabulary:** Word-to-picture match, multi-meaning words, synonyms, antonyms, phrasal verbs, common idioms, modified cloze.
3. **Reading Comprehension/Literary Analysis:** Follow the thread of a story or informational passage; extract meaningful details, pick out what is important; determine main idea, author purpose, cause and effect; read idioms; determine setting, character, theme; extend/apply to new situations; use inference; read to learn.

Writing

The Writing portion of the CELDT assesses students' productive skills in written language critical for communication of ideas and assignments in English. The Writing test consists of the following test components and their language functions:

1. **Grammar and Structure:** Grammar, prepositions, plurals, apostrophes, pronouns, possession; auxiliary verbs, interrogatives, comparatives.
2. **Writing Sentences:** Sentence formation, use of prepositional phrases, compound and complex structures, descriptive language.²
3. **Writing Short Compositions:** Sentence formation, paragraph writing, composition structure, transitions; descriptive, expository, or persuasive writing; ability to sustain a topic, show fluency; spelling and mechanics.

Operational Test Forms and Structure

As with previous CELDT forms, operational items were administered to contribute to students' operational scores while new items were also created for each domain to replenish the CELDT item pool for use in future test forms. To minimize the burden to test takers, field test items were spread across multiple versions of the grade-span and domain-specific forms. These unique, embedded field test items appeared in each test

² In the operational scoring of the 2007–08 CELDT Writing tests, three *Writing Sentences* items were found to be unduly problematic for test takers to respond appropriately. Due to the lack of usability, these items were suppressed prior to handscoring (see Appendix K).

version of the 2007–08 Edition, as described below. Field test items and their placement in test books are identified in Appendix D. Table 1 provides an overview of the assignment of domains to grade spans, and Table 2 illustrates the operational item counts in the 2007–08 test design for each grade span and domain. All operational items were treated as anchor items.

Across all grade spans, Form G1 has a unique layout. It contains only the operational items for each grade span. For each grade span, G1 is also used for Large Print, Braille, and CD-Rom versions of the test.

Table 1. 2007–08 (Form G) Operational Test Administration Structure

Domain	Grade Span				
	K–2: Grades K–1	K–2: Grade 2	3–5	6–8	9–12
Listening	✓	✓	✓	✓	✓
Speaking	✓	✓	✓	✓	✓
Reading	<i>Not Tested</i>	✓	✓	✓	✓
Writing	<i>Not Tested</i>	✓	✓	✓	✓

✓ = Domain Administered

There were five booklet versions for kindergarten and grade one (1) (G1–G5), consisting only of the Listening and Speaking tests. Kindergarten and grade 1 students were not administered the Reading or Writing portions of the CELDT, and their overall scores were based solely on the results of their Listening and Speaking tests. Each of the five booklets contained the same operational items, while Forms G2–G5 also contained unique embedded field test items created for the 2007–08 Edition (Form G) (Appendix D).

For grade two (2) students, there were 11 booklet versions. In addition to the same Listening and Speaking items administered to kindergarten and grade 1, the grade 2 booklets also contained Reading and Writing tests. Booklets for test Forms G1–G5 contained Listening and Speaking sections identical to the kindergarten and grade 1 Forms G1–G5, as well as operational Reading and Writing items. Booklets G6–G11 contained only the operational Listening and Speaking items, as well as operational and field test items for both Reading and Writing.

Grade spans 3–5, 6–8, and 9–12 had parallel booklet layouts. Each grade span had 11 booklet versions (G1–G11). Within each grade span, one set of operational items was used across all 11 booklets. In addition to the operational items, Forms G2–G5

contained embedded field test items for Listening and Speaking and booklets G6–G11 contained field test items for Reading and Writing.

Regarding the items field-tested in booklets G2–G11 for each grade span, it should be noted that each booklet usually contained different embedded field test items, though there were some cases of overlap. Forms G1–G11 were spiraled across districts, with some large districts receiving multiple forms that were spiraled across schools within those districts. Specific precautions were taken to ensure that no more than 30 percent of the sample for any field test item came from a single school district.

Each question in each domain had a set number of obtainable score points. In the case of multiple-choice (MC) items and dichotomous constructed-response (DCR) items, either 0 or 1 score point could be obtained on the question. In the case of constructed-response (CR) items, the number of score points was higher; in such cases, the scoring was based on a scoring rubric. For each section, the points achieved on each question were then summed to provide a total raw score. Each total raw score had a particular scale score associated with it, based on the raw score and the item parameters.

Table 2. 2007–08 Edition (Form G) Anchor Design by Grade Span, Domain, and Item Type

Grade Span	Test Component	Item Type	Total N Operational Items
K–1	Listening	Total	20
		<i>DCR</i>	10
		<i>MC</i>	10
	Speaking	Total	20
<i>DCR</i>		15	
<i>CR 0–2</i>		4	
<i>CR 0–4</i>		1	
2	Listening	Total	20
		<i>DCR</i>	10
		<i>MC</i>	10
	Speaking	Total	20
		<i>DCR</i>	15
		<i>CR 0–2</i>	4
		<i>CR 0–4</i>	1
	Reading	<i>MC</i>	35
Writing	Total	24	
	<i>MC</i>	19	
	<i>CR 0–3</i>	4	
	<i>CR 0–4</i>	1	

Table 2. 2007–08 Edition (Form G) Anchor Design by Grade Span, Domain, and Item Type (continued)

Grade Span	Test Component	Item Type	Total N Operational Items
3–5	Listening	MC	20
	Speaking	Total	20
		DCR	13
		CR 0–2	6
	CR 0–4	1	
Reading	MC	35	
Writing	Total	24	
	MC	19	
	CR 0–3	4	
	CR 0–4	1	
6–8	Listening	MC	20
	Speaking	Total	20
		DCR	13
		CR 0–2	6
	CR 0–4	1	
Reading	MC	35	
Writing	Total	24	
	MC	19	
	CR 0–3	4	
	CR 0–4	1	
9–12	Listening	MC	20
	Speaking	Total	20
		DCR	13
		CR 0–2	6
	CR 0–4	1	
Reading	MC	35	
Writing	Total	24	
	MC	19	
	CR 0–3	4	
	CR 0–4	1	

For Listening, MC and dichotomous constructed–response (DCR) items had two score options (i.e., 0 or 1). Therefore, the Listening section of the test for all grade spans had up to 20 raw score points.

For Speaking in grades K–2, the operational test contained DCR items with two score options (i.e., 0 or 1), *Choose and Give Reasons* CR questions with three score options (i.e., 0, 1, or 2), and *4-Picture Narrative* CR question with five score points (i.e., 0, 1, 2, 3, or 4). Therefore, this Speaking portion of the K–2 test had up to 29 raw score points.³

³ Score points = (15x1) + (4x2) + (1x4) = 29

For Speaking in grades three through twelve (3-12), there were also DCR items with two score options (0,1), *Speech Functions* CR questions with three score options (0, 1, 2), *Choose and Give Reasons* CR questions with three score options (0, 1, 2), and a *Four-Picture Narrative* CR question with five score options (0, 1, 2, 3, 4). Therefore, the Speaking section of the test for grade span 3–5, 6–8, and 9–12 had up to 29 raw score points.⁴

For Reading, at each grade span there were 35 MC items with two score options (i.e., 0 or 1). In sum, the Reading section had up to 35 raw score points for each of the grade spans.

For Writing, at each grade span there were 19 MC items with two score points (0 or 1), four *Sentences* CR items with four score points (0, 1, 2, or 3), and a *Short Composition* CR item with five score points (0, 1, 2, 3, or 4). In sum, the Writing section had up to 35 raw score points for each of the grade spans.⁵

For more detail on the structure of the 2007–08 Edition (Form G) CELDT, including the types of items and the distribution of field test items, please see Appendix D.

Item Development

The development of new items for field-testing in 2007–08 included the selection of qualified, expert item writers, specification of item writing guidelines, training of item writers, preliminary review and editing processes, extensive item reviews by outside experts, and evaluation of items to meet form assembly criteria.

CELDT Item Writers

The item writers who worked on the development of items for field-testing with the 2007–08 Edition (Form G) had diverse, relevant educational and professional background, including undergraduate and advanced degrees in linguistics, international relations, international education, psychology, education, anthropology, and English as a Second Language (ESL). All had professional experience in educational assessment, and all had taught or developed curricular materials in ESL or English language development (ELD). Seven out of nine had classroom teaching experience, and that experience ranged from two to 17 years. For more information on the item writers, see Table 3 in Appendix B.

Item Writer Training

Following CTB's standard procedures for item development, item writers were trained prior to developing new items. The training included an overview of the CELDT Program

⁴ Score points = $(13 \times 1) + (6 \times 2) + (1 \times 4) = 29$

⁵ Score points = $(19 \times 1) + (4 \times 3) + (1 \times 4) = 35$

as well as the work requirements for item writing. The content of the training manual and slides is summarized here.

First, the introduction described the CELDT Program and English language proficiency for students in kindergarten through grade twelve (K-12). Also, the CELDT performance levels and specific goals for item writing were presented.

Next, item formats were described by domain (i.e., Listening, Speaking, Reading, and Writing). A description of each test component (e.g., Listening—*Following Oral Directions*) and the test component item formats followed. 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 method were specified. The grades 3-12 items were specified to be group-administered with multiple-choice format. Students were given an oral prompt (usually one sentence) stating what a student was directed to do. Answer choices were to be mostly art that showed the action done correctly and incorrectly. The construct of a given test component was described with the skills to be assessed. Sample items were presented, and description of these samples were included for writers' reference. Also, item statistics, including p-values and point-biserial correlations, were used to provide writers with information about item difficulty and discrimination.

Item-writing training materials described item illustration formats and requirements. By test component, writers were presented with descriptions of how art was to be integrated into the items and used in administration and scoring.

Finally, training focused on CELDT passage- and item-writing considerations: guidelines for strong item writing. These considerations included direction to maintain appropriate and targeted cognitive load of items. Writers were presented with examples of both strong and weak items and passages, along with rationale for why an item succeeded at assessing the target construct or not. Item writing training was reinforced in the feedback process during the development of the new items and tasks and in the item review processes.

New Item Development

Item writers developed items for four grade spans: K–2 (Listening and Speaking, for all three grades, and Reading and Writing for grade 2 only), 3–5, 6–8, 9–12 (Listening, Speaking, Reading, and Writing). The total item development effort consisted of MC, CR, and DCR items.

The main goal of the 2007–08 item development effort was to develop items that targeted the Intermediate and the Early Advanced levels of the CELDT in order to meet the following performance level targets: 10 percent Advanced, 50 percent Early Advanced, 35 percent Intermediate, and 5 percent Early Intermediate. The current item pool contained sufficient numbers of items at the lower performance levels but not

enough for the higher levels. In this process, emphasis was placed on creating items with increased complexity at the language function and vocabulary levels.

For *Listening, Following Oral Directions*, items targeted more complex syntactic structures and the comprehension of multi-step oral directions, including comparatives, prepositional phrases, etc.

For *Teacher Talk and Extended Listening Comprehension*, items targeted higher-order linguistic and cognitive skills -- for example, an item in which the stimulus consists of a teacher announcing a change of time for a field trip. Rather than asking a simple detail-based question such as “What time should the students be at the school?” the item might ask a more holistic question such as “Why is the teacher making this announcement?” (key: “To explain a change in schedule”).

All items were developed based on the California ELD Standards.

Passage Development

A passage is a short story, poem, informational text, or environmental print text (e.g., poster, flyer, ad, form, label, recipe, directions to do a task, memo from school) that forms the basis for item creation. The purpose of a passage is to be rich and substantial enough to yield items that describe student performance well. A passage must also be rich and deep with enough substance to get different levels of comprehension out of it. A student should be able to respond to items using understanding or information drawn directly—or indirectly by inference—from a passage.

A passage needs to have thematic substance leading to text-based conclusions rather than speculative conclusions. In a testing situation, we have to ask questions that are supported by the text. Test questions and answers should be unambiguous. A passage also needs a strong main idea, setting, and character, and a clear beginning, middle, and ending. It also needs to be imbued with a strong author presence or point of view. For example, a non-fiction piece will be more than just a chronological piecing together of facts. It should contain interesting information and be written to appeal to students in specific grades. For the CELDT, these goals also include passages that do not address content taught in the classroom or that require previous knowledge to be understood.

In creating domain-specific items involving the use of passage stimuli, CTB item writers both create original works as well as use existing literature as resources.⁶ In expository or biographical passages, CTB item writers created original passages, using knowledge gained from research into external sources. Quotations from a previously published work that were not of public domain were avoided, while quotations that people have adopted and use so frequently that they have become public domain were considered acceptable.

⁶ Passage development for 2007-08 included only newly created, original work.

Writing Tasks Development

There are two types of CR items within the domain of Writing: *Sentences* and *Short Composition*. In *Sentences*, students are assessed on their ability to write one detailed sentence describing a picture. For grades 3-12, instead of a picture prompt students complete an open-ended sentence suggested by an adverbial clause. The *Sentences* items are graded on sentence formation, use of prepositional phrases, compound and complex structures, and descriptive language.

An open-ended *Sentences* format was developed in July, 2006 in response to the recommendations of the Linkage and Alignment Study (<http://www.cde.ca.gov/ta/tg/el/documents/linkagealignstudy.pdf>). 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 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.

The *Short Composition* item is expected to take students approximately ten minutes to complete. At grade 2, students see a series of four pictures that suggest a story and are given a story starter to provide context. They are then directed to complete the story in writing. For grades 3-12, students are directed to respond to a text prompt about a topic or situation. *Short Composition* items are intended to assess sentence formation, paragraph writing, composition structure, transitions, and descriptive, expository, or persuasive writing. Additionally, students are graded on the ability to sustain a topic, show fluency, and utilize correct spelling and mechanics. Writers were also given sample *Composition* prompts to use as models in developing original item stimuli.

Minimizing Test Bias

The test publisher's task for the CELDT is to develop assessments that measure English language proficiency without introducing 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 empirically biased (Camilli & Shepard, 1994; Green, 1975). In order to lessen this bias, CTB strives to minimize the role of the extraneous elements, thereby, increasing the number of students for whom the test is appropriate. Careful attention is taken in the test construction process to lessen the influence of these elements for large numbers of students.

Four measures were taken to minimize bias in the 2007–08 Edition (Form G) assessment. The first was based on the premise that careful editorial attention to validity was an essential step in keeping bias to a minimum. Bias can occur only if the test is measuring different things for different groups. If the test entails irrelevant skills or knowledge, however common, the possibility of bias is increased. Thus, careful attention was paid to content validity during the item-writing and item-selection process.

The second way bias was minimized was by following the McGraw-Hill guidelines designed to reduce or eliminate bias. Item writers were directed to the following published guidelines: *Guidelines for Bias-Free Publishing* (MacMillan/McGraw-Hill, 1993a) and *Reflecting Diversity: Multicultural Guidelines for Educational Publishing Professionals* (Macmillan/McGraw-Hill, 1993b). Developers reviewed CELDT materials with these considerations in mind. Such internal editorial reviews were conducted by at least four separate people: a content editor, who directly supervised the item writers; the project director; and a style editor. The final test form was again reviewed by at least these same people.

In the third effort to minimize bias, educational community professionals who represent diverse groups reviewed all newly developed items for the 2007-08 CELDT Edition. They were asked to consider and comment on the appropriateness of language, subject matter, and representation of groups of people. Further information about this Content and Bias/Sensitivity Review is in the forthcoming section, *External Review of CELDT Items*.

The three procedures described here both improve the quality of an assessment and reduce item and test bias. However, current evidence suggests that expertise is further validated by data (Camilli & Shepard, 1994; Sandoval & Mille, 1979; Scheuneman, 1984). Thus, a fourth method for minimizing bias, an empirical approach, was used to identify potential sources of item bias for gender. Differential item functioning (DIF) studies include a systematic item analysis to determine if examinees with the same underlying level of ability have the same probability of getting the item correct across the two groups of interest. Items identified with DIF are then examined to determine if item-performance differences between the subgroups are due to extraneous or construct-irrelevant information. The inclusion of these items is minimized in the test development process. Differential item functioning of the CELDT field test items was assessed for students identified as males and females at each grade level in which the items were administered. While home language and/or ethnicity would be of interest in the evaluation of DIF, the large number of home languages and ethnic groups represented by CELDT takers—as well as the lack of an English-only group taking the CELDT—precluded a more in-depth DIF evaluation for this report. However, future

evaluation studies could investigate DIF in regard to home language and/or ethnicity of students.

Because the CELDT design incorporates item response theory, DIF analyses that capitalized on the information and item statistics provided by this theory were implemented. The Linn-Harnisch procedure (Linn & Harnisch, 1981), which utilizes the information provided by the three-parameter IRT model, was used to complete the gender DIF studies for the CELDT field test data. (See *Differential Item Functioning (DIF) Statistics*.)

Item Reviews

The development of items included two types of item reviews: internal and external. Both reviews aimed to remove items that were inappropriate, inaccurate, or otherwise flawed.

Internal Reviews of CELDT Items

As stated in the CELDT contract, all the items have to meet standard testing industry quality standards. All items go through internal reviews for content accuracy as well as an external bias and sensitivity review.

After the items had been written by trained item writers and evaluated at workshops and/or submitted subsequent to the workshops, CTB employed a series of extensive internal reviews. These reviews enabled the assessment specialists to evaluate and verify the overall quality of the test items before they were prepared for presentation to the CDE and the CELDT Content and Bias/Sensitivity review committees.

The process also assured that items were being developed to meet the CTB criteria for excellence.

The review process proposed for the CELDT Program included the following:

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

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

Every item received at least two reviews by the assessment specialists to ensure the following:

- alignment of each item to the identified ELD standard and construct
- relevance of each item as the item relates to the purpose of the test
- alignment of each item to the principles of quality item development
- appropriateness of the difficulty level of the items
- accuracy of content presented in the item
- appropriateness of any graphics artwork and figures

After evaluating each item against these criteria, the reviewers accepted the item as written, suggested revisions, or recommended that the item be discarded. The reviews also ensured that the test items are in compliance with the style guidelines, as well as CELDT style requirements.

Internal Editorial Review

After the designated assessment specialists reviewed each item, specially trained editors reviewed each item in preparation for review by the CDE and the CELDT committees. 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.

Internal Bias and Sensitivity Review

Prior to external Bias and Sensitivity Review, CTB conducted an internal review using trained staff. This review was conducted by CTB staff members. These staff members had been trained to identify and eliminate questions that contain content or wording that could be construed as potentially offensive to members of specific ethnic, racial, or gender groups. These trained staff members reviewed each item before it was prepared for committee review. Again, items that did not meet the criteria were revised or discarded.

External Review of CELDT Items

All items were reviewed by the California Department of Education representative prior to review by the Content and Bias/Sensitivity Review panels. CTB made an effort to incorporate all changes requested by the CDE into the final item pool submitted to the Content and Bias Review panels.

The purpose of the Content and Bias/Sensitivity Review is to assure the validity, fairness, and effectiveness of the CELDT items, using input from California teachers' knowledge of students who are English learners and of the classroom environment.

This Content and Bias/Sensitivity Review was held by CTB in Sacramento, California, on October 17–18, 2007. There were four participant panels: K–5 and 6–12 Content

Review Panels and K–5 and 6–12 Bias/Sensitivity Review Panels. Demographic information for these participants is included in Appendix B.

CTB staff facilitated the panel discussions but were not participants. The role of CTB facilitators included giving explanations of the intended purpose of a given item, helping panel members reach consensus on a given item, suggesting ways of revising the item based on teachers' input, and serving as the general recorders and time-keepers for the groups.

Review panel participants received training for appropriate modeling of the review and clear instructions of their role as reviewers for either content or bias/sensitivity issues contained in the items. They also were instructed that they were reviewing a pool of items, not a specific test; each item was to be looked at separately and judged for its individual merits. Review panels were given specific responsibilities for making recommendations. They could not call for a change in the item types, distribution of item types, or other, predetermined test specifications. The panels were asked to make recommendations for revisions to individual items or item sets that would improve item validity, fairness, and effectiveness. They were also asked to reject any individual items or items sets that they deemed “unsalvageable”—that could not be turned into valid, fair, and effective test items. When the decision was made to reject an item, the rationale for the decision was documented. Participants were instructed to judge each item without confusing an item that assessed a high performance level or was highly challenging with one that was unfair or inappropriate.

A fair item is one that, while challenging, can be answered successfully by a student who has the English proficiency to succeed in the mainstream classroom. An unfair item may test an aspect of language proficiency not related to the English-language skills needed to succeed in school or could not be answered successfully even by students who have the language skills to succeed in the mainstream classroom. An item that in some other way does not assess an appropriate construct can also be considered unfair.

A checklist providing a framework for evaluating the test items was given to members of the content review panel. Content panel participants were asked to check that the content of each item

- was aligned to the correct California ELD Standard,
- dealt with material that was important in testing the targeted standard or skill,
- used age- and grade-appropriate content and performance level of the standard being assessed,
- was presented at a reading level suitable for the grade level being tested.

Additionally for MC items, reviewers were tasked to ensure that each item

- had a stem that facilitated answering the question or completing the statement without looking at the answer choices,
- had answer choices that were plausible and attractive to the student who had not mastered the skill,

- was conceptually, grammatically, and syntactically consistent—between the stem and answer choices, and among the answer choices, and
- had one and only one correct answer choice.

Finally for CR items, reviewers checked that an item

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

The purpose of the Bias and Sensitivity Review was to ensure that test items were free of stereotypes or other sources of bias—such as gender, religion, ethnic, racial, or socioeconomic status and that test items reflect community norms. Participants of the panel were given guidelines for the reasoning necessary to reject an item.

Examples of good reasons for rejecting an item included the following:

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

Examples of poor reasons for rejecting an item included the following:

- there are too many difficult items, and
- there are too many items dealing with family topics.

Participants were informed that their recommendations would go to CDE for approval before being incorporated into the test.

Form Assembly

The construction of one operational form, 2007–08 Edition (Form G), for the California CELDT requires fulfillment of domain test component category quotas, as well as statistical/psychometric requirements specified below. Test validity requires that content coverage adhere to test blueprints. CTB/McGraw-Hill were responsible for constructing an operational test that matches the blueprint, reuses about 70 percent of previously-operational items, and adheres to the following guidelines:

- Item locations representing difficulty levels spanning the scale, with more items around the Early Advanced cut score
- Proportion of maximum score values (p-values) generally between 0.30 and 0.90

- Item-total correlations (point-biserial correlations) greater than 0.15
- Minimal use of items with poor fit
- Minimal use of items flagged for DIF

In addition to selecting items that fulfill content guidelines, the overall test must be psychometrically equivalent to previous versions. To accomplish this, a test characteristic curve (TCC) was constructed for each grade level and domain from the item characteristic curves (ICC) of all the selected items. This TCC represents the likelihood that a student at a given ability level will be able to correctly answer a question of a specific difficulty level (see Appendix P for TCCs by grade and domain). To ensure across-year comparability, Content Developers constructed domain and grade-level tests by matching TCC and SE curves of the operational 2007–08 Edition (Form G) with the curves of the operational 2006–07 Edition (Form F), using ItemWin software (Burket, 1999). The conditional standard error of measurement (CSEM) is also used in test selection. The CSEM varies with student ability level. The lower the CSEM, the more information we can obtain from a test. The 2006–07 Edition TCC and CSEM curves served as reference, and the 2007–08 Edition TCC and CSEM curves were built to align.

CTB's Content Development Department then submitted the proposed item selections to CTB's Research department. Each selection was evaluated in terms of the relationship between the TCC and CSEM curves in addition to conformity with the above guidelines.

Writing Rubrics

Writing items in the 2007–08 Edition (Form G) of the CELDT were scored using rubrics developed for operational use in the previous year. A single scoring rubric is applied across grade spans. For more information on the rationale for the development of the CELDT scoring rubrics, see the *CELDT 2006–07 Edition (Form F) Technical Report* (CTB/McGraw-Hill, 2008). The Writing rubrics are presented in Appendix C.

Administration of the 2007–08 Edition (Form G)

The CELDT is administered for three purposes: to identify students who are EL, to determine the level of English language proficiency of EL students, and to assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English (*California Education Code*, Section 60810(d)). Students newly identified by the Home Language Survey take the test for the purpose of Initial Identification (II). These students' test results, along with other criteria, are used to place students into the appropriate instructional programs. Students who are already considered ELs take the CELDT as the Annual Assessment (AA) for the purpose of determining their proficiency in English after a course of instruction.

Testing Window

The II testing window is year-round—July 1 through June 30—and occurs on an individual basis, student-by-student, within 30 days of a student's entrance into the school district. The AA testing window is July 1 through October 31.

The operational administration of the CELDT 2007–08 Edition (Form G) was conducted during 2007–08. The Annual Administration data was collected between July 1 and October 31, 2007 (N=1,334,786); Initial Identification data was collected throughout the year (N=369,967). Initial data were collected from students whose home language is a language other than English, who have never taken the CELDT, and who took the test between July 1, 2007, and June 30, 2008. Students who took the CELDT for purposes of Initial Identification after July 1, 2007, did not retake the test during the 2007 annual administration.

Scoring

Both II and AA CELDT administrations involve local scoring as well as official scoring at CTB/McGraw-Hill. For Initial Identification, the districts administer the test to incoming students and then locally score the test for immediate placement purposes. Once individual student testing is completed, the results for Listening, Speaking⁷, Reading, and Writing domain tests are also scored in the district, using the scoring guides provided with CELDT. When this local scoring is completed, the information can be used to place students in the appropriate instructional programs. The tests are then sent to CTB for official scoring and reporting to the State and districts. CTB produces

⁷ The Speaking domain test is administered live to an individual student by the test administrator. The administrator reads the test question, points to any necessary illustrations, and scores the responses as *correct*, *incorrect*, or *no response* on the answer sheet. These answer sheets are then scored officially through CTB.

individual student reports and electronic reports that are sent to the districts within approximately 6–8 weeks.

Districts administer all four domains of the test; the Speaking test component is administered one student at a time and scored real-time by the test examiner. The examiner indicates the student's responses to the speaking items on the student answer document and returns this and the other test component responses to CTB for scoring. CTB produces individual reports and electronic reports and returns these to the State and to the districts within approximately 6–8 weeks. See Appendix Q for score report mock-ups.

Note that, in the operational scoring of the 2007–08 CELDT Writing tests, three *Writing Sentences* items were found to be unduly problematic for test-takers to respond appropriately. Due to the lack of usability, these items were suppressed prior to handscoring (see Appendix K). These items were also flagged in the CELDT item bank to be suppressed from future tests.

Student Population

The 2007–08 (Form G) Annual Assessment operational test was administered to all students in California whose home language was a language other than English and who had previously taken the CELDT. During this administration 1,334,786 students took the CELDT for this purpose.

The 2007–08 (Form G) Initial Identification operational test was administered to all students in California whose home language was a language other than English and who had not taken the CELDT previously. During this administration, 369,967 students took the CELDT for this purpose.

Student demographic characteristics are reported in Appendix J by home language and ethnicity. Most of the AA students' home language was Spanish (i.e., 80–87 percent by grade span), while approximately 70 percent of II test-takers spoke Spanish at home.

Results and Analyses

Results of the 2007–08 administration of the CELDT were analyzed using various widely-accepted theoretical bases for evaluating validity and reliability and for scaling and equating. Classical test theory was used to evaluate items' difficulty, discrimination, and participation rates for the 2007–08 administration of the CELDT and for informing future development of the CELDT. Item response theory was also used to calibrate results, to evaluate goodness of fit and empirical bias (i.e., differential item functioning), and to bring field test items onto the CELDT scale. The primary sample for these analyses consisted of the Annual Assessment (AA) students, all of whom have been previously identified as English learners. A separate group of students who were tested for the first time for initial identification (II) are also included in some of the summary statistics. Unless otherwise noted in the text or tables, the analyses presented herein were conducted using the AA sample of students.

Classical Item Analysis

Classical item analyses for each of the operational Listening, Speaking, Reading, and Writing items were conducted. In addition, the field-tested Listening, Speaking, Reading, and Writing items were studied. In order to maintain consistency and comparability across years, these analyses were conducted using the AA sample of students. The results of both the operational and field test item analyses are located in Appendix K.

Item Difficulty Statistics (p-values)

The statistics for individual items at each grade span are provided in the item analysis tables in Appendix K. In these tables, item difficulty is expressed in terms of p-values. 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).

The statistics for individual items at each grade span are provided in the item analysis tables in Appendix K. The operational p-values based on the Annual Assessment results were generally within the expected range of above 0.20 and below 0.95; most were also in the desired difficulty range between 0.30 and 0.90. There were nine exceptions: six with high p-values of 0.96 to 0.98 and three with p-values of 0.17 and 0.18. Of the easy items, one was in the K–2 Speaking test, and five were in the Listening domain tests: one in grade span K–2, three in 6–8, and one in 9–12. Of the difficult items, all three were in the Speaking domain tests: one in grade span K–2, one in Speaking 3–5, and one in Speaking 6–8.

The range of p-values varied by grade span and content domain. Across the grade spans, p-values ranged from 0.33 to 0.96 in Listening, from 0.10 to 0.97 in Speaking,

from 0.29 to 0.91 in Reading, and from 0.36 to 0.92 in Writing. Table 3 reports the mean p-value by grade span and domain.

Table 3. Annual Assessment Mean P-Values by Grade Span

Grade Span	Listening	Speaking	Reading	Writing
K–2	0.72	0.71	0.53	0.59
3–5	0.77	0.76	0.58	0.71
6–8	0.85	0.74	0.59	0.71
9–12	0.81	0.66	0.62	0.76

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 total 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 scales.

Across all grade spans, point-biserial correlations for the Annual Assessment operational items did not fall below 0.20. Listening correlations ranged from 0.299 to 0.56, Speaking correlations ranged from 0.23 to 0.77, Reading correlations ranged from 0.22 to 0.59, and Writing correlations ranged from 0.27 to 0.69. Table 4 reports the mean point-biserial correlations by grade span and domain.

Table 4. Annual Assessment Mean Point-biserial Correlation by Grade Span

Grade Span	Listening	Speaking	Reading	Writing
K–2	0.46	0.52	0.42	0.50
3–5	0.43	0.50	0.45	0.51
6–8	0.41	0.52	0.44	0.49
9–12	0.43	0.57	0.42	0.52

Item Omit Rates

The item analysis tables in Appendix K also report the rate at which students omit items. 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 ambiguity or extreme item difficulty.

Omit rates were generally low for all Annual Assessment students in grades K-12. Omit rates were below 5 percent for all operational items in all of the domains, except for item 34 in grade 2 Reading. This item had an omit rate of 8.92 percent, though other item-level statistics were within range. As predicted, the Initial Identification test-takers showed higher omit rates on some items. Table 5 reports the mean omit rates by grade span and domain.

Table 5. Annual Assessment Mean Omit Rates by Grade Span

Grade Span	Listening	Speaking	Reading	Writing
K–2	1.16%	2.52%	1.58%	1.45%
3–5	0.25%	1.47%	0.33%	0.47%
6–8	0.14%	1.24%	0.22%	0.29%
9–12	0.25%	1.96%	0.25%	0.41%

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 Identification data and is reported in Appendix L. Correlations between MC, dichotomous CR, and CR items are available in Appendix N.

Item Response Theory Analysis

Because the characteristics of MC and CR items are different, two item response theory (IRT) models were used in the analysis of the data. The three-parameter logistic model (3PL; Lord & Novick, 1968; Lord, 1980) was used in the analysis of selected-response (MC) items. In this model, the probability that a student with scale score θ responds correctly to item i is

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

where a_j is the item discrimination, b_j is the item difficulty, and c_j is the probability of a correct response by a very low-scoring student.

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

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

where

$$k = 1, \dots, m_j, \text{ and}$$

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

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

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

and

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

where j and γ_{ji} are parameters freely estimated from the data. The first constraint implies that higher item scores reflect higher ability levels and that items can vary in their discriminations. The 2PPC model estimates a total of m_j independent item parameters; for each item there are m_j independent γ_{ji} parameters and one α_j parameter. See Appendix M for item parameter statistics and Appendix P for the test-characteristic curves and conditional standard errors from the 2007–08 (Form G) test.

Calibration and scaling of the 2007–08 (Form G) operational test data was accomplished using the PARDUX and Winflux computer programs (Burkett, 1999, 1998). This proprietary software, developed at CTB/McGraw-Hill, enabled scaling and linking of complex assessment data such as that produced for the CELDT.

Operational Test Scaling Constants

The Stocking and Lord scaling method (Stocking & Lord, 1983) is used to put the item-parameter estimates obtained in the calibration (reported in Appendix M) onto the CELDT common scale. The multiplicative (m1) and additive (m2) constants (Table 6) can be applied to the item-parameter estimates to obtain the scaled item-parameter estimates, using the following formula.

$$A_{celdt} = A_i/m1$$

$$B_{celdt} = m1*B_i + m2$$

Table 6. 2007–08 CELDT Operational Test Scaling Constants

Domain	Grade Span	Multiplicative Constants (m1)	Additive Constants (m2)
Listening	K–2	49.8327	445.4822
	3–5	56.6013	512.5004
	6–8	64.0407	568.7949
	9–12	71.1500	591.0784
Speaking	K–2	65.1953	455.0336
	3–5	52.1641	505.4953
	6–8	62.1709	538.0275
	9–12	81.2465	556.8776
Reading	K–2	52.9098	438.0643
	3–5	51.3311	505.3540
	6–8	51.4479	550.9059
	9–12	53.0742	583.4697
Writing	K–2	52.6474	454.1425
	3–5	49.6796	507.2842
	6–8	48.3875	538.7090
	9–12	54.0737	557.6596

Goodness of Fit

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

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

Q_{1j} should be approximately chi-square distributed with degrees of freedom (DF) equal to the number of “independent” cells, $10(m_j-1)$, minus the number of estimated parameters. The number of score levels for an item j are represented by m_j , so for the

3PL model $m_j=2$, and $DF = 10(2-1) - 3 = 7$. For the 2PPC model, $DF = 10(m_j - 1) - m_j = 9m_j - 10$. Since DF differs between MC and performance assessment (PA) items and between PA items with different score levels m_j , Q_{1j} is transformed, yielding the test statistic

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

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

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

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

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

Differential Item Functioning Statistics

In addition to the analyses that were conducted as part of the CELDT development process, Linn-Harnisch (1981) gender differential item functioning (DIF) analyses were conducted on data from the 2007–08 (Form G) administration. For the CELDT analyses, a separate IRT calibration and separate DIF analysis were conducted for each grade span and language domain (Listening, Speaking, Reading, and Writing). To calculate DIF for the CELDT, the IRT parameters for each item (a_i , b_i , c_i) and the trait or ability estimate (θ_j) for each examinee were estimated for the three-parameter logistic model:

$$P_{ij} = c_i + \frac{1 - c_i}{1 + \exp[-1.7a_i(\theta_j - b_i)]},$$

where P_{ij} is the probability that examinee j will pass item i . The total population is then divided into two groups by gender, and the members in each group are sorted into ten equal score categories (deciles) based upon their location on the scale score (θ_j) scale. The expected proportion correct for each group based on the model prediction is

compared to the observed (actual) proportion correct obtained by the group. The proportion of examinees in decile g who are expected to answer item i correctly is

$$P_{ig} = \frac{1}{n_g} \sum_{j \in g} P_{ij},$$

where n_g is the number of examinees in decile g . The proportion of examinees expected to answer item i correctly (over all deciles) for a group (e.g., female) is

$$P_i = \frac{\sum_{g=1}^{10} n_g P_{ig}}{\sum_{g=1}^{10} n_g}.$$

The corresponding observed proportion correct for examinees in a decile (O_{ig}) is defined as the number of examinees in decile g who answered item i correctly divided by the total number of examinees in the decile (n_g). That is,

$$O_{ig} = \frac{\sum_{j \in g} u_{ij}}{n_g},$$

where u_{ij} is the dichotomous score for item i for examinee j .

The corresponding formula to compute the observed proportion answering each item correctly (over all deciles) for a complete gender group is given by

$$O_i = \frac{\sum_{g=1}^{10} n_g O_{ig}}{\sum_{g=1}^{10} n_g}.$$

After the values are calculated for these variables, the difference between the observed proportion correct for a gender group and expected proportion correct can be computed. The decile group difference (D_{ig}) for observed and expected proportion correctly answering item i in decile g is

$$D_{ig} = O_{ig} - P_{ig},$$

and the overall group difference (D_i) between observed and expected proportion correct for item i in the complete group (over all deciles) is

$$D_i = O_i - P_i.$$

DIF is defined in terms of the decile group and total target subsample differences, the D_{i-} (sum of the negative group differences) and D_{i+} (sum of the positive group

differences) values, and the corresponding standardized difference (Z_i) for the subsample (see Linn & Harnisch, 1981, p. 112). Items for which $|D_i| \geq 0.10$ and $|Z_i| \geq 2.58$ are flagged as DIF items. If D_i is positive, the item favors the target subsample. If D_i is negative, the item favors the standard sample.

These indices are indicators of the degree to which members of a gender group perform better or worse than expected on each item, based on the parameter estimates from all subsamples. Differences for decile groups provide an index for each of the ten regions on the scale score (θ) scale. The decile group difference (D_{ig}) can be either positive or negative. Use of the decile group differences as well as the overall group difference allows detection of items that give a large positive difference in one range of θ and a large negative difference in another range of θ , yet have a small overall difference. A generalization of the Linn and Harnisch (1981) procedure was used to measure DIF for CR items.

Overall, no operational or field test items exhibited differential item functioning by gender. Due to sample size restrictions, DIF could not be computed by home language.

Reliability

The reliability for a particular group of students' test scores is the extent to which the scores would remain consistent if those same students were retested with another parallel version of the same test, written to measure the same set of skills. If the test includes constructed-response questions, the reliability is the extent to which the students' scores would remain consistent if both the questions and the scorers were changed. The reliability from year to year is in part maintained by equating each new test form to a previous form, thus producing a relationship in which one can compare students' performance levels across years.

Note that Speaking CR items are scored by local raters who have been trained in reliable scoring by CTB-certified trainers. All Writing CR items are officially scored by two professional CTB raters; additional data on rater consistency and reliability for handscored Writing CR items are available in Appendix O.

Reliability Coefficient

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

measured by the test and smaller in groups that are more homogeneous in the ability measured.

The total test reliabilities of the CELDT were evaluated by grade span and domain by Cronbach’s α index of internal consistency (Cronbach, 1951). The specific calculation for Cronbach’s α is calculated as,

$$\hat{\alpha} = \frac{k}{k-1} \left(1 - \frac{\sum \hat{\sigma}_i^2}{\hat{\sigma}_x^2} \right)$$

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

The reliability coefficients for the CELDT 2007–08 Edition (Form G) fell between 0.75 and 0.92 across all grades and domains, and these are typical coefficients for assessments of these lengths. Reliability of the Speaking, Reading, and Writing at any grade level was over 0.86 and as high as 0.92, with the Listening domain’s 20 items per grade span showing reliabilities between 0.75 and 0.86. Table 7 reports reliability coefficients for each domain of the test by grade level.

Table 7. 2007–08 Operational Test Reliability Coefficients by Grade Span and Domain

Grade	Reliability Coefficients*			
	Listening (20 items)	Speaking (20 items)	Reading (35 items)	Writing (24 items)
K	0.80	0.92	NA	NA
1	0.79	0.89	NA	NA
2	0.79	0.87	0.87	0.88
3	0.75	0.87	0.86	0.88
4	0.78	0.87	0.88	0.88
5	0.79	0.87	0.89	0.88
6	0.76	0.87	0.87	0.86
7	0.79	0.88	0.88	0.87
8	0.81	0.89	0.89	0.88
9	0.79	0.89	0.86	0.89
10	0.81	0.91	0.88	0.90
11	0.82	0.91	0.88	0.90
12	0.86	0.92	0.90	0.92

*Cronbach’s Alpha

Standard Error of Measurement

The standard error of measurement (SEM) is a measure of how much students' scores would vary from the scores they would earn on a perfectly reliable test. The SEM is the difference between each student's score and the score that a student would earn on a perfectly reliable test. If it were possible to compute the error of measurement for each student's score, in a large group of students, these errors of measurement would have a mean of zero. The standard deviation of the errors of measurement would be an indication of how much the errors of measurement are affecting the students' scores. This statistic is the standard error of measurement.

The 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 across different groups of students than the reliability coefficient. 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. The range of standard errors for the CELDT 2007–08 Edition (Form G) is between 1.36 and 2.66 points across all grades and subject areas in raw score units. In general, this translates into an error band of about one to two raw score points, depending on the students' score. For example, if a student received a raw score of 25 with a standard error of 2.00 points, on retesting, the student might have attained 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 of knowledge.

CELDT classical standard errors of measurement for each domain and overall are shown in Table 8 below. For conditional SEM and SEM curves, see Appendix P.

Table 8. 2007–08 Operational Test Standard Errors of Measurement (SEM)*

Grade	SEM (Raw Score Units)				
	Listening	Speaking	Reading	Writing	Overall
K	1.85	2.09	NA	NA	1.97
1	1.75	2.17	NA	NA	1.96
2	1.55	2.00	2.59	2.66	2.20
3	1.87	2.26	2.66	2.45	2.31
4	1.66	2.07	2.59	2.26	2.15
5	1.47	1.90	2.45	2.12	1.98
6	1.51	2.14	2.56	2.34	2.14
7	1.43	2.03	2.51	2.28	2.06
8	1.36	1.97	2.44	2.21	1.99
9	1.61	2.23	2.57	2.20	2.15
10	1.57	2.19	2.52	2.17	2.11
11	1.51	2.15	2.47	2.14	2.07
12	1.47	2.12	2.42	2.15	2.04

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

according to the formula: $SEM_{all} = \sqrt{\frac{2(SEM_{LS}^2) + SEM_{RD}^2 + SEM_{WT}^2}{4}}$.

Classification Consistency and Accuracy

Especially important with criterion-referenced testing programs, the consistency and accuracy of decisions made in classifying students into performance levels assists in the evaluation of the reliability of test scores and the validity of interpretations made from those scores. A test-retest reliability would require two administrations of the same test and another test as an external reference. When retesting students is not feasible, evaluation of classification consistency and accuracy is a viable and often utilized alternative.

Consistency in classification represents how well two forms of an assessment with equal difficulty agree (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 forms 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 indices depend on several factors, such as the reliability of the actual test form, the distribution of scores, the number of cut scores, and location of each cut score. The probability of a correct classification is the probability that the classification the student received is consistent with the classification that the student 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 mastery 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 indices 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 (i.e., kappa) provides the same type of reliability or agreement statistic as described previously, representing the agreement of the classifications between the two parallel forms with the consideration of the probability of a correct classification by chance. It measures how the test contributes to the classification of examinees into mastery levels over and above chance classifications. In general, the value of kappa is lower than the value of probability of correct classification because the probability of a correct classification by chance is larger than 0.

The Livingston-Lewis (1995) methodology was used to calculate classification consistency and accuracy on the CELDT 2007–08 Edition (Form G) results. The Livingston-Lewis procedure utilizes 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, 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 students 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 forms, can be obtained directly from the accuracy matrix.

Results of classification consistency and accuracy are reported in Appendix G by grade span 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. Decision consistency at the critical cut point between Intermediate and Early Advanced ranged from 0.779 in grade 6 Listening to 0.928 in grade 2 Reading. Decision accuracy at the critical cut ranged from 0.840 in grade 6 Listening to 0.950 in grade 2 Reading. Overall, consistency measures ranged from 0.433 to 0.661, accuracy ranged from 0.541 and 0.736, and kappa ranged from 0.297 to 0.517.

Inter-rater Reliability

Many monitoring techniques were used to ensure scoring reliability and accuracy. Scoring Guides were used with reader training, and monitoring of readers continued through the scoring process. Supervision included empirical determinants of reader readiness such as check set papers, read behinds, and double-blind reads.

Scoring Procedures

For the CELDT, CTB's imaging handscoring system presents images of scanned test books containing answers to trained readers, who assign scores for CR items. Scanned images are viewed on high quality 19-inch workstation monitors. Images of each student's responses are automatically routed to two or more readers when required, and images of specific subsets of test items are routed to designated groups of readers trained to score these items. CTB is committed to using the finest imaging equipment, software presentation system, data management system, and quality control to provide valid, reliable, cost-efficient scoring. The scoring procedures are described in greater detail here.

Readers

In order to work as a handscoring reader at CTB, one must possess and show evidence of either a BA or BS degree. The evaluator staff is comprised of individuals from many walks of life—from retired or current educators to engineers, all possessing BAs to PhDs.

Many CTB readers also have a great deal of classroom teaching experience. Our reader pool includes editors, published authors, and a number of individuals with advanced degrees.

Team Leaders

Scoring team leaders are selected on the basis of having demonstrated a high degree of scoring accuracy and consistency, often across multiple subjects and grades. They must also possess good interpersonal and leadership skills in order to be effective when training and counseling readers. The ratio of readers to team leaders is no more than 10 to 1. While it is possible to conduct handscoring with more readers per team leader, it has been CTB's experience that inter-rater reliability and production goals are jeopardized unless a trained leader can frequently monitor all readers.

Scoring Supervisors

Scoring Supervisors are the core group at CTB scoring centers. They direct and organize the assessment process, and train team leaders and readers. Scoring Supervisors have extensive experience as Team Leaders prior to their qualification and selection. The Scoring Supervisors are subject area experts in the content(s) that they supervise and train.

Anchor and Training Papers

Prior to the actual scoring, an Anchor Pull meeting was held at the CTB Scoring Center in Sacramento, CA, in October, 2007. Educators and administrators from across the state were invited to participate. Demographic information on the participants is included in Appendix B. The purpose of the Anchor Pull meeting was to create training materials for scoring the operational and field test items from the 2007–08 test. The process included several presorting steps done by CTB scoring supervisors, in which a selection of student responses were assigned preliminary score categories. These potential anchors were then reviewed by the meeting participants. Using an iterative/consensus process in order to achieve ever-increasing agreement and precision through a kind of "round robin" scoring, members discussed and selected student responses to serve as anchor papers for scoring the CR items on the CELDT. When all anchor papers, training papers, and qualifying or check-set papers for a form had been selected and assigned status as good they were consolidated into training formats. Scoring Guides (consisting of rubrics, anchors, and annotations) served as a constant, setting the course for all subsequent training and scoring.

Rater Training and Cross Checking

Cross checking is a critical task in the assessment training process. It is the final determinant in reader readiness. All readers, including team leaders, must achieve 80 percent exact agreement on the qualifying round following training. Those readers not validating on the first attempt receive further training prior to taking an additional qualifying round. Only those who successfully cross check are qualified as readers and allowed to score tests. Team leaders are required to complete two cross-checking rounds with 80 percent exact agreement in each round.

Check Set Papers and Second Reads

Check-set papers were distributed daily to the table leaders and the item readers. Check-set papers included papers selected by the scoring supervisor that closely matched the established scoring rubrics and guidelines. Several check-set papers were administered each day. These check-set papers were used to monitor scoring accuracy and to maintain the established rubrics and guidelines. Readers whose scores differed from the check-set papers were removed from live scoring and given additional training followed by another qualifying round. Readers unable to requalify 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 domains.

In addition, 100 percent of papers for each operational item were scored by a second reader to establish inter-rater reliability statistics for all CR items and ensure score consistency. This procedure is called a double-blind read because the second reader does not know the first reader's score. All readers participated in the blind second reading. Operational items with discrepant scores were sent to the table leader for a third and final read. The score given by the table leader was considered the official score. Thirty percent of CR field test items were also read a second time. Field test items with discrepant scores were not given a third read. These double-blind reads were used to maintain high rates of inter-rater reliability over time.

Second, the read-behind procedure was used to help readers maintain consistent scoring. Read-behind procedures required that 10 percent of the items were scored a third time by table leaders. On a daily basis, table leaders read and scored a random selection of each reader's scored papers. When there was close agreement of the two scores, the table leader was able to give feedback that enhanced the reader's confidence and ability to score quickly and accurately. On the other hand, if the reader's scores were different from those of the leader, guidance necessary to refocus effort was provided to the reader. This read-behind procedure allowed for early detection of aberrant scores and their correction.

Inter-Rater Agreement

Intraclass correlation and weighted Kappa coefficients were calculated to measure reader agreement (Fleiss & Cohen, 1973). The intraclass correlation does not consider chance agreement between two raters, but the weighted Kappa does take into account chance agreement. Therefore, in general, weighted Kappa will have values equal to or smaller than the intraclass correlations. If agreement is perfect, then Kappa is +1.00. In the situation when agreement is at chance levels, Kappa is 0. Kappa values between 0.40 and 0.74 represent good agreement beyond chance, and values below 0.40 indicate poor agreement. Appendix O provides the results of inter-rater agreement study for all CR items.

Scaling and Equating

The CELDT Program uses a pre-equated scaling design. Each pre-equated test form includes field test items, which are placed onto the CELDT common scale through IRT-based (3PL/2PPC) concurrent calibration of operational and field test items. The original item parameters for the operational anchor items are used as equating anchors to place the new field test items on the CELDT scale, applying the Stocking and Lord (1983) test characteristic curve method.

The use of shared anchor items has become an industry-standard procedure for ensuring that an equivalent scale can be established across the test forms. The Stocking and Lord procedure is based on determining the linear equating constants, $M1$ and $M2$, that minimize the difference between two test characteristic curves, such that, for a suitable group of examinees, the average squared difference between true-score estimates is as small as possible.

Through the use of this procedure, the 2007–08 scale was equated to the common scale developed in 2005–06. Anchor items from the previous administration (i.e., the 2006–07 Edition) were used to place 2007–08 field test items onto the new CELDT common scale, and new operational test forms were selected to maintain the scale from the banked operational items and field test items. New forms could then be constructed on the CELDT scale for future administrations.

Common Scale Development

A common scale⁸ (Mean=500, SD=50) across all grade levels of CELDT was first implemented operationally with the administration 2006–07 Edition (Form F) and applied operationally in 2007–08. This scale design placed all CELDT scores onto a single, vertical scale to allow comparison of scores across adjacent grade spans and across testing administrations with specific limitation of score interpretation.

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 served as anchors 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 (Stocking and Lord, 1983). The Stocking and Lord procedure is based on determining the linear equating constants, $M1$ and $M2$, that minimize the difference between two test characteristic curves, such that

⁸ While vertical in design, the CELDT scale is called a *common scale* since it is not assumed that all students will show growth at the same starting point as other students in their grade or cognitive level. To illustrate this distinction, the term common scale is used here.

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 M1 and M2 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 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 will allow comparison of the scale scores from test forms across adjacent grade spans. For further information about calibration and equating procedures see *Item Response Theory (IRT) Analysis* later in this document.

The 2007–08 Edition (Form G) CELDT was equated to the 2006–07 Edition (Form F) CELDT, and, during the calibration cycle, the operational item collection for each grade-span/test component was used as anchor items. For a more in-depth discussion of the development of the CELDT common scale, see the *California English Language Development Test 2006–07 Edition (Form F) Technical Report* (2008).

Lowest and Highest Obtainable Scale Scores

The endpoints for scale scores for a given domain and grade span were set in 2006–07 (CTB/McGraw-Hill, 2008) and used again in 2007–08. These endpoints are referred to as the lowest obtainable scale score (LOSS) and the highest obtainable scale score (HOSS). Table 9 reports the LOSS and HOSS by grade span and domain. For more information on the specification and development of the LOSS and HOSS for the CELDT scales, see the *CELDT 2006–07 Edition (Form F) Technical Report* (CTB/McGraw-Hill, 2008).

Table 9. Lowest Obtainable and Highest Obtainable Scale Score Values

		Listening	Speaking	Reading	Writing	Overall
Grades K–2	LOSS	220	140	280	220	180 (Gr. K-1); 215 (Gr. 2)
	HOSS	570	630	650	690	600 (Gr. K-1); 635 (Gr. 2)
Grades 3–5	LOSS	220	200	280	220	230
	HOSS	640	720	700	740	700
Grades 6–8	LOSS	230	225	320	220	248
	HOSS	715	720	750	780	741
Grades 9–12	LOSS	230	235	320	220	251
	HOSS	725	740	770	810	761

Performance Levels and Cut Scores

The five CELDT performance levels⁹ described in the California ELD Standards are termed Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Each student's performance on the CELDT is then defined by *performance levels* on the test scale delineated by cut scores. Descriptors of student performance at each level were developed to define what students know and are able to do.

Performance level descriptors and CELDT cut scores are reported in Appendix A. For more information on the development of the CELDT performance level descriptors and the cut scores, see the *California English Language Development Bookmark Standard Setting Technical Report* (CTB/McGraw-Hill, 2007b).

Scoring Tables

Tables for the conversion of the 2007–08 Edition (Form G) raw scores (number correct) to scale scores are provided in Appendix H.

Scale Score Distributions

The distribution of scale scores for Annual Assessment and Initial Identification Listening, Speaking, Reading, and Writing data for each of the four grade spans is reported in Appendix I.

Test Summary Statistics

Tables 10 and 11 summarize the operational test scale scores for the 2007–08 Edition (Form G) Annual Assessment. These statistics are based on data from the General Research File (GRF).¹⁰ This student data file is a compilation of all score, biographical, and programmatic data for a given administration. For the purposes of comparison, the same summary statistics from the CELDT 2007–08 Edition (Form G) are presented in Appendix E for comparison with the 2006–07 Edition (Form F) data. Descriptive statistics for each domain (Listening, Speaking, Reading, and Writing) are provided. Correlations between domain scores are detailed in Appendix F.

⁹ Due to the need to distinguish between the proficiency levels as described by the California English Language Development (ELD) Standards and students' performance on the CELDT, the previously-termed "proficiency levels" have been renamed to "performance levels."

¹⁰ The GRF data includes all 2007-08 Edition (FormG) data received at CTB/McGraw-Hill prior to November 15, 2007 (testing completed prior to October 31, 2007), without exclusions.

Tables 12 and 13 summarize the operational test scale scores for the 2007–08 Edition (Form G) Initial Identification. These statistics are also based on data from the GRF. Descriptive statistics for each domain (Listening, Speaking, Reading, and Writing) are provided in Appendix E. The correlations between domain scores are detailed in Appendix F.

Table 10. 2007–08 Edition (Form G) 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	5967	372.40	60.55	360.94	105.58	NA	NA	NA	NA	NA	NA	366.43	77.49
1	182795	422.03	57.11	428.35	82.76	NA	NA	NA	NA	NA	NA	424.94	64.50
2	168016	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	153171	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	135399	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	128432	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	109440	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	92909	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	87158	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	81401	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	74483	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	63845	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	51770	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 11. 2007–08 Edition (Form G) 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	356778*	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	417002	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	289507	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	271499	580.08	101.16	550.14	99.35	568.04	75.72	550.71	77.01	573.77	81.26	561.86	74.83

Note. For previous years' summary statistics, please see Technical Reports for CELDT Forms A–F.

* 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 12. 2007–08 Edition (Form G) Summary Statistics by Grade, Initial Identification 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	208415	350.85	72.91	339.78	123.32	NA	NA	NA	NA	NA	NA	345.10	93.04
1	22266	392.03	94.85	381.09	141.01	NA	NA	NA	NA	NA	NA	386.35	114.49
2	15674	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	13853	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	12897	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	11983	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	11841	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	12048	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	10528	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	21243	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	12921	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	9926	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	6372	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 13. 2007–08 Edition (Form G) Summary Statistics by Grade Span, Initial Identification 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	246355*	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	38733	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	34417	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	50462	522.49	158.03	490.58	158.33	540.66	118.31	503.89	140.38	531.33	133.23	514.05	135.07

Note. For previous years' summary statistics, please see Technical Reports for CELDT Forms A–F.

* 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.

Evaluating Growth

The CELDT common scale was used operationally for the first time in the scoring of the 2006–07 Edition (Form F), and the 2007–08 Edition was equated to this baseline. In 2007–08, growth is reported on the common scale, across grades and grade spans, and is therefore compared to the baseline year of 2006–07.

Please note that growth from the 2005–06 Edition (Form E) or prior editions cannot be considered, and the percentages of students previously achieving proficiency in 2005–06 or earlier should not be compared to the 2006–07 or 2007–08 Edition results.

The 2007–08 Edition (Form G) administration showed variable growth patterns across the grades and domains. Figures 1–5 illustrate these patterns. Mean scale scores and standard deviations are reported in Appendix E.

Proficiency for CELDT is defined as an Overall score of Early Advanced or higher and scores on each domain (Listening, Speaking, Reading, Writing) as Intermediate or higher. The percent of California English learners who attained English proficiency had increased in each grade span each year up until the rescaling took place, as shown in Table 14. Again, the transition to the new scale and new cut scores resulted in changes to the percent of students classified as English-proficient; therefore, comparisons of 2006–07 or 2007–08 scores to previous administrations' scores are not appropriate.

Table 14. Percent English-Proficient Students on the CELDT 2001–08 (Forms A–G) Annual Assessment

Year	Grade Spans				All Grades K–12
	K–2	3–5	6–8	9–12	
2007–08	23.6	31.5	42.4	36.8	32.8
2006–07*	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

* Starting in 2006–07, percentages are based upon on the new common scale and cut scores

Percent proficiency by grade and domain, including Overall, is shown in Table 15 and is illustrated in Figures 1–5.

Table 15. Proficiency by Grade and Grade Span for 2007–08 Edition (Form G), Annual Assessment Data

Grade	N Tested	Percent		Percent		Percent		Percent		Percent	
		N Prof Listening	Prof Listening	N Prof Speaking	Prof Speaking	N Prof Reading	Prof Reading	N Prof Writing	Prof Writing	N Prof Overall	Prof Overall
K	5967	404	6.8	802	13.4	NA	NA	NA	NA	466	7.8
1	182795	54121	29.6	69111	37.8	NA	NA	NA	NA	56365	30.8
2	168016	56488	33.6	92660	55.2	8970	5.3	23378	13.9	35167	20.9
3	153171	53249	34.8	78835	51.5	15293	10.0	28779	18.8	36264	23.7
4	135399	63835	47.1	75429	55.7	20039	14.8	31065	22.9	45151	33.3
5	128432	63758	49.6	77933	60.7	30842	24.0	45054	35.1	60048	46.8
6	109440	48659	44.5	57006	52.1	34369	31.4	34252	31.3	44841	41.0
7	92909	48084	51.8	51429	55.4	31998	34.4	36471	39.3	45369	48.8
8	87158	33998	39.0	53998	62.0	29043	33.3	41489	47.6	42524	48.8
9	81401	24472	30.1	38164	46.9	18050	22.2	36100	44.3	29947	36.8
10	74483	26984	36.2	34117	45.8	15522	20.8	36498	49.0	27596	37.1
11	63845	27180	42.6	32999	51.7	17509	27.4	33125	51.9	28371	44.4
12	51770	23301	45.0	28809	55.6	16045	31.0	26890	51.9	24676	47.7
K–2	356778	111013	31.1	162573	45.6	8970	2.5	23378	6.6	91998	25.8
3–5	417002	180842	43.4	232197	55.7	66174	15.9	104898	25.2	141463	33.9
6–8	289507	130741	45.2	162433	56.1	95410	33.0	112212	38.8	132734	45.8
9–12	271499	101937	37.5	134089	49.4	67126	24.7	132613	48.8	110590	40.7
Overall	1334786	524533	39.3	691292	51.7	237680	19.0	373101	29.8	476785	36.6

Note. For proficiency results for previous forms, see CELDT Technical Reports available at <http://www.cde.ca.gov/ta/tg/el/techreport.asp>.

Figure 1. Listening Percent Proficient, Annual Assessment Data

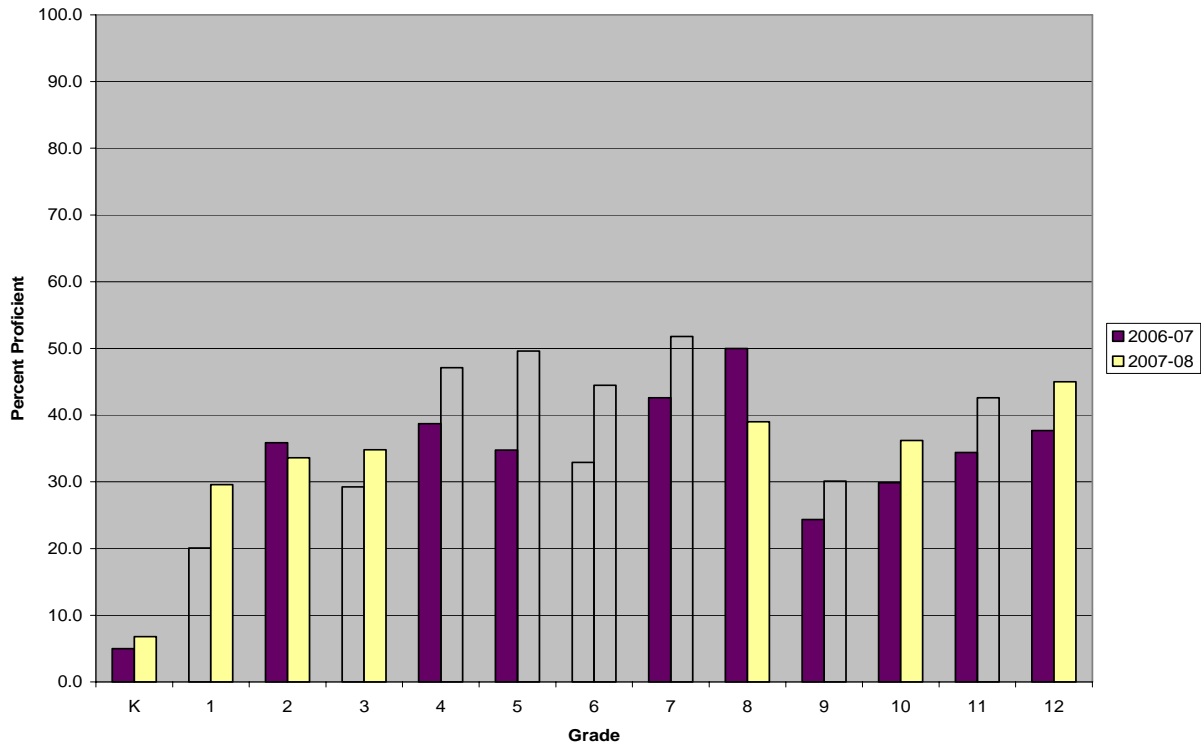


Figure 2. Speaking Percent Proficient, Annual Assessment Data

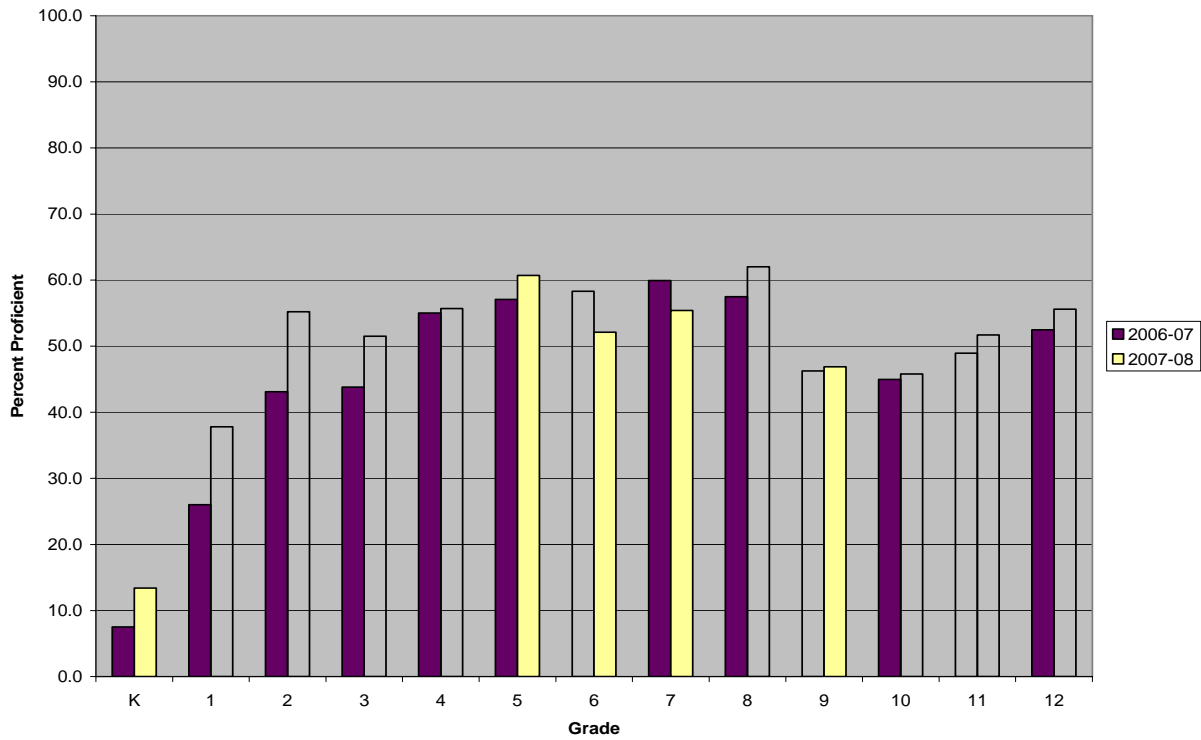
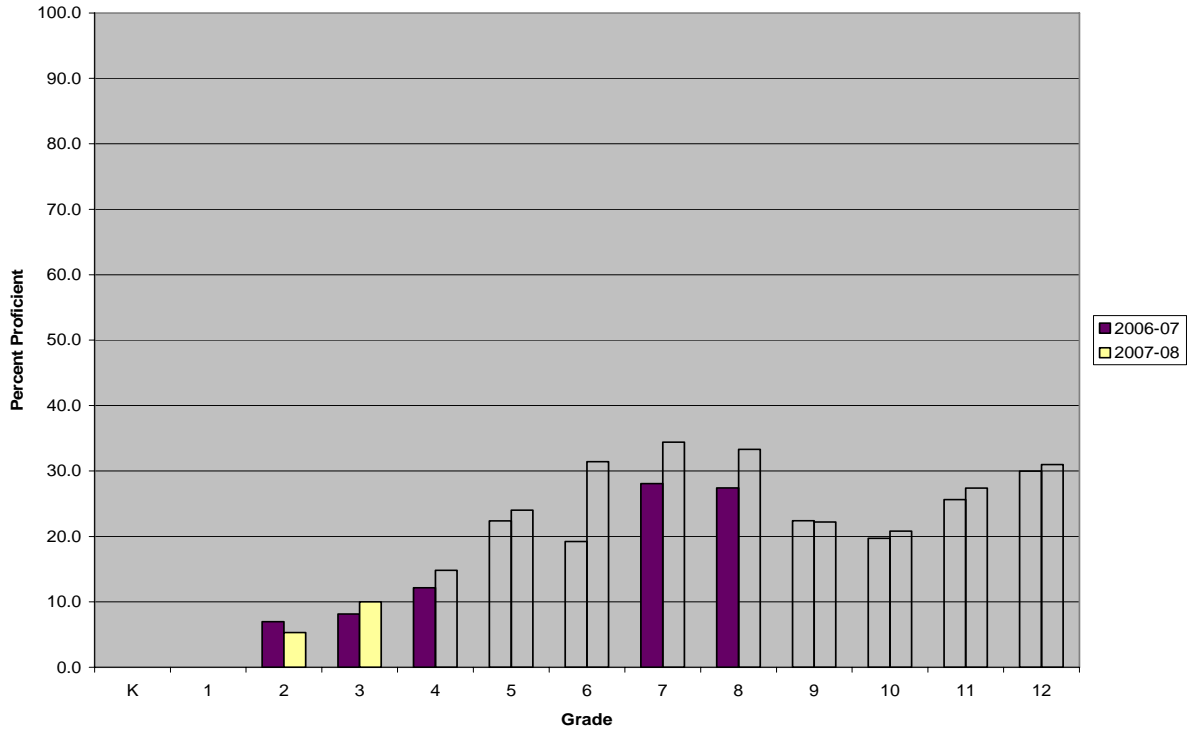
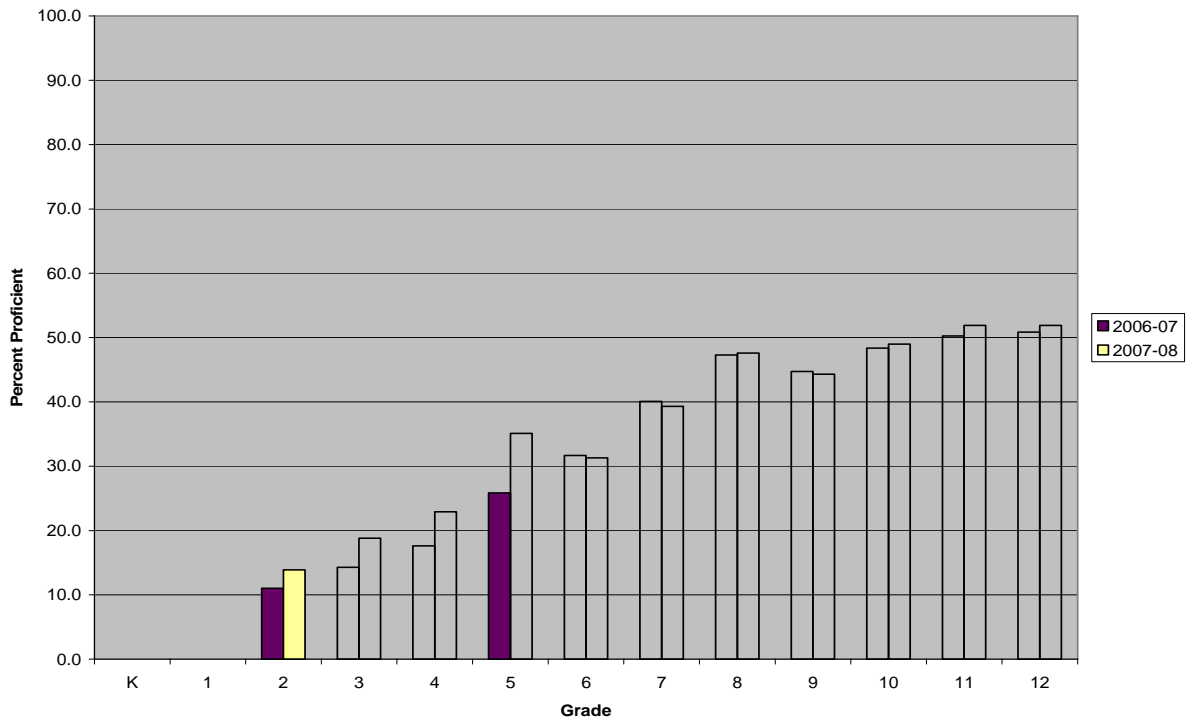


Figure 3. Reading* Percent Proficient, Annual Assessment Data



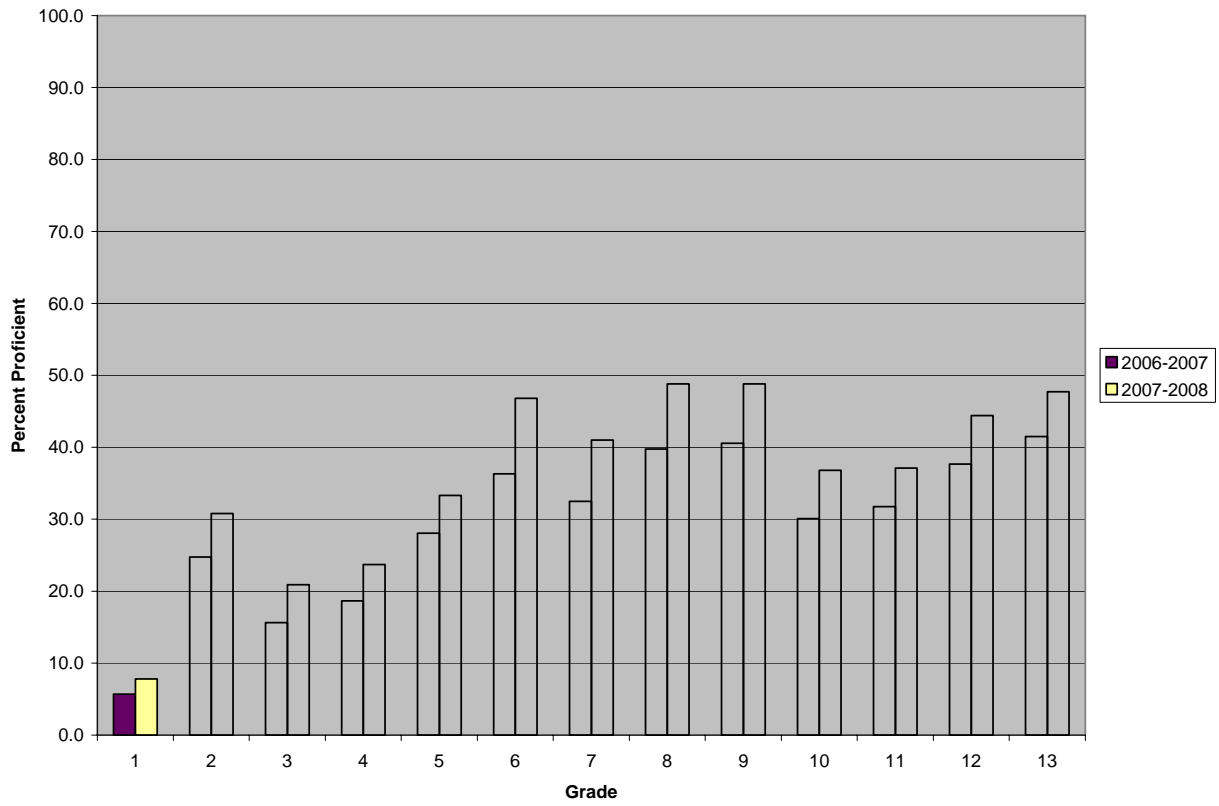
* The Reading test is not administered to Kindergarten or Grade 1 students.

Figure 4. Writing* Percent Proficient, Annual Assessment Data



* The Writing test is not administered to Kindergarten or Grade 1 students.

Figure 5. Overall* Percent Proficient, Annual Assessment Data



* Kindergarten students are not reported here since the vast majority of Kindergarteners are tested for Initial Identification purposes only.

Summary of Validity Evidence

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 of test scores entailed by proposed uses of tests. 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, 2002, 2004, p. 9).

The CELDT was designed and developed to provide scores of English language development that are valid for required educational decision making defined by the test purposes in California *Education Code*. The primary inferences from the test results include measurement of the proficiency of individual students relative to the larger EL population in California and relative program effectiveness based on the results of groups of students. Progress can be tracked over years and grades. The results can be used in a criterion-referenced manner to analyze the strengths and weaknesses of students’ growth in the domain test components and to report progress to parents. The results can also be used as one body of evidence in making administrative decisions about program effectiveness, class grouping, needs assessment, and placement in ELD 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).

Construct Validity

Construct validity—what test scores mean and what kinds of inferences they support—is the central concept underlying a test’s validation process. Evidence for the CELDT’s construct validity is comprehensive and integrates evidence from both content- and criterion-related validity studies. To establish validity, the tests must correlate highly with independent measures of achievement and cognitive ability. Additionally, tests designed to measure similar skills should correlate more highly than tests designed to measure distinctly different skills: CELDT should correlate highly with independent measures of achievement and cognitive ability.

The CELDT is a standardized test that assesses the construct of English language proficiency (ELP) of English learners (EL) in grades K–12 in California public schools, per California *Education Code*. It was designed in alignment with the California English

Language Development (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 English Language Development (ELD) standards and linked to the academic content standards for English/language arts, mathematics, and science (see following section “Evaluating Linkage and Alignment”). Recommendations from the study included the inclusion of items with greater linguistic complexity than currently in the ELD standards or on the test itself.

Content Appropriateness: Language Proficiency vs. Academic Achievement

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 content area. CELDT (and other states’ language-proficiency assessments) differs from academic achievement tests in several ways.

First, CELDT content is selected to measure how proficient students are in the English language—how well they can listen, speak, read, and write English—rather than to measure achievement on the CA Frameworks and standards.

Also, the California English language arts standards and related state assessments include much more academic content and measurement of reading/language arts, including such things as plot elements, author’s purpose, comparing and contrasting text, etc., than they do to address the precursor English language skills needed to access academic subject matter, including Listening and Speaking. For example, there are two English language arts standards that address Listening and Speaking Strategies for grade 2 students, while the ELD Standards define 26 separate Listening and Speaking standards to be assessed at grade 2.

Unlike academic achievement tests in reading/language arts or any other content area, which usually assume that content standards are vertically-articulated (increasing across grade levels), language proficiency assessments, including CELDT, do not work in the same way. Instead, language tests are organized by performance level; students can enter English learner programs at any grade and be at any point in the spectrum of English proficiency.

Students can show their proficiency in one or more domains from among Listening, Speaking, Reading, or Writing. The domains of Listening and Speaking do not generally appear on academic achievement assessments. In contrast, Listening and Speaking items comprise 50 percent of the overall CELDT score at grades 2–12 and, currently, 100

percent of the language proficiency score at grades K–1; this is far greater emphasis of these two domains than on an academic achievement test.

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 test components, items are written to reflect errors that non-native-English students might 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 knowledge, and not on content.

Content Validity

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.

Minimization of construct-irrelevant variance and construct underrepresentation is addressed in all the steps of the test development process through specification, item writing, review, field testing, test construction, and standardized administration. This report provides available evidence for the assessment’s content validity in the Test Development section and in the descriptions of special studies and Appendix B, to follow.

Domain Correlations

Convergent and discriminate 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 that they purport to measure. While 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. The intercorrelations among the CELDT scales for each grade and grade span are presented in Appendix F.

Test Score Interpretation

Because CELDT scores are used for both individual reporting and for local and state accountability requirements, the test purpose plays a role in the interpretation and use of

scores. Please contact the CDE for more information on the appropriate uses of CELDT scores for reclassification and for federal and state accountability requirements.

Results should never be presented 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.

Test Changes

Test changes, including accommodations, modifications, and alternate administrations of the CELDT, should be considered carefully when interpreting scores. When a student achieves the “Proficient” performance level with the accommodation “extra time,” for example, the testing conditions should be considered along with the knowledge and skills ascribed to the student. In this case, the interpretation may be that, given the particular raw score, scale score, or performance level, the student can demonstrate the knowledge, skills, and abilities cited above with the accommodation “extra time.” CTB recommends that summaries of results that are used for accountability purposes be presented cautiously in aggregated and disaggregated forms. Aggregated results are summaries of results that include all students tested. These should be presented with the number and percent of students who took the test(s) using accommodations so that the aggregated results can be interpreted with respect to changes in the use of accommodations across groups and years. Identifying the number and percent of students using accommodations provides valuable information.

Braille versions of tests are only for students who are trained Braille users. Depending on what is appropriate for each student, the student may use a Braille answer document, mark answers in the test booklet, or have responses recorded by a test proctor or aide. A regular-print version of the Braille test (a transcription of the Braille book) is provided for the test examiners because the content of the Braille test will not be exactly parallel to that of the regular test.

The large-print editions were produced in conjunction with guidelines from the American Printing House for the Blind. We strongly suggest that consideration be given to providing environmental adjustments for students who use a large-print edition. Such adjustments may include:

- 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
- allowance to mark answers in the test booklet or on a large-print answer document, which must then be transcribed to a regular answer document by the test proctor.

A CD-ROM version of the CELDT is also available for visually impaired students. This version is provided as a pdf file that can be displayed on a computer screen, which permits greater enlargement of text and graphics than is provided in the large-print editions. Because student responses must still be entered in a test booklet or on a

large-print answer document, we recommend providing the same environmental adjustments as for the large-print edition.

Other CELDT Validation and Evaluation Studies

Summarized here are CELDT validation and evaluation studies related to (a) the original scale cut score validation, (b) considerations prior to revisiting cut scores in 2006, (c) evaluation of linkage and alignment of standards and the CELDT, and (d) the communication of changes to the CELDT Program in 2005 through 2007.

Original Scale Cut Score Validation Study

In order to assess the appropriateness of the current CELDT cut scores for grade spans 3–5, 6–8, and 9–12, a validation study was conducted by CTB/McGraw-Hill in cooperation with the California Department of Education and the San Joaquin County Office of Education. The general procedure was to send a group of English language development experts to pre-selected schools in order to conduct approximately 40 individual student evaluations. CTB/McGraw-Hill then compared the results of these evaluations to the CELDT 2003-04 Edition (Form C) scores for each group of 40 students.

A total of 58 experts attended one of the two orientation sessions and 31 schools from throughout California provided students to be evaluated for the study. The student evaluations took place from July 1 to November 15, 2003. Each student was to spend approximately 30 minutes with an expert. The students selected for the study represented the range of performance levels that are assessed by CELDT.

For the purpose of establishing the reliability of the experts' ratings, 189 of the students selected to participate in the study met separately with each of two experts for a total of two 30 minutes evaluations. The experts evaluated each student's proficiency according to the five State defined performance levels in order to place each student within one of the performance levels, or between two adjacent performance levels. The student's scores on the CELDT were not known by the experts. The evaluation was to be on the basis of a personal interview using procedures chosen by the expert that did not employ an administration of the CELDT or any other formal published test.

Although this validation study encountered significant restrictions that may limit the applicability of the findings, the results generally support the appropriateness of the CELDT cut scores in grades 3–12. Consequently, the study results indirectly support the validity of the test itself as they demonstrate that student classifications, based on the test results, are consistent with the judgments of a group of English language development experts. The appropriateness of the cut scores is further supported by the

fact that when the analyses are conducted on all grades combined, the same conclusions may be drawn. For further information see, CTB/McGraw-Hill (2002a).

Evaluating Linkage and Alignment

Under Title III of No Child Left Behind Act of 2001 (NCLB), English language development (ELD) standards must be linked to content standards and the English language proficiency test must be appropriately aligned to the ELD standards. States are held accountable for the academic progress of English learners (EL) and for their ability to sustain academic performance after they exit EL programs. *Linkage* is defined here as the correspondence between the ELD standards and content standards, and *alignment* is defined here as the correspondence between the ELD standards and the ELD assessment.

Using an approach developed by Sato, Lagunoff, Worth, Bailey, and Butler (2005) applied to assessments of ELD to evaluate linkage and alignment, this study looked for correspondences across standards and tests in terms of *language demands*. The language demands include both *linguistic features* (phonological, lexical, syntactic) as well as *classroom language functions* (discourse) commonly learned in the K–12 context. This study used the language-demands approach in the evaluation of linkage of the California ELD standards to the state content standards.

The domains of English language arts, Mathematics, and Science were analyzed for four grade levels (grades 2, 5, 7, and 9); in grade 9. Biology and Algebra I were analyzed for Science and Mathematics, respectively. Also, the study evaluated the alignment of the Form E California English Language Development Test (CELDT, CTB/McGraw-Hill, 2005) to the ELD standards. All ELD standards at four grade spans (K–2, 3–5, 6–8, and 9–12) and the 396 CELDT 2005–06 Edition (Form E) items were used to evaluate alignment. A total of 1,381 content and ELD standards were analyzed with an overall ratability of 74.0 percent. Few standards in Mathematics and Science provided enough information to allow for a rating on a language dimension (21.1 percent and 21.9 percent, respectively) while most ELD and English language arts (ELA) standards were ratable (96.2 percent and 95.8 percent, respectively). A total of 396 CELDT Form E items were analyzed with 100 percent ratability. These 396 items, 99 per grade span, represented 20 ELD standards in grade K–2, 25 in grades 3–5, 21 in grades 6–8, and 19 in grades 9–12.

Most ELD and ELA standards were ratable (greater than 90 percent); however, only 13 percent to 38 percent of the Mathematics and Science standards were ratable using both the standards themselves and accompanying frameworks documents. There were variable degrees of alignment between ELD standards and the CELDT depending on language demands and proficiency levels (i.e., as defined by the ELD standards). Strongest alignment appeared in items in the Reading and Writing sections on the language-demand dimensions. Reading and Speaking items generally showed moderate to strong alignment across sections of the test on all dimensions (i.e., ratability, modality, complexity, and language demands), especially in the lower two grade spans. Items in the Writing sections were weakly aligned on the modality and complexity dimensions, and Listening items showed the weakest alignment on all

dimensions. The 6–8 grade span showed the weakest alignment of the four spans, especially on complexity and language-demands dimensions.

Statewide Communication of Changes to the CELDT in 2005–07

The California English Language Development Test (CELDT) underwent various changes in the administration of Form E during the 2005–06 school year. These mandated changes included the separation of the Listening and Speaking domains and the development of a new, common scale with linking across grade spans to allow for comparisons of scores grade-to-grade and year-to-year. In order to accurately and effectively communicate these changes and their impact to the State’s educational community, the California Department of Education (CDE) identified the need to gather information from CELDT administrators and data users. A key informant study design was used, and participants were invited to participate in one of two focus groups. Interview notes were reviewed using open coding. Further analysis of data produced seven themes: (a) key stakeholders, (b) specific tools used to communicate information, (c) questions about the CELDT Program and its changes, (d) concerns about the CELDT Program and communicating changes, (e) perceptions about the CELDT and its changes, (f) specific suggestions regarding how to effectively communicate, and (g) most relevant information to convey. Study participants identified four critical pieces of information that needed to be communicated effectively.

1. Data Review Module (DRM). Clarify the DRM process and instruct educator stakeholders in how to complete the DRM accurately and within the timeframe. One participant thought it important to clarify that only students who took the 2005–06 test will get converted scores for year-to-year comparison in 2006–07.
2. New Common Scale. Clarify the rationale for the creation of and interpretation of the new common scale.
3. Performance Level Cut Scores and Descriptors. Explain how specific changes to the performance level cut scores and descriptors were made and what those changes mean for the interpretation of CELDT results.
4. Annual Measurable Achievement Objectives (AMAOs) for Title III. Districts need more information on how the CELDT changes impact these reporting requirements.

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Appendixes A–R

Appendix A Technical History of the CELDT

2001–02 Edition (Form A) through 2005–06 Edition (Form E)

The California English Language Development Test (CELDT) was developed by CTB/McGraw-Hill in conjunction with the CDE Standards and Assessment 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.

During the past seven years of operational testing, CTB and CDE have received invaluable input from classroom teachers, administrators, and the State Board of Education (SBE) regarding critical issues for the CELDT Program. These recommendations have helped guide CTB and CDE decisions about how to improve the assessment and many other aspects of the program. This input has influenced the changes made to the CELDT content and format, as well as its scoring, administration, and item data management. The content and timing of these improvements have been included below, detailing the evolution of the CELDT since its inception. For specific information regarding test content and test-taker populations, please see the Technical Reports for CELDT Forms A–C.

The blueprint for the CELDT was developed by a series 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 agreeing to administer the test to a small number of classes. Form A was then created using the field test items and data.

The scale and proficiency cut scores created for the CELDT were based on the 2000 Field Test data. After the first annual administration of the 2001–02 Edition (Form A), CTB conducted a series of analyses that showed discrepancies between the field test and 2001–02 Edition (Form A) data. The field test sample, from which the original calibration was created, was not very representative of the state’s English learner population. Due to these discrepancies, recalibration was suggested. Because the 2001–02 Edition (Form A) operational administration did not involve any common items or groups for establishing a vertical scale, the recalibrated scale was not, strictly speaking, vertically linked. Although the new 2001–02 (Form A) scale was anchored back to the field test scale, CTB recommended that the new scale not be considered a true vertical scale. Test forms in 2001–02, 2002–03, 2003–04, 2004–05, and 2005–06 were each anchored back to the original 2001–02 (Form A) scale. Furthermore, each of these forms contained changes, some of them significant, which are detailed below.

2001–02 Edition (Form A)

The CELDT field test was developed between the Winter of 1999 and the Summer of 2000; it contained 70 percent Language Assessment Survey (LAS) items (Listening/Speaking, and Writing) and 30 percent new items (Reading). The Reading

test was newly developed by CTB in alignment with the California English Language Development Standards. The Listening/Speaking domains were administered individually while the Reading and Writing items were administered in groups. This field test was administered in the Fall of 2000 to obtain parameters for the California population and place all the grade spans on a vertical scale. The sample included English learners as well as students with English as a primary language. In addition to on-level testing, test books were created for the transitions between grade spans. The transitional books contained one form from the on-level grade span and one form from the grade span above. The inclusion of these transitional forms enabled CTB to create a vertical scale during item parameter calibrations.

A standard setting was conducted from March 30 to April 2, 2001, to set proficiency cut scores for each domain and grade span based upon the field test data. CTB and CDE made the decision to assign identical cut scores for grade spans grade three through grade five (3–5), grade six through grade eight (6–8) and grade nine through grade twelve (9–12), across all proficiency levels. Within the first grade span, kindergarten, grade 1, and grade 2 were assigned separate Listening/Speaking proficiency cut scores. Second-grade Reading and Writing were also assigned unique cut scores. These cut scores remained unchanged from 2001 to the standard setting in 2006.

The data from the original field test and standard setting were then used in selecting items and producing the operational 2001–02 Edition (Form A). The first full-scale operational assessment of all students took place between May and October of 2001. Comparing the data from the field test and the 2001–02 Edition (Form A) operational test, CTB found the sampling discrepancy significant enough to recalibrate the item parameters for Form A. Though anchored back onto the field test scale, this recalibration altered the scale enough that it could no longer be considered a true vertical scale. The cut scores were also re-examined but no changes were made.

Among the goals of the changes found in the 2002–03 Edition (Form B) was to eliminate all items not owned by CDE. As part of that effort CTB developed a second operational test, Form A+, which was administered during the Fall 2001–Summer 2002 testing window. Form A+ contained field test items for Listening/Speaking in addition to the 2001–02 Edition (Form A) operational items. Data analysis conducted on the Form A/A+ sample was used in the selection of the 2002–03 Edition (Form B).

2002–03 Edition (Form B)

The 2002–03 (Form B) operational administration for Annual Assessment students took place between July 1 and October 31, 2002. Testing for initial identification continued until June 30, 2003. The 2002–03 Edition (Form B) was the first form to test exclusively in these dates, and all subsequent operational CELDT forms have followed the same pattern of testing.

Another major improvement to the CELDT Program was the creation of an operational only version of the test for Initial Identification. The 2001–02 Edition (Form A) had a single version used for both Annual Assessment and Initial Identification testing. This meant that Initial Identification students took field test items even though the data from

these items arrived at CTB too late to be included in analysis. Starting with the 2002–03 Edition (Form B), this shorter version of the test was administered during the Annual Administration window and continued to be used for Initial Identification testing until July 30 of the following year. This version was also used for students taking the Large Print or the Braille version of the test.

The 2002–03 Edition (Form B) was based upon the format and item types used in the 2001–02 Edition (Form A/A+), but several changes were incorporated. The first of these changes was to the layout of the test. Rather than all grades having scannable test books, grade spans 3–5, 6–8, 9–12 changed to reusable test booklets with scannable answer documents. Kindergarten through grade two (K–2) are the only ones with completely scannable test booklets. The 2002–03 Edition (Form B) also had field test items interspersed with the operational items in each of the published forms. These embedded field test items ensured a representative sample of the English learner population would take each field test item without being aware that the item was not being scored. This eliminated the need to administer a separate field test form (i.e., Form A+), while continuing to enable CTB’s replacement of 30 percent of its item pool each year. As with the above improvements, a similar format has been followed in the forms administered since 2002–03.

CTB made the decision to field test a shorter Reading test in the 2002–03 Edition (Form B) containing 35, rather than 45 items. The intention of this reduction was to minimize testing time without sacrificing the validity and reliability of student scores. The format of the Reading section was also modified, with the inclusion of fewer stop points for the administration of sample items. Analyses conducted on 2002–03 data supported CTB’s decision to shorten this portion of the test.

In addition to the Reading section, a portion of the Writing section was field-tested. The Extended Writing item was redesigned to elicit sufficient writing to show students’ proficiency. CTB data showed that less than 1 percent of students would achieve the highest score-point of 5/5; therefore it was appropriate to create a simpler 4-point rubric. These rubrics were also moved to a new Scoring Guide separate from the Examiner’s Manual.

During the administration of 2002–03 Edition (Form B), CTB continued to receive criticism of the LAS *Story Retelling* item, and so examined the data produced by this item. It was found that the item added little to the information and discrimination of the test (for a complete description of test information and discrimination see pages 262–269 in Allen & Yen, 1979). The reliability with and without the item was also analyzed. With *Story Retelling* (scored from 1–5, and then multiplied by five to give a total score out of 25) the reliability of the Listening/Speaking section was between 0.64 and 0.75 for each grade span, while without the *Story Retelling* item the reliability was around 0.90. This made it clear that deleting the item improved the test’s reliability. The next task for CTB was to create replacement items that tested the same construct and speech functions.

2003–04 Edition (Form C)

In order to replace the LAS Listening/Speaking items, particularly the *Story Retelling* item, a field test was conducted during the winter of 2003. This field test was composed of new items created specifically for the CELDT (except for the Oral Vocabulary) and featured a *4-Picture Narrative* item to replace the *Story Retelling* in Speaking.

Accompanying these new items were new scoring rubrics designed to lessen the administrator demands and shorten testing time. The field test items focused more on performance-based tasks and a language-function approach. Unlike the *Story Retelling* item, which required a tape recorder and transcription of student responses, the *4-Picture Narrative* needed no special equipment and was much easier to score. Although the mode of administration of these items is slightly different, actual student responses show that constructing a complete story is not that dissimilar to retelling a previously heard story. CTB provided training for all administrators to ensure the validity and reliability of student scores and to reduce the burden of test examiners needing to internalize the new scoring rubrics.

The Listening portion of the test was also modified so that it could be given in groups for grades three through twelve (3–12) rather than individually administered, further shortening testing time. A Comprehension section was also added to the Listening/Speaking which assesses students' oral comprehension conducive to the requirements of Title 3.

The changes to Writing were fully implemented, and new descriptors were written for the scoring rubrics.

The operational version of the 2002–03 Edition (Form C) was administered during the Annual Assessment window of July 1–October 31, 2003, while testing for Initial Identification continued until June 30, 2004. The most significant change to the test starting with the 2002–03 Edition was the complete elimination of LAS items, and the inclusion of only CDE owned items. Through gradual replacement and the process of field-testing, 100 percent of the CELDT was, and continues to be, CDE owned.

Throughout the evolution of the CELDT, CTB has focused on maximizing the reliability of the test around the Intermediate and Early Advanced categories, within the limits of maintaining reasonable reliability elsewhere on the scale. This has been a gradual process of selecting items for each new form that help discriminate at the Intermediate and Early Advanced cut scores.

2004–05 Edition (Form D)

The Annual Administration of the 2004–05 Edition (Form D) took place between July 1 and October 31, 2004, while testing for Initial Identification ran from July 1, 2004 to June 30, 2005. The 2004–05 Edition (Form D) received only minor modification, including new field test items and an increased number of forms. In order to comply with Title III requirements, the decision was made to begin the process of breaking Listening and Speaking into separate domains. This meant a slight reshuffling in the number of items in each domain. Separate Listening and Speaking raw scores were reported in the General Research File (GRF), but were not scaled or given cut scores until the 2006 standard setting. Also reported in the GRF was a Comprehension scale score, taken as

the weighted average of the Listening and Reading scores. As with Listening and Speaking separately, proficiency cut scores were not set until 2006.

2005–06 Edition (Form E)

Form E was the transitional form between the original CELDT scale and the new CELDT scale that was created at the 2006 standard setting prior to the 2006–07 administration. In addition to the usual number of operational and field test items, Form E contained embedded common scale items for each domain. Within a given grade span and domain approximately 12 items were included from the operational test from the grade span above, and 12 items from the grade span below. The lowest grade span contained only items from above, while the highest grade span contained only items from below. These above- and below-level items, called common scale items, were interspersed among the 2005–06 Edition (Form E) operational and field test items within each grade span. This embedded structure prevented students from differentiating between the operational items being scored and the unscored field test and common scale items. In selecting the common scale items, CTB made a significant effort to include a content-representative sample of items from the above and below grade spans. This content- and standards-based focus ensured appropriate linkages were created during calibrations for the common scale.

In developing the test forms with common scale items, efforts were also made to avoid potential differences due to the position of an item and to include all relevant examples and directions to ensure item comparability across grades. Test Characteristic Curves (TCCs) for both on- and off-level grade spans were compared and common items selected that created a TCC generally falling between the two grade spans.

As a further precaution against sampling difficulty similar to that of the CELDT field test, the 2005–06 Edition (Form E) common scale books and items were taken by all English-learner students across the state of California, as well as a sample of students whose primary language is English. This ensured an accurate and representative calibration and vertical scaling was conducted prior to the standard setting.

Unlike previous administrations, which required only 10 percent of student responses to the Writing constructed-response (CR) items to be scored twice, the 2005–06 Edition (Form E) required double CR scoring for 100 percent of student responses. This modification ensured the reliability and validity of student CR scores for all future forms. The 2005–06 Edition (Form E) continued the practice of reporting separate Listening and Speaking raw scores as well as a Comprehension scale score only in the GRF.

2006–07 Edition (Form F)

CELDT was designed prior to the passage of NCLB; therefore, when Title III of NCLB imposed new requirements for state English language proficiency assessments, CTB worked with the CDE and the CELDT Technical Advisory Group to make changes to the test to ensure that 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 components in alignment with the California ELD Standards. With NCLB, Listening and Speaking now had to be assessed as separate test components.

2. The consideration of non-specific 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 English Language Development (ELD) standards and linked to the academic content standards for English/language arts, mathematics, and science. Recommendations from the study included 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.

The 2006–07 Edition (Form F) 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 English Language Development (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. Table 2 shows the number of operational and field test items in the CELDT 2006–07 Edition (Form F).

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 have been incorporated into the operational 2007–08 Edition (Form G).

To ensure a representative sample population, all 2005–06 Edition (Form E) books and items were taken by all CELDT test-takers. The purpose of this broad sampling was to (a) ensure an accurate and representative calibration and (b) conduct the common scaling prior to the standard setting.

Staff from CTB conducted the CELDT standard setting, using the Bookmark Standard Setting Procedure during a workshop held in Sacramento, California, February 12–16, 2006. The purpose of the standard setting was to establish new, baseline, performance level cut scores for the CELDT.

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CELDT Blueprint

**California English Language Development Test (CELDT)
Grades K–2 Form G – Test Blueprint¹**

STRAND AND SUBTEST	STANDARDS	Number and Type of Items
Listening		20 MC/CR Items
Beginning (B)	Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	
Early Intermediate (EI)	Recite familiar rhymes, songs, and simple stories.	
Intermediate (I)	Listen attentively to stories/information and identify key details and concepts, using both verbal and non-verbal responses.	
Early Advanced (EA)	Listen attentively to stories/information and identify key details and concepts, using both verbal and non-verbal responses.	
Speaking		20 CR Items
Beginning (B)	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	
Early Intermediate (EI)	Ask and answer questions using phrases or simple sentences.	
Intermediate (I)	Ask and answer questions using phrases or simple sentences.	
Intermediate (I)	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	
Early Advanced (EA)	Retell stories in greater detail including characters, setting, and plot.	
Reading		35 MC Items
Word Analysis		11 MC Items
Beginning (B)	Recognize English phonemes that correspond to phonemes students already hear and produce.	
Early Intermediate (EI)	Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels.	
Early Intermediate (EI)	Recognize English phonemes that do not correspond to sounds students hear and produce (e.g., “a” in “cat” and final consonants).	
Intermediate (I)	Recognize and name all upper and lower case letters of the alphabet.	
Early Advanced (EA)	Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	

¹ This Blueprint contains the number of items that contribute to the student’s score only. Test content is based on the English Language Development Standards.

CR= Constructed-Response
MC= Multiple-Choice

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix A: Technical History of CELDT

Fluency and Vocabulary Development		12 MC Items
Early Intermediate (EI)	Read simple vocabulary, phrases, and sentences independently.	
Intermediate (I)	Apply knowledge of content-related vocabulary to discussions and reading.	
Early Advanced (EA)	Recognize simple antonyms & synonyms in stories or games.	
Advanced (A)	Recognize words that have multiple meanings in texts.	
Reading Comprehension		12 MC Items
Beginning (B)	Identify the basic sequences of events in stories read to them, using key words or pictures.	
Intermediate (I)	While reading orally in a group, point out basic text features such as title, table of contents, and chapter headings.	
Intermediate (I)	Use the content of stories read aloud to draw inferences about the stories. Use simple phrases or sentences to communicate the inferences made.	
Intermediate (I)	Understand and follow some multi-step directions for classroom-related activities.	
Early Advanced (EA)	Read and use detailed sentences to orally identify the main idea and use the idea to draw inferences about text.	
Early Advanced (EA)	Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.	
Early Advanced (EA)	Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.	

California English Language Development Test (CELDT)
Grades K–2 Form G – Test Blueprint (continued)

WRITING (Grade 2 only)		24 MC/CR Items
Writing Conventions		19 MC items
Advanced (A)	Use correct parts of speech, including correct subject/verb agreement.	
Strategies and Applications (Organization and Focus)		5 CR Items
Early Intermediate (EI)	Write one or two simple sentences (e.g., “I went to the park.”).	
Intermediate (I)	Write short narrative stories that include the elements of setting and character.	

California English Language Development Test (CELDT)
Grades 3–5 Form G – Test Blueprint

STRAND AND SUBTEST	STANDARDS	Number and Type of Items
Listening		20 MC Items
Early Intermediate (EI)	Restate and execute multi-step oral directions.	
Intermediate (I)	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	
Early Advanced (EA)	Listen attentively to more complex stories/information on new topics across content areas, and identify the main points and supporting details.	
Speaking		20 CR Items
Beginning (B)	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	
Beginning (B)	Answer simple questions with one- to two-word responses.	
Early Intermediate (EI)	Orally communicate basic needs (e.g., "May I get a drink of water?").	
Early Intermediate (EI)	Ask and answer questions using phrases or simple sentences.	
Intermediate (I)	Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?").	
Early Advanced (EA)	Retell stories in greater detail, including characters, setting, and plot, summary, and analysis.	
Reading		35 MC Items
Word Analysis		11 MC Items
Beginning (B)	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	
Early Intermediate (EI)	While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., "a" in "cat" and final consonants).	
Early Intermediate (EI)	Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	
Advanced (A)	Apply knowledge of word relationships, such as roots and affixes to derive meaning from literature and texts in content areas.	
Fluency and Vocabulary Development		15 MC Items
Beginning (B)	Demonstrate comprehension of simple vocabulary with an appropriate action.	
Early Intermediate (EI)	Read simple vocabulary, phrases, and sentences independently.	
Early Intermediate (EI)	Apply knowledge of content-related vocabulary to discussions and reading.	
Intermediate (I)	Use content-related vocabulary in discussions and reading.	
Early Advanced (EA)	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	
Early Advanced (EA)	Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., <i>present (gift)</i> , <i>present (time)</i>).	
Advanced (A)	Recognize that words sometimes have multiple meanings and apply this knowledge consistently.	

Reading Comprehension and Literary Analysis		9 MC Items
Intermediate (I)	Read and use detailed sentences to orally identify main ideas and use them to make predictions and provide supporting details for predictions made.	
Early Advanced (EA)	Describe the main ideas and supporting details of a text.	
Early Advanced (EA)	Generate and respond to comprehension questions related to the text.	
Early Advanced (EA)	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.	

California English Language Development Test (CELDT)
 Grades 3–5 Form G – Test Blueprint (continued)

WRITING		24 MC/CR Items
Writing Conventions		19 MC Items
Intermediate (I)	Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).	
Early Advanced (EA)	Use standard word order but may have some consistent grammatical forms, including inflections.	
Advanced (A)	Use correct parts of speech, including correct subject/verb agreement.	
Advanced (A)	Edit writing for punctuation, capitalization, and spelling.	
Strategies and Applications (Organization and Focus)		5 CR Items
Early Intermediate (EI)	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	
Advanced (A)	Write narratives that describe the setting, character, objects, and events.	

California English Language Development Test (CELDT)
Grades 6–8 Form G – Test Blueprint

STRAND AND SUBTEST	STANDARDS	Number and Type of Items
Listening		20 MC Items
Early Intermediate (EI)	Restate and execute multi-step oral directions.	
Intermediate (I)	Listen attentively to stories/information and identify key details and concepts, using both verbal and non-verbal responses.	
Speaking		20 CR Items
Beginning (B)	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	
Beginning (B)	Ask and answer questions, using simple sentences or phrases.	
Early Intermediate (EI)	Orally communicate basic needs (e.g., “I need to borrow a pencil.”).	
Early Intermediate (EI)	Ask and answer questions, using phrases or simple sentences.	
Intermediate (I)	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	
Early Advanced (EA)	Retell stories in greater detail, including characters, setting, and plot, summary, and analysis.	
Reading		35 MC Items
Word Analysis		10 MC Items
Beginning (B)	Recognize and correctly pronounce most English phonemes while reading aloud.	
Early Intermediate (EI)	Use common English morphemes in oral and silent reading.	
Intermediate (I)	Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	
Early Advanced (EA)	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	
Fluency and Vocabulary Development		14 MC Items
Intermediate (I)	Use knowledge of English morphemes, phonics, and syntax to decode written texts.	
Intermediate (I)	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.	
Early Advanced (EA)	Recognize that words sometimes have multiple meanings and apply this knowledge to literature and texts in content areas.	
Early Advanced (EA)	Use idioms, analogies, and metaphors in literature and texts in content areas.	

Reading Comprehension and Literary Analysis		11 MC Items
Beginning (B)	Orally identify main ideas and some details of familiar texts, using key words or phrases.	
Early Intermediate (EI)	Read and orally respond to simple literary texts and texts in content areas by answering factual comprehension questions using simple sentences.	
Intermediate (I)	Read and use detailed sentences to orally explain main ideas and details of informational, literary, and text materials in content areas.	
Early Advanced (EA)	Identify & explain main ideas & critical details of informational materials, literary texts, and texts in content areas.	

California English Language Development Test (CELDT)
 Grades 6–8 Form G – Test Blueprint (continued)

WRITING		24 MC/CR Items
Writing Conventions		19 MC Items
Intermediate (I)	Edit and correct basic grammatical structures and conventions of writing.	
Early Advanced (EA)	Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	
Strategies and Applications (Organization and Focus)		5 CR Items
Early Intermediate (EI)	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	
Advanced (A)	Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments.	

California English Language Development Test (CELDT)
Grades 9–12 Form G – Test Blueprint

STRAND AND SUBTEST	STANDARDS	Number and Type of Items
Listening		20 MC Items
Early Intermediate (EI)	Restate and execute multi-step oral directions.	
Intermediate (I)	Listen attentively to stories/information and identify key details and concepts, using both verbal and non-verbal responses.	
Speaking		20 CR Items
Beginning (B)	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	
Early Intermediate (EI)	Orally communicate basic needs (e.g., “Do we have to?”).	
Early Intermediate (EI)	Ask and answer questions, using phrases or simple sentences.	
Early Advanced (EA)	Summarize literary pieces in greater detail, including character, setting, plot, and analysis.	
Reading		35 MC Items
Word Analysis		11 MC Items
Beginning (B)	Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).	
Early Advanced (EA)	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	
Fluency and Vocabulary Development		11 MC Items
Early Intermediate (EI)	Recognize simple idioms, analogies, and figures of speech in literature and content area texts (e.g., “the last word”).	
Early Intermediate (EI)	Recognize that words sometimes have multiple meanings and apply this knowledge to written texts.	
Intermediate (I)	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.	
Early Advanced (EA)	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	
Reading Comprehension and Literary Analysis		13 MC Items
Beginning (B)	Orally identify main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochures, etc.), using key words or phrases.	
Early Intermediate (EI)	Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions, using simple sentences.	
Early Advanced (EA)	Apply knowledge of language to achieve meaning/comprehension from informational materials, literary texts, and texts in content areas.	
Advanced (A)	Apply knowledge of language to achieve meaning/comprehension from informational materials, literary texts, and texts in content areas.	

California English Language Development Test (CELDT)
Grades 9–12 Form G – Test Blueprint (continued)

WRITING		24 MC/CR Items
Writing Conventions		19 MC Items
Intermediate (I)	Edit and correct basic grammatical structures and conventions of writing.	
Early Advanced (EA)	Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	
Advanced (A)	Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.	
Advanced (A)	Edit writing for conventions of writing to approximate standard grammatical forms.	
Strategies and Applications (Organization and Focus)		5 CR Items
Early Intermediate (EI)	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	
Early Intermediate (EI)	From a given topic, use the writing process to write sentences and short paragraphs with supporting details. There may be some inconsistent use of standard grammatical forms.	

CELDT Cut Scores and Performance Level Descriptors

CELDT Common Scale Performance Level Cut Scores

Grade	Performance Level	Listening+ Speaking	Listening	Speaking	Reading	Writing	Comprehension (Listening+ Reading)	Overall
K	Early Intermediate	357	362	353	NA	NA	NA	357
	Intermediate	407	409	405	NA	NA	NA	407
	Early Advanced	456	455	457	NA	NA	NA	456
	Advanced	505	502	509	NA	NA	NA	505
1	Early Intermediate	357	362	353	NA	NA	NA	357
	Intermediate	407	409	405	NA	NA	NA	407
	Early Advanced	456	455	457	NA	NA	NA	456
	Advanced	505	502	509	NA	NA	NA	505
2	Early Intermediate	372	375	370	421	423	398	397
	Intermediate	423	426	420	473	469	449	447
	Early Advanced	473	476	470	524	514	500	496
	Advanced	523	527	520	554	560	540	540
3	Early Intermediate	388	389	388	448	437	418	415
	Intermediate	439	443	436	482	479	462	460
	Early Advanced	490	498	482	542	537	520	514
	Advanced	542	552	532	577	570	564	557
4	Early Intermediate	403	402	405	474	451	438	433
	Intermediate	456	461	451	491	489	476	473
	Early Advanced	508	519	497	560	550	539	531
	Advanced	560	578	543	600	580	589	575
5	Early Intermediate	411	411	411	478	455	444	438
	Intermediate	466	473	459	504	497	488	483
	Early Advanced	522	537	507	564	551	550	539
	Advanced	578	601	556	604	587	602	587
6	Early Intermediate	415	413	417	481	458	447	442
	Intermediate	475	484	467	516	502	500	492
	Early Advanced	544	570	518	568	553	569	552
	Advanced	603	638	568	609	593	623	602
7	Early Intermediate	420	418	423	485	462	451	447
	Intermediate	485	495	476	529	508	512	502
	Early Advanced	550	572	528	572	554	572	556
	Advanced	615	649	581	613	600	631	610
8	Early Intermediate	425	427	423	497	465	462	453
	Intermediate	494	508	480	543	511	525	510
	Early Advanced	567	595	539	588	557	591	569
	Advanced	632	670	595	627	602	648	623
9	Early Intermediate	429	436	423	509	467	472	458
	Intermediate	502	519	485	557	514	538	518
	Early Advanced	576	606	547	605	560	605	579
	Advanced	650	691	610	648	606	669	638
10	Early Intermediate	434	445	423	521	470	483	464
	Intermediate	512	534	490	571	517	552	528
	Early Advanced	590	623	557	621	563	622	591
	Advanced	668	712	624	665	610	688	652
11	Early Intermediate	434	445	423	521	470	483	464
	Intermediate	512	534	490	571	517	552	528
	Early Advanced	590	623	557	621	563	622	591
	Advanced	668	712	624	665	610	688	652
12	Early Intermediate	434	445	423	521	470	483	464
	Intermediate	512	534	490	571	517	552	528
	Early Advanced	590	623	557	621	563	622	591
	Advanced	668	712	624	665	610	688	652

Proficiency Level	Descriptor
Advanced	<p>Students performing at this level of English language proficiency 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.</p>
Early Advanced	<p>Students performing at this level of English language proficiency 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 production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.</p>
Intermediate	<p>Students performing at this level of English language proficiency 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 production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.</p>
Early Intermediate	<p>Students performing at this level of English language proficiency 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 production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.</p>
Beginning	<p>Students performing at this level of English language proficiency 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.</p>

Appendix B Subject Matter Experts Involved in Content Validation

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California English Language Development Test (CELDT)
Technical Advisory Group (TAG) Members
2007-08**

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Table 1. 2007–08 (Form G) Anchor Pull Participants

Special Ed	Yes	6	27.27%
	No	16	72.73%
Level	Elementary	8	36.36%
	Middle	7	31.82%
	High school	7	31.82%
	K–12	6	27.27%
Ethnicity	Caucasian	10	45.45%
	European	1	4.55%
	Mexican American	5	22.73%
	African American	1	4.55%
	South American	1	4.55%
	Other	3	13.64%
	Declined to State	1	4.55%
Languages	Spanish	1	4.55%
	French	1	4.55%
	German	1	4.55%
	None	3	13.64%
Gender	Male	3	13.64%
	Female	19	86.36%
Position	Teacher/Educator	16	72.73%
	EL Advisor	11	50.00%
	Administrator	9	40.91%
	Parent	5	22.73%
	Researcher	2	9.09%
	College/University	1	4.55%
	School Board Member	1	4.55%
Area	Rural	3	13.64%
	Suburban	9	40.91%
	Urban	10	45.45%
Years	1 year	1	4.55%
	2 years	1	4.55%
	3 years	1	4.55%
	4 years	2	9.09%
	5 years	5	22.73%
	6 years	4	18.18%
	>6 years	8	36.36%
County Coordinator	Yes	1	4.55%
District Coordinator	Yes	3	13.64%
Site Coordinator	Yes	12	54.55%
Examiner	Yes	9	40.91%
Content Review	Yes	2	9.09%
Sensitivity Review	Yes	4	18.18%
Standard Setting	Yes	5	22.73%
Trainer	Yes	1	4.55%
Anchor Pull	Yes	3	13.64%

Table 2. 2007–08 (Form G) Content and Bias/Sensitivity Review Participants

Special Education	No Info	2	5.26%
	No	23	60.53%
	Yes	12	31.58%
Level	Elementary	19	50.00%
	Secondary	7	18.42%
	High	2	5.26%
	K–12	12	31.58%
	College	1	2.63%
Ethnicity	African-American	1	2.63%
	Asian	2	5.26%
	Caucasian	21	55.26%
	Chinese	1	2.63%
	Hispanic	6	15.79%
	Indian	1	2.63%
	Latino	2	5.26%
	Multi-Ethnic	4	10.53%
Languages	No info	1	2.63%
	Chinese	1	2.63%
	Danish	1	2.63%
	French	1	2.63%
	Gujarati	1	2.63%
	Hebrew	1	2.63%
	Hindi	3	7.89%
	Latin	1	2.63%
	Lao	1	2.63%
	Mandarin	1	2.63%
	Mien	1	2.63%
	Portuguese	1	2.63%
	Punjabi	2	5.26%
	Rumanian	1	2.63%
	Russian	2	5.26%
	Spanish	17	44.74%
	Swahili	1	2.63%
	Taiwanese	1	2.63%
	Thai	1	2.63%
	Urdu	1	2.63%
	None	10	26.32%
Gender	Female	33	86.84%
	Male	5	13.16%
Geography	Central	5	13.16%
	North	13	34.21%
	South	20	52.63%
Area	No Info	1	2.63%
	All	1	2.63%
	Central	8	21.05%
		continues . . .	

CELDT 2007–08 Edition (Form G) Technical Report

Appendix B: Content Validity

	Rural	6	15.79%
	Suburban	18	47.37%
	Urban	4	10.53%
Years	No CELDT Experience	3	7.89%
	2 years	3	7.89%
	3 years	2	5.26%
	4 years	1	2.63%
	5 years	12	31.58%
	6 years	17	44.74%
	District Coordinator	Yes	11
Site Coordinator	Yes	22	57.89%
Examiner	Yes	31	81.58%
Content Review	Yes	8	21.05%
Sensitivity Review	Yes	8	21.05%
Standard Setting	Yes	24	63.16%
Trainer	Yes	6	15.79%
Anchor Pull	Yes	3	7.89%

Table 3. 2007–08 (Form G) Item Writer Credentials and Experience

Educational Background	ESL Experience	Classroom Experience
Ph.D in Linguistics M.Ed in TESOL M.A. in Oriental Studies B.A. in Oriental Studies	More than 15 years ESL assessment experience. More than 20 publications in journals such as <i>Language Testing</i> , <i>Language Learning</i> , and <i>ELT Journal</i> . Area of primary interest and expertise: testing of 2 nd language listening comprehension.	Ten years experience teaching EFL at Japanese Universities.
Ed.M Specialization in ESL/EFL B.A. in English	Twenty years ESL/EFL experience. Fifteen years ESL assessment experience.	Three years experience teaching college-level ESL/EFL in the USA and Taiwan.
M.A. in French Literature B.A. in International Relations	Seven years experience as an ESL/EFL assessment specialist.	Four years experience teaching Literature at universities in the USA.
A.B.D. in Linguistics M.A. in Linguistics B.A. in Philosophy	Four years ESL assessment experience.	Three years experience teaching college-level classes in Linguistics and Writing.
Ed.M in International Education Policy B.A. in Psychology	One year experience as a Project Coordinator and EFL curriculum developer. One year experience in ESL assessment.	Four years experience as EFL teacher to K-12 aged students in Honduras and South Korea.
M.A. in Elementary Education B.A. in Design	Editor and assistant editor on several ESL projects	
Ph.D. in Theoretical Linguistics M.A. in Linguistics B.A. in English	More than 25 years of experience in educational consulting and language-related fields. Ten years experience in ESL assessment.	Seventeen years experience teaching courses in ESL, Linguistics, Applied Linguistics, Linguistics for Teachers, Composition for ESL Students at universities in the USA.
B.A. in English	One year experience editing and writing educational materials for reading and ELD programs	
B.A. in Anthropology	One year experience editing and writing educational materials for reading and ELD programs	Two years experience teaching EFL to K-12-aged school children in China.

Appendix C CELDT Writing Rubrics

Scoring Rationale and Sample Responses Writing—Sentences

This rubric is to be applied to all written responses in a consistent and reliable manner. When scoring this section, choose the score for which the response meets the minimum requirement and that best corresponds to the characteristics of the overall response, although the response may reflect some traits of the other score levels.

0—Non-scorable

A score of 0 (zero) 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**.

0—NO COMMUNICATION: **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 plural endings** are missing and/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—EMERGING COMMUNICATION: **Simple subject and a simple predicate** are evident and in the correct word order. The following characteristics may be seen as well.

- **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).
- **Articles, possessives, prepositions, and plural endings** are often missing and/or incorrect.
- **Vocabulary** is vague (primarily uses words such as “fun,” “nice,” “cool,” “good”).
- **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.

2—BASIC COMMUNICATION: **Subject and predicate** are in the correct word order. The following characteristics may be seen as well.

- **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).
- **Articles, possessives, prepositions, and 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.

3—FULLY COMPETENT COMMUNICATION: **Subject and predicate** have some syntactical complexity (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). The following characteristics may be seen as well.

- **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.
- **Spelling** contains no errors.
- **Response** may contain only **one error** in either **capitalization** at the beginning of the sentence or **punctuation** at the end of the sentence. May contain the following **minor mechanical errors**: missing periods after abbreviations, capitalization error in the middle of the sentence, extraneous or missing commas.

Scoring Rationale and Sample Responses Writing—Short Compositions

This rubric is to be applied to all written responses in a consistent and reliable manner. When scoring this section, choose the score that best corresponds to the characteristics of the overall response although the response may reflect some traits of the other score levels.

0—Non-scorable

A score of 0 (zero) 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**.

0—NO COMMUNICATION

- **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—EMERGING COMMUNICATION

- **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—DEVELOPING COMMUNICATION

- **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.

3—COMPETENT COMMUNICATION

- **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 [two sentences for 3–5; three sentences for 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—EXPRESSIVE COMMUNICATION

- **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.

Appendix D 2007–08 Edition (Form G) Item Maps

Appendix D provides booklet numbers for all items across the forms of CELDT 2007–08 Edition (Form G). The Item Sequence Number is used for other alignments, such as those in Appendix K–M. Both operational and field test items are included here.

2007–08 Edition (Form G) Item Map, Listening, Grade Span K–2

Form G1 Item No.	Form G2 Item No.	Form G3 Item No.	Form G4 Item No.	Form G5 Item No.	Forms G6– G11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	LI	00382780
2	2	2	2	2	2	2	LI	00437162
3	3	3	3	3	3	3	LI	00676875
4	4	4	4	4	4	4	LI	00545930
5	5	5	5	5	5	5	LI	00676871
6	8	8	6	6	6	6	LI	00803281
7	9	9	7	7	7	7	LI	00803303
8	10	10	8	8	8	8	LI	00803307
9	11	11	9	9	9	9	LI	00803309
10	12	12	10	10	10	10	LI	00803311
11	17	17	11	11	11	11	LI	00382710
12	18	18	12	12	12	12	LI	00382746
13	19	19	13	13	13	13	LI	00382754
14	20	20	14	14	14	14	LI	00545948
15	21	21	15	15	15	15	LI	00382748
16	24	24	16	16	16	16	LI	00676873
17	25	25	17	17	17	17	LI	00676881
18	26	26	18	18	18	18	LI	00803293
19	27	27	19	19	19	19	LI	00803297
20	28	28	20	20	20	20	LI	00803299

continues . . .

2007–08 Edition (Form G) Item Map, Listening, Grade Span K–2

Form G1 Item No.	Form G2 Item No.	Form G3 Item No.	Form G4 Item No.	Form G5 Item No.	Forms G6– G11 Item No.	Sequence Number	Content Area	Item ID
	6					21	LI_FT	00940003
	7					22	LI_FT	00940005
	13	13				23	LI_FT	00940007
	14	14				24	LI_FT	00940009
	15	15				25	LI_FT	00940011
	16	16				26	LI_FT	00940013
	22					27	LI_FT	00940015
	23					28	LI_FT	00940017
	29	29				29	LI_FT	00940019
	30	30				30	LI_FT	00940021
	31					31	LI_FT	00940023
		6				32	LI_FT	00940026
		7				33	LI_FT	00940028
		22				34	LI_FT	00940030
		23				35	LI_FT	00940032
		31				36	LI_FT	00940034

*Shading indicates field test Items for each form.

2007–08 Edition (Form G) Item Map, Listening, Grade Span 3–5

Form G1 Item No.	Form G2 Item No.	Form G3 Item No.	Form G4 Item No.	Form G5 Item No.	Forms G6– G11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	LI	00437523
2	2	2	2	2	2	2	LI	00382864
3	3	3	3	3	3	3	LI	00382912
4	4	4	4	4	4	4	LI	00382908
5	5	5	5	5	5	5	LI	00546102
6	8	8	6	6	6	6	LI	00803461
7	9	9	7	7	7	7	LI	00382906
8	10	10	8	8	8	8	LI	00803443
9	11	11	9	9	9	9	LI	00546100
10	12	12	10	10	10	10	LI	00546108
11	13	13	11	11	11	11	LI	00546112
12	14	14	12	12	12	12	LI	00546114
13	15	15	13	13	13	13	LI	00687433
14	16	16	14	14	14	14	LI	00382922
15	19	19	15	15	15	15	LI	00382920
16	20	20	16	16	16	16	LI	00382926
17	21	21	17	17	17	17	LI	00687418
18	22	22	18	18	18	18	LI	00687420
19	27	27	19	19	19	19	LI	00803451
20	28	28	20	20	20	20	LI	00803453

continues . . .

2007–08 Edition (Form G) Item Map, Listening, Grade Span 3–5

Form G1 Item No.	Form G2 Item No.	Form G3 Item No.	Form G4 Item No.	Form G5 Item No.	Forms G6– G11 Item No.	Sequence Number	Content Area	Item ID
	6						LI_FT	00940959
	7						LI_FT	00940961
	17						LI_FT	00940963
	18						LI_FT	00940965
	23	23					LI_FT	00940967
	24	24			21		LI_FT	00940969
	25	25			22		LI_FT	00940971
	26	26			23		LI_FT	00940973
		6			24		LI_FT	00940976
		7			25		LI_FT	00940978
		17			26		LI_FT	00940980
		18			27	32	LI_FT	00940982

*Shading indicates field test Items for each form.

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2007–08 Edition (Form G) Item Map, Listening, Grade Span 6–8

Form G1 Item No.	Form G2 Item No.	Form G3 Item No.	Form G4 Item No.	Form G5 Item No.	Forms G6– G11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	LI	00546267
2	2	2	2	2	2	2	LI	00693720
3	3	3	3	3	3	3	LI	00693713
4	4	4	4	4	4	4	LI	00803587
5	5	5	5	5	5	5	LI	00437690
6	6	6	6	6	6	6	LI	00383002
7	7	7	7	7	7	7	LI	00693722
8	8	8	8	8	8	8	LI	00693728
9	9	9	9	9	9	9	LI	00437708
10	10	10	10	10	10	10	LI	00546273
11	13	13	11	11	11	11	LI	00383008
12	14	14	12	12	12	12	LI	00382968
13	15	15	13	13	13	13	LI	00693717
14	16	16	14	14	14	14	LI	00693732
15	17	17	15	15	15	15	LI	00546281
16	18	18	16	16	16	16	LI	00693724
17	19	19	17	17	17	17	LI	00803608
18	22	22	18	18	18	18	LI	00693706
19	23	23	19	19	19	19	LI	00693708
20	24	24	20	20	20	20	LI	00693710

continues . . .

2007–08 Edition (Form G) Item Map, Listening, Grade Span 6–8

Form G1 Item No.	Form G2 Item No.	Form G3 Item No.	Form G4 Item No.	Form G5 Item No.	Forms G6– G11 Item No.	Sequence Number	Content Area	Item ID
	11					21	LI_FT	00940160
	12					22	LI_FT	00940162
	20					23	LI_FT	00940164
	21					24	LI_FT	00940166
	25	25				25	LI_FT	00940168
	26	26				26	LI_FT	00940170
	27	27				27	LI_FT	00940172
	28	28				28	LI_FT	00940174
		11				29	LI_FT	00940177
		12				30	LI_FT	00940179
		20				31	LI_FT	00940181
		21				32	LI_FT	00940183

*Shading indicates field test Items for each form.

2007–08 Edition (Form G) Item Map, Listening, Grade Span 9–12

Form G1 Item No.	Form G2 Item No.	Form G3 Item No.	Form G4 Item No.	Form G5 Item No.	Forms G6– G11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	LI	00383076
2	2	2	2	2	2	2	LI	00546436
3	3	3	3	3	3	3	LI	00546438
4	4	4	4	4	4	4	LI	00683420
5	5	5	5	5	5	5	LI	00437841
6	6	6	6	6	6	6	LI	00546440
7	7	7	7	7	7	7	LI	00383034
8	8	8	8	8	8	8	LI	00546444
9	10	10	9	9	9	9	LI	00803657
10	11	11	10	10	10	10	LI	00803659
11	13	13	11	11	11	11	LI	00383054
12	14	14	12	12	12	12	LI	00383058
13	15	15	13	13	13	13	LI	00383100
14	16	16	14	14	14	14	LI	00546452
15	18	18	15	15	15	15	LI	00546454
16	19	19	16	16	16	16	LI	00803645
17	20	20	17	17	17	17	LI	00682950
18	26	26	18	18	18	18	LI	00682871
19	27	27	19	19	19	19	LI	00682873
20	28	28	20	20	20	20	LI	00682875

continues . . .

2007–08 Edition (Form G) Item Map, Listening, Grade Span 9–12

Form G1 Item No.	Form G2 Item No.	Form G3 Item No.	Form G4 Item No.	Form G5 Item No.	Forms G6– G11 Item No.	Sequence Number	Content Area	Item ID
	9					21	LI_FT	00940419
	12					22	LI_FT	00940421
	17					23	LI_FT	00940423
	21					24	LI_FT	00940425
	22	22				25	LI_FT	00940427
	23	23				26	LI_FT	00940429
	24	24				27	LI_FT	00940431
	25	25				28	LI_FT	00940433
		9				29	LI_FT	00940436
		12				30	LI_FT	00940438
		17				31	LI_FT	00940440
		21				32	LI_FT	00940442

*Shading indicates field test Items for each form.

2007–08 Edition (Form G) Item Map, Speaking, Grade Span K–2

Form G1 Item No.	Form G2 Item No.	Form G3 Item No.	Form G4 Item No.	Form G5 Item No.	Forms G6– G11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	SP	00382718
2	2	2	2	2	2	2	SP	00382766
3	3	3	3	3	3	3	SP	00545983
4	4	4	4	4	4	4	SP	00382722
5	5	5	5	5	5	5	SP	00382724
6	6	6	6	6	6	6	SP	00545981
7	7	7	8	8	7	7	SP	00803327
8	8	8	9	9	8	8	SP	00680889
9	9	9	10	10	9	9	SP	00680900
10	10	10	11	11	10	10	SP	00545977
11	11	11	12	12	11	11	SP	00437172
12	12	12	13	13	12	12	SP	00680897
13	13	13	14	14	13	13	SP	00680904
14	14	14	15	15	14	14	SP	00382770
15	15	15	18	18	15	15	SP	00545987
16	16	16	19	19	16	16	SP	00803329
17	17	17	22	22	17	17	SP	00803331
18	18	18	23	23	18	18	SP	00803345
19	19	19	24	24	19	19	SP	00545989
20	20	20	27	27	20	20	SP	00803347

continues . . .

2007–08 Edition (Form G) Item Map, Speaking, Grade Span K–2

Form G1 Item No.	Form G2 Item No.	Form G3 Item No.	Form G4 Item No.	Form G5 Item No.	Forms G6– G11 Item No.	Sequence Number	Content Area	Item ID
			7			21	SP_FT	00940039
			16			22	SP_FT	00940041
			17			23	SP_FT	00940043
			20	20		24	SP_FT	00940045
			21	21		25	SP_FT	00940047
			25			26	SP_FT	00940049
			26			27	SP_FT	00940051
				7		28	SP_FT	00940054
				16		29	SP_FT	00940056
				17		30	SP_FT	00940058
				25		31	SP_FT	00940060
				26		32	SP_FT	00940062

*Shading indicates field test Items for each form.

2007–08 Edition (Form G) Item Map, Speaking, Grade Span 3–5

Form G1 Item No.	Form G2 Item No.	Form G3 Item No.	Form G4 Item No.	Form G5 Item No.	Forms G6– G11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	SP	00437531
2	2	2	2	2	2	2	SP	00383131
3	3	3	3	3	3	3	SP	00546133
4	4	4	4	4	4	4	SP	00437542
5	5	5	5	5	5	5	SP	00383154
6	6	6	6	6	6	6	SP	00383160
7	7	7	7	7	7	7	SP	00546147
8	8	8	8	8	8	8	SP	00687665
9	9	9	9	9	9	9	SP	00437544
10	10	10	10	10	10	10	SP	00803468
11	11	11	11	11	11	11	SP	00803482
12	12	12	12	12	12	12	SP	00803484
13	13	13	16	16	13	13	SP	00546151
14	14	14	17	17	14	14	SP	00383174
15	15	15	18	18	15	15	SP	00383139
16	16	16	19	19	16	16	SP	00546139
17	17	17	20	20	17	17	SP	00687650
18	18	18	23	23	18	18	SP	00546143
19	19	19	25	25	19	19	SP	00803476
20	20	20	27	27	20	20	SP	00803488

continues . . .

2007–08 Edition (Form G) Item Map, Speaking, Grade Span 3–5

Form G1 Item No.	Form G2 Item No.	Form G3 Item No.	Form G4 Item No.	Form G5 Item No.	Forms G6– G11 Item No.	Sequence Number	Content Area	Item ID
			13			21	SP_FT	00940334
			14			22	SP_FT	00940336
			15			23	SP_FT	00940338
			21	21		24	SP_FT	00940340
			22			25	SP_FT	00940342
			24			26	SP_FT	00940344
			26			27	SP_FT	00940346
				13		28	SP_FT	00940349
				14		29	SP_FT	00940351
				15		30	SP_FT	00940353
				22		31	SP_FT	00940355
				24		32	SP_FT	00940357
				26		33	SP_FT	00940359

*Shading indicates field test Items for each form.

2007–08 Edition (Form G) Item Map, Speaking, Grade Span 6–8

Form G1 Item No.	Form G2 Item No.	Form G3 Item No.	Form G4 Item No.	Form G5 Item No.	Forms G6– G11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	SP	00383187
2	2	2	2	2	2	2	SP	00546304
3	3	3	4	4	3	3	SP	00546318
4	4	4	5	5	4	4	SP	00803613
5	5	5	6	6	5	5	SP	00803615
6	6	6	7	7	6	6	SP	00803628
7	7	7	10	10	7	7	SP	00437722
8	8	8	11	11	8	8	SP	00437734
9	9	9	12	12	9	9	SP	00383225
10	10	10	13	13	10	10	SP	00383201
11	11	11	14	14	11	11	SP	00546308
12	12	12	15	15	12	12	SP	00546322
13	13	13	16	16	13	13	SP	00693765
14	14	14	17	17	14	14	SP	00546312
15	15	15	18	18	15	15	SP	00693767
16	16	16	19	19	16	16	SP	00546324
17	17	17	22	22	17	17	SP	00803617
18	18	18	23	23	18	18	SP	00546328
19	19	19	25	25	19	19	SP	00803634
20	20	20	27	27	20	20	SP	00693739

continues . . .

2007–08 Edition (Form G) Item Map, Speaking, Grade Span 6–8

Form G1 Item No.	Form G2 Item No.	Form G3 Item No.	Form G4 Item No.	Form G5 Item No.	Forms G6– G11 Item No.	Sequence Number	Content Area	Item ID
			3			21	SP_FT	00940189
			8			22	SP_FT	00940191
			9			23	SP_FT	00940193
			20			24	SP_FT	00940195
			21			25	SP_FT	00940197
			24			26	SP_FT	00940199
			26			27	SP_FT	00940201
				3		28	SP_FT	00940203
				8		29	SP_FT	00940205
				9		30	SP_FT	00940207
				20		31	SP_FT	00940209
				21		32	SP_FT	00940211
				24		33	SP_FT	00940213
				26		34	SP_FT	00940215

*Shading indicates field test Items for each form.

2007–08 Edition (Form G) Item Map, Speaking, Grade Span 9–12

Form G1 Item No.	Form G2 Item No.	Form G3 Item No.	Form G4 Item No.	Form G5 Item No.	Forms G6– G11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	SP	00683662
2	2	2	2	2	2	2	SP	00683671
3	3	3	3	3	3	3	SP	00546491
4	4	4	4	4	4	4	SP	00546473
5	5	5	5	5	5	5	SP	00546475
6	6	6	6	6	6	6	SP	00803814
7	7	7	7	7	7	7	SP	00546487
8	8	8	8	8	8	8	SP	00546489
9	9	9	9	9	9	9	SP	00803672
10	10	10	13	13	10	10	SP	00683673
11	11	11	14	14	11	11	SP	00437869
12	12	12	15	15	12	12	SP	00383291
13	13	13	16	16	13	13	SP	00683682
14	14	14	17	17	14	14	SP	00383303
15	15	15	18	18	15	15	SP	00546483
16	16	16	21	21	16	16	SP	00546497
17	17	17	22	22	17	17	SP	00803676
18	18	18	23	23	18	18	SP	00437873
19	19	19	25	25	19	19	SP	00803822
20	20	20	27	27	20	20	SP	00683620

continues . . .

2007–08 Edition (Form G) Item Map, Speaking, Grade Span 9–12

Form G1 Item No.	Form G2 Item No.	Form G3 Item No.	Form G4 Item No.	Form G5 Item No.	Forms G6– G11 Item No.	Sequence Number	Content Area	Item ID
			10	10		21	SP_FT	00940480
			11			22	SP_FT	00940482
			12			23	SP_FT	00940484
			19			24	SP_FT	00940486
			20			25	SP_FT	00940488
			24			26	SP_FT	00940490
			26			27	SP_FT	00940492
				11		28	SP_FT	00940495
				12		29	SP_FT	00940497
				19		30	SP_FT	00940499
				20		31	SP_FT	00940501
				24		32	SP_FT	00940503
				26		33	SP_FT	00940505

*Shading indicates field test Items for each form.

CELDT 2007–08 Edition (Form G) Technical Report

Appendix D: 2007–08 Edition (Form G) Item Maps

2007-08 Edition (Form G) Item Map, Reading, Grade Span K–2: Grade 2

Form G1 Item No.	Forms G2– G5 Item No.	Form G6 Item No.	Form G7 Item No.	Form G8 Item No.	Form G9 Item No.	Form G10 Item No.	Form G11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	RD	00803374
2	2	2	2	2	2	2	2	2	RD	00803364
3	3	3	3	3	3	3	3	3	RD	00803376
4	4	4	4	4	4	4	4	4	RD	00240717
5	5	5	5	5	5	5	5	5	RD	00240819
6	6	6	6	6	6	6	6	6	RD	00546026
7	7	7	7	7	7	7	7	7	RD	00240821
8	8	8	8	8	8	8	8	8	RD	00437237
9	9	9	9	9	9	9	9	9	RD	00240725
10	10	11	11	10	10	10	10	10	RD	00545999
11	11	12	12	11	11	11	11	11	RD	00546014
12	12	14	14	12	12	12	12	12	RD	00240825
13	13	15	15	13	13	13	13	13	RD	00803380
14	14	16	16	14	14	14	14	14	RD	00240835
15	15	17	17	15	15	15	15	15	RD	00680991
16	16	18	18	16	16	16	16	16	RD	00803370
17	17	19	19	17	17	17	17	17	RD	00680938
18	18	20	20	18	18	18	18	18	RD	00353943
19	19	21	21	19	19	19	19	19	RD	00437243
20	20	23	23	20	20	20	20	20	RD	00546030
21	21	24	24	21	21	21	21	21	RD	00546040
22	22	25	25	22	22	22	22	22	RD	00240739
23	23	26	26	23	23	23	23	23	RD	00803382
24	24	29	29	24	24	24	24	24	RD	00546007
25	25	30	30	25	25	25	25	25	RD	00546009
26	26	31	31	26	26	26	26	26	RD	00546011

continues . . .

CELDT 2007–08 Edition (Form G) Technical Report

Appendix D: 2007–08 Edition (Form G) Item Maps

2007-08 Edition (Form G) Item Map, Reading, Grade Span K–2: Grade 2

Form G1 Item No.	Forms G2– G5 Item No.	Form G6 Item No.	Form G7 Item No.	Form G8 Item No.	Form G9 Item No.	Form G10 Item No.	Form G11 Item No.	Sequence Number	Content Area	Item ID
27	27	32	32	27	27	27	27	27	RD	00437245
28	28	33	33	28	28	28	28	28	RD	00437247
29	29	34	34	29	29	29	29	29	RD	00437249
30	30	35	35	30	30	30	30	30	RD	00680940
31	31	36	36	31	31	31	31	31	RD	00680942
32	32	37	37	32	32	32	32	32	RD	00680944
33	33	38	38	37	37	33	33	33	RD	00803392
34	34	39	39	38	38	34	34	34	RD	00803394
35	35	40	40	39	39	35	35	35	RD	00803398
		10						36	RD_FT	00940070
		13	13					37	RD_FT	00940072
		22						38	RD_FT	00940074
		27						39	RD_FT	00940076
		28						40	RD_FT	00940078
			10					41	RD_FT	00940081
			22					42	RD_FT	00940083
			27					43	RD_FT	00940085
			28					44	RD_FT	00940087
				33				45	RD_FT	00940089
				34				46	RD_FT	00940091
				35				47	RD_FT	00940093
				36				48	RD_FT	00940095
					33			49	RD_FT	00940097
					34			50	RD_FT	00940099
					35			51	RD_FT	00940101
					36			52	RD_FT	00940103

*Shading indicates field test Items for each form.

CELDT 2007–08 Edition (Form G) Technical Report

Appendix D: 2007–08 Edition (Form G) Item Maps

2007-08 Edition (Form G) Item Map, Reading, Grade Span 3–5

Form G1 Item No.	Forms G2– G5 Item No.	Form G6 Item No.	Form G7 Item No.	Form G8 Item No.	Form G9 Item No.	Form G10 Item No.	Form G11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	RD	00437616
2	2	2	2	2	2	2	2	2	RD	00241154
3	3	3	3	3	3	3	3	3	RD	00803533
4	4	4	4	4	4	4	4	4	RD	00241158
5	5	5	5	5	5	5	5	5	RD	00803523
6	6	6	6	6	6	6	6	6	RD	00437618
7	7	7	7	7	7	7	7	7	RD	00691063
8	8	8	8	8	8	8	8	8	RD	00241063
9	9	9	9	9	9	9	9	9	RD	00691070
10	10	10	10	10	10	10	10	10	RD	00546207
11	11	11	11	11	11	11	11	11	RD	00546205
12	12	14	14	12	12	12	12	12	RD	00241075
13	13	15	15	13	13	13	13	13	RD	00803527
14	14	16	16	14	14	14	14	14	RD	00437620
15	15	17	17	15	15	15	15	15	RD	00691051
16	16	18	18	16	16	16	16	16	RD	00241073
17	17	19	19	17	17	17	17	17	RD	00546209
18	18	20	20	18	18	18	18	18	RD	00691067
19	19	21	21	19	19	19	19	19	RD	00354162
20	20	22	22	20	20	20	20	20	RD	00354164
21	21	23	23	21	21	21	21	21	RD	00803541
22	22	24	24	22	22	22	22	22	RD	00354168
23	23	25	25	23	23	23	23	23	RD	00546211
24	24	26	26	24	24	24	24	24	RD	00803529
25	25	27	27	25	25	25	25	25	RD	00803539
26	26	31	31	26	26	26	26	26	RD	00546196

continues . . .

CELDT 2007–08 Edition (Form G) Technical Report

Appendix D: 2007–08 Edition (Form G) Item Maps

2007-08 Edition (Form G) Item Map, Reading, Grade Span 3–5

Form G1 Item No.	Forms G2– G5 Item No.	Form G6 Item No.	Form G7 Item No.	Form G8 Item No.	Form G9 Item No.	Form G10 Item No.	Form G11 Item No.	Sequence Number	Content Area	Item ID
27	27	32	32	27	27	27	27	27	RD	00546198
28	28	33	33	28	28	28	28	28	RD	00546200
29	29	34	34	29	29	29	29	29	RD	00546202
30	30	35	35	30	30	30	30	30	RD	00803544
31	31	36	36	31	31	31	31	31	RD	00803546
32	32	37	37	32	32	32	32	32	RD	00803548
33	33	38	38	37	37	33	33	33	RD	00803553
34	34	39	39	38	38	34	34	34	RD	00803557
35	35	40	40	39	39	35	35	35	RD	00803559
		12						36	RD_FT	00940984
		13						37	RD_FT	00940986
		28						38	RD_FT	00940988
		29						39	RD_FT	00940990
		30						40	RD_FT	00940992
			12					41	RD_FT	00940994
			13					42	RD_FT	00940996
			28					43	RD_FT	00940998
			29					44	RD_FT	00941000
			30					45	RD_FT	00941002
				33				46	RD_FT	00941004
				34				47	RD_FT	00941006
				35				48	RD_FT	00941008
				36				49	RD_FT	00941010
					33			50	RD_FT	00941012
					34			51	RD_FT	00941014
					35			52	RD_FT	00941016
					36			53	RD_FT	00941018

*Shading indicates field test Items for each form.

CELDT 2007–08 Edition (Form G) Technical Report

Appendix D: 2007–08 Edition (Form G) Item Maps

2007-08 Edition (Form G) Item Map, Reading, Grade Span 6–8

Form G1 Item No.	Forms G2– G5 Item No.	Form G6 Item No.	Form G7 Item No.	Form G8 Item No.	Form G9 Item No.	Form G10 Item No.	Form G11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	RD	00437766
2	2	2	2	2	2	2	2	2	RD	00241504
3	3	3	3	3	3	3	3	3	RD	00437749
4	4	4	4	4	4	4	4	4	RD	00803707
5	5	5	5	5	5	5	5	5	RD	00546361
6	6	6	6	6	6	6	6	6	RD	00546365
7	7	7	7	7	7	7	7	7	RD	00546336
8	8	8	8	8	8	8	8	8	RD	00241514
9	9	9	9	9	9	9	9	9	RD	00437772
10	10	10	10	10	10	10	10	10	RD	00546334
11	11	13	13	11	11	11	11	11	RD	00803709
12	12	14	14	12	12	12	12	12	RD	00354594
13	13	15	15	13	13	13	13	13	RD	00354598
14	14	16	16	14	14	14	14	14	RD	00354592
15	15	17	17	15	15	15	15	15	RD	00546355
16	16	18	18	16	16	16	16	16	RD	00803693
17	17	19	19	17	17	17	17	17	RD	00354604
18	18	20	20	18	18	18	18	18	RD	00354610
19	19	21	21	19	19	19	19	19	RD	00354614
20	20	22	22	20	20	20	20	20	RD	00546363
21	21	23	23	21	21	21	21	21	RD	00241510
22	22	24	24	22	22	22	22	22	RD	00241528
23	23	25	25	23	23	23	23	23	RD	00241447
24	24	29	29	24	24	24	24	24	RD	00241558
25	25	30	30	25	25	25	25	25	RD	00241560
26	26	31	31	26	26	26	26	26	RD	00546342

continues . . .

CELDT 2007–08 Edition (Form G) Technical Report

Appendix D: 2007–08 Edition (Form G) Item Maps

2007-08 Edition (Form G) Item Map, Reading, Grade Span 6–8

Form G1 Item No.	Forms G2– G5 Item No.	Form G6 Item No.	Form G7 Item No.	Form G8 Item No.	Form G9 Item No.	Form G10 Item No.	Form G11 Item No.	Sequence Number	Content Area	Item ID
27	27	32	32	27	27	27	27	27	RD	00546344
28	28	33	33	28	28	28	28	28	RD	00546346
29	29	34	34	29	29	29	29	29	RD	00546348
30	30	35	35	30	30	30	30	30	RD	00803721
31	31	36	36	31	31	31	31	31	RD	00803723
32	32	37	37	32	32	32	32	32	RD	00803725
33	33	38	38	37	37	33	33	33	RD	00803735
34	34	39	39	38	38	34	34	34	RD	00803739
35	35	40	40	39	39	35	35	35	RD	00803741
		11						36	RD_FT	00940267
		12						37	RD_FT	00940269
		26						38	RD_FT	00940271
		27						39	RD_FT	00940273
		28						40	RD_FT	00940275
			11					41	RD_FT	00940277
			12					42	RD_FT	00940279
			26					43	RD_FT	00940281
			27					44	RD_FT	00940283
			28					45	RD_FT	00940285
				33				46	RD_FT	00940287
				34				47	RD_FT	00940289
				35				48	RD_FT	00940291
				36				49	RD_FT	00940293
					33			50	RD_FT	00940295
					34			51	RD_FT	00940297
					35			52	RD_FT	00940299
					36			53	RD_FT	00940301

*Shading indicates field test Items for each form.

CELDT 2007–08 Edition (Form G) Technical Report

Appendix D: 2007–08 Edition (Form G) Item Maps

2007-08 Edition (Form G) Item Map, Reading, Grade Span 9–12

Form G1 Item No.	Forms G2– G5 Item No.	Form G6 Item No.	Form G7 Item No.	Form G8 Item No.	Form G9 Item No.	Form G10 Item No.	Form G11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	RD	00241753
2	2	2	2	2	2	2	2	2	RD	00437890
3	3	3	3	3	3	3	3	3	RD	00437909
4	4	4	4	4	4	4	4	4	RD	00546505
5	5	5	5	5	5	5	5	5	RD	00546507
6	6	6	6	6	6	6	6	6	RD	00683964
7	7	7	7	7	7	7	7	7	RD	00684030
8	8	8	8	8	8	8	8	8	RD	00546547
9	9	9	9	9	9	9	9	9	RD	00717216
10	10	10	10	10	10	10	10	10	RD	00804688
11	11	11	11	11	11	11	11	11	RD	00804714
12	12	14	14	12	12	12	12	12	RD	00546534
13	13	15	15	13	13	13	13	13	RD	00684043
14	14	16	16	14	14	14	14	14	RD	00354288
15	15	17	17	15	15	15	15	15	RD	00354292
16	16	18	18	16	16	16	16	16	RD	00546511
17	17	19	19	17	17	17	17	17	RD	00683949
18	18	23	23	18	18	18	18	18	RD	00241775
19	19	24	24	19	19	19	19	19	RD	00437896
20	20	25	25	20	20	20	20	20	RD	00546528
21	21	26	26	21	21	21	21	21	RD	00437913
22	22	27	27	22	22	22	22	22	RD	00804720
23	23	28	28	23	23	23	23	23	RD	00684045
24	24	29	29	24	24	24	24	24	RD	00683956
25	25	30	30	25	25	25	25	25	RD	00683958
26	26	31	31	26	26	26	26	26	RD	00683960

continues . . .

CELDT 2007–08 Edition (Form G) Technical Report

Appendix D: 2007–08 Edition (Form G) Item Maps

2007-08 Edition (Form G) Item Map, Reading, Grade Span 9–12

Form G1 Item No.	Forms G2– G5 Item No.	Form G6 Item No.	Form G7 Item No.	Form G8 Item No.	Form G9 Item No.	Form G10 Item No.	Form G11 Item No.	Sequence Number	Content Area	Item ID
27	27	32	32	27	27	27	27	27	RD	00804734
28	28	33	33	28	28	28	28	28	RD	00804736
29	29	34	34	29	29	29	29	29	RD	00804740
30	30	35	35	30	30	30	30	30	RD	00804754
31	31	36	36	31	31	31	31	31	RD	00804756
32	32	37	37	32	32	32	32	32	RD	00804758
33	33	38	38	37	37	33	33	33	RD	00241795
34	34	39	39	38	38	34	34	34	RD	00241799
35	35	40	40	39	39	35	35	35	RD	00241801
		12						36	RD_FT	00940444
		13						37	RD_FT	00940446
		20						38	RD_FT	00940448
		21						39	RD_FT	00940450
		22						40	RD_FT	00940452
			12					41	RD_FT	00940454
			13					42	RD_FT	00940456
			20					43	RD_FT	00940458
			21					44	RD_FT	00940460
			22					45	RD_FT	00940462
				33				46	RD_FT	00940464
				34				47	RD_FT	00940466
				35				48	RD_FT	00940468
				36				49	RD_FT	00940470
					33			50	RD_FT	00940472
					34			51	RD_FT	00940474
					35			52	RD_FT	00940476
					36			53	RD_FT	00940478

*Shading indicates field test Items for each form.

CELDT 2007–08 Edition (Form G) Technical Report

Appendix D: 2007–08 Edition (Form G) Item Maps

2007-08 Edition (Form G) Item Map, Writing, Grade Span K–2: Grade 2

Form G1 Item No.	Forms G2– G5 Item No.	Form G6 Item No.	Form G7 Item No.	Form G8 Item No.	Form G9 Item No.	Form G10 Item No.	Form G11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	WR	00353969
2	2	2	2	2	2	2	2	2	WR	00681402
3	3	3	3	3	3	3	3	3	WR	00437275
4	4	4	4	4	4	4	4	4	WR	00354002
5	5	5	5	5	5	5	5	5	WR	00546063
6	6	6	6	6	6	6	6	6	WR	00353990
7	7	7	7	7	7	7	7	7	WR	00353998
8	8	8	8	8	8	8	8	8	WR	00546073
9	9	9	9	9	9	9	9	9	WR	00546083
10	10	10	10	10	10	10	10	10	WR	00353963
11	11	11	11	11	11	11	11	11	WR	00354008
12	12	12	12	12	12	12	12	12	WR	00546075
13	13	13	13	13	13	13	13	13	WR	00353982
14	14	14	14	14	14	14	14	14	WR	00546055
15	15	15	15	15	15	15	15	15	WR	00546067
16	16	16	16	16	16	16	16	16	WR	00354027
17	17	20	20	20	20	17	17	17	WR	00803404
18	18	21	21	21	21	18	18	18	WR	00803406
19	19	22	22	22	22	19	19	19	WR	00803408
20	20	23	23	23	23	20	20	20	WR	00546079
21	21	25	25	25	25	21	21	21	WR	00546071
22	22	26	26	26	26	22	22	22	WR	00803429
23	23	27	27	27	27	23	23	23	WR	00803410
24	24	28	28	28	28	24	24	24	WR	00681410

continues . . .

2007–08 Edition (Form G) Item Map, Writing, Grade Span K–2: Grade 2

Form G1 Item No.	Forms G2- G5 Item No.	Form G6 Item No.	Form G7 Item No.	Form G8 Item No.	Form G9 Item No.	Form G10 Item No.	Form G11 Item No.	Sequence Number	Content Area	Item ID
		17						25	WR_FT	00940113
		18						26	WR_FT	00940115
		19						27	WR_FT	00940117
		24						28	WR_FT	00940119
			17					29	WR_FT	00940121
			18					30	WR_FT	00940123
			19					31	WR_FT	00940125
			24					32	WR_FT	00940127
				17				33	WR_FT	00940129
				18				34	WR_FT	00940131
				19				35	WR_FT	00940133
				24				36	WR_FT	00940135
					17			37	WR_FT	00940137
					18			38	WR_FT	00940139
					19			39	WR_FT	00940141
					24			40	WR_FT	00940143
						25		41	WR_FT	00940145
							25	42	WR_FT	00940147

*Shading indicates field test Items for each form.

CELDT 2007–08 Edition (Form G) Technical Report

Appendix D: 2007–08 Edition (Form G) Item Maps

2007-08 Edition (Form G) Item Map, Writing, Grade Span 3–5

Form G1 Item No.	Forms G2– G5 Item No.	Form G6 Item No.	Form G7 Item No.	Form G8 Item No.	Form G9 Item No.	Form G10 Item No.	Form G11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	WR	00354249
2	2	2	2	2	2	2	2	2	WR	00437639
3	3	3	3	3	3	3	3	3	WR	00546224
4	4	4	4	4	4	4	4	4	WR	00546244
5	5	5	5	5	5	5	5	5	WR	00354189
6	6	6	6	6	6	6	6	6	WR	00546234
7	7	7	7	7	7	7	7	7	WR	00546246
8	8	8	8	8	8	8	8	8	WR	00437657
9	9	9	9	9	9	9	9	9	WR	00354181
10	10	10	10	10	10	10	10	10	WR	00354226
11	11	11	11	11	11	11	11	11	WR	00354239
12	12	12	12	12	12	12	12	12	WR	00354179
13	13	13	13	13	13	13	13	13	WR	00354208
14	14	14	14	14	14	14	14	14	WR	00546228
15	15	15	15	15	15	15	15	15	WR	00546248
16	16	16	16	16	16	16	16	16	WR	00546236
17	17	20	20	20	20	17	17	17	WR	00803515
18	18	21	21	21	21	18	18	18	WR	00803517
19	19	22	22	22	22	19	19	19	WR	00803519
20	20	23	23	23	23	20	20	20	WR	00437661
21	21	24	24	24	24	21	21	21	WR	00546230
22	22	25	25	25	25	22	22	22	WR	00546262
23	23	26	26	26	26	23	23	23	WR	00354234
24	24	28	28	28	28	25	25	24	WR	00803492

continues . . .

2007-08 Edition (Form G) Item Map, Writing, Grade Span 3–5

Form G1 Item No.	Forms G2– G5 Item No.	Form G6 Item No.	Form G7 Item No.	Form G8 Item No.	Form G9 Item No.	Form G10 Item No.	Form G11 Item No.	Sequence Number	Content Area	Item ID
		17						25	WR_FT	00940361
		18						26	WR_FT	00940363
		19						27	WR_FT	00940365
		27						28	WR_FT	00940367
			17					29	WR_FT	00940369
			18					30	WR_FT	00940371
			19					31	WR_FT	00940373
			27			27		32	WR_FT	00940375
				17				33	WR_FT	00940377
				18				34	WR_FT	00940379
				19				35	WR_FT	00940381
				27				36	WR_FT	00940383
					17			37	WR_FT	00940385
					18			38	WR_FT	00940387
					19			39	WR_FT	00940389
						24		40	WR_FT	00940394
							24	41	WR_FT	00940396

*Shading indicates field test Items for each form.

CELDT 2007–08 Edition (Form G) Technical Report

Appendix D: 2007–08 Edition (Form G) Item Maps

2007-08 Edition (Form G) Item Map, Writing, Grade Span 6–8

Form G1 Item No.	Forms G2– G5 Item No.	Form G6 Item No.	Form G7 Item No.	Form G8 Item No.	Form G9 Item No.	Form G10 Item No.	Form G11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	WR	00437792
2	2	2	2	2	2	2	2	2	WR	00437794
3	3	3	3	3	3	3	3	3	WR	00354653
4	4	4	4	4	4	4	4	4	WR	00546415
5	5	5	5	5	5	5	5	5	WR	00546405
6	6	6	6	6	6	6	6	6	WR	00546425
7	7	7	7	7	7	7	7	7	WR	00354683
8	8	8	8	8	8	8	8	8	WR	00354655
9	9	9	9	9	9	9	9	9	WR	00354699
10	10	10	10	10	10	10	10	10	WR	00354697
11	11	11	11	11	11	11	11	11	WR	00546409
12	12	12	12	12	12	12	12	12	WR	00546427
13	13	13	13	13	13	13	13	13	WR	00546419
14	14	14	14	14	14	14	14	14	WR	00803765
15	15	15	15	15	15	15	15	15	WR	00803767
16	16	16	16	16	16	16	16	16	WR	00803769
17	17	20	20	17	17	17	17	17	WR	00803785
18	18	21	21	18	18	18	18	18	WR	00803787
19	19	22	22	19	19	19	19	19	WR	00803789
20	20	23	23	23	23	20	20	20	WR	00437813
21	21	24	24	24	24	21	21	21	WR	00546421
22	22	25	25	25	25	22	22	22	WR	00546423
23	23	26	26	26	26	23	23	23	WR	00354689
24	24	28	28	28	28	25	25	24	WR	00803751

continues . . .

CELDT 2007–08 Edition (Form G) Technical Report

Appendix D: 2007–08 Edition (Form G) Item Maps

2007-08 Edition (Form G) Item Map, Writing, Grade Span 6–8

Form G1 Item No.	Forms G2– G5 Item No.	Form G6 Item No.	Form G7 Item No.	Form G8 Item No.	Form G9 Item No.	Form G10 Item No.	Form G11 Item No.	Sequence Number	Content Area	Item ID
		17						25	WR_FT	00803765
		18						26	WR_FT	00803767
		19						27	WR_FT	00803769
		27						28	WR_FT	00803771
			17					29	WR_FT	00803806
			18					30	WR_FT	00803808
			19					31	WR_FT	00803810
			27					32	WR_FT	00803781
				20				33	WR_FT	00803785
				21				34	WR_FT	00803787
				22				35	WR_FT	00803789
				27				36	WR_FT	00803791
					20			37	WR_FT	00803801
					21			38	WR_FT	00803751
					22			39	WR_FT	00803791
					27			40	WR_FT	00803801
						24		41	WR_FT	00803751
							24	42	WR_FT	00803763

*Shading indicates field test Items for each form.

CELDT 2007–08 Edition (Form G) Technical Report

Appendix D: 2007–08 Edition (Form G) Item Maps

2007-08 Edition (Form G) Item Map, Writing, Grade Span 9–12

Form G1 Item No.	Forms G2– G5 Item No.	Form G6 Item No.	Form G7 Item No.	Form G8 Item No.	Form G9 Item No.	Form G10 Item No.	Form G11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	WR	00684125
2	2	2	2	2	2	2	2	2	WR	00437928
3	3	3	3	3	3	3	3	3	WR	00354053
4	4	4	4	4	4	4	4	4	WR	00684130
5	5	5	5	5	5	5	5	5	WR	00684167
6	6	6	6	6	6	6	6	6	WR	00354123
7	7	7	7	7	7	7	7	7	WR	00354074
8	8	8	8	8	8	8	8	8	WR	00354093
9	9	9	9	9	9	9	9	9	WR	00684172
10	10	10	10	10	10	10	10	10	WR	00354078
11	11	11	11	11	11	11	11	11	WR	00546568
12	12	12	12	12	12	12	12	12	WR	00546576
13	13	13	13	13	13	13	13	13	WR	00546588
14	14	14	14	14	14	14	14	14	WR	00546598
15	15	15	15	15	15	15	15	15	WR	00684175
16	16	16	16	16	16	16	16	16	WR	00546600
17	17	20	20	17	17	17	17	17	WR	00804724
18	18	21	21	18	18	18	18	18	WR	00804726
19	19	22	22	19	19	19	19	19	WR	00804728
20	20	23	23	23	23	20	20	20	WR	00684169
21	21	24	24	24	24	21	21	21	WR	00546592
22	22	25	25	25	25	22	22	22	WR	00546602
23	23	26	26	26	26	23	23	23	WR	00684132
24	24	28	28	28	28	25	25	24	WR	00804774

continues . . .

CELDT 2007–08 Edition (Form G) Technical Report

Appendix D: 2007–08 Edition (Form G) Item Maps

2007–08 Edition (Form G) Item Map, Writing, Grade Span 9–12

Form G1 Item No.	Forms G2- G5 Item No.	Form G6 Item No.	Form G7 Item No.	Form G8 Item No.	Form G9 Item No.	Form G10 Item No.	Form G11 Item No.	Sequence Number	Content Area	Item ID
		17						25	WR_FT	00940507
		18						26	WR_FT	00940509
		19						27	WR_FT	00940511
		27						28	WR_FT	00940513
			17					29	WR_FT	00940515
			18					30	WR_FT	00940517
			19					31	WR_FT	00940519
			27					32	WR_FT	00940521
				20				33	WR_FT	00940523
				21				34	WR_FT	00940525
				22				35	WR_FT	00940527
				27				36	WR_FT	00940529
					20			37	WR_FT	00940531
					21			38	WR_FT	00940533
					22			39	WR_FT	00940535
					27			40	WR_FT	00940537
						24		41	WR_FT	00940539
							24	42	WR_FT	00940541

*Shading indicates field test Items for each form.

**Appendix E CELDT Summary Statistics
2007–08 Edition (Form G) 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	5967	372.40	60.55	360.94	105.58	NA	NA	NA	NA	NA	NA	366.43	77.49
1	182795	422.03	57.11	428.35	82.76	NA	NA	NA	NA	NA	NA	424.94	64.50
2	168016	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	153171	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	135399	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	128432	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	109440	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	92909	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	87158	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	81401	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	74483	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	63845	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	51770	591.14	108.12	564.65	106.02	580.53	82.03	552.35	86.63	585.56	88.63	571.79	82.99

2007–08 Edition (Form G) 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	356778	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	417002	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	289507	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	271499	580.08	101.16	550.14	99.35	568.04	75.72	550.71	77.01	573.77	81.26	561.86	74.83

Note. For previous years' summary statistics, please see Technical Reports for CELDT Forms A–F.

* N-count for Grade Span K–2 is 356,778 overall, but Reading and Writing includes only Grade 2 data, for which the N-count is 168,016.

2007–08 Edition (Form G) Summary Statistics by Grade, Initial Identification 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	208415	350.85	72.91	339.78	123.32	NA	NA	NA	NA	NA	NA	345.10	93.04
1	22266	392.03	94.85	381.09	141.01	NA	NA	NA	NA	NA	NA	386.35	114.49
2	15674	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	13853	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	12897	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	11983	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	11841	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	12048	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	10528	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	21243	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	12921	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	9926	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	6372	559.01	139.57	529.49	139.85	570.23	106.64	532.38	121.30	564.36	117.76	547.41	116.85

2007–08 Edition (Form G) Summary Statistics by Grade Span, Initial Identification 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	246355	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	38733	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	34417	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	50462	522.49	158.03	490.58	158.33	540.66	118.31	503.89	140.38	531.33	133.23	514.05	135.07

Note. For previous years' summary statistics, please see Technical Reports for CELDT Forms A–F.

* N-count for Grade Span K–2 is 246,355 overall, but Reading and Writing includes only Grade 2 data, for which the N-count is 15,674.

2006–07 Edition (Form F) 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	7143	340.5	91.66	354.02	77.21	327.41	118.11	NA	NA	NA	NA	340.5	91.66
1	168999	414.77	68.59	415.34	63.11	414.68	86.86	NA	NA	NA	NA	414.77	68.59
2	158997	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	149266	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	143822	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	129088	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	103392	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	94727	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	87490	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	82319	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	75913	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	61375	567.88	90.08	581.51	99.32	554.80	103.65	574.9	75.03	555.37	80.75	566.27	75.67
12	48581	573.64	94.93	586.12	105.48	561.72	106.61	579.87	80.67	554.83	88.06	570.27	81.71

2006–07 Edition (Form F) 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	335139	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	422176	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	285609	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	268188	560.67	89.47	574.04	98.90	547.87	102.28	565.49	75.58	551.36	80.63	559.32	75.50

Note. For previous years' summary statistics, please see Technical Reports for CELDT Forms A–E. * N-count for grade span K–2 is 335,139 overall, but Reading and Writing includes only Grade 2 data, for which the N-count is 158,997.

2006–07 Edition (Form F) Summary Statistics by Grade, Initial Identification 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	211087	336.90	98.86	345.12	83.45	329.10	125.74	NA	NA	NA	NA	336.90	98.86
1	27833	377.45	117.41	384.86	100.80	370.45	141.60	NA	NA	NA	NA	377.45	117.41
2	18370	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	16577	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	15130	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	14304	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	14029	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	14245	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	12231	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	23504	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	14180	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	10211	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	6272	536.60	135.51	551.14	143.09	522.65	144.70	570.53	115.22	537.00	131.26	544.96	122.67

2006–07 Edition (Form F) Summary Statistics by Grade Span, Initial Identification 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	257290	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	46011	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	40505	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	54167	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 includes only Grade 2 data, for which the N-count is 18,370.

Appendix F Domain Correlations

The following tables detail simple statistics and domain correlations by grade span, for both Annual Assessment and Initial Identification data. All analyses shown are based on scale scores.

Annual Assessment Data

2007–08 Edition (Form G) Simple Statistics, Annual Assessment, Grade Span K–2: Grade 2*

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	168016	462.64	58.94	220	570
Speaking	168016	469.03	74.50	140	630
Reading	168016	433.15	66.91	280	650
Writing	168016	444.65	77.49	220	690

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

2007–08 Edition (Form G) Pearson Correlation Coefficients, Annual Assessment, Grade Span K–2: Grade 2

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.63	0.50	0.52
Speaking	0.63	1.00	0.40	0.45
Reading	0.50	0.40	1.00	0.68
Writing	0.52	0.45	0.68	1.00

*In the administration of the 2007–08 Edition (Form G), the domains of Listening and Speaking were administered separately.

2007–08 Edition (Form G) Simple Statistics, Annual Assessment, Grade Span 3–5

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	417002	503.97	79.07	220	640
Speaking	417002	505.89	74.63	200	720
Reading	417002	497.80	67.97	280	700
Writing	417002	502.43	66.21	220	740

2007–08 Edition (Form G) Pearson Correlation Coefficients, Annual Assessment, Grade Span 3–5

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.51	0.62	0.57
Speaking	0.51	1.00	0.49	0.50
Reading	0.62	0.49	1.00	0.75
Writing	0.57	0.50	0.75	1.00

*In the administration of the 2007–08 Edition (Form G), the domains of Listening and Speaking were administered separately.

2007–08 Edition (Form G) Simple Statistics, Annual Assessment, Grade Span 6–8

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	289507	566.39	92.59	230	715
Speaking	289507	535.77	77.89	225	720
Reading	289507	542.02	68.05	320	750
Writing	289507	535.24	63.20	220	780

**2007–08 Edition (Form G) Pearson Correlation Coefficients,
Annual Assessment, Grade Span 6–8**

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.52	0.60	0.58
Speaking	0.52	1.00	0.51	0.56
Reading	0.60	0.51	1.00	0.74
Writing	0.58	0.56	0.74	1.00

*In the administration of the 2007–08 Edition (Form G), the domains of Listening and Speaking were administered separately.

2007–08 Edition (Form G) Simple Statistics, Annual Assessment, Grade Span 9–12

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	271499	580.07	101.16	230	725
Speaking	271499	550.13	99.35	235	740
Reading	271499	568.04	75.72	320	770
Writing	271499	550.71	77.00	220	810

**2007–08 Edition (Form G) Pearson Correlation Coefficients,
Annual Assessment, Grade Span 9–12**

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.58	0.68	0.65
Speaking	0.58	1.00	0.54	0.59
Reading	0.68	0.54	1.00	0.72
Writing	0.65	0.59	0.72	1.00

*In the administration of the 2007–08 Edition (Form G), the domains of Listening and Speaking were administered separately.

Initial Identification Data

**2007–08 Edition (Form G) Simple Statistics, Initial Identification,
Grade Span K–2: Grade 2***

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	15674	414.04	110.18	220	570
Speaking	15674	397.55	155.48	140	630
Reading	15674	408.74	90.19	280	650
Writing	15674	396.93	118.83	220	690

*Please note that for Grade Span K–2, data are shown for only Grade 2; Kindergarten and Grade 1 are not administered the Reading and Writing tests, and so do not have data to calculate correlations.

**2007–08 Edition (Form G) Pearson Correlation Coefficients,
Initial Identification, Grade Span K–2: Grade 2**

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.90	0.75	0.80
Speaking	0.90	1.00	0.71	0.78
Reading	0.75	0.71	1.00	0.84
Writing	0.80	0.78	0.84	1.00

*In the administration of the 2007–08 Edition (Form G), the domains of Listening and Speaking were administered separately.

2007–08 Edition (Form G) Simple Statistics, Initial Identification, Grade Span 3–5

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	38733	448.92	130.34	220	640
Speaking	38733	435.35	149.73	200	720
Reading	38733	458.21	108.50	280	700
Writing	38733	440.66	128.90	220	740

**2007–08 Edition (Form G) Pearson Correlation Coefficients,
Initial Identification, Grade Span 3–5**

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.83	0.85	0.85
Speaking	0.83	1.00	0.80	0.84
Reading	0.85	0.80	1.00	0.89
Writing	0.85	0.84	0.89	1.00

*In the administration of the 2007–08 Edition (Form G), the domains of Listening and Speaking were administered separately.

2007–08 Edition (Form G) Simple Statistics, Initial Identification, Grade Span 6–8

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	34417	497.49	156.42	230	715
Speaking	34417	464.68	153.97	225	720
Reading	34417	512.39	114.80	320	750
Writing	34417	476.60	137.65	220	780

**2007–08 Edition (Form G) Pearson Correlation Coefficients,
Initial Identification, Grade Span 6–8**

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.85	0.86	0.87
Speaking	0.85	1.00	0.82	0.86
Reading	0.86	0.82	1.00	0.89
Writing	0.87	0.86	0.89	1.00

*In the administration of the 2007–08 Edition (Form G), the domains of Listening and Speaking were administered separately.

2007–08 Edition (Form G) Simple Statistics, Initial Identification, Grade Span 9–12

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	50462	522.49	158.03	230	725
Speaking	50462	490.58	158.33	235	740
Reading	50462	540.66	118.31	320	770
Writing	50462	503.89	140.38	220	810

**2007–08 Edition (Form G) Pearson Correlation Coefficients,
Initial Identification, Grade Span 9–12**

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.83	0.86	0.86
Speaking	0.83	1.00	0.80	0.84
Reading	0.86	0.80	1.00	0.88
Writing	0.86	0.84	0.88	1.00

*In the administration of the 2007–08 Edition (Form G), the domains of Listening and Speaking were administered separately.

Appendix G Classification Accuracy and Consistency

**2007–08 Edition (Form G) Annual Assessment
Classification Accuracy and Consistency, Listening**

Grade Span	Grades	Accuracy	Consistency	Kappa
	K	0.674	0.580	0.388
1	1	0.596	0.482	0.327
	2	0.601	0.485	0.323
	3	0.541	0.433	0.280
2	4	0.581	0.473	0.318
	5	0.614	0.504	0.343
	6	0.576	0.463	0.297
3	7	0.593	0.482	0.323
	8	0.617	0.503	0.349
	9	0.615	0.500	0.339
4	10	0.645	0.533	0.376
	11	0.648	0.536	0.378
	12	0.665	0.556	0.412

**2007–08 Edition (Form G) Annual Assessment
Classification Accuracy and Consistency, Speaking**

Grade Span	Grades	Accuracy	Consistency	Kappa
	K	0.736	0.661	0.513
1	1	0.664	0.562	0.451
	2	0.649	0.548	0.419
	3	0.661	0.556	0.428
2	4	0.661	0.565	0.427
	5	0.679	0.587	0.442
	6	0.665	0.563	0.433
3	7	0.682	0.584	0.455
	8	0.703	0.606	0.483
	9	0.681	0.579	0.466
4	10	0.705	0.606	0.501
	11	0.710	0.614	0.505
	12	0.720	0.630	0.517

**2007–08 Edition (Form G) Annual Assessment
Classification Accuracy and Consistency, Reading**

Grade Span	Grades	Accuracy	Consistency	Kappa
1	K	N/A	N/A	N/A
	1	N/A	N/A	N/A
	2	0.725	0.636	0.473
2	3	0.683	0.589	0.437
	4	0.718	0.633	0.486
	5	0.691	0.596	0.475
3	6	0.655	0.554	0.432
	7	0.659	0.557	0.444
	8	0.670	0.568	0.457
4	9	0.641	0.538	0.408
	10	0.665	0.564	0.440
	11	0.665	0.562	0.446
	12	0.682	0.585	0.479

**2007–08 Edition (Form G) Annual Assessment
Classification Accuracy and Consistency, Writing**

Grade Span	Grades	Accuracy	Consistency	Kappa
1	K	N/A	N/A	N/A
	1	N/A	N/A	N/A
	2	0.685	0.595	0.453
2	3	0.677	0.577	0.451
	4	0.681	0.580	0.451
	5	0.674	0.568	0.444
3	6	0.657	0.548	0.419
	7	0.662	0.553	0.431
	8	0.670	0.564	0.446
4	9	0.674	0.571	0.459
	10	0.685	0.585	0.478
	11	0.686	0.588	0.479
	12	0.695	0.602	0.498

**2007–08 Edition (Form G) Annual Assessment
Classification Accuracy at Each Performance Cut Score, Listening**

Grade Span	Grades	Accuracy at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	0.856	0.879	0.940	0.986
	1	0.913	0.855	0.868	0.946
	2	0.947	0.881	0.849	0.911
	3	0.912	0.849	0.841	0.904
2	4	0.944	0.886	0.849	0.877
	5	0.957	0.906	0.858	0.879
	6	0.945	0.880	0.840	0.890
3	7	0.951	0.890	0.849	0.887
	8	0.953	0.899	0.858	0.896
	9	0.937	0.879	0.856	0.931
4	10	0.937	0.887	0.867	0.945
	11	0.945	0.897	0.868	0.930
	12	0.946	0.907	0.881	0.925

**2007–08 Edition (Form G) Annual Assessment
Classification Accuracy at Each Performance Cut Score, Speaking**

Grade Span	Grades	Accuracy at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	0.911	0.918	0.935	0.960
	1	0.928	0.900	0.898	0.928
	2	0.949	0.908	0.881	0.898
	3	0.956	0.909	0.883	0.905
2	4	0.957	0.915	0.885	0.891
	5	0.961	0.924	0.892	0.889
	6	0.958	0.915	0.885	0.898
3	7	0.960	0.922	0.893	0.899
	8	0.964	0.929	0.900	0.905
	9	0.949	0.913	0.896	0.918
4	10	0.952	0.922	0.907	0.921
	11	0.956	0.926	0.907	0.916
	12	0.957	0.931	0.912	0.915

**2007–08 Edition (Form G) Annual Assessment
Classification Accuracy at Each Performance Cut Score, Reading**

Grade Span	Grades	Accuracy at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	N/A	N/A	N/A	N/A
	1	N/A	N/A	N/A	N/A
	2	0.887	0.905	0.950	0.974
2	3	0.885	0.880	0.933	0.969
	4	0.899	0.891	0.925	0.966
	5	0.920	0.903	0.907	0.944
3	6	0.912	0.889	0.901	0.940
	7	0.922	0.894	0.900	0.933
	8	0.926	0.897	0.904	0.936
4	9	0.899	0.878	0.902	0.946
	10	0.907	0.888	0.910	0.951
	11	0.918	0.893	0.904	0.941
	12	0.924	0.904	0.909	0.936

**2007–08 Edition (Form G) Annual Assessment
Classification Accuracy at Each Performance Cut Score, Writing**

Grade Span	Grades	Accuracy at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	N/A	N/A	N/A	N/A
	1	N/A	N/A	N/A	N/A
	2	0.894	0.895	0.923	0.961
2	3	0.912	0.889	0.917	0.949
	4	0.923	0.893	0.911	0.943
	5	0.938	0.898	0.897	0.934
3	6	0.938	0.892	0.889	0.931
	7	0.942	0.896	0.888	0.930
	8	0.947	0.905	0.891	0.922
4	9	0.942	0.906	0.896	0.923
	10	0.942	0.910	0.901	0.924
	11	0.946	0.913	0.901	0.919
	12	0.940	0.915	0.908	0.923

**2007–08 Edition (Form G) Annual Assessment
Classification Consistency at Each Proficiency Cut Score, Listening**

Grade Span	Grades	Consistency at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	0.799	0.831	0.914	0.979
	1	0.877	0.799	0.816	0.922
	2	0.923	0.834	0.790	0.874
2	3	0.875	0.790	0.780	0.863
	4	0.920	0.841	0.791	0.829
	5	0.937	0.867	0.803	0.832
3	6	0.920	0.832	0.779	0.845
	7	0.929	0.845	0.790	0.842
	8	0.932	0.858	0.803	0.855
4	9	0.911	0.831	0.800	0.901
	10	0.911	0.842	0.815	0.921
	11	0.922	0.856	0.816	0.901
	12	0.924	0.870	0.834	0.895

**2007–08 Edition (Form G) Annual Assessment
Classification Consistency at Each Proficiency Cut Score, Speaking**

Grade Span	Grades	Consistency at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	0.874	0.884	0.909	0.943
	1	0.899	0.859	0.857	0.899
	2	0.927	0.871	0.834	0.857
2	3	0.938	0.872	0.836	0.866
	4	0.938	0.881	0.839	0.847
	5	0.944	0.893	0.849	0.844
3	6	0.940	0.880	0.839	0.857
	7	0.943	0.890	0.850	0.859
	8	0.949	0.900	0.860	0.867
4	9	0.927	0.877	0.854	0.884
	10	0.932	0.890	0.869	0.889
	11	0.938	0.896	0.870	0.882
	12	0.939	0.902	0.877	0.880

**2007–08 Edition (Form G) Annual Assessment
Classification Consistency at Each Proficiency Cut Score, Reading**

Grade Span	Grades	Consistency at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	N/A	N/A	N/A	N/A
	1	N/A	N/A	N/A	N/A
	2	0.843	0.866	0.928	0.962
2	3	0.839	0.833	0.905	0.955
	4	0.858	0.848	0.894	0.952
	5	0.888	0.864	0.870	0.920
3	6	0.876	0.845	0.861	0.915
	7	0.890	0.852	0.859	0.905
	8	0.895	0.856	0.865	0.909
4	9	0.859	0.830	0.863	0.923
	10	0.869	0.844	0.873	0.930
	11	0.884	0.850	0.865	0.916
	12	0.893	0.865	0.872	0.909

**2007–08 Edition (Form G) Annual Assessment
Classification Consistency at Each Proficiency Cut Score, Writing**

Grade Span	Grades	Consistency at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	N/A	N/A	N/A	N/A
	1	N/A	N/A	N/A	N/A
	2	0.851	0.853	0.891	0.944
2	3	0.876	0.845	0.883	0.928
	4	0.892	0.850	0.874	0.919
	5	0.912	0.857	0.856	0.907
3	6	0.913	0.848	0.845	0.903
	7	0.917	0.855	0.844	0.901
	8	0.925	0.866	0.847	0.890
4	9	0.919	0.867	0.854	0.892
	10	0.918	0.874	0.862	0.893
	11	0.924	0.878	0.861	0.886
	12	0.915	0.881	0.870	0.891

Appendix H Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Listening, Kindergarten

Raw Score	Scale Score	Standard Error	Performance Level
0	220	102	Beginning
1	220	102	
2	220	102	
3	262	60	
4	293	40	
5	314	32	
6	330	28	
7	345	25	
8	357	24	
9	369	22	Early Intermediate
10	381	22	
11	392	21	
12	403	22	Intermediate
13	415	22	
14	428	23	
15	442	24	Early Advanced
16	456	25	
17	473	26	
18	495	32	Advanced
19	530	48	
20	570	75	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Listening, Grade 1

Raw Score	Scale Score	Standard Error	Performance Level
0	220	102	Beginning
1	220	102	
2	220	102	
3	262	60	
4	293	40	
5	314	32	
6	330	28	
7	345	25	
8	357	24	
9	369	22	Early Intermediate
10	381	22	
11	392	21	
12	403	22	Intermediate
13	415	22	
14	428	23	
15	442	24	Early Advanced
16	456	25	
17	473	26	
18	495	32	Advanced
19	530	48	
20	570	75	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Listening, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	220	102	Beginning
1	220	102	
2	220	102	
3	262	60	
4	293	40	
5	314	32	
6	330	28	
7	345	25	
8	357	24	
9	369	22	
10	381	22	Early Intermediate
11	392	21	
12	403	22	
13	415	22	
14	428	23	Intermediate
15	442	24	
16	456	25	
17	473	26	
18	495	32	Early Adv.
19	530	48	Advanced
20	570	75	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Listening, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	220	180	Beginning
1	220	180	
2	220	180	
3	220	180	
4	220	180	
5	265	135	
6	325	75	
7	356	51	
8	378	42	
9	396	37	
10	412	34	
11	428	32	
12	442	30	
13	457	29	Intermediate
14	472	29	
15	488	29	
16	505	31	Early Adv.
17	526	35	
18	555	42	Advanced
19	603	63	
20	640	94	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Listening, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	220	180	Beginning
1	220	180	
2	220	180	
3	220	180	
4	220	180	
5	265	135	
6	325	75	
7	356	51	
8	378	42	
9	396	37	
10	412	34	Early Intermediate
11	428	32	
12	442	30	
13	457	29	Intermediate
14	472	29	
15	488	29	
16	505	31	
17	526	35	Early Adv.
18	555	42	
19	603	63	Advanced
20	640	94	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Listening, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	220	180	Beginning
1	220	180	
2	220	180	
3	220	180	
4	220	180	
5	265	135	
6	325	75	
7	356	51	
8	378	42	
9	396	37	
10	412	34	Early Intermediate
11	428	32	
12	442	30	
13	457	29	
14	472	29	Intermediate
15	488	29	
16	505	31	
17	526	35	Early Adv.
18	555	42	
19	603	63	Advanced
20	640	94	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Listening, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	230	179	Beginning
1	230	179	
2	230	179	
3	230	179	
4	230	179	
5	242	167	
6	320	89	
7	354	56	
8	377	43	
9	395	37	
10	412	33	
11	427	32	Early Intermediate
12	442	32	
13	457	32	
14	474	34	
15	493	37	Intermediate
16	515	42	
17	544	48	
18	582	59	Early Adv.
19	643	79	Advanced
20	715	120	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Listening, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	230	179	Beginning
1	230	179	
2	230	179	
3	230	179	
4	230	179	
5	242	167	
6	320	89	
7	354	56	
8	377	43	
9	395	37	
10	412	33	
11	427	32	Early Intermediate
12	442	32	
13	457	32	
14	474	34	
15	493	37	
16	515	42	Intermediate
17	544	48	
18	582	59	Early Adv.
19	643	79	
20	715	120	Advanced

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Listening, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	230	179	Beginning
1	230	179	
2	230	179	
3	230	179	
4	230	179	
5	242	167	
6	320	89	
7	354	56	
8	377	43	
9	395	37	
10	412	33	
11	427	32	Early Intermediate
12	442	32	
13	457	32	
14	474	34	
15	493	37	
16	515	42	Intermediate
17	544	48	
18	582	59	
19	643	79	Early Adv.
20	715	120	Advanced

2007–08 Edition (Form G) Raw Score to Scale Score Table: Listening, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	230	222	Beginning
1	230	222	
2	230	222	
3	230	222	
4	230	222	
5	230	222	
6	242	210	
7	364	88	
8	398	55	
9	421	45	
10	441	41	Early Intermediate
11	460	39	
12	479	38	
13	497	38	
14	517	38	
15	539	41	Intermediate
16	565	46	
17	597	51	
18	636	56	Early Adv.
19	693	69	Advanced
20	725	81	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Listening, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	230	222	Beginning
1	230	222	
2	230	222	
3	230	222	
4	230	222	
5	230	222	
6	242	210	
7	364	88	
8	398	55	
9	421	45	
10	441	41	
11	460	39	Early Intermediate
12	479	38	
13	497	38	
14	517	38	
15	539	41	Intermediate
16	565	46	
17	597	51	
18	636	56	Early Adv.
19	693	69	
20	725	81	Advanced

2007–08 Edition (Form G) Raw Score to Scale Score Table: Listening, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	230	222	Beginning
1	230	222	
2	230	222	
3	230	222	
4	230	222	
5	230	222	
6	242	210	
7	364	88	
8	398	55	
9	421	45	
10	441	41	
11	460	39	Early Intermediate
12	479	38	
13	497	38	
14	517	38	
15	539	41	Intermediate
16	565	46	
17	597	51	
18	636	56	Early Adv.
19	693	69	
20	725	81	Advanced

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

2007–08 Edition (Form G) Raw Score to Scale Score Table: Listening, Grade 12

Raw Score	Scale Score	Standard Error	Performance Level
0	230	222	Beginning
1	230	222	
2	230	222	
3	230	222	
4	230	222	
5	230	222	
6	242	210	
7	364	88	
8	398	55	
9	421	45	
10	441	41	
11	460	39	Early Intermediate
12	479	38	
13	497	38	
14	517	38	
15	539	41	Intermediate
16	565	46	
17	597	51	
18	636	56	Early Adv.
19	693	69	
20	725	81	Advanced

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Speaking, Kindergarten

Raw Score	Scale Score	Standard Error	Performance Level
0	140	150	Beginning
1	249	41	
2	280	31	
3	300	26	
4	316	23	
5	328	22	
6	339	21	
7	350	20	
8	359	19	Early Intermediate
9	368	19	
10	376	18	
11	384	18	
12	392	18	
13	399	18	
14	407	18	Intermediate
15	415	18	
16	423	19	
17	431	19	
18	439	19	
19	449	20	
20	458	21	Early Advanced
21	470	23	
22	482	25	
23	498	28	Advanced
24	518	32	
25	548	41	
26	601	62	
27	630	79	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Speaking, Grade 1

Raw Score	Scale Score	Standard Error	Performance Level
0	140	150	Beginning
1	249	41	
2	280	31	
3	300	26	
4	316	23	
5	328	22	
6	339	21	
7	350	20	
8	359	19	Early Intermediate
9	368	19	
10	376	18	
11	384	18	
12	392	18	
13	399	18	
14	407	18	Intermediate
15	415	18	
16	423	19	
17	431	19	
18	439	19	
19	449	20	
20	458	21	Early Advanced
21	470	23	
22	482	25	
23	498	28	Advanced
24	518	32	
25	548	41	
26	601	62	
27	630	79	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Speaking, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	140	150	Beginning
1	249	41	
2	280	31	
3	300	26	
4	316	23	
5	328	22	
6	339	21	
7	350	20	
8	359	19	
9	368	19	
10	376	18	Early Intermediate
11	384	18	
12	392	18	
13	399	18	
14	407	18	
15	415	18	
16	423	19	Intermediate
17	431	19	
18	439	19	
19	449	20	
20	458	21	
21	470	23	Early Advanced
22	482	25	
23	498	28	
24	518	32	
25	548	41	Advanced
26	601	62	
27	630	79	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Speaking, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	200	129	Beginning
1	294	42	
2	325	31	
3	345	26	
4	359	23	
5	371	21	
6	382	20	
7	391	19	Early Intermediate
8	399	18	
9	406	17	
10	414	17	
11	420	16	
12	427	16	
13	433	16	
14	439	16	Intermediate
15	445	15	
16	451	15	
17	457	16	
18	464	16	
19	470	16	
20	477	17	
21	485	18	Early Advanced
22	494	19	
23	503	20	
24	515	23	
25	529	26	Advanced
26	548	31	
27	576	40	
28	625	60	
29	720	121	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Speaking, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	200	129	Beginning
1	294	42	
2	325	31	
3	345	26	
4	359	23	
5	371	21	
6	382	20	
7	391	19	
8	399	18	
9	406	17	Early Intermediate
10	414	17	
11	420	16	
12	427	16	
13	433	16	
14	439	16	
15	445	15	
16	451	15	Intermediate
17	457	16	
18	464	16	
19	470	16	
20	477	17	
21	485	18	
22	494	19	
23	503	20	Early Advanced
24	515	23	
25	529	26	
26	548	31	Advanced
27	576	40	
28	625	60	
29	720	121	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Speaking, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	200	129	Beginning
1	294	42	
2	325	31	
3	345	26	
4	359	23	
5	371	21	
6	382	20	
7	391	19	
8	399	18	
9	406	17	Early Intermediate
10	414	17	
11	420	16	
12	427	16	
13	433	16	
14	439	16	
15	445	15	
16	451	15	Intermediate
17	457	16	
18	464	16	
19	470	16	
20	477	17	
21	485	18	
22	494	19	
23	503	20	Early Advanced
24	515	23	
25	529	26	
26	548	31	Advanced
27	576	40	
28	625	60	
29	720	121	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Speaking, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	225	123	Beginning
1	314	44	
2	345	31	
3	364	26	
4	378	23	
5	390	21	
6	399	20	
7	408	19	
8	416	18	
9	424	18	Early Intermediate
10	431	17	
11	439	17	
12	446	17	
13	453	17	
14	460	17	
15	467	18	Intermediate
16	474	18	
17	482	18	
18	490	19	
19	498	19	
20	507	20	
21	516	21	
22	527	23	Early Advanced
23	539	24	
24	553	26	
25	569	29	Advanced
26	590	33	
27	618	40	
28	663	54	
29	720	84	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Speaking, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	225	123	Beginning
1	314	44	
2	345	31	
3	364	26	
4	378	23	
5	390	21	
6	399	20	
7	408	19	
8	416	18	
9	424	18	Early Intermediate
10	431	17	
11	439	17	
12	446	17	
13	453	17	
14	460	17	
15	467	18	
16	474	18	Intermediate
17	482	18	
18	490	19	
19	498	19	
20	507	20	
21	516	21	
22	527	23	Early Advanced
23	539	24	
24	553	26	
25	569	29	Advanced
26	590	33	
27	618	40	
28	663	54	
29	720	84	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Speaking, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	225	123	Beginning
1	314	44	
2	345	31	
3	364	26	
4	378	23	
5	390	21	
6	399	20	
7	408	19	
8	416	18	
9	424	18	Early Intermediate
10	431	17	
11	439	17	
12	446	17	
13	453	17	
14	460	17	
15	467	18	
16	474	18	
17	482	18	Intermediate
18	490	19	
19	498	19	
20	507	20	
21	516	21	
22	527	23	
23	539	24	Early Advanced
24	553	26	
25	569	29	
26	590	33	
27	618	40	Advanced
28	663	54	
29	720	84	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Speaking, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	235	121	Beginning
1	318	54	
2	356	37	
3	378	31	
4	394	27	
5	408	25	
6	419	24	
7	430	22	Early Intermediate
8	440	22	
9	449	21	
10	457	21	
11	466	20	
12	474	20	
13	482	20	
14	490	20	Intermediate
15	498	20	
16	506	20	
17	515	21	
18	524	21	
19	533	22	
20	543	23	
21	554	25	Early Advanced
22	566	26	
23	580	29	
24	597	32	Advanced
25	616	36	
26	641	41	
27	674	50	
28	726	69	
29	740	76	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Speaking, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	235	121	Beginning
1	318	54	
2	356	37	
3	378	31	
4	394	27	
5	408	25	
6	419	24	
7	430	22	Early Intermediate
8	440	22	
9	449	21	
10	457	21	
11	466	20	
12	474	20	
13	482	20	
14	490	20	Intermediate
15	498	20	
16	506	20	
17	515	21	
18	524	21	
19	533	22	
20	543	23	
21	554	25	
22	566	26	Early Advanced
23	580	29	
24	597	32	
25	616	36	
26	641	41	Advanced
27	674	50	
28	726	69	
29	740	76	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Speaking, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	235	121	Beginning
1	318	54	
2	356	37	
3	378	31	
4	394	27	
5	408	25	
6	419	24	
7	430	22	Early Intermediate
8	440	22	
9	449	21	
10	457	21	
11	466	20	
12	474	20	
13	482	20	
14	490	20	Intermediate
15	498	20	
16	506	20	
17	515	21	
18	524	21	
19	533	22	
20	543	23	
21	554	25	
22	566	26	Early Advanced
23	580	29	
24	597	32	
25	616	36	
26	641	41	Advanced
27	674	50	
28	726	69	
29	740	76	

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

2007–08 Edition (Form G) Raw Score to Scale Score Table: Speaking, Grade 12

Raw Score	Scale Score	Standard Error	Performance Level
0	235	121	Beginning
1	318	54	
2	356	37	
3	378	31	
4	394	27	
5	408	25	
6	419	24	
7	430	22	Early Intermediate
8	440	22	
9	449	21	
10	457	21	
11	466	20	
12	474	20	
13	482	20	
14	490	20	Intermediate
15	498	20	
16	506	20	
17	515	21	
18	524	21	
19	533	22	
20	543	23	
21	554	25	
22	566	26	Early Advanced
23	580	29	
24	597	32	
25	616	36	
26	641	41	Advanced
27	674	50	
28	726	69	
29	740	76	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Reading, Grade 2

Raw Score	Scale Score	Standard Error	Performance
			Level
0	280	145	Beginning
1	280	145	
2	280	145	
3	280	145	
4	280	145	
5	280	145	
6	280	145	
7	280	145	
8	280	145	
9	318	107	
10	361	64	
11	382	43	
12	396	33	
13	407	28	
14	416	24	
15	425	21	Early Intermediate
16	432	20	
17	439	18	
18	445	17	
19	452	17	
20	458	16	
21	464	16	
22	470	15	
23	476	15	Intermediate
24	482	15	
25	488	15	
26	495	15	
27	501	15	
28	508	15	
29	516	15	
30	523	16	
31	532	17	Early Adv.
32	543	19	
33	558	24	Advanced
34	584	37	
35	650	99	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Reading, Grade 3

Raw Score	Scale Score	Standard Error	Performance
			Level
0	280	166	Beginning
1	280	166	
2	280	166	
3	280	166	
4	280	166	
5	280	166	
6	332	114	
7	378	68	
8	401	45	
9	417	35	
10	429	29	
11	439	25	
12	448	22	Early Intermediate
13	456	20	
14	463	19	
15	469	18	
16	475	17	
17	481	17	
18	487	17	Intermediate
19	493	16	
20	499	16	
21	505	16	
22	511	17	
23	517	17	
24	524	17	
25	530	17	
26	537	18	
27	545	18	Early Advanced
28	553	19	
29	562	20	
30	572	21	Advanced
31	584	24	
32	599	29	
33	622	38	
34	664	62	
35	700	90	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Reading, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	280	166	Beginning
1	280	166	
2	280	166	
3	280	166	
4	280	166	
5	280	166	
6	332	114	
7	378	68	
8	401	45	
9	417	35	
10	429	29	
11	439	25	
12	448	22	
13	456	20	
14	463	19	
15	469	18	
16	475	17	Early Intermediate
17	481	17	
18	487	17	Intermediate
19	493	16	
20	499	16	
21	505	16	
22	511	17	
23	517	17	
24	524	17	
25	530	17	
26	537	18	
27	545	18	
28	553	19	
29	562	20	Early Advanced
30	572	21	
31	584	24	
32	599	29	Advanced
33	622	38	
34	664	62	
35	700	90	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Reading, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	280	166	Beginning
1	280	166	
2	280	166	
3	280	166	
4	280	166	
5	280	166	
6	332	114	
7	378	68	
8	401	45	
9	417	35	
10	429	29	
11	439	25	
12	448	22	
13	456	20	
14	463	19	
15	469	18	
16	475	17	Early Intermediate
17	481	17	
18	487	17	
19	493	16	Intermediate
20	499	16	
21	505	16	
22	511	17	
23	517	17	
24	524	17	
25	530	17	
26	537	18	
27	545	18	
28	553	19	
29	562	20	Early Advanced
30	572	21	
31	584	24	
32	599	29	Advanced
33	622	38	
34	664	62	
35	700	90	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Reading, Grade 6

Raw Score	Scale Score	Standard Error	Performance
			Level
0	320	161	Beginning
1	320	161	
2	320	161	
3	320	161	
4	320	161	
5	320	161	
6	320	161	
7	394	87	
8	428	53	
9	446	37	
10	459	31	
11	471	27	
12	481	25	Early Intermediate
13	490	24	
14	498	23	
15	507	22	
16	514	21	
17	522	20	Intermediate
18	529	19	
19	536	18	
20	543	17	
21	549	17	
22	555	17	
23	562	17	
24	568	17	Early Advanced
25	575	17	
26	582	17	
27	590	18	
28	598	18	
29	607	19	
30	617	21	Advanced
31	628	23	
32	643	25	
33	662	30	
34	693	42	
35	750	83	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Reading, Grade 7

Raw Score	Scale Score	Standard Error	Performance
			Level
0	320	161	Beginning
1	320	161	
2	320	161	
3	320	161	
4	320	161	
5	320	161	
6	320	161	
7	394	87	
8	428	53	
9	446	37	
10	459	31	
11	471	27	
12	481	25	
13	490	24	Early Intermediate
14	498	23	
15	507	22	
16	514	21	
17	522	20	Intermediate
18	529	19	
19	536	18	
20	543	17	
21	549	17	
22	555	17	
23	562	17	
24	568	17	Early Advanced
25	575	17	
26	582	17	
27	590	18	
28	598	18	
29	607	19	
30	617	21	Advanced
31	628	23	
32	643	25	
33	662	30	
34	693	42	
35	750	83	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Reading, Grade 8

Raw Score	Scale Score	Standard Error	Performance
			Level
0	320	161	Beginning
1	320	161	
2	320	161	
3	320	161	
4	320	161	
5	320	161	
6	320	161	
7	394	87	
8	428	53	
9	446	37	
10	459	31	
11	471	27	
12	481	25	
13	490	24	
14	498	23	Early Intermediate
15	507	22	
16	514	21	
17	522	20	
18	529	19	
19	536	18	
20	543	17	Intermediate
21	549	17	
22	555	17	
23	562	17	
24	568	17	
25	575	17	
26	582	17	
27	590	18	Early Advanced
28	598	18	
29	607	19	
30	617	21	Advanced
31	628	23	
32	643	25	
33	662	30	
34	693	42	
35	750	83	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Reading, Grade 9

Raw Score	Scale Score	Standard Error	Performance
			Level
0	320	178	Beginning
1	320	178	
2	320	178	
3	320	178	
4	320	178	
5	320	178	
6	320	178	
7	320	178	
8	398	100	
9	434	64	
10	456	47	
11	473	39	
12	486	35	
13	499	31	
14	510	29	Early Intermediate
15	520	27	
16	529	25	
17	538	24	
18	546	23	
19	555	22	
20	562	21	Intermediate
21	570	20	
22	577	20	
23	585	19	
24	592	19	
25	600	19	
26	608	19	Early Advanced
27	616	20	
28	625	20	
29	634	21	Advanced
30	645	22	
31	657	24	
32	672	27	
33	692	32	
34	726	46	
35	770	75	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Reading, Grade 10

Raw Score	Scale Score	Standard Error	Performance
			Level
0	320	178	Beginning
1	320	178	
2	320	178	
3	320	178	
4	320	178	
5	320	178	
6	320	178	
7	320	178	
8	398	100	
9	434	64	
10	456	47	
11	473	39	
12	486	35	
13	499	31	
14	510	29	
15	520	27	
16	529	25	Early Intermediate
17	538	24	
18	546	23	
19	555	22	
20	562	21	
21	570	20	Intermediate
22	577	20	
23	585	19	
24	592	19	
25	600	19	
26	608	19	
27	616	20	Early Advanced
28	625	20	
29	634	21	
30	645	22	
31	657	24	Advanced
32	672	27	
33	692	32	
34	726	46	
35	770	75	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Reading, Grade 11

Raw Score	Scale Score	Standard Error	Performance
			Level
0	320	178	Beginning
1	320	178	
2	320	178	
3	320	178	
4	320	178	
5	320	178	
6	320	178	
7	320	178	
8	398	100	
9	434	64	
10	456	47	
11	473	39	
12	486	35	
13	499	31	
14	510	29	
15	520	27	
16	529	25	Early Intermediate
17	538	24	
18	546	23	
19	555	22	
20	562	21	
21	570	20	Intermediate
22	577	20	
23	585	19	
24	592	19	
25	600	19	
26	608	19	
27	616	20	Early Advanced
28	625	20	
29	634	21	
30	645	22	
31	657	24	Advanced
32	672	27	
33	692	32	
34	726	46	
35	770	75	

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

2007–08 Edition (Form G) Raw Score to Scale Score Table: Reading, Grade 12

Raw Score	Scale Score	Standard Error	Performance
			Level
0	320	178	Beginning
1	320	178	
2	320	178	
3	320	178	
4	320	178	
5	320	178	
6	320	178	
7	320	178	
8	398	100	
9	434	64	
10	456	47	
11	473	39	
12	486	35	
13	499	31	
14	510	29	
15	520	27	
16	529	25	Early Intermediate
17	538	24	
18	546	23	
19	555	22	
20	562	21	
21	570	20	
22	577	20	Intermediate
23	585	19	
24	592	19	
25	600	19	
26	608	19	
27	616	20	
28	625	20	Early Advanced
29	634	21	
30	645	22	
31	657	24	
32	672	27	Advanced
33	692	32	
34	726	46	
35	770	75	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Writing, Grade 2

Raw Score	Scale Score	Standard Error	Performance
			Level
0	220	201	Beginning
1	220	201	
2	220	201	
3	220	201	
4	220	201	
5	220	201	
6	220	201	
7	319	102	
8	365	56	
9	385	36	
10	398	27	
11	408	23	
12	416	20	
13	423	18	Early Intermediate
14	429	17	
15	435	16	
16	441	15	
17	446	15	
18	452	14	
19	457	14	
20	462	14	
21	468	14	
22	473	14	Intermediate
23	479	14	
24	485	15	
25	492	15	
26	499	16	
27	507	16	
28	516	17	Early Advanced
29	526	19	
30	538	21	
31	552	24	
32	571	27	Advanced
33	595	33	
34	631	44	
35	690	82	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Writing, Grade 3

Raw Score	Scale Score	Standard Error	Performance
			Level
0	220	200	Beginning
1	220	200	
2	220	200	
3	220	200	
4	220	200	
5	220	200	
6	343	77	
7	375	45	
8	391	32	
9	403	25	
10	412	22	
11	420	19	
12	426	18	
13	433	17	
14	439	16	Early Intermediate
15	444	16	
16	450	15	
17	456	15	
18	461	15	
19	467	15	
20	473	15	
21	479	16	Intermediate
22	486	16	
23	493	17	
24	501	18	
25	510	18	
26	519	19	
27	529	20	
28	541	21	Early Advanced
29	553	23	
30	567	24	
31	583	26	Advanced
32	601	28	
33	623	32	
34	657	43	
35	740	110	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Writing, Grade 4

Raw Score	Scale Score	Standard Error	Performance
			Level
0	220	200	Beginning
1	220	200	
2	220	200	
3	220	200	
4	220	200	
5	220	200	
6	343	77	
7	375	45	
8	391	32	
9	403	25	
10	412	22	
11	420	19	
12	426	18	
13	433	17	
14	439	16	
15	444	16	
16	450	15	
17	456	15	Early Intermediate
18	461	15	
19	467	15	
20	473	15	
21	479	16	
22	486	16	
23	493	17	Intermediate
24	501	18	
25	510	18	
26	519	19	
27	529	20	
28	541	21	
29	553	23	Early Advanced
30	567	24	
31	583	26	Advanced
32	601	28	
33	623	32	
34	657	43	
35	740	110	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Writing, Grade 5

Raw Score	Scale Score	Standard Error	Performance
			Level
0	220	200	Beginning
1	220	200	
2	220	200	
3	220	200	
4	220	200	
5	220	200	
6	343	77	
7	375	45	
8	391	32	
9	403	25	
10	412	22	
11	420	19	
12	426	18	
13	433	17	
14	439	16	
15	444	16	
16	450	15	
17	456	15	Early Intermediate
18	461	15	
19	467	15	
20	473	15	
21	479	16	
22	486	16	
23	493	17	Intermediate
24	501	18	
25	510	18	
26	519	19	
27	529	20	
28	541	21	
29	553	23	Early Advanced
30	567	24	
31	583	26	Advanced
32	601	28	
33	623	32	
34	657	43	
35	740	110	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Writing, Grade 6

Raw Score	Scale Score	Standard Error	Performance
			Level
0	220	210	Beginning
1	220	210	
2	220	210	
3	220	210	
4	220	210	
5	276	154	
6	360	70	
7	386	44	
8	403	33	
9	415	29	
10	426	26	
11	435	24	
12	443	22	
13	451	21	
14	458	20	Early Intermediate
15	465	19	
16	472	18	
17	478	17	
18	485	17	
19	491	17	
20	498	17	
21	504	17	Intermediate
22	511	17	
23	518	17	
24	525	18	
25	533	18	
26	542	19	
27	551	20	
28	561	21	Early Advanced
29	572	22	
30	584	23	Advanced
31	598	25	
32	616	28	
33	639	34	
34	676	46	
35	780	134	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Writing, Grade 7

Raw Score	Scale Score	Standard Error	Performance
			Level
0	220	210	Beginning
1	220	210	
2	220	210	
3	220	210	
4	220	210	
5	276	154	
6	360	70	
7	386	44	
8	403	33	
9	415	29	
10	426	26	
11	435	24	
12	443	22	
13	451	21	
14	458	20	
15	465	19	Early Intermediate
16	472	18	
17	478	17	
18	485	17	
19	491	17	
20	498	17	
21	504	17	Intermediate
22	511	17	
23	518	17	
24	525	18	
25	533	18	
26	542	19	
27	551	20	
28	561	21	Early Advanced
29	572	22	
30	584	23	Advanced
31	598	25	
32	616	28	
33	639	34	
34	676	46	
35	780	134	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Writing, Grade 8

Raw Score	Scale Score	Standard Error	Performance
			Level
0	220	210	Beginning
1	220	210	
2	220	210	
3	220	210	
4	220	210	
5	276	154	
6	360	70	
7	386	44	
8	403	33	
9	415	29	
10	426	26	
11	435	24	
12	443	22	
13	451	21	
14	458	20	
15	465	19	Early Intermediate
16	472	18	
17	478	17	
18	485	17	
19	491	17	
20	498	17	
21	504	17	
22	511	17	Intermediate
23	518	17	
24	525	18	
25	533	18	
26	542	19	
27	551	20	
28	561	21	Early Advanced
29	572	22	
30	584	23	
31	598	25	Advanced
32	616	28	
33	639	34	
34	676	46	
35	780	134	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Writing, Grade 9

Raw Score	Scale Score	Standard Error	Performance
			Level
0	220	204	Beginning
1	220	204	
2	220	204	
3	220	204	
4	220	204	
5	303	121	
6	355	69	
7	382	49	
8	400	40	
9	415	34	
10	428	30	
11	439	27	
12	448	25	
13	457	23	
14	465	21	
15	472	20	Early Intermediate
16	479	18	
17	486	17	
18	492	17	
19	498	16	
20	504	16	
21	510	16	
22	517	16	Intermediate
23	523	16	
24	530	17	
25	537	18	
26	546	19	
27	555	21	
28	566	23	Early Advanced
29	579	26	
30	596	30	
31	616	34	Advanced
32	641	39	
33	675	46	
34	726	61	
35	810	116	

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

CELDT 2007–08 Edition (Form G) Technical Report

Appendix H: Raw Score to Scale Score Tables

2007–08 Edition (Form G) Raw Score to Scale Score Table: Writing, Grade 10

Raw Score	Scale Score	Standard Error	Performance
			Level
0	220	204	Beginning
1	220	204	
2	220	204	
3	220	204	
4	220	204	
5	303	121	
6	355	69	
7	382	49	
8	400	40	
9	415	34	
10	428	30	
11	439	27	
12	448	25	
13	457	23	
14	465	21	
15	472	20	Early Intermediate
16	479	18	
17	486	17	
18	492	17	
19	498	16	
20	504	16	
21	510	16	
22	517	16	Intermediate
23	523	16	
24	530	17	
25	537	18	
26	546	19	
27	555	21	
28	566	23	Early Advanced
29	579	26	
30	596	30	
31	616	34	Advanced
32	641	39	
33	675	46	
34	726	61	
35	810	116	

2007–08 Edition (Form G) Raw Score to Scale Score Table: Writing, Grade 11

Raw Score	Scale Score	Standard Error	Performance
			Level
0	220	204	Beginning
1	220	204	
2	220	204	
3	220	204	
4	220	204	
5	303	121	
6	355	69	
7	382	49	
8	400	40	
9	415	34	
10	428	30	
11	439	27	
12	448	25	
13	457	23	
14	465	21	
15	472	20	Early Intermediate
16	479	18	
17	486	17	
18	492	17	
19	498	16	
20	504	16	
21	510	16	
22	517	16	Intermediate
23	523	16	
24	530	17	
25	537	18	
26	546	19	
27	555	21	
28	566	23	Early Advanced
29	579	26	
30	596	30	
31	616	34	Advanced
32	641	39	
33	675	46	
34	726	61	
35	810	116	

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

2007–08 Edition (Form G) Raw Score to Scale Score Table: Writing, Grade 12

Raw Score	Scale Score	Standard Error	Performance Level
0	220	204	Beginning
1	220	204	
2	220	204	
3	220	204	
4	220	204	
5	303	121	
6	355	69	
7	382	49	
8	400	40	
9	415	34	
10	428	30	
11	439	27	
12	448	25	
13	457	23	
14	465	21	
15	472	20	Early Intermediate
16	479	18	
17	486	17	
18	492	17	
19	498	16	
20	504	16	
21	510	16	
22	517	16	Intermediate
23	523	16	
24	530	17	
25	537	18	
26	546	19	
27	555	21	
28	566	23	Early Advanced
29	579	26	
30	596	30	
31	616	34	Advanced
32	641	39	
33	675	46	
34	726	61	
35	810	116	

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

2007–08 Edition (Form G) Comprehension Scale Score Ranges
Performance Level

		Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Grade	Kindergarten					
	Grade 1					
	Grade 2	250–397	398–448	449–499	500–539	540–610
	Grade 3	250–417	418–461	462–519	520–563	564–670
	Grade 4	250–437	438–475	476–538	539–588	589–670
	Grade 5	250–443	444–487	488–549	550–601	602–670
	Grade 6	275–446	447–499	500–568	569–622	623–732
	Grade 7	275–450	451–511	512–571	572–630	631–732
	Grade 8	275–461	462–524	525–590	591–647	648–732
	Grade 9	275–471	472–537	538–604	605–668	669–747
	Grade 10	275–482	483–551	552–621	622–687	688–747
	Grade 11	275–482	483–551	552–621	622–687	688–747
	Grade 12	275–482	483–551	552–621	622–687	688–747

2007–08 Edition (Form G) Overall Scale Score Ranges
Performance Level

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	180–356	357–406	407–455	456–504	505–600
Grade 1	180–356	357–406	407–455	456–504	505–600
Grade 2	215–396	397–446	447–495	496–539	540–635
Grade 3	230–414	415–459	460–513	514–556	557–700
Grade 4	230–432	433–472	473–530	531–574	575–700
Grade 5	230–437	438–482	483–538	539–586	587–700
Grade 6	248–441	442–491	492–551	552–601	602–741
Grade 7	248–446	447–501	502–555	556–609	610–741
Grade 8	248–452	453–509	510–568	569–622	623–741
Grade 9	251–457	458–517	518–578	579–637	638–761
Grade 10	251–463	464–527	528–590	591–651	652–761
Grade 11	251–463	464–527	528–590	591–651	652–761
Grade 12	251–463	464–527	528–590	591–651	652–761

Appendix I Scale Score Frequency Distributions

Annual Assessment Data

CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Listening, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	3765	1.06	3765	1.06
262	1772	0.50	5537	1.55
293	2645	0.74	8182	2.29
314	3465	0.97	11647	3.26
330	4656	1.31	16303	4.57
345	6103	1.71	22406	6.28
357	8103	2.27	30509	8.55
369	11132	3.12	41641	11.67
381	14243	3.99	55884	15.66
392	18619	5.22	74503	20.88
403	23816	6.68	98319	27.56
415	29415	8.24	127734	35.80
428	34843	9.77	162577	45.57
442	38649	10.83	201226	56.40
456	39849	11.17	241075	67.57
473	38504	10.79	279579	78.36
495	34191	9.58	313770	87.95
530	26232	7.35	340002	95.30
570	16776	4.70	356778	100.00

CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Listening, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	5394	1.29	5394	1.29
265	2446	0.59	7840	1.88
325	3865	0.93	11705	2.81
356	5641	1.35	17346	4.16
378	7753	1.86	25099	6.02
396	10142	2.43	35241	8.45
412	13226	3.17	48467	11.62
428	16829	4.04	65296	15.66
442	21600	5.18	86896	20.84
457	27134	6.51	114030	27.35
472	32853	7.88	146883	35.22
488	40101	9.62	186984	44.84
505	46732	11.21	233716	56.05
526	52557	12.60	286273	68.65
555	55247	13.25	341520	81.90
603	48079	11.53	389599	93.43
640	27403	6.57	417002	100.00

CELDT 2007–08 Edition (Form G) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Listening, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	2982	1.03	2982	1.03
242	549	0.19	3531	1.22
320	991	0.34	4522	1.56
354	1312	0.45	5834	2.02
377	1974	0.68	7808	2.70
395	2454	0.85	10262	3.54
412	3170	1.09	13432	4.64
427	4235	1.46	17667	6.10
442	5737	1.98	23404	8.08
457	8581	2.96	31985	11.05
474	13342	4.61	45327	15.66
493	20452	7.06	65779	22.72
515	31314	10.82	97093	33.54
544	44482	15.36	141575	48.90
582	55436	19.15	197011	68.05
643	56141	19.39	253152	87.44
715	36355	12.56	289507	100.00

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Listening, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	6262	2.31	6262	2.31
242	1494	0.55	7756	2.86
364	2071	0.76	9827	3.62
398	2705	1.00	12532	4.62
421	3475	1.28	16007	5.90
441	4829	1.78	20836	7.67
460	6425	2.37	27261	10.04
479	9144	3.37	36405	13.41
497	13115	4.83	49520	18.24
517	18845	6.94	68365	25.18
539	25913	9.54	94278	34.72
565	34172	12.59	128450	47.31
597	41112	15.14	169562	62.45
636	43346	15.97	212908	78.42
693	37382	13.77	250290	92.19
725	21209	7.81	271499	100.00

CELDT 2007–08 Edition (Form G) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Speaking, Grade Span K–2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
140	10098	2.83	10098	2.83
249	2468	0.69	12566	3.52
280	2170	0.61	14736	4.13
300	2357	0.66	17093	4.79
316	2444	0.69	19537	5.48
328	2706	0.76	22243	6.23
339	3135	0.88	25378	7.11
350	3860	1.08	29238	8.20
359	4536	1.27	33774	9.47
368	5478	1.54	39252	11.00
376	6678	1.87	45930	12.87
384	7969	2.23	53899	15.11
392	9521	2.67	63420	17.78
399	10950	3.07	74370	20.84
407	12716	3.56	87086	24.41
415	14722	4.13	101808	28.54
423	16700	4.68	118508	33.22
431	18954	5.31	137462	38.53
439	20912	5.86	158374	44.39
449	23081	6.47	181455	50.86
458	25203	7.06	206658	57.92
470	26522	7.43	233180	65.36
482	28199	7.90	261379	73.26
498	28604	8.02	289983	81.28
518	28146	7.89	318129	89.17
548	23870	6.69	341999	95.86
601	12190	3.42	354189	99.27
630	2589	0.73	356778	100.00

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Speaking, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
200	5771	1.38	5771	1.38
294	1169	0.28	6940	1.66
325	1079	0.26	8019	1.92
345	1101	0.26	9120	2.19
359	1271	0.30	10391	2.49
371	1330	0.32	11721	2.81
382	1637	0.39	13358	3.20
391	1959	0.47	15317	3.67
399	2494	0.60	17811	4.27
406	3054	0.73	20865	5.00
414	3779	0.91	24644	5.91
420	4756	1.14	29400	7.05
427	5798	1.39	35198	8.44
433	7170	1.72	42368	10.16
439	8607	2.06	50975	12.22
445	10276	2.46	61251	14.69
451	11711	2.81	72962	17.50
457	13708	3.29	86670	20.78
464	16067	3.85	102737	24.64
470	18516	4.44	121253	29.08
477	21506	5.16	142759	34.23
485	24829	5.95	167588	40.19
494	28300	6.79	195888	46.98
503	32533	7.80	228421	54.78
515	36019	8.64	264440	63.41
529	38759	9.29	303199	72.71
548	39380	9.44	342579	82.15
576	37303	8.95	379882	91.10
625	26694	6.40	406576	97.50
720	10426	2.50	417002	100.00

CELDT 2007–08 Edition (Form G) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Speaking, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
225	4881	1.69	4881	1.69
314	1168	0.40	6049	2.09
345	999	0.35	7048	2.43
364	1048	0.36	8096	2.80
378	1018	0.35	9114	3.15
390	1104	0.38	10218	3.53
399	1188	0.41	11406	3.94
408	1386	0.48	12792	4.42
416	1560	0.54	14352	4.96
424	1846	0.64	16198	5.60
431	2185	0.75	18383	6.35
439	2594	0.90	20977	7.25
446	3249	1.12	24226	8.37
453	3904	1.35	28130	9.72
460	4790	1.65	32920	11.37
467	5756	1.99	38676	13.36
474	7093	2.45	45769	15.81
482	8920	3.08	54689	18.89
490	10859	3.75	65548	22.64
498	13305	4.60	78853	27.24
507	16089	5.56	94942	32.79
516	19154	6.62	114096	39.41
527	22092	7.63	136188	47.04
539	25468	8.80	161656	55.84
553	27772	9.59	189428	65.43
569	28634	9.89	218062	75.32
590	27048	9.34	245110	84.66
618	22496	7.77	267606	92.44
663	15048	5.20	282654	97.63
720	6853	2.37	289507	100.00

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Speaking, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
235	8803	3.24	8803	3.24
318	2696	0.99	11499	4.24
356	2420	0.89	13919	5.13
378	2282	0.84	16201	5.97
394	2161	0.80	18362	6.76
408	2163	0.80	20525	7.56
419	2242	0.83	22767	8.39
430	2409	0.89	25176	9.27
440	2517	0.93	27693	10.20
449	2849	1.05	30542	11.25
457	3377	1.24	33919	12.49
466	3703	1.36	37622	13.86
474	4431	1.63	42053	15.49
482	5229	1.93	47282	17.42
490	6239	2.30	53521	19.71
498	7361	2.71	60882	22.42
506	9150	3.37	70032	25.79
515	10610	3.91	80642	29.70
524	12858	4.74	93500	34.44
533	14724	5.42	108224	39.86
543	16755	6.17	124979	46.03
554	18590	6.85	143569	52.88
566	19955	7.35	163524	60.23
580	20548	7.57	184072	67.80
597	20271	7.47	204343	75.26
616	19132	7.05	223475	82.31
641	16855	6.21	240330	88.52
674	13568	5.00	253898	93.52
726	10495	3.87	264393	97.38
740	7106	2.62	271499	100.00

CELDT 2007–08 Edition (Form G) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Reading, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
280	11185	6.66	11185	6.66
318	5929	3.53	17114	10.19
361	8010	4.77	25124	14.95
382	9193	5.47	34317	20.42
396	10082	6.00	44399	26.43
407	9984	5.94	54383	32.37
416	9366	5.57	63749	37.94
425	8751	5.21	72500	43.15
432	8239	4.90	80739	48.05
439	7620	4.54	88359	52.59
445	7065	4.20	95424	56.79
452	6883	4.10	102307	60.89
458	6387	3.80	108694	64.69
464	6143	3.66	114837	68.35
470	6023	3.58	120860	71.93
476	5775	3.44	126635	75.37
482	5512	3.28	132147	78.65
488	5376	3.20	137523	81.85
495	5106	3.04	142629	84.89
501	4757	2.83	147386	87.72
508	4360	2.59	151746	90.32
516	3840	2.29	155586	92.60
523	3460	2.06	159046	94.66
532	3013	1.79	162059	96.45
543	2389	1.42	164448	97.88
558	1813	1.08	166261	98.96
584	1210	0.72	167471	99.68
650	545	0.32	168016	100.00

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Reading, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
280	9827	2.36	9827	2.36
332	5505	1.32	15332	3.68
378	8048	1.93	23380	5.61
401	10487	2.51	33867	8.12
417	12119	2.91	45986	11.03
429	12996	3.12	58982	14.14
439	13481	3.23	72463	17.38
448	13479	3.23	85942	20.61
456	13390	3.21	99332	23.82
463	13380	3.21	112712	27.03
469	13875	3.33	126587	30.36
475	14399	3.45	140986	33.81
481	14796	3.55	155782	37.36
487	15381	3.69	171163	41.05
493	16222	3.89	187385	44.94
499	16878	4.05	204263	48.98
505	17159	4.11	221422	53.10
511	17647	4.23	239069	57.33
517	18601	4.46	257670	61.79
524	18761	4.50	276431	66.29
530	18857	4.52	295288	70.81
537	18552	4.45	313840	75.26
545	18204	4.37	332044	79.63
553	17530	4.20	349574	83.83
562	16446	3.94	366020	87.77
572	14648	3.51	380668	91.29
584	12739	3.05	393407	94.34
599	10476	2.51	403883	96.85
622	7330	1.76	411213	98.61
664	4240	1.02	415453	99.63
700	1549	0.37	417002	100.00

CELDT 2007–08 Edition (Form G) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Reading, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
320	8086	2.79	8086	2.79
394	4147	1.43	12233	4.23
428	5632	1.95	17865	6.17
446	6823	2.36	24688	8.53
459	7543	2.61	32231	11.13
471	8177	2.82	40408	13.96
481	8469	2.93	48877	16.88
490	8791	3.04	57668	19.92
498	9099	3.14	66767	23.06
507	9653	3.33	76420	26.40
514	10218	3.53	86638	29.93
522	10812	3.73	97450	33.66
529	11601	4.01	109051	37.67
536	12210	4.22	121261	41.89
543	12832	4.43	134093	46.32
549	13137	4.54	147230	50.86
555	13857	4.79	161087	55.64
562	14253	4.92	175340	60.57
568	14481	5.00	189821	65.57
575	14349	4.96	204170	70.52
582	14219	4.91	218389	75.43
590	13626	4.71	232015	80.14
598	12964	4.48	244979	84.62
607	11796	4.07	256775	88.69
617	10280	3.55	267055	92.24
628	8247	2.85	275302	95.09
643	6434	2.22	281736	97.32
662	4308	1.49	286044	98.80
693	2557	0.88	288601	99.69
750	906	0.31	289507	100.00

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Reading, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
320	8306	3.06	8306	3.06
398	2903	1.07	11209	4.13
434	4039	1.49	15248	5.62
456	5109	1.88	20357	7.50
473	6309	2.32	26666	9.82
486	7296	2.69	33962	12.51
499	8103	2.98	42065	15.49
510	8779	3.23	50844	18.73
520	9415	3.47	60259	22.19
529	10211	3.76	70470	25.96
538	10641	3.92	81111	29.88
546	11142	4.10	92253	33.98
555	11749	4.33	104002	38.31
562	12205	4.50	116207	42.80
570	12852	4.73	129059	47.54
577	13477	4.96	142536	52.50
585	13865	5.11	156401	57.61
592	13936	5.13	170337	62.74
600	13763	5.07	184100	67.81
608	13843	5.10	197943	72.91
616	13206	4.86	211149	77.77
625	12739	4.69	223888	82.46
634	11738	4.32	235626	86.79
645	10314	3.80	245940	90.59
657	8761	3.23	254701	93.81
672	7044	2.59	261745	96.41
692	5089	1.87	266834	98.28
726	3234	1.19	270068	99.47
770	1431	0.53	271499	100.00

CELDT 2007–08 Edition (Form G) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Writing, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	10516	6.26	10516	6.26
319	4508	2.68	15024	8.94
365	4986	2.97	20010	11.91
385	5456	3.25	25466	15.16
398	5636	3.35	31102	18.51
408	5658	3.37	36760	21.88
416	5898	3.51	42658	25.39
423	5875	3.50	48533	28.89
429	6109	3.64	54642	32.52
435	6203	3.69	60845	36.21
441	6236	3.71	67081	39.93
446	6446	3.84	73527	43.76
452	6409	3.81	79936	47.58
457	6676	3.97	86612	51.55
462	6846	4.07	93458	55.62
468	7026	4.18	100484	59.81
473	7405	4.41	107889	64.21
479	7412	4.41	115301	68.63
485	7542	4.49	122843	73.11
492	7543	4.49	130386	77.60
499	7218	4.30	137604	81.90
507	7034	4.19	144638	86.09
516	6241	3.71	150879	89.80
526	5527	3.29	156406	93.09
538	4412	2.63	160818	95.72
552	3276	1.95	164094	97.67
571	2224	1.32	166318	98.99
595	1171	0.70	167489	99.69
631	463	0.28	167952	99.96
690	64	0.04	168016	100.00

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Writing, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	8725	2.09	8725	2.09
343	3001	0.72	11726	2.81
375	3668	0.88	15394	3.69
391	4108	0.99	19502	4.68
403	4439	1.06	23941	5.74
412	4809	1.15	28750	6.89
420	5036	1.21	33786	8.10
426	5502	1.32	39288	9.42
433	6013	1.44	45301	10.86
439	6700	1.61	52001	12.47
444	7365	1.77	59366	14.24
450	8252	1.98	67618	16.22
456	9099	2.18	76717	18.40
461	10134	2.43	86851	20.83
467	11597	2.78	98448	23.61
473	12984	3.11	111432	26.72
479	15275	3.66	126707	30.39
486	18071	4.33	144778	34.72
493	20875	5.01	165653	39.72
501	24738	5.93	190391	45.66
510	28468	6.83	218859	52.48
519	32034	7.68	250893	60.17
529	34792	8.34	285685	68.51
541	35705	8.56	321390	77.07
553	33213	7.96	354603	85.04
567	26929	6.46	381532	91.49
583	19004	4.56	400536	96.05
601	10595	2.54	411131	98.59
623	4495	1.08	415626	99.67
657	1252	0.30	416878	99.97
740	124	0.03	417002	100.00

CELDT 2007–08 Edition (Form G) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Writing, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	3529	1.22	3529	1.22
276	801	0.28	4330	1.50
360	1128	0.39	5458	1.89
386	1358	0.47	6816	2.35
403	1569	0.54	8385	2.90
415	1854	0.64	10239	3.54
426	2021	0.70	12260	4.23
435	2427	0.84	14687	5.07
443	2725	0.94	17412	6.01
451	3342	1.15	20754	7.17
458	3761	1.30	24515	8.47
465	4342	1.50	28857	9.97
472	4916	1.70	33773	11.67
478	5645	1.95	39418	13.62
485	6397	2.21	45815	15.83
491	7331	2.53	53146	18.36
498	8430	2.91	61576	21.27
504	9825	3.39	71401	24.66
511	11553	3.99	82954	28.65
518	13964	4.82	96918	33.48
525	16287	5.63	113205	39.10
533	18797	6.49	132002	45.60
542	21300	7.36	153302	52.95
551	23993	8.29	177295	61.24
561	25082	8.66	202377	69.90
572	24947	8.62	227324	78.52
584	22770	7.87	250094	86.39
598	18151	6.27	268245	92.66
616	12224	4.22	280469	96.88
639	6642	2.29	287111	99.17
676	2164	0.75	289275	99.92
780	232	0.08	289507	100.00

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Writing, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	5405	1.99	5405	1.99
303	665	0.24	6070	2.24
355	915	0.34	6985	2.57
382	1184	0.44	8169	3.01
400	1589	0.59	9758	3.59
415	1857	0.68	11615	4.28
428	2215	0.82	13830	5.09
439	2456	0.90	16286	6.00
448	2810	1.03	19096	7.03
457	3035	1.12	22131	8.15
465	3447	1.27	25578	9.42
472	3606	1.33	29184	10.75
479	3914	1.44	33098	12.19
486	4326	1.59	37424	13.78
492	4851	1.79	42275	15.57
498	5210	1.92	47485	17.49
504	5693	2.10	53178	19.59
510	6570	2.42	59748	22.01
517	7647	2.82	67395	24.82
523	9126	3.36	76521	28.18
530	11035	4.06	87556	32.25
537	13573	5.00	101129	37.25
546	16920	6.23	118049	43.48
555	20837	7.67	138886	51.16
566	25032	9.22	163918	60.38
579	27793	10.24	191711	70.61
596	27709	10.21	219420	80.82
616	24031	8.85	243451	89.67
641	16559	6.10	260010	95.77
675	8498	3.13	268508	98.90
726	2746	1.01	271254	99.91
810	245	0.09	271499	100.00

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
250	788	0.47	788	0.47
269	45	0.03	833	0.50
271	138	0.08	971	0.58
286	160	0.10	1131	0.67
290	77	0.05	1208	0.72
297	193	0.11	1401	0.83
301	41	0.02	1442	0.86
305	304	0.18	1746	1.04
308	46	0.03	1792	1.07
311	35	0.02	1827	1.09
312	278	0.17	2105	1.25
313	45	0.03	2150	1.28
316	58	0.03	2208	1.31
318	364	0.22	2572	1.53
322	49	0.03	2621	1.56
324	519	0.31	3140	1.87
326	10	0.01	3150	1.87
327	61	0.04	3211	1.91
329	48	0.03	3259	1.94
330	525	0.31	3784	2.25
331	111	0.07	3895	2.32
332	12	0.01	3907	2.33
334	32	0.02	3939	2.34
336	739	0.44	4678	2.78
337	286	0.17	4964	2.95
339	22	0.01	4986	2.97
341	851	0.51	5837	3.47
342	5	0.00	5842	3.48
343	223	0.13	6065	3.61
344	39	0.02	6104	3.63
345	101	0.06	6205	3.69
347	1101	0.66	7306	4.35
348	83	0.05	7389	4.40
349	252	0.15	7641	4.55
350	61	0.04	7702	4.58
351	5	0.00	7707	4.59

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
353	140	0.08	7847	4.67
354	1238	0.74	9085	5.41
355	415	0.25	9500	5.65
356	111	0.07	9611	5.72
357	8	0.00	9619	5.73
359	221	0.13	9840	5.86
360	535	0.32	10375	6.18
361	1156	0.69	11531	6.86
362	13	0.01	11544	6.87
363	256	0.15	11800	7.02
364	1	0.00	11801	7.02
365	318	0.19	12119	7.21
366	633	0.38	12752	7.59
368	1201	0.71	13953	8.30
369	231	0.14	14184	8.44
370	136	0.08	14320	8.52
371	372	0.22	14692	8.74
372	1	0.00	14693	8.75
373	812	0.48	15505	9.23
375	281	0.17	15786	9.40
376	1644	0.98	17430	10.37
377	47	0.03	17477	10.40
378	2	0.00	17479	10.40
379	4	0.00	17483	10.41
380	848	0.50	18331	10.91
381	398	0.24	18729	11.15
382	1021	0.61	19750	11.75
383	4	0.00	19754	11.76
384	20	0.01	19774	11.77
385	66	0.04	19840	11.81
386	128	0.08	19968	11.88
387	1857	1.11	21825	12.99
388	1500	0.89	23325	13.88
389	5	0.00	23330	13.89
391	100	0.06	23430	13.95
392	903	0.54	24333	14.48

continues . . .

CELDT 2007–08 Edition (Form G) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
394	1918	1.14	26251	15.62
395	632	0.38	26883	16.00
397	156	0.09	27039	16.09
398	1214	0.72	28253	16.82
399	1208	0.72	29461	17.53
400	123	0.07	29584	17.61
401	1029	0.61	30613	18.22
402	1	0.00	30614	18.22
403	225	0.13	30839	18.35
404	516	0.31	31355	18.66
405	3079	1.83	34434	20.49
406	608	0.36	35042	20.86
407	97	0.06	35139	20.91
408	1354	0.81	36493	21.72
409	563	0.34	37056	22.06
410	190	0.11	37246	22.17
411	906	0.54	38152	22.71
412	2800	1.67	40952	24.37
413	160	0.10	41112	24.47
414	497	0.30	41609	24.76
415	1018	0.61	42627	25.37
416	117	0.07	42744	25.44
417	2428	1.45	45172	26.89
418	164	0.10	45336	26.98
419	2535	1.51	47871	28.49
420	703	0.42	48574	28.91
421	334	0.20	48908	29.11
422	1294	0.77	50202	29.88
423	659	0.39	50861	30.27
424	1790	1.07	52651	31.34
425	276	0.16	52927	31.50
426	2279	1.36	55206	32.86
427	1745	1.04	56951	33.90
428	702	0.42	57653	34.31
429	1320	0.79	58973	35.10
430	1465	0.87	60438	35.97

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
431	1414	0.84	61852	36.81
432	14	0.01	61866	36.82
433	2400	1.43	64266	38.25
434	1211	0.72	65477	38.97
435	6	0.00	65483	38.97
436	2415	1.44	67898	40.41
437	1172	0.70	69070	41.11
438	766	0.46	69836	41.57
439	348	0.21	70184	41.77
440	4030	2.40	74214	44.17
441	22	0.01	74236	44.18
442	294	0.17	74530	44.36
443	1456	0.87	75986	45.23
444	2489	1.48	78475	46.71
445	1434	0.85	79909	47.56
446	433	0.26	80342	47.82
447	2066	1.23	82408	49.05
448	148	0.09	82556	49.14
449	1690	1.01	84246	50.14
450	1863	1.11	86109	51.25
451	1030	0.61	87139	51.86
452	1504	0.90	88643	52.76
453	647	0.39	89290	53.14
454	1007	0.60	90297	53.74
455	1405	0.84	91702	54.58
456	2263	1.35	93965	55.93
457	1014	0.60	94979	56.53
458	258	0.15	95237	56.68
459	1702	1.01	96939	57.70
460	1972	1.17	98911	58.87
461	190	0.11	99101	58.98
462	1667	0.99	100768	59.98
463	2459	1.46	103227	61.44
464	129	0.08	103356	61.52
465	1685	1.00	105041	62.52
466	806	0.48	105847	63.00

continues . . .

CELDT 2007–08 Edition (Form G) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
467	1032	0.61	106879	63.61
468	2094	1.25	108973	64.86
469	798	0.47	109771	65.33
470	998	0.59	110769	65.93
471	1361	0.81	112130	66.74
472	733	0.44	112863	67.17
473	1641	0.98	114504	68.15
474	1044	0.62	115548	68.77
475	800	0.48	116348	69.25
476	1219	0.73	117567	69.97
477	1661	0.99	119228	70.96
478	489	0.29	119717	71.25
479	1186	0.71	120903	71.96
480	1027	0.61	121930	72.57
481	684	0.41	122614	72.98
482	1609	0.96	124223	73.94
483	227	0.14	124450	74.07
484	1637	0.97	126087	75.04
485	1168	0.70	127255	75.74
486	301	0.18	127556	75.92
487	1639	0.98	129195	76.89
488	1347	0.80	130542	77.70
489	247	0.15	130789	77.84
490	695	0.41	131484	78.26
491	1936	1.15	133420	79.41
492	51	0.03	133471	79.44
493	270	0.16	133741	79.60
494	1502	0.89	135243	80.49
495	1058	0.63	136301	81.12
497	1168	0.70	137469	81.82
498	1537	0.91	139006	82.73
499	116	0.07	139122	82.80
500	968	0.58	140090	83.38
501	1247	0.74	141337	84.12
502	356	0.21	141693	84.33
503	961	0.57	142654	84.91

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
504	359	0.21	143013	85.12
505	843	0.50	143856	85.62
506	977	0.58	144833	86.20
507	456	0.27	145289	86.47
508	282	0.17	145571	86.64
509	1736	1.03	147307	87.67
511	428	0.25	147735	87.93
512	1083	0.64	148818	88.57
513	653	0.39	149471	88.96
514	481	0.29	149952	89.25
515	1244	0.74	151196	89.99
517	466	0.28	151662	90.27
519	1449	0.86	153111	91.13
520	609	0.36	153720	91.49
523	1563	0.93	155283	92.42
526	1835	1.09	157118	93.51
528	80	0.05	157198	93.56
529	705	0.42	157903	93.98
531	825	0.49	158728	94.47
532	803	0.48	159531	94.95
535	750	0.45	160281	95.40
536	635	0.38	160916	95.77
539	1123	0.67	162039	96.44
543	862	0.51	162901	96.96
544	496	0.30	163397	97.25
546	851	0.51	164248	97.76
551	872	0.52	165120	98.28
553	11	0.01	165131	98.28
556	817	0.49	165948	98.77
557	339	0.20	166287	98.97
561	32	0.02	166319	98.99
564	689	0.41	167008	99.40
572	84	0.05	167092	99.45
577	514	0.31	167606	99.76
590	129	0.08	167735	99.83
610	281	0.17	168016	100.00

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
250	2991	0.72	2991	0.72
272	344	0.08	3335	0.80
276	173	0.04	3508	0.84
298	174	0.04	3682	0.88
299	223	0.05	3905	0.94
302	441	0.11	4346	1.04
310	288	0.07	4634	1.11
318	819	0.20	5453	1.31
321	222	0.05	5675	1.36
324	241	0.06	5916	1.42
328	287	0.07	6203	1.49
329	853	0.20	7056	1.69
333	280	0.07	7336	1.76
334	130	0.03	7466	1.79
338	795	0.19	8261	1.98
341	370	0.09	8631	2.07
344	439	0.11	9070	2.18
346	637	0.15	9707	2.33
347	302	0.07	10009	2.40
350	50	0.01	10059	2.41
351	342	0.08	10401	2.49
352	239	0.06	10640	2.55
353	38	0.01	10678	2.56
354	679	0.16	11357	2.72
355	455	0.11	11812	2.83
356	231	0.06	12043	2.89
359	33	0.01	12076	2.90
360	104	0.02	12180	2.92
361	583	0.14	12763	3.06
362	37	0.01	12800	3.07
363	446	0.11	13246	3.18
364	554	0.13	13800	3.31
365	38	0.01	13838	3.32
367	558	0.13	14396	3.45
368	582	0.14	14978	3.59
370	45	0.01	15023	3.60
371	462	0.11	15485	3.71

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
372	549	0.13	16034	3.85
373	44	0.01	16078	3.86
375	34	0.01	16112	3.86
376	551	0.13	16663	4.00
377	368	0.09	17031	4.08
378	1216	0.29	18247	4.38
379	28	0.01	18275	4.38
380	525	0.13	18800	4.51
382	411	0.10	19211	4.61
384	436	0.10	19647	4.71
385	15	0.00	19662	4.72
386	920	0.22	20582	4.94
387	1258	0.30	21840	5.24
388	7	0.00	21847	5.24
389	709	0.17	22556	5.41
390	210	0.05	22766	5.46
391	37	0.01	22803	5.47
392	842	0.20	23645	5.67
394	641	0.15	24286	5.82
395	746	0.18	25032	6.00
396	30	0.01	25062	6.01
397	1428	0.34	26490	6.35
398	849	0.20	27339	6.56
400	96	0.02	27435	6.58
401	2	0.00	27437	6.58
402	828	0.20	28265	6.78
403	1819	0.44	30084	7.21
405	4	0.00	30088	7.22
406	2175	0.52	32263	7.74
408	686	0.16	32949	7.90
409	312	0.07	33261	7.98
410	1167	0.28	34428	8.26
412	1170	0.28	35598	8.54
413	560	0.13	36158	8.67
414	2065	0.50	38223	9.17
415	190	0.05	38413	9.21
417	2251	0.54	40664	9.75

continues . . .

**CELDT 2007–08 (Form G) Annual
Assessment Scale Score Frequency
Distribution**

Comprehension, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
418	430	0.10	41094	9.85
420	1425	0.34	42519	10.20
421	1122	0.27	43641	10.47
422	1822	0.44	45463	10.90
423	352	0.08	45815	10.99
424	93	0.02	45908	11.01
425	1739	0.42	47647	11.43
426	943	0.23	48590	11.65
427	49	0.01	48639	11.66
428	1191	0.29	49830	11.95
429	3164	0.76	52994	12.71
430	1069	0.26	54063	12.96
431	5	0.00	54068	12.97
432	738	0.18	54806	13.14
433	1766	0.42	56572	13.57
434	849	0.20	57421	13.77
435	1816	0.44	59237	14.21
436	940	0.23	60177	14.43
437	2039	0.49	62216	14.92
438	1719	0.41	63935	15.33
439	1	0.00	63936	15.33
440	2126	0.51	66062	15.84
441	973	0.23	67035	16.08
442	1113	0.27	68148	16.34
443	2186	0.52	70334	16.87
444	2352	0.56	72686	17.43
445	2377	0.57	75063	18.00
446	573	0.14	75636	18.14
447	299	0.07	75935	18.21
448	2273	0.55	78208	18.75
449	1816	0.44	80024	19.19
450	1498	0.36	81522	19.55
451	946	0.23	82468	19.78
452	4423	1.06	86891	20.84
453	790	0.19	87681	21.03
454	810	0.19	88491	21.22
455	2934	0.70	91425	21.92

continues . . .

**CELDT 2007–08 (Form G) Annual
Assessment Scale Score Frequency
Distribution**

Comprehension, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
456	1602	0.38	93027	22.31
457	779	0.19	93806	22.50
458	2752	0.66	96558	23.16
459	1	0.00	96559	23.16
460	3683	0.88	100242	24.04
461	2334	0.56	102576	24.60
462	1	0.00	102577	24.60
463	3971	0.95	106548	25.55
464	2850	0.68	109398	26.23
465	10	0.00	109408	26.24
466	2328	0.56	111736	26.80
467	3700	0.89	115436	27.68
468	1597	0.38	117033	28.07
469	1906	0.46	118939	28.52
470	2713	0.65	121652	29.17
471	737	0.18	122389	29.35
472	4512	1.08	126901	30.43
473	2544	0.61	129445	31.04
474	126	0.03	129571	31.07
475	2983	0.72	132554	31.79
476	4084	0.98	136638	32.77
477	745	0.18	137383	32.95
478	3508	0.84	140891	33.79
479	2638	0.63	143529	34.42
480	1379	0.33	144908	34.75
481	3124	0.75	148032	35.50
482	2926	0.70	150958	36.20
483	537	0.13	151495	36.33
484	4620	1.11	156115	37.44
485	1801	0.43	157916	37.87
486	1000	0.24	158916	38.11
487	5808	1.39	164724	39.50
488	1696	0.41	166420	39.91
489	321	0.08	166741	39.99
490	5232	1.25	171973	41.24
491	2716	0.65	174689	41.89
492	500	0.12	175189	42.01

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
493	5207	1.25	180396	43.26
494	2796	0.67	183192	43.93
495	59	0.01	183251	43.94
496	4457	1.07	187708	45.01
497	2797	0.67	190505	45.68
498	1453	0.35	191958	46.03
499	4607	1.10	196565	47.14
500	1661	0.40	198226	47.54
501	2384	0.57	200610	48.11
502	4930	1.18	205540	49.29
503	1810	0.43	207350	49.72
504	987	0.24	208337	49.96
505	3715	0.89	212052	50.85
506	4151	1.00	216203	51.85
507	82	0.02	216285	51.87
508	3635	0.87	219920	52.74
509	5301	1.27	225221	54.01
510	205	0.05	225426	54.06
511	2817	0.68	228243	54.73
512	5895	1.41	234138	56.15
513	64	0.02	234202	56.16
514	2916	0.70	237118	56.86
515	3869	0.93	240987	57.79
516	1710	0.41	242697	58.20
517	3152	0.76	245849	58.96
518	4246	1.02	250095	59.97
520	1320	0.32	251415	60.29
521	7512	1.80	258927	62.09
522	324	0.08	259251	62.17
524	1946	0.47	261197	62.64
525	6845	1.64	268042	64.28
527	2182	0.52	270224	64.80
528	3758	0.90	273982	65.70
529	2429	0.58	276411	66.29
530	3101	0.74	279512	67.03
531	3294	0.79	282806	67.82

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
532	9	0.00	282815	67.82
533	4775	1.15	287590	68.97
534	75	0.02	287665	68.98
535	3399	0.82	291064	69.80
536	4194	1.01	295258	70.80
538	1289	0.31	296547	71.11
539	7102	1.70	303649	72.82
542	4456	1.07	308105	73.89
543	305	0.07	308410	73.96
544	3785	0.91	312195	74.87
545	934	0.22	313129	75.09
546	3836	0.92	316965	76.01
547	64	0.02	317029	76.03
548	1251	0.30	318280	76.33
549	2247	0.54	320527	76.86
550	3963	0.95	324490	77.81
551	1466	0.35	325956	78.17
552	605	0.15	326561	78.31
553	1	0.00	326562	78.31
554	5538	1.33	332100	79.64
555	1944	0.47	334044	80.11
557	2012	0.48	336056	80.59
558	3739	0.90	339795	81.49
560	2493	0.60	342288	82.08
562	1228	0.29	343516	82.38
563	6505	1.56	350021	83.94
566	3277	0.79	353298	84.72
568	19	0.00	353317	84.73
569	3298	0.79	356615	85.52
570	3366	0.81	359981	86.33
572	567	0.14	360548	86.46
574	4248	1.02	364796	87.48
575	687	0.16	365483	87.65
576	50	0.01	365533	87.66
577	2232	0.54	367765	88.19
578	4818	1.16	372583	89.35

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
582	5172	1.24	377755	90.59
584	152	0.04	377907	90.62
585	1299	0.31	379206	90.94
586	3	0.00	379209	90.94
587	3741	0.90	382950	91.83
588	2963	0.71	385913	92.54
592	1769	0.42	387682	92.97
593	3595	0.86	391277	93.83
594	14	0.00	391291	93.83
595	310	0.07	391601	93.91
596	2115	0.51	393716	94.42
601	5458	1.31	399174	95.72
602	36	0.01	399210	95.73
606	2665	0.64	401875	96.37
609	723	0.17	402598	96.55
612	4847	1.16	407445	97.71
613	71	0.02	407516	97.73
619	2769	0.66	410285	98.39
627	213	0.05	410498	98.44
631	2327	0.56	412825	99.00
633	1339	0.32	414164	99.32
651	411	0.10	414575	99.42
652	1629	0.39	416204	99.81
670	798	0.19	417002	100.00

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
275	2251	0.78	2251	0.78
281	143	0.05	2394	0.83
312	76	0.03	2470	0.85
318	59	0.02	2529	0.87
320	218	0.08	2747	0.95
329	80	0.03	2827	0.98
335	66	0.02	2893	1.00
337	264	0.09	3157	1.09
338	70	0.02	3227	1.11
344	122	0.04	3349	1.16
348	339	0.12	3688	1.27
350	124	0.04	3812	1.32
355	53	0.02	3865	1.34
356	56	0.02	3921	1.35
357	527	0.18	4448	1.54
360	31	0.01	4479	1.55
361	38	0.01	4517	1.56
364	26	0.01	4543	1.57
366	476	0.16	5019	1.73
368	17	0.01	5036	1.74
370	15	0.01	5051	1.74
372	15	0.01	5066	1.75
373	483	0.17	5549	1.92
374	268	0.09	5817	2.01
376	18	0.01	5835	2.02
378	3	0.00	5838	2.02
379	17	0.01	5855	2.02
381	503	0.17	6358	2.20
382	5	0.00	6363	2.20
383	148	0.05	6511	2.25
385	231	0.08	6742	2.33
386	21	0.01	6763	2.34
388	521	0.18	7284	2.52
389	141	0.05	7425	2.56
391	183	0.06	7608	2.63
392	10	0.00	7618	2.63
394	241	0.08	7859	2.71

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
395	106	0.04	7965	2.75
396	18	0.01	7983	2.76
397	527	0.18	8510	2.94
398	2	0.00	8512	2.94
399	14	0.00	8526	2.95
400	254	0.09	8780	3.03
402	268	0.09	9048	3.13
403	298	0.10	9346	3.23
405	31	0.01	9377	3.24
406	736	0.25	10113	3.49
408	2	0.00	10115	3.49
409	29	0.01	10144	3.50
410	330	0.11	10474	3.62
411	567	0.20	11041	3.81
412	114	0.04	11155	3.85
413	15	0.01	11170	3.86
414	13	0.00	11183	3.86
416	1	0.00	11184	3.86
417	585	0.20	11769	4.07
418	636	0.22	12405	4.28
420	660	0.23	13065	4.51
421	3	0.00	13068	4.51
422	58	0.02	13126	4.53
423	6	0.00	13132	4.54
424	200	0.07	13332	4.61
425	382	0.13	13714	4.74
426	35	0.01	13749	4.75
427	716	0.25	14465	5.00
428	8	0.00	14473	5.00
429	514	0.18	14987	5.18
430	24	0.01	15011	5.19
431	3	0.00	15014	5.19
432	414	0.14	15428	5.33
433	328	0.11	15756	5.44
434	444	0.15	16200	5.60
435	799	0.28	16999	5.87
436	460	0.16	17459	6.03

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
437	79	0.03	17538	6.06
438	205	0.07	17743	6.13
441	329	0.11	18072	6.24
442	668	0.23	18740	6.47
443	891	0.31	19631	6.78
444	535	0.18	20166	6.97
445	30	0.01	20196	6.98
446	346	0.12	20542	7.10
448	5	0.00	20547	7.10
449	438	0.15	20985	7.25
450	526	0.18	21511	7.43
451	1779	0.61	23290	8.04
453	23	0.01	23313	8.05
454	843	0.29	24156	8.34
455	160	0.06	24316	8.40
456	560	0.19	24876	8.59
458	992	0.34	25868	8.94
459	114	0.04	25982	8.97
460	1402	0.48	27384	9.46
461	469	0.16	27853	9.62
462	227	0.08	28080	9.70
463	77	0.03	28157	9.73
464	698	0.24	28855	9.97
465	19	0.01	28874	9.97
466	1262	0.44	30136	10.41
467	243	0.08	30379	10.49
468	2	0.00	30381	10.49
469	1736	0.60	32117	11.09
470	524	0.18	32641	11.27
471	565	0.20	33206	11.47
472	870	0.30	34076	11.77
473	569	0.20	34645	11.97
474	474	0.16	35119	12.13
475	8	0.00	35127	12.13
476	873	0.30	36000	12.43
477	1573	0.54	37573	12.98
478	327	0.11	37900	13.09

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
479	4	0.00	37904	13.09
480	781	0.27	38685	13.36
481	244	0.08	38929	13.45
482	2707	0.94	41636	14.38
483	19	0.01	41655	14.39
485	673	0.23	42328	14.62
486	1319	0.46	43647	15.08
487	2002	0.69	45649	15.77
488	262	0.09	45911	15.86
489	528	0.18	46439	16.04
490	802	0.28	47241	16.32
491	1237	0.43	48478	16.75
492	108	0.04	48586	16.78
493	1438	0.50	50024	17.28
494	846	0.29	50870	17.57
495	1965	0.68	52835	18.25
496	316	0.11	53151	18.36
497	32	0.01	53183	18.37
498	1997	0.69	55180	19.06
500	1523	0.53	56703	19.59
501	1568	0.54	58271	20.13
502	1423	0.49	59694	20.62
503	1408	0.49	61102	21.11
504	7	0.00	61109	21.11
505	1011	0.35	62120	21.46
506	1702	0.59	63822	22.05
507	2205	0.76	66027	22.81
508	596	0.21	66623	23.01
509	168	0.06	66791	23.07
511	3320	1.15	70111	24.22
512	1276	0.44	71387	24.66
514	3798	1.31	75185	25.97
516	116	0.04	75301	26.01
517	1495	0.52	76796	26.53
518	3354	1.16	80150	27.68
519	76	0.03	80226	27.71
520	640	0.22	80866	27.93

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
521	2785	0.96	83651	28.89
522	1860	0.64	85511	29.54
523	60	0.02	85571	29.56
524	1075	0.37	86646	29.93
525	3598	1.24	90244	31.17
526	791	0.27	91035	31.44
527	847	0.29	91882	31.74
528	193	0.07	92075	31.80
529	3733	1.29	95808	33.09
530	678	0.23	96486	33.33
531	953	0.33	97439	33.66
532	1950	0.67	99389	34.33
533	2217	0.77	101606	35.10
534	600	0.21	102206	35.30
535	1870	0.65	104076	35.95
536	3576	1.24	107652	37.18
537	532	0.18	108184	37.37
538	1614	0.56	109798	37.93
540	3856	1.33	113654	39.26
541	1901	0.66	115555	39.91
542	8	0.00	115563	39.92
543	2637	0.91	118200	40.83
544	1826	0.63	120026	41.46
545	1647	0.57	121673	42.03
546	2600	0.90	124273	42.93
548	2986	1.03	127259	43.96
549	2743	0.95	130002	44.90
550	212	0.07	130214	44.98
551	347	0.12	130561	45.10
552	3004	1.04	133565	46.14
553	2631	0.91	136196	47.04
554	51	0.02	136247	47.06
555	2492	0.86	138739	47.92
556	3402	1.18	142141	49.10
557	459	0.16	142600	49.26
558	22	0.01	142622	49.26

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
559	5021	1.73	147643	51.00
560	108	0.04	147751	51.04
561	582	0.20	148333	51.24
562	3528	1.22	151861	52.46
563	2248	0.78	154109	53.23
565	2973	1.03	157082	54.26
566	1135	0.39	158217	54.65
567	2101	0.73	160318	55.38
568	3424	1.18	163742	56.56
570	796	0.27	164538	56.83
571	2090	0.72	166628	57.56
572	3495	1.21	170123	58.76
575	6021	2.08	176144	60.84
577	15	0.01	176159	60.85
578	4886	1.69	181045	62.54
579	173	0.06	181218	62.60
580	1196	0.41	182414	63.01
582	5037	1.74	187451	64.75
583	3	0.00	187454	64.75
586	5698	1.97	193152	66.72
587	133	0.05	193285	66.76
588	80	0.03	193365	66.79
589	2002	0.69	195367	67.48
590	3074	1.06	198441	68.54
593	2951	1.02	201392	69.56
594	2709	0.94	204101	70.50
596	2578	0.89	206679	71.39
598	230	0.08	206909	71.47
599	5194	1.79	212103	73.26
602	3593	1.24	215696	74.50
603	283	0.10	215979	74.60
604	32	0.01	216011	74.61
605	5361	1.85	221372	76.47
606	296	0.10	221668	76.57
609	3786	1.31	225454	77.88
611	362	0.13	225816	78.00

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
612	5124	1.77	230940	79.77
614	473	0.16	231413	79.93
616	3981	1.38	235394	81.31
618	727	0.25	236121	81.56
620	3969	1.37	240090	82.93
622	1360	0.47	241450	83.40
625	4612	1.59	246062	84.99
629	1055	0.36	247117	85.36
630	3361	1.16	250478	86.52
632	1283	0.44	251761	86.96
635	4293	1.48	256054	88.44
637	352	0.12	256406	88.57
638	1699	0.59	258105	89.15
641	1991	0.69	260096	89.84
643	2189	0.76	262285	90.60
645	2237	0.77	264522	91.37
647	30	0.01	264552	91.38
648	2520	0.87	267072	92.25
652	4238	1.46	271310	93.71
656	2879	0.99	274189	94.71
661	2968	1.03	277157	95.73
666	2978	1.03	280135	96.76
668	823	0.28	280958	97.05
671	2584	0.89	283542	97.94
679	2258	0.78	285800	98.72
688	1740	0.60	287540	99.32
696	292	0.10	287832	99.42
704	1199	0.41	289031	99.84
732	476	0.16	289507	100.00

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
275	4286	1.58	4286	1.58
281	269	0.10	4555	1.68
314	159	0.06	4714	1.74
320	145	0.05	4859	1.79
332	225	0.08	5084	1.87
338	164	0.06	5248	1.93
342	318	0.12	5566	2.05
343	218	0.08	5784	2.13
349	191	0.07	5975	2.20
351	217	0.08	6192	2.28
357	159	0.06	6351	2.34
358	184	0.07	6535	2.41
359	327	0.12	6862	2.53
364	309	0.11	7171	2.64
370	571	0.21	7742	2.85
375	80	0.03	7822	2.88
376	87	0.03	7909	2.91
379	68	0.03	7977	2.94
380	415	0.15	8392	3.09
381	272	0.10	8664	3.19
384	48	0.02	8712	3.21
385	41	0.02	8753	3.22
388	48	0.02	8801	3.24
390	412	0.15	9213	3.39
392	41	0.02	9254	3.41
394	12	0.00	9266	3.41
396	38	0.01	9304	3.43
398	229	0.08	9533	3.51
399	588	0.22	10121	3.73
400	37	0.01	10158	3.74
402	2	0.00	10160	3.74
403	37	0.01	10197	3.76
406	7	0.00	10204	3.76
407	27	0.01	10231	3.77
408	361	0.13	10592	3.90
409	253	0.09	10845	3.99
410	238	0.09	11083	4.08

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
411	44	0.02	11127	4.10
413	2	0.00	11129	4.10
415	47	0.02	11176	4.12
416	261	0.10	11437	4.21
417	1	0.00	11438	4.21
418	591	0.22	12029	4.43
419	284	0.10	12313	4.54
421	9	0.00	12322	4.54
423	37	0.01	12359	4.55
425	207	0.08	12566	4.63
427	595	0.22	13161	4.85
429	530	0.20	13691	5.04
431	168	0.06	13859	5.10
432	35	0.01	13894	5.12
433	2	0.00	13896	5.12
435	372	0.14	14268	5.26
437	513	0.19	14781	5.44
438	640	0.24	15421	5.68
442	634	0.23	16055	5.91
443	14	0.01	16069	5.92
446	63	0.02	16132	5.94
447	1078	0.40	17210	6.34
448	705	0.26	17915	6.60
451	42	0.02	17957	6.61
453	383	0.14	18340	6.76
454	218	0.08	18558	6.84
455	27	0.01	18585	6.85
456	426	0.16	19011	7.00
457	726	0.27	19737	7.27
458	643	0.24	20380	7.51
459	163	0.06	20543	7.57
460	351	0.13	20894	7.70
461	4	0.00	20898	7.70
463	653	0.24	21551	7.94
465	706	0.26	22257	8.20
466	522	0.19	22779	8.39
467	538	0.20	23317	8.59

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
468	277	0.10	23594	8.69
470	713	0.26	24307	8.95
472	33	0.01	24340	8.97
473	607	0.22	24947	9.19
474	14	0.01	24961	9.19
475	960	0.35	25921	9.55
476	1322	0.49	27243	10.03
478	131	0.05	27374	10.08
479	717	0.26	28091	10.35
480	331	0.12	28422	10.47
481	167	0.06	28589	10.53
482	780	0.29	29369	10.82
483	85	0.03	29454	10.85
484	17	0.01	29471	10.85
485	1567	0.58	31038	11.43
486	898	0.33	31936	11.76
487	8	0.00	31944	11.77
488	54	0.02	31998	11.79
489	1046	0.39	33044	12.17
490	521	0.19	33565	12.36
491	895	0.33	34460	12.69
493	169	0.06	34629	12.75
494	1267	0.47	35896	13.22
495	744	0.27	36640	13.50
497	593	0.22	37233	13.71
498	1074	0.40	38307	14.11
499	1373	0.51	39680	14.62
500	2	0.00	39682	14.62
501	963	0.35	40645	14.97
503	1326	0.49	41971	15.46
504	711	0.26	42682	15.72
505	62	0.02	42744	15.74
506	717	0.26	43461	16.01
507	259	0.10	43720	16.10
508	2751	1.01	46471	17.12
509	33	0.01	46504	17.13
510	346	0.13	46850	17.26

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
511	180	0.07	47030	17.32
512	1343	0.49	48373	17.82
513	2242	0.83	50615	18.64
514	5	0.00	50620	18.64
515	301	0.11	50921	18.76
516	41	0.02	50962	18.77
517	1509	0.56	52471	19.33
518	1420	0.52	53891	19.85
519	1589	0.59	55480	20.43
520	343	0.13	55823	20.56
521	850	0.31	56673	20.87
522	181	0.07	56854	20.94
523	1346	0.50	58200	21.44
524	1595	0.59	59795	22.02
525	665	0.24	60460	22.27
526	1064	0.39	61524	22.66
527	1317	0.49	62841	23.15
528	236	0.09	63077	23.23
529	2075	0.76	65152	24.00
530	37	0.01	65189	24.01
531	1316	0.48	66505	24.50
532	1084	0.40	67589	24.89
533	554	0.20	68143	25.10
534	1619	0.60	69762	25.70
535	568	0.21	70330	25.90
536	1306	0.48	71636	26.39
537	1575	0.58	73211	26.97
538	1658	0.61	74869	27.58
539	1313	0.48	76182	28.06
541	909	0.33	77091	28.39
542	3143	1.16	80234	29.55
543	1139	0.42	81373	29.97
544	355	0.13	81728	30.10
545	25	0.01	81753	30.11
546	141	0.05	81894	30.16
547	4369	1.61	86263	31.77
548	876	0.32	87139	32.10

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
549	4	0.00	87143	32.10
550	1713	0.63	88856	32.73
551	2689	0.99	91545	33.72
552	241	0.09	91786	33.81
553	806	0.30	92592	34.10
554	2567	0.95	95159	35.05
555	1953	0.72	97112	35.77
556	153	0.06	97265	35.83
558	3267	1.20	100532	37.03
560	2165	0.80	102697	37.83
561	394	0.15	103091	37.97
562	1978	0.73	105069	38.70
563	3681	1.36	108750	40.06
565	1436	0.53	110186	40.58
566	346	0.13	110532	40.71
567	4277	1.58	114809	42.29
568	12	0.00	114821	42.29
569	1208	0.44	116029	42.74
571	4533	1.67	120562	44.41
573	1485	0.55	122047	44.95
574	51	0.02	122098	44.97
575	2582	0.95	124680	45.92
576	2054	0.76	126734	46.68
577	810	0.30	127544	46.98
578	2900	1.07	130444	48.05
579	2376	0.88	132820	48.92
581	125	0.05	132945	48.97
582	3451	1.27	136396	50.24
583	2696	0.99	139092	51.23
584	17	0.01	139109	51.24
585	3	0.00	139112	51.24
586	2235	0.82	141347	52.06
587	3983	1.47	145330	53.53
589	122	0.04	145452	53.57
590	1617	0.60	147069	54.17
591	4209	1.55	151278	55.72

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
592	301	0.11	151579	55.83
594	2939	1.08	154518	56.91
595	2827	1.04	157345	57.95
596	171	0.06	157516	58.02
598	3094	1.14	160610	59.16
599	2848	1.05	163458	60.21
601	209	0.08	163667	60.28
602	2815	1.04	166482	61.32
603	2218	0.82	168700	62.14
604	15	0.01	168715	62.14
605	939	0.35	169654	62.49
606	5344	1.97	174998	64.46
610	2846	1.05	177844	65.50
611	3310	1.22	181154	66.72
612	45	0.02	181199	66.74
614	3017	1.11	184216	67.85
615	2504	0.92	186720	68.77
617	52	0.02	186772	68.79
618	3409	1.26	190181	70.05
619	654	0.24	190835	70.29
621	1544	0.57	192379	70.86
622	3472	1.28	195851	72.14
624	880	0.32	196731	72.46
626	3246	1.20	199977	73.66
627	2394	0.88	202371	74.54
628	167	0.06	202538	74.60
630	3144	1.16	205682	75.76
631	1464	0.54	207146	76.30
632	19	0.01	207165	76.30
633	1	0.00	207166	76.30
634	774	0.29	207940	76.59
635	4760	1.75	212700	78.34
639	1919	0.71	214619	79.05
640	2776	1.02	217395	80.07
642	2170	0.80	219565	80.87
643	320	0.12	219885	80.99

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
644	409	0.15	220294	81.14
645	72	0.03	220366	81.17
646	4533	1.67	224899	82.84
647	467	0.17	225366	83.01
650	2719	1.00	228085	84.01
651	592	0.22	228677	84.23
654	4533	1.67	233210	85.90
655	700	0.26	233910	86.16
658	894	0.33	234804	86.48
659	3143	1.16	237947	87.64
661	215	0.08	238162	87.72
662	1076	0.40	239238	88.12
663	3175	1.17	242413	89.29
664	1014	0.37	243427	89.66
666	1288	0.47	244715	90.13
667	18	0.01	244733	90.14
669	2971	1.09	247704	91.24
670	1501	0.55	249205	91.79
675	4447	1.64	253652	93.43
679	1970	0.73	255622	94.15
681	543	0.20	256165	94.35
682	2264	0.83	258429	95.19
683	57	0.02	258486	95.21
685	1975	0.73	260461	95.93
691	1990	0.73	262451	96.67
692	1737	0.64	264188	97.31
698	1914	0.70	266102	98.01
703	167	0.06	266269	98.07
708	1691	0.62	267960	98.70
709	1107	0.41	269067	99.10
725	1256	0.46	270323	99.57
731	430	0.16	270753	99.73
747	746	0.27	271499	100.00

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
180	2029	1.07	2029	1.07
201	719	0.38	2748	1.46
216	857	0.45	3605	1.91
227	816	0.43	4421	2.34
234	162	0.09	4583	2.43
235	750	0.40	5333	2.83
242	593	0.31	5926	3.14
248	413	0.22	6339	3.36
250	109	0.06	6448	3.42
254	382	0.20	6830	3.62
255	123	0.07	6953	3.68
260	314	0.17	7267	3.85
266	181	0.10	7448	3.95
268	48	0.03	7496	3.97
271	414	0.22	7910	4.19
274	41	0.02	7951	4.21
277	81	0.04	8032	4.26
279	34	0.02	8066	4.27
281	291	0.15	8357	4.43
284	46	0.02	8403	4.45
285	29	0.02	8432	4.47
286	133	0.07	8565	4.54
289	333	0.18	8898	4.71
291	22	0.01	8920	4.73
294	19	0.01	8939	4.74
295	54	0.03	8993	4.76
296	113	0.06	9106	4.82
297	422	0.22	9528	5.05
298	25	0.01	9553	5.06
300	46	0.02	9599	5.09
302	19	0.01	9618	5.10
303	192	0.10	9810	5.20
304	119	0.06	9929	5.26
305	181	0.10	10110	5.36
306	55	0.03	10165	5.39
307	183	0.10	10348	5.48
309	179	0.09	10527	5.58

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
310	139	0.07	10666	5.65
312	188	0.10	10854	5.75
313	6	0.00	10860	5.75
315	451	0.24	11311	5.99
316	91	0.05	11402	6.04
317	7	0.00	11409	6.04
318	190	0.10	11599	6.14
319	28	0.01	11627	6.16
320	105	0.06	11732	6.22
321	214	0.11	11946	6.33
322	229	0.12	12175	6.45
323	217	0.11	12392	6.56
324	176	0.09	12568	6.66
325	3	0.00	12571	6.66
326	298	0.16	12869	6.82
327	14	0.01	12883	6.82
328	220	0.12	13103	6.94
329	184	0.10	13287	7.04
330	421	0.22	13708	7.26
332	190	0.10	13898	7.36
334	461	0.24	14359	7.61
335	1	0.00	14360	7.61
336	691	0.37	15051	7.97
338	101	0.05	15152	8.03
340	373	0.20	15525	8.22
341	199	0.11	15724	8.33
342	745	0.39	16469	8.72
344	196	0.10	16665	8.83
345	128	0.07	16793	8.90
346	178	0.09	16971	8.99
347	338	0.18	17309	9.17
348	711	0.38	18020	9.55
349	293	0.16	18313	9.70
350	30	0.02	18343	9.72
351	115	0.06	18458	9.78
352	305	0.16	18763	9.94
353	611	0.32	19374	10.26

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution**
Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
354	724	0.38	20098	10.65
355	1	0.00	20099	10.65
356	367	0.19	20466	10.84
357	263	0.14	20729	10.98
358	394	0.21	21123	11.19
359	527	0.28	21650	11.47
360	832	0.44	22482	11.91
361	163	0.09	22645	12.00
362	387	0.21	23032	12.20
364	910	0.48	23942	12.68
365	895	0.47	24837	13.16
366	455	0.24	25292	13.40
368	940	0.50	26232	13.90
370	828	0.44	27060	14.34
371	677	0.36	27737	14.69
372	986	0.52	28723	15.22
374	989	0.52	29712	15.74
375	461	0.24	30173	15.98
376	1197	0.63	31370	16.62
377	167	0.09	31537	16.71
378	1047	0.55	32584	17.26
379	43	0.02	32627	17.28
380	1366	0.72	33993	18.01
381	389	0.21	34382	18.21
382	1309	0.69	35691	18.91
383	100	0.05	35791	18.96
384	1506	0.80	37297	19.76
385	520	0.28	37817	20.03
386	1080	0.57	38897	20.61
387	308	0.16	39205	20.77
388	1381	0.73	40586	21.50
389	784	0.42	41370	21.92
390	1070	0.57	42440	22.48
391	424	0.22	42864	22.71
392	1549	0.82	44413	23.53
393	966	0.51	45379	24.04
394	1052	0.56	46431	24.60

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution**
Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
395	1453	0.77	47884	25.37
396	578	0.31	48462	25.67
397	1012	0.54	49474	26.21
398	1274	0.67	50748	26.88
399	1678	0.89	52426	27.77
400	573	0.30	52999	28.08
401	1098	0.58	54097	28.66
402	1137	0.60	55234	29.26
403	2096	1.11	57330	30.37
404	371	0.20	57701	30.57
405	1334	0.71	59035	31.27
406	1290	0.68	60325	31.96
407	2226	1.18	62551	33.14
409	1832	0.97	64383	34.11
410	1264	0.67	65647	34.78
411	2168	1.15	67815	35.93
412	107	0.06	67922	35.98
413	3001	1.59	70923	37.57
414	6	0.00	70929	37.58
415	2846	1.51	73775	39.08
416	177	0.09	73952	39.18
417	2986	1.58	76938	40.76
419	2097	1.11	79035	41.87
420	1693	0.90	80728	42.77
421	2661	1.41	83389	44.18
422	8	0.00	83397	44.18
423	1626	0.86	85023	45.04
424	1282	0.68	86305	45.72
425	2576	1.36	88881	47.09
426	1107	0.59	89988	47.67
427	2041	1.08	92029	48.75
428	1195	0.63	93224	49.39
429	1647	0.87	94871	50.26
430	1144	0.61	96015	50.87
431	1344	0.71	97359	51.58
432	2991	1.58	100350	53.16
433	1881	1.00	102231	54.16

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution**
Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
434	3	0.00	102234	54.16
435	746	0.40	102980	54.56
436	4198	2.22	107178	56.78
437	424	0.22	107602	57.00
438	1874	0.99	109476	58.00
439	1139	0.60	110615	58.60
440	1970	1.04	112585	59.64
442	1923	1.02	114508	60.66
443	3116	1.65	117624	62.31
444	404	0.21	118028	62.53
445	2168	1.15	120196	63.68
446	2	0.00	120198	63.68
447	1476	0.78	121674	64.46
448	1684	0.89	123358	65.35
449	1784	0.95	125142	66.30
450	2452	1.30	127594	67.60
451	130	0.07	127724	67.66
452	2348	1.24	130072	68.91
453	11	0.01	130083	68.91
455	1848	0.98	131931	69.89
456	3802	2.01	135733	71.91
457	1769	0.94	137502	72.84
458	21	0.01	137523	72.86
459	286	0.15	137809	73.01
460	339	0.18	138148	73.19
461	1179	0.62	139327	73.81
462	1845	0.98	141172	74.79
463	3560	1.89	144732	76.67
464	75	0.04	144807	76.71
465	1377	0.73	146184	77.44
466	572	0.30	146756	77.75
467	538	0.29	147294	78.03
468	45	0.02	147339	78.06
469	2006	1.06	149345	79.12
470	1763	0.93	151108	80.05
471	1473	0.78	152581	80.83
472	787	0.42	153368	81.25

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution**
Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
473	897	0.48	154265	81.72
475	142	0.08	154407	81.80
476	999	0.53	155406	82.33
477	3654	1.94	159060	84.26
479	2	0.00	159062	84.27
480	1543	0.82	160605	85.08
481	312	0.17	160917	85.25
482	1078	0.57	161995	85.82
484	239	0.13	162234	85.95
485	1891	1.00	164125	86.95
487	1652	0.88	165777	87.82
488	1745	0.92	167522	88.75
489	315	0.17	167837	88.91
491	18	0.01	167855	88.92
492	21	0.01	167876	88.94
494	422	0.22	168298	89.16
495	2617	1.39	170915	90.55
496	1554	0.82	172469	91.37
500	586	0.31	173055	91.68
502	1252	0.66	174307	92.34
504	56	0.03	174363	92.37
505	2	0.00	174365	92.37
506	2308	1.22	176673	93.60
508	89	0.05	176762	93.64
509	86	0.05	176848	93.69
510	1316	0.70	178164	94.39
511	5	0.00	178169	94.39
514	1186	0.63	179355	95.02
516	4	0.00	179359	95.02
520	192	0.10	179551	95.12
521	1631	0.86	181182	95.98
522	5	0.00	181187	95.99
524	1121	0.59	182308	96.58
526	304	0.16	182612	96.74
528	438	0.23	183050	96.97
529	20	0.01	183070	96.98
534	382	0.20	183452	97.19

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
536	33	0.02	183485	97.20
537	569	0.30	184054	97.51
539	1130	0.60	185184	98.10
543	57	0.03	185241	98.13
544	557	0.30	185798	98.43
548	678	0.36	186476	98.79
551	108	0.06	186584	98.85
559	624	0.33	187208	99.18
562	151	0.08	187359	99.26
565	638	0.34	187997	99.59
580	152	0.08	188149	99.68
585	462	0.24	188611	99.92
600	151	0.08	188762	100.00

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
215	682	0.41	682	0.41
224	10	0.01	692	0.41
225	68	0.04	760	0.45
233	50	0.03	810	0.48
235	27	0.02	837	0.50
238	41	0.02	878	0.52
239	6	0.00	884	0.53
240	12	0.01	896	0.53
242	59	0.04	955	0.57
244	8	0.00	963	0.57
245	6	0.00	969	0.58
246	43	0.03	1012	0.60
248	7	0.00	1019	0.61
249	40	0.02	1059	0.63
250	14	0.01	1073	0.64
251	24	0.01	1097	0.65
252	36	0.02	1133	0.67
253	18	0.01	1151	0.69
254	8	0.00	1159	0.69
255	39	0.02	1198	0.71
256	8	0.00	1206	0.72
257	11	0.01	1217	0.72
258	39	0.02	1256	0.75
259	19	0.01	1275	0.76
260	23	0.01	1298	0.77
261	10	0.01	1308	0.78
262	11	0.01	1319	0.79
263	9	0.01	1328	0.79
264	21	0.01	1349	0.80
265	31	0.02	1380	0.82
266	12	0.01	1392	0.83
267	26	0.02	1418	0.84
268	21	0.01	1439	0.86
269	26	0.02	1465	0.87
270	18	0.01	1483	0.88
271	40	0.02	1523	0.91
272	18	0.01	1541	0.92

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
273	23	0.01	1564	0.93
274	33	0.02	1597	0.95
275	24	0.01	1621	0.96
276	32	0.02	1653	0.98
277	19	0.01	1672	1.00
278	38	0.02	1710	1.02
279	26	0.02	1736	1.03
280	31	0.02	1767	1.05
281	23	0.01	1790	1.07
282	31	0.02	1821	1.08
283	38	0.02	1859	1.11
284	37	0.02	1896	1.13
285	28	0.02	1924	1.15
286	24	0.01	1948	1.16
287	44	0.03	1992	1.19
288	47	0.03	2039	1.21
289	51	0.03	2090	1.24
290	45	0.03	2135	1.27
291	31	0.02	2166	1.29
292	44	0.03	2210	1.32
293	47	0.03	2257	1.34
294	18	0.01	2275	1.35
295	60	0.04	2335	1.39
296	52	0.03	2387	1.42
297	30	0.02	2417	1.44
298	51	0.03	2468	1.47
299	67	0.04	2535	1.51
300	37	0.02	2572	1.53
301	70	0.04	2642	1.57
302	68	0.04	2710	1.61
303	63	0.04	2773	1.65
304	53	0.03	2826	1.68
305	75	0.04	2901	1.73
306	36	0.02	2937	1.75
307	66	0.04	3003	1.79
308	60	0.04	3063	1.82
309	61	0.04	3124	1.86

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
310	56	0.03	3180	1.89
311	72	0.04	3252	1.94
312	58	0.03	3310	1.97
313	59	0.04	3369	2.01
314	78	0.05	3447	2.05
315	85	0.05	3532	2.10
316	69	0.04	3601	2.14
317	70	0.04	3671	2.18
318	63	0.04	3734	2.22
319	102	0.06	3836	2.28
320	60	0.04	3896	2.32
321	123	0.07	4019	2.39
322	112	0.07	4131	2.46
323	71	0.04	4202	2.50
324	115	0.07	4317	2.57
325	93	0.06	4410	2.62
326	93	0.06	4503	2.68
327	106	0.06	4609	2.74
328	119	0.07	4728	2.81
329	73	0.04	4801	2.86
330	134	0.08	4935	2.94
331	140	0.08	5075	3.02
332	125	0.07	5200	3.09
333	120	0.07	5320	3.17
334	102	0.06	5422	3.23
335	116	0.07	5538	3.30
336	132	0.08	5670	3.37
337	141	0.08	5811	3.46
338	140	0.08	5951	3.54
339	129	0.08	6080	3.62
340	137	0.08	6217	3.70
341	176	0.10	6393	3.80
342	101	0.06	6494	3.87
343	176	0.10	6670	3.97
344	151	0.09	6821	4.06
345	134	0.08	6955	4.14
346	197	0.12	7152	4.26

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
347	180	0.11	7332	4.36
348	141	0.08	7473	4.45
349	208	0.12	7681	4.57
350	176	0.10	7857	4.68
351	195	0.12	8052	4.79
352	188	0.11	8240	4.90
353	206	0.12	8446	5.03
354	193	0.11	8639	5.14
355	210	0.12	8849	5.27
356	245	0.15	9094	5.41
357	191	0.11	9285	5.53
358	208	0.12	9493	5.65
359	206	0.12	9699	5.77
360	248	0.15	9947	5.92
361	256	0.15	10203	6.07
362	242	0.14	10445	6.22
363	305	0.18	10750	6.40
364	245	0.15	10995	6.54
365	282	0.17	11277	6.71
366	312	0.19	11589	6.90
367	267	0.16	11856	7.06
368	259	0.15	12115	7.21
369	302	0.18	12417	7.39
370	235	0.14	12652	7.53
371	290	0.17	12942	7.70
372	326	0.19	13268	7.90
373	315	0.19	13583	8.08
374	273	0.16	13856	8.25
375	378	0.22	14234	8.47
376	293	0.17	14527	8.65
377	339	0.20	14866	8.85
378	388	0.23	15254	9.08
379	378	0.22	15632	9.30
380	328	0.20	15960	9.50
381	367	0.22	16327	9.72
382	409	0.24	16736	9.96
383	359	0.21	17095	10.17

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
384	415	0.25	17510	10.42
385	426	0.25	17936	10.68
386	397	0.24	18333	10.91
387	432	0.26	18765	11.17
388	425	0.25	19190	11.42
389	469	0.28	19659	11.70
390	475	0.28	20134	11.98
391	461	0.27	20595	12.26
392	542	0.32	21137	12.58
393	472	0.28	21609	12.86
394	556	0.33	22165	13.19
395	553	0.33	22718	13.52
396	483	0.29	23201	13.81
397	612	0.36	23813	14.17
398	550	0.33	24363	14.50
399	567	0.34	24930	14.84
400	603	0.36	25533	15.20
401	627	0.37	26160	15.57
402	610	0.36	26770	15.93
403	671	0.40	27441	16.33
404	576	0.34	28017	16.68
405	629	0.37	28646	17.05
406	681	0.41	29327	17.45
407	664	0.40	29991	17.85
408	706	0.42	30697	18.27
409	701	0.42	31398	18.69
410	738	0.44	32136	19.13
411	720	0.43	32856	19.56
412	721	0.43	33577	19.98
413	812	0.48	34389	20.47
414	892	0.53	35281	21.00
415	747	0.44	36028	21.44
416	801	0.48	36829	21.92
417	906	0.54	37735	22.46
418	915	0.54	38650	23.00
419	882	0.52	39532	23.53
420	949	0.56	40481	24.09

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
421	950	0.57	41431	24.66
422	948	0.56	42379	25.22
423	1018	0.61	43397	25.83
424	969	0.58	44366	26.41
425	1077	0.64	45443	27.05
426	980	0.58	46423	27.63
427	991	0.59	47414	28.22
428	1100	0.65	48514	28.87
429	1064	0.63	49578	29.51
430	1098	0.65	50676	30.16
431	1062	0.63	51738	30.79
432	1130	0.67	52868	31.47
433	1129	0.67	53997	32.14
434	1122	0.67	55119	32.81
435	1088	0.65	56207	33.45
436	1149	0.68	57356	34.14
437	1263	0.75	58619	34.89
438	1238	0.74	59857	35.63
439	1214	0.72	61071	36.35
440	1259	0.75	62330	37.10
441	1214	0.72	63544	37.82
442	1274	0.76	64818	38.58
443	1304	0.78	66122	39.35
444	1329	0.79	67451	40.15
445	1322	0.79	68773	40.93
446	1363	0.81	70136	41.74
447	1341	0.80	71477	42.54
448	1311	0.78	72788	43.32
449	1361	0.81	74149	44.13
450	1304	0.78	75453	44.91
451	1333	0.79	76786	45.70
452	1479	0.88	78265	46.58
453	1303	0.78	79568	47.36
454	1442	0.86	81010	48.22
455	1261	0.75	82271	48.97
456	1357	0.81	83628	49.77
457	1370	0.82	84998	50.59

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
458	1407	0.84	86405	51.43
459	1365	0.81	87770	52.24
460	1307	0.78	89077	53.02
461	1412	0.84	90489	53.86
462	1406	0.84	91895	54.69
463	1389	0.83	93284	55.52
464	1302	0.77	94586	56.30
465	1381	0.82	95967	57.12
466	1344	0.80	97311	57.92
467	1379	0.82	98690	58.74
468	1374	0.82	100064	59.56
469	1303	0.78	101367	60.33
470	1359	0.81	102726	61.14
471	1481	0.88	104207	62.02
472	1268	0.75	105475	62.78
473	1380	0.82	106855	63.60
474	1337	0.80	108192	64.39
475	1303	0.78	109495	65.17
476	1164	0.69	110659	65.86
477	1347	0.80	112006	66.66
478	1264	0.75	113270	67.42
479	1192	0.71	114462	68.13
480	1317	0.78	115779	68.91
481	1188	0.71	116967	69.62
482	1236	0.74	118203	70.35
483	1226	0.73	119429	71.08
484	1164	0.69	120593	71.77
485	1117	0.66	121710	72.44
486	1181	0.70	122891	73.14
487	1204	0.72	124095	73.86
488	1093	0.65	125188	74.51
489	1159	0.69	126347	75.20
490	1128	0.67	127475	75.87
491	1181	0.70	128656	76.57
492	1043	0.62	129699	77.19
493	1073	0.64	130772	77.83
494	1031	0.61	131803	78.45

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
495	1046	0.62	132849	79.07
496	1143	0.68	133992	79.75
497	861	0.51	134853	80.26
498	1091	0.65	135944	80.91
499	929	0.55	136873	81.46
500	958	0.57	137831	82.03
501	918	0.55	138749	82.58
502	994	0.59	139743	83.17
503	956	0.57	140699	83.74
504	805	0.48	141504	84.22
505	968	0.58	142472	84.80
506	814	0.48	143286	85.28
507	834	0.50	144120	85.78
508	833	0.50	144953	86.27
509	873	0.52	145826	86.79
510	724	0.43	146550	87.22
511	743	0.44	147293	87.67
512	812	0.48	148105	88.15
513	705	0.42	148810	88.57
514	656	0.39	149466	88.96
515	774	0.46	150240	89.42
516	599	0.36	150839	89.78
517	651	0.39	151490	90.16
518	713	0.42	152203	90.59
519	522	0.31	152725	90.90
520	718	0.43	153443	91.33
521	567	0.34	154010	91.66
522	495	0.29	154505	91.96
523	573	0.34	155078	92.30
524	609	0.36	155687	92.66
525	512	0.30	156199	92.97
526	486	0.29	156685	93.26
527	527	0.31	157212	93.57
528	412	0.25	157624	93.81
529	432	0.26	158056	94.07
530	477	0.28	158533	94.36
531	492	0.29	159025	94.65

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
532	326	0.19	159351	94.84
533	418	0.25	159769	95.09
534	439	0.26	160208	95.35
535	314	0.19	160522	95.54
536	358	0.21	160880	95.75
537	380	0.23	161260	95.98
538	343	0.20	161603	96.18
539	355	0.21	161958	96.39
540	247	0.15	162205	96.54
541	350	0.21	162555	96.75
542	264	0.16	162819	96.91
543	263	0.16	163082	97.06
544	315	0.19	163397	97.25
545	228	0.14	163625	97.39
546	239	0.14	163864	97.53
547	225	0.13	164089	97.66
548	246	0.15	164335	97.81
549	182	0.11	164517	97.92
550	215	0.13	164732	98.05
551	180	0.11	164912	98.15
552	120	0.07	165032	98.22
553	203	0.12	165235	98.34
554	138	0.08	165373	98.43
555	134	0.08	165507	98.51
556	147	0.09	165654	98.59
557	177	0.11	165831	98.70
558	145	0.09	165976	98.79
559	67	0.04	166043	98.83
560	188	0.11	166231	98.94
561	124	0.07	166355	99.01
562	71	0.04	166426	99.05
563	132	0.08	166558	99.13
564	93	0.06	166651	99.19
565	46	0.03	166697	99.21
566	119	0.07	166816	99.29
567	75	0.04	166891	99.33
568	86	0.05	166977	99.38

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
569	18	0.01	166995	99.39
570	89	0.05	167084	99.45
571	92	0.05	167176	99.50
572	26	0.02	167202	99.52
573	61	0.04	167263	99.55
574	71	0.04	167334	99.59
575	41	0.02	167375	99.62
576	44	0.03	167419	99.64
577	51	0.03	167470	99.68
578	23	0.01	167493	99.69
579	16	0.01	167509	99.70
580	26	0.02	167535	99.71
581	59	0.04	167594	99.75
582	19	0.01	167613	99.76
583	29	0.02	167642	99.78
584	34	0.02	167676	99.80
585	8	0.00	167684	99.80
586	20	0.01	167704	99.81
587	33	0.02	167737	99.83
588	32	0.02	167769	99.85
589	15	0.01	167784	99.86
590	32	0.02	167816	99.88
591	2	0.00	167818	99.88
592	15	0.01	167833	99.89
593	15	0.01	167848	99.90
594	26	0.02	167874	99.92
595	3	0.00	167877	99.92
596	13	0.01	167890	99.93
597	9	0.01	167899	99.93
598	20	0.01	167919	99.94
599	11	0.01	167930	99.95
600	2	0.00	167932	99.95
601	6	0.00	167938	99.95
602	2	0.00	167940	99.95
603	10	0.01	167950	99.96
604	19	0.01	167969	99.97
605	9	0.01	167978	99.98

continues . . .

CELDT 2007–08 (Form G)
 Annual Assessment Scale Score
 Frequency Distribution
 Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
607	1	0.00	167979	99.98
608	3	0.00	167982	99.98
610	1	0.00	167983	99.98
611	6	0.00	167989	99.98
613	14	0.01	168003	99.99
620	6	0.00	168009	100.00
627	4	0.00	168013	100.00
635	3	0.00	168016	100.00

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	2020	0.48	2020	0.48
241	37	0.01	2057	0.49
243	9	0.00	2066	0.50
253	79	0.02	2145	0.51
254	10	0.00	2155	0.52
256	43	0.01	2198	0.53
260	22	0.01	2220	0.53
261	63	0.02	2283	0.55
264	63	0.02	2346	0.56
265	7	0.00	2353	0.56
266	47	0.01	2400	0.58
267	10	0.00	2410	0.58
268	3	0.00	2413	0.58
269	113	0.03	2526	0.61
271	12	0.00	2538	0.61
272	58	0.01	2596	0.62
273	2	0.00	2598	0.62
274	39	0.01	2637	0.63
275	44	0.01	2681	0.64
277	58	0.01	2739	0.66
278	24	0.01	2763	0.66
279	47	0.01	2810	0.67
280	11	0.00	2821	0.68
281	48	0.01	2869	0.69
282	38	0.01	2907	0.70
283	39	0.01	2946	0.71
284	10	0.00	2956	0.71
285	57	0.01	3013	0.72
286	44	0.01	3057	0.73
287	35	0.01	3092	0.74
288	48	0.01	3140	0.75
289	36	0.01	3176	0.76
290	25	0.01	3201	0.77
291	24	0.01	3225	0.77
292	52	0.01	3277	0.79
293	34	0.01	3311	0.79
294	68	0.02	3379	0.81

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
295	27	0.01	3406	0.82
296	45	0.01	3451	0.83
297	38	0.01	3489	0.84
298	53	0.01	3542	0.85
299	60	0.01	3602	0.86
300	54	0.01	3656	0.88
301	46	0.01	3702	0.89
302	39	0.01	3741	0.90
303	68	0.02	3809	0.91
304	50	0.01	3859	0.93
305	34	0.01	3893	0.93
306	70	0.02	3963	0.95
307	33	0.01	3996	0.96
308	85	0.02	4081	0.98
309	76	0.02	4157	1.00
310	48	0.01	4205	1.01
311	57	0.01	4262	1.02
312	74	0.02	4336	1.04
313	56	0.01	4392	1.05
314	71	0.02	4463	1.07
315	66	0.02	4529	1.09
316	42	0.01	4571	1.10
317	115	0.03	4686	1.12
318	42	0.01	4728	1.13
319	86	0.02	4814	1.15
320	51	0.01	4865	1.17
321	80	0.02	4945	1.19
322	60	0.01	5005	1.20
323	101	0.02	5106	1.22
324	101	0.02	5207	1.25
325	85	0.02	5292	1.27
326	83	0.02	5375	1.29
327	94	0.02	5469	1.31
328	51	0.01	5520	1.32
329	130	0.03	5650	1.35
330	70	0.02	5720	1.37
331	61	0.01	5781	1.39

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
332	86	0.02	5867	1.41
333	80	0.02	5947	1.43
334	88	0.02	6035	1.45
335	74	0.02	6109	1.46
336	132	0.03	6241	1.50
337	110	0.03	6351	1.52
338	100	0.02	6451	1.55
339	100	0.02	6551	1.57
340	135	0.03	6686	1.60
341	113	0.03	6799	1.63
342	134	0.03	6933	1.66
343	120	0.03	7053	1.69
344	134	0.03	7187	1.72
345	105	0.03	7292	1.75
346	143	0.03	7435	1.78
347	126	0.03	7561	1.81
348	148	0.04	7709	1.85
349	136	0.03	7845	1.88
350	111	0.03	7956	1.91
351	184	0.04	8140	1.95
352	141	0.03	8281	1.99
353	131	0.03	8412	2.02
354	154	0.04	8566	2.05
355	153	0.04	8719	2.09
356	162	0.04	8881	2.13
357	138	0.03	9019	2.16
358	162	0.04	9181	2.20
359	183	0.04	9364	2.25
360	179	0.04	9543	2.29
361	193	0.05	9736	2.33
362	200	0.05	9936	2.38
363	163	0.04	10099	2.42
364	158	0.04	10257	2.46
365	216	0.05	10473	2.51
366	191	0.05	10664	2.56
367	223	0.05	10887	2.61
368	217	0.05	11104	2.66

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
369	228	0.05	11332	2.72
370	204	0.05	11536	2.77
371	195	0.05	11731	2.81
372	223	0.05	11954	2.87
373	211	0.05	12165	2.92
374	214	0.05	12379	2.97
375	247	0.06	12626	3.03
376	223	0.05	12849	3.08
377	279	0.07	13128	3.15
378	286	0.07	13414	3.22
379	223	0.05	13637	3.27
380	265	0.06	13902	3.33
381	246	0.06	14148	3.39
382	275	0.07	14423	3.46
383	277	0.07	14700	3.53
384	313	0.08	15013	3.60
385	290	0.07	15303	3.67
386	293	0.07	15596	3.74
387	322	0.08	15918	3.82
388	306	0.07	16224	3.89
389	308	0.07	16532	3.96
390	344	0.08	16876	4.05
391	365	0.09	17241	4.13
392	345	0.08	17586	4.22
393	361	0.09	17947	4.30
394	359	0.09	18306	4.39
395	357	0.09	18663	4.48
396	381	0.09	19044	4.57
397	364	0.09	19408	4.65
398	439	0.11	19847	4.76
399	463	0.11	20310	4.87
400	389	0.09	20699	4.96
401	446	0.11	21145	5.07
402	433	0.10	21578	5.17
403	493	0.12	22071	5.29
404	458	0.11	22529	5.40
405	474	0.11	23003	5.52

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
406	517	0.12	23520	5.64
407	503	0.12	24023	5.76
408	567	0.14	24590	5.90
409	504	0.12	25094	6.02
410	616	0.15	25710	6.17
411	591	0.14	26301	6.31
412	632	0.15	26933	6.46
413	609	0.15	27542	6.60
414	661	0.16	28203	6.76
415	618	0.15	28821	6.91
416	580	0.14	29401	7.05
417	659	0.16	30060	7.21
418	667	0.16	30727	7.37
419	756	0.18	31483	7.55
420	715	0.17	32198	7.72
421	722	0.17	32920	7.89
422	814	0.20	33734	8.09
423	802	0.19	34536	8.28
424	826	0.20	35362	8.48
425	910	0.22	36272	8.70
426	813	0.19	37085	8.89
427	815	0.20	37900	9.09
428	900	0.22	38800	9.30
429	987	0.24	39787	9.54
430	823	0.20	40610	9.74
431	1015	0.24	41625	9.98
432	1075	0.26	42700	10.24
433	1050	0.25	43750	10.49
434	1037	0.25	44787	10.74
435	1137	0.27	45924	11.01
436	1096	0.26	47020	11.28
437	1097	0.26	48117	11.54
438	1109	0.27	49226	11.80
439	1202	0.29	50428	12.09
440	1142	0.27	51570	12.37
441	1236	0.30	52806	12.66
442	1284	0.31	54090	12.97

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
443	1341	0.32	55431	13.29
444	1389	0.33	56820	13.63
445	1291	0.31	58111	13.94
446	1440	0.35	59551	14.28
447	1552	0.37	61103	14.65
448	1544	0.37	62647	15.02
449	1395	0.33	64042	15.36
450	1584	0.38	65626	15.74
451	1534	0.37	67160	16.11
452	1730	0.41	68890	16.52
453	1540	0.37	70430	16.89
454	1703	0.41	72133	17.30
455	1717	0.41	73850	17.71
456	1771	0.42	75621	18.13
457	1811	0.43	77432	18.57
458	1789	0.43	79221	19.00
459	1759	0.42	80980	19.42
460	1907	0.46	82887	19.88
461	1888	0.45	84775	20.33
462	1896	0.45	86671	20.78
463	2078	0.50	88749	21.28
464	2032	0.49	90781	21.77
465	2144	0.51	92925	22.28
466	2085	0.50	95010	22.78
467	2229	0.53	97239	23.32
468	2186	0.52	99425	23.84
469	2172	0.52	101597	24.36
470	2173	0.52	103770	24.88
471	2416	0.58	106186	25.46
472	2291	0.55	108477	26.01
473	2331	0.56	110808	26.57
474	2304	0.55	113112	27.13
475	2515	0.60	115627	27.73
476	2442	0.59	118069	28.31
477	2408	0.58	120477	28.89
478	2719	0.65	123196	29.54
479	2450	0.59	125646	30.13

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
480	2518	0.60	128164	30.73
481	2860	0.69	131024	31.42
482	2582	0.62	133606	32.04
483	2635	0.63	136241	32.67
484	2964	0.71	139205	33.38
485	2674	0.64	141879	34.02
486	2700	0.65	144579	34.67
487	2952	0.71	147531	35.38
488	2903	0.70	150434	36.08
489	2824	0.68	153258	36.75
490	3114	0.75	156372	37.50
491	2810	0.67	159182	38.17
492	2893	0.69	162075	38.87
493	3013	0.72	165088	39.59
494	2993	0.72	168081	40.31
495	2934	0.70	171015	41.01
496	3079	0.74	174094	41.75
497	3136	0.75	177230	42.50
498	3003	0.72	180233	43.22
499	3157	0.76	183390	43.98
500	3294	0.79	186684	44.77
501	3035	0.73	189719	45.50
502	3290	0.79	193009	46.28
503	3242	0.78	196251	47.06
504	3011	0.72	199262	47.78
505	3284	0.79	202546	48.57
506	3081	0.74	205627	49.31
507	3199	0.77	208826	50.08
508	3229	0.77	212055	50.85
509	3319	0.80	215374	51.65
510	2990	0.72	218364	52.37
511	3184	0.76	221548	53.13
512	3171	0.76	224719	53.89
513	3220	0.77	227939	54.66
514	3212	0.77	231151	55.43
515	3209	0.77	234360	56.20
516	3272	0.78	237632	56.99

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
517	3053	0.73	240685	57.72
518	3289	0.79	243974	58.51
519	3125	0.75	247099	59.26
520	3246	0.78	250345	60.03
521	3320	0.80	253665	60.83
522	3082	0.74	256747	61.57
523	3379	0.81	260126	62.38
524	3032	0.73	263158	63.11
525	3077	0.74	266235	63.85
526	3234	0.78	269469	64.62
527	3099	0.74	272568	65.36
528	3082	0.74	275650	66.10
529	3083	0.74	278733	66.84
530	2996	0.72	281729	67.56
531	3078	0.74	284807	68.30
532	2930	0.70	287737	69.00
533	2911	0.70	290648	69.70
534	2887	0.69	293535	70.39
535	2933	0.70	296468	71.10
536	2808	0.67	299276	71.77
537	2714	0.65	301990	72.42
538	2967	0.71	304957	73.13
539	2874	0.69	307831	73.82
540	2667	0.64	310498	74.46
541	2786	0.67	313284	75.13
542	2796	0.67	316080	75.80
543	2601	0.62	318681	76.42
544	2569	0.62	321250	77.04
545	2556	0.61	323806	77.65
546	2720	0.65	326526	78.30
547	2407	0.58	328933	78.88
548	2451	0.59	331384	79.47
549	2444	0.59	333828	80.05
550	2349	0.56	336177	80.62
551	2294	0.55	338471	81.17
552	2433	0.58	340904	81.75
553	2372	0.57	343276	82.32

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
554	2111	0.51	345387	82.83
555	2493	0.60	347880	83.42
556	2083	0.50	349963	83.92
557	2061	0.49	352024	84.42
558	2297	0.55	354321	84.97
559	1922	0.46	356243	85.43
560	1999	0.48	358242	85.91
561	2128	0.51	360370	86.42
562	1724	0.41	362094	86.83
563	1856	0.45	363950	87.28
564	2068	0.50	366018	87.77
565	1746	0.42	367764	88.19
566	1457	0.35	369221	88.54
567	2405	0.58	371626	89.12
568	1271	0.30	372897	89.42
569	1585	0.38	374482	89.80
570	1940	0.47	376422	90.27
571	1565	0.38	377987	90.64
572	1356	0.33	379343	90.97
573	1616	0.39	380959	91.36
574	1249	0.30	382208	91.66
575	1272	0.31	383480	91.96
576	1600	0.38	385080	92.34
577	1163	0.28	386243	92.62
578	928	0.22	387171	92.85
579	1716	0.41	388887	93.26
580	952	0.23	389839	93.49
581	1069	0.26	390908	93.74
582	1316	0.32	392224	94.06
583	1009	0.24	393233	94.30
584	858	0.21	394091	94.51
585	1140	0.27	395231	94.78
586	932	0.22	396163	95.00
587	726	0.17	396889	95.18
588	1168	0.28	398057	95.46
589	791	0.19	398848	95.65
590	703	0.17	399551	95.82

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
591	825	0.20	400376	96.01
592	939	0.23	401315	96.24
593	610	0.15	401925	96.38
594	834	0.20	402759	96.58
595	730	0.18	403489	96.76
596	517	0.12	404006	96.88
597	660	0.16	404666	97.04
598	614	0.15	405280	97.19
599	422	0.10	405702	97.29
600	655	0.16	406357	97.45
601	467	0.11	406824	97.56
602	519	0.12	407343	97.68
603	358	0.09	407701	97.77
604	609	0.15	408310	97.92
605	373	0.09	408683	98.01
606	407	0.10	409090	98.10
607	412	0.10	409502	98.20
608	514	0.12	410016	98.32
609	400	0.10	410416	98.42
610	292	0.07	410708	98.49
611	345	0.08	411053	98.57
612	373	0.09	411426	98.66
613	265	0.06	411691	98.73
614	211	0.05	411902	98.78
615	375	0.09	412277	98.87
616	210	0.05	412487	98.92
617	258	0.06	412745	98.98
618	411	0.10	413156	99.08
619	81	0.02	413237	99.10
620	238	0.06	413475	99.15
621	172	0.04	413647	99.20
622	237	0.06	413884	99.25
623	118	0.03	414002	99.28
624	276	0.07	414278	99.35
625	121	0.03	414399	99.38
626	138	0.03	414537	99.41
627	205	0.05	414742	99.46

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
628	234	0.06	414976	99.51
629	66	0.02	415042	99.53
630	103	0.02	415145	99.55
631	107	0.03	415252	99.58
632	160	0.04	415412	99.62
633	90	0.02	415502	99.64
634	51	0.01	415553	99.65
635	98	0.02	415651	99.68
636	124	0.03	415775	99.71
637	110	0.03	415885	99.73
638	113	0.03	415998	99.76
639	9	0.00	416007	99.76
640	53	0.01	416060	99.77
641	136	0.03	416196	99.81
642	50	0.01	416246	99.82
643	17	0.00	416263	99.82
644	55	0.01	416318	99.84
645	73	0.02	416391	99.85
646	24	0.01	416415	99.86
647	134	0.03	416549	99.89
648	3	0.00	416552	99.89
649	4	0.00	416556	99.89
650	19	0.00	416575	99.90
651	91	0.02	416666	99.92
652	22	0.01	416688	99.92
653	10	0.00	416698	99.93
654	9	0.00	416707	99.93
655	14	0.00	416721	99.93
656	70	0.02	416791	99.95
657	1	0.00	416792	99.95
658	6	0.00	416798	99.95
659	12	0.00	416810	99.95
660	24	0.01	416834	99.96
661	42	0.01	416876	99.97
664	3	0.00	416879	99.97

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
665	37	0.01	416916	99.98
667	2	0.00	416918	99.98
669	1	0.00	416919	99.98
670	51	0.01	416970	99.99
671	5	0.00	416975	99.99
676	5	0.00	416980	99.99
679	11	0.00	416991	100.00
680	4	0.00	416995	100.00
681	2	0.00	416997	100.00
690	1	0.00	416998	100.00
691	3	0.00	417001	100.00
700	1	0.00	417002	100.00

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
248	1694	0.59	1694	0.59
251	25	0.01	1719	0.59
262	6	0.00	1725	0.60
265	6	0.00	1731	0.60
267	4	0.00	1735	0.60
270	2	0.00	1737	0.60
271	78	0.03	1815	0.63
274	4	0.00	1819	0.63
275	4	0.00	1823	0.63
278	36	0.01	1859	0.64
279	24	0.01	1883	0.65
280	4	0.00	1887	0.65
281	4	0.00	1891	0.65
283	36	0.01	1927	0.67
284	6	0.00	1933	0.67
285	25	0.01	1958	0.68
286	10	0.00	1968	0.68
287	16	0.01	1984	0.69
288	1	0.00	1985	0.69
289	5	0.00	1990	0.69
290	50	0.02	2040	0.70
291	2	0.00	2042	0.71
292	23	0.01	2065	0.71
293	20	0.01	2085	0.72
294	43	0.01	2128	0.74
295	2	0.00	2130	0.74
296	9	0.00	2139	0.74
297	16	0.01	2155	0.74
298	31	0.01	2186	0.76
299	9	0.00	2195	0.76
300	17	0.01	2212	0.76
301	11	0.00	2223	0.77
302	28	0.01	2251	0.78
303	11	0.00	2262	0.78
304	18	0.01	2280	0.79
305	14	0.00	2294	0.79
306	35	0.01	2329	0.80

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
307	18	0.01	2347	0.81
308	19	0.01	2366	0.82
309	23	0.01	2389	0.83
310	10	0.00	2399	0.83
311	27	0.01	2426	0.84
312	48	0.02	2474	0.85
313	23	0.01	2497	0.86
314	18	0.01	2515	0.87
315	27	0.01	2542	0.88
316	24	0.01	2566	0.89
317	45	0.02	2611	0.90
318	10	0.00	2621	0.91
319	21	0.01	2642	0.91
320	54	0.02	2696	0.93
321	51	0.02	2747	0.95
322	18	0.01	2765	0.96
323	15	0.01	2780	0.96
324	54	0.02	2834	0.98
325	51	0.02	2885	1.00
326	19	0.01	2904	1.00
327	46	0.02	2950	1.02
328	42	0.01	2992	1.03
329	33	0.01	3025	1.04
330	34	0.01	3059	1.06
331	43	0.01	3102	1.07
332	33	0.01	3135	1.08
333	32	0.01	3167	1.09
334	51	0.02	3218	1.11
335	51	0.02	3269	1.13
336	23	0.01	3292	1.14
337	34	0.01	3326	1.15
338	43	0.01	3369	1.16
339	46	0.02	3415	1.18
340	43	0.01	3458	1.19
341	33	0.01	3491	1.21
342	31	0.01	3522	1.22
343	61	0.02	3583	1.24

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
344	47	0.02	3630	1.25
345	44	0.02	3674	1.27
346	39	0.01	3713	1.28
347	90	0.03	3803	1.31
348	39	0.01	3842	1.33
349	51	0.02	3893	1.34
350	38	0.01	3931	1.36
351	56	0.02	3987	1.38
352	59	0.02	4046	1.40
353	40	0.01	4086	1.41
354	55	0.02	4141	1.43
355	71	0.02	4212	1.45
356	41	0.01	4253	1.47
357	71	0.02	4324	1.49
358	76	0.03	4400	1.52
359	54	0.02	4454	1.54
360	74	0.03	4528	1.56
361	65	0.02	4593	1.59
362	70	0.02	4663	1.61
363	59	0.02	4722	1.63
364	48	0.02	4770	1.65
365	67	0.02	4837	1.67
366	102	0.04	4939	1.71
367	59	0.02	4998	1.73
368	80	0.03	5078	1.75
369	80	0.03	5158	1.78
370	82	0.03	5240	1.81
371	62	0.02	5302	1.83
372	86	0.03	5388	1.86
373	70	0.02	5458	1.89
374	85	0.03	5543	1.91
375	67	0.02	5610	1.94
376	74	0.03	5684	1.96
377	94	0.03	5778	2.00
378	74	0.03	5852	2.02
379	73	0.03	5925	2.05
380	108	0.04	6033	2.08

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
381	70	0.02	6103	2.11
382	92	0.03	6195	2.14
383	62	0.02	6257	2.16
384	97	0.03	6354	2.19
385	87	0.03	6441	2.22
386	84	0.03	6525	2.25
387	108	0.04	6633	2.29
388	113	0.04	6746	2.33
389	96	0.03	6842	2.36
390	93	0.03	6935	2.40
391	93	0.03	7028	2.43
392	116	0.04	7144	2.47
393	133	0.05	7277	2.51
394	117	0.04	7394	2.55
395	151	0.05	7545	2.61
396	121	0.04	7666	2.65
397	127	0.04	7793	2.69
398	109	0.04	7902	2.73
399	138	0.05	8040	2.78
400	126	0.04	8166	2.82
401	134	0.05	8300	2.87
402	126	0.04	8426	2.91
403	166	0.06	8592	2.97
404	127	0.04	8719	3.01
405	134	0.05	8853	3.06
406	147	0.05	9000	3.11
407	153	0.05	9153	3.16
408	155	0.05	9308	3.22
409	160	0.06	9468	3.27
410	165	0.06	9633	3.33
411	182	0.06	9815	3.39
412	169	0.06	9984	3.45
413	147	0.05	10131	3.50
414	190	0.07	10321	3.57
415	186	0.06	10507	3.63
416	208	0.07	10715	3.70
417	170	0.06	10885	3.76

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
418	208	0.07	11093	3.83
419	167	0.06	11260	3.89
420	237	0.08	11497	3.97
421	186	0.06	11683	4.04
422	192	0.07	11875	4.10
423	187	0.06	12062	4.17
424	217	0.07	12279	4.24
425	241	0.08	12520	4.32
426	210	0.07	12730	4.40
427	250	0.09	12980	4.48
428	246	0.08	13226	4.57
429	252	0.09	13478	4.66
430	229	0.08	13707	4.73
431	260	0.09	13967	4.82
432	263	0.09	14230	4.92
433	234	0.08	14464	5.00
434	293	0.10	14757	5.10
435	257	0.09	15014	5.19
436	337	0.12	15351	5.30
437	266	0.09	15617	5.39
438	331	0.11	15948	5.51
439	270	0.09	16218	5.60
440	290	0.10	16508	5.70
441	312	0.11	16820	5.81
442	338	0.12	17158	5.93
443	313	0.11	17471	6.03
444	316	0.11	17787	6.14
445	333	0.12	18120	6.26
446	388	0.13	18508	6.39
447	334	0.12	18842	6.51
448	295	0.10	19137	6.61
449	349	0.12	19486	6.73
450	360	0.12	19846	6.86
451	378	0.13	20224	6.99
452	357	0.12	20581	7.11
453	409	0.14	20990	7.25
454	411	0.14	21401	7.39

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
455	377	0.13	21778	7.52
456	399	0.14	22177	7.66
457	415	0.14	22592	7.80
458	445	0.15	23037	7.96
459	416	0.14	23453	8.10
460	456	0.16	23909	8.26
461	457	0.16	24366	8.42
462	448	0.15	24814	8.57
463	458	0.16	25272	8.73
464	507	0.18	25779	8.90
465	529	0.18	26308	9.09
466	534	0.18	26842	9.27
467	520	0.18	27362	9.45
468	590	0.20	27952	9.66
469	611	0.21	28563	9.87
470	572	0.20	29135	10.06
471	569	0.20	29704	10.26
472	614	0.21	30318	10.47
473	617	0.21	30935	10.69
474	607	0.21	31542	10.90
475	611	0.21	32153	11.11
476	682	0.24	32835	11.34
477	633	0.22	33468	11.56
478	673	0.23	34141	11.79
479	703	0.24	34844	12.04
480	683	0.24	35527	12.27
481	755	0.26	36282	12.53
482	791	0.27	37073	12.81
483	778	0.27	37851	13.07
484	745	0.26	38596	13.33
485	812	0.28	39408	13.61
486	869	0.30	40277	13.91
487	839	0.29	41116	14.20
488	866	0.30	41982	14.50
489	897	0.31	42879	14.81
490	869	0.30	43748	15.11
491	975	0.34	44723	15.45

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
492	953	0.33	45676	15.78
493	1018	0.35	46694	16.13
494	1054	0.36	47748	16.49
495	980	0.34	48728	16.83
496	962	0.33	49690	17.16
497	1033	0.36	50723	17.52
498	1114	0.38	51837	17.91
499	1052	0.36	52889	18.27
500	1100	0.38	53989	18.65
501	1168	0.40	55157	19.05
502	1110	0.38	56267	19.44
503	1306	0.45	57573	19.89
504	1051	0.36	58624	20.25
505	1367	0.47	59991	20.72
506	1105	0.38	61096	21.10
507	1440	0.50	62536	21.60
508	1092	0.38	63628	21.98
509	1420	0.49	65048	22.47
510	1366	0.47	66414	22.94
511	1400	0.48	67814	23.42
512	1328	0.46	69142	23.88
513	1508	0.52	70650	24.40
514	1382	0.48	72032	24.88
515	1477	0.51	73509	25.39
516	1554	0.54	75063	25.93
517	1404	0.48	76467	26.41
518	1595	0.55	78062	26.96
519	1573	0.54	79635	27.51
520	1693	0.58	81328	28.09
521	1614	0.56	82942	28.65
522	1751	0.60	84693	29.25
523	1674	0.58	86367	29.83
524	1723	0.60	88090	30.43
525	1780	0.61	89870	31.04
526	1854	0.64	91724	31.68
527	1807	0.62	93531	32.31
528	1814	0.63	95345	32.93

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
529	1742	0.60	97087	33.54
530	1883	0.65	98970	34.19
531	1707	0.59	100677	34.78
532	1995	0.69	102672	35.46
533	1764	0.61	104436	36.07
534	2247	0.78	106683	36.85
535	1770	0.61	108453	37.46
536	2103	0.73	110556	38.19
537	1927	0.67	112483	38.85
538	1976	0.68	114459	39.54
539	2106	0.73	116565	40.26
540	2004	0.69	118569	40.96
541	2087	0.72	120656	41.68
542	2222	0.77	122878	42.44
543	2212	0.76	125090	43.21
544	1971	0.68	127061	43.89
545	2263	0.78	129324	44.67
546	1967	0.68	131291	45.35
547	2357	0.81	133648	46.16
548	2104	0.73	135752	46.89
549	2252	0.78	138004	47.67
550	2303	0.80	140307	48.46
551	2274	0.79	142581	49.25
552	2145	0.74	144726	49.99
553	2436	0.84	147162	50.83
554	2186	0.76	149348	51.59
555	2348	0.81	151696	52.40
556	2175	0.75	153871	53.15
557	2450	0.85	156321	54.00
558	2040	0.70	158361	54.70
559	2543	0.88	160904	55.58
560	2236	0.77	163140	56.35
561	2210	0.76	165350	57.11
562	2500	0.86	167850	57.98
563	2023	0.70	169873	58.68
564	2417	0.83	172290	59.51
565	2255	0.78	174545	60.29

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
566	2280	0.79	176825	61.08
567	2131	0.74	178956	61.81
568	2340	0.81	181296	62.62
569	2135	0.74	183431	63.36
570	2285	0.79	185716	64.15
571	2366	0.82	188082	64.97
572	2031	0.70	190113	65.67
573	2318	0.80	192431	66.47
574	1962	0.68	194393	67.15
575	2277	0.79	196670	67.93
576	1923	0.66	198593	68.60
577	2285	0.79	200878	69.39
578	2190	0.76	203068	70.14
579	1939	0.67	205007	70.81
580	2156	0.74	207163	71.56
581	1938	0.67	209101	72.23
582	2270	0.78	211371	73.01
583	1868	0.65	213239	73.66
584	2065	0.71	215304	74.37
585	2102	0.73	217406	75.10
586	1707	0.59	219113	75.68
587	2060	0.71	221173	76.40
588	1858	0.64	223031	77.04
589	1720	0.59	224751	77.63
590	1945	0.67	226696	78.30
591	1997	0.69	228693	78.99
592	1768	0.61	230461	79.60
593	1769	0.61	232230	80.22
594	1730	0.60	233960	80.81
595	1676	0.58	235636	81.39
596	2023	0.70	237659	82.09
597	1322	0.46	238981	82.55
598	1862	0.64	240843	83.19
599	1381	0.48	242224	83.67
600	1849	0.64	244073	84.31
601	1349	0.47	245422	84.77
602	1564	0.54	246986	85.31

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
603	1652	0.57	248638	85.88
604	1249	0.43	249887	86.31
605	1528	0.53	251415	86.84
606	1546	0.53	252961	87.38
607	1219	0.42	254180	87.80
608	1305	0.45	255485	88.25
609	1329	0.46	256814	88.71
610	1233	0.43	258047	89.13
611	1194	0.41	259241	89.55
612	1107	0.38	260348	89.93
613	1067	0.37	261415	90.30
614	1519	0.52	262934	90.82
615	894	0.31	263828	91.13
616	1207	0.42	265035	91.55
617	812	0.28	265847	91.83
618	1350	0.47	267197	92.29
619	964	0.33	268161	92.63
620	791	0.27	268952	92.90
621	1002	0.35	269954	93.25
622	816	0.28	270770	93.53
623	1000	0.35	271770	93.87
624	712	0.25	272482	94.12
625	783	0.27	273265	94.39
626	836	0.29	274101	94.68
627	681	0.24	274782	94.91
628	678	0.23	275460	95.15
629	577	0.20	276037	95.35
630	726	0.25	276763	95.60
631	483	0.17	277246	95.76
632	750	0.26	277996	96.02
633	576	0.20	278572	96.22
634	644	0.22	279216	96.45
635	438	0.15	279654	96.60
636	568	0.20	280222	96.79
637	553	0.19	280775	96.98
638	329	0.11	281104	97.10
639	386	0.13	281490	97.23

continues . . .

CELDT 2007–08 Edition (Form G) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
640	437	0.15	281927	97.38
641	626	0.22	282553	97.60
642	275	0.09	282828	97.69
643	327	0.11	283155	97.81
644	452	0.16	283607	97.96
645	257	0.09	283864	98.05
646	274	0.09	284138	98.15
647	261	0.09	284399	98.24
648	432	0.15	284831	98.38
649	222	0.08	285053	98.46
650	271	0.09	285324	98.56
651	333	0.12	285657	98.67
652	276	0.10	285933	98.77
653	233	0.08	286166	98.85
654	178	0.06	286344	98.91
655	169	0.06	286513	98.97
656	249	0.09	286762	99.05
657	79	0.03	286841	99.08
658	131	0.05	286972	99.12
659	264	0.09	287236	99.22
660	141	0.05	287377	99.26
661	114	0.04	287491	99.30
662	101	0.03	287592	99.34
663	101	0.03	287693	99.37
664	109	0.04	287802	99.41
665	119	0.04	287921	99.45
666	92	0.03	288013	99.48
667	126	0.04	288139	99.53
668	77	0.03	288216	99.55
669	127	0.04	288343	99.60
670	86	0.03	288429	99.63
671	58	0.02	288487	99.65
672	22	0.01	288509	99.66
673	128	0.04	288637	99.70
674	45	0.02	288682	99.72
675	89	0.03	288771	99.75

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
676	3	0.00	288774	99.75
677	63	0.02	288837	99.77
678	66	0.02	288903	99.79
679	58	0.02	288961	99.81
680	24	0.01	288985	99.82
681	52	0.02	289037	99.84
682	32	0.01	289069	99.85
683	21	0.01	289090	99.86
684	46	0.02	289136	99.87
685	3	0.00	289139	99.87
686	72	0.02	289211	99.90
687	1	0.00	289212	99.90
688	35	0.01	289247	99.91
689	23	0.01	289270	99.92
690	3	0.00	289273	99.92
691	54	0.02	289327	99.94
692	5	0.00	289332	99.94
693	21	0.01	289353	99.95
694	9	0.00	289362	99.95
695	5	0.00	289367	99.95
696	2	0.00	289369	99.95
697	5	0.00	289374	99.95
700	11	0.00	289385	99.96
701	47	0.02	289432	99.97
703	1	0.00	289433	99.97
705	3	0.00	289436	99.98
706	17	0.01	289453	99.98
708	1	0.00	289454	99.98
709	4	0.00	289458	99.98
712	6	0.00	289464	99.99
714	5	0.00	289469	99.99
715	18	0.01	289487	99.99
719	1	0.00	289488	99.99
723	2	0.00	289490	99.99
727	12	0.00	289502	100.00
741	5	0.00	289507	100.00

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
251	2869	1.06	2869	1.06
254	30	0.01	2899	1.07
270	3	0.00	2902	1.07
272	87	0.03	2989	1.10
273	8	0.00	2997	1.10
275	23	0.01	3020	1.11
279	12	0.00	3032	1.12
281	46	0.02	3078	1.13
282	5	0.00	3083	1.14
284	36	0.01	3119	1.15
285	31	0.01	3150	1.16
287	34	0.01	3184	1.17
288	12	0.00	3196	1.18
289	5	0.00	3201	1.18
290	1	0.00	3202	1.18
291	60	0.02	3262	1.20
292	15	0.01	3277	1.21
293	26	0.01	3303	1.22
294	30	0.01	3333	1.23
295	6	0.00	3339	1.23
296	25	0.01	3364	1.24
297	13	0.00	3377	1.24
298	6	0.00	3383	1.25
299	22	0.01	3405	1.25
300	40	0.01	3445	1.27
301	7	0.00	3452	1.27
302	12	0.00	3464	1.28
303	28	0.01	3492	1.29
304	41	0.02	3533	1.30
305	20	0.01	3553	1.31
306	50	0.02	3603	1.33
307	10	0.00	3613	1.33
308	18	0.01	3631	1.34
309	31	0.01	3662	1.35
310	16	0.01	3678	1.35
311	30	0.01	3708	1.37
312	20	0.01	3728	1.37

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
313	55	0.02	3783	1.39
314	15	0.01	3798	1.40
315	55	0.02	3853	1.42
316	17	0.01	3870	1.43
317	44	0.02	3914	1.44
318	39	0.01	3953	1.46
319	54	0.02	4007	1.48
320	19	0.01	4026	1.48
321	52	0.02	4078	1.50
322	27	0.01	4105	1.51
323	99	0.04	4204	1.55
324	25	0.01	4229	1.56
325	111	0.04	4340	1.60
326	41	0.02	4381	1.61
327	31	0.01	4412	1.63
328	86	0.03	4498	1.66
329	40	0.01	4538	1.67
330	29	0.01	4567	1.68
331	91	0.03	4658	1.72
332	24	0.01	4682	1.72
333	58	0.02	4740	1.75
334	151	0.06	4891	1.80
335	16	0.01	4907	1.81
336	51	0.02	4958	1.83
337	124	0.05	5082	1.87
338	40	0.01	5122	1.89
339	64	0.02	5186	1.91
340	47	0.02	5233	1.93
341	118	0.04	5351	1.97
342	46	0.02	5397	1.99
343	42	0.02	5439	2.00
344	98	0.04	5537	2.04
345	31	0.01	5568	2.05
346	111	0.04	5679	2.09
347	58	0.02	5737	2.11
348	44	0.02	5781	2.13
349	46	0.02	5827	2.15

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
350	55	0.02	5882	2.17
351	35	0.01	5917	2.18
352	105	0.04	6022	2.22
353	101	0.04	6123	2.26
354	41	0.02	6164	2.27
355	65	0.02	6229	2.29
356	46	0.02	6275	2.31
357	50	0.02	6325	2.33
358	71	0.03	6396	2.36
359	58	0.02	6454	2.38
360	35	0.01	6489	2.39
361	114	0.04	6603	2.43
362	68	0.03	6671	2.46
363	91	0.03	6762	2.49
364	45	0.02	6807	2.51
365	61	0.02	6868	2.53
366	50	0.02	6918	2.55
367	92	0.03	7010	2.58
368	105	0.04	7115	2.62
369	41	0.02	7156	2.64
370	71	0.03	7227	2.66
371	96	0.04	7323	2.70
372	71	0.03	7394	2.72
373	76	0.03	7470	2.75
374	114	0.04	7584	2.79
375	81	0.03	7665	2.82
376	82	0.03	7747	2.85
377	117	0.04	7864	2.90
378	99	0.04	7963	2.93
379	89	0.03	8052	2.97
380	79	0.03	8131	2.99
381	90	0.03	8221	3.03
382	92	0.03	8313	3.06
383	99	0.04	8412	3.10
384	101	0.04	8513	3.14
385	90	0.03	8603	3.17
386	146	0.05	8749	3.22

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
387	113	0.04	8862	3.26
388	103	0.04	8965	3.30
389	99	0.04	9064	3.34
390	94	0.03	9158	3.37
391	108	0.04	9266	3.41
392	125	0.05	9391	3.46
393	92	0.03	9483	3.49
394	124	0.05	9607	3.54
395	106	0.04	9713	3.58
396	109	0.04	9822	3.62
397	136	0.05	9958	3.67
398	126	0.05	10084	3.71
399	110	0.04	10194	3.75
400	124	0.05	10318	3.80
401	126	0.05	10444	3.85
402	141	0.05	10585	3.90
403	137	0.05	10722	3.95
404	113	0.04	10835	3.99
405	130	0.05	10965	4.04
406	134	0.05	11099	4.09
407	124	0.05	11223	4.13
408	158	0.06	11381	4.19
409	108	0.04	11489	4.23
410	158	0.06	11647	4.29
411	142	0.05	11789	4.34
412	144	0.05	11933	4.40
413	165	0.06	12098	4.46
414	143	0.05	12241	4.51
415	173	0.06	12414	4.57
416	152	0.06	12566	4.63
417	128	0.05	12694	4.68
418	170	0.06	12864	4.74
419	152	0.06	13016	4.79
420	162	0.06	13178	4.85
421	157	0.06	13335	4.91
422	169	0.06	13504	4.97
423	149	0.05	13653	5.03

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
424	196	0.07	13849	5.10
425	163	0.06	14012	5.16
426	178	0.07	14190	5.23
427	212	0.08	14402	5.30
428	155	0.06	14557	5.36
429	231	0.09	14788	5.45
430	198	0.07	14986	5.52
431	208	0.08	15194	5.60
432	218	0.08	15412	5.68
433	208	0.08	15620	5.75
434	177	0.07	15797	5.82
435	218	0.08	16015	5.90
436	195	0.07	16210	5.97
437	236	0.09	16446	6.06
438	205	0.08	16651	6.13
439	209	0.08	16860	6.21
440	246	0.09	17106	6.30
441	251	0.09	17357	6.39
442	248	0.09	17605	6.48
443	263	0.10	17868	6.58
444	248	0.09	18116	6.67
445	272	0.10	18388	6.77
446	288	0.11	18676	6.88
447	269	0.10	18945	6.98
448	275	0.10	19220	7.08
449	234	0.09	19454	7.17
450	303	0.11	19757	7.28
451	279	0.10	20036	7.38
452	293	0.11	20329	7.49
453	283	0.10	20612	7.59
454	305	0.11	20917	7.70
455	288	0.11	21205	7.81
456	291	0.11	21496	7.92
457	348	0.13	21844	8.05
458	293	0.11	22137	8.15
459	359	0.13	22496	8.29
460	338	0.12	22834	8.41

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
461	348	0.13	23182	8.54
462	398	0.15	23580	8.69
463	347	0.13	23927	8.81
464	334	0.12	24261	8.94
465	344	0.13	24605	9.06
466	399	0.15	25004	9.21
467	368	0.14	25372	9.35
468	394	0.15	25766	9.49
469	349	0.13	26115	9.62
470	402	0.15	26517	9.77
471	401	0.15	26918	9.91
472	351	0.13	27269	10.04
473	443	0.16	27712	10.21
474	382	0.14	28094	10.35
475	416	0.15	28510	10.50
476	433	0.16	28943	10.66
477	413	0.15	29356	10.81
478	422	0.16	29778	10.97
479	477	0.18	30255	11.14
480	482	0.18	30737	11.32
481	493	0.18	31230	11.50
482	497	0.18	31727	11.69
483	475	0.17	32202	11.86
484	489	0.18	32691	12.04
485	498	0.18	33189	12.22
486	526	0.19	33715	12.42
487	543	0.20	34258	12.62
488	546	0.20	34804	12.82
489	515	0.19	35319	13.01
490	573	0.21	35892	13.22
491	600	0.22	36492	13.44
492	577	0.21	37069	13.65
493	581	0.21	37650	13.87
494	609	0.22	38259	14.09
495	635	0.23	38894	14.33
496	645	0.24	39539	14.56
497	646	0.24	40185	14.80

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
498	692	0.25	40877	15.06
499	678	0.25	41555	15.31
500	675	0.25	42230	15.55
501	743	0.27	42973	15.83
502	755	0.28	43728	16.11
503	738	0.27	44466	16.38
504	690	0.25	45156	16.63
505	719	0.26	45875	16.90
506	709	0.26	46584	17.16
507	721	0.27	47305	17.42
508	771	0.28	48076	17.71
509	809	0.30	48885	18.01
510	867	0.32	49752	18.32
511	747	0.28	50499	18.60
512	890	0.33	51389	18.93
513	888	0.33	52277	19.25
514	856	0.32	53133	19.57
515	925	0.34	54058	19.91
516	837	0.31	54895	20.22
517	995	0.37	55890	20.59
518	910	0.34	56800	20.92
519	1010	0.37	57810	21.29
520	1035	0.38	58845	21.67
521	954	0.35	59799	22.03
522	1005	0.37	60804	22.40
523	925	0.34	61729	22.74
524	1121	0.41	62850	23.15
525	963	0.35	63813	23.50
526	1196	0.44	65009	23.94
527	995	0.37	66004	24.31
528	1184	0.44	67188	24.75
529	1083	0.40	68271	25.15
530	1185	0.44	69456	25.58
531	1118	0.41	70574	25.99
532	1270	0.47	71844	26.46
533	1180	0.43	73024	26.90
534	1428	0.53	74452	27.42

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
535	1103	0.41	75555	27.83
536	1358	0.50	76913	28.33
537	1216	0.45	78129	28.78
538	1388	0.51	79517	29.29
539	1283	0.47	80800	29.76
540	1267	0.47	82067	30.23
541	1437	0.53	83504	30.76
542	1352	0.50	84856	31.25
543	1442	0.53	86298	31.79
544	1402	0.52	87700	32.30
545	1400	0.52	89100	32.82
546	1471	0.54	90571	33.36
547	1503	0.55	92074	33.91
548	1595	0.59	93669	34.50
549	1575	0.58	95244	35.08
550	1445	0.53	96689	35.61
551	1554	0.57	98243	36.19
552	1589	0.59	99832	36.77
553	1618	0.60	101450	37.37
554	1617	0.60	103067	37.96
555	1670	0.62	104737	38.58
556	1630	0.60	106367	39.18
557	1687	0.62	108054	39.80
558	1707	0.63	109761	40.43
559	1627	0.60	111388	41.03
560	1640	0.60	113028	41.63
561	1798	0.66	114826	42.29
562	1571	0.58	116397	42.87
563	1840	0.68	118237	43.55
564	1768	0.65	120005	44.20
565	1774	0.65	121779	44.85
566	1677	0.62	123456	45.47
567	1887	0.70	125343	46.17
568	1778	0.65	127121	46.82
569	1912	0.70	129033	47.53
570	1713	0.63	130746	48.16
571	1865	0.69	132611	48.84

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
572	1662	0.61	134273	49.46
573	1883	0.69	136156	50.15
574	1743	0.64	137899	50.79
575	1913	0.70	139812	51.50
576	1948	0.72	141760	52.21
577	1807	0.67	143567	52.88
578	1913	0.70	145480	53.58
579	1856	0.68	147336	54.27
580	1887	0.70	149223	54.96
581	1923	0.71	151146	55.67
582	1862	0.69	153008	56.36
583	1977	0.73	154985	57.08
584	1768	0.65	156753	57.74
585	1935	0.71	158688	58.45
586	1754	0.65	160442	59.09
587	2020	0.74	162462	59.84
588	1799	0.66	164261	60.50
589	1890	0.70	166151	61.20
590	1891	0.70	168042	61.89
591	1848	0.68	169890	62.57
592	1776	0.65	171666	63.23
593	2008	0.74	173674	63.97
594	1677	0.62	175351	64.59
595	1931	0.71	177282	65.30
596	1926	0.71	179208	66.01
597	1679	0.62	180887	66.63
598	1948	0.72	182835	67.34
599	1726	0.64	184561	67.98
600	1777	0.65	186338	68.63
601	1831	0.67	188169	69.31
602	1638	0.60	189807	69.91
603	1736	0.64	191543	70.55
604	1718	0.63	193261	71.18
605	1745	0.64	195006	71.83
606	1734	0.64	196740	72.46
607	1790	0.66	198530	73.12
608	1617	0.60	200147	73.72

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
609	1658	0.61	201805	74.33
610	1670	0.62	203475	74.95
611	1588	0.58	205063	75.53
612	1613	0.59	206676	76.12
613	1557	0.57	208233	76.70
614	1561	0.57	209794	77.27
615	1602	0.59	211396	77.86
616	1480	0.55	212876	78.41
617	1495	0.55	214371	78.96
618	1536	0.57	215907	79.52
619	1639	0.60	217546	80.13
620	1591	0.59	219137	80.71
621	1288	0.47	220425	81.19
622	1673	0.62	222098	81.80
623	1337	0.49	223435	82.30
624	1232	0.45	224667	82.75
625	1561	0.57	226228	83.33
626	1230	0.45	227458	83.78
627	1291	0.48	228749	84.25
628	1500	0.55	230249	84.81
629	912	0.34	231161	85.14
630	1415	0.52	232576	85.66
631	1192	0.44	233768	86.10
632	1177	0.43	234945	86.54
633	1299	0.48	236244	87.01
634	988	0.36	237232	87.38
635	1086	0.40	238318	87.78
636	1304	0.48	239622	88.26
637	988	0.36	240610	88.62
638	885	0.33	241495	88.95
639	1137	0.42	242632	89.37
640	1016	0.37	243648	89.74
641	1127	0.42	244775	90.16
642	778	0.29	245553	90.44
643	880	0.32	246433	90.77
644	1019	0.38	247452	91.14
645	896	0.33	248348	91.47

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
646	797	0.29	249145	91.77
647	897	0.33	250042	92.10
648	785	0.29	250827	92.39
649	878	0.32	251705	92.71
650	752	0.28	252457	92.99
651	710	0.26	253167	93.25
652	715	0.26	253882	93.51
653	662	0.24	254544	93.76
654	651	0.24	255195	93.99
655	878	0.32	256073	94.32
656	504	0.19	256577	94.50
657	629	0.23	257206	94.74
658	672	0.25	257878	94.98
659	491	0.18	258369	95.16
660	705	0.26	259074	95.42
661	434	0.16	259508	95.58
662	523	0.19	260031	95.78
663	657	0.24	260688	96.02
664	415	0.15	261103	96.17
665	411	0.15	261514	96.32
666	482	0.18	261996	96.50
667	370	0.14	262366	96.64
668	657	0.24	263023	96.88
669	375	0.14	263398	97.02
670	393	0.14	263791	97.16
671	429	0.16	264220	97.32
672	355	0.13	264575	97.45
673	317	0.12	264892	97.57
674	242	0.09	265134	97.66
675	322	0.12	265456	97.77
676	408	0.15	265864	97.92
677	357	0.13	266221	98.06
678	234	0.09	266455	98.14
679	276	0.10	266731	98.24
680	218	0.08	266949	98.32
681	250	0.09	267199	98.42
682	144	0.05	267343	98.47

continues . . .

**CELDT 2007–08 (Form G)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
683	394	0.15	267737	98.61
684	232	0.09	267969	98.70
685	218	0.08	268187	98.78
686	113	0.04	268300	98.82
687	170	0.06	268470	98.88
688	243	0.09	268713	98.97
689	111	0.04	268824	99.01
690	127	0.05	268951	99.06
691	318	0.12	269269	99.18
692	93	0.03	269362	99.21
693	138	0.05	269500	99.26
694	94	0.03	269594	99.30
695	68	0.03	269662	99.32
696	268	0.10	269930	99.42
697	8	0.00	269938	99.43
698	73	0.03	270011	99.45
699	121	0.04	270132	99.50
700	115	0.04	270247	99.54
701	61	0.02	270308	99.56
702	61	0.02	270369	99.58
703	56	0.02	270425	99.60
704	172	0.06	270597	99.67
705	35	0.01	270632	99.68
706	7	0.00	270639	99.68
707	50	0.02	270689	99.70
708	94	0.03	270783	99.74
709	56	0.02	270839	99.76
710	4	0.00	270843	99.76
711	38	0.01	270881	99.77
712	69	0.03	270950	99.80
713	40	0.01	270990	99.81
714	2	0.00	270992	99.81
715	74	0.03	271066	99.84
716	56	0.02	271122	99.86
717	32	0.01	271154	99.87
718	4	0.00	271158	99.87
719	47	0.02	271205	99.89

continues . . .

**CELDT 2007–08 (Form G) Annual
Assessment Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
720	19	0.01	271224	99.90
721	8	0.00	271232	99.90
722	2	0.00	271234	99.90
723	15	0.01	271249	99.91
724	36	0.01	271285	99.92
725	33	0.01	271318	99.93
726	1	0.00	271319	99.93
727	28	0.01	271347	99.94
728	12	0.00	271359	99.95
729	16	0.01	271375	99.95
730	5	0.00	271380	99.96
732	9	0.00	271389	99.96
733	6	0.00	271395	99.96
736	33	0.01	271428	99.97
738	9	0.00	271437	99.98
740	35	0.01	271472	99.99
741	1	0.00	271473	99.99
742	2	0.00	271475	99.99
744	2	0.00	271477	99.99
746	2	0.00	271479	99.99
749	1	0.00	271480	99.99
750	3	0.00	271483	99.99
753	5	0.00	271488	100.00
757	3	0.00	271491	100.00
761	8	0.00	271499	100.00

Initial Identification Data

CELDT 2007–08 (Form G) Initial Identification Scale Score Frequency Distribution

Listening, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	32244	13.09	32244	13.09
262	11201	4.55	43445	17.64
293	14446	5.86	57891	23.50
314	15155	6.15	73046	29.65
330	15539	6.31	88585	35.96
345	15683	6.37	104268	42.32
357	15760	6.40	120028	48.72
369	15993	6.49	136021	55.21
381	15941	6.47	151962	61.68
392	15792	6.41	167754	68.09
403	14655	5.95	182409	74.04
415	13607	5.52	196016	79.57
428	12004	4.87	208020	84.44
442	10219	4.15	218239	88.59
456	8677	3.52	226916	92.11
473	6905	2.80	233821	94.91
495	5584	2.27	239405	97.18
530	4132	1.68	243537	98.86
570	2818	1.14	246355	100.00

CELDT 2007–08 (Form G) Initial Identification Scale Score Frequency Distribution

Listening, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	6474	16.71	6474	16.71
265	674	1.74	7148	18.45
325	905	2.34	8053	20.79
356	1101	2.84	9154	23.63
378	1180	3.05	10334	26.68
396	1208	3.12	11542	29.80
412	1269	3.28	12811	33.08
428	1419	3.66	14230	36.74
442	1601	4.13	15831	40.87
457	1822	4.70	17653	45.58
472	2189	5.65	19842	51.23
488	2508	6.48	22350	57.70
505	2987	7.71	25337	65.41
526	3462	8.94	28799	74.35
555	3669	9.47	32468	83.83
603	3472	8.96	35940	92.79
640	2793	7.21	38733	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Listening, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	5305	15.41	5305	15.41
242	494	1.44	5799	16.85
320	687	2.00	6486	18.85
354	846	2.46	7332	21.30
377	900	2.61	8232	23.92
395	902	2.62	9134	26.54
412	842	2.45	9976	28.99
427	846	2.46	10822	31.44
442	851	2.47	11673	33.92
457	920	2.67	12593	36.59
474	1158	3.36	13751	39.95
493	1604	4.66	15355	44.61
515	2197	6.38	17552	51.00
544	3167	9.20	20719	60.20
582	4159	12.08	24878	72.28
643	5167	15.01	30045	87.30
715	4372	12.70	34417	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score
Frequency Distribution**

Listening, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	7368	14.6	7368	14.60
242	960	1.90	8328	16.50
364	1168	2.31	9496	18.82
398	1209	2.40	10705	21.21
421	1203	2.38	11908	23.60
441	1401	2.78	13309	26.37
460	1471	2.92	14780	29.29
479	1702	3.37	16482	32.66
497	2129	4.22	18611	36.88
517	2623	5.20	21234	42.08
539	3404	6.75	24638	48.82
565	4252	8.43	28890	57.25
597	5167	10.24	34057	67.49
636	5926	11.74	39983	79.23
693	5803	11.50	45786	90.73
725	4676	9.27	50462	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Speaking, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
140	54174	21.99	54174	21.99
249	7693	3.12	61867	25.11
280	6324	2.57	68191	27.68
300	5881	2.39	74072	30.07
316	5603	2.27	79675	32.34
328	5869	2.38	85544	34.72
339	6199	2.52	91743	37.24
350	6658	2.70	98401	39.94
359	7339	2.98	105740	42.92
368	7718	3.13	113458	46.05
376	8408	3.41	121866	49.47
384	8594	3.49	130460	52.96
392	8880	3.60	139340	56.56
399	9067	3.68	148407	60.24
407	9052	3.67	157459	63.92
415	8895	3.61	166354	67.53
423	8977	3.64	175331	71.17
431	8646	3.51	183977	74.68
439	8211	3.33	192188	78.01
449	8083	3.28	200271	81.29
458	7805	3.17	208076	84.46
470	7659	3.11	215735	87.57
482	7217	2.93	222952	90.50
498	6960	2.83	229912	93.33
518	6378	2.59	236290	95.91
548	5691	2.31	241981	98.22
601	3325	1.35	245306	99.57
630	1049	0.43	246355	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score
Frequency Distribution**

Speaking, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
200	8826	22.79	8826	22.79
294	777	2.01	9603	24.79
325	545	1.41	10148	26.20
345	434	1.12	10582	27.32
359	321	0.83	10903	28.15
371	276	0.71	11179	28.86
382	278	0.72	11457	29.58
391	267	0.69	11724	30.27
399	259	0.67	11983	30.94
406	358	0.92	12341	31.86
414	339	0.88	12680	32.74
420	367	0.95	13047	33.68
427	440	1.14	13487	34.82
433	491	1.27	13978	36.09
439	613	1.58	14591	37.67
445	642	1.66	15233	39.33
451	778	2.01	16011	41.34
457	820	2.12	16831	43.45
464	897	2.32	17728	45.77
470	1048	2.71	18776	48.48
477	1217	3.14	19993	51.62
485	1442	3.72	21435	55.34
494	1606	4.15	23041	59.49
503	1876	4.84	24917	64.33
515	2144	5.54	27061	69.87
529	2416	6.24	29477	76.10
548	2728	7.04	32205	83.15
576	2648	6.84	34853	89.98
625	2444	6.31	37297	96.29
720	1436	3.71	38733	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Speaking, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
225	7745	22.50	7745	22.50
314	891	2.59	8636	25.09
345	528	1.53	9164	26.63
364	435	1.26	9599	27.89
378	314	0.91	9913	28.80
390	319	0.93	10232	29.73
399	266	0.77	10498	30.50
408	296	0.86	10794	31.36
416	268	0.78	11062	32.14
424	283	0.82	11345	32.96
431	323	0.94	11668	33.90
439	340	0.99	12008	34.89
446	349	1.01	12357	35.90
453	413	1.20	12770	37.10
460	410	1.19	13180	38.30
467	491	1.43	13671	39.72
474	604	1.75	14275	41.48
482	646	1.88	14921	43.35
490	720	2.09	15641	45.45
498	829	2.41	16470	47.85
507	1052	3.06	17522	50.91
516	1186	3.45	18708	54.36
527	1483	4.31	20191	58.67
539	1794	5.21	21985	63.88
553	1939	5.63	23924	69.51
569	2226	6.47	26150	75.98
590	2380	6.92	28530	82.90
618	2380	6.92	30910	89.81
663	2049	5.95	32959	95.76
720	1458	4.24	34417	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
235	10243	20.3	10243	20.30
318	1352	2.68	11595	22.98
356	867	1.72	12462	24.70
378	783	1.55	13245	26.25
394	596	1.18	13841	27.43
408	550	1.09	14391	28.52
419	526	1.04	14917	29.56
430	508	1.01	15425	30.57
440	515	1.02	15940	31.59
449	524	1.04	16464	32.63
457	591	1.17	17055	33.80
466	658	1.30	17713	35.10
474	688	1.36	18401	36.47
482	734	1.45	19135	37.92
490	816	1.62	19951	39.54
498	960	1.90	20911	41.44
506	1152	2.28	22063	43.72
515	1304	2.58	23367	46.31
524	1464	2.90	24831	49.21
533	1601	3.17	26432	52.38
543	1993	3.95	28425	56.33
554	2145	4.25	30570	60.58
566	2368	4.69	32938	65.27
580	2586	5.12	35524	70.40
597	2742	5.43	38266	75.83
616	2775	5.50	41041	81.33
641	2801	5.55	43842	86.88
674	2611	5.17	46453	92.06
726	2442	4.84	48895	96.89
740	1567	3.11	50462	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Reading, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
280	3677	23.46	3677	23.46
318	559	3.57	4236	27.03
361	678	4.33	4914	31.35
382	773	4.93	5687	36.28
396	753	4.80	6440	41.09
407	774	4.94	7214	46.03
416	673	4.29	7887	50.32
425	602	3.84	8489	54.16
432	526	3.36	9015	57.52
439	494	3.15	9509	60.67
445	489	3.12	9998	63.79
452	365	2.33	10363	66.12
458	398	2.54	10761	68.66
464	404	2.58	11165	71.23
470	369	2.35	11534	73.59
476	394	2.51	11928	76.10
482	364	2.32	12292	78.42
488	335	2.14	12627	80.56
495	342	2.18	12969	82.74
501	373	2.38	13342	85.12
508	379	2.42	13721	87.54
516	330	2.11	14051	89.65
523	353	2.25	14404	91.90
532	361	2.30	14765	94.20
543	309	1.97	15074	96.17
558	294	1.88	15368	98.05
584	190	1.21	15558	99.26
650	116	0.74	15674	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score
Frequency Distribution**

Reading, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
280	7399	19.10	7399	19.10
332	759	1.96	8158	21.06
378	1025	2.65	9183	23.71
401	1266	3.27	10449	26.98
417	1370	3.54	11819	30.51
429	1315	3.40	13134	33.91
439	1295	3.34	14429	37.25
448	1208	3.12	15637	40.37
456	1013	2.62	16650	42.99
463	1007	2.60	17657	45.59
469	907	2.34	18564	47.93
475	981	2.53	19545	50.46
481	956	2.47	20501	52.93
487	982	2.54	21483	55.46
493	966	2.49	22449	57.96
499	984	2.54	23433	60.50
505	1012	2.61	24445	63.11
511	1050	2.71	25495	65.82
517	1087	2.81	26582	68.63
524	1105	2.85	27687	71.48
530	1151	2.97	28838	74.45
537	1154	2.98	29992	77.43
545	1180	3.05	31172	80.48
553	1111	2.87	32283	83.35
562	1163	3.00	33446	86.35
572	1154	2.98	34600	89.33
584	1068	2.76	35668	92.09
599	1024	2.64	36692	94.73
622	898	2.32	37590	97.05
664	724	1.87	38314	98.92
700	419	1.08	38733	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score
Frequency Distribution
Reading, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
320	6308	18.33	6308	18.33
394	770	2.24	7078	20.57
428	1011	2.94	8089	23.50
446	1040	3.02	9129	26.52
459	1175	3.41	10304	29.94
471	990	2.88	11294	32.82
481	934	2.71	12228	35.53
490	860	2.50	13088	38.03
498	776	2.25	13864	40.28
507	751	2.18	14615	42.46
514	761	2.21	15376	44.68
522	770	2.24	16146	46.91
529	733	2.13	16879	49.04
536	776	2.25	17655	51.30
543	824	2.39	18479	53.69
549	844	2.45	19323	56.14
555	889	2.58	20212	58.73
562	907	2.64	21119	61.36
568	996	2.89	22115	64.26
575	1079	3.14	23194	67.39
582	1062	3.09	24256	70.48
590	1144	3.32	25400	73.80
598	1197	3.48	26597	77.28
607	1267	3.68	27864	80.96
617	1328	3.86	29192	84.82
628	1245	3.62	30437	88.44
643	1233	3.58	31670	92.02
662	1123	3.26	32793	95.28
693	1007	2.93	33800	98.21
750	617	1.79	34417	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution
Reading, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
320	7659	15.18	7659	15.18
398	848	1.68	8507	16.86
434	1089	2.16	9596	19.02
456	1301	2.58	10897	21.59
473	1439	2.85	12336	24.45
486	1564	3.10	13900	27.55
499	1595	3.16	15495	30.71
510	1529	3.03	17024	33.74
520	1413	2.80	18437	36.54
529	1359	2.69	19796	39.23
538	1381	2.74	21177	41.97
546	1381	2.74	22558	44.70
555	1463	2.90	24021	47.60
562	1485	2.94	25506	50.54
570	1444	2.86	26950	53.41
577	1588	3.15	28538	56.55
585	1630	3.23	30168	59.78
592	1675	3.32	31843	63.10
600	1714	3.40	33557	66.50
608	1851	3.67	35408	70.17
616	1827	3.62	37235	73.79
625	1883	3.73	39118	77.52
634	1979	3.92	41097	81.44
645	1886	3.74	42983	85.18
657	1808	3.58	44791	88.76
672	1685	3.34	46476	92.10
692	1574	3.12	48050	95.22
726	1441	2.86	49491	98.08
770	971	1.92	50462	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Writing, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	4125	26.32	4125	26.32
319	535	3.41	4660	29.73
365	524	3.34	5184	33.07
385	544	3.47	5728	36.54
398	465	2.97	6193	39.51
408	421	2.69	6614	42.20
416	390	2.49	7004	44.69
423	382	2.44	7386	47.12
429	366	2.34	7752	49.46
435	377	2.41	8129	51.86
441	385	2.46	8514	54.32
446	381	2.43	8895	56.75
452	419	2.67	9314	59.42
457	395	2.52	9709	61.94
462	423	2.70	10132	64.64
468	399	2.55	10531	67.19
473	437	2.79	10968	69.98
479	484	3.09	11452	73.06
485	442	2.82	11894	75.88
492	488	3.11	12382	79.00
499	518	3.30	12900	82.30
507	488	3.11	13388	85.42
516	487	3.11	13875	88.52
526	479	3.06	14354	91.58
538	374	2.39	14728	93.96
552	389	2.48	15117	96.45
571	251	1.60	15368	98.05
595	183	1.17	15551	99.22
631	102	0.65	15653	99.87
690	21	0.13	15674	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score
Frequency Distribution**

Writing, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	8203	21.18	8203	21.18
343	865	2.23	9068	23.41
375	902	2.33	9970	25.74
391	825	2.13	10795	27.87
403	686	1.77	11481	29.64
412	617	1.59	12098	31.23
420	561	1.45	12659	32.68
426	524	1.35	13183	34.04
433	563	1.45	13746	35.49
439	564	1.46	14310	36.95
444	557	1.44	14867	38.38
450	634	1.64	15501	40.02
456	630	1.63	16131	41.65
461	713	1.84	16844	43.49
467	755	1.95	17599	45.44
473	861	2.22	18460	47.66
479	925	2.39	19385	50.05
486	1071	2.77	20456	52.81
493	1203	3.11	21659	55.92
501	1491	3.85	23150	59.77
510	1651	4.26	24801	64.03
519	1860	4.80	26661	68.83
529	2033	5.25	28694	74.08
541	2129	5.50	30823	79.58
553	2355	6.08	33178	85.66
567	1936	5.00	35114	90.66
583	1633	4.22	36747	94.87
601	1129	2.91	37876	97.79
623	576	1.49	38452	99.27
657	231	0.60	38683	99.87
740	50	0.13	38733	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Writing, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	5807	16.87	5807	16.87
276	589	1.71	6396	18.58
360	680	1.98	7076	20.56
386	672	1.95	7748	22.51
403	596	1.73	8344	24.24
415	562	1.63	8906	25.88
426	505	1.47	9411	27.34
435	493	1.43	9904	28.78
443	482	1.40	10386	30.18
451	468	1.36	10854	31.54
458	471	1.37	11325	32.91
465	540	1.57	11865	34.47
472	534	1.55	12399	36.03
478	563	1.64	12962	37.66
485	596	1.73	13558	39.39
491	659	1.91	14217	41.31
498	626	1.82	14843	43.13
504	697	2.03	15540	45.15
511	778	2.26	16318	47.41
518	892	2.59	17210	50.00
525	1074	3.12	18284	53.12
533	1166	3.39	19450	56.51
542	1309	3.80	20759	60.32
551	1592	4.63	22351	64.94
561	1780	5.17	24131	70.11
572	2003	5.82	26134	75.93
584	2130	6.19	28264	82.12
598	2075	6.03	30339	88.15
616	1906	5.54	32245	93.69
639	1327	3.86	33572	97.54
676	713	2.07	34285	99.62
780	132	0.38	34417	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score
Frequency Distribution**

Writing, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	7128	14.13	7128	14.13
303	587	1.16	7715	15.29
355	734	1.45	8449	16.74
382	776	1.54	9225	18.28
400	805	1.60	10030	19.88
415	749	1.48	10779	21.36
428	742	1.47	11521	22.83
439	740	1.47	12261	24.30
448	735	1.46	12996	25.75
457	760	1.51	13756	27.26
465	680	1.35	14436	28.61
472	697	1.38	15133	29.99
479	706	1.40	15839	31.39
486	704	1.40	16543	32.78
492	738	1.46	17281	34.25
498	785	1.56	18066	35.80
504	846	1.68	18912	37.48
510	891	1.77	19803	39.24
517	1060	2.10	20863	41.34
523	1138	2.26	22001	43.60
530	1363	2.70	23364	46.30
537	1551	3.07	24915	49.37
546	1881	3.73	26796	53.10
555	2428	4.81	29224	57.91
566	2907	5.76	32131	63.67
579	3354	6.65	35485	70.32
596	3880	7.69	39365	78.01
616	3871	7.67	43236	85.68
641	3378	6.69	46614	92.37
675	2455	4.87	49069	97.24
726	1142	2.26	50211	99.50
810	251	0.50	50462	100.00

CELDT 2007–08 Edition (Form G) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
250	2205	14.07	2205	14.07
269	54	0.34	2259	14.41
271	165	1.05	2424	15.47
286	138	0.88	2562	16.35
290	82	0.52	2644	16.87
297	122	0.78	2766	17.65
301	48	0.31	2814	17.95
305	122	0.78	2936	18.73
308	48	0.31	2984	19.04
311	37	0.24	3021	19.27
312	80	0.51	3101	19.78
313	45	0.29	3146	20.07
316	28	0.18	3174	20.25
318	109	0.70	3283	20.95
322	54	0.34	3337	21.29
324	94	0.60	3431	21.89
326	15	0.10	3446	21.99
327	27	0.17	3473	22.16
329	34	0.22	3507	22.37
330	57	0.36	3564	22.74
331	16	0.10	3580	22.84
332	5	0.03	3585	22.87
334	20	0.13	3605	23.00
336	96	0.61	3701	23.61
337	90	0.57	3791	24.19
339	19	0.12	3810	24.31
341	84	0.54	3894	24.84
343	43	0.27	3937	25.12
344	26	0.17	3963	25.28
345	25	0.16	3988	25.44
347	91	0.58	4079	26.02
348	32	0.20	4111	26.23
349	29	0.19	4140	26.41
350	24	0.15	4164	26.57
351	1	0.01	4165	26.57
353	21	0.13	4186	26.71
354	110	0.70	4296	27.41

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**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
355	56	0.36	4352	27.77
356	26	0.17	4378	27.93
357	2	0.01	4380	27.94
359	36	0.23	4416	28.17
360	63	0.40	4479	28.58
361	89	0.57	4568	29.14
362	16	0.10	4584	29.25
363	50	0.32	4634	29.56
365	35	0.22	4669	29.79
366	41	0.26	4710	30.05
368	92	0.59	4802	30.64
369	42	0.27	4844	30.90
370	22	0.14	4866	31.05
371	20	0.13	4886	31.17
372	1	0.01	4887	31.18
373	66	0.42	4953	31.60
375	30	0.19	4983	31.79
376	137	0.87	5120	32.67
377	12	0.08	5132	32.74
378	1	0.01	5133	32.75
379	5	0.03	5138	32.78
380	49	0.31	5187	33.09
381	42	0.27	5229	33.36
382	82	0.52	5311	33.88
383	2	0.01	5313	33.90
384	4	0.03	5317	33.92
385	13	0.08	5330	34.01
386	24	0.15	5354	34.16
387	112	0.71	5466	34.87
388	113	0.72	5579	35.59
389	2	0.01	5581	35.61
391	13	0.08	5594	35.69
392	80	0.51	5674	36.20
394	126	0.80	5800	37.00
395	36	0.23	5836	37.23
397	22	0.14	5858	37.37
398	96	0.61	5954	37.99

continues. . .

CELDT 2007–08 Edition (Form G) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
399	54	0.34	6008	38.33
400	12	0.08	6020	38.41
401	60	0.38	6080	38.79
403	14	0.09	6094	38.88
404	46	0.29	6140	39.17
405	185	1.18	6325	40.35
406	58	0.37	6383	40.72
407	8	0.05	6391	40.77
408	75	0.48	6466	41.25
409	25	0.16	6491	41.41
410	16	0.10	6507	41.51
411	76	0.48	6583	42.00
412	178	1.14	6761	43.14
413	15	0.10	6776	43.23
414	32	0.20	6808	43.43
415	61	0.39	6869	43.82
416	13	0.08	6882	43.91
417	146	0.93	7028	44.84
418	14	0.09	7042	44.93
419	152	0.97	7194	45.90
420	46	0.29	7240	46.19
421	20	0.13	7260	46.32
422	78	0.50	7338	46.82
423	33	0.21	7371	47.03
424	115	0.73	7486	47.76
425	34	0.22	7520	47.98
426	131	0.84	7651	48.81
427	108	0.69	7759	49.50
428	46	0.29	7805	49.80
429	65	0.41	7870	50.21
430	80	0.51	7950	50.72
431	86	0.55	8036	51.27
432	1	0.01	8037	51.28
433	125	0.80	8162	52.07
434	77	0.49	8239	52.56
435	2	0.01	8241	52.58
436	163	1.04	8404	53.62

continues. . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
437	69	0.44	8473	54.06
438	55	0.35	8528	54.41
439	28	0.18	8556	54.59
440	221	1.41	8777	56.00
442	28	0.18	8805	56.18
443	88	0.56	8893	56.74
444	129	0.82	9022	57.56
445	97	0.62	9119	58.18
446	31	0.20	9150	58.38
447	121	0.77	9271	59.15
448	7	0.04	9278	59.19
449	93	0.59	9371	59.79
450	111	0.71	9482	60.50
451	71	0.45	9553	60.95
452	78	0.50	9631	61.45
453	53	0.34	9684	61.78
454	38	0.24	9722	62.03
455	91	0.58	9813	62.61
456	136	0.87	9949	63.47
457	47	0.30	9996	63.77
458	22	0.14	10018	63.91
459	95	0.61	10113	64.52
460	114	0.73	10227	65.25
461	18	0.11	10245	65.36
462	87	0.56	10332	65.92
463	136	0.87	10468	66.79
464	11	0.07	10479	66.86
465	107	0.68	10586	67.54
466	43	0.27	10629	67.81
467	56	0.36	10685	68.17
468	138	0.88	10823	69.05
469	44	0.28	10867	69.33
470	74	0.47	10941	69.80
471	91	0.58	11032	70.38
472	48	0.31	11080	70.69
473	96	0.61	11176	71.30
474	72	0.46	11248	71.76

continues. . .

CELDT 2007–08 Edition (Form G) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
475	56	0.36	11304	72.12
476	76	0.48	11380	72.60
477	120	0.77	11500	73.37
478	24	0.15	11524	73.52
479	91	0.58	11615	74.10
480	54	0.34	11669	74.45
481	42	0.27	11711	74.72
482	99	0.63	11810	75.35
483	13	0.08	11823	75.43
484	95	0.61	11918	76.04
485	82	0.52	12000	76.56
486	23	0.15	12023	76.71
487	125	0.80	12148	77.50
488	90	0.57	12238	78.08
489	25	0.16	12263	78.24
490	45	0.29	12308	78.52
491	94	0.60	12402	79.12
492	3	0.02	12405	79.14
493	17	0.11	12422	79.25
494	112	0.71	12534	79.97
495	63	0.40	12597	80.37
497	63	0.40	12660	80.77
498	135	0.86	12795	81.63
499	11	0.07	12806	81.70
500	61	0.39	12867	82.09
501	114	0.73	12981	82.82
502	39	0.25	13020	83.07
503	61	0.39	13081	83.46
504	25	0.16	13106	83.62
505	58	0.37	13164	83.99
506	74	0.47	13238	84.46
507	40	0.26	13278	84.71
508	29	0.19	13307	84.90
509	143	0.91	13450	85.81
511	25	0.16	13475	85.97
512	69	0.44	13544	86.41

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
513	73	0.47	13617	86.88
514	33	0.21	13650	87.09
515	98	0.63	13748	87.71
517	24	0.15	13772	87.87
519	162	1.03	13934	88.90
520	35	0.22	13969	89.12
523	137	0.87	14106	90.00
526	180	1.15	14286	91.14
528	11	0.07	14297	91.21
529	62	0.40	14359	91.61
531	93	0.59	14452	92.20
532	63	0.40	14515	92.61
535	72	0.46	14587	93.06
536	81	0.52	14668	93.58
539	112	0.71	14780	94.30
543	90	0.57	14870	94.87
544	79	0.50	14949	95.37
546	98	0.63	15047	96.00
551	124	0.79	15171	96.79
553	1	0.01	15172	96.80
556	123	0.78	15295	97.58
557	53	0.34	15348	97.92
561	3	0.02	15351	97.94
564	125	0.80	15476	98.74
572	11	0.07	15487	98.81
577	88	0.56	15575	99.37
590	29	0.19	15604	99.55
610	70	0.45	15674	100.00

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
250	5851	15.11	5851	15.11
272	178	0.46	6029	15.57
276	69	0.18	6098	15.74
298	50	0.13	6148	15.87
299	86	0.22	6234	16.09
302	205	0.53	6439	16.62
310	103	0.27	6542	16.89
318	327	0.84	6869	17.73
321	70	0.18	6939	17.91
324	84	0.22	7023	18.13
328	81	0.21	7104	18.34
329	273	0.70	7377	19.05
333	79	0.20	7456	19.25
334	39	0.10	7495	19.35
338	202	0.52	7697	19.87
341	88	0.23	7785	20.10
344	79	0.20	7864	20.30
346	121	0.31	7985	20.62
347	71	0.18	8056	20.80
350	5	0.01	8061	20.81
351	96	0.25	8157	21.06
352	45	0.12	8202	21.18
353	6	0.02	8208	21.19
354	98	0.25	8306	21.44
355	80	0.21	8386	21.65
356	55	0.14	8441	21.79
360	12	0.03	8453	21.82
361	88	0.23	8541	22.05
362	5	0.01	8546	22.06
363	113	0.29	8659	22.36
364	95	0.25	8754	22.60
367	99	0.26	8853	22.86
368	75	0.19	8928	23.05
370	6	0.02	8934	23.07
371	110	0.28	9044	23.35
372	56	0.14	9100	23.49
373	9	0.02	9109	23.52

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
375	2	0.01	9111	23.52
376	56	0.14	9167	23.67
377	70	0.18	9237	23.85
378	216	0.56	9453	24.41
379	1	0.00	9454	24.41
380	61	0.16	9515	24.57
382	69	0.18	9584	24.74
384	44	0.11	9628	24.86
385	1	0.00	9629	24.86
386	163	0.42	9792	25.28
387	163	0.42	9955	25.70
389	151	0.39	10106	26.09
390	44	0.11	10150	26.21
391	1	0.00	10151	26.21
392	143	0.37	10294	26.58
394	66	0.17	10360	26.75
395	97	0.25	10457	27.00
396	1	0.00	10458	27.00
397	254	0.66	10712	27.66
398	95	0.25	10807	27.90
400	11	0.03	10818	27.93
402	118	0.30	10936	28.23
403	233	0.60	11169	28.84
405	1	0.00	11170	28.84
406	290	0.75	11460	29.59
408	100	0.26	11560	29.85
409	43	0.11	11603	29.96
410	98	0.25	11701	30.21
412	127	0.33	11828	30.54
413	82	0.21	11910	30.75
414	212	0.55	12122	31.30
415	22	0.06	12144	31.35
417	202	0.52	12346	31.87
418	26	0.07	12372	31.94
420	137	0.35	12509	32.30
421	110	0.28	12619	32.58
422	205	0.53	12824	33.11

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
423	33	0.09	12857	33.19
424	7	0.02	12864	33.21
425	175	0.45	13039	33.66
426	90	0.23	13129	33.90
427	5	0.01	13134	33.91
428	103	0.27	13237	34.17
429	259	0.67	13496	34.84
430	88	0.23	13584	35.07
431	2	0.01	13586	35.08
432	55	0.14	13641	35.22
433	164	0.42	13805	35.64
434	82	0.21	13887	35.85
435	147	0.38	14034	36.23
436	75	0.19	14109	36.43
437	150	0.39	14259	36.81
438	128	0.33	14387	37.14
439	1	0.00	14388	37.15
440	175	0.45	14563	37.60
441	60	0.15	14623	37.75
442	92	0.24	14715	37.99
443	160	0.41	14875	38.40
444	169	0.44	15044	38.84
445	179	0.46	15223	39.30
446	39	0.10	15262	39.40
447	17	0.04	15279	39.45
448	181	0.47	15460	39.91
449	135	0.35	15595	40.26
450	113	0.29	15708	40.55
451	69	0.18	15777	40.73
452	314	0.81	16091	41.54
453	43	0.11	16134	41.65
454	73	0.19	16207	41.84
455	186	0.48	16393	42.32
456	107	0.28	16500	42.60
457	48	0.12	16548	42.72
458	174	0.45	16722	43.17
460	258	0.67	16980	43.84

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
461	147	0.38	17127	44.22
463	242	0.62	17369	44.84
464	200	0.52	17569	45.36
465	2	0.01	17571	45.36
466	149	0.38	17720	45.75
467	262	0.68	17982	46.43
468	113	0.29	18095	46.72
469	105	0.27	18200	46.99
470	156	0.40	18356	47.39
471	56	0.14	18412	47.54
472	266	0.69	18678	48.22
473	175	0.45	18853	48.67
474	5	0.01	18858	48.69
475	202	0.52	19060	49.21
476	270	0.70	19330	49.91
477	44	0.11	19374	50.02
478	227	0.59	19601	50.61
479	183	0.47	19784	51.08
480	83	0.21	19867	51.29
481	191	0.49	20058	51.79
482	205	0.53	20263	52.31
483	29	0.07	20292	52.39
484	285	0.74	20577	53.13
485	97	0.25	20674	53.38
486	69	0.18	20743	53.55
487	388	1.00	21131	54.56
488	108	0.28	21239	54.83
489	27	0.07	21266	54.90
490	280	0.72	21546	55.63
491	143	0.37	21689	56.00
492	36	0.09	21725	56.09
493	313	0.81	22038	56.90
494	164	0.42	22202	57.32
495	7	0.02	22209	57.34
496	279	0.72	22488	58.06
497	169	0.44	22657	58.50
498	91	0.23	22748	58.73

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
499	283	0.73	23031	59.46
500	112	0.29	23143	59.75
501	123	0.32	23266	60.07
502	282	0.73	23548	60.80
503	120	0.31	23668	61.11
504	71	0.18	23739	61.29
505	241	0.62	23980	61.91
506	243	0.63	24223	62.54
507	7	0.02	24230	62.56
508	208	0.54	24438	63.09
509	333	0.86	24771	63.95
510	6	0.02	24777	63.97
511	158	0.41	24935	64.38
512	360	0.93	25295	65.31
513	2	0.01	25297	65.31
514	167	0.43	25464	65.74
515	231	0.60	25695	66.34
516	97	0.25	25792	66.59
517	207	0.53	25999	67.12
518	277	0.72	26276	67.84
520	107	0.28	26383	68.12
521	443	1.14	26826	69.26
522	18	0.05	26844	69.31
524	104	0.27	26948	69.57
525	415	1.07	27363	70.65
527	119	0.31	27482	70.95
528	223	0.58	27705	71.53
529	161	0.42	27866	71.94
530	164	0.42	28030	72.37
531	227	0.59	28257	72.95
533	306	0.79	28563	73.74
534	3	0.01	28566	73.75
535	210	0.54	28776	74.29
536	241	0.62	29017	74.92
538	102	0.26	29119	75.18
539	435	1.12	29554	76.30

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
542	267	0.69	29821	76.99
543	21	0.05	29842	77.05
544	247	0.64	30089	77.68
545	53	0.14	30142	77.82
546	225	0.58	30367	78.40
547	3	0.01	30370	78.41
548	69	0.18	30439	78.59
549	172	0.44	30611	79.03
550	273	0.70	30884	79.74
551	73	0.19	30957	79.92
552	42	0.11	30999	80.03
553	1	0.00	31000	80.04
554	319	0.82	31319	80.86
555	145	0.37	31464	81.23
557	126	0.33	31590	81.56
558	234	0.60	31824	82.16
560	139	0.36	31963	82.52
562	121	0.31	32084	82.83
563	459	1.19	32543	84.02
566	191	0.49	32734	84.51
568	1	0.00	32735	84.51
569	269	0.69	33004	85.21
570	190	0.49	33194	85.70
572	36	0.09	33230	85.79
574	285	0.74	33515	86.53
575	42	0.11	33557	86.64
576	10	0.03	33567	86.66
577	215	0.56	33782	87.22
578	287	0.74	34069	87.96
582	344	0.89	34413	88.85
584	21	0.05	34434	88.90
585	91	0.23	34525	89.14
587	291	0.75	34816	89.89
588	264	0.68	35080	90.57
592	133	0.34	35213	90.91
593	326	0.84	35539	91.75

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
595	39	0.10	35578	91.85
596	135	0.35	35713	92.20
601	528	1.36	36241	93.57
602	6	0.02	36247	93.58
606	235	0.61	36482	94.19
609	85	0.22	36567	94.41
612	521	1.35	37088	95.75
613	14	0.04	37102	95.79
619	304	0.78	37406	96.57
627	49	0.13	37455	96.70
631	363	0.94	37818	97.64
633	234	0.60	38052	98.24
651	95	0.25	38147	98.49
652	332	0.86	38479	99.34
670	254	0.66	38733	100.00

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
275	4872	14.16	4872	14.16
281	142	0.41	5014	14.57
312	52	0.15	5066	14.72
318	35	0.10	5101	14.82
320	193	0.56	5294	15.38
329	93	0.27	5387	15.65
335	64	0.19	5451	15.84
337	191	0.55	5642	16.39
338	67	0.19	5709	16.59
344	130	0.38	5839	16.97
348	200	0.58	6039	17.55
350	106	0.31	6145	17.85
355	32	0.09	6177	17.95
356	53	0.15	6230	18.10
357	231	0.67	6461	18.77
360	17	0.05	6478	18.82
361	28	0.08	6506	18.90
364	22	0.06	6528	18.97
366	157	0.46	6685	19.42
368	5	0.01	6690	19.44
370	13	0.04	6703	19.48
372	4	0.01	6707	19.49
373	95	0.28	6802	19.76
374	196	0.57	6998	20.33
376	3	0.01	7001	20.34
378	3	0.01	7004	20.35
379	2	0.01	7006	20.36
381	89	0.26	7095	20.61
382	2	0.01	7097	20.62
383	77	0.22	7174	20.84
385	88	0.26	7262	21.10
386	2	0.01	7264	21.11
388	57	0.17	7321	21.27
389	90	0.26	7411	21.53
391	94	0.27	7505	21.81
392	2	0.01	7507	21.81
394	79	0.23	7586	22.04

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
395	61	0.18	7647	22.22
396	4	0.01	7651	22.23
397	40	0.12	7691	22.35
399	1	0.00	7692	22.35
400	153	0.44	7845	22.79
402	107	0.31	7952	23.10
403	69	0.20	8021	23.31
405	32	0.09	8053	23.40
406	134	0.39	8187	23.79
409	9	0.03	8196	23.81
410	54	0.16	8250	23.97
411	208	0.60	8458	24.58
412	69	0.20	8527	24.78
413	9	0.03	8536	24.80
414	2	0.01	8538	24.81
417	97	0.28	8635	25.09
418	170	0.49	8805	25.58
420	200	0.58	9005	26.16
421	2	0.01	9007	26.17
422	49	0.14	9056	26.31
424	79	0.23	9135	26.54
425	46	0.13	9181	26.68
426	34	0.10	9215	26.77
427	186	0.54	9401	27.31
428	2	0.01	9403	27.32
429	152	0.44	9555	27.76
430	14	0.04	9569	27.80
432	31	0.09	9600	27.89
433	130	0.38	9730	28.27
434	46	0.13	9776	28.40
435	141	0.41	9917	28.81
436	78	0.23	9995	29.04
437	29	0.08	10024	29.13
438	85	0.25	10109	29.37
441	96	0.28	10205	29.65
442	112	0.33	10317	29.98
443	108	0.31	10425	30.29

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
444	74	0.22	10499	30.51
445	15	0.04	10514	30.55
446	92	0.27	10606	30.82
448	2	0.01	10608	30.82
449	78	0.23	10686	31.05
450	71	0.21	10757	31.25
451	209	0.61	10966	31.86
453	4	0.01	10970	31.87
454	117	0.34	11087	32.21
455	36	0.10	11123	32.32
456	74	0.22	11197	32.53
458	150	0.44	11347	32.97
459	29	0.08	11376	33.05
460	87	0.25	11463	33.31
461	59	0.17	11522	33.48
462	58	0.17	11580	33.65
463	41	0.12	11621	33.77
464	65	0.19	11686	33.95
465	8	0.02	11694	33.98
466	132	0.38	11826	34.36
467	75	0.22	11901	34.58
469	162	0.47	12063	35.05
470	114	0.33	12177	35.38
471	38	0.11	12215	35.49
472	67	0.19	12282	35.69
473	55	0.16	12337	35.85
474	92	0.27	12429	36.11
476	75	0.22	12504	36.33
477	134	0.39	12638	36.72
478	53	0.15	12691	36.87
479	1	0.00	12692	36.88
480	60	0.17	12752	37.05
481	26	0.08	12778	37.13
482	223	0.65	13001	37.77
483	4	0.01	13005	37.79
485	105	0.31	13110	38.09
486	100	0.29	13210	38.38

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
487	169	0.49	13379	38.87
488	20	0.06	13399	38.93
489	83	0.24	13482	39.17
490	68	0.20	13550	39.37
491	92	0.27	13642	39.64
492	18	0.05	13660	39.69
493	101	0.29	13761	39.98
494	84	0.24	13845	40.23
495	143	0.42	13988	40.64
496	28	0.08	14016	40.72
497	5	0.01	14021	40.74
498	146	0.42	14167	41.16
500	126	0.37	14293	41.53
501	107	0.31	14400	41.84
502	85	0.25	14485	42.09
503	111	0.32	14596	42.41
504	2	0.01	14598	42.42
505	84	0.24	14682	42.66
506	119	0.35	14801	43.00
507	131	0.38	14932	43.39
508	60	0.17	14992	43.56
509	26	0.08	15018	43.64
511	190	0.55	15208	44.19
512	90	0.26	15298	44.45
514	235	0.68	15533	45.13
516	20	0.06	15553	45.19
517	72	0.21	15625	45.40
518	232	0.67	15857	46.07
519	13	0.04	15870	46.11
520	38	0.11	15908	46.22
521	192	0.56	16100	46.78
522	126	0.37	16226	47.15
523	8	0.02	16234	47.17
524	100	0.29	16334	47.46
525	231	0.67	16565	48.13
526	35	0.10	16600	48.23
527	95	0.28	16695	48.51

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
528	13	0.04	16708	48.55
529	224	0.65	16932	49.20
530	69	0.20	17001	49.40
531	50	0.15	17051	49.54
532	134	0.39	17185	49.93
533	113	0.33	17298	50.26
534	50	0.15	17348	50.41
535	134	0.39	17482	50.79
536	183	0.53	17665	51.33
537	49	0.14	17714	51.47
538	105	0.31	17819	51.77
540	222	0.65	18041	52.42
541	156	0.45	18197	52.87
542	1	0.00	18198	52.88
543	147	0.43	18345	53.30
544	101	0.29	18446	53.60
545	147	0.43	18593	54.02
546	173	0.50	18766	54.53
548	194	0.56	18960	55.09
549	183	0.53	19143	55.62
550	35	0.10	19178	55.72
551	30	0.09	19208	55.81
552	186	0.54	19394	56.35
553	148	0.43	19542	56.78
554	5	0.01	19547	56.79
555	139	0.40	19686	57.20
556	276	0.80	19962	58.00
557	25	0.07	19987	58.07
558	1	0.00	19988	58.08
559	339	0.98	20327	59.06
560	12	0.03	20339	59.10
561	74	0.22	20413	59.31
562	160	0.46	20573	59.78
563	190	0.55	20763	60.33
565	161	0.47	20924	60.80
566	81	0.24	21005	61.03

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
567	157	0.46	21162	61.49
568	204	0.59	21366	62.08
570	38	0.11	21404	62.19
571	201	0.58	21605	62.77
572	213	0.62	21818	63.39
575	431	1.25	22249	64.65
577	4	0.01	22253	64.66
578	320	0.93	22573	65.59
579	26	0.08	22599	65.66
580	131	0.38	22730	66.04
582	334	0.97	23064	67.01
583	1	0.00	23065	67.02
586	467	1.36	23532	68.37
587	6	0.02	23538	68.39
588	20	0.06	23558	68.45
589	101	0.29	23659	68.74
590	278	0.81	23937	69.55
593	225	0.65	24162	70.20
594	262	0.76	24424	70.96
596	140	0.41	24564	71.37
598	8	0.02	24572	71.39
599	440	1.28	25012	72.67
602	182	0.53	25194	73.20
603	58	0.17	25252	73.37
604	8	0.02	25260	73.39
605	436	1.27	25696	74.66
606	13	0.04	25709	74.70
609	242	0.70	25951	75.40
611	14	0.04	25965	75.44
612	516	1.50	26481	76.94
614	21	0.06	26502	77.00
616	364	1.06	26866	78.06
618	72	0.21	26938	78.27
620	381	1.11	27319	79.38
622	181	0.53	27500	79.90
625	440	1.28	27940	81.18

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
629	50	0.15	27990	81.33
630	452	1.31	28442	82.64
632	66	0.19	28508	82.83
635	488	1.42	28996	84.25
637	105	0.31	29101	84.55
638	91	0.26	29192	84.82
641	117	0.34	29309	85.16
643	412	1.20	29721	86.36
645	162	0.47	29883	86.83
647	12	0.03	29895	86.86
648	139	0.40	30034	87.27
652	581	1.69	30615	88.95
656	240	0.70	30855	89.65
661	314	0.91	31169	90.56
666	434	1.26	31603	91.82
668	290	0.84	31893	92.67
671	419	1.22	32312	93.88
679	491	1.43	32803	95.31
688	503	1.46	33306	96.77
696	180	0.52	33486	97.29
704	556	1.62	34042	98.91
732	375	1.09	34417	100.00

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
275	6227	12.34	6227	12.34
281	218	0.43	6445	12.77
314	145	0.29	6590	13.06
320	90	0.18	6680	13.24
332	170	0.34	6850	13.57
338	108	0.21	6958	13.79
342	249	0.49	7207	14.28
343	184	0.36	7391	14.65
349	108	0.21	7499	14.86
351	152	0.30	7651	15.16
357	98	0.19	7749	15.36
358	132	0.26	7881	15.62
359	220	0.44	8101	16.05
364	212	0.42	8313	16.47
370	323	0.64	8636	17.11
375	65	0.13	8701	17.24
376	50	0.10	8751	17.34
379	25	0.05	8776	17.39
380	129	0.26	8905	17.65
381	110	0.22	9015	17.86
384	16	0.03	9031	17.90
385	17	0.03	9048	17.93
388	13	0.03	9061	17.96
390	133	0.26	9194	18.22
392	11	0.02	9205	18.24
394	10	0.02	9215	18.26
396	9	0.02	9224	18.28
398	123	0.24	9347	18.52
399	191	0.38	9538	18.90
400	8	0.02	9546	18.92
402	3	0.01	9549	18.92
403	2	0.00	9551	18.93
406	2	0.00	9553	18.93
407	6	0.01	9559	18.94
408	81	0.16	9640	19.10
409	92	0.18	9732	19.29
410	129	0.26	9861	19.54

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
411	5	0.01	9866	19.55
413	1	0.00	9867	19.55
415	4	0.01	9871	19.56
416	130	0.26	10001	19.82
417	1	0.00	10002	19.82
418	200	0.40	10202	20.22
419	86	0.17	10288	20.39
421	1	0.00	10289	20.39
423	4	0.01	10293	20.40
425	138	0.27	10431	20.67
427	230	0.46	10661	21.13
429	108	0.21	10769	21.34
431	98	0.19	10867	21.54
432	3	0.01	10870	21.54
435	136	0.27	11006	21.81
437	181	0.36	11187	22.17
438	168	0.33	11355	22.50
442	210	0.42	11565	22.92
443	3	0.01	11568	22.92
446	29	0.06	11597	22.98
447	263	0.52	11860	23.50
448	232	0.46	12092	23.96
451	21	0.04	12113	24.00
453	131	0.26	12244	24.26
454	82	0.16	12326	24.43
455	7	0.01	12333	24.44
456	73	0.14	12406	24.58
457	167	0.33	12573	24.92
458	153	0.30	12726	25.22
459	62	0.12	12788	25.34
460	105	0.21	12893	25.55
461	3	0.01	12896	25.56
463	198	0.39	13094	25.95
465	172	0.34	13266	26.29
466	115	0.23	13381	26.52
467	92	0.18	13473	26.70
468	48	0.10	13521	26.79

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
470	223	0.44	13744	27.24
472	18	0.04	13762	27.27
473	133	0.26	13895	27.54
474	3	0.01	13898	27.54
475	222	0.44	14120	27.98
476	199	0.39	14319	28.38
478	20	0.04	14339	28.42
479	161	0.32	14500	28.73
480	91	0.18	14591	28.91
481	14	0.03	14605	28.94
482	133	0.26	14738	29.21
483	30	0.06	14768	29.27
484	5	0.01	14773	29.28
485	308	0.61	15081	29.89
486	117	0.23	15198	30.12
487	3	0.01	15201	30.12
488	20	0.04	15221	30.16
489	224	0.44	15445	30.61
490	120	0.24	15565	30.84
491	145	0.29	15710	31.13
493	35	0.07	15745	31.20
494	268	0.53	16013	31.73
495	103	0.20	16116	31.94
497	58	0.11	16174	32.05
498	166	0.33	16340	32.38
499	255	0.51	16595	32.89
500	1	0.00	16596	32.89
501	137	0.27	16733	33.16
503	242	0.48	16975	33.64
504	119	0.24	17094	33.87
505	25	0.05	17119	33.92
506	85	0.17	17204	34.09
507	59	0.12	17263	34.21
508	415	0.82	17678	35.03
509	9	0.02	17687	35.05
510	44	0.09	17731	35.14
511	37	0.07	17768	35.21

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
512	204	0.40	17972	35.61
513	330	0.65	18302	36.27
514	2	0.00	18304	36.27
515	30	0.06	18334	36.33
516	7	0.01	18341	36.35
517	248	0.49	18589	36.84
518	171	0.34	18760	37.18
519	187	0.37	18947	37.55
520	71	0.14	19018	37.69
521	135	0.27	19153	37.96
522	25	0.05	19178	38.00
523	170	0.34	19348	38.34
524	216	0.43	19564	38.77
525	68	0.13	19632	38.90
526	160	0.32	19792	39.22
527	183	0.36	19975	39.58
528	49	0.10	20024	39.68
529	297	0.59	20321	40.27
530	10	0.02	20331	40.29
531	189	0.37	20520	40.66
532	159	0.32	20679	40.98
533	96	0.19	20775	41.17
534	169	0.33	20944	41.50
535	64	0.13	21008	41.63
536	185	0.37	21193	42.00
537	215	0.43	21408	42.42
538	192	0.38	21600	42.80
539	173	0.34	21773	43.15
541	128	0.25	21901	43.40
542	365	0.72	22266	44.12
543	160	0.32	22426	44.44
544	58	0.11	22484	44.56
545	6	0.01	22490	44.57
546	12	0.02	22502	44.59
547	534	1.06	23036	45.65
548	109	0.22	23145	45.87
550	218	0.43	23363	46.30

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
551	293	0.58	23656	46.88
552	51	0.10	23707	46.98
553	81	0.16	23788	47.14
554	317	0.63	24105	47.77
555	204	0.40	24309	48.17
556	33	0.07	24342	48.24
558	398	0.79	24740	49.03
560	237	0.47	24977	49.50
561	48	0.10	25025	49.59
562	293	0.58	25318	50.17
563	383	0.76	25701	50.93
565	178	0.35	25879	51.28
566	69	0.14	25948	51.42
567	413	0.82	26361	52.24
568	2	0.00	26363	52.24
569	183	0.36	26546	52.61
571	511	1.01	27057	53.62
573	209	0.41	27266	54.03
574	4	0.01	27270	54.04
575	323	0.64	27593	54.68
576	218	0.43	27811	55.11
577	133	0.26	27944	55.38
578	383	0.76	28327	56.14
579	250	0.50	28577	56.63
581	31	0.06	28608	56.69
582	394	0.78	29002	57.47
583	277	0.55	29279	58.02
584	6	0.01	29285	58.03
586	346	0.69	29631	58.72
587	405	0.80	30036	59.52
589	6	0.01	30042	59.53
590	217	0.43	30259	59.96
591	456	0.90	30715	60.87
592	58	0.11	30773	60.98
594	363	0.72	31136	61.70
595	325	0.64	31461	62.35

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
596	12	0.02	31473	62.37
598	370	0.73	31843	63.10
599	392	0.78	32235	63.88
601	15	0.03	32250	63.91
602	370	0.73	32620	64.64
603	228	0.45	32848	65.09
604	2	0.00	32850	65.10
605	186	0.37	33036	65.47
606	643	1.27	33679	66.74
610	283	0.56	33962	67.30
611	428	0.85	34390	68.15
612	3	0.01	34393	68.16
614	346	0.69	34739	68.84
615	387	0.77	35126	69.61
617	1	0.00	35127	69.61
618	484	0.96	35611	70.57
619	60	0.12	35671	70.69
621	272	0.54	35943	71.23
622	420	0.83	36363	72.06
624	85	0.17	36448	72.23
626	420	0.83	36868	73.06
627	313	0.62	37181	73.68
628	44	0.09	37225	73.77
630	477	0.95	37702	74.71
631	120	0.24	37822	74.95
632	13	0.03	37835	74.98
634	189	0.37	38024	75.35
635	669	1.33	38693	76.68
639	173	0.34	38866	77.02
640	453	0.90	39319	77.92
642	208	0.41	39527	78.33
643	31	0.06	39558	78.39
644	127	0.25	39685	78.64
645	25	0.05	39710	78.69
646	686	1.36	40396	80.05
647	35	0.07	40431	80.12

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
650	312	0.62	40743	80.74
651	57	0.11	40800	80.85
654	725	1.44	41525	82.29
655	63	0.12	41588	82.41
658	87	0.17	41675	82.59
659	466	0.92	42141	83.51
661	69	0.14	42210	83.65
662	114	0.23	42324	83.87
663	501	0.99	42825	84.87
664	298	0.59	43123	85.46
666	177	0.35	43300	85.81
667	4	0.01	43304	85.82
669	542	1.07	43846	86.89
670	198	0.39	44044	87.28
675	841	1.67	44885	88.95
679	331	0.66	45216	89.60
681	210	0.42	45426	90.02
682	534	1.06	45960	91.08
683	25	0.05	45985	91.13
685	395	0.78	46380	91.91
691	442	0.88	46822	92.79
692	490	0.97	47312	93.76
698	522	1.03	47834	94.79
703	87	0.17	47921	94.96
708	578	1.15	48499	96.11
709	440	0.87	48939	96.98
725	674	1.34	49613	98.32
731	261	0.52	49874	98.83
747	588	1.17	50462	100.00

CELDT 2007–08 (Form G) Initial Identification Scale Score Frequency Distribution

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
180	24452	10.60	24452	10.60
201	6252	2.71	30704	13.31
216	6774	2.94	37478	16.25
227	4979	2.16	42457	18.41
234	1321	0.57	43778	18.98
235	3373	1.46	47151	20.44
242	2006	0.87	49157	21.31
248	1129	0.49	50286	21.80
250	900	0.39	51186	22.19
254	723	0.31	51909	22.50
255	927	0.40	52836	22.90
260	1108	0.48	53944	23.38
266	242	0.10	54186	23.49
268	514	0.22	54700	23.71
271	1928	0.84	56628	24.55
274	401	0.17	57029	24.72
277	77	0.03	57106	24.76
279	314	0.14	57420	24.89
281	1698	0.74	59118	25.63
284	27	0.01	59145	25.64
285	295	0.13	59440	25.77
286	885	0.38	60325	26.15
289	1584	0.69	61909	26.84
291	12	0.01	61921	26.84
294	165	0.07	62086	26.91
295	384	0.17	62470	27.08
296	719	0.31	63189	27.39
297	1646	0.71	64835	28.11
298	145	0.06	64980	28.17
300	334	0.14	65314	28.31
302	83	0.04	65397	28.35
303	480	0.21	65877	28.56
304	630	0.27	66507	28.83
305	822	0.36	67329	29.19
306	373	0.16	67702	29.35
307	855	0.37	68557	29.72
309	397	0.17	68954	29.89

continues . . .

CELDT 2007–08 (Form G) Initial Identification Scale Score Frequency Distribution

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
310	848	0.37	69802	30.26
312	676	0.29	70478	30.55
313	35	0.02	70513	30.57
315	1999	0.87	72512	31.43
316	524	0.23	73036	31.66
317	25	0.01	73061	31.67
318	495	0.21	73556	31.89
319	175	0.08	73731	31.96
320	115	0.05	73846	32.01
321	1248	0.54	75094	32.55
322	654	0.28	75748	32.84
323	908	0.39	76656	33.23
324	346	0.15	77002	33.38
325	11	0.00	77013	33.39
326	1297	0.56	78310	33.95
327	107	0.05	78417	33.99
328	504	0.22	78921	34.21
329	873	0.38	79794	34.59
330	1381	0.60	81175	35.19
332	723	0.31	81898	35.50
334	1639	0.71	83537	36.21
336	2208	0.96	85745	37.17
338	351	0.15	86096	37.32
339	5	0.00	86101	37.32
340	1016	0.44	87117	37.77
341	693	0.3	87810	38.07
342	2062	0.89	89872	38.96
344	873	0.38	90745	39.34
345	570	0.25	91315	39.58
346	344	0.15	91659	39.73
347	940	0.41	92599	40.14
348	1567	0.68	94166	40.82
349	1346	0.58	95512	41.40
350	125	0.05	95637	41.46
351	97	0.04	95734	41.50
352	984	0.43	96718	41.93
353	2064	0.89	98782	42.82

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
354	1225	0.53	100007	43.35
355	5	0.00	100012	43.36
356	1355	0.59	101367	43.94
357	736	0.32	102103	44.26
358	964	0.42	103067	44.68
359	819	0.36	103886	45.03
360	1926	0.83	105812	45.87
361	678	0.29	106490	46.16
362	1054	0.46	107544	46.62
364	2469	1.07	110013	47.69
365	1062	0.46	111075	48.15
366	1097	0.48	112172	48.63
368	2357	1.02	114529	49.65
369	1	0.00	114530	49.65
370	1751	0.76	116281	50.41
371	747	0.32	117028	50.73
372	2254	0.98	119282	51.71
374	1849	0.80	121131	52.51
375	519	0.22	121650	52.74
376	2360	1.02	124010	53.76
377	116	0.05	124126	53.81
378	2007	0.87	126133	54.68
379	7	0.00	126140	54.68
380	2545	1.10	128685	55.78
381	419	0.18	129104	55.97
382	2010	0.87	131114	56.84
383	65	0.03	131179	56.87
384	2467	1.07	133646	57.94
385	440	0.19	134086	58.13
386	1912	0.83	135998	58.96
387	226	0.10	136224	59.05
388	2291	0.99	138515	60.05
389	708	0.31	139223	60.35
390	1814	0.79	141037	61.14
391	279	0.12	141316	61.26
392	2206	0.96	143522	62.22
393	794	0.34	144316	62.56

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
394	1756	0.76	146072	63.32
395	1441	0.62	147513	63.95
396	910	0.39	148423	64.34
397	987	0.43	149410	64.77
398	1659	0.72	151069	65.49
399	1690	0.73	152759	66.22
400	806	0.35	153565	66.57
401	1059	0.46	154624	67.03
402	1251	0.54	155875	67.57
403	1943	0.84	157818	68.41
404	563	0.24	158381	68.66
405	1059	0.46	159440	69.12
406	1207	0.52	160647	69.64
407	2153	0.93	162800	70.57
409	1644	0.71	164444	71.29
410	1143	0.50	165587	71.78
411	1927	0.84	167514	72.62
412	32	0.01	167546	72.63
413	2284	0.99	169830	73.62
414	16	0.01	169846	73.63
415	2497	1.08	172343	74.71
416	59	0.03	172402	74.74
417	1827	0.79	174229	75.53
419	1848	0.80	176077	76.33
420	1187	0.51	177264	76.84
421	1707	0.74	178971	77.58
422	2	0.00	178973	77.58
423	1019	0.44	179992	78.03
424	472	0.20	180464	78.23
425	2029	0.88	182493	79.11
426	970	0.42	183463	79.53
427	1210	0.52	184673	80.06
428	440	0.19	185113	80.25
429	814	0.35	185927	80.60
430	880	0.38	186807	80.98
431	1024	0.44	187831	81.42
432	1563	0.68	189394	82.10

continues . . .

CELDT 2007–08 Edition (Form G) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
433	1043	0.45	190437	82.55
434	1	0.00	190438	82.55
435	248	0.11	190686	82.66
436	2411	1.05	193097	83.71
437	451	0.20	193548	83.90
438	917	0.40	194465	84.30
439	512	0.22	194977	84.52
440	751	0.33	195728	84.85
442	1485	0.64	197213	85.49
443	1398	0.61	198611	86.10
444	122	0.05	198733	86.15
445	1098	0.48	199831	86.63
446	5	0.00	199836	86.63
447	462	0.20	200298	86.83
448	856	0.37	201154	87.20
449	1014	0.44	202168	87.64
450	1303	0.56	203471	88.20
451	36	0.02	203507	88.22
452	728	0.32	204235	88.54
453	1	0.00	204236	88.54
455	1047	0.45	205283	88.99
456	1730	0.75	207013	89.74
457	650	0.28	207663	90.02
458	32	0.01	207695	90.04
459	83	0.04	207778	90.07
460	264	0.11	208042	90.19
461	337	0.15	208379	90.33
462	903	0.39	209282	90.72
463	1615	0.70	210897	91.42
464	64	0.03	210961	91.45
465	414	0.18	211375	91.63
466	437	0.19	211812	91.82
467	131	0.06	211943	91.88
468	9	0.00	211952	91.88
469	813	0.35	212765	92.23
470	857	0.37	213622	92.60
471	532	0.23	214154	92.84

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
472	191	0.08	214345	92.92
473	602	0.26	214947	93.18
475	149	0.06	215096	93.24
476	277	0.12	215373	93.36
477	1455	0.63	216828	93.99
479	3	0.00	216831	94.00
480	713	0.31	217544	94.31
481	257	0.11	217801	94.42
482	324	0.14	218125	94.56
484	44	0.02	218169	94.58
485	698	0.30	218867	94.88
487	813	0.35	219680	95.23
488	825	0.36	220505	95.59
489	67	0.03	220572	95.62
491	12	0.01	220584	95.62
492	4	0.00	220588	95.62
494	112	0.05	220700	95.67
495	1196	0.52	221896	96.19
496	579	0.25	222475	96.44
499	1	0.00	222476	96.44
500	178	0.08	222654	96.52
502	697	0.30	223351	96.82
504	14	0.01	223365	96.83
505	3	0.00	223368	96.83
506	824	0.36	224192	97.19
508	102	0.04	224294	97.23
509	24	0.01	224318	97.24
510	674	0.29	224992	97.53
511	2	0.00	224994	97.53
514	483	0.21	225477	97.74
516	9	0.00	225486	97.75
520	53	0.02	225539	97.77
521	847	0.37	226386	98.14
522	12	0.01	226398	98.14
524	449	0.19	226847	98.34
526	83	0.04	226930	98.37
528	304	0.13	227234	98.51

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
529	33	0.01	227267	98.52
534	120	0.05	227387	98.57
536	49	0.02	227436	98.59
537	367	0.16	227803	98.75
539	554	0.24	228357	98.99
543	58	0.03	228415	99.02
544	214	0.09	228629	99.11
548	398	0.17	229027	99.28
551	96	0.04	229123	99.32
559	346	0.15	229469	99.47
562	106	0.05	229575	99.52
565	428	0.19	230003	99.71
580	169	0.07	230172	99.78
585	336	0.15	230508	99.93
600	173	0.07	230681	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
215	2056	13.12	2056	13.12
224	23	0.15	2079	13.26
225	124	0.79	2203	14.06
233	86	0.55	2289	14.60
235	34	0.22	2323	14.82
238	74	0.47	2397	15.29
239	11	0.07	2408	15.36
240	22	0.14	2430	15.50
242	83	0.53	2513	16.03
244	15	0.10	2528	16.13
245	12	0.08	2540	16.21
246	45	0.29	2585	16.49
248	9	0.06	2594	16.55
249	30	0.19	2624	16.74
250	23	0.15	2647	16.89
251	39	0.25	2686	17.14
252	13	0.08	2699	17.22
253	20	0.13	2719	17.35
254	13	0.08	2732	17.43
255	31	0.20	2763	17.63
256	11	0.07	2774	17.70
257	8	0.05	2782	17.75
258	40	0.26	2822	18.00
259	35	0.22	2857	18.23
260	28	0.18	2885	18.41
261	9	0.06	2894	18.46
262	22	0.14	2916	18.60
263	8	0.05	2924	18.66
264	17	0.11	2941	18.76
265	32	0.20	2973	18.97
266	6	0.04	2979	19.01
267	24	0.15	3003	19.16
268	22	0.14	3025	19.30
269	22	0.14	3047	19.44
270	14	0.09	3061	19.53
271	35	0.22	3096	19.75
272	16	0.10	3112	19.85

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
273	12	0.08	3124	19.93
274	18	0.11	3142	20.05
275	12	0.08	3154	20.12
276	39	0.25	3193	20.37
277	19	0.12	3212	20.49
278	21	0.13	3233	20.63
279	17	0.11	3250	20.73
280	18	0.11	3268	20.85
281	8	0.05	3276	20.90
282	19	0.12	3295	21.02
283	21	0.13	3316	21.16
284	16	0.10	3332	21.26
285	16	0.10	3348	21.36
286	24	0.15	3372	21.51
287	17	0.11	3389	21.62
288	25	0.16	3414	21.78
289	23	0.15	3437	21.93
290	13	0.08	3450	22.01
291	14	0.09	3464	22.10
292	24	0.15	3488	22.25
293	28	0.18	3516	22.43
294	25	0.16	3541	22.59
295	26	0.17	3567	22.76
296	16	0.10	3583	22.86
297	7	0.04	3590	22.90
298	27	0.17	3617	23.08
299	25	0.16	3642	23.24
300	14	0.09	3656	23.33
301	9	0.06	3665	23.38
302	15	0.10	3680	23.48
303	18	0.11	3698	23.59
304	12	0.08	3710	23.67
305	16	0.10	3726	23.77
306	12	0.08	3738	23.85
307	23	0.15	3761	24.00
308	16	0.10	3777	24.10
309	17	0.11	3794	24.21

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
310	13	0.08	3807	24.29
311	18	0.11	3825	24.40
312	23	0.15	3848	24.55
313	14	0.09	3862	24.64
314	13	0.08	3875	24.72
315	19	0.12	3894	24.84
316	21	0.13	3915	24.98
317	16	0.10	3931	25.08
318	12	0.08	3943	25.16
319	26	0.17	3969	25.32
320	21	0.13	3990	25.46
321	15	0.10	4005	25.55
322	17	0.11	4022	25.66
323	16	0.10	4038	25.76
324	16	0.10	4054	25.86
325	15	0.10	4069	25.96
326	17	0.11	4086	26.07
327	20	0.13	4106	26.20
328	15	0.10	4121	26.29
329	16	0.10	4137	26.39
330	21	0.13	4158	26.53
331	15	0.10	4173	26.62
332	15	0.10	4188	26.72
333	18	0.11	4206	26.83
334	20	0.13	4226	26.96
335	22	0.14	4248	27.10
336	19	0.12	4267	27.22
337	25	0.16	4292	27.38
338	19	0.12	4311	27.50
339	26	0.17	4337	27.67
340	10	0.06	4347	27.73
341	16	0.10	4363	27.84
342	15	0.10	4378	27.93
343	24	0.15	4402	28.08
344	22	0.14	4424	28.23
345	18	0.11	4442	28.34
346	27	0.17	4469	28.51

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
347	25	0.16	4494	28.67
348	24	0.15	4518	28.82
349	21	0.13	4539	28.96
350	17	0.11	4556	29.07
351	18	0.11	4574	29.18
352	16	0.10	4590	29.28
353	24	0.15	4614	29.44
354	19	0.12	4633	29.56
355	16	0.10	4649	29.66
356	26	0.17	4675	29.83
357	22	0.14	4697	29.97
358	21	0.13	4718	30.10
359	24	0.15	4742	30.25
360	35	0.22	4777	30.48
361	14	0.09	4791	30.57
362	19	0.12	4810	30.69
363	26	0.17	4836	30.85
364	23	0.15	4859	31.00
365	27	0.17	4886	31.17
366	33	0.21	4919	31.38
367	24	0.15	4943	31.54
368	30	0.19	4973	31.73
369	34	0.22	5007	31.94
370	23	0.15	5030	32.09
371	26	0.17	5056	32.26
372	27	0.17	5083	32.43
373	27	0.17	5110	32.60
374	33	0.21	5143	32.81
375	29	0.19	5172	33.00
376	21	0.13	5193	33.13
377	30	0.19	5223	33.32
378	38	0.24	5261	33.57
379	34	0.22	5295	33.78
380	27	0.17	5322	33.95
381	30	0.19	5352	34.15
382	25	0.16	5377	34.31
383	35	0.22	5412	34.53

continues . . .

CELDT 2007–08 (Form G) Initial Identification Scale Score Frequency Distribution

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
384	32	0.20	5444	34.73
385	34	0.22	5478	34.95
386	26	0.17	5504	35.12
387	35	0.22	5539	35.34
388	30	0.19	5569	35.53
389	25	0.16	5594	35.69
390	37	0.24	5631	35.93
391	44	0.28	5675	36.21
392	46	0.29	5721	36.50
393	35	0.22	5756	36.72
394	26	0.17	5782	36.89
395	35	0.22	5817	37.11
396	32	0.20	5849	37.32
397	43	0.27	5892	37.59
398	37	0.24	5929	37.83
399	34	0.22	5963	38.04
400	45	0.29	6008	38.33
401	32	0.20	6040	38.54
402	42	0.27	6082	38.80
403	47	0.30	6129	39.10
404	33	0.21	6162	39.31
405	37	0.24	6199	39.55
406	45	0.29	6244	39.84
407	35	0.22	6279	40.06
408	45	0.29	6324	40.35
409	49	0.31	6373	40.66
410	47	0.30	6420	40.96
411	56	0.36	6476	41.32
412	52	0.33	6528	41.65
413	48	0.31	6576	41.95
414	51	0.33	6627	42.28
415	44	0.28	6671	42.56
416	52	0.33	6723	42.89
417	57	0.36	6780	43.26
418	55	0.35	6835	43.61
419	51	0.33	6886	43.93
420	75	0.48	6961	44.41

continues . . .

CELDT 2007–08 (Form G) Initial Identification Scale Score Frequency Distribution

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
421	65	0.41	7026	44.83
422	54	0.34	7080	45.17
423	45	0.29	7125	45.46
424	56	0.36	7181	45.81
425	61	0.39	7242	46.20
426	52	0.33	7294	46.54
427	53	0.34	7347	46.87
428	58	0.37	7405	47.24
429	66	0.42	7471	47.66
430	56	0.36	7527	48.02
431	55	0.35	7582	48.37
432	70	0.45	7652	48.82
433	63	0.40	7715	49.22
434	71	0.45	7786	49.67
435	64	0.41	7850	50.08
436	58	0.37	7908	50.45
437	72	0.46	7980	50.91
438	66	0.42	8046	51.33
439	67	0.43	8113	51.76
440	67	0.43	8180	52.19
441	60	0.38	8240	52.57
442	82	0.52	8322	53.09
443	78	0.50	8400	53.59
444	78	0.50	8478	54.09
445	83	0.53	8561	54.62
446	64	0.41	8625	55.03
447	66	0.42	8691	55.45
448	61	0.39	8752	55.84
449	67	0.43	8819	56.27
450	82	0.52	8901	56.79
451	73	0.47	8974	57.25
452	79	0.50	9053	57.76
453	91	0.58	9144	58.34
454	88	0.56	9232	58.90
455	69	0.44	9301	59.34
456	78	0.50	9379	59.84
457	69	0.44	9448	60.28

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
458	67	0.43	9515	60.71
459	72	0.46	9587	61.16
460	65	0.41	9652	61.58
461	65	0.41	9717	61.99
462	86	0.55	9803	62.54
463	74	0.47	9877	63.02
464	78	0.50	9955	63.51
465	78	0.50	10033	64.01
466	74	0.47	10107	64.48
467	83	0.53	10190	65.01
468	89	0.57	10279	65.58
469	75	0.48	10354	66.06
470	76	0.48	10430	66.54
471	95	0.61	10525	67.15
472	82	0.52	10607	67.67
473	79	0.50	10686	68.18
474	79	0.50	10765	68.68
475	81	0.52	10846	69.20
476	71	0.45	10917	69.65
477	85	0.54	11002	70.19
478	71	0.45	11073	70.65
479	86	0.55	11159	71.19
480	71	0.45	11230	71.65
481	77	0.49	11307	72.14
482	85	0.54	11392	72.68
483	79	0.50	11471	73.18
484	68	0.43	11539	73.62
485	75	0.48	11614	74.10
486	76	0.48	11690	74.58
487	77	0.49	11767	75.07
488	88	0.56	11855	75.63
489	76	0.48	11931	76.12
490	65	0.41	11996	76.53
491	80	0.51	12076	77.04
492	58	0.37	12134	77.41
493	65	0.41	12199	77.83
494	71	0.45	12270	78.28

continues . . .

**CELDT 2007-08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
495	62	0.40	12332	78.68
496	57	0.36	12389	79.04
497	52	0.33	12441	79.37
498	80	0.51	12521	79.88
499	60	0.38	12581	80.27
500	66	0.42	12647	80.69
501	60	0.38	12707	81.07
502	63	0.40	12770	81.47
503	67	0.43	12837	81.90
504	49	0.31	12886	82.21
505	83	0.53	12969	82.74
506	62	0.40	13031	83.14
507	49	0.31	13080	83.45
508	63	0.40	13143	83.85
509	67	0.43	13210	84.28
510	68	0.43	13278	84.71
511	54	0.34	13332	85.06
512	73	0.47	13405	85.52
513	56	0.36	13461	85.88
514	58	0.37	13519	86.25
515	59	0.38	13578	86.63
516	37	0.24	13615	86.86
517	53	0.34	13668	87.20
518	58	0.37	13726	87.57
519	51	0.33	13777	87.90
520	62	0.40	13839	88.29
521	46	0.29	13885	88.59
522	46	0.29	13931	88.88
523	37	0.24	13968	89.12
524	56	0.36	14024	89.47
525	35	0.22	14059	89.70
526	40	0.26	14099	89.95
527	49	0.31	14148	90.26
528	53	0.34	14201	90.60
529	41	0.26	14242	90.86
530	50	0.32	14292	91.18
531	53	0.34	14345	91.52

continues . . .

CELDT 2007–08 (Form G) Initial Identification Scale Score Frequency Distribution

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
532	33	0.21	14378	91.73
533	53	0.34	14431	92.07
534	44	0.28	14475	92.35
535	32	0.20	14507	92.55
536	46	0.29	14553	92.85
537	30	0.19	14583	93.04
538	34	0.22	14617	93.26
539	53	0.34	14670	93.59
540	26	0.17	14696	93.76
541	34	0.22	14730	93.98
542	25	0.16	14755	94.14
543	34	0.22	14789	94.35
544	31	0.20	14820	94.55
545	31	0.20	14851	94.75
546	31	0.20	14882	94.95
547	30	0.19	14912	95.14
548	25	0.16	14937	95.30
549	28	0.18	14965	95.48
550	47	0.30	15012	95.78
551	30	0.19	15042	95.97
552	16	0.10	15058	96.07
553	50	0.32	15108	96.39
554	17	0.11	15125	96.50
555	20	0.13	15145	96.62
556	18	0.11	15163	96.74
557	30	0.19	15193	96.93
558	24	0.15	15217	97.08
559	12	0.08	15229	97.16
560	36	0.23	15265	97.39
561	21	0.13	15286	97.52
562	10	0.06	15296	97.59
563	25	0.16	15321	97.75
564	23	0.15	15344	97.89
565	12	0.08	15356	97.97
566	12	0.08	15368	98.05
567	12	0.08	15380	98.12
568	18	0.11	15398	98.24

continues . . .

CELDT 2007–08 (Form G) Initial Identification Scale Score Frequency Distribution

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
569	2	0.01	15400	98.25
570	18	0.11	15418	98.37
571	17	0.11	15435	98.48
572	12	0.08	15447	98.55
573	11	0.07	15458	98.62
574	7	0.04	15465	98.67
575	7	0.04	15472	98.71
576	10	0.06	15482	98.78
577	17	0.11	15499	98.88
578	12	0.08	15511	98.96
579	5	0.03	15516	98.99
580	2	0.01	15518	99.00
581	11	0.07	15529	99.07
582	4	0.03	15533	99.10
583	6	0.04	15539	99.14
584	20	0.13	15559	99.27
585	4	0.03	15563	99.29
586	5	0.03	15568	99.32
587	8	0.05	15576	99.37
588	9	0.06	15585	99.43
590	11	0.07	15596	99.50
591	1	0.01	15597	99.51
593	7	0.04	15604	99.55
594	10	0.06	15614	99.62
595	1	0.01	15615	99.62
596	5	0.03	15620	99.66
597	5	0.03	15625	99.69
598	5	0.03	15630	99.72
599	4	0.03	15634	99.74
600	3	0.02	15637	99.76
601	2	0.01	15639	99.78
602	2	0.01	15641	99.79
603	4	0.03	15645	99.81
604	7	0.04	15652	99.86
605	1	0.01	15653	99.87
608	1	0.01	15654	99.87
610	1	0.01	15655	99.88

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
611	2	0.01	15657	99.89
613	5	0.03	15662	99.92
618	2	0.01	15664	99.94
620	6	0.04	15670	99.97
625	2	0.01	15672	99.99
627	1	0.01	15673	99.99
635	1	0.01	15674	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	5247	13.55	5247	13.55
241	92	0.24	5339	13.78
243	18	0.05	5357	13.83
253	196	0.51	5553	14.34
254	36	0.09	5589	14.43
256	90	0.23	5679	14.66
260	36	0.09	5715	14.75
261	97	0.25	5812	15.01
264	129	0.33	5941	15.34
265	20	0.05	5961	15.39
266	78	0.20	6039	15.59
267	18	0.05	6057	15.64
268	14	0.04	6071	15.67
269	163	0.42	6234	16.09
271	21	0.05	6255	16.15
272	58	0.15	6313	16.30
273	7	0.02	6320	16.32
274	72	0.19	6392	16.50
275	36	0.09	6428	16.60
277	38	0.10	6466	16.69
278	59	0.15	6525	16.85
279	25	0.06	6550	16.91
280	37	0.10	6587	17.01
281	22	0.06	6609	17.06
282	41	0.11	6650	17.17
283	22	0.06	6672	17.23
284	12	0.03	6684	17.26
285	41	0.11	6725	17.36
286	39	0.10	6764	17.46
287	50	0.13	6814	17.59
288	27	0.07	6841	17.66
289	19	0.05	6860	17.71
290	27	0.07	6887	17.78
291	33	0.09	6920	17.87
292	13	0.03	6933	17.90
293	55	0.14	6988	18.04
294	59	0.15	7047	18.19

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
295	35	0.09	7082	18.28
296	31	0.08	7113	18.36
297	21	0.05	7134	18.42
298	53	0.14	7187	18.56
299	57	0.15	7244	18.70
300	56	0.14	7300	18.85
301	35	0.09	7335	18.94
302	42	0.11	7377	19.05
303	69	0.18	7446	19.22
304	36	0.09	7482	19.32
305	27	0.07	7509	19.39
306	78	0.20	7587	19.59
307	15	0.04	7602	19.63
308	75	0.19	7677	19.82
309	41	0.11	7718	19.93
310	40	0.10	7758	20.03
311	40	0.10	7798	20.13
312	52	0.13	7850	20.27
313	38	0.10	7888	20.37
314	26	0.07	7914	20.43
315	41	0.11	7955	20.54
316	34	0.09	7989	20.63
317	60	0.15	8049	20.78
318	20	0.05	8069	20.83
319	56	0.14	8125	20.98
320	23	0.06	8148	21.04
321	57	0.15	8205	21.18
322	36	0.09	8241	21.28
323	42	0.11	8283	21.38
324	38	0.10	8321	21.48
325	52	0.13	8373	21.62
326	30	0.08	8403	21.69
327	35	0.09	8438	21.79
328	30	0.08	8468	21.86
329	72	0.19	8540	22.05
330	36	0.09	8576	22.14
331	42	0.11	8618	22.25

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
332	55	0.14	8673	22.39
333	49	0.13	8722	22.52
334	44	0.11	8766	22.63
335	34	0.09	8800	22.72
336	61	0.16	8861	22.88
337	56	0.14	8917	23.02
338	39	0.10	8956	23.12
339	42	0.11	8998	23.23
340	41	0.11	9039	23.34
341	48	0.12	9087	23.46
342	72	0.19	9159	23.65
343	45	0.12	9204	23.76
344	59	0.15	9263	23.92
345	50	0.13	9313	24.04
346	66	0.17	9379	24.21
347	40	0.10	9419	24.32
348	57	0.15	9476	24.46
349	38	0.10	9514	24.56
350	61	0.16	9575	24.72
351	52	0.13	9627	24.85
352	51	0.13	9678	24.99
353	35	0.09	9713	25.08
354	50	0.13	9763	25.21
355	40	0.10	9803	25.31
356	57	0.15	9860	25.46
357	38	0.10	9898	25.55
358	61	0.16	9959	25.71
359	55	0.14	10014	25.85
360	45	0.12	10059	25.97
361	38	0.10	10097	26.07
362	46	0.12	10143	26.19
363	40	0.10	10183	26.29
364	34	0.09	10217	26.38
365	42	0.11	10259	26.49
366	35	0.09	10294	26.58
367	41	0.11	10335	26.68
368	36	0.09	10371	26.78

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
369	52	0.13	10423	26.91
370	43	0.11	10466	27.02
371	51	0.13	10517	27.15
372	36	0.09	10553	27.25
373	59	0.15	10612	27.40
374	44	0.11	10656	27.51
375	38	0.10	10694	27.61
376	33	0.09	10727	27.69
377	51	0.13	10778	27.83
378	39	0.10	10817	27.93
379	34	0.09	10851	28.01
380	40	0.10	10891	28.12
381	35	0.09	10926	28.21
382	39	0.10	10965	28.31
383	43	0.11	11008	28.42
384	40	0.10	11048	28.52
385	54	0.14	11102	28.66
386	36	0.09	11138	28.76
387	41	0.11	11179	28.86
388	34	0.09	11213	28.95
389	43	0.11	11256	29.06
390	42	0.11	11298	29.17
391	42	0.11	11340	29.28
392	44	0.11	11384	29.39
393	46	0.12	11430	29.51
394	48	0.12	11478	29.63
395	51	0.13	11529	29.77
396	35	0.09	11564	29.86
397	51	0.13	11615	29.99
398	57	0.15	11672	30.13
399	51	0.13	11723	30.27
400	54	0.14	11777	30.41
401	49	0.13	11826	30.53
402	44	0.11	11870	30.65
403	47	0.12	11917	30.77
404	50	0.13	11967	30.90
405	54	0.14	12021	31.04

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
406	45	0.12	12066	31.15
407	67	0.17	12133	31.32
408	50	0.13	12183	31.45
409	65	0.17	12248	31.62
410	52	0.13	12300	31.76
411	58	0.15	12358	31.91
412	64	0.17	12422	32.07
413	53	0.14	12475	32.21
414	55	0.14	12530	32.35
415	60	0.15	12590	32.50
416	58	0.15	12648	32.65
417	71	0.18	12719	32.84
418	57	0.15	12776	32.98
419	53	0.14	12829	33.12
420	62	0.16	12891	33.28
421	55	0.14	12946	33.42
422	62	0.16	13008	33.58
423	64	0.17	13072	33.75
424	69	0.18	13141	33.93
425	80	0.21	13221	34.13
426	68	0.18	13289	34.31
427	66	0.17	13355	34.48
428	77	0.20	13432	34.68
429	70	0.18	13502	34.86
430	57	0.15	13559	35.01
431	59	0.15	13618	35.16
432	83	0.21	13701	35.37
433	82	0.21	13783	35.58
434	81	0.21	13864	35.79
435	88	0.23	13952	36.02
436	95	0.25	14047	36.27
437	86	0.22	14133	36.49
438	77	0.20	14210	36.69
439	93	0.24	14303	36.93
440	89	0.23	14392	37.16
441	90	0.23	14482	37.39
442	91	0.23	14573	37.62

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
443	86	0.22	14659	37.85
444	105	0.27	14764	38.12
445	101	0.26	14865	38.38
446	112	0.29	14977	38.67
447	121	0.31	15098	38.98
448	102	0.26	15200	39.24
449	92	0.24	15292	39.48
450	112	0.29	15404	39.77
451	117	0.30	15521	40.07
452	118	0.30	15639	40.38
453	102	0.26	15741	40.64
454	115	0.30	15856	40.94
455	109	0.28	15965	41.22
456	115	0.30	16080	41.51
457	104	0.27	16184	41.78
458	149	0.38	16333	42.17
459	109	0.28	16442	42.45
460	131	0.34	16573	42.79
461	125	0.32	16698	43.11
462	112	0.29	16810	43.40
463	142	0.37	16952	43.77
464	128	0.33	17080	44.10
465	126	0.33	17206	44.42
466	107	0.28	17313	44.70
467	136	0.35	17449	45.05
468	124	0.32	17573	45.37
469	115	0.30	17688	45.67
470	106	0.27	17794	45.94
471	145	0.37	17939	46.31
472	130	0.34	18069	46.65
473	169	0.44	18238	47.09
474	150	0.39	18388	47.47
475	161	0.42	18549	47.89
476	140	0.36	18689	48.25
477	160	0.41	18849	48.66
478	150	0.39	18999	49.05
479	153	0.40	19152	49.45

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
480	142	0.37	19294	49.81
481	181	0.47	19475	50.28
482	154	0.40	19629	50.68
483	156	0.40	19785	51.08
484	154	0.40	19939	51.48
485	146	0.38	20085	51.86
486	151	0.39	20236	52.24
487	180	0.46	20416	52.71
488	150	0.39	20566	53.10
489	168	0.43	20734	53.53
490	184	0.48	20918	54.01
491	154	0.40	21072	54.40
492	174	0.45	21246	54.85
493	184	0.48	21430	55.33
494	169	0.44	21599	55.76
495	191	0.49	21790	56.26
496	144	0.37	21934	56.63
497	192	0.50	22126	57.12
498	165	0.43	22291	57.55
499	194	0.50	22485	58.05
500	186	0.48	22671	58.53
501	178	0.46	22849	58.99
502	198	0.51	23047	59.50
503	166	0.43	23213	59.93
504	162	0.42	23375	60.35
505	197	0.51	23572	60.86
506	190	0.49	23762	61.35
507	166	0.43	23928	61.78
508	195	0.50	24123	62.28
509	168	0.43	24291	62.71
510	186	0.48	24477	63.19
511	203	0.52	24680	63.72
512	163	0.42	24843	64.14
513	168	0.43	25011	64.57
514	204	0.53	25215	65.10
515	189	0.49	25404	65.59
516	171	0.44	25575	66.03

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
517	155	0.40	25730	66.43
518	186	0.48	25916	66.91
519	174	0.45	26090	67.36
520	231	0.60	26321	67.95
521	204	0.53	26525	68.48
522	171	0.44	26696	68.92
523	178	0.46	26874	69.38
524	165	0.43	27039	69.81
525	188	0.49	27227	70.29
526	166	0.43	27393	70.72
527	155	0.40	27548	71.12
528	184	0.48	27732	71.60
529	173	0.45	27905	72.04
530	164	0.42	28069	72.47
531	185	0.48	28254	72.95
532	160	0.41	28414	73.36
533	186	0.48	28600	73.84
534	174	0.45	28774	74.29
535	161	0.42	28935	74.70
536	159	0.41	29094	75.11
537	157	0.41	29251	75.52
538	145	0.37	29396	75.89
539	175	0.45	29571	76.35
540	171	0.44	29742	76.79
541	168	0.43	29910	77.22
542	179	0.46	30089	77.68
543	164	0.42	30253	78.11
544	168	0.43	30421	78.54
545	174	0.45	30595	78.99
546	190	0.49	30785	79.48
547	138	0.36	30923	79.84
548	146	0.38	31069	80.21
549	145	0.37	31214	80.59
550	157	0.41	31371	80.99
551	135	0.35	31506	81.34
552	164	0.42	31670	81.76
553	129	0.33	31799	82.10

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
554	143	0.37	31942	82.47
555	161	0.42	32103	82.88
556	139	0.36	32242	83.24
557	122	0.31	32364	83.56
558	159	0.41	32523	83.97
559	127	0.33	32650	84.30
560	137	0.35	32787	84.65
561	117	0.30	32904	84.95
562	120	0.31	33024	85.26
563	107	0.28	33131	85.54
564	144	0.37	33275	85.91
565	127	0.33	33402	86.24
566	92	0.24	33494	86.47
567	171	0.44	33665	86.92
568	84	0.22	33749	87.13
569	111	0.29	33860	87.42
570	132	0.34	33992	87.76
571	127	0.33	34119	88.09
572	101	0.26	34220	88.35
573	110	0.28	34330	88.63
574	88	0.23	34418	88.86
575	102	0.26	34520	89.12
576	154	0.40	34674	89.52
577	76	0.20	34750	89.72
578	81	0.21	34831	89.93
579	147	0.38	34978	90.31
580	64	0.17	35042	90.47
581	86	0.22	35128	90.69
582	124	0.32	35252	91.01
583	94	0.24	35346	91.26
584	87	0.22	35433	91.48
585	108	0.28	35541	91.76
586	95	0.25	35636	92.00
587	65	0.17	35701	92.17
588	128	0.33	35829	92.50
589	76	0.20	35905	92.70
590	68	0.18	35973	92.87

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
591	81	0.21	36054	93.08
592	84	0.22	36138	93.30
593	55	0.14	36193	93.44
594	79	0.20	36272	93.65
595	90	0.23	36362	93.88
596	51	0.13	36413	94.01
597	69	0.18	36482	94.19
598	68	0.18	36550	94.36
599	60	0.15	36610	94.52
600	74	0.19	36684	94.71
601	44	0.11	36728	94.82
602	49	0.13	36777	94.95
603	37	0.10	36814	95.05
604	90	0.23	36904	95.28
605	55	0.14	36959	95.42
606	53	0.14	37012	95.56
607	53	0.14	37065	95.69
608	62	0.16	37127	95.85
609	55	0.14	37182	96.00
610	36	0.09	37218	96.09
611	53	0.14	37271	96.23
612	55	0.14	37326	96.37
613	40	0.10	37366	96.47
614	35	0.09	37401	96.56
615	57	0.15	37458	96.71
616	41	0.11	37499	96.81
617	37	0.10	37536	96.91
618	75	0.19	37611	97.10
619	5	0.01	37616	97.12
620	33	0.09	37649	97.20
621	29	0.07	37678	97.28
622	56	0.14	37734	97.42
623	24	0.06	37758	97.48
624	56	0.14	37814	97.63
625	26	0.07	37840	97.69
626	19	0.05	37859	97.74
627	43	0.11	37902	97.85

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
628	46	0.12	37948	97.97
629	14	0.04	37962	98.01
630	36	0.09	37998	98.10
631	24	0.06	38022	98.16
632	50	0.13	38072	98.29
633	23	0.06	38095	98.35
634	13	0.03	38108	98.39
635	26	0.07	38134	98.45
636	31	0.08	38165	98.53
637	38	0.10	38203	98.63
638	27	0.07	38230	98.70
639	1	0.00	38231	98.70
640	10	0.03	38241	98.73
641	45	0.12	38286	98.85
642	26	0.07	38312	98.91
643	5	0.01	38317	98.93
644	21	0.05	38338	98.98
645	36	0.09	38374	99.07
646	17	0.04	38391	99.12
647	47	0.12	38438	99.24
649	3	0.01	38441	99.25
650	5	0.01	38446	99.26
651	36	0.09	38482	99.35
652	11	0.03	38493	99.38
653	7	0.02	38500	99.40
654	5	0.01	38505	99.41
655	5	0.01	38510	99.42
656	54	0.14	38564	99.56
657	1	0.00	38565	99.57
658	5	0.01	38570	99.58
659	9	0.02	38579	99.60
660	19	0.05	38598	99.65
661	28	0.07	38626	99.72
663	1	0.00	38627	99.73
664	1	0.00	38628	99.73

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
665	26	0.07	38654	99.80
667	2	0.01	38656	99.80
669	1	0.00	38657	99.80
670	39	0.10	38696	99.90
674	1	0.00	38697	99.91
679	18	0.05	38715	99.95
680	4	0.01	38719	99.96
681	2	0.01	38721	99.97
690	1	0.00	38722	99.97
691	6	0.02	38728	99.99
700	5	0.01	38733	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
248	4370	12.70	4370	12.70
251	64	0.19	4434	12.88
262	40	0.12	4474	13.00
265	11	0.03	4485	13.03
267	13	0.04	4498	13.07
270	6	0.02	4504	13.09
271	189	0.55	4693	13.64
274	12	0.03	4705	13.67
275	15	0.04	4720	13.71
278	53	0.15	4773	13.87
279	51	0.15	4824	14.02
280	10	0.03	4834	14.05
281	7	0.02	4841	14.07
283	107	0.31	4948	14.38
284	1	0.00	4949	14.38
285	64	0.19	5013	14.57
286	19	0.06	5032	14.62
287	23	0.07	5055	14.69
288	1	0.00	5056	14.69
289	29	0.08	5085	14.77
290	69	0.20	5154	14.98
291	2	0.01	5156	14.98
292	17	0.05	5173	15.03
293	32	0.09	5205	15.12
294	48	0.14	5253	15.26
295	1	0.00	5254	15.27
296	6	0.02	5260	15.28
297	35	0.10	5295	15.38
298	46	0.13	5341	15.52
299	17	0.05	5358	15.57
300	23	0.07	5381	15.63
301	14	0.04	5395	15.68
302	35	0.10	5430	15.78
303	14	0.04	5444	15.82
304	22	0.06	5466	15.88
305	14	0.04	5480	15.92
306	43	0.12	5523	16.05

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
307	6	0.02	5529	16.06
308	27	0.08	5556	16.14
309	23	0.07	5579	16.21
310	15	0.04	5594	16.25
311	27	0.08	5621	16.33
312	60	0.17	5681	16.51
313	26	0.08	5707	16.58
314	27	0.08	5734	16.66
315	20	0.06	5754	16.72
316	25	0.07	5779	16.79
317	48	0.14	5827	16.93
318	27	0.08	5854	17.01
319	9	0.03	5863	17.04
320	80	0.23	5943	17.27
321	55	0.16	5998	17.43
322	14	0.04	6012	17.47
323	10	0.03	6022	17.50
324	56	0.16	6078	17.66
325	60	0.17	6138	17.83
326	28	0.08	6166	17.92
327	48	0.14	6214	18.06
328	45	0.13	6259	18.19
329	50	0.15	6309	18.33
330	19	0.06	6328	18.39
331	61	0.18	6389	18.56
332	43	0.12	6432	18.69
333	49	0.14	6481	18.83
334	50	0.15	6531	18.98
335	51	0.15	6582	19.12
336	30	0.09	6612	19.21
337	36	0.10	6648	19.32
338	36	0.10	6684	19.42
339	65	0.19	6749	19.61
340	32	0.09	6781	19.70
341	32	0.09	6813	19.80
342	26	0.08	6839	19.87
343	42	0.12	6881	19.99

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
344	54	0.16	6935	20.15
345	31	0.09	6966	20.24
346	31	0.09	6997	20.33
347	60	0.17	7057	20.50
348	38	0.11	7095	20.61
349	40	0.12	7135	20.73
350	29	0.08	7164	20.82
351	37	0.11	7201	20.92
352	66	0.19	7267	21.11
353	31	0.09	7298	21.20
354	43	0.12	7341	21.33
355	41	0.12	7382	21.45
356	47	0.14	7429	21.59
357	41	0.12	7470	21.70
358	56	0.16	7526	21.87
359	36	0.10	7562	21.97
360	46	0.13	7608	22.11
361	54	0.16	7662	22.26
362	61	0.18	7723	22.44
363	53	0.15	7776	22.59
364	37	0.11	7813	22.70
365	43	0.12	7856	22.83
366	63	0.18	7919	23.01
367	48	0.14	7967	23.15
368	40	0.12	8007	23.26
369	56	0.16	8063	23.43
370	45	0.13	8108	23.56
371	47	0.14	8155	23.69
372	35	0.10	8190	23.80
373	44	0.13	8234	23.92
374	51	0.15	8285	24.07
375	33	0.10	8318	24.17
376	49	0.14	8367	24.31
377	48	0.14	8415	24.45
378	46	0.13	8461	24.58
379	46	0.13	8507	24.72
380	44	0.13	8551	24.85

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
381	41	0.12	8592	24.96
382	54	0.16	8646	25.12
383	26	0.08	8672	25.20
384	36	0.10	8708	25.30
385	53	0.15	8761	25.46
386	29	0.08	8790	25.54
387	35	0.10	8825	25.64
388	36	0.10	8861	25.75
389	52	0.15	8913	25.90
390	40	0.12	8953	26.01
391	39	0.11	8992	26.13
392	42	0.12	9034	26.25
393	34	0.10	9068	26.35
394	38	0.11	9106	26.46
395	38	0.11	9144	26.57
396	29	0.08	9173	26.65
397	40	0.12	9213	26.77
398	33	0.10	9246	26.86
399	37	0.11	9283	26.97
400	40	0.12	9323	27.09
401	22	0.06	9345	27.15
402	36	0.10	9381	27.26
403	53	0.15	9434	27.41
404	38	0.11	9472	27.52
405	36	0.10	9508	27.63
406	35	0.10	9543	27.73
407	34	0.10	9577	27.83
408	33	0.10	9610	27.92
409	36	0.10	9646	28.03
410	47	0.14	9693	28.16
411	39	0.11	9732	28.28
412	39	0.11	9771	28.39
413	43	0.12	9814	28.51
414	42	0.12	9856	28.64
415	35	0.10	9891	28.74
416	32	0.09	9923	28.83
417	35	0.10	9958	28.93

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
418	48	0.14	10006	29.07
419	23	0.07	10029	29.14
420	35	0.10	10064	29.24
421	36	0.10	10100	29.35
422	38	0.11	10138	29.46
423	29	0.08	10167	29.54
424	50	0.15	10217	29.69
425	37	0.11	10254	29.79
426	31	0.09	10285	29.88
427	49	0.14	10334	30.03
428	52	0.15	10386	30.18
429	50	0.15	10436	30.32
430	50	0.15	10486	30.47
431	48	0.14	10534	30.61
432	36	0.10	10570	30.71
433	44	0.13	10614	30.84
434	43	0.12	10657	30.96
435	41	0.12	10698	31.08
436	47	0.14	10745	31.22
437	41	0.12	10786	31.34
438	35	0.10	10821	31.44
439	46	0.13	10867	31.57
440	36	0.10	10903	31.68
441	54	0.16	10957	31.84
442	35	0.10	10992	31.94
443	40	0.12	11032	32.05
444	34	0.10	11066	32.15
445	31	0.09	11097	32.24
446	42	0.12	11139	32.36
447	51	0.15	11190	32.51
448	41	0.12	11231	32.63
449	52	0.15	11283	32.78
450	44	0.13	11327	32.91
451	69	0.20	11396	33.11
452	46	0.13	11442	33.25
453	51	0.15	11493	33.39
454	40	0.12	11533	33.51

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
455	54	0.16	11587	33.67
456	46	0.13	11633	33.80
457	72	0.21	11705	34.01
458	46	0.13	11751	34.14
459	50	0.15	11801	34.29
460	52	0.15	11853	34.44
461	73	0.21	11926	34.65
462	57	0.17	11983	34.82
463	58	0.17	12041	34.99
464	52	0.15	12093	35.14
465	60	0.17	12153	35.31
466	70	0.20	12223	35.51
467	57	0.17	12280	35.68
468	45	0.13	12325	35.81
469	57	0.17	12382	35.98
470	53	0.15	12435	36.13
471	58	0.17	12493	36.30
472	66	0.19	12559	36.49
473	50	0.15	12609	36.64
474	61	0.18	12670	36.81
475	57	0.17	12727	36.98
476	67	0.19	12794	37.17
477	62	0.18	12856	37.35
478	77	0.22	12933	37.58
479	76	0.22	13009	37.80
480	68	0.20	13077	38.00
481	70	0.20	13147	38.20
482	77	0.22	13224	38.42
483	60	0.17	13284	38.60
484	71	0.21	13355	38.80
485	82	0.24	13437	39.04
486	74	0.22	13511	39.26
487	67	0.19	13578	39.45
488	79	0.23	13657	39.68
489	77	0.22	13734	39.90
490	66	0.19	13800	40.10
491	77	0.22	13877	40.32

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
492	76	0.22	13953	40.54
493	85	0.25	14038	40.79
494	82	0.24	14120	41.03
495	80	0.23	14200	41.26
496	67	0.19	14267	41.45
497	77	0.22	14344	41.68
498	88	0.26	14432	41.93
499	76	0.22	14508	42.15
500	75	0.22	14583	42.37
501	78	0.23	14661	42.60
502	74	0.22	14735	42.81
503	101	0.29	14836	43.11
504	80	0.23	14916	43.34
505	105	0.31	15021	43.64
506	83	0.24	15104	43.89
507	100	0.29	15204	44.18
508	83	0.24	15287	44.42
509	79	0.23	15366	44.65
510	87	0.25	15453	44.90
511	96	0.28	15549	45.18
512	88	0.26	15637	45.43
513	85	0.25	15722	45.68
514	94	0.27	15816	45.95
515	97	0.28	15913	46.24
516	101	0.29	16014	46.53
517	84	0.24	16098	46.77
518	74	0.22	16172	46.99
519	90	0.26	16262	47.25
520	104	0.30	16366	47.55
521	108	0.31	16474	47.87
522	113	0.33	16587	48.19
523	113	0.33	16700	48.52
524	97	0.28	16797	48.80
525	113	0.33	16910	49.13
526	111	0.32	17021	49.46
527	114	0.33	17135	49.79
528	114	0.33	17249	50.12

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
529	104	0.30	17353	50.42
530	111	0.32	17464	50.74
531	99	0.29	17563	51.03
532	133	0.39	17696	51.42
533	110	0.32	17806	51.74
534	136	0.40	17942	52.13
535	109	0.32	18051	52.45
536	113	0.33	18164	52.78
537	120	0.35	18284	53.12
538	107	0.31	18391	53.44
539	131	0.38	18522	53.82
540	133	0.39	18655	54.20
541	115	0.33	18770	54.54
542	141	0.41	18911	54.95
543	127	0.37	19038	55.32
544	114	0.33	19152	55.65
545	136	0.40	19288	56.04
546	104	0.30	19392	56.34
547	144	0.42	19536	56.76
548	118	0.34	19654	57.11
549	154	0.45	19808	57.55
550	148	0.43	19956	57.98
551	132	0.38	20088	58.37
552	138	0.40	20226	58.77
553	142	0.41	20368	59.18
554	135	0.39	20503	59.57
555	144	0.42	20647	59.99
556	111	0.32	20758	60.31
557	157	0.46	20915	60.77
558	132	0.38	21047	61.15
559	146	0.42	21193	61.58
560	134	0.39	21327	61.97
561	131	0.38	21458	62.35
562	163	0.47	21621	62.82
563	129	0.37	21750	63.20
564	146	0.42	21896	63.62
565	155	0.45	22051	64.07

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
566	131	0.38	22182	64.45
567	123	0.36	22305	64.81
568	143	0.42	22448	65.22
569	147	0.43	22595	65.65
570	153	0.44	22748	66.10
571	160	0.46	22908	66.56
572	149	0.43	23057	66.99
573	164	0.48	23221	67.47
574	157	0.46	23378	67.93
575	163	0.47	23541	68.40
576	128	0.37	23669	68.77
577	133	0.39	23802	69.16
578	145	0.42	23947	69.58
579	138	0.40	24085	69.98
580	141	0.41	24226	70.39
581	138	0.40	24364	70.79
582	145	0.42	24509	71.21
583	132	0.38	24641	71.60
584	161	0.47	24802	72.06
585	155	0.45	24957	72.51
586	133	0.39	25090	72.90
587	161	0.47	25251	73.37
588	130	0.38	25381	73.75
589	118	0.34	25499	74.09
590	167	0.49	25666	74.57
591	140	0.41	25806	74.98
592	131	0.38	25937	75.36
593	132	0.38	26069	75.74
594	168	0.49	26237	76.23
595	132	0.38	26369	76.62
596	182	0.53	26551	77.15
597	113	0.33	26664	77.47
598	140	0.41	26804	77.88
599	108	0.31	26912	78.19
600	157	0.46	27069	78.65
601	109	0.32	27178	78.97
602	143	0.42	27321	79.38

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
603	177	0.51	27498	79.90
604	113	0.33	27611	80.22
605	134	0.39	27745	80.61
606	149	0.43	27894	81.05
607	118	0.34	28012	81.39
608	125	0.36	28137	81.75
609	127	0.37	28264	82.12
610	138	0.40	28402	82.52
611	135	0.39	28537	82.92
612	113	0.33	28650	83.24
613	143	0.42	28793	83.66
614	161	0.47	28954	84.13
615	99	0.29	29053	84.41
616	101	0.29	29154	84.71
617	83	0.24	29237	84.95
618	139	0.40	29376	85.35
619	143	0.42	29519	85.77
620	99	0.29	29618	86.06
621	126	0.37	29744	86.42
622	104	0.30	29848	86.72
623	102	0.30	29950	87.02
624	91	0.26	30041	87.29
625	113	0.33	30154	87.61
626	146	0.42	30300	88.04
627	111	0.32	30411	88.36
628	93	0.27	30504	88.63
629	98	0.28	30602	88.92
630	134	0.39	30736	89.30
631	80	0.23	30816	89.54
632	110	0.32	30926	89.86
633	95	0.28	31021	90.13
634	101	0.29	31122	90.43
635	74	0.22	31196	90.64
636	113	0.33	31309	90.97
637	114	0.33	31423	91.30
638	61	0.18	31484	91.48
639	61	0.18	31545	91.66

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
640	77	0.22	31622	91.88
641	126	0.37	31748	92.25
642	77	0.22	31825	92.47
643	72	0.21	31897	92.68
644	98	0.28	31995	92.96
645	55	0.16	32050	93.12
646	64	0.19	32114	93.31
647	81	0.24	32195	93.54
648	96	0.28	32291	93.82
649	64	0.19	32355	94.01
650	66	0.19	32421	94.20
651	89	0.26	32510	94.46
652	77	0.22	32587	94.68
653	76	0.22	32663	94.90
654	49	0.14	32712	95.05
655	56	0.16	32768	95.21
656	80	0.23	32848	95.44
657	28	0.08	32876	95.52
658	44	0.13	32920	95.65
659	85	0.25	33005	95.90
660	54	0.16	33059	96.05
661	51	0.15	33110	96.20
662	38	0.11	33148	96.31
663	45	0.13	33193	96.44
664	46	0.13	33239	96.58
665	47	0.14	33286	96.71
666	48	0.14	33334	96.85
667	65	0.19	33399	97.04
668	46	0.13	33445	97.18
669	41	0.12	33486	97.29
670	35	0.10	33521	97.40
671	31	0.09	33552	97.49
672	13	0.04	33565	97.52
673	85	0.25	33650	97.77
674	23	0.07	33673	97.84

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
675	51	0.15	33724	97.99
676	5	0.01	33729	98.00
677	49	0.14	33778	98.14
678	47	0.14	33825	98.28
679	38	0.11	33863	98.39
680	20	0.06	33883	98.45
681	26	0.08	33909	98.52
682	20	0.06	33929	98.58
683	23	0.07	33952	98.65
684	28	0.08	33980	98.73
685	2	0.01	33982	98.74
686	80	0.23	34062	98.97
687	3	0.01	34065	98.98
688	16	0.05	34081	99.02
689	18	0.05	34099	99.08
690	1	0.00	34100	99.08
691	60	0.17	34160	99.25
692	6	0.02	34166	99.27
693	21	0.06	34187	99.33
694	3	0.01	34190	99.34
695	11	0.03	34201	99.37
696	4	0.01	34205	99.38
697	8	0.02	34213	99.41
699	2	0.01	34215	99.41
700	23	0.07	34238	99.48
701	58	0.17	34296	99.65
703	1	0.00	34297	99.65
705	2	0.01	34299	99.66
706	29	0.08	34328	99.74
708	3	0.01	34331	99.75
709	7	0.02	34338	99.77
710	3	0.01	34341	99.78
712	5	0.01	34346	99.79
714	2	0.01	34348	99.80
715	38	0.11	34386	99.91

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
719	3	0.01	34389	99.92
723	3	0.01	34392	99.93
727	12	0.03	34404	99.96
741	13	0.04	34417	100.00

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
251	5551	11.00	5551	11.00
254	91	0.18	5642	11.18
270	26	0.05	5668	11.23
272	175	0.35	5843	11.58
273	11	0.02	5854	11.60
275	23	0.05	5877	11.65
279	24	0.05	5901	11.69
281	24	0.05	5925	11.74
282	15	0.03	5940	11.77
284	83	0.16	6023	11.94
285	83	0.16	6106	12.10
287	31	0.06	6137	12.16
288	20	0.04	6157	12.20
289	25	0.05	6182	12.25
290	3	0.01	6185	12.26
291	76	0.15	6261	12.41
292	31	0.06	6292	12.47
293	67	0.13	6359	12.60
294	25	0.05	6384	12.65
295	9	0.02	6393	12.67
296	53	0.11	6446	12.77
297	6	0.01	6452	12.79
298	9	0.02	6461	12.80
299	70	0.14	6531	12.94
300	39	0.08	6570	13.02
301	14	0.03	6584	13.05
302	7	0.01	6591	13.06
303	45	0.09	6636	13.15
304	65	0.13	6701	13.28
305	39	0.08	6740	13.36
306	47	0.09	6787	13.45
307	13	0.03	6800	13.48
308	28	0.06	6828	13.53
309	9	0.02	6837	13.55
310	27	0.05	6864	13.60
311	24	0.05	6888	13.65
312	28	0.06	6916	13.71

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
313	67	0.13	6983	13.84
314	35	0.07	7018	13.91
315	32	0.06	7050	13.97
316	27	0.05	7077	14.02
317	14	0.03	7091	14.05
318	61	0.12	7152	14.17
319	57	0.11	7209	14.29
320	43	0.09	7252	14.37
321	19	0.04	7271	14.41
322	37	0.07	7308	14.48
323	50	0.10	7358	14.58
324	20	0.04	7378	14.62
325	56	0.11	7434	14.73
326	35	0.07	7469	14.80
327	56	0.11	7525	14.91
328	45	0.09	7570	15.00
329	51	0.10	7621	15.10
330	45	0.09	7666	15.19
331	37	0.07	7703	15.26
332	33	0.07	7736	15.33
333	69	0.14	7805	15.47
334	71	0.14	7876	15.61
335	13	0.03	7889	15.63
336	41	0.08	7930	15.71
337	60	0.12	7990	15.83
338	40	0.08	8030	15.91
339	54	0.11	8084	16.02
340	33	0.07	8117	16.09
341	41	0.08	8158	16.17
342	46	0.09	8204	16.26
343	32	0.06	8236	16.32
344	78	0.15	8314	16.48
345	17	0.03	8331	16.51
346	47	0.09	8378	16.60
347	69	0.14	8447	16.74
348	39	0.08	8486	16.82
349	33	0.07	8519	16.88

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
350	41	0.08	8560	16.96
351	29	0.06	8589	17.02
352	54	0.11	8643	17.13
353	74	0.15	8717	17.27
354	33	0.07	8750	17.34
355	45	0.09	8795	17.43
356	49	0.10	8844	17.53
357	35	0.07	8879	17.60
358	61	0.12	8940	17.72
359	39	0.08	8979	17.79
360	29	0.06	9008	17.85
361	55	0.11	9063	17.96
362	52	0.10	9115	18.06
363	66	0.13	9181	18.19
364	32	0.06	9213	18.26
365	37	0.07	9250	18.33
366	51	0.10	9301	18.43
367	49	0.10	9350	18.53
368	59	0.12	9409	18.65
369	22	0.04	9431	18.69
370	53	0.11	9484	18.79
371	66	0.13	9550	18.93
372	48	0.10	9598	19.02
373	49	0.10	9647	19.12
374	41	0.08	9688	19.20
375	60	0.12	9748	19.32
376	47	0.09	9795	19.41
377	71	0.14	9866	19.55
378	53	0.11	9919	19.66
379	55	0.11	9974	19.77
380	49	0.10	10023	19.86
381	49	0.10	10072	19.96
382	55	0.11	10127	20.07
383	63	0.12	10190	20.19
384	44	0.09	10234	20.28
385	48	0.10	10282	20.38
386	73	0.14	10355	20.52

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
387	57	0.11	10412	20.63
388	49	0.10	10461	20.73
389	44	0.09	10505	20.82
390	57	0.11	10562	20.93
391	54	0.11	10616	21.04
392	66	0.13	10682	21.17
393	39	0.08	10721	21.25
394	60	0.12	10781	21.36
395	59	0.12	10840	21.48
396	53	0.11	10893	21.59
397	67	0.13	10960	21.72
398	52	0.10	11012	21.82
399	48	0.10	11060	21.92
400	45	0.09	11105	22.01
401	37	0.07	11142	22.08
402	52	0.10	11194	22.18
403	64	0.13	11258	22.31
404	39	0.08	11297	22.39
405	61	0.12	11358	22.51
406	56	0.11	11414	22.62
407	53	0.11	11467	22.72
408	63	0.12	11530	22.85
409	29	0.06	11559	22.91
410	60	0.12	11619	23.03
411	46	0.09	11665	23.12
412	44	0.09	11709	23.20
413	54	0.11	11763	23.31
414	30	0.06	11793	23.37
415	64	0.13	11857	23.50
416	48	0.10	11905	23.59
417	42	0.08	11947	23.68
418	53	0.11	12000	23.78
419	48	0.10	12048	23.88
420	41	0.08	12089	23.96
421	49	0.10	12138	24.05
422	72	0.14	12210	24.20
423	37	0.07	12247	24.27

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
424	59	0.12	12306	24.39
425	60	0.12	12366	24.51
426	58	0.11	12424	24.62
427	59	0.12	12483	24.74
428	44	0.09	12527	24.82
429	63	0.12	12590	24.95
430	49	0.10	12639	25.05
431	61	0.12	12700	25.17
432	61	0.12	12761	25.29
433	65	0.13	12826	25.42
434	52	0.10	12878	25.52
435	68	0.13	12946	25.65
436	52	0.10	12998	25.76
437	47	0.09	13045	25.85
438	67	0.13	13112	25.98
439	46	0.09	13158	26.08
440	47	0.09	13205	26.17
441	62	0.12	13267	26.29
442	50	0.10	13317	26.39
443	64	0.13	13381	26.52
444	51	0.10	13432	26.62
445	61	0.12	13493	26.74
446	64	0.13	13557	26.87
447	53	0.11	13610	26.97
448	57	0.11	13667	27.08
449	51	0.10	13718	27.18
450	63	0.12	13781	27.31
451	64	0.13	13845	27.44
452	66	0.13	13911	27.57
453	56	0.11	13967	27.68
454	59	0.12	14026	27.80
455	67	0.13	14093	27.93
456	52	0.10	14145	28.03
457	57	0.11	14202	28.14
458	74	0.15	14276	28.29
459	78	0.15	14354	28.45
460	70	0.14	14424	28.58

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
461	69	0.14	14493	28.72
462	71	0.14	14564	28.86
463	62	0.12	14626	28.98
464	79	0.16	14705	29.14
465	74	0.15	14779	29.29
466	72	0.14	14851	29.43
467	82	0.16	14933	29.59
468	87	0.17	15020	29.76
469	67	0.13	15087	29.90
470	83	0.16	15170	30.06
471	76	0.15	15246	30.21
472	81	0.16	15327	30.37
473	77	0.15	15404	30.53
474	75	0.15	15479	30.67
475	81	0.16	15560	30.84
476	80	0.16	15640	30.99
477	62	0.12	15702	31.12
478	80	0.16	15782	31.28
479	65	0.13	15847	31.40
480	80	0.16	15927	31.56
481	102	0.20	16029	31.76
482	104	0.21	16133	31.97
483	89	0.18	16222	32.15
484	86	0.17	16308	32.32
485	83	0.16	16391	32.48
486	93	0.18	16484	32.67
487	88	0.17	16572	32.84
488	109	0.22	16681	33.06
489	105	0.21	16786	33.26
490	87	0.17	16873	33.44
491	100	0.20	16973	33.64
492	104	0.21	17077	33.84
493	108	0.21	17185	34.06
494	100	0.20	17285	34.25
495	87	0.17	17372	34.43
496	88	0.17	17460	34.60
497	85	0.17	17545	34.77

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
498	107	0.21	17652	34.98
499	99	0.20	17751	35.18
500	105	0.21	17856	35.39
501	102	0.20	17958	35.59
502	91	0.18	18049	35.77
503	113	0.22	18162	35.99
504	100	0.20	18262	36.19
505	112	0.22	18374	36.41
506	87	0.17	18461	36.58
507	139	0.28	18600	36.86
508	120	0.24	18720	37.10
509	105	0.21	18825	37.31
510	120	0.24	18945	37.54
511	124	0.25	19069	37.79
512	126	0.25	19195	38.04
513	117	0.23	19312	38.27
514	113	0.22	19425	38.49
515	99	0.20	19524	38.69
516	107	0.21	19631	38.90
517	145	0.29	19776	39.19
518	140	0.28	19916	39.47
519	156	0.31	20072	39.78
520	123	0.24	20195	40.02
521	112	0.22	20307	40.24
522	122	0.24	20429	40.48
523	112	0.22	20541	40.71
524	123	0.24	20664	40.95
525	130	0.26	20794	41.21
526	165	0.33	20959	41.53
527	169	0.33	21128	41.87
528	160	0.32	21288	42.19
529	132	0.26	21420	42.45
530	166	0.33	21586	42.78
531	137	0.27	21723	43.05
532	159	0.32	21882	43.36
533	136	0.27	22018	43.63
534	157	0.31	22175	43.94

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
535	126	0.25	22301	44.19
536	163	0.32	22464	44.52
537	126	0.25	22590	44.77
538	162	0.32	22752	45.09
539	154	0.31	22906	45.39
540	149	0.30	23055	45.69
541	154	0.31	23209	45.99
542	176	0.35	23385	46.34
543	178	0.35	23563	46.69
544	158	0.31	23721	47.01
545	153	0.30	23874	47.31
546	160	0.32	24034	47.63
547	160	0.32	24194	47.94
548	170	0.34	24364	48.28
549	154	0.31	24518	48.59
550	191	0.38	24709	48.97
551	162	0.32	24871	49.29
552	170	0.34	25041	49.62
553	184	0.36	25225	49.99
554	176	0.35	25401	50.34
555	201	0.40	25602	50.74
556	181	0.36	25783	51.09
557	179	0.35	25962	51.45
558	172	0.34	26134	51.79
559	169	0.33	26303	52.12
560	183	0.36	26486	52.49
561	187	0.37	26673	52.86
562	186	0.37	26859	53.23
563	196	0.39	27055	53.61
564	196	0.39	27251	54.00
565	206	0.41	27457	54.41
566	182	0.36	27639	54.77
567	226	0.45	27865	55.22
568	191	0.38	28056	55.60
569	203	0.40	28259	56.00
570	205	0.41	28464	56.41
571	210	0.42	28674	56.82

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
572	193	0.38	28867	57.21
573	191	0.38	29058	57.58
574	171	0.34	29229	57.92
575	190	0.38	29419	58.30
576	200	0.40	29619	58.70
577	187	0.37	29806	59.07
578	191	0.38	29997	59.44
579	209	0.41	30206	59.86
580	201	0.40	30407	60.26
581	223	0.44	30630	60.70
582	204	0.40	30834	61.10
583	222	0.44	31056	61.54
584	183	0.36	31239	61.91
585	228	0.45	31467	62.36
586	210	0.42	31677	62.77
587	223	0.44	31900	63.22
588	210	0.42	32110	63.63
589	214	0.42	32324	64.06
590	230	0.46	32554	64.51
591	228	0.45	32782	64.96
592	207	0.41	32989	65.37
593	222	0.44	33211	65.81
594	201	0.40	33412	66.21
595	238	0.47	33650	66.68
596	200	0.40	33850	67.08
597	191	0.38	34041	67.46
598	223	0.44	34264	67.90
599	196	0.39	34460	68.29
600	213	0.42	34673	68.71
601	238	0.47	34911	69.18
602	203	0.40	35114	69.59
603	226	0.45	35340	70.03
604	202	0.40	35542	70.43
605	227	0.45	35769	70.88
606	189	0.37	35958	71.26
607	257	0.51	36215	71.77
608	180	0.36	36395	72.12

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
609	181	0.36	36576	72.48
610	208	0.41	36784	72.89
611	192	0.38	36976	73.27
612	195	0.39	37171	73.66
613	213	0.42	37384	74.08
614	192	0.38	37576	74.46
615	224	0.44	37800	74.91
616	210	0.42	38010	75.32
617	209	0.41	38219	75.74
618	194	0.38	38413	76.12
619	217	0.43	38630	76.55
620	217	0.43	38847	76.98
621	179	0.35	39026	77.34
622	229	0.45	39255	77.79
623	188	0.37	39443	78.16
624	164	0.32	39607	78.49
625	222	0.44	39829	78.93
626	169	0.33	39998	79.26
627	190	0.38	40188	79.64
628	229	0.45	40417	80.09
629	136	0.27	40553	80.36
630	240	0.48	40793	80.84
631	197	0.39	40990	81.23
632	171	0.34	41161	81.57
633	188	0.37	41349	81.94
634	166	0.33	41515	82.27
635	186	0.37	41701	82.64
636	224	0.44	41925	83.08
637	212	0.42	42137	83.50
638	116	0.23	42253	83.73
639	196	0.39	42449	84.12
640	163	0.32	42612	84.44
641	196	0.39	42808	84.83
642	145	0.29	42953	85.12
643	167	0.33	43120	85.45
644	171	0.34	43291	85.79
645	180	0.36	43471	86.15

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
646	145	0.29	43616	86.43
647	172	0.34	43788	86.77
648	167	0.33	43955	87.11
649	184	0.36	44139	87.47
650	150	0.30	44289	87.77
651	129	0.26	44418	88.02
652	194	0.38	44612	88.41
653	118	0.23	44730	88.64
654	152	0.30	44882	88.94
655	171	0.34	45053	89.28
656	107	0.21	45160	89.49
657	163	0.32	45323	89.82
658	144	0.29	45467	90.10
659	128	0.25	45595	90.36
660	144	0.29	45739	90.64
661	68	0.13	45807	90.78
662	107	0.21	45914	90.99
663	167	0.33	46081	91.32
664	112	0.22	46193	91.54
665	93	0.18	46286	91.72
666	106	0.21	46392	91.93
667	89	0.18	46481	92.11
668	176	0.35	46657	92.46
669	135	0.27	46792	92.73
670	84	0.17	46876	92.89
671	99	0.20	46975	93.09
672	110	0.22	47085	93.31
673	109	0.22	47194	93.52
674	73	0.14	47267	93.67
675	116	0.23	47383	93.90
676	113	0.22	47496	94.12
677	129	0.26	47625	94.38
678	92	0.18	47717	94.56
679	82	0.16	47799	94.72
680	72	0.14	47871	94.87
681	59	0.12	47930	94.98

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
682	64	0.13	47994	95.11
683	152	0.30	48146	95.41
684	93	0.18	48239	95.59
685	99	0.20	48338	95.79
686	37	0.07	48375	95.86
687	58	0.11	48433	95.98
688	92	0.18	48525	96.16
689	41	0.08	48566	96.24
690	39	0.08	48605	96.32
691	161	0.32	48766	96.64
692	34	0.07	48800	96.71
693	54	0.11	48854	96.81
694	66	0.13	48920	96.94
695	50	0.10	48970	97.04
696	143	0.28	49113	97.33
697	10	0.02	49123	97.35
698	40	0.08	49163	97.43
699	48	0.10	49211	97.52
700	92	0.18	49303	97.70
701	42	0.08	49345	97.79
702	46	0.09	49391	97.88
703	29	0.06	49420	97.94
704	105	0.21	49525	98.14
705	30	0.06	49555	98.20
706	5	0.01	49560	98.21
707	32	0.06	49592	98.28
708	61	0.12	49653	98.40
709	42	0.08	49695	98.48
710	4	0.01	49699	98.49
711	45	0.09	49744	98.58
712	53	0.11	49797	98.68
713	52	0.10	49849	98.79
714	7	0.01	49856	98.80
715	46	0.09	49902	98.89
716	45	0.09	49947	98.98
717	38	0.08	49985	99.05

continues . . .

**CELDT 2007–08 (Form G) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
718	2	0.00	49987	99.06
719	45	0.09	50032	99.15
720	22	0.04	50054	99.19
721	12	0.02	50066	99.22
722	2	0.00	50068	99.22
723	26	0.05	50094	99.27
724	38	0.08	50132	99.35
725	46	0.09	50178	99.44
726	2	0.00	50180	99.44
727	49	0.10	50229	99.54
728	19	0.04	50248	99.58
729	25	0.05	50273	99.63
730	9	0.02	50282	99.64
732	10	0.02	50292	99.66
733	10	0.02	50302	99.68
736	39	0.08	50341	99.76
738	5	0.01	50346	99.77
739	3	0.01	50349	99.78
740	33	0.07	50382	99.84
741	6	0.01	50388	99.85
742	4	0.01	50392	99.86
744	13	0.03	50405	99.89
746	10	0.02	50415	99.91
749	3	0.01	50418	99.91
750	12	0.02	50430	99.94
753	7	0.01	50437	99.95
757	9	0.02	50446	99.97
761	16	0.03	50462	100.00

Appendix J Demographic Frequency Distributions

Annual Assessment

**2007–08 Edition (Form G) Home Language Frequency Distribution
Annual Assessment, Grade Span K–2: Grades K–1**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	158727	84.09	158727	84.09
Vietnamese	5326	2.82	164053	86.91
Cantonese	2795	1.48	166848	88.39
Filipino (Pilipino or Tagalog)	2499	1.32	169347	89.71
All Other Non-English Languages	2164	1.15	171511	90.86
Korean	2027	1.07	173538	91.93
Mandarin (Putonghua)	1887	1.00	175425	92.93
Hmong	1752	0.93	177177	93.86
Punjabi	1282	0.68	178459	94.54
Arabic	1158	0.61	179617	95.16
Russian	919	0.49	180536	95.64
Armenian	868	0.46	181404	96.10
Japanese	798	0.42	182202	96.52
Farsi (Persian)	787	0.42	182989	96.94
Khmer (Cambodian)	740	0.39	183729	97.33
Hindi	610	0.32	184339	97.66
Urdu	372	0.20	184711	97.85
Lao	356	0.19	185067	98.04
Ukrainian	256	0.14	185323	98.18
Portuguese	238	0.13	185561	98.30
Gujarati	222	0.12	185783	98.42
Unknown	196	0.10	185979	98.53
Hebrew	168	0.09	186147	98.61
Tongan	165	0.09	186312	98.70
French	160	0.08	186472	98.79
Indonesian	160	0.08	186632	98.87
Mien (Yao)	155	0.08	186787	98.95
German	147	0.08	186934	99.03
Somali	143	0.08	187077	99.11
Thai	128	0.07	187205	99.18
Mixteco	126	0.07	187331	99.24
Bengali	121	0.06	187452	99.31
Samoan	114	0.06	187566	99.37
Pashto	113	0.06	187679	99.43
Ilocano	108	0.06	187787	99.48
Rumanian	91	0.05	187878	99.53
Assyrian	87	0.05	187965	99.58
Chaozhou (Chiuchow)	82	0.04	188047	99.62
Chaldean	79	0.04	188126	99.66
Serbo-Croatian	76	0.04	188202	99.70

continues . . .

CELDT 2007–08 Edition (Form G) Technical Report

Appendix J: Demographic Frequency Distributions

**2007–08 Edition (Form G) Home Language Frequency Distribution
Annual Assessment, Grade Span K–2: Grades K–1**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Italian	61	0.03	188263	99.74
Burmese	57	0.03	188320	99.77
Cebuano (Visayan)	48	0.03	188368	99.79
Polish	47	0.02	188415	99.82
Turkish	46	0.02	188461	99.84
Lahu	42	0.02	188503	99.86
Tigrinya	40	0.02	188543	99.88
Dutch	38	0.02	188581	99.90
Greek	31	0.02	188612	99.92
Kurdish (Kurdi, Kurmanji)	31	0.02	188643	99.94
Hungarian	26	0.01	188669	99.95
Toishanese	24	0.01	188693	99.96
Albanian	19	0.01	188712	99.97
Taiwanese	19	0.01	188731	99.98
Marshallese	18	0.01	188749	99.99
Khmu	9	0.00	188758	100.00
Chamorro (Guamanian)	4	0.00	188762	100.00

**2007–08 Edition (Form G) Primary Ethnicity Frequency Distribution
Annual Assessment, Grade Span K–2: Grades K–1**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	157222	83.29	157222	83.29
White (not of Hispanic origin)	5155	2.73	162377	86.02
Vietnamese	5093	2.70	167470	88.72
Chinese	4941	2.62	172411	91.34
Other Asian	3364	1.78	175775	93.12
Asian Indian	2888	1.53	178663	94.65
Filipino	2816	1.49	181479	96.14
Korean	1958	1.04	183437	97.18
Declined to state	1451	0.77	184888	97.95
African American or Black	734	0.39	185622	98.34
Japanese	721	0.38	186343	98.72
Laotian	718	0.38	187061	99.10
Cambodian	698	0.37	187759	99.47
Other Pacific Islander	415	0.22	188174	99.69
American Indian or Alaskan Native	219	0.12	188393	99.80
Unknown	214	0.11	188607	99.92
Samoan	106	0.06	188713	99.97
Native Hawaiian	30	0.02	188743	99.99
Guamanian	10	0.01	188753	100.00
Tahitian	9	0.00	188762	100.00

2007–08 Edition (Form G) Home Language Frequency Distribution
Annual Assessment, Grade Span K–2: Grade 2

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	140217	83.45	140217	83.45
Vietnamese	5337	3.18	145554	86.63
Cantonese	3030	1.80	148584	88.43
Filipino (Pilipino or Tagalog)	2281	1.36	150865	89.79
Korean	1929	1.15	152794	90.94
All Other Non-English Languages	1881	1.12	154675	92.06
Mandarin (Putonghua)	1737	1.03	156412	93.09
Hmong	1608	0.96	158020	94.05
Punjabi	1088	0.65	159108	94.70
Arabic	949	0.56	160057	95.26
Armenian	838	0.50	160895	95.76
Russian	827	0.49	161722	96.25
Khmer (Cambodian)	731	0.44	162453	96.69
Farsi (Persian)	665	0.40	163118	97.08
Japanese	619	0.37	163737	97.45
Hindi	457	0.27	164194	97.73
Lao	358	0.21	164552	97.94
Urdu	329	0.20	164881	98.13
Ukrainian	270	0.16	165151	98.29
Portuguese	199	0.12	165350	98.41
Gujarati	162	0.10	165512	98.51
Mien (Yao)	154	0.09	165666	98.60
Unknown	140	0.08	165806	98.68
Tongan	133	0.08	165939	98.76
Indonesian	130	0.08	166069	98.84
Somali	128	0.08	166197	98.92
Thai	120	0.07	166317	98.99
French	117	0.07	166434	99.06
Mixteco	116	0.07	166550	99.13
Pashto	113	0.07	166663	99.19
Rumanian	110	0.07	166773	99.26
Hebrew	104	0.06	166877	99.32
Samoan	101	0.06	166978	99.38
Bengali	100	0.06	167078	99.44
Chaozhou (Chiuchow)	91	0.05	167169	99.50
Ilocano	86	0.05	167255	99.55
German	81	0.05	167336	99.60
Chaldean	72	0.04	167408	99.64
Burmese	67	0.04	167475	99.68
Assyrian	62	0.04	167537	99.71
Serbo-Croatian	51	0.03	167588	99.75

continues . . .

CELDT 2007–08 Edition (Form G) Technical Report

Appendix J: Demographic Frequency Distributions

**2007–08 Edition (Form G) Home Language Frequency Distribution Annual Assessment,
Grade Span K–2: Grade 2**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Cebuano (Visayan)	48	0.03	167636	99.77
Tigrinya	42	0.02	167678	99.80
Polish	41	0.02	167719	99.82
Turkish	40	0.02	167759	99.85
Kurdish (Kurdi, Kurmanji)	35	0.02	167794	99.87
Lahu	33	0.02	167827	99.89
Italian	31	0.02	167858	99.91
Taiwanese	26	0.02	167884	99.92
Toishanese	24	0.01	167908	99.94
Dutch	21	0.01	167929	99.95
Marshallese	21	0.01	167950	99.96
Greek	18	0.01	167968	99.97
Albanian	17	0.01	167985	99.98
Khmu	14	0.01	167999	99.99
Hungarian	13	0.01	168012	100.00
Chamorro (Guamanian)	4	0.00	168016	100.00

**2007–08 Edition (Form G) Primary Ethnicity Frequency Distribution
Annual Assessment, Grade Span K–2: Grade 2**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	139455	83.00	139455	83.00
Vietnamese	5105	3.04	144560	86.04
Chinese	5044	3.00	149604	89.04
White (not of Hispanic origin)	4348	2.59	153952	91.63
Other Asian	3205	1.91	157157	93.54
Filipino	2581	1.54	159738	95.07
Asian Indian	2213	1.32	161951	96.39
Korean	1886	1.12	163837	97.51
Declined to state	748	0.45	164585	97.96
Laotian	691	0.41	165276	98.37
Cambodian	667	0.40	165943	98.77
African American or Black	628	0.37	166571	99.14
Japanese	587	0.35	167158	99.49
Other Pacific Islander	380	0.23	167538	99.72
American Indian or Alaskan Native	175	0.10	167713	99.82
Unknown	164	0.10	167877	99.92
Samoan	109	0.06	167986	99.98
Native Hawaiian	19	0.01	168005	99.99
Guamanian	8	0.00	168013	100.00
Tahitian	3	0.00	168016	100.00

2007–08 Edition (Form G) Home Language Frequency Distribution
Annual Assessment, Grade Span 3–5

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	358440	85.96	358440	85.96
Vietnamese	9389	2.25	367829	88.21
Filipino (Pilipino or Tagalog)	5935	1.42	373764	89.63
Cantonese	5772	1.38	379536	91.02
Hmong	4867	1.17	384403	92.18
Korean	3906	0.94	388309	93.12
All Other Non-English Languages	3302	0.79	391611	93.91
Punjabi	2420	0.58	394031	94.49
Mandarin (Putonghua)	2263	0.54	396294	95.03
Arabic	2196	0.53	398490	95.56
Armenian	2185	0.52	400675	96.08
Russian	1930	0.46	402605	96.55
Khmer (Cambodian)	1830	0.44	404435	96.99
Farsi (Persian)	1362	0.33	405797	97.31
Japanese	1343	0.32	407140	97.64
Hindi	958	0.23	408098	97.86
Lao	861	0.21	408959	98.07
Urdu	651	0.16	409610	98.23
Ukrainian	598	0.14	410208	98.37
Portuguese	497	0.12	410705	98.49
Unknown	414	0.10	411119	98.59
Mien (Yao)	410	0.10	411529	98.69
Somali	363	0.09	411892	98.77
Tongan	363	0.09	412255	98.86
Samoan	339	0.08	412594	98.94
Ilocano	320	0.08	412914	99.02
Thai	298	0.07	413212	99.09
Indonesian	280	0.07	413492	99.16
Gujarati	278	0.07	413770	99.22
Mixteco	270	0.06	414040	99.29
Rumanian	264	0.06	414304	99.35
French	252	0.06	414556	99.41
Hebrew	217	0.05	414773	99.47
Pashto	201	0.05	414974	99.51
Chaldean	184	0.04	415158	99.56
Chaozhou (Chiuchow)	179	0.04	415337	99.60
Assyrian	173	0.04	415510	99.64
Serbo-Croatian	153	0.04	415663	99.68
Burmese	146	0.04	415809	99.71
German	140	0.03	415949	99.75
Cebuano (Visayan)	127	0.03	416076	99.78

continues . . .

CELDT 2007–08 Edition (Form G) Technical Report

Appendix J: Demographic Frequency Distributions

**2007–08 Edition (Form G) Home Language Frequency Distribution
Annual Assessment, Grade Span 3–5**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bengali	112	0.03	416188	99.80
Tigrinya	100	0.02	416288	99.83
Turkish	96	0.02	416384	99.85
Lahu	80	0.02	416464	99.87
Kurdish (Kurdi, Kurmanji)	74	0.02	416538	99.89
Italian	69	0.02	416607	99.91
Marshallese	68	0.02	416675	99.92
Polish	61	0.01	416736	99.94
Hungarian	48	0.01	416784	99.95
Greek	45	0.01	416829	99.96
Dutch	44	0.01	416873	99.97
Toishanese	42	0.01	416915	99.98
Taiwanese	37	0.01	416952	99.99
Albanian	25	0.01	416977	99.99
Khmu	13	0.00	416990	100.00
Chamorro (Guamanian)	12	0.00	417002	100.00

**2007–08 Edition (Form G) Primary Ethnicity Frequency Distribution
Annual Assessment , Grade Span 3–5**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	357068	85.63	357068	85.63
White (not of Hispanic origin)	10242	2.46	367310	88.08
Vietnamese	8771	2.10	376081	90.19
Chinese	8387	2.01	384468	92.20
Other Asian	8215	1.97	392683	94.17
Filipino	6689	1.60	399372	95.77
Asian Indian	4008	0.96	403380	96.73
Korean	3718	0.89	407098	97.62
Laotian	2106	0.51	409204	98.13
Cambodian	1730	0.41	410934	98.54
African American or Black	1557	0.37	412491	98.92
Declined to state	1281	0.31	413772	99.23
Japanese	1135	0.27	414907	99.50
Other Pacific Islander	980	0.24	415887	99.73
Unknown	416	0.10	416303	99.83
American Indian or Alaskan Native	313	0.08	416616	99.91
Samoan	292	0.07	416908	99.98
Native Hawaiian	49	0.01	416957	99.99
Guamanian	26	0.01	416983	100.00
Tahitian	19	0.00	417002	100.00

2007–08 Edition (Form G) Home Language Frequency Distribution
Annual Assessment, Grade Span 6–8

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	252911	87.36	252911	87.36
Vietnamese	5025	1.74	257936	89.09
Hmong	4655	1.61	262591	90.70
Filipino (Pilipino or Tagalog)	3500	1.21	266091	91.91
Cantonese	3066	1.06	269157	92.97
Korean	2538	0.88	271695	93.85
All Other Non-English Languages	1935	0.67	273630	94.52
Armenian	1393	0.48	275023	95.00
Punjabi	1391	0.48	276414	95.48
Khmer (Cambodian)	1364	0.47	277778	95.95
Mandarin (Putonghua)	1354	0.47	279132	96.42
Arabic	1235	0.43	280367	96.84
Russian	1082	0.37	281449	97.22
Farsi (Persian)	750	0.26	282199	97.48
Japanese	711	0.25	282910	97.72
Lao	637	0.22	283547	97.94
Hindi	514	0.18	284061	98.12
Unknown	513	0.18	284574	98.30
Ukrainian	407	0.14	284981	98.44
Mien (Yao)	377	0.13	285358	98.57
Urdu	357	0.12	285715	98.69
Portuguese	305	0.11	286020	98.80
Tongan	279	0.10	286299	98.89
Thai	270	0.09	286569	98.99
Samoan	269	0.09	286838	99.08
Somali	259	0.09	287097	99.17
Ilocano	227	0.08	287324	99.25
Mixteco	226	0.08	287550	99.32
Indonesian	153	0.05	287703	99.38
Rumanian	141	0.05	287844	99.43
Chaldean	130	0.04	287974	99.47
French	127	0.04	288101	99.51
Gujarati	125	0.04	288226	99.56
Assyrian	118	0.04	288344	99.60
Pashto	110	0.04	288454	99.64
Hebrew	106	0.04	288560	99.67
Serbo-Croatian	90	0.03	288650	99.70
Cebuano (Visayan)	77	0.03	288727	99.73
Chaozhou (Chiuchow)	75	0.03	288802	99.76
Burmese	74	0.03	288876	99.78
Kurdish (Kurdi, Kurmanji)	67	0.02	288943	99.81

continues . . .

CELDT 2007–08 Edition (Form G) Technical Report

Appendix J: Demographic Frequency Distributions

**2007–08 Edition (Form G) Home Language Frequency Distribution
Annual Assessment, Grade Span 6–8**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
German	60	0.02	289003	99.83
Tigrinya	60	0.02	289063	99.85
Lahu	54	0.02	289117	99.87
Toishanese	45	0.02	289162	99.88
Turkish	44	0.02	289206	99.90
Taiwanese	42	0.01	289248	99.91
Italian	39	0.01	289287	99.92
Bengali	38	0.01	289325	99.94
Marshallese	36	0.01	289361	99.95
Dutch	27	0.01	289388	99.96
Polish	26	0.01	289414	99.97
Hungarian	25	0.01	289439	99.98
Greek	23	0.01	289462	99.98
Albanian	19	0.01	289481	99.99
Khmu	17	0.01	289498	100.00
Chamorro (Guamanian)	9	0.00	289507	100.00

**2007–08 Edition (Form G) Primary Ethnicity Frequency Distribution
Annual Assessment, Grade Span 6–8**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	252328	87.16	252328	87.16
Other Asian	6238	2.15	258566	89.31
White (not of Hispanic origin)	5907	2.04	264473	91.35
Vietnamese	4714	1.63	269187	92.98
Chinese	4621	1.60	273808	94.58
Filipino	3996	1.38	277804	95.96
Korean	2437	0.84	280241	96.80
Asian Indian	2105	0.73	282346	97.53
Laotian	1860	0.64	284206	98.17
Cambodian	1221	0.42	285427	98.59
African American or Black	1068	0.37	286495	98.96
Declined to state	767	0.26	287262	99.22
Japanese	656	0.23	287918	99.45
Other Pacific Islander	650	0.22	288568	99.68
Unknown	461	0.16	289029	99.83
Samoan	240	0.08	289269	99.92
American Indian or Alaskan Native	176	0.06	289445	99.98
Native Hawaiian	35	0.01	289480	99.99
Guamanian	17	0.01	289497	100.00
Tahitian	10	0.00	289507	100.00

2007–08 Edition (Form G) Home Language Frequency Distribution
Annual Assessment , Grade Span 9–12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	229927	84.69	229927	84.69
Hmong	5237	1.93	235164	86.62
Vietnamese	4661	1.72	239825	88.33
Cantonese	3755	1.38	243580	89.72
Filipino (Pilipino or Tagalog)	3651	1.34	247231	91.06
Korean	3138	1.16	250369	92.22
Mandarin (Putonghua)	2687	0.99	253056	93.21
All Other Non-English Languages	2182	0.80	255238	94.01
Khmer (Cambodian)	1832	0.67	257070	94.69
Punjabi	1802	0.66	258872	95.35
Armenian	1495	0.55	260367	95.90
Arabic	1359	0.50	261726	96.40
Russian	1107	0.41	262833	96.81
Farsi (Persian)	886	0.33	263719	97.13
Lao	682	0.25	264401	97.39
Hindi	620	0.23	265021	97.61
Unknown	602	0.22	265623	97.84
Japanese	546	0.20	266169	98.04
Mien (Yao)	405	0.15	266574	98.19
Urdu	377	0.14	266951	98.32
Portuguese	364	0.13	267315	98.46
Thai	356	0.13	267671	98.59
Ukrainian	339	0.12	268010	98.71
Samoan	311	0.11	268321	98.83
Tongan	288	0.11	268609	98.94
Ilocano	278	0.10	268887	99.04
Somali	239	0.09	269126	99.13
French	213	0.08	269339	99.20
Indonesian	192	0.07	269531	99.28
Rumanian	165	0.06	269696	99.34
Gujarati	155	0.06	269851	99.39
Assyrian	147	0.05	269998	99.45
Pashto	139	0.05	270137	99.50
Mixteco	126	0.05	270263	99.54
Chaldean	122	0.04	270385	99.59
Hebrew	109	0.04	270494	99.63
Burmese	108	0.04	270602	99.67
Cebuano (Visayan)	79	0.03	270681	99.70
Tigrinya	77	0.03	270758	99.73
Serbo-Croatian	72	0.03	270830	99.75
Taiwanese	70	0.03	270900	99.78

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CELDT 2007–08 Edition (Form G) Technical Report

Appendix J: Demographic Frequency Distributions

**2007–08 Edition (Form G) Home Language Frequency Distribution
Annual Assessment, Grade Span 9–12**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Chaozhou (Chiuchow)	67	0.02	270967	99.80
Kurdish (Kurdi, Kurmanji)	66	0.02	271033	99.83
Lahu	59	0.02	271092	99.85
German	58	0.02	271150	99.87
Turkish	56	0.02	271206	99.89
Bengali	54	0.02	271260	99.91
Marshallese	47	0.02	271307	99.93
Khmu	36	0.01	271343	99.94
Polish	36	0.01	271379	99.96
Toishanese	24	0.01	271403	99.96
Italian	22	0.01	271425	99.97
Greek	20	0.01	271445	99.98
Hungarian	20	0.01	271465	99.99
Dutch	16	0.01	271481	99.99
Albanian	12	0.00	271493	100.00
Chamorro (Guamanian)	6	0.00	271499	100.00

**2007–08 Edition (Form G) Primary Ethnicity Frequency Distribution
Annual Assessment, Grade Span 9–12**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	229467	84.52	229467	84.52
Other Asian	7824	2.88	237291	87.40
Chinese	6744	2.48	244035	89.88
White (not of Hispanic origin)	6160	2.27	250195	92.15
Vietnamese	4281	1.58	254476	93.73
Filipino	4175	1.54	258651	95.27
Korean	2953	1.09	261604	96.36
Asian Indian	2388	0.88	263992	97.23
Laotian	1664	0.61	265656	97.85
Cambodian	1458	0.54	267114	98.38
African American or Black	1099	0.40	268213	98.79
Other Pacific Islander	916	0.34	269129	99.13
Declined to state	797	0.29	269926	99.42
Japanese	535	0.20	270461	99.62
Unknown	515	0.19	270976	99.81
Samoan	248	0.09	271224	99.90
American Indian or Alaskan Native	217	0.08	271441	99.98
Native Hawaiian	27	0.01	271468	99.99
Guamanian	12	0.00	271480	99.99
Tahitian	11	0.00	271491	100.00

Initial Identification

2007–08 Edition (Form G) Home Language Frequency Distribution
Initial Identification, Grade Span K–2: Grades K–1

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	184316	79.90	184316	79.90
Vietnamese	7037	3.05	191353	82.95
All Other Non-English Languages	4210	1.83	195563	84.78
Filipino (Pilipino or Tagalog)	3843	1.67	199406	86.44
Cantonese	3789	1.64	203195	88.08
Mandarin (Putonghua)	3681	1.60	206876	89.68
Korean	3487	1.51	210363	91.19
Hmong	1849	0.80	212212	91.99
Arabic	1733	0.75	213945	92.74
Punjabi	1462	0.63	215407	93.38
Russian	1446	0.63	216853	94.01
Japanese	1320	0.57	218173	94.58
Armenian	1310	0.57	219483	95.15
Farsi (Persian)	1202	0.52	220685	95.67
Unknown	1192	0.52	221877	96.18
Hindi	1107	0.48	222984	96.66
Khmer (Cambodian)	865	0.37	223849	97.04
Urdu	699	0.30	224548	97.34
Lao	453	0.20	225001	97.54
French	395	0.17	225396	97.71
Portuguese	393	0.17	225789	97.88
Gujarati	376	0.16	226165	98.04
German	338	0.15	226503	98.19
Hebrew	314	0.14	226817	98.32
Ukrainian	275	0.12	227092	98.44
Indonesian	257	0.11	227349	98.56
Somali	257	0.11	227606	98.67
Thai	223	0.10	227829	98.76
Bengali	215	0.09	228044	98.86
Mien (Yao)	198	0.09	228242	98.94
Mixteco	185	0.08	228427	99.02
Samoan	182	0.08	228609	99.10
Tongan	171	0.07	228780	99.18
Rumanian	164	0.07	228944	99.25
Pashto	158	0.07	229102	99.32
Ilocano	148	0.06	229250	99.38
Italian	144	0.06	229394	99.44
Serbo-Croatian	110	0.05	229504	99.49
Burmese	106	0.05	229610	99.54
Chaozhou (Chiuchow)	104	0.05	229714	99.58
Dutch	104	0.05	229818	99.63

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CELDT 2007–08 Edition (Form G) Technical Report

Appendix J: Demographic Frequency Distributions

**2007–08 Edition (Form G) Home Language Frequency Distribution
Initial Identification, Grade Span K–2: Grades K–1**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Assyrian	101	0.04	229919	99.67
Chaldean	99	0.04	230018	99.71
Turkish	82	0.04	230100	99.75
Cebuano (Visayan)	79	0.03	230179	99.78
Polish	68	0.03	230247	99.81
Hungarian	63	0.03	230310	99.84
Marshallese	60	0.03	230370	99.87
Greek	59	0.03	230429	99.89
Tigrinya	51	0.02	230480	99.91
Taiwanese	49	0.02	230529	99.93
Lahu	34	0.01	230563	99.95
Kurdish (Kurdi, Kurmanji)	33	0.01	230596	99.96
Toishanese	26	0.01	230622	99.97
Khmu	24	0.01	230646	99.98
Albanian	22	0.01	230668	99.99
Chamorro (Guamanian)	13	0.01	230681	100.00

**2007–08 Edition (Form G) Primary Ethnicity Frequency Distribution
Initial Identification, Grade Span K–2: Grades K–1**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	183767	79.66	183767	79.66
White (not of Hispanic origin)	8282	3.59	192049	83.25
Chinese	7871	3.41	199920	86.67
Vietnamese	6420	2.78	206340	89.45
Asian Indian	4756	2.06	211096	91.51
Filipino	4354	1.89	215450	93.40
Other Asian	4241	1.84	219691	95.24
Korean	3288	1.43	222979	96.66
Declined to state	1476	0.64	224455	97.30
Unknown	1335	0.58	225790	97.88
Japanese	1219	0.53	227009	98.41
African American or Black	1151	0.50	228160	98.91
Cambodian	851	0.37	229011	99.28
Laotian	703	0.30	229714	99.58
Other Pacific Islander	516	0.22	230230	99.80
American Indian or Alaskan Native	211	0.09	230441	99.90
Samoan	171	0.07	230612	99.97
Native Hawaiian	36	0.02	230648	99.99
Guamanian	19	0.01	230667	99.99
Tahitian	12	0.01	230679	100.00
---	2	0.00	230681	100.00

2007–08 Edition (Form G) Home Language Frequency Distribution
Initial Identification, Grade Span K–2: Grade 2

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	10989	70.11	10989	70.11
Filipino (Pilipino or Tagalog)	656	4.19	11645	74.30
Korean	550	3.51	12195	77.80
All Other Non-English Languages	433	2.76	12628	80.57
Vietnamese	408	2.60	13036	83.17
Mandarin (Putonghua)	349	2.23	13385	85.40
Cantonese	227	1.45	13612	86.84
Arabic	219	1.40	13831	88.24
Unknown	171	1.09	14002	89.33
Japanese	137	0.87	14139	90.21
Russian	134	0.85	14273	91.06
Armenian	119	0.76	14392	91.82
Hmong	116	0.74	14508	92.56
Hindi	115	0.73	14623	93.29
Farsi (Persian)	109	0.70	14732	93.99
Punjabi	106	0.68	14838	94.67
Khmer (Cambodian)	75	0.48	14913	95.14
French	60	0.38	14973	95.53
Urdu	57	0.36	15030	95.89
Hebrew	54	0.34	15084	96.24
Portuguese	45	0.29	15129	96.52
Somali	44	0.28	15173	96.80
Ukrainian	40	0.26	15213	97.06
Lao	36	0.23	15249	97.29
German	30	0.19	15279	97.48
Samoan	30	0.19	15309	97.67
Thai	30	0.19	15339	97.86
Gujarati	29	0.19	15368	98.05
Indonesian	27	0.17	15395	98.22
Burmese	26	0.17	15421	98.39
Tongan	25	0.16	15446	98.55
Bengali	21	0.13	15467	98.68
Mixteco	21	0.13	15488	98.81
Rumanian	18	0.11	15506	98.93
Pashto	16	0.10	15522	99.03
Cebuano (Visayan)	14	0.09	15536	99.12
Chaldean	14	0.09	15550	99.21
Ilocano	13	0.08	15563	99.29
Mien (Yao)	12	0.08	15575	99.37
Polish	12	0.08	15587	99.44
Italian	11	0.07	15598	99.52

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CELDT 2007–08 Edition (Form G) Technical Report

Appendix J: Demographic Frequency Distributions

**2007–08 Edition (Form G) Home Language Frequency Distribution
Initial Identification, Grade Span K–2: Grade 2**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Assyrian	10	0.06	15608	99.58
Hungarian	9	0.06	15617	99.64
Marshallese	8	0.05	15625	99.69
Turkish	8	0.05	15633	99.74
Serbo-Croatian	7	0.04	15640	99.78
Dutch	6	0.04	15646	99.82
Chaozhou (Chiuchow)	5	0.03	15651	99.85
Taiwanese	5	0.03	15656	99.89
Greek	4	0.03	15660	99.91
Albanian	3	0.02	15663	99.93
Kurdish (Kurdi, Kurmanji)	3	0.02	15666	99.95
Tigrinya	3	0.02	15669	99.97
Chamorro (Guamanian)	2	0.01	15671	99.98
Lahu	2	0.01	15673	99.99
Toishanese	1	0.01	15674	100.00

**2007–08 Edition (Form G) Primary Ethnicity Frequency Distribution
Initial Identification, Grade Span K–2: Grade 2**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	10979	70.05	10979	70.05
White (not of Hispanic origin)	869	5.54	11848	75.59
Filipino	709	4.52	12557	80.11
Chinese	602	3.84	13159	83.95
Korean	533	3.40	13692	87.35
Asian Indian	435	2.78	14127	90.13
Other Asian	389	2.48	14516	92.61
Vietnamese	387	2.47	14903	95.08
Unknown	159	1.01	15062	96.10
African American or Black	138	0.88	15200	96.98
Japanese	127	0.81	15327	97.79
Declined to state	110	0.70	15437	98.49
Cambodian	65	0.41	15502	98.90
Other Pacific Islander	64	0.41	15566	99.31
Laotian	53	0.34	15619	99.65
Samoan	25	0.16	15644	99.81
American Indian or Alaskan Native	17	0.11	15661	99.92
Native Hawaiian	6	0.04	15667	99.96
---	4	0.03	15671	99.98
Guamanian	3	0.02	15674	100.00

2007–08 Edition (Form G) Home Language Frequency Distribution
Initial Identification, Grade Span 3–5

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	27187	70.19	27187	70.19
Filipino (Pilipino or Tagalog)	1768	4.56	28955	74.76
Korean	1529	3.95	30484	78.70
Vietnamese	966	2.49	31450	81.20
All Other Non-English Languages	892	2.30	32342	83.50
Mandarin (Putonghua)	789	2.04	33131	85.54
Cantonese	672	1.73	33803	87.27
Arabic	494	1.28	34297	88.55
Unknown	373	0.96	34670	89.51
Armenian	369	0.95	35039	90.46
Japanese	334	0.86	35373	91.33
Russian	319	0.82	35692	92.15
Hmong	287	0.74	35979	92.89
Punjabi	284	0.73	36263	93.62
Farsi (Persian)	239	0.62	36502	94.24
Hindi	226	0.58	36728	94.82
Urdu	152	0.39	36880	95.22
Khmer (Cambodian)	145	0.37	37025	95.59
French	132	0.34	37157	95.93
Hebrew	115	0.30	37272	96.23
Portuguese	112	0.29	37384	96.52
Samoan	94	0.24	37478	96.76
Thai	89	0.23	37567	96.99
German	87	0.22	37654	97.21
Gujarati	85	0.22	37739	97.43
Lao	79	0.20	37818	97.64
Tongan	75	0.19	37893	97.83
Ukrainian	71	0.18	37964	98.01
Indonesian	65	0.17	38029	98.18
Ilocano	62	0.16	38091	98.34
Somali	59	0.15	38150	98.49
Burmese	55	0.14	38205	98.64
Chaldean	52	0.13	38257	98.77
Mixteco	48	0.12	38305	98.89
Pashto	45	0.12	38350	99.01
Bengali	35	0.09	38385	99.10
Italian	33	0.09	38418	99.19
Rumanian	31	0.08	38449	99.27
Assyrian	30	0.08	38479	99.34
Marshallese	30	0.08	38509	99.42
Dutch	27	0.07	38536	99.49

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CELDT 2007–08 Edition (Form G) Technical Report

Appendix J: Demographic Frequency Distributions

**2007–08 Edition (Form G) Home Language Frequency Distribution
Initial Identification, Grade Span 3–5**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Turkish	27	0.07	38563	99.56
Cebuano (Visayan)	24	0.06	38587	99.62
Mien (Yao)	20	0.05	38607	99.67
Taiwanese	19	0.05	38626	99.72
Hungarian	16	0.04	38642	99.77
Kurdish (Kurdi, Kurmanji)	14	0.04	38656	99.80
Polish	14	0.04	38670	99.84
Greek	12	0.03	38682	99.87
Serbo-Croatian	12	0.03	38694	99.90
Tigrinya	10	0.03	38704	99.93
Chaozhou (Chiuchow)	9	0.02	38713	99.95
Albanian	8	0.02	38721	99.97
Chamorro (Guamanian)	8	0.02	38729	99.99
Toishanese	4	0.01	38733	100.00

**2007–08 Edition (Form G) Primary Ethnicity Frequency Distribution
Initial Identification, Grade Span 3–5**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	27133	70.05	27133	70.05
White (not of Hispanic origin)	2023	5.22	29156	75.27
Filipino	1927	4.98	31083	80.25
Chinese	1528	3.94	32611	84.19
Korean	1501	3.88	34112	88.07
Other Asian	981	2.53	35093	90.60
Vietnamese	953	2.46	36046	93.06
Asian Indian	860	2.22	36906	95.28
Unknown	347	0.90	37253	96.18
Japanese	322	0.83	37575	97.01
African American or Black	309	0.80	37884	97.81
Declined to state	241	0.62	38125	98.43
Other Pacific Islander	183	0.47	38308	98.90
Cambodian	147	0.38	38455	99.28
Laotian	124	0.32	38579	99.60
Samoan	94	0.24	38673	99.85
American Indian or Alaskan Native	39	0.10	38712	99.95
Guamanian	8	0.02	38720	99.97
Native Hawaiian	7	0.02	38727	99.98
---	3	0.01	38730	99.99
Tahitian	3	0.01	38733	100.00

2007–08 Edition (Form G) Home Language Frequency Distribution
Initial Identification, Grade Span 6–8

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	24261	70.49	24261	70.49
Filipino (Pilipino or Tagalog)	1472	4.28	25733	74.77
Korean	1296	3.77	27029	78.53
Vietnamese	972	2.82	28001	81.36
Cantonese	743	2.16	28744	83.52
Mandarin (Putonghua)	738	2.14	29482	85.66
All Other Non-English Languages	685	1.99	30167	87.65
Arabic	470	1.37	30637	89.02
Armenian	371	1.08	31008	90.10
Unknown	355	1.03	31363	91.13
Russian	289	0.84	31652	91.97
Punjabi	274	0.80	31926	92.76
Hmong	263	0.76	32189	93.53
Farsi (Persian)	248	0.72	32437	94.25
Japanese	185	0.54	32622	94.78
Khmer (Cambodian)	159	0.46	32781	95.25
Hindi	146	0.42	32927	95.67
Urdu	131	0.38	33058	96.05
Thai	115	0.33	33173	96.39
French	104	0.30	33277	96.69
Portuguese	104	0.30	33381	96.99
Tongan	84	0.24	33465	97.23
German	76	0.22	33541	97.45
Gujarati	67	0.19	33608	97.65
Lao	63	0.18	33671	97.83
Hebrew	62	0.18	33733	98.01
Samoan	59	0.17	33792	98.18
Burmese	54	0.16	33846	98.34
Ukrainian	53	0.15	33899	98.49
Indonesian	51	0.15	33950	98.64
Chaldean	45	0.13	33995	98.77
Somali	45	0.13	34040	98.90
Mixteco	36	0.10	34076	99.01
Rumanian	31	0.09	34107	99.10
Cebuano (Visayan)	30	0.09	34137	99.19
Taiwanese	29	0.08	34166	99.27
Ilocano	27	0.08	34193	99.35
Italian	23	0.07	34216	99.42
Dutch	21	0.06	34237	99.48
Pashto	21	0.06	34258	99.54
Mien (Yao)	19	0.06	34277	99.59

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CELDT 2007–08 Edition (Form G) Technical Report

Appendix J: Demographic Frequency Distributions

**2007–08 Edition (Form G) Home Language Frequency Distribution
Initial Identification, Grade Span 6–8**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bengali	17	0.05	34294	99.64
Assyrian	16	0.05	34310	99.69
Marshallese	16	0.05	34326	99.74
Tigrinya	12	0.03	34338	99.77
Chaozhou (Chiuchow)	11	0.03	34349	99.80
Polish	10	0.03	34359	99.83
Greek	9	0.03	34368	99.86
Serbo-Croatian	9	0.03	34377	99.88
Hungarian	8	0.02	34385	99.91
Turkish	8	0.02	34393	99.93
Kurdish (Kurdi, Kurmanji)	7	0.02	34400	99.95
Chamorro (Guamanian)	6	0.02	34406	99.97
Toishanese	6	0.02	34412	99.99
Albanian	3	0.01	34415	99.99
Khmu	1	0.00	34416	100.00
Lahu	1	0.00	34417	100.00

**2007–08 Edition (Form G) Primary Ethnicity Frequency Distribution
Initial Identification, Grade Span 6–8**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	24224	70.38	24224	70.38
White (not of Hispanic origin)	1738	5.05	25962	75.43
Filipino	1578	4.58	27540	80.02
Chinese	1576	4.58	29116	84.60
Korean	1292	3.75	30408	88.35
Vietnamese	946	2.75	31354	91.10
Other Asian	880	2.56	32234	93.66
Asian Indian	588	1.71	32822	95.37
Unknown	358	1.04	33180	96.41
Declined to state	288	0.84	33468	97.24
African American or Black	235	0.68	33703	97.93
Other Pacific Islander	177	0.51	33880	98.44
Japanese	172	0.50	34052	98.94
Cambodian	140	0.41	34192	99.35
Laotian	104	0.30	34296	99.65
Samoan	60	0.17	34356	99.82
American Indian or Alaskan Native	40	0.12	34396	99.94
Guamanian	8	0.02	34404	99.96
Native Hawaiian	8	0.02	34412	99.99
Tahitian	4	0.01	34416	100.00
---	1	0.00	34417	100.00

2007–08 Edition (Form G) Home Language Frequency Distribution
Initial Identification, Grade Span 9–12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	36178	71.69	36178	71.69
Filipino (Pilipino or Tagalog)	1884	3.73	38062	75.43
Vietnamese	1375	2.72	39437	78.15
Korean	1241	2.46	40678	80.61
Mandarin (Putonghua)	1109	2.20	41787	82.81
Cantonese	1094	2.17	42881	84.98
All Other Non-English Languages	1085	2.15	43966	87.13
Unknown	836	1.66	44802	88.78
Arabic	527	1.04	45329	89.83
Punjabi	488	0.97	45817	90.80
German	401	0.79	46218	91.59
Hmong	373	0.74	46591	92.33
Farsi (Persian)	360	0.71	46951	93.04
Russian	355	0.70	47306	93.75
Armenian	331	0.66	47637	94.40
Khmer (Cambodian)	236	0.47	47873	94.87
Portuguese	214	0.42	48087	95.29
Japanese	201	0.40	48288	95.69
French	194	0.38	48482	96.08
Hindi	193	0.38	48675	96.46
Thai	186	0.37	48861	96.83
Urdu	148	0.29	49009	97.12
Tongan	123	0.24	49132	97.36
Lao	117	0.23	49249	97.60
Ukrainian	107	0.21	49356	97.81
Gujarati	97	0.19	49453	98.00
Samoan	92	0.18	49545	98.18
Indonesian	83	0.16	49628	98.35
Somali	82	0.16	49710	98.51
Burmese	65	0.13	49775	98.64
Rumanian	62	0.12	49837	98.76
Hebrew	60	0.12	49897	98.88
Chaldean	58	0.11	49955	99.00
Italian	54	0.11	50009	99.10
Dutch	47	0.09	50056	99.20
Assyrian	45	0.09	50101	99.28
Ilocano	43	0.09	50144	99.37
Mien (Yao)	41	0.08	50185	99.45
Pashto	35	0.07	50220	99.52
Cebuano (Visayan)	30	0.06	50250	99.58
Taiwanese	24	0.05	50274	99.63

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CELDT 2007–08 Edition (Form G) Technical Report

Appendix J: Demographic Frequency Distributions

**2007–08 Edition (Form G) Home Language Frequency Distribution
Initial Identification, Grade Span 9–12**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Turkish	21	0.04	50295	99.67
Marshallese	20	0.04	50315	99.71
Serbo-Croatian	20	0.04	50335	99.75
Tigrinya	20	0.04	50355	99.79
Mixteco	19	0.04	50374	99.83
Polish	16	0.03	50390	99.86
Bengali	13	0.03	50403	99.88
Hungarian	12	0.02	50415	99.91
Greek	11	0.02	50426	99.93
Chaozhou (Chiuchow)	7	0.01	50433	99.94
Kurdish (Kurdi, Kurmanji)	7	0.01	50440	99.96
Chamorro (Guamanian)	6	0.01	50446	99.97
Khmu	6	0.01	50452	99.98
Toishanese	5	0.01	50457	99.99
Lahu	4	0.01	50461	100.00
Albanian	1	0.00	50462	100.00

**2007–08 Edition (Form G) Primary Ethnicity Frequency Distribution
Initial Identification, Grade Span 9–12**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	36093	71.53	36093	71.53
White (not of Hispanic origin)	2627	5.21	38720	76.73
Chinese	2366	4.69	41086	81.42
Filipino	2065	4.09	43151	85.51
Other Asian	1357	2.69	44508	88.20
Vietnamese	1293	2.56	45801	90.76
Korean	1222	2.42	47023	93.18
Unknown	794	1.57	47817	94.76
Asian Indian	793	1.57	48610	96.33
African American or Black	418	0.83	49028	97.16
Declined to state	395	0.78	49423	97.94
Other Pacific Islander	279	0.55	49702	98.49
Japanese	203	0.40	49905	98.90
Cambodian	197	0.39	50102	99.29
Laotian	186	0.37	50288	99.66
Samoan	94	0.19	50382	99.84
American Indian or Alaskan Native	46	0.09	50428	99.93
Native Hawaiian	14	0.03	50442	99.96
---	7	0.01	50449	99.97
Guamanian	7	0.01	50456	99.99
Tahitian	6	0.01	50462	100.00

Appendix K 2007–08 Edition (Form G) Classical Item Analysis

Item Analysis for Annual Assessment Data
Listening, Grade Span K–2

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
1	MC	352947	0.94	0.357	0.71%
2	MC	352461	0.85	0.459	0.85%
3	MC	352858	0.89	0.400	0.74%
4	MC	352946	0.63	0.437	0.71%
5	MC	352709	0.71	0.442	0.78%
6	MC	350218	0.51	0.335	1.48%
7	MC	350406	0.55	0.400	1.42%
8	MC	352295	0.86	0.476	0.90%
9	MC	351634	0.85	0.455	1.08%
10	MC	350999	0.84	0.504	1.26%
11	DCR	354023	0.96	0.378	0.41%
12	DCR	353895	0.78	0.527	0.45%
13	DCR	352325	0.73	0.438	0.89%
14	DCR	349160	0.86	0.442	1.77%
15	DCR	348011	0.87	0.487	2.10%
16	DCR	349149	0.33	0.557	1.78%
17	DCR	348867	0.35	0.546	1.86%
18	DCR	345429	0.86	0.430	2.82%
19	DCR	353608	0.56	0.508	0.53%
20	DCR	353569	0.56	0.530	0.54%
Item Sequence Numbers 21–36 are field test items					
21	MC	22867	0.57	0.291	0.99%
22	MC	22814	0.59	0.231	1.07%
23	MC	59078	0.40	0.230	2.47%
24	MC	59025	0.54	0.147	2.61%
25	MC	59167	0.63	0.354	2.38%
26	MC	58783	0.55	0.287	3.01%
27	DCR	22534	0.88	0.434	2.47%
28	DCR	22638	0.88	0.357	2.01%
29	DCR	59957	0.44	0.402	1.12%
30	DCR	59729	0.48	0.416	1.49%
31	DCR	22837	0.46	0.438	1.16%
32	MC	36617	0.77	0.230	2.24%
33	MC	36452	0.29	0.304	2.50%

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Item Analysis for Annual Assessment Data
Listening, Grade Span K–2

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
34	DCR	36644	0.80	0.420	2.36%
35	DCR	36673	0.89	0.326	2.28%
36	DCR	36836	0.44	0.385	1.85%

MC = Multiple-choice

DCR = Dichotomous Constructed-Response

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**K–2 Listening DCR items, items 11–20, are individually administered. If students do not respond to the first three items, teachers are instructed to skip the remaining DCR items. This may account for the increase in percent omit reported in the table above.

Item Analysis for Annual Assessment Data
Listening, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	411960	0.87	0.400	0.43%
2	MC	412863	0.86	0.401	0.21%
3	MC	412751	0.90	0.444	0.24%
4	MC	413025	0.86	0.420	0.17%
5	MC	412929	0.89	0.354	0.19%
6	MC	413132	0.82	0.408	0.14%
7	MC	413087	0.82	0.426	0.16%
8	MC	413204	0.87	0.389	0.13%
9	MC	412662	0.79	0.439	0.26%
10	MC	412928	0.82	0.493	0.19%
11	MC	413200	0.74	0.464	0.13%
12	MC	412942	0.69	0.441	0.19%
13	MC	413104	0.81	0.391	0.15%
14	MC	412962	0.79	0.466	0.19%
15	MC	412901	0.71	0.467	0.20%
16	MC	412861	0.73	0.504	0.21%
17	MC	412415	0.56	0.491	0.32%
18	MC	412234	0.71	0.467	0.36%
19	MC	412059	0.65	0.362	0.40%
20	MC	410662	0.44	0.323	0.74%
Item Sequence Numbers 21–32 are field test items					
21	MC	8933	0.67	0.223	0.40%
22	MC	8928	0.83	0.193	0.46%
23	MC	8933	0.58	0.333	0.40%
24	MC	8918	0.72	0.295	0.55%
25	MC	27279	0.52	0.303	0.99%
26	MC	27217	0.34	0.144	1.21%
27	MC	27265	0.39	0.131	1.03%
28	MC	27233	0.48	0.201	1.17%
29	MC	18502	0.87	0.349	0.46%
30	MC	18491	0.96	0.299	0.52%
31	MC	18378	0.54	0.177	1.12%
32	MC	18360	0.66	0.204	1.22%

MC = Multiple-choice

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Listening, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	286191	0.84	0.433	0.31%
2	MC	286711	0.92	0.364	0.13%
3	MC	286713	0.96	0.352	0.13%
4	MC	286767	0.91	0.408	0.11%
5	MC	286719	0.79	0.442	0.12%
6	MC	286715	0.83	0.458	0.12%
7	MC	286863	0.93	0.454	0.07%
8	MC	286856	0.89	0.395	0.08%
9	MC	286848	0.98	0.254	0.08%
10	MC	286842	0.91	0.410	0.08%
11	MC	286723	0.96	0.404	0.12%
12	MC	286778	0.92	0.485	0.10%
13	MC	286727	0.82	0.456	0.12%
14	MC	286802	0.90	0.504	0.09%
15	MC	286720	0.95	0.365	0.12%
16	MC	286770	0.74	0.388	0.11%
17	MC	286682	0.73	0.380	0.14%
18	MC	286521	0.63	0.443	0.19%
19	MC	286431	0.73	0.428	0.22%
20	MC	286167	0.61	0.352	0.32%
Item Sequence Numbers 21–32 are field test items					
21	MC	6805	0.79	0.220	0.51%
22	MC	6806	0.57	0.317	0.50%
23	MC	6801	0.58	0.147	0.57%
24	MC	6798	0.57	0.121	0.60%
25	MC	18675	0.73	0.185	0.44%
26	MC	18680	0.39	0.005	0.44%
27	MC	18675	0.33	0.039	0.46%
28	MC	18651	0.43	0.084	0.58%
29	MC	11866	0.77	0.343	0.47%
30	MC	11857	0.58	0.128	0.55%
31	MC	11892	0.83	0.356	0.25%
32	MC	11876	0.58	0.200	0.38%

MC = Multiple-choice

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Listening, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	265658	0.94	0.393	0.48%
2	MC	265987	0.66	0.545	0.35%
3	MC	266032	0.85	0.481	0.34%
4	MC	266158	0.91	0.442	0.29%
5	MC	266134	0.85	0.471	0.30%
6	MC	265607	0.66	0.447	0.49%
7	MC	266469	0.79	0.468	0.17%
8	MC	266567	0.86	0.462	0.13%
9	MC	266613	0.95	0.441	0.12%
10	MC	266618	0.90	0.457	0.12%
11	MC	266477	0.96	0.421	0.17%
12	MC	266578	0.92	0.473	0.13%
13	MC	266504	0.94	0.452	0.16%
14	MC	266427	0.62	0.323	0.19%
15	MC	266276	0.66	0.323	0.24%
16	MC	266556	0.93	0.451	0.14%
17	MC	266545	0.89	0.426	0.14%
18	MC	266101	0.67	0.404	0.31%
19	MC	266025	0.65	0.352	0.34%
20	MC	265792	0.53	0.299	0.43%
Item Sequence Numbers 21–32 are field test items					
21	MC	7318	0.86	0.282	0.29%
22	MC	7294	0.48	0.158	0.60%
23	MC	7328	0.93	0.264	0.14%
24	MC	7323	0.82	0.306	0.20%
25	MC	16745	0.62	0.263	0.27%
26	MC	16727	0.58	0.208	0.40%
27	MC	16739	0.39	0.089	0.32%
28	MC	16719	0.65	0.266	0.45%
29	MC	9426	0.90	0.243	0.31%
30	MC	9397	0.69	0.240	0.61%
31	MC	9432	0.75	0.277	0.24%
32	MC	9419	0.81	0.270	0.38%

MC = Multiple-choice

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Speaking, Grade Span K–2

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
1	DCR	354358	0.88	0.545	0.15%
2	DCR	354523	0.73	0.573	0.10%
3	DCR	353887	0.55	0.572	0.28%
4	DCR	339464	0.88	0.402	4.34%
5	DCR	341254	0.84	0.438	3.84%
6	DCR	340435	0.61	0.474	4.07%
7	DCR	340737	0.71	0.547	3.98%
8	DCR	340453	0.54	0.441	4.06%
9	DCR	340670	0.89	0.427	4.00%
10	DCR	340733	0.72	0.571	3.98%
11	DCR	340741	0.97	0.284	3.98%
12	DCR	340782	0.75	0.474	3.97%
13	DCR	340679	0.10	0.227	4.00%
14	DCR	339513	0.95	0.382	4.33%
15	DCR	341020	0.81	0.447	3.90%
Item Sequence Numbers 16–20 are operational CR items					
Item Sequence Numbers 21–32 are field test items					
21	DCR	9386	0.81	0.375	3.28%
22	DCR	9396	0.38	0.335	3.18%
23	DCR	9382	0.40	0.446	3.34%
Item Sequence Numbers 24–27 and 31–32 are field test CR items					
28	DCR	33479	0.91	0.345	4.43%
29	DCR	33276	0.77	0.454	5.01%
30	DCR	33139	0.60	0.416	5.40%

DCR = Dichotomous Constructed-Response

CR = Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**K–2 Speaking DCR items are individually administered. If students do not respond to the first three items, teachers are instructed to skip the remaining DCR items. This may account for the increase in percent omit reported in the table above.

Item Analysis for Annual Assessment Data
Speaking, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
1	DCR	413912	0.72	0.516	0.09%
2	DCR	413882	0.94	0.436	0.10%
3	DCR	413528	0.79	0.473	0.18%
4	DCR	408748	0.88	0.448	1.33%
5	DCR	408566	0.88	0.453	1.38%
6	DCR	408304	0.93	0.345	1.44%
7	DCR	408420	0.77	0.471	1.41%
8	DCR	408401	0.93	0.359	1.42%
9	DCR	408414	0.70	0.413	1.41%
10	DCR	408309	0.71	0.468	1.44%
11	DCR	407810	0.65	0.401	1.56%
12	DCR	407768	0.93	0.360	1.57%
13	DCR	408255	0.18	0.311	1.45%
Item Sequence Numbers 14–20 are operational CR items					
Item Sequence Numbers 21–33 are field test items					
21	DCR	8475	0.92	0.345	1.74%
22	DCR	8495	0.34	0.345	1.51%
23	DCR	8502	0.71	0.434	1.43%
Item Sequence Numbers 24–27 and 31–33 are field test CR items					
28	DCR	25466	0.96	0.236	2.40%
29	DCR	25565	0.26	0.279	2.02%
30	DCR	25506	0.63	0.335	2.25%

DCR = Dichotomous Constructed-Response

CR = Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**3–5 Speaking DCR items are individually administered. If students do not respond to the first three items, teachers are instructed to skip the remaining DCR items. This may account for the increase in percent omit reported in the table above.

Item Analysis for Annual Assessment Data
Speaking, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
1	DCR	286924	0.69	0.457	0.13%
2	DCR	286848	0.91	0.516	0.15%
3	DCR	285966	0.94	0.492	0.46%
4	DCR	282654	0.36	0.390	1.61%
5	DCR	283719	0.79	0.508	1.24%
6	DCR	282684	0.81	0.448	1.60%
7	DCR	283703	0.88	0.487	1.24%
8	DCR	283743	0.85	0.376	1.23%
9	DCR	283673	0.88	0.525	1.25%
10	DCR	283529	0.57	0.468	1.30%
11	DCR	283471	0.72	0.511	1.32%
12	DCR	283516	0.80	0.441	1.31%
13	DCR	283280	0.17	0.335	1.39%
Item Sequence Numbers 14–20 are operational CR items					
Item Sequence Numbers 21–34 are field test items					
21	DCR	5957	0.96	0.497	0.28%
22	DCR	5903	0.58	0.402	1.19%
23	DCR	5903	0.24	0.237	1.19%
Item Sequence Numbers 24–27 and 31–34 are field test CR items					
28	DCR	16630	0.91	0.458	0.26%
29	DCR	16461	0.31	0.308	1.28%
30	DCR	16423	0.17	0.238	1.51%

DCR = Dichotomous Constructed-Response

CR = Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**6–8 Speaking DCR items are individually administered. If students do not respond to the first three items, teachers are instructed to skip the remaining DCR items. This may account for the increase in percent omit reported in the table above.

Item Analysis for Annual Assessment Data
Speaking, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
1	DCR	266912	0.75	0.575	0.10%
2	DCR	266951	0.81	0.575	0.09%
3	DCR	266296	0.80	0.603	0.33%
4	DCR	260853	0.87	0.569	2.36%
5	DCR	260329	0.72	0.557	2.56%
6	DCR	260347	0.53	0.440	2.55%
7	DCR	260118	0.64	0.492	2.64%
8	DCR	259596	0.63	0.519	2.84%
9	DCR	258849	0.24	0.367	3.11%
10	DCR	260196	0.39	0.422	2.61%
11	DCR	260361	0.64	0.444	2.55%
12	DCR	260258	0.47	0.432	2.59%
13	DCR	260026	0.40	0.459	2.67%
Item Sequence Numbers 14–20 are operational CR items					
Item Sequence Numbers 21–33 are field test items					
21	DCR	19765	0.69	0.306	4.44%
22	DCR	6790	0.45	0.378	5.39%
23	DCR	6748	0.43	0.406	5.98%
Item Sequence Numbers 24–27 and 30–33 are field test CR items					
28	DCR	12964	0.80	0.508	4.02%
29	DCR	12829	0.29	0.321	5.02%

DCR = Dichotomous Constructed-Response

CR = Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**9–12 Speaking DCR items are individually administered. If students do not respond to the first three items, teachers are instructed to skip the remaining DCR items. This may account for the increase in percent omit reported in the table above.

Item Analysis for Annual Assessment Data
Speaking, Constructed-Response Items

Grade Span	Item Sequence Number*	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 Percent of Max.	Stand. Dev.
K-2	16	354085	20.24%	25.41%	54.35%			0.68	1.34	0.67	0.56
K-2	17	353868	29.45%	18.25%	52.30%			0.66	1.23	0.62	0.62
K-2	18	354390	12.88%	34.64%	52.48%			0.73	1.40	0.70	0.50
K-2	19	354124	13.67%	37.69%	48.65%			0.72	1.35	0.68	0.50
K-2	20	353559	11.62%	17.43%	29.91%	32.22%	8.82%	0.76	2.10	0.52	0.57
K-2	24	44377	32.36%	25.84%	41.80%			0.61	1.10	0.55	0.85
K-2	25	44336	21.70%	24.13%	54.17%			0.61	1.34	0.67	0.80
K-2	26	9649	13.96%	39.99%	46.05%			0.64	1.33	0.66	0.70
K-2	27	9677	8.05%	16.33%	30.35%	36.01%	9.26%	0.68	2.23	0.56	1.07
K-2	31	34183	19.67%	34.68%	45.65%			0.67	1.29	0.65	0.75
K-2	32	34683	8.78%	13.47%	29.21%	37.70%	10.83%	0.73	2.31	0.58	1.08
3-5	14	413564	20.13%	21.12%	58.75%			0.72	1.39	0.69	0.56
3-5	15	413645	17.91%	18.78%	63.30%			0.70	1.46	0.73	0.55
3-5	16	386094	31.70%	32.45%	35.85%			0.63	1.12	0.56	0.56
3-5	17	385834	14.92%	14.68%	70.40%			0.58	1.67	0.83	0.44
3-5	18	413528	3.88%	20.11%	76.01%			0.61	1.72	0.86	0.37
3-5	19	413593	7.39%	28.95%	63.66%			0.63	1.57	0.78	0.44
3-5	20	413325	2.48%	4.79%	18.45%	48.57%	25.71%	0.69	2.91	0.73	0.46
3-5	24	32241	14.58%	20.55%	64.87%			0.52	1.62	0.81	0.63
3-5	25	8046	35.17%	21.95%	42.89%			0.52	1.15	0.58	0.86
3-5	26	8549	8.81%	25.89%	65.30%			0.58	1.58	0.79	0.64
3-5	27	8584	3.10%	7.25%	25.06%	43.75%	20.86%	0.68	2.73	0.68	0.96
3-5	31	24155	12.80%	15.60%	71.61%			0.49	1.72	0.86	0.57
3-5	32	25714	7.23%	22.54%	70.23%			0.59	1.65	0.83	0.59
3-5	33	25787	3.08%	3.92%	21.13%	52.11%	19.76%	0.67	2.85	0.71	0.85
6-8	14	286812	24.15%	27.75%	48.11%			0.67	1.24	0.62	0.58
6-8	15	286808	15.60%	27.76%	56.64%			0.67	1.41	0.71	0.53
6-8	16	273725	14.19%	20.03%	65.78%			0.60	1.59	0.80	0.47
6-8	17	273422	9.72%	8.84%	81.45%			0.56	1.80	0.90	0.36
6-8	18	286795	3.67%	20.03%	76.30%			0.64	1.73	0.86	0.37

continues . . .

Item Analysis for Annual Assessment Data
Speaking, Constructed-Response Items

Grade Span	Item Sequence Number*	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 Percent of Max.	Stand. Dev.
6–8	19	286844	4.33%	19.02%	76.66%			0.64	1.73	0.86	0.38
6–8	20	286275	2.91%	4.58%	18.78%	47.19%	26.55%	0.72	2.91	0.73	0.46
6–8	24	5679	18.00%	33.75%	48.26%			0.50	1.37	0.69	0.71
6–8	25	5678	25.04%	27.15%	47.81%			0.51	1.29	0.65	0.79
6–8	26	5944	7.80%	20.64%	71.56%			0.60	1.65	0.82	0.61
6–8	27	5950	3.28%	4.07%	19.55%	45.88%	27.22%	0.69	2.91	0.73	0.94
6–8	31	15875	8.64%	11.29%	80.07%			0.47	1.80	0.90	0.49
6–8	32	15869	11.15%	18.41%	70.45%			0.50	1.67	0.84	0.59
6–8	33	16611	4.58%	16.50%	78.93%			0.59	1.75	0.88	0.52
6–8	34	16612	3.38%	5.47%	22.99%	45.45%	22.71%	0.69	2.80	0.70	0.95
9–12	14	266529	15.08%	25.37%	59.54%			0.72	1.45	0.72	0.52
9–12	15	266472	19.15%	31.59%	49.27%			0.68	1.30	0.65	0.54
9–12	16	253103	16.06%	19.15%	64.79%			0.64	1.57	0.79	0.49
9–12	17	253257	16.27%	26.67%	57.07%			0.65	1.49	0.74	0.49
9–12	18	266537	6.96%	14.69%	78.35%			0.69	1.72	0.86	0.41
9–12	19	266366	9.56%	16.89%	73.56%			0.71	1.65	0.82	0.46
9–12	20	265665	3.90%	5.15%	16.80%	43.57%	30.58%	0.77	2.93	0.73	0.50
9–12	24	6595	24.34%	25.14%	50.52%			0.60	1.37	0.69	0.77
9–12	25	6576	20.25%	17.67%	62.09%			0.61	1.55	0.77	0.71
9–12	26	7123	15.62%	21.23%	63.15%			0.67	1.49	0.74	0.74
9–12	27	7146	7.25%	6.05%	21.71%	43.64%	21.36%	0.77	2.67	0.67	1.09
9–12	30	12406	15.88%	20.10%	64.02%			0.55	1.61	0.81	0.64
9–12	31	12370	20.36%	20.02%	59.62%			0.52	1.52	0.76	0.71
9–12	32	13305	10.52%	23.38%	66.10%			0.61	1.58	0.79	0.65
9–12	33	13379	5.68%	6.87%	20.44%	40.85%	26.16%	0.76	2.78	0.69	1.06

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**For the 2007–08 Edition (Form G) data, all omits and blanks were treated as condition codes and given a Score Point of zero.

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

Item Analysis for Annual Assessment Data
Reading, Grade Span K–2: Grade 2 Only

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	165504	0.73	0.363	0.44%
2	MC	165112	0.65	0.376	0.68%
3	MC	163224	0.70	0.297	1.81%
4	MC	165278	0.56	0.454	0.58%
5	MC	165040	0.58	0.493	0.72%
6	MC	163689	0.56	0.487	1.53%
7	MC	162972	0.53	0.373	1.96%
8	MC	164702	0.24	0.241	0.93%
9	MC	163574	0.21	0.224	1.60%
10	MC	163983	0.37	0.285	1.35%
11	MC	164407	0.67	0.419	1.10%
12	MC	163701	0.58	0.445	1.52%
13	MC	164708	0.85	0.402	0.92%
14	MC	164374	0.50	0.488	1.12%
15	MC	164692	0.53	0.509	0.93%
16	MC	164429	0.38	0.347	1.08%
17	MC	165062	0.65	0.494	0.71%
18	MC	163265	0.35	0.390	1.79%
19	MC	163687	0.65	0.554	1.53%
20	MC	164678	0.47	0.465	0.94%
21	MC	164200	0.33	0.423	1.22%
22	MC	164067	0.71	0.509	1.30%
23	MC	163856	0.66	0.469	1.43%
24	MC	164855	0.62	0.483	0.83%
25	MC	162759	0.41	0.351	2.09%
26	MC	162012	0.52	0.491	2.54%
27	MC	164691	0.43	0.316	0.93%
28	MC	161520	0.56	0.534	2.83%
29	MC	164472	0.68	0.425	1.06%
30	MC	164191	0.54	0.492	1.23%
31	MC	163975	0.29	0.284	1.36%
32	MC	163960	0.49	0.529	1.37%
33	MC	163293	0.49	0.428	1.77%
34	MC	151400	0.48	0.426	8.92%
35	MC	161373	0.41	0.286	2.92%
Item Sequence Numbers 36–52 are field test items					
36	MC	5069	0.42	0.327	1.01%
37	MC	14812	0.24	0.066	0.68%
38	MC	5076	0.36	0.361	0.98%
39	MC	5080	0.52	0.432	0.88%

continues . . .

Item Analysis for Annual Assessment Data
Reading, Grade Span K–2: Grade 2 Only

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
40	MC	5081	0.73	0.494	0.88%
41	MC	9654	0.23	0.055	1.37%
42	MC	9696	0.69	0.465	0.92%
43	MC	9661	0.44	0.125	1.29%
44	MC	9655	0.45	0.306	1.35%
45	MC	3214	0.27	0.225	2.16%
46	MC	3208	0.50	0.444	2.43%
47	MC	3195	0.33	0.320	2.77%
48	MC	3185	0.36	0.392	3.07%
49	MC	9487	0.37	0.131	1.01%
50	MC	9443	0.29	0.292	1.44%
51	MC	9447	0.37	0.341	1.40%
52	MC	9425	0.38	0.225	1.62%

MC = Multiple-choice

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Reading, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	412570	0.61	0.503	0.15%
2	MC	412404	0.49	0.498	0.19%
3	MC	412750	0.63	0.301	0.11%
4	MC	412691	0.65	0.511	0.12%
5	MC	412109	0.65	0.395	0.26%
6	MC	412463	0.57	0.455	0.18%
7	MC	412294	0.61	0.533	0.22%
8	MC	411766	0.62	0.521	0.35%
9	MC	412101	0.63	0.468	0.27%
10	MC	412029	0.59	0.449	0.28%
11	MC	411902	0.60	0.444	0.31%
12	MC	412215	0.66	0.514	0.24%
13	MC	411898	0.46	0.334	0.32%
14	MC	412502	0.61	0.523	0.17%
15	MC	412282	0.49	0.508	0.22%
16	MC	412117	0.58	0.463	0.26%
17	MC	411972	0.66	0.591	0.30%
18	MC	412309	0.66	0.610	0.22%
19	MC	412000	0.74	0.559	0.29%
20	MC	411647	0.75	0.561	0.38%
21	MC	411125	0.46	0.345	0.50%
22	MC	411655	0.43	0.461	0.37%
23	MC	411503	0.50	0.454	0.41%
24	MC	411271	0.59	0.390	0.47%
25	MC	411132	0.51	0.440	0.50%
26	MC	412122	0.50	0.270	0.26%
27	MC	412041	0.80	0.507	0.28%
28	MC	411342	0.64	0.355	0.45%
29	MC	411875	0.49	0.352	0.32%
30	MC	411603	0.40	0.357	0.39%
31	MC	411393	0.53	0.452	0.44%
32	MC	410977	0.33	0.418	0.54%
33	MC	410884	0.51	0.361	0.56%
34	MC	410824	0.76	0.491	0.58%
35	MC	410556	0.61	0.409	0.64%
Item Sequence Numbers 36–53 are field test items					
36	MC	13507	0.68	0.223	0.41%
37	MC	13505	0.73	0.364	0.45%
38	MC	13498	0.52	0.395	0.49%
39	MC	13487	0.56	0.445	0.57%

continues . . .

Item Analysis for Annual Assessment Data
Reading, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
40	MC	13468	0.46	0.311	0.70%
41	MC	22772	0.45	0.308	0.42%
42	MC	22758	0.48	0.296	0.50%
43	MC	22768	0.69	0.552	0.46%
44	MC	22752	0.60	0.506	0.50%
45	MC	22733	0.63	0.460	0.56%
46	MC	9770	0.32	0.251	0.57%
47	MC	9757	0.43	0.281	0.68%
48	MC	9748	0.42	0.302	0.73%
49	MC	9746	0.44	0.310	0.80%
50	MC	21329	0.44	0.375	0.39%
51	MC	21307	0.55	0.278	0.48%
52	MC	21286	0.56	0.430	0.53%
53	MC	21273	0.63	0.457	0.63%

MC = Multiple-choice

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Reading, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	286811	0.89	0.414	0.02%
2	MC	286547	0.64	0.461	0.11%
3	MC	286761	0.54	0.513	0.04%
4	MC	286564	0.62	0.358	0.10%
5	MC	286688	0.51	0.408	0.06%
6	MC	286296	0.78	0.515	0.20%
7	MC	286696	0.87	0.389	0.06%
8	MC	286503	0.67	0.575	0.13%
9	MC	286407	0.64	0.496	0.16%
10	MC	286328	0.42	0.399	0.19%
11	MC	286137	0.45	0.419	0.25%
12	MC	286615	0.82	0.514	0.09%
13	MC	286332	0.76	0.503	0.19%
14	MC	286668	0.86	0.546	0.07%
15	MC	286614	0.71	0.511	0.09%
16	MC	285857	0.40	0.285	0.35%
17	MC	286573	0.87	0.503	0.10%
18	MC	286481	0.53	0.473	0.13%
19	MC	286279	0.48	0.386	0.20%
20	MC	286583	0.59	0.445	0.10%
21	MC	286401	0.57	0.521	0.16%
22	MC	286228	0.45	0.412	0.22%
23	MC	285891	0.59	0.475	0.34%
24	MC	286405	0.56	0.456	0.16%
25	MC	286211	0.60	0.491	0.23%
26	MC	285955	0.54	0.475	0.32%
27	MC	286098	0.58	0.529	0.27%
28	MC	286191	0.71	0.543	0.23%
29	MC	286032	0.64	0.516	0.29%
30	MC	285942	0.35	0.294	0.32%
31	MC	285883	0.52	0.386	0.34%
32	MC	285803	0.36	0.240	0.37%
33	MC	285340	0.41	0.393	0.53%
34	MC	285349	0.39	0.320	0.53%
35	MC	285177	0.46	0.358	0.59%
Item Sequence Numbers 36–53 are field test items					
36	MC	8437	0.43	0.183	0.27%
37	MC	8428	0.33	0.069	0.38%
38	MC	8438	0.29	0.086	0.25%
39	MC	8431	0.57	0.413	0.32%

continues . . .

Item Analysis for Annual Assessment Data
Reading, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
40	MC	8419	0.39	0.279	0.47%
41	MC	17202	0.57	0.355	0.15%
42	MC	17179	0.71	0.519	0.27%
43	MC	17188	0.30	0.290	0.23%
44	MC	17187	0.37	0.195	0.23%
45	MC	17149	0.30	0.179	0.46%
46	MC	7972	0.48	0.245	0.49%
47	MC	7974	0.32	0.240	0.49%
48	MC	7963	0.47	0.289	0.61%
49	MC	7976	0.35	0.229	0.36%
50	MC	14760	0.43	0.241	0.26%
51	MC	14758	0.52	0.297	0.26%
52	MC	14725	0.27	0.100	0.45%
53	MC	14753	0.58	0.387	0.31%

MC = Multiple-choice

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Reading, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	266789	0.77	0.429	0.09%
2	MC	266692	0.85	0.430	0.13%
3	MC	266629	0.71	0.437	0.15%
4	MC	266652	0.51	0.442	0.14%
5	MC	266873	0.91	0.374	0.06%
6	MC	266807	0.88	0.387	0.09%
7	MC	266670	0.71	0.400	0.14%
8	MC	266738	0.85	0.425	0.11%
9	MC	266574	0.58	0.372	0.17%
10	MC	266526	0.61	0.444	0.19%
11	MC	266271	0.51	0.348	0.29%
12	MC	266672	0.80	0.460	0.14%
13	MC	265578	0.34	0.272	0.55%
14	MC	266418	0.59	0.454	0.23%
15	MC	266338	0.52	0.417	0.26%
16	MC	266741	0.60	0.415	0.11%
17	MC	266484	0.47	0.352	0.21%
18	MC	266669	0.70	0.484	0.14%
19	MC	266164	0.55	0.435	0.33%
20	MC	266390	0.77	0.434	0.24%
21	MC	266549	0.82	0.489	0.18%
22	MC	266325	0.53	0.496	0.27%
23	MC	265677	0.46	0.419	0.51%
24	MC	266589	0.70	0.227	0.17%
25	MC	266577	0.76	0.477	0.17%
26	MC	266318	0.60	0.489	0.27%
27	MC	266422	0.59	0.486	0.23%
28	MC	266390	0.48	0.470	0.24%
29	MC	266185	0.70	0.428	0.32%
30	MC	266239	0.38	0.351	0.30%
31	MC	266236	0.48	0.424	0.30%
32	MC	266057	0.51	0.365	0.37%
33	MC	265970	0.49	0.550	0.40%
34	MC	265777	0.54	0.380	0.47%
35	MC	265495	0.46	0.452	0.58%
Item Sequence Numbers 36–53 are field test items					
36	MC	6509	0.59	0.180	0.21%
37	MC	6512	0.54	0.296	0.17%
38	MC	6517	0.67	0.314	0.09%
39	MC	6517	0.64	0.350	0.09%

continues . . .

Item Analysis for Annual Assessment Data
Reading, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
40	MC	6515	0.32	0.006	0.11%
41	MC	12372	0.70	0.372	0.27%
42	MC	12387	0.82	0.372	0.15%
43	MC	12385	0.57	0.384	0.17%
44	MC	12390	0.67	0.332	0.13%
45	MC	12364	0.32	0.084	0.34%
46	MC	6156	0.25	0.003	0.32%
47	MC	6155	0.43	0.262	0.34%
48	MC	6146	0.44	0.337	0.47%
49	MC	6142	0.62	0.374	0.50%
50	MC	10023	0.69	0.364	0.39%
51	MC	10019	0.61	0.227	0.41%
52	MC	10006	0.37	0.278	0.56%
53	MC	10012	0.61	0.232	0.50%

MC = Multiple-choice

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Writing, Grade Span K–2: Grade 2 Only

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	165098	0.47	0.386	0.45%
2	MC	164269	0.70	0.589	0.95%
3	MC	164436	0.64	0.355	0.85%
4	MC	163658	0.72	0.456	1.31%
5	MC	164666	0.74	0.433	0.71%
6	MC	163716	0.52	0.433	1.28%
7	MC	162591	0.55	0.332	1.96%
8	MC	162034	0.40	0.388	2.29%
9	MC	164089	0.63	0.516	1.05%
10	MC	161668	0.66	0.498	2.51%
11	MC	163511	0.79	0.498	1.40%
12	MC	163004	0.63	0.523	1.71%
13	MC	164510	0.61	0.517	0.80%
14	MC	163330	0.61	0.295	1.51%
15	MC	162297	0.53	0.274	2.13%
16	MC	162022	0.69	0.523	2.30%
17	MC	163535	0.64	0.398	1.39%
18	MC	163256	0.71	0.413	1.56%
19	MC	163311	0.64	0.501	1.52%
Item Sequence Numbers 20–24 are operational CR items					
Item Sequence Numbers 25–42 are field test items					
25	MC	11443	0.53	0.169	1.55%
26	MC	11422	0.45	0.176	1.74%
27	MC	11419	0.46	0.336	1.79%
Item Sequence Numbers 28, 32, 36, and 40–42 are field test CR items					
29	MC	17294	0.48	0.187	1.36%
30	MC	17226	0.75	0.393	1.75%
31	MC	17218	0.55	0.444	1.81%
33	MC	12376	0.22	0.143	1.58%
34	MC	12296	0.46	0.137	2.23%
35	MC	12312	0.41	0.200	2.10%
37	MC	20323	0.49	0.309	1.29%
38	MC	20272	0.50	0.333	1.55%
39	MC	20252	0.55	0.356	1.65%

MC = Multiple-choice

CR = Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Writing, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	412372	0.79	0.527	0.14%
2	MC	411945	0.81	0.471	0.24%
3	MC	411841	0.84	0.528	0.26%
4	MC	412342	0.82	0.536	0.14%
5	MC	412208	0.89	0.476	0.18%
6	MC	411786	0.87	0.578	0.28%
7	MC	411068	0.86	0.502	0.45%
8	MC	412205	0.88	0.408	0.18%
9	MC	412004	0.58	0.455	0.23%
10	MC	411586	0.84	0.503	0.33%
11	MC	410926	0.80	0.543	0.49%
12	MC	411855	0.67	0.429	0.26%
13	MC	411686	0.67	0.395	0.30%
14	MC	411014	0.49	0.324	0.47%
15	MC	410566	0.61	0.431	0.57%
16	MC	411701	0.58	0.440	0.30%
17	MC	410437	0.82	0.514	0.60%
18	MC	410066	0.36	0.282	0.69%
19	MC	409918	0.66	0.492	0.73%
Item Sequence Numbers 20–24 are operational CR items Item Sequence Numbers 25–41 are field test items					
25	MC	32522	0.66	0.328	0.47%
26	MC	32467	0.43	0.085	0.63%
27	MC	32439	0.36	0.113	0.75%
Item Sequence Numbers 28, 32, 36, and 40–41 are field test CR items					
29	MC	40487	0.73	0.352	0.34%
30	MC	40409	0.54	0.341	0.52%
31	MC	40354	0.60	0.346	0.67%
33	MC	37498	0.72	0.331	0.43%
34	MC	37476	0.60	0.298	0.50%
35	MC	37398	0.55	0.270	0.71%
37	MC	45352	0.78	0.473	0.36%
38	MC	45280	0.50	0.142	0.53%
39	MC	45261	0.45	0.143	0.57%

MC = Multiple-choice

CR = Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Writing, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	286338	0.75	0.513	0.16%
2	MC	286374	0.68	0.428	0.15%
3	MC	286303	0.90	0.497	0.17%
4	MC	286465	0.87	0.545	0.11%
5	MC	286419	0.67	0.454	0.13%
6	MC	286208	0.75	0.555	0.20%
7	MC	285709	0.89	0.585	0.38%
8	MC	286382	0.87	0.527	0.14%
9	MC	286389	0.60	0.318	0.14%
10	MC	286212	0.65	0.365	0.20%
11	MC	285819	0.74	0.421	0.34%
12	MC	286329	0.85	0.564	0.16%
13	MC	286282	0.57	0.377	0.18%
14	MC	286151	0.60	0.424	0.22%
15	MC	286033	0.66	0.471	0.26%
16	MC	286236	0.68	0.400	0.19%
17	MC	285929	0.49	0.242	0.30%
18	MC	285815	0.61	0.430	0.34%
19	MC	285717	0.76	0.483	0.37%
Item Sequence Numbers 20–24 are operational CR items Item Sequence Numbers 25–42 are field test items					
25	MC	20526	0.31	-0.015	0.30%
26	MC	20521	0.69	0.377	0.31%
27	MC	20505	0.76	0.323	0.39%
Item Sequence Numbers 28, 32, 36, and 40–42 are field test CR items					
29	MC	31393	0.25	-0.036	0.21%
30	MC	31382	0.30	0.096	0.24%
31	MC	31349	0.61	0.278	0.35%
33	MC	28298	0.72	0.366	0.35%
34	MC	28289	0.79	0.353	0.38%
35	MC	28281	0.36	0.098	0.41%
37	MC	29978	0.61	0.219	0.28%
38	MC	29965	0.16	-0.052	0.33%
39	MC	29960	0.66	0.271	0.34%

MC = Multiple-choice

CR = Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Writing, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	266311	0.76	0.546	0.17%
2	MC	266055	0.71	0.502	0.27%
3	MC	265949	0.74	0.585	0.31%
4	MC	266339	0.85	0.579	0.16%
5	MC	266222	0.78	0.527	0.20%
6	MC	266168	0.80	0.575	0.22%
7	MC	265434	0.78	0.502	0.50%
8	MC	266276	0.85	0.565	0.18%
9	MC	266273	0.87	0.625	0.18%
10	MC	266096	0.69	0.471	0.25%
11	MC	265353	0.73	0.391	0.53%
12	MC	266245	0.68	0.479	0.19%
13	MC	266241	0.84	0.516	0.20%
14	MC	266006	0.85	0.515	0.28%
15	MC	265416	0.80	0.512	0.51%
16	MC	266022	0.70	0.509	0.28%
17	MC	265955	0.77	0.375	0.30%
18	MC	265819	0.74	0.363	0.35%
19	MC	265769	0.92	0.510	0.37%
Item Sequence Numbers 20–24 are operational CR items Item Sequence Numbers 25–42 are field test items					
25	MC	15040	0.68	0.352	0.20%
26	MC	15027	0.55	0.299	0.29%
27	MC	14996	0.79	0.185	0.50%
Item Sequence Numbers 28, 32, 36, and 40–42 are field test CR items					
29	MC	24764	0.43	0.207	0.33%
30	MC	24758	0.59	0.306	0.35%
31	MC	24732	0.37	0.009	0.47%
33	MC	24190	0.75	0.356	0.37%
34	MC	24170	0.49	0.237	0.45%
35	MC	24146	0.47	0.056	0.55%
37	MC	23871	0.66	0.407	0.29%
38	MC	23870	0.91	0.395	0.30%
39	MC	23846	0.62	0.188	0.38%

MC = Multiple-choice

CR = Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Writing, Constructed-Response Items

Grade Span	Item Sequence Number*	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 Percent of Max.	Stand. Dev.
K-2	20	164357	18.02%	16.77%	46.19%	19.02%		0.73	1.68	0.56	0.56
K-2	21	163703	21.58%	27.19%	44.89%	6.34%		0.73	1.38	0.46	0.51
K-2	22	163324	37.56%	15.61%	40.05%	6.77%		0.66	1.18	0.39	0.58
K-2	23	162584	30.13%	11.55%	51.06%	7.27%		0.70	1.38	0.46	0.57
K-2	24	163524	20.91%	26.31%	30.94%	21.17%	0.67%	0.76	1.57	0.39	0.53
K-2	28	3127	30.80%	14.21%	50.96%	4.03%		0.53	1.36	0.45	0.92
K-2	32	3066	26.78%	17.84%	51.74%	3.64%		0.56	1.39	0.46	0.88
K-2	36	3052	34.97%	14.28%	45.00%	5.74%		0.56	1.31	0.44	0.97
K-2	40	3144	30.11%	21.32%	43.41%	5.16%		0.60	1.32	0.44	0.91
K-2	41	3075	18.93%	25.23%	31.60%	21.70%	2.54%	0.67	1.76	0.44	1.03
K-2	42	2965	23.79%	20.01%	31.40%	23.52%	1.28%	0.57	1.75	0.44	1.05
3-5	20	410874	7.62%	9.67%	73.77%	8.95%		0.64	1.85	0.62	0.39
3-5	21	410185	10.40%	12.35%	63.19%	14.06%		0.70	1.82	0.61	0.46
3-5	22	409705	6.64%	12.54%	40.17%	40.64%		0.68	2.17	0.72	0.50
3-5	23	408967	9.64%	9.36%	63.30%	17.70%		0.68	1.91	0.64	0.45
3-5	24	406532	9.37%	15.31%	40.68%	33.18%	1.45%	0.69	2.05	0.51	0.47
3-5	28****										
3-5	32	6102	25.88%	17.71%	48.87%	7.54%		0.44	1.48	0.49	0.91
3-5	36	2962	38.46%	20.12%	38.12%	3.31%		0.45	1.17	0.39	0.93
3-5	40	2993	9.85%	7.98%	39.43%	37.94%	4.81%	0.64	2.28	0.57	0.93
3-5	41	3134	14.03%	9.98%	36.09%	35.68%	4.23%	0.63	2.21	0.55	0.97
6-8	20	285824	3.80%	9.68%	44.24%	42.28%		0.64	2.26	0.75	0.44
6-8	21	285596	5.22%	14.17%	47.94%	32.68%		0.63	2.09	0.70	0.47
6-8	22	285545	3.02%	5.27%	50.77%	40.94%		0.59	2.31	0.77	0.40
6-8	23	285120	5.06%	5.46%	70.08%	19.40%		0.60	2.05	0.68	0.38
6-8	24	283772	3.63%	5.02%	30.14%	59.29%	1.93%	0.61	2.54	0.63	0.37
6-8	28	3085	16.03%	6.99%	59.26%	17.72%		0.48	1.89	0.63	0.84

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Item Analysis for Annual Assessment Data
Writing, Constructed-Response Items

Grade Span	Item Sequence Number*	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 Percent of Max.	Stand. Dev.
6–8	32****										
6–8	36****										
6–8	40	3239	11.58%	6.07%	66.81%	15.54%		0.47	1.91	0.64	0.76
6–8	41	3174	6.47%	9.32%	36.42%	39.24%	8.55%	0.60	2.41	0.60	0.92
6–8	42	3173	7.01%	5.66%	35.59%	43.89%	7.85%	0.57	2.51	0.63	0.83
9–12	20	265347	6.53%	7.49%	57.50%	28.48%		0.53	2.09	0.70	0.45
9–12	21	265314	3.08%	7.89%	51.98%	37.05%		0.58	2.24	0.75	0.41
9–12	22	265087	3.34%	13.33%	51.18%	32.15%		0.58	2.13	0.71	0.43
9–12	23	263964	5.26%	9.98%	66.16%	18.60%		0.53	2.00	0.67	0.39
9–12	24	262179	4.00%	7.37%	37.56%	49.69%	1.39%	0.64	2.41	0.60	0.37
9–12	28	3185	8.55%	6.10%	53.83%	31.51%		0.52	2.13	0.71	0.79
9–12	32	3153	16.51%	12.39%	51.85%	19.25%		0.49	1.79	0.60	0.92
9–12	36	3164	9.10%	13.91%	49.48%	27.51%		0.47	2.02	0.67	0.82
9–12	40	3225	13.76%	10.63%	57.08%	18.54%		0.56	1.87	0.62	0.84
9–12	41	2872	7.93%	7.36%	35.50%	44.29%	4.93%	0.57	2.41	0.60	0.85
9–12	42	3092	9.64%	3.86%	29.89%	49.17%	7.44%	0.49	2.59	0.65	0.82

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**For the 2007–08 Edition (Form G) data, all omits and blanks were treated as condition codes and given a Score Point of zero.

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

**** *Writing Sentences* item. Suppressed for poor usability prior to handscoring.

Item Analysis for Initial Identification Data
Listening, Grade Span K–2

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	224775	0.81	0.457	6.84%
2	MC	224356	0.63	0.468	7.01%
3	MC	224142	0.67	0.461	7.10%
4	MC	223889	0.46	0.374	7.20%
5	MC	223387	0.47	0.370	7.41%
6	MC	213911	0.42	0.268	11.30%
7	MC	215631	0.39	0.347	10.60%
8	MC	222118	0.67	0.515	7.94%
9	MC	221516	0.62	0.516	8.19%
10	MC	221431	0.58	0.558	8.22%
11	DCR	240637	0.76	0.614	0.27%
12	DCR	240567	0.45	0.655	0.30%
13	DCR	239753	0.45	0.588	0.63%
14	DCR	206177	0.63	0.604	14.50%
15	DCR	205748	0.56	0.642	14.70%
16	DCR	204824	0.14	0.509	15.10%
17	DCR	204694	0.16	0.530	15.10%
18	DCR	203767	0.48	0.604	15.50%
19	DCR	238536	0.19	0.549	1.13%
20	DCR	238389	0.17	0.559	1.19%

MC = Multiple-choice

DCR = Dichotomous Constructed-Response

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Listening, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	32878	0.81	0.508	0.96%
2	MC	33055	0.80	0.488	0.42%
3	MC	33018	0.82	0.620	0.53%
4	MC	33057	0.80	0.513	0.42%
5	MC	32961	0.81	0.522	0.70%
6	MC	32949	0.77	0.488	0.74%
7	MC	33021	0.77	0.509	0.52%
8	MC	32965	0.81	0.476	0.69%
9	MC	32825	0.74	0.521	1.11%
10	MC	32918	0.75	0.604	0.83%
11	MC	32938	0.70	0.523	0.77%
12	MC	32872	0.65	0.466	0.97%
13	MC	32891	0.75	0.483	0.92%
14	MC	32838	0.73	0.528	1.07%
15	MC	32821	0.69	0.496	1.12%
16	MC	32819	0.68	0.549	1.13%
17	MC	32719	0.55	0.463	1.43%
18	MC	32677	0.67	0.508	1.56%
19	MC	32599	0.64	0.415	1.79%
20	MC	32482	0.46	0.388	2.14%

MC = Multiple-choice

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Listening, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	29479	0.77	0.562	1.03%
2	MC	29662	0.82	0.534	0.42%
3	MC	29675	0.86	0.576	0.38%
4	MC	29610	0.85	0.508	0.60%
5	MC	29562	0.72	0.570	0.76%
6	MC	29567	0.73	0.579	0.74%
7	MC	29655	0.80	0.668	0.45%
8	MC	29650	0.82	0.563	0.46%
9	MC	29642	0.92	0.478	0.49%
10	MC	29657	0.84	0.555	0.44%
11	MC	29530	0.87	0.616	0.87%
12	MC	29538	0.81	0.685	0.84%
13	MC	29517	0.77	0.553	0.91%
14	MC	29512	0.79	0.666	0.93%
15	MC	29482	0.88	0.593	1.02%
16	MC	29500	0.67	0.505	0.97%
17	MC	29468	0.69	0.443	1.07%
18	MC	29391	0.62	0.484	1.33%
19	MC	29391	0.69	0.484	1.33%
20	MC	29338	0.63	0.367	1.51%

MC = Multiple-choice

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Listening, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	44097	0.88	0.465	1.12%
2	MC	44228	0.62	0.578	0.83%
3	MC	44239	0.77	0.589	0.81%
4	MC	44147	0.82	0.570	1.01%
5	MC	44282	0.77	0.548	0.71%
6	MC	43971	0.62	0.486	1.41%
7	MC	44353	0.75	0.553	0.55%
8	MC	44395	0.77	0.613	0.46%
9	MC	44405	0.85	0.651	0.44%
10	MC	44400	0.85	0.508	0.45%
11	MC	44279	0.90	0.541	0.72%
12	MC	44262	0.85	0.587	0.76%
13	MC	44248	0.87	0.608	0.79%
14	MC	44213	0.64	0.336	0.87%
15	MC	44159	0.68	0.321	0.99%
16	MC	44215	0.86	0.582	0.86%
17	MC	44251	0.85	0.555	0.78%
18	MC	43993	0.66	0.458	1.36%
19	MC	43879	0.65	0.372	1.61%
20	MC	43902	0.55	0.299	1.56%

MC = Multiple-choice

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Speaking, Grade Span K–2

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	DCR	241005	0.56	0.715	0.18%
2	DCR	241167	0.49	0.712	0.11%
3	DCR	240713	0.34	0.664	0.30%
4	DCR	186503	0.72	0.506	22.70%
5	DCR	186338	0.71	0.576	22.80%
6	DCR	184656	0.47	0.540	23.50%
7	DCR	184607	0.55	0.607	23.50%
8	DCR	184317	0.34	0.512	23.60%
9	DCR	184418	0.80	0.548	23.60%
10	DCR	184339	0.51	0.628	23.60%
11	DCR	184439	0.92	0.407	23.60%
12	DCR	184380	0.44	0.544	23.60%
13	DCR	184369	0.06	0.277	23.60%
14	DCR	184929	0.79	0.578	23.40%
15	DCR	185814	0.62	0.556	23.00%
Item Sequence Numbers 16-20 are operational CR items					

DCR = Dichotomous Constructed-Response

CR = Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Speaking, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	DCR	37406	0.56	0.747	0.11%
2	DCR	37412	0.71	0.839	0.09%
3	DCR	37384	0.58	0.770	0.17%
4	DCR	30541	0.81	0.641	18.40%
5	DCR	30477	0.81	0.655	18.60%
6	DCR	30297	0.83	0.690	19.00%
7	DCR	30255	0.70	0.640	19.20%
8	DCR	30248	0.84	0.670	19.20%
9	DCR	30218	0.64	0.545	19.30%
10	DCR	30200	0.66	0.623	19.30%
11	DCR	30146	0.63	0.516	19.40%
12	DCR	30129	0.85	0.664	19.50%
13	DCR	30317	0.21	0.374	19.00%
Item Sequence Numbers 14-20 are operational CR items					

DCR = Dichotomous Constructed-Response

CR = Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Speaking, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	DCR	33276	0.55	0.697	0.18%
2	DCR	33280	0.67	0.829	0.17%
3	DCR	32627	0.71	0.836	2.13%
4	DCR	27942	0.38	0.479	16.10%
5	DCR	27978	0.70	0.708	16.00%
6	DCR	27806	0.72	0.650	16.50%
7	DCR	27906	0.75	0.751	16.20%
8	DCR	27875	0.75	0.630	16.30%
9	DCR	27848	0.76	0.767	16.40%
10	DCR	27788	0.55	0.623	16.60%
11	DCR	27749	0.62	0.704	16.70%
12	DCR	27757	0.72	0.675	16.70%
13	DCR	27718	0.24	0.428	16.80%
Item Sequence Numbers 14-20 are operational CR items					

DCR = Dichotomous Constructed-Response

CR = Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Speaking, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	DCR	48772	0.61	0.771	0.17%
2	DCR	48779	0.64	0.794	0.15%
3	DCR	48684	0.60	0.799	0.35%
4	DCR	42111	0.77	0.735	13.80%
5	DCR	41909	0.64	0.692	14.20%
6	DCR	41470	0.52	0.539	15.10%
7	DCR	41397	0.52	0.613	15.20%
8	DCR	41298	0.58	0.629	15.40%
9	DCR	41166	0.24	0.404	15.70%
10	DCR	41446	0.44	0.506	15.10%
11	DCR	41443	0.58	0.558	15.10%
12	DCR	41409	0.48	0.512	15.20%
13	DCR	41351	0.45	0.557	15.30%
Item Sequence Numbers 14-20 are operational CR items					

DCR = Dichotomous Constructed-Response

CR = Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Speaking, Constructed-Response Items

Grade Span	Item Sequence Number*	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 Percent of Max.	Stand. Dev.
K–2	16	239892	55.05%	19.01%	25.94%			0.77	0.71	0.36	0.60
K–2	17	239174	61.46%	15.36%	23.18%			0.74	0.62	0.31	0.59
K–2	18	240213	43.15%	34.80%	22.06%			0.81	0.79	0.40	0.55
K–2	19	239914	43.63%	35.20%	21.17%			0.81	0.78	0.39	0.55
K–2	20	239441	39.47%	23.38%	19.83%	13.77%	3.56%	0.83	1.20	0.30	0.60
3–5	14	37251	39.38%	15.52%	45.10%			0.85	1.06	0.53	0.65
3–5	15	37206	37.82%	13.43%	48.75%			0.85	1.12	0.56	0.65
3–5	16	29463	47.19%	22.57%	30.24%			0.71	1.06	0.53	0.60
3–5	17	29375	35.76%	10.96%	53.28%			0.80	1.50	0.75	0.55
3–5	18	37121	26.76%	16.07%	57.17%			0.89	1.32	0.66	0.61
3–5	19	36991	30.89%	20.36%	48.75%			0.88	1.19	0.60	0.62
3–5	20	37005	24.96%	5.97%	14.28%	33.48%	21.32%	0.92	2.23	0.56	0.74
6–8	14	33104	42.46%	18.56%	38.98%			0.83	0.97	0.49	0.64
6–8	15	33065	37.43%	19.47%	43.11%			0.85	1.07	0.53	0.63
6–8	16	26382	36.56%	14.24%	49.20%			0.80	1.42	0.71	0.57
6–8	17	26306	35.16%	7.89%	56.96%			0.83	1.54	0.77	0.55
6–8	18	32999	27.63%	15.97%	56.40%			0.91	1.30	0.65	0.61
6–8	19	32940	28.09%	14.74%	57.17%			0.91	1.31	0.65	0.62
6–8	20	32810	25.62%	5.99%	14.31%	31.52%	22.55%	0.92	2.23	0.56	0.75
9–12	14	48391	33.75%	19.62%	46.63%			0.86	1.14	0.57	0.63
9–12	15	48348	36.50%	22.37%	41.13%			0.83	1.06	0.53	0.62
9–12	16	40368	34.24%	15.17%	50.59%			0.80	1.41	0.70	0.57
9–12	17	40333	33.37%	20.30%	46.33%			0.80	1.37	0.68	0.56
9–12	18	48306	26.53%	13.09%	60.38%			0.88	1.35	0.68	0.61
9–12	19	48174	28.51%	13.50%	57.99%			0.88	1.31	0.66	0.62
9–12	20	48018	21.66%	6.56%	13.58%	30.70%	27.50%	0.91	2.40	0.60	0.73

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**For the 2007–08 Edition (Form G) data, all omits and blanks were treated as condition codes and given a Score Point of zero.

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

Item Analysis for Initial Identification Data
Reading, Grade Span K–2: Grade 2 Only

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	12963	0.69	0.423	0.63%
2	MC	12913	0.64	0.419	1.01%
3	MC	12755	0.68	0.360	2.22%
4	MC	12927	0.55	0.483	0.90%
5	MC	12885	0.58	0.510	1.22%
6	MC	12770	0.55	0.525	2.10%
7	MC	12706	0.55	0.425	2.59%
8	MC	12860	0.28	0.296	1.41%
9	MC	12749	0.26	0.292	2.26%
10	MC	12788	0.42	0.380	1.97%
11	MC	12823	0.66	0.491	1.70%
12	MC	12794	0.58	0.508	1.92%
13	MC	12841	0.82	0.442	1.56%
14	MC	12805	0.52	0.494	1.84%
15	MC	12814	0.56	0.522	1.77%
16	MC	12810	0.39	0.372	1.80%
17	MC	12815	0.63	0.538	1.76%
18	MC	12688	0.36	0.414	2.73%
19	MC	12694	0.67	0.559	2.69%
20	MC	12798	0.48	0.533	1.89%
21	MC	12761	0.37	0.476	2.17%
22	MC	12724	0.69	0.549	2.46%
23	MC	12712	0.66	0.506	2.55%
24	MC	12747	0.62	0.515	2.28%
25	MC	12586	0.46	0.405	3.51%
26	MC	12517	0.53	0.526	4.04%
27	MC	12720	0.47	0.369	2.49%
28	MC	12528	0.57	0.580	3.96%
29	MC	12707	0.66	0.498	2.59%
30	MC	12656	0.53	0.546	2.98%
31	MC	12620	0.34	0.341	3.25%
32	MC	12645	0.52	0.567	3.06%
33	MC	12588	0.54	0.477	3.50%
34	MC	11683	0.50	0.486	10.40%
35	MC	12410	0.45	0.349	4.86%

MC = Multiple-choice

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Reading, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	32260	0.58	0.560	0.39%
2	MC	32240	0.47	0.548	0.45%
3	MC	32279	0.64	0.346	0.33%
4	MC	32269	0.59	0.568	0.36%
5	MC	32190	0.65	0.424	0.61%
6	MC	32159	0.54	0.520	0.70%
7	MC	32176	0.60	0.577	0.65%
8	MC	32110	0.60	0.559	0.86%
9	MC	32066	0.57	0.525	0.99%
10	MC	32153	0.53	0.496	0.72%
11	MC	32138	0.59	0.510	0.77%
12	MC	32152	0.61	0.557	0.73%
13	MC	32078	0.44	0.350	0.95%
14	MC	32124	0.57	0.572	0.81%
15	MC	32099	0.49	0.544	0.89%
16	MC	32053	0.57	0.514	1.03%
17	MC	32037	0.62	0.638	1.08%
18	MC	32065	0.62	0.648	0.99%
19	MC	32008	0.68	0.607	1.17%
20	MC	31978	0.68	0.640	1.26%
21	MC	31915	0.46	0.424	1.45%
22	MC	31969	0.44	0.535	1.29%
23	MC	31958	0.51	0.526	1.32%
24	MC	31960	0.61	0.402	1.31%
25	MC	31920	0.53	0.498	1.44%
26	MC	31954	0.49	0.307	1.33%
27	MC	31927	0.73	0.576	1.42%
28	MC	31816	0.61	0.431	1.76%
29	MC	31864	0.48	0.422	1.61%
30	MC	31812	0.42	0.444	1.77%
31	MC	31793	0.54	0.497	1.83%
32	MC	31753	0.37	0.453	1.95%
33	MC	31731	0.52	0.410	2.02%
34	MC	31732	0.73	0.542	2.02%
35	MC	31694	0.61	0.492	2.14%

MC = Multiple-choice

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Reading, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	29259	0.83	0.529	0.20%
2	MC	29242	0.63	0.586	0.26%
3	MC	29250	0.53	0.640	0.23%
4	MC	29221	0.59	0.501	0.33%
5	MC	29207	0.50	0.500	0.38%
6	MC	29134	0.74	0.614	0.63%
7	MC	29151	0.82	0.512	0.57%
8	MC	29123	0.64	0.669	0.67%
9	MC	29113	0.68	0.562	0.70%
10	MC	29190	0.52	0.418	0.44%
11	MC	29066	0.47	0.548	0.86%
12	MC	29105	0.77	0.564	0.73%
13	MC	29086	0.71	0.610	0.79%
14	MC	29115	0.81	0.604	0.69%
15	MC	29096	0.68	0.594	0.76%
16	MC	29037	0.47	0.324	0.96%
17	MC	29086	0.77	0.622	0.79%
18	MC	29070	0.53	0.546	0.85%
19	MC	29052	0.50	0.465	0.91%
20	MC	29101	0.61	0.474	0.74%
21	MC	29003	0.58	0.603	1.07%
22	MC	29064	0.50	0.494	0.87%
23	MC	28980	0.62	0.568	1.15%
24	MC	29046	0.61	0.535	0.93%
25	MC	29012	0.63	0.581	1.04%
26	MC	28960	0.56	0.571	1.22%
27	MC	29002	0.61	0.629	1.07%
28	MC	29010	0.72	0.595	1.05%
29	MC	28962	0.66	0.602	1.21%
30	MC	28973	0.40	0.396	1.17%
31	MC	28948	0.57	0.476	1.26%
32	MC	28910	0.41	0.327	1.39%
33	MC	28865	0.47	0.513	1.54%
34	MC	28831	0.46	0.404	1.66%
35	MC	28863	0.53	0.457	1.55%

MC = Multiple-choice

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Reading, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	43993	0.72	0.519	0.34%
2	MC	43900	0.78	0.554	0.55%
3	MC	43925	0.66	0.524	0.50%
4	MC	44019	0.57	0.509	0.28%
5	MC	43975	0.87	0.472	0.38%
6	MC	43985	0.87	0.413	0.36%
7	MC	43859	0.70	0.449	0.65%
8	MC	43918	0.85	0.455	0.51%
9	MC	43824	0.60	0.446	0.72%
10	MC	43845	0.62	0.547	0.68%
11	MC	43803	0.53	0.406	0.77%
12	MC	43751	0.73	0.539	0.89%
13	MC	43641	0.37	0.384	1.13%
14	MC	43715	0.59	0.503	0.97%
15	MC	43688	0.53	0.466	1.03%
16	MC	43811	0.61	0.434	0.75%
17	MC	43797	0.53	0.405	0.79%
18	MC	43895	0.69	0.526	0.56%
19	MC	43552	0.55	0.478	1.34%
20	MC	43787	0.74	0.459	0.81%
21	MC	43852	0.75	0.594	0.66%
22	MC	43653	0.54	0.545	1.11%
23	MC	43656	0.51	0.454	1.10%
24	MC	43739	0.71	0.235	0.92%
25	MC	43697	0.75	0.524	1.01%
26	MC	43611	0.63	0.575	1.20%
27	MC	43634	0.62	0.561	1.15%
28	MC	43595	0.50	0.556	1.24%
29	MC	43588	0.68	0.509	1.26%
30	MC	43534	0.42	0.437	1.38%
31	MC	43544	0.54	0.511	1.35%
32	MC	43491	0.55	0.433	1.47%
33	MC	43562	0.54	0.633	1.31%
34	MC	43425	0.53	0.439	1.62%
35	MC	43429	0.50	0.546	1.62%

MC = Multiple-choice

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**Item Analysis for Initial Identification Data
Writing, Grade Span K–2: Grade 2 Only**

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	12833	0.49	0.425	0.63%
2	MC	12752	0.67	0.629	1.25%
3	MC	12763	0.63	0.399	1.16%
4	MC	12731	0.70	0.512	1.41%
5	MC	12793	0.71	0.494	0.94%
6	MC	12744	0.54	0.479	1.31%
7	MC	12624	0.54	0.396	2.24%
8	MC	12580	0.42	0.397	2.58%
9	MC	12738	0.61	0.534	1.36%
10	MC	12565	0.64	0.541	2.70%
11	MC	12699	0.75	0.527	1.66%
12	MC	12693	0.61	0.550	1.71%
13	MC	12774	0.58	0.538	1.08%
14	MC	12681	0.62	0.357	1.80%
15	MC	12586	0.56	0.345	2.54%
16	MC	12587	0.66	0.564	2.53%
17	MC	12686	0.63	0.450	1.76%
18	MC	12662	0.70	0.473	1.95%
19	MC	12683	0.64	0.548	1.78%
Item Sequence Numbers 20-24 are operational CR items					

MC = Multiple-choice

CR = Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Writing, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	32121	0.73	0.579	0.28%
2	MC	32085	0.76	0.534	0.39%
3	MC	32064	0.75	0.586	0.45%
4	MC	32100	0.75	0.601	0.34%
5	MC	32107	0.82	0.533	0.32%
6	MC	32041	0.78	0.656	0.52%
7	MC	31992	0.79	0.608	0.68%
8	MC	32074	0.84	0.454	0.42%
9	MC	32034	0.59	0.482	0.55%
10	MC	32026	0.76	0.576	0.57%
11	MC	31931	0.72	0.589	0.87%
12	MC	32019	0.65	0.501	0.59%
13	MC	32001	0.64	0.438	0.65%
14	MC	31965	0.47	0.359	0.76%
15	MC	31933	0.57	0.448	0.86%
16	MC	32018	0.57	0.481	0.60%
17	MC	31904	0.78	0.561	0.95%
18	MC	31874	0.39	0.311	1.04%
19	MC	31870	0.61	0.564	1.05%
Item Sequence Numbers 20-24 are operational CR items					

MC = Multiple-choice

CR = Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Writing, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	29304	0.67	0.624	0.36%
2	MC	29328	0.69	0.493	0.28%
3	MC	29315	0.80	0.639	0.33%
4	MC	29334	0.74	0.666	0.26%
5	MC	29273	0.63	0.531	0.47%
6	MC	29239	0.69	0.646	0.58%
7	MC	29187	0.77	0.691	0.76%
8	MC	29290	0.78	0.656	0.41%
9	MC	29294	0.60	0.394	0.40%
10	MC	29228	0.65	0.480	0.62%
11	MC	29208	0.74	0.479	0.69%
12	MC	29262	0.77	0.680	0.51%
13	MC	29251	0.56	0.438	0.54%
14	MC	29196	0.59	0.480	0.73%
15	MC	29188	0.63	0.580	0.76%
16	MC	29230	0.66	0.470	0.62%
17	MC	29177	0.57	0.204	0.80%
18	MC	29112	0.62	0.513	1.01%
19	MC	29163	0.70	0.554	0.84%
Item Sequence Numbers 20-24 are operational CR items					

MC = Multiple-choice

CR = Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Writing, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	44021	0.71	0.549	0.36%
2	MC	43967	0.67	0.588	0.48%
3	MC	43936	0.68	0.665	0.55%
4	MC	44024	0.77	0.626	0.35%
5	MC	43950	0.75	0.599	0.52%
6	MC	43989	0.74	0.654	0.43%
7	MC	43732	0.74	0.619	1.01%
8	MC	43980	0.80	0.643	0.45%
9	MC	43905	0.78	0.677	0.62%
10	MC	43983	0.68	0.579	0.44%
11	MC	43851	0.68	0.497	0.74%
12	MC	43988	0.64	0.573	0.43%
13	MC	43975	0.80	0.554	0.46%
14	MC	43962	0.80	0.553	0.49%
15	MC	43818	0.76	0.586	0.81%
16	MC	43856	0.67	0.580	0.73%
17	MC	43899	0.73	0.489	0.63%
18	MC	43788	0.71	0.490	0.88%
19	MC	43840	0.86	0.592	0.77%
Item Sequence Numbers 20-24 are operational CR items					

MC = Multiple-choice

CR = Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Writing, Constructed-Response Items

Grade Span		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 Percent of Max.	Stand. Dev.
K–2	20	12275	27.74%	13.44%	38.65%	20.17%		0.80	1.59	0.53	0.62
K–2	21	12061	30.77%	20.82%	39.48%	8.94%		0.79	1.36	0.45	0.56
K–2	22	12040	43.64%	12.73%	34.95%	8.68%		0.73	1.17	0.39	0.61
K–2	23	11967	37.41%	9.33%	45.13%	8.13%		0.75	1.34	0.45	0.59
K–2	24	12034	30.07%	22.72%	26.43%	19.00%	1.79%	0.80	1.50	0.37	0.56
3–5	20	30789	18.37%	9.70%	61.52%	10.41%		0.76	1.72	0.57	0.49
3–5	21	30567	20.66%	11.88%	51.77%	15.69%		0.80	1.71	0.57	0.54
3–5	22	30482	18.19%	11.72%	32.73%	37.36%		0.80	2.00	0.67	0.59
3–5	23	30413	20.16%	9.52%	52.48%	17.85%		0.78	1.78	0.59	0.54
3–5	24	29229	22.18%	13.99%	35.16%	26.46%	2.22%	0.77	1.90	0.48	0.53
6–8	20	28336	13.36%	10.06%	38.94%	37.64%		0.77	2.08	0.69	0.54
6–8	21	28137	15.14%	14.04%	38.12%	32.70%		0.79	1.97	0.66	0.56
6–8	22	28191	12.27%	7.41%	40.47%	39.85%		0.76	2.17	0.72	0.52
6–8	23	27887	16.54%	7.54%	53.87%	22.05%		0.78	1.91	0.64	0.51
6–8	24	26855	16.23%	6.10%	26.90%	47.05%	3.72%	0.78	2.36	0.59	0.49
9–12	20	42785	11.13%	9.21%	48.97%	30.69%		0.69	2.06	0.69	0.50
9–12	21	42695	9.20%	9.62%	45.62%	35.56%		0.71	2.15	0.72	0.48
9–12	22	42436	9.88%	13.67%	43.76%	32.69%		0.72	2.07	0.69	0.49
9–12	23	41755	13.11%	10.21%	55.21%	21.47%		0.67	1.96	0.65	0.47
9–12	24	40537	14.32%	8.12%	31.94%	42.45%	3.18%	0.77	2.31	0.58	0.46

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**For the 2007–08 Edition (Form G) data, all omits and blanks were treated as condition codes and given a Score Point of zero.

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

Appendix L 2007–08 Edition (Form G) Comparison of Annual Assessment versus Initial Identification Item Difficulty

2007–08 Edition (Form G) P-Value Comparison of Annual Assessment to Initial Identification Data Listening Grade Span K–2

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.94	0.81	0.12
2	0.85	0.63	0.22
3	0.89	0.67	0.22
4	0.63	0.46	0.17
5	0.71	0.47	0.24
6	0.51	0.42	0.09
7	0.55	0.39	0.16
8	0.86	0.67	0.19
9	0.85	0.62	0.23
10	0.84	0.58	0.26
11	0.96	0.76	0.20
12	0.78	0.45	0.33
13	0.73	0.45	0.28
14	0.86	0.63	0.23
15	0.87	0.56	0.31
16	0.33	0.14	0.19
17	0.35	0.16	0.19
18	0.86	0.48	0.37
19	0.56	0.19	0.37
20	0.56	0.17	0.39
		Sum	4.78
		Average	0.24

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2007–08 Edition (Form G) Item Map; please refer to the 2007–08 Edition (Form G) Item Map to determine the corresponding book number.

2007–08 Edition (Form G) P-Value Comparison of Annual Assessment to Initial Identification Data Listening Grade Span 3–5

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.87	0.81	0.07
2	0.86	0.80	0.06
3	0.90	0.82	0.08
4	0.86	0.80	0.06
5	0.89	0.81	0.08
6	0.82	0.77	0.04
7	0.82	0.77	0.05
8	0.87	0.81	0.06
9	0.79	0.74	0.05
10	0.82	0.75	0.07
11	0.74	0.70	0.04
12	0.69	0.65	0.04
13	0.81	0.75	0.05
14	0.79	0.73	0.05
15	0.71	0.69	0.02
16	0.73	0.68	0.05
17	0.56	0.55	0.01
18	0.71	0.67	0.04
19	0.65	0.64	0.00
20	0.44	0.46	-0.02
		Sum	0.91
		Average	0.05

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2007–08 Edition (Form G) Item Map; please refer to the 2007–08 Edition (Form G) Item Map to determine the corresponding book number.

2007–08 Edition (Form G) P-Value Comparison of Annual Assessment to Initial Identification Data Listening Grade Span 6–8

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.84	0.77	0.08
2	0.92	0.82	0.10
3	0.96	0.86	0.10
4	0.91	0.85	0.07
5	0.79	0.72	0.07
6	0.83	0.73	0.10
7	0.93	0.80	0.13
8	0.89	0.82	0.08
9	0.98	0.92	0.05
10	0.91	0.84	0.08
11	0.96	0.87	0.08
12	0.92	0.81	0.11
13	0.82	0.77	0.06
14	0.90	0.79	0.10
15	0.95	0.88	0.07
16	0.74	0.67	0.07
17	0.73	0.69	0.05
18	0.63	0.62	0.01
19	0.73	0.69	0.03
20	0.61	0.63	-0.02
		Sum	1.39
		Average	0.07

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2007–08 Edition (Form G) Item Map; please refer to the 2007–08 Edition (Form G) Item Map to determine the corresponding book number.

2007–08 Edition (Form G) P-Value Comparison of Annual Assessment to Initial Identification Data Listening Grade Span 9–12

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.94	0.88	0.06
2	0.66	0.62	0.04
3	0.85	0.77	0.08
4	0.91	0.82	0.09
5	0.85	0.77	0.07
6	0.66	0.62	0.03
7	0.79	0.75	0.04
8	0.86	0.77	0.09
9	0.95	0.85	0.09
10	0.90	0.85	0.05
11	0.96	0.90	0.06
12	0.92	0.85	0.07
13	0.94	0.87	0.08
14	0.62	0.64	-0.02
15	0.66	0.68	-0.02
16	0.93	0.86	0.07
17	0.89	0.85	0.05
18	0.67	0.66	0.01
19	0.65	0.65	0.00
20	0.53	0.55	-0.02
		Sum	0.91
		Average	0.05

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2007–08 Edition (Form G) Item Map; please refer to the 2007–08 Edition (Form G) Item Map to determine the corresponding book number.

2007–08 Edition (Form G) P-Value Comparison of Annual Assessment to Initial Identification Data Speaking Grade Span K–2

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.88	0.56	0.31
2	0.73	0.49	0.24
3	0.55	0.34	0.21
4	0.88	0.72	0.16
5	0.84	0.71	0.13
6	0.61	0.47	0.14
7	0.71	0.55	0.16
8	0.54	0.34	0.21
9	0.89	0.80	0.10
10	0.72	0.51	0.20
11	0.97	0.92	0.05
12	0.75	0.44	0.31
13	0.10	0.06	0.03
14	0.95	0.79	0.16
15	0.81	0.62	0.19
16	0.67	0.36	0.32
17	0.62	0.31	0.30
18	0.70	0.40	0.30
19	0.68	0.39	0.29
20	0.52	0.30	0.23
		Sum	4.04
		Average	0.20

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2007–08 Edition (Form G) Item Map; please refer to the 2007–08 Edition (Form G) Item Map to determine the corresponding book number.

2007–08 Edition (Form G) P-Value Comparison of Annual Assessment to Initial Identification Data Speaking Grade Span 3–5

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.72	0.56	0.17
2	0.94	0.71	0.23
3	0.79	0.58	0.21
4	0.88	0.81	0.07
5	0.88	0.81	0.07
6	0.93	0.83	0.10
7	0.77	0.70	0.07
8	0.93	0.84	0.09
9	0.70	0.64	0.06
10	0.71	0.66	0.05
11	0.65	0.63	0.03
12	0.93	0.85	0.08
13	0.18	0.21	-0.03
14	0.69	0.53	0.16
15	0.73	0.56	0.17
16	0.56	0.53	0.03
17	0.83	0.75	0.09
18	0.86	0.66	0.20
19	0.78	0.60	0.19
20	0.73	0.56	0.17
		Sum	2.20
		Average	0.11

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2007–08 Edition (Form G) Item Map; please refer to the 2007–08 Edition (Form G) Item Map to determine the corresponding book number.

2007–08 Edition (Form G) P-Value Comparison of Annual Assessment to Initial Identification Data Speaking Grade Span 6–8

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.69	0.55	0.15
2	0.91	0.67	0.24
3	0.94	0.71	0.22
4	0.36	0.38	-0.02
5	0.79	0.70	0.10
6	0.81	0.72	0.09
7	0.88	0.75	0.13
8	0.85	0.75	0.09
9	0.88	0.76	0.12
10	0.57	0.55	0.02
11	0.72	0.62	0.10
12	0.80	0.72	0.08
13	0.17	0.24	-0.07
14	0.62	0.49	0.13
15	0.71	0.53	0.17
16	0.80	0.71	0.08
17	0.90	0.77	0.13
18	0.86	0.65	0.21
19	0.86	0.65	0.21
20	0.73	0.56	0.17
		Sum	2.35
		Average	0.12

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2007–08 Edition (Form G) Item Map; please refer to the 2007–08 Edition (Form G) Item Map to determine the corresponding book number.

2007–08 Edition (Form G) P-Value Comparison of Annual Assessment to Initial Identification Data Speaking Grade Span 9–12

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.75	0.61	0.14
2	0.81	0.64	0.17
3	0.80	0.60	0.20
4	0.87	0.77	0.10
5	0.72	0.64	0.07
6	0.53	0.52	0.01
7	0.64	0.52	0.12
8	0.63	0.58	0.05
9	0.24	0.24	0.00
10	0.39	0.44	-0.05
11	0.64	0.58	0.06
12	0.47	0.48	-0.01
13	0.40	0.45	-0.05
14	0.72	0.57	0.15
15	0.65	0.53	0.12
16	0.79	0.70	0.08
17	0.74	0.68	0.06
18	0.86	0.68	0.18
19	0.82	0.66	0.17
20	0.73	0.60	0.13
		Sum	1.71
		Average	0.09

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2007–08 Edition (Form G) Item Map; please refer to the 2007–08 Edition (Form G) Item Map to determine the corresponding book number.

2007–08 Edition (Form G) P-Value Comparison of Annual Assessment to Initial Identification Data Reading Grade Span K–2

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.73	0.69	0.04
2	0.65	0.64	0.01
3	0.70	0.68	0.03
4	0.56	0.55	0.00
5	0.58	0.58	0.00
6	0.56	0.55	0.01
7	0.53	0.55	-0.02
8	0.24	0.28	-0.04
9	0.21	0.26	-0.05
10	0.37	0.42	-0.05
11	0.67	0.66	0.02
12	0.58	0.58	-0.01
13	0.85	0.82	0.03
14	0.50	0.52	-0.03
15	0.53	0.56	-0.03
16	0.38	0.39	-0.01
17	0.65	0.63	0.02
18	0.35	0.36	-0.01
19	0.65	0.67	-0.02
20	0.47	0.48	-0.01
21	0.33	0.37	-0.04
22	0.71	0.69	0.02
23	0.66	0.66	0.01
24	0.62	0.62	0.00
25	0.41	0.46	-0.05
26	0.52	0.53	-0.01
27	0.43	0.47	-0.04
28	0.56	0.57	-0.01
29	0.68	0.66	0.03
30	0.54	0.53	0.01
31	0.29	0.34	-0.06
32	0.49	0.52	-0.03
33	0.49	0.54	-0.05
34	0.48	0.50	-0.02
35	0.41	0.45	-0.04
		Sum	-0.39
		Average	-0.01

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2007–08 Edition (Form G) Item Map; please refer to the 2007–08 Edition (Form G) Item Map to determine the corresponding book number.

2007–08 Edition (Form G) P-Value Comparison of Annual Assessment to Initial Identification Data Reading Grade Span 3–5

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.61	0.58	0.03
2	0.49	0.47	0.02
3	0.63	0.64	-0.01
4	0.65	0.59	0.06
5	0.65	0.65	-0.01
6	0.57	0.54	0.04
7	0.61	0.60	0.01
8	0.62	0.60	0.02
9	0.63	0.57	0.06
10	0.59	0.53	0.06
11	0.60	0.59	0.01
12	0.66	0.61	0.06
13	0.46	0.44	0.01
14	0.61	0.57	0.05
15	0.49	0.49	0.01
16	0.58	0.57	0.01
17	0.66	0.62	0.04
18	0.66	0.62	0.04
19	0.74	0.68	0.06
20	0.75	0.68	0.07
21	0.46	0.46	0.00
22	0.43	0.44	-0.01
23	0.50	0.51	-0.01
24	0.59	0.61	-0.02
25	0.51	0.53	-0.03
26	0.50	0.49	0.01
27	0.80	0.73	0.07
28	0.64	0.61	0.04
29	0.49	0.48	0.01
30	0.40	0.42	-0.02
31	0.53	0.54	-0.01
32	0.33	0.37	-0.03
33	0.51	0.52	0.00
34	0.76	0.73	0.03
35	0.61	0.61	0.00
		Sum	0.67
		Average	0.02

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2007–08 Edition (Form G) Item Map; please refer to the 2007–08 Edition (Form G) Item Map to determine the corresponding book number.

2007–08 Edition (Form G) P-Value Comparison of Annual Assessment to Initial Identification Data Reading Grade Span 6–8

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.89	0.83	0.06
2	0.64	0.63	0.02
3	0.54	0.53	0.01
4	0.62	0.59	0.03
5	0.51	0.50	0.01
6	0.78	0.74	0.04
7	0.87	0.82	0.05
8	0.67	0.64	0.03
9	0.64	0.68	-0.03
10	0.42	0.52	-0.10
11	0.45	0.47	-0.03
12	0.82	0.77	0.06
13	0.76	0.71	0.05
14	0.86	0.81	0.05
15	0.71	0.68	0.03
16	0.40	0.47	-0.07
17	0.87	0.77	0.10
18	0.53	0.53	-0.01
19	0.48	0.50	-0.03
20	0.59	0.61	-0.02
21	0.57	0.58	0.00
22	0.45	0.50	-0.05
23	0.59	0.62	-0.03
24	0.56	0.61	-0.05
25	0.60	0.63	-0.03
26	0.54	0.56	-0.01
27	0.58	0.61	-0.03
28	0.71	0.72	-0.01
29	0.64	0.66	-0.02
30	0.35	0.40	-0.05
31	0.52	0.57	-0.06
32	0.36	0.41	-0.05
33	0.41	0.47	-0.06
34	0.39	0.46	-0.07
35	0.46	0.53	-0.07
		Sum	-0.35
		Average	-0.01

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2007–08 Edition (Form G) Item Map; please refer to the 2007–08 Edition (Form G) Item Map to determine the corresponding book number.

2007–08 Edition (Form G) P-Value Comparison of Annual Assessment to Initial Identification Data Reading Grade Span 9–12

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.77	0.72	0.05
2	0.85	0.78	0.07
3	0.71	0.66	0.05
4	0.51	0.57	-0.06
5	0.91	0.87	0.05
6	0.88	0.87	0.01
7	0.71	0.70	0.02
8	0.85	0.85	0.00
9	0.58	0.60	-0.02
10	0.61	0.62	-0.01
11	0.51	0.53	-0.03
12	0.80	0.73	0.07
13	0.34	0.37	-0.04
14	0.59	0.59	0.00
15	0.52	0.53	-0.02
16	0.60	0.61	-0.02
17	0.47	0.53	-0.05
18	0.70	0.69	0.02
19	0.55	0.55	0.01
20	0.77	0.74	0.03
21	0.82	0.75	0.06
22	0.53	0.54	-0.01
23	0.46	0.51	-0.05
24	0.70	0.71	-0.02
25	0.76	0.75	0.01
26	0.60	0.63	-0.03
27	0.59	0.62	-0.03
28	0.48	0.50	-0.02
29	0.70	0.68	0.02
30	0.38	0.42	-0.04
31	0.48	0.54	-0.07
32	0.51	0.55	-0.04
33	0.49	0.54	-0.05
34	0.54	0.53	0.01
35	0.46	0.50	-0.04
		Sum	-0.18
		Average	-0.01

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2007–08 Edition (Form G) Item Map; please refer to the 2007–08 Edition (Form G) Item Map to determine the corresponding book number.

2007–08 Edition (Form G) P-Value Comparison of Annual Assessment to Initial Identification Data Writing Grade Span K–2

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.47	0.49	-0.02
2	0.70	0.67	0.03
3	0.64	0.63	0.01
4	0.72	0.70	0.02
5	0.74	0.71	0.03
6	0.52	0.54	-0.02
7	0.55	0.54	0.01
8	0.40	0.42	-0.02
9	0.63	0.61	0.02
10	0.66	0.64	0.02
11	0.79	0.75	0.03
12	0.63	0.61	0.02
13	0.61	0.58	0.03
14	0.61	0.62	-0.01
15	0.53	0.56	-0.03
16	0.69	0.66	0.03
17	0.64	0.63	0.01
18	0.71	0.70	0.01
19	0.64	0.64	0.00
20	0.56	0.53	0.03
21	0.46	0.45	0.01
22	0.39	0.39	0.00
23	0.46	0.45	0.01
24	0.39	0.37	0.02
		Sum	0.24
		Average	0.01

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2007–08 Edition (Form G) Item Map; please refer to the 2007–08 Edition (Form G) Item Map to determine the corresponding book number.

2007–08 Edition (Form G) P-Value Comparison of Annual Assessment to Initial Identification Data Writing Grade Span 3–5

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.79	0.73	0.06
2	0.81	0.76	0.05
3	0.84	0.75	0.08
4	0.82	0.75	0.07
5	0.89	0.82	0.07
6	0.87	0.78	0.09
7	0.86	0.79	0.08
8	0.88	0.84	0.04
9	0.58	0.59	-0.01
10	0.84	0.76	0.08
11	0.80	0.72	0.08
12	0.67	0.65	0.02
13	0.67	0.64	0.03
14	0.49	0.47	0.02
15	0.61	0.57	0.04
16	0.58	0.57	0.01
17	0.82	0.78	0.04
18	0.36	0.39	-0.02
19	0.66	0.61	0.05
20	0.62	0.57	0.04
21	0.61	0.57	0.04
22	0.72	0.67	0.06
23	0.64	0.59	0.04
24	0.51	0.48	0.04
		Sum	1.10
		Average	0.05

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2007–08 Edition (Form G) Item Map; please refer to the 2007–08 Edition (Form G) Item Map to determine the corresponding book number.

2007–08 Edition (Form G) P-Value Comparison of Annual Assessment to Initial Identification Data Writing Grade Span 6–8

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.75	0.67	0.08
2	0.68	0.69	-0.01
3	0.90	0.80	0.10
4	0.87	0.74	0.13
5	0.67	0.63	0.04
6	0.75	0.69	0.06
7	0.89	0.77	0.12
8	0.87	0.78	0.09
9	0.60	0.60	0.00
10	0.65	0.65	0.00
11	0.74	0.74	0.00
12	0.85	0.77	0.08
13	0.57	0.56	0.01
14	0.60	0.59	0.01
15	0.66	0.63	0.04
16	0.68	0.66	0.02
17	0.49	0.57	-0.08
18	0.61	0.62	-0.01
19	0.76	0.70	0.06
20	0.75	0.69	0.06
21	0.70	0.66	0.04
22	0.77	0.72	0.05
23	0.68	0.64	0.05
24	0.63	0.59	0.04
		Sum	0.98
		Average	0.04

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2007–08 Edition (Form G) Item Map; please refer to the 2007–08 Edition (Form G) Item Map to determine the corresponding book number.

2007–08 Edition (Form G) P-Value Comparison of Annual Assessment to Initial Identification Data Writing Grade Span 9–12

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.76	0.71	0.05
2	0.71	0.67	0.03
3	0.74	0.68	0.06
4	0.85	0.77	0.08
5	0.78	0.75	0.03
6	0.80	0.74	0.05
7	0.78	0.74	0.04
8	0.85	0.80	0.06
9	0.87	0.78	0.09
10	0.69	0.68	0.00
11	0.73	0.68	0.05
12	0.68	0.64	0.04
13	0.84	0.80	0.04
14	0.85	0.80	0.05
15	0.80	0.76	0.05
16	0.70	0.67	0.03
17	0.77	0.73	0.04
18	0.74	0.71	0.03
19	0.92	0.86	0.06
20	0.70	0.69	0.01
21	0.75	0.72	0.03
22	0.71	0.69	0.02
23	0.67	0.65	0.01
24	0.60	0.58	0.03
		Sum	0.98
		Average	0.04

*The Operational Item Number is equivalent to the Sequence Number in Appendix D: 2007–08 Edition (Form G) Item Map; please refer to the 2007–08 Edition (Form G) Item Map to determine the corresponding book number.

Appendix M Unscaled Item Parameters

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Listening, Grade Span K–2

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.789	-2.436	0.161
2	3PL	0.861	-1.489	0.196
3	3PL	0.703	-2.186	0.057
4	3PL	0.619	-0.127	0.213
5	3PL	0.592	-0.862	0.141
6	3PL	0.625	0.982	0.307
7	3PL	0.502	0.070	0.140
8	3PL	0.837	-1.537	0.161
9	3PL	0.721	-1.757	0.041
10	3PL	0.854	-1.494	0.050
Item Sequence Numbers 11–20 are 2PPC operational items				
Item Sequence Numbers 21–26 and 32–33 are 3PL field test items				
21	3PL	0.631	-0.084	0.221
22	3PL	0.414	-0.216	0.194
23	3PL	1.010	0.968	0.242
24	3PL	0.394	0.842	0.278
25	3PL	0.768	-0.330	0.191
26	3PL	0.834	0.358	0.274
Item Sequence Numbers 27–31 are 2PPC field test items				
32	3PL	0.477	-0.884	0.327
33	3PL	0.800	1.077	0.081

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

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

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Listening, Grade Span K–2

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
11	2PPC	1.837	-4.853	NA	NA	NA
12	2PPC	1.332	-1.778	NA	NA	NA
13	2PPC	0.904	-1.216	NA	NA	NA
14	2PPC	1.377	-2.476	NA	NA	NA
15	2PPC	1.688	-2.755	NA	NA	NA
16	2PPC	2.001	1.030	NA	NA	NA
17	2PPC	1.822	0.840	NA	NA	NA
18	2PPC	1.199	-2.186	NA	NA	NA
19	2PPC	1.238	-0.471	NA	NA	NA
20	2PPC	1.374	-0.493	NA	NA	NA
Item Sequence Numbers 27–31 and 34–36 are 2PPC field test items						
27	2PPC	1.862	-3.432	NA	NA	NA
28	2PPC	1.533	-3.162	NA	NA	NA
29	2PPC	1.384	0.015	NA	NA	NA
30	2PPC	1.435	-0.179	NA	NA	NA
31	2PPC	1.537	-0.292	NA	NA	NA
34	2PPC	1.480	-1.994	NA	NA	NA
35	2PPC	1.348	-2.721	NA	NA	NA
36	2PPC	1.347	0.136	NA	NA	NA

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Listening, Grade Span 3–5

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.665	-2.076	0.157
2	3PL	0.624	-2.202	0.055
3	3PL	0.892	-2.012	0.157
4	3PL	0.686	-1.917	0.157
5	3PL	0.558	-2.516	0.157
6	3PL	0.565	-1.800	0.157
7	3PL	0.606	-1.740	0.157
8	3PL	0.615	-2.135	0.157
9	3PL	0.706	-1.224	0.237
10	3PL	0.822	-1.525	0.117
11	3PL	0.708	-0.849	0.232
12	3PL	0.622	-0.682	0.215
13	3PL	0.513	-1.855	0.124
14	3PL	0.798	-1.085	0.250
15	3PL	0.847	-0.480	0.298
16	3PL	0.800	-0.906	0.169
17	3PL	0.906	0.033	0.196
18	3PL	1.001	-0.303	0.368
19	3PL	0.346	-1.028	0.060
20	3PL	0.664	1.252	0.272
Item Sequence Numbers 21–32 are 3PL field test items				
21	3PL	0.400	-1.025	0.132
22	3PL	0.439	-1.932	0.283
23	3PL	0.913	0.046	0.250
24	3PL	0.560	-0.932	0.217
25	3PL	0.642	0.245	0.170
26	3PL	0.825	1.642	0.237
27	3PL	0.762	1.711	0.286
28	3PL	0.435	0.809	0.202
29	3PL	0.763	-1.838	0.157
30	3PL	0.992	-2.569	0.112
31	3PL	0.366	0.957	0.283
32	3PL	0.500	0.111	0.356

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

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

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Listening, Grade Span 6–8

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.590	-2.029	0.065
2	3PL	0.621	-2.724	0.153
3	3PL	0.810	-2.785	0.283
4	3PL	0.753	-2.220	0.214
5	3PL	0.533	-1.754	0.045
6	3PL	0.649	-1.658	0.153
7	3PL	1.006	-2.326	0.153
8	3PL	0.611	-2.399	0.153
9	3PL	0.714	-3.605	0.283
10	3PL	0.706	-2.432	0.153
11	3PL	0.991	-2.756	0.056
12	3PL	0.971	-2.096	0.153
13	3PL	0.688	-1.577	0.154
14	3PL	0.941	-2.022	0.052
15	3PL	0.777	-2.584	0.283
16	3PL	0.392	-1.707	0.070
17	3PL	0.371	-1.427	0.153
18	3PL	0.683	-0.155	0.239
19	3PL	0.487	-1.296	0.091
20	3PL	0.838	0.649	0.430
Item Sequence Numbers 21–32 are 3PL field test items				
21	3PL	0.463	-1.363	0.283
22	3PL	0.603	-0.098	0.153
23	3PL	0.333	0.517	0.283
24	3PL	0.475	1.108	0.381
25	3PL	0.343	-1.094	0.283
26	3PL	1.621	2.250	0.373
27	***			
28	3PL	0.937	1.781	0.360
29	3PL	0.691	-1.293	0.117
30	3PL	0.304	0.696	0.295
31	3PL	0.812	-1.415	0.194
32	3PL	0.347	-0.194	0.153

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

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

***Non-converging items were excluded from parameter estimation.

**Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Listening, Grade Span 9–12**

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.949	-2.131	0.283
2	3PL	1.047	-0.377	0.165
3	3PL	0.819	-1.587	0.127
4	3PL	0.875	-1.928	0.236
5	3PL	0.841	-1.399	0.244
6	3PL	0.613	-0.396	0.190
7	3PL	0.705	-1.224	0.184
8	3PL	0.758	-1.659	0.236
9	3PL	1.239	-2.197	0.236
10	3PL	1.305	-1.169	0.500
11	3PL	1.221	-2.508	0.056
12	3PL	1.261	-1.817	0.273
13	3PL	1.168	-2.324	0.040
14	3PL	0.911	0.904	0.487
15	3PL	0.614	0.744	0.489
16	3PL	1.090	-2.155	0.145
17	3PL	0.733	-2.017	0.236
18	3PL	0.723	0.042	0.366
19	3PL	0.926	0.629	0.474
20	3PL	0.676	1.421	0.413
Item Sequence Numbers 21–32 are 3PL field test items				
21	3PL	0.847	-0.857	0.493
22	3PL	0.743	1.397	0.336
23	3PL	0.640	-2.365	0.283
24	3PL	0.600	-1.397	0.195
25	3PL	0.670	0.112	0.307
26	3PL	0.324	-0.484	0.066
27	3PL	0.830	2.083	0.327
28	3PL	0.774	0.121	0.355
29	3PL	0.573	-2.384	0.283
30	3PL	0.502	-0.551	0.283
31	3PL	0.494	-1.188	0.236
32	3PL	0.538	-1.653	0.236

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

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

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Speaking, Grade Span K–2

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
1	2PPC	1.724	-2.939	NA	NA	NA
2	2PPC	1.629	-1.492	NA	NA	NA
3	2PPC	1.685	-0.368	NA	NA	NA
4	2PPC	1.503	-2.363	NA	NA	NA
5	2PPC	1.570	-2.139	NA	NA	NA
6	2PPC	1.222	-0.510	NA	NA	NA
7	2PPC	1.770	-1.263	NA	NA	NA
8	2PPC	1.076	-0.105	NA	NA	NA
9	2PPC	1.886	-2.874	NA	NA	NA
10	2PPC	1.959	-1.364	NA	NA	NA
11	2PPC	2.496	-5.006	NA	NA	NA
12	2PPC	1.428	-1.325	NA	NA	NA
13	2PPC	0.828	2.561	NA	NA	NA
14	2PPC	2.252	-4.045	NA	NA	NA
15	2PPC	1.507	-1.875	NA	NA	NA
16	2PPC	1.341	-1.162	-0.680	NA	NA
17	2PPC	1.177	-0.163	-0.888	NA	NA
18	2PPC	1.937	-2.701	-0.312	NA	NA
19	2PPC	1.876	-2.588	-0.061	NA	NA
20	2PPC	1.360	-1.838	-1.023	0.198	2.418
Item Sequence Numbers 21–32 are 2PPC field test items						
21	2PPC	1.394	-1.730	NA	NA	NA
22	2PPC	1.072	0.589	NA	NA	NA
23	2PPC	1.601	0.572	NA	NA	NA
24	2PPC	1.453	-0.461	-0.133	NA	NA
25	2PPC	1.338	-0.992	-0.710	NA	NA
26	2PPC	1.781	-2.410	0.020	NA	NA
27	2PPC	1.393	-2.295	-1.266	-0.037	2.410
28	2PPC	1.733	-2.857	NA	NA	NA
29	2PPC	1.641	-1.514	NA	NA	NA
30	2PPC	1.287	-0.440	NA	NA	NA
31	2PPC	1.732	-1.771	-0.028	NA	NA
32	2PPC	1.542	-2.391	-1.587	-0.154	2.410

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Speaking, Grade Span 3–5

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
1	2PPC	1.326	-1.398	NA	NA	NA
2	2PPC	1.592	-3.836	NA	NA	NA
3	2PPC	1.223	-1.792	NA	NA	NA
4	2PPC	1.454	-2.480	NA	NA	NA
5	2PPC	1.510	-2.644	NA	NA	NA
6	2PPC	1.400	-3.279	NA	NA	NA
7	2PPC	1.306	-1.579	NA	NA	NA
8	2PPC	1.437	-3.258	NA	NA	NA
9	2PPC	0.969	-0.994	NA	NA	NA
10	2PPC	1.172	-1.136	NA	NA	NA
11	2PPC	0.864	-0.683	NA	NA	NA
12	2PPC	1.466	-3.293	NA	NA	NA
13	2PPC	0.901	1.671	NA	NA	NA
14	2PPC	1.861	-1.532	-1.017	NA	NA
15	2PPC	1.701	-1.467	-1.322	NA	NA
16	2PPC	1.564	-0.796	0.375	NA	NA
17	2PPC	1.522	-1.380	-1.763	NA	NA
18	2PPC	1.438	-3.490	-1.693	NA	NA
19	2PPC	1.356	-2.728	-0.914	NA	NA
20	2PPC	1.120	-2.612	-2.419	-1.306	1.001
Item Sequence Numbers 21–33 are 2PPC field test items						
21	2PPC	1.447	-3.053	NA	NA	NA
22	2PPC	1.047	0.770	NA	NA	NA
23	2PPC	1.324	-1.171	NA	NA	NA
24	2PPC	1.839	-1.863	-1.228	NA	NA
25	2PPC	1.260	-0.060	-0.371	NA	NA
26	2PPC	1.350	-2.314	-1.064	NA	NA
27	2PPC	1.346	-2.969	-2.336	-0.832	1.388
28	2PPC	1.232	-3.234	NA	NA	NA
29	2PPC	0.893	1.233	NA	NA	NA
30	2PPC	0.922	-0.542	NA	NA	NA
31	2PPC	1.835	-1.841	-1.720	NA	NA
32	2PPC	1.391	-2.469	-1.282	NA	NA
33	2PPC	1.289	-2.370	-2.771	-1.181	1.600

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Speaking, Grade Span 6–8

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
1	2PPC	1.033	-0.951	NA	NA	NA
2	2PPC	1.746	-3.401	NA	NA	NA
3	2PPC	1.816	-3.899	NA	NA	NA
4	2PPC	0.983	0.680	NA	NA	NA
5	2PPC	1.497	-1.783	NA	NA	NA
6	2PPC	1.267	-1.729	NA	NA	NA
7	2PPC	1.644	-2.715	NA	NA	NA
8	2PPC	1.062	-1.988	NA	NA	NA
9	2PPC	1.854	-2.847	NA	NA	NA
10	2PPC	1.161	-0.319	NA	NA	NA
11	2PPC	1.392	-1.183	NA	NA	NA
12	2PPC	1.178	-1.667	NA	NA	NA
13	2PPC	1.218	1.911	NA	NA	NA
14	2PPC	1.407	-0.956	-0.310	NA	NA
15	2PPC	1.419	-1.658	-0.617	NA	NA
16	2PPC	1.419	-1.568	-1.261	NA	NA
17	2PPC	1.542	-1.658	-2.566	NA	NA
18	2PPC	1.659	-3.991	-1.738	NA	NA
19	2PPC	1.578	-3.556	-1.760	NA	NA
20	2PPC	1.150	-2.469	-2.442	-1.178	0.947
Item Sequence Numbers 21–34 are 2PPC field test items						
21	2PPC	2.007	-4.783	NA	NA	NA
22	2PPC	1.107	-0.429	NA	NA	NA
23	2PPC	0.749	1.292	NA	NA	NA
24	2PPC	1.381	-1.552	-0.220	NA	NA
25	2PPC	1.358	-0.853	-0.372	NA	NA
26	2PPC	1.488	-2.600	-1.505	NA	NA
27	2PPC	1.408	-2.870	-2.955	-1.318	1.025
28	2PPC	1.497	-3.053	NA	NA	NA
29	2PPC	1.011	1.006	NA	NA	NA
30	2PPC	0.975	1.904	NA	NA	NA
31	2PPC	1.641	-2.008	-2.224	NA	NA
32	2PPC	1.629	-1.943	-1.418	NA	NA
33	2PPC	1.522	-3.187	-1.847	NA	NA
34	2PPC	1.443	-2.958	-2.579	-0.904	1.443

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Speaking, Grade Span 9–12

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
1	2PPC	1.681	-1.580	NA	NA	NA
2	2PPC	1.749	-2.104	NA	NA	NA
3	2PPC	1.900	-2.102	NA	NA	NA
4	2PPC	2.232	-2.854	NA	NA	NA
5	2PPC	1.749	-1.206	NA	NA	NA
6	2PPC	1.136	-0.150	NA	NA	NA
7	2PPC	1.316	-0.601	NA	NA	NA
8	2PPC	1.459	-0.518	NA	NA	NA
9	2PPC	1.149	1.539	NA	NA	NA
10	2PPC	1.170	0.566	NA	NA	NA
11	2PPC	1.142	-0.637	NA	NA	NA
12	2PPC	1.126	0.186	NA	NA	NA
13	2PPC	1.307	0.547	NA	NA	NA
14	2PPC	1.812	-1.944	-0.780	NA	NA
15	2PPC	1.448	-1.384	-0.275	NA	NA
16	2PPC	1.585	-1.435	-1.210	NA	NA
17	2PPC	1.737	-1.782	-0.666	NA	NA
18	2PPC	1.874	-3.172	-2.084	NA	NA
19	2PPC	1.867	-2.664	-1.759	NA	NA
20	2PPC	1.450	-2.786	-2.583	-1.312	0.845
Item Sequence Numbers 21–33 are 2PPC field test items						
21	2PPC	0.923	-0.823	NA	NA	NA
22	2PPC	1.238	0.248	NA	NA	NA
23	2PPC	1.334	0.396	NA	NA	NA
24	2PPC	1.844	-1.315	-0.510	NA	NA
25	2PPC	1.814	-1.417	-1.298	NA	NA
26	2PPC	1.563	-1.810	-1.187	NA	NA
27	2PPC	1.721	-2.886	-2.803	-1.049	1.469
28	2PPC	1.816	-1.793	NA	NA	NA
29	2PPC	1.014	1.185	NA	NA	NA
30	2PPC	1.734	-1.748	-1.151	NA	NA
31	2PPC	1.411	-0.980	-0.974	NA	NA
32	2PPC	1.241	-1.992	-1.090	NA	NA
33	2PPC	1.473	-2.702	-2.299	-0.950	1.148

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span K–2: Grade 2

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	MC	0.690	-0.351	0.352
2	MC	0.812	0.289	0.385
3	MC	0.471	-0.301	0.304
4	MC	1.071	0.409	0.272
5	MC	1.160	0.228	0.257
6	MC	0.891	0.148	0.175
7	MC	1.002	0.856	0.332
8	MC	1.052	1.970	0.180
9	MC	1.855	1.838	0.168
10	MC	1.825	1.508	0.302
11	MC	0.847	-0.093	0.281
12	MC	0.965	0.346	0.275
13	MC	1.400	-0.922	0.322
14	MC	1.327	0.607	0.252
15	MC	1.357	0.439	0.246
16	MC	0.914	1.303	0.228
17	MC	1.077	-0.218	0.197
18	MC	0.577	1.005	0.068
19	MC	2.053	0.054	0.293
20	MC	0.665	0.258	0.047
21	MC	0.838	1.144	0.117
22	MC	1.335	-0.392	0.205
23	MC	1.116	-0.050	0.289
24	MC	1.250	0.175	0.298
25	MC	1.447	1.214	0.282
26	MC	1.018	0.354	0.177
27	MC	1.498	1.277	0.317
28	MC	1.252	0.231	0.200
29	MC	0.924	-0.155	0.296
30	MC	0.953	0.191	0.148
31	MC	2.033	1.538	0.211
32	MC	1.857	0.547	0.242
33	MC	1.279	0.817	0.293
34	MC	1.057	0.843	0.220
35	MC	1.196	1.532	0.306
Item Sequence Numbers 36–52 are 3PL field test items				
36	MC	1.508	1.123	0.273
37	***			

continues . . .

**Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span K–2: Grade 2**

Item Sequence		Parameters		
Number*	Model**	A	B	C
38	MC	0.892	1.084	0.150
39	MC	0.809	0.222	0.107
40	MC	1.829	-0.283	0.272
41	MC	2.333	1.976	0.203
42	MC	1.166	-0.519	0.110
43	MC	0.335	2.009	0.245
44	MC	0.613	0.766	0.163
45	MC	1.514	1.830	0.182
46	MC	1.114	0.703	0.200
47	MC	0.897	1.550	0.157
48	MC	1.085	1.262	0.149
49	MC	0.914	1.986	0.299
50	MC	1.365	1.417	0.184
51	MC	1.156	1.095	0.203
52	MC	0.458	1.498	0.155

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

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

***Non-converging items were excluded from parameter estimation.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 3–5

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	MC	0.785	-0.419	0.098
2	MC	0.849	0.204	0.110
3	MC	0.376	-0.406	0.174
4	MC	0.765	-0.702	0.020
5	MC	0.769	0.029	0.325
6	MC	0.604	-0.355	0.035
7	MC	0.947	-0.272	0.130
8	MC	0.974	-0.208	0.164
9	MC	0.694	-0.522	0.091
10	MC	0.689	-0.183	0.159
11	MC	0.738	-0.080	0.193
12	MC	1.025	-0.304	0.213
13	MC	0.526	0.854	0.200
14	MC	0.945	-0.248	0.148
15	MC	1.034	0.315	0.152
16	MC	0.735	-0.085	0.143
17	MC	1.546	-0.355	0.172
18	MC	1.622	-0.381	0.150
19	MC	1.166	-0.824	0.114
20	MC	1.053	-1.013	0.013
21	MC	0.587	0.829	0.195
22	MC	1.037	0.641	0.162
23	MC	1.060	0.467	0.220
24	MC	0.528	-0.197	0.122
25	MC	0.752	0.302	0.156
26	MC	0.330	0.547	0.144
27	MC	0.949	-1.295	0.023
28	MC	0.454	-0.529	0.159
29	MC	0.802	0.841	0.278
30	MC	0.888	1.060	0.213
31	MC	0.929	0.325	0.218
32	MC	1.541	0.958	0.161
33	MC	0.492	0.292	0.131
34	MC	0.814	-1.148	0.034
35	MC	0.654	-0.092	0.205
Item Sequence Numbers 36–53 are 3PL field test items				
36	MC	0.349	-0.961	0.144
37	MC	0.661	-0.828	0.200

continues . . .

**Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 3–5**

Item Sequence		Parameters		
Number*	Model**	A	B	C
38	MC	0.833	0.290	0.180
39	MC	1.165	0.202	0.223
40	MC	1.106	0.807	0.270
41	MC	0.468	0.415	0.071
42	MC	0.464	0.343	0.108
43	MC	1.269	-0.632	0.117
44	MC	1.510	-0.043	0.243
45	MC	0.775	-0.591	0.053
46	MC	1.497	1.312	0.200
47	MC	1.431	1.061	0.280
48	MC	1.274	1.018	0.242
49	MC	1.038	0.929	0.236
50	MC	1.266	0.630	0.206
51	MC	0.889	0.612	0.330
52	MC	1.431	0.243	0.262
53	MC	1.540	0.014	0.298

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

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

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 6–8

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	MC	0.927	-1.868	0.088
2	MC	0.655	-0.586	0.081
3	MC	0.850	0.167	0.188
4	MC	0.469	-0.271	0.200
5	MC	0.515	0.055	0.061
6	MC	1.018	-1.050	0.122
7	MC	0.799	-1.728	0.200
8	MC	1.014	-0.598	0.059
9	MC	0.840	-0.399	0.149
10	MC	0.724	0.725	0.159
11	MC	0.647	0.483	0.108
12	MC	1.171	-1.171	0.149
13	MC	0.876	-1.126	0.040
14	MC	1.795	-1.288	0.114
15	MC	0.918	-0.728	0.132
16	MC	0.431	1.341	0.158
17	MC	1.340	-1.488	0.059
18	MC	0.796	0.125	0.148
19	MC	0.663	0.534	0.179
20	MC	0.702	-0.125	0.171
21	MC	1.054	0.016	0.178
22	MC	0.770	0.647	0.168
23	MC	0.796	-0.069	0.166
24	MC	0.984	0.251	0.246
25	MC	1.105	0.066	0.254
26	MC	0.929	0.188	0.190
27	MC	1.213	0.046	0.210
28	MC	1.343	-0.388	0.274
29	MC	1.484	-0.003	0.304
30	MC	0.802	1.437	0.210
31	MC	0.836	0.609	0.267
32	MC	0.633	1.819	0.234
33	MC	0.870	0.873	0.185
34	MC	0.783	1.224	0.226
35	MC	0.803	0.884	0.249
Item Sequence Numbers 36–53 are 3PL field test items				
36	MC	1.000	1.376	0.329
37	MC	0.724	2.931	0.294

continues . . .

**Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 6–8**

Item Sequence		Parameters		
Number*	Model**	A	B	C
38	MC	1.074	2.133	0.246
39	MC	0.817	-0.039	0.160
40	MC	0.984	1.043	0.223
41	MC	1.116	0.320	0.328
42	MC	1.352	-0.677	0.185
43	MC	1.150	1.174	0.166
44	MC	0.952	1.445	0.274
45	MC	1.256	1.516	0.223
46	MC	0.727	1.090	0.285
47	MC	0.791	1.548	0.178
48	MC	0.801	0.900	0.256
49	MC	0.575	1.638	0.182
50	MC	0.834	1.058	0.275
51	MC	0.685	0.426	0.239
52	MC	0.502	2.887	0.199
53	MC	1.006	0.115	0.273

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

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

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 9–12

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	MC	0.650	-1.278	0.173
2	MC	0.834	-1.774	0.064
3	MC	0.637	-0.884	0.173
4	MC	0.607	-0.003	0.075
5	MC	0.922	-2.244	0.064
6	MC	0.781	-1.899	0.200
7	MC	0.539	-1.004	0.173
8	MC	0.783	-1.842	0.059
9	MC	0.457	-0.252	0.119
10	MC	0.952	0.065	0.299
11	MC	0.542	0.695	0.225
12	MC	0.841	-1.484	0.082
13	MC	0.717	1.612	0.214
14	MC	0.741	-0.059	0.204
15	MC	0.750	0.379	0.228
16	MC	0.783	0.158	0.298
17	MC	0.736	0.863	0.270
18	MC	0.815	-0.787	0.154
19	MC	0.579	-0.317	0.058
20	MC	0.902	-0.730	0.351
21	MC	0.941	-1.492	0.049
22	MC	0.841	-0.031	0.125
23	MC	0.785	0.511	0.178
24	MC	0.340	0.046	0.425
25	MC	1.138	-0.595	0.359
26	MC	1.027	-0.033	0.240
27	MC	0.970	-0.061	0.221
28	MC	0.757	0.132	0.105
29	MC	0.603	-0.847	0.173
30	MC	0.772	1.011	0.189
31	MC	0.832	0.473	0.195
32	MC	0.746	0.602	0.273
33	MC	1.176	0.132	0.123
34	MC	0.684	0.402	0.249
35	MC	1.080	0.501	0.202
Item Sequence Numbers 36–53 are 3PL field test items				
36	MC	0.320	-0.049	0.200
37	MC	0.627	0.267	0.220

continues . . .

**Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 9–12**

Item Sequence		Parameters		
Number*	Model**	A	B	C
38	MC	0.548	-0.732	0.173
39	MC	0.611	-0.481	0.173
40	MC	1.709	2.711	0.318
41	MC	0.676	-0.924	0.166
42	MC	0.753	-1.711	0.134
43	MC	0.690	-0.274	0.153
44	MC	0.570	-0.778	0.200
45	MC	0.215	4.565	0.200
46	MC	1.705	2.523	0.237
47	MC	0.814	0.969	0.247
48	MC	0.790	0.609	0.171
49	MC	0.940	0.008	0.292
50	MC	0.707	-0.580	0.234
51	MC	0.583	0.429	0.371
52	MC	0.816	1.062	0.189
53	MC	0.374	-0.319	0.173

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

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

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span K–2: Grade 2

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	1.503	0.840	0.293
2	3PL	2.069	-0.158	0.288
3	3PL	1.100	0.545	0.444
4	3PL	1.235	-0.064	0.392
5	3PL	1.131	-0.136	0.413
6	3PL	1.830	0.653	0.313
7	3PL	0.504	0.508	0.213
8	3PL	1.197	0.964	0.212
9	3PL	1.772	0.197	0.315
10	3PL	1.297	0.080	0.309
11	3PL	2.090	-0.210	0.450
12	3PL	1.400	0.089	0.267
13	3PL	1.039	-0.053	0.183
14	3PL	1.168	0.903	0.472
15	3PL	1.420	1.151	0.419
16	3PL	1.141	-0.230	0.241
17	3PL	1.051	0.357	0.374
18	3PL	1.240	0.145	0.445
19	3PL	1.365	0.100	0.296
Item Sequence Numbers 20–24 are 2PPC operational items				
Item Sequence Numbers 25–27, 29–31, 33–35, and 37–39 are 3PL field test items				
25	3PL	1.647	1.269	0.440
26	3PL	1.674	1.348	0.359
27	3PL	1.806	0.880	0.282
Item Sequence Numbers 28, 32, 36, and 40–42 are 2PPC field test items				
29	3PL	0.488	1.239	0.272
30	3PL	1.198	-0.235	0.385
31	3PL	1.598	0.307	0.260
33	3PL	1.725	1.799	0.160
34	3PL	2.353	1.472	0.391
35	3PL	2.245	1.302	0.317
37	3PL	1.652	0.810	0.334
38	3PL	1.181	0.696	0.293
39	3PL	1.269	0.550	0.328

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

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

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span K–2: Grade 2

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
20	2PPC	1.522	-1.223	-1.164	1.804	NA
21	2PPC	1.681	-1.373	-0.279	3.474	NA
22	2PPC	1.024	0.488	-0.694	2.593	NA
23	2PPC	1.246	0.265	-1.335	2.903	NA
24	2PPC	1.533	-1.323	-0.135	1.364	5.501
Item Sequence Numbers 28, 32, 36, and 40–42 are 2PPC field test items						
28	2PPC	1.026	0.310	-1.088	3.328	NA
32	2PPC	1.221	-0.317	-0.957	3.560	NA
36	2PPC	1.166	0.527	-0.818	3.053	NA
40	2PPC	1.294	-0.389	-0.509	3.193	NA
41	2PPC	1.280	-1.217	-0.221	1.167	3.752
42	2PPC	0.885	-0.291	-0.414	0.768	3.837

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 3–5

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	1.157	-0.753	0.259
2	3PL	0.810	-1.073	0.256
3	3PL	1.188	-1.022	0.252
4	3PL	1.301	-0.852	0.280
5	3PL	1.320	-1.157	0.398
6	3PL	1.562	-1.206	0.203
7	3PL	1.111	-1.231	0.254
8	3PL	0.870	-1.314	0.370
9	3PL	1.400	0.243	0.272
10	3PL	1.015	-1.151	0.211
11	3PL	1.220	-0.800	0.234
12	3PL	0.978	-0.048	0.316
13	3PL	0.897	0.025	0.341
14	3PL	0.547	0.696	0.194
15	3PL	0.831	0.023	0.224
16	3PL	0.761	0.027	0.168
17	3PL	1.098	-0.967	0.251
18	3PL	0.862	1.273	0.201
19	3PL	0.970	-0.245	0.204
Item Sequence Numbers 20–24 are 2PPC operational items				
Item Sequence Numbers 25–27, 29–31, 33–35, and 37–39 are 3PL field test items				
25	3PL	0.631	-0.255	0.232
26	3PL	0.901	1.942	0.369
27	3PL	0.849	1.935	0.287
Item Sequence Numbers 28, 32, 36, and 40–41 are 2PPC field test items				
29	3PL	0.725	-0.570	0.274
30	3PL	1.230	0.441	0.284
31	3PL	0.846	0.110	0.254
33	3PL	0.609	-0.669	0.185
34	3PL	0.827	0.363	0.308
35	3PL	0.621	0.484	0.232
37	3PL	1.259	-0.608	0.290
38	3PL	0.315	1.662	0.283
39	3PL	0.577	1.640	0.305

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

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

***Non-converging items were excluded from parameter estimation.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 3–5

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
20	2PPC	1.293	-1.844	-2.448	2.813	NA
21	2PPC	1.381	-1.731	-2.003	2.244	NA
22	2PPC	1.119	-2.038	-1.693	0.249	NA
23	2PPC	1.253	-1.425	-2.317	1.841	NA
24	2PPC	1.038	-1.599	-1.327	0.516	4.066
Item Sequence Numbers 28, 32, 36, and 40–41 are 2PPC field test items						
28	***					
32	2PPC	0.686	0.133	-0.898	2.308	NA
36	2PPC	0.706	0.501	-0.406	3.004	NA
40	2PPC	1.146	-1.083	-2.073	0.319	3.075
41	2PPC	0.858	-0.330	-1.436	0.312	2.868

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

***Non-converging items were excluded from parameter estimation.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 6–8

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.926	-0.796	0.132
2	3PL	0.927	-0.121	0.297
3	3PL	1.284	-1.421	0.271
4	3PL	1.437	-1.143	0.232
5	3PL	0.705	-0.506	0.130
6	3PL	1.433	-0.511	0.237
7	3PL	2.005	-1.146	0.232
8	3PL	1.217	-1.300	0.180
9	3PL	0.578	0.386	0.306
10	3PL	0.593	-0.165	0.241
11	3PL	0.764	-0.547	0.286
12	3PL	1.538	-1.012	0.244
13	3PL	0.621	0.183	0.201
14	3PL	0.768	0.003	0.191
15	3PL	1.067	-0.170	0.235
16	3PL	0.558	-0.660	0.120
17	3PL	1.040	1.224	0.369
18	3PL	0.991	0.129	0.260
19	3PL	1.072	-0.536	0.274
Item Sequence Numbers 20–24 are 2PPC operational items				
Item Sequence Numbers 25–27, 29–31, 33–35, and 37–39 are 3PL field test items				
25	***			
26	3PL	0.779	-0.462	0.195
27	3PL	0.674	-0.771	0.273
Item Sequence Numbers 28, 32, 36, and 40–42 are 2PPC field test items				
29	***			
30	3PL	1.021	2.001	0.243
31	3PL	0.446	-0.366	0.132
33	3PL	0.643	-0.728	0.137
34	3PL	0.683	-0.980	0.214
35	3PL	1.027	2.097	0.304
37	3PL	0.393	0.028	0.224
38	***			
39	3PL	0.489	-0.429	0.212

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

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

***Non-converging items were excluded from parameter estimation.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 6–8

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
20	2PPC	1.036	-2.346	-2.066	0.243	NA
21	2PPC	0.996	-2.162	-1.594	0.675	NA
22	2PPC	1.020	-2.071	-2.879	0.380	NA
23	2PPC	1.137	-1.599	-3.045	1.707	NA
24	2PPC	0.982	-1.800	-2.490	-0.669	4.086
Item Sequence Numbers 28, 32, 36, and 40–42 are 2PPC field test items						
28	2PPC	0.682	0.336	-2.219	1.470	NA
32	***					
36	***					
40	2PPC	0.775	0.032	-2.492	1.803	NA
41	2PPC	1.114	-1.678	-1.833	0.169	2.457
42	2PPC	0.814	-0.718	-2.209	-0.106	2.250

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

***Non-converging items were excluded from parameter estimation.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 9–12

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	1.326	-0.623	0.216
2	3PL	0.936	-0.569	0.164
3	3PL	1.257	-0.677	0.118
4	3PL	1.811	-0.948	0.277
5	3PL	1.146	-0.764	0.223
6	3PL	1.327	-0.851	0.187
7	3PL	0.922	-0.933	0.167
8	3PL	1.509	-1.048	0.256
9	3PL	1.866	-1.154	0.173
10	3PL	0.746	-0.639	0.112
11	3PL	0.547	-0.661	0.283
12	3PL	0.702	-0.772	0.038
13	3PL	1.521	-0.807	0.363
14	3PL	1.315	-0.970	0.310
15	3PL	0.954	-1.046	0.169
16	3PL	0.964	-0.510	0.172
17	3PL	0.554	-1.002	0.283
18	3PL	0.503	-1.008	0.210
19	3PL	1.425	-1.452	0.321
Item Sequence Numbers 20–24 are 2PPC operational items				
Item Sequence Numbers 25–27, 29–31, 33–35, and 37–39 are 3PL field test items				
25	3PL	0.636	-0.565	0.155
26	3PL	0.504	-0.023	0.084
27	3PL	0.329	-1.619	0.283
Item Sequence Numbers 28, 32, 36, and 40–42 are 2PPC field test items				
29	3PL	0.814	1.041	0.244
30	3PL	0.548	-0.179	0.130
31	3PL	1.500	2.608	0.358
33	3PL	0.742	-0.649	0.276
34	3PL	0.613	0.791	0.220
35	3PL	1.575	1.725	0.431
37	3PL	1.274	-0.111	0.258
38	3PL	0.896	-1.890	0.184
39	3PL	0.304	-0.432	0.165

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

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

***Non-converging items were excluded from parameter estimation

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 9–12

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
20	2PPC	0.708	-0.856	-2.293	0.851	NA
21	2PPC	0.947	-2.259	-2.414	0.496	NA
22	2PPC	0.927	-2.549	-1.770	0.681	NA
23	2PPC	0.806	-1.512	-2.164	1.512	NA
24	2PPC	1.042	-2.131	-2.317	-0.210	4.374
Item Sequence Numbers 28, 32, 36, and 40–42 are 2PPC field test items						
28	2PPC	0.868	-0.564	-2.477	0.776	NA
32	2PPC	0.713	-0.261	-1.547	1.274	NA
36	2PPC	0.726	-1.035	-1.414	0.837	NA
40	2PPC	0.814	-0.371	-1.777	1.491	NA
41	2PPC	0.939	-0.983	-1.974	-0.028	2.979
42	2PPC	0.554	0.405	-2.288	-0.490	2.137

*Refer to Appendix D: 2007–08 Edition (Form G) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed-response items, uses the alpha and gamma parameters.

Appendix N Item-Type Correlations

The following tables detail item-type descriptive statistics and correlations between multiple-choice (MC), dichotomous constructed-response (DCR), and constructed-response (CR) items by grade span for Annual Assessment and Initial Identification data.

2007–08 Edition (Form G) Item-Type Descriptive Statistics, Annual Assessment

Skill Area	Grade Span	N	Item Type**	Mean Score***	SD	Maximum Score
Listening*	K–2	356778	DCR	6.75	2.34	10
		356778	MC	7.54	2.09	10
Speaking	K–2	356778	CR	7.37	3.31	12
		356778	DCR	10.52	3.56	15
	3–5	417002	CR	11.55	3.85	16
		417002	DCR	9.84	2.68	13
	6–8	289507	CR	12.14	3.65	16
		289507	DCR	9.20	2.78	13
	9–12	271499	CR	11.73	4.25	16
		271499	DCR	7.61	3.41	13
Writing	K–2: Grade 2	168016	CR	6.99	3.94	16
		168016	MC	11.58	4.44	19
	3–5	417002	CR	9.62	3.28	16
		417002	MC	13.67	4.11	19
	6–8	289507	CR	11.08	2.91	16
		289507	MC	13.45	4.09	19
	9–12	271499	CR	10.60	2.97	16
		271499	MC	14.56	4.55	19

*Listening had more than one item type in Grade Span K–2 only.

**DCR = dichotomous constructed-response; MC = multiple-choice; CR = constructed-response

***All analyses are based on raw scores.

**2007–08 Edition (Form G) Item-Type Correlations,
Annual Assessment**

Skill Area	Grade Span	Item Type**		Pearson Correlation***
Listening*	K–2	DCR	MC	0.55
		CR	DCR	0.70
Speaking	3–5	CR	DCR	0.65
	6–8	CR	DCR	0.73
	9–12	CR	DCR	0.74
	K–2: Grade 2	CR	MC	0.72
Writing	3–5	CR	MC	0.71
	6–8	CR	MC	0.66
	9–12	CR	MC	0.69

*Listening had more than one item type in Grade Span K–2 only.

**DCR = dichotomous constructed-response; MC = multiple-choice;
CR = constructed-response

***Two-tailed

2007–08 Edition (Form G) Item-Type Descriptive Statistics, Initial Identification

Skill Area	Grade Span	N	Item Type**	Mean Score***	SD	Maximum Score
Listening*	K–2	246355	DCR	3.62	2.89	10
		246355	MC	5.15	2.75	10
Speaking	K–2	246355	CR	4.00	3.78	12
		246355	DCR	6.57	5.02	15
	3–5	38733	CR	8.57	6.17	16
		38733	DCR	7.24	4.91	13
	6–8	34417	CR	8.86	6.32	16
		34417	DCR	6.87	4.82	13
	9–12	50462	CR	9.16	6.21	16
		50462	DCR	6.08	4.52	13
Writing	K–2: Grade 2	15674	CR	5.36	4.79	16
		15674	MC	9.50	6.12	19
	3–5	38733	CR	7.14	5.15	16
		38733	MC	10.72	6.44	19
	6–8	34417	CR	8.51	5.40	16
		34417	MC	10.94	6.44	19
	9–12	50462	CR	8.79	4.93	16
		50462	MC	12.17	6.64	19

*Listening had more than one item type in Grade Span K–2 only.

**DCR = dichotomous constructed-response; MC = multiple-choice; CR = constructed-response

***All analyses are based on raw scores.

**2007–08 Edition (Form G) Item-Type Correlations,
Initial Identification**

Skill Area	Grade Span	Item Type**		Pearson Correlation***
Listening*	K–2	DCR	MC	0.69
Speaking	K–2	CR	DCR	0.80
	3–5	CR	DCR	0.91
	6–8	CR	DCR	0.93
	9–12	CR	DCR	0.89
Writing	K–2: Grade 2	CR	MC	0.83
	3–5	CR	MC	0.87
	6–8	CR	MC	0.87
	9–12	CR	MC	0.87

*Listening had more than one item type in Grade Span K–2 only.

**DCR = dichotomous constructed-response; MC = multiple-choice;
CR = constructed-response

***Two-tailed

Appendix O Rater Consistency and Reliability

Writing Sentences

2007–08 Edition (Form G) Annual Assessment Inter-rater Agreement
Writing Sentences, Grade Span K–2: Grade 2

Prompt	Item Seq.	Form	Total	Read Twice	Perfect Agree	Percent	Disc.*	Percent	Score Point Distribution (%)			
									0	1	2	3
Brushing Teeth	20	G1–3, G10–11	79,402	79,402	63,479	79.9%	2,619	3.3%	14	16	44	18
	20	G4–5	35,067	35,067	28,202	80.4%	1,036	3.0%	12	17	45	20
	23	G6–7	32,660	32,660	26,179	80.2%	1,030	3.2%	13	16	46	18
	23	G8–9	37,511	37,511	29,826	79.5%	1,354	3.6%	14	17	43	18
	Overall			184,640	184,640	147,686	80.0%	6,039	3.3%			
Mailing a Letter	21	G1–3, G10–11	79,402	79,402	61,124	77.0%	2,462	3.1%	17	25	44	6
	21	G4–5	35,067	35,067	26,921	76.8%	1,017	2.9%	16	26	45	7
	25	G6–7	32,660	32,660	24,947	76.4%	981	3.0%	17	26	43	6
	25	G8–9	37,511	37,511	28,644	76.4%	1,358	3.6%	18	26	42	6
	Overall			184,640	184,640	141,636	76.7%	5,818	3.2%			
Pony and Fence	22	G1–3, G10–11	79,402	79,402	62,228	78.4%	5,425	6.8%	29	15	39	7
	22	G4–5	35,067	35,067	27,589	78.7%	2,319	6.6%	27	15	40	7
	26	G6–7	32,660	32,660	25,566	78.3%	2,318	7.1%	29	15	39	6
	26	G8–9	37,511	37,511	29,383	78.3%	2,682	7.1%	29	15	38	7
	Overall			184,640	184,640	144,766	78.4%	12,744	6.9%			
Music	23	G1–3, G10–11	79,402	79,402	61,440	77.4%	5,066	6.4%	22	12	49	7
	23	G4–5	35,067	35,067	27,387	78.1%	2,129	6.1%	21	12	51	7
	27	G6–7	32,660	32,660	25,068	76.8%	2,130	6.5%	23	12	49	7
	27	G8–9	37,511	37,511	29,089	77.5%	2,524	6.7%	22	12	48	7
	Overall			184,640	184,640	142,984	77.5%	11,849	6.4%			

*Discrepancy 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.

2007–08 Edition (Form G) Annual Assessment Inter-rater Agreement
Writing Sentences, Grade Span 3–5

Prompt	Item Seq.	Form	Total	Read Twice	Perfect Agree	Percent	Disc.*	Percent	Score Point Distribution (%)			
									0	1	2	3
Playing Instruments	20	G1–5, G10–11	282,234	282,234	234,231	83.0%	5,972	2.1%	6	10	71	9
	23	G6–9	175,361	175,361	146,197	83.4%	3,638	2.1%	6	10	71	9
	Overall			457,595	457,595	380,428	83.2%	9,610	2.1%			
Riding a Scooter	21	G1–5, G10–11	282,234	282,234	241,452	85.6%	5,264	1.9%	8	12	61	14
	24	G6–9	175,361	175,361	150,513	85.8%	3,299	1.9%	9	13	61	14
	Overall			457,595	457,595	391,965	85.7%	8,563	1.9%			
Missing Shoe	22	G1–5, G10–11	282,234	282,234	235,596	83.5%	3,827	1.4%	5	12	39	39
	25	G6–9	175,361	175,361	147,307	84.0%	2,314	1.3%	5	12	39	40
	Overall			457,595	457,595	382,903	83.8%	6,141	1.3%			
Pony Ride	23	G1–5, G10–11	282,234	282,234	235,213	83.3%	5,830	2.1%	8	9	61	17
	26	G6–9	175,361	175,361	146,909	83.8%	3,653	2.1%	8	9	61	17
	Overall			457,595	457,595	382,122	83.6%	9,483	2.1%			

*Discrepancy 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.

**2007–08 Edition (Form G) Annual Assessment Inter-rater Agreement
Writing Sentences, Grade Span 6–8**

Prompt	Item Seq.	Form	Total	Read Twice	Perfect Agree	Percent	Disc.*	Percent	Score Point Distribution (%)			
									0	1	2	3
Painting a Chair	20	G1–5, G10–11	200,093	200,093	163,307	81.6%	2,169	1.1%	4	10	42	41
	23	G6–9	125,494	125,494	104,094	82.9%	1,317	1.0%	4	9	42	42
	Overall			325,587	325,587	267,401	82.3%	3,486	1.0%			
New Shoes	21	G1–5, G10–11	200,093	200,093	160,291	80.1%	2,937	1.5%	5	13	46	32
	24	G6–9	125,494	125,494	103,163	82.2%	1,700	1.4%	5	14	46	32
	Overall			325,587	325,587	263,454	81.2%	4,637	1.4%			
Reading Under a Tree	22	G1–5, G10–11	200,093	200,093	168,980	84.5%	2,172	1.1%	3	6	48	40
	25	G6–9	125,494	125,494	108,394	86.4%	1,333	1.1%	3	5	48	41
	Overall			325,587	325,587	277,374	85.5%	3,505	1.1%			
Suitcase	23	G1–5, G10–11	200,093	200,093	170,271	85.1%	3,373	1.7%	4	6	66	20
	26	G6–9	125,494	125,494	108,146	86.2%	2,001	1.6%	5	6	66	20
	Overall			325,587	325,587	278,417	85.7%	5,374	1.6%			

*Discrepancy 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.

**2007–08 Edition (Form G) Annual Assessment Inter-rater Agreement
Writing Sentences, Grade Span 9–12**

Prompt	Item Seq.	Form	Total	Read Twice	Perfect Agree	Percent	Disc.*	Percent	Score Point Distribution (%)			
									0	1	2	3
Teddy Bear	20	G1–5, G10–11	215,926	215,926	173,063	80.1%	3,294	1.5%	6	8	54	28
	23	G6–9	109,270	109,270	87,556	80.1%	1,696	1.6%	6	7	54	28
	Overall			325,196	325,196	260,619	80.1%	4,990	1.5%			
Driver Training	21	G1–5, G10–11	215,926	215,926	170,143	78.8%	2,735	1.3%	3	8	48	36
	24	G6–9	109,270	109,270	85,574	78.3%	1,377	1.3%	3	8	49	36
	Overall			325,196	325,196	255,717	78.6%	4,112	1.3%			
Fixing the Net	22	G1–5, G10–11	215,926	215,926	166,819	77.3%	2,888	1.3%	3	13	48	31
	25	G6–9	109,270	109,270	84,145	77.0%	1,592	1.5%	3	13	49	31
	Overall			325,196	325,196	250,964	77.2%	4,480	1.4%			
Sewing Class	23	G1–5, G10–11	215,926	215,926	177,646	82.3%	3,633	1.7%	4	10	62	19
	26	G6–9	109,270	109,270	89,773	82.2%	1,982	1.8%	4	10	63	18
	Overall			325,196	325,196	267,419	82.2%	5,615	1.7%			

*Discrepancy 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.

Writing, Short Compositions

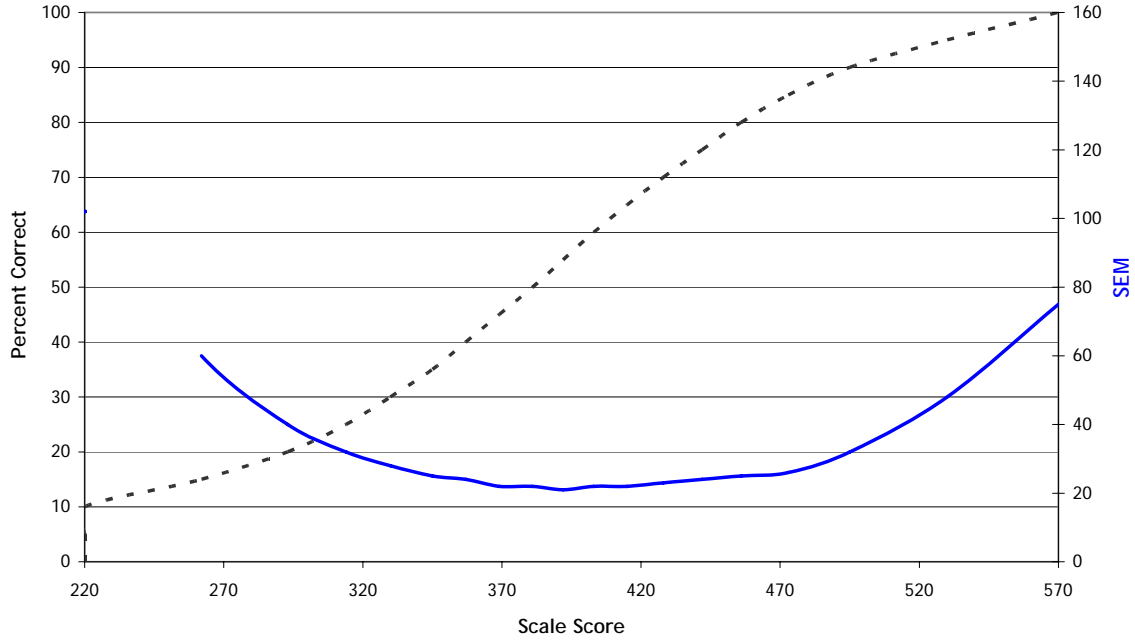
2007–08 Edition (Form G) Annual Assessment Inter-rater Agreement
Writing Short Compositions, All grade spans

Grade Span	Item Seq.	Forms	Total	Read Twice	Perfect Agree	Percent	Disc.*	Percent	Score Distribution (%)				
									0	1	2	3	4
K–2: Grade 2	24	G1–3, G10–11	79,340	79,340	52,151	65.7%	4,032	5.1%	13	23	29	25	2
K–2: Grade 2	24	G4–5	35,069	35,069	23,173	66.1%	1,625	4.6%	12	23	30	27	2
K–2: Grade 2	28	G6–7	32,658	32,658	21,958	67.2%	1,375	4.2%	13	24	29	24	2
K–2: Grade 2	28	G8–9	37,511	37,511	24,437	65.1%	1,815	4.8%	14	23	29	25	2
Overall			184,578	184,578	121,719	66.0%	8,847	4.7%					
3–5	24	G1–5	174,353	174,353	125,434	71.9%	4,391	2.5%	6	12	35	37	5
3–5	28	G6–9	175,355	175,355	126,183	72.0%	4,783	2.7%	6	13	36	36	5
3–5	25	G10–11	108,156	108,156	79,768	73.8%	2,769	2.6%	6	14	41	29	3
Overall			457,864	457,864	331,385	72.6%	11,943	2.6%					
6–8	24	G1–5	126,306	126,306	100,398	79.5%	1,508	1.2%	2	3	24	58	7
6–8	28	G6–9	125,495	125,495	100,646	80.2%	1,477	1.2%	2	4	26	58	6
6–8	25	G10–11	74,062	74,062	61,336	82.8%	798	1.1%	2	5	34	51	3
Overall			325,863	325,863	262,380	80.8%	3,783	1.2%					
9–12	24	G1–5	138,402	138,402	104,209	75.3%	1,735	1.3%	2	5	29	53	5
9–12	28	G6–9	109,177	109,177	81,677	74.8%	1,285	1.2%	2	6	31	51	5
9–12	25	G10–11	77,598	77,598	58,989	76.0%	921	1.2%	2	6	35	46	4
Overall			325,177	325,177	244,875	75.4%	3,941	1.2%					

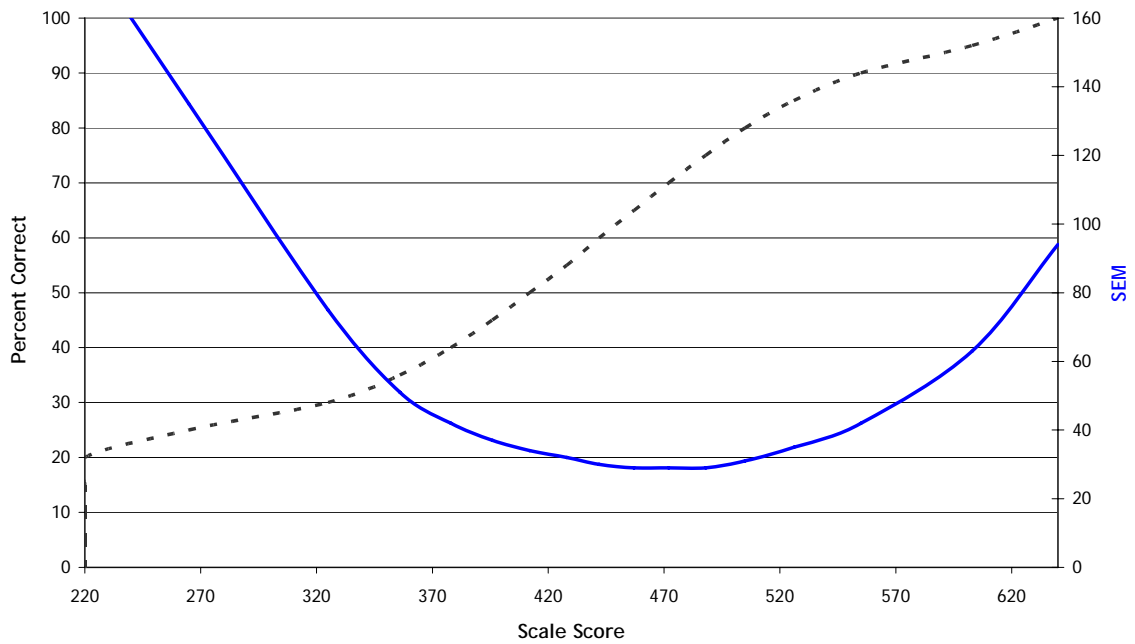
*Discrepancy indicates more than one score point difference between two readers; for example, one reader assigned a score of 1, the other reader a score of 3.

Appendix P Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2007–08 Edition (Form G)
Based on the 2007–08 Edition (Form G) Scoring Table
Listening, Grade Span K–2



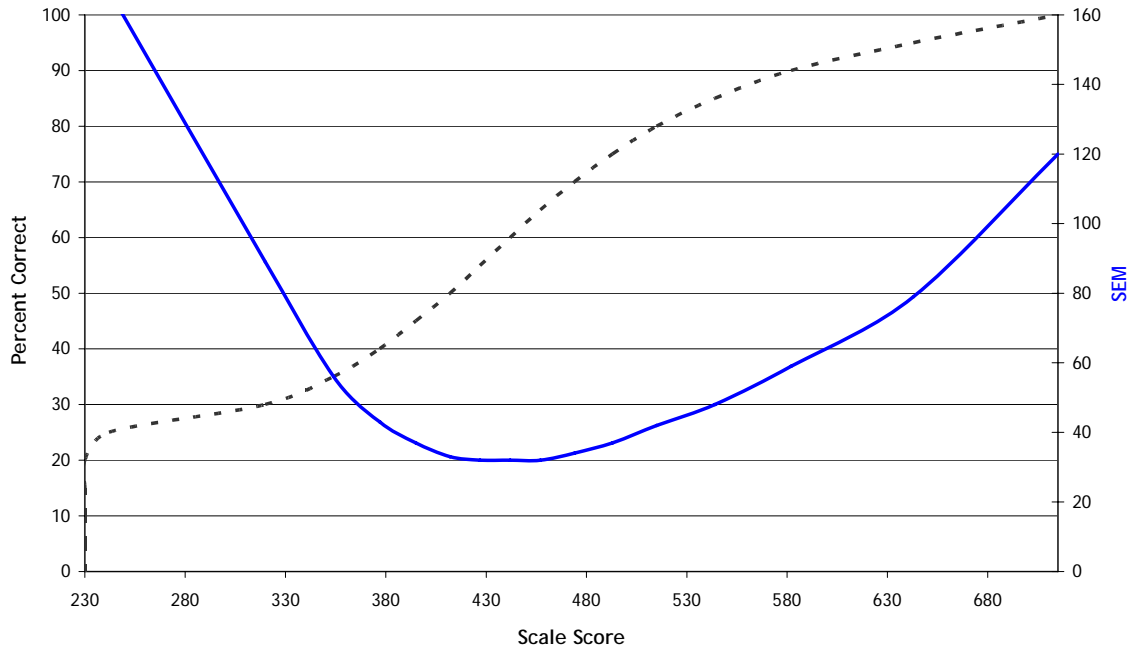
Test Characteristic and Standard Error Curves for CELDT 2007–08 Edition (Form G)
Based on the 2007–08 Edition (Form G) Scoring Table
Listening, Grade Span 3–5



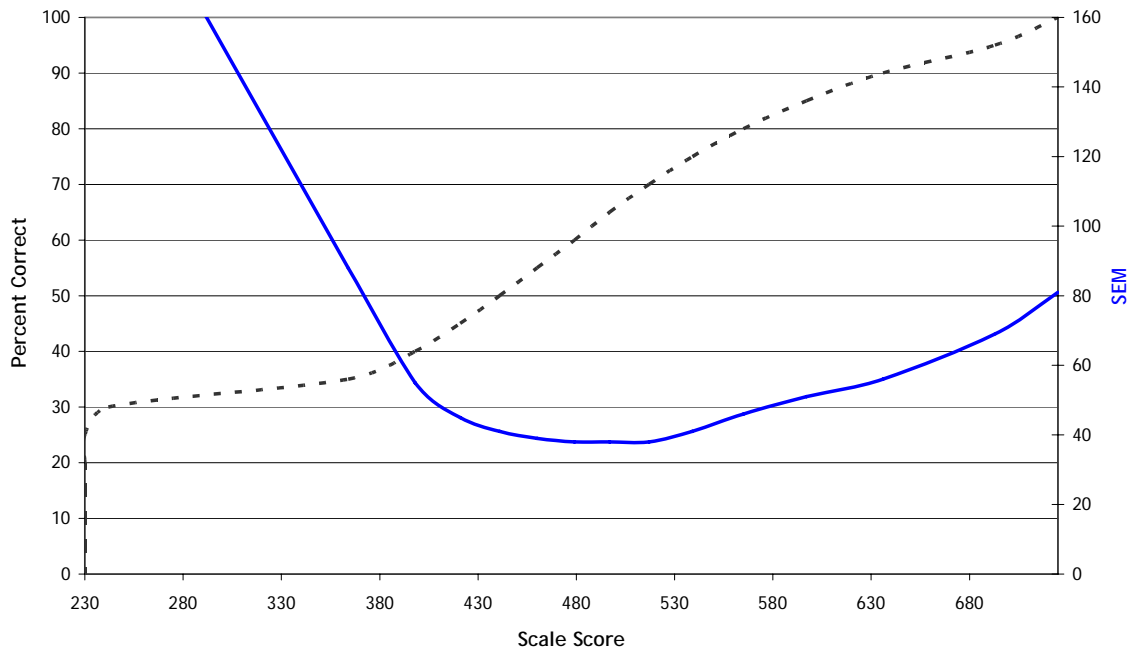
CELDT 2007–08 Edition (Form G) Technical Report

Appendix P: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2007–08 Edition (Form G)
Based on the 2007–08 Edition (Form G) Scoring Table
Listening, Grade Span 6–8



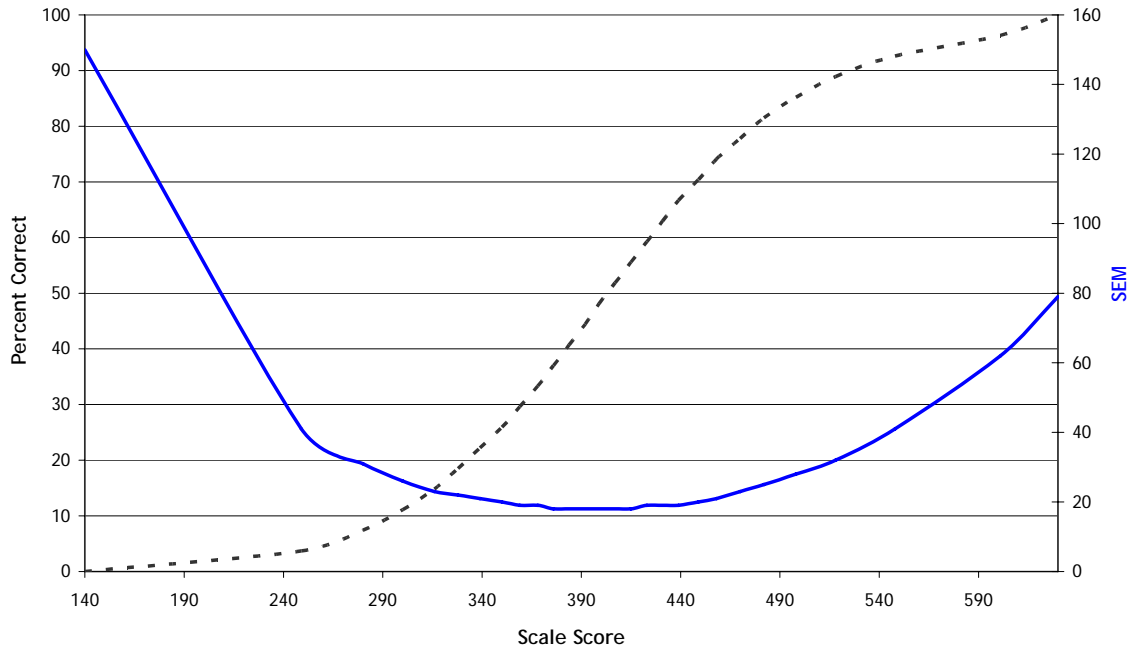
Test Characteristic and Standard Error Curves for CELDT 2007–08 Edition (Form G)
Based on the 2007–08 Edition (Form G) Scoring Table
Listening, Grade Span 9–12



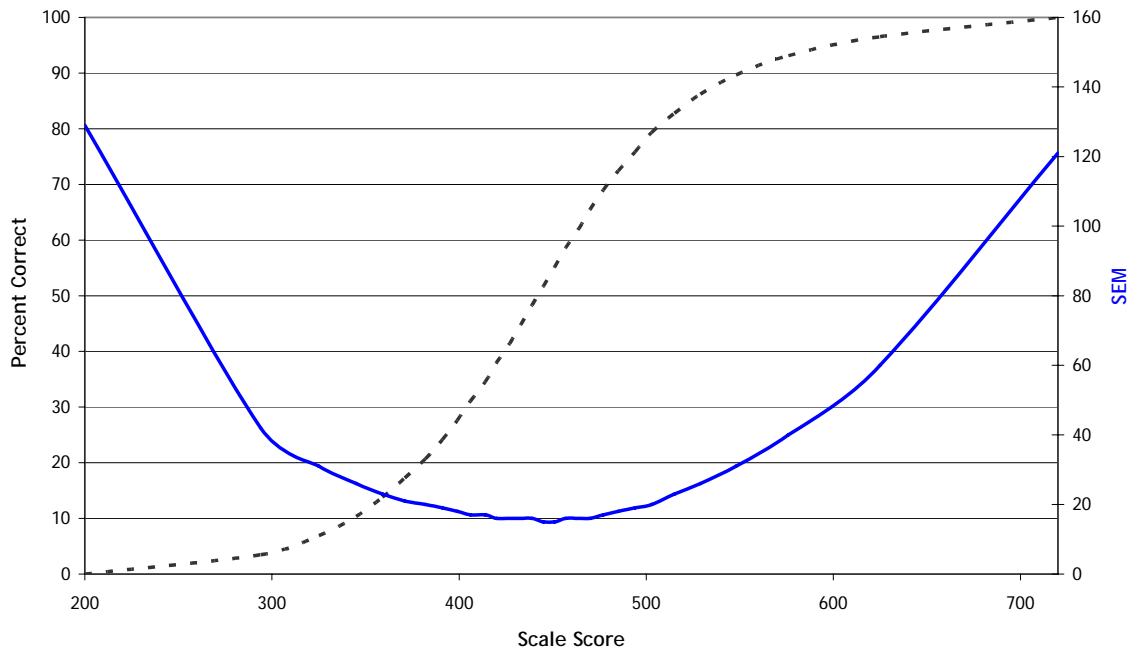
CELDT 2007–08 Edition (Form G) Technical Report

Appendix P: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2007–08 Edition (Form G)
Based on the 2007–08 Edition (Form G) Scoring Table
Speaking, Grade Span K–2



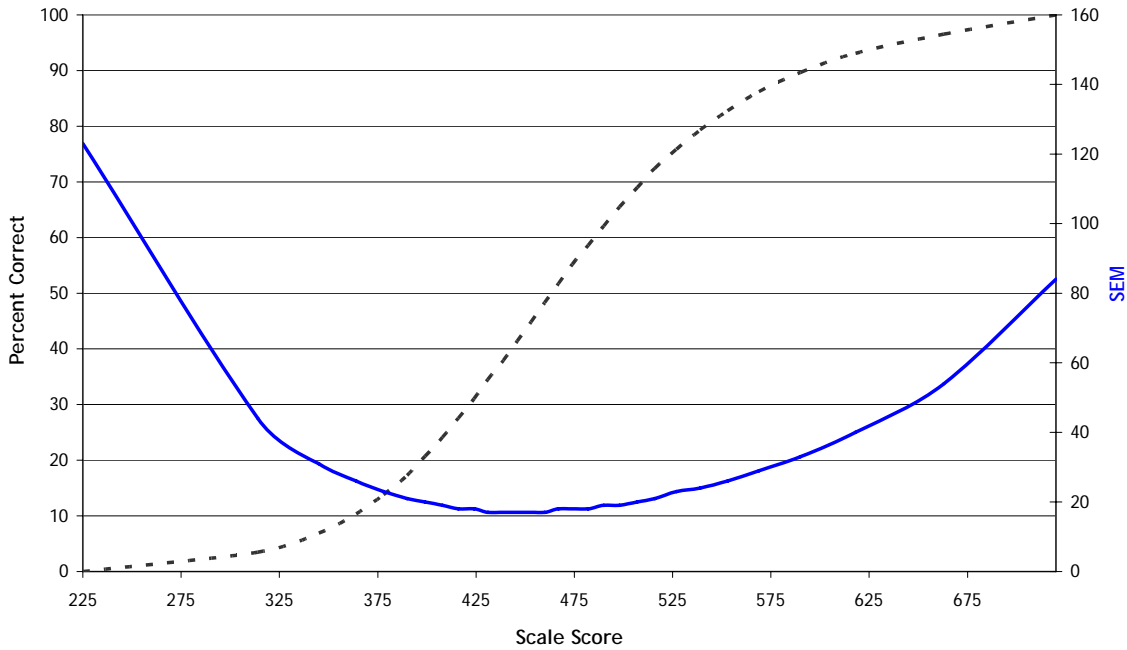
Test Characteristic and Standard Error Curves for CELDT 2007–08 Edition (Form G)
Based on the 2007–08 Edition (Form G) Scoring Table
Speaking, Grade Span 3–5



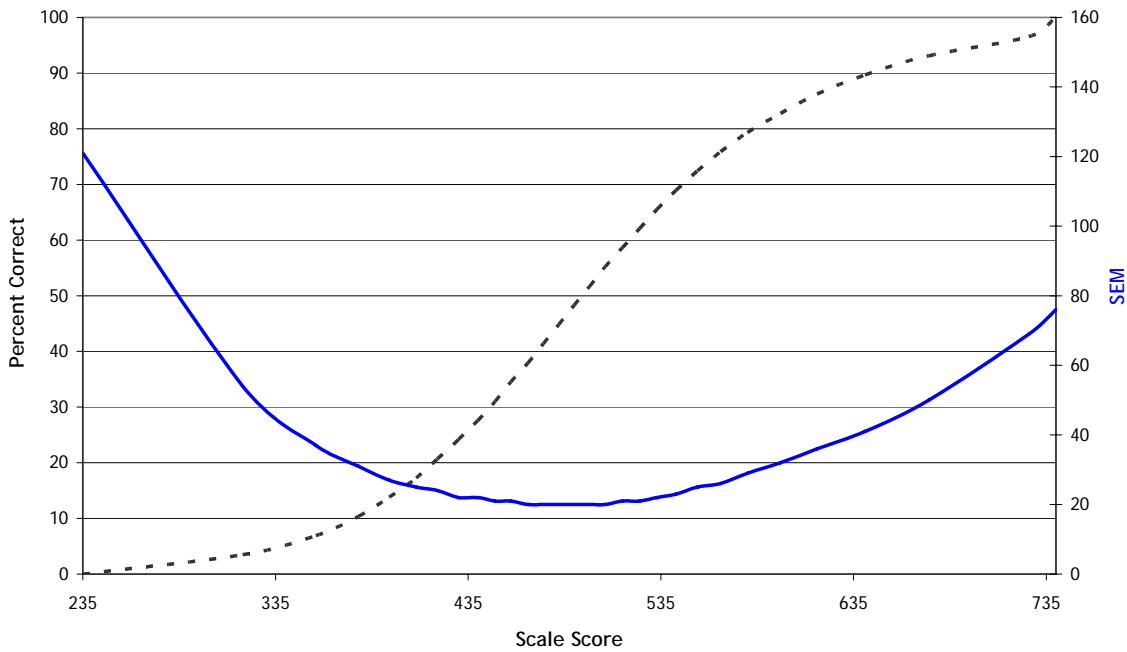
CELDT 2007–08 Edition (Form G) Technical Report

Appendix P: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2007–08 Edition (Form G)
Based on the 2007–08 Edition (Form G) Scoring Table
Speaking, Grade Span 6–8



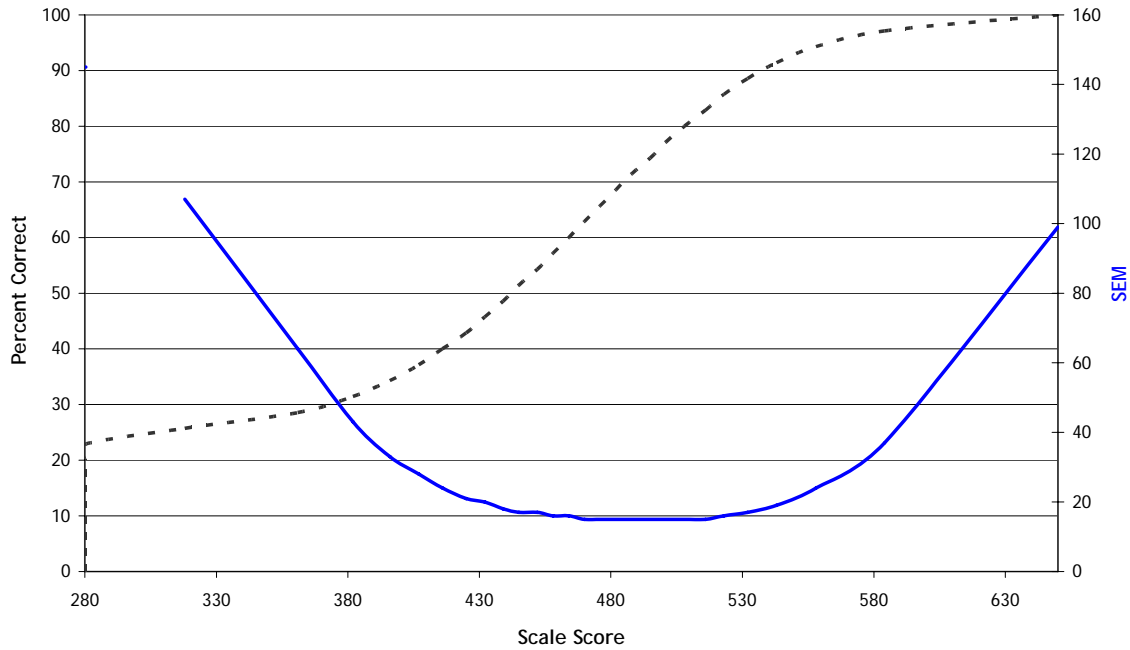
Test Characteristic and Standard Error Curves for CELDT 2007–08 Edition (Form G)
Based on the 2007–08 Edition (Form G) Scoring Table
Speaking, Grade Span 9–12



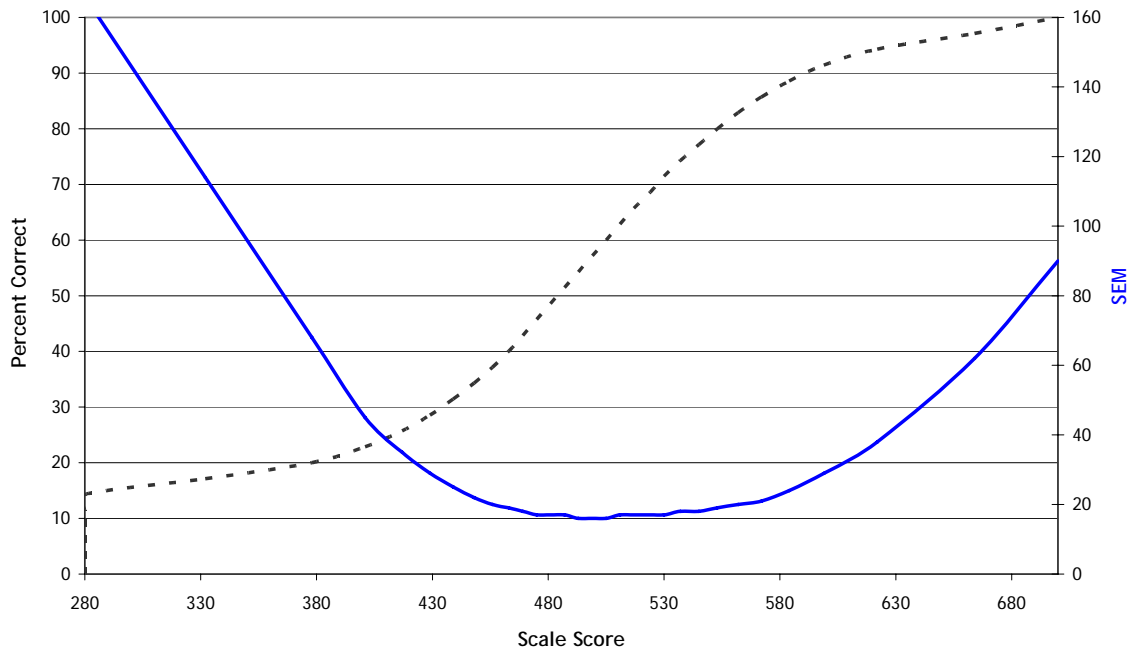
CELDT 2007–08 Edition (Form G) Technical Report

Appendix P: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2007–08 Edition (Form G)
Based on the 2007–08 Edition (Form G) Scoring Table
Reading, Grade Span K–2: Grade 2



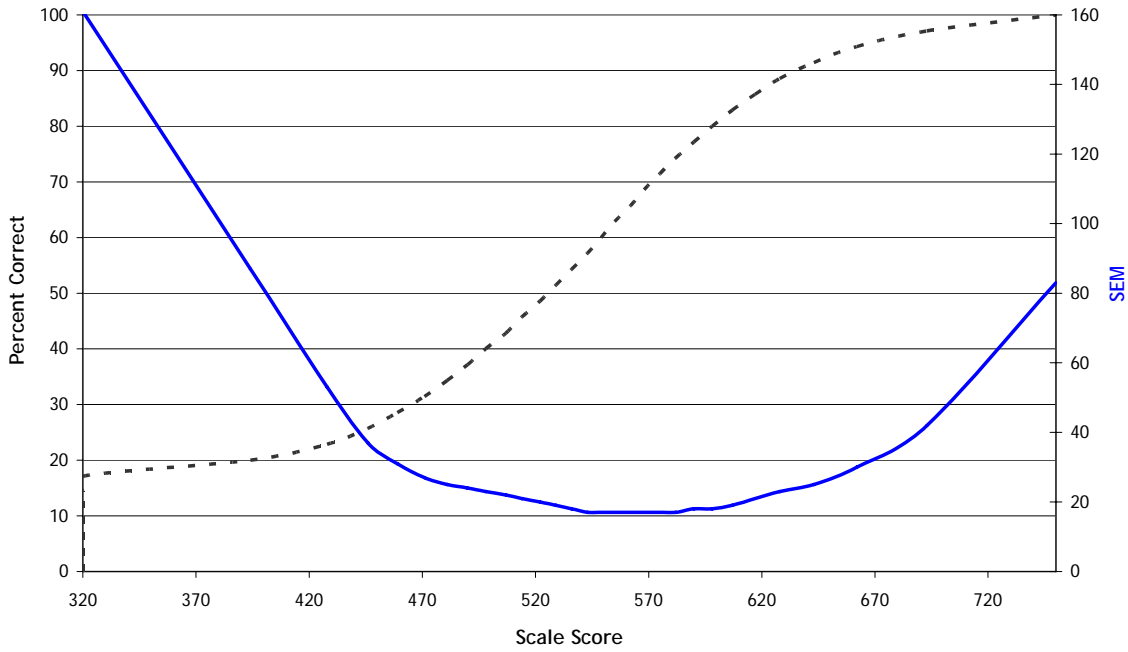
Test Characteristic and Standard Error Curves for CELDT 2007–08 Edition (Form G)
Based on the 2007–08 Edition (Form G) Scoring Table
Reading, Grade Span 3–5



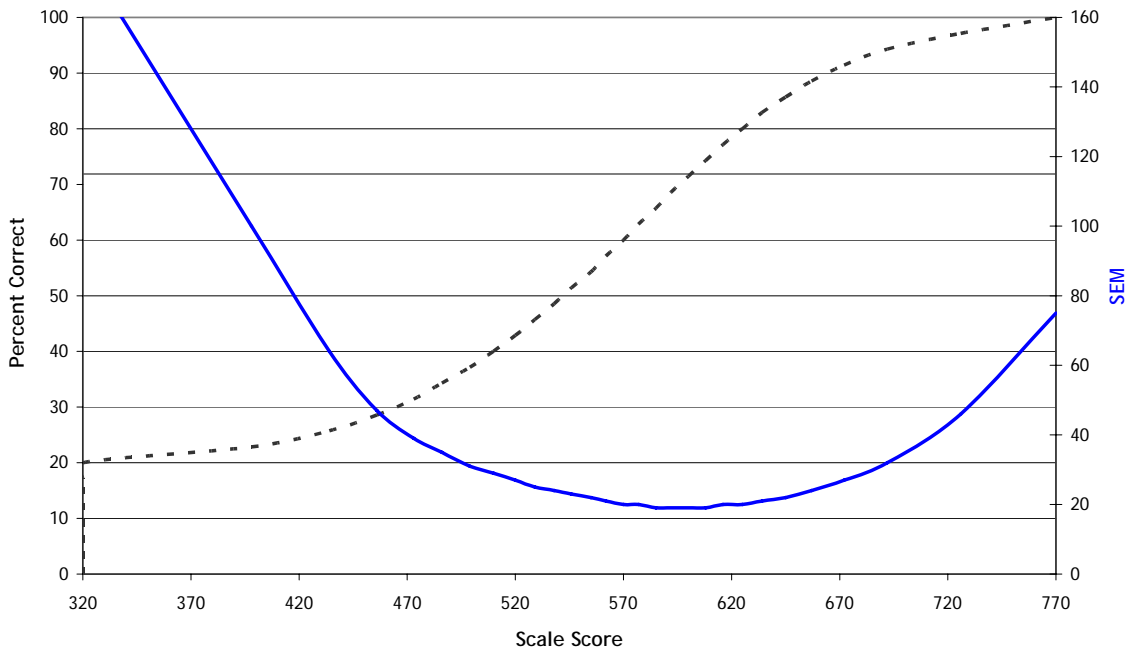
CELDT 2007–08 Edition (Form G) Technical Report

Appendix P: Test Characteristic and Standard Error Curves

**Test Characteristic and Standard Error Curves for CELDT 2007–08 Edition (Form G)
Based on the 2007–08 Edition (Form G) Scoring Table
Reading, Grade Span 6–8**



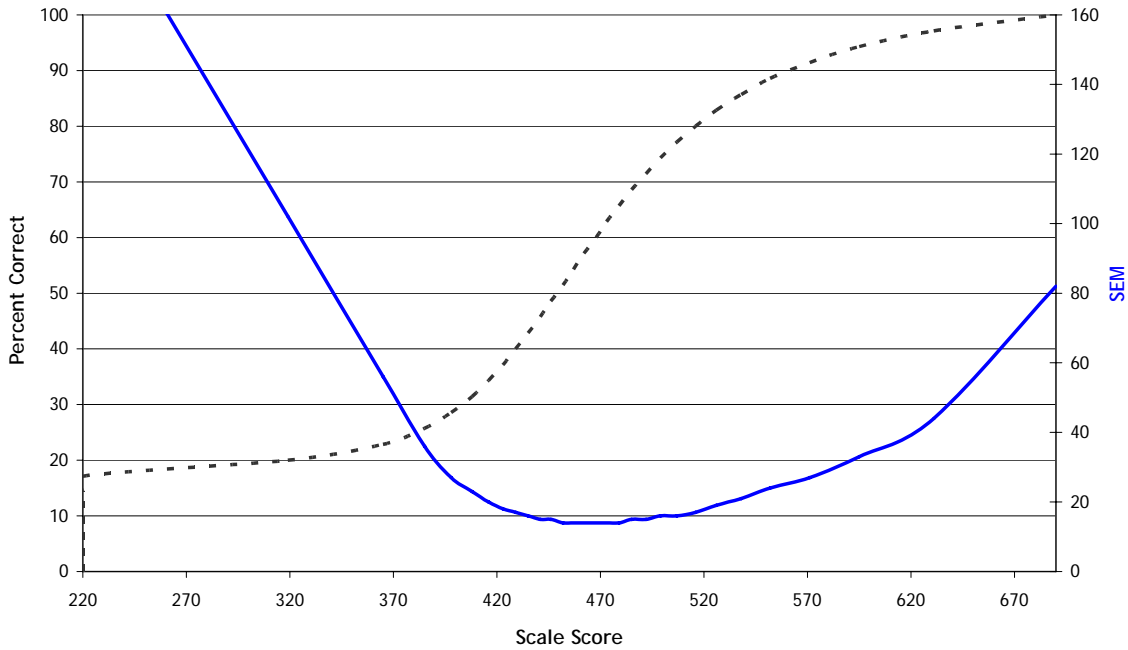
**Test Characteristic and Standard Error Curves for CELDT 2007–08 Edition (Form G)
Based on the 2007–08 Edition (Form G) Scoring Table
Reading, Grade Span 9–12**



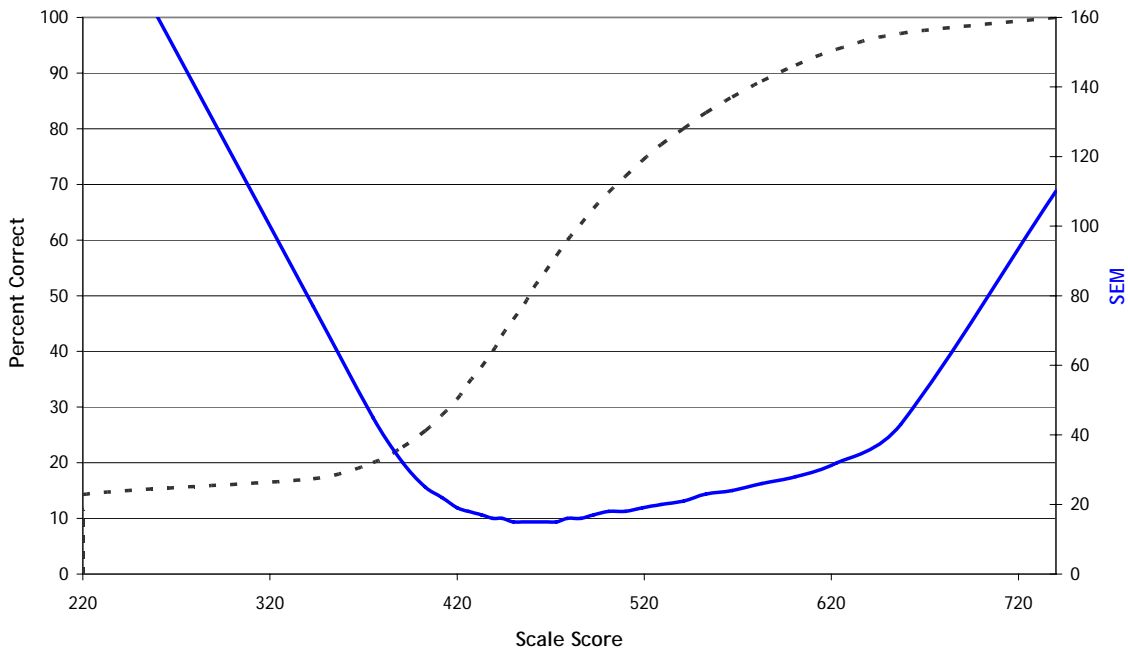
CELDT 2007–08 Edition (Form G) Technical Report

Appendix P: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2007–08 Edition (Form G)
Based on the 2007–08 Edition (Form G) Scoring Table
Writing, Grade Span K–2: Grade 2



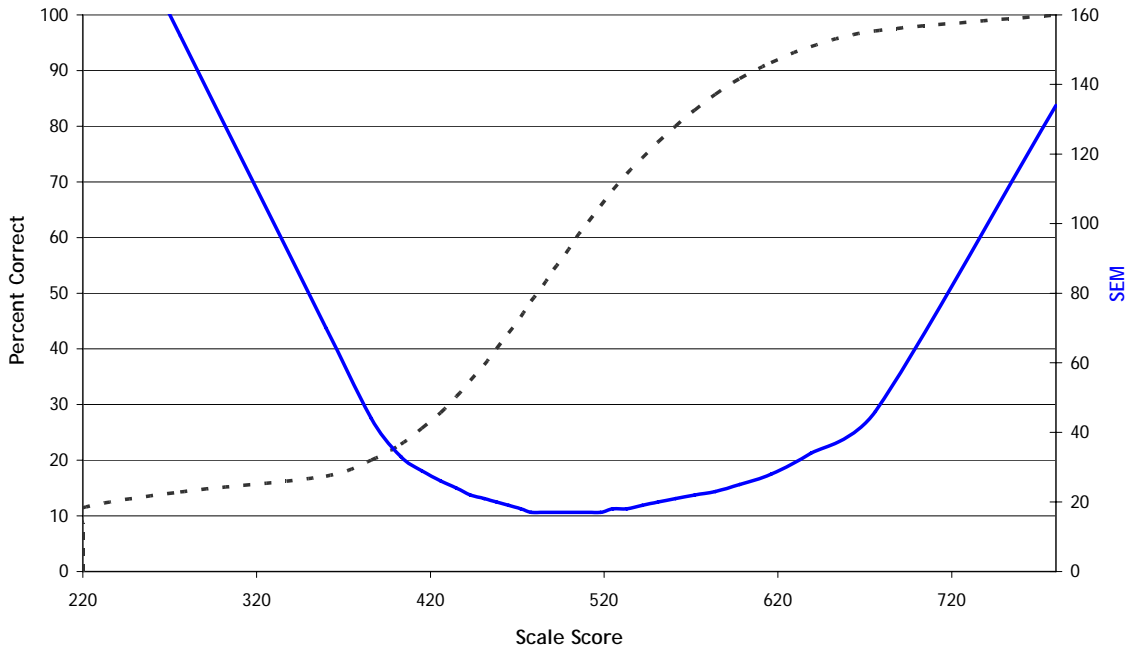
Test Characteristic and Standard Error Curves for CELDT 2007–08 Edition (Form G)
Based on the 2007–08 Edition (Form G) Scoring Table
Writing, Grade Span 3–5



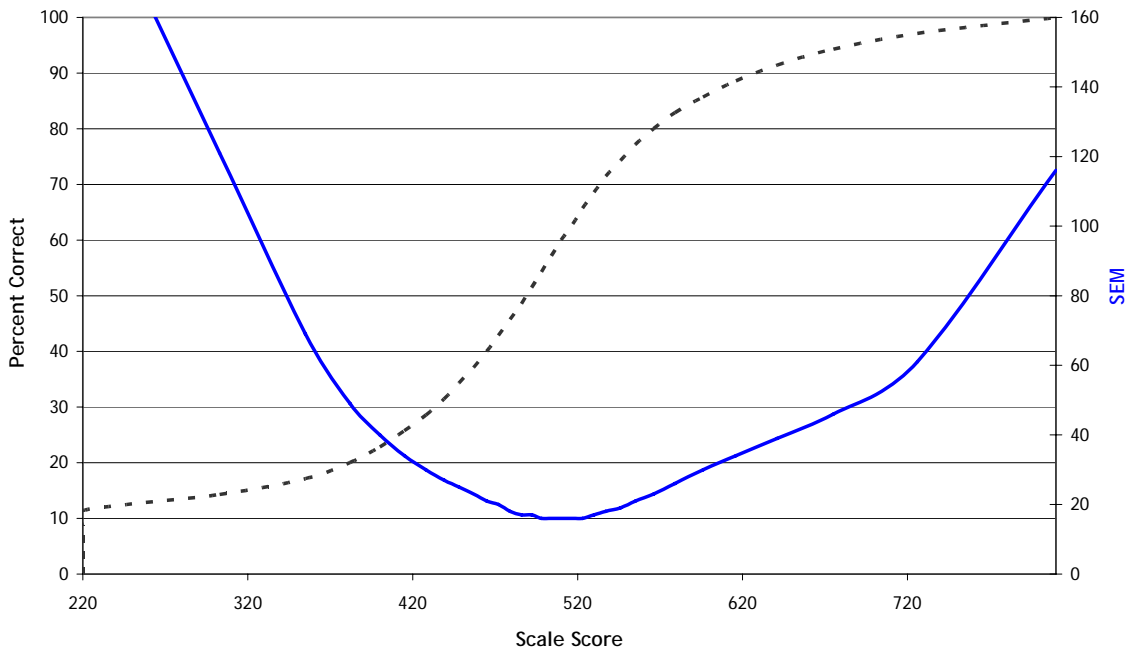
CELDT 2007–08 Edition (Form G) Technical Report

Appendix P: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2007–08 Edition (Form G)
Based on the 2007–08 Edition (Form G) Scoring Table
Writing, Grade Span 6–8



Test Characteristic and Standard Error Curves for CELDT 2007–08 Edition (Form G)
Based on the 2007–08 Edition (Form G) Scoring Table
Writing, Grade Span 9–12



Appendix Q CELDT 2007–08 Edition (Form G) Report Mock-Ups

CELDT report designs are represented in mock-up form in Appendix Q.

Annual Assessment Reports

Proficiency Level Summary Reports

Grade K

Grade 2

Student Proficiency Level Reports

Grade K

Grade 2

Roster Report (Grade K)

Roster Report (Grade 2)

Roster Report Totals (Grade K)

Roster Report Totals (Grade 2)

Student Label (Grade K)

Student Label (Grade 2)

Initial Identification Reports

Proficiency Level Summary Reports

Grade K

Grade 2

Student Proficiency Level Reports

Grade K

Grade 2

Roster Report (Grade K)

Roster Report (Grade 2)

Roster Report Totals (Grade K)

Roster Report Totals (Grade 2)

Student Label (Grade K)

Student Label (Grade 2)

Outside AA Window Reports

Proficiency Level Summary Reports

Grade K

Grade 2

Student Proficiency Level Reports

Grade K

Grade 2

Roster Report (Grade K)

Roster Report (Grade 2)

Roster Report Totals (Grade K)

Roster Report Totals (Grade 2)

Student Label (Grade K)

Student Label (Grade 2)

AA or II Unknown Reports

Proficiency Level Summary Reports

Grade K

Grade 2

Student Proficiency Level Reports

Grade K

Grade 2

Roster Report (Grade K)

Roster Report (Grade 2)

Roster Report Totals (Grade K)

Roster Report Totals (Grade 2)

Student Label (Grade K)

Student Label (Grade 2)

Barcode Labels

Annual Assessment Barcode Label (Grade K)

Initial Identification Barcode Label (Grade K)

Barcode Roster (Grade 1)

Report Backers (Proficiency Level Descriptions)

Grades K–1

Grade 2

Grades 3–5

Grades 6–8

Grades 9–12

**California
English Language
Development Test
(CELDT)**

**Proficiency Level
Summary Report**

School: ANYSCHOOL

Grade: K

ANNUAL ASSESSMENT

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3				
Early Advanced	3	5	0	0	0	0				
Intermediate	18	29	11	17	11	17	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.			
Early Intermediate	7	11	15	24	15	24				
Beginning	33	52	35	56	35	56				
Total Number of Students	63		63		63					
Mean Scale Score	424.7		416.2		416.2					
Standard Deviation	98.4		115.0		115.0					

Number of students who met the CELDT criterion: **XXX**

**California
English Language
Development Test
(CELDT)**

**Proficiency Level
Summary Report**

School: ANYSCHOOL

Grade: 2

ANNUAL ASSESSMENT

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3	4	6	4	6
Early Advanced	3	5	0	0	0	0	7	11	12	19
Intermediate	18	29	11	17	11	17	13	21	14	22
Early Intermediate	7	11	15	24	15	24	9	14	11	17
Beginning	33	52	35	56	35	56	30	48	22	35
Total Number of Students	63		63		63		63		63	
Mean Scale Score	424.7		416.2		416.2		438.3		429.6	
Standard Deviation	98.4		115.0		115.0		83.2		105.5	

Number of students who met the CELDT criterion: **XXX**

**California
English Language
Development Test
(CELDT)**

**Student Proficiency
Level Report**

LARRY RIVAS

Grade: K

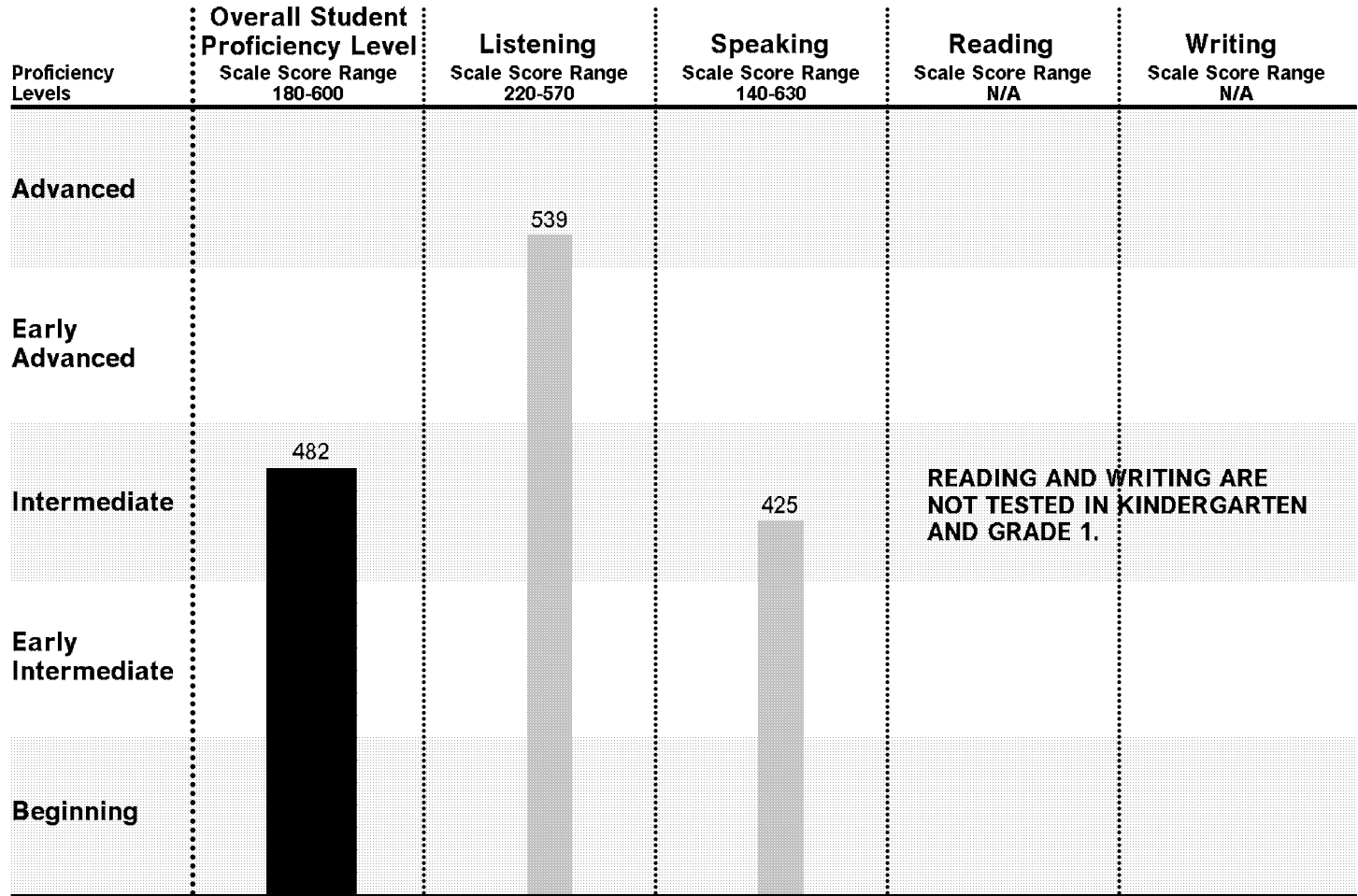
ANNUAL ASSESSMENT

Purpose

First students take the Initial Identification (II) and then in subsequent years they take the Annual Assessment (AA) until reclassified. This report shows the English language development (ELD) proficiency levels that this student demonstrated on the California English Language Development Test (CELDT). It is one source of information that teachers may use with parents, and to plan instruction. The test results are to be added to a student's cumulative record. Parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/01
Special Codes:
ABCDEFGHIJKLMNPOQRST
9000017384.....
SSID: 0123456789
2007-08 Edition
CDS#: 12-12345-1234567
School: ANYSCHOOL
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA



Comprehension Score: N/A An average of the scale scores for Listening and Reading skill areas.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall proficiency level. The other bars represent the proficiency level for each skill area (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher proficiency level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

The back of this report contains a description for each proficiency level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the Overall score and for the different skill areas.

These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress in the CELDT, the student should strive to master all skill areas. Information on how to support the student to achieve this goal can be obtained at the school.

**California
English Language
Development Test
(CELDT)**

**Student Proficiency
Level Report**

PANE GRANT

Grade: 2

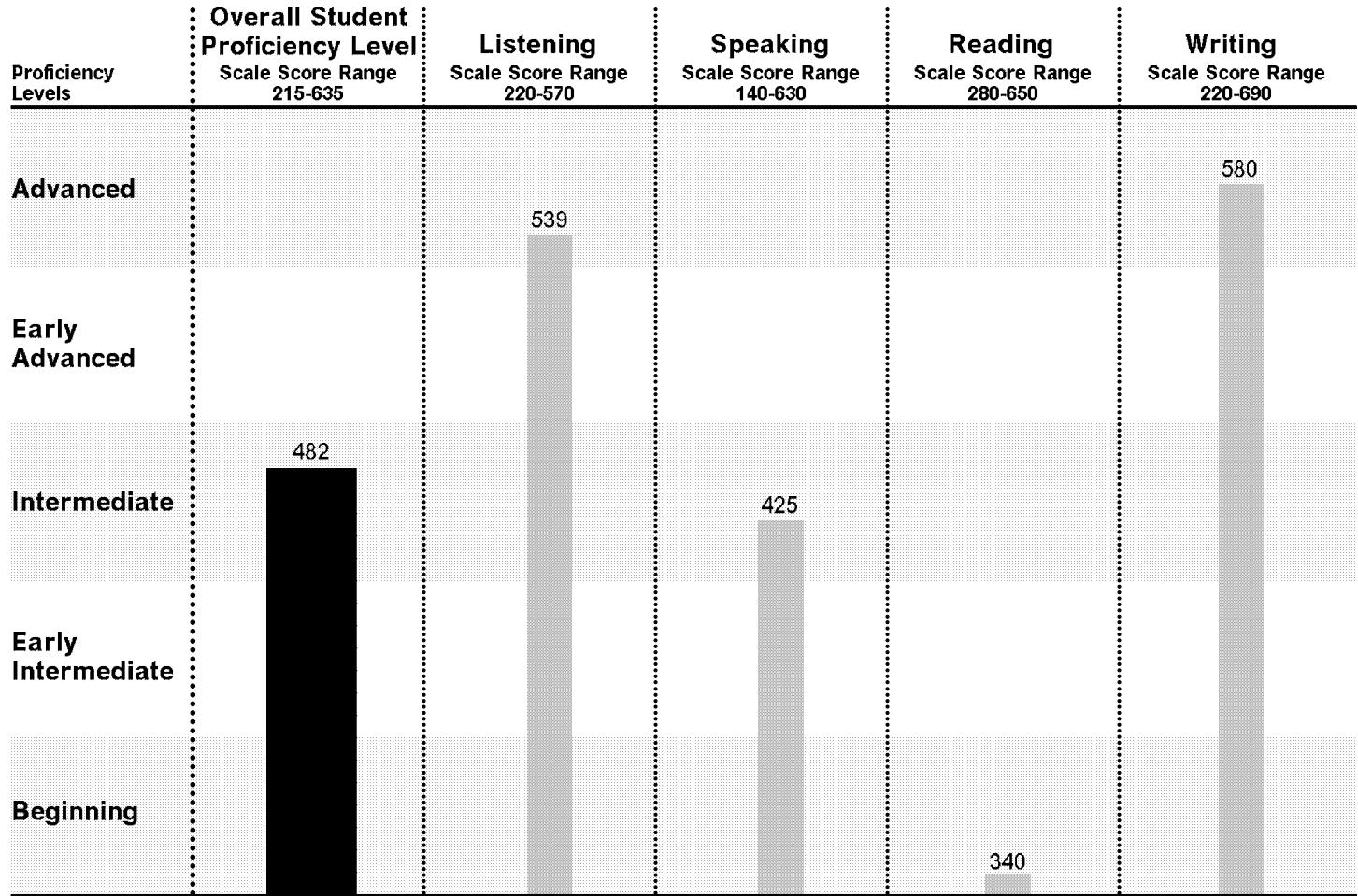
ANNUAL ASSESSMENT

Purpose

First students take the Initial Identification (II) and then in subsequent years they take the Annual Assessment (AA) until reclassified. This report shows the English language development (ELD) proficiency levels that this student demonstrated on the California English Language Development Test (CELDT). It is one source of information that teachers may use with parents, and to plan instruction. The test results are to be added to a student's cumulative record. Parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/01
Special Codes:
ABCDEFGHIJKLMNPOQRST
9000017384.....
SSID: 0123456789
2007-08 Edition
CDS#: 12-12345-1234567
School: ANYSCHOOL
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA



Comprehension Score: N/A An average of the scale scores for Listening and Reading skill areas.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall proficiency level. The other bars represent the proficiency level for each skill area (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher proficiency level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

The back of this report contains a description for each proficiency level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the Overall score and for the different skill areas.

These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress in the CELDT, the student should strive to master all skill areas. Information on how to support the student to achieve this goal can be obtained at the school.

**California
English Language
Development Test
(CELDT)**

Roster Report

School: ANYSCHOOL

Grade: K

ANNUAL ASSESSMENT

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Student	Overall Scale Score Range 180-600 Proficiency Level	Listening Scale Score Range 220-570 Proficiency Level	Speaking Scale Score Range 140-630 Proficiency Level	Reading Scale Score Range N/A Proficiency Level	Writing Scale Score Range N/A Proficiency Level
AYLLON, SALLY Birthdate: 03/21/98 SSID: 0987654321 Local Student ID: 1234567890 Other Codes: 1234567890123456	450 Intermediate	401 Early Intermediate	455 Intermediate		
BARRIENTOS, JOANNE M Birthdate: 03/23/98 SSID: 0098765432 Local Student ID: 0234567890 Other Codes: 1234567890123456	480 Early Advanced	540 Advanced	505 Early Advanced		
BOUSCAREN, MARIE Birthdate: 03/25/98 SSID: 0009876543 Local Student ID: 0034567890 Other Codes: 1234567890123456	500 Early Advanced	551 Advanced	475 Early Advanced		
BUSTAMANTE, AMY Birthdate: 03/27/98 SSID: 0000987654 Local Student ID: 0004567890 Other Codes: 1234567890123456	401 Early Intermediate	436 Intermediate	330 Beginning		
EMMANUEL, BOBBY L Birthdate: 03/29/98 SSID: 0000098765 Local Student ID: 0000567890 Other Codes: 1234567890123456	399 Early Intermediate	305 Beginning	429 Intermediate	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
FIGUEROA, PAM Birthdate: 03/31/98 SSID: 0000009876 Local Student ID: 0000067890 Other Codes: 1234567890123456	430 Intermediate	540 Advanced	455 Intermediate		
GARCIA, ROSA W Birthdate: 04/01/98 SSID: 0000000987 Local Student ID: 0000007890 Other Codes: 1234567890123456	542 Advanced	450 Intermediate	610 Advanced		
HINOJOSA, DEBRA A Birthdate: 04/03/98 SSID: 0000000098 Local Student ID: 0000000890 Other Codes: 1234567890123456	338 Beginning	230 Beginning	375 Early Intermediate		
LING, KAMI C Birthdate: 04/05/98 SSID: 0000000008 Local Student ID: 0000000090 Other Codes: 1234567890123456	180* Beginning	220* Beginning	140* Beginning		
ORTIZ, JEAN Birthdate: 07/05/98 SSID: 0000000025 Local Student ID: 0000000099 Other Codes: 1234567890123456	423 Intermediate	440 Intermediate	500 Early Advanced		

*An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. In this case the student received the lowest possible score. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

**California
English Language
Development Test
(CELDT)**

Roster Report

School: ANYSCHOOL

Grade: 2

ANNUAL ASSESSMENT

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567

District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Student	Overall Scale Score Range 215-635 Proficiency Level	Listening Scale Score Range 220-570 Proficiency Level	Speaking Scale Score Range 220-570 Proficiency Level	Reading Scale Score Range 280-650 Proficiency Level	Writing Scale Score Range 220-690 Proficiency Level
AYLLON, SALLY Birthdate: 03/21/99 SSID: 0987654321 Local Student ID: 1234567890 Other Codes: 1234567890123456	450 Intermediate	401 Early Intermediate	455 Intermediate	453 Early Intermediate	505 Intermediate
BARRIENTOS, JOANNE M Birthdate: 03/23/99 SSID: 0098765432 Local Student ID: 0234567890 Other Codes: 1234567890123456	480 Early Advanced	540 Advanced	505 Early Advanced	506 Intermediate	495 Intermediate
BOUSCAREN, MARIE Birthdate: 03/25/99 SSID: 0009876543 Local Student ID: 0034567890 Other Codes: 1234567890123456	500 Early Advanced	551 Advanced	475 Early Advanced	606 Advanced	525 Early Advanced
BUSTAMANTE, AMY Birthdate: 03/27/99 SSID: 0000987654 Local Student ID: 0004567890 Other Codes: 1234567890123456	401 Early Intermediate	436 Intermediate	330 Beginning	490 Intermediate	375 Beginning
EMMANUEL, BOBBY L Birthdate: 03/29/99 SSID: 0000098765 Local Student ID: 0000567890 Other Codes: 1234567890123456	399 Early Intermediate	305 Beginning	429 Intermediate	375 Beginning	490 Intermediate
FIGUEROA, PAM Birthdate: 03/31/99 SSID: 0000009876 Local Student ID: 0000067890 Other Codes: 1234567890123456	430 Intermediate	540 Advanced	455 Intermediate	505 Intermediate	425 Early Intermediate
GARCIA, ROSA W Birthdate: 04/01/99 SSID: 0000000987 Local Student ID: 0000007890 Other Codes: 1234567890123456	542 Advanced	450 Intermediate	610 Advanced	534 Early Advanced	570 Advanced
HINOJOSA, DEBRA A Birthdate: 04/03/99 SSID: 0000000098 Local Student ID: 0000000890 Other Codes: 1234567890123456	338 Beginning	230 Beginning	375 Early Intermediate	375 Beginning	375 Beginning
LING, KAMI C Birthdate: 04/05/99 SSID: 0000000008 Local Student ID: 0000000090 Other Codes: 1234567890123456	180* Beginning	220* Beginning	140* Beginning	280* Beginning	220* Beginning
ORTIZ, JEAN Birthdate: 07/05/99 SSID: 0000000025 Local Student ID: 0000000099 Other Codes: 1234567890123456	423 Intermediate	440 Intermediate	500 Early Advanced	535 Early Advanced	504 Intermediate

*An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. In this case the student received the lowest possible score. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

**California
English Language
Development Test
(CELDT)**

**Roster Summary
Report**

School: ANYSCHOOL

Grade: K

ANNUAL ASSESSMENT

Purpose
This roster report provides a record of
test results for students in this group.

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1		
Early Advanced	2	0	3		
Intermediate	3	3	3	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
Early Intermediate	2	1	1		
Beginning	2	3	2		
Number of Students Tested	10	10	10		

**California
English Language
Development Test
(CELDT)**

**Roster Summary
Report**

School: ANYSCHOOL

Grade: 2

ANNUAL ASSESSMENT

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1	1	1
Early Advanced	2	0	3	2	1
Intermediate	3	3	3	3	4
Early Intermediate	2	1	1	1	1
Beginning	2	3	2	3	3
Number of Students Tested	10	10	10	10	10

CELDT 2007-08 Edition

Student Label Mockup

<i>California English Language Development Test (CELDT)</i>	Skill Area	Scale Score	Proficiency Level
CHANG, SUSAN Birthdate: 01/19/01 Grade K Primary Lang: Mandarin District: ANYDISTRICT School: ANYSCHOOL 2007-08 Edition ANNUAL ASSESSMENT	Overall	427	Intermediate Level
	Listening	380	Early Intermediate
	Speaking	475	Early Advanced
	Reading		Not Tested in K-1
	Writing		Not Tested in K-1
	SSID: 0987654321 Local Student ID1234567890		
	Other Codes: 1234567890123456		

CELDT 2007-08 Edition

Student Label Mockup

<i>California English Language Development Test (CELDT)</i>	Skill Area	Scale Score	Proficiency Level
CHANG, SUSAN Birthdate: 01/19/01 Grade 2 Primary Lang: Mandarin District: ANYDISTRICT School: ANYSCHOOL 2007-08 Edition ANNUAL ASSESSMENT	Overall	427	Intermediate Level
	Listening	380	Early Intermediate
	Speaking	475	Early Advanced
	Reading	483	Intermediate
	Writing	491	Intermediate
	SSID: 0987654321 Local Student ID1234567890		
	Other Codes: 1234567890123456		

**California
English Language
Development Test
(CELDT)**

**Proficiency Level
Summary Report**

School: ANYSCHOOL

Grade: K

INITIAL IDENT

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3				
Early Advanced	3	5	0	0	0	0				
Intermediate	18	29	11	17	11	17	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.			
Early Intermediate	7	11	15	24	15	24				
Beginning	33	52	35	56	35	56				
Total Number of Students	63		63		63					
Mean Scale Score	424.7		416.2		416.2					
Standard Deviation	98.4		115.0		115.0					

Number of students who met the CELDT criterion: **XXX**

**California
English Language
Development Test
(CELDT)**

**Proficiency Level
Summary Report**

School: ANYSCHOOL

Grade: 2

INITIAL IDENT

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3	4	6	4	6
Early Advanced	3	5	0	0	0	0	7	11	12	19
Intermediate	18	29	11	17	11	17	13	21	14	22
Early Intermediate	7	11	15	24	15	24	9	14	11	17
Beginning	33	52	35	56	35	56	30	48	22	35
Total Number of Students	63		63		63		63		63	
Mean Scale Score	424.7		416.2		416.2		438.3		429.6	
Standard Deviation	98.4		115.0		115.0		83.2		105.5	

Number of students who met the CELDT criterion: **XXX**

**California
English Language
Development Test
(CELDT)**

**Student Proficiency
Level Report**

LARRY RIVAS

Grade: K

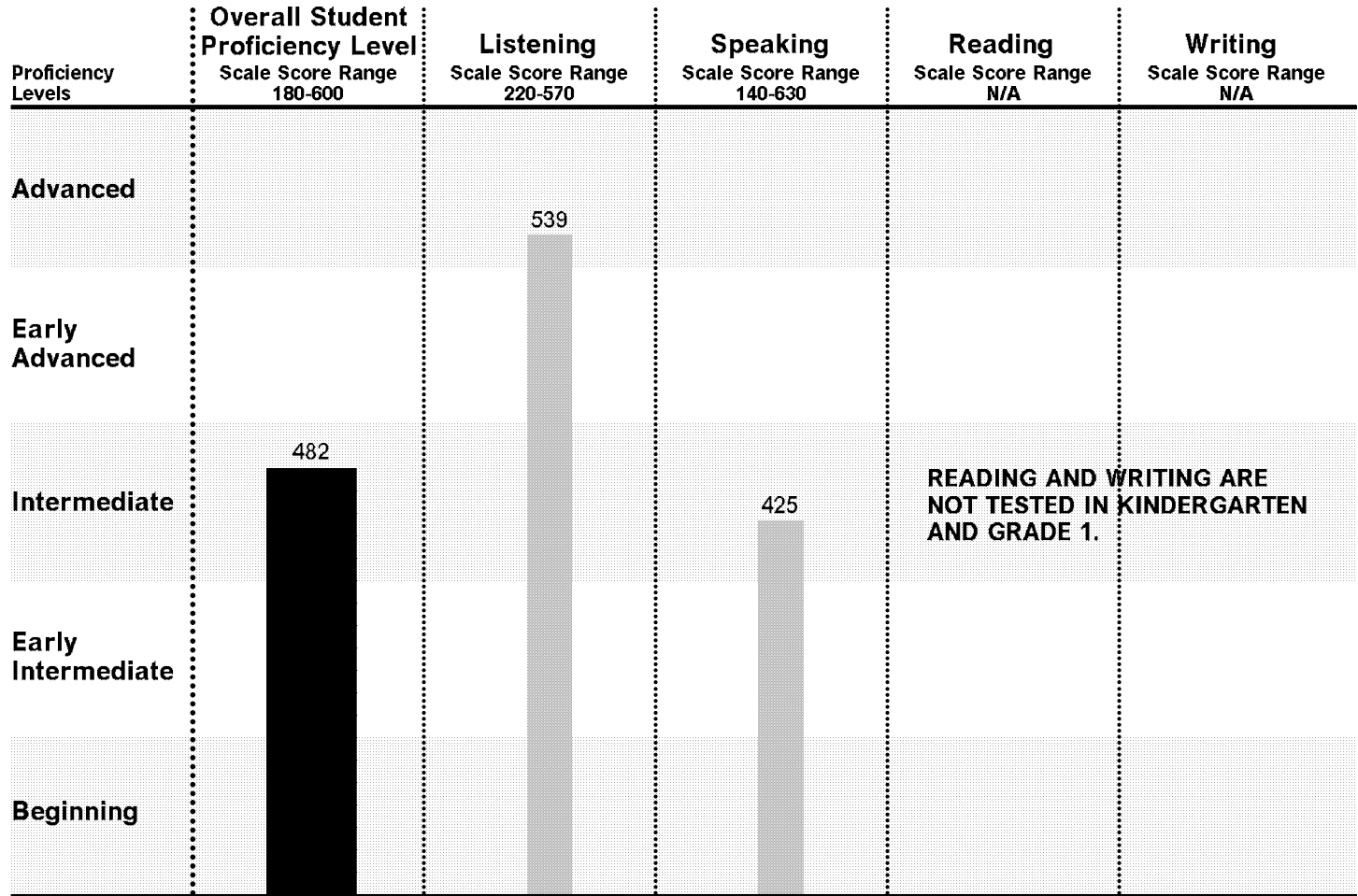
INITIAL IDENT

Purpose

First students take the Initial Identification (II) and then in subsequent years they take the Annual Assessment (AA) until reclassified. This report shows the English language development (ELD) proficiency levels that this student demonstrated on the California English Language Development Test (CELDT). It is one source of information that teachers may use with parents, and to plan instruction. The test results are to be added to a student's cumulative record. Parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/01
Special Codes:
ABCDEFGHIJKLMNQPQRST
9000017384.....
SSID: 0123456789
2007-08 Edition
CDS#: 12-12345-1234567
School: ANYSCHOOL
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA



Comprehension Score: N/A An average of the scale scores for Listening and Reading skill areas.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall proficiency level. The other bars represent the proficiency level for each skill area (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher proficiency level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

The back of this report contains a description for each proficiency level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the Overall score and for the different skill areas.

These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress in the CELDT, the student should strive to master all skill areas. Information on how to support the student to achieve this goal can be obtained at the school.

**California
English Language
Development Test
(CELDT)**

**Student Proficiency
Level Report**

PANE GRANT

Grade: 2

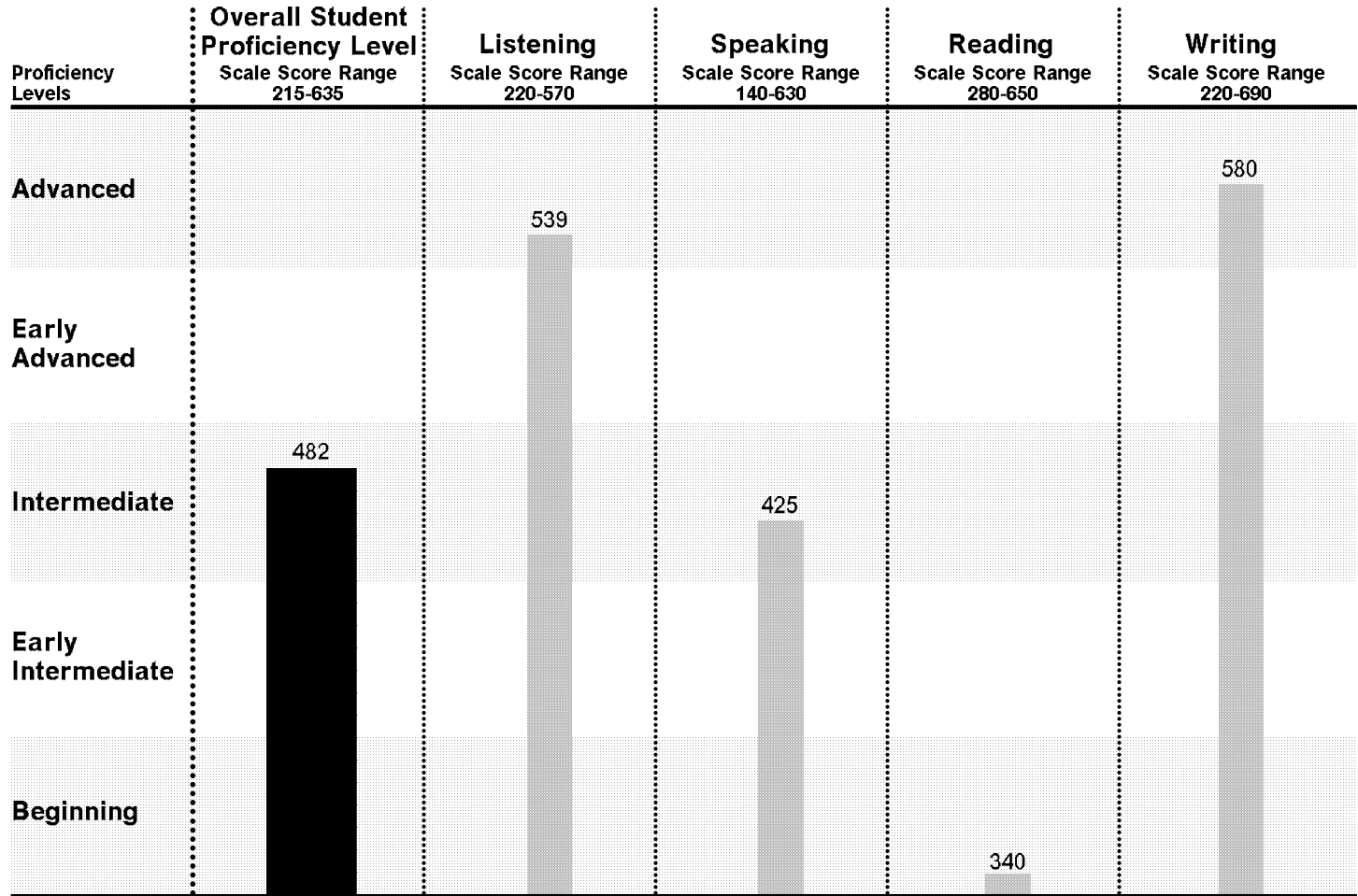
INITIAL IDENT

Purpose

First students take the Initial Identification (II) and then in subsequent years they take the Annual Assessment (AA) until reclassified. This report shows the English language development (ELD) proficiency levels that this student demonstrated on the California English Language Development Test (CELDT). It is one source of information that teachers may use with parents, and to plan instruction. The test results are to be added to a student's cumulative record. Parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/01
Special Codes:
ABCDEFGHIJKLMNPOQRST
9000017384.....
SSID: 0123456789
2007-08 Edition
CDS#: 12-12345-1234567
School: ANYSCHOOL
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA



Comprehension Score: N/A An average of the scale scores for Listening and Reading skill areas.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall proficiency level. The other bars represent the proficiency level for each skill area (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher proficiency level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

The back of this report contains a description for each proficiency level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the Overall score and for the different skill areas.

These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress in the CELDT, the student should strive to master all skill areas. Information on how to support the student to achieve this goal can be obtained at the school.

**California
English Language
Development Test
(CELDT)**

Roster Report

School: ANYSCHOOL

Grade: K

INITIAL IDENT

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567

District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Student	Overall Scale Score Range 180-600 Proficiency Level	Listening Scale Score Range 220-570 Proficiency Level	Speaking Scale Score Range 140-630 Proficiency Level	Reading Scale Score Range N/A Proficiency Level	Writing Scale Score Range N/A Proficiency Level
AYLLON, SALLY Birthdate: 03/21/98 SSID: 0987654321 Local Student ID: 1234567890 Other Codes: 1234567890123456	450 Intermediate	401 Early Intermediate	455 Intermediate		
BARRIENTOS, JOANNE M Birthdate: 03/23/98 SSID: 0098765432 Local Student ID: 0234567890 Other Codes: 1234567890123456	480 Early Advanced	540 Advanced	505 Early Advanced		
BOUSCAREN, MARIE Birthdate: 03/25/98 SSID: 0009876543 Local Student ID: 0034567890 Other Codes: 1234567890123456	500 Early Advanced	551 Advanced	475 Early Advanced		
BUSTAMANTE, AMY Birthdate: 03/27/98 SSID: 0000987654 Local Student ID: 0004567890 Other Codes: 1234567890123456	401 Early Intermediate	436 Intermediate	330 Beginning		
EMMANUEL, BOBBY L Birthdate: 03/29/98 SSID: 0000098765 Local Student ID: 0000567890 Other Codes: 1234567890123456	399 Early Intermediate	305 Beginning	429 Intermediate	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
FIGUEROA, PAM Birthdate: 03/31/98 SSID: 0000009876 Local Student ID: 0000067890 Other Codes: 1234567890123456	430 Intermediate	540 Advanced	455 Intermediate		
GARCIA, ROSA W Birthdate: 04/01/98 SSID: 0000000987 Local Student ID: 0000007890 Other Codes: 1234567890123456	542 Advanced	450 Intermediate	610 Advanced		
HINOJOSA, DEBRA A Birthdate: 04/03/98 SSID: 0000000098 Local Student ID: 0000000890 Other Codes: 1234567890123456	338 Beginning	230 Beginning	375 Early Intermediate		
LING, KAMI C Birthdate: 04/05/98 SSID: 0000000008 Local Student ID: 0000000090 Other Codes: 1234567890123456	180* Beginning	220* Beginning	140* Beginning		
ORTIZ, JEAN Birthdate: 07/05/98 SSID: 0000000025 Local Student ID: 0000000099 Other Codes: 1234567890123456	423 Intermediate	440 Intermediate	500 Early Advanced		

*An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. In this case the student received the lowest possible score. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

**California
English Language
Development Test
(CELDT)**

Roster Report

School: ANYSCHOOL

Grade: 2

INITIAL IDENT

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567

District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Student	Overall Scale Score Range 215-635 Proficiency Level	Listening Scale Score Range 220-570 Proficiency Level	Speaking Scale Score Range 220-570 Proficiency Level	Reading Scale Score Range 280-650 Proficiency Level	Writing Scale Score Range 220-690 Proficiency Level
AYLLON, SALLY Birthdate: 03/21/99 SSID: 0987654321 Local Student ID: 1234567890 Other Codes: 1234567890123456	450 Intermediate	401 Early Intermediate	455 Intermediate	453 Early Intermediate	505 Intermediate
BARRIENTOS, JOANNE M Birthdate: 03/23/99 SSID: 0098765432 Local Student ID: 0234567890 Other Codes: 1234567890123456	480 Early Advanced	540 Advanced	505 Early Advanced	506 Intermediate	495 Intermediate
BOUSCAREN, MARIE Birthdate: 03/25/99 SSID: 0009876543 Local Student ID: 0034567890 Other Codes: 1234567890123456	500 Early Advanced	551 Advanced	475 Early Advanced	606 Advanced	525 Early Advanced
BUSTAMANTE, AMY Birthdate: 03/27/99 SSID: 0000987654 Local Student ID: 0004567890 Other Codes: 1234567890123456	401 Early Intermediate	436 Intermediate	330 Beginning	490 Intermediate	375 Beginning
EMMANUEL, BOBBY L Birthdate: 03/29/99 SSID: 0000098765 Local Student ID: 0000567890 Other Codes: 1234567890123456	399 Early Intermediate	305 Beginning	429 Intermediate	375 Beginning	490 Intermediate
FIGUEROA, PAM Birthdate: 03/31/99 SSID: 0000009876 Local Student ID: 0000067890 Other Codes: 1234567890123456	430 Intermediate	540 Advanced	455 Intermediate	505 Intermediate	425 Early Intermediate
GARCIA, ROSA W Birthdate: 04/01/99 SSID: 0000000987 Local Student ID: 0000007890 Other Codes: 1234567890123456	542 Advanced	450 Intermediate	610 Advanced	534 Early Advanced	570 Advanced
HINOJOSA, DEBRA A Birthdate: 04/03/99 SSID: 0000000098 Local Student ID: 0000000890 Other Codes: 1234567890123456	338 Beginning	230 Beginning	375 Early Intermediate	375 Beginning	375 Beginning
LING, KAMI C Birthdate: 04/05/99 SSID: 0000000008 Local Student ID: 0000000090 Other Codes: 1234567890123456	180* Beginning	220* Beginning	140* Beginning	280* Beginning	220* Beginning
ORTIZ, JEAN Birthdate: 07/05/99 SSID: 0000000025 Local Student ID: 0000000099 Other Codes: 1234567890123456	423 Intermediate	440 Intermediate	500 Early Advanced	535 Early Advanced	504 Intermediate

*An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. In this case the student received the lowest possible score. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

**California
English Language
Development Test
(CELDT)**

**Roster Summary
Report**

School: ANYSCHOOL

Grade: K

INITIAL IDENT

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1		
Early Advanced	2	0	3		
Intermediate	3	3	3	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
Early Intermediate	2	1	1		
Beginning	2	3	2		
Number of Students Tested	10	10	10		

**California
English Language
Development Test
(CELDT)**

**Roster Summary
Report**

School: ANYSCHOOL

Grade: 2

INITIAL IDENT

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1	1	1
Early Advanced	2	0	3	2	1
Intermediate	3	3	3	3	4
Early Intermediate	2	1	1	1	1
Beginning	2	3	2	3	3
Number of Students Tested	10	10	10	10	10

CELDT 2007-08 Edition

Student Label Mockup

<i>California English Language Development Test (CELDT)</i>	Skill Area	Scale Score	Proficiency Level
CHANG, SUSAN Birthdate: 01/19/01 Grade K Primary Lang: Mandarin District: ANYDISTRICT School: ANYSCHOOL 2007-08 Edition INITIAL IDENT	Overall	427	Intermediate Level
	Listening	380	Early Intermediate
	Speaking	475	Early Advanced
	Reading		Not Tested in K-1
	Writing		Not Tested in K-1
	SSID: 0987654321 Local Student ID1234567890		
	Other Codes: 1234567890123456		

CELDT 2007-08 Edition

Student Label Mockup

<i>California English Language Development Test (CELDT)</i>	Skill Area	Scale Score	Proficiency Level
CHANG, SUSAN Birthdate: 01/19/01 Grade 2 Primary Lang: Mandarin District: ANYDISTRICT School: ANYSCHOOL 2007-08 Edition INITIAL IDENT	Overall	427	Intermediate Level
	Listening	380	Early Intermediate
	Speaking	475	Early Advanced
	Reading	483	Intermediate
	Writing	491	Intermediate
	SSID: 0987654321 Local Student ID1234567890		
	Other Codes: 1234567890123456		

**California
English Language
Development Test
(CELDT)**

**Proficiency Level
Summary Report**

School: ANYSCHOOL

Grade: K

OUTSIDE AA WINDOW

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3				
Early Advanced	3	5	0	0	0	0				
Intermediate	18	29	11	17	11	17	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.			
Early Intermediate	7	11	15	24	15	24				
Beginning	33	52	35	56	35	56				
Total Number of Students	63		63		63					
Mean Scale Score	424.7		416.2		416.2					
Standard Deviation	98.4		115.0		115.0					

Number of students who met the CELDT criterion: **XXX**

**California
English Language
Development Test
(CELDT)**

**Proficiency Level
Summary Report**

School: ANYSCHOOL

Grade: 2

OUTSIDE AA WINDOW

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3	4	6	4	6
Early Advanced	3	5	0	0	0	0	7	11	12	19
Intermediate	18	29	11	17	11	17	13	21	14	22
Early Intermediate	7	11	15	24	15	24	9	14	11	17
Beginning	33	52	35	56	35	56	30	48	22	35
Total Number of Students	63		63		63		63		63	
Mean Scale Score	424.7		416.2		416.2		438.3		429.6	
Standard Deviation	98.4		115.0		115.0		83.2		105.5	

Number of students who met the CELDT criterion: **XXX**

**California
English Language
Development Test
(CELDT)**

**Student Proficiency
Level Report**

LARRY RIVAS

Grade: K

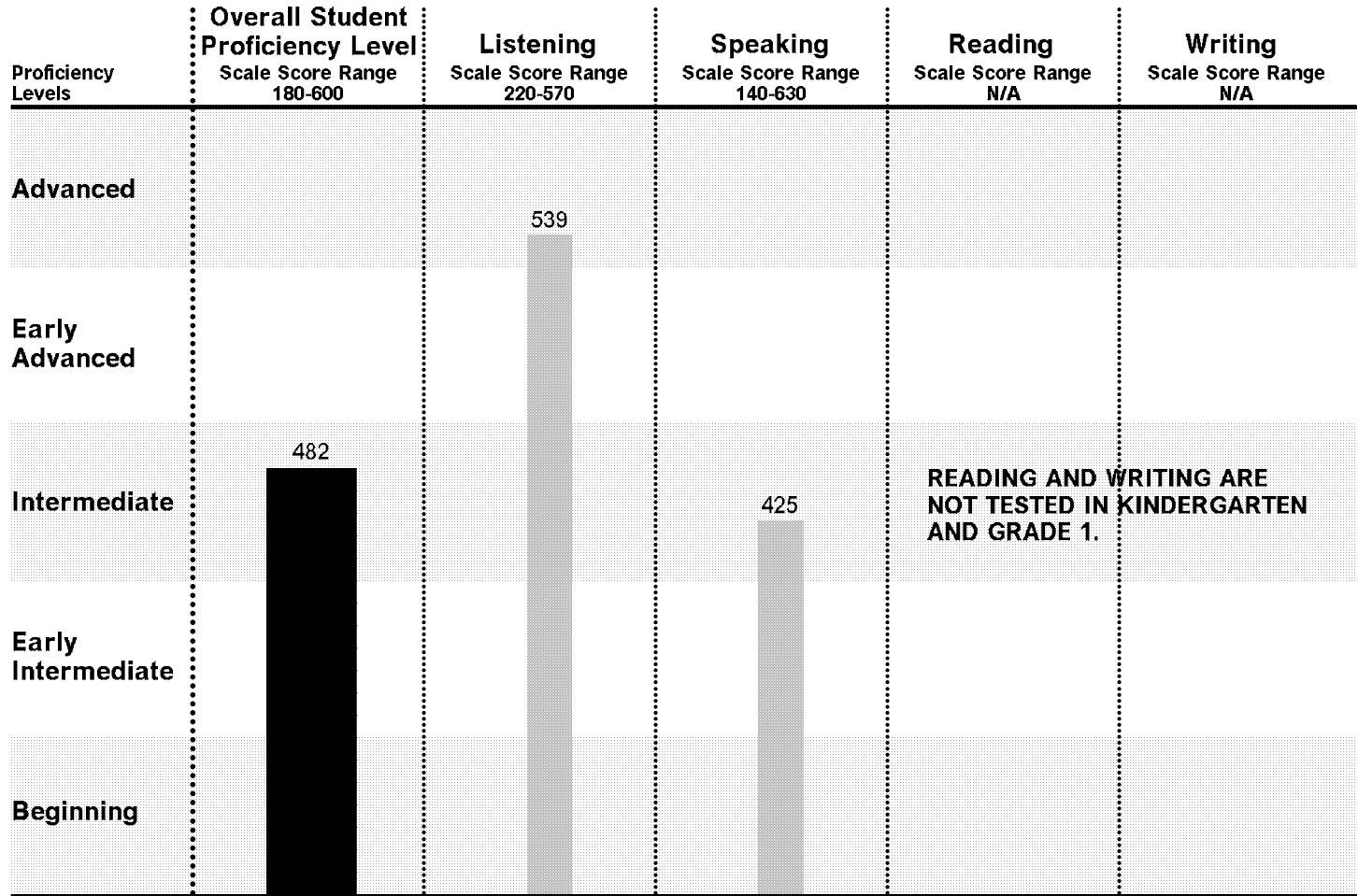
OUTSIDE AA WINDOW

Purpose

First students take the Initial Identification (II) and then in subsequent years they take the Annual Assessment (AA) until reclassified. This report shows the English language development (ELD) proficiency levels that this student demonstrated on the California English Language Development Test (CELDT). It is one source of information that teachers may use with parents, and to plan instruction. The test results are to be added to a student's cumulative record. Parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/01
Special Codes:
ABCDEFGHIJKLMNQRST
9000017384.....
SSID: 0123456789
2007-08 Edition
CDS#: 12-12345-1234567
School: ANYSCHOOL
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA



Comprehension Score: N/A An average of the scale scores for Listening and Reading skill areas.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall proficiency level. The other bars represent the proficiency level for each skill area (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher proficiency level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

The back of this report contains a description for each proficiency level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the Overall score and for the different skill areas.

These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress in the CELDT, the student should strive to master all skill areas. Information on how to support the student to achieve this goal can be obtained at the school.

**California
English Language
Development Test
(CELDT)**

**Student Proficiency
Level Report**

PANE GRANT

Grade: 2

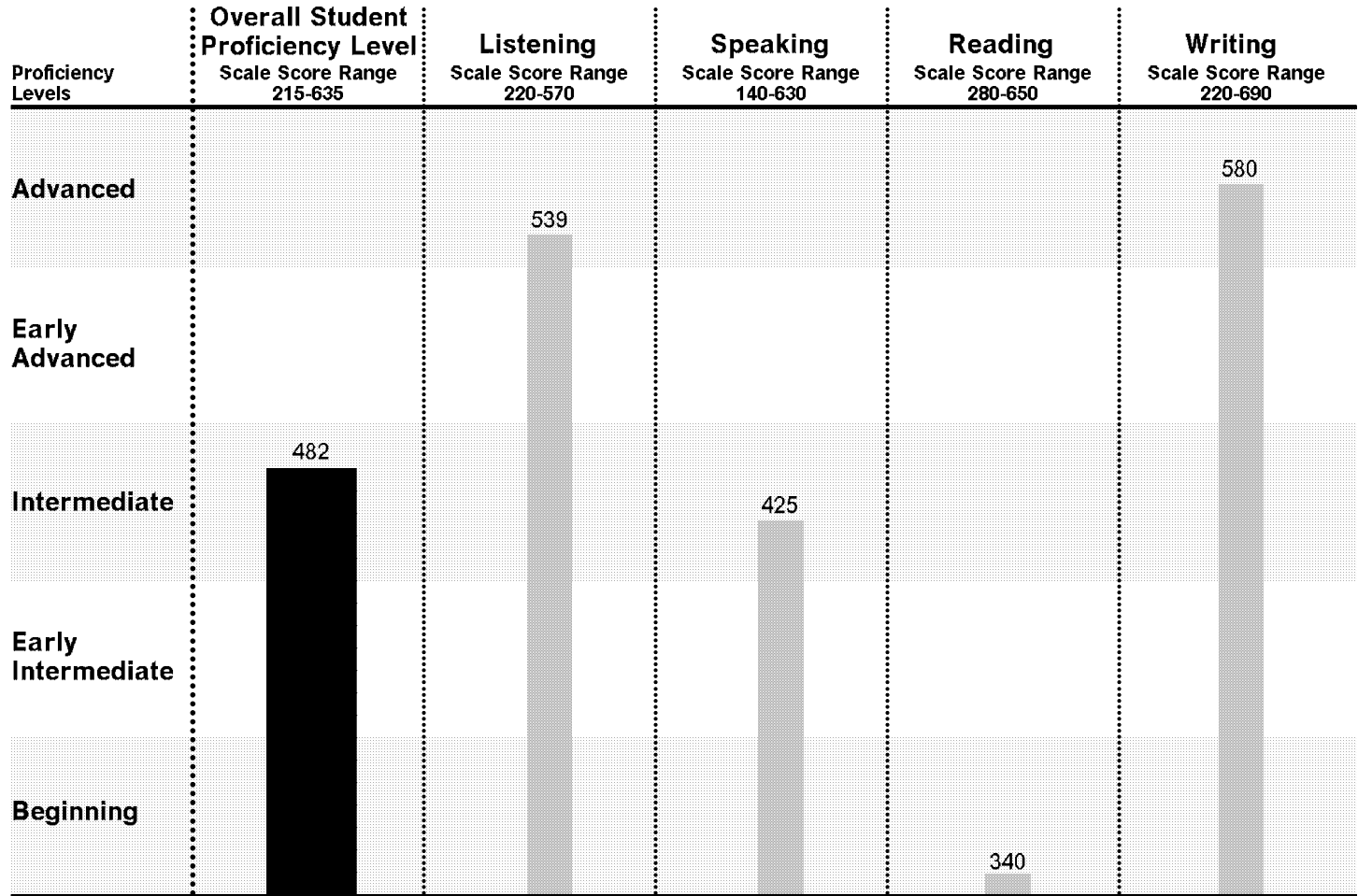
OUTSIDE AA WINDOW

Purpose

First students take the Initial Identification (II) and then in subsequent years they take the Annual Assessment (AA) until reclassified. This report shows the English language development (ELD) proficiency levels that this student demonstrated on the California English Language Development Test (CELDT). It is one source of information that teachers may use with parents, and to plan instruction. The test results are to be added to a student's cumulative record. Parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/01
 Special Codes:
 ABCDEFGHIJKLMNOPQRST
 9000017384.....
 SSID: 0123456789
 2007-08 Edition
 CDS#: 12-12345-1234567
 School: ANYSCHOOL
 District: ANYDISTRICT
 County: ANYCOUNTY
 State: CALIFORNIA



Comprehension Score: N/A An average of the scale scores for Listening and Reading skill areas.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall proficiency level. The other bars represent the proficiency level for each skill area (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher proficiency level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

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These scores help the school to determine the types of services and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make those decisions.

In order to make progress in the CELDT, the student should strive to master all skill areas. Information on how to support the student to achieve this goal can be obtained at the school.

**California
English Language
Development Test
(CELDT)**

Roster Report

School: ANYSCHOOL

Grade: K

OUTSIDE AA WINDOW

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Student	Overall Scale Score Range 180-600 Proficiency Level	Listening Scale Score Range 220-570 Proficiency Level	Speaking Scale Score Range 140-630 Proficiency Level	Reading Scale Score Range N/A Proficiency Level	Writing Scale Score Range N/A Proficiency Level
AYLLON, SALLY Birthdate: 03/21/98 SSID: 0987654321 Local Student ID: 1234567890 Other Codes: 1234567890123456	450 Intermediate	401 Early Intermediate	455 Intermediate		
BARRIENTOS, JOANNE M Birthdate: 03/23/98 SSID: 0098765432 Local Student ID: 0234567890 Other Codes: 1234567890123456	480 Early Advanced	540 Advanced	505 Early Advanced		
BOUSCAREN, MARIE Birthdate: 03/25/98 SSID: 0009876543 Local Student ID: 0034567890 Other Codes: 1234567890123456	500 Early Advanced	551 Advanced	475 Early Advanced		
BUSTAMANTE, AMY Birthdate: 03/27/98 SSID: 0000987654 Local Student ID: 0004567890 Other Codes: 1234567890123456	401 Early Intermediate	436 Intermediate	330 Beginning		
EMMANUEL, BOBBY L Birthdate: 03/29/98 SSID: 0000098765 Local Student ID: 0000567890 Other Codes: 1234567890123456	399 Early Intermediate	305 Beginning	429 Intermediate	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
FIGUEROA, PAM Birthdate: 03/31/98 SSID: 0000009876 Local Student ID: 0000067890 Other Codes: 1234567890123456	430 Intermediate	540 Advanced	455 Intermediate		
GARCIA, ROSA W Birthdate: 04/01/98 SSID: 0000000987 Local Student ID: 0000007890 Other Codes: 1234567890123456	542 Advanced	450 Intermediate	610 Advanced		
HINOJOSA, DEBRA A Birthdate: 04/03/98 SSID: 0000000098 Local Student ID: 0000000890 Other Codes: 1234567890123456	338 Beginning	230 Beginning	375 Early Intermediate		
LING, KAMI C Birthdate: 04/05/98 SSID: 0000000008 Local Student ID: 0000000090 Other Codes: 1234567890123456	180* Beginning	220* Beginning	140* Beginning		
ORTIZ, JEAN Birthdate: 07/05/98 SSID: 0000000025 Local Student ID: 0000000099 Other Codes: 1234567890123456	423 Intermediate	440 Intermediate	500 Early Advanced		

*An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. In this case the student received the lowest possible score. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

**California
English Language
Development Test
(CELDT)**

Roster Report

School: ANYSCHOOL

Grade: 2

OUTSIDE AA WINDOW

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

Student	Overall Scale Score Range 215-635 Proficiency Level	Listening Scale Score Range 220-570 Proficiency Level	Speaking Scale Score Range 220-570 Proficiency Level	Reading Scale Score Range 280-650 Proficiency Level	Writing Scale Score Range 220-690 Proficiency Level
AYLLON, SALLY Birthdate: 03/21/99 SSID: 0987654321 Local Student ID: 1234567890 Other Codes: 1234567890123456	450 Intermediate	401 Early Intermediate	455 Intermediate	453 Early Intermediate	505 Intermediate
BARRIENTOS, JOANNE M Birthdate: 03/23/99 SSID: 0098765432 Local Student ID: 0234567890 Other Codes: 1234567890123456	480 Early Advanced	540 Advanced	505 Early Advanced	506 Intermediate	495 Intermediate
BOUSCAREN, MARIE Birthdate: 03/25/99 SSID: 0009876543 Local Student ID: 0034567890 Other Codes: 1234567890123456	500 Early Advanced	551 Advanced	475 Early Advanced	606 Advanced	525 Early Advanced
BUSTAMANTE, AMY Birthdate: 03/27/99 SSID: 0000987654 Local Student ID: 0004567890 Other Codes: 1234567890123456	401 Early Intermediate	436 Intermediate	330 Beginning	490 Intermediate	375 Beginning
EMMANUEL, BOBBY L Birthdate: 03/29/99 SSID: 0000098765 Local Student ID: 0000567890 Other Codes: 1234567890123456	399 Early Intermediate	305 Beginning	429 Intermediate	375 Beginning	490 Intermediate
FIGUEROA, PAM Birthdate: 03/31/99 SSID: 0000009876 Local Student ID: 0000067890 Other Codes: 1234567890123456	430 Intermediate	540 Advanced	455 Intermediate	505 Intermediate	425 Early Intermediate
GARCIA, ROSA W Birthdate: 04/01/99 SSID: 0000000987 Local Student ID: 0000007890 Other Codes: 1234567890123456	542 Advanced	450 Intermediate	610 Advanced	534 Early Advanced	570 Advanced
HINOJOSA, DEBRA A Birthdate: 04/03/99 SSID: 0000000098 Local Student ID: 0000000890 Other Codes: 1234567890123456	338 Beginning	230 Beginning	375 Early Intermediate	375 Beginning	375 Beginning
LING, KAMI C Birthdate: 04/05/99 SSID: 0000000008 Local Student ID: 0000000090 Other Codes: 1234567890123456	180* Beginning	220* Beginning	140* Beginning	280* Beginning	220* Beginning
ORTIZ, JEAN Birthdate: 07/05/99 SSID: 0000000025 Local Student ID: 0000000099 Other Codes: 1234567890123456	423 Intermediate	440 Intermediate	500 Early Advanced	535 Early Advanced	504 Intermediate

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**California
English Language
Development Test
(CELDT)**

**Roster Summary
Report**

School: ANYSCHOOL

Grade: K

OUTSIDE AA WINDOW

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1		
Early Advanced	2	0	3		
Intermediate	3	3	3	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
Early Intermediate	2	1	1		
Beginning	2	3	2		
Number of Students Tested	10	10	10		

**California
English Language
Development Test
(CELDT)**

**Roster Summary
Report**

School: ANYSCHOOL

Grade: 2

OUTSIDE AA WINDOW

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1	1	1
Early Advanced	2	0	3	2	1
Intermediate	3	3	3	3	4
Early Intermediate	2	1	1	1	1
Beginning	2	3	2	3	3
Number of Students Tested	10	10	10	10	10

CELDT 2007-08 Edition

Student Label Mockup

<i>California English Language Development Test (CELDT)</i>	Skill Area	Scale Score	Proficiency Level
CHANG, SUSAN Birthdate: 01/19/01 Grade K Primary Lang: Mandarin District: ANYDISTRICT School: ANYSCHOOL 2007-08 Edition OUTSIDE AA WINDOW	Overall	427	Intermediate Level
	Listening	380	Early Intermediate
	Speaking	475	Early Advanced
	Reading		Not Tested in K-1
	Writing		Not Tested in K-1
	SSID: 0987654321 Local Student ID1234567890		
	Other Codes: 1234567890123456		

CELDT 2007-08 Edition

Student Label Mockup

California English Language Development Test (CELDT)	Skill Area	Scale Score	Proficiency Level
CHANG, SUSAN	Overall	427	Intermediate Level
Birthdate: 01/19/01 Grade 2	Listening	380	Early Intermediate
Primary Lang: Mandarin	Speaking	475	Early Advanced
District: ANYDISTRICT	Reading	483	Intermediate
School: ANYSCHOOL	Writing	491	Intermediate
2007-08 Edition	SSID: 0987654321	Local Student ID1234567890	
OUTSIDE AA WINDOW	Other Codes: 1234567890123456		

**California
English Language
Development Test
(CELDT)**

**Proficiency Level
Summary Report**

School: ANYSCHOOL

Grade: K

AA OR II UNKNOWN

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
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Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3				
Early Advanced	3	5	0	0	0	0				
Intermediate	18	29	11	17	11	17	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.			
Early Intermediate	7	11	15	24	15	24				
Beginning	33	52	35	56	35	56				
Total Number of Students	63		63		63					
Mean Scale Score	424.7		416.2		416.2					
Standard Deviation	98.4		115.0		115.0					

Number of students who met the CELDT criterion: **XXX**

**California
English Language
Development Test
(CELDT)**

**Proficiency Level
Summary Report**

School: ANYSCHOOL

Grade: 2

AA OR II UNKNOWN

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT).

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3	4	6	4	6
Early Advanced	3	5	0	0	0	0	7	11	12	19
Intermediate	18	29	11	17	11	17	13	21	14	22
Early Intermediate	7	11	15	24	15	24	9	14	11	17
Beginning	33	52	35	56	35	56	30	48	22	35
Total Number of Students	63		63		63		63		63	
Mean Scale Score	424.7		416.2		416.2		438.3		429.6	
Standard Deviation	98.4		115.0		115.0		83.2		105.5	

Number of students who met the CELDT criterion: **XXX**

**California
English Language
Development Test
(CELDT)**

**Student Proficiency
Level Report**

LARRY RIVAS

Grade: K

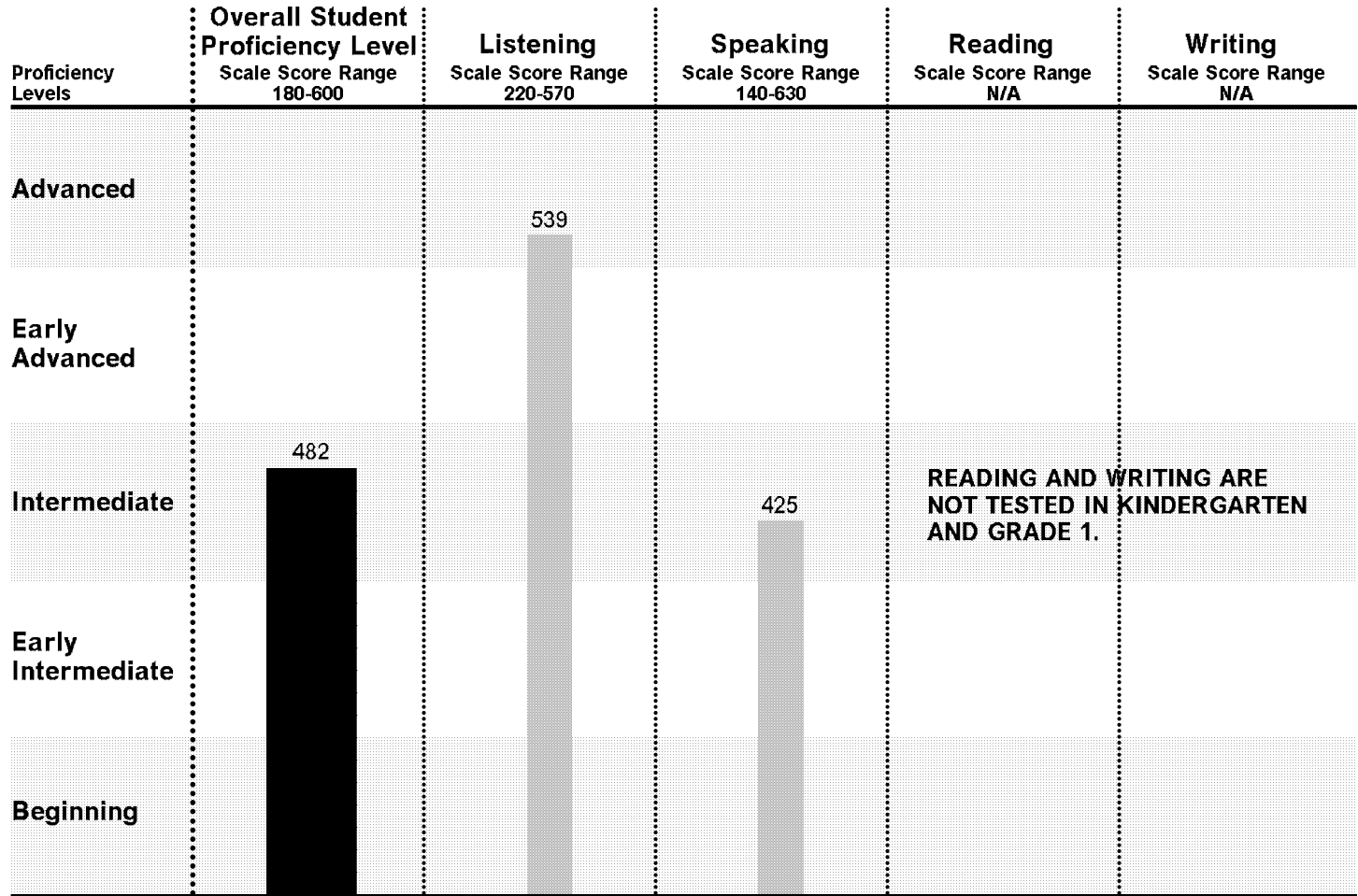
AA OR II UNKNOWN

Purpose

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Simulated Data

Birthdate: 04/19/01
Special Codes:
ABCDEFGHIJKLMNQRST
9000017384.....
SSID: 0123456789
2007-08 Edition
CDS#: 12-12345-1234567
School: ANYSCHOOL
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA



Comprehension Score: N/A An average of the scale scores for Listening and Reading skill areas.

How To Read This Report

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In order to make progress in the CELDT, the student should strive to master all skill areas. Information on how to support the student to achieve this goal can be obtained at the school.

**California
English Language
Development Test
(CELDT)**

**Student Proficiency
Level Report**

PANE GRANT

Grade: 2

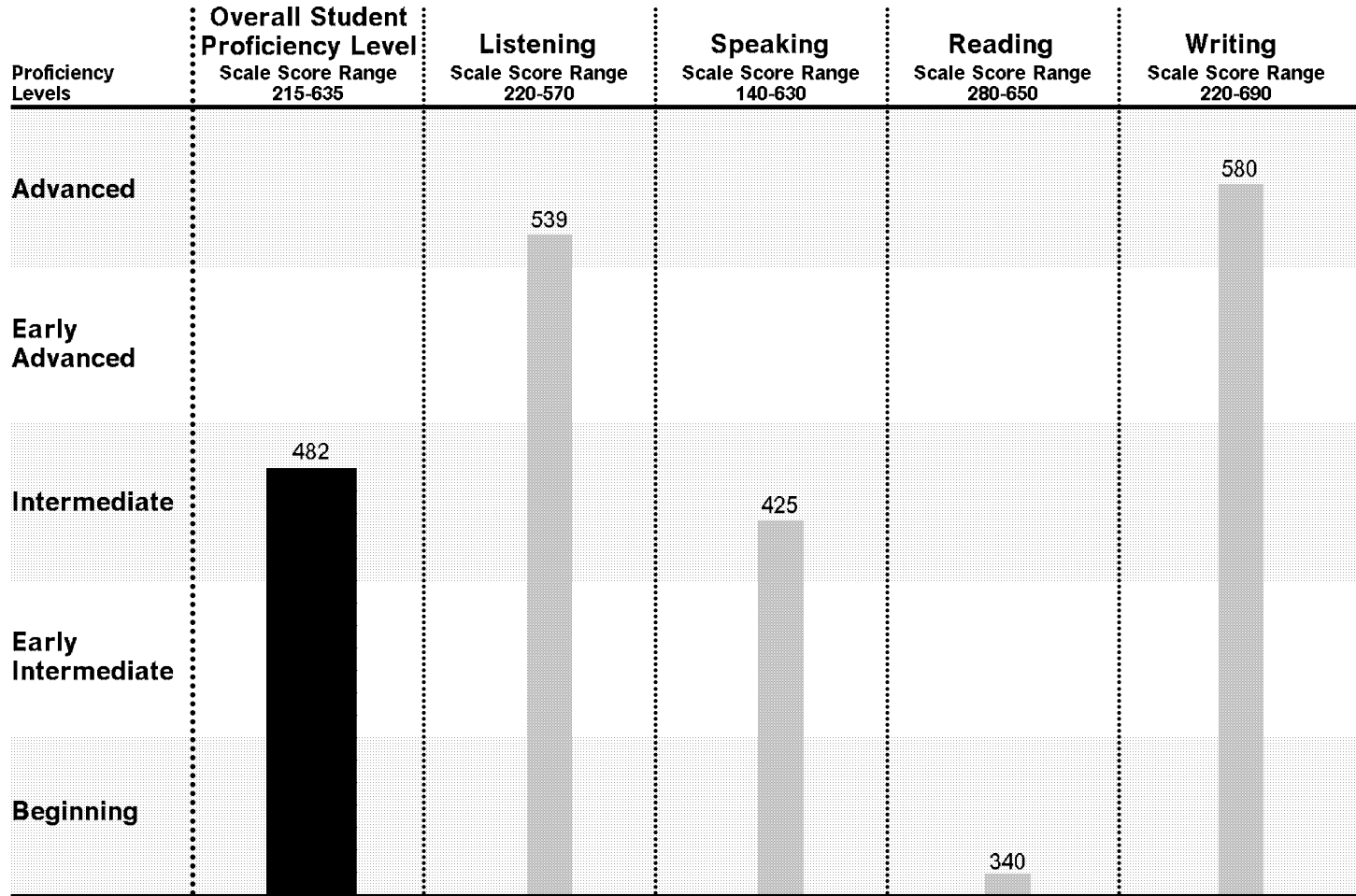
AA OR II UNKNOWN

Purpose

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Simulated Data

Birthdate: 04/19/01
 Special Codes:
 ABCDEFGHIJKLMNOPQRST
 9000017384.....
 SSID: 0123456789
 2007-08 Edition
 CDS#: 12-12345-1234567
 School: ANYSCHOOL
 District: ANYDISTRICT
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Comprehension Score: N/A An average of the scale scores for Listening and Reading skill areas.

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**California
English Language
Development Test
(CELDT)**

Roster Report

School: ANYSCHOOL

Grade: K

AA OR II UNKNOWN

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567

District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Student	Overall Scale Score Range 180-600 Proficiency Level	Listening Scale Score Range 220-570 Proficiency Level	Speaking Scale Score Range 140-630 Proficiency Level	Reading Scale Score Range N/A Proficiency Level	Writing Scale Score Range N/A Proficiency Level
AYLLON, SALLY Birthdate: 03/21/98 SSID: 0987654321 Local Student ID: 1234567890 Other Codes: 1234567890123456	450 Intermediate	401 Early Intermediate	455 Intermediate		
BARRIENTOS, JOANNE M Birthdate: 03/23/98 SSID: 0098765432 Local Student ID: 0234567890 Other Codes: 1234567890123456	480 Early Advanced	540 Advanced	505 Early Advanced		
BOUSCAREN, MARIE Birthdate: 03/25/98 SSID: 0009876543 Local Student ID: 0034567890 Other Codes: 1234567890123456	500 Early Advanced	551 Advanced	475 Early Advanced		
BUSTAMANTE, AMY Birthdate: 03/27/98 SSID: 0000987654 Local Student ID: 0004567890 Other Codes: 1234567890123456	401 Early Intermediate	436 Intermediate	330 Beginning		
EMMANUEL, BOBBY L Birthdate: 03/29/98 SSID: 0000098765 Local Student ID: 0000567890 Other Codes: 1234567890123456	399 Early Intermediate	305 Beginning	429 Intermediate	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
FIGUEROA, PAM Birthdate: 03/31/98 SSID: 0000009876 Local Student ID: 0000067890 Other Codes: 1234567890123456	430 Intermediate	540 Advanced	455 Intermediate		
GARCIA, ROSA W Birthdate: 04/01/98 SSID: 0000000987 Local Student ID: 0000007890 Other Codes: 1234567890123456	542 Advanced	450 Intermediate	610 Advanced		
HINOJOSA, DEBRA A Birthdate: 04/03/98 SSID: 0000000098 Local Student ID: 0000000890 Other Codes: 1234567890123456	338 Beginning	230 Beginning	375 Early Intermediate		
LING, KAMI C Birthdate: 04/05/98 SSID: 0000000008 Local Student ID: 0000000090 Other Codes: 1234567890123456	180* Beginning	220* Beginning	140* Beginning		
ORTIZ, JEAN Birthdate: 07/05/98 SSID: 0000000025 Local Student ID: 0000000099 Other Codes: 1234567890123456	423 Intermediate	440 Intermediate	500 Early Advanced		

*An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. In this case the student received the lowest possible score. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

**California
English Language
Development Test
(CELDT)**

Roster Report

School: ANYSCHOOL

Grade: 2

AA OR II UNKNOWN

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

Student	Overall Scale Score Range 215-635 Proficiency Level	Listening Scale Score Range 220-570 Proficiency Level	Speaking Scale Score Range 220-570 Proficiency Level	Reading Scale Score Range 280-650 Proficiency Level	Writing Scale Score Range 220-690 Proficiency Level
AYLLON, SALLY Birthdate: 03/21/99 SSID: 0987654321 Local Student ID: 1234567890 Other Codes: 1234567890123456	450 Intermediate	401 Early Intermediate	455 Intermediate	453 Early Intermediate	505 Intermediate
BARRIENTOS, JOANNE M Birthdate: 03/23/99 SSID: 0098765432 Local Student ID: 0234567890 Other Codes: 1234567890123456	480 Early Advanced	540 Advanced	505 Early Advanced	506 Intermediate	495 Intermediate
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BUSTAMANTE, AMY Birthdate: 03/27/99 SSID: 0000987654 Local Student ID: 0004567890 Other Codes: 1234567890123456	401 Early Intermediate	436 Intermediate	330 Beginning	490 Intermediate	375 Beginning
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FIGUEROA, PAM Birthdate: 03/31/99 SSID: 0000009876 Local Student ID: 0000067890 Other Codes: 1234567890123456	430 Intermediate	540 Advanced	455 Intermediate	505 Intermediate	425 Early Intermediate
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HINOJOSA, DEBRA A Birthdate: 04/03/99 SSID: 0000000098 Local Student ID: 0000000890 Other Codes: 1234567890123456	338 Beginning	230 Beginning	375 Early Intermediate	375 Beginning	375 Beginning
LING, KAMI C Birthdate: 04/05/99 SSID: 0000000008 Local Student ID: 0000000090 Other Codes: 1234567890123456	180* Beginning	220* Beginning	140* Beginning	280* Beginning	220* Beginning
ORTIZ, JEAN Birthdate: 07/05/99 SSID: 0000000025 Local Student ID: 0000000099 Other Codes: 1234567890123456	423 Intermediate	440 Intermediate	500 Early Advanced	535 Early Advanced	504 Intermediate

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**California
English Language
Development Test
(CELDT)**

**Roster Summary
Report**

School: ANYSCHOOL

Grade: K

AA OR II UNKNOWN

Purpose
This roster report provides a record of
test results for students in this group.

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1		
Early Advanced	2	0	3		
Intermediate	3	3	3	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
Early Intermediate	2	1	1		
Beginning	2	3	2		
Number of Students Tested	10	10	10		

**California
English Language
Development Test
(CELDT)**

**Roster Summary
Report**

School: ANYSCHOOL

Grade: 2

AA OR II UNKNOWN

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

2007-08 Edition
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1	1	1
Early Advanced	2	0	3	2	1
Intermediate	3	3	3	3	4
Early Intermediate	2	1	1	1	1
Beginning	2	3	2	3	3
Number of Students Tested	10	10	10	10	10

CELDT 2007-08 Edition

Student Label Mockup

California English Language Development Test (CELDT)	Skill Area	Scale Score	Proficiency Level
CHANG, SUSAN Birthdate: 01/19/01 Grade K Primary Lang: Mandarin District: ANYDISTRICT School: ANYSCHOOL 2007-08 Edition AA OR II UNKNOWN	Overall	427	Intermediate Level
	Listening	380	Early Intermediate
	Speaking	475	Early Advanced
	Reading		Not Tested in K-1
	Writing		Not Tested in K-1
	SSID: 0987654321 Local Student ID1234567890		
	Other Codes: 1234567890123456		

CELDT 2007-08 Edition

Student Label Mockup

<i>California English Language Development Test (CELDT)</i>	Skill Area	Scale Score	Proficiency Level
CHANG, SUSAN Birthdate: 01/19/01 Grade 2 Primary Lang: Mandarin District: ANYDISTRICT School: ANYSCHOOL 2007-08 Edition AA OR II UNKNOWN	Overall	427	Intermediate Level
	Listening	380	Early Intermediate
	Speaking	475	Early Advanced
	Reading	483	Intermediate
	Writing	491	Intermediate
2007-08 Edition		SSID: 0987654321	Local Student ID1234567890
AA OR II UNKNOWN		Other Codes: 1234567890123456	

CELDT 2007-08 Edition

Bar-Code Label: Annual Assessment (AA) Mockup

<p>SSID: 1234567890 NAME : YARROW, PETER SCHOOL : PALOMARES ELE DISTRICT: CASTRO VALLEY GRADE : 01 DOB: 11/18/1991 GENDER : M ETH: Other Asian PRIM LANG: Khmer (Cambodian) STUDENT#: 0099999999 Test Purpose: Annual Assessment</p> <p>CELDT 2007-08 BARCODE ID 00001271</p>	<p>SSID: 1234567890 YARROW, PETER GRADE: 01</p> <p>PALOMARES ELE CASTRO VALLEY 0099999999</p> <p>Test Purpose: Annual Assessment</p>  <p>CELDT 2007-08 00001271</p>	<p>SSID: 1234567890 YARROW, PETER GRADE: 01</p> <p>PALOMARES ELE CASTRO VALLEY 0099999999</p> <p>Test Purpose: Annual Assessment</p>  <p>CELDT 2007-08 00001271</p>
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CELDT 2007-08

Bar-Code Label: Initial Identification (II) Mockup

<p>SSID: 1234567890 NAME : YARROW, JACK SCHOOL : PALOMARES ELE DISTRICT: CASTRO VALLEY GRADE : K DOB: 11/18/1992 GENDER : F ETH: Other Asian PRIM LANG: Khmer(Cambodian) STUDENT#: 0099999999</p> <p>Test Purpose: Initial Ident.</p> <p>CELDT 2007-08 BARCODE ID 00001271</p>	<p>SSID: 1234567890 YARROW, JACK GRADE: K</p> <p>PALOMARES ELE CASTRO VALLEY 0099999999</p> <p>Test Purpose: Initial Ident.</p> <p>CELDT 2007-08 00001271</p>	<p>SSID: 1234567890 YARROW, JACK GRADE: K</p> <p>PALOMARES ELE CASTRO VALLEY 0099999999</p> <p>Test Purpose: Initial Ident.</p> <p>CELDT 2007-08 00001271</p>
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CDS#: 01-61150-6090419 DISTRICT: CASTRO VALLEY

PALOMARES ELE

BARCODE	LAST	FIRST	M	D	SSID	DOB	R	LOCAL USE	P R M E T	OTHER ETHNICITIES 123456789012345678	P R M L A N G U A G E	T G R D F E I T N D	M N I D E L	P D S A E	ENGLISH LEARNER DATE FIRST ENROLLED (USA)	P U R P O S E	*** PREV YR SCORES ***						LOCAL STUDENT #					
																	L	S	RD.	WR.	OVL	GRD						
1234567	SHANKAR	RAVI	A	01	1234567890	01/23/82	F	0123456789	207	YY	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	B	02	1234567890	01/23/82	M	0123456789	207	Y	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	C	03	1234567890	01/23/82	F	0123456789	207	YY	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	D	04	1234567890	01/23/82	M	0123456789	SCHOOL:Y	Y	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	E	05	1234567890	01/23/82	F	0123456789	207	YY	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	F	06	1234567890	01/23/82	M	0123456789	207	Y	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	G	07	1234567890	01/23/82	F	0123456789	207	YY	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	H	08	1234567890	01/23/82	M	0123456789	207	Y	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	I	09	1234567890	01/23/82	F	0123456789	207	YY	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	J	10	1234567890	01/23/82	M	0123456789	207	Y	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	K	11	1234567890	01/23/82	F	0123456789	207	YY	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	L	12	1234567890	01/23/82	M	0123456789	207	Y	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	M	01	1234567890	01/23/82	F	0123456789	207	YY	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	N	02	1234567890	01/23/82	M	0123456789	207	Y	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	O	03	1234567890	01/23/82	F	0123456789	207	YY	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	P	04	1234567890	01/23/82	M	0123456789	207	Y	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	Q	05	1234567890	01/23/82	F	0123456789	207	YY	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	R	06	1234567890	01/23/82	M	0123456789	207	Y	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	S	07	1234567890	01/23/82	F	0123456789	207	YY	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	T	08	1234567890	01/23/82	M	0123456789	207	Y	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	U	09	1234567890	01/23/82	F	0123456789	207	YY	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	V	10	1234567890	01/23/82	M	0123456789	207	Y	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	W	11	1234567890	01/23/82	F	0123456789	207	YY	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	X	12	1234567890	01/23/82	M	0123456789	207	Y	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	Y	01	1234567890	01/23/82	F	0123456789	207	YY	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI	Z	02	1234567890	01/23/82	M	0123456789	207	Y	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVI		03	1234567890	01/23/82	F	0123456789	207	YY	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVIA	P	04	1234567890	01/23/82	M	0123456789	207	Y	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVIB	P	05	1234567890	01/23/82	F	0123456789	207	YY	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890
1234567	SHANKAR	RAVIC	P	06	1234567890	01/23/82	M	0123456789	207	Y	Y	Y	Y	24	Y	Y	Y	6	000	01/01/89	2	253	253	400	340	123	01	1234567890

-----PRIMARY ETHNICITY-----

600: AFRICAN AMERICAN
 100: AMER INDIAN/ALASKAN
 201: CHINESE
 202: JAPANESE
 203: KOREAN
 204: VIETNAMESE
 205: ASIAN INDIAN
 206: LAOTIAN
 207: CAMBODIAN
 299: OTHER ASIAN

400: FILIPINO
 500: HISPANIC/LATINO
 301: NATIVE HAWAIIAN
 302: GUAMANIAN
 303: SAMOAN
 304: TAHITIAN
 399: OTHER PACIFIC ISLNDR.
 700: WHITE (NOT HISPANIC)
 999: DECLINED TO STATE

-----OTHER ETHNICITIES-----

1: AFRICAN AMERICAN
 2: AMER INDIAN/ALASKAN
 3: CHINESE
 4: JAPANESE
 5: KOREAN
 6: VIETNAMESE
 7: ASIAN INDIAN
 8: LAOTIAN
 9: CAMBODIAN
 10: OTHER ASIAN

11: FILIPINO
 12: HISPANIC/LATINO
 13: NATIVE HAWAIIAN
 14: GUAMANIAN
 15: SAMOAN
 16: TAHITIAN
 17: OTHER PACIFIC ISLNDR.
 18: WHITE (NOT HISPANIC)

-----PRIMARY DISABILITY-----

000: NO SPECIAL EDUCATION
 210: MENTAL RETARDATION
 220: HARD OF HEARING
 230: DEAF
 240: SPEECH/LANG. IMPAIRED
 250: VISUAL IMPAIRMENT
 260: EMOTIONAL DISTURBANCE
 270: ORTHOP IMPAIRMENT

280: OTHER HEALTH IMPAIRMENT
 290: SPECIFIC LEARN. DISAB.
 300: DEAF-BLINDNESS
 310: MULTIPLE DISABILITY
 320: AUTISM
 330: TRAUM BRAIN INJURY

-----PURPOSE-----

1: INITIAL IDENTIFICATION
 2: ANNUAL ASSESSMENT

Grades K-1
Overall Proficiency
Levels

California English Language Development Test Proficiency Descriptors

	Listening	Speaking	Reading	Writing
<p>Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary; they understand and follow all simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.</p>		
<p>Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of social language and comprehension of some academic language with complex vocabulary and syntax; they understand and follow most simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.</p>		
<p>Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of simple vocabulary and syntax related to social language, with limited comprehension of academic language; they understand and attempt to follow simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.</p>	<p>READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.</p>	
<p>Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.</p>	<p>Students who perform at this level on the CELDT typically understand some basic social language, with limited comprehension of basic vocabulary; they understand and attempt to follow a few simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.</p>		
<p>Beginning Students performing at this level of English language proficiency demonstrate little or no 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, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.</p>	<p>Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate extremely limited comprehension of a few basic words and attempt to follow simple oral directions with limited success.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempt to tell part of a story, using simple words and phrases.</p>		

Grade 2
Overall Proficiency
Levels

California English Language Development Test Proficiency Descriptors

	Listening	Speaking	Reading	Writing
<p>Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary and understand and follow all simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose and tell a coherent and detailed story, based on a picture sequence, using complete and complex sentences.</p>	<p>Students who perform at this level on the CELDT typically identify more complex synonyms and antonyms; they read a more complex story and answer increasingly difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences.</p>	<p>Students who perform at this level on the CELDT typically identify a complex verb tense, write a complete sentence with few or no mechanical errors appropriate to a picture prompt, and write a short story in response to a picture sequence (contains well-organized ideas, accurate transitions, precise vocabulary, and minimal errors).</p>
<p>Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of social language and some academic language with complex vocabulary and syntax; they understand and follow most simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.</p>	<p>Students who perform at this level on the CELDT typically match more difficult vocabulary words to pictures; use irregular plurals; identify antonyms; use context clues to complete sentences in a short passage; identify different genres; recall details and answer more difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences; and recognize common abbreviations and more complex grammar and spelling patterns.</p>	<p>Students who perform at this level on the CELDT typically demonstrate use of possessives, superlatives, regular plurals, prepositions, and articles; use vocabulary that is specific; write a complete sentence appropriate to a picture prompt (may contain minor grammatical, syntactical, mechanical, or spelling errors); and write a short story in response to sequenced pictures (contains clear ideas and accurate transitions with few errors).</p>
<p>Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of vocabulary and syntax related to social language, with limited comprehension of academic language; they understand and follow simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.</p>	<p>Students who perform at this level on the CELDT typically match similar sound patterns and identify compound words; recognize multiple-meaning words; apply abstract concepts to categorize words; use the context of a sentence to fill in the blanks with the correct words; and recall details and answer questions that involve sequencing, summarizing, drawing conclusions, or making simple inferences after reading a story.</p>	<p>Students who perform at this level on the CELDT typically use standard writing conventions such as word order, subject/verb agreement, verb tenses, pronouns, and contractions; use common vocabulary; write a simple sentence appropriate to a picture prompt (may contain errors in grammar, vocabulary, and/or syntax); and write a short story by listing events or ideas based on sequenced pictures (may contain repetitive transitions and errors that do not affect meaning).</p>
<p>Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.</p>	<p>Students who perform at this level on the CELDT typically understand basic social language, with limited comprehension of academic language, and understand and follow some simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.</p>	<p>Students who perform at this level on the CELDT typically match simple vocabulary words to pictures; hear a word and select its printed form from a choice of similar words; recognize basic semantic categories, such as regular plurals and simple synonyms; use phonemic awareness and phonics skills, such as rhyming, at a higher level.</p>	<p>Students who perform at this level on the CELDT typically begin to use some standard writing conventions, such as spacing, punctuation, and capitalization; use vocabulary that is basic and may be limited; and write a phrase or a simple sentence based on a prompt (may contain numerous errors that obscure meaning).</p>
<p>Beginning Students performing at this level of English language proficiency demonstrate little or no 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, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.</p>	<p>Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate limited comprehension of a few basic words and phrases and understand and follow few simple oral directions.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may identify the letter that corresponds to the initial sound of a simple spoken word and begin to recognize some basic groups of related words.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may use a few standard writing conventions and attempt to write a short story in response to a picture sequence (writing is minimal and contains some isolated English words).</p>

Grades 3-5
Overall Proficiency
Levels

California English Language Development Test Proficiency Descriptors

	Listening	Speaking	Reading	Writing
<p>Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.</p>	<p>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension; they understand and follow all oral directions.</p>	<p>Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.</p>	<p>Students who perform at this level on the CELDT typically interpret more complex figures of speech; decode words with more difficult beginning, medial, or ending sounds; use context clues to determine/ negotiate meaning of complex vocabulary; and put events in sequence and make inferences, predictions, and generalizations based on a given text.</p>	<p>Students who perform at this level on the CELDT typically write a complete sentence in response to a picture prompt (contains few or no mechanical errors) and write a well-organized composition that contains appropriate details and accurate transitions in response to a prompt (contains minimal errors in grammar and mechanics).</p>
<p>Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.</p>	<p>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension; they understand and follow most complex, multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.</p>	<p>Students who perform at this level on the CELDT typically interpret figures of speech, recognize more complex synonyms and antonyms, identify root words and the number of syllables in a word, use context clues and inferences to select the correct word to complete a short passage or story and to identify words with multiple meanings, and distinguish between fact and opinion and make more subtle inferences from a text.</p>	<p>Students who perform at this level on the CELDT typically use their knowledge of grammar and mechanics to identify the appropriate word to complete a complex sentence, write a sentence in response to a picture prompt (may contain minor errors in grammar and mechanics), and write a composition that clearly communicates a series of events or ideas based on a prompt (has relevant details connected by accurate transitions and may contain few errors in grammar and mechanics).</p>
<p>Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.</p>	<p>Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension; they understand and follow some complex, multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.</p>	<p>Students who perform at this level on the CELDT typically begin to identify the number of syllables in some words of simple structure; recognize synonyms and antonyms; use context clues to select the correct word to complete a sentence or short passage and to identify simple words with multiple meanings; match more difficult vocabulary words to pictures; and answer factual comprehension questions, identify events, draw conclusions, or make inferences based on a given text.</p>	<p>Students who perform at this level on the CELDT typically use their knowledge of grammar and mechanics to identify the appropriate word or phrase to complete a sentence, write a complete sentence in response to a picture prompt (may contain errors in grammar, vocabulary, and/or syntax), and write a composition based on a prompt (may have a disorganized sequence of events, containing some details and repetitive transitions).</p>
<p>Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.</p>	<p>Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension; they understand and follow some simple multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.</p>	<p>Students who perform at this level on the CELDT typically match vocabulary words to pictures, recognize sound/symbol relationship, use context clues to choose the correct word to complete a sentence, answer some factual comprehension questions after reading a simple text, recognize some basic groups of related words, and recall minimal details from a simple text.</p>	<p>Students who perform at this level on the CELDT typically choose the appropriate word to complete a sentence, use some capitalization and punctuation correctly, and write at least one complete sentence in response to a prompt (includes a simple subject and predicate, but errors obscure meaning).</p>
<p>Beginning Students performing at this level of English language proficiency demonstrate little or no 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, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand some basic vocabulary, with limited comprehension, and understand and follow a few simple oral directions.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempt to tell part of a story, using simple words and phrases.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol relationships and match commonly used nouns to pictures.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.</p>

Overall Proficiency

Levels

Listening

Speaking

Reading

Writing

Advanced

Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.

Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension; they understand and follow all oral directions.

Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story, based on a picture sequence, using complete and complex sentences.

Students who perform at this level on the CELDT typically understand complex structures, such as root words, word parts, and grammatical features; infer meaning by synthesizing information; and identify various categories of informational materials.

Students who perform at this level on the CELDT typically use difficult transitions, conjunctions, and prepositions correctly; write a complete sentence that is appropriate to the topic in response to a picture prompt (contains few or no mechanical errors); and write a composition that is well organized and contains a clear sequence of events or ideas, precise vocabulary, and accurate transitional words (may contain minimal errors).

Early Advanced

Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.

Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension; they understand and follow most complex, multistep oral directions.

Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.

Students who perform at this level on the CELDT typically recognize character traits and features of a variety of texts; make inferences and draw conclusions from more challenging reading passages; recognize more complex synonyms and antonyms; demonstrate understanding of idiomatic expressions; and demonstrate decoding and word-attack skills, such as sound pairs and prefixes.

Students who perform at this level on the CELDT typically demonstrate familiarity with idioms and expressions; begin to use difficult transitions, conjunctions, and prepositions; write a sentence in response to a picture prompt (may contain minor errors in grammar and mechanics); and write a composition that contains relevant details and a logical sequence of events or ideas (may contain few errors in grammar and mechanics).

Intermediate

Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.

Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension; they understand and follow some complex, multistep oral directions.

Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.

Students who perform at this level on the CELDT typically demonstrate knowledge of simple synonyms, antonyms, and simple root words; identify the correct meaning of a word in a given context; recognize the sequence of events in a reading passage; determine the main idea of a simple text; recognize the parts of a book; begin to demonstrate decoding and word-attack skills, such as sound pairs and prefixes; and make inferences and draw conclusions from reading passages.

Students who perform at this level on the CELDT typically use verb tenses correctly; use idiomatic qualifiers; use mechanics and basic grammar correctly; write a complete sentence appropriate to a picture prompt (may contain errors in grammar, vocabulary, and/or syntax); and write a composition about a topic, but the composition may consist of a disorganized list of events, containing some details and repetitive transitions.

Early Intermediate

Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.

Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension; they understand and follow simple multistep oral directions.

Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.

Students who perform at this level on the CELDT typically identify sound/symbol correspondences in words; begin to use words in context appropriately; answer literal comprehension questions from a simple story; and demonstrate some knowledge of common English morphemes and simple synonyms, antonyms, and root words.

Students who perform at this level on the CELDT typically use articles and pronouns correctly, use capitalization and punctuation correctly, and write at least one complete sentence in response to a prompt (may contain correct word order, but may include errors that obscure meaning).

Beginning

Students performing at this level of English language proficiency demonstrate little or no 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, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.

Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand basic vocabulary, with limited comprehension, and understand and follow a few simple oral directions.

Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempt to tell part of a story, using simple words and phrases.

Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol correspondences, match commonly used nouns to pictures, and recall minimal details from a simple story.

Students who perform at this level on the CELDT may demonstrate no productive skills, or may use correct capitalization and punctuation and attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

Grades 9-12
Overall Proficiency

California English Language Development Test Proficiency Descriptors

Levels	Listening	Speaking	Reading	Writing
<p>Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.</p>	<p>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension; they understand and follow all oral directions.</p>	<p>Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story, based on a picture sequence, using complete and complex sentences.</p>	<p>Students who perform at this level on the CELDT typically identify and use affixes to infer meaning; infer meaning from more complex vocabulary; put in sequence stated or implied events of a story; recognize summary statements; identify cause and effect, compare and contrast; identify traits of characters, intended purpose, and other features of a variety of texts; and infer meaning by synthesizing information.</p>	<p>Students who perform at this level on the CELDT typically write a sentence in response to a picture prompt (contains some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses) and write a composition that includes an introductory sentence, a well-organized sequence of events or ideas, supporting details, and syntactical complexity.</p>
<p>Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.</p>	<p>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with minor problems in comprehension; they understand and follow most complex, multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.</p>	<p>Students who perform at this level on the CELDT typically recognize words with multiple meanings and root words; derive the meaning of words in a given context; identify details, main ideas, and setting in reading passages; use inferences to draw conclusions from text; identify the author's purpose in a given text; use details to make predictions; and distinguish fact from opinion in a reading passage.</p>	<p>Students who perform at this level on the CELDT typically use expanded vocabulary with more complex sentences; distinguish among various noun endings; write a sentence with some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses; and write a composition that contains relevant details and a logical sequencing of events (may contain few errors in grammar and mechanics).</p>
<p>Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.</p>	<p>Students who perform at this level on the CELDT typically understand a broader range of vocabulary and syntax, with occasional gaps in comprehension; they understand and follow complex, multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.</p>	<p>Students who perform at this level on the CELDT typically draw simple conclusions about a character in a narrative, identify stated and implied themes in literary passages, demonstrate knowledge of antonyms and synonyms, identify the correct meaning of a word in a given context, make logical inferences in narrative passages, infer meaning from commonly used idioms, and use an expanded vocabulary.</p>	<p>Students who perform at this level on the CELDT typically use more complex sentence structure; use articles, possessives, prepositions, plural endings, pronouns, adjectives, auxiliary verbs, present tense verbs, and subject/verb agreement; write one complete sentence in response to a picture prompt (may contain errors in vocabulary, grammar, and/or syntax); and write on a topic by producing a simple list of events or ideas that may be disorganized or contain repetitive transitions.</p>
<p>Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.</p>	<p>Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension; they understand and follow simple multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.</p>	<p>Students who perform at this level on the CELDT typically identify the use of simple vocabulary within the context of a short passage, use irregular plurals and words with multiple meanings, identify the number of syllables in a word, identify the sequence of events in a passage, demonstrate simple decoding skills, and demonstrate knowledge of simple synonyms and simple antonyms.</p>	<p>Students who perform at this level on the CELDT typically begin to recognize subject/verb agreement relating to proper tense; use appropriate verb forms when asking a question; and write at least one complete sentence in response to a prompt (may contain correct word order, but may include errors that obscure meaning).</p>
<p>Beginning Students performing at this level of English language proficiency demonstrate little or no 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, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand basic vocabulary, with limited comprehension, and understand and follow a few simple oral directions.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempt to tell part of a story, using simple words and phrases.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol relationships and locate information in a simple text.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may use correct capitalization and punctuation, begin to recognize appropriate verb forms when asking a question, and attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.</p>

Appendix R AERA/APA/NCME Standards Compliance

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

- *2006–2007 Edition (Form F) CELDT Technical Report*
- *2005–2006 Edition (Form E) CELDT Technical Report*
- *2004–2005 Form D CELDT Technical Report*
- *2003–2004 Form C CELDT Technical Report*
- *CELDT Bookmark Standard Setting Technical Report (2006)*
- *CELDT Bookmark Standard Setting Technical Report (2001)*
- *CELDT Contract*
- *2007 Administration Trainer's Kit*
- *2007 Training Video*
- *2007 Test Coordinator's Manual*
- *Scoring Guides: Grades K–2, 3–5, 6–8, and 9–12*
- *Examiner's Manuals: Grades K–2, 3–5, 6–8, and 9–12*
- *Student Test Booklets: Grades K–2, 3–5, 6–8, and 9–12*
- *Student Answer Books: Grades K–2, 3–5, 6–8, and 9–12*

	2007 Technical Report	Other Documents
1. Validity		
1.1 – Interpretation and use of test scores Summary of evidence and theory	Report text, App A Report text, App A	N/A N/A
1.2 – Intention and interpretation of scores Appropriate population(s) Construct the test assesses	Report text, App A Report text, App A Report text, App A	N/A N/A N/A
1.3 – Cautions against invalid common misinterpretations	Report text, App A	N/A
1.4 – Justify new use, collecting new evidence if necessary	Report text	N/A
1.5 – Composition of examinee sample	Report text, App J	N/A
1.6 – Specification and generation of test content Construct the test is intended to measure Criteria such as importance, frequency, or criticality, explained, and justified	Report text, App B Report text Report text	N/A N/A N/A
1.7 – Procedures for selecting experts and for eliciting judgments or ratings Judges qualifications, including training and instruction provided Scorer independence and level of score agreement reached Scorer interaction/influence	Report text, App A, App B, App C Report text, App B, App C App O Report text, App O	Admin Trainer's Kit Admin Trainer's Kit, Examiner's Mnls N/A
1.8 – Psychological processes or cognitive operations used by examinees The theoretical or empirical evidence in support of those premises Same for observers or scorers	Report text Report text Report text, App O	N/A N/A N/A
1.9 – If unaffected by practice, the sensitivity to repeated testing	N/A	Scoring Guides N/A

Appendix R: Standards Compliance

	2007 Technical Report	Other Documents
1.10 – Interpreting only specific items or small subset of items User warned against making interpretations contrary to developer specifics	N/A	2007 Data Analysis and Use Workshops and online Materials
1.11 – If parts interdependent, internal structure demonstrated	Report text	2007 Data Analysis and Use Workshops and online Materials
1.12 – Interpretation of subscores	Report text	N/A
Score difference or profiles, including rationale and relevant evidence	App A	2007 Data Analysis and Use Workshops and online Materials
Composite scores	Report text, App Q	2007 Data Analysis and Use Workshops and online Materials
1.13 – Data collection procedures	Report text	2007 Data Analysis and Use Workshops and online Materials
Potential differences from typical operational testing	Report text	Test Coordntr's Mnl
1.14 – Other measured variables, rationale and analysis	N/A	Test Coordntr's Mnl
Any features likely to differ from typical operational testing	N/A	N/A
1.15 – Levels of criterion performance and justification	Report text, App A, B, C	N/A
1.16 – Criterion variables: suitability and technical quality	Report text, App A, B, C	Bookmark Standard Setting TR
1.17 – Other quantifiable variables	N/A	N/A
1.18 – Statistical adjustments and procedures for restriction or attenuation	N/A	N/A
Coefficients for restriction or attenuation	N/A	N/A
1.19 – For classification into treatments, evidence of differential outcomes	Report text, App G	N/A
1.20 – Ensure meta-analysis is comparable to other studies	App E	N/A
Test-criterion relationship and influencing factors	Report text	N/A
1.21 – Choice of meta-analytic evidence	N/A	N/A
1.22 – Expectation for stated outcome from test recommendation	Report text	N/A
1.23 – Indirect benefits	N/A	N/A
1.24 – Unintended consequences of test construct	Report text	N/A

	2007 Technical Report	Other Documents
2. Reliability and Errors of Measurement		
2.1 – Reliabilities and standard errors	Report text, App E, K, P	N/A
2.2 – Standard error: overall and conditional for both raw and scale scores When emphasizing differences between two tests, reliability data and SE's	Report text, , App E, K, P	N/A
2.3 – SE's	Report text	N/A
2.4 – Method for quantifying precision or consistency Sampling procedures	Report text, App G Report text	N/A Test Coordntr's Mnl
2.5 – Reliability coefficient and SE for each statistical approach/method	Report text, Apps E, K, P	N/A
2.6 – Reliability coefficients adjusted and unadjusted SEs and rationale for adjusting	Report text, Apps K Report text, Apps K	N/A N/A
2.7 – Multifactor instrument explanation	N/A	N/A
2.8 – Degree to which rate influences performance	Report text	Examiner's Mnls
2.9 – Reliability for speeded tests	N/A	N/A
2.10 – Subjective scoring- inter-rater consistency	Report text, App O	Test Coordntr's Mnl; Check Sets
2.11 – Reliability and SE for subpopulations	Report text	N/A
2.12 – Reliability by grade	Report text	N/A
2.13 – Local scorer reliability data	N/A	N/A
2.14 – Conditional SE at several score levels Cut score SE	Report text, App H N/A	N/A Bookmark Standard Setting TR
2.15 – Categorical classification: percent in each test form	Report text, App G	N/A
2.16 – Adaptive testing reliability	N/A	N/A
2.17 – Long and short version reliability data	N/A	Previous Technical Reports
2.18 – Reliability for variations in test administration procedure	N/A	N/A
2.19 – Test scores for groups regarded as sample of larger pop	Report text, App E	N/A
2.20 – Reliability data for aggregated group performance	Report text, App E	N/A

	2007 Technical Report	Other Documents
3. Test Development and Revision		
3.1 – Document evidence of scientific development	Report text	N/A
3.2 – Purpose of test	Report text	N/A
Definitions of domain	Report text	N/A
Test specifications	Report text	N/A
3.3 – Test specifications: rationale and development process	Report text	N/A
Define content	Report text	N/A
Number of items, item formats, and item section arrangement	Report text	N/A
Psychometric properties of items	Report text	N/A
Time for testing	Report text	Examiner's Mnls
Directions for test-takers	Report text	Examiner's Mnls, Test Booklets
Procedures for administration and scoring	Report text	Examiner's Mnls
3.4 – Score interpretation: normative or standardization samples	Report text	N/A
3.5 – Expert review of test	Report text, App B	N/A
3.6 – Type of items	Report text	N/A
Response formats	Report text	N/A
Scoring procedures	Report text	Training Video, Scoring Guides
Domain to be measured	Report text, App A	N/A
Intended test-takers	Report text, App A	N/A
3.7 – Procedures for development, review, and tryout items	Report text, App D	2007 Data Analysis and Use Workshops and online Materials
Selection of item formats and categories	Report text	N/A
Tryout or field tests: procedures for selecting sample, and data collected	Report text, App D	N/A
3.8 – IRT documentation: difficulty, discrimination, information, etc.	Report text	N/A
Parameter estimation process	Report text	N/A
3.9 – Cross-validation studies for item sets	Report text	N/A
3.10 – Extent to which content domain represents desired test domain	Report text	2007 Data Analysis and Use Workshops and online Materials
3.11 – Computerized adaptive tests	N/A	N/A
3.12 – Weighting items	Report text	N/A
3.13 – Scoring for extended-response items	Report text, App C	Scoring Guides
3.14 – Behavior as test sample	N/A	N/A
3.15 – Short form of test	N/A	N/A
3.16 –		

Appendix R: Standards Compliance

	2007 Technical Report	Other Documents
3.17 – Sources of irrelevant variance	N/A	2007 Data Analysis and Use Workshops and online Materials
3.18 – Scores reflecting speededness	N/A	N/A
3.19 – Test directions enable reproducible testing	N/A	Test Booklets, Examiner's MnIs
3.20 – Sufficient instructions for test-takers	N/A	Examiner's MnIs, Test Booklets Training Video, Admin Trainer's Kit
3.21 – Permissible variation in condition for test administration	Report text	
3.22 – Procedures for scoring	Report text, App A, C	
Rating scales	Report text, App A, C	Scoring Guides
Scaled scores	Report text, App H, I	
3.23 – Process of selecting and training scorers	Report text	Training Video, Admin Trainer's Kit
Training materials and procedures	Report text	Training Video, Admin Trainer's Kit
Scorer reliability and potential drift evaluated	Report text, App O	Admin Trainer's Kit
3.24 – Local scoring and required training—expected agreement/accuracy	Report text	Admin Trainer's Kit 2007 Data Analysis and Use Workshops and online Materials
3.25 – Changes in validity	Report text	
“Revised” edition for significant changes, otherwise “with minor modification”	Report text	N/A
3.26 –		
3.27 – Pieces of test only for research use clearly marked	N/A	N/A

		2007 Technical Report	Other Documents
4. Scales, Norms and Score Comparability			
4.1 –	Derived scale scores: meaning and intended interpretation	Report text, App C, H	N/A
4.2 –	Construction of scales for reporting scores	Report text	Bookmark Standard Setting TR Scoring Guides, Standard Setting
4.3 –	Warning for misinterpretation of scale scores	Report text	TR
4.4 –	Interpretable raw scores: meaning, intended interpretation, limitations	Report text	CTB CELDT Website
4.5 –	Population norms	N/A	N/A
4.6 –	Sample population: procedures, participation, weighting, descriptive statistics	Report text	N/A
	User able to judge appropriateness of norms	N/A	2007 Data Analysis and Use Workshops and online Materials
	Precision of norms	N/A	2007 Data Analysis and Use Workshops and online Materials
4.7 –	Local examinees differing from norm population	N/A	N/A
4.8 –	Norms used to characterize examinees	N/A	N/A
4.9 –	Score interpretations for criterion-referenced tests	Report text	2007 Data Analysis and Use Workshops and online Materials
4.10 –	Score equivalence: rationale for interchangeable test form scores	Report text	2007 Data Analysis and Use Workshops and online Materials
	Procedure for creating comparable test forms	Report text, App A, B, C, D	2007 Data Analysis and Use Workshops and online Materials
4.11 –	Form-to-form equivalence: equating functions, linkages, and accuracy	Report text, App D	2007 Data Analysis and Use Workshops and online Materials
4.12 –	Statistical equivalence for different test forms	Report text, App P	2007 Data Analysis and Use Workshops and online Materials
4.13 –	Anchor test design: content and empirical relations among scores	Report text, App D, P	2007 Data Analysis and Use Workshops and online Materials
	Representativeness and psychometric characteristics of anchors	Report text, App D, P	2007 Data Analysis and Use Workshops and online Materials
4.14 –	Score conversions: construction, interpretation, and limitations	Report text, App H, P	2007 Data Analysis and Use Workshops and online Materials
4.15 –	Assurance against item context effects	Report text	N/A
4.16 –	Changes in test specifications noted in test manuals	Report text	N/A
	Caution against score equivalence	Report text	2007 Data Analysis and Use Workshops and online Materials
4.17 –	Stability of common scale tests	Report text	Previous Technical Reports

Appendix R: Standards Compliance

	2007 Technical Report	Other Documents
4.18 – Re-norming of test to ensure accuracy	N/A	N/A
4.19 – Rationale and procedures for establishing cut scores	Report text	Bookmark Standard Setting TR
4.20 – Evidence for cut scores and categories	Report text, App G	Bookmark Standard Setting TR Previous Technical Reports,
4.21 - Cut scores enable judges to use own knowledge and experience	Report text, App A	Bookmark Standard Setting TR

	2007 Technical Report	Other Documents
5. Test Administration, Scoring and Reporting		
5.1 – Administration follows standardized procedures	Report text	Training Video, Examiner's Mnls
5.2 – Modifications or disruptions of administration or scoring procedures	Report text	Test Booklets, Answer Books Test Coordnr's Mnl, Answer Books
5.3 – Accommodation procedures	Report text	Examiner's Mnls
5.4 – Testing environment: comfort without distraction	Report text	Examiner's Mnls, Test Booklets
5.5 – Instructions to test-takers: how to respond, equipment explanation	Report text	Training Video, Test Coordnr's Mnl
5.6 – Assurance of test score integrity	Report text	Training Video, Test Coordnr's Mnl
5.7 – Test users responsibility for security of test materials	Report text	Training Video, Scoring Guides
5.8 – Procedures for scoring	Report text	N/A
Monitor and report frequency of scoring errors	Report text	N/A
Correct systematic scoring error	Report text	Scoring Guides
5.9 – Scoring rubrics for human judges	Report text, App C	Admin Trainer's Kit
Monitoring and documenting adherence to rubrics	Report text	N/A
5.10 – Released test materials use simple language	Report text	N/A
Materials include coverage, scores, precision, and common misinterpretations	Report text	N/A
Computer-prepared interpretations include sources, rationale, and justification	Report text	CTB CELDT Website
5.11 – Group-level info from aggregated test: validity and reliability for aggregate	Report text, App E, F, G, I, L	2007 Data Analysis and Use Workshops and online Materials
5.12 – Protection of confidentiality for score/identification transmission	Report text	Test Coordntrs Mnl
5.13 – Corrected score reports sent out for material errors	N/A	CTB Helpdesk
5.14 – Guidelines for test data, test protocol, and technical report retention	N/A	CTB Helpdesk, Admin Trainer's Kit
5.15 – Guidelines for retention of test records	N/A	CTB Helpdesk, Admin Trainer's Kit

		2007 Technical Report	Other Documents
6. Supporting Documentation for Tests			
6.1 –	Test documents made available to prospective test users	N/A	CELDT Contract
6.2 –	Test documents complete, accurate, and written for intended audience	N/A	Answer Books, Examiner's Mnls
6.3 –	Rationale for test including recommended use and support Information for score interpretation with caution against misinterpretation	Report text	CTB CELDT Website
6.4 –	Intended population and specifications	Report text	Scoring Guides
	Item pool and scale development procedures	Report text	CTB CELDT Website
	Norm population demographic variables and years of data collection	Report text, App A, D, H, I, M	Bookmark Standard Setting TR
	Statistical descriptions and analyses of scores and validity of interpretation	App A	Previous Technical Reports
6.5 –	Item level information	Report text	2007 Data Analysis and Use Workshops and online Materials
	Cut scores and configural rules	Report text, App D, K, L	2007 Data Analysis and Use Workshops and online Materials
	Raw and derived scores	Report text, App A, G	2007 Data Analysis and Use Workshops and online Materials
	Normative data	Report text, App H, I	2007 Data Analysis and Use Workshops and online Materials
	Standard Errors	Report text	2007 Data Analysis and Use Workshops and online Materials
	Equating procedures	Report text, App H, P	2007 Data Analysis and Use Workshops and online Materials
6.6 –	Test relating to curriculum or material	Report text, App M, P	2007 Data Analysis and Use Workshops and online Materials
	Qualifications required to administer test and interpret scores accurately	Report text	Workshops and online Materials
6.7 –	Validity for local scoring includes interpretative materials for scores	Report text	Admin Trainer's Kit
6.8 –	Test documents cite representative sample of studies pertaining to test use	N/A	CTB CELDT Website
6.9 –	For case studies include examples of test-taker diversity	Report text	N/A
6.10 –	Score interchangeability for multiple methods of administration	N/A	N/A
6.11 –	Computer-generated interpretations include summary of support	Report text	N/A
6.12 –	Documentation amended or revised for test changes	N/A	N/A
6.13 –		Report text	2003–06 CELDT Materials

Appendix R: Standards Compliance

	2007 Technical Report	Other Documents
6.14 – All test documents contain copyright or publication date General information for test users and researchers on appropriateness	Back of title page	All Documents
6.15 – of use General information for guardian consent prior to administration	Report text N/A	Admin Trainer's Kit Admin Trainer's Kit

	2007 Technical Report	Other Documents
7. Fairness in Testing and Test Use		
7.1 – Data for each relevant subgroup as well as whole population Subgroup differences in content, scores, response structure or process Construct-irrelevant variance across sub-groups and effect on valid inferences	Report text, App E, J Report text, App E	DataQuest Website DataQuest Website
7.2 – DIF prompts study into test design, content, and format	Report text	N/A
7.3 – Elimination of offensive content	Report text, App K	N/A
7.4 – Alternate explanations for interpretation of individualized performance	Report text	N/A
7.5 – Differential prediction of a criterion for sub-groups	Report text	N/A
7.6 – Elimination of unnecessary reading or linguistic demands	N/A	N/A
7.7 – Caution against comparability for scores disaggregated by subgroups	Report text	N/A
7.8 – Policy instruments: inform policymakers of test implications	Report text	N/A
7.9 – Mean difference studies for sub-groups	Report text, App L	Previous Technical Reports
7.10 – Mean score differences determine testing model	N/A	N/A
7.11 – Comparable and equitable treatment for all test-takers	Report text	Examiner's Mnls
7.12 –		

2007 Technical Report

Other Documents

8. The Rights and Responsibilities of Test-Takers

* Standards 8.1-8.13 Not Applicable to the 2006-07 CELDT Administration

9. Testing Individuals of Diverse Linguistic Backgrounds

		Admin Trainer's Kit, Examiner's Mnl's
9.1 –	Test practices reduce threats to reliability and validity due to language	Report text
9.2 –	Collect validity evidence for linguistic subgroups with differing test scores	N/A
9.3 –	Test multilingual test-taker in most proficient language of available test forms	N/A
9.4 –	Describe in test manual linguistic modifications recommended by publisher	Report text
9.5 –	Non-comparable regular and modified test versions flagged and explained	Report text
9.6 –	Information for appropriate test use and interpretation for multilingual tests	N/A
9.7 –	Methods of translation and equivalency, including reliability and validity	Report text
9.8 –	Language usage appropriate to relevant occupation or profession	N/A
9.9 –	Test comparability for multiple-language versions of a test	N/A
9.10 –	Tests of language proficiency based on range of language features	Report text
9.11 –	Test interpreters fluent in language of test and examiner's native language	N/A
	Interpreters experienced in translating and understand assessment process	Report text

Evaluating Linkage and Alignment report

Test Booklets

10. Testing Individuals with Disabilities

- 10.1 – Ensure scores accurately reflect intended construct rather than disability
- 10.2 – Individuals knowledgeable of disabilities modify test and administration
- 10.3 – Pilot test modified tests with examinees with similar disabilities
- 10.4 – Modifications made for disability and evidence of validity in test manual
- 10.5 – Caution regarding confidence of score interpretation
- 10.6 – Documents with modified tests state modifying steps likely to alter validity
- 10.7 – Appropriate times for speeded tests (not multiple of standard time)
- 10.8 – Fatigue investigated as important factor
- 10.9 – Effects of modifications for people with various disabilities
- 10.10 – Responsibilities of administrators for modified forms
- 10.11 – Use of norms appropriate to test purpose
- 10.12 – Test modifications appropriate for test-taker yet maintain validity
- 10.13 – Lacking evidence of comparability, modification info provided to test users
- 10.14 – Test is not the sole indicator of functioning, use of multiple sources

11. The Responsibilities of Test Users

12. Psychological Testing and Assessment

2007 Technical Report	Other Documents
CDE's Special Accommodations/Modifications for California Statewide Assessments	
CDE's Special Accommodations/Modifications for California Statewide Assessments	
N/A	N/A
Report text	11
Report text	Scoring Guides
Report text	Scoring Guides
Report text	N/A
N/A	N/A
Report text	N/A
CDE's Special Accommodations/Modifications for California Statewide Assessments	
Report text	N/A
CDE's Special Accommodations/Modifications for California Statewide Assessments	
Report text	Scoring Guides
Report text	Scoring Guides

* Standards 11.1–11.24 Not Applicable to the CELDT

* Standards 12.1–12.20 Not Applicable to the CELDT

		2007 Technical Report	Other Documents
13. Educational Testing and Assessment			
13.1 –	Intended use of results when mandated by school, district, or state Responsibility of mandating authority to monitor impact and consequences	Report text	N/A
13.2 –	Evidence of test’s technical quality for each (if multiple) purpose Appropriate range of knowledge tested and elicited target-domain responses	Report text Report text	State responsibility N/A
13.3 –	Aspects of target domain test represents as well as those it fails to represent	Report text	N/A
13.4 –	Development of local norms to support users’ intended interpretation	Report text	N/A
13.5 –	Tests for promotion cover only specified content and skills	N/A	N/A
13.6 –	Multiple opportunities on equivalent test forms to qualify for promotion Time interval enables instructional experience	Report text Report text	N/A N/A
13.7 –	Multiple factors contribute to promotion decisions Effect of construct and reliability overlap in comparing scores on different tests	Report text	N/A Local responsibility
13.8 –	Relationship among test scores, instructional programs, and desired outcomes	Report text	N/A
13.9 –	Test administrators proficient in test procedures and adhere to directions	Report text	State responsibility
13.10 –	Test users ensure preparation activities or materials do not affect score validity	N/A	Admin Trainer’s Kit Admin Trainer’s Kit, Examiners MnIs
13.11 –	Individuals selecting tests understand test process and outcomes	N/A	Local responsibility
13.12 –	Individuals interpreting tests have qualified backgrounds	N/A	Admin Trainer’s Kit
13.13 –	Score reports contain statement of measurement error and score interpretation	Report text, App Q	CTB CELDT Website
13.14 –	Reports of group differences are accompanied by contextual information	Report text	CTB CELDT Website
13.15 –	Date of administration reported with test score, as well as age of norms	App Q	N/A
13.16 –	Change or gain in scores defined and technical qualities reported	Report text	N/A
13.17 –	Documentation for tests administered and scored using multimedia/computers	N/A	N/A
13.18 –	Construct-irrelevant variance of computer-based testing addressed in design	N/A	N/A
13.19 –	N, shape of score distributions for groups on score summaries	Report text, App I	N/A

2007 Technical Report

Other Documents

14. Testing in Employment and Credentialing

* Standards 14.1-14.17 Not Applicable to the CELDT

15. Testing in Program Evaluation and Public Policy

* Standards 15.1-15.13 Not Applicable to the CELDT