



California English Language Development Test



Technical Report
2013–14 Edition

This document was created and posted prior to enforcement of the revised Section 508 standards of the Rehabilitation Act of 1973, effective January 18, 2018, and may not be fully accessible to individuals who use assistive technology to gain access to electronic content.

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



**California English Language
Development Test
Annual Technical Report
2013–14 Edition**

This document was created and posted prior to enforcement of the revised Section 508 standards of the Rehabilitation Act of 1973, effective January 18, 2018, and may not be fully accessible to individuals who use assistive technology to gain access to electronic content. Please visit the United States Access Board Web site to view the [Final Rule](#) in its entirety.

The California Department of Education (CDE) is committed to making its information and communication technology accessible to all users. If the format of this document interferes with your ability to access its content electronically, please call the CDE, English Language Proficiency and Spanish Assessments Office at (916) 319-0784 to request a printed or alternate format be provided to you, or send an e-mail request to elpac@cde.ca.gov.

Table of Contents

CHAPTER 1: INTRODUCTION	1
1.1 Test Purpose.....	1
1.2 Intended Population	1
1.3 CELDT Development History.....	2
1.4 Testing Windows	3
1.5 Significant Developments Related to the 2013–14 Edition	3
1.6 Limitations to Test Interpretation.....	5
1.7 Organizations Involved with the CELDT 2013–14 Edition.....	5
1.8 Overview of the Technical Report.....	6
CHAPTER 2: CELDT TEST DESIGN AND FORMAT	7
2.1 CELDT Blueprint.....	7
2.2 Item Formats, Test Components, and Language Functions.....	8
2.3 Test Length	10
2.4 CELDT Scores and Reports.....	13
2.5 Equating Across CELDT Editions	15
CHAPTER 3: ITEM DEVELOPMENT	19
3.1 Item Development Activities.....	19
3.2 Item Review Process.....	23
3.3 Field Testing and Item Analysis	28
CHAPTER 4: TEST ASSEMBLY	31
4.1 Rules for Item Selection.....	31
4.2 Test Forms and Structure.....	34
CHAPTER 5: TEST ADMINISTRATION.....	35
5.1 Test Security and Confidentiality.....	35
5.2 Procedures to Maintain Standardization	37

5.3	Testing Students with Disabilities	41
5.4	Demographic Data and Data Correction.....	45
CHAPTER 6: PERFORMANCE STANDARDS		47
6.1	Common Scale Development	47
6.2	Standard Setting Procedures	48
6.3	Standard Setting Results for All Grades and Domains	50
CHAPTER 7: SCORING AND REPORTING		55
7.1	Procedures for Maintaining and Retrieving Individual Scores.....	55
7.2	Multiple-Choice Scoring	56
7.3	Constructed-Response Scoring.....	57
7.4	Types of Scores.....	62
7.5	Types of Reports	63
7.6	Score Aggregation	64
7.7	Criteria for Interpreting Test Scores	67
CHAPTER 8: TEST ANALYSES AND RESULTS.....		69
8.1	Definition of Reporting Populations and Samples	70
8.2	Classical Test Theory Item Analysis.....	70
8.3	Reliability Analyses	72
8.4	Decision Classification Analyses.....	76
8.5	Validity Analyses	78
8.6	Item Response Theory Analyses	80
8.7	Differential Item Functioning (DIF) Analyses	82
CHAPTER 9: QUALITY CONTROL PROCEDURES		85
9.1	Quality Control of Item Development	85
9.2	Quality Control of Test Materials	87
9.3	Quality Control of Scanning	89
9.4	Quality Control of Image Editing.....	89

9.5	Quality Control of Answer Document Processing and Scoring	90
9.6	Quality Control of Psychometric Processes	91
9.7	Quality Control of Data Aggregation and Reporting	92
CHAPTER 10: HISTORICAL COMPARISONS		93
10.1	Test Summary Statistics	93
10.2	Examinee Performance Over Time	96
10.3	Test Characteristics 2006–07 to 2013–14	100
REFERENCES		105

List of Appendixes

A Technical History of the CELDT and CELDT Blueprints.....	A-1
B Information Related to Content Validity.....	B-1
C Writing and Speaking Rubrics History.....	C-1
D Item Maps.....	D-1
	E-1
F Descriptive Statistics and 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 Statistics.....	K-1
L Comparison of Annual Assessment Versus Initial Assessment 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 Samples.....	Q-1
R Proficiency by Grade and Grade Span.....	R-1
S Consistency of Local and Centralized Scoring.....	S-1
T On-scale Item Parameters.....	T-1

List of Tables

Table 2.1: Number of Operational Items	11
Table 2.2: Number of Field Test Items	12
Table 2.3: Estimated Time Required to Administer the CELDT	12
Table 2.4: Number of Operational Items by Type and Domain Raw Score Ranges....	13
Table 3.1: Current and Proposed New Test Configurations	22
Table 3.2: Number of Items Accepted for the 2013–14 Edition	26
Table 3.3: Number of Students in November 2012 Tryouts	27
Table 3.4: Number of Items Administered in November 2012 Tryouts	27
Table 5.1: Permitted Test Variations, Accommodations, and Modifications for CELDT Administration.....	42
Table 5.2: Number of Students Using Accommodations, Modifications, and Alternate Assessments	44
Table 6.1: Lowest and Highest Obtainable Scale Score Values	48
Table 6.2: CELDT Cut Scores	51
Table 6.3: CELDT General Test Performance Descriptors	53
Table 7.1: Percentage of Examinees by Performance Level.....	65
Table 8.1: Number of Students in the 2013–14 Test Population by Test Purpose	69
Table 8.2: Mean p -Values, Annual Assessment.....	71
Table 8.3: Mean Point-Biserial Correlations, Annual Assessment	71
Table 8.4: Mean Omit Rates, Annual Assessment.....	72
Table 8.5: Test Reliability Coefficients	73
Table 8.6: Standard Errors of Measurement (SEM) Based on Classical Test Theory.	75
Table 8.7: Summary of Model Fit Statistics	81
Table 8.8: Operational Test Scaling Constants	81
Table 8.9: Mantel-Haenszel Data Structure	83
Table 8.10: Gender DIF Classifications.....	84
Table 10.1: Summary Statistics, Annual Assessment Data	94
Table 10.2: Summary Statistics, Initial Assessment Data	95
Table 10.3: 2001–02 to 2013–14 Editions Percent English Proficient Students, Annual Assessment Data	96

Table 10.4: 2006–07 to 2013–14 Editions Average p -Values, Annual Assessment Data	100
Table 10.5: 2006–07 to 2013–14 Editions Average Point-Biserial Coefficients, Annual Assessment Data	101
Table 10.6: 2006–07 to 2013–14 Editions Standard Errors of Measurement, Annual Assessment Data	103

List of Figures

Figure 10.1: Listening Percent Proficient, Annual Assessment Data	97
Figure 10.2: Speaking Percent Proficient, Annual Assessment Data	98
Figure 10.3: Reading Percent Proficient, Annual Assessment Data	98
Figure 10.4: Writing Percent Proficient, Annual Assessment Data.....	99
Figure 10.5: Overall Percent Proficient, Annual Assessment Data	99

THIS
PAGE
HAS
BEEN
INTENTIONALLY
LEFT
BLANK.

Chapter 1: Introduction

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

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

As stated in California *Education Code (EC)* Section 60810 (Statutes of 1997), the State Superintendent of Public Instruction (SSPI) was required to select or develop a test that assesses the English language development of pupils whose primary language is a language other than English, and required school districts to assess the English language development of all ELs. In addition, the CELDT must be aligned to the 1999 English-Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve (1999 ELD Standards). The CELDT was designed to fulfill these requirements.

The following sections examine the test’s purpose, intended population, development history, administration windows, and significant developments that occurred during the 2013–14 test cycle.

1.1 *Test Purpose*

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

The test shall be used for the following purposes:

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

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

1.2 *Intended Population*

All students in kindergarten through grade twelve (K–12) whose primary language is not English, based on a home language survey, must be tested for initial identification.

Students entering a California public school for the first time must be tested within 30 days from the date of enrollment to determine if they are ELs. Based on the results, the student may be classified as an EL or as initially fluent English proficient (IFEP). This application of the CELDT is defined as initial assessment (IA). Students who are identified as ELs must be tested annually during the annual assessment (AA) window (July 1 through October 31) until they are reclassified as fluent English proficient (Reclassified Fluent English Proficient—RFEP) based on the guidelines for reclassification established by the SBE (EC 313[f]). CELDT results may be used for planning instruction and are one of four criteria for reclassification of ELs to English proficient.

1.3 CELDT Development History

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

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

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

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

The CELDT Technical Advisory Group (TAG) has actively advised the CDE throughout the history of the CELDT, including test blueprint creation, performance standards setting, content standards alignment, and technical evaluation of the test. Members include experts in test development, English language acquisition, applied linguistics, psychometrics, EL issues, and data analysis, representing numerous campuses of the University of California and California school districts. See appendix B for more information about the 2013–14 group.

1.4 *Testing Windows*

The AA testing window begins on July 1 and ends on October 31. All students who previously have been identified as ELs and have not been reclassified must be tested during this period. IA testing may be conducted at any time during the school year from July 1 through June 30.

1.5 *Significant Developments Related to the 2013–14 Edition*

1.5.1 *Scoring Writing Field Test Items.* When the 2013–14 Edition was developed, new field test items that were aligned to the 1999 English-Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve (1999 ELD Standards) were embedded in the tests. In November 2012, just after the development of this edition, new ELD standards were adopted by the SBE, and Educational Data Systems conducted an item alignment study in 2013 to determine the alignment of the CELDT items to the new 2012 ELD standards. In this study, it was determined that many of the writing items did not align to the new standards, and as a result, some writing field test items on the 2013–14 Edition were not scored. These items are identified in appendix D. The item bank status codes for these items were changed to the classification “Rejected after use for content reasons.”

1.5.2 *Field Testing Plan.* Designed to develop item calibrations for field test items, a new field test sampling plan was implemented for 2013–14. The goal of the updated field testing plan was to make the field testing sample of students as representative as possible of the population of students who take the CELDT. A multiple grade cohort sample of the districts and schools across California was selected by stratified cluster probability sampling.

The initial stage included the construction of a sample frame, partitioning school districts into three strata defined by geographic areas of contiguous counties: North, Central, and South. Los Angeles County was defined as the fourth stratum due to its size. Within each stratum, school districts were sorted by their sizes and were further grouped into substrata.

Sample size was proportionally allocated according to the stratum proportions, and school districts were randomly sorted within each substratum. Systematic probability sampling was used to select districts for each test form from the substrata within each of the four strata. A sample of school districts was drawn with balanced sizes so that every student had approximately equal probability of selection (EPSE) into the sample.

Three adjustments were made to the selected samples.

- 1) Secondary school cohorts are smaller than primary school cohorts because secondary schools are usually larger schools with more students within a school. This meant that sample selection sufficient for secondary schools would lead to overly large samples for primary schools if districts were selected based on their overall size. To avoid this, the sample selection was started by selecting districts based on secondary school size. After those districts were assigned to field

testing, a supplemental random sample was drawn of the districts that consisted of only K–5/K–8 schools.

- 2) If selected, some larger districts would have been large enough for their student counts to cover the entire field test sample. To avoid this, only a proportion of schools within very large selected districts (approximately 10,000 students or more) were selected. When a school from a large school district was selected, all the students in the school would take the assigned field test form; in these large districts, the number of tested students was approximately 500 per grade at grades 6–8 or 9–12. In total, twelve districts were identified as very large.
- 3) Because of its extremely large size, Los Angeles Unified School District in Los Angeles County was treated as a substratum, and five separate school subsamples (about 400 students each) were selected.

1.5.3 K–1 Reading and Writing. It was determined that for the development of the 2013–14 test forms, the K–1 reading and writing item parameter estimates as calculated in the 2009–10 to 2012–13 time-frame needed to be recalculated with data pooled across these four preceding years. A study was conducted to measure the impact of updating the item parameters. In the case of K–1 reading and writing, it was found that the updated item parameters would result in student classifications that would not be comparable to those from previous years. No other tests had this issue.

To address the need for comparability as well as the need to update the item parameters, the performance level cut scores were adjusted so that student classifications that occurred in 2013–14 and future years would be comparable to those from the 2009–10 through 2012–13 time-frame. The result was: a) a set of raw score-to-scale score conversion tables based on the updated item parameters and b) an adjusted set of K–1 reading, writing, overall, and comprehension performance level cut scores that correspond to the updated item parameters. These were used for the 2013–14 Edition and will be used as long as the CELDT vertical scale is used.

1.5.4 Enhanced Security Procedures. An announcement was released in August 2013 reminding test administrators of the security risks posed by electronic devices. Test administrators were reminded that electronic devices may not be brought into the testing room. Test administrators were asked to ensure that students clear their desks before test materials are distributed.

1.5.5 Changes to Scoring Training of Trainers (STOT) Training. A new group administration training was added to the STOT workshop. New training videos were produced for listening, reading, and the 4-Picture Narrative test component (to include reordered prompting directions), and a new field test administration video was produced to train the administration and scoring of the new Form 3 field test Oral Vocabulary item type. Online training resources and binder materials were also enhanced.

1.6 Limitations to Test Interpretation

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

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

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

1.7 Organizations Involved with the CELDT 2013–14 Edition

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

1.7.2 MetriTech, Inc. MetriTech, Inc. is responsible for writing anchor pull activities, and scoring writing constructed-response (CR) items.

1.7.3 Educational Testing Service (ETS). ETS is responsible for item development, test form assembly, psychometrics, and post-administration psychometric activities.

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

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

1.7.6 Iron Mountain Films, Inc. IMF professionally records and produces the CELDT Fundamentals videos and the administration and scoring video used in the STOT

workshops and provided to districts for their local training. IMF also records and produces audio tracks of students' responses to speaking items for use in training and calibration activities.

1.8 Overview of the Technical Report

This report describes test development activities and the psychometric qualities of the 2013–14 Edition of the CELDT. Chapter 2 provides a summary of the CELDT development, the types of items, and the equating processes. Details of the item development process are presented in chapter 3. Chapters 4 and 5 discuss test assembly and administration, respectively. The CELDT standard setting procedures are described in chapter 6, and chapter 7 summarizes the scoring and reporting procedures. The analyses and results, including reliability and validity analyses, are contained in chapter 8. Quality control procedures are discussed in chapter 9. Chapter 10 provides historical comparisons of examinee performance and test characteristics. Additional tables and supporting documents are included in appendixes at the end of the report.

Appendix A includes a description of the technical history of the CELDT. This includes a brief summary of two special studies that were completed for 2013–14. Appendix B contains information about the participants involved in the TAG, the writing and speaking anchor pulling meetings, and the bias and sensitivity reviews. Appendix C contains the scoring rubrics for writing and speaking and the history of changes dating back to the 2010–11 test administration. Appendix D provides “item maps,” or listings by grade span and domain, of the operational and field test items and their position in the test forms. Appendix E includes scale score summary statistics for the 2013–14 Edition, along with those from previous editions for comparison. Appendix F reports the correlations among student performance in the domains of listening, speaking, reading, and writing.

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

This report provides technical details on the operational test for the 2013–14 CELDT Edition only. Technical reports for previous years' tests are available on the CDE Web page at <http://cde.ca.gov/ta/tg/el/techreport.asp>.

Chapter 2: CELDT Test Design and Format

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

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 students' proficiency in the English language—how well students can listen, speak, read, and write in English—rather than to measure their achievement on the California academic subject frameworks and standards. The California Common Core State Standards and related state assessments give much more attention to academic content and measurement of reading/language arts (e.g., identifying plot elements, understanding author's purpose, comparing and contrasting text) than to the precursory English language skills needed to access academic subject matter (e.g., listening and speaking).

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

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

2.1 *CELDT Blueprint*

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

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

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

2.2 Item Formats, Test Components, and Language Functions

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

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

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

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

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

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

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

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

For a second year in a row, a new Oral Vocabulary item type, called Name and Tell, was field tested for use in future editions of CELDT speaking tests. These items require the student to provide the name of an object or an action and then describe at least two relevant attributes of that object or action. Scores for these items did not contribute to the student's score.

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

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

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

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

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

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

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

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

2.3 Test Length

Table 2.1 presents a summary of the number of items, by item type, in Form 1 of the test, which contains only operational items (i.e., items that contribute to a student’s score).

Table 2.1: Number of Operational Items

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

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

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

Table 2.2: Number of Field Test Items

Domain	Test Form	Number of Field Test Items				
		K–1	2	3–5	6–8	9–12
Listening	Form 2	12	12	12	12	13
Speaking	Form 3	10	10	10	10	10
Reading	Form 4	6	11	11	11	11
	Form 5	6	11	11	11	11
Writing	Form 6	8	9	9	9	9

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

The testing time for each domain varies depending on the form of the test that is being administered. Table 2.3 provides estimates of the approximate time required to administer each domain. For grades 2–12, the writing test may be administered in two sessions to reduce student fatigue. The two sessions may not break up a test component.

Table 2.3: Estimated Time Required to Administer the CELDT

Domain	Grade Span	Administration Type	Estimated Testing Time
Listening	K–1	Individual and Group ^a	25 minutes
Listening	2–12	Group	20 minutes
Speaking	K–12	Individual	15 minutes
Reading	K–1	Individual	20 minutes
Reading	2–12	Group	50 minutes
Writing	K–1	Individual	20 minutes
Writing—Session 1	2–12	Group	30 minutes
Writing—Session 2	2–12	Group	30 minutes

^a Following Oral Directions and Rhyming must be given individually to grade 1 students. Teacher Talk and Extended Listening Comprehension may be administered to grade 1 students individually or in a group, depending on the perceived maturity level of the students.

2.4 CELDT Scores and Reports

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

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

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

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

^b Maximum score points = (14 * 1) + (4 * 1) + (2 * 3) = 24

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.5 *Equating Across CELDT Editions*

Raw scores are not comparable across different editions of the test because they are based on different sets of items, which may differ in difficulty. Scale scores, however, are comparable across editions and across time. That is, a scale score of 400 obtained on one administration in one domain of the CELDT represents the same level of language proficiency as on any other, even though the scores may be based on different sets of items. The equivalence of scale scores from test administration to test administration is achieved in part by careful attention to following the test blueprint and the item selection rules and in part by conducting a statistical process known as test equating.

Items on the CELDT are classified as “operational” or “field test.” Operational items are those that have been previously evaluated with the CELDT population and found to possess the psychometric qualities required of the CELDT. Field test items are new or revised items and are included on different forms of the test to obtain the data necessary to evaluate their psychometric qualities.

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

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

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

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

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

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

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

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

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

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

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

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

Or equivalently,

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

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

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

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

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

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

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

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

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

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

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

THIS
PAGE
HAS
BEEN
INTENTIONALLY
LEFT
BLANK.

Chapter 3: Item Development

The development of new CELDT items for field testing involves specifying item writing guidelines, selecting and training qualified item writers, writing items, reviewing and editing newly written items, and evaluating items to determine if they meet test form specification criteria. As with the 2012–13 Edition item development, 2013–14 Edition item development included a small-scale tryout of speaking constructed-response (CR) items. The general CELDT item development process and the specific steps followed for the 2013–14 Edition are described in this chapter.

3.1 *Item Development Activities*

3.1.1 *Item Writing Objectives.* A review of the CELDT item bank was performed. It was determined that 141 new items needed to be developed in order to increase the quantity of items for field testing and enhance the breadth of language skills assessed. As a result, Educational Data Systems prepared an item writing plan to meet four objectives: (1) ensure that there were enough items to populate the field test slots in the 2013–14 Edition; (2) ensure that field test ready items addressed the full range of skills and abilities and met CDE expectations for content breadth within test components; (3) schedule CR audio taping and item tryouts to better validate field test ready item quality before items were embedded in the CELDT; and (4) refine one new type of item called Name and Tell, a two-point Oral Vocabulary item type.

3.1.2 *Item Writing.* The 2013–14 item development plan approved by the CDE called for the development of 141 items across grade spans K–12. Three different strategies were used to develop items:

1. **In-house item development:** Educational Data Systems had experts in English language test development at Educational Testing Service (ETS), the subcontractor responsible for item and form development, author the 27 items needed for the K–2 grade spans. Because of the small number and variety of K–2 items that needed to be developed, it was more efficient for ETS staff to develop these items rather than work with an external team of item writers. The items developed by ETS staff underwent the same series of quality reviews as items developed by external item writers.
2. **Item writer workshop item development:** To develop the larger number of discrete items for the 3–5, 6–8, and 9–12 grade spans, Educational Data Systems hired an external team of item writers who had both classroom and previous item writing experience. During an item writing and training workshop, ETS supplied training materials, conducted training exercises, and worked together with the item writing team to draft new items. Based on an inventory of existing items in the item bank, ETS provided the item writers with appropriate topics for new items. The item writers used their classroom experience to generate additional age-appropriate topics while letting ETS staff check topic lists to ensure that the new topics did not overlap with the current CELDT items. (See

sections 3.1.3 through 3.1.7 for details about the item writer training and item development.)

3. **Post-workshop item development:** After the workshop, item writers worked independently to write the Extended Listening Comprehension and Reading Comprehension passages and develop item sets. Item writers received training during the workshop on these item types, wrote passages and developed item sets according to a preplanned schedule, and then submitted their work for review by experts and the CDE.

3.1.3 Item Writer Training. Five educators from California were trained to develop CELDT items. They received training in general test development principles, such as universal design and fairness guidelines. Training also included a detailed overview of the CELDT item writing requirements, including descriptions of the item formats by domain (i.e., listening, speaking, reading, and writing) and test component (e.g., *Listening—Extended Listening Comprehension*). The description of each test component specified the administration method, item type (i.e., MC, CR, or DCR), the type of prompt or stem, types of answer choices, and scoring methods. The construct of each test component and the skills to be assessed were reviewed. For example, Reading Comprehension items assess a student’s ability to comprehend main ideas and supporting details, and to make inferences.

Sections 3.1.4 through 3.1.7 highlight the areas of emphasis in item development for the 2013–14 Edition.

3.1.4 Listening Item Development. During the workshop, listening item development centered on creating additional Following Oral Directions and Teacher Talk items for grades 3–12. After the workshop, educators developed a total of five Extended Listening Comprehension passages and associated item sets for grade spans 3–5, 6–8 and 9–12. An assessment specialist at ETS developed one Extended Listening Comprehension passage for grade 2. At all grade spans, six items were written for each passage to meet the goal of field testing at least four items per listening passage.

3.1.5 Speaking Item Development. During the workshop, a total of 69 new speaking items were developed across all grade spans and test components. As part of this development, 19 new Oral Vocabulary “Name and Tell” items were developed: five for the 3–5 grade span and seven for each of the 6–8 and 9–12 grade spans.

3.1.6 Reading Passage and Item Development. To increase the inventory of items available in the item bank, a total of 42 Word Analysis and Fluency and Vocabulary items were developed. The remainder of reading item development focused on the creation of Reading Comprehension passages and item sets to increase the number of items per passage. Item writers were asked to develop item sets with at least six items to increase the likelihood that a sufficient number of items would pass the content and bias reviews, and field testing. After the workshop, item writers developed 11 reading passages and 74 accompanying items, resulting in an average of six items per passage.

3.1.7 Writing Item Development. The pool of writing items available in the item bank was fairly complete; however, to supplement the inventory at the lower grades, ETS staff developed five writing items for grades K–1 and two writing items for grade 2.

3.1.8 Separation of Kindergarten and Grade One Tests. The CELDT contract required separating the testing of kindergarteners from grade one (K–1) students in all four domains (listening, speaking, reading, and writing). Educational Data Systems and test development experts at ETS worked together to develop a plan to implement the separation of these tests in the 2015–16 Edition. The contract required the plan to:

- Address any psychometric implications and issues (e.g., shortage of items) and how to resolve them
- Address any logistical issues (e.g., creation of new test forms and ancillary materials) and how to resolve them
- Provide a psychometrically sound approach to merge grade one with grade two reading and writing (given that these two tests were separate)
- Determine a timeline for when separate K–1 tests and grades 1–2 reading and writing merges would become operational, when cut scores would be established, and when performance level descriptors would be developed.
- Describe the methodology for standard setting and recruitment of participants for the standard setting meeting

The following describes the work done up to January 2013, when the CDE stopped work on the separation of K–1 tests to focus attention on and redirect current contract funds to the development of the English Language Proficiency Assessments for California (ELPAC).

In February 2012, planning for the K–1 separation began. Based on discussions with the CDE, Educational Data Systems produced the *Plan for Separating Kindergarten and Grade One Tests*, which described the psychometric and logistical elements, as well as a schedule for implementing all tasks. Tasks included studying the 2012 English Language Development (ELD) Standards and determining which would be appropriate for assessment at each grade, writing and reviewing new items, pilot testing the new items, creating an embedded field test plan, analyzing the results of the field test, and completing separate K and 1 operational tests for the 2015–16 Edition. Subsequent necessary tasks were determined to be beyond the time period of the current CELDT contract.

Table 3.1 provides the current test configurations in all four domains and the proposed new configurations for the separation of the K–1 test as described in the contract.

Table 3.1: Current and Proposed New Test Configurations

Domain	Current Test Configurations		New Test Configurations	
Listening	K–1–2		K	1–2
Speaking	K–1–2		K	1–2
Reading	K–1	2	K	1–2
Writing	K–1	2	K	1–2

Although the plan called for the separation of K–1 and the merging of grades 1 and 2, the idea of separating grade 1 and grade 2 tests was also under consideration.

Educational Data Systems and ETS worked together to design the new tests. When redesigning the separate kindergarten and grade 1 tests, the goals were to create tests that:

- Included appropriate tasks for students at each grade
- Were aligned with the new 2012 ELD Standards for each grade
- Had appropriate stopping markers for students at the lowest proficiency level

The outcome of the design process was a proposal for separating the K–1 tests and the configuration of new tests for each grade level, called the *Proposal for the Design of Separate Kindergarten and Grade One Tests*. The proposal described key decisions needed in order to design separate kindergarten and grade 1 tests.

To develop the proposal, ETS completed the following work under the direction of Educational Data Systems:

- a) A review of the draft 2012 ELD Standards (which were later approved by the SBE) for kindergarten and grade 1 to determine how well progress on each standard could be measured, given the current CELDT format
- b) The setting of priority levels (i.e., critical, important, or somewhat important) for each standard where progress could be measured within the context of the current CELDT format
- c) The matching of the assessable draft 2012 ELD Standards to components that are used in the current K–1 CELDT
- d) The development of suggestions for new test components that fit the current test format to assess progress on critical or important standards that were not represented among the existing test components

In addition, the proposal provided an agenda and plans for convening a meeting with a group of K–1 educators to review and provide input on the proposal.

With the assistance of the Sacramento County Office of Education (SCOE), the subcontractor responsible for meeting logistics and educator recruitment, Educational Data Systems convened the K–1 Separation Educators’ Meeting in October 2012. The purpose of the meeting was to give a select group of California educators an opportunity to review and suggest revisions to the *Proposal for the Design of Separate Kindergarten and Grade One Tests*. ETS content and test development experts facilitated the meeting. During the meeting, educators reviewed:

- a) The draft 2012 ELD Standards (which were later approved by the SBE) for kindergarten and grade 1 to determine how well progress on each standard could be measured, given the current CELDT format
- b) The proposed priority (i.e., critical, important, or somewhat important) for assessing each standard
- c) The proposed test components from the current K–1 CELDT to assess the 2012 ELD Standards
- d) Suggestions for new test components to assess progress on critical or important standards that they determined could not be assessed with current test components
- e) Proposals for how kindergarteners and grade one students could be assessed differently on each standard

When reviewing each standard, educators voted to either agree with the proposal regarding the element or to revise the proposal.

In addition, the educators discussed the ways in which their districts use the current CELDT Test Performance Descriptors for the Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced performance levels.

The final report produced from this meeting, the *Report on the Kindergarten and Grade One Separation Educators’ Meeting*, provides a record of the educators’ reviews and decisions regarding each proposal, and a summary of the discussion and several themes that arose out of the educators’ comments regarding the review of the CELDT Test Performance Descriptors.

3.2 *Item Review Process*

Newly written CELDT items undergo a series of reviews. The purpose of these reviews is to revise or reject items that are inappropriate, inaccurate, or otherwise flawed. This section describes the item review process that was followed.

3.2.1 *Contractor Reviews.* Assessment specialists at ETS performed internal reviews for item content and technical quality on all newly written items. Throughout this process, specialists evaluated the importance of the information being assessed, the items’ match to the standards, and the items’ appropriateness for the population being assessed. Many test items were strengthened considerably in the process, improving

the match between the measurement goal and the measurement task, as well as the overall clarity of the item. Items that were judged to measure trivial information, to be imprecisely related to the content standards, or to be developmentally inappropriate, were revised or eliminated early in this review process.

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

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

After evaluating each item, the reviewers either accepted the item as written, suggested revisions, or recommended that the item be discarded. The assessment specialists entered their comments and proposed revisions into the internal tracking portion of the item submission system, allowing for a complete review record to be maintained for each item. Specially trained editors reviewed each item and its review history in preparation for review by the CDE. The editors checked each item for clarity, correctness of language, appropriateness of language for the grade level, adherence to style guidelines, and conformity with acceptable item-writing practices.

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

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

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

- Aligned to the correct California ELD standard

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

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

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

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

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

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

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

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

A total of 251 items were submitted to the CDE for content and bias review; of these, 231 items were accepted by the CDE, including 16 of the 19 new 2-point Oral Vocabulary items, for an overall acceptance rate of 92.0 percent. The table below displays the number of items developed and accepted by the CDE by grade span and domain.

Table 3.2: Number of Items Accepted for the 2013–14 Edition

Domain	Grade Span						Total
	K–1	K–2	2	3–5	6–8	9–12	
Listening		5		12	21	15	53
Speaking		11		16	14	18	59
Reading	4		12	35	28	36	115
Writing	3		1				4
Total	7	16	13	63	63	69	231

After the CDE completed the bias and sensitivity review, test developers made recommended changes to nine of the rejected items and then included those revised speaking items in the fall speaking item tryouts.

3.2.3 Speaking Constructed-Response Item Tryouts. During item tryouts, speaking CR items were administered to small groups of students. Unlike the previous year, no writing CR items were administered during tryouts.

The purpose of item tryouts is to evaluate the quality of CR items before they are embedded in the operational CELDT. The benefits are that item tryouts:

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

SCOE conducted item tryouts of existing CDE-approved speaking CR field-test-ready items, plus the newly developed speaking CR items from the 2013–14 item development cycle that were approved by the CDE. Table 3.3 summarizes the number of students participating in the pilot by school, grade span, and date.

Table 3.3: Number of Students in November 2012 Tryouts

School, Grade Span	Number of Students	Date
C.P. Huntington Elementary School, Grades K–2	27	November 7, 2012
C.P. Huntington Elementary School, Grades 3–5	21	November 7, 2012
John Still Middle School, Grades 6–8	32	November 8, 2012
C.K. McClatchy High School, Grades 9–12	32	November 9, 2012
Total	112	

Eight item booklets (two for each grade span) containing 80 speaking items were prepared for the fall Speaking item tryouts. The table below summarizes the number of speaking items piloted.

Table 3.4: Number of Items Administered in November 2012 Tryouts

Test Component	Grade Span				Total
	K–1, 2	3–5	6–8	9–12	
Oral Vocabulary	0	7	8	10	25
Name and Tell	0	4	6	6	16
Speech Functions	3	2	2	5	12
Choose and Give Reasons	8	7	0	2	17
4–Picture Narrative	3	2	3	2	10
Total	14	22	19	25	80

SCOE staff reviewed, scored, and evaluated student responses to the items and then made recommendations for any item modifications based on the outcome of the item tryout. The approved items became available for use as field test items beginning with the 2013–14 Edition.

The following information explains how the audio taping and scoring of the field-test-ready speaking items was conducted. The process outlined below was used for speaking item tryouts in the fall of 2012.

- Two forms of speaking field test items were developed for each grade span. The forms included a mix of current field-test-ready items and newly developed items.
- In order to avoid overloading students or reviewers, each form included no more than four Speech Functions items, two Choose and Give Reasons items, and two 4-Picture Narrative items, plus Oral Vocabulary items. The booklets contained an average of ten items per form. SCOE staff observed, took notes, and scored student responses during audio taping.

- Approximately 112 students were administered speaking CR field-test-ready items and audiotaped.
- Speaking responses were transcribed, scored by SCOE staff and staff members from several school districts, and evaluated. At the same time, anchor samples for these field test items were identified for future use in the event that an item is placed into a field test form in a subsequent edition.
- Student responses were reviewed and scores were finalized. Suggestions for changes were made.

The tryouts also included audio taping responses to some 2-point Oral Vocabulary Name and Tell items that were designed to elicit descriptions of objects and activities. The CDE approved 13 Name and Tell items for placement on the speaking field test forms. Three items were administered to grade spans K–2, 3–5, and 6–8. Four items were administered to grade span 9–12.

3.3 Field Testing and Item Analysis

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

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

When the 2013–14 Edition was developed, new field test items that were aligned to the 1999 English-Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve (1999 ELD Standards) were embedded in the tests. In November 2012, just after the development of the 2013–14 Edition, new ELD standards were adopted by the SBE. Educational Data Systems conducted an item alignment study in 2013 to determine the alignment of the CELDT items to the new 2012 ELD standards. In this study, it was determined that many of the writing items did not align to the new standards and as a result, some writing field test items on the 2013–14 Edition were not scored. These items are identified in appendix D. The item bank status codes for these items were changed to the classification "Rejected after use for content reasons."

The embedded field test approach provides substantial data for item analyses, which yield stable estimates of various statistical criteria. As described in chapter 2, these analyses are conducted after the close of the AA window. The results of the field test data analyses from the 2013–14 Edition are described in chapter 8.

Beginning with the 2010–11 Edition, a new test form distribution plan that substantially reduced the testing demands on California districts was instituted. Under this plan,

instead of administering test forms containing field test items to all students, only about one-third of districts³ administered them. All other districts administered Form 1, which contains no embedded field test items and therefore require less time to administer.

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

Beginning with the 2013–14 Edition, several adjustments were made to the test form distribution plan to improve the representativeness of field test samples. Details of that approach are described in chapter 1. The key characteristic of minimizing impact on instructional time was retained. In 2013–14, 941,795 students were tested with the shorter Form 1, and 523,486 students were tested with one of the forms containing field test items. This approach saved approximately 250,000 hours of instructional time across the state during this edition.

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

THIS
PAGE
HAS
BEEN
INTENTIONALLY
LEFT
BLANK.

Chapter 4: Test Assembly

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

4.1 *Rules for Item Selection*

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

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

- Individual items should have p -values (a measure of difficulty) that range from 0.20 to 0.95. Some items may be chosen outside this range, with the CDE's approval, to provide more meaningful and accurate scores for students at a wider range of performance levels.
- The collection of items within each domain must represent difficulty levels that span the scale, with more items around the Early Advanced cut score.
- Point-biserial correlations (a measure of reliability) must be greater than 0.15.
- Items with a "C" classification are not used in the creation of future forms, and items with a "B" classification are used only when necessary to meet test specifications.

When assembling tests, assessment specialists reviewed three types of curves for each grade span by domain: the test characteristic curve (TCC), the test information curve (TIC), and the conditional standard error of measurement curve (CSEM). To ensure that new operational tests had similar statistical characteristics to prior tests, assessment specialists compared the curves for proposed test forms with target curves from prior forms. Target curves were developed using the most recent statistics available at test assembly time, which is generally two years before test administration.

This approach to test development is called "pre-equating" because the test scale is set before the test is administered. The pre-equating model allows publication of the CELDT raw score to scale score and performance level conversion tables concurrent

with the publication of the test forms. This is important because there can be no delay between administering and scoring the tests. Districts administering the CELDT must use these tables to score the tests locally just after administering the test to determine students' English language proficiency level and to make decisions related to additional ELD and instructional placement.

The TCC and CSEM curves included in appendix P are the result of the re-estimation of 2009–10 to 2012–13 item parameters described in appendix A.

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

4.1.4 Item Status Codes. In the CELDT Item Bank, where all items and their statistical data are stored, item status codes are used to indicate whether an item has been administered and whether it is ready to be used as a field test item or an operational item. During the 2013–14 administration cycle, the CELDT program reviewed the item status codes and resolved to make three changes:

1. **Replace the code “Dormant” with “Legacy unavailable”:** Prior to the 2012–2015 contract, a total of 991 items had been classified as “Dormant.” Although the term “Dormant” implies that an item may be reused after a resting period, the California Department of Education (CDE) had not set a resting period for dormant items or ever reactivated any dormant items. The CDE decided to reclassify dormant items as “Legacy unavailable” to indicate that they are items that cannot be used operationally and to indicate that the dormant classification cannot be used going forward. That is, legacy unavailable items are items that the CDE decided were unavailable at some point prior to the 2012–2015 contract. All 991 items that had been classified as dormant were reclassified as legacy unavailable.
2. **Classify items that should not be used temporarily as “Resting”:** The “Resting” code indicates that an item can be reused after a certain period. After the resting period has passed, the “Resting” code would be manually changed to “Used operationally” to make it available for test construction.
3. **Implement “Ready for piloting” when item piloting and field testing resume:** At the beginning of the 2012–2015 contract, the CDE agreed to add the code “Ready for piloting” to distinguish items that needed to go through piloting from items that were “Field test ready.” However, rules for the classification of “Ready for piloting” have not been written or entered in the CELDT item bank and, no additional items are scheduled to be written under the current contract. ETS

recommended that the “Ready for piloting” status code be implemented during the next contract.

With the implementation of the changes described above, the CELDT item status codes are as follows:

- **Field test ready:** Items approved and available for use as field test items during the current year’s test assembly.
- **Field tested awaiting statistics:** Items administered as field test items and awaiting statistics and statistical reviews to determine whether they will be rejected or approved for operational use. These items are not available for use during the current year’s test assembly.
- **Operational ready:** Items field tested and approved for operational use, but not used operationally yet. They are available for use as operational items during the current year’s test assembly.
- **Used operationally:** Items field tested, approved as operational ready, and used operationally one or more times. They are available for use as operational items during the current year’s test assembly.
- **Legacy unavailable:** Items previously known as “Dormant” and made unavailable for use prior to the development of the 2013–14 Edition. They are no longer available for test assembly.
- **Rejected before use:** Items rejected during a content or a bias and sensitivity review. They are no longer available for test assembly.
- **Rejected after use for content reasons:** Items rejected after an administration for content reasons. They are no longer available for test assembly.
- **Rejected after use for statistical reasons:** Items rejected after an administration because the statistics were not acceptable. They are not available for test assembly.
- **Released:** Items used in publicly accessible materials, such as an edition of *CELDT Released Test Questions*. They are no longer available for test assembly.
- **Resting:** Items used operationally and removed from use for a set period of time and that can be used again after the resting period is over. These items are not available for test assembly until the resting period has passed and the item has been redesignated as used operationally.
- **Ready for piloting:** These items have been developed and are awaiting initial piloting, or awaiting re-piloting after edits were made that warrant further piloting. They are not available for use as field test items during the current year’s test assembly.

As in the past, all operational items in the 2013–14 Edition had the status of operational ready or used operationally. In addition, all field test items had the status of field test ready.

4.2 Test Forms and Structure

There were six different test forms for the 2013–14 Edition, and each form contained the same operational items. Form 1 contained only operational items (i.e., no field test items). In addition to the operational items, Form 2 contained listening field test items, Form 3 contained speaking field test items, Forms 4 and 5 each contained reading field test items, and Form 6 contained writing field test items.

For more detail on the structure of the 2013–14 CELDT test forms, including the types of items and the distribution of field test items, see appendix D.

Chapter 5: Test Administration

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

5.1 *Test Security and Confidentiality*

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

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

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

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

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

Student data files are downloadable by districts through the secure District Portal area of the CELDT Web site. This secure area of the site uses Secure Socket Layer (SSL)

encryption for all transfers of data. Unique district passwords to the secure District Portal are released only to CDCs and are reset at the beginning of each test administration year. The student data files are also optionally available to the CDC on a password protected and encrypted CD-ROM.

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

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

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

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

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

5.2 Procedures to Maintain Standardization

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

The *District and Test Site Coordinator's Manual* describes procedures to be used by CELDT District Coordinators (CDCs) and school site coordinators in receiving, inventorying, storing, and returning test materials to the contractor for scoring.

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

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

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

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

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

5.2.2 CELDT Site Coordinator. The CELDT Site Coordinator is the test coordinator at the school level who is responsible for managing the CELDT testing program at the school, coordinating with the district trainers for the training of all the test examiners,

ensuring the proper administration of all testing procedures, maintaining the security of the test materials at the school, and assuring the proper packing and return of test materials to the CDC.

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

5.2.4 Training for General Test Administration. For the 2013–14 administration, general test administration training was accomplished through e-mail communication and Web-based recordings. Monthly update e-mails were provided to CDCs containing upcoming important dates and deadlines for the CELDT.

A series of recorded tutorials on how to use CELDT related Web applications, such as Initial Ordering, the Local Scoring Tool, and the Data Review Module (DRM) were also provided. The Request a Pickup Tutorial was replaced in the 2013–14 Edition by the Packing and Returning Scorable Documents Tutorial. These were created and posted to the CELDT Web site to support district staff as they used these applications.

The third was a series of short videos called CELDT Fundamentals. Although the videos were available in the previous edition, minor updates were made to both the English and Spanish versions and then reposted to the CELDT Web site. These videos provide basic CELDT information to new coordinators and district staff.

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

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

5.2.5 Scoring Training of Trainers (STOT) Workshops. The purposes of the STOT workshops are to train participants to (a) standardize the administration of the CELDT, (b) reliably score the speaking and writing CR items, and (c) train other qualified persons locally to administer and score the CELDT as test examiners. At least one person from each school district or independent charter school that administers the CELDT must attend a STOT workshop.

For the 2013–14 Edition, training for test administration and local scoring was accomplished through a series of in-person workshops called STOT Workshops. Each year, these workshops are conducted at various locations around the state. Individuals who will be local CELDT trainers attend these workshops to learn about administering and scoring the current edition of the CELDT and about changes in the test materials and administration procedures (if any) that all examiners are required to know. Administration of the CELDT involves scoring a student’s responses to the speaking

items during test administration and scoring a student’s responses to the constructed-response (CR) writing items just after testing. Thus, standardization of the scoring is critical, and extensive training is provided in these two areas.

There were 17 workshops held between April 11 and August 27, 2013 with 1,528 participants. Seat allocations at the workshops were based on a formula that used the number of students the district tested the prior year in the annual assessment (AA) window. Districts with higher student populations and local educational agencies (LEAs) hosting regional trainings were provided more seat allocations.

A total of 1,091 districts and independent charter schools either participated in the state-sponsored STOT workshops (908) or were reported to have participated in local/regional workshops (183). No participation data are available on the remaining 176 districts and 256 independent charter schools (a total of 432). Of these 432, it is known that during the 2011–12 administration:

- 7 (2%) tested between 750 and 6,600 AA students
- 89 (21%) tested between 101 and 749 AA students
- 336 (77%) tested between 0 and 100 AA students

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

- **Training Materials:** Based on feedback from the field, STOT workshop training materials were expanded to add more samples to the Choose and Give Reasons and the 4-Picture Narrative test components sections of the STOT training binder and audio CD. For this edition, these sections had separate training and calibration sets for grades 6–8 and grades 9–12.

Scoring guidelines were improved based on questions from districts. For listening, scoring guidelines were expanded to include information for items that ask students to point to a pictured object and for items that ask students to perform multiple-step directions. Scoring guidelines were updated to clarify that multi-syllable words that rhyme are acceptable. For Oral Vocabulary, the Prompting and Scoring Guidelines were expanded to clarify the scoring of verb form, grammar, and syntax errors. For districts administering the new Name and Tell speaking field test items, the training video was rewritten to add the reprompting directions that clarify what to do when students respond by naming two or more things. For 4-Picture Narrative, training included the new prompting procedures included in the Examiner’s Manuals that specify the open-ended questions that test examiners may use for prompting, and the number of times a

test examiner may reprompt. A new Talking Points for Group Administration section was written and added to the STOT binder training materials.

A variety of training materials were updated and expanded for use at the 2013–14 STOT workshops and for the STOT participants to duplicate and provide to examiners in their districts. The CELDT Administration and Scoring Video (DVD) was updated to include changes to test administration procedures and directions. The following sections of the DVD were updated: a) a new listening video included footage of new examiner instructions asking students to clear desks of all materials not needed for testing; b) a new reading video focused on examiners who are administering the CELDT in groups; c) an updated 4-Picture Narrative video included new prompting directions and footage of items in the 2013–14 test; d) new footage of Name and Tell prompting and scoring was included for districts administering field test items; and e) four new full Speaking Scoring Practice videos were added.

The speaking Samples CD with MP3 files of sample student responses to speaking items at all grade spans was enhanced to include an expanded number of student responses for all test components, including more samples at grades 6–8 and 9–12. The Training Resources Disc (DVD), with printable files of the contents of the training binder and video files (MP4) from the Administration and Scoring Video, was included in the 2013–14 Edition materials that participants received at the training. Binders also contained packets with an expanded number of sample student responses with correct scores and justifications for speaking and writing CR items. (See section 5.2.6 for more information on the scoring rubrics.)

- **Online Training Resources:** There was a significant increase in the number of users of online training resources compared to the previous year. As of December 31, 2012 there were 5,946 users for the 2012–13 Edition and 128 district groups. As of December 31, 2013 for the 2013–14 Edition training, there were 6,937 users. About 170 districts utilized the district user groups option, providing district trainers access to reports on test examiner training progress and calibration.

Online training resources were expanded and improved. The training modules used in the STOT workshops were posted and made available for district use. These presentations included the workshop presenters' scripts, embedded audio samples and video clips from the training video, training exercises for scoring, and calibration quizzes for most test components. These online resources were intended to supplement local training or allow local trainers to recreate the STOT workshop training. Trainees were given access to take the calibration quizzes on their own after completing either in-person or online training. They could take the online quizzes as many times as necessary to achieve the required calibration level. For Choose and Give Reasons, Speech Functions and 4-Picture Narrative, examiners could train and calibrate on operational items by grade span. Once a trainee completed a quiz and met or exceeded the required calibration level, the trainee could print a report showing that she or he passed the calibration quiz.

This report could be used as documentation that the trainee had been calibrated and could serve as a CELDT examiner.

The online resource server was upgraded to allow its use on a wider variety of Web browsers, including Google Chrome. Additionally, upgraded software allowed for better navigation functionality with the modules, such as the ability to navigate forward and backward and to replay audio.

5.2.6 Scoring Rubrics. The CELDT scoring rubrics were developed for operational use starting with the 2006–07 Edition. Examiners scoring the speaking domain use a set of item-type-specific rubrics to determine the score for each item and then record the rubric score for each item on the student’s answer document. These speaking rubrics are presented in appendix C.

The scoring rubric for Sentences and another rubric for Short Compositions are applied across all CR writing items for grade spans 2–12. There are also separate rubrics for the K–1 writing domain.⁴ The writing rubrics, and the changes made to the Sentences scoring rubric for the 2013–14 Edition, are presented in appendix C.

For the 2013–14 Edition, a change was made to the training materials to reflect clarifications made to the Sentences scoring rubric, which was modified to remove the word “simple” from the rubric at score point 1 for consistency with the other score points. “Simple subject and simple predicate are evident” was changed to “Subject and predicate are evident.”

5.3 Testing Students with Disabilities

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

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

The purpose of test variations, accommodations, and modifications is to enable the students to take the CELDT, not to give them an advantage over other students or to

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

improve their scores. Providing students with test variations and accommodations does not result in changes to students’ scores. However, students with test modifications receive the Lowest Obtainable Scale Score (LOSS) for each domain marked as a modified assessment. If the student took a modified assessment for all domains, the overall scale score is also the LOSS.

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

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

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

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

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

The use of accommodations, modifications, and alternate assessment administrations for one or more domains of the CELDT should be considered carefully when interpreting scores.⁵ When a student achieves the proficient performance level with, for example, the accommodation “test over more than one day for a test or test part to be administered in a single sitting,” the testing conditions should be considered along with the knowledge and skills ascribed to the student. Table 5.2 summarizes the number of students who used accommodations, modifications, and alternate assessments during the 2013–14 administration of the CELDT broken down by test purpose.

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

Type	Number of Students			
	Listening	Speaking	Reading	Writing
Annual Assessment				
Accommodations	8,420	6,395	9,171	9,492
Modifications	553	497	847	520
Alternate Assessments	7,106	7,128	7,124	7,138
Initial Assessment				
Accommodations	430	366	390	377
Modifications	67	56	65	46
Alternate Assessments	1,444	1,438	1,426	1,431

5.3.2 Versions of the CELDT. The CELDT has three special versions: Braille, large print, and CD-ROM.

The Braille Version is available only to students who are blind or visually impaired with documentation in an IEP or Section 504 plan. The student may have responses recorded by a test proctor or aide. Specific instructions and a Braille Version Examiner’s Manual are provided for the test examiners because the item content differs from that of the regular version. Despite the different item content, the Braille Version has been equated to produce scale scores equivalent to the regular edition. Braille CELDT forms were created for the 2013–14 Edition. These forms consisted largely of Braille versions of Form 1 items, which differed in modest ways to allow for Braille delivery. For example, pictures may have been replaced with descriptions of pictures. Items were replaced when a Braille version was not viable.

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

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

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

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

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

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

5.4 Demographic Data and Data Correction

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

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

The DRM application is pre-loaded with the demographic fields of the scored data records. Districts are requested to log on to the secure District Portal, access their data, and make corrections as necessary. To assist the districts in reviewing and making corrections to the data, the application flags data errors and potential data errors in the student demographic data. Errors or potential errors are determined based on rules specified in the *DRM Data File Layout*. These rules determine what is flagged, such as missing data, multiple marks, incorrectly formatted data, and invalid or out of range values.

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

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

Chapter 6: Performance Standards

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

6.1 Common Scale Development

6.1.1 2006–07 Scale Development. A common scale⁶ across all grade levels of CELDT was first implemented operationally with the 2006–07 Edition (Form F) and applied operationally in each administration thereafter. This scale design places all CELDT scores onto a common scale to allow comparison of scores across adjacent grade spans and across testing administrations.

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

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

6.1.2 2009–10 K–1 Reading and Writing Scale Development. The K–1 reading and writing domains were administered for the first time in 2009–10. The K–1 reading test was linked to the common scale through a set of previously calibrated grade 2 items

⁶While vertical in design, the CELDT scale is called a *common scale* since English language development does not show growth at the same starting point.

embedded in the operational K–1 test. Although CELDT item calibration is usually restricted to annual assessment (AA) student records and since most kindergarten students are initial testers, this calibration sample included AA students as well as initial assessment (IA) kindergarten students because kindergarten students would have essentially been eliminated from the analysis if IA records were eliminated.

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

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

Table 6.1: Lowest and Highest Obtainable Scale Score Values

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

6.2 Standard Setting Procedures

6.2.1 2006 Standard Setting. The purpose of the standard setting was to establish new cut scores for the CELDT on the common scale for the Early Intermediate and Early Advanced performance levels. These scores were then used to establish cut scores for all five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Cut scores were established for all grade levels and domains except K–1 reading and writing, which were not administered at that time.

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

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

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

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

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

As in the 2006 standard setting, participants were recruited from across California and were selected based on their expertise with ELD, their experience in the field of education, and their knowledge of the CELDT. A panel of 15 California educators with English learner teaching experience at these early grades was selected from a much larger list of 311 people who had either applied to work with the development or review of items for the K–1 reading and writing domains or who had previously participated in the 2006 CELDT standard setting. Panelists met in Sacramento on January 13, 2010.

The CELDT cut points for other grades and domains were initially set by using the Bookmark method, the well-regarded procedure also used for this standard setting. The

work of the panel required one full day to complete. The day began with a large-group presentation that summarized the test development process, oriented participants to the task, and explained the procedures that would be followed. The panelists then focused on draft K–1 reading and writing Test Performance Descriptors, which had been prepared prior to the meeting. The purpose of this exercise was to ensure that panelists had a clear picture in mind of the type of student whose responses were to be rated before they began to place their bookmarks.

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

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

Reading K–1 and Writing K–1 links to the common scale were revised in spring 2013. This produced new scale score cut points beginning with the 2013–14 Edition, but did not impact raw score performance requirements.

6.3 *Standard Setting Results for All Grades and Domains*

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

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

Table 6.2: CELDT Cut Scores

Grade	Performance Level	Scale Scores					
		Listening	Speaking	Reading	Writing	Compre- hension	Overall
K	Early Intermediate	362	353	232	255	297	346
	Intermediate	409	405	300	327	354	397
	Early Advanced	455	457	380	383	417	448
	Advanced	502	509	468	430	485	499
1	Early Intermediate	362	353	357	372	359	358
	Intermediate	409	405	393	406	401	406
	Early Advanced	455	457	468	444	461	456
	Advanced	502	509	570	518	536	509
2	Early Intermediate	375	370	421	423	398	397
	Intermediate	426	420	473	469	449	447
	Early Advanced	476	470	524	514	500	496
	Advanced	527	520	554	560	540	540
3	Early Intermediate	389	388	448	437	418	415
	Intermediate	443	436	482	479	462	460
	Early Advanced	498	482	542	537	520	514
	Advanced	552	532	577	570	564	557
4	Early Intermediate	402	405	474	451	438	433
	Intermediate	461	451	491	489	476	473
	Early Advanced	519	497	560	550	539	531
	Advanced	578	543	600	580	589	575
5	Early Intermediate	411	411	478	455	444	438
	Intermediate	473	459	504	497	488	483
	Early Advanced	537	507	564	551	550	539
	Advanced	601	556	604	587	602	587
6	Early Intermediate	413	417	481	458	447	442
	Intermediate	484	467	516	502	500	492
	Early Advanced	570	518	568	553	569	552
	Advanced	638	568	609	593	623	602

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

Table 6.3 presents general CELDT Test Performance Descriptors. These describe the competencies associated with each performance level and characterize what students at each performance level know and can do in English. Detailed Test Performance Descriptors for each grade span and domain are available in the Examiner’s Manuals, in the *2013–14 CELDT Information Guide*, and on the backs of the Student Performance Level Reports (SPLRs).

Table 6.3: CELDT General Test Performance Descriptors

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

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

Chapter 7: Scoring and Reporting

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

7.1 *Procedures for Maintaining and Retrieving Individual Scores*

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

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

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

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

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

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

7.1.3 Scanning and Editing. The scanning, editing, and scoring processes were performed throughout the year (July 1, 2013 through June 30, 2014), although most of the material was received in November after the close of the annual assessment (AA) window.

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

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

7.1.4 Record Merge Process. Prior to completing the testing for the AA window, districts were given the option of uploading Pre-ID files containing student demographic and identification data to the CELDT Web site. The Pre-ID system employed data checks according to the rules established in the *2013–14 Edition Pre-ID Data File Layout*, prior to acceptance of each record. Once the student records were accepted by the system and uploaded, a unique number was generated and applied to each record to identify each record in the Pre-ID file. This unique number was printed on the Pre-ID label as a bar code, and districts placed the labels on the scannable answer documents. When documents were scanned, this bar-code number was attached to the scan record and was the “key” for merging the scanned data (described in section 7.1.3) with the Pre-ID file data. Checks were performed to eliminate duplicate bar-code numbers during each step of the merging process.

7.2 Multiple-Choice Scoring

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

7.2.1 Scoring Key Verification Process. Scoring keys, in the form of item maps, were produced during the item development process and verified by performing various quality control checks upon delivery for use in scoring. The item maps contained information about each test form, including item identification information, correct key (MC items), and statistics associated with each item. As a last step in the verification process, item maps were verified against the print-ready copy of the Test and Answer

Books to ensure that any item positional shift that might have occurred before the book was finalized was correctly accounted for.

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

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

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

7.3 *Constructed-Response Scoring*

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

7.3.1 2013–14 Writing Anchor Paper Selection. The purpose of anchor paper selection is the identification of student work samples used both to train and to evaluate scorers, thereby maintaining quality control throughout the scoring process. This process is referred to as range finding, and the samples of student work selected are called anchor papers. Each year, anchor papers must be selected for new items that have been field tested, and these papers remain associated with that item throughout its use on the test, potentially over multiple years. If, for example, an operational item is furloughed for a year or more and then reappears on a test, the original anchor papers chosen the first time the item was field tested are used to train the scorers. This helps ensure that scores do not drift over time as the pool of scorers and/or trainers shifts.

A meeting with California educators was convened in Sacramento, California, on January 28–29, 2014, to review and select the anchor papers for the Short Compositions field test items from the 2013–14 Edition. The California Department of Education (CDE) requested that only CR items that aligned to the new 2012 English Language Development Standards (2012 ELD Standards) based on the *CELDT Item Alignment Report* (grades 2–12 Short Compositions) be scored. Four facilitators and 16 participants attended the meeting, representing 10 districts. To minimize costs,

participants were selected who lived within a 50-mile radius and therefore required minimal travel.

Contractor staff who have extensive experience in CR scoring and/or who had been heavily involved in the Scoring Training of Trainers (STOT) workshops led the California educators through the anchor pull activities. (Refer to appendix B, table B-1, for demographic characteristics of the educators who participated in the 2013–14 writing anchor pull meeting.)

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

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

The meeting began with a general overview of the anchor-pulling task. Sacramento County Office of Education (SCOE) staff conducted a training session for all groups using the 2013–14 Edition STOT Writing Short Compositions training materials so that all participants understood the rubrics and expectations for each score point and could consistently apply rubrics to the analysis of the papers. Then, participants were separated into groups to read and independently score the papers. Participants were grouped by grade span (2, 3–5, 6–8, or 9–12), for a total of four groups. Each group consisted of five educators and focused on a single Short Compositions item.

Each participant scored 10–20 papers per round and recorded his or her scores on an individual score sheet. Group participants were asked to write their notes regarding the papers on the score sheets provided. Each group discussed their scores and came to consensus to establish the final scores for each of the papers. The number of rounds depended on how long the group took to score individually and discuss as a group in order to come to consensus.

The groups were also responsible for making suggested annotations for each paper that explained the reasoning used in assigning the final score. These annotations expanded on the justification notes taken earlier during scoring, pointing out more rubric elements such as syntactical complexities, adequate vocabulary, sentence fragments and spelling errors that may interfere with meaning, etc. The final annotations are stored as official records maintained with the items over time and provide guidance during field test scorer training and for the development of STOT and Examiner’s Manual materials when the field test items are used operationally.

7.3.2 Writing Scorer Selection. CELDT scorers for the contractor were selected from a pool of 1,098 applicants. The application process included a battery of pre-employment tests, which have been found to predict scorer performance and measure three characteristics:

- The ability to think logically and deduce solutions to abstract problems

- The ability to locate details and rapidly recognize differences
- The ability to adjust to a new situation quickly and gain consistency and confidence

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

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

Ultimately, 364 applicants (33 percent) scored the CELDT. Of this number, 40 percent had prior teaching experience or were currently teaching, 28 percent had post-baccalaureate degrees, 61 percent had previously scored for the contractor, and 48 percent had previously scored the CELDT.

In addition to meeting these requirements, 36 members of the lead scoring staff (master scorers, trainers, and table leaders) had extensive scoring experience. Master scorers, for example, had multiple years of experience and had worked with scoring protocols for multiple programs and states. Table leaders, whose role is to respond to questions and issues of scorers as they arise during scoring, usually had at least two years' experience. All 36 members had previously scored the CELDT.

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

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

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

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

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

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

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

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

The image-based scoring system presents scanned images of student responses to the scorers on the computer screen. The scorers then evaluate the student responses and record the appropriate score for that response. The system only allows input of an

appropriate score for that item (e.g., items with a maximum possible score of three only accepted a score of 0, 1, 2, or 3) or a defined non-scoring code (e.g., blank, illegible, off-topic). Data regarding all the scorers and the scores they assign is recorded in a database dynamically at the time of scoring.

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

7.3.6 Speaking Anchor Sample Development. English learner (EL) students were videotaped in November 2012 in Sacramento City Unified School District at C.P. Huntington Elementary School, John Still Middle School, and C.K. McClatchy High School to capture samples of student responses for the preparation of 2013–14 Edition Examiner’s Manuals. Samples of student responses are included in the Examiner’s Manuals; samples of student responses are also used to build anchor, training and calibration sets for the STOT Binder districts use in Speaking scoring training. Operational and field test 2013–14 Edition speaking items were identified that did not have samples for one or both of those purposes listed above. This activity was done in conjunction with the Speaking item tryouts. (See section 3.2.3. for information on item tryouts.)

Students’ parents received an explanation of the purpose and nature of the activity along with a permission form to sign. These materials were provided to the schools in English, Chinese, Farsi, Hindi, Hmong, Punjabi, Spanish, Urdu, Ukrainian, Tagalog, Romanian, Russian, and Vietnamese. The district helped identify students of varying primary languages, grades, genders, and CELDT levels. The speaking field test items (Form 3) and operational items (Form 1) of the 2013–14 Edition were contained in four item booklets, one for each grade span (i.e., K–2, 3–5, 6–8 and 9–12). Students were administered the items individually during the regular school day. The videotaping process resulted in a recorded video clip of each student’s response to the items. The video clips were subsequently transcribed, coded with the student’s grade, CELDT overall proficiency level, speaking proficiency level, and primary language, and stored in a database.

Following the videotaping sessions, student responses were reviewed. Staff from several districts including San Juan Unified School District, Apple Valley Unified School District, Santa Barbara County Education Office, San Diego Unified School District, and Washington Unified School District were involved in evaluating and scoring each response. Anchor, training, and calibration responses were then identified, and anchor samples with transcripts were added to the 2013–14 Examiner’s Manuals. Additional anchor, training, and calibration samples were identified for use in the STOT binder. A

written annotation was added to each selected sample indicating why the assigned score was given.

7.4 *Types of Scores*

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

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

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

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

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

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

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

7.5 Types of Reports

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

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

7.5.2 Student Record Label. This report is designed to provide individual student performance scores on a label that can be attached to the student's file for easy reference. It contains the majority of the statistical and demographic information provided in the SPLR in a compact (4-inch x 1.5-inch) format.

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

7.5.4 Performance Level Summary Report (PLSR). This one-page report summarizes how students at a grade scored. It provides the number and percent of students at each performance level for each domain and overall. The total number of students, the mean scale score, and the standard deviation⁷ of scale scores are also provided for each domain and overall. Three separate reports are provided at school and district levels: (1) aggregated results of students with a test purpose of AA tested within the AA window, (2) results of students with a test purpose of IA tested throughout the administration year, and (3) results of students with a test purpose of AA or IA combined for all students tested throughout the year.

Samples of each report are shown in appendix Q.

⁷The standard deviation is provided only for groups of two or more students.

7.6 *Score Aggregation*

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

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

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

Table 7.1: Percentage of Examinees by Performance Level

Domain	Grade	N	Percentage of Examinees					
			Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Early Advanced + Advanced
Listening	K	16,220	17.2	32.2	31.4	13.8	5.4	19.2
	1	164,316	8.4	21.0	33.9	23.7	12.9	36.7
	2	172,295	3.6	9.8	26.9	34.3	25.5	59.7
	3	151,443	8.9	12.2	31.2	31.7	16.0	47.7
	4	125,029	6.7	8.6	27.3	37.8	19.6	57.4
	5	102,894	4.5	9.5	26.0	42.5	17.6	60.0
	6	79,222	8.6	8.9	37.7	33.0	11.8	44.8
	7	69,771	7.3	12.0	27.7	37.2	15.8	53.0
	8	62,000	6.3	9.2	35.4	38.9	10.3	49.1
	9	55,499	7.6	14.0	45.0	22.9	10.5	33.4
	10	52,923	7.1	18.4	33.3	34.9	6.4	41.3
	11	50,182	6.2	15.5	29.5	39.6	9.3	48.9
12	48,802	8.7	13.7	27.1	39.6	11.0	50.6	
Speaking	K	16,220	13.3	23.8	38.1	18.4	6.4	24.8
	1	164,316	6.6	13.8	35.8	29.9	13.9	43.8
	2	172,295	3.2	6.4	29.2	35.7	25.5	61.3
	3	151,443	2.4	6.4	28.5	39.0	23.7	62.7
	4	125,029	2.6	5.0	25.4	37.3	29.8	67.1
	5	102,894	2.7	3.6	20.6	40.0	33.0	73.0
	6	79,222	4.2	7.4	27.5	35.2	25.7	60.9
	7	69,771	4.2	7.0	25.6	36.7	26.5	63.2
	8	62,000	4.2	5.9	27.1	37.9	24.9	62.8
	9	55,499	5.1	5.7	33.7	38.8	16.7	55.5
	10	52,923	5.9	6.5	33.4	31.9	22.4	54.2
	11	50,182	5.2	5.7	29.7	31.9	27.4	59.3
12	48,802	7.4	5.6	26.2	30.8	30.0	60.9	
Reading	K	16,220	7.2	30.7	46.3	13.7	2.0	15.8
	1	164,316	38.5	16.0	34.4	6.9	4.1	11.0
	2	172,295	28.8	33.1	28.1	6.7	3.3	10.0
	3	151,443	28.9	21.4	35.9	9.8	4.0	13.8
	4	125,029	23.2	10.9	49.7	12.2	3.9	16.1
	5	102,894	17.4	10.2	48.3	19.1	4.9	24.1
	6	79,222	19.0	15.2	35.3	21.6	8.9	30.6

CELDT 2013–14 Edition Technical Report

			Percentage of Examinees					
Domain	Grade	N	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Early Advanced + Advanced
	7	69,771	15.0	16.2	32.7	25.4	10.6	36.0
	8	62,000	14.0	16.3	31.2	24.6	13.9	38.5
	9	55,499	21.8	17.1	35.9	18.3	6.8	25.1
	10	52,923	17.8	23.8	28.5	21.2	8.5	29.8
	11	50,182	14.6	19.3	26.9	26.1	13.1	39.2
	12	48,802	16.0	17.2	25.0	26.4	15.3	41.7
	K	16,220	6.1	33.9	42.0	15.2	2.7	17.9
	1	164,316	35.2	29.7	22.3	12.0	0.8	12.8
	2	172,295	16.0	31.0	31.1	17.9	4.0	21.9
	3	151,443	12.7	23.4	45.6	12.6	5.6	18.3
	4	125,029	10.6	14.4	50.2	13.7	11.2	24.8
	5	102,894	8.4	10.9	43.0	26.9	10.9	37.7
Writing	6	79,222	7.5	14.0	44.5	22.3	11.7	34.1
	7	69,771	6.3	14.6	35.0	34.0	10.1	44.1
	8	62,000	6.8	9.8	29.3	38.7	15.3	54.0
	9	55,499	8.2	12.8	24.9	38.1	16.0	54.1
	10	52,923	8.4	10.8	29.9	30.7	20.2	50.9
	11	50,182	7.4	9.8	27.1	30.8	24.9	55.7
	12	48,802	10.0	9.7	25.6	29.5	25.2	54.7
	K	16,220	15.8	25.0	38.3	17.3	3.6	20.9
	1	164,316	8.7	15.8	38.4	29.5	7.7	37.2
	2	172,295	8.0	20.0	39.2	25.9	6.9	32.8
	3	151,443	9.2	17.7	41.8	23.2	8.0	31.3
	4	125,029	7.0	10.6	42.2	30.9	9.3	40.2
	5	102,894	5.2	8.3	34.3	39.9	12.4	52.3
Overall	6	79,222	7.3	10.7	39.6	33.5	8.9	42.4
	7	69,771	6.8	9.9	31.8	40.0	11.6	51.5
	8	62,000	6.3	9.1	31.4	40.6	12.5	53.2
	9	55,499	7.5	12.1	37.5	35.1	7.8	42.9
	10	52,923	8.2	12.3	35.4	36.1	8.0	44.1
	11	50,182	7.0	10.3	29.9	40.3	12.5	52.8
	12	48,802	9.3	9.5	26.8	39.1	15.2	54.4

7.7 *Criteria for Interpreting Test Scores*

A school district may use CELDT results to help make decisions about student placement in EL programs, student exit from EL programs, and student growth in proficiency while in EL programs. The CELDT, however, is a single measure of student performance and is intended to be used in combination with other relevant information in the decision-making process. The test scores must be interpreted cautiously when making decisions about student or program performance. The CELDT performance levels represent broad ranges of proficiency with wide gradations between the lowest and highest possible scores in each range that will be reflected in student performance.

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

THIS
PAGE
HAS
BEEN
INTENTIONALLY
LEFT
BLANK.

Chapter 8: Test Analyses and Results

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

Table 8.1 shows the number of students tested by grade and test purpose. This table includes the counts for all students tested from July 1, 2013 through June 30, 2014. The N-counts here may not match those in other reports, nor will they always match those shown in other tables and appendixes of this report, due to different reporting specifications requiring demographic information that may be missing from some records and the addition of student records to the final data file after the analyses for this report were completed. Table 8.1 also shows the number of annual assessment (AA) students tested outside the AA window, and the number of students with an unknown test purpose (i.e., the test purpose was not marked, or both test purposes were marked, on the student’s answer document).

Table 8.1: Number of Students in the 2013–14 Test Population by Test Purpose

Grade	Initial Assessment	Annual Assessment	AA Outside the Window	Purpose Unknown	Total
K	195,217	16,220	312	146	211,895
1	16,753	164,316	2,012	93	183,174
2	10,891	172,295	2,140	67	185,393
3	9,237	151,443	1,988	69	162,737
4	8,163	125,029	1,813	58	135,063
5	7,274	102,894	1,439	48	111,655
6	7,395	79,222	1,067	87	87,771
7	7,050	69,771	1,071	73	77,965
8	5,868	62,000	1,022	36	68,926
9	11,602	55,499	1,072	45	68,218
10	7,578	52,923	1,001	38	61,540
11	5,876	50,182	919	36	57,013
12	4,250	48,802	848	31	53,931
Total	297,154	1,150,596	16,704	827	1,465,281

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

8.1 *Definition of Reporting Populations and Samples*

Students tested during the AA window (July 1, 2013 through October 31, 2014) who were classified as English learners (ELs) and had previously taken the CELDT are identified in this report as “AA.” Students whose primary language was a language other than English who took the CELDT for the first time during the administration year (July 1, 2013 through June 30, 2014) are identified in this report as “IA” (initial assessment). Results reported in most of the appendixes and tables of this report are based on the AA and IA populations.

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

8.2 *Classical Test Theory Item Analysis*

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

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

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

Table 8.2: Mean p -Values, Annual Assessment

Grade Span	Mean p -Values			
	Listening	Speaking	Reading	Writing
K–1	.58	.66	.66	.65
2	.74	.80	.51	.59
3–5	.72	.73	.53	.68
6–8	.71	.68	.53	.70
9–12	.71	.64	.54	.72

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

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

Table 8.3: Mean Point-Biserial Correlations, Annual Assessment

Grade Span	Mean Point-Biserial Correlations			
	Listening	Speaking	Reading	Writing
K–1	.37	.54	.42	.35
2	.37	.51	.40	.45
3–5	.31	.47	.41	.44
6–8	.31	.47	.37	.43
9–12	.36	.52	.35	.45

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

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

Table 8.4: Mean Omit Rates, Annual Assessment

Grade Span	Mean Percent Items Omitted			
	Listening	Speaking	Reading	Writing ^a
K–1	1.52	3.28	1.33	1.82
2	1.23	1.71	1.91	2.13
3–5	0.95	1.82	1.17	1.21
6–8	1.26	1.54	1.42	1.45
9–12	2.38	2.91	2.42	2.51

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

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

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

8.3 Reliability Analyses

The reliability for a particular group of students’ test scores estimates the extent to which the scores would remain consistent if those same students were retested with another parallel version of the same test. If the test includes CR items, reliability extends to an evaluation of the extent to which the students’ scores would remain consistent if both the items and the scorers were changed.

8.3.1 Internal Consistency Reliability Coefficients. The reliability coefficient cannot, in fact, be computed directly unless the student actually takes two parallel versions of the same test. However, with some reasonable assumptions, it can be estimated from the students’ responses to a single version of the test. Like other statistics, the reliability coefficient can vary substantially from one group of students to another. It tends to be larger in groups that are more diverse in the ability measured by the test and smaller in groups that are more homogeneous in the ability measured.

The CELDT reliabilities were evaluated by grade span and domain by coefficient α index of internal consistency (Cronbach, 1951), which is calculated as

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

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

The reliability coefficients for the CELDT fell between 0.67 and 0.90 across all grades and domains, and these are typical coefficients for assessments of these lengths. Table 8.5 presents reliability coefficients for each domain of the test by grade.

Table 8.5: Test Reliability Coefficients

Grade	Reliability-Coefficient Alpha			
	Listening	Speaking	Reading	Writing
K	.78	.90	.78	.77
1	.79	.89	.83	.76
2	.78	.87	.88	.88
3	.67	.84	.86	.85
4	.69	.84	.88	.85
5	.71	.84	.89	.85
6	.69	.84	.84	.83
7	.71	.86	.85	.84
8	.73	.87	.87	.85
9	.69	.87	.80	.82
10	.72	.89	.83	.84
11	.74	.89	.84	.84
12	.78	.90	.86	.86

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

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

The SEM is expressed in the same units as the test score, whether they are in raw score or scale score points. In a large group of students, about two-thirds of the students will earn scores within one SEM of the scores they would earn on a perfectly reliable test.

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

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

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

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

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

for grades 2 through 12 and

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

for grades K and 1.

These SEM values are shown in table 8.6. The range of raw score standard errors for the CELDT 2013–14 Edition is between 1.65 and 2.68 points across all grades and domains. In general, this translates into an error band of about two raw score points in most domains. For example, if a student received a raw score of 25 with a standard error of 2.00 points, upon retesting the student would be expected to obtain a score between 23 and 27 about two-thirds of the time. It is important to remember that assessments are not perfectly reliable and only offer an estimate of what the student is capable of in a specified domain. As the table shows, the SEM scale score values average about 31 scale score points for individual domains.

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

Grade	SEM (Raw Score Units)				
	Listening	Speaking	Reading	Writing	Overall
K	1.93	2.30	2.24	2.16	1.36
1	1.89	2.30	1.92	2.07	1.35
2	1.71	2.06	2.60	2.42	1.11
3	1.90	2.29	2.66	2.46	1.17
4	1.77	2.21	2.63	2.32	1.13
5	1.65	2.09	2.53	2.20	1.07
6	1.90	2.16	2.68	2.28	1.14
7	1.84	2.07	2.65	2.21	1.11
8	1.77	2.01	2.59	2.12	1.07
9	1.84	2.18	2.66	2.27	1.13
10	1.80	2.15	2.64	2.24	1.11
11	1.75	2.10	2.61	2.20	1.09
12	1.73	2.08	2.59	2.21	1.09

Grade	SEM (Scale Score Units)				
	Listening	Speaking	Reading	Writing	Overall
K	33.87	24.80	28.81	23.92	18.98
1	30.34	23.67	30.09	25.14	17.43
2	26.93	24.48	23.46	22.66	12.22
3	44.08	23.62	27.10	23.39	15.37
4	40.59	25.72	23.28	22.18	14.46
5	38.44	27.53	21.36	21.94	14.08
6	52.44	26.08	29.23	24.08	17.44
7	50.51	26.95	27.47	23.98	16.97
8	48.85	27.56	25.57	23.98	16.54
9	54.50	28.49	34.09	29.59	19.07
10	53.29	29.25	32.38	29.81	18.76
11	51.76	29.25	31.10	30.08	18.38
12	50.47	29.78	31.12	30.48	18.25

8.3.3 Conditional Standard Errors of Measurement. Classical test theory assumes that the standard error of a test score is constant throughout the score range. While the assumption is probably reasonable in the mid-score ranges, it is less so at the extremes

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

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

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

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

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

Appendix O provides inter-rater agreement statistics for all CR items. Exact agreement ranges from 80 percent to 98 percent across items, and averages 89 percent. Considering only those items that used rubrics with more than three score points, discrepant scores (i.e., cases in which two readers assigned scores that were more than one point apart) occurred, on average, less than 1 percent of the time.

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

8.4 Decision Classification Analyses

The reliabilities of performance level classifications, which are criterion referenced, are related to the reliabilities of the tests on which they are based, but they are not identical. Glaser (1963) was among the first to draw attention to this distinction, and Feldt and Brennan (1989) extensively reviewed the topic. While test reliability evaluates the consistency of test scores, decision classification reliability evaluates the consistency of classification.

Consistency in classification represents how well two versions of an assessment with equal difficulty agree in their classification of students (Livingston & Lewis, 1995). It is estimated using actual response data and total test reliability from an administered form of the assessment from which two parallel versions of the assessment are statistically modeled and classifications compared. Decision consistency, then, is the extent to which

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

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

Decision accuracy is the extent to which the test's classification of examinees into performance levels agrees with the examinees' true classification. The examinees' true scores, and therefore true classification, are not known but can be modeled. Consistency and accuracy are important to consider in concert. The probability of accuracy represents the agreement between the observed classification based on the actual test form and true classification, given the modeled form.

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

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

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

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

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

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

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

Results of classification consistency and accuracy are reported in appendix G by grade and domain. The overall decision accuracy and consistency represent classification across all cut scores and are therefore lower than would be expected for individual cut scores. Overall, accuracy ranged from 0.530 to 0.741, consistency measures ranged from 0.419 to 0.653, and kappa ranged from 0.230 to 0.521. These values are consistent with those obtained on past editions of the test. Decision accuracy at the critical cut point between Intermediate and Early Advanced ranged from 0.806 in grade 6 listening to 0.951 in grade 2 reading. Decision consistency at the critical cut point between Intermediate and Early Advanced ranged from 0.731 in grade 9 listening to 0.931 in grade 2 reading.

8.5 *Validity Analyses*

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

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

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

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

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

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

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

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

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

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

8.6 *Item Response Theory Analyses*

8.6.1 *IRT Model Fit Analyses*

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

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

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

where $df = m_j - 1$.

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

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

Table 8.7: Summary of Model Fit Statistics

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

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

8.6.3 Operational Test Scaling Constants. The Stocking and Lord scaling method (1983) was used to put the item-parameter estimates obtained during calibration⁸ onto the CELDT common scale. The multiplicative (m_1) and additive (m_2) constants were applied to the item-parameter estimates to obtain the scaled item-parameter estimates, using the following formula:

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

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

The Stocking-Lord coefficients applied after the 2013–14 Edition item calibrations are shown in table 8.8.

Table 8.8: Operational Test Scaling Constants

Domain	Grade Span	Multiplicative Constants (m_1)	Additive Constants (m_2)
Listening	K–2	54.7361	432.6366
	3–5	58.0018	513.6853
	6–8	63.6516	566.1664
	9–12	74.2945	598.1753
Speaking	K–2	62.0474	449.6866
	3–5	44.8633	523.2155
	6–8	58.6924	554.9739
	9–12	67.3507	581.2471

⁸Appendix M presents the unscaled item calibration values.

Domain	Grade Span	Multiplicative Constants (m_1)	Additive Constants (m_2)
Reading	K–1	79.4014	331.5516
	2	50.8680	455.2360
	3–5	53.6779	505.7385
	6–8	52.3270	552.0029
	9–12	58.5574	584.9930
Writing	K–1	62.9920	343.4904
	2	52.6156	466.9476
	3–5	50.6850	511.1522
	6–8	46.5272	544.4958
	9–12	54.2261	565.8091

The application of scaling constants in table 8.8 to item parameter estimates in appendix M yields on-scale item parameter estimates that will support the creation of CELDT scores in future editions. CELDT scores for 2013–14 were developed using on-scale item parameter estimates determined in past administrations; those are found in appendix T.

8.7 Differential Item Functioning (DIF) Analyses

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

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

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

Table 8.9: Mantel-Haenszel Data Structure

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

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

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

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

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

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

Dichotomous items are assigned one of three DIF classifications.

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

Items with a “C” classification are not used in the creation of future forms, and items with a “B” classification are used only when necessary to meet test specifications.

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

Polytomous items are also assigned one of three DIF classifications.

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

3. “A” - otherwise.

These classifications were defined to be in alignment with the dichotomous classifications in terms of stringency (Zwick, Thayer, and Mazzeo, 1997). Items with a “C” classification are not used in the creation of future forms, and items with a “B” classification are used only when necessary to meet test specifications.

Overall, no items showed positive “C” DIF and four items showed negative “C” DIF by gender. (See table 8.10.) Positive “C” DIF favors female students, and negative “C” DIF favors male students. Due to sample size restrictions, DIF could not be computed by primary language.

Table 8.10: Gender DIF Classifications

Domain	Grade Span	Number of Items by Gender DIF Category					Total
		+C	+B	A	-B	-C	
Listening	K–2	0	0	32	0	0	32
	3–5	0	0	32	0	0	32
	6–8	0	0	31	1	0	32
	9–12	0	2	30	1	0	33
Speaking	K–2	0	0	27	3	0	30
	3–5	0	0	27	2	1	30
	6–8	0	1	27	1	1	30
	9–12	0	1	27	0	2	30
Reading	K–1	0	0	31	1	0	32
	2	0	0	57	0	0	57
	3–5	0	0	57	0	0	57
	6–8	0	2	53	2	0	57
	9–12	0	0	54	3	0	57
Writing	K–1	0	0	28	0	0	28
	2	0	0	33	0	0	33
	3–5	0	0	33	0	0	33
	6–8	0	0	33	0	0	33
	9–12	0	0	33	0	0	33

Chapter 9: Quality Control Procedures

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

9.1 *Quality Control of Item Development*

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

9.1.2 *Item Writers.* Item writers are identified through a selection process to ensure that only highly qualified individuals contribute items to the CELDT item bank. Potential writers submit their applications via the Internet. Following an initial screening by contractor staff, the California Department of Education (CDE) staff members review the approved credentials of each applicant. After selection, the writers are trained to ensure that they have a thorough understanding of the CELDT standards and item development specifications. A portion of the item writer training also provides specific steps and guidelines for item writers to write fair and unbiased items. Five previously trained California item writers accepted the opportunity to write items as part of the 2013–14 item development plan.

9.1.3 *CDE Reviews of Listening and Reading Passages.* Listening and reading item sets go through an initial CDE review before the items are fully developed. The purpose of the initial review is to ensure that the passage topics are appropriate for assessing the language skills of students within the target grade span. It is inappropriate to assess students using topics that are covered in classroom work because familiarity with the topic can skew the assessment results. The CDE reviewed and approved six listening passages and eleven reading passages. After the CDE had approved the passages, the accompanying items went through further development and review.

9.1.4 *Internal Contractor Reviews.* After passages have had an initial review and after discrete items have been drafted, all items go through the same formal review process. All items go through content, fairness, and edit reviews at Educational Testing Service (ETS) and are entered into the item bank with any associated artwork. During two independent content reviews, assessment specialists verify that the test content is appropriate for English learner (EL) students at the designated grade span and that the items are aligned to the 1999 English-Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve (1999 ELD Standards). Artwork is developed after the first content review. Text and artwork are submitted together for an independent fairness review during which the test materials are checked to ensure that they are appropriate and free of bias. An editor then reviews the text and artwork to

ensure that the language, text format, and art format are consistent with CELDT style guides.

9.1.5 CDE Reviews. Items that pass contractor review are submitted to the CDE for a content review and a bias and sensitivity review. Any modifications to the items or artwork that the CDE requires are made at this point.

This review process first considers the item from the perspective of its content, alignment with CELDT standards, and appropriateness for the specified grade span. The CDE approved 231 of the 251 items that were submitted during the 2013–14 Edition item development cycle.

The second review considers whether the test materials may have any bias or sensitivity issues. Bias is introduced if test content is not equally accessible to all groups of students. Sensitivity issues arise when emotionally charged, offensive, or controversial topics are introduced that might upset students. Bias and sensitivity issues are to be avoided because they can prevent students from performing to their potential. For example, if a reading passage is based on experiences that are not accessible to all groups of students (a bias issue) or contains information that is upsetting to students (a sensitivity issue), then students may not be able to demonstrate their true ability to comprehend a reading passage. These sources of variance, or difference among test scores, are construct-irrelevant, meaning that they interfere with what the test is supposed to be measuring. The purpose of the bias and sensitivity review is to identify potential issues in the test materials and revise or reject any materials that have issues. Of the 231 items that were submitted for bias and sensitivity review, nine were revised and one was rejected. A total of 221 items were accepted as is.

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

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

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

The precise nature of these analyses is detailed in chapter 8. In general, they consist of analyses that examine the difficulty and precision of the item. Items that are too difficult or too easy, which means they contain less discriminating information about students'

English language proficiency, may be eliminated or considered for field testing with a different grade span. A set of analyses addresses the specific issue of gender bias by examining whether items function differentially by gender. The Differential Item Function (DIF) value indicates whether boys at a given level of proficiency answer the question correctly as often as girls at that same level of proficiency do.

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

9.2 *Quality Control of Test Materials*

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

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

9.2.2 *Distribution of Test Materials.* A Web-based ordering system allows authorized district personnel to enter the numbers of students to be tested by school and grade for the initial order and quantities of each material needed for additional orders through the secure CELDT District Portal. Based on this information, packing lists are generated. These lists display in detail the quantity of all the testing and support materials that the districts will need in order to administer the CELDT, including the required overage for the initial order. Before all the packing lists are printed, a few samples are checked to make sure that the quantities of the materials on the packing list are in accordance with the 2013–14 Fulfillment and Overage Formulas document. These packing lists are printed on three-part carbonless paper so that copies may be provided to each school as well as the district, while one is kept on file with the contractor. Packers use the packing list to identify the exact package size and quantity of materials to be packed into boxes for each school and district. A second packer double-checks quantities and items before each box is labeled and sealed.

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

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

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

9.2.4 Processing of Test Materials. The tracking audit begins when materials received at the scoring center are matched to the shipping manifests. CELDT program boxes are given unique district-identifying bar-code labels, called Receiving Bar Code Labels (RBC), and box counts are reconciled against the number of boxes requested for pickup. The RBC box identifiers are used throughout processing to account for all received boxes and make sure every box of scorable answer documents is processed through scanning.

The following are additional steps to ensure accurate processing of the CELDT answer documents:

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

labeled scan boxes. All scan boxes are accounted for by unique sequence numbers that are recorded in a database.

- After scanning, a final reconciliation of the number of scanned student records, the quantity bubbled on the scanned GIS, and the quantity written on the SGL is completed to ascertain that all documents assigned to a scan file are contained in the scan file.

9.3 Quality Control of Scanning

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

Next, a complete check of the scanning system is performed. Intensity levels of all scanners are constantly monitored by running diagnostic sheets through each scanner before and during the scanning of each batch of answer documents. Scanners are recalibrated if discrepancies are found. Documents received in poor condition (e.g., torn, folded, or stained) that cannot be fed through the scanners are transferred to a new scannable document to ensure proper scoring of student responses. Editing and resolution procedures are followed to resolve demographic information issues on the answer documents (e.g., multiple marks, poor erasures, or incomplete data). Multiple iterations of error listings are prepared to verify correction of all errors and to correct any errors introduced during the editing process.

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

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

9.4 Quality Control of Image Editing

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

- Verifying the capture of images for constructed-response (CR) scoring by reviewing the test deck file and demonstrating that student response sections are captured completely and are readable on-screen (clear and dark enough) and when printed

- Verifying that the image editing program correctly indexes scanned images to the correct student and that fields needing editing are completely captured as an image
- Verifying that the number of images in a given scan file (for the grades in the file) is accurate prior to loading the file into the image editing program for scoring

9.5 Quality Control of Answer Document Processing and Scoring

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

- The scanning process is checked to ensure the scanner was properly calibrated.
- Data that can be captured from answer documents but were not bubbled properly into the scannable grids are edited and verified.
- The number of scanned student records, the quantity bubbled on the scanned GIS, and the quantity written on the SGL are compared to ascertain that all documents assigned to a scan file are contained in the scan file.
- The system is programmed to confirm students are correctly coded as belonging to a valid school, district, and grade. Changes are made as necessary.
- All invalid or out-of-range lithocodes are reviewed and resolved.

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

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

Steps are in place to process the Student Score File (SSF) on two different software platforms. Only when the outputs from both processes match are the student reports printed. This process continued during the monthly processing of data for the entire 2013–14 Edition.

9.6 *Quality Control of Psychometric Processes*

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

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

Key elements of the analysis process are replicated by independent psychometric staff at Educational Data Systems to further establish the accuracy of the results.

The review may extend beyond the psychometric staff. If the preliminary item analysis conducted to verify the key identifies any questionable items—none were identified in the 2013–14 Edition—then the question is referred to development staff and content experts to verify the correctness of the key.

In addition, CDE psychometricians conduct independent analyses of the data sets to ensure accuracy of results.

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

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

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

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

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

9.7 Quality Control of Data Aggregation and Reporting

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

Chapter 10: Historical Comparisons

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

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

10.1 Test Summary Statistics

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

Table 10.1: Summary Statistics, Annual Assessment Data

Grade/ Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	16,220	403.37	72.919	413.51	79.769	319.24	61.387	335.66	49.586	361.10	57.875	399.87	65.501
1	164,316	435.52	67.354	444.32	73.290	382.40	72.449	385.44	52.549	408.74	61.199	433.85	61.788
2	172,295	480.88	60.184	487.25	70.901	446.63	68.538	465.41	66.811	463.48	55.972	469.67	54.322
3	151,443	482.39	78.540	499.30	63.011	472.48	74.012	491.39	63.598	477.20	66.617	486.02	56.817
4	125,029	517.14	75.370	520.42	67.576	502.40	68.970	513.60	61.931	509.56	64.358	513.02	56.542
5	102,894	539.75	75.319	538.38	73.203	524.57	67.243	529.94	61.893	531.96	64.162	532.79	57.648
6	79,222	544.97	97.878	529.14	69.511	528.70	74.327	531.99	64.616	536.58	76.685	533.32	63.844
7	69,771	559.20	97.888	543.35	76.207	542.48	74.336	542.39	67.287	550.59	77.477	546.48	66.440
8	62,000	574.38	98.601	555.43	81.774	559.32	73.964	553.37	69.513	566.60	78.440	560.25	68.703
9	55,499	569.59	102.569	553.24	83.358	557.68	78.745	554.50	76.090	563.39	81.767	558.38	71.409
10	52,923	582.66	106.358	561.47	91.493	572.32	81.006	560.77	80.686	577.24	85.794	568.93	76.820
11	50,182	596.82	106.683	571.37	92.113	585.90	81.786	568.66	82.312	591.11	86.760	580.32	77.668
12	48,802	592.91	122.252	568.66	107.211	583.67	93.149	560.04	99.764	588.05	101.015	575.95	94.179
K–1	180,536	432.63	68.492	441.55	74.419	376.72	73.770	380.97	54.193	404.46	62.413	430.79	62.885
2	172,295	480.88	60.184	487.25	70.901	446.63	68.538	465.41	66.811	463.48	55.972	469.67	54.322
3–5	379,366	509.40	80.213	516.86	69.255	496.47	73.731	509.16	64.555	502.72	68.996	507.60	60.095
6–8	210,993	558.32	98.820	541.56	76.256	542.25	75.258	541.71	67.530	550.04	78.420	545.58	67.060
9–12	207,406	585.00	109.933	563.36	93.825	574.36	84.390	560.83	84.954	579.43	89.498	570.52	80.542

Table 10.2: Summary Statistics, Initial Assessment Data

Grade/Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	195,217	354.36	87.801	361.33	112.125	272.01	55.490	281.08	52.976	312.98	62.638	349.27	85.625
1	16,753	397.89	108.732	385.35	143.720	359.08	97.906	367.29	76.639	378.30	97.035	388.33	116.906
2	10,891	410.52	123.473	390.29	164.251	411.16	94.777	403.71	119.592	410.61	102.256	403.60	116.531
3	9,237	417.93	130.562	410.88	146.311	429.41	107.066	419.26	130.888	423.47	111.639	419.05	119.072
4	8,163	440.61	140.992	423.99	155.670	453.55	115.145	440.51	138.224	446.88	122.421	439.34	129.293
5	7,274	456.43	147.723	437.72	161.872	473.79	121.501	455.75	143.374	464.91	129.567	455.60	135.685
6	7,395	463.43	169.967	446.94	153.808	496.52	120.224	464.27	146.816	479.77	138.921	467.36	139.087
7	7,050	455.74	174.504	440.62	160.239	500.59	123.926	463.51	150.646	477.97	143.086	464.69	143.955
8	5,868	458.02	177.509	439.57	161.761	508.67	126.994	467.36	152.682	483.14	146.203	467.98	146.297
9	11,602	487.84	179.148	453.53	170.139	519.40	137.162	476.86	165.214	503.43	152.353	484.06	154.372
10	7,578	501.01	170.017	462.56	159.900	533.80	131.584	491.34	153.725	517.19	144.685	496.81	144.444
11	5,876	525.48	169.236	484.73	155.384	556.13	130.249	513.46	150.164	540.59	144.257	519.59	142.296
12	4,250	544.11	166.993	506.06	150.852	569.91	128.680	530.09	147.331	556.80	142.370	537.18	139.397
K–1	211,970	357.80	90.400	363.23	115.121	278.89	64.383	287.89	59.915	318.15	68.323	352.35	89.126
2	10,891	410.52	123.473	390.29	164.251	411.16	94.777	403.71	119.592	410.61	102.256	403.60	116.531
3–5	24,674	436.78	140.148	423.13	154.509	450.48	115.578	437.05	137.907	443.43	121.905	436.54	128.408
6–8	20,313	459.20	173.771	442.62	158.402	501.44	123.586	464.90	149.861	480.12	142.509	466.61	142.891
9–12	29,306	506.95	174.318	469.74	162.984	537.81	134.467	495.66	157.999	522.18	148.659	502.18	148.597

10.2 Examinee Performance Over Time

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

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

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

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

Table 10.3: 2001–02 to 2013–14 Editions Percent English Proficient Students, Annual Assessment Data

Edition	Percent of Students					
	K–2		3–5	6–8	9–12	All Grades
	K–1	2				
2013–14 ^a	35.6	27.1	38.1	45.8	44.5	38.6
2012–13 ^a	34.0	27.8	36.9	44.4	45.1	38.0
2011–12 ^a	34.4	24.5	39.9	48.3	42.7	39.1
2010–11 ^a	31.4	23.6	33.0	45.2	36.2	34.5
2009–10 ^a	33.8	21.7	34.9	47.0	41.0	36.7
2008–09		26.6	35.9	44.8	40.4	36.2
2007–08		23.6	31.5	42.4	36.8	32.8
2006–07 ^b		20.0	27.3	37.4	34.3	29.1
2005–06		31.3	40.9	56.8	64.1	46.8
2004–05		28.7	37.0	54.0	62.5	43.9
2003–04		28.8	34.2	47.4	54.9	39.7
2002–03		21.7	25.1	39.5	46.7	31.5
2001–02		14.9	16.8	30.0	44.4	24.4

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

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

The percent of students achieving English proficiency broken down by grade and domain, including the overall score, is shown in appendix R. Proficiency results for the 2012–13 and the 2013–14 AA test administrations are illustrated in figures 10.1–10.5.

Figure 10.1: Listening Percent Proficient, Annual Assessment Data

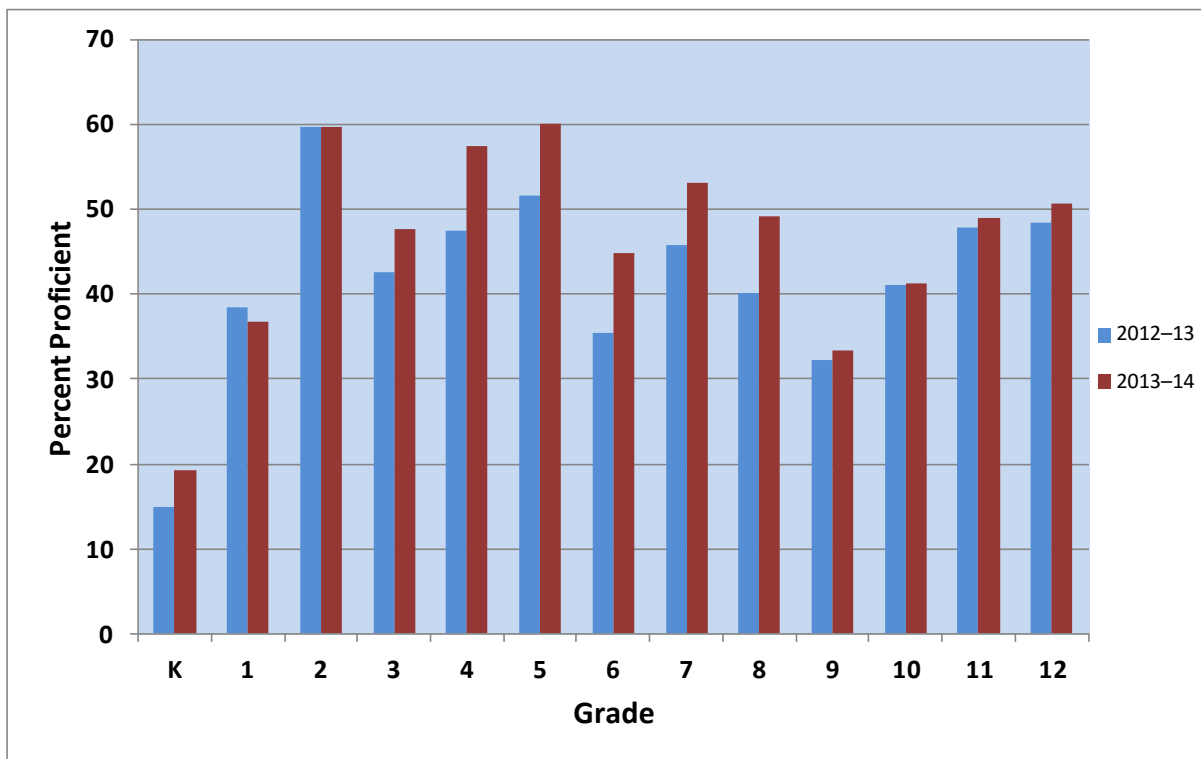


Figure 10.2: Speaking Percent Proficient, Annual Assessment Data

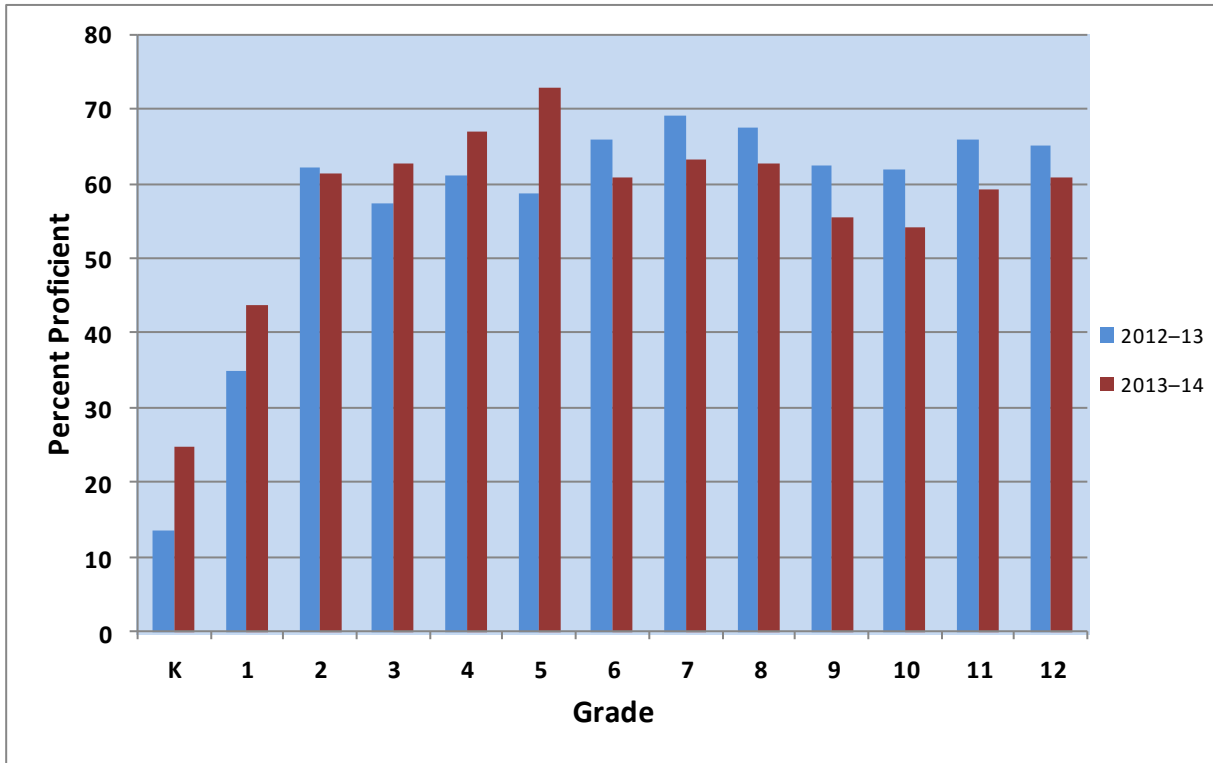


Figure 10.3: Reading Percent Proficient, Annual Assessment Data

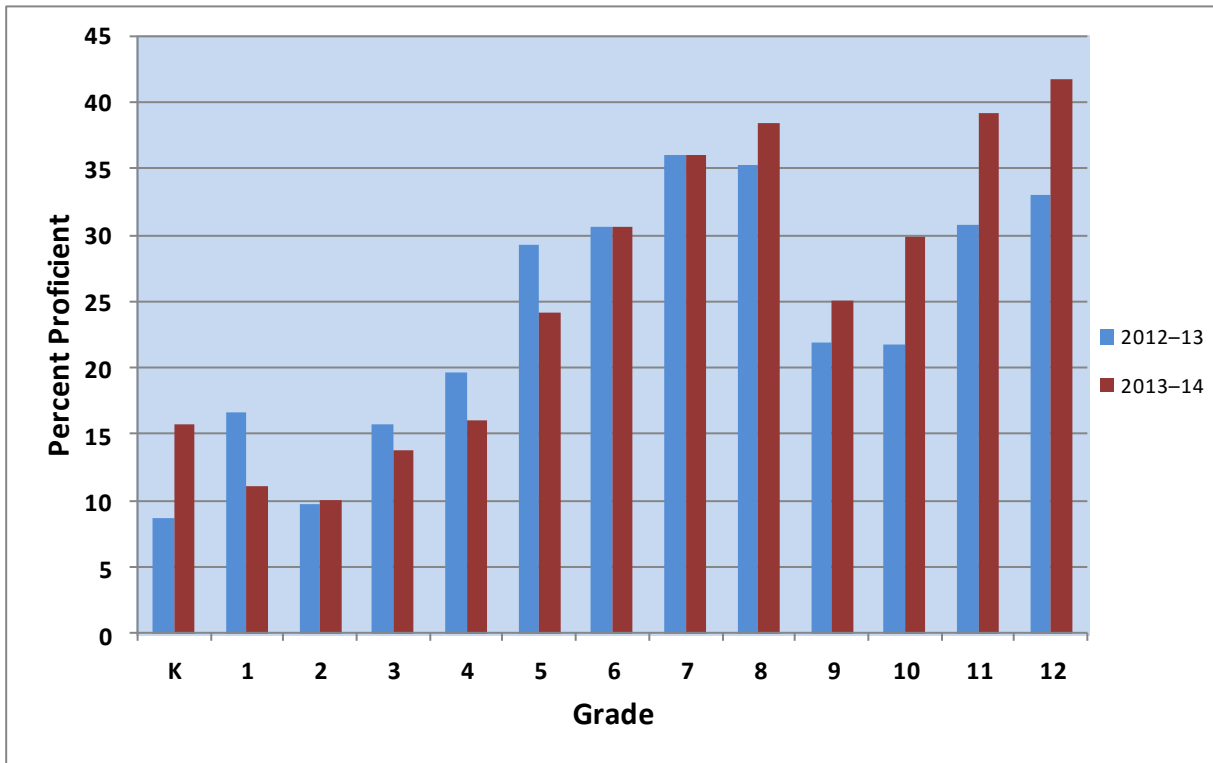


Figure 10.4: Writing Percent Proficient, Annual Assessment Data

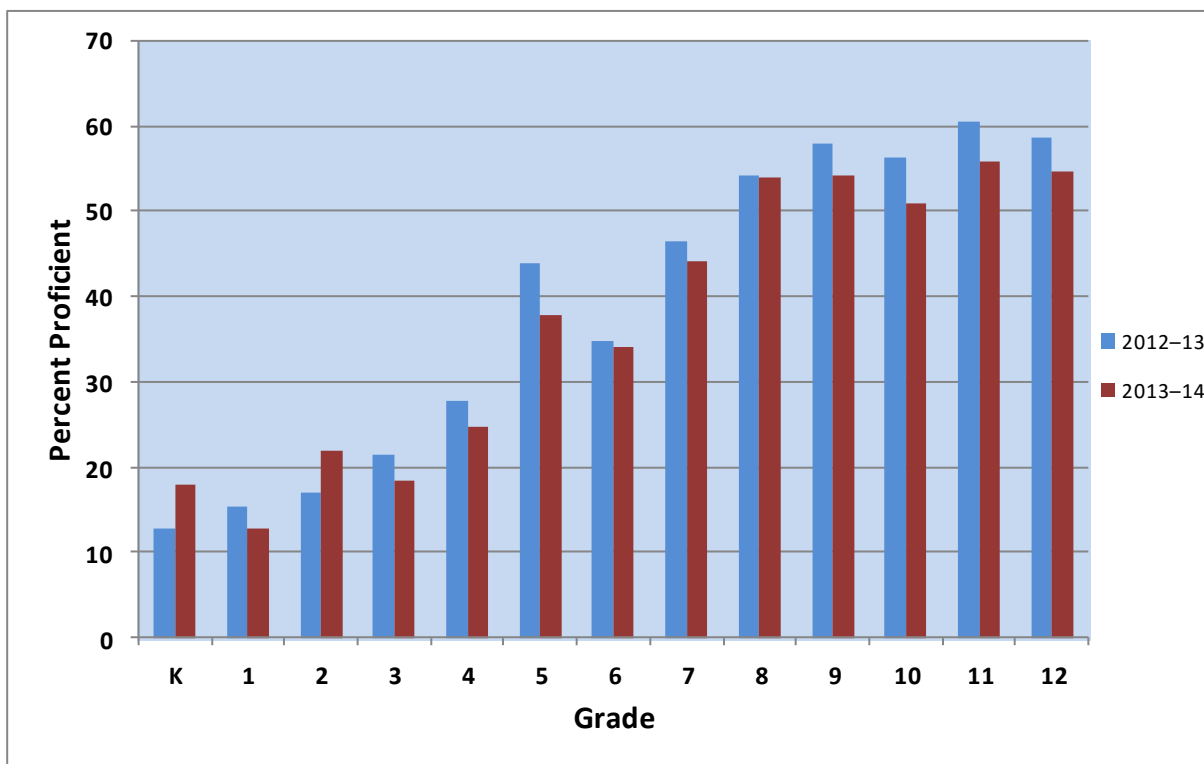
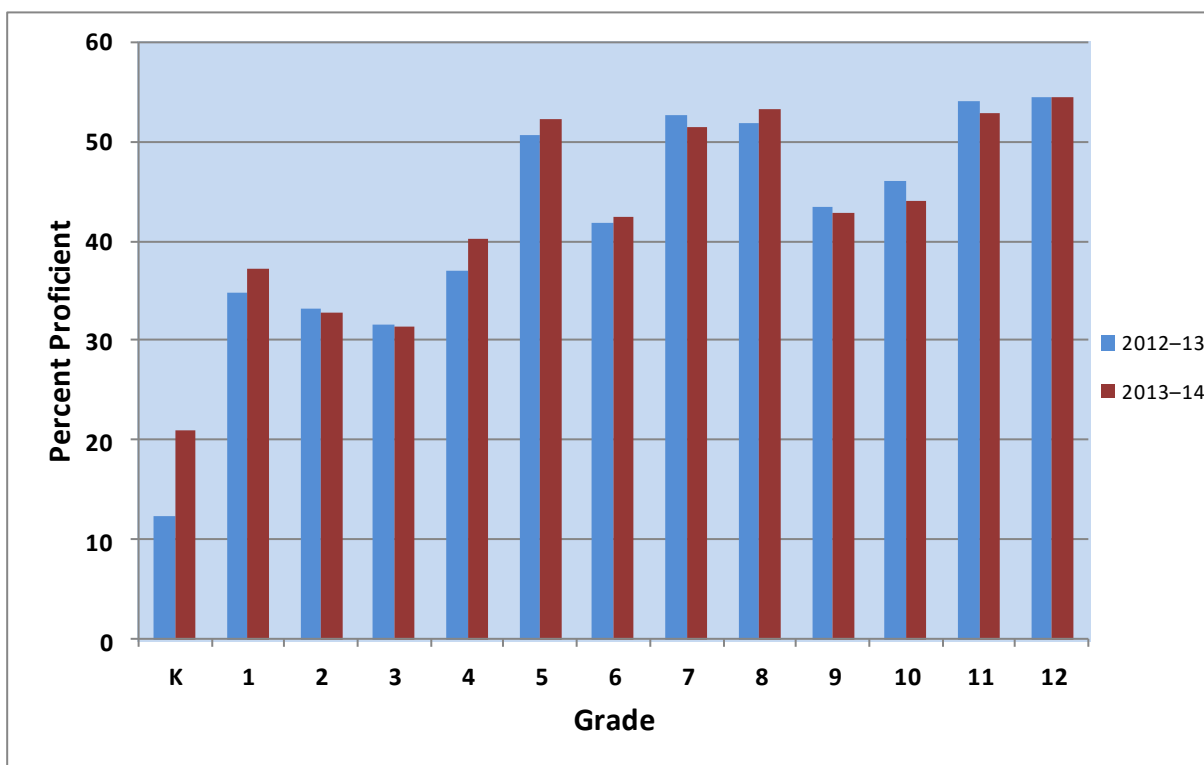


Figure 10.5: Overall Percent Proficient, Annual Assessment Data



10.3 Test Characteristics 2006–07 to 2013–14

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

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

Table 10.4: 2006–07 to 2013–14 Editions Average p -Values, Annual Assessment Data

Domain	Edition	Average p -Values				
		K–2				
		K–1	2	3–5	6–8	9–12
Listening	2013–14	.58	.74	.72	.71	.71
	2012–13	.50	.69	.69	.68	.67
	2011–12	.53	.70	.73	.73	.67
	2010–11	.60	.74	.67	.73	.66
	2009–10	.64	.79	.71	.80	.76
	2008–09	.71	.74	.74	.82	.78
	2007–08	.72	.77	.77	.85	.81
	2006–07	.73	.79	.79	.86	.83
Speaking	2013–14	.66	.80	.73	.68	.64
	2012–13	.57	.75	.70	.72	.64
	2011–12	.59	.76	.70	.70	.67
	2010–11	.58	.76	.70	.73	.64
	2009–10	.59	.75	.71	.72	.63
	2008–09	.71	.77	.77	.74	.65
	2007–08	.71	.76	.76	.74	.66
	2006–07	.69	.74	.74	.76	.68
Reading	2013–14	.66	.51	.53	.53	.54
	2012–13	.70	.48	.53	.50	.55
	2011–12	.69	.48	.56	.52	.55
	2010–11	.72	.48	.53	.51	.57
	2009–10	.74	.50	.55	.59	.57
	2008–09	.53	.57	.57	.59	.60
	2007–08	.53	.58	.58	.59	.62
	2006–07	.51	.58	.58	.59	.62

Domain	Edition	Average <i>p</i> -Values				
		K–2				
		K–1	2	3–5	6–8	9–12
Writing	2013–14	.65	.59	.68	.70	.72
	2012–13	.66	.60	.65	.68	.71
	2011–12	.65	.58	.64	.68	.72
	2010–11	.63	.59	.64	.68	.72
	2009–10	.67	.56	.64	.70	.71
	2008–09		.57	.67	.70	.75
	2007–08		.59	.71	.71	.76
	2006–07		.57	.70	.71	.74

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

Table 10.5: 2006–07 to 2013–14 Editions Average Point-Biserial Coefficients, Annual Assessment Data

Domain	Edition	Average Point-Biserial Coefficients				
		K–2				
		K–1	2	3–5	6–8	9–12
Listening	2013–14	.37	.37	.31	.31	.36
	2012–13	.35	.38	.29	.28	.33
	2011–12	.34	.35	.30	.30	.32
	2010–11	.36	.36	.31	.30	.32
	2009–10	.37	.37	.32	.36	.38
	2008–09		.46	.41	.40	.41
	2007–08		.46	.43	.41	.43
	2006–07		.39	.33	.35	.37
Speaking	2013–14	.54	.51	.47	.47	.52
	2012–13	.52	.50	.46	.48	.51
	2011–12	.54	.51	.48	.47	.53
	2010–11	.54	.50	.47	.51	.52
	2009–10	.53	.49	.47	.48	.53
	2008–09		.55	.51	.52	.56
	2007–08		.52	.50	.52	.57
	2006–07		.54	.47	.51	.53

Domain	Edition	Average Point-Biserial Coefficients				
		K–2				
		K–1	2	3–5	6–8	9–12
Reading	2013–14	.42	.40	.41	.37	.35
	2012–13	.44	.38	.37	.33	.35
	2011–12	.44	.37	.36	.33	.35
	2010–11	.46	.37	.38	.33	.36
	2009–10	.43	.36	.40	.37	.37
	2008–09	.42	.44	.42	.42	.40
	2007–08	.42	.45	.44	.44	.42
	2006–07	.38	.40	.38	.38	.35
Writing	2013–14	.35	.45	.44	.43	.45
	2012–13	.34	.46	.41	.38	.43
	2011–12	.32	.46	.39	.40	.43
	2010–11	.35	.43	.42	.42	.45
	2009–10	.35	.43	.43	.43	.46
	2008–09	.49	.48	.46	.46	.48
	2007–08	.50	.51	.49	.49	.52
	2006–07	.49	.50	.49	.49	.54

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

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

Table 10.6: 2006–07 to 2013–14 Editions Standard Errors of Measurement, Annual Assessment Data

Domain	Year	Standard Errors of Measurement												
		K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	2013–14	1.93	1.89	1.71	1.90	1.77	1.65	1.90	1.84	1.77	1.84	1.80	1.75	1.73
	2012–13	1.90	1.96	1.80	1.90	1.81	1.70	1.98	1.91	1.85	1.87	1.84	1.81	1.81
	2011–12	1.92	2.01	1.82	1.84	1.72	1.64	1.87	1.80	1.73	1.84	1.82	1.77	1.76
	2010–11	1.92	1.86	1.70	1.95	1.82	1.70	1.86	1.78	1.73	1.82	1.78	1.75	1.73
	2009–10	1.96	1.81	1.57	1.91	1.76	1.62	1.64	1.54	1.51	1.74	1.66	1.59	1.57
	2008–09	1.91	1.84	1.60	1.87	1.71	1.55	1.59	1.52	1.48	1.70	1.64	1.59	1.55
	2007–08	1.85	1.75	1.55	1.87	1.66	1.47	1.51	1.43	1.36	1.61	1.57	1.51	1.47
	2006–07	1.80	1.70	1.49	1.79	1.59	1.44	1.46	1.37	1.30	1.53	1.50	1.46	1.40
Speaking	2013–14	2.30	2.30	2.06	2.29	2.21	2.09	2.16	2.07	2.01	2.18	2.15	2.10	2.08
	2012–13	2.24	2.41	2.25	2.34	2.19	2.05	2.14	2.04	1.98	2.21	2.16	2.12	2.12
	2011–12	2.19	2.32	2.18	2.26	2.11	2.03	2.14	2.10	2.01	2.16	2.06	2.10	2.02
	2010–11	2.19	2.35	2.15	2.26	2.11	1.99	2.21	2.10	2.03	2.20	2.17	2.13	2.12
	2009–10	2.25	2.39	2.19	2.33	2.20	2.01	2.18	2.09	1.99	2.25	2.13	2.14	2.15
	2008–09	2.25	2.36	2.13	2.28	2.11	1.95	2.14	2.04	1.99	2.20	2.17	2.14	2.12
	2007–08	2.09	2.17	2.00	2.26	2.07	1.90	2.14	2.03	1.97	2.23	2.19	2.15	2.12
	2006–07	1.56	1.62	1.45	1.20	1.10	1.06	1.33	1.27	1.23	1.52	1.51	1.50	1.48
Reading	2013–14	2.24	1.92	2.60	2.66	2.63	2.53	2.68	2.65	2.59	2.66	2.64	2.61	2.59
	2012–13	2.36	1.87	2.61	2.68	2.65	2.56	2.71	2.69	2.66	2.65	2.63	2.60	2.58
	2011–12	2.57	2.11	2.62	2.67	2.62	2.48	2.76	2.69	2.61	2.66	2.64	2.63	2.56
	2010–11	2.55	2.01	2.64	2.70	2.67	2.55	2.71	2.67	2.63	2.67	2.62	2.57	2.53
	2009–10	2.58	2.01	2.68	2.68	2.64	2.47	2.56	2.54	2.47	2.58	2.61	2.50	2.48
	2008–09			2.61	2.65	2.59	2.47	2.57	2.51	2.46	2.61	2.57	2.53	2.48
	2007–08			2.59	2.66	2.59	2.45	2.56	2.51	2.44	2.57	2.52	2.47	2.42
	2006–07			2.57	2.63	2.53	2.41	2.57	2.51	2.44	2.52	2.50	2.46	2.41

Domain	Year	Standard Errors of Measurement												
		K	1	2	3	4	5	6	7	8	9	10	11	12
Writing	2013–14	2.16	2.07	2.42	2.46	2.32	2.20	2.28	2.21	2.12	2.27	2.24	2.20	2.21
	2012–13	2.19	2.09	2.38	2.41	2.31	2.21	2.35	2.28	2.22	2.35	2.30	2.26	2.28
	2011–12	2.20	2.16	2.42	2.44	2.34	2.23	2.43	2.33	2.30	2.30	2.27	2.25	2.25
	2010–11	2.16	2.13	2.67	2.54	2.40	2.27	2.42	2.33	2.25	2.29	2.26	2.24	2.26
	2009–10	1.97	2.01	2.69	2.50	2.40	2.25	2.35	2.26	2.18	2.30	2.27	2.28	2.23
	2008–09			2.70	2.56	2.38	2.23	2.40	2.32	2.26	2.25	2.22	2.20	2.20
	2007–08			2.66	2.45	2.26	2.12	2.34	2.28	2.21	2.20	2.17	2.14	2.15
	2006–07			2.66	2.48	2.29	2.18	2.32	2.27	2.22	2.23	2.19	2.16	2.17
Overall	2013–14	1.36	1.35	1.11	1.17	1.13	1.07	1.14	1.11	1.07	1.13	1.11	1.09	1.09
	2012–13	1.33	1.40	1.14	1.17	1.13	1.08	1.16	1.12	1.10	1.14	1.13	1.11	1.11
	2011–12	1.32	1.39	1.14	1.16	1.11	1.06	1.16	1.13	1.09	1.13	1.11	1.10	1.08
	2010–11	1.32	1.36	1.16	1.19	1.14	1.08	1.16	1.12	1.09	1.13	1.11	1.10	1.09
	2009–10	1.49	1.50	1.16	1.19	1.14	1.06	1.10	1.07	1.03	1.12	1.10	1.08	1.07
	2008–09	2.08	2.10	2.26	2.34	2.19	2.05	2.18	2.10	2.05	2.19	2.15	2.11	2.09
	2007–08	1.97	1.96	2.20	2.31	2.15	1.98	2.14	2.06	1.99	2.15	2.11	2.07	2.04
	2006–07	1.68	1.66	2.12	2.11	1.96	1.85	1.99	1.93	1.88	2.00	1.97	1.94	1.91

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

References

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (1999). *Standards for educational and psychological testing*. Washington, D.C.: American Psychological Association.
- Chen, L. & Finkelman, M. (2004). *Summary of the Livingston-Lewis procedure for estimating decision accuracy and consistency*. Unpublished manuscript. Monterey, CA: CTB/McGraw-Hill.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297–334.
- Dorans, N. J. (1989). Two new approaches to assessing differential item functioning: Standardization and the Mantel-Haenszel method. *Applied Measurement in Education*, 2, 217–233.
- Feldt, L. S. & Brennan, R. L. (1989). Reliability. In R. L. Linn (Ed.), *Educational measurement* (3rd edition) (pp. 105–146). New York: Macmillan.
- Fleiss, J. L. & Cohen, J. (1973). The equivalence of weighted kappa and the intraclass correlation coefficient as measures of reliability. *Educational and Psychological Measurement*, 33, 613–619.
- Glaser, R. (1963). Instructional technology and the measurement of learning outcomes: Some questions. *American Psychologist*, 18, 519–521.
- Holland, P. W. & Thayer, D. T. (1985). An alternate definition of the ETS delta scale of item difficulty. Washington, DC: ERIC Clearing House, Document 268148.
- Livingston, S. A. & Lewis, C. (1995). Estimating the consistency and accuracy of classifications based on test scores. *Journal of Educational Measurement*, 32, 179–197.
- Lord, F. M. (1980). *Applications of item response theory to practical testing problems* (pp. 71, 179–181). Hillsdale, NJ: Lawrence Erlbaum.
- Lord, F. M. & Novick, M. R. (1968). *Statistical theories of mental test scores*. Reading, MA: Addison-Wesley.
- Mantel, N., & Haenszel, W. (1959). Statistical aspects of the analysis of data from retrospective studies of disease. *Journal of the National Cancer Institute*, 22, 719–748.
- Muraki, E. (1992). A generalized partial credit model: Application of an EM algorithm. *Applied Psychological Measurement*, 16, 159–176.
- Sato, E. Lagunoff, R. Worth, P. Bailey A. L. & Butler, F. A. (2005). *ELD standards linkage and test alignment under Title III: A pilot study of the CELDT and the California ELD*

and content standards. Final report (June) to the California Department of Education, Sacramento, CA.

Stocking, M. L. & Lord, F. M. (1983). Developing a common metric in item response theory. *Applied Psychological Measurement*, 7, 201–210.

Zwick, R., Thayer, D.T., & Mazzeo, J. (1997). Describing and categorizing DIF in polytomous items. Princeton, NJ: Educational Testing Service, Research Report 97-05.

Appendix A: Technical History of the CELDT and CELDT Blueprints

2006–07 Edition through 2012–13 Edition

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

2006–07 Edition (Form F)

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

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

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

The 2006–07 Edition was designed to better align the difficulty level of the CELDT at all grade spans. This was accomplished through the inclusion of more language used in academic classrooms throughout the test, new passages in both listening and reading,

and revised scoring rubrics in writing. The test was also changed to increase the number of ELD standards covered by the CELDT blueprint, especially around the Early Advanced performance level. The operational and field test items were selected with the overall goal of increasing the number of items at the Early Advanced performance level.

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

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

2007–08 Edition (Form G)⁹

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

The writing domain in the 2007–08 Edition included the open-ended Sentences format that was developed in July 2006 in response to the recommendations of the *California English Language Development Standards & Assessment: Evaluating Linkage & Alignment* (Sato, Lagunoff, Worth, Bailey, & Butler, 2005).¹⁰ 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

⁹Detailed results are reported in the technical report for the 2007–08 Edition found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/techrpt0708.pdf>.

¹⁰These results are reported in the linkage alignment study found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/linkagealignstudy.pdf>.

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

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

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

2008–09 Edition¹¹

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

The 2008–09 Edition was designed to best align the difficulty level of the CELDT at all grade spans, given the results of the linkage and alignment study. This was accomplished through the use of items and forms development specifications: field test items were developed and operational items were selected with a goal of increasing the number of items at the Early Advanced performance level, the critical cut score for

¹¹Detailed results are reported in the technical report for the 2008–09 Edition found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/techrpt0809.pdf>.

decision making. The test was also revised to best reflect the ELD standards covered by the CELDT blueprint (see below).

For the 2008–09 Edition, the Speech Functions component was expanded to four items, and Oral Vocabulary further reduced to thirteen. This configuration (13 Oral Vocabulary, four Speech Functions, two Choose and Give Reasons, and one 4-Picture Narrative) now matched the blueprints of the other grade spans (i.e., 3–5, 6–8, and 9–12).

2009–10 Edition

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

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

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

¹²These results are reported in the technical report for the 2009–10 Edition. The 2009–10 Edition is archived. For a copy of archived reports, please contact the English Language Proficiency and Alternate Assessments Office via e-mail at celdt@cde.ca.gov.

2010–11 Edition

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

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

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

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

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

Test Material Formats

- The following new sections were added to the Test Coordinator’s Manual: “Who Should Take the CELDT?,” “Special Testing Situations,” “Alternate Assessments,” “Report Test Irregularities,” “Return and Destroy Nonscorable and Unused Materials,” “Test Irregularities and Security Breach Report Form,” and “Special Charges.”
- The grades K–1 Examiner’s Manual was separated from the grade 2 Examiner’s Manual.
- The labels for the multiple-choice item answer choices were changed from “1,” “2,” “3,” and “4” to “A,” “B,” “C,” and “D” for all domains.

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

Directions and Test Administration

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

Scoring

- Rubrics were developed for each new K–1 Writing constructed-response item type: Copying Letters, Copying Words, Writing Words story prompt, and the Writing Words picture prompt.
- For the Sentences test component (which requires a response of only one sentence per prompt), the rules that the contractor had been using for scoring responses with *multiple* sentences were provided in writing in the STOT binder for the first time.

- For the Oral Vocabulary test component, examples of some common responses of both reasonable (correct) responses and incorrect responses were added to the Examiner’s Manual to help test examiners score these items.

Pre-Identification (Pre-ID) Data Management

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

Other

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

2011–12 Edition

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

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

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

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

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

Test Material Formats

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

Directions and Test Administration

- The directions to the test examiners in the Examiner’s Manuals for the listening domain items and answer choices, if applicable, were changed to standardize repetition one time, if requested by the student (the story or talk may not be repeated). Additionally, these directions were read to students.
- The information about practice items in Table 4 in the Examiner’s Manuals for the writing domain was made specific to each test component. Additionally, where applicable, a statement about modeling the correct response if the student does not respond correctly was added.
- The Short Compositions writing prompt was added to the directions that are read to the student by the test examiner.
- The directions read by the test examiner for the K–1 writing items were revised to tell students to write inside the box provided for the response.

Scoring

- Samples of student writing (anchors) for each writing test component were added to the rubric pages in the Examiner’s Manuals.
- The charts from the Trainer’s Kit binder that list sample correct responses, sample responses that are not entirely accurate (for which the test examiner is to

ask the question again), and sample incorrect responses were added to the Examiner's Manual for the Oral Vocabulary test component.

- The layout of the pictures and charts in the speaking section were reformatted so that when the Examiner's Manual is laid open, the test examiner's pages face the examiner, while the pictures face the student.
- Guidelines on scoring common types of responses for Oral Vocabulary, Speech Functions, and Choose and Give Reasons test components were added to the Trainer's Kit binder.
- The term "letter reversals" was defined both in the Trainer's Kit binder and K–1 Examiner's Manual for the Copying Words and Writing Words test components.
- The rules for scoring Sentences responses with multiple sentences were simplified. A response with more than one sentence was given the score of the highest-scored sentence.
- The contractor rules for evaluating spelling within constructed-response Sentences responses was provided for local scorers in the Trainer's Kit binder for the first time.
- Rules for scoring multiple-choice test items in the Word Analysis, Fluency and Vocabulary, and Punctuation and Capitalization test components were changed. Test examiners were trained to record the specific response selected by the student ("A," "B," or "C") rather than marking "NR" (for no response), "I" (for an incorrect response), or "C" (for a correct response). Directions clarified that if a student did not respond to the question or provided a response other than the "A," "B," or "C" response options, the test examiner was not to mark anything in the Answer Book.
- A statement about the difference in scoring and how to mark the Answer Book for the speaking domain when there is "No Response," versus when a student responds incorrectly, was added to the Important Points to Remember section of the Examiner's Manuals. It was further clarified that when a student's score is determined, both "no response" and "incorrect" are counted as zeros.
- For the Speech Functions items, directions to the test examiners were rewritten to clarify that the student's response does not necessarily have to be in the form of a question. As long as the student's response fulfills the speech function specified with the item, the response can be in the form of a question or a statement. Examples of reasonable responses were added to the Examiner's Manuals.
- For Oral Vocabulary, test component directions were rewritten to clarify that student responses may be in any verb tense.

Other

- For grades K–1 and 2, "Student Book" was retitled to "Answer Book."

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

2012–13 Edition

The 2012–13 Edition maintained many of the changes that had been incorporated into previous editions.

A new group administration training was added to the STOT Workshop. New training videos were produced for listening, reading, 4-Picture Narrative (to include new prompting directions), and a new field test administration video for administering and scoring the new Form 3 field test Oral Vocabulary item type. Online training resources and binder materials were enhanced.

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

Directions and Test Administration

- Directions read by the test examiner were added to the Examiner’s Manuals to make sure that students’ desks are clear of all materials not needed for the test.

Other

- The Request a Pickup tutorial was replaced by the Packing and Returning Scorable Documents tutorial.
- The field testing plan changed to improve sample representation. Large high schools were limited to 500 students participating per grade, and some large districts were not given the same form at all schools with the same grade spans. See section 3.3 for a detailed explanation of the new field testing plan.

Item Alignment Study

The State Board of Education (SBE) adopted the 2012 English Language Development (ELD) Standards on November 7, 2012. The California Department of Education (CDE) then called for a study to examine the alignment of existing CELDT items to the newly adopted standards. The study was conducted in 2013. The full report of the study is available at <http://www.cde.ca.gov/ta/tg/el/documents/celdtitemalignment.doc>. A portion of the Executive Summary is provided below:

With the new 2012 English Language Development (ELD) Standards in place, the CDE is required by state and federal law to ensure the English language proficiency assessment administered annually to California’s English learners (ELs) is appropriately aligned to the 2012 ELD

Standards. The CELDT was developed to align to the 1999 English-Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve (1999 ELD Standards). As the 2012 ELD Standards differ significantly from the 1999 ELD Standards, the CDE intends to replace the CELDT with the English Language Proficiency Assessments for California (ELPAC) system that will be aligned to the new standards.

The purpose of this study is to analyze the alignment of current CELDT items to the 2012 ELD Standards. The outcome of this study will inform the plans for the development of the ELPAC by providing information about the degree to which the current CELDT item pool may be usable in the development of the ELPAC.

This report addresses the following topics: (1) identification or development of an alignment protocol appropriate for analyzing the alignment of items to the new standards; (2) summary of the design and methodology; (3) description of the item alignment meeting; (4) study outcomes and findings; and (5) recommendations.

The key findings are as follows:

- (1) overall, 26 percent of the sampled active CELDT items in the item pool were found to have primary alignment to one of the 2012 ELD Standards;
- (2) in the domain of listening, 24 percent of sampled items had primary alignment;
- (3) in the domain of speaking, 30 percent of sampled items had primary alignment;
- (4) in the domain of reading, 35 percent of sampled items had primary alignment;
- (5) in the domain of writing, 8 percent of sampled items had primary alignment to the 2012 ELD Standards;
- (6) of the 2012 ELD Standards for Part I: Interacting in Meaningful Ways, alignment from the existing CELDT items was minimal; and
- (7) of the 2012 ELD Standards for Part II: Learning About How English Works, there were no items with primary alignment to any of the seven standards.

The report concludes that considerable development of new items and potentially new item types will be necessary as part of the ELPAC design and development process.

New Item Parameters and Technical Adjustments to the K–1 Performance Level Cut Scores for Reading and Writing (Re-estimation)

Additional psychometric scaling work was completed to ensure the comparability of the 2013–14 test results with those from previous years. IRT item parameters were re-estimated using multiple years of data (2009–10 through 2012–13), and the Stocking and Lord approach (1983) was used to put the item parameters onto the CELDT scale. This re-estimation was successful for all grade spans and domains except for K–1 reading and writing.

Minor adjustments to some of the performance level cut scores were needed to ensure the verticality of the common scale for the K–1 reading and writing, and to maintain comparability to the cut scores established by the SBE in May 2010. These adjusted cut points were applied to the 2013–14 K–1 reading and writing raw scores, and will be used until the CELDT is replaced by the ELPAC.

Re-estimated IRT item parameters were loaded into the CELDT Item Bank with a value of “2012–13R.” *P*-values were also loaded based on the 2009–10 through 2012–13 data set. Other values in the CELDT Item Bank for 2012–13R were drawn from the most recent administration in which individual items appeared.

Scale Score Comparisons of K–1 Reading and Writing

As a result of the adjustments made to the K–1 reading/writing item parameters in spring 2013, the scale scores prior to the 2013–14 Edition are not comparable to those issued in 2013–14 and future years. For example, a scale score of 300 in 2012–13 is not equivalent to a scale score of 300 in 2013–14. Most year-to-year comparisons, such as those used for accountability calculations, rely on performance levels rather than scale scores. Therefore, due to adjustments in performance level cut scores, it is acceptable to compare performance levels for administrations before and after the 2013–14 Edition. However, in order to compare scale scores across this time period, please use the table below. This conversion table lists scale scores for administrations prior to the 2013–14 Edition and their corresponding equivalency scores for 2013–14 onward. If a specific scale score does not appear in the table, use the nearest value. This will provide a reasonably good estimate.

Note that this table only applies to the K–1 reading/writing domains; the overall K–1 scale scores are minimally affected. These conversion scores are intended only to assist researchers in performing reasonable longitudinal comparisons of scale scores for the K–1 reading and writing domains. They do not apply to other grade spans or domains, and should not be used for any school, district, or state policy purpose.

Table A-1: Reading K–1 and Writing K–1 Scale Scores

Reading Scale Scores		Writing Scale Scores	
2012–13 and Before	2013–14 and After	2012–13 and Before	2013–14 and After
220	220	220	220
220	220	260	220
238	220	286	220
258	220	301	220
270	220	313	220
279	220	322	220
287	232	330	221
293	247	337	239
299	258	343	255
304	268	348	269
310	278	354	282
316	289	359	294
322	300	364	305
329	312	369	316
336	324	373	327
344	336	378	339
353	347	383	350
362	357	388	361
373	368	393	372
385	380	399	383
399	393	405	394
414	409	411	406
436	431	419	418
481	468	427	430
570	570	438	444
		451	461
		470	483
		507	518
		600	600

CELDT Blueprint Preface

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

CELDT Blueprint for Kindergarten–Grade One

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

CELDT Blueprint for Kindergarten–Grade One (continued)

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

CELDT Blueprint for Kindergarten–Grade One (continued)

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

CELDT Blueprint for Grade Two

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

CELDT Blueprint for Grade Two (continued)

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

CELDT Blueprint for Grade Two (continued)

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

CELDT Blueprint for Grade Two (continued)

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

CELDT Blueprint for Grade Two (continued)

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

CELDT Blueprint for Grade Two (continued)

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

CELDT Blueprint for Grades Three–Five

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

CELDT Blueprint for Grades Three–Five (continued)

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

CELDT Blueprint for Grades Three–Five (continued)

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

CELDT Blueprint for Grades Three–Five (continued)

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

CELDT Blueprint for Grades Three–Five (continued)

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

CELDT Blueprint for Grades Three–Five (continued)

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

CELDT Blueprint for Grades Three–Five (continued)

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

CELDT Blueprint for Grades Six–Eight

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

CELDT Blueprint for Grades Six–Eight (continued)

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

CELDT Blueprint for Grades Six–Eight (continued)

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

CELDT Blueprint for Grades Six–Eight (continued)

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

CELDT Blueprint for Grades Six–Eight (continued)

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

CELDT Blueprint for Grades Six–Eight (continued)

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

CELDT Blueprint for Grades Six–Eight (continued)

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

CELDT Blueprint for Grades Nine–Twelve

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

CELDT Blueprint for Grades Nine–Twelve (continued)

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

CELDT Blueprint for Grades Nine–Twelve (continued)

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

CELDT Blueprint for Grades Nine–Twelve (continued)

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

CELDT Blueprint for Grades Nine–Twelve (continued)

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

CELDT Blueprint for Grades Nine–Twelve (continued)

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

CELDT Blueprint for Grades Nine–Twelve (continued)

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

Appendix B: Information Related to Content Validity

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

2013–14 Technical Advisory Group (TAG) Members

<p>Jamal Abedi, Ph.D. Professor School of Education University of California at Davis One Shields Avenue Davis, CA 95616-5270 (530) 754-9150 jabedi@ucdavis.edu</p>	<p>Richard Duran, Ph.D. Professor Gevirtz Graduate School of Education University of California at Santa Barbara Santa Barbara, CA 93106 (805) 893-3555 duran@education.ucsb.edu</p>	<p>Robin Scarcella, Ph.D. Professor, School of Humanities Director, Program of Academic English/ English as a Second Language (ESL) University of California at Irvine 22 Mendel Court Irvine, CA 92612 (949) 824-6781 rcscarce@uci.edu</p>
<p>Alison Bailey, Ed.D. Associate Professor Psychological Studies in Education Graduate School of Education and Information Studies University of California at Los Angeles 3131 Moore Hall, Box 951521 Los Angeles, CA 90095-1521 (310) 825-1731 abailey@gseis.ucla.edu</p>	<p>Barbara Merino, Ph.D. Professor Director of Teacher Education School of Education University of California at Davis One Shields Avenue Davis, CA 95616-5270 (415) 924-8376 bjmerino@ucdavis.edu</p>	
<p>Cindi Blair District Testing Coordinator San Bernardino City Unified School District 777 North F Street San Bernardino, CA 92410 (909) 386-2557 cindi.blair@sbcusd.com</p>	<p>Kelle Nelson Assessment Coordinator Yuba City Unified School District 750 Palora Avenue Yuba City, CA 95991 (530) 822-7657 knelson@ycusd.K12.ca.us</p>	

Table B-1: 2013–14 Writing Anchor Pull Participants (N = 16)

Demographic Characteristic		N	Percent
Special Education Teacher	Yes	9	56
	No	7	44
Classroom Teaching Level	Elementary	6	38
	Middle School	1	6
	High School	1	6
	K–8	1	6
	K–12	7	44
Ethnicity	Caucasian	12	75
	Mexican American	2	13
	None Specified	2	13
Languages Spoken	Spanish	4	25
	Hmong	1	6
	None Specified	11	69
Gender	Female	16	100
	Male	0	0
Current Position	Teacher/Educator	9	56
	District/County Office	7	44
Teaching Location	Northern California	16	100
	Southern California	0	0
CELDT Experience	2–4 years	1	6
	5–6 years	3	19
	>7 years	12	75
District Coordinator	Yes	4	25
Examiner	Yes	14	88
Anchor Pull Participant	Yes	8	50
School Site Coordinator	Yes	13	81
Scoring Trainer	Yes	6	38

Table B-2: 2013–14 Speaking Anchor Pull Participants (N = 10)

Demographic Characteristic		N	Percent
Special Education Teacher	Yes	1	10
	No	9	90
Classroom Teaching Level	Elementary	3	30
	High School	2	20
	K–12	5	50
Ethnicity	Caucasian	7	70
	Mexican American	3	30
Languages Spoken	Spanish	5	50
	None Specified	5	50
Gender	Female	10	100
Current Position	Teacher/Educator	4	40
	District/County Office	6	60
Teaching Location	Northern California	6	60
	Central California	1	10
	Southern California	3	30
CELDT Experience	2–4	1	10
	5–6 years	1	10
	>7 years	8	80
District/School Coordinator	Yes	7	70
CELDT District Trainer	Yes	7	70
Examiner	Yes	9	90
Anchor Pull Participant	Yes	6	60

Table B-3: 2013–14 Bias and Sensitivity Review Participants (N = 7)

Demographic Characteristic		N	Percent*
Ethnicity	Asian	2	29
	Black or African American	1	14
	Hispanic or Latino	4	57
Languages Spoken	African (Shona, Ndebele)	1	14
	Chinese (Mandarin, Cantonese)	1	14
	Indian (Marathi, Hindi)	1	14
	Portuguese	2	29
	Spanish	4	57
Gender	Female	6	86
	Male	1	14
Current Position	CA Dept of Education	7	100
Sensitivity Review Participant	Yes	7	100
Other Areas of Specialty	Standards-based Test in Spanish (STS)	1	14
	Math Curriculum	1	14
	Data Analysis	1	14
	Title III	1	14
	Students with Disabilities	1	14

* Percent rounded to the nearest whole number.

Appendix C: Writing and Speaking Rubrics History

Notes: This appendix first shows the official scoring rubrics for the 2013–14 administration, followed by rubrics from previous administrations where revisions occurred, dating back to the 2010–11 Edition.

Changes made to the previous rubrics are shaded; italics indicates new text; and strikethroughs indicate deleted text.

Final 2013–14 SCORING RUBRICS

Writing—Short Compositions

NONSCORABLE

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

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

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

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

Writing—Sentences

NONSCORABLE

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

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

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

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

Writing—Copying Letters	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or does not copy the letter as it appears.
1	<ul style="list-style-type: none"> • Copies letter legibly. Letter reversals are not acceptable.

Writing—Copying Words	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Copies part of the word. Must include correct initial letter in the initial position and one other correct letter. Letter reversals are acceptable.
2	<ul style="list-style-type: none"> • Copies the word legibly. Must include correct initial letter in the initial position. All letters are in the correct letter order. Letter reversals are not acceptable.

Writing—Writing Words (Word stated by examiner, picture prompt)	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Writes part of the stated word. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.
2	<ul style="list-style-type: none"> • Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

Writing—Writing Words (Response to a story read by the examiner)	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Writes part of an acceptable response to the prompt. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.
2	<ul style="list-style-type: none"> • Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

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

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

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

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

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

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

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

CHANGES FOR THE 2013–14 EDITION SCORING RUBRICS

There were no changes to the Writing—Short Compositions rubric for the 2013–14 Edition.

Writing—Sentences

NONSCORABLE

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

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

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

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

There were no changes to the Writing—Copying Letters rubric for the 2013–14 Edition.

There were no changes to the Writing—Copying Words rubric for the 2013–14 Edition.

There were no changes to the Writing—Writing Words (picture prompt) rubric for the 2013–14 Edition.

There were no changes to the Writing—Writing Words (story prompt) rubric for the 2013–14 Edition.

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

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

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

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

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

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

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

CHANGES FOR THE 2012–13 EDITION SCORING RUBRICS

Writing—Short Compositions

NONSCORABLE

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

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

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

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

Writing—Sentences

NONSCORABLE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CHANGES FOR THE 2011–12 EDITION SCORING RUBRICS

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

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

Writing—Copying Letters*	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or does not copy the letter as it appears.
1	<ul style="list-style-type: none"> • Copies letter legibly. Letter reversals are not acceptable.

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

Writing—Copying Words^	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Copies part of the word. Must include correct initial letter in the initial position and one other correct letter. Letter reversals are acceptable.
2	<ul style="list-style-type: none"> • Copies the word legibly. <i>Must include correct initial letter in the initial position. All letters are in the correct letter order. Letter reversals are not acceptable.</i>

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

Writing—Writing Words (picture prompt)*	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Writes part of the stated word. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.
2	<ul style="list-style-type: none"> • Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

Writing—Writing Words (story prompt)*	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Writes part of an acceptable response to the prompt. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.
2	<ul style="list-style-type: none"> • Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

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

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

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

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

CHANGES FOR THE 2010–11 EDITION SCORING RUBRICS

Writing—Short Compositions

~~Non-scorable~~ **NON-SCORABLE**

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

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

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

SCORE	SCORING RUBRIC
3	<p data-bbox="321 289 1435 325">{COMPETENT COMMUNICATION}</p> <ul data-bbox="329 327 1435 758" style="list-style-type: none"> • Content reasonably addresses the prompt. • Response is mostly comprehensible and recognizable as a paragraph; contains logical sequencing. • Subject and predicate are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains three or more complete simple or compound sentences, although there may be some fragments or run-ons. At least one sentence for grade 2 [two sentences for grades 3–5; three sentences for grades 6–12] contains a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. • Grammar and syntax contain few errors that occasionally interfere with meaning. • Vocabulary adequately addresses the prompt. • Spelling and capitalization errors occasionally interfere with meaning.
4	<p data-bbox="321 762 1435 798">{EXPRESSIVE COMMUNICATION}</p> <ul data-bbox="329 800 1435 1327" style="list-style-type: none"> • Content fully addresses the prompt. • Response is in paragraph form with sentences that support the topic sentence and may contain a concluding sentence. Response is written in Standard English and contains well-organized events or ideas as well as a few effective details and transitional devices. • Subject and predicate are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains at least three complete sentences, one or more of which is syntactically complex (multiple subjects/ objects, use of infinitive or gerund as an object, compound/ complex sentence structure, prepositional phrases, relative clauses). At least three sentences contain a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. • Grammar and syntax contain minimal errors that do not interfere with meaning. • Vocabulary is precise and may include idioms or figurative language. • Spelling and mechanics errors are minimal and do not interfere with meaning.

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

Writing—Copying Letters	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or does not copy the letter as it appears.
1	<ul style="list-style-type: none"> • Copies letter legibly (letter is discernible and can be oriented in any direction). <i>Letter reversals are not acceptable.</i>

Writing—Copying Words	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Copies at least one letter legibly (letter is discernible and can be oriented in any direction). <i>Copies part of the word. Must include correct initial letter in the initial position and one other correct letter. Letter reversals are acceptable.</i>
2	<ul style="list-style-type: none"> • Copies the word legibly (word is discernible and letters can be oriented in any direction). <i>All letters are in the correct letter order. Letter reversals are not acceptable.</i>

Writing—Writing Words (picture prompt)	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Writes part of an acceptable word. <i>Writes part of the stated word. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.</i>
2	<ul style="list-style-type: none"> • Writes acceptable word legibly (letters are discernible but can be oriented in any direction). <i>Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.</i>

Writing—Writing Words (story prompt)	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> • Draws illegible lines or unacceptable response.
1	<ul style="list-style-type: none"> • Writes part of an acceptable word. <i>Writes part of an acceptable response to the prompt. Must include the correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.</i>
2	<ul style="list-style-type: none"> • Writes acceptable word legibly (letters are discernible but can be oriented in any direction). <i>Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.</i>

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

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

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

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

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

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

Appendix D: Item Maps

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

Note: There were six test forms for all grades.

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

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13. An Item ID is present and Legacy ID is reported as “N/A” for items first used after 2012–13.

An alignment study was conducted in 2013 to align CELDT items to the 2012 English Language Development (ELD) Standards. Responses to some Writing field test items were not scored when those items did not align with the new standards. This is described in more detail in section 1.5.1. These items are identified by “*” in the Item Sequence Number column.

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Forms 1, 3–6	Form 2				
1	1	1	OP	CEL00728	01057170
2	2	2	OP	CEL00526	00940028
3	4	3	OP	CEL00786	01208385
4	5	4	OP	CEL00399	00676871
5	6	5	OP	CEL00899	01210599
6	7	6	OP	CEL00515	00940005
7	8	7	OP	CEL00330	00545930
8	9	8	OP	CEL00284	00437120
9	10	9	OP	CEL00285	00437122
10	11	10	OP	CEL00286	00437124
	3	11	FT	CEL00697	1003858
	12	12	FT	CEL10036	N/A
	13	13	FT	CEL10037	N/A
	14	14	FT	CEL10038	N/A
	15	15	FT	CEL10039	N/A
11	17	16	OP	CEL00730	01057174
12	18	17	OP	CEL00782	01208376
13	19	18	OP	CEL00788	01208389
14	20	19	OP	CEL00471	00803313
15	21	20	OP	CEL00787	01208387
16	26	21	OP	CEL00397	00676867
17	27	22	OP	CEL00836	01210292
18	28	23	OP	CEL00400	00676873
19	29	24	OP	CEL00789	01208391
20	30	25	OP	CEL00463	00803297
	16	26	FT	CEL00664	1003476
	22	27	FT	CEL00695	1003856
	23	28	FT	CEL00607	1002289
	24	29	FT	CEL00694	1003855
	25	30	FT	CEL00609	1002291
	31	31	FT	CEL00696	1003857
	32	32	FT	CEL01003	01211175

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Forms 1, 3–6	Form 2				
1	1	1	OP	CEL00151	00382856
2	2	2	OP	CEL00425	00687427
3	4	3	OP	CEL00154	00382862
4	5	4	OP	CEL00177	00382908
5	7	5	OP	CEL00484	00803461
6	8	6	OP	CEL00554	00940959
7	10	7	OP	CEL00800	01208912
8	11	8	OP	CEL00352	00546104
9	13	9	OP	CEL00186	00382926
10	14	10	OP	CEL00357	00546114
11	15	11	OP	CEL00435	00687449
12	17	12	OP	CEL00356	00546112
13	18	13	OP	CEL00793	01208897
14	19	14	OP	CEL00843	01210299
15	21	15	OP	CEL00744	01057650
16	22	16	OP	CEL00557	00940965
17	24	17	OP	CEL00736	01057633
18	26	18	OP	CEL00738	01057637
19	27	19	OP	CEL00740	01057641
20	28	20	OP	CEL00739	01057639
	3	21	FT	CEL10001	N/A
	6	22	FT	CEL01006	01211212
	9	23	FT	CEL00623	1002673
	12	24	FT	CEL10005	N/A
	16	25	FT	CEL10024	N/A
	20	26	FT	CEL10027	N/A
	23	27	FT	CEL01007	01211214
	25	28	FT	CEL10025	N/A
	29	29	FT	CEL10040	N/A
	30	30	FT	CEL10041	N/A
	31	31	FT	CEL10042	N/A
	32	32	FT	CEL10043	N/A

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Forms 1, 3–6	Form 2				
1	1	1	OP	CEL00487	00803587
2	2	2	OP	CEL00538	00940177
3	4	3	OP	CEL00307	00437690
4	5	4	OP	CEL00804	01209037
5	7	5	OP	CEL00531	00940162
6	9	6	OP	CEL00224	00383002
7	11	7	OP	CEL00363	00546267
8	12	8	OP	CEL00806	01209041
9	13	9	OP	CEL00453	00693734
10	15	10	OP	CEL00754	01059779
11	16	11	OP	CEL00230	00383014
12	18	12	OP	CEL00540	00940181
13	19	13	OP	CEL00805	01209039
14	21	14	OP	CEL00451	00693730
15	22	15	OP	CEL00532	00940164
16	24	16	OP	CEL00489	00803591
17	25	17	OP	CEL00541	00940183
18	26	18	OP	CEL00437	00693699
19	27	19	OP	CEL00438	00693701
20	28	20	OP	CEL00439	00693703
	3	21	FT	CEL10007	N/A
	6	22	FT	CEL10008	N/A
	8	23	FT	CEL10010	N/A
	10	24	FT	CEL10012	N/A
	14	25	FT	CEL10026	N/A
	17	26	FT	CEL10028	N/A
	20	27	FT	CEL10030	N/A
	23	28	FT	CEL10031	N/A
	29	29	FT	CEL10019	N/A
	30	30	FT	CEL10020	N/A
	31	31	FT	CEL10021	N/A
	32	32	FT	CEL10023	N/A

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Forms 1, 3–6	Form 2				
1	1	1	OP	CEL00415	00683420
2	2	2	OP	CEL00262	00383078
3	4	3	OP	CEL00551	00940438
4	5	4	OP	CEL00543	00940421
5	7	5	OP	CEL00319	00437841
6	8	6	OP	CEL00379	00546440
7	10	7	OP	CEL00244	00383042
8	11	8	OP	CEL00767	01059881
9	13	9	OP	CEL00862	01210318
10	14	10	OP	CEL00817	01209180
11	15	11	OP	CEL00417	00683424
12	17	12	OP	CEL00412	00682950
13	18	13	OP	CEL00818	01209182
14	20	14	OP	CEL00863	01210319
15	22	15	OP	CEL00418	00683426
16	23	16	OP	CEL00761	01059869
17	25	17	OP	CEL00865	01210321
18	26	18	OP	CEL00546	00940427
19	27	19	OP	CEL00547	00940429
20	28	20	OP	CEL00549	00940433
	3	21	FT	CEL10015	N/A
	6	22	FT	CEL10013	N/A
	9	23	FT	CEL10014	N/A
	12	24	FT	CEL10017	N/A
	16	25	FT	CEL10033	N/A
	19	26	FT	CEL10032	N/A
	21	27	FT	CEL10035	N/A
	24	28	FT	CEL10034	N/A
	29	29	FT	CEL10049	N/A
	30	30	FT	CEL10050	N/A
	31	31	FT	CEL10051	N/A
	32	32	FT	CEL10052	N/A
	33	33	FT	CEL10053	N/A

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Forms 1–2, 4–6	Form 3				
1	1	1	OP	CES00674	01057183
2	2	2	OP	CES00346	00680889
3	3	3	OP	CES00436	00940039
4	4	4	OP	CES00770	01210323
5	5	5	OP	CES00396	00803337
6	6	6	OP	CES00680	01057195
7	7	7	OP	CES00391	00803327
8	8	8	OP	CES00675	01057185
9	9	9	OP	CES00728	01208460
10	10	10	OP	CES00723	01208450
11	11	11	OP	CES00290	00545983
12	13	12	OP	CES00287	00545977
13	14	13	OP	CES00148	00382772
	12	14	FT	CES00542	1002286
14	18	15	OP	CES00818	01210562
15	19	16	OP	CES00774	01210327
16	21	17	OP	CES00682	01057199
17	22	18	OP	CES00683	01057201
18	26	19	OP	CES00777	01210330
19	27	20	OP	CES00823	01210576
	15	21	FT	CES00917	01210987
	16	22	FT	CES00915	01210985
	17	23	FT	CES00914	01210984
	20	24	FT	CES00968	01211281
	23	25	FT	CES00967	01211280
	24	26	FT	CES00966	01211279
	25	27	FT	CES10054	N/A
	28	28	FT	CES10058	N/A
20	29	29	OP	CES00813	01210534
	30	30	FT	CES00649	1003861

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Forms 1–2, 4–6	Form 3				
1	1	1	OP	CES00252	00437531
2	2	2	OP	CES00402	00803468
3	3	3	OP	CES00258	00437544
4	4	4	OP	CES00463	00940336
5	5	5	OP	CES00243	00407629
6	6	6	OP	CES00692	01059014
7	7	7	OP	CES00371	00687645
8	9	8	OP	CES00304	00546147
9	11	9	OP	CES00844	01210696
10	12	10	OP	CES00693	01059016
11	13	11	OP	CES00741	01208978
12	14	12	OP	CES00471	00940353
13	15	13	OP	CES00687	01059004
	8	14	FT	CES10002	N/A
	10	15	FT	CES10003	N/A
14	19	16	OP	CES00835	01210664
15	20	17	OP	CES00404	00803472
16	22	18	OP	CES00838	01210668
17	23	19	OP	CES00466	00940342
18	25	20	OP	CES00744	01208984
19	27	21	OP	CES00832	01210658
	16	22	FT	CES00923	01211038
	17	23	FT	CES00924	01211039
	18	24	FT	CES10037	N/A
	21	25	FT	CES00557	1002455
	24	26	FT	CES00828	01210648
	26	27	FT	CES10066	N/A
	28	28	FT	CES00959	01211272
20	29	29	OP	CES00840	01210672
	30	30	FT	CES00652	1003876

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Forms 1–2, 4–6	Form 3				
1	1	1	OP	CES00183	00383187
2	2	2	OP	CES00455	00940203
3	3	3	OP	CES00790	01210343
4	4	4	OP	CES00412	00803613
5	6	5	OP	CES00752	01209118
6	8	6	OP	CES00456	00940205
7	9	7	OP	CES00747	01209108
8	10	8	OP	CES00704	01059805
9	11	9	OP	CES00449	00940191
10	12	10	OP	CES00263	00437722
11	13	11	OP	CES00847	01210729
12	14	12	OP	CES00386	00693765
13	15	13	OP	CES00190	00383201
	5	14	FT	CES00955	01211251
	7	15	FT	CES00954	01211250
14	19	16	OP	CES00748	01209110
15	21	17	OP	CES00706	01059809
16	23	18	OP	CES00384	00693760
17	24	19	OP	CES00317	00546312
18	25	20	OP	CES00798	01210351
19	27	21	OP	CES00460	00940213
	16	22	FT	CES00934	01211090
	17	23	FT	CES00936	01211092
	18	24	FT	CES10038	N/A
	20	25	FT	CES00519	1001934
	22	26	FT	CES00958	01211254
	26	27	FT	CES00853	01210759
	28	28	FT	CES00849	01210733
20	29	29	OP	CES00461	00940215
	30	30	FT	CES00635	1003521

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Forms 1–2, 4–6	Form 3				
1	1	1	OP	CES00335	00546487
2	2	2	OP	CES00475	00940480
3	4	3	OP	CES00430	00803814
4	5	4	OP	CES00476	00940482
5	6	5	OP	CES00483	00940497
6	7	6	OP	CES00801	01210354
7	8	7	OP	CES00477	00940484
8	9	8	OP	CES00759	01209258
9	10	9	OP	CES00710	01059901
10	11	10	OP	CES00218	00383258
11	12	11	OP	CES00802	01210355
12	13	12	OP	CES00367	00683682
13	14	13	OP	CES00338	00546493
	3	14	FT	CES00872	01210841
14	19	15	OP	CES00426	00803676
15	21	16	OP	CES00368	00683684
16	23	17	OP	CES00364	00683675
17	24	18	OP	CES00712	01059905
18	25	19	OP	CES00768	01209277
19	27	20	OP	CES00807	01210360
	15	21	FT	CES10046	N/A
	16	22	FT	CES00944	01211138
	17	23	FT	CES00945	01211139
	18	24	FT	CES10047	N/A
	20	25	FT	CES10052	N/A
	22	26	FT	CES00500	1001451
	26	27	FT	CES00877	01210846
	28	28	FT	CES00882	01210859
20	29	29	OP	CES00909	01210966
	30	30	FT	CES00969	01211282

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

Item Number			Item Sequence Number	Function	Item ID	Legacy ID
Form 1, 2–3, 6	Form 4	Form 5				
1	1	1	1	OP	CER01031	01210026
2	3	3	2	OP	CER01030	01210024
3	4	4	3	OP	CER01041	01210046
4	6	6	4	OP	CER01314	01210917
5	7	7	5	OP	CER01315	01210918
6	8	8	6	OP	CER01312	01210915
7	9	9	7	OP	CER01316	01210919
8	10	10	8	OP	CER01216	01210596
9	11	11	9	OP	CER01311	01210914
12	16	16	10	OP	CER01034	01210032
13	17	17	11	OP	CER01179	01210529
14	18	18	12	OP	CER01025	01210014
15	19	19	13	OP	CER01079	01210122
16	20	20	14	OP	CER01055	01210074
	2		15	FT	CER01019	01210002
	5		16	FT	CER01029	01210022
	15		17	FT	CER01073	01210110
		2	18	FT	CER01021	01210006
		5	19	FT	CER01050	01210064
		14	20	FT	CER01070	01210104
		15	21	FT	CER01052	01210068
17	22	22	22	OP	CER01083	01210130
18	24	24	23	OP	CER01027	01210018
19	25	25	24	OP	CER01047	01210058
20	26	26	25	OP	CER01057	01210078
	21		26	FT	CER10049	N/A
	23		27	FT	CER10047	N/A
		21	28	FT	CER10048	N/A
		23	29	FT	CER01468	01211256
10	12	12	30	OP	CER01066	01210096
11	13	13	31	OP	CER01033	01210030
	14		32	FT	CER01043	01210050

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

Item Number			Item Sequence Number	Function	Item ID	Legacy ID
Form 1, 2–3, 6	Form 4	Form 5				
1	1	1	1	OP	CER00348	00546026
2	2	2	2	OP	CER00353	00546036
3	3	3	3	OP	CER00270	00437237
4	5	5	4	OP	CER01090	01210364
5	6	7	5	OP	CER01212	01210592
6	7	8	6	OP	CER00032	00240821
7	8	9	7	OP	CER00011	00240727
8	10	10	8	OP	CER00009	00240723
9	11	12	9	OP	CER01099	01210373
10	12	13	10	OP	CER00336	00545999
11	14	14	11	OP	CER00343	00546014
12	15	15	12	OP	CER01100	01210374
13	16	16	13	OP	CER01101	01210375
14	17	17	14	OP	CER00442	00680991
15	18	19	15	OP	CER01200	01210580
16	19	20	16	OP	CER00955	01208496
17	20	21	17	OP	CER00211	00353933
18	21	22	18	OP	CER00220	00353951
19	22	23	19	OP	CER00545	00940074
20	23	24	20	OP	CER01192	01210559
21	25	25	21	OP	CER00546	00940076
22	26	27	22	OP	CER00877	01059047
23	28	28	23	OP	CER00338	00546003
24	29	29	24	OP	CER00949	01208484
25	30	30	25	OP	CER00355	00546040
26	31	31	26	OP	CER00957	01208500
27	32	32	27	OP	CER00958	01208502
28	33	33	28	OP	CER00959	01208504
29	40	40	29	OP	CER01103	01210377
30	41	41	30	OP	CER01104	01210378
31	42	42	31	OP	CER01105	01210379
32	43	43	32	OP	CER01094	01210368
33	44	44	33	OP	CER01096	01210370
34	45	45	34	OP	CER01171	01210493
35	46	46	35	OP	CER01097	01210371
	4		36	FT	CER00673	1001671
	9		37	FT	CER00675	1001673
	13		38	FT	CER00744	1002464
	24		39	FT	CER00685	1001687
	27		40	FT	CER00861	1003859

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

Item Number			Item Sequence Number	Function	Item ID	Legacy ID
Form 1, 2–3, 6	Form 4	Form 5				
	34		41	FT	CER10064	N/A
	35		42	FT	CER10065	N/A
	36		43	FT	CER10066	N/A
	37		44	FT	CER10067	N/A
	38		45	FT	CER10068	N/A
	39		46	FT	CER10116	N/A
		4	47	FT	CER00770	1002596
		6	48	FT	CER01210	01210590
		11	49	FT	CER00772	1002599
		18	50	FT	CER01198	01210578
		26	51	FT	CER01184	01210544
		34	52	FT	CER10069	N/A
		35	53	FT	CER10070	N/A
		36	54	FT	CER10071	N/A
		37	55	FT	CER10072	N/A
		38	56	FT	CER10073	N/A
		39	57	FT	CER10074	N/A

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

Item Number			Item Sequence Number	Function	Item ID	Legacy ID
Form 1, 2–3, 6	Form 4	Form 5				
1	1	1	1	OP	CER00893	01059097
2	2	2	2	OP	CER00463	00691065
3	3	3	3	OP	CER01242	01210671
4	4	4	4	OP	CER00050	00241059
5	6	5	5	OP	CER00964	01208922
6	7	6	6	OP	CER00052	00241063
7	8	7	7	OP	CER00072	00241154
8	9	9	8	OP	CER01108	01210382
9	11	10	9	OP	CER01107	01210381
10	12	11	10	OP	CER00377	00546207
11	13	12	11	OP	CER00898	01059107
12	15	14	12	OP	CER00897	01059105
13	16	15	13	OP	CER01241	01210657
14	17	16	14	OP	CER00458	00691051
15	19	18	15	OP	CER00296	00437620
16	20	19	16	OP	CER00498	00803539
17	21	21	17	OP	CER00235	00354168
18	22	22	18	OP	CER00896	01059103
19	24	23	19	OP	CER00599	00940990
20	25	24	20	OP	CER01110	01210384
21	26	25	21	OP	CER00900	01059111
22	27	27	22	OP	CER00604	00941000
23	28	28	23	OP	CER00600	00940992
24	29	29	24	OP	CER00972	01208938
25	30	30	25	OP	CER00895	01059101
26	31	31	26	OP	CER00906	01059125
27	32	32	27	OP	CER00907	01059127
28	33	33	28	OP	CER00908	01059129
29	34	34	29	OP	CER00909	01059131
30	35	35	30	OP	CER01161	01210483
31	36	36	31	OP	CER01121	01210395
32	37	37	32	OP	CER01123	01210397
33	38	38	33	OP	CER00974	01208944
34	39	39	34	OP	CER00975	01208946
35	40	40	35	OP	CER00977	01208950
	5		36	FT	CER10001	N/A
	10		37	FT	CER10005	N/A
	14		38	FT	CER01444	01211183
	18		39	FT	CER10027	N/A
	23		40	FT	CER10031	N/A

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

Item Number			Item Sequence Number	Function	Item ID	Legacy ID
Form 1, 2–3, 6	Form 4	Form 5				
	41		41	FT	CER10095	N/A
	42		42	FT	CER10096	N/A
	43		43	FT	CER10097	N/A
	44		44	FT	CER10098	N/A
	45		45	FT	CER10099	N/A
	46		46	FT	CER10101	N/A
		8	47	FT	CER10006	N/A
		13	48	FT	CER10004	N/A
		17	49	FT	CER01244	01210675
		20	50	FT	CER10023	N/A
		26	51	FT	CER10032	N/A
		41	52	FT	CER01227	01210628
		42	53	FT	CER01231	01210632
		43	54	FT	CER01232	01210633
		44	55	FT	CER01235	01210636
		45	56	FT	CER01236	01210637
		46	57	FT	CER01238	01210639

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

Item Number			Item Sequence Number	Function	Item ID	Legacy ID
Form 1, 2–3, 6	Form 4	Form 5				
1	1	1	1	OP	CER00928	01060116
2	2	2	2	OP	CER00982	01209064
3	3	3	3	OP	CER00128	00241514
4	4	4	4	OP	CER00380	00546334
5	6	6	5	OP	CER00513	00803707
6	7	7	6	OP	CER00303	00437751
7	8	8	7	OP	CER00393	00546361
8	9	10	8	OP	CER00987	01209074
9	10	11	9	OP	CER00988	01209076
10	12	13	10	OP	CER00934	01060128
11	13	15	11	OP	CER00510	00803693
12	14	16	12	OP	CER00514	00803709
13	15	17	13	OP	CER00985	01209070
14	16	18	14	OP	CER00564	00940275
15	17	19	15	OP	CER00990	01209080
16	18	20	16	OP	CER00515	00803711
17	21	22	17	OP	CER00563	00940273
18	22	23	18	OP	CER01128	01210402
19	24	24	19	OP	CER00402	00546380
20	25	25	20	OP	CER00932	01060124
21	26	26	21	OP	CER00937	01060134
22	27	27	22	OP	CER00569	00940285
23	28	28	23	OP	CER00144	00241558
24	29	29	24	OP	CER00145	00241560
25	30	30	25	OP	CER00143	00241556
26	31	31	26	OP	CER00995	01209092
27	32	32	27	OP	CER00993	01209088
28	33	33	28	OP	CER00992	01209086
29	34	34	29	OP	CER00994	01209090
30	35	35	30	OP	CER01130	01210404
31	36	36	31	OP	CER01173	01210495
32	37	37	32	OP	CER01133	01210407
33	44	44	33	OP	CER00521	00803735
34	45	45	34	OP	CER00523	00803739
35	46	46	35	OP	CER00524	00803741
	5		36	FT	CER01447	01211186
	11		37	FT	CER00865	1003893
	19		38	FT	CER00777	1002606
	20		39	FT	CER00778	1002607

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

Item Number			Item Sequence Number	Function	Item ID	Legacy ID
Form 1, 2–3, 6	Form 4	Form 5				
	23		40	FT	CER00811	1002750
	38		41	FT	CER10103	N/A
	39		42	FT	CER10104	N/A
	40		43	FT	CER10105	N/A
	41		44	FT	CER10106	N/A
	42		45	FT	CER10107	N/A
	43		46	FT	CER10108	N/A
		5	47	FT	CER10007	N/A
		9	48	FT	CER00783	1002616
		12	49	FT	CER01445	01211184
		14	50	FT	CER01446	01211185
		21	51	FT	CER00779	1002608
		38	52	FT	CER10050	N/A
		39	53	FT	CER10051	N/A
		40	54	FT	CER10052	N/A
		41	55	FT	CER10054	N/A
		42	56	FT	CER10055	N/A
		43	57	FT	CER10056	N/A

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

Item Number			Item Sequence Number	Function	Item ID	Legacy ID
Form 1, 2–3, 6	Form 4	Form 5				
1	1	1	1	OP	CER01152	01210426
2	2	2	2	OP	CER00179	00241856
3	3	3	3	OP	CER01143	01210417
4	4	4	4	OP	CER00327	00437909
5	5	5	5	OP	CER00531	00804714
6	6	6	6	OP	CER00451	00684030
7	7	7	7	OP	CER00471	00717216
8	10	10	8	OP	CER01006	01209227
9	11	11	9	OP	CER00911	01059967
10	12	12	10	OP	CER01005	01209225
11	13	13	11	OP	CER00157	00241779
12	14	14	12	OP	CER00242	00354274
13	15	15	13	OP	CER00533	00804718
14	16	17	14	OP	CER00918	01059981
15	17	19	15	OP	CER00419	00546536
16	18	20	16	OP	CER00457	00684045
17	19	22	17	OP	CER00321	00437896
18	24	23	18	OP	CER00418	00546534
19	20	24	19	OP	CER01007	01209229
20	23	25	20	OP	CER00912	01059969
21	26	26	21	OP	CER00443	00683949
22	27	27	22	OP	CER01309	01210900
23	28	28	23	OP	CER00926	01059999
24	29	29	24	OP	CER00924	01059995
25	30	30	25	OP	CER00925	01059997
26	37	37	26	OP	CER01016	01209249
27	38	38	27	OP	CER01017	01209251
28	39	39	28	OP	CER01014	01209245
29	40	40	29	OP	CER01279	01210821
30	41	41	30	OP	CER01280	01210822
31	42	42	31	OP	CER01277	01210819
32	43	43	32	OP	CER01282	01210824
33	44	44	33	OP	CER01011	01209238
34	45	45	34	OP	CER01012	01209240
35	46	46	35	OP	CER01013	01209242
	8		36	FT	CER10010	N/A
	9		37	FT	CER10009	N/A
	21		38	FT	CER01310	01210904
	22		39	FT	CER10044	N/A

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

Item Number			Item Sequence Number	Function	Item ID	Legacy ID
Form 1, 2–3, 6	Form 4	Form 5				
	25		40	FT	CER10038	N/A
	31		41	FT	CER10088	N/A
	32		42	FT	CER10089	N/A
	33		43	FT	CER10090	N/A
	34		44	FT	CER10091	N/A
	35		45	FT	CER10092	N/A
	36		46	FT	CER10094	N/A
		8	47	FT	CER10012	N/A
		9	48	FT	CER01448	01211187
		16	49	FT	CER10045	N/A
		18	50	FT	CER10043	N/A
		21	51	FT	CER10041	N/A
		31	52	FT	CER10058	N/A
		32	53	FT	CER10059	N/A
		33	54	FT	CER10060	N/A
		34	55	FT	CER10061	N/A
		35	56	FT	CER10063	N/A
		36	57	FT	CER10057	N/A

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Forms 1–5	Form 6				
17	25	1	OP	CEW00896	01210200
18	26	2	OP	CEW00932	01210272
19	27	3	OP	CEW00885	01210178
20	28	4	OP	CEW00876	01210160
13	19	5	OP	CEW00884	01210176
14	20	6	OP	CEW00905	01210218
15	21	7	OP	CEW00875	01210158
16	22	8	OP	CEW00931	01210270
	23	9	FT	CEW00987	01210538
	24	10	FT	CEW01157	01211257
1	1	11	OP	CEW00877	01210162
2	2	12	OP	CEW00909	01210226
3	4	13	OP	CEW00868	01210144
4	6	14	OP	CEW00898	01210204
	3	*	FT	CEW00897	01210202
	5	*	FT	CEW00913	01210234
5	7	15	OP	CEW00919	01210246
6	8	16	OP	CEW00889	01210186
7	10	17	OP	CEW00890	01210188
8	11	18	OP	CEW00891	01210190
9	12	19	OP	CEW00923	01210254
10	13	20	OP	CEW00871	01210150
11	15	21	OP	CEW00989	01210552
12	16	22	OP	CEW00902	01210212
	9	*	FT	CEW00880	01210168
	14	*	FT	CEW01158	01211283
	17	*	FT	CEW00925	01210258
	18	*	FT	CEW00922	01210252

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Forms 1–5	Form 6				
1	1	1	OP	CEW00005	00353965
2	2	2	OP	CEW00020	00353996
3	4	3	OP	CEW00004	00353963
4	5	4	OP	CEW00298	00681402
5	6	5	OP	CEW00939	01210436
6	7	6	OP	CEW00220	00546085
7	8	7	OP	CEW00021	00353998
8	10	8	OP	CEW00209	00546063
9	11	9	OP	CEW00941	01210438
10	12	10	OP	CEW00940	01210437
11	14	11	OP	CEW00796	01208524
12	15	12	OP	CEW00981	01210528
13	16	13	OP	CEW00800	01208532
14	17	14	OP	CEW00974	01210499
15	18	15	OP	CEW00975	01210500
16	19	16	OP	CEW00976	01210501
17	23	17	OP	CEW00390	00940137
18	24	18	OP	CEW00391	00940139
19	25	19	OP	CEW00392	00940141
	3	20	FT	CEW00535	1002382
	9	21	FT	CEW00534	1002381
	13	22	FT	CEW00517	1001796
	20	23	FT	CEW00684	1003562
	21	24	FT	CEW00685	1003563
	22	25	FT	CEW00686	1003564
20	26	26	OP	CEW00389	00940135
21	27	27	OP	CEW00995	01210574
22	28	28	OP	CEW00381	00940119
23	30	29	OP	CEW00802	01208536
	29	*	FT	CEW00696	1003577
	31	*	FT	CEW00495	1001612
24	32	30	OP	CEW01084	01210937
	33	31	FT	CEW10002	N/A

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Forms 1–5	Form 6				
1	1	1	OP	CEW00100	00354226
2	2	2	OP	CEW00088	00354202
3	3	3	OP	CEW00077	00354179
4	4	4	OP	CEW00228	00546226
5	6	5	OP	CEW00090	00354206
6	7	6	OP	CEW00239	00546248
7	9	7	OP	CEW00950	01210447
8	10	8	OP	CEW00813	01208994
9	11	9	OP	CEW00815	01208998
10	12	10	OP	CEW01019	01210694
11	14	11	OP	CEW00747	01059936
12	15	12	OP	CEW00748	01059938
13	16	13	OP	CEW00749	01059940
14	17	14	OP	CEW00755	01059952
15	18	15	OP	CEW00756	01059954
16	19	16	OP	CEW00757	01059956
17	23	17	OP	CEW00422	00940377
18	24	18	OP	CEW00423	00940379
19	25	19	OP	CEW00424	00940381
	5	20	FT	CEW00481	1001524
	8	21	FT	CEW00476	1001510
	13	22	FT	CEW01012	01210683
	20	23	FT	CEW00639	1003171
	21	24	FT	CEW00640	1003172
	22	25	FT	CEW00641	1003173
20	26	26	OP	CEW00246	00546262
21	27	27	OP	CEW00746	01059934
22	29	28	OP	CEW01015	01210690
23	31	29	OP	CEW00094	00354214
	28	*	FT	CEW00569	1002532
	30	*	FT	CEW00460	1001267
24	32	30	OP	CEW01008	01210666
	33	31	FT	CEW01014	01210688

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Forms 1–5	Form 6				
1	1	1	OP	CEW00265	00546425
2	2	2	OP	CEW00145	00354697
3	4	3	OP	CEW00833	01209140
4	5	4	OP	CEW00832	01209138
5	7	5	OP	CEW00178	00437794
6	9	6	OP	CEW00147	00354701
7	10	7	OP	CEW00837	01209148
8	11	8	OP	CEW00836	01209146
9	12	9	OP	CEW00961	01210458
10	13	10	OP	CEW00262	00546419
11	14	11	OP	CEW00255	00546405
12	15	12	OP	CEW00959	01210456
13	16	13	OP	CEW00256	00546407
14	17	14	OP	CEW00350	00803765
15	18	15	OP	CEW00351	00803767
16	19	16	OP	CEW00352	00803769
17	23	17	OP	CEW00779	01069233
18	24	18	OP	CEW00780	01069235
19	25	19	OP	CEW00781	01069237
	3	20	FT	CEW00518	1001798
	6	21	FT	CEW01033	01210741
	8	22	FT	CEW01038	01210750
	20	23	FT	CEW01133	01211197
	21	24	FT	CEW01134	01211198
	22	25	FT	CEW01135	01211199
20	26	26	OP	CEW00794	01069263
21	27	27	OP	CEW00142	00354689
22	28	28	OP	CEW00842	01209158
23	30	29	OP	CEW00834	01209142
	29	*	FT	CEW01155	01211240
	31	*	FT	CEW01153	01211238
24	32	30	OP	CEW00413	00940259
	33	31	FT	CEW00709	1003901

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Forms 1–5	Form 6				
1	1	1	OP	CEW00306	00684130
2	2	2	OP	CEW00283	00546586
3	5	3	OP	CEW00060	00354095
4	6	4	OP	CEW00849	01209287
5	7	5	OP	CEW00966	01210463
6	8	6	OP	CEW00278	00546576
7	9	7	OP	CEW00850	01209289
8	10	8	OP	CEW00041	00354047
9	11	9	OP	CEW00061	00354097
10	12	10	OP	CEW00279	00546578
11	13	11	OP	CEW00970	01210467
12	15	12	OP	CEW00855	01209299
13	16	13	OP	CEW00854	01209297
14	17	14	OP	CEW00431	00940507
15	18	15	OP	CEW00432	00940509
16	19	16	OP	CEW00433	00940511
17	23	17	OP	CEW00769	01060031
18	24	18	OP	CEW00770	01060033
19	25	19	OP	CEW00771	01060035
	3	20	FT	CEW01078	01210907
	4	21	FT	CEW01074	01210901
	14	22	FT	CEW01080	01210909
	20	23	FT	CEW00710	1003915
	21	24	FT	CEW00711	1003916
	22	25	FT	CEW00712	1003917
20	26	26	OP	CEW00764	01060021
21	27	27	OP	CEW00856	01209301
22	29	28	OP	CEW00307	00684132
23	30	29	OP	CEW00860	01209309
	28	*	FT	CEW01148	01211233
	31	*	FT	CEW01154	01211239
24	32	30	OP	CEW00448	00940541
	33	31	FT	CEW00714	1003919

THIS
PAGE
HAS
BEEN
INTENTIONALLY
LEFT
BLANK.

Appendix E: Scale Score Summary Statistics

Note: The following tables display 2013–14 Edition results first, followed by historical results through the 2006–07 Edition, the first edition that used the common scale.

Table E-1: 2013–14 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	16,220	403.37	72.919	413.51	79.769	319.24	61.387	335.66	49.586	361.10	57.875	399.87	65.501
1	164,316	435.52	67.354	444.32	73.290	382.40	72.449	385.44	52.549	408.74	61.199	433.85	61.788
2	172,295	480.88	60.184	487.25	70.901	446.63	68.538	465.41	66.811	463.48	55.972	469.67	54.322
3	151,443	482.39	78.540	499.30	63.011	472.48	74.012	491.39	63.598	477.20	66.617	486.02	56.817
4	125,029	517.14	75.370	520.42	67.576	502.40	68.970	513.60	61.931	509.56	64.358	513.02	56.542
5	102,894	539.75	75.319	538.38	73.203	524.57	67.243	529.94	61.893	531.96	64.162	532.79	57.648
6	79,222	544.97	97.878	529.14	69.511	528.70	74.327	531.99	64.616	536.58	76.685	533.32	63.844
7	69,771	559.20	97.888	543.35	76.207	542.48	74.336	542.39	67.287	550.59	77.477	546.48	66.440
8	62,000	574.38	98.601	555.43	81.774	559.32	73.964	553.37	69.513	566.60	78.440	560.25	68.703
9	55,499	569.59	102.569	553.24	83.358	557.68	78.745	554.50	76.090	563.39	81.767	558.38	71.409
10	52,923	582.66	106.358	561.47	91.493	572.32	81.006	560.77	80.686	577.24	85.794	568.93	76.820
11	50,182	596.82	106.683	571.37	92.113	585.90	81.786	568.66	82.312	591.11	86.760	580.32	77.668
12	48,802	592.91	122.252	568.66	107.211	583.67	93.149	560.04	99.764	588.05	101.015	575.95	94.179

Table E-2: 2013–14 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K–1	180,536	432.63	68.492	441.55	74.419	376.72	73.770	380.97	54.193	404.46	62.413	430.79	62.885
2	172,295	480.88	60.184	487.25	70.901	446.63	68.538	465.41	66.811	463.48	55.972	469.67	54.322
3–5	379,366	509.40	80.213	516.86	69.255	496.47	73.731	509.16	64.555	502.72	68.996	507.60	60.095
6–8	210,993	558.32	98.820	541.56	76.256	542.25	75.258	541.71	67.530	550.04	78.420	545.58	67.060
9–12	207,406	585.00	109.933	563.36	93.825	574.36	84.390	560.83	84.954	579.43	89.498	570.52	80.542

Table E-3: 2013–14 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	195,217	354.36	87.801	361.33	112.125	272.01	55.490	281.08	52.976	312.98	62.638	349.27	85.625
1	16,753	397.89	108.732	385.35	143.720	359.08	97.906	367.29	76.639	378.30	97.035	388.33	116.906
2	10,891	410.52	123.473	390.29	164.251	411.16	94.777	403.71	119.592	410.61	102.256	403.60	116.531
3	9,237	417.93	130.562	410.88	146.311	429.41	107.066	419.26	130.888	423.47	111.639	419.05	119.072
4	8,163	440.61	140.992	423.99	155.670	453.55	115.145	440.51	138.224	446.88	122.421	439.34	129.293
5	7,274	456.43	147.723	437.72	161.872	473.79	121.501	455.75	143.374	464.91	129.567	455.60	135.685
6	7,395	463.43	169.967	446.94	153.808	496.52	120.224	464.27	146.816	479.77	138.921	467.36	139.087
7	7,050	455.74	174.504	440.62	160.239	500.59	123.926	463.51	150.646	477.97	143.086	464.69	143.955
8	5,868	458.02	177.509	439.57	161.761	508.67	126.994	467.36	152.682	483.14	146.203	467.98	146.297
9	11,602	487.84	179.148	453.53	170.139	519.40	137.162	476.86	165.214	503.43	152.353	484.06	154.372
10	7,578	501.01	170.017	462.56	159.900	533.80	131.584	491.34	153.725	517.19	144.685	496.81	144.444
11	5,876	525.48	169.236	484.73	155.384	556.13	130.249	513.46	150.164	540.59	144.257	519.59	142.296
12	4,250	544.11	166.993	506.06	150.852	569.91	128.680	530.09	147.331	556.80	142.370	537.18	139.397

Table E-4: 2013–14 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K–1	211,970	357.80	90.400	363.23	115.121	278.89	64.383	287.89	59.915	318.15	68.323	352.35	89.126
2	10,891	410.52	123.473	390.29	164.251	411.16	94.777	403.71	119.592	410.61	102.256	403.60	116.531
3–5	24,674	436.78	140.148	423.13	154.509	450.48	115.578	437.05	137.907	443.43	121.905	436.54	128.408
6–8	20,313	459.20	173.771	442.62	158.402	501.44	123.586	464.90	149.861	480.12	142.509	466.61	142.891
9–12	29,306	506.95	174.318	469.74	162.984	537.81	134.467	495.66	157.999	522.18	148.659	502.18	148.597

Table E-5: 2012–13 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data

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

Table E-6: 2012–13 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data

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

Table E-7: 2012–13 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data

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

Table E-8: 2012–13 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data

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

Table E-9: 2011–12 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data

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

Table E-10: 2011–12 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data

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

Table E-11: 2011–12 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data

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

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

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

Table E-13: 2010–11 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data

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

Table E-14: 2010–11 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data

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

Table E-15: 2010–11 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data

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

Table E-16: 2010–11 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data

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

Table E-17: 2009–10 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data

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

Table E-18: 2009–10 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data

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

Table E-19: 2009–10 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data

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

Table E-20: 2009–10 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data

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

Table E-21: 2008–09 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data

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

Table E-22: 2008–09 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data

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

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

Table E-23: 2008–09 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data

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

Table E-24: 2008–09 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data

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

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

Table E-25: 2007–08 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data

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

Table E-26: 2007–08 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data

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

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

Table E-27: 2007–08 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data

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

Table E-28: 2007–08 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data

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

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

Table E-29: 2006–07 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data

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

Table E-30: 2006–07 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data

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

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

Table E-31: 2006–07 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data

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

Table E-32: 2006–07 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data

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

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

Appendix F: Descriptive Statistics and Domain Correlations

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

Annual Assessment Data

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	180,536	432.63	68.492	220	570
Speaking	180,536	441.55	74.419	140	630
Reading	180,536	376.72	73.770	220	570
Writing	180,536	380.97	54.193	220	600

Table F-2: Pearson Correlation Coefficients, Annual Assessment, Grade Span K–1

	Listening	Speaking	Reading	Writing
Listening	1.000	.687	.539	.542
Speaking	.687	1.000	.514	.499
Reading	.539	.514	1.000	.706
Writing	.542	.499	.706	1.000

Table F-3: Descriptive Statistics, Annual Assessment, Grade 2

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	172,295	480.88	60.184	220	570
Speaking	172,295	487.25	70.901	140	630
Reading	172,295	446.63	68.538	280	650
Writing	172,295	465.41	66.811	220	690

Table F-4: Pearson Correlation Coefficients, Annual Assessment, Grade 2

	Listening	Speaking	Reading	Writing
Listening	1.000	.664	.511	.552
Speaking	.664	1.000	.416	.478
Reading	.511	.416	1.000	.714
Writing	.552	.478	.714	1.000

Table F-5: Descriptive Statistics, Annual Assessment, Grade Span 3–5

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	379,366	509.40	80.213	220	640
Speaking	379,366	516.86	69.255	200	720
Reading	379,366	496.47	73.731	280	700
Writing	379,366	509.16	64.555	220	740

Table F-6: Pearson Correlation Coefficients, Annual Assessment, Grade Span 3–5

	Listening	Speaking	Reading	Writing
Listening	1.000	.574	.605	.605
Speaking	.574	1.000	.510	.555
Reading	.605	.510	1.000	.735
Writing	.605	.555	.735	1.000

Table F-7: Descriptive Statistics, Annual Assessment, Grade Span 6–8

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	210,993	558.32	98.820	230	715
Speaking	210,993	541.56	76.256	225	720
Reading	210,993	542.25	75.258	320	750
Writing	210,993	541.71	67.530	220	780

Table F-8: Pearson Correlation Coefficients, Annual Assessment, Grade Span 6–8

	Listening	Speaking	Reading	Writing
Listening	1.000	.603	.617	.614
Speaking	.603	1.000	.540	.615
Reading	.617	.540	1.000	.698
Writing	.614	.615	.698	1.000

Table F-9: Descriptive Statistics, Annual Assessment, Grade Span 9–12

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	207,406	585.00	109.933	230	725
Speaking	207,406	563.36	93.825	235	740
Reading	207,406	574.36	84.390	320	770
Writing	207,406	560.83	84.954	220	810

Table F-10: Pearson Correlation Coefficients, Annual Assessment, Grade Span 9–12

	Listening	Speaking	Reading	Writing
Listening	1.000	.640	.693	.671
Speaking	.640	1.000	.604	.635
Reading	.693	.604	1.000	.719
Writing	.671	.635	.719	1.000

Initial Assessment Data

Table F-11: Descriptive Statistics, Initial Assessment, Grade Span K–1

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	211,970	357.80	90.400	220	570
Speaking	211,970	363.23	115.121	140	630
Reading	211,970	278.89	64.383	220	570
Writing	211,970	287.89	59.915	220	600

Table F-12: Pearson Correlation Coefficients, Initial Assessment, Grade Span K–1

	Listening	Speaking	Reading	Writing
Listening	1.000	.712	.547	.527
Speaking	.712	1.000	.497	.459
Reading	.547	.497	1.000	.757
Writing	.527	.459	.757	1.000

Table F-13: Descriptive Statistics, Initial Assessment, Grade 2

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	10,891	410.52	123.473	220	570
Speaking	10,891	390.29	164.251	140	630
Reading	10,891	411.16	94.777	280	650
Writing	10,891	403.71	119.592	220	690

Table F-14: Pearson Correlation Coefficients, Initial Assessment, Grade 2

	Listening	Speaking	Reading	Writing
Listening	1.000	.908	.754	.822
Speaking	.908	1.000	.719	.806
Reading	.754	.719	1.000	.851
Writing	.822	.806	.851	1.000

Table F-15: Descriptive Statistics, Initial Assessment, Grade Span 3–5

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	24,674	436.78	140.148	220	640
Speaking	24,674	423.13	154.509	200	720
Reading	24,674	450.48	115.578	280	700
Writing	24,674	437.05	137.907	220	740

Table F-16: Pearson Correlation Coefficients, Initial Assessment, Grade Span 3–5

	Listening	Speaking	Reading	Writing
Listening	1.000	.840	.817	.852
Speaking	.840	1.000	.783	.868
Reading	.817	.783	1.000	.863
Writing	.852	.868	.863	1.000

Table F-17: Descriptive Statistics, Initial Assessment, Grade Span 6–8

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	20,313	459.20	173.771	230	715
Speaking	20,313	442.62	158.402	225	720
Reading	20,313	501.44	123.586	320	750
Writing	20,313	464.90	149.861	220	780

Table F-18: Pearson Correlation Coefficients, Initial Assessment, Grade Span 6–8

	Listening	Speaking	Reading	Writing
Listening	1.000	.858	.835	.836
Speaking	.858	1.000	.830	.882
Reading	.835	.830	1.000	.870
Writing	.836	.882	.870	1.000

Table F-19: Descriptive Statistics, Initial Assessment, Grade Span 9–12

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	29,306	506.95	174.318	230	725
Speaking	29,306	469.74	162.984	235	740
Reading	29,306	537.81	134.467	320	770
Writing	29,306	495.66	157.999	220	810

Table F-20: Pearson Correlation Coefficients, Initial Assessment, Grade Span 9–12

	Listening	Speaking	Reading	Writing
Listening	1.000	.851	.854	.848
Speaking	.851	1.000	.837	.862
Reading	.854	.837	1.000	.876
Writing	.848	.862	.876	1.000

THIS
PAGE
HAS
BEEN
INTENTIONALLY
LEFT
BLANK.

Appendix G: Classification Consistency and Accuracy

Note: All values are based on annual assessment data.

Table G-1: Classification Consistency and Accuracy, Listening

Grade	Accuracy	Consistency	Kappa
K	0.618	0.502	0.334
1	0.602	0.486	0.325
2	0.633	0.525	0.355
3	0.530	0.419	0.230
4	0.548	0.438	0.230
5	0.585	0.472	0.266
6	0.564	0.451	0.237
7	0.558	0.447	0.260
8	0.602	0.487	0.280
9	0.568	0.453	0.240
10	0.583	0.466	0.275
11	0.582	0.468	0.276
12	0.597	0.486	0.312

Table G-2: Classification Consistency and Accuracy, Speaking

Grade	Accuracy	Consistency	Kappa
K	0.732	0.630	0.507
1	0.724	0.623	0.496
2	0.713	0.622	0.478
3	0.701	0.597	0.430
4	0.708	0.613	0.454
5	0.716	0.624	0.458
6	0.677	0.583	0.432
7	0.688	0.597	0.451
8	0.705	0.614	0.472
9	0.713	0.620	0.469
10	0.714	0.628	0.496
11	0.722	0.638	0.507
12	0.729	0.649	0.521

Table G-3: Classification Consistency and Accuracy, Reading

Grade	Accuracy	Consistency	Kappa
K	0.687	0.580	0.378
1	0.669	0.580	0.402
2	0.741	0.645	0.509
3	0.696	0.599	0.450
4	0.736	0.653	0.482
5	0.724	0.634	0.467
6	0.645	0.539	0.393
7	0.664	0.556	0.419
8	0.669	0.560	0.432
9	0.615	0.508	0.349
10	0.623	0.511	0.370
11	0.628	0.515	0.381
12	0.628	0.519	0.388

Table G-4: Classification Consistency and Accuracy, Writing

Grade	Accuracy	Consistency	Kappa
K	0.662	0.553	0.351
1	0.610	0.516	0.334
2	0.696	0.591	0.452
3	0.691	0.589	0.414
4	0.694	0.597	0.423
5	0.677	0.572	0.414
6	0.673	0.568	0.399
7	0.675	0.565	0.411
8	0.674	0.569	0.422
9	0.619	0.513	0.365
10	0.639	0.538	0.401
11	0.648	0.550	0.412
12	0.662	0.569	0.440

Table G-5: Classification Accuracy at Each Performance Cut Score, Listening

Grade	Accuracy at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.901	0.849	0.899	0.959
1	0.948	0.877	0.858	0.909
2	0.978	0.924	0.852	0.869
3	0.936	0.872	0.809	0.876
4	0.957	0.910	0.823	0.830
5	0.970	0.910	0.820	0.870
6	0.950	0.902	0.806	0.881
7	0.953	0.886	0.813	0.883
8	0.961	0.903	0.811	0.908
9	0.950	0.862	0.819	0.913
10	0.957	0.864	0.813	0.932
11	0.963	0.880	0.808	0.911
12	0.961	0.890	0.818	0.904

Table G-6: Classification Accuracy at Each Performance Cut Score, Speaking

Grade	Accuracy at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.945	0.903	0.910	0.963
1	0.965	0.926	0.882	0.933
2	0.979	0.954	0.871	0.891
3	0.985	0.954	0.882	0.871
4	0.983	0.957	0.876	0.879
5	0.981	0.964	0.881	0.871
6	0.972	0.939	0.856	0.887
7	0.972	0.945	0.859	0.886
8	0.972	0.952	0.863	0.892
9	0.965	0.946	0.859	0.912
10	0.961	0.945	0.867	0.909
11	0.965	0.951	0.874	0.901
12	0.964	0.953	0.879	0.900

Table G-7: Classification Accuracy at Each Performance Cut Score, Reading

Grade	Accuracy at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.951	0.846	0.898	0.979
1	0.877	0.863	0.925	0.964
2	0.899	0.903	0.951	0.978
3	0.876	0.886	0.945	0.977
4	0.914	0.904	0.927	0.967
5	0.934	0.916	0.901	0.953
6	0.904	0.877	0.891	0.949
7	0.929	0.894	0.887	0.940
8	0.941	0.906	0.889	0.922
9	0.893	0.858	0.883	0.954
10	0.919	0.873	0.880	0.942
11	0.937	0.893	0.875	0.916
12	0.945	0.901	0.879	0.893

Table G-8: Classification Accuracy at Each Performance Cut Score, Writing

Grade	Accuracy at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.956	0.846	0.878	0.973
1	0.858	0.836	0.892	0.992
2	0.942	0.896	0.895	0.958
3	0.945	0.891	0.893	0.948
4	0.950	0.897	0.888	0.941
5	0.961	0.914	0.853	0.929
6	0.962	0.903	0.864	0.930
7	0.969	0.911	0.847	0.928
8	0.966	0.926	0.846	0.908
9	0.959	0.897	0.829	0.901
10	0.961	0.905	0.839	0.901
11	0.966	0.915	0.845	0.891
12	0.964	0.913	0.850	0.898

Table G-9: Classification Consistency at Each Performance Cut Score, Listening

Grade	Consistency at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.861	0.790	0.858	0.941
1	0.925	0.829	0.803	0.872
2	0.967	0.894	0.801	0.818
3	0.905	0.820	0.741	0.825
4	0.936	0.873	0.758	0.773
5	0.954	0.871	0.761	0.821
6	0.925	0.866	0.731	0.833
7	0.929	0.838	0.753	0.837
8	0.942	0.865	0.756	0.870
9	0.923	0.814	0.760	0.867
10	0.933	0.813	0.758	0.899
11	0.944	0.833	0.754	0.873
12	0.943	0.853	0.771	0.863

Table G-10: Classification Consistency at Each Performance Cut Score, Speaking

Grade	Consistency at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.922	0.867	0.880	0.947
1	0.955	0.895	0.845	0.905
2	0.978	0.931	0.835	0.854
3	0.983	0.934	0.844	0.822
4	0.983	0.936	0.838	0.838
5	0.982	0.946	0.846	0.828
6	0.972	0.908	0.819	0.852
7	0.972	0.916	0.825	0.850
8	0.973	0.927	0.829	0.856
9	0.966	0.920	0.819	0.880
10	0.962	0.917	0.834	0.877
11	0.966	0.926	0.843	0.869
12	0.965	0.929	0.850	0.869

Table G-11: Classification Consistency at Each Performance Cut Score, Reading

Grade	Consistency at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.927	0.794	0.858	0.978
1	0.828	0.812	0.894	0.945
2	0.860	0.865	0.931	0.967
3	0.827	0.839	0.923	0.968
4	0.881	0.866	0.897	0.952
5	0.911	0.884	0.862	0.933
6	0.866	0.829	0.848	0.928
7	0.901	0.852	0.843	0.916
8	0.917	0.869	0.846	0.891
9	0.850	0.805	0.838	0.934
10	0.885	0.824	0.832	0.916
11	0.910	0.850	0.825	0.882
12	0.923	0.867	0.833	0.852

Table G-12: Classification Consistency at Each Performance Cut Score, Writing

Grade	Consistency at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.937	0.795	0.831	0.963
1	0.808	0.777	0.849	0.991
2	0.919	0.854	0.855	0.939
3	0.923	0.850	0.852	0.927
4	0.928	0.857	0.849	0.911
5	0.943	0.877	0.812	0.899
6	0.944	0.862	0.822	0.902
7	0.956	0.874	0.806	0.899
8	0.953	0.895	0.808	0.877
9	0.939	0.862	0.792	0.866
10	0.943	0.869	0.803	0.866
11	0.950	0.882	0.810	0.854
12	0.948	0.882	0.820	0.866

Appendix H: Raw Score to Scale Score Tables

The tables below provide the scale score values, the standard error, and the performance levels for each raw score by domain and grade. The final two tables provide the scale score ranges for each performance level for the overall and the comprehension scale scores.

Note: Standard errors can be large at the ends of these scales because extreme scores contain relatively less information than non-extreme scores.

Table H-1: Raw Score to Scale Score, Listening, Kindergarten

Raw Score	Scale Score	Standard Error	Performance Level
0	220	117	Beginning
1	220	117	
2	220	117	
3	220	117	
4	285	65	
5	338	35	
6	363	24	Early Intermediate
7	380	20	
8	393	19	
9	406	19	
10	418	20	Intermediate
11	430	21	
12	442	21	
13	454	22	
14	467	23	Early Advanced
15	480	23	
16	494	22	
17	509	23	Advanced
18	528	27	
19	562	42	
20	570	46	

Table H-2: Raw Score to Scale Score, Listening, Grade 1

Raw Score	Scale Score	Standard Error	Performance Level
0	220	117	Beginning
1	220	117	
2	220	117	
3	220	117	
4	285	65	
5	338	35	
6	363	24	Early Intermediate
7	380	20	
8	393	19	
9	406	19	
10	418	20	Intermediate
11	430	21	
12	442	21	
13	454	22	
14	467	23	Early Advanced
15	480	23	
16	494	22	
17	509	23	Advanced
18	528	27	
19	562	42	
20	570	46	

Table H-3: Raw Score to Scale Score, Listening, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	220	117	Beginning
1	220	117	
2	220	117	
3	220	117	
4	285	65	
5	338	35	
6	363	24	
7	380	20	Early Intermediate
8	393	19	
9	406	19	
10	418	20	
11	430	21	Intermediate
12	442	21	
13	454	22	
14	467	23	
15	480	23	Early Advanced
16	494	22	
17	509	23	
18	528	27	Advanced
19	562	42	
20	570	46	

Table H-4: Raw Score to Scale Score, Listening, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	220	302	Beginning
1	220	302	
2	220	302	
3	220	302	
4	220	302	
5	220	302	
6	241	259	
7	335	79	
8	372	48	
9	399	42	Early Intermediate
10	423	40	
11	444	38	Intermediate
12	464	37	
13	484	35	
14	502	34	Early Advanced
15	521	33	
16	541	33	
17	563	34	Advanced
18	589	38	
19	633	56	
20	640	60	

Table H-5: Raw Score to Scale Score, Listening, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	220	302	Beginning
1	220	302	
2	220	302	
3	220	302	
4	220	302	
5	220	302	
6	241	259	
7	335	79	
8	372	48	
9	399	42	
10	423	40	Early Intermediate
11	444	38	Early Intermediate
12	464	37	Intermediate
13	484	35	
14	502	34	
15	521	33	Early Advanced
16	541	33	
17	563	34	Early Advanced
18	589	38	Advanced
19	633	56	
20	640	60	

Table H-6: Raw Score to Scale Score, Listening, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	220	302	Beginning
1	220	302	
2	220	302	
3	220	302	
4	220	302	
5	220	302	
6	241	259	
7	335	79	
8	372	48	
9	399	42	
10	423	40	Early Intermediate
11	444	38	
12	464	37	Intermediate
13	484	35	
14	502	34	
15	521	33	Early Advanced
16	541	33	
17	563	34	Early Advanced
18	589	38	Advanced
19	633	56	
20	640	60	

Table H-7: Raw Score to Scale Score, Listening, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	230	694	Beginning
1	230	694	
2	230	694	
3	230	694	
4	230	694	
5	230	694	
6	230	694	
7	350	156	
8	410	77	
9	445	56	Early Intermediate
10	471	46	
11	494	41	Intermediate
12	514	39	
13	534	38	
14	555	37	
15	576	38	Early Advanced
16	599	39	
17	625	42	
18	660	49	Advanced
19	715	73	
20	715	73	

Table H-8: Raw Score to Scale Score, Listening, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	230	694	Beginning
1	230	694	
2	230	694	
3	230	694	
4	230	694	
5	230	694	
6	230	694	
7	350	156	
8	410	77	
9	445	56	Early Intermediate
10	471	46	
11	494	41	Intermediate
12	514	39	
13	534	38	
14	555	37	
15	576	38	Early Advanced
16	599	39	
17	625	42	
18	660	49	Advanced
19	715	73	
20	715	73	

Table H-9: Raw Score to Scale Score, Listening, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	230	694	Beginning
1	230	694	
2	230	694	
3	230	694	
4	230	694	
5	230	694	
6	230	694	
7	350	156	
8	410	77	
9	445	56	Early Intermediate
10	471	46	
11	494	41	
12	514	39	Intermediate
13	534	38	
14	555	37	
15	576	38	
16	599	39	Early Advanced
17	625	42	
18	660	49	
19	715	73	Advanced
20	715	73	

Table H-10: Raw Score to Scale Score, Listening, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	230	607	Beginning
1	230	607	
2	230	607	
3	230	607	
4	230	607	
5	230	607	
6	230	607	
7	360	135	
8	414	77	
9	449	58	Early Intermediate
10	477	50	
11	502	45	
12	525	44	Intermediate
13	549	44	
14	573	45	
15	600	47	
16	630	51	Early Advanced
17	666	55	
18	710	62	Advanced
19	725	66	
20	725	66	

Table H-11: Raw Score to Scale Score, Listening, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	230	607	Beginning
1	230	607	
2	230	607	
3	230	607	
4	230	607	
5	230	607	
6	230	607	
7	360	135	
8	414	77	
9	449	58	Early Intermediate
10	477	50	
11	502	45	
12	525	44	
13	549	44	Intermediate
14	573	45	
15	600	47	
16	630	51	Early Advanced
17	666	55	
18	710	62	
19	725	66	Advanced
20	725	66	

Table H-12: Raw Score to Scale Score, Listening, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	230	607	Beginning
1	230	607	
2	230	607	
3	230	607	
4	230	607	
5	230	607	
6	230	607	
7	360	135	
8	414	77	
9	449	58	Early Intermediate
10	477	50	
11	502	45	
12	525	44	
13	549	44	Intermediate
14	573	45	
15	600	47	
16	630	51	Early Advanced
17	666	55	
18	710	62	
19	725	66	Advanced
20	725	66	

**Table H-13: Raw Score to Scale Score,
Listening, Grade 12**

Raw Score	Scale Score	Standard Error	Performance Level
0	230	607	Beginning
1	230	607	
2	230	607	
3	230	607	
4	230	607	
5	230	607	
6	230	607	
7	360	135	
8	414	77	Early Intermediate
9	449	58	
10	477	50	
11	502	45	Intermediate
12	525	44	
13	549	44	
14	573	45	Early Advanced
15	600	47	
16	630	51	
17	666	55	Advanced
18	710	62	
19	725	66	
20	725	66	

Table H-14: Raw Score to Scale Score, Speaking, Kindergarten

Raw Score	Scale Score	Standard Error	Performance Level
0	140	203	Beginning
1	273	41	
2	304	29	
3	323	24	
4	337	21	
5	348	19	Early Intermediate
6	358	18	
7	367	17	
8	375	17	
9	383	16	
10	390	16	
11	397	16	Intermediate
12	403	16	
13	410	15	
14	416	15	
15	423	15	
16	429	15	
17	435	15	
18	441	15	
19	448	15	Early Advanced
20	455	16	
21	462	16	
22	469	17	
23	478	18	
24	487	19	Advanced
25	499	21	
26	513	25	
27	533	31	
28	568	43	
29	630	82	

Table H-15: Raw Score to Scale Score, Speaking, Grade 1

Raw Score	Scale Score	Standard Error	Performance Level
0	140	203	Beginning
1	273	41	
2	304	29	
3	323	24	
4	337	21	
5	348	19	Early Intermediate
6	358	18	
7	367	17	
8	375	17	
9	383	16	
10	390	16	
11	397	16	Intermediate
12	403	16	
13	410	15	
14	416	15	
15	423	15	
16	429	15	
17	435	15	
18	441	15	
19	448	15	Early Advanced
20	455	16	
21	462	16	
22	469	17	
23	478	18	
24	487	19	Advanced
25	499	21	
26	513	25	
27	533	31	
28	568	43	
29	630	82	

Table H-16: Raw Score to Scale Score, Speaking, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	140	203	Beginning
1	273	41	
2	304	29	
3	323	24	
4	337	21	
5	348	19	
6	358	18	
7	367	17	
8	375	17	Early Intermediate
9	383	16	
10	390	16	
11	397	16	
12	403	16	
13	410	15	
14	416	15	
15	423	15	Intermediate
16	429	15	
17	435	15	
18	441	15	
19	448	15	
20	455	16	
21	462	16	
22	469	17	
23	478	18	Early Advanced
24	487	19	
25	499	21	
26	513	25	
27	533	31	Advanced
28	568	43	
29	630	82	

Table H-17: Raw Score to Scale Score, Speaking, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	200	147	Beginning
1	308	45	
2	341	31	
3	361	25	
4	376	22	Early Intermediate
5	388	20	
6	398	19	
7	407	18	
8	416	17	
9	424	17	
10	431	17	Intermediate
11	438	17	
12	446	16	
13	453	16	
14	460	16	
15	467	16	
16	474	17	
17	481	17	
18	488	17	Early Advanced
19	496	17	
20	503	18	
21	512	18	
22	520	19	
23	530	20	Advanced
24	540	21	
25	552	23	
26	566	25	
27	584	30	
28	615	42	
29	720	149	

Table H-18: Raw Score to Scale Score, Speaking, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	200	147	Beginning
1	308	45	
2	341	31	
3	361	25	
4	376	22	
5	388	20	
6	398	19	
7	407	18	Early Intermediate
8	416	17	
9	424	17	
10	431	17	
11	438	17	
12	446	16	
13	453	16	Intermediate
14	460	16	
15	467	16	
16	474	17	
17	481	17	
18	488	17	
19	496	17	
20	503	18	Early Advanced
21	512	18	
22	520	19	
23	530	20	
24	540	21	
25	552	23	Advanced
26	566	25	
27	584	30	
28	615	42	
29	720	149	

Table H-19: Raw Score to Scale Score, Speaking, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	200	147	Beginning
1	308	45	
2	341	31	
3	361	25	
4	376	22	
5	388	20	
6	398	19	
7	407	18	
8	416	17	Early Intermediate
9	424	17	
10	431	17	
11	438	17	
12	446	16	
13	453	16	
14	460	16	Intermediate
15	467	16	
16	474	17	
17	481	17	
18	488	17	
19	496	17	
20	503	18	
21	512	18	Early Advanced
22	520	19	
23	530	20	
24	540	21	
25	552	23	
26	566	25	Advanced
27	584	30	
28	615	42	
29	720	149	

Table H-20: Raw Score to Scale Score, Speaking, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	225	108	Beginning
1	300	53	
2	340	37	
3	363	30	
4	380	26	
5	394	24	
6	405	22	
7	416	21	
8	425	20	Early Intermediate
9	433	19	
10	442	19	
11	450	19	
12	457	19	
13	465	19	
14	473	19	Intermediate
15	481	19	
16	489	19	
17	497	19	
18	505	20	
19	514	20	
20	523	21	Early Advanced
21	533	22	
22	545	24	
23	557	26	Advanced
24	572	28	
25	590	31	
26	612	36	
27	641	43	
28	687	60	
29	720	78	

Table H-21: Raw Score to Scale Score, Speaking, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	225	108	Beginning
1	300	53	
2	340	37	
3	363	30	
4	380	26	
5	394	24	
6	405	22	
7	416	21	
8	425	20	Early Intermediate
9	433	19	
10	442	19	
11	450	19	
12	457	19	
13	465	19	
14	473	19	Intermediate
15	481	19	
16	489	19	
17	497	19	
18	505	20	
19	514	20	
20	523	21	Early Advanced
21	533	22	
22	545	24	
23	557	26	Advanced
24	572	28	
25	590	31	
26	612	36	
27	641	43	
28	687	60	
29	720	78	

Table H-22: Raw Score to Scale Score, Speaking, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	225	108	Beginning
1	300	53	
2	340	37	
3	363	30	
4	380	26	
5	394	24	
6	405	22	
7	416	21	
8	425	20	Early Intermediate
9	433	19	
10	442	19	
11	450	19	
12	457	19	
13	465	19	
14	473	19	
15	481	19	Intermediate
16	489	19	
17	497	19	
18	505	20	
19	514	20	
20	523	21	
21	533	22	
22	545	24	Early Advanced
23	557	26	
24	572	28	
25	590	31	
26	612	36	Advanced
27	641	43	
28	687	60	
29	720	78	

Table H-23: Raw Score to Scale Score, Speaking, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	235	124	Beginning
1	319	57	
2	361	39	
3	386	32	
4	404	28	
5	418	25	
6	431	23	Early Intermediate
7	442	22	
8	452	21	
9	461	21	
10	470	20	
11	478	20	
12	486	19	Intermediate
13	494	19	
14	502	19	
15	510	19	
16	518	20	
17	527	20	
18	535	21	
19	545	22	
20	555	23	Early Advanced
21	566	24	
22	578	26	
23	591	28	
24	607	30	
25	626	34	Advanced
26	649	39	
27	680	47	
28	731	67	
29	740	72	

Table H-24: Raw Score to Scale Score, Speaking, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	235	124	Beginning
1	319	57	
2	361	39	
3	386	32	
4	404	28	
5	418	25	
6	431	23	Early Intermediate
7	442	22	
8	452	21	
9	461	21	
10	470	20	
11	478	20	
12	486	19	
13	494	19	Intermediate
14	502	19	
15	510	19	
16	518	20	
17	527	20	
18	535	21	
19	545	22	
20	555	23	
21	566	24	Early Advanced
22	578	26	
23	591	28	
24	607	30	
25	626	34	Advanced
26	649	39	
27	680	47	
28	731	67	
29	740	72	

Table H-25: Raw Score to Scale Score, Speaking, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	235	124	Beginning
1	319	57	
2	361	39	
3	386	32	
4	404	28	
5	418	25	
6	431	23	Early Intermediate
7	442	22	
8	452	21	
9	461	21	
10	470	20	
11	478	20	
12	486	19	
13	494	19	Intermediate
14	502	19	
15	510	19	
16	518	20	
17	527	20	
18	535	21	
19	545	22	
20	555	23	
21	566	24	Early Advanced
22	578	26	
23	591	28	
24	607	30	
25	626	34	Advanced
26	649	39	
27	680	47	
28	731	67	
29	740	72	

**Table H-26: Raw Score to Scale Score,
Speaking, Grade 12**

Raw Score	Scale Score	Standard Error	Performance Level
0	235	124	Beginning
1	319	57	
2	361	39	
3	386	32	
4	404	28	
5	418	25	
6	431	23	Early Intermediate
7	442	22	
8	452	21	
9	461	21	
10	470	20	
11	478	20	
12	486	19	
13	494	19	Intermediate
14	502	19	
15	510	19	
16	518	20	
17	527	20	
18	535	21	
19	545	22	
20	555	23	
21	566	24	Early Advanced
22	578	26	
23	591	28	
24	607	30	
25	626	34	Advanced
26	649	39	
27	680	47	
28	731	67	
29	740	72	

Table H-27: Raw Score to Scale Score, Reading, Grade K

Raw Score	Scale Score	Standard Error	Performance Level
0	220	32	Beginning
1	220	32	
2	220	32	
3	220	32	
4	220	32	
5	220	32	
6	233	25	Early Intermediate
7	248	20	
8	259	19	
9	270	19	
10	280	20	
11	291	22	
12	304	24	Intermediate
13	318	24	
14	331	24	
15	344	22	
16	356	22	
17	368	21	
18	381	22	Early Advanced
19	394	23	
20	409	25	
21	427	27	
22	450	33	
23	488	48	
24	570	117	

Table H-28: Raw Score to Scale Score, Reading, Grade 1

Raw Score	Scale Score	Standard Error	Performance Level
0	220	32	Beginning
1	220	32	
2	220	32	
3	220	32	
4	220	32	
5	220	32	
6	233	25	
7	248	20	
8	259	19	
9	270	19	
10	280	20	
11	291	22	
12	304	24	
13	318	24	
14	331	24	
15	344	22	
16	356	22	
17	368	21	Early Intermediate
18	381	22	
19	394	23	Intermediate
20	409	25	
21	427	27	
22	450	33	
23	488	48	Early Advanced
24	570	117	

Table H-29: Raw Score to Scale Score, Reading, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	280	300	Beginning
1	280	300	
2	280	300	
3	280	300	
4	280	300	
5	280	300	
6	280	300	
7	280	300	
8	321	154	
9	373	56	
10	395	34	
11	408	26	
12	419	21	
13	427	18	Early Intermediate
14	434	17	
15	441	16	
16	447	15	
17	453	14	
18	459	14	
19	464	14	
20	470	14	
21	476	14	Intermediate
22	481	14	
23	487	14	
24	493	14	
25	498	14	
26	504	14	
27	511	14	
28	518	15	
29	525	16	Early Advanced
30	534	17	
31	543	18	
32	556	21	Advanced
33	573	26	
34	601	38	
35	650	74	

Table H-30: Raw Score to Scale Score, Reading, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	280	726	Beginning
1	280	726	
2	280	726	
3	280	726	
4	280	726	
5	280	726	
6	280	726	
7	370	116	
8	411	54	
9	431	38	
10	446	29	
11	457	25	Early Intermediate
12	466	22	
13	474	20	
14	481	18	
15	487	17	Intermediate
16	493	16	
17	499	16	
18	504	15	
19	510	15	
20	515	15	
21	521	14	
22	526	14	
23	531	14	
24	537	15	
25	543	15	Early Advanced
26	549	15	
27	555	16	
28	563	16	
29	570	17	Advanced
30	579	18	
31	589	20	
32	602	23	
33	620	28	
34	649	40	
35	700	75	

Table H-31: Raw Score to Scale Score, Reading, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	280	726	Beginning
1	280	726	
2	280	726	
3	280	726	
4	280	726	
5	280	726	
6	280	726	
7	370	116	
8	411	54	
9	431	38	
10	446	29	
11	457	25	
12	466	22	
13	474	20	Early Intermediate
14	481	18	
15	487	17	
16	493	16	Intermediate
17	499	16	
18	504	15	
19	510	15	
20	515	15	
21	521	14	
22	526	14	
23	531	14	
24	537	15	
25	543	15	
26	549	15	
27	555	16	
28	563	16	Early Advanced
29	570	17	
30	579	18	
31	589	20	Advanced
32	602	23	
33	620	28	
34	649	40	
35	700	75	

Table H-32: Raw Score to Scale Score, Reading, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	280	726	Beginning
1	280	726	
2	280	726	
3	280	726	
4	280	726	
5	280	726	
6	280	726	
7	370	116	
8	411	54	
9	431	38	
10	446	29	
11	457	25	
12	466	22	
13	474	20	Early Intermediate
14	481	18	
15	487	17	
16	493	16	Intermediate
17	499	16	
18	504	15	
19	510	15	
20	515	15	
21	521	14	
22	526	14	
23	531	14	
24	537	15	
25	543	15	
26	549	15	
27	555	16	
28	563	16	Early Advanced
29	570	17	
30	579	18	
31	589	20	Advanced
32	602	23	
33	620	28	
34	649	40	
35	700	75	

Table H-33: Raw Score to Scale Score, Reading, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	320	428	Beginning
1	320	428	
2	320	428	
3	320	428	
4	320	428	
5	320	428	
6	320	428	
7	338	327	
8	428	69	
9	458	43	
10	477	33	
11	491	29	Early Intermediate
12	503	26	
13	513	23	
14	522	22	Intermediate
15	530	20	
16	537	19	
17	545	18	
18	551	18	
19	558	17	
20	565	17	
21	571	17	Early Advanced
22	577	16	
23	584	16	
24	590	17	
25	597	17	
26	604	17	
27	612	17	Advanced
28	620	18	
29	629	19	
30	639	21	
31	651	23	
32	666	26	
33	686	32	
34	721	48	
35	750	65	

Table H-34: Raw Score to Scale Score, Reading, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	320	428	Beginning
1	320	428	
2	320	428	
3	320	428	
4	320	428	
5	320	428	
6	320	428	
7	338	327	
8	428	69	
9	458	43	
10	477	33	
11	491	29	Early Intermediate
12	503	26	
13	513	23	
14	522	22	
15	530	20	Intermediate
16	537	19	
17	545	18	
18	551	18	
19	558	17	
20	565	17	
21	571	17	
22	577	16	Early Advanced
23	584	16	
24	590	17	
25	597	17	
26	604	17	
27	612	17	
28	620	18	Advanced
29	629	19	
30	639	21	
31	651	23	
32	666	26	
33	686	32	
34	721	48	
35	750	65	

Table H-35: Raw Score to Scale Score, Reading, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	320	428	Beginning
1	320	428	
2	320	428	
3	320	428	
4	320	428	
5	320	428	
6	320	428	
7	338	327	
8	428	69	
9	458	43	
10	477	33	
11	491	29	
12	503	26	Early Intermediate
13	513	23	
14	522	22	
15	530	20	
16	537	19	
17	545	18	Intermediate
18	551	18	
19	558	17	
20	565	17	
21	571	17	
22	577	16	
23	584	16	
24	590	17	Early Advanced
25	597	17	
26	604	17	
27	612	17	
28	620	18	
29	629	19	Advanced
30	639	21	
31	651	23	
32	666	26	
33	686	32	
34	721	48	
35	750	65	

Table H-36: Raw Score to Scale Score, Reading, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	320	334	Beginning
1	320	334	
2	320	334	
3	320	334	
4	320	334	
5	320	334	
6	320	334	
7	320	334	
8	398	118	
9	445	65	
10	472	47	
11	492	39	
12	508	34	
13	522	31	Early Intermediate
14	535	29	
15	546	28	
16	557	26	Intermediate
17	567	25	
18	577	24	
19	586	24	
20	595	23	
21	604	23	
22	612	22	Early Advanced
23	621	22	
24	629	21	
25	638	21	
26	647	21	
27	656	22	Advanced
28	666	22	
29	677	23	
30	689	25	
31	703	27	
32	721	31	
33	745	38	
34	770	48	
35	770	48	

Table H-37: Raw Score to Scale Score, Reading, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	320	334	Beginning
1	320	334	
2	320	334	
3	320	334	
4	320	334	
5	320	334	
6	320	334	
7	320	334	
8	398	118	
9	445	65	
10	472	47	
11	492	39	
12	508	34	
13	522	31	Early Intermediate
14	535	29	
15	546	28	
16	557	26	
17	567	25	
18	577	24	Intermediate
19	586	24	
20	595	23	
21	604	23	
22	612	22	
23	621	22	Early Advanced
24	629	21	
25	638	21	
26	647	21	
27	656	22	
28	666	22	Advanced
29	677	23	
30	689	25	
31	703	27	
32	721	31	
33	745	38	
34	770	48	
35	770	48	

Table H-38: Raw Score to Scale Score, Reading, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	320	334	Beginning
1	320	334	
2	320	334	
3	320	334	
4	320	334	
5	320	334	
6	320	334	
7	320	334	
8	398	118	
9	445	65	
10	472	47	
11	492	39	
12	508	34	
13	522	31	Early Intermediate
14	535	29	
15	546	28	
16	557	26	
17	567	25	
18	577	24	Intermediate
19	586	24	
20	595	23	
21	604	23	
22	612	22	
23	621	22	Early Advanced
24	629	21	
25	638	21	
26	647	21	
27	656	22	
28	666	22	Advanced
29	677	23	
30	689	25	
31	703	27	
32	721	31	
33	745	38	
34	770	48	
35	770	48	

**Table H-39: Raw Score to Scale Score,
Reading, Grade 12**

Raw Score	Scale Score	Standard Error	Performance Level
0	320	334	Beginning
1	320	334	
2	320	334	
3	320	334	
4	320	334	
5	320	334	
6	320	334	
7	320	334	
8	398	118	
9	445	65	
10	472	47	
11	492	39	
12	508	34	Early Intermediate
13	522	31	
14	535	29	
15	546	28	
16	557	26	
17	567	25	Intermediate
18	577	24	
19	586	24	
20	595	23	
21	604	23	
22	612	22	Early Advanced
23	621	22	
24	629	21	
25	638	21	
26	647	21	
27	656	22	Advanced
28	666	22	
29	677	23	
30	689	25	
31	703	27	
32	721	31	
33	745	38	
34	770	48	
35	770	48	

Table H-40: Raw Score to Scale Score, Writing, Grade K

Raw Score	Scale Score	Standard Error	Performance Level
0	220	30	Beginning
1	220	30	
2	220	30	
3	220	30	
4	220	30	
5	220	30	
6	230	29	
7	247	26	
8	262	24	Early Intermediate
9	275	22	
10	287	21	
11	299	20	
12	310	20	
13	320	20	
14	331	20	Intermediate
15	342	20	
16	353	20	
17	363	20	
18	374	20	
19	385	20	Early Advanced
20	396	20	
21	407	21	
22	419	21	
23	431	22	Advanced
24	444	23	
25	460	25	
26	480	29	
27	511	40	
28	600	123	

Table H-41: Raw Score to Scale Score, Writing, Grade 1

Raw Score	Scale Score	Standard Error	Performance Level
0	220	30	Beginning
1	220	30	
2	220	30	
3	220	30	
4	220	30	
5	220	30	
6	230	29	
7	247	26	
8	262	24	
9	275	22	
10	287	21	
11	299	20	
12	310	20	
13	320	20	
14	331	20	
15	342	20	
16	353	20	
17	363	20	
18	374	20	Early Intermediate
19	385	20	
20	396	20	
21	407	21	Intermediate
22	419	21	
23	431	22	
24	444	23	Early Advanced
25	460	25	
26	480	29	
27	511	40	
28	600	123	Advanced

Table H-42: Raw Score to Scale Score, Writing, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	220	224	Beginning
1	220	224	
2	220	224	
3	220	224	
4	220	224	
5	220	224	
6	307	68	
7	356	36	
8	378	28	
9	393	25	
10	405	22	
11	415	20	
12	424	19	Early Intermediate
13	431	17	
14	438	16	
15	444	15	
16	450	14	
17	456	14	
18	462	14	
19	468	14	
20	474	14	Intermediate
21	479	14	
22	485	14	
23	492	14	
24	499	14	
25	506	15	
26	514	16	Early Advanced
27	524	18	
28	535	20	
29	548	22	Advanced
30	564	25	
31	582	27	
32	603	30	
33	629	34	
34	666	44	
35	690	55	

Table H-43: Raw Score to Scale Score, Writing, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	220	157	Beginning
1	220	157	
2	220	157	
3	220	157	
4	220	157	
5	220	157	
6	297	57	
7	343	35	
8	367	29	
9	384	26	
10	398	24	
11	410	23	
12	420	22	
13	430	21	
14	438	20	Early Intermediate
15	447	19	
16	454	18	
17	461	18	
18	469	17	
19	476	17	
20	483	17	Intermediate
21	490	17	
22	497	17	
23	504	17	
24	511	17	
25	519	17	
26	527	17	
27	536	18	
28	545	19	Early Advanced
29	556	20	
30	568	22	Advanced
31	582	24	
32	599	27	
33	623	33	
34	661	44	
35	740	100	

Table H-44: Raw Score to Scale Score, Writing, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	220	157	Beginning
1	220	157	
2	220	157	
3	220	157	
4	220	157	
5	220	157	
6	297	57	
7	343	35	
8	367	29	
9	384	26	
10	398	24	
11	410	23	
12	420	22	
13	430	21	
14	438	20	
15	447	19	
16	454	18	Early Intermediate
17	461	18	
18	469	17	
19	476	17	
20	483	17	
21	490	17	Intermediate
22	497	17	
23	504	17	
24	511	17	
25	519	17	
26	527	17	
27	536	18	
28	545	19	
29	556	20	Early Advanced
30	568	22	
31	582	24	Advanced
32	599	27	
33	623	33	
34	661	44	
35	740	100	

Table H-45: Raw Score to Scale Score, Writing, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	220	157	Beginning
1	220	157	
2	220	157	
3	220	157	
4	220	157	
5	220	157	
6	297	57	
7	343	35	
8	367	29	
9	384	26	
10	398	24	
11	410	23	
12	420	22	
13	430	21	
14	438	20	
15	447	19	
16	454	18	
17	461	18	Early Intermediate
18	469	17	
19	476	17	
20	483	17	
21	490	17	
22	497	17	Intermediate
23	504	17	
24	511	17	
25	519	17	
26	527	17	
27	536	18	
28	545	19	
29	556	20	
30	568	22	
31	582	24	Advanced
32	599	27	
33	623	33	
34	661	44	
35	740	100	

Table H-46: Raw Score to Scale Score, Writing, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	220	125	Beginning
1	220	125	
2	220	125	
3	220	125	
4	220	125	
5	220	125	
6	295	64	
7	342	43	
8	369	36	
9	388	32	
10	404	30	
11	418	28	
12	431	27	
13	442	26	
14	453	25	
15	462	24	Early Intermediate
16	472	22	
17	480	21	
18	488	20	
19	496	19	
20	504	18	Intermediate
21	511	18	
22	519	18	
23	526	18	
24	534	18	
25	542	18	
26	551	19	
27	561	20	Early Advanced
28	572	21	
29	584	23	
30	599	26	Advanced
31	617	30	
32	642	36	
33	680	49	
34	764	82	
35	780	85	

Table H-47: Raw Score to Scale Score, Writing, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	220	125	Beginning
1	220	125	
2	220	125	
3	220	125	
4	220	125	
5	220	125	
6	295	64	
7	342	43	
8	369	36	
9	388	32	
10	404	30	
11	418	28	
12	431	27	
13	442	26	
14	453	25	
15	462	24	Early Intermediate
16	472	22	
17	480	21	
18	488	20	
19	496	19	
20	504	18	Intermediate
21	511	18	
22	519	18	
23	526	18	
24	534	18	
25	542	18	
26	551	19	
27	561	20	Early Advanced
28	572	21	
29	584	23	
30	599	26	Advanced
31	617	30	
32	642	36	
33	680	49	
34	764	82	
35	780	85	

Table H-48: Raw Score to Scale Score, Writing, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	220	125	Beginning
1	220	125	
2	220	125	
3	220	125	
4	220	125	
5	220	125	
6	295	64	
7	342	43	
8	369	36	
9	388	32	
10	404	30	
11	418	28	
12	431	27	
13	442	26	
14	453	25	
15	462	24	
16	472	22	Early Intermediate
17	480	21	
18	488	20	
19	496	19	
20	504	18	
21	511	18	Intermediate
22	519	18	
23	526	18	
24	534	18	
25	542	18	
26	551	19	
27	561	20	Early Advanced
28	572	21	
29	584	23	
30	599	26	
31	617	30	Advanced
32	642	36	
33	680	49	
34	764	82	
35	780	85	

Table H-49: Raw Score to Scale Score, Writing, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	220	97	Beginning
1	220	97	
2	220	97	
3	220	97	
4	220	97	
5	220	97	
6	263	75	
7	314	57	
8	346	48	
9	370	42	
10	389	38	
11	405	35	
12	420	33	
13	432	31	
14	444	29	
15	455	28	
16	465	26	
17	475	24	Early Intermediate
18	484	23	
19	493	22	
20	502	22	
21	511	22	
22	520	22	Intermediate
23	530	22	
24	540	23	
25	551	24	
26	562	25	Early Advanced
27	575	26	
28	588	28	
29	604	30	
30	623	34	Advanced
31	646	39	
32	678	47	
33	727	64	
34	810	86	
35	810	86	

**Table H-50: Raw Score to Scale Score,
Writing, Grade 10**

Raw Score	Scale Score	Standard Error	Performance Level
0	220	97	
1	220	97	
2	220	97	
3	220	97	
4	220	97	
5	220	97	
6	263	75	
7	314	57	
8	346	48	Beginning
9	370	42	
10	389	38	
11	405	35	
12	420	33	
13	432	31	
14	444	29	
15	455	28	
16	465	26	
17	475	24	
18	484	23	Early Intermediate
19	493	22	
20	502	22	
21	511	22	
22	520	22	
23	530	22	Intermediate
24	540	23	
25	551	24	
26	562	25	
27	575	26	Early Advanced
28	588	28	
29	604	30	
30	623	34	
31	646	39	
32	678	47	Advanced
33	727	64	
34	810	86	
35	810	86	

**Table H-51: Raw Score to Scale Score,
Writing, Grade 11**

Raw Score	Scale Score	Standard Error	Performance Level
0	220	97	
1	220	97	
2	220	97	
3	220	97	
4	220	97	
5	220	97	
6	263	75	
7	314	57	
8	346	48	Beginning
9	370	42	
10	389	38	
11	405	35	
12	420	33	
13	432	31	
14	444	29	
15	455	28	
16	465	26	
17	475	24	
18	484	23	Early Intermediate
19	493	22	
20	502	22	
21	511	22	
22	520	22	
23	530	22	Intermediate
24	540	23	
25	551	24	
26	562	25	
27	575	26	Early Advanced
28	588	28	
29	604	30	
30	623	34	
31	646	39	
32	678	47	Advanced
33	727	64	
34	810	86	
35	810	86	

**Table H-52: Raw Score to Scale Score,
Writing, Grade 12**

Raw Score	Scale Score	Standard Error	Performance Level
0	220	97	Beginning
1	220	97	
2	220	97	
3	220	97	
4	220	97	
5	220	97	
6	263	75	
7	314	57	
8	346	48	
9	370	42	
10	389	38	
11	405	35	
12	420	33	
13	432	31	
14	444	29	
15	455	28	
16	465	26	
17	475	24	Early Intermediate
18	484	23	
19	493	22	
20	502	22	
21	511	22	
22	520	22	Intermediate
23	530	22	
24	540	23	
25	551	24	
26	562	25	Early Advanced
27	575	26	
28	588	28	
29	604	30	Advanced
30	623	34	
31	646	39	
32	678	47	
33	727	64	
34	810	86	
35	810	86	

The following two tables present scale score ranges associated with each performance level for the overall and comprehension scale scores by grade.

Table H-53: Scale Score Ranges, Overall Scale Score

Grade	Overall Scale Scores				
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
K	184–345	346–396	397–447	448–498	499–598
1	184–357	358–405	406–455	456–508	509–598
2	215–396	397–446	447–495	496–539	540–635
3	230–414	415–459	460–513	514–556	557–700
4	230–432	433–472	473–530	531–574	575–700
5	230–437	438–482	483–538	539–586	587–700
6	248–441	442–491	492–551	552–601	602–741
7	248–446	447–501	502–555	556–609	610–741
8	248–452	453–509	510–568	569–622	623–741
9	251–457	458–517	518–578	579–637	638–761
10	251–463	464–527	528–590	591–651	652–761
11	251–463	464–527	528–590	591–651	652–761
12	251–463	464–527	528–590	591–651	652–761

Note: The overall scale score for kindergarten and grade 1 was based on the following calculation: listening, 45%; speaking, 45%; reading, 5%; writing, 5%. The overall scale score for grades 2–12 was calculated as the average of the scale scores of the four domains: listening, speaking, reading, and writing.

Table H-54: Scale Score Ranges, Comprehension Scale Score

Grade	Comprehension Scale Scores				
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
K	220–296	297–353	354–416	417–484	485–570
1	220–358	359–400	401–460	461–535	536–570
2	250–397	398–448	449–499	500–539	540–610
3	250–417	418–461	462–519	520–563	564–670
4	250–437	438–475	476–538	539–588	589–670
5	250–443	444–487	488–549	550–601	602–670
6	275–446	447–499	500–568	569–622	623–732
7	275–450	451–511	512–571	572–630	631–732
8	275–461	462–524	525–590	591–647	648–732
9	275–471	472–537	538–604	605–668	669–747
10	275–482	483–551	552–621	622–687	688–747
11	275–482	483–551	552–621	622–687	688–747
12	275–482	483–551	552–621	622–687	688–747

Note: The comprehension scale score was calculated as the average of the scale scores of the listening and reading domains.

Appendix I: Scale Score Frequency Distributions

Note: The Braille Versions of the CELDT use different scale score tables. Consequently, the following tables have very low frequencies for certain scale scores that cannot be obtained on the regular forms.

Annual Assessment Data

Table I-1: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	6,472	3.6	6,472	3.6
269	1	.0	6,473	3.6
285	4,263	2.4	10,736	5.9
338	5,860	3.2	16,596	9.2
363	7,111	3.9	23,707	13.1
380	9,017	5.0	32,724	18.1
393	10,901	6.0	43,625	24.2
406	12,686	7.0	56,311	31.2
418	14,059	7.8	70,370	39.0
430	15,101	8.4	85,471	47.3
442	15,788	8.7	101,259	56.1
454	15,919	8.8	117,178	64.9
467	15,188	8.4	132,366	73.3
480	14,066	7.8	146,432	81.1
494	12,000	6.6	158,432	87.8
509	9,563	5.3	167,995	93.1
528	6,854	3.8	174,849	96.8
562	4,014	2.2	178,863	99.1
570	1,673	.9	180,536	100.0

Table I-2: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,221	1.3	2,221	1.3
285	922	.5	3,143	1.8
338	1,305	.8	4,448	2.6
363	1,734	1.0	6,182	3.6
376	1	.0	6,183	3.6
380	2,439	1.4	8,622	5.0
393	3,463	2.0	12,085	7.0
406	4,755	2.8	16,840	9.8
418	6,173	3.6	23,013	13.4
428	1	.0	23,014	13.4
430	8,040	4.7	31,054	18.0
442	10,219	5.9	41,273	24.0
454	12,752	7.4	54,025	31.4
457	1	.0	54,026	31.4
467	15,328	8.9	69,354	40.3
471	1	.0	69,355	40.3
480	17,837	10.4	87,192	50.6
494	20,150	11.7	107,342	62.3
509	21,036	12.2	128,378	74.5
528	19,541	11.3	147,919	85.9
562	15,706	9.1	163,625	95.0
570	8,670	5.0	172,295	100.0

Appendix I: Scale Score Frequency Distributions

Table I-3: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,956	1.6	5,956	1.6
241	2,974	.8	8,930	2.4
335	5,064	1.3	13,994	3.7
338	2	.0	13,996	3.7
372	8,228	2.2	22,224	5.9
373	1	.0	22,225	5.9
398	1	.0	22,226	5.9
399	12,061	3.2	34,287	9.0
421	3	.0	34,290	9.0
423	17,108	4.5	51,398	13.5
441	1	.0	51,399	13.5
444	23,001	6.1	74,400	19.6
461	2	.0	74,402	19.6
464	29,725	7.8	104,127	27.4
480	2	.0	104,129	27.4
484	35,543	9.4	139,672	36.8
502	40,429	10.7	180,101	47.5
518	5	.0	180,106	47.5
521	43,271	11.4	223,377	58.9
541	43,632	11.5	267,009	70.4
563	41,762	11.0	308,771	81.4
585	1	.0	308,772	81.4
589	34,595	9.1	343,367	90.5
627	1	.0	343,368	90.5
633	24,603	6.5	367,971	97.0
640	11,395	3.0	379,366	100.0

Table I-4: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	7,904	3.7	7,904	3.7
350	3,411	1.6	11,315	5.4
410	4,488	2.1	15,803	7.5
445	6,357	3.0	22,160	10.5
471	8,523	4.0	30,683	14.5
494	11,621	5.5	42,304	20.0
514	15,454	7.3	57,758	27.4
534	19,630	9.3	77,388	36.7
555	23,237	11.0	100,625	47.7
576	25,909	12.3	126,534	60.0
599	26,378	12.5	152,912	72.5
625	24,183	11.5	177,095	83.9
660	18,768	8.9	195,863	92.8
715	15,130	7.2	210,993	100.0

CELDT 2013–14 Edition Technical Report

Appendix I: Scale Score Frequency Distributions

**Table I-5: Scale Score Frequency Distribution,
Annual Assessment,
Listening, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	8,404	4.1	8,404	4.1
360	2,881	1.4	11,285	5.4
414	4,009	1.9	15,294	7.4
449	5,600	2.7	20,894	10.1
477	7,498	3.6	28,392	13.7
502	10,048	4.8	38,440	18.5
525	13,400	6.5	51,840	25.0
549	17,728	8.5	69,568	33.5
573	22,236	10.7	91,804	44.3
600	26,038	12.6	117,842	56.8
630	27,902	13.5	145,744	70.3
666	26,273	12.7	172,017	82.9
710	19,796	9.5	191,813	92.5
725	15,593	7.5	207,406	100.0

**Table I-6: Scale Score Frequency Distribution,
Annual Assessment,
Speaking, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	4,494	2.5	4,494	2.5
273	1,622	.9	6,116	3.4
304	1,568	.9	7,684	4.3
323	1,568	.9	9,252	5.1
337	1,809	1.0	11,061	6.1
348	1,984	1.1	13,045	7.2
358	2,412	1.3	15,457	8.6
367	2,754	1.5	18,211	10.1
375	3,130	1.7	21,341	11.8
383	3,656	2.0	24,997	13.8
390	4,250	2.4	29,247	16.2
396	1	.0	29,248	16.2
397	4,739	2.6	33,987	18.8
403	5,549	3.1	39,536	21.9
410	6,072	3.4	45,608	25.3
416	6,594	3.7	52,202	28.9
423	7,454	4.1	59,656	33.0
429	7,959	4.4	67,615	37.5
435	8,291	4.6	75,906	42.0
441	9,180	5.1	85,086	47.1
447	1	.0	85,087	47.1
448	9,316	5.2	94,403	52.3
455	10,168	5.6	104,571	57.9
462	10,576	5.9	115,147	63.8
469	10,685	5.9	125,832	69.7
478	10,691	5.9	136,523	75.6
487	10,418	5.8	146,941	81.4
499	9,728	5.4	156,669	86.8
513	8,918	4.9	165,587	91.7
533	7,354	4.1	172,941	95.8
568	5,380	3.0	178,321	98.8
630	2,215	1.2	180,536	100.0

CELDT 2013–14 Edition Technical Report

Appendix I: Scale Score Frequency Distributions

**Table I-7: Scale Score Frequency Distribution,
Annual Assessment,
Speaking, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	2,296	1.3	2,296	1.3
273	383	.2	2,679	1.6
304	342	.2	3,021	1.8
323	420	.2	3,441	2.0
337	435	.3	3,876	2.2
348	482	.3	4,358	2.5
358	495	.3	4,853	2.8
367	678	.4	5,531	3.2
375	781	.5	6,312	3.7
383	994	.6	7,306	4.2
390	1,147	.7	8,453	4.9
397	1,433	.8	9,886	5.7
403	1,808	1.0	11,694	6.8
410	2,138	1.2	13,832	8.0
416	2,651	1.5	16,483	9.6
417	1	.0	16,484	9.6
423	3,150	1.8	19,634	11.4
429	3,633	2.1	23,267	13.5
435	4,492	2.6	27,759	16.1
441	5,302	3.1	33,061	19.2
448	6,267	3.6	39,328	22.8
455	7,712	4.5	47,040	27.3
462	9,039	5.2	56,079	32.5
467	2	.0	56,081	32.5
469	10,677	6.2	66,758	38.7
478	12,764	7.4	79,522	46.2
487	14,506	8.4	94,028	54.6
499	16,395	9.5	110,423	64.1
513	17,884	10.4	128,307	74.5
533	18,052	10.5	146,359	84.9
568	16,456	9.6	162,815	94.5
630	9,480	5.5	172,295	100.0

**Table I-8: Scale Score Frequency Distribution,
Annual Assessment,
Speaking, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
200	4,587	1.2	4,587	1.2
308	903	.2	5,490	1.4
341	845	.2	6,335	1.7
361	895	.2	7,230	1.9
369	1	.0	7,231	1.9
376	1,124	.3	8,355	2.2
382	1	.0	8,356	2.2
388	1,214	.3	9,570	2.5
393	1	.0	9,571	2.5
398	1,542	.4	11,113	2.9
407	2,054	.5	13,167	3.5
411	1	.0	13,168	3.5
416	2,586	.7	15,754	4.2
424	3,444	.9	19,198	5.1
431	4,303	1.1	23,501	6.2
438	5,666	1.5	29,167	7.7
446	7,091	1.9	36,258	9.6
447	1	.0	36,259	9.6
453	8,864	2.3	45,123	11.9
460	10,818	2.9	55,941	14.7
466	1	.0	55,942	14.7
467	12,730	3.4	68,672	18.1
472	1	.0	68,673	18.1
474	14,479	3.8	83,152	21.9
478	2	.0	83,154	21.9
481	16,312	4.3	99,466	26.2
485	2	.0	99,468	26.2
488	18,599	4.9	118,067	31.1
496	20,933	5.5	139,000	36.6
503	22,902	6.0	161,902	42.7
506	1	.0	161,903	42.7
512	24,897	6.6	186,800	49.2
520	27,197	7.2	213,997	56.4
524	1	.0	213,998	56.4
530	28,427	7.5	242,425	63.9
534	2	.0	242,427	63.9
540	29,393	7.7	271,820	71.7
546	1	.0	271,821	71.7
552	28,438	7.5	300,259	79.1
560	2	.0	300,261	79.1

CELDT 2013–14 Edition Technical Report

Appendix I: Scale Score Frequency Distributions

**Table I-8: Scale Score Frequency Distribution,
Annual Assessment,
Speaking, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
566	26,859	7.1	327,120	86.2
578	1	.0	327,121	86.2
584	23,524	6.2	350,645	92.4
615	17,955	4.7	368,600	97.2
720	10,766	2.8	379,366	100.0

**Table I-9: Scale Score Frequency Distribution,
Annual Assessment,
Speaking, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
225	3,622	1.7	3,622	1.7
300	784	.4	4,406	2.1
340	678	.3	5,084	2.4
363	636	.3	5,720	2.7
380	671	.3	6,391	3.0
394	742	.4	7,133	3.4
405	828	.4	7,961	3.8
416	916	.4	8,877	4.2
425	1,169	.6	10,046	4.8
433	1,375	.7	11,421	5.4
442	1,732	.8	13,153	6.2
450	2,120	1.0	15,273	7.2
457	2,535	1.2	17,808	8.4
465	3,365	1.6	21,173	10.0
473	4,153	2.0	25,326	12.0
481	5,094	2.4	30,420	14.4
488	1	.0	30,421	14.4
489	6,529	3.1	36,950	17.5
497	8,089	3.8	45,039	21.3
505	10,062	4.8	55,101	26.1
514	12,126	5.7	67,227	31.9
523	14,602	6.9	81,829	38.8
533	16,862	8.0	98,691	46.8
545	19,006	9.0	117,697	55.8
555	1	.0	117,698	55.8
557	19,773	9.4	137,471	65.2
572	19,622	9.3	157,093	74.5
590	17,915	8.5	175,008	82.9
612	14,862	7.0	189,870	90.0
637	1	.0	189,871	90.0
641	10,824	5.1	200,695	95.1
683	3	.0	200,698	95.1
687	6,836	3.2	207,534	98.4
720	3,459	1.6	210,993	100.0

Appendix I: Scale Score Frequency Distributions

Table I-10: Scale Score Frequency Distribution, Annual Assessment, Speaking, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
235	6,643	3.2	6,643	3.2
319	1,375	.7	8,018	3.9
361	1,042	.5	9,060	4.4
386	1,050	.5	10,110	4.9
404	1,052	.5	11,162	5.4
418	1,004	.5	12,166	5.9
431	1,125	.5	13,291	6.4
442	1,345	.6	14,636	7.1
452	1,506	.7	16,142	7.8
461	1,700	.8	17,842	8.6
468	1	.0	17,843	8.6
470	2,022	1.0	19,865	9.6
478	2,499	1.2	22,364	10.8
486	3,011	1.5	25,375	12.2
492	1	.0	25,376	12.2
494	3,833	1.8	29,209	14.1
502	4,688	2.3	33,897	16.3
508	1	.0	33,898	16.3
510	5,877	2.8	39,775	19.2
515	3	.0	39,778	19.2
518	7,179	3.5	46,957	22.6
524	1	.0	46,958	22.6
527	8,963	4.3	55,921	27.0
535	10,393	5.0	66,314	32.0
541	2	.0	66,316	32.0
545	12,422	6.0	78,738	38.0
551	1	.0	78,739	38.0
555	14,006	6.8	92,745	44.7
562	2	.0	92,747	44.7
566	15,484	7.5	108,231	52.2
573	4	.0	108,235	52.2
578	16,453	7.9	124,688	60.1
587	1	.0	124,689	60.1
591	16,732	8.1	141,421	68.2
602	2	.0	141,423	68.2
607	16,476	7.9	157,899	76.1
620	2	.0	157,901	76.1
626	14,879	7.2	172,780	83.3
649	12,886	6.2	185,666	89.5
680	10,013	4.8	195,679	94.3

Table I-10: Scale Score Frequency Distribution, Annual Assessment, Speaking, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
723	2	.0	195,681	94.3
731	7,052	3.4	202,733	97.7
740	4,673	2.3	207,406	100.0

Table I-11: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	4,531	2.5	4,531	2.5
233	1,640	.9	6,171	3.4
248	2,028	1.1	8,199	4.5
259	2,546	1.4	10,745	6.0
270	3,391	1.9	14,136	7.8
280	4,585	2.5	18,721	10.4
291	6,046	3.3	24,767	13.7
304	7,517	4.2	32,284	17.9
318	9,217	5.1	41,501	23.0
331	10,363	5.7	51,864	28.7
344	11,638	6.4	63,502	35.2
356	12,660	7.0	76,162	42.2
368	13,449	7.4	89,611	49.6
381	14,297	7.9	103,908	57.6
394	14,920	8.3	118,828	65.8
409	15,009	8.3	133,837	74.1
427	14,641	8.1	148,478	82.2
450	13,642	7.6	162,120	89.8
488	11,541	6.4	173,661	96.2
570	6,875	3.8	180,536	100.0

Table I-12: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	11,501	6.7	11,501	6.7
321	5,943	3.4	17,444	10.1
373	7,369	4.3	24,813	14.4
395	8,070	4.7	32,883	19.1
408	8,373	4.9	41,256	23.9
419	8,371	4.9	49,627	28.8
427	7,811	4.5	57,438	33.3
434	7,478	4.3	64,916	37.7
441	7,242	4.2	72,158	41.9
447	7,026	4.1	79,184	46.0
453	6,836	4.0	86,020	49.9
459	6,915	4.0	92,935	53.9
464	6,789	3.9	99,724	57.9
470	6,872	4.0	106,596	61.9
476	6,667	3.9	113,263	65.7
481	6,724	3.9	119,987	69.6
487	6,547	3.8	126,534	73.4
493	6,466	3.8	133,000	77.2
498	6,064	3.5	139,064	80.7
504	5,792	3.4	144,856	84.1
511	5,426	3.1	150,282	87.2
518	4,712	2.7	154,994	90.0
525	4,427	2.6	159,421	92.5
534	3,906	2.3	163,327	94.8
543	3,203	1.9	166,530	96.7
556	2,596	1.5	169,126	98.2
573	1,820	1.1	170,946	99.2
601	1,037	.6	171,983	99.8
650	312	.2	172,295	100.0

Table I-13: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	19,141	5.0	19,141	5.0
370	10,645	2.8	29,786	7.9
411	13,418	3.5	43,204	11.4
431	15,051	4.0	58,255	15.4
446	16,095	4.2	74,350	19.6
457	15,890	4.2	90,240	23.8
466	15,235	4.0	105,475	27.8
474	14,995	4.0	120,470	31.8
481	14,208	3.7	134,678	35.5
487	13,822	3.6	148,500	39.1
493	13,895	3.7	162,395	42.8
499	13,636	3.6	176,031	46.4
504	13,668	3.6	189,699	50.0
510	14,037	3.7	203,736	53.7
515	14,081	3.7	217,817	57.4
521	14,216	3.7	232,033	61.2
526	14,148	3.7	246,181	64.9
531	14,566	3.8	260,747	68.7
537	14,397	3.8	275,144	72.5
543	14,461	3.8	289,605	76.3
549	14,293	3.8	303,898	80.1
555	13,788	3.6	317,686	83.7
563	13,191	3.5	330,877	87.2
570	12,125	3.2	343,002	90.4
579	10,616	2.8	353,618	93.2
589	9,292	2.4	362,910	95.7
602	7,111	1.9	370,021	97.5
620	5,152	1.4	375,173	98.9
649	3,036	.8	378,209	99.7
700	1,157	.3	379,366	100.0

Table I-14: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	8,356	4.0	8,356	4.0
338	4,152	2.0	12,508	5.9
428	5,511	2.6	18,019	8.5
458	6,821	3.2	24,840	11.8
477	7,636	3.6	32,476	15.4
491	8,205	3.9	40,681	19.3
503	8,711	4.1	49,392	23.4
513	9,014	4.3	58,406	27.7
522	9,112	4.3	67,518	32.0
530	9,148	4.3	76,666	36.3
537	9,588	4.5	86,254	40.9
545	9,776	4.6	96,030	45.5
551	9,742	4.6	105,772	50.1
558	9,721	4.6	115,493	54.7
565	9,873	4.7	125,366	59.4
571	9,780	4.6	135,146	64.1
577	9,537	4.5	144,683	68.6
584	9,468	4.5	154,151	73.1
590	9,045	4.3	163,196	77.3
597	8,599	4.1	171,795	81.4
604	8,039	3.8	179,834	85.2
612	7,183	3.4	187,017	88.6
620	6,361	3.0	193,378	91.7
629	5,445	2.6	198,823	94.2
639	4,408	2.1	203,231	96.3
651	3,323	1.6	206,554	97.9
666	2,285	1.1	208,839	99.0
686	1,287	.6	210,126	99.6
721	653	.3	210,779	99.9
750	214	.1	210,993	100.0

Table I-15: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	9,373	4.5	9,373	4.5
398	3,246	1.6	12,619	6.1
445	4,470	2.2	17,089	8.2
472	5,634	2.7	22,723	11.0
492	6,703	3.2	29,426	14.2
508	7,302	3.5	36,728	17.7
522	8,135	3.9	44,863	21.6
535	8,977	4.3	53,840	26.0
546	9,306	4.5	63,146	30.4
557	10,107	4.9	73,253	35.3
567	10,603	5.1	83,856	40.4
577	11,043	5.3	94,899	45.8
586	11,532	5.6	106,431	51.3
595	11,408	5.5	117,839	56.8
604	11,360	5.5	129,199	62.3
612	11,149	5.4	140,348	67.7
621	10,845	5.2	151,193	72.9
629	10,079	4.9	161,272	77.8
638	9,198	4.4	170,470	82.2
647	8,300	4.0	178,770	86.2
656	7,396	3.6	186,166	89.8
666	6,203	3.0	192,369	92.7
677	4,946	2.4	197,315	95.1
689	3,850	1.9	201,165	97.0
703	2,762	1.3	203,927	98.3
721	1,754	.8	205,681	99.2
745	1,052	.5	206,733	99.7
770	673	.3	207,406	100.0

Table I-16: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,214	1.2	2,214	1.2
230	475	.3	2,689	1.5
247	741	.4	3,430	1.9
262	1,271	.7	4,701	2.6
275	1,653	.9	6,354	3.5
287	2,646	1.5	9,000	5.0
299	3,352	1.9	12,352	6.8
310	4,647	2.6	16,999	9.4
320	5,974	3.3	22,973	12.7
331	8,021	4.4	30,994	17.2
342	10,418	5.8	41,412	22.9
353	13,102	7.3	54,514	30.2
363	15,368	8.5	69,882	38.7
374	17,456	9.7	87,338	48.4
385	17,612	9.8	104,950	58.1
396	16,660	9.2	121,610	67.4
407	15,128	8.4	136,738	75.7
419	12,452	6.9	149,190	82.6
431	10,016	5.5	159,206	88.2
444	7,839	4.3	167,045	92.5
460	5,738	3.2	172,783	95.7
480	3,906	2.2	176,689	97.9
511	2,526	1.4	179,215	99.3
600	1,321	.7	180,536	100.0

Appendix I: Scale Score Frequency Distributions

Table I-17: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,331	3.1	5,331	3.1
307	2,266	1.3	7,597	4.4
356	2,817	1.6	10,414	6.0
378	3,343	1.9	13,757	8.0
393	3,965	2.3	17,722	10.3
405	4,678	2.7	22,400	13.0
415	5,085	3.0	27,485	16.0
424	5,571	3.2	33,056	19.2
431	5,916	3.4	38,972	22.6
438	6,095	3.5	45,067	26.2
444	6,493	3.8	51,560	29.9
450	6,759	3.9	58,319	33.8
456	7,259	4.2	65,578	38.1
462	7,374	4.3	72,952	42.3
468	7,947	4.6	80,899	47.0
474	8,180	4.7	89,079	51.7
479	8,830	5.1	97,909	56.8
485	8,916	5.2	106,825	62.0
492	9,238	5.4	116,063	67.4
499	9,155	5.3	125,218	72.7
506	9,272	5.4	134,490	78.1
514	9,201	5.3	143,691	83.4
524	8,581	5.0	152,272	88.4
535	7,369	4.3	159,641	92.7
548	5,680	3.3	165,321	96.0
564	3,789	2.2	169,110	98.2
582	1,935	1.1	171,045	99.3
603	853	.5	171,898	99.8
629	306	.2	172,204	99.9
666	84	.0	172,288	100.0
690	7	.0	172,295	100.0

Table I-18: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,581	1.5	5,581	1.5
297	1,215	.3	6,796	1.8
343	1,713	.5	8,509	2.2
367	2,229	.6	10,738	2.8
384	2,772	.7	13,510	3.6
398	3,376	.9	16,886	4.5
410	4,435	1.2	21,321	5.6
420	5,389	1.4	26,710	7.0
430	6,601	1.7	33,311	8.8
438	7,455	2.0	40,766	10.7
447	8,688	2.3	49,454	13.0
454	9,604	2.5	59,058	15.6
461	10,829	2.9	69,887	18.4
469	12,137	3.2	82,024	21.6
476	13,533	3.6	95,557	25.2
483	15,237	4.0	110,794	29.2
490	16,535	4.4	127,329	33.6
497	18,134	4.8	145,463	38.3
504	20,154	5.3	165,617	43.7
511	22,119	5.8	187,736	49.5
519	23,798	6.3	211,534	55.8
527	25,226	6.6	236,760	62.4
536	26,053	6.9	262,813	69.3
545	26,495	7.0	289,308	76.3
556	25,562	6.7	314,870	83.0
568	22,603	6.0	337,473	89.0
582	18,501	4.9	355,974	93.8
599	13,003	3.4	368,977	97.3
623	7,319	1.9	376,296	99.2
661	2,798	.7	379,094	99.9
740	272	.1	379,366	100.0

Appendix I: Scale Score Frequency Distributions

Table I-19: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	3,321	1.6	3,321	1.6
295	309	.1	3,630	1.7
342	436	.2	4,066	1.9
369	535	.3	4,601	2.2
388	683	.3	5,284	2.5
404	889	.4	6,173	2.9
418	1,208	.6	7,381	3.5
431	1,531	.7	8,912	4.2
442	2,121	1.0	11,033	5.2
453	2,724	1.3	13,757	6.5
462	3,409	1.6	17,166	8.1
472	4,175	2.0	21,341	10.1
480	4,927	2.3	26,268	12.4
488	5,510	2.6	31,778	15.1
496	6,290	3.0	38,068	18.0
504	7,233	3.4	45,301	21.5
511	8,304	3.9	53,605	25.4
519	9,954	4.7	63,559	30.1
526	11,243	5.3	74,802	35.5
534	13,026	6.2	87,828	41.6
542	14,927	7.1	102,755	48.7
551	16,999	8.1	119,754	56.8
561	18,157	8.6	137,911	65.4
572	18,422	8.7	156,333	74.1
584	17,771	8.4	174,104	82.5
599	15,271	7.2	189,375	89.8
617	11,189	5.3	200,564	95.1
642	6,591	3.1	207,155	98.2
680	2,966	1.4	210,121	99.6
764	812	.4	210,933	100.0
780	60	.0	210,993	100.0

Table I-20: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,242	2.5	5,242	2.5
263	263	.1	5,505	2.7
314	339	.2	5,844	2.8
346	451	.2	6,295	3.0
370	591	.3	6,886	3.3
389	725	.3	7,611	3.7
405	924	.4	8,535	4.1
420	1,164	.6	9,699	4.7
431	2	.0	9,701	4.7
432	1,496	.7	11,197	5.4
444	1,702	.8	12,899	6.2
453	1	.0	12,900	6.2
455	2,115	1.0	15,015	7.2
465	2,586	1.2	17,601	8.5
473	1	.0	17,602	8.5
475	3,062	1.5	20,664	10.0
484	3,691	1.8	24,355	11.7
491	3	.0	24,358	11.7
493	4,182	2.0	28,540	13.8
502	5,252	2.5	33,792	16.3
509	1	.0	33,793	16.3
511	6,344	3.1	40,137	19.4
518	1	.0	40,138	19.4
520	7,649	3.7	47,787	23.0
528	1	.0	47,788	23.0
530	9,637	4.6	57,425	27.7
538	1	.0	57,426	27.7
540	11,838	5.7	69,264	33.4
548	2	.0	69,266	33.4
551	14,510	7.0	83,776	40.4
559	2	.0	83,778	40.4
562	17,138	8.3	100,916	48.7
571	3	.0	100,919	48.7
575	19,986	9.6	120,905	58.3
584	1	.0	120,906	58.3
588	21,250	10.2	142,156	68.5
604	20,880	10.1	163,036	78.6
623	17,838	8.6	180,874	87.2
646	13,384	6.5	194,258	93.7
668	2	.0	194,260	93.7

Table I-20: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
678	8,191	3.9	202,451	97.6
727	3,818	1.8	206,269	99.5
804	2	.0	206,271	99.5
810	1,135	.5	207,406	100.0

Table I-21: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	1,852	1.0	1,852	1.0
226	296	.2	2,148	1.2
234	276	.2	2,424	1.3
239	301	.2	2,725	1.5
245	370	.2	3,095	1.7
250	396	.2	3,491	1.9
252	367	.2	3,858	2.1
255	436	.2	4,294	2.4
259	150	.1	4,444	2.5
262	469	.3	4,913	2.7
266	209	.1	5,122	2.8
269	436	.2	5,558	3.1
272	217	.1	5,775	3.2
275	391	.2	6,166	3.4
277	258	.1	6,424	3.6
279	384	.2	6,808	3.8
282	598	.3	7,406	4.1
285	188	.1	7,594	4.2
288	644	.4	8,238	4.6
291	343	.2	8,581	4.8
293	207	.1	8,788	4.9
294	556	.3	9,344	5.2
298	439	.2	9,783	5.4
300	493	.3	10,276	5.7
301	389	.2	10,665	5.9
304	269	.1	10,934	6.1
305	211	.1	11,145	6.2
306	468	.3	11,613	6.4
307	110	.1	11,723	6.5
308	359	.2	12,082	6.7
309	374	.2	12,456	6.9
311	271	.2	12,727	7.0
313	396	.2	13,123	7.3
314	1,019	.6	14,142	7.8
316	306	.2	14,448	8.0
319	581	.3	15,029	8.3
320	455	.3	15,484	8.6
321	978	.5	16,462	9.1
323	60	.0	16,522	9.2
325	651	.4	17,173	9.5

Table I-21: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
326	497	.3	17,670	9.8
327	687	.4	18,357	10.2
328	559	.3	18,916	10.5
330	421	.2	19,337	10.7
331	596	.3	19,933	11.0
332	245	.1	20,178	11.2
333	916	.5	21,094	11.7
334	519	.3	21,613	12.0
335	635	.4	22,248	12.3
336	466	.3	22,714	12.6
337	162	.1	22,876	12.7
338	510	.3	23,386	13.0
339	245	.1	23,631	13.1
340	624	.3	24,255	13.4
341	446	.2	24,701	13.7
342	1,235	.7	25,936	14.4
343	593	.3	26,529	14.7
344	439	.2	26,968	14.9
345	104	.1	27,072	15.0
347	1,121	.6	28,193	15.6
348	1,361	.8	29,554	16.4
349	1,150	.6	30,704	17.0
350	465	.3	31,169	17.3
351	66	.0	31,235	17.3
353	964	.5	32,199	17.8
354	568	.3	32,767	18.1
355	2,761	1.5	35,528	19.7
356	354	.2	35,882	19.9
357	65	.0	35,947	19.9
359	858	.5	36,805	20.4
360	497	.3	37,302	20.7
361	1,098	.6	38,400	21.3
362	2,799	1.6	41,199	22.8
363	77	.0	41,276	22.9
364	56	.0	41,332	22.9
365	495	.3	41,827	23.2
366	638	.4	42,465	23.5
367	945	.5	43,410	24.0
368	3,867	2.1	47,277	26.2
369	34	.0	47,311	26.2

Table I-21: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
371	26	.0	47,337	26.2
372	731	.4	48,068	26.6
373	928	.5	48,996	27.1
374	3,628	2.0	52,624	29.1
375	1,166	.6	53,790	29.8
376	25	.0	53,815	29.8
378	365	.2	54,180	30.0
379	736	.4	54,916	30.4
380	3,503	1.9	58,419	32.4
381	2,362	1.3	60,781	33.7
382	142	.1	60,923	33.7
384	9	.0	60,932	33.8
385	534	.3	61,466	34.0
386	1,932	1.1	63,398	35.1
387	4,968	2.8	68,366	37.9
388	5	.0	68,371	37.9
389	15	.0	68,386	37.9
391	11	.0	68,397	37.9
392	1,699	.9	70,096	38.8
393	5,645	3.1	75,741	42.0
394	557	.3	76,298	42.3
395	198	.1	76,496	42.4
399	6,267	3.5	82,763	45.8
400	1,058	.6	83,821	46.4
401	559	.3	84,380	46.7
403	307	.2	84,687	46.9
404	18	.0	84,705	46.9
405	5,465	3.0	90,170	49.9
406	1,574	.9	91,744	50.8
407	858	.5	92,602	51.3
409	31	.0	92,633	51.3
410	443	.2	93,076	51.6
411	4,021	2.2	97,097	53.8
412	2,457	1.4	99,554	55.1
413	1,199	.7	100,753	55.8
415	201	.1	100,954	55.9
416	714	.4	101,668	56.3
417	2,776	1.5	104,444	57.9
418	2,476	1.4	106,920	59.2
419	1,703	.9	108,623	60.2

Table I-21: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
420	161	.1	108,784	60.3
421	330	.2	109,114	60.4
422	906	.5	110,020	60.9
423	59	.0	110,079	61.0
424	4,073	2.3	114,152	63.2
425	2,155	1.2	116,307	64.4
426	286	.2	116,593	64.6
427	3	.0	116,596	64.6
428	1,605	.9	118,201	65.5
429	110	.1	118,311	65.5
430	2,816	1.6	121,127	67.1
431	2,410	1.3	123,537	68.4
432	357	.2	123,894	68.6
433	18	.0	123,912	68.6
434	2,055	1.1	125,967	69.8
436	135	.1	126,102	69.8
437	2,420	1.3	128,522	71.2
438	2,234	1.2	130,756	72.4
440	2,602	1.4	133,358	73.9
442	192	.1	133,550	74.0
444	2,835	1.6	136,385	75.5
445	686	.4	137,071	75.9
446	1,104	.6	138,175	76.5
447	1,984	1.1	140,159	77.6
448	251	.1	140,410	77.8
450	11	.0	140,421	77.8
451	2,279	1.3	142,700	79.0
452	1,329	.7	144,029	79.8
453	2,226	1.2	146,255	81.0
454	373	.2	146,628	81.2
457	11	.0	146,639	81.2
458	1,591	.9	148,230	82.1
459	1,706	.9	149,936	83.1
460	1,537	.9	151,473	83.9
461	542	.3	152,015	84.2
463	25	.0	152,040	84.2
465	2,534	1.4	154,574	85.6
466	14	.0	154,588	85.6
468	1,974	1.1	156,562	86.7
469	43	.0	156,605	86.7

Table I-21: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
471	1,152	.6	157,757	87.4
472	1,627	.9	159,384	88.3
475	81	.0	159,465	88.3
477	2,100	1.2	161,565	89.5
478	244	.1	161,809	89.6
479	1,471	.8	163,280	90.4
481	49	.0	163,329	90.5
482	59	.0	163,388	90.5
484	1,444	.8	164,832	91.3
485	318	.2	165,150	91.5
488	89	.0	165,239	91.5
489	1,335	.7	166,574	92.3
491	1,509	.8	168,083	93.1
494	623	.3	168,706	93.4
498	1,764	1.0	170,470	94.4
500	231	.1	170,701	94.6
506	951	.5	171,652	95.1
508	1,246	.7	172,898	95.8
510	293	.2	173,191	95.9
512	499	.3	173,690	96.2
518	552	.3	174,242	96.5
525	1,741	1.0	175,983	97.5
529	383	.2	176,366	97.7
532	902	.5	177,268	98.2
539	1,035	.6	178,303	98.8
549	965	.5	179,268	99.3
566	795	.4	180,063	99.7
570	473	.3	180,536	100.0

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	1,401	.8	1,401	.8
270	115	.1	1,516	.9
282	234	.1	1,750	1.0
296	113	.1	1,863	1.1
303	88	.1	1,951	1.1
307	137	.1	2,088	1.2
309	282	.2	2,370	1.4
314	120	.1	2,490	1.4
319	82	.0	2,572	1.5
321	338	.2	2,910	1.7
323	59	.0	2,969	1.7
327	47	.0	3,016	1.8
329	230	.1	3,246	1.9
330	455	.3	3,701	2.1
333	25	.0	3,726	2.2
336	575	.3	4,301	2.5
339	15	.0	4,316	2.5
340	124	.1	4,440	2.6
342	171	.1	4,611	2.7
343	619	.4	5,230	3.0
345	11	.0	5,241	3.0
346	96	.1	5,337	3.1
348	6	.0	5,343	3.1
349	725	.4	6,068	3.5
350	206	.1	6,274	3.6
352	92	.1	6,366	3.7
353	6	.0	6,372	3.7
355	1,034	.6	7,406	4.3
356	33	.0	7,439	4.3
357	285	.2	7,724	4.5
359	35	.0	7,759	4.5
361	966	.6	8,725	5.1
362	3	.0	8,728	5.1
363	431	.3	9,159	5.3
365	2	.0	9,161	5.3
366	168	.1	9,329	5.4
367	995	.6	10,324	6.0
368	163	.1	10,487	6.1
369	447	.3	10,934	6.3
372	13	.0	10,947	6.4

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
373	1,186	.7	12,133	7.0
374	11	.0	12,144	7.0
375	525	.3	12,669	7.4
376	259	.2	12,928	7.5
377	8	.0	12,936	7.5
378	115	.1	13,051	7.6
379	167	.1	13,218	7.7
380	923	.5	14,141	8.2
381	563	.3	14,704	8.5
382	79	.0	14,783	8.6
383	333	.2	15,116	8.8
385	179	.1	15,295	8.9
386	82	.0	15,377	8.9
387	1,613	.9	16,990	9.9
388	2	.0	16,992	9.9
389	474	.3	17,466	10.1
391	171	.1	17,637	10.2
392	37	.0	17,674	10.3
394	1,805	1.0	19,479	11.3
395	659	.4	20,138	11.7
396	2	.0	20,140	11.7
397	1	.0	20,141	11.7
398	123	.1	20,264	11.8
399	228	.1	20,492	11.9
400	1,337	.8	21,829	12.7
401	610	.4	22,439	13.0
402	61	.0	22,500	13.1
403	196	.1	22,696	13.2
404	416	.2	23,112	13.4
405	63	.0	23,175	13.5
406	848	.5	24,023	13.9
407	1,831	1.1	25,854	15.0
408	39	.0	25,893	15.0
409	6	.0	25,899	15.0
410	383	.2	26,282	15.3
411	37	.0	26,319	15.3
412	1,124	.7	27,443	15.9
413	1,613	.9	29,056	16.9
415	355	.2	29,411	17.1
416	443	.3	29,854	17.3

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
417	190	.1	30,044	17.4
418	1,273	.7	31,317	18.2
419	690	.4	32,007	18.6
420	1,223	.7	33,230	19.3
421	210	.1	33,440	19.4
422	487	.3	33,927	19.7
423	347	.2	34,274	19.9
424	1,713	1.0	35,987	20.9
425	901	.5	36,888	21.4
426	1,474	.9	38,362	22.3
428	669	.4	39,031	22.7
429	557	.3	39,588	23.0
430	792	.5	40,380	23.4
431	1,721	1.0	42,101	24.4
432	916	.5	43,017	25.0
433	669	.4	43,686	25.4
434	753	.4	44,439	25.8
435	841	.5	45,280	26.3
436	845	.5	46,125	26.8
437	1,761	1.0	47,886	27.8
438	1,362	.8	49,248	28.6
439	10	.0	49,258	28.6
440	809	.5	50,067	29.1
441	1,917	1.1	51,984	30.2
442	10	.0	51,994	30.2
443	1,025	.6	53,019	30.8
444	3,427	2.0	56,446	32.8
445	54	.0	56,500	32.8
446	48	.0	56,548	32.8
447	2,488	1.4	59,036	34.3
448	7	.0	59,043	34.3
449	1,055	.6	60,098	34.9
450	2,601	1.5	62,699	36.4
451	816	.5	63,515	36.9
452	758	.4	64,273	37.3
453	2,211	1.3	66,484	38.6
454	860	.5	67,344	39.1
455	305	.2	67,649	39.3
456	1,845	1.1	69,494	40.3
457	1,732	1.0	71,226	41.3

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
458	863	.5	72,089	41.8
459	893	.5	72,982	42.4
460	2,587	1.5	75,569	43.9
461	789	.5	76,358	44.3
462	532	.3	76,890	44.6
463	1,651	1.0	78,541	45.6
464	1,904	1.1	80,445	46.7
465	1,290	.7	81,735	47.4
466	912	.5	82,647	48.0
467	1,751	1.0	84,398	49.0
468	1,936	1.1	86,334	50.1
469	900	.5	87,234	50.6
470	1,523	.9	88,757	51.5
471	1,406	.8	90,163	52.3
472	868	.5	91,031	52.8
473	1,823	1.1	92,854	53.9
474	628	.4	93,482	54.3
475	1,575	.9	95,057	55.2
476	1,301	.8	96,358	55.9
477	1,022	.6	97,380	56.5
478	1,857	1.1	99,237	57.6
479	1,176	.7	100,413	58.3
480	1,352	.8	101,765	59.1
481	1,346	.8	103,111	59.8
482	1,630	.9	104,741	60.8
483	789	.5	105,530	61.2
484	1,489	.9	107,019	62.1
485	1,624	.9	108,643	63.1
486	1,749	1.0	110,392	64.1
487	1,602	.9	111,994	65.0
488	11	.0	112,005	65.0
489	2,112	1.2	114,117	66.2
490	1,883	1.1	116,000	67.3
492	1,809	1.0	117,809	68.4
493	1,711	1.0	119,520	69.4
494	441	.3	119,961	69.6
495	1,540	.9	121,501	70.5
496	1,784	1.0	123,285	71.6
498	1,593	.9	124,878	72.5
499	2,006	1.2	126,884	73.6

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
500	97	.1	126,981	73.7
501	1,494	.9	128,475	74.6
502	1,965	1.1	130,440	75.7
503	1,050	.6	131,490	76.3
504	1,346	.8	132,836	77.1
505	209	.1	133,045	77.2
506	1,651	1.0	134,696	78.2
507	1,637	1.0	136,333	79.1
508	130	.1	136,463	79.2
509	462	.3	136,925	79.5
510	2,586	1.5	139,511	81.0
511	306	.2	139,817	81.1
513	2,430	1.4	142,247	82.6
514	528	.3	142,775	82.9
516	1,711	1.0	144,486	83.9
517	908	.5	145,394	84.4
518	310	.2	145,704	84.6
519	1,740	1.0	147,444	85.6
520	261	.2	147,705	85.7
521	1,364	.8	149,069	86.5
523	1,296	.8	150,365	87.3
524	749	.4	151,114	87.7
525	434	.3	151,548	88.0
526	1,496	.9	153,044	88.8
527	893	.5	153,937	89.3
528	357	.2	154,294	89.6
530	913	.5	155,207	90.1
531	1,237	.7	156,444	90.8
532	338	.2	156,782	91.0
533	1,015	.6	157,797	91.6
534	455	.3	158,252	91.8
535	705	.4	158,957	92.3
536	982	.6	159,939	92.8
537	499	.3	160,438	93.1
540	1,536	.9	161,974	94.0
541	193	.1	162,167	94.1
542	549	.3	162,716	94.4
543	997	.6	163,713	95.0
544	573	.3	164,286	95.4
546	1	.0	164,287	95.4

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
547	695	.4	164,982	95.8
548	985	.6	165,967	96.3
550	383	.2	166,350	96.5
552	1,523	.9	167,873	97.4
555	102	.1	167,975	97.5
556	689	.4	168,664	97.9
559	717	.4	169,381	98.3
563	661	.4	170,042	98.7
564	183	.1	170,225	98.8
565	3	.0	170,228	98.8
567	549	.3	170,777	99.1
571	521	.3	171,298	99.4
572	10	.0	171,308	99.4
579	20	.0	171,328	99.4
581	312	.2	171,640	99.6
585	377	.2	172,017	99.8
589	47	.0	172,064	99.9
606	99	.1	172,163	99.9
610	132	.1	172,295	100.0

Appendix I: Scale Score Frequency Distributions

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	3,614	1.0	3,614	1.0
260	657	.2	4,271	1.1
295	313	.1	4,584	1.2
305	333	.1	4,917	1.3
307	948	.2	5,865	1.5
315	355	.1	6,220	1.6
325	370	.1	6,590	1.7
326	1,761	.5	8,351	2.2
333	317	.1	8,668	2.3
336	360	.1	9,028	2.4
338	245	.1	9,273	2.4
339	1,622	.4	10,895	2.9
343	509	.1	11,404	3.0
347	137	.0	11,541	3.0
349	279	.1	11,820	3.1
350	96	.0	11,916	3.1
351	1,911	.5	13,827	3.6
352	497	.1	14,324	3.8
353	240	.1	14,564	3.8
354	1	.0	14,565	3.8
356	39	.0	14,604	3.8
357	150	.0	14,754	3.9
359	40	.0	14,794	3.9
361	97	.0	14,891	3.9
362	2,002	.5	16,893	4.5
364	55	.0	16,948	4.5
365	17	.0	16,965	4.5
367	51	.0	17,016	4.5
370	54	.0	17,070	4.5
371	769	.2	17,839	4.7
372	2,044	.5	19,883	5.2
373	628	.2	20,511	5.4
375	24	.0	20,535	5.4
378	33	.0	20,568	5.4
381	14	.0	20,582	5.4
382	1,681	.4	22,263	5.9
383	616	.2	22,879	6.0
384	1,065	.3	23,944	6.3
386	10	.0	23,954	6.3
387	13	.0	23,967	6.3

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
389	4	.0	23,971	6.3
390	587	.2	24,558	6.5
391	2,147	.6	26,705	7.0
392	3	.0	26,708	7.0
395	8	.0	26,716	7.0
396	1,664	.4	28,380	7.5
398	1	.0	28,381	7.5
399	11	.0	28,392	7.5
400	1,269	.3	29,661	7.8
401	960	.3	30,621	8.1
404	294	.1	30,915	8.1
405	1,157	.3	32,072	8.5
407	1,324	.3	33,396	8.8
408	184	.0	33,580	8.9
409	929	.2	34,509	9.1
410	575	.2	35,084	9.2
411	127	.0	35,211	9.3
414	849	.2	36,060	9.5
415	1,254	.3	37,314	9.8
417	2,924	.8	40,238	10.6
419	617	.2	40,855	10.8
420	4	.0	40,859	10.8
421	352	.1	41,211	10.9
422	1,272	.3	42,483	11.2
423	472	.1	42,955	11.3
425	21	.0	42,976	11.3
426	368	.1	43,344	11.4
427	4,557	1.2	47,901	12.6
428	1,149	.3	49,050	12.9
429	291	.1	49,341	13.0
430	19	.0	49,360	13.0
432	1,133	.3	50,493	13.3
433	11	.0	50,504	13.3
434	1,851	.5	52,355	13.8
435	163	.0	52,518	13.8
436	1,741	.5	54,259	14.3
437	3,495	.9	57,754	15.2
438	126	.0	57,880	15.3
439	6	.0	57,886	15.3
440	2,043	.5	59,929	15.8

Appendix I: Scale Score Frequency Distributions

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
441	94	.0	60,023	15.8
442	6	.0	60,029	15.8
443	579	.2	60,608	16.0
444	1,268	.3	61,876	16.3
445	2,545	.7	64,421	17.0
446	452	.1	64,873	17.1
447	3,490	.9	68,363	18.0
448	1,145	.3	69,508	18.3
449	347	.1	69,855	18.4
450	1,759	.5	71,614	18.9
451	274	.1	71,888	18.9
452	944	.2	72,832	19.2
454	216	.1	73,048	19.3
455	4,962	1.3	78,010	20.6
456	1,361	.4	79,371	20.9
457	2,007	.5	81,378	21.5
458	653	.2	82,031	21.6
459	1,593	.4	83,624	22.0
460	2,283	.6	85,907	22.6
461	565	.1	86,472	22.8
462	1,460	.4	87,932	23.2
463	511	.1	88,443	23.3
465	5,270	1.4	93,713	24.7
466	3,241	.9	96,954	25.6
467	5	.0	96,959	25.6
468	1,178	.3	98,137	25.9
469	2,288	.6	100,425	26.5
470	2,099	.6	102,524	27.0
471	996	.3	103,520	27.3
472	2,033	.5	105,553	27.8
473	1	.0	105,554	27.8
474	2,911	.8	108,465	28.6
475	3,666	1.0	112,131	29.6
476	1,874	.5	114,005	30.1
477	920	.2	114,925	30.3
478	1,493	.4	116,418	30.7
479	4,697	1.2	121,115	31.9
480	127	.0	121,242	32.0
481	1,420	.4	122,662	32.3
482	2,580	.7	125,242	33.0

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
483	1,437	.4	126,679	33.4
484	3,348	.9	130,027	34.3
485	2,406	.6	132,433	34.9
486	850	.2	133,283	35.1
487	1,850	.5	135,133	35.6
488	3,894	1.0	139,027	36.6
489	2,727	.7	141,754	37.4
490	304	.1	142,058	37.4
491	3,846	1.0	145,904	38.5
492	972	.3	146,876	38.7
493	2,713	.7	149,589	39.4
494	3,747	1.0	153,336	40.4
495	792	.2	154,128	40.6
496	206	.1	154,334	40.7
497	6,657	1.8	160,991	42.4
499	2,725	.7	163,716	43.2
500	2,863	.8	166,579	43.9
501	1,799	.5	168,378	44.4
502	1,487	.4	169,865	44.8
503	3,774	1.0	173,639	45.8
504	2,423	.6	176,062	46.4
505	1,336	.4	177,398	46.8
506	2,462	.6	179,860	47.4
507	4,421	1.2	184,281	48.6
508	2,027	.5	186,308	49.1
509	272	.1	186,580	49.2
510	3,930	1.0	190,510	50.2
511	3,378	.9	193,888	51.1
512	2,164	.6	196,052	51.7
513	1,080	.3	197,132	52.0
514	4,049	1.1	201,181	53.0
515	2,220	.6	203,401	53.6
516	2,493	.7	205,894	54.3
517	2,038	.5	207,932	54.8
518	3,062	.8	210,994	55.6
519	2,131	.6	213,125	56.2
520	1,717	.5	214,842	56.6
521	2,300	.6	217,142	57.2
522	4,264	1.1	221,406	58.4
523	3,012	.8	224,418	59.2

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
524	1	.0	224,419	59.2
525	4,453	1.2	228,872	60.3
526	2,350	.6	231,222	60.9
527	732	.2	231,954	61.1
528	4,378	1.2	236,332	62.3
529	2,173	.6	238,505	62.9
531	4,190	1.1	242,695	64.0
532	2,963	.8	245,658	64.8
533	3,813	1.0	249,471	65.8
535	2,359	.6	251,830	66.4
536	4,915	1.3	256,745	67.7
538	2,289	.6	259,034	68.3
539	4,446	1.2	263,480	69.5
540	452	.1	263,932	69.6
541	680	.2	264,612	69.8
542	5,781	1.5	270,393	71.3
543	106	.0	270,499	71.3
544	2,915	.8	273,414	72.1
545	4,018	1.1	277,432	73.1
546	855	.2	278,287	73.4
547	2,350	.6	280,637	74.0
548	2,293	.6	282,930	74.6
549	1,167	.3	284,097	74.9
550	3,463	.9	287,560	75.8
552	3,499	.9	291,059	76.7
553	2,860	.8	293,919	77.5
555	3,701	1.0	297,620	78.5
556	2,720	.7	300,340	79.2
557	1,836	.5	302,176	79.7
559	2,722	.7	304,898	80.4
560	3,503	.9	308,401	81.3
561	433	.1	308,834	81.4
563	4,913	1.3	313,747	82.7
565	1,117	.3	314,864	83.0
566	4,909	1.3	319,773	84.3
568	423	.1	320,196	84.4
569	2,477	.7	322,673	85.1
570	185	.0	322,858	85.1
571	3,207	.8	326,065	85.9
572	2,592	.7	328,657	86.6

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
574	559	.1	329,216	86.8
575	183	.0	329,399	86.8
576	4,344	1.1	333,743	88.0
577	857	.2	334,600	88.2
579	3,344	.9	337,944	89.1
580	655	.2	338,599	89.3
582	2,185	.6	340,784	89.8
583	270	.1	341,054	89.9
584	2,269	.6	343,323	90.5
585	1,582	.4	344,905	90.9
588	1,843	.5	346,748	91.4
589	2,077	.5	348,825	91.9
591	2,882	.8	351,707	92.7
592	6	.0	351,713	92.7
594	2,364	.6	354,077	93.3
595	1,853	.5	355,930	93.8
597	731	.2	356,661	94.0
598	1,971	.5	358,632	94.5
601	2,971	.8	361,603	95.3
604	1,162	.3	362,765	95.6
605	999	.3	363,764	95.9
606	2,502	.7	366,266	96.5
609	1,031	.3	367,297	96.8
610	21	.0	367,318	96.8
611	2,047	.5	369,365	97.4
614	1,197	.3	370,562	97.7
617	1,798	.5	372,360	98.2
619	632	.2	372,992	98.3
620	44	.0	373,036	98.3
621	1,123	.3	374,159	98.6
626	1,351	.4	375,510	99.0
630	1,080	.3	376,590	99.3
631	105	.0	376,695	99.3
641	871	.2	377,566	99.5
644	1,057	.3	378,623	99.8
666	360	.1	378,983	99.9
670	383	.1	379,366	100.0

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	3,702	1.8	3,702	1.8
284	610	.3	4,312	2.0
329	637	.3	4,949	2.3
335	515	.2	5,464	2.6
344	1,020	.5	6,484	3.1
353	610	.3	7,094	3.4
360	481	.2	7,575	3.6
365	593	.3	8,168	3.9
366	393	.2	8,561	4.1
371	266	.1	8,827	4.2
374	364	.2	9,191	4.4
376	169	.1	9,360	4.4
380	111	.1	9,471	4.5
382	582	.3	10,053	4.8
383	69	.0	10,122	4.8
387	49	.0	10,171	4.8
389	382	.2	10,553	5.0
390	38	.0	10,591	5.0
391	404	.2	10,995	5.2
394	22	.0	11,017	5.2
395	538	.3	11,555	5.5
397	15	.0	11,570	5.5
400	13	.0	11,583	5.5
403	7	.0	11,590	5.5
404	832	.4	12,422	5.9
407	548	.3	12,970	6.1
410	6	.0	12,976	6.1
413	373	.2	13,349	6.3
416	407	.2	13,756	6.5
417	479	.2	14,235	6.7
419	432	.2	14,667	7.0
420	348	.2	15,015	7.1
421	5	.0	15,020	7.1
425	2	.0	15,022	7.1
426	660	.3	15,682	7.4
427	435	.2	16,117	7.6
429	8	.0	16,125	7.6
431	214	.1	16,339	7.7
434	468	.2	16,807	8.0
436	1,066	.5	17,873	8.5

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
437	333	.2	18,206	8.6
440	123	.1	18,329	8.7
443	535	.3	18,864	8.9
446	291	.1	19,155	9.1
447	57	.0	19,212	9.1
448	253	.1	19,465	9.2
449	565	.3	20,030	9.5
450	472	.2	20,502	9.7
451	687	.3	21,189	10.0
454	19	.0	21,208	10.1
456	384	.2	21,592	10.2
457	242	.1	21,834	10.3
458	1	.0	21,835	10.3
459	185	.1	22,020	10.4
460	13	.0	22,033	10.4
461	1,506	.7	23,539	11.2
463	10	.0	23,549	11.2
464	649	.3	24,198	11.5
466	252	.1	24,450	11.6
467	14	.0	24,464	11.6
468	741	.4	25,205	11.9
470	188	.1	25,393	12.0
471	568	.3	25,961	12.3
472	114	.1	26,075	12.4
473	157	.1	26,232	12.4
474	1,303	.6	27,535	13.1
476	723	.3	28,258	13.4
477	102	.0	28,360	13.4
479	483	.2	28,843	13.7
480	72	.0	28,915	13.7
481	1,339	.6	30,254	14.3
483	388	.2	30,642	14.5
484	53	.0	30,695	14.5
485	859	.4	31,554	15.0
486	747	.4	32,301	15.3
487	1,174	.6	33,475	15.9
489	1	.0	33,476	15.9
490	114	.1	33,590	15.9
491	759	.4	34,349	16.3
492	1,531	.7	35,880	17.0

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
493	30	.0	35,910	17.0
495	1,127	.5	37,037	17.6
496	1,293	.6	38,330	18.2
497	19	.0	38,349	18.2
498	1,046	.5	39,395	18.7
499	53	.0	39,448	18.7
500	492	.2	39,940	18.9
501	132	.1	40,072	19.0
502	1,362	.6	41,434	19.6
503	861	.4	42,295	20.0
504	452	.2	42,747	20.3
505	920	.4	43,667	20.7
506	597	.3	44,264	21.0
507	3	.0	44,267	21.0
508	2,324	1.1	46,591	22.1
511	386	.2	46,977	22.3
512	1,813	.9	48,790	23.1
513	1,331	.6	50,121	23.8
514	326	.2	50,447	23.9
515	760	.4	51,207	24.3
516	738	.3	51,945	24.6
517	514	.2	52,459	24.9
518	2,447	1.2	54,906	26.0
519	594	.3	55,500	26.3
521	199	.1	55,699	26.4
522	1,534	.7	57,233	27.1
523	2,037	1.0	59,270	28.1
524	167	.1	59,437	28.2
525	1,004	.5	60,441	28.6
526	1,261	.6	61,702	29.2
527	113	.1	61,815	29.3
528	1,535	.7	63,350	30.0
529	2,363	1.1	65,713	31.1
530	93	.0	65,806	31.2
532	2,386	1.1	68,192	32.3
533	771	.4	68,963	32.7
534	1,237	.6	70,200	33.3
535	1,565	.7	71,765	34.0
536	778	.4	72,543	34.4
537	46	.0	72,589	34.4

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
538	1,667	.8	74,256	35.2
539	3,145	1.5	77,401	36.7
541	247	.1	77,648	36.8
542	3,414	1.6	81,062	38.4
544	1,085	.5	82,147	38.9
545	1,208	.6	83,355	39.5
546	2,533	1.2	85,888	40.7
548	1	.0	85,889	40.7
549	2,726	1.3	88,615	42.0
550	1,439	.7	90,054	42.7
551	929	.4	90,983	43.1
552	1,312	.6	92,295	43.7
553	2,739	1.3	95,034	45.0
555	1,192	.6	96,226	45.6
556	3,527	1.7	99,753	47.3
557	46	.0	99,799	47.3
558	321	.2	100,120	47.5
559	1,119	.5	101,239	48.0
560	3,716	1.8	104,955	49.7
561	33	.0	104,988	49.8
562	639	.3	105,627	50.1
563	3,033	1.4	108,660	51.5
564	1,489	.7	110,149	52.2
565	546	.3	110,695	52.5
566	1,311	.6	112,006	53.1
567	1,644	.8	113,650	53.9
568	1,238	.6	114,888	54.5
569	2,076	1.0	116,964	55.4
570	1,595	.8	118,559	56.2
571	98	.0	118,657	56.2
572	2,248	1.1	120,905	57.3
573	2,555	1.2	123,460	58.5
575	1,582	.7	125,042	59.3
576	2,406	1.1	127,448	60.4
577	955	.5	128,403	60.9
578	1,516	.7	129,919	61.6
579	734	.3	130,653	61.9
580	1,532	.7	132,185	62.6
581	1,273	.6	133,458	63.3
582	1,616	.8	135,074	64.0

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
583	1,981	.9	137,055	65.0
585	2,620	1.2	139,675	66.2
586	1,754	.8	141,429	67.0
587	474	.2	141,903	67.3
588	2,624	1.2	144,527	68.5
590	1,068	.5	145,595	69.0
591	3,250	1.5	148,845	70.5
592	371	.2	149,216	70.7
594	2,544	1.2	151,760	71.9
595	1,702	.8	153,462	72.7
596	65	.0	153,527	72.8
597	229	.1	153,756	72.9
598	4,121	2.0	157,877	74.8
600	32	.0	157,909	74.8
601	2,851	1.4	160,760	76.2
602	1,177	.6	161,937	76.7
603	205	.1	162,142	76.8
604	1,500	.7	163,642	77.6
605	1,898	.9	165,540	78.5
607	2,009	1.0	167,549	79.4
609	1,948	.9	169,497	80.3
610	83	.0	169,580	80.4
611	1,506	.7	171,086	81.1
612	877	.4	171,963	81.5
613	265	.1	172,228	81.6
614	2,636	1.2	174,864	82.9
615	1,016	.5	175,880	83.4
618	2,623	1.2	178,503	84.6
619	681	.3	179,184	84.9
620	24	.0	179,208	84.9
621	130	.1	179,338	85.0
622	2,684	1.3	182,022	86.3
625	1,710	.8	183,732	87.1
626	247	.1	183,979	87.2
627	1,080	.5	185,059	87.7
628	1,339	.6	186,398	88.3
630	352	.2	186,750	88.5
631	58	.0	186,808	88.5
632	2,463	1.2	189,271	89.7
633	385	.2	189,656	89.9

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
636	1,722	.8	191,378	90.7
638	668	.3	192,046	91.0
640	1,770	.8	193,816	91.9
642	139	.1	193,955	91.9
643	582	.3	194,537	92.2
644	1,166	.6	195,703	92.8
645	431	.2	196,134	93.0
646	705	.3	196,839	93.3
648	22	.0	196,861	93.3
649	1,776	.8	198,637	94.1
652	911	.4	199,548	94.6
655	969	.5	200,517	95.0
656	999	.5	201,516	95.5
659	1,085	.5	202,601	96.0
660	47	.0	202,648	96.0
663	1,674	.8	204,322	96.8
667	1,133	.5	205,455	97.4
672	1,107	.5	206,562	97.9
673	394	.2	206,956	98.1
674	16	.0	206,972	98.1
677	1,092	.5	208,064	98.6
683	971	.5	209,035	99.1
687	23	.0	209,058	99.1
690	902	.4	209,960	99.5
700	541	.3	210,501	99.8
705	35	.0	210,536	99.8
718	323	.2	210,859	99.9
732	134	.1	210,993	100.0

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	5,276	2.5	5,276	2.5
314	390	.2	5,666	2.7
337	478	.2	6,144	3.0
340	469	.2	6,613	3.2
351	494	.2	7,107	3.4
361	450	.2	7,557	3.6
367	543	.3	8,100	3.9
369	355	.2	8,455	4.1
376	277	.1	8,732	4.2
379	296	.1	9,028	4.4
382	181	.1	9,209	4.4
384	582	.3	9,791	4.7
388	112	.1	9,903	4.8
393	79	.0	9,982	4.8
398	618	.3	10,600	5.1
402	346	.2	10,946	5.3
403	46	.0	10,992	5.3
406	330	.2	11,322	5.5
408	40	.0	11,362	5.5
411	472	.2	11,834	5.7
412	26	.0	11,860	5.7
416	357	.2	12,217	5.9
417	21	.0	12,238	5.9
421	18	.0	12,256	5.9
422	422	.2	12,678	6.1
423	377	.2	13,055	6.3
425	16	.0	13,071	6.3
426	325	.2	13,396	6.5
429	431	.2	13,827	6.7
434	644	.3	14,471	7.0
437	418	.2	14,889	7.2
438	9	.0	14,898	7.2
441	229	.1	15,127	7.3
443	488	.2	15,615	7.5
446	268	.1	15,883	7.7
447	689	.3	16,572	8.0
448	4	.0	16,576	8.0
450	333	.2	16,909	8.2
453	582	.3	17,491	8.4
458	91	.0	17,582	8.5

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
459	7	.0	17,589	8.5
460	719	.3	18,308	8.8
461	1,245	.6	19,553	9.4
463	61	.0	19,614	9.5
466	2	.0	19,616	9.5
468	371	.2	19,987	9.6
470	627	.3	20,614	9.9
473	814	.4	21,428	10.3
474	925	.4	22,353	10.8
475	115	.1	22,468	10.8
477	23	.0	22,491	10.8
478	599	.3	23,090	11.1
480	210	.1	23,300	11.2
482	13	.0	23,313	11.2
484	654	.3	23,967	11.6
485	1,345	.6	25,312	12.2
486	6	.0	25,318	12.2
487	633	.3	25,951	12.5
490	117	.1	26,068	12.6
492	1,146	.6	27,214	13.1
493	66	.0	27,280	13.2
494	2	.0	27,282	13.2
495	94	.0	27,376	13.2
497	1,538	.7	28,914	13.9
498	630	.3	29,544	14.2
499	810	.4	30,354	14.6
500	63	.0	30,417	14.7
503	316	.2	30,733	14.8
504	35	.0	30,768	14.8
505	823	.4	31,591	15.2
506	635	.3	32,226	15.5
508	1,055	.5	33,281	16.0
509	370	.2	33,651	16.2
510	594	.3	34,245	16.5
511	541	.3	34,786	16.8
512	916	.4	35,702	17.2
513	188	.1	35,890	17.3
514	104	.1	35,994	17.4
515	41	.0	36,035	17.4
516	906	.4	36,941	17.8

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
517	608	.3	37,549	18.1
518	876	.4	38,425	18.5
520	767	.4	39,192	18.9
521	9	.0	39,201	18.9
522	1,200	.6	40,401	19.5
523	991	.5	41,392	20.0
524	762	.4	42,154	20.3
526	59	.0	42,213	20.4
527	359	.2	42,572	20.5
528	901	.4	43,473	21.0
529	754	.4	44,227	21.3
530	1,132	.5	45,359	21.9
531	254	.1	45,613	22.0
532	695	.3	46,308	22.3
534	691	.3	46,999	22.7
535	2,160	1.0	49,159	23.7
536	541	.3	49,700	24.0
537	139	.1	49,839	24.0
539	595	.3	50,434	24.3
540	994	.5	51,428	24.8
541	1,095	.5	52,523	25.3
542	1,333	.6	53,856	26.0
543	12	.0	53,868	26.0
544	570	.3	54,438	26.2
545	2	.0	54,440	26.2
546	1,507	.7	55,947	27.0
547	2,306	1.1	58,253	28.1
548	383	.2	58,636	28.3
549	81	.0	58,717	28.3
551	1,119	.5	59,836	28.8
552	10	.0	59,846	28.9
553	1,679	.8	61,525	29.7
554	1,871	.9	63,396	30.6
555	930	.4	64,326	31.0
557	277	.1	64,603	31.1
558	1,347	.6	65,950	31.8
559	1,438	.7	67,388	32.5
560	672	.3	68,060	32.8
561	1,386	.7	69,446	33.5
562	24	.0	69,470	33.5

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
563	1,303	.6	70,773	34.1
564	555	.3	71,328	34.4
565	1,682	.8	73,010	35.2
566	13	.0	73,023	35.2
567	2,311	1.1	75,334	36.3
568	492	.2	75,826	36.6
569	556	.3	76,382	36.8
570	1,700	.8	78,082	37.6
571	11	.0	78,093	37.7
572	1,120	.5	79,213	38.2
573	1,689	.8	80,902	39.0
574	67	.0	80,969	39.0
575	1,665	.8	82,634	39.8
576	1,596	.8	84,230	40.6
577	285	.1	84,515	40.7
578	1,464	.7	85,979	41.5
579	1,911	.9	87,890	42.4
580	824	.4	88,714	42.8
581	175	.1	88,889	42.9
582	862	.4	89,751	43.3
583	1,738	.8	91,489	44.1
584	1,676	.8	93,165	44.9
585	765	.4	93,930	45.3
586	126	.1	94,056	45.3
587	268	.1	94,324	45.5
588	4,392	2.1	98,716	47.6
589	615	.3	99,331	47.9
590	76	.0	99,407	47.9
591	69	.0	99,476	48.0
592	1,377	.7	100,853	48.6
593	3,629	1.7	104,482	50.4
594	363	.2	104,845	50.6
595	58	.0	104,903	50.6
597	3,213	1.5	108,116	52.1
598	1,859	.9	109,975	53.0
599	2	.0	109,977	53.0
600	476	.2	110,453	53.3
601	1,056	.5	111,509	53.8
602	2,211	1.1	113,720	54.8
603	1,665	.8	115,385	55.6

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
605	753	.4	116,138	56.0
606	2,482	1.2	118,620	57.2
607	182	.1	118,802	57.3
608	2,012	1.0	120,814	58.3
609	98	.0	120,912	58.3
610	2,271	1.1	123,183	59.4
611	860	.4	124,043	59.8
612	2,054	1.0	126,097	60.8
613	84	.0	126,181	60.8
614	1,932	.9	128,113	61.8
616	1,232	.6	129,345	62.4
617	2,062	1.0	131,407	63.4
619	1,646	.8	133,053	64.2
621	3,465	1.7	136,518	65.8
622	249	.1	136,767	65.9
623	1,105	.5	137,872	66.5
625	2,264	1.1	140,136	67.6
626	1,520	.7	141,656	68.3
628	1,182	.6	142,838	68.9
629	1,956	.9	144,794	69.8
630	1,747	.8	146,541	70.7
631	122	.1	146,663	70.7
633	1,045	.5	147,708	71.2
634	1,765	.9	149,473	72.1
635	1,935	.9	151,408	73.0
638	2,552	1.2	153,960	74.2
639	1,930	.9	155,890	75.2
641	207	.1	156,097	75.3
643	4,040	1.9	160,137	77.2
644	280	.1	160,417	77.3
646	271	.1	160,688	77.5
647	2,037	1.0	162,725	78.5
648	1,858	.9	164,583	79.4
651	527	.3	165,110	79.6
652	3,026	1.5	168,136	81.1
653	754	.4	168,890	81.4
655	462	.2	169,352	81.7
656	1,840	.9	171,192	82.5
657	1,221	.6	172,413	83.1
659	542	.3	172,955	83.4

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
660	608	.3	173,563	83.7
661	2,991	1.4	176,554	85.1
664	723	.3	177,277	85.5
665	1,462	.7	178,739	86.2
666	1,688	.8	180,427	87.0
668	813	.4	181,240	87.4
669	1,544	.7	182,784	88.1
671	1,073	.5	183,857	88.6
672	30	.0	183,887	88.7
673	940	.5	184,827	89.1
674	1,509	.7	186,336	89.8
675	172	.1	186,508	89.9
677	1,888	.9	188,396	90.8
678	1,547	.7	189,943	91.6
681	1,114	.5	191,057	92.1
683	1,522	.7	192,579	92.9
684	538	.3	193,117	93.1
685	14	.0	193,131	93.1
686	1,263	.6	194,394	93.7
687	78	.0	194,472	93.8
688	1,384	.7	195,856	94.4
690	1,253	.6	197,109	95.0
693	1,462	.7	198,571	95.7
695	1,312	.6	199,883	96.4
699	916	.4	200,799	96.8
700	39	.0	200,838	96.8
701	1,163	.6	202,001	97.4
705	171	.1	202,172	97.5
706	716	.3	202,888	97.8
707	1,084	.5	203,972	98.3
714	898	.4	204,870	98.8
715	450	.2	205,320	99.0
718	93	.0	205,413	99.0
723	721	.3	206,134	99.4
727	235	.1	206,369	99.5
735	519	.3	206,888	99.8
740	141	.1	207,029	99.8
747	377	.2	207,406	100.0

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
184	1,060	.6	1,060	.6
185	61	.0	1,121	.6
186	115	.1	1,236	.7
187	131	.1	1,367	.8
188	106	.1	1,473	.8
189	162	.1	1,635	.9
190	133	.1	1,768	1.0
191	68	.0	1,836	1.0
192	99	.1	1,935	1.1
193	101	.1	2,036	1.1
194	74	.0	2,110	1.2
195	71	.0	2,181	1.2
196	42	.0	2,223	1.2
197	43	.0	2,266	1.3
198	28	.0	2,294	1.3
199	12	.0	2,306	1.3
200	13	.0	2,319	1.3
201	4	.0	2,323	1.3
202	1	.0	2,324	1.3
203	1	.0	2,325	1.3
204	1	.0	2,326	1.3
205	1	.0	2,327	1.3
206	1	.0	2,328	1.3
211	1	.0	2,329	1.3
213	39	.0	2,368	1.3
214	13	.0	2,381	1.3
215	22	.0	2,403	1.3
216	43	.0	2,446	1.4
217	46	.0	2,492	1.4
218	60	.0	2,552	1.4
219	51	.0	2,603	1.4
220	54	.0	2,657	1.5
221	49	.0	2,706	1.5
222	45	.0	2,751	1.5
223	41	.0	2,792	1.5
224	37	.0	2,829	1.6
225	42	.0	2,871	1.6
226	22	.0	2,893	1.6
227	14	.0	2,907	1.6
228	6	.0	2,913	1.6

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
229	6	.0	2,919	1.6
230	10	.0	2,929	1.6
231	1	.0	2,930	1.6
233	1	.0	2,931	1.6
237	31	.0	2,962	1.6
238	16	.0	2,978	1.6
239	16	.0	2,994	1.7
240	21	.0	3,015	1.7
241	51	.0	3,066	1.7
242	37	.0	3,103	1.7
243	69	.0	3,172	1.8
244	44	.0	3,216	1.8
245	83	.0	3,299	1.8
246	55	.0	3,354	1.9
247	75	.0	3,429	1.9
248	88	.0	3,517	1.9
249	73	.0	3,590	2.0
250	66	.0	3,656	2.0
251	72	.0	3,728	2.1
252	56	.0	3,784	2.1
253	56	.0	3,840	2.1
254	54	.0	3,894	2.2
255	71	.0	3,965	2.2
256	57	.0	4,022	2.2
257	73	.0	4,095	2.3
258	48	.0	4,143	2.3
259	65	.0	4,208	2.3
260	56	.0	4,264	2.4
261	63	.0	4,327	2.4
262	58	.0	4,385	2.4
263	55	.0	4,440	2.5
264	54	.0	4,494	2.5
265	66	.0	4,560	2.5
266	85	.0	4,645	2.6
267	70	.0	4,715	2.6
268	89	.0	4,804	2.7
269	71	.0	4,875	2.7
270	69	.0	4,944	2.7
271	50	.0	4,994	2.8
272	78	.0	5,072	2.8

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
273	67	.0	5,139	2.8
274	69	.0	5,208	2.9
275	67	.0	5,275	2.9
276	92	.1	5,367	3.0
277	84	.0	5,451	3.0
278	71	.0	5,522	3.1
279	87	.0	5,609	3.1
280	83	.0	5,692	3.2
281	90	.0	5,782	3.2
282	95	.1	5,877	3.3
283	89	.0	5,966	3.3
284	71	.0	6,037	3.3
285	74	.0	6,111	3.4
286	97	.1	6,208	3.4
287	82	.0	6,290	3.5
288	77	.0	6,367	3.5
289	100	.1	6,467	3.6
290	80	.0	6,547	3.6
291	96	.1	6,643	3.7
292	90	.0	6,733	3.7
293	75	.0	6,808	3.8
294	98	.1	6,906	3.8
295	94	.1	7,000	3.9
296	100	.1	7,100	3.9
297	106	.1	7,206	4.0
298	108	.1	7,314	4.1
299	102	.1	7,416	4.1
300	115	.1	7,531	4.2
301	113	.1	7,644	4.2
302	94	.1	7,738	4.3
303	106	.1	7,844	4.3
304	115	.1	7,959	4.4
305	111	.1	8,070	4.5
306	141	.1	8,211	4.5
307	105	.1	8,316	4.6
308	126	.1	8,442	4.7
309	128	.1	8,570	4.7
310	114	.1	8,684	4.8
311	98	.1	8,782	4.9
312	147	.1	8,929	4.9

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
313	114	.1	9,043	5.0
314	127	.1	9,170	5.1
315	130	.1	9,300	5.2
316	112	.1	9,412	5.2
317	142	.1	9,554	5.3
318	140	.1	9,694	5.4
319	152	.1	9,846	5.5
320	135	.1	9,981	5.5
321	132	.1	10,113	5.6
322	140	.1	10,253	5.7
323	129	.1	10,382	5.8
324	122	.1	10,504	5.8
325	140	.1	10,644	5.9
326	165	.1	10,809	6.0
327	156	.1	10,965	6.1
328	173	.1	11,138	6.2
329	169	.1	11,307	6.3
330	158	.1	11,465	6.4
331	170	.1	11,635	6.4
332	181	.1	11,816	6.5
333	162	.1	11,978	6.6
334	175	.1	12,153	6.7
335	172	.1	12,325	6.8
336	209	.1	12,534	6.9
337	164	.1	12,698	7.0
338	186	.1	12,884	7.1
339	203	.1	13,087	7.2
340	187	.1	13,274	7.4
341	199	.1	13,473	7.5
342	201	.1	13,674	7.6
343	226	.1	13,900	7.7
344	207	.1	14,107	7.8
345	206	.1	14,313	7.9
346	256	.1	14,569	8.1
347	231	.1	14,800	8.2
348	246	.1	15,046	8.3
349	239	.1	15,285	8.5
350	239	.1	15,524	8.6
351	254	.1	15,778	8.7
352	263	.1	16,041	8.9

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
353	245	.1	16,286	9.0
354	244	.1	16,530	9.2
355	255	.1	16,785	9.3
356	304	.2	17,089	9.5
357	294	.2	17,383	9.6
358	316	.2	17,699	9.8
359	316	.2	18,015	10.0
360	272	.2	18,287	10.1
361	355	.2	18,642	10.3
362	353	.2	18,995	10.5
363	354	.2	19,349	10.7
364	383	.2	19,732	10.9
365	377	.2	20,109	11.1
366	402	.2	20,511	11.4
367	419	.2	20,930	11.6
368	428	.2	21,358	11.8
369	430	.2	21,788	12.1
370	419	.2	22,207	12.3
371	467	.3	22,674	12.6
372	464	.3	23,138	12.8
373	436	.2	23,574	13.1
374	460	.3	24,034	13.3
375	508	.3	24,542	13.6
376	507	.3	25,049	13.9
377	536	.3	25,585	14.2
378	535	.3	26,120	14.5
379	548	.3	26,668	14.8
380	597	.3	27,265	15.1
381	574	.3	27,839	15.4
382	622	.3	28,461	15.8
383	638	.4	29,099	16.1
384	622	.3	29,721	16.5
385	687	.4	30,408	16.8
386	666	.4	31,074	17.2
387	739	.4	31,813	17.6
388	725	.4	32,538	18.0
389	748	.4	33,286	18.4
390	776	.4	34,062	18.9
391	806	.4	34,868	19.3
392	741	.4	35,609	19.7

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
393	792	.4	36,401	20.2
394	854	.5	37,255	20.6
395	924	.5	38,179	21.1
396	840	.5	39,019	21.6
397	911	.5	39,930	22.1
398	925	.5	40,855	22.6
399	923	.5	41,778	23.1
400	991	.5	42,769	23.7
401	985	.5	43,754	24.2
402	985	.5	44,739	24.8
403	1,064	.6	45,803	25.4
404	1,068	.6	46,871	26.0
405	1,069	.6	47,940	26.6
406	1,190	.7	49,130	27.2
407	1,059	.6	50,189	27.8
408	1,104	.6	51,293	28.4
409	1,155	.6	52,448	29.1
410	1,210	.7	53,658	29.7
411	1,183	.7	54,841	30.4
412	1,239	.7	56,080	31.1
413	1,193	.7	57,273	31.7
414	1,266	.7	58,539	32.4
415	1,195	.7	59,734	33.1
416	1,338	.7	61,072	33.8
417	1,240	.7	62,312	34.5
418	1,288	.7	63,600	35.2
419	1,272	.7	64,872	35.9
420	1,354	.7	66,226	36.7
421	1,298	.7	67,524	37.4
422	1,263	.7	68,787	38.1
423	1,366	.8	70,153	38.9
424	1,444	.8	71,597	39.7
425	1,453	.8	73,050	40.5
426	1,399	.8	74,449	41.2
427	1,449	.8	75,898	42.0
428	1,406	.8	77,304	42.8
429	1,442	.8	78,746	43.6
430	1,413	.8	80,159	44.4
431	1,423	.8	81,582	45.2
432	1,576	.9	83,158	46.1

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
433	1,392	.8	84,550	46.8
434	1,509	.8	86,059	47.7
435	1,406	.8	87,465	48.4
436	1,511	.8	88,976	49.3
437	1,418	.8	90,394	50.1
438	1,519	.8	91,913	50.9
439	1,449	.8	93,362	51.7
440	1,626	.9	94,988	52.6
441	1,447	.8	96,435	53.4
442	1,532	.8	97,967	54.3
443	1,410	.8	99,377	55.0
444	1,520	.8	100,897	55.9
445	1,536	.9	102,433	56.7
446	1,380	.8	103,813	57.5
447	1,387	.8	105,200	58.3
448	1,528	.8	106,728	59.1
449	1,470	.8	108,198	59.9
450	1,407	.8	109,605	60.7
451	1,447	.8	111,052	61.5
452	1,412	.8	112,464	62.3
453	1,400	.8	113,864	63.1
454	1,424	.8	115,288	63.9
455	1,465	.8	116,753	64.7
456	1,345	.7	118,098	65.4
457	1,413	.8	119,511	66.2
458	1,520	.8	121,031	67.0
459	1,392	.8	122,423	67.8
460	1,385	.8	123,808	68.6
461	1,269	.7	125,077	69.3
462	1,381	.8	126,458	70.0
463	1,261	.7	127,719	70.7
464	1,340	.7	129,059	71.5
465	1,284	.7	130,343	72.2
466	1,261	.7	131,604	72.9
467	1,269	.7	132,873	73.6
468	1,368	.8	134,241	74.4
469	1,211	.7	135,452	75.0
470	1,199	.7	136,651	75.7
471	1,195	.7	137,846	76.4
472	1,147	.6	138,993	77.0

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
473	1,140	.6	140,133	77.6
474	1,173	.6	141,306	78.3
475	1,161	.6	142,467	78.9
476	979	.5	143,446	79.5
477	1,037	.6	144,483	80.0
478	1,065	.6	145,548	80.6
479	1,012	.6	146,560	81.2
480	1,016	.6	147,576	81.7
481	960	.5	148,536	82.3
482	1,003	.6	149,539	82.8
483	878	.5	150,417	83.3
484	930	.5	151,347	83.8
485	960	.5	152,307	84.4
486	853	.5	153,160	84.8
487	807	.4	153,967	85.3
488	883	.5	154,850	85.8
489	742	.4	155,592	86.2
490	749	.4	156,341	86.6
491	693	.4	157,034	87.0
492	787	.4	157,821	87.4
493	723	.4	158,544	87.8
494	697	.4	159,241	88.2
495	719	.4	159,960	88.6
496	639	.4	160,599	89.0
497	631	.3	161,230	89.3
498	706	.4	161,936	89.7
499	632	.4	162,568	90.0
500	579	.3	163,147	90.4
501	651	.4	163,798	90.7
502	606	.3	164,404	91.1
503	514	.3	164,918	91.3
504	506	.3	165,424	91.6
505	572	.3	165,996	91.9
506	486	.3	166,482	92.2
507	469	.3	166,951	92.5
508	501	.3	167,452	92.8
509	459	.3	167,911	93.0
510	424	.2	168,335	93.2
511	433	.2	168,768	93.5
512	513	.3	169,281	93.8

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
513	450	.2	169,731	94.0
514	343	.2	170,074	94.2
515	332	.2	170,406	94.4
516	425	.2	170,831	94.6
517	292	.2	171,123	94.8
518	381	.2	171,504	95.0
519	337	.2	171,841	95.2
520	385	.2	172,226	95.4
521	284	.2	172,510	95.6
522	368	.2	172,878	95.8
523	242	.1	173,120	95.9
524	298	.2	173,418	96.1
525	264	.1	173,682	96.2
526	297	.2	173,979	96.4
527	245	.1	174,224	96.5
528	260	.1	174,484	96.6
529	216	.1	174,700	96.8
530	211	.1	174,911	96.9
531	264	.1	175,175	97.0
532	199	.1	175,374	97.1
533	219	.1	175,593	97.3
534	211	.1	175,804	97.4
535	239	.1	176,043	97.5
536	235	.1	176,278	97.6
537	232	.1	176,510	97.8
538	180	.1	176,690	97.9
539	190	.1	176,880	98.0
540	113	.1	176,993	98.0
541	129	.1	177,122	98.1
542	138	.1	177,260	98.2
543	146	.1	177,406	98.3
544	111	.1	177,517	98.3
545	127	.1	177,644	98.4
546	110	.1	177,754	98.5
547	116	.1	177,870	98.5
548	94	.1	177,964	98.6
549	95	.1	178,059	98.6
550	116	.1	178,175	98.7
551	139	.1	178,314	98.8
552	114	.1	178,428	98.8

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
553	116	.1	178,544	98.9
554	131	.1	178,675	99.0
555	121	.1	178,796	99.0
556	105	.1	178,901	99.1
557	80	.0	178,981	99.1
558	114	.1	179,095	99.2
559	100	.1	179,195	99.3
560	82	.0	179,277	99.3
561	67	.0	179,344	99.3
562	106	.1	179,450	99.4
563	56	.0	179,506	99.4
564	71	.0	179,577	99.5
565	50	.0	179,627	99.5
566	78	.0	179,705	99.5
567	49	.0	179,754	99.6
568	26	.0	179,780	99.6
569	28	.0	179,808	99.6
570	22	.0	179,830	99.6
571	28	.0	179,858	99.6
572	21	.0	179,879	99.6
573	16	.0	179,895	99.6
574	10	.0	179,905	99.7
575	32	.0	179,937	99.7
576	15	.0	179,952	99.7
577	29	.0	179,981	99.7
578	32	.0	180,013	99.7
579	46	.0	180,059	99.7
580	28	.0	180,087	99.8
581	50	.0	180,137	99.8
582	35	.0	180,172	99.8
583	44	.0	180,216	99.8
584	42	.0	180,258	99.8
585	41	.0	180,299	99.9
586	24	.0	180,323	99.9
587	43	.0	180,366	99.9
588	40	.0	180,406	99.9
589	8	.0	180,414	99.9
590	43	.0	180,457	100.0
591	12	.0	180,469	100.0
592	14	.0	180,483	100.0

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
594	40	.0	180,523	100.0
598	13	.0	180,536	100.0

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
215	1,050	.6	1,050	.6
225	6	.0	1,056	.6
231	31	.0	1,087	.6
236	11	.0	1,098	.6
238	12	.0	1,110	.6
241	3	.0	1,113	.6
243	9	.0	1,122	.7
244	19	.0	1,141	.7
247	16	.0	1,157	.7
248	32	.0	1,189	.7
249	20	.0	1,209	.7
250	15	.0	1,224	.7
251	4	.0	1,228	.7
253	3	.0	1,231	.7
254	21	.0	1,252	.7
255	15	.0	1,267	.7
256	25	.0	1,292	.7
258	20	.0	1,312	.8
259	4	.0	1,316	.8
260	22	.0	1,338	.8
261	8	.0	1,346	.8
263	9	.0	1,355	.8
264	37	.0	1,392	.8
265	12	.0	1,404	.8
266	9	.0	1,413	.8
267	20	.0	1,433	.8
268	8	.0	1,441	.8
269	15	.0	1,456	.8
270	8	.0	1,464	.8
271	32	.0	1,496	.9
272	16	.0	1,512	.9
273	16	.0	1,528	.9
274	8	.0	1,536	.9
275	11	.0	1,547	.9
276	10	.0	1,557	.9
277	33	.0	1,590	.9
278	8	.0	1,598	.9
279	9	.0	1,607	.9
280	16	.0	1,623	.9
281	18	.0	1,641	1.0

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
282	11	.0	1,652	1.0
283	25	.0	1,677	1.0
284	18	.0	1,695	1.0
285	20	.0	1,715	1.0
286	12	.0	1,727	1.0
287	25	.0	1,752	1.0
288	25	.0	1,777	1.0
289	14	.0	1,791	1.0
290	28	.0	1,819	1.1
291	7	.0	1,826	1.1
292	27	.0	1,853	1.1
293	29	.0	1,882	1.1
294	13	.0	1,895	1.1
295	29	.0	1,924	1.1
296	20	.0	1,944	1.1
297	16	.0	1,960	1.1
298	22	.0	1,982	1.2
299	26	.0	2,008	1.2
300	35	.0	2,043	1.2
301	27	.0	2,070	1.2
302	19	.0	2,089	1.2
303	26	.0	2,115	1.2
304	35	.0	2,150	1.2
305	31	.0	2,181	1.3
306	20	.0	2,201	1.3
307	45	.0	2,246	1.3
308	17	.0	2,263	1.3
309	33	.0	2,296	1.3
310	25	.0	2,321	1.3
311	47	.0	2,368	1.4
312	42	.0	2,410	1.4
313	40	.0	2,450	1.4
314	26	.0	2,476	1.4
315	41	.0	2,517	1.5
316	23	.0	2,540	1.5
317	41	.0	2,581	1.5
318	35	.0	2,616	1.5
319	52	.0	2,668	1.5
320	41	.0	2,709	1.6
321	27	.0	2,736	1.6

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
322	59	.0	2,795	1.6
323	45	.0	2,840	1.6
324	54	.0	2,894	1.7
325	68	.0	2,962	1.7
326	37	.0	2,999	1.7
327	59	.0	3,058	1.8
328	57	.0	3,115	1.8
329	57	.0	3,172	1.8
330	76	.0	3,248	1.9
331	51	.0	3,299	1.9
332	72	.0	3,371	2.0
333	81	.0	3,452	2.0
334	40	.0	3,492	2.0
335	78	.0	3,570	2.1
336	79	.0	3,649	2.1
337	61	.0	3,710	2.2
338	94	.1	3,804	2.2
339	94	.1	3,898	2.3
340	74	.0	3,972	2.3
341	71	.0	4,043	2.3
342	99	.1	4,142	2.4
343	61	.0	4,203	2.4
344	95	.1	4,298	2.5
345	95	.1	4,393	2.5
346	66	.0	4,459	2.6
347	102	.1	4,561	2.6
348	75	.0	4,636	2.7
349	104	.1	4,740	2.8
350	81	.0	4,821	2.8
351	85	.0	4,906	2.8
352	111	.1	5,017	2.9
353	109	.1	5,126	3.0
354	87	.1	5,213	3.0
355	101	.1	5,314	3.1
356	89	.1	5,403	3.1
357	113	.1	5,516	3.2
358	114	.1	5,630	3.3
359	107	.1	5,737	3.3
360	141	.1	5,878	3.4
361	114	.1	5,992	3.5

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
362	135	.1	6,127	3.6
363	138	.1	6,265	3.6
364	156	.1	6,421	3.7
365	121	.1	6,542	3.8
366	158	.1	6,700	3.9
367	160	.1	6,860	4.0
368	153	.1	7,013	4.1
369	166	.1	7,179	4.2
370	186	.1	7,365	4.3
371	129	.1	7,494	4.3
372	170	.1	7,664	4.4
373	204	.1	7,868	4.6
374	176	.1	8,044	4.7
375	190	.1	8,234	4.8
376	215	.1	8,449	4.9
377	192	.1	8,641	5.0
378	186	.1	8,827	5.1
379	206	.1	9,033	5.2
380	211	.1	9,244	5.4
381	217	.1	9,461	5.5
382	240	.1	9,701	5.6
383	238	.1	9,939	5.8
384	255	.1	10,194	5.9
385	254	.1	10,448	6.1
386	267	.2	10,715	6.2
387	275	.2	10,990	6.4
388	237	.1	11,227	6.5
389	281	.2	11,508	6.7
390	330	.2	11,838	6.9
391	297	.2	12,135	7.0
392	317	.2	12,452	7.2
393	319	.2	12,771	7.4
394	335	.2	13,106	7.6
395	346	.2	13,452	7.8
396	344	.2	13,796	8.0
397	344	.2	14,140	8.2
398	395	.2	14,535	8.4
399	363	.2	14,898	8.6
400	417	.2	15,315	8.9
401	423	.2	15,738	9.1

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
402	422	.2	16,160	9.4
403	454	.3	16,614	9.6
404	469	.3	17,083	9.9
405	447	.3	17,530	10.2
406	441	.3	17,971	10.4
407	508	.3	18,479	10.7
408	489	.3	18,968	11.0
409	469	.3	19,437	11.3
410	521	.3	19,958	11.6
411	596	.3	20,554	11.9
412	527	.3	21,081	12.2
413	609	.4	21,690	12.6
414	553	.3	22,243	12.9
415	557	.3	22,800	13.2
416	581	.3	23,381	13.6
417	578	.3	23,959	13.9
418	581	.3	24,540	14.2
419	632	.4	25,172	14.6
420	656	.4	25,828	15.0
421	675	.4	26,503	15.4
422	576	.3	27,079	15.7
423	727	.4	27,806	16.1
424	666	.4	28,472	16.5
425	655	.4	29,127	16.9
426	808	.5	29,935	17.4
427	765	.4	30,700	17.8
428	701	.4	31,401	18.2
429	911	.5	32,312	18.8
430	789	.5	33,101	19.2
431	765	.4	33,866	19.7
432	851	.5	34,717	20.1
433	796	.5	35,513	20.6
434	841	.5	36,354	21.1
435	1,020	.6	37,374	21.7
436	811	.5	38,185	22.2
437	855	.5	39,040	22.7
438	1,091	.6	40,131	23.3
439	869	.5	41,000	23.8
440	1,003	.6	42,003	24.4
441	1,019	.6	43,022	25.0

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
442	876	.5	43,898	25.5
443	1,213	.7	45,111	26.2
444	952	.6	46,063	26.7
445	1,074	.6	47,137	27.4
446	1,158	.7	48,295	28.0
447	987	.6	49,282	28.6
448	1,163	.7	50,445	29.3
449	1,198	.7	51,643	30.0
450	1,056	.6	52,699	30.6
451	1,267	.7	53,966	31.3
452	1,097	.6	55,063	32.0
453	1,150	.7	56,213	32.6
454	1,316	.8	57,529	33.4
455	1,182	.7	58,711	34.1
456	1,302	.8	60,013	34.8
457	1,292	.7	61,305	35.6
458	1,274	.7	62,579	36.3
459	1,409	.8	63,988	37.1
460	1,176	.7	65,164	37.8
461	1,350	.8	66,514	38.6
462	1,450	.8	67,964	39.4
463	1,300	.8	69,264	40.2
464	1,327	.8	70,591	41.0
465	1,393	.8	71,984	41.8
466	1,422	.8	73,406	42.6
467	1,421	.8	74,827	43.4
468	1,533	.9	76,360	44.3
469	1,440	.8	77,800	45.2
470	1,412	.8	79,212	46.0
471	1,605	.9	80,817	46.9
472	1,352	.8	82,169	47.7
473	1,388	.8	83,557	48.5
474	1,576	.9	85,133	49.4
475	1,384	.8	86,517	50.2
476	1,638	1.0	88,155	51.2
477	1,367	.8	89,522	52.0
478	1,417	.8	90,939	52.8
479	1,603	.9	92,542	53.7
480	1,372	.8	93,914	54.5
481	1,547	.9	95,461	55.4

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
482	1,467	.9	96,928	56.3
483	1,499	.9	98,427	57.1
484	1,493	.9	99,920	58.0
485	1,468	.9	101,388	58.8
486	1,432	.8	102,820	59.7
487	1,391	.8	104,211	60.5
488	1,458	.8	105,669	61.3
489	1,496	.9	107,165	62.2
490	1,482	.9	108,647	63.1
491	1,439	.8	110,086	63.9
492	1,544	.9	111,630	64.8
493	1,309	.8	112,939	65.5
494	1,337	.8	114,276	66.3
495	1,517	.9	115,793	67.2
496	1,303	.8	117,096	68.0
497	1,440	.8	118,536	68.8
498	1,394	.8	119,930	69.6
499	1,355	.8	121,285	70.4
500	1,344	.8	122,629	71.2
501	1,369	.8	123,998	72.0
502	1,325	.8	125,323	72.7
503	1,266	.7	126,589	73.5
504	1,228	.7	127,817	74.2
505	1,270	.7	129,087	74.9
506	1,308	.8	130,395	75.7
507	1,134	.7	131,529	76.3
508	1,257	.7	132,786	77.1
509	1,205	.7	133,991	77.8
510	1,072	.6	135,063	78.4
511	1,307	.8	136,370	79.1
512	1,151	.7	137,521	79.8
513	1,065	.6	138,586	80.4
514	1,108	.6	139,694	81.1
515	991	.6	140,685	81.7
516	1,128	.7	141,813	82.3
517	958	.6	142,771	82.9
518	1,099	.6	143,870	83.5
519	1,027	.6	144,897	84.1
520	947	.5	145,844	84.6
521	978	.6	146,822	85.2

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
522	985	.6	147,807	85.8
523	923	.5	148,730	86.3
524	831	.5	149,561	86.8
525	943	.5	150,504	87.4
526	838	.5	151,342	87.8
527	793	.5	152,135	88.3
528	822	.5	152,957	88.8
529	754	.4	153,711	89.2
530	848	.5	154,559	89.7
531	652	.4	155,211	90.1
532	829	.5	156,040	90.6
533	672	.4	156,712	91.0
534	590	.3	157,302	91.3
535	650	.4	157,952	91.7
536	600	.3	158,552	92.0
537	603	.3	159,155	92.4
538	776	.5	159,931	92.8
539	528	.3	160,459	93.1
540	633	.4	161,092	93.5
541	481	.3	161,573	93.8
542	598	.3	162,171	94.1
543	402	.2	162,573	94.4
544	544	.3	163,117	94.7
545	452	.3	163,569	94.9
546	493	.3	164,062	95.2
547	384	.2	164,446	95.4
548	349	.2	164,795	95.6
549	544	.3	165,339	96.0
550	384	.2	165,723	96.2
551	329	.2	166,052	96.4
552	381	.2	166,433	96.6
553	236	.1	166,669	96.7
554	401	.2	167,070	97.0
555	319	.2	167,389	97.2
556	306	.2	167,695	97.3
557	321	.2	168,016	97.5
558	308	.2	168,324	97.7
559	284	.2	168,608	97.9
560	248	.1	168,856	98.0
561	231	.1	169,087	98.1

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
562	240	.1	169,327	98.3
563	165	.1	169,492	98.4
564	224	.1	169,716	98.5
565	157	.1	169,873	98.6
566	196	.1	170,069	98.7
567	146	.1	170,215	98.8
568	174	.1	170,389	98.9
569	148	.1	170,537	99.0
570	165	.1	170,702	99.1
571	85	.0	170,787	99.1
572	130	.1	170,917	99.2
573	88	.1	171,005	99.3
574	141	.1	171,146	99.3
575	80	.0	171,226	99.4
576	128	.1	171,354	99.5
577	49	.0	171,403	99.5
578	107	.1	171,510	99.5
579	38	.0	171,548	99.6
580	98	.1	171,646	99.6
581	37	.0	171,683	99.6
582	52	.0	171,735	99.7
583	28	.0	171,763	99.7
584	75	.0	171,838	99.7
585	34	.0	171,872	99.8
586	30	.0	171,902	99.8
587	37	.0	171,939	99.8
588	40	.0	171,979	99.8
589	31	.0	172,010	99.8
590	19	.0	172,029	99.8
591	33	.0	172,062	99.9
592	22	.0	172,084	99.9
593	22	.0	172,106	99.9
594	23	.0	172,129	99.9
595	25	.0	172,154	99.9
596	11	.0	172,165	99.9
597	9	.0	172,174	99.9
598	7	.0	172,181	99.9
599	20	.0	172,201	99.9
600	3	.0	172,204	99.9
601	17	.0	172,221	100.0

Appendix I: Scale Score Frequency Distributions

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
602	9	.0	172,230	100.0
603	8	.0	172,238	100.0
604	5	.0	172,243	100.0
605	2	.0	172,245	100.0
606	3	.0	172,248	100.0
607	11	.0	172,259	100.0
608	6	.0	172,265	100.0
609	3	.0	172,268	100.0
613	11	.0	172,279	100.0
614	2	.0	172,281	100.0
616	4	.0	172,285	100.0
617	2	.0	172,287	100.0
619	3	.0	172,290	100.0
627	1	.0	172,291	100.0
629	3	.0	172,294	100.0
633	1	.0	172,295	100.0

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	2,628	.7	2,628	.7
235	42	.0	2,670	.7
249	10	.0	2,680	.7
252	9	.0	2,689	.7
254	5	.0	2,694	.7
257	106	.0	2,800	.7
258	36	.0	2,836	.7
260	9	.0	2,845	.7
262	16	.0	2,861	.8
265	58	.0	2,919	.8
266	6	.0	2,925	.8
267	11	.0	2,936	.8
268	33	.0	2,969	.8
270	54	.0	3,023	.8
271	19	.0	3,042	.8
272	3	.0	3,045	.8
273	4	.0	3,049	.8
274	70	.0	3,119	.8
275	6	.0	3,125	.8
276	13	.0	3,138	.8
277	31	.0	3,169	.8
278	8	.0	3,177	.8
279	40	.0	3,217	.8
280	17	.0	3,234	.9
281	40	.0	3,274	.9
282	20	.0	3,294	.9
283	10	.0	3,304	.9
284	32	.0	3,336	.9
285	18	.0	3,354	.9
286	26	.0	3,380	.9
287	40	.0	3,420	.9
288	3	.0	3,423	.9
289	39	.0	3,462	.9
290	14	.0	3,476	.9
291	25	.0	3,501	.9
292	5	.0	3,506	.9
293	47	.0	3,553	.9
294	31	.0	3,584	.9
295	31	.0	3,615	1.0
296	26	.0	3,641	1.0

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
297	7	.0	3,648	1.0
298	46	.0	3,694	1.0
299	27	.0	3,721	1.0
300	34	.0	3,755	1.0
301	26	.0	3,781	1.0
302	30	.0	3,811	1.0
303	43	.0	3,854	1.0
304	37	.0	3,891	1.0
305	34	.0	3,925	1.0
306	16	.0	3,941	1.0
307	38	.0	3,979	1.0
308	53	.0	4,032	1.1
309	32	.0	4,064	1.1
310	50	.0	4,114	1.1
311	19	.0	4,133	1.1
312	76	.0	4,209	1.1
313	32	.0	4,241	1.1
314	28	.0	4,269	1.1
315	46	.0	4,315	1.1
316	48	.0	4,363	1.2
317	42	.0	4,405	1.2
318	45	.0	4,450	1.2
319	43	.0	4,493	1.2
320	46	.0	4,539	1.2
321	55	.0	4,594	1.2
322	77	.0	4,671	1.2
323	34	.0	4,705	1.2
324	58	.0	4,763	1.3
325	63	.0	4,826	1.3
326	53	.0	4,879	1.3
327	53	.0	4,932	1.3
328	49	.0	4,981	1.3
329	47	.0	5,028	1.3
330	58	.0	5,086	1.3
331	58	.0	5,144	1.4
332	72	.0	5,216	1.4
333	57	.0	5,273	1.4
334	91	.0	5,364	1.4
335	61	.0	5,425	1.4
336	83	.0	5,508	1.5

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
337	66	.0	5,574	1.5
338	61	.0	5,635	1.5
339	51	.0	5,686	1.5
340	78	.0	5,764	1.5
341	68	.0	5,832	1.5
342	75	.0	5,907	1.6
343	86	.0	5,993	1.6
344	98	.0	6,091	1.6
345	85	.0	6,176	1.6
346	71	.0	6,247	1.6
347	72	.0	6,319	1.7
348	75	.0	6,394	1.7
349	114	.0	6,508	1.7
350	83	.0	6,591	1.7
351	117	.0	6,708	1.8
352	80	.0	6,788	1.8
353	94	.0	6,882	1.8
354	112	.0	6,994	1.8
355	122	.0	7,116	1.9
356	97	.0	7,213	1.9
357	110	.0	7,323	1.9
358	124	.0	7,447	2.0
359	123	.0	7,570	2.0
360	128	.0	7,698	2.0
361	100	.0	7,798	2.1
362	134	.0	7,932	2.1
363	109	.0	8,041	2.1
364	147	.0	8,188	2.2
365	153	.0	8,341	2.2
366	146	.0	8,487	2.2
367	137	.0	8,624	2.3
368	155	.0	8,779	2.3
369	122	.0	8,901	2.3
370	136	.0	9,037	2.4
371	188	.0	9,225	2.4
372	176	.0	9,401	2.5
373	150	.0	9,551	2.5
374	185	.0	9,736	2.6
375	184	.0	9,920	2.6
376	192	.1	10,112	2.7

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
377	186	.0	10,298	2.7
378	223	.1	10,521	2.8
379	189	.0	10,710	2.8
380	230	.1	10,940	2.9
381	191	.1	11,131	2.9
382	238	.1	11,369	3.0
383	201	.1	11,570	3.0
384	242	.1	11,812	3.1
385	255	.1	12,067	3.2
386	273	.1	12,340	3.3
387	275	.1	12,615	3.3
388	270	.1	12,885	3.4
389	311	.1	13,196	3.5
390	254	.1	13,450	3.5
391	335	.1	13,785	3.6
392	261	.1	14,046	3.7
393	374	.1	14,420	3.8
394	308	.1	14,728	3.9
395	329	.1	15,057	4.0
396	335	.1	15,392	4.1
397	331	.1	15,723	4.1
398	400	.1	16,123	4.2
399	287	.1	16,410	4.3
400	492	.1	16,902	4.5
401	332	.1	17,234	4.5
402	441	.1	17,675	4.7
403	399	.1	18,074	4.8
404	398	.1	18,472	4.9
405	411	.1	18,883	5.0
406	444	.1	19,327	5.1
407	505	.1	19,832	5.2
408	403	.1	20,235	5.3
409	531	.1	20,766	5.5
410	374	.1	21,140	5.6
411	569	.1	21,709	5.7
412	493	.1	22,202	5.9
413	504	.1	22,706	6.0
414	537	.1	23,243	6.1
415	566	.1	23,809	6.3
416	635	.2	24,444	6.4

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
417	501	.1	24,945	6.6
418	628	.2	25,573	6.7
419	575	.2	26,148	6.9
420	663	.2	26,811	7.1
421	673	.2	27,484	7.2
422	600	.2	28,084	7.4
423	689	.2	28,773	7.6
424	621	.2	29,394	7.7
425	787	.2	30,181	8.0
426	692	.2	30,873	8.1
427	753	.2	31,626	8.3
428	726	.2	32,352	8.5
429	770	.2	33,122	8.7
430	776	.2	33,898	8.9
431	773	.2	34,671	9.1
432	885	.2	35,556	9.4
433	813	.2	36,369	9.6
434	815	.2	37,184	9.8
435	850	.2	38,034	10.0
436	841	.2	38,875	10.2
437	955	.3	39,830	10.5
438	986	.3	40,816	10.8
439	893	.2	41,709	11.0
440	949	.3	42,658	11.2
441	1,029	.3	43,687	11.5
442	955	.3	44,642	11.8
443	1,063	.3	45,705	12.0
444	957	.3	46,662	12.3
445	1,119	.3	47,781	12.6
446	1,059	.3	48,840	12.9
447	1,175	.3	50,015	13.2
448	1,033	.3	51,048	13.5
449	1,129	.3	52,177	13.8
450	1,210	.3	53,387	14.1
451	1,175	.3	54,562	14.4
452	1,336	.4	55,898	14.7
453	1,082	.3	56,980	15.0
454	1,417	.4	58,397	15.4
455	1,128	.3	59,525	15.7
456	1,375	.4	60,900	16.1

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
457	1,321	.3	62,221	16.4
458	1,345	.4	63,566	16.8
459	1,591	.4	65,157	17.2
460	1,229	.3	66,386	17.5
461	1,791	.5	68,177	18.0
462	1,279	.3	69,456	18.3
463	1,732	.5	71,188	18.8
464	1,516	.4	72,704	19.2
465	1,600	.4	74,304	19.6
466	1,842	.5	76,146	20.1
467	1,559	.4	77,705	20.5
468	2,004	.5	79,709	21.0
469	1,484	.4	81,193	21.4
470	2,094	.6	83,287	22.0
471	1,627	.4	84,914	22.4
472	1,926	.5	86,840	22.9
473	1,916	.5	88,756	23.4
474	1,700	.4	90,456	23.8
475	2,164	.6	92,620	24.4
476	1,749	.5	94,369	24.9
477	2,263	.6	96,632	25.5
478	1,928	.5	98,560	26.0
479	2,215	.6	100,775	26.6
480	2,137	.6	102,912	27.1
481	2,069	.5	104,981	27.7
482	2,277	.6	107,258	28.3
483	2,023	.5	109,281	28.8
484	2,415	.6	111,696	29.4
485	2,205	.6	113,901	30.0
486	2,354	.6	116,255	30.6
487	2,259	.6	118,514	31.2
488	2,273	.6	120,787	31.8
489	2,388	.6	123,175	32.5
490	2,305	.6	125,480	33.1
491	2,620	.7	128,100	33.8
492	2,311	.6	130,411	34.4
493	2,695	.7	133,106	35.1
494	2,487	.7	135,593	35.7
495	2,611	.7	138,204	36.4
496	2,604	.7	140,808	37.1

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
497	2,550	.7	143,358	37.8
498	2,839	.7	146,197	38.5
499	2,520	.7	148,717	39.2
500	2,626	.7	151,343	39.9
501	2,714	.7	154,057	40.6
502	2,659	.7	156,716	41.3
503	2,900	.8	159,616	42.1
504	2,745	.7	162,361	42.8
505	2,760	.7	165,121	43.5
506	2,899	.8	168,020	44.3
507	2,806	.7	170,826	45.0
508	2,836	.7	173,662	45.8
509	2,938	.8	176,600	46.6
510	2,876	.8	179,476	47.3
511	2,950	.8	182,426	48.1
512	2,974	.8	185,400	48.9
513	2,747	.7	188,147	49.6
514	3,071	.8	191,218	50.4
515	2,843	.7	194,061	51.2
516	3,144	.8	197,205	52.0
517	2,983	.8	200,188	52.8
518	2,934	.8	203,122	53.5
519	3,068	.8	206,190	54.4
520	2,813	.7	209,003	55.1
521	3,061	.8	212,064	55.9
522	2,909	.8	214,973	56.7
523	2,989	.8	217,962	57.5
524	3,021	.8	220,983	58.3
525	2,933	.8	223,916	59.0
526	2,926	.8	226,842	59.8
527	2,923	.8	229,765	60.6
528	3,034	.8	232,799	61.4
529	2,942	.8	235,741	62.1
530	3,059	.8	238,800	62.9
531	2,883	.8	241,683	63.7
532	2,781	.7	244,464	64.4
533	3,184	.8	247,648	65.3
534	2,676	.7	250,324	66.0
535	2,955	.8	253,279	66.8
536	2,683	.7	255,962	67.5

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
537	2,720	.7	258,682	68.2
538	2,996	.8	261,678	69.0
539	2,666	.7	264,344	69.7
540	2,830	.7	267,174	70.4
541	2,804	.7	269,978	71.2
542	2,615	.7	272,593	71.9
543	2,777	.7	275,370	72.6
544	2,556	.7	277,926	73.3
545	2,653	.7	280,579	74.0
546	2,729	.7	283,308	74.7
547	2,371	.6	285,679	75.3
548	2,576	.7	288,255	76.0
549	2,621	.7	290,876	76.7
550	2,419	.6	293,295	77.3
551	2,373	.6	295,668	77.9
552	2,373	.6	298,041	78.6
553	2,323	.6	300,364	79.2
554	2,387	.6	302,751	79.8
555	2,365	.6	305,116	80.4
556	2,012	.5	307,128	81.0
557	2,399	.6	309,527	81.6
558	2,257	.6	311,784	82.2
559	1,987	.5	313,771	82.7
560	1,923	.5	315,694	83.2
561	2,294	.6	317,988	83.8
562	1,822	.5	319,810	84.3
563	2,457	.6	322,267	84.9
564	1,461	.4	323,728	85.3
565	2,140	.6	325,868	85.9
566	2,062	.5	327,930	86.4
567	1,462	.4	329,392	86.8
568	1,846	.5	331,238	87.3
569	1,934	.5	333,172	87.8
570	1,494	.4	334,666	88.2
571	1,726	.5	336,392	88.7
572	1,693	.4	338,085	89.1
573	1,560	.4	339,645	89.5
574	1,605	.4	341,250	90.0
575	1,448	.4	342,698	90.3
576	1,448	.4	344,146	90.7

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
577	1,462	.4	345,608	91.1
578	1,220	.3	346,828	91.4
579	1,426	.4	348,254	91.8
580	1,287	.3	349,541	92.1
581	1,203	.3	350,744	92.5
582	1,231	.3	351,975	92.8
583	1,164	.3	353,139	93.1
584	1,002	.3	354,141	93.4
585	1,225	.3	355,366	93.7
586	851	.2	356,217	93.9
587	1,141	.3	357,358	94.2
588	815	.2	358,173	94.4
589	958	.3	359,131	94.7
590	992	.3	360,123	94.9
591	795	.2	360,918	95.1
592	692	.2	361,610	95.3
593	1,017	.3	362,627	95.6
594	752	.2	363,379	95.8
595	722	.2	364,101	96.0
596	715	.2	364,816	96.2
597	539	.1	365,355	96.3
598	828	.2	366,183	96.5
599	423	.1	366,606	96.6
600	676	.2	367,282	96.8
601	583	.2	367,865	97.0
602	572	.2	368,437	97.1
603	395	.1	368,832	97.2
604	689	.2	369,521	97.4
605	368	.1	369,889	97.5
606	488	.1	370,377	97.6
607	417	.1	370,794	97.7
608	468	.1	371,262	97.9
609	354	.1	371,616	98.0
610	489	.1	372,105	98.1
611	327	.1	372,432	98.2
612	361	.1	372,793	98.3
613	344	.1	373,137	98.4
614	295	.1	373,432	98.4
615	279	.1	373,711	98.5
616	380	.1	374,091	98.6

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
617	233	.1	374,324	98.7
618	257	.1	374,581	98.7
619	304	.1	374,885	98.8
620	181	.0	375,066	98.9
621	320	.1	375,386	99.0
622	245	.1	375,631	99.0
623	138	.0	375,769	99.1
624	300	.1	376,069	99.1
625	186	.0	376,255	99.2
626	177	.0	376,432	99.2
627	195	.1	376,627	99.3
628	130	.0	376,757	99.3
629	115	.0	376,872	99.3
630	183	.0	377,055	99.4
631	144	.0	377,199	99.4
632	204	.1	377,403	99.5
633	83	.0	377,486	99.5
634	120	.0	377,606	99.5
635	129	.0	377,735	99.6
636	107	.0	377,842	99.6
637	55	.0	377,897	99.6
638	141	.0	378,038	99.6
639	69	.0	378,107	99.7
640	85	.0	378,192	99.7
641	82	.0	378,274	99.7
642	47	.0	378,321	99.7
643	76	.0	378,397	99.7
644	125	.0	378,522	99.8
645	25	.0	378,547	99.8
646	84	.0	378,631	99.8
647	47	.0	378,678	99.8
648	14	.0	378,692	99.8
649	31	.0	378,723	99.8
650	102	.0	378,825	99.9
651	6	.0	378,831	99.9
652	75	.0	378,906	99.9
653	10	.0	378,916	99.9
654	67	.0	378,983	99.9
655	17	.0	379,000	99.9
656	34	.0	379,034	99.9

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
657	6	.0	379,040	99.9
658	75	.0	379,115	99.9
659	2	.0	379,117	99.9
660	37	.0	379,154	99.9
661	13	.0	379,167	99.9
662	2	.0	379,169	99.9
663	15	.0	379,184	100.0
664	23	.0	379,207	100.0
665	22	.0	379,229	100.0
666	1	.0	379,230	100.0
667	33	.0	379,263	100.0
668	2	.0	379,265	100.0
669	20	.0	379,285	100.0
670	20	.0	379,305	100.0
672	4	.0	379,309	100.0
673	4	.0	379,313	100.0
674	1	.0	379,314	100.0
675	7	.0	379,321	100.0
678	18	.0	379,339	100.0
680	16	.0	379,355	100.0
687	3	.0	379,358	100.0
698	1	.0	379,359	100.0
700	7	.0	379,366	100.0

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
248	2,214	1.0	2,214	1.0
253	13	.0	2,227	1.1
267	127	.1	2,354	1.1
272	12	.0	2,366	1.1
275	9	.0	2,375	1.1
277	49	.0	2,424	1.1
278	20	.0	2,444	1.2
279	17	.0	2,461	1.2
283	79	.0	2,540	1.2
286	26	.0	2,566	1.2
287	21	.0	2,587	1.2
288	11	.0	2,598	1.2
290	31	.0	2,629	1.2
291	23	.0	2,652	1.3
292	1	.0	2,653	1.3
293	46	.0	2,699	1.3
294	31	.0	2,730	1.3
295	7	.0	2,737	1.3
296	20	.0	2,757	1.3
297	18	.0	2,775	1.3
298	35	.0	2,810	1.3
299	8	.0	2,818	1.3
300	9	.0	2,827	1.3
301	11	.0	2,838	1.3
302	32	.0	2,870	1.4
303	7	.0	2,877	1.4
304	16	.0	2,893	1.4
305	10	.0	2,903	1.4
306	36	.0	2,939	1.4
307	16	.0	2,955	1.4
308	12	.0	2,967	1.4
309	26	.0	2,993	1.4
310	18	.0	3,011	1.4
311	6	.0	3,017	1.4
312	32	.0	3,049	1.4
313	54	.0	3,103	1.5
314	12	.0	3,115	1.5
315	8	.0	3,123	1.5
316	19	.0	3,142	1.5
317	25	.0	3,167	1.5

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
318	31	.0	3,198	1.5
319	19	.0	3,217	1.5
320	39	.0	3,256	1.5
321	39	.0	3,295	1.6
322	16	.0	3,311	1.6
323	25	.0	3,336	1.6
324	22	.0	3,358	1.6
325	60	.0	3,418	1.6
326	6	.0	3,424	1.6
327	23	.0	3,447	1.6
328	38	.0	3,485	1.7
329	33	.0	3,518	1.7
330	28	.0	3,546	1.7
331	29	.0	3,575	1.7
332	28	.0	3,603	1.7
333	45	.0	3,648	1.7
334	13	.0	3,661	1.7
335	38	.0	3,699	1.8
336	42	.0	3,741	1.8
337	40	.0	3,781	1.8
338	40	.0	3,821	1.8
339	37	.0	3,858	1.8
340	67	.0	3,925	1.9
341	24	.0	3,949	1.9
342	18	.0	3,967	1.9
343	47	.0	4,014	1.9
344	42	.0	4,056	1.9
345	30	.0	4,086	1.9
346	41	.0	4,127	2.0
347	36	.0	4,163	2.0
348	58	.0	4,221	2.0
349	39	.0	4,260	2.0
350	59	.0	4,319	2.0
351	45	.0	4,364	2.1
352	60	.0	4,424	2.1
353	40	.0	4,464	2.1
354	59	.0	4,523	2.1
355	52	.0	4,575	2.2
356	55	.0	4,630	2.2
357	39	.0	4,669	2.2

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
358	69	.0	4,738	2.2
359	80	.0	4,818	2.3
360	67	.0	4,885	2.3
361	46	.0	4,931	2.3
362	49	.0	4,980	2.4
363	75	.0	5,055	2.4
364	39	.0	5,094	2.4
365	72	.0	5,166	2.4
366	50	.0	5,216	2.5
367	72	.0	5,288	2.5
368	55	.0	5,343	2.5
369	45	.0	5,388	2.6
370	81	.0	5,469	2.6
371	57	.0	5,526	2.6
372	68	.0	5,594	2.7
373	71	.0	5,665	2.7
374	60	.0	5,725	2.7
375	62	.0	5,787	2.7
376	75	.0	5,862	2.8
377	84	.0	5,946	2.8
378	64	.0	6,010	2.8
379	91	.0	6,101	2.9
380	48	.0	6,149	2.9
381	94	.0	6,243	3.0
382	62	.0	6,305	3.0
383	73	.0	6,378	3.0
384	62	.0	6,440	3.1
385	78	.0	6,518	3.1
386	99	.0	6,617	3.1
387	66	.0	6,683	3.2
388	107	.1	6,790	3.2
389	83	.0	6,873	3.3
390	83	.0	6,956	3.3
391	88	.0	7,044	3.3
392	76	.0	7,120	3.4
393	76	.0	7,196	3.4
394	81	.0	7,277	3.4
395	94	.0	7,371	3.5
396	102	.0	7,473	3.5
397	95	.0	7,568	3.6

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
398	107	.1	7,675	3.6
399	75	.0	7,750	3.7
400	103	.0	7,853	3.7
401	72	.0	7,925	3.8
402	113	.1	8,038	3.8
403	95	.0	8,133	3.9
404	127	.1	8,260	3.9
405	95	.0	8,355	4.0
406	130	.1	8,485	4.0
407	102	.0	8,587	4.1
408	135	.1	8,722	4.1
409	99	.0	8,821	4.2
410	128	.1	8,949	4.2
411	104	.0	9,053	4.3
412	121	.1	9,174	4.3
413	111	.1	9,285	4.4
414	104	.0	9,389	4.4
415	115	.1	9,504	4.5
416	141	.1	9,645	4.6
417	129	.1	9,774	4.6
418	149	.1	9,923	4.7
419	135	.1	10,058	4.8
420	153	.1	10,211	4.8
421	116	.1	10,327	4.9
422	148	.1	10,475	5.0
423	141	.1	10,616	5.0
424	139	.1	10,755	5.1
425	147	.1	10,902	5.2
426	168	.1	11,070	5.2
427	135	.1	11,205	5.3
428	157	.1	11,362	5.4
429	156	.1	11,518	5.5
430	159	.1	11,677	5.5
431	174	.1	11,851	5.6
432	158	.1	12,009	5.7
433	155	.1	12,164	5.8
434	179	.1	12,343	5.8
435	150	.1	12,493	5.9
436	184	.1	12,677	6.0
437	165	.1	12,842	6.1

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
438	205	.1	13,047	6.2
439	196	.1	13,243	6.3
440	222	.1	13,465	6.4
441	175	.1	13,640	6.5
442	217	.1	13,857	6.6
443	197	.1	14,054	6.7
444	238	.1	14,292	6.8
445	210	.1	14,502	6.9
446	241	.1	14,743	7.0
447	212	.1	14,955	7.1
448	244	.1	15,199	7.2
449	232	.1	15,431	7.3
450	243	.1	15,674	7.4
451	233	.1	15,907	7.5
452	280	.1	16,187	7.7
453	236	.1	16,423	7.8
454	263	.1	16,686	7.9
455	221	.1	16,907	8.0
456	280	.1	17,187	8.1
457	252	.1	17,439	8.3
458	296	.1	17,735	8.4
459	240	.1	17,975	8.5
460	325	.2	18,300	8.7
461	269	.1	18,569	8.8
462	314	.1	18,883	8.9
463	256	.1	19,139	9.1
464	322	.2	19,461	9.2
465	293	.1	19,754	9.4
466	355	.2	20,109	9.5
467	294	.1	20,403	9.7
468	356	.2	20,759	9.8
469	331	.2	21,090	10.0
470	356	.2	21,446	10.2
471	321	.2	21,767	10.3
472	431	.2	22,198	10.5
473	363	.2	22,561	10.7
474	418	.2	22,979	10.9
475	397	.2	23,376	11.1
476	459	.2	23,835	11.3
477	392	.2	24,227	11.5

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
478	446	.2	24,673	11.7
479	435	.2	25,108	11.9
480	444	.2	25,552	12.1
481	446	.2	25,998	12.3
482	467	.2	26,465	12.5
483	396	.2	26,861	12.7
484	497	.2	27,358	13.0
485	454	.2	27,812	13.2
486	495	.2	28,307	13.4
487	516	.2	28,823	13.7
488	517	.2	29,340	13.9
489	539	.3	29,879	14.2
490	566	.3	30,445	14.4
491	520	.2	30,965	14.7
492	609	.3	31,574	15.0
493	554	.3	32,128	15.2
494	606	.3	32,734	15.5
495	545	.3	33,279	15.8
496	639	.3	33,918	16.1
497	662	.3	34,580	16.4
498	645	.3	35,225	16.7
499	648	.3	35,873	17.0
500	694	.3	36,567	17.3
501	673	.3	37,240	17.6
502	687	.3	37,927	18.0
503	744	.4	38,671	18.3
504	765	.4	39,436	18.7
505	785	.4	40,221	19.1
506	793	.4	41,014	19.4
507	904	.4	41,918	19.9
508	873	.4	42,791	20.3
509	867	.4	43,658	20.7
510	892	.4	44,550	21.1
511	911	.4	45,461	21.5
512	897	.4	46,358	22.0
513	915	.4	47,273	22.4
514	969	.5	48,242	22.9
515	972	.5	49,214	23.3
516	1,017	.5	50,231	23.8
517	1,003	.5	51,234	24.3

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
518	1,074	.5	52,308	24.8
519	1,059	.5	53,367	25.3
520	1,137	.5	54,504	25.8
521	1,055	.5	55,559	26.3
522	1,082	.5	56,641	26.8
523	1,173	.6	57,814	27.4
524	1,131	.5	58,945	27.9
525	1,207	.6	60,152	28.5
526	1,235	.6	61,387	29.1
527	1,254	.6	62,641	29.7
528	1,296	.6	63,937	30.3
529	1,206	.6	65,143	30.9
530	1,438	.7	66,581	31.6
531	1,200	.6	67,781	32.1
532	1,415	.7	69,196	32.8
533	1,378	.7	70,574	33.4
534	1,355	.6	71,929	34.1
535	1,355	.6	73,284	34.7
536	1,523	.7	74,807	35.5
537	1,432	.7	76,239	36.1
538	1,568	.7	77,807	36.9
539	1,316	.6	79,123	37.5
540	1,624	.8	80,747	38.3
541	1,493	.7	82,240	39.0
542	1,558	.7	83,798	39.7
543	1,452	.7	85,250	40.4
544	1,645	.8	86,895	41.2
545	1,576	.7	88,471	41.9
546	1,605	.8	90,076	42.7
547	1,646	.8	91,722	43.5
548	1,583	.8	93,305	44.2
549	1,697	.8	95,002	45.0
550	1,580	.7	96,582	45.8
551	1,624	.8	98,206	46.5
552	1,738	.8	99,944	47.4
553	1,770	.8	101,714	48.2
554	1,646	.8	103,360	49.0
555	1,857	.9	105,217	49.9
556	1,539	.7	106,756	50.6
557	1,783	.8	108,539	51.4

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
558	1,791	.8	110,330	52.3
559	1,731	.8	112,061	53.1
560	1,748	.8	113,809	53.9
561	1,739	.8	115,548	54.8
562	1,685	.8	117,233	55.6
563	1,917	.9	119,150	56.5
564	1,732	.8	120,882	57.3
565	1,722	.8	122,604	58.1
566	1,758	.8	124,362	58.9
567	1,726	.8	126,088	59.8
568	1,713	.8	127,801	60.6
569	1,733	.8	129,534	61.4
570	1,798	.9	131,332	62.2
571	1,666	.8	132,998	63.0
572	1,767	.8	134,765	63.9
573	1,703	.8	136,468	64.7
574	1,712	.8	138,180	65.5
575	1,734	.8	139,914	66.3
576	1,671	.8	141,585	67.1
577	1,548	.7	143,133	67.8
578	1,675	.8	144,808	68.6
579	1,570	.7	146,378	69.4
580	1,653	.8	148,031	70.2
581	1,673	.8	149,704	71.0
582	1,523	.7	151,227	71.7
583	1,570	.7	152,797	72.4
584	1,586	.8	154,383	73.2
585	1,504	.7	155,887	73.9
586	1,696	.8	157,583	74.7
587	1,450	.7	159,033	75.4
588	1,452	.7	160,485	76.1
589	1,487	.7	161,972	76.8
590	1,419	.7	163,391	77.4
591	1,370	.6	164,761	78.1
592	1,370	.6	166,131	78.7
593	1,241	.6	167,372	79.3
594	1,381	.7	168,753	80.0
595	1,181	.6	169,934	80.5
596	1,333	.6	171,267	81.2
597	1,106	.5	172,373	81.7

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
598	1,284	.6	173,657	82.3
599	1,144	.5	174,801	82.8
600	1,195	.6	175,996	83.4
601	1,157	.5	177,153	84.0
602	1,142	.5	178,295	84.5
603	1,084	.5	179,379	85.0
604	1,099	.5	180,478	85.5
605	1,024	.5	181,502	86.0
606	1,002	.5	182,504	86.5
607	1,020	.5	183,524	87.0
608	969	.5	184,493	87.4
609	956	.5	185,449	87.9
610	1,046	.5	186,495	88.4
611	854	.4	187,349	88.8
612	952	.5	188,301	89.2
613	831	.4	189,132	89.6
614	737	.3	189,869	90.0
615	953	.5	190,822	90.4
616	716	.3	191,538	90.8
617	771	.4	192,309	91.1
618	793	.4	193,102	91.5
619	795	.4	193,897	91.9
620	671	.3	194,568	92.2
621	609	.3	195,177	92.5
622	659	.3	195,836	92.8
623	626	.3	196,462	93.1
624	551	.3	197,013	93.4
625	665	.3	197,678	93.7
626	513	.2	198,191	93.9
627	596	.3	198,787	94.2
628	512	.2	199,299	94.5
629	515	.2	199,814	94.7
630	519	.2	200,333	94.9
631	447	.2	200,780	95.2
632	530	.3	201,310	95.4
633	436	.2	201,746	95.6
634	405	.2	202,151	95.8
635	518	.2	202,669	96.1
636	282	.1	202,951	96.2
637	437	.2	203,388	96.4

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
638	323	.2	203,711	96.5
639	450	.2	204,161	96.8
640	266	.1	204,427	96.9
641	344	.2	204,771	97.1
642	308	.1	205,079	97.2
643	322	.2	205,401	97.3
644	269	.1	205,670	97.5
645	292	.1	205,962	97.6
646	240	.1	206,202	97.7
647	224	.1	206,426	97.8
648	280	.1	206,706	98.0
649	179	.1	206,885	98.1
650	185	.1	207,070	98.1
651	194	.1	207,264	98.2
652	210	.1	207,474	98.3
653	223	.1	207,697	98.4
654	144	.1	207,841	98.5
655	163	.1	208,004	98.6
656	195	.1	208,199	98.7
657	169	.1	208,368	98.8
658	108	.1	208,476	98.8
659	212	.1	208,688	98.9
660	118	.1	208,806	99.0
661	88	.0	208,894	99.0
662	150	.1	209,044	99.1
663	123	.1	209,167	99.1
664	134	.1	209,301	99.2
665	47	.0	209,348	99.2
666	130	.1	209,478	99.3
667	54	.0	209,532	99.3
668	131	.1	209,663	99.4
669	44	.0	209,707	99.4
670	67	.0	209,774	99.4
671	118	.1	209,892	99.5
672	51	.0	209,943	99.5
673	92	.0	210,035	99.5
674	31	.0	210,066	99.6
675	80	.0	210,146	99.6
676	56	.0	210,202	99.6
677	52	.0	210,254	99.6

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
678	17	.0	210,271	99.7
679	66	.0	210,337	99.7
680	63	.0	210,400	99.7
681	18	.0	210,418	99.7
682	46	.0	210,464	99.7
683	32	.0	210,496	99.8
684	22	.0	210,518	99.8
685	42	.0	210,560	99.8
686	8	.0	210,568	99.8
687	36	.0	210,604	99.8
688	19	.0	210,623	99.8
689	26	.0	210,649	99.8
690	26	.0	210,675	99.8
691	32	.0	210,707	99.9
692	32	.0	210,739	99.9
693	15	.0	210,754	99.9
694	7	.0	210,761	99.9
695	14	.0	210,775	99.9
696	23	.0	210,798	99.9
697	4	.0	210,802	99.9
698	11	.0	210,813	99.9
699	15	.0	210,828	99.9
700	39	.0	210,867	99.9
701	7	.0	210,874	99.9
702	1	.0	210,875	99.9
703	3	.0	210,878	99.9
704	6	.0	210,884	99.9
706	8	.0	210,892	100.0
707	2	.0	210,894	100.0
708	10	.0	210,904	100.0
709	13	.0	210,917	100.0
710	4	.0	210,921	100.0
712	5	.0	210,926	100.0
713	8	.0	210,934	100.0
714	2	.0	210,936	100.0
715	2	.0	210,938	100.0
716	15	.0	210,953	100.0
717	2	.0	210,955	100.0
718	1	.0	210,956	100.0
719	1	.0	210,957	100.0

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
721	13	.0	210,970	100.0
725	2	.0	210,972	100.0
729	7	.0	210,979	100.0
730	8	.0	210,987	100.0
737	5	.0	210,992	100.0
741	1	.0	210,993	100.0

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
251	3,884	1.9	3,884	1.9
262	13	.0	3,897	1.9
270	11	.0	3,908	1.9
272	87	.0	3,995	1.9
274	15	.0	4,010	1.9
281	8	.0	4,018	1.9
282	76	.0	4,094	2.0
283	33	.0	4,127	2.0
288	25	.0	4,152	2.0
289	42	.0	4,194	2.0
291	4	.0	4,198	2.0
293	41	.0	4,239	2.0
294	19	.0	4,258	2.1
295	6	.0	4,264	2.1
297	56	.0	4,320	2.1
298	3	.0	4,323	2.1
299	4	.0	4,327	2.1
300	16	.0	4,343	2.1
301	27	.0	4,370	2.1
302	15	.0	4,385	2.1
303	27	.0	4,412	2.1
304	20	.0	4,432	2.1
305	23	.0	4,455	2.1
306	21	.0	4,476	2.2
307	31	.0	4,507	2.2
308	14	.0	4,521	2.2
309	7	.0	4,528	2.2
310	26	.0	4,554	2.2
311	2	.0	4,556	2.2
312	24	.0	4,580	2.2
313	24	.0	4,604	2.2
314	39	.0	4,643	2.2
315	24	.0	4,667	2.3
316	20	.0	4,687	2.3
317	14	.0	4,701	2.3
318	27	.0	4,728	2.3
319	11	.0	4,739	2.3
320	54	.0	4,793	2.3
321	25	.0	4,818	2.3
322	28	.0	4,846	2.3

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
323	10	.0	4,856	2.3
324	41	.0	4,897	2.4
325	35	.0	4,932	2.4
326	61	.0	4,993	2.4
327	13	.0	5,006	2.4
328	51	.0	5,057	2.4
329	29	.0	5,086	2.5
330	13	.0	5,099	2.5
331	73	.0	5,172	2.5
332	23	.0	5,195	2.5
333	22	.0	5,217	2.5
334	54	.0	5,271	2.5
335	45	.0	5,316	2.6
336	26	.0	5,342	2.6
337	39	.0	5,381	2.6
338	21	.0	5,402	2.6
339	43	.0	5,445	2.6
340	44	.0	5,489	2.6
341	21	.0	5,510	2.7
342	28	.0	5,538	2.7
343	37	.0	5,575	2.7
344	64	.0	5,639	2.7
345	35	.0	5,674	2.7
346	28	.0	5,702	2.7
347	40	.0	5,742	2.8
348	44	.0	5,786	2.8
349	51	.0	5,837	2.8
350	55	.0	5,892	2.8
351	29	.0	5,921	2.9
352	33	.0	5,954	2.9
353	59	.0	6,013	2.9
354	62	.0	6,075	2.9
355	29	.0	6,104	2.9
356	57	.0	6,161	3.0
357	43	.0	6,204	3.0
358	38	.0	6,242	3.0
359	43	.0	6,285	3.0
360	35	.0	6,320	3.0
361	39	.0	6,359	3.1
362	59	.0	6,418	3.1

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
363	62	.0	6,480	3.1
364	62	.0	6,542	3.2
365	24	.0	6,566	3.2
366	61	.0	6,627	3.2
367	46	.0	6,673	3.2
368	54	.0	6,727	3.2
369	61	.0	6,788	3.3
370	49	.0	6,837	3.3
371	64	.0	6,901	3.3
372	49	.0	6,950	3.4
373	46	.0	6,996	3.4
374	48	.0	7,044	3.4
375	71	.0	7,115	3.4
376	39	.0	7,154	3.4
377	69	.0	7,223	3.5
378	56	.0	7,279	3.5
379	44	.0	7,323	3.5
380	65	.0	7,388	3.6
381	68	.0	7,456	3.6
382	53	.0	7,509	3.6
383	70	.0	7,579	3.7
384	54	.0	7,633	3.7
385	73	.0	7,706	3.7
386	78	.0	7,784	3.8
387	59	.0	7,843	3.8
388	82	.0	7,925	3.8
389	65	.0	7,990	3.9
390	103	.0	8,093	3.9
391	67	.0	8,160	3.9
392	78	.0	8,238	4.0
393	81	.0	8,319	4.0
394	65	.0	8,384	4.0
395	56	.0	8,440	4.1
396	80	.0	8,520	4.1
397	86	.0	8,606	4.1
398	80	.0	8,686	4.2
399	80	.0	8,766	4.2
400	88	.0	8,854	4.3
401	80	.0	8,934	4.3
402	94	.0	9,028	4.4

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
403	74	.0	9,102	4.4
404	81	.0	9,183	4.4
405	73	.0	9,256	4.5
406	109	.1	9,365	4.5
407	96	.0	9,461	4.6
408	75	.0	9,536	4.6
409	112	.1	9,648	4.7
410	66	.0	9,714	4.7
411	80	.0	9,794	4.7
412	94	.0	9,888	4.8
413	73	.0	9,961	4.8
414	83	.0	10,044	4.8
415	112	.1	10,156	4.9
416	106	.1	10,262	4.9
417	100	.0	10,362	5.0
418	128	.1	10,490	5.1
419	83	.0	10,573	5.1
420	112	.1	10,685	5.2
421	116	.1	10,801	5.2
422	108	.1	10,909	5.3
423	121	.1	11,030	5.3
424	109	.1	11,139	5.4
425	110	.1	11,249	5.4
426	117	.1	11,366	5.5
427	93	.0	11,459	5.5
428	116	.1	11,575	5.6
429	111	.1	11,686	5.6
430	139	.1	11,825	5.7
431	102	.0	11,927	5.8
432	112	.1	12,039	5.8
433	124	.1	12,163	5.9
434	123	.1	12,286	5.9
435	117	.1	12,403	6.0
436	132	.1	12,535	6.0
437	134	.1	12,669	6.1
438	136	.1	12,805	6.2
439	142	.1	12,947	6.2
440	119	.1	13,066	6.3
441	157	.1	13,223	6.4
442	136	.1	13,359	6.4

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
443	142	.1	13,501	6.5
444	145	.1	13,646	6.6
445	142	.1	13,788	6.6
446	149	.1	13,937	6.7
447	138	.1	14,075	6.8
448	160	.1	14,235	6.9
449	156	.1	14,391	6.9
450	182	.1	14,573	7.0
451	152	.1	14,725	7.1
452	198	.1	14,923	7.2
453	157	.1	15,080	7.3
454	190	.1	15,270	7.4
455	162	.1	15,432	7.4
456	195	.1	15,627	7.5
457	186	.1	15,813	7.6
458	212	.1	16,025	7.7
459	176	.1	16,201	7.8
460	197	.1	16,398	7.9
461	215	.1	16,613	8.0
462	229	.1	16,842	8.1
463	180	.1	17,022	8.2
464	223	.1	17,245	8.3
465	196	.1	17,441	8.4
466	236	.1	17,677	8.5
467	181	.1	17,858	8.6
468	216	.1	18,074	8.7
469	207	.1	18,281	8.8
470	256	.1	18,537	8.9
471	234	.1	18,771	9.1
472	215	.1	18,986	9.2
473	237	.1	19,223	9.3
474	233	.1	19,456	9.4
475	256	.1	19,712	9.5
476	266	.1	19,978	9.6
477	242	.1	20,220	9.7
478	256	.1	20,476	9.9
479	254	.1	20,730	10.0
480	253	.1	20,983	10.1
481	290	.1	21,273	10.3
482	258	.1	21,531	10.4

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
483	289	.1	21,820	10.5
484	306	.1	22,126	10.7
485	297	.1	22,423	10.8
486	280	.1	22,703	10.9
487	343	.2	23,046	11.1
488	290	.1	23,336	11.3
489	304	.1	23,640	11.4
490	367	.2	24,007	11.6
491	319	.2	24,326	11.7
492	364	.2	24,690	11.9
493	331	.2	25,021	12.1
494	377	.2	25,398	12.2
495	348	.2	25,746	12.4
496	387	.2	26,133	12.6
497	419	.2	26,552	12.8
498	332	.2	26,884	13.0
499	420	.2	27,304	13.2
500	357	.2	27,661	13.3
501	410	.2	28,071	13.5
502	372	.2	28,443	13.7
503	430	.2	28,873	13.9
504	433	.2	29,306	14.1
505	451	.2	29,757	14.3
506	452	.2	30,209	14.6
507	422	.2	30,631	14.8
508	502	.2	31,133	15.0
509	475	.2	31,608	15.2
510	460	.2	32,068	15.5
511	496	.2	32,564	15.7
512	440	.2	33,004	15.9
513	536	.3	33,540	16.2
514	534	.3	34,074	16.4
515	540	.3	34,614	16.7
516	516	.2	35,130	16.9
517	549	.3	35,679	17.2
518	565	.3	36,244	17.5
519	572	.3	36,816	17.8
520	584	.3	37,400	18.0
521	596	.3	37,996	18.3
522	637	.3	38,633	18.6

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
523	604	.3	39,237	18.9
524	547	.3	39,784	19.2
525	694	.3	40,478	19.5
526	599	.3	41,077	19.8
527	636	.3	41,713	20.1
528	695	.3	42,408	20.4
529	714	.3	43,122	20.8
530	698	.3	43,820	21.1
531	712	.3	44,532	21.5
532	736	.4	45,268	21.8
533	767	.4	46,035	22.2
534	714	.3	46,749	22.5
535	821	.4	47,570	22.9
536	791	.4	48,361	23.3
537	817	.4	49,178	23.7
538	761	.4	49,939	24.1
539	880	.4	50,819	24.5
540	749	.4	51,568	24.9
541	1,036	.5	52,604	25.4
542	847	.4	53,451	25.8
543	883	.4	54,334	26.2
544	1,024	.5	55,358	26.7
545	897	.4	56,255	27.1
546	926	.4	57,181	27.6
547	1,089	.5	58,270	28.1
548	840	.4	59,110	28.5
549	949	.5	60,059	29.0
550	1,049	.5	61,108	29.5
551	994	.5	62,102	29.9
552	874	.4	62,976	30.4
553	1,259	.6	64,235	31.0
554	930	.4	65,165	31.4
555	1,102	.5	66,267	32.0
556	1,173	.6	67,440	32.5
557	1,020	.5	68,460	33.0
558	1,154	.6	69,614	33.6
559	1,222	.6	70,836	34.2
560	1,166	.6	72,002	34.7
561	1,107	.5	73,109	35.2
562	1,186	.6	74,295	35.8

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
563	1,295	.6	75,590	36.4
564	1,094	.5	76,684	37.0
565	1,372	.7	78,056	37.6
566	1,178	.6	79,234	38.2
567	1,142	.6	80,376	38.8
568	1,467	.7	81,843	39.5
569	1,166	.6	83,009	40.0
570	1,326	.6	84,335	40.7
571	1,306	.6	85,641	41.3
572	1,259	.6	86,900	41.9
573	1,475	.7	88,375	42.6
574	1,363	.7	89,738	43.3
575	1,322	.6	91,060	43.9
576	1,374	.7	92,434	44.6
577	1,368	.7	93,802	45.2
578	1,311	.6	95,113	45.9
579	1,567	.8	96,680	46.6
580	1,243	.6	97,923	47.2
581	1,466	.7	99,389	47.9
582	1,415	.7	100,804	48.6
583	1,378	.7	102,182	49.3
584	1,487	.7	103,669	50.0
585	1,453	.7	105,122	50.7
586	1,515	.7	106,637	51.4
587	1,346	.6	107,983	52.1
588	1,578	.8	109,561	52.8
589	1,407	.7	110,968	53.5
590	1,441	.7	112,409	54.2
591	1,506	.7	113,915	54.9
592	1,355	.7	115,270	55.6
593	1,509	.7	116,779	56.3
594	1,491	.7	118,270	57.0
595	1,505	.7	119,775	57.7
596	1,409	.7	121,184	58.4
597	1,611	.8	122,795	59.2
598	1,466	.7	124,261	59.9
599	1,411	.7	125,672	60.6
600	1,459	.7	127,131	61.3
601	1,451	.7	128,582	62.0
602	1,501	.7	130,083	62.7

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
603	1,291	.6	131,374	63.3
604	1,470	.7	132,844	64.1
605	1,368	.7	134,212	64.7
606	1,445	.7	135,657	65.4
607	1,471	.7	137,128	66.1
608	1,325	.6	138,453	66.8
609	1,459	.7	139,912	67.5
610	1,345	.6	141,257	68.1
611	1,401	.7	142,658	68.8
612	1,350	.7	144,008	69.4
613	1,456	.7	145,464	70.1
614	1,343	.6	146,807	70.8
615	1,338	.6	148,145	71.4
616	1,347	.6	149,492	72.1
617	1,327	.6	150,819	72.7
618	1,415	.7	152,234	73.4
619	1,240	.6	153,474	74.0
620	1,354	.7	154,828	74.6
621	1,152	.6	155,980	75.2
622	1,418	.7	157,398	75.9
623	1,026	.5	158,424	76.4
624	1,312	.6	159,736	77.0
625	1,250	.6	160,986	77.6
626	1,271	.6	162,257	78.2
627	1,304	.6	163,561	78.9
628	1,198	.6	164,759	79.4
629	1,107	.5	165,866	80.0
630	1,113	.5	166,979	80.5
631	1,231	.6	168,210	81.1
632	1,015	.5	169,225	81.6
633	1,213	.6	170,438	82.2
634	951	.5	171,389	82.6
635	1,102	.5	172,491	83.2
636	1,070	.5	173,561	83.7
637	1,026	.5	174,587	84.2
638	1,031	.5	175,618	84.7
639	1,051	.5	176,669	85.2
640	993	.5	177,662	85.7
641	828	.4	178,490	86.1
642	1,017	.5	179,507	86.5

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
643	748	.4	180,255	86.9
644	908	.4	181,163	87.3
645	889	.4	182,052	87.8
646	937	.5	182,989	88.2
647	772	.4	183,761	88.6
648	882	.4	184,643	89.0
649	852	.4	185,495	89.4
650	778	.4	186,273	89.8
651	815	.4	187,088	90.2
652	681	.3	187,769	90.5
653	721	.3	188,490	90.9
654	639	.3	189,129	91.2
655	652	.3	189,781	91.5
656	647	.3	190,428	91.8
657	672	.3	191,100	92.1
658	552	.3	191,652	92.4
659	566	.3	192,218	92.7
660	635	.3	192,853	93.0
661	518	.2	193,371	93.2
662	676	.3	194,047	93.6
663	439	.2	194,486	93.8
664	650	.3	195,136	94.1
665	483	.2	195,619	94.3
666	530	.3	196,149	94.6
667	454	.2	196,603	94.8
668	532	.3	197,135	95.0
669	332	.2	197,467	95.2
670	540	.3	198,007	95.5
671	534	.3	198,541	95.7
672	340	.2	198,881	95.9
673	374	.2	199,255	96.1
674	395	.2	199,650	96.3
675	366	.2	200,016	96.4
676	309	.1	200,325	96.6
677	334	.2	200,659	96.7
678	275	.1	200,934	96.9
679	415	.2	201,349	97.1
680	290	.1	201,639	97.2
681	290	.1	201,929	97.4
682	281	.1	202,210	97.5

Appendix I: Scale Score Frequency Distributions

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
683	280	.1	202,490	97.6
684	190	.1	202,680	97.7
685	317	.2	202,997	97.9
686	185	.1	203,182	98.0
687	232	.1	203,414	98.1
688	236	.1	203,650	98.2
689	196	.1	203,846	98.3
690	157	.1	204,003	98.4
691	234	.1	204,237	98.5
692	113	.1	204,350	98.5
693	207	.1	204,557	98.6
694	162	.1	204,719	98.7
695	142	.1	204,861	98.8
696	94	.0	204,955	98.8
697	227	.1	205,182	98.9
698	51	.0	205,233	99.0
699	141	.1	205,374	99.0
700	80	.0	205,454	99.1
701	142	.1	205,596	99.1
702	123	.1	205,719	99.2
703	97	.0	205,816	99.2
704	54	.0	205,870	99.3
705	184	.1	206,054	99.3
706	50	.0	206,104	99.4
707	82	.0	206,186	99.4
708	96	.0	206,282	99.5
709	72	.0	206,354	99.5
710	28	.0	206,382	99.5
711	82	.0	206,464	99.5
712	48	.0	206,512	99.6
713	66	.0	206,578	99.6
714	57	.0	206,635	99.6
715	31	.0	206,666	99.6
716	51	.0	206,717	99.7
717	37	.0	206,754	99.7
718	67	.0	206,821	99.7
719	43	.0	206,864	99.7
720	45	.0	206,909	99.8
721	30	.0	206,939	99.8
722	44	.0	206,983	99.8

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
723	16	.0	206,999	99.8
724	15	.0	207,014	99.8
725	14	.0	207,028	99.8
726	49	.0	207,077	99.8
727	3	.0	207,080	99.8
728	46	.0	207,126	99.9
729	9	.0	207,135	99.9
730	12	.0	207,147	99.9
731	2	.0	207,149	99.9
732	28	.0	207,177	99.9
733	4	.0	207,181	99.9
734	40	.0	207,221	99.9
735	9	.0	207,230	99.9
736	7	.0	207,237	99.9
737	4	.0	207,241	99.9
738	30	.0	207,271	99.9
740	32	.0	207,303	100.0
741	6	.0	207,309	100.0
742	8	.0	207,317	100.0
743	6	.0	207,323	100.0
744	2	.0	207,325	100.0
746	12	.0	207,337	100.0
749	18	.0	207,355	100.0
751	1	.0	207,356	100.0
752	7	.0	207,363	100.0
755	10	.0	207,373	100.0
757	5	.0	207,378	100.0
759	11	.0	207,389	100.0
761	17	.0	207,406	100.0

Initial Assessment Data

Table I-31: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	44,841	21.2	44,841	21.2
269	1	.0	44,842	21.2
285	19,591	9.2	64,433	30.4
338	19,551	9.2	83,984	39.6
361	1	.0	83,985	39.6
363	18,076	8.5	102,061	48.1
380	16,686	7.9	118,747	56.0
393	15,362	7.2	134,109	63.3
406	13,891	6.6	148,000	69.8
418	12,429	5.9	160,429	75.7
430	10,934	5.2	171,363	80.8
442	9,380	4.4	180,743	85.3
454	7,593	3.6	188,336	88.9
467	6,437	3.0	194,773	91.9
480	5,239	2.5	200,012	94.4
494	4,140	2.0	204,152	96.3
509	3,179	1.5	207,331	97.8
528	2,357	1.1	209,688	98.9
562	1,526	.7	211,214	99.6
570	756	.4	211,970	100.0

Table I-32: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,585	23.7	2,585	23.7
285	353	3.2	2,938	27.0
338	305	2.8	3,243	29.8
363	256	2.4	3,499	32.1
380	202	1.9	3,701	34.0
393	227	2.1	3,928	36.1
406	280	2.6	4,208	38.6
418	317	2.9	4,525	41.5
430	342	3.1	4,867	44.7
442	404	3.7	5,271	48.4
454	469	4.3	5,740	52.7
467	578	5.3	6,318	58.0
480	699	6.4	7,017	64.4
494	826	7.6	7,843	72.0
509	896	8.2	8,739	80.2
528	832	7.6	9,571	87.9
562	791	7.3	10,362	95.1
570	529	4.9	10,891	100.0

Table I-33: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	4,836	19.6	4,836	19.6
241	934	3.8	5,770	23.4
335	1,061	4.3	6,831	27.7
372	1,147	4.6	7,978	32.3
399	1,182	4.8	9,160	37.1
423	1,152	4.7	10,312	41.8
444	1,165	4.7	11,477	46.5
464	1,238	5.0	12,715	51.5
484	1,300	5.3	14,015	56.8
502	1,514	6.1	15,529	62.9
521	1,673	6.8	17,202	69.7
541	1,652	6.7	18,854	76.4
563	1,704	6.9	20,558	83.3
589	1,617	6.6	22,175	89.9
633	1,467	5.9	23,642	95.8
640	1,032	4.2	24,674	100.0

Table I-34: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	6,079	29.9	6,079	29.9
350	1,065	5.2	7,144	35.2
410	978	4.8	8,122	40.0
445	793	3.9	8,915	43.9
471	690	3.4	9,605	47.3
494	749	3.7	10,354	51.0
514	778	3.8	11,132	54.8
534	872	4.3	12,004	59.1
555	1,041	5.1	13,045	64.2
576	1,196	5.9	14,241	70.1
599	1,396	6.9	15,637	77.0
625	1,432	7.0	17,069	84.0
660	1,363	6.7	18,432	90.7
715	1,881	9.3	20,313	100.0

CELDT 2013–14 Edition Technical Report

Appendix I: Scale Score Frequency Distributions

Table I-35: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	6,258	21.4	6,258	21.4
360	1,273	4.3	7,531	25.7
414	1,405	4.8	8,936	30.5
449	1,356	4.6	10,292	35.1
477	1,339	4.6	11,631	39.7
502	1,313	4.5	12,944	44.2
525	1,316	4.5	14,260	48.7
549	1,392	4.7	15,652	53.4
573	1,705	5.8	17,357	59.2
600	1,942	6.6	19,299	65.9
630	2,210	7.5	21,509	73.4
666	2,314	7.9	23,823	81.3
710	2,337	8.0	26,160	89.3
725	3,146	10.7	29,306	100.0

Table I-36: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	34,825	16.4	34,825	16.4
273	8,362	3.9	43,187	20.4
296	1	.0	43,188	20.4
304	6,645	3.1	49,833	23.5
323	6,257	3.0	56,090	26.5
337	6,253	2.9	62,343	29.4
348	6,346	3.0	68,689	32.4
358	6,776	3.2	75,465	35.6
367	7,014	3.3	82,479	38.9
371	1	.0	82,480	38.9
375	7,435	3.5	89,915	42.4
383	7,455	3.5	97,370	45.9
390	7,808	3.7	105,178	49.6
397	7,870	3.7	113,048	53.3
403	7,850	3.7	120,898	57.0
410	7,996	3.8	128,894	60.8
416	7,910	3.7	136,804	64.5
423	7,567	3.6	144,371	68.1
429	7,499	3.5	151,870	71.6
435	7,025	3.3	158,895	75.0
441	6,623	3.1	165,518	78.1
448	6,330	3.0	171,848	81.1
455	5,966	2.8	177,814	83.9
462	5,670	2.7	183,484	86.6
469	5,064	2.4	188,548	89.0
478	4,844	2.3	193,392	91.2
487	4,499	2.1	197,891	93.4
499	3,982	1.9	201,873	95.2
513	3,636	1.7	205,509	97.0
533	3,064	1.4	208,573	98.4
568	2,237	1.1	210,810	99.5
630	1,160	.5	211,970	100.0

Table I-37: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	2,862	26.3	2,862	26.3
273	238	2.2	3,100	28.5
304	136	1.2	3,236	29.7
323	106	1.0	3,342	30.7
337	84	.8	3,426	31.5
348	69	.6	3,495	32.1
358	68	.6	3,563	32.7
367	61	.6	3,624	33.3
375	71	.7	3,695	33.9
383	94	.9	3,789	34.8
390	86	.8	3,875	35.6
397	97	.9	3,972	36.5
403	94	.9	4,066	37.3
410	106	1.0	4,172	38.3
416	126	1.2	4,298	39.5
423	139	1.3	4,437	40.7
429	149	1.4	4,586	42.1
435	204	1.9	4,790	44.0
441	195	1.8	4,985	45.8
448	247	2.3	5,232	48.0
455	302	2.8	5,534	50.8
462	346	3.2	5,880	54.0
469	429	3.9	6,309	57.9
478	479	4.4	6,788	62.3
487	574	5.3	7,362	67.6
499	655	6.0	8,017	73.6
513	698	6.4	8,715	80.0
533	815	7.5	9,530	87.5
568	804	7.4	10,334	94.9
630	557	5.1	10,891	100.0

Table I-38: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
200	6,395	25.9	6,395	25.9
308	984	4.0	7,379	29.9
341	607	2.5	7,986	32.4
361	428	1.7	8,414	34.1
376	312	1.3	8,726	35.4
388	249	1.0	8,975	36.4
398	224	.9	9,199	37.3
407	253	1.0	9,452	38.3
416	227	.9	9,679	39.2
424	281	1.1	9,960	40.4
431	293	1.2	10,253	41.6
438	285	1.2	10,538	42.7
446	342	1.4	10,880	44.1
453	387	1.6	11,267	45.7
460	422	1.7	11,689	47.4
467	478	1.9	12,167	49.3
474	564	2.3	12,731	51.6
481	552	2.2	13,283	53.8
488	608	2.5	13,891	56.3
496	699	2.8	14,590	59.1
503	749	3.0	15,339	62.2
512	851	3.4	16,190	65.6
520	976	4.0	17,166	69.6
530	940	3.8	18,106	73.4
540	1,086	4.4	19,192	77.8
552	1,169	4.7	20,361	82.5
566	1,128	4.6	21,489	87.1
584	1,180	4.8	22,669	91.9
615	1,110	4.5	23,779	96.4
720	895	3.6	24,674	100.0

Table I-39: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
225	5,270	25.9	5,270	25.9
300	937	4.6	6,207	30.6
340	490	2.4	6,697	33.0
363	368	1.8	7,065	34.8
380	284	1.4	7,349	36.2
394	260	1.3	7,609	37.5
405	255	1.3	7,864	38.7
416	213	1.0	8,077	39.8
425	228	1.1	8,305	40.9
433	248	1.2	8,553	42.1
442	219	1.1	8,772	43.2
450	273	1.3	9,045	44.5
457	286	1.4	9,331	45.9
465	324	1.6	9,655	47.5
473	300	1.5	9,955	49.0
481	376	1.9	10,331	50.9
489	344	1.7	10,675	52.6
497	411	2.0	11,086	54.6
505	465	2.3	11,551	56.9
514	545	2.7	12,096	59.5
523	617	3.0	12,713	62.6
533	694	3.4	13,407	66.0
545	798	3.9	14,205	69.9
557	853	4.2	15,058	74.1
572	978	4.8	16,036	78.9
590	994	4.9	17,030	83.8
612	995	4.9	18,025	88.7
641	909	4.5	18,934	93.2
687	812	4.0	19,746	97.2
720	567	2.8	20,313	100.0

Table I-40: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
235	7,222	24.6	7,222	24.6
319	1,218	4.2	8,440	28.8
361	651	2.2	9,091	31.0
386	487	1.7	9,578	32.7
404	427	1.5	10,005	34.1
418	371	1.3	10,376	35.4
430	1	.0	10,377	35.4
431	343	1.2	10,720	36.6
442	343	1.2	11,063	37.7
452	323	1.1	11,386	38.9
461	343	1.2	11,729	40.0
470	390	1.3	12,119	41.4
478	410	1.4	12,529	42.8
486	441	1.5	12,970	44.3
494	482	1.6	13,452	45.9
502	525	1.8	13,977	47.7
510	630	2.1	14,607	49.8
518	717	2.4	15,324	52.3
527	769	2.6	16,093	54.9
535	836	2.9	16,929	57.8
545	963	3.3	17,892	61.1
555	1,052	3.6	18,944	64.6
566	1,116	3.8	20,060	68.5
578	1,222	4.2	21,282	72.6
591	1,267	4.3	22,549	76.9
607	1,307	4.5	23,856	81.4
626	1,257	4.3	25,113	85.7
649	1,244	4.2	26,357	89.9
680	1,182	4.0	27,539	94.0
731	1,001	3.4	28,540	97.4
740	766	2.6	29,306	100.0

Table I-41: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	59,741	28.2	59,741	28.2
233	17,032	8.0	76,773	36.2
248	16,114	7.6	92,887	43.8
259	14,754	7.0	107,641	50.8
270	13,760	6.5	121,401	57.3
280	13,568	6.4	134,969	63.7
291	13,191	6.2	148,160	69.9
304	12,165	5.7	160,325	75.6
318	10,507	5.0	170,832	80.6
331	8,257	3.9	179,089	84.5
344	6,363	3.0	185,452	87.5
356	4,783	2.3	190,235	89.7
368	3,854	1.8	194,089	91.6
381	3,245	1.5	197,334	93.1
394	2,986	1.4	200,320	94.5
409	2,757	1.3	203,077	95.8
427	2,597	1.2	205,674	97.0
450	2,474	1.2	208,148	98.2
488	2,297	1.1	210,445	99.3
570	1,525	.7	211,970	100.0

Table I-42: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	2,817	25.9	2,817	25.9
321	408	3.7	3,225	29.6
373	548	5.0	3,773	34.6
395	549	5.0	4,322	39.7
408	474	4.4	4,796	44.0
419	502	4.6	5,298	48.6
427	364	3.3	5,662	52.0
434	334	3.1	5,996	55.1
441	305	2.8	6,301	57.9
447	261	2.4	6,562	60.3
453	273	2.5	6,835	62.8
459	282	2.6	7,117	65.3
464	283	2.6	7,400	67.9
470	252	2.3	7,652	70.3
476	243	2.2	7,895	72.5
481	262	2.4	8,157	74.9
487	267	2.5	8,424	77.3
493	235	2.2	8,659	79.5
498	278	2.6	8,937	82.1
504	224	2.1	9,161	84.1
511	238	2.2	9,399	86.3
518	244	2.2	9,643	88.5
525	255	2.3	9,898	90.9
534	241	2.2	10,139	93.1
543	207	1.9	10,346	95.0
556	188	1.7	10,534	96.7
573	178	1.6	10,712	98.4
601	121	1.1	10,833	99.5
650	58	.5	10,891	100.0

Table I-43: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 3–5

Table I-44: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	6,102	24.7	6,102	24.7	320	4,568	22.5	4,568	22.5
370	964	3.9	7,066	28.6	338	654	3.2	5,222	25.7
411	1,117	4.5	8,183	33.2	428	863	4.2	6,085	30.0
431	1,161	4.7	9,344	37.9	458	820	4.0	6,905	34.0
446	1,083	4.4	10,427	42.3	477	857	4.2	7,762	38.2
457	1,004	4.1	11,431	46.3	491	739	3.6	8,501	41.9
466	808	3.3	12,239	49.6	503	606	3.0	9,107	44.8
474	687	2.8	12,926	52.4	513	565	2.8	9,672	47.6
481	622	2.5	13,548	54.9	522	498	2.5	10,170	50.1
487	561	2.3	14,109	57.2	530	505	2.5	10,675	52.6
493	512	2.1	14,621	59.3	537	452	2.2	11,127	54.8
499	521	2.1	15,142	61.4	545	471	2.3	11,598	57.1
504	520	2.1	15,662	63.5	551	460	2.3	12,058	59.4
510	490	2.0	16,152	65.5	558	475	2.3	12,533	61.7
515	479	1.9	16,631	67.4	565	478	2.4	13,011	64.1
521	495	2.0	17,126	69.4	571	499	2.5	13,510	66.5
526	545	2.2	17,671	71.6	577	476	2.3	13,986	68.9
531	529	2.1	18,200	73.8	584	487	2.4	14,473	71.2
537	530	2.1	18,730	75.9	590	524	2.6	14,997	73.8
543	537	2.2	19,267	78.1	597	501	2.5	15,498	76.3
549	580	2.4	19,847	80.4	604	504	2.5	16,002	78.8
555	546	2.2	20,393	82.6	612	561	2.8	16,563	81.5
563	561	2.3	20,954	84.9	620	507	2.5	17,070	84.0
570	586	2.4	21,540	87.3	629	581	2.9	17,651	86.9
579	592	2.4	22,132	89.7	639	531	2.6	18,182	89.5
589	605	2.5	22,737	92.1	651	533	2.6	18,715	92.1
602	572	2.3	23,309	94.5	666	563	2.8	19,278	94.9
620	535	2.2	23,844	96.6	686	474	2.3	19,752	97.2
649	513	2.1	24,357	98.7	721	372	1.8	20,124	99.1
700	317	1.3	24,674	100.0	750	189	.9	20,313	100.0

CELDT 2013–14 Edition Technical Report

Appendix I: Scale Score Frequency Distributions

Table I-45: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	5,756	19.6	5,756	19.6
398	873	3.0	6,629	22.6
445	1,014	3.5	7,643	26.1
472	1,103	3.8	8,746	29.8
492	1,096	3.7	9,842	33.6
508	1,092	3.7	10,934	37.3
522	1,001	3.4	11,935	40.7
535	887	3.0	12,822	43.8
546	870	3.0	13,692	46.7
557	837	2.9	14,529	49.6
567	803	2.7	15,332	52.3
577	821	2.8	16,153	55.1
586	858	2.9	17,011	58.0
595	835	2.8	17,846	60.9
604	812	2.8	18,658	63.7
612	884	3.0	19,542	66.7
621	841	2.9	20,383	69.6
629	833	2.8	21,216	72.4
638	929	3.2	22,145	75.6
647	875	3.0	23,020	78.6
656	886	3.0	23,906	81.6
666	846	2.9	24,752	84.5
677	878	3.0	25,630	87.5
689	788	2.7	26,418	90.1
703	797	2.7	27,215	92.9
721	709	2.4	27,924	95.3
745	602	2.1	28,526	97.3
770	780	2.7	29,306	100.0

Table I-46: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	45,850	21.6	45,850	21.6
230	12,579	5.9	58,429	27.6
247	14,659	6.9	73,088	34.5
262	16,044	7.6	89,132	42.0
275	16,967	8.0	106,099	50.1
287	16,331	7.7	122,430	57.8
299	14,526	6.9	136,956	64.6
310	12,790	6.0	149,746	70.6
320	10,854	5.1	160,600	75.8
331	9,303	4.4	169,903	80.2
342	7,875	3.7	177,778	83.9
353	6,830	3.2	184,608	87.1
363	6,092	2.9	190,700	90.0
374	5,076	2.4	195,776	92.4
385	4,056	1.9	199,832	94.3
396	2,967	1.4	202,799	95.7
407	2,313	1.1	205,112	96.8
419	1,811	.9	206,923	97.6
431	1,472	.7	208,395	98.3
444	1,101	.5	209,496	98.8
460	878	.4	210,374	99.2
480	709	.3	211,083	99.6
511	496	.2	211,579	99.8
600	391	.2	211,970	100.0

Table I-47: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,688	24.7	2,688	24.7
307	345	3.2	3,033	27.8
356	364	3.3	3,397	31.2
378	355	3.3	3,752	34.5
393	284	2.6	4,036	37.1
405	293	2.7	4,329	39.7
415	278	2.6	4,607	42.3
424	259	2.4	4,866	44.7
431	269	2.5	5,135	47.1
438	267	2.5	5,402	49.6
444	266	2.4	5,668	52.0
450	254	2.3	5,922	54.4
456	304	2.8	6,226	57.2
462	293	2.7	6,519	59.9
468	288	2.6	6,807	62.5
474	316	2.9	7,123	65.4
479	316	2.9	7,439	68.3
485	342	3.1	7,781	71.4
492	353	3.2	8,134	74.7
499	382	3.5	8,516	78.2
506	397	3.6	8,913	81.8
514	422	3.9	9,335	85.7
524	370	3.4	9,705	89.1
535	385	3.5	10,090	92.6
548	298	2.7	10,388	95.4
564	224	2.1	10,612	97.4
582	140	1.3	10,752	98.7
603	79	.7	10,831	99.4
629	43	.4	10,874	99.8
666	13	.1	10,887	100.0
690	4	.0	10,891	100.0

Table I-48: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,503	22.3	5,503	22.3
297	622	2.5	6,125	24.8
343	644	2.6	6,769	27.4
367	600	2.4	7,369	29.9
384	486	2.0	7,855	31.8
398	473	1.9	8,328	33.8
410	389	1.6	8,717	35.3
420	391	1.6	9,108	36.9
430	424	1.7	9,532	38.6
438	405	1.6	9,937	40.3
447	432	1.8	10,369	42.0
454	465	1.9	10,834	43.9
461	476	1.9	11,310	45.8
469	498	2.0	11,808	47.9
476	479	1.9	12,287	49.8
483	537	2.2	12,824	52.0
490	654	2.7	13,478	54.6
497	711	2.9	14,189	57.5
504	663	2.7	14,852	60.2
511	769	3.1	15,621	63.3
519	858	3.5	16,479	66.8
527	911	3.7	17,390	70.5
536	978	4.0	18,368	74.4
545	1,027	4.2	19,395	78.6
556	1,043	4.2	20,438	82.8
568	1,037	4.2	21,475	87.0
582	987	4.0	22,462	91.0
599	885	3.6	23,347	94.6
623	725	2.9	24,072	97.6
661	462	1.9	24,534	99.4
740	140	.6	24,674	100.0

Table I-49: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	4,040	19.9	4,040	19.9
295	479	2.4	4,519	22.2
342	513	2.5	5,032	24.8
369	462	2.3	5,494	27.0
388	394	1.9	5,888	29.0
404	338	1.7	6,226	30.7
418	360	1.8	6,586	32.4
431	334	1.6	6,920	34.1
442	373	1.8	7,293	35.9
453	370	1.8	7,663	37.7
462	410	2.0	8,073	39.7
472	414	2.0	8,487	41.8
480	407	2.0	8,894	43.8
488	457	2.2	9,351	46.0
496	462	2.3	9,813	48.3
504	477	2.3	10,290	50.7
511	453	2.2	10,743	52.9
519	469	2.3	11,212	55.2
526	544	2.7	11,756	57.9
534	557	2.7	12,313	60.6
542	671	3.3	12,984	63.9
551	713	3.5	13,697	67.4
561	874	4.3	14,571	71.7
572	861	4.2	15,432	76.0
584	996	4.9	16,428	80.9
599	1,029	5.1	17,457	85.9
617	968	4.8	18,425	90.7
642	868	4.3	19,293	95.0
680	627	3.1	19,920	98.1
764	308	1.5	20,228	99.6
780	85	.4	20,313	100.0

Table I-50: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	4,780	16.3	4,780	16.3
263	480	1.6	5,260	17.9
314	499	1.7	5,759	19.7
346	473	1.6	6,232	21.3
370	438	1.5	6,670	22.8
389	443	1.5	7,113	24.3
405	510	1.7	7,623	26.0
420	473	1.6	8,096	27.6
431	1	.0	8,097	27.6
432	451	1.5	8,548	29.2
444	471	1.6	9,019	30.8
455	506	1.7	9,525	32.5
465	514	1.8	10,039	34.3
475	519	1.8	10,558	36.0
484	563	1.9	11,121	37.9
493	591	2.0	11,712	40.0
502	645	2.2	12,357	42.2
511	691	2.4	13,048	44.5
520	730	2.5	13,778	47.0
530	863	2.9	14,641	50.0
540	938	3.2	15,579	53.2
551	1,123	3.8	16,702	57.0
562	1,282	4.4	17,984	61.4
575	1,461	5.0	19,445	66.4
588	1,630	5.6	21,075	71.9
604	1,776	6.1	22,851	78.0
623	1,732	5.9	24,583	83.9
646	1,618	5.5	26,201	89.4
678	1,392	4.7	27,593	94.2
727	993	3.4	28,586	97.5
810	720	2.5	29,306	100.0

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	25,712	12.1	25,712	12.1
226	4,289	2.0	30,001	14.2
234	3,446	1.6	33,447	15.8
239	2,700	1.3	36,147	17.1
244	1	.0	36,148	17.1
245	2,203	1.0	38,351	18.1
250	1,773	.8	40,124	18.9
252	7,485	3.5	47,609	22.5
255	1,434	.7	49,043	23.1
259	2,293	1.1	51,336	24.2
262	1,146	.5	52,482	24.8
266	2,009	.9	54,491	25.7
269	801	.4	55,292	26.1
272	1,740	.8	57,032	26.9
275	528	.2	57,560	27.2
277	1,380	.7	58,940	27.8
279	6,605	3.1	65,545	30.9
282	1,481	.7	67,026	31.6
285	2,218	1.0	69,244	32.7
288	1,243	.6	70,487	33.3
291	5,211	2.5	75,698	35.7
293	2,025	1.0	77,723	36.7
294	956	.5	78,679	37.1
298	3,646	1.7	82,325	38.8
300	4,264	2.0	86,589	40.8
301	637	.3	87,226	41.2
304	1,513	.7	88,739	41.9
305	1,777	.8	90,516	42.7
306	4,725	2.2	95,241	44.9
307	53	.0	95,294	45.0
308	371	.2	95,665	45.1
309	1,308	.6	96,973	45.7
311	1,607	.8	98,580	46.5
313	3,604	1.7	102,184	48.2
314	3,026	1.4	105,210	49.6
316	1,420	.7	106,630	50.3
319	4,226	2.0	110,856	52.3
320	1,443	.7	112,299	53.0
321	2,359	1.1	114,658	54.1

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
323	19	.0	114,677	54.1
325	3,406	1.6	118,083	55.7
326	1,372	.6	119,455	56.4
327	2,264	1.1	121,719	57.4
328	669	.3	122,388	57.7
330	1,308	.6	123,696	58.4
331	2,712	1.3	126,408	59.6
332	1,102	.5	127,510	60.2
333	2,022	1.0	129,532	61.1
334	471	.2	130,003	61.3
335	1,282	.6	131,285	61.9
336	1,285	.6	132,570	62.5
337	926	.4	133,496	63.0
338	2,053	1.0	135,549	63.9
339	739	.3	136,288	64.3
340	814	.4	137,102	64.7
341	301	.1	137,403	64.8
342	2,411	1.1	139,814	66.0
343	1,780	.8	141,594	66.8
344	1,669	.8	143,263	67.6
345	498	.2	143,761	67.8
347	782	.4	144,543	68.2
348	2,432	1.1	146,975	69.3
349	1,920	.9	148,895	70.2
350	1,660	.8	150,555	71.0
351	294	.1	150,849	71.2
353	478	.2	151,327	71.4
354	1,081	.5	152,408	71.9
355	3,636	1.7	156,044	73.6
356	1,087	.5	157,131	74.1
357	335	.2	157,466	74.3
359	333	.2	157,799	74.4
360	876	.4	158,675	74.9
361	1,739	.8	160,414	75.7
362	2,494	1.2	162,908	76.9
363	304	.1	163,212	77.0
364	195	.1	163,407	77.1
365	171	.1	163,578	77.2
366	807	.4	164,385	77.6

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
367	1,448	.7	165,833	78.2
368	2,694	1.3	168,527	79.5
369	146	.1	168,673	79.6
371	115	.1	168,788	79.6
372	710	.3	169,498	80.0
373	1,197	.6	170,695	80.5
374	2,243	1.1	172,938	81.6
375	731	.3	173,669	81.9
376	98	.0	173,767	82.0
378	118	.1	173,885	82.0
379	1,060	.5	174,945	82.5
380	2,111	1.0	177,056	83.5
381	942	.4	177,998	84.0
382	155	.1	178,153	84.0
384	62	.0	178,215	84.1
385	837	.4	179,052	84.5
386	1,426	.7	180,478	85.1
387	1,723	.8	182,201	86.0
388	23	.0	182,224	86.0
389	62	.0	182,286	86.0
391	11	.0	182,297	86.0
392	1,646	.8	183,943	86.8
393	1,677	.8	185,620	87.6
394	192	.1	185,812	87.7
395	44	.0	185,856	87.7
397	4	.0	185,860	87.7
399	2,724	1.3	188,584	89.0
400	322	.2	188,906	89.1
401	103	.0	189,009	89.2
403	60	.0	189,069	89.2
404	53	.0	189,122	89.2
405	1,911	.9	191,033	90.1
406	671	.3	191,704	90.4
407	139	.1	191,843	90.5
409	64	.0	191,907	90.5
410	96	.0	192,003	90.6
411	1,082	.5	193,085	91.1
412	874	.4	193,959	91.5
413	361	.2	194,320	91.7

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
414	10	.0	194,330	91.7
415	33	.0	194,363	91.7
416	220	.1	194,583	91.8
417	617	.3	195,200	92.1
418	557	.3	195,757	92.4
419	462	.2	196,219	92.6
420	153	.1	196,372	92.6
421	78	.0	196,450	92.7
422	137	.1	196,587	92.7
423	96	.0	196,683	92.8
424	870	.4	197,553	93.2
425	518	.2	198,071	93.4
426	212	.1	198,283	93.5
427	2	.0	198,285	93.5
428	245	.1	198,530	93.7
429	125	.1	198,655	93.7
430	560	.3	199,215	94.0
431	500	.2	199,715	94.2
432	196	.1	199,911	94.3
433	36	.0	199,947	94.3
434	368	.2	200,315	94.5
436	143	.1	200,458	94.6
437	534	.3	200,992	94.8
438	477	.2	201,469	95.0
440	437	.2	201,906	95.3
442	137	.1	202,043	95.3
444	561	.3	202,604	95.6
445	202	.1	202,806	95.7
446	228	.1	203,034	95.8
447	335	.2	203,369	95.9
448	125	.1	203,494	96.0
450	18	.0	203,512	96.0
451	457	.2	203,969	96.2
452	223	.1	204,192	96.3
453	418	.2	204,610	96.5
454	136	.1	204,746	96.6
457	22	.0	204,768	96.6
458	278	.1	205,046	96.7
459	368	.2	205,414	96.9

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
460	246	.1	205,660	97.0
461	133	.1	205,793	97.1
463	28	.0	205,821	97.1
465	462	.2	206,283	97.3
466	4	.0	206,287	97.3
468	389	.2	206,676	97.5
469	40	.0	206,716	97.5
471	225	.1	206,941	97.6
472	275	.1	207,216	97.8
475	44	.0	207,260	97.8
477	393	.2	207,653	98.0
478	83	.0	207,736	98.0
479	263	.1	207,999	98.1
481	7	.0	208,006	98.1
482	32	.0	208,038	98.1
484	250	.1	208,288	98.3
485	116	.1	208,404	98.3
488	13	.0	208,417	98.3
489	300	.1	208,717	98.5
491	303	.1	209,020	98.6
494	146	.1	209,166	98.7
498	363	.2	209,529	98.8
500	32	.0	209,561	98.9
506	225	.1	209,786	99.0
508	302	.1	210,088	99.1
510	73	.0	210,161	99.1
512	61	.0	210,222	99.2
518	92	.0	210,314	99.2
525	393	.2	210,707	99.4
529	149	.1	210,856	99.5
532	188	.1	211,044	99.6
539	222	.1	211,266	99.7
549	250	.1	211,516	99.8
566	263	.1	211,779	99.9
570	191	.1	211,970	100.0

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	1,932	17.7	1,932	17.7
270	108	1.0	2,040	18.7
282	145	1.3	2,185	20.1
296	126	1.2	2,311	21.2
303	38	.3	2,349	21.6
307	105	1.0	2,454	22.5
309	114	1.0	2,568	23.6
314	94	.9	2,662	24.4
319	98	.9	2,760	25.3
321	73	.7	2,833	26.0
323	53	.5	2,886	26.5
327	26	.2	2,912	26.7
329	59	.5	2,971	27.3
330	72	.7	3,043	27.9
333	7	.1	3,050	28.0
336	55	.5	3,105	28.5
339	5	.0	3,110	28.6
340	40	.4	3,150	28.9
342	29	.3	3,179	29.2
343	58	.5	3,237	29.7
345	1	.0	3,238	29.7
346	22	.2	3,260	29.9
349	45	.4	3,305	30.3
350	16	.1	3,321	30.5
352	24	.2	3,345	30.7
355	84	.8	3,429	31.5
356	20	.2	3,449	31.7
357	16	.1	3,465	31.8
359	7	.1	3,472	31.9
361	32	.3	3,504	32.2
363	27	.2	3,531	32.4
366	36	.3	3,567	32.8
367	51	.5	3,618	33.2
368	36	.3	3,654	33.6
369	17	.2	3,671	33.7
372	1	.0	3,672	33.7
373	71	.7	3,743	34.4
374	2	.0	3,745	34.4
375	23	.2	3,768	34.6

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
376	24	.2	3,792	34.8
377	2	.0	3,794	34.8
378	31	.3	3,825	35.1
379	22	.2	3,847	35.3
380	47	.4	3,894	35.8
381	19	.2	3,913	35.9
382	11	.1	3,924	36.0
383	24	.2	3,948	36.3
385	25	.2	3,973	36.5
386	13	.1	3,986	36.6
387	74	.7	4,060	37.3
389	33	.3	4,093	37.6
391	15	.1	4,108	37.7
392	4	.0	4,112	37.8
394	103	.9	4,215	38.7
395	53	.5	4,268	39.2
396	1	.0	4,269	39.2
398	13	.1	4,282	39.3
399	16	.1	4,298	39.5
400	66	.6	4,364	40.1
401	26	.2	4,390	40.3
402	9	.1	4,399	40.4
403	12	.1	4,411	40.5
404	23	.2	4,434	40.7
405	8	.1	4,442	40.8
406	48	.4	4,490	41.2
407	83	.8	4,573	42.0
408	4	.0	4,577	42.0
410	15	.1	4,592	42.2
411	4	.0	4,596	42.2
412	63	.6	4,659	42.8
413	65	.6	4,724	43.4
415	16	.1	4,740	43.5
416	18	.2	4,758	43.7
417	7	.1	4,765	43.8
418	51	.5	4,816	44.2
419	29	.3	4,845	44.5
420	63	.6	4,908	45.1
421	11	.1	4,919	45.2

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
422	27	.2	4,946	45.4
423	14	.1	4,960	45.5
424	72	.7	5,032	46.2
425	49	.4	5,081	46.7
426	70	.6	5,151	47.3
428	26	.2	5,177	47.5
429	32	.3	5,209	47.8
430	29	.3	5,238	48.1
431	65	.6	5,303	48.7
432	29	.3	5,332	49.0
433	29	.3	5,361	49.2
434	24	.2	5,385	49.4
435	45	.4	5,430	49.9
436	26	.2	5,456	50.1
437	74	.7	5,530	50.8
438	69	.6	5,599	51.4
440	26	.2	5,625	51.6
441	67	.6	5,692	52.3
443	34	.3	5,726	52.6
444	127	1.2	5,853	53.7
445	2	.0	5,855	53.8
446	4	.0	5,859	53.8
447	82	.8	5,941	54.5
448	3	.0	5,944	54.6
449	42	.4	5,986	55.0
450	105	1.0	6,091	55.9
451	30	.3	6,121	56.2
452	26	.2	6,147	56.4
453	95	.9	6,242	57.3
454	20	.2	6,262	57.5
455	18	.2	6,280	57.7
456	76	.7	6,356	58.4
457	53	.5	6,409	58.8
458	36	.3	6,445	59.2
459	34	.3	6,479	59.5
460	91	.8	6,570	60.3
461	38	.3	6,608	60.7
462	20	.2	6,628	60.9
463	55	.5	6,683	61.4

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
464	72	.7	6,755	62.0	505	12	.1	8,756	80.4
465	47	.4	6,802	62.5	506	69	.6	8,825	81.0
466	22	.2	6,824	62.7	507	72	.7	8,897	81.7
467	66	.6	6,890	63.3	508	3	.0	8,900	81.7
468	64	.6	6,954	63.9	509	32	.3	8,932	82.0
469	44	.4	6,998	64.3	510	102	.9	9,034	82.9
470	52	.5	7,050	64.7	511	21	.2	9,055	83.1
471	45	.4	7,095	65.1	513	109	1.0	9,164	84.1
472	39	.4	7,134	65.5	514	20	.2	9,184	84.3
473	64	.6	7,198	66.1	516	70	.6	9,254	85.0
474	24	.2	7,222	66.3	517	46	.4	9,300	85.4
475	65	.6	7,287	66.9	518	22	.2	9,322	85.6
476	53	.5	7,340	67.4	519	65	.6	9,387	86.2
477	43	.4	7,383	67.8	520	8	.1	9,395	86.3
478	59	.5	7,442	68.3	521	48	.4	9,443	86.7
479	45	.4	7,487	68.7	523	59	.5	9,502	87.2
480	48	.4	7,535	69.2	524	32	.3	9,534	87.5
481	58	.5	7,593	69.7	525	25	.2	9,559	87.8
482	67	.6	7,660	70.3	526	82	.8	9,641	88.5
483	37	.3	7,697	70.7	527	30	.3	9,671	88.8
484	51	.5	7,748	71.1	528	20	.2	9,691	89.0
485	59	.5	7,807	71.7	530	37	.3	9,728	89.3
486	71	.7	7,878	72.3	531	62	.6	9,790	89.9
487	51	.5	7,929	72.8	532	28	.3	9,818	90.1
488	1	.0	7,930	72.8	533	49	.4	9,867	90.6
489	92	.8	8,022	73.7	534	19	.2	9,886	90.8
490	67	.6	8,089	74.3	535	46	.4	9,932	91.2
492	71	.7	8,160	74.9	536	45	.4	9,977	91.6
493	66	.6	8,226	75.5	537	19	.2	9,996	91.8
494	15	.1	8,241	75.7	540	64	.6	10,060	92.4
495	62	.6	8,303	76.2	541	21	.2	10,081	92.6
496	88	.8	8,391	77.0	542	37	.3	10,118	92.9
498	59	.5	8,450	77.6	543	66	.6	10,184	93.5
499	60	.6	8,510	78.1	544	34	.3	10,218	93.8
500	6	.1	8,516	78.2	546	1	.0	10,219	93.8
501	55	.5	8,571	78.7	547	35	.3	10,254	94.2
502	82	.8	8,653	79.5	548	71	.7	10,325	94.8
503	42	.4	8,695	79.8	550	25	.2	10,350	95.0
504	49	.4	8,744	80.3	552	102	.9	10,452	96.0

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
555	5	.0	10,457	96.0
556	43	.4	10,500	96.4
558	1	.0	10,501	96.4
559	59	.5	10,560	97.0
563	48	.4	10,608	97.4
564	18	.2	10,626	97.6
567	55	.5	10,681	98.1
571	58	.5	10,739	98.6
579	4	.0	10,743	98.6
581	43	.4	10,786	99.0
585	54	.5	10,840	99.5
589	4	.0	10,844	99.6
606	14	.1	10,858	99.7
610	33	.3	10,891	100.0

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	4,070	16.5	4,070	16.5
260	305	1.2	4,375	17.7
295	130	.5	4,505	18.3
305	99	.4	4,604	18.7
307	343	1.4	4,947	20.0
315	140	.6	5,087	20.6
325	139	.6	5,226	21.2
326	442	1.8	5,668	23.0
333	110	.4	5,778	23.4
336	110	.4	5,888	23.9
338	91	.4	5,979	24.2
339	332	1.3	6,311	25.6
343	181	.7	6,492	26.3
347	34	.1	6,526	26.4
349	78	.3	6,604	26.8
350	23	.1	6,627	26.9
351	214	.9	6,841	27.7
352	116	.5	6,957	28.2
353	55	.2	7,012	28.4
356	7	.0	7,019	28.4
357	26	.1	7,045	28.6
359	7	.0	7,052	28.6
361	19	.1	7,071	28.7
362	153	.6	7,224	29.3
364	9	.0	7,233	29.3
365	3	.0	7,236	29.3
367	5	.0	7,241	29.3
370	2	.0	7,243	29.4
371	98	.4	7,341	29.8
372	121	.5	7,462	30.2
373	135	.5	7,597	30.8
375	2	.0	7,599	30.8
378	4	.0	7,603	30.8
382	83	.3	7,686	31.2
383	133	.5	7,819	31.7
384	111	.4	7,930	32.1
386	1	.0	7,931	32.1
390	102	.4	8,033	32.6
391	200	.8	8,233	33.4

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
396	170	.7	8,403	34.1
400	104	.4	8,507	34.5
401	160	.6	8,667	35.1
404	37	.1	8,704	35.3
405	126	.5	8,830	35.8
407	74	.3	8,904	36.1
408	22	.1	8,926	36.2
409	98	.4	9,024	36.6
410	24	.1	9,048	36.7
411	9	.0	9,057	36.7
414	111	.4	9,168	37.2
415	116	.5	9,284	37.6
417	192	.8	9,476	38.4
419	71	.3	9,547	38.7
421	11	.0	9,558	38.7
422	125	.5	9,683	39.2
423	46	.2	9,729	39.4
426	38	.2	9,767	39.6
427	270	1.1	10,037	40.7
428	89	.4	10,126	41.0
429	20	.1	10,146	41.1
430	2	.0	10,148	41.1
432	87	.4	10,235	41.5
433	2	.0	10,237	41.5
434	110	.4	10,347	41.9
435	9	.0	10,356	42.0
436	97	.4	10,453	42.4
437	155	.6	10,608	43.0
438	6	.0	10,614	43.0
440	141	.6	10,755	43.6
441	8	.0	10,763	43.6
442	1	.0	10,764	43.6
443	39	.2	10,803	43.8
444	73	.3	10,876	44.1
445	131	.5	11,007	44.6
446	27	.1	11,034	44.7
447	152	.6	11,186	45.3
448	64	.3	11,250	45.6
449	17	.1	11,267	45.7

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
450	95	.4	11,362	46.0
451	9	.0	11,371	46.1
452	62	.3	11,433	46.3
454	13	.1	11,446	46.4
455	210	.9	11,656	47.2
456	49	.2	11,705	47.4
457	69	.3	11,774	47.7
458	43	.2	11,817	47.9
459	65	.3	11,882	48.2
460	110	.4	11,992	48.6
461	33	.1	12,025	48.7
462	61	.2	12,086	49.0
463	23	.1	12,109	49.1
465	207	.8	12,316	49.9
466	127	.5	12,443	50.4
468	45	.2	12,488	50.6
469	81	.3	12,569	50.9
470	79	.3	12,648	51.3
471	39	.2	12,687	51.4
472	87	.4	12,774	51.8
474	118	.5	12,892	52.2
475	158	.6	13,050	52.9
476	67	.3	13,117	53.2
477	41	.2	13,158	53.3
478	49	.2	13,207	53.5
479	186	.8	13,393	54.3
480	6	.0	13,399	54.3
481	49	.2	13,448	54.5
482	80	.3	13,528	54.8
483	55	.2	13,583	55.0
484	123	.5	13,706	55.5
485	90	.4	13,796	55.9
486	31	.1	13,827	56.0
487	69	.3	13,896	56.3
488	122	.5	14,018	56.8
489	93	.4	14,111	57.2
490	12	.0	14,123	57.2
491	130	.5	14,253	57.8
492	41	.2	14,294	57.9

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
493	97	.4	14,391	58.3
494	137	.6	14,528	58.9
495	29	.1	14,557	59.0
496	11	.0	14,568	59.0
497	230	.9	14,798	60.0
499	89	.4	14,887	60.3
500	100	.4	14,987	60.7
501	70	.3	15,057	61.0
502	53	.2	15,110	61.2
503	133	.5	15,243	61.8
504	89	.4	15,332	62.1
505	58	.2	15,390	62.4
506	86	.3	15,476	62.7
507	155	.6	15,631	63.4
508	78	.3	15,709	63.7
509	12	.0	15,721	63.7
510	150	.6	15,871	64.3
511	104	.4	15,975	64.7
512	84	.3	16,059	65.1
513	44	.2	16,103	65.3
514	149	.6	16,252	65.9
515	82	.3	16,334	66.2
516	106	.4	16,440	66.6
517	62	.3	16,502	66.9
518	92	.4	16,594	67.3
519	78	.3	16,672	67.6
520	63	.3	16,735	67.8
521	62	.3	16,797	68.1
522	155	.6	16,952	68.7
523	116	.5	17,068	69.2
525	141	.6	17,209	69.7
526	95	.4	17,304	70.1
527	20	.1	17,324	70.2
528	142	.6	17,466	70.8
529	90	.4	17,556	71.2
531	148	.6	17,704	71.8
532	121	.5	17,825	72.2
533	132	.5	17,957	72.8
535	83	.3	18,040	73.1

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
536	176	.7	18,216	73.8
538	86	.3	18,302	74.2
539	148	.6	18,450	74.8
540	21	.1	18,471	74.9
541	15	.1	18,486	74.9
542	228	.9	18,714	75.8
543	3	.0	18,717	75.9
544	83	.3	18,800	76.2
545	175	.7	18,975	76.9
546	24	.1	18,999	77.0
547	84	.3	19,083	77.3
548	85	.3	19,168	77.7
549	28	.1	19,196	77.8
550	137	.6	19,333	78.4
552	153	.6	19,486	79.0
553	96	.4	19,582	79.4
555	158	.6	19,740	80.0
556	98	.4	19,838	80.4
557	58	.2	19,896	80.6
559	106	.4	20,002	81.1
560	122	.5	20,124	81.6
561	26	.1	20,150	81.7
563	182	.7	20,332	82.4
565	70	.3	20,402	82.7
566	230	.9	20,632	83.6
568	15	.1	20,647	83.7
569	97	.4	20,744	84.1
570	12	.0	20,756	84.1
571	158	.6	20,914	84.8
572	108	.4	21,022	85.2
574	14	.1	21,036	85.3
575	7	.0	21,043	85.3
576	230	.9	21,273	86.2
577	28	.1	21,301	86.3
579	170	.7	21,471	87.0
580	42	.2	21,513	87.2
582	112	.5	21,625	87.6
583	10	.0	21,635	87.7
584	135	.5	21,770	88.2

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
585	58	.2	21,828	88.5
588	59	.2	21,887	88.7
589	117	.5	22,004	89.2
591	135	.5	22,139	89.7
594	108	.4	22,247	90.2
595	155	.6	22,402	90.8
597	36	.1	22,438	90.9
598	88	.4	22,526	91.3
601	159	.6	22,685	91.9
604	117	.5	22,802	92.4
605	54	.2	22,856	92.6
606	176	.7	23,032	93.3
609	75	.3	23,107	93.6
610	1	.0	23,108	93.7
611	148	.6	23,256	94.3
614	92	.4	23,348	94.6
617	156	.6	23,504	95.3
619	75	.3	23,579	95.6
620	7	.0	23,586	95.6
621	114	.5	23,700	96.1
626	151	.6	23,851	96.7
630	137	.6	23,988	97.2
631	19	.1	24,007	97.3
641	168	.7	24,175	98.0
644	250	1.0	24,425	99.0
666	94	.4	24,519	99.4
670	155	.6	24,674	100.0

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	3,861	19.0	3,861	19.0
284	325	1.6	4,186	20.6
329	425	2.1	4,611	22.7
335	234	1.2	4,845	23.9
344	440	2.2	5,285	26.0
353	371	1.8	5,656	27.8
360	222	1.1	5,878	28.9
365	184	.9	6,062	29.8
366	155	.8	6,217	30.6
371	115	.6	6,332	31.2
374	68	.3	6,400	31.5
376	76	.4	6,476	31.9
380	57	.3	6,533	32.2
382	106	.5	6,639	32.7
383	47	.2	6,686	32.9
387	24	.1	6,710	33.0
389	106	.5	6,816	33.6
390	16	.1	6,832	33.6
391	55	.3	6,887	33.9
394	17	.1	6,904	34.0
395	60	.3	6,964	34.3
397	6	.0	6,970	34.3
400	6	.0	6,976	34.3
403	1	.0	6,977	34.3
404	143	.7	7,120	35.1
407	43	.2	7,163	35.3
410	6	.0	7,169	35.3
413	99	.5	7,268	35.8
416	25	.1	7,293	35.9
417	26	.1	7,319	36.0
419	94	.5	7,413	36.5
420	109	.5	7,522	37.0
421	1	.0	7,523	37.0
426	92	.5	7,615	37.5
427	26	.1	7,641	37.6
429	1	.0	7,642	37.6
431	52	.3	7,694	37.9
434	100	.5	7,794	38.4
436	126	.6	7,920	39.0

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
437	13	.1	7,933	39.1
440	38	.2	7,971	39.2
443	137	.7	8,108	39.9
446	5	.0	8,113	39.9
447	20	.1	8,133	40.0
448	7	.0	8,140	40.1
449	53	.3	8,193	40.3
450	120	.6	8,313	40.9
451	61	.3	8,374	41.2
454	9	.0	8,383	41.3
456	59	.3	8,442	41.6
457	11	.1	8,453	41.6
459	6	.0	8,459	41.6
460	4	.0	8,463	41.7
461	152	.7	8,615	42.4
463	8	.0	8,623	42.5
464	58	.3	8,681	42.7
466	32	.2	8,713	42.9
467	3	.0	8,716	42.9
468	51	.3	8,767	43.2
470	43	.2	8,810	43.4
471	33	.2	8,843	43.5
472	1	.0	8,844	43.5
473	28	.1	8,872	43.7
474	109	.5	8,981	44.2
476	39	.2	9,020	44.4
477	17	.1	9,037	44.5
479	53	.3	9,090	44.7
480	19	.1	9,109	44.8
481	77	.4	9,186	45.2
483	47	.2	9,233	45.5
484	16	.1	9,249	45.5
485	42	.2	9,291	45.7
486	27	.1	9,318	45.9
487	113	.6	9,431	46.4
490	8	.0	9,439	46.5
491	45	.2	9,484	46.7
492	90	.4	9,574	47.1
493	4	.0	9,578	47.2

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
495	54	.3	9,632	47.4
496	69	.3	9,701	47.8
497	7	.0	9,708	47.8
498	78	.4	9,786	48.2
500	36	.2	9,822	48.4
501	23	.1	9,845	48.5
502	57	.3	9,902	48.7
503	52	.3	9,954	49.0
504	33	.2	9,987	49.2
505	48	.2	10,035	49.4
506	16	.1	10,051	49.5
508	142	.7	10,193	50.2
511	36	.2	10,229	50.4
512	76	.4	10,305	50.7
513	41	.2	10,346	50.9
514	27	.1	10,373	51.1
515	34	.2	10,407	51.2
516	27	.1	10,434	51.4
517	21	.1	10,455	51.5
518	106	.5	10,561	52.0
519	49	.2	10,610	52.2
521	36	.2	10,646	52.4
522	92	.5	10,738	52.9
523	65	.3	10,803	53.2
524	26	.1	10,829	53.3
525	44	.2	10,873	53.5
526	59	.3	10,932	53.8
527	9	.0	10,941	53.9
528	55	.3	10,996	54.1
529	100	.5	11,096	54.6
530	8	.0	11,104	54.7
532	107	.5	11,211	55.2
533	22	.1	11,233	55.3
534	59	.3	11,292	55.6
535	61	.3	11,353	55.9
536	42	.2	11,395	56.1
537	11	.1	11,406	56.2
538	54	.3	11,460	56.4
539	135	.7	11,595	57.1

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
541	9	.0	11,604	57.1
542	148	.7	11,752	57.9
544	26	.1	11,778	58.0
545	73	.4	11,851	58.3
546	92	.5	11,943	58.8
549	119	.6	12,062	59.4
550	61	.3	12,123	59.7
551	26	.1	12,149	59.8
552	81	.4	12,230	60.2
553	95	.5	12,325	60.7
555	68	.3	12,393	61.0
556	110	.5	12,503	61.6
557	6	.0	12,509	61.6
558	9	.0	12,518	61.6
559	64	.3	12,582	61.9
560	152	.7	12,734	62.7
561	3	.0	12,737	62.7
562	47	.2	12,784	62.9
563	162	.8	12,946	63.7
564	54	.3	13,000	64.0
565	43	.2	13,043	64.2
566	64	.3	13,107	64.5
567	75	.4	13,182	64.9
568	35	.2	13,217	65.1
569	102	.5	13,319	65.6
570	65	.3	13,384	65.9
571	5	.0	13,389	65.9
572	98	.5	13,487	66.4
573	100	.5	13,587	66.9
575	43	.2	13,630	67.1
576	133	.7	13,763	67.8
577	52	.3	13,815	68.0
578	61	.3	13,876	68.3
579	40	.2	13,916	68.5
580	73	.4	13,989	68.9
581	47	.2	14,036	69.1
582	64	.3	14,100	69.4
583	125	.6	14,225	70.0
585	98	.5	14,323	70.5

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
586	94	.5	14,417	71.0
587	28	.1	14,445	71.1
588	120	.6	14,565	71.7
590	74	.4	14,639	72.1
591	141	.7	14,780	72.8
592	35	.2	14,815	72.9
594	163	.8	14,978	73.7
595	61	.3	15,039	74.0
596	2	.0	15,041	74.0
597	15	.1	15,056	74.1
598	199	1.0	15,255	75.1
600	3	.0	15,258	75.1
601	141	.7	15,399	75.8
602	65	.3	15,464	76.1
603	13	.1	15,477	76.2
604	69	.3	15,546	76.5
605	108	.5	15,654	77.1
607	118	.6	15,772	77.6
609	113	.6	15,885	78.2
610	9	.0	15,894	78.2
611	63	.3	15,957	78.6
612	33	.2	15,990	78.7
613	29	.1	16,019	78.9
614	208	1.0	16,227	79.9
615	29	.1	16,256	80.0
617	1	.0	16,257	80.0
618	170	.8	16,427	80.9
619	70	.3	16,497	81.2
620	3	.0	16,500	81.2
621	20	.1	16,520	81.3
622	164	.8	16,684	82.1
625	107	.5	16,791	82.7
626	6	.0	16,797	82.7
627	128	.6	16,925	83.3
628	64	.3	16,989	83.6
630	8	.0	16,997	83.7
631	17	.1	17,014	83.8
632	233	1.1	17,247	84.9
633	11	.1	17,258	85.0

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
636	112	.6	17,370	85.5
638	87	.4	17,457	85.9
640	94	.5	17,551	86.4
642	32	.2	17,583	86.6
643	33	.2	17,616	86.7
644	104	.5	17,720	87.2
645	90	.4	17,810	87.7
646	20	.1	17,830	87.8
648	7	.0	17,837	87.8
649	153	.8	17,990	88.6
652	48	.2	18,038	88.8
655	206	1.0	18,244	89.8
656	57	.3	18,301	90.1
659	57	.3	18,358	90.4
660	13	.1	18,371	90.4
663	209	1.0	18,580	91.5
667	97	.5	18,677	91.9
672	140	.7	18,817	92.6
673	125	.6	18,942	93.3
674	8	.0	18,950	93.3
677	154	.8	19,104	94.0
683	194	1.0	19,298	95.0
687	11	.1	19,309	95.1
690	315	1.6	19,624	96.6
700	265	1.3	19,889	97.9
705	25	.1	19,914	98.0
718	256	1.3	20,170	99.3
732	143	.7	20,313	100.0

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	4,571	15.6	4,571	15.6
314	281	1.0	4,852	16.6
337	252	.9	5,104	17.4
340	291	1.0	5,395	18.4
351	308	1.1	5,703	19.5
361	246	.8	5,949	20.3
367	277	.9	6,226	21.2
369	199	.7	6,425	21.9
376	137	.5	6,562	22.4
379	146	.5	6,708	22.9
382	85	.3	6,793	23.2
384	204	.7	6,997	23.9
388	59	.2	7,056	24.1
393	45	.2	7,101	24.2
398	180	.6	7,281	24.8
402	155	.5	7,436	25.4
403	14	.0	7,450	25.4
406	121	.4	7,571	25.8
408	12	.0	7,583	25.9
411	103	.4	7,686	26.2
412	8	.0	7,694	26.3
416	146	.5	7,840	26.8
417	6	.0	7,846	26.8
421	3	.0	7,849	26.8
422	72	.2	7,921	27.0
423	93	.3	8,014	27.3
425	3	.0	8,017	27.4
426	145	.5	8,162	27.9
429	154	.5	8,316	28.4
434	147	.5	8,463	28.9
437	86	.3	8,549	29.2
438	2	.0	8,551	29.2
441	79	.3	8,630	29.4
443	136	.5	8,766	29.9
446	17	.1	8,783	30.0
447	202	.7	8,985	30.7
448	1	.0	8,986	30.7
450	43	.1	9,029	30.8
453	180	.6	9,209	31.4

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
458	23	.1	9,232	31.5	518	82	.3	12,572	42.9
460	148	.5	9,380	32.0	520	53	.2	12,625	43.1
461	307	1.0	9,687	33.1	521	3	.0	12,628	43.1
463	18	.1	9,705	33.1	522	129	.4	12,757	43.5
468	135	.5	9,840	33.6	523	91	.3	12,848	43.8
470	135	.5	9,975	34.0	524	104	.4	12,952	44.2
473	116	.4	10,091	34.4	526	20	.1	12,972	44.3
474	195	.7	10,286	35.1	527	52	.2	13,024	44.4
475	9	.0	10,295	35.1	528	67	.2	13,091	44.7
477	9	.0	10,304	35.2	529	93	.3	13,184	45.0
478	132	.5	10,436	35.6	530	96	.3	13,280	45.3
480	62	.2	10,498	35.8	531	36	.1	13,316	45.4
482	3	.0	10,501	35.8	532	43	.1	13,359	45.6
484	133	.5	10,634	36.3	534	71	.2	13,430	45.8
485	194	.7	10,828	36.9	535	175	.6	13,605	46.4
486	2	.0	10,830	37.0	536	62	.2	13,667	46.6
487	85	.3	10,915	37.2	537	9	.0	13,676	46.7
490	31	.1	10,946	37.4	539	79	.3	13,755	46.9
492	196	.7	11,142	38.0	540	77	.3	13,832	47.2
493	8	.0	11,150	38.0	541	110	.4	13,942	47.6
495	37	.1	11,187	38.2	542	76	.3	14,018	47.8
497	217	.7	11,404	38.9	543	2	.0	14,020	47.8
498	64	.2	11,468	39.1	544	97	.3	14,117	48.2
499	129	.4	11,597	39.6	546	102	.3	14,219	48.5
500	14	.0	11,611	39.6	547	150	.5	14,369	49.0
503	52	.2	11,663	39.8	548	55	.2	14,424	49.2
504	12	.0	11,675	39.8	549	13	.0	14,437	49.3
505	91	.3	11,766	40.1	551	92	.3	14,529	49.6
506	87	.3	11,853	40.4	552	2	.0	14,531	49.6
508	117	.4	11,970	40.8	553	146	.5	14,677	50.1
509	40	.1	12,010	41.0	554	122	.4	14,799	50.5
510	41	.1	12,051	41.1	555	85	.3	14,884	50.8
511	86	.3	12,137	41.4	557	51	.2	14,935	51.0
512	107	.4	12,244	41.8	558	123	.4	15,058	51.4
513	52	.2	12,296	42.0	559	63	.2	15,121	51.6
514	6	.0	12,302	42.0	560	53	.2	15,174	51.8
515	1	.0	12,303	42.0	561	80	.3	15,254	52.1
516	88	.3	12,391	42.3	562	1	.0	15,255	52.1
517	99	.3	12,490	42.6	563	91	.3	15,346	52.4

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
564	67	.2	15,413	52.6
565	139	.5	15,552	53.1
566	2	.0	15,554	53.1
567	165	.6	15,719	53.6
568	56	.2	15,775	53.8
569	30	.1	15,805	53.9
570	127	.4	15,932	54.4
571	3	.0	15,935	54.4
572	84	.3	16,019	54.7
573	122	.4	16,141	55.1
574	9	.0	16,150	55.1
575	105	.4	16,255	55.5
576	99	.3	16,354	55.8
577	27	.1	16,381	55.9
578	80	.3	16,461	56.2
579	132	.5	16,593	56.6
580	62	.2	16,655	56.8
581	39	.1	16,694	57.0
582	43	.1	16,737	57.1
583	81	.3	16,818	57.4
584	139	.5	16,957	57.9
585	60	.2	17,017	58.1
586	22	.1	17,039	58.1
587	15	.1	17,054	58.2
588	289	1.0	17,343	59.2
589	55	.2	17,398	59.4
590	14	.0	17,412	59.4
591	5	.0	17,417	59.4
592	108	.4	17,525	59.8
593	234	.8	17,759	60.6
594	13	.0	17,772	60.6
595	8	.0	17,780	60.7
597	229	.8	18,009	61.5
598	110	.4	18,119	61.8
600	26	.1	18,145	61.9
601	84	.3	18,229	62.2
602	167	.6	18,396	62.8
603	95	.3	18,491	63.1
605	90	.3	18,581	63.4

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
606	146	.5	18,727	63.9
607	20	.1	18,747	64.0
608	106	.4	18,853	64.3
609	3	.0	18,856	64.3
610	191	.7	19,047	65.0
611	41	.1	19,088	65.1
612	114	.4	19,202	65.5
613	16	.1	19,218	65.6
614	204	.7	19,422	66.3
616	53	.2	19,475	66.5
617	133	.5	19,608	66.9
619	168	.6	19,776	67.5
621	205	.7	19,981	68.2
622	11	.0	19,992	68.2
623	116	.4	20,108	68.6
625	184	.6	20,292	69.2
626	78	.3	20,370	69.5
628	132	.5	20,502	70.0
629	140	.5	20,642	70.4
630	93	.3	20,735	70.8
631	27	.1	20,762	70.8
633	84	.3	20,846	71.1
634	176	.6	21,022	71.7
635	103	.4	21,125	72.1
638	241	.8	21,366	72.9
639	135	.5	21,501	73.4
641	4	.0	21,505	73.4
643	329	1.1	21,834	74.5
644	39	.1	21,873	74.6
646	7	.0	21,880	74.7
647	167	.6	22,047	75.2
648	172	.6	22,219	75.8
651	50	.2	22,269	76.0
652	242	.8	22,511	76.8
653	117	.4	22,628	77.2
655	18	.1	22,646	77.3
656	193	.7	22,839	77.9
657	71	.2	22,910	78.2
659	82	.3	22,992	78.5

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
660	59	.2	23,051	78.7
661	263	.9	23,314	79.6
664	36	.1	23,350	79.7
665	94	.3	23,444	80.0
666	238	.8	23,682	80.8
668	70	.2	23,752	81.0
669	111	.4	23,863	81.4
671	177	.6	24,040	82.0
672	13	.0	24,053	82.1
673	60	.2	24,113	82.3
674	146	.5	24,259	82.8
675	45	.2	24,304	82.9
677	221	.8	24,525	83.7
678	159	.5	24,684	84.2
681	103	.4	24,787	84.6
683	170	.6	24,957	85.2
684	131	.4	25,088	85.6
685	6	.0	25,094	85.6
686	137	.5	25,231	86.1
687	27	.1	25,258	86.2
688	195	.7	25,453	86.9
690	159	.5	25,612	87.4
693	314	1.1	25,926	88.5
695	211	.7	26,137	89.2
699	207	.7	26,344	89.9
700	21	.1	26,365	90.0
701	263	.9	26,628	90.9
705	64	.2	26,692	91.1
706	215	.7	26,907	91.8
707	288	1.0	27,195	92.8
714	339	1.2	27,534	94.0
715	159	.5	27,693	94.5
718	49	.2	27,742	94.7
723	370	1.3	28,112	95.9
727	130	.4	28,242	96.4
735	365	1.2	28,607	97.6
740	139	.5	28,746	98.1
747	560	1.9	29,306	100.0

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
184	11,730	5.5	11,730	5.5
185	2,218	1.0	13,948	6.6
186	3,155	1.5	17,103	8.1
187	2,012	.9	19,115	9.0
188	1,148	.5	20,263	9.6
189	1,051	.5	21,314	10.1
190	520	.2	21,834	10.3
191	274	.1	22,108	10.4
192	279	.1	22,387	10.6
193	156	.1	22,543	10.6
194	113	.1	22,656	10.7
195	92	.0	22,748	10.7
196	56	.0	22,804	10.8
197	31	.0	22,835	10.8
198	17	.0	22,852	10.8
199	10	.0	22,862	10.8
200	7	.0	22,869	10.8
201	6	.0	22,875	10.8
202	2	.0	22,877	10.8
204	2	.0	22,879	10.8
207	1	.0	22,880	10.8
213	1,729	.8	24,609	11.6
214	463	.2	25,072	11.8
215	564	.3	25,636	12.1
216	736	.3	26,372	12.4
217	517	.2	26,889	12.7
218	306	.1	27,195	12.8
219	251	.1	27,446	12.9
220	184	.1	27,630	13.0
221	116	.1	27,746	13.1
222	55	.0	27,801	13.1
223	48	.0	27,849	13.1
224	23	.0	27,872	13.1
225	15	.0	27,887	13.2
226	6	.0	27,893	13.2
227	7	.0	27,900	13.2
228	6	.0	27,906	13.2
230	1	.0	27,907	13.2
231	1	.0	27,908	13.2

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
237	1,127	.5	29,035	13.7
238	308	.1	29,343	13.8
239	601	.3	29,944	14.1
240	267	.1	30,211	14.3
241	363	.2	30,574	14.4
242	222	.1	30,796	14.5
243	1,075	.5	31,871	15.0
244	463	.2	32,334	15.3
245	717	.3	33,051	15.6
246	372	.2	33,423	15.8
247	408	.2	33,831	16.0
248	756	.4	34,587	16.3
249	476	.2	35,063	16.5
250	367	.2	35,430	16.7
251	385	.2	35,815	16.9
252	256	.1	36,071	17.0
253	159	.1	36,230	17.1
254	140	.1	36,370	17.2
255	87	.0	36,457	17.2
256	314	.1	36,771	17.3
257	755	.4	37,526	17.7
258	405	.2	37,931	17.9
259	529	.2	38,460	18.1
260	339	.2	38,799	18.3
261	406	.2	39,205	18.5
262	249	.1	39,454	18.6
263	257	.1	39,711	18.7
264	202	.1	39,913	18.8
265	136	.1	40,049	18.9
266	690	.3	40,739	19.2
267	397	.2	41,136	19.4
268	298	.1	41,434	19.5
269	316	.1	41,750	19.7
270	210	.1	41,960	19.8
271	198	.1	42,158	19.9
272	604	.3	42,762	20.2
273	765	.4	43,527	20.5
274	513	.2	44,040	20.8
275	507	.2	44,547	21.0

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
276	422	.2	44,969	21.2
277	758	.4	45,727	21.6
278	468	.2	46,195	21.8
279	387	.2	46,582	22.0
280	399	.2	46,981	22.2
281	250	.1	47,231	22.3
282	626	.3	47,857	22.6
283	277	.1	48,134	22.7
284	344	.2	48,478	22.9
285	233	.1	48,711	23.0
286	664	.3	49,375	23.3
287	662	.3	50,037	23.6
288	533	.3	50,570	23.9
289	702	.3	51,272	24.2
290	477	.2	51,749	24.4
291	503	.2	52,252	24.7
292	355	.2	52,607	24.8
293	534	.3	53,141	25.1
294	385	.2	53,526	25.3
295	514	.2	54,040	25.5
296	929	.4	54,969	25.9
297	576	.3	55,545	26.2
298	573	.3	56,118	26.5
299	723	.3	56,841	26.8
300	475	.2	57,316	27.0
301	671	.3	57,987	27.4
302	558	.3	58,545	27.6
303	518	.2	59,063	27.9
304	446	.2	59,509	28.1
305	453	.2	59,962	28.3
306	524	.2	60,486	28.5
307	364	.2	60,850	28.7
308	729	.3	61,579	29.1
309	388	.2	61,967	29.2
310	631	.3	62,598	29.5
311	663	.3	63,261	29.8
312	646	.3	63,907	30.1
313	516	.2	64,423	30.4
314	518	.2	64,941	30.6

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
315	621	.3	65,562	30.9
316	503	.2	66,065	31.2
317	463	.2	66,528	31.4
318	412	.2	66,940	31.6
319	740	.3	67,680	31.9
320	501	.2	68,181	32.2
321	492	.2	68,673	32.4
322	693	.3	69,366	32.7
323	498	.2	69,864	33.0
324	530	.3	70,394	33.2
325	713	.3	71,107	33.5
326	516	.2	71,623	33.8
327	594	.3	72,217	34.1
328	529	.2	72,746	34.3
329	550	.3	73,296	34.6
330	672	.3	73,968	34.9
331	634	.3	74,602	35.2
332	699	.3	75,301	35.5
333	519	.2	75,820	35.8
334	604	.3	76,424	36.1
335	752	.4	77,176	36.4
336	488	.2	77,664	36.6
337	763	.4	78,427	37.0
338	608	.3	79,035	37.3
339	758	.4	79,793	37.6
340	569	.3	80,362	37.9
341	744	.4	81,106	38.3
342	775	.4	81,881	38.6
343	691	.3	82,572	39.0
344	769	.4	83,341	39.3
345	552	.3	83,893	39.6
346	976	.5	84,869	40.0
347	712	.3	85,581	40.4
348	680	.3	86,261	40.7
349	844	.4	87,105	41.1
350	857	.4	87,962	41.5
351	789	.4	88,751	41.9
352	809	.4	89,560	42.3
353	725	.3	90,285	42.6

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
354	924	.4	91,209	43.0
355	878	.4	92,087	43.4
356	948	.4	93,035	43.9
357	788	.4	93,823	44.3
358	978	.5	94,801	44.7
359	864	.4	95,665	45.1
360	850	.4	96,515	45.5
361	1,057	.5	97,572	46.0
362	901	.4	98,473	46.5
363	806	.4	99,279	46.8
364	1,046	.5	100,325	47.3
365	1,047	.5	101,372	47.8
366	1,000	.5	102,372	48.3
367	974	.5	103,346	48.8
368	1,076	.5	104,422	49.3
369	1,104	.5	105,526	49.8
370	927	.4	106,453	50.2
371	1,213	.6	107,666	50.8
372	1,070	.5	108,736	51.3
373	1,159	.5	109,895	51.8
374	1,118	.5	111,013	52.4
375	1,142	.5	112,155	52.9
376	1,044	.5	113,199	53.4
377	1,228	.6	114,427	54.0
378	1,184	.6	115,611	54.5
379	1,045	.5	116,656	55.0
380	1,315	.6	117,971	55.7
381	1,053	.5	119,024	56.2
382	1,151	.5	120,175	56.7
383	1,235	.6	121,410	57.3
384	1,150	.5	122,560	57.8
385	1,174	.6	123,734	58.4
386	1,343	.6	125,077	59.0
387	1,160	.5	126,237	59.6
388	1,307	.6	127,544	60.2
389	1,288	.6	128,832	60.8
390	1,161	.5	129,993	61.3
391	1,352	.6	131,345	62.0
392	1,082	.5	132,427	62.5

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
393	1,223	.6	133,650	63.1
394	1,264	.6	134,914	63.6
395	1,255	.6	136,169	64.2
396	1,233	.6	137,402	64.8
397	1,404	.7	138,806	65.5
398	1,166	.6	139,972	66.0
399	1,206	.6	141,178	66.6
400	1,250	.6	142,428	67.2
401	1,187	.6	143,615	67.8
402	1,202	.6	144,817	68.3
403	1,270	.6	146,087	68.9
404	1,148	.5	147,235	69.5
405	1,215	.6	148,450	70.0
406	1,170	.6	149,620	70.6
407	1,118	.5	150,738	71.1
408	1,114	.5	151,852	71.6
409	1,200	.6	153,052	72.2
410	1,090	.5	154,142	72.7
411	1,165	.5	155,307	73.3
412	1,114	.5	156,421	73.8
413	1,179	.6	157,600	74.4
414	1,042	.5	158,642	74.8
415	1,025	.5	159,667	75.3
416	1,060	.5	160,727	75.8
417	1,090	.5	161,817	76.3
418	973	.5	162,790	76.8
419	1,014	.5	163,804	77.3
420	1,008	.5	164,812	77.8
421	931	.4	165,743	78.2
422	984	.5	166,727	78.7
423	1,070	.5	167,797	79.2
424	901	.4	168,698	79.6
425	971	.5	169,669	80.0
426	942	.4	170,611	80.5
427	911	.4	171,522	80.9
428	854	.4	172,376	81.3
429	858	.4	173,234	81.7
430	878	.4	174,112	82.1
431	888	.4	175,000	82.6

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
432	844	.4	175,844	83.0
433	821	.4	176,665	83.3
434	853	.4	177,518	83.7
435	760	.4	178,278	84.1
436	759	.4	179,037	84.5
437	742	.4	179,779	84.8
438	763	.4	180,542	85.2
439	700	.3	181,242	85.5
440	711	.3	181,953	85.8
441	695	.3	182,648	86.2
442	689	.3	183,337	86.5
443	669	.3	184,006	86.8
444	670	.3	184,676	87.1
445	587	.3	185,263	87.4
446	594	.3	185,857	87.7
447	617	.3	186,474	88.0
448	648	.3	187,122	88.3
449	608	.3	187,730	88.6
450	568	.3	188,298	88.8
451	649	.3	188,947	89.1
452	586	.3	189,533	89.4
453	563	.3	190,096	89.7
454	530	.3	190,626	89.9
455	508	.2	191,134	90.2
456	553	.3	191,687	90.4
457	528	.2	192,215	90.7
458	528	.2	192,743	90.9
459	497	.2	193,240	91.2
460	468	.2	193,708	91.4
461	487	.2	194,195	91.6
462	446	.2	194,641	91.8
463	421	.2	195,062	92.0
464	484	.2	195,546	92.3
465	434	.2	195,980	92.5
466	442	.2	196,422	92.7
467	462	.2	196,884	92.9
468	409	.2	197,293	93.1
469	404	.2	197,697	93.3
470	357	.2	198,054	93.4

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
471	348	.2	198,402	93.6
472	363	.2	198,765	93.8
473	403	.2	199,168	94.0
474	339	.2	199,507	94.1
475	391	.2	199,898	94.3
476	321	.2	200,219	94.5
477	340	.2	200,559	94.6
478	325	.2	200,884	94.8
479	310	.1	201,194	94.9
480	313	.1	201,507	95.1
481	301	.1	201,808	95.2
482	291	.1	202,099	95.3
483	299	.1	202,398	95.5
484	299	.1	202,697	95.6
485	285	.1	202,982	95.8
486	233	.1	203,215	95.9
487	243	.1	203,458	96.0
488	242	.1	203,700	96.1
489	226	.1	203,926	96.2
490	228	.1	204,154	96.3
491	210	.1	204,364	96.4
492	200	.1	204,564	96.5
493	222	.1	204,786	96.6
494	195	.1	204,981	96.7
495	209	.1	205,190	96.8
496	214	.1	205,404	96.9
497	191	.1	205,595	97.0
498	189	.1	205,784	97.1
499	209	.1	205,993	97.2
500	152	.1	206,145	97.3
501	194	.1	206,339	97.3
502	173	.1	206,512	97.4
503	159	.1	206,671	97.5
504	149	.1	206,820	97.6
505	193	.1	207,013	97.7
506	161	.1	207,174	97.7
507	147	.1	207,321	97.8
508	146	.1	207,467	97.9
509	154	.1	207,621	97.9

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
510	126	.1	207,747	98.0
511	146	.1	207,893	98.1
512	149	.1	208,042	98.1
513	112	.1	208,154	98.2
514	120	.1	208,274	98.3
515	93	.0	208,367	98.3
516	118	.1	208,485	98.4
517	74	.0	208,559	98.4
518	133	.1	208,692	98.5
519	91	.0	208,783	98.5
520	100	.0	208,883	98.5
521	101	.0	208,984	98.6
522	122	.1	209,106	98.6
523	81	.0	209,187	98.7
524	85	.0	209,272	98.7
525	78	.0	209,350	98.8
526	89	.0	209,439	98.8
527	92	.0	209,531	98.8
528	87	.0	209,618	98.9
529	91	.0	209,709	98.9
530	75	.0	209,784	99.0
531	89	.0	209,873	99.0
532	72	.0	209,945	99.0
533	70	.0	210,015	99.1
534	72	.0	210,087	99.1
535	72	.0	210,159	99.1
536	71	.0	210,230	99.2
537	64	.0	210,294	99.2
538	58	.0	210,352	99.2
539	61	.0	210,413	99.3
540	31	.0	210,444	99.3
541	62	.0	210,506	99.3
542	60	.0	210,566	99.3
543	57	.0	210,623	99.4
544	49	.0	210,672	99.4
545	48	.0	210,720	99.4
546	39	.0	210,759	99.4
547	68	.0	210,827	99.5
548	39	.0	210,866	99.5

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
549	47	.0	210,913	99.5
550	61	.0	210,974	99.5
551	67	.0	211,041	99.6
552	44	.0	211,085	99.6
553	35	.0	211,120	99.6
554	42	.0	211,162	99.6
555	31	.0	211,193	99.6
556	35	.0	211,228	99.6
557	23	.0	211,251	99.7
558	45	.0	211,296	99.7
559	43	.0	211,339	99.7
560	26	.0	211,365	99.7
561	23	.0	211,388	99.7
562	51	.0	211,439	99.7
563	22	.0	211,461	99.8
564	17	.0	211,478	99.8
565	12	.0	211,490	99.8
566	30	.0	211,520	99.8
567	27	.0	211,547	99.8
568	18	.0	211,565	99.8
569	11	.0	211,576	99.8
570	20	.0	211,596	99.8
571	16	.0	211,612	99.8
572	14	.0	211,626	99.8
573	14	.0	211,640	99.8
574	12	.0	211,652	99.8
575	23	.0	211,675	99.9
576	18	.0	211,693	99.9
577	19	.0	211,712	99.9
578	15	.0	211,727	99.9
579	19	.0	211,746	99.9
580	10	.0	211,756	99.9
581	22	.0	211,778	99.9
582	20	.0	211,798	99.9
583	13	.0	211,811	99.9
584	16	.0	211,827	99.9
585	14	.0	211,841	99.9
586	10	.0	211,851	99.9
587	18	.0	211,869	100.0

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
588	10	.0	211,879	100.0
589	6	.0	211,885	100.0
590	29	.0	211,914	100.0
591	7	.0	211,921	100.0
592	10	.0	211,931	100.0
594	28	.0	211,959	100.0
598	11	.0	211,970	100.0

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
215	1,622	14.9	1,622	14.9
225	39	.4	1,661	15.3
231	68	.6	1,729	15.9
236	34	.3	1,763	16.2
238	35	.3	1,798	16.5
241	13	.1	1,811	16.6
243	29	.3	1,840	16.9
244	51	.5	1,891	17.4
247	41	.4	1,932	17.7
248	66	.6	1,998	18.3
249	51	.5	2,049	18.8
250	18	.2	2,067	19.0
251	14	.1	2,081	19.1
253	18	.2	2,099	19.3
254	47	.4	2,146	19.7
255	19	.2	2,165	19.9
256	32	.3	2,197	20.2
258	22	.2	2,219	20.4
259	10	.1	2,229	20.5
260	44	.4	2,273	20.9
261	18	.2	2,291	21.0
263	10	.1	2,301	21.1
264	33	.3	2,334	21.4
265	21	.2	2,355	21.6
266	14	.1	2,369	21.8
267	23	.2	2,392	22.0
268	28	.3	2,420	22.2
269	8	.1	2,428	22.3
270	3	.0	2,431	22.3
271	30	.3	2,461	22.6
272	33	.3	2,494	22.9
273	15	.1	2,509	23.0
274	6	.1	2,515	23.1
275	9	.1	2,524	23.2
276	10	.1	2,534	23.3
277	55	.5	2,589	23.8
278	7	.1	2,596	23.8
279	18	.2	2,614	24.0
280	8	.1	2,622	24.1

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
281	28	.3	2,650	24.3
282	7	.1	2,657	24.4
283	27	.2	2,684	24.6
284	22	.2	2,706	24.8
285	15	.1	2,721	25.0
286	18	.2	2,739	25.1
287	30	.3	2,769	25.4
288	15	.1	2,784	25.6
289	22	.2	2,806	25.8
290	24	.2	2,830	26.0
291	27	.2	2,857	26.2
292	6	.1	2,863	26.3
293	22	.2	2,885	26.5
294	12	.1	2,897	26.6
295	23	.2	2,920	26.8
296	10	.1	2,930	26.9
297	7	.1	2,937	27.0
298	10	.1	2,947	27.1
299	12	.1	2,959	27.2
300	19	.2	2,978	27.3
301	10	.1	2,988	27.4
302	16	.1	3,004	27.6
303	8	.1	3,012	27.7
304	8	.1	3,020	27.7
305	9	.1	3,029	27.8
306	7	.1	3,036	27.9
307	21	.2	3,057	28.1
308	6	.1	3,063	28.1
309	8	.1	3,071	28.2
310	3	.0	3,074	28.2
311	15	.1	3,089	28.4
312	13	.1	3,102	28.5
313	8	.1	3,110	28.6
314	6	.1	3,116	28.6
315	9	.1	3,125	28.7
316	8	.1	3,133	28.8
317	10	.1	3,143	28.9
318	7	.1	3,150	28.9
319	7	.1	3,157	29.0

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	8	.1	3,165	29.1
321	9	.1	3,174	29.1
322	13	.1	3,187	29.3
323	12	.1	3,199	29.4
324	14	.1	3,213	29.5
325	9	.1	3,222	29.6
326	8	.1	3,230	29.7
327	16	.1	3,246	29.8
328	10	.1	3,256	29.9
329	12	.1	3,268	30.0
330	12	.1	3,280	30.1
331	10	.1	3,290	30.2
332	6	.1	3,296	30.3
333	9	.1	3,305	30.3
334	11	.1	3,316	30.4
335	11	.1	3,327	30.5
336	12	.1	3,339	30.7
337	3	.0	3,342	30.7
338	13	.1	3,355	30.8
339	14	.1	3,369	30.9
340	11	.1	3,380	31.0
341	9	.1	3,389	31.1
342	7	.1	3,396	31.2
343	14	.1	3,410	31.3
344	11	.1	3,421	31.4
345	19	.2	3,440	31.6
346	9	.1	3,449	31.7
347	11	.1	3,460	31.8
348	6	.1	3,466	31.8
349	14	.1	3,480	32.0
350	5	.0	3,485	32.0
351	13	.1	3,498	32.1
352	15	.1	3,513	32.3
353	11	.1	3,524	32.4
354	8	.1	3,532	32.4
355	9	.1	3,541	32.5
356	10	.1	3,551	32.6
357	12	.1	3,563	32.7
358	11	.1	3,574	32.8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
359	17	.2	3,591	33.0
360	8	.1	3,599	33.0
361	8	.1	3,607	33.1
362	11	.1	3,618	33.2
363	15	.1	3,633	33.4
364	18	.2	3,651	33.5
365	10	.1	3,661	33.6
366	11	.1	3,672	33.7
367	13	.1	3,685	33.8
368	14	.1	3,699	34.0
369	11	.1	3,710	34.1
370	8	.1	3,718	34.1
371	13	.1	3,731	34.3
372	6	.1	3,737	34.3
373	20	.2	3,757	34.5
374	7	.1	3,764	34.6
375	11	.1	3,775	34.7
376	15	.1	3,790	34.8
377	17	.2	3,807	35.0
378	16	.1	3,823	35.1
379	15	.1	3,838	35.2
380	13	.1	3,851	35.4
381	14	.1	3,865	35.5
382	14	.1	3,879	35.6
383	7	.1	3,886	35.7
384	12	.1	3,898	35.8
385	18	.2	3,916	36.0
386	23	.2	3,939	36.2
387	19	.2	3,958	36.3
388	17	.2	3,975	36.5
389	13	.1	3,988	36.6
390	17	.2	4,005	36.8
391	19	.2	4,024	36.9
392	19	.2	4,043	37.1
393	11	.1	4,054	37.2
394	16	.1	4,070	37.4
395	18	.2	4,088	37.5
396	12	.1	4,100	37.6
397	14	.1	4,114	37.8

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
398	26	.2	4,140	38.0	437	39	.4	5,284	48.5
399	32	.3	4,172	38.3	438	36	.3	5,320	48.8
400	24	.2	4,196	38.5	439	38	.3	5,358	49.2
401	24	.2	4,220	38.7	440	43	.4	5,401	49.6
402	25	.2	4,245	39.0	441	44	.4	5,445	50.0
403	26	.2	4,271	39.2	442	32	.3	5,477	50.3
404	31	.3	4,302	39.5	443	55	.5	5,532	50.8
405	20	.2	4,322	39.7	444	44	.4	5,576	51.2
406	26	.2	4,348	39.9	445	37	.3	5,613	51.5
407	24	.2	4,372	40.1	446	54	.5	5,667	52.0
408	23	.2	4,395	40.4	447	37	.3	5,704	52.4
409	32	.3	4,427	40.6	448	38	.3	5,742	52.7
410	27	.2	4,454	40.9	449	50	.5	5,792	53.2
411	23	.2	4,477	41.1	450	43	.4	5,835	53.6
412	22	.2	4,499	41.3	451	42	.4	5,877	54.0
413	23	.2	4,522	41.5	452	35	.3	5,912	54.3
414	20	.2	4,542	41.7	453	38	.3	5,950	54.6
415	17	.2	4,559	41.9	454	51	.5	6,001	55.1
416	26	.2	4,585	42.1	455	43	.4	6,044	55.5
417	22	.2	4,607	42.3	456	35	.3	6,079	55.8
418	31	.3	4,638	42.6	457	40	.4	6,119	56.2
419	31	.3	4,669	42.9	458	46	.4	6,165	56.6
420	34	.3	4,703	43.2	459	58	.5	6,223	57.1
421	28	.3	4,731	43.4	460	45	.4	6,268	57.6
422	24	.2	4,755	43.7	461	46	.4	6,314	58.0
423	25	.2	4,780	43.9	462	50	.5	6,364	58.4
424	36	.3	4,816	44.2	463	41	.4	6,405	58.8
425	38	.3	4,854	44.6	464	41	.4	6,446	59.2
426	38	.3	4,892	44.9	465	56	.5	6,502	59.7
427	30	.3	4,922	45.2	466	51	.5	6,553	60.2
428	28	.3	4,950	45.5	467	41	.4	6,594	60.5
429	44	.4	4,994	45.9	468	52	.5	6,646	61.0
430	37	.3	5,031	46.2	469	53	.5	6,699	61.5
431	28	.3	5,059	46.5	470	50	.5	6,749	62.0
432	32	.3	5,091	46.7	471	51	.5	6,800	62.4
433	43	.4	5,134	47.1	472	49	.4	6,849	62.9
434	40	.4	5,174	47.5	473	49	.4	6,898	63.3
435	38	.3	5,212	47.9	474	55	.5	6,953	63.8
436	33	.3	5,245	48.2	475	52	.5	7,005	64.3

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
476	62	.6	7,067	64.9	515	36	.3	9,126	83.8
477	57	.5	7,124	65.4	516	42	.4	9,168	84.2
478	60	.6	7,184	66.0	517	44	.4	9,212	84.6
479	53	.5	7,237	66.4	518	43	.4	9,255	85.0
480	48	.4	7,285	66.9	519	42	.4	9,297	85.4
481	51	.5	7,336	67.4	520	32	.3	9,329	85.7
482	48	.4	7,384	67.8	521	41	.4	9,370	86.0
483	47	.4	7,431	68.2	522	43	.4	9,413	86.4
484	56	.5	7,487	68.7	523	38	.3	9,451	86.8
485	50	.5	7,537	69.2	524	48	.4	9,499	87.2
486	48	.4	7,585	69.6	525	50	.5	9,549	87.7
487	57	.5	7,642	70.2	526	41	.4	9,590	88.1
488	42	.4	7,684	70.6	527	40	.4	9,630	88.4
489	48	.4	7,732	71.0	528	44	.4	9,674	88.8
490	52	.5	7,784	71.5	529	38	.3	9,712	89.2
491	51	.5	7,835	71.9	530	41	.4	9,753	89.6
492	59	.5	7,894	72.5	531	29	.3	9,782	89.8
493	59	.5	7,953	73.0	532	36	.3	9,818	90.1
494	65	.6	8,018	73.6	533	42	.4	9,860	90.5
495	73	.7	8,091	74.3	534	31	.3	9,891	90.8
496	48	.4	8,139	74.7	535	27	.2	9,918	91.1
497	54	.5	8,193	75.2	536	25	.2	9,943	91.3
498	50	.5	8,243	75.7	537	31	.3	9,974	91.6
499	52	.5	8,295	76.2	538	34	.3	10,008	91.9
500	52	.5	8,347	76.6	539	23	.2	10,031	92.1
501	49	.4	8,396	77.1	540	22	.2	10,053	92.3
502	45	.4	8,441	77.5	541	22	.2	10,075	92.5
503	58	.5	8,499	78.0	542	33	.3	10,108	92.8
504	60	.6	8,559	78.6	543	14	.1	10,122	92.9
505	59	.5	8,618	79.1	544	25	.2	10,147	93.2
506	58	.5	8,676	79.7	545	33	.3	10,180	93.5
507	55	.5	8,731	80.2	546	31	.3	10,211	93.8
508	49	.4	8,780	80.6	547	21	.2	10,232	93.9
509	48	.4	8,828	81.1	548	22	.2	10,254	94.2
510	47	.4	8,875	81.5	549	35	.3	10,289	94.5
511	67	.6	8,942	82.1	550	22	.2	10,311	94.7
512	52	.5	8,994	82.6	551	23	.2	10,334	94.9
513	56	.5	9,050	83.1	552	23	.2	10,357	95.1
514	40	.4	9,090	83.5	553	16	.1	10,373	95.2

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
554	28	.3	10,401	95.5
555	18	.2	10,419	95.7
556	24	.2	10,443	95.9
557	13	.1	10,456	96.0
558	25	.2	10,481	96.2
559	14	.1	10,495	96.4
560	17	.2	10,512	96.5
561	21	.2	10,533	96.7
562	27	.2	10,560	97.0
563	13	.1	10,573	97.1
564	9	.1	10,582	97.2
565	17	.2	10,599	97.3
566	7	.1	10,606	97.4
567	8	.1	10,614	97.5
568	17	.2	10,631	97.6
569	11	.1	10,642	97.7
570	17	.2	10,659	97.9
571	10	.1	10,669	98.0
572	15	.1	10,684	98.1
573	9	.1	10,693	98.2
574	12	.1	10,705	98.3
575	7	.1	10,712	98.4
576	10	.1	10,722	98.4
577	3	.0	10,725	98.5
578	8	.1	10,733	98.5
579	6	.1	10,739	98.6
580	14	.1	10,753	98.7
581	8	.1	10,761	98.8
582	8	.1	10,769	98.9
583	6	.1	10,775	98.9
584	12	.1	10,787	99.0
585	13	.1	10,800	99.2
586	7	.1	10,807	99.2
587	5	.0	10,812	99.3
588	8	.1	10,820	99.3
589	4	.0	10,824	99.4
590	2	.0	10,826	99.4
591	6	.1	10,832	99.5
592	9	.1	10,841	99.5

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
593	3	.0	10,844	99.6
594	1	.0	10,845	99.6
595	1	.0	10,846	99.6
596	1	.0	10,847	99.6
598	1	.0	10,848	99.6
599	5	.0	10,853	99.7
600	2	.0	10,855	99.7
601	4	.0	10,859	99.7
602	1	.0	10,860	99.7
603	5	.0	10,865	99.8
604	2	.0	10,867	99.8
605	2	.0	10,869	99.8
606	2	.0	10,871	99.8
607	1	.0	10,872	99.8
608	4	.0	10,876	99.9
609	1	.0	10,877	99.9
611	2	.0	10,879	99.9
613	6	.1	10,885	99.9
616	1	.0	10,886	100.0
617	1	.0	10,887	100.0
619	2	.0	10,889	100.0
622	1	.0	10,890	100.0
629	1	.0	10,891	100.0

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	3,355	13.6	3,355	13.6
235	118	.5	3,473	14.1
249	29	.1	3,502	14.2
252	34	.1	3,536	14.3
254	18	.1	3,554	14.4
257	256	1.0	3,810	15.4
258	120	.5	3,930	15.9
260	24	.1	3,954	16.0
262	57	.2	4,011	16.3
265	121	.5	4,132	16.7
266	50	.2	4,182	16.9
267	28	.1	4,210	17.1
268	112	.5	4,322	17.5
270	55	.2	4,377	17.7
271	49	.2	4,426	17.9
272	11	.0	4,437	18.0
273	20	.1	4,457	18.1
274	140	.6	4,597	18.6
275	6	.0	4,603	18.7
276	48	.2	4,651	18.8
277	28	.1	4,679	19.0
278	15	.1	4,694	19.0
279	37	.1	4,731	19.2
280	54	.2	4,785	19.4
281	38	.2	4,823	19.5
282	14	.1	4,837	19.6
283	20	.1	4,857	19.7
284	8	.0	4,865	19.7
285	24	.1	4,889	19.8
286	23	.1	4,912	19.9
287	50	.2	4,962	20.1
288	12	.0	4,974	20.2
289	52	.2	5,026	20.4
290	25	.1	5,051	20.5
291	33	.1	5,084	20.6
292	9	.0	5,093	20.6
293	47	.2	5,140	20.8
294	34	.1	5,174	21.0
295	57	.2	5,231	21.2

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
296	28	.1	5,259	21.3
297	22	.1	5,281	21.4
298	57	.2	5,338	21.6
299	27	.1	5,365	21.7
300	70	.3	5,435	22.0
301	37	.1	5,472	22.2
302	26	.1	5,498	22.3
303	61	.2	5,559	22.5
304	48	.2	5,607	22.7
305	65	.3	5,672	23.0
306	11	.0	5,683	23.0
307	56	.2	5,739	23.3
308	37	.1	5,776	23.4
309	46	.2	5,822	23.6
310	42	.2	5,864	23.8
311	37	.1	5,901	23.9
312	61	.2	5,962	24.2
313	31	.1	5,993	24.3
314	27	.1	6,020	24.4
315	57	.2	6,077	24.6
316	48	.2	6,125	24.8
317	31	.1	6,156	24.9
318	49	.2	6,205	25.1
319	38	.2	6,243	25.3
320	28	.1	6,271	25.4
321	41	.2	6,312	25.6
322	54	.2	6,366	25.8
323	25	.1	6,391	25.9
324	35	.1	6,426	26.0
325	34	.1	6,460	26.2
326	45	.2	6,505	26.4
327	55	.2	6,560	26.6
328	36	.1	6,596	26.7
329	18	.1	6,614	26.8
330	18	.1	6,632	26.9
331	54	.2	6,686	27.1
332	40	.2	6,726	27.3
333	30	.1	6,756	27.4
334	32	.1	6,788	27.5

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
335	33	.1	6,821	27.6
336	47	.2	6,868	27.8
337	39	.2	6,907	28.0
338	36	.1	6,943	28.1
339	38	.2	6,981	28.3
340	36	.1	7,017	28.4
341	30	.1	7,047	28.6
342	41	.2	7,088	28.7
343	33	.1	7,121	28.9
344	59	.2	7,180	29.1
345	32	.1	7,212	29.2
346	47	.2	7,259	29.4
347	46	.2	7,305	29.6
348	16	.1	7,321	29.7
349	76	.3	7,397	30.0
350	32	.1	7,429	30.1
351	26	.1	7,455	30.2
352	30	.1	7,485	30.3
353	42	.2	7,527	30.5
354	36	.1	7,563	30.7
355	52	.2	7,615	30.9
356	22	.1	7,637	31.0
357	37	.1	7,674	31.1
358	38	.2	7,712	31.3
359	44	.2	7,756	31.4
360	40	.2	7,796	31.6
361	29	.1	7,825	31.7
362	33	.1	7,858	31.8
363	33	.1	7,891	32.0
364	26	.1	7,917	32.1
365	29	.1	7,946	32.2
366	38	.2	7,984	32.4
367	23	.1	8,007	32.5
368	44	.2	8,051	32.6
369	23	.1	8,074	32.7
370	22	.1	8,096	32.8
371	41	.2	8,137	33.0
372	17	.1	8,154	33.0
373	28	.1	8,182	33.2

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
374	24	.1	8,206	33.3
375	27	.1	8,233	33.4
376	49	.2	8,282	33.6
377	36	.1	8,318	33.7
378	30	.1	8,348	33.8
379	31	.1	8,379	34.0
380	51	.2	8,430	34.2
381	24	.1	8,454	34.3
382	32	.1	8,486	34.4
383	20	.1	8,506	34.5
384	28	.1	8,534	34.6
385	34	.1	8,568	34.7
386	27	.1	8,595	34.8
387	31	.1	8,626	35.0
388	36	.1	8,662	35.1
389	32	.1	8,694	35.2
390	36	.1	8,730	35.4
391	24	.1	8,754	35.5
392	31	.1	8,785	35.6
393	31	.1	8,816	35.7
394	26	.1	8,842	35.8
395	42	.2	8,884	36.0
396	39	.2	8,923	36.2
397	38	.2	8,961	36.3
398	34	.1	8,995	36.5
399	26	.1	9,021	36.6
400	35	.1	9,056	36.7
401	36	.1	9,092	36.8
402	33	.1	9,125	37.0
403	32	.1	9,157	37.1
404	37	.1	9,194	37.3
405	37	.1	9,231	37.4
406	35	.1	9,266	37.6
407	35	.1	9,301	37.7
408	33	.1	9,334	37.8
409	40	.2	9,374	38.0
410	34	.1	9,408	38.1
411	38	.2	9,446	38.3
412	30	.1	9,476	38.4

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
413	37	.1	9,513	38.6
414	31	.1	9,544	38.7
415	37	.1	9,581	38.8
416	39	.2	9,620	39.0
417	32	.1	9,652	39.1
418	48	.2	9,700	39.3
419	30	.1	9,730	39.4
420	32	.1	9,762	39.6
421	35	.1	9,797	39.7
422	32	.1	9,829	39.8
423	40	.2	9,869	40.0
424	37	.1	9,906	40.1
425	46	.2	9,952	40.3
426	51	.2	10,003	40.5
427	33	.1	10,036	40.7
428	43	.2	10,079	40.8
429	48	.2	10,127	41.0
430	53	.2	10,180	41.3
431	34	.1	10,214	41.4
432	39	.2	10,253	41.6
433	44	.2	10,297	41.7
434	51	.2	10,348	41.9
435	46	.2	10,394	42.1
436	40	.2	10,434	42.3
437	24	.1	10,458	42.4
438	52	.2	10,510	42.6
439	45	.2	10,555	42.8
440	37	.1	10,592	42.9
441	50	.2	10,642	43.1
442	44	.2	10,686	43.3
443	47	.2	10,733	43.5
444	44	.2	10,777	43.7
445	50	.2	10,827	43.9
446	45	.2	10,872	44.1
447	61	.2	10,933	44.3
448	40	.2	10,973	44.5
449	55	.2	11,028	44.7
450	50	.2	11,078	44.9
451	42	.2	11,120	45.1

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
452	59	.2	11,179	45.3
453	54	.2	11,233	45.5
454	56	.2	11,289	45.8
455	57	.2	11,346	46.0
456	55	.2	11,401	46.2
457	58	.2	11,459	46.4
458	61	.2	11,520	46.7
459	91	.4	11,611	47.1
460	54	.2	11,665	47.3
461	63	.3	11,728	47.5
462	50	.2	11,778	47.7
463	82	.3	11,860	48.1
464	61	.2	11,921	48.3
465	63	.3	11,984	48.6
466	70	.3	12,054	48.9
467	58	.2	12,112	49.1
468	81	.3	12,193	49.4
469	54	.2	12,247	49.6
470	75	.3	12,322	49.9
471	64	.3	12,386	50.2
472	61	.2	12,447	50.4
473	65	.3	12,512	50.7
474	57	.2	12,569	50.9
475	85	.3	12,654	51.3
476	60	.2	12,714	51.5
477	89	.4	12,803	51.9
478	76	.3	12,879	52.2
479	73	.3	12,952	52.5
480	75	.3	13,027	52.8
481	76	.3	13,103	53.1
482	89	.4	13,192	53.5
483	59	.2	13,251	53.7
484	75	.3	13,326	54.0
485	84	.3	13,410	54.3
486	91	.4	13,501	54.7
487	85	.3	13,586	55.1
488	84	.3	13,670	55.4
489	82	.3	13,752	55.7
490	79	.3	13,831	56.1

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
491	90	.4	13,921	56.4
492	72	.3	13,993	56.7
493	93	.4	14,086	57.1
494	75	.3	14,161	57.4
495	89	.4	14,250	57.8
496	87	.4	14,337	58.1
497	103	.4	14,440	58.5
498	87	.4	14,527	58.9
499	69	.3	14,596	59.2
500	77	.3	14,673	59.5
501	88	.4	14,761	59.8
502	81	.3	14,842	60.2
503	107	.4	14,949	60.6
504	86	.3	15,035	60.9
505	95	.4	15,130	61.3
506	103	.4	15,233	61.7
507	112	.5	15,345	62.2
508	85	.3	15,430	62.5
509	95	.4	15,525	62.9
510	98	.4	15,623	63.3
511	102	.4	15,725	63.7
512	99	.4	15,824	64.1
513	96	.4	15,920	64.5
514	103	.4	16,023	64.9
515	98	.4	16,121	65.3
516	115	.5	16,236	65.8
517	98	.4	16,334	66.2
518	94	.4	16,428	66.6
519	97	.4	16,525	67.0
520	90	.4	16,615	67.3
521	100	.4	16,715	67.7
522	106	.4	16,821	68.2
523	95	.4	16,916	68.6
524	98	.4	17,014	69.0
525	95	.4	17,109	69.3
526	95	.4	17,204	69.7
527	98	.4	17,302	70.1
528	125	.5	17,427	70.6
529	92	.4	17,519	71.0

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
530	88	.4	17,607	71.4
531	68	.3	17,675	71.6
532	87	.4	17,762	72.0
533	114	.5	17,876	72.4
534	84	.3	17,960	72.8
535	94	.4	18,054	73.2
536	88	.4	18,142	73.5
537	90	.4	18,232	73.9
538	92	.4	18,324	74.3
539	97	.4	18,421	74.7
540	93	.4	18,514	75.0
541	112	.5	18,626	75.5
542	100	.4	18,726	75.9
543	90	.4	18,816	76.3
544	102	.4	18,918	76.7
545	94	.4	19,012	77.1
546	93	.4	19,105	77.4
547	89	.4	19,194	77.8
548	102	.4	19,296	78.2
549	116	.5	19,412	78.7
550	86	.3	19,498	79.0
551	76	.3	19,574	79.3
552	95	.4	19,669	79.7
553	92	.4	19,761	80.1
554	87	.4	19,848	80.4
555	91	.4	19,939	80.8
556	79	.3	20,018	81.1
557	102	.4	20,120	81.5
558	104	.4	20,224	82.0
559	82	.3	20,306	82.3
560	67	.3	20,373	82.6
561	117	.5	20,490	83.0
562	69	.3	20,559	83.3
563	99	.4	20,658	83.7
564	57	.2	20,715	84.0
565	83	.3	20,798	84.3
566	91	.4	20,889	84.7
567	80	.3	20,969	85.0
568	72	.3	21,041	85.3

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
569	68	.3	21,109	85.6
570	62	.3	21,171	85.8
571	74	.3	21,245	86.1
572	78	.3	21,323	86.4
573	67	.3	21,390	86.7
574	65	.3	21,455	87.0
575	61	.2	21,516	87.2
576	84	.3	21,600	87.5
577	70	.3	21,670	87.8
578	64	.3	21,734	88.1
579	81	.3	21,815	88.4
580	70	.3	21,885	88.7
581	59	.2	21,944	88.9
582	75	.3	22,019	89.2
583	58	.2	22,077	89.5
584	56	.2	22,133	89.7
585	76	.3	22,209	90.0
586	53	.2	22,262	90.2
587	64	.3	22,326	90.5
588	42	.2	22,368	90.7
589	57	.2	22,425	90.9
590	68	.3	22,493	91.2
591	49	.2	22,542	91.4
592	45	.2	22,587	91.5
593	76	.3	22,663	91.8
594	45	.2	22,708	92.0
595	47	.2	22,755	92.2
596	53	.2	22,808	92.4
597	35	.1	22,843	92.6
598	54	.2	22,897	92.8
599	35	.1	22,932	92.9
600	44	.2	22,976	93.1
601	63	.3	23,039	93.4
602	51	.2	23,090	93.6
603	24	.1	23,114	93.7
604	56	.2	23,170	93.9
605	21	.1	23,191	94.0
606	36	.1	23,227	94.1
607	30	.1	23,257	94.3

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
608	38	.2	23,295	94.4
609	34	.1	23,329	94.5
610	41	.2	23,370	94.7
611	29	.1	23,399	94.8
612	39	.2	23,438	95.0
613	34	.1	23,472	95.1
614	34	.1	23,506	95.3
615	38	.2	23,544	95.4
616	51	.2	23,595	95.6
617	21	.1	23,616	95.7
618	34	.1	23,650	95.8
619	26	.1	23,676	96.0
620	19	.1	23,695	96.0
621	38	.2	23,733	96.2
622	39	.2	23,772	96.3
623	17	.1	23,789	96.4
624	60	.2	23,849	96.7
625	27	.1	23,876	96.8
626	25	.1	23,901	96.9
627	27	.1	23,928	97.0
628	16	.1	23,944	97.0
629	15	.1	23,959	97.1
630	36	.1	23,995	97.2
631	30	.1	24,025	97.4
632	28	.1	24,053	97.5
633	17	.1	24,070	97.6
634	19	.1	24,089	97.6
635	12	.0	24,101	97.7
636	24	.1	24,125	97.8
637	5	.0	24,130	97.8
638	40	.2	24,170	98.0
639	24	.1	24,194	98.1
640	16	.1	24,210	98.1
641	35	.1	24,245	98.3
642	13	.1	24,258	98.3
643	14	.1	24,272	98.4
644	35	.1	24,307	98.5
645	4	.0	24,311	98.5
646	20	.1	24,331	98.6

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
647	17	.1	24,348	98.7
648	5	.0	24,353	98.7
649	10	.0	24,363	98.7
650	20	.1	24,383	98.8
651	4	.0	24,387	98.8
652	27	.1	24,414	98.9
653	8	.0	24,422	99.0
654	17	.1	24,439	99.0
655	4	.0	24,443	99.1
656	11	.0	24,454	99.1
657	3	.0	24,457	99.1
658	35	.1	24,492	99.3
659	3	.0	24,495	99.3
660	13	.1	24,508	99.3
661	12	.0	24,520	99.4
662	1	.0	24,521	99.4
663	5	.0	24,526	99.4
664	6	.0	24,532	99.4
665	14	.1	24,546	99.5
666	5	.0	24,551	99.5
667	22	.1	24,573	99.6
669	6	.0	24,579	99.6
670	14	.1	24,593	99.7
672	1	.0	24,594	99.7
673	14	.1	24,608	99.7
674	2	.0	24,610	99.7
675	2	.0	24,612	99.7
678	9	.0	24,621	99.8
680	23	.1	24,644	99.9
687	14	.1	24,658	99.9
698	6	.0	24,664	100.0
700	10	.0	24,674	100.0

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
248	2,843	14.0	2,843	14.0
253	47	.2	2,890	14.2
267	281	1.4	3,171	15.6
272	29	.1	3,200	15.8
275	62	.3	3,262	16.1
277	67	.3	3,329	16.4
278	44	.2	3,373	16.6
279	78	.4	3,451	17.0
282	4	.0	3,455	17.0
283	115	.6	3,570	17.6
286	59	.3	3,629	17.9
287	25	.1	3,654	18.0
288	46	.2	3,700	18.2
290	65	.3	3,765	18.5
291	34	.2	3,799	18.7
292	1	.0	3,800	18.7
293	63	.3	3,863	19.0
294	77	.4	3,940	19.4
295	15	.1	3,955	19.5
296	13	.1	3,968	19.5
297	34	.2	4,002	19.7
298	57	.3	4,059	20.0
299	15	.1	4,074	20.1
300	3	.0	4,077	20.1
301	15	.1	4,092	20.1
302	90	.4	4,182	20.6
303	2	.0	4,184	20.6
304	24	.1	4,208	20.7
305	19	.1	4,227	20.8
306	79	.4	4,306	21.2
307	23	.1	4,329	21.3
308	9	.0	4,338	21.4
309	51	.3	4,389	21.6
310	18	.1	4,407	21.7
311	5	.0	4,412	21.7
312	24	.1	4,436	21.8
313	120	.6	4,556	22.4
314	20	.1	4,576	22.5
315	7	.0	4,583	22.6

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
316	27	.1	4,610	22.7
317	38	.2	4,648	22.9
318	34	.2	4,682	23.0
319	16	.1	4,698	23.1
320	57	.3	4,755	23.4
321	36	.2	4,791	23.6
322	21	.1	4,812	23.7
323	17	.1	4,829	23.8
324	45	.2	4,874	24.0
325	92	.5	4,966	24.4
326	9	.0	4,975	24.5
327	26	.1	5,001	24.6
328	45	.2	5,046	24.8
329	32	.2	5,078	25.0
330	28	.1	5,106	25.1
331	44	.2	5,150	25.4
332	40	.2	5,190	25.6
333	47	.2	5,237	25.8
334	27	.1	5,264	25.9
335	25	.1	5,289	26.0
336	58	.3	5,347	26.3
337	47	.2	5,394	26.6
338	18	.1	5,412	26.6
339	40	.2	5,452	26.8
340	51	.3	5,503	27.1
341	27	.1	5,530	27.2
342	15	.1	5,545	27.3
343	51	.3	5,596	27.5
344	33	.2	5,629	27.7
345	14	.1	5,643	27.8
346	14	.1	5,657	27.8
347	48	.2	5,705	28.1
348	36	.2	5,741	28.3
349	20	.1	5,761	28.4
350	29	.1	5,790	28.5
351	36	.2	5,826	28.7
352	40	.2	5,866	28.9
353	10	.0	5,876	28.9
354	19	.1	5,895	29.0

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
355	46	.2	5,941	29.2
356	30	.1	5,971	29.4
357	23	.1	5,994	29.5
358	35	.2	6,029	29.7
359	33	.2	6,062	29.8
360	30	.1	6,092	30.0
361	25	.1	6,117	30.1
362	28	.1	6,145	30.3
363	39	.2	6,184	30.4
364	20	.1	6,204	30.5
365	42	.2	6,246	30.7
366	40	.2	6,286	30.9
367	39	.2	6,325	31.1
368	25	.1	6,350	31.3
369	15	.1	6,365	31.3
370	55	.3	6,420	31.6
371	24	.1	6,444	31.7
372	21	.1	6,465	31.8
373	39	.2	6,504	32.0
374	31	.2	6,535	32.2
375	36	.2	6,571	32.3
376	22	.1	6,593	32.5
377	29	.1	6,622	32.6
378	46	.2	6,668	32.8
379	26	.1	6,694	33.0
380	23	.1	6,717	33.1
381	30	.1	6,747	33.2
382	35	.2	6,782	33.4
383	29	.1	6,811	33.5
384	19	.1	6,830	33.6
385	40	.2	6,870	33.8
386	33	.2	6,903	34.0
387	19	.1	6,922	34.1
388	32	.2	6,954	34.2
389	39	.2	6,993	34.4
390	25	.1	7,018	34.5
391	21	.1	7,039	34.7
392	23	.1	7,062	34.8
393	32	.2	7,094	34.9

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
394	27	.1	7,121	35.1
395	25	.1	7,146	35.2
396	34	.2	7,180	35.3
397	36	.2	7,216	35.5
398	29	.1	7,245	35.7
399	25	.1	7,270	35.8
400	27	.1	7,297	35.9
401	17	.1	7,314	36.0
402	33	.2	7,347	36.2
403	23	.1	7,370	36.3
404	33	.2	7,403	36.4
405	21	.1	7,424	36.5
406	27	.1	7,451	36.7
407	19	.1	7,470	36.8
408	30	.1	7,500	36.9
409	23	.1	7,523	37.0
410	24	.1	7,547	37.2
411	34	.2	7,581	37.3
412	20	.1	7,601	37.4
413	32	.2	7,633	37.6
414	22	.1	7,655	37.7
415	18	.1	7,673	37.8
416	28	.1	7,701	37.9
417	23	.1	7,724	38.0
418	29	.1	7,753	38.2
419	20	.1	7,773	38.3
420	23	.1	7,796	38.4
421	21	.1	7,817	38.5
422	30	.1	7,847	38.6
423	22	.1	7,869	38.7
424	29	.1	7,898	38.9
425	22	.1	7,920	39.0
426	33	.2	7,953	39.2
427	23	.1	7,976	39.3
428	25	.1	8,001	39.4
429	14	.1	8,015	39.5
430	29	.1	8,044	39.6
431	21	.1	8,065	39.7
432	22	.1	8,087	39.8

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
433	29	.1	8,116	40.0
434	35	.2	8,151	40.1
435	26	.1	8,177	40.3
436	26	.1	8,203	40.4
437	24	.1	8,227	40.5
438	24	.1	8,251	40.6
439	28	.1	8,279	40.8
440	23	.1	8,302	40.9
441	25	.1	8,327	41.0
442	29	.1	8,356	41.1
443	25	.1	8,381	41.3
444	26	.1	8,407	41.4
445	30	.1	8,437	41.5
446	33	.2	8,470	41.7
447	30	.1	8,500	41.8
448	30	.1	8,530	42.0
449	28	.1	8,558	42.1
450	26	.1	8,584	42.3
451	25	.1	8,609	42.4
452	23	.1	8,632	42.5
453	21	.1	8,653	42.6
454	25	.1	8,678	42.7
455	20	.1	8,698	42.8
456	30	.1	8,728	43.0
457	18	.1	8,746	43.1
458	29	.1	8,775	43.2
459	29	.1	8,804	43.3
460	22	.1	8,826	43.5
461	13	.1	8,839	43.5
462	32	.2	8,871	43.7
463	29	.1	8,900	43.8
464	26	.1	8,926	43.9
465	36	.2	8,962	44.1
466	23	.1	8,985	44.2
467	37	.2	9,022	44.4
468	15	.1	9,037	44.5
469	16	.1	9,053	44.6
470	23	.1	9,076	44.7
471	30	.1	9,106	44.8

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
472	24	.1	9,130	44.9
473	37	.2	9,167	45.1
474	28	.1	9,195	45.3
475	27	.1	9,222	45.4
476	40	.2	9,262	45.6
477	35	.2	9,297	45.8
478	32	.2	9,329	45.9
479	40	.2	9,369	46.1
480	33	.2	9,402	46.3
481	37	.2	9,439	46.5
482	24	.1	9,463	46.6
483	39	.2	9,502	46.8
484	45	.2	9,547	47.0
485	34	.2	9,581	47.2
486	44	.2	9,625	47.4
487	35	.2	9,660	47.6
488	30	.1	9,690	47.7
489	29	.1	9,719	47.8
490	26	.1	9,745	48.0
491	34	.2	9,779	48.1
492	27	.1	9,806	48.3
493	36	.2	9,842	48.5
494	42	.2	9,884	48.7
495	33	.2	9,917	48.8
496	37	.2	9,954	49.0
497	32	.2	9,986	49.2
498	40	.2	10,026	49.4
499	38	.2	10,064	49.5
500	44	.2	10,108	49.8
501	38	.2	10,146	49.9
502	37	.2	10,183	50.1
503	40	.2	10,223	50.3
504	31	.2	10,254	50.5
505	46	.2	10,300	50.7
506	52	.3	10,352	51.0
507	46	.2	10,398	51.2
508	29	.1	10,427	51.3
509	57	.3	10,484	51.6
510	41	.2	10,525	51.8

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
511	58	.3	10,583	52.1
512	44	.2	10,627	52.3
513	47	.2	10,674	52.5
514	30	.1	10,704	52.7
515	51	.3	10,755	52.9
516	40	.2	10,795	53.1
517	41	.2	10,836	53.3
518	49	.2	10,885	53.6
519	68	.3	10,953	53.9
520	43	.2	10,996	54.1
521	45	.2	11,041	54.4
522	45	.2	11,086	54.6
523	51	.3	11,137	54.8
524	46	.2	11,183	55.1
525	54	.3	11,237	55.3
526	45	.2	11,282	55.5
527	77	.4	11,359	55.9
528	60	.3	11,419	56.2
529	41	.2	11,460	56.4
530	52	.3	11,512	56.7
531	46	.2	11,558	56.9
532	50	.2	11,608	57.1
533	58	.3	11,666	57.4
534	57	.3	11,723	57.7
535	51	.3	11,774	58.0
536	65	.3	11,839	58.3
537	72	.4	11,911	58.6
538	69	.3	11,980	59.0
539	69	.3	12,049	59.3
540	63	.3	12,112	59.6
541	62	.3	12,174	59.9
542	63	.3	12,237	60.2
543	55	.3	12,292	60.5
544	64	.3	12,356	60.8
545	57	.3	12,413	61.1
546	74	.4	12,487	61.5
547	59	.3	12,546	61.8
548	63	.3	12,609	62.1
549	82	.4	12,691	62.5

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
550	63	.3	12,754	62.8
551	87	.4	12,841	63.2
552	66	.3	12,907	63.5
553	61	.3	12,968	63.8
554	63	.3	13,031	64.2
555	64	.3	13,095	64.5
556	57	.3	13,152	64.7
557	62	.3	13,214	65.1
558	68	.3	13,282	65.4
559	59	.3	13,341	65.7
560	79	.4	13,420	66.1
561	75	.4	13,495	66.4
562	72	.4	13,567	66.8
563	80	.4	13,647	67.2
564	58	.3	13,705	67.5
565	61	.3	13,766	67.8
566	75	.4	13,841	68.1
567	76	.4	13,917	68.5
568	85	.4	14,002	68.9
569	72	.4	14,074	69.3
570	57	.3	14,131	69.6
571	67	.3	14,198	69.9
572	76	.4	14,274	70.3
573	90	.4	14,364	70.7
574	74	.4	14,438	71.1
575	83	.4	14,521	71.5
576	59	.3	14,580	71.8
577	52	.3	14,632	72.0
578	63	.3	14,695	72.3
579	65	.3	14,760	72.7
580	79	.4	14,839	73.1
581	67	.3	14,906	73.4
582	75	.4	14,981	73.8
583	73	.4	15,054	74.1
584	61	.3	15,115	74.4
585	62	.3	15,177	74.7
586	87	.4	15,264	75.1
587	70	.3	15,334	75.5
588	64	.3	15,398	75.8

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
589	69	.3	15,467	76.1
590	63	.3	15,530	76.5
591	63	.3	15,593	76.8
592	76	.4	15,669	77.1
593	56	.3	15,725	77.4
594	71	.3	15,796	77.8
595	59	.3	15,855	78.1
596	68	.3	15,923	78.4
597	55	.3	15,978	78.7
598	83	.4	16,061	79.1
599	56	.3	16,117	79.3
600	56	.3	16,173	79.6
601	56	.3	16,229	79.9
602	68	.3	16,297	80.2
603	66	.3	16,363	80.6
604	79	.4	16,442	80.9
605	53	.3	16,495	81.2
606	76	.4	16,571	81.6
607	66	.3	16,637	81.9
608	58	.3	16,695	82.2
609	66	.3	16,761	82.5
610	68	.3	16,829	82.8
611	58	.3	16,887	83.1
612	58	.3	16,945	83.4
613	79	.4	17,024	83.8
614	52	.3	17,076	84.1
615	66	.3	17,142	84.4
616	63	.3	17,205	84.7
617	56	.3	17,261	85.0
618	61	.3	17,322	85.3
619	57	.3	17,379	85.6
620	60	.3	17,439	85.9
621	54	.3	17,493	86.1
622	55	.3	17,548	86.4
623	46	.2	17,594	86.6
624	60	.3	17,654	86.9
625	71	.3	17,725	87.3
626	38	.2	17,763	87.4
627	52	.3	17,815	87.7

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
628	51	.3	17,866	88.0
629	53	.3	17,919	88.2
630	54	.3	17,973	88.5
631	35	.2	18,008	88.7
632	61	.3	18,069	89.0
633	44	.2	18,113	89.2
634	31	.2	18,144	89.3
635	64	.3	18,208	89.6
636	29	.1	18,237	89.8
637	43	.2	18,280	90.0
638	35	.2	18,315	90.2
639	56	.3	18,371	90.4
640	22	.1	18,393	90.5
641	28	.1	18,421	90.7
642	40	.2	18,461	90.9
643	53	.3	18,514	91.1
644	33	.2	18,547	91.3
645	49	.2	18,596	91.5
646	41	.2	18,637	91.7
647	24	.1	18,661	91.9
648	59	.3	18,720	92.2
649	46	.2	18,766	92.4
650	47	.2	18,813	92.6
651	24	.1	18,837	92.7
652	37	.2	18,874	92.9
653	43	.2	18,917	93.1
654	30	.1	18,947	93.3
655	28	.1	18,975	93.4
656	34	.2	19,009	93.6
657	40	.2	19,049	93.8
658	31	.2	19,080	93.9
659	39	.2	19,119	94.1
660	35	.2	19,154	94.3
661	28	.1	19,182	94.4
662	36	.2	19,218	94.6
663	27	.1	19,245	94.7
664	23	.1	19,268	94.9
665	20	.1	19,288	95.0
666	41	.2	19,329	95.2

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
667	23	.1	19,352	95.3
668	33	.2	19,385	95.4
669	18	.1	19,403	95.5
670	13	.1	19,416	95.6
671	39	.2	19,455	95.8
672	29	.1	19,484	95.9
673	40	.2	19,524	96.1
674	8	.0	19,532	96.2
675	27	.1	19,559	96.3
676	21	.1	19,580	96.4
677	24	.1	19,604	96.5
678	15	.1	19,619	96.6
679	40	.2	19,659	96.8
680	31	.2	19,690	96.9
681	5	.0	19,695	97.0
682	33	.2	19,728	97.1
683	17	.1	19,745	97.2
684	13	.1	19,758	97.3
685	24	.1	19,782	97.4
686	16	.1	19,798	97.5
687	32	.2	19,830	97.6
688	11	.1	19,841	97.7
689	28	.1	19,869	97.8
690	15	.1	19,884	97.9
691	17	.1	19,901	98.0
692	23	.1	19,924	98.1
693	10	.0	19,934	98.1
694	9	.0	19,943	98.2
695	17	.1	19,960	98.3
696	19	.1	19,979	98.4
697	3	.0	19,982	98.4
698	12	.1	19,994	98.4
699	18	.1	20,012	98.5
700	43	.2	20,055	98.7
701	10	.0	20,065	98.8
702	2	.0	20,067	98.8
703	5	.0	20,072	98.8
704	9	.0	20,081	98.9
705	2	.0	20,083	98.9

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
706	14	.1	20,097	98.9
707	1	.0	20,098	98.9
708	25	.1	20,123	99.1
709	22	.1	20,145	99.2
710	10	.0	20,155	99.2
711	2	.0	20,157	99.2
712	4	.0	20,161	99.3
713	7	.0	20,168	99.3
714	3	.0	20,171	99.3
716	29	.1	20,200	99.4
717	11	.1	20,211	99.5
720	2	.0	20,213	99.5
721	25	.1	20,238	99.6
723	3	.0	20,241	99.6
725	11	.1	20,252	99.7
727	1	.0	20,253	99.7
729	10	.0	20,263	99.8
730	15	.1	20,278	99.8
733	5	.0	20,283	99.9
734	6	.0	20,289	99.9
737	18	.1	20,307	100.0
741	6	.0	20,313	100.0

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
251	3,757	12.8	3,757	12.8
262	90	.3	3,847	13.1
270	45	.2	3,892	13.3
272	94	.3	3,986	13.6
274	67	.2	4,053	13.8
281	23	.1	4,076	13.9
282	125	.4	4,201	14.3
283	78	.3	4,279	14.6
288	40	.1	4,319	14.7
289	48	.2	4,367	14.9
291	3	.0	4,370	14.9
293	61	.2	4,431	15.1
294	70	.2	4,501	15.4
295	7	.0	4,508	15.4
297	87	.3	4,595	15.7
298	16	.1	4,611	15.7
300	22	.1	4,633	15.8
301	30	.1	4,663	15.9
302	21	.1	4,684	16.0
303	34	.1	4,718	16.1
304	25	.1	4,743	16.2
305	25	.1	4,768	16.3
306	65	.2	4,833	16.5
307	43	.1	4,876	16.6
308	31	.1	4,907	16.7
309	14	.0	4,921	16.8
310	9	.0	4,930	16.8
311	1	.0	4,931	16.8
312	46	.2	4,977	17.0
313	44	.2	5,021	17.1
314	47	.2	5,068	17.3
315	46	.2	5,114	17.5
316	25	.1	5,139	17.5
317	36	.1	5,175	17.7
318	24	.1	5,199	17.7
319	14	.0	5,213	17.8
320	73	.2	5,286	18.0
321	53	.2	5,339	18.2
322	11	.0	5,350	18.3

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
323	19	.1	5,369	18.3
324	20	.1	5,389	18.4
325	51	.2	5,440	18.6
326	59	.2	5,499	18.8
327	13	.0	5,512	18.8
328	55	.2	5,567	19.0
329	30	.1	5,597	19.1
330	22	.1	5,619	19.2
331	40	.1	5,659	19.3
332	28	.1	5,687	19.4
333	13	.0	5,700	19.4
334	37	.1	5,737	19.6
335	53	.2	5,790	19.8
336	39	.1	5,829	19.9
337	24	.1	5,853	20.0
338	20	.1	5,873	20.0
339	46	.2	5,919	20.2
340	62	.2	5,981	20.4
341	26	.1	6,007	20.5
342	30	.1	6,037	20.6
343	22	.1	6,059	20.7
344	55	.2	6,114	20.9
345	37	.1	6,151	21.0
346	33	.1	6,184	21.1
347	38	.1	6,222	21.2
348	42	.1	6,264	21.4
349	38	.1	6,302	21.5
350	45	.2	6,347	21.7
351	34	.1	6,381	21.8
352	30	.1	6,411	21.9
353	44	.2	6,455	22.0
354	42	.1	6,497	22.2
355	38	.1	6,535	22.3
356	42	.1	6,577	22.4
357	42	.1	6,619	22.6
358	38	.1	6,657	22.7
359	40	.1	6,697	22.9
360	42	.1	6,739	23.0
361	31	.1	6,770	23.1

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
362	28	.1	6,798	23.2
363	51	.2	6,849	23.4
364	37	.1	6,886	23.5
365	33	.1	6,919	23.6
366	42	.1	6,961	23.8
367	38	.1	6,999	23.9
368	38	.1	7,037	24.0
369	40	.1	7,077	24.1
370	22	.1	7,099	24.2
371	57	.2	7,156	24.4
372	31	.1	7,187	24.5
373	40	.1	7,227	24.7
374	46	.2	7,273	24.8
375	47	.2	7,320	25.0
376	32	.1	7,352	25.1
377	37	.1	7,389	25.2
378	41	.1	7,430	25.4
379	32	.1	7,462	25.5
380	35	.1	7,497	25.6
381	43	.1	7,540	25.7
382	49	.2	7,589	25.9
383	38	.1	7,627	26.0
384	31	.1	7,658	26.1
385	43	.1	7,701	26.3
386	35	.1	7,736	26.4
387	61	.2	7,797	26.6
388	54	.2	7,851	26.8
389	31	.1	7,882	26.9
390	62	.2	7,944	27.1
391	27	.1	7,971	27.2
392	34	.1	8,005	27.3
393	38	.1	8,043	27.4
394	61	.2	8,104	27.7
395	34	.1	8,138	27.8
396	34	.1	8,172	27.9
397	38	.1	8,210	28.0
398	36	.1	8,246	28.1
399	48	.2	8,294	28.3
400	32	.1	8,326	28.4

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
401	34	.1	8,360	28.5
402	43	.1	8,403	28.7
403	29	.1	8,432	28.8
404	38	.1	8,470	28.9
405	31	.1	8,501	29.0
406	41	.1	8,542	29.1
407	44	.2	8,586	29.3
408	27	.1	8,613	29.4
409	52	.2	8,665	29.6
410	28	.1	8,693	29.7
411	34	.1	8,727	29.8
412	25	.1	8,752	29.9
413	31	.1	8,783	30.0
414	39	.1	8,822	30.1
415	32	.1	8,854	30.2
416	33	.1	8,887	30.3
417	23	.1	8,910	30.4
418	45	.2	8,955	30.6
419	48	.2	9,003	30.7
420	25	.1	9,028	30.8
421	34	.1	9,062	30.9
422	39	.1	9,101	31.1
423	37	.1	9,138	31.2
424	42	.1	9,180	31.3
425	35	.1	9,215	31.4
426	39	.1	9,254	31.6
427	28	.1	9,282	31.7
428	35	.1	9,317	31.8
429	19	.1	9,336	31.9
430	36	.1	9,372	32.0
431	34	.1	9,406	32.1
432	33	.1	9,439	32.2
433	39	.1	9,478	32.3
434	37	.1	9,515	32.5
435	23	.1	9,538	32.5
436	35	.1	9,573	32.7
437	27	.1	9,600	32.8
438	33	.1	9,633	32.9
439	31	.1	9,664	33.0

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
440	28	.1	9,692	33.1
441	43	.1	9,735	33.2
442	44	.2	9,779	33.4
443	37	.1	9,816	33.5
444	38	.1	9,854	33.6
445	35	.1	9,889	33.7
446	35	.1	9,924	33.9
447	24	.1	9,948	33.9
448	49	.2	9,997	34.1
449	36	.1	10,033	34.2
450	50	.2	10,083	34.4
451	36	.1	10,119	34.5
452	48	.2	10,167	34.7
453	25	.1	10,192	34.8
454	33	.1	10,225	34.9
455	45	.2	10,270	35.0
456	32	.1	10,302	35.2
457	48	.2	10,350	35.3
458	34	.1	10,384	35.4
459	33	.1	10,417	35.5
460	38	.1	10,455	35.7
461	40	.1	10,495	35.8
462	30	.1	10,525	35.9
463	38	.1	10,563	36.0
464	45	.2	10,608	36.2
465	38	.1	10,646	36.3
466	43	.1	10,689	36.5
467	39	.1	10,728	36.6
468	41	.1	10,769	36.7
469	38	.1	10,807	36.9
470	44	.2	10,851	37.0
471	37	.1	10,888	37.2
472	38	.1	10,926	37.3
473	43	.1	10,969	37.4
474	41	.1	11,010	37.6
475	45	.2	11,055	37.7
476	39	.1	11,094	37.9
477	48	.2	11,142	38.0
478	40	.1	11,182	38.2

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
479	45	.2	11,227	38.3
480	54	.2	11,281	38.5
481	42	.1	11,323	38.6
482	49	.2	11,372	38.8
483	44	.2	11,416	39.0
484	42	.1	11,458	39.1
485	49	.2	11,507	39.3
486	33	.1	11,540	39.4
487	52	.2	11,592	39.6
488	43	.1	11,635	39.7
489	40	.1	11,675	39.8
490	47	.2	11,722	40.0
491	48	.2	11,770	40.2
492	63	.2	11,833	40.4
493	55	.2	11,888	40.6
494	60	.2	11,948	40.8
495	39	.1	11,987	40.9
496	50	.2	12,037	41.1
497	43	.1	12,080	41.2
498	49	.2	12,129	41.4
499	59	.2	12,188	41.6
500	56	.2	12,244	41.8
501	48	.2	12,292	41.9
502	39	.1	12,331	42.1
503	62	.2	12,393	42.3
504	60	.2	12,453	42.5
505	43	.1	12,496	42.6
506	51	.2	12,547	42.8
507	49	.2	12,596	43.0
508	57	.2	12,653	43.2
509	49	.2	12,702	43.3
510	55	.2	12,757	43.5
511	52	.2	12,809	43.7
512	61	.2	12,870	43.9
513	59	.2	12,929	44.1
514	49	.2	12,978	44.3
515	56	.2	13,034	44.5
516	59	.2	13,093	44.7
517	56	.2	13,149	44.9

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
518	57	.2	13,206	45.1
519	48	.2	13,254	45.2
520	77	.3	13,331	45.5
521	54	.2	13,385	45.7
522	55	.2	13,440	45.9
523	70	.2	13,510	46.1
524	52	.2	13,562	46.3
525	74	.3	13,636	46.5
526	61	.2	13,697	46.7
527	54	.2	13,751	46.9
528	74	.3	13,825	47.2
529	70	.2	13,895	47.4
530	64	.2	13,959	47.6
531	77	.3	14,036	47.9
532	68	.2	14,104	48.1
533	70	.2	14,174	48.4
534	61	.2	14,235	48.6
535	75	.3	14,310	48.8
536	60	.2	14,370	49.0
537	66	.2	14,436	49.3
538	57	.2	14,493	49.5
539	89	.3	14,582	49.8
540	71	.2	14,653	50.0
541	81	.3	14,734	50.3
542	57	.2	14,791	50.5
543	82	.3	14,873	50.8
544	59	.2	14,932	51.0
545	73	.2	15,005	51.2
546	65	.2	15,070	51.4
547	83	.3	15,153	51.7
548	64	.2	15,217	51.9
549	71	.2	15,288	52.2
550	65	.2	15,353	52.4
551	89	.3	15,442	52.7
552	75	.3	15,517	52.9
553	94	.3	15,611	53.3
554	65	.2	15,676	53.5
555	88	.3	15,764	53.8
556	86	.3	15,850	54.1

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
557	85	.3	15,935	54.4
558	76	.3	16,011	54.6
559	78	.3	16,089	54.9
560	97	.3	16,186	55.2
561	86	.3	16,272	55.5
562	72	.2	16,344	55.8
563	108	.4	16,452	56.1
564	87	.3	16,539	56.4
565	95	.3	16,634	56.8
566	85	.3	16,719	57.0
567	79	.3	16,798	57.3
568	90	.3	16,888	57.6
569	76	.3	16,964	57.9
570	93	.3	17,057	58.2
571	81	.3	17,138	58.5
572	69	.2	17,207	58.7
573	83	.3	17,290	59.0
574	90	.3	17,380	59.3
575	82	.3	17,462	59.6
576	104	.4	17,566	59.9
577	84	.3	17,650	60.2
578	82	.3	17,732	60.5
579	129	.4	17,861	60.9
580	74	.3	17,935	61.2
581	99	.3	18,034	61.5
582	93	.3	18,127	61.9
583	96	.3	18,223	62.2
584	92	.3	18,315	62.5
585	123	.4	18,438	62.9
586	86	.3	18,524	63.2
587	101	.3	18,625	63.6
588	90	.3	18,715	63.9
589	84	.3	18,799	64.1
590	105	.4	18,904	64.5
591	87	.3	18,991	64.8
592	77	.3	19,068	65.1
593	110	.4	19,178	65.4
594	99	.3	19,277	65.8
595	94	.3	19,371	66.1

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
596	100	.3	19,471	66.4
597	112	.4	19,583	66.8
598	104	.4	19,687	67.2
599	99	.3	19,786	67.5
600	111	.4	19,897	67.9
601	105	.4	20,002	68.3
602	115	.4	20,117	68.6
603	84	.3	20,201	68.9
604	110	.4	20,311	69.3
605	87	.3	20,398	69.6
606	99	.3	20,497	69.9
607	99	.3	20,596	70.3
608	113	.4	20,709	70.7
609	93	.3	20,802	71.0
610	91	.3	20,893	71.3
611	94	.3	20,987	71.6
612	80	.3	21,067	71.9
613	99	.3	21,166	72.2
614	91	.3	21,257	72.5
615	81	.3	21,338	72.8
616	81	.3	21,419	73.1
617	108	.4	21,527	73.5
618	117	.4	21,644	73.9
619	87	.3	21,731	74.2
620	109	.4	21,840	74.5
621	94	.3	21,934	74.8
622	127	.4	22,061	75.3
623	71	.2	22,132	75.5
624	107	.4	22,239	75.9
625	110	.4	22,349	76.3
626	76	.3	22,425	76.5
627	84	.3	22,509	76.8
628	94	.3	22,603	77.1
629	110	.4	22,713	77.5
630	106	.4	22,819	77.9
631	92	.3	22,911	78.2
632	68	.2	22,979	78.4
633	101	.3	23,080	78.8
634	83	.3	23,163	79.0

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
635	82	.3	23,245	79.3
636	88	.3	23,333	79.6
637	93	.3	23,426	79.9
638	80	.3	23,506	80.2
639	97	.3	23,603	80.5
640	74	.3	23,677	80.8
641	88	.3	23,765	81.1
642	89	.3	23,854	81.4
643	78	.3	23,932	81.7
644	90	.3	24,022	82.0
645	101	.3	24,123	82.3
646	98	.3	24,221	82.6
647	87	.3	24,308	82.9
648	98	.3	24,406	83.3
649	95	.3	24,501	83.6
650	82	.3	24,583	83.9
651	84	.3	24,667	84.2
652	83	.3	24,750	84.5
653	105	.4	24,855	84.8
654	68	.2	24,923	85.0
655	69	.2	24,992	85.3
656	95	.3	25,087	85.6
657	79	.3	25,166	85.9
658	54	.2	25,220	86.1
659	86	.3	25,306	86.4
660	89	.3	25,395	86.7
661	79	.3	25,474	86.9
662	82	.3	25,556	87.2
663	56	.2	25,612	87.4
664	80	.3	25,692	87.7
665	69	.2	25,761	87.9
666	60	.2	25,821	88.1
667	70	.2	25,891	88.3
668	56	.2	25,947	88.5
669	42	.1	25,989	88.7
670	59	.2	26,048	88.9
671	97	.3	26,145	89.2
672	48	.2	26,193	89.4
673	57	.2	26,250	89.6

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
674	81	.3	26,331	89.8
675	64	.2	26,395	90.1
676	69	.2	26,464	90.3
677	48	.2	26,512	90.5
678	61	.2	26,573	90.7
679	89	.3	26,662	91.0
680	54	.2	26,716	91.2
681	51	.2	26,767	91.3
682	63	.2	26,830	91.6
683	63	.2	26,893	91.8
684	33	.1	26,926	91.9
685	76	.3	27,002	92.1
686	40	.1	27,042	92.3
687	62	.2	27,104	92.5
688	80	.3	27,184	92.8
689	47	.2	27,231	92.9
690	50	.2	27,281	93.1
691	82	.3	27,363	93.4
692	28	.1	27,391	93.5
693	77	.3	27,468	93.7
694	46	.2	27,514	93.9
695	45	.2	27,559	94.0
696	41	.1	27,600	94.2
697	72	.2	27,672	94.4
698	23	.1	27,695	94.5
699	62	.2	27,757	94.7
700	39	.1	27,796	94.8
701	69	.2	27,865	95.1
702	36	.1	27,901	95.2
703	35	.1	27,936	95.3
704	17	.1	27,953	95.4
705	79	.3	28,032	95.7
706	22	.1	28,054	95.7
707	57	.2	28,111	95.9
708	48	.2	28,159	96.1
709	38	.1	28,197	96.2
710	14	.0	28,211	96.3
711	40	.1	28,251	96.4
712	34	.1	28,285	96.5

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
713	59	.2	28,344	96.7
714	48	.2	28,392	96.9
715	11	.0	28,403	96.9
716	35	.1	28,438	97.0
717	27	.1	28,465	97.1
718	26	.1	28,491	97.2
719	38	.1	28,529	97.3
720	31	.1	28,560	97.5
721	24	.1	28,584	97.5
722	31	.1	28,615	97.6
723	12	.0	28,627	97.7
724	16	.1	28,643	97.7
725	30	.1	28,673	97.8
726	46	.2	28,719	98.0
728	51	.2	28,770	98.2
729	7	.0	28,777	98.2
730	6	.0	28,783	98.2
731	1	.0	28,784	98.2
732	37	.1	28,821	98.3
734	42	.1	28,863	98.5
735	5	.0	28,868	98.5
736	9	.0	28,877	98.5
737	3	.0	28,880	98.5
738	86	.3	28,966	98.8
740	61	.2	29,027	99.0
741	3	.0	29,030	99.1
742	12	.0	29,042	99.1
743	3	.0	29,045	99.1
744	7	.0	29,052	99.1
745	3	.0	29,055	99.1
746	46	.2	29,101	99.3
749	24	.1	29,125	99.4
751	4	.0	29,129	99.4
752	21	.1	29,150	99.5
755	27	.1	29,177	99.6
757	8	.0	29,185	99.6
759	53	.2	29,238	99.8
761	68	.2	29,306	100.0

THIS
PAGE
HAS
BEEN
INTENTIONALLY
LEFT
BLANK.

Appendix J: Demographic Frequency Distributions

The tables in this appendix provide frequency distributions of the number of students tested by home language, ethnicity, migrant education, gifted and talented, English learner program, and primary disability for annual assessment and initial assessment data.

Annual Assessment

Table J-1: Frequency Distribution, Home Language, Annual Assessment, Grade Span K–1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	150,112	83.2	150,112	83.2
Vietnamese	5,049	2.8	155,161	86.0
Cantonese	2,657	1.5	157,818	87.4
Mandarin (Putonghua)	2,361	1.3	160,179	88.8
Filipino (Pilipino or Tagalog)	2,040	1.1	162,219	89.9
All other non-English languages	2,036	1.1	164,255	91.0
Korean	1,907	1.1	166,162	92.1
Arabic	1,639	.9	167,801	93.0
Punjabi	1,347	.7	169,148	93.7
Hmong	1,273	.7	170,421	94.4
Russian	1,019	.6	171,440	95.0
Armenian	921	.5	172,361	95.5
Japanese	891	.5	173,252	96.0
Hindi	700	.4	173,952	96.4
Farsi (Persian)	692	.4	174,644	96.8
Khmer (Cambodian)	563	.3	175,207	97.1
Urdu	401	.2	175,608	97.3
Mixteco	387	.2	175,995	97.5
Telugu	336	.2	176,331	97.7
Portuguese	262	.1	176,593	97.8
Tamil	248	.1	176,841	98.0
Lao	246	.1	177,087	98.1
Ukrainian	224	.1	177,311	98.2
Chaldean	206	.1	177,517	98.4
Hebrew	203	.1	177,720	98.5
French	201	.1	177,921	98.6
Gujarati	181	.1	178,102	98.7
Somali	176	.1	178,278	98.8
Pashto	158	.1	178,436	98.9
Bengali	157	.1	178,593	99.0
German	146	.1	178,739	99.0
Thai	133	.1	178,872	99.1
Indonesian	123	.1	178,995	99.2
Rumanian	109	.1	179,104	99.2
Mien (Yao)	96	.1	179,200	99.3

Table J-1: Frequency Distribution, Home Language, Annual Assessment, Grade Span K–1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Marathi	93	.1	179,293	99.3
Tongan	85	.0	179,378	99.4
Ilocano	79	.0	179,457	99.4
Turkish	78	.0	179,535	99.5
Assyrian	77	.0	179,612	99.5
Burmese	76	.0	179,688	99.6
Samoan	70	.0	179,758	99.6
Kannada	70	.0	179,828	99.6
Italian	68	.0	179,896	99.7
Polish	58	.0	179,954	99.7
Toishanese	58	.0	180,012	99.7
Lahu	55	.0	180,067	99.8
Serbo-Croatian (Bosnian, Croatian, and Serbian)	52	.0	180,119	99.8
Tigrinya	50	.0	180,169	99.8
Cebuano (Visayan)	47	.0	180,216	99.9
Marshallese	46	.0	180,262	99.9
Hungarian	36	.0	180,298	99.9
Dutch	35	.0	180,333	99.9
Chaozhou (Chiuchow)	33	.0	180,366	99.9
Kurdish (Kurdi, Kurmanji)	33	.0	180,399	100.0
Taiwanese	25	.0	180,424	100.0
Greek	23	.0	180,447	100.0
Albanian	17	.0	180,464	100.0
Khmu	9	.0	180,473	100.0
Chamorro (Guamanian)	2	.0	180,475	100.0

Table J-2: Frequency Distribution, Home Language, Annual Assessment, Grade 2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	143,746	83.5	143,746	83.5
Vietnamese	4,585	2.7	148,331	86.1
Cantonese	2,478	1.4	150,809	87.6
Filipino (Pilipino or Tagalog)	2,131	1.2	152,940	88.8
Mandarin (Putonghua)	1,954	1.1	154,894	89.9
All other non-English languages	1,869	1.1	156,763	91.0
Korean	1,695	1.0	158,458	92.0
Arabic	1,627	.9	160,085	92.9
Hmong	1,285	.7	161,370	93.7
Punjabi	1,243	.7	162,613	94.4
Russian	1,067	.6	163,680	95.0
Armenian	937	.5	164,617	95.6
Japanese	806	.5	165,423	96.0
Farsi (Persian)	657	.4	166,080	96.4
Hindi	646	.4	166,726	96.8
Khmer (Cambodian)	556	.3	167,282	97.1
Urdu	416	.2	167,698	97.4
Mixteco	362	.2	168,060	97.6
Telugu	284	.2	168,344	97.7
Lao	247	.1	168,591	97.9
Chaldean	241	.1	168,832	98.0
Portuguese	228	.1	169,060	98.2
Ukrainian	207	.1	169,267	98.3
French	184	.1	169,451	98.4
Tamil	184	.1	169,635	98.5
Hebrew	172	.1	169,807	98.6
Gujarati	155	.1	169,962	98.7
Somali	151	.1	170,113	98.8
Thai	143	.1	170,256	98.9
German	142	.1	170,398	98.9
Bengali	142	.1	170,540	99.0
Pashto	139	.1	170,679	99.1
Indonesian	135	.1	170,814	99.2
Mien (Yao)	113	.1	170,927	99.2
Ilocano	104	.1	171,031	99.3
Tongan	103	.1	171,134	99.4
Rumanian	94	.1	171,228	99.4
Assyrian	89	.1	171,317	99.5
Samoan	87	.1	171,404	99.5
Turkish	77	.0	171,481	99.6
Burmese	75	.0	171,556	99.6
Italian	61	.0	171,617	99.6
Kannada	59	.0	171,676	99.7
Toishanese	56	.0	171,732	99.7

Table J-2: Frequency Distribution, Home Language, Annual Assessment, Grade 2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Marathi	56	.0	171,788	99.7
Cebuano (Visayan)	54	.0	171,842	99.8
Marshallese	45	.0	171,887	99.8
Serbo-Croatian (Bosnian, Croatian, and Serbian)	43	.0	171,930	99.8
Chaozhou (Chiuchow)	41	.0	171,971	99.8
Dutch	36	.0	172,007	99.9
Hungarian	36	.0	172,043	99.9
Tigrinya	35	.0	172,078	99.9
Lahu	34	.0	172,112	99.9
Polish	32	.0	172,144	99.9
Kurdish (Kurdi, Kurmanji)	27	.0	172,171	100.0
Taiwanese	17	.0	172,188	100.0
Albanian	17	.0	172,205	100.0
Greek	15	.0	172,220	100.0
Chamorro (Guamanian)	8	.0	172,228	100.0
Khmu	6	.0	172,234	100.0

**Table J-3: Frequency Distribution, Home Language, Annual Assessment,
Grade Span 3–5**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	324,313	85.5	324,313	85.5
Vietnamese	8,611	2.3	332,924	87.8
Filipino (Pilipino or Tagalog)	5,074	1.3	337,998	89.1
Cantonese	4,562	1.2	342,560	90.3
All other non-English languages	3,655	1.0	346,215	91.3
Arabic	3,573	.9	349,788	92.2
Hmong	3,348	.9	353,136	93.1
Mandarin (Putonghua)	2,989	.8	356,125	93.9
Korean	2,634	.7	358,759	94.6
Punjabi	2,317	.6	361,076	95.2
Russian	1,846	.5	362,922	95.7
Armenian	1,763	.5	364,685	96.2
Farsi (Persian)	1,487	.4	366,172	96.6
Japanese	1,428	.4	367,600	96.9
Khmer (Cambodian)	1,228	.3	368,828	97.3
Hindi	1,014	.3	369,842	97.5
Urdu	736	.2	370,578	97.7
Mixteco	697	.2	371,275	97.9
Lao	677	.2	371,952	98.1
Portuguese	473	.1	372,425	98.2
Ukrainian	465	.1	372,890	98.3
Chaldean	434	.1	373,324	98.4
Somali	420	.1	373,744	98.6
Thai	329	.1	374,073	98.6
French	310	.1	374,383	98.7
Tongan	299	.1	374,682	98.8
Gujarati	292	.1	374,974	98.9
Pashto	279	.1	375,253	99.0
Hebrew	267	.1	375,520	99.0
Mien (Yao)	258	.1	375,778	99.1
Telugu	231	.1	376,009	99.2
Indonesian	230	.1	376,239	99.2
Samoa	229	.1	376,468	99.3
Ilocano	227	.1	376,695	99.3
Bengali	226	.1	376,921	99.4
Rumanian	204	.1	377,125	99.4
German	187	.0	377,312	99.5
Assyrian	174	.0	377,486	99.5
Tamil	170	.0	377,656	99.6
Burmese	155	.0	377,811	99.6
Turkish	125	.0	377,936	99.7
Serbo-Croatian (Bosnian, Croatian, and Serbian)	119	.0	378,055	99.7

Table J-3: Frequency Distribution, Home Language, Annual Assessment, Grade Span 3–5

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Italian	116	.0	378,171	99.7
Cebuano (Visayan)	113	.0	378,284	99.8
Tigrinya	100	.0	378,384	99.8
Toishanese	98	.0	378,482	99.8
Chaozhou (Chiuchow)	87	.0	378,569	99.8
Lahu	86	.0	378,655	99.9
Marshallese	84	.0	378,739	99.9
Dutch	64	.0	378,803	99.9
Kurdish (Kurdi, Kurmanji)	64	.0	378,867	99.9
Polish	63	.0	378,930	99.9
Greek	51	.0	378,981	99.9
Kannada	48	.0	379,029	99.9
Marathi	47	.0	379,076	100.0
Taiwanese	42	.0	379,118	100.0
Hungarian	41	.0	379,159	100.0
Albanian	28	.0	379,187	100.0
Khmu	26	.0	379,213	100.0
Chamorro (Guamanian)	7	.0	379,220	100.0

**Table J-4: Frequency Distribution, Home Language, Annual Assessment,
Grade Span 6–8**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	183,663	87.1	183,663	87.1
Vietnamese	3,800	1.8	187,463	88.9
Filipino (Pilipino or Tagalog)	3,013	1.4	190,476	90.4
Arabic	2,207	1.0	192,683	91.4
Hmong	2,048	1.0	194,731	92.4
Cantonese	1,766	.8	196,497	93.2
All other non-English languages	1,709	.8	198,206	94.0
Mandarin (Putonghua)	1,467	.7	199,673	94.7
Korean	1,317	.6	200,990	95.4
Punjabi	1,038	.5	202,028	95.8
Armenian	778	.4	202,806	96.2
Khmer (Cambodian)	761	.4	203,567	96.6
Russian	747	.4	204,314	96.9
Farsi (Persian)	728	.3	205,042	97.3
Japanese	600	.3	205,642	97.6
Mixteco	403	.2	206,045	97.7
Hindi	402	.2	206,447	97.9
Urdu	386	.2	206,833	98.1
Lao	348	.2	207,181	98.3
Chaldean	312	.1	207,493	98.4
Ukrainian	255	.1	207,748	98.6
Somali	252	.1	208,000	98.7
Tongan	213	.1	208,213	98.8
Portuguese	209	.1	208,422	98.9
Thai	183	.1	208,605	99.0
Ilocano	163	.1	208,768	99.0
Samoan	162	.1	208,930	99.1
French	148	.1	209,078	99.2
Mien (Yao)	142	.1	209,220	99.3
Pashto	140	.1	209,360	99.3
Assyrian	126	.1	209,486	99.4
Burmese	108	.1	209,594	99.4
Gujarati	101	.0	209,695	99.5
Rumanian	95	.0	209,790	99.5
Hebrew	93	.0	209,883	99.6
Indonesian	88	.0	209,971	99.6
Bengali	86	.0	210,057	99.7
German	69	.0	210,126	99.7
Cebuano (Visayan)	59	.0	210,185	99.7
Marshallese	57	.0	210,242	99.7
Turkish	50	.0	210,292	99.8
Tigrinya	46	.0	210,338	99.8
Serbo-Croatian (Bosnian,	44	.0	210,382	99.8

Table J-4: Frequency Distribution, Home Language, Annual Assessment, Grade Span 6–8

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Croatian, and Serbian)				
Kurdish (Kurdi, Kurmanji)	42	.0	210,424	99.8
Tamil	41	.0	210,465	99.8
Telugu	40	.0	210,505	99.9
Italian	38	.0	210,543	99.9
Lahu	38	.0	210,581	99.9
Toishanese	36	.0	210,617	99.9
Chaozhou (Chiuchow)	33	.0	210,650	99.9
Polish	29	.0	210,679	99.9
Dutch	24	.0	210,703	100.0
Taiwanese	22	.0	210,725	100.0
Greek	16	.0	210,741	100.0
Khmu	16	.0	210,757	100.0
Hungarian	12	.0	210,769	100.0
Albanian	10	.0	210,779	100.0
Marathi	7	.0	210,786	100.0
Kannada	3	.0	210,789	100.0
Chamorro (Guamanian)	2	.0	210,791	100.0

**Table J-5: Frequency Distribution, Home Language, Annual Assessment,
Grade Span 9–12**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	176,536	85.2	176,536	85.2
Vietnamese	3,649	1.8	180,185	87.0
Filipino (Pilipino or Tagalog)	3,217	1.6	183,402	88.6
Cantonese	2,848	1.4	186,250	89.9
Mandarin (Putonghua)	2,566	1.2	188,816	91.2
Hmong	2,274	1.1	191,090	92.3
Arabic	2,242	1.1	193,332	93.3
All other non-English languages	2,066	1.0	195,398	94.3
Korean	1,342	.6	196,740	95.0
Armenian	1,199	.6	197,939	95.6
Punjabi	1,074	.5	199,013	96.1
Khmer (Cambodian)	826	.4	199,839	96.5
Farsi (Persian)	813	.4	200,652	96.9
Russian	777	.4	201,429	97.3
Chaldean	454	.2	201,883	97.5
Hindi	441	.2	202,324	97.7
Japanese	420	.2	202,744	97.9
Urdu	371	.2	203,115	98.1
Lao	315	.2	203,430	98.2
Mixteco	305	.1	203,735	98.4
Thai	296	.1	204,031	98.5
Portuguese	239	.1	204,270	98.6
Samoan	227	.1	204,497	98.7
Ilocano	223	.1	204,720	98.8
Tongan	217	.1	204,937	98.9
Ukrainian	187	.1	205,124	99.0
Somali	182	.1	205,306	99.1
French	156	.1	205,462	99.2
Pashto	146	.1	205,608	99.3
Burmese	143	.1	205,751	99.3
Assyrian	140	.1	205,891	99.4
Mien (Yao)	108	.1	205,999	99.5
Gujarati	104	.1	206,103	99.5
Indonesian	102	.0	206,205	99.6
Rumanian	91	.0	206,296	99.6
Bengali	79	.0	206,375	99.6
Cebuano (Visayan)	69	.0	206,444	99.7
Hebrew	67	.0	206,511	99.7
Tigrinya	67	.0	206,578	99.7
Marshallese	59	.0	206,637	99.8
Toishanese	48	.0	206,685	99.8
Serbo-Croatian (Bosnian, Croatian, and Serbian)	44	.0	206,729	99.8

**Table J-5: Frequency Distribution, Home Language, Annual Assessment,
Grade Span 9–12**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Turkish	43	.0	206,772	99.8
Kurdish (Kurdi, Kurmanji)	39	.0	206,811	99.9
Chaozhou (Chiuchow)	38	.0	206,849	99.9
German	35	.0	206,884	99.9
Taiwanese	33	.0	206,917	99.9
Greek	29	.0	206,946	99.9
Italian	25	.0	206,971	99.9
Lahu	24	.0	206,995	99.9
Telugu	22	.0	207,017	100.0
Tamil	22	.0	207,039	100.0
Hungarian	15	.0	207,054	100.0
Albanian	15	.0	207,069	100.0
Dutch	13	.0	207,082	100.0
Polish	9	.0	207,091	100.0
Chamorro (Guamanian)	8	.0	207,099	100.0
Marathi	7	.0	207,106	100.0
Khmu	6	.0	207,112	100.0
Kannada	3	.0	207,115	100.0

Initial Assessment

Table J-6: Frequency Distribution, Home Language, Initial Assessment, Grade Span K–1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	165,291	78.2	165,291	78.2
Vietnamese	5,920	2.8	171,211	81.0
Mandarin (Putonghua)	4,943	2.3	176,154	83.3
All other non-English languages	4,128	2.0	180,282	85.3
Cantonese	3,190	1.5	183,472	86.8
Korean	2,914	1.4	186,386	88.2
Filipino (Pilipino or Tagalog)	2,839	1.3	189,225	89.5
Arabic	2,675	1.3	191,900	90.8
Russian	1,672	.8	193,572	91.6
Punjabi	1,569	.7	195,141	92.3
Japanese	1,428	.7	196,569	93.0
Hmong	1,428	.7	197,997	93.7
Hindi	1,333	.6	199,330	94.3
Armenian	1,184	.6	200,514	94.9
Farsi (Persian)	1,130	.5	201,644	95.4
Telugu	895	.4	202,539	95.8
Khmer (Cambodian)	680	.3	203,219	96.2
Tamil	679	.3	203,898	96.5
Urdu	631	.3	204,529	96.8
Portuguese	483	.2	205,012	97.0
French	466	.2	205,478	97.2
Mixteco	425	.2	205,903	97.4
Hebrew	405	.2	206,308	97.6
Gujarati	336	.2	206,644	97.8
German	330	.2	206,974	97.9
Somali	312	.1	207,286	98.1
Bengali	294	.1	207,580	98.2
Lao	289	.1	207,869	98.4
Ukrainian	237	.1	208,106	98.5
Chaldean	236	.1	208,342	98.6
Thai	216	.1	208,558	98.7
Marathi	215	.1	208,773	98.8
Pashto	195	.1	208,968	98.9
Kannada	179	.1	209,147	99.0
Indonesian	170	.1	209,317	99.0
Rumanian	160	.1	209,477	99.1
Tongan	149	.1	209,626	99.2
Turkish	145	.1	209,771	99.3
Samoan	124	.1	209,895	99.3
Burmese	120	.1	210,015	99.4
Italian	118	.1	210,133	99.4
Polish	117	.1	210,250	99.5

Table J-6: Frequency Distribution, Home Language, Initial Assessment, Grade Span K–1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Serbo-Croatian (Bosnian, Croatian, and Serbian)	106	.1	210,356	99.5
Mien (Yao)	104	.0	210,460	99.6
Assyrian	95	.0	210,555	99.6
Ilocano	91	.0	210,646	99.7
Cebuano (Visayan)	90	.0	210,736	99.7
Dutch	89	.0	210,825	99.8
Toishanese	70	.0	210,895	99.8
Hungarian	67	.0	210,962	99.8
Tigrinya	67	.0	211,029	99.9
Greek	66	.0	211,095	99.9
Kurdish (Kurdi, Kurmanji)	55	.0	211,150	99.9
Chaozhou (Chiuchow)	49	.0	211,199	99.9
Taiwanese	38	.0	211,237	99.9
Marshallese	34	.0	211,271	100.0
Lahu	32	.0	211,303	100.0
Albanian	30	.0	211,333	100.0
Khmu	8	.0	211,341	100.0
Chamorro (Guamanian)	5	.0	211,346	100.0

Table J-7: Frequency Distribution, Home Language, Initial Assessment, Grade 2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	6,782	62.7	6,782	62.7
Mandarin (Putonghua)	460	4.3	7,242	67.0
Arabic	415	3.8	7,657	70.8
Filipino (Pilipino or Tagalog)	354	3.3	8,011	74.1
All other non-English languages	324	3.0	8,335	77.1
Korean	301	2.8	8,636	79.9
Vietnamese	279	2.6	8,915	82.5
Cantonese	164	1.5	9,079	84.0
Japanese	154	1.4	9,233	85.4
Russian	143	1.3	9,376	86.8
Hindi	137	1.3	9,513	88.0
Farsi (Persian)	131	1.2	9,644	89.2
Punjabi	112	1.0	9,756	90.3
Telugu	102	.9	9,858	91.2
French	67	.6	9,925	91.8
Hmong	66	.6	9,991	92.4
Tamil	64	.6	10,055	93.0
Portuguese	60	.6	10,115	93.6
Armenian	59	.5	10,174	94.1
Urdu	54	.5	10,228	94.6
Somali	42	.4	10,270	95.0
Gujarati	41	.4	10,311	95.4
Hebrew	35	.3	10,346	95.7
Mixteco	35	.3	10,381	96.0
Bengali	30	.3	10,411	96.3
German	29	.3	10,440	96.6
Chaldean	24	.2	10,464	96.8
Khmer (Cambodian)	22	.2	10,486	97.0
Italian	22	.2	10,508	97.2
Thai	22	.2	10,530	97.4
Indonesian	21	.2	10,551	97.6
Kannada	19	.2	10,570	97.8
Samoan	18	.2	10,588	98.0
Pashto	18	.2	10,606	98.1
Lao	17	.2	10,623	98.3
Turkish	17	.2	10,640	98.4
Cebuano (Visayan)	17	.2	10,657	98.6
Marathi	16	.1	10,673	98.8
Burmese	13	.1	10,686	98.9
Tongan	12	.1	10,698	99.0
Ukrainian	12	.1	10,710	99.1
Ilocano	11	.1	10,721	99.2
Dutch	9	.1	10,730	99.3
Rumanian	9	.1	10,739	99.4

Table J-7: Frequency Distribution, Home Language, Initial Assessment, Grade 2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hungarian	8	.1	10,747	99.4
Assyrian	8	.1	10,755	99.5
Marshallese	8	.1	10,763	99.6
Tigrinya	7	.1	10,770	99.6
Polish	6	.1	10,776	99.7
Serbo-Croatian (Bosnian, Croatian, and Serbian)	6	.1	10,782	99.8
Mien (Yao)	5	.0	10,787	99.8
Toishanese	5	.0	10,792	99.9
Albanian	4	.0	10,796	99.9
Greek	3	.0	10,799	99.9
Taiwanese	3	.0	10,802	99.9
Kurdish (Kurdi, Kurmanji)	3	.0	10,805	100.0
Chamorro (Guamanian)	1	.0	10,806	100.0
Chaozhou (Chiuchow)	1	.0	10,807	100.0
Lahu	1	.0	10,808	100.0

Table J-8: Frequency Distribution, Home Language, Initial Assessment, Grade Span 3–5

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	14,882	60.8	14,882	60.8
Mandarin (Putonghua)	1,209	4.9	16,091	65.7
Filipino (Pilipino or Tagalog)	982	4.0	17,073	69.7
Arabic	945	3.9	18,018	73.6
Korean	865	3.5	18,883	77.1
All other non-English languages	790	3.2	19,673	80.3
Vietnamese	660	2.7	20,333	83.0
Cantonese	403	1.6	20,736	84.7
Japanese	324	1.3	21,060	86.0
Russian	306	1.2	21,366	87.2
Farsi (Persian)	293	1.2	21,659	88.4
Hindi	268	1.1	21,927	89.5
Punjabi	240	1.0	22,167	90.5
Armenian	188	.8	22,355	91.3
Hmong	150	.6	22,505	91.9
French	149	.6	22,654	92.5
Telugu	126	.5	22,780	93.0
Urdu	123	.5	22,903	93.5
Portuguese	122	.5	23,025	94.0
Hebrew	111	.5	23,136	94.5
Somali	97	.4	23,233	94.9
Tamil	91	.4	23,324	95.2
German	83	.3	23,407	95.6
Thai	67	.3	23,474	95.8
Mixteco	66	.3	23,540	96.1
Bengali	59	.2	23,599	96.4
Khmer (Cambodian)	53	.2	23,652	96.6
Indonesian	53	.2	23,705	96.8
Dutch	52	.2	23,757	97.0
Gujarati	52	.2	23,809	97.2
Samoan	49	.2	23,858	97.4
Pashto	47	.2	23,905	97.6
Rumanian	46	.2	23,951	97.8
Marathi	43	.2	23,994	98.0
Ukrainian	41	.2	24,035	98.1
Lao	39	.2	24,074	98.3
Cebuano (Visayan)	38	.2	24,112	98.5
Turkish	35	.1	24,147	98.6
Chaldean	35	.1	24,182	98.7
Italian	34	.1	24,216	98.9
Ilocano	31	.1	24,247	99.0
Kannada	31	.1	24,278	99.1
Tongan	24	.1	24,302	99.2

Table J-8: Frequency Distribution, Home Language, Initial Assessment, Grade Span 3–5

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Burmese	23	.1	24,325	99.3
Assyrian	20	.1	24,345	99.4
Hungarian	19	.1	24,364	99.5
Polish	19	.1	24,383	99.6
Marshallese	19	.1	24,402	99.6
Taiwanese	15	.1	24,417	99.7
Greek	13	.1	24,430	99.8
Tigrinya	12	.0	24,442	99.8
Mien (Yao)	11	.0	24,453	99.8
Serbo-Croatian (Bosnian, Croatian, and Serbian)	11	.0	24,464	99.9
Kurdish (Kurdi, Kurmanji)	10	.0	24,474	99.9
Albanian	8	.0	24,482	100.0
Toishanese	6	.0	24,488	100.0
Chaozhou (Chiuchow)	2	.0	24,490	100.0
Khmu	1	.0	24,491	100.0

Table J-9: Frequency Distribution, Home Language, Initial Assessment, Grade Span 6–8

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	12,376	61.5	12,376	61.5
Mandarin (Putonghua)	1,130	5.6	13,506	67.1
Filipino (Pilipino or Tagalog)	851	4.2	14,357	71.3
Arabic	787	3.9	15,144	75.2
Vietnamese	680	3.4	15,824	78.6
All other non-English languages	626	3.1	16,450	81.7
Korean	622	3.1	17,072	84.8
Cantonese	394	2.0	17,466	86.8
Farsi (Persian)	249	1.2	17,715	88.0
Russian	224	1.1	17,939	89.1
Punjabi	184	.9	18,123	90.0
Japanese	164	.8	18,287	90.8
French	138	.7	18,425	91.5
Hindi	136	.7	18,561	92.2
Armenian	132	.7	18,693	92.9
Hmong	120	.6	18,813	93.4
Portuguese	106	.5	18,919	94.0
Urdu	83	.4	19,002	94.4
Hebrew	72	.4	19,074	94.7
Thai	72	.4	19,146	95.1
Somali	68	.3	19,214	95.4
German	63	.3	19,277	95.8
Khmer (Cambodian)	62	.3	19,339	96.1
Bengali	56	.3	19,395	96.3
Telugu	49	.2	19,444	96.6
Gujarati	47	.2	19,491	96.8
Pashto	43	.2	19,534	97.0
Mixteco	41	.2	19,575	97.2
Samoan	40	.2	19,615	97.4
Ilocano	35	.2	19,650	97.6
Indonesian	35	.2	19,685	97.8
Ukrainian	34	.2	19,719	97.9
Tamil	33	.2	19,752	98.1
Burmese	32	.2	19,784	98.3
Italian	30	.1	19,814	98.4
Dutch	28	.1	19,842	98.6
Turkish	26	.1	19,868	98.7
Tongan	25	.1	19,893	98.8
Cebuano (Visayan)	22	.1	19,915	98.9
Marathi	22	.1	19,937	99.0
Taiwanese	19	.1	19,956	99.1
Chaldean	18	.1	19,974	99.2
Lao	15	.1	19,989	99.3
Assyrian	15	.1	20,004	99.4

Table J-9: Frequency Distribution, Home Language, Initial Assessment, Grade Span 6–8

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	15	.1	20,019	99.4
Rumanian	15	.1	20,034	99.5
Marshallese	15	.1	20,049	99.6
Greek	13	.1	20,062	99.7
Hungarian	13	.1	20,075	99.7
Polish	12	.1	20,087	99.8
Serbo-Croatian (Bosnian, Croatian, and Serbian)	10	.0	20,097	99.8
Tigrinya	10	.0	20,107	99.9
Albanian	8	.0	20,115	99.9
Kannada	7	.0	20,122	100.0
Kurdish (Kurdi, Kurmanji)	6	.0	20,128	100.0
Chamorro (Guamanian)	2	.0	20,130	100.0
Toishanese	2	.0	20,132	100.0

**Table J-10: Frequency Distribution, Home Language, Initial Assessment,
Grade Span 9–12**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	18,486	63.6	18,486	63.6
Mandarin (Putonghua)	1,295	4.5	19,781	68.1
Filipino (Pilipino or Tagalog)	1,142	3.9	20,923	72.0
All other non-English languages	1,015	3.5	21,938	75.5
Arabic	1,006	3.5	22,944	79.0
Vietnamese	966	3.3	23,910	82.3
Cantonese	693	2.4	24,603	84.7
German	474	1.6	25,077	86.3
Korean	471	1.6	25,548	87.9
Farsi (Persian)	351	1.2	25,899	89.2
Punjabi	346	1.2	26,245	90.3
Portuguese	286	1.0	26,531	91.3
Russian	247	.9	26,778	92.2
French	206	.7	26,984	92.9
Armenian	187	.6	27,171	93.5
Japanese	179	.6	27,350	94.2
Thai	148	.5	27,498	94.7
Italian	135	.5	27,633	95.1
Hmong	131	.5	27,764	95.6
Hindi	114	.4	27,878	96.0
Urdu	102	.4	27,980	96.3
Somali	90	.3	28,070	96.6
Chaldean	86	.3	28,156	96.9
Hebrew	66	.2	28,222	97.2
Khmer (Cambodian)	57	.2	28,279	97.3
Gujarati	57	.2	28,336	97.5
Dutch	55	.2	28,391	97.7
Indonesian	48	.2	28,439	97.9
Samoan	46	.2	28,485	98.1
Mixteco	45	.2	28,530	98.2
Bengali	42	.1	28,572	98.4
Burmese	39	.1	28,611	98.5
Turkish	33	.1	28,644	98.6
Toishanese	32	.1	28,676	98.7
Tongan	30	.1	28,706	98.8
Ukrainian	29	.1	28,735	98.9
Lao	24	.1	28,759	99.0
Taiwanese	24	.1	28,783	99.1
Hungarian	23	.1	28,806	99.2
Pashto	23	.1	28,829	99.2
Ilocano	22	.1	28,851	99.3
Serbo-Croatian (Bosnian, Croatian, and Serbian)	21	.1	28,872	99.4

Table J-10: Frequency Distribution, Home Language, Initial Assessment, Grade Span 9–12

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Polish	20	.1	28,892	99.5
Assyrian	19	.1	28,911	99.5
Rumanian	17	.1	28,928	99.6
Cebuano (Visayan)	15	.1	28,943	99.6
Tigrinya	15	.1	28,958	99.7
Tamil	15	.1	28,973	99.7
Marshallese	14	.0	28,987	99.8
Telugu	14	.0	29,001	99.8
Greek	12	.0	29,013	99.9
Mien (Yao)	8	.0	29,021	99.9
Marathi	7	.0	29,028	99.9
Kurdish (Kurdi, Kurmanji)	5	.0	29,033	99.9
Albanian	5	.0	29,038	100.0
Chamorro (Guamanian)	3	.0	29,041	100.0
Chaozhou (Chiuchow)	3	.0	29,044	100.0
Kannada	3	.0	29,047	100.0
Lahu	1	.0	29,048	100.0
Khmu	1	.0	29,049	100.0

Annual Assessment

Table J-11: Frequency Distribution, Ethnicity, Annual Assessment, Grade Span K–1

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	149,961	83.1	149,961	83.1
White	6,467	3.6	156,428	86.6
Chinese	4,948	2.7	161,376	89.4
Vietnamese	4,710	2.6	166,086	92.0
Asian Indian	3,258	1.8	169,344	93.8
Other Asian	2,007	1.1	171,351	94.9
Filipino	1,903	1.1	173,254	96.0
Korean	1,857	1.0	175,111	97.0
Hmong	915	.5	176,026	97.5
Two or More Races	848	.5	176,874	98.0
Black or African American	717	.4	177,591	98.4
Asian	653	.4	178,244	98.7
Japanese	635	.4	178,879	99.1
Cambodian	493	.3	179,372	99.4
Other Pacific Islander	379	.2	179,751	99.6
American Indian or Alaskan Native	319	.2	180,070	99.7
Laotian	225	.1	180,295	99.9
Samoan	212	.1	180,507	100.0
Native Hawaiian	14	.0	180,521	100.0
Native Hawaiian or Pacific Islander	6	.0	180,527	100.0
Guamanian	5	.0	180,532	100.0
Tahitian	4	.0	180,536	100.0

Table J-12: Frequency Distribution, Ethnicity, Annual Assessment, Grade 2

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	143,568	83.3	143,568	83.3
White	6,185	3.6	149,753	86.9
Chinese	4,541	2.6	154,294	89.6
Vietnamese	4,263	2.5	158,557	92.0
Asian Indian	2,891	1.7	161,448	93.7
Other Asian	2,111	1.2	163,559	94.9
Filipino	2,069	1.2	165,628	96.1
Korean	1,669	1.0	167,297	97.1
Hmong	926	.5	168,223	97.6
Two or More Races	714	.4	168,937	98.1
Black or African American	707	.4	169,644	98.5
Asian	615	.4	170,259	98.8
Japanese	575	.3	170,834	99.2
Cambodian	489	.3	171,323	99.4
Other Pacific Islander	383	.2	171,706	99.7
American Indian or Alaskan Native	252	.1	171,958	99.8
Laotian	233	.1	172,191	99.9
Samoan	84	.0	172,275	100.0
Native Hawaiian	9	.0	172,284	100.0
Native Hawaiian or Pacific Islander	4	.0	172,288	100.0
Tahitian	4	.0	172,292	100.0
Guamanian	3	.0	172,295	100.0

Table J-13: Frequency Distribution, Ethnicity, Annual Assessment, Grade Span 3–5

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	323,931	85.4	323,931	85.4
White	11,805	3.1	335,736	88.5
Vietnamese	7,760	2.0	343,496	90.5
Chinese	7,745	2.0	351,241	92.6
Filipino	5,040	1.3	356,281	93.9
Asian Indian	4,713	1.2	360,994	95.2
Other Asian	4,477	1.2	365,471	96.3
Korean	2,573	.7	368,044	97.0
Hmong	2,303	.6	370,347	97.6
Asian	1,683	.4	372,030	98.1
Black or African American	1,558	.4	373,588	98.5
Two or More Races	1,263	.3	374,851	98.8
Cambodian	1,095	.3	375,946	99.1
Japanese	1,084	.3	377,030	99.4
Other Pacific Islander	830	.2	377,860	99.6
Laotian	740	.2	378,600	99.8
American Indian or Alaskan Native	453	.1	379,053	99.9
Samoan	230	.1	379,283	100.0
Native Hawaiian	34	.0	379,317	100.0
Native Hawaiian or Pacific Islander	17	.0	379,334	100.0
Guamanian	17	.0	379,351	100.0
Tahitian	15	.0	379,366	100.0

Table J-14: Frequency Distribution, Ethnicity, Annual Assessment,
Grade Span 6–8

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	183,720	87.1	183,720	87.1
White	5,632	2.7	189,352	89.7
Chinese	3,369	1.6	192,721	91.3
Filipino	3,152	1.5	195,873	92.8
Vietnamese	3,106	1.5	198,979	94.3
Other Asian	2,402	1.1	201,381	95.4
Asian Indian	1,772	.8	203,153	96.3
Hmong	1,293	.6	204,446	96.9
Korean	1,284	.6	205,730	97.5
Asian	1,240	.6	206,970	98.1
Black or African American	833	.4	207,803	98.5
Cambodian	681	.3	208,484	98.8
Two or More Races	599	.3	209,083	99.1
Other Pacific Islander	541	.3	209,624	99.4
Japanese	513	.2	210,137	99.6
Laotian	426	.2	210,563	99.8
American Indian or Alaskan Native	244	.1	210,807	99.9
Samoan	144	.1	210,951	100.0
Native Hawaiian	14	.0	210,965	100.0
Native Hawaiian or Pacific Islander	12	.0	210,977	100.0
Tahitian	10	.0	210,987	100.0
Guamanian	6	.0	210,993	100.0

Table J-15: Frequency Distribution, Ethnicity, Annual Assessment,
Grade Span 9–12

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	176,513	85.1	176,513	85.1
White	6,271	3.0	182,784	88.1
Chinese	5,611	2.7	188,395	90.8
Filipino	3,479	1.7	191,874	92.5
Vietnamese	3,078	1.5	194,952	94.0
Other Asian	2,666	1.3	197,618	95.3
Asian Indian	1,636	.8	199,254	96.1
Hmong	1,435	.7	200,689	96.8
Asian	1,307	.6	201,996	97.4
Korean	1,287	.6	203,283	98.0
Black or African American	887	.4	204,170	98.4
Cambodian	701	.3	204,871	98.8
Two or More Races	622	.3	205,493	99.1
Other Pacific Islander	585	.3	206,078	99.4
Laotian	399	.2	206,477	99.6
Japanese	369	.2	206,846	99.7
American Indian or Alaskan Native	289	.1	207,135	99.9
Samoan	223	.1	207,358	100.0
Native Hawaiian	17	.0	207,375	100.0
Tahitian	14	.0	207,389	100.0
Native Hawaiian or Pacific Islander	10	.0	207,399	100.0
Guamanian	7	.0	207,406	100.0

Initial Assessment

Table J-16: Frequency Distribution, Ethnicity, Initial Assessment, Grade Span K–1

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	165,472	78.1	165,472	78.1
White	10,534	5.0	176,006	83.0
Chinese	8,325	3.9	184,331	87.0
Asian Indian	5,892	2.8	190,223	89.7
Vietnamese	5,506	2.6	195,729	92.3
Other Asian	2,827	1.3	198,556	93.7
Korean	2,803	1.3	201,359	95.0
Filipino	2,670	1.3	204,029	96.3
Two or More Races	2,061	1.0	206,090	97.2
Hmong	1,283	.6	207,373	97.8
Black or African American	1,110	.5	208,483	98.4
Japanese	1,043	.5	209,526	98.8
Cambodian	604	.3	210,130	99.1
Asian	531	.3	210,661	99.4
Other Pacific Islander	492	.2	211,153	99.6
American Indian or Alaskan Native	398	.2	211,551	99.8
Laotian	273	.1	211,824	99.9
Samoan	103	.0	211,927	100.0
Native Hawaiian	21	.0	211,948	100.0
Native Hawaiian or Pacific Islander	10	.0	211,958	100.0
Guamanian	6	.0	211,964	100.0
Tahitian	6	.0	211,970	100.0

Table J-17: Frequency Distribution, Ethnicity, Initial Assessment, Grade 2

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	6,809	62.5	6,809	62.5
White	1,003	9.2	7,812	71.7
Chinese	626	5.7	8,438	77.5
Asian Indian	577	5.3	9,015	82.8
Filipino	333	3.1	9,348	85.8
Other Asian	301	2.8	9,649	88.6
Korean	295	2.7	9,944	91.3
Vietnamese	256	2.4	10,200	93.7
Two or More Races	206	1.9	10,406	95.5
Black or African American	132	1.2	10,538	96.8
Japanese	127	1.2	10,665	97.9
Hmong	65	.6	10,730	98.5
Other Pacific Islander	50	.5	10,780	99.0
Asian	36	.3	10,816	99.3
Cambodian	25	.2	10,841	99.5
American Indian or Alaskan Native	22	.2	10,863	99.7
Samoan	14	.1	10,877	99.9
Laotian	11	.1	10,888	100.0
Native Hawaiian or Pacific Islander	2	.0	10,890	100.0
Guamanian	1	.0	10,891	100.0

**Table J-18: Frequency Distribution, Ethnicity, Initial Assessment,
Grade Span 3–5**

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	14,947	60.6	14,947	60.6
White	2,363	9.6	17,310	70.2
Chinese	1,669	6.8	18,979	76.9
Asian Indian	1,032	4.2	20,011	81.1
Filipino	942	3.8	20,953	84.9
Korean	853	3.5	21,806	88.4
Other Asian	718	2.9	22,524	91.3
Vietnamese	640	2.6	23,164	93.9
Two or More Races	480	1.9	23,644	95.8
Black or African American	289	1.2	23,933	97.0
Japanese	265	1.1	24,198	98.1
Hmong	155	.6	24,353	98.7
Other Pacific Islander	90	.4	24,443	99.1
Asian	56	.2	24,499	99.3
Cambodian	47	.2	24,546	99.5
American Indian or Alaskan Native	44	.2	24,590	99.7
Samoan	44	.2	24,634	99.8
Laotian	32	.1	24,666	100.0
Native Hawaiian or Pacific Islander	4	.0	24,670	100.0
Native Hawaiian	3	.0	24,673	100.0
Tahitian	1	.0	24,674	100.0

**Table J-19: Frequency Distribution, Ethnicity, Initial Assessment,
Grade Span 6–8**

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	12,488	61.5	12,488	61.5
White	1,863	9.2	14,351	70.6
Chinese	1,599	7.9	15,950	78.5
Filipino	868	4.3	16,818	82.8
Vietnamese	643	3.2	17,461	86.0
Korean	600	3.0	18,061	88.9
Other Asian	559	2.8	18,620	91.7
Asian Indian	538	2.6	19,158	94.3
Two or More Races	389	1.9	19,547	96.2
Black or African American	206	1.0	19,753	97.2
Japanese	147	.7	19,900	98.0
Hmong	120	.6	20,020	98.6
Other Pacific Islander	82	.4	20,102	99.0
Cambodian	58	.3	20,160	99.2
Asian	49	.2	20,209	99.5
American Indian or Alaskan Native	42	.2	20,251	99.7
Samoan	35	.2	20,286	99.9
Laotian	19	.1	20,305	100.0
Guamanian	5	.0	20,310	100.0
Native Hawaiian	2	.0	20,312	100.0
Native Hawaiian or Pacific Islander	1	.0	20,313	100.0

**Table J-20: Frequency Distribution, Ethnicity, Initial Assessment,
Grade Span 9–12**

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	18,767	64.0	18,767	64.0
White	3,198	10.9	21,965	75.0
Chinese	2,083	7.1	24,048	82.1
Filipino	1,163	4.0	25,211	86.0
Vietnamese	930	3.2	26,141	89.2
Other Asian	746	2.5	26,887	91.7
Asian Indian	587	2.0	27,474	93.7
Korean	461	1.6	27,935	95.3
Two or More Races	451	1.5	28,386	96.9
Black or African American	305	1.0	28,691	97.9
Hmong	159	.5	28,850	98.4
Japanese	151	.5	29,001	99.0
Other Pacific Islander	98	.3	29,099	99.3
Cambodian	58	.2	29,157	99.5
Samoan	46	.2	29,203	99.6
Asian	42	.1	29,245	99.8
American Indian or Alaskan Native	34	.1	29,279	99.9
Laotian	20	.1	29,299	100.0
Native Hawaiian	3	.0	29,302	100.0
Tahitian	3	.0	29,305	100.0
Guamanian	1	.0	29,306	100.0

Annual Assessment

Table J-21: Frequency Distribution, Migrant Education, Annual Assessment, All Grade Spans

Grade Span	Number of Students	
	Frequency	Percent
K–1	4,905	2.7
2	5,235	3.0
3–5	13,471	3.6
6–8	8,421	4.0
9–12	7,388	3.6

Initial Assessment

Table J-22: Frequency Distribution, Migrant Education, Initial Assessment, All Grade Spans

Grade Span	Number of Students	
	Frequency	Percent
K–1	2,581	1.2
2	155	1.4
3–5	376	1.5
6–8	284	1.4
9–12	343	1.2

Annual Assessment

Table J-23: Frequency Distribution, Gifted and Talented Program Participation, Annual Assessment, All Grade Spans

Grade Span	Number of Students	
	Frequency	Percent
K–1	58	.0
2	199	.1
3–5	9,173	2.4
6–8	2,921	1.4
9–12	1,225	.6

Initial Assessment

Table J-24: Frequency Distribution, Gifted and Talented Program Participation, Initial Assessment, All Grade Spans

Grade Span	Number of Students	
	Frequency	Percent
K–1	75	.0
2	23	.2
3–5	80	.3
6–8	54	.3
9–12	116	.4

Annual Assessment

Table J-25: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade Span K–1

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	122,564	68.1	122,564	68.1
Primary Language Instruction and ELD Instruction and/or SDAIE Instruction	28,297	15.7	150,861	83.8
ELD Instruction Only	16,889	9.4	167,750	93.1
None	7,804	4.3	175,554	97.5
SDAIE Instruction Only	4,165	2.3	179,719	99.8
Other	383	.2	180,102	100.0

Table J-26: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade 2

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	117,938	68.6	117,938	68.6
Primary Language Instruction and ELD Instruction and/or SDAIE Instruction	24,821	14.4	142,759	83.0
ELD Instruction Only	16,279	9.5	159,038	92.5
SDAIE Instruction Only	6,685	3.9	165,723	96.4
None	5,925	3.4	171,648	99.8
Other	303	.2	171,951	100.0

Table J-27: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade Span 3–5

Program Type	Number of Students		Cumulative Frequency	Cumulative Percent
	Frequency	Percent		
ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	260,288	68.7	260,288	68.7
Primary Language Instruction and ELD Instruction and/or SDAIE Instruction	45,489	12.0	305,777	80.8
ELD Instruction Only	39,208	10.4	344,985	91.1
SDAIE Instruction Only	21,679	5.7	366,664	96.8
None	11,291	3.0	377,955	99.8
Other	674	.2	378,629	100.0

Table J-28: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade Span 6–8

Program Type	Number of Students		Cumulative Frequency	Cumulative Percent
	Frequency	Percent		
ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	143,935	68.5	143,935	68.5
ELD Instruction Only	22,229	10.6	166,164	79.0
Primary Language Instruction and ELD Instruction and/or SDAIE Instruction	16,795	8.0	182,959	87.0
None	16,434	7.8	199,393	94.8
SDAIE Instruction Only	9,139	4.3	208,532	99.2
Other	1,716	.8	210,248	100.0

**Table J-29: Frequency Distribution, English Learner Program Participation,
Annual Assessment, Grade Span 9–12**

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	121,871	59.1	121,871	59.1
None	28,965	14.0	150,836	73.1
ELD Instruction Only	23,294	11.3	174,130	84.4
SDAIE Instruction Only	15,794	7.7	189,924	92.1
Primary Language Instruction and ELD Instruction and/or SDAIE Instruction	13,035	6.3	202,959	98.4
Other	3,259	1.6	206,218	100.0

Initial Assessment

Table J-30: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span K–1

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	4,056	67.5	4,056	67.5
Primary Language Instruction and ELD Instruction and/or SDAIE Instruction	812	13.5	4,868	81.0
ELD Instruction Only	524	8.7	5,392	89.8
None	447	7.4	5,839	97.2
SDAIE Instruction Only	167	2.8	6,006	100.0
Other	1	.0	6,007	100.0

Table J-31: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade 2

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	637	66.4	637	66.4
Primary Language Instruction and ELD Instruction and/or SDAIE Instruction	138	14.4	775	80.8
ELD Instruction Only	101	10.5	876	91.3
None	67	7.0	943	98.3
SDAIE Instruction Only	16	1.7	959	100.0

Table J-32: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span 3–5

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	1,569	70.2	1,569	70.2
Primary Language Instruction and ELD Instruction and/or SDAIE Instruction	273	12.2	1,842	82.4
ELD Instruction Only	188	8.4	2,030	90.8
None	166	7.4	2,196	98.2
SDAIE Instruction Only	40	1.8	2,236	100.0

Table J-33: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span 6–8

Program Type	Number of Students		Cumulative Frequency	Cumulative Percent
	Frequency	Percent		
ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	1,307	64.8	1,307	64.8
Primary Language Instruction and ELD Instruction and/or SDAIE Instruction	238	11.8	1,545	76.6
ELD Instruction Only	204	10.1	1,749	86.7
None	191	9.5	1,940	96.1
SDAIE Instruction Only	78	3.9	2,018	100.0

Table J-34: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span 9–12

Program Type	Number of Students		Cumulative Frequency	Cumulative Percent
	Frequency	Percent		
ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	1,563	49.8	1,563	49.8
None	617	19.6	2,180	69.4
Primary Language Instruction and ELD Instruction and/or SDAIE Instruction	500	15.9	2,680	85.3
ELD Instruction Only	281	8.9	2,961	94.3
SDAIE Instruction Only	180	5.7	3,141	100.0

Annual Assessment

Table J-35: Frequency Distribution, Primary Disability, Annual Assessment, Grade Span K–1

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student receives no Special Education Services	167,958	93.1	167,958	93.1
Speech or Language Impairment (SLI)	8,099	4.5	176,057	97.6
Autism (AUT)	1,465	.8	177,522	98.4
Specific Learning Disability (SLD)	1,278	.7	178,800	99.1
Mental Retardation/Intellectual Disability (MR/ID)	590	.3	179,390	99.4
Other Health Impairment (OHI)	453	.3	179,843	99.7
Orthopedic Impairment (OI)	220	.1	180,063	99.8
Hard of Hearing (HH)	147	.1	180,210	99.9
Multiple Disabilities (MD)	54	.0	180,264	99.9
Visual Impairment (VI)	51	.0	180,315	100.0
Deafness/Hearing Impairment (DEAF/HI)	32	.0	180,347	100.0
Emotional Disturbance (ED)	19	.0	180,366	100.0
Traumatic Brain Injury (TBI)	19	.0	180,385	100.0
Established Medical Disability (EMD)	10	.0	180,395	100.0
Deaf-Blindness (DB)	4	.0	180,399	100.0

Table J-36: Frequency Distribution, Primary Disability, Annual Assessment, Grade 2

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student receives no Special Education Services	158,573	92.1	158,573	92.1
Speech or Language Impairment (SLI)	7,352	4.3	165,925	96.4
Specific Learning Disability (SLD)	2,651	1.5	168,576	97.9
Autism (AUT)	1,535	.9	170,111	98.8
Mental Retardation/Intellectual Disability (MR/ID)	695	.4	170,806	99.2
Other Health Impairment (OHI)	678	.4	171,484	99.6
Orthopedic Impairment (OI)	239	.1	171,723	99.7
Hard of Hearing (HH)	204	.1	171,927	99.9
Multiple Disabilities (MD)	84	.0	172,011	99.9
Visual Impairment (VI)	63	.0	172,074	99.9
Deafness/Hearing Impairment (DEAF/HI)	46	.0	172,120	100.0
Emotional Disturbance (ED)	37	.0	172,157	100.0
Traumatic Brain Injury (TBI)	16	.0	172,173	100.0
Deaf-Blindness (DB)	5	.0	172,178	100.0
Unknown	2	.0	172,180	100.0

Table J-37: Frequency Distribution, Primary Disability,
Annual Assessment, Grade Span 3–5

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student receives no Special Education Services	329,214	86.8	329,214	86.8
Specific Learning Disability (SLD)	22,675	6.0	351,889	92.8
Speech or Language Impairment (SLI)	15,424	4.1	367,313	96.9
Autism (AUT)	4,146	1.1	371,459	98.0
Other Health Impairment (OHI)	3,265	.9	374,724	98.8
Mental Retardation/Intellectual Disability (MR/ID)	2,187	.6	376,911	99.4
Hard of Hearing (HH)	676	.2	377,587	99.6
Orthopedic Impairment (OI)	585	.2	378,172	99.8
Emotional Disturbance (ED)	341	.1	378,513	99.8
Multiple Disabilities (MD)	229	.1	378,742	99.9
Visual Impairment (VI)	173	.0	378,915	100.0
Deafness/Hearing Impairment (DEAF/HI)	111	.0	379,026	100.0
Traumatic Brain Injury (TBI)	66	.0	379,092	100.0
Deaf-Blindness (DB)	7	.0	379,099	100.0
Unknown	5	.0	379,104	100.0

Table J-38: Frequency Distribution, Primary Disability,
Annual Assessment, Grade Span 6–8

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student receives no Special Education Services	163,494	77.6	163,494	77.6
Specific Learning Disability (SLD)	31,385	14.9	194,879	92.5
Speech or Language Impairment (SLI)	5,901	2.8	200,780	95.3
Other Health Impairment (OHI)	2,966	1.4	203,746	96.7
Autism (AUT)	2,679	1.3	206,425	98.0
Mental Retardation/Intellectual Disability (MR/ID)	2,115	1.0	208,540	99.0
Orthopedic Impairment (OI)	595	.3	209,135	99.3
Hard of Hearing (HH)	507	.2	209,642	99.5
Emotional Disturbance (ED)	445	.2	210,087	99.7
Multiple Disabilities (MD)	190	.1	210,277	99.8
Visual Impairment (VI)	134	.1	210,411	99.9
Deafness/Hearing Impairment (DEAF/HI)	115	.1	210,526	100.0
Traumatic Brain Injury (TBI)	97	.0	210,623	100.0
Deaf-Blindness (DB)	2	.0	210,625	100.0

**Table J-39: Frequency Distribution, Primary Disability,
Annual Assessment, Grade Span 9–12**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student receives no Special Education Services	159,473	77.1	159,473	77.1
Specific Learning Disability (SLD)	33,655	16.3	193,128	93.3
Mental Retardation/Intellectual Disability (MR/ID)	3,240	1.6	196,368	94.9
Speech or Language Impairment (SLI)	2,719	1.3	199,087	96.2
Other Health Impairment (OHI)	2,583	1.2	201,670	97.5
Autism (AUT)	2,138	1.0	203,808	98.5
Orthopedic Impairment (OI)	880	.4	204,688	98.9
Emotional Disturbance (ED)	819	.4	205,507	99.3
Hard of Hearing (HH)	621	.3	206,128	99.6
Multiple Disabilities (MD)	303	.1	206,431	99.8
Visual Impairment (VI)	178	.1	206,609	99.8
Deafness/Hearing Impairment (DEAF/HI)	163	.1	206,772	99.9
Traumatic Brain Injury (TBI)	155	.1	206,927	100.0
Deaf-Blindness (DB)	10	.0	206,937	100.0
Unknown	3	.0	206,940	100.0

Initial Assessment

Table J-40: Frequency Distribution, Primary Disability, Initial Assessment, Grade Span K–1

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student receives no Special Education Services	200,198	95.8	200,198	95.8
Speech or Language Impairment (SLI)	4,926	2.4	205,124	98.2
Autism (AUT)	1,376	.7	206,500	98.8
Specific Learning Disability (SLD)	1,105	.5	207,605	99.3
Mental Retardation/Intellectual Disability (MR/ID)	633	.3	208,238	99.6
Other Health Impairment (OHI)	228	.1	208,466	99.8
Orthopedic Impairment (OI)	160	.1	208,626	99.8
Hard of Hearing (HH)	134	.1	208,760	99.9
Multiple Disabilities (MD)	91	.0	208,851	99.9
Deafness/Hearing Impairment (DEAF/HI)	53	.0	208,904	100.0
Visual Impairment (VI)	46	.0	208,950	100.0
Established Medical Disability (EMD)	11	.0	208,961	100.0
Traumatic Brain Injury (TBI)	9	.0	208,970	100.0
Emotional Disturbance (ED)	7	.0	208,977	100.0
Deaf-Blindness (DB)	2	.0	208,979	100.0

Table J-41: Frequency Distribution, Primary Disability, Initial Assessment, Grade 2

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student receives no Special Education Services	10,268	96.6	10,268	96.6
Speech or Language Impairment (SLI)	143	1.3	10,411	98.0
Autism (AUT)	70	.7	10,481	98.6
Mental Retardation/Intellectual Disability (MR/ID)	51	.5	10,532	99.1
Specific Learning Disability (SLD)	49	.5	10,581	99.6
Other Health Impairment (OHI)	20	.2	10,601	99.8
Deafness/Hearing Impairment (DEAF/HI)	6	.1	10,607	99.8
Multiple Disabilities (MD)	6	.1	10,613	99.9
Orthopedic Impairment (OI)	5	.0	10,618	99.9
Hard of Hearing (HH)	3	.0	10,621	99.9
Visual Impairment (VI)	3	.0	10,624	100.0
Emotional Disturbance (ED)	1	.0	10,625	100.0
Deaf-Blindness (DB)	1	.0	10,626	100.0
Traumatic Brain Injury (TBI)	1	.0	10,627	100.0

Table J-42: Frequency Distribution, Primary Disability, Initial Assessment, Grade Span 3–5

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student receives no Special Education Services	23,257	96.4	23,257	96.4
Specific Learning Disability (SLD)	251	1.0	23,508	97.4
Speech or Language Impairment (SLI)	194	.8	23,702	98.2
Mental Retardation/Intellectual Disability (MR/ID)	138	.6	23,840	98.8
Autism (AUT)	122	.5	23,962	99.3
Other Health Impairment (OHI)	61	.3	24,023	99.6
Multiple Disabilities (MD)	27	.1	24,050	99.7
Orthopedic Impairment (OI)	23	.1	24,073	99.8
Emotional Disturbance (ED)	17	.1	24,090	99.8
Hard of Hearing (HH)	16	.1	24,106	99.9
Visual Impairment (VI)	9	.0	24,115	99.9
Deafness/Hearing Impairment (DEAF/HI)	8	.0	24,123	100.0
Traumatic Brain Injury (TBI)	3	.0	24,126	100.0
Unknown	2	.0	24,128	100.0

Table J-43: Frequency Distribution, Primary Disability, Initial Assessment, Grade Span 6–8

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student receives no Special Education Services	19,029	96.5	19,029	96.5
Specific Learning Disability (SLD)	320	1.6	19,349	98.2
Mental Retardation/Intellectual Disability (MR/ID)	99	.5	19,448	98.7
Speech or Language Impairment (SLI)	77	.4	19,525	99.0
Autism (AUT)	63	.3	19,588	99.4
Other Health Impairment (OHI)	43	.2	19,631	99.6
Emotional Disturbance (ED)	19	.1	19,650	99.7
Orthopedic Impairment (OI)	18	.1	19,668	99.8
Multiple Disabilities (MD)	15	.1	19,683	99.8
Visual Impairment (VI)	12	.1	19,695	99.9
Hard of Hearing (HH)	8	.0	19,703	99.9
Deafness/Hearing Impairment (DEAF/HI)	6	.0	19,709	100.0
Deaf-Blindness (DB)	2	.0	19,711	100.0
Traumatic Brain Injury (TBI)	2	.0	19,713	100.0

**Table J-44: Frequency Distribution, Primary Disability,
Initial Assessment, Grade Span 9–12**

Primary Disability	Number of Students		Cumulative Frequency	Cumulative Percent
	Frequency	Percent		
Student receives no Special Education Services	27,140	95.8	27,140	95.8
Specific Learning Disability (SLD)	687	2.4	27,827	98.2
Mental Retardation/Intellectual Disability (MR/ID)	182	.6	28,009	98.8
Autism (AUT)	85	.3	28,094	99.1
Emotional Disturbance (ED)	57	.2	28,151	99.3
Other Health Impairment (OHI)	56	.2	28,207	99.5
Speech or Language Impairment (SLI)	52	.2	28,259	99.7
Orthopedic Impairment (OI)	31	.1	28,290	99.8
Multiple Disabilities (MD)	15	.1	28,305	99.9
Hard of Hearing (HH)	11	.0	28,316	99.9
Visual Impairment (VI)	7	.0	28,323	100.0
Traumatic Brain Injury (TBI)	7	.0	28,330	100.0
Deafness/Hearing Impairment (DEAF/HI)	6	.0	28,336	100.0
Deaf-Blindness (DB)	1	.0	28,337	100.0

THIS
PAGE
HAS
BEEN
INTENTIONALLY
LEFT
BLANK.

Appendix K: Classical Item Statistics

Notes: Refer to appendix D: Item Maps to determine the corresponding position in the test form from the Item ID. Appendix D and appendix K tables are ordered by the Item Sequence Number.

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13. For items first used after 2012–13, an Item ID is present and Legacy ID is reported as “N/A”.

MC refers to multiple-choice, DCR refers to dichotomous-constructed-response, and CR refers to constructed-response item types. For constructed-response items, p -value is the item mean divided by the maximum number of points.

The N counts shown in the following tables represent the total number of records available for analysis, not the records with complete data. Because of missing data, individual statistics may be based on different N counts. The frequency distributions for field test items are based on valid responses only.

An alignment study was conducted in 2013 to align CELDT items to the 2012 English Language Development (ELD) Standards. Responses to some writing field test items were not scored when those items did not align with the new standards. This is described in more detail in section 1.5.1. These items are identified by “*” listed for each statistic.

Annual Assessment

Table K-1: Item Analysis, Annual Assessment Data, Listening, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	180,531	.70	.341	.89
CEL00526	00940028	MC	180,531	.26	.285	1.18
CEL00786	01208385	MC	180,531	.51	.279	2.12
CEL00399	00676871	MC	180,531	.54	.293	.95
CEL00899	01210599	MC	180,531	.47	.328	1.01
CEL00515	00940005	MC	180,531	.57	.229	1.00
CEL00330	00545930	MC	180,531	.50	.303	1.04
CEL00284	00437120	MC	180,531	.51	.299	1.10
CEL00285	00437122	MC	180,531	.80	.388	1.04
CEL00286	00437124	MC	180,531	.80	.371	1.15
CEL00697	1003858	MC	13,368	.78	.270	.87
CEL10036	N/A	MC	13,368	.60	.269	2.32
CEL10037	N/A	MC	13,368	.49	.175	2.31
CEL10038	N/A	MC	13,368	.49	.303	2.35
CEL10039	N/A	MC	13,368	.61	.270	2.52
CEL00730	01057174	DCR	180,531	.75	.450	.58
CEL00782	01208376	DCR	180,531	.58	.451	.62
CEL00788	01208389	DCR	180,531	.70	.288	.72
CEL00471	00803313	DCR	180,531	.84	.460	.87
CEL00787	01208387	DCR	180,531	.67	.483	3.58
CEL00397	00676867	DCR	180,531	.81	.427	3.62
CEL00836	01210292	DCR	180,531	.45	.455	3.79
CEL00400	00676873	DCR	180,531	.24	.421	3.73
CEL00789	01208391	DCR	180,531	.38	.375	.74
CEL00463	00803297	DCR	180,531	.45	.401	.75
CEL00664	1003476	DCR	13,368	.63	.412	.55
CEL00695	1003856	DCR	13,368	.69	.435	3.57
CEL00607	1002289	DCR	13,368	.59	.366	3.60
CEL00694	1003855	DCR	13,368	.85	.396	3.84
CEL00609	1002291	DCR	13,368	.61	.448	3.72
CEL00696	1003857	DCR	13,368	.46	.441	1.40
CEL01003	01211175	DCR	13,368	.31	.380	1.56

Table: K-2: Item Analysis, Annual Assessment Data, Listening, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	172,289	.89	.349	.90
CEL00526	00940028	MC	172,289	.46	.345	1.11
CEL00786	01208385	MC	172,289	.70	.357	2.27
CEL00399	00676871	MC	172,289	.73	.328	.92
CEL00899	01210599	MC	172,289	.66	.356	.90
CEL00515	00940005	MC	172,289	.73	.246	.91
CEL00330	00545930	MC	172,289	.71	.390	.97
CEL00284	00437120	MC	172,289	.65	.309	1.02
CEL00285	00437122	MC	172,289	.90	.395	1.03
CEL00286	00437124	MC	172,289	.89	.387	1.27
CEL00697	1003858	MC	13,089	.88	.326	1.28
CEL10036	N/A	MC	13,089	.75	.326	1.28
CEL10037	N/A	MC	13,089	.61	.234	1.47
CEL10038	N/A	MC	13,089	.72	.380	1.34
CEL10039	N/A	MC	13,089	.74	.355	1.62
CEL00730	01057174	DCR	172,289	.86	.392	.85
CEL00782	01208376	DCR	172,289	.72	.375	.89
CEL00788	01208389	DCR	172,289	.83	.313	.98
CEL00471	00803313	DCR	172,289	.93	.400	1.25
CEL00787	01208387	DCR	172,289	.84	.453	1.70
CEL00397	00676867	DCR	172,289	.92	.395	1.73
CEL00836	01210292	DCR	172,289	.67	.428	1.87
CEL00400	00676873	DCR	172,289	.49	.422	1.84
CEL00789	01208391	DCR	172,289	.54	.352	1.04
CEL00463	00803297	DCR	172,289	.60	.365	1.06
CEL00664	1003476	DCR	13,089	.79	.412	.86
CEL00695	1003856	DCR	13,089	.83	.411	1.44
CEL00607	1002289	DCR	13,089	.78	.378	1.44
CEL00694	1003855	DCR	13,089	.93	.377	1.62
CEL00609	1002291	DCR	13,089	.76	.430	1.50
CEL00696	1003857	DCR	13,089	.64	.406	1.06
CEL01003	01211175	DCR	13,089	.46	.315	1.09

Table K-3: Item Analysis, Annual Assessment Data, Listening, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00151	00382856	MC	379,342	.92	.304	1.06
CEL00425	00687427	MC	379,342	.94	.352	.82
CEL00154	00382862	MC	379,342	.87	.285	.89
CEL00177	00382908	MC	379,342	.87	.312	.86
CEL00484	00803461	MC	379,342	.83	.330	.89
CEL00554	00940959	MC	379,342	.76	.297	.86
CEL00800	01208912	MC	379,342	.74	.216	.85
CEL00352	00546104	MC	379,342	.61	.239	.86
CEL00186	00382926	MC	379,342	.73	.369	.94
CEL00357	00546114	MC	379,342	.65	.302	.89
CEL00435	00687449	MC	379,342	.90	.344	.87
CEL00356	00546112	MC	379,342	.76	.372	.87
CEL00793	01208897	MC	379,342	.62	.346	.91
CEL00843	01210299	MC	379,342	.70	.339	.89
CEL00744	01057650	MC	379,342	.49	.323	.92
CEL00557	00940965	MC	379,342	.76	.348	.92
CEL00736	01057633	MC	379,342	.49	.330	1.05
CEL00738	01057637	MC	379,342	.56	.293	1.13
CEL00740	01057641	MC	379,342	.62	.244	1.19
CEL00739	01057639	MC	379,342	.50	.208	1.39
CEL10001	N/A	MC	28,601	.95	.390	1.11
CEL01006	01211212	MC	28,601	.86	.373	1.13
CEL00623	1002673	MC	28,601	.95	.396	1.14
CEL10005	N/A	MC	28,601	.85	.326	1.21
CEL10024	N/A	MC	28,601	.90	.382	1.18
CEL10027	N/A	MC	28,601	.67	.352	1.24
CEL01007	01211214	MC	28,601	.42	.164	1.31
CEL10025	N/A	MC	28,601	.67	.365	1.37
CEL10040	N/A	MC	28,601	.73	.347	1.48
CEL10041	N/A	MC	28,601	.73	.398	1.35
CEL10042	N/A	MC	28,601	.64	.329	1.41
CEL10043	N/A	MC	28,601	.69	.299	1.52

Table K-4: Item Analysis, Annual Assessment Data, Listening, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00487	00803587	MC	210,985	.89	.367	1.31
CEL00538	00940177	MC	210,985	.82	.407	1.18
CEL00307	00437690	MC	210,985	.82	.338	1.21
CEL00804	01209037	MC	210,985	.63	.334	1.18
CEL00531	00940162	MC	210,985	.62	.340	1.18
CEL00224	00383002	MC	210,985	.86	.368	1.18
CEL00363	00546267	MC	210,985	.86	.357	1.20
CEL00806	01209041	MC	210,985	.80	.355	1.25
CEL00453	00693734	MC	210,985	.61	.138	1.24
CEL00754	01059779	MC	210,985	.81	.394	1.21
CEL00230	00383014	MC	210,985	.64	.225	1.22
CEL00540	00940181	MC	210,985	.83	.405	1.24
CEL00805	01209039	MC	210,985	.59	.312	1.23
CEL00451	00693730	MC	210,985	.66	.338	1.24
CEL00532	00940164	MC	210,985	.57	.174	1.25
CEL00489	00803591	MC	210,985	.73	.263	1.24
CEL00541	00940183	MC	210,985	.55	.263	1.31
CEL00437	00693699	MC	210,985	.70	.342	1.39
CEL00438	00693701	MC	210,985	.49	.272	1.45
CEL00439	00693703	MC	210,985	.62	.296	1.54
CEL10007	N/A	MC	16,581	.97	.404	1.23
CEL10008	N/A	MC	16,581	.97	.373	1.20
CEL10010	N/A	MC	16,581	.91	.327	1.24
CEL10012	N/A	MC	16,581	.84	.351	1.24
CEL10026	N/A	MC	16,581	.76	.388	1.31
CEL10028	N/A	MC	16,581	.74	.188	1.29
CEL10030	N/A	MC	16,581	.77	.364	1.33
CEL10031	N/A	MC	16,581	.76	.314	1.36
CEL10019	N/A	MC	16,581	.75	.399	1.59
CEL10020	N/A	MC	16,581	.81	.405	1.52
CEL10021	N/A	MC	16,581	.71	.312	1.51
CEL10023	N/A	MC	16,581	.56	.358	1.67

Table K-5: Item Analysis, Annual Assessment Data, Listening, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00415	00683420	MC	207,378	.90	.454	2.51
CEL00262	00383078	MC	207,378	.82	.414	2.35
CEL00551	00940438	MC	207,378	.69	.319	2.45
CEL00543	00940421	MC	207,378	.47	.178	2.42
CEL00319	00437841	MC	207,378	.85	.434	2.32
CEL00379	00546440	MC	207,378	.64	.349	2.38
CEL00244	00383042	MC	207,378	.37	.225	2.28
CEL00767	01059881	MC	207,378	.60	.244	2.27
CEL00862	01210318	MC	207,378	.85	.445	2.27
CEL00817	01209180	MC	207,378	.68	.399	2.40
CEL00417	00683424	MC	207,378	.84	.465	2.30
CEL00412	00682950	MC	207,378	.87	.454	2.32
CEL00818	01209182	MC	207,378	.60	.286	2.37
CEL00863	01210319	MC	207,378	.82	.362	2.39
CEL00418	00683426	MC	207,378	.71	.321	2.30
CEL00761	01059869	MC	207,378	.74	.342	2.34
CEL00865	01210321	MC	207,378	.85	.427	2.38
CEL00546	00940427	MC	207,378	.65	.368	2.42
CEL00547	00940429	MC	207,378	.61	.289	2.48
CEL00549	00940433	MC	207,378	.67	.358	2.56
CEL10015	N/A	MC	21,005	.80	.377	2.02
CEL10013	N/A	MC	21,005	.95	.447	1.94
CEL10014	N/A	MC	21,005	.91	.447	1.90
CEL10017	N/A	MC	21,005	.86	.370	1.94
CEL10033	N/A	MC	21,005	.87	.424	1.89
CEL10032	N/A	MC	21,005	.76	.335	2.02
CEL10035	N/A	MC	21,005	.85	.350	1.98
CEL10034	N/A	MC	21,005	.91	.488	1.95
CEL10049	N/A	MC	21,005	.59	.252	2.29
CEL10050	N/A	MC	21,005	.89	.458	2.02
CEL10051	N/A	MC	21,005	.81	.415	2.04
CEL10052	N/A	MC	21,005	.74	.442	2.06
CEL10053	N/A	MC	21,005	.67	.303	2.13

Table K-6: Item Analysis, Annual Assessment Data, Speaking, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	180,531	.70	.503	.44
CES00346	00680889	DCR	180,531	.56	.436	.46
CES00436	00940039	DCR	180,531	.73	.424	.49
CES00770	01210323	DCR	180,531	.63	.514	2.97
CES00396	00803337	DCR	180,531	.86	.506	3.12
CES00680	01057195	DCR	180,531	.76	.585	3.11
CES00391	00803327	DCR	180,531	.71	.457	3.15
CES00675	01057185	DCR	180,531	.70	.538	3.18
CES00728	01208460	DCR	180,531	.85	.497	3.19
CES00723	01208450	DCR	180,531	.92	.510	3.23
CES00290	00545983	DCR	180,531	.49	.482	3.22
CES00287	00545977	DCR	180,531	.67	.546	3.30
CES00148	00382772	DCR	180,531	.88	.499	3.39
CES00542	1002286	DCR	9,661	.71	.566	2.68
CES00818	01210562	CR	180,531	.49	.616	.74
CES00774	01210327	CR	180,531	.60	.618	.75
CES00682	01057199	CR	180,531	.37	.552	14.17
CES00683	01057201	CR	180,531	.49	.593	14.57
CES00777	01210330	CR	180,531	.66	.631	.68
CES00823	01210576	CR	180,531	.54	.633	.88
CES00917	01210987	CR	9,661	.60	.607	.86
CES00915	01210985	CR	9,661	.50	.570	.97
CES00914	01210984	CR	9,661	.63	.575	10.68
CES00968	01211281	CR	9,661	.68	.543	13.06
CES00967	01211280	CR	9,661	.64	.530	15.71
CES00966	01211279	CR	9,661	.47	.481	15.83
CES10054	N/A	CR	9,661	.63	.661	.64
CES10058	N/A	CR	9,661	.70	.648	1.42
CES00813	01210534	CR	180,531	.52	.661	.73
CES00649	1003861	CR	9,661	.56	.703	1.27

Table K-7: Item Analysis, Annual Assessment Data, Speaking, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	172,289	.82	.451	.66
CES00346	00680889	DCR	172,289	.68	.387	.69
CES00436	00940039	DCR	172,289	.86	.394	.67
CES00770	01210323	DCR	172,289	.83	.475	1.67
CES00396	00803337	DCR	172,289	.95	.491	1.80
CES00680	01057195	DCR	172,289	.90	.555	1.69
CES00391	00803327	DCR	172,289	.82	.422	1.73
CES00675	01057185	DCR	172,289	.88	.509	1.71
CES00728	01208460	DCR	172,289	.94	.482	1.71
CES00723	01208450	DCR	172,289	.96	.505	1.78
CES00290	00545983	DCR	172,289	.66	.467	1.73
CES00287	00545977	DCR	172,289	.83	.516	1.83
CES00148	00382772	DCR	172,289	.94	.466	1.95
CES00542	1002286	DCR	8,773	.87	.527	1.45
CES00818	01210562	CR	172,289	.71	.608	.78
CES00774	01210327	CR	172,289	.80	.584	.76
CES00682	01057199	CR	172,289	.60	.547	5.20
CES00683	01057201	CR	172,289	.73	.593	5.37
CES00777	01210330	CR	172,289	.82	.593	.76
CES00823	01210576	CR	172,289	.71	.592	.89
CES00917	01210987	CR	8,773	.77	.566	1.24
CES00915	01210985	CR	8,773	.68	.517	1.33
CES00914	01210984	CR	8,773	.79	.528	5.02
CES00968	01211281	CR	8,773	.85	.456	4.68
CES00967	01211280	CR	8,773	.80	.467	5.48
CES00966	01211279	CR	8,773	.64	.475	5.57
CES10054	N/A	CR	8,773	.81	.590	.89
CES10058	N/A	CR	8,773	.84	.563	1.60
CES00813	01210534	CR	172,289	.65	.608	.87
CES00649	1003861	CR	8,773	.71	.652	1.39

Table K-8: Item Analysis, Annual Assessment Data, Speaking, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00252	00437531	DCR	379,342	.82	.450	.71
CES00402	00803468	DCR	379,342	.83	.440	.77
CES00258	00437544	DCR	379,342	.73	.323	.73
CES00463	00940336	DCR	379,342	.40	.397	1.30
CES00243	00407629	DCR	379,342	.98	.357	1.28
CES00692	01059014	DCR	379,342	.91	.421	1.30
CES00371	00687645	DCR	379,342	.94	.432	1.34
CES00304	00546147	DCR	379,342	.80	.435	1.31
CES00844	01210696	DCR	379,342	.91	.473	1.35
CES00693	01059016	DCR	379,342	.84	.508	1.40
CES00741	01208978	DCR	379,342	.77	.409	1.36
CES00471	00940353	DCR	379,342	.65	.379	1.42
CES00687	01059004	DCR	379,342	.46	.402	1.61
CES10002	N/A	DCR	19,441	.75	.393	1.26
CES10003	N/A	DCR	19,441	.96	.415	1.22
CES00835	01210664	CR	379,342	.61	.576	.81
CES00404	00803472	CR	379,342	.41	.542	.82
CES00838	01210668	CR	379,342	.63	.526	8.02
CES00466	00940342	CR	379,342	.56	.580	8.28
CES00744	01208984	CR	379,342	.83	.558	.77
CES00832	01210658	CR	379,342	.76	.559	.89
CES00923	01211038	CR	19,441	.86	.506	.86
CES00924	01211039	CR	19,441	.76	.457	.90
CES10037	N/A	CR	19,441	.85	.455	2.74
CES00557	1002455	CR	19,441	.89	.448	6.36
CES00828	01210648	CR	19,441	.92	.414	7.56
CES10066	N/A	CR	19,441	.93	.461	.78
CES00959	01211272	CR	19,441	.90	.493	1.07
CES00840	01210672	CR	379,342	.72	.580	.89
CES00652	1003876	CR	19,441	.78	.617	1.06

Table K-9: Item Analysis, Annual Assessment Data, Speaking, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00183	00383187	DCR	210,985	.67	.414	1.04
CES00455	00940203	DCR	210,985	.94	.422	1.00
CES00790	01210343	DCR	210,985	.92	.455	1.08
CES00412	00803613	DCR	210,985	.44	.341	1.39
CES00752	01209118	DCR	210,985	.58	.361	1.46
CES00456	00940205	DCR	210,985	.31	.322	1.51
CES00747	01209108	DCR	210,985	.59	.388	1.51
CES00704	01059805	DCR	210,985	.76	.473	1.53
CES00449	00940191	DCR	210,985	.58	.407	1.64
CES00263	00437722	DCR	210,985	.85	.415	1.60
CES00847	01210729	DCR	210,985	.64	.454	1.60
CES00386	00693765	DCR	210,985	.21	.312	1.63
CES00190	00383201	DCR	210,985	.61	.433	1.69
CES00955	01211251	DCR	14,782	.86	.544	1.35
CES00954	01211250	DCR	14,782	.84	.400	1.43
CES00748	01209110	CR	210,985	.75	.591	1.15
CES00706	01059809	CR	210,985	.81	.580	1.25
CES00384	00693760	CR	210,985	.88	.599	2.98
CES00317	00546312	CR	210,985	.69	.608	3.08
CES00798	01210351	CR	210,985	.88	.559	1.08
CES00460	00940213	CR	210,985	.88	.578	1.23
CES00934	01211090	CR	14,782	.69	.488	1.27
CES00936	01211092	CR	14,782	.93	.522	1.25
CES10038	N/A	CR	14,782	.92	.452	2.63
CES00519	1001934	CR	14,782	.89	.550	1.06
CES00958	01211254	CR	14,782	.85	.435	2.80
CES00853	01210759	CR	14,782	.92	.509	1.12
CES00849	01210733	CR	14,782	.91	.521	1.45
CES00461	00940215	CR	210,985	.70	.636	1.28
CES00635	1003521	CR	14,782	.76	.610	1.49

Table K-10: Item Analysis, Annual Assessment Data, Speaking, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00335	00546487	DCR	207,378	.57	.397	2.06
CES00475	00940480	DCR	207,378	.68	.389	2.02
CES00430	00803814	DCR	207,378	.50	.382	2.14
CES00476	00940482	DCR	207,378	.47	.413	3.02
CES00483	00940497	DCR	207,378	.33	.358	3.09
CES00801	01210354	DCR	207,378	.54	.491	3.16
CES00477	00940484	DCR	207,378	.44	.437	3.20
CES00759	01209258	DCR	207,378	.52	.438	3.24
CES00710	01059901	DCR	207,378	.87	.587	3.29
CES00218	00383258	DCR	207,378	.79	.534	3.27
CES00802	01210355	DCR	207,378	.51	.436	3.30
CES00367	00683682	DCR	207,378	.36	.421	3.35
CES00338	00546493	DCR	207,378	.70	.488	3.42
CES00872	01210841	DCR	23,296	.82	.528	1.89
CES00426	00803676	CR	207,378	.84	.674	2.19
CES00368	00683684	CR	207,378	.74	.616	2.42
CES00364	00683675	CR	207,378	.75	.653	3.98
CES00712	01059905	CR	207,378	.81	.684	4.13
CES00768	01209277	CR	207,378	.85	.653	2.14
CES00807	01210360	CR	207,378	.77	.667	2.36
CES10046	N/A	CR	23,296	.87	.549	2.35
CES00944	01211138	CR	23,296	.85	.567	2.47
CES00945	01211139	CR	23,296	.89	.520	4.29
CES10047	N/A	CR	23,296	.88	.544	4.51
CES10052	N/A	CR	23,296	.83	.572	2.17
CES00500	1001451	CR	23,296	.83	.542	4.29
CES00877	01210846	CR	23,296	.89	.580	2.18
CES00882	01210859	CR	23,296	.90	.583	2.63
CES00909	01210966	CR	207,378	.74	.673	2.39
CES00969	01211282	CR	23,296	.79	.670	2.54

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K-1	CES00818	01210562	180,531	36.3	30.4	33.3			.616	.97	.49	.834
	CES00774	01210327	180,531	29.7	19.8	50.5			.618	1.21	.60	.871
	CES00682	01057199	180,531	49.9	26.4	23.6			.552	.74	.37	.817
	CES00683	01057201	180,531	42.7	17.4	39.9			.593	.97	.49	.908
	CES00777	01210330	180,531	16.4	35.6	48.1			.631	1.32	.66	.738
	CES00823	01210576	180,531	26.9	38.7	34.4			.633	1.07	.54	.779
	CES00917	01210987	9,661	23.5	32.3	44.2			.607	1.21	.60	.796
	CES00915	01210985	9,661	32.1	35.8	32.1			.570	1.00	.50	.801
	CES00914	01210984	9,661	22.8	29.1	48.1			.575	1.25	.63	.803
	CES00968	01211281	9,661	23.4	18.0	58.6			.543	1.35	.68	.834
	CES00967	01211280	9,661	26.5	19.8	53.7			.530	1.27	.64	.853
	CES00966	01211279	9,661	40.5	24.6	34.9			.481	.94	.47	.867
	CES10054	N/A	9,661	19.5	34.4	46.1			.661	1.27	.63	.765
	CES10058	N/A	9,661	12.8	35.1	52.1			.648	1.39	.70	.703
	CES00813	01210534	180,531	9.0	16.4	37.5	30.4	6.7	.661	2.10	.52	1.042
	CES00649	1003861	9,661	9.4	14.9	30.7	33.7	11.3	.703	2.22	.56	1.124
	2	CES00818	01210562	172,289	16.7	23.8	59.5			.608	1.43	.71
CES00774		01210327	172,289	12.1	15.1	72.9			.584	1.61	.80	.693
CES00682		01057199	172,289	26.5	27.1	46.4			.547	1.20	.60	.830
CES00683		01057201	172,289	20.1	14.8	65.1			.593	1.45	.73	.806
CES00777		01210330	172,289	6.5	24.0	69.5			.593	1.63	.82	.602
CES00823		01210576	172,289	12.7	33.0	54.3			.592	1.42	.71	.705
CES00917		01210987	8,773	10.4	24.7	64.9			.566	1.54	.77	.675
CES00915		01210985	8,773	15.9	32.9	51.2			.517	1.35	.68	.739
CES00914		01210984	8,773	10.3	21.3	68.4			.528	1.58	.79	.671
CES00968		01211281	8,773	10.1	10.6	79.3			.456	1.69	.85	.644
CES00967		01211280	8,773	12.9	15.2	71.9			.467	1.59	.80	.707
CES00966		01211279	8,773	24.8	22.4	52.8			.475	1.28	.64	.835
CES10054		N/A	8,773	6.9	23.4	69.6			.590	1.63	.81	.611
CES10058		N/A	8,773	4.3	23.3	72.4			.563	1.68	.84	.551

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
	CES00813	01210534	172,289	3.4	7.5	30.7	41.6	16.9	.608	2.61	.65	.963
	CES00649	1003861	8,773	2.7	5.9	21.7	43.1	26.5	.652	2.85	.71	.970
	CES00835	01210664	379,342	26.6	24.6	48.8			.576	1.22	.61	.839
	CES00404	00803472	379,342	47.9	23.0	29.1			.542	.81	.41	.857
	CES00838	01210668	379,342	26.6	20.8	52.6			.526	1.26	.63	.851
	CES00466	00940342	379,342	34.3	18.9	46.8			.580	1.12	.56	.892
	CES00744	01208984	379,342	5.7	22.9	71.3			.558	1.66	.83	.583
	CES00832	01210658	379,342	8.4	31.4	60.2			.559	1.52	.76	.646
3–5	CES00923	01211038	19,441	4.0	19.4	76.6			.506	1.73	.86	.527
	CES00924	01211039	19,441	17.6	13.1	69.3			.457	1.52	.76	.776
	CES10037	N/A	19,441	4.3	21.6	74.1			.455	1.70	.85	.545
	CES00557	1002455	19,441	5.0	12.1	82.8			.448	1.78	.89	.523
	CES00828	01210648	19,441	4.8	7.3	87.9			.414	1.83	.92	.486
	CES10066	N/A	19,441	2.2	10.2	87.6			.461	1.85	.93	.413
	CES00959	01211272	19,441	2.9	15.4	81.8			.493	1.79	.90	.474
	CES00840	01210672	379,342	2.4	4.0	20.5	48.6	24.6	.580	2.89	.72	.901
	CES00652	1003876	19,441	1.4	2.7	14.1	45.0	36.8	.617	3.13	.78	.852
	CES00748	01209110	210,985	14.7	20.0	65.3			.591	1.51	.75	.738
	CES00706	01059809	210,985	8.6	22.0	69.5			.580	1.61	.81	.640
	CES00384	00693760	210,985	7.4	9.6	82.9			.599	1.76	.88	.577
	CES00317	00546312	210,985	18.1	25.2	56.7			.608	1.39	.69	.774
	CES00798	01210351	210,985	4.1	16.2	79.7			.559	1.76	.88	.516
	CES00460	00940213	210,985	4.5	15.0	80.4			.578	1.76	.88	.523
6–8	CES00934	01211090	14,782	24.7	11.8	63.5			.488	1.39	.69	.856
	CES00936	01211092	14,782	3.9	7.2	88.9			.522	1.85	.93	.454
	CES10038	N/A	14,782	2.5	11.0	86.5			.452	1.84	.92	.430
	CES00519	1001934	14,782	5.1	11.8	83.1			.550	1.78	.89	.523
	CES00958	01211254	14,782	7.0	15.8	77.2			.435	1.70	.85	.590
	CES00853	01210759	14,782	2.0	11.6	86.3			.509	1.84	.92	.416
	CES00849	01210733	14,782	2.4	13.8	83.8			.521	1.81	.91	.446

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
	CES00461	00940215	210,985	3.5	5.0	23.2	46.1	22.2	.636	2.78	.70	.961
	CES00635	1003521	14,782	1.6	3.6	18.0	43.4	33.4	.610	3.03	.76	.895
	CES00426	00803676	207,378	9.1	14.3	76.5			.674	1.67	.84	.634
	CES00368	00683684	207,378	13.4	26.2	60.4			.616	1.47	.74	.719
	CES00364	00683675	207,378	12.6	25.8	61.6			.653	1.49	.75	.708
	CES00712	01059905	207,378	10.3	18.1	71.6			.684	1.61	.81	.665
	CES00768	01209277	207,378	6.2	17.9	76.0			.653	1.70	.85	.578
	CES00807	01210360	207,378	9.6	26.0	64.4			.667	1.55	.77	.663
	CES10046	N/A	23,296	5.6	14.3	80.1			.549	1.75	.87	.548
9–12	CES00944	01211138	23,296	6.5	16.4	77.1			.567	1.71	.85	.582
	CES00945	01211139	23,296	4.9	11.8	83.3			.520	1.78	.89	.517
	CES10047	N/A	23,296	5.1	14.8	80.1			.544	1.75	.88	.538
	CES10052	N/A	23,296	7.9	17.6	74.6			.572	1.67	.83	.616
	CES00500	1001451	23,296	6.9	21.2	71.9			.542	1.65	.83	.604
	CES00877	01210846	23,296	3.5	15.5	81.0			.580	1.77	.89	.494
	CES00882	01210859	23,296	3.9	12.0	84.1			.583	1.80	.90	.486
	CES00909	01210966	207,378	4.4	3.7	16.0	42.7	33.3	.673	2.97	.74	1.015
	CES00969	01211282	23,296	2.7	3.7	10.8	39.1	43.6	.670	3.17	.79	.953

Table K-12: Item Analysis, Annual Assessment Data, Reading, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01031	01210026	MC	180,531	.88	.349	.96
CER01030	01210024	MC	180,531	.76	.350	1.25
CER01041	01210046	MC	180,531	.52	.350	1.30
CER01314	01210917	MC	180,531	.64	.355	1.83
CER01315	01210918	MC	180,531	.64	.206	1.54
CER01312	01210915	MC	180,531	.79	.423	1.26
CER01316	01210919	MC	180,531	.65	.439	1.36
CER01216	01210596	MC	180,531	.48	.246	1.37
CER01311	01210914	MC	180,531	.49	.363	1.54
CER01034	01210032	MC	180,531	.86	.423	1.26
CER01179	01210529	MC	180,531	.58	.380	1.85
CER01025	01210014	MC	180,531	.69	.538	1.79
CER01079	01210122	MC	180,531	.72	.510	1.88
CER01055	01210074	MC	180,531	.69	.540	1.94
CER01019	01210002	MC	13,851	.75	.409	1.61
CER01029	01210022	MC	13,851	.75	.451	1.39
CER01073	01210110	MC	13,851	.91	.281	1.44
CER01021	01210006	MC	10,103	.87	.270	.85
CER01050	01210064	MC	10,103	.95	.300	.57
CER01070	01210104	MC	10,103	.97	.311	.82
CER01052	01210068	MC	10,103	.90	.131	.88
CER01083	01210130	DCR	180,531	.48	.478	1.09
CER01027	01210018	DCR	180,531	.33	.491	1.20
CER01047	01210058	DCR	180,531	.51	.418	.85
CER01057	01210078	DCR	180,531	.62	.404	.87
CER10049	N/A	DCR	13,851	.48	.581	1.51
CER10047	N/A	DCR	13,851	.49	.522	1.55
CER10048	N/A	DCR	10,103	.66	.607	.49
CER01468	01211256	DCR	10,103	.63	.612	.65
CER01066	01210096	CR	180,531	.91	.543	.73
CER01033	01210030	CR	180,531	.93	.525	.76
CER01043	01210050	CR	13,851	.95	.513	1.18

Table K-13: Item Analysis, Annual Assessment Data, Reading, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00348	00546026	MC	172,289	.56	.443	1.21
CER00353	00546036	MC	172,289	.67	.450	1.40
CER00270	00437237	MC	172,289	.25	.192	1.99
CER01090	01210364	MC	172,289	.59	.338	2.55
CER01212	01210592	MC	172,289	.34	.344	1.70
CER00032	00240821	MC	172,289	.59	.356	2.14
CER00011	00240727	MC	172,289	.55	.433	2.65
CER00009	00240723	MC	172,289	.66	.480	1.86
CER01099	01210373	MC	172,289	.62	.477	2.11
CER00336	00545999	MC	172,289	.42	.259	1.92
CER00343	00546014	MC	172,289	.73	.417	1.70
CER01100	01210374	MC	172,289	.31	.287	1.77
CER01101	01210375	MC	172,289	.58	.521	1.45
CER00442	00680991	MC	172,289	.57	.493	1.72
CER01200	01210580	MC	172,289	.53	.337	1.65
CER00955	01208496	MC	172,289	.40	.324	1.82
CER00211	00353933	MC	172,289	.70	.547	1.43
CER00220	00353951	MC	172,289	.76	.461	1.53
CER00545	00940074	MC	172,289	.41	.385	1.45
CER01192	01210559	MC	172,289	.49	.355	2.12
CER00546	00940076	MC	172,289	.52	.443	1.71
CER00877	01059047	MC	172,289	.48	.362	2.19
CER00338	00546003	MC	172,289	.55	.566	1.71
CER00949	01208484	MC	172,289	.39	.300	1.91
CER00355	00546040	MC	172,289	.33	.303	1.82
CER00957	01208500	MC	172,289	.40	.246	1.66
CER00958	01208502	MC	172,289	.66	.527	2.44
CER00959	01208504	MC	172,289	.40	.440	1.79
CER01103	01210377	MC	172,289	.46	.393	2.02
CER01104	01210378	MC	172,289	.69	.342	2.58
CER01105	01210379	MC	172,289	.47	.484	2.20
CER01094	01210368	MC	172,289	.42	.320	2.01
CER01096	01210370	MC	172,289	.52	.449	2.25
CER01171	01210493	MC	172,289	.48	.411	2.18
CER01097	01210371	MC	172,289	.40	.346	2.21
CER00673	1001671	MC	13,254	.52	.354	3.11
CER00675	1001673	MC	13,254	.49	.324	2.23
CER00744	1002464	MC	13,254	.18	.174	2.16
CER00685	1001687	MC	13,254	.52	.345	2.20
CER00861	1003859	MC	13,254	.41	.405	2.26
CER10064	N/A	MC	13,254	.37	.303	2.23
CER10065	N/A	MC	13,254	.41	.403	2.96
CER10066	N/A	MC	13,254	.32	.269	2.73
CER10067	N/A	MC	13,254	.28	.232	3.05
CER10068	N/A	MC	13,254	.37	.316	2.91

Table K-13: Item Analysis, Annual Assessment Data, Reading, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER10116	N/A	MC	13,254	.39	.366	3.33
CER00770	1002596	MC	9,927	.62	.334	2.55
CER01210	01210590	MC	9,927	.31	.327	1.87
CER00772	1002599	MC	9,927	.44	.163	1.12
CER01198	01210578	MC	9,927	.55	.478	1.18
CER01184	01210544	MC	9,927	.60	.283	3.25
CER10069	N/A	MC	9,927	.38	.408	1.56
CER10070	N/A	MC	9,927	.57	.435	2.06
CER10071	N/A	MC	9,927	.41	.405	1.63
CER10072	N/A	MC	9,927	.43	.390	2.19
CER10073	N/A	MC	9,927	.30	.111	1.97
CER10074	N/A	MC	9,927	.46	.217	2.44

Table K-14: Item Analysis, Annual Assessment Data, Reading, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00893	01059097	MC	379,342	.55	.435	.96
CER00463	00691065	MC	379,342	.54	.333	.99
CER01242	01210671	MC	379,342	.48	.446	.97
CER00050	00241059	MC	379,342	.47	.281	1.00
CER00964	01208922	MC	379,342	.62	.431	1.09
CER00052	00241063	MC	379,342	.48	.380	1.00
CER00072	00241154	MC	379,342	.48	.480	1.05
CER01108	01210382	MC	379,342	.68	.389	1.09
CER01107	01210381	MC	379,342	.48	.366	1.07
CER00377	00546207	MC	379,342	.64	.437	1.07
CER00898	01059107	MC	379,342	.58	.546	1.10
CER00897	01059105	MC	379,342	.47	.253	1.16
CER01241	01210657	MC	379,342	.33	.269	1.30
CER00458	00691051	MC	379,342	.48	.462	1.04
CER00296	00437620	MC	379,342	.58	.431	1.07
CER00498	00803539	MC	379,342	.53	.445	1.15
CER00235	00354168	MC	379,342	.47	.480	1.09
CER00896	01059103	MC	379,342	.68	.412	1.11
CER00599	00940990	MC	379,342	.57	.494	1.23
CER01110	01210384	MC	379,342	.61	.450	1.12
CER00900	01059111	MC	379,342	.54	.436	1.15
CER00604	00941000	MC	379,342	.69	.568	1.21
CER00600	00940992	MC	379,342	.47	.444	1.22
CER00972	01208938	MC	379,342	.53	.441	1.23
CER00895	01059101	MC	379,342	.39	.335	1.30
CER00906	01059125	MC	379,342	.68	.471	1.14
CER00907	01059127	MC	379,342	.42	.353	1.19
CER00908	01059129	MC	379,342	.52	.342	1.19
CER00909	01059131	MC	379,342	.57	.417	1.20
CER01161	01210483	MC	379,342	.58	.507	1.60
CER01121	01210395	MC	379,342	.51	.404	1.23
CER01123	01210397	MC	379,342	.52	.443	1.30
CER00974	01208944	MC	379,342	.49	.441	1.39
CER00975	01208946	MC	379,342	.54	.347	1.34
CER00977	01208950	MC	379,342	.35	.340	1.45
CER10001	N/A	MC	29,623	.64	.320	.96
CER10005	N/A	MC	29,623	.56	.489	1.05
CER01444	01211183	MC	29,623	.64	.301	1.23
CER10027	N/A	MC	29,623	.55	.384	1.07
CER10031	N/A	MC	29,623	.64	.522	1.18
CER10095	N/A	MC	29,623	.65	.514	2.11
CER10096	N/A	MC	29,623	.27	.165	1.43
CER10097	N/A	MC	29,623	.62	.513	1.48
CER10098	N/A	MC	29,623	.55	.401	1.56
CER10099	N/A	MC	29,623	.65	.493	1.48

Table K-14: Item Analysis, Annual Assessment Data, Reading, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER10101	N/A	MC	29,623	.64	.447	1.69
CER10006	N/A	MC	22,286	.48	.320	.79
CER10004	N/A	MC	22,286	.33	.172	.93
CER01244	01210675	MC	22,286	.71	.435	.72
CER10023	N/A	MC	22,286	.54	.468	.89
CER10032	N/A	MC	22,286	.28	.302	.87
CER01227	01210628	MC	22,286	.44	.343	1.77
CER01231	01210632	MC	22,286	.57	.336	.95
CER01232	01210633	MC	22,286	.23	.026	1.00
CER01235	01210636	MC	22,286	.36	.128	1.09
CER01236	01210637	MC	22,286	.24	.070	1.12
CER01238	01210639	MC	22,286	.23	.069	1.15

Table K-15: Item Analysis, Annual Assessment Data, Reading, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00928	01060116	MC	210,985	.69	.282	1.33
CER00982	01209064	MC	210,985	.65	.364	1.34
CER00128	00241514	MC	210,985	.76	.472	1.33
CER00380	00546334	MC	210,985	.38	.324	1.36
CER00513	00803707	MC	210,985	.60	.314	1.29
CER00303	00437751	MC	210,985	.58	.379	1.37
CER00393	00546361	MC	210,985	.52	.328	1.33
CER00987	01209074	MC	210,985	.49	.352	1.39
CER00988	01209076	MC	210,985	.56	.302	1.38
CER00934	01060128	MC	210,985	.57	.231	1.42
CER00510	00803693	MC	210,985	.46	.248	1.31
CER00514	00803709	MC	210,985	.38	.316	1.36
CER00985	01209070	MC	210,985	.62	.421	1.41
CER00564	00940275	MC	210,985	.46	.354	1.37
CER00990	01209080	MC	210,985	.80	.484	1.33
CER00515	00803711	MC	210,985	.40	.303	1.47
CER00563	00940273	MC	210,985	.65	.461	1.39
CER01128	01210402	MC	210,985	.66	.428	1.35
CER00402	00546380	MC	210,985	.65	.420	1.39
CER00932	01060124	MC	210,985	.46	.411	1.37
CER00937	01060134	MC	210,985	.43	.333	1.39
CER00569	00940285	MC	210,985	.33	.334	1.47
CER00144	00241558	MC	210,985	.57	.432	1.37
CER00145	00241560	MC	210,985	.60	.447	1.40
CER00143	00241556	MC	210,985	.39	.300	1.48
CER00995	01209092	MC	210,985	.50	.372	1.46
CER00993	01209088	MC	210,985	.42	.310	1.44
CER00992	01209086	MC	210,985	.57	.485	1.55
CER00994	01209090	MC	210,985	.32	.259	1.48
CER01130	01210404	MC	210,985	.61	.511	1.56
CER01173	01210495	MC	210,985	.45	.406	1.57
CER01133	01210407	MC	210,985	.58	.460	1.49
CER00521	00803735	MC	210,985	.44	.354	1.55
CER00523	00803739	MC	210,985	.38	.277	1.62
CER00524	00803741	MC	210,985	.47	.362	1.65
CER01447	01211186	MC	17,976	.60	.318	1.22
CER00865	1003893	MC	17,976	.42	.350	1.21
CER00777	1002606	MC	17,976	.87	.405	1.15
CER00778	1002607	MC	17,976	.69	.390	1.19
CER00811	1002750	MC	17,976	.54	.343	1.25
CER10103	N/A	MC	17,976	.69	.481	1.64
CER10104	N/A	MC	17,976	.47	.316	1.65
CER10105	N/A	MC	17,976	.37	.329	1.44
CER10106	N/A	MC	17,976	.32	.106	1.49
CER10107	N/A	MC	17,976	.44	.246	1.54

Table K-15: Item Analysis, Annual Assessment Data, Reading, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER10108	N/A	MC	17,976	.33	.279	1.50
CER10007	N/A	MC	11,884	.66	.309	1.02
CER00783	1002616	MC	11,884	.68	.333	1.06
CER01445	01211184	MC	11,884	.76	.474	1.04
CER01446	01211185	MC	11,884	.72	.458	1.13
CER00779	1002608	MC	11,884	.87	.410	1.03
CER10050	N/A	MC	11,884	.42	.321	1.29
CER10051	N/A	MC	11,884	.35	.291	1.41
CER10052	N/A	MC	11,884	.50	.379	1.30
CER10054	N/A	MC	11,884	.37	.267	1.30
CER10055	N/A	MC	11,884	.66	.451	1.27
CER10056	N/A	MC	11,884	.55	.378	1.29

Table K-16: Item Analysis, Annual Assessment Data, Reading, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01152	01210426	MC	207,378	.77	.323	2.23
CER00179	00241856	MC	207,378	.66	.239	2.29
CER01143	01210417	MC	207,378	.54	.378	2.34
CER00327	00437909	MC	207,378	.64	.396	2.28
CER00531	00804714	MC	207,378	.55	.327	2.37
CER00451	00684030	MC	207,378	.66	.379	2.38
CER00471	00717216	MC	207,378	.58	.326	2.36
CER01006	01209227	MC	207,378	.82	.440	2.27
CER00911	01059967	MC	207,378	.76	.484	2.27
CER01005	01209225	MC	207,378	.52	.415	2.34
CER00157	00241779	MC	207,378	.75	.408	2.38
CER00242	00354274	MC	207,378	.34	.294	2.47
CER00533	00804718	MC	207,378	.42	.238	2.35
CER00918	01059981	MC	207,378	.49	.259	2.42
CER00419	00546536	MC	207,378	.79	.422	2.30
CER00457	00684045	MC	207,378	.49	.395	2.39
CER00321	00437896	MC	207,378	.51	.373	2.52
CER00418	00546534	MC	207,378	.81	.470	2.32
CER01007	01209229	MC	207,378	.52	.337	2.36
CER00912	01059969	MC	207,378	.59	.351	2.40
CER00443	00683949	MC	207,378	.40	.317	2.38
CER01309	01210900	MC	207,378	.45	.350	2.50
CER00926	01059999	MC	207,378	.51	.306	2.39
CER00924	01059995	MC	207,378	.36	.295	2.37
CER00925	01059997	MC	207,378	.44	.270	2.49
CER01016	01209249	MC	207,378	.41	.298	2.43
CER01017	01209251	MC	207,378	.37	.363	2.43
CER01014	01209245	MC	207,378	.56	.448	2.51
CER01279	01210821	MC	207,378	.54	.384	2.50
CER01280	01210822	MC	207,378	.65	.423	2.47
CER01277	01210819	MC	207,378	.32	.248	2.62
CER01282	01210824	MC	207,378	.50	.388	2.52
CER01011	01209238	MC	207,378	.30	.239	2.60
CER01012	01209240	MC	207,378	.57	.370	2.66
CER01013	01209242	MC	207,378	.35	.306	2.76
CER10010	N/A	MC	19,110	.73	.384	1.66
CER10009	N/A	MC	19,110	.66	.393	1.67
CER01310	01210904	MC	19,110	.33	.081	1.83
CER10044	N/A	MC	19,110	.56	.231	1.94
CER10038	N/A	MC	19,110	.77	.334	1.76
CER10088	N/A	MC	19,110	.55	.438	2.21
CER10089	N/A	MC	19,110	.54	.395	1.82
CER10090	N/A	MC	19,110	.73	.461	1.76
CER10091	N/A	MC	19,110	.38	.188	1.88
CER10092	N/A	MC	19,110	.50	.395	1.89

Table K-16: Item Analysis, Annual Assessment Data, Reading, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER10094	N/A	MC	19,110	.62	.426	1.85
CER10012	N/A	MC	22,807	.51	.144	.94
CER01448	01211187	MC	22,807	.65	.301	1.06
CER10045	N/A	MC	22,807	.20	.040	1.19
CER10043	N/A	MC	22,807	.73	.393	1.01
CER10041	N/A	MC	22,807	.88	.429	.96
CER10058	N/A	MC	22,807	.46	.324	2.21
CER10059	N/A	MC	22,807	.67	.339	1.10
CER10060	N/A	MC	22,807	.71	.393	1.18
CER10061	N/A	MC	22,807	.79	.454	1.10
CER10063	N/A	MC	22,807	.50	.365	1.24
CER10057	N/A	MC	22,807	.52	.231	1.10

Table K-17: Item Analysis, Annual Assessment Data, Reading, Constructed-Response Items

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K-1	CER01066	01210096	180,531	3.9	3.9	7.0	85.2		.543	2.74	.91	.712
	CER01033	01210030	180,531	3.8	2.5	5.6	88.1		.525	2.78	.93	.672
	CER01043	01210050	13,851	1.8	2.1	6.2	90.0		.513	2.84	.95	.528

Table K-18: Item Analysis, Annual Assessment Data, Writing, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00896	01210200	MC	180,531	.55	.234	2.22
CEW00932	01210272	MC	180,531	.45	.314	2.30
CEW00885	01210178	MC	180,531	.45	.314	2.39
CEW00876	01210160	MC	180,531	.63	.269	2.39
CEW00884	01210176	DCR	180,531	.40	.305	1.14
CEW00905	01210218	DCR	180,531	.49	.275	1.25
CEW00875	01210158	DCR	180,531	.54	.289	1.40
CEW00931	01210270	DCR	180,531	.32	.324	1.50
CEW00987	01210538	DCR	9,841	.30	.290	3.55
CEW01157	01211257	DCR	9,841	.34	.351	3.66
CEW00877	01210162	CR	180,531	.93	.257	.61
CEW00909	01210226	CR	180,531	.90	.279	.62
CEW00868	01210144	CR	180,531	.93	.295	.62
CEW00898	01210204	CR	180,531	.93	.284	.65
CEW00897	01210202	CR	9,841	*	*	*
CEW00913	01210234	CR	9,841	*	*	*
CEW00919	01210246	CR	180,531	.82	.302	.70
CEW00889	01210186	CR	180,531	.81	.327	.77
CEW00890	01210188	CR	180,531	.88	.334	.85
CEW00891	01210190	CR	180,531	.78	.555	2.57
CEW00923	01210254	CR	180,531	.47	.511	3.97
CEW00871	01210150	CR	180,531	.65	.503	3.39
CEW00989	01210552	CR	180,531	.48	.507	7.90
CEW00902	01210212	CR	180,531	.53	.531	6.01
CEW00880	01210168	CR	9,841	*	*	*
CEW01158	01211283	CR	9,841	*	*	*
CEW00925	01210258	CR	9,841	*	*	*
CEW00922	01210252	CR	9,841	*	*	*

Table K-19: Item Analysis, Annual Assessment Data, Writing, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00005	00353965	MC	172,289	.78	.384	1.44
CEW00020	00353996	MC	172,289	.84	.421	1.69
CEW00004	00353963	MC	172,289	.70	.432	1.72
CEW00298	00681402	MC	172,289	.74	.595	1.71
CEW00939	01210436	MC	172,289	.64	.479	1.92
CEW00220	00546085	MC	172,289	.71	.516	2.38
CEW00021	00353998	MC	172,289	.59	.309	2.00
CEW00209	00546063	MC	172,289	.73	.454	2.35
CEW00941	01210438	MC	172,289	.56	.473	2.49
CEW00940	01210437	MC	172,289	.72	.492	3.62
CEW00796	01208524	MC	172,289	.52	.453	1.90
CEW00981	01210528	MC	172,289	.47	.286	2.10
CEW00800	01208532	MC	172,289	.40	.104	2.22
CEW00974	01210499	MC	172,289	.64	.418	1.81
CEW00975	01210500	MC	172,289	.44	.337	1.97
CEW00976	01210501	MC	172,289	.46	.287	2.20
CEW00390	00940137	MC	172,289	.54	.392	2.24
CEW00391	00940139	MC	172,289	.59	.410	2.26
CEW00392	00940141	MC	172,289	.61	.447	2.42
CEW00535	1002382	MC	9,736	.71	.555	1.23
CEW00534	1002381	MC	9,736	.69	.283	1.39
CEW00517	1001796	MC	9,736	.56	.349	1.74
CEW00684	1003562	MC	9,736	.43	.172	2.29
CEW00685	1003563	MC	9,736	.47	.441	2.26
CEW00686	1003564	MC	9,736	.52	.373	2.39
CEW00389	00940135	CR	172,289	.44	.660	1.93
CEW00995	01210574	CR	172,289	.54	.664	1.62
CEW00381	00940119	CR	172,289	.45	.639	1.94
CEW00802	01208536	CR	172,289	.47	.623	2.16
CEW00696	1003577	CR	9,736	*	*	*
CEW00495	1001612	CR	9,736	*	*	*
CEW01084	01210937	CR	172,289	.47	.640	1.89
CEW10002	N/A	CR	3,915	.43	.617	.10

Table K-20: Item Analysis, Annual Assessment Data, Writing, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00100	00354226	MC	379,342	.87	.450	1.04
CEW00088	00354202	MC	379,342	.71	.321	1.10
CEW00077	00354179	MC	379,342	.65	.389	1.11
CEW00228	00546226	MC	379,342	.66	.318	1.07
CEW00090	00354206	MC	379,342	.68	.424	1.09
CEW00239	00546248	MC	379,342	.61	.393	1.13
CEW00950	01210447	MC	379,342	.63	.408	1.18
CEW00813	01208994	MC	379,342	.51	.278	1.13
CEW00815	01208998	MC	379,342	.68	.397	1.16
CEW01019	01210694	MC	379,342	.65	.435	1.22
CEW00747	01059936	MC	379,342	.82	.476	1.41
CEW00748	01059938	MC	379,342	.74	.456	1.17
CEW00749	01059940	MC	379,342	.85	.528	1.21
CEW00755	01059952	MC	379,342	.80	.468	1.28
CEW00756	01059954	MC	379,342	.53	.293	1.27
CEW00757	01059956	MC	379,342	.68	.444	1.23
CEW00422	00940377	MC	379,342	.84	.506	1.32
CEW00423	00940379	MC	379,342	.62	.386	1.38
CEW00424	00940381	MC	379,342	.57	.310	1.40
CEW00481	1001524	MC	21,983	.62	.308	.83
CEW00476	1001510	MC	21,983	.44	.301	.81
CEW01012	01210683	MC	21,983	.57	.321	.86
CEW00639	1003171	MC	21,983	.46	.329	1.01
CEW00640	1003172	MC	21,983	.34	.053	1.01
CEW00641	1003173	MC	21,983	.61	.404	1.09
CEW00246	00546262	CR	379,342	.71	.589	1.10
CEW00746	01059934	CR	379,342	.67	.560	1.23
CEW01015	01210690	CR	379,342	.67	.617	1.33
CEW00094	00354214	CR	379,342	.63	.579	1.38
CEW00569	1002532	CR	21,983	*	*	*
CEW00460	1001267	CR	21,983	*	*	*
CEW01008	01210666	CR	379,342	.55	.622	1.45
CEW01014	01210688	CR	3,938	.53	.591	.03

Table K-21: Item Analysis, Annual Assessment Data, Writing, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00265	00546425	MC	210,985	.74	.478	1.39
CEW00145	00354697	MC	210,985	.74	.372	1.38
CEW00833	01209140	MC	210,985	.72	.347	1.55
CEW00832	01209138	MC	210,985	.77	.394	1.36
CEW00178	00437794	MC	210,985	.64	.367	1.37
CEW00147	00354701	MC	210,985	.61	.270	1.39
CEW00837	01209148	MC	210,985	.70	.382	1.44
CEW00836	01209146	MC	210,985	.56	.375	1.40
CEW00961	01210458	MC	210,985	.74	.472	1.39
CEW00262	00546419	MC	210,985	.56	.296	1.44
CEW00255	00546405	MC	210,985	.66	.397	1.44
CEW00959	01210456	MC	210,985	.67	.360	1.40
CEW00256	00546407	MC	210,985	.84	.481	1.41
CEW00350	00803765	MC	210,985	.59	.360	1.48
CEW00351	00803767	MC	210,985	.72	.472	1.49
CEW00352	00803769	MC	210,985	.65	.349	1.46
CEW00779	01069233	MC	210,985	.80	.468	1.56
CEW00780	01069235	MC	210,985	.83	.502	1.57
CEW00781	01069237	MC	210,985	.73	.425	1.60
CEW00518	1001798	MC	13,200	.83	.456	.86
CEW01033	01210741	MC	13,200	.89	.450	.83
CEW01038	01210750	MC	13,200	.87	.433	.89
CEW01133	01211197	MC	13,200	.83	.428	.92
CEW01134	01211198	MC	13,200	.68	.392	.94
CEW01135	01211199	MC	13,200	.26	.187	.98
CEW00794	01069263	CR	210,985	.69	.517	1.44
CEW00142	00354689	CR	210,985	.72	.530	1.51
CEW00842	01209158	CR	210,985	.71	.543	1.55
CEW00834	01209142	CR	210,985	.75	.482	1.58
CEW01155	01211240	CR	13,200	*	*	*
CEW01153	01211238	CR	13,200	*	*	*
CEW00413	00940259	CR	210,985	.62	.566	1.66
CEW00709	1003901	CR	3,969	.57	.533	.28

Table K-22: Item Analysis, Annual Assessment Data, Writing, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00306	00684130	MC	207,378	.86	.551	2.44
CEW00283	00546586	MC	207,378	.76	.438	2.43
CEW00060	00354095	MC	207,378	.65	.388	2.68
CEW00849	01209287	MC	207,378	.62	.333	2.42
CEW00966	01210463	MC	207,378	.78	.460	2.42
CEW00278	00546576	MC	207,378	.65	.341	2.44
CEW00850	01209289	MC	207,378	.84	.492	2.48
CEW00041	00354047	MC	207,378	.63	.371	2.48
CEW00061	00354097	MC	207,378	.88	.441	2.43
CEW00279	00546578	MC	207,378	.87	.523	2.47
CEW00970	01210467	MC	207,378	.68	.409	2.47
CEW00855	01209299	MC	207,378	.48	.323	2.50
CEW00854	01209297	MC	207,378	.68	.313	2.50
CEW00431	00940507	MC	207,378	.69	.408	2.49
CEW00432	00940509	MC	207,378	.62	.358	2.53
CEW00433	00940511	MC	207,378	.83	.384	2.50
CEW00769	01060031	MC	207,378	.68	.363	2.64
CEW00770	01060033	MC	207,378	.80	.523	2.64
CEW00771	01060035	MC	207,378	.76	.420	2.71
CEW01078	01210907	MC	23,350	.57	.269	1.97
CEW01074	01210901	MC	23,350	.81	.454	1.75
CEW01080	01210909	MC	23,350	.35	.253	1.68
CEW00710	1003915	MC	23,350	.74	.418	1.76
CEW00711	1003916	MC	23,350	.19	-.020	1.75
CEW00712	1003917	MC	23,350	.43	.218	1.81
CEW00764	01060021	CR	207,378	.76	.539	2.36
CEW00856	01209301	CR	207,378	.77	.559	2.46
CEW00307	00684132	CR	207,378	.69	.545	2.77
CEW00860	01209309	CR	207,378	.73	.557	2.48
CEW01148	01211233	CR	23,350	*	*	*
CEW01154	01211239	CR	23,350	*	*	*
CEW00448	00940541	CR	207,378	.61	.647	2.87
CEW00714	1003919	CR	3,841	.56	.498	.29

Table K-23: Item Analysis, Annual Assessment Data, Writing, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K-1	CEW00919	01210246	180,531	6.1	22.9	71.0			.302	1.65	.82	.591
	CEW00889	01210186	180,531	4.1	29.1	66.9			.327	1.63	.81	.562
	CEW00890	01210188	180,531	3.9	16.6	79.4			.334	1.75	.88	.514
	CEW00891	01210190	180,531	7.0	30.0	62.9			.555	1.56	.78	.622
	CEW00923	01210254	180,531	16.9	72.8	10.3			.511	.93	.47	.518
	CEW00871	01210150	180,531	10.7	48.2	41.2			.503	1.30	.65	.652
	CEW00989	01210552	180,531	23.8	56.0	20.2			.507	.96	.48	.662
	CEW00902	01210212	180,531	22.7	48.8	28.5			.531	1.06	.53	.714
	CEW00880	01210168	9,841	*	*	*			*	*	*	*
	CEW01158	01211283	9,841	*	*	*			*	*	*	*
	CEW00925	01210258	9,841	*	*	*			*	*	*	*
CEW00922	01210252	9,841	*	*	*			*	*	*	*	
2	CEW00389	00940135	172,289	16.3	39.5	40.4	3.8		.660	1.32	.44	.787
	CEW00995	01210574	172,289	12.3	27.6	45.5	14.7		.664	1.63	.54	.879
	CEW00381	00940119	172,289	16.6	38.5	39.5	5.4		.639	1.34	.45	.815
	CEW00802	01208536	172,289	12.4	38.8	43.7	5.2		.623	1.42	.47	.771
	CEW00696	1003577	9,736	*	*	*	*		*	*	*	*
	CEW00495	1001612	9,736	*	*	*	*		*	*	*	*
	CEW01084	01210937	172,289	7.2	24.2	41.7	26.4	0.5	.640	1.89	.47	.894
	CEW10002	N/A	3,915	8.0	26.3	51.8	12.8	1.0	.617	1.73	.43	.823
3-5	CEW00246	00546262	379,342	3.1	22.3	32.8	41.9		.589	2.13	.71	.865
	CEW00746	01059934	379,342	4.3	17.8	50.9	27.0		.560	2.00	.67	.788
	CEW01015	01210690	379,342	4.8	17.2	51.0	26.9		.617	2.00	.67	.797
	CEW00094	00354214	379,342	4.2	21.8	54.6	19.3		.579	1.89	.63	.754
	CEW00569	1002532	21,983	*	*	*	*		*	*	*	*
	CEW00460	1001267	21,983	*	*	*	*		*	*	*	*
	CEW01008	01210666	379,342	5.3	10.2	46.0	37.6	0.9	.622	2.19	.55	.830
	CEW01014	01210688	3,938	2.6	18.4	45.5	31.8	1.8	.591	2.12	.53	.814

Table K-23: Item Analysis, Annual Assessment Data, Writing, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
6–8	CEW00794	01069263	210,985	2.8	9.5	66.7	21.0		.517	2.06	.69	.642
	CEW00142	00354689	210,985	2.5	7.3	61.9	28.3		.530	2.16	.72	.657
	CEW00842	01209158	210,985	2.9	10.2	59.0	27.8		.543	2.12	.71	.696
	CEW00834	01209142	210,985	3.1	6.2	52.7	38.0		.482	2.26	.75	.707
	CEW01155	01211240	13,200	*	*	*	*		*	*	*	*
	CEW01153	01211238	13,200	*	*	*	*		*	*	*	*
	CEW00413	00940259	210,985	2.8	4.3	36.9	54.8	1.1	.566	2.47	.62	.727
	CEW00709	1003901	3,969	2.5	9.7	47.9	39.0	0.9	.533	2.26	.57	.745
9–12	CEW00764	01060021	207,378	3.6	7.0	46.0	43.4		.539	2.29	.76	.750
	CEW00856	01209301	207,378	3.4	8.7	42.3	45.5		.559	2.30	.77	.769
	CEW00307	00684132	207,378	4.1	10.1	59.7	26.1		.545	2.08	.69	.722
	CEW00860	01209309	207,378	3.8	9.6	49.1	37.5		.557	2.20	.73	.762
	CEW01148	01211233	23,350	*	*	*	*		*	*	*	*
	CEW01154	01211239	23,350	*	*	*	*		*	*	*	*
	CEW00448	00940541	207,378	4.6	4.1	35.8	53.4	2.0	.647	2.44	.61	.804
	CEW00714	1003919	3,841	5.1	7.7	45.6	40.2	1.4	.498	2.25	.56	.822

Note: With respect to the initial assessment data, results are shown only for operational test items.

Initial Assessment

Table K-24: Item Analysis, Initial Assessment Data, Listening, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	211,965	.41	.336	5.46
CEL00526	00940028	MC	211,965	.20	.218	5.93
CEL00786	01208385	MC	211,965	.36	.268	9.02
CEL00399	00676871	MC	211,965	.38	.287	5.91
CEL00899	01210599	MC	211,965	.32	.324	6.10
CEL00515	00940005	MC	211,965	.43	.256	6.12
CEL00330	00545930	MC	211,965	.39	.269	6.19
CEL00284	00437120	MC	211,965	.40	.312	6.36
CEL00285	00437122	MC	211,965	.62	.438	6.20
CEL00286	00437124	MC	211,965	.59	.413	6.25
CEL00730	01057174	DCR	211,965	.43	.589	1.15
CEL00782	01208376	DCR	211,965	.26	.564	1.20
CEL00788	01208389	DCR	211,965	.50	.427	1.33
CEL00471	00803313	DCR	211,965	.53	.608	1.32
CEL00787	01208387	DCR	211,965	.41	.585	19.59
CEL00397	00676867	DCR	211,965	.52	.569	19.66
CEL00836	01210292	DCR	211,965	.23	.543	19.81
CEL00400	00676873	DCR	211,965	.10	.445	19.78
CEL00789	01208391	DCR	211,965	.13	.437	1.59
CEL00463	00803297	DCR	211,965	.15	.455	1.69

Table K-25: Item Analysis, Initial Assessment Data, Listening, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	10,891	.67	.688	12.32
CEL00526	00940028	MC	10,891	.37	.505	12.77
CEL00786	01208385	MC	10,891	.52	.592	14.71
CEL00399	00676871	MC	10,891	.56	.610	12.93
CEL00899	01210599	MC	10,891	.49	.593	13.09
CEL00515	00940005	MC	10,891	.60	.462	13.12
CEL00330	00545930	MC	10,891	.55	.649	13.24
CEL00284	00437120	MC	10,891	.52	.552	13.42
CEL00285	00437122	MC	10,891	.69	.729	13.46
CEL00286	00437124	MC	10,891	.68	.725	13.69
CEL00730	01057174	DCR	10,891	.61	.796	3.95
CEL00782	01208376	DCR	10,891	.50	.710	3.91
CEL00788	01208389	DCR	10,891	.61	.703	3.95
CEL00471	00803313	DCR	10,891	.65	.819	4.23
CEL00787	01208387	DCR	10,891	.56	.791	21.41
CEL00397	00676867	DCR	10,891	.65	.795	21.57
CEL00836	01210292	DCR	10,891	.48	.717	21.75
CEL00400	00676873	DCR	10,891	.34	.607	21.82
CEL00789	01208391	DCR	10,891	.39	.607	4.97
CEL00463	00803297	DCR	10,891	.43	.639	5.05

Table K-26: Item Analysis, Initial Assessment Data, Listening, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00151	00382856	MC	24,674	.69	.680	13.44
CEL00425	00687427	MC	24,674	.65	.733	13.22
CEL00154	00382862	MC	24,674	.67	.655	13.52
CEL00177	00382908	MC	24,674	.67	.652	13.63
CEL00484	00803461	MC	24,674	.64	.631	14.21
CEL00554	00940959	MC	24,674	.55	.613	13.95
CEL00800	01208912	MC	24,674	.60	.441	13.82
CEL00352	00546104	MC	24,674	.47	.499	14.04
CEL00186	00382926	MC	24,674	.58	.610	14.36
CEL00357	00546114	MC	24,674	.52	.538	14.61
CEL00435	00687449	MC	24,674	.69	.687	14.57
CEL00356	00546112	MC	24,674	.60	.643	14.75
CEL00793	01208897	MC	24,674	.47	.559	15.00
CEL00843	01210299	MC	24,674	.55	.603	14.81
CEL00744	01057650	MC	24,674	.42	.482	15.00
CEL00557	00940965	MC	24,674	.56	.626	15.11
CEL00736	01057633	MC	24,674	.43	.509	15.25
CEL00738	01057637	MC	24,674	.46	.526	15.34
CEL00740	01057641	MC	24,674	.48	.503	15.55
CEL00739	01057639	MC	24,674	.42	.463	15.64

Table K-27: Item Analysis, Initial Assessment Data, Listening, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00487	00803587	MC	20,313	.66	.658	14.03
CEL00538	00940177	MC	20,313	.58	.598	13.50
CEL00307	00437690	MC	20,313	.59	.630	14.18
CEL00804	01209037	MC	20,313	.49	.577	13.87
CEL00531	00940162	MC	20,313	.43	.651	13.84
CEL00224	00383002	MC	20,313	.60	.682	14.49
CEL00363	00546267	MC	20,313	.63	.681	14.34
CEL00806	01209041	MC	20,313	.57	.689	14.46
CEL00453	00693734	MC	20,313	.47	.454	14.70
CEL00754	01059779	MC	20,313	.55	.691	14.83
CEL00230	00383014	MC	20,313	.52	.479	14.87
CEL00540	00940181	MC	20,313	.62	.673	15.21
CEL00805	01209039	MC	20,313	.46	.552	15.04
CEL00451	00693730	MC	20,313	.47	.612	15.10
CEL00532	00940164	MC	20,313	.46	.480	15.23
CEL00489	00803591	MC	20,313	.51	.588	15.06
CEL00541	00940183	MC	20,313	.41	.523	15.18
CEL00437	00693699	MC	20,313	.54	.617	15.60
CEL00438	00693701	MC	20,313	.43	.521	15.80
CEL00439	00693703	MC	20,313	.50	.557	15.93

Table K-28: Item Analysis, Initial Assessment Data, Listening, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00415	00683420	MC	29,305	.67	.690	13.85
CEL00262	00383078	MC	29,305	.68	.614	13.10
CEL00551	00940438	MC	29,305	.59	.575	13.92
CEL00543	00940421	MC	29,305	.49	.407	14.18
CEL00319	00437841	MC	29,305	.67	.665	13.52
CEL00379	00546440	MC	29,305	.50	.579	14.21
CEL00244	00383042	MC	29,305	.40	.320	13.80
CEL00767	01059881	MC	29,305	.58	.499	13.59
CEL00862	01210318	MC	29,305	.59	.617	13.41
CEL00817	01209180	MC	29,305	.49	.616	13.87
CEL00417	00683424	MC	29,305	.57	.699	13.84
CEL00412	00682950	MC	29,305	.70	.706	13.88
CEL00818	01209182	MC	29,305	.47	.519	14.03
CEL00863	01210319	MC	29,305	.66	.627	14.41
CEL00418	00683426	MC	29,305	.61	.560	14.04
CEL00761	01059869	MC	29,305	.54	.554	14.29
CEL00865	01210321	MC	29,305	.63	.677	14.40
CEL00546	00940427	MC	29,305	.58	.616	14.46
CEL00547	00940429	MC	29,305	.51	.503	14.76
CEL00549	00940433	MC	29,305	.58	.607	14.78

Table K-29: Item Analysis, Initial Assessment Data, Speaking, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	211,965	.48	.626	.96
CES00346	00680889	DCR	211,965	.30	.530	.98
CES00436	00940039	DCR	211,965	.50	.563	1.34
CES00770	01210323	DCR	211,965	.40	.619	11.12
CES00396	00803337	DCR	211,965	.56	.656	11.49
CES00680	01057195	DCR	211,965	.50	.697	11.93
CES00391	00803327	DCR	211,965	.51	.600	12.12
CES00675	01057185	DCR	211,965	.41	.643	12.34
CES00728	01208460	DCR	211,965	.53	.635	12.40
CES00723	01208450	DCR	211,965	.66	.665	12.45
CES00290	00545983	DCR	211,965	.32	.584	12.50
CES00287	00545977	DCR	211,965	.43	.653	12.57
CES00148	00382772	DCR	211,965	.67	.662	12.60
CES00818	01210562	CR	211,965	.25	.663	1.81
CES00774	01210327	CR	211,965	.30	.673	2.18
CES00682	01057199	CR	211,965	.16	.575	32.59
CES00683	01057201	CR	211,965	.24	.636	33.42
CES00777	01210330	CR	211,965	.39	.722	1.62
CES00823	01210576	CR	211,965	.30	.707	2.26
CES00813	01210534	CR	211,965	.36	.773	1.60

Table K-30: Item Analysis, Initial Assessment Data, Speaking, Grade Span 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	10,891	.56	.807	2.86
CES00346	00680889	DCR	10,891	.48	.706	2.89
CES00436	00940039	DCR	10,891	.60	.804	3.76
CES00770	01210323	DCR	10,891	.61	.813	16.32
CES00396	00803337	DCR	10,891	.66	.869	16.95
CES00680	01057195	DCR	10,891	.60	.883	18.43
CES00391	00803327	DCR	10,891	.57	.792	18.58
CES00675	01057185	DCR	10,891	.59	.856	18.84
CES00728	01208460	DCR	10,891	.65	.868	18.96
CES00723	01208450	DCR	10,891	.67	.885	19.00
CES00290	00545983	DCR	10,891	.46	.727	19.09
CES00287	00545977	DCR	10,891	.57	.843	19.17
CES00148	00382772	DCR	10,891	.66	.868	19.24
CES00818	01210562	CR	10,891	.50	.838	4.71
CES00774	01210327	CR	10,891	.55	.871	5.33
CES00682	01057199	CR	10,891	.41	.758	23.68
CES00683	01057201	CR	10,891	.50	.822	24.51
CES00777	01210330	CR	10,891	.56	.885	4.25
CES00823	01210576	CR	10,891	.49	.842	5.34
CES00813	01210534	CR	10,891	.46	.895	4.27

Table K-31: Item Analysis, Initial Assessment Data, Speaking, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00252	00437531	DCR	24,674	.53	.802	2.82
CES00402	00803468	DCR	24,674	.53	.823	2.95
CES00258	00437544	DCR	24,674	.48	.671	3.64
CES00463	00940336	DCR	24,674	.32	.618	14.47
CES00243	00407629	DCR	24,674	.70	.760	17.52
CES00692	01059014	DCR	24,674	.57	.833	17.81
CES00371	00687645	DCR	24,674	.59	.862	18.12
CES00304	00546147	DCR	24,674	.52	.804	18.40
CES00844	01210696	DCR	24,674	.56	.863	18.63
CES00693	01059016	DCR	24,674	.54	.845	18.70
CES00741	01208978	DCR	24,674	.50	.769	18.78
CES00471	00940353	DCR	24,674	.38	.685	18.93
CES00687	01059004	DCR	24,674	.35	.666	18.99
CES00835	01210664	CR	24,674	.40	.796	4.40
CES00404	00803472	CR	24,674	.30	.708	5.12
CES00838	01210668	CR	24,674	.41	.779	26.85
CES00466	00940342	CR	24,674	.37	.768	27.59
CES00744	01208984	CR	24,674	.54	.883	3.87
CES00832	01210658	CR	24,674	.50	.868	5.24
CES00840	01210672	CR	24,674	.48	.904	3.91

Table K-32: Item Analysis, Initial Assessment Data, Speaking, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00183	00383187	DCR	20,313	.44	.700	3.34
CES00455	00940203	DCR	20,313	.65	.759	3.34
CES00790	01210343	DCR	20,313	.58	.792	3.68
CES00412	00803613	DCR	20,313	.34	.598	12.39
CES00752	01209118	DCR	20,313	.25	.572	16.29
CES00456	00940205	DCR	20,313	.28	.592	16.53
CES00747	01209108	DCR	20,313	.38	.713	16.99
CES00704	01059805	DCR	20,313	.45	.804	17.25
CES00449	00940191	DCR	20,313	.38	.709	17.48
CES00263	00437722	DCR	20,313	.53	.802	17.61
CES00847	01210729	DCR	20,313	.40	.759	17.80
CES00386	00693765	DCR	20,313	.21	.545	17.93
CES00190	00383201	DCR	20,313	.41	.755	18.00
CES00748	01209110	CR	20,313	.43	.850	5.63
CES00706	01059809	CR	20,313	.51	.871	7.58
CES00384	00693760	CR	20,313	.54	.891	22.30
CES00317	00546312	CR	20,313	.44	.853	22.87
CES00798	01210351	CR	20,313	.57	.872	5.01
CES00460	00940213	CR	20,313	.57	.884	6.56
CES00461	00940215	CR	20,313	.45	.912	5.09

Table K-33: Item Analysis, Initial Assessment Data, Speaking, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00335	00546487	DCR	29,305	.31	.613	3.62
CES00475	00940480	DCR	29,305	.49	.636	3.67
CES00430	00803814	DCR	29,305	.31	.558	5.04
CES00476	00940482	DCR	29,305	.26	.594	16.55
CES00483	00940497	DCR	29,305	.25	.554	16.99
CES00801	01210354	DCR	29,305	.35	.698	17.36
CES00477	00940484	DCR	29,305	.31	.643	18.03
CES00759	01209258	DCR	29,305	.35	.671	18.13
CES00710	01059901	DCR	29,305	.53	.811	18.19
CES00218	00383258	DCR	29,305	.52	.803	18.12
CES00802	01210355	DCR	29,305	.42	.683	18.31
CES00367	00683682	DCR	29,305	.31	.623	18.51
CES00338	00546493	DCR	29,305	.50	.758	18.60
CES00426	00803676	CR	29,305	.55	.878	5.55
CES00368	00683684	CR	29,305	.50	.839	7.58
CES00364	00683675	CR	29,305	.50	.867	19.09
CES00712	01059905	CR	29,305	.51	.883	19.75
CES00768	01209277	CR	29,305	.59	.864	4.98
CES00807	01210360	CR	29,305	.51	.880	6.41
CES00909	01210966	CR	29,305	.51	.887	5.06

Table K-34: Item Analysis, Initial Assessment Data, Speaking—Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K-1	CES00818	01210562	211,965	64.8	21.2	14.0			.663	.49	.25	.728
	CES00774	01210327	211,965	62.6	14.7	22.7			.673	.60	.30	.833
	CES00682	01057199	211,965	77.0	14.9	8.1			.575	.31	.16	.614
	CES00683	01057201	211,965	70.0	12.3	17.7			.636	.48	.24	.777
	CES00777	01210330	211,965	43.8	34.3	21.9			.722	.78	.39	.781
	CES00823	01210576	211,965	55.5	29.2	15.3			.707	.60	.30	.739
	CES00813	01210534	211,965	29.7	21.7	27.5	17.3	3.7	.773	1.44	.36	1.187
2	CES00818	01210562	10,891	42.0	16.3	41.7			.838	1.00	.50	.915
	CES00774	01210327	10,891	39.6	10.3	50.1			.871	1.11	.55	.941
	CES00682	01057199	10,891	50.1	17.9	32.0			.758	.82	.41	.888
	CES00683	01057201	10,891	44.7	10.7	44.6			.822	1.00	.50	.945
	CES00777	01210330	10,891	35.0	18.7	46.4			.885	1.11	.56	.895
	CES00823	01210576	10,891	39.9	22.4	37.7			.842	.98	.49	.881
	CES00813	01210534	10,891	31.7	8.0	20.1	26.8	13.4	.895	1.82	.46	1.456
3-5	CES00835	01210664	24,674	51.6	16.3	32.1			.796	.80	.40	.894
	CES00404	00803472	24,674	62.8	14.5	22.7			.708	.60	.30	.833
	CES00838	01210668	24,674	52.0	13.1	34.9			.779	.83	.41	.916
	CES00466	00940342	24,674	56.8	12.0	31.2			.768	.74	.37	.903
	CES00744	01208984	24,674	38.3	15.4	46.3			.883	1.08	.54	.916
	CES00832	01210658	24,674	39.9	20.1	39.9			.868	1.00	.50	.894
	CES00840	01210672	24,674	33.5	6.1	14.7	27.9	17.7	.904	1.90	.48	1.542
6-8	CES00748	01209110	20,313	49.5	14.0	36.4			.850	.87	.43	.918
	CES00706	01059809	20,313	40.5	16.2	43.3			.871	1.03	.51	.915
	CES00384	00693760	20,313	42.3	7.4	50.3			.891	1.08	.54	.959
	CES00317	00546312	20,313	49.6	13.3	37.1			.853	.87	.44	.923
	CES00798	01210351	20,313	36.1	13.5	50.4			.872	1.14	.57	.919
	CES00460	00940213	20,313	37.3	12.2	50.5			.884	1.13	.57	.928
	CES00461	00940215	20,313	35.2	8.2	15.6	24.9	16.0	.912	1.78	.45	1.528

Table K-34: Item Analysis, Initial Assessment Data, Speaking—Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
9–12	CES00426	00803676	29,305	38.2	13.7	48.1			.878	1.10	.55	.924
	CES00368	00683684	29,305	40.0	19.8	40.2			.839	1.00	.50	.896
	CES00364	00683675	29,305	41.2	17.0	41.8			.867	1.01	.50	.911
	CES00712	01059905	29,305	41.3	15.0	43.7			.883	1.02	.51	.922
	CES00768	01209277	29,305	33.2	15.6	51.2			.864	1.18	.59	.901
	CES00807	01210360	29,305	39.8	17.6	42.6			.880	1.03	.51	.907
	CES00909	01210966	29,305	28.8	7.9	15.0	26.2	22.1	.887	2.05	.51	1.541

Table K-35: Item Analysis, Initial Assessment Data, Reading, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01031	01210026	MC	211,965	.58	.415	6.21
CER01030	01210024	MC	211,965	.46	.350	6.61
CER01041	01210046	MC	211,965	.32	.193	6.96
CER01314	01210917	MC	211,965	.36	.316	9.34
CER01315	01210918	MC	211,965	.41	.309	8.98
CER01312	01210915	MC	211,965	.45	.384	8.82
CER01316	01210919	MC	211,965	.36	.356	9.07
CER01216	01210596	MC	211,965	.33	.236	9.15
CER01311	01210914	MC	211,965	.28	.243	9.32
CER01034	01210032	MC	211,965	.46	.457	8.64
CER01179	01210529	MC	211,965	.37	.283	10.84
CER01025	01210014	MC	211,965	.30	.389	10.99
CER01079	01210122	MC	211,965	.39	.364	11.30
CER01055	01210074	MC	211,965	.27	.381	11.38
CER01083	01210130	DCR	211,965	.08	.516	3.77
CER01027	01210018	DCR	211,965	.07	.505	3.98
CER01047	01210058	DCR	211,965	.20	.363	2.76
CER01057	01210078	DCR	211,965	.29	.408	2.87
CER01066	01210096	CR	211,965	.52	.643	2.56
CER01033	01210030	CR	211,965	.50	.652	2.64

Table K-36: Item Analysis, Initial Assessment Data, Reading, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00348	00546026	MC	10,891	.43	.571	17.00
CER00353	00546036	MC	10,891	.52	.646	17.80
CER00270	00437237	MC	10,891	.25	.357	18.44
CER01090	01210364	MC	10,891	.48	.559	19.30
CER01212	01210592	MC	10,891	.28	.467	18.81
CER00032	00240821	MC	10,891	.48	.546	18.93
CER00011	00240727	MC	10,891	.44	.589	19.50
CER00009	00240723	MC	10,891	.52	.637	18.64
CER01099	01210373	MC	10,891	.49	.636	18.90
CER00336	00545999	MC	10,891	.38	.484	18.76
CER00343	00546014	MC	10,891	.55	.647	18.55
CER01100	01210374	MC	10,891	.27	.434	18.73
CER01101	01210375	MC	10,891	.44	.663	18.38
CER00442	00680991	MC	10,891	.45	.619	18.73
CER01200	01210580	MC	10,891	.43	.519	18.91
CER00955	01208496	MC	10,891	.34	.477	19.10
CER00211	00353933	MC	10,891	.54	.705	18.56
CER00220	00353951	MC	10,891	.57	.679	18.72
CER00545	00940074	MC	10,891	.36	.557	18.88
CER01192	01210559	MC	10,891	.39	.537	19.61
CER00546	00940076	MC	10,891	.40	.599	19.19
CER00877	01059047	MC	10,891	.39	.552	19.56
CER00338	00546003	MC	10,891	.43	.688	19.29
CER00949	01208484	MC	10,891	.30	.445	19.61
CER00355	00546040	MC	10,891	.29	.466	19.23
CER00957	01208500	MC	10,891	.33	.411	19.97
CER00958	01208502	MC	10,891	.50	.689	20.77
CER00959	01208504	MC	10,891	.33	.545	20.16
CER01103	01210377	MC	10,891	.38	.559	20.49
CER01104	01210378	MC	10,891	.53	.595	21.11
CER01105	01210379	MC	10,891	.39	.624	20.71
CER01094	01210368	MC	10,891	.34	.489	20.61
CER01096	01210370	MC	10,891	.41	.610	21.00
CER01171	01210493	MC	10,891	.37	.588	20.81
CER01097	01210371	MC	10,891	.33	.509	20.93

Table K-37: Item Analysis, Initial Assessment Data, Reading, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00893	01059097	MC	24,674	.42	.621	16.50
CER00463	00691065	MC	24,674	.39	.517	16.68
CER01242	01210671	MC	24,674	.36	.621	16.85
CER00050	00241059	MC	24,674	.38	.464	17.16
CER00964	01208922	MC	24,674	.48	.610	17.54
CER00052	00241063	MC	24,674	.41	.554	17.34
CER00072	00241154	MC	24,674	.38	.631	17.34
CER01108	01210382	MC	24,674	.46	.618	17.39
CER01107	01210381	MC	24,674	.39	.540	17.66
CER00377	00546207	MC	24,674	.46	.610	17.39
CER00898	01059107	MC	24,674	.44	.701	17.50
CER00897	01059105	MC	24,674	.41	.494	17.74
CER01241	01210657	MC	24,674	.29	.429	17.82
CER00458	00691051	MC	24,674	.38	.610	17.53
CER00296	00437620	MC	24,674	.43	.622	17.74
CER00498	00803539	MC	24,674	.45	.615	17.98
CER00235	00354168	MC	24,674	.38	.636	18.00
CER00896	01059103	MC	24,674	.52	.602	18.06
CER00599	00940990	MC	24,674	.44	.657	18.16
CER01110	01210384	MC	24,674	.48	.638	18.16
CER00900	01059111	MC	24,674	.44	.624	18.16
CER00604	00941000	MC	24,674	.52	.712	18.21
CER00600	00940992	MC	24,674	.39	.614	18.46
CER00972	01208938	MC	24,674	.44	.627	18.27
CER00895	01059101	MC	24,674	.35	.560	18.34
CER00906	01059125	MC	24,674	.50	.675	18.53
CER00907	01059127	MC	24,674	.36	.528	18.65
CER00908	01059129	MC	24,674	.43	.529	18.83
CER00909	01059131	MC	24,674	.45	.619	18.93
CER01161	01210483	MC	24,674	.46	.671	19.23
CER01121	01210395	MC	24,674	.41	.590	19.08
CER01123	01210397	MC	24,674	.42	.630	19.17
CER00974	01208944	MC	24,674	.40	.620	19.23
CER00975	01208946	MC	24,674	.43	.565	19.23
CER00977	01208950	MC	24,674	.32	.516	19.37

Table K-38: Item Analysis, Initial Assessment Data, Reading, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00928	01060116	MC	20,313	.53	.600	16.05
CER00982	01209064	MC	20,313	.52	.617	15.97
CER00128	00241514	MC	20,313	.56	.719	16.12
CER00380	00546334	MC	20,313	.44	.502	15.94
CER00513	00803707	MC	20,313	.44	.570	16.09
CER00303	00437751	MC	20,313	.46	.598	16.25
CER00393	00546361	MC	20,313	.41	.548	16.32
CER00987	01209074	MC	20,313	.44	.563	16.45
CER00988	01209076	MC	20,313	.41	.493	16.47
CER00934	01060128	MC	20,313	.44	.550	16.42
CER00510	00803693	MC	20,313	.45	.446	16.31
CER00514	00803709	MC	20,313	.33	.554	16.61
CER00985	01209070	MC	20,313	.49	.660	16.58
CER00564	00940275	MC	20,313	.40	.561	16.81
CER00990	01209080	MC	20,313	.54	.714	16.62
CER00515	00803711	MC	20,313	.35	.502	16.80
CER00563	00940273	MC	20,313	.52	.667	16.93
CER01128	01210402	MC	20,313	.52	.665	16.69
CER00402	00546380	MC	20,313	.51	.651	16.68
CER00932	01060124	MC	20,313	.43	.621	16.92
CER00937	01060134	MC	20,313	.39	.561	16.96
CER00569	00940285	MC	20,313	.34	.544	16.98
CER00144	00241558	MC	20,313	.50	.645	16.82
CER00145	00241560	MC	20,313	.51	.665	16.94
CER00143	00241556	MC	20,313	.37	.520	16.89
CER00995	01209092	MC	20,313	.46	.591	17.05
CER00993	01209088	MC	20,313	.38	.530	17.26
CER00992	01209086	MC	20,313	.49	.679	17.35
CER00994	01209090	MC	20,313	.29	.459	17.33
CER01130	01210404	MC	20,313	.50	.721	17.29
CER01173	01210495	MC	20,313	.42	.626	17.36
CER01133	01210407	MC	20,313	.50	.691	17.24
CER00521	00803735	MC	20,313	.39	.584	17.36
CER00523	00803739	MC	20,313	.36	.489	17.64
CER00524	00803741	MC	20,313	.44	.596	17.45

Table K-39: Item Analysis, Initial Assessment Data, Reading, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01152	01210426	MC	29,305	.61	.656	13.99
CER00179	00241856	MC	29,305	.56	.499	14.09
CER01143	01210417	MC	29,305	.49	.571	14.51
CER00327	00437909	MC	29,305	.51	.588	14.53
CER00531	00804714	MC	29,305	.49	.537	14.67
CER00451	00684030	MC	29,305	.56	.557	14.84
CER00471	00717216	MC	29,305	.54	.584	14.69
CER01006	01209227	MC	29,305	.65	.659	14.62
CER00911	01059967	MC	29,305	.59	.687	14.77
CER01005	01209225	MC	29,305	.47	.590	14.68
CER00157	00241779	MC	29,305	.56	.596	14.96
CER00242	00354274	MC	29,305	.25	.447	15.04
CER00533	00804718	MC	29,305	.41	.442	14.91
CER00918	01059981	MC	29,305	.43	.506	15.02
CER00419	00546536	MC	29,305	.52	.609	14.97
CER00457	00684045	MC	29,305	.42	.519	14.91
CER00321	00437896	MC	29,305	.40	.505	15.23
CER00418	00546534	MC	29,305	.57	.651	15.13
CER01007	01209229	MC	29,305	.49	.559	15.08
CER00912	01059969	MC	29,305	.47	.522	15.24
CER00443	00683949	MC	29,305	.46	.545	14.94
CER01309	01210900	MC	29,305	.43	.564	15.36
CER00926	01059999	MC	29,305	.47	.568	15.29
CER00924	01059995	MC	29,305	.40	.523	15.24
CER00925	01059997	MC	29,305	.42	.477	15.38
CER01016	01209249	MC	29,305	.39	.482	15.58
CER01017	01209251	MC	29,305	.39	.576	15.63
CER01014	01209245	MC	29,305	.47	.652	15.74
CER01279	01210821	MC	29,305	.53	.622	15.80
CER01280	01210822	MC	29,305	.56	.653	15.75
CER01277	01210819	MC	29,305	.37	.506	15.98
CER01282	01210824	MC	29,305	.50	.631	15.88
CER01011	01209238	MC	29,305	.35	.473	15.93
CER01012	01209240	MC	29,305	.55	.613	16.01
CER01013	01209242	MC	29,305	.39	.553	16.05

Table K-40: Item Analysis, Initial Assessment Data, Reading, Constructed-Response Items

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K-1	CER01066	01210096	211,965	36.3	12.7	11.0	40.0		.643	1.55	.52	1.332
	CER01033	01210030	211,965	38.1	12.0	11.6	38.3		.652	1.50	.50	1.333

Table K-41: Item Analysis, Initial Assessment Data, Writing, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00896	01210200	MC	211,965	.41	.220	12.67
CEW00932	01210272	MC	211,965	.24	.177	12.89
CEW00885	01210178	MC	211,965	.24	.182	13.15
CEW00876	01210160	MC	211,965	.42	.288	13.15
CEW00884	01210176	DCR	211,965	.20	.210	3.34
CEW00905	01210218	DCR	211,965	.25	.279	3.64
CEW00875	01210158	DCR	211,965	.29	.302	4.38
CEW00931	01210270	DCR	211,965	.15	.240	4.54
CEW00877	01210162	CR	211,965	.70	.445	2.72
CEW00909	01210226	CR	211,965	.62	.452	3.66
CEW00868	01210144	CR	211,965	.58	.490	3.38
CEW00898	01210204	CR	211,965	.65	.473	3.25
CEW00919	01210246	CR	211,965	.56	.528	4.64
CEW00889	01210186	CR	211,965	.53	.581	5.17
CEW00890	01210188	CR	211,965	.62	.560	5.47
CEW00891	01210190	CR	211,965	.24	.685	28.99
CEW00923	01210254	CR	211,965	.15	.647	33.91
CEW00871	01210150	CR	211,965	.19	.673	32.18
CEW00989	01210552	CR	211,965	.15	.611	41.68
CEW00902	01210212	CR	211,965	.14	.606	40.87

Table K-42: Item Analysis, Initial Assessment Data, Writing, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00005	00353965	MC	10,891	.60	.632	17.78
CEW00020	00353996	MC	10,891	.64	.702	18.01
CEW00004	00353963	MC	10,891	.55	.638	18.41
CEW00298	00681402	MC	10,891	.55	.753	18.57
CEW00939	01210436	MC	10,891	.48	.614	18.88
CEW00220	00546085	MC	10,891	.53	.678	19.34
CEW00021	00353998	MC	10,891	.47	.521	18.98
CEW00209	00546063	MC	10,891	.55	.671	19.28
CEW00941	01210438	MC	10,891	.44	.612	19.51
CEW00940	01210437	MC	10,891	.56	.682	20.09
CEW00796	01208524	MC	10,891	.41	.614	19.58
CEW00981	01210528	MC	10,891	.37	.448	19.74
CEW00800	01208532	MC	10,891	.33	.302	19.81
CEW00974	01210499	MC	10,891	.50	.613	19.27
CEW00975	01210500	MC	10,891	.36	.493	19.45
CEW00976	01210501	MC	10,891	.38	.481	19.63
CEW00390	00940137	MC	10,891	.42	.533	19.72
CEW00391	00940139	MC	10,891	.46	.586	19.71
CEW00392	00940141	MC	10,891	.48	.621	19.88
CEW00389	00940135	CR	10,891	.32	.818	21.69
CEW00995	01210574	CR	10,891	.39	.831	22.84
CEW00381	00940119	CR	10,891	.32	.810	23.66
CEW00802	01208536	CR	10,891	.33	.812	24.42
CEW01084	01210937	CR	10,891	.32	.828	25.86

Table K-43: Item Analysis, Initial Assessment Data, Writing, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00100	00354226	MC	24,674	.62	.708	16.87
CEW00088	00354202	MC	24,674	.57	.649	17.06
CEW00077	00354179	MC	24,674	.52	.629	17.27
CEW00228	00546226	MC	24,674	.52	.571	17.35
CEW00090	00354206	MC	24,674	.55	.622	17.50
CEW00239	00546248	MC	24,674	.47	.564	17.65
CEW00950	01210447	MC	24,674	.50	.614	17.69
CEW00813	01208994	MC	24,674	.43	.502	17.98
CEW00815	01208998	MC	24,674	.55	.638	18.01
CEW01019	01210694	MC	24,674	.52	.628	18.19
CEW00747	01059936	MC	24,674	.60	.721	18.03
CEW00748	01059938	MC	24,674	.56	.694	17.90
CEW00749	01059940	MC	24,674	.60	.763	17.96
CEW00755	01059952	MC	24,674	.62	.690	18.12
CEW00756	01059954	MC	24,674	.44	.571	18.07
CEW00757	01059956	MC	24,674	.52	.645	18.06
CEW00422	00940377	MC	24,674	.63	.726	18.16
CEW00423	00940379	MC	24,674	.49	.602	18.26
CEW00424	00940381	MC	24,674	.46	.555	18.24
CEW00246	00546262	CR	24,674	.50	.864	19.93
CEW00746	01059934	CR	24,674	.47	.840	21.62
CEW01015	01210690	CR	24,674	.47	.865	22.26
CEW00094	00354214	CR	24,674	.45	.852	22.34
CEW01008	01210666	CR	24,674	.38	.872	25.70

Table K-44: Item Analysis, Initial Assessment Data, Writing, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00265	00546425	MC	20,313	.53	.701	15.91
CEW00145	00354697	MC	20,313	.58	.649	15.79
CEW00833	01209140	MC	20,313	.52	.631	15.89
CEW00832	01209138	MC	20,313	.58	.650	15.92
CEW00178	00437794	MC	20,313	.54	.614	15.94
CEW00147	00354701	MC	20,313	.51	.483	15.94
CEW00837	01209148	MC	20,313	.55	.592	16.42
CEW00836	01209146	MC	20,313	.44	.521	16.48
CEW00961	01210458	MC	20,313	.57	.680	16.07
CEW00262	00546419	MC	20,313	.47	.534	16.15
CEW00255	00546405	MC	20,313	.50	.598	16.25
CEW00959	01210456	MC	20,313	.52	.567	16.10
CEW00256	00546407	MC	20,313	.62	.738	16.09
CEW00350	00803765	MC	20,313	.46	.575	16.41
CEW00351	00803767	MC	20,313	.50	.678	16.35
CEW00352	00803769	MC	20,313	.51	.599	16.34
CEW00779	01069233	MC	20,313	.59	.714	16.39
CEW00780	01069235	MC	20,313	.61	.723	16.50
CEW00781	01069237	MC	20,313	.54	.654	16.45
CEW00794	01069263	CR	20,313	.49	.850	19.32
CEW00142	00354689	CR	20,313	.51	.859	20.47
CEW00842	01209158	CR	20,313	.50	.860	20.91
CEW00834	01209142	CR	20,313	.54	.832	20.54
CEW00413	00940259	CR	20,313	.43	.872	22.80

Table K-45: Item Analysis, Initial Assessment Data, Writing, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00306	00684130	MC	29,305	.61	.678	14.12
CEW00283	00546586	MC	29,305	.55	.680	13.99
CEW00060	00354095	MC	29,305	.52	.621	14.30
CEW00849	01209287	MC	29,305	.56	.592	14.10
CEW00966	01210463	MC	29,305	.60	.644	14.22
CEW00278	00546576	MC	29,305	.50	.588	14.22
CEW00850	01209289	MC	29,305	.65	.715	14.35
CEW00041	00354047	MC	29,305	.51	.573	14.57
CEW00061	00354097	MC	29,305	.76	.681	14.19
CEW00279	00546578	MC	29,305	.68	.695	14.54
CEW00970	01210467	MC	29,305	.50	.623	14.47
CEW00855	01209299	MC	29,305	.42	.505	14.61
CEW00854	01209297	MC	29,305	.60	.578	14.59
CEW00431	00940507	MC	29,305	.58	.668	14.42
CEW00432	00940509	MC	29,305	.46	.522	14.61
CEW00433	00940511	MC	29,305	.72	.631	14.54
CEW00769	01060031	MC	29,305	.57	.651	14.64
CEW00770	01060033	MC	29,305	.64	.657	14.67
CEW00771	01060035	MC	29,305	.60	.653	14.83
CEW00764	01060021	CR	29,305	.62	.807	14.25
CEW00856	01209301	CR	29,305	.60	.823	16.37
CEW00307	00684132	CR	29,305	.54	.817	19.13
CEW00860	01209309	CR	29,305	.56	.808	16.09
CEW00448	00940541	CR	29,305	.45	.864	20.43

Table K-46: Item Analysis, Initial Assessment Data, Writing—Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K-1	CEW00919	01210246	211,965	26.5	34.1	39.4			.528	1.13	.56	.801
	CEW00889	01210186	211,965	22.1	50.6	27.3			.581	1.05	.53	.701
	CEW00890	01210188	211,965	20.6	34.7	44.7			.560	1.24	.62	.772
	CEW00891	01210190	211,965	61.8	28.0	10.3			.685	.49	.24	.674
	CEW00923	01210254	211,965	71.4	26.3	2.3			.647	.31	.15	.510
	CEW00871	01210150	211,965	67.1	27.1	5.8			.673	.39	.19	.595
	CEW00989	01210552	211,965	74.6	20.5	4.9			.611	.30	.15	.557
	CEW00902	01210212	211,965	76.5	19.8	3.7			.606	.27	.14	.521
2	CEW00389	00940135	10,891	41.4	25.4	29.9	3.4		.818	.95	.32	.920
	CEW00995	01210574	10,891	38.7	18.0	31.7	11.5		.831	1.16	.39	1.068
	CEW00381	00940119	10,891	42.1	24.9	28.6	4.5		.810	.96	.32	.941
	CEW00802	01208536	10,891	40.4	24.4	30.1	5.1		.812	1.00	.33	.953
	CEW01084	01210937	10,891	36.1	18.5	27.5	16.8	1.1	.828	1.28	.32	1.152
3-5	CEW00246	00546262	24,674	31.8	17.3	21.0	29.9		.864	1.49	.50	1.218
	CEW00746	01059934	24,674	32.4	14.8	32.8	20.1		.840	1.41	.47	1.135
	CEW01015	01210690	24,674	33.7	13.5	31.1	21.7		.865	1.41	.47	1.162
	CEW00094	00354214	24,674	33.1	16.5	31.8	18.6		.852	1.36	.45	1.125
	CEW01008	01210666	24,674	35.7	8.3	28.9	24.9	2.3	.872	1.50	.38	1.264
6-8	CEW00794	01069263	20,313	29.7	12.2	38.1	20.0		.850	1.48	.49	1.115
	CEW00142	00354689	20,313	29.3	11.4	37.5	21.8		.859	1.52	.51	1.128
	CEW00842	01209158	20,313	29.6	12.8	35.0	22.6		.860	1.51	.50	1.137
	CEW00834	01209142	20,313	28.9	8.1	34.1	28.9		.832	1.63	.54	1.178
	CEW00413	00940259	20,313	31.1	6.8	25.4	33.9	2.8	.872	1.71	.43	1.295
9-12	CEW00764	01060021	29,305	20.3	9.7	33.1	37.0		.807	1.87	.62	1.122
	CEW00856	01209301	29,305	22.4	11.9	30.6	35.2		.823	1.79	.60	1.149
	CEW00307	00684132	29,305	26.0	12.3	36.7	25.0		.817	1.61	.54	1.122
	CEW00860	01209309	29,305	22.3	13.3	37.4	27.0		.808	1.69	.56	1.096
	CEW00448	00940541	29,305	28.7	6.2	25.3	34.9	4.9	.864	1.81	.45	1.311

THIS
PAGE
HAS
BEEN
INTENTIONALLY
LEFT
BLANK.

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Notes: Refer to Appendix D: Item Maps to determine the corresponding position in the test form from the Item ID. Appendix D and Appendix L tables are ordered by the Item Sequence Number.

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

Item difficulty values are *p*-values for multiple-choice items or item means divided by the maximum number of points for constructed-response items.

Table L-1: Comparison of Item Difficulty, Listening, Grade Span K–1

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00728	01057170	.70	.41	.29
CEL00526	00940028	.26	.20	.06
CEL00786	01208385	.51	.36	.15
CEL00399	00676871	.54	.38	.16
CEL00899	01210599	.47	.32	.15
CEL00515	00940005	.57	.43	.14
CEL00330	00545930	.50	.39	.11
CEL00284	00437120	.51	.40	.11
CEL00285	00437122	.80	.62	.18
CEL00286	00437124	.80	.59	.21
CEL00730	01057174	.75	.43	.32
CEL00782	01208376	.58	.26	.32
CEL00788	01208389	.70	.50	.20
CEL00471	00803313	.84	.53	.31
CEL00787	01208387	.67	.41	.26
CEL00397	00676867	.81	.52	.29
CEL00836	01210292	.45	.23	.22
CEL00400	00676873	.24	.10	.14
CEL00789	01208391	.38	.13	.25
CEL00463	00803297	.45	.15	.30
			Sum	4.17
			Average	.21

Table L-2: Comparison of Item Difficulty, Listening, Grade 2

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00728	01057170	.89	.67	.22
CEL00526	00940028	.46	.37	.09
CEL00786	01208385	.70	.52	.18
CEL00399	00676871	.73	.56	.17
CEL00899	01210599	.66	.49	.17
CEL00515	00940005	.73	.60	.13
CEL00330	00545930	.71	.55	.16
CEL00284	00437120	.65	.52	.13
CEL00285	00437122	.90	.69	.21
CEL00286	00437124	.89	.68	.21
CEL00730	01057174	.86	.61	.25
CEL00782	01208376	.72	.50	.22
CEL00788	01208389	.83	.61	.22
CEL00471	00803313	.93	.65	.28
CEL00787	01208387	.84	.56	.28
CEL00397	00676867	.92	.65	.27
CEL00836	01210292	.67	.48	.19
CEL00400	00676873	.49	.34	.15
CEL00789	01208391	.54	.39	.15
CEL00463	00803297	.60	.43	.17
			Sum	3.85
			Average	.19

Table L-3: Comparison of Item Difficulty, Listening, Grade Span 3–5

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00151	00382856	.92	.69	.23
CEL00425	00687427	.94	.65	.29
CEL00154	00382862	.87	.67	.20
CEL00177	00382908	.87	.67	.20
CEL00484	00803461	.83	.64	.19
CEL00554	00940959	.76	.55	.21
CEL00800	01208912	.74	.60	.14
CEL00352	00546104	.61	.47	.14
CEL00186	00382926	.73	.58	.15
CEL00357	00546114	.65	.52	.13
CEL00435	00687449	.90	.69	.21
CEL00356	00546112	.76	.60	.16
CEL00793	01208897	.62	.47	.15
CEL00843	01210299	.70	.55	.15
CEL00744	01057650	.49	.42	.07
CEL00557	00940965	.76	.56	.20
CEL00736	01057633	.49	.43	.06
CEL00738	01057637	.56	.46	.10
CEL00740	01057641	.62	.48	.14
CEL00739	01057639	.50	.42	.08
			Sum	3.20
			Average	.16

Table L-4: Comparison of Item Difficulty, Listening, Grade Span 6–8

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00487	00803587	.89	.66	.23
CEL00538	00940177	.82	.58	.24
CEL00307	00437690	.82	.59	.23
CEL00804	01209037	.63	.49	.14
CEL00531	00940162	.62	.43	.19
CEL00224	00383002	.86	.60	.26
CEL00363	00546267	.86	.63	.23
CEL00806	01209041	.80	.57	.23
CEL00453	00693734	.61	.47	.14
CEL00754	01059779	.81	.55	.26
CEL00230	00383014	.64	.52	.12
CEL00540	00940181	.83	.62	.21
CEL00805	01209039	.59	.46	.13
CEL00451	00693730	.66	.47	.19
CEL00532	00940164	.57	.46	.11
CEL00489	00803591	.73	.51	.22
CEL00541	00940183	.55	.41	.14
CEL00437	00693699	.70	.54	.16
CEL00438	00693701	.49	.43	.06
CEL00439	00693703	.62	.50	.12
			Sum	3.61
			Average	.18

Table L-5: Comparison of Item Difficulty, Listening, Grade Span 9–12

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00415	00683420	.90	.67	.23
CEL00262	00383078	.82	.68	.14
CEL00551	00940438	.69	.59	.10
CEL00543	00940421	.47	.49	-.02
CEL00319	00437841	.85	.67	.18
CEL00379	00546440	.64	.50	.14
CEL00244	00383042	.37	.40	-.03
CEL00767	01059881	.60	.58	.02
CEL00862	01210318	.85	.59	.26
CEL00817	01209180	.68	.49	.19
CEL00417	00683424	.84	.57	.27
CEL00412	00682950	.87	.70	.17
CEL00818	01209182	.60	.47	.13
CEL00863	01210319	.82	.66	.16
CEL00418	00683426	.71	.61	.10
CEL00761	01059869	.74	.54	.20
CEL00865	01210321	.85	.63	.22
CEL00546	00940427	.65	.58	.07
CEL00547	00940429	.61	.51	.10
CEL00549	00940433	.67	.58	.09
			Sum	2.72
			Average	.14

Table L-6: Comparison of Item Difficulty, Speaking, Grade Span K–1

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00674	01057183	.70	.48	.22
CES00346	00680889	.56	.30	.26
CES00436	00940039	.73	.50	.23
CES00770	01210323	.63	.40	.23
CES00396	00803337	.86	.56	.30
CES00680	01057195	.76	.50	.26
CES00391	00803327	.71	.51	.20
CES00675	01057185	.70	.41	.29
CES00728	01208460	.85	.53	.32
CES00723	01208450	.92	.66	.26
CES00290	00545983	.49	.32	.17
CES00287	00545977	.67	.43	.24
CES00148	00382772	.88	.67	.21
CES00818	01210562	.49	.25	.24
CES00774	01210327	.60	.30	.30
CES00682	01057199	.37	.16	.21
CES00683	01057201	.49	.24	.25
CES00777	01210330	.66	.39	.27
CES00823	01210576	.54	.30	.24
CES00813	01210534	.52	.36	.16
			Sum	4.86
			Average	.24

Table L-7: Comparison of Item Difficulty, Speaking, Grade 2

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00674	01057183	.82	.56	.26
CES00346	00680889	.68	.48	.20
CES00436	00940039	.86	.60	.26
CES00770	01210323	.83	.61	.22
CES00396	00803337	.95	.66	.29
CES00680	01057195	.90	.60	.30
CES00391	00803327	.82	.57	.25
CES00675	01057185	.88	.59	.29
CES00728	01208460	.94	.65	.29
CES00723	01208450	.96	.67	.29
CES00290	00545983	.66	.46	.20
CES00287	00545977	.83	.57	.26
CES00148	00382772	.94	.66	.28
CES00818	01210562	.71	.50	.21
CES00774	01210327	.80	.55	.25
CES00682	01057199	.60	.41	.19
CES00683	01057201	.73	.50	.23
CES00777	01210330	.82	.56	.26
CES00823	01210576	.71	.49	.22
CES00813	01210534	.65	.46	.19
			Sum	4.94
			Average	.25

Table L-8: Comparison of Item Difficulty, Speaking, Grade Span 3–5

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00252	00437531	.82	.53	.29
CES00402	00803468	.83	.53	.30
CES00258	00437544	.73	.48	.25
CES00463	00940336	.40	.32	.08
CES00243	00407629	.98	.70	.28
CES00692	01059014	.91	.57	.34
CES00371	00687645	.94	.59	.35
CES00304	00546147	.80	.52	.28
CES00844	01210696	.91	.56	.35
CES00693	01059016	.84	.54	.30
CES00741	01208978	.77	.50	.27
CES00471	00940353	.65	.38	.27
CES00687	01059004	.46	.35	.11
CES00835	01210664	.61	.40	.21
CES00404	00803472	.41	.30	.11
CES00838	01210668	.63	.41	.22
CES00466	00940342	.56	.37	.19
CES00744	01208984	.83	.54	.29
CES00832	01210658	.76	.50	.26
CES00840	01210672	.72	.48	.24
			Sum	4.99
			Average	.25

Table L-9: Comparison of Item Difficulty, Speaking, Grade Span 6–8

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00183	00383187	.67	.44	.23
CES00455	00940203	.94	.65	.29
CES00790	01210343	.92	.58	.34
CES00412	00803613	.44	.34	.10
CES00752	01209118	.58	.25	.33
CES00456	00940205	.31	.28	.03
CES00747	01209108	.59	.38	.21
CES00704	01059805	.76	.45	.31
CES00449	00940191	.58	.38	.20
CES00263	00437722	.85	.53	.32
CES00847	01210729	.64	.40	.24
CES00386	00693765	.21	.21	.00
CES00190	00383201	.61	.41	.20
CES00748	01209110	.75	.43	.32
CES00706	01059809	.81	.51	.30
CES00384	00693760	.88	.54	.34
CES00317	00546312	.69	.44	.25
CES00798	01210351	.88	.57	.31
CES00460	00940213	.88	.57	.31
CES00461	00940215	.70	.45	.25
			Sum	4.88
			Average	.24

Table L-10: Comparison of Item Difficulty, Speaking, Grade Span 9–12

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00335	00546487	.57	.31	.26
CES00475	00940480	.68	.49	.19
CES00430	00803814	.50	.31	.19
CES00476	00940482	.47	.26	.21
CES00483	00940497	.33	.25	.08
CES00801	01210354	.54	.35	.19
CES00477	00940484	.44	.31	.13
CES00759	01209258	.52	.35	.17
CES00710	01059901	.87	.53	.34
CES00218	00383258	.79	.52	.27
CES00802	01210355	.51	.42	.09
CES00367	00683682	.36	.31	.05
CES00338	00546493	.70	.50	.20
CES00426	00803676	.84	.55	.29
CES00368	00683684	.74	.50	.24
CES00364	00683675	.75	.50	.25
CES00712	01059905	.81	.51	.30
CES00768	01209277	.85	.59	.26
CES00807	01210360	.77	.51	.26
CES00909	01210966	.74	.51	.23
			Sum	4.20
			Average	.21

Table L-11: Comparison of Item Difficulty, Reading, Grade Span K–1

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER01031	01210026	.88	.58	.30
CER01030	01210024	.76	.46	.30
CER01041	01210046	.52	.32	.20
CER01314	01210917	.64	.36	.28
CER01315	01210918	.64	.41	.23
CER01312	01210915	.79	.45	.34
CER01316	01210919	.65	.36	.29
CER01216	01210596	.48	.33	.15
CER01311	01210914	.49	.28	.21
CER01034	01210032	.86	.46	.40
CER01179	01210529	.58	.37	.21
CER01025	01210014	.69	.30	.39
CER01079	01210122	.72	.39	.33
CER01055	01210074	.69	.27	.42
CER01083	01210130	.48	.08	.40
CER01027	01210018	.33	.07	.26
CER01047	01210058	.51	.20	.31
CER01057	01210078	.62	.29	.33
CER01066	01210096	.91	.52	.39
CER01033	01210030	.93	.50	.43
			Sum	6.17
			Average	.31

Table L-12: Comparison of Item Difficulty, Reading, Grade 2

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER00348	00546026	.56	.43	.13
CER00353	00546036	.67	.52	.15
CER00270	00437237	.25	.25	.00
CER01090	01210364	.59	.48	.11
CER01212	01210592	.34	.28	.06
CER00032	00240821	.59	.48	.11
CER00011	00240727	.55	.44	.11
CER00009	00240723	.66	.52	.14
CER01099	01210373	.62	.49	.13
CER00336	00545999	.42	.38	.04
CER00343	00546014	.73	.55	.18
CER01100	01210374	.31	.27	.04
CER01101	01210375	.58	.44	.14
CER00442	00680991	.57	.45	.12
CER01200	01210580	.53	.43	.10
CER00955	01208496	.40	.34	.06
CER00211	00353933	.70	.54	.16
CER00220	00353951	.76	.57	.19
CER00545	00940074	.41	.36	.05
CER01192	01210559	.49	.39	.10
CER00546	00940076	.52	.40	.12
CER00877	01059047	.48	.39	.09
CER00338	00546003	.55	.43	.12
CER00949	01208484	.39	.30	.09
CER00355	00546040	.33	.29	.04
CER00957	01208500	.40	.33	.07
CER00958	01208502	.66	.50	.16
CER00959	01208504	.40	.33	.07
CER01103	01210377	.46	.38	.08
CER01104	01210378	.69	.53	.16
CER01105	01210379	.47	.39	.08
CER01094	01210368	.42	.34	.08
CER01096	01210370	.52	.41	.11
CER01171	01210493	.48	.37	.11
CER01097	01210371	.40	.33	.07
			Sum	3.57
			Average	.10

Table L-13: Comparison of Item Difficulty, Reading, Grade Span 3–5

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER00893	01059097	.55	.42	.13
CER00463	00691065	.54	.39	.15
CER01242	01210671	.48	.36	.12
CER00050	00241059	.47	.38	.09
CER00964	01208922	.62	.48	.14
CER00052	00241063	.48	.41	.07
CER00072	00241154	.48	.38	.10
CER01108	01210382	.68	.46	.22
CER01107	01210381	.48	.39	.09
CER00377	00546207	.64	.46	.18
CER00898	01059107	.58	.44	.14
CER00897	01059105	.47	.41	.06
CER01241	01210657	.33	.29	.04
CER00458	00691051	.48	.38	.10
CER00296	00437620	.58	.43	.15
CER00498	00803539	.53	.45	.08
CER00235	00354168	.47	.38	.09
CER00896	01059103	.68	.52	.16
CER00599	00940990	.57	.44	.13
CER01110	01210384	.61	.48	.13
CER00900	01059111	.54	.44	.10
CER00604	00941000	.69	.52	.17
CER00600	00940992	.47	.39	.08
CER00972	01208938	.53	.44	.09
CER00895	01059101	.39	.35	.04
CER00906	01059125	.68	.50	.18
CER00907	01059127	.42	.36	.06
CER00908	01059129	.52	.43	.09
CER00909	01059131	.57	.45	.12
CER01161	01210483	.58	.46	.12
CER01121	01210395	.51	.41	.10
CER01123	01210397	.52	.42	.10
CER00974	01208944	.49	.40	.09
CER00975	01208946	.54	.43	.11
CER00977	01208950	.35	.32	.03
			Sum	3.85
			Average	.11

Table L-14: Comparison of Item Difficulty, Reading, Grade Span 6–8

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER00928	01060116	.69	.53	.16
CER00982	01209064	.65	.52	.13
CER00128	00241514	.76	.56	.20
CER00380	00546334	.38	.44	-.06
CER00513	00803707	.60	.44	.16
CER00303	00437751	.58	.46	.12
CER00393	00546361	.52	.41	.11
CER00987	01209074	.49	.44	.05
CER00988	01209076	.56	.41	.15
CER00934	01060128	.57	.44	.13
CER00510	00803693	.46	.45	.01
CER00514	00803709	.38	.33	.05
CER00985	01209070	.62	.49	.13
CER00564	00940275	.46	.40	.06
CER00990	01209080	.80	.54	.26
CER00515	00803711	.40	.35	.05
CER00563	00940273	.65	.52	.13
CER01128	01210402	.66	.52	.14
CER00402	00546380	.65	.51	.14
CER00932	01060124	.46	.43	.03
CER00937	01060134	.43	.39	.04
CER00569	00940285	.33	.34	-.01
CER00144	00241558	.57	.50	.07
CER00145	00241560	.60	.51	.09
CER00143	00241556	.39	.37	.02
CER00995	01209092	.50	.46	.04
CER00993	01209088	.42	.38	.04
CER00992	01209086	.57	.49	.08
CER00994	01209090	.32	.29	.03
CER01130	01210404	.61	.50	.11
CER01173	01210495	.45	.42	.03
CER01133	01210407	.58	.50	.08
CER00521	00803735	.44	.39	.05
CER00523	00803739	.38	.36	.02
CER00524	00803741	.47	.44	.03
			Sum	2.87
			Average	.08

Table L-15: Comparison of Item Difficulty, Reading, Grade Span 9–12

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER01152	01210426	.77	.61	.16
CER00179	00241856	.66	.56	.10
CER01143	01210417	.54	.49	.05
CER00327	00437909	.64	.51	.13
CER00531	00804714	.55	.49	.06
CER00451	00684030	.66	.56	.10
CER00471	00717216	.58	.54	.04
CER01006	01209227	.82	.65	.17
CER00911	01059967	.76	.59	.17
CER01005	01209225	.52	.47	.05
CER00157	00241779	.75	.56	.19
CER00242	00354274	.34	.25	.09
CER00533	00804718	.42	.41	.01
CER00918	01059981	.49	.43	.06
CER00419	00546536	.79	.52	.27
CER00457	00684045	.49	.42	.07
CER00321	00437896	.51	.40	.11
CER00418	00546534	.81	.57	.24
CER01007	01209229	.52	.49	.03
CER00912	01059969	.59	.47	.12
CER00443	00683949	.40	.46	-.06
CER01309	01210900	.45	.43	.02
CER00926	01059999	.51	.47	.04
CER00924	01059995	.36	.40	-.04
CER00925	01059997	.44	.42	.02
CER01016	01209249	.41	.39	.02
CER01017	01209251	.37	.39	-.02
CER01014	01209245	.56	.47	.09
CER01279	01210821	.54	.53	.01
CER01280	01210822	.65	.56	.09
CER01277	01210819	.32	.37	-.05
CER01282	01210824	.50	.50	.00
CER01011	01209238	.30	.35	-.05
CER01012	01209240	.57	.55	.02
CER01013	01209242	.35	.39	-.04
			Sum	2.27
			Average	.06

Table L-16: Comparison of Item Difficulty, Writing, Grade Span K–1

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00896	01210200	.55	.41	.14
CEW00932	01210272	.45	.24	.21
CEW00885	01210178	.45	.24	.21
CEW00876	01210160	.63	.42	.21
CEW00884	01210176	.40	.20	.20
CEW00905	01210218	.49	.25	.24
CEW00875	01210158	.54	.29	.25
CEW00931	01210270	.32	.15	.17
CEW00877	01210162	.93	.70	.23
CEW00909	01210226	.90	.62	.28
CEW00868	01210144	.93	.58	.35
CEW00898	01210204	.93	.65	.28
CEW00919	01210246	.82	.56	.26
CEW00889	01210186	.81	.53	.28
CEW00890	01210188	.88	.62	.26
CEW00891	01210190	.78	.24	.54
CEW00923	01210254	.47	.15	.32
CEW00871	01210150	.65	.19	.46
CEW00989	01210552	.48	.15	.33
CEW00902	01210212	.53	.14	.39
			Sum	5.61
			Average	.28

Table L-17: Comparison of Item Difficulty, Writing, Grade 2

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00005	00353965	.78	.60	.18
CEW00020	00353996	.84	.64	.20
CEW00004	00353963	.70	.55	.15
CEW00298	00681402	.74	.55	.19
CEW00939	01210436	.64	.48	.16
CEW00220	00546085	.71	.53	.18
CEW00021	00353998	.59	.47	.12
CEW00209	00546063	.73	.55	.18
CEW00941	01210438	.56	.44	.12
CEW00940	01210437	.72	.56	.16
CEW00796	01208524	.52	.41	.11
CEW00981	01210528	.47	.37	.10
CEW00800	01208532	.40	.33	.07
CEW00974	01210499	.64	.50	.14
CEW00975	01210500	.44	.36	.08
CEW00976	01210501	.46	.38	.08
CEW00390	00940137	.54	.42	.12
CEW00391	00940139	.59	.46	.13
CEW00392	00940141	.61	.48	.13
CEW00389	00940135	.44	.32	.12
CEW00995	01210574	.54	.39	.15
CEW00381	00940119	.45	.32	.13
CEW00802	01208536	.47	.33	.14
CEW01084	01210937	.47	.32	.15
			Sum	3.29
			Average	.14

Table L-18: Comparison of Item Difficulty, Writing, Grade Span 3–5

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00100	00354226	.87	.62	.25
CEW00088	00354202	.71	.57	.14
CEW00077	00354179	.65	.52	.13
CEW00228	00546226	.66	.52	.14
CEW00090	00354206	.68	.55	.13
CEW00239	00546248	.61	.47	.14
CEW00950	01210447	.63	.50	.13
CEW00813	01208994	.51	.43	.08
CEW00815	01208998	.68	.55	.13
CEW01019	01210694	.65	.52	.13
CEW00747	01059936	.82	.60	.22
CEW00748	01059938	.74	.56	.18
CEW00749	01059940	.85	.60	.25
CEW00755	01059952	.80	.62	.18
CEW00756	01059954	.53	.44	.09
CEW00757	01059956	.68	.52	.16
CEW00422	00940377	.84	.63	.21
CEW00423	00940379	.62	.49	.13
CEW00424	00940381	.57	.46	.11
CEW00246	00546262	.71	.50	.21
CEW00746	01059934	.67	.47	.20
CEW01015	01210690	.67	.47	.20
CEW00094	00354214	.63	.45	.18
CEW01008	01210666	.55	.38	.17
			Sum	3.89
			Average	.16

Table L-19: Comparison of Item Difficulty, Writing, Grade Span 6–8

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00265	00546425	.74	.53	.21
CEW00145	00354697	.74	.58	.16
CEW00833	01209140	.72	.52	.20
CEW00832	01209138	.77	.58	.19
CEW00178	00437794	.64	.54	.10
CEW00147	00354701	.61	.51	.10
CEW00837	01209148	.70	.55	.15
CEW00836	01209146	.56	.44	.12
CEW00961	01210458	.74	.57	.17
CEW00262	00546419	.56	.47	.09
CEW00255	00546405	.66	.50	.16
CEW00959	01210456	.67	.52	.15
CEW00256	00546407	.84	.62	.22
CEW00350	00803765	.59	.46	.13
CEW00351	00803767	.72	.50	.22
CEW00352	00803769	.65	.51	.14
CEW00779	01069233	.80	.59	.21
CEW00780	01069235	.83	.61	.22
CEW00781	01069237	.73	.54	.19
CEW00794	01069263	.69	.49	.20
CEW00142	00354689	.72	.51	.21
CEW00842	01209158	.71	.50	.21
CEW00834	01209142	.75	.54	.21
CEW00413	00940259	.62	.43	.19
			Sum	4.15
			Average	.17

Table L-20: Comparison of Item Difficulty, Writing, Grade Span 9–12

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00306	00684130	.86	.61	.25
CEW00283	00546586	.76	.55	.21
CEW00060	00354095	.65	.52	.13
CEW00849	01209287	.62	.56	.06
CEW00966	01210463	.78	.60	.18
CEW00278	00546576	.65	.50	.15
CEW00850	01209289	.84	.65	.19
CEW00041	00354047	.63	.51	.12
CEW00061	00354097	.88	.76	.12
CEW00279	00546578	.87	.68	.19
CEW00970	01210467	.68	.50	.18
CEW00855	01209299	.48	.42	.06
CEW00854	01209297	.68	.60	.08
CEW00431	00940507	.69	.58	.11
CEW00432	00940509	.62	.46	.16
CEW00433	00940511	.83	.72	.11
CEW00769	01060031	.68	.57	.11
CEW00770	01060033	.80	.64	.16
CEW00771	01060035	.76	.60	.16
CEW00764	01060021	.76	.62	.14
CEW00856	01209301	.77	.60	.17
CEW00307	00684132	.69	.54	.15
CEW00860	01209309	.73	.56	.17
CEW00448	00940541	.61	.45	.16
			Sum	3.52
			Average	.15

Appendix M: Unscaled Item Parameters

Notes: Unshaded entries represent operational items. Shaded items are field test items. Field test items do not contribute to the students' test scores.

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13. An Item ID is present and Legacy ID is reported as “N/A” for items first used after 2012–13.

The 3PL model (multiple-choice items) uses the a , b , and c parameters, also known as the discrimination, difficulty, and guessing parameters, respectively. The 2PL model (dichotomous-constructed-response items) uses only the a and b parameters. The generalized partial credit model (GPC: constructed-response items) uses the alpha and gamma parameters.

An alignment study was conducted in 2013 to align CELDT items to the 2012 English Language Development (ELD) Standards. Responses to some writing field test items were not scored when those items did not align with the new standards. This is described in more detail in section 1.5.1. These items are identified by “*” in two or more of the item parameter columns.

Refer to Appendix D: Item Maps to determine the corresponding position in the test form from the Item ID. Appendix D and Appendix M tables are ordered by the Item Sequence Number.

The samples for these analyses consisted of random samples of approximately 75,000 students for each grade span drawn from annual assessment (AA) students (grades 1–12) and initial assessment (IA) students (kindergarten) tested during the AA window.

Table M-1: Unscaled Item Parameters, Listening, Grade Span K–2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00728	01057170	3PL	1.0881	-0.2042	0.3102
CEL00526	00940028	3PL	2.0529	1.3880	0.3102
CEL00786	01208385	3PL	.9975	.5001	0.3102
CEL00399	00676871	3PL	1.0079	0.4693	0.3102
CEL00899	01210599	3PL	1.1959	0.6518	0.3102
CEL00515	00940005	3PL	0.6788	0.4263	0.3102
CEL00330	00545930	3PL	1.1850	0.5121	0.3102
CEL00284	00437120	3PL	0.9232	0.6797	0.3102
CEL00285	00437122	3PL	0.9620	-0.8246	0.3102
CEL00286	00437124	3PL	0.9813	-0.7466	0.3102
CEL00697	1003858	3PL	0.7664	-0.7010	0.3102
CEL10036	N/A	3PL	0.8286	0.1956	0.3102
CEL10037	N/A	3PL	0.6504	0.9501	0.3102
CEL10038	N/A	3PL	1.2897	0.5248	0.3102
CEL10039	N/A	3PL	0.7850	0.1426	0.3102
CEL00730	01057174	2PL	1.0146	-0.8201	
CEL00782	01208376	2PL	0.9195	-0.1675	
CEL00788	01208389	2PL	0.5762	-1.2905	
CEL00471	00803313	2PL	1.3977	-1.1554	
CEL00787	01208387	2PL	1.0653	-0.7450	
CEL00397	00676867	2PL	0.9638	-1.3671	
CEL00836	01210292	2PL	0.9779	0.1746	
CEL00400	00676873	2PL	1.1186	0.7766	
CEL00789	01208391	2PL	0.8469	0.2332	
CEL00463	00803297	2PL	0.8450	0.0287	
CEL00664	1003476	2PL	1.0365	-0.3855	
CEL00695	1003856	2PL	0.9172	-0.7265	
CEL00607	1002289	2PL	0.7250	-0.5613	
CEL00694	1003855	2PL	0.9316	-1.7244	
CEL00609	1002291	2PL	1.0404	-0.3317	
CEL00696	1003857	2PL	1.0944	-0.0314	
CEL01003	01211175	2PL	0.8866	0.4887	

Table M-2: Unscaled Item Parameters, Listening, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00151	00382856	3PL	0.6528	-2.4347	0.2791
CEL00425	00687427	3PL	0.9731	-2.1897	0.2791
CEL00154	00382862	3PL	0.5301	-2.0179	0.2791
CEL00177	00382908	3PL	0.6136	-1.8219	0.2791
CEL00484	00803461	3PL	0.6495	-1.3714	0.2791
CEL00554	00940959	3PL	0.5518	-0.9547	0.2791
CEL00800	01208912	3PL	0.3415	-1.2465	0.2791
CEL00352	00546104	3PL	0.4566	0.2337	0.2791
CEL00186	00382926	3PL	0.8178	-0.5329	0.2791
CEL00357	00546114	3PL	0.6488	-0.1028	0.2791
CEL00435	00687449	3PL	0.8069	-1.8147	0.2791
CEL00356	00546112	3PL	0.8550	-0.6902	0.2791
CEL00793	01208897	3PL	0.8511	0.0846	0.2791
CEL00843	01210299	3PL	0.7174	-0.4050	0.2791
CEL00744	01057650	3PL	1.1308	0.6898	0.2791
CEL00557	00940965	3PL	0.7514	-0.7352	0.2791
CEL00736	01057633	3PL	1.2370	0.6328	0.2791
CEL00738	01057637	3PL	0.7963	0.4998	0.2791
CEL00740	01057641	3PL	0.5247	0.1064	0.2791
CEL00739	01057639	3PL	0.5169	1.0200	0.2791
CEL10001	N/A	3PL	1.0338	-2.3686	0.2791
CEL01006	01211212	3PL	0.7605	-1.4973	0.2791
CEL00623	1002673	3PL	0.9773	-2.3186	0.2791
CEL10005	N/A	3PL	0.5602	-1.7410	0.2791
CEL10024	N/A	3PL	0.8276	-1.7915	0.2791
CEL10027	N/A	3PL	0.7176	-0.2458	0.2791
CEL01007	01211214	3PL	0.5667	1.7065	0.2791
CEL10025	N/A	3PL	0.8302	-0.1755	0.2791
CEL10040	N/A	3PL	0.7205	-0.5995	0.2791
CEL10041	N/A	3PL	0.9989	-0.4857	0.2791
CEL10042	N/A	3PL	0.7661	-0.0635	0.2791
CEL10043	N/A	3PL	0.6285	-0.3883	0.2791

Table M-3: Unscaled Item Parameters, Listening, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CEL00487	00803587	3PL	0.7585	-1.7657	0.3081
CEL00538	00940177	3PL	0.9171	-1.0314	0.3081
CEL00307	00437690	3PL	0.6547	-1.2843	0.3081
CEL00804	01209037	3PL	0.8034	0.0916	0.3081
CEL00531	00940162	3PL	0.7400	0.1071	0.3081
CEL00224	00383002	3PL	0.7240	-1.5484	0.3081
CEL00363	00546267	3PL	0.6988	-1.6345	0.3081
CEL00806	01209041	3PL	0.7287	-1.0163	0.3081
CEL00453	00693734	3PL	0.1848	0.7365	0.3081
CEL00754	01059779	3PL	0.8643	-0.9533	0.3081
CEL00230	00383014	3PL	0.3887	0.0823	0.3081
CEL00540	00940181	3PL	0.9460	-1.0874	0.3081
CEL00805	01209039	3PL	0.7061	0.2973	0.3081
CEL00451	00693730	3PL	0.7179	-0.1349	0.3081
CEL00532	00940164	3PL	0.3060	0.9554	0.3081
CEL00489	00803591	3PL	0.4125	-0.8534	0.3081
CEL00541	00940183	3PL	0.6305	0.6875	0.3081
CEL00437	00693699	3PL	0.8106	-0.2889	0.3081
CEL00438	00693701	3PL	0.9379	0.8325	0.3081
CEL00439	00693703	3PL	0.7069	0.1678	0.3081
CEL10007	N/A	3PL	0.9219	-2.9395	0.3081
CEL10008	N/A	3PL	0.6806	-3.6399	0.3081
CEL10010	N/A	3PL	0.5829	-2.3731	0.3081
CEL10012	N/A	3PL	0.6562	-1.3999	0.3081
CEL10026	N/A	3PL	0.8444	-0.6433	0.3081
CEL10028	N/A	3PL	0.2583	-1.2636	0.3081
CEL10030	N/A	3PL	0.7425	-0.7450	0.3081
CEL10031	N/A	3PL	0.5737	-0.8334	0.3081
CEL10019	N/A	3PL	1.0313	-0.4868	0.3081
CEL10020	N/A	3PL	0.9950	-0.8996	0.3081
CEL10021	N/A	3PL	0.6100	-0.4222	0.3081
CEL10023	N/A	3PL	1.2106	0.4099	0.3081

Table M-4: Unscaled Item Parameters, Listening, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CEL00415	00683420	3PL	0.8157	-1.9751	0.2980
CEL00262	00383078	3PL	0.7245	-1.2910	0.2980
CEL00551	00940438	3PL	0.5138	-0.4087	0.2980
CEL00543	00940421	3PL	0.4298	1.6239	0.2980
CEL00319	00437841	3PL	0.7927	-1.5015	0.2980
CEL00379	00546440	3PL	0.6687	-0.0566	0.2980
CEL00244	00383042	3PL	1.0951	1.4821	0.2980
CEL00767	01059881	3PL	0.3561	0.3700	0.2980
CEL00862	01210318	3PL	0.9178	-1.3812	0.2980
CEL00817	01209180	3PL	0.8173	-0.2749	0.2980
CEL00417	00683424	3PL	0.9711	-1.2391	0.2980
CEL00412	00682950	3PL	0.8045	-1.6284	0.2980
CEL00818	01209182	3PL	0.5326	0.2712	0.2980
CEL00863	01210319	3PL	0.5270	-1.5892	0.2980
CEL00418	00683426	3PL	0.4879	-0.6453	0.2980
CEL00761	01059869	3PL	0.5382	-0.8159	0.2980
CEL00865	01210321	3PL	0.7839	-1.4569	0.2980
CEL00546	00940427	3PL	0.7614	-0.0963	0.2980
CEL00547	00940429	3PL	0.4749	0.1589	0.2980
CEL00549	00940433	3PL	0.7101	-0.2532	0.2980
CEL10015	N/A	3PL	0.6269	-1.1617	0.2980
CEL10013	N/A	3PL	0.7204	-3.1760	0.2980
CEL10014	N/A	3PL	0.9636	-1.8447	0.2980
CEL10017	N/A	3PL	0.6108	-1.7920	0.2980
CEL10033	N/A	3PL	0.8068	-1.5532	0.2980
CEL10032	N/A	3PL	0.5703	-0.9218	0.2980
CEL10035	N/A	3PL	0.5199	-1.8082	0.2980
CEL10034	N/A	3PL	1.1606	-1.6330	0.2980
CEL10049	N/A	3PL	0.5183	0.3994	0.2980
CEL10050	N/A	3PL	1.1167	-1.4734	0.2980
CEL10051	N/A	3PL	0.9105	-1.0004	0.2980
CEL10052	N/A	3PL	1.1649	-0.4921	0.2980
CEL10053	N/A	3PL	0.5493	-0.2249	0.2980

Table M-5: Unscaled Item Parameters, Speaking, Grade Span K–2

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4	
CES00674	01057183	2PL	0.8147	-1.0834						
CES00346	00680889	2PL	0.7830	-0.3735						
CES00436	00940039	2PL	0.7246	-1.2533						
CES00770	01210323	2PL	0.9672	-0.7359						
CES00396	00803337	2PL	1.0829	-1.8153						
CES00680	01057195	2PL	1.2307	-1.0185						
CES00391	00803327	2PL	0.6938	-1.0949						
CES00675	01057185	2PL	1.0418	-0.8881						
CES00728	01208460	2PL	0.9965	-1.5056						
CES00723	01208450	2PL	1.2451	-1.9238						
CES00290	00545983	2PL	0.8462	-0.2342						
CES00287	00545977	2PL	1.0781	-0.7424						
CES00148	00382772	2PL	0.9914	-1.9539						
CES00542	1002286	2PL	1.1901	-0.6929						
CES00818	01210562	GPC			1.1082	-0.1742	0.2184			
CES00774	01210327	GPC			0.9733	-0.1507	-0.4267			
CES00682	01057199	GPC			0.8736	0.1835	0.4718			
CES00683	01057201	GPC			0.8629	0.1341	-0.3153			
CES00777	01210330	GPC			1.2262	-0.9743	-0.0220			
CES00823	01210576	GPC			1.2009	-0.5838	0.3461			
CES00917	01210987	GPC			1.0272	-0.6161	0.0650			
CES00915	01210985	GPC			0.9456	-0.3213	0.4246			
CES00914	01210984	GPC			1.0527	-0.4216	0.0018			
CES00968	01211281	GPC			0.8579	0.0053	-0.5734			
CES00967	01211280	GPC			0.8351	0.0708	-0.3802			
CES00966	01211279	GPC			0.7836	0.3982	0.2060			
CES10054	N/A	GPC			1.3105	-0.7934	0.0995			
CES10058	N/A	GPC			1.3582	-1.0547	-0.0092			
CES00813	01210534	GPC			0.9231	-1.3700	-0.8518	0.2988	1.6525	
CES00649	1003861	GPC			0.9762	-1.1547	-0.7604	0.0774	1.3073	

Table M-6: Unscaled Item Parameters, Speaking, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4	
CES00252	00437531	2PL	0.7292	-1.7684						
CES00402	00803468	2PL	0.7137	-1.9456						
CES00258	00437544	2PL	0.3904	-2.2453						
CES00463	00940336	2PL	0.7187	0.0163						
CES00243	00407629	2PL	0.6001	-5.0163						
CES00692	01059014	2PL	0.7029	-2.6655						
CES00371	00687645	2PL	0.8146	-2.9141						
CES00304	00546147	2PL	0.6931	-1.6836						
CES00844	01210696	2PL	0.8514	-2.4319						
CES00693	01059016	2PL	0.9768	-1.5862						
CES00741	01208978	2PL	0.6350	-1.6701						
CES00471	00940353	2PL	0.5096	-1.4183						
CES00687	01059004	2PL	0.6354	-0.2126						
CES10002	N/A	2PL	0.5734	-1.2733						
CES10003	N/A	2PL	0.7553	-3.2364						
CES00835	01210664	GPC			0.6984	-0.4782	-0.4323			
CES00404	00803472	GPC			0.7582	0.3362	0.2681			
CES00838	01210668	GPC			0.4727	-0.5267	-1.0415			
CES00466	00940342	GPC			0.6217	-0.0410	-0.6288			
CES00744	01208984	GPC			0.8349	-2.2069	-1.0343			
CES00832	01210658	GPC			0.8018	-1.9760	-0.5716			
CES00923	01211038	GPC			0.8712	-2.1702	-1.0523			
CES00924	01211039	GPC			0.4830	-0.1400	-1.9296			
CES10037	N/A	GPC			0.7645	-2.1081	-0.9947			
CES00557	1002455	GPC			0.7194	-1.5383	-1.6199			
CES00828	01210648	GPC			0.6896	-1.1714	-2.1867			
CES10066	N/A	GPC			0.8768	-2.4227	-1.7234			
CES00959	01211272	GPC			0.9028	-2.3413	-1.2893			
CES00840	01210672	GPC			0.6372	-2.6656	-2.4517	-1.0691	0.9965	
CES00652	1003876	GPC			0.7703	-2.4638	-2.3154	-1.2399	0.5031	

Table M-7: Unscaled Item Parameters, Speaking, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4	
CES00183	00383187	2PL	0.5873	-1.1049						
CES00455	00940203	2PL	0.5885	-3.6499						
CES00790	01210343	2PL	0.6957	-3.0278						
CES00412	00803613	2PL	0.5240	0.1061						
CES00752	01209118	2PL	0.5083	-1.3394						
CES00456	00940205	2PL	0.5925	0.2250						
CES00747	01209108	2PL	0.5276	-0.7800						
CES00704	01059805	2PL	0.7485	-1.6474						
CES00449	00940191	2PL	0.5869	-0.8309						
CES00263	00437722	2PL	0.5778	-2.6176						
CES00847	01210729	2PL	0.6588	-0.7928						
CES00386	00693765	2PL	0.7185	0.7358						
CES00190	00383201	2PL	0.6356	-0.7906						
CES00955	01211251	2PL	0.9250	-1.8152						
CES00954	01211250	2PL	0.4850	-2.7521						
CES00748	01209110	GPC			0.7754	-1.0917	-0.9403			
CES00706	01059809	GPC			0.7856	-1.8220	-1.0021			
CES00384	00693760	GPC			0.7957	-1.6787	-1.8494			
CES00317	00546312	GPC			0.8070	-1.0479	-0.5357			
CES00798	01210351	GPC			0.7849	-2.5716	-1.4991			
CES00460	00940213	GPC			0.8484	-2.3490	-1.4666			
CES00934	01211090	GPC			0.4860	0.5021	-1.8692			
CES00936	01211092	GPC			0.8420	-1.7166	-2.0063			
CES10038	N/A	GPC			0.8444	-2.2329	-1.6401			
CES00519	1001934	GPC			0.7909	-1.7484	-1.6035			
CES00958	01211254	GPC			0.6155	-1.4941	-1.5209			
CES00853	01210759	GPC			0.9355	-2.6553	-1.5380			
CES00849	01210733	GPC			0.9560	-2.5168	-1.3476			
CES00461	00940215	GPC			0.7093	-2.3585	-2.1667	-0.7756	1.0337	
CES00635	1003521	GPC			0.7095	-2.6164	-2.2553	-0.9782	0.6221	

Table M-8: Unscaled Item Parameters, Speaking, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4	
CES00335	00546487	2PL	0.4922	-0.7313						
CES00475	00940480	2PL	0.4467	-1.6196						
CES00430	00803814	2PL	0.5229	-0.1364						
CES00476	00940482	2PL	0.5931	-0.3858						
CES00483	00940497	2PL	0.6103	0.2548						
CES00801	01210354	2PL	0.8039	-0.5201						
CES00477	00940484	2PL	0.6857	0.0105						
CES00759	01209258	2PL	0.5748	-0.3971						
CES00710	01059901	2PL	0.8828	-2.1329						
CES00218	00383258	2PL	0.7021	-1.7352						
CES00802	01210355	2PL	0.6315	-0.4519						
CES00367	00683682	2PL	0.7652	0.1569						
CES00338	00546493	2PL	0.6939	-1.4885						
CES00872	01210841	2PL	0.7988	-1.6795						
CES00426	00803676	GPC			0.9974	-1.5924	-1.2043			
CES00368	00683684	GPC			0.7886	-1.4795	-0.5872			
CES00364	00683675	GPC			0.8630	-1.5519	-0.5938			
CES00712	01059905	GPC			1.0229	-1.6444	-0.9280			
CES00768	01209277	GPC			1.0306	-2.2018	-1.0869			
CES00807	01210360	GPC			1.0302	-1.7696	-0.6000			
CES10046	N/A	GPC			0.9473	-1.7805	-1.2778			
CES00944	01211138	GPC			0.9888	-1.6595	-1.0898			
CES00945	01211139	GPC			1.0664	-1.6052	-1.3012			
CES10047	N/A	GPC			1.1591	-1.6411	-1.0549			
CES10052	N/A	GPC			0.8567	-1.5432	-1.1091			
CES00500	1001451	GPC			0.9153	-1.5825	-0.8572			
CES00877	01210846	GPC			1.1413	-2.2456	-1.1315			
CES00882	01210859	GPC			1.1878	-2.0344	-1.2802			
CES00909	01210966	GPC			0.7033	-2.4882	-2.2100	-1.1116	0.5163	
CES00969	01211282	GPC			0.8098	-2.1732	-1.8333	-1.3426	0.1211	

Table M-9: Unscaled Item Parameters, Reading, Grade Span K–1

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3
CER01031	01210026	3PL	1.0702	-0.5007	0.3837				
CER01030	01210024	3PL	0.9256	0.0311	0.3251				
CER01041	01210046	3PL	1.3857	0.9836	0.2871				
CER01314	01210917	3PL	1.0710	0.5485	0.2900				
CER01315	01210918	3PL	0.3531	-0.2306	0.0979				
CER01312	01210915	3PL	1.2817	0.0402	0.3025				
CER01316	01210919	3PL	1.9465	0.5752	0.3228				
CER01216	01210596	3PL	1.1028	1.4168	0.3284				
CER01311	01210914	3PL	2.1262	0.9981	0.2609				
CER01034	01210032	3PL	1.4721	-0.3451	0.2958				
CER01179	01210529	3PL	1.5587	0.8631	0.3395				
CER01025	01210014	3PL	2.5165	0.3573	0.2362				
CER01079	01210122	3PL	2.3539	0.3601	0.3411				
CER01055	01210074	3PL	2.4677	0.3674	0.2145				
CER01019	01210002	3PL	1.3058	0.2338	0.3612				
CER01029	01210022	3PL	1.4478	0.1419	0.2548				
CER01073	01210110	3PL	0.8680	-1.1034	0.1553				
CER01021	01210006	3PL	0.6796	-0.5419	0.5208				
CER01050	01210064	3PL	1.0025	-1.2563	0.3645				
CER01070	01210104	3PL	1.7997	-1.2090	0.1034				
CER01052	01210068	3PL	0.6232	-1.8947	0.0600				
CER01083	01210130	2PL	1.3562	0.5281					
CER01027	01210018	2PL	1.5421	0.9422					
CER01047	01210058	3PL	1.1235	0.6958	0.1281				
CER01057	01210078	3PL	0.9138	0.3122	0.1448				
CER10049	N/A	2PL	1.8257	0.4723					
CER10047	N/A	2PL	1.4221	0.5072					
CER10048	N/A	2PL	2.0247	0.1265					
CER01468	01211256	2PL	2.0196	0.2038					
CER01066	01210096	GPC				1.7410	-1.0169	-0.7822	-0.7686
CER01033	01210030	GPC				2.2720	-1.0222	-0.8460	-0.6889
CER01043	01210050	GPC				1.9576	-1.3638	-1.0883	-0.8322

Table M-10: Unscaled Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00348	00546026	3PL	1.0007	0.2089	0.2183
CER00353	00546036	3PL	1.0209	-0.2700	0.2447
CER00270	00437237	3PL	1.2956	1.7860	0.1930
CER01090	01210364	3PL	0.6441	0.1248	0.2611
CER01212	01210592	3PL	0.9482	1.1361	0.1634
CER00032	00240821	3PL	0.9078	0.3811	0.3359
CER00011	00240727	3PL	0.8896	0.1250	0.1762
CER00009	00240723	3PL	1.1730	-0.2278	0.2300
CER01099	01210373	3PL	0.9362	-0.2635	0.1227
CER00336	00545999	3PL	1.6986	1.2305	0.3341
CER00343	00546014	3PL	0.9292	-0.5614	0.2611
CER01100	01210374	3PL	1.1545	1.3681	0.2002
CER01101	01210375	3PL	1.0536	-0.2047	0.0735
CER00442	00680991	3PL	1.3147	0.1085	0.2178
CER01200	01210580	3PL	1.0735	0.7629	0.3455
CER00955	01208496	3PL	1.0249	1.0630	0.2418
CER00211	00353933	3PL	1.9118	-0.3334	0.2391
CER00220	00353951	3PL	1.1894	-0.6780	0.2432
CER00545	00940074	3PL	0.6986	0.6411	0.0988
CER01192	01210559	3PL	0.7378	0.5683	0.2048
CER00546	00940076	3PL	0.7604	0.0334	0.0624
CER00877	01059047	3PL	0.6101	0.3521	0.1176
CER00338	00546003	3PL	1.2498	-0.0898	0.0660
CER00949	01208484	3PL	0.6438	1.2516	0.2075
CER00355	00546040	3PL	1.1844	1.2725	0.2061
CER00957	01208500	3PL	0.7153	1.4520	0.2661
CER00958	01208502	3PL	1.6876	-0.2285	0.2370
CER00959	01208504	3PL	1.6486	0.7616	0.1961
CER01103	01210377	3PL	1.5145	0.7937	0.2726
CER01104	01210378	3PL	0.6169	-0.6040	0.2075
CER01105	01210379	3PL	1.3154	0.4634	0.1861
CER01094	01210368	3PL	0.5925	0.9076	0.1493
CER01096	01210370	3PL	1.1423	0.3900	0.2291
CER01171	01210493	3PL	0.9011	0.5231	0.1908
CER01097	01210371	3PL	0.7317	0.9100	0.1592
CER00673	1001671	3PL	1.2531	0.7010	0.3406
CER00675	1001673	3PL	1.3197	0.9033	0.3515
CER00744	1002464	3PL	1.9080	1.6698	0.1204
CER00685	1001687	3PL	0.6875	0.5707	0.2611
CER00861	1003859	3PL	0.9905	0.7611	0.1743

Table M-10: Unscaled Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER10064	N/A	3PL	0.8757	1.2362	0.2149
CER10065	N/A	3PL	1.4333	0.8405	0.2290
CER10066	N/A	3PL	0.9287	1.4604	0.2027
CER10067	N/A	3PL	1.8513	1.4290	0.2000
CER10068	N/A	3PL	1.5615	1.1156	0.2508
CER10116	N/A	3PL	1.6337	0.9417	0.2409
CER00770	1002596	3PL	0.6093	-0.2521	0.2075
CER01210	01210590	3PL	1.3920	1.1847	0.1916
CER00772	1002599	3PL	0.3030	1.6450	0.2075
CER01198	01210578	3PL	1.0470	0.0450	0.1668
CER01184	01210544	3PL	0.7302	0.4448	0.3868
CER10069	N/A	3PL	0.9407	0.7401	0.1315
CER10070	N/A	3PL	1.1623	0.1820	0.2704
CER10071	N/A	3PL	0.7244	0.5189	0.0762
CER10072	N/A	3PL	1.1888	0.7296	0.2311
CER10073	N/A	3PL	1.1976	2.0496	0.2600
CER10074	N/A	3PL	0.3395	1.2120	0.2075

Table M-11: Unscaled Item Parameters, Reading, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00893	01059097	3PL	0.8491	0.1731	0.1931
CER00463	00691065	3PL	0.5999	0.2927	0.1931
CER01242	01210671	3PL	0.8320	0.3048	0.0974
CER00050	00241059	3PL	0.5237	0.7741	0.1931
CER00964	01208922	3PL	0.9584	-0.0034	0.2540
CER00052	00241063	3PL	0.9559	0.5751	0.2250
CER00072	00241154	3PL	0.8619	0.2002	0.0700
CER01108	01210382	3PL	0.7042	-0.5182	0.1931
CER01107	01210381	3PL	0.7973	0.5967	0.2023
CER00377	00546207	3PL	0.8662	-0.2940	0.1931
CER00898	01059107	3PL	1.0848	-0.1984	0.0730
CER00897	01059105	3PL	0.8866	1.1354	0.3321
CER01241	01210657	3PL	0.5876	1.4257	0.1304
CER00458	00691051	3PL	0.9455	0.2657	0.1291
CER00296	00437620	3PL	0.7816	-0.1314	0.1285
CER00498	00803539	3PL	0.8896	0.1426	0.1453
CER00235	00354168	3PL	1.0952	0.3677	0.1499
CER00896	01059103	3PL	0.7745	-0.4493	0.1931
CER00599	00940990	3PL	1.3819	0.1657	0.2305
CER01110	01210384	3PL	0.7966	-0.3358	0.0824
CER00900	01059111	3PL	1.0639	0.2880	0.2161
CER00604	00941000	3PL	1.8037	-0.2988	0.2200
CER00600	00940992	3PL	1.3278	0.5302	0.2075
CER00972	01208938	3PL	0.9920	0.2754	0.1968
CER00895	01059101	3PL	0.9670	1.0014	0.1992
CER00906	01059125	3PL	0.8773	-0.6069	0.0980
CER00907	01059127	3PL	0.7321	0.7540	0.1554
CER00908	01059129	3PL	0.8551	0.6058	0.2804
CER00909	01059131	3PL	0.7886	0.0645	0.1931
CER01161	01210483	3PL	1.1206	-0.0283	0.1680
CER01121	01210395	3PL	0.6505	0.1011	0.0916
CER01123	01210397	3PL	1.0741	0.3271	0.2165
CER00974	01208944	3PL	1.0311	0.3283	0.1681
CER00975	01208946	3PL	0.6733	0.2424	0.1855
CER00977	01208950	3PL	1.4556	1.0308	0.1977
CER10001	N/A	3PL	0.5129	-0.3262	0.1931
CER10005	N/A	3PL	0.8059	-0.1703	0.0474
CER01444	01211183	3PL	0.4894	-0.3083	0.1931
CER10027	N/A	3PL	0.6953	0.2106	0.1931
CER10031	N/A	3PL	1.2413	-0.1772	0.2005

Table M-11: Unscaled Item Parameters, Reading, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER10095	N/A	3PL	1.1706	-0.2589	0.1786
CER10096	N/A	3PL	0.9093	1.9991	0.2051
CER10097	N/A	3PL	1.1482	-0.1738	0.1614
CER10098	N/A	3PL	0.7902	0.1958	0.1748
CER10099	N/A	3PL	1.0262	-0.3756	0.1315
CER10101	N/A	3PL	0.9994	-0.1117	0.2347
CER10006	N/A	3PL	0.5909	0.6077	0.1785
CER10004	N/A	3PL	0.4149	2.4778	0.1931
CER01244	01210675	3PL	0.8621	-0.5954	0.1931
CER10023	N/A	3PL	0.9803	0.1794	0.1576
CER10032	N/A	3PL	1.0400	1.3824	0.1469
CER01227	01210628	3PL	0.6425	0.6319	0.1405
CER01231	01210632	3PL	0.5631	0.1132	0.1931
CER01232	01210633	3PL	0.9207	3.1289	0.2207
CER01235	01210636	3PL	0.2547	3.1259	0.1931
CER01236	01210637	3PL	0.9218	2.6480	0.2140
CER01238	01210639	3PL	1.2120	2.3432	0.2075

Table M-12: Unscaled Item Parameters, Reading, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00928	01060116	3PL	0.4254	-0.7943	0.1947
CER00982	01209064	3PL	0.6001	-0.3906	0.1947
CER00128	00241514	3PL	1.0154	-0.7820	0.1947
CER00380	00546334	3PL	0.7882	1.0886	0.1801
CER00513	00803707	3PL	0.4852	-0.1196	0.1947
CER00303	00437751	3PL	0.6739	0.0652	0.1947
CER00393	00546361	3PL	0.5758	0.4179	0.1947
CER00987	01209074	3PL	0.6632	0.5486	0.1947
CER00988	01209076	3PL	0.4834	0.1499	0.1947
CER00934	01060128	3PL	0.3325	0.0927	0.1947
CER00510	00803693	3PL	0.4621	1.0016	0.1947
CER00514	00803709	3PL	0.7167	1.0202	0.1584
CER00985	01209070	3PL	0.8106	-0.1669	0.1947
CER00564	00940275	3PL	0.7410	0.6161	0.1789
CER00990	01209080	3PL	1.1538	-1.1510	0.0425
CER00515	00803711	3PL	0.6635	1.0969	0.1947
CER00563	00940273	3PL	0.9384	-0.3149	0.1698
CER01128	01210402	3PL	0.8113	-0.2808	0.1947
CER00402	00546380	3PL	0.7814	-0.2631	0.1947
CER00932	01060124	3PL	1.0148	0.5731	0.1913
CER00937	01060134	3PL	0.8008	0.9003	0.2018
CER00569	00940285	3PL	1.1425	1.1381	0.1793
CER00144	00241558	3PL	1.0029	0.1689	0.2279
CER00145	00241560	3PL	1.0921	0.0556	0.2416
CER00143	00241556	3PL	0.6737	1.0772	0.1816
CER00995	01209092	3PL	0.8833	0.5628	0.2367
CER00993	01209088	3PL	0.6843	0.9441	0.1839
CER00992	01209086	3PL	1.3618	0.1499	0.2340
CER00994	01209090	3PL	0.8034	1.4448	0.1778
CER01130	01210404	3PL	1.4334	-0.0745	0.2081
CER01173	01210495	3PL	1.4176	0.6440	0.2241
CER01133	01210407	3PL	1.1685	0.0541	0.2062
CER00521	00803735	3PL	0.8933	0.7780	0.2014
CER00523	00803739	3PL	0.8465	1.2534	0.2121
CER00524	00803741	3PL	0.8696	0.6453	0.2149
CER01447	01211186	3PL	0.5081	-0.0634	0.1947
CER00865	1003893	3PL	0.7254	0.8603	0.1562
CER00777	1002606	3PL	0.9870	-1.4991	0.1947
CER00778	1002607	3PL	0.6795	-0.5253	0.1947
CER00811	1002750	3PL	0.6240	0.3402	0.1960

Table M-12: Unscaled Item Parameters, Reading, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER10103	N/A	3PL	1.5269	-0.1114	0.3282
CER10104	N/A	3PL	0.5879	0.6805	0.1640
CER10105	N/A	3PL	0.9725	1.1165	0.1869
CER10106	N/A	3PL	1.0858	2.1986	0.2861
CER10107	N/A	3PL	0.6530	1.2243	0.2601
CER10108	N/A	3PL	0.8471	1.3790	0.1795
CER10007	N/A	3PL	0.4926	-0.5236	0.1947
CER00783	1002616	3PL	0.5478	-0.5571	0.1947
CER01445	01211184	3PL	0.9683	-0.9142	0.0901
CER01446	01211185	3PL	0.9577	-0.6386	0.1947
CER00779	1002608	3PL	1.1022	-1.4114	0.1947
CER10050	N/A	3PL	0.9264	0.9486	0.2246
CER10051	N/A	3PL	0.9666	1.2323	0.1985
CER10052	N/A	3PL	1.2322	0.6137	0.2698
CER10054	N/A	3PL	1.0153	1.2851	0.2276
CER10055	N/A	3PL	1.2549	-0.0461	0.2897
CER10056	N/A	3PL	1.1209	0.4378	0.2768

Table M-13: Unscaled Item Parameters, Reading, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01152	01210426	3PL	0.4424	-1.5015	0.2059
CER00179	00241856	3PL	0.2937	-0.8495	0.2059
CER01143	01210417	3PL	0.6660	0.2724	0.2059
CER00327	00437909	3PL	0.6554	-0.3261	0.2059
CER00531	00804714	3PL	0.5337	0.2401	0.2059
CER00451	00684030	3PL	0.6089	-0.4077	0.2059
CER00471	00717216	3PL	0.5057	0.0429	0.2059
CER01006	01209227	3PL	0.9114	-1.2898	0.2059
CER00911	01059967	3PL	1.0524	-0.8220	0.2059
CER01005	01209225	3PL	0.7807	0.1603	0.1405
CER00157	00241779	3PL	0.7092	-0.9447	0.2059
CER00242	00354274	3PL	0.5289	1.1310	0.0924
CER00533	00804718	3PL	0.4395	1.3845	0.2059
CER00918	01059981	3PL	0.4181	0.7945	0.2059
CER00419	00546536	3PL	0.8465	-1.1072	0.2059
CER00457	00684045	3PL	0.8426	0.4291	0.1744
CER00321	00437896	3PL	0.7374	0.3889	0.2059
CER00418	00546534	3PL	1.0430	-1.1016	0.2059
CER01007	01209229	3PL	0.9003	0.7184	0.3081
CER00912	01059969	3PL	0.6009	-0.0396	0.2059
CER00443	00683949	3PL	0.7441	1.1046	0.1949
CER01309	01210900	3PL	0.7525	0.7050	0.1983
CER00926	01059999	3PL	0.5322	0.5676	0.2059
CER00924	01059995	3PL	1.0029	1.2200	0.2176
CER00925	01059997	3PL	0.5298	1.0875	0.2099
CER01016	01209249	3PL	0.8116	1.1339	0.2304
CER01017	01209251	3PL	1.0916	0.9892	0.1726
CER01014	01209245	3PL	1.0701	0.1840	0.2057
CER01279	01210821	3PL	1.1891	0.5490	0.3168
CER01280	01210822	3PL	0.8528	-0.1867	0.2383
CER01277	01210819	3PL	1.0048	1.5321	0.2173
CER01282	01210824	3PL	0.8762	0.5451	0.2213
CER01011	01209238	3PL	0.6245	1.7430	0.1519
CER01012	01209240	3PL	0.8284	0.3446	0.2800
CER01013	01209242	3PL	1.0710	1.2320	0.2053
CER10010	N/A	3PL	0.6440	-0.8008	0.2059
CER10009	N/A	3PL	0.6823	-0.3447	0.2059
CER01310	01210904	3PL	0.1330	7.4645	0.2059
CER10044	N/A	3PL	0.3304	0.3704	0.2059
CER10038	N/A	3PL	0.5140	-1.2197	0.2059

Table M-13: Unscaled Item Parameters, Reading, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER10088	N/A	3PL	1.2064	0.3074	0.2261
CER10089	N/A	3PL	1.2966	0.5030	0.2808
CER10090	N/A	3PL	1.3198	-0.2925	0.3221
CER10091	N/A	3PL	0.5074	1.8122	0.2271
CER10092	N/A	3PL	1.1068	0.5216	0.2222
CER10094	N/A	3PL	0.9682	-0.0120	0.2145
CER10012	N/A	3PL	0.2375	0.9860	0.2059
CER01448	01211187	3PL	0.5014	-0.4662	0.2059
CER10045	N/A	3PL	1.0513	2.8600	0.1867
CER10043	N/A	3PL	0.7616	-0.7606	0.2059
CER10041	N/A	3PL	1.4104	-1.4155	0.2059
CER10058	N/A	3PL	0.8011	0.5697	0.1909
CER10059	N/A	3PL	0.7207	-0.4281	0.2059
CER10060	N/A	3PL	0.9244	-0.5938	0.2059
CER10061	N/A	3PL	1.3827	-0.8526	0.2265
CER10063	N/A	3PL	0.8788	0.4060	0.2071
CER10057	N/A	3PL	0.4487	0.5238	0.2059

Table M-14: Unscaled Item Parameters, Writing, Grade Span K–1

Item ID	Legacy ID	Model	Parameters							
			a	b	c	α	γ1	γ2	γ3	γ4
CEW00896	01210200	3PL	1.1660	1.3843	0.4333					
CEW00932	01210272	3PL	1.5779	1.2003	0.2520					
CEW00885	01210178	3PL	1.4790	1.2247	0.2439					
CEW00876	01210160	3PL	0.7519	0.8842	0.3899					
CEW00884	01210176	3PL	1.2923	1.3287	0.2202					
CEW00905	01210218	3PL	0.7636	1.1440	0.2293					
CEW00875	01210158	3PL	0.7877	1.0017	0.2753					
CEW00931	01210270	3PL	1.4287	1.3934	0.1492					
CEW00987	01210538	2PL	0.2899	2.1463						
CEW01157	01211257	2PL	0.4962	1.3257						
CEW00877	01210162	2PL	0.8244	-1.6112						
CEW00909	01210226	2PL	0.8065	-1.3140						
CEW00868	01210144	2PL	1.0023	-1.1647						
CEW00898	01210204	2PL	0.9063	-1.3485						
CEW00897	01210202	2PL	*	*						
CEW00913	01210234	2PL	*	*						
CEW00919	01210246	GPC				0.5423	-1.5597	-0.6913		
CEW00889	01210186	GPC				0.7254	-2.0083	-0.0511		
CEW00890	01210188	GPC				0.6533	-1.9405	-0.8687		
CEW00891	01210190	GPC				1.6811	-0.8069	0.3215		
CEW00923	01210254	GPC				1.5240	-0.4637	1.7800		
CEW00871	01210150	GPC				1.4470	-0.6716	0.7828		
CEW00989	01210552	GPC				1.1381	-0.3828	1.3989		
CEW00902	01210212	GPC				1.2206	-0.2765	1.1749		
CEW00880	01210168	GPC				*	*	*		
CEW01158	01211283	GPC				*	*	*		
CEW00925	01210258	GPC				*	*	*		
CEW00922	01210252	GPC				*	*	*		

Table M-15: Unscaled Item Parameters, Writing, Grade 2

Item ID	Legacy ID	Model	Parameters							
			a	b	c	α	γ_1	γ_2	γ_3	γ_4
CEW00005	00353965	3PL	0.7120	-0.8732	0.3013					
CEW00020	00353996	3PL	0.9015	-1.2477	0.3013					
CEW00004	00353963	3PL	1.0735	-0.1770	0.3375					
CEW00298	00681402	3PL	2.5462	-0.3607	0.2754					
CEW00939	01210436	3PL	1.5716	0.0556	0.3038					
CEW00220	00546085	3PL	1.5219	-0.3043	0.2841					
CEW00021	00353998	3PL	0.5987	0.3447	0.3013					
CEW00209	00546063	3PL	1.1366	-0.3421	0.3380					
CEW00941	01210438	3PL	2.0849	0.3261	0.2783					
CEW00940	01210437	3PL	1.8196	-0.2303	0.3653					
CEW00796	01208524	3PL	1.1593	0.3222	0.2003					
CEW00981	01210528	3PL	0.6812	1.0918	0.3013					
CEW00800	01208532	3PL	0.7372	2.3171	0.3461					
CEW00974	01210499	3PL	1.0992	0.1274	0.3307					
CEW00975	01210500	3PL	0.7590	0.7668	0.1866					
CEW00976	01210501	3PL	0.5759	0.9012	0.2104					
CEW00390	00940137	3PL	1.9699	0.5768	0.3437					
CEW00391	00940139	3PL	1.5851	0.4261	0.3684					
CEW00392	00940141	3PL	1.7735	0.3183	0.3648					
CEW00535	1002382	3PL	1.8077	-0.3474	0.2502					
CEW00534	1002381	3PL	0.5181	-0.4072	0.3013					
CEW00517	1001796	3PL	1.2686	0.4515	0.3422					
CEW00684	1003562	3PL	1.9148	1.1196	0.3553					
CEW00685	1003563	3PL	2.0282	0.4718	0.2366					
CEW00686	1003564	3PL	1.8903	0.5711	0.3395					
CEW00389	00940135	GPC				1.0465	-1.3198	0.1765	2.3026	
CEW00995	01210574	GPC				0.9530	-1.5386	-0.3677	1.3666	
CEW00381	00940119	GPC				0.9149	-1.3281	0.1452	2.1546	

Table M-15: Unscaled Item Parameters, Writing, Grade 2

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
CEW00802	01208536	GPC				0.8931	-1.7216	0.0189	2.2581	
CEW00696	1003577	GPC				*	*	*	*	
CEW00495	1001612	GPC				*	*	*	*	
CEW01084	01210937	GPC				0.7946	-2.2585	-0.6638	0.8093	4.0127
CEW10002	N/A	GPC				0.8790	-1.8632	-0.6335	1.4621	2.8377

Table M-16: Unscaled Item Parameters, Writing, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
CEW00100	00354226	3PL	1.0115	-1.3893	0.2793					
CEW00088	00354202	3PL	0.5727	-0.5214	0.2793					
CEW00077	00354179	3PL	1.1137	0.1069	0.3415					
CEW00228	00546226	3PL	0.5823	-0.2012	0.2793					
CEW00090	00354206	3PL	1.3279	-0.0042	0.3689					
CEW00239	00546248	3PL	0.8505	0.0141	0.2285					
CEW00950	01210447	3PL	0.9244	-0.0518	0.2476					
CEW00813	01208994	3PL	0.7078	0.7814	0.2822					
CEW00815	01208998	3PL	0.9105	-0.1648	0.3176					
CEW01019	01210694	3PL	1.2850	0.0633	0.3107					
CEW00747	01059936	3PL	1.1068	-1.0010	0.2374					
CEW00748	01059938	3PL	0.9618	-0.6356	0.2305					
CEW00749	01059940	3PL	1.4055	-1.0757	0.2135					
CEW00755	01059952	3PL	1.0676	-0.8102	0.2813					
CEW00756	01059954	3PL	0.5907	0.4767	0.2193					
CEW00757	01059956	3PL	1.0442	-0.2410	0.2588					
CEW00422	00940377	3PL	1.4656	-0.8246	0.3379					
CEW00423	00940379	3PL	0.8827	0.0347	0.2564					
CEW00424	00940381	3PL	0.6675	0.4296	0.2793					
CEW00481	1001524	3PL	0.5924	0.0752	0.2793					
CEW00476	1001510	3PL	1.0947	0.8304	0.2420					
CEW01012	01210683	3PL	0.7695	0.3520	0.2753					
CEW00639	1003171	3PL	0.8205	0.6458	0.1892					
CEW00640	1003172	3PL	0.7597	2.8026	0.3129					
CEW00641	1003173	3PL	0.9706	0.0274	0.2461					
CEW00246	00546262	GPC				0.6302	-3.5418	-0.7894	0.0329	
CEW00746	01059934	GPC				0.6078	-2.8793	-1.3609	0.9810	
CEW01015	01210690	GPC				0.7635	-2.5420	-1.2247	0.9027	

Table M-16: Unscaled Item Parameters, Writing, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
CEW00094	00354214	GPC				0.6987	-2.9496	-1.0727	1.3640	
CEW00569	1002532	GPC				*	*	*	*	
CEW00460	1001267	GPC				*	*	*	*	
CEW01008	01210666	GPC				0.7447	-2.1496	-1.6999	0.4292	3.8669
CEW01014	01210688	GPC				0.7552	-2.9433	-1.1745	0.5514	3.1958

Table M-17: Unscaled Item Parameters, Writing, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
CEW00265	00546425	3PL	0.9804	-0.6877	0.1848					
CEW00145	00354697	3PL	0.6906	-0.6474	0.2761					
CEW00833	01209140	3PL	0.5778	-0.6272	0.2761					
CEW00832	01209138	3PL	0.6786	-0.9230	0.2761					
CEW00178	00437794	3PL	1.0349	0.1797	0.3461					
CEW00147	00354701	3PL	0.8109	0.6032	0.4070					
CEW00837	01209148	3PL	0.8115	-0.3153	0.3060					
CEW00836	01209146	3PL	1.2358	0.3266	0.2631					
CEW00961	01210458	3PL	1.1546	-0.4930	0.2709					
CEW00262	00546419	3PL	0.6156	0.4447	0.2761					
CEW00255	00546405	3PL	0.8443	-0.1557	0.2761					
CEW00959	01210456	3PL	0.6875	-0.2630	0.2761					
CEW00256	00546407	3PL	1.0701	-1.1333	0.2761					
CEW00350	00803765	3PL	0.7132	-0.0067	0.1839					
CEW00351	00803767	3PL	1.1062	-0.4720	0.2275					
CEW00352	00803769	3PL	0.6478	-0.1217	0.2761					
CEW00779	01069233	3PL	1.0161	-0.8716	0.2761					
CEW00780	01069235	3PL	1.1025	-1.1502	0.2114					
CEW00781	01069237	3PL	0.8830	-0.5678	0.2603					
CEW00518	1001798	3PL	0.9546	-1.0318	0.2761					
CEW01033	01210741	3PL	0.9986	-1.5049	0.2761					
CEW01038	01210750	3PL	0.8843	-1.4159	0.2761					
CEW01133	01211197	3PL	1.0212	-0.8803	0.3607					
CEW01134	01211198	3PL	0.8270	-0.3518	0.2112					
CEW01135	01211199	3PL	1.1564	1.4785	0.1503					
CEW00794	01069263	GPC				0.5356	-3.5858	-2.5729	1.5762	
CEW00142	00354689	GPC				0.5561	-3.6374	-2.7907	1.0612	
CEW00842	01209158	GPC				0.5666	-3.5161	-2.2840	1.0411	

Table M-17: Unscaled Item Parameters, Writing, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
CEW00834	01209142	GPC				0.4170	-3.2759	-3.5119	0.5914	
CEW01155	01211240	GPC				*	*	*	*	
CEW01153	01211238	GPC				*	*	*	*	
CEW00413	00940259	GPC				0.5804	-3.1057	-2.9320	-0.3595	4.5782
CEW00709	1003901	GPC				0.6271	-2.8012	-2.0138	0.3819	4.3601

Table M-18: Unscaled Item Parameters, Writing, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
CEW00306	00684130	3PL	1.1991	-1.3277	0.2535					
CEW00283	00546586	3PL	0.7430	-0.8727	0.2535					
CEW00060	00354095	3PL	0.7335	-0.2250	0.2535					
CEW00849	01209287	3PL	0.5962	-0.0683	0.2535					
CEW00966	01210463	3PL	0.8040	-0.9797	0.2535					
CEW00278	00546576	3PL	0.5457	-0.2580	0.2535					
CEW00850	01209289	3PL	0.8018	-1.4486	0.2535					
CEW00041	00354047	3PL	0.6269	-0.1484	0.2535					
CEW00061	00354097	3PL	0.5473	-2.2773	0.2535					
CEW00279	00546578	3PL	1.0100	-1.4945	0.2535					
CEW00970	01210467	3PL	0.8173	-0.3259	0.2535					
CEW00855	01209299	3PL	0.8993	0.5358	0.1942					
CEW00854	01209297	3PL	0.4194	-0.5427	0.2535					
CEW00431	00940507	3PL	0.7415	-0.4287	0.2535					
CEW00432	00940509	3PL	0.6614	-0.0262	0.2535					
CEW00433	00940511	3PL	0.4366	-2.0983	0.2535					
CEW00769	01060031	3PL	0.5257	-0.4965	0.2535					
CEW00770	01060033	3PL	1.3556	-0.7735	0.3134					
CEW00771	01060035	3PL	0.6792	-0.8757	0.2535					
CEW01078	01210907	3PL	0.5364	0.3160	0.2535					
CEW01074	01210901	3PL	0.8579	-1.1073	0.2535					
CEW01080	01210909	3PL	0.8213	1.1002	0.1493					
CEW00710	1003915	3PL	0.7915	-0.6478	0.2535					
CEW00711	1003916	3PL	-0.8370	-3.0893	0.1732					
CEW00712	1003917	3PL	0.8424	1.1552	0.2657					
CEW00764	01060021	GPC				0.3796	-3.9099	-3.4077	0.1805	
CEW00856	01209301	GPC				0.4102	-4.3724	-2.7417	-0.0133	

Table M-18: Unscaled Item Parameters, Writing, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
CEW00307	00684132	GPC				0.4256	-3.8886	-2.8232	1.3953	
CEW00860	01209309	GPC				0.4405	-3.8820	-2.6543	0.5458	
CEW01148	01211233	GPC				*	*	*	*	
CEW01154	01211239	GPC				*	*	*	*	
CEW00448	00940541	GPC				0.6091	-2.4371	-2.8506	-0.3355	3.8968
CEW00714	1003919	GPC				0.5288	-1.6626	-2.3955	0.3257	4.4920

THIS
PAGE
HAS
BEEN
INTENTIONALLY
LEFT
BLANK.

Appendix N: Item-Type Correlations

Note: The tables in this appendix present item-type descriptive statistics and correlations among multiple-choice (MC), dichotomous-constructed-response (DCR), and constructed-response (CR) items by grade span for annual assessment and initial assessment data.

Table N-1: Item-Type Descriptive Statistics, Annual Assessment

Domain	Grade Span	N	Item Type	Raw Score			Pearson Correlation
				Mean Score	Standard Deviation	Maximum Score	
Listening	K-1	180,531	MC	5.6520	2.2275	10	.548
		180,531	DCR	5.8738	2.5575	10	
	2	172,289	MC	7.3238	2.1336	10	.508
		172,289	DCR	7.3969	2.2212	10	
Speaking	K-1	180,531	DCR	9.4537	3.3759	13	.659
		180,531	CR	8.3742	4.4131	16	
	2	172,289	DCR	11.0570	2.5668	13	.644
		172,289	CR	11.3427	3.8316	16	
	3-5	379,342	DCR	10.0279	2.6046	13	.663
		379,342	CR	10.4829	3.8430	16	
	6-8	210,985	DCR	8.0947	2.8701	13	.665
		210,985	CR	12.5556	3.4284	16	
	9-12	207,378	DCR	7.2963	3.3383	13	.692
		207,378	CR	12.4617	3.8555	16	
Reading	K-1	180,531	MC	9.3796	3.1249	14	.615
		180,531	DCR	1.9398	1.3418	4	
		180,531	MC	9.3796	3.1249	14	.472
		180,531	CR	5.5147	1.3084	6	
		180,531	DCR	1.9398	1.3418	4	
		180,531	CR	5.5147	1.3084	6	
Writing	K-1	180,531	MC	2.0693	1.2222	4	.342
		180,531	DCR	1.7580	1.2195	4	
		180,531	MC	2.0693	1.2222	4	.354
		180,531	CR	14.5380	3.3000	20	
		180,531	DCR	1.7580	1.2195	4	
		180,531	CR	14.5380	3.3000	20	
	2	172,289	MC	11.6863	4.3196	19	.710
		172,289	CR	7.5846	3.2742	16	
	3-5	379,342	MC	13.1143	4.1140	19	.688
		379,342	CR	10.2146	3.0343	16	
6-8	210,985	MC	13.2776	4.1308	19	.616	
	210,985	CR	11.0656	2.4831	16		
9-12	207,378	MC	13.7695	4.0135	19	.673	
	207,378	CR	11.3122	2.8074	16		

Table N-2: Item-Type Descriptive Statistics, Initial Assessment

Domain	Grade Span	N	Item Type	Raw Score			
				Mean Score	Standard Deviation	Maximum Score	Pearson Correlation
Listening	K-1	211,965	MC	4.0977	2.2455	10	.592
		211,965	DCR	3.2557	2.8263	10	
	2	10,891	MC	5.6437	3.3517	10	.818
		10,891	DCR	5.2211	3.8226	10	
Speaking	K-1	211,965	DCR	6.2593	4.4753	13	.754
		211,965	CR	4.6957	4.4564	16	
	2	10,891	DCR	7.6717	5.4449	13	.912
		10,891	CR	7.8344	6.1537	16	
	3-5	24,674	DCR	6.5749	5.1410	13	.918
		24,674	CR	6.9600	5.9803	16	
	6-8	20,313	DCR	5.3067	4.6288	13	.909
		20,313	CR	7.9097	6.4814	16	
	9-12	29,305	DCR	4.9290	4.4759	13	.871
		29,305	CR	8.3871	6.4080	16	
Reading	K-1	211,965	MC	5.3511	3.1087	14	.568
		211,965	DCR	.6362	.9777	4	
		211,965	MC	5.3511	3.1087	14	
		211,965	CR	3.0481	2.5736	6	
		211,965	DCR	.6362	.9777	4	
		211,965	CR	3.0481	2.5736	6	
Writing	K-1	211,965	MC	1.3122	1.0414	4	.340
		211,965	DCR	.8941	1.0139	4	
		211,965	MC	1.3122	1.0414	4	
		211,965	CR	7.7319	4.6775	20	
		211,965	DCR	.8941	1.0139	4	
		211,965	CR	7.7319	4.6775	20	
	2	10,891	MC	9.0734	5.9922	19	.840
		10,891	CR	5.3504	4.5299	16	
	3-5	24,674	MC	10.1446	6.3975	19	.871
		24,674	CR	7.1600	5.4331	16	
6-8	20,313	MC	10.1536	6.3559	19	.850	
	20,313	CR	7.8439	5.4009	16		
9-12	29,305	MC	11.0366	6.2139	19	.869	
	29,305	CR	8.7627	5.1783	16		

Appendix O: Rater Consistency and Reliability

Note: Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

In the following tables, “discrepant” indicates more than one score point difference between two readers. For example, one reader assigned a score of 1 and the other reader a score of 3.

Table O-1: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span K–1

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Copy Letter								
CEW00877	01210162	11	180,531	18,035	17,499	97.0	0	0.0
CEW00909	01210226	12	180,531	17,941	16,975	94.6	0	0.0
CEW00868	01210144	13	180,531	18,051	17,316	95.9	0	0.0
CEW00898	01210204	14	180,531	18,150	17,358	95.6	0	0.0
Copy Word								
CEW00919	01210246	15	180,531	18,101	15,288	84.5	364	2.0
CEW00889	01210186	16	180,531	18,179	15,140	83.3	258	1.4
CEW00890	01210188	17	180,531	18,098	16,009	88.5	223	1.2
Write Word								
CEW00891	01210190	18	180,531	17,684	16,459	93.1	123	0.7
CEW00923	01210254	19	180,531	17,397	16,915	97.2	16	0.1
CEW00871	01210150	20	180,531	17,361	16,781	96.7	51	0.3
CEW00989	01210552	21	180,531	17,216	16,808	97.6	16	0.1
CEW00902	01210212	22	180,531	17,152	16,389	95.6	65	0.4

Table O-2: Inter-Rater Agreement, Annual Assessment, Writing, Grade 2

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Sentences								
CEW00389	00940135	26	172,289	16,763	14,487	86.4	40	0.2
CEW00995	01210574	27	172,289	16,923	14,536	85.9	76	0.4
CEW00381	00940119	28	172,289	16,854	14,586	86.5	63	0.4
CEW00802	01208536	29	172,289	16,582	14,130	85.2	43	0.3
Short Composition								
CEW01084	01210937	30	172,289	16,972	13,596	80.1	108	0.6

Table O-3: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 3–5

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Sentences								
CEW00246	00546262	26	379,342	37,925	33,317	87.8	199	0.5
CEW00746	01059934	27	379,342	37,684	31,924	84.7	216	0.6
CEW01015	01210690	28	379,342	37,884	32,946	87.0	187	0.5
CEW00094	00354214	29	379,342	37,489	32,463	86.6	139	0.4
Short Composition								
CEW01008	01210666	30	379,342	37,718	30,699	81.4	246	0.7

Table O-4: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 6–8

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Sentences								
CEW00794	01069263	26	210,985	20,686	18,179	87.9	88	0.4
CEW00142	00354689	27	210,985	20,773	18,295	88.1	55	0.3
CEW00842	01209158	28	210,985	20,906	18,338	87.7	78	0.4
CEW00834	01209142	29	210,985	20,997	18,503	88.1	114	0.5
Short Composition								
CEW00413	00940259	30	210,985	20,946	17,827	85.1	55	0.3

Table O-5: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 9–12

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Sentences								
CEW00764	01060021	26	207,378	20,342	17,641	86.7	121	0.6
CEW00856	01209301	27	207,378	20,430	17,781	87.0	163	0.8
CEW00307	00684132	28	207,378	20,213	17,514	86.6	114	0.6
CEW00860	01209309	29	207,378	20,562	17,592	85.6	104	0.5
Short Composition								
CEW00448	00940541	30	207,378	20,382	16,490	80.9	87	0.4

THIS
PAGE
HAS
BEEN
INTENTIONALLY
LEFT
BLANK.

Appendix P: Test Characteristic and Standard Error Curves

The samples for these analyses consisted of random samples of approximately 75,000 students for each grade span drawn from annual assessment (AA) students (grades 1–12) and initial assessment (IA) students (kindergarten) tested during the AA window.

Figure P-1: Test Characteristic and Standard Error Curves, Listening, Grades K–2

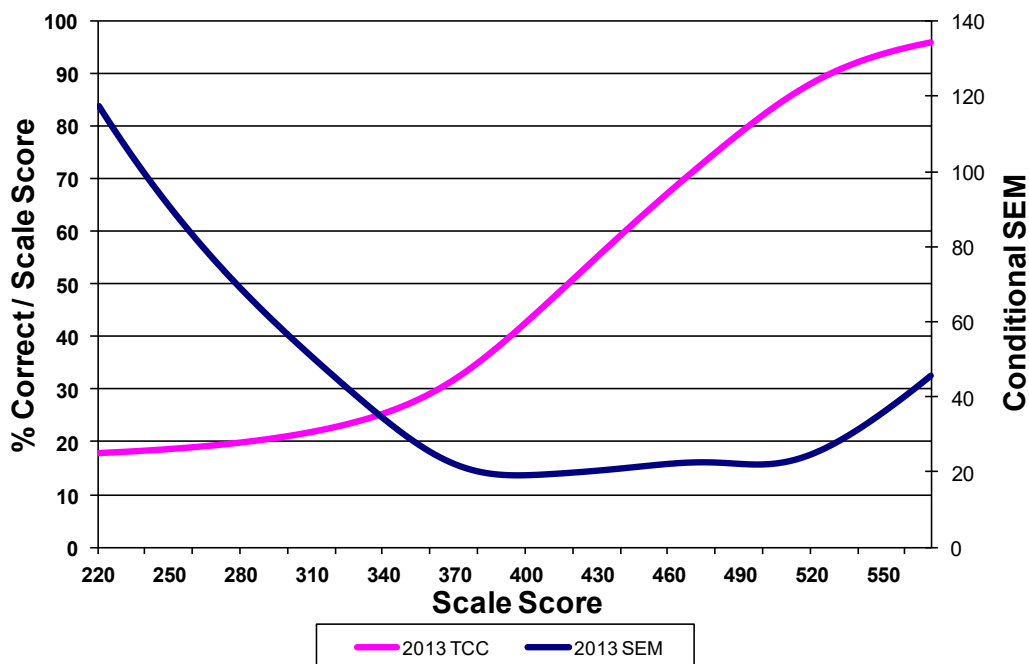


Figure P-2: Test Characteristic and Standard Error Curves, Listening, Grades 3–5

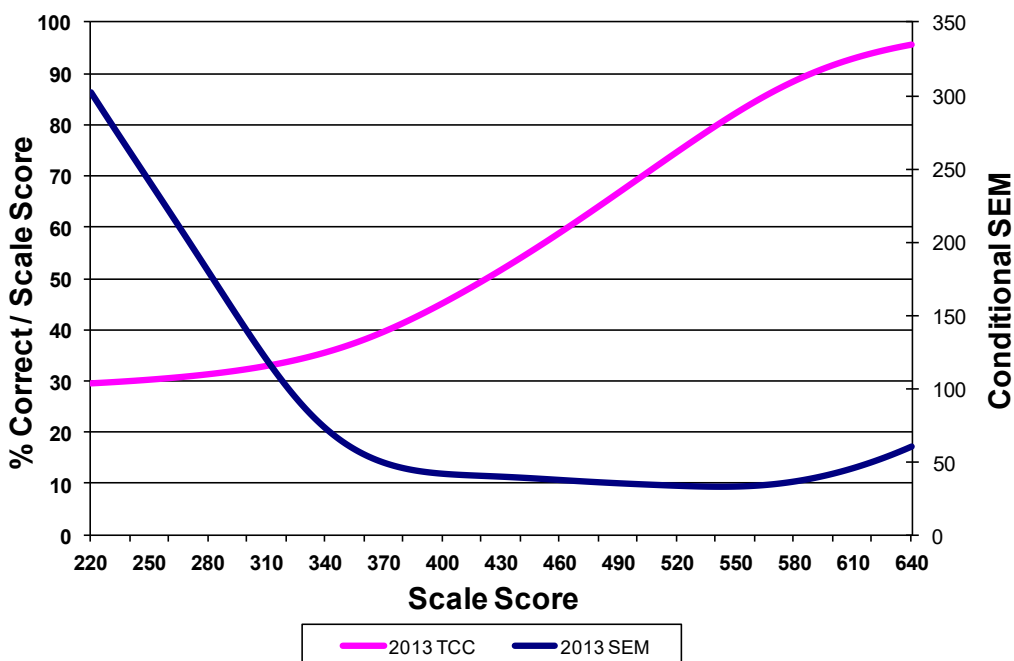


Figure P-3: Test Characteristic and Standard Error Curves, Listening, Grades 6–8

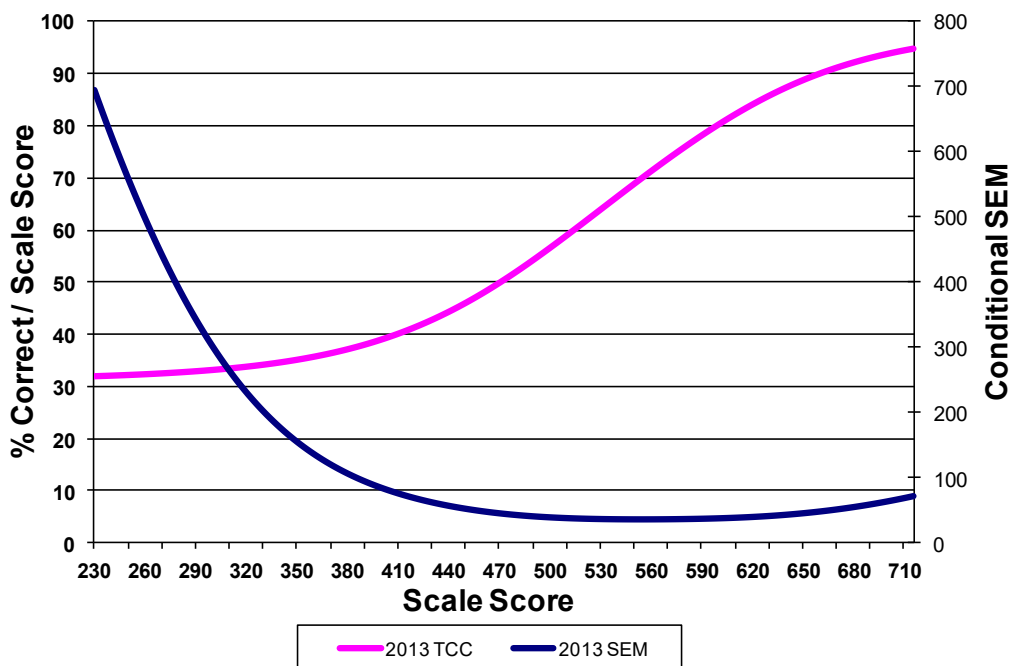


Figure P-4: Test Characteristic and Standard Error Curves, Listening, Grades 9–12

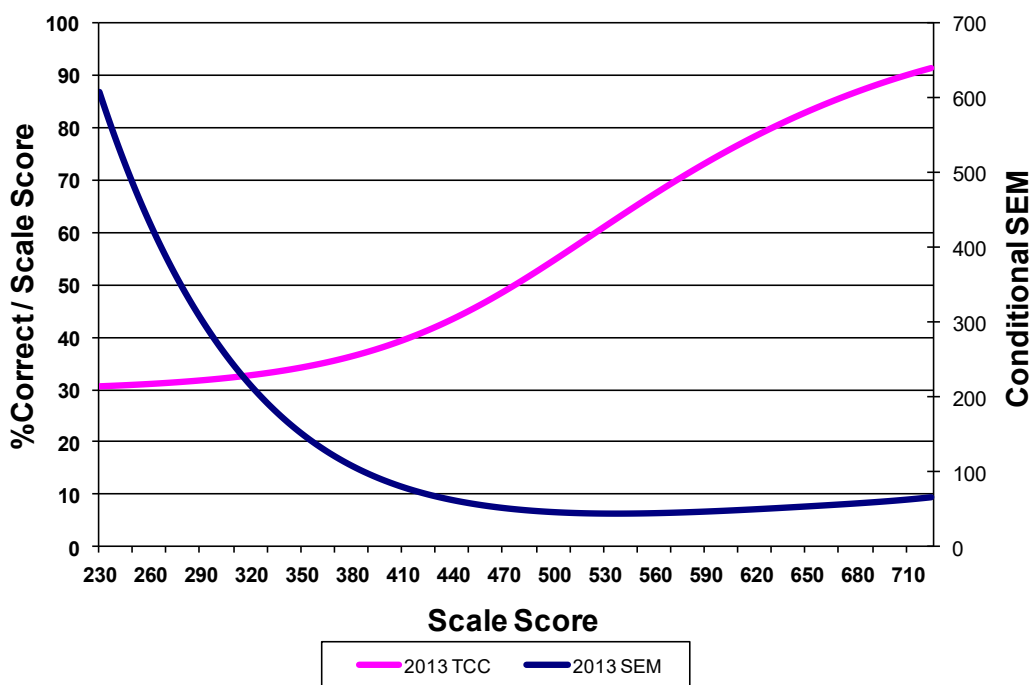


Figure P-5: Test Characteristic and Standard Error Curves, Speaking, Grades K–2

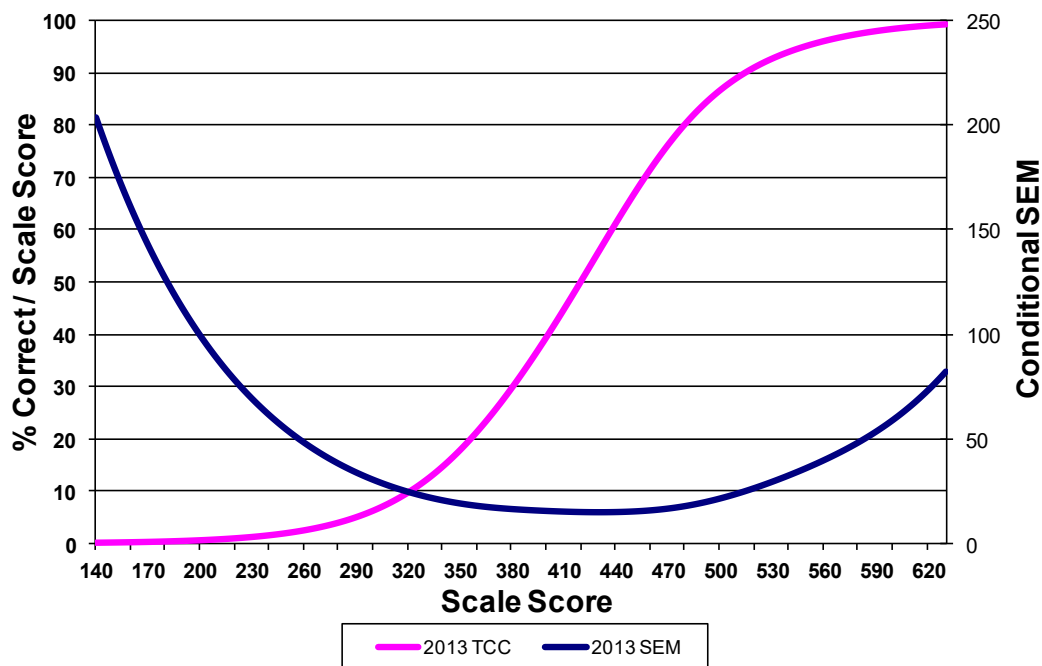


Figure P-6: Test Characteristic and Standard Error Curves, Speaking, Grades 3–5

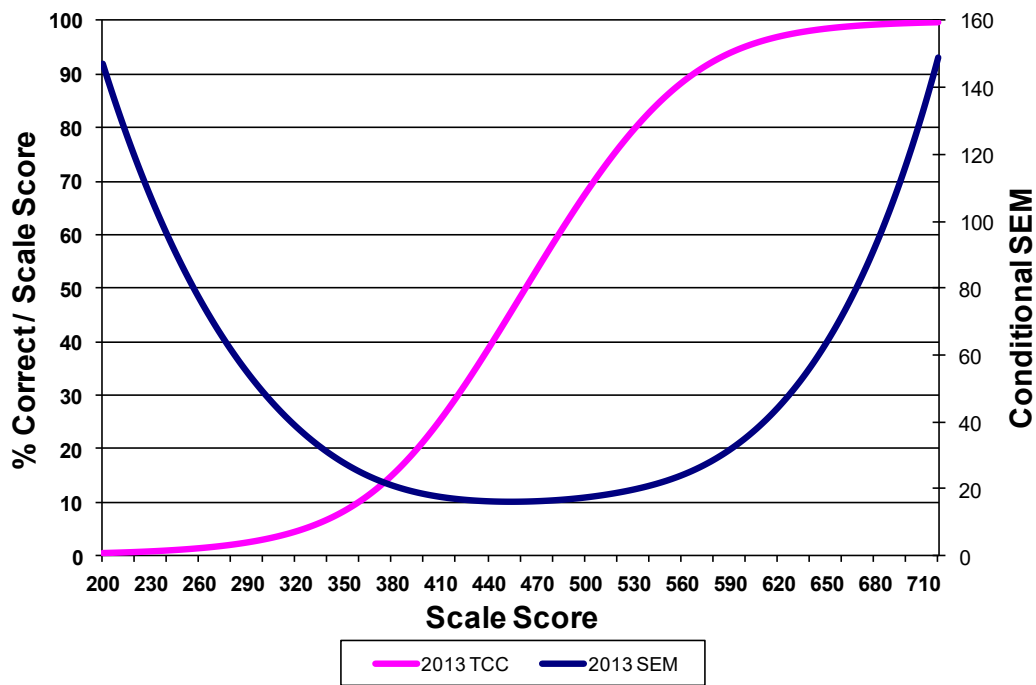


Figure P-7: Test Characteristic and Standard Error Curves, Speaking, Grades 6–8

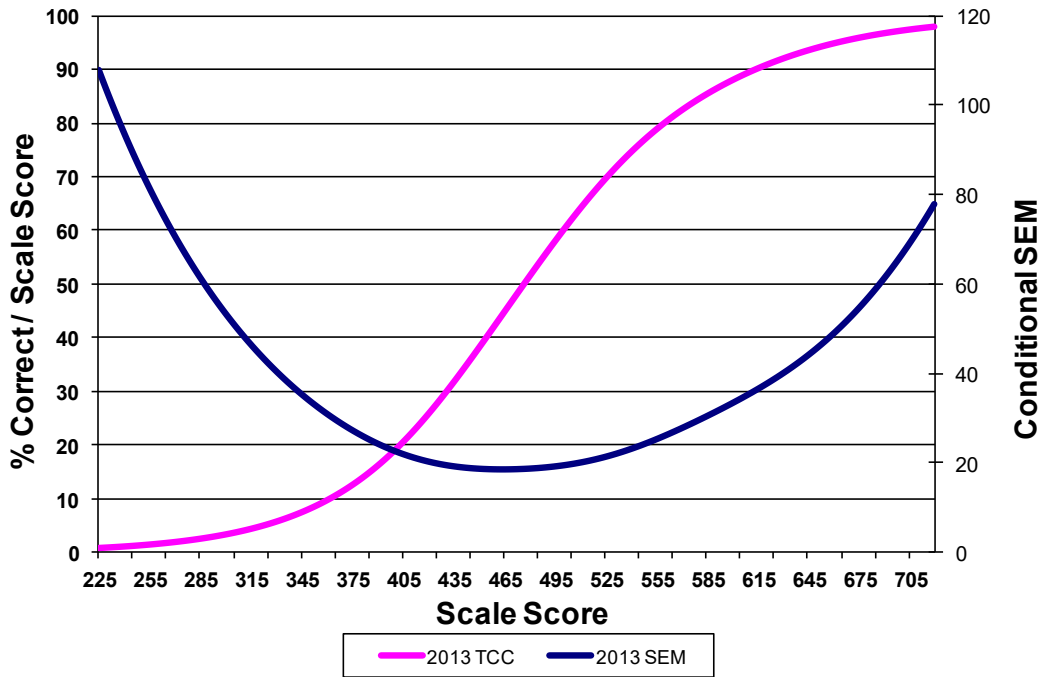


Figure P-8: Test Characteristic and Standard Error Curves, Speaking, Grades 9–12

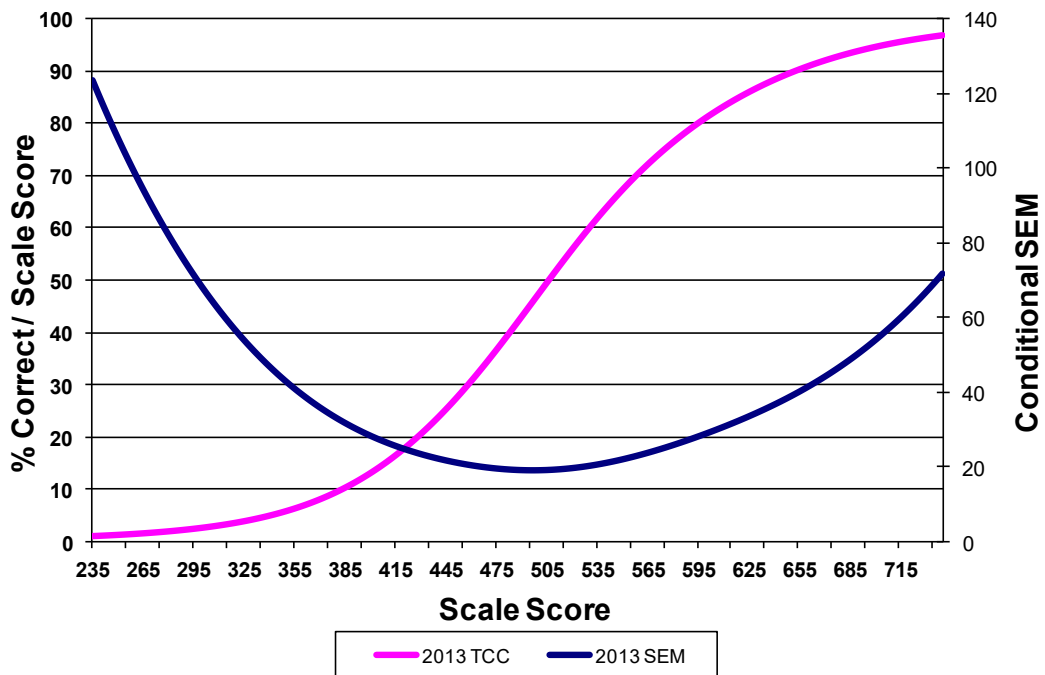


Figure P-9: Test Characteristic and Standard Error Curves, Reading, Grades K–1

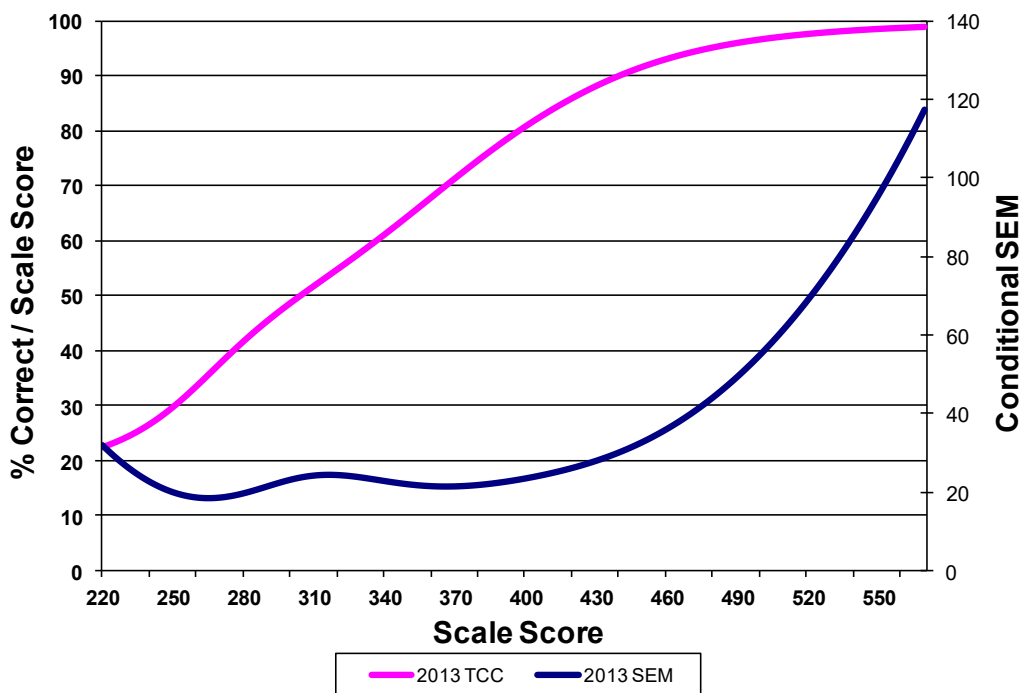


Figure P-10: Test Characteristic and Standard Error Curves, Reading, Grade 2

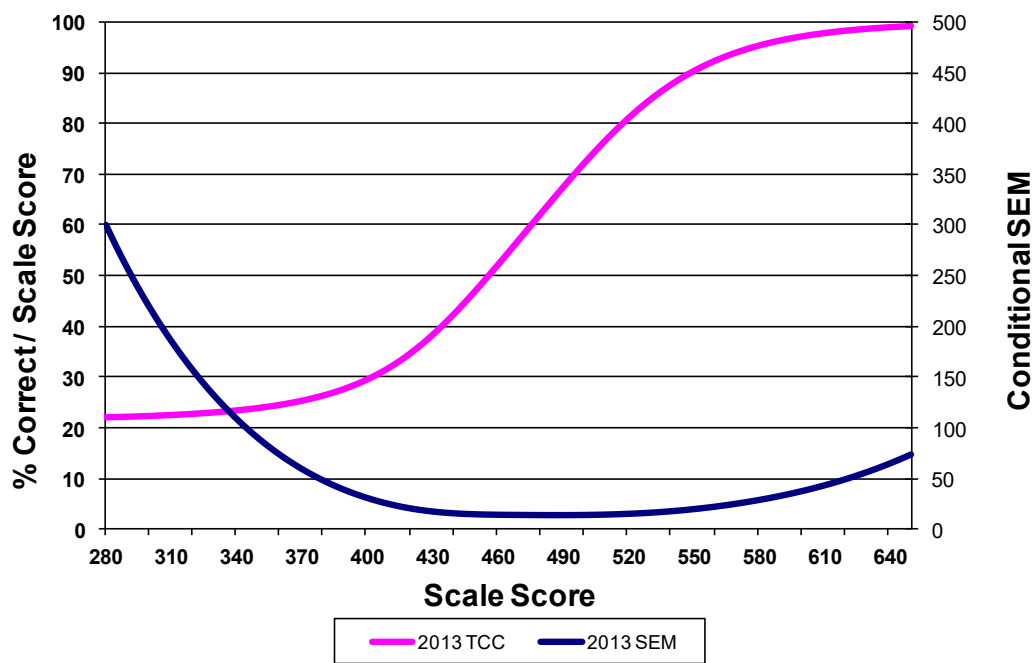


Figure P-11: Test Characteristic and Standard Error Curves, Reading, Grades 3–5

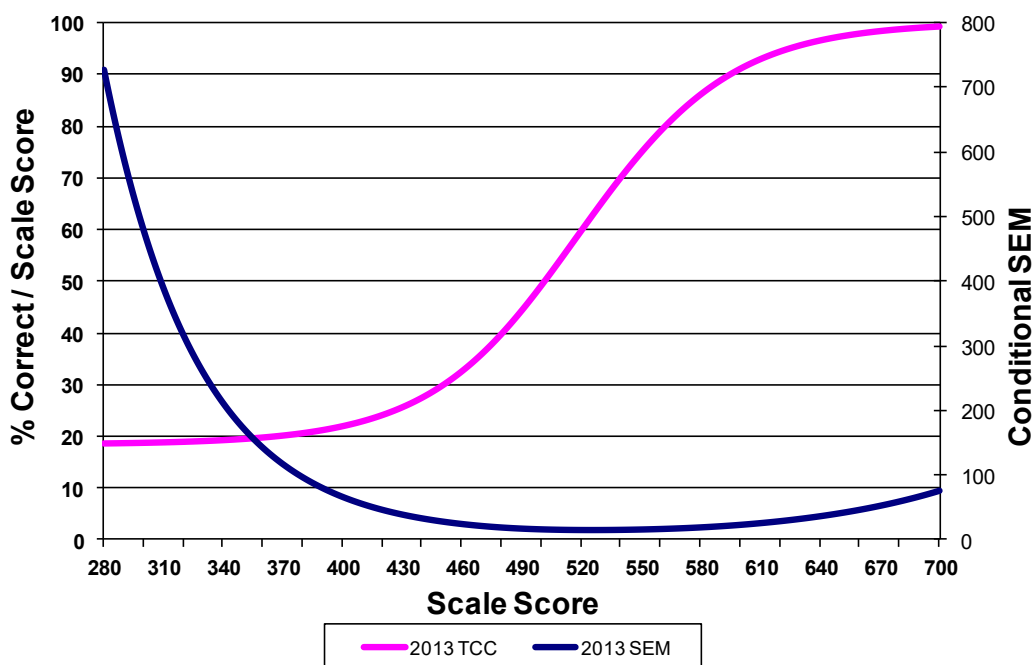


Figure P-12: Test Characteristic and Standard Error Curves, Reading, Grades 6–8

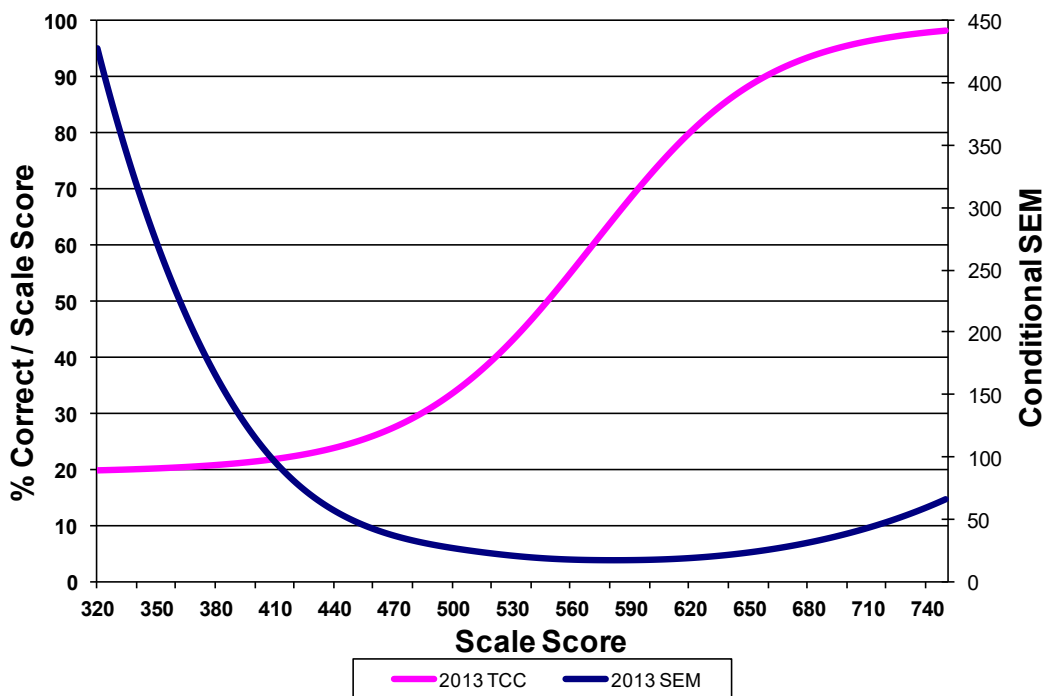


Figure P-13: Test Characteristic and Standard Error Curves, Reading, Grades 9–12

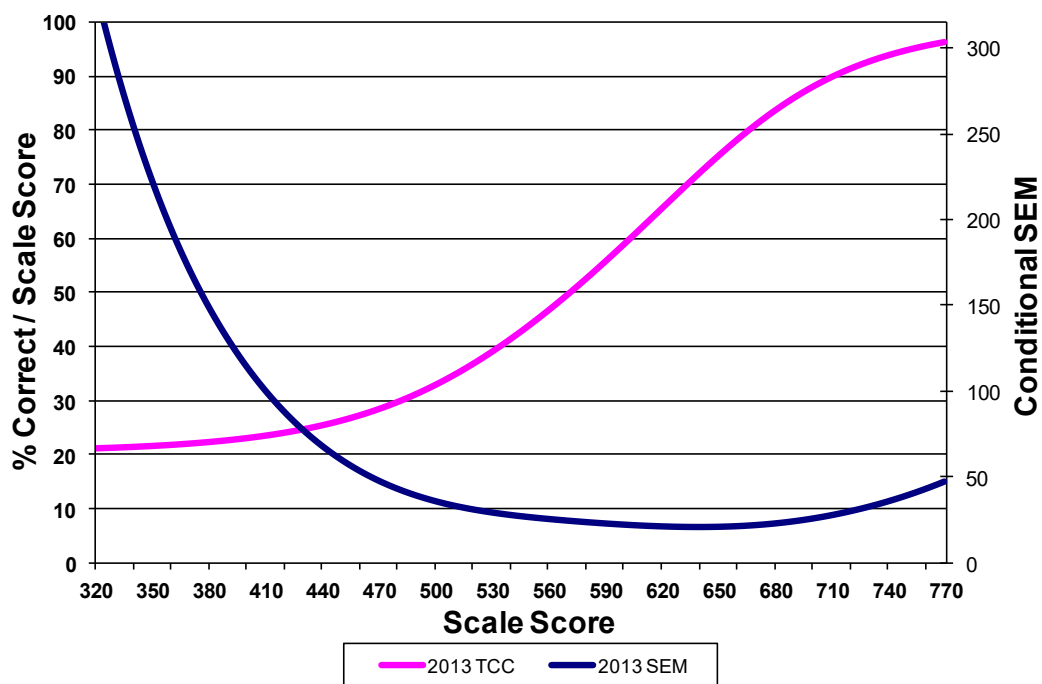


Figure P-14: Test Characteristic and Standard Error Curves, Writing, Grades K–1

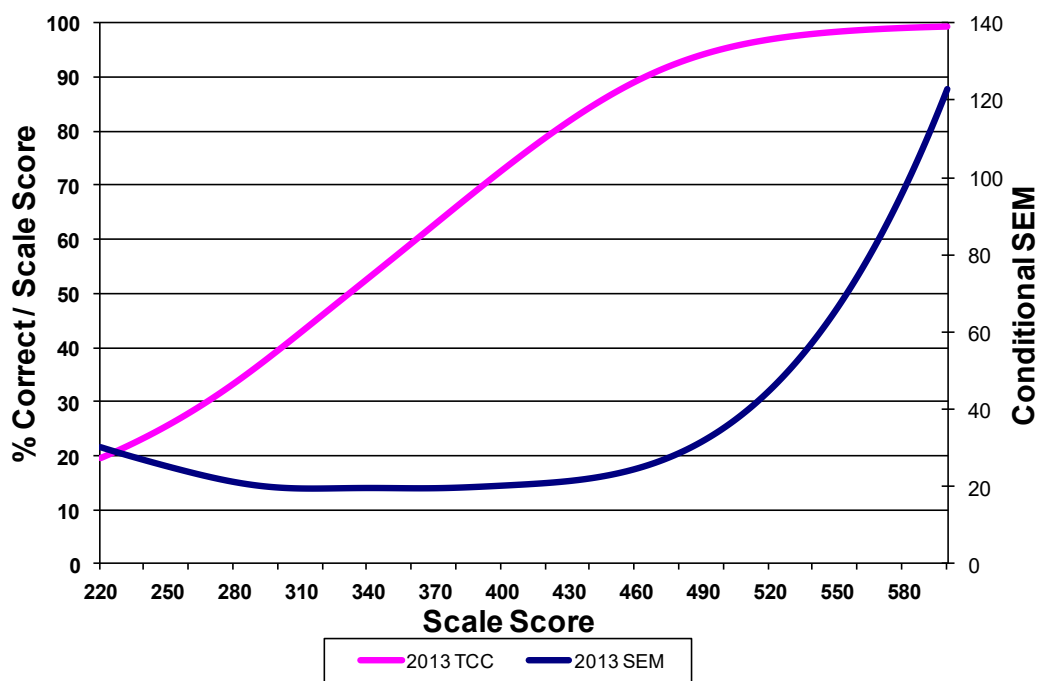


Figure P-15: Test Characteristic and Standard Error Curves, Writing, Grade 2

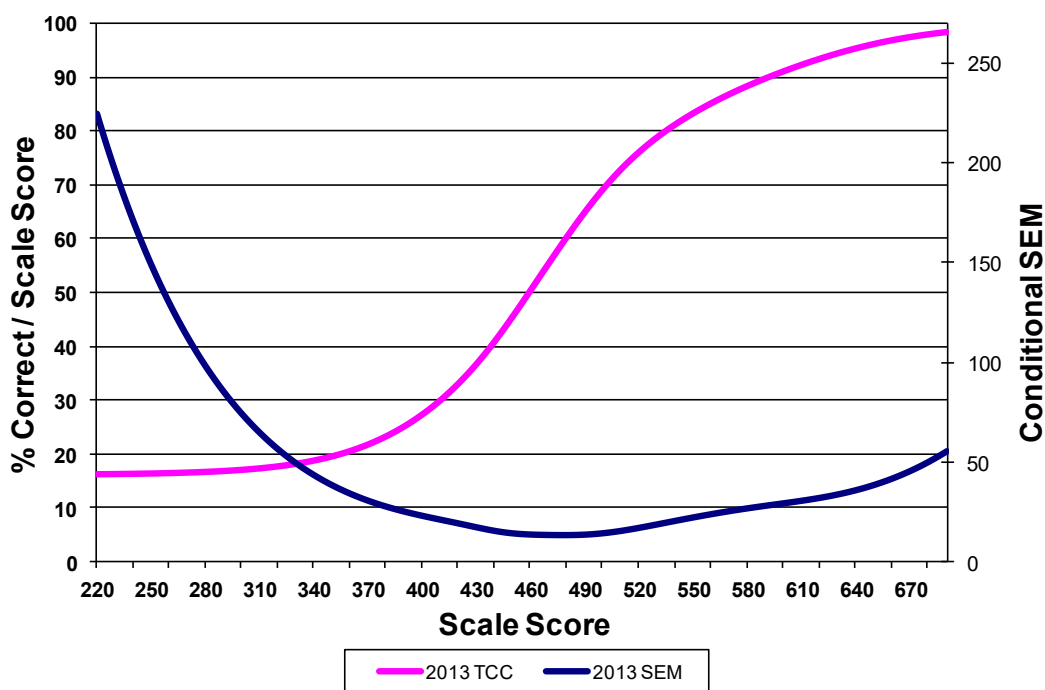


Figure P-16: Test Characteristic and Standard Error Curves, Writing, Grades 3–5

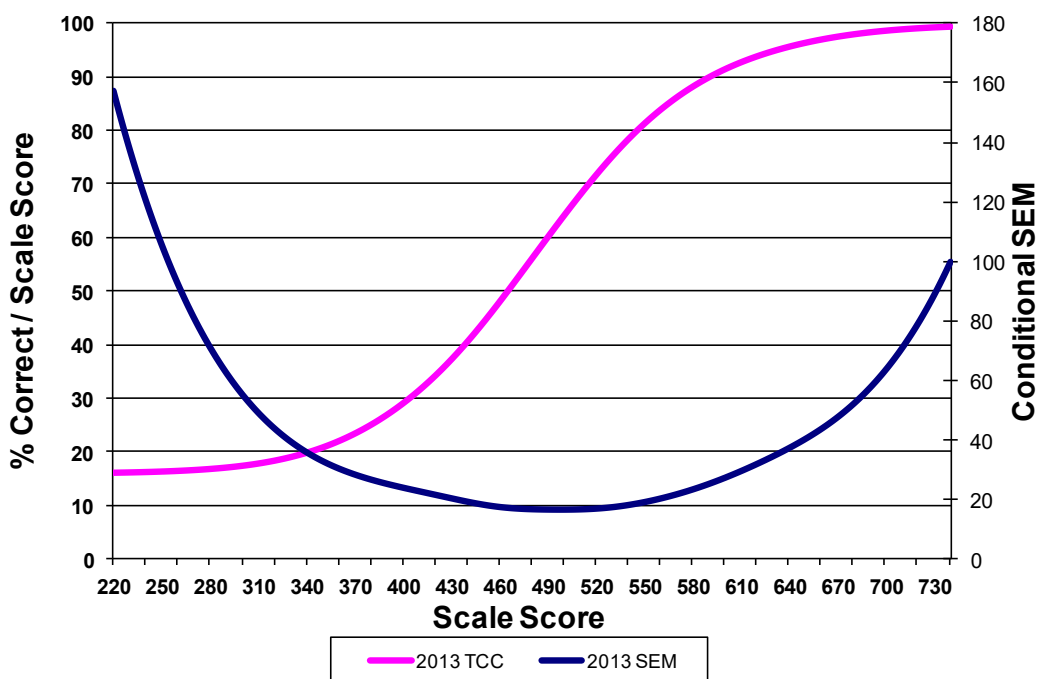


Figure P-17: Test Characteristic and Standard Error Curves, Writing, Grades 6–8

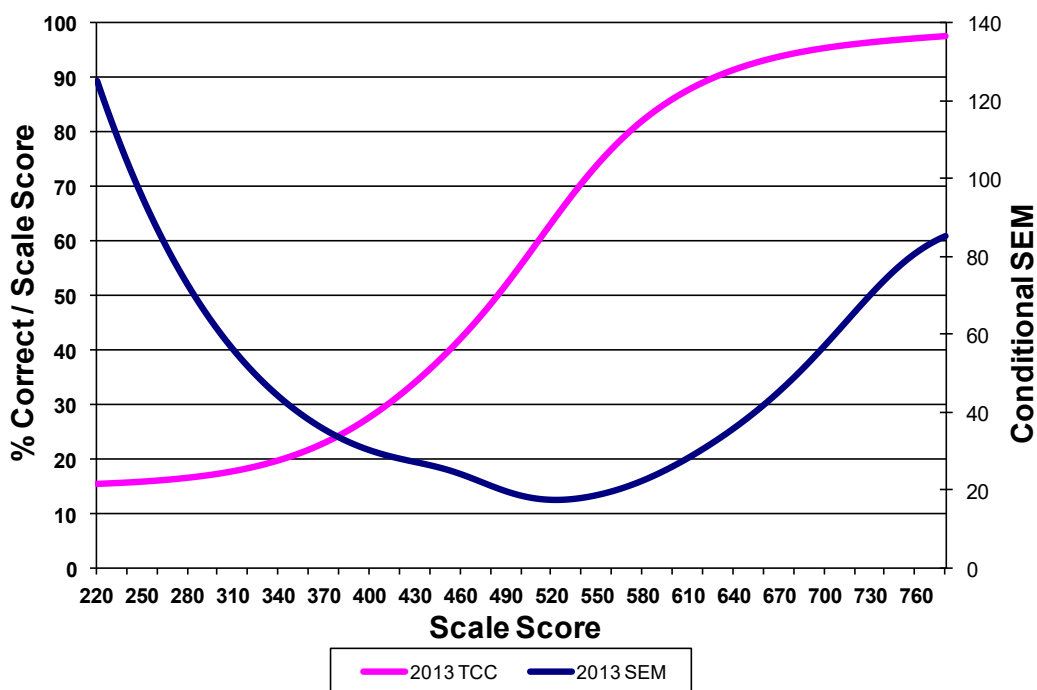
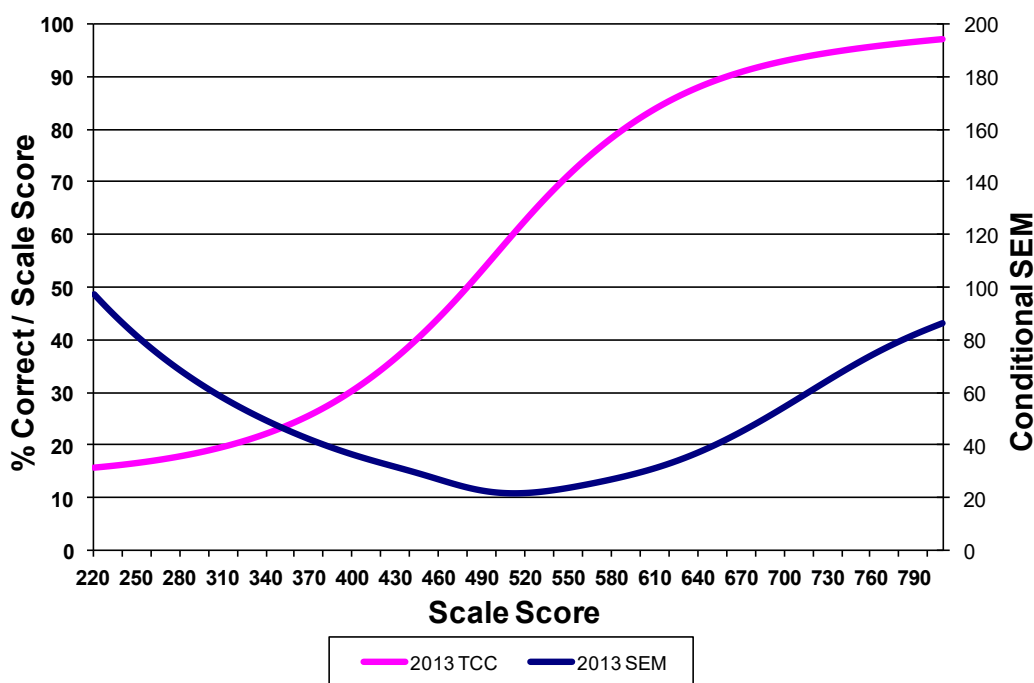


Figure P-18: Test Characteristic and Standard Error Curves, Writing, Grades 9–12



Appendix Q: Score Report Samples

Note: The data in these reports are not real. The reports are shown for illustration purposes only.

Figure Q-1: Sample Student Performance Level Report, Annual Assessment

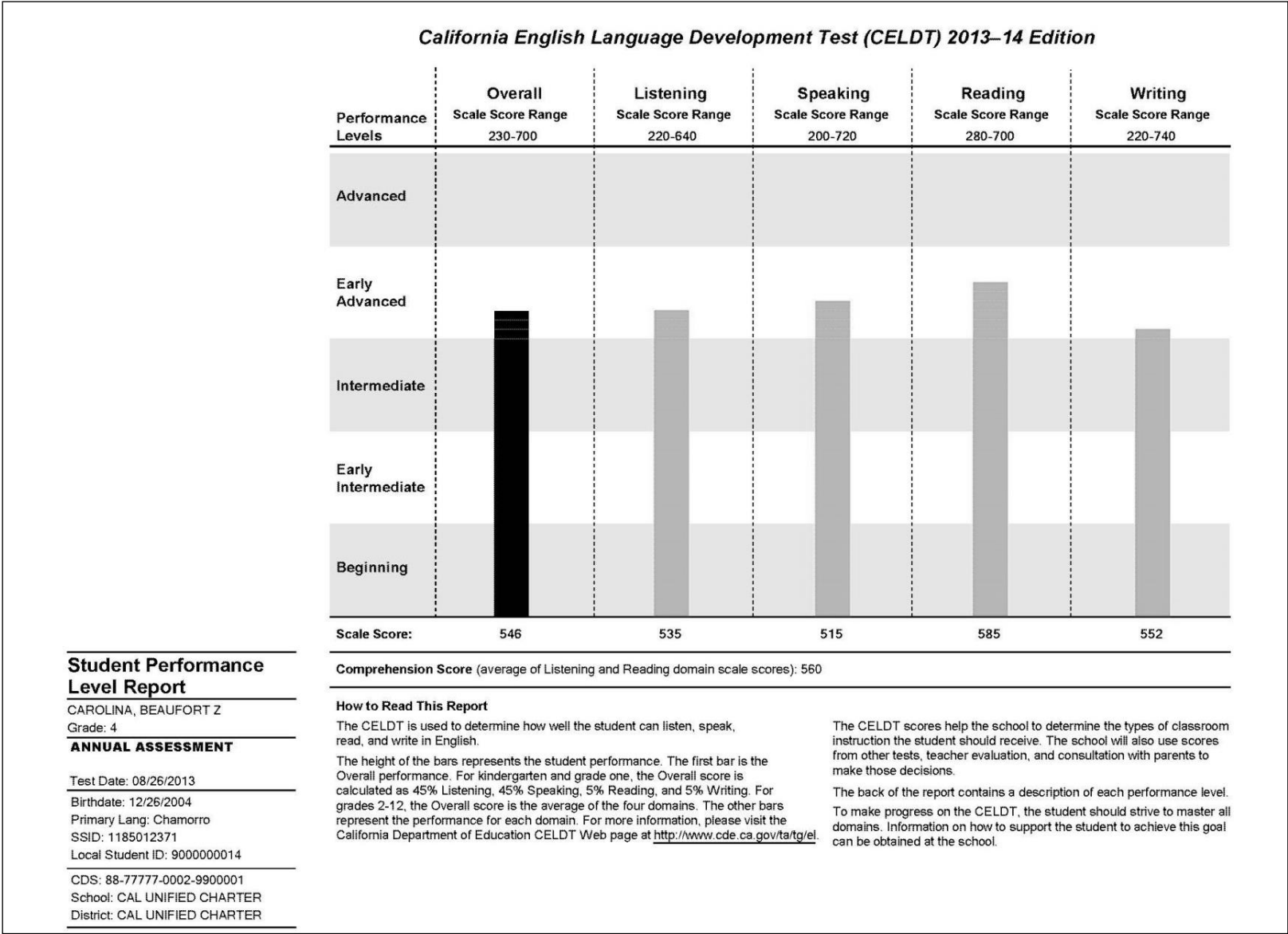


Figure Q-2: Sample Student Performance Level Report, Initial Assessment

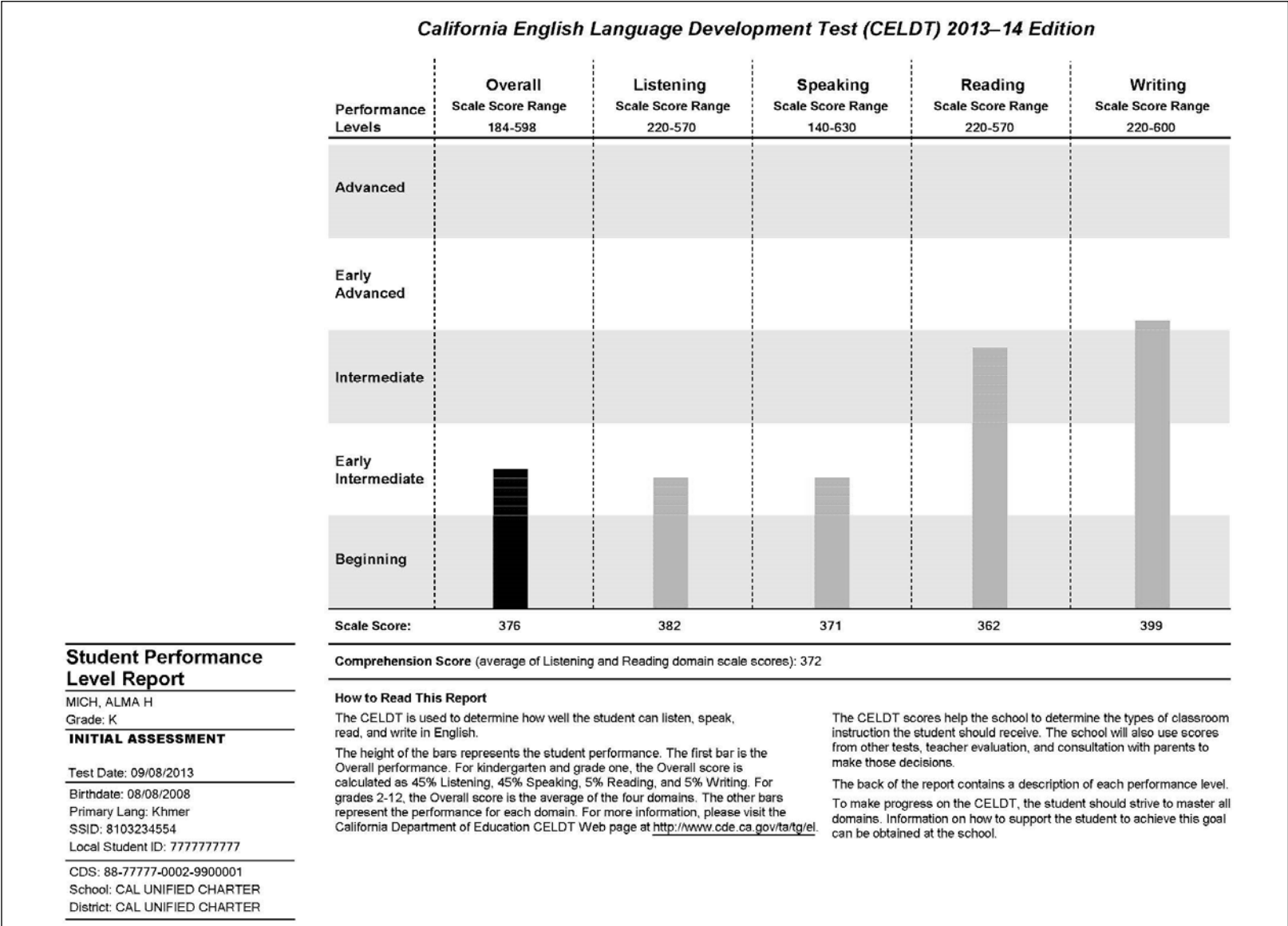


Figure Q-3: Sample Student Record Labels

**California
English Language
Development Test (CELDT)**

CDS: 99-99999-1111111
DISTRICT: CAL UNION HIGH
SCHOOL: CAL HIGH
GRADE: 10
ANNUAL ASSESSMENT

California English Language Development Test (CELDT)			
2013–14 Edition			
Domain	Score	Performance Level	
ARIZONA, VERGINIA	Overall	566	Intermediate
Birthdate: 02/27/1998	Listening	641	Early Advanced
Grade: 10	Speaking	581	Early Advanced
Primary Lang: Spanish	Reading	494	Beginning
District: CAL UNION HIGH	Writing	551	Intermediate
School: CAL HIGH			
Test Date: 10/03/2013	SSID: 2103616045	Local	Stu ID: 0000015342
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2013–14 Edition			
Domain	Score	Performance Level	
BIGAPPLE, SHILA	Overall	635	Early Advanced
Birthdate: 12/18/1997	Listening	681	Early Advanced
Grade: 10	Speaking	594	Early Advanced
Primary Lang: Spanish	Reading	656	Early Advanced
District: CAL UNION HIGH	Writing	612	Advanced
School: CAL HIGH			
Test Date: 09/26/2013	SSID: 8941586286	Local	Stu ID: 0000015703
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2013–14 Edition			
Domain	Score	Performance Level	
BRONZE, OLYMPIC	Overall	506	Early Intermediate
Birthdate: 12/11/1997	Listening	569	Intermediate
Grade: 10	Speaking	517	Intermediate
Primary Lang: Spanish	Reading	476	Beginning
District: CAL UNION HIGH	Writing	463	Beginning
School: CAL HIGH			
Test Date: 10/22/2013	SSID: 3163405847	Local	Stu ID: 0000015338
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2013–14 Edition			
Domain	Score	Performance Level	
CAROLINA, CHARLOT	Overall	555	Intermediate
Birthdate: 11/18/1997	Listening	537	Intermediate
Grade: 10	Speaking	551	Intermediate
Primary Lang: Spanish	Reading	571	Intermediate
District: CAL UNION HIGH	Writing	561	Intermediate
School: CAL HIGH			
Test Date: 09/01/2013	SSID: 6018924734	Local	Stu ID: 0000015595
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2013–14 Edition			
Domain	Score	Performance Level	
COPPER, ISABEL	Overall	592	Early Advanced
Birthdate: 08/25/1998	Listening	604	Intermediate
Grade: 10	Speaking	570	Early Advanced
Primary Lang: Spanish	Reading	612	Intermediate
District: CAL UNION HIGH	Writing	585	Early Advanced
School: CAL HIGH			
Test Date: 10/12/2013	SSID: 2126453635	Local	Stu ID: 0000015329
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2013–14 Edition			
Domain	Score	Performance Level	
DOKOTA, SOUTH	Overall	662	Advanced
Birthdate: 08/14/1997	Listening	681	Early Advanced
Grade: 10	Speaking	726	Advanced
Primary Lang: Spanish	Reading	646	Early Advanced
District: CAL UNION HIGH	Writing	598	Early Advanced
School: CAL HIGH			
Test Date: 10/16/2013	SSID: 5018547712	Local	Stu ID: 0000015198
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2013–14 Edition			
Domain	Score	Performance Level	
GEORGIA, PEACHES	Overall	530	Intermediate
Birthdate: 08/12/1998	Listening	569	Intermediate
Grade: 10	Speaking	560	Early Advanced
Primary Lang: Spanish	Reading	452	Beginning
District: CAL UNION HIGH	Writing	541	Intermediate
School: CAL HIGH			
Test Date: 10/01/2013	SSID: 3103514267	Local	Stu ID: 0000015523
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2013–14 Edition			
Domain	Score	Performance Level	
MONTANA, SNOW	Overall	546	Intermediate
Birthdate: 12/1/1997	Listening	506	Early Intermediate
Grade: 10	Speaking	542	Intermediate
Primary Lang: Spanish	Reading	588	Intermediate
District: CAL UNION HIGH	Writing	551	Intermediate
School: CAL HIGH			
Test Date: 10/16/2013	SSID: 1103512263	Local	Stu ID: 0000015497
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2013–14 Edition			
Domain	Score	Performance Level	
PLATINUM, CHARM G	Overall	394	Beginning
Birthdate: 12/10/1997	Listening	290	Beginning
Grade: 10	Speaking	403	Beginning
Primary Lang: Spanish	Reading	494	Beginning
District: CAL UNION HIGH	Writing	390	Beginning
School: CAL HIGH			
Test Date: 10/23/2013	SSID: 4156402140	Local	Stu ID: 0000015828
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2013–14 Edition			
Domain	Score	Performance Level	
VERGINIA, APPLE	Overall	475	Early Intermediate
Birthdate: 02/05/1998	Listening	416	Beginning
Grade: 10	Speaking	433	Early Intermediate
Primary Lang: Spanish	Reading	553	Early Intermediate
District: CAL UNION HIGH	Writing	498	Early Intermediate
School: CAL HIGH			
Test Date: 10/25/2013	SSID: 7901007107	Local	Stu ID: 0000015728
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2013–14 Edition			
Domain	Score	Performance Level	
VERMONT, MAPLE	Overall	645	Early Advanced
Birthdate: 04/25/1998	Listening	641	Early Advanced
Grade: 10	Speaking	677	Advanced
Primary Lang: Spanish	Reading	666	Advanced
District: CAL UNION HIGH	Writing	598	Early Advanced
School: CAL HIGH			
Test Date: 10/23/2013	SSID: 7595188907	Local	Stu ID: 0000015617
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2013–14 Edition			
Domain	Score	Performance Level	
WASHINGTON, LILLIES	Overall	626	Early Advanced
Birthdate: 05/24/1998	Listening	681	Early Advanced
Grade: 10	Speaking	609	Early Advanced
Primary Lang: Spanish	Reading	588	Intermediate
District: CAL UNION HIGH	Writing	628	Advanced
School: CAL HIGH			
Test Date: 09/26/2013	SSID: 4026261670	Local	Stu ID: 0000015495
ANNUAL ASSESSMENT	Local Use:		

Figure Q-4: Sample District Performance Level Summary Report

California English Language Development Test (CELDT) 2013–14 Edition	Performance Levels	Overall		Listening		Speaking		Reading		Writing	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Performance Level Summary Report	Advanced	4	50	4	50	5	63	4	50	5	63
District: CAL UNIFIED	Early Advanced	2	25	1	13	1	13	2	25	1	13
Grade: 6	Intermediate	0	0	1	13	0	0	0	0	0	0
ANNUAL ASSESSMENT	Early Intermediate	1	13	1	13	1	13	1	13	1	13
Purpose This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.	Beginning	1	13	1	13	1	13	1	13	1	13
	Total Number of Students	8		8		8		8		8	
	Mean Scale Score	616.0		593.8		605.6		625.8		640.4	
CD: 88-77777	Standard Deviation	154.5		158.0		134.7		157.3		170.3	
County: XYZ State: CALIFORNIA	Number (percent) of students who met the CELDT Criterion: 6 (75%)										

Figure Q-5: Sample School Performance Level Summary Report

California English Language Development Test (CELDT) 2013–14 Edition	Performance Levels	Overall		Listening		Speaking		Reading		Writing	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Performance Level Summary Report	Advanced	4	50	4	50	5	63	4	50	5	63
School: EMERALD MIDDLE	Early Advanced	2	25	1	13	1	13	2	25	1	13
Grade: 6	Intermediate	0	0	1	13	0	0	0	0	0	0
ANNUAL ASSESSMENT	Early Intermediate	1	13	1	13	1	13	1	13	1	13
Purpose This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.	Beginning	1	13	1	13	1	13	1	13	1	13
	Total Number of Students	8		8		8		8		8	
	Mean Scale Score	616.0		593.8		605.6		625.8		640.4	
	Standard Deviation	154.5		158.0		134.7		157.3		170.3	
CDS: 88-7777-9900002 District: CAL UNIFIED County: XYZ State: CALIFORNIA	Number (percent) of students who met the CELDT Criterion: 6 (75%)										

Figure Q-6: Sample Roster Report

California English Language Development Test (CELDT) 2013–14 Edition Roster Report	Student	Overall Scale Score Range 248-741 Performance Level	Listening Scale Score Range 230-715 Performance Level	Speaking Scale Score Range 225-720 Performance Level	Reading Scale Score Range 320-750 Performance Level	Writing Scale Score Range 220-780 Performance Level
	School: EMERALD MIDDLE Grade: 7 ANNUAL ASSESSMENT Purpose The report displays how each student, at this grade and school, performed Overall and on each domain. Students are listed alphabetically by last name. CDS: 88-77777-9900002 District: CAL UNIFIED County: XYZ State: CALIFORNIA	ALABAMA, JASPER Birthdate: 12/ 1/2000 SSID: 5303234586 Local Student ID: 9000000026 Test Date: 07/04/2013	564 Early Advanced	565 Intermediate	543 Early Advanced	577 Early Advanced
	ARK, SILOAM Birthdate: 03/07/2000 SSID: 2030567859 Local Student ID: 9000000029 Test Date: 07/07/2013	462 Early Intermediate	445 Early Intermediate	438 Early Intermediate	502 Early Intermediate	466 Early Intermediate
	FLORIDA, ORLANDO Birthdate: 04/04/2000 SSID: 5958789085 Local Student ID: 1001235160 Test Date: 09/05/2013	741 Advanced	715 Advanced	720 Advanced	750 Advanced	780 Advanced
	SAN, FRANCISCO Birthdate: 06/06/2000 SSID: 3676901264 Local Student ID: 1001235180 Test Date: 07/07/2013	337 Beginning	289 Beginning	400 Beginning	320 Beginning	341 Beginning
	TEXAS, PARIS Birthdate: 03/03/2000 SSID: 6749678992 Local Student ID: 1001235150 Test Date: 09/04/2013	741 Advanced	715 Advanced	720 Advanced	750 Advanced	780 Advanced
	UTAH, OREM Birthdate: 06/06/2000 SSID: 3676901264 Local Student ID: 1001235180 Test Date: 07/07/2013	741 Advanced	715 Advanced	720 Advanced	750 Advanced	780 Advanced
	WASHINGTON, TAHOMA Birthdate: 05/05/2000 SSID: 4767890174 Local Student ID: 1001235170 Test Date: 09/06/2013	741 Advanced	715 Advanced	720 Advanced	750 Advanced	780 Advanced
	WYOMING, GILLETTE Birthdate: 11/05/2000 SSID: 6494123496 Local Student ID: 9000000025 Test Date: 10/03/2013	601 Early Advanced	591 Early Advanced	584 Advanced	607 Early Advanced	625 Advanced

THIS
PAGE
HAS
BEEN
INTENTIONALLY
LEFT
BLANK.

Appendix R: Proficiency by Grade and Grade Span

Note: This appendix contains historical tables from the 2006–07 Edition, the first year the common scale was used. For proficiency results for previous editions, see CELDT Technical Reports available at <http://www.cde.ca.gov/ta/tg/el/techreport.asp>.

“N Prof” and “Percent Prof” refer, respectively, to the number and percent of students at the Early Advanced and Advanced performance levels.

Table R-1: 2013–14 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
K	16,220	3,117	19.2	4,017	24.8	2,555	15.8	2,907	17.9	3,386	20.9
1	164,316	60,241	36.7	71,948	43.8	18,088	11.0	21,091	12.8	61,100	37.2
2	172,295	102,940	59.7	105,537	61.3	17,301	10.0	37,805	21.9	56,502	32.8
3	151,443	72,277	47.7	94,902	62.7	20,894	13.8	27,690	18.3	47,353	31.3
4	125,029	71,791	57.4	83,870	67.1	20,094	16.1	31,053	24.8	50,244	40.2
5	102,894	61,783	60.0	75,122	73.0	24,763	24.1	38,830	37.7	53,814	52.3
6	79,222	35,525	44.8	48,240	60.9	24,217	30.6	26,981	34.1	33,604	42.4
7	69,771	36,964	53.0	44,127	63.2	25,107	36.0	30,774	44.1	35,950	51.5
8	62,000	30,462	49.1	38,931	62.8	23,887	38.5	33,484	54.0	32,955	53.2
9	55,499	18,524	33.4	30,800	55.5	13,953	25.1	30,013	54.1	23,788	42.9
10	52,923	21,834	41.3	28,700	54.2	15,752	29.8	26,931	50.9	23,356	44.1
11	50,182	24,532	48.9	29,772	59.3	19,651	39.2	27,940	55.7	26,490	52.8
12	48,802	24,674	50.6	29,714	60.9	20,369	41.7	26,687	54.7	26,525	54.4
Grade Span											
K–1	180,536	63,358	35.1	75,965	42.1	20,643	11.4	23,998	13.3	64,486	35.7
2	172,295	102,940	59.7	105,537	61.3	17,301	10.0	37,805	21.9	56,502	32.8
3–5	379,366	205,851	54.3	253,894	66.9	65,751	17.3	97,573	25.7	151,411	39.9
6–8	210,993	102,951	48.8	131,298	62.2	73,211	34.7	91,239	43.2	102,509	48.6
9–12	207,406	89,564	43.2	118,986	57.4	69,725	33.6	111,571	53.8	100,159	48.3
Total	1,150,596	564,664	49.1	685,680	59.6	246,631	21.4	362,186	31.5	475,067	41.3

Table R-2: 2012–13 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
K	6,662	994	14.9	891	13.4	576	8.6	847	12.7	824	12.4
1	177,548	68,310	38.5	61,925	34.9	29,601	16.7	27,175	15.3	61,999	34.9
2	172,770	103,149	59.7	107,456	62.2	16,762	9.7	29,404	17.0	57,358	33.2
3	155,038	65,819	42.5	88,802	57.3	24,305	15.7	33,319	21.5	48,785	31.5
4	124,612	59,206	47.5	76,207	61.2	24,415	19.6	34,630	27.8	46,245	37.1
5	107,379	55,441	51.6	62,975	58.6	31,368	29.2	47,064	43.8	54,478	50.7
6	83,807	29,778	35.5	55,331	66.0	25,633	30.6	29,097	34.7	35,155	41.9
7	72,940	33,331	45.7	50,416	69.1	26,244	36.0	33,860	46.4	38,356	52.6
8	62,426	25,019	40.1	42,069	67.4	21,999	35.2	33,765	54.1	32,426	51.9
9	58,667	18,950	32.3	36,665	62.5	12,820	21.9	33,898	57.8	25,484	43.4
10	60,070	24,699	41.1	37,264	62.0	13,067	21.8	33,807	56.3	27,704	46.1
11	54,667	26,106	47.8	36,053	66.0	16,780	30.7	32,996	60.4	29,578	54.1
12	50,369	24,338	48.3	32,747	65.0	16,617	33.0	29,459	58.5	27,403	54.4
Grade Span											
K–1	184,210	69,304	37.6	62,816	34.1	30,177	16.4	28,022	15.2	62,823	34.1
2	172,770	103,149	59.7	107,456	62.2	16,762	9.7	29,404	17.0	57,358	33.2
3–5	387,029	180,466	46.6	227,984	58.9	80,088	20.7	115,013	29.7	149,508	38.6
6–8	219,173	88,128	40.2	147,816	67.4	73,876	33.7	96,722	44.1	105,937	48.3
9–12	223,773	94,093	42.0	142,729	63.8	59,284	26.5	130,160	58.2	110,169	49.2
Total	1,186,955	535,140	45.1	688,801	58.0	260,187	21.9	399,321	33.6	485,795	40.9

Table R-3: 2011–12 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
K	5,293	670	12.7	712	13.5	388	7.3	773	14.6	593	11.2
1	178,350	63,447	35.6	67,264	37.7	26,087	14.6	22,231	12.5	62,704	35.2
2	171,468	103,474	60.3	102,939	60.0	15,435	9.0	25,678	15.0	51,964	30.3
3	156,427	85,034	54.4	99,667	63.7	26,704	17.1	30,462	19.5	53,685	34.3
4	134,180	79,489	59.2	85,032	63.4	24,807	18.5	34,792	25.9	55,101	41.1
5	115,116	69,073	60.0	78,276	68.0	38,939	33.8	45,923	39.9	60,348	52.4
6	89,574	44,364	49.5	60,402	67.4	30,279	33.8	40,083	44.7	42,033	46.9
7	75,043	44,223	58.9	52,414	69.8	32,610	43.5	35,355	47.1	41,919	55.9
8	66,702	36,013	54.0	46,284	69.4	25,341	38.0	37,160	55.7	37,437	56.1
9	67,243	22,390	33.3	45,859	68.2	15,547	23.1	35,973	53.5	28,712	42.7
10	65,548	27,471	41.9	43,792	66.8	14,723	22.5	38,733	59.1	29,113	44.4
11	57,551	27,314	47.5	40,182	69.8	17,097	29.7	35,604	61.9	29,498	51.3
12	53,893	27,253	50.6	38,376	71.2	17,700	32.8	32,929	61.1	29,154	54.1
Grade Span											
K–1	183,643	64,117	34.9	67,976	37.0	26,475	14.4	23,004	12.5	63,297	34.5
2	171,468	103,474	60.3	102,939	60.0	15,435	9.0	25,678	15.0	51,964	30.3
3–5	405,723	233,596	57.6	262,975	64.8	90,450	22.3	111,177	27.4	169,134	41.7
6–8	231,319	124,600	53.9	159,100	68.8	88,230	38.1	112,598	48.7	121,389	52.5
9–12	244,235	104,428	42.8	168,209	68.9	65,067	26.6	143,239	58.6	116,477	47.7
Total	1,236,388	630,215	51.0	761,199	61.6	285,657	23.1	415,696	33.6	522,261	42.2

Table R-4: 2010–11 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
K	4,992	421	8.4	680	13.6	327	6.6	482	9.7	443	8.9
1	176,263	50,043	28.4	68,732	39.0	33,579	19.1	17,966	10.2	56,929	32.3
2	169,646	83,268	49.1	112,137	66.1	12,561	7.4	26,080	15.4	47,925	28.3
3	159,336	55,671	34.9	97,575	61.2	23,510	14.8	32,826	20.6	41,860	26.3
4	135,881	62,234	45.8	87,654	64.5	24,463	18.0	37,518	27.6	46,356	34.1
5	114,585	56,826	49.6	69,587	60.7	31,766	27.7	48,048	41.9	52,723	46.0
6	87,958	43,039	48.9	53,796	61.2	28,500	32.4	30,037	34.1	38,167	43.4
7	77,574	44,583	57.5	50,465	65.1	28,080	36.2	34,686	44.7	40,923	52.8
8	74,156	37,541	50.6	48,347	65.2	26,709	36.0	40,184	54.2	39,104	52.7
9	70,547	20,990	29.8	42,435	60.2	15,547	22.0	35,878	50.9	25,411	36.0
10	67,867	16,124	23.8	40,182	59.2	14,381	21.2	31,832	46.9	25,077	37.0
11	60,748	18,093	29.8	38,505	63.4	17,371	28.6	31,295	51.5	27,455	45.2
12	54,030	17,554	32.5	35,228	65.2	17,328	32.1	27,793	51.4	26,007	48.1
Grade Span											
K–1	181,255	50,464	27.8	69,412	38.3	33,906	18.7	18,448	10.2	57,372	31.7
2	169,646	83,268	49.1	112,137	66.1	12,561	7.4	26,080	15.4	47,925	28.3
3–5	409,802	174,731	42.6	254,816	62.2	79,739	19.5	118,392	28.9	140,939	34.4
6–8	239,688	125,163	52.2	152,608	63.7	83,289	34.7	104,907	43.8	118,194	49.3
9–12	253,192	72,761	28.7	156,350	61.8	64,627	25.5	126,798	50.1	103,950	41.1
Total	1,253,583	506,387	40.4	745,323	59.5	274,122	21.9	394,625	31.5	468,380	37.4

Table R-5: 2009–10 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
K	5,374	337	6.3	802	15.0	411	7.7	717	13.4	490	9.1
1	176,848	48,884	27.7	72,399	41.1	33,340	18.9	24,471	13.9	61,713	34.9
2	172,461	89,709	52.0	105,713	61.3	14,518	8.4	23,331	13.5	47,854	27.7
3	162,713	73,745	45.3	97,307	59.8	23,182	14.2	31,600	19.4	46,340	28.5
4	134,728	56,554	42.0	87,854	65.2	21,987	16.3	25,510	18.9	49,235	36.5
5	113,840	67,728	59.5	71,902	63.2	33,599	29.5	35,495	31.2	55,232	48.5
6	91,535	40,685	44.4	57,737	63.1	32,020	35.0	36,580	40.0	40,204	43.9
7	85,982	47,386	55.1	57,642	67.0	33,630	39.1	36,535	42.5	46,872	54.6
8	80,638	36,090	44.8	47,696	59.1	29,653	36.8	41,683	51.7	43,648	54.1
9	76,820	26,858	35.0	44,903	58.5	18,118	23.6	30,035	39.1	31,295	40.7
10	73,224	31,575	43.1	41,895	57.2	16,569	22.6	33,235	45.4	30,960	42.3
11	63,464	31,579	49.8	39,014	61.5	18,690	29.4	30,970	48.8	31,527	49.7
12	55,103	28,422	51.6	35,253	64.0	17,946	32.6	26,647	48.4	28,653	52.0
Grade Span											
K–1	182,222	49,221	27.0	73,201	40.2	33,751	18.5	25,188	13.8	62,203	34.1
2	172,461	89,709	52.0	105,713	61.3	14,518	8.4	23,331	13.5	47,854	27.7
3–5	411,281	198,027	48.1	257,063	62.5	78,768	19.2	92,605	22.5	150,807	36.7
6–8	258,155	124,161	48.1	163,075	63.2	95,303	36.9	114,798	44.5	130,724	50.6
9–12	268,611	118,434	44.1	161,065	60.0	71,323	26.6	120,887	45.0	122,435	45.6
Total	1,292,730	579,552	44.8	760,117	58.8	293,663	22.7	376,809	29.1	517,053	40.0

Table R-6: 2008–09 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
K	5,276	481	9.1	651	12.3	N/A	N/A	N/A	N/A	471	8.9
1	179,992	60,703	33.7	62,219	34.6	N/A	N/A	N/A	N/A	58,123	32.3
2	176,098	81,289	46.2	98,864	56.1	15,158	8.6	27,279	15.5	46,462	26.4
3	160,147	65,950	41.2	89,718	56.0	23,786	14.9	32,514	20.3	45,383	28.3
4	135,258	69,148	51.1	84,616	62.6	24,418	18.1	36,105	26.7	51,620	38.2
5	118,512	64,055	54.0	80,948	68.3	31,684	26.7	46,118	38.9	60,389	51.0
6	102,527	52,087	50.8	62,016	60.5	29,226	28.5	34,818	34.0	44,221	43.1
7	94,686	38,726	40.9	60,574	64.0	37,019	39.1	42,348	44.7	50,003	52.8
8	82,946	38,089	45.9	51,686	62.3	29,662	35.8	42,623	51.4	42,384	51.1
9	83,558	30,612	36.6	45,628	54.6	18,138	21.7	41,264	49.4	33,796	40.4
10	75,684	33,572	44.4	40,179	53.1	15,843	20.9	40,843	54.0	31,036	41.0
11	63,299	31,732	50.1	36,407	57.5	17,033	26.9	35,635	56.3	30,226	47.8
12	55,134	29,190	52.9	33,300	60.4	17,118	31.0	30,847	55.9	28,272	51.3
Grade Span											
K–2	361,366	142,473	39.4	161,734	44.8	15,158	4.2	27,279	7.5	105,056	29.1
3–5	413,917	199,153	48.1	255,282	61.7	79,888	19.3	114,737	27.7	157,392	38.0
6–8	280,159	128,902	46.0	174,276	62.2	95,907	34.2	119,789	42.8	136,608	48.8
9–12	277,675	125,106	45.1	155,514	56.0	68,132	24.5	148,589	53.5	123,330	44.4
Total	1,333,117	595,634	44.7	746,806	56.2	259,085	20.6	410,394	32.9	522,386	40.1

Table R-7: 2007–08 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
K	5,967	404	6.8	802	13.4	N/A	N/A	N/A	N/A	466	7.8
1	182,795	54,121	29.6	69,111	37.8	N/A	N/A	N/A	N/A	56,365	30.8
2	168,016	56,488	33.6	92,660	55.2	8,970	5.3	23,378	13.9	35,167	20.9
3	153,171	53,249	34.8	78,835	51.5	15,293	10.0	28,779	18.8	36,264	23.7
4	135,399	63,835	47.1	75,429	55.7	20,039	14.8	31,065	22.9	45,151	33.3
5	128,432	63,758	49.6	77,933	60.7	30,842	24.0	45,054	35.1	60,048	46.8
6	109,440	48,659	44.5	57,006	52.1	34,369	31.4	34,252	31.3	44,841	41.0
7	92,909	48,084	51.8	51,429	55.4	31,998	34.4	36,471	39.3	45,369	48.8
8	87,158	33,998	39.0	53,998	62.0	29,043	33.3	41,489	47.6	42,524	48.8
9	81,401	24,472	30.1	38,164	46.9	18,050	22.2	36,100	44.3	29,947	36.8
10	74,483	26,984	36.2	34,117	45.8	15,522	20.8	36,498	49.0	27,596	37.1
11	63,845	27,180	42.6	32,999	51.7	17,509	27.4	33,125	51.9	28,371	44.4
12	51,770	23,301	45.0	28,809	55.6	16,045	31.0	26,890	51.9	24,676	47.7
Grade Span											
K–2	356,778	111,013	31.1	162,573	45.6	8,970	2.5	23,378	6.6	91,998	25.8
3–5	417,002	180,842	43.4	232,197	55.7	66,174	15.9	104,898	25.2	141,463	33.9
6–8	289,507	130,741	45.2	162,433	56.1	95,410	33.0	112,212	38.8	132,734	45.8
9–12	271,499	101,937	37.5	134,089	49.4	67,126	24.7	132,613	48.8	110,590	40.7
Total	1,334,786	524,533	39.3	691,292	51.7	237,680	19.0	373,101	29.8	476,785	36.6

Table R-8: 2006–07 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening/Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
K	5,993	1,054	17.6	N/A	N/A	N/A	N/A	1,054	17.6
1	159,686	54,344	34.0	N/A	N/A	N/A	N/A	54,344	34.0
2	156,889	71,633	45.7	15,139	9.6	39,526	25.2	45,471	29.0
3	158,731	49,508	31.2	16,110	10.1	41,474	26.1	33,668	21.2
4	148,801	81,834	55.0	36,311	24.4	60,229	40.5	66,034	44.4
5	130,703	90,311	69.1	50,320	38.5	67,057	51.3	79,554	60.9
6	111,464	61,276	55.0	37,471	33.6	56,238	50.5	53,372	47.9
7	97,445	62,641	64.3	41,974	43.1	55,703	57.2	57,067	58.6
8	89,276	61,972	69.4	47,413	53.1	56,658	63.5	58,931	66.0
9	85,846	52,877	61.6	45,468	53.0	44,577	51.9	50,730	59.1
10	74,813	49,293	65.9	44,567	59.6	41,124	55.0	47,760	63.8
11	59,133	40,685	68.8	38,209	64.6	33,447	56.6	39,707	67.1
12	46,951	33,422	71.2	31,984	68.1	26,526	56.5	32,592	69.4
Grade Span									
K–2	322,568	127,220	39.4	15,152	4.7	39,580	12.3	100,997	31.3
3–5	438,235	221,762	50.6	102,791	23.5	168,827	38.5	179,339	40.9
6–8	298,185	185,960	62.4	126,908	42.6	168,667	56.6	169,439	56.8
9–12	266,743	176,333	66.1	160,286	60.1	145,740	54.6	170,850	64.1
Total	1,325,731	711,275	54.6	405,137	32.7	522,814	40.5	620,625	48.3

THIS
PAGE
HAS
BEEN
INTENTIONALLY
LEFT
BLANK.

Appendix S: Consistency of Local and Centralized Scoring

Notes: Refer to Appendix D: Item Maps to determine the Item ID and position in the test form from the Item Sequence Number below.

The number of examinees refers to the number of students for whom local scores were provided by those administering the test.

Table S-1: Consistency of Local and Centralized Scoring, Writing

Grade Span	Item Sequence Number	Number of Examinees	Difference in Percent of Examinees				
			Score Point = 0	Score Point = 1	Score Point = 2	Score Point = 3	Score Point = 4
K-1	11	269,782	88.4	11.6			
K-1	12	269,409	86.5	13.5			
K-1	13	269,435	84.7	15.3			
K-1	14	269,276	88.9	11.1			
K-1	15	269,227	67.6	28.4	4.0		
K-1	16	269,044	69.6	28.5	1.9		
K-1	17	269,098	70.0	27.5	2.5		
K-1	18	267,607	88.7	10.7	0.6		
K-1	19	267,243	91.5	8.2	0.3		
K-1	20	267,115	86.5	13.1	0.4		
K-1	21	266,833	88.1	11.5	0.4		
K-1	22	265,212	88.2	11.3	0.5		
2	26	38,650	57.7	39.3	2.8	0.2	
2	27	38,555	59.8	37.1	2.9	0.2	
2	28	38,517	58.8	37.6	3.4	0.2	
2	29	38,471	58.1	38.2	3.6	0.2	
2	30	38,318	49.9	43.0	6.4	0.6	0.1
2	31	808	48.3	46.2	4.8	0.5	0.2
3-5	26	87,271	63.8	33.5	2.5	0.1	
3-5	27	87,110	62.8	34.5	2.6	0.1	
3-5	28	87,019	64.4	33.0	2.5	0.1	
3-5	29	87,033	64.2	33.4	2.3	0.1	
3-5	30	86,625	52.9	41.8	4.9	0.4	0.0
3-5	31	923	58.9	36.6	4.1	0.3	0.0
6-8	26	41,146	63.2	34.4	2.3	0.1	
6-8	27	41,061	65.4	32.8	1.7	0.1	
6-8	28	41,004	64.4	33.4	2.1	0.1	
6-8	29	41,302	61.0	35.6	3.2	0.2	
6-8	30	40,971	54.0	41.6	4.1	0.2	0.0
6-8	31	782	61.0	34.4	4.5	0.1	0.0
9-12	26	35,744	63.7	33.4	2.6	0.2	
9-12	27	35,636	63.8	33.3	2.7	0.2	
9-12	28	35,601	66.2	31.2	2.4	0.1	
9-12	29	36,243	59.6	36.9	3.2	0.3	
9-12	30	35,496	55.0	40.3	4.4	0.3	0.1
9-12	31	676	78.8	18.6	2.5	0.0	0.0

THIS
PAGE
HAS
BEEN
INTENTIONALLY
LEFT
BLANK.

Appendix T: On-scale Item Parameters

Notes: Items appear in the Form 1 delivery order described in Appendix D.

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

The 3PL model (multiple-choice items) uses the *a*, *b*, and *c* parameters, also known as the discrimination, difficulty, and guessing parameters, respectively. The 2PL model (dichotomous-constructed-response items) uses only the *a* and *b* parameters. The generalized partial credit model (GPC: constructed-response items) uses the alpha and gamma parameters.

Table T-1: On-scale Item Parameters, Listening, Grade Span K–2

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00728	01057170	3PL	.0203	427.7721	.3102
CEL00526	00940028	3PL	.0389	500.9873	.3102
CEL00786	01208385	3PL	.0137	457.3214	.3102
CEL00399	00676871	3PL	.0178	449.3493	.3102
CEL00899	01210599	3PL	.0196	470.5812	.3102
CEL00515	00940005	3PL	.0121	452.7342	.3102
CEL00330	00545930	3PL	.0138	460.3603	.3102
CEL00284	00437120	3PL	.0149	565.2850	.2304
CEL00285	00437122	3PL	.0215	489.8008	.4532
CEL00286	00437124	3PL	.0225	498.9356	.4312
CEL00730	01057174	2PL	.0256	399.1103	
CEL00782	01208376	2PL	.0275	422.6248	
CEL00788	01208389	2PL	.0091	311.3949	
CEL00471	00803313	2PL	.0383	383.5944	
CEL00787	01208387	2PL	.0142	408.4550	
CEL00397	00676867	2PL	.0153	351.1369	
CEL00836	01210292	2PL	.0161	459.5296	
CEL00400	00676873	2PL	.0178	482.7694	
CEL00789	01208391	2PL	.0151	438.9876	
CEL00463	00803297	2PL	.0153	426.7540	

Table T-2: On-scale Item Parameters, Listening, Grade Span 3–5

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00151	00382856	3PL	.0051	317.4340	.2833
CEL00425	00687427	3PL	.0225	381.2408	.2132
CEL00154	00382862	3PL	.0084	412.8152	.2791
CEL00177	00382908	3PL	.0122	421.6133	.2791
CEL00484	00803461	3PL	.0109	436.3005	.2791
CEL00554	00940959	3PL	.0098	469.7983	.2791
CEL00800	01208912	3PL	.0060	457.9585	.2791
CEL00352	00546104	3PL	.0084	523.9698	.2791
CEL00186	00382926	3PL	.0159	487.6790	.2791
CEL00357	00546114	3PL	.0125	486.3483	.2791
CEL00435	00687449	3PL	.0149	406.0795	.2631
CEL00356	00546112	3PL	.0136	474.1220	.2791
CEL00793	01208897	3PL	.0143	508.9141	.2791
CEL00843	01210299	3PL	.0117	482.5618	.2791
CEL00744	01057650	3PL	.0192	559.2226	.2791
CEL00557	00940965	3PL	.0120	468.2545	.2791
CEL00736	01057633	3PL	.0212	550.4205	.2791
CEL00738	01057637	3PL	.0144	540.0034	.2791
CEL00740	01057641	3PL	.0076	511.7473	.2791
CEL00739	01057639	3PL	.0096	567.0166	.2791

Table T-3: On-scale Item Parameters, Listening, Grade Span 6–8

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00487	00803587	3PL	.0117	447.6242	.3081
CEL00538	00940177	3PL	.0138	508.7225	.3081
CEL00307	00437690	3PL	.0106	491.6819	.3081
CEL00804	01209037	3PL	.0108	560.3988	.3081
CEL00531	00940162	3PL	.0121	579.3180	.3081
CEL00224	00383002	3PL	.0105	465.0393	.3081
CEL00363	00546267	3PL	.0110	460.8068	.3081
CEL00806	01209041	3PL	.0091	498.4065	.3081
CEL00453	00693734	3PL	.0037	587.1384	.3081
CEL00754	01059779	3PL	.0141	515.4001	.3081
CEL00230	00383014	3PL	.0066	575.1001	.3081
CEL00540	00940181	3PL	.0154	488.4415	.3081
CEL00805	01209039	3PL	.0128	589.2821	.3081
CEL00451	00693730	3PL	.0110	551.0355	.3081
CEL00532	00940164	3PL	.0042	619.1159	.3081
CEL00489	00803591	3PL	.0070	500.2320	.3081
CEL00541	00940183	3PL	.0102	623.2712	.3081
CEL00437	00693699	3PL	.0124	548.9771	.3081
CEL00438	00693701	3PL	.0154	614.2005	.3081
CEL00439	00693703	3PL	.0113	574.2514	.3081

Table T-4: On-scale Item Parameters, Listening, Grade Span 9–12

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00415	00683420	3PL	.0119	455.8931	.2980
CEL00262	00383078	3PL	.0079	487.9071	.2980
CEL00551	00940438	3PL	.0075	573.5379	.2980
CEL00543	00940421	3PL	.0067	724.4779	.2980
CEL00319	00437841	3PL	.0112	494.0306	.2980
CEL00379	00546440	3PL	.0100	575.3452	.2980
CEL00244	00383042	3PL	.0124	701.0404	.2980
CEL00767	01059881	3PL	.0055	637.2583	.2980
CEL00862	01210318	3PL	.0135	511.0196	.2980
CEL00817	01209180	3PL	.0096	584.4893	.2980
CEL00417	00683424	3PL	.0126	506.8308	.2980
CEL00412	00682950	3PL	.0109	471.1764	.2980
CEL00818	01209182	3PL	.0080	610.8807	.2980
CEL00863	01210319	3PL	.0067	454.1239	.2980
CEL00418	00683426	3PL	.0060	543.3804	.2980
CEL00761	01059869	3PL	.0078	525.1347	.2980
CEL00865	01210321	3PL	.0094	489.1187	.2980
CEL00546	00940427	3PL	.0090	588.0331	.2980
CEL00547	00940429	3PL	.0061	628.2878	.2980
CEL00549	00940433	3PL	.0098	584.2903	.2980

Table T-5: On-scale Item Parameters, Speaking, Grade Span K–2

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	γ_1	γ_2	γ_3	γ_4	
CES00674	01057183	2PL	.0116	375.7044					
CES00346	00680889	2PL	.0112	425.4339					
CES00436	00940039	GPC	.0126		374.1066				
CES00770	01210323	2PL	.0130	374.5359					
CES00396	00803337	GPC	.0182		345.9095				
CES00680	01057195	2PL	.0177	375.9191					
CES00391	00803327	2PL	.0121	405.1370					
CES00675	01057185	2PL	.0155	399.2581					
CES00728	01208460	2PL	.0148	357.9378					
CES00723	01208450	2PL	.0260	368.3816					
CES00290	00545983	2PL	.0128	430.9901					
CES00287	00545977	2PL	.0156	407.8756					
CES00148	00382772	GPC	.0288		463.1042				
CES00818	01210562	GPC	.0170		438.2680	461.5480			
CES00774	01210327	GPC	.0163		440.0121	406.9007			
CES00682	01057199	GPC	.0149		457.7040	483.8112			
CES00683	01057201	GPC	.0141		442.6893	432.0618			
CES00777	01210330	GPC	.0185		379.6690	444.3026			
CES00823	01210576	GPC	.0179		405.3591	472.1831			
CES00813	01210534	GPC	.0154		353.6869	404.1339	460.0918	556.9419	

Table T-6: On-scale Item Parameters, Speaking, Grade Span 3–5

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	γ_1	γ_2	γ_3	γ_4	
CES00252	00437531	2PL	.0159	444.0609					
CES00402	00803468	2PL	.0136	434.3611					
CES00258	00437544	2PL	.0091	424.0985					
CES00463	00940336	2PL	.0152	504.0295					
CES00243	00407629	GPC	.0220		394.0533				
CES00692	01059014	2PL	.0148	409.7464					
CES00371	00687645	GPC	.0104		373.8093				
CES00304	00546147	2PL	.0144	454.0300					
CES00844	01210696	2PL	.0167	415.9691					
CES00693	01059016	2PL	.0206	443.3417					
CES00741	01208978	2PL	.0132	458.1071					
CES00471	00940353	2PL	.0103	448.9140					
CES00687	01059004	2PL	.0132	500.5299					
CES00835	01210664	GPC	.0154		488.0870	501.8288			
CES00404	00803472	GPC	.0145		548.6433	540.6594			
CES00838	01210668	GPC	.0114		474.9047	474.5907			
CES00466	00940342	GPC	.0126		519.4950	503.4587			
CES00744	01208984	GPC	.0188		421.9019	471.6904			
CES00832	01210658	GPC	.0159		430.0050	499.0806			
CES00840	01210672	GPC	.0171		383.3770	423.3637	472.8881	566.4922	

Table T-7: On-scale Item Parameters, Speaking, Grade Span 6–8

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	γ_1	γ_2	γ_3	γ_4	
CES00183	00383187	2PL	.0104	482.4681					
CES00455	00940203	2PL	.0105	383.9122					
CES00790	01210343	2PL	.0123	385.5447					
CES00412	00803613	2PL	.0092	547.1870					
CES00752	01209118	2PL	.0078	461.8977					
CES00456	00940205	2PL	.0091	559.3985					
CES00747	01209108	2PL	.0075	520.4644					
CES00704	01059805	2PL	.0115	447.5313					
CES00449	00940191	2PL	.0102	474.4672					
CES00263	00437722	GPC	.0155		435.3517				
CES00847	01210729	2PL	.0075	526.7598					
CES00386	00693765	2PL	.0103	602.5342					
CES00190	00383201	2PL	.0091	507.0498					
CES00748	01209110	GPC	.0137		497.9116	500.9263			
CES00706	01059809	GPC	.0154		461.3539	505.0422			
CES00384	00693760	GPC	.0134		431.4517	435.8155			
CES00317	00546312	GPC	.0142		506.3816	531.4097			
CES00798	01210351	GPC	.0155		415.4533	487.0184			
CES00460	00940213	GPC	.0153		426.0335	473.5818			
CES00461	00940215	GPC	.0145		420.7322	436.9772	509.1123	614.1271	

Table T-8: On-scale Item Parameters, Speaking, Grade Span 9–12

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	γ_1	γ_2	γ_3	γ_4	
CES00335	00546487	2PL	.0071	520.7974					
CES00475	00940480	2PL	.0059	467.8636					
CES00430	00803814	2PL	.0079	542.0525					
CES00476	00940482	2PL	.0084	566.5379					
CES00483	00940497	2PL	.0075	593.9716					
CES00801	01210354	2PL	.0104	542.9477					
CES00477	00940484	2PL	.0099	575.6492					
CES00759	01209258	2PL	.0075	560.9342					
CES00710	01059901	GPC	.0124		482.2491				
CES00218	00383258	GPC	.0108		457.1405				
CES00802	01210355	2PL	.0086	547.2515					
CES00367	00683682	2PL	.0093	598.0774					
CES00338	00546493	GPC	.0167		519.6724				
CES00426	00803676	GPC	.0141		472.2164	514.2641			
CES00368	00683684	GPC	.0106		472.0345	520.3836			
CES00364	00683675	GPC	.0156		480.1583	517.8598			
CES00712	01059905	GPC	.0142		465.4567	521.3529			
CES00768	01209277	GPC	.0146		424.3552	499.3198			
CES00807	01210360	GPC	.0142		456.2584	537.3798			
CES00909	01210966	GPC	.0125		400.3805	439.5083	520.0612	631.3552	

Table T-9: On-scale Item Parameters, Reading, Grade Span K–1

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3
CER01031	01210026	3PL	.0151	292.2344	.3250			
CER01030	01210024	3PL	.0126	337.1067	.3342			
CER01041	01210046	3PL	.0164	404.3882	.3183			
CER01314	01210917	3PL	.0122	379.0330	.2693			
CER01315	01210918	3PL	.0051	325.3091	.1415			
CER01312	01210915	3PL	.0189	334.0460	.3202			
CER01316	01210919	3PL	.0194	374.7909	.2967			
CER01216	01210596	3PL	.0110	442.4067	.3052			
CER01311	01210914	3PL	.0198	418.0823	.2610			
CER01066	01210096	GPC	.0189			252.2272	268.5073	267.7920
CER01033	01210030	GPC	.0225			250.7469	263.6857	271.6979
CER01034	01210032	3PL	.0244	310.5716	.2839			
CER01179	01210529	3PL	.0170	401.0348	.3054			
CER01025	01210014	3PL	.0262	355.2508	.2064			
CER01079	01210122	3PL	.0227	359.7899	.2793			
CER01055	01210074	3PL	.0245	356.5402	.2226			
CER01083	01210130	2PL	.0200	367.9282				
CER01027	01210018	2PL	.0186	412.9375				
CER01047	01210058	3PL	.0115	381.4967	.0940			
CER01057	01210078	3PL	.0084	346.9807	.0738			

Note: Parameter values reflect the updated vertical scale described in appendix A.

Table T-10: On-scale Item Parameters, Reading, Grade 2

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00348	00546026	3PL	.0205	459.0338	.2346
CER00353	00546036	3PL	.0217	451.9080	.3784
CER00270	00437237	3PL	.0202	542.5749	.1872
CER01090	01210364	3PL	.0128	467.3301	.2611
CER01212	01210592	3PL	.0190	498.1526	.2068
CER00032	00240821	3PL	.0195	487.3306	.3381
CER00011	00240727	3PL	.0226	457.8800	.1360
CER00009	00240723	3PL	.0214	438.9923	.2472
CER01099	01210373	3PL	.0142	444.6427	.1287
CER00336	00545999	3PL	.0347	522.1844	.3439
CER00343	00546014	3PL	.0166	435.5115	.2487
CER01100	01210374	3PL	.0222	522.0285	.2328
CER01101	01210375	3PL	.0207	441.7398	.0940
CER00442	00680991	3PL	.0278	462.8191	.2538
CER01200	01210580	3PL	.0209	496.9863	.3745
CER00955	01208496	3PL	.0191	500.8147	.2115
CER00211	00353933	3PL	.0369	436.7470	.2305
CER00220	00353951	3PL	.0287	440.4540	.1380
CER00545	00940074	3PL	.0151	498.8810	.1526
CER01192	01210559	3PL	.0178	488.1431	.2607
CER00546	00940076	3PL	.0155	454.0406	.0823
CER00877	01059047	3PL	.0131	478.5067	.1669
CER00338	00546003	3PL	.0243	443.7668	.1030
CER00949	01208484	3PL	.0094	516.5010	.1329
CER00355	00546040	3PL	.0212	518.0813	.1957
CER00957	01208500	3PL	.0129	522.6301	.2175
CER00958	01208502	3PL	.0339	448.0897	.2626
CER00959	01208504	3PL	.0348	494.9429	.1909
CER01103	01210377	3PL	.0268	495.5197	.2558
CER01104	01210378	3PL	.0095	411.8611	.2075
CER01105	01210379	3PL	.0239	483.0956	.2037
CER01094	01210368	3PL	.0157	509.0431	.2152
CER01096	01210370	3PL	.0286	489.2531	.3053
CER01171	01210493	3PL	.0176	479.4684	.1836
CER01097	01210371	3PL	.0149	510.6633	.1810

Table T-11: On-scale Item Parameters, Reading, Grade Span 3–5

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00893	01059097	3PL	.0156	513.6752	.1931
CER00463	00691065	3PL	.0107	529.6907	.1931
CER01242	01210671	3PL	.0124	521.1153	.0889
CER00050	00241059	3PL	.0146	526.0000	.2549
CER00964	01208922	3PL	.0170	501.5512	.2045
CER00052	00241063	3PL	.0190	494.6823	.1642
CER00072	00241154	3PL	.0172	519.2573	.1039
CER01108	01210382	3PL	.0120	482.4182	.1931
CER01107	01210381	3PL	.0163	550.5038	.2423
CER00377	00546207	3PL	.0145	497.8495	.1931
CER00898	01059107	3PL	.0205	496.5667	.0847
CER00897	01059105	3PL	.0149	555.5094	.2732
CER01241	01210657	3PL	.0129	588.6815	.1568
CER00458	00691051	3PL	.0169	528.3229	.1369
CER00296	00437620	3PL	.0184	492.6085	.1482
CER00498	00803539	3PL	.0160	518.3972	.1556
CER00235	00354168	3PL	.0194	535.3911	.1517
CER00896	01059103	3PL	.0136	474.5815	.0672
CER00599	00940990	3PL	.0228	505.2061	.2445
CER01110	01210384	3PL	.0170	500.9494	.1931
CER00900	01059111	3PL	.0168	518.3971	.1939
CER00604	00941000	3PL	.0295	494.8467	.2045
CER00600	00940992	3PL	.0253	527.8675	.2273
CER00972	01208938	3PL	.0172	521.7434	.1527
CER00895	01059101	3PL	.0186	563.6495	.1866
CER00906	01059125	3PL	.0167	475.5153	.1240
CER00907	01059127	3PL	.0152	550.0047	.1912
CER00908	01059129	3PL	.0185	548.7557	.3183
CER00909	01059131	3PL	.0146	506.8936	.1931
CER01161	01210483	3PL	.0231	513.0661	.1941
CER01121	01210395	3PL	.0144	517.5664	.1420
CER01123	01210397	3PL	.0244	521.5707	.2249
CER00974	01208944	3PL	.0202	529.6913	.2222
CER00975	01208946	3PL	.0116	518.5526	.1931
CER00977	01208950	3PL	.0255	561.9055	.1845

Table T-12: On-scale Item Parameters, Reading, Grade Span 6–8

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00928	01060116	3PL	.0098	521.9998	.1947
CER00982	01209064	3PL	.0119	532.7171	.1947
CER00128	00241514	3PL	.0198	514.4906	.0311
CER00380	00546334	3PL	.0142	597.7565	.1592
CER00513	00803707	3PL	.0089	541.7154	.1947
CER00303	00437751	3PL	.0108	534.3453	.1267
CER00393	00546361	3PL	.0117	576.2707	.1947
CER00987	01209074	3PL	.0126	578.9562	.1947
CER00988	01209076	3PL	.0088	567.3398	.1947
CER00934	01060128	3PL	.0068	558.3677	.1947
CER00510	00803693	3PL	.0093	610.3125	.1772
CER00514	00803709	3PL	.0134	595.3468	.1732
CER00985	01209070	3PL	.0149	542.2011	.1947
CER00564	00940275	3PL	.0159	600.1949	.2289
CER00990	01209080	3PL	.0207	493.1248	.0544
CER00515	00803711	3PL	.0129	607.6176	.1947
CER00563	00940273	3PL	.0174	531.2055	.1547
CER01128	01210402	3PL	.0139	541.7896	.1947
CER00402	00546380	3PL	.0201	521.9110	.2471
CER00932	01060124	3PL	.0200	587.4164	.2082
CER00937	01060134	3PL	.0157	590.1555	.2050
CER00569	00940285	3PL	.0225	615.4677	.1956
CER00144	00241558	3PL	.0191	563.8296	.2461
CER00145	00241560	3PL	.0215	554.2758	.2542
CER00143	00241556	3PL	.0145	594.2523	.2183
CER00995	01209092	3PL	.0159	584.7454	.2504
CER00993	01209088	3PL	.0127	600.9599	.1609
CER00992	01209086	3PL	.0235	562.8043	.2264
CER00994	01209090	3PL	.0148	620.0477	.1606
CER01130	01210404	3PL	.0285	551.2196	.1883
CER01173	01210495	3PL	.0271	600.4034	.2327
CER01133	01210407	3PL	.0233	560.5676	.2358
CER00521	00803735	3PL	.0175	596.8694	.2018
CER00523	00803739	3PL	.0165	616.7197	.2388
CER00524	00803741	3PL	.0170	592.0842	.2250

Table T-13: On-scale Item Parameters, Reading, Grade Span 9–12

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01152	01210426	3PL	.0100	468.2200	.2059
CER00179	00241856	3PL	.0061	554.9420	.2059
CER01143	01210417	3PL	.0111	600.4057	.1656
CER00327	00437909	3PL	.0110	546.9751	.2059
CER00531	00804714	3PL	.0103	612.0810	.2513
CER00451	00684030	3PL	.0095	555.1863	.2059
CER00471	00717216	3PL	.0093	589.8525	.2059
CER01006	01209227	3PL	.0154	514.5405	.2059
CER00911	01059967	3PL	.0178	543.0046	.2059
CER01005	01209225	3PL	.0136	589.7540	.1429
CER00157	00241779	3PL	.0120	527.2835	.2059
CER00242	00354274	3PL	.0102	656.6658	.1226
CER00533	00804718	3PL	.0078	674.8774	.2059
CER00918	01059981	3PL	.0090	626.1331	.2059
CER00419	00546536	3PL	.0121	516.5624	.2059
CER00457	00684045	3PL	.0142	614.4475	.1733
CER00321	00437896	3PL	.0109	566.6240	.0584
CER00418	00546534	3PL	.0157	513.4235	.2059
CER01007	01209229	3PL	.0154	636.4710	.2710
CER00912	01059969	3PL	.0099	595.4915	.2059
CER00443	00683949	3PL	.0130	632.4428	.2197
CER01309	01210900	3PL	.0111	629.2490	.1825
CER00926	01059999	3PL	.0102	622.2137	.2141
CER00924	01059995	3PL	.0176	661.4389	.2264
CER00925	01059997	3PL	.0111	657.7668	.2384
CER01016	01209249	3PL	.0149	657.5378	.2364
CER01017	01209251	3PL	.0186	658.7074	.1750
CER01014	01209245	3PL	.0152	606.6884	.1940
CER01279	01210821	3PL	.0184	611.8949	.2640
CER01280	01210822	3PL	.0147	565.9444	.2284
CER01277	01210819	3PL	.0160	657.9725	.2024
CER01282	01210824	3PL	.0151	612.8211	.2150
CER01011	01209238	3PL	.0102	679.2784	.1745
CER01012	01209240	3PL	.0146	605.7515	.2826
CER01013	01209242	3PL	.0177	658.3023	.1990

Table T-14: On-scale Item Parameters, Writing, Grade Span K–1

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4	
CEW00877	01210162	2PL	.0141	250.2476						
CEW00909	01210226	2PL	.0130	244.5721						
CEW00868	01210144	2PL	.0132	276.2197						
CEW00898	01210204	2PL	.0120	230.0086						
CEW00919	01210246	GPC	.0079			240.3334	288.9963			
CEW00889	01210186	GPC	.0157			225.7417	304.7668			
CEW00890	01210188	GPC	.0109			175.0446	339.3712			
CEW00891	01210190	GPC	.0278			299.1935	369.1473			
CEW00923	01210254	GPC	.0203			306.8151	461.7757			
CEW00871	01210150	GPC	.0202			302.8660	386.7254			
CEW00989	01210552	GPC	.0178			350.9011	399.1229			
CEW00902	01210212	GPC	.0186			329.9003	423.5985			
CEW00884	01210176	3PL	.0200	436.4815	.1891					
CEW00905	01210218	3PL	.0099	404.6363	.1872					
CEW00875	01210158	3PL	.0095	404.1717	.2162					
CEW00931	01210270	3PL	.0190	440.6982	.1592					
CEW00896	01210200	3PL	.0134	443.4661	.4076					
CEW00932	01210272	3PL	.0198	421.9622	.2219					
CEW00885	01210178	3PL	.0215	416.0047	.2103					
CEW00876	01210160	3PL	.0103	410.3017	.2984					

Note: Parameter values reflect the updated vertical scale described in appendix A.

Table T-15: On-scale Item Parameters, Writing, Grade 2

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00005	00353965	3PL	.0189	433.0173	.3013				
CEW00020	00353996	3PL	.0186	405.7580	.3013				
CEW00004	00353963	3PL	.0208	450.6537	.2879				
CEW00298	00681402	3PL	.0449	449.3478	.2803				
CEW00939	01210436	3PL	.0310	469.1926	.2584				
CEW00220	00546085	3PL	.0271	450.4386	.2839				
CEW00021	00353998	3PL	.0103	493.6736	.3013				
CEW00209	00546063	3PL	.0218	445.9091	.3521				
CEW00941	01210438	3PL	.0416	485.5606	.2871				
CEW00940	01210437	3PL	.0334	451.9141	.3637				
CEW00796	01208524	3PL	.0211	490.6302	.2501				
CEW00981	01210528	3PL	.0111	518.5560	.2977				
CEW00800	01208532	3PL	.0113	547.4884	.2878				
CEW00974	01210499	3PL	.0254	475.8090	.3438				
CEW00975	01210500	3PL	.0169	498.2407	.1747				
CEW00976	01210501	3PL	.0150	506.5876	.2416				
CEW00390	00940137	3PL	.0333	495.5189	.3225				
CEW00391	00940139	3PL	.0255	489.3093	.3099				
CEW00392	00940141	3PL	.0314	484.4821	.3609				
CEW00389	00940135	GPC	.0145			438.7655	459.6004	607.3673	
CEW00995	01210574	GPC	.0201			401.2047	456.8687	538.4576	
CEW00381	00940119	GPC	.0134			427.3888	462.4559	598.4720	
CEW00802	01208536	GPC	.0133			434.7649	452.1337	620.6626	
CEW01084	01210937	GPC	.0187			380.9007	451.9351	532.2132	619.4513

Table T-16: On-scale Item Parameters, Writing, Grade Span 3–5

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00100	00354226	3PL	.0196	449.2739	.2793				
CEW00088	00354202	3PL	.0147	509.4631	.3753				
CEW00077	00354179	3PL	.0237	517.3862	.3442				
CEW00228	00546226	3PL	.0119	500.8160	.2793				
CEW00090	00354206	3PL	.0258	513.6919	.3586				
CEW00239	00546248	3PL	.0175	512.9581	.2522				
CEW00950	01210447	3PL	.0183	504.0852	.2723				
CEW00813	01208994	3PL	.0171	556.7870	.3139				
CEW00815	01208998	3PL	.0181	485.9103	.2299				
CEW01019	01210694	3PL	.0246	513.8027	.3380				
CEW00747	01059936	3PL	.0241	462.3801	.2902				
CEW00748	01059938	3PL	.0186	486.7510	.2603				
CEW00749	01059940	3PL	.0288	461.2472	.2082				
CEW00755	01059952	3PL	.0176	464.3144	.2793				
CEW00756	01059954	3PL	.0126	540.3264	.2524				
CEW00757	01059956	3PL	.0211	502.0886	.3062				
CEW00422	00940377	3PL	.0252	470.0373	.3487				
CEW00423	00940379	3PL	.0176	512.0453	.2544				
CEW00424	00940381	3PL	.0124	533.7384	.2700				
CEW00246	00546262	GPC	.0126			412.7776	444.5162	518.1514	
CEW00746	01059934	GPC	.0106			435.9405	442.9177	596.7087	
CEW01015	01210690	GPC	.0174			359.5542	453.9562	553.2303	
CEW00094	00354214	GPC	.0192			372.0454	449.4174	568.0527	
CEW01008	01210666	GPC	.0170			394.2858	429.7881	537.3562	646.3259

Table T-17: On-scale Item Parameters, Writing, Grade Span 6–8

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00265	00546425	3PL	.0296	514.0024	.2373				
CEW00145	00354697	3PL	.0125	522.5345	.2761				
CEW00833	01209140	3PL	.0114	516.8064	.2761				
CEW00832	01209138	3PL	.0153	495.5962	.2761				
CEW00178	00437794	3PL	.0205	542.2027	.3380				
CEW00147	00354701	3PL	.0133	565.4534	.3930				
CEW00837	01209148	3PL	.0153	540.2785	.2761				
CEW00836	01209146	3PL	.0229	554.0948	.2558				
CEW00961	01210458	3PL	.0236	516.2617	.2801				
CEW00262	00546419	3PL	.0141	556.9684	.2761				
CEW00255	00546405	3PL	.0179	527.9667	.2761				
CEW00959	01210456	3PL	.0153	523.7966	.2761				
CEW00256	00546407	3PL	.0240	495.4106	.2756				
CEW00350	00803765	3PL	.0154	535.8324	.1782				
CEW00351	00803767	3PL	.0226	525.4768	.2264				
CEW00352	00803769	3PL	.0133	526.2730	.2761				
CEW00779	01069233	3PL	.0196	497.7595	.2761				
CEW00780	01069235	3PL	.0254	489.5919	.2761				
CEW00781	01069237	3PL	.0184	516.1106	.2761				
CEW00794	01069263	GPC	.0122			411.2598	451.1349	629.1473	
CEW00142	00354689	GPC	.0119			439.9466	445.0131	615.9137	
CEW00842	01209158	GPC	.0121			371.4336	463.9890	595.5875	
CEW00834	01209142	GPC	.0094			365.6222	404.7156	561.3681	
CEW00413	00940259	GPC	.0115			417.3078	410.1663	519.2297	830.9109

Table T-18: On-scale Item Parameters, Writing, Grade Span 9–12

Form 1 Item ID	Form 1 Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00306	00684130	3PL	.0273	498.8947	.2475				
CEW00283	00546586	3PL	.0138	516.6862	.2535				
CEW00060	00354095	3PL	.0144	553.9532	.2535				
CEW00849	01209287	3PL	.0099	561.3120	.2535				
CEW00966	01210463	3PL	.0159	512.6066	.2535				
CEW00278	00546576	3PL	.0139	539.2366	.2535				
CEW00850	01209289	3PL	.0138	483.5295	.2535				
CEW00041	00354047	3PL	.0127	547.3732	.2535				
CEW00061	00354097	3PL	.0167	465.7300	.2833				
CEW00279	00546578	3PL	.0248	485.0665	.2409				
CEW00970	01210467	3PL	.0138	531.4256	.2535				
CEW00855	01209299	3PL	.0163	592.5935	.1969				
CEW00854	01209297	3PL	.0075	525.4764	.2535				
CEW00431	00940507	3PL	.0133	538.1187	.2535				
CEW00432	00940509	3PL	.0125	573.6997	.2535				
CEW00433	00940511	3PL	.0075	449.7042	.2535				
CEW00769	01060031	3PL	.0099	528.3262	.2535				
CEW00770	01060033	3PL	.0251	519.8366	.3247				
CEW00771	01060035	3PL	.0127	508.6225	.2535				
CEW00764	01060021	GPC	.0072			399.8098	399.8049	654.0487	
CEW00856	01209301	GPC	.0078			319.7237	437.9702	569.4457	
CEW00307	00684132	GPC	.0082			423.8155	429.0835	652.3978	
CEW00860	01209309	GPC	.0083			336.1431	442.0131	598.3992	
CEW00448	00940541	GPC	.0097			467.6687	397.3665	520.8127	846.5659

This is the end of this report.