



California English Language Development Test



Technical Report

2010–11 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.

California English Language Development Test (CELDT)

2010–11 Edition Technical Report

Updated July 2013

This revision of the 2010–11 Edition Technical Report contains the following errata:

Page 65, Table 8.3

Page 94, Table 10.4

Page 95, Table 10.5

Pages K-1 through K-55, Appendix K

Pages L-1 through L-20, Appendix L

Table of Contents

CHAPTER 1: INTRODUCTION	7
1.1 Test Purpose.....	7
1.2 Intended Population	7
1.3 CELDT Development History.....	8
1.4 Testing Windows	9
1.5 Significant Developments Related to the 2010–11 Edition	9
1.6 Limitations to Test Interpretation.....	10
1.7 Organizations Involved with the CELDT 2010–11 Edition.....	10
1.8 Overview of the Technical Report.....	11
CHAPTER 2: CELDT TEST DESIGN AND FORMAT	13
2.1 CELDT Blueprint.....	13
2.2 Item Formats, Test Components, and Language Functions.....	14
2.3 Test Length	16
2.4 CELDT Scores and Reports.....	19
2.5 Equating Across CELDT Editions	20
CHAPTER 3: ITEM DEVELOPMENT	25
3.1 Item Development Activities.....	25
3.2 Item Review Process.....	28
3.3 Field Testing and Item Analysis	30
CHAPTER 4: TEST ASSEMBLY.....	31
4.1 Rules for Item Selection.....	31
4.2 Test Forms and Structure	32
CHAPTER 5: TEST ADMINISTRATION.....	33
5.1 Test Security and Confidentiality	33
5.2 Procedures to Maintain Standardization	34

5.3	Testing Students with Disabilities	38
5.4	Demographic Data	42
CHAPTER 6: PERFORMANCE STANDARDS		43
6.1	Common Scale Development	43
6.2	Standard Setting Procedures	45
6.3	Standard Setting Results for All Grades and Domains	46
CHAPTER 7: SCORING AND REPORTING		51
7.1	Procedures for Maintaining and Retrieving Individual Scores.....	51
7.2	Multiple-Choice Scoring	52
7.3	Constructed-Response Scoring.....	53
7.4	Types of Scores.....	56
7.5	Types of Reports	57
7.6	Score Aggregation	58
7.7	Criteria for Interpreting Test Scores	61
CHAPTER 8: TEST ANALYSES AND RESULTS.....		63
8.1	Samples Used for the Analyses	63
8.2	Classical Test Theory Item Analysis.....	64
8.3	Reliability Analyses.....	66
8.4	Decision Classification Analyses.....	70
8.5	Validity Analyses	72
8.6	Item Response Theory Analyses	73
8.7	Differential Item Functioning Analyses	75
CHAPTER 9: QUALITY CONTROL PROCEDURES		79
9.1	Quality Control of Item Development	79
9.2	Quality Control of Test Materials	80
9.3	Quality Control of Scanning	82
9.4	Quality Control of Image Editing.....	83

9.5	Quality Control of Answer Document Processing and Scoring	83
9.6	Quality Control of Psychometric Processes	84
9.7	Quality Control of Data Aggregation and Reporting	85
CHAPTER 10: HISTORICAL COMPARISONS		87
10.1	Test Summary Statistics	87
10.2	Examinee Performance Over Time	90
10.3	Test Characteristics 2006–07 to 2010–11	93
REFERENCES.....		97
APPENDIXES		99

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 Scoring Rubrics.....	C-1
D Item Maps.....	D-1
E Scale Score Summary Statistics.....	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

List of Tables

Table 2.1: Number of Operational Items	17
Table 2.2: Number of Field Test Items	18
Table 2.3: Estimated Time Required to Administer the CELDT	18
Table 2.4: Number of Items by Type and Domain Raw Score Ranges.....	19
Table 5.1: Permitted Test Variations, Accommodations, and Modifications for CELDT Administration.....	38
Table 5.2: Number of Students Using Accommodations, Modifications, and Alternate Assessments.....	41
Table 6.1: Lowest and Highest Obtainable Scale Score Values	44
Table 6.2: CELDT Cut Scores.....	47
Table 6.3: CELDT General Test Performance Descriptors	49
Table 7.1: Percentage of Examinees in Performance Levels.....	59
Table 8.1: Number of Students in the Test Population by Test Purpose.....	63
Table 8.2: Mean <i>p</i> -Values, Annual Assessment	65
Table 8.3: Mean Point-Biserial Correlations, Annual Assessment	65
Table 8.4: Mean Omit Rates, Annual Assessment.....	66
Table 8.5: Test Reliability Coefficients	67
Table 8.6: Standard Errors of Measurement (SEM) Based on Classical Test Theory.....	69
Table 8.7: Summary of Model Fit Statistics	74
Table 8.8: Operational Test Scaling Constants	75
Table 8.9: Mantel-Haenszel Data Structure	76
Table 10.1: Summary Statistics, Annual Assessment Data.....	88
Table 10.2: Summary Statistics, Initial Assessment Data	89
Table 10.3: 2001–02 to 2010–11 Editions Percent English Proficient Students, Annual Assessment Data	90
Table 10.4: 2006–07 to 2010–11 Editions Average <i>p</i> -Values	94
Table 10.5: 2006–07 to 2010–11 Editions Average Point-Biserial Coefficients.....	95
Table 10.6: 2006–07 to 2010–11 Editions Standard Errors of Measurement.....	96

List of Figures

Figure 10.1: Listening Percent Proficient, Annual Assessment Data	91
Figure 10.2: Speaking Percent Proficient, Annual Assessment Data	91
Figure 10.3: Reading Percent Proficient, Annual Assessment Data	92
Figure 10.4: Writing Percent Proficient, Annual Assessment Data.....	92
Figure 10.5: Overall Percent Proficient, Annual Assessment Data	93

Chapter 1: Introduction

The California English Language Development Test (CELDT) was developed by the California Department of Education (CDE) Statewide Assessment Division¹ in response to legislation requiring school districts to assess annually the English language proficiency of all students with a primary language other than English upon initial enrollment. As stated in California *Education Code (EC)* Section 60810 (Statutes of 1997), the State Superintendent of Public Instruction (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 English learners (ELs). The CELDT was designed to fulfill these requirements.

The following sections examine the test's purpose, intended population, development history, administration windows, and significant developments that occurred during the 2010–11 test cycle.

1.1 Test Purpose

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

The test shall be used for the following purposes:

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

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

1.2 Intended Population

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

¹Title changed to Assessment and Accountability Division as of December 2010.

learners. Based on the results, the student may be classified as an English learner 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–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[d]). 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. For more information about the technical history of the CELDT, see appendix A.

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

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; National Center for Research on Evaluation, Standards, and Student Testing (CRESST); and California school districts. See appendix B for more information about the composition of the 2010–11 committee.

1.4 Testing Windows

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

1.5 Significant Developments Related to the 2010–11 Edition

1.5.1 K–1 Test Booklets. All four domains of the kindergarten and grade one (K–1) test were combined into one consumable student book.

1.5.2 Field Testing Plan. 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. Each district in the state was assigned to one of three pools. Only schools in Pool 1 received one of the five field test forms; the remaining schools received Form 1 only. (Schools in Pool 2 will receive field test forms in the 2011–12 year, and schools in Pool 3 will receive field test forms in the 2012–13 year.) 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.

1.5.3 Examiner’s Manuals. The Scoring Guide, which was a separate document in the past, was incorporated into the Examiner’s Manual for each grade span (grades K–1, 2, 3–5, 6–8, and 9–12). Additionally, a separate Field Test Examiner’s Manual was created for each grade span containing instructions for each of the field test forms. Only districts chosen for field testing received the Field Test Examiner’s Manual.

1.5.4 Scoring Training of Trainers (STOT) Workshops. STOT workshop training materials were expanded to include a new section for Oral Vocabulary training. Additionally, a new online training and scoring calibration tool was made available to district trainers and test examiners.

1.5.5 Budget Cuts. The California Department of Finance implemented budget and scope of work reductions to the CELDT contract that affected the 2010–11 Edition. A number of activities were reduced, modified, or eliminated.

- The number of STOT workshops, which had been 23 in 2009–10, was reduced to 15. Due to this change, EDS initiated a new program to add training workshops through local and regional sites, run by trainers who received official training at one of the STOT workshops.
- Funds for the creation of a new training and administration video and DVD were eliminated. Footage from the 2009–10 training video was reused, and only portions of the footage were replaced to update it for the new edition.
- External content and bias and sensitivity item reviews were eliminated. Newly written test items were reviewed in internal content and bias and sensitivity meetings, which were held at CDE.

- The number of field test forms was reduced from ten to five.
- Braille Version test materials from the 2008–09 Edition (grades K–1 listening and speaking, and grades 2–12) and the 2009–10 Edition (K–1 reading and writing) were reused for 2010–11.
- The number of translations of the Test Results Interpretation Guides (TRIGs) was reduced from ten languages to three. To supplement the three developed by the contractor, the CDE provided three additional translations, for a total of six.
- The pre-test Test Administration workshops (called *CELDT Live!*) were reduced from twelve to six, and post-test Data Analysis and Use workshops were eliminated.
- Web postings of released test questions were eliminated. The CDE produced a document containing released test questions and test interpretation.

1.5.6 CELDT Validation Study. A pilot study was initiated this year to compare the performance of ELs with non-ELs in kindergarten and grade 1. English-fluent students were given the 2010–11 Edition CELDT in their regular classroom setting by trained CELDT examiners.

1.5.7 Test Materials Redesign. 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.

1.6 Limitations to Test Interpretation

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

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

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 2010–11 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: MetriTech, Inc. of Champaign, Illinois; Sacramento County Office of Education (SCOE) of Sacramento, California; Kornerstone Technology of Chatsworth, California; and Iron Mountain Films, Inc. of Sacramento, California. Educational Data Systems manages all aspects of the program activities and has direct responsibilities for developing and maintaining the CELDT Web site and interactive applications; running the operational aspects of the program, including materials printing, distribution, and retrieval, test scoring, and reporting; communicating directly with CELDT District Coordinators; and producing the *CELDT Live!* pre-test administration training presentations.

1.7.2 MetriTech, Inc. MetriTech, Inc. is responsible for item development, item writer training, test form assembly, materials production, writing anchor pull activities, scoring of constructed-response items, analysis of test results, completion of all psychometric activities, and development of the technical report on test administration.

1.7.3 Sacramento County Office of Education (SCOE). SCOE provides CELDT training and support activities, develops interpretive support materials, provides the student speaking and writing samples for training materials and the Examiner’s Manuals, participates in writing anchor pull activities, works directly with Iron Mountain Films to produce the training DVD, and manages and presents the Scoring Training of Trainers workshops.

1.7.4 Kornerstone Technology. Kornerstone manages the Customer Support Center, which handles inquiries from the CELDT District Coordinators about program administration.

1.7.5 Iron Mountain Films, Inc. (IMF). IMF professionally video records and produces the test administration training video that is used in the STOT workshops and provided to districts for their local training. IMF also records and produces audio tracks of student speaking responses for use in training and calibration activities.

1.8 Overview of the Technical Report

This report describes test development activities and the psychometric qualities of the 2010–11 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. The information is extensive, and many of the tables and supporting documents are included in appendixes at the end of the report.

Appendix A includes a description of the technical history of the CELDT. Appendix B contains information about the participants involved in the development and review of

the CELDT items, and appendix C contains the scoring rubrics for writing and speaking. Appendix D provides maps (“item maps”) of the operational and field test items and their distribution in the test forms. Appendix E includes scale score summary statistics for the 2010–11 Edition, along with those from comparable 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 scoring tables, or 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 annual assessment and initial assessment data; item parameters; item-type correlations; inter-rater reliability for constructed-response items; test characteristic curves; samples of the various reports used for the CELDT; and proficiency by grade and grade span.

This report provides technical details on the operational test for the 2010–11 CELDT Edition only. Technical reports for previous years’ tests are available on the CDE Web page at <http://www.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 California English Language Development (ELD) Standards, with respect to four domains: listening, speaking, reading, and writing. The Overall Student Performance Level is a composite of these four domains.² The Comprehension Score is a composite of the reading and listening domains.

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

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

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

²For 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.

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 to identify the correct use of capital letters to begin sentences and for proper nouns.

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

Grammar and Structure: Items assess grammar, prepositions, plurals, apostrophes, pronouns, possession, auxiliary verbs, interrogatives, and comparatives.

Sentences: Items assess sentence formation, and the use of prepositional phrases, compound and complex structures, and descriptive language.

Short Compositions: Items assess sentence formation, paragraph writing, composition structure, and transitions; descriptive, expository, or persuasive writing; ability to sustain a topic and show fluency; and spelling and mechanics.

2.3 Test Length

Table 2.1 presents a summary of the number of items, by item type, in Form 1 of the test, which contains only operational items (i.e., items that contribute to a student’s score). Form 1 was also used for the Large Print and CD-ROM versions of the test. The CD-ROM Version consists of PDF documents that may be enlarged on the computer screen to assist the student in viewing the items. The Braille Version consisted of Form 1 of the 2008–09 Edition, except for the K–1 reading and writing domains, which were Form 1 of the 2009–10 Edition. More information on the special versions of the CELDT available for students with disabilities may be found in chapter 5.

Table 2.1: Number of Operational Items

Grade Span	Domain	Total	Number of Operational Items				
			Dichotomous Constructed Response	Multiple Choice	Constructed Response Scores 0–2	Constructed Response Scores 0–3	Constructed Response Scores 0–4
K–1	Listening	20	10	10			
	Speaking	20	13		6		1
	Reading	20	18			2	
	Writing	20	12		8		
2	Listening	20	10	10			
	Speaking	20	13		6		1
	Reading	35		35			
	Writing	24		19		4	1
3–5	Listening	20		20			
	Speaking	20	13		6		1
	Reading	35		35			
	Writing	24		19		4	1
6–8	Listening	20		20			
	Speaking	20	13		6		1
	Reading	35		35			
	Writing	24		19		4	1
9–12	Listening	20		20			
	Speaking	20	13		6		1
	Reading	35		35			
	Writing	24		19		4	1

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

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

Table 2.2: Number of Field Test Items

Domain	Test Form	Number of Field Test Items				
		K–1	2	3–5	6–8	9–12
Listening	Form 2	12	12	12	12	12
Speaking	Form 3	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 is administered in two sessions to reduce student fatigue.

Table 2.3: Estimated Time Required to Administer the CELDT

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

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

2.4 CELDT Scores and Reports

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

Table 2.4: Number of 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)	
		18	DCR	
Reading	K–1 ^b	2	CR (0–3)	0–24
		35	MC	
	2–12	35	MC	
Writing	K–1	12	DCR	0–28
		8	CR (0–2)	
	2–12 ^c	19	MC	0–35
		4	CR (0–3)	
		1	CR (0–4)	

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

^b Maximum score points = (18 x 1) + (2 x 3) = 24

^c Maximum score points = (19 x 1) + (4 x 3) + (1 x 4) = 35

Both the AA and IA administrations involve local scoring as well as official scoring by the CELDT contractor. Because the CELDT is used to identify students who will benefit from English language development (ELD) instruction, examiners administer the test to incoming students throughout the year and then locally score the test using the Examiner’s Manuals provided. These local scores are used for determining appropriate instructional programs for immediate placement purposes. For both AA and IA, the tests are then sent to the CELDT contractor for official scoring and reporting to the CDE and to districts. The local scores in the speaking domain remain as the official scores for the student. The contractor scores all other items. Individual student reports and electronic data files are sent to the districts within six to eight weeks after receipt of the scorable materials at the contractor’s processing facility.

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

2.4.1 Scores and Reports. Scores are reported for individual test takers and for groups of test takers. The Student Performance Level Report (SPLR) provides one scale score for each domain (listening, speaking, reading, and writing) as well as an overall scale score and a comprehension scale score. The comprehension scale score is calculated as the average of the scale scores of the reading and listening domains. For K–1, the overall scores were calculated as the weighted average of the cut scores of the four domains (.45 * Listening + .45 * Speaking + .05 * Reading + .05 * Writing). For grades 2–12, the overall cut scores were calculated as the unweighted average of the listening, speaking, reading, and writing cut 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. The reading and writing scale scores were reported for kindergarten and grade one on the SPLR for the first time in the 2010–11 Edition.

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

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

2.4.2 Group Scores and Reports. Individual scores are aggregated to produce group-level scores and reports. The AA window (July 1 through October 31) group reports consist of the Roster Report at the school level and the Performance Level Summary Report (PLSR) for each school and district. The Roster Report is presented by grade and test purpose, and displays an alphabetical listing by last name and the scores of 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 IA window (November 1 through June 30), only the PLSR was provided (no Roster Report). Districts are provided a PLSR for all IA student results and one for the combined groups of initial assessment and annual assessment student results (IA and IA/AA Combined).

2.5 Equating Across CELDT Editions

Raw scores are not comparable from form to form 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 of the CELDT represents the same level of language proficiency as on any other, even though the scores may be based on different sets of items. The equivalence of scale scores from test administration to test administration is achieved in part by careful attention to following the test blueprint and the item selection rules and in part by conducting a statistical process known as test equating.

Items on CELDT forms are classified as “operational” or “field test.” Operational items have been previously evaluated and found to possess the psychometric qualities required of the CELDT. Field test items are included on different forms of the test to obtain the data necessary to evaluate their psychometric quality. Each year a proportion of 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 the test score is no longer a fair representation of their proficiency level. 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 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 multiple-choice items, the two-parameter logistic (2PL) model for the dichotomous-constructed-response items, and the generalized partial credit (GPC) model for the constructed-response items.

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

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

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

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

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

Equivalently,

$$P_{jk}(\theta) = \frac{\exp\left[\sum_{v=2}^k Z_{jv}(\theta)\right]}{1 + \sum_{c=2}^{m_j} \exp\left[\sum_{v=2}^c Z_{jv}(\theta)\right]}$$

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

The Stocking and Lord scaling method (1983) is used to put the raw item parameter estimates obtained in the calibration (reported in appendix M) onto the CELDT common scale. 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 to control for minor differences in difficulty between forms composed of different items. When the equating analyses begin, some items (operational) already have parameters and some items (field test) do not. An initial analysis (calibration analysis) results in a set of item parameters for every item, including the field test items. This initial set of parameters, however, is not yet expressed in terms of the common scale, which they must be in order to maintain the continuity of the scale over time. Since the operational items have previously determined parameters expressed in terms of the common scale, a second analysis (equating analysis) uses the known parameters to place the field test item parameters on the common scale. In this sense, the operational items serve to anchor the calibrations of the field test items. Once a set of scaled item parameters exists, the

field test items can be used operationally in future test forms. This preequating model allows scale scores to be calculated in the field for decision-making purposes.

The statistical procedures make use of data samples (“equating samples”), which are random samples of approximately 75,000 cases drawn from the AA population at each grade span.³ These samples are selected after most of the AA records have been processed.

A complete set of analyses is initially conducted to examine the items, verify that item difficulties are reasonable in light of past performance, and 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). To ensure quality control, a psychometrician who has not conducted the analyses independently reviews the results. If there are questions, these are resolved before the process continues.

³Kindergarten records for equating are selected from the IA population tested during the AA window, which represents the vast majority of kindergarten students.

Chapter 3: Item Development

The development of new CELDT items for field testing involves selecting qualified item writers, specifying item writing guidelines, training item writers, writing items, reviewing and editing newly written items, and evaluating items to determine if they meet test form specification criteria. The CELDT item development process is described in this chapter.

3.1 Item Development Activities

3.1.1 Item Writer Selection. The item writers had diverse, relevant educational and professional backgrounds, including undergraduate and advanced degrees in elementary and secondary education, psychology, anthropology, art history, Spanish, French, East Asian Languages and Cultures, and English as a second language (ESL). All had classroom teaching experience and taught or developed curricular materials in ESL or ELD. For more detailed information on the background of the item writers employed, see appendix B, table B-4.

3.1.2 Item Writer Training. Prior to developing new items, item writers were trained at a one-day workshop in Sacramento on May 2, 2009. The training included an overview of the CELDT program and the requirements for item writing. The content of the training manual and the information in the training presentation provided to the item writers are summarized here.

The introduction first described the CELDT program and what constitutes K–12 English language proficiency. The CELDT test performance descriptors and specific goals for item writing were also presented.

Following the introduction, item formats were described by domain (i.e., listening, speaking, reading, and writing) followed by a description of each test component (e.g., *Listening—Following Oral Directions*) and the test component item formats. In the description of each test component, the administration method, item type (i.e., MC, CR, or DCR), the type of prompt or stem, types of answer choices, and scoring methods were specified. For example, training materials showed that *Listening—Following Oral Directions*, grades 3–12 items are group administered using the multiple-choice format. Students are given an oral prompt (usually one sentence) that states what a student is directed to do. Answer choices are either artwork that shows the directions being followed correctly or incorrectly, or examples of artwork from which the student selects the correct representation. The construct of each test component was described, including the skills to be assessed. Sample items were presented, and descriptions of these samples were included for writers' reference. The ELD standard, correct response, and percentage of students responding correctly were also provided for each sample item.

Item-writing training materials included reference information on such topics as language demand, universal design, and cognitive load considerations. Specific guidelines for developing multiple-choice, dichotomous-constructed-response, and constructed-response items were provided.

Finally, a demonstration on developing and submitting items through the secure online item submission system was presented. Individual item writing assignments and schedules were provided.

After the workshop, item writer training was reinforced through feedback given to the item writers during the development of the new items and during the internal item review process.

3.1.3 Item Writing. A comprehensive review of the CELDT Item Bank occurred in early 2009, which resulted in the CELDT 2009 Item Development Summary, indicating the number of items to be submitted for each standard targeted for development in the Item Development Plan.

For all domains, the primary goal was to develop items to meet the following item performance level targets: 30 percent Advanced, 20 percent Early Advanced, 20 percent Intermediate, 20 percent Early Intermediate, and 10 percent Beginning. Additional goals for item writing included developing items to (1) cover the widest range of ELD standards to address the issue of underrepresented items in the current item pool and (2) increase the numbers of items targeting higher-order linguistic and cognitive skills, including inferential thinking skills.

Item writers developed items in all three formats (i.e., MC, CR, and DCR) for all grade spans. All items were developed based on the California ELD standards, which can be found at <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>. Items were submitted through a secure online submission system. This system allows item writers to submit all parts of a MC item (i.e., item stem, answer choice, and distractors) as well as stems and exemplar responses for DCR and CR items.

A total of 469 new items across all domains and grade spans were written and submitted to the CDE for review. Of the 469 items, 443 were accepted, an acceptance rate of 94.5%.

Sections 3.1.4 through 3.1.7 highlight the areas of emphasis in item development for the 2010–11 Edition.

3.1.4 Listening Item Development. Item development focused on revising existing Extended Listening Comprehension passages for grades 2–12 and creating additional items for each passage. Sufficient numbers of items were written for each passage to meet the goal of field testing a minimum of four items per passage.

3.1.5 Speaking Item Development. Item development focused on two test components in this domain. First, items were developed for the Choose and Give Reasons test component, which asks students to choose between two alternatives (e.g., going to a sports event or an amusement park) and then tell two reasons for the choice. Specifically, item writers at grades K–1 and 2 were asked to develop items that could be field tested as non-picture-based items. Second, writing focused on creating the stimulus for 4-Picture Narrative items, which include four pictures about which a student must tell a story. For this Edition, item writers at all grade spans were asked to

develop detailed text descriptions for each picture so that each of the four pictures to be created would clearly depict a major event in the story.

3.1.6 Reading Passage and Item Development. A passage is a short story, poem, informational text, or environmental print text (e.g., poster, flyer, ad, form, label, recipe, directions to do a task, memo from school) that represents the stimulus to which students respond. The purpose of a passage is to be substantial enough to yield items that accurately assess the student’s reading comprehension skills. A passage must also have enough substance so that different levels of comprehension may be assessed. A student should be able to respond to items using understanding or information drawn directly—or indirectly by inference—from a passage.

A passage needs to have thematic substance leading to text-based conclusions rather than speculative conclusions. In a testing situation, answers to questions must be both supported by the text and unambiguous. A passage also needs a strong main idea, setting, and characters, and must have a clear beginning, middle, and end. It must also be imbued with a strong author presence or point of view. For example, a nonfiction piece should be more than just a chronological piecing together of facts. It should contain interesting information and be written to appeal to all students within each grade span. The development goals also include the use of passages that do not address content specifically taught in the classroom or that require previous knowledge to be understood.

For this Edition, items were created to existing passage stimuli for grades 3–12. These previously created passages had not been field tested, either because the passage texts needed revision or because there were not enough items for field testing. These passages were reviewed and revised as needed, and then sufficient numbers of items were written for each passage to meet the goal of field testing six items per passage. Specifically, item writers were asked to develop items that involve high-order cognitive skills such as inferential thinking.

For K–1, the primary goal was to develop additional reading items to support the ongoing assessment of this domain in the 2010–11 Edition. For example, additional items were developed for the Word Analysis and Comprehension test components.

3.1.7 Writing Item Development. There are two test components within the writing domain: Sentences and Short Compositions, both of which are CR items. Item writers were given sample prompts to use as models in developing original writing item stimuli.

In Sentences, students are assessed on their ability to write one detailed sentence describing a picture. The Sentences items are intended to assess sentence formation, use of prepositional phrases, compound and complex structures, and descriptive language.

The Short Compositions item is expected to take students approximately ten minutes to complete. At grade 2 in Short Compositions, students either see a series of four pictures that suggest a story and are given a story starter to provide context, or are provided with a text prompt about a topic or situation. They are then directed to complete the story or address the prompt in writing. For grades 3–12, there is only one format: students are

directed to respond to a text prompt about a topic or situation. Short Compositions items are intended to assess sentence formation, paragraph writing, composition structure, transitions, and descriptive, expository, or persuasive writing. Additionally, items solicit a student’s ability to sustain a topic, show fluency, and use correct spelling and mechanics.

For K–1, the primary goal was to develop additional writing items for immediate field testing in this Edition. Item writers were asked to develop additional items for the Copying Letters and Words and Writing Words test components.

3.2 Item Review Process

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

3.2.1 Contractor Reviews. Throughout the internal contractor review process, specialists evaluated the importance of the information being assessed, the item’s match to the standards, and the items’ appropriateness for the population being assessed. Many test items were strengthened considerably in the process, improving the match between the measurement goal and the measurement task, as well as the overall clarity of the item. Items that were judged to measure trivial information, to be imprecisely related to the content standards, or to be developmentally inappropriate were revised or eliminated early in this review process. Every item was reviewed by at least two assessment specialists to ensure the following properties:

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

After evaluating each item, the reviewers 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 provided the content review for all newly developed items. CDE staff members were asked to reject

any individual items or item sets that they deemed beyond “saving” (i.e., that could not be turned into valid and fair test items). When the decision was made to reject an item, the rationale for the decision was documented.

The purpose of the reviews is to ensure that items are fair to all students. A fair item is one that, while challenging, can be answered successfully by a student who has acquired that knowledge or mastered that skill. 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 an emotional feeling from a specific subgroup of students but not all students can also be considered unfair.

A checklist providing a framework for evaluating the test items was provided to help ensure that the content of each item included the following features:

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

Additionally, reviewers were tasked with ensuring each MC item included the following characteristics:

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

Finally, reviewers checked each CR item to ensure that content followed specific guidelines:

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

For the bias and sensitivity review, an internal seven-member committee, made up of six women and one man, representing diverse linguistic and cultural backgrounds, was assembled by the CDE (see appendix B, table B-3). The purpose of bias and sensitivity

review is to ensure that test items are free of stereotypes or other sources of bias—such as gender, religion, ethnic, racial, or socioeconomic status—and that test items reflect community norms. Bias and sensitivity reviewers were given guidelines for the reasoning necessary to reject an item.

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

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

3.3 Field Testing and Item Analysis

Field test items, after having passed all internal and external reviews, are embedded in test forms administered during the AA window. These items are inserted into the test solely to obtain the data required to evaluate them statistically. They do not contribute to the student’s scores.

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

The embedded field test approach provides substantial data for analysis, which yield stable estimates of various statistical criteria. These analyses are conducted after the close of the AA window. The results of the field test data analyses are described in chapter 8.

For the 2010–11 Edition, the CDE approved a new test form distribution plan that substantially reduced the demands on districts. Under the new plan, approximately one-third of districts were selected to administer the five test forms that contained field test items. All other districts received Form 1, which contained no embedded field test items; therefore, Form 1 was shorter and required less time to test. The distribution plan also included precautions to make sure that no more than 30 percent of the sample for any field test item would come from a single school district, and that each form contained approximately the same proportions of students scoring in the five performance levels, and similar proportions of Hispanic students. In addition, the plan identified the remaining school districts that will be assigned field test forms in the 2011–12 and 2012–13 administrations.

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 included in test forms as field test items. This chapter covers the rules for item selection and the structure of the test forms.

4.1 Rules for Item Selection

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

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

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

The test must be equated to previous editions. To accomplish this, a test characteristic curve (TCC) is constructed for each grade level by domain from the item characteristic curves (ICC) of the operational items. This TCC represents the likelihood that a student at a given ability level will be able to correctly answer an item of a specific difficulty level (see appendix P for TCCs by grade span and domain). To ensure comparability across years, content developers construct domain and grade-level tests by matching TCC and standard error (SE) curves of the new form with the previous form and the base form. The conditional standard error of measurement (CSEM), which varies with student ability level, is also considered in test selection. The lower the CSEM, the more information a test provides.

The contractor submits each proposed test form to the CDE for review. Along with the item selection for each domain, the contractor submits the TCC and the raw score to scale score conversion table for the selected items. The CDE provides final approval of the items to be included in each form.

4.1.3 Rules for Item Sequence and Layout. Although many of the items are retained from one edition to the next, the sequencing of items is altered to provide an additional level of test security. In order to ensure the stability of item parameters, however, items may only be relocated within five positions of their appearance when previously calibrated.

4.2 Test Forms and Structure

For the 2010–11 Edition, based on the redesign of the test materials and reorganization of the field test distribution plan, there were six test forms. Each of the forms contained the same operational items. In addition, Form 2 contained listening field test items, Form 3 contained speaking field test items, Forms 4 and 5 contained reading field test items, and Form 6 contained writing field test items.

For more detail on the structure of the 2010–11 CELDT test forms, including the types of items and the distribution of field test items, see appendix D.

Chapter 5: Test Administration

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

5.1 Test Security and Confidentiality

The CELDT is a secure test, and therefore test materials are considered secure documents, including 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 a security affidavit agreeing to maintain the security of the materials. 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. CELDT District Coordinators and school site test coordinators must sign the *CELDT Test Security Agreement* form, and anyone serving as an examiner, proctor, or scorer, or anyone handling secure test material, must sign the *CELDT Test Security Affidavit* form.

5.1.2 Electronic Security. Computer systems that access items and test results require password access, and hard-copy materials are kept in locked files, cabinets, or secure warehouses. 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 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 and subcontractors 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 or independently testing charter schools through the secure District Portal area of the CELDT Web site. This secure area of the site uses Secure Socket Layer (SSL) encryption for all transfers of data. Unique district passwords to the secure District Portal are released only to CELDT District Coordinators and reset at the beginning of each test administration year. The student data files are also optionally available to the CELDT District Coordinator on a password protected and encrypted CD-ROM.

5.1.3 Physical Security. 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.

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

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

- Test materials 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 had 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, and unused Answer Books that are sent back for contractor secure destruction are accounted for by county-district (CD) code and stored in labeled boxes on pallets at the contractor's warehouse.
- All boxes and pallets placed in the secure warehouse for long-term storage are recorded electronically so that they can be retrieved at any time. Scanned (used) answer documents are stored in labeled scan boxes on labeled pallets in the same warehouse. The scan box and pallet numbers are scanned into a database for retrieval as needed. Documents are stored for a minimum of one year or until the CDE provides express written consent to destroy them.

5.2 Procedures to Maintain Standardization

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

The manuals help ensure that the administration of the CELDT is consistent across classrooms, schools, and school districts. In 2010–11, two types of manuals were developed. The *Test Coordinator’s Manual* describes procedures to be used by CELDT District Coordinators and school site coordinators in receiving, inventorying, storing, and returning test materials to the contractor for scoring. The Examiner’s Manual provides information for the person responsible for actual test administration, ranging from guidelines for the testing environment to verbatim administration scripts. It also provides the information required for scoring test results, including scoring keys and raw score to scale score conversion tables.

5.2.1 CELDT District Coordinator (CDC). CELDT District Coordinators were required to sign and submit to the CELDT contractor a *Superintendent’s Designation of CELDT District Coordinator* form before any testing materials were sent to the district. The form was e-mailed to the current CDC prior to the start of the annual administration activities. A downloadable electronic copy was also provided on the home page of the CELDT Web site.

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.

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 Scoring Training of Trainers (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, which is 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. This includes all unused test materials, Examiner’s Manuals, the contents of the Scoring Training of Trainers Administration Trainer’s Kit, additional copies of all training materials made by the district, CDs containing images of secure test and training materials, and the CDs and DVDs provided during the trainings.

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

5.2.3 Test Examiners. Test examiners administer the tests to students. Test examiners must complete training in the current administration of the CELDT before administering the test and must follow the directions prescribed in the Examiner’s

Manuals. Proctors must be available to assist test examiners when groups of test takers exceed 20 students.

5.2.4 Training for General Test Administration. For the 2010–11 administration, general test administration training was accomplished through online presentations called *CELDT Live!* The *CELDT Live!* presentations covered a range of different topics relevant to the current test administration, including test material ordering, “What’s new for the 2010–11 Edition,” an update on the K–1 reading and writing domains, general testing information, packaging and returning scorable materials, and the Data Review Module and accountability. The *CELDT Live!* presentations were archived on the CELDT Web site and available for viewing throughout the administration year. PowerPoint handouts and written transcripts from the *CELDT Live!* presentations were also available for downloading from the Web site. The Frequently Asked Questions Web site was updated with the answers to questions asked during the presentations. Additionally, a brief recorded tutorial on how to use the Local Scoring Tool was posted to the CELDT Web site.

5.2.5 Scoring Training of Trainers (STOT) Workshops. For the 2010–11 Edition, training for test administration and local scoring was accomplished through a series of in-person workshops called Scoring Training of Trainers (STOT) Workshops. 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 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 testing and scoring a student’s responses to the constructed-response writing items following testing. Thus, extensive training is provided in these two areas.

The purposes of the STOT workshops are to train participants to (a) standardize the administration of the CELDT, (b) reliably score the constructed-response speaking and writing items, and (c) train other qualified persons to administer and score the CELDT. Due to budget cuts, the number of workshops was reduced from 23 in 2009–10 to 15 in 2010–11, a 35% reduction. Between April 15 and August 31, 2010, 1,491 participants, representing 762 school districts and independent charter schools, attended these one-day workshops. Despite the reduction in the number of workshops, there was only a 16% reduction in the number of participants.

At least one person from each school district or charter school that administers the CELDT is required to attend a STOT workshop. Seat allocations at the workshops were based on a formula that used the number of students the district tested the prior year. Districts with higher student populations and local education agencies (LEAs) hosting regional trainings were provided more seat allocations.

Extensive training materials were developed for use at the STOT workshops and for the trainers to duplicate and provide to the examiners at their districts. At the 2010–11 STOT workshops, an Administration Trainer’s Kit binder, a training video on DVD, a speaking audio CD with sample student responses to speaking items, and a CD with printable PDF documents of the training materials and test materials were provided to

each STOT participant. All participants who completed the STOT workshop were given certificates of completion.

The participants at the workshop practiced scoring by working through exercises for administering and scoring the various speaking and writing test components. These included separate exercises for administering and scoring Oral Vocabulary, Speech Functions, Choose and Give Reasons, 4-Picture Narrative, Sentences, Short Compositions, K–1 Copying Letters and Words, and K–1 Writing Words.

Based on feedback from the field, a new Oral Vocabulary section was added to the binder. This new section included test administration guidelines; prompting and scoring guidelines; scoring directions; and examples of correct and incorrect student responses at all grade spans. Additional enhancements to the training materials included more training and calibration sets of student responses; a description of “syntactical complexity,” as used in the writing scoring rubrics, and definitions of related terms; and an increased number of sample student responses, scores and justifications (in the binder and on the audio CD) for Speech Functions, Choose and Give Reasons, and 4-Picture Narrative items.

Perhaps the most significant enhancement for the 2010–11 training was the implementation of online training and calibration resources. The logon password was provided to STOT participants only after they completed training. The PowerPoint training modules used in the STOT training were posted online and made available for district use. These PowerPoint presentations included the workshop presenters’ notes, embedded audio samples and video clips from the training video, scoring training exercises, and calibration quizzes for most CELDT test components. These online resources were intended for use during local training as a supplement or to recreate the STOT workshop training. Trainees take the calibration quizzes on their own after completing either in-person or online training. Trainees are able to take the online quizzes as many times as necessary to achieve the required calibration level. Once a trainee completes a quiz and meets or exceeds the required calibration level, the trainee prints a report showing that she or he has passed the calibration quiz. This report can be used as documentation that the trainee has been calibrated and can serve as a CELDT examiner.

5.2.6 Scoring Rubrics. 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 answer document. These speaking rubrics are presented in appendix C.

Rubrics developed for operational use starting with the 2006–07 Edition are used to score writing. The scoring rubric for Sentences and another rubric for Short Compositions are applied across all constructed-response writing items for grade spans

2–12. There are also separate rubrics for the K–1 writing domain.⁴ The writing rubrics are presented in appendix C.

5.3 Testing Students with Disabilities

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

Two other types of administrative adjustments are allowed if specified in the student’s Individualized Education Plan (IEP) or Section 504 Plan. The first type, called an accommodation, changes the way the test is given but does not change what is tested. The second type, called a modification, fundamentally changes what is being tested. The purpose of test variations, accommodations, and modifications is to enable the students to take the CELDT, not to give them an advantage over other students or to improve their scores. Test variations and accommodations do not result in changes to students’ scores. 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

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://www.cde.ca.gov/ta/tg/el/documents/formftechreport.pdf>.

CELDT 2010–11 Edition Technical Report

Test Variation (1), Accommodation (2), or Modification (3)	Eligible
Test individual student separately, provided that a test examiner directly supervises the student	1
Visual magnifying equipment	1
Audio amplification equipment	1
Noise buffers (e.g., individual carrel or study enclosure)	1
Special lighting or acoustics; special or adaptive furniture	1
Colored overlay, mask, or other means to maintain visual attention	1
Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)	1
Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic school	2
Responses dictated [orally, or in Manually Coded English or American Sign Language] to a scribe for selected-response items (multiple-choice questions)	2
Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)	2
Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions	2
Assistive device that does not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test)	2
Braille transcriptions provided by the test contractor	2
Large-print versions Test items enlarged if font larger than required on large-print versions	2
Test over more than one day for a test or test part to be administered in a single sitting	2
Supervised breaks within a section of the test	2
Administration of the test at the most beneficial time of day to the student	2
Test administered at home or in hospital by a test examiner	2
Dictionary	3
Manually Coded English or American Sign Language to present test questions	2 Writing
	3 Reading, Listening, Speaking

Test Variation (1), Accommodation (2), or Modification (3)	Eligible
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. Individualized Education Plan (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 to English learners per 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 the accommodation “test over more than one day for a test or test part to be administered in a single sitting,” for example, 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 2010–11 administration of the CELDT broken down by test purpose.

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.

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

Type	Number of Students			
	Listening	Speaking	Reading	Writing
Annual Assessment				
Accommodations	4,593	3,607	4,981	5,244
Modifications	429	381	685	519
Alternate Assessments	5,742	5,700	5,741	5,743
Initial Assessment				
Accommodations	685	594	598	571
Modifications	71	57	78	67
Alternate Assessments	1,203	1,181	1,180	1,182

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 Individualized Education Program (IEP) or 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 content is not exactly parallel to that of the regular version. The 2010–11 Edition Braille Version of the CELDT consisted of Form 1 of the 2008–09 Edition CELDT for all grade spans, except for the K–1 reading and writing forms, which were Form 1 of the 2009–10 Edition CELDT.

The 2010–11 Edition Large Print Version consisted of an enlarged format of the Form 1 test for each grade span and was produced in conjunction with guidelines from the American Printing House for the Blind. Students who use a Large Print Version should be allowed certain 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 booklet, which must then be transcribed to a regular scannable document by the test examiner or proctor

The large print test materials included grade span specific large print format spiral-bound book or books, a large print format answer document, a regular scannable answer document, and special instructions to the examiner for transcribing the student’s responses to the regular scannable answer document.

A CD-ROM Version of the CELDT is also available for visually impaired students. This version contains an electronic file (PDF) of the Form 1 test for each grade span of the

CELDT. The PDFs can be displayed on a computer screen, which permits greater enlargement of text and graphics than is provided in the Large Print Version. The student may respond in either a regular scannable answer document or in a large print answer document, which is then transcribed by the examiner into a regular scannable answer document. The same environmental adjustments as for the Large Print Version apply to the CD-ROM Version.

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

5.4 Demographic Data

Demographic and student-identifying information are collected on the front and back covers of the scannable answer document for all students. Districts may also choose to electronically identify most of this 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 additional instructions regarding the use of the Pre-ID labels are provided in the Pre-ID Data File Layout.

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. The correction process is done electronically through the Data Review Module (DRM), an online, interactive application located in the secure District Portal of the CELDT Web site. Districts have access to detailed instructions on using 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. To assist the districts in reviewing and making corrections to the data, the application flags errors in the student demographic data. 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.

Chapter 6: Performance Standards

The five CELDT performance levels⁶ described in the California ELD standards 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 define what students know and are able to do and are termed Test Performance Descriptors. This chapter describes the development of the common scale and these cut scores.

6.1 Common Scale Development

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

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 versions across adjacent grade spans. For further information about calibration and equating procedures, see the Item Response Theory Analyses discussion in section 8.6.

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

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

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

Since there were no grade 2 writing items that were appropriate for administration to K–1 students, 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. For more information on the specification and development of the LOSS and HOSS for the CELDT scales for all grade spans and domains except the K–1 reading and writing, see the *CELDT 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/documents/formftechreport.pdf>.

Table 6.1: Lowest and Highest Obtainable Scale Score Values

Grade Span	LOSS/ HOSS	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 baseline, proficiency-level cut scores for the CELDT on the new common scale. Standard setting participants engaged in three rounds of activities in which they determined two cut scores (Early Intermediate and Early Advanced). These scores were then used to establish cut scores for all five proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Standard setting participants were recruited from across the State of California and were selected based on their expertise with English language development, their experience in the field of education, and their knowledge of the CELDT. The participants were divided into two groups. One group evaluated the reading and writing domains⁸ while the other group evaluated the listening and speaking domains. Each group had 10–14 participants. Participants decided on cut scores for grades 2, 4, 7, and 10 for reading and writing and grades 1, 4, 7, and 10 for listening and speaking. Thus, approximately 100 education experts participated in establishing cut scores for the eight groups (four grades; two groups per grade). The panels met in Sacramento, California, February 12–16, 2006.

The Bookmark method was used. 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 are 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 smooth data and to produce a set of proficiency levels that best reflect continuous English language development across all grades.

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

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

⁸ For K–1 this standard setting only included listening and speaking.

As in the 2006 standard setting, participants were recruited from across the State of California and were selected based on their expertise with English language development, 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 who had either applied to work with the development (130) or review (80) of items for the K–1 reading and writing domains or who had previously participated in the 2006 CELDT standard setting (101). 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 used for this standard setting as well. 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 1 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. Then the participants followed the same procedures for the writing items. When the grade 1 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 1 ratings. (A more detailed discussion of this standard setting can be found in the technical report for the 2009–10 Edition at <http://www.cde.ca.gov/ta/tg/el/documents/celdt0910techrpt.pdf>.)

6.3 Standard Setting Results for All Grades and Domains

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

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

Table 6.2: CELDT Cut Scores

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

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

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

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 CR items are scanned and then scored by the contractor's scorers. The first steps in the scoring process involve scanning documents and merging the resultant data file(s) with information contained in the Pre-Identification (Pre-ID) files.

7.1.1 Scoring and Reporting Specifications. Written specifications developed prior to operational scoring help ensure that CELDT results are reported accurately. The following documents were developed for the 2010–11 Edition.

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

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

Grades K–1 and grade 2 students used one scannable answer document called a Student Book. Students recorded their own writing responses in the scannable Student Books. In cases where the listening items were administered to a group for grade 1, the students marked their own answers.

7.1.3 Scanning and Editing. The scanning, editing, and scoring processes were performed throughout the year (July 1, 2010–June 30, 2011), although most of the material was received in November after the close of the AA window.

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

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

7.1.4 Record Merge Process. Prior to completing the testing for the AA window, districts were given the option of uploading to the CELDT Web site Pre-Identification (Pre-ID) files containing student demographic and identification data. The Pre-ID system employed data checks according to the rules established in the Pre-ID Data File Layout, prior to acceptance of each record. Once accepted, a unique number was generated to identify each record in the Pre-ID file. This 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 document scanning, data editing, and merging processes generated a data file with one record per student. That record contained student responses to MC items, the DCR items that had been scored locally (e.g., the speaking domain), and the scores for the written responses. The multiple-choice items were machine scored with quality control measures in place throughout the process.

7.2.1 Scoring Key Verification Process. Scoring keys, in the form of item maps, were produced during the item development process and verified by performing various quality control checks upon delivery for use in scoring. The item maps contained information about each test form, including item identification information, correct key (MC items), and statistics associated with each item. As a last step in the verification process, item maps were verified against the camera-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 multiple-choice scoring system, another quality control step took place to ensure what was entered matched the original test maps. As a final check, the entire scoring system was verified using a test deck that contained a variety of response vectors, including sample answer documents that had all responses marked correctly.

Classical item analyses were run on an early sample of data to provide a statistical check of the keys. This part of the verification sequence is described more fully in chapter 8. Psychometricians then scored a large sample of student test records and compared these results to those produced by the scoring system. The comparison checked that both the raw score calculations and the raw score to scale score conversions were performed properly.

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. If a response was correct, that item received a score of 1; if the response was incorrect or if multiple marks were present, the score of 0 was assigned.

7.3 Constructed-Response Scoring

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

7.3.1 Writing Anchor Paper Selection. The purpose of anchor paper selection is the identification of papers used both to train scorers and to evaluate scorers, thereby maintaining quality control throughout the scoring process. This process is referred to as range finding, and these papers are called anchor papers. Each year, anchor papers must be selected for new items that have been field tested. The anchor papers are associated with that item throughout its use on the test. If, for example, an operational item is furloughed for a year or more and then reappears on the test, the anchor papers originally chosen at the field testing stage 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 to review the field test items from the 2010–11 Edition and select the anchor papers (called an “anchor pull”) was held in Sacramento, California, on January 25–26, 2011. Contractor staff who have extensive experience in constructed-response scoring and/or who had been heavily involved in the Scoring Training of Trainers (STOT) workshops led groups of California educators through the anchor pull activities. (Refer

to appendix B, table B-2, for demographic characteristics of the educators who participated in the 2010–11 writing anchor pull meeting.)

Prior to the meeting, master scorers selected a large pool of papers for each writing item to be scored, which became the pool from which the anchor papers were selected. These papers reflected a wide range of student responses so that the anchor pull participants would be able to select papers to represent scores at all score points. Two experienced scorers pre-scored all of these papers.

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

The groups also suggested annotations for each paper that explained the reasoning used in assigning the final score. These annotations were intended to provide guidance during scorer training.

7.3.2 Writing Scorer Selection. CELDT scorers were selected from a large pool of applicants. At a minimum, each scorer possessed a bachelor's degree, and about 25 percent had advanced degrees. Qualified applicants completed a battery of tests to ensure their accuracy. Ultimately, only about half of qualified applicants became scorers. Approximately 40 percent had prior teaching experience or were currently teaching.

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

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.

The training process began with a master scorer leading a review of the rubrics and anchor papers with a group of potential scorers. Each score point on each rubric was defined, and at least two approved examples of student work that meet the criteria for each score point (i.e., anchor papers) were presented and discussed. Following this presentation, the scorers independently assigned scores to a series of papers presented in training packets, each containing a minimum of 10 responses. A panel of

master scorers had already scored each paper in a training packet. As the potential scorers finished the training packet, they shared their scores and rationales for their scoring with the trainer. Discrepancies were noted and corrected. Finally, each potential scorer was given a posttest packet containing at least 15 sample student responses. The potential scorers independently assigned scores to the papers in the posttest packet, and their scores were compared with those assigned by the master scorers. Scorers must be certified to exit training and be approved to score. The certification requirement is 80 percent exact agreement and 100 percent exact or adjacent agreement with the anchor papers' scores.

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

7.3.5 Writing Electronic Image-based Constructed Response Scoring. Scanners were programmed to identify the constructed-response areas of each page of the scannable answer documents and “clipped” 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 constructed-response 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 need 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.

Images of items were presented to the scorer. The scorer then recorded the appropriate score for that item and moved to the next item. Each item only accepted a score applicable to that item (e.g., 3-point items only accepted a score of 0, 1, 2, or 3) or a defined non-scoring code (e.g., blank, illegible, off-topic). Information regarding the scorer and the scores assigned was recorded in the database at the point of scoring.

Reports of scorer performance were computed throughout the scoring day, aggregating results of scoring for each scorer, and reports were generated that showed the total number of items processed by each scorer daily and cumulatively for the project. By using the unique ID number assigned to each scorer and data pertaining to exact, adjacent, and non-adjacent inter-rater agreement, these reports also provided total production and scoring rates. Table leaders and master scoring staff reviewed these reports to determine the necessity of retraining scoring staff.

7.3.6 Speaking Anchor Sample Development. ELs were videotaped in December 2009 in Elk Grove USD to capture student responses for speaking items on the 2010–11 operational form (Form 1). The sample included 27 students at the middle school, 21 students at the high school, and 55 students at the elementary school. Students' parents received an explanation of the purpose and nature of the activity along with a permission form. These materials were provided to the schools in English and six other languages as requested: Chinese, Punjabi, Romanian, Spanish, Urdu, and Vietnamese. Students in grades K–12 were administered the items individually during the regular school day. Elk Grove schools provided trained CELDT examiners who, along with trained SCOE staff, administered the items. The videotaping process resulted in a clip of each student's response to all items. The clips were subsequently transcribed and coded with the student's grade, CELDT proficiency level, and primary language.

Following the videotaping sessions, student responses were reviewed. Staff from Santa Clara USD, San Diego USD, Washington USD, San Juan USD, Woodland USD, and San Joaquin COE were involved in pulling and scoring each response. Anchor, training, and calibration responses were then identified and anchor samples with transcriptions were added to the 2010–11 Examiner's Manuals. Additional anchor, training, and calibration samples were identified for use in the STOT binder. A written annotation was added to each selected sample indicating why the response was assigned the score it was given.

7.4 Types of Scores

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

7.4.1 Merging Score Files. The MC and CR scoring processes resulted in two data files that were merged for final scoring and reporting. One file contained the MC and DCR scores (recorded by the examiner), and another contained the CR scores. The first part of the merge process checked that all operational CR items had scores. Special

codes were assigned in cases where a numeric score was not given. The two data files were then merged using the unique scannable answer document lithocode as the merge key. The merge process was checked using two independently developed programs. Any discrepancies were resolved before continuing with scoring and reporting.

7.4.2 Raw Scores. Raw scores for each domain were obtained by summing the number of MC and DCR items answered correctly and adding the total number of points obtained on the CR items within the speaking and writing domains and the K–1 reading domain (see table 2.1). Raw scores are 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 on one edition represents the same level of proficiency as a 350 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 Student Performance Level Report, Student Record Labels, and Roster Report. The Performance Level Summary Report provides the mean scale score and the standard deviation of scale scores for the aggregated group.

In addition to scale scores for the four domains, scale scores are given for overall proficiency, which is a composite of all four domains and for comprehension, which is an average 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 are described in detail in chapter 6.

7.5 Types of Reports

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

7.5.1 Student Performance Level Report. This one-page report presents results for an individual student. Scale scores are presented numerically and graphically for each domain and for the Overall Student Performance Level. 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 report individual student performance 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 Student Performance Level Report in a compact (4-inch x 1.5-inch) format.

7.5.3 Roster Report. The Roster Report displays by grade how each student performed on the CELDT. This report is produced after the Data Review Module for all annual assessment (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. This report is based on school-level data, and a copy is provided to the school and district.

7.5.4 Performance Level Summary Report. This one-page report summarizes how students at a grade scored. It provides the number and percent of students at each performance level for each domain and overall. The total number of students, the mean scale score, and the standard deviation⁹ of scale scores are also provided for each domain and overall. This report is provided at the school and district levels for students with an AA test purpose tested within the AA window as well as the same AA students combined with IA students tested throughout the year.

Samples of each report are shown in appendix Q.

7.6 Score Aggregation

Individual scores are aggregated and reported to provide evidence on the performance of groups of students (Performance Level Summary Report 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, independently testing charter school, district, and state levels. The number and percent of students at each performance level by domain, mean scale scores, and standard deviations for each subgroup presented on the CDE DataQuest Web site are also calculated.

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

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

⁹The standard deviation is provided only for groups of two or more students.

Table 7.1: Percentage of Examinees in Performance Levels

Domain	Grade	Percentage of Examinees					
		Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Early Advanced + Advanced
Listening	K	31.3	33.1	27.2	7.1	1.3	8.4
	1	10.0	21.8	39.8	22.0	6.4	28.4
	2	4.1	11.5	35.3	36.2	12.9	49.1
	3	9.6	22.5	32.9	25.0	10.0	35.0
	4	6.6	15.8	31.7	33.6	12.2	45.8
	5	4.0	15.1	31.4	38.9	10.7	49.6
	6	5.9	14.0	31.2	36.3	12.7	49.0
	7	5.0	10.1	27.4	39.9	17.6	57.5
	8	4.6	13.9	30.9	40.0	10.6	50.6
	9	6.4	26.3	37.6	19.9	9.8	29.7
	10	8.4	28.6	39.2	17.4	6.3	23.7
	11	7.2	23.8	39.2	21.1	8.7	29.8
12	8.4	21.4	37.7	22.2	10.3	32.5	
Speaking	K	31.0	27.3	28.1	10.5	3.1	13.6
	1	10.0	16.1	35.0	25.0	14.0	39.0
	2	3.4	7.6	22.9	36.2	29.9	66.1
	3	3.0	9.2	26.6	43.0	18.2	61.2
	4	2.8	6.3	26.4	43.6	20.9	64.5
	5	2.7	4.8	31.8	41.7	19.0	60.7
	6	3.8	7.4	27.6	30.2	31.0	61.2
	7	4.1	6.2	24.7	32.0	33.1	65.1
	8	4.3	6.6	24.0	33.5	31.7	65.2
	9	4.6	5.8	29.4	36.2	23.9	60.1
	10	5.4	6.8	28.6	36.7	22.5	59.2
	11	5.2	6.0	25.4	36.6	26.7	63.3
12	6.5	5.8	22.5	35.1	30.1	65.2	
Reading	K	20.1	40.7	32.7	5.2	1.4	6.6
	1	28.7	31.5	20.7	10.8	8.3	19.1
	2	29.1	33.5	30.1	5.0	2.4	7.4
	3	23.3	19.1	42.8	10.3	4.4	14.7
	4	20.2	12.8	49.0	15.0	3.0	18.0
	5	15.1	12.1	45.1	20.3	7.4	27.7
	6	17.0	16.3	34.4	21.3	11.1	32.4

CELDT 2010–11 Edition Technical Report

		Percentage of Examinees						
Domain	Grade	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Early Advanced + Advanced	
	7	17.5	14.2	32.0	22.7	13.5	36.2	
	8	13.4	19.5	31.2	23.4	12.6	36.0	
	9	18.9	27.1	32.0	14.4	7.6	22.0	
	10	19.1	28.5	31.3	14.8	6.3	21.1	
	11	15.3	24.1	32.0	19.0	9.6	28.6	
	12	15.3	21.5	31.1	20.4	11.7	32.1	
	Writing	K	13.5	41.2	35.7	8.9	.8	9.7
		1	34.0	28.1	27.7	8.3	1.9	10.2
		2	23.2	28.7	32.8	12.5	2.9	15.4
		3	14.2	25.0	40.2	13.6	7.0	20.6
		4	11.9	16.0	44.5	19.6	8.0	27.6
		5	9.2	12.3	36.5	27.0	14.9	41.9
6		7.6	14.4	43.9	27.4	6.7	34.1	
7		6.3	14.6	34.4	33.2	11.5	44.7	
8		6.5	10.3	29.0	36.9	17.3	54.2	
9		6.3	14.0	28.8	36.7	14.2	50.9	
10		7.5	11.3	34.3	29.0	17.9	46.9	
11		6.9	10.5	31.1	30.0	21.5	51.5	
12	8.5	10.5	29.5	29.1	22.3	51.4		
Overall	K	30.5	31.9	28.8	7.6	1.3	8.9	
	1	9.5	19.1	39.2	25.9	6.4	32.3	
	2	10.3	22.7	38.8	22.9	5.4	28.3	
	3	10.6	19.7	43.4	20.3	6.0	26.3	
	4	7.6	12.1	46.2	27.4	6.7	34.1	
	5	5.3	9.4	39.3	37.1	8.9	46.0	
	6	6.0	11.2	39.4	33.8	9.6	43.4	
	7	5.4	10.3	31.5	39.4	13.3	52.7	
	8	5.5	9.6	32.2	38.4	14.3	52.7	
	9	7.0	14.5	42.5	29.8	6.2	36.0	
	10	7.4	14.9	40.8	30.7	6.3	37.0	
	11	6.5	12.3	36.0	35.5	9.7	45.2	
12	7.8	11.3	32.8	35.8	12.3	48.1		

7.7 Criteria for Interpreting Test Scores

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

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

Chapter 8: Test Analyses and Results

Students tested during the AA window (July 1, 2010 through October 31, 2010) who were classified as ELs and had previously taken the CELDT are identified in this report as the AA population. Students whose primary language was a language other than English who took the CELDT for the first time during the administration year (July 1, 2010 through June 30, 2011) are identified in this report as the IA population.

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, 2010 through June 30, 2011. The N-counts here may not match those in other reports, nor will they always match those shown in other tables and appendixes of this report, due to different reporting specifications requiring demographic information that may be missing from some records and the addition of student records to the final data file after the analyses for this report were completed. Table 8.1 also shows the number of AA students tested outside the AA window, and the number of students with an unknown test purpose (i.e., the test purpose was not marked on the student’s answer document).

Table 8.1: Number of Students by Test Purpose

Grade	Initial Assessment	Annual Assessment	AA Outside the Window	Purpose Unknown	Total
K	204,359	4,992	171	169	209,691
1	18,831	176,263	1,380	209	196,683
2	11,996	169,646	1,277	139	183,058
3	10,164	159,336	1,357	128	170,985
4	9,175	135,881	1,183	108	146,347
5	8,352	114,585	972	78	123,987
6	8,123	87,958	862	96	97,039
7	7,630	77,574	825	71	86,100
8	6,460	74,156	886	70	81,572
9	15,822	70,547	1,431	146	87,946
10	8,591	67,867	1,091	90	77,639
11	6,761	60,748	871	57	68,437
12	4,556	54,030	632	33	59,251
Total	320,820	1,253,583	12,938	1,394	1,588,735

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

8.1 Samples Used for the Analyses

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. Item response theory (IRT) was also used to calibrate results, to evaluate goodness of fit and empirical bias (i.e., differential item functioning), and to place field test items onto the CELDT scale.

The samples for these analyses designated “AA” consisted of the population of annual assessment students, all of whom have been previously identified as ELs, tested during the AA window (July 1–October 31). Samples designated “Equating Sample” consisted of random samples of approximately 75,000 students for each grade span drawn from AA students (grades 1–12) and IA students (kindergarten) tested during the AA window. Without including IA students in the sample, kindergarten representation in the equating sample would be very small. Samples designated “IA” consisted of the population of students tested for initial identification throughout the year.

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 for each of the listening, speaking, reading, and writing items, both operational and field test, were conducted. 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 results 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. Items that fail to fall within these parameters generally do not go forward to operational use. Mean p -values for students who took the CELDT during the annual assessment window 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	.60	.58	.72	.63
2	.74	.76	.48	.59
3–5	.67	.70	.53	.64
6–8	.73	.73	.51	.68
9–12	.66	.64	.57	.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	.36	.54	.46	.35
2	.36	.50	.37	.43
3–5	.31	.47	.38	.42
6–8	.30	.51	.33	.42
9–12	.32	.52	.36	.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 were lowest for students in grades 3–5 and highest for students in grades K–1. Table 8.4 reports the mean omit rates by grade span and domain for annual assessment students.

Table 8.4: Mean Omit Rates, Annual Assessment

Grade Span	Mean Percent Items Omitted			
	Listening	Speaking	Reading	Writing
K–1	1.74	6.10	.76	1.67
2	1.19	2.50	1.79	2.01
3–5	.84	1.91	1.06	1.16
6–8	1.15	2.30	1.33	1.36
9–12	1.95	3.15	2.04	2.18

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

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

8.3 Reliability Analyses

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

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 total test reliabilities of the CELDT were evaluated by grade span and domain by Cronbach's α index of internal consistency (1951), which is calculated as

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

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

The reliability coefficients for the CELDT fell between 0.69 and 0.91 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	Cronbach's Alpha Reliability Coefficient			
	Listening	Speaking	Reading	Writing
K	.79	.91	.75	.75
1	.78	.90	.81	.78
2	.77	.88	.87	.86
3	.69	.86	.84	.85
4	.71	.85	.86	.85
5	.73	.86	.88	.86
6	.69	.87	.81	.84
7	.72	.88	.83	.85
8	.74	.89	.85	.87
9	.70	.88	.82	.85
10	.72	.90	.85	.87
11	.74	.90	.86	.87
12	.80	.91	.89	.90

Note: The Listening and Speaking Domains have 20 items each at all grades. The K–1 reading domain has 20 items, and all other grades have 35 items. The K–1 writing domain has 20 items, and all other grades have 24 items.

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

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

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

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

where SD represents the standard deviation, and α represents the test reliability.

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

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

for grades 2 through 12 and

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

for grades K and 1.

These SEM values are shown in table 8.6. The range of raw score standard errors for the CELDT 2010–11 Edition is between 1.70 and 2.71 points across all grades and domains. In general, this translates into an error band of about two raw score points in most domains. For example, if a student received a raw score of 25 with a standard error of 2.00 points, upon retesting the student would be expected to obtain a score between 23 to 27 about two-thirds of the time. It is important to remember that assessments are not perfectly reliable and only offer an estimate of what the student is capable of in a specified domain. As the second section of the table shows, the SEM values average about 30 scale score points.

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

Grade	SEM (Raw Score Units)				
	Listening	Speaking	Reading	Writing	Overall
K	1.92	2.19	2.55	2.16	2.09
1	1.86	2.35	2.01	2.13	2.11
2	1.70	2.15	2.64	2.67	2.32
3	1.95	2.26	2.70	2.54	2.38
4	1.82	2.11	2.67	2.40	2.27
5	1.70	1.99	2.55	2.27	2.15
6	1.86	2.21	2.71	2.42	2.32
7	1.78	2.10	2.67	2.33	2.24
8	1.73	2.03	2.63	2.25	2.18
9	1.82	2.20	2.67	2.29	2.27
10	1.78	2.17	2.62	2.26	2.23
11	1.75	2.13	2.57	2.24	2.19
12	1.73	2.12	2.53	2.26	2.18

Grade	SEM (Scale Score Units)				
	Listening	Speaking	Reading	Writing	Overall
K	33.99	29.01	22.31	16.34	30.61
1	28.73	25.31	29.59	16.61	26.78
2	27.36	25.57	25.89	26.19	26.26
3	41.34	21.71	31.28	25.37	30.83
4	38.63	23.03	26.52	23.95	28.72
5	37.12	24.33	23.82	23.38	27.77
6	48.30	28.43	32.82	23.67	34.56
7	46.95	29.37	30.63	23.25	33.71
8	45.80	29.89	28.91	23.23	33.04
9	52.90	29.49	32.06	25.77	36.61
10	51.64	30.00	30.71	26.15	36.03
11	50.80	30.06	29.81	26.45	35.61
12	49.33	31.16	29.67	28.01	35.60

8.3.3 Conditional Standard Errors of Measurement. Classical test theory assumes that the standard error of a test score is constant throughout the score range. While the assumption is probably reasonable in the mid-score ranges, it is less so at the extremes of the score distribution. Item response theory expands the concept by providing estimates of the standard error at each score point on the distribution.

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

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

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

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

Appendix O provides inter-rater agreement statistics for all CR items. Exact agreement ranges from 70 percent to 98 percent across items and averages 87 percent. Considering only those items that used rubrics with three or more 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. Exact agreement is higher than for the 2009–10 Edition and reflects both tight specifications in the scoring rubrics and careful attention to scorer training.

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 (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 0.483 to 0.673, consistency measures ranged from 0.385 to 0.569, and kappa ranged from 0.201 to 0.411. These values are consistent with those obtained on past editions of the test and suggest the test continues to operate effectively in separating levels of proficiency. Decision accuracy at the critical cut point ranged from 0.655 in grade 6 writing to 0.961 in grade K reading. Decision consistency at the critical cut point between Intermediate and Early Advanced ranged from 0.629 in grade 6 writing to 0.940 in grade K 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 English Language Development

Standards for the domains of listening, speaking, reading, and writing. The CELDT is also designed to help the State of California meet the primary purpose of Title III regulations: to “assist all limited-English-proficient children . . . to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet” (Title III, Part A, Section 3102).

In response to this and in accordance with advice from the CELDT Technical Advisory Group, a study was conducted in 2006 to assess the degree to which the CELDT items were aligned with the English Language Development 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 constructed-response items in addition to multiple-choice 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. Overall, the fit of items is excellent, particularly for the upper-grade forms. The greatest problem with model fit lies with test forms administered at the early grades, where most misfitting items are found. The K–1 reading test, in particular, has a number of items that do not fit the 3PL model well. It may be that these cognitive skills are not very well developed in such young students and, therefore, cannot be well modeled.

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	1		0	0	0
	Field Test	10		0	0	0
Speaking	Operational	4		0	2	1
	Field Test	10		2	6	1
Reading	Operational	8	0	0	0	0
	Field Test	2	0	0	0	0
Writing	Operational	1	0	0	0	0
	Field Test	3	1	0	0	2

^a Listening and speaking items are the same for K–1 and 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 calibration¹⁰ 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 for the 2010–11 Edition 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	88.6317	387.3903
	3–5	65.2694	502.4611
	6–8	74.5660	569.7080
	9–12	98.5111	593.3055
Speaking	K–2	93.6206	413.0322
	3–5	45.6572	503.1142
	6–8	61.6687	538.1210
	9–12	75.5141	576.0282
Reading	K–1	71.1187	327.9858
	2	51.0232	450.7511
	3–5	52.9911	506.9882
	6–8	52.5116	556.3243
	9–12	57.1386	579.2929
Writing	K–1	46.3139	368.8598
	2	51.3778	459.7105
	3–5	56.5710	505.9521
	6–8	54.5091	538.3360
	9–12	65.9414	558.3643

8.7 Differential Item Functioning Analyses

In addition to the analyses that were conducted as part of the CELDT development process, gender differential item functioning (DIF) analyses were conducted. The procedures used were the Mantel-Haenszel (MH) procedure (1959) for the MC items

¹⁰Appendix M presents the unscaled item calibration values.

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

8.7.1 Mantel-Haenszel Procedure. The Mantel-Haenszel procedure is a well-researched and widely used method for detecting DIF in multiple-choice 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 x 2 table, as shown in table 8.9.

Table 8.9: Mantel-Haenszel Data Structure

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

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

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

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

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

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

8.7.2 The Standardized Mean Difference Procedure. The Mantel-Haenszel 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.

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

Chapter 9: Quality Control Procedures

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

9.1 Quality Control of Item Development

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

9.1.2 Item Writers. Item writers are identified through a selection process to ensure that only highly qualified individuals contribute items to the CELDT Item Bank. Potential writers submit their applications via the Internet. Following an initial screening by contractor staff, the CDE staff members review the approved credentials of each applicant. After selection, the writers are trained to ensure that they have a thorough understanding of the CELDT standards and item development specifications. A portion of the item writer training also provides specific steps and guidelines for item writers to eliminate bias.

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

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

This review process first considers the item from the perspective of its content, alignment with CELDT standards, and appropriateness for the specified grade span. The process next considers issues of bias in the items. An essential test development task is to create assessments that measure English language proficiency free of extraneous or construct-irrelevant elements. The presence of such elements may result in tests that are measuring different things for different groups and can be called “biased” (Camilli & Shepard, 1994; Green, 1975).

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

9.1.5 Empirical Evaluation of Item Performance. The reviews that items undergo to this point rest on the judgment of experts in language acquisition and test development. 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 Specification 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 proficiency, may be eliminated or considered for field testing with a different grade span. A set of analyses addresses the specific issue of bias by examining whether items function identically for different groups of students; for example, whether boys at a given level of proficiency answer the question correctly as often as girls at that same level of proficiency.

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

9.2 Quality Control of Test Materials

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

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

9.2.2 Distribution of Test Materials. A Web-based ordering system allows the authorized district personnel to enter the numbers of students to be tested by school and grade for the initial order and quantities of each material needed for additional orders through the secure CELDT District Portal. Based on this information, packing

lists are generated. These lists display in detail the quantity of all the testing and ancillary materials that the districts will need in order to administer the CELDT, including the required overage for the initial order. Before all the packing lists are printed, a few samples are checked to make sure that the quantities of the materials on the packing list are in accordance with the 2010–11 Fulfillment and Overage formula sheet. These packing lists are printed on three-part carbonless paper so that copies may be provided to each school as well as the district, while one is kept on file with the contractor. Packers use the packing list to identify the exact package size and quantity of materials to be packed into boxes for each school and district. A second packer double-checks quantities and items before each box is labeled and sealed.

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

Each week, proof of delivery records are reconciled against shipment manifests. Any shipment or single box that does not appear to have been delivered is checked first through the UPS tracking Web site, and then, if the information is not available, with a communication to the district. Follow-up continues until the shipment is accounted for. If the problem results from a problem with the carrier, test materials are reshipped to the Local Education Agency while the missing materials are located. 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 secure online application, 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 for delivery to the contractor. Each shipment is checked in upon receipt against the pickup log. All scorable and nonscorable requests for pickup are reconciled to ensure 100% accountability. The same reconciling process as detailed in section 9.2.2 is used for the retrieval of secure materials.

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

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

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

9.3 Quality Control of Scanning

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

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

iterations of error listings are prepared to verify correction of all errors and to correct any errors introduced during the editing process.

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

As described in section 9.2, 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 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.

Constructed-response (CR) items are routed to the electronic image-based scoring system for scoring by trained raters, 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 2010–11 Edition.

9.6 Quality Control of Psychometric Processes

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

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

The review may extend beyond the psychometric staff. If the preliminary item analysis conducted to verify the key identifies any questionable items—none were identified in the 2010–11 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.

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

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

9.7 Quality Control of Data Aggregation and Reporting

A simulated set of data generated from the processing of the test deck initially tests the accuracy of the reporting and aggregation programs prior to operational use. Next, a set of pilot reports (some of the earliest 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 classified into Early Advanced and Advanced performance levels. Test characteristics are compared by looking at the mean proportion correct, overall reliability and standard errors of measurement, as well as the mean IRT *b*-value (difficulty) for each test. This section provides historical summary statistics and performance data over time.

10.1 Test Summary Statistics

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

10.2 Examinee Performance Over Time

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

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

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

Since the rescaling in 2006–07, the percent of California English learners who attained English proficiency by the definitions above generally increased in every grade span each year until 2010–11, when only the grade 2 students continued to show improvement. 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 2010–11 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				
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 2009–10 and the 2010–11 AA test administrations are illustrated in figures 10.1–10.5.

Figure 10.1: Listening Percent Proficient, Annual Assessment Data

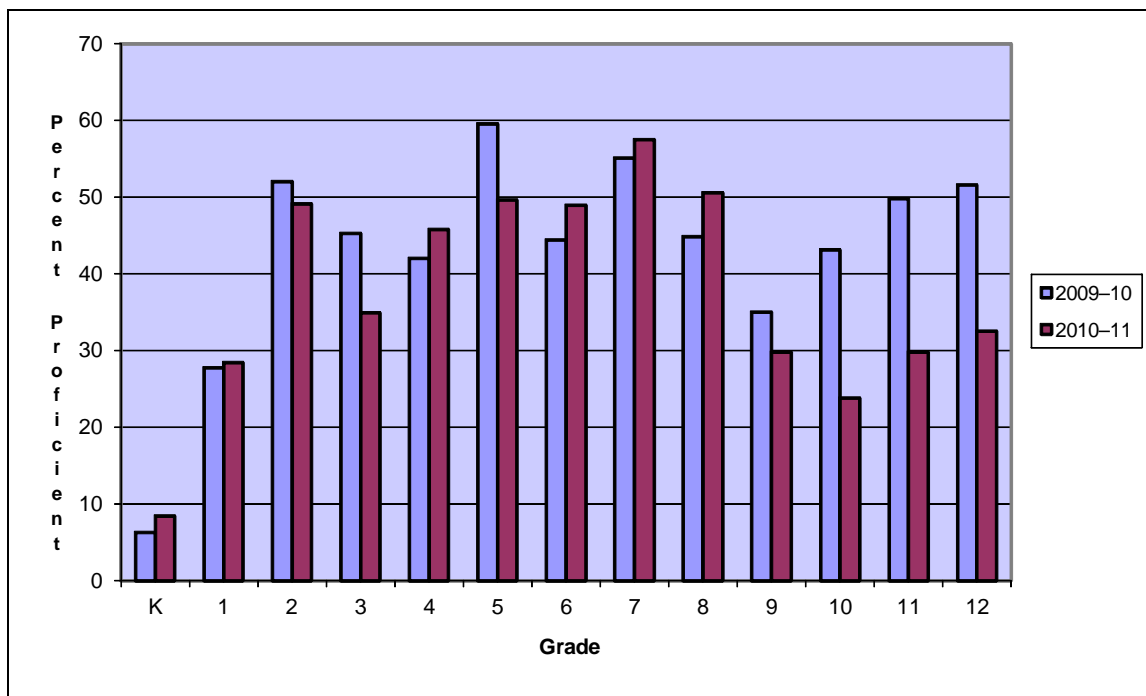


Figure 10.2: Speaking Percent Proficient, Annual Assessment Data

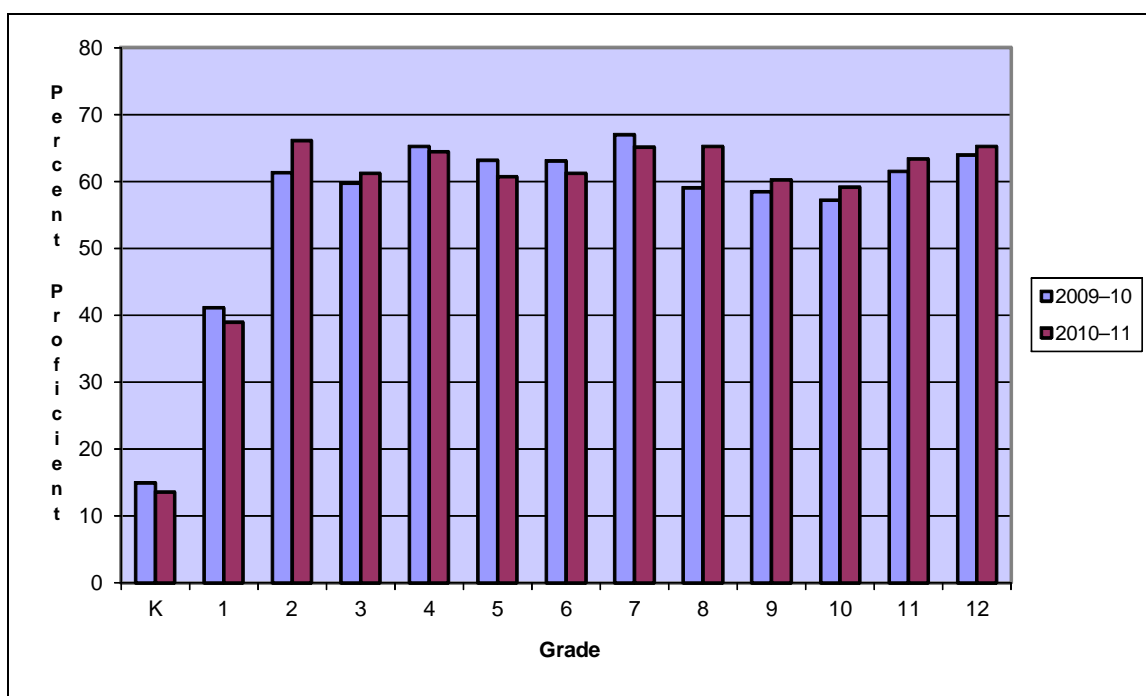


Figure 10.3: Reading Percent Proficient, Annual Assessment Data

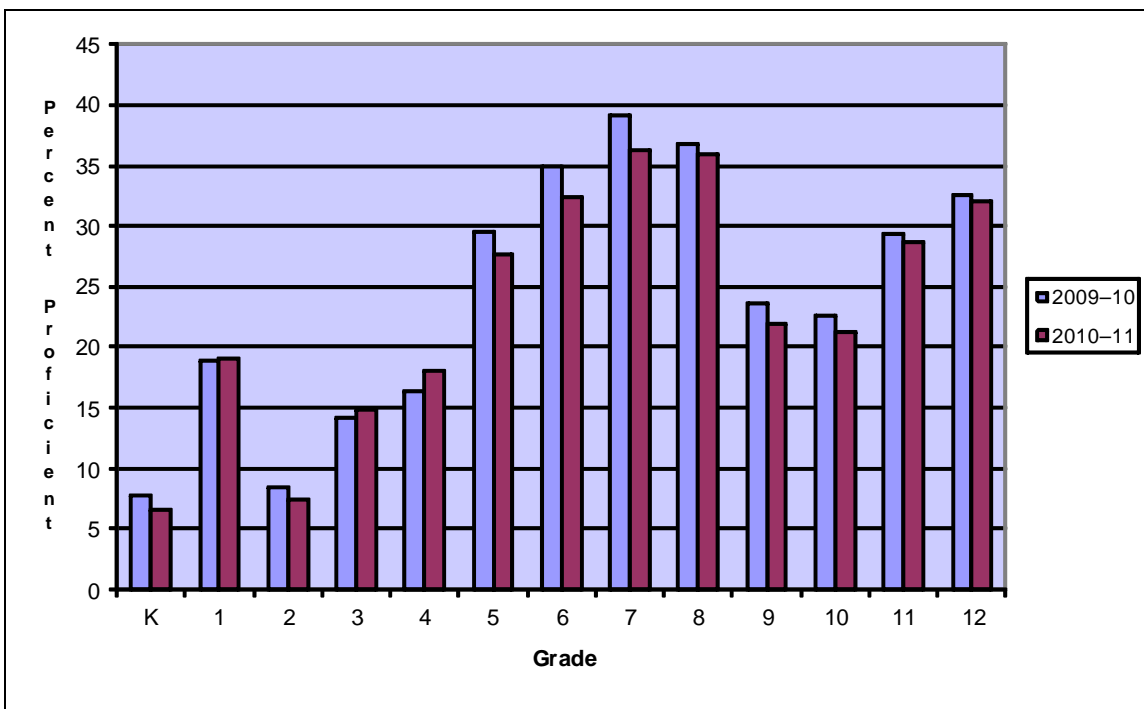


Figure 10.4: Writing Percent Proficient, Annual Assessment Data

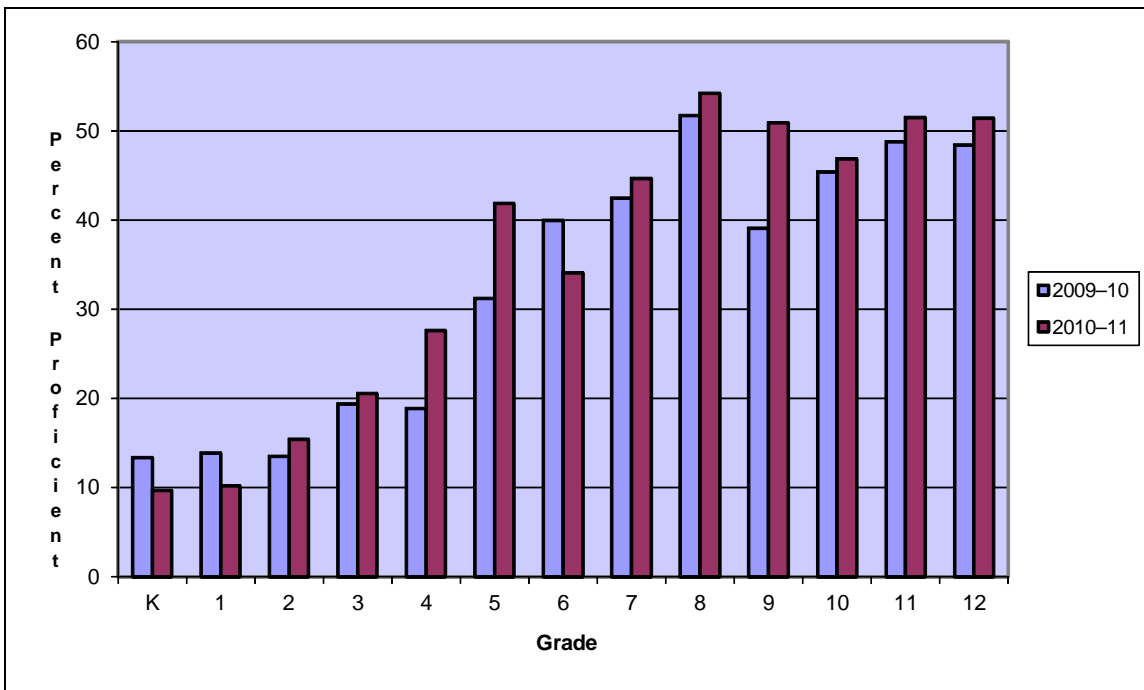
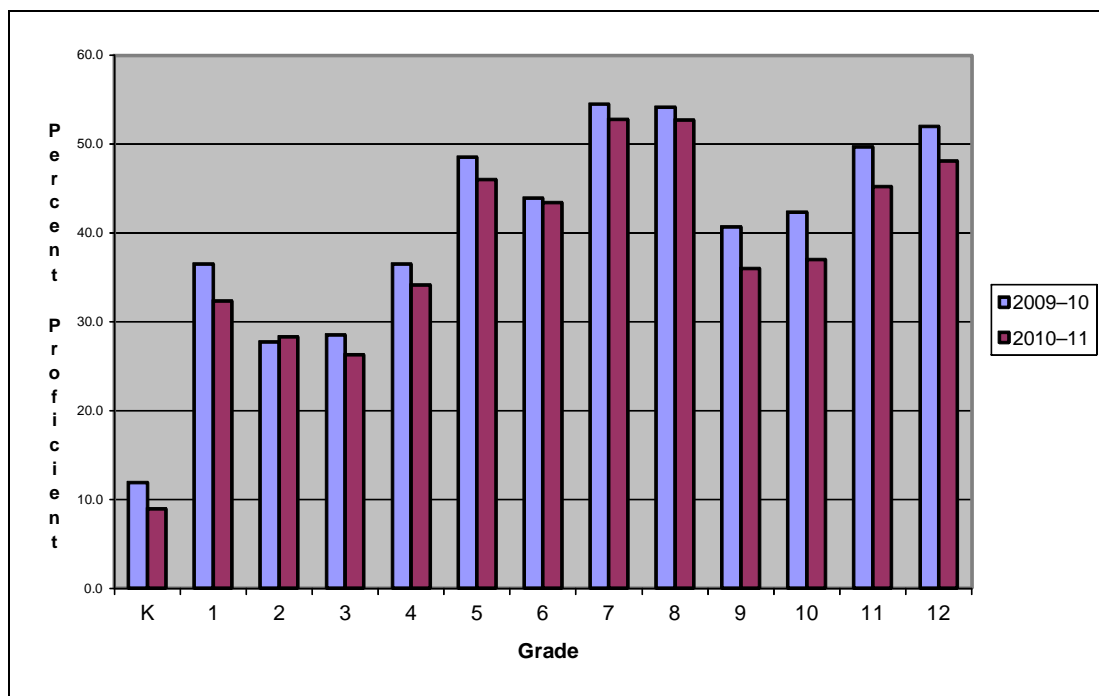


Figure 10.5: Overall Percent Proficient, Annual Assessment Data



10.3 Test Characteristics 2006–07 to 2010–11

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 2010–11 Editions Average p -Values

Domain	Edition	Average p -Values				
		K–2		3–5	6–8	9–12
		K–1	2			
Listening	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	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	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
Writing	2010–11	.63	.59	.64	.68	.72
	2009–10	.67	.56	.64	.70	.71
	2008–09	.57	.67	.67	.70	.75
	2007–08	.59	.71	.71	.71	.76
	2006–07	.57	.70	.70	.71	.74

Table 10.5: 2006–07 to 2010–11 Editions Average Point-Biserial Coefficients

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

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 2010–11 Editions Standard Errors of Measurement

Domain	Year	Standard Errors of Measurement												
		K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	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	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	2010–11	2.55	2.01	2.64	2.70	2.67	2.55	2.71	2.67	2.63	2.67	2.62	2.57	2.53
	2009–10	2.58	2.01	2.68	2.68	2.64	2.47	2.56	2.54	2.47	2.58	2.61	2.50	2.48
	2008–09			2.61	2.65	2.59	2.47	2.57	2.51	2.46	2.61	2.57	2.53	2.48
	2007–08			2.59	2.66	2.59	2.45	2.56	2.51	2.44	2.57	2.52	2.47	2.42
	2006–07			2.57	2.63	2.53	2.41	2.57	2.51	2.44	2.52	2.50	2.46	2.41
Writing	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	2010–11	2.09	2.11	2.32	2.38	2.27	2.15	2.32	2.24	2.18	2.27	2.23	2.19	2.18
	2009–10	2.21	2.07	2.33	2.37	2.27	2.11	2.21	2.14	2.07	2.24	2.19	2.15	2.13
	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

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.
- Camilli, G. & Shepard, L. A. (1994). *Methods for identifying biased test items*. Thousand Oaks, CA: Sage Publications.
- 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.
- Green, D. R. (1975). *What does it mean to say a test is biased?* Paper presented at American Educational Research Association, Washington, D.C.
- 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.

Appendixes

- A** Technical History of the CELDT and CELDT Blueprints
- B** Information Related to Content Validity
- C** Writing and Speaking Scoring Rubrics
- D** Item Maps
- E** Scale Score Summary Statistics
- F** Descriptive Statistics and Domain Correlations
- G** Classification Consistency and Accuracy
- H** Raw Score to Scale Score Tables
- I** Scale Score Frequency Distributions
- J** Demographic Frequency Distributions
- K** Classical Item Statistics
- L** Comparison of Annual Assessment Versus Initial Assessment Item Difficulty
- M** Unscaled Item Parameters
- N** Item-Type Correlations
- O** Rater Consistency and Reliability
- P** Test Characteristic and Standard Error Curves
- Q** Score Report Samples
- R** Proficiency by Grade and Grade Span

Appendix A: Technical History of the CELDT and CELDT Blueprints

2006–07 Edition through 2009–10 Edition

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

2006–07 Edition (Form F)

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

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

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

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

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

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

2007–08 Edition (Form G)¹

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

The writing domain in the 2007–08 Edition included the open-ended Sentences format that was developed in July 2006 in response to the recommendations of the *California English Language Development Standards & Assessment: Evaluating Linkage & Alignment* (Sato, Lagunoff, Worth, Bailey, & Butler, 2005).² 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

¹Detailed 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>.

²These 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>.

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

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

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

2008–09 Edition³

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

³Detailed 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>.

number of items at the Early Advanced performance level, the critical cut score for decision making. The test was also revised to best reflect the ELD standards covered by the CELDT blueprint (see below).

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

2009–10 Edition

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

A standard setting was conducted in January 2010 to establish performance level cut scores for the K–1 reading and writing domains. The SBE subsequently adopted the cut scores at their May 2010 meeting. School districts were provided the new reading and writing scale scores and performance levels in a supplemental student score file in June 2010 for the 2009–10 Edition scores. The overall score for 2009–10 K–1 students remained as the average of the listening and speaking scores only.⁴ 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.

⁴These results are reported in the technical report for the 2009–10 Edition found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/celdt0910techrpt.pdf>.

CELDT Blueprints

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

CELDT Blueprint for Kindergarten – Grade One

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

CELDT Blueprint for Kindergarten – Grade One (continued)

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

CELDT Blueprint for Kindergarten – Grade One (continued)

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

CELDT Blueprint for Grade Two

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

CELDT Blueprint for Grade Two (continued)

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

CELDT Blueprint for Grade Two (continued)

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

CELDT Blueprint for Grade Two (continued)

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

CELDT Blueprint for Grade Two (continued)

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

CELDT Blueprint for Grade Two (continued)

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

CELDT Blueprint for Grades Three – Five

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

CELDT Blueprint for Grades Three – Five (continued)

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

CELDT Blueprint for Grades Three – Five (continued)

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

CELDT Blueprint for Grades Three – Five (continued)

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

CELDT Blueprint for Grades Three – Five (continued)

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

CELDT Blueprint for Grades Three – Five (continued)

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

CELDT Blueprint for Grades Three – Five (continued)

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

CELDT Blueprint for Grades Six – Eight

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

CELDT Blueprint for Grades Six – Eight (continued)

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

CELDT Blueprint for Grades Six – Eight (continued)

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

CELDT Blueprint for Grades Six – Eight (continued)

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

CELDT Blueprint for Grades Six – Eight (continued)

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

CELDT Blueprint for Grades Six – Eight (continued)

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

CELDT Blueprint for Grades Six – Eight (continued)

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

CELDT Blueprint for Grades Nine – Twelve

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

CELDT Blueprint for Grades Nine – Twelve (continued)

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

CELDT Blueprint for Grades Nine – Twelve (continued)

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

CELDT Blueprint for Grades Nine – Twelve (continued)

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

CELDT Blueprint for Grades Nine – Twelve (continued)

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

CELDT Blueprint for Grades Nine – Twelve (continued)

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

CELDT Blueprint for Grades Nine – Twelve (continued)

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

Appendix B: Information Related to Content Validity

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

2010–11 Technical Advisory Group (TAG) Members

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

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

Patricia Calabrese
 English Learner Coordinator
 Robla Elementary School
 District
 1400 Main Avenue
 Sacramento, CA 95838-1633
 (916) 929-9559 x603
pcalabrese@robla.k12.ca.us

Debra Dougherty
 Program Manager
 Office of Language Acquisition
 San Diego Unified School District
 4100 Normal Street, Room 2011
 San Diego, CA 92103-2682
 (619) 725-7266
ddougherty@sandi.net

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

Barbara Merino, Ph.D.
 Professor
 Director of Teacher Education
 School of Education
 University of California at Davis
 One Shields Avenue
 Davis, CA 95616
 (415) 924-8376
bjmerino@ucdavis.edu

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

Table B-1: 2010–11 Writing Anchor Pull Participants (N = 20)*

Demographic Characteristic		N	Percent
Special Education Teacher	Yes	6	30
	No	14	70
Classroom Teaching Level	Elementary	7	35
	Secondary	5	25
	High School	4	20
	K–12	2	10
Ethnicity	Asian	1	5
	Caucasian	11	55
	Mexican American	8	40
Languages Spoken	Spanish	11	55
	French	3	15
	None Specified	7	35
Gender	Male	1	5
	Female	19	95
Current Position	Teacher/Educator	8	40
	Administrator	2	10
	District/County Office	10	50
Teaching Location	Northern California	11	55
	Central California	1	5
	Southern California	8	40
CELDT Experience	1–2 years	2	10
	5–6 years	3	15
	>7 years	13	65
District Coordinator	Yes	3	15
Examiner	Yes	8	40
Anchor Pull Participant	Yes	2	10

*Percentages sum to more than 100% for some characteristics because multiple responses per person are possible.

Table B-2: 2010–11 Speaking Anchor Pull Participants (N = 5)

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

Table B-3: 2010–11 Bias and Sensitivity Review Participants (N = 7)

Demographic Characteristic		N	Percent
Special Education Teacher	Yes	1	14.3
	No	6	85.7
Classroom Teaching Level	Elementary	2	28.6
	Secondary	1	14.3
	High School	1	14.3
	K–12	1	14.3
Ethnicity	Asian	4	57.1
	Mexican American	2	28.6
	Caucasian	1	14.3
Languages Spoken	Spanish	3	42.9
	Chinese	4	57.1
Gender	Male	1	14.3
	Female	6	85.7
Current Position	CA Dept of Education	7	100.0
Teaching Location	Northern California	2	28.6
	Central California	2	28.6
	Southern California	1	14.3
CELDT Experience	<1 year	1	14.3
	4 years	3	42.9
Site Coordinator	Yes	1	14.3
Examiner	Yes	1	14.3
Sensitivity Review Participant	Yes	7	100.0
Other Areas of Specialty	Masters in Education	1	14.3
	Math Curriculum	1	14.3
	Data Analysis	1	14.3

Table B-4: 2010–11 Item Writer Credentials and Experience

Writer	Educational Background	ESL Experience	Classroom Experience
1	M.A. in Teaching English to Speakers of Other Languages (TESOL) B.A. in Liberal Studies	Twenty years ESL experience. Four years ESL assessment experience.	Twelve years experience teaching ESL.
2	M.A. in Education B.S. in Child Development	Eighteen years ESL experience.	Eighteen years experience teaching elementary level.
3	M.A. in Education Administration B.S. in Psychology	Twenty-five years ESL experience. Four years ESL Testing Director experience.	Fifteen years experience teaching ESL.
4	Ph.D. in Education M.A. in Spanish Literature B.A. in Spanish	Twenty-one years ESL experience. Two years item writing experience. Ten years ESL assessment experience.	Twenty years experience teaching ESL.
5	M.A. in Secondary Education B.A. in Spanish and Speech Communications	Twenty-five years ESL experience.	Twenty-three years experience teaching ESL.
6	M.A. in Education B.A. in French	Twenty-six years ESL experience.	Eighteen years experience in teaching ESL.
7	M.A. in Education B.A. in Art History	Sixteen years ESL experience.	Ten years experience teaching ESL.
8	Ph.D. in Education M.A. in Education B.A. in Spanish	Twenty-nine years ESL experience.	Thirteen years experience teaching ESL at university level.
9	M.A. in Anthropology B.A. in Anthropology Language Development Specialist Certification	Twenty-five years ESL experience.	Twenty-five years experience in teaching ESL.
10	M.A. in Spanish B.A. in Spanish	Twenty-four years ELS experience. Twelve years experience as a Multilingual Coordinator.	Twelve years experience teaching ESL.
11	M.S. in Education Reading and Literacy B.A. in Liberal Studies	Seventeen years ELS experience. Three years ESL assessment experience.	Five years experience teaching ESL.
12	M.A. in Education, Curriculum and Instruction	Twenty-three years ESL experience. Fifteen years experience as an English Language Proficiency Program Coordinator.	Eight years experience teaching ESL.

CELDT 2010–11 Edition Technical Report

Appendix B: Information Related to Content Validity

13	M.A. in Latin American Literature B.A. in Spanish Literature	Twenty-two years ESL experience.	Twenty-two years experience teaching ESL.
14	M.S. in Educational Leadership B.A. in Liberal Studies	Seven years ESL experience. Three years ESL assessment experience.	Six years experience teaching ESL.
15	B.A. in English Literature	Nineteen years ESL experience. Seven years ESL assessment experience.	Five years experience teaching ESL.
16	M.A. in Bilingual Education B.A. in Spanish	Eight years ESL experiences. Two years ESL assessment experience.	Two years ELL School Intervention Tutoring Program.
17	B.A. in Spanish	Eight years ESL experience.	Eight years experience teaching ESL.
18	M.A. in TESOL M.S. Curriculum and Instruction B.A. East Asian Languages and Cultures	Thirty years ESL experience. Five years ESL assessment experiences. Seven years item writing experience.	Thirty years experience teaching ESL.

Appendix C: Writing and Speaking Scoring Rubrics**Scoring Rationale for Grades K–1
Writing—Copying Letters**

- 0—Draws illegible lines or does not copy the letter as it appears.
- 1—Copies letter legibly. Letter reversals are not acceptable.

**Scoring Rationale for Grades K–1
Writing—Copying Words**

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

**Scoring Rationale for Grades K–1
Writing—Writing Words (Word stated by examiner, picture prompt)**

Item-specific lists of example acceptable responses are provided in the Examiner’s Manual.

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

**Scoring Rationale for Grades K–1
Writing—Writing Words (Response to a story read by examiner)**

Item-specific lists of example acceptable responses are provided in the Examiner’s Manual.

- 0—Draws illegible lines or unacceptable response.
- 1—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—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.

Note: For the purposes of this test, the term “letter reversals” means b for d, d for b, or any backwards letter than is discernable.

Scoring Rationale for Grades 2–12

Writing—Sentences

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

0—NONSCORABLE

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

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

0—NO COMMUNICATION: **Subject or predicate is missing.** The following characteristics may be seen as well.

- **Content** is not related to the prompt.
- **Response** consists of single words or simple phrases and is not meaningful.
- **Grammar and syntax** distort meaning.
- **Articles, possessives, prepositions, and plural endings** are missing and/or incorrect.
- **Vocabulary** is severely limited (random words with no indication of comprehension).
- **Spelling** errors interfere with comprehensibility.
- **Punctuation and capitalization** errors distort meaning.

1—EMERGING COMMUNICATION: **Simple subject and simple predicate** are evident and in the correct word order. The following characteristics may be seen as well.

- **Content** is reasonably related to the prompt.
- **Response** contains awkward clauses and/or nonstandard wording that affect meaning.
- **Grammar and syntax** contain errors that may interfere with meaning (errors in subject/verb agreement, incorrect verb form or tense, use of present participle without an auxiliary verb).
- **Articles, possessives, prepositions, and plural endings** are often missing and/or incorrect.
- **Vocabulary** is vague (primarily uses words such as “fun,” “nice,” “cool,” “good”).
- **Spelling** errors make response difficult to comprehend, but at least one word is correctly spelled (other than “a,” “I,” or “the”).
- **Punctuation and/or capitalization** errors may interfere with meaning.

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

- **Content** is clear and appropriate to the prompt.
- **Response** is communicative but simple.
- **Grammar and syntax** contain minor errors that do not interfere with meaning, but response is not written in Standard English (errors in subject/verb agreement, incorrect verb form or tense).
- **Articles, possessives, prepositions, and plural endings** may be missing and/or incorrect.
- **Vocabulary** adequately addresses the prompt but lacks complexity.
- **Spelling** errors do not interfere with meaning.
- **Punctuation and/or capitalization** have few errors that do not interfere with meaning.

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

- **Content** is clear and appropriate to the prompt.
- **Response** is written in Standard English.
- **Grammar and syntax** contain no errors.
- **Articles, possessives, prepositions, and plural endings** are correct.
- **Vocabulary** is detailed and precise with descriptive adjectives and adverbs.
- **Spelling** contains no errors.
- **Response** may contain only **one error** in either **capitalization** at the beginning of the sentence or **punctuation** at the end of the sentence. May contain the following **minor mechanical errors**: missing periods after abbreviations, capitalization error in the middle of the sentence, extraneous or missing commas.

Scoring Rationale for Grades 2–12 Writing—Short Compositions

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

0—NONSCORABLE

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

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

0—NO COMMUNICATION

- **Content** may or may not be related to the prompt.
- **Response** consists of a few isolated words with no comprehensible phrases.
- **Subject and predicate** may or may not be present.
- **Grammar and syntax** contain errors that distort meaning.
- **Vocabulary** is severely limited (student uses random words).
- **Spelling and mechanics** errors interfere with comprehensibility.

1—EMERGING COMMUNICATION

- **Content** is somewhat related to the prompt.
- **Response** is mostly incomprehensible with some recognizable phrases.
- **Subject or predicate** may be recognizable.
- **Grammar and syntax** often interfere with meaning.
- **Vocabulary** is basic (in early stages of development; mostly basic).
- **Spelling and mechanics** errors make response difficult to comprehend, but at least one word is spelled correctly (other than “a,” “I,” or “the”).

2—DEVELOPING COMMUNICATION

- **Content** is clearly related to the prompt.
- **Response** is mostly comprehensible but may also contain fragments or run-ons.
- **Subject and predicate** are evident in at least one sentence with capitalization at the beginning of the sentence and punctuation at the end of the sentence.
- **Grammar and syntax** contain numerous errors, sometimes interfering with meaning.
- **Vocabulary** is vague or general (primarily uses words such as “fun,” “nice,” “cool,” “good”).
- **Spelling and mechanics** errors may interfere with meaning.

3—COMPETENT COMMUNICATION

- **Content** reasonably addresses the prompt.
- **Response** is mostly comprehensible and recognizable as a paragraph; contains logical sequencing.
- **Subject and predicate** are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains three or more complete simple or compound sentences, although there may be some fragments or run-ons. At least one sentence for Grade 2 [two sentences for 3–5; three sentences for 6–12] contains a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence.
- **Grammar and syntax** contain few errors that occasionally interfere with meaning.
- **Vocabulary** adequately addresses the prompt.
- **Spelling and capitalization** errors occasionally interfere with meaning.

4—EXPRESSIVE COMMUNICATION

- **Content** fully addresses the prompt.
- **Response** is in **paragraph form** with sentences that support the topic sentence and may contain a concluding sentence. Response is written in **Standard English** and contains **well-organized events or ideas**, as well as a few **effective details** and **transitional devices**.
- **Subject and predicate** are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains at least three complete sentences, one or more of which is syntactically complex (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). At least three sentences contain a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence.
- **Grammar and syntax** contain minimal errors that do not interfere with meaning.
- **Vocabulary** is precise and may include idioms or figurative language.
- **Spelling and mechanics** errors are minimal and do not interfere with meaning.

**Scoring Rationale for Grades K–12
Speaking—Speech Functions**

0—Student does not perform the language function required.

- No response [NR].
- Response is entirely in another language [AL].

1—Student performs the language function required.

- Errors in grammar, vocabulary, and/or pronunciation are significant enough to interfere with communication.

2—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).

**Scoring Rationale for Grades K–12
Speaking—Choose and Give Reasons**

0—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—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—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).

**Scoring Rationale for Grades K–12
Speaking—4-Picture Narrative**

0—No response [NR].

- Spoken in another language [AL].
- Unintelligible.
- Response consists entirely of “I don’t know” or “I forget.”

1—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 grammatical errors that interfere with communication.
- Student’s speech is generally difficult to understand. Pronunciation often interferes with communication.

2—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—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 usually does not interfere with communication.

4—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 syntactical 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.

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

Note: There were six test forms for all grades.

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

Item Number		Item Sequence Number	Function	Item ID
Forms 1, 3–6	Form 2			
1	1	1	OP	01057147
2	2	2	OP	00940028
3	4	3	OP	00545930
4	6	4	OP	00940005
5	8	5	OP	00676871
6	10	6	OP	00803303
7	11	7	OP	00803281
8	16	8	OP	00545946
9	17	9	OP	00545940
10	18	10	OP	00545942
	3	11	FT	01210283
	5	12	FT	01210284
	7	13	FT	01210285
	9	14	FT	01210286
	12	15	FT	01210287
	13	16	FT	01210288
	14	17	FT	01210289
	15	18	FT	01210290
11	19	19	OP	00382748
12	20	20	OP	00940030
13	21	21	OP	00382746
14	22	22	OP	00803313
15	23	23	OP	00803315
16	24	24	OP	01057174
17	26	25	OP	00676867
18	28	26	OP	00676873
19	30	27	OP	01057176
20	32	28	OP	00803297
	25	29	FT	01210291
	27	30	FT	01210292
	29	31	FT	01210293
	31	32	FT	01210294

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

Item Number		Item Sequence Number	Function	Item ID
Forms 1, 3–6	Form 2			
1	1	1	OP	00382912
2	2	2	OP	00382862
3	3	3	OP	01057646
4	4	4	OP	00546100
5	6	5	OP	00940976
6	8	6	OP	01057627
7	9	7	OP	00803461
8	11	8	OP	00940959
9	12	9	OP	00546104
10	14	10	OP	00546114
11	15	11	OP	00940963
12	17	12	OP	00546112
13	19	13	OP	01057650
14	20	14	OP	01057633
15	22	15	OP	00382920
16	23	16	OP	00940982
17	25	17	OP	00687431
18	30	18	OP	00940971
19	31	19	OP	00940973
20	32	20	OP	00940967
	5	21	FT	01210295
	7	22	FT	01210296
	10	23	FT	01210297
	13	24	FT	01210298
	16	25	FT	01210299
	18	26	FT	01210300
	21	27	FT	01210301
	24	28	FT	01210302
	26	29	FT	01210303
	27	30	FT	01210304
	28	31	FT	01210305
	29	32	FT	01210306

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

Item Number		Item Sequence Number	Function	Item ID
Forms 1, 3–6	Form 2			
1	1	1	OP	00382984
2	2	2	OP	00693728
3	4	3	OP	00940160
4	6	4	OP	00940177
5	7	5	OP	00693720
6	9	6	OP	00437690
7	11	7	OP	00383002
8	12	8	OP	01059777
9	13	9	OP	00940162
10	14	10	OP	00940164
11	15	11	OP	01059765
12	17	12	OP	00940183
13	18	13	OP	00693730
14	19	14	OP	00693734
15	21	15	OP	01059779
16	23	16	OP	00803591
17	25	17	OP	00803608
18	30	18	OP	00693699
19	31	19	OP	00693701
20	32	20	OP	00693703
	3	21	FT	01210307
	5	22	FT	01210308
	8	23	FT	01210309
	10	24	FT	01210310
	16	25	FT	01210311
	20	26	FT	01210312
	22	27	FT	01210313
	24	28	FT	01210314
	26	29	FT	01210471
	27	30	FT	01210472
	28	31	FT	01210473
	29	32	FT	01210474

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

Item Number		Item Sequence Number	Function	Item ID
Forms 1, 3–6	Form 2			
1	1	1	OP	01059883
2	2	2	OP	00940419
3	3	3	OP	00803639
4	5	4	OP	01059881
5	6	5	OP	00803659
6	7	6	OP	00940421
7	9	7	OP	00546436
8	10	8	OP	00383038
9	11	9	OP	00940438
10	13	10	OP	01059865
11	14	11	OP	00383042
12	16	12	OP	00683426
13	18	13	OP	00546454
14	20	14	OP	01059869
15	21	15	OP	00940425
16	23	16	OP	00683424
17	25	17	OP	01059871
18	30	18	OP	01059891
19	31	19	OP	01059893
20	32	20	OP	01059895
	4	21	FT	01210315
	8	22	FT	01210316
	12	23	FT	01210317
	15	24	FT	01210318
	17	25	FT	01210319
	19	26	FT	01210320
	22	27	FT	01210321
	24	28	FT	01210322
	26	29	FT	01210477
	27	30	FT	01210478
	28	31	FT	01210479
	29	32	FT	01210480

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

Item Number		Item Sequence Number	Function	Item ID
Forms 1–2, 4–6	Form 3			
1	1	1	OP	00680897
2	2	2	OP	00382718
3	3	3	OP	00545981
4	5	4	OP	00680885
5	6	5	OP	00680889
6	7	6	OP	00940041
7	8	7	OP	00545985
8	9	8	OP	01057197
9	10	9	OP	00803327
10	12	10	OP	00545977
11	14	11	OP	00545983
12	16	12	OP	01057185
13	17	13	OP	01057195
	4	14	FT	01210323
	11	15	FT	01210324
	13	16	FT	01210325
	15	17	FT	01210326
14	18	18	OP	00940045
15	20	19	OP	01057199
16	22	20	OP	00940047
17	24	21	OP	01057201
18	27	22	OP	00803345
19	28	23	OP	00382734
	19	24	FT	01210327
	21	25	FT	01210328
	23	26	FT	01210329
	25	27	FT	01210330
	26	28	FT	01210331
20	30	29	OP	00680902
	29	30	FT	01210332

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

Item Number		Item Sequence Number	Function	Item ID
Forms 1–2, 4–6	Form 3			
1	1	1	OP	00437544
2	2	2	OP	00803482
3	3	3	OP	00437531
4	4	4	OP	00940336
5	5	5	OP	00383154
6	6	6	OP	01059002
7	7	7	OP	00803468
8	8	8	OP	00546133
9	9	9	OP	00295708
10	11	10	OP	00546147
11	14	11	OP	01059014
12	16	12	OP	01059004
13	17	13	OP	01059016
	10	14	FT	01210333
	12	15	FT	01210334
	13	16	FT	01210335
	15	17	FT	01210336
14	18	18	OP	00940342
15	20	19	OP	00687650
16	22	20	OP	00546141
17	24	21	OP	00687655
18	26	22	OP	00803476
19	28	23	OP	01059010
	19	24	FT	01210337
	21	25	FT	01210338
	23	26	FT	01210339
	25	27	FT	01210340
	27	28	FT	01210341
20	30	29	OP	00940359
	29	30	FT	01210342

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

Item Number		Item Sequence Number	Function	Item ID
Forms 1–2, 4–6	Form 3			
1	1	1	OP	00383219
2	2	2	OP	00803613
3	4	3	OP	00546302
4	5	4	OP	00383189
5	7	5	OP	00546320
6	9	6	OP	01059807
7	10	7	OP	01059805
8	11	8	OP	00940205
9	12	9	OP	01059793
10	13	10	OP	01059795
11	14	11	OP	00940191
12	16	12	OP	00546308
13	18	13	OP	00383201
	3	14	FT	01210343
	6	15	FT	01210344
	8	16	FT	01210345
	15	17	FT	01210346
	17	18	FT	01210347
14	19	19	OP	01059811
15	20	20	OP	00693767
16	22	21	OP	01059809
17	24	22	OP	01059799
18	26	23	OP	01059801
19	28	24	OP	00940199
	21	25	FT	01210348
	23	26	FT	01210349
	25	27	FT	01210350
	27	28	FT	01210351
20	30	29	OP	00940215
	29	30	FT	01210352

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

Item Number		Item Sequence Number	Function	Item ID
Forms 1–2, 4–6	Form 3			
1	1	1	OP	00383248
2	2	2	OP	00803814
3	4	3	OP	00546475
4	5	4	OP	00803674
5	6	5	OP	00546489
6	7	6	OP	00940484
7	8	7	OP	00940482
8	9	8	OP	01059903
9	10	9	OP	00940497
10	12	10	OP	01059913
11	13	11	OP	00683673
12	15	12	OP	00383291
13	17	13	OP	00683682
	3	14	FT	01210353
	11	15	FT	01210354
	14	16	FT	01210355
	16	17	FT	01210356
14	18	18	OP	00803676
15	20	19	OP	00940486
16	22	20	OP	00546483
17	24	21	OP	01059905
18	26	22	OP	00940503
19	28	23	OP	00940490
	19	24	FT	01210357
	21	25	FT	01210358
	23	26	FT	01210359
	25	27	FT	01210360
	27	28	FT	01210361
20	30	29	OP	00803824
	29	30	FT	01210362

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

Item Number			Item Sequence Number	Function	Item ID
Forms 1, 2–3, 6	Form 4	Form 5			
1	1	1	1	OP	01210046
2	2	2	2	OP	01210914
3	4	3	3	OP	01210915
4	5	5	4	OP	01210086
5	7	7	5	OP	01210916
6	8	8	6	OP	01210917
7	9	9	7	OP	01210918
8	10	10	8	OP	01210919
11	14	13	9	OP	01210106
12	15	14	10	OP	01210032
13	17	17	11	OP	01210012
14	18	18	12	OP	01210122
15	20	19	13	OP	01210074
16	21	20	14	OP	01210072
17	22	22	15	OP	01210132
18	24	23	16	OP	01210016
19	25	25	17	OP	01210058
20	26	26	18	OP	01210038
	3		19	FT	01210040
	6		20	FT	01210042
	16		21	FT	01210120
	19		22	FT	01210014
	23		23	FT	01210018
		4	24	FT	01210088
		6	25	FT	01210026
		15	26	FT	01210112
		16	27	FT	01210114
		21	28	FT	01210036
		24	29	FT	01210140
9	11	11	30	OP	01210094
10	13	12	31	OP	01210030
	12		32	FT	01210096

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

Item Number					
Forms 1, 2–3, 6	Form 4	Form 5	Item Sequence Number	Function	Item ID
1	1	1	1	OP	00240817
2	2	2	2	OP	01059041
3	3	3	3	OP	00940070
4	5	5	4	OP	01059053
5	6	6	5	OP	00546014
6	7	7	6	OP	00546026
7	8	8	7	OP	00240723
8	10	10	8	OP	00240821
9	11	11	9	OP	00545999
10	12	12	10	OP	01059043
11	14	14	11	OP	00546038
12	15	15	12	OP	00680991
13	16	16	13	OP	01059045
14	17	17	14	OP	00803370
15	19	19	15	OP	00353925
16	20	20	16	OP	00353933
17	21	21	17	OP	00353943
18	22	22	18	OP	00940074
19	23	23	19	OP	00940087
20	25	25	20	OP	00546040
21	26	26	21	OP	01059049
22	27	27	22	OP	00940076
23	28	28	23	OP	01059059
24	29	29	24	OP	01059047
25	30	30	25	OP	00940091
26	31	31	26	OP	00940093
27	32	32	27	OP	00940095
28	33	33	28	OP	01059069
29	34	34	29	OP	01059071
30	35	35	30	OP	01059075
31	42	42	31	OP	00803392
32	43	43	32	OP	00803394
33	44	44	33	OP	00803398
34	45	45	34	OP	01059063
35	46	46	35	OP	01059067

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

Item Number					
Forms 1, 2–3, 6	Form 4	Form 5	Item Sequence Number	Function	Item ID
	4		36	FT	01210363
	9		37	FT	01210364
	13		38	FT	01210365
	18		39	FT	01210366
	24		40	FT	01210367
	36		41	FT	01210368
	37		42	FT	01210369
	38		43	FT	01210494
	39		44	FT	01210493
	40		45	FT	01210370
	41		46	FT	01210371
		4	47	FT	01210372
		9	48	FT	01210373
		13	49	FT	01210374
		18	50	FT	01210375
		24	51	FT	01210376
		36	52	FT	01210377
		37	53	FT	01210378
		38	54	FT	01210379
		39	55	FT	01210380
		40	56	FT	01210491
		41	57	FT	01210492

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

Item Number					
Forms 1, 2–3, 6	Form 4	Form 5	Item Sequence Number	Function	Item ID
1	1	1	1	OP	01059095
2	2	2	2	OP	00241160
3	3	3	3	OP	00803523
4	5	5	4	OP	01059097
5	6	6	5	OP	00546190
6	7	7	6	OP	00437618
7	8	8	7	OP	00691065
8	10	10	8	OP	00691072
9	11	11	9	OP	01059107
10	12	12	10	OP	01059105
11	13	13	11	OP	00940996
12	14	14	12	OP	00940994
13	15	15	13	OP	00803527
14	16	16	14	OP	00691051
15	18	18	15	OP	01059111
16	19	19	16	OP	00940992
17	20	20	17	OP	00940990
18	21	21	18	OP	00546211
19	22	22	19	OP	00803541
20	24	24	20	OP	00691074
21	25	25	21	OP	00940988
22	26	26	22	OP	00941000
23	27	27	23	OP	01059101
24	29	29	24	OP	00241065
25	30	30	25	OP	01059117
26	31	31	26	OP	01059119
27	32	32	27	OP	01059121
28	39	39	28	OP	00941004
29	40	40	29	OP	00941006
30	41	41	30	OP	00941008
31	42	42	31	OP	00941010
32	43	43	32	OP	00941012
33	44	44	33	OP	00941014
34	45	45	34	OP	00941016
35	46	46	35	OP	00941018

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

Item Number			Item Sequence Number	Function	Item ID
Forms 1, 2–3, 6	Form 4	Form 5			
	4		36	FT	01210381
	9		37	FT	01210382
	17		38	FT	01210383
	23		39	FT	01210384
	28		40	FT	01210385
	33		41	FT	01210386
	34		42	FT	01210485
	35		43	FT	01210387
	36		44	FT	01210388
	37		45	FT	01210389
	38		46	FT	01210486
		4	47	FT	01210390
		9	48	FT	01210391
		17	49	FT	01210392
		23	50	FT	01210393
		28	51	FT	01210394
		33	52	FT	01210483
		34	53	FT	01210395
		35	54	FT	01210396
		36	55	FT	01210397
		37	56	FT	01210484
		38	57	FT	01210398

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

Item Number					
Forms 1, 2–3, 6	Form 4	Form 5	Item Sequence Number	Function	Item ID
1	1	1	1	OP	00803707
2	2	2	2	OP	00241512
3	3	3	3	OP	00546334
4	4	4	4	OP	00803705
5	5	5	5	OP	00803689
6	7	7	6	OP	00241514
7	8	8	7	OP	01060116
8	9	10	8	OP	00546361
9	10	11	9	OP	00940277
10	12	13	10	OP	01060128
11	14	15	11	OP	00803709
12	15	16	12	OP	00546355
13	16	17	13	OP	00803693
14	17	18	14	OP	01060130
15	18	19	15	OP	00940273
16	19	20	16	OP	00940275
17	20	21	17	OP	00546363
18	22	23	18	OP	00354614
19	23	24	19	OP	01060120
20	24	25	20	OP	00241528
21	26	26	21	OP	00940285
22	27	27	22	OP	01060134
23	28	28	23	OP	01060124
24	29	29	24	OP	01060146
25	30	30	25	OP	01060152
26	31	31	26	OP	01060150
27	32	32	27	OP	00940295
28	33	33	28	OP	00940297
29	34	34	29	OP	00940301
30	35	35	30	OP	00940287
31	36	36	31	OP	00940291
32	37	37	32	OP	00940293
33	44	44	33	OP	00803721
34	45	45	34	OP	00803723
35	46	46	35	OP	00803725

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

Item Number					
Forms 1, 2–3, 6	Form 4	Form 5	Item Sequence Number	Function	Item ID
	6		36	FT	01210399
	11		37	FT	01210400
	13		38	FT	01210401
	21		39	FT	01210402
	25		40	FT	01210403
	38		41	FT	01210404
	39		42	FT	01210405
	40		43	FT	01210496
	41		44	FT	01210495
	42		45	FT	01210406
	43		46	FT	01210407
		6	47	FT	01210408
		9	48	FT	01210409
		12	49	FT	01210410
		14	50	FT	01210411
		22	51	FT	01210412
		38	52	FT	01210413
		39	53	FT	01210497
		40	54	FT	01210414
		41	55	FT	01210498
		42	56	FT	01210415
		43	57	FT	01210416

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

Item Number					
Forms 1, 2–3, 6	Form 4	Form 5	Item Sequence Number	Function	Item ID
1	1	1	1	OP	00684032
2	2	2	2	OP	00683964
3	4	4	3	OP	00940456
4	5	5	4	OP	00437909
5	6	6	5	OP	00717216
6	7	7	6	OP	00940454
7	8	8	7	OP	00804714
8	9	9	8	OP	00804688
9	10	10	9	OP	00940446
10	11	11	10	OP	00546524
11	12	12	11	OP	01059977
12	14	14	12	OP	01059967
13	15	15	13	OP	00241779
14	17	17	14	OP	00354292
15	18	18	15	OP	00354288
16	19	19	16	OP	00683949
17	20	20	17	OP	00804718
18	21	21	18	OP	00684043
19	23	23	19	OP	00684034
20	24	24	20	OP	00684045
21	25	25	21	OP	01059971
22	27	27	22	OP	01059981
23	28	28	23	OP	01059983
24	29	29	24	OP	00683956
25	30	30	25	OP	00683958
26	31	31	26	OP	00683960
27	38	38	27	OP	00804754
28	39	39	28	OP	00804756
29	40	40	29	OP	00804758
30	41	41	30	OP	01059991
31	42	42	31	OP	01059987
32	43	43	32	OP	01059989
33	44	44	33	OP	00804734
34	45	45	34	OP	00804736
35	46	46	35	OP	00804740

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

Item Number					
Forms 1, 2–3, 6	Form 4	Form 5	Item Sequence Number	Function	Item ID
	3		36	FT	01210417
	13		37	FT	01210418
	16		38	FT	01210419
	22		39	FT	01210420
	26		40	FT	01210421
	32		41	FT	01210422
	33		42	FT	01210423
	34		43	FT	01210424
	35		44	FT	01210490
	36		45	FT	01210425
	37		46	FT	01210489
		3	47	FT	01210426
		13	48	FT	01210427
		16	49	FT	01210428
		22	50	FT	01210429
		26	51	FT	01210430
		32	52	FT	01210431
		33	53	FT	01210488
		34	54	FT	01210432
		35	55	FT	01210433
		36	56	FT	01210434
		37	57	FT	01210487

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

Item Number		Item Sequence Number	Function	Item ID
Forms 1–5	Form 6			
13	19	1	OP	01210218
14	20	2	OP	01210176
15	22	3	OP	01210158
16	23	4	OP	01210154
17	24	5	OP	01210272
18	25	6	OP	01210160
19	27	7	OP	01210276
20	28	8	OP	01210180
	18	9	FT	01210196
	21	10	FT	01210270
	26	11	FT	01210200
1	1	12	OP	01210226
2	2	13	OP	01210162
3	3	14	OP	01210144
4	4	15	OP	01210204
5	5	16	OP	01210206
6	7	17	OP	01210188
7	8	18	OP	01210244
8	10	19	OP	01210240
9	12	20	OP	01210170
10	14	21	OP	01210254
11	15	22	OP	01210192
12	17	23	OP	01210174
	6	24	FT	01210246
	9	25	FT	01210242
	11	26	FT	01210210
	13	27	FT	01210190
	16	28	FT	01210212

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

Item Number		Item Sequence Number	Function	Item ID
Forms 1–5	Form 6			
1	1	1	OP	00546063
2	2	2	OP	00353963
3	3	3	OP	00354002
4	5	4	OP	00681404
5	6	5	OP	00546087
6	8	6	OP	00546085
7	9	7	OP	00546075
8	10	8	OP	00546055
9	12	9	OP	00354008
10	14	10	OP	00546067
11	15	11	OP	00546073
12	17	12	OP	00546083
13	18	13	OP	00354019
14	20	14	OP	01057235
15	21	15	OP	01057237
16	22	16	OP	01057239
17	23	17	OP	00940113
18	24	18	OP	00940115
19	25	19	OP	00940117
	4	20	FT	01210435
	7	21	FT	01210436
	11	22	FT	01210437
	13	23	FT	01210438
	16	24	FT	01210439
	19	25	FT	01210440
20	26	26	OP	01057241
21	27	27	OP	01057225
22	29	28	OP	00803432
23	31	29	OP	00940119
	28	30	FT	01210441
	30	31	FT	01210442
24	33	32	OP	01057211
	32	33	FT	01210443

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

Item Number		Item Sequence Number	Function	Item ID
Forms 1–5	Form 6			
1	1	1	OP	00437639
2	2	2	OP	00354181
3	4	3	OP	00354208
4	5	4	OP	00354179
5	7	5	OP	00354202
6	9	6	OP	00546228
7	10	7	OP	00546248
8	12	8	OP	00546236
9	13	9	OP	00546226
10	15	10	OP	00354206
11	17	11	OP	00940377
12	18	12	OP	00940379
13	19	13	OP	00940381
14	20	14	OP	00803515
15	21	15	OP	00803517
16	22	16	OP	00803519
17	23	17	OP	01059952
18	24	18	OP	01059954
19	25	19	OP	01059956
	3	20	FT	01210444
	6	21	FT	01210445
	8	22	FT	01210446
	11	23	FT	01210447
	14	24	FT	01210448
	16	25	FT	01210449
20	26	26	OP	01059942
21	27	27	OP	01059950
22	29	28	OP	00437661
23	31	29	OP	00546230
	28	30	FT	01210450
	30	31	FT	01210451
24	33	32	OP	00803494
	32	33	FT	01210452

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

Item Number		Item Sequence Number	Function	Item ID
Forms 1–5	Form 6			
1	1	1	OP	00437792
2	3	2	OP	00546405
3	5	3	OP	00437794
4	7	4	OP	00354699
5	9	5	OP	00546427
6	11	6	OP	00546419
7	13	7	OP	00354701
8	14	8	OP	01069233
9	15	9	OP	01069235
10	16	10	OP	01069237
11	17	11	OP	00803765
12	18	12	OP	00803767
13	19	13	OP	00803769
14	20	14	OP	00940241
15	21	15	OP	00940243
16	22	16	OP	00940245
17	23	17	OP	00803785
18	24	18	OP	00803787
19	25	19	OP	00803789
	2	20	FT	01210453
	4	21	FT	01210454
	6	22	FT	01210455
	8	23	FT	01210456
	10	24	FT	01210457
	12	25	FT	01210458
20	26	26	OP	00546421
21	27	27	OP	01069263
22	29	28	OP	00437813
23	31	29	OP	00354689
	28	30	FT	01210459
	30	31	FT	01210460
24	33	32	OP	00940257
	32	33	FT	01210461

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

Item Number		Item Sequence Number	Function	Item ID
Forms 1–5	Form 6			
1	1	1	OP	00354043
2	2	2	OP	00354053
3	4	3	OP	00437928
4	5	4	OP	00354095
5	7	5	OP	00546600
6	9	6	OP	00354078
7	10	7	OP	00546568
8	12	8	OP	00546576
9	13	9	OP	00684125
10	15	10	OP	00546598
11	17	11	OP	01060031
12	18	12	OP	01060033
13	19	13	OP	01060035
14	20	14	OP	01060039
15	21	15	OP	01060041
16	22	16	OP	01060043
17	23	17	OP	00940507
18	24	18	OP	00940509
19	25	19	OP	00940511
	3	20	FT	01210462
	6	21	FT	01210463
	8	22	FT	01210464
	11	23	FT	01210465
	14	24	FT	01210466
	16	25	FT	01210467
20	26	26	OP	01060029
21	27	27	OP	00684132
22	29	28	OP	01060037
23	31	29	OP	00546602
	28	30	FT	01210468
	30	31	FT	01210469
24	33	32	OP	00940539
	32	33	FT	01210470

Appendix E: Scale Score Summary Statistics

Note: The following tables display 2010–11 Edition results first, followed by historical results through the 2006–07 Edition, the first that used the common scale.

Table E-1: 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-2: 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-3: 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-4: 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-5: 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-6: 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-7: 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-8: 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-9: 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-10: 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-11: 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-12: 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-13: 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-14: 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-15: 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-16: 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-17: 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-18: 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-19: 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-20: 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	181,255	424.75	62.482	220	570
Speaking	181,255	433.81	80.528	140	630
Reading	181,255	388.73	68.833	220	570
Writing	181,255	402.03	35.568	220	600

Table F-2: Pearson Correlation Coefficients, Annual Assessment, Grade Span K–1

	Listening	Speaking	Reading	Writing
Listening	1.000	.686	.501	.507
Speaking	.686	1.000	.507	.488
Reading	.501	.507	1.000	.616
Writing	.507	.488	.616	1.000

Table F-3: Descriptive Statistics, Annual Assessment, Grade 2

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	169,646	468.97	57.545	220	570
Speaking	169,646	488.34	73.214	140	630
Reading	169,646	442.03	71.533	280	650
Writing	169,646	454.90	70.926	220	690

Table F-4: Pearson Correlation Coefficients, Annual Assessment, Grade 2

	Listening	Speaking	Reading	Writing
Listening	1.000	.648	.475	.503
Speaking	.648	1.000	.404	.465
Reading	.475	.404	1.000	.642
Writing	.503	.465	.642	1.000

Table F-5: Descriptive Statistics, Annual Assessment, Grade Span 3–5

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	409,802	499.94	76.476	220	640
Speaking	409,802	505.37	62.255	200	720
Reading	409,802	499.58	76.187	280	700
Writing	409,802	506.17	65.127	220	740

Table F-6: Pearson Correlation Coefficients, Annual Assessment, Grade Span 3–5

	Listening	Speaking	Reading	Writing
Listening	1.000	.546	.603	.583
Speaking	.546	1.000	.470	.522
Reading	.603	.470	1.000	.719
Writing	.583	.522	.719	1.000

Table F-7: Descriptive Statistics, Annual Assessment, Grade Span 6–8

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	239,688	563.62	89.066	230	715
Speaking	239,688	553.09	85.572	225	720
Reading	239,688	543.24	75.802	320	750
Writing	239,688	537.99	61.613	220	780

Table F-8: Pearson Correlation Coefficients, Annual Assessment, Grade Span 6–8

	Listening	Speaking	Reading	Writing
Listening	1.000	.550	.569	.588
Speaking	.550	1.000	.478	.556
Reading	.569	.478	1.000	.687
Writing	.588	.556	.687	1.000

Table F-9: Descriptive Statistics, Annual Assessment, Grade Span 9–12

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	253,192	567.66	101.393	230	725
Speaking	253,192	570.24	94.461	235	740
Reading	253,192	569.59	81.257	320	770
Writing	253,192	555.49	74.690	220	810

Table F-10: Pearson Correlation Coefficients, Annual Assessment, Grade Span 9–12

	Listening	Speaking	Reading	Writing
Listening	1.000	.554	.656	.624
Speaking	.554	1.000	.521	.588
Reading	.656	.521	1.000	.697
Writing	.624	.588	.697	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	223,190	352.56	88.644	220	570
Speaking	223,190	349.04	119.774	140	630
Reading	223,190	300.57	57.400	220	570
Writing	223,190	341.64	50.762	220	600

Table F-12: Pearson Correlation Coefficients, Initial Assessment, Grade Span K–1

	Listening	Speaking	Reading	Writing
Listening	1.000	.716	.574	.525
Speaking	.716	1.000	.563	.494
Reading	.574	.563	1.000	.688
Writing	.525	.494	.688	1.000

Table F-13: Descriptive Statistics, Initial Assessment, Grade 2

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	11,996	426.24	106.964	220	570
Speaking	11,996	422.30	152.870	140	630
Reading	11,996	420.88	93.796	280	650
Writing	11,996	414.50	111.741	220	690

Table F-14: Pearson Correlation Coefficients, Initial Assessment, Grade 2

	Listening	Speaking	Reading	Writing
Listening	1.000	.883	.714	.779
Speaking	.883	1.000	.686	.773
Reading	.714	.686	1.000	.805
Writing	.779	.773	.805	1.000

Table F-15: Descriptive Statistics, Initial Assessment, Grade Span 3–5

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	27,691	455.81	126.471	220	640
Speaking	27,691	442.14	140.350	200	720
Reading	27,691	468.47	113.591	280	700
Writing	27,691	456.60	124.655	220	740

Table F-16: Pearson Correlation Coefficients, Initial Assessment, Grade Span 3–5

	Listening	Speaking	Reading	Writing
Listening	1.000	.816	.816	.835
Speaking	.816	1.000	.761	.834
Reading	.816	.761	1.000	.855
Writing	.835	.834	.855	1.000

Table F-17: Descriptive Statistics, Initial Assessment, Grade Span 6–8

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	22,213	501.94	157.643	230	715
Speaking	22,213	482.84	161.659	225	720
Reading	22,213	527.77	119.926	320	750
Writing	22,213	491.16	132.439	220	780

Table F-18: Pearson Correlation Coefficients, Initial Assessment, Grade Span 6–8

	Listening	Speaking	Reading	Writing
Listening	1.000	.847	.828	.847
Speaking	.847	1.000	.797	.845
Reading	.828	.797	1.000	.868
Writing	.847	.845	.868	1.000

Table F-19: Descriptive Statistics, Initial Assessment, Grade Span 9–12

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	35,730	530.59	154.830	230	725
Speaking	35,730	506.20	160.086	235	740
Reading	35,730	553.94	123.081	320	770
Writing	35,730	519.88	134.556	220	810

Table F-20: Pearson Correlation Coefficients, Initial Assessment, Grade Span 9–12

	Listening	Speaking	Reading	Writing
Listening	1.000	.799	.831	.815
Speaking	.799	1.000	.789	.825
Reading	.831	.789	1.000	.860
Writing	.815	.825	.860	1.000

Appendix G: Classification Consistency and Accuracy

Note: All values are based on annual assessment data.

Table G-1: Classification Consistency and Accuracy, Listening

Grade	Accuracy	Consistency	Kappa
K	.531	.472	.263
1	.523	.435	.240
2	.586	.472	.267
3	.496	.385	.201
4	.540	.421	.227
5	.579	.448	.233
6	.574	.449	.251
7	.569	.464	.253
8	.606	.477	.264
9	.527	.423	.221
10	.572	.465	.272
11	.573	.470	.283
12	.551	.465	.286

Table G-2: Classification Consistency and Accuracy, Speaking

Grade	Accuracy	Consistency	Kappa
K	.620	.542	.375
1	.575	.487	.332
2	.640	.533	.358
3	.641	.529	.340
4	.640	.524	.336
5	.648	.531	.346
6	.647	.542	.379
7	.656	.555	.390
8	.670	.569	.411
9	.642	.532	.363
10	.655	.547	.387
11	.673	.567	.411
12	.654	.555	.395

Table G-3: Classification Consistency and Accuracy, Reading

Grade	Accuracy	Consistency	Kappa
K	.569	.458	.217
1	.483	.416	.225
2	.641	.554	.371
3	.645	.523	.321
4	.667	.561	.335
5	.578	.509	.318
6	.508	.442	.270
7	.524	.448	.294
8	.532	.443	.286
9	.530	.451	.284
10	.551	.464	.301
11	.558	.465	.313
12	.534	.453	.303

Table G-4: Classification Consistency and Accuracy, Writing

Grade	Accuracy	Consistency	Kappa
K	.583	.486	.246
1	.587	.488	.295
2	.583	.495	.308
3	.609	.501	.303
4	.595	.498	.280
5	.529	.454	.258
6	.522	.475	.239
7	.539	.460	.244
8	.549	.461	.244
9	.574	.463	.265
10	.526	.448	.267
11	.517	.448	.268
12	.487	.428	.246

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	.901	.667	.916	.987
1	.958	.897	.759	.936
2	.971	.923	.847	.871
3	.937	.859	.808	.900
4	.955	.891	.821	.878
5	.971	.910	.827	.893
6	.965	.914	.826	.873
7	.971	.932	.851	.824
8	.972	.926	.829	.894
9	.955	.874	.800	.902
10	.953	.880	.818	.937
11	.960	.899	.825	.914
12	.966	.924	.802	.897

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	.954	.820	.864	.969
1	.969	.940	.861	.860
2	.980	.957	.911	.847
3	.984	.957	.898	.835
4	.983	.956	.897	.861
5	.982	.959	.897	.876
6	.975	.945	.895	.882
7	.974	.948	.902	.888
8	.975	.951	.911	.896
9	.979	.960	.910	.839
10	.978	.961	.919	.844
11	.978	.961	.923	.864
12	.979	.966	.936	.837

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	.799	.828	.961	.991
1	.641	.841	.956	.978
2	.942	.786	.926	.976
3	.947	.862	.852	.956
4	.953	.924	.820	.970
5	.963	.943	.773	.926
6	.957	.918	.749	.889
7	.957	.922	.798	.865
8	.963	.924	.808	.874
9	.942	.874	.786	.924
10	.942	.880	.802	.937
11	.952	.909	.830	.904
12	.961	.925	.813	.883

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	.954	.755	.903	.992
1	.848	.853	.930	.985
2	.952	.787	.846	.971
3	.961	.894	.794	.930
4	.967	.925	.724	.920
5	.975	.946	.749	.851
6	.982	.943	.655	.933
7	.984	.951	.728	.885
8	.985	.963	.792	.827
9	.980	.950	.824	.858
10	.978	.954	.833	.821
11	.979	.957	.859	.785
12	.984	.967	.834	.777

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	.838	.641	.844	.982
1	.937	.851	.707	.899
2	.954	.886	.787	.825
3	.901	.801	.737	.841
4	.930	.845	.753	.822
5	.952	.872	.761	.822
6	.945	.877	.755	.815
7	.954	.899	.786	.779
8	.956	.893	.758	.836
9	.926	.821	.733	.888
10	.928	.834	.757	.929
11	.939	.858	.762	.901
12	.949	.894	.744	.884

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	.933	.759	.794	.965
1	.954	.914	.811	.809
2	.969	.937	.875	.793
3	.975	.936	.857	.786
4	.971	.933	.854	.810
5	.971	.936	.856	.829
6	.959	.917	.853	.835
7	.959	.922	.863	.842
8	.961	.928	.875	.853
9	.968	.940	.875	.787
10	.968	.942	.886	.796
11	.968	.943	.892	.816
12	.968	.951	.909	.787

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	.727	.755	.940	.987
1	.642	.770	.935	.968
2	.914	.723	.879	.970
3	.918	.792	.777	.939
4	.929	.890	.744	.959
5	.947	.919	.726	.893
6	.937	.879	.697	.838
7	.938	.886	.737	.799
8	.945	.891	.748	.805
9	.914	.820	.742	.893
10	.914	.832	.756	.904
11	.929	.871	.775	.854
12	.943	.893	.758	.821

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	.929	.680	.844	.991
1	.788	.793	.890	.976
2	.929	.715	.772	.968
3	.942	.850	.733	.912
4	.952	.892	.687	.889
5	.964	.922	.674	.809
6	.973	.917	.629	.907
7	.976	.930	.659	.852
8	.977	.946	.711	.778
9	.969	.927	.755	.783
10	.968	.933	.778	.749
11	.969	.937	.807	.716
12	.976	.951	.780	.693

Appendix H: Raw Score to Scale Score Tables

The tables below provide the scale score values, the standard error, and the performance levels for each raw score point by domain and grade. The final two tables provide the scale score ranges for each performance level for the Overall and the Comprehension Scale Scores.

Note: Standard errors can be large at the ends of these scales because extreme scores contain relatively less information than non-extreme scores.

Table H-1: Raw Score to Scale Score, Listening, Kindergarten

Raw Score	Scale Score	Standard Error	Performance Level
0	220	139	Beginning
1	220	139	
2	220	139	
3	220	139	
4	310	37	
5	338	26	
6	356	22	Early Intermediate
7	370	20	
8	382	19	
9	393	18	
10	403	19	Intermediate
11	414	19	
12	426	20	
13	438	21	
14	450	21	Early Advanced
15	464	22	
16	479	24	
17	496	26	Advanced
18	518	31	
19	551	42	
20	570	51	

Table H-2: Raw Score to Scale Score, Listening, Grade 1

Raw Score	Scale Score	Standard Error	Performance Level
0	220	139	Beginning
1	220	139	
2	220	139	
3	220	139	
4	310	37	
5	338	26	
6	356	22	Early Intermediate
7	370	20	
8	382	19	
9	393	18	
10	403	19	Intermediate
11	414	19	
12	426	20	
13	438	21	
14	450	21	Early Advanced
15	464	22	
16	479	24	
17	496	26	Advanced
18	518	31	
19	551	42	
20	570	51	

Table H-3: Raw Score to Scale Score, Listening, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	220	139	Beginning
1	220	139	
2	220	139	
3	220	139	
4	310	37	
5	338	26	
6	356	22	
7	370	20	
8	382	19	Early Intermediate
9	393	18	
10	403	19	
11	414	19	
12	426	20	Intermediate
13	438	21	
14	450	21	
15	464	22	
16	479	24	Early Advanced
17	496	26	
18	518	31	
19	551	42	Advanced
20	570	51	

Table H-4: Raw Score to Scale Score, Listening, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	220	220	Beginning
1	220	220	
2	220	220	
3	220	220	
4	220	220	
5	285	145	
6	344	58	
7	374	42	
8	397	36	Early Intermediate
9	417	34	
10	435	33	
11	453	33	Intermediate
12	471	33	
13	489	32	
14	507	32	Early Advanced
15	526	32	
16	547	33	
17	571	36	Advanced
18	600	41	
19	640	54	
20	640	54	

Table H-5: Raw Score to Scale Score, Listening, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	220	220	Beginning
1	220	220	
2	220	220	
3	220	220	
4	220	220	
5	285	145	
6	344	58	
7	374	42	
8	397	36	
9	417	34	Early Intermediate
10	435	33	
11	453	33	
12	471	33	Intermediate
13	489	32	
14	507	32	
15	526	32	Early Advanced
16	547	33	
17	571	36	
18	600	41	Advanced
19	640	54	
20	640	54	

Table H-6: Raw Score to Scale Score, Listening, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	220	220	Beginning
1	220	220	
2	220	220	
3	220	220	
4	220	220	
5	285	145	
6	344	58	
7	374	42	
8	397	36	
9	417	34	Early Intermediate
10	435	33	
11	453	33	
12	471	33	Intermediate
13	489	32	
14	507	32	
15	526	32	Early Advanced
16	547	33	
17	571	36	
18	600	41	Advanced
19	640	54	
20	640	54	

Table H-7: Raw Score to Scale Score, Listening, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	230	230	Beginning
1	230	230	
2	230	230	
3	230	230	
4	230	230	
5	230	230	
6	317	111	
7	369	70	
8	404	55	
9	432	49	Early Intermediate
10	457	45	
11	480	43	
12	503	42	Intermediate
13	525	42	
14	548	42	
15	572	40	Early Advanced
16	596	34	
17	621	35	
18	656	52	Advanced
19	715	81	
20	715	81	

Table H-8: Raw Score to Scale Score, Listening, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	230	230	Beginning
1	230	230	
2	230	230	
3	230	230	
4	230	230	
5	230	230	
6	317	111	
7	369	70	
8	404	55	
9	432	49	Early Intermediate
10	457	45	
11	480	43	
12	503	42	Intermediate
13	525	42	
14	548	42	
15	572	40	Early Advanced
16	596	34	
17	621	35	
18	656	52	Advanced
19	715	81	
20	715	81	

Table H-9: Raw Score to Scale Score, Listening, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	230	230	Beginning
1	230	230	
2	230	230	
3	230	230	
4	230	230	
5	230	230	
6	317	111	
7	369	70	
8	404	55	
9	432	49	Early Intermediate
10	457	45	
11	480	43	
12	503	42	
13	525	42	Intermediate
14	548	42	
15	572	40	
16	596	34	Early Advanced
17	621	35	
18	656	52	
19	715	81	Advanced
20	715	81	

Table H-10: Raw Score to Scale Score, Listening, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	230	230	Beginning
1	230	230	
2	230	230	
3	230	230	
4	230	230	
5	230	230	
6	325	183	
7	402	76	
8	440	52	Early Intermediate
9	467	42	
10	489	37	
11	509	33	
12	530	33	Intermediate
13	552	36	
14	579	42	
15	613	51	Early Advanced
16	653	57	
17	699	56	Advanced
18	725	55	
19	725	55	
20	725	55	

Table H-11: Raw Score to Scale Score, Listening, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	230	230	Beginning
1	230	230	
2	230	230	
3	230	230	
4	230	230	
5	230	230	
6	325	183	
7	402	76	
8	440	52	
9	467	42	Early Intermediate
10	489	37	
11	509	33	
12	530	33	
13	552	36	Intermediate
14	579	42	
15	613	51	
16	653	57	Early Advanced
17	699	56	
18	725	55	Advanced
19	725	55	
20	725	55	

Table H-12: Raw Score to Scale Score, Listening, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	230	230	Beginning
1	230	230	
2	230	230	
3	230	230	
4	230	230	
5	230	230	
6	325	183	
7	402	76	
8	440	52	
9	467	42	Early Intermediate
10	489	37	
11	509	33	
12	530	33	
13	552	36	Intermediate
14	579	42	
15	613	51	
16	653	57	Early Advanced
17	699	56	
18	725	55	Advanced
19	725	55	
20	725	55	

**Table H-13: Raw Score to Scale Score,
Listening, Grade 12**

Raw Score	Scale Score	Standard Error	Performance Level
0	230	230	Beginning
1	230	230	
2	230	230	
3	230	230	
4	230	230	
5	230	230	
6	325	183	
7	402	76	
8	440	52	Early Intermediate
9	467	42	
10	489	37	
11	509	33	
12	530	33	Intermediate
13	552	36	
14	579	42	
15	613	51	Early Advanced
16	653	57	
17	699	56	Advanced
18	725	55	
19	725	55	
20	725	55	

Table H-14: Raw Score to Scale Score, Speaking, Kindergarten

Raw Score	Scale Score	Standard Error	Performance Level
0	140	140	Beginning
1	273	43	
2	305	30	
3	324	25	
4	338	23	
5	350	21	
6	360	20	Early Intermediate
7	370	19	
8	378	18	
9	386	17	
10	393	17	
11	400	17	
12	407	17	Intermediate
13	414	16	
14	420	16	
15	427	16	
16	433	16	
17	440	17	
18	447	17	
19	454	17	
20	462	18	Early Advanced
21	470	19	
22	479	20	
23	489	21	
24	500	23	
25	514	26	Advanced
26	531	29	
27	554	34	
28	590	46	
29	630	69	

Table H-15: Raw Score to Scale Score, Speaking, Grade 1

Raw Score	Scale Score	Standard Error	Performance Level
0	140	140	Beginning
1	273	43	
2	305	30	
3	324	25	
4	338	23	
5	350	21	
6	360	20	Early Intermediate
7	370	19	
8	378	18	
9	386	17	
10	393	17	
11	400	17	
12	407	17	Intermediate
13	414	16	
14	420	16	
15	427	16	
16	433	16	
17	440	17	
18	447	17	
19	454	17	
20	462	18	Early Advanced
21	470	19	
22	479	20	
23	489	21	
24	500	23	
25	514	26	Advanced
26	531	29	
27	554	34	
28	590	46	
29	630	69	

Table H-16: Raw Score to Scale Score, Speaking, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	140	140	Beginning
1	273	43	
2	305	30	
3	324	25	
4	338	23	
5	350	21	
6	360	20	Early Intermediate
7	370	19	
8	378	18	
9	386	17	
10	393	17	
11	400	17	
12	407	17	Intermediate
13	414	16	
14	420	16	
15	427	16	
16	433	16	
17	440	17	
18	447	17	Early Advanced
19	454	17	
20	462	18	
21	470	19	
22	479	20	
23	489	21	
24	500	23	Advanced
25	514	26	
26	531	29	
27	554	34	
28	590	46	
29	630	69	

Table H-17: Raw Score to Scale Score, Speaking, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	200	180	Beginning
1	321	41	
2	350	29	
3	368	24	
4	381	21	Early Intermediate
5	391	19	
6	400	18	
7	408	17	
8	416	16	
9	422	16	
10	429	16	Intermediate
11	435	15	
12	442	15	
13	448	15	
14	454	15	
15	460	15	
16	466	15	Early Advanced
17	472	15	
18	478	15	
19	484	16	
20	491	16	
21	498	17	
22	506	17	Advanced
23	515	19	
24	525	20	
25	537	23	
26	552	26	
27	573	32	
28	607	45	
29	720	152	

Table H-18: Raw Score to Scale Score, Speaking, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	200	180	Beginning
1	321	41	
2	350	29	
3	368	24	
4	381	21	
5	391	19	
6	400	18	
7	408	17	Early Intermediate
8	416	16	
9	422	16	
10	429	16	
11	435	15	
12	442	15	
13	448	15	
14	454	15	Intermediate
15	460	15	
16	466	15	
17	472	15	
18	478	15	
19	484	16	
20	491	16	
21	498	17	Early Advanced
22	506	17	
23	515	19	
24	525	20	
25	537	23	
26	552	26	Advanced
27	573	32	
28	607	45	
29	720	152	

Table H-19: Raw Score to Scale Score, Speaking, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	200	180	Beginning
1	321	41	
2	350	29	
3	368	24	
4	381	21	
5	391	19	
6	400	18	
7	408	17	Early Intermediate
8	416	16	
9	422	16	
10	429	16	
11	435	15	
12	442	15	
13	448	15	
14	454	15	Intermediate
15	460	15	
16	466	15	
17	472	15	
18	478	15	
19	484	16	
20	491	16	
21	498	17	Early Advanced
22	506	17	
23	515	19	
24	525	20	
25	537	23	
26	552	26	Advanced
27	573	32	
28	607	45	
29	720	152	

Table H-20: Raw Score to Scale Score, Speaking, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	225	151	Beginning
1	334	43	
2	365	30	
3	384	25	
4	397	22	
5	409	20	Early Intermediate
6	418	19	
7	427	18	
8	435	18	
9	443	17	
10	450	17	
11	458	17	
12	465	17	Intermediate
13	472	17	
14	479	17	
15	486	17	
16	493	18	
17	501	18	
18	508	19	
19	516	19	Early Advanced
20	525	20	
21	535	21	
22	545	22	
23	557	24	Advanced
24	572	27	
25	589	31	
26	614	38	
27	654	53	
28	720	96	
29	720	96	

Table H-21: Raw Score to Scale Score, Speaking, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	225	151	Beginning
1	334	43	
2	365	30	
3	384	25	
4	397	22	
5	409	20	
6	418	19	Early Intermediate
7	427	18	
8	435	18	
9	443	17	
10	450	17	
11	458	17	
12	465	17	
13	472	17	Intermediate
14	479	17	
15	486	17	
16	493	18	
17	501	18	
18	508	19	
19	516	19	
20	525	20	Early Advanced
21	535	21	
22	545	22	
23	557	24	
24	572	27	Advanced
25	589	31	
26	614	38	
27	654	53	
28	720	96	
29	720	96	

Table H-22: Raw Score to Scale Score, Speaking, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	225	151	Beginning
1	334	43	
2	365	30	
3	384	25	
4	397	22	
5	409	20	
6	418	19	
7	427	18	Early Intermediate
8	435	18	
9	443	17	
10	450	17	
11	458	17	
12	465	17	
13	472	17	
14	479	17	
15	486	17	Intermediate
16	493	18	
17	501	18	
18	508	19	
19	516	19	
20	525	20	
21	535	21	
22	545	22	Early Advanced
23	557	24	
24	572	27	
25	589	31	
26	614	38	Advanced
27	654	53	
28	720	96	
29	720	96	

Table H-23: Raw Score to Scale Score, Speaking, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	235	129	Beginning
1	327	58	
2	368	41	
3	393	34	
4	411	30	
5	426	27	Early Intermediate
6	439	25	
7	450	23	
8	460	22	
9	469	21	
10	478	21	
11	487	20	Intermediate
12	495	20	
13	503	20	
14	511	20	
15	518	20	
16	527	20	
17	535	21	
18	544	21	
19	553	22	Early Advanced
20	564	24	
21	575	25	
22	587	26	
23	601	28	
24	617	31	Advanced
25	636	34	
26	660	39	
27	691	47	
28	740	65	
29	740	65	

Table H-24: Raw Score to Scale Score, Speaking, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	235	129	Beginning
1	327	58	
2	368	41	
3	393	34	
4	411	30	
5	426	27	Early Intermediate
6	439	25	
7	450	23	
8	460	22	
9	469	21	
10	478	21	
11	487	20	
12	495	20	Intermediate
13	503	20	
14	511	20	
15	518	20	
16	527	20	
17	535	21	
18	544	21	
19	553	22	
20	564	24	Early Advanced
21	575	25	
22	587	26	
23	601	28	
24	617	31	
25	636	34	Advanced
26	660	39	
27	691	47	
28	740	65	
29	740	65	

Table H-25: Raw Score to Scale Score, Speaking, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	235	129	Beginning
1	327	58	
2	368	41	
3	393	34	
4	411	30	
5	426	27	Early Intermediate
6	439	25	
7	450	23	
8	460	22	
9	469	21	
10	478	21	
11	487	20	
12	495	20	Intermediate
13	503	20	
14	511	20	
15	518	20	
16	527	20	
17	535	21	
18	544	21	
19	553	22	
20	564	24	Early Advanced
21	575	25	
22	587	26	
23	601	28	
24	617	31	
25	636	34	Advanced
26	660	39	
27	691	47	
28	740	65	
29	740	65	

**Table H-26: Raw Score to Scale Score,
Speaking, Grade 12**

Raw Score	Scale Score	Standard Error	Performance Level
0	235	129	Beginning
1	327	58	
2	368	41	
3	393	34	
4	411	30	
5	426	27	Early Intermediate
6	439	25	
7	450	23	
8	460	22	
9	469	21	
10	478	21	
11	487	20	
12	495	20	Intermediate
13	503	20	
14	511	20	
15	518	20	
16	527	20	
17	535	21	
18	544	21	
19	553	22	
20	564	24	Early Advanced
21	575	25	
22	587	26	
23	601	28	
24	617	31	
25	636	34	Advanced
26	660	39	
27	691	47	
28	740	65	
29	740	65	

Table H-27: Raw Score to Scale Score, Reading, Grade K

Raw Score	Scale Score	Standard Error	Performance Level
0	220	35	Beginning
1	220	35	
2	245	23	
3	258	18	
4	267	15	
5	274	14	
6	281	13	
7	286	13	Early Intermediate
8	292	13	
9	298	13	
10	304	13	
11	311	14	
12	318	15	
13	326	15	Intermediate
14	335	16	
15	344	16	
16	354	14	
17	363	12	
18	372	11	
19	379	10	Early Advanced
20	388	11	
21	398	12	
22	411	18	
23	446	44	Advanced
24	570	172	

Table H-28: Raw Score to Scale Score, Reading, Grade 1

Raw Score	Scale Score	Standard Error	Performance Level
0	220	35	Beginning
1	220	35	
2	245	23	
3	258	18	
4	267	15	
5	274	14	
6	281	13	
7	286	13	
8	292	13	
9	298	13	
10	304	13	
11	311	14	
12	318	15	
13	326	15	
14	335	16	
15	344	16	
16	354	14	
17	363	12	Early Intermediate
18	372	11	
19	379	10	Intermediate
20	388	11	
21	398	12	Early Advanced
22	411	18	
23	446	44	Advanced
24	570	172	

Table H-29: Raw Score to Scale Score, Reading, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	280	280	Beginning
1	280	280	
2	280	280	
3	280	280	
4	280	280	
5	280	280	
6	280	280	
7	280	280	
8	293	280	
9	378	66	
10	403	39	
11	417	28	
12	428	22	Early Intermediate
13	437	19	
14	444	17	
15	450	15	
16	456	15	
17	462	14	
18	467	14	
19	473	14	Intermediate
20	478	14	
21	483	14	
22	488	14	
23	494	14	
24	499	14	
25	505	14	
26	511	14	
27	517	14	
28	523	15	
29	530	15	Early Advanced
30	538	16	
31	547	18	
32	559	20	Advanced
33	574	25	
34	600	35	
35	650	72	

Table H-30: Raw Score to Scale Score, Reading, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	280	280	Beginning
1	280	280	
2	280	280	
3	280	280	
4	280	280	
5	280	280	
6	280	280	
7	280	280	
8	351	127	
9	406	64	
10	433	46	
11	450	36	Early intermediate
12	463	29	
13	474	24	
14	482	21	Intermediate
15	490	18	
16	497	17	
17	503	16	
18	509	15	
19	515	15	
20	520	14	
21	526	14	
22	531	14	
23	537	14	
24	543	15	Early Advanced
25	549	15	
26	555	15	
27	562	16	
28	570	17	
29	578	18	Advanced
30	588	19	
31	599	22	
32	613	25	
33	634	32	
34	670	49	
35	700	68	

Table H-31: Raw Score to Scale Score, Reading, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	280	280	Beginning
1	280	280	
2	280	280	
3	280	280	
4	280	280	
5	280	280	
6	280	280	
7	280	280	
8	351	127	
9	406	64	
10	433	46	
11	450	36	
12	463	29	
13	474	24	Early Intermediate
14	482	21	
15	490	18	
16	497	17	Intermediate
17	503	16	
18	509	15	
19	515	15	
20	520	14	
21	526	14	
22	531	14	
23	537	14	
24	543	15	
25	549	15	
26	555	15	
27	562	16	Early Advanced
28	570	17	
29	578	18	
30	588	19	
31	599	22	
32	613	25	Advanced
33	634	32	
34	670	49	
35	700	68	

Table H-32: Raw Score to Scale Score, Reading, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	280	280	Beginning
1	280	280	
2	280	280	
3	280	280	
4	280	280	
5	280	280	
6	280	280	
7	280	280	
8	351	127	
9	406	64	
10	433	46	
11	450	36	
12	463	29	
13	474	24	
14	482	21	Early Intermediate
15	490	18	
16	497	17	
17	503	16	Intermediate
18	509	15	
19	515	15	
20	520	14	
21	526	14	
22	531	14	
23	537	14	
24	543	15	
25	549	15	
26	555	15	
27	562	16	
28	570	17	
29	578	18	
30	588	19	
31	599	22	
32	613	25	Advanced
33	634	32	
34	670	49	
35	700	68	

Table H-33: Raw Score to Scale Score, Reading, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	320	239	Beginning
1	320	239	
2	320	239	
3	320	239	
4	320	239	
5	320	239	
6	320	239	
7	320	239	
8	396	102	
9	440	58	
10	466	41	
11	484	33	Early Intermediate
12	498	29	
13	510	26	
14	520	25	Intermediate
15	530	23	
16	539	22	
17	547	21	
18	555	21	
19	563	20	
20	571	20	Early Advanced
21	578	19	
22	586	19	
23	593	19	
24	601	19	
25	609	19	Advanced
26	617	20	
27	625	20	
28	635	21	
29	645	22	
30	656	23	
31	669	24	
32	685	26	
33	706	32	
34	743	50	
35	750	54	

Table H-34: Raw Score to Scale Score, Reading, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	320	239	Beginning
1	320	239	
2	320	239	
3	320	239	
4	320	239	
5	320	239	
6	320	239	
7	320	239	
8	396	102	
9	440	58	
10	466	41	
11	484	33	Early Intermediate
12	498	29	
13	510	26	
14	520	25	Intermediate
15	530	23	
16	539	22	
17	547	21	
18	555	21	
19	563	20	
20	571	20	Early Advanced
21	578	19	
22	586	19	
23	593	19	
24	601	19	
25	609	19	Advanced
26	617	20	
27	625	20	
28	635	21	
29	645	22	
30	656	23	
31	669	24	
32	685	26	
33	706	32	
34	743	50	
35	750	54	

Table H-35: Raw Score to Scale Score, Reading, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	320	239	Beginning
1	320	239	
2	320	239	
3	320	239	
4	320	239	
5	320	239	
6	320	239	
7	320	239	
8	396	102	
9	440	58	
10	466	41	
11	484	33	
12	498	29	Early Intermediate
13	510	26	
14	520	25	
15	530	23	
16	539	22	
17	547	21	Intermediate
18	555	21	
19	563	20	
20	571	20	
21	578	19	
22	586	19	
23	593	19	Early Advanced
24	601	19	
25	609	19	
26	617	20	
27	625	20	
28	635	21	Advanced
29	645	22	
30	656	23	
31	669	24	
32	685	26	
33	706	32	
34	743	50	
35	750	54	

Table H-36: Raw Score to Scale Score, Reading, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	320	319	Beginning
1	320	319	
2	320	319	
3	320	319	
4	320	319	
5	320	319	
6	320	319	
7	320	319	
8	362	178	
9	429	70	
10	460	48	
11	481	39	
12	497	33	
13	510	29	Early Intermediate
14	522	27	
15	532	25	
16	542	23	
17	551	22	
18	560	21	Intermediate
19	568	21	
20	576	20	
21	584	20	
22	592	20	
23	601	20	
24	609	21	Early Advanced
25	618	21	
26	628	22	
27	638	23	
28	649	24	Advanced
29	661	26	
30	675	28	
31	692	31	
32	713	36	
33	744	46	
34	770	57	
35	770	57	

Table H-37: Raw Score to Scale Score, Reading, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	320	319	Beginning
1	320	319	
2	320	319	
3	320	319	
4	320	319	
5	320	319	
6	320	319	
7	320	319	
8	362	178	
9	429	70	
10	460	48	
11	481	39	
12	497	33	
13	510	29	
14	522	27	Early Intermediate
15	532	25	
16	542	23	
17	551	22	
18	560	21	
19	568	21	
20	576	20	Intermediate
21	584	20	
22	592	20	
23	601	20	
24	609	21	
25	618	21	
26	628	22	Early Advanced
27	638	23	
28	649	24	
29	661	26	
30	675	28	Advanced
31	692	31	
32	713	36	
33	744	46	
34	770	57	
35	770	57	

Table H-38: Raw Score to Scale Score, Reading, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	320	319	Beginning
1	320	319	
2	320	319	
3	320	319	
4	320	319	
5	320	319	
6	320	319	
7	320	319	
8	362	178	
9	429	70	
10	460	48	
11	481	39	
12	497	33	
13	510	29	
14	522	27	Early Intermediate
15	532	25	
16	542	23	
17	551	22	
18	560	21	
19	568	21	
20	576	20	Intermediate
21	584	20	
22	592	20	
23	601	20	
24	609	21	
25	618	21	
26	628	22	Early Advanced
27	638	23	
28	649	24	
29	661	26	
30	675	28	Advanced
31	692	31	
32	713	36	
33	744	46	
34	770	57	
35	770	57	

**Table H-39: Raw Score to Scale Score,
Reading, Grade 12**

Raw Score	Scale Score	Standard Error	Performance Level
0	320	319	Beginning
1	320	319	
2	320	319	
3	320	319	
4	320	319	
5	320	319	
6	320	319	
7	320	319	
8	362	178	
9	429	70	
10	460	48	
11	481	39	
12	497	33	
13	510	29	
14	522	27	Early Intermediate
15	532	25	
16	542	23	
17	551	22	
18	560	21	
19	568	21	
20	576	20	Intermediate
21	584	20	
22	592	20	
23	601	20	
24	609	21	
25	618	21	
26	628	22	Early Advanced
27	638	23	
28	649	24	
29	661	26	
30	675	28	Advanced
31	692	31	
32	713	36	
33	744	46	
34	770	57	
35	770	57	

Table H-40: Raw Score to Scale Score, Writing, Grade K

Raw Score	Scale Score	Standard Error	Performance Level
0	220	47	Beginning
1	251	28	
2	275	21	
3	291	18	
4	304	16	
5	315	15	
6	324	14	
7	333	14	
8	341	13	Early Intermediate
9	348	12	
10	355	12	
11	361	11	
12	367	11	
13	373	10	Intermediate
14	379	10	
15	384	10	
16	390	10	
17	396	11	
18	401	11	Early Advanced
19	407	11	
20	413	11	
21	420	11	
22	426	11	
23	433	11	
24	440	12	Advanced
25	449	14	
26	460	17	
27	480	26	
28	600	39	

Table H-41: Raw Score to Scale Score, Writing, Grade 1

Raw Score	Scale Score	Standard Error	Performance Level
0	220	47	Beginning
1	251	28	
2	275	21	
3	291	18	
4	304	16	
5	315	15	
6	324	14	
7	333	14	
8	341	13	
9	348	12	
10	355	12	
11	361	11	
12	367	11	
13	373	10	
14	379	10	
15	384	10	
16	390	10	
17	396	11	Early Intermediate
18	401	11	
19	407	11	
20	413	11	Intermediate
21	420	11	
22	426	11	
23	433	11	
24	440	12	Early Advanced
25	449	14	
26	460	17	
27	480	26	Advanced
28	600	39	

Table H-42: Raw Score to Scale Score, Writing, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	220	241	Beginning
1	220	241	
2	220	241	
3	220	241	
4	220	241	
5	220	241	
6	220	241	
7	331	60	
8	370	35	
9	389	28	
10	402	24	
11	412	21	
12	421	20	
13	428	18	Early Intermediate
14	435	17	
15	442	16	
16	448	16	
17	454	15	
18	460	15	
19	466	15	
20	472	15	Intermediate
21	478	14	
22	484	14	
23	490	14	
24	496	14	
25	503	14	
26	510	15	
27	517	15	Early Advanced
28	525	16	
29	535	18	
30	546	20	
31	560	23	Advanced
32	578	28	
33	604	35	
34	646	50	
35	690	73	

Table H-43: Raw Score to Scale Score, Writing, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	220	220	Beginning
1	220	220	
2	220	220	
3	220	220	
4	220	220	
5	220	220	
6	343	51	
7	374	34	
8	391	28	
9	404	24	
10	414	22	
11	423	21	
12	431	20	
13	439	19	Early Intermediate
14	446	19	
15	453	19	
16	461	18	
17	468	18	
18	475	18	
19	482	18	Intermediate
20	490	18	
21	497	18	
22	505	18	
23	513	18	
24	521	19	
25	530	19	
26	540	20	Early Advanced
27	551	21	
28	561	22	
29	573	23	Advanced
30	587	25	
31	603	27	
32	622	30	
33	647	36	
34	686	48	
35	740	80	

Table H-44: Raw Score to Scale Score, Writing, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	220	220	Beginning
1	220	220	
2	220	220	
3	220	220	
4	220	220	
5	220	220	
6	343	51	
7	374	34	
8	391	28	
9	404	24	
10	414	22	
11	423	21	
12	431	20	
13	439	19	
14	446	19	
15	453	19	Early Intermediate
16	461	18	
17	468	18	
18	475	18	
19	482	18	
20	490	18	Intermediate
21	497	18	
22	505	18	
23	513	18	
24	521	19	
25	530	19	
26	540	20	
27	551	21	Early Advanced
28	561	22	
29	573	23	
30	587	25	Advanced
31	603	27	
32	622	30	
33	647	36	
34	686	48	
35	740	80	

Table H-45: Raw Score to Scale Score, Writing, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	220	220	Beginning
1	220	220	
2	220	220	
3	220	220	
4	220	220	
5	220	220	
6	343	51	
7	374	34	
8	391	28	
9	404	24	
10	414	22	
11	423	21	
12	431	20	
13	439	19	
14	446	19	
15	453	19	
16	461	18	Early Intermediate
17	468	18	
18	475	18	
19	482	18	
20	490	18	
21	497	18	Intermediate
22	505	18	
23	513	18	
24	521	19	
25	530	19	
26	540	20	
27	551	21	Early Advanced
28	561	22	
29	573	23	
30	587	25	Advanced
31	603	27	
32	622	30	
33	647	36	
34	686	48	
35	740	80	

Table H-46: Raw Score to Scale Score, Writing, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	220	220	Beginning
1	220	220	
2	220	220	
3	220	220	
4	220	220	
5	310	91	
6	373	43	
7	398	33	
8	414	28	
9	427	25	
10	437	23	
11	447	22	
12	455	21	
13	463	20	Early Intermediate
14	470	19	
15	477	18	
16	484	18	
17	491	17	
18	498	17	
19	504	17	Intermediate
20	511	16	
21	517	16	
22	524	17	
23	531	17	
24	539	17	
25	547	18	
26	557	19	Early Advanced
27	566	20	
28	577	22	
29	589	23	
30	603	25	Advanced
31	619	26	
32	637	27	
33	659	31	
34	696	46	
35	780	111	

Table H-47: Raw Score to Scale Score, Writing, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	220	220	Beginning
1	220	220	
2	220	220	
3	220	220	
4	220	220	
5	310	91	
6	373	43	
7	398	33	
8	414	28	
9	427	25	
10	437	23	
11	447	22	
12	455	21	
13	463	20	Early Intermediate
14	470	19	
15	477	18	
16	484	18	
17	491	17	
18	498	17	
19	504	17	Intermediate
20	511	16	
21	517	16	
22	524	17	
23	531	17	
24	539	17	
25	547	18	
26	557	19	Early Advanced
27	566	20	
28	577	22	
29	589	23	
30	603	25	Advanced
31	619	26	
32	637	27	
33	659	31	
34	696	46	
35	780	111	

Table H-48: Raw Score to Scale Score, Writing, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	220	220	Beginning
1	220	220	
2	220	220	
3	220	220	
4	220	220	
5	310	91	
6	373	43	
7	398	33	
8	414	28	
9	427	25	
10	437	23	
11	447	22	
12	455	21	
13	463	20	
14	470	19	Early Intermediate
15	477	18	
16	484	18	
17	491	17	
18	498	17	
19	504	17	
20	511	16	Intermediate
21	517	16	
22	524	17	
23	531	17	
24	539	17	
25	547	18	
26	557	19	Early Advanced
27	566	20	
28	577	22	
29	589	23	
30	603	25	Advanced
31	619	26	
32	637	27	
33	659	31	
34	696	46	
35	780	111	

Table H-49: Raw Score to Scale Score, Writing, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	220	159	Beginning
1	220	159	
2	220	159	
3	220	159	
4	220	159	
5	320	65	
6	359	46	
7	383	38	
8	400	34	
9	415	31	
10	427	29	
11	439	27	
12	449	26	
13	458	24	
14	467	23	Early Intermediate
15	475	21	
16	483	20	
17	490	19	
18	497	18	
19	504	18	
20	511	18	Intermediate
21	519	18	
22	526	18	
23	534	18	
24	542	19	
25	551	20	
26	560	21	Early Advanced
27	571	23	
28	584	25	
29	599	28	
30	616	32	Advanced
31	637	36	
32	664	42	
33	701	51	
34	757	68	
35	810	93	

**Table H-50: Raw Score to Scale Score,
Writing, Grade 10**

Raw Score	Scale Score	Standard Error	Performance Level
0	220	159	Beginning
1	220	159	
2	220	159	
3	220	159	
4	220	159	
5	320	65	
6	359	46	
7	383	38	
8	400	34	
9	415	31	
10	427	29	
11	439	27	
12	449	26	
13	458	24	
14	467	23	
15	475	21	Early Intermediate
16	483	20	
17	490	19	
18	497	18	
19	504	18	
20	511	18	
21	519	18	Intermediate
22	526	18	
23	534	18	
24	542	19	
25	551	20	
26	560	21	
27	571	23	Early Advanced
28	584	25	
29	599	28	
30	616	32	Advanced
31	637	36	
32	664	42	
33	701	51	
34	757	68	
35	810	93	

**Table H-51: Raw Score to Scale Score,
Writing, Grade 11**

Raw Score	Scale Score	Standard Error	Performance Level
0	220	159	Beginning
1	220	159	
2	220	159	
3	220	159	
4	220	159	
5	320	65	
6	359	46	
7	383	38	
8	400	34	
9	415	31	
10	427	29	
11	439	27	
12	449	26	
13	458	24	
14	467	23	
15	475	21	Early Intermediate
16	483	20	
17	490	19	
18	497	18	
19	504	18	
20	511	18	
21	519	18	Intermediate
22	526	18	
23	534	18	
24	542	19	
25	551	20	
26	560	21	
27	571	23	Early Advanced
28	584	25	
29	599	28	
30	616	32	Advanced
31	637	36	
32	664	42	
33	701	51	
34	757	68	
35	810	93	

**Table H-52: Raw Score to Scale Score,
Writing, Grade 12**

Raw Score	Scale Score	Standard Error	Performance Level
0	220	159	Beginning
1	220	159	
2	220	159	
3	220	159	
4	220	159	
5	320	65	
6	359	46	
7	383	38	
8	400	34	
9	415	31	
10	427	29	
11	439	27	
12	449	26	
13	458	24	
14	467	23	
15	475	21	Early Intermediate
16	483	20	
17	490	19	
18	497	18	
19	504	18	
20	511	18	
21	519	18	Intermediate
22	526	18	
23	534	18	
24	542	19	
25	551	20	
26	560	21	
27	571	23	Early Advanced
28	584	25	
29	599	28	
30	616	32	Advanced
31	637	36	
32	664	42	
33	701	51	
34	757	68	
35	810	93	

The following two tables present scale score ranges associated with each performance level for the Overall and Comprehension Scale Scores by grade.

Table H-53: Scale Score Ranges, Overall Scale Score

Grade	Overall Scale Scores				
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
K	184–351	352–399	400–448	449–497	498–598
1	184–358	359–405	406–453	454–506	507–598
2	215–396	397–446	447–495	496–539	540–635
3	230–414	415–459	460–513	514–556	557–700
4	230–432	433–472	473–530	531–574	575–700
5	230–437	438–482	483–538	539–586	587–700
6	248–441	442–491	492–551	552–601	602–741
7	248–446	447–501	502–555	556–609	610–741
8	248–452	453–509	510–568	569–622	623–741
9	251–457	458–517	518–578	579–637	638–761
10	251–463	464–527	528–590	591–651	652–761
11	251–463	464–527	528–590	591–651	652–761
12	251–463	464–527	528–590	591–651	652–761

Note: In 2010–11, the Overall Student Scale Score for kindergarten and grade 1 was based on the following calculation: listening, 45%; speaking, 45%; reading, 5%; writing, 5%. The Overall Student Scale Score for grades 2–12 was calculated as the average of the scale scores of the four domains: listening, speaking, reading, and writing.

Table H-54: Scale Score Ranges, Comprehension Scale Score

Grade	Comprehension Scale Scores				
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
K	220–321	322–363	364–415	416–473	474–570
1	220–360	361–402	403–449	450–535	536–570
2	250–397	398–448	449–499	500–539	540–610
3	250–417	418–461	462–519	520–563	564–670
4	250–437	438–475	476–538	539–588	589–670
5	250–443	444–487	488–549	550–601	602–670
6	275–446	447–499	500–568	569–622	623–732
7	275–450	451–511	512–571	572–630	631–732
8	275–461	462–524	525–590	591–647	648–732
9	275–471	472–537	538–604	605–668	669–747
10	275–482	483–551	552–621	622–687	688–747
11	275–482	483–551	552–621	622–687	688–747
12	275–482	483–551	552–621	622–687	688–747

Note: The Comprehension Scale Score was calculated as the average of the scale scores of the listening and reading domains.

Appendix I: Scale Score Frequency Distributions

Note: The Braille Versions of the CELDT use different scale score tables. Consequently, the following tables have very low frequencies for certain scale scores that cannot be obtained on the regular forms.

Annual Assessment Data

Table I-1: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	6,755	3.7	6,755	3.7
305	1	.0	6,756	3.7
310	3,479	1.9	10,235	5.6
338	4,092	2.3	14,327	7.9
356	4,923	2.7	19,250	10.6
370	6,344	3.5	25,594	14.1
382	8,496	4.7	34,090	18.8
391	1	.0	34,091	18.8
393	11,204	6.2	45,295	25.0
403	14,059	7.8	59,354	32.7
414	16,429	9.1	75,783	41.8
426	18,162	10.0	93,945	51.8
438	18,773	10.4	112,718	62.2
441	1	.0	112,719	62.2
450	18,072	10.0	130,791	72.2
464	15,971	8.8	146,762	81.0
470	1	.0	146,763	81.0
479	13,347	7.4	160,110	88.3
488	1	.0	160,111	88.3
496	9,746	5.4	169,857	93.7
509	1	.0	169,858	93.7
518	6,477	3.6	176,335	97.3
551	3,528	1.9	179,863	99.2
570	1,392	.8	181,255	100.0

Table I-2: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,046	1.2	2,046	1.2
310	782	.5	2,828	1.7
338	1,027	.6	3,855	2.3
342	1	.0	3,856	2.3
356	1,277	.8	5,133	3.0
370	1,751	1.0	6,884	4.1
382	2,560	1.5	9,444	5.6
393	3,788	2.2	13,232	7.8
403	5,470	3.2	18,702	11.0
414	7,776	4.6	26,478	15.6
426	10,453	6.2	36,931	21.8
438	13,458	7.9	50,389	29.7
450	16,587	9.8	66,976	39.5
464	19,402	11.4	86,378	50.9
479	21,111	12.4	107,489	63.4
496	20,987	12.4	128,476	75.7
518	19,282	11.4	147,758	87.1
543	1	.0	147,759	87.1
551	14,461	8.5	162,220	95.6
570	7,426	4.4	169,646	100.0

Table I-3: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,464	1.3	5,464	1.3
285	3,261	.8	8,725	2.1
310	1	.0	8,726	2.1
343	1	.0	8,727	2.1
344	5,871	1.4	14,598	3.6
367	1	.0	14,599	3.6
374	9,521	2.3	24,120	5.9
397	14,023	3.4	38,143	9.3
417	18,836	4.6	56,979	13.9
419	2	.0	56,981	13.9
434	1	.0	56,982	13.9
435	25,127	6.1	82,109	20.0
450	1	.0	82,110	20.0
453	31,358	7.7	113,468	27.7
471	37,254	9.1	150,722	36.8
483	3	.0	150,725	36.8
489	41,609	10.2	192,334	46.9
507	44,265	10.8	236,599	57.7
523	3	.0	236,602	57.7
526	44,434	10.8	281,036	68.6
547	42,369	10.3	323,405	78.9
548	1	.0	323,406	78.9
571	36,169	8.8	359,575	87.7
582	1	.0	359,576	87.7
600	27,017	6.6	386,593	94.3
634	3	.0	386,596	94.3
640	23,206	5.7	409,802	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	4,226	1.8	4,226	1.8
317	1,533	.6	5,759	2.4
367	1	.0	5,760	2.4
369	2,591	1.1	8,351	3.5
404	4,039	1.7	12,390	5.2
407	1	.0	12,391	5.2
423	2	.0	12,393	5.2
432	5,882	2.5	18,275	7.6
457	8,481	3.5	26,756	11.2
471	1	.0	26,757	11.2
480	12,005	5.0	38,762	16.2
490	1	.0	38,763	16.2
503	16,837	7.0	55,600	23.2
511	3	.0	55,603	23.2
525	22,021	9.2	77,624	32.4
536	2	.0	77,626	32.4
548	27,424	11.4	105,050	43.8
570	2	.0	105,052	43.8
572	31,484	13.1	136,536	57.0
596	32,250	13.5	168,786	70.4
618	4	.0	168,790	70.4
621	29,416	12.3	198,206	82.7
656	22,983	9.6	221,189	92.3
701	3	.0	221,192	92.3
715	18,496	7.7	239,688	100.0

Table I-5: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	7,341	2.9	7,341	2.9
287	1	.0	7,342	2.9
325	2,917	1.2	10,259	4.1
402	4,562	1.8	14,821	5.9
440	6,948	2.7	21,769	8.6
455	1	.0	21,770	8.6
467	10,240	4.0	32,010	12.6
489	14,413	5.7	46,423	18.3
509	19,746	7.8	66,169	26.1
530	25,219	10.0	91,388	36.1
538	1	.0	91,389	36.1
552	30,670	12.1	122,059	48.2
563	1	.0	122,060	48.2
579	33,522	13.2	155,582	61.4
613	32,932	13.0	188,514	74.5
625	1	.0	188,515	74.5
653	27,345	10.8	215,860	85.3
668	1	.0	215,861	85.3
699	19,164	7.6	235,025	92.8
725	18,167	7.2	253,192	100.0

Table I-6: Scale Score Frequency Distribution, Annual Assessment, Speaking, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	5,388	3.0	5,388	3.0
273	2,458	1.4	7,846	4.3
305	2,521	1.4	10,367	5.7
324	2,723	1.5	13,090	7.2
338	2,914	1.6	16,004	8.8
350	3,131	1.7	19,135	10.6
360	3,545	2.0	22,680	12.5
370	4,152	2.3	26,832	14.8
378	4,617	2.5	31,449	17.4
386	5,252	2.9	36,701	20.2
393	5,827	3.2	42,528	23.5
394	1	.0	42,529	23.5
400	6,305	3.5	48,834	26.9
407	6,788	3.7	55,622	30.7
414	7,272	4.0	62,894	34.7
420	7,567	4.2	70,461	38.9
427	7,947	4.4	78,408	43.3
433	8,178	4.5	86,586	47.8
440	8,175	4.5	94,761	52.3
447	8,456	4.7	103,217	56.9
454	8,626	4.8	111,843	61.7
462	8,952	4.9	120,795	66.6
465	1	.0	120,796	66.6
470	9,118	5.0	129,914	71.7
475	1	.0	129,915	71.7
479	9,014	5.0	138,929	76.6
489	8,857	4.9	147,786	81.5
499	1	.0	147,787	81.5
500	8,592	4.7	156,379	86.3
514	7,900	4.4	164,279	90.6
516	2	.0	164,281	90.6
531	6,934	3.8	171,215	94.5
554	5,281	2.9	176,496	97.4
590	3,472	1.9	179,968	99.3
630	1,287	.7	181,255	100.0

Table I-7: Scale Score Frequency Distribution, Annual Assessment, Speaking, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	2,044	1.2	2,044	1.2
273	554	.3	2,598	1.5
305	523	.3	3,121	1.8
324	600	.4	3,721	2.2
338	662	.4	4,383	2.6
350	681	.4	5,064	3.0
360	785	.5	5,849	3.4
370	915	.5	6,764	4.0
378	1,134	.7	7,898	4.7
386	1,422	.8	9,320	5.5
393	1,793	1.1	11,113	6.6
400	2,083	1.2	13,196	7.8
407	2,511	1.5	15,707	9.3
414	2,974	1.8	18,681	11.0
420	3,463	2.0	22,144	13.1
427	3,936	2.3	26,080	15.4
433	4,695	2.8	30,775	18.1
440	5,455	3.2	36,230	21.4
447	6,098	3.6	42,328	25.0
454	6,983	4.1	49,311	29.1
462	8,198	4.8	57,509	33.9
470	9,523	5.6	67,032	39.5
479	10,719	6.3	77,751	45.8
489	12,337	7.3	90,088	53.1
499	1	.0	90,089	53.1
500	13,854	8.2	103,943	61.3
514	14,965	8.8	118,908	70.1
516	1	.0	118,909	70.1
531	15,825	9.3	134,734	79.4
554	15,528	9.2	150,262	88.6
590	13,280	7.8	163,542	96.4
630	6,104	3.6	169,646	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	4,615	1.1	4,615	1.1
321	1,201	.3	5,816	1.4
350	1,190	.3	7,006	1.7
368	1,281	.3	8,287	2.0
381	1,471	.4	9,758	2.4
391	1,736	.4	11,494	2.8
400	2,123	.5	13,617	3.3
406	2	.0	13,619	3.3
408	2,532	.6	16,151	3.9
416	3,217	.8	19,368	4.7
421	1	.0	19,369	4.7
422	3,876	.9	23,245	5.7
427	1	.0	23,246	5.7
429	4,534	1.1	27,780	6.8
435	5,424	1.3	33,204	8.1
442	6,404	1.6	39,608	9.7
448	7,506	1.8	47,114	11.5
454	9,101	2.2	56,215	13.7
460	10,714	2.6	66,929	16.3
466	12,913	3.2	79,842	19.5
470	1	.0	79,843	19.5
472	15,308	3.7	95,151	23.2
477	2	.0	95,153	23.2
478	18,167	4.4	113,320	27.7
484	21,337	5.2	134,657	32.9
491	25,378	6.2	160,035	39.1
492	1	.0	160,036	39.1
498	28,514	7.0	188,550	46.0
500	1	.0	188,551	46.0
506	32,089	7.8	220,640	53.8
510	1	.0	220,641	53.8
515	35,096	8.6	255,737	62.4
521	1	.0	255,738	62.4
525	36,542	8.9	292,280	71.3
534	2	.0	292,282	71.3
537	35,963	8.8	328,245	80.1
550	2	.0	328,247	80.1
552	32,548	7.9	360,795	88.0
573	26,301	6.4	387,096	94.5
604	2	.0	387,098	94.5

Table I-8: Scale Score Frequency Distribution, Annual Assessment, Speaking, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
607	16,476	4.0	403,574	98.5
720	6,228	1.5	409,802	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	4,157	1.7	4,157	1.7
334	1,074	.4	5,231	2.2
365	941	.4	6,172	2.6
384	931	.4	7,103	3.0
397	911	.4	8,014	3.3
409	1,000	.4	9,014	3.8
418	1,130	.5	10,144	4.2
427	1,291	.5	11,435	4.8
430	1	.0	11,436	4.8
435	1,472	.6	12,908	5.4
443	1,823	.8	14,731	6.1
450	2,153	.9	16,884	7.0
458	2,607	1.1	19,491	8.1
465	3,293	1.4	22,784	9.5
472	3,994	1.7	26,778	11.2
479	4,775	2.0	31,553	13.2
486	5,823	2.4	37,376	15.6
493	7,065	2.9	44,441	18.5
501	8,528	3.6	52,969	22.1
508	10,104	4.2	63,073	26.3
516	11,782	4.9	74,855	31.2
525	14,052	5.9	88,907	37.1
529	1	.0	88,908	37.1
535	16,040	6.7	104,948	43.8
541	2	.0	104,950	43.8
545	17,794	7.4	122,744	51.2
554	4	.0	122,748	51.2
557	19,727	8.2	142,475	59.4
570	3	.0	142,478	59.4
572	20,644	8.6	163,122	68.1
589	20,629	8.6	183,751	76.7
591	1	.0	183,752	76.7
614	19,879	8.3	203,631	85.0
618	1	.0	203,632	85.0
654	16,781	7.0	220,413	92.0
663	4	.0	220,417	92.0
720	19,271	8.0	239,688	100.0

Table I-10: Scale Score Frequency Distribution, Annual Assessment, Speaking, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
235	7,116	2.8	7,116	2.8
327	1,796	.7	8,912	3.5
368	1,581	.6	10,493	4.1
386	1	.0	10,494	4.1
393	1,499	.6	11,993	4.7
411	1,580	.6	13,573	5.4
426	1,596	.6	15,169	6.0
439	1,855	.7	17,024	6.7
450	1,987	.8	19,011	7.5
460	2,197	.9	21,208	8.4
469	2,483	1.0	23,691	9.4
472	1	.0	23,692	9.4
478	3,038	1.2	26,730	10.6
487	3,638	1.4	30,368	12.0
495	4,463	1.8	34,831	13.8
503	5,300	2.1	40,131	15.9
511	6,491	2.6	46,622	18.4
518	7,636	3.0	54,258	21.4
519	1	.0	54,259	21.4
527	9,006	3.6	63,265	25.0
535	10,937	4.3	74,202	29.3
544	12,664	5.0	86,866	34.3
553	14,718	5.8	101,584	40.1
564	16,522	6.5	118,106	46.6
575	18,150	7.2	136,256	53.8
587	18,785	7.4	155,041	61.2
601	19,249	7.6	174,290	68.8
604	2	.0	174,292	68.8
617	18,989	7.5	193,281	76.3
624	1	.0	193,282	76.3
636	17,771	7.0	211,053	83.4
660	15,297	6.0	226,350	89.4
691	12,071	4.8	238,421	94.2
740	14,771	5.8	253,192	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	1,833	1.0	1,833	1.0
245	289	.2	2,122	1.2
258	459	.3	2,581	1.4
267	639	.4	3,220	1.8
274	842	.5	4,062	2.2
281	1,141	.6	5,203	2.9
286	1,404	.8	6,607	3.6
292	1,685	.9	8,292	4.6
298	2,182	1.2	10,474	5.8
304	2,828	1.6	13,302	7.3
311	3,848	2.1	17,150	9.5
318	4,783	2.6	21,933	12.1
326	6,247	3.4	28,180	15.5
328	1	.0	28,181	15.5
335	7,465	4.1	35,646	19.7
344	9,012	5.0	44,658	24.6
354	10,390	5.7	55,048	30.4
363	11,637	6.4	66,685	36.8
372	13,262	7.3	79,947	44.1
377	2	.0	79,949	44.1
379	14,649	8.1	94,598	52.2
386	1	.0	94,599	52.2
388	16,468	9.1	111,067	61.3
398	17,682	9.8	128,749	71.0
411	18,857	10.4	147,606	81.4
415	1	.0	147,607	81.4
446	19,036	10.5	166,643	91.9
570	14,612	8.1	181,255	100.0

Table I-12: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	12,655	7.5	12,655	7.5
293	7,117	4.2	19,772	11.7
378	8,966	5.3	28,738	16.9
403	10,197	6.0	38,935	23.0
417	10,349	6.1	49,284	29.1
428	10,042	5.9	59,326	35.0
430	1	.0	59,327	35.0
437	9,200	5.4	68,527	40.4
444	8,645	5.1	77,172	45.5
450	7,958	4.7	85,130	50.2
455	1	.0	85,131	50.2
456	7,365	4.3	92,496	54.5
462	6,981	4.1	99,477	58.6
467	6,576	3.9	106,053	62.5
473	6,302	3.7	112,355	66.2
478	5,949	3.5	118,304	69.7
483	5,856	3.5	124,160	73.2
488	5,538	3.3	129,698	76.5
494	5,229	3.1	134,927	79.5
499	5,080	3.0	140,007	82.5
505	4,900	2.9	144,907	85.4
511	4,461	2.6	149,368	88.0
517	4,004	2.4	153,372	90.4
523	3,713	2.2	157,085	92.6
530	3,243	1.9	160,328	94.5
538	2,871	1.7	163,199	96.2
547	2,312	1.4	165,511	97.6
559	1,851	1.1	167,362	98.7
574	1,316	.8	168,678	99.4
600	689	.4	169,367	99.8
650	279	.2	169,646	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	21,259	5.2	21,259	5.2
351	11,189	2.7	32,448	7.9
370	1	.0	32,449	7.9
406	13,950	3.4	46,399	11.3
433	16,307	4.0	62,706	15.3
450	17,676	4.3	80,382	19.6
451	1	.0	80,383	19.6
459	2	.0	80,385	19.6
463	18,637	4.5	99,022	24.2
474	18,897	4.6	117,919	28.8
475	2	.0	117,921	28.8
482	18,382	4.5	136,303	33.3
490	17,960	4.4	154,263	37.6
497	17,754	4.3	172,017	42.0
503	17,478	4.3	189,495	46.2
509	17,032	4.2	206,527	50.4
510	1	.0	206,528	50.4
515	16,666	4.1	223,194	54.5
516	2	.0	223,196	54.5
520	16,432	4.0	239,628	58.5
526	16,356	4.0	255,984	62.5
529	1	.0	255,985	62.5
531	16,170	3.9	272,155	66.4
535	1	.0	272,156	66.4
537	15,892	3.9	288,048	70.3
543	16,090	3.9	304,138	74.2
548	1	.0	304,139	74.2
549	15,731	3.8	319,870	78.1
555	14,891	3.6	334,761	81.7
562	14,648	3.6	349,409	85.3
570	13,619	3.3	363,028	88.6
578	12,316	3.0	375,344	91.6
579	2	.0	375,346	91.6
588	10,956	2.7	386,302	94.3
599	8,909	2.2	395,211	96.4
613	6,823	1.7	402,034	98.1
634	4,514	1.1	406,548	99.2
670	2,407	.6	408,955	99.8
700	847	.2	409,802	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	11,039	4.6	11,039	4.6
371	1	.0	11,040	4.6
396	5,623	2.3	16,663	7.0
415	1	.0	16,664	7.0
438	1	.0	16,665	7.0
440	7,450	3.1	24,115	10.1
466	8,832	3.7	32,947	13.7
478	2	.0	32,949	13.7
484	9,976	4.2	42,925	17.9
488	4	.0	42,929	17.9
498	10,706	4.5	53,635	22.4
506	2	.0	53,637	22.4
510	11,374	4.7	65,011	27.1
520	11,838	4.9	76,849	32.1
521	2	.0	76,851	32.1
530	12,284	5.1	89,135	37.2
536	3	.0	89,138	37.2
539	12,464	5.2	101,602	42.4
547	12,722	5.3	114,324	47.7
555	13,053	5.4	127,377	53.1
558	1	.0	127,378	53.1
563	12,940	5.4	140,318	58.5
571	12,642	5.3	152,960	63.8
578	12,131	5.1	165,091	68.9
580	1	.0	165,092	68.9
586	11,563	4.8	176,655	73.7
588	1	.0	176,656	73.7
593	10,923	4.6	187,579	78.3
597	2	.0	187,581	78.3
601	10,001	4.2	197,582	82.4
609	8,945	3.7	206,527	86.2
615	1	.0	206,528	86.2
617	7,686	3.2	214,214	89.4
625	6,681	2.8	220,895	92.2
635	5,549	2.3	226,444	94.5
645	4,275	1.8	230,719	96.3
656	3,292	1.4	234,011	97.6
669	2,411	1.0	236,422	98.6
673	1	.0	236,423	98.6
685	1,617	.7	238,040	99.3

Table I-14: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
706	979	.4	239,019	99.7
743	504	.2	239,523	99.9
750	165	.1	239,688	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	8,759	3.5	8,759	3.5
362	3,231	1.3	11,990	4.7
429	4,584	1.8	16,574	6.5
460	5,858	2.3	22,432	8.9
477	1	.0	22,433	8.9
481	7,240	2.9	29,673	11.7
492	1	.0	29,674	11.7
497	8,318	3.3	37,992	15.0
510	9,314	3.7	47,306	18.7
522	10,262	4.1	57,568	22.7
528	1	.0	57,569	22.7
532	10,705	4.2	68,274	27.0
538	2	.0	68,276	27.0
542	11,328	4.5	79,604	31.4
551	11,771	4.6	91,375	36.1
556	1	.0	91,376	36.1
560	12,531	4.9	103,907	41.0
568	12,755	5.0	116,662	46.1
576	12,916	5.1	129,578	51.2
584	13,117	5.2	142,695	56.4
592	13,226	5.2	155,921	61.6
601	13,292	5.2	169,213	66.8
609	13,016	5.1	182,229	72.0
618	12,170	4.8	194,399	76.8
628	11,497	4.5	205,896	81.3
638	10,726	4.2	216,622	85.6
649	9,532	3.8	226,154	89.3
661	8,117	3.2	234,271	92.5
675	6,569	2.6	240,840	95.1
692	5,108	2.0	245,948	97.1
713	3,499	1.4	249,447	98.5
715	1	.0	249,448	98.5
744	2,164	.9	251,612	99.4
770	1,580	.6	253,192	100.0

Table I-16: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	1,311	.7	1,311	.7
251	101	.1	1,412	.8
273	1	.0	1,413	.8
275	124	.1	1,537	.8
285	1	.0	1,538	.8
291	145	.1	1,683	.9
304	213	.1	1,896	1.0
309	1	.0	1,897	1.0
315	358	.2	2,255	1.2
324	560	.3	2,815	1.6
333	937	.5	3,752	2.1
341	1,406	.8	5,158	2.8
348	2,104	1.2	7,262	4.0
351	1	.0	7,263	4.0
355	2,985	1.6	10,248	5.7
361	4,192	2.3	14,440	8.0
367	5,844	3.2	20,284	11.2
373	7,812	4.3	28,096	15.5
379	9,786	5.4	37,882	20.9
384	12,071	6.7	49,953	27.6
390	14,304	7.9	64,257	35.5
396	16,060	8.9	80,317	44.3
401	17,114	9.4	97,431	53.8
407	16,871	9.3	114,302	63.1
413	15,592	8.6	129,894	71.7
420	13,534	7.5	143,428	79.1
426	11,084	6.1	154,512	85.2
433	8,756	4.8	163,268	90.1
440	6,562	3.6	169,830	93.7
444	1	.0	169,831	93.7
449	4,770	2.6	174,601	96.3
456	1	.0	174,602	96.3
460	3,245	1.8	177,847	98.1
480	2,095	1.2	179,942	99.3
600	1,313	.7	181,255	100.0

Table I-17: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	7,690	4.5	7,690	4.5
331	3,846	2.3	11,536	6.8
370	4,662	2.7	16,198	9.5
389	5,274	3.1	21,472	12.7
402	5,660	3.3	27,132	16.0
412	6,034	3.6	33,166	19.6
421	6,142	3.6	39,308	23.2
428	6,475	3.8	45,783	27.0
435	6,515	3.8	52,298	30.8
442	6,619	3.9	58,917	34.7
448	6,922	4.1	65,839	38.8
454	7,040	4.1	72,879	43.0
460	7,540	4.4	80,419	47.4
466	7,507	4.4	87,926	51.8
470	1	.0	87,927	51.8
472	7,913	4.7	95,840	56.5
478	8,007	4.7	103,847	61.2
484	8,180	4.8	112,027	66.0
490	8,303	4.9	120,330	70.9
496	8,001	4.7	128,331	75.6
503	7,829	4.6	136,160	80.3
507	1	.0	136,161	80.3
510	7,405	4.4	143,566	84.6
517	6,676	3.9	150,242	88.6
525	5,994	3.5	156,236	92.1
535	4,908	2.9	161,144	95.0
546	3,655	2.2	164,799	97.1
560	2,472	1.5	167,271	98.6
578	1,434	.8	168,705	99.4
604	654	.4	169,359	99.8
646	246	.1	169,605	100.0
690	41	.0	169,646	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	7,048	1.7	7,048	1.7
343	2,490	.6	9,538	2.3
374	3,260	.8	12,798	3.1
381	1	.0	12,799	3.1
391	3,887	.9	16,686	4.1
397	1	.0	16,687	4.1
404	4,584	1.1	21,271	5.2
414	5,371	1.3	26,642	6.5
418	1	.0	26,643	6.5
423	6,175	1.5	32,818	8.0
431	7,097	1.7	39,915	9.7
439	8,480	2.1	48,395	11.8
446	9,754	2.4	58,149	14.2
453	11,109	2.7	69,258	16.9
461	12,831	3.1	82,089	20.0
468	14,022	3.4	96,111	23.5
475	16,024	3.9	112,135	27.4
482	17,780	4.3	129,915	31.7
485	2	.0	129,917	31.7
490	19,196	4.7	149,113	36.4
497	21,261	5.2	170,374	41.6
499	1	.0	170,375	41.6
505	22,827	5.6	193,202	47.1
507	2	.0	193,204	47.1
513	24,570	6.0	217,774	53.1
515	1	.0	217,775	53.1
521	26,117	6.4	243,892	59.5
530	27,533	6.7	271,425	66.2
533	1	.0	271,426	66.2
540	28,221	6.9	299,647	73.1
544	3	.0	299,650	73.1
551	27,917	6.8	327,567	79.9
555	2	.0	327,569	79.9
561	25,637	6.3	353,206	86.2
567	1	.0	353,207	86.2
573	22,051	5.4	375,258	91.6
581	1	.0	375,259	91.6
587	16,311	4.0	391,570	95.6
603	10,268	2.5	401,838	98.1
617	2	.0	401,840	98.1

Table I-18: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
622	5,165	1.3	407,005	99.3
647	2,080	.5	409,085	99.8
686	610	.1	409,695	100.0
740	107	.0	409,802	100.0

Table I-19: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	3,337	1.4	3,337	1.4
310	585	.2	3,922	1.6
373	843	.4	4,765	2.0
398	1,165	.5	5,930	2.5
414	1,306	.5	7,236	3.0
427	1,651	.7	8,887	3.7
429	1	.0	8,888	3.7
437	1,873	.8	10,761	4.5
447	2,232	.9	12,993	5.4
455	2,622	1.1	15,615	6.5
463	3,119	1.3	18,734	7.8
469	1	.0	18,735	7.8
470	3,539	1.5	22,274	9.3
477	4,106	1.7	26,380	11.0
483	2	.0	26,382	11.0
484	4,811	2.0	31,193	13.0
490	3	.0	31,196	13.0
491	5,795	2.4	36,991	15.4
498	6,685	2.8	43,676	18.2
504	7,886	3.3	51,562	21.5
511	9,227	3.8	60,789	25.4
517	10,691	4.5	71,480	29.8
518	1	.0	71,481	29.8
524	12,912	5.4	84,393	35.2
526	1	.0	84,394	35.2
531	14,790	6.2	99,184	41.4
534	1	.0	99,185	41.4
539	16,772	7.0	115,957	48.4
543	2	.0	115,959	48.4
547	18,822	7.9	134,781	56.2
557	20,034	8.4	154,815	64.6
562	1	.0	154,816	64.6
566	20,528	8.6	175,344	73.2
577	19,737	8.2	195,081	81.4
584	3	.0	195,084	81.4
589	16,912	7.1	211,996	88.4
603	12,865	5.4	224,861	93.8
619	8,346	3.5	233,207	97.3
632	1	.0	233,208	97.3
637	4,303	1.8	237,511	99.1

Table I-19: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
657	1	.0	237,512	99.1
659	1,658	.7	239,170	99.8
696	452	.2	239,622	100.0
780	66	.0	239,688	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	5,248	2.1	5,248	2.1
320	368	.1	5,616	2.2
359	491	.2	6,107	2.4
383	687	.3	6,794	2.7
400	892	.4	7,686	3.0
415	1,067	.4	8,753	3.5
427	1,462	.6	10,215	4.0
439	1,637	.6	11,852	4.7
449	2,045	.8	13,897	5.5
458	2,441	1.0	16,338	6.5
467	2,846	1.1	19,184	7.6
475	3,264	1.3	22,448	8.9
479	1	.0	22,449	8.9
483	3,879	1.5	26,328	10.4
490	4,359	1.7	30,687	12.1
497	5,049	2.0	35,736	14.1
504	5,591	2.2	41,327	16.3
511	6,622	2.6	47,949	18.9
519	8,083	3.2	56,032	22.1
520	1	.0	56,033	22.1
526	9,930	3.9	65,963	26.1
528	1	.0	65,964	26.1
534	12,180	4.8	78,144	30.9
542	14,887	5.9	93,031	36.7
544	2	.0	93,033	36.7
551	18,407	7.3	111,440	44.0
560	21,413	8.5	132,853	52.5
571	24,207	9.6	157,060	62.0
584	25,219	10.0	182,279	72.0
599	23,640	9.3	205,919	81.3
608	1	.0	205,920	81.3
616	19,965	7.9	225,885	89.2
637	14,151	5.6	240,036	94.8
664	8,187	3.2	248,223	98.0
701	3,633	1.4	251,856	99.5
757	1,147	.5	253,003	99.9
782	1	.0	253,004	99.9
810	188	.1	253,192	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	1,184	.7	1,184	.7
232	121	.1	1,305	.7
239	147	.1	1,452	.8
243	178	.1	1,630	.9
247	241	.1	1,871	1.0
250	257	.1	2,128	1.2
253	296	.2	2,424	1.3
256	316	.2	2,740	1.5
259	316	.2	3,056	1.7
262	387	.2	3,443	1.9
265	461	.3	3,904	2.2
269	420	.2	4,324	2.4
273	429	.2	4,753	2.6
277	435	.2	5,188	2.9
279	71	.0	5,259	2.9
282	394	.2	5,653	3.1
284	67	.0	5,720	3.2
287	315	.2	6,035	3.3
288	137	.1	6,172	3.4
291	268	.1	6,440	3.6
292	83	.0	6,523	3.6
295	179	.1	6,702	3.7
296	224	.1	6,926	3.8
298	197	.1	7,123	3.9
299	176	.1	7,299	4.0
300	27	.0	7,326	4.0
301	204	.1	7,530	4.2
302	71	.0	7,601	4.2
304	310	.2	7,911	4.4
306	102	.1	8,013	4.4
307	219	.1	8,232	4.5
309	190	.1	8,422	4.6
310	217	.1	8,639	4.8
311	115	.1	8,754	4.8
312	103	.1	8,857	4.9
313	16	.0	8,873	4.9
314	286	.2	9,159	5.1
315	267	.1	9,426	5.2
317	49	.0	9,475	5.2
318	583	.3	10,058	5.5

Table I-21: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
319	14	.0	10,072	5.6
320	23	.0	10,095	5.6
321	316	.2	10,411	5.7
322	315	.2	10,726	5.9
323	30	.0	10,756	5.9
324	437	.2	11,193	6.2
325	107	.1	11,300	6.2
327	450	.2	11,750	6.5
328	447	.2	12,197	6.7
329	48	.0	12,245	6.8
330	291	.2	12,536	6.9
331	199	.1	12,735	7.0
332	528	.3	13,263	7.3
333	351	.2	13,614	7.5
334	301	.2	13,915	7.7
335	77	.0	13,992	7.7
336	543	.3	14,535	8.0
337	790	.4	15,325	8.5
338	55	.0	15,380	8.5
339	128	.1	15,508	8.6
340	580	.3	16,088	8.9
341	868	.5	16,956	9.4
342	304	.2	17,260	9.5
343	267	.1	17,527	9.7
344	639	.4	18,166	10.0
345	582	.3	18,748	10.3
346	692	.4	19,440	10.7
347	190	.1	19,630	10.8
348	730	.4	20,360	11.2
349	142	.1	20,502	11.3
350	1,413	.8	21,915	12.1
352	914	.5	22,829	12.6
353	441	.2	23,270	12.8
354	631	.3	23,901	13.2
355	1,156	.6	25,057	13.8
356	264	.1	25,321	14.0
357	853	.5	26,174	14.4
358	891	.5	27,065	14.9
359	1,313	.7	28,378	15.7
360	543	.3	28,921	16.0

Table I-21: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
361	5	.0	28,926	16.0
362	1,057	.6	29,983	16.5
363	854	.5	30,837	17.0
364	1,761	1.0	32,598	18.0
365	282	.2	32,880	18.1
366	1,045	.6	33,925	18.7
367	309	.2	34,234	18.9
368	2,160	1.2	36,394	20.1
369	821	.5	37,215	20.5
370	671	.4	37,886	20.9
371	727	.4	38,613	21.3
372	1,459	.8	40,072	22.1
373	1,929	1.1	42,001	23.2
374	1,677	.9	43,678	24.1
375	23	.0	43,701	24.1
376	621	.3	44,322	24.5
377	1,019	.6	45,341	25.0
378	2,439	1.3	47,780	26.4
379	1,355	.7	49,135	27.1
380	1,632	.9	50,767	28.0
381	44	.0	50,811	28.0
382	1,461	.8	52,272	28.8
383	1,360	.8	53,632	29.6
384	1,884	1.0	55,516	30.6
385	1,735	1.0	57,251	31.6
386	1,652	.9	58,903	32.5
387	1,361	.8	60,264	33.2
388	1,756	1.0	62,020	34.2
390	3,149	1.7	65,169	36.0
391	2,366	1.3	67,535	37.3
392	555	.3	68,090	37.6
393	1,591	.9	69,681	38.4
394	1,482	.8	71,163	39.3
395	2,634	1.5	73,797	40.7
396	3,091	1.7	76,888	42.4
397	722	.4	77,610	42.8
398	100	.1	77,710	42.9
399	1,927	1.1	79,637	43.9
400	2,591	1.4	82,228	45.4
401	1,762	1.0	83,990	46.3

Table I-21: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
402	3,416	1.9	87,406	48.2
403	36	.0	87,442	48.2
404	503	.3	87,945	48.5
405	1,623	.9	89,568	49.4
406	2,729	1.5	92,297	50.9
407	3,273	1.8	95,570	52.7
408	1,970	1.1	97,540	53.8
409	650	.4	98,190	54.2
411	1,824	1.0	100,014	55.2
412	3,515	1.9	103,529	57.1
413	2,894	1.6	106,423	58.7
414	1,974	1.1	108,397	59.8
415	111	.1	108,508	59.9
416	419	.2	108,927	60.1
418	5,203	2.9	114,130	63.0
419	2,427	1.3	116,557	64.3
420	141	.1	116,698	64.4
421	1,936	1.1	118,634	65.5
422	28	.0	118,662	65.5
424	5,375	3.0	124,037	68.4
425	988	.5	125,025	69.0
426	1,769	1.0	126,794	70.0
427	3	.0	126,797	70.0
429	1,339	.7	128,136	70.7
430	3,558	2.0	131,694	72.7
431	2,021	1.1	133,715	73.8
433	1,310	.7	135,025	74.5
434	448	.2	135,473	74.7
436	1,726	1.0	137,199	75.7
437	2,984	1.6	140,183	77.3
438	1,700	.9	141,883	78.3
440	164	.1	142,047	78.4
442	2,931	1.6	144,978	80.0
443	16	.0	144,994	80.0
444	3	.0	144,997	80.0
445	2,367	1.3	147,364	81.3
447	1,173	.6	148,537	81.9
448	2,843	1.6	151,380	83.5
452	52	.0	151,432	83.5
453	2,065	1.1	153,497	84.7

Table I-21: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
454	22	.0	153,519	84.7
455	2,545	1.4	156,064	86.1
457	59	.0	156,123	86.1
458	685	.4	156,808	86.5
461	100	.1	156,908	86.6
462	2,499	1.4	159,407	87.9
463	34	.0	159,441	88.0
464	1,037	.6	160,478	88.5
465	143	.1	160,621	88.6
466	15	.0	160,636	88.6
469	182	.1	160,818	88.7
470	57	.0	160,875	88.8
471	2,073	1.1	162,948	89.9
474	339	.2	163,287	90.1
476	108	.1	163,395	90.1
479	50	.0	163,445	90.2
481	716	.4	164,161	90.6
482	1,446	.8	165,607	91.4
484	99	.1	165,706	91.4
486	337	.2	166,043	91.6
490	175	.1	166,218	91.7
492	577	.3	166,795	92.0
498	1,698	.9	168,493	93.0
504	1,242	.7	169,735	93.6
508	327	.2	170,062	93.8
510	1,571	.9	171,633	94.7
517	1,872	1.0	173,505	95.7
524	2,021	1.1	175,526	96.8
533	2,056	1.1	177,582	98.0
544	1,803	1.0	179,385	99.0
560	1,235	.7	180,620	99.6
570	635	.4	181,255	100.0

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	1,215	.7	1,215	.7
256	108	.1	1,323	.8
295	196	.1	1,519	.9
299	117	.1	1,636	1.0
301	96	.1	1,732	1.0
309	255	.2	1,987	1.2
311	137	.1	2,124	1.3
315	110	.1	2,234	1.3
318	410	.2	2,644	1.6
324	237	.1	2,881	1.7
325	322	.2	3,203	1.9
328	72	.0	3,275	1.9
331	574	.3	3,849	2.3
332	53	.0	3,902	2.3
335	30	.0	3,932	2.3
336	617	.4	4,549	2.7
337	224	.1	4,773	2.8
338	26	.0	4,799	2.8
341	788	.5	5,587	3.3
343	302	.2	5,889	3.5
344	97	.1	5,986	3.5
346	2	.0	5,988	3.5
347	978	.6	6,966	4.1
348	429	.3	7,395	4.4
349	3	.0	7,398	4.4
351	7	.0	7,405	4.4
353	1,721	1.0	9,126	5.4
354	6	.0	9,132	5.4
356	89	.1	9,221	5.4
357	2	.0	9,223	5.4
358	123	.1	9,346	5.5
359	1,996	1.2	11,342	6.7
362	5	.0	11,347	6.7
363	92	.1	11,439	6.7
365	2,143	1.3	13,582	8.0
367	147	.1	13,729	8.1
369	66	.0	13,795	8.1
370	114	.1	13,909	8.2
371	866	.5	14,775	8.7
372	1,283	.8	16,058	9.5

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
373	48	.0	16,106	9.5
374	193	.1	16,299	9.6
377	118	.1	16,417	9.7
378	821	.5	17,238	10.2
379	1,153	.7	18,391	10.8
380	284	.2	18,675	11.0
383	113	.1	18,788	11.1
385	370	.2	19,158	11.3
386	1,042	.6	20,200	11.9
387	62	.0	20,262	11.9
388	783	.5	21,045	12.4
390	564	.3	21,609	12.7
391	61	.0	21,670	12.8
392	407	.2	22,077	13.0
393	193	.1	22,270	13.1
394	540	.3	22,810	13.4
396	851	.5	23,661	13.9
397	27	.0	23,688	14.0
398	404	.2	24,092	14.2
399	945	.6	25,037	14.8
400	65	.0	25,102	14.8
402	895	.5	25,997	15.3
403	755	.4	26,752	15.8
405	967	.6	27,719	16.3
406	35	.0	27,754	16.4
407	106	.1	27,860	16.4
408	1,835	1.1	29,695	17.5
409	224	.1	29,919	17.6
410	959	.6	30,878	18.2
411	21	.0	30,899	18.2
413	214	.1	31,113	18.3
414	1,998	1.2	33,111	19.5
415	1,772	1.0	34,883	20.6
416	164	.1	35,047	20.7
417	9	.0	35,056	20.7
418	281	.2	35,337	20.8
419	106	.1	35,443	20.9
420	1,578	.9	37,021	21.8
421	2,893	1.7	39,914	23.5
422	268	.2	40,182	23.7

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
423	383	.2	40,565	23.9
424	226	.1	40,791	24.0
425	654	.4	41,445	24.4
426	1,536	.9	42,981	25.3
427	2,166	1.3	45,147	26.6
428	918	.5	46,065	27.2
429	706	.4	46,771	27.6
430	111	.1	46,882	27.6
431	868	.5	47,750	28.1
432	637	.4	48,387	28.5
433	3,648	2.2	52,035	30.7
434	4	.0	52,039	30.7
435	1,250	.7	53,289	31.4
436	2	.0	53,291	31.4
437	1,691	1.0	54,982	32.4
438	1,021	.6	56,003	33.0
439	1,233	.7	57,236	33.7
440	1,642	1.0	58,878	34.7
441	2,582	1.5	61,460	36.2
443	1,391	.8	62,851	37.0
444	1,236	.7	64,087	37.8
445	67	.0	64,154	37.8
446	1,809	1.1	65,963	38.9
447	1,756	1.0	67,719	39.9
448	1,740	1.0	69,459	40.9
449	1,143	.7	70,602	41.6
450	2,779	1.6	73,381	43.3
451	136	.1	73,517	43.3
452	841	.5	74,358	43.8
453	2,049	1.2	76,407	45.0
454	1,449	.9	77,856	45.9
455	502	.3	78,358	46.2
456	1,873	1.1	80,231	47.3
457	1,261	.7	81,492	48.0
458	2,308	1.4	83,800	49.4
459	43	.0	83,843	49.4
460	2,059	1.2	85,902	50.6
461	1,849	1.1	87,751	51.7
462	1,073	.6	88,824	52.4
463	1,264	.7	90,088	53.1

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
464	1,944	1.1	92,032	54.2
465	1,042	.6	93,074	54.9
466	1,699	1.0	94,773	55.9
467	1,647	1.0	96,420	56.8
468	1,103	.7	97,523	57.5
469	452	.3	97,975	57.8
470	1,962	1.2	99,937	58.9
471	1,077	.6	101,014	59.5
472	376	.2	101,390	59.8
473	3,388	2.0	104,778	61.8
474	592	.3	105,370	62.1
475	5	.0	105,375	62.1
476	2,626	1.5	108,001	63.7
477	1,299	.8	109,300	64.4
478	904	.5	110,204	65.0
479	1,567	.9	111,771	65.9
480	291	.2	112,062	66.1
481	3,185	1.9	115,247	67.9
482	14	.0	115,261	67.9
483	1,037	.6	116,298	68.6
484	2,543	1.5	118,841	70.1
486	1,043	.6	119,884	70.7
487	2,076	1.2	121,960	71.9
488	40	.0	122,000	71.9
489	2,103	1.2	124,103	73.2
490	1,094	.6	125,197	73.8
492	2,483	1.5	127,680	75.3
493	367	.2	128,047	75.5
494	410	.2	128,457	75.7
495	2,440	1.4	130,897	77.2
496	1	.0	130,898	77.2
497	1,522	.9	132,420	78.1
498	1,401	.8	133,821	78.9
499	117	.1	133,938	79.0
500	2,090	1.2	136,028	80.2
501	534	.3	136,562	80.5
503	2,292	1.4	138,854	81.8
504	340	.2	139,194	82.0
505	78	.0	139,272	82.1
506	2,140	1.3	141,412	83.4

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
507	126	.1	141,538	83.4
508	1,232	.7	142,770	84.2
509	1,114	.7	143,884	84.8
510	136	.1	144,020	84.9
511	1,070	.6	145,090	85.5
512	478	.3	145,568	85.8
513	833	.5	146,401	86.3
514	1,464	.9	147,865	87.2
516	153	.1	148,018	87.3
517	1,953	1.2	149,971	88.4
518	181	.1	150,152	88.5
519	769	.5	150,921	89.0
520	833	.5	151,754	89.5
521	565	.3	152,319	89.8
522	691	.4	153,010	90.2
524	984	.6	153,994	90.8
525	735	.4	154,729	91.2
526	315	.2	155,044	91.4
527	217	.1	155,261	91.5
528	1,538	.9	156,799	92.4
529	283	.2	157,082	92.6
531	822	.5	157,904	93.1
532	772	.5	158,676	93.5
534	1,159	.7	159,835	94.2
535	125	.1	159,960	94.3
537	1,226	.7	161,186	95.0
538	395	.2	161,581	95.2
539	23	.0	161,604	95.3
540	1,203	.7	162,807	96.0
543	410	.2	163,217	96.2
544	733	.4	163,950	96.6
546	720	.4	164,670	97.1
548	54	.0	164,724	97.1
549	643	.4	165,367	97.5
550	505	.3	165,872	97.8
554	542	.3	166,414	98.1
555	533	.3	166,947	98.4
557	3	.0	166,950	98.4
558	528	.3	167,478	98.7
559	145	.1	167,623	98.8

Table I-22: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
562	394	.2	168,017	99.0
564	501	.3	168,518	99.3
572	412	.2	168,930	99.6
573	11	.0	168,941	99.6
575	211	.1	169,152	99.7
584	49	.0	169,201	99.7
585	237	.1	169,438	99.9
600	88	.1	169,526	99.9
610	120	.1	169,646	100.0

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	3,315	.8	3,315	.8
282	835	.2	4,150	1.0
285	308	.1	4,458	1.1
295	1	.0	4,459	1.1
312	1,305	.3	5,764	1.4
313	346	.1	6,110	1.5
318	378	.1	6,488	1.6
323	1	.0	6,489	1.6
326	345	.1	6,834	1.7
327	1,707	.4	8,541	2.1
335	267	.1	8,808	2.1
338	2,137	.5	10,945	2.7
341	223	.1	11,168	2.7
345	367	.1	11,535	2.8
347	762	.2	12,297	3.0
348	2,299	.6	14,596	3.6
351	106	.0	14,702	3.6
355	86	.0	14,788	3.6
357	2,283	.6	17,071	4.2
358	59	.0	17,130	4.2
359	393	.1	17,523	4.3
361	42	.0	17,565	4.3
362	846	.2	18,411	4.5
364	37	.0	18,448	4.5
365	1	.0	18,449	4.5
366	2,051	.5	20,500	5.0
367	331	.1	20,831	5.1
370	24	.0	20,855	5.1
373	14	.0	20,869	5.1
374	1,429	.3	22,298	5.4
375	2,423	.6	24,721	6.0
378	7	.0	24,728	6.0
379	180	.0	24,908	6.1
381	11	.0	24,919	6.1
383	153	.0	25,072	6.1
384	2,670	.7	27,742	6.8
387	129	.0	27,871	6.8
388	633	.2	28,504	7.0
390	998	.2	29,502	7.2
391	90	.0	29,592	7.2

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
393	2,283	.6	31,875	7.8
394	56	.0	31,931	7.8
395	14	.0	31,945	7.8
397	683	.2	32,628	8.0
399	15	.0	32,643	8.0
400	32	.0	32,675	8.0
401	1,353	.3	34,028	8.3
402	1,360	.3	35,388	8.6
403	2,165	.5	37,553	9.2
404	8	.0	37,561	9.2
405	14	.0	37,575	9.2
408	12	.0	37,587	9.2
409	410	.1	37,997	9.3
410	1	.0	37,998	9.3
411	2,787	.7	40,785	10.0
412	977	.2	41,762	10.2
413	657	.2	42,419	10.4
414	2	.0	42,421	10.4
415	1,411	.3	43,832	10.7
416	5	.0	43,837	10.7
417	221	.1	44,058	10.8
418	908	.2	44,966	11.0
420	2,849	.7	47,815	11.7
423	1,470	.4	49,285	12.0
424	774	.2	50,059	12.2
425	1,923	.5	51,982	12.7
426	83	.0	52,065	12.7
427	2	.0	52,067	12.7
428	590	.1	52,657	12.8
429	2,458	.6	55,115	13.4
430	1,252	.3	56,367	13.8
431	1	.0	56,368	13.8
432	446	.1	56,814	13.9
433	1,712	.4	58,526	14.3
434	2,033	.5	60,559	14.8
435	1,472	.4	62,031	15.1
437	18	.0	62,049	15.1
438	2,333	.6	64,382	15.7
439	944	.2	65,326	15.9
440	1,819	.4	67,145	16.4

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
441	194	.0	67,339	16.4
442	2,126	.5	69,465	17.0
443	2,848	.7	72,313	17.6
444	128	.0	72,441	17.7
445	1,473	.4	73,914	18.0
446	15	.0	73,929	18.0
447	2,002	.5	75,931	18.5
449	3,733	.9	79,664	19.4
450	544	.1	80,208	19.6
451	2,199	.5	82,407	20.1
452	1,994	.5	84,401	20.6
453	1,451	.4	85,852	20.9
454	2,058	.5	87,910	21.5
455	45	.0	87,955	21.5
456	1,217	.3	89,172	21.8
457	959	.2	90,131	22.0
458	4,428	1.1	94,559	23.1
460	3,051	.7	97,610	23.8
461	1,937	.5	99,547	24.3
462	1,633	.4	101,180	24.7
463	3,013	.7	104,193	25.4
464	141	.0	104,334	25.5
466	2,642	.6	106,976	26.1
467	4,632	1.1	111,608	27.2
468	426	.1	112,034	27.3
469	3,145	.8	115,179	28.1
470	1,339	.3	116,518	28.4
471	2,465	.6	118,983	29.0
472	3,623	.9	122,606	29.9
473	43	.0	122,649	29.9
474	259	.1	122,908	30.0
475	2,835	.7	125,743	30.7
476	5,128	1.3	130,871	31.9
477	975	.2	131,846	32.2
478	3,389	.8	135,235	33.0
479	866	.2	136,101	33.2
480	3,191	.8	139,292	34.0
481	3,989	1.0	143,281	35.0
483	639	.2	143,920	35.1
484	3,690	.9	147,610	36.0

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
485	4,206	1.0	151,816	37.0
486	1,771	.4	153,587	37.5
487	2,186	.5	155,773	38.0
488	1,231	.3	157,004	38.3
489	3,857	.9	160,861	39.3
490	4,571	1.1	165,432	40.4
492	1,155	.3	166,587	40.7
493	4,432	1.1	171,019	41.7
494	3,357	.8	174,376	42.6
495	2,729	.7	177,105	43.2
496	2,532	.6	179,637	43.8
497	18	.0	179,655	43.8
498	5,327	1.3	184,982	45.1
499	2,340	.6	187,322	45.7
500	1,487	.4	188,809	46.1
501	1,935	.5	190,744	46.5
502	5,134	1.3	195,878	47.8
503	94	.0	195,972	47.8
504	5,315	1.3	201,287	49.1
505	3,273	.8	204,560	49.9
506	67	.0	204,627	49.9
507	3,421	.8	208,048	50.8
508	4,278	1.0	212,326	51.8
510	4,301	1.0	216,627	52.9
511	4,751	1.2	221,378	54.0
513	4,870	1.2	226,248	55.2
514	3,292	.8	229,540	56.0
515	133	.0	229,673	56.0
516	4,724	1.2	234,397	57.2
517	2,649	.6	237,046	57.8
518	1,329	.3	238,375	58.2
519	3,794	.9	242,169	59.1
520	2,817	.7	244,986	59.8
522	5,476	1.3	250,462	61.1
523	2,463	.6	252,925	61.7
524	303	.1	253,228	61.8
525	4,908	1.2	258,136	63.0
526	3,289	.8	261,425	63.8
528	6,247	1.5	267,672	65.3
529	937	.2	268,609	65.5

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
530	761	.2	269,370	65.7
531	6,463	1.6	275,833	67.3
533	2,642	.6	278,475	68.0
534	4,996	1.2	283,471	69.2
535	115	.0	283,586	69.2
536	2,273	.6	285,859	69.8
537	3,865	.9	289,724	70.7
538	1,664	.4	291,388	71.1
539	2,408	.6	293,796	71.7
540	3,536	.9	297,332	72.6
541	327	.1	297,659	72.6
542	3,553	.9	301,212	73.5
543	1,420	.3	302,632	73.8
544	2,353	.6	304,985	74.4
545	4,689	1.1	309,674	75.6
547	763	.2	310,437	75.8
548	6,592	1.6	317,029	77.4
551	5,235	1.3	322,264	78.6
552	1,560	.4	323,824	79.0
553	456	.1	324,280	79.1
554	5,193	1.3	329,473	80.4
557	4,266	1.0	333,739	81.4
558	2,352	.6	336,091	82.0
559	1	.0	336,092	82.0
560	3,553	.9	339,645	82.9
561	212	.1	339,857	82.9
562	3,051	.7	342,908	83.7
563	3,372	.8	346,280	84.5
565	1,310	.3	347,590	84.8
566	2,610	.6	350,200	85.5
567	1,689	.4	351,889	85.9
568	1,543	.4	353,432	86.2
569	530	.1	353,962	86.4
570	2,718	.7	356,680	87.0
571	1,783	.4	358,463	87.5
573	1,339	.3	359,802	87.8
574	4,460	1.1	364,262	88.9
575	1	.0	364,263	88.9
577	2,159	.5	366,422	89.4
579	2,223	.5	368,645	90.0

Table I-23: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
580	1,604	.4	370,249	90.3
581	2,039	.5	372,288	90.8
583	581	.1	372,869	91.0
584	1	.0	372,870	91.0
585	4,552	1.1	377,422	92.1
588	810	.2	378,232	92.3
589	2,181	.5	380,413	92.8
590	485	.1	380,898	92.9
591	955	.2	381,853	93.2
592	1,325	.3	383,178	93.5
594	3,252	.8	386,430	94.3
597	1,352	.3	387,782	94.6
598	98	.0	387,880	94.7
599	1,851	.5	389,731	95.1
601	1,642	.4	391,373	95.5
602	739	.2	392,112	95.7
603	10	.0	392,122	95.7
605	1,860	.5	393,982	96.1
606	1,494	.4	395,476	96.5
608	201	.0	395,677	96.6
609	1,971	.5	397,648	97.0
613	24	.0	397,672	97.0
614	2,199	.5	399,871	97.6
617	1,030	.3	400,901	97.8
619	2,250	.5	403,151	98.4
620	369	.1	403,520	98.5
623	52	.0	403,572	98.5
626	2,095	.5	405,667	99.0
635	635	.2	406,302	99.1
637	1,738	.4	408,040	99.6
650	153	.0	408,193	99.6
655	1,101	.3	409,294	99.9
670	508	.1	409,802	100.0

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	2,840	1.2	2,840	1.2
313	187	.1	3,027	1.3
318	389	.2	3,416	1.4
335	226	.1	3,642	1.5
344	529	.2	4,171	1.7
348	224	.1	4,395	1.8
356	180	.1	4,575	1.9
357	165	.1	4,740	2.0
362	666	.3	5,406	2.3
364	131	.1	5,537	2.3
369	1	.0	5,538	2.3
370	104	.0	5,642	2.4
375	56	.0	5,698	2.4
376	791	.3	6,489	2.7
378	180	.1	6,669	2.8
380	53	.0	6,722	2.8
382	277	.1	6,999	2.9
384	48	.0	7,047	2.9
388	930	.4	7,977	3.3
391	175	.1	8,152	3.4
392	20	.0	8,172	3.4
394	1	.0	8,173	3.4
396	23	.0	8,196	3.4
400	1,473	.6	9,669	4.0
404	325	.1	9,994	4.2
407	146	.1	10,140	4.2
408	18	.0	10,158	4.2
411	912	.4	11,070	4.6
413	101	.0	11,171	4.7
414	481	.2	11,652	4.9
415	10	.0	11,662	4.9
417	317	.1	11,979	5.0
418	71	.0	12,050	5.0
419	9	.0	12,059	5.0
422	1,301	.5	13,360	5.6
423	56	.0	13,416	5.6
426	765	.3	14,181	5.9
427	5	.0	14,186	5.9
428	36	.0	14,222	5.9
430	1	.0	14,223	5.9

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
432	21	.0	14,244	5.9
433	220	.1	14,464	6.0
434	706	.3	15,170	6.3
435	455	.2	15,625	6.5
436	556	.2	16,181	6.8
437	5	.0	16,186	6.8
438	619	.3	16,805	7.0
439	159	.1	16,964	7.1
440	7	.0	16,971	7.1
443	2	.0	16,973	7.1
444	568	.2	17,541	7.3
446	558	.2	18,099	7.6
447	8	.0	18,107	7.6
448	636	.3	18,743	7.8
449	1,366	.6	20,109	8.4
451	407	.2	20,516	8.6
454	65	.0	20,581	8.6
455	2	.0	20,583	8.6
457	321	.1	20,904	8.7
458	1,160	.5	22,064	9.2
460	1,455	.6	23,519	9.8
461	786	.3	24,305	10.1
462	284	.1	24,589	10.3
463	2	.0	24,591	10.3
465	580	.2	25,171	10.5
466	25	.0	25,196	10.5
467	191	.1	25,387	10.6
470	1,111	.5	26,498	11.1
471	1,482	.6	27,980	11.7
472	593	.2	28,573	11.9
473	871	.4	29,444	12.3
475	89	.0	29,533	12.3
476	385	.2	29,918	12.5
477	766	.3	30,684	12.8
479	79	.0	30,763	12.8
481	329	.1	31,092	13.0
482	1,862	.8	32,954	13.7
483	727	.3	33,681	14.1
484	1,461	.6	35,142	14.7
485	260	.1	35,402	14.8

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
487	43	.0	35,445	14.8
488	778	.3	36,223	15.1
489	1,245	.5	37,468	15.6
491	26	.0	37,494	15.6
493	1,920	.8	39,414	16.4
494	760	.3	40,174	16.8
495	2,114	.9	42,288	17.6
496	318	.1	42,606	17.8
497	152	.1	42,758	17.8
498	472	.2	43,230	18.0
500	2,127	.9	45,357	18.9
501	90	.0	45,447	19.0
502	405	.2	45,852	19.1
504	1,274	.5	47,126	19.7
505	894	.4	48,020	20.0
506	2,304	1.0	50,324	21.0
507	976	.4	51,300	21.4
508	213	.1	51,513	21.5
509	815	.3	52,328	21.8
510	289	.1	52,617	22.0
511	2,581	1.1	55,198	23.0
512	45	.0	55,243	23.0
513	653	.3	55,896	23.3
514	236	.1	56,132	23.4
516	2,416	1.0	58,548	24.4
517	2,343	1.0	60,891	25.4
518	444	.2	61,335	25.6
519	864	.4	62,199	25.9
520	23	.0	62,222	26.0
521	1,786	.7	64,008	26.7
522	1,476	.6	65,484	27.3
523	1,390	.6	66,874	27.9
524	19	.0	66,893	27.9
525	1,492	.6	68,385	28.5
526	121	.1	68,506	28.6
527	1,520	.6	70,026	29.2
528	1,084	.5	71,110	29.7
529	2,954	1.2	74,064	30.9
530	321	.1	74,385	31.0
531	706	.3	75,091	31.3

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
532	1,481	.6	76,572	31.9
533	1,132	.5	77,704	32.4
534	1,710	.7	79,414	33.1
535	1,270	.5	80,684	33.7
536	1,669	.7	82,353	34.4
537	764	.3	83,117	34.7
538	2	.0	83,119	34.7
539	1,819	.8	84,938	35.4
540	3,001	1.3	87,939	36.7
541	1,535	.6	89,474	37.3
543	2,254	.9	91,728	38.3
544	1,974	.8	93,702	39.1
546	1,724	.7	95,426	39.8
547	2,877	1.2	98,303	41.0
548	1,815	.8	100,118	41.8
550	1	.0	100,119	41.8
551	4,758	2.0	104,877	43.8
552	900	.4	105,777	44.1
553	1,188	.5	106,965	44.6
555	4,697	2.0	111,662	46.6
556	214	.1	111,876	46.7
557	20	.0	111,896	46.7
558	1,383	.6	113,279	47.3
559	5,161	2.2	118,440	49.4
560	169	.1	118,609	49.5
561	239	.1	118,848	49.6
562	14	.0	118,862	49.6
563	5,759	2.4	124,621	52.0
564	110	.0	124,731	52.0
565	864	.4	125,595	52.4
567	5,558	2.3	131,153	54.7
568	9	.0	131,162	54.7
569	63	.0	131,225	54.7
570	2,525	1.1	133,750	55.8
571	4,187	1.7	137,937	57.5
572	1	.0	137,938	57.5
574	1,017	.4	138,955	58.0
575	5,367	2.2	144,322	60.2
577	476	.2	144,798	60.4
578	844	.4	145,642	60.8

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
579	4,008	1.7	149,650	62.4
580	1,432	.6	151,082	63.0
582	2,208	.9	153,290	64.0
583	2,654	1.1	155,944	65.1
584	1,480	.6	157,424	65.7
585	93	.0	157,517	65.7
586	1,953	.8	159,470	66.5
587	2,113	.9	161,583	67.4
588	2,301	1.0	163,884	68.4
590	1,421	.6	165,305	69.0
591	2,379	1.0	167,684	70.0
592	1,776	.7	169,460	70.7
593	697	.3	170,157	71.0
594	2,893	1.2	173,050	72.2
596	2,087	.9	175,137	73.1
597	852	.4	175,989	73.4
598	2,487	1.0	178,476	74.5
599	2,103	.9	180,579	75.3
600	1	.0	180,580	75.3
601	922	.4	181,502	75.7
602	1,714	.7	183,216	76.4
603	2,514	1.0	185,730	77.5
605	1,070	.4	186,800	77.9
606	1,511	.6	188,311	78.6
607	1,931	.8	190,242	79.4
608	455	.2	190,697	79.6
609	1,216	.5	191,913	80.1
610	1,096	.5	193,009	80.5
611	1,851	.8	194,860	81.3
612	228	.1	195,088	81.4
613	1,351	.6	196,439	82.0
614	234	.1	196,673	82.1
615	2,568	1.1	199,241	83.1
616	34	.0	199,275	83.1
617	1,672	.7	200,947	83.8
619	1,470	.6	202,417	84.5
620	778	.3	203,195	84.8
621	1,451	.6	204,646	85.4
622	381	.2	205,027	85.5
623	1,374	.6	206,401	86.1

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
624	1,610	.7	208,011	86.8
626	445	.2	208,456	87.0
627	457	.2	208,913	87.2
628	2,756	1.1	211,669	88.3
631	537	.2	212,206	88.5
632	1,797	.7	214,003	89.3
633	866	.4	214,869	89.6
634	2	.0	214,871	89.6
635	610	.3	215,481	89.9
636	1,452	.6	216,933	90.5
638	628	.3	217,561	90.8
639	731	.3	218,292	91.1
640	1,504	.6	219,796	91.7
643	835	.3	220,631	92.0
645	1,602	.7	222,233	92.7
646	968	.4	223,201	93.1
649	3	.0	223,204	93.1
650	1,988	.8	225,192	94.0
651	74	.0	225,266	94.0
653	260	.1	225,526	94.1
654	1,109	.5	226,635	94.6
656	740	.3	227,375	94.9
657	10	.0	227,385	94.9
658	1,177	.5	228,562	95.4
661	3	.0	228,565	95.4
662	1,711	.7	230,276	96.1
663	139	.1	230,415	96.1
665	1	.0	230,416	96.1
666	1,282	.5	231,698	96.7
669	28	.0	231,726	96.7
670	1,675	.7	233,401	97.4
673	7	.0	233,408	97.4
675	1,261	.5	234,669	97.9
680	1,078	.4	235,747	98.4
681	203	.1	235,950	98.4
682	58	.0	236,008	98.5
685	1,055	.4	237,063	98.9
692	903	.4	237,966	99.3
699	114	.0	238,080	99.3
700	670	.3	238,750	99.6

Table I-24: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
703	19	.0	238,769	99.6
710	508	.2	239,277	99.8
729	288	.1	239,565	99.9
732	123	.1	239,688	100.0

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	4,737	1.9	4,737	1.9
296	248	.1	4,985	2.0
303	1	.0	4,986	2.0
322	382	.2	5,368	2.1
329	301	.1	5,669	2.2
343	233	.1	5,902	2.3
345	314	.1	6,216	2.5
355	331	.1	6,547	2.6
361	470	.2	7,017	2.8
363	305	.1	7,322	2.9
370	252	.1	7,574	3.0
376	213	.1	7,787	3.1
377	293	.1	8,080	3.2
380	490	.2	8,570	3.4
381	134	.1	8,704	3.4
382	308	.1	9,012	3.6
384	1	.0	9,013	3.6
386	128	.1	9,141	3.6
390	65	.0	9,206	3.6
392	318	.1	9,524	3.8
393	549	.2	10,073	4.0
395	58	.0	10,131	4.0
399	43	.0	10,174	4.0
401	371	.1	10,545	4.2
403	347	.1	10,892	4.3
404	497	.2	11,389	4.5
407	34	.0	11,423	4.5
411	344	.1	11,767	4.6
414	861	.3	12,628	5.0
415	384	.2	13,012	5.1
417	269	.1	13,281	5.2
419	13	.0	13,294	5.3
423	214	.1	13,508	5.3
424	19	.0	13,527	5.3
425	829	.3	14,356	5.7
428	185	.1	14,541	5.7
429	14	.0	14,555	5.7
431	475	.2	15,030	5.9
433	123	.0	15,153	6.0
434	548	.2	15,701	6.2

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
435	345	.1	16,046	6.3
436	279	.1	16,325	6.4
438	89	.0	16,414	6.5
439	11	.0	16,425	6.5
441	507	.2	16,932	6.7
442	64	.0	16,996	6.7
445	13	.0	17,009	6.7
446	327	.1	17,336	6.8
448	576	.2	17,912	7.1
449	701	.3	18,613	7.4
450	632	.2	19,245	7.6
452	5	.0	19,250	7.6
454	15	.0	19,265	7.6
456	477	.2	19,742	7.8
457	249	.1	19,991	7.9
458	10	.0	20,001	7.9
459	574	.2	20,575	8.1
460	637	.3	21,212	8.4
461	6	.0	21,218	8.4
462	375	.1	21,593	8.5
463	717	.3	22,310	8.8
466	113	.0	22,423	8.9
467	309	.1	22,732	9.0
468	729	.3	23,461	9.3
469	566	.2	24,027	9.5
470	167	.1	24,194	9.6
471	3	.0	24,197	9.6
472	240	.1	24,437	9.7
474	1,670	.7	26,107	10.3
475	683	.3	26,790	10.6
476	175	.1	26,965	10.7
479	473	.2	27,438	10.8
481	755	.3	28,193	11.1
482	931	.4	29,124	11.5
484	761	.3	29,885	11.8
485	1,027	.4	30,912	12.2
486	569	.2	31,481	12.4
487	99	.0	31,580	12.5
488	917	.4	32,497	12.8
489	57	.0	32,554	12.9

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
490	339	.1	32,893	13.0
491	430	.2	33,323	13.2
493	1,125	.4	34,448	13.6
494	865	.3	35,313	13.9
495	1,936	.8	37,249	14.7
497	32	.0	37,281	14.7
499	1,968	.8	39,249	15.5
500	261	.1	39,510	15.6
501	27	.0	39,537	15.6
503	1,153	.5	40,690	16.1
504	1,205	.5	41,895	16.5
505	2,034	.8	43,929	17.4
506	511	.2	44,440	17.6
507	43	.0	44,483	17.6
508	156	.1	44,639	17.6
509	1,969	.8	46,608	18.4
510	1,155	.5	47,763	18.9
512	120	.0	47,883	18.9
513	1,577	.6	49,460	19.5
515	2,549	1.0	52,009	20.5
516	789	.3	52,798	20.9
517	420	.2	53,218	21.0
519	337	.1	53,555	21.2
520	3,719	1.5	57,274	22.6
521	490	.2	57,764	22.8
522	25	.0	57,789	22.8
524	1,820	.7	59,609	23.5
525	1,730	.7	61,339	24.2
526	1,508	.6	62,847	24.8
528	851	.3	63,698	25.2
529	216	.1	63,914	25.2
530	2,016	.8	65,930	26.0
531	2,649	1.0	68,579	27.1
532	701	.3	69,280	27.4
534	1,596	.6	70,876	28.0
536	2,437	1.0	73,313	29.0
537	1,345	.5	74,658	29.5
538	2,054	.8	76,712	30.3
539	3	.0	76,715	30.3
540	2,246	.9	78,961	31.2

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
541	84	.0	79,045	31.2
542	2,782	1.1	81,827	32.3
543	19	.0	81,846	32.3
544	905	.4	82,751	32.7
545	2,157	.9	84,908	33.5
546	1,019	.4	85,927	33.9
547	2,147	.8	88,074	34.8
549	2,044	.8	90,118	35.6
550	1,961	.8	92,079	36.4
551	1,869	.7	93,948	37.1
552	26	.0	93,974	37.1
553	1,897	.7	95,871	37.9
555	2,363	.9	98,234	38.8
556	2,203	.9	100,437	39.7
557	1,588	.6	102,025	40.3
558	142	.1	102,167	40.4
559	580	.2	102,747	40.6
560	3,545	1.4	106,292	42.0
561	2,002	.8	108,294	42.8
563	520	.2	108,814	43.0
564	2,268	.9	111,082	43.9
565	3,010	1.2	114,092	45.1
566	5	.0	114,097	45.1
567	884	.3	114,981	45.4
568	2,441	1.0	117,422	46.4
569	3,142	1.2	120,564	47.6
571	4	.0	120,568	47.6
572	2,933	1.2	123,501	48.8
573	2,384	.9	125,885	49.7
574	902	.4	126,787	50.1
575	256	.1	127,043	50.2
576	1,973	.8	129,016	51.0
577	3,293	1.3	132,309	52.3
579	861	.3	133,170	52.6
580	1,824	.7	134,994	53.3
581	2,615	1.0	137,609	54.3
582	1,355	.5	138,964	54.9
584	491	.2	139,455	55.1
585	3,988	1.6	143,443	56.7
586	1,545	.6	144,988	57.3

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
587	422	.2	145,410	57.4
589	355	.1	145,765	57.6
590	5,467	2.2	151,232	59.7
592	610	.2	151,842	60.0
594	4,326	1.7	156,168	61.7
595	1,264	.5	157,432	62.2
597	632	.2	158,064	62.4
598	4,311	1.7	162,375	64.1
600	789	.3	163,164	64.4
601	4	.0	163,168	64.4
602	3,216	1.3	166,384	65.7
603	1,902	.8	168,286	66.5
604	132	.1	168,418	66.5
606	1,543	.6	169,961	67.1
607	2,399	.9	172,360	68.1
608	1,555	.6	173,915	68.7
610	1,354	.5	175,269	69.2
611	2,586	1.0	177,855	70.2
613	311	.1	178,166	70.4
614	2,600	1.0	180,766	71.4
615	2,580	1.0	183,346	72.4
616	3	.0	183,349	72.4
617	79	.0	183,428	72.4
618	1,540	.6	184,968	73.1
620	3,470	1.4	188,438	74.4
621	36	.0	188,474	74.4
622	1,888	.7	190,362	75.2
623	96	.0	190,458	75.2
625	2,497	1.0	192,955	76.2
626	2	.0	192,957	76.2
627	2,574	1.0	195,531	77.2
628	129	.1	195,660	77.3
629	495	.2	196,155	77.5
631	3,777	1.5	199,932	79.0
632	102	.0	200,034	79.0
633	723	.3	200,757	79.3
635	2,452	1.0	203,209	80.3
637	2,187	.9	205,396	81.1
638	213	.1	205,609	81.2
639	3	.0	205,612	81.2

Table I-25: Scale Score Frequency Distribution, Annual Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
640	2,127	.8	207,739	82.0
641	871	.3	208,610	82.4
642	282	.1	208,892	82.5
644	1,120	.4	210,012	82.9
645	3,114	1.2	213,126	84.2
646	562	.2	213,688	84.4
648	46	.0	213,734	84.4
650	1,567	.6	215,301	85.0
651	1,961	.8	217,262	85.8
652	766	.3	218,028	86.1
654	1,871	.7	219,899	86.9
657	1,676	.7	221,575	87.5
658	2,108	.8	223,683	88.3
661	129	.1	223,812	88.4
663	2,751	1.1	226,563	89.5
664	1,332	.5	227,895	90.0
667	939	.4	228,834	90.4
668	1,595	.6	230,429	91.0
671	1,102	.4	231,531	91.4
672	992	.4	232,523	91.8
674	1,623	.6	234,146	92.5
676	1,241	.5	235,387	93.0
678	204	.1	235,591	93.0
680	1,459	.6	237,050	93.6
681	1,496	.6	238,546	94.2
683	619	.2	239,165	94.5
687	2,853	1.1	242,018	95.6
691	94	.0	242,112	95.6
693	1,603	.6	243,715	96.3
695	1,097	.4	244,812	96.7
698	387	.2	245,199	96.8
700	1,629	.6	246,828	97.5
706	783	.3	247,611	97.8
708	1,506	.6	249,117	98.4
711	206	.1	249,323	98.5
719	1,275	.5	250,598	99.0
720	1	.0	250,599	99.0
721	423	.2	251,022	99.1
734	1,255	.5	252,277	99.6
747	915	.4	253,192	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	881	.5	881	.5
185	29	.0	910	.5
186	21	.0	931	.5
187	29	.0	960	.5
188	32	.0	992	.5
189	43	.0	1,035	.6
190	71	.0	1,106	.6
191	114	.1	1,220	.7
192	141	.1	1,361	.8
193	177	.1	1,538	.8
194	297	.2	1,835	1.0
195	230	.1	2,065	1.1
196	224	.1	2,289	1.3
197	200	.1	2,489	1.4
198	130	.1	2,619	1.4
199	90	.0	2,709	1.5
200	43	.0	2,752	1.5
201	23	.0	2,775	1.5
202	7	.0	2,782	1.5
203	2	.0	2,784	1.5
204	1	.0	2,785	1.5
224	24	.0	2,809	1.5
225	2	.0	2,811	1.6
226	9	.0	2,820	1.6
227	4	.0	2,824	1.6
228	3	.0	2,827	1.6
229	9	.0	2,836	1.6
230	17	.0	2,853	1.6
231	22	.0	2,875	1.6
232	29	.0	2,904	1.6
233	47	.0	2,951	1.6
234	80	.0	3,031	1.7
235	95	.1	3,126	1.7
236	89	.0	3,215	1.8
237	89	.0	3,304	1.8
238	51	.0	3,355	1.9
239	57	.0	3,412	1.9
240	30	.0	3,442	1.9
241	32	.0	3,474	1.9
242	13	.0	3,487	1.9

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
243	33	.0	3,520	1.9
244	16	.0	3,536	2.0
245	40	.0	3,576	2.0
246	41	.0	3,617	2.0
247	57	.0	3,674	2.0
248	72	.0	3,746	2.1
249	81	.0	3,827	2.1
250	83	.0	3,910	2.2
251	76	.0	3,986	2.2
252	81	.0	4,067	2.2
253	99	.1	4,166	2.3
254	122	.1	4,288	2.4
255	163	.1	4,451	2.5
256	171	.1	4,622	2.5
257	134	.1	4,756	2.6
258	105	.1	4,861	2.7
259	102	.1	4,963	2.7
260	76	.0	5,039	2.8
261	70	.0	5,109	2.8
262	39	.0	5,148	2.8
263	52	.0	5,200	2.9
264	53	.0	5,253	2.9
265	65	.0	5,318	2.9
266	72	.0	5,390	3.0
267	87	.0	5,477	3.0
268	94	.1	5,571	3.1
269	109	.1	5,680	3.1
270	112	.1	5,792	3.2
271	100	.1	5,892	3.3
272	110	.1	6,002	3.3
273	80	.0	6,082	3.4
274	76	.0	6,158	3.4
275	70	.0	6,228	3.4
276	90	.0	6,318	3.5
277	75	.0	6,393	3.5
278	98	.1	6,491	3.6
279	103	.1	6,594	3.6
280	97	.1	6,691	3.7
281	82	.0	6,773	3.7
282	66	.0	6,839	3.8

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
283	78	.0	6,917	3.8
284	66	.0	6,983	3.9
285	73	.0	7,056	3.9
286	73	.0	7,129	3.9
287	86	.0	7,215	4.0
288	70	.0	7,285	4.0
289	71	.0	7,356	4.1
290	69	.0	7,425	4.1
291	68	.0	7,493	4.1
292	67	.0	7,560	4.2
293	94	.1	7,654	4.2
294	94	.1	7,748	4.3
295	120	.1	7,868	4.3
296	112	.1	7,980	4.4
297	95	.1	8,075	4.5
298	107	.1	8,182	4.5
299	100	.1	8,282	4.6
300	96	.1	8,378	4.6
301	69	.0	8,447	4.7
302	74	.0	8,521	4.7
303	79	.0	8,600	4.7
304	54	.0	8,654	4.8
305	82	.0	8,736	4.8
306	74	.0	8,810	4.9
307	88	.0	8,898	4.9
308	118	.1	9,016	5.0
309	120	.1	9,136	5.0
310	134	.1	9,270	5.1
311	129	.1	9,399	5.2
312	123	.1	9,522	5.3
313	101	.1	9,623	5.3
314	96	.1	9,719	5.4
315	84	.0	9,803	5.4
316	111	.1	9,914	5.5
317	106	.1	10,020	5.5
318	120	.1	10,140	5.6
319	114	.1	10,254	5.7
320	89	.0	10,343	5.7
321	129	.1	10,472	5.8
322	116	.1	10,588	5.8

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
323	141	.1	10,729	5.9
324	154	.1	10,883	6.0
325	119	.1	11,002	6.1
326	139	.1	11,141	6.1
327	134	.1	11,275	6.2
328	130	.1	11,405	6.3
329	146	.1	11,551	6.4
330	135	.1	11,686	6.4
331	153	.1	11,839	6.5
332	154	.1	11,993	6.6
333	155	.1	12,148	6.7
334	175	.1	12,323	6.8
335	162	.1	12,485	6.9
336	191	.1	12,676	7.0
337	151	.1	12,827	7.1
338	177	.1	13,004	7.2
339	217	.1	13,221	7.3
340	201	.1	13,422	7.4
341	205	.1	13,627	7.5
342	207	.1	13,834	7.6
343	214	.1	14,048	7.8
344	222	.1	14,270	7.9
345	240	.1	14,510	8.0
346	273	.2	14,783	8.2
347	263	.1	15,046	8.3
348	283	.2	15,329	8.5
349	242	.1	15,571	8.6
350	274	.2	15,845	8.7
351	267	.1	16,112	8.9
352	272	.2	16,384	9.0
353	274	.2	16,658	9.2
354	340	.2	16,998	9.4
355	318	.2	17,316	9.6
356	325	.2	17,641	9.7
357	346	.2	17,987	9.9
358	335	.2	18,322	10.1
359	377	.2	18,699	10.3
360	336	.2	19,035	10.5
361	412	.2	19,447	10.7
362	401	.2	19,848	11.0

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
363	422	.2	20,270	11.2
364	422	.2	20,692	11.4
365	441	.2	21,133	11.7
366	493	.3	21,626	11.9
367	455	.3	22,081	12.2
368	500	.3	22,581	12.5
369	437	.2	23,018	12.7
370	524	.3	23,542	13.0
371	569	.3	24,111	13.3
372	575	.3	24,686	13.6
373	539	.3	25,225	13.9
374	531	.3	25,756	14.2
375	520	.3	26,276	14.5
376	611	.3	26,887	14.8
377	602	.3	27,489	15.2
378	632	.3	28,121	15.5
379	632	.3	28,753	15.9
380	666	.4	29,419	16.2
381	736	.4	30,155	16.6
382	758	.4	30,913	17.1
383	712	.4	31,625	17.4
384	749	.4	32,374	17.9
385	766	.4	33,140	18.3
386	795	.4	33,935	18.7
387	815	.4	34,750	19.2
388	921	.5	35,671	19.7
389	865	.5	36,536	20.2
390	918	.5	37,454	20.7
391	896	.5	38,350	21.2
392	1,031	.6	39,381	21.7
393	983	.5	40,364	22.3
394	949	.5	41,313	22.8
395	970	.5	42,283	23.3
396	949	.5	43,232	23.9
397	1,077	.6	44,309	24.4
398	1,029	.6	45,338	25.0
399	1,090	.6	46,428	25.6
400	1,165	.6	47,593	26.3
401	1,160	.6	48,753	26.9
402	1,179	.7	49,932	27.5

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
403	1,243	.7	51,175	28.2
404	1,240	.7	52,415	28.9
405	1,224	.7	53,639	29.6
406	1,301	.7	54,940	30.3
407	1,197	.7	56,137	31.0
408	1,341	.7	57,478	31.7
409	1,320	.7	58,798	32.4
410	1,328	.7	60,126	33.2
411	1,384	.8	61,510	33.9
412	1,451	.8	62,961	34.7
413	1,386	.8	64,347	35.5
414	1,345	.7	65,692	36.2
415	1,400	.8	67,092	37.0
416	1,522	.8	68,614	37.9
417	1,521	.8	70,135	38.7
418	1,532	.8	71,667	39.5
419	1,386	.8	73,053	40.3
420	1,523	.8	74,576	41.1
421	1,387	.8	75,963	41.9
422	1,528	.8	77,491	42.8
423	1,480	.8	78,971	43.6
424	1,516	.8	80,487	44.4
425	1,460	.8	81,947	45.2
426	1,477	.8	83,424	46.0
427	1,492	.8	84,916	46.8
428	1,549	.9	86,465	47.7
429	1,570	.9	88,035	48.6
430	1,529	.8	89,564	49.4
431	1,530	.8	91,094	50.3
432	1,577	.9	92,671	51.1
433	1,499	.8	94,170	52.0
434	1,537	.8	95,707	52.8
435	1,560	.9	97,267	53.7
436	1,510	.8	98,777	54.5
437	1,490	.8	100,267	55.3
438	1,488	.8	101,755	56.1
439	1,553	.9	103,308	57.0
440	1,496	.8	104,804	57.8
441	1,573	.9	106,377	58.7
442	1,573	.9	107,950	59.6

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
443	1,472	.8	109,422	60.4
444	1,512	.8	110,934	61.2
445	1,463	.8	112,397	62.0
446	1,540	.8	113,937	62.9
447	1,463	.8	115,400	63.7
448	1,437	.8	116,837	64.5
449	1,471	.8	118,308	65.3
450	1,441	.8	119,749	66.1
451	1,433	.8	121,182	66.9
452	1,405	.8	122,587	67.6
453	1,368	.8	123,955	68.4
454	1,265	.7	125,220	69.1
455	1,322	.7	126,542	69.8
456	1,402	.8	127,944	70.6
457	1,327	.7	129,271	71.3
458	1,243	.7	130,514	72.0
459	1,173	.6	131,687	72.7
460	1,221	.7	132,908	73.3
461	1,283	.7	134,191	74.0
462	1,231	.7	135,422	74.7
463	1,223	.7	136,645	75.4
464	1,151	.6	137,796	76.0
465	1,107	.6	138,903	76.6
466	1,159	.6	140,062	77.3
467	1,224	.7	141,286	77.9
468	1,065	.6	142,351	78.5
469	994	.5	143,345	79.1
470	1,001	.6	144,346	79.6
471	1,056	.6	145,402	80.2
472	1,058	.6	146,460	80.8
473	1,021	.6	147,481	81.4
474	1,082	.6	148,563	82.0
475	993	.5	149,556	82.5
476	833	.5	150,389	83.0
477	874	.5	151,263	83.5
478	881	.5	152,144	83.9
479	980	.5	153,124	84.5
480	914	.5	154,038	85.0
481	858	.5	154,896	85.5
482	822	.5	155,718	85.9

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
483	775	.4	156,493	86.3
484	765	.4	157,258	86.8
485	713	.4	157,971	87.2
486	695	.4	158,666	87.5
487	693	.4	159,359	87.9
488	751	.4	160,110	88.3
489	692	.4	160,802	88.7
490	668	.4	161,470	89.1
491	652	.4	162,122	89.4
492	562	.3	162,684	89.8
493	509	.3	163,193	90.0
494	565	.3	163,758	90.3
495	543	.3	164,301	90.6
496	620	.3	164,921	91.0
497	679	.4	165,600	91.4
498	638	.4	166,238	91.7
499	526	.3	166,764	92.0
500	350	.2	167,114	92.2
501	405	.2	167,519	92.4
502	404	.2	167,923	92.6
503	402	.2	168,325	92.9
504	568	.3	168,893	93.2
505	564	.3	169,457	93.5
506	467	.3	169,924	93.7
507	397	.2	170,321	94.0
508	339	.2	170,660	94.2
509	311	.2	170,971	94.3
510	206	.1	171,177	94.4
511	322	.2	171,499	94.6
512	342	.2	171,841	94.8
513	437	.2	172,278	95.0
514	434	.2	172,712	95.3
515	406	.2	173,118	95.5
516	377	.2	173,495	95.7
517	226	.1	173,721	95.8
518	173	.1	173,894	95.9
519	113	.1	174,007	96.0
520	198	.1	174,205	96.1
521	263	.1	174,468	96.3
522	366	.2	174,834	96.5

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
523	409	.2	175,243	96.7
524	308	.2	175,551	96.9
525	231	.1	175,782	97.0
526	180	.1	175,962	97.1
527	150	.1	176,112	97.2
528	136	.1	176,248	97.2
529	189	.1	176,437	97.3
530	232	.1	176,669	97.5
531	218	.1	176,887	97.6
532	250	.1	177,137	97.7
533	164	.1	177,301	97.8
534	89	.0	177,390	97.9
535	54	.0	177,444	97.9
536	89	.0	177,533	97.9
537	242	.1	177,775	98.1
538	213	.1	177,988	98.2
539	232	.1	178,220	98.3
540	201	.1	178,421	98.4
541	124	.1	178,545	98.5
542	133	.1	178,678	98.6
543	84	.0	178,762	98.6
544	38	.0	178,800	98.6
545	73	.0	178,873	98.7
546	104	.1	178,977	98.7
547	159	.1	179,136	98.8
548	169	.1	179,305	98.9
549	166	.1	179,471	99.0
550	113	.1	179,584	99.1
551	49	.0	179,633	99.1
552	27	.0	179,660	99.1
553	40	.0	179,700	99.1
554	30	.0	179,730	99.2
555	108	.1	179,838	99.2
556	97	.1	179,935	99.3
557	141	.1	180,076	99.3
558	91	.1	180,167	99.4
559	41	.0	180,208	99.4
560	25	.0	180,233	99.4
561	34	.0	180,267	99.5
562	33	.0	180,300	99.5

Table I-26: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
563	69	.0	180,369	99.5
564	115	.1	180,484	99.6
565	77	.0	180,561	99.6
566	41	.0	180,602	99.6
567	41	.0	180,643	99.7
568	14	.0	180,657	99.7
569	19	.0	180,676	99.7
570	10	.0	180,686	99.7
571	58	.0	180,744	99.7
572	50	.0	180,794	99.7
573	47	.0	180,841	99.8
574	44	.0	180,885	99.8
575	39	.0	180,924	99.8
576	16	.0	180,940	99.8
577	4	.0	180,944	99.8
578	3	.0	180,947	99.8
579	8	.0	180,955	99.8
580	40	.0	180,995	99.9
581	38	.0	181,033	99.9
582	43	.0	181,076	99.9
583	41	.0	181,117	99.9
584	12	.0	181,129	99.9
585	4	.0	181,133	99.9
586	2	.0	181,135	99.9
589	29	.0	181,164	99.9
590	29	.0	181,193	100.0
591	26	.0	181,219	100.0
592	19	.0	181,238	100.0
598	17	.0	181,255	100.0

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
215	831	.5	831	.5
218	18	.0	849	.5
237	28	.0	877	.5
239	6	.0	883	.5
240	7	.0	890	.5
242	17	.0	907	.5
244	24	.0	931	.5
245	16	.0	947	.6
246	7	.0	954	.6
247	7	.0	961	.6
248	40	.0	1,001	.6
249	35	.0	1,036	.6
251	2	.0	1,038	.6
252	50	.0	1,088	.6
254	2	.0	1,090	.6
255	10	.0	1,100	.6
256	34	.0	1,134	.7
257	9	.0	1,143	.7
258	6	.0	1,149	.7
259	5	.0	1,154	.7
260	12	.0	1,166	.7
261	25	.0	1,191	.7
262	7	.0	1,198	.7
263	12	.0	1,210	.7
264	20	.0	1,230	.7
265	5	.0	1,235	.7
266	8	.0	1,243	.7
267	23	.0	1,266	.7
268	12	.0	1,278	.8
269	6	.0	1,284	.8
270	27	.0	1,311	.8
271	10	.0	1,321	.8
272	22	.0	1,343	.8
273	8	.0	1,351	.8
274	14	.0	1,365	.8
275	14	.0	1,379	.8
276	23	.0	1,402	.8
277	23	.0	1,425	.8
278	22	.0	1,447	.9
279	25	.0	1,472	.9

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	17	.0	1,489	.9
281	13	.0	1,502	.9
282	23	.0	1,525	.9
283	29	.0	1,554	.9
284	5	.0	1,559	.9
285	38	.0	1,597	.9
286	18	.0	1,615	1.0
287	17	.0	1,632	1.0
288	16	.0	1,648	1.0
289	24	.0	1,672	1.0
290	29	.0	1,701	1.0
291	36	.0	1,737	1.0
292	17	.0	1,754	1.0
293	28	.0	1,782	1.1
294	30	.0	1,812	1.1
295	33	.0	1,845	1.1
296	17	.0	1,862	1.1
297	39	.0	1,901	1.1
298	43	.0	1,944	1.1
299	30	.0	1,974	1.2
300	30	.0	2,004	1.2
301	41	.0	2,045	1.2
302	30	.0	2,075	1.2
303	16	.0	2,091	1.2
304	35	.0	2,126	1.3
305	31	.0	2,157	1.3
306	54	.0	2,211	1.3
307	43	.0	2,254	1.3
308	21	.0	2,275	1.3
309	39	.0	2,314	1.4
310	53	.0	2,367	1.4
311	20	.0	2,387	1.4
312	43	.0	2,430	1.4
313	47	.0	2,477	1.5
314	34	.0	2,511	1.5
315	66	.0	2,577	1.5
316	42	.0	2,619	1.5
317	56	.0	2,675	1.6
318	39	.0	2,714	1.6
319	61	.0	2,775	1.6

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	44	.0	2,819	1.7
321	66	.0	2,885	1.7
322	50	.0	2,935	1.7
323	56	.0	2,991	1.8
324	73	.0	3,064	1.8
325	87	.1	3,151	1.9
326	61	.0	3,212	1.9
327	62	.0	3,274	1.9
328	81	.0	3,355	2.0
329	77	.0	3,432	2.0
330	80	.0	3,512	2.1
331	66	.0	3,578	2.1
332	81	.0	3,659	2.2
333	69	.0	3,728	2.2
334	66	.0	3,794	2.2
335	113	.1	3,907	2.3
336	64	.0	3,971	2.3
337	76	.0	4,047	2.4
338	97	.1	4,144	2.4
339	96	.1	4,240	2.5
340	89	.1	4,329	2.6
341	88	.1	4,417	2.6
342	119	.1	4,536	2.7
343	98	.1	4,634	2.7
344	103	.1	4,737	2.8
345	100	.1	4,837	2.9
346	105	.1	4,942	2.9
347	124	.1	5,066	3.0
348	108	.1	5,174	3.0
349	113	.1	5,287	3.1
350	124	.1	5,411	3.2
351	117	.1	5,528	3.3
352	146	.1	5,674	3.3
353	135	.1	5,809	3.4
354	149	.1	5,958	3.5
355	142	.1	6,100	3.6
356	172	.1	6,272	3.7
357	127	.1	6,399	3.8
358	150	.1	6,549	3.9
359	151	.1	6,700	3.9

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
360	134	.1	6,834	4.0
361	176	.1	7,010	4.1
362	166	.1	7,176	4.2
363	181	.1	7,357	4.3
364	198	.1	7,555	4.5
365	175	.1	7,730	4.6
366	225	.1	7,955	4.7
367	235	.1	8,190	4.8
368	165	.1	8,355	4.9
369	243	.1	8,598	5.1
370	216	.1	8,814	5.2
371	179	.1	8,993	5.3
372	267	.2	9,260	5.5
373	249	.1	9,509	5.6
374	254	.1	9,763	5.8
375	225	.1	9,988	5.9
376	254	.1	10,242	6.0
377	296	.2	10,538	6.2
378	267	.2	10,805	6.4
379	303	.2	11,108	6.5
380	294	.2	11,402	6.7
381	285	.2	11,687	6.9
382	319	.2	12,006	7.1
383	342	.2	12,348	7.3
384	310	.2	12,658	7.5
385	358	.2	13,016	7.7
386	311	.2	13,327	7.9
387	381	.2	13,708	8.1
388	431	.3	14,139	8.3
389	333	.2	14,472	8.5
390	376	.2	14,848	8.8
391	434	.3	15,282	9.0
392	324	.2	15,606	9.2
393	443	.3	16,049	9.5
394	438	.3	16,487	9.7
395	451	.3	16,938	10.0
396	477	.3	17,415	10.3
397	439	.3	17,854	10.5
398	486	.3	18,340	10.8
399	454	.3	18,794	11.1

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
400	489	.3	19,283	11.4
401	474	.3	19,757	11.6
402	481	.3	20,238	11.9
403	532	.3	20,770	12.2
404	520	.3	21,290	12.5
405	538	.3	21,828	12.9
406	572	.3	22,400	13.2
407	541	.3	22,941	13.5
408	665	.4	23,606	13.9
409	536	.3	24,142	14.2
410	623	.4	24,765	14.6
411	647	.4	25,412	15.0
412	628	.4	26,040	15.3
413	613	.4	26,653	15.7
414	609	.4	27,262	16.1
415	706	.4	27,968	16.5
416	694	.4	28,662	16.9
417	584	.3	29,246	17.2
418	757	.4	30,003	17.7
419	757	.4	30,760	18.1
420	683	.4	31,443	18.5
421	803	.5	32,246	19.0
422	719	.4	32,965	19.4
423	804	.5	33,769	19.9
424	825	.5	34,594	20.4
425	797	.5	35,391	20.9
426	782	.5	36,173	21.3
427	868	.5	37,041	21.8
428	790	.5	37,831	22.3
429	920	.5	38,751	22.8
430	846	.5	39,597	23.3
431	850	.5	40,447	23.8
432	897	.5	41,344	24.4
433	966	.6	42,310	24.9
434	904	.5	43,214	25.5
435	975	.6	44,189	26.0
436	954	.6	45,143	26.6
437	1,061	.6	46,204	27.2
438	984	.6	47,188	27.8
439	1,107	.7	48,295	28.5

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
440	1,018	.6	49,313	29.1
441	1,017	.6	50,330	29.7
442	1,156	.7	51,486	30.3
443	1,075	.6	52,561	31.0
444	1,022	.6	53,583	31.6
445	1,227	.7	54,810	32.3
446	1,126	.7	55,936	33.0
447	1,174	.7	57,110	33.7
448	1,149	.7	58,259	34.3
449	1,273	.8	59,532	35.1
450	1,171	.7	60,703	35.8
451	1,151	.7	61,854	36.5
452	1,275	.8	63,129	37.2
453	1,268	.7	64,397	38.0
454	1,320	.8	65,717	38.7
455	1,280	.8	66,997	39.5
456	1,302	.8	68,299	40.3
457	1,312	.8	69,611	41.0
458	1,250	.7	70,861	41.8
459	1,398	.8	72,259	42.6
460	1,356	.8	73,615	43.4
461	1,221	.7	74,836	44.1
462	1,399	.8	76,235	44.9
463	1,390	.8	77,625	45.8
464	1,407	.8	79,032	46.6
465	1,449	.9	80,481	47.4
466	1,376	.8	81,857	48.3
467	1,347	.8	83,204	49.0
468	1,472	.9	84,676	49.9
469	1,375	.8	86,051	50.7
470	1,388	.8	87,439	51.5
471	1,452	.9	88,891	52.4
472	1,469	.9	90,360	53.3
473	1,363	.8	91,723	54.1
474	1,412	.8	93,135	54.9
475	1,430	.8	94,565	55.7
476	1,390	.8	95,955	56.6
477	1,395	.8	97,350	57.4
478	1,516	.9	98,866	58.3
479	1,370	.8	100,236	59.1

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
480	1,351	.8	101,587	59.9
481	1,488	.9	103,075	60.8
482	1,379	.8	104,454	61.6
483	1,311	.8	105,765	62.3
484	1,446	.9	107,211	63.2
485	1,335	.8	108,546	64.0
486	1,262	.7	109,808	64.7
487	1,377	.8	111,185	65.5
488	1,464	.9	112,649	66.4
489	1,313	.8	113,962	67.2
490	1,293	.8	115,255	67.9
491	1,370	.8	116,625	68.7
492	1,206	.7	117,831	69.5
493	1,284	.8	119,115	70.2
494	1,370	.8	120,485	71.0
495	1,236	.7	121,721	71.7
496	1,203	.7	122,924	72.5
497	1,266	.7	124,190	73.2
498	1,224	.7	125,414	73.9
499	1,145	.7	126,559	74.6
500	1,144	.7	127,703	75.3
501	1,182	.7	128,885	76.0
502	1,194	.7	130,079	76.7
503	1,126	.7	131,205	77.3
504	1,167	.7	132,372	78.0
505	1,118	.7	133,490	78.7
506	1,038	.6	134,528	79.3
507	1,048	.6	135,576	79.9
508	1,090	.6	136,666	80.6
509	1,093	.6	137,759	81.2
510	1,053	.6	138,812	81.8
511	1,029	.6	139,841	82.4
512	1,002	.6	140,843	83.0
513	955	.6	141,798	83.6
514	967	.6	142,765	84.2
515	943	.6	143,708	84.7
516	949	.6	144,657	85.3
517	832	.5	145,489	85.8
518	917	.5	146,406	86.3
519	827	.5	147,233	86.8

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
520	865	.5	148,098	87.3
521	847	.5	148,945	87.8
522	838	.5	149,783	88.3
523	706	.4	150,489	88.7
524	753	.4	151,242	89.2
525	782	.5	152,024	89.6
526	741	.4	152,765	90.0
527	629	.4	153,394	90.4
528	786	.5	154,180	90.9
529	613	.4	154,793	91.2
530	677	.4	155,470	91.6
531	699	.4	156,169	92.1
532	575	.3	156,744	92.4
533	633	.4	157,377	92.8
534	595	.4	157,972	93.1
535	564	.3	158,536	93.5
536	445	.3	158,981	93.7
537	562	.3	159,543	94.0
538	476	.3	160,019	94.3
539	483	.3	160,502	94.6
540	453	.3	160,955	94.9
541	445	.3	161,400	95.1
542	487	.3	161,887	95.4
543	426	.3	162,313	95.7
544	365	.2	162,678	95.9
545	407	.2	163,085	96.1
546	314	.2	163,399	96.3
547	426	.3	163,825	96.6
548	312	.2	164,137	96.8
549	327	.2	164,464	96.9
550	327	.2	164,791	97.1
551	278	.2	165,069	97.3
552	295	.2	165,364	97.5
553	286	.2	165,650	97.6
554	227	.1	165,877	97.8
555	233	.1	166,110	97.9
556	229	.1	166,339	98.1
557	186	.1	166,525	98.2
558	250	.1	166,775	98.3
559	155	.1	166,930	98.4

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
560	193	.1	167,123	98.5
561	195	.1	167,318	98.6
562	177	.1	167,495	98.7
563	156	.1	167,651	98.8
564	139	.1	167,790	98.9
565	105	.1	167,895	99.0
566	151	.1	168,046	99.1
567	95	.1	168,141	99.1
568	120	.1	168,261	99.2
569	135	.1	168,396	99.3
570	96	.1	168,492	99.3
571	100	.1	168,592	99.4
572	45	.0	168,637	99.4
573	90	.1	168,727	99.5
574	67	.0	168,794	99.5
575	65	.0	168,859	99.5
576	72	.0	168,931	99.6
577	47	.0	168,978	99.6
578	50	.0	169,028	99.6
579	72	.0	169,100	99.7
580	57	.0	169,157	99.7
581	36	.0	169,193	99.7
582	11	.0	169,204	99.7
583	58	.0	169,262	99.8
584	44	.0	169,306	99.8
585	16	.0	169,322	99.8
586	33	.0	169,355	99.8
587	15	.0	169,370	99.8
588	28	.0	169,398	99.9
589	22	.0	169,420	99.9
590	18	.0	169,438	99.9
591	17	.0	169,455	99.9
592	21	.0	169,476	99.9
593	9	.0	169,485	99.9
594	31	.0	169,516	99.9
595	6	.0	169,522	99.9
596	13	.0	169,535	99.9
597	13	.0	169,548	99.9
598	5	.0	169,553	99.9
599	9	.0	169,562	100.0

Table I-27: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
600	3	.0	169,565	100.0
601	22	.0	169,587	100.0
602	10	.0	169,597	100.0
603	3	.0	169,600	100.0
605	10	.0	169,610	100.0
606	4	.0	169,614	100.0
607	9	.0	169,623	100.0
608	1	.0	169,624	100.0
609	4	.0	169,628	100.0
610	1	.0	169,629	100.0
611	5	.0	169,634	100.0
612	4	.0	169,638	100.0
613	2	.0	169,640	100.0
614	2	.0	169,642	100.0
616	1	.0	169,643	100.0
622	2	.0	169,645	100.0
624	1	.0	169,646	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	2,116	.5	2,116	.5
246	49	.0	2,165	.5
247	11	.0	2,176	.5
260	103	.0	2,279	.6
261	67	.0	2,346	.6
264	12	.0	2,358	.6
267	44	.0	2,402	.6
268	57	.0	2,459	.6
272	55	.0	2,514	.6
274	54	.0	2,568	.6
275	47	.0	2,615	.6
276	21	.0	2,636	.6
277	56	.0	2,692	.7
278	18	.0	2,710	.7
279	34	.0	2,744	.7
280	25	.0	2,769	.7
282	28	.0	2,797	.7
283	25	.0	2,822	.7
284	46	.0	2,868	.7
285	27	.0	2,895	.7
286	11	.0	2,906	.7
287	25	.0	2,931	.7
288	43	.0	2,974	.7
289	4	.0	2,978	.7
290	18	.0	2,996	.7
291	56	.0	3,052	.7
292	56	.0	3,108	.8
293	11	.0	3,119	.8
294	26	.0	3,145	.8
295	16	.0	3,161	.8
296	28	.0	3,189	.8
297	24	.0	3,213	.8
298	67	.0	3,280	.8
299	43	.0	3,323	.8
300	20	.0	3,343	.8
301	23	.0	3,366	.8
302	23	.0	3,389	.8
303	46	.0	3,435	.8
304	36	.0	3,471	.8
305	33	.0	3,504	.9

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
306	99	.0	3,603	.9
307	17	.0	3,620	.9
308	44	.0	3,664	.9
309	30	.0	3,694	.9
310	55	.0	3,749	.9
311	62	.0	3,811	.9
312	24	.0	3,835	.9
313	34	.0	3,869	.9
314	71	.0	3,940	1.0
315	44	.0	3,984	1.0
316	69	.0	4,053	1.0
317	40	.0	4,093	1.0
318	66	.0	4,159	1.0
319	53	.0	4,212	1.0
320	65	.0	4,277	1.0
321	63	.0	4,340	1.1
322	100	.0	4,440	1.1
323	50	.0	4,490	1.1
324	85	.0	4,575	1.1
325	52	.0	4,627	1.1
326	66	.0	4,693	1.1
327	72	.0	4,765	1.2
328	41	.0	4,806	1.2
329	92	.0	4,898	1.2
330	78	.0	4,976	1.2
331	57	.0	5,033	1.2
332	82	.0	5,115	1.2
333	77	.0	5,192	1.3
334	107	.0	5,299	1.3
335	46	.0	5,345	1.3
336	118	.0	5,463	1.3
337	95	.0	5,558	1.4
338	80	.0	5,638	1.4
339	86	.0	5,724	1.4
340	68	.0	5,792	1.4
341	94	.0	5,886	1.4
342	113	.0	5,999	1.5
343	85	.0	6,084	1.5
344	111	.0	6,195	1.5
345	116	.0	6,311	1.5

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
346	70	.0	6,381	1.6
347	170	.0	6,551	1.6
348	94	.0	6,645	1.6
349	101	.0	6,746	1.6
350	99	.0	6,845	1.7
351	110	.0	6,955	1.7
352	125	.0	7,080	1.7
353	120	.0	7,200	1.8
354	129	.0	7,329	1.8
355	128	.0	7,457	1.8
356	118	.0	7,575	1.8
357	139	.0	7,714	1.9
358	145	.0	7,859	1.9
359	157	.0	8,016	2.0
360	158	.0	8,174	2.0
361	152	.0	8,326	2.0
362	144	.0	8,470	2.1
363	158	.0	8,628	2.1
364	177	.0	8,805	2.1
365	172	.0	8,977	2.2
366	141	.0	9,118	2.2
367	186	.0	9,304	2.3
368	194	.0	9,498	2.3
369	188	.0	9,686	2.4
370	171	.0	9,857	2.4
371	214	.1	10,071	2.5
372	196	.0	10,267	2.5
373	205	.1	10,472	2.6
374	243	.1	10,715	2.6
375	230	.1	10,945	2.7
376	244	.1	11,189	2.7
377	241	.1	11,430	2.8
378	240	.1	11,670	2.8
379	287	.1	11,957	2.9
380	270	.1	12,227	3.0
381	245	.1	12,472	3.0
382	340	.1	12,812	3.1
383	259	.1	13,071	3.2
384	317	.1	13,388	3.3
385	307	.1	13,695	3.3

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
386	342	.1	14,037	3.4
387	308	.1	14,345	3.5
388	363	.1	14,708	3.6
389	337	.1	15,045	3.7
390	338	.1	15,383	3.8
391	415	.1	15,798	3.9
392	345	.1	16,143	3.9
393	402	.1	16,545	4.0
394	434	.1	16,979	4.1
395	390	.1	17,369	4.2
396	406	.1	17,775	4.3
397	470	.1	18,245	4.5
398	402	.1	18,647	4.6
399	473	.1	19,120	4.7
400	533	.1	19,653	4.8
401	515	.1	20,168	4.9
402	459	.1	20,627	5.0
403	530	.1	21,157	5.2
404	490	.1	21,647	5.3
405	549	.1	22,196	5.4
406	561	.1	22,757	5.6
407	555	.1	23,312	5.7
408	557	.1	23,869	5.8
409	642	.2	24,511	6.0
410	579	.1	25,090	6.1
411	577	.1	25,667	6.3
412	646	.2	26,313	6.4
413	587	.1	26,900	6.6
414	695	.2	27,595	6.7
415	755	.2	28,350	6.9
416	621	.2	28,971	7.1
417	720	.2	29,691	7.2
418	708	.2	30,399	7.4
419	676	.2	31,075	7.6
420	704	.2	31,779	7.8
421	714	.2	32,493	7.9
422	796	.2	33,289	8.1
423	786	.2	34,075	8.3
424	860	.2	34,935	8.5
425	769	.2	35,704	8.7

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
426	879	.2	36,583	8.9
427	825	.2	37,408	9.1
428	828	.2	38,236	9.3
429	908	.2	39,144	9.6
430	836	.2	39,980	9.8
431	873	.2	40,853	10.0
432	989	.2	41,842	10.2
433	962	.2	42,804	10.4
434	999	.2	43,803	10.7
435	1,003	.2	44,806	10.9
436	1,059	.3	45,865	11.2
437	1,048	.3	46,913	11.4
438	1,091	.3	48,004	11.7
439	1,090	.3	49,094	12.0
440	1,158	.3	50,252	12.3
441	1,157	.3	51,409	12.5
442	1,254	.3	52,663	12.9
443	1,197	.3	53,860	13.1
444	1,216	.3	55,076	13.4
445	1,288	.3	56,364	13.8
446	1,242	.3	57,606	14.1
447	1,308	.3	58,914	14.4
448	1,347	.3	60,261	14.7
449	1,480	.4	61,741	15.1
450	1,431	.3	63,172	15.4
451	1,523	.4	64,695	15.8
452	1,533	.4	66,228	16.2
453	1,483	.4	67,711	16.5
454	1,518	.4	69,229	16.9
455	1,616	.4	70,845	17.3
456	1,600	.4	72,445	17.7
457	1,651	.4	74,096	18.1
458	1,639	.4	75,735	18.5
459	1,731	.4	77,466	18.9
460	1,719	.4	79,185	19.3
461	1,848	.5	81,033	19.8
462	1,853	.5	82,886	20.2
463	1,911	.5	84,797	20.7
464	1,824	.4	86,621	21.1
465	1,946	.5	88,567	21.6

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
466	1,911	.5	90,478	22.1
467	1,936	.5	92,414	22.6
468	2,154	.5	94,568	23.1
469	2,059	.5	96,627	23.6
470	2,222	.5	98,849	24.1
471	2,116	.5	100,965	24.6
472	2,302	.6	103,267	25.2
473	2,207	.5	105,474	25.7
474	2,296	.6	107,770	26.3
475	2,239	.5	110,009	26.8
476	2,444	.6	112,453	27.4
477	2,443	.6	114,896	28.0
478	2,501	.6	117,397	28.6
479	2,486	.6	119,883	29.3
480	2,602	.6	122,485	29.9
481	2,566	.6	125,051	30.5
482	2,580	.6	127,631	31.1
483	2,546	.6	130,177	31.8
484	2,713	.7	132,890	32.4
485	2,632	.6	135,522	33.1
486	2,798	.7	138,320	33.8
487	2,817	.7	141,137	34.4
488	2,744	.7	143,881	35.1
489	2,992	.7	146,873	35.8
490	2,778	.7	149,651	36.5
491	2,968	.7	152,619	37.2
492	2,821	.7	155,440	37.9
493	3,079	.8	158,519	38.7
494	2,891	.7	161,410	39.4
495	3,086	.8	164,496	40.1
496	2,866	.7	167,362	40.8
497	3,138	.8	170,500	41.6
498	2,997	.7	173,497	42.3
499	2,957	.7	176,454	43.1
500	3,121	.8	179,575	43.8
501	3,028	.7	182,603	44.6
502	3,313	.8	185,916	45.4
503	2,976	.7	188,892	46.1
504	3,332	.8	192,224	46.9
505	3,103	.8	195,327	47.7

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
506	3,287	.8	198,614	48.5
507	3,154	.8	201,768	49.2
508	3,318	.8	205,086	50.0
509	3,205	.8	208,291	50.8
510	3,252	.8	211,543	51.6
511	3,391	.8	214,934	52.4
512	3,268	.8	218,202	53.2
513	3,222	.8	221,424	54.0
514	3,331	.8	224,755	54.8
515	3,331	.8	228,086	55.7
516	3,229	.8	231,315	56.4
517	3,285	.8	234,600	57.2
518	3,361	.8	237,961	58.1
519	3,194	.8	241,155	58.8
520	3,320	.8	244,475	59.7
521	3,314	.8	247,789	60.5
522	3,137	.8	250,926	61.2
523	3,306	.8	254,232	62.0
524	3,282	.8	257,514	62.8
525	3,366	.8	260,880	63.7
526	2,985	.7	263,865	64.4
527	3,464	.8	267,329	65.2
528	3,251	.8	270,580	66.0
529	3,086	.8	273,666	66.8
530	3,164	.8	276,830	67.6
531	3,198	.8	280,028	68.3
532	2,807	.7	282,835	69.0
533	3,150	.8	285,985	69.8
534	3,149	.8	289,134	70.6
535	2,965	.7	292,099	71.3
536	3,051	.7	295,150	72.0
537	3,128	.8	298,278	72.8
538	3,010	.7	301,288	73.5
539	2,592	.6	303,880	74.2
540	3,159	.8	307,039	74.9
541	2,865	.7	309,904	75.6
542	2,502	.6	312,406	76.2
543	2,910	.7	315,316	76.9
544	2,646	.6	317,962	77.6
545	2,810	.7	320,772	78.3

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
546	2,629	.6	323,401	78.9
547	2,840	.7	326,241	79.6
548	2,394	.6	328,635	80.2
549	2,461	.6	331,096	80.8
550	2,590	.6	333,686	81.4
551	2,310	.6	335,996	82.0
552	2,318	.6	338,314	82.6
553	2,714	.7	341,028	83.2
554	2,109	.5	343,137	83.7
555	2,296	.6	345,433	84.3
556	2,315	.6	347,748	84.9
557	2,166	.5	349,914	85.4
558	2,013	.5	351,927	85.9
559	2,301	.6	354,228	86.4
560	1,678	.4	355,906	86.8
561	1,995	.5	357,901	87.3
562	1,888	.5	359,789	87.8
563	1,805	.4	361,594	88.2
564	1,928	.5	363,522	88.7
565	1,802	.4	365,324	89.1
566	1,766	.4	367,090	89.6
567	1,493	.4	368,583	89.9
568	1,908	.5	370,491	90.4
569	1,265	.3	371,756	90.7
570	1,798	.4	373,554	91.2
571	1,479	.4	375,033	91.5
572	1,324	.3	376,357	91.8
573	1,408	.3	377,765	92.2
574	1,322	.3	379,087	92.5
575	1,294	.3	380,381	92.8
576	1,252	.3	381,633	93.1
577	1,171	.3	382,804	93.4
578	1,280	.3	384,084	93.7
579	1,145	.3	385,229	94.0
580	1,156	.3	386,385	94.3
581	1,047	.3	387,432	94.5
582	1,126	.3	388,558	94.8
583	823	.2	389,381	95.0
584	993	.2	390,374	95.3
585	918	.2	391,292	95.5

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
586	806	.2	392,098	95.7
587	756	.2	392,854	95.9
588	838	.2	393,692	96.1
589	890	.2	394,582	96.3
590	640	.2	395,222	96.4
591	846	.2	396,068	96.6
592	581	.1	396,649	96.8
593	697	.2	397,346	97.0
594	739	.2	398,085	97.1
595	583	.1	398,668	97.3
596	556	.1	399,224	97.4
597	435	.1	399,659	97.5
598	523	.1	400,182	97.7
599	664	.2	400,846	97.8
600	263	.1	401,109	97.9
601	369	.1	401,478	98.0
602	524	.1	402,002	98.1
603	549	.1	402,551	98.2
604	304	.1	402,855	98.3
605	465	.1	403,320	98.4
606	196	.0	403,516	98.5
607	377	.1	403,893	98.6
608	465	.1	404,358	98.7
609	206	.1	404,564	98.7
610	204	.0	404,768	98.8
611	237	.1	405,005	98.8
612	404	.1	405,409	98.9
613	180	.0	405,589	99.0
614	182	.0	405,771	99.0
615	144	.0	405,915	99.1
616	195	.0	406,110	99.1
617	357	.1	406,467	99.2
618	120	.0	406,587	99.2
619	151	.0	406,738	99.3
620	196	.0	406,934	99.3
621	212	.1	407,146	99.4
622	177	.0	407,323	99.4
623	179	.0	407,502	99.4
624	108	.0	407,610	99.5
625	134	.0	407,744	99.5

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
626	166	.0	407,910	99.5
627	122	.0	408,032	99.6
628	80	.0	408,112	99.6
629	37	.0	408,149	99.6
630	145	.0	408,294	99.6
631	93	.0	408,387	99.7
632	83	.0	408,470	99.7
633	159	.0	408,629	99.7
634	74	.0	408,703	99.7
635	45	.0	408,748	99.7
636	92	.0	408,840	99.8
637	67	.0	408,907	99.8
638	45	.0	408,952	99.8
639	21	.0	408,973	99.8
640	91	.0	409,064	99.8
641	78	.0	409,142	99.8
642	39	.0	409,181	99.8
643	4	.0	409,185	99.8
644	69	.0	409,254	99.9
645	63	.0	409,317	99.9
646	6	.0	409,323	99.9
647	13	.0	409,336	99.9
648	75	.0	409,411	99.9
649	43	.0	409,454	99.9
650	37	.0	409,491	99.9
651	7	.0	409,498	99.9
652	4	.0	409,502	99.9
653	14	.0	409,516	99.9
654	50	.0	409,566	99.9
655	22	.0	409,588	99.9
658	48	.0	409,636	100.0
659	11	.0	409,647	100.0
660	13	.0	409,660	100.0
661	15	.0	409,675	100.0
663	28	.0	409,703	100.0
664	5	.0	409,708	100.0
665	19	.0	409,727	100.0
666	2	.0	409,729	100.0
667	1	.0	409,730	100.0
669	14	.0	409,744	100.0

Table I-28: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
670	19	.0	409,763	100.0
671	7	.0	409,770	100.0
676	13	.0	409,783	100.0
679	10	.0	409,793	100.0
683	3	.0	409,796	100.0
686	5	.0	409,801	100.0
692	1	.0	409,802	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	2,058	.9	2,058	.9
267	6	.0	2,064	.9
270	24	.0	2,088	.9
271	11	.0	2,099	.9
276	53	.0	2,152	.9
278	6	.0	2,158	.9
283	59	.0	2,217	.9
285	10	.0	2,227	.9
287	12	.0	2,239	.9
288	22	.0	2,261	.9
289	6	.0	2,267	.9
290	5	.0	2,272	.9
291	31	.0	2,303	1.0
292	22	.0	2,325	1.0
293	27	.0	2,352	1.0
294	18	.0	2,370	1.0
295	1	.0	2,371	1.0
296	1	.0	2,372	1.0
297	25	.0	2,397	1.0
298	6	.0	2,403	1.0
299	22	.0	2,425	1.0
300	8	.0	2,433	1.0
301	18	.0	2,451	1.0
302	3	.0	2,454	1.0
303	20	.0	2,474	1.0
305	21	.0	2,495	1.0
306	15	.0	2,510	1.0
307	15	.0	2,525	1.1
308	16	.0	2,541	1.1
309	4	.0	2,545	1.1
310	22	.0	2,567	1.1
311	13	.0	2,580	1.1
312	23	.0	2,603	1.1
313	9	.0	2,612	1.1
314	18	.0	2,630	1.1
315	17	.0	2,647	1.1
316	8	.0	2,655	1.1
317	16	.0	2,671	1.1
318	12	.0	2,683	1.1
319	25	.0	2,708	1.1

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	15	.0	2,723	1.1
321	30	.0	2,753	1.1
322	20	.0	2,773	1.2
323	36	.0	2,809	1.2
324	11	.0	2,820	1.2
325	6	.0	2,826	1.2
326	26	.0	2,852	1.2
327	21	.0	2,873	1.2
328	49	.0	2,922	1.2
329	20	.0	2,942	1.2
330	21	.0	2,963	1.2
331	15	.0	2,978	1.2
332	29	.0	3,007	1.3
333	31	.0	3,038	1.3
334	23	.0	3,061	1.3
335	42	.0	3,103	1.3
336	25	.0	3,128	1.3
337	27	.0	3,155	1.3
338	33	.0	3,188	1.3
339	42	.0	3,230	1.3
340	39	.0	3,269	1.4
341	20	.0	3,289	1.4
342	34	.0	3,323	1.4
343	30	.0	3,353	1.4
344	15	.0	3,368	1.4
345	18	.0	3,386	1.4
346	38	.0	3,424	1.4
347	39	.0	3,463	1.4
348	24	.0	3,487	1.5
349	41	.0	3,528	1.5
350	43	.0	3,571	1.5
351	37	.0	3,608	1.5
352	25	.0	3,633	1.5
353	27	.0	3,660	1.5
354	39	.0	3,699	1.5
355	46	.0	3,745	1.6
356	48	.0	3,793	1.6
357	31	.0	3,824	1.6
358	41	.0	3,865	1.6
359	44	.0	3,909	1.6

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
360	30	.0	3,939	1.6
361	44	.0	3,983	1.7
362	46	.0	4,029	1.7
363	43	.0	4,072	1.7
364	46	.0	4,118	1.7
365	55	.0	4,173	1.7
366	39	.0	4,212	1.8
367	58	.0	4,270	1.8
368	44	.0	4,314	1.8
369	40	.0	4,354	1.8
370	45	.0	4,399	1.8
371	43	.0	4,442	1.9
372	44	.0	4,486	1.9
373	63	.0	4,549	1.9
374	44	.0	4,593	1.9
375	48	.0	4,641	1.9
376	62	.0	4,703	2.0
377	56	.0	4,759	2.0
378	50	.0	4,809	2.0
379	47	.0	4,856	2.0
380	61	.0	4,917	2.1
381	66	.0	4,983	2.1
382	74	.0	5,057	2.1
383	62	.0	5,119	2.1
384	67	.0	5,186	2.2
385	66	.0	5,252	2.2
386	77	.0	5,329	2.2
387	63	.0	5,392	2.2
388	64	.0	5,456	2.3
389	71	.0	5,527	2.3
390	92	.0	5,619	2.3
391	64	.0	5,683	2.4
392	100	.0	5,783	2.4
393	73	.0	5,856	2.4
394	75	.0	5,931	2.5
395	66	.0	5,997	2.5
396	75	.0	6,072	2.5
397	93	.0	6,165	2.6
398	84	.0	6,249	2.6
399	105	.0	6,354	2.7

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
400	86	.0	6,440	2.7
401	105	.0	6,545	2.7
402	86	.0	6,631	2.8
403	85	.0	6,716	2.8
404	75	.0	6,791	2.8
405	109	.0	6,900	2.9
406	105	.0	7,005	2.9
407	105	.0	7,110	3.0
408	122	.1	7,232	3.0
409	117	.0	7,349	3.1
410	97	.0	7,446	3.1
411	125	.1	7,571	3.2
412	138	.1	7,709	3.2
413	123	.1	7,832	3.3
414	141	.1	7,973	3.3
415	94	.0	8,067	3.4
416	146	.1	8,213	3.4
417	105	.0	8,318	3.5
418	142	.1	8,460	3.5
419	149	.1	8,609	3.6
420	160	.1	8,769	3.7
421	147	.1	8,916	3.7
422	145	.1	9,061	3.8
423	142	.1	9,203	3.8
424	138	.1	9,341	3.9
425	155	.1	9,496	4.0
426	142	.1	9,638	4.0
427	172	.1	9,810	4.1
428	171	.1	9,981	4.2
429	150	.1	10,131	4.2
430	176	.1	10,307	4.3
431	189	.1	10,496	4.4
432	161	.1	10,657	4.4
433	194	.1	10,851	4.5
434	156	.1	11,007	4.6
435	242	.1	11,249	4.7
436	178	.1	11,427	4.8
437	236	.1	11,663	4.9
438	200	.1	11,863	4.9
439	224	.1	12,087	5.0

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
440	205	.1	12,292	5.1
441	231	.1	12,523	5.2
442	251	.1	12,774	5.3
443	195	.1	12,969	5.4
444	259	.1	13,228	5.5
445	213	.1	13,441	5.6
446	283	.1	13,724	5.7
447	264	.1	13,988	5.8
448	287	.1	14,275	6.0
449	265	.1	14,540	6.1
450	287	.1	14,827	6.2
451	299	.1	15,126	6.3
452	256	.1	15,382	6.4
453	295	.1	15,677	6.5
454	331	.1	16,008	6.7
455	314	.1	16,322	6.8
456	333	.1	16,655	6.9
457	333	.1	16,988	7.1
458	307	.1	17,295	7.2
459	348	.1	17,643	7.4
460	343	.1	17,986	7.5
461	339	.1	18,325	7.6
462	394	.2	18,719	7.8
463	404	.2	19,123	8.0
464	319	.1	19,442	8.1
465	376	.2	19,818	8.3
466	359	.1	20,177	8.4
467	451	.2	20,628	8.6
468	336	.1	20,964	8.7
469	518	.2	21,482	9.0
470	392	.2	21,874	9.1
471	448	.2	22,322	9.3
472	404	.2	22,726	9.5
473	425	.2	23,151	9.7
474	475	.2	23,626	9.9
475	450	.2	24,076	10.0
476	492	.2	24,568	10.2
477	462	.2	25,030	10.4
478	485	.2	25,515	10.6
479	482	.2	25,997	10.8

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
480	547	.2	26,544	11.1
481	574	.2	27,118	11.3
482	524	.2	27,642	11.5
483	540	.2	28,182	11.8
484	543	.2	28,725	12.0
485	608	.3	29,333	12.2
486	561	.2	29,894	12.5
487	594	.2	30,488	12.7
488	625	.3	31,113	13.0
489	626	.3	31,739	13.2
490	650	.3	32,389	13.5
491	667	.3	33,056	13.8
492	753	.3	33,809	14.1
493	643	.3	34,452	14.4
494	731	.3	35,183	14.7
495	728	.3	35,911	15.0
496	763	.3	36,674	15.3
497	760	.3	37,434	15.6
498	783	.3	38,217	15.9
499	844	.4	39,061	16.3
500	817	.3	39,878	16.6
501	778	.3	40,656	17.0
502	833	.3	41,489	17.3
503	854	.4	42,343	17.7
504	872	.4	43,215	18.0
505	857	.4	44,072	18.4
506	943	.4	45,015	18.8
507	901	.4	45,916	19.2
508	993	.4	46,909	19.6
509	963	.4	47,872	20.0
510	1,035	.4	48,907	20.4
511	1,014	.4	49,921	20.8
512	1,038	.4	50,959	21.3
513	1,061	.4	52,020	21.7
514	1,064	.4	53,084	22.1
515	1,127	.5	54,211	22.6
516	1,106	.5	55,317	23.1
517	1,215	.5	56,532	23.6
518	1,229	.5	57,761	24.1
519	1,213	.5	58,974	24.6

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
520	1,211	.5	60,185	25.1
521	1,244	.5	61,429	25.6
522	1,363	.6	62,792	26.2
523	1,230	.5	64,022	26.7
524	1,338	.6	65,360	27.3
525	1,270	.5	66,630	27.8
526	1,458	.6	68,088	28.4
527	1,314	.5	69,402	29.0
528	1,542	.6	70,944	29.6
529	1,404	.6	72,348	30.2
530	1,464	.6	73,812	30.8
531	1,494	.6	75,306	31.4
532	1,504	.6	76,810	32.0
533	1,498	.6	78,308	32.7
534	1,660	.7	79,968	33.4
535	1,509	.6	81,477	34.0
536	1,565	.7	83,042	34.6
537	1,616	.7	84,658	35.3
538	1,656	.7	86,314	36.0
539	1,700	.7	88,014	36.7
540	1,691	.7	89,705	37.4
541	1,654	.7	91,359	38.1
542	1,845	.8	93,204	38.9
543	1,756	.7	94,960	39.6
544	1,776	.7	96,736	40.4
545	1,831	.8	98,567	41.1
546	1,815	.8	100,382	41.9
547	1,807	.8	102,189	42.6
548	1,962	.8	104,151	43.5
549	1,726	.7	105,877	44.2
550	1,896	.8	107,773	45.0
551	1,870	.8	109,643	45.7
552	1,867	.8	111,510	46.5
553	1,834	.8	113,344	47.3
554	1,946	.8	115,290	48.1
555	1,972	.8	117,262	48.9
556	1,969	.8	119,231	49.7
557	1,860	.8	121,091	50.5
558	1,966	.8	123,057	51.3
559	1,974	.8	125,031	52.2

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
560	1,978	.8	127,009	53.0
561	1,972	.8	128,981	53.8
562	1,983	.8	130,964	54.6
563	2,081	.9	133,045	55.5
564	1,854	.8	134,899	56.3
565	2,022	.8	136,921	57.1
566	2,026	.8	138,947	58.0
567	2,017	.8	140,964	58.8
568	1,897	.8	142,861	59.6
569	1,965	.8	144,826	60.4
570	1,878	.8	146,704	61.2
571	1,903	.8	148,607	62.0
572	1,885	.8	150,492	62.8
573	1,788	.7	152,280	63.5
574	2,036	.8	154,316	64.4
575	1,751	.7	156,067	65.1
576	1,989	.8	158,056	65.9
577	1,758	.7	159,814	66.7
578	1,908	.8	161,722	67.5
579	1,781	.7	163,503	68.2
580	1,906	.8	165,409	69.0
581	1,636	.7	167,045	69.7
582	1,920	.8	168,965	70.5
583	1,631	.7	170,596	71.2
584	1,692	.7	172,288	71.9
585	1,692	.7	173,980	72.6
586	1,687	.7	175,667	73.3
587	1,566	.7	177,233	73.9
588	1,599	.7	178,832	74.6
589	1,495	.6	180,327	75.2
590	1,580	.7	181,907	75.9
591	1,503	.6	183,410	76.5
592	1,582	.7	184,992	77.2
593	1,487	.6	186,479	77.8
594	1,525	.6	188,004	78.4
595	1,497	.6	189,501	79.1
596	1,430	.6	190,931	79.7
597	1,383	.6	192,314	80.2
598	1,412	.6	193,726	80.8
599	1,242	.5	194,968	81.3

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
600	1,413	.6	196,381	81.9
601	1,296	.5	197,677	82.5
602	1,158	.5	198,835	83.0
603	1,323	.6	200,158	83.5
604	1,165	.5	201,323	84.0
605	1,220	.5	202,543	84.5
606	1,260	.5	203,803	85.0
607	1,075	.4	204,878	85.5
608	1,085	.5	205,963	85.9
609	1,091	.5	207,054	86.4
610	1,074	.4	208,128	86.8
611	1,069	.4	209,197	87.3
612	1,079	.5	210,276	87.7
613	916	.4	211,192	88.1
614	1,044	.4	212,236	88.5
615	876	.4	213,112	88.9
616	930	.4	214,042	89.3
617	873	.4	214,915	89.7
618	947	.4	215,862	90.1
619	847	.4	216,709	90.4
620	835	.3	217,544	90.8
621	827	.3	218,371	91.1
622	801	.3	219,172	91.4
623	752	.3	219,924	91.8
624	831	.3	220,755	92.1
625	565	.2	221,320	92.3
626	735	.3	222,055	92.6
627	692	.3	222,747	92.9
628	598	.2	223,345	93.2
629	673	.3	224,018	93.5
630	637	.3	224,655	93.7
631	530	.2	225,185	93.9
632	614	.3	225,799	94.2
633	643	.3	226,442	94.5
634	569	.2	227,011	94.7
635	572	.2	227,583	94.9
636	497	.2	228,080	95.2
637	524	.2	228,604	95.4
638	505	.2	229,109	95.6
639	456	.2	229,565	95.8

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
640	465	.2	230,030	96.0
641	446	.2	230,476	96.2
642	407	.2	230,883	96.3
643	490	.2	231,373	96.5
644	352	.1	231,725	96.7
645	414	.2	232,139	96.9
646	273	.1	232,412	97.0
647	453	.2	232,865	97.2
648	296	.1	233,161	97.3
649	328	.1	233,489	97.4
650	317	.1	233,806	97.5
651	282	.1	234,088	97.7
652	261	.1	234,349	97.8
653	321	.1	234,670	97.9
654	258	.1	234,928	98.0
655	238	.1	235,166	98.1
656	228	.1	235,394	98.2
657	241	.1	235,635	98.3
658	230	.1	235,865	98.4
659	194	.1	236,059	98.5
660	163	.1	236,222	98.6
661	198	.1	236,420	98.6
662	237	.1	236,657	98.7
663	116	.0	236,773	98.8
664	239	.1	237,012	98.9
665	162	.1	237,174	99.0
666	81	.0	237,255	99.0
667	191	.1	237,446	99.1
668	176	.1	237,622	99.1
669	58	.0	237,680	99.2
670	214	.1	237,894	99.3
671	52	.0	237,946	99.3
672	128	.1	238,074	99.3
673	140	.1	238,214	99.4
674	120	.1	238,334	99.4
675	33	.0	238,367	99.4
676	105	.0	238,472	99.5
677	108	.0	238,580	99.5
678	46	.0	238,626	99.6
679	55	.0	238,681	99.6

Table I-29: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
680	128	.1	238,809	99.6
682	95	.0	238,904	99.7
683	10	.0	238,914	99.7
684	56	.0	238,970	99.7
685	54	.0	239,024	99.7
686	44	.0	239,068	99.7
687	46	.0	239,114	99.8
688	4	.0	239,118	99.8
689	54	.0	239,172	99.8
690	71	.0	239,243	99.8
691	14	.0	239,257	99.8
692	19	.0	239,276	99.8
693	7	.0	239,283	99.8
694	96	.0	239,379	99.9
695	19	.0	239,398	99.9
696	8	.0	239,406	99.9
697	11	.0	239,417	99.9
698	6	.0	239,423	99.9
699	28	.0	239,451	99.9
700	37	.0	239,488	99.9
701	13	.0	239,501	99.9
702	3	.0	239,504	99.9
703	31	.0	239,535	99.9
704	14	.0	239,549	99.9
705	18	.0	239,567	99.9
706	3	.0	239,570	100.0
708	1	.0	239,571	100.0
709	46	.0	239,617	100.0
711	20	.0	239,637	100.0
713	2	.0	239,639	100.0
715	3	.0	239,642	100.0
718	17	.0	239,659	100.0
720	9	.0	239,668	100.0
721	2	.0	239,670	100.0
723	2	.0	239,672	100.0
724	1	.0	239,673	100.0
725	3	.0	239,676	100.0
730	4	.0	239,680	100.0
739	3	.0	239,683	100.0
741	5	.0	239,688	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	3,450	1.4	3,450	1.4
261	8	.0	3,458	1.4
274	51	.0	3,509	1.4
275	47	.0	3,556	1.4
276	7	.0	3,563	1.4
278	4	.0	3,567	1.4
284	40	.0	3,607	1.4
285	3	.0	3,610	1.4
286	22	.0	3,632	1.4
290	27	.0	3,659	1.4
291	7	.0	3,666	1.4
292	10	.0	3,676	1.5
294	24	.0	3,700	1.5
295	31	.0	3,731	1.5
296	15	.0	3,746	1.5
298	7	.0	3,753	1.5
299	20	.0	3,773	1.5
300	11	.0	3,784	1.5
301	3	.0	3,787	1.5
302	27	.0	3,814	1.5
303	40	.0	3,854	1.5
304	3	.0	3,857	1.5
305	21	.0	3,878	1.5
306	13	.0	3,891	1.5
307	11	.0	3,902	1.5
308	5	.0	3,907	1.5
309	23	.0	3,930	1.6
310	38	.0	3,968	1.6
311	7	.0	3,975	1.6
312	15	.0	3,990	1.6
313	9	.0	3,999	1.6
314	19	.0	4,018	1.6
315	13	.0	4,031	1.6
316	33	.0	4,064	1.6
317	14	.0	4,078	1.6
318	23	.0	4,101	1.6
319	29	.0	4,130	1.6
320	42	.0	4,172	1.6
321	23	.0	4,195	1.7
322	23	.0	4,218	1.7

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
323	13	.0	4,231	1.7
324	29	.0	4,260	1.7
325	8	.0	4,268	1.7
326	69	.0	4,337	1.7
327	26	.0	4,363	1.7
328	43	.0	4,406	1.7
329	24	.0	4,430	1.7
330	60	.0	4,490	1.8
331	30	.0	4,520	1.8
332	14	.0	4,534	1.8
333	80	.0	4,614	1.8
334	8	.0	4,622	1.8
335	25	.0	4,647	1.8
336	78	.0	4,725	1.9
337	17	.0	4,742	1.9
338	29	.0	4,771	1.9
339	93	.0	4,864	1.9
340	19	.0	4,883	1.9
341	19	.0	4,902	1.9
342	66	.0	4,968	2.0
343	37	.0	5,005	2.0
344	33	.0	5,038	2.0
345	19	.0	5,057	2.0
346	68	.0	5,125	2.0
347	25	.0	5,150	2.0
348	25	.0	5,175	2.0
349	34	.0	5,209	2.1
350	53	.0	5,262	2.1
351	82	.0	5,344	2.1
352	24	.0	5,368	2.1
353	27	.0	5,395	2.1
354	35	.0	5,430	2.1
355	38	.0	5,468	2.2
356	41	.0	5,509	2.2
357	71	.0	5,580	2.2
358	34	.0	5,614	2.2
359	43	.0	5,657	2.2
360	26	.0	5,683	2.2
361	46	.0	5,729	2.3
362	31	.0	5,760	2.3

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
363	35	.0	5,795	2.3
364	53	.0	5,848	2.3
365	67	.0	5,915	2.3
366	60	.0	5,975	2.4
367	51	.0	6,026	2.4
368	40	.0	6,066	2.4
369	54	.0	6,120	2.4
370	49	.0	6,169	2.4
371	54	.0	6,223	2.5
372	41	.0	6,264	2.5
373	45	.0	6,309	2.5
374	55	.0	6,364	2.5
375	40	.0	6,404	2.5
376	73	.0	6,477	2.6
377	75	.0	6,552	2.6
378	74	.0	6,626	2.6
379	82	.0	6,708	2.6
380	40	.0	6,748	2.7
381	48	.0	6,796	2.7
382	79	.0	6,875	2.7
383	63	.0	6,938	2.7
384	58	.0	6,996	2.8
385	75	.0	7,071	2.8
386	81	.0	7,152	2.8
387	54	.0	7,206	2.8
388	74	.0	7,280	2.9
389	70	.0	7,350	2.9
390	91	.0	7,441	2.9
391	65	.0	7,506	3.0
392	74	.0	7,580	3.0
393	86	.0	7,666	3.0
394	61	.0	7,727	3.1
395	96	.0	7,823	3.1
396	75	.0	7,898	3.1
397	76	.0	7,974	3.1
398	80	.0	8,054	3.2
399	115	.0	8,169	3.2
400	68	.0	8,237	3.3
401	119	.0	8,356	3.3
402	83	.0	8,439	3.3

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
403	90	.0	8,529	3.4
404	66	.0	8,595	3.4
405	113	.0	8,708	3.4
406	112	.0	8,820	3.5
407	94	.0	8,914	3.5
408	77	.0	8,991	3.6
409	132	.1	9,123	3.6
410	98	.0	9,221	3.6
411	108	.0	9,329	3.7
412	117	.0	9,446	3.7
413	130	.1	9,576	3.8
414	102	.0	9,678	3.8
415	127	.1	9,805	3.9
416	126	.0	9,931	3.9
417	107	.0	10,038	4.0
418	146	.1	10,184	4.0
419	131	.1	10,315	4.1
420	136	.1	10,451	4.1
421	90	.0	10,541	4.2
422	153	.1	10,694	4.2
423	150	.1	10,844	4.3
424	128	.1	10,972	4.3
425	122	.0	11,094	4.4
426	159	.1	11,253	4.4
427	131	.1	11,384	4.5
428	178	.1	11,562	4.6
429	127	.1	11,689	4.6
430	164	.1	11,853	4.7
431	130	.1	11,983	4.7
432	167	.1	12,150	4.8
433	153	.1	12,303	4.9
434	171	.1	12,474	4.9
435	156	.1	12,630	5.0
436	157	.1	12,787	5.1
437	178	.1	12,965	5.1
438	172	.1	13,137	5.2
439	198	.1	13,335	5.3
440	178	.1	13,513	5.3
441	166	.1	13,679	5.4
442	178	.1	13,857	5.5

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
443	193	.1	14,050	5.5
444	201	.1	14,251	5.6
445	205	.1	14,456	5.7
446	221	.1	14,677	5.8
447	196	.1	14,873	5.9
448	170	.1	15,043	5.9
449	192	.1	15,235	6.0
450	210	.1	15,445	6.1
451	209	.1	15,654	6.2
452	191	.1	15,845	6.3
453	254	.1	16,099	6.4
454	207	.1	16,306	6.4
455	240	.1	16,546	6.5
456	255	.1	16,801	6.6
457	261	.1	17,062	6.7
458	241	.1	17,303	6.8
459	265	.1	17,568	6.9
460	269	.1	17,837	7.0
461	271	.1	18,108	7.2
462	252	.1	18,360	7.3
463	297	.1	18,657	7.4
464	273	.1	18,930	7.5
465	286	.1	19,216	7.6
466	313	.1	19,529	7.7
467	305	.1	19,834	7.8
468	295	.1	20,129	8.0
469	296	.1	20,425	8.1
470	298	.1	20,723	8.2
471	354	.1	21,077	8.3
472	338	.1	21,415	8.5
473	330	.1	21,745	8.6
474	335	.1	22,080	8.7
475	353	.1	22,433	8.9
476	366	.1	22,799	9.0
477	334	.1	23,133	9.1
478	415	.2	23,548	9.3
479	377	.1	23,925	9.4
480	361	.1	24,286	9.6
481	387	.2	24,673	9.7
482	410	.2	25,083	9.9

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
483	424	.2	25,507	10.1
484	364	.1	25,871	10.2
485	452	.2	26,323	10.4
486	440	.2	26,763	10.6
487	471	.2	27,234	10.8
488	448	.2	27,682	10.9
489	478	.2	28,160	11.1
490	476	.2	28,636	11.3
491	495	.2	29,131	11.5
492	473	.2	29,604	11.7
493	470	.2	30,074	11.9
494	524	.2	30,598	12.1
495	521	.2	31,119	12.3
496	575	.2	31,694	12.5
497	581	.2	32,275	12.7
498	504	.2	32,779	12.9
499	549	.2	33,328	13.2
500	575	.2	33,903	13.4
501	607	.2	34,510	13.6
502	603	.2	35,113	13.9
503	600	.2	35,713	14.1
504	662	.3	36,375	14.4
505	634	.3	37,009	14.6
506	705	.3	37,714	14.9
507	673	.3	38,387	15.2
508	698	.3	39,085	15.4
509	661	.3	39,746	15.7
510	729	.3	40,475	16.0
511	723	.3	41,198	16.3
512	787	.3	41,985	16.6
513	815	.3	42,800	16.9
514	763	.3	43,563	17.2
515	834	.3	44,397	17.5
516	795	.3	45,192	17.8
517	873	.3	46,065	18.2
518	842	.3	46,907	18.5
519	906	.4	47,813	18.9
520	919	.4	48,732	19.2
521	880	.3	49,612	19.6
522	983	.4	50,595	20.0

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
523	901	.4	51,496	20.3
524	1,027	.4	52,523	20.7
525	961	.4	53,484	21.1
526	1,073	.4	54,557	21.5
527	1,001	.4	55,558	21.9
528	1,095	.4	56,653	22.4
529	1,105	.4	57,758	22.8
530	1,128	.4	58,886	23.3
531	1,186	.5	60,072	23.7
532	1,119	.4	61,191	24.2
533	1,168	.5	62,359	24.6
534	1,231	.5	63,590	25.1
535	1,092	.4	64,682	25.5
536	1,365	.5	66,047	26.1
537	1,199	.5	67,246	26.6
538	1,182	.5	68,428	27.0
539	1,325	.5	69,753	27.5
540	1,154	.5	70,907	28.0
541	1,458	.6	72,365	28.6
542	1,220	.5	73,585	29.1
543	1,375	.5	74,960	29.6
544	1,438	.6	76,398	30.2
545	1,309	.5	77,707	30.7
546	1,470	.6	79,177	31.3
547	1,486	.6	80,663	31.9
548	1,305	.5	81,968	32.4
549	1,648	.7	83,616	33.0
550	1,504	.6	85,120	33.6
551	1,517	.6	86,637	34.2
552	1,680	.7	88,317	34.9
553	1,458	.6	89,775	35.5
554	1,809	.7	91,584	36.2
555	1,483	.6	93,067	36.8
556	1,846	.7	94,913	37.5
557	1,490	.6	96,403	38.1
558	1,739	.7	98,142	38.8
559	1,547	.6	99,689	39.4
560	1,861	.7	101,550	40.1
561	1,517	.6	103,067	40.7
562	1,916	.8	104,983	41.5

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
563	1,576	.6	106,559	42.1
564	1,901	.8	108,460	42.8
565	1,595	.6	110,055	43.5
566	1,745	.7	111,800	44.2
567	1,761	.7	113,561	44.9
568	1,868	.7	115,429	45.6
569	1,766	.7	117,195	46.3
570	1,865	.7	119,060	47.0
571	1,679	.7	120,739	47.7
572	1,857	.7	122,596	48.4
573	1,773	.7	124,369	49.1
574	1,926	.8	126,295	49.9
575	1,667	.7	127,962	50.5
576	1,864	.7	129,826	51.3
577	1,801	.7	131,627	52.0
578	1,848	.7	133,475	52.7
579	1,946	.8	135,421	53.5
580	1,816	.7	137,237	54.2
581	1,872	.7	139,109	54.9
582	1,725	.7	140,834	55.6
583	2,105	.8	142,939	56.5
584	1,585	.6	144,524	57.1
585	2,122	.8	146,646	57.9
586	1,516	.6	148,162	58.5
587	2,094	.8	150,256	59.3
588	1,607	.6	151,863	60.0
589	1,869	.7	153,732	60.7
590	1,651	.7	155,383	61.4
591	1,867	.7	157,250	62.1
592	1,656	.7	158,906	62.8
593	1,869	.7	160,775	63.5
594	1,721	.7	162,496	64.2
595	1,829	.7	164,325	64.9
596	1,543	.6	165,868	65.5
597	1,935	.8	167,803	66.3
598	1,425	.6	169,228	66.8
599	1,785	.7	171,013	67.5
600	1,575	.6	172,588	68.2
601	1,708	.7	174,296	68.8
602	1,608	.6	175,904	69.5

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
603	1,812	.7	177,716	70.2
604	1,493	.6	179,209	70.8
605	1,706	.7	180,915	71.5
606	1,372	.5	182,287	72.0
607	1,632	.6	183,919	72.6
608	1,545	.6	185,464	73.3
609	1,609	.6	187,073	73.9
610	1,635	.6	188,708	74.5
611	1,410	.6	190,118	75.1
612	1,422	.6	191,540	75.7
613	1,637	.6	193,177	76.3
614	1,263	.5	194,440	76.8
615	1,679	.7	196,119	77.5
616	1,271	.5	197,390	78.0
617	1,383	.5	198,773	78.5
618	1,336	.5	200,109	79.0
619	1,539	.6	201,648	79.6
620	1,256	.5	202,904	80.1
621	1,220	.5	204,124	80.6
622	1,343	.5	205,467	81.2
623	1,282	.5	206,749	81.7
624	1,191	.5	207,940	82.1
625	1,110	.4	209,050	82.6
626	1,369	.5	210,419	83.1
627	1,049	.4	211,468	83.5
628	1,223	.5	212,691	84.0
629	1,159	.5	213,850	84.5
630	1,039	.4	214,889	84.9
631	1,154	.5	216,043	85.3
632	1,094	.4	217,137	85.8
633	1,193	.5	218,330	86.2
634	946	.4	219,276	86.6
635	913	.4	220,189	87.0
636	1,106	.4	221,295	87.4
637	947	.4	222,242	87.8
638	947	.4	223,189	88.2
639	867	.3	224,056	88.5
640	1,021	.4	225,077	88.9
641	937	.4	226,014	89.3
642	920	.4	226,934	89.6

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
643	845	.3	227,779	90.0
644	881	.3	228,660	90.3
645	886	.3	229,546	90.7
646	702	.3	230,248	90.9
647	836	.3	231,084	91.3
648	635	.3	231,719	91.5
649	787	.3	232,506	91.8
650	728	.3	233,234	92.1
651	699	.3	233,933	92.4
652	642	.3	234,575	92.6
653	692	.3	235,267	92.9
654	783	.3	236,050	93.2
655	459	.2	236,509	93.4
656	719	.3	237,228	93.7
657	629	.2	237,857	93.9
658	569	.2	238,426	94.2
659	620	.2	239,046	94.4
660	430	.2	239,476	94.6
661	577	.2	240,053	94.8
662	569	.2	240,622	95.0
663	501	.2	241,123	95.2
664	445	.2	241,568	95.4
665	455	.2	242,023	95.6
666	531	.2	242,554	95.8
667	442	.2	242,996	96.0
668	393	.2	243,389	96.1
669	401	.2	243,790	96.3
670	430	.2	244,220	96.5
671	391	.2	244,611	96.6
672	380	.2	244,991	96.8
673	400	.2	245,391	96.9
674	361	.1	245,752	97.1
675	355	.1	246,107	97.2
676	310	.1	246,417	97.3
677	279	.1	246,696	97.4
678	363	.1	247,059	97.6
679	278	.1	247,337	97.7
680	253	.1	247,590	97.8
681	210	.1	247,800	97.9
682	371	.1	248,171	98.0

Table I-30: Scale Score Frequency Distribution, Annual Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
683	165	.1	248,336	98.1
684	189	.1	248,525	98.2
685	305	.1	248,830	98.3
686	256	.1	249,086	98.4
687	196	.1	249,282	98.5
688	160	.1	249,442	98.5
689	200	.1	249,642	98.6
690	189	.1	249,831	98.7
691	169	.1	250,000	98.7
692	203	.1	250,203	98.8
693	130	.1	250,333	98.9
694	260	.1	250,593	99.0
695	50	.0	250,643	99.0
696	56	.0	250,699	99.0
697	101	.0	250,800	99.1
698	313	.1	251,113	99.2
699	100	.0	251,213	99.2
700	83	.0	251,296	99.3
701	94	.0	251,390	99.3
702	88	.0	251,478	99.3
703	122	.0	251,600	99.4
704	86	.0	251,686	99.4
705	105	.0	251,791	99.4
706	158	.1	251,949	99.5
707	52	.0	252,001	99.5
708	71	.0	252,072	99.6
709	20	.0	252,092	99.6
710	88	.0	252,180	99.6
711	87	.0	252,267	99.6
712	110	.0	252,377	99.7
713	35	.0	252,412	99.7
714	64	.0	252,476	99.7
715	56	.0	252,532	99.7
716	15	.0	252,547	99.7
717	16	.0	252,563	99.8
718	120	.0	252,683	99.8
719	27	.0	252,710	99.8
720	10	.0	252,720	99.8
721	54	.0	252,774	99.8
722	17	.0	252,791	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	2	.0	252,793	99.8
724	98	.0	252,891	99.9
727	60	.0	252,951	99.9
728	27	.0	252,978	99.9
729	11	.0	252,989	99.9
730	3	.0	252,992	99.9
731	2	.0	252,994	99.9
733	19	.0	253,013	99.9
734	72	.0	253,085	100.0
735	26	.0	253,111	100.0
736	3	.0	253,114	100.0
737	1	.0	253,115	100.0
741	26	.0	253,141	100.0
742	1	.0	253,142	100.0
747	3	.0	253,145	100.0
748	28	.0	253,173	100.0
749	6	.0	253,179	100.0
754	3	.0	253,182	100.0
761	10	.0	253,192	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	54,590	24.5	54,590	24.5
310	17,821	8.0	72,411	32.4
338	15,979	7.2	88,390	39.6
356	14,392	6.4	102,782	46.1
370	13,649	6.1	116,431	52.2
382	13,973	6.3	130,404	58.4
391	1	0.0	130,405	58.4
393	14,371	6.4	144,776	64.9
403	14,065	6.3	158,841	71.2
414	13,435	6.0	172,276	77.2
415	2	0.0	172,278	77.2
426	11,835	5.3	184,113	82.5
428	1	0.0	184,114	82.5
438	9,912	4.4	194,026	86.9
450	8,206	3.7	202,232	90.6
464	6,858	3.1	209,090	93.7
479	5,257	2.4	214,347	96.0
488	2	0.0	214,349	96.0
496	3,870	1.7	218,219	97.8
518	2,673	1.2	220,892	99.0
551	1,570	0.7	222,462	99.7
570	728	0.3	223,190	100.0

Table I-32: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	1,874	15.6	1,874	15.6
310	359	3.0	2,233	18.6
338	298	2.5	2,531	21.1
356	249	2.1	2,780	23.2
370	178	1.5	2,958	24.7
382	213	1.8	3,171	26.4
393	241	2.0	3,412	28.4
403	325	2.7	3,737	31.2
414	390	3.3	4,127	34.4
426	526	4.4	4,653	38.8
428	1	0.0	4,654	38.8
438	646	5.4	5,300	44.2
450	786	6.6	6,086	50.7
464	955	8.0	7,041	58.7
479	1,109	9.2	8,150	67.9
496	1,146	9.6	9,296	77.5
518	1,145	9.5	10,441	87.0
551	919	7.7	11,360	94.7
570	636	5.3	11,996	100.0

Appendix I: Scale Score Frequency Distributions

Table I-33: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	3,935	14.2	3,935	14.2
285	728	2.6	4,663	16.8
344	929	3.4	5,592	20.2
374	1,167	4.2	6,759	24.4
397	1,256	4.5	8,015	28.9
417	1,267	4.6	9,282	33.5
435	1,482	5.4	10,764	38.9
453	1,599	5.8	12,363	44.6
471	1,672	6.0	14,035	50.7
489	1,892	6.8	15,927	57.5
502	1	0.0	15,928	57.5
507	1,803	6.5	17,731	64.0
526	1,961	7.1	19,692	71.1
547	1,984	7.2	21,676	78.3
571	1,896	6.8	23,572	85.1
600	1,655	6.0	25,227	91.1
640	2,464	8.9	27,691	100.0

Table I-34: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	3,668	16.5	3,668	16.5
317	768	3.5	4,436	20.0
369	897	4.0	5,333	24.0
404	982	4.4	6,315	28.4
423	1	0.0	6,316	28.4
432	837	3.8	7,153	32.2
439	1	0.0	7,154	32.2
457	857	3.9	8,011	36.1
480	859	3.9	8,870	39.9
503	918	4.1	9,788	44.1
511	1	0.0	9,789	44.1
525	1,121	5.0	10,910	49.1
536	1	0.0	10,911	49.1
548	1,356	6.1	12,267	55.2
570	1	0.0	12,268	55.2
572	1,641	7.4	13,909	62.6
596	1,783	8.0	15,692	70.6
621	1,901	8.6	17,593	79.2
656	1,894	8.5	19,487	87.7
715	2,726	12.3	22,213	100.0

Table I-35: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	4,735	13.3	4,735	13.3
325	1,081	3.0	5,816	16.3
402	1,387	3.9	7,203	20.2
440	1,624	4.5	8,827	24.7
467	1,826	5.1	10,653	29.8
489	1,848	5.2	12,501	35.0
509	2,097	5.9	14,598	40.9
530	2,259	6.3	16,857	47.2
552	2,488	7.0	19,345	54.1
579	2,842	8.0	22,187	62.1
613	2,933	8.2	25,120	70.3
653	2,938	8.2	28,058	78.5
699	2,813	7.9	30,871	86.4
725	4,859	13.6	35,730	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	43,528	19.5	43,528	19.5
273	11,173	5.0	54,701	24.5
305	9,441	4.2	64,142	28.7
324	8,990	4.0	73,132	32.8
338	8,314	3.7	81,446	36.5
350	7,835	3.5	89,281	40.0
360	8,132	3.6	97,413	43.6
370	8,263	3.7	105,676	47.3
378	8,279	3.7	113,955	51.1
386	8,557	3.8	122,512	54.9
393	8,017	3.6	130,529	58.5
400	8,298	3.7	138,827	62.2
401	1	0.0	138,828	62.2
407	7,952	3.6	146,780	65.8
414	7,698	3.4	154,478	69.2
420	7,182	3.2	161,660	72.4
427	6,579	2.9	168,239	75.4
433	6,201	2.8	174,440	78.2
440	5,780	2.6	180,220	80.7
447	5,187	2.3	185,407	83.1
448	1	0.0	185,408	83.1
454	4,957	2.2	190,365	85.3
456	1	0.0	190,366	85.3
462	4,833	2.2	195,199	87.5
470	4,425	2.0	199,624	89.4
475	1	0.0	199,625	89.4
479	4,446	2.0	204,071	91.4
489	4,055	1.8	208,126	93.3
500	3,779	1.7	211,905	94.9
514	3,359	1.5	215,264	96.4
531	2,979	1.3	218,243	97.8
539	1	0.0	218,244	97.8
554	2,543	1.1	220,787	98.9
590	1,680	0.8	222,467	99.7
630	723	0.3	223,190	100.0

Appendix I: Scale Score Frequency Distributions

Table I-37: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	2,237	18.6	2,237	18.6
266	1	0.0	2,238	18.7
273	175	1.5	2,413	20.1
305	146	1.2	2,559	21.3
324	131	1.1	2,690	22.4
338	114	1.0	2,804	23.4
350	115	1.0	2,919	24.3
360	105	0.9	3,024	25.2
370	111	0.9	3,135	26.1
378	103	0.9	3,238	27.0
386	86	0.7	3,324	27.7
393	130	1.1	3,454	28.8
400	129	1.1	3,583	29.9
407	128	1.1	3,711	30.9
414	136	1.1	3,847	32.1
420	181	1.5	4,028	33.6
427	228	1.9	4,256	35.5
433	217	1.8	4,473	37.3
440	243	2.0	4,716	39.3
447	291	2.4	5,007	41.7
454	332	2.8	5,339	44.5
462	378	3.2	5,717	47.7
470	403	3.4	6,120	51.0
479	548	4.6	6,668	55.6
489	626*	5.2	7,294	60.8
500	701	5.8	7,995	66.6
514	812	6.8	8,807	73.4
531	823	6.9	9,630	80.3
554	936	7.8	10,566	88.1
590	879	7.3	11,445	95.4
630	551	4.6	11,996	100.0

Table I-38: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
200	5,496	19.8	5,496	19.8
321	841	3.0	6,337	22.9
350	528	1.9	6,865	24.8
368	400	1.4	7,265	26.2
381	266	1.0	7,531	27.2
391	246	0.9	7,777	28.1
400	239	0.9	8,016	28.9
408	241	0.9	8,257	29.8
416	243	0.9	8,500	30.7
422	241	0.9	8,741	31.6
429	296	1.1	9,037	32.6
435	302	1.1	9,339	33.7
442	353	1.3	9,692	35.0
448	415	1.5	10,107	36.5
454	422	1.5	10,529	38.0
460	522	1.9	11,051	39.9
466	566	2.0	11,617	42.0
472	688	2.5	12,305	44.4
478	781	2.8	13,086	47.3
484	876	3.2	13,962	50.4
491	1,028	3.7	14,990	54.1
498	1,120	4.0	16,110	58.2
506	1,326	4.8	17,436	63.0
515	1,425	5.1	18,861	68.1
521	1	0.0	18,862	68.1
525	1,557	5.6	20,419	73.7
537	1,648	6.0	22,067	79.7
552	1,753	6.3	23,820	86.0
573	1,641	5.9	25,461	91.9
607	1,361	4.9	26,822	96.9
720	869	3.1	27,691	100.0

Table I-39: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
225	4,562	20.5	4,562	20.5
334	836	3.8	5,398	24.3
365	438	2.0	5,836	26.3
384	391	1.8	6,227	28.0
397	279	1.3	6,506	29.3
409	218	1.0	6,724	30.3
418	208	0.9	6,932	31.2
427	179	0.8	7,111	32.0
435	195	0.9	7,306	32.9
438	1	0.0	7,307	32.9
443	243	1.1	7,550	34.0
450	243	1.1	7,793	35.1
458	237	1.1	8,030	36.2
465	238	1.1	8,268	37.2
472	285	1.3	8,553	38.5
479	318	1.4	8,871	39.9
486	363	1.6	9,234	41.6
493	403	1.8	9,637	43.4
501	429	1.9	10,066	45.3
508	532	2.4	10,598	47.7
516	560	2.5	11,158	50.2
519	1	0.0	11,159	50.2
525	674	3.0	11,833	53.3
535	772	3.5	12,605	56.7
545	913	4.1	13,518	60.9
557	987	4.4	14,505	65.3
570	2	0.0	14,507	65.3
572	1,164	5.2	15,671	70.5
589	1,266	5.7	16,937	76.2
614	1,401	6.3	18,338	82.6
654	1,345	6.1	19,683	88.6
720	2,530	11.4	22,213	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	6,728	18.8	6,728	18.8
327	1,099	3.1	7,827	21.9
368	665	1.9	8,492	23.8
393	511	1.4	9,003	25.2
411	447	1.3	9,450	26.4
426	435	1.2	9,885	27.7
439	397	1.1	10,282	28.8
450	413	1.2	10,695	29.9
460	422	1.2	11,117	31.1
469	450	1.3	11,567	32.4
478	397	1.1	11,964	33.5
487	416	1.2	12,380	34.6
495	555	1.6	12,935	36.2
503	598	1.7	13,533	37.9
511	688	1.9	14,221	39.8
518	755	2.1	14,976	41.9
527	856	2.4	15,832	44.3
535	957	2.7	16,789	47.0
544	1,070	3.0	17,859	50.0
553	1,272	3.6	19,131	53.5
564	1,389	3.9	20,520	57.4
575	1,573	4.4	22,093	61.8
587	1,679	4.7	23,772	66.5
601	1,795	5.0	25,567	71.6
617	1,851	5.2	27,418	76.7
636	1,966	5.5	29,384	82.2
660	1,860	5.2	31,244	87.4
691	1,735	4.9	32,979	92.3
740	2,751	7.7	35,730	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	24,197	10.8	24,197	10.8
245	9,125	4.1	33,322	14.9
258	11,840	5.3	45,162	20.2
267	14,281	6.4	59,443	26.6
274	15,209	6.8	74,652	33.4
281	15,236	6.8	89,888	40.3
286	14,124	6.3	104,012	46.6
292	13,193	5.9	117,205	52.5
298	12,765	5.7	129,970	58.2
304	12,830	5.7	142,800	64.0
311	12,410	5.6	155,210	69.5
318	11,571	5.2	166,781	74.7
326	9,831	4.4	176,612	79.1
335	8,193	3.7	184,805	82.8
338	1	0.0	184,806	82.8
344	6,539	2.9	191,345	85.7
349	1	0.0	191,346	85.7
354	5,104	2.3	196,450	88.0
363	4,067	1.8	200,517	89.8
369	1	0.0	200,518	89.8
372	3,352	1.5	203,870	91.3
379	3,036	1.4	206,906	92.7
388	3,036	1.4	209,942	94.1
398	3,198	1.4	213,140	95.5
411	3,367	1.5	216,507	97.0
446	3,644	1.6	220,151	98.6
570	3,039	1.4	223,190	100.0

Table I-42: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	2,595	21.6	2,595	21.6
293	500	4.2	3,095	25.8
378	563	4.7	3,658	30.5
403	642	5.4	4,300	35.8
417	634	5.3	4,934	41.1
428	587	4.9	5,521	46.0
437	456	3.8	5,977	49.8
444	460	3.8	6,437	53.7
450	348	2.9	6,785	56.6
456	374	3.1	7,159	59.7
462	312	2.6	7,471	62.3
467	338	2.8	7,809	65.1
473	328	2.7	8,137	67.8
478	294	2.5	8,431	70.3
483	309	2.6	8,740	72.9
488	310	2.6	9,050	75.4
494	273	2.3	9,323	77.7
499	284	2.4	9,607	80.1
505	275	2.3	9,882	82.4
511	295	2.5	10,177	84.8
517	262	2.2	10,439	87.0
523	248	2.1	10,687	89.1
530	296	2.5	10,983	91.6
538	229	1.9	11,212	93.5
547	237	2.0	11,449	95.4
559	208	1.7	11,657	97.2
574	170	1.4	11,827	98.6
600	100	0.8	11,927	99.4
650	69	0.6	11,996	100.0

Appendix I: Scale Score Frequency Distributions

Table I-43: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	5,519	19.9	5,519	19.9
351	894	3.2	6,413	23.2
406	1,059	3.8	7,472	27.0
433	1,118	4.0	8,590	31.0
450	1,240	4.5	9,830	35.5
463	1,149	4.1	10,979	39.6
474	984	3.6	11,963	43.2
482	943	3.4	12,906	46.6
490	923	3.3	13,829	49.9
497	782	2.8	14,611	52.8
503	800	2.9	15,411	55.7
509	749	2.7	16,160	58.4
515	715	2.6	16,875	60.9
520	668	2.4	17,543	63.4
522	1	0.0	17,544	63.4
526	763	2.8	18,307	66.1
531	696	2.5	19,003	68.6
537	677	2.4	19,680	71.1
543	705	2.5	20,385	73.6
549	717	2.6	21,102	76.2
555	723	2.6	21,825	78.8
562	730	2.6	22,555	81.5
570	767	2.8	23,322	84.2
578	736	2.7	24,058	86.9
588	743	2.7	24,801	89.6
599	771	2.8	25,572	92.3
613	693	2.5	26,265	94.9
634	659	2.4	26,924	97.2
670	523	1.9	27,447	99.1
700	244	0.9	27,691	100.0

Table I-44: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	3,906	17.6	3,906	17.6
396	585	2.6	4,491	20.2
438	2	0.0	4,493	20.2
440	728	3.3	5,221	23.5
455	1	0.0	5,222	23.5
466	805	3.6	6,027	27.1
484	864	3.9	6,891	31.0
498	798	3.6	7,689	34.6
510	726	3.3	8,415	37.9
514	1	0.0	8,416	37.9
520	713	3.2	9,129	41.1
530	675	3.0	9,804	44.1
539	649	2.9	10,453	47.1
547	610	2.7	11,063	49.8
555	648	2.9	11,711	52.7
563	646	2.9	12,357	55.6
571	656	3.0	13,013	58.6
578	671	3.0	13,684	61.6
586	700	3.2	14,384	64.8
593	718	3.2	15,102	68.0
601	685	3.1	15,787	71.1
609	722	3.3	16,509	74.3
617	724	3.3	17,233	77.6
625	720	3.2	17,953	80.8
635	697	3.1	18,650	84.0
645	688	3.1	19,338	87.1
656	633	2.8	19,971	89.9
669	565	2.5	20,536	92.5
685	549	2.5	21,085	94.9
706	500	2.3	21,585	97.2
743	398	1.8	21,983	99.0
750	230	1.0	22,213	100.0

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	4,641	13.0	4,641	13.0
362	733	2.1	5,374	15.0
429	916	2.6	6,290	17.6
460	1,154	3.2	7,444	20.8
481	1,185	3.3	8,629	24.2
497	1,240	3.5	9,869	27.6
510	1,273	3.6	11,142	31.2
522	1,224	3.4	12,366	34.6
532	1,177	3.3	13,543	37.9
542	1,080	3.0	14,623	40.9
551	989	2.8	15,612	43.7
560	1,078	3.0	16,690	46.7
568	1,124	3.1	17,814	49.9
576	1,043	2.9	18,857	52.8
584	1,088	3.0	19,945	55.8
592	1,164	3.3	21,109	59.1
601	1,172	3.3	22,281	62.4
609	1,240	3.5	23,521	65.8
618	1,238	3.5	24,759	69.3
628	1,284	3.6	26,043	72.9
638	1,244	3.5	27,287	76.4
649	1,338	3.7	28,625	80.1
661	1,317	3.7	29,942	83.8
675	1,246	3.5	31,188	87.3
692	1,219	3.4	32,407	90.7
713	1,048	2.9	33,455	93.6
744	1,050	2.9	34,505	96.6
770	1,225	3.4	35,730	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	13,939	6.2	13,939	6.2
251	6,208	2.8	20,147	9.0
275	7,277	3.3	27,424	12.3
291	8,148	3.7	35,572	15.9
297	2	0.0	35,574	15.9
304	9,511	4.3	45,085	20.2
315	11,261	5.0	56,346	25.2
324	13,304	6.0	69,650	31.2
333	15,579	7.0	85,229	38.2
341	16,998	7.6	102,227	45.8
348	16,998	7.6	119,225	53.4
355	16,174	7.2	135,399	60.7
361	14,978	6.7	150,377	67.4
367	13,111	5.9	163,488	73.3
373	10,942	4.9	174,430	78.2
379	9,220	4.1	183,650	82.3
384	7,673	3.4	191,323	85.7
387	1	0.0	191,324	85.7
390	6,423	2.9	197,747	88.6
396	5,211	2.3	202,958	90.9
401	4,495	2.0	207,453	92.9
403	1	0.0	207,454	92.9
407	3,602	1.6	211,056	94.6
413	2,945	1.3	214,001	95.9
414	1	0.0	214,002	95.9
420	2,266	1.0	216,268	96.9
426	1,772	0.8	218,040	97.7
433	1,461	0.7	219,501	98.3
440	1,120	0.5	220,621	98.8
449	884	0.4	221,505	99.2
460	767	0.3	222,272	99.6
480	537	0.2	222,809	99.8
600	381	0.2	223,190	100.0

Appendix I: Scale Score Frequency Distributions

Table I-47: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,457	20.5	2,457	20.5
331	408	3.4	2,865	23.9
370	417	3.5	3,282	27.4
389	399	3.3	3,681	30.7
402	361	3.0	4,042	33.7
412	347	2.9	4,389	36.6
421	342	2.9	4,731	39.4
428	377	3.1	5,108	42.6
435	342	2.9	5,450	45.4
442	353	2.9	5,803	48.4
448	352	2.9	6,155	51.3
454	359	3.0	6,514	54.3
460	344	2.9	6,858	57.2
466	396	3.3	7,254	60.5
472	381	3.2	7,635	63.6
478	404	3.4	8,039	67.0
484	379	3.2	8,418	70.2
490	405	3.4	8,823	73.5
496	437	3.6	9,260	77.2
503	406	3.4	9,666	80.6
510	425	3.5	10,091	84.1
517	416	3.5	10,507	87.6
525	377	3.1	10,884	90.7
535	340	2.8	11,224	93.6
546	293	2.4	11,517	96.0
560	223	1.9	11,740	97.9
578	138	1.2	11,878	99.0
604	76	0.6	11,954	99.6
646	30	0.3	11,984	99.9
690	12	0.1	11,996	100.0

Table I-48: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	4,699	17.0	4,699	17.0
343	628	2.3	5,327	19.2
374	667	2.4	5,994	21.6
391	619	2.2	6,613	23.9
404	590	2.1	7,203	26.0
414	500	1.8	7,703	27.8
423	484	1.7	8,187	29.6
431	488	1.8	8,675	31.3
439	555	2.0	9,230	33.3
446	548	2.0	9,778	35.3
453	595	2.1	10,373	37.5
461	596	2.2	10,969	39.6
468	655	2.4	11,624	42.0
475	765	2.8	12,389	44.7
482	775	2.8	13,164	47.5
490	897	3.2	14,061	50.8
497	890	3.2	14,951	54.0
505	1,019	3.7	15,970	57.7
513	1,031	3.7	17,001	61.4
521	1,075	3.9	18,076	65.3
530	1,262	4.6	19,338	69.8
540	1,298	4.7	20,636	74.5
551	1,351	4.9	21,987	79.4
561	1,352	4.9	23,339	84.3
567	1	0.0	23,340	84.3
573	1,249	4.5	24,589	88.8
587	1,099	4.0	25,688	92.8
603	905	3.3	26,593	96.0
622	633	2.3	27,226	98.3
647	319	1.2	27,545	99.5
686	123	0.4	27,668	99.9
740	23	0.1	27,691	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	3,157	14.2	3,157	14.2
310	380	1.7	3,537	15.9
373	447	2.0	3,984	17.9
398	468	2.1	4,452	20.0
414	441	2.0	4,893	22.0
427	395	1.8	5,288	23.8
429	1	0.0	5,289	23.8
437	340	1.5	5,629	25.3
447	398	1.8	6,027	27.1
455	361	1.6	6,388	28.8
462	1	0.0	6,389	28.8
463	344	1.5	6,733	30.3
470	374	1.7	7,107	32.0
477	353	1.6	7,460	33.6
483	1	0.0	7,461	33.6
484	389	1.8	7,850	35.3
491	395	1.8	8,245	37.1
497	1	0.0	8,246	37.1
498	404	1.8	8,650	38.9
504	461	2.1	9,111	41.0
511	539	2.4	9,650	43.4
517	576	2.6	10,226	46.0
524	588	2.6	10,814	48.7
531	692	3.1	11,506	51.8
539	787	3.5	12,293	55.3
547	915	4.1	13,208	59.5
557	1,036	4.7	14,244	64.1
566	1,178	5.3	15,422	69.4
577	1,222	5.5	16,644	74.9
589	1,354	6.1	17,998	81.0
603	1,279	5.8	19,277	86.8
619	1,129	5.1	20,406	91.9
637	848	3.8	21,254	95.7
659	587	2.6	21,841	98.3
696	302	1.4	22,143	99.7
780	70	0.3	22,213	100.0

Table I-50: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	3,931	11.0	3,931	11.0
320	366	1.0	4,297	12.0
359	553	1.5	4,850	13.6
383	504	1.4	5,354	15.0
400	562	1.6	5,916	16.6
415	559	1.6	6,475	18.1
427	538	1.5	7,013	19.6
439	521	1.5	7,534	21.1
449	563	1.6	8,097	22.7
458	525	1.5	8,622	24.1
467	529	1.5	9,151	25.6
475	555	1.6	9,706	27.2
483	576	1.6	10,282	28.8
490	594	1.7	10,876	30.4
497	664	1.9	11,540	32.3
504	720	2.0	12,260	34.3
511	723	2.0	12,983	36.3
519	775	2.2	13,758	38.5
526	921	2.6	14,679	41.1
534	1,089	3.0	15,768	44.1
542	1,221	3.4	16,989	47.5
551	1,544	4.3	18,533	51.9
560	1,766	4.9	20,299	56.8
571	2,037	5.7	22,336	62.5
584	2,181	6.1	24,517	68.6
599	2,415	6.8	26,932	75.4
616	2,430	6.8	29,362	82.2
637	2,328	6.5	31,690	88.7
664	1,914	5.4	33,604	94.0
701	1,276	3.6	34,880	97.6
757	671	1.9	35,551	99.5
810	179	0.5	35,730	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	16,944	7.6	16,944	7.6
232	3,989	1.8	20,933	9.4
239	4,587	2.1	25,520	11.4
243	4,945	2.2	30,465	13.6
247	4,728	2.1	35,193	15.8
250	4,221	1.9	39,414	17.7
253	3,366	1.5	42,780	19.2
256	2,760	1.2	45,540	20.4
259	2,199	1.0	47,739	21.4
262	1,910	0.9	49,649	22.2
265	3,427	1.5	53,076	23.8
269	1,145	0.5	54,221	24.3
273	827	0.4	55,048	24.7
277	1,725	0.8	56,773	25.4
279	1,426	0.6	58,199	26.1
282	332	0.1	58,531	26.2
284	1,641	0.7	60,172	27.0
287	210	0.1	60,382	27.1
288	2,879	1.3	63,261	28.3
291	1,103	0.5	64,364	28.8
292	1,874	0.8	66,238	29.7
295	2,415	1.1	68,653	30.8
296	76	0.0	68,729	30.8
298	2,785	1.2	71,514	32.0
299	79	0.0	71,593	32.1
300	664	0.3	72,257	32.4
301	1,724	0.8	73,981	33.1
302	1,586	0.7	75,567	33.9
304	1,148	0.5	76,715	34.4
306	2,075	0.9	78,790	35.3
307	2,496	1.1	81,286	36.4
309	1,597	0.7	82,883	37.1
310	828	0.4	83,711	37.5
311	1,561	0.7	85,272	38.2
312	1,281	0.6	86,553	38.8
313	422	0.2	86,975	39.0
314	1,360	0.6	88,335	39.6
315	2,507	1.1	90,842	40.7
317	286	0.1	91,128	40.8
318	3,860	1.7	94,988	42.6

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
319	415	0.2	95,403	42.7
320	667	0.3	96,070	43.0
321	2,205	1.0	98,275	44.0
322	1,388	0.6	99,663	44.7
323	192	0.1	99,855	44.7
324	3,124	1.4	102,979	46.1
325	1,765	0.8	104,744	46.9
327	1,269	0.6	106,013	47.5
328	2,808	1.3	108,821	48.8
329	366	0.2	109,187	48.9
330	2,181	1.0	111,368	49.9
331	2,191	1.0	113,559	50.9
332	606	0.3	114,165	51.2
333	1,818	0.8	115,983	52.0
334	2,149	1.0	118,132	52.9
335	858	0.4	118,990	53.3
336	757	0.3	119,747	53.7
337	3,901	1.7	123,648	55.4
338	760	0.3	124,408	55.7
339	1,076	0.5	125,484	56.2
340	2,623	1.2	128,107	57.4
341	923	0.4	129,030	57.8
342	2,289	1.0	131,319	58.8
343	1,056	0.5	132,375	59.3
344	2,494	1.1	134,869	60.4
345	1,478	0.7	136,347	61.1
346	1,464	0.7	137,811	61.7
347	1,723	0.8	139,534	62.5
348	1,918	0.9	141,452	63.4
349	75	0.0	141,527	63.4
350	3,647	1.6	145,174	65.0
352	1,911	0.9	147,085	65.9
353	2,497	1.1	149,582	67.0
354	933	0.4	150,515	67.4
355	1,333	0.6	151,848	68.0
356	1,851	0.8	153,699	68.9
357	1,462	0.7	155,161	69.5
358	777	0.3	155,938	69.9
359	3,036	1.4	158,974	71.2
360	1,103	0.5	160,077	71.7

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
361	45	0.0	160,122	71.7
362	2,667	1.2	162,789	72.9
363	484	0.2	163,273	73.2
364	1,783	0.8	165,056	74.0
365	1,656	0.7	166,712	74.7
366	1,262	0.6	167,974	75.3
367	69	0.0	168,043	75.3
368	2,630	1.2	170,673	76.5
369	910	0.4	171,583	76.9
370	944	0.4	172,527	77.3
371	1,079	0.5	173,606	77.8
372	1,375	0.6	174,981	78.4
373	1,055	0.5	176,036	78.9
374	2,001	0.9	178,037	79.8
375	201	0.1	178,238	79.9
376	901	0.4	179,139	80.3
377	644	0.3	179,783	80.6
378	1,704	0.8	181,487	81.3
379	780	0.3	182,267	81.7
380	1,541	0.7	183,808	82.4
381	319	0.1	184,127	82.5
382	1,027	0.5	185,154	83.0
383	378	0.2	185,532	83.1
384	1,493	0.7	187,025	83.8
385	947	0.4	187,972	84.2
386	889	0.4	188,861	84.6
387	622	0.3	189,483	84.9
388	1,154	0.5	190,637	85.4
390	905	0.4	191,542	85.8
391	1,466	0.7	193,008	86.5
392	596	0.3	193,604	86.7
393	355	0.2	193,959	86.9
394	479	0.2	194,438	87.1
395	1,069	0.5	195,507	87.6
396	853	0.4	196,360	88.0
397	626	0.3	196,986	88.3
398	263	0.1	197,249	88.4
399	825	0.4	198,074	88.7
400	675	0.3	198,749	89.0
401	284	0.1	199,033	89.2

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
402	1,174	0.5	200,207	89.7
403	144	0.1	200,351	89.8
404	424	0.2	200,775	90.0
405	376	0.2	201,151	90.1
406	608	0.3	201,759	90.4
407	931	0.4	202,690	90.8
408	399	0.2	203,089	91.0
409	403	0.2	203,492	91.2
411	885	0.4	204,377	91.6
412	603	0.3	204,980	91.8
413	645	0.3	205,625	92.1
414	438	0.2	206,063	92.3
415	228	0.1	206,291	92.4
416	300	0.1	206,591	92.6
418	1,044	0.5	207,635	93.0
419	388	0.2	208,023	93.2
420	206	0.1	208,229	93.3
421	598	0.3	208,827	93.6
422	98	0.0	208,925	93.6
424	871	0.4	209,796	94.0
425	429	0.2	210,225	94.2
426	441	0.2	210,666	94.4
427	27	0.0	210,693	94.4
428	2	0.0	210,695	94.4
429	430	0.2	211,125	94.6
430	602	0.3	211,727	94.9
431	549	0.2	212,276	95.1
433	281	0.1	212,557	95.2
434	247	0.1	212,804	95.3
436	395	0.2	213,199	95.5
437	634	0.3	213,833	95.8
438	377	0.2	214,210	96.0
440	130	0.1	214,340	96.0
442	509	0.2	214,849	96.3
443	55	0.0	214,904	96.3
444	8	0.0	214,912	96.3
445	516	0.2	215,428	96.5
447	314	0.1	215,742	96.7
448	522	0.2	216,264	96.9
452	64	0.0	216,328	96.9

Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
453	436	0.2	216,764	97.1
454	2	0.0	216,766	97.1
455	454	0.2	217,220	97.3
457	98	0.0	217,318	97.4
458	161	0.1	217,479	97.4
461	79	0.0	217,558	97.5
462	523	0.2	218,081	97.7
463	1	0.0	218,082	97.7
464	247	0.1	218,329	97.8
465	83	0.0	218,412	97.9
466	25	0.0	218,437	97.9
469	89	0.0	218,526	97.9
470	10	0.0	218,536	97.9
471	478	0.2	219,014	98.1
474	124	0.1	219,138	98.2
476	14	0.0	219,152	98.2
479	42	0.0	219,194	98.2
481	144	0.1	219,338	98.3
482	387	0.2	219,725	98.4
484	43	0.0	219,768	98.5
486	37	0.0	219,805	98.5
490	50	0.0	219,855	98.5
492	71	0.0	219,926	98.5
498	373	0.2	220,299	98.7
504	171	0.1	220,470	98.8
508	137	0.1	220,607	98.8
510	236	0.1	220,843	98.9
517	329	0.1	221,172	99.1
524	433	0.2	221,605	99.3
529	1	0.0	221,606	99.3
533	463	0.2	222,069	99.5
544	480	0.2	222,549	99.7
560	382	0.2	222,931	99.9
570	259	0.1	223,190	100.0

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	1,474	12.3	1,474	12.3
256	74	0.6	1,548	12.9
295	174	1.5	1,722	14.4
299	85	0.7	1,807	15.1
301	31	0.3	1,838	15.3
309	119	1.0	1,957	16.3
311	64	0.5	2,021	16.8
315	24	0.2	2,045	17.0
318	148	1.2	2,193	18.3
324	68	0.6	2,261	18.8
325	52	0.4	2,313	19.3
328	24	0.2	2,337	19.5
331	75	0.6	2,412	20.1
332	20	0.2	2,432	20.3
335	10	0.1	2,442	20.4
336	48	0.4	2,490	20.8
337	14	0.1	2,504	20.9
338	6	0.1	2,510	20.9
341	57	0.5	2,567	21.4
343	24	0.2	2,591	21.6
344	33	0.3	2,624	21.9
346	1	0.0	2,625	21.9
347	60	0.5	2,685	22.4
348	30	0.3	2,715	22.6
349	3	0.0	2,718	22.7
353	106	0.9	2,824	23.5
354	2	0.0	2,826	23.6
356	28	0.2	2,854	23.8
357	1	0.0	2,855	23.8
358	28	0.2	2,883	24.0
359	90	0.8	2,973	24.8
363	30	0.3	3,003	25.0
365	137	1.1	3,140	26.2
367	25	0.2	3,165	26.4
368	1	0.0	3,166	26.4
369	21	0.2	3,187	26.6
370	37	0.3	3,224	26.9
371	40	0.3	3,264	27.2
372	72	0.6	3,336	27.8
373	17	0.1	3,353	28.0

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
374	11	0.1	3,364	28.0
377	30	0.3	3,394	28.3
378	44	0.4	3,438	28.7
379	77	0.6	3,515	29.3
380	23	0.2	3,538	29.5
383	21	0.2	3,559	29.7
385	19	0.2	3,578	29.8
386	85	0.7	3,663	30.5
387	14	0.1	3,677	30.7
388	46	0.4	3,723	31.0
390	30	0.3	3,753	31.3
391	8	0.1	3,761	31.4
392	38	0.3	3,799	31.7
393	18	0.2	3,817	31.8
394	36	0.3	3,853	32.1
396	44	0.4	3,897	32.5
397	3	0.0	3,900	32.5
398	24	0.2	3,924	32.7
399	67	0.6	3,991	33.3
400	15	0.1	4,006	33.4
402	52	0.4	4,058	33.8
403	45	0.4	4,103	34.2
405	52	0.4	4,155	34.6
406	7	0.1	4,162	34.7
407	13	0.1	4,175	34.8
408	69	0.6	4,244	35.4
409	12	0.1	4,256	35.5
410	71	0.6	4,327	36.1
411	2	0.0	4,329	36.1
413	19	0.2	4,348	36.2
414	108	0.9	4,456	37.1
415	103	0.9	4,559	38.0
416	10	0.1	4,569	38.1
417	1	0.0	4,570	38.1
418	18	0.2	4,588	38.2
419	14	0.1	4,602	38.4
420	66	0.6	4,668	38.9
421	135	1.1	4,803	40.0
422	15	0.1	4,818	40.2
423	19	0.2	4,837	40.3

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
424	14	0.1	4,851	40.4
425	31	0.3	4,882	40.7
426	72	0.6	4,954	41.3
427	102	0.9	5,056	42.1
428	34	0.3	5,090	42.4
429	44	0.4	5,134	42.8
430	9	0.1	5,143	42.9
431	34	0.3	5,177	43.2
432	28	0.2	5,205	43.4
433	179	1.5	5,384	44.9
434	2	0.0	5,386	44.9
435	57	0.5	5,443	45.4
437	78	0.7	5,521	46.0
438	65	0.5	5,586	46.6
439	54	0.5	5,640	47.0
440	71	0.6	5,711	47.6
441	131	1.1	5,842	48.7
443	55	0.5	5,897	49.2
444	54	0.5	5,951	49.6
445	3	0.0	5,954	49.6
446	88	0.7	6,042	50.4
447	67	0.6	6,109	50.9
448	92	0.8	6,201	51.7
449	55	0.5	6,256	52.2
450	101	0.8	6,357	53.0
451	6	0.1	6,363	53.0
452	34	0.3	6,397	53.3
453	96	0.8	6,493	54.1
454	66	0.6	6,559	54.7
455	26	0.2	6,585	54.9
456	86	0.7	6,671	55.6
457	66	0.6	6,737	56.2
458	104	0.9	6,841	57.0
459	3	0.0	6,844	57.1
460	90	0.8	6,934	57.8
461	89	0.7	7,023	58.5
462	51	0.4	7,074	59.0
463	65	0.5	7,139	59.5
464	89	0.7	7,228	60.3
465	47	0.4	7,275	60.6

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
466	91	0.8	7,366	61.4
467	79	0.7	7,445	62.1
468	54	0.5	7,499	62.5
469	33	0.3	7,532	62.8
470	89	0.7	7,621	63.5
471	42	0.4	7,663	63.9
472	20	0.2	7,683	64.0
473	154	1.3	7,837	65.3
474	32	0.3	7,869	65.6
475	1	0.0	7,870	65.6
476	136	1.1	8,006	66.7
477	64	0.5	8,070	67.3
478	48	0.4	8,118	67.7
479	72	0.6	8,190	68.3
480	23	0.2	8,213	68.5
481	183	1.5	8,396	70.0
483	60	0.5	8,456	70.5
484	131	1.1	8,587	71.6
486	62	0.5	8,649	72.1
487	113	0.9	8,762	73.0
488	1	0.0	8,763	73.0
489	113	0.9	8,876	74.0
490	56	0.5	8,932	74.5
492	118	1.0	9,050	75.4
493	26	0.2	9,076	75.7
494	18	0.2	9,094	75.8
495	130	1.1	9,224	76.9
497	64	0.5	9,288	77.4
498	79	0.7	9,367	78.1
499	10	0.1	9,377	78.2
500	119	1.0	9,496	79.2
501	39	0.3	9,535	79.5
503	123	1.0	9,658	80.5
504	32	0.3	9,690	80.8
505	11	0.1	9,701	80.9
506	114	1.0	9,815	81.8
507	4	0.0	9,819	81.9
508	78	0.7	9,897	82.5
509	65	0.5	9,962	83.0
510	5	0.0	9,967	83.1

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
511	64	0.5	10,031	83.6
512	21	0.2	10,052	83.8
513	71	0.6	10,123	84.4
514	82	0.7	10,205	85.1
516	4	0.0	10,209	85.1
517	127	1.1	10,336	86.2
518	13	0.1	10,349	86.3
519	43	0.4	10,392	86.6
520	59	0.5	10,451	87.1
521	39	0.3	10,490	87.4
522	32	0.3	10,522	87.7
524	70	0.6	10,592	88.3
525	45	0.4	10,637	88.7
526	25	0.2	10,662	88.9
527	18	0.2	10,680	89.0
528	84	0.7	10,764	89.7
529	15	0.1	10,779	89.9
531	64	0.5	10,843	90.4
532	68	0.6	10,911	91.0
534	71	0.6	10,982	91.5
535	18	0.2	11,000	91.7
537	88	0.7	11,088	92.4
538	47	0.4	11,135	92.8
539	3	0.0	11,138	92.8
540	111	0.9	11,249	93.8
543	32	0.3	11,281	94.0
544	56	0.5	11,337	94.5
546	50	0.4	11,387	94.9
548	5	0.0	11,392	95.0
549	62	0.5	11,454	95.5
550	48	0.4	11,502	95.9
554	45	0.4	11,547	96.3
555	58	0.5	11,605	96.7
558	60	0.5	11,665	97.2
559	16	0.1	11,681	97.4
562	51	0.4	11,732	97.8
564	65	0.5	11,797	98.3
572	55	0.5	11,852	98.8
573	2	0.0	11,854	98.8
575	26	0.2	11,880	99.0

Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
584	13	0.1	11,893	99.1
585	50	0.4	11,943	99.6
600	18	0.2	11,961	99.7
610	35	0.3	11,996	100.0

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	3,409	12.3	3,409	12.3
282	282	1.0	3,691	13.3
285	79	0.3	3,770	13.6
312	294	1.1	4,064	14.7
313	93	0.3	4,157	15.0
318	78	0.3	4,235	15.3
326	90	0.3	4,325	15.6
327	326	1.2	4,651	16.8
335	86	0.3	4,737	17.1
338	328	1.2	5,065	18.3
341	58	0.2	5,123	18.5
345	77	0.3	5,200	18.8
347	138	0.5	5,338	19.3
348	246	0.9	5,584	20.2
351	27	0.1	5,611	20.3
355	18	0.1	5,629	20.3
357	206	0.7	5,835	21.1
358	7	0.0	5,842	21.1
359	73	0.3	5,915	21.4
361	3	0.0	5,918	21.4
362	110	0.4	6,028	21.8
364	3	0.0	6,031	21.8
366	139	0.5	6,170	22.3
367	81	0.3	6,251	22.6
370	2	0.0	6,253	22.6
373	1	0.0	6,254	22.6
374	162	0.6	6,416	23.2
375	211	0.8	6,627	23.9
378	1	0.0	6,628	23.9
379	27	0.1	6,655	24.0
383	19	0.1	6,674	24.1
384	163	0.6	6,837	24.7
387	19	0.1	6,856	24.8
388	86	0.3	6,942	25.1
390	128	0.5	7,070	25.5
391	6	0.0	7,076	25.6
393	140	0.5	7,216	26.1
394	6	0.0	7,222	26.1
395	1	0.0	7,223	26.1
397	102	0.4	7,325	26.5

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
399	3	0.0	7,328	26.5
400	3	0.0	7,331	26.5
401	119	0.4	7,450	26.9
402	79	0.3	7,529	27.2
403	232	0.8	7,761	28.0
405	2	0.0	7,763	28.0
409	64	0.2	7,827	28.3
411	158	0.6	7,985	28.8
412	109	0.4	8,094	29.2
413	51	0.2	8,145	29.4
415	119	0.4	8,264	29.8
416	2	0.0	8,266	29.9
417	29	0.1	8,295	30.0
418	104	0.4	8,399	30.3
420	157	0.6	8,556	30.9
423	153	0.6	8,709	31.5
424	76	0.3	8,785	31.7
425	126	0.5	8,911	32.2
426	5	0.0	8,916	32.2
427	4	0.0	8,920	32.2
428	58	0.2	8,978	32.4
429	133	0.5	9,111	32.9
430	96	0.3	9,207	33.2
432	41	0.1	9,248	33.4
433	118	0.4	9,366	33.8
434	109	0.4	9,475	34.2
435	111	0.4	9,586	34.6
438	119	0.4	9,705	35.0
439	79	0.3	9,784	35.3
440	115	0.4	9,899	35.7
441	9	0.0	9,908	35.8
442	141	0.5	10,049	36.3
443	164	0.6	10,213	36.9
444	11	0.0	10,224	36.9
445	80	0.3	10,304	37.2
447	89	0.3	10,393	37.5
449	235	0.8	10,628	38.4
450	33	0.1	10,661	38.5
451	114	0.4	10,775	38.9
452	83	0.3	10,858	39.2

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
453	99	0.4	10,957	39.6
454	108	0.4	11,065	40.0
455	1	0.0	11,066	40.0
456	49	0.2	11,115	40.1
457	59	0.2	11,174	40.4
458	237	0.9	11,411	41.2
460	154	0.6	11,565	41.8
461	84	0.3	11,649	42.1
462	79	0.3	11,728	42.4
463	132	0.5	11,860	42.8
464	11	0.0	11,871	42.9
466	139	0.5	12,010	43.4
467	227	0.8	12,237	44.2
468	17	0.1	12,254	44.3
469	145	0.5	12,399	44.8
470	56	0.2	12,455	45.0
471	125	0.5	12,580	45.4
472	155	0.6	12,735	46.0
473	1	0.0	12,736	46.0
474	14	0.1	12,750	46.0
475	130	0.5	12,880	46.5
476	227	0.8	13,107	47.3
477	52	0.2	13,159	47.5
478	153	0.6	13,312	48.1
479	39	0.1	13,351	48.2
480	157	0.6	13,508	48.8
481	164	0.6	13,672	49.4
483	23	0.1	13,695	49.5
484	166	0.6	13,861	50.1
485	192	0.7	14,053	50.7
486	56	0.2	14,109	51.0
487	96	0.3	14,205	51.3
488	55	0.2	14,260	51.5
489	203	0.7	14,463	52.2
490	199	0.7	14,662	52.9
492	52	0.2	14,714	53.1
493	202	0.7	14,916	53.9
494	125	0.5	15,041	54.3
495	119	0.4	15,160	54.7
496	94	0.3	15,254	55.1

Appendix I: Scale Score Frequency Distributions

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
497	1	0.0	15,255	55.1
498	209	0.8	15,464	55.8
499	104	0.4	15,568	56.2
500	62	0.2	15,630	56.4
501	97	0.4	15,727	56.8
502	189	0.7	15,916	57.5
503	4	0.0	15,920	57.5
504	195	0.7	16,115	58.2
505	137	0.5	16,252	58.7
506	5	0.0	16,257	58.7
507	156	0.6	16,413	59.3
508	167	0.6	16,580	59.9
510	184	0.7	16,764	60.5
511	193	0.7	16,957	61.2
512	1	0.0	16,958	61.2
513	196	0.7	17,154	61.9
514	134	0.5	17,288	62.4
515	7	0.0	17,295	62.5
516	237	0.9	17,532	63.3
517	131	0.5	17,663	63.8
518	61	0.2	17,724	64.0
519	151	0.5	17,875	64.6
520	102	0.4	17,977	64.9
522	205	0.7	18,182	65.7
523	86	0.3	18,268	66.0
524	9	0.0	18,277	66.0
525	237	0.9	18,514	66.9
526	126	0.5	18,640	67.3
528	259	0.9	18,899	68.2
529	46	0.2	18,945	68.4
530	35	0.1	18,980	68.5
531	269	1.0	19,249	69.5
533	119	0.4	19,368	69.9
534	233	0.8	19,601	70.8
535	7	0.0	19,608	70.8
536	108	0.4	19,716	71.2
537	170	0.6	19,886	71.8
538	80	0.3	19,966	72.1
539	102	0.4	20,068	72.5
540	152	0.5	20,220	73.0

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
541	12	0.0	20,232	73.1
542	143	0.5	20,375	73.6
543	48	0.2	20,423	73.8
544	117	0.4	20,540	74.2
545	195	0.7	20,735	74.9
547	36	0.1	20,771	75.0
548	335	1.2	21,106	76.2
551	239	0.9	21,345	77.1
552	82	0.3	21,427	77.4
553	23	0.1	21,450	77.5
554	223	0.8	21,673	78.3
557	202	0.7	21,875	79.0
558	117	0.4	21,992	79.4
560	152	0.5	22,144	80.0
561	8	0.0	22,152	80.0
562	171	0.6	22,323	80.6
563	175	0.6	22,498	81.2
565	55	0.2	22,553	81.4
566	131	0.5	22,684	81.9
567	100	0.4	22,784	82.3
568	50	0.2	22,834	82.5
569	26	0.1	22,860	82.6
570	141	0.5	23,001	83.1
571	76	0.3	23,077	83.3
573	78	0.3	23,155	83.6
574	229	0.8	23,384	84.4
577	112	0.4	23,496	84.9
579	147	0.5	23,643	85.4
580	115	0.4	23,758	85.8
581	104	0.4	23,862	86.2
583	21	0.1	23,883	86.2
585	301	1.1	24,184	87.3
588	41	0.1	24,225	87.5
589	145	0.5	24,370	88.0
590	39	0.1	24,409	88.1
591	42	0.2	24,451	88.3
592	113	0.4	24,564	88.7
594	226	0.8	24,790	89.5
597	78	0.3	24,868	89.8
598	12	0.0	24,880	89.8

Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
599	161	0.6	25,041	90.4
601	93	0.3	25,134	90.8
602	89	0.3	25,223	91.1
603	2	0.0	25,225	91.1
605	133	0.5	25,358	91.6
606	133	0.5	25,491	92.1
608	24	0.1	25,515	92.1
609	169	0.6	25,684	92.8
613	3	0.0	25,687	92.8
614	206	0.7	25,893	93.5
617	135	0.5	26,028	94.0
619	272	1.0	26,300	95.0
620	45	0.2	26,345	95.1
623	4	0.0	26,349	95.2
626	318	1.1	26,667	96.3
635	96	0.3	26,763	96.6
637	356	1.3	27,119	97.9
650	34	0.1	27,153	98.1
655	349	1.3	27,502	99.3
670	189	0.7	27,691	100.0

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	2,855	12.9	2,855	12.9
313	122	0.5	2,977	13.4
318	198	0.9	3,175	14.3
335	146	0.7	3,321	15.0
344	199	0.9	3,520	15.8
348	106	0.5	3,626	16.3
356	70	0.3	3,696	16.6
357	117	0.5	3,813	17.2
362	192	0.9	4,005	18.0
364	105	0.5	4,110	18.5
370	73	0.3	4,183	18.8
371	1	0.0	4,184	18.8
375	61	0.3	4,245	19.1
376	129	0.6	4,374	19.7
378	86	0.4	4,460	20.1
380	27	0.1	4,487	20.2
382	77	0.3	4,564	20.5
384	18	0.1	4,582	20.6
388	104	0.5	4,686	21.1
391	100	0.5	4,786	21.5
392	5	0.0	4,791	21.6
396	7	0.0	4,798	21.6
400	218	1.0	5,016	22.6
404	94	0.4	5,110	23.0
407	64	0.3	5,174	23.3
408	3	0.0	5,177	23.3
411	45	0.2	5,222	23.5
413	47	0.2	5,269	23.7
414	53	0.2	5,322	24.0
415	1	0.0	5,323	24.0
417	105	0.5	5,428	24.4
418	32	0.1	5,460	24.6
422	138	0.6	5,598	25.2
423	26	0.1	5,624	25.3
426	136	0.6	5,760	25.9
428	19	0.1	5,779	26.0
432	10	0.0	5,789	26.1
433	83	0.4	5,872	26.4
434	30	0.1	5,902	26.6
435	106	0.5	6,008	27.0

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
436	78	0.4	6,086	27.4
438	39	0.2	6,125	27.6
439	61	0.3	6,186	27.8
440	9	0.0	6,195	27.9
444	174	0.8	6,369	28.7
446	23	0.1	6,392	28.8
447	4	0.0	6,396	28.8
448	56	0.3	6,452	29.0
449	147	0.7	6,599	29.7
451	88	0.4	6,687	30.1
454	30	0.1	6,717	30.2
455	5	0.0	6,722	30.3
457	59	0.3	6,781	30.5
458	124	0.6	6,905	31.1
460	72	0.3	6,977	31.4
461	77	0.3	7,054	31.8
462	83	0.4	7,137	32.1
465	63	0.3	7,200	32.4
466	10	0.0	7,210	32.5
467	42	0.2	7,252	32.6
470	78	0.4	7,330	33.0
471	126	0.6	7,456	33.6
472	17	0.1	7,473	33.6
473	63	0.3	7,536	33.9
475	30	0.1	7,566	34.1
476	47	0.2	7,613	34.3
477	76	0.3	7,689	34.6
479	27	0.1	7,716	34.7
481	43	0.2	7,759	34.9
482	87	0.4	7,846	35.3
483	71	0.3	7,917	35.6
484	51	0.2	7,968	35.9
485	39	0.2	8,007	36.0
487	21	0.1	8,028	36.1
488	78	0.4	8,106	36.5
489	95	0.4	8,201	36.9
491	10	0.0	8,211	37.0
493	144	0.6	8,355	37.6
494	29	0.1	8,384	37.7
495	102	0.5	8,486	38.2

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
496	16	0.1	8,502	38.3
497	25	0.1	8,527	38.4
498	44	0.2	8,571	38.6
500	111	0.5	8,682	39.1
501	10	0.0	8,692	39.1
502	40	0.2	8,732	39.3
504	40	0.2	8,772	39.5
505	59	0.3	8,831	39.8
506	125	0.6	8,956	40.3
507	32	0.1	8,988	40.5
508	9	0.0	8,997	40.5
509	55	0.2	9,052	40.8
510	35	0.2	9,087	40.9
511	107	0.5	9,194	41.4
512	7	0.0	9,201	41.4
513	61	0.3	9,262	41.7
514	30	0.1	9,292	41.8
516	122	0.5	9,414	42.4
517	111	0.5	9,525	42.9
518	11	0.0	9,536	42.9
519	37	0.2	9,573	43.1
520	5	0.0	9,578	43.1
521	115	0.5	9,693	43.6
522	60	0.3	9,753	43.9
523	50	0.2	9,803	44.1
524	5	0.0	9,808	44.2
525	112	0.5	9,920	44.7
526	3	0.0	9,923	44.7
527	71	0.3	9,994	45.0
528	44	0.2	10,038	45.2
529	157	0.7	10,195	45.9
530	11	0.0	10,206	45.9
531	21	0.1	10,227	46.0
532	80	0.4	10,307	46.4
533	91	0.4	10,398	46.8
534	53	0.2	10,451	47.0
535	42	0.2	10,493	47.2
536	87	0.4	10,580	47.6
537	48	0.2	10,628	47.8
539	71	0.3	10,699	48.2

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
540	158	0.7	10,857	48.9
541	59	0.3	10,916	49.1
543	84	0.4	11,000	49.5
544	134	0.6	11,134	50.1
546	52	0.2	11,186	50.4
547	83	0.4	11,269	50.7
548	129	0.6	11,398	51.3
551	223	1.0	11,621	52.3
552	47	0.2	11,668	52.5
553	46	0.2	11,714	52.7
555	197	0.9	11,911	53.6
556	15	0.1	11,926	53.7
557	6	0.0	11,932	53.7
558	37	0.2	11,969	53.9
559	236	1.1	12,205	54.9
560	22	0.1	12,227	55.0
561	4	0.0	12,231	55.1
562	2	0.0	12,233	55.1
563	281	1.3	12,514	56.3
564	14	0.1	12,528	56.4
565	27	0.1	12,555	56.5
567	286	1.3	12,841	57.8
568	1	0.0	12,842	57.8
569	10	0.0	12,852	57.9
570	118	0.5	12,970	58.4
571	163	0.7	13,133	59.1
574	69	0.3	13,202	59.4
575	227	1.0	13,429	60.5
577	17	0.1	13,446	60.5
578	61	0.3	13,507	60.8
579	195	0.9	13,702	61.7
580	71	0.3	13,773	62.0
582	149	0.7	13,922	62.7
583	121	0.5	14,043	63.2
584	54	0.2	14,097	63.5
585	13	0.1	14,110	63.5
586	152	0.7	14,262	64.2
587	99	0.4	14,361	64.7
588	77	0.3	14,438	65.0
590	119	0.5	14,557	65.5

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
591	133	0.6	14,690	66.1
592	73	0.3	14,763	66.5
593	27	0.1	14,790	66.6
594	205	0.9	14,995	67.5
596	107	0.5	15,102	68.0
597	30	0.1	15,132	68.1
598	178	0.8	15,310	68.9
599	100	0.5	15,410	69.4
601	26	0.1	15,436	69.5
602	152	0.7	15,588	70.2
603	148	0.7	15,736	70.8
605	38	0.2	15,774	71.0
606	112	0.5	15,886	71.5
607	122	0.5	16,008	72.1
608	61	0.3	16,069	72.3
609	36	0.2	16,105	72.5
610	112	0.5	16,217	73.0
611	118	0.5	16,335	73.5
612	8	0.0	16,343	73.6
613	47	0.2	16,390	73.8
614	34	0.2	16,424	73.9
615	230	1.0	16,654	75.0
616	10	0.0	16,664	75.0
617	64	0.3	16,728	75.3
619	125	0.6	16,853	75.9
620	125	0.6	16,978	76.4
621	81	0.4	17,059	76.8
622	9	0.0	17,068	76.8
623	138	0.6	17,206	77.5
624	92	0.4	17,298	77.9
626	73	0.3	17,371	78.2
627	25	0.1	17,396	78.3
628	255	1.1	17,651	79.5
631	13	0.1	17,664	79.5
632	157	0.7	17,821	80.2
633	133	0.6	17,954	80.8
635	15	0.1	17,969	80.9
636	122	0.5	18,091	81.4
638	101	0.5	18,192	81.9
639	38	0.2	18,230	82.1

Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
640	190	0.9	18,420	82.9
643	41	0.2	18,461	83.1
645	217	1.0	18,678	84.1
646	42	0.2	18,720	84.3
650	203	0.9	18,923	85.2
651	27	0.1	18,950	85.3
653	74	0.3	19,024	85.6
654	78	0.4	19,102	86.0
656	142	0.6	19,244	86.6
657	4	0.0	19,248	86.7
658	74	0.3	19,322	87.0
661	2	0.0	19,324	87.0
662	232	1.0	19,556	88.0
663	53	0.2	19,609	88.3
666	144	0.6	19,753	88.9
669	6	0.0	19,759	89.0
670	274	1.2	20,033	90.2
673	6	0.0	20,039	90.2
675	165	0.7	20,204	91.0
680	207	0.9	20,411	91.9
681	111	0.5	20,522	92.4
682	26	0.1	20,548	92.5
685	259	1.2	20,807	93.7
692	255	1.1	21,062	94.8
699	81	0.4	21,143	95.2
700	284	1.3	21,427	96.5
703	28	0.1	21,455	96.6
710	295	1.3	21,750	97.9
729	279	1.3	22,029	99.2
732	184	0.8	22,213	100.0

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	3,512	9.8	3,512	9.8
296	139	0.4	3,651	10.2
322	204	0.6	3,855	10.8
329	171	0.5	4,026	11.3
343	78	0.2	4,104	11.5
345	189	0.5	4,293	12.0
355	166	0.5	4,459	12.5
361	231	0.6	4,690	13.1
363	148	0.4	4,838	13.5
370	122	0.3	4,960	13.9
376	90	0.3	5,050	14.1
377	107	0.3	5,157	14.4
380	211	0.6	5,368	15.0
381	65	0.2	5,433	15.2
382	119	0.3	5,552	15.5
386	35	0.1	5,587	15.6
390	27	0.1	5,614	15.7
392	142	0.4	5,756	16.1
393	174	0.5	5,930	16.6
395	12	0.0	5,942	16.6
399	9	0.0	5,951	16.7
401	87	0.2	6,038	16.9
403	124	0.3	6,162	17.2
404	123	0.3	6,285	17.6
407	5	0.0	6,290	17.6
411	122	0.3	6,412	17.9
414	163	0.5	6,575	18.4
415	124	0.3	6,699	18.7
417	97	0.3	6,796	19.0
419	1	0.0	6,797	19.0
423	66	0.2	6,863	19.2
424	5	0.0	6,868	19.2
425	122	0.3	6,990	19.6
428	47	0.1	7,037	19.7
429	5	0.0	7,042	19.7
431	143	0.4	7,185	20.1
433	29	0.1	7,214	20.2
434	147	0.4	7,361	20.6
435	47	0.1	7,408	20.7
436	23	0.1	7,431	20.8

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
438	26	0.1	7,457	20.9
439	1	0.0	7,458	20.9
441	151	0.4	7,609	21.3
442	14	0.0	7,623	21.3
445	2	0.0	7,625	21.3
446	53	0.1	7,678	21.5
448	126	0.4	7,804	21.8
449	149	0.4	7,953	22.3
450	159	0.4	8,112	22.7
452	3	0.0	8,115	22.7
454	4	0.0	8,119	22.7
456	130	0.4	8,249	23.1
457	19	0.1	8,268	23.1
458	6	0.0	8,274	23.2
459	81	0.2	8,355	23.4
460	162	0.5	8,517	23.8
461	4	0.0	8,521	23.8
462	89	0.2	8,610	24.1
463	150	0.4	8,760	24.5
466	12	0.0	8,772	24.6
467	83	0.2	8,855	24.8
468	160	0.4	9,015	25.2
469	71	0.2	9,086	25.4
470	20	0.1	9,106	25.5
472	61	0.2	9,167	25.7
474	233	0.7	9,400	26.3
475	158	0.4	9,558	26.8
476	34	0.1	9,592	26.8
479	29	0.1	9,621	26.9
481	152	0.4	9,773	27.4
482	163	0.5	9,936	27.8
484	100	0.3	10,036	28.1
485	169	0.5	10,205	28.6
486	113	0.3	10,318	28.9
487	11	0.0	10,329	28.9
488	166	0.5	10,495	29.4
489	19	0.1	10,514	29.4
490	28	0.1	10,542	29.5
491	84	0.2	10,626	29.7
493	147	0.4	10,773	30.2

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
494	154	0.4	10,927	30.6
495	224	0.6	11,151	31.2
497	10	0.0	11,161	31.2
499	272	0.8	11,433	32.0
500	50	0.1	11,483	32.1
501	4	0.0	11,487	32.1
503	133	0.4	11,620	32.5
504	171	0.5	11,791	33.0
505	231	0.6	12,022	33.6
506	49	0.1	12,071	33.8
507	4	0.0	12,075	33.8
508	28	0.1	12,103	33.9
509	242	0.7	12,345	34.6
510	134	0.4	12,479	34.9
512	23	0.1	12,502	35.0
513	173	0.5	12,675	35.5
515	263	0.7	12,938	36.2
516	64	0.2	13,002	36.4
517	64	0.2	13,066	36.6
519	35	0.1	13,101	36.7
520	374	1.0	13,475	37.7
521	57	0.2	13,532	37.9
522	4	0.0	13,536	37.9
524	160	0.4	13,696	38.3
525	176	0.5	13,872	38.8
526	117	0.3	13,989	39.2
528	101	0.3	14,090	39.4
529	46	0.1	14,136	39.6
530	170	0.5	14,306	40.0
531	211	0.6	14,517	40.6
532	83	0.2	14,600	40.9
534	183	0.5	14,783	41.4
536	235	0.7	15,018	42.0
537	98	0.3	15,116	42.3
538	189	0.5	15,305	42.8
539	1	0.0	15,306	42.8
540	193	0.5	15,499	43.4
541	3	0.0	15,502	43.4
542	224	0.6	15,726	44.0
543	2	0.0	15,728	44.0

Appendix I: Scale Score Frequency Distributions

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
544	49	0.1	15,777	44.2
545	181	0.5	15,958	44.7
546	95	0.3	16,053	44.9
547	151	0.4	16,204	45.4
549	192	0.5	16,396	45.9
550	178	0.5	16,574	46.4
551	140	0.4	16,714	46.8
552	4	0.0	16,718	46.8
553	178	0.5	16,896	47.3
555	181	0.5	17,077	47.8
556	148	0.4	17,225	48.2
557	140	0.4	17,365	48.6
558	18	0.1	17,383	48.7
559	35	0.1	17,418	48.7
560	270	0.8	17,688	49.5
561	170	0.5	17,858	50.0
563	50	0.1	17,908	50.1
564	164	0.5	18,072	50.6
565	241	0.7	18,313	51.3
566	2	0.0	18,315	51.3
567	72	0.2	18,387	51.5
568	209	0.6	18,596	52.0
569	248	0.7	18,844	52.7
571	2	0.0	18,846	52.7
572	221	0.6	19,067	53.4
573	194	0.5	19,261	53.9
574	83	0.2	19,344	54.1
575	14	0.0	19,358	54.2
576	151	0.4	19,509	54.6
577	226	0.6	19,735	55.2
579	113	0.3	19,848	55.5
580	157	0.4	20,005	56.0
581	209	0.6	20,214	56.6
582	76	0.2	20,290	56.8
584	56	0.2	20,346	56.9
585	364	1.0	20,710	58.0
586	100	0.3	20,810	58.2
587	24	0.1	20,834	58.3
589	38	0.1	20,872	58.4
590	445	1.2	21,317	59.7

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
592	43	0.1	21,360	59.8
594	345	1.0	21,705	60.7
595	146	0.4	21,851	61.2
597	41	0.1	21,892	61.3
598	340	1.0	22,232	62.2
600	79	0.2	22,311	62.4
601	1	0.0	22,312	62.4
602	240	0.7	22,552	63.1
603	177	0.5	22,729	63.6
604	7	0.0	22,736	63.6
605	1	0.0	22,737	63.6
606	129	0.4	22,866	64.0
607	193	0.5	23,059	64.5
608	132	0.4	23,191	64.9
610	98	0.3	23,289	65.2
611	245	0.7	23,534	65.9
613	30	0.1	23,564	66.0
614	239	0.7	23,803	66.6
615	236	0.7	24,039	67.3
617	4	0.0	24,043	67.3
618	111	0.3	24,154	67.6
620	348	1.0	24,502	68.6
621	1	0.0	24,503	68.6
622	153	0.4	24,656	69.0
623	4	0.0	24,660	69.0
625	226	0.6	24,886	69.7
626	1	0.0	24,887	69.7
627	251	0.7	25,138	70.4
628	9	0.0	25,147	70.4
629	41	0.1	25,188	70.5
631	391	1.1	25,579	71.6
632	16	0.0	25,595	71.6
633	56	0.2	25,651	71.8
635	258	0.7	25,909	72.5
637	221	0.6	26,130	73.1
638	8	0.0	26,138	73.2
640	230	0.6	26,368	73.8
641	76	0.2	26,444	74.0
642	19	0.1	26,463	74.1
644	154	0.4	26,617	74.5

Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
645	313	0.9	26,930	75.4
646	48	0.1	26,978	75.5
648	11	0.0	26,989	75.5
650	141	0.4	27,130	75.9
651	245	0.7	27,375	76.6
652	106	0.3	27,481	76.9
654	182	0.5	27,663	77.4
657	245	0.7	27,908	78.1
658	214	0.6	28,122	78.7
661	18	0.1	28,140	78.8
663	334	0.9	28,474	79.7
664	218	0.6	28,692	80.3
667	97	0.3	28,789	80.6
668	223	0.6	29,012	81.2
671	142	0.4	29,154	81.6
672	223	0.6	29,377	82.2
674	267	0.7	29,644	83.0
676	175	0.5	29,819	83.5
678	61	0.2	29,880	83.6
680	295	0.8	30,175	84.5
681	252	0.7	30,427	85.2
683	148	0.4	30,575	85.6
687	593	1.7	31,168	87.2
691	29	0.1	31,197	87.3
693	385	1.1	31,582	88.4
695	227	0.6	31,809	89.0
698	94	0.3	31,903	89.3
700	471	1.3	32,374	90.6
706	209	0.6	32,583	91.2
708	556	1.6	33,139	92.7
711	74	0.2	33,213	93.0
719	562	1.6	33,775	94.5
721	195	0.5	33,970	95.1
734	819	2.3	34,789	97.4
747	941	2.6	35,730	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	6,630	3.0	6,630	3.0
185	1,452	0.7	8,082	3.6
186	1,257	0.6	9,339	4.2
187	1,172	0.5	10,511	4.7
188	2,132	1.0	12,643	5.7
189	2,525	1.1	15,168	6.8
190	3,322	1.5	18,490	8.3
191	2,870	1.3	21,360	9.6
192	2,626	1.2	23,986	10.7
193	2,185	1.0	26,171	11.7
194	1,684	0.8	27,855	12.5
195	650	0.3	28,505	12.8
196	344	0.2	28,849	12.9
197	161	0.1	29,010	13.0
198	71	0.0	29,081	13.0
199	41	0.0	29,122	13.0
200	25	0.0	29,147	13.1
201	17	0.0	29,164	13.1
202	1	0.0	29,165	13.1
203	2	0.0	29,167	13.1
224	272	0.1	29,439	13.2
225	87	0.0	29,526	13.2
226	239	0.1	29,765	13.3
227	250	0.1	30,015	13.4
228	311	0.1	30,326	13.6
229	516	0.2	30,842	13.8
230	514	0.2	31,356	14.0
231	572	0.3	31,928	14.3
232	759	0.3	32,687	14.6
233	724	0.3	33,411	15.0
234	527	0.2	33,938	15.2
235	308	0.1	34,246	15.3
236	223	0.1	34,469	15.4
237	251	0.1	34,720	15.6
238	132	0.1	34,852	15.6
239	204	0.1	35,056	15.7
240	121	0.1	35,177	15.8
241	293	0.1	35,470	15.9
242	254	0.1	35,724	16.0
243	625	0.3	36,349	16.3

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
244	460	0.2	36,809	16.5
245	820	0.4	37,629	16.9
246	793	0.4	38,422	17.2
247	585	0.3	39,007	17.5
248	666	0.3	39,673	17.8
249	738	0.3	40,411	18.1
250	687	0.3	41,098	18.4
251	857	0.4	41,955	18.8
252	987	0.4	42,942	19.2
253	984	0.4	43,926	19.7
254	797	0.4	44,723	20.0
255	582	0.3	45,305	20.3
256	388	0.2	45,693	20.5
257	259	0.1	45,952	20.6
258	381	0.2	46,333	20.8
259	319	0.1	46,652	20.9
260	293	0.1	46,945	21.0
261	380	0.2	47,325	21.2
262	338	0.2	47,663	21.4
263	407	0.2	48,070	21.5
264	486	0.2	48,556	21.8
265	540	0.2	49,096	22.0
266	733	0.3	49,829	22.3
267	647	0.3	50,476	22.6
268	652	0.3	51,128	22.9
269	438	0.2	51,566	23.1
270	379	0.2	51,945	23.3
271	344	0.2	52,289	23.4
272	358	0.2	52,647	23.6
273	488	0.2	53,135	23.8
274	465	0.2	53,600	24.0
275	607	0.3	54,207	24.3
276	547	0.2	54,754	24.5
277	447	0.2	55,201	24.7
278	409	0.2	55,610	24.9
279	360	0.2	55,970	25.1
280	408	0.2	56,378	25.3
281	445	0.2	56,823	25.5
282	443	0.2	57,266	25.7
283	468	0.2	57,734	25.9

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
284	433	0.2	58,167	26.1
285	397	0.2	58,564	26.2
286	374	0.2	58,938	26.4
287	513	0.2	59,451	26.6
288	477	0.2	59,928	26.9
289	566	0.3	60,494	27.1
290	556	0.2	61,050	27.4
291	614	0.3	61,664	27.6
292	571	0.3	62,235	27.9
293	632	0.3	62,867	28.2
294	565	0.3	63,432	28.4
295	565	0.3	63,997	28.7
296	444	0.2	64,441	28.9
297	421	0.2	64,862	29.1
298	422	0.2	65,284	29.3
299	396	0.2	65,680	29.4
300	441	0.2	66,121	29.6
301	412	0.2	66,533	29.8
302	448	0.2	66,981	30.0
303	527	0.2	67,508	30.2
304	551	0.2	68,059	30.5
305	654	0.3	68,713	30.8
306	642	0.3	69,355	31.1
307	685	0.3	70,040	31.4
308	573	0.3	70,613	31.6
309	486	0.2	71,099	31.9
310	482	0.2	71,581	32.1
311	450	0.2	72,031	32.3
312	387	0.2	72,418	32.4
313	450	0.2	72,868	32.6
314	536	0.2	73,404	32.9
315	541	0.2	73,945	33.1
316	542	0.2	74,487	33.4
317	527	0.2	75,014	33.6
318	472	0.2	75,486	33.8
319	511	0.2	75,997	34.1
320	531	0.2	76,528	34.3
321	536	0.2	77,064	34.5
322	554	0.2	77,618	34.8
323	494	0.2	78,112	35.0

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
324	424	0.2	78,536	35.2
325	470	0.2	79,006	35.4
326	541	0.2	79,547	35.6
327	574	0.3	80,121	35.9
328	665	0.3	80,786	36.2
329	679	0.3	81,465	36.5
330	598	0.3	82,063	36.8
331	573	0.3	82,636	37.0
332	559	0.3	83,195	37.3
333	541	0.2	83,736	37.5
334	665	0.3	84,401	37.8
335	668	0.3	85,069	38.1
336	703	0.3	85,772	38.4
337	705	0.3	86,477	38.7
338	733	0.3	87,210	39.1
339	674	0.3	87,884	39.4
340	674	0.3	88,558	39.7
341	729	0.3	89,287	40.0
342	784	0.4	90,071	40.4
343	809	0.4	90,880	40.7
344	830	0.4	91,710	41.1
345	769	0.3	92,479	41.4
346	741	0.3	93,220	41.8
347	804	0.4	94,024	42.1
348	859	0.4	94,883	42.5
349	938	0.4	95,821	42.9
350	900	0.4	96,721	43.3
351	787	0.4	97,508	43.7
352	875	0.4	98,383	44.1
353	829	0.4	99,212	44.5
354	963	0.4	100,175	44.9
355	958	0.4	101,133	45.3
356	949	0.4	102,082	45.7
357	926	0.4	103,008	46.2
358	960	0.4	103,968	46.6
359	962	0.4	104,930	47.0
360	983	0.4	105,913	47.5
361	994	0.4	106,907	47.9
362	1,022	0.5	107,929	48.4
363	986	0.4	108,915	48.8

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
364	964	0.4	109,879	49.2
365	1,145	0.5	111,024	49.7
366	1,044	0.5	112,068	50.2
367	1,036	0.5	113,104	50.7
368	1,133	0.5	114,237	51.2
369	1,069	0.5	115,306	51.7
370	1,102	0.5	116,408	52.2
371	1,211	0.5	117,619	52.7
372	1,109	0.5	118,728	53.2
373	1,146	0.5	119,874	53.7
374	1,124	0.5	120,998	54.2
375	1,204	0.5	122,202	54.8
376	1,196	0.5	123,398	55.3
377	1,206	0.5	124,604	55.8
378	1,194	0.5	125,798	56.4
379	1,280	0.6	127,078	56.9
380	1,222	0.5	128,300	57.5
381	1,194	0.5	129,494	58.0
382	1,240	0.6	130,734	58.6
383	1,279	0.6	132,013	59.1
384	1,237	0.6	133,250	59.7
385	1,268	0.6	134,518	60.3
386	1,293	0.6	135,811	60.8
387	1,244	0.6	137,055	61.4
388	1,384	0.6	138,439	62.0
389	1,318	0.6	139,757	62.6
390	1,310	0.6	141,067	63.2
391	1,347	0.6	142,414	63.8
392	1,365	0.6	143,779	64.4
393	1,273	0.6	145,052	65.0
394	1,278	0.6	146,330	65.6
395	1,283	0.6	147,613	66.1
396	1,227	0.5	148,840	66.7
397	1,293	0.6	150,133	67.3
398	1,321	0.6	151,454	67.9
399	1,255	0.6	152,709	68.4
400	1,337	0.6	154,046	69.0
401	1,273	0.6	155,319	69.6
402	1,259	0.6	156,578	70.2
403	1,228	0.6	157,806	70.7

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
404	1,293	0.6	159,099	71.3
405	1,174	0.5	160,273	71.8
406	1,177	0.5	161,450	72.3
407	1,213	0.5	162,663	72.9
408	1,209	0.5	163,872	73.4
409	1,127	0.5	164,999	73.9
410	1,110	0.5	166,109	74.4
411	1,166	0.5	167,275	74.9
412	1,161	0.5	168,436	75.5
413	1,035	0.5	169,471	75.9
414	1,082	0.5	170,553	76.4
415	1,030	0.5	171,583	76.9
416	1,103	0.5	172,686	77.4
417	1,055	0.5	173,741	77.8
418	1,061	0.5	174,802	78.3
419	1,020	0.5	175,822	78.8
420	1,056	0.5	176,878	79.2
421	1,000	0.4	177,878	79.7
422	995	0.4	178,873	80.1
423	941	0.4	179,814	80.6
424	948	0.4	180,762	81.0
425	942	0.4	181,704	81.4
426	946	0.4	182,650	81.8
427	905	0.4	183,555	82.2
428	890	0.4	184,445	82.6
429	835	0.4	185,280	83.0
430	823	0.4	186,103	83.4
431	793	0.4	186,896	83.7
432	762	0.3	187,658	84.1
433	839	0.4	188,497	84.5
434	750	0.3	189,247	84.8
435	765	0.3	190,012	85.1
436	796	0.4	190,808	85.5
437	730	0.3	191,538	85.8
438	803	0.4	192,341	86.2
439	768	0.3	193,109	86.5
440	678	0.3	193,787	86.8
441	739	0.3	194,526	87.2
442	674	0.3	195,200	87.5
443	673	0.3	195,873	87.8

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
444	632	0.3	196,505	88.0
445	644	0.3	197,149	88.3
446	611	0.3	197,760	88.6
447	545	0.2	198,305	88.9
448	608	0.3	198,913	89.1
449	616	0.3	199,529	89.4
450	628	0.3	200,157	89.7
451	621	0.3	200,778	90.0
452	567	0.3	201,345	90.2
453	507	0.2	201,852	90.4
454	565	0.3	202,417	90.7
455	549	0.2	202,966	90.9
456	480	0.2	203,446	91.2
457	485	0.2	203,931	91.4
458	466	0.2	204,397	91.6
459	472	0.2	204,869	91.8
460	446	0.2	205,315	92.0
461	436	0.2	205,751	92.2
462	473	0.2	206,224	92.4
463	460	0.2	206,684	92.6
464	419	0.2	207,103	92.8
465	417	0.2	207,520	93.0
466	448	0.2	207,968	93.2
467	392	0.2	208,360	93.4
468	423	0.2	208,783	93.5
469	364	0.2	209,147	93.7
470	357	0.2	209,504	93.9
471	330	0.1	209,834	94.0
472	354	0.2	210,188	94.2
473	323	0.1	210,511	94.3
474	349	0.2	210,860	94.5
475	306	0.1	211,166	94.6
476	307	0.1	211,473	94.8
477	311	0.1	211,784	94.9
478	314	0.1	212,098	95.0
479	324	0.1	212,422	95.2
480	295	0.1	212,717	95.3
481	321	0.1	213,038	95.5
482	272	0.1	213,310	95.6
483	302	0.1	213,612	95.7

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
484	267	0.1	213,879	95.8
485	243	0.1	214,122	95.9
486	280	0.1	214,402	96.1
487	236	0.1	214,638	96.2
488	235	0.1	214,873	96.3
489	238	0.1	215,111	96.4
490	261	0.1	215,372	96.5
491	260	0.1	215,632	96.6
492	223	0.1	215,855	96.7
493	202	0.1	216,057	96.8
494	194	0.1	216,251	96.9
495	177	0.1	216,428	97.0
496	189	0.1	216,617	97.1
497	220	0.1	216,837	97.2
498	187	0.1	217,024	97.2
499	222	0.1	217,246	97.3
500	143	0.1	217,389	97.4
501	146	0.1	217,535	97.5
502	152	0.1	217,687	97.5
503	167	0.1	217,854	97.6
504	188	0.1	218,042	97.7
505	175	0.1	218,217	97.8
506	180	0.1	218,397	97.9
507	154	0.1	218,551	97.9
508	136	0.1	218,687	98.0
509	132	0.1	218,819	98.0
510	139	0.1	218,958	98.1
511	129	0.1	219,087	98.2
512	136	0.1	219,223	98.2
513	143	0.1	219,366	98.3
514	122	0.1	219,488	98.3
515	147	0.1	219,635	98.4
516	127	0.1	219,762	98.5
517	96	0.0	219,858	98.5
518	113	0.1	219,971	98.6
519	82	0.0	220,053	98.6
520	92	0.0	220,145	98.6
521	106	0.0	220,251	98.7
522	119	0.1	220,370	98.7
523	117	0.1	220,487	98.8

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
524	106	0.0	220,593	98.8
525	90	0.0	220,683	98.9
526	94	0.0	220,777	98.9
527	63	0.0	220,840	98.9
528	68	0.0	220,908	99.0
529	61	0.0	220,969	99.0
530	94	0.0	221,063	99.0
531	95	0.0	221,158	99.1
532	72	0.0	221,230	99.1
533	105	0.0	221,335	99.2
534	71	0.0	221,406	99.2
535	65	0.0	221,471	99.2
536	59	0.0	221,530	99.3
537	70	0.0	221,600	99.3
538	92	0.0	221,692	99.3
539	100	0.0	221,792	99.4
540	58	0.0	221,850	99.4
541	71	0.0	221,921	99.4
542	40	0.0	221,961	99.4
543	37	0.0	221,998	99.5
544	28	0.0	222,026	99.5
545	35	0.0	222,061	99.5
546	43	0.0	222,104	99.5
547	51	0.0	222,155	99.5
548	47	0.0	222,202	99.6
549	69	0.0	222,271	99.6
550	44	0.0	222,315	99.6
551	35	0.0	222,350	99.6
552	28	0.0	222,378	99.6
553	27	0.0	222,405	99.6
554	31	0.0	222,436	99.7
555	45	0.0	222,481	99.7
556	47	0.0	222,528	99.7
557	45	0.0	222,573	99.7
558	34	0.0	222,607	99.7
559	20	0.0	222,627	99.7
560	17	0.0	222,644	99.8
561	17	0.0	222,661	99.8
562	13	0.0	222,674	99.8
563	44	0.0	222,718	99.8

Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
564	41	0.0	222,759	99.8
565	39	0.0	222,798	99.8
566	20	0.0	222,818	99.8
567	17	0.0	222,835	99.8
568	18	0.0	222,853	99.8
569	10	0.0	222,863	99.9
570	8	0.0	222,871	99.9
571	34	0.0	222,905	99.9
572	33	0.0	222,938	99.9
573	19	0.0	222,957	99.9
574	19	0.0	222,976	99.9
575	13	0.0	222,989	99.9
576	10	0.0	222,999	99.9
577	7	0.0	223,006	99.9
578	5	0.0	223,011	99.9
579	6	0.0	223,017	99.9
580	31	0.0	223,048	99.9
581	15	0.0	223,063	99.9
582	25	0.0	223,088	100.0
583	23	0.0	223,111	100.0
584	1	0.0	223,112	100.0
586	4	0.0	223,116	100.0
587	1	0.0	223,117	100.0
588	5	0.0	223,122	100.0
589	15	0.0	223,137	100.0
590	15	0.0	223,152	100.0
591	10	0.0	223,162	100.0
592	17	0.0	223,179	100.0
598	11	0.0	223,190	100.0

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
215	1,233	10.3	1,233	10.3
218	27	0.2	1,260	10.5
237	89	0.7	1,349	11.2
239	32	0.3	1,381	11.5
240	6	0.1	1,387	11.6
242	33	0.3	1,420	11.8
244	56	0.5	1,476	12.3
245	20	0.2	1,496	12.5
246	9	0.1	1,505	12.5
247	5	0.0	1,510	12.6
248	37	0.3	1,547	12.9
249	44	0.4	1,591	13.3
251	4	0.0	1,595	13.3
252	56	0.5	1,651	13.8
254	5	0.0	1,656	13.8
255	15	0.1	1,671	13.9
256	29	0.2	1,700	14.2
257	17	0.1	1,717	14.3
258	4	0.0	1,721	14.3
259	2	0.0	1,723	14.4
260	21	0.2	1,744	14.5
261	21	0.2	1,765	14.7
262	9	0.1	1,774	14.8
263	13	0.1	1,787	14.9
264	13	0.1	1,800	15.0
265	11	0.1	1,811	15.1
266	2	0.0	1,813	15.1
267	23	0.2	1,836	15.3
268	17	0.1	1,853	15.4
269	7	0.1	1,860	15.5
270	10	0.1	1,870	15.6
271	5	0.0	1,875	15.6
272	14	0.1	1,889	15.7
273	15	0.1	1,904	15.9
274	10	0.1	1,914	16.0
275	23	0.2	1,937	16.1
276	11	0.1	1,948	16.2
277	23	0.2	1,971	16.4
278	18	0.2	1,989	16.6
279	21	0.2	2,010	16.8

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	4	0.0	2,014	16.8
281	10	0.1	2,024	16.9
282	16	0.1	2,040	17.0
283	28	0.2	2,068	17.2
284	1	0.0	2,069	17.2
285	27	0.2	2,096	17.5
286	22	0.2	2,118	17.7
287	6	0.1	2,124	17.7
288	11	0.1	2,135	17.8
289	17	0.1	2,152	17.9
290	18	0.2	2,170	18.1
291	18	0.2	2,188	18.2
292	6	0.1	2,194	18.3
293	11	0.1	2,205	18.4
294	15	0.1	2,220	18.5
295	8	0.1	2,228	18.6
296	16	0.1	2,244	18.7
297	14	0.1	2,258	18.8
298	12	0.1	2,270	18.9
299	21	0.2	2,291	19.1
300	6	0.1	2,297	19.1
301	11	0.1	2,308	19.2
302	14	0.1	2,322	19.4
303	7	0.1	2,329	19.4
304	12	0.1	2,341	19.5
305	12	0.1	2,353	19.6
306	14	0.1	2,367	19.7
307	10	0.1	2,377	19.8
308	8	0.1	2,385	19.9
309	11	0.1	2,396	20.0
310	10	0.1	2,406	20.1
311	10	0.1	2,416	20.1
312	11	0.1	2,427	20.2
313	13	0.1	2,440	20.3
314	16	0.1	2,456	20.5
315	13	0.1	2,469	20.6
316	19	0.2	2,488	20.7
317	15	0.1	2,503	20.9
318	10	0.1	2,513	20.9
319	14	0.1	2,527	21.1

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	11	0.1	2,538	21.2
321	14	0.1	2,552	21.3
322	21	0.2	2,573	21.4
323	19	0.2	2,592	21.6
324	11	0.1	2,603	21.7
325	13	0.1	2,616	21.8
326	7	0.1	2,623	21.9
327	13	0.1	2,636	22.0
328	15	0.1	2,651	22.1
329	12	0.1	2,663	22.2
330	8	0.1	2,671	22.3
331	7	0.1	2,678	22.3
332	14	0.1	2,692	22.4
333	7	0.1	2,699	22.5
334	6	0.1	2,705	22.5
335	14	0.1	2,719	22.7
336	4	0.0	2,723	22.7
337	14	0.1	2,737	22.8
338	10	0.1	2,747	22.9
339	18	0.2	2,765	23.0
340	7	0.1	2,772	23.1
341	20	0.2	2,792	23.3
342	14	0.1	2,806	23.4
343	14	0.1	2,820	23.5
344	14	0.1	2,834	23.6
345	7	0.1	2,841	23.7
346	12	0.1	2,853	23.8
347	20	0.2	2,873	23.9
348	16	0.1	2,889	24.1
349	20	0.2	2,909	24.2
350	5	0.0	2,914	24.3
351	16	0.1	2,930	24.4
352	20	0.2	2,950	24.6
353	17	0.1	2,967	24.7
354	12	0.1	2,979	24.8
355	12	0.1	2,991	24.9
356	11	0.1	3,002	25.0
357	5	0.0	3,007	25.1
358	10	0.1	3,017	25.2
359	16	0.1	3,033	25.3

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
360	16	0.1	3,049	25.4
361	12	0.1	3,061	25.5
362	14	0.1	3,075	25.6
363	17	0.1	3,092	25.8
364	20	0.2	3,112	25.9
365	10	0.1	3,122	26.0
366	15	0.1	3,137	26.2
367	20	0.2	3,157	26.3
368	19	0.2	3,176	26.5
369	19	0.2	3,195	26.6
370	13	0.1	3,208	26.7
371	15	0.1	3,223	26.9
372	14	0.1	3,237	27.0
373	17	0.1	3,254	27.1
374	20	0.2	3,274	27.3
375	10	0.1	3,284	27.4
376	14	0.1	3,298	27.5
377	23	0.2	3,321	27.7
378	28	0.2	3,349	27.9
379	26	0.2	3,375	28.1
380	25	0.2	3,400	28.3
381	17	0.1	3,417	28.5
382	23	0.2	3,440	28.7
383	21	0.2	3,461	28.9
384	23	0.2	3,484	29.0
385	24	0.2	3,508	29.2
386	17	0.1	3,525	29.4
387	23	0.2	3,548	29.6
388	25	0.2	3,573	29.8
389	17	0.1	3,590	29.9
390	19	0.2	3,609	30.1
391	21	0.2	3,630	30.3
392	14	0.1	3,644	30.4
393	31	0.3	3,675	30.6
394	18	0.2	3,693	30.8
395	21	0.2	3,714	31.0
396	20	0.2	3,734	31.1
397	24	0.2	3,758	31.3
398	24	0.2	3,782	31.5
399	32	0.3	3,814	31.8

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
400	35	0.3	3,849	32.1
401	33	0.3	3,882	32.4
402	30	0.3	3,912	32.6
403	29	0.2	3,941	32.9
404	30	0.3	3,971	33.1
405	17	0.1	3,988	33.2
406	28	0.2	4,016	33.5
407	29	0.2	4,045	33.7
408	38	0.3	4,083	34.0
409	27	0.2	4,110	34.3
410	35	0.3	4,145	34.6
411	35	0.3	4,180	34.8
412	25	0.2	4,205	35.1
413	38	0.3	4,243	35.4
414	28	0.2	4,271	35.6
415	35	0.3	4,306	35.9
416	33	0.3	4,339	36.2
417	34	0.3	4,373	36.5
418	39	0.3	4,412	36.8
419	33	0.3	4,445	37.1
420	30	0.3	4,475	37.3
421	47	0.4	4,522	37.7
422	42	0.4	4,564	38.0
423	45	0.4	4,609	38.4
424	49	0.4	4,658	38.8
425	37	0.3	4,695	39.1
426	42	0.4	4,737	39.5
427	42	0.4	4,779	39.8
428	30	0.3	4,809	40.1
429	53	0.4	4,862	40.5
430	26	0.2	4,888	40.7
431	53	0.4	4,941	41.2
432	30	0.3	4,971	41.4
433	50	0.4	5,021	41.9
434	45	0.4	5,066	42.2
435	47	0.4	5,113	42.6
436	51	0.4	5,164	43.0
437	60	0.5	5,224	43.5
438	44	0.4	5,268	43.9
439	58	0.5	5,326	44.4

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
440	41	0.3	5,367	44.7
441	62	0.5	5,429	45.3
442	52	0.4	5,481	45.7
443	48	0.4	5,529	46.1
444	41	0.3	5,570	46.4
445	48	0.4	5,618	46.8
446	44	0.4	5,662	47.2
447	67	0.6	5,729	47.8
448	64	0.5	5,793	48.3
449	40	0.3	5,833	48.6
450	53	0.4	5,886	49.1
451	50	0.4	5,936	49.5
452	53	0.4	5,989	49.9
453	59	0.5	6,048	50.4
454	69	0.6	6,117	51.0
455	55	0.5	6,172	51.5
456	61	0.5	6,233	52.0
457	55	0.5	6,288	52.4
458	62	0.5	6,350	52.9
459	56	0.5	6,406	53.4
460	79	0.7	6,485	54.1
461	55	0.5	6,540	54.5
462	74	0.6	6,614	55.1
463	59	0.5	6,673	55.6
464	60	0.5	6,733	56.1
465	55	0.5	6,788	56.6
466	64	0.5	6,852	57.1
467	59	0.5	6,911	57.6
468	68	0.6	6,979	58.2
469	67	0.6	7,046	58.7
470	76	0.6	7,122	59.4
471	50	0.4	7,172	59.8
472	63	0.5	7,235	60.3
473	51	0.4	7,286	60.7
474	74	0.6	7,360	61.4
475	70	0.6	7,430	61.9
476	51	0.4	7,481	62.4
477	80	0.7	7,561	63.0
478	63	0.5	7,624	63.6
479	61	0.5	7,685	64.1

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
480	66	0.6	7,751	64.6
481	66	0.6	7,817	65.2
482	74	0.6	7,891	65.8
483	63	0.5	7,954	66.3
484	67	0.6	8,021	66.9
485	56	0.5	8,077	67.3
486	78	0.7	8,155	68.0
487	55	0.5	8,210	68.4
488	74	0.6	8,284	69.1
489	77	0.6	8,361	69.7
490	82	0.7	8,443	70.4
491	66	0.6	8,509	70.9
492	67	0.6	8,576	71.5
493	68	0.6	8,644	72.1
494	71	0.6	8,715	72.6
495	51	0.4	8,766	73.1
496	71	0.6	8,837	73.7
497	72	0.6	8,909	74.3
498	61	0.5	8,970	74.8
499	50	0.4	9,020	75.2
500	52	0.4	9,072	75.6
501	65	0.5	9,137	76.2
502	58	0.5	9,195	76.7
503	69	0.6	9,264	77.2
504	75	0.6	9,339	77.9
505	64	0.5	9,403	78.4
506	68	0.6	9,471	79.0
507	45	0.4	9,516	79.3
508	54	0.5	9,570	79.8
509	60	0.5	9,630	80.3
510	51	0.4	9,681	80.7
511	55	0.5	9,736	81.2
512	57	0.5	9,793	81.6
513	48	0.4	9,841	82.0
514	52	0.4	9,893	82.5
515	42	0.4	9,935	82.8
516	57	0.5	9,992	83.3
517	54	0.5	10,046	83.7
518	44	0.4	10,090	84.1
519	54	0.5	10,144	84.6

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
520	49	0.4	10,193	85.0
521	41	0.3	10,234	85.3
522	44	0.4	10,278	85.7
523	48	0.4	10,326	86.1
524	36	0.3	10,362	86.4
525	34	0.3	10,396	86.7
526	45	0.4	10,441	87.0
527	34	0.3	10,475	87.3
528	61	0.5	10,536	87.8
529	44	0.4	10,580	88.2
530	55	0.5	10,635	88.7
531	56	0.5	10,691	89.1
532	38	0.3	10,729	89.4
533	52	0.4	10,781	89.9
534	47	0.4	10,828	90.3
535	46	0.4	10,874	90.6
536	34	0.3	10,908	90.9
537	39	0.3	10,947	91.3
538	39	0.3	10,986	91.6
539	33	0.3	11,019	91.9
540	43	0.4	11,062	92.2
541	31	0.3	11,093	92.5
542	30	0.3	11,123	92.7
543	33	0.3	11,156	93.0
544	38	0.3	11,194	93.3
545	39	0.3	11,233	93.6
546	17	0.1	11,250	93.8
547	41	0.3	11,291	94.1
548	20	0.2	11,311	94.3
549	29	0.2	11,340	94.5
550	31	0.3	11,371	94.8
551	22	0.2	11,393	95.0
552	20	0.2	11,413	95.1
553	29	0.2	11,442	95.4
554	34	0.3	11,476	95.7
555	21	0.2	11,497	95.8
556	17	0.1	11,514	96.0
557	22	0.2	11,536	96.2
558	19	0.2	11,555	96.3
559	19	0.2	11,574	96.5

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
560	22	0.2	11,596	96.7
561	33	0.3	11,629	96.9
562	15	0.1	11,644	97.1
563	15	0.1	11,659	97.2
564	21	0.2	11,680	97.4
565	11	0.1	11,691	97.5
566	18	0.2	11,709	97.6
567	13	0.1	11,722	97.7
568	11	0.1	11,733	97.8
569	16	0.1	11,749	97.9
570	10	0.1	11,759	98.0
571	19	0.2	11,778	98.2
572	10	0.1	11,788	98.3
573	22	0.2	11,810	98.4
574	6	0.1	11,816	98.5
575	21	0.2	11,837	98.7
576	10	0.1	11,847	98.8
577	6	0.1	11,853	98.8
578	7	0.1	11,860	98.9
579	11	0.1	11,871	99.0
580	8	0.1	11,879	99.0
581	6	0.1	11,885	99.1
582	2	0.0	11,887	99.1
583	9	0.1	11,896	99.2
584	6	0.1	11,902	99.2
585	1	0.0	11,903	99.2
586	9	0.1	11,912	99.3
587	3	0.0	11,915	99.3
588	8	0.1	11,923	99.4
589	1	0.0	11,924	99.4
590	7	0.1	11,931	99.5
591	3	0.0	11,934	99.5
592	7	0.1	11,941	99.5
593	1	0.0	11,942	99.5
594	12	0.1	11,954	99.6
595	1	0.0	11,955	99.7
596	2	0.0	11,957	99.7
597	2	0.0	11,959	99.7
598	1	0.0	11,960	99.7
600	2	0.0	11,962	99.7

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
601	6	0.1	11,968	99.8
602	6	0.1	11,974	99.8
603	5	0.0	11,979	99.9
604	1	0.0	11,980	99.9
606	1	0.0	11,981	99.9
607	3	0.0	11,984	99.9
608	2	0.0	11,986	99.9
609	1	0.0	11,987	99.9
611	1	0.0	11,988	99.9
612	2	0.0	11,990	99.9
613	2	0.0	11,992	100.0
614	1	0.0	11,993	100.0
624	2	0.0	11,995	100.0
625	1	0.0	11,996	100.0

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	2,889	10.4	2,889	10.4
246	103	0.4	2,992	10.8
247	15	0.1	3,007	10.9
260	161	0.6	3,168	11.4
261	114	0.4	3,282	11.9
264	17	0.1	3,299	11.9
267	84	0.3	3,383	12.2
268	118	0.4	3,501	12.6
272	84	0.3	3,585	12.9
274	81	0.3	3,666	13.2
275	21	0.1	3,687	13.3
276	27	0.1	3,714	13.4
277	37	0.1	3,751	13.5
278	43	0.2	3,794	13.7
279	38	0.1	3,832	13.8
280	12	0.0	3,844	13.9
282	13	0.0	3,857	13.9
283	37	0.1	3,894	14.1
284	35	0.1	3,929	14.2
285	2	0.0	3,931	14.2
286	25	0.1	3,956	14.3
287	4	0.0	3,960	14.3
288	32	0.1	3,992	14.4
289	11	0.0	4,003	14.5
290	7	0.0	4,010	14.5
291	58	0.2	4,068	14.7
292	48	0.2	4,116	14.9
293	10	0.0	4,126	14.9
294	18	0.1	4,144	15.0
295	3	0.0	4,147	15.0
296	10	0.0	4,157	15.0
297	14	0.1	4,171	15.1
298	29	0.1	4,200	15.2
299	65	0.2	4,265	15.4
300	29	0.1	4,294	15.5
301	10	0.0	4,304	15.5
302	14	0.1	4,318	15.6
303	41	0.1	4,359	15.7
304	32	0.1	4,391	15.9
305	18	0.1	4,409	15.9

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
306	79	0.3	4,488	16.2
307	31	0.1	4,519	16.3
308	16	0.1	4,535	16.4
309	35	0.1	4,570	16.5
310	28	0.1	4,598	16.6
311	50	0.2	4,648	16.8
312	33	0.1	4,681	16.9
313	16	0.1	4,697	17.0
314	50	0.2	4,747	17.1
315	27	0.1	4,774	17.2
316	38	0.1	4,812	17.4
317	72	0.3	4,884	17.6
318	24	0.1	4,908	17.7
319	30	0.1	4,938	17.8
320	23	0.1	4,961	17.9
321	40	0.1	5,001	18.1
322	64	0.2	5,065	18.3
323	15	0.1	5,080	18.3
324	32	0.1	5,112	18.5
325	27	0.1	5,139	18.6
326	27	0.1	5,166	18.7
327	42	0.2	5,208	18.8
328	13	0.0	5,221	18.9
329	37	0.1	5,258	19.0
330	51	0.2	5,309	19.2
331	31	0.1	5,340	19.3
332	15	0.1	5,355	19.3
333	20	0.1	5,375	19.4
334	52	0.2	5,427	19.6
335	23	0.1	5,450	19.7
336	23	0.1	5,473	19.8
337	47	0.2	5,520	19.9
338	27	0.1	5,547	20.0
339	21	0.1	5,568	20.1
340	34	0.1	5,602	20.2
341	32	0.1	5,634	20.3
342	43	0.2	5,677	20.5
343	24	0.1	5,701	20.6
344	45	0.2	5,746	20.8
345	52	0.2	5,798	20.9

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
346	27	0.1	5,825	21.0
347	42	0.2	5,867	21.2
348	33	0.1	5,900	21.3
349	39	0.1	5,939	21.4
350	34	0.1	5,973	21.6
351	29	0.1	6,002	21.7
352	53	0.2	6,055	21.9
353	37	0.1	6,092	22.0
354	22	0.1	6,114	22.1
355	49	0.2	6,163	22.3
356	26	0.1	6,189	22.4
357	46	0.2	6,235	22.5
358	21	0.1	6,256	22.6
359	38	0.1	6,294	22.7
360	44	0.2	6,338	22.9
361	30	0.1	6,368	23.0
362	43	0.2	6,411	23.2
363	30	0.1	6,441	23.3
364	20	0.1	6,461	23.3
365	44	0.2	6,505	23.5
366	28	0.1	6,533	23.6
367	44	0.2	6,577	23.8
368	30	0.1	6,607	23.9
369	32	0.1	6,639	24.0
370	33	0.1	6,672	24.1
371	33	0.1	6,705	24.2
372	37	0.1	6,742	24.3
373	31	0.1	6,773	24.5
374	26	0.1	6,799	24.6
375	39	0.1	6,838	24.7
376	31	0.1	6,869	24.8
377	32	0.1	6,901	24.9
378	25	0.1	6,926	25.0
379	37	0.1	6,963	25.1
380	29	0.1	6,992	25.3
381	35	0.1	7,027	25.4
382	37	0.1	7,064	25.5
383	33	0.1	7,097	25.6
384	31	0.1	7,128	25.7
385	44	0.2	7,172	25.9

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
386	32	0.1	7,204	26.0
387	40	0.1	7,244	26.2
388	37	0.1	7,281	26.3
389	35	0.1	7,316	26.4
390	35	0.1	7,351	26.5
391	30	0.1	7,381	26.7
392	39	0.1	7,420	26.8
393	48	0.2	7,468	27.0
394	42	0.2	7,510	27.1
395	30	0.1	7,540	27.2
396	35	0.1	7,575	27.4
397	49	0.2	7,624	27.5
398	42	0.2	7,666	27.7
399	41	0.1	7,707	27.8
400	50	0.2	7,757	28.0
401	41	0.1	7,798	28.2
402	34	0.1	7,832	28.3
403	43	0.2	7,875	28.4
404	51	0.2	7,926	28.6
405	37	0.1	7,963	28.8
406	46	0.2	8,009	28.9
407	34	0.1	8,043	29.0
408	38	0.1	8,081	29.2
409	50	0.2	8,131	29.4
410	47	0.2	8,178	29.5
411	49	0.2	8,227	29.7
412	44	0.2	8,271	29.9
413	45	0.2	8,316	30.0
414	55	0.2	8,371	30.2
415	44	0.2	8,415	30.4
416	47	0.2	8,462	30.6
417	51	0.2	8,513	30.7
418	61	0.2	8,574	31.0
419	51	0.2	8,625	31.1
420	41	0.1	8,666	31.3
421	52	0.2	8,718	31.5
422	49	0.2	8,767	31.7
423	36	0.1	8,803	31.8
424	57	0.2	8,860	32.0
425	53	0.2	8,913	32.2

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
426	59	0.2	8,972	32.4
427	50	0.2	9,022	32.6
428	56	0.2	9,078	32.8
429	57	0.2	9,135	33.0
430	54	0.2	9,189	33.2
431	57	0.2	9,246	33.4
432	44	0.2	9,290	33.5
433	58	0.2	9,348	33.8
434	60	0.2	9,408	34.0
435	58	0.2	9,466	34.2
436	57	0.2	9,523	34.4
437	53	0.2	9,576	34.6
438	83	0.3	9,659	34.9
439	58	0.2	9,717	35.1
440	66	0.2	9,783	35.3
441	56	0.2	9,839	35.5
442	75	0.3	9,914	35.8
443	80	0.3	9,994	36.1
444	54	0.2	10,048	36.3
445	81	0.3	10,129	36.6
446	59	0.2	10,188	36.8
447	55	0.2	10,243	37.0
448	60	0.2	10,303	37.2
449	75	0.3	10,378	37.5
450	62	0.2	10,440	37.7
451	66	0.2	10,506	37.9
452	66	0.2	10,572	38.2
453	72	0.3	10,644	38.4
454	75	0.3	10,719	38.7
455	64	0.2	10,783	38.9
456	67	0.2	10,850	39.2
457	87	0.3	10,937	39.5
458	80	0.3	11,017	39.8
459	88	0.3	11,105	40.1
460	62	0.2	11,167	40.3
461	85	0.3	11,252	40.6
462	101	0.4	11,353	41.0
463	103	0.4	11,456	41.4
464	70	0.3	11,526	41.6
465	91	0.3	11,617	42.0

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
466	89	0.3	11,706	42.3
467	91	0.3	11,797	42.6
468	92	0.3	11,889	42.9
469	101	0.4	11,990	43.3
470	120	0.4	12,110	43.7
471	89	0.3	12,199	44.1
472	98	0.4	12,297	44.4
473	83	0.3	12,380	44.7
474	127	0.5	12,507	45.2
475	111	0.4	12,618	45.6
476	96	0.3	12,714	45.9
477	111	0.4	12,825	46.3
478	90	0.3	12,915	46.6
479	100	0.4	13,015	47.0
480	103	0.4	13,118	47.4
481	108	0.4	13,226	47.8
482	115	0.4	13,341	48.2
483	109	0.4	13,450	48.6
484	116	0.4	13,566	49.0
485	118	0.4	13,684	49.4
486	123	0.4	13,807	49.9
487	105	0.4	13,912	50.2
488	121	0.4	14,033	50.7
489	130	0.5	14,163	51.1
490	106	0.4	14,269	51.5
491	120	0.4	14,389	52.0
492	107	0.4	14,496	52.3
493	119	0.4	14,615	52.8
494	121	0.4	14,736	53.2
495	135	0.5	14,871	53.7
496	120	0.4	14,991	54.1
497	160	0.6	15,151	54.7
498	109	0.4	15,260	55.1
499	119	0.4	15,379	55.5
500	125	0.5	15,504	56.0
501	116	0.4	15,620	56.4
502	133	0.5	15,753	56.9
503	114	0.4	15,867	57.3
504	145	0.5	16,012	57.8
505	116	0.4	16,128	58.2

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
506	118	0.4	16,246	58.7
507	140	0.5	16,386	59.2
508	133	0.5	16,519	59.7
509	132	0.5	16,651	60.1
510	131	0.5	16,782	60.6
511	144	0.5	16,926	61.1
512	142	0.5	17,068	61.6
513	110	0.4	17,178	62.0
514	138	0.5	17,316	62.5
515	117	0.4	17,433	63.0
516	119	0.4	17,552	63.4
517	124	0.4	17,676	63.8
518	135	0.5	17,811	64.3
519	126	0.5	17,937	64.8
520	122	0.4	18,059	65.2
521	129	0.5	18,188	65.7
522	116	0.4	18,304	66.1
523	143	0.5	18,447	66.6
524	125	0.5	18,572	67.1
525	126	0.5	18,698	67.5
526	123	0.4	18,821	68.0
527	124	0.4	18,945	68.4
528	119	0.4	19,064	68.8
529	122	0.4	19,186	69.3
530	139	0.5	19,325	69.8
531	133	0.5	19,458	70.3
532	119	0.4	19,577	70.7
533	133	0.5	19,710	71.2
534	145	0.5	19,855	71.7
535	141	0.5	19,996	72.2
536	125	0.5	20,121	72.7
537	130	0.5	20,251	73.1
538	130	0.5	20,381	73.6
539	122	0.4	20,503	74.0
540	122	0.4	20,625	74.5
541	123	0.4	20,748	74.9
542	91	0.3	20,839	75.3
543	149	0.5	20,988	75.8
544	109	0.4	21,097	76.2
545	123	0.4	21,220	76.6

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
546	107	0.4	21,327	77.0
547	115	0.4	21,442	77.4
548	98	0.4	21,540	77.8
549	103	0.4	21,643	78.2
550	129	0.5	21,772	78.6
551	94	0.3	21,866	79.0
552	85	0.3	21,951	79.3
553	109	0.4	22,060	79.7
554	92	0.3	22,152	80.0
555	109	0.4	22,261	80.4
556	125	0.5	22,386	80.8
557	98	0.4	22,484	81.2
558	80	0.3	22,564	81.5
559	114	0.4	22,678	81.9
560	92	0.3	22,770	82.2
561	78	0.3	22,848	82.5
562	109	0.4	22,957	82.9
563	98	0.4	23,055	83.3
564	114	0.4	23,169	83.7
565	97	0.4	23,266	84.0
566	83	0.3	23,349	84.3
567	85	0.3	23,434	84.6
568	95	0.3	23,529	85.0
569	59	0.2	23,588	85.2
570	112	0.4	23,700	85.6
571	93	0.3	23,793	85.9
572	93	0.3	23,886	86.3
573	78	0.3	23,964	86.5
574	92	0.3	24,056	86.9
575	77	0.3	24,133	87.2
576	97	0.4	24,230	87.5
577	80	0.3	24,310	87.8
578	89	0.3	24,399	88.1
579	78	0.3	24,477	88.4
580	97	0.4	24,574	88.7
581	85	0.3	24,659	89.1
582	74	0.3	24,733	89.3
583	45	0.2	24,778	89.5
584	78	0.3	24,856	89.8
585	78	0.3	24,934	90.0

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
586	88	0.3	25,022	90.4
587	69	0.2	25,091	90.6
588	70	0.3	25,161	90.9
589	83	0.3	25,244	91.2
590	57	0.2	25,301	91.4
591	69	0.2	25,370	91.6
592	47	0.2	25,417	91.8
593	70	0.3	25,487	92.0
594	80	0.3	25,567	92.3
595	58	0.2	25,625	92.5
596	71	0.3	25,696	92.8
597	56	0.2	25,752	93.0
598	70	0.3	25,822	93.3
599	82	0.3	25,904	93.5
600	25	0.1	25,929	93.6
601	39	0.1	25,968	93.8
602	70	0.3	26,038	94.0
603	94	0.3	26,132	94.4
604	36	0.1	26,168	94.5
605	56	0.2	26,224	94.7
606	21	0.1	26,245	94.8
607	61	0.2	26,306	95.0
608	76	0.3	26,382	95.3
609	24	0.1	26,406	95.4
610	23	0.1	26,429	95.4
611	33	0.1	26,462	95.6
612	82	0.3	26,544	95.9
613	22	0.1	26,566	95.9
614	32	0.1	26,598	96.1
615	31	0.1	26,629	96.2
616	38	0.1	26,667	96.3
617	58	0.2	26,725	96.5
618	18	0.1	26,743	96.6
619	29	0.1	26,772	96.7
620	35	0.1	26,807	96.8
621	51	0.2	26,858	97.0
622	23	0.1	26,881	97.1
623	43	0.2	26,924	97.2
624	14	0.1	26,938	97.3
625	30	0.1	26,968	97.4

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
626	48	0.2	27,016	97.6
627	15	0.1	27,031	97.6
628	19	0.1	27,050	97.7
629	9	0.0	27,059	97.7
630	45	0.2	27,104	97.9
631	26	0.1	27,130	98.0
632	25	0.1	27,155	98.1
633	42	0.2	27,197	98.2
634	36	0.1	27,233	98.3
635	7	0.0	27,240	98.4
636	24	0.1	27,264	98.5
637	19	0.1	27,283	98.5
638	7	0.0	27,290	98.6
639	9	0.0	27,299	98.6
640	28	0.1	27,327	98.7
641	26	0.1	27,353	98.8
642	32	0.1	27,385	98.9
643	1	0.0	27,386	98.9
644	16	0.1	27,402	99.0
645	13	0.0	27,415	99.0
646	3	0.0	27,418	99.0
647	2	0.0	27,420	99.0
648	30	0.1	27,450	99.1
649	19	0.1	27,469	99.2
650	20	0.1	27,489	99.3
651	5	0.0	27,494	99.3
652	2	0.0	27,496	99.3
653	2	0.0	27,498	99.3
654	29	0.1	27,527	99.4
655	11	0.0	27,538	99.4
658	22	0.1	27,560	99.5
659	2	0.0	27,562	99.5
660	11	0.0	27,573	99.6
661	9	0.0	27,582	99.6
663	18	0.1	27,600	99.7
664	5	0.0	27,605	99.7
665	8	0.0	27,613	99.7
669	21	0.1	27,634	99.8
670	24	0.1	27,658	99.9
673	1	0.0	27,659	99.9

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
676	12	0.0	27,671	99.9
679	4	0.0	27,675	99.9
683	3	0.0	27,678	100.0
686	5	0.0	27,683	100.0
690	1	0.0	27,684	100.0
692	4	0.0	27,688	100.0
700	3	0.0	27,691	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	2,311	10.4	2,311	10.4
267	9	0.0	2,320	10.4
270	50	0.2	2,370	10.7
271	41	0.2	2,411	10.9
276	130	0.6	2,541	11.4
278	16	0.1	2,557	11.5
283	95	0.4	2,652	11.9
285	12	0.1	2,664	12.0
287	45	0.2	2,709	12.2
288	21	0.1	2,730	12.3
289	19	0.1	2,749	12.4
290	10	0.0	2,759	12.4
291	11	0.0	2,770	12.5
292	37	0.2	2,807	12.6
293	52	0.2	2,859	12.9
294	7	0.0	2,866	12.9
295	4	0.0	2,870	12.9
296	3	0.0	2,873	12.9
297	41	0.2	2,914	13.1
298	13	0.1	2,927	13.2
299	27	0.1	2,954	13.3
300	19	0.1	2,973	13.4
301	13	0.1	2,986	13.4
302	11	0.0	2,997	13.5
303	17	0.1	3,014	13.6
305	24	0.1	3,038	13.7
306	30	0.1	3,068	13.8
307	18	0.1	3,086	13.9
308	14	0.1	3,100	14.0
309	2	0.0	3,102	14.0
310	14	0.1	3,116	14.0
311	13	0.1	3,129	14.1
312	25	0.1	3,154	14.2
313	16	0.1	3,170	14.3
314	16	0.1	3,186	14.3
315	20	0.1	3,206	14.4
316	10	0.0	3,216	14.5
317	24	0.1	3,240	14.6
318	21	0.1	3,261	14.7
319	26	0.1	3,287	14.8

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	21	0.1	3,308	14.9
321	23	0.1	3,331	15.0
322	29	0.1	3,360	15.1
323	27	0.1	3,387	15.2
324	16	0.1	3,403	15.3
325	7	0.0	3,410	15.4
326	14	0.1	3,424	15.4
327	30	0.1	3,454	15.5
328	43	0.2	3,497	15.7
329	24	0.1	3,521	15.9
330	29	0.1	3,550	16.0
331	12	0.1	3,562	16.0
332	23	0.1	3,585	16.1
333	43	0.2	3,628	16.3
334	28	0.1	3,656	16.5
335	26	0.1	3,682	16.6
336	27	0.1	3,709	16.7
337	38	0.2	3,747	16.9
338	35	0.2	3,782	17.0
339	12	0.1	3,794	17.1
340	40	0.2	3,834	17.3
341	20	0.1	3,854	17.4
342	25	0.1	3,879	17.5
343	27	0.1	3,906	17.6
344	31	0.1	3,937	17.7
345	36	0.2	3,973	17.9
346	26	0.1	3,999	18.0
347	38	0.2	4,037	18.2
348	8	0.0	4,045	18.2
349	36	0.2	4,081	18.4
350	37	0.2	4,118	18.5
351	50	0.2	4,168	18.8
352	15	0.1	4,183	18.8
353	26	0.1	4,209	18.9
354	17	0.1	4,226	19.0
355	35	0.2	4,261	19.2
356	23	0.1	4,284	19.3
357	25	0.1	4,309	19.4
358	21	0.1	4,330	19.5
359	18	0.1	4,348	19.6

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
360	20	0.1	4,368	19.7
361	17	0.1	4,385	19.7
362	37	0.2	4,422	19.9
363	26	0.1	4,448	20.0
364	39	0.2	4,487	20.2
365	27	0.1	4,514	20.3
366	26	0.1	4,540	20.4
367	28	0.1	4,568	20.6
368	25	0.1	4,593	20.7
369	33	0.1	4,626	20.8
370	15	0.1	4,641	20.9
371	45	0.2	4,686	21.1
372	23	0.1	4,709	21.2
373	28	0.1	4,737	21.3
374	33	0.1	4,770	21.5
375	25	0.1	4,795	21.6
376	26	0.1	4,821	21.7
377	27	0.1	4,848	21.8
378	31	0.1	4,879	22.0
379	35	0.2	4,914	22.1
380	35	0.2	4,949	22.3
381	38	0.2	4,987	22.5
382	23	0.1	5,010	22.6
383	26	0.1	5,036	22.7
384	29	0.1	5,065	22.8
385	42	0.2	5,107	23.0
386	31	0.1	5,138	23.1
387	36	0.2	5,174	23.3
388	29	0.1	5,203	23.4
389	19	0.1	5,222	23.5
390	35	0.2	5,257	23.7
391	33	0.1	5,290	23.8
392	30	0.1	5,320	23.9
393	24	0.1	5,344	24.1
394	32	0.1	5,376	24.2
395	25	0.1	5,401	24.3
396	22	0.1	5,423	24.4
397	28	0.1	5,451	24.5
398	43	0.2	5,494	24.7
399	32	0.1	5,526	24.9

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
400	24	0.1	5,550	25.0
401	23	0.1	5,573	25.1
402	25	0.1	5,598	25.2
403	22	0.1	5,620	25.3
404	29	0.1	5,649	25.4
405	20	0.1	5,669	25.5
406	33	0.1	5,702	25.7
407	38	0.2	5,740	25.8
408	31	0.1	5,771	26.0
409	38	0.2	5,809	26.2
410	18	0.1	5,827	26.2
411	24	0.1	5,851	26.3
412	25	0.1	5,876	26.5
413	37	0.2	5,913	26.6
414	26	0.1	5,939	26.7
415	21	0.1	5,960	26.8
416	32	0.1	5,992	27.0
417	29	0.1	6,021	27.1
418	26	0.1	6,047	27.2
419	20	0.1	6,067	27.3
420	33	0.1	6,100	27.5
421	33	0.1	6,133	27.6
422	34	0.2	6,167	27.8
423	17	0.1	6,184	27.8
424	29	0.1	6,213	28.0
425	34	0.2	6,247	28.1
426	20	0.1	6,267	28.2
427	18	0.1	6,285	28.3
428	36	0.2	6,321	28.5
429	40	0.2	6,361	28.6
430	30	0.1	6,391	28.8
431	26	0.1	6,417	28.9
432	26	0.1	6,443	29.0
433	33	0.1	6,476	29.2
434	21	0.1	6,497	29.2
435	27	0.1	6,524	29.4
436	19	0.1	6,543	29.5
437	44	0.2	6,587	29.7
438	27	0.1	6,614	29.8
439	25	0.1	6,639	29.9

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
440	29	0.1	6,668	30.0
441	23	0.1	6,691	30.1
442	30	0.1	6,721	30.3
443	21	0.1	6,742	30.4
444	37	0.2	6,779	30.5
445	21	0.1	6,800	30.6
446	29	0.1	6,829	30.7
447	36	0.2	6,865	30.9
448	39	0.2	6,904	31.1
449	30	0.1	6,934	31.2
450	33	0.1	6,967	31.4
451	36	0.2	7,003	31.5
452	41	0.2	7,044	31.7
453	38	0.2	7,082	31.9
454	35	0.2	7,117	32.0
455	29	0.1	7,146	32.2
456	27	0.1	7,173	32.3
457	44	0.2	7,217	32.5
458	27	0.1	7,244	32.6
459	43	0.2	7,287	32.8
460	36	0.2	7,323	33.0
461	18	0.1	7,341	33.0
462	29	0.1	7,370	33.2
463	32	0.1	7,402	33.3
464	31	0.1	7,433	33.5
465	45	0.2	7,478	33.7
466	34	0.2	7,512	33.8
467	36	0.2	7,548	34.0
468	42	0.2	7,590	34.2
469	44	0.2	7,634	34.4
470	25	0.1	7,659	34.5
471	37	0.2	7,696	34.6
472	35	0.2	7,731	34.8
473	39	0.2	7,770	35.0
474	28	0.1	7,798	35.1
475	44	0.2	7,842	35.3
476	43	0.2	7,885	35.5
477	36	0.2	7,921	35.7
478	26	0.1	7,947	35.8
479	39	0.2	7,986	36.0

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
480	48	0.2	8,034	36.2
481	38	0.2	8,072	36.3
482	46	0.2	8,118	36.5
483	56	0.3	8,174	36.8
484	38	0.2	8,212	37.0
485	39	0.2	8,251	37.1
486	43	0.2	8,294	37.3
487	29	0.1	8,323	37.5
488	51	0.2	8,374	37.7
489	32	0.1	8,406	37.8
490	34	0.2	8,440	38.0
491	38	0.2	8,478	38.2
492	49	0.2	8,527	38.4
493	41	0.2	8,568	38.6
494	45	0.2	8,613	38.8
495	32	0.1	8,645	38.9
496	43	0.2	8,688	39.1
497	45	0.2	8,733	39.3
498	48	0.2	8,781	39.5
499	41	0.2	8,822	39.7
500	50	0.2	8,872	39.9
501	59	0.3	8,931	40.2
502	58	0.3	8,989	40.5
503	45	0.2	9,034	40.7
504	54	0.2	9,088	40.9
505	45	0.2	9,133	41.1
506	49	0.2	9,182	41.3
507	49	0.2	9,231	41.6
508	51	0.2	9,282	41.8
509	37	0.2	9,319	42.0
510	47	0.2	9,366	42.2
511	45	0.2	9,411	42.4
512	45	0.2	9,456	42.6
513	63	0.3	9,519	42.9
514	44	0.2	9,563	43.1
515	62	0.3	9,625	43.3
516	58	0.3	9,683	43.6
517	57	0.3	9,740	43.8
518	59	0.3	9,799	44.1
519	77	0.3	9,876	44.5

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
520	57	0.3	9,933	44.7
521	58	0.3	9,991	45.0
522	57	0.3	10,048	45.2
523	55	0.2	10,103	45.5
524	70	0.3	10,173	45.8
525	57	0.3	10,230	46.1
526	85	0.4	10,315	46.4
527	51	0.2	10,366	46.7
528	78	0.4	10,444	47.0
529	59	0.3	10,503	47.3
530	65	0.3	10,568	47.6
531	67	0.3	10,635	47.9
532	71	0.3	10,706	48.2
533	68	0.3	10,774	48.5
534	75	0.3	10,849	48.8
535	62	0.3	10,911	49.1
536	83	0.4	10,994	49.5
537	75	0.3	11,069	49.8
538	83	0.4	11,152	50.2
539	73	0.3	11,225	50.5
540	74	0.3	11,299	50.9
541	62	0.3	11,361	51.1
542	72	0.3	11,433	51.5
543	71	0.3	11,504	51.8
544	70	0.3	11,574	52.1
545	73	0.3	11,647	52.4
546	68	0.3	11,715	52.7
547	67	0.3	11,782	53.0
548	100	0.5	11,882	53.5
549	61	0.3	11,943	53.8
550	85	0.4	12,028	54.1
551	81	0.4	12,109	54.5
552	81	0.4	12,190	54.9
553	68	0.3	12,258	55.2
554	81	0.4	12,339	55.5
555	87	0.4	12,426	55.9
556	73	0.3	12,499	56.3
557	94	0.4	12,593	56.7
558	102	0.5	12,695	57.2
559	98	0.4	12,793	57.6

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
560	83	0.4	12,876	58.0
561	78	0.4	12,954	58.3
562	78	0.4	13,032	58.7
563	87	0.4	13,119	59.1
564	94	0.4	13,213	59.5
565	89	0.4	13,302	59.9
566	84	0.4	13,386	60.3
567	94	0.4	13,480	60.7
568	99	0.4	13,579	61.1
569	96	0.4	13,675	61.6
570	91	0.4	13,766	62.0
571	84	0.4	13,850	62.4
572	78	0.4	13,928	62.7
573	84	0.4	14,012	63.1
574	99	0.4	14,111	63.5
575	76	0.3	14,187	63.9
576	91	0.4	14,278	64.3
577	90	0.4	14,368	64.7
578	94	0.4	14,462	65.1
579	92	0.4	14,554	65.5
580	87	0.4	14,641	65.9
581	99	0.4	14,740	66.4
582	93	0.4	14,833	66.8
583	95	0.4	14,928	67.2
584	80	0.4	15,008	67.6
585	94	0.4	15,102	68.0
586	81	0.4	15,183	68.4
587	79	0.4	15,262	68.7
588	116	0.5	15,378	69.2
589	112	0.5	15,490	69.7
590	88	0.4	15,578	70.1
591	95	0.4	15,673	70.6
592	102	0.5	15,775	71.0
593	75	0.3	15,850	71.4
594	88	0.4	15,938	71.8
595	70	0.3	16,008	72.1
596	84	0.4	16,092	72.4
597	97	0.4	16,189	72.9
598	87	0.4	16,276	73.3
599	83	0.4	16,359	73.6

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
600	89	0.4	16,448	74.0
601	87	0.4	16,535	74.4
602	70	0.3	16,605	74.8
603	81	0.4	16,686	75.1
604	76	0.3	16,762	75.5
605	79	0.4	16,841	75.8
606	96	0.4	16,937	76.2
607	83	0.4	17,020	76.6
608	89	0.4	17,109	77.0
609	84	0.4	17,193	77.4
610	70	0.3	17,263	77.7
611	73	0.3	17,336	78.0
612	70	0.3	17,406	78.4
613	74	0.3	17,480	78.7
614	86	0.4	17,566	79.1
615	71	0.3	17,637	79.4
616	91	0.4	17,728	79.8
617	81	0.4	17,809	80.2
618	74	0.3	17,883	80.5
619	61	0.3	17,944	80.8
620	74	0.3	18,018	81.1
621	74	0.3	18,092	81.4
622	64	0.3	18,156	81.7
623	73	0.3	18,229	82.1
624	71	0.3	18,300	82.4
625	60	0.3	18,360	82.7
626	69	0.3	18,429	83.0
627	67	0.3	18,496	83.3
628	71	0.3	18,567	83.6
629	73	0.3	18,640	83.9
630	76	0.3	18,716	84.3
631	68	0.3	18,784	84.6
632	78	0.4	18,862	84.9
633	80	0.4	18,942	85.3
634	66	0.3	19,008	85.6
635	53	0.2	19,061	85.8
636	72	0.3	19,133	86.1
637	55	0.2	19,188	86.4
638	68	0.3	19,256	86.7
639	52	0.2	19,308	86.9

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
640	73	0.3	19,381	87.3
641	67	0.3	19,448	87.6
642	56	0.3	19,504	87.8
643	71	0.3	19,575	88.1
644	44	0.2	19,619	88.3
645	50	0.2	19,669	88.5
646	48	0.2	19,717	88.8
647	62	0.3	19,779	89.0
648	55	0.2	19,834	89.3
649	50	0.2	19,884	89.5
650	51	0.2	19,935	89.7
651	47	0.2	19,982	90.0
652	43	0.2	20,025	90.1
653	68	0.3	20,093	90.5
654	47	0.2	20,140	90.7
655	48	0.2	20,188	90.9
656	54	0.2	20,242	91.1
657	50	0.2	20,292	91.4
658	49	0.2	20,341	91.6
659	42	0.2	20,383	91.8
660	39	0.2	20,422	91.9
661	66	0.3	20,488	92.2
662	56	0.3	20,544	92.5
663	28	0.1	20,572	92.6
664	62	0.3	20,634	92.9
665	36	0.2	20,670	93.1
666	31	0.1	20,701	93.2
667	38	0.2	20,739	93.4
668	59	0.3	20,798	93.6
669	32	0.1	20,830	93.8
670	61	0.3	20,891	94.0
671	40	0.2	20,931	94.2
672	38	0.2	20,969	94.4
673	53	0.2	21,022	94.6
674	45	0.2	21,067	94.8
675	19	0.1	21,086	94.9
676	43	0.2	21,129	95.1
677	54	0.2	21,183	95.4
678	31	0.1	21,214	95.5
679	37	0.2	21,251	95.7

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
680	65	0.3	21,316	96.0
681	1	0.0	21,317	96.0
682	56	0.3	21,373	96.2
683	15	0.1	21,388	96.3
684	50	0.2	21,438	96.5
685	47	0.2	21,485	96.7
686	23	0.1	21,508	96.8
687	29	0.1	21,537	97.0
688	6	0.0	21,543	97.0
689	52	0.2	21,595	97.2
690	54	0.2	21,649	97.5
691	10	0.0	21,659	97.5
692	21	0.1	21,680	97.6
693	8	0.0	21,688	97.6
694	95	0.4	21,783	98.1
695	10	0.0	21,793	98.1
696	15	0.1	21,808	98.2
697	9	0.0	21,817	98.2
698	1	0.0	21,818	98.2
699	25	0.1	21,843	98.3
700	40	0.2	21,883	98.5
701	21	0.1	21,904	98.6
702	7	0.0	21,911	98.6
703	52	0.2	21,963	98.9
704	11	0.0	21,974	98.9
705	33	0.1	22,007	99.1
706	2	0.0	22,009	99.1
708	3	0.0	22,012	99.1
709	70	0.3	22,082	99.4
710	1	0.0	22,083	99.4
711	22	0.1	22,105	99.5
713	5	0.0	22,110	99.5
714	1	0.0	22,111	99.5
715	1	0.0	22,112	99.5
717	1	0.0	22,113	99.5
718	34	0.2	22,147	99.7
720	34	0.2	22,181	99.9
723	2	0.0	22,183	99.9
724	3	0.0	22,186	99.9
725	3	0.0	22,189	99.9

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
726	1	0.0	22,190	99.9
730	7	0.0	22,197	99.9
739	8	0.0	22,205	100.0
741	8	0.0	22,213	100.0

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
251	2,963	8.3	2,963	8.3
261	18	0.1	2,981	8.3
274	66	0.2	3,047	8.5
275	63	0.2	3,110	8.7
276	38	0.1	3,148	8.8
278	19	0.1	3,167	8.9
284	25	0.1	3,192	8.9
285	3	0.0	3,195	8.9
286	57	0.2	3,252	9.1
290	15	0.0	3,267	9.1
291	11	0.0	3,278	9.2
292	46	0.1	3,324	9.3
294	69	0.2	3,393	9.5
295	22	0.1	3,415	9.6
296	40	0.1	3,455	9.7
298	13	0.0	3,468	9.7
299	8	0.0	3,476	9.7
300	29	0.1	3,505	9.8
301	4	0.0	3,509	9.8
302	27	0.1	3,536	9.9
303	77	0.2	3,613	10.1
304	14	0.0	3,627	10.2
305	4	0.0	3,631	10.2
306	22	0.1	3,653	10.2
307	2	0.0	3,655	10.2
308	23	0.1	3,678	10.3
309	20	0.1	3,698	10.3
310	76	0.2	3,774	10.6
311	16	0.0	3,790	10.6
312	4	0.0	3,794	10.6
313	22	0.1	3,816	10.7
314	17	0.0	3,833	10.7
315	26	0.1	3,859	10.8
316	34	0.1	3,893	10.9
317	10	0.0	3,903	10.9
318	6	0.0	3,909	10.9
319	36	0.1	3,945	11.0
320	29	0.1	3,974	11.1
321	44	0.1	4,018	11.2
322	13	0.0	4,031	11.3

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
323	25	0.1	4,056	11.4
324	3	0.0	4,059	11.4
325	9	0.0	4,068	11.4
326	41	0.1	4,109	11.5
327	33	0.1	4,142	11.6
328	13	0.0	4,155	11.6
329	38	0.1	4,193	11.7
330	22	0.1	4,215	11.8
331	21	0.1	4,236	11.9
332	21	0.1	4,257	11.9
333	31	0.1	4,288	12.0
334	15	0.0	4,303	12.0
335	32	0.1	4,335	12.1
336	37	0.1	4,372	12.2
337	14	0.0	4,386	12.3
338	50	0.1	4,436	12.4
339	43	0.1	4,479	12.5
340	26	0.1	4,505	12.6
341	19	0.1	4,524	12.7
342	22	0.1	4,546	12.7
343	60	0.2	4,606	12.9
344	41	0.1	4,647	13.0
345	37	0.1	4,684	13.1
346	35	0.1	4,719	13.2
347	29	0.1	4,748	13.3
348	29	0.1	4,777	13.4
349	40	0.1	4,817	13.5
350	59	0.2	4,876	13.6
351	38	0.1	4,914	13.8
352	21	0.1	4,935	13.8
353	26	0.1	4,961	13.9
354	30	0.1	4,991	14.0
355	50	0.1	5,041	14.1
356	53	0.1	5,094	14.3
357	34	0.1	5,128	14.4
358	31	0.1	5,159	14.4
359	47	0.1	5,206	14.6
360	34	0.1	5,240	14.7
361	50	0.1	5,290	14.8
362	44	0.1	5,334	14.9

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
363	36	0.1	5,370	15.0
364	38	0.1	5,408	15.1
365	23	0.1	5,431	15.2
366	52	0.1	5,483	15.3
367	34	0.1	5,517	15.4
368	25	0.1	5,542	15.5
369	38	0.1	5,580	15.6
370	51	0.1	5,631	15.8
371	38	0.1	5,669	15.9
372	29	0.1	5,698	15.9
373	51	0.1	5,749	16.1
374	41	0.1	5,790	16.2
375	36	0.1	5,826	16.3
376	56	0.2	5,882	16.5
377	39	0.1	5,921	16.6
378	48	0.1	5,969	16.7
379	67	0.2	6,036	16.9
380	32	0.1	6,068	17.0
381	42	0.1	6,110	17.1
382	51	0.1	6,161	17.2
383	57	0.2	6,218	17.4
384	38	0.1	6,256	17.5
385	32	0.1	6,288	17.6
386	60	0.2	6,348	17.8
387	31	0.1	6,379	17.9
388	53	0.1	6,432	18.0
389	50	0.1	6,482	18.1
390	56	0.2	6,538	18.3
391	32	0.1	6,570	18.4
392	51	0.1	6,621	18.5
393	42	0.1	6,663	18.6
394	32	0.1	6,695	18.7
395	53	0.1	6,748	18.9
396	60	0.2	6,808	19.1
397	42	0.1	6,850	19.2
398	46	0.1	6,896	19.3
399	47	0.1	6,943	19.4
400	51	0.1	6,994	19.6
401	57	0.2	7,051	19.7
402	55	0.2	7,106	19.9

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
403	45	0.1	7,151	20.0
404	45	0.1	7,196	20.1
405	73	0.2	7,269	20.3
406	53	0.1	7,322	20.5
407	33	0.1	7,355	20.6
408	41	0.1	7,396	20.7
409	49	0.1	7,445	20.8
410	29	0.1	7,474	20.9
411	42	0.1	7,516	21.0
412	45	0.1	7,561	21.2
413	42	0.1	7,603	21.3
414	39	0.1	7,642	21.4
415	50	0.1	7,692	21.5
416	34	0.1	7,726	21.6
417	40	0.1	7,766	21.7
418	53	0.1	7,819	21.9
419	35	0.1	7,854	22.0
420	57	0.2	7,911	22.1
421	43	0.1	7,954	22.3
422	60	0.2	8,014	22.4
423	49	0.1	8,063	22.6
424	32	0.1	8,095	22.7
425	54	0.2	8,149	22.8
426	51	0.1	8,200	22.9
427	52	0.1	8,252	23.1
428	55	0.2	8,307	23.2
429	54	0.2	8,361	23.4
430	44	0.1	8,405	23.5
431	50	0.1	8,455	23.7
432	58	0.2	8,513	23.8
433	33	0.1	8,546	23.9
434	50	0.1	8,596	24.1
435	42	0.1	8,638	24.2
436	35	0.1	8,673	24.3
437	31	0.1	8,704	24.4
438	41	0.1	8,745	24.5
439	48	0.1	8,793	24.6
440	31	0.1	8,824	24.7
441	47	0.1	8,871	24.8
442	25	0.1	8,896	24.9

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
443	34	0.1	8,930	25.0
444	45	0.1	8,975	25.1
445	50	0.1	9,025	25.3
446	54	0.2	9,079	25.4
447	23	0.1	9,102	25.5
448	48	0.1	9,150	25.6
449	42	0.1	9,192	25.7
450	49	0.1	9,241	25.9
451	45	0.1	9,286	26.0
452	35	0.1	9,321	26.1
453	55	0.2	9,376	26.2
454	32	0.1	9,408	26.3
455	57	0.2	9,465	26.5
456	48	0.1	9,513	26.6
457	54	0.2	9,567	26.8
458	34	0.1	9,601	26.9
459	52	0.1	9,653	27.0
460	46	0.1	9,699	27.1
461	43	0.1	9,742	27.3
462	52	0.1	9,794	27.4
463	42	0.1	9,836	27.5
464	56	0.2	9,892	27.7
465	62	0.2	9,954	27.9
466	48	0.1	10,002	28.0
467	48	0.1	10,050	28.1
468	56	0.2	10,106	28.3
469	54	0.2	10,160	28.4
470	35	0.1	10,195	28.5
471	52	0.1	10,247	28.7
472	53	0.1	10,300	28.8
473	50	0.1	10,350	29.0
474	62	0.2	10,412	29.1
475	54	0.2	10,466	29.3
476	47	0.1	10,513	29.4
477	44	0.1	10,557	29.5
478	53	0.1	10,610	29.7
479	65	0.2	10,675	29.9
480	56	0.2	10,731	30.0
481	56	0.2	10,787	30.2
482	50	0.1	10,837	30.3

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
483	55	0.2	10,892	30.5
484	59	0.2	10,951	30.6
485	54	0.2	11,005	30.8
486	68	0.2	11,073	31.0
487	67	0.2	11,140	31.2
488	59	0.2	11,199	31.3
489	58	0.2	11,257	31.5
490	68	0.2	11,325	31.7
491	74	0.2	11,399	31.9
492	75	0.2	11,474	32.1
493	61	0.2	11,535	32.3
494	64	0.2	11,599	32.5
495	72	0.2	11,671	32.7
496	70	0.2	11,741	32.9
497	69	0.2	11,810	33.1
498	69	0.2	11,879	33.2
499	67	0.2	11,946	33.4
500	68	0.2	12,014	33.6
501	70	0.2	12,084	33.8
502	70	0.2	12,154	34.0
503	92	0.3	12,246	34.3
504	62	0.2	12,308	34.4
505	78	0.2	12,386	34.7
506	68	0.2	12,454	34.9
507	73	0.2	12,527	35.1
508	78	0.2	12,605	35.3
509	99	0.3	12,704	35.6
510	81	0.2	12,785	35.8
511	73	0.2	12,858	36.0
512	85	0.2	12,943	36.2
513	88	0.2	13,031	36.5
514	75	0.2	13,106	36.7
515	85	0.2	13,191	36.9
516	95	0.3	13,286	37.2
517	98	0.3	13,384	37.5
518	80	0.2	13,464	37.7
519	94	0.3	13,558	37.9
520	83	0.2	13,641	38.2
521	92	0.3	13,733	38.4
522	92	0.3	13,825	38.7

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
523	103	0.3	13,928	39.0
524	87	0.2	14,015	39.2
525	107	0.3	14,122	39.5
526	96	0.3	14,218	39.8
527	99	0.3	14,317	40.1
528	91	0.3	14,408	40.3
529	111	0.3	14,519	40.6
530	103	0.3	14,622	40.9
531	94	0.3	14,716	41.2
532	80	0.2	14,796	41.4
533	112	0.3	14,908	41.7
534	106	0.3	15,014	42.0
535	92	0.3	15,106	42.3
536	112	0.3	15,218	42.6
537	103	0.3	15,321	42.9
538	99	0.3	15,420	43.2
539	101	0.3	15,521	43.4
540	94	0.3	15,615	43.7
541	119	0.3	15,734	44.0
542	82	0.2	15,816	44.3
543	119	0.3	15,935	44.6
544	119	0.3	16,054	44.9
545	111	0.3	16,165	45.2
546	139	0.4	16,304	45.6
547	132	0.4	16,436	46.0
548	123	0.3	16,559	46.3
549	120	0.3	16,679	46.7
550	127	0.4	16,806	47.0
551	114	0.3	16,920	47.4
552	121	0.3	17,041	47.7
553	103	0.3	17,144	48.0
554	132	0.4	17,276	48.4
555	97	0.3	17,373	48.6
556	127	0.4	17,500	49.0
557	113	0.3	17,613	49.3
558	139	0.4	17,752	49.7
559	134	0.4	17,886	50.1
560	142	0.4	18,028	50.5
561	121	0.3	18,149	50.8
562	134	0.4	18,283	51.2

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
563	115	0.3	18,398	51.5
564	160	0.4	18,558	51.9
565	126	0.4	18,684	52.3
566	138	0.4	18,822	52.7
567	124	0.3	18,946	53.0
568	146	0.4	19,092	53.4
569	125	0.3	19,217	53.8
570	150	0.4	19,367	54.2
571	126	0.4	19,493	54.6
572	143	0.4	19,636	55.0
573	135	0.4	19,771	55.3
574	133	0.4	19,904	55.7
575	146	0.4	20,050	56.1
576	141	0.4	20,191	56.5
577	153	0.4	20,344	56.9
578	141	0.4	20,485	57.3
579	137	0.4	20,622	57.7
580	120	0.3	20,742	58.1
581	131	0.4	20,873	58.4
582	104	0.3	20,977	58.7
583	143	0.4	21,120	59.1
584	126	0.4	21,246	59.5
585	132	0.4	21,378	59.8
586	120	0.3	21,498	60.2
587	160	0.4	21,658	60.6
588	131	0.4	21,789	61.0
589	160	0.4	21,949	61.4
590	107	0.3	22,056	61.7
591	128	0.4	22,184	62.1
592	151	0.4	22,335	62.5
593	130	0.4	22,465	62.9
594	132	0.4	22,597	63.2
595	128	0.4	22,725	63.6
596	118	0.3	22,843	63.9
597	137	0.4	22,980	64.3
598	117	0.3	23,097	64.6
599	132	0.4	23,229	65.0
600	123	0.3	23,352	65.4
601	153	0.4	23,505	65.8
602	101	0.3	23,606	66.1

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
603	157	0.4	23,763	66.5
604	117	0.3	23,880	66.8
605	161	0.5	24,041	67.3
606	130	0.4	24,171	67.6
607	135	0.4	24,306	68.0
608	135	0.4	24,441	68.4
609	117	0.3	24,558	68.7
610	135	0.4	24,693	69.1
611	109	0.3	24,802	69.4
612	125	0.3	24,927	69.8
613	137	0.4	25,064	70.1
614	104	0.3	25,168	70.4
615	142	0.4	25,310	70.8
616	139	0.4	25,449	71.2
617	101	0.3	25,550	71.5
618	121	0.3	25,671	71.8
619	129	0.4	25,800	72.2
620	133	0.4	25,933	72.6
621	131	0.4	26,064	72.9
622	130	0.4	26,194	73.3
623	130	0.4	26,324	73.7
624	118	0.3	26,442	74.0
625	132	0.4	26,574	74.4
626	155	0.4	26,729	74.8
627	106	0.3	26,835	75.1
628	137	0.4	26,972	75.5
629	133	0.4	27,105	75.9
630	107	0.3	27,212	76.2
631	137	0.4	27,349	76.5
632	138	0.4	27,487	76.9
633	148	0.4	27,635	77.3
634	110	0.3	27,745	77.7
635	108	0.3	27,853	78.0
636	147	0.4	28,000	78.4
637	124	0.3	28,124	78.7
638	118	0.3	28,242	79.0
639	113	0.3	28,355	79.4
640	109	0.3	28,464	79.7
641	101	0.3	28,565	79.9
642	122	0.3	28,687	80.3

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
643	125	0.3	28,812	80.6
644	104	0.3	28,916	80.9
645	135	0.4	29,051	81.3
646	112	0.3	29,163	81.6
647	126	0.4	29,289	82.0
648	92	0.3	29,381	82.2
649	117	0.3	29,498	82.6
650	121	0.3	29,619	82.9
651	98	0.3	29,717	83.2
652	105	0.3	29,822	83.5
653	100	0.3	29,922	83.7
654	126	0.4	30,048	84.1
655	61	0.2	30,109	84.3
656	103	0.3	30,212	84.6
657	102	0.3	30,314	84.8
658	95	0.3	30,409	85.1
659	114	0.3	30,523	85.4
660	93	0.3	30,616	85.7
661	88	0.2	30,704	85.9
662	101	0.3	30,805	86.2
663	123	0.3	30,928	86.6
664	80	0.2	31,008	86.8
665	97	0.3	31,105	87.1
666	107	0.3	31,212	87.4
667	96	0.3	31,308	87.6
668	99	0.3	31,407	87.9
669	77	0.2	31,484	88.1
670	115	0.3	31,599	88.4
671	92	0.3	31,691	88.7
672	113	0.3	31,804	89.0
673	84	0.2	31,888	89.2
674	97	0.3	31,985	89.5
675	93	0.3	32,078	89.8
676	77	0.2	32,155	90.0
677	75	0.2	32,230	90.2
678	103	0.3	32,333	90.5
679	102	0.3	32,435	90.8
680	58	0.2	32,493	90.9
681	70	0.2	32,563	91.1
682	97	0.3	32,660	91.4

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
683	71	0.2	32,731	91.6
684	68	0.2	32,799	91.8
685	88	0.2	32,887	92.0
686	78	0.2	32,965	92.3
687	75	0.2	33,040	92.5
688	48	0.1	33,088	92.6
689	64	0.2	33,152	92.8
690	60	0.2	33,212	93.0
691	86	0.2	33,298	93.2
692	94	0.3	33,392	93.5
693	74	0.2	33,466	93.7
694	103	0.3	33,569	94.0
695	19	0.1	33,588	94.0
696	18	0.1	33,606	94.1
697	39	0.1	33,645	94.2
698	165	0.5	33,810	94.6
699	56	0.2	33,866	94.8
700	31	0.1	33,897	94.9
701	66	0.2	33,963	95.1
702	43	0.1	34,006	95.2
703	57	0.2	34,063	95.3
704	59	0.2	34,122	95.5
705	65	0.2	34,187	95.7
706	87	0.2	34,274	95.9
707	44	0.1	34,318	96.0
708	54	0.2	34,372	96.2
709	11	0.0	34,383	96.2
710	62	0.2	34,445	96.4
711	77	0.2	34,522	96.6
712	81	0.2	34,603	96.8
713	22	0.1	34,625	96.9
714	49	0.1	34,674	97.0
715	48	0.1	34,722	97.2
716	16	0.0	34,738	97.2
717	21	0.1	34,759	97.3
718	120	0.3	34,879	97.6
719	49	0.1	34,928	97.8
720	10	0.0	34,938	97.8
721	68	0.2	35,006	98.0
722	24	0.1	35,030	98.0

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
723	6	0.0	35,036	98.1
724	100	0.3	35,136	98.3
725	3	0.0	35,139	98.3
726	2	0.0	35,141	98.4
727	80	0.2	35,221	98.6
728	34	0.1	35,255	98.7
729	17	0.0	35,272	98.7
730	7	0.0	35,279	98.7
731	2	0.0	35,281	98.7
733	25	0.1	35,306	98.8
734	112	0.3	35,418	99.1
735	45	0.1	35,463	99.3
737	2	0.0	35,465	99.3
741	71	0.2	35,536	99.5
742	2	0.0	35,538	99.5
743	1	0.0	35,539	99.5
747	6	0.0	35,545	99.5
748	110	0.3	35,655	99.8
749	8	0.0	35,663	99.8
754	17	0.0	35,680	99.9
761	50	0.1	35,730	100.0

Appendix J: Demographic Frequency Distributions

The tables in this appendix provide frequency distributions of the number of students tested by home language, ethnicity, migrant education, gifted and talented, English learner program, and primary disability for annual assessment and initial assessment data.

Annual Assessment

Table J-1: Frequency Distribution, Home Language, Annual Assessment, Grade Span K–1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	150,506	83.2	150,506	83.1
Vietnamese	5,450	3.0	155,956	86.1
Cantonese	3,032	1.7	158,988	87.8
All Other Non-English Languages	2,652	1.5	161,640	89.2
Filipino (Pilipino or Tagalog)	2,446	1.4	164,086	90.6
Mandarin (Putonghua)	2,030	1.1	166,116	91.7
Korean	1,886	1.0	168,002	92.7
Hmong	1,452	.8	169,454	93.5
Arabic	1,355	.7	170,809	94.3
Punjabi	1,230	.7	172,039	95.0
Russian	991	.5	173,030	95.5
Armenian	974	.5	174,004	96.1
Japanese	839	.5	174,843	96.5
Farsi (Persian)	717	.4	175,560	96.9
Hindi	645	.4	176,205	97.3
Khmer (Cambodian)	632	.3	176,837	97.6
Urdu	420	.2	177,257	97.8
Lao	345	.2	177,602	98.0
Portuguese	243	.1	177,845	98.2
Gujarati	231	.1	178,076	98.3
Ukrainian	217	.1	178,293	98.4
Mixteco	215	.1	178,508	98.5
Somali	174	.1	178,682	98.6
Chaldean	161	.1	178,843	98.7
French	160	.1	179,003	98.8
Pashto	158	.1	179,161	98.9
Hebrew	140	.1	179,301	99.0
Tongan	139	.1	179,440	99.1
Thai	131	.1	179,571	99.1
Indonesian	129	.1	179,700	99.2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	129	.1	179,829	99.3
German	125	.1	179,954	99.3
Bengali	120	.1	180,074	99.4
Rumanian	104	.1	180,178	99.5
Samoan	93	.1	180,271	99.5
Assyrian	88	.0	180,359	99.6
Ilocano	76	.0	180,435	99.6
Burmese	66	.0	180,501	99.6
Turkish	61	.0	180,562	99.7
Cebuano (Visayan)	61	.0	180,623	99.7
Chaozhou (Chiuchow)	60	.0	180,683	99.7
Italian	55	.0	180,738	99.8
Serbo-Croatian (Bosnian, Croatian, and Serbian)	55	.0	180,793	99.8
Tigrinya	52	.0	180,845	99.8
Toishanese	43	.0	180,888	99.9
Polish	37	.0	180,925	99.9
Lahu	37	.0	180,962	99.9
Dutch	36	.0	180,998	99.9
Kurdish (Kurdi, Kurmanji)	30	.0	181,028	99.9
Greek	28	.0	181,056	99.9
Taiwanese	25	.0	181,081	100.0
Hungarian	23	.0	181,104	100.0
Marshallese	21	.0	181,125	100.0
Khmu	12	.0	181,137	100.0
Albanian	12	.0	181,149	100.0
Chamorro (Guamanian)	8	.0	181,157	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	141,038	83.3	141,038	83.2
Vietnamese	5,462	3.2	146,500	86.4
Cantonese	2,781	1.6	149,281	88.0
Filipino (Pilipino or Tagalog)	2,491	1.5	151,772	89.5
All Other Non-English Languages	2,178	1.3	153,950	90.8
Korean	1,776	1.0	155,726	91.8
Mandarin (Putonghua)	1,641	1.0	157,367	92.8
Hmong	1,449	.9	158,816	93.7
Arabic	1,256	.7	160,072	94.4
Punjabi	1,149	.7	161,221	95.1
Armenian	895	.5	162,116	95.6
Russian	859	.5	162,975	96.1
Japanese	752	.4	163,727	96.6
Farsi (Persian)	684	.4	164,411	97.0
Khmer (Cambodian)	604	.4	165,015	97.3
Hindi	540	.3	165,555	97.6
Urdu	387	.2	165,942	97.9
Lao	310	.2	166,252	98.0
Portuguese	211	.1	166,463	98.2
Ukrainian	195	.1	166,658	98.3
Gujarati	189	.1	166,847	98.4
Mixteco	183	.1	167,030	98.5
Thai	161	.1	167,191	98.6
Somali	154	.1	167,345	98.7
Pashto	141	.1	167,486	98.8
Chaldean	141	.1	167,627	98.9
Bengali	138	.1	167,765	98.9
French	135	.1	167,900	99.0
Indonesian	130	.1	168,030	99.1
Mien (Yao)	120	.1	168,150	99.2
German	118	.1	168,268	99.2
Tongan	118	.1	168,386	99.3
Hebrew	116	.1	168,502	99.4
Ilocano	109	.1	168,611	99.4
Rumanian	96	.1	168,707	99.5
Samoan	91	.1	168,798	99.5
Burmese	78	.0	168,876	99.6
Assyrian	78	.0	168,954	99.6
Italian	60	.0	169,014	99.7

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Turkish	57	.0	169,071	99.7
Chaozhou (Chiuchow)	56	.0	169,127	99.7
Cebuano (Visayan)	53	.0	169,180	99.8
Serbo-Croatian (Bosnian, Croatian, and Serbian)	48	.0	169,228	99.8
Polish	45	.0	169,273	99.8
Dutch	39	.0	169,312	99.9
Tigrinya	38	.0	169,350	99.9
Lahu	37	.0	169,387	99.9
Marshallese	36	.0	169,423	99.9
Toishanese	29	.0	169,452	99.9
Kurdish (Kurdi, Kurmanji)	28	.0	169,480	99.9
Hungarian	20	.0	169,500	100.0
Taiwanese	19	.0	169,519	100.0
Greek	18	.0	169,537	100.0
Albanian	15	.0	169,552	100.0
Khmu	9	.0	169,561	100.0
Chamorro (Guamanian)	5	.0	169,566	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	350,905	85.7	350,905	85.7
Vietnamese	10,427	2.5	361,332	88.2
Filipino (Pilipino or Tagalog)	5,788	1.4	367,120	89.6
Cantonese	5,228	1.3	372,348	90.9
Hmong	3,985	1.0	376,333	91.9
All Other Non-English Languages	3,765	.9	380,098	92.8
Korean	3,464	.8	383,562	93.6
Arabic	2,968	.7	386,530	94.4
Mandarin (Putonghua)	2,571	.6	389,101	95.0
Punjabi	2,360	.6	391,461	95.6
Armenian	2,029	.5	393,490	96.1
Russian	1,741	.4	395,231	96.5
Khmer (Cambodian)	1,614	.4	396,845	96.9
Farsi (Persian)	1,483	.4	398,328	97.2
Japanese	1,373	.3	399,701	97.6
Hindi	987	.2	400,688	97.8
Urdu	815	.2	401,503	98.0
Lao	792	.2	402,295	98.2
Ukrainian	538	.1	402,833	98.3
Portuguese	459	.1	403,292	98.5
Mixteco	457	.1	403,749	98.6
Somali	398	.1	404,147	98.7
Tongan	373	.1	404,520	98.8
Chaldean	354	.1	404,874	98.8
Mien (Yao)	329	.1	405,203	98.9
French	326	.1	405,529	99.0
Thai	303	.1	405,832	99.1
Gujarati	296	.1	406,128	99.1
Indonesian	287	.1	406,415	99.2
Samoan	274	.1	406,689	99.3
Pashto	263	.1	406,952	99.3
Ilocano	257	.1	407,209	99.4
Hebrew	234	.1	407,443	99.5
Assyrian	232	.1	407,675	99.5
Rumanian	211	.1	407,886	99.6
Bengali	184	.0	408,070	99.6
German	182	.0	408,252	99.7
Burmese	146	.0	408,398	99.7

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Chaozhou (Chiuchow)	146	.0	408,544	99.7
Cebuano (Visayan)	121	.0	408,665	99.8
Serbo-Croatian (Bosnian, Croatian, and Serbian)	116	.0	408,781	99.8
Kurdish (Kurdi, Kurmanji)	91	.0	408,872	99.8
Tigrinya	89	.0	408,961	99.8
Italian	85	.0	409,046	99.9
Lahu	83	.0	409,129	99.9
Marshallese	78	.0	409,207	99.9
Turkish	75	.0	409,282	99.9
Polish	61	.0	409,343	99.9
Toishanese	56	.0	409,399	99.9
Taiwanese	45	.0	409,444	100.0
Dutch	44	.0	409,488	100.0
Hungarian	39	.0	409,527	100.0
Greek	37	.0	409,564	100.0
Albanian	31	.0	409,595	100.0
Khmu	19	.0	409,614	100.0
Chamorro (Guamanian)	6	.0	409,620	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	209,055	87.3	209,055	87.3
Vietnamese	4,232	1.8	213,287	89.1
Filipino (Pilipino or Tagalog)	3,318	1.4	216,605	90.4
Hmong	2,873	1.2	219,478	91.6
Cantonese	2,588	1.1	222,066	92.7
All Other Non-English Languages	1,714	.7	223,780	93.4
Arabic	1,674	.7	225,454	94.1
Korean	1,634	.7	227,088	94.8
Mandarin (Putonghua)	1,290	.5	228,378	95.4
Armenian	1,219	.5	229,597	95.9
Punjabi	1,194	.5	230,791	96.4
Khmer (Cambodian)	1,014	.4	231,805	96.8
Russian	891	.4	232,696	97.2
Farsi (Persian)	697	.3	233,393	97.5
Japanese	573	.2	233,966	97.7
Hindi	479	.2	234,445	97.9
Lao	401	.2	234,846	98.1
Urdu	378	.2	235,224	98.2
Mixteco	310	.1	235,534	98.3
Portuguese	279	.1	235,813	98.5
Chaldean	279	.1	236,092	98.6
Ukrainian	277	.1	236,369	98.7
Tongan	269	.1	236,638	98.8
Somali	262	.1	236,900	98.9
Samoan	246	.1	237,146	99.0
Thai	231	.1	237,377	99.1
Ilocano	215	.1	237,592	99.2
Mien (Yao)	168	.1	237,760	99.3
Assyrian	147	.1	237,907	99.3
French	146	.1	238,053	99.4
Pashto	133	.1	238,186	99.5
Rumanian	125	.1	238,311	99.5
Gujarati	115	.0	238,426	99.6
Hebrew	112	.0	238,538	99.6
Indonesian	111	.0	238,649	99.6
Burmese	97	.0	238,746	99.7
German	79	.0	238,825	99.7
Chaozhou (Chiuchow)	73	.0	238,898	99.8

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Serbo-Croatian (Bosnian, Croatian, and Serbian)	67	.0	238,965	99.8
Marshallese	58	.0	239,023	99.8
Tigrinya	57	.0	239,080	99.8
Cebuano (Visayan)	55	.0	239,135	99.9
Turkish	50	.0	239,185	99.9
Lahu	45	.0	239,230	99.9
Bengali	44	.0	239,274	99.9
Italian	38	.0	239,312	99.9
Kurdish (Kurdi, Kurmanji)	38	.0	239,350	99.9
Taiwanese	23	.0	239,373	99.9
Toishanese	23	.0	239,396	100.0
Hungarian	20	.0	239,416	100.0
Greek	19	.0	239,435	100.0
Albanian	19	.0	239,454	100.0
Polish	13	.0	239,467	100.0
Dutch	12	.0	239,479	100.0
Chamorro (Guamanian)	7	.0	239,486	100.0
Khmu	7	.0	239,493	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	216,584	85.7	216,584	85.6
Vietnamese	4,491	1.8	221,075	87.4
Hmong	3,811	1.6	224,886	88.9
Filipino (Pilipino or Tagalog)	3,542	1.5	228,428	90.3
Cantonese	3,482	1.4	231,910	91.7
Mandarin (Putonghua)	2,298	1.0	234,208	92.6
All Other Non-English Languages	2,194	.9	236,402	93.4
Korean	2,139	.9	238,541	94.3
Arabic	1,761	.7	240,302	95.0
Armenian	1,580	.7	241,882	95.6
Punjabi	1,447	.6	243,329	96.2
Khmer (Cambodian)	1,285	.5	244,614	96.7
Russian	898	.4	245,512	97.0
Farsi (Persian)	861	.4	246,373	97.4
Hindi	527	.2	246,900	97.6
Lao	483	.2	247,383	97.8
Urdu	439	.2	247,822	98.0
Japanese	428	.2	248,250	98.1
Thai	382	.2	248,632	98.3
Chaldean	357	.2	248,989	98.4
Tongan	307	.1	249,296	98.5
Ukrainian	270	.1	249,566	98.6
Portuguese	268	.1	249,834	98.8
Mien (Yao)	253	.1	250,087	98.9
Samoan	251	.1	250,338	99.0
Ilocano	237	.1	250,575	99.0
Somali	224	.1	250,799	99.1
Mixteco	202	.1	251,001	99.2
Assyrian	200	.1	251,201	99.3
Burmese	172	.1	251,373	99.4
Pashto	149	.1	251,522	99.4
French	148	.1	251,670	99.5
Indonesian	147	.1	251,817	99.5
Gujarati	137	.1	251,954	99.6
Rumanian	123	.0	252,077	99.6
Cebuano (Visayan)	86	.0	252,163	99.7
Hebrew	81	.0	252,244	99.7
Marshallese	68	.0	252,312	99.7

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Serbo-Croatian (Bosnian, Croatian, and Serbian)	65	.0	252,377	99.8
Taiwanese	62	.0	252,439	99.8
Tigrinya	62	.0	252,501	99.8
Turkish	57	.0	252,558	99.8
Bengali	56	.0	252,614	99.9
Toishanese	53	.0	252,667	99.9
Chaozhou (Chiuchow)	50	.0	252,717	99.9
German	45	.0	252,762	99.9
Kurdish (Kurdi, Kurmanji)	42	.0	252,804	99.9
Lahu	40	.0	252,844	99.9
Italian	32	.0	252,876	100.0
Greek	23	.0	252,899	100.0
Polish	23	.0	252,922	100.0
Dutch	16	.0	252,938	100.0
Hungarian	15	.0	252,953	100.0
Khmu	15	.0	252,968	100.0
Albanian	14	.0	252,982	100.0
Chamorro (Guamanian)	11	.0	252,993	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	176,022	79.2	176,022	79.2
Vietnamese	6,922	3.1	182,944	82.3
All Other Non-English Languages	5,063	2.3	188,007	84.6
Mandarin (Putonghua)	3,915	1.8	191,922	86.3
Cantonese	3,642	1.6	195,564	88.0
Filipino (Pilipino or Tagalog)	3,543	1.6	199,107	89.5
Korean	3,010	1.4	202,117	90.9
Arabic	2,146	1.0	204,263	91.9
Hmong	1,713	.8	205,976	92.6
Punjabi	1,674	.8	207,650	93.4
Russian	1,627	.7	209,277	94.1
Japanese	1,370	.6	210,647	94.7
Armenian	1,302	.6	211,949	95.3
Hindi	1,269	.6	213,218	95.9
Farsi (Persian)	1,201	.5	214,419	96.4
Khmer (Cambodian)	704	.3	215,123	96.7
Urdu	612	.3	215,735	97.0
Portuguese	423	.2	216,158	97.2
Somali	416	.2	216,574	97.4
Hebrew	400	.2	216,974	97.6
Gujarati	386	.2	217,360	97.8
French	380	.2	217,740	97.9
German	380	.2	218,120	98.1
Lao	357	.2	218,477	98.3
Mixteco	293	.1	218,770	98.4
Bengali	259	.1	219,029	98.5
Ukrainian	254	.1	219,283	98.6
Indonesian	250	.1	219,533	98.7
Thai	247	.1	219,780	98.8
Chaldean	226	.1	220,006	98.9
Rumanian	194	.1	220,200	99.0
Pashto	170	.1	220,370	99.1
Tongan	166	.1	220,536	99.2
Samoan	151	.1	220,687	99.3
Italian	143	.1	220,830	99.3
Mien (Yao)	134	.1	220,964	99.4
Turkish	128	.1	221,092	99.4

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Assyrian	115	.1	221,207	99.5
Serbo-Croatian (Bosnian, Croatian, and Serbian)	107	.0	221,314	99.5
Burmese	100	.0	221,414	99.6
Ilocano	97	.0	221,511	99.6
Dutch	95	.0	221,606	99.7
Polish	80	.0	221,686	99.7
Toishanese	78	.0	221,764	99.7
Cebuano (Visayan)	74	.0	221,838	99.8
Chaozhou (Chiuchow)	67	.0	221,905	99.8
Tigrinya	66	.0	221,971	99.8
Hungarian	63	.0	222,034	99.9
Greek	61	.0	222,095	99.9
Marshallese	58	.0	222,153	99.9
Taiwanese	52	.0	222,205	99.9
Lahu	49	.0	222,254	100.0
Kurdish (Kurdi, Kurmanji)	41	.0	222,295	100.0
Albanian	20	.0	222,315	100.0
Khmu	12	.0	222,327	100.0
Kannada	12	.0	222,339	100.0
Marathi	9	.0	222,348	100.0
Chamorro (Guamanian)	3	.0	222,351	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	7,716	65.0	7,716	65.0
All Other Non-English Languages	498	4.2	8,214	69.1
Filipino (Pilipino or Tagalog)	492	4.1	8,706	73.3
Korean	408	3.4	9,114	76.7
Vietnamese	395	3.3	9,509	80.0
Mandarin (Putonghua)	317	2.7	9,826	82.7
Arabic	253	2.1	10,079	84.8
Cantonese	204	1.7	10,283	86.6
Russian	144	1.2	10,427	87.8
Japanese	139	1.2	10,566	88.9
Hmong	129	1.1	10,695	90.0
Hindi	110	.9	10,805	91.0
Farsi (Persian)	98	.8	10,903	91.8
Punjabi	97	.8	11,000	92.6
Armenian	94	.8	11,094	93.4
Urdu	77	.6	11,171	94.0
French	61	.5	11,232	94.6
Portuguese	43	.4	11,275	94.9
Somali	43	.4	11,318	95.3
Khmer (Cambodian)	42	.4	11,360	95.6
Hebrew	40	.3	11,400	96.0
German	35	.3	11,435	96.3
Mixteco	32	.3	11,467	96.5
Gujarati	28	.2	11,495	96.8
Thai	26	.2	11,521	97.0
Lao	24	.2	11,545	97.2
Indonesian	23	.2	11,568	97.4
Ukrainian	23	.2	11,591	97.6
Turkish	20	.2	11,611	97.7
Tongan	20	.2	11,631	97.9
Bengali	20	.2	11,651	98.1
Ilocano	19	.2	11,670	98.2
Samoan	17	.1	11,687	98.4
Dutch	16	.1	11,703	98.5
Italian	16	.1	11,719	98.7
Rumanian	15	.1	11,734	98.8
Chaldean	14	.1	11,748	98.9
Tigrinya	13	.1	11,761	99.0
Cebuano (Visayan)	12	.1	11,773	99.1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien (Yao)	12	.1	11,785	99.2
Burmese	11	.1	11,796	99.3
Serbo-Croatian (Bosnian, Croatian, and Serbian)	10	.1	11,806	99.4
Greek	9	.1	11,815	99.5
Marshallese	9	.1	11,824	99.5
Assyrian	8	.1	11,832	99.6
Toishanese	8	.1	11,840	99.7
Pashto	7	.1	11,847	99.7
Taiwanese	7	.1	11,854	99.8
Kurdish (Kurdi, Kurmanji)	7	.1	11,861	99.8
Polish	6	.1	11,867	99.9
Chaozhou (Chiuchow)	4	.0	11,871	99.9
Hungarian	2	.0	11,873	99.9
Lahu	2	.0	11,875	100.0
Marathi	2	.0	11,877	100.0
Kannada	2	.0	11,879	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	17,365	63.3	17,365	63.3
Filipino (Pilipino or Tagalog)	1,309	4.8	18,674	68.1
Korean	1,249	4.6	19,923	72.6
All Other Non-English Languages	1,020	3.7	20,943	76.3
Vietnamese	936	3.4	21,879	79.8
Mandarin (Putonghua)	907	3.3	22,786	83.1
Arabic	651	2.4	23,437	85.4
Cantonese	512	1.9	23,949	87.3
Japanese	331	1.2	24,280	88.5
Russian	296	1.1	24,576	89.6
Punjabi	263	1.0	24,839	90.6
Hmong	247	.9	25,086	91.5
Farsi (Persian)	234	.9	25,320	92.3
Armenian	198	.7	25,518	93.0
Hindi	169	.6	25,687	93.6
Urdu	126	.5	25,813	94.1
French	111	.4	25,924	94.5
Khmer (Cambodian)	110	.4	26,034	94.9
Hebrew	107	.4	26,141	95.3
Somali	95	.3	26,236	95.6
Portuguese	92	.3	26,328	96.0
German	89	.3	26,417	96.3
Samoan	68	.2	26,485	96.6
Indonesian	65	.2	26,550	96.8
Gujarati	64	.2	26,614	97.0
Ukrainian	59	.2	26,673	97.2
Thai	56	.2	26,729	97.4
Mixteco	52	.2	26,781	97.6
Tongan	50	.2	26,831	97.8
Lao	49	.2	26,880	98.0
Chaldean	48	.2	26,928	98.2
Bengali	48	.2	26,976	98.3
Burmese	47	.2	27,023	98.5
Ilocano	47	.2	27,070	98.7
Italian	41	.1	27,111	98.8
Cebuano (Visayan)	37	.1	27,148	99.0
Turkish	34	.1	27,182	99.1
Pashto	32	.1	27,214	99.2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Assyrian	26	.1	27,240	99.3
Dutch	25	.1	27,265	99.4
Rumanian	22	.1	27,287	99.5
Tigrinya	21	.1	27,308	99.6
Marshallese	20	.1	27,328	99.6
Mien (Yao)	17	.1	27,345	99.7
Taiwanese	13	.0	27,358	99.7
Serbo-Croatian (Bosnian, Croatian, and Serbian)	11	.0	27,369	99.8
Kurdish (Kurdi, Kurmanji)	10	.0	27,379	99.8
Greek	9	.0	27,388	99.8
Polish	9	.0	27,397	99.9
Toishanese	9	.0	27,406	99.9
Hungarian	7	.0	27,413	99.9
Chaozhou (Chiuchow)	6	.0	27,419	100.0
Chamorro (Guamanian)	5	.0	27,424	100.0
Albanian	3	.0	27,427	100.0
Marathi	3	.0	27,430	100.0
Khmu	1	.0	27,431	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	13,501	61.6	13,501	61.6
Filipino (Pilipino or Tagalog)	1,149	5.2	14,650	66.8
Vietnamese	898	4.1	15,548	70.9
Korean	890	4.1	16,438	75.0
Mandarin (Putonghua)	848	3.9	17,286	78.9
All Other Non-English Languages	675	3.1	17,961	81.9
Cantonese	665	3.0	18,626	85.0
Arabic	529	2.4	19,155	87.4
Punjabi	242	1.1	19,397	88.5
Russian	232	1.1	19,629	89.5
Farsi (Persian)	218	1.0	19,847	90.5
Armenian	209	1.0	20,056	91.5
Japanese	199	.9	20,255	92.4
Hmong	183	.8	20,438	93.2
Hindi	139	.6	20,577	93.9
Urdu	122	.6	20,699	94.4
French	93	.4	20,792	94.8
Portuguese	76	.3	20,868	95.2
Khmer (Cambodian)	76	.3	20,944	95.5
Thai	66	.3	21,010	95.8
Hebrew	61	.3	21,071	96.1
Samoan	60	.3	21,131	96.4
Gujarati	50	.2	21,181	96.6
Chaldean	49	.2	21,230	96.8
Burmese	48	.2	21,278	97.1
German	48	.2	21,326	97.3
Ilocano	46	.2	21,372	97.5
Somali	45	.2	21,417	97.7
Ukrainian	41	.2	21,458	97.9
Mixteco	41	.2	21,499	98.1
Tongan	36	.2	21,535	98.2
Bengali	36	.2	21,571	98.4
Lao	34	.2	21,605	98.6
Indonesian	31	.1	21,636	98.7
Rumanian	31	.1	21,667	98.8
Pashto	27	.1	21,694	99.0
Cebuano (Visayan)	23	.1	21,717	99.1
Turkish	22	.1	21,739	99.2
Marshallese	22	.1	21,761	99.3

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Italian	20	.1	21,781	99.4
Toishanese	19	.1	21,800	99.4
Assyrian	17	.1	21,817	99.5
Dutch	15	.1	21,832	99.6
Taiwanese	14	.1	21,846	99.7
Tigrinya	11	.1	21,857	99.7
Polish	10	.0	21,867	99.7
Kurdish (Kurdi, Kurmanji)	10	.0	21,877	99.8
Hungarian	9	.0	21,886	99.8
Mien (Yao)	7	.0	21,893	99.9
Serbo-Croatian (Bosnian, Croatian, and Serbian)	7	.0	21,900	99.9
Albanian	6	.0	21,906	99.9
Greek	4	.0	21,910	99.9
Chamorro (Guamanian)	4	.0	21,914	100.0
Chaozhou (Chiuchow)	4	.0	21,918	100.0
Lahu	2	.0	21,920	100.0
Marathi	1	.0	21,921	100.0
Kannada	1	.0	21,922	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	23,294	65.9	23,294	65.9
Vietnamese	1,584	4.5	24,878	70.4
Filipino (Pilipino or Tagalog)	1,313	3.7	26,191	74.1
Mandarin (Putonghua)	1,217	3.4	27,408	77.6
All Other Non-English Languages	1,019	2.9	28,427	80.5
Cantonese	1,017	2.9	29,444	83.4
Korean	867	2.5	30,311	85.8
Arabic	676	1.9	30,987	87.7
German	406	1.1	31,393	88.9
Punjabi	393	1.1	31,786	90.0
Farsi (Persian)	310	.9	32,096	90.9
Russian	297	.8	32,393	91.7
Armenian	271	.8	32,664	92.5
Hmong	235	.7	32,899	93.1
Chaldean	218	.6	33,117	93.8
Portuguese	194	.5	33,311	94.3
Japanese	171	.5	33,482	94.8
French	169	.5	33,651	95.3
Hindi	150	.4	33,801	95.7
Thai	150	.4	33,951	96.1
Urdu	139	.4	34,090	96.5
Khmer (Cambodian)	111	.3	34,201	96.8
Gujarati	84	.2	34,285	97.1
Italian	83	.2	34,368	97.3
Indonesian	77	.2	34,445	97.5
Tongan	69	.2	34,514	97.7
Samoan	63	.2	34,577	97.9
Burmese	55	.2	34,632	98.0
Lao	53	.2	34,685	98.2
Ukrainian	53	.2	34,738	98.3
Ilocano	44	.1	34,782	98.5
Hebrew	40	.1	34,822	98.6
Turkish	40	.1	34,862	98.7
Assyrian	40	.1	34,902	98.8
Somali	40	.1	34,942	98.9
Dutch	38	.1	34,980	99.0
Tigrinya	33	.1	35,013	99.1
Rumanian	30	.1	35,043	99.2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bengali	28	.1	35,071	99.3
Mien (Yao)	25	.1	35,096	99.4
Cebuano (Visayan)	22	.1	35,118	99.4
Pashto	21	.1	35,139	99.5
Kurdish (Kurdi, Kurmanji)	21	.1	35,160	99.5
Toishanese	21	.1	35,181	99.6
Mixteco	19	.1	35,200	99.7
Hungarian	17	.0	35,217	99.7
Taiwanese	17	.0	35,234	99.7
Marshallese	17	.0	35,251	99.8
Serbo-Croatian (Bosnian, Croatian, and Serbian)	17	.0	35,268	99.8
Albanian	14	.0	35,282	99.9
Polish	12	.0	35,294	99.9
Greek	11	.0	35,305	99.9
Chaozhou (Chiuchow)	5	.0	35,310	100.0
Lahu	4	.0	35,314	100.0
Khmu	4	.0	35,318	100.0
Marathi	3	.0	35,321	100.0
Chamorro (Guamanian)	2	.0	35,323	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	149,837	82.7	149,837	82.7
White	5,999	3.3	155,836	86.0
Vietnamese	5,086	2.8	160,922	88.8
Chinese	5,034	2.8	165,956	91.6
Asian Indian	3,114	1.7	169,070	93.3
Filipino	2,464	1.4	171,534	94.6
Other Asian	2,154	1.2	173,688	95.8
Korean	1,803	1.0	175,491	96.8
Hmong	935	.5	176,426	97.3
Two or More Races ¹	777	.4	177,203	97.8
African American or Black	776	.4	177,979	98.2
Japanese	664	.4	178,643	98.6
Asian	656	.4	179,299	98.9
Cambodian	613	.3	179,912	99.3
Laotian	523	.3	180,435	99.5
Other Pacific Islander	394	.2	180,829	99.8
American Indian or Alaska Native	281	.2	181,110	99.9
Samoan	82	.0	181,192	100.0
Native Hawaiian	26	.0	181,218	100.0
Guamanian	14	.0	181,232	100.0
Native Hawaiian or Pacific Islander	13	.0	181,245	100.0
Tahitian	10	.0	181,255	100.0

¹This code is used if more than one race is selected across multiple major group codes or if no race is selected.

Table J-12: Frequency Distribution, Ethnicity, Annual Assessment, Grade 2

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	140,616	82.9	140,616	82.9
White	5,208	3.1	145,824	86.0
Vietnamese	4,606	2.7	150,430	88.7
Chinese	4,436	2.6	154,866	91.3
Filipino	2,633	1.6	157,499	92.8
Asian Indian	2,628	1.5	160,127	94.4
Other Asian	2,298	1.4	162,425	95.7
Korean	1,693	1.0	164,118	96.7
Asian	1,034	.6	165,152	97.4
Hmong	785	.5	165,937	97.8
Two or More Races ¹	655	.4	166,592	98.2
African American or Black	650	.4	167,242	98.6
Japanese	605	.4	167,847	98.9
Cambodian	565	.3	168,412	99.3
Laotian	511	.3	168,923	99.6
Other Pacific Islander	386	.2	169,309	99.8
American Indian or Alaska Native	213	.1	169,522	99.9
Samoan	83	.0	169,605	100.0
Native Hawaiian	16	.0	169,621	100.0
Guamanian	11	.0	169,632	100.0
Native Hawaiian or Pacific Islander	7	.0	169,639	100.0
Tahitian	7	.0	169,646	100.0

¹This code is used if more than one race is selected across multiple major group codes or if no race is selected.

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	350,005	85.4	350,005	85.4
White	11,281	2.8	361,286	88.2
Vietnamese	8,736	2.1	370,022	90.3
Chinese	7,810	1.9	377,832	92.2
Filipino	6,144	1.5	383,976	93.7
Other Asian	5,111	1.2	389,087	94.9
Asian Indian	4,411	1.1	393,498	96.0
Korean	3,287	.8	396,785	96.8
Hmong	2,258	.6	399,043	97.4
Asian	2,047	.5	401,090	97.9
African American or Black	1,623	.4	402,713	98.3
Cambodian	1,487	.4	404,200	98.6
Laotian	1,320	.3	405,520	99.0
Two or More Races ¹	1,291	.3	406,811	99.3
Japanese	1,184	.3	407,995	99.6
Other Pacific Islander	1,009	.2	409,004	99.8
American Indian or Alaska Native	467	.1	409,471	99.9
Samoan	237	.1	409,708	100.0
Native Hawaiian	44	.0	409,752	100.0
Tahitian	25	.0	409,777	100.0
Guamanian	14	.0	409,791	100.0
Native Hawaiian or Pacific Islander	11	.0	409,802	100.0

¹This code is used if more than one race is selected across multiple major group codes or if no race is selected.

**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	208,603	87.0	208,603	87.0
White	6,294	2.6	214,897	89.7
Chinese	3,738	1.6	218,635	91.2
Filipino	3,524	1.5	222,159	92.7
Vietnamese	3,316	1.4	225,475	94.1
Other Asian	3,026	1.3	228,501	95.3
Asian Indian	1,857	.8	230,358	96.1
Hmong	1,690	.7	232,048	96.8
Korean	1,539	.6	233,587	97.5
Asian	1,118	.5	234,705	97.9
African American or Black	1,019	.4	235,724	98.3
Cambodian	901	.4	236,625	98.7
Laotian	814	.3	237,439	99.1
Other Pacific Islander	628	.3	238,067	99.3
Two or More Races ¹	619	.3	238,686	99.6
Japanese	498	.2	239,184	99.8
American Indian or Alaska Native	230	.1	239,414	99.9
Samoan	205	.1	239,619	100.0
Native Hawaiian	25	.0	239,644	100.0
Tahitian	23	.0	239,667	100.0
Native Hawaiian or Pacific Islander	12	.0	239,679	100.0
Guamanian	9	.0	239,688	100.0

¹This code is used if more than one race is selected across multiple major group codes or if no race is selected.

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	216,464	85.5	216,464	85.5
White	6,619	2.6	223,083	88.1
Chinese	5,839	2.3	228,922	90.4
Filipino	3,817	1.5	232,739	91.9
Other Asian	3,781	1.5	236,520	93.4
Vietnamese	3,524	1.4	240,044	94.8
Hmong	2,243	.9	242,287	95.7
Asian Indian	2,073	.8	244,360	96.5
Korean	1,991	.8	246,351	97.3
Cambodian	1,188	.5	247,539	97.8
Asian	1,149	.5	248,688	98.2
African American or Black	1,076	.4	249,764	98.6
Laotian	1,015	.4	250,779	99.0
Two or More Races ¹	737	.3	251,516	99.3
Other Pacific Islander	700	.3	252,216	99.6
Japanese	388	.2	252,604	99.8
Samoan	225	.1	252,829	99.9
American Indian or Alaska Native	202	.1	253,031	99.9
Native Hawaiian or Pacific Islander	89	.0	253,120	100.0
Native Hawaiian	34	.0	253,154	100.0
Tahitian	22	.0	253,176	100.0
Guamanian	16	.0	253,192	100.0

¹This code is used if more than one race is selected across multiple major group codes or if no race is selected.

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	176,304	79.0	176,304	79.0
White	9,928	4.4	186,232	83.4
Chinese	7,801	3.5	194,033	86.9
Vietnamese	6,085	2.7	200,118	89.7
Asian Indian	5,448	2.4	205,566	92.1
Filipino	3,342	1.5	208,908	93.6
Korean	2,955	1.3	211,863	94.9
Other Asian	2,816	1.3	214,679	96.2
Two or More Races ¹	2,048	.9	216,727	97.1
Hmong	1,525	.7	218,252	97.8
Black or African American	1,163	.5	219,415	98.3
Japanese	1,081	.5	220,496	98.8
Cambodian	667	.3	221,163	99.1
Other Pacific Islander	520	.2	221,683	99.3
Asian	445	.2	222,128	99.5
Laotian	443	.2	222,571	99.7
American Indian or Alaskan Native	430	.2	223,001	99.9
Samoan	148	.1	223,149	100.0
Native Hawaiian	15	.0	223,164	100.0
Native Hawaiian or Pacific Islander	11	.0	223,175	100.0
Guamanian	11	.0	223,186	100.0
Tahitian	4	.0	223,190	100.0

¹This code is used if more than one race is selected across multiple major group codes or if no race is selected.

Table J-17: Frequency Distribution, Ethnicity, Initial Assessment, Grade 2

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	7,767	64.7	7,767	64.7
White	898	7.5	8,665	72.2
Chinese	553	4.6	9,218	76.8
Filipino	497	4.1	9,715	81.0
Asian Indian	461	3.8	10,176	84.8
Korean	403	3.4	10,579	88.2
Vietnamese	385	3.2	10,964	91.4
Other Asian	288	2.4	11,252	93.8
Two or More Races ¹	199	1.7	11,451	95.5
Black or African American	129	1.1	11,580	96.5
Japanese	114	1.0	11,694	97.5
Hmong	111	.9	11,805	98.4
Cambodian	46	.4	11,851	98.8
Other Pacific Islander	45	.4	11,896	99.2
American Indian or Alaskan Native	27	.2	11,923	99.4
Laotian	27	.2	11,950	99.6
Asian	24	.2	11,974	99.8
Samoan	18	.2	11,992	100.0
Native Hawaiian	3	.0	11,995	100.0
Tahitian	1	.0	11,996	100.0

¹This code is used if more than one race is selected across multiple major group codes or if no race is selected.

**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	17,469	63.1	17,469	63.1
White	2,021	7.3	19,490	70.4
Chinese	1,486	5.4	20,976	75.8
Filipino	1,317	4.8	22,293	80.5
Korean	1,253	4.5	23,546	85.0
Vietnamese	888	3.2	24,434	88.2
Asian Indian	813	2.9	25,247	91.2
Other Asian	687	2.5	25,934	93.7
Two or More Races ¹	526	1.9	26,460	95.6
Japanese	281	1.0	26,741	96.6
Black or African American	276	1.0	27,017	97.6
Hmong	223	.8	27,240	98.4
Other Pacific Islander	138	.5	27,378	98.9
Cambodian	106	.4	27,484	99.3
Samoan	68	.2	27,552	99.5
Laotian	51	.2	27,603	99.7
Asian	48	.2	27,651	99.9
American Indian or Alaskan Native	32	.1	27,683	100.0
Native Hawaiian	3	.0	27,686	100.0
Native Hawaiian or Pacific Islander	2	.0	27,688	100.0
Tahitian	2	.0	27,690	100.0
Guamanian	1	.0	27,691	100.0

¹This code is used if more than one race is selected across multiple major group codes or if no race is selected.

**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	13,570	61.1	13,570	61.1
White	1,622	7.3	15,192	68.4
Chinese	1,603	7.2	16,795	75.6
Filipino	1,201	5.4	17,996	81.0
Vietnamese	887	4.0	18,883	85.0
Korean	871	3.9	19,754	88.9
Other Asian	629	2.8	20,383	91.8
Asian Indian	528	2.4	20,911	94.1
Two or More Races ¹	394	1.8	21,305	95.9
Black or African American	200	.9	21,505	96.8
Japanese	168	.8	21,673	97.6
Hmong	155	.7	21,828	98.3
Other Pacific Islander	122	.5	21,950	98.8
Cambodian	72	.3	22,022	99.1
Samoan	49	.2	22,071	99.4
American Indian or Alaskan Native	48	.2	22,119	99.6
Laotian	44	.2	22,163	99.8
Asian	38	.2	22,201	99.9
Native Hawaiian or Pacific Islander	4	.0	22,205	100.0
Guamanian	3	.0	22,208	100.0
Tahitian	3	.0	22,211	100.0
Native Hawaiian	2	.0	22,213	100.0

¹This code is used if more than one race is selected across multiple major group codes or if no race is selected.

**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	23,408	65.5	23,408	65.5
White	2,931	8.2	26,339	73.7
Chinese	2,341	6.6	28,680	80.3
Vietnamese	1,551	4.3	30,231	84.6
Filipino	1,396	3.9	31,627	88.5
Korean	834	2.3	32,461	90.9
Other Asian	812	2.3	33,273	93.1
Asian Indian	657	1.8	33,930	95.0
Two or More Races ¹	577	1.6	34,507	96.6
Black or African American	298	.8	34,805	97.4
Hmong	207	.6	35,012	98.0
Other Pacific Islander	168	.5	35,180	98.5
Japanese	145	.4	35,325	98.9
Cambodian	113	.3	35,438	99.2
American Indian or Alaskan Native	81	.2	35,519	99.4
Asian	62	.2	35,581	99.6
Laotian	62	.2	35,643	99.8
Samoan	59	.2	35,702	99.9
Native Hawaiian	11	.0	35,713	100.0
Native Hawaiian or Pacific Islander	9	.0	35,722	100.0
Guamanian	5	.0	35,727	100.0
Tahitian	3	.0	35,730	100.0

¹This code is used if more than one race is selected across multiple major group codes or if no race is selected.

Annual Assessment

Table J-21: Frequency Distribution, Migrant Education, Annual Assessment, All Grade Spans

Grade Span	Number of Students	
	Frequency	Percent
K-1	6,133	3.4
2	6,526	3.8
3-5	17,028	4.2
6-8	11,481	4.8
9-12	11,451	4.5

Initial Assessment

Table J-22: Frequency Distribution, Migrant Education, Initial Assessment, All Grade Spans

Grade Span	Number of Students	
	Frequency	Percent
K-1	2,973	1.3
2	155	1.3
3-5	453	1.6
6-8	329	1.5
9-12	351	1.0

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	69	.0
2	358	.2
3–5	10,368	2.5
6–8	2,786	1.2
9–12	2,433	1.0

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	114	.1
2	24	.2
3–5	92	.3
6–8	99	.4
9–12	207	.6

Annual Assessment

Table J-25: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade Span K–1

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EL in ELD and SDAIE	94,541	52.2	94,541	52.2
EL in ELD and SDAIE with Primary Language Support	51,145	28.2	145,686	80.4
EL in ELD	15,353	8.5	161,039	88.8
EL in ELD and Academic Subjects Through Primary Language	14,152	7.8	175,191	96.7
Unknown	2,656	1.5	177,847	98.1
Other	2,442	1.3	180,289	99.5
Blank	634	.3	180,923	99.8
None	332	.2	181,255	100.0

Table J-26: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade 2

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EL in ELD and SDAIE	96,777	57.0	96,777	57.0
EL in ELD and SDAIE with Primary Language Support	41,908	24.7	138,685	81.7
EL in ELD	13,962	8.2	152,647	90.0
EL in ELD and Academic Subjects Through Primary Language	12,123	7.1	164,770	97.1
Unknown	2,108	1.2	166,878	98.4
Other	2,027	1.2	168,905	99.6
Blank	452	.3	169,357	99.8

Table J-27: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade Span 3–5

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EL in ELD and SDAIE	250,435	61.1	250,435	61.1
EL in ELD and SDAIE with Primary Language Support	93,092	22.7	343,527	83.8
EL in ELD	32,732	8.0	376,259	91.8
EL in ELD and Academic Subjects Through Primary Language	20,441	5.0	396,700	96.8
Unknown	5,592	1.4	402,292	98.2
Other	5,334	1.3	407,626	99.5
Blank	1,285	.3	408,911	99.8
None	891	.2	409,802	100.0

Table J-28: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade Span 6–8

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EL in ELD and SDAIE	160,941	67.1	160,941	67.1
EL in ELD and SDAIE with Primary Language Support	28,600	11.9	189,541	79.1
EL in ELD	25,739	10.7	215,280	89.8
Other	11,058	4.6	226,338	94.4
Unknown	6,537	2.7	232,875	97.2
EL in ELD and Academic Subjects Through Primary Language	3,233	1.3	236,108	98.5
None	2,299	1.0	238,407	99.5
Blank	1,281	.5	239,688	100.0

Table J-29: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade Span 9–12

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EL in ELD and SDAIE	148,210	58.5	148,210	58.5
Other	30,516	12.1	178,726	70.6
EL in ELD	30,428	12.0	209,154	82.6
EL in ELD and SDAIE with Primary Language Support	21,206	8.4	230,360	91.0
Unknown	10,929	4.3	241,289	95.3
None	7,242	2.9	248,531	98.2
EL in ELD and Academic Subjects Through Primary Language	3,483	1.4	252,014	99.5
Blank	1,178	.5	253,192	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
Blank	213,698	95.7	213,698	95.7
EL in ELD and SDAIE	3,678	1.6	217,376	97.4
EL in ELD and SDAIE with Primary Language Support	2,615	1.2	219,991	98.6
EL in ELD	1,566	.7	221,557	99.3
EL in ELD and Academic Subjects Through Primary Language	627	.3	222,184	99.5
None	511	.2	222,695	99.8
Other	288	.1	222,983	99.9
Unknown	207	.1	223,190	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
Blank	10,555	88.0	10,555	88.0
EL in ELD and SDAIE	716	6.0	11,271	94.0
EL in ELD and SDAIE with Primary Language Support	266	2.2	11,537	96.2
EL in ELD	207	1.7	11,744	97.9
EL in ELD and Academic Subjects Through Primary Language	101	.8	11,845	98.7
None	66	.6	11,911	99.3
Unknown	55	.5	11,966	99.7
Other	30	.3	11,996	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
Blank	24,505	88.5	24,505	88.5
EL in ELD and SDAIE	1,752	6.3	26,257	94.8
EL in ELD and SDAIE with Primary Language Support	611	2.2	26,868	97.0
EL in ELD	403	1.5	27,271	98.5
None	121	.4	27,392	98.9
EL in ELD and Academic Subjects Through Primary Language	120	.4	27,512	99.4
Unknown	99	.4	27,611	99.7
Other	80	.3	27,691	100.0

Table J-33: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span 6–8

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Blank	19,374	87.2	19,374	87.2
EL in ELD and SDAIE	1,538	6.9	20,912	94.1
EL in ELD	513	2.3	21,425	96.5
EL in ELD and SDAIE with Primary Language Support	318	1.4	21,743	97.9
None	177	.8	21,920	98.7
Other	173	.8	22,093	99.5
Unknown	94	.4	22,187	99.9
EL in ELD and Academic Subjects Through Primary Language	26	.1	22,213	100.0

Table J-34: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span 9–12

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Blank	31,423	87.9	31,423	87.9
EL in ELD and SDAIE	1,863	5.2	33,286	93.2
Other	717	2.0	34,003	95.2
EL in ELD and SDAIE with Primary Language Support	507	1.4	34,510	96.6
EL in ELD	465	1.3	34,975	97.9
None	428	1.2	35,403	99.1
Unknown	205	.6	35,608	99.7
EL in ELD and Academic Subjects Through Primary Language	122	.3	35,730	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	170,143	94.0	170,143	94.0
Speech or Language Impairment (SLI)	7,225	4.0	177,368	98.0
Specific Learning Disability (SLD)	1,224	.7	178,592	98.6
Autism (AUT)	1,148	.6	179,740	99.3
Mental Retardation (MR)	540	.3	180,280	99.6
Other Health Impairment (OHI)	359	.2	180,639	99.8
Orthopedic Impairment (OI)	165	.1	180,804	99.8
Hard of Hearing (HH)	115	.1	180,919	99.9
Multiple Disabilities (MD)	57	.0	180,976	99.9
Visual Impairment (VI)	42	.0	181,018	100.0
Deafness (DEAF)	24	.0	181,042	100.0
Traumatic Brain Injury (TBI)	17	.0	181,059	100.0
Emotional Disturbance (ED)	12	.0	181,071	100.0
Other Code	4	.0	181,075	100.0
Deaf-Blindness (DB)	1	.0	181,076	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	157,128	92.7	157,128	92.7
Speech or Language Impairment (SLI)	7,136	4.2	164,264	96.9
Specific Learning Disability (SLD)	2,395	1.4	166,659	98.3
Autism (AUT)	1,192	.7	167,851	99.0
Mental Retardation (MR)	619	.4	168,470	99.4
Other Health Impairment (OHI)	509	.3	168,979	99.7
Orthopedic Impairment (OI)	164	.1	169,143	99.8
Hard of Hearing (HH)	151	.1	169,294	99.9
Multiple Disabilities (MD)	74	.0	169,368	99.9
Visual Impairment (VI)	47	.0	169,415	99.9
Emotional Disturbance (ED)	44	.0	169,459	100.0
Deafness (DEAF)	36	.0	169,495	100.0
Traumatic Brain Injury (TBI)	18	.0	169,513	100.0
Other Code	1	.0	169,514	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	362,760	88.6	362,760	88.6
Specific Learning Disability (SLD)	21,348	5.2	384,108	93.8
Speech or Language Impairment (SLI)	15,932	3.9	400,040	97.7
Autism (AUT)	2,870	.7	402,910	98.4
Other Health Impairment (OHI)	2,334	.6	405,244	99.0
Mental Retardation (MR)	2,086	.5	407,330	99.5
Orthopedic Impairment (OI)	643	.2	407,973	99.6
Hard of Hearing (HH)	590	.1	408,563	99.8
Emotional Disturbance (ED)	272	.1	408,835	99.9
Multiple Disabilities (MD)	198	.0	409,033	99.9
Visual Impairment (VI)	184	.0	409,217	99.9
Deafness (DEAF)	118	.0	409,335	100.0
Traumatic Brain Injury (TBI)	88	.0	409,423	100.0
Other Code	10	.0	409,433	100.0
Deaf-Blindness (DB)	7	.0	409,440	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	194,865	81.4	194,865	81.4
Specific Learning Disability (SLD)	30,316	12.7	225,181	94.1
Speech or Language Impairment (SLI)	5,904	2.5	231,085	96.5
Other Health Impairment (OHI)	2,164	.9	233,249	97.4
Mental Retardation (MR)	2,162	.9	235,411	98.4
Autism (AUT)	1,865	.8	237,276	99.1
Orthopedic Impairment (OI)	583	.2	237,859	99.4
Hard of Hearing (HH)	530	.2	238,389	99.6
Emotional Disturbance (ED)	418	.2	238,807	99.8
Multiple Disabilities (MD)	216	.1	239,023	99.9
Visual Impairment (VI)	130	.1	239,153	99.9
Traumatic Brain Injury (TBI)	96	.0	239,249	100.0
Deafness (DEAF)	95	.0	239,344	100.0
Other Code	12	.0	239,356	100.0
Deaf-Blindness (DB)	4	.0	239,360	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	208,091	82.4	208,091	82.4
Specific Learning Disability (SLD)	32,733	13.0	240,824	95.3
Mental Retardation (MR)	3,250	1.3	244,074	96.6
Speech or Language Impairment (SLI)	2,611	1.0	246,685	97.7
Other Health Impairment (OHI)	1,868	.7	248,553	98.4
Autism (AUT)	1,218	.5	249,771	98.9
Orthopedic Impairment (OI)	795	.3	250,566	99.2
Emotional Disturbance (ED)	727	.3	251,293	99.5
Hard of Hearing (HH)	547	.2	251,840	99.7
Multiple Disabilities (MD)	308	.1	252,148	99.8
Visual Impairment (VI)	162	.1	252,310	99.9
Deafness (DEAF)	154	.1	252,464	99.9
Traumatic Brain Injury (TBI)	136	.1	252,600	100.0
Other Code	9	.0	252,609	100.0
Deaf-Blindness (DB)	7	.0	252,616	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	211,929	96.4	211,929	96.4
Speech or Language Impairment (SLI)	4,181	1.9	216,110	98.3
Specific Learning Disability (SLD)	1,212	.6	217,322	98.8
Autism (AUT)	1,164	.5	218,486	99.3
Mental Retardation (MR)	648	.3	219,134	99.6
Other Health Impairment (OHI)	237	.1	219,371	99.7
Orthopedic Impairment (OI)	211	.1	219,582	99.8
Hard of Hearing (HH)	129	.1	219,711	99.9
Multiple Disabilities (MD)	94	.0	219,805	99.9
Deafness (DEAF)	68	.0	219,873	100.0
Visual Impairment (VI)	48	.0	219,921	100.0
Other Code	13	.0	219,934	100.0
Traumatic Brain Injury (TBI)	11	.0	219,945	100.0
Emotional Disturbance (ED)	9	.0	219,954	100.0
Deaf-Blindness (DB)	1	.0	219,955	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	11,334	96.4	11,334	96.4
Speech or Language Impairment (SLI)	130	1.1	11,464	97.5
Mental Retardation (MR)	82	.7	11,546	98.2
Autism (AUT)	71	.6	11,617	98.8
Specific Learning Disability (SLD)	58	.5	11,675	99.3
Other Health Impairment (OHI)	21	.2	11,696	99.5
Multiple Disabilities (MD)	21	.2	11,717	99.6
Orthopedic Impairment (OI)	20	.2	11,737	99.8
Hard of Hearing (HH)	8	.1	11,745	99.9
Deafness (DEAF)	5	.0	11,750	99.9
Visual Impairment (VI)	5	.0	11,755	100.0
Other Code	3	.0	11,758	100.0
Emotional Disturbance (ED)	1	.0	11,759	100.0
Traumatic Brain Injury (TBI)	1	.0	11,760	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	26,066	96.3	26,066	96.3
Specific Learning Disability (SLD)	285	1.1	26,351	97.4
Speech or Language Impairment (SLI)	190	.7	26,541	98.1
Mental Retardation (MR)	184	.7	26,725	98.8
Autism (AUT)	136	.5	26,861	99.3
Other Health Impairment (OHI)	60	.2	26,921	99.5
Orthopedic Impairment (OI)	50	.2	26,971	99.7
Hard of Hearing (HH)	21	.1	26,992	99.7
Multiple Disabilities (MD)	20	.1	27,012	99.8
Emotional Disturbance (ED)	16	.1	27,028	99.9
Deafness (DEAF)	12	.0	27,040	99.9
Visual Impairment (VI)	12	.0	27,052	100.0
Other Code	5	.0	27,057	100.0
Deaf-Blindness (DB)	2	.0	27,059	100.0
Traumatic Brain Injury (TBI)	1	.0	27,060	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	20,867	96.2	20,867	96.2
Specific Learning Disability (SLD)	383	1.8	21,250	98.0
Mental Retardation (MR)	138	.6	21,388	98.6
Autism (AUT)	91	.4	21,479	99.0
Speech or Language Impairment (SLI)	60	.3	21,539	99.3
Orthopedic Impairment (OI)	44	.2	21,583	99.5
Other Health Impairment (OHI)	38	.2	21,621	99.7
Emotional Disturbance (ED)	18	.1	21,639	99.8
Multiple Disabilities (MD)	12	.1	21,651	99.8
Hard of Hearing (HH)	11	.1	21,662	99.9
Deafness (DEAF)	10	.0	21,672	99.9
Visual Impairment (VI)	8	.0	21,680	100.0
Traumatic Brain Injury (TBI)	4	.0	21,684	100.0
Other Code	4	.0	21,688	100.0
Deaf-Blindness (DB)	2	.0	21,690	100.0

**Table J-44: Frequency Distribution, Primary Disability,
Initial Assessment, Grade Span 9–12**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	33,165	95.4	33,165	95.4
Specific Learning Disability (SLD)	942	2.7	34,107	98.1
Mental Retardation (MR)	247	.7	34,354	98.8
Other Health Impairment (OHI)	87	.3	34,441	99.1
Emotional Disturbance (ED)	71	.2	34,512	99.3
Autism (AUT)	61	.2	34,573	99.5
Speech or Language Impairment (SLI)	52	.1	34,625	99.6
Orthopedic Impairment (OI)	51	.1	34,676	99.8
Multiple Disabilities (MD)	24	.1	34,700	99.8
Hard of Hearing (HH)	22	.1	34,722	99.9
Deafness (DEAF)	10	.0	34,732	99.9
Visual Impairment (VI)	9	.0	34,741	100.0
Other Code	9	.0	34,750	100.0
Traumatic Brain Injury (TBI)	7	.0	34,757	100.0

Appendix K: Classical Item Statistics

Notes: Refer to Appendix D: Item Maps to determine the corresponding position in the test form from the Item Sequence Number and item number.

MC refers to multiple-choice, DCR refers to dichotomous-constructed-response, and CR refers to constructed-response item types. For constructed-response items, p -value is the item mean divided by the maximum number of points.

Annual Assessment

Table K-1: Item Analysis, Annual Assessment Data, Listening, Grade Span K–1

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	181,249	.55	.159	.93
2	MC	181,249	.29	.283	.95
3	MC	181,249	.48	.207	.80
4	MC	181,249	.58	.224	.87
5	MC	181,249	.54	.286	.96
6	MC	181,249	.42	.241	1.35
7	MC	181,249	.40	.168	1.41
8	MC	181,249	.64	.263	1.13
9	MC	181,249	.52	.400	1.19
10	MC	181,249	.55	.370	1.35
11	MC	5,271	.86	.275	.91
12	MC	5,271	.88	.263	.76
13	MC	5,271	.39	.175	.89
14	MC	5,271	.67	.254	1.01
15	MC	5,271	.80	.320	.95
16	MC	5,271	.41	.134	1.02
17	MC	5,271	.76	.321	1.02
18	MC	5,271	.71	.415	1.20
19	DCR	181,249	.84	.501	.62
20	DCR	181,249	.75	.486	.63
21	DCR	181,249	.86	.465	.80
22	DCR	181,249	.83	.541	4.06
23	DCR	181,249	.86	.536	4.07
24	DCR	181,249	.76	.512	4.11
25	DCR	181,249	.80	.456	4.33
26	DCR	181,249	.19	.347	4.05
27	DCR	181,249	.53	.406	.59
28	DCR	181,249	.51	.399	.61
29	DCR	5,271	.89	.479	4.42
30	DCR	5,271	.38	.411	4.44
31	DCR	5,271	.42	.427	.53
32	DCR	5,271	.41	.399	.63

Table: K-2: Item Analysis, Annual Assessment Data, Listening, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	169,643	.64	.212	1.00
2	MC	169,643	.49	.345	.89
3	MC	169,643	.62	.274	.84
4	MC	169,643	.72	.228	.85
5	MC	169,643	.76	.334	1.18
6	MC	169,643	.64	.319	.98
7	MC	169,643	.56	.289	1.06
8	MC	169,643	.76	.279	.97
9	MC	169,643	.72	.412	1.02
10	MC	169,643	.74	.413	1.43
11	MC	4,981	.92	.351	1.10
12	MC	4,981	.93	.331	.98
13	MC	4,981	.59	.274	1.04
14	MC	4,981	.84	.335	1.06
15	MC	4,981	.93	.397	1.12
16	MC	4,981	.48	.190	1.28
17	MC	4,981	.84	.364	1.20
18	MC	4,981	.87	.399	1.30
19	DCR	169,643	.92	.424	.76
20	DCR	169,643	.89	.416	.78
21	DCR	169,643	.94	.396	.95
22	DCR	169,643	.93	.475	1.80
23	DCR	169,643	.94	.467	1.83
24	DCR	169,643	.87	.415	1.85
25	DCR	169,643	.92	.387	2.17
26	DCR	169,643	.43	.347	1.79
27	DCR	169,643	.69	.364	.82
28	DCR	169,643	.64	.343	.83
29	DCR	4,981	.95	.408	1.69
30	DCR	4,981	.62	.393	1.79
31	DCR	4,981	.67	.418	.94
32	DCR	4,981	.62	.379	.92

Table K-3: Item Analysis, Annual Assessment Data, Listening, Grade Span 3–5

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	409,782	.87	.342	.99
2	MC	409,782	.78	.238	.76
3	MC	409,782	.92	.365	.78
4	MC	409,782	.80	.338	.76
5	MC	409,782	.84	.346	.79
6	MC	409,782	.89	.372	.70
7	MC	409,782	.81	.306	.75
8	MC	409,782	.70	.305	.72
9	MC	409,782	.58	.249	.80
10	MC	409,782	.67	.334	.87
11	MC	409,782	.62	.409	.76
12	MC	409,782	.70	.347	.80
13	MC	409,782	.42	.268	.76
14	MC	409,782	.43	.267	.83
15	MC	409,782	.67	.341	.82
16	MC	409,782	.65	.245	.78
17	MC	409,782	.76	.357	.85
18	MC	409,782	.36	.201	1.01
19	MC	409,782	.52	.234	1.05
20	MC	409,782	.44	.261	1.26
21	MC	13,205	.90	.340	.86
22	MC	13,205	.83	.242	.79
23	MC	13,205	.91	.339	.80
24	MC	13,205	.97	.284	.86
25	MC	13,205	.73	.348	.78
26	MC	13,205	.75	.336	.89
27	MC	13,205	.76	.296	.91
28	MC	13,205	.92	.373	.82
29	MC	13,205	.87	.356	.89
30	MC	13,205	.85	.257	.95
31	MC	13,205	.69	.336	.89
32	MC	13,205	.90	.368	1.02

Table K-4: Item Analysis, Annual Assessment Data, Listening, Grade Span 6–8

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	239,665	.98	.395	1.12
2	MC	239,665	.89	.339	1.10
3	MC	239,665	.87	.340	1.15
4	MC	239,665	.78	.381	1.09
5	MC	239,665	.92	.338	1.07
6	MC	239,665	.81	.341	1.08
7	MC	239,665	.85	.345	1.10
8	MC	239,665	.77	.292	1.08
9	MC	239,665	.60	.329	1.10
10	MC	239,665	.59	.161	1.18
11	MC	239,665	.54	.190	1.14
12	MC	239,665	.51	.225	1.18
13	MC	239,665	.67	.323	1.13
14	MC	239,665	.62	.165	1.18
15	MC	239,665	.77	.391	1.15
16	MC	239,665	.76	.274	1.14
17	MC	239,665	.76	.289	1.18
18	MC	239,665	.69	.321	1.23
19	MC	239,665	.50	.267	1.27
20	MC	239,665	.62	.293	1.39
21	MC	12,346	.90	.207	.80
22	MC	12,346	.92	.334	.80
23	MC	12,346	.96	.323	.82
24	MC	12,346	.97	.368	.81
25	MC	12,346	.84	.348	.89
26	MC	12,346	.82	.347	.89
27	MC	12,346	.84	.335	.92
28	MC	12,346	.84	.325	.92
29	MC	12,346	.79	.348	1.39
30	MC	12,346	.69	.389	1.52
31	MC	12,346	.47	.218	1.43
32	MC	12,346	.47	.274	1.46

Table K-5: Item Analysis, Annual Assessment Data, Listening, Grade Span 9–12

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	253,183	.40	.216	2.15
2	MC	253,183	.82	.386	2.11
3	MC	253,183	.92	.395	1.99
4	MC	253,183	.55	.238	1.89
5	MC	253,183	.91	.466	1.86
6	MC	253,183	.44	.160	2.04
7	MC	253,183	.71	.444	1.85
8	MC	253,183	.92	.424	1.85
9	MC	253,183	.69	.316	1.96
10	MC	253,183	.21	.243	1.84
11	MC	253,183	.38	.222	1.87
12	MC	253,183	.72	.289	1.90
13	MC	253,183	.64	.254	1.94
14	MC	253,183	.77	.335	1.95
15	MC	253,183	.79	.360	1.92
16	MC	253,183	.83	.396	1.89
17	MC	253,183	.88	.422	1.90
18	MC	253,183	.74	.343	1.97
19	MC	253,183	.27	.197	2.02
20	MC	253,183	.60	.320	2.08
21	MC	19,192	.97	.449	1.80
22	MC	19,192	.76	.407	1.68
23	MC	19,192	.95	.386	1.67
24	MC	19,192	.82	.383	1.70
25	MC	19,192	.80	.320	1.84
26	MC	19,192	.86	.396	1.70
27	MC	19,192	.81	.355	1.82
28	MC	19,192	.84	.384	1.75
29	MC	19,192	.86	.394	1.82
30	MC	19,192	.61	.273	1.95
31	MC	19,192	.69	.253	1.92
32	MC	19,192	.56	.274	1.96

Table K-6: Item Analysis, Annual Assessment Data, Speaking, Grade Span K–1

Item Sequence Number	Type	N	p-Value	Point Biserial	Percent Omit
1	DCR	181,249	.68	.491	.43
2	DCR	181,249	.88	.472	.55
3	DCR	181,249	.57	.466	.62
4	DCR	181,249	.69	.487	5.84
5	DCR	181,249	.54	.449	5.86
6	DCR	181,249	.30	.358	5.93
7	DCR	181,249	.76	.501	5.78
8	DCR	181,249	.77	.541	5.78
9	DCR	181,249	.55	.485	5.86
10	DCR	181,249	.58	.545	5.88
11	DCR	181,249	.43	.480	5.89
12	DCR	181,249	.62	.531	5.92
13	DCR	181,249	.73	.587	5.96
14	DCR	5,732	.67	.533	5.88
15	DCR	5,732	.78	.523	6.07
16	DCR	5,732	.54	.497	6.00
17	DCR	5,732	.61	.509	6.02
18	CR	181,249	.44	.651	.54
19	CR	181,249	.36	.578	1.21
20	CR	181,249	.50	.670	29.10
21	CR	181,249	.44	.642	29.17
22	CR	181,249	.64	.638	.49
23	CR	181,249	.66	.628	.53
24	CR	5,708	.66	.681	.42
25	CR	4,464	.66	.486	22.12
26	CR	4,456	.67	.487	22.26
27	CR	5,671	.66	.613	1.06
28	CR	5,676	.56	.626	.98
29	CR	181,249	.50	.631	.62
30	CR	5,694	.48	.666	.66

Table K-7: Item Analysis, Annual Assessment Data, Speaking, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	DCR	169,643	.84	.424	.54
2	DCR	169,643	.95	.441	.73
3	DCR	169,643	.73	.423	.72
4	DCR	169,643	.86	.432	2.21
5	DCR	169,643	.67	.390	2.25
6	DCR	169,643	.66	.379	2.30
7	DCR	169,643	.87	.437	2.19
8	DCR	169,643	.89	.491	2.19
9	DCR	169,643	.69	.430	2.25
10	DCR	169,643	.76	.500	2.26
11	DCR	169,643	.59	.447	2.28
12	DCR	169,643	.84	.486	2.30
13	DCR	169,643	.88	.536	2.39
14	DCR	5,758	.86	.506	2.12
15	DCR	5,758	.90	.504	2.41
16	DCR	5,758	.68	.461	2.24
17	DCR	5,758	.74	.467	2.29
18	CR	169,643	.70	.631	.67
19	CR	169,643	.58	.563	.83
20	CR	169,643	.75	.642	10.75
21	CR	169,643	.70	.631	10.78
22	CR	169,643	.81	.588	.64
23	CR	169,643	.81	.573	.74
24	CR	5,711	.85	.592	.82
25	CR	5,372	.77	.463	6.70
26	CR	5,373	.80	.498	6.69
27	CR	5,692	.84	.591	1.15
28	CR	5,717	.73	.570	.71
29	CR	169,643	.63	.576	.92
30	CR	5,695	.64	.634	1.09

Table K-8: Item Analysis, Annual Assessment Data, Speaking, Grade Span 3–5

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	DCR	409,782	.70	.351	.78
2	DCR	409,782	.67	.373	.66
3	DCR	409,782	.80	.460	.72
4	DCR	409,782	.44	.402	2.08
5	DCR	409,782	.88	.430	2.11
6	DCR	409,782	.15	.232	2.35
7	DCR	409,782	.78	.443	2.16
8	DCR	409,782	.70	.364	2.16
9	DCR	409,782	.90	.426	2.21
10	DCR	409,782	.75	.431	2.16
11	DCR	409,782	.84	.447	2.17
12	DCR	409,782	.47	.405	2.65
13	DCR	409,782	.82	.516	2.67
14	DCR	14,035	.90	.480	2.14
15	DCR	14,035	.84	.408	2.21
16	DCR	14,035	.95	.498	2.16
17	DCR	14,035	.88	.405	2.37
18	CR	409,782	.53	.520	.69
19	CR	409,782	.83	.568	.89
20	CR	409,782	.79	.612	4.65
21	CR	409,782	.76	.609	4.79
22	CR	409,782	.75	.539	.71
23	CR	409,782	.81	.569	.78
24	CR	13,952	.75	.450	.59
25	CR	13,270	.76	.493	5.45
26	CR	13,255	.73	.480	5.56
27	CR	13,951	.79	.582	.60
28	CR	13,941	.85	.522	.67
29	CR	409,782	.72	.599	.79
30	CR	13,945	.74	.660	.64

Table K-9: Item Analysis, Annual Assessment Data, Speaking, Grade Span 6–8

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	DCR	239,665	.85	.435	1.03
2	DCR	239,665	.52	.367	0.97
3	DCR	239,665	.64	.380	1.00
4	DCR	239,665	.87	.481	2.42
5	DCR	239,665	.92	.468	2.45
6	DCR	239,665	.85	.530	2.64
7	DCR	239,665	.76	.478	2.53
8	DCR	239,665	.33	.332	2.59
9	DCR	239,665	.93	.546	2.68
10	DCR	239,665	.93	.563	2.53
11	DCR	239,665	.69	.461	2.59
12	DCR	239,665	.74	.486	2.65
13	DCR	239,665	.60	.422	2.69
14	DCR	13,602	.85	.517	1.43
15	DCR	13,602	.91	.599	2.69
16	DCR	13,602	.93	.552	2.63
17	DCR	13,602	.04	.123	2.92
18	DCR	13,602	.04	.115	2.95
19	CR	239,665	.58	.554	0.99
20	CR	239,665	.70	.589	1.08
21	CR	239,665	.77	.633	5.80
22	CR	239,665	.66	.613	5.97
23	CR	239,665	.75	.583	1.03
24	CR	239,665	.81	.613	1.15
25	CR	12,551	.78	.546	7.73
26	CR	12,506	.88	.528	8.06
27	CR	13,403	.89	.591	1.46
28	CR	13,417	.87	.575	1.36
29	CR	239,665	.70	.656	1.18
30	CR	13,399	.76	.682	1.49

Table K-10: Item Analysis, Annual Assessment Data, Speaking, Grade Span 9–12

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	DCR	253,183	.82	.497	1.85
2	DCR	253,183	.60	.425	1.65
3	DCR	253,183	.77	.554	1.95
4	DCR	253,183	.81	.523	3.51
5	DCR	253,183	.66	.490	3.65
6	DCR	253,183	.48	.469	3.77
7	DCR	253,183	.39	.406	3.68
8	DCR	253,183	.64	.488	3.72
9	DCR	253,183	.32	.335	3.85
10	DCR	253,183	.76	.451	3.76
11	DCR	253,183	.40	.373	3.90
12	DCR	253,183	.55	.410	3.92
13	DCR	253,183	.31	.389	4.05
14	DCR	17,511	.87	.584	1.43
15	DCR	17,511	.54	.512	4.31
16	DCR	17,511	.54	.486	4.41
17	DCR	17,511	.10	.210	4.45
18	CR	253,183	.78	.663	1.76
19	CR	253,183	.72	.681	2.07
20	CR	253,183	.70	.633	4.91
21	CR	253,183	.78	.678	5.12
22	CR	253,183	.79	.615	1.83
23	CR	253,183	.80	.663	1.99
24	CR	17,244	.82	.680	1.52
25	CR	16,601	.84	.547	5.20
26	CR	16,581	.84	.620	5.31
27	CR	17,237	.77	.676	1.56
28	CR	17,214	.79	.695	1.70
29	CR	253,183	.73	.707	2.03
30	CR	17,206	.79	.737	1.74

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item Sequence Number	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K-1	18	181,249	43.6	24.4	32.0			.651	.88	.44	.862
	19	181,249	49.9	28.9	21.2			.578	.71	.36	.793
	20	181,249	41.9	17.2	40.9			.670	.99	.50	.910
	21	181,249	48.2	16.6	35.2			.642	.87	.44	.904
	22	181,249	17.4	37.9	44.7			.638	1.27	.64	.739
	23	181,249	15.5	38.5	46.0			.628	1.31	.66	.723
	24	5,708	26.4	15.2	58.4			.681	1.32	.66	.864
	25	4,464	20.2	27.9	51.9			.486	1.32	.66	.788
	26	4,456	17.7	31.6	50.7			.487	1.33	.67	.758
	27	5,671	15.0	37.8	47.2			.613	1.32	.66	.720
	28	5,676	22.3	44.2	33.5			.626	1.11	.56	.739
29	181,249	10.6	19.2	34.8	29.5	5.9	.631	2.01	.50	1.071	
30	5,694	10.5	22.7	36.1	26.1	4.6	.666	1.92	.48	1.042	
2	18	169,643	19.4	22.3	58.3			.631	1.39	.70	.791
	19	169,643	26.7	30.1	43.1			.563	1.16	.58	.820
	20	169,643	18.2	14.5	67.3			.642	1.49	.75	.783
	21	169,643	22.4	16.1	61.4			.631	1.39	.70	.829
	22	169,643	6.3	25.4	68.3			.588	1.62	.81	.601
	23	169,643	5.7	26.9	67.4			.573	1.62	.81	.591
	24	5,711	9.2	11.5	79.3			.592	1.70	.85	.628
	25	5,372	11.2	23.3	65.4			.463	1.54	.77	.688
	26	5,373	9.2	22.5	68.3			.498	1.59	.80	.652
	27	5,692	5.1	22.3	72.6			.591	1.68	.84	.567
	28	5,717	10.0	34.3	55.7			.570	1.46	.73	.670
29	169,643	3.9	9.1	30.2	43.0	13.7	.576	2.53	.63	.970	
30	5,695	2.9	8.5	30.9	43.6	14.1	.634	2.57	.64	.934	
3-5	18	409,782	35.4	23.9	40.7			.520	1.05	.53	.871
	19	409,782	10.0	14.5	76.5			.568	1.65	.83	.653
	20	409,782	12.8	17.0	70.2			.612	1.57	.79	.707

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item Sequence Number	N	Percent Score Point =	Percent Score Point =	Percent Score Point =	Percent Score Point =	Percent Score Point =	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
			0	1	2	3	4				
	21	409,782	13.0	21.5	65.5			.609	1.52	.76	.714
	22	409,782	9.5	30.7	59.8			.539	1.50	.75	.663
	23	409,782	8.5	22.5	69.0			.569	1.61	.81	.639
	24	13,952	15.2	20.9	63.9			.450	1.49	.75	.744
	25	13,270	16.1	17.3	66.6			.493	1.51	.76	.756
	26	13,255	13.6	26.8	59.6			.480	1.46	.73	.722
	27	13,951	9.5	24.2	66.2			.582	1.57	.79	.660
	28	13,941	3.6	22.4	74.0			.522	1.70	.85	.528
	29	409,782	2.2	4.2	21.2	50.0	22.4	.599	2.86	.72	.884
	30	13,945	1.5	4.0	20.3	47.1	27.1	.660	2.94	.74	.876
6–8	19	239,665	26.7	31.9	41.5			.554	1.15	.58	.812
	20	239,665	17.2	26.3	56.5			.589	1.39	.70	.763
	21	239,665	12.7	21.0	66.4			.633	1.54	.77	.708
	22	239,665	18.8	31.5	49.8			.613	1.31	.66	.768
	23	239,665	11.0	28.4	60.6			.583	1.50	.75	.686
	24	239,665	7.4	24.4	68.2			.613	1.61	.81	.622
	25	12,551	14.2	16.0	69.8			.546	1.56	.78	.728
	26	12,506	7.3	10.2	82.5			.528	1.75	.88	.577
	27	13,403	4.0	13.9	82.1			.591	1.78	.89	.500
	28	13,417	4.1	19.2	76.7			.575	1.73	.87	.530
29	239,665	3.2	4.9	22.7	47.9	21.2	.656	2.79	.70	.939	
30	13,399	2.2	4.5	15.2	42.8	35.3	.682	3.04	.76	.938	
9–12	18	253,183	10.6	22.5	66.9			.663	1.56	.78	.678
	19	253,183	15.3	26.8	57.9			.681	1.43	.72	.742
	20	253,183	13.9	32.5	53.6			.633	1.40	.70	.719
	21	253,183	12.3	20.6	67.2			.678	1.55	.78	.702
	22	253,183	9.5	23.7	66.9			.615	1.57	.79	.659
	23	253,183	10.2	21.1	68.8			.663	1.59	.80	.668
	24	17,244	10.5	15.1	74.4			.680	1.64	.82	.663

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item Sequence Number	N	Percent Score Point =	Percent Score Point =	Percent Score Point =	Percent Score Point =	Percent Score Point =	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
			0	1	2	3	4				
	25	16,601	8.1	16.0	75.9			.547	1.68	.84	.617
	26	16,581	9.3	13.1	77.6			.620	1.68	.84	.634
	27	17,237	10.3	26.1	63.6			.676	1.53	.77	.675
	28	17,214	13.2	16.9	69.9			.695	1.57	.79	.714
	29	253,183	4.2	4.6	16.9	43.7	30.5	.707	2.92	.73	1.016
	30	17,206	1.9	3.6	13.2	39.1	42.2	.737	3.16	.79	.919

Table K-12: Item Analysis, Annual Assessment Data, Reading, Grade Span K–1

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	DCR	181,249	.61	.324	.63
2	DCR	181,249	.51	.333	.75
3	DCR	181,249	.77	.457	.62
4	DCR	181,249	.85	.349	.65
5	DCR	181,249	.82	.539	.99
6	DCR	181,249	.63	.352	.69
7	DCR	181,249	.63	.208	.74
8	DCR	181,249	.65	.430	1.06
9	DCR	181,249	.85	.394	.82
10	DCR	181,249	.89	.500	.73
11	DCR	181,249	.91	.496	.80
12	DCR	181,249	.70	.506	.68
13	DCR	181,249	.69	.537	.78
14	DCR	181,249	.64	.601	.73
15	DCR	181,249	.47	.573	.78
16	DCR	181,249	.59	.617	.86
17	DCR	181,249	.48	.368	.72
18	DCR	181,249	.87	.404	.75
19	DCR	5,227	.76	.390	.34
20	DCR	5,227	.73	.352	.29
21	DCR	5,227	.92	.460	.42
22	DCR	5,227	.70	.584	.38
23	DCR	5,227	.29	.482	.55
24	DCR	7,431	.75	.398	.46
25	DCR	7,431	.89	.379	.28
26	DCR	7,431	.91	.470	.27
27	DCR	7,431	.91	.464	.51
28	DCR	7,431	.29	.425	.67
29	DCR	7,431	.87	.285	.61
30	CR	181,249	.94	.554	.65
31	CR	181,249	.93	.558	.72
32	CR	5,227	.89	.636	.42

Table K-13: Item Analysis, Annual Assessment Data, Reading, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	169,643	.71	.251	1.20
2	MC	169,643	.51	.321	1.46
3	MC	169,643	.46	.319	1.82
4	MC	169,643	.37	.299	1.74
5	MC	169,643	.65	.396	1.27
6	MC	169,643	.56	.453	1.62
7	MC	169,643	.68	.430	1.58
8	MC	169,643	.54	.317	1.72
9	MC	169,643	.40	.222	1.81
10	MC	169,643	.36	.326	1.56
11	MC	169,643	.61	.447	1.32
12	MC	169,643	.55	.486	1.55
13	MC	169,643	.48	.313	1.53
14	MC	169,643	.40	.328	1.69
15	MC	169,643	.59	.376	1.31
16	MC	169,643	.67	.526	1.53
17	MC	169,643	.35	.347	1.56
18	MC	169,643	.39	.365	2.05
19	MC	169,643	.52	.361	1.95
20	MC	169,643	.31	.286	2.16
21	MC	169,643	.55	.503	1.49
22	MC	169,643	.51	.454	1.96
23	MC	169,643	.56	.579	1.94
24	MC	169,643	.47	.368	1.79
25	MC	169,643	.54	.392	1.60
26	MC	169,643	.32	.310	2.01
27	MC	169,643	.40	.354	1.74
28	MC	169,643	.42	.334	1.82
29	MC	169,643	.38	.367	2.58
30	MC	169,643	.37	.301	1.99
31	MC	169,643	.46	.441	2.16
32	MC	169,643	.52	.428	2.33
33	MC	169,643	.37	.296	2.40
34	MC	169,643	.27	.320	2.24
35	MC	169,643	.39	.366	2.23
36	MC	5,441	.45	.115	1.43
37	MC	5,441	.56	.322	1.84
38	MC	5,441	.79	.328	1.16
39	MC	5,441	.59	.391	1.45
40	MC	5,441	.28	.152	1.60
41	MC	5,441	.39	.289	1.95
42	MC	5,441	.45	.385	2.59
43	MC	5,441	.31	.182	1.73
44	MC	5,441	.41	.349	2.65

Table K-13: Item Analysis, Annual Assessment Data, Reading, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
45	MC	5,441	.48	.362	1.84
46	MC	5,441	.33	.273	2.44
47	MC	6,191	.23	.172	1.05
48	MC	6,191	.57	.388	2.16
49	MC	6,191	.33	.256	1.29
50	MC	6,191	.58	.467	1.07
51	MC	6,191	.29	.219	1.73
52	MC	6,191	.41	.340	1.55
53	MC	6,191	.68	.268	2.04
54	MC	6,191	.41	.402	3.49
55	MC	6,191	.22	.019	1.92
56	MC	6,191	.20	-.062	3.21
57	MC	6,191	.34	.356	2.89

Table K-14: Item Analysis, Annual Assessment Data, Reading, Grade Span 3–5

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	409,782	.49	.073	.85
2	MC	409,782	.81	.329	.89
3	MC	409,782	.68	.362	.83
4	MC	409,782	.59	.420	.86
5	MC	409,782	.55	.256	.94
6	MC	409,782	.61	.364	.88
7	MC	409,782	.53	.315	.92
8	MC	409,782	.57	.316	.99
9	MC	409,782	.60	.533	.93
10	MC	409,782	.47	.307	.99
11	MC	409,782	.52	.303	1.05
12	MC	409,782	.46	.283	1.09
13	MC	409,782	.49	.239	.97
14	MC	409,782	.48	.429	1.03
15	MC	409,782	.56	.428	.95
16	MC	409,782	.53	.483	1.02
17	MC	409,782	.62	.487	1.05
18	MC	409,782	.46	.405	1.22
19	MC	409,782	.49	.308	1.03
20	MC	409,782	.64	.418	1.04
21	MC	409,782	.57	.424	1.08
22	MC	409,782	.65	.542	1.14
23	MC	409,782	.36	.336	1.10
24	MC	409,782	.53	.514	1.14
25	MC	409,782	.45	.430	1.02
26	MC	409,782	.41	.269	1.04
27	MC	409,782	.49	.389	1.22
28	MC	409,782	.36	.367	1.07
29	MC	409,782	.49	.392	1.15
30	MC	409,782	.49	.412	1.19
31	MC	409,782	.53	.419	1.30
32	MC	409,782	.47	.410	1.18
33	MC	409,782	.55	.361	1.26
34	MC	409,782	.55	.465	1.31
35	MC	409,782	.62	.497	1.32
36	MC	12,662	.45	.372	.83
37	MC	12,662	.66	.363	.77
38	MC	12,662	.64	.377	.81
39	MC	12,662	.62	.433	.94
40	MC	12,662	.71	.473	1.04
41	MC	12,662	.65	.471	.93
42	MC	12,662	.47	.355	1.00
43	MC	12,662	.46	.265	1.17
44	MC	12,662	.46	.313	1.30

Table K-14: Item Analysis, Annual Assessment Data, Reading, Grade Span 3–5

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
45	MC	12,662	.59	.423	1.01
46	MC	12,662	.59	.423	1.03
47	MC	15,448	.37	.244	.38
48	MC	15,448	.55	.204	.41
49	MC	15,448	.58	.346	.41
50	MC	15,448	.79	.437	.56
51	MC	15,448	.62	.466	.71
52	MC	15,448	.55	.457	.43
53	MC	15,448	.51	.377	.45
54	MC	15,448	.57	.388	.56
55	MC	15,448	.53	.439	.76
56	MC	15,448	.46	.432	.49
57	MC	15,448	.64	.397	.54

Table K-15: Item Analysis, Annual Assessment Data, Reading, Grade Span 6–8

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	239,665	.62	.282	1.12
2	MC	239,665	.82	.355	1.20
3	MC	239,665	.40	.336	1.12
4	MC	239,665	.37	.240	1.27
5	MC	239,665	.59	.304	1.20
6	MC	239,665	.70	.485	1.18
7	MC	239,665	.67	.313	1.17
8	MC	239,665	.51	.337	1.22
9	MC	239,665	.59	.378	1.25
10	MC	239,665	.58	.238	1.33
11	MC	239,665	.45	.321	1.24
12	MC	239,665	.69	.406	1.19
13	MC	239,665	.40	.239	1.25
14	MC	239,665	.62	.372	1.21
15	MC	239,665	.65	.450	1.22
16	MC	239,665	.41	.317	1.30
17	MC	239,665	.55	.365	1.20
18	MC	239,665	.42	.262	1.23
19	MC	239,665	.72	.421	1.35
20	MC	239,665	.47	.353	1.23
21	MC	239,665	.34	.319	1.24
22	MC	239,665	.46	.341	1.26
23	MC	239,665	.45	.379	1.49
24	MC	239,665	.44	.283	1.31
25	MC	239,665	.32	.102	1.42
26	MC	239,665	.60	.401	1.35
27	MC	239,665	.47	.319	1.60
28	MC	239,665	.57	.363	1.41
29	MC	239,665	.64	.437	1.49
30	MC	239,665	.49	.380	1.48
31	MC	239,665	.50	.328	1.51
32	MC	239,665	.32	.211	1.53
33	MC	239,665	.32	.253	1.69
34	MC	239,665	.46	.346	1.66
35	MC	239,665	.36	.175	1.76
36	MC	11,772	.42	.024	1.04
37	MC	11,772	.36	.221	1.16
38	MC	11,772	.74	.446	1.09
39	MC	11,772	.57	.387	1.10
40	MC	11,772	.42	.231	1.18
41	MC	11,772	.59	.476	1.40
42	MC	11,772	.58	.289	1.42
43	MC	11,772	.40	.301	1.50
44	MC	11,772	.40	.322	1.44

Table K-15: Item Analysis, Annual Assessment Data, Reading, Grade Span 6–8

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
45	MC	11,772	.59	.457	1.49
46	MC	11,772	.57	.407	1.49
47	MC	12,452	.73	.326	.73
48	MC	12,452	.20	.025	.91
49	MC	12,452	.16	.102	.84
50	MC	12,452	.75	.396	.76
51	MC	12,452	.43	.256	.92
52	MC	12,452	.72	.398	1.01
53	MC	12,452	.49	.271	1.03
54	MC	12,452	.69	.405	1.13
55	MC	12,452	.55	.389	1.05
56	MC	12,452	.25	.190	1.11
57	MC	12,452	.71	.443	1.24

Table K-16: Item Analysis, Annual Assessment Data, Reading, Grade Span 9–12

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	253,183	.66	.134	1.92
2	MC	253,183	.86	.424	1.86
3	MC	253,183	.89	.407	1.82
4	MC	253,183	.68	.371	1.85
5	MC	253,183	.57	.330	1.90
6	MC	253,183	.75	.428	1.93
7	MC	253,183	.53	.307	1.97
8	MC	253,183	.63	.402	1.89
9	MC	253,183	.67	.433	1.89
10	MC	253,183	.60	.305	1.86
11	MC	253,183	.67	.401	1.88
12	MC	253,183	.74	.473	1.91
13	MC	253,183	.74	.394	1.92
14	MC	253,183	.51	.360	2.00
15	MC	253,183	.55	.382	1.98
16	MC	253,183	.45	.344	1.94
17	MC	253,183	.37	.215	2.08
18	MC	253,183	.39	.278	2.02
19	MC	253,183	.50	.271	1.98
20	MC	253,183	.46	.369	1.94
21	MC	253,183	.50	.361	2.06
22	MC	253,183	.48	.307	2.01
23	MC	253,183	.36	.237	2.26
24	MC	253,183	.66	.232	1.98
25	MC	253,183	.75	.469	2.03
26	MC	253,183	.57	.462	2.04
27	MC	253,183	.41	.324	2.33
28	MC	253,183	.47	.402	2.10
29	MC	253,183	.52	.352	2.21
30	MC	253,183	.51	.510	2.16
31	MC	253,183	.46	.353	2.19
32	MC	253,183	.44	.304	2.24
33	MC	253,183	.49	.406	2.39
34	MC	253,183	.43	.409	2.38
35	MC	253,183	.63	.401	2.55
36	MC	19,284	.50	.371	1.44
37	MC	19,284	.89	.416	1.37
38	MC	19,284	.85	.438	1.59
39	MC	19,284	.84	.410	1.53
40	MC	19,284	.79	.476	1.60
41	MC	19,284	.46	.277	1.78
42	MC	19,284	.71	.486	1.53
43	MC	19,284	.45	.292	1.66
44	MC	19,284	.45	.355	1.61

Table K-16: Item Analysis, Annual Assessment Data, Reading, Grade Span 9–12

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
45	MC	19,284	.61	.364	1.61
46	MC	19,284	.52	.353	1.71
47	MC	19,744	.86	.302	1.05
48	MC	19,744	.81	.459	1.03
49	MC	19,744	.60	.376	1.15
50	MC	19,744	.59	.295	1.06
51	MC	19,744	.63	.375	1.13
52	MC	19,744	.38	.241	1.19
53	MC	19,744	.60	.405	1.19
54	MC	19,744	.24	.111	1.35
55	MC	19,744	.76	.437	1.19
56	MC	19,744	.40	.328	1.28
57	MC	19,744	.66	.463	1.32

Table K-17: Item Analysis, Annual Assessment Data, Reading, Constructed-Response Items, Grade Span K–1

Grade Span	Item Sequence Number	N	Percent Score Point =	Percent Score Point =	Percent Score Point =	Percent Score Point =	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
			0	1	2	3				
K–1	30	181,249	3.2	1.8	5.6	89.4	.554	2.81	.94	.612
	31	181,249	3.4	2.1	5.6	89.0	.558	2.80	.93	.635
	32	5,227	5.2	5.7	8.3	80.8	.636	2.66	.89	.793

Table K-18: Item Analysis, Annual Assessment Data, Writing, Grade Span K–1

Item Sequence Number	Type	N	p-Value	Point- Biserial	Percent Omit
1	DCR	181,249	.51	.264	.92
2	DCR	181,249	.32	.270	1.04
3	DCR	181,249	.55	.271	1.04
4	DCR	181,249	.38	.313	1.15
5	DCR	181,249	.49	.353	.97
6	DCR	181,249	.51	.279	1.01
7	DCR	181,249	.41	.318	1.04
8	DCR	181,249	.55	.307	1.06
9	DCR	5,476	.26	.228	.53
10	DCR	5,476	.29	.284	.71
11	DCR	5,476	.57	.307	.68
12	CR	181,249	.93	.293	.65
13	CR	181,249	.93	.298	.64
14	CR	181,249	.86	.316	.67
15	CR	181,249	.94	.274	.68
16	CR	181,249	.74	.397	.73
17	CR	181,249	.84	.444	.74
18	CR	181,249	.78	.326	.76
19	CR	181,249	.86	.290	.79
20	CR	181,249	.64	.492	2.93
21	CR	181,249	.48	.484	4.03
22	CR	181,249	.40	.464	6.60
23	CR	181,249	.54	.518	5.99
24	CR	2,476	.84	.270	.04
25	CR	2,474	.76	.385	.04
26	CR	2,408	.82	.488	.37
27	CR	2,439	.79	.495	.25
28	CR	2,343	.53	.444	.55

Table K-19: Item Analysis, Annual Assessment Data, Writing, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	169,643	.75	.426	1.34
2	MC	169,643	.68	.438	2.42
3	MC	169,643	.75	.430	1.61
4	MC	169,643	.70	.451	2.10
5	MC	169,643	.76	.450	1.51
6	MC	169,643	.71	.495	2.02
7	MC	169,643	.68	.468	2.37
8	MC	169,643	.64	.270	2.44
9	MC	169,643	.80	.478	1.78
10	MC	169,643	.55	.259	2.30
11	MC	169,643	.47	.383	3.48
12	MC	169,643	.64	.505	2.12
13	MC	169,643	.74	.488	2.19
14	MC	169,643	.58	.245	1.74
15	MC	169,643	.55	.233	1.62
16	MC	169,643	.50	.297	2.39
17	MC	169,643	.56	.249	2.03
18	MC	169,643	.45	.226	1.94
19	MC	169,643	.52	.417	2.05
20	MC	5,116	.70	.519	1.92
21	MC	5,116	.59	.467	2.03
22	MC	5,116	.75	.470	1.68
23	MC	5,116	.51	.483	2.60
24	MC	5,116	.15	-.262	2.29
25	MC	5,116	.72	.457	2.87
26	CR	169,643	.41	.615	1.25
27	CR	169,643	.37	.601	1.76
28	CR	169,643	.45	.596	1.79
29	CR	169,643	.36	.561	2.07
30	CR	3,925	.48	.617	.03
31	CR	3,916	.48	.584	.03
32	CR	169,643	.45	.687	1.84
33	CR	3,878	.38	.579	.10

Table K-20: Item Analysis, Annual Assessment Data, Writing, Grade Span 3–5

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	409,782	.82	.393	.94
2	MC	409,782	.64	.459	.98
3	MC	409,782	.73	.351	1.03
4	MC	409,782	.64	.404	.96
5	MC	409,782	.68	.331	1.00
6	MC	409,782	.49	.269	1.11
7	MC	409,782	.60	.387	1.17
8	MC	409,782	.60	.402	1.00
9	MC	409,782	.66	.328	1.04
10	MC	409,782	.65	.404	1.15
11	MC	409,782	.82	.458	1.18
12	MC	409,782	.61	.398	1.05
13	MC	409,782	.56	.295	1.11
14	MC	409,782	.84	.477	1.19
15	MC	409,782	.37	.263	1.23
16	MC	409,782	.70	.448	1.17
17	MC	409,782	.80	.432	1.26
18	MC	409,782	.52	.288	1.36
19	MC	409,782	.68	.407	1.34
20	MC	12,626	.75	.482	1.16
21	MC	12,626	.30	.048	.86
22	MC	12,626	.87	.488	.89
23	MC	12,626	.62	.405	.92
24	MC	12,626	.75	.411	1.02
25	MC	12,626	.88	.461	.97
26	CR	409,782	.66	.589	1.22
27	CR	409,782	.61	.576	1.15
28	CR	409,782	.57	.551	1.26
29	CR	409,782	.55	.599	1.33
30	CR	3,943	.62	.537	.00
31	CR	3,938	.51	.442	.00
32	CR	409,782	.56	.599	1.56
33	CR	3,896	.50	.564	.08

Table K-21: Item Analysis, Annual Assessment Data, Writing, Grade Span 6–8

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	239,665	.76	.444	1.26
2	MC	239,665	.69	.394	1.25
3	MC	239,665	.65	.380	1.40
4	MC	239,665	.68	.319	1.23
5	MC	239,665	.87	.544	1.24
6	MC	239,665	.58	.309	1.30
7	MC	239,665	.62	.258	1.39
8	MC	239,665	.80	.437	1.29
9	MC	239,665	.85	.508	1.27
10	MC	239,665	.73	.408	1.33
11	MC	239,665	.58	.358	1.45
12	MC	239,665	.69	.455	1.30
13	MC	239,665	.67	.337	1.31
14	MC	239,665	.82	.506	1.36
15	MC	239,665	.80	.422	1.39
16	MC	239,665	.30	.087	1.36
17	MC	239,665	.49	.241	1.40
18	MC	239,665	.62	.387	1.44
19	MC	239,665	.76	.447	1.47
20	MC	13,238	.52	.162	1.15
21	MC	13,238	.83	.379	1.59
22	MC	13,238	.84	.417	1.15
23	MC	13,238	.71	.348	1.16
24	MC	13,238	.62	.186	1.16
25	MC	13,238	.73	.461	1.17
26	CR	239,665	.64	.525	1.31
27	CR	239,665	.64	.534	1.35
28	CR	239,665	.75	.581	1.36
29	CR	239,665	.62	.530	1.41
30	CR	3,911	.66	.398	.00
31	CR	3,926	.69	.400	.00
32	CR	239,665	.61	.604	1.79
33	CR	3,911	.66	.541	.05

Table K-22: Item Analysis, Annual Assessment Data, Writing, Grade Span 9–12

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	253,183	.89	.497	2.01
2	MC	253,183	.78	.531	2.08
3	MC	253,183	.69	.430	2.15
4	MC	253,183	.64	.395	2.02
5	MC	253,183	.74	.476	2.09
6	MC	253,183	.68	.412	2.08
7	MC	253,183	.71	.338	2.26
8	MC	253,183	.69	.416	2.05
9	MC	253,183	.78	.552	2.06
10	MC	253,183	.84	.518	2.11
11	MC	253,183	.71	.345	2.23
12	MC	253,183	.82	.500	2.05
13	MC	253,183	.79	.419	2.09
14	MC	253,183	.87	.542	2.14
15	MC	253,183	.63	.351	2.17
16	MC	253,183	.71	.350	2.09
17	MC	253,183	.68	.384	2.22
18	MC	253,183	.55	.321	2.27
19	MC	253,183	.83	.347	2.28
20	MC	14,286	.75	.329	1.26
21	MC	14,286	.83	.434	1.15
22	MC	14,286	.50	.215	1.26
23	MC	14,286	.81	.430	1.19
24	MC	14,286	.92	.484	1.27
25	MC	14,286	.74	.381	1.20
26	CR	253,183	.71	.550	2.21
27	CR	253,183	.66	.511	2.43
28	CR	253,183	.67	.524	2.21
29	CR	253,183	.69	.546	2.24
30	CR	3,893	.74	.435	.03
31	CR	3,902	.72	.331	.00
32	CR	253,183	.60	.600	2.78
33	CR	3,880	.66	.529	.03

Table K-23: Item Analysis, Annual Assessment Data, Writing, Constructed-Response Items, All Grade Spans

Grade Span	Item Sequence Number	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K-1	16	181,249	15.4	22.6	62.0			.397	1.47	.74	.746
	17	181,249	2.2	29.1	68.7			.444	1.67	.84	.516
	18	181,249	10.3	24.8	64.9			.326	1.55	.78	.674
	19	181,249	4.8	18.5	76.7			.290	1.72	.86	.546
	20	181,249	9.3	54.8	35.8			.492	1.27	.64	.618
	21	181,249	16.3	72.3	11.5			.484	0.95	.48	.524
	22	181,249	33.6	53.0	13.5			.464	0.80	.40	.656
	23	181,249	20.4	51.5	28.2			.518	1.08	.54	.692
	24	2,476	9.0	14.5	76.5			.270	1.67	.84	.633
	25	2,474	17.7	13.5	68.8			.385	1.51	.76	.778
	26	2,408	10.0	16.6	73.4			.488	1.63	.82	.664
	27	2,439	5.0	33.0	62.0			.495	1.57	.79	.593
	28	2,343	18.3	57.7	24.1			.444	1.05	.53	.651
2	26	169,643	29.1	25.3	40.5	5.1		.615	1.22	.41	.925
	27	169,643	36.1	23.7	33.4	6.8		.601	1.11	.37	.977
	28	169,643	25.8	18.0	51.2	5.0		.596	1.36	.45	.919
	29	169,643	41.8	12.6	41.4	4.2		.561	1.08	.36	.997
	30	3,925	6.8	44.9	44.4	3.9		.617	1.44	.48	.691
	31	3,916	10.4	42.0	40.6	7.1		.584	1.43	.48	.779
	32	169,643	12.8	27.1	32.4	23.1	4.6	.687	1.80	.45	1.075
	33	3,878	21.6	19.3	44.4	13.8	0.9	.579	1.52	.38	1.007
3-5	26	409,782	7.8	12.7	54.6	24.9		.589	1.97	.66	.828
	27	409,782	9.5	12.0	64.9	13.5		.576	1.82	.61	.779
	28	409,782	9.9	14.8	68.8	6.5		.551	1.72	.57	.728
	29	409,782	12.3	15.9	65.1	6.8		.599	1.66	.55	.777
	30	3,943	2.2	20.5	65.5	11.8		.537	1.86	.62	.636
	31	3,938	3.0	42.6	51.4	3.0		.442	1.54	.51	.613
	32	409,782	7.2	11.7	38.1	37.8	5.2	.599	2.22	.56	.971
	33	3,896	14.2	13.7	37.0	28.7	6.3	.564	1.98	.50	1.121

Table K-23: Item Analysis, Annual Assessment Data, Writing, Constructed-Response Items, All Grade Spans

Grade Span	Item Sequence Number	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
6–8	26	239,665	4.6	15.8	63.4	16.1		.525	1.91	.64	.704
	27	239,665	5.5	11.4	67.8	15.3		.534	1.93	.64	.693
	28	239,665	6.0	11.4	34.8	47.9		.581	2.25	.75	.878
	29	239,665	6.4	18.1	58.8	16.8		.530	1.86	.62	.764
	30	3,911	1.3	19.9	58.7	20.1		.398	1.97	.66	.676
	31	3,926	1.3	14.5	59.3	25.0		.400	2.08	.69	.667
	32	239,665	5.0	6.5	30.4	55.5	2.6	.604	2.44	.61	.853
	33	3,911	2.1	7.7	22.1	60.6	7.5	.541	2.63	.66	.826
9–12	26	253,183	4.0	8.1	58.9	29.0		.550	2.13	.71	.719
	27	253,183	5.7	14.1	57.6	22.6		.511	1.97	.66	.770
	28	253,183	4.3	10.9	65.7	19.2		.524	2.00	.67	.687
	29	253,183	4.8	13.1	51.3	30.8		.546	2.08	.69	.791
	30	3,893	0.7	14.0	47.6	37.7		.435	2.22	.74	.704
	31	3,902	0.7	8.1	66.7	24.5		.331	2.15	.72	.578
	32	253,183	6.3	6.0	34.1	48.9	4.7	.600	2.40	.60	.911
	33	3,880	1.7	3.5	25.1	66.9	2.7	.529	2.65	.66	.686

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 Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	223,183	.48	.255	5.71
2	MC	223,183	.22	.265	5.94
3	MC	223,183	.39	.264	5.71
4	MC	223,183	.45	.253	5.99
5	MC	223,183	.36	.268	6.23
6	MC	223,183	.29	.262	7.99
7	MC	223,183	.32	.210	7.98
8	MC	223,183	.48	.330	6.63
9	MC	223,183	.36	.401	6.69
10	MC	223,183	.38	.358	6.74
19	DCR	223,183	.52	.676	0.90
20	DCR	223,183	.39	.623	0.91
21	DCR	223,183	.53	.617	1.01
22	DCR	223,183	.49	.706	23.87
23	DCR	223,183	.53	.708	23.95
24	DCR	223,183	.42	.678	23.99
25	DCR	223,183	.50	.614	24.21
26	DCR	223,183	.09	.398	24.19
27	DCR	223,183	.18	.474	1.28
28	DCR	223,183	.17	.473	1.38

Table K-25: Item Analysis, Initial Assessment Data, Listening, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	11,994	.58	.404	9.48
2	MC	11,994	.44	.487	9.41
3	MC	11,994	.55	.475	9.40
4	MC	11,994	.63	.424	9.58
5	MC	11,994	.64	.579	9.79
6	MC	11,994	.54	.483	9.97
7	MC	11,994	.51	.460	10.05
8	MC	11,994	.67	.496	9.88
9	MC	11,994	.63	.600	10.01
10	MC	11,994	.64	.620	10.34
19	DCR	11,994	.73	.797	2.65
20	DCR	11,994	.68	.775	2.67
21	DCR	11,994	.73	.807	2.83
22	DCR	11,994	.72	.826	16.80
23	DCR	11,994	.74	.828	16.85
24	DCR	11,994	.68	.789	16.88
25	DCR	11,994	.73	.785	17.13
26	DCR	11,994	.36	.513	17.06
27	DCR	11,994	.55	.634	3.64
28	DCR	11,994	.52	.609	3.79

Table K-26: Item Analysis, Initial Assessment Data, Listening, Grade Span 3–5

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	27,690	.71	.656	10.75
2	MC	27,690	.67	.550	10.52
3	MC	27,690	.73	.704	10.91
4	MC	27,690	.67	.618	11.52
5	MC	27,690	.65	.636	11.53
6	MC	27,690	.73	.670	11.13
7	MC	27,690	.69	.580	11.35
8	MC	27,690	.55	.569	11.14
9	MC	27,690	.51	.471	11.24
10	MC	27,690	.57	.543	11.48
11	MC	27,690	.53	.587	11.62
12	MC	27,690	.61	.576	11.64
13	MC	27,690	.39	.400	11.72
14	MC	27,690	.42	.431	11.89
15	MC	27,690	.59	.563	11.88
16	MC	27,690	.55	.495	11.91
17	MC	27,690	.62	.618	11.79
18	MC	27,690	.34	.378	12.30
19	MC	27,690	.44	.458	12.44
20	MC	27,690	.42	.439	12.55

Table K-27: Item Analysis, Initial Assessment Data, Listening, Grade Span 6–8

Item Sequence Number	Type	N	p-Value	Point- Biserial	Percent Omit
1	MC	22,208	.82	.693	10.66
2	MC	22,208	.73	.643	10.81
3	MC	22,208	.70	.653	11.32
4	MC	22,208	.61	.587	10.96
5	MC	22,208	.72	.669	10.93
6	MC	22,208	.64	.651	11.36
7	MC	22,208	.67	.670	11.47
8	MC	22,208	.63	.607	11.21
9	MC	22,208	.49	.626	11.11
10	MC	22,208	.53	.442	11.52
11	MC	22,208	.51	.409	11.59
12	MC	22,208	.44	.479	11.68
13	MC	22,208	.54	.601	11.75
14	MC	22,208	.53	.458	11.87
15	MC	22,208	.62	.676	11.92
16	MC	22,208	.58	.584	11.89
17	MC	22,208	.63	.574	11.92
18	MC	22,208	.60	.594	12.31
19	MC	22,208	.48	.508	12.47
20	MC	22,208	.54	.550	12.55

Table K-28: Item Analysis, Initial Assessment Data, Listening, Grade Span 9–12

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	35,730	.41	.402	9.35
2	MC	35,730	.71	.618	9.53
3	MC	35,730	.78	.628	9.19
4	MC	35,730	.58	.436	9.19
5	MC	35,730	.77	.657	9.09
6	MC	35,730	.50	.342	9.63
7	MC	35,730	.59	.620	9.07
8	MC	35,730	.76	.654	9.53
9	MC	35,730	.62	.544	9.60
10	MC	35,730	.23	.351	9.11
11	MC	35,730	.43	.341	9.32
12	MC	35,730	.64	.514	9.41
13	MC	35,730	.61	.445	9.44
14	MC	35,730	.63	.543	9.48
15	MC	35,730	.69	.580	9.59
16	MC	35,730	.65	.648	9.46
17	MC	35,730	.71	.659	9.65
18	MC	35,730	.63	.585	9.80
19	MC	35,730	.32	.331	10.07
20	MC	35,730	.57	.501	10.03

,

Table K-29: Item Analysis, Initial Assessment Data, Speaking, Grade Span K–1

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	DCR	223,183	.37	.589	0.76
2	DCR	223,183	.62	.640	0.78
3	DCR	223,183	.38	.607	1.27
4	DCR	223,183	.44	.622	25.18
5	DCR	223,183	.30	.567	25.32
6	DCR	223,183	.11	.410	25.45
7	DCR	223,183	.50	.657	25.17
8	DCR	223,183	.49	.674	25.20
9	DCR	223,183	.35	.614	25.27
10	DCR	223,183	.34	.647	25.38
11	DCR	223,183	.27	.593	25.42
12	DCR	223,183	.32	.628	25.42
13	DCR	223,183	.46	.701	25.45
18	CR	223,183	.20	.667	1.09
19	CR	223,183	.16	.608	3.09
20	CR	223,183	.24	.702	54.82
21	CR	223,183	.20	.666	54.98
22	CR	223,183	.38	.735	1.11
23	CR	223,183	.40	.738	1.20
29	CR	223,183	.33	.750	1.29

Table K-30: Item Analysis, Initial Assessment Data, Speaking, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	DCR	11,994	.66	.757	2.41
2	DCR	11,994	.75	.811	2.54
3	DCR	11,994	.60	.706	2.98
4	DCR	11,994	.68	.766	18.15
5	DCR	11,994	.53	.666	18.24
6	DCR	11,994	.55	.635	18.34
7	DCR	11,994	.68	.796	18.20
8	DCR	11,994	.69	.822	18.22
9	DCR	11,994	.55	.684	18.27
10	DCR	11,994	.59	.762	18.49
11	DCR	11,994	.47	.652	18.50
12	DCR	11,994	.64	.804	18.51
13	DCR	11,994	.68	.842	18.58
18	CR	11,994	.55	.814	3.06
19	CR	11,994	.46	.739	3.99
20	CR	11,994	.59	.837	26.42
21	CR	11,994	.55	.807	26.60
22	CR	11,994	.64	.861	3.28
23	CR	11,994	.64	.853	3.48
29	CR	11,994	.51	.857	3.54

Table K-31: Item Analysis, Initial Assessment Data, Speaking, Grade Span 3–5

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	DCR	27,690	.53	.646	2.95
2	DCR	27,690	.51	.640	2.84
3	DCR	27,690	.59	.761	2.91
4	DCR	27,690	.38	.604	13.35
5	DCR	27,690	.66	.786	14.20
6	DCR	27,690	.17	.379	14.82
7	DCR	27,690	.57	.760	14.87
8	DCR	27,690	.53	.696	14.88
9	DCR	27,690	.66	.810	14.94
10	DCR	27,690	.56	.744	15.02
11	DCR	27,690	.60	.786	15.03
12	DCR	27,690	.39	.630	15.45
13	DCR	27,690	.60	.814	15.61
18	CR	27,690	.41	.710	3.55
19	CR	27,690	.62	.859	4.44
20	CR	27,690	.58	.858	17.69
21	CR	27,690	.57	.853	18.10
22	CR	27,690	.57	.844	3.63
23	CR	27,690	.59	.863	4.58
29	CR	27,690	.54	.892	3.75

Table K-32: Item Analysis, Initial Assessment Data, Speaking, Grade Span 6–8

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	DCR	22,208	.64	.732	2.68
2	DCR	22,208	.43	.597	2.68
3	DCR	22,208	.48	.673	2.89
4	DCR	22,208	.62	.811	13.90
5	DCR	22,208	.67	.792	14.74
6	DCR	22,208	.58	.827	15.41
7	DCR	22,208	.54	.794	15.60
8	DCR	22,208	.33	.573	15.73
9	DCR	22,208	.65	.860	15.89
10	DCR	22,208	.66	.861	15.91
11	DCR	22,208	.51	.758	15.96
12	DCR	22,208	.54	.796	16.12
13	DCR	22,208	.49	.729	16.32
19	CR	22,208	.42	.762	3.84
20	CR	22,208	.52	.830	4.26
21	CR	22,208	.56	.866	19.47
22	CR	22,208	.50	.836	19.98
23	CR	22,208	.55	.858	3.94
24	CR	22,208	.59	.879	5.47
29	CR	22,208	.52	.903	4.03

Table K-33: Item Analysis, Initial Assessment Data, Speaking, Grade Span 9–12

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	DCR	35,730	.60	.750	3.16
2	DCR	35,730	.44	.591	3.06
3	DCR	35,730	.58	.763	4.60
4	DCR	35,730	.62	.760	14.44
5	DCR	35,730	.52	.712	15.26
6	DCR	35,730	.40	.650	15.53
7	DCR	35,730	.32	.580	15.91
8	DCR	35,730	.51	.710	16.02
9	DCR	35,730	.29	.523	16.34
10	DCR	35,730	.59	.734	16.39
11	DCR	35,730	.36	.548	16.36
12	DCR	35,730	.46	.621	16.44
13	DCR	35,730	.31	.547	16.68
18	CR	35,730	.60	.849	4.22
19	CR	35,730	.54	.847	5.73
20	CR	35,730	.54	.834	16.69
21	CR	35,730	.58	.864	17.12
22	CR	35,730	.63	.828	4.45
23	CR	35,730	.60	.858	5.49
29	CR	35,730	.57	.887	4.56

Table K-34: Item Analysis, Initial Assessment Data, Speaking—Constructed-Response Items, All Grade Spans

Grade Span	Item Sequence Number	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K-1	18	223,183	72.5	15.0	12.5			.667	.40	.20	.700
	19	223,183	76.4	16.3	7.3			.608	.31	.16	.601
	20	223,183	71.2	11.1	17.8			.702	.47	.24	.777
	21	223,183	75.2	10.2	14.6			.666	.39	.20	.729
	22	223,183	44.5	34.7	20.8			.735	.76	.38	.772
	23	223,183	42.7	35.4	21.9			.738	.79	.40	.776
	29	223,183	32.5	23.9	24.5	15.8	3.3	.750	1.33	.33	1.178
2	18	11,994	37.3	16.6	46.1			.814	1.09	.55	.909
	19	11,994	42.9	22.7	34.4			.739	.91	.46	.875
	20	11,994	35.6	10.6	53.8			.837	1.18	.59	.928
	21	11,994	38.6	12.6	48.8			.807	1.10	.55	.930
	22	11,994	26.8	19.6	53.6			.861	1.27	.64	.856
	23	11,994	26.3	20.7	52.9			.853	1.27	.64	.850
	29	11,994	23.9	8.6	21.5	33.7	12.4	.857	2.02	.51	1.369
3-5	18	27,690	50.5	16.7	32.9			.710	.82	.41	.896
	19	27,690	32.4	12.0	55.6			.859	1.23	.62	.909
	20	27,690	35.6	13.0	51.4			.858	1.16	.58	.920
	21	27,690	35.5	15.8	48.8			.853	1.13	.57	.908
	22	27,690	32.3	21.8	45.9			.844	1.14	.57	.874
	23	27,690	32.8	15.9	51.3			.863	1.18	.59	.898
	29	27,690	24.7	6.5	16.0	33.4	19.4	.892	2.16	.54	1.462
6-8	19	22,208	47.1	21.8	31.1			.762	.84	.42	.870
	20	22,208	39.4	18.4	42.3			.830	1.03	.52	.903
	21	22,208	36.4	15.4	48.2			.866	1.12	.56	.912
	22	22,208	40.0	20.7	39.4			.836	.99	.50	.891
	23	22,208	36.3	18.7	44.9			.858	1.09	.55	.897
	24	22,208	32.8	15.9	51.3			.879	1.19	.59	.898
	29	22,208	26.6	7.7	16.4	29.7	19.6	.903	2.08	.52	1.488

Table K-34: Item Analysis, Initial Assessment Data, Speaking—Constructed-Response Items, All Grade Spans

Grade Span	Item Sequence Number	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
9–12	18	35,730	31.1	18.6	50.4			.849	1.19	.60	.882
	19	35,730	35.7	20.3	44.0			.847	1.08	.54	.889
	20	35,730	35.3	22.2	42.6			.834	1.07	.54	.879
	21	35,730	34.2	15.9	49.9			.864	1.16	.58	.904
	22	35,730	28.0	18.6	53.4			.828	1.25	.63	.866
	23	35,730	31.4	16.9	51.7			.858	1.20	.60	.889
	29	35,730	22.1	8.2	14.8	28.5	26.4	.887	2.29	.57	1.491

Table K-35: Item Analysis, Initial Assessment Data, Reading, Grade Span K–1

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	DCR	223,183	.39	.267	1.54
2	DCR	223,183	.26	.295	1.81
3	DCR	223,183	.38	.414	1.85
4	DCR	223,183	.54	.417	1.95
5	DCR	223,183	.31	.458	2.55
6	DCR	223,183	.31	.374	2.20
7	DCR	223,183	.38	.340	2.28
8	DCR	223,183	.33	.405	2.59
9	DCR	223,183	.42	.476	2.02
10	DCR	223,183	.42	.547	2.14
11	DCR	223,183	.40	.591	2.37
12	DCR	223,183	.30	.417	2.23
13	DCR	223,183	.25	.444	2.43
14	DCR	223,183	.11	.590	2.37
15	DCR	223,183	.08	.552	2.53
16	DCR	223,183	.10	.599	2.65
17	DCR	223,183	.19	.349	1.98
18	DCR	223,183	.52	.470	2.09
30	CR	223,183	.54	.674	1.77
31	CR	223,183	.51	.688	1.90

Table K-36: Item Analysis, Initial Assessment Data, Reading, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	11,994	.60	.458	12.62
2	MC	11,994	.45	.468	13.37
3	MC	11,994	.44	.468	13.88
4	MC	11,994	.34	.429	14.09
5	MC	11,994	.55	.602	13.67
6	MC	11,994	.49	.583	13.96
7	MC	11,994	.58	.591	14.10
8	MC	11,994	.49	.498	14.20
9	MC	11,994	.39	.428	14.31
10	MC	11,994	.34	.465	14.25
11	MC	11,994	.51	.607	13.86
12	MC	11,994	.49	.618	14.19
13	MC	11,994	.41	.481	14.37
14	MC	11,994	.37	.438	14.60
15	MC	11,994	.51	.546	14.17
16	MC	11,994	.58	.676	14.52
17	MC	11,994	.31	.471	14.48
18	MC	11,994	.37	.523	14.95
19	MC	11,994	.46	.538	14.97
20	MC	11,994	.31	.449	15.11
21	MC	11,994	.48	.632	14.53
22	MC	11,994	.44	.588	14.97
23	MC	11,994	.48	.682	14.96
24	MC	11,994	.42	.534	14.76
25	MC	11,994	.48	.555	15.41
26	MC	11,994	.30	.453	15.79
27	MC	11,994	.36	.504	15.67
28	MC	11,994	.38	.475	15.81
29	MC	11,994	.35	.518	16.51
30	MC	11,994	.34	.450	16.00
31	MC	11,994	.43	.599	16.26
32	MC	11,994	.47	.585	16.32
33	MC	11,994	.36	.464	16.33
34	MC	11,994	.27	.447	16.22
35	MC	11,994	.36	.512	16.20

Table K-37: Item Analysis, Initial Assessment Data, Reading, Grade Span 3–5

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	27,690	.48	.336	12.84
2	MC	27,690	.68	.584	13.09
3	MC	27,690	.59	.568	13.03
4	MC	27,690	.49	.607	13.18
5	MC	27,690	.49	.462	13.26
6	MC	27,690	.49	.557	13.31
7	MC	27,690	.42	.470	13.33
8	MC	27,690	.52	.506	13.37
9	MC	27,690	.49	.681	13.36
10	MC	27,690	.43	.507	13.62
11	MC	27,690	.44	.472	13.55
12	MC	27,690	.39	.425	13.55
13	MC	27,690	.43	.412	13.65
14	MC	27,690	.41	.573	13.69
15	MC	27,690	.48	.602	13.68
16	MC	27,690	.45	.622	13.94
17	MC	27,690	.51	.631	13.93
18	MC	27,690	.43	.578	14.04
19	MC	27,690	.43	.512	14.04
20	MC	27,690	.53	.624	13.94
21	MC	27,690	.49	.582	14.04
22	MC	27,690	.54	.685	14.09
23	MC	27,690	.35	.529	14.13
24	MC	27,690	.45	.657	14.07
25	MC	27,690	.42	.576	14.21
26	MC	27,690	.37	.476	14.28
27	MC	27,690	.43	.573	14.49
28	MC	27,690	.35	.529	14.41
29	MC	27,690	.44	.571	14.60
30	MC	27,690	.44	.571	14.67
31	MC	27,690	.48	.591	14.73
32	MC	27,690	.43	.572	14.66
33	MC	27,690	.50	.549	14.71
34	MC	27,690	.50	.621	14.80
35	MC	27,690	.54	.658	14.81

Table K-38: Item Analysis, Initial Assessment Data, Reading, Grade Span 6–8

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	22,208	.51	.546	12.59
2	MC	22,208	.72	.628	12.84
3	MC	22,208	.48	.517	12.66
4	MC	22,208	.41	.408	13.12
5	MC	22,208	.50	.529	13.09
6	MC	22,208	.60	.701	13.09
7	MC	22,208	.59	.600	13.08
8	MC	22,208	.47	.557	13.28
9	MC	22,208	.59	.608	13.22
10	MC	22,208	.49	.519	13.22
11	MC	22,208	.43	.564	13.37
12	MC	22,208	.59	.637	13.23
13	MC	22,208	.43	.450	13.24
14	MC	22,208	.59	.633	13.27
15	MC	22,208	.58	.657	13.40
16	MC	22,208	.42	.529	13.47
17	MC	22,208	.53	.563	13.23
18	MC	22,208	.41	.500	13.38
19	MC	22,208	.57	.653	13.27
20	MC	22,208	.44	.560	13.36
21	MC	22,208	.38	.528	13.42
22	MC	22,208	.46	.558	13.52
23	MC	22,208	.48	.593	13.77
24	MC	22,208	.45	.518	13.84
25	MC	22,208	.33	.346	14.03
26	MC	22,208	.57	.631	13.88
27	MC	22,208	.48	.548	14.04
28	MC	22,208	.55	.602	13.91
29	MC	22,208	.60	.671	13.96
30	MC	22,208	.51	.597	14.04
31	MC	22,208	.52	.554	14.21
32	MC	22,208	.38	.462	14.12
33	MC	22,208	.34	.451	14.21
34	MC	22,208	.48	.575	14.21
35	MC	22,208	.36	.394	14.45

Table K-39: Item Analysis, Initial Assessment Data, Reading, Grade Span 9–12

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	35,730	.57	.400	9.66
2	MC	35,730	.77	.621	9.80
3	MC	35,730	.77	.633	9.82
4	MC	35,730	.57	.563	10.03
5	MC	35,730	.55	.538	10.07
6	MC	35,730	.66	.624	10.15
7	MC	35,730	.51	.480	10.15
8	MC	35,730	.59	.606	10.12
9	MC	35,730	.59	.573	10.19
10	MC	35,730	.54	.520	10.17
11	MC	35,730	.60	.602	10.19
12	MC	35,730	.64	.667	10.18
13	MC	35,730	.63	.571	10.29
14	MC	35,730	.49	.538	10.46
15	MC	35,730	.52	.547	10.56
16	MC	35,730	.49	.506	10.41
17	MC	35,730	.39	.390	10.76
18	MC	35,730	.36	.461	10.59
19	MC	35,730	.48	.433	10.58
20	MC	35,730	.45	.500	10.53
21	MC	35,730	.49	.550	10.86
22	MC	35,730	.46	.490	10.72
23	MC	35,730	.34	.393	10.98
24	MC	35,730	.64	.428	10.59
25	MC	35,730	.68	.647	10.85
26	MC	35,730	.57	.645	10.86
27	MC	35,730	.41	.505	11.29
28	MC	35,730	.50	.568	10.99
29	MC	35,730	.51	.541	11.18
30	MC	35,730	.50	.665	11.19
31	MC	35,730	.51	.531	11.25
32	MC	35,730	.47	.490	11.33
33	MC	35,730	.52	.597	11.41
34	MC	35,730	.43	.575	11.44
35	MC	35,730	.58	.597	11.51

Table K-40: Item Analysis, Initial Assessment Data, Reading, Constructed-Response Items

Grade Span	Item Sequence Number	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K-1	30	223,183	34.4	11.6	11.8	42.3		.674	1.62	0.54	1.330
K-1	31	223,183	36.8	12.0	12.1	39.2		.688	1.54	0.51	1.330

Table K-41: Item Analysis, Initial Assessment Data, Writing, Grade Span K–1

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	DCR	223,183	.25	.312	2.68
2	DCR	223,183	.17	.213	3.00
3	DCR	223,183	.27	.320	3.16
4	DCR	223,183	.19	.243	3.34
5	DCR	223,183	.18	.318	2.85
6	DCR	223,183	.30	.326	3.04
7	DCR	223,183	.18	.294	3.20
8	DCR	223,183	.31	.346	3.25
12	CR	223,183	.68	.467	4.21
13	CR	223,183	.62	.494	4.21
14	CR	223,183	.45	.484	4.41
15	CR	223,183	.68	.473	4.24
16	CR	223,183	.41	.541	5.78
17	CR	223,183	.52	.632	6.16
18	CR	223,183	.45	.577	6.62
19	CR	223,183	.57	.524	6.40
20	CR	223,183	.24	.632	29.66
21	CR	223,183	.15	.614	36.30
22	CR	223,183	.10	.552	45.22
23	CR	223,183	.14	.599	45.03

Table K-42: Item Analysis, Initial Assessment Data, Writing, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	11,994	.63	.631	13.79
2	MC	11,994	.58	.610	14.75
3	MC	11,994	.63	.624	14.11
4	MC	11,994	.59	.625	14.73
5	MC	11,994	.63	.652	14.31
6	MC	11,994	.59	.655	14.88
7	MC	11,994	.56	.641	15.13
8	MC	11,994	.55	.498	15.27
9	MC	11,994	.68	.670	14.75
10	MC	11,994	.49	.458	15.35
11	MC	11,994	.42	.498	16.29
12	MC	11,994	.53	.634	15.07
13	MC	11,994	.60	.656	15.17
14	MC	11,994	.50	.467	14.87
15	MC	11,994	.49	.446	14.96
16	MC	11,994	.43	.460	15.38
17	MC	11,994	.49	.454	15.19
18	MC	11,994	.40	.414	15.18
19	MC	11,994	.45	.551	15.19
26	CR	11,994	.34	.750	15.62
27	CR	11,994	.31	.718	17.98
28	CR	11,994	.36	.746	17.86
29	CR	11,994	.30	.682	18.41
32	CR	11,994	.36	.809	18.23

Table K-43: Item Analysis, Initial Assessment Data, Writing, Grade Span 3–5

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	27,690	.68	.655	12.96
2	MC	27,690	.56	.623	13.18
3	MC	27,690	.60	.581	13.24
4	MC	27,690	.55	.602	13.29
5	MC	27,690	.60	.601	13.29
6	MC	27,690	.41	.430	13.51
7	MC	27,690	.50	.545	13.66
8	MC	27,690	.51	.573	13.40
9	MC	27,690	.56	.558	13.48
10	MC	27,690	.56	.576	13.68
11	MC	27,690	.67	.682	13.63
12	MC	27,690	.52	.579	13.58
13	MC	27,690	.50	.506	13.69
14	MC	27,690	.69	.704	13.71
15	MC	27,690	.34	.397	13.78
16	MC	27,690	.55	.637	13.69
17	MC	27,690	.67	.646	13.87
18	MC	27,690	.46	.518	13.89
19	MC	27,690	.58	.597	13.88
26	CR	27,690	.51	.823	14.82
27	CR	27,690	.47	.812	16.06
28	CR	27,690	.45	.804	16.59
29	CR	27,690	.44	.815	16.49
32	CR	27,690	.43	.827	19.87

Table K-44: Item Analysis, Initial Assessment Data, Writing, Grade Span 6–8

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	22,208	.60	.669	12.31
2	MC	22,208	.58	.614	12.50
3	MC	22,208	.59	.622	12.48
4	MC	22,208	.58	.570	12.38
5	MC	22,208	.69	.772	12.51
6	MC	22,208	.52	.531	12.61
7	MC	22,208	.55	.466	12.68
8	MC	22,208	.67	.703	12.66
9	MC	22,208	.69	.731	12.76
10	MC	22,208	.61	.642	12.77
11	MC	22,208	.51	.562	13.00
12	MC	22,208	.56	.672	12.76
13	MC	22,208	.58	.578	12.76
14	MC	22,208	.68	.750	12.82
15	MC	22,208	.69	.691	12.93
16	MC	22,208	.38	.376	12.91
17	MC	22,208	.52	.414	12.88
18	MC	22,208	.56	.615	13.10
19	MC	22,208	.61	.648	12.98
26	CR	22,208	.51	.811	13.71
27	CR	22,208	.52	.829	15.85
28	CR	22,208	.59	.834	15.18
29	CR	22,208	.50	.818	15.84
32	CR	22,208	.47	.861	20.29

Table K-45: Item Analysis, Initial Assessment Data, Writing, Grade Span 9–12

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	35,730	.77	.675	9.77
2	MC	35,730	.63	.690	10.08
3	MC	35,730	.61	.641	10.05
4	MC	35,730	.58	.614	9.89
5	MC	35,730	.64	.668	10.11
6	MC	35,730	.62	.639	9.92
7	MC	35,730	.61	.574	10.10
8	MC	35,730	.59	.627	9.99
9	MC	35,730	.63	.657	10.03
10	MC	35,730	.70	.669	10.02
11	MC	35,730	.63	.595	10.22
12	MC	35,730	.71	.637	10.05
13	MC	35,730	.69	.634	10.13
14	MC	35,730	.71	.682	10.22
15	MC	35,730	.61	.551	10.14
16	MC	35,730	.65	.592	10.09
17	MC	35,730	.63	.626	10.32
18	MC	35,730	.49	.463	10.49
19	MC	35,730	.75	.569	10.43
26	CR	35,730	.61	.792	11.53
27	CR	35,730	.57	.778	13.19
28	CR	35,730	.57	.796	11.89
29	CR	35,730	.58	.797	12.32
32	CR	35,730	.51	.829	15.50

Table K-46: Item Analysis, Initial Assessment Data, Writing—Constructed-Response Items, All Grade Spans

Grade Span	Item Sequence Number	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K-1	16	223,183	41.53	36.27	22.19			.541	.81	.41	.775
	17	223,183	20.61	54.90	24.49			.632	1.04	.52	.670
	18	223,183	35.81	38.13	26.06			.577	.90	.45	.780
	19	223,183	31.19	23.79	45.02			.524	1.14	.57	.862
	20	223,183	60.23	31.49	8.28			.632	.48	.24	.644
	21	223,183	73.33	23.96	2.71			.614	.29	.15	.512
	22	223,183	82.78	14.44	2.78			.552	.20	.10	.464
	23	223,183	77.52	17.57	4.91			.599	.27	.14	.545
2	26	11,994	42.45	18.92	32.34	6.29		.750	1.02	.34	1.000
	27	11,994	49.22	17.10	26.23	7.45		.718	.92	.31	1.023
	28	11,994	41.18	14.36	39.40	5.06		.746	1.08	.36	1.001
	29	11,994	52.53	10.07	33.44	3.96		.682	.89	.30	1.003
	32	11,994	32.07	20.59	24.27	18.53	4.54	.809	1.43	.36	1.237
3-5	26	27,690	28.41	11.47	38.47	21.65		.823	1.53	.51	1.118
	27	27,690	30.16	10.31	47.34	12.19		.812	1.42	.47	1.044
	28	27,690	30.33	11.47	52.00	6.21		.804	1.34	.45	.977
	29	27,690	31.68	12.74	48.87	6.71		.815	1.31	.44	.990
	32	27,690	29.38	9.75	26.79	27.41	6.67	.827	1.72	.43	1.318
6-8	26	22,208	23.19	13.44	50.40	12.97		.811	1.53	.51	.986
	27	22,208	26.09	10.67	45.15	18.08		.829	1.55	.52	1.063
	28	22,208	24.80	10.56	27.22	37.42		.834	1.77	.59	1.192
	29	22,208	26.49	13.62	42.16	17.73		.818	1.51	.50	1.065
	32	22,208	29.09	6.00	18.75	39.57	6.60	.861	1.89	.47	1.368
9-12	26	35,730	17.43	10.57	44.37	27.64		.792	1.82	.61	1.023
	27	35,730	21.01	12.18	42.19	24.62		.778	1.70	.57	1.059
	28	35,730	18.43	11.62	50.41	19.54		.796	1.71	.57	.982
	29	35,730	19.03	14.14	40.65	26.18		.797	1.74	.58	1.047
	32	35,730	23.07	6.14	23.54	39.56	7.69	.829	2.03	.51	1.299

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Notes: Refer to Appendix D: Item Maps to determine the corresponding form and item number.

Item difficulty values are *p*-values for multiple-choice items or item means divided by the maximum number of points for constructed-response items.

Table L-1: Comparison of Item Difficulty, Listening, Grade Span K–1

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.55	.48	.07
2	.29	.22	.07
3	.48	.39	.09
4	.58	.45	.13
5	.54	.36	.18
6	.42	.29	.13
7	.40	.32	.08
8	.64	.48	.16
9	.52	.36	.16
10	.55	.38	.17
19	.84	.52	.32
20	.75	.39	.36
21	.86	.53	.33
22	.83	.49	.34
23	.86	.53	.33
24	.76	.42	.34
25	.80	.50	.30
26	.19	.09	.10
27	.53	.18	.35
28	.51	.17	.34
		Sum	4.35
		Average	.22

Table L-2: Comparison of Item Difficulty, Listening, Grade 2

Item Sequence Number	Item Difficulty		Difference (Annual–Initial)
	Annual Assessment	Initial Assessment	
1	.64	.58	.06
2	.49	.44	.05
3	.62	.55	.07
4	.72	.63	.09
5	.76	.64	.12
6	.64	.54	.10
7	.56	.51	.05
8	.76	.67	.09
9	.72	.63	.09
10	.74	.64	.10
19	.92	.73	.19
20	.89	.68	.21
21	.94	.73	.21
22	.93	.72	.21
23	.94	.74	.20
24	.87	.68	.19
25	.92	.73	.19
26	.43	.36	.07
27	.69	.55	.14
28	.64	.52	.12
		Sum	2.55
		Average	.13

Table L-3: Comparison of Item Difficulty, Listening, Grade Span 3–5

Item Sequence Number	Item Difficulty		Difference (Annual–Initial)
	Annual Assessment	Initial Assessment	
1	.87	.71	.16
2	.78	.67	.11
3	.92	.73	.19
4	.80	.67	.13
5	.84	.65	.19
6	.89	.73	.16
7	.81	.69	.12
8	.70	.55	.15
9	.58	.51	.07
10	.67	.57	.10
11	.62	.53	.09
12	.70	.61	.09
13	.42	.39	.03
14	.43	.42	.01
15	.67	.59	.08
16	.65	.55	.10
17	.76	.62	.14
18	.36	.34	.02
19	.52	.44	.08
20	.44	.42	.02
		Sum	2.04
		Average	.10

Table L-4: Comparison of Item Difficulty, Listening, Grade Span 6–8

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.98	.82	.16
2	.89	.73	.16
3	.87	.70	.17
4	.78	.61	.17
5	.92	.72	.20
6	.81	.64	.17
7	.85	.67	.18
8	.77	.63	.14
9	.60	.49	.11
10	.59	.53	.06
11	.54	.51	.03
12	.51	.44	.07
13	.67	.54	.13
14	.62	.53	.09
15	.77	.62	.15
16	.76	.58	.18
17	.76	.63	.13
18	.69	.60	.09
19	.50	.48	.02
20	.62	.54	.08
		Sum	2.49
		Average	.12

Table L-5: Comparison of Item Difficulty, Listening, Grade Span 9–12

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.40	.41	-.01
2	.82	.71	.11
3	.92	.78	.14
4	.55	.58	-.03
5	.91	.77	.14
6	.44	.50	-.06
7	.71	.59	.12
8	.92	.76	.16
9	.69	.62	.07
10	.21	.23	-.02
11	.38	.43	-.05
12	.72	.64	.08
13	.64	.61	.03
14	.77	.63	.14
15	.79	.69	.10
16	.83	.65	.18
17	.88	.71	.17
18	.74	.63	.11
19	.27	.32	-.05
20	.60	.57	.03
		Sum	1.36
		Average	.07

Table L-6: Comparison of Item Difficulty, Speaking, Grade Span K–1

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.68	.37	.31
2	.88	.62	.26
3	.57	.38	.19
4	.69	.44	.25
5	.54	.30	.24
6	.30	.11	.19
7	.76	.50	.26
8	.77	.49	.28
9	.55	.35	.20
10	.58	.34	.24
11	.43	.27	.16
12	.62	.32	.30
13	.73	.46	.27
18	.44	.20	.24
19	.36	.16	.20
20	.50	.24	.26
21	.44	.20	.24
22	.64	.38	.26
23	.66	.40	.26
29	.50	.33	.17
		Sum	4.78
		Average	.24

Table L-7: Comparison of Item Difficulty, Speaking, Grade 2

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.84	.66	.18
2	.95	.75	.20
3	.73	.60	.13
4	.86	.68	.18
5	.67	.53	.14
6	.66	.55	.11
7	.87	.68	.19
8	.89	.69	.20
9	.69	.55	.14
10	.76	.59	.17
11	.59	.47	.12
12	.84	.64	.20
13	.88	.68	.20
18	.70	.55	.15
19	.58	.46	.12
20	.75	.59	.16
21	.70	.55	.15
22	.81	.64	.17
23	.81	.64	.17
29	.63	.51	.12
		Sum	3.20
		Average	.16

Table L-8: Comparison of Item Difficulty, Speaking, Grade Span 3–5

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.70	.53	.17
2	.67	.51	.16
3	.80	.59	.21
4	.44	.38	.06
5	.88	.66	.22
6	.15	.17	-.02
7	.78	.57	.21
8	.70	.53	.17
9	.90	.66	.24
10	.75	.56	.19
11	.84	.60	.24
12	.47	.39	.08
13	.82	.60	.22
18	.53	.41	.12
19	.83	.62	.21
20	.79	.58	.21
21	.76	.57	.19
22	.75	.57	.18
23	.81	.59	.22
29	.72	.54	.18
		Sum	3.46
		Average	.17

Table L-9: Comparison of Item Difficulty, Speaking, Grade Span 6–8

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.85	.64	.21
2	.52	.43	.09
3	.64	.48	.16
4	.87	.62	.25
5	.92	.67	.25
6	.85	.58	.27
7	.76	.54	.22
8	.33	.33	.00
9	.93	.65	.28
10	.93	.66	.27
11	.69	.51	.18
12	.74	.54	.20
13	.60	.49	.11
18	.58	.42	.15
19	.70	.51	.19
20	.77	.56	.21
21	.66	.50	.15
22	.75	.54	.21
23	.81	.59	.21
29	.70	.52	.18
		Sum	3.79
		Average	.19

Table L-10: Comparison of Item Difficulty, Speaking, Grade Span 9–12

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.82	.60	.22
2	.60	.44	.16
3	.77	.58	.19
4	.81	.62	.19
5	.66	.52	.14
6	.48	.40	.08
7	.39	.32	.07
8	.64	.51	.13
9	.32	.29	.03
10	.76	.59	.17
11	.40	.36	.04
12	.55	.46	.09
13	.31	.31	.00
18	.78	.60	.18
19	.72	.54	.17
20	.70	.54	.16
21	.78	.58	.19
22	.79	.63	.16
23	.80	.60	.19
29	.73	.57	.16
		Sum	2.72
		Average	.14

Table L-11: Comparison of Item Difficulty, Reading, Grade Span K–1

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.61	.39	.22
2	.51	.26	.25
3	.77	.38	.39
4	.85	.54	.31
5	.82	.31	.51
6	.63	.31	.32
7	.63	.38	.25
8	.65	.33	.32
9	.85	.42	.43
10	.89	.42	.47
11	.91	.40	.51
12	.70	.30	.40
13	.69	.25	.44
14	.64	.11	.53
15	.47	.08	.39
16	.59	.10	.49
17	.48	.19	.29
18	.87	.52	.35
30	.94	.54	.40
31	.93	.51	.42
		Sum	7.69
		Average	.38

Table L-12: Comparison of Item Difficulty, Reading, Grade 2

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.71	.60	.11
2	.51	.45	.06
3	.46	.44	.02
4	.37	.34	.03
5	.65	.55	.10
6	.56	.49	.07
7	.68	.58	.10
8	.54	.49	.05
9	.40	.39	.01
10	.36	.34	.02
11	.61	.51	.10
12	.55	.49	.06
13	.48	.41	.07
14	.40	.37	.03
15	.59	.51	.08
16	.67	.58	.09
17	.35	.31	.04
18	.39	.37	.02
19	.52	.46	.06
20	.31	.31	.00
21	.55	.48	.07
22	.51	.44	.07
23	.56	.48	.08
24	.47	.42	.05
25	.54	.48	.06
26	.32	.30	.02
27	.40	.36	.04
28	.42	.38	.04
29	.38	.35	.03
30	.37	.34	.03
31	.46	.43	.03
32	.52	.47	.05
33	.37	.36	.01
34	.27	.27	.00
35	.39	.36	.03
		Sum	1.73
		Average	.05

Table L-13: Comparison of Item Difficulty, Reading, Grade Span 3–5

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.49	.48	.01
2	.81	.68	.13
3	.68	.59	.09
4	.59	.49	.10
5	.55	.49	.06
6	.61	.49	.12
7	.53	.42	.11
8	.57	.52	.05
9	.60	.49	.11
10	.47	.43	.04
11	.52	.44	.08
12	.46	.39	.07
13	.49	.43	.06
14	.48	.41	.07
15	.56	.48	.08
16	.53	.45	.08
17	.62	.51	.11
18	.46	.43	.03
19	.49	.43	.06
20	.64	.53	.11
21	.57	.49	.08
22	.65	.54	.11
23	.36	.35	.01
24	.53	.45	.08
25	.45	.42	.03
26	.41	.37	.04
27	.49	.43	.06
28	.36	.35	.01
29	.49	.44	.05
30	.49	.44	.05
31	.53	.48	.05
32	.47	.43	.04
33	.55	.50	.05
34	.55	.50	.05
35	.62	.54	.08
		Sum	2.36
		Average	.07

Table L-14: Comparison of Item Difficulty, Reading, Grade Span 6–8

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.62	.51	.11
2	.82	.72	.10
3	.40	.48	-.08
4	.37	.41	-.04
5	.59	.50	.09
6	.70	.60	.10
7	.67	.59	.08
8	.51	.47	.04
9	.59	.59	.00
10	.58	.49	.09
11	.45	.43	.02
12	.69	.59	.10
13	.40	.43	-.03
14	.62	.59	.03
15	.65	.58	.07
16	.41	.42	-.01
17	.55	.53	.02
18	.42	.41	.01
19	.72	.57	.15
20	.47	.44	.03
21	.34	.38	-.04
22	.46	.46	.00
23	.45	.48	-.03
24	.44	.45	-.01
25	.32	.33	-.01
26	.60	.57	.03
27	.47	.48	-.01
28	.57	.55	.02
29	.64	.60	.04
30	.49	.51	-.02
31	.50	.52	-.02
32	.32	.38	-.06
33	.32	.34	-.02
34	.46	.48	-.02
35	.36	.36	.00
		Sum	.73
		Average	.02

Table L-15: Comparison of Item Difficulty, Reading, Grade Span 9–12

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.66	.57	.09
2	.86	.77	.09
3	.89	.77	.12
4	.68	.57	.11
5	.57	.55	.02
6	.75	.66	.09
7	.53	.51	.02
8	.63	.59	.04
9	.67	.59	.08
10	.60	.54	.06
11	.67	.60	.07
12	.74	.64	.10
13	.74	.63	.11
14	.51	.49	.02
15	.55	.52	.03
16	.45	.49	-.04
17	.37	.39	-.02
18	.39	.36	.03
19	.50	.48	.02
20	.46	.45	.01
21	.50	.49	.01
22	.48	.46	.02
23	.36	.34	.02
24	.66	.64	.02
25	.75	.68	.07
26	.57	.57	.00
27	.41	.41	.00
28	.47	.50	-.03
29	.52	.51	.01
30	.51	.50	.01
31	.46	.51	-.05
32	.44	.47	-.03
33	.49	.52	-.03
34	.43	.43	.00
35	.63	.58	.05
		Sum	1.12
		Average	.03

Table L-16: Comparison of Item Difficulty, Writing, Grade Span K–1

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.51	.25	.26
2	.32	.17	.15
3	.55	.27	.28
4	.38	.19	.19
5	.49	.18	.31
6	.51	.30	.21
7	.41	.18	.23
8	.55	.31	.24
12	.93	.68	.25
13	.93	.62	.31
14	.86	.45	.41
15	.94	.68	.26
16	.74	.41	.33
17	.84	.52	.32
18	.78	.45	.33
19	.86	.57	.29
20	.64	.24	.40
21	.48	.15	.33
22	.40	.10	.30
23	.54	.14	.40
		Sum	5.80
		Average	.29

Table L-17: Comparison of Item Difficulty, Writing, Grade 2

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.75	.63	.12
2	.68	.58	.10
3	.75	.63	.12
4	.70	.59	.11
5	.76	.63	.13
6	.71	.59	.12
7	.68	.56	.12
8	.64	.55	.09
9	.80	.68	.12
10	.55	.49	.06
11	.47	.42	.05
12	.64	.53	.11
13	.74	.60	.14
14	.58	.50	.08
15	.55	.49	.06
16	.50	.43	.07
17	.56	.49	.07
18	.45	.40	.05
19	.52	.45	.07
26	.41	.34	.07
27	.37	.31	.06
28	.45	.36	.09
29	.36	.30	.06
32	.45	.36	.09
		Sum	2.16
		Average	.09

Table L-18: Comparison of Item Difficulty, Writing, Grade Span 3–5

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.82	.68	.14
2	.64	.56	.08
3	.73	.60	.13
4	.64	.55	.09
5	.68	.60	.08
6	.49	.41	.08
7	.60	.50	.10
8	.60	.51	.09
9	.66	.56	.10
10	.65	.56	.09
11	.82	.67	.15
12	.61	.52	.09
13	.56	.50	.06
14	.84	.69	.15
15	.37	.34	.03
16	.70	.55	.15
17	.80	.67	.13
18	.52	.46	.06
19	.68	.58	.10
26	.66	.51	.15
27	.61	.47	.14
28	.57	.45	.12
29	.55	.44	.11
32	.56	.43	.13
		Sum	2.55
		Average	.11

Table L-19: Comparison of Item Difficulty, Writing, Grade Span 6–8

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.76	.60	.16
2	.69	.58	.11
3	.65	.59	.06
4	.68	.58	.10
5	.87	.69	.18
6	.58	.52	.06
7	.62	.55	.07
8	.80	.67	.13
9	.85	.69	.16
10	.73	.61	.12
11	.58	.51	.07
12	.69	.56	.13
13	.67	.58	.09
14	.82	.68	.14
15	.80	.69	.11
16	.30	.38	-.08
17	.49	.52	-.03
18	.62	.56	.06
19	.76	.61	.15
26	.64	.51	.13
27	.64	.52	.12
28	.75	.59	.16
29	.62	.50	.12
32	.61	.47	.14
		Sum	2.46
		Average	.10

Table L-20: Comparison of Item Difficulty, Writing, Grade Span 9–12

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.89	.77	.12
2	.78	.63	.15
3	.69	.61	.08
4	.64	.58	.06
5	.74	.64	.10
6	.68	.62	.06
7	.71	.61	.10
8	.69	.59	.10
9	.78	.63	.15
10	.84	.70	.14
11	.71	.63	.08
12	.82	.71	.11
13	.79	.69	.10
14	.87	.71	.16
15	.63	.61	.02
16	.71	.65	.06
17	.68	.63	.05
18	.55	.49	.06
19	.83	.75	.08
26	.71	.61	.10
27	.66	.57	.09
28	.67	.57	.10
29	.69	.58	.11
32	.60	.51	.09
		Sum	2.27
		Average	.09

Appendix M: Unscaled Item Parameters

Notes: Unshaded entries represent operational items. Shaded items are field test items. Field test items do not contribute to the students' test scores.

The 3PL model (multiple-choice items) uses the a , b , and c parameters, also known as the discrimination, difficulty, and guessing parameters, respectively. The 2PL model (dichotomous-constructed-response items) uses only the a and b parameters. The generalized partial credit model (GPC: constructed-response items) uses the alpha and gamma parameters.

Refer to Appendix D: Item Maps to determine the corresponding position of the item within test forms from the Item Sequence Number.

The samples for these analyses consisted of random samples of approximately 75,000 students for each grade span drawn from AA students (grades 1–12) and IA students (kindergarten) tested during the AA window.

Table M-1: Unscaled Parameters, Listening, Grade Span K–2

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c</i>
1	3PL	0.3576	0.4618	0.1523
2	3PL	1.0799	1.3421	0.1315
3	3PL	0.6882	1.0333	0.2346
4	3PL	0.7558	0.7404	0.2835
5	3PL	0.9840	0.6822	0.2306
6	3PL	0.8370	0.9698	0.1593
7	3PL	0.9761	1.3458	0.2431
8	3PL	0.7251	0.2682	0.2387
9	3PL	1.3492	0.5512	0.1811
10	3PL	1.3831	0.5849	0.2244
11	3PL	0.8721	-0.8902	0.1472
12	3PL	0.7840	-1.2168	0.1499
13	3PL	0.7406	1.2482	0.2288
14	3PL	0.9010	0.1685	0.2949
15	3PL	1.1484	-0.3158	0.3229
16	3PL	0.4776	1.7448	0.2057
17	3PL	0.8134	-0.2687	0.3044
18	3PL	1.1705	-0.1138	0.1700
19	2PL	2.4232	-0.0942	
20	2PL	1.6142	-0.0488	
21	2PL	1.6548	-0.1813	
22	2PL	3.2342	-0.0544	
23	2PL	3.5744	-0.0648	
24	2PL	2.2466	-0.0391	
25	2PL	1.4955	-0.1515	
26	2PL	1.2218	0.6014	
27	2PL	1.2848	0.2475	
28	2PL	1.2174	0.2954	
29	2PL	1.9773	-0.1930	
30	2PL	1.1923	0.3094	
31	2PL	1.4480	0.2321	
32	2PL	1.2504	0.2990	

Table M-2: Unscaled Parameters Listening, Grade Span 3–5

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c</i>
1	3PL	0.7743	-1.7910	0.0774
2	3PL	0.3889	-1.8360	0.1085
3	3PL	1.1100	-1.9790	0.0648
4	3PL	0.6615	-1.3560	0.1000
5	3PL	0.7045	-1.6210	0.0482
6	3PL	0.9942	-1.7510	0.1287
7	3PL	0.5773	-1.6420	0.0973
8	3PL	0.5158	-1.0550	0.0642
9	3PL	0.4177	-0.1382	0.1398
10	3PL	0.6113	-0.6000	0.1423
11	3PL	1.1260	-0.0765	0.2289
12	3PL	0.7862	-0.4447	0.2489
13	3PL	0.8430	0.9602	0.2112
14	3PL	1.0540	0.8997	0.2582
15	3PL	0.7288	-0.3105	0.1944
16	3PL	0.5135	0.0185	0.2985
17	3PL	0.7198	-0.9839	0.1481
18	3PL	0.5375	1.3750	0.1519
19	3PL	0.4475	0.4382	0.1722
20	3PL	0.6477	0.8459	0.1973
21	3PL	0.7783	-2.0240	0.1392
22	3PL	0.4327	-2.1050	0.1590
23	3PL	0.8270	-2.1080	0.1391
24	3PL	0.8832	-2.9600	0.2277
25	3PL	0.6928	-0.7256	0.2181
26	3PL	0.6793	-0.8681	0.2202
27	3PL	0.7713	-0.3196	0.4340
28	3PL	1.0430	-1.9070	0.1525
29	3PL	0.8474	-1.6810	0.1237
30	3PL	0.5308	-2.0530	0.1294
31	3PL	0.6297	-0.7951	0.0763
32	3PL	1.0890	-1.6470	0.2057

Table M-3: Unscaled Parameters Listening, Grade Span 6–8

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c</i>
1	3PL	1.2827	-2.8611	0.0791
2	3PL	0.6575	-2.2950	0.0580
3	3PL	0.6474	-2.1425	0.0379
4	3PL	0.7314	-1.2560	0.0547
5	3PL	0.6959	-2.4966	0.0582
6	3PL	0.6278	-1.6406	0.0379
7	3PL	0.6228	-2.0043	0.0469
8	3PL	0.4821	-1.6471	0.0535
9	3PL	0.5572	-0.5396	0.0219
10	3PL	0.2086	-0.7123	0.0877
11	3PL	0.6594	1.0687	0.3836
12	3PL	0.4243	0.4738	0.1474
13	3PL	0.5444	-0.8261	0.0558
14	3PL	0.2200	-0.6840	0.1359
15	3PL	0.7852	-1.1257	0.0871
16	3PL	0.4225	-1.7600	0.0475
17	3PL	0.4442	-1.7022	0.0607
18	3PL	1.3106	0.1375	0.4510
19	3PL	0.9780	0.6650	0.2869
20	3PL	0.8016	0.1962	0.3195
21	3PL	0.3461	-3.6783	0.2086
22	3PL	0.7282	-2.4683	0.1471
23	3PL	0.7636	-2.9490	0.1674
24	3PL	1.0945	-2.8857	0.1769
25	3PL	0.7023	-1.6584	0.1135
26	3PL	0.7080	-1.5160	0.1201
27	3PL	0.6565	-1.7496	0.1314
28	3PL	0.6593	-1.6694	0.1629
29	3PL	0.7077	-1.1750	0.1913
30	3PL	0.9200	-0.5525	0.1580
31	3PL	0.3957	0.4830	0.0995
32	3PL	0.6267	0.5225	0.1586

Table M-4: Unscaled Parameters Listening, Grade Span 9–12

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c</i>
1	3PL	0.4269	1.2186	0.1388
2	3PL	0.7078	-1.5269	0.0962
3	3PL	0.9243	-2.2093	0.0538
4	3PL	0.7009	0.9015	0.3896
5	3PL	1.1519	-1.8723	0.0899
6	3PL	1.4389	1.5296	0.3861
7	3PL	1.0060	-0.6907	0.0895
8	3PL	1.0241	-2.1018	0.0416
9	3PL	0.5661	-0.5518	0.2216
10	3PL	0.7226	1.6054	0.0894
11	3PL	0.5969	1.3823	0.2075
12	3PL	0.4043	-1.5054	0.0593
13	3PL	0.4614	-0.0875	0.2925
14	3PL	0.5506	-1.5209	0.0325
15	3PL	0.5829	-1.5913	0.0483
16	3PL	0.8178	-1.5650	0.0294
17	3PL	0.9161	-1.8233	0.0324
18	3PL	0.5566	-1.2981	0.0507
19	3PL	1.3234	1.4810	0.1932
20	3PL	0.7622	0.1522	0.2814
21	3PL	1.3355	-2.5927	0.0947
22	3PL	0.8134	-1.1213	0.0817
23	3PL	0.9271	-2.6840	0.0983
24	3PL	0.8546	-1.4628	0.0713
25	3PL	0.5374	-1.7894	0.0891
26	3PL	0.8384	-1.7707	0.0644
27	3PL	0.6658	-1.5926	0.0774
28	3PL	0.7488	-1.6960	0.0970
29	3PL	0.8154	-1.8198	0.0759
30	3PL	0.4624	-0.3844	0.1492
31	3PL	0.4870	-0.4450	0.2956
32	3PL	0.4660	-0.2852	0.0894

Table M-5: Unscaled Parameters Speaking, Grade Span K–2

Item Sequence Number	Model	Parameters						
		<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4
1	2PL	1.2946	-0.0265					
2	2PL	1.6981	-0.2794					
3	2PL	1.1291	-0.0015					
4	2PL	1.3310	-0.1237					
5	2PL	1.0592	0.1365					
6	2PL	1.2020	0.4081					
7	2PL	1.4281	-0.1587					
8	2PL	1.6143	-0.1441					
9	2PL	1.1437	0.0762					
10	2PL	1.4182	0.0432					
11	2PL	1.1588	0.2279					
12	2PL	1.5684	0.0202					
13	2PL	1.8783	-0.0922					
14	2PL	1.3358	-0.0680					
15	2PL	1.4538	-0.1796					
16	2PL	1.1382	0.1446					
17	2PL	1.2107	0.0604					
18	GPC			1.2217	0.5045	0.4694		
19	GPC			1.1087	0.6100	0.8467		
20	GPC			1.0209	0.0345	0.0342		
21	GPC			0.9471	0.3384	0.1101		
22	GPC			1.3469	-0.5089	0.4051		
23	GPC			1.3248	-0.5750	0.3865		
24	GPC			1.1155	0.3433	-0.2073		
25	GPC			0.9361	0.1653	0.2671		
26	GPC			1.0420	-0.0025	0.3664		
27	GPC			1.2777	-0.5628	0.3430		
28	GPC			1.2855	-0.2814	0.7458		
29	GPC			0.9705	-0.8004	-0.2803	0.5452	1.9481
30	GPC			1.1278	-0.7597	-0.0557	0.7499	1.9400

Table M-6: Unscaled Parameters Speaking, Grade Span 3–5

Item Sequence Number	Model	Parameters						
		<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4
1	2PL	0.5134	-1.3370					
2	2PL	0.5456	-1.0486					
3	2PL	0.7985	-1.0325					
4	2PL	0.7014	0.1048					
5	2PL	0.7692	-1.5827					
6	2PL	0.5560	2.1828					
7	2PL	0.7560	-1.0750					
8	2PL	0.5490	-1.1753					
9	2PL	0.8182	-1.4758					
10	2PL	0.7002	-0.9702					
11	2PL	0.8005	-1.1755					
12	2PL	0.6961	0.0438					
13	2PL	1.0293	-0.7600					
14	2PL	0.9916	-1.1082					
15	2PL	0.7172	-1.3898					
16	2PL	1.3047	-0.9843					
17	2PL	0.7092	-1.6729					
18	GPC			0.5962	0.0693	-0.3054		
19	GPC			0.6605	-1.3331	-1.6069		
20	GPC			0.7320	-1.3979	-1.2148		
21	GPC			0.7484	-1.5294	-0.8719		
22	GPC			0.6982	-1.8490	-0.5226		
23	GPC			0.7864	-1.7346	-0.9493		
24	GPC			0.4231	-0.9718	-1.4991		
25	GPC			0.5996	-0.5935	-1.2211		
26	GPC			0.6348	-1.1513	-0.6107		
27	GPC			0.8824	-1.5208	-0.6968		
28	GPC			0.8210	-2.5133	-1.0060		
29	GPC			0.6974	-2.7575	-2.3255	-1.0349	1.1129
30	GPC			0.8832	-2.7292	-2.1387	-0.8564	0.8223

Table M-7: Unscaled Parameters Speaking, Grade Span 6–8

Item Sequence Number	Model	Parameters						
		<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4
1	2PL	0.7423	-1.4493					
2	2PL	0.5805	-0.1310					
3	2PL	0.5677	-0.8093					
4	2PL	0.8629	-1.2104					
5	2PL	0.9426	-1.3789					
6	2PL	1.0335	-0.8248					
7	2PL	0.8209	-0.8128					
8	2PL	0.6297	0.7577					
9	2PL	1.2966	-0.8806					
10	2PL	1.4060	-0.7964					
11	2PL	0.7695	-0.6180					
12	2PL	0.8489	-0.7308					
13	2PL	0.6912	-0.4790					
14	2PL	0.8077	-1.3372					
15	2PL	1.2420	-0.9670					
16	2PL	1.0804	-1.2742					
17	2PL	0.5778	3.5633					
18	2PL	0.5940	3.4659					
19	GPC			0.6885	-0.5841	0.0415		
20	GPC			0.7077	-1.0115	-0.5749		
21	GPC			0.8065	-1.6290	-0.8583		
22	GPC			0.7954	-1.2168	-0.1752		
23	GPC			0.7887	-1.5513	-0.5318		
24	GPC			0.9003	-1.9536	-0.7462		
25	GPC			0.6801	-0.7662	-1.2451		
26	GPC			0.7225	-1.2016	-1.8230		
27	GPC			0.8857	-2.4500	-1.5100		
28	GPC			0.8225	-2.5704	-1.2373		
29	GPC			0.8050	-2.4893	-2.0385	-0.7772	0.9934
30	GPC			0.8014	-2.8413	-2.1111	-1.1723	0.4336

Table M-8: Unscaled Parameters Speaking, Grade Span 9–12

Item Sequence Number	Model	Parameters						
		<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4
1	2PL	1.4094	-1.4085					
2	2PL	1.1304	-0.4760					
3	2PL	1.7277	-1.0756					
4	2PL	1.5654	-1.3143					
5	2PL	1.3459	-0.7359					
6	2PL	1.5157	0.0149					
7	2PL	1.2920	0.3744					
8	2PL	1.4141	-0.5659					
9	2PL	1.0409	0.7098					
10	2PL	1.1527	-1.2899					
11	2PL	1.0705	0.3626					
12	2PL	1.0315	-0.3121					
13	2PL	1.3960	0.6476					
14	2PL	1.7790	-1.7340					
15	2PL	1.5070	-0.1806					
16	2PL	1.3074	-0.1941					
17	2PL	1.0525	2.4802					
18	GPC			1.6540	-2.5341	-1.2238		
19	GPC			1.8738	-2.2458	-0.7923		
20	GPC			1.3361	-2.1103	-0.4281		
21	GPC			1.6756	-2.5684	-1.3117		
22	GPC			1.4674	-2.5819	-1.2179		
23	GPC			1.7516	-2.7360	-1.4237		
24	GPC			1.7554	-2.4065	-1.8697		
25	GPC			1.2961	-1.8737	-1.6651		
26	GPC			1.6972	-2.0139	-1.9868		
27	GPC			1.8556	-2.9228	-0.9796		
28	GPC			1.8478	-2.1333	-1.5817		
29	GPC			1.5379	-3.6973	-2.9699	-1.4804	0.7498
30	GPC			1.7988	-5.0603	-3.9427	-2.0702	0.3386

Table M-9: Unscaled Parameters Reading, Grade Span K–1

Item Sequence Number	Model	Parameters						
		<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4
1	2PL	0.4562	0.3032					
2	2PL	0.5679	0.8256					
3	2PL	0.8905	-0.0227					
4	2PL	0.8295	-0.3921					
5	2PL	1.2306	0.0249					
6	2PL	0.6773	0.3519					
7	2PL	0.5096	0.2308					
8	2PL	0.7773	0.1959					
9	2PL	1.1111	-0.1211					
10	2PL	1.5138	-0.0982					
11	2PL	1.8110	-0.0769					
12	2PL	0.9420	0.1423					
13	2PL	1.1267	0.1729					
14	2PL	2.6790	0.1351					
15	2PL	2.6950	0.1999					
16	2PL	2.9101	0.1365					
17	2PL	0.7464	0.8190					
18	2PL	1.0477	-0.2347					
19	2PL	0.8845	-0.0181					
20	2PL	0.6480	-0.1663					
21	2PL	1.7213	-0.1180					
22	2PL	1.3150	0.1249					
23	2PL	1.7766	0.4366					
24	2PL	1.0108	0.0614					
25	2PL	1.0805	-0.3057					
26	2PL	1.7327	-0.1247					
27	2PL	1.6937	-0.1146					
28	2PL	1.5022	0.5600					
29	2PL	0.6891	-0.9371					
30	GPC			1.7009	-0.4573	-0.5095	-0.5746	
31	GPC			1.7639	-0.4225	-0.4676	-0.4781	
32	GPC			1.3881	-0.3028	-0.3214	-0.4866	

Table M-10: Unscaled Parameters Reading, Grade 2

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c</i>
1	3PL	0.6395	0.3048	0.4909
2	3PL	0.7271	0.7429	0.2681
3	3PL	1.3497	1.0331	0.3170
4	3PL	0.9852	1.3465	0.2257
5	3PL	0.9295	-0.0142	0.2827
6	3PL	1.0241	0.1252	0.1837
7	3PL	1.0992	-0.2201	0.2639
8	3PL	0.9195	0.7292	0.3358
9	3PL	1.5792	1.4357	0.3212
10	3PL	1.0625	1.2435	0.2118
11	3PL	1.1162	0.0501	0.2413
12	3PL	1.3023	0.1491	0.1946
13	3PL	0.8231	0.9195	0.2760
14	3PL	0.9013	1.0569	0.2133
15	3PL	0.7916	0.0788	0.2166
16	3PL	1.7337	-0.2856	0.1981
17	3PL	0.5608	0.8625	0.0236
18	3PL	0.7717	0.8111	0.1245
19	3PL	0.7398	0.3487	0.1858
20	3PL	1.1499	1.4931	0.1960
21	3PL	1.3426	0.1671	0.1762
22	3PL	0.8637	0.0749	0.0714
23	3PL	1.6816	-0.0132	0.1016
24	3PL	0.7438	0.5262	0.1555
25	3PL	1.5759	0.6469	0.3422
26	3PL	0.8170	1.2940	0.1494
27	3PL	1.0412	1.0042	0.2178
28	3PL	0.9902	1.0593	0.2471
29	3PL	0.7244	0.8200	0.1027
30	3PL	1.0444	1.2421	0.2274
31	3PL	1.3305	0.6066	0.2235
32	3PL	1.1814	0.4655	0.2487
33	3PL	1.2294	1.2655	0.2512
34	3PL	0.9672	1.3917	0.1274
35	3PL	0.9391	0.9658	0.1774
36	3PL	0.2435	2.7349	0.2708
37	3PL	0.6153	0.2431	0.2161
38	3PL	0.9118	-0.3693	0.4929
39	3PL	0.9682	0.2409	0.2866
40	3PL	1.0980	1.9948	0.2258

Table M-10: Unscaled Parameters Reading, Grade 2

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c</i>
41	3PL	0.7727	1.1565	0.2046
42	3PL	1.4057	0.7696	0.2544
43	3PL	1.1279	1.7936	0.2400
44	3PL	0.9368	0.9058	0.2041
45	3PL	1.3866	0.7680	0.2956
46	3PL	0.6751	1.4085	0.1566
47	3PL	0.6306	2.2220	0.1426
48	3PL	0.8492	0.0417	0.1993
49	3PL	0.9873	1.3635	0.2097
50	3PL	1.1439	-0.0769	0.1650
51	3PL	0.8252	1.6552	0.1899
52	3PL	1.3317	0.8837	0.2468
53	3PL	0.5159	-0.6025	0.2212
54	3PL	1.1985	0.6580	0.1910
55	3PL	1.2917	2.3745	0.2049
56	^a			
57	3PL	1.2431	0.9854	0.1792

^a Non-converging items were excluded from parameter estimation.

Table M-11: Unscaled Parameters Reading, Grade Span 3–5

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c</i> ^b
1	3PL	0.8133	2.6076	0.4544
2	3PL	0.6035	-1.4622	0.1625
3	3PL	0.6197	-0.6011	0.1625
4	3PL	0.6763	-0.3706	0.0431
5	3PL	0.3859	0.1869	0.1625
6	3PL	0.5493	-0.4822	0.0325
7	3PL	0.4560	0.0082	0.0773
8	3PL	0.6495	0.4067	0.2739
9	3PL	1.0967	-0.2171	0.0789
10	3PL	0.7840	0.9158	0.2596
11	3PL	0.4669	0.2276	0.1092
12	3PL	0.4610	0.7459	0.1625
13	3PL	0.3867	0.6860	0.1625
14	3PL	0.8949	0.4180	0.1495
15	3PL	0.8675	0.0604	0.1658
16	3PL	1.3327	0.3309	0.2107
17	3PL	1.2308	-0.0246	0.2107
18	3PL	1.0314	0.5987	0.1997
19	3PL	0.6747	0.8022	0.2404
20	3PL	0.7258	-0.5011	0.0745
21	3PL	0.7885	0.0457	0.1428
22	3PL	1.6118	-0.1357	0.2174
23	3PL	1.0164	1.0792	0.1857
24	3PL	1.1632	0.1031	0.1287
25	3PL	1.1116	0.6228	0.1835
26	3PL	0.7496	1.2592	0.2360
27	3PL	0.8659	0.5273	0.1911
28	3PL	1.2100	1.0306	0.1825
29	3PL	1.1540	0.6714	0.2592
30	3PL	0.9935	0.5396	0.2026
31	3PL	0.9223	0.3371	0.2075
32	3PL	1.2941	0.6819	0.2327
33	3PL	0.9240	0.5022	0.2806
34	3PL	1.3921	0.3400	0.2380
35	3PL	1.7082	0.1519	0.2802
36	3PL	0.8125	0.6013	0.1764
37	3PL	0.6372	-0.5407	0.1625
38	3PL	0.6495	-0.5520	0.0973
39	3PL	0.8014	-0.3829	0.0862
40	3PL	1.0268	-0.7204	0.0933

Table M-11: Unscaled Parameters Reading, Grade Span 3–5

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c</i> ^b
41	3PL	1.0938	-0.3344	0.1739
42	3PL	0.7747	0.5249	0.1801
43	3PL	0.4720	0.7405	0.1550
44	3PL	0.6092	0.5557	0.1367
45	3PL	0.9879	0.0028	0.2115
46	3PL	0.8682	-0.1486	0.1428
47	3PL	0.4415	1.2094	0.1028
48	3PL	0.3116	0.0888	0.1625
49	3PL	0.5833	-0.2942	0.0706
50	3PL	1.1396	-1.0591	0.1020
51	3PL	0.9620	-0.3346	0.1110
52	3PL	1.2989	0.1253	0.2021
53	3PL	0.8067	0.2156	0.1524
54	3PL	0.9686	0.0719	0.2086
55	3PL	1.3540	0.2702	0.2248
56	3PL	1.2430	0.4463	0.1818
57	3PL	0.8534	-0.3257	0.1613

^bNon-converging *c* parameters were set to the median.

Table M-12: Unscaled Parameters Reading, Grade Span 6–8

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c^b</i>
1	3PL	0.4052	-0.8528	0.1807
2	3PL	0.6657	-1.7051	0.1807
3	3PL	0.7065	0.8223	0.1501
4	3PL	0.4505	1.3712	0.1325
5	3PL	0.4454	-0.3741	0.1807
6	3PL	0.9673	-0.7813	0.0347
7	3PL	0.4725	-0.9715	0.1807
8	3PL	0.5175	0.0897	0.0762
9	3PL	0.8581	0.1416	0.2759
10	3PL	0.3185	-0.5480	0.1807
11	3PL	0.5923	0.5156	0.1366
12	3PL	0.7387	-0.8311	0.0719
13	3PL	0.4807	1.2496	0.1766
14	3PL	0.7368	-0.1078	0.2267
15	3PL	1.0030	-0.3221	0.1850
16	3PL	0.8285	0.9218	0.2067
17	3PL	0.6839	0.2291	0.1682
18	3PL	0.6866	1.1856	0.2324
19	3PL	0.7630	-0.9732	0.1807
20	3PL	0.5863	0.2759	0.0870
21	3PL	1.2239	1.1433	0.1969
22	3PL	0.8562	0.6757	0.2081
23	3PL	1.0787	0.6951	0.2272
24	3PL	0.8255	1.0848	0.2772
25	3PL	1.3915	2.2176	0.2993
26	3PL	0.8160	-0.0705	0.1807
27	3PL	0.8053	0.7624	0.2456
28	3PL	0.7025	0.0150	0.1703
29	3PL	1.1460	-0.1069	0.2750
30	3PL	0.9099	0.4904	0.2143
31	3PL	0.7511	0.6038	0.2310
32	3PL	0.9751	1.6022	0.2348
33	3PL	0.8148	1.4575	0.1692
34	3PL	0.8645	0.7341	0.2266
35	3PL	0.6065	1.9403	0.2464
36	^a			
37	3PL	0.8803	-0.8599	0.1353
38	3PL	0.7361	0.1274	0.2075
39	3PL	0.4039	1.1928	0.1494
40	3PL	1.5161	-0.0213	0.1816

Table M-12: Unscaled Parameters Reading, Grade Span 6–8

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c</i> ^b
41	3PL	0.4960	-0.3169	0.0790
42	3PL	0.8479	0.8840	0.1808
43	3PL	1.4176	0.9172	0.2297
44	3PL	1.5395	0.0431	0.2243
45	3PL	1.2265	0.1562	0.2283
46	3PL	0.5542	-1.0688	0.1519
47	3PL	0.8575	3.2241	0.1895
48	3PL	1.1758	2.2548	0.1280
49	3PL	0.7512	-1.1264	0.0718
50	3PL	0.7405	1.2067	0.2689
51	3PL	0.9442	-0.6834	0.1628
52	3PL	0.4765	0.2419	0.0872
53	3PL	1.1296	-0.3878	0.2376
54	3PL	0.8110	-0.0804	0.0973
55	3PL	0.8733	1.8674	0.1613
56	3PL	1.4329	-0.4492	0.2454
57	3PL	1.4329	-0.4492	0.2454

^a Non-converging items were excluded from parameter estimation.

^b Non-converging *c* parameters were set to the median.

Table M-13: Unscaled Parameters Reading, Grade Span 9–12

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c^b</i>
1	3PL	0.1131	-2.2611	0.1635
2	3PL	0.9835	-1.1264	0.4177
3	3PL	0.8520	-2.0014	0.1693
4	3PL	0.5429	-0.9150	0.1693
5	3PL	0.5374	0.1090	0.1822
6	3PL	0.7173	-1.1653	0.0776
7	3PL	0.5792	0.5787	0.2406
8	3PL	1.0115	0.2005	0.3349
9	3PL	0.7975	-0.4280	0.1966
10	3PL	0.3934	-0.5808	0.1693
11	3PL	0.5902	-0.8481	0.1693
12	3PL	0.9282	-0.8580	0.1191
13	3PL	0.6189	-1.2262	0.1693
14	3PL	0.7692	0.5189	0.2282
15	3PL	0.6966	0.1710	0.1899
16	3PL	0.7179	0.7238	0.1825
17	3PL	0.3709	1.5927	0.1266
18	3PL	0.7860	1.2476	0.2228
19	3PL	0.5523	0.8880	0.2726
20	3PL	0.8399	0.6305	0.1901
21	3PL	0.8064	0.5747	0.2296
22	3PL	0.4244	0.2445	0.1693
23	3PL	0.4128	1.4631	0.1046
24	3PL	0.3269	-0.3729	0.2671
25	3PL	1.1758	-0.4960	0.3199
26	3PL	1.0625	0.0842	0.2099
27	3PL	0.8154	0.9960	0.2076
28	3PL	0.9246	0.5684	0.1812
29	3PL	0.8543	0.6211	0.2597
30	3PL	1.2880	0.2173	0.1355
31	3PL	0.7179	0.6690	0.1693
32	3PL	0.7477	0.9855	0.2365
33	3PL	0.8927	0.4330	0.1708
34	3PL	0.7972	0.5343	0.1142
35	3PL	0.6493	-0.4313	0.1209
36	3PL	0.6945	0.3087	0.1693
37	3PL	1.1204	-1.8337	0.1693
38	3PL	1.1260	-1.5480	0.1693
39	3PL	0.8812	-1.6067	0.1693
40	3PL	1.1946	-1.0675	0.1378

Table M-13: Unscaled Parameters Reading, Grade Span 9–12

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c</i> ^b
41	3PL	0.6029	0.7557	0.2154
42	3PL	1.2999	-0.6114	0.1984
43	3PL	0.6137	0.6614	0.1815
44	3PL	0.6271	0.3203	0.0876
45	3PL	0.6911	-0.3489	0.1477
46	3PL	0.7209	0.1511	0.1639
47	3PL	0.5674	-2.1530	0.1037
48	3PL	1.0532	-1.1536	0.0967
49	3PL	0.6539	-0.2082	0.1406
50	3PL	0.4282	-0.4119	0.1693
51	3PL	0.7002	-0.3009	0.1737
52	3PL	0.4029	0.9829	0.1693
53	3PL	1.1014	0.1163	0.2729
54	3PL	0.9204	2.3958	0.1966
55	3PL	1.1642	-0.6213	0.2658
56	3PL	0.9160	0.8522	0.1791
57	3PL	1.0121	-0.4541	0.1059

^b Non-converging *c* parameters were set to the median.

Table M-14: Unscaled Parameters Writing, Grade Span K–1

Item Sequence Number	Model	Parameters						
		<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4
1	2PL	0.5826	0.6276					
2	2PL	0.4762	1.9508					
3	2PL	0.5817	0.4800					
4	2PL	0.5441	1.2626					
5	2PL	0.7782	0.5270					
6	2PL	0.5172	0.5927					
7	2PL	0.6495	0.8935					
8	2PL	0.5671	0.3756					
9	2PL	0.5082	2.0597					
10	2PL	0.5093	1.7927					
11	2PL	0.5408	0.2021					
12	2PL	1.0987	-0.5963					
13	2PL	1.1681	-0.4858					
14	2PL	1.1017	-0.2703					
15	2PL	1.0937	-0.6309					
16	GPC			0.7119	-0.5093	0.0608		
17	GPC			1.2414	-1.4629	0.1448		
18	GPC			0.7513	-0.8204	-0.0110		
19	GPC			0.6760	-0.8168	-0.7951		
20	GPC			1.6194	-0.3770	0.8722		
21	GPC			2.0039	-0.0885	1.5576		
22	GPC			1.6015	0.3243	1.5288		
23	GPC			1.8320	0.0587	1.0336		
24	GPC			0.6713	-0.4759	-0.8548		
25	GPC			0.5933	0.1535	-0.8679		
26	GPC			2.2806	-0.1284	0.0816		
27	GPC			2.4061	-0.3952	0.3350		
28	GPC			1.5922	-0.0437	1.1024		

Table M-15: Unscaled Parameters Writing, Grade 2

Item Sequence Number	Model	Parameters							
		<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
1	3PL	0.8516	-0.8704	0.1032					
2	3PL	0.8533	-0.4560	0.1394					
3	3PL	0.8654	-0.9018	0.0960					
4	3PL	1.1090	-0.3501	0.2415					
5	3PL	1.0501	-0.7201	0.1905					
6	3PL	1.1819	-0.5021	0.1642					
7	3PL	1.0684	-0.3619	0.1834					
8	3PL	0.6322	0.2687	0.3507					
9	3PL	1.6009	-0.6202	0.3148					
10	3PL	1.2023	0.8877	0.4065					
11	3PL	1.1243	0.6089	0.2062					
12	3PL	1.4640	-0.0866	0.2288					
13	3PL	1.1123	-0.7146	0.1083					
14	3PL	0.3964	-0.0591	0.1327					
15	3PL	0.3486	-0.1040	0.0807					
16	3PL	0.8561	0.7972	0.2855					
17	3PL	1.4029	0.9607	0.4311					
18	3PL	1.2318	1.2023	0.3313					
19	3PL	1.3131	0.4813	0.2458					
20	3PL	1.3643	-0.4308	0.2199					
21	3PL	1.3768	0.0770	0.2409					
22	3PL	1.6414	-0.2749	0.4020					
23	3PL	2.0879	0.3451	0.2396					
24	3PL	1.1883	-0.3793	0.2396					
25	3PL	^a							
26	GPC				0.7401	-0.3612	-0.1722	2.5483	
27	GPC				0.6858	0.0019	-0.0150	2.2410	
28	GPC				0.6890	-0.2361	-0.7950	2.7802	
29	GPC				0.5627	0.9667	-0.9982	3.2342	
30	GPC				1.0852	-1.8992	0.0348	2.1834	
31	GPC				0.8283	-1.7345	0.0543	1.9565	
32	GPC				0.9009	-1.3436	-0.2858	0.7179	2.1870
33	GPC				0.6306	-0.5132	-0.7978	1.6036	3.5920

^a Non-converging items were excluded from parameter estimation.

Table M-16: Unscaled Parameters Writing, Grade Span 3–5

Item Sequence Number	Model	Parameters							
		<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
1	3PL	0.7295	-1.5235	0.0207					
2	3PL	1.2843	-0.0586	0.2326					
3	3PL	0.6011	-1.0085	0.0820					
4	3PL	1.0923	0.0218	0.2679					
5	3PL	0.5519	-0.8452	0.0630					
6	3PL	0.4801	0.4711	0.1246					
7	3PL	0.7963	-0.0814	0.1618					
8	3PL	0.6718	-0.3015	0.0535					
9	3PL	0.5299	-0.7431	0.0572					
10	3PL	1.1791	0.0415	0.2998					
11	3PL	1.0037	-1.1677	0.1052					
12	3PL	0.7643	-0.2252	0.1252					
13	3PL	0.4724	-0.1384	0.0793					
14	3PL	1.0431	-1.3190	0.0485					
15	3PL	0.7367	1.1217	0.1613					
16	3PL	0.9190	-0.5300	0.1292					
17	3PL	0.8545	-1.2029	0.0722					
18	3PL	0.5149	0.2101	0.0993					
19	3PL	0.8784	-0.3750	0.1965					
20	3PL	1.3113	-0.5649	0.2722					
21	3PL	0.9633	2.1428	0.2599					
22	3PL	1.2275	-1.2876	0.1741					
23	3PL	0.9636	-0.1146	0.1921					
24	3PL	0.9497	-0.6801	0.2602					
25	3PL	1.3114	-1.2707	0.2912					
26	GPC				0.7510	-1.4267	-1.4454	1.0209	
27	GPC				0.7549	-1.1489	-1.5516	1.7498	
28	GPC				0.7229	-1.2465	-1.4003	2.5150	
29	GPC				0.8131	-1.0649	-1.1500	2.2926	
30	GPC				0.8689	-2.6423	-1.1376	1.6201	
31	GPC				0.6578	-3.1103	-0.2426	3.1362	
32	GPC				0.6806	-1.4578	-1.4572	0.2179	2.5346
33	GPC				0.5504	-0.7074	-1.3279	0.4722	2.2981

Table M-17: Unscaled Parameters Writing, Grade Span 6–8

Item Sequence Number	Model	Parameters							
		<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
1	3PL	0.8205	-1.0439	0.0236					
2	3PL	0.6680	-0.7748	0.0272					
3	3PL	0.8060	-0.2756	0.1715					
4	3PL	0.5180	-0.8805	0.0343					
5	3PL	1.4028	-1.2930	0.0345					
6	3PL	0.4920	-0.3529	0.0277					
7	3PL	0.4016	-0.6633	0.0421					
8	3PL	0.8347	-1.2484	0.0196					
9	3PL	1.1452	-1.3232	0.0310					
10	3PL	0.7416	-0.9358	0.0312					
11	3PL	0.6371	-0.1924	0.0685					
12	3PL	1.0058	-0.4760	0.1103					
13	3PL	0.5375	-0.8252	0.0214					
14	3PL	1.1212	-1.1310	0.0472					
15	3PL	0.7922	-1.2847	0.0204					
16	3PL	1.4933	1.7552	0.2505					
17	3PL	0.8681	0.8857	0.2802					
18	3PL	0.8381	-0.1163	0.1682					
19	3PL	0.8705	-0.9507	0.0572					
20	3PL	0.9816	1.2595	0.4192					
21	3PL	0.7823	-1.3091	0.1643					
22	3PL	0.8030	-1.3200	0.1936					
23	3PL	0.7389	-0.4837	0.2382					
24	3PL	0.2668	-0.1483	0.2024					
25	3PL	1.0594	-0.5066	0.2188					
26	GPC				0.6551	-2.1046	-1.4850	1.6775	
27	GPC				0.6786	-1.6630	-1.8127	1.7219	
28	GPC				0.6336	-1.6744	-1.4564	-0.1122	
29	GPC				0.6284	-1.8252	-1.3171	1.6103	
30	GPC				0.5022	-3.9549	-1.5425	1.5080	
31	GPC				0.4950	-3.7434	-2.0122	1.2335	
32	GPC				0.7384	-1.4862	-1.8338	-0.4273	3.0877
33	GPC				0.6512	-2.3837	-1.6459	-1.0002	2.3669

Table M-18: Unscaled Parameters Writing, Grade Span 9–12

Item Sequence Number	Model	Parameters							
		<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
1	3PL	1.0828	-1.4654	0.1676					
2	3PL	1.3378	-0.7297	0.1374					
3	3PL	0.8818	-0.4999	0.1326					
4	3PL	0.8185	-0.2893	0.1417					
5	3PL	1.0125	-0.6870	0.1372					
6	3PL	0.8458	-0.4621	0.1474					
7	3PL	0.5494	-0.7918	0.1317					
8	3PL	0.8041	-0.5730	0.1196					
9	3PL	1.5388	-0.6646	0.1516					
10	3PL	1.2742	-1.0013	0.1791					
11	3PL	0.5873	-0.7427	0.1477					
12	3PL	1.2719	-0.8670	0.2113					
13	3PL	0.7997	-1.0090	0.1581					
14	3PL	1.3855	-1.1453	0.1749					
15	3PL	0.6543	-0.2441	0.1589					
16	3PL	0.6518	-0.6378	0.1745					
17	3PL	0.7199	-0.5035	0.1499					
18	3PL	0.6081	0.0845	0.1342					
19	3PL	0.5899	-1.5259	0.1855					
20	3PL	0.8658	0.0698	0.5219					
21	3PL	1.1528	-0.4379	0.5137					
22	3PL	0.9770	1.3279	0.4217					
23	3PL	1.7599	-0.2156	0.5104					
24	3PL	1.6721	-0.9574	0.5670					
25	3PL	1.0100	0.0471	0.4894					
26	GPC				0.6684	-1.8522	-2.1520	0.8883	
27	GPC				0.5753	-1.8433	-1.6755	1.2948	
28	GPC				0.6321	-1.9335	-1.9724	1.4951	
29	GPC				0.6302	-1.9941	-1.5751	0.7684	
30	GPC				0.6046	-3.8936	-1.4480	0.5075	
31	GPC				0.4898	-3.7515	-2.7401	1.4991	
32	GPC				0.6740	-1.1431	-1.9874	-0.2341	2.6983
33	GPC				0.7739	-1.7368	-2.0834	-0.6948	3.0829

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	181,249	MC	4.9668	2.20300	10	.446	
		181,249	DCR	6.9321	2.53651	10		
	2	169,643	MC	6.6499	2.26765	10	.424	
		169,643	DCR	8.1750	1.96101	10		
Speaking	K-1	181,249	DCR	8.0984	3.60161	13	.668	
		181,249	CR	8.0456	4.51730	16		
	2	169,643	DCR	10.2498	2.85363	13	.645	
		169,643	CR	11.2073	3.91450	16		
	3-5	409,782	DCR	8.9031	2.81471	13	.655	
			CR	11.7783	3.60993	16		
		6-8	239,665	DCR	9.6201	2.87711	13	.676
			239,665	CR	11.2830	3.84840	16	
9-12	253,183	DCR	7.4880	3.25559	13	.731		
	253,183	CR	12.0122	3.98340	16			
Reading	K-1	181,249	DC	12.5554	4.10006	18	.508	
		181,249	CR	5.6132	1.18497	6		
Writing	K-1	181,249	DCR	3.7090	2.03193	12	.447	
		181,249	CR	10.4900	2.94246	16		
	2	169,643	MC	12.0386	4.12238	19	.697	
		169,643	CR	6.5555	3.72195	16		
	3-5	409,782	MC	12.4232	4.05676	19	.663	
		409,782	CR	9.3949	3.06522	16		
	6-8	239,665	MC	12.9610	3.91022	19	.652	
		239,665	CR	10.3896	2.84874	16		
9-12	253,183	MC	14.0190	4.10196	19	.682		
	253,183	CR	10.5740	2.77984	16			

Table N-2: Item-Type Descriptive Statistics, Initial Assessment

Domain	Grade Span	N	Item Type	Raw Score			Pearson Correlation
				Mean Score	Standard Deviation	Maximum Score	
Listening	K-1	223,183	MC	3.7356	2.20706	10	.520
		223,183	DCR	3.8158	3.28894	10	
	2	11,994	MC	5.8158	2.98829	10	.736
		11,994	DCR	6.4454	3.74102	10	
Speaking	K-1	223,183	DCR	4.9497	4.24849	13	.757
		223,183	CR	4.4604	4.42046	16	
	2	11,994	DCR	8.0750	4.92581	13	.888
		11,994	CR	8.8430	5.87556	16	
	3-5	27,690	DCR	6.7581	4.67032	13	.907
		27,690	CR	8.8285	6.07834	16	
	6-8	22,208	DCR	7.1372	5.03112	13	.913
		22,208	CR	8.3346	5.32774	16	
	9-12	35,730	DCR	5.9733	4.46285	13	.888
		35,730	CR	9.2532	6.10734	16	
Reading	K-1	223,183	DC	5.6987	4.21518	18	.564
		223,183	CR	3.1562	2.56873	6	
Writing	K-1	223,183	DCR	1.8507	1.80024	12	.457
		223,183	CR	5.1345	3.65872	16	
	2	11,994	MC	10.2395	5.76730	19	.804
		11,994	CR	5.3442	4.44398	16	
	3-5	27,690	MC	10.5133	5.86140	19	.840
		27,690	CR	7.3184	4.87310	16	
	6-8	22,208	MC	11.1560	6.05310	19	.872
		22,208	CR	8.2533	5.09420	16	
	9-12	35,730	MC	12.2418	5.99845	19	.863
		35,730	CR	9.0036	4.73011	16	

Appendix O: Rater Consistency and Reliability

Note: In the following tables, “discrepant” indicates more than one score point difference between two readers. For example, one reader assigned a score of 1 and the other reader a score of 3.

Table O-1: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span K–1

Item Number	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Copy letter – 01210226	1	181,249	19,512	18,721	95.9	0	0.0
Copy letter – 01210162	2	181,248	19,598	18,928	96.6	0	0.0
Copy letter – 01210144	3	181,252	19,514	16,674	85.4	0	0.0
Copy letter – 01210204	4	181,248	19,636	18,860	96.0	0	0.0
Copy word – 01210206	5	181,249	19,425	15,285	78.7	244	1.3
Copy word – 01210188	6	181,249	19,722	16,908	85.7	40	0.2
Copy word – 01210244	7	181,249	19,667	15,287	77.7	390	2.0
Copy word – 01210240	8	181,249	19,755	15,631	79.1	259	1.3
Write word – 01210170	10	181,248	19,178	18,304	95.4	59	0.3
Write word – 01210254	11	181,249	18,840	18,395	97.6	6	0.0
Write word – 01210192	12	181,249	18,473	17,948	97.2	1	0.0
Write one word – 01210174	13	181,249	18,422	17,928	97.3	20	0.1

Table O-2: Inter-Rater Agreement, Annual Assessment, Writing, Grade 2

Item Number	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Sentences							
Sentence – 01057241	23	169,530	18,293	15,734	86.0	183	1.0
Sentence – 01057225	24	169,530	18,130	15,990	88.2	180	1.0
Sentence – 00803432	25	169,530	18,178	16,476	90.6	132	0.7
Sentence – 00940119	26	169,530	18,074	16,162	89.4	277	1.5
Short Composition							
Short Composition – 01057211	28	169,232	17,989	12,707	70.6	120	0.7

Table O-3: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 3–5

Item Number	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Sentences							
Sentence – 01059942	23	408,651	44,471	37,462	84.2	408	0.9
Sentence – 01059950	24	408,651	44,014	36,226	82.3	637	1.4
Sentence – 00437661	25	408,650	44,067	37,053	84.1	636	1.4
Sentence – 00546230	26	408,651	43,946	37,963	86.4	406	0.9
Short Composition							
Short Composition – 00803494	28	408,075	43,645	30,732	70.4	331	0.8

Table O-4: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 6–8

Item Number	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Sentences							
Sentence – 00546421	23	239,145	25,547	21,975	86.0	125	0.5
Sentence – 01069263	24	239,143	25,630	21,438	83.6	210	0.8
Sentence – 00437813	25	239,145	25,689	21,928	85.4	285	1.1
Sentence – 00354689	26	239,145	25,779	21,743	84.3	209	0.8
Short Composition							
Short Composition – 00940257	28	239,145	25,590	19,326	75.5	138	0.5

Table O-5: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 9–12

Item Number	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Sentences							
Sentence – 01060029	23	253,588	27,291	22,598	82.8	198	0.7
Sentence – 00684132	24	253,588	26,736	22,650	84.7	266	1.0
Sentence – 01060037	25	253,588	27,112	22,635	83.5	249	0.9
Sentence – 00546602	26	253,588	27,011	22,257	82.4	268	1.0
Short Composition							
Short Composition – 00940539	28	253,588	26,811	20,491	76.4	287	1.1

Appendix P: Test Characteristic and Standard Error Curves

Figure P-1: Test Characteristic and Standard Error Curves, Listening, Grades K–2

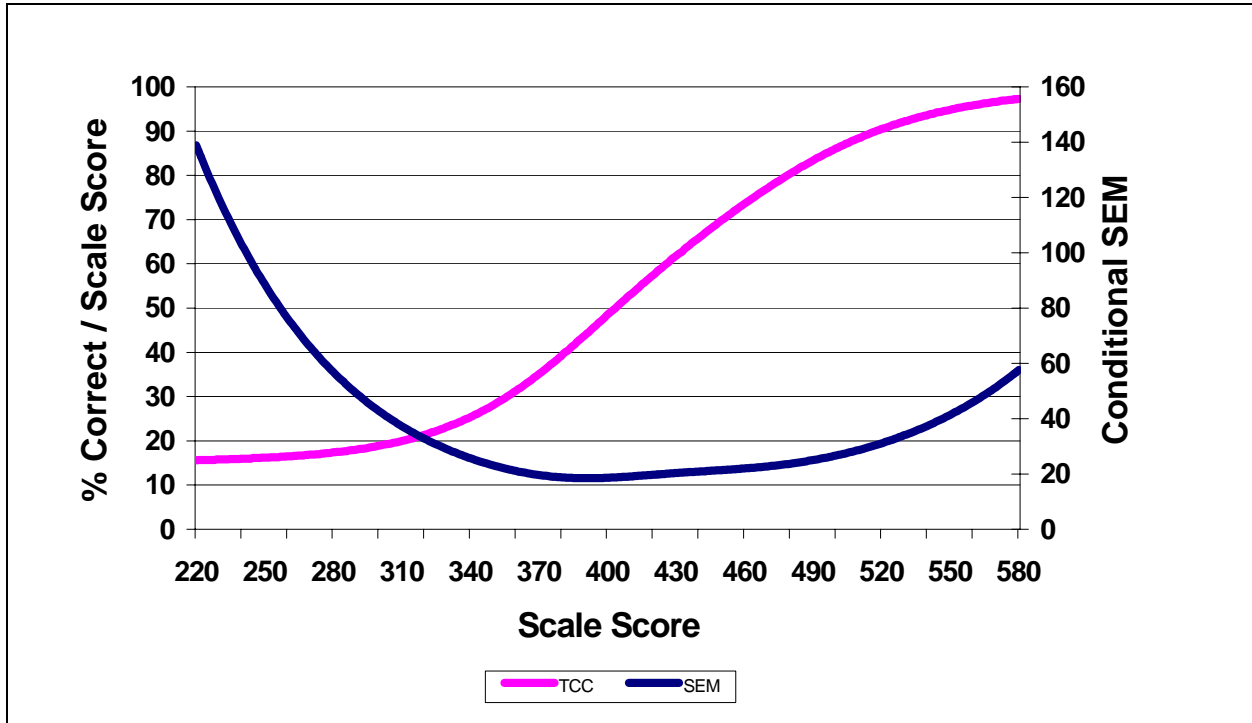


Figure P-2: Test Characteristic and Standard Error Curves, Listening, Grades 3–5

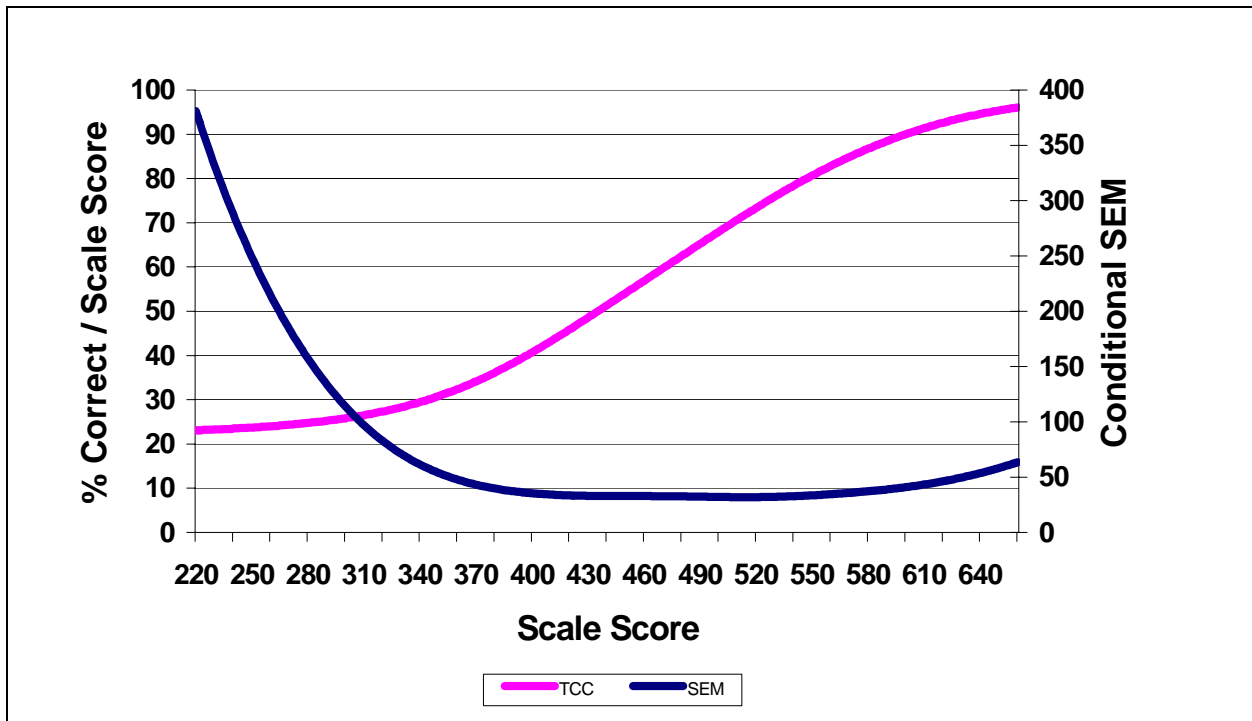


Figure P-3: Test Characteristic and Standard Error Curves, Listening, Grades 6–8

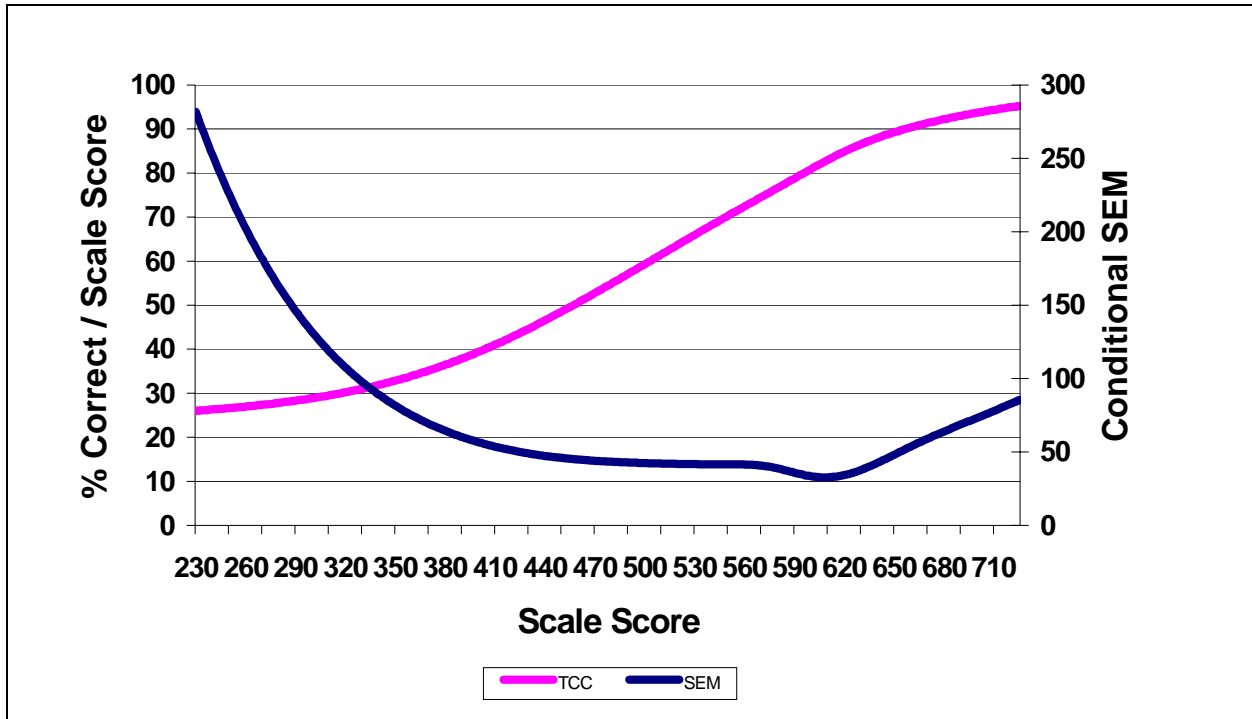


Figure P-4: Test Characteristic and Standard Error Curves, Listening, Grades 9–12

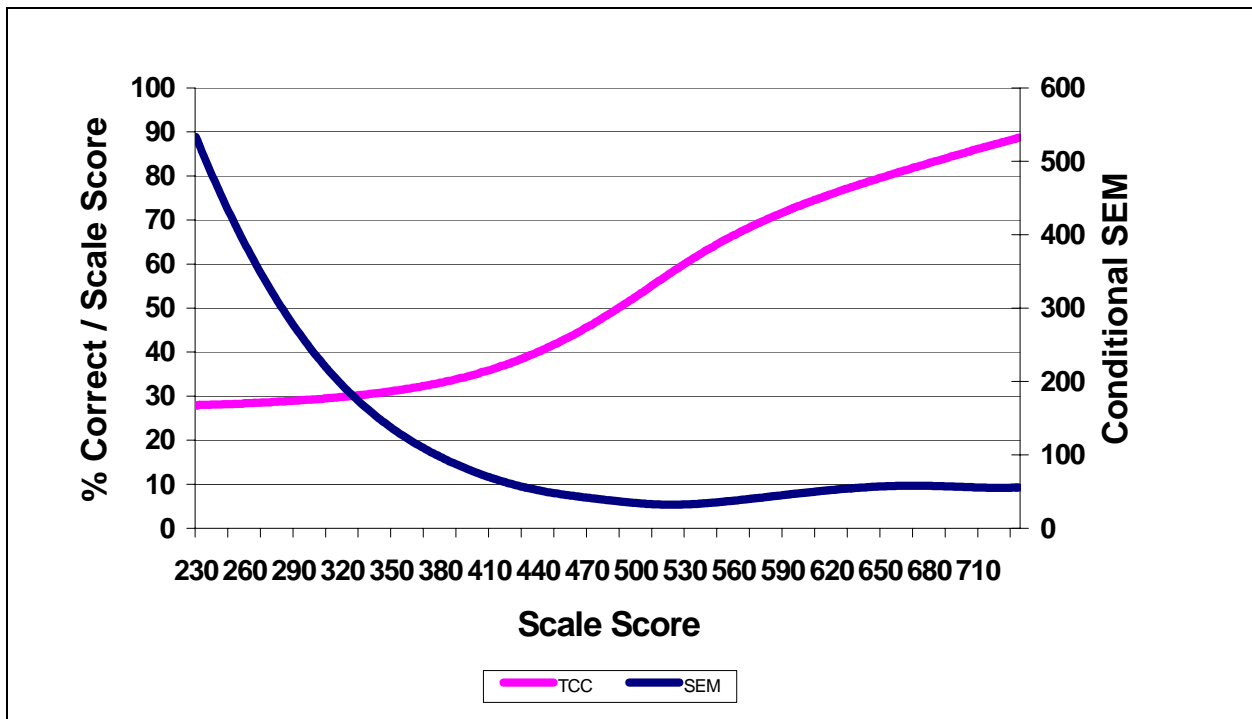


Figure P-5: Test Characteristic and Standard Error Curves, Speaking, Grades K–2

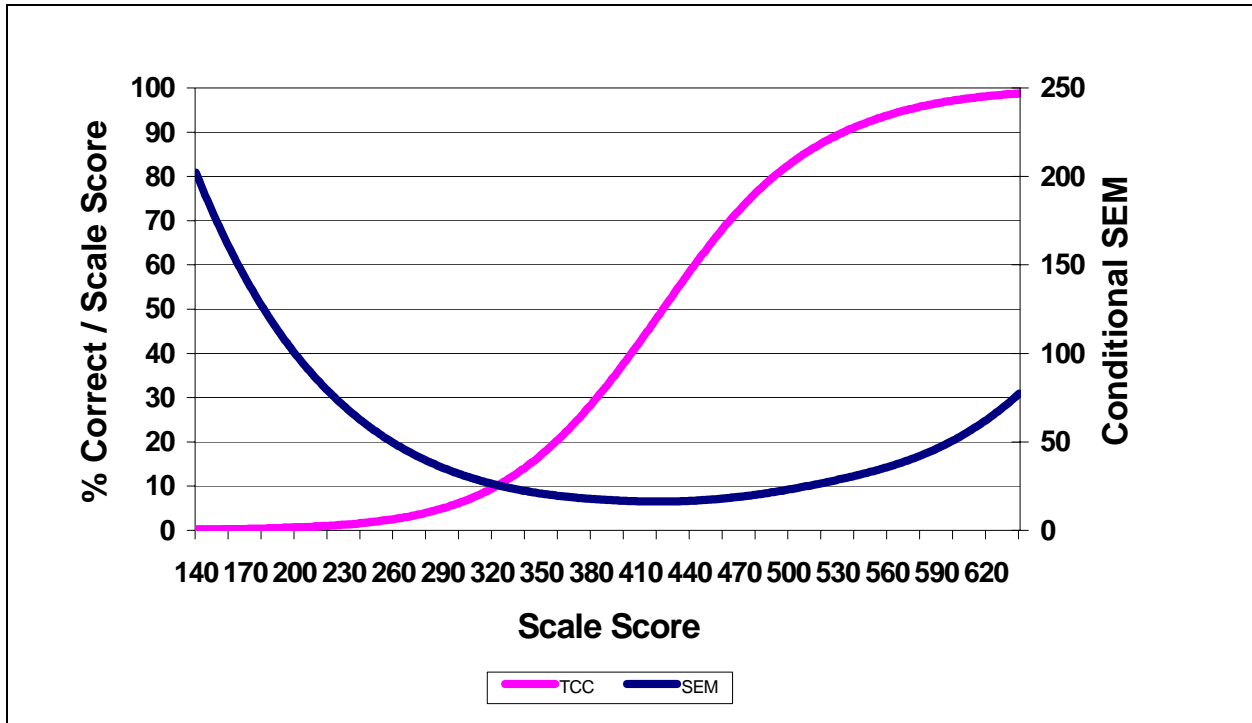


Figure P-6: Test Characteristic and Standard Error Curves, Speaking, Grades 3–5

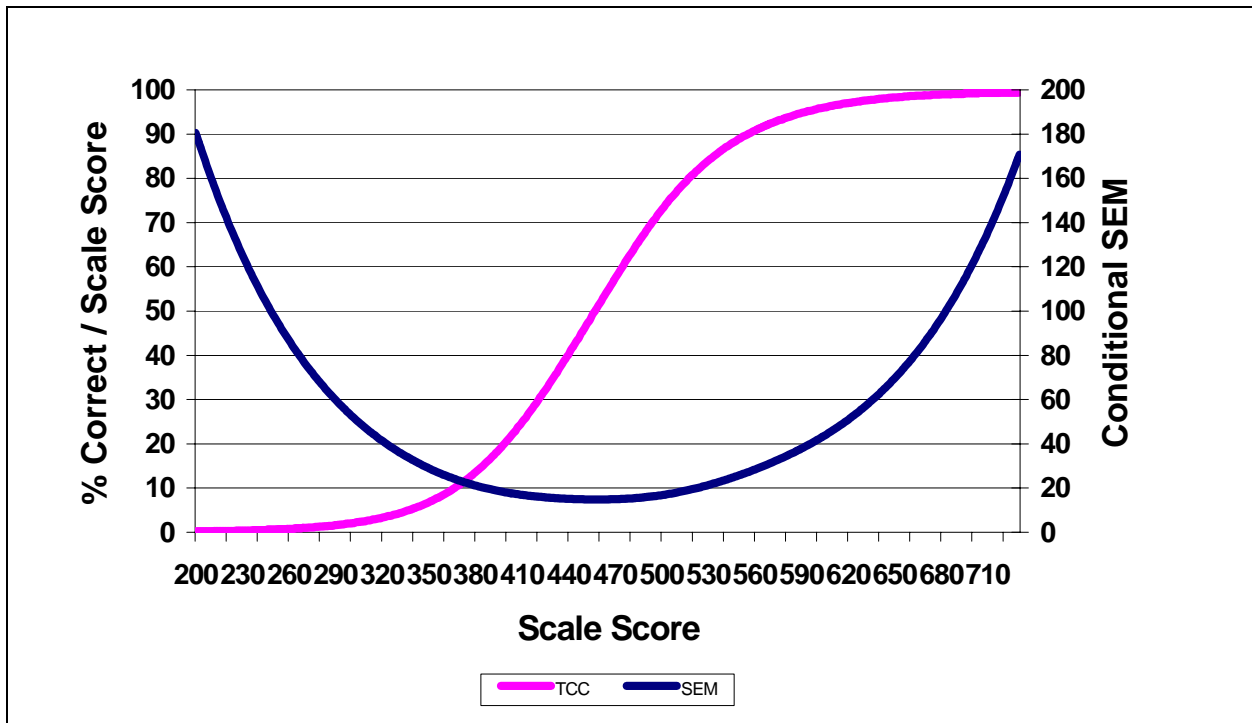


Figure P-7: Test Characteristic and Standard Error Curves, Speaking, Grades 6–8

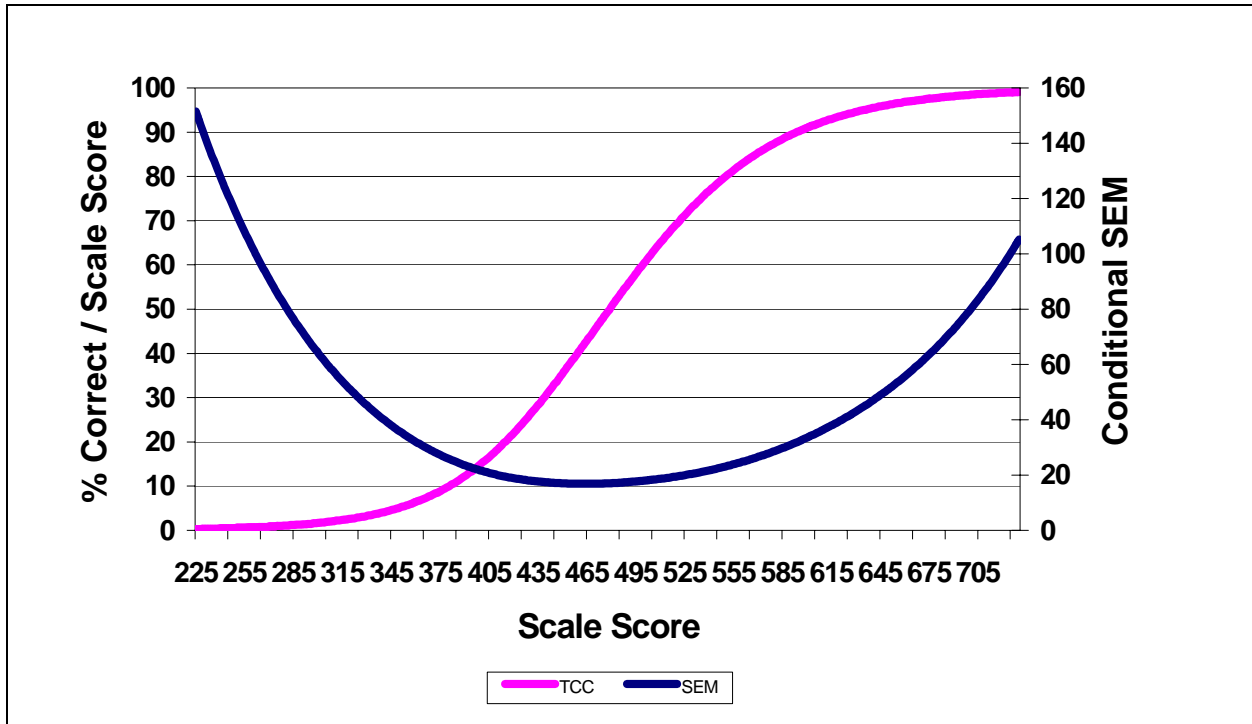


Figure P-8: Test Characteristic and Standard Error Curves, Speaking, Grades 9–12

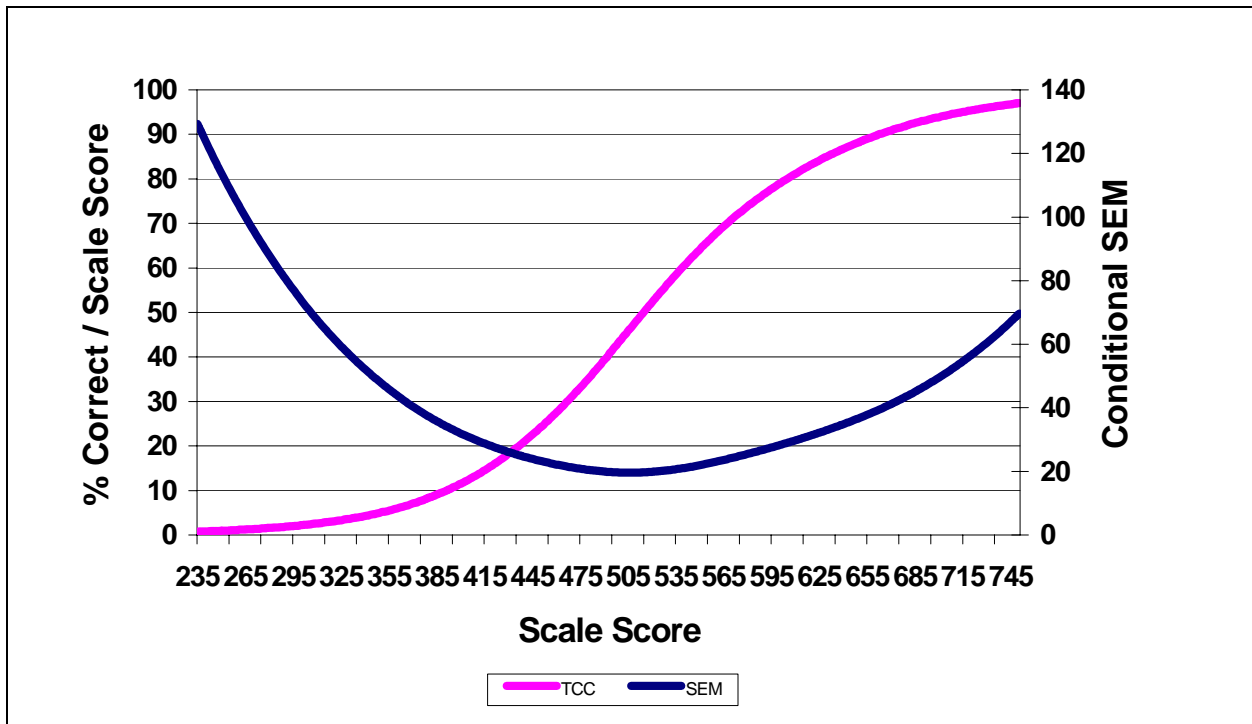


Figure P-9: Test Characteristic and Standard Error Curves, Reading, Grades K–1

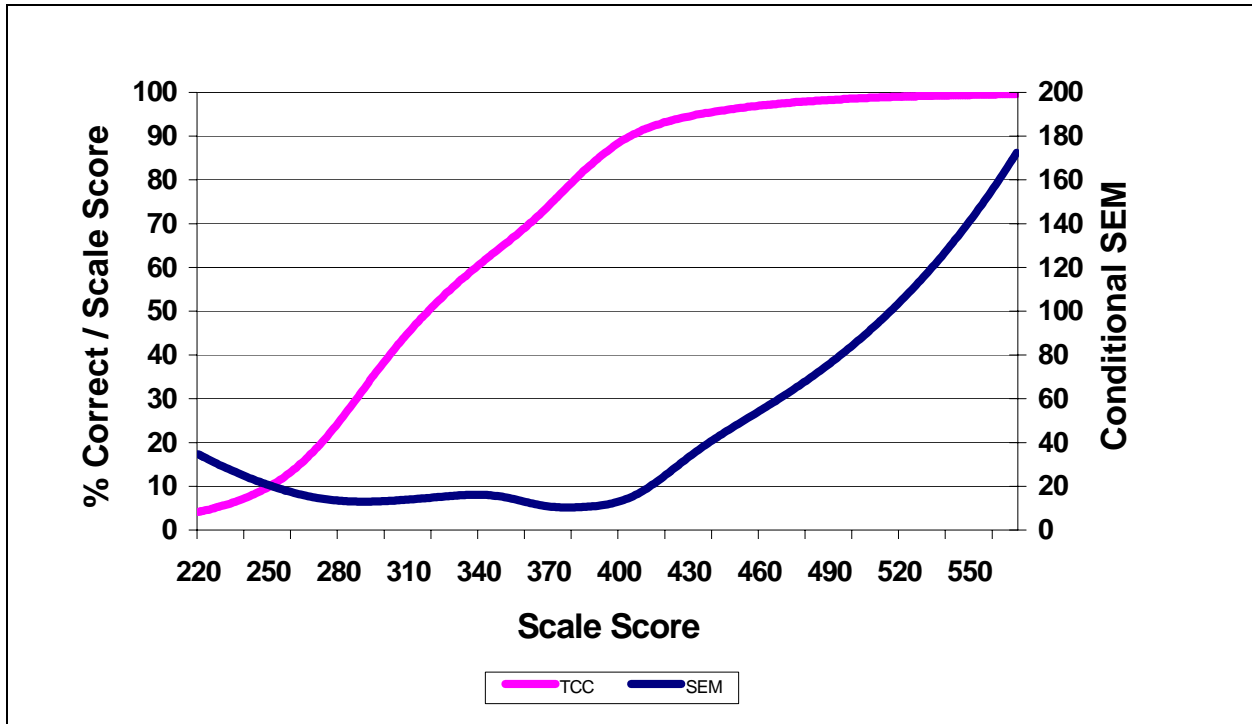


Figure P-10: Test Characteristic and Standard Error Curves, Reading, Grade 2

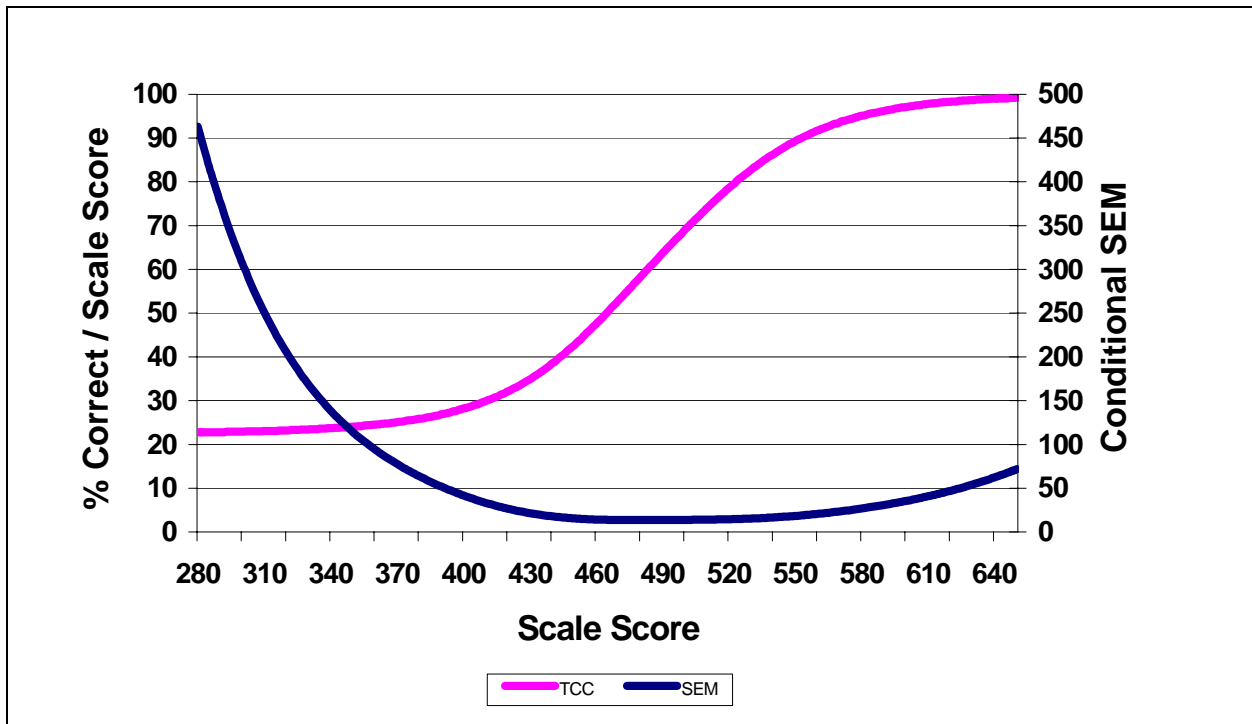


Figure P-11: Test Characteristic and Standard Error Curves, Reading, Grades 3–5

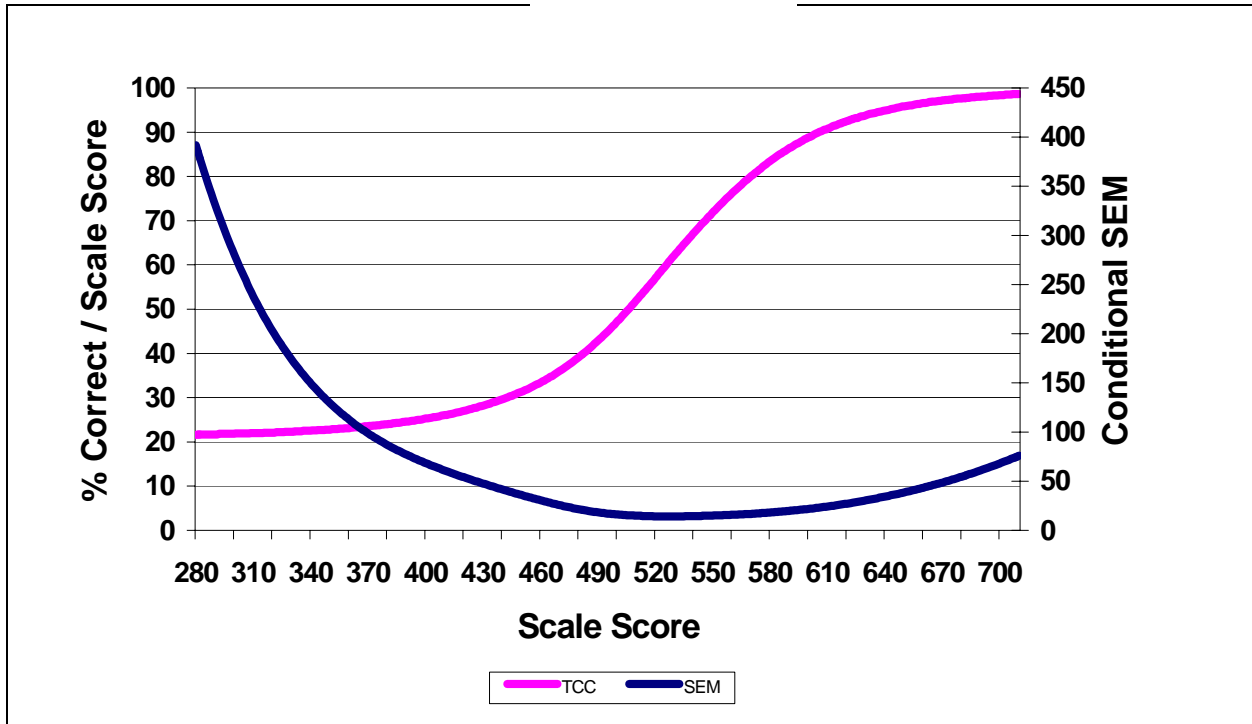


Figure P-12: Test Characteristic and Standard Error Curves, Reading, Grades 6–8

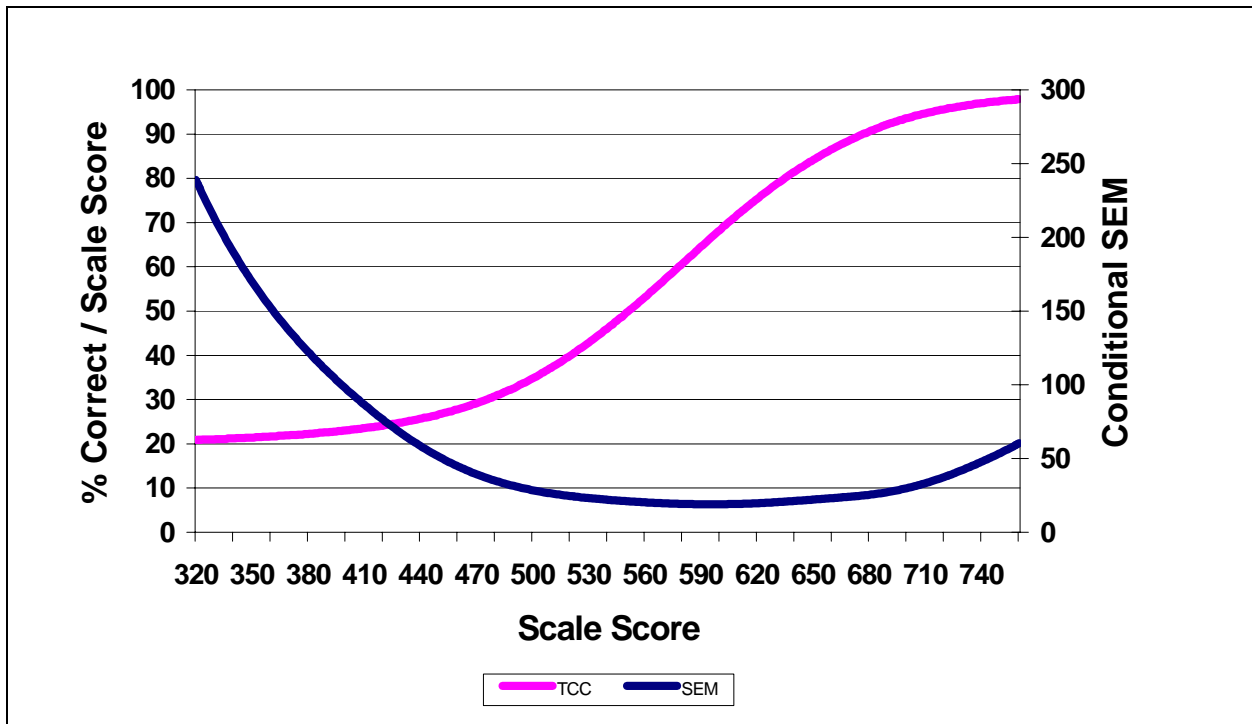


Figure P-13: Test Characteristic and Standard Error Curves, Reading, Grades 9–12

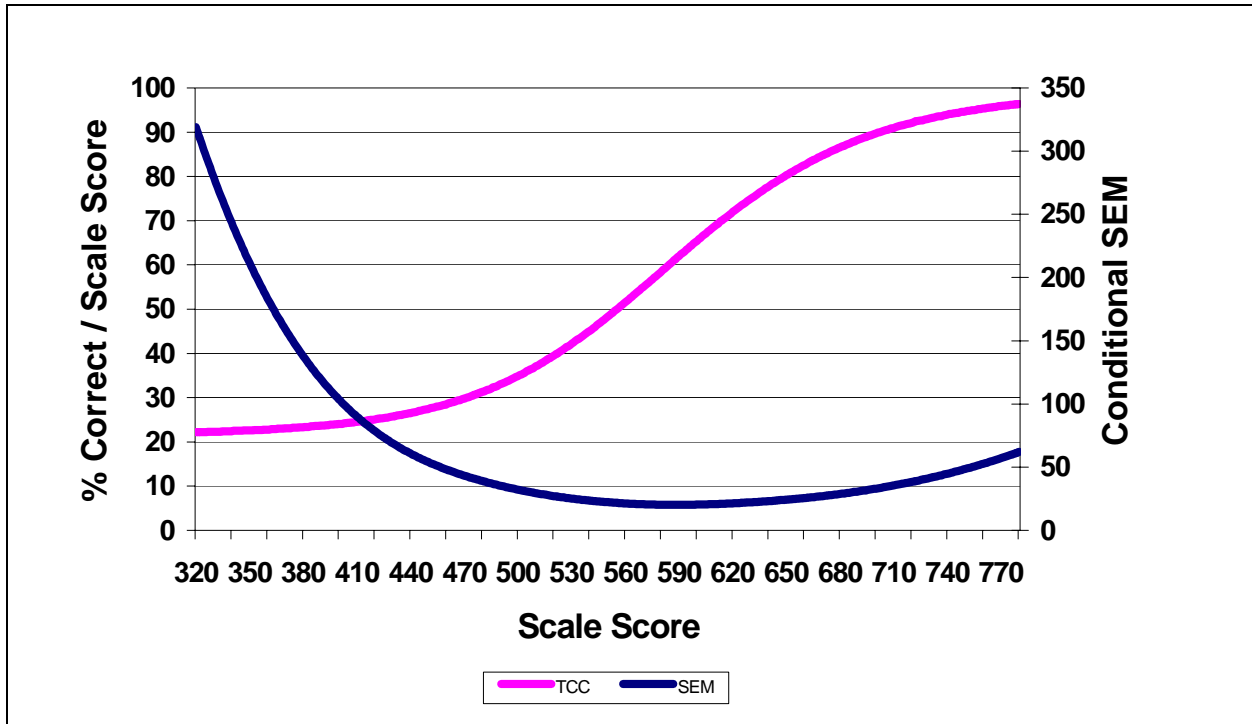


Figure P-14: Test Characteristic and Standard Error Curves, Writing, Grades K–1

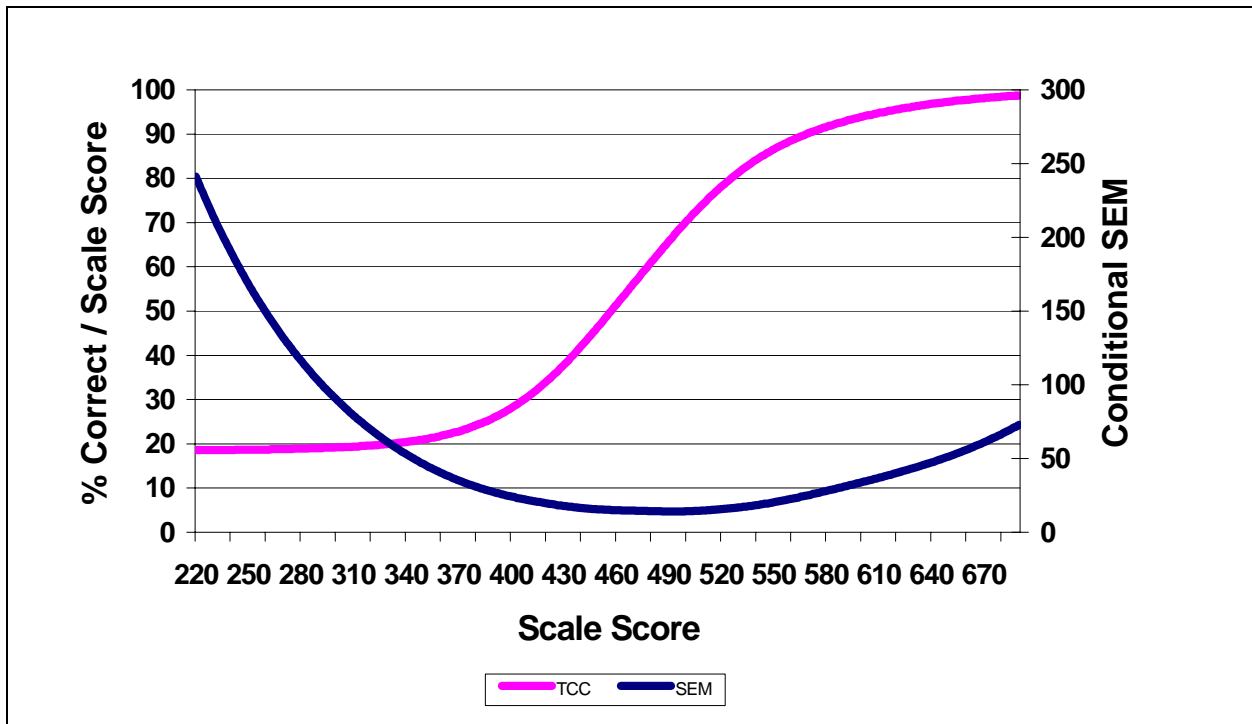


Figure P-15: Test Characteristic and Standard Error Curves, Writing, Grade 2

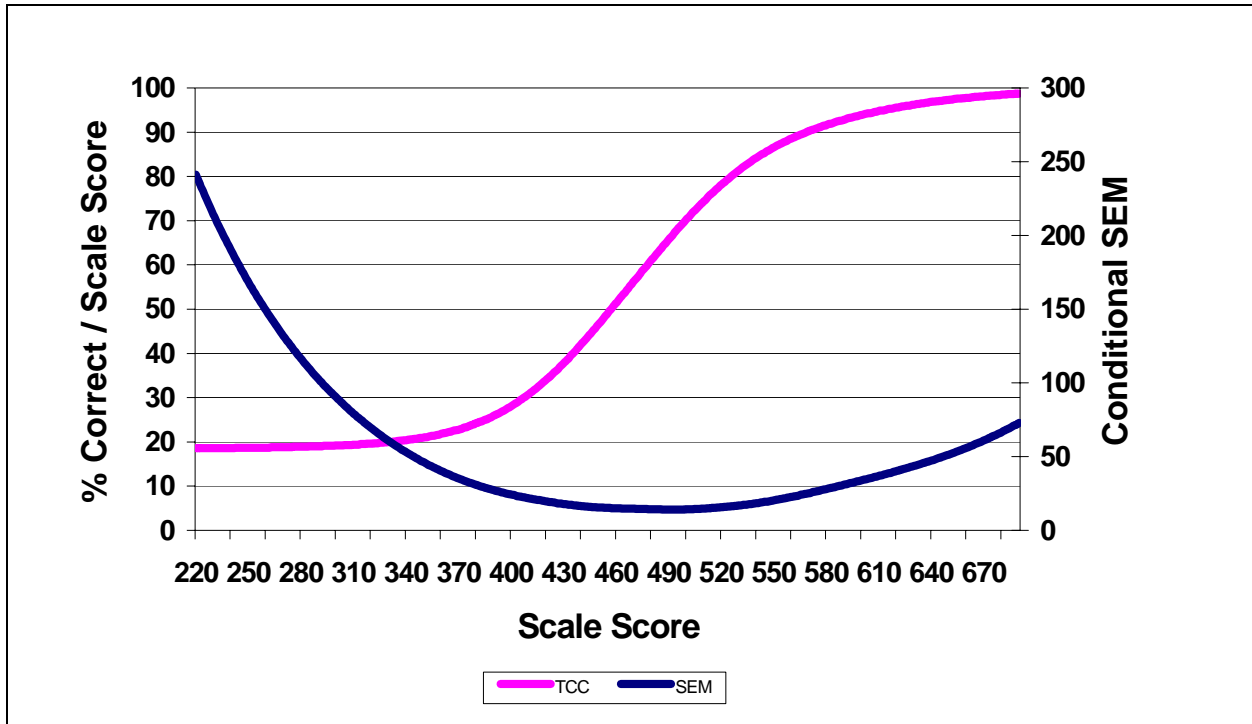


Figure P-16: Test Characteristic and Standard Error Curves, Writing, Grades 3–5

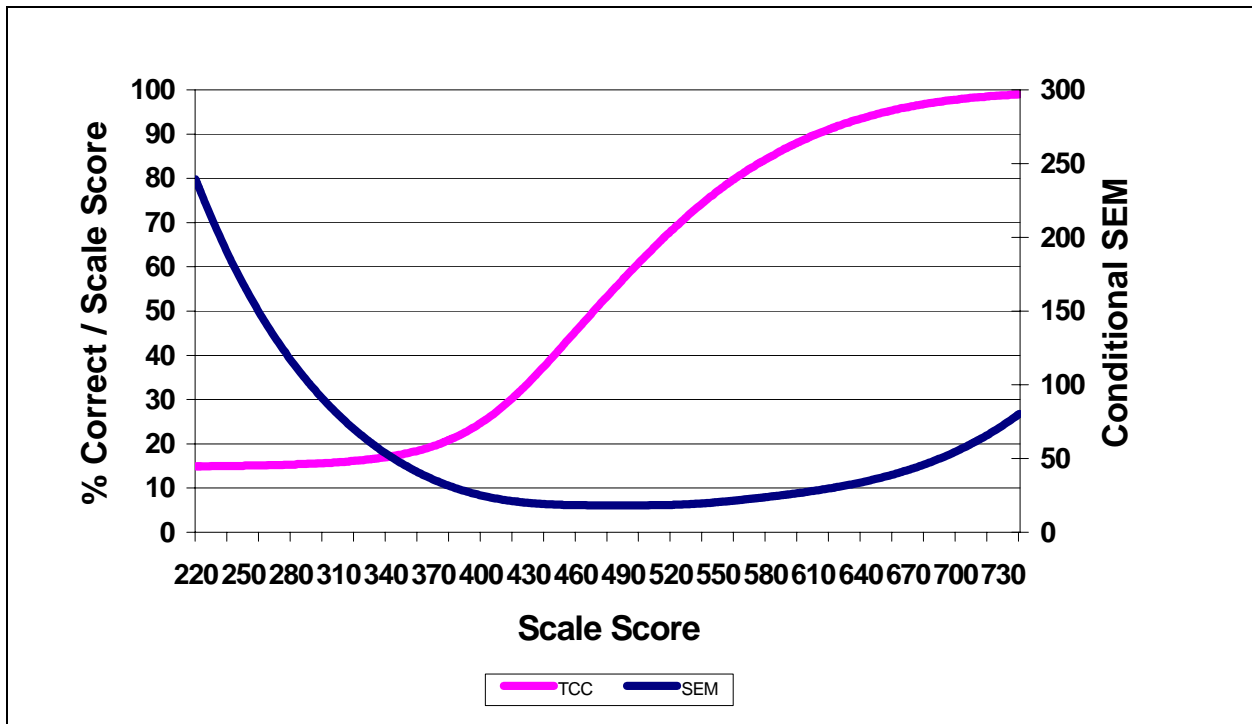


Figure P-17: Test Characteristic and Standard Error Curves, Writing, Grades 6–8

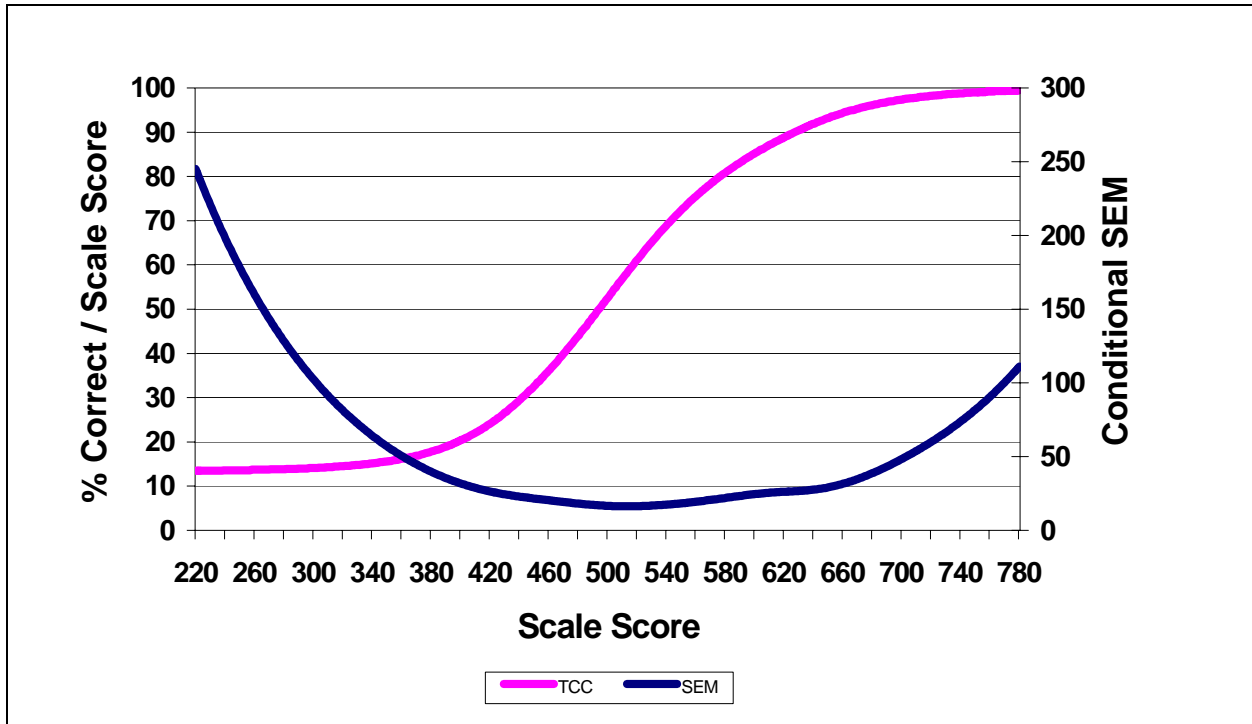
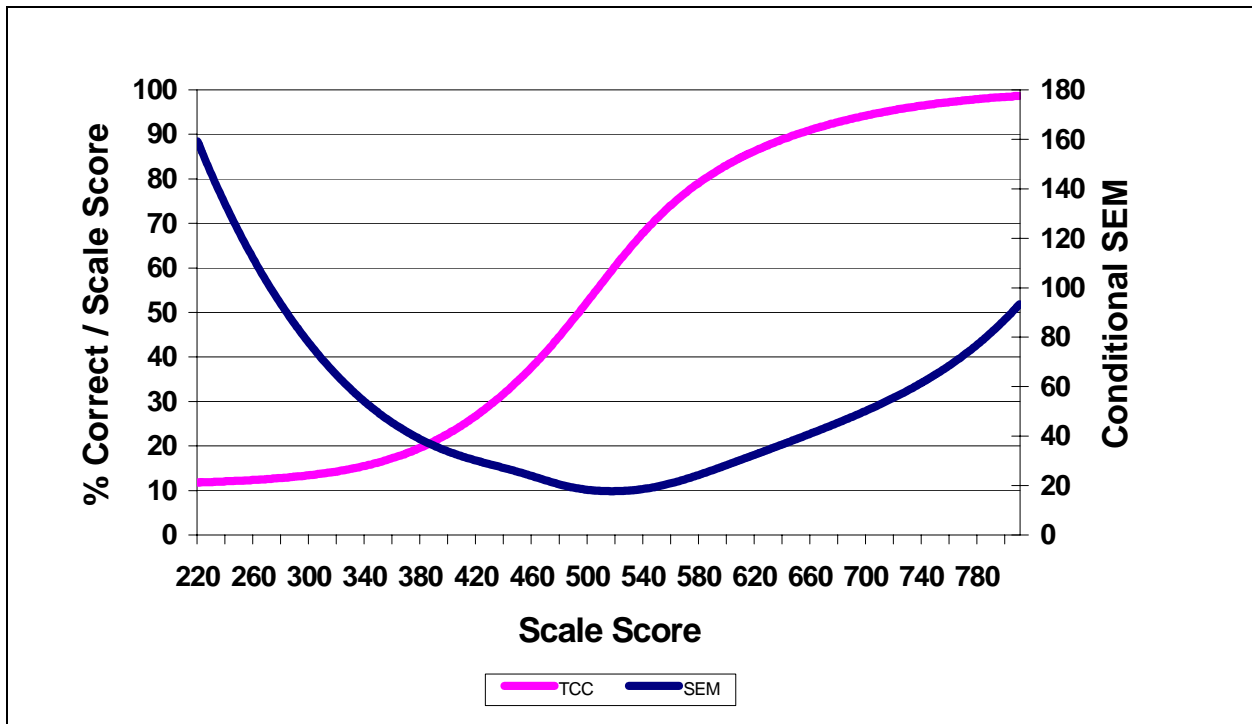


Figure P-18: Test Characteristic and Standard Error Curves, Writing, Grades 9–12



Appendix Q: Score Report Samples

Note: The data in these reports are not real. The reports are shown for illustration purposes only.

Figure Q-1: Sample Student Performance Level Report, Annual Assessment

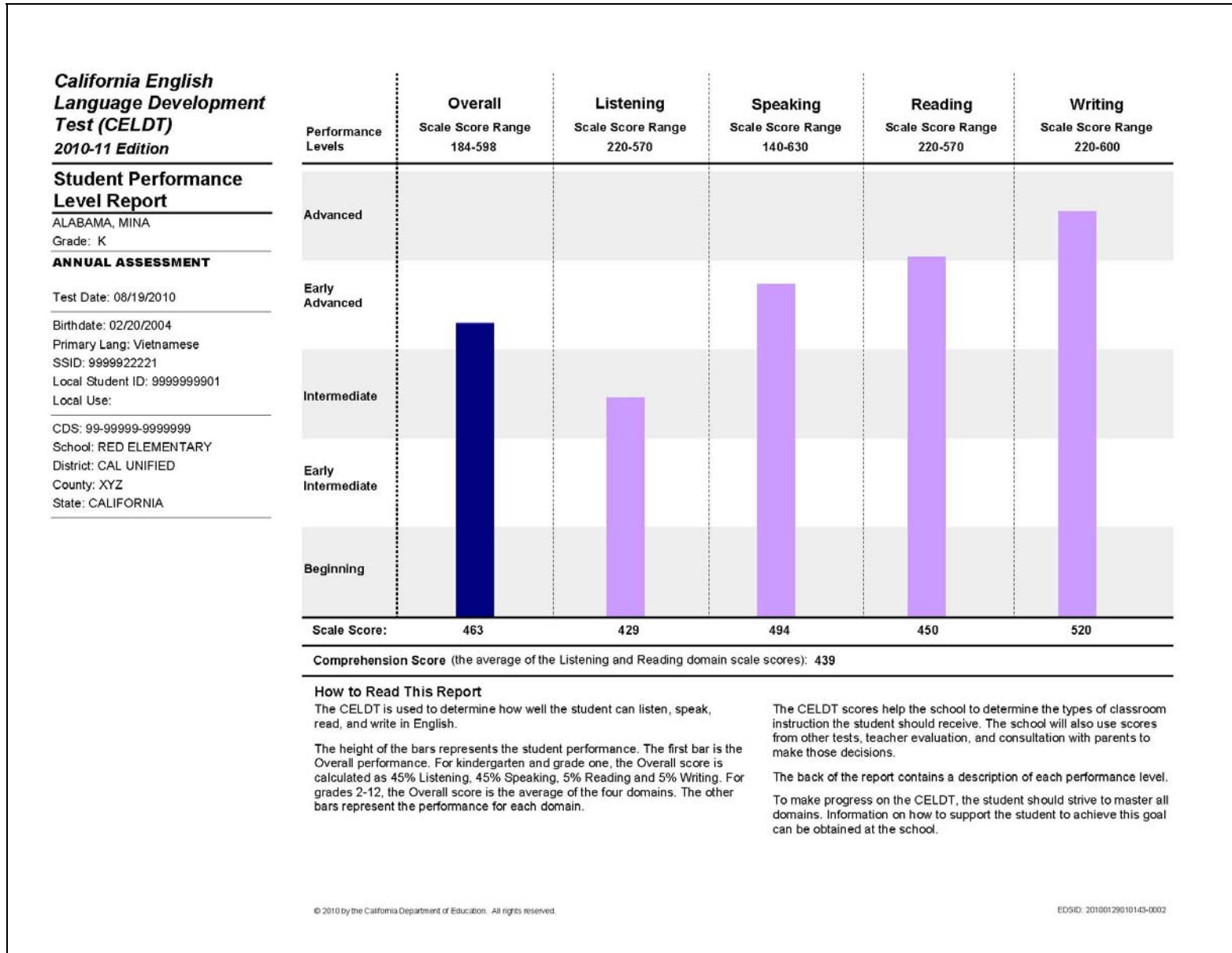


Figure Q-2: Sample Student Performance Level Report, Initial Assessment

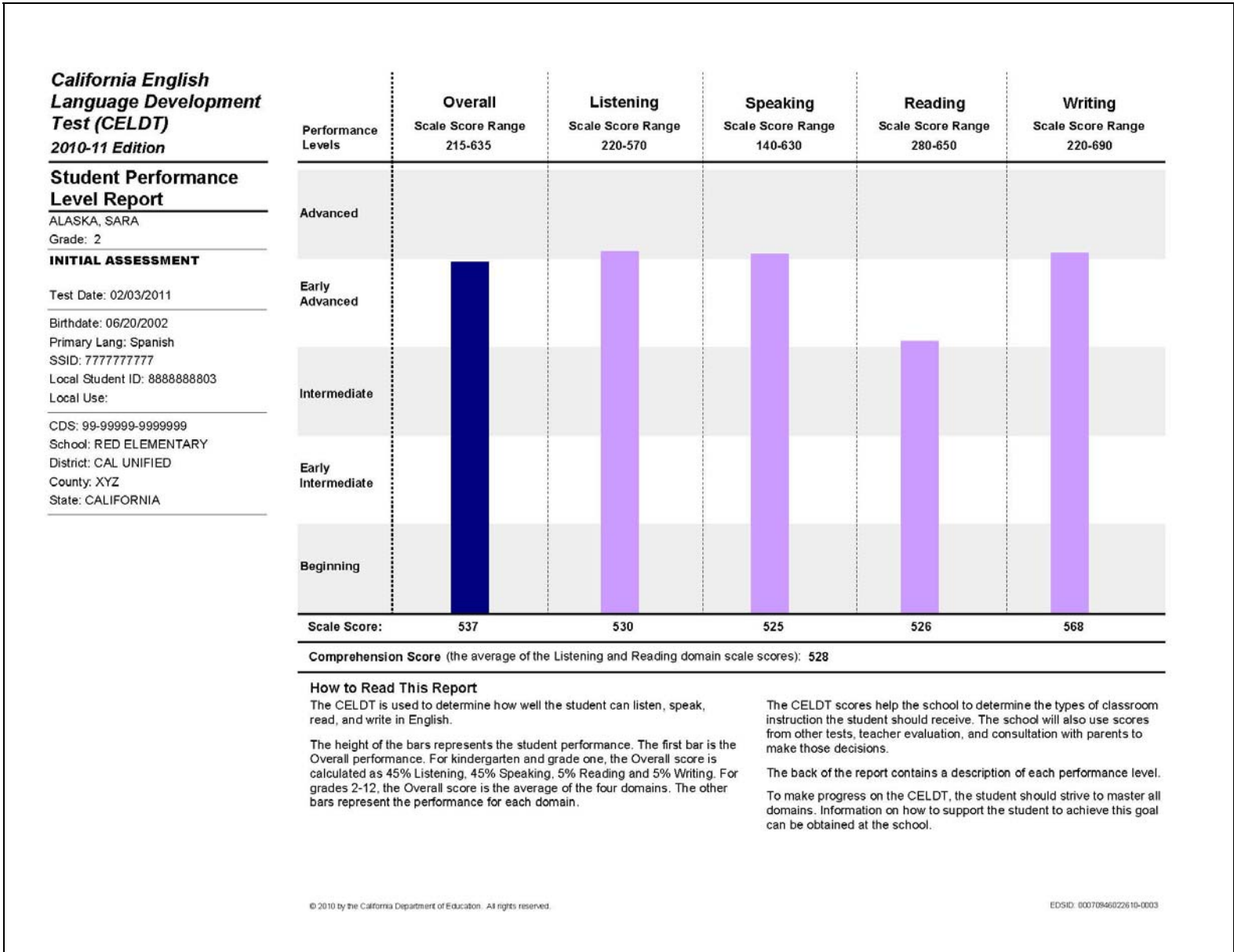


Figure Q-3: Sample Student Record Labels

California English Language Development Test (CELDT)

CDS: 99-99999-999999
 DISTRICT: CAL UNIFIED
 SCHOOL: RED ELEMENTARY
 GRADE: 2
 ANNUAL ASSESSMENT

California English Language Development Test (CELDT)			
2010-11 Edition			
Domain	Score	Performance Level	
KANSAS, TULIPS	Overall	414	Early Intermediate
Birthdate: 12/11/2001 Grade: 2	Listening	467	Intermediate
Primary Lang: Spanish	Speaking	422	Intermediate
District: CAL UNIFIED	Reading	399	Beginning
School: RED ELEMENTARY	Writing	369	Beginning
Test Date: 10/22/2010	SSID: 6666666666	Local Stu ID: 8888888806	
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2010-11 Edition			
Domain	Score	Performance Level	
KANSAS, VERGINIA A	Overall	392	Beginning
Birthdate: 07/21/2002 Grade: 2	Listening	220	Beginning
Primary Lang: Spanish	Speaking	449	Intermediate
District: CAL UNIFIED	Reading	446	Early Intermediate
School: RED ELEMENTARY	Writing	456	Early Intermediate
Test Date: 10/22/2010	SSID: 6666667777	Local Stu ID: 8888888807	
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2010-11 Edition			
Domain	Score	Performance Level	
VERGINIA, MAPLE A	Overall	368	Beginning
Birthdate: 12/18/2001 Grade: 2	Listening	429	Intermediate
Primary Lang: Spanish	Speaking	394	Early Intermediate
District: CAL UNIFIED	Reading	432	Early Intermediate
School: RED ELEMENTARY	Writing	220	Beginning
Test Date: 10/22/2010	SSID: 7777777666	Local Stu ID: 8888888805	
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)

CDS: 99-99999-999999
 DISTRICT: CAL UNIFIED
 SCHOOL: RED ELEMENTARY
 GRADE: 2
 INITIAL ASSESSMENT

California English Language Development Test (CELDT)			
2010-11 Edition			
Domain	Score	Performance Level	
ALASKA, SARA	Overall	537	Early Advanced
Birthdate: 06/20/2002 Grade: 2	Listening	530	Advanced
Primary Lang: Other Non-English	Speaking	525	Advanced
District: CAL UNIFIED	Reading	526	Early Advanced
School: RED ELEMENTARY	Writing	568	Advanced
Test Date: 02/03/2011	SSID: 7777777777	Local Stu ID: 8888888803	
INITIAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2010-11 Edition			
Domain	Score	Performance Level	
ARIZONA, VERGINIA D	Overall	215	Beginning
Birthdate: 03/04/2002 Grade: 2	Listening	220	Beginning
Primary Lang: Portuguese	Speaking	140	Beginning
District: CAL UNIFIED	Reading	280	Beginning
School: RED ELEMENTARY	Writing	220	Beginning
Test Date: 01/14/2009	SSID: 9999922224	Local Stu ID: 9999999904	
INITIAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2010-11 Edition			
Domain	Score	Performance Level	
CALIFORNIA, POPPIES A	Overall	365	Beginning
Birthdate: 06/11/2002 Grade: 2	Listening	467	Intermediate
Primary Lang: Other Non-English	Speaking	494	Early Advanced
District: CAL UNIFIED	Reading	280	Beginning
School: RED ELEMENTARY	Writing	220	Beginning
Test Date: 10/04/2010	SSID: 8888888888	Local Stu ID: 9999999922	
INITIAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2010-11 Edition			
Domain	Score	Performance Level	
CAROLINA, CHARLOT	Overall	479	Intermediate
Birthdate: 05/08/2002 Grade: 2	Listening	501	Early Advanced
Primary Lang:	Speaking	449	Intermediate
District: CAL UNIFIED	Reading	459	Early Intermediate
School: RED ELEMENTARY	Writing	510	Intermediate
Test Date: 12/02/2010	SSID:	Local Stu ID: 9999999918	
INITIAL ASSESSMENT	Local Use:		

Figure Q-4: Sample District Performance Level Summary Report

California English Language Development Test (CELDT) 2010-11 Edition	Performance Levels	Overall		Listening		Speaking		Reading		Writing		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Performance Level Summary Report District: CAL UNIFIED Grade: 2 ANNUAL ASSESSMENT 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. CD:99-99999 County: XYZ State: CALIFORNIA	Advanced	2	5	4	10	9	23	1	3	2	5	
	Early Advanced	6	15	10	26	13	33	2	5	5	13	
	Intermediate	15	38	18	46	12	31	9	23	12	31	
	Early Intermediate	11	28	6	15	3	8	12	31	12	31	
	Beginning	5	13	1	3	2	5	15	38	8	21	
	Total Number of Students	39		39		39		39		39		
	Mean Scale Score	456.8		461.9		482.4		437.6		446.8		
	Standard Deviation	55.3		45.9		76.2		63.6		88.6		
	Number (percent) of students who met the CELDT Criterion: 7 (18%)											

Figure Q-5: Sample School Performance Level Summary Report

California English Language Development Test (CELDT) 2010-11 Edition	Performance Levels	Overall		Listening		Speaking		Reading		Writing		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Performance Level Summary Report School: BLUE HIGH SCHOOL Grade: 9 ANNUAL ASSESSMENT 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. CDS:99-99999-8888888 District: CAL UNIFIED County: XYZ State: CALIFORNIA	Advanced	1	5	2	11	5	26	1	5	4	21	
	Early Advanced	7	37	2	11	8	42	3	16	5	26	
	Intermediate	6	32	8	42	3	16	6	32	3	16	
	Early Intermediate	3	16	6	32	1	5	6	32	4	21	
	Beginning	2	11	1	5	2	11	3	16	3	16	
	Total Number of Students	19		19		19		19		19		
	Mean Scale Score	552.8		570.7		549.3		553.6		538.9		
	Standard Deviation	69.7		78.5		113.6		70.3		68.0		
	Number (percent) of students who met the CELDT Criterion: 7 (37%)											

Figure Q-6: Sample Roster Report

California English Language Development Test (CELDT) 2010-11 Edition Roster Report School: RED ELEMENTARY Grade: 2 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.	Student	Overall Scale Score Range 215-635 Performance Level	Listening Scale Score Range 220-570 Performance Level	Speaking Scale Score Range 140-630 Performance Level	Reading Scale Score Range 280-650 Performance Level	Writing Scale Score Range 220-690 Performance Level
	ALASKA, SARA Birthdate: 06/20/2002 SSID: 7777777777 Local Student ID: 8888888803 Test Date: 02/03/2011	537 Early Advanced	530 Advanced	525 Advanced	526 Early Advanced	568 Advanced
ARIZONA, VERGINIA D Birthdate: 03/04/2002 SSID: 999922224 Local Student ID: 999999904 Test Date: 01/14/2009	215 Beginning	220 Beginning	140 Beginning	280 Beginning	220 Beginning	
CALIFORNIA, POPPIES A Birthdate: 06/11/2002 SSID: 8888888888 Local Student ID: 9999999922 Test Date: 10/04/2010	365 Beginning	467 Intermediate	494 Early Advanced	280 Beginning	220 Beginning	
CAROLINA, CHARLOT Birthdate: 05/08/2002 SSID: Local Student ID: 9999999918 Test Date: 12/02/2010	479 Intermediate	501 Early Advanced	449 Intermediate	459 Early Intermediate	510 Intermediate	
KANSAS, TULIPS Birthdate: 12/11/2001 SSID: 6666666666 Local Student ID: 8888888806 Test Date: 11/22/2010	414 Early Intermediate	467 Intermediate	422 Intermediate	399 Beginning	369 Beginning	
KANSAS, VERGINIA A Birthdate: 07/21/2002 SSID: 6666666777 Local Student ID: 8888888807 Test Date: 10/22/2010	392* Beginning	220* Beginning	449 Intermediate	446 Early Intermediate	456 Early Intermediate	
NEBRASKA, JASMIN Birthdate: 02/15/2002 SSID: 9999922243 Local Student ID: 9999999917 Test Date: 09/30/2010	428 Early Intermediate	467 Intermediate	494 Early Advanced	280 Beginning	473 Intermediate	
NEVADA, RENA Birthdate: 08/11/2002 SSID: Local Student ID: 9999999919 Test Date: 10/15/2010	215 Beginning	220 Beginning	140 Beginning	280 Beginning	220 Beginning	
OHIO, FLOWER Birthdate: 01/20/2002 SSID: 7777777776 Local Student ID: 8888888804 Test Date: 01/21/2011	477 Intermediate	454 Intermediate	525 Advanced	453 Early Intermediate	478 Intermediate	

* A test modification or an alternate assessment was used during the administration of this domain. Modifications and alternate assessments alter what the CELDT intends to measure, therefore the student receives the lowest possible scale score (LOSS). Because the LOSS lowers the Overall score, caution should be used when interpreting the results.

Appendix R: Proficiency by Grade and Grade Span

Note: This appendix contains historical tables from the 2006–07 Edition, the first year the common scale was used. For proficiency results for previous Editions, see CELDT Technical Reports available at <http://www.cde.ca.gov/ta/tg/el/techreport.asp>.

“N Prof” and “Percent Prof” refer, respectively, to the number and percent of students at the Early Advanced and Advanced performance levels.

Table R-1: 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-2: 2009–10 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening Percent		Speaking Percent		Reading Percent		Writing Percent		Overall Percent	
		N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof
K	5,374	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-3: 2008–09 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening Percent		Speaking Percent		Reading Percent		Writing Percent		Overall Percent	
		N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof
K	5,276	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-4: 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-5: 2006–07 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening/Speaking Percent		Reading Percent		Writing Percent		Overall Percent	
		N Prof	Prof	N Prof	Prof	N Prof	Prof	N Prof	Prof
K	5,993	1,054	17.6	N/A	N/A	N/A	N/A	1,054	17.6
1	159,686	54,344	34.0	N/A	N/A	N/A	N/A	54,344	34.0
2	156,889	71,633	45.7	15,139	9.6	39,526	25.2	45,471	29.0
3	158,731	49,508	31.2	16,110	10.1	41,474	26.1	33,668	21.2
4	148,801	81,834	55.0	36,311	24.4	60,229	40.5	66,034	44.4
5	130,703	90,311	69.1	50,320	38.5	67,057	51.3	79,554	60.9
6	111,464	61,276	55.0	37,471	33.6	56,238	50.5	53,372	47.9
7	97,445	62,641	64.3	41,974	43.1	55,703	57.2	57,067	58.6
8	89,276	61,972	69.4	47,413	53.1	56,658	63.5	58,931	66.0
9	85,846	52,877	61.6	45,468	53.0	44,577	51.9	50,730	59.1
10	74,813	49,293	65.9	44,567	59.6	41,124	55.0	47,760	63.8
11	59,133	40,685	68.8	38,209	64.6	33,447	56.6	39,707	67.1
12	46,951	33,422	71.2	31,984	68.1	26,526	56.5	32,592	69.4
Grade Span									
K–2	322,568	127,220	39.4	15,152	4.7	39,580	12.3	100,997	31.3
3–5	438,235	221,762	50.6	102,791	23.5	168,827	38.5	179,339	40.9
6–8	298,185	185,960	62.4	126,908	42.6	168,667	56.6	169,439	56.8
9–12	266,743	176,333	66.1	160,286	60.1	145,740	54.6	170,850	64.1
Total	2,651,462	1,422,125	53.6	810,103	30.6	1,045,373	39.4	1,240,909	46.8